



81.432.1
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Spotlight

Student's Book

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10



Express Publishing



ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО

БАЗОВЫЙ
УРОВЕНЬ

Английский в фокусе



АНГЛИЙСКИЙ ЯЗЫК

10 класс

Базовый уровень

Учебник

Вопущено

Министерством просвещения

Московской области

12-е издание, стереотипное

Москва
Express Publishing
«Просвещение»
2023

УДК 373.167.1:811.111+811.111(075.3)
ББК 81.432.1я721
А64

Серия «Английский в фокусе» основана в 2006 году.

На учебник получены положительные заключения научной (заключение РАО № 914 от 21.11.2016 г.), педагогической (заключение РАО № 685 от 21.11.2016 г.) и общественной (заключение РКС № 393-ОЭ от 22.12.2016 г.) экспертизы

Авторы: О. В. Афанасьева, Д. Дули, И. В. Михеева, Б. Оби, В. Эванс
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Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor-in-Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express Publishing design team; Warehouse (recording producers), manuscript, and whose comments and feedback were invaluable in the production of the book.
Colour Illustrations: Stone, Chris. Music Compositions & Arrangement by Ted and Taz.

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Английский язык : 10-й класс : базовый уровень: учебник / О. В. Афанасьева, Д. Дули, И. В. Михеева [и др.]. — 12-е изд., стер. — Москва : Express Publishing : Просвещение, 2023. — 248 с. : ил. — (Английский в фокусе).
ISBN 978-5-09-103568-1.

Учебник является центральным элементом учебно-методического комплекта серии «Английский в фокусе» для 10 классов общеобразовательных организаций. Отличительной особенностью УМК является модульное построение учебника, наличие аутентичного материала о России, заданий, соответствующих требованиям международных экзаменов, готовящих постепенно к Единому государственному экзамену по английскому языку. Материалы учебника способствуют достижению личностных, метапредметных и предметных результатов обучения.

Аудиоприложение: <https://prosv.ru/audio-spotlight10-1/>

УДК 373.167.1:811.111+811.111(075.3)
ББК 81.432.1я721

Учебное издание

Серия «Английский в фокусе»

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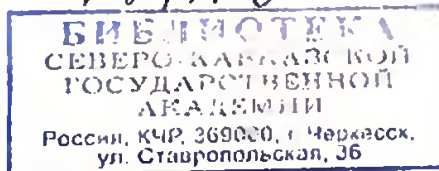
Английский язык

10 класс

Базовый уровень

Учебник

Центр лингвистического образования
Ответственный за выпуск О. В. Миронова
Редактор А. А. Каплина
Художественный редактор Н. В. Дождева
Корректор И. Б. Окунева



Подписано в печать 27.01.2023. Формат 60x90/8. Гарнитура Прагматика. Уч.-изд. л. 28, 19. Усл. печ. л. 31.
Доп. тираж 7700 экз. Заказ № 74446СМ.

Акционерное общество «Издательство «Просвещение». Российская Федерация, 127473, Москва, ул. Краснопролетарская, д. 16, стр. 3, этаж 4, помещение I.

Адрес электронной почты «горячей линии» — vorpros@prosv.ru.

Express Publishing. Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW. Tel.: (0044) 1635 817 363. Fax: (0044) 1635 817 463. e-mail: inquiries@expresspublishing.co.uk <http://www.expresspublishing.co.uk>

Отпечатано в филиале «Смоленский полиграфический комбинат»
АО «Издательство «Высшая школа». Российская Федерация, 214020, г. Смоленск, ул. Смольянинова, 1.
Тел.: +7(4812) 31-11-96. Факс: +7(4812) 31-31-70. E-mail: spk@smolpk.ru <http://www.smolpk.ru>

ISBN 978-5-09-103568-1

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 задание рекомендуется выполнять
в личной тетради учащегося

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READING	LISTENING, SPEAKING FUNCTIONS	WRITING
Teenagers	enquiring about/expressing likes, dislikes	a paragraph about what you like doing
a dialogue	socialising, expressing sarcasm/anger, identifying speakers, talking about a photo	
a list/paragraph		
an extract from <i>Little Women</i>		a conversation
a letter to a friend	understanding rubrics, making suggestions, giving advice	an informal letter

Britain's Young Consumers	enquiring about/answering how teens earn and spend their money	a paragraph about yourself and your spending habits
dialogue	enquiring about/expressing preferences, enrolling for a class, suggesting/replying	
a list/paragraph		a letter
extract from <i>The Railway Children</i>		a diary entry
a letter to a friend	understanding rubrics	a short message

Schools Around the World	an interview about your school	a short article about your school
dialogue	asking about & expressing wants/intentions; note taking; giving & reacting to news	
Hairdressers Happiest at Work		a short paragraph
extract from <i>The Darling</i>		a short dialogue
CV; letter of application	understanding rubrics	formal letters – a letter of application; CV

Use Less Stuff	talking about the 3 Rs	a quiz
dialogue	expressing concern/hope, listening for specific information (gap fill), discussing the weather	
environmental awareness day	explain signs	
extract from <i>The Lost World</i>		a letter
Should cars be banned from city centres?	expressing agreement/disagreement	a for-&-against essay

		VOCABULARY	GRAMMAR
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READING	LISTENING, SPEAKING FUNCTIONS	WRITING
Beautiful Nepal	visualising a scene	a postcard
dialogue (a disastrous holiday)	describing a bad experience, sympathising; talking about holidays; multiple choice	a short account of a bad travel experience
extract from <i>Around the World in 80 days</i>	listening for specific information	an ending to a story
A Perfect Day for a Carnival	setting the scene; expressing feelings	a story
Rainbow of Food	healthy/unhealthy eating	a healthy menu
a dialogue about health	advising, agreeing/disagreeing; talking about health; listening for specific information (multiple choice)	
	expressing regrets, wishes	
extract from <i>Oliver Twist</i>		a paragraph continuing a story
a report on an Asian food court	concluding	Reports (making assessments), a report evaluating a place
Teens Today ... A Square-Eyed Generation?	summarising a longer text	a survey
dialogue (at the opera)	making/accepting/declining invitations, listening for specific information (matching), expressing opinions	
BFI London Imax Cinema		
extract from <i>The Phantom of the Opera</i>		an account of the Phantom's life
types of reviews	recommending	a review
3 Things I Couldn't Live Without	an interview	an article about your favourite gadgets
dialogue (a faulty product)	reporting technical problems, responding, polite requests, listening for specific information (multiple choice)	an email to your pen-friend about a faulty gadget you bought
a text about funding		
extract from <i>The Time Machine</i>		a short description of a journey in a time machine
Mobile Phones in Schools ...	expressing opinions	an opinion essay

Module 1

Strong ties

- ◆ **Before you start ...**
 - How did you spend your summer holiday?
 - How do you feel now that school is starting?
- ◆ **Look at Module 1**

Find the page numbers for pictures 1-4.
- ◆ **Find the page numbers for**
 - a list of things to do
 - an author's biography
 - a single dictionary entry
 - a letter
- ◆ **Listen, read and talk about ...**
 - teen activities
 - qualities in a friend
 - teen fashion in the UK
 - recycling
- ◆ **Learn how to ...**
 - express likes/dislikes
 - socialise
 - express sarcasm/anger
 - make suggestions
 - give advice
- ◆ **Practise ...**
 - words often confused:
supporting/supportive, careful/caring, respected/respectful, mean/well-meaning
 - Present Simple – Present Continuous
 - Present Perfect Simple/Continuous
 - phrasal verbs: *look*
 - word formation: adjectives
- ◆ **Write / Give ...**
 - a short paragraph about what you like doing
 - a two-minute talk about friends
 - informal letters
 - a short paragraph about teenage fashion in your country
 - a talk on discrimination



1a

Reading Skills

Vocabulary


Teen activities

- 1 Which of these activities do teens in your country enjoy doing? What about you? Use: *most, a few, some, not many.*

- hang out with friends • go clubbing • send emails
- play computer games • go window shopping
- send text messages on their mobiles • chat online
- listen to music • watch TV/DVDs • surf the Net
- do extreme sports • spend time with their families
- go on trips to the countryside • do voluntary work (plant trees, run errands for the elderly, etc)

- *Most teens enjoy hanging out with friends. I enjoy chatting online. etc*

Reading

- 2  Look at the title and the introduction in the text. What do you expect to read? Listen, read and check.

study skills

Reading for specific information

Find key words in the instructions, questions, etc. Read the text(s) and try to find sentences, phrases, etc that match the key words. The matching sentences, phrases, etc are usually paraphrased. Using this information, answer the questions.

- 3 Read again. Answer questions 1-6. Who ...
- 1 would rather live somewhere else?
 - 2 enjoys watching funny programmes on television?
 - 3 likes buying clothes but not spending too much money on them?
 - 4 prefers to spend his/her free time doing unusual activities?
 - 5 enjoys spending some of his/her weekend with their family?
 - 6 gets angry with members of his/her family?

TEENAGERS



What's it like being 16?

We spoke to six 16-year-olds from around the world to find out what they and their friends like to do in their free time. Here's what they had to say.

A Fiona, 16

└ Galway, Ireland

"I've got lots of friends and we're all into the same kind of things. We like watching TV, especially comedies and my all-time favourite is *Father Ted*. We love music too, and I'm really into bands like Coldplay and Arctic Monkeys. I try to go to as many gigs* as I can. I'm not really into fashion. I can't stand shopping and I couldn't care less about designer labels."

B Josie, 16

└ Glasgow, Scotland

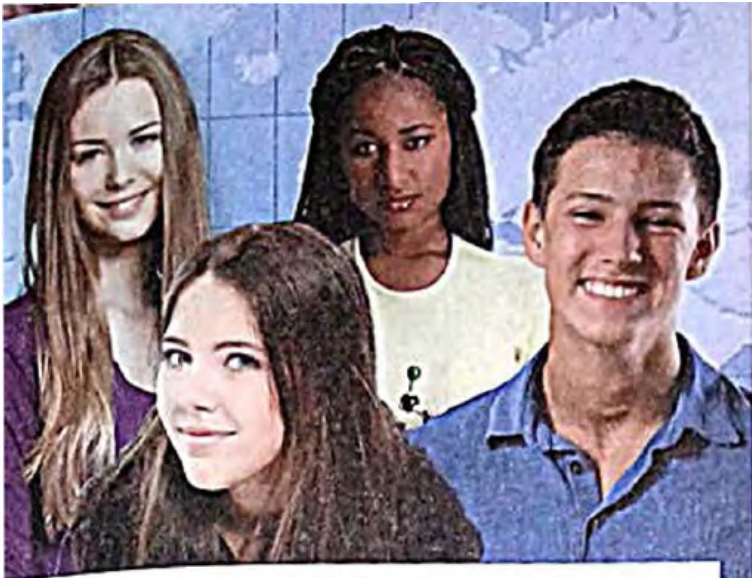
"I really like shopping. I think it's a relaxing, enjoyable pastime. So much so, I can spend hours window-shopping in the city centre with my friends. H&M is my favourite clothes shop because you can always find great bargains there. I also like going to the cinema and I try to catch a film at least once a fortnight with my friend, Tom. Everyone my age is crazy about mobile phones and texting has become a national pastime!"

C Jamie, 16

└ Crystal Brook, Australia

"I live with my family on a farm near a small town in South Australia. The countryside is beautiful around here and I go walking and horse riding a lot, but life is generally boring. I don't fancy living here when I'm older and dream of going to live in a big city. My

* live performances



friends and I spend a lot of time on the Internet playing games and chatting and we watch DVDs. Of course, like all teenagers, we always have homework to do."

D Kim, 16
 L Vancouver, Canada

"During the week I don't do much in the evenings apart from my homework, so I really look forward to the weekends.

On Saturdays, I usually hang out with my friends down at the shopping centre where we check out the shops for new clothes, grab a bite to eat and watch a film.

On Sundays, I usually go on a trip to the countryside with my parents. I love that."

E Brandon, 16
 L Seattle, USA

"I'm an active person. I hate TV. I find sitting in front of a TV screen a waste of time. I'm fascinated by the great outdoors.

I'm a skateboard fanatic and get to and from school every day on one. At the weekends, I try to get out of the city and go rock climbing or paragliding.

Extreme sports are my passion! I think it's important to look good, too. That's why I go for the sporty look."

F Emily, 16
 L London, England

"I like keeping fit, buying expensive clothes and dance music!

I love going out clubbing with my friends at the weekends - we dance all night. I have two younger sisters, but we fight a lot because they always want to wear my clothes. That's so annoying - I hate it when they do that!"

Speaking

- 4** *Portfolio:* Imagine you are a TV reporter and your partner is one of the teenagers in the text on pp. 10-11. Find out what he/she likes/doesn't like doing.

Everyday English

Expressing likes/dislikes

- 5** Use the language in the box to discuss your likes/dislikes. Use the phrases in Ex. 1 and your own ideas.

Enquiring about likes and dislikes	
<ul style="list-style-type: none"> • Do you like/enjoy ... (-ing)? • What sort of thing(s) do you like ... (-ing)? • What do you like/dislike about ... (-ing)? • What do you think of ... (-ing)? 	
Expressing likes	Expressing dislikes
<ul style="list-style-type: none"> • I like/love it. • It's cool/great/brilliant. • I find it relaxing/enjoyable. • I'm crazy about it. • I'm really into it. • I like/love ... 	<ul style="list-style-type: none"> • It's terrible. • I don't like/enjoy it (very much/at all). • I hate it. I find it really boring. • I hate/can't stand ... • I don't fancy it. • It's awful/boring.

- *A: Do you like chatting online?*
B: Yeah ... I love it.
A: Really? I don't enjoy it very much. I like listening to music. etc

Writing

- 6** *Portfolio:* Write a paragraph about what you like/do not like doing. Use the texts on pp. 10-11 to help you (60-70 words).

Words of Wisdom

The best substitute for experience is being sixteen.
Raymond Duncan (American author)

- 7** In two minutes, think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Close your book and tell your partner.

1b

Listening & Speaking Skills

*"A memory lasts forever.
Never does it die.
True friends stay together.
And never say goodbye"*
(Anon)



Vocabulary

Character qualities

1 Read the poem. Think of your best friend. What makes him/her special to you? Discuss.

2 Look at the dictionary entries of the qualities below. Which do you look for in a friend? Which do you try to avoid? Discuss.

loyal (adj) – firm in their support for a person

selfish (adj) – caring only about themselves

aggressive (adj) – angry and violent

patient (adj) – calm, not easily annoyed

respected (adj) – admired and considered important

dedicated (adj) – devoted and enthusiastic

mean (adj) – unkind to another person

jealous (adj) – angry or bitter because sb has sth you want

caring (adj) – affectionate, helpful and sympathetic

creative (adj) – able to invent and develop original ideas

trusting (adj) – honest and sincere

dishonest (adj) – not truthful, cannot be trusted

supportive (adj) – kind and helpful during difficult or unhappy times

moody (adj) – angry or depressed without any warning

well-meaning (adj) – unsuccessful when trying to be helpful or kind

- A: *To me a good friend should be honest. What do you think?*
B: *I agree ... and patient, too ... but a good friend shouldn't be aggressive or ...*

Reading

3 Read the first two exchanges and answer the questions. Listen, read and check.

- 1 What's the relationship between Kim and Julie?
- 2 Why is Kim angry?
- 3 What is the dialogue about?

Laura: *What's the matter, Kim?*

Kim: *I've had enough!*

Laura: *What do you mean?*

Kim: *It's Julie – my so-called friend – she's cancelled our plans again. She's always doing it and it hurts my feelings.*

Laura: *But she looks so sweet and caring ...*

Kim: *That's what most people think ... but she only cares about herself and she only goes out with me when she has nothing better to do.*

Laura: *Oh, come on! Aren't you being a bit mean?*

Kim: *No ... she might be nice to you, but she keeps letting me down.*

Laura: *Oh well ... forget about it. Why don't we rent a DVD?*

Kim: *Alright. Any ideas?*

Laura: *There's that comedy – you know ... what's it called? "Forever Friends".*

Kim: *Oh, perfect!*

4 a Read again. Use the words/phrases in the columns to make as many true statements as possible.

Kim
Laura


feels
thinks
wants
says

angry with Julie
Julie is nice
Kim isn't being fair
to rent a DVD
Julie is selfish

- Kim feels angry with Julie.

b Which expression does Kim use to tell Laura she is annoyed?



Speaking

- 5  **Portfolio:** Your friend is always borrowing things from you and never gives them back. Complain to your partner. Use the dialogue in Ex. 1 as a model. Record yourselves.

Listening

- 6 a Read the list of statements. Which do you agree with? Give reasons.



- | |
|--|
| 1 I can make friends easily. |
| 2 Friends should never be selfish. |
| 3 Friends help us to express ourselves. |
| 4 Friends will always help out with money. |
| 5 I'm never bored with friends. |
| 6 I've experienced a lot with friends. |
| 7 Friends should keep some things private from each other. |

- b  **NOTE**  You will hear 6 statements. Match each speaker's statement A-F with the statements (1-7) given in Ex. 6a. Each statement can only be used once. One of the statements is extra. You will hear the recording twice. Put your answers into the table.

SPEAKER	A	B	C	D	E	F
STATEMENT						


Say it right

Socialising

- 7   Choose the correct response to the statements. Listen and check.


- | | |
|------------------------|-------------------------|
| 1 What's up? | a Yeah, fine. |
| 2 How's it going? | b Bye. |
| 3 You're looking well. | c Not too bad. And you? |
| 4 Everything alright? | d Thanks, so are you. |
| 5 See you later. | e Nothing much. |

Expressing sarcasm/anger

- 8  Listen and repeat. Which exclamations express sarcasm/anger? What could the other speaker say?


- | | |
|-----------------|-----------------------------|
| 1 Oh, perfect! | 5 That's crazy! |
| 2 Unbelievable! | 6 I don't believe it! |
| 3 That's it! | 7 I'm sick and tired of it. |
| 4 Really! | |

Idioms

- 9  Complete with: *nerves, back, eye, shoulder, neck, head*. Check in the Word List. Are there similar Idioms in your language?

- 1 They never agree with each other. They don't see eye to
- 2 What's wrong with Sam? He's like a bear with a sore
- 3 They gave me the cold when I arrived.
- 4 He drives me crazy. He's a pain in the
- 5 Get off my I'm in a bad mood today.
- 6 I'm fed up with him. He really gets on my

Words confused

- 10  Choose the correct word. Check in the Word List. Then, make a sentence with the other word.

- 1 Amy is very supporting/supportive. You can rely on her to help you if she can.
- 2 Josh is a really careful/caring person – he's always ready to listen to my problems.
- 3 He wasn't respected/respectful by his students.
- 4 Angela always tries to do the right thing – she's really mean/well-meaning.

Speaking

- 11 Imagine that you are looking at photos of you and your friends. Choose one photo to present to your friend.




In your talk, remember to speak about:

- when you took the photo.
- what/who is in the photo
- what is happening
- why you took the photo
- why you decided to show the picture to your friend.

You have to talk continuously, starting with: 'I've chosen photo number'

Present tenses **>>** Grammar Reference



1 a  Put the verbs in brackets into the Present Simple, Present Continuous, Present Perfect or Present Perfect Continuous.

- 1 A: (you/do) anything interesting this evening?
B: No, I (not/think) so. I (stay) in. (you/go) out?
- 2 A: How long (he/know) Kathy?
B: Since they met at university.
- 3 A: My friend (forget) to buy me something for my birthday.
B: Never mind.
- 4 A: (you/read) the book I bought you yet?
B: I (read) it now actually.
- 5 A: Why are you in such a hurry?
B: Because the film (start) at 8 o'clock.
- 6 A: What (you/do) for your holidays this summer?
B: We (think) of going to Spain for a week.
- 7 A: The weather (get) colder since last Monday.
B: I (know). It (get) colder and colder as the days go by.
- 8 A: (you/like) tennis?
B: Yes, I (be) a member of the local club for years.
- 9 A: What (you/do)?
B: I (taste) the soup to see if it's OK.
- 10 A: The room (smell) awful.
B: Why (not/you/open) the window?

b How is each tense in Ex. 1a used? Look at the Grammar Reference section and say.

- 1 Present Continuous: fixed future arrangement (Are you doing etc)

c Which of the verbs in Ex. 1a are stative verbs? Find an example where a stative verb is in a continuous form. What does it mean?

2   Ask and answer, as in the example. Use: always, usually, often, sometimes, rarely, seldom, never. How often do you ...

- go window shopping/clubbing/surfing/dancing/skating/swimming, etc
- surf the Net/chat online/send emails
- watch documentaries/listen to jazz music

- A: How often do you go window shopping?
B: Not very often. I usually go window shopping once a month.

3 Use the verbs and the table below to make sentences about yourself.

- see • meet • travel • talk • eat out
- buy • read • write • change • go



for	a week/a month/a year/a long time, etc
since	1998/last week/last month/last May, etc

- I haven't seen my uncle since 1998.

4  Complete the sentences with *been* or *gone*.

- Have you ever been to Portugal?
- Jane has gone out for the evening. She won't be back until late.



- 1 Ann's away. She has to Spain.
- 2 We've just to the supermarket. Look at what we've bought.
- 3 Laura has out. She'll be back in an hour.
- 4 Are you going to the gym?
No, I've already

5 a   Look at Ann's list. Ask and answer questions. Use *yet* or *already*.

- go to the gym (✓)
- have lunch (✓)
- do the shopping (X)
- fix bike (✓)
- do housework (X)



- A: Has Ann been to the gym yet?
B: Yes, she's already been there. Has she ...

b   Make a list of things to do today. Swap papers. Ask questions to find out what your partner has already done/hasn't done yet.

6 ✍️ Answer questions 1-5. Use *just*, *already* or *yet*.

- "How about a sandwich?" "No, thanks. I **▶** 've just had lunch."
- "Is Jane here?" "I'm afraid not. She **.....**."
- "Have you posted the letter?" "Sorry. I **.....**."
- "Is dinner ready?" "Sure. I **.....**."
- "How about some coffee?" "No, thanks. I **.....**."

7 😊🗣️ Ask and answer using *for* or *since*.

- The ground is wet. (rain)
 - ▶ A: Has it been raining?
 - B: Yes, for two hours./Yes, since 8:00.
- You look tired. (work hard)
- Your clothes are dirty. (play in the garden)
- You are sunburnt. (sit in the sun)

Phrasal verbs

8 ✍️ Study the diagram, then complete sentences 1-5. Choose one phrasal verb and draw a picture to illustrate its meaning.



- Don't tell me that the concert has been cancelled. I was really **.....** it.
- My grandmother **.....** my baby sister while my mother works.
- When you travel abroad, you should **.....** pickpockets.
- My cousin is really arrogant. I hate the way he **.....** everyone.
- When I don't know what a word means, I look it **.....** in a dictionary.

GAME

In teams, make sentences using a phrasal verb from Ex. 8. Each correct sentence gets one point.

Dependent prepositions

9 ✍️ Use Appendix 1 to complete the paragraph with: *at*, *with*, *on*, *about*. Use the phrases to make sentences about yourself and your friends.

My best friend, John, is very good 1) **▶** at solving other people's problems, but very bad 2) **.....** finding solutions for his own problems. For instance, he tells me to be careful 3) **.....** my money, but then, he is careless 4) **.....** his own. He's keen 5) **.....** the idea of other people saving money for a rainy day, but he's not so enthusiastic 6) **.....** doing it himself.

▶ I'm good at giving advice, but I'm bad at receiving it.

Word formation

10 Read the theory box. Form adjectives from the words in brackets to complete sentences (1-4).

Forming adjectives

To form adjectives from nouns, we use:

- able (*comfort - comfortable*), -ese (*China - Chinese*),
- ful (*beauty - beautiful*), -(ic)al (*economy - economical*),
- al (*brute - brutal*), -ish (*self - selfish*),
- ous (*fame - famous*), -y (*fun - funny*),
- ed (*talent - talented*).

To form adjectives from verbs, we use:

- ive (*act - active*), -ing (*care - caring*),
- ent (*differ - different*), -ed (*confuse - confused*),
- less (*count - countless*).

- 1** BATMAN: A **.....** (dare) and **.....** (honour) superhero who fights crime.
- 2** HARRY POTTER: A **.....** (fiction) teenage wizard who has a **.....** (power) enemy.
- 3** ASTERIX & OBELIX: Two **.....** (comic) cartoon characters who are also **.....** (fear) warriors.
- 4** THE THREE MUSKETEERS: An **.....** (excite) story about the adventures of three **.....** (courage) Frenchmen.

Key word transformations

11 ✍️ Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- I last travelled abroad two years ago.
been I **.....** two years.
- I haven't met him before.
time It's the **.....** him.
- He started work in 1999.
working He **.....** 1999.
- It's a long time since we ate out.
for We **.....** a long time.
- I've never read such a good story.
best It's the **.....** read.

- 1 Look at the picture and the title. What might the book be about? Read the biography and check.

Louisa May Alcott

(1832 – 1888)



grew up in a poor family in Boston, USA, and was one of four daughters.

She is best known for her children's books, especially *Little Women* (1868-1869). The novel reflects L.M. Alcott's life and experiences. It is about the loves and lives of four young sisters growing up in New England during the American Civil War. The four March sisters, Meg, Jo, Beth and Amy, work hard with their mother to have a happy and peaceful home while their father is away at war.

- 2 Read the first paragraph of the extract. Where are the sisters? What time of year is it? Which of the two music extracts best matches the description? Listen and say.

- 3 **RINE** Listen to and read the text and complete tasks 1-7. In each task, choose the correct answer.

- 1 The room the writer describes was ...
- 1 in a bad condition.
 - 2 not new, but cosy.
 - 3 stylishly decorated.
 - 4 cold and unpleasant.
- 2 Meg was proud of ...
- | | |
|-------------|--------------|
| 1 her age. | 3 her hands. |
| 2 her hair. | 4 her looks. |
- 3 Jo was not ...
- | | |
|------------------|-------------------|
| 1 at all pretty. | 3 kind to others. |
| 2 very graceful. | 4 so clever. |
- 4 Beth always seemed ...
- 1 afraid of something.
 - 2 cheerful and friendly.
 - 3 to be half asleep.
 - 4 calm and content.

Little Women



- 5 Amy had ...
- 1 light hair and eyes.
 - 2 long, straight hair.
 - 3 a cold manner.
 - 4 bad manners.
- 6 How did the girls feel about the arrival of their mother?
- 1 They were worried about tidying the house.
 - 2 They were excited to see her.
 - 3 They felt sad because she had been away.
 - 4 They felt the same as usual.
- 7 All of the girls wanted ...
- 1 new slippers.
 - 2 someone else to buy the slippers.
 - 3 to buy slippers for their mother.
 - 4 Jo to take responsibility for the slippers.

- 4 a Match the highlighted words/phrases with their meanings below. Then use your dictionary to explain the words in bold.

• interrupted • loose/flowing • strong • talking
 • moving her body • old and useless • growing fast
 • arms and legs • not thin • cheered up

2411-5

БИБЛИОТЕКА
ФЕДЕРАЛЬНОГО КАЗАХСТАНСКОГО
УНИВЕРСИТЕТА ИМЕНИ
АКАДЕМИКА

As young readers like to know 'how people look', we will take this moment to give them a little sketch of the four sisters, who sat knitting away in the twilight while the December snow fell quietly outside and the fire crackled cheerfully within. It was a comfortable old room, though the carpet was faded and the furniture very plain; for a good picture or two hung on the walls, books filled the shelves, chrysanthemums and Christmas roses bloomed in the windows and a pleasant atmosphere of home-peace filled the room.


Meg, the eldest¹ of the four, was sixteen, and very pretty, being plump and fair, with large eyes, plenty of soft, brown hair, a sweet mouth and white hands of which she was rather vain. Fifteen-year-old Jo was very tall, thin and brown, and reminded one of a colt²; for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decisive mouth, a comical nose and sharp, grey eyes, which appeared to see everything, and could be fierce, funny or thoughtful. Her long, thick hair was her one beauty; but it was usually bundled in a net, to be out of her way. Jo had round shoulders, big hands and feet, a fly-away look to her clothes and the uncomfortable appearance of a girl who was rapidly shooting up into a woman and didn't like it. Elizabeth - or Beth, as everyone called her - was a rosy, smooth-haired, bright-eyed girl of thirteen, with a shy manner, a timid voice and a peaceful expression, which was seldom disturbed. Her father called her 'Little Miss Tranquillity', and the name suited her excellently;

for she seemed to live in a happy world of her own, only venturing out to meet the few whom she trusted and loved. Amy, though the youngest, was a most important person - in her own opinion at least. A regular snow-maiden, with blue eyes and yellow hair curling on her shoulders, pale and slender, and always carrying herself like a young lady mindful of her manners. What the characters of the four sisters were, we will leave to be found out.

The clock struck six; and, having swept up the hearth³, Beth put a pair of slippers down to warm. Somehow the sight of the old shoes had a good effect upon the girls; for mother was coming, and everyone brightened to welcome her. Meg stopped lecturing and lighted the lamp, Amy got out of the armchair without being asked, and Jo forgot how tired she was as she sat up to hold the slippers nearer to the fire.

'They are quite worn out; Mother must have a new pair.'
'I thought I'd get her some with my dollar,' said Beth.
'No, I shall!' cried Amy.
'I'm the oldest,' began Meg, but Jo cut in with a decided: 'I'm the man of the family now that papa is away, and I shall provide the slippers, for he told me to take special care of mother while he was gone.'
'I'll tell you what we'll do,' said Beth; 'let's each get her something for Christmas, and not get anything for ourselves.'




¹the oldest (used for family members) ²a young male horse ³the floor of a fireplace

b  Match the underlined parts of the text to the appropriate explanation below.

- who is very polite • leaving it • she rarely lost
- a typical pale beauty • bothered her/made her feel awkward
- quite a few paintings



5 Form compound adjectives from the following, as in the example. Find two examples in the text.

- 1 dark hair ► dark-haired girl; 2 green eyes; 3 long legs;
- 4 broad shoulders; 5 stiff neck; 6 cold heart; 7 wide eyes; 8 baby face; 9 kind heart; 10 sharp tongue

6 a    Copy the table and complete it with words from the text.

	hair	facial characteristics	body/build
Meg			
Jo			
Beth			
Amy			

b Use the words to describe the girls to your partner.

7   Imagine the March sisters nowadays. How would their appearance be different? Where could they be living? Discuss.

8 a **Portfolio:** Work in groups of four. Take roles and continue the sisters' conversation.

b Now write your conversation. Exchange with another group. Compare your ideas and check for mistakes.

Beginnings...

1 Hi Janet

Sorry to hear that you're not getting on very well with your brother. Maybe I can help!

2 Dear Matt,

Hi! I haven't heard from you for ages, so I thought I'd drop you a line!

3 Hi!

How are you? I just wanted to tell you how sorry I am about what happened last Monday.

4 Dear Grandma,

Thanks SO much for the birthday present. I absolutely loved it!

5 Hi Jamie!

Congratulations on your graduation! We are all so happy for you!

6 Dear Mark,

Thanks so much for the invitation to your party. I'd love to come!


7 Dear Diana,

Sorry I haven't written for ages – I've been really busy studying. In fact, I'm having a real problem studying for my exams this year. You always do so well. Could you please give me a few tips?

8 Dear Tony,

Hi! Sorry to hear that you haven't been feeling well.

Informal letters

1 a  Match the beginnings (1-8) to the endings (A-H). Which type of letter is each pair from?

- a letter giving your news
- a get-well letter
- a letter congratulating someone
- a reply to a party invitation
- a letter asking for suggestions/ advice
- a thank-you letter
- a letter of apology
- a letter home to your parents
- a letter asking for/giving advice
- a letter asking for/giving information

b Find examples of informal style.

2 Read the theory box.

...Endings

A I really hope you feel better soon. Give me a call some time!
Best wishes,
Sam

B Anyway, that's all for now! Write and tell me your news!
Yours,
Andy

C Well, that's about all. Thanks again for the gift, Grandma. See you soon.
Love,
Luke xxx

D Anyway, I hope my advice helps! Write and tell me how you get on.
Lots of love,
Jill xxx

E I hope we get a chance to discuss things. Once again, I'm really sorry.
Yours,
Dan

F I'd love to see pictures from the ceremony. See you soon.
Beth

G So, I'll see you on Friday after school at your house. I can't wait!
John

H What would you advise me to do? Please write back as soon as you can.
Kathy

We write informal letters to friends and relatives we know well, or to people our own age. An informal letter should include:

- an informal greeting such as *Dear/Hi + person's name* or just *Hi!*;
- an introduction with opening remarks, e.g. *How are you? I'm fine but I've been really busy*, etc. and your reason for writing;
- a main body containing the main point(s) of the letter;
- a conclusion with closing remarks, e.g. *That's all for now. Write back soon!*;
- an informal ending, e.g. *Lots of love/See you soon! Best wishes/Yours + your name* or just your name.

Each paragraph should have a topic sentence followed by appropriate supporting sentences.

Informal letters should be written in an informal style. That is: everyday vocabulary (e.g. *It's taken me a while to ...*), short forms (e.g. *I'd, I've, there's*), colloquial expressions/idioms (e.g. *I thought I'd drop you a line...*), phrasal verbs (e.g. *settle in, getting on*).



study skills

Understanding rubrics

Before beginning a piece of writing, you need to make sure you understand the rubric. Find the key words. These will tell you who will read your piece of writing, why you are writing it and what you should write about.

3 a Read the rubric and the letter. Find the key words, then answer the questions.

You have received a letter from your English-speaking pen-friend, Judy, who writes:

... How are you? How are you settling in your new home? How is Dublin? How are you feeling about your life there now? Next week, my class and I are going on a camping trip ...

Write a letter to Judy. In your letter:

- answer her questions;
- ask 3 questions about the camping trip.

Write 100-140 words.

Remember the rules of letter writing.

- 1 What are you going to write?
- 2 Who is going to read your piece of writing?
- 3 Why are you writing the letter?
- 4 What should your letter include?

b Read the letter and match the paragraphs with the headings below:

Dear Judy,

▶ I'm fine, but it's taken me a while to settle in.

▶ Dublin is a really exciting city! There's always something going on. In fact, there are so many cafés, cinemas, sports facilities and shopping centres that it's sometimes difficult to decide what to do! There are lots of interesting people here, too. Even though I've only been here for a short time, I've already made new friends.

▶ I'm enjoying life here, but I still miss Ashby. It's more industrial here and there are a lot more traffic jams and crowds – I have to be careful when I'm riding my bike!

▶ Well, that's all my news for now. Camping sounds like fun! Where are you going? How many days are you staying? What are you going to do during your trip? Write back soon.

Yours,

Fiona

closing remarks

writer's feelings about the change

opening remarks/reason(s) for writing

life in the new city

4 Use the words in brackets to rewrite the sentences.

- 1 I'm writing to tell you about my last holiday. (just a quick note)
- 2 I'd like to thank you for your help. (thanks a lot)
- 3 I was really glad to get your letter. (great to get)
- 4 It's a shame you didn't get the job. (sorry to hear)

Making suggestions

5 Use the language in the box to make suggestions for the following.

- I think I/you/we should ...
- How/What about + ... -ing ...?
- Why don't I/you/we ...?
- Would you like to ...?

- 1 spend next weekend with us
▶ How about spending next weekend with us?
- 2 go camping together
- 3 get a puppy for your sister
- 4 go to a concert together
- 5 meet you at the train station

Giving advice

6 Give advice as in the example.

If I were you, You should (n't), Have you thought of, Why don't you ...?

- 1 I've put on weight. → join a gym/you'll lose weight.
▶ If I were you, I'd join a gym. That way you'll lose weight.
- 2 I've got nothing to do. → take up a new hobby/you'll keep busy
- 3 I don't have enough money. → get a part-time job/you'll earn money
- 4 I don't have any friends. → join a youth club/sports team/ you'll meet new people
- 5 I'm unhappy at work. → look for a new job/you'll be happier

Understanding rubrics

7 Find the key words in each of the rubrics, then say: who is going to read the letter/email; what type of letter/email it is; why you are writing it; how many main body paragraphs each letter/ email should have and what topics they should include.

A You have received an email from your English-speaking pen-friend, Ann, who writes:

I hope you enjoyed your birthday party. What did you do? Who was with you? What kind of gifts did you get? I'm going to New York next week. I just can't wait.

Write an email to Ann. In your email:

- answer her questions;
- ask 3 questions about her trip to New York.

Write 100-140 words.

B You have received an email from your English-speaking pen-friend, George, who writes:

What's your best friend like? Why is he/she your best friend? What do you do together? I can't wait for the winter holidays! I've got lots of things planned.

Write an email to George. In your email:

- answer his questions;
- ask 3 questions about his plans for the holidays.

Write 100-140 words.

C You have received a letter from your English-speaking pen-friend, Michelle, who writes:

My town's so quiet and boring! My friends and I would love to go out more, but there's nothing much to do. What should I do about this problem? Luckily, my friends and I are planning to visit the city near our town soon.

Write a letter to Michelle. In your letter:

- answer her questions;
- ask 3 questions about her visit to the city.

Write 100-140 words.

Discuss & Write

8 Choose any rubric in Ex. 7 and write your letter/email. Before handing in your piece of writing, review and revise it. Use the questions below.

General review strategies

- Read the letter/email. How does it 'sound'?
- Does the text flow in an effective way?
- Does the reader get the required information?

Paragraphs

- Does your first paragraph introduce the reason you are writing?
- Are your paragraphs clear?
- Are the paragraphs in a logical order?
- Does each main body paragraph start with a topic sentence?
- Do supporting sentences further explain the main idea of the topic sentence?
- Are there any unnecessary sentences you need to take out?
- Does the conclusion summarise the content of the letter/email?

Style

Is the style consistent throughout your letter/email?
Is it simple, everyday English?

Vocabulary

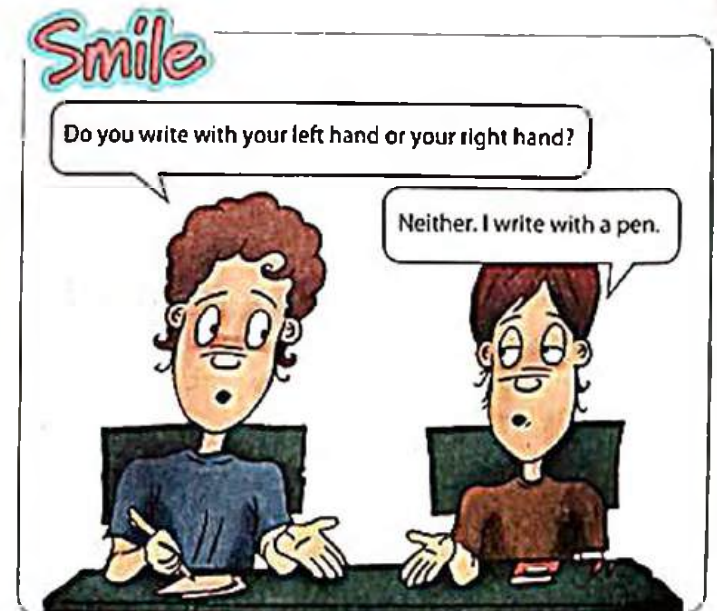
Do you overuse any words? Would synonyms make your letter more interesting?



Smile

Do you write with your left hand or your right hand?

Neither. I write with a pen.



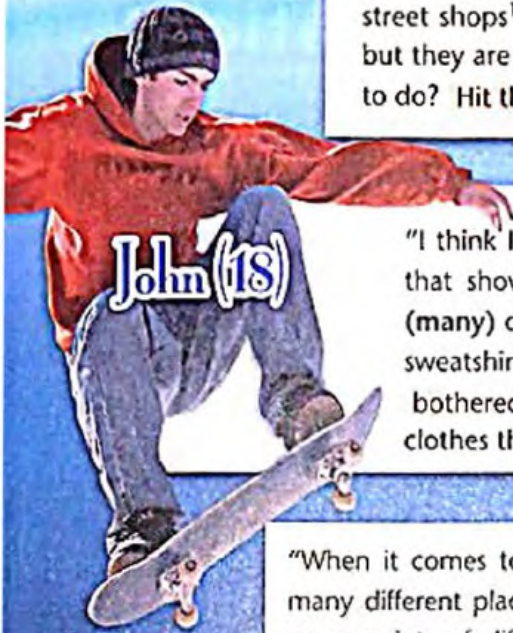
Teenage Fashion in the UK

The weather in the UK is well-known for being cold and wet, but there is one thing that's always hot and that's the fashion! We spoke to three teenagers about their views on clothes and what they like 1) (wear).



Amy (17)

"I love keeping up with all the latest trends. It's so easy to be fashionable these days as lots of top designers make clothes for the cheaper high street shops¹. I spend too much time and money in all of 4) (they), but they are full of trendy, affordable clothes! So, what's a girl supposed to do? Hit the shops, of course!"



John (18)

"I think I'm reasonably well-dressed. I usually wear comfortable clothes that show a little bit of individuality. I love skateboarding, so 2) (many) days, you'll find me in baggy jeans, trainers and a hoodie; that's a sweatshirt with a hood; for those of you who don't know! I'm not really bothered about brand names or logos. I tend 3) (stick) to cheaper clothes that won't rip when I fall off my skateboard!"

"When it comes to fashion, I like to take my inspiration from many different places. Britain is a very multi-cultural place, so you see lots of different styles and trends all the time. I like picking up bargains at the street markets and 5) (two)-hand shops. Then, I put these clothes together with things I 6) (find) on the high street. That way, I always stand out in a crowd! Young people today are so creative when it comes to fashion that pop stars 7) (influence) by their style and not the other way round!"

¹the shops in the main shopping area



Lisa (18)

1 What kinds of clothes do British teenagers like wearing: *comfortable cheap clothes, expensive designer outfits, second-hand clothes, modern colourful designs, brand names*? Guess from the pictures. Listen, read and check.

2 **RINE** Read the texts given above. Transform the words in brackets to make them match grammatically with the contents of the texts.

3 a Use your dictionaries to explain the highlighted phrases. Then, list all the words related to places teenagers buy their clothes. Are there similar places in your country?

b In one minute, write as many phrases as you can with the word 'shopping'. Check in your dictionaries. Make sentences using them.

► *shopping spree, Sunday shopping, late-night shopping, last-minute shopping*

4 Take roles and interview one of the teenagers in the text.

5 **Portfolio:** What do the teenagers in your country like wearing? Where do they go shopping for clothes? How much money do they spend on clothes? Collect information using the Internet. Write a short paragraph.

- 1 Read the dictionary entry. What kinds of discrimination can people suffer from? (e.g. skin colour, nationality ... etc)


discrimination (noun) = treating a person or group of people less fairly or well than other people or groups e.g. racism, sexism, ageism

- 2 a Read the case studies (A-C). Who is discriminating against each person? Why?

A Paolo (15) is teased at school because he is Italian. He has to have extra lessons for his English reading and writing skills. He often feels nervous about going to school. His teacher knows he is unhappy but isn't doing anything about it.

B Meg (49) was made redundant from her job as a secretary last year at the age of 49. She loved her job and would like to find a similar one. She keeps applying for secretarial positions and has joined a placement agency. However, she has only been called to a couple of interviews which she feels didn't go very well even though she is highly qualified. She suspects that employers are looking for younger secretaries. She doesn't know what to do.

C Julie (17) has always been a bit of a tomboy. She loves the outdoors and does a lot of extreme sports. She often wears combat trousers and trainers and isn't keen on fashion or make-up. Unfortunately, the girls at school don't talk to her and never invite her out. They sometimes even make fun of her. She feels hurt and thinks that people don't always accept her for who she is, but she is reluctant to talk to anyone about it.

b  Now read the advice about stopping discrimination. What should Paolo, Meg and Julie do? Why?


- ▶ A: I think Paolo should talk to a teacher because ...
- B: I agree. He can also ...



Put an end to discrimination!

- ✓ Don't suffer in silence. Call a helpline for advice or share your problem with a friend, a teacher or someone you trust. A problem shared is a problem halved!
- ✓ Know your rights. Remember: discrimination is illegal in Great Britain in employment, education, housing etc. Schools, police and employers have a responsibility to protect you!
- ✓ Get other people involved. If you're feeling brave, start an anti-discrimination group in your school, university, youth group etc. You could provide a counselling service or invite guest speakers along.
- ✓ Above all, never give up! If you're finding it difficult to get a job, keep on applying. If you're being bullied because of your race, keep on fighting!

EVERYONE HAS A RIGHT TO LIVE HAPPILY AND FREE FROM DISCRIMINATION, NO MATTER WHO THEY ARE!

- 3  Explain the underlined words/phrases in the texts. Use appropriate ones to complete the sentences 1-4 below.

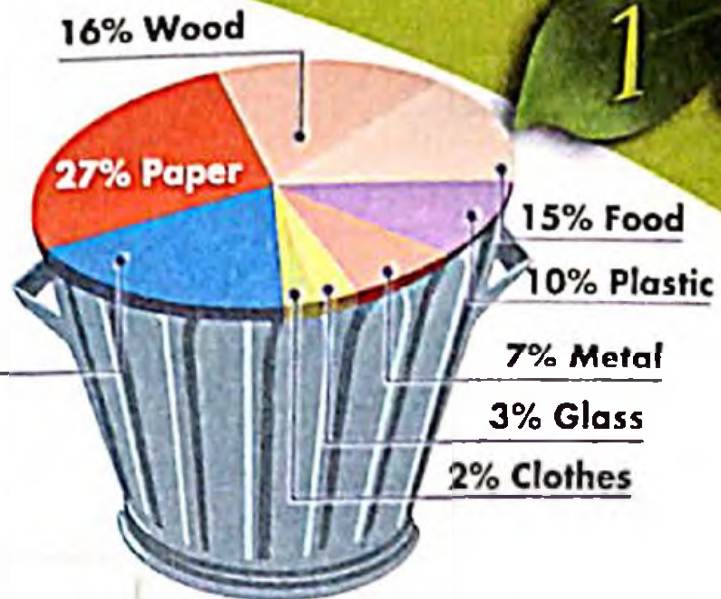
- 1 They laughed at her. They all her.
- 2 She is upset by what they said. She feels
- 3 She was asked to leave her job. She was
- 4 She loves boys' games. She's a

- 4 **Project:** Imagine you visit schools to give talks about fighting discrimination. Make notes about: *what discrimination is; examples (from the case studies or your own ideas); how to fight/end discrimination.*

Use your notes to give a two-minute talk. Record your presentation.

1 Look at the pie chart. What makes up our rubbish? Which of these do you recycle?

2 Read the text given below. Form cognates from the words in brackets to make them match the contents of the text grammatically and lexically. Listen and check.



The recycling loop



- 1 Do you wonder what happens to the materials you recycle? Think of the recycling logo with the three 'chasing arrows'. Each of them is a (represent) of one part of the process.
- 2 Recycling starts when you put your rubbish in the recycling bins. A recycling truck collects all the materials and takes them to recycling facilities for (sort).
- 3 From there, they are sent to factories and new products are manufactured. This is the second part of the process. The third part is where the (consume) comes in. Recycled materials are everywhere, even in the clothing we wear.
- 4 Buying clothes made from recycled material makes recycling work and completes the recycling loop. Look at my fleece jacket and gloves for example. Here they are! They are great, aren't they? Believe it or not, they are all made of (recycle) plastic!
- 5 Next time you go shopping for clothes and accessories, look for items which display the recycling logo. This way you help the (conserve) of precious resources and eliminate waste overflow in landfills.
- 6 Remember you are the (drive) force.
- 7 Only you can persuade (manufacture) to produce recycled products.



gloves

fleece jacket

3 Explain the words in bold. Use your dictionaries.

4 **Portfolio:** Use the text to give a 2-minute talk about the importance of recycling. In the talk:

- explain what the logo means
- say how recycling works
- persuade your audience to buy recycled products

Record yourself.

5 a What do you put in your recycling bins at home or at school? Make a list and compare it with your partner.

b **ICT** Using the Internet, collect information about recycling and what they can recycle. Present your findings to the class.

GREEN wisdom

"In the end, we will conserve only what we love, we will love only what we understand, and we will understand only what we are taught."

Rishi Desai


RNE

Listening

study skills

Multiple matching

Read the sentences before you listen and find key words in the sentences. Think of/listen for words that mean the same as the words in the sentences (synonyms) and related words. The exact words in the sentences will not be heard on the recording. When you listen, think of a word that sums up what the speaker is talking about. You will hear information which may make one or more answer seem appropriate. Listen for the key words and expressions that indicate the correct answer. When you hear the recording again, listen carefully to check your answers.

 You will hear 6 statements. Match each speaker's statement A-F to the statements given in the list (1-7). Each statement can only be used once. One of the statements is extra. You will hear the recording twice.

- 1 We usually entertain ourselves at home.
- 2 I only meet up with my friends for celebrations.
- 3 It's important to us to try new activities.
- 4 I chat with my friends often, but not face-to-face.
- 5 I usually go shopping with my friends.
- 6 My friends and I prefer outdoor activities.
- 7 Most of my social activities involve a sport.

RNE

Reading

Match the texts (A-G) to the headings (1-8). Put your answers into the table. Each number can only be used once. There is one extra heading.

study skills

Matching headings to paragraphs

Read the headings and find the key words. Read the texts quickly and find the key words there. Think about the gist of each text, and what it is trying to do. Then try to match the headings to the texts. Remember that the extra heading is there to catch you out.

- | | |
|------------------------|------------------------|
| 1 What friends are for | 5 Being excluded hurts |
| 2 Not just people | 6 Learning and growing |
| 3 Rooted in history | 7 Extending lives |
| 4 Health benefits | 8 Fighting stress |

A Friends make life more fun. We discover this when we are young children, and it remains true throughout our whole lives. But not everybody knows that friends are important for more than fun. Having good friends offers many practical benefits.

B First of all, friends can keep you well. People with a lot of friends catch fewer colds and flus, even though social people are exposed to more viruses. Old people with active social lives are more likely to have healthy brains. And men who had heart attacks were found to recover better if they had friends.

C So it's not surprising that research has shown that people with strong social ties live longer than people who are not socially active. One study found that lifespans of people with good friendships were 22 percent longer than those with the fewest friends. However, people with lots of relatives and children did not get the same benefit.

D This could be because friendships help us to cope with difficult situations. One piece of research found that people who had a friend with them thought that it would be easier to climb a hill than people who were alone. In other words, social support made a difficult task seem easier. Friends are also great at making us laugh, which is a sure way to calm us down and make us feel happier.

E On the other hand, when we argue with friends, or we are not allowed to join a social group, it feels bad. Scientists who study the brain have found that the same parts of the brain are active when we are left out socially as when we break a bone. So, the pain we feel when things go wrong with our friendships is just as real as the physical pain we feel when we are injured.

F Indeed, in past times, people depended on friendships to survive. They needed help from others to protect themselves from enemies, and to get resources like food and water. For our distant ancestors, being left alone could be deadly. This could be the reason behind why we feel so upset when we lose friends, even today.

G Even animals have friends. They form small groups of close friends and larger groups of more distant friends. And animal friendships can sometimes even be between species. For example, some zoos raise cheetah cubs with a puppy friend; the big cats learn from the dogs to be more relaxed and trust humans, and are less stressed and healthier as a result.

Answers:

A	B	C	D	E	F	G

RNE Use of English

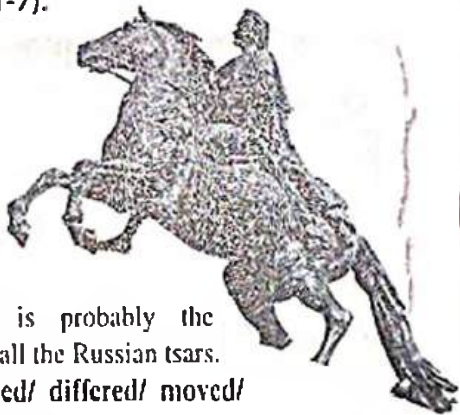
study skills

Text completion (multiple choice)

Read the text quickly to get the gist. Read again and choose the best answer for each gap. Pay attention to the words before and after each gap. The task tests both lexis and grammar. Read the completed text to make sure it makes sense.

Choose the best word (1-7).

Peter the Great



Peter the Great (1672–1725) is probably the 1) very/most/best/well famous of all the Russian tsars. Under his rule, Russia 2) changed/ differed/ moved/ altered from being a poor farming society into an empire as strong as the other European powers. Peter toured Europe, sometimes in disguise to 3) save/keep/avoid/stop being recognised, and learned about western culture and science. Returning to Russia, he 4) had/made/did/brought changes to his army and government to make Russia more like Europe – especially Germany. He 5) spent/had/used/passed much of his time fighting wars, first against the Ottoman Empire and then against Sweden.

On some land he conquered along the Baltic Sea, he founded St Petersburg – his most lasting contribution to Russia. A gateway to Europe, St Petersburg became the new capital 6) at/in/for/of his kingdom.

In 1725, after bravely trying to rescue some drowning sailors, he ended up with a bad cold and died 7) little/few/short/some time later.

RNE Speaking

study skills

Reading aloud

When you read a text aloud, pay attention to:

- speed – don't go too fast or too slow.
- clarity – speak in a loud clear voice.
- pronunciation – say the difficult words to yourself as you read the text silently.
- intonation – read with expression, not a monotone.
- rhythm – when you read with rhythm, the text flows.

Imagine that you are preparing for a project with your friend. You have found some interesting material for the presentation and you want to read the text on the left to your friend.

You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will not have more than 1.5 minutes to read it.

RNE Writing

You have received a letter from your English-speaking pen-friend, Eve, who writes:

*Yesterday, I went to the cinema with my brothers. We have so much fun together. What about you? How many people are there in your family? What are they like? Who do you get on most with?
I've got to go now. I'm meeting my best friend, Alexa ...*

Write a letter to Eve. In your letter:

- answer her questions;
- ask 3 questions about her best friend.

Write 100–140 words.

Remember the rules of letter writing.

1

Progress Check

1 Complete with: *dishonest, aggressive, patient, jealous, selfish, mean, caring, loyal, moody, trusting.*

- You are just too ___! You shouldn't believe everything people tell you!
- She is so ___. She only thinks of herself!
- Thanks for your support. You're such a(n) ___ friend.
- John is happy one minute and sad the next. He's so ___.
- Lee can be very ___ at times. I thought he was going to hit you.
- I know the queue is long, but we must be ___ and wait our turn.
- Violet is so helpful. She's a(n) ___ person.
- Bill always says unkind things to me. He's so ___.
- Every word that comes out of her mouth is a lie. She is a very ___ person.
- Sam is so ___. He always wants what other people have.

(Points: 10X2 = 20)

2 Complete with: *window, the great, top, mobile, grab, hit, shopping, extreme, brand, all-time.*

- | | |
|-----------------|-----------------|
| 1 ___ centres | 6 ___ a bite |
| 2 ___ favourite | 7 ___ the shops |
| 3 ___ names | 8 ___ designers |
| 4 ___ shopping | 9 ___ phones |
| 5 ___ sports | 10 ___ outdoors |

(Points: 10X2 = 20)

3 Put the verbs in the correct present tense.

- I ___ (save) my money for three weeks now.
- ___ (you/see) the new *King Kong* film yet?
- Hurry up, Tom! The film ___ (start) in half an hour!
- Luke, do you have any special plans for tonight? ___ (you/go) out with your friends?
- Helen is a very loyal friend. I ___ (know) her for years.
- This road ___ (get) you there quicker than that one.

(Points: 6X3 = 18)

4 Form adjectives from the words in brackets.

- Andrea is a ___ (beauty) little girl.
- I won't lend him my car – he's too ___ (care).
- Don't be ___ (self)! There's enough for everyone!
- He is a ___ (talent) teacher.
- My mum is very ___ (resource).

(Points: 5X2 = 10)

5 Complete with: *forward to, up, out for, after, down on.*

- Can you look ___ my cat while I'm away?
- If you don't know her phone number, then look it ___ in the phone directory.
- If you go swimming, look ___ boats.
- I've been looking ___ this holiday for ages.
- You shouldn't discriminate against people. It's not right to look ___ others.

(Points: 5X2 = 10)

6 Complete with: *at, with, on, about (x2).*

- Are you good ___ sports?
- Be careful ___ your money. Don't spend it all at once.
- Tina is very excited ___ going shopping later.
- Don't be careless ___ other people's things.
- I'm not keen ___ watching TV.

(Points: 5X2 = 10)

7 Choose the correct answer.

- A: How's it going?
B: a Not too bad. And you?
b To the park with my dog.
- A: What do you think of rock climbing?
B: a I find it very excited.
b I find it very exciting.
- A: You're looking very well.
B: a Thanks, so are you.
b Thanks, so am I.
- A: Do you enjoy surfing the Net?
B: a I'm fine.
b I'm really into it.

(Points: 4X3 = 12)

Now I Can ...

(My score: 100)

- talk and write about what types of activities I like doing
- enquire about and express likes/dislikes
- talk about character qualities
- socialise and express sarcasm and anger
- talk about my friends
- write an informal letter
- write about what teenagers in my country wear
- talk about discrimination and the importance of recycling

... in English

Module 2

Living & Spending

◆ Before you start ...

- What is your best friend like?
- Which person do you admire the most? Why?

◆ Look at Module 2

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a class enrolment form
- a postcard
- a sports centre advert

◆ Listen, read and talk about ...

- spending money
- free-time activities & personalities
- British sporting events
- being responsible with money
- clean air at home

◆ Learn how to ...

- enquire about/express preferences
- make and reply to suggestions
- express/enquire about opinions
- express agreement/disagreement

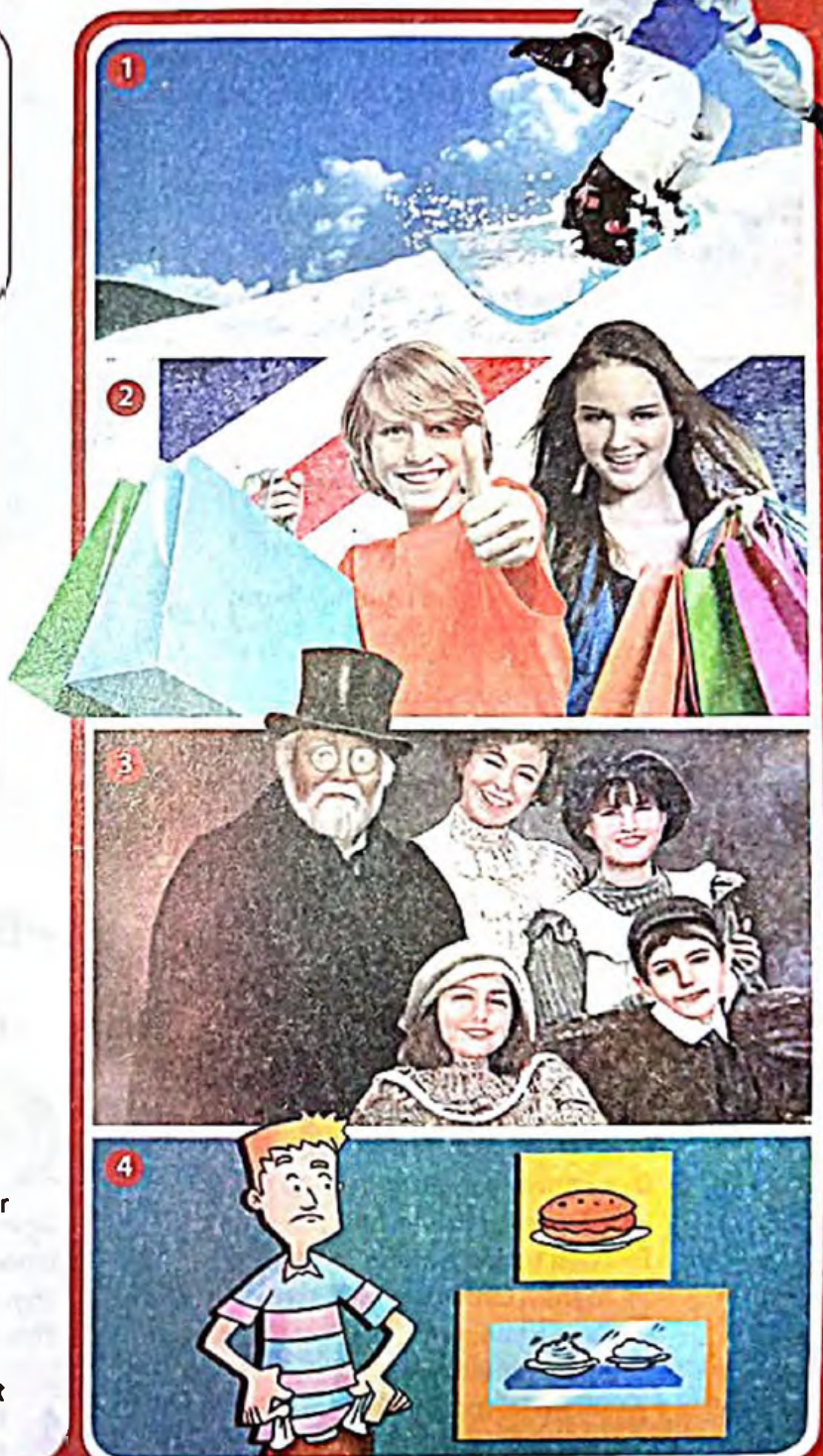
◆ Practise ...

- *-ing form/to-infinitive/infinitive without to*
- word formation: abstract nouns
- phrasal verbs: *take*
- words often confused: *charge/owe, exchange/change, broke/debt, wages/salary*

◆ Write / Give / Conduct ...

- a short paragraph entry about how you spend your money
- a short letter about a problem you have/your suggestions on how the problem can be solved
- a diary entry
- short messages
- a short article about a famous sporting event in your country



- a survey to find out how responsible people in your class are with money
- a two-minute talk about air pollution




2a


Reading Skills

Reading

1   Read the title and the first paragraph of the article. What do you think British teenagers spend their money on? Listen and read to find out.

2  **RNE** Read the text and fill in the gaps (A-F) with the parts of the sentences marked by numbers 1-7. One part is extra.

- 1 video game consoles like *Play Station 4* and *Xbox One*
- 2 receive the same amount of money
- 3 but sales of mobile phone cards are **catching up** quickly
- 4 they are the most powerful group of consumers
- 5 involve extreme sports, such as gliding and parachuting
- 6 dancing and playing a musical instrument like the piano
- 7 such as helping with the chores around the house

3 a  Read the teenagers' quotes (1-6) in the text on p. 29 and match each one to the comments (A-F) below.

- A I have borrowed money, which I will pay back when I start working.
- B I'm such a keen fan that I spend my pocket money on buying tickets for all their matches.
- C It's not that I'm too lazy to work, I just don't have the time. I need to get good grades.
- D I want one that connects to the Internet and has an MP3 player on it.
- E I don't mind earning my pocket money. I think it's only fair!
- F I've just bought some fantastic new jeans. I spent two weeks' wages on them. Shopping is my favourite hobby.

Britain's Young Consumers

There are over 9 million of them in Britain and **A** Who are they? Teenagers! A retailer's 'dream come true', each year they spend £6 billion.

Sweets and chocolates are still the number one best sellers, **B** , and they are expected to overtake sweets and chocolates very soon.

Modern technology is rapidly replacing traditional favourite pastimes such as board games and reading with **C** , which cost over £300. Quite a lot of teenagers have also joined clubs that **D** This means that parents are **digging deeper into their pockets** than ever before. They are **handing out** a massive £3.3 billion to their teenagers every year, but is this enough? Obviously not, because this is only 60% of what they are spending!

Teenagers are **making ends meet** by doing odd jobs, **E** , delivering newspapers, and working weekends as sales assistants in shops. Although they earn and **F** , girls spend more than boys.

How about you? Do you get enough money? Are you a big spender or a saver? Here is what some teenagers say:

b Who are you most like? Why?

study skills

Understanding new words

While reading, do not use your dictionary each time you come across an unfamiliar word. Read the whole sentence. This will help you guess the meaning from the context.

4 Explain the words/phrases in bold in the text and in Ex. 2. Use them to make sentences.



1 'I can never resist buying the latest fashions, and I eat out with my friends at least once a week. I guess I'm quite rich for a teenager! I earn £50 a week from my weekend job, and my parents give me an extra £20.'

(Patricia, 15, Swansea)

2 'I am a first year university student and I have to survive on my student loan, which is £70 a week. It's not really enough. I had a credit card but I cut it up. I spend my money on snacks, bus fares, going to the gym and going out.'

(Hayley, 19, Middlesex)

3 'I'm football crazy! I follow my team wherever they play. My parents give me £20 a week pocket money, and I earn an extra £40 a week helping my dad in his shop.'

(Lee, 14, Manchester)

4 'I get £15 a week and I spend it on computer games, CDs, comics, going out - anything really. I can't get a job at the moment because I'm studying for my exams.'

(Josh, 15, Enfield)

5 'I earn £20 a week by doing household chores for my parents. I'm mad about computer games and spend hours playing with my friends. My parents can't afford to splash out on expensive things for me, so I save the money I earn from my Saturday job.'

(Robert, 15, Kent)

6 'I get £10 a week. I enjoy going on shopping sprees and buying magazines. At the moment, I'm saving up for a smartphone.'

(Andy, 13, Devon)

Vocabulary

Spending money

5 a What do you think teenagers in your country spend their money on? Choose from the list.

- clothes and accessories
- household bills
- eating out
- mobile phone cards
- sweets and snacks
- rent
- bus fares
- petrol
- computer games
- CDs/DVDs
- going out (cinema, concerts, sporting events)
- magazines/books/comics
- supermarket shopping

b 😊😊 What do you spend your money on?

A: I spend most of my money on ...

B: Me too. I also buy ...

6 a ✍️ Complete with: waste, pay, cost, lend, borrow, save, earn. Check in your dictionaries.

- 1 How do you for things you buy: *in cash, by cheque or by credit card*?
- 2 Do you ever money to your friends?
- 3 Do you ever money from your friends?
- 4 Do you up to buy something you want, e.g. a new bike?
- 5 Do you think teenagers their money on things they don't really need?
- 6 Which of the things you buy a lot and which are reasonably priced?
- 7 Do you have a part-time job to extra money?

b Answer the questions (1-7) about yourself.

Speaking

7 😊😊 **Portfolio:** Take the roles of two of the teenagers from the text. Ask and answer questions about how they get their money and what they spend it on.

A: How much money do you get, Josh?

B: I get £15 a week.

Writing

8 😊😊 **Portfolio:** Write a short paragraph about yourself (40-50 words). Include:

- how much money you get
- where you get your money from
- what you spend your money on
- whether you are good with money

Words of Wisdom

The art is not in making money, but in keeping it.

(Author unknown)

Vocabulary

Free-time Activities & Personality

1 Which of the activities do you do/play/go? Check with a partner. Add more activities to each category.

- gardening • white water rafting • fishing • skydiving
- martial arts • football • tennis • board games
- snowboarding • archery • aerobics

▶ *downhill skiing*

2 What kinds of people usually enjoy these activities? Make sentences.

- adventurous • cautious • creative • fit • brave
- relaxed • quiet • outgoing • shy • sociable
- boring • ambitious • strong • reserved
- determined • active • imaginative • sensitive

▶ *Adventurous people enjoy skydiving or white water rafting.*

Everyday English

Enquiring about/Expressing preferences

3  Use the language in the box to discuss your hobbies.

Enquiring about preferences
<ul style="list-style-type: none"> • Do you prefer (-ing form) ... or ... • Would you rather (infinitive without to) ... or ... • Do you like (-ing form) ... more than ...
Expressing preferences
<ul style="list-style-type: none"> • Well, I really like/love/ hate etc • I'm not too keen on/I don't like doing ... • I (much) prefer (-ing form) to ...




- ▶ A *Do you prefer playing football or playing board games?*
 B *Well, I'm not keen on playing football. I prefer board games.*

Reading



4 a Sentences A to F are from a dialogue between two friends. What is the dialogue about?

- A And so what's next ... learning to fly a plane?
 B Oh really? Where?
 C Oh I've got art class tonight. Fancy coming along?
 D Me? No way! I'd rather swim with sharks than slide down a mountain on a piece of wood.
 E By the way, how did the white-water rafting go?
 F I suppose I could. I know - I'll bring my camera.





b    Complete the dialogue with the sentences A-F. Listen and check, then read out the dialogue.

c Explain the words in bold in the dialogue. What hobbies do Jake and Suzy like?

5   Read out the dialogue.




Idioms

6   Choose the correct word. Check in the Word List. Are there similar idioms in your language?

- 1 Keep calm and don't show your feelings. Just play it cold/cool.
- 2 John is an honest person. He plays it direct/straight.
- 3 This can't be happening. Are you playing a joke/fun on me?

Jake: Hi Suzy. Where are you off to?
 Suzy: 1)
 Jake: Me? Art class? I don't think so.
 Suzy: Not 'extreme' enough for you, I suppose!
 Jake: That's right.
 Suzy: 2)
 Jake: Great. I've got a few bruises, but I just love it!
 It's such an amazing sport!
 Suzy: 3)
 Jake: No, but I'm going snowboarding this weekend.
 Suzy: 4)
 Jake: You know, the ski centre near my father's
 village. Why don't you come along? We'll have
 a great time.
 Suzy: 5)
 Jake: Well, why not just come and watch then?
 Suzy: 6)
 Jake: Yeah. You might get some great action shots
 of me for your art class.
 Suzy: OK. Well, I'd better get going. I'll call you about
 it later.
 Jake: OK. Bye.

Listening


7    You will hear a dialogue. Determine which statements A-G correspond with the content of the dialogue *T* (true), which do not correspond *F* (false) and which are not stated in the dialogue *NS* (not stated).

- A Andrew has been to the community centre before.
- B He doesn't have a mobile phone.
- C There aren't many activities offered at the community centre.
- D Andrew wants to take up basketball.
- E He's never tried kick boxing before.
- F He wants to start at the beginning of September.
- G The classes cost £10 pounds for 35 lessons.

STATEMENT	A	B	C	D	E	F	G
ANSWER							

Speaking

Enrolling for a class

8  **Portfolio:** You want to enrol for a class at the community centre. Act out the dialogue between you and the receptionist. Record yourselves.



Greenville Youth & Community Centre

CURRENT ACTIVITIES/CLASSES		
oil painting	aerobics	kick boxing
chess club	basketball	drama


- ▶ A: Good morning. How can I help you?
- B: I'm interested in taking some classes at the community centre.
- A: Sure. Can I take your name, please? etc

Say it right


Suggesting/Replying


9 a   Choose the correct response. Listen and check.

- 1 A: I'm on my way to the gym. Fancy coming along?
 B: a Thanks, but I'm really tired.
 b Yes, I'm great!
- 2 A: Would you like to come to the cinema tonight?
 B: a I'd love to, but I really can't.
 b I'm sorry, I wouldn't like it.
- 3 A: How about going shopping this afternoon?
 B: a I think you're right.
 b That would be really great!

b  Listen again and find the stressed words.

c  Read out the exchanges.

10  Use the phrases in Ex. 9 to make suggestions: e.g. spend the afternoon together, rent a DVD, come fishing with me, go to an exhibition.

11  Think of ten words/phrases you have learnt in this lesson. Make sentences using them. Close your book and tell a partner.

-ing form/to -infinitive/infinitive

without to ▶ Grammar Reference

- 1 a Read the problem page letter and reply. What's Andrew's problem? What does Claire suggest?

Claire your problems... SOLVED!



Dear Claire,
I'm always broke! I love being sociable and I'd like to go out shopping more with my friends, but I've never got any money. I don't mind working, but I live in a small town and there just aren't many part-time jobs. Is there anything I can do? Help me!

Andrew, 16, Cardiff

Don't despair, Andrew! How about **doing some odd jobs around your neighbourhood like cleaning windows or cars if you want to earn some extra cash? You'll have more money and help your neighbours out, too! Let me know how you get on!**

- b Use the structures in bold to complete the rules (1-7) with: **to -infinitive, infinitive without to or -ing form**. Check in the Grammar Reference section.

- 1 preposition +
- 2 verb of preference (like/love/hate/enjoy) +
- 3 would love/like/hate etc +
- 4 modal verb (can, will, must etc) +
- 5 can't stand/help/imagine, look forward to, don't mind +
- 6 want, can't wait, remind +
- 7 let, make +

- 2 Put the verbs in brackets into the correct form. Compare with your partner.

- 1 Do you mind ▶ *helping* (help) me with some jobs today, Sam?
- 2 I'm not keen on (read) novels. I prefer (watch) TV.
- 3 I must (finish) this essay tonight. I have to hand it in tomorrow!
- 4 He left without (say) goodbye.
- 5 I'd hate (do) archery.
- 6 Brian really enjoys (play) his guitar.
- 7 Please let me (go) out tonight!
- 8 The story made me (cry).
- 9 Remind me (see) to it tomorrow.
- 10 Would you like (go) now?

- 3 Use the phrases to complete the sentences.

don't mind
likes
enjoys

wants

hates

be alone
be on time
work long hours
eat Chinese or Indian food

- 1 She never travels by ship. She ▶ *hates sailing*.
- 2 He always works overtime. He
- 3 Mary is afraid of large groups. She
- 4 Bob is never late. He
- 5 You decide! I

- 4 Use the words below to make true sentences about yourself.

• look forward to • can't help • don't mind
• can't imagine • can • let • want • Fancy

▶ *I'm really looking forward to going out this weekend.*

Word formation

- 5 a Read the theory box. Then complete the advert on p. 33 using nouns formed from the words in brackets.

Forming abstract nouns

We use **-ation** (*examine, examination*), **-ment** (*enjoy, enjoyment*), **-ence** (*correspond, correspondence*), **-ion** (*exhaust, exhaustion*), **-y** (*discover, discovery*) to form abstract nouns.



1) (act), adventure, 2) (compete) & 3) (excite)! You'll find all these and more at Oak Hall. You can try a wide 4) (select) of extreme sports, stay in comfortable 5) (accommodate) and enjoy a delicious choice of good food.

For an unforgettable experience, call:

02037464839

b Use a dictionary to find the nouns derived from the following verbs. Use them in sentences of your own.

- | | |
|--------------------|-----------------|
| 1 amaze | 5 achieve |
| ▶ <i>amazement</i> | 6 suggest |
| 2 educate | 7 recover |
| 3 collect | 8 agree |
| 4 depend | |

▶ John looked at Tim in amazement.

Phrasal verbs

6 Read the diagram, then complete sentences 1-6 with the correct phrasal verb.



- He'll the company when his father retires.
- I want to tennis. Do you know where I can have lessons?
- We're going to you for your birthday, Dave!
- She her father. She looks and acts just like him.
- your shirt and I'll wash it for you.
- Now that you've lost weight, you should your clothes

Dependent prepositions

7 Use Appendix 1 to complete the sentences with *about*, *on*, *of* (x2), *at* (x2) or *in*. Then make sentences about yourself.

- He's crazy ▶ *about* skydiving.
- He was brilliant football.
- Tom is interested gardening.
- She is terrible cooking. She burns everything.
- My mother is fond knitting.
- Jim is keen snowboarding.
- Pam's father is proud her achievements.

Words often confused

8 Choose the correct word. Check in the Word List, then make a sentence with the other word.

- Have you got the money you charge/owe me?
- Hello. I'd like to exchange/change this into pounds, please.
- I'm broke/debt. I have no money at all.
- Doctors' wages/salaries are usually really high.

Key word transformations

9 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- All Tom thinks about is football!
crazy Tom football.
- We don't have enough money to go out tonight.
afford We out tonight.
- I prefer going out to staying in.
rather I stay in.
- She doesn't really like going to the theatre.
keen She's to the theatre.
- He can't wait to see the new action film.
forward He is the new action film.

Writing (a letter)

10 Think of a problem you have. Write a short letter to Claire. Try to use (to) *Infinitive* or *-ing form*. Swap papers and reply to your partner's problem.

- 1 a Look at the picture and the title. When do you think the story took place? Read the biography to find out.



Edith Nesbit

(1858-1924)

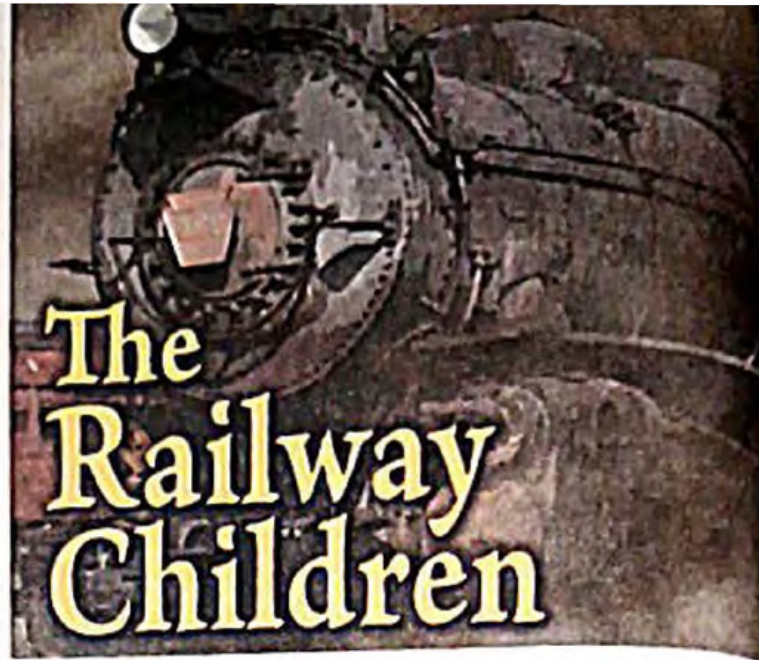
Edith Nesbit was born in Surrey. After she got married in 1880, she started writing children's poems and stories to help support her large family. Her writing was very popular. Her well-known stories include *Five Children and It* (1902) and *The Phoenix and the Carpet* (1904). Altogether, she published more than 40 novels before her death in 1924.

Nesbit's most famous and well-loved story is *The Railway Children* (1906). The novel is about the adventures of a middle class Edwardian family living near a railway station in the suburbs of London at the turn of the 19th century. In 1970, the book was made into an extremely successful film.

- b **RINE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read the text above to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

- 2 Read the first sentence of each paragraph. What is the extract about? Listen and read to find out.

- 3 **RINE** Read the text again carefully. Choose 1, 2, 3 or 4 for questions 1-7. Give reasons.



Chapter I: The Beginning of Things

They were not railway children to begin with. I don't suppose they had ever thought about railways except as a means of getting to the pantomime, Zoological Gardens and Madame Tussauds. They were just ordinary suburban children, and they lived with their father and mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bathroom with hot and cold water, electric bells, French windows, a good deal of white paint, and 'every modern convenience', as the estate agents say. There were three of them. Roberta was the eldest. Of course, mothers never have favourites, but if their mother had had a favourite, it might have been Roberta. Next came Peter, who wished to be an engineer when he grew up; and the youngest was Phyllis, who meant extremely well.

Mother did not spend all her time paying dull calls to dull ladies, and sitting dully at home waiting for dull ladies to pay calls to her. She was almost always there, ready to play with the children, and read to them, and help them to do their home lessons. Besides this, she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other great occasions, such as the refurnishing of the doll's house, or the time when they were getting over the mumps.

These three lucky children always had everything they needed: pretty clothes, a lovely nursery with heaps of toys and a Mother Goose¹ wallpaper. They had a kind and merry nursemaid², and a dog who was called

1 a fictional/author of nursery rhymes

2 a woman paid to look after young children

- 1 Before they were 'The Railway Children', the children –
- 1 always loved the railway.
 - 2 only used the railway to go to the zoo.
 - 3 just saw the railway as a means of transport.
 - 4 never travelled by train.



James, and who was their very own. They also had a father who was just perfect – never cross, never unjust, and always ready for a game – at least, if at any time he was not ready, he always had an excellent reason for it, and explained the reason to the children so interestingly and funnily that they felt sure he had to do it.

You will think that they ought to have been very happy. And so they were, but they did not know how happy till the pretty life in the Red Villa was over and done with, and they had to live a very different life indeed.

The dreadful change came quite suddenly.

Peter had a birthday – his tenth. Among his presents was a model engine more perfect than you could ever have dreamed of. The other presents were full of charm, but the engine was fuller of charm than any of the others were.

Its charm lasted in its full perfection for exactly three days. Then, owing either to Peter's inexperience or Phyllis's good intentions, or to some other cause, the engine suddenly went off with a bang. James was so frightened that he went out and did not come back all day. All the Noah's Ark³ people who were in the tender⁴ were broken to bits, but nothing else was hurt except the poor little engine and the feelings of Peter. The others said he cried over it – but of course boys of ten do not cry, however terrible the tragedies may be which darken their lot. He said that his eyes were red because he had a cold. This turned out to be true, though Peter did not know it was when he said it, the next day he had to go to bed and stay there.

3 a large ship built by Noah, with 2 of each kind of animal on board

4 an open vehicle behind a train engine used to carry coal

2 Mother spent most of her time ...

- 1 visiting old ladies.
- 2 sitting at home.
- 3 writing poetry.
- 4 helping her children.

- 3 Mother wrote poems whenever ...
- 1 someone got sick.
 - 2 something important happened.
 - 3 the children wanted her to.
 - 4 the children were at school.


- 4 The children's father often ...
- 1 got angry.
 - 2 made excuses.
 - 3 told funny jokes.
 - 4 played with them.

- 5 On his tenth birthday, Peter received ...
- 1 only one present.
 - 2 only one present he liked.
 - 3 many presents he didn't like.
 - 4 many nice presents.

- 6 The exploding engine didn't ...
- 1 frighten the dog.
 - 2 hurt Peter's feelings.
 - 3 injure Peter.
 - 4 break the Noah's Ark people.

- 7 Peter went to bed because ...
- 1 he was very upset.
 - 2 he had caught a cold.
 - 3 he had a problem with his eyes.
 - 4 the others told him to.



4 a Use your dictionaries to explain the words in bold. Then, use in your own sentences.

b  Match the highlighted phrasal verbs with their meanings. Use them in sentences of your own.

- 1 recovering from; 2 proved to be;
3 became an adult; 4 invented;
5 exploded

5 Explain the underlined phrases in the text in your own words.

Speaking

6   Which of these adjectives best describe the children's mother? father? loving, reliable, funny, creative, fair, imaginative. Discuss.

Writing

7 Portfolio: Write Peter's diary entry for the day of the incident with the engine (50-80 words).

Short messages

1 When did you last send a short written message to someone? Did you: *send a postcard? leave a note? write a quick email? send a text message?* Who to? Why?

2 a Read the theory box.

When we want to write someone a short message we usually send a postcard, a note/message, a short email or a text message. We might do this to inform, to remind, to thank, to apologise etc. We often omit words such as personal pronouns (*I, you etc*), articles (*a, the etc*) and some verbs (*am, have etc*). We also use short forms (e.g. *I won't* instead of *I will not*), the imperative, informal linkers (e.g. *so* instead of *therefore*), abbreviations, present or past participles (*leaving* instead of *I am leaving*, *been invited* instead of *we have been invited*) and short informal opening and closing remarks.

b Look at the note and complete the gaps (1-6) with the words/phrases in bold from the theory box.

1) ► *short, informal opening and closing remarks*

Hi Dan!

6)

Going skiing on Sat – fancy coming along?

Don't worry about equipment, you can hire it there! Leaving my house at 8 am, so don't be late!

5)

Hope you can make it,

Sam

4)

P.S. Penny's coming, too!

2)

3)

3 Make the following sentences shorter. Compare with your partner.

- 1 I am having a great time in Spain.
► *Having great time in Spain.*
- 2 I can't come to the cinema tonight. I haven't got any money.
.....
- 3 I will be back late tonight.
.....
- 4 We are meeting at eight o'clock this evening in front of the theatre.
.....
- 5 There is some food in the fridge for you.
.....
- 6 I have got a new Saturday job. I will tell you about it when I see you.
.....
- 7 I have gone out to the supermarket. I will not be long.
.....
- 8 I am really looking forward to our white-water rafting trip next month.
.....
- 9 I am sorry I did not call you yesterday. I will call you this evening.
.....
- 10 John has gone to buy tickets for the volleyball match on Saturday.
.....

study skills

Text messages

Text messages have a unique language that uses the shortest possible forms of words and even substitutes numbers for syllables/words. e.g. *C u l8r = see you later; 2nite = tonight*; etc. This style of writing is only appropriate in text messages or in chatrooms on the Internet.

4 Look at the extracts (1-6) and match them to a description (A-G). There is one description that you do not need to use. Which words and symbols helped you to decide?

A thank-you note

C apology

E text message

G diary entry

B email

D reminder

F postcard

1

Don't forget to tell Lucy
PIANO LESSON CANCELLED TODAY
Thurs. 6:30 instead
CALL MR LUCAS!

3

INBOX OUTBOX CONTACTS

To: jono23@gmail.com
From: hippygirl1@mail.com

Hey Jon!
Saw Saturday job advertised in newspaper. Sounds like something you'd like, so let me know if interested!
Amy

5

Hi Pete. Can't come 2 drama club 2nite.
Can u tell Mr Barnes?
Thanks! 😊
Rosie

2

Dear Sally,
Having great time here in Wales! Weather amazing, so much to do here! Went sailing yesterday!
Can't wait to show you photos.
See you next week!
Love,
Jo

4

Emma
Forgot to give back money I borrowed – sorry!
Will give you it next time!
Lucy

6

Dear Andy,
Just a note to say thanks for present.
Really needed new tennis racquet.
See you soon,
Ryan
P.S. Ann says hi!

5 Match the abbreviations (1-5) to the meanings (A-E). Complete the note below with an appropriate abbreviation.

1 PTO

A et cetera

2 P.S.

B for example

3 asap

C post script

4 e.g.

D as soon as possible

5 etc

E please turn over

Hi Jack!

Gone shopping for shoes, makeup 1) ! Remember Kate's party tonight. Will get her gift from us 2) CD, jewellery.

Will be back 3)

See you soon,

Jemma

4) Will bring you something nice!

6 a Read the rubric and find the key words.

Your mum has left the following note on the kitchen table:

Luke

Gone out to get football boots. Size 8? Call me if wrong size! What time are you back tonight? Don't forget - Dad's birthday dinner at 7!

Love Mum xxx

You have to go out now, too. Leave your mum a reply (25-35 words). In your note, say:

- thanks for the boots;
- when you'll be back.

b Look at a student's answer. Is it the correct length? Does it include the correct information? Is it written in an appropriate style?

Thank you for buying a new pair of football boots for me. Size 8 fits me really well. I have got football practice later today, so I will not arrive home until half past six.

By the way, you don't need to worry because I haven't forgotten that it's Dad's birthday.

Yours,

Luke

7 Make any necessary changes to the note in Ex. 6b. Think about:

- opening/closing remarks
- which pronouns/articles/verbs you can take out
- if you can add any imperatives/informal linkers/abbreviations.

Compare your answers with another pair.

8 a Read the rubric and answer the questions.

Your sister has left you the following note.

Emma,

Going shopping with Jane after school. Want to come? Will wait at bus stop till 4.

Katie

P.S. Could go to cinema or have dinner after.

Reply to it (25-35 words). In your note, include:

- reason you can't make the shopping trip;
- suggest meeting the girls later (say where you will meet).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What style are you going to use?
- 4 What information are you going to include?

study skills

Checking/Editing your work

When you edit a piece of writing, check for the following:

- grammar, punctuation or spelling mistakes;
- inclusion of all points mentioned in the rubric;
- coherence (sentences must fit together and flow smoothly);
- tone according to the target reader.

b Write your note. Swap with your partner and edit each other's note.

Discuss & Write

9 Choose any two of the following and write your answer (25-35 words).

- 1 You are on holiday. Send a postcard to your friend. Write:
 - where you are
 - what you are doing there
 - how you like it
- 2 You have moved to another city. Send an email to your friend. In your email, write:
 - what the new place is like
 - how you like it
 - invite him/her to your house
- 3 You need to go out for a while. Leave a note for your parents. Write:
 - where you are going
 - when you'll be back
 - remind them to walk the dog

Great British Sporting Events!



A The Oxford and Cambridge Boat Race

The Boat Race is a rowing race along the River Thames. It takes place each spring in London. The 18 competitors (9 in each boat) must be students at Oxford or Cambridge University. They train extremely hard, six days a week for six months before the race.



B The London Marathon
If you get out of breath running for the bus, then can you imagine running 26 miles (about 42 km)? Every year, usually in April, this is exactly what around 40,000 people do when they take part in the London Marathon. It's a serious athletic event which offers big prize money for the winners, but the majority of runners do it for fun or to raise money for charity.



C Royal Ascot

Royal Ascot is a 5-day horse-racing event at the Ascot race course in Berkshire. Each year, about 300,000 people buy tickets to watch the races. Ascot is very popular with members of the royal family and the rich and famous, but anyone is welcome to go. Royal Ascot is a fashion show too! TV presenters love to comment on what everyone's wearing, especially the ladies' smart hats!



D Wimbledon
Anyone for tennis? Every June, the world's oldest and most famous tennis championship takes place in Wimbledon in London. The tournament lasts for two weeks. Hundreds of spectators queue for hours for tickets to see the world's top players compete. It's not just the tennis they go for either! Strawberries and cream are the traditional snack at Wimbledon. 28,000 kilos of strawberries and 7,000 litres of cream are sold every year!

1 Look at the pictures of some well-known sporting events and the titles A-D. Think of one question about each event. Read and listen. Can you answer your questions?

2 a Read the texts. Which event A, B, C or D

- 1 offers a cash prize?
- 2 lasts the longest?
- 3 is attended by British royalty?
- 4 is a competition between two teams?.

b Explain the words/phrases in bold.

3 Choose the correct word. Check in your dictionaries. Make sentences using the other words.

- 1 The directors/presenters of all the major TV channels comment on the fashions at Royal Ascot.
- 2 The spectators/audience watch tennis players at Wimbledon.
- 3 About 40,000 competitors/rowers run in the London Marathon each year.

4 Imagine you are a radio presenter. Choose one of the events A-D and present it to the class.

5 **ICT** Portfolio: Collect information using the Internet, then, write a short text about a famous sporting event in your country (50-60 words). Write:

- name • type • place • time • competitors
- spectators • prizes • any other interesting information

How responsible are you with your money?

Money choices can be difficult. What would you do in the following situations?

1 You lend some of your pocket money to a friend. Your friend promises to pay you back the next day, but doesn't. What should you do?

- a Forget it.
- b Ask for the money.
- c Other



4 You go to the cinema with your best friend. Your friend wants to buy popcorn but doesn't have enough money. You've got some spare money with you. What would you do?

- a Lend some money to him/her.
- b Nothing.
- c Other



2 Your friend borrows money from you. He pays you back. A week later, he pays you back again. What would you do?

- a Take the money again.
- b Tell your friend.
- c Other



5 You buy a sandwich at the school canteen. When you pay the cashier, she gives you back more money than she should. What would you do?

- a Keep the money.
- b Hand it in.
- c Other



3 You spend your whole week's pocket money on video games at the arcade on Monday afternoon. Now you don't have enough money for lunches and bus tickets for the rest of the week. How would you solve this problem?

- a Borrow money.
- b Take sandwiches and walk.
- c Other



6 Your mum asks you to go to the shop to buy some bread and milk. She gives you a £10 note. What would you do with the change?

- a Give it back to her.
- b Keep it.
- c Other



1 Debate each situation (1-6). Say what you would do and why. Agree/Disagree with your partner's decisions. Use the language in the box.

Expressing/Enquiring about opinions	
• Don't you agree that ...?	• Do(n't) you think ...?
Expressing agreement/disagreement	
• Of course (she is/ does)/That's right.	• Certainly not.
• That's correct./ Certainly.	• No, I don't think so.
	• I don't agree.
	• You are wrong there.

- ▶ A: Don't you think you should just forget about it if your friend doesn't return your money?
- ▶ B: Certainly not. If they borrow money, they should give it back.

2 Prepare a survey with yes/no answers to find out how responsible your class is with money.

- ▶ You find a wallet in the street with an address in it. Do you keep the wallet? Yes/No

Write a paragraph about your findings.

- ▶ Most of the class seem to be quite responsible with money. Almost everyone would ...



1 What is air pollution? What causes it: *factories? cars? rubbish? cleaning products? insect sprays? high temperatures? fumes from cooking/cigarettes/paint?* Listen and read to find out.

2 Read the text and answer the questions. Explain the words in bold.

- 1 What pollutes air indoors?
- 2 What happens if we don't allow fresh air into our houses frequently?
- 3 What problems can stale air at home cause?

Clean Air at Home

Air pollution doesn't just come from factories and our cars. We also cause it at home with the products we use and the way we live. Air indoors can be polluted by cleaning products, dust, paint, insect sprays, cigarette smoke or steam from cooking. We often need to keep doors and windows closed to keep the insides of our houses cool in the summer or warm in the winter. This traps pollutants and can make places for insects, dust mites and mould to live.

Some pollutants such as smoke and insect sprays can cause breathing problems such as asthma, especially for those people who are allergic to dust. To reduce air pollution at home, you should open the doors and windows 2-3 times a day, use natural cleaning products, and not allow smoking.



3  Do you keep the air inside your house clean and safe? Do the quiz to find out.

QUIZ

- | | |
|---|---|
| <p>1 Do people smoke cigarettes in your house?
A Never B Sometimes C Often</p> <p>2 Do you use water-based cleaning products to clean your house?
A Yes, always B I try to C I don't check</p> <p>3 Do you clean your air-conditioning filter?
A Yes B Sometimes C Where is it?</p> | <p>4 Do you ever enjoy light meals that require little or no cooking, like salads?
A Often B Sometimes C Not very often</p> <p>5 Do you clean bedding and items used by your pets regularly?
A Yes, often B Sometimes C No, never</p> |
|---|---|

Mostly As: Great work!

Bs: Try using more of the techniques in the text to reduce air pollution.

Cs: You can do much more to reduce air pollution. Try harder.

4 **ICT** *Portfolio:* Work in groups. Collect information using the Internet, then give a two-minute talk about what air pollution is and how we can have clean air at home. Record yourself.

GREEN wisdom

There's so much pollution in the air now that if it weren't for our lungs, there would be no place to put it all.

Robert Orben, US comedy writer



Reading

Read the text, then choose the correct answer (A, B, C or D) for questions 1-7.

RUSSIAN STAR IN STAR TREK



Fictional character Pavel Andreievich Chekhov first appeared on TV in 1966, during the second season of the science fiction series *Star Trek*. Despite being on TV for a short time, (from 1966-69), the series was a hit and still has many fans today, 50 years after its creation. *Star Trek* led to ten feature films, an animated series, novels and comic books. So why was it so popular and why did they need a Russian star?

Executive Producer Gene Roddenberry decided to introduce a character with 'youth appeal', that is to say a character young people could understand. Best known as the young, enthusiastic navigator on board the starship *Enterprise*, Chekhov had a haircut similar to one of The Monkees (a very popular pop group in the USA at that time). But he certainly was no American! He was a proud Russian with a thick accent and had the surname of the famous Russian playwright. Actor Walter Koenig played the role, an American with Lithuanian Russian parents.

We can view the character of Chekhov as symbolic, one introduced to present a better world. Created in the 1960s during the Cold War, the series was set in a very different time – in the 23rd century. There was a rumour that the Russians themselves came up with the idea of including a Russian character, writing an article in *Pravda* criticising the absence of a Russian in the series. One thing is sure – it made sense to have a Russian on board as the Soviet Union was one of the leaders in space exploration. Other characters of the multinational crew included "Scotty" (of Scottish heritage), Sulu (from Japan), Uhura (from Africa) and Spock, the half-human, part alien (Vulcan). All were on the same mission: 'to explore new worlds, to seek out new life and new civilisations, to boldly go where no man has gone before', as the series stated in its opening scenes.

Chekhov and the crew certainly live through many exciting adventures: mysterious illnesses, capture by aliens, time travel – even romance. In the course of the two series we get to know Chekhov quite well. We see that he has many positive qualities: he is young, good-looking and has a good sense of humour. He regularly jokes (and boasts) about Russia's achievements. He even claims in one programme that the fairy tale *Cinderella* came from Russia! However, he himself was less lucky in love. While training at the Academy in the 2260s, Chekhov had a romance with another Russian, Irina Galliulin. But their characters were too different (Irina criticised Chekhov for being too rigid) and disappointment followed.

Chekhov's character develops in the programme and he begins to take on some of the traits of the ship's captain, Captain James T Kirk. We understand that he has strong principles and can pay close attention to detail. He is also a loyal member of the team. As a result he is able to work himself up the ranks, working first as a junior officer, then as navigator. In the first *Star Trek* film he becomes lieutenant; in the second he is the commander on another spaceship, *The USS Reliant*. In this film Chekhov's character is severely tested. Villain Khan Noonien Singh puts eels inside Chekhov's head in attempt to control his brain. However, our hero recovers and lives to fight another day.

The character's final appearance takes place in the year 2293 when he is a guest on board a new ship called *Enterprise B*. Another ship, *The USS Chekhov*, was named in his honour, but is destroyed at the Battle of Wolf 359.

But the *Star Trek* legend lives on. 'Trekkies' or 'Trekkers' as the fans are called, can see other films, out in 2009 and 2013, or watch *Star Trek* webisodes online.

1 Pavel Andreievich Chekhov is a character in ...

- 1 a real-life drama based in space.
- 2 a Russian series about life in America.
- 3 a series based in the future.
- 4 a Russian TV soap opera.

2 In 1969, ...

- 1 the last episode of *Star Trek* was shown.
- 2 the first episode featuring Pavlov was made.
- 3 the first film of the series was made.
- 4 *Star Trek* celebrated its 40th anniversary.

3 Chekhov joined the crew because ...

- 1 the *Pravda* newspaper demanded it.
- 2 his name was similar to a famous Russian author.
- 3 of his good looks.
- 4 the *Star Trek* creator wanted to have an international crew.

4 Chekhov and Captain Kirk ...

- 1 were two very different characters.
- 2 disliked one another immensely.
- 3 resembled one another in many ways.
- 4 both worked as junior officers.

- 5 Khan Noonien Singh ...
- 1 used a creature to kill Chekhov.
 - 2 was commander of the *USS Reliant*.
 - 3 was a hero in *Star Trek*.
 - 4 tried to take over Chekhov's brain.
- 6 *Star Trek* fans
- 1 may be angry that *Star Trek* has ended.
 - 2 can see new *Star Trek* episodes on TV.
 - 3 may watch *Star Trek* webisodes online.
 - 4 are mostly from Russia.
- 7 A quality that the writer praises is Chekhov's ...
- | | |
|-----------------------|----------------------|
| 1 sense of adventure. | 3 ability to change. |
| 2 sense of humour. | 4 bravery. |

RNE Use of English

Read the text below. Form derivatives from the words in capitals so that they fit the text. Fill the gaps with those new words. Every gap corresponds to a different task (1-6).

- 1 I like shopping. It's and fun, but I don't think it's the most important thing in the world. We need to shop for the things we need, like clothes, of course. **ENJOY**
- 2 In recent years, clothing has got so, but the pocket money I earn from working in the supermarket at the weekends helps. **EXPENSE**
- 3 When I need something, I go to the shops with my sister. **REAL**
- 4 Last weekend, I bought a new bag. I'd saved for weeks to buy it. **SHINE**
- 5 A thrill of shot through me when I finally paid for it. **EXCITE**
- 6 My sister helped me buy it, so I'll let her use it sometimes. **GENEROUS**

RNE Writing

You have received a letter from your English-speaking pen-friend, Matt, who writes:

I really like extreme sports. What kind of sports do you like? How often do you do them? What other hobbies do you have? I'm going to wash my dad's car now. He sometimes pays me to do chores!

Write a letter to Matt. In your letter:

- answer his questions;
- ask 3 questions about his pocket money.

Write 100-140 words.

Remember the rules of letter writing.

RNE Listening

You will hear 6 statements. Match each speaker's statement A-F to the statements (1-7). Each statement can only be used once. One of the statements is extra.

- 1 Watching sporting events on TV is important to me.
- 2 I only like watching team sports.
- 3 I don't mind paying a lot to watch an event.
- 4 I'm not interested in sporting events.
- 5 I don't like staying at home alone to watch sporting events.
- 6 I don't mind watching sports but I prefer to take part.
- 7 I only watch my favourite team.

SPEAKER	A	B	C	D	E	F
STATEMENT						

RNE Speaking

Study the advertisement.

Weekend Getaway in Rome

Visit this beautiful city and fall in love all over again!

This weekend package includes:

- flight • accommodation
- some meals • 2 tours and 1 show

For more information, call us on 0772 54286.

You and your brother/sister want to buy a present for your parents' wedding anniversary. You are considering booking them a trip to Rome and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following.

- 1 departure dates
- 2 airline company
- 3 accommodation
- 4 meals included
- 5 activities planned

You have 20 seconds to ask each question.

2 Progress Check

1 Complete with: *cost, cash, save, afford, earn, borrow, pays, lend, spent, waste.*

- I often money to my sister but she hardly ever me back.
- Sam is always buying things that a lot and that he can't really
- I didn't manage to any of my wages last week. I every last penny!
- Can I £10 to go to the cinema, Dad?
- The shop is really cheap, but they only accept
- Don't your money on silly little things!
- He enjoys his job, but he doesn't very much.

(Points: $\frac{20}{10 \times 2}$)

2 Complete with: *pocket, household, sporting, credit, extreme, action, departure, student, text, thank-you.*

- | | |
|----------------|-----------------|
| 1 events | 6 note |
| 2 date | 7 message |
| 3 money | 8 loan |
| 4 chores | 9 card |
| 5 sports | 10 shot |

(Points: $\frac{20}{10 \times 2}$)

3 Put the verbs in brackets into the correct (to) infinitive or -ing form.

- He hates football on TV. He thinks it's so boring! (watch)
- I'm not crazy about sport. I prefer quieter activities. (play)
- We'd love and see your new house some time! (come)
- Will you me find a part-time job? I'm totally broke! (help)
- I can't stand compositions. I find them really difficult! (write)
- He can't wait on holiday. (go)

(Points: $\frac{18}{6 \times 3}$)

4 Form nouns from the words in brackets.

- Have a look at my (collect)
- I don't really agree with your (suggest)
- They looked at him in (amaze)
- techniques are taught here. (relax)
- He made a fast from the injury. (recover)

(Points: $\frac{10}{5 \times 2}$)

5 a Complete with: *up, off, over, out, after.*

- Why don't you take a hobby instead of watching TV every evening?
- Who do you take , your mum or your dad?
- Tom's taking me for my birthday.
- Mr Jones took the company when his grandfather died.
- Take your trousers so that I can wash them.

(Points: $\frac{10}{5 \times 2}$)

b Complete with: *about, in, at, of, on.*

- She is fantastic cooking.
- Ann is crazy rock climbing.
- He isn't interested Maths.
- I'm not fond animals so I don't have a pet.
- John is really keen football.

(Points: $\frac{10}{5 \times 2}$)

6 Complete the exchanges.

- A: Would you like to have dinner together?
B: I'd love to but
- A: How about going out tonight?
B: That would
- A: Don't you agree that he spends too much?
B: No, I
- A: Don't you think he's trying hard?
B: Of course I

(Points: $\frac{12}{4 \times 3}$)

(My score: $\frac{100}{100}$)

Now I Can ...

- talk and write about money and spending habits
- talk about hobbies and personalities
- enquire about and express preferences
- make suggestions and reply to suggestions
- express and enquire about an opinion
- write a letter to an advice column and reply to one
- write short messages
- prepare a simple survey and report the results

... in English

Module 3

Schooldays & Work

◆ Before you start ...

- What are you like?
- What's your favourite free-time activity?

◆ Look at Module 3

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a biography
- a CV
- a cartoon

◆ Listen, read and talk about ...

- types of schools & school life
- jobs
- American high schools
- endangered species

◆ Learn how to ...

- give/react to news
- ask about/express wants/intentions

◆ Practise ...

- Future tenses
- the comparative/superlative degree
- word formation: personal nouns
- phrasal verbs: *pick*
- dependent prepositions
- words often confused: *job/work, staff/employee, salary/wages, marks/grades*


◆ Write / Make ...

- a short article about your school
- a paragraph about your plans for this summer
- a dialogue
- a CV & a letter of application
- a leaflet inviting students to your school
- a paragraph expressing your opinion about a child's right to a free education
- a short article about an endangered species in your country





Vocabulary

Types of schools & school life

1 a  Match the types of schools (1-6) to the descriptions (A-F). Which are the most common/uncommon in your country? What type of school do you go to?

- | | |
|-------------------------|---------------------|
| 1 boarding school | 4 state school |
| 2 single-sex school | 5 private school |
| 3 co-educational school | 6 specialist school |

- A A school for boys and girls.
- B A school you usually have to pay to go to.
- C A school students go to for a particular reason (e.g. to become actors).
- D A school for only boys or only girls.
- E A school owned by the government.
- F A school which students live in during school term.

b   Read the following statements. Which ones are true for your school?

Students wear a school uniform.

There are lots of rules.

Facilities and equipment are good (e.g. libraries, science labs, sports equipment).

The teachers are strict.

Students are motivated.

There is a selection of unusual subjects to choose from.

Students sit a lot of exams.

Most students take part in extra-curricular activities (e.g. drama, sports).

Students get a lot of homework.

Most students live nearby.

What would you like to change? Why? Discuss.



- ▶ A: I like wearing a school uniform.
- B: I don't. I'd rather wear something more fashionable to school...

SCHOOLS AROUND THE WORLD

Do you look forward to going to school or do you absolutely dread it? Or, perhaps you'd prefer to go to school somewhere else! This week, Go! magazine takes a look at how schools are different 1) over/around/from/through the world.



Reading

2   Read the text on pp. 46-47. Match the paragraphs (A-E) with the headings (1-6). Put your answers into the table. Each number can only be used once. There is one extra heading.

- 1 To and From School
- 2 School Rules
- 3 Education or No Education
- 4 Schools of Every Shape and Size
- 5 Studying Hours
- 6 Home Schooling

A	B	C	D	E

study skills

Gap-filling

Look at the title and read the text through to get an idea of what it is about. Read again and focus carefully on the words before and after each gap. Choose the word that fits best. Read through the complete text again to check that it makes sense.

A

There are many types of schools in the world. Some are expensive, private boarding schools, like Rugby School in England where the game of rugby was invented! There are also specialist schools, like drama schools, dance schools or the 40 acrobatic schools in Wuqiao, China. It might sound like fun, but, as 13-year-old Zhang Li explains, "Our training starts at 5:30 am. It's very hard, but these skills will help me 2) win/get/take/earn a living when I leave." There are also a wide range of school subjects at different schools. At Holden High School in the USA, subjects include comic book art, photography, song writing and yoga.

B

At a school in the Annapurna mountains in Nepal, classes don't start until 10 am because a lot of students have to walk for about an hour to get there. In Japan, it isn't unusual for students to 3) pass/need/spend/be two hours or more getting to school on public transport. "It's not so bad," says 15-year-old Keiko from Tokyo. "I sometimes sleep or study on the train, and it's a great way to catch 4) up/on/from/together with my friends."

C

The average high school day in the UK and the US is 6.5 hours. Students in Korea and Greece, 5) therefore/however/moreover/thus, are not so lucky! After school they attend extra classes in private schools. "On a typical day," says Jie Kim from Seoul, South Korea, "I don't get home until midnight, but if I

don't study hard, I won't 6) get/be/go/apply into a good university."

D




All schools have rules, but sometimes they are really strict. At Eton College, a very famous boys' boarding school in England, the students have a smart but very old-fashioned uniform with a long jacket, dark trousers and smart shirt. In Japan, everyone has to participate in 'o soji', or the cleaning of the school, before they go home, whereas at Summerhill School in England, it's the students who 7) put/say/ make/give the rules!



E

So, is your school better or worse than schools in other parts of the world? No matter what your answer is, we shouldn't forget that 300 million children in the world don't have any school to go to. So even if you'd like to change some things about your school, you really are one of the lucky ones!





3 a  **RNE** Choose the correct word (1-7).

b    Listen and check. Explain the words/phrases in bold. Then, make sentences using them.

4   Cover the text and take turns to tell each other something you remember about school in the countries in the text.

Speaking

5   **Portfolio:** Act out an interview between a British TV presenter and a student at your school in your country. Talk about: *the time it starts/finishes, how you get to school, if you wear a uniform, what the school rules are, etc.*

Writing

6 **Portfolio:** Write a short article about your school (100-140 words). Write: *type of school and classes, how students get there, hours, rules.*

Words of Wisdom

Education is the movement from darkness to light.

(Allan Bloom, US philosopher)

3b

Listening & Speaking Skills

Vocabulary

Jobs

1 Look at the job categories (1-9). Add two more jobs to each.

① working from home as a freelancer (e.g. *an artist, an author, a translator*)

② having a skilled job (e.g. *a plumber, a gardener, a carpenter, a mechanic, a fisherman*)

③ being the boss of a big company or institution (e.g. *chief executive officer (CEO), a managing director, a president*)

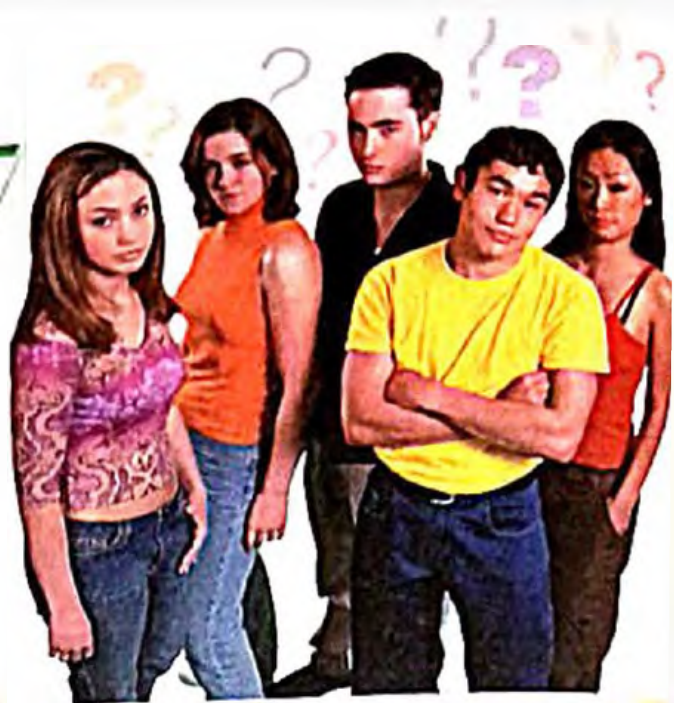
④ becoming a professional person (e.g. *an architect, a lawyer, an engineer*)

2 a Look at the jobs in Ex. 1 again. Find at least two jobs that the following people couldn't do.

- 1 "I get seasick easily." Jane
- 2 "I can't stand being behind a desk." Tony
- 3 "I don't want to go to university." Pat
- 4 "I'm not good at working with my hands." Pete
- 5 "I don't want to work in the evenings or at weekends." Mary
- 6 "I can't stand working shifts." John
- 7 "I can't stand the sight of blood." Sue
- 8 "I can't work for others." Bob

b Find at least one type of job which ...

- | | |
|---------------------------------|---|
| 1 involves a lot of travelling. | 8 requires that you wear a uniform. |
| 2 somebody can do part-time. | 9 requires shift work. |
| 3 is 9 to 5. | 10 pays a good salary. |
| 4 is full-time. | 11 requires highly-qualified personnel. |
| 5 can be done outdoors/indoors. | 12 you can do as part of a team. |
| 6 is risky. | 13 gives you a lot of responsibility. |
| 7 starts early in the morning. | |



⑤ having a 9-5 job in an office (e.g. *a bank clerk, a secretary*)

⑥ becoming a famous celebrity (e.g. *a singer, a dancer, an actor*)

⑦ working in the armed forces/emergency services (e.g. *a naval officer, a pilot, a fire-fighter*)

⑧ running your own business (e.g. *a hairdresser, a beautician, a florist*)

⑨ working in the medical profession (e.g. *a vet, a doctor, a nurse, a surgeon, a dentist*)

Everyday English

Asking about & expressing wants/intentions

3 Use the language in the box and the ideas in Exs 1 & 2 to discuss, as in the example.

Asking	
<ul style="list-style-type: none"> • Would you like to ...?/What would you like to ...? • Do you want to ...? • Are you going to ...? • Do you think you'll ...? 	
Responding	
<ul style="list-style-type: none"> • I'm going to ... • No, I wouldn't like to ... • I don't really want to ... • Yes, I (definitely) hope to ... 	<ul style="list-style-type: none"> • Yes, I think I'll ... • No, I don't think so. • I don't think I'll ... • I'd like/love to ...

- ▶ A: *Do you think you'll be the boss of a big company one day?*
 B: *No, I don't think so, because I don't really want to have a lot of responsibility.*

Idioms

4 Complete the Idioms. Check In the Word List.

- jack-of-all-trades • bring home the bacon
- in the same boat • follow in his/her footsteps

- 1 My aunt is a pilot and I'd really like to
- 2 The man in that shop can do anything. He's a
- 3 Everyone worries about finding a job when they leave school, but we're all
- 4 I really admire my parents. They work very hard to

Reading

5 Read the first and the last two exchanges in the dialogue. What is the relationship between the speakers? What is the dialogue about? Listen and check.

Mr Smith: Good morning. Please have a seat.
Ann: Good morning. Thank you.
Mr Smith: So, Ann. I've read your application letter. Tell me: What are you doing at the moment?
Ann: I'm studying Business at college, but my course finishes next month.
Mr Smith: I see. Do you have any experience as a personal assistant?
Ann: Yes. I've worked for a number of different companies during my college holidays, including Barnes & Bedford, the lawyers, last summer.
Mr Smith: That's interesting. Do you understand that in this job you will have to travel a lot?
Ann: Yes, and that's not a problem at all. I enjoy travelling and I don't mind working long hours or weekends.
Mr Smith: Excellent! Well, I think that's all I need to know.
Ann: Do you mean I've got the job?
Mr Smith: Yes. Welcome to Brown's.
Ann: Thank you! When can I start?
Mr Smith: As soon as you can, after your exams.

6 Read the dialogue. What kind of job is Ann applying for? Which two adjectives best describe her: *patient, hardworking, energetic, keen, outgoing*? Give reasons.

7 a Which heading best describes the dialogue?

• Applying for a Job

• A Job Interview

• Asking for a Pay Rise

b Read out the dialogue. Give the dialogue a different ending.

Listening

8 a Sarah is being interviewed for a job. Look at the interviewer's notes below. What questions do you think he asked Sarah? Listen and check.

Name: Sarah 1)

Age: nearly 2)

Applying for: flight attendant 3)

Experience: hotel 4)

Qualities: good common sense & communication skills, reliable, 5)

Available to start training: 6)



b Listen again and fill in the gaps (1-6).

Speaking

9 Portfolio: Imagine you are applying for a part-time job as a shop assistant. Take the roles of an interviewer and a job applicant and act out a similar interview. Use the interviewer's notes to help you. Record your interview.

Say it right


Giving & reacting to news

10 Choose the correct response. Listen and check. Then read out the exchanges.

- 1 I've lost my job.
 - a Oh dear!
 - b Wow!
- 2 I'm going for a job interview tomorrow.
 - a Oh, how so?
 - b Good luck!
- 3 I got the job!
 - a That's great! Well done!
 - b Oh no!

Future tenses

» Grammar Reference

1  In what tense are the verb forms in bold? Match them to their uses.


- 1 I'm tired. I think I'll go to bed.
- 2 I'm moving house tomorrow.
- 3 I'll help you write your CV.
- 4 Look at the traffic – I'm going to be late for work again!
- 5 I'm going to buy Jessie a puppy for her birthday.
- 6 Enter the competition. I think you'll do really well!
- 7 This time next week, I'll be sunbathing.
- 8 I'll have cooked dinner by the time you come back.

- a on-the-spot decision
- b promise/threat
- c prediction based on what we see/know
- d plan/intention
- e fixed arrangement
- f prediction based on what we think/ believe will happen
- g an action finished before a certain action in the future
- h an action in progress at a stated future time

- 1. I'm tired – a) on-the-spot (future simple)
2. I'm moving – e) fixed arrangement (present continuous)

2  Choose the correct form. Give reasons.

- 1 A: The phone's ringing!
B: It's OK. I'll/m going to answer it.
- 2 A: What are you doing this afternoon, Kate?
B: I'm meeting/m going to meet some friends in town.
- 3 A: Look at this mess!
B: Don't worry, I'm going to/'ll clean it up.
- 4 A: Look at the little boy by the pool.
B: Oh dear! He'll/'s going to fall in!
- 5 A: Have you got tickets for the music festival?
B: Yes, it'll/'s going to be fantastic!
- 6 A: John has grown up so fast.
B: Yes. This time next year he'll be starting/'s going to start high school.
- 7 A: How long are you staying in London?
B: I am going to be/will have been in London for 2 months by the time I leave.

3  Answer the questions, as in the examples.

- 1 What are your holiday plans for this summer?
► I'm going to spend August at a summer camp.
- 2 What are you doing this weekend?
► I'm going to see my grandparents.
- 3 What will you have done by the end of this year?
► I'll have taken all my exams.
- 4 What will you be doing this time next Saturday?
► I will be relaxing on the beach.

Note: We don't use the future simple after *while*, *before*, *until*, *as soon as*, *after*, *if*, *when*. We use the present simple. *If you are late, we'll leave you behind.* (NOT: ~~if you will be~~ ...) BUT *I'm not sure if/when I'll come.*

4  Complete the sentences.

- 1 She'll move house when
- 2 I'll cook dinner as soon as
- 3 He'll call after
- 4 They won't leave until

Comparative/Superlative degree

» Grammar Reference

5 Find the comparative and superlative forms in the article. How do we: *form the comparative and the superlative of short/long adjectives?* Which forms are irregular?

Hairdressers Happiest at Work

According to a recent study, when it comes to happiness at work, chefs are happier than beauticians and plumbers, but hairdressers are the happiest of all! In contrast, architects and estate agents are unhappier than secretaries, but social workers are the unhappiest of all. Mary Brown, 37, used to be a social worker, but now she's a hairdresser. "It's so much better – more relaxing, less tiring and far safer too!" she told us. "Hairdressers get worse pay, but a social worker's job is much harder. It's no wonder social work is one of the least popular professions!"

6 Complete the sentences using an appropriate form of the adjectives in bold.

- 1 Being a teacher is (rewarding) than being a shop assistant.
- 2 Doctors are usually (busy) than security guards.
- 3 Working in an office is (safe) than working on a building site.
- 4 A chef normally gets paid (good) than a waiter.
- 5 Working as a waiter was (tiring) job I've ever had!

GAME

7 Play in teams. Choose three jobs and make sentences to compare them.

► Team A S1: A fire fighter's job is more dangerous than a nurse's.

Team B S1: A stuntman's job is the most dangerous job of all.

Word formation

8 Read the theory box. Then, complete the advert by filling in the appropriate suffix.

Forming nouns (persons)

We use the suffixes **-er** (paint – painter), **-ist** (art – artist), **-or** (invent – inventor) and **-ian** (library – librarian) to form personal nouns.

WANTED FOR NEW MUSICAL PRODUCTION

- 0) producer,
- 1) stage manag....., 2) choreograph.....,
 - 3) technical direct....., 4) pian....., 5) lighting technic.....s,
 - 6) act.....s, 7) sing.....s, 8) art.....s, 9) various music.....s,
 - 10) compos.....s, 11) costume design.....s

Call 0207-9888364 FOR MORE INFORMATION.

Words often confused

9 Choose the correct word. Check in the Word list.

- 1 I'm really enjoying my new job/work.
- 2 Every staff/employee got a pay rise last May.
- 3 She got good grades/marks in her school report.
- 4 The government announced that all civil servants' salaries/wages will be increased.

Phrasal verbs

10 Complete the sentences (1-5) with the correct phrasal verb, then make sentences of your own.



- 1 I will my little brother from school.
- 2 You shouldn't your food.
- 3 Some older schoolchildren younger ones.
- 4 Can you help me a dress for the party?
- 5 Mary picked her doll and put it on the shelf.

Dependent prepositions

11 Use Appendix 1 to fill in: **for**, **with**, **in**, **from**. Then make your own sentences.

- 1 Mr Smith works ► **in** a factory.
- 2 My dad works Brown & Co.
- 3 He is charge of ten people.
- 4 He can't deal his problems.
- 5 He's responsible a team of people.

Key word transformations

12 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- 1 Tom was late for school as the bus was late.
time If the bus, Tom would not have been late for school.
- 2 Mr Fry gave us an interesting talk on careers.
given We on careers by Mr Fry.
- 3 Mum didn't let me go out.
made Mum in.
- 4 I had never tasted sushi before.
first It I had ever tasted sushi.
- 5 Policemen have one of the most difficult jobs.
as There aren't many jobs that of a policeman.

Writing

13 What are your holiday plans for this summer? Write a short paragraph about them.

- 1 a Think of three questions you would like to ask about Chekhov. Then, read the biography and see if you can answer them.

Anton Pavlovich Chekhov

(1860-1904)



Anton Pavlovich Chekhov was born in Taganrog in Russia. When he was nineteen, he went to medical school in Moscow and later became a doctor. It was while working as a doctor that he began to publish his stories in order to help support his family. By 1886, he had become famous as a writer of plays and short stories. His works include the play *The Seagull* (1896) and his famous short story *The Steppe* (1888).

Chekhov was a very fast writer who could produce a story in under an hour! A typical Chekhov story is about the thoughts and emotions of the characters. In *The Darling* (1899), Chekhov describes a woman, Olenka, who uses other people to give her own life meaning.

- b **RINE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

- 2 The picture shows Olenka and Sasha. How are they related? Read to find out.



- She now had her own opinions, and at supper discussed with Sasha's parents, saying how difficult the studies had become for the children at the school. But after all, she felt a classical education was better than a commercial course, because when you graduated from school then the road was open to you for any career at all. If you chose to, you could become a doctor, or, if you wanted to, you could become an engineer.
- 5 Sasha started at the school. His mother left on a visit to her sister in Kharkov A As his father was away every day inspecting cattle and was sometimes gone for up to three whole days at a time, it seemed to Olenka that Sasha was completely abandoned, was treated as if he were quite **superfluous**, and must be dying of hunger.
- 10 So she transferred him into her part of the house and fixed up a little room for him there.
- 15 Every morning Olenka would come into his room and find him sound asleep with his hand tucked under his cheek, so quiet that he seemed not to be breathing. "What a shame to have to wake him," she thought. "Sashenka," she said
- 20 **sorrowfully**, "get up, darling. It's time to go to school." He got up, dressed, said his prayers, then sat down to breakfast. He drank three glasses of tea, ate two large cracknels¹ and half a buttered roll. The sleep was not yet out of him, so he was a little cross.
- 25 "You don't know your fables² as you should, Sashenka," said Olenka, B "What a lot of trouble you are. You

study skills

Completing a text

Read the text through once. Read the list of missing sentences. Read the text again and try to match the missing sentences to the gaps. Remember to look for clues, such as reference words (it, that, he). Read the completed text again to see if it makes sense.

- 3 a **RINE** Read the extract and fill in the gaps (A-F) with the parts of the sentences marked by numbers 1-7. One part is extra.

- 1 repeating exactly what Sasha said about them.

must try hard and learn, cheer, and mind your teachers." "Oh, leave me alone, please," said Sasha. Then he went down the street to the school, a little follow wearing a large cap **C** Olenka followed *noiselessly*

"Sashenka," she called. He looked round and she shoved a date⁴ or a caramel into his hand. When he reached the street of the school, he turned around, **ashamed** of being followed by a tall, stout woman and said, "You had better go home, aunt. I can go the rest of the way myself."

She stopped and **stared** at him until he had disappeared through the school entrance. Oh, how she loved him! Not one of her other **ties** had been so deep. Never before had she given herself so completely and so cheerfully as now. Her **maternal instincts** were all aroused. For this boy, who was not hers, for the **dimples** in his cheeks and for his big cap, she would have given her life and given it with tears of joy. Why? Ah, indeed, why?

When she had seen Sasha off to school, **D** Her face, which had grown younger in the last six months, **smiled** and **beamed**. People who met her were pleased as they looked at her.

"How are you Olga Semyonovna, darling? How are you getting on, darling?"

"The school courses are very difficult nowadays," she told people at the market. "It's no joke. Yesterday the first class had a fable to **learn by heart**, a Latin translation, and a problem. How is a little fellow to do all that?"

And she spoke of the teacher and the lessons at the textbooks, **E**

At three o'clock they had dinner. In the evening they did his homework together, both crying at how difficult it was. When she put him to bed, **F** And when she lay in bed, she dreamed of the far-away, misty future when Sasha would finish his studies and become a doctor or an engineer, have a large house of his own, with horses and a carriage, marry and have children. She would fall asleep still thinking of the same things, and tears would roll down her cheeks from her closed eyes. And the black cat would lie at her side **purring**: "Mr, mrr, mrr."

¹ hard, brittle cakes or biscuits

³ a school bag with a long strap

² stories which teach moral lessons

⁴ fruit

- 2 she returned home quietly, content, peaceful and overflowing with love.
- 3 and carrying a satchel³ on his back.
- 4 where he walked in the same manner, every day.
- 5 and never came back.
- 6 she stayed a long time making the sign of the cross over him, muttering a prayer.
- 7 looking at him as though he was departing on a long journey.

b Listen and check.

4 a Match the highlighted words in the text with their meanings below.

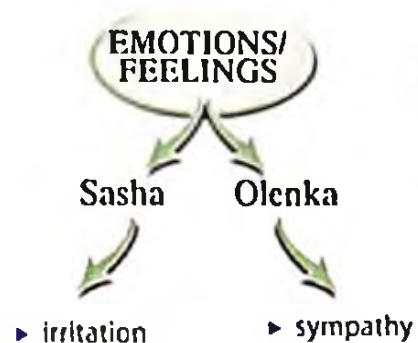
- rather fat • deeply
- set up, organised
- pushed quickly and carelessly
- hard • awakened
- left alone for a long time

b Using a dictionary, explain the words in bold. Use each word in a sentence of your own.

5 Look at the list of emotions and feelings below.

sympathy	irritation
affection	annoyance
embarrassment	happiness/joy
sorrow	responsibility
dedication	peacefulness




Decide who felt them (Sasha or Olenka) and complete the diagram. Give reasons.



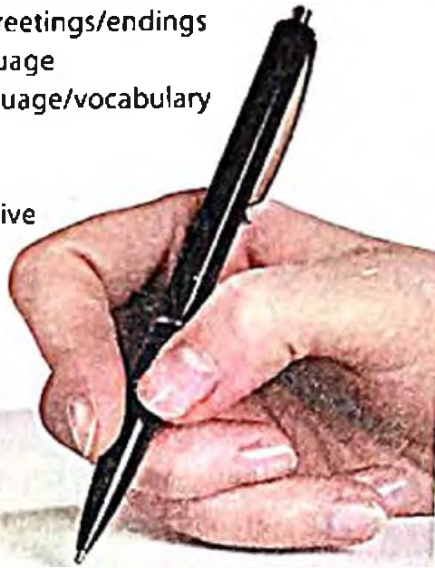
6 Which part of the text best describes the picture?

7 Portfolio: Sasha comes home one day and tells his aunt he wants to go and live with his mother in Kharkov. How would he say this? How might Olenka react? In pairs, write a short dialogue, then act it out for the class. Vote for the best dramatisation.

Formal letters





- 1    Decide which of the following features (1-8) a formal letter should have, then read the theory box and check. Find two more features in the theory box and add them to the list.

- 1 a personal, chatty style
- 2 very specific greetings/endings
- 3 everyday language
- 4 advanced language/vocabulary
- 5 set phrases
- 6 short forms
- 7 use of the passive
- 8 lots of phrasal verbs/idioms
- 9
- 10



5 Society Street
Worthing WX3 6LR
28th April

Dear Mr Harris,

- 1  I am writing to apply for the position of Summer Tour Guide which was advertised in this week's edition of the 'Weekly Herald'
- 2  I am 18 years old and in my final year at sixth-form college. I am considering a career in the tourist industry after I leave college. For this reason, I would like to gain some valuable experience working with tourists.
- 3  I have 9 GCSEs, including Maths and English. I also have two years' experience working as a sales assistant, which I enjoyed very much. I speak some French and German and have a good knowledge of my local area. I am described by my teachers as enthusiastic, confident and reliable.
- 4  I would be available for an interview at any time. I have enclosed a copy of my CV. I look forward to hearing from you.

Yours sincerely,
E Jones
Eleanor Jones

Formal letters are characterised by:

- formal greetings and endings, e.g. *Dear Mr Barnes ... Yours sincerely* (when you know the person's name), *Dear Sir/Madam ... Yours faithfully* (when you don't know the person's name).
- advanced/formal vocabulary/set phrases, e.g. *I am writing to apply for the position of ...*
- formal linkers/phrases, e.g. *For this reason, therefore, however.*
- the use of the passive, e.g. *I can be contacted ...*
- the use of full forms, e.g. *I have always been interested in ...* (NOT: *I've always ...*).



Formal letters don't use: informal greetings/endings, everyday language/colloquial expressions, a lot of phrasal verbs/idioms, short forms or abbreviations.

- 2 a Read the letter of application above and answer the questions.


- 1 Who wrote the letter?
- 2 Why has she written it?
- 3 Who will read it?
- 4 How does it begin/end?

- b  Match the paragraphs (1-4) with the headings below:


- opening remarks/reason for writing
- qualifications/experience/qualities
- when available for interview/closing remarks
- age/reason she wants the job

- 3   Read again and find examples of the features of formal letters mentioned in Ex. 1.

Formal – Informal style

- 4  Read the letter on p. 54 again and find formal expressions to match the informal ones (1-8) below. Complete the table.

Informal Style	Formal Style
1 I want to apply for
2 I want to work
3 I've had a job as
4 which was fun
5 I know the area well
6 I'm free to talk to you
7 Have a look at my CV.
8 Can't wait to hear from you.

- 5  Look at the CV below and complete the headings A-D with: *Education, Work Experience, Personal Details, Personal Qualities*. Then complete gaps 1-5 with information from the letter on p. 54. What further information does the CV contain?

Curriculum Vitae

A.

NAME	1.
ADDRESS	5 Society Street, Worthing
TELEPHONE	0184 84 75483
DATE OF BIRTH	22nd December
NATIONALITY	British

B.

QUALIFICATIONS	2.
LANGUAGES	3.

C.

2014 - 2015	4.
-------------	---------

D.

Good knowledge of local area,
5.,, reliable.

- 6 a You are a student at York University in England. Read the rubric and find the key words.

- You have seen the following advert in the Weekly Herald and would like to apply. Write your letter of application. Include: why you would like the job, why you think you would be good at it.

 **Part-time/weekend SALES ASSISTANT**
for city centre gift shop

Must be trustworthy and have a friendly, sociable personality. Would suit a student.

Please apply in writing to:
Simon Willis, PO Box 234.

- b Decide which of the following would be appropriate for a letter of application for this job.

- how many brothers and sisters you have
- previous work experience
- how many GCSEs/other qualifications you have
- where you saw the advert
- what you look like
- why you are interested in the job
- what pets you have
- your positive qualities
- negative things about your personality
- when you are available for an interview
- when you could start work
- what languages you speak
- your plans for the summer
- your age
- what you do/what you are studying

- c  Compare with your partner. Give reasons.

- 7 a Read Andrea's letter of application for the position advertised in Ex. 6a on p. 55. Is it appropriate? Why (not)? Give reasons.

28 Leahurst Rd
York YK13 5NL
4th September

Dear Mr Willis,

I am writing to apply for the position of Part-Time Sales Assistant which I saw in the newspaper I bought while I was walking my dog, Pedro, yesterday.


I am 16 years old. I am tall and I have got long brown curly hair. I have got one sister, who I get on with very well.

Although I don't have any experience of working in a shop, I want to work for you. I have had a regular baby-sitting job for a year now. I am trustworthy and reliable, but I can sometimes be a little impatient and moody.

I'm free to start work from July. I finish my exams at the end of May but I'm planning to go on holiday in June. I can't wait to hear from you.

Yours sincerely,

A. Leary
Andrea Leary

- b   Read again and find the inappropriate parts. Re-write the letter so that it is more appropriate.

Discuss & write

- 8 a Read the rubric and the advertisement and find the key words. Then answer the questions.
- You would like a summer job and have just seen an advert in the newspaper for a job that sounds perfect for you. Write a CV and a letter of application to apply for the job.

WANTED:

ENERGETIC & CONFIDENT

Summer Waiters/Waitresses

June-August

Languages & experience working with people an advantage.

Send CV and letter of application to: Mr Hargreaves, The Blue Whale Restaurant, 17 White Road, Dover.

- 1 What are you going to write? Why?
- 2 Who will you write to?
- 3 What information will you include in each paragraph of the letter?
- 4 What information will you include in the CV?

study skills

Checking your writing

Always check that your writing is consistent with your purpose. In your letter of application, check that:

- you have "painted" a good picture of yourself
- dates, qualifications, experience are consistent
- there is no irrelevant information included
- it is easy for the reader to follow

- b Write your CV and letter of application (100-140 words). When you finish, check and remove any irrelevant details.

Smile

Why are you late again, Mr Smith?

I'm sorry, Mr Jones. The train is always late these days.



Well, if it's late again tomorrow, you'll have to catch an earlier one.

American Senior High Schools

- 1 a Read about the school system in the USA. How old are students when they: *start school, go to junior high/middle school, go to senior high school, leave school?*
 - b How is the system similar/different to the one in your country? Create a table of information like the one to the right.
- 2 Read the title of the leaflet. What is it about? Look at the picture and headings and say what you think life in an American senior high school is like. Read to find out.

Are you aged 14 to 18?

Why not spend a year in the USA and experience life in an American senior high school?

We help you get the most out of your American experience!

A 1) (relax) and informal teaching style

American schools encourage students to think independently and take part in class 2) (discuss). The American 3) (educate) system also offers a great range of subjects, so you could get the chance to study American history, journalism, business studies or drama. Some high schools offer driving lessons too, so you could get your American driving licence while you're in the USA!

School life

If you take part in our exchange programme, you'll experience what's unique about an American high school! On a typical day, you might travel to school by yellow school bus, then chat with friends while you put away your coat and lunch in your 4) (lock). You'll then have around five hours of classes! You'll get a report card about twice a year. Your grades will depend on your 5) (perform) in class discussions, homework and projects.

Sports and extra-curricular activities

Sporting activities are a major part of high school life, and your school will expect you to participate! Of course, there's cheerleading and football¹, but other popular sports include soccer², basketball and baseball. If you're not the 6) (sport) type, there are also many other things to do such as join the school newspaper, the debating club or the 'prom' committee. The prom is a special dance for seniors at the end of the school year.

• 5 or 10-month programmes • Live with an American host family

¹ a contact sport similar to rugby ² the American name of football

USA SCHOOL SYSTEM



Kindergarten
(age 5)

Elementary School
Grades 1-6 (ages 6-12)

Junior High School/Middle School
Grades 7 & 8 (ages 12-14)


Senior High School
Grades 9-12 (ages 14-18)
ninth graders = freshmen
tenth graders = sophomores
eleventh graders = juniors
twelfth graders = seniors

- 3 a Form cognates from the words in brackets to make them match the contents of the text grammatically and lexically. Compare with your partner. Listen and check.
- b Explain the underlined words/phrases. Are there any words which are the same/similar in your language?

- 4 Would you like to spend a year in an American senior high school? What would you like/not like? Discuss.

- A: *Would you like to spend a year at an American senior high school?*
B: *I don't know. I...*

- 5 **Portfolio:** Work in groups. Design a leaflet inviting students from abroad to spend a year at your school. Write about: *subjects, a typical day at school, sports & extra-curricular activities.*

- 1  Look at the statements. Do you agree with them? Why? Discuss.


All children in the world should be able to go to school.

Classes should not have more than 30 children.

Teachers do a very difficult job and should be paid well.


All children should expect to be helped when they have difficulties in school.


- 2 a Look at the letter. Who is it: to? from? Where is the writer?

- b  Read the first paragraph. What is the letter about? What do you expect to read? Listen and check.

- 3 a Read the letter. Are the children that Mrs Myles met receiving a good education? Why/Why not?

- b Explain the words/phrases in bold.

- 4  You are Mrs Da Silva or Eliane. Tell your partner about your school, your feelings and your hopes and dreams for the future.

- 5  Listen to some students discussing a child's right to a free education. What do they say about:

- the benefits of going to school
- the problems some children have (e.g. lack of schools/teachers etc)
- who can help (e.g. government, media, students etc) and how (e.g. raising money, bringing problems to people's attention etc)

- 6 Use ideas from the audio in Ex. 5 to write a short paragraph expressing your opinion about a child's right to a free education.

We need teachers!



São Sebastião de Jaçara, Brazil
20th April

To all the pupils and teachers at Mill House Secondary School,

Greetings from Brazil! I've been here for just a week, but already I have so much to **share with** you about the children and teachers I've met here!

Sadly, **conditions** at the village school here are much worse than I **expected**. For example, there are pupils here from 7 to 11 years old, and there is only one teacher, Mrs Da Silva, and she teaches them all at the same time. For this reason, they only go to school for four hours a day. Mrs Da Silva tries really hard and she is so busy that it's impossible for her to give everyone the help they need. She is also not very **well-paid** and gets no support.

What is more, if the children want to continue school after Year 4, then they have to go and live in Porto De Moz, the town where the nearest large school is. Unfortunately, though, this means that they have to stay with another family and get a job to pay for their **rent** and food because it is quite far away. An 11-year-old student called Eliane told me that's what his brothers and sister do and he only sees them twice a year when they come home for the holidays. He wants to finish school, but he doesn't want to leave his family. He wouldn't have to make this **tough** decision if his school had more teachers.

Did you know Brazil is not the only country that needs more teachers? Over 15 million teachers are needed around the world so that children can go to school and get an education. I think we should do something to help. We could write a letter to the Prime Minister or we could organise some **sponsored events** to **raise money**. Why don't you all think of some ideas and when I come back we can **put them into action**?

See you all in a couple of weeks!

Regards,
Ann Myles

- 1 Look at the list of animals (1-7). What do they have in common? What is causing them to disappear: other animals, humans, loss of habitat? Listen to and read the text to check.

World Wildlife Fund Endangered Species List:

- 1 Pandas 2 Rhinos 3 Tigers 4 Whales 6 Gorillas 5 Elephants 7 Turtles

- 2 a Read again and answer the questions.
- 1 Why are beaches important for the loggerhead sea turtle?
 - 2 What do the young turtles find when they hatch from their eggs?
 - 3 How can people help protect the loggerhead sea turtle?

C

About Partners Support Contact

Endangered Species The Loggerhead Sea Turtle

Did you know that in the last 500 years, 844 species – like the passenger pigeon, the dodo, and the golden toad – are known to have died out? Or that by the year 2100, some scientists believe that half of the world's species may be extinct? That could be one species every 20 minutes, or 27,000 a year!

At the moment, experts say that up to 16,000 species are under threat. In most cases, human activity is the greatest danger to these species. One of these species is the loggerhead sea turtle, which is finding that the beaches it uses to lay its eggs are becoming increasingly popular with tourists. When the eggs begin to hatch in August, there are already thousands of humans enjoying the sun on the beaches. An area that was used by turtles for thousands of years is now the territory of sunbathers, swimmers and ice-cream vendors.

Humans cause terrible damage to the eggs. Nests can be walked on by tourists, destroying the eggs.

In addition, the newly-born turtles find it hard to find the sea at night with so much artificial light around.

Some people, however, are trying to make a difference. Since 1983, the Sea Turtle Protection Society of Greece has done its best to protect this rare species. With help from wildlife funds, it has bought a beach used by the turtles and makes sure that tourists stay away. Every year over 500 volunteers from all over the world come to help with the society's work for the turtles. Thanks to their help, more and more young turtles are finding their way to the sea.

You can help. If you would like to become a volunteer, or would like to learn about other ways you can help the loggerhead sea turtle, please check out the website of the Sea Turtle Protection Society of Greece.

- b Use your dictionaries to explain the words in bold. Then, tell the class three things you remember from the text.
- 3 **ICT Portfolio:** Collect information using the Internet, then write a short article about an endangered species in your country. Write: • name and type of species • habitat • threat(s) • action taken

GREEN wisdom

"There is no place in nature for extinction."
Lucretius, Roman poet and philosopher

Listening

study skills

Multiple choice

Read the stems and the answer choices. Find the key words in each. As you do this, also think about what the interviewer and interviewee are talking about, because the questions will contain clues to this.

Listen and choose the correct answer (1, 2 or 3) for each question (1-7).

- 1 At Tom's old school ...
 - 1 he had a lot of fun.
 - 2 he didn't enjoy learning.
 - 3 the teachers weren't very good.
- 2 Tom says that a friend of his ...
 - 1 encouraged him to change schools.
 - 2 wanted to leave his school, too.
 - 3 agreed to talk to Tom's parents.
- 3 At his new school, Tom likes ...
 - 1 his timetable.
 - 2 studying Maths.
 - 3 choosing his clothes and subjects.
- 4 To prepare for writing tasks, pupils ...
 - 1 have discussions with their classmates.
 - 2 get help from the teachers.
 - 3 do fun activities.
- 5 Tom says he finds his lessons interesting because ...
 - 1 they use computers a lot.
 - 2 the teachers are interesting.
 - 3 they learn in active ways.
- 6 Tom says that pupils are allowed to ...
 - 1 talk in class.
 - 2 tell the teachers what to do.
 - 3 help make the rules.
- 7 The only thing Tom doesn't like about the school is ...
 - 1 the long journey to get there.
 - 2 having lessons outside.
 - 3 missing his old friends.

Reading

study skills

Text completion

Read the text through, then read the list of phrases. Start fitting the phrases into the gaps. Look for clues such as grammar, punctuation, word associations and linkers. When you have finished, read through the text to check that it is grammatically correct and makes sense.

Read the text and fill in the gaps A-F with the phrases marked by numbers 1-7. Put your answers into the table. One part is extra.

- 1 but enough for an impressive amount of work
- 2 teaches them responsibility in a practical way
- 3 to follow instructions
- 4 learning and growing in the future
- 5 when it is needed
- 6 than they realise
- 7 that meals seem like interruptions

A	B	C	D	E	F

TINKERING School

The concept of the Tinkering School is simple. Children can do a lot more A At the Tinkering School, they carry out projects like building a functional sailboat, a roller coaster and a suspension bridge made from plastic bags. The man who came up with the idea, Gever Tully, believes that it is good for children to do things that can be dangerous. For example, he believes that allowing children to use tools like electric saws and drills, (after instructing them to use them safely, of course), B Along with this they gain confidence, and the ability to navigate the real world more safely.


They learn in a practical way at the Tinkering School, by building things. Tinkering School is an intensive summer camp. It lasts for just one week, a short time C After the children arrive, they are assigned a project, and they spend the whole week designing, planning, building and testing out their solution. They do all this themselves, with guidance and help from Tully and the other adults D Often they become so involved in the project E ! Also, failures are celebrated. Tully views failure as a step towards success. If students succeed the first time, the only thing they have learned is F On the other hand, a failure can help children develop creative problem solving skills, teamwork, and the ability to keep going in the face of challenges.

RNE Use of English

study skills

Text completion

Read the text quickly to get the gist. Read again and decide what is missing from each gap (it is usually a verb form, but can be something else like a pronoun). Pay attention to the words before and after each gap as well as time words and linkers in the sentence. They will help you decide which form to use. Read the completed text to make sure it makes sense.

 Read the text given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the text. Fill in the gaps with the transformed words.

The Russian Winter

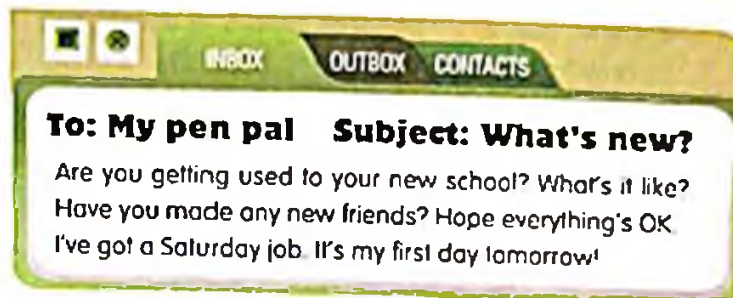
- 1 With an average annual temperature of -5.5°C , Russia is the (cold) country in the world.
- 2 The Russian winter (last) for five months, from November till the end of March, and causes extensive transportation difficulties.
- 3 Throughout history, the Russian winter (offer) protection to Russia by keeping away the nation's enemies.
- 4 As a result, it (refer) to as 'General Winter' and 'General Snow'.
- 5 The average and minimum temperatures in various Russian regions differ. The severest winter is experienced in Yakutia, with temperatures (fall) to -60°C .
- 6 In (it) European regions (west of the Ural Mountains) the Russian winter is not as cold, with average temperatures not going much below -15°C .
- 7 However, it is sometimes much (cold) and during the winter of 2005/06, temperatures averaged from -25°C to -30°C in Moscow during the whole month of January.

RNE Writing

Read the extract from your English pen-friend's email. Her name is Lucy. Write an email to Lucy, who hasn't been feeling well. In your email:

- tell her about your new school,
- ask three questions about her Saturday job.

Write 100-140 words.



To: My pen pal Subject: What's new?

Are you getting used to your new school? What's it like? Have you made any new friends? Hope everything's OK. I've got a Saturday job. It's my first day tomorrow!

RNE Speaking

study skills

Comparing and contrasting pictures

In task 4, you have 1.5 minutes to study two photographs before you talk about them. Use this time to brainstorm and organise your thoughts before you begin speaking. Aim to find at least two similarities between the pictures and two contrasts. This will help you do the task.

Study the two photographs. In 1.5 minutes, be ready to compare and contrast the photographs:


- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the jobs presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.




Word Perfect 3

3 Progress Check

1  Complete with: *attends, armed, ashamed, well-paid, freelancer, architect, participated, runs, carpenter, report.*


- 1 Many members of my family are in the forces. My dad is a soldier and my uncle is a pilot.
- 2 John a specialist school.
- 3 Are you as a waitress?
- 4 Jacob is a(n) He loves designing houses and buildings.
- 5 Mr Smith his own business.
- 6 Judy was so when she failed her exam.
- 7 My mum works from home. She's a(n)
- 8 Can I see your school card?
- 9 You need to learn many wood working skills to become a(n)
- 10 Everyone in the school project.

(Points: $\frac{20}{10 \times 2}$)

2  Complete with: *public, boarding, bank, driving, naval, medical, human, emergency, business, sponsored.*

- | | |
|--------------------|------------------|
| 1 profession | 6 school |
| 2 activity | 7 officer |
| 3 transport | 8 services |
| 4 clerk | 9 event |
| 5 studies | 10 license |

(Points: $\frac{10}{10 \times 1}$)

3  Complete with *will/ll, won't* or the correct form of *be going to*.

- 1 Look at the clouds. It rain.
- 2 Go on, tell me. I tell anyone.
- 3 I promise I do it tomorrow.
- 4 He probably be here by 10.
- 5 Oh no! The car crash into the wall.
- 6 "The car is dirty." "I know. I wash it later."
- 7 I've seen a job advert. I apply.
- 8 I get a taxi. I'm too tired to walk.
- 9 I think I go out tonight.
- 10 I don't think I have lunch now.

(Points: $\frac{20}{10 \times 2}$)

4 a  Complete with: *at, up, on, out.*


- 1 Will you pick Susan from school?
- 2 Why are you picking your food like that?
- 3 Tom picked his book from the floor .
- 4 You shouldn't pick younger children.
- 5 Can you help me pick a tie to match this shirt?

(Points: $\frac{10}{5 \times 2}$)

b  Complete with: *for, with, in, from.*


- 1 Jack works an office.
- 2 Did you apply that job?
- 3 He works a small company.
- 4 Can you deal this customer, please?
- 5 My uncle has just retired his job.

(Points: $\frac{10}{5 \times 2}$)

5  Form nouns from the verbs in brackets.

- 1 He's an excellent (act)
- 2 The wants to see you. (manage)
- 3 He wants to become an (art)
- 4 Spielberg is a famous (direct)
- 5 Is she the new ? (teach)

(Points: $\frac{10}{5 \times 2}$)

6  Complete with: • Thank you. • Good for you! • Oh dear! • Monday, 10:00 am. • Not really.

- 1 A: Please have a seat.
B:
- 2 A: When shall I start?
B:
- 3 A: I've failed my exams.
B:
- 4 A: I've got a pay rise.
B:
- 5 A: Do you have any experience as a secretary?
B:

(Points: $\frac{20}{5 \times 4}$)

Now I Can ...

(My score: $\frac{100}{100}$)

- talk/write about school & school life
- have a job interview
- talk/write about jobs/endangered species
- write a letter of application and a CV
- give/react to news

... in English

Module 4

Earth Alert!

◆ Before you start ...

- What's a typical day at school like?
- What would your ideal job be? Why?

◆ Look at Module 4

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a mind map
- an advert about adoption
- newspaper headlines

◆ Listen, read and talk about ...

- environmental protection
- environmental issues
- tropical rainforests
- photosynthesis

◆ Learn how to ...

- express concern/hope
- discuss the weather
- express agreement/disagreement

◆ Practise ...

- Modals
- word formation: negative adjectives
- phrasal verbs: *run*
- words often confused: *weather/whether*, *affects/effects*, *desserts/deserts*, *loose/lose*

◆ Write / Make ...

- a quiz about how good someone is towards the environment
- a letter to a friend from an expedition
- a for-and-against essay

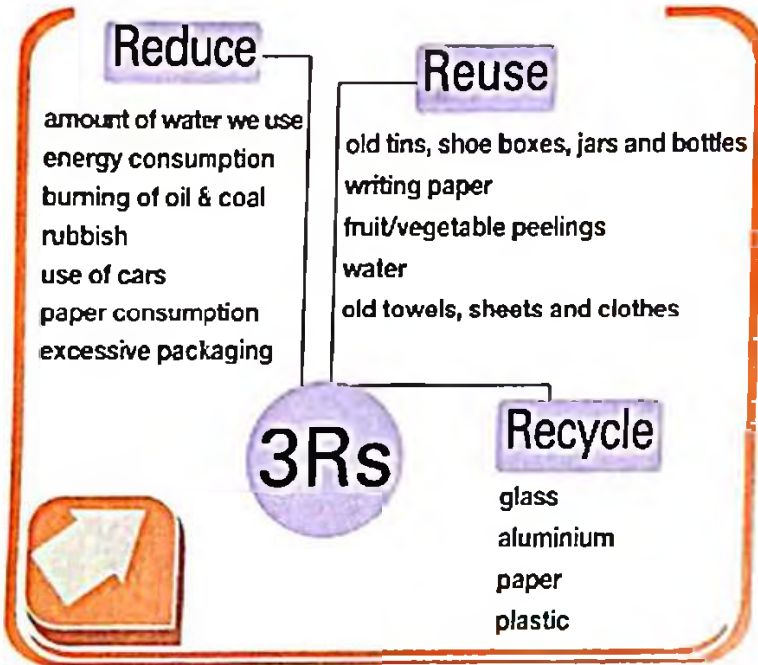
- a short article about a protected area in your country
- a poster/poem about rainforests



Vocabulary

Environmental protection

- 1 What should we do to protect the environment? Use the ideas listed to make sentences.



- ▶ We should reduce the amount of water we use.

Reading

- 2 a Look at the title of the text and headings below. What do you think the writer's purpose was in writing the text? What do you expect to learn from it? Read and check.

- b **RNE** Read the text and match the paragraphs (A-F) with the headings (1-7). Put your answers into the table. Each number can only be used once. There is one extra heading. Then, listen and check.

- BE A LEAN, GREEN SHOPPING MACHINE
- SAVE ON PAPER
- STOP USING PLASTIC CONTAINERS
- PUT PACKAGING ON A DIET
- GET OTHERS INVOLVED
- TURN IT DOWN OR SWITCH IT OFF
- CHOOSE TO REUSE

A	B	C	D	E	F

- 3 Complete the sentences with words in bold from the text.

- There wasn't enough water left for her to the shampoo out of her hair.
- Our teachers us to use recycled paper.
- Traffic jams both air and noise pollution.
- He her birthday present in recycled paper.
- I feel very tired; I don't think I have the to play football this evening.
- People in our neighbourhood have started a paper recycling
- My brother likes to comics with his friends.
- When substances, they break down into different chemicals.
- She was a wonderful teacher. It will be difficult to her.

- 4 Match the highlighted phrasal verbs with their meanings: *put in the bin, wear, think of, lower, stop sth working, reduce*. Make sentences using them.

Speaking

- 5 Read again and make notes under the headings *reduce, recycle, reuse*. Which of these things do you do in your daily life? Discuss.

- ▶ A: I always switch off the lights when I leave a room so as to reduce energy consumption.
B: Me too. I also ...

Writing (a quiz)

- 6 **Portfolio:** Design a simple quiz to find out how good someone is at reducing, recycling and reusing things. Use ideas from the text as well as your own ideas. Give your quiz to your partner to complete. Report your findings to the class.

- ▶ 1 You are packing your lunch for school. What do you pack?
- A banana and a sandwich in a reusable container.
 - A sandwich in a plastic bag & a packet of crisps.



**PLEASE
RECYCLE**

Use Less Stuff!

ELIMINATE WASTE & PROTECT THE ENVIRONMENT

*Simply speaking, waste is anything thrown away or released into the environment. Unfortunately, a lot of waste can end up harming the environment. You can help protect the environment by learning about and practising the 3 Rs: **REDUCE, RECYCLE and REUSE!** We've come up with some practical ways of doing this ...*

A It's not waste until you waste it! Think carefully about how you can reuse something before you throw it away. Make a compost heap in the garden with fruit and vegetable material - it will decompose and make good fertiliser for your plants. Also, if things break, try to repair them before you replace them. Remember that one man's rubbish is another man's treasure! If you buy a replacement for something you already have, give the old item to someone who can use it. Have your jeans got holes in the knees? Make new shorts out of them or give them to someone who needs them. Don't throw away empty jars and bottles; rinse them out and use them to store other things.

B Always switch off the lights when you leave an empty room, and use light bulbs that save energy. You can also switch off the cooker a few minutes earlier - there will still be enough heat to finish cooking the food. Why not take showers in cooler water and for shorter lengths of time? Finally, turn down the heating and put on warmer clothes if you're cold.

C Only buy what you really need and use all of it. Thinking about buying something new? Try the 30-day rule - if you see something and still want it 30 days later, then you can buy it. At the supermarket, avoid buying things you do not need by writing a shopping list before you go and making sure you keep to it. Of course, you should also take your own bags to put the shopping in.

D First things first; buy things with simple packaging that can easily be recycled. Better still, choose products with no packaging at all! Secondly, if you are preparing a packed lunch to eat at school, take a sandwich in a reusable lunchbox, juice in a reusable bottle and a banana, rather than a sandwich in a plastic bag, or a carton of juice and biscuits which are each wrapped in silver foil and even more plastic. And finally ... think **BIG!** One large box of cereal, for example, uses less packaging than several smaller ones and is usually a lot cheaper too!

E Try to cut down on the amount of paper you use. Use a computer and proofread your writing on the screen before you print it out. Use both sides of the paper and then recycle it. Remember that telephone calls and email messages don't create paper waste.


F Last but not least, encourage your friends to cut down on waste too! Swap magazines, books and clothes, send them a copy of this newsletter (on recycled paper, of course!) or start a 'Use Less Stuff!' campaign at your school!

study skills

Revising

Try to recall what you have read: headings, main ideas, words, grammar structures, etc. Summarise what you have learnt in your own words. This helps you remember what you have read.

7

 Think of what you have learnt in this lesson. Close your book and tell your partner.

Words of Wisdom

We create the world in which we live; if that world becomes unfit for human life, it is because we tire of our responsibility. (Cyril Connolly, English critic)

4b

Listening & Speaking Skills



- 1 Cutting down trees provides wood & paper and creates space for new roads & buildings.
- 2 Genetically modified (GM) crops improve the quality of food.
- 3 Power stations provide electricity for our modern lifestyles.
- 4 Modern transport (e.g. cars, planes) saves us time & effort.

- a They increase CO₂ emissions, which cause global warming & climate change.
- b It destroys wildlife habitats & increases the amount of pollutants in the air.
- c They may have negative effects on the environment.
- d It congests and pollutes our towns/cities.

Vocabulary

Environmental issues

- 1 a Look at the picture. What message does it give? How is the quotation below related to it?

"We never know the worth of water till the well is dry."


(Thomas Fuller, English historian)

- b  Match human's actions (1-4) with their consequences (a-d), then discuss.

- ▶ A Cutting down trees provides people with wood and paper and space for new roads and buildings.
- ▶ B Yes, you're right, but it destroys wildlife habitats and increases the amount of pollutants in the air.

Everyday English

Expressing concern/hope

- 2  Use the phrases in the box and the fact file to discuss, as in the example.

- ▶ A I heard the other day that polar bears may be extinct in 100 years.
- ▶ B That's really shocking!
- ▶ A Well, maybe all is not lost.

Introducing a topic
<ul style="list-style-type: none"> • I heard the other day that ... • They say that ... • Did you know that ...? • I read somewhere recently that ...
Expressing concern
<ul style="list-style-type: none"> • That's (just/totally) horrible/ ridiculous/irresponsible etc • That's (really/so) terrible/ cruel/shocking! etc • It/That doesn't bear thinking about!
Expressing hope
<ul style="list-style-type: none"> • Well, maybe we can do something before it's too late. • Maybe all is not lost. There's still hope.


Earth Alert!



Fact File

- Polar bears may be extinct in less than 100 years.
- Sea levels could rise by 100 cm in the next 100 years.
- UK winters could become 30% wetter by 2100.
- The top fifteen warmest years have all occurred since 1998.
- About 60 acres of rainforest are lost every minute.

Reading

- 3 a  The following words/phrases appear in the dialogue. What might the dialogue be about? Listen, read and check.
 - giraffe • money • conservation programmes • zoo
 - donate • endangered species • modern lifestyles
 - natural habitats • adoption certificate • adopted



Suzy: Ahh, Vanessa, that giraffe in the picture is so sweet.
Vanessa: Yes, and guess what? I've actually adopted him!
Suzy: Adopted him! What do you mean?
Vanessa: Well, when you visit the zoo, you can choose an animal you like and donate money every month to help pay for the things it needs. You know, like food, the cleaning of its enclosure, that kind of thing.
Suzy: That's a great idea!
Vanessa: Also, some of the money you give goes towards the zoo's conservation programmes.
Suzy: So you get to help other endangered species as well?
Vanessa: That's right. After all, it's our modern lifestyles that pollute and destroy the animals' natural habitats.
Suzy: I agree. It's good to try and do something before it's too late. Do you get anything in return for all your help?
Vanessa: Oh yes, an adoption certificate and a ticket to go and visit your animal at the zoo any time you like.
Suzy: That sounds cool! I think I might adopt an animal, but which one? I love them all!
Vanessa: Hey, it's your birthday soon. Why don't I give you an adoption certificate as a gift?
Suzy: Fantastic! Thanks, Vanessa!

b Read again and answer the questions. Then explain the words in bold.

- 1 What do you do when you adopt an animal?
- 2 In what ways does your support help the zoo?
- 3 What do you get when you adopt an animal?

c  Read out the dialogue.



Listening

4   Look at the advertisement. What is it for? What might the missing words be? Listen, and complete the gaps (1-6).

Do you want to help save the 1) from the comfort of your home? Adopt a tree and help us save different 2) around the world. With every 3), you receive an information package and a free 4) to our organisation. Whatever your 5), we've got the perfect package for you!
 For more 6), send us an email at TreeLoversFoundation@gmail.org.
 Apply today!



Speaking




5   Look at the advertisement in Ex. 4 again. You are considering adopting a tree and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- the countries where the forests are
- what the package includes
- how long the membership is for
- how much the adoptions cost
- how we apply

You have 20 seconds to ask each question.


Say it right

Discussing the weather

6    Choose the correct response, then listen and check. Listen again and repeat.

- 1 Strange weather we're having for the time of year!
 - a I know what you mean!
 - b Impossible!
- 2 Brrr! It's a bit chilly today!
 - a I know, it's freezing!
 - b Don't be silly!
- 3 You're soaking wet!
 - a Oh no, it's raining!
 - b I got caught in the rain!

Idioms

7  Complete the sentences with the words *breeze*, *rain*, *storm*, *wind*. Explain the idioms. Check in the Word List.

- 1 John was sick with a cold last week, but now he is as right as ____.
- 2 The maths exam was a ____. I know I'm going to get an A.
- 3 I think that Mary got ____ of her surprise party.
- 4 It's just a small problem – only a ____ in a teacup.

8 Think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Close your book and tell your partner.

4C

Grammar in Use

Modals ▶ Grammar Reference

1 a  Match the sentences (1-7) with their meanings (A-G).

- 1 You mustn't drop litter in the streets.
- 2 You can't use your camera in here, I'm afraid.
- 3 You have to have a licence to own an exotic pet.
- 4 I don't have to use my car every day.
- 5 We should/ought to/had better cycle to school.
- 6 You shouldn't leave the tap running when you're brushing your teeth.
- 7 We must try to save energy at home and at work.

A It's important for you to do so.

E It's not allowed.

B It's not necessary/obligatory.



F It's the law.

C You don't have permission.

D It's not a good idea – I don't recommend it.

G It's the best/right thing to do.

b Which of the verbs in bold expresses: *obligation/necessity? absence of necessity? permission/prohibition?* What are the equivalents in your language?

2   Choose the most appropriate modal verb to complete the dialogue. Listen and check.

A: We're having an environmental awareness day at school tomorrow.

B: Environmental awareness day? What's that?

A: It's a special day when we learn about all the things we 1) **should/ have to do** to protect the environment. You know, how we 2) **have to/can help** to save the planet.

B: That sounds interesting. What do you do?

A: Well, for a start, everybody 3) **had better/should walk or cycle** to school so that we don't pollute. And we 4) **can't/must make sure** we don't waste energy when we are there.

B: How do you do that?

A: To begin with, we remind everybody of what they 5) **can/don't have to do** to save energy.

B: Like turning lights off in empty rooms, you mean?

A: That's right. We have a rule that the last person to leave a room 6) **can/must turn off the lights and close the door**.

B: Why do you 7) **must/have to close the door**?

A: To keep the heat in, of course! You 8) **should/can never leave doors open** because heat will escape!

B: Goodness! I never thought of that! I think we 9) **had better/have to have an environmental awareness day** at my school, too!

3 Use modal verbs and the verbs in the list to explain the signs.

- leave • smoke • go in • recycle
- swim




▶ You mustn't leave litter here.

4 Make true sentences about your country. Use modals.

- car drivers/wear seat belts
- you/pay for local phone calls
- citizens/carry identity cards
- smokers/smoke in public places
- passengers/eat on public transport
- teenagers/leave school at 16

▶ Car drivers have to wear seat belts.

5  Study the table and then complete the sentences.

Present	Past
must/ have to	had to
can	could (general ability in the past) <i>My dad could run really fast when he was young.</i> was/were able to (specific ability in the past) I <i>wasn't able to do my homework last night. I was too tired.</i>

- 1 Before they built those houses, you see the sea from here.
- 2 I was late yesterday because I go to the dentist.
- 3 She didn't know that she take her old mobile phone to the recycling centre.
- 4 When I was young, I help my mother clean the house every day.
- 5 It was difficult, but I answer all the questions correctly in the end.

GAME



Use *may/could* (formal) or *can* (informal) to ask for the following:

- use the telephone **your teacher**
- go out **your mum**
- ask a question **your friend**
- read this magazine **your neighbour**
- have some more cake

Your partner has to guess who you are talking to.

- A. *May I use the telephone?*
 B. *You are asking your neighbour.*

Word formation

- 6 Read the theory box, then complete the gaps in the headlines with the correct words.

Forming negative adjectives

We use prefixes such as *un-* (*usual - unusual*), *il-* (*logical - illogical*), *dis-* (*content - discontent*), *in-* (*advisable - inadvisable*), *ir-* (*responsible - irresponsible*), *mis-* (*informed - misinformed*), *im-* (*possible - impossible*) or the suffix *-less* (*care - careless*) to form negative adjectives.

- 1 UK MEN ARRESTED FOR (LEGAL) SALE OF IVORY
- 2 BUILDERS LEAVE NESTING BIRDS (DISTURBED).
- 3 Government claims pollution figures (accurate)
- 4 Oil prices (likely) to fall soon
- 5 GOVERNMENTS CRITICISED FOR (RESPONSIBLE) ENVIRONMENTAL POLICIES

Dependent prepositions

- 7 Complete with: *of, from, to, under, about, in* (x2). Check in Appendix 1. Make sentences using the phrases.

- 1 Throwing waste in the sea can be harmful marine life.
- 2 A lot of coral reefs are threat due to rising sea temperatures.
- 3 More needs to be done to protect dolphins getting caught in fishing nets.
- 4 My uncle is an avid supporter London Wildlife Trust.
- 5 I feel very strongly recycling.
- 6 Lots of exotic birds are danger of extinction.
- 7 We shouldn't keep animals captivity.

Phrasal verbs

8

Study the diagram. Complete the sentences with the correct phrasal verb in the correct form.



- 1 He almost the neighbour's cat!
- 2 I hope we won't petrol before we get home!
- 3 I Eddie in the supermarket yesterday.
- 4 Most cars unleaded petrol.
- 5 The robber tried to the police, but he didn't manage to.

Words often confused

9

Choose the correct word. Check in the Word List. What does the other word mean? Make sentences using them.

- 1 We will loose/lose many species if rainforests continue to disappear.
- 2 The weather/whether is becoming more and more unpredictable.
- 3 No one can ignore the affects/effects of global warming.
- 4 Large areas of land are in danger of becoming desserts/deserts.

Key word transformations

10

Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 You can't enter the premises.
allowed You the premises.
- 2 It's not necessary for shops to use so much packaging.
need Shops so much packaging.
- 3 I don't think it's a good idea for you to eat so much junk food.
avoid You so much junk food.
- 4 It is illegal to drive without a licence.
if You haven't got a licence.
- 5 We should walk more.
good It to walk more.

- 1 Look at the title of the text and the picture on p. 70. What do you think the extract is about? Read the biography and check.



Arthur Conan Doyle (1859-1930)



Sir Arthur Conan Doyle (1859-1930) was a Scottish doctor and author. His mother was passionate about books and a fantastic storyteller. Arthur discovered he had a talent for telling fascinating stories. His works include science-fiction and historical novels, plays and romances, poetry and non-fiction.

The Lost World (1912) was the first in a series of four novels. It is about an expedition to the Amazon Rainforest in South America where Professors Challenger and Summerlee, reporter Edward Malone and hunter Lord John Roxton encounter prehistoric animals.

- 2 a Read lines 1-19 of the extract. What do you think the professor has seen? What do you think will happen next?

- b    Read the text and fill in the gaps (A-F) with the parts of the sentences marked by numbers 1-7. One part is extra. Listen and read to check.

- 1 Then they vanished from our sight.
- 2 August 28th - the day we saw five live iguanodons in a clearing of the Amazon Rainforest.
- 3 Crouching down among the bushes, we observed them at our leisure.
- 4 A dreadful thing has happened to us.
- 5 No; a reptile - a dinosaur.
- 6 They were enormous.
- 7 What will they say in England about this?

The Lost World

"But what do you make of this?" cried Professor Summerlee, triumphantly pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks.

- 5 "Wealden!" cried Professor Challenger, in ecstasy. "I've seen them in Wealden in England. It is a creature walking upright upon three-toed feet, and occasionally putting one of its five-fingered forepaws down on the ground. Not a bird, my dear Roxton - not a bird."

10 "A beast?"

"A..... Nothing else could have left such a track."

- 15 His words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we left the swamp and passed through some bushes and trees. Beyond was an open clearing, where there were five of the most extraordinary creatures that I have ever seen. B.....

- 20 There were, as I say, five of them, two adults and three young ones. C..... Even the babies were as big as elephants, while the two adults were bigger than any creatures I have ever seen. They had slate-coloured skin, which had scales like a lizard's and glittered when the sun shone upon it.
- 25 All five were sitting up, balancing themselves upon



their broad, powerful tails and their huge three-toed back feet, while they pulled down branches with their small five-fingered front feet. I do not know if I can describe them to you better other than by saying that they looked like monstrous kangaroos, twenty feet in length, and with skin like crocodiles. 30

I do not know how long we stayed gazing at this marvellous sight. A strong wind blew towards us but we were well concealed, so there was no chance of discovery. From time to time the little ones played round their parents in clumsy games, the great beasts hopping into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of leaves which grew upon a large tree, put its forelegs round the trunk and tore it down as if it were a sapling*. This showed not only the strength of its muscles, but also the weakness of its brain, for the whole tree came crashing down on top of it. It yelped loudly, showing that despite its size there was a limit to what it could endure. The incident caused it to move off, followed by its partner and their three enormous infants. We saw the shimmering grey gleam of their skin between the tree trunks and their heads moving up and down high above the tree tops. D 35 40 45 50

I looked at my comrades. Lord John was staring intently in the direction the creatures had disappeared. The two professors were in silent ecstasy. In their excitement, they had grabbed each other by the hand and stood like two little children in the presence of a wonderful sight. Challenger's cheeks displayed a broad smile, and Summerlee's ironic face softened in amazement. 55 60

"My God!" he cried at last. "E"

"My dear Summerlee, I will tell you with great confidence exactly what they will say," said Challenger. "They will say that you are a liar and a scientific fake, exactly as you and others said of me." 65

"And if we have photographs?"

"Faked, Summerlee, faked, they'll say!"

"And if we have specimens?"

"Ah, there we may have them! The newspapers may praise us yet. F Put it down in your diary, my young friend, and send it to your paper."

* a young tree

3 a ✎ Match the highlighted words to their meanings. Use each one in a sentence of your own.

1 put up with 2 not moving 3 cried out
4 hidden 5 sparkled 6 huge 7 shine
8 extreme happiness 9 because

b Use a dictionary to explain the words in bold. What are they in your language?

4 Find words that mean **big** in the extract. Make sentences using them.

5 😊😊 Find all words related to animals and list them under the headings:

types of animal ▶ reptile

parts of body

Compare with another pair.

6 a Who/What is compared to: *little children? elephants? a human hand? a lizard? great beasts? crocodiles? kangaroos?*

b 😊😊 Which adjectives best describe: – *the baby dinosaurs* – *the adult dinosaurs* – *the two professors and the narrator*.

• excited • unintelligent • playful
• huge • unusual • amazed • strong
• overjoyed

Which parts of the text helped you decide?

7 Explain the underlined phrases in your own words.

Writing

8 *Portfolio*: Imagine you are part of the expedition. Write a letter to a friend describing what you have seen.

For-and-against essays

- 1 Read the theory box. Where can we find this type of writing?

For-and-against essays present the advantages and disadvantages (or pros and cons) of a topic. They consist of:

- an introduction presenting the topic without giving an opinion.
- a main body with three paragraphs in which you state and justify the arguments for and against the issue in each paragraph. Each argument is supported with justifications or examples.
- a conclusion giving your opinion.

For-and-against essays are normally formal. Short sentences, colloquial expressions and idioms should be avoided.

They can be found in newspapers/magazines and in school assignments.

- 2 a Read the rubric and find the key words. Answer questions 1-3.

You have had a class discussion about banning cars from city centres. Your teacher has now asked you to write an essay for the school magazine presenting the arguments for and against this idea (200-250 words).

- 1 What will the essay be about?
- 2 What style will you write it in?
- 3 Which of the following points could your essay include? Which are pros and which are cons?
 - reduce traffic jams
 - cars are faster and more comfortable
 - lower petrol costs
 - reduce accidents
 - reduce air and noise pollution
 - crowded public transport
 - public transport follows fixed routes

Can you add any more ideas?

- b Read the essay and match the paragraphs with the headings.

- writer's opinion
- first point, pros and cons
- third point, pros and cons
- presenting the topic
- second point, pros and cons

Should cars be banned from city centres?



1 Where would we be without cars? They help us a great deal, but some people are calling for their banning from city centres. To judge whether this is a good idea, we should examine three areas: convenience, safety and pollution.

2 First of all, we will look at convenience. Cars are usually considered the most convenient form of transport in the city. This is because you do not have to walk anywhere or wait for public transport. However, if city centres were empty of cars, other kinds of transport would improve. For example, cycling would be easier and buses would move faster.

3 Secondly, there is the question of safety. Many people are hurt by cars every year, whether drivers, passengers or pedestrians. There is no doubt that banning cars from city centres would end that completely. There would be new dangers, though. For example, accidents between cyclists and pedestrians would probably increase.

4 Finally, pollution needs to be discussed. On the one hand, banning cars would certainly reduce the air and noise pollution in the city centre. On the other hand, electric cars produce neither exhaust fumes nor noise, so it seems unfair to ban them along with petrol and diesel cars.

5 All in all, banning cars from city centres has both pros and cons in terms of how easy, safe and clean it would make our lives. I believe we should try it out in one or two cities first, to see if the advantages outweigh the disadvantages.

study skills

Writing main body paragraphs

Main body paragraphs should begin with a topic sentence which introduces or summarises the topic of the paragraph. This sentence is followed by an argument for followed by a supporting sentence which provides example or details to support the argument. Then, argument against, followed by a sentence which provides an example or details to support the argument.

Topic and supporting sentences

3 Find the topic sentences in the essay on p. 72. Which sentences support them? Suggest alternative ones.

4 Match the topic sentences (1-3) to their supporting sentences (A-C).

- 1 There are certainly a number of good reasons for using natural gas.
- 2 There is no doubt that using public transport has many advantages.
- 3 There are, however, a few disadvantages to using solar energy.

A Firstly, it is more environmentally friendly as it helps to clear the roads of cars. This, in turn, reduces air and noise pollution.

B The main one is that it can be expensive to set up such a system. Also, it is of no use at night.

C First of all, it doesn't pollute as much as burning coal or petroleum.

5 Read the topic sentences below and write appropriate supporting sentences. Compare with another pair.

- 1 There are many advantages to recycling.
- 2 On the other hand, there are certain disadvantages to clearing forests.



Linkers

6 a Look at the list of linkers in the table. Which of them can you see in the essay on p. 72? What is the purpose of each one? Replace them with suitable alternatives.

to list: Firstly, To begin with, Secondly, Finally

to introduce results/examples: Consequently, As a result, For this reason, For example, For one thing

to add a point: Also, In addition, What is more, Not only ... but ...

to contrast: However, Nevertheless, although, but, while, On the one hand ... On the other hand ...

to conclude: To sum up, To summarise, All in all, On the whole, All things considered

b Choose the correct linkers.

- 1 There are many advantages to raising parking charges. **However/Therefore**, there are also/in addition certain disadvantages.
- 2 **Consequently/Not only** do I think the rainforests should be protected, **but/what is more** many more trees should be planted.
- 3 **Not only/All in all**, I am opposed to nuclear energy.
- 4 **In addition/On the one hand**, I agree with using clean fuel in cars. **On the other hand/As a result**, this will inconvenience people.

Expressing agreement/disagreement

7 a Which of the following phrases can we use to express: agreement? disagreement? both?

I think/believe that ...
I would disagree that ...
I am (strongly/very much/totally) in favour of ...
In my opinion/view, ...
I would argue that ...
I (strongly, etc) agree with/believe that ...
I (strongly, etc) disagree with ...
It seems/appears to me that ...
I am (totally, etc) opposed to/against ...

b Use the issues presented in the extracts in Ex. 8, p. 74 to express agreement/disagreement.

► I am very much in favour of buying second-hand clothes.

Beginnings & endings

To make your writing more effective, you can:

- address the reader directly.
If you use public transport, you will help reduce pollution.
- use a rhetorical question.
Is there perhaps a better way to encourage people to use bicycles?
- use a quotation/popular saying.
As Ayn Rand once said, 'Animals change themselves for the environment, but humans change the environment for themselves.'

8 Read the extracts below and say whether they are beginnings or endings. What techniques have the writers used to make their writing more effective?

- 1 To sum up, although there are valid arguments against buying second-hand clothes, I feel that there are certainly enough arguments in favour of it. Besides, as the saying goes, 'A penny saved is a penny earned.'
- 2 With the wide variety of exotic pets available in pet stores, the trend seems set to increase. Are you actually doing the right thing, however, by taking one of these rare creatures home?
- 3 All in all, I believe that there are more pros than cons to reusing household items. After all, doesn't it make sense to save the planet as well as save ourselves quite a large amount of money?

Discuss & write

9 Choose any of the following and write your essay (100-140 words). Follow the steps (1-6).

- 1 The local newspaper has asked for essays discussing the pros and cons of creating cycle lanes throughout the city. Submit your essay.
- 2 Your school magazine has asked for essays discussing the advantages and disadvantages of keeping animals in zoos. Write your essay.
- 3 You have seen the following notice on your school noticeboard.

Write an essay in response.

Articles requested

The next issue of our magazine will deal with the issue of recycling paper in school. If you have any ideas on the advantages and disadvantages of this, we would like to hear from you (100-140 words).

Steps

- 1 How can you present the topic?
 - 2 What general remarks can you make?
 - 3 What is your first argument for and against the topic?
 - 4 What is your second argument for and against the topic?
 - 5 What is your third argument for and against the topic?
 - 6 What is your general opinion?
- Remember to:
 - begin each paragraph with a topic sentence
 - use appropriate linkers to connect ideas and introduce opposing ideas
 - put your ideas in a chart first to organise your thoughts

PROS	CONS
more environmentally friendly	needs a lot of people to organise it
.....
.....
.....
.....

Smile

Your essay on zoos is very good, Sally. But I wonder how you and your sister wrote exactly the same essay.



The Great Barrier Reef

Australia's Natural Treasure

Welcome to Australia's Great Barrier Reef! The 2,300-kilometre long reef is the 1) ... (large) coral reef system in the world. It is so big that it can 2) ... (see) from space! Like many other coral reefs in the world, the Great Barrier Reef is in danger. The numbers of fish and other creatures that live here 3) ... (fall) drastically in recent years because of pollution. We need your help to protect this unique ecosystem.

Help us protect the water

The sea around the reefs has been seriously harmed over the years, but you can help reverse this. Don't throw rubbish into the sea as it may contain chemicals that will pollute the

water. Rubbish might also float to the surface, which isn't pretty for 4) ... (any) to look at! Help us to keep the water crystal clear so that it can be enjoyed by everyone.

Help us protect the coral

Remember that the reef is very much a 5) ... (live) organism! It has been formed over thousands of years by the action of tiny creatures called coral polyps. We have to protect these creatures if the reef is to survive. If you are camping on a beach,

please be careful what you do with any waste water. Washing-up liquid and bleach can be fatal to coral. If anyone offers to sell you a piece of coral, don't buy it. If you see coral for sale in a shop, tell the authorities immediately.

Help us protect the wildlife

The reef is home to 1,500 species of tropical fish, over 200 types of bird and 20 species of reptile, including the endangered Green Sea Turtle. It is also a breeding ground for humpback whales from the Antarctic. Remember – all these creatures depend on the reef for 6) ... (they) survival.

Please never fish for anything! Many species of fish are in danger of extinction and therefore protected by law. The same goes for shellfish and other creatures. They may look beautiful, but remember the reef is their home. How would you feel if 7) ... (some) picked you up and took you far away from your home?

Please help us to conserve Australia's natural treasure so that it can be enjoyed for generations to come!

1 a Look at the pictures and the headings in the text. What do you think the Great Barrier Reef is? Read the first paragraph to find out.

b How do you think the phrases below are related to coral reefs? Read through and check.

- waste water • crystal clear water
- living organism • breeding ground
- humpback whales • natural treasure

2 a Read the text given above. If necessary, transform the words in brackets to make them match grammatically with the contents of the text. Fill in the gaps with transformed words.

b Explain the words in bold.

3 What advice is given to tourists? Why? Discuss.

▶ A: Tourists are advised not to throw rubbish into the sea because ...

B: Yes, and ...

study skills

Working in groups

When you work in groups, it is important to decide who will perform what task. Assigning group roles according to each person's character will help the group work better.

4 **Portfolio:** Work in groups. Think of a protected area in your country.



- Where is it? • What lives there?
- What problems has it got?
- What can tourists do to help?

Collect information using the Internet. Use your answers to prepare a short article for the school magazine.

1 What do green plants need to make food? Read the definition to check.

Photosynthesis [N-UNCOUNT] is the way that green plants make their food using sunlight.


2 Write down two questions you have about photosynthesis, then read the text. Can you answer your questions?

3 a  **RISE**  Read the texts and match the paragraphs (A-G) with the headings (1-8). Put your answers into the table. Each number can only be used once. There is one extra heading. Then, listen and check.

- 1 The raw materials
- 2 Now for the technical bit!
- 3 The circle of life
- 4 Making life possible
- 5 In the dark
- 6 A threat to the process
- 7 Changing the form of energy
- 8 A long history

A	B	C	D	E	F	G

b Explain the words in bold.

4  Use the words in the box to complete the following.

light energy / water / carbon dioxide / chlorophyll

Photosynthesis is the production of carbohydrates from 1) and 2) using 3) from the sun and 4) which exists in the cells of green plants.

5 **Project:** Make notes under the headings in Ex. 3. Use them to explain how photosynthesis works.

PHOTOSYNTHESIS

A Energy moves along the food chain from one life form to another. Some animals eat plants to get energy. Other animals then eat these animals. Plants form the foundation of the food chain by producing their own food using energy from the sun, through a process called photosynthesis.

B Photosynthesis is very ancient. Before there were plants, tiny creatures called bacteria carried out photosynthesis. In fact, this was happening more than 3 billion years ago. That is a long time!

C Photosynthesis uses energy from the sun to change carbon dioxide (CO₂) and water (H₂O) into carbohydrates and oxygen gas. Carbohydrates are chemicals that contain hydrogen, carbon and oxygen. The chemical reaction can be summarised by this equation.



D To start the process, the plant absorbs carbon dioxide through tiny holes in its leaves and sucks up water from the soil through its roots. A green substance in the plant's leaves called chlorophyll absorbs energy from the sun. The plant now has all it needs for photosynthesis to begin.

E There are two stages to the photosynthesis process. In the first stage, called the light reaction, light energy from the sun is converted into chemical energy. This energy is stored in a chemical called ATP (adenosine triphosphate).

F The second stage does not require sunlight to take place. This part of the process is called the "dark reaction". In this stage the plant uses ATP to convert the carbon dioxide and water into carbohydrates. Carbohydrates provide the plant with the energy it needs in order to grow.

G Clearly, photosynthesis is very important for every living thing. As well as providing food for the plant from the sun's energy, it indirectly provides food for every other living creature. Not only that, it also produces the oxygen that animals need to breathe. Without photosynthesis, our planet could not support life as we know it.

Tropical Rainforests

Going Green

4

What are tropical rainforests?

Tropical rainforests grow in the hot, wet, humid places near the Equator. The plants and trees in the rainforest grow to different heights. The forest can be divided into four layers: the forest floor, the understory, the canopy and the emergent layer (layer of larger trees which stick out above all the rest).

Why are they important?

Rainforests are important for various reasons. Firstly, they clean and renew the Earth's air supply by absorbing carbon dioxide and producing oxygen. Secondly, they provide a home to thousands of animal and plant species.

What grows there?

South American rainforests are the home of the wild cocoa plant, from which chocolate is made. Some medicines also come from rainforest plants and trees. Other important products that come from rainforest plants

are mahogany wood, rattan, bananas, paprika, pepper and coffee.


Why are they in danger?


People are destroying the rainforests at a rate of 1.5 square miles a day. The trees are cut down and used as building material or fuel. The land on which these forests grow is being used for homes, farming land, factories, and roads.

What can we do to save them?

There are lots of things that we can do to help protect the rainforests. Green is an organisation which tries to save the rainforests. Write letters to politicians in countries where there are rainforests, asking them to stop allowing companies to cut down the trees. Don't buy furniture which is produced from rainforest wood.

By acting together, we can really make a difference!

1  Imagine you are in a tropical rainforest. Listen to the sounds. Describe the scene. What can you see, hear, feel, taste?

2  Try to answer the questions in bold in the text. Listen and check.

3 a Read the text and answer the questions.

- 1 Where do tropical rainforests grow?
- 2 How do tropical rainforests renew the Earth's air supply?
- 3 Why are tropical rainforests important to wildlife?
- 4 Name two products that come from rainforests.
- 5 Name two ways we can help protect rainforests.

b Explain the words in bold.

4 You belong to an environmental protection organisation. Prepare a five-minute presentation for your class about rainforests.

5 **Project:** Work in groups. Prepare a poster for the school art class entitled Save the Rainforests. Alternatively, write a poem about rainforests. Use the words *rainforest, things, sings, rest* and your own ideas.

GREEN wisdom

A nation that destroys its soil destroys itself. Forests are the lungs of our land, purifying the air and giving fresh strength to our people.

Franklin D Roosevelt, American president

 Reading

Read the article, then choose the correct answer (1, 2, 3 or 4) for questions 1-7.



Giant pandas, found only in China, are one of the world's most endangered species. There are only about 1600 left in the wild and another 200 in captivity. The female panda has an average of only about 7 cubs (baby pandas) in her lifetime. This is why it is extremely important that we protect these beautiful animals.

In April 2006, a four-year-old male panda called Xiang Xiang was released into the wild. He was the first panda born in captivity to be set free. This was more than 40 years after the birth of the first giant panda in captivity. Xiang Xiang, whose name means 'happiness', has a radio collar so scientists can follow his movements. When released, he barked like an angry dog and ran towards photographers before heading into the forest.

Xiang Xiang began training to be a wild panda from the age of two. He was raised at the Panda Centre in the Wolong Nature Reserve where more than a hundred pandas live (more than half of the pandas in captivity). Xiang Xiang's habitat training began in a five-acre open space. He later went to a much larger area that was more like a natural panda habitat. There, Xiang Xiang learned to build a place to live and to eat bamboo. He started to become aggressive towards humans and make noises like a wild panda. Also, his health improved and he began to have more energy.

The area around the Wolong Nature Reserve is the largest giant panda habitat in the world. Scientists will work out how many more pandas can live in this area, then they will release that number into the wild. Xiang Xiang was released into the western end of the Wolong Nature Reserve. There, he may meet other pandas. However, will they befriend him or not? If they do, then in the future pandas will be released in eight or ten different locations. The plan is to double the number of pandas in the wild by releasing around 15 each year.

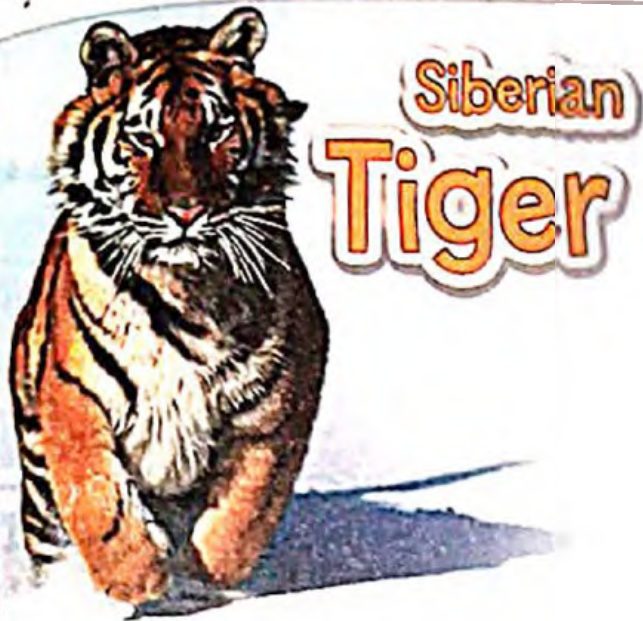
Conservationists hope many more pandas like Xiang Xiang will be released back into their natural habitat. However, the giant panda's habitat has been shrinking more and more due to deforestation for wood and farming. This is the greatest threat of all to pandas. For this reason, the Chinese government has decided to protect 28 natural areas. They have also set up centres, like the Chengdu Research Base. This research base started with six pandas whose habitat had been destroyed. Today it has 33 and they plan to reintroduce some of them to the wild in the future.

It is important to breed pandas and to release them into the wild. However, protecting their habitat is the most important step. This is the only way to make sure they survive.

- 1 Xiang Xiang was the first panda
 - 1 not born in the wild.
 - 2 released after 40 years in captivity.
 - 3 that lived in the forest.
 - 4 born in captivity, then released into the wild.
- 2 The radio collar
 - 1 tells scientists where Xiang Xiang is.
 - 2 plays music.
 - 3 makes Xiang Xiang bark.
 - 4 takes photographs.
- 3 Scientists at Wolong Nature Reserve will
 - 1 reduce panda numbers.
 - 2 release a certain number of pandas.
 - 3 move pandas out of the area.
 - 4 take more pandas into captivity.
- 4 Which of the following can you not find at the Panda Centre?
 - 1 Over 100 pandas
 - 2 Open spaces
 - 3 Bamboo
 - 4 Wild pandas
- 5 The greatest danger to pandas is
 - 1 the Chinese government.
 - 2 farming.
 - 3 decreasing habitats.
 - 4 conservationists.
- 6 The Chengdu Research Base
 - 1 is a natural environment for pandas.
 - 2 has 28 safe areas for pandas.
 - 3 only has 6 pandas.
 - 4 has more pandas than it did at first.
- 7 It is most important to
 - 1 find more pandas.
 - 2 release pandas into the wild.
 - 3 protect panda habitats.
 - 4 stop keeping pandas in captivity.

RNE Use of English

Choose the best word (1-7).



With its bright stripes and loud roar, the Siberian tiger is truly an impressive animal. Indigenous to eastern Russia, north-east China and parts of North Korea, the Siberian tiger can 1) (grow/ reach/ expand/develop) a length of 286 cm which 2) (does/ makes/ causes/ creates) it the largest living tiger.

Siberian tigers are fierce predators and primarily hunt wild boar and elk. 3) (Due/ Because/ Since/ As) to the fact that their prey is found across wide areas, the Siberian tiger requires a large territory to survive. An adult male cat will roam a territory up to 1,000 km². The tiger moves through its territory 4) (alone/ solo/ lonely /one) and hunts at night. Using its keen vision and hearing along with a powerful 5) (feeling/ sense/ taste/ nose) of smell, it sneaks up on its prey stealthily. Its stripes help camouflage it 6) (on/ with/ across/ in) the tall grass. It can run extremely fast over short distances and can leap 3 metres in a single bound!

Unfortunately, there are only a few hundred Siberian tigers left in Russia and 7) (more/much/just/even) fewer in China and North Korea. We all need to come together to protect the Siberian tiger and its habitat.

RNE Listening

Determine which of the given statements A-G correspond with the contents of the text (1 - True), which do not correspond (2 - False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 - Not stated). Put the number of the chosen variant into the table. You will hear the recording twice.

- A The camps are for children under twelve.
- B Andrew is a teenager.
- C Andrew wants to join the first camp programme of the season.
- D The camp that starts on the 6th July is full.
- E Andrew didn't know what special activities were available.
- F Andrew prefers to fish.
- G They will call Andrew next week.

A	B	C	D	E	F	G

RNE Writing

Comment on the following statement:

The modern world depends on cutting down trees, but this causes major problems


What is your opinion? Do you agree with this statement? Write 200-250 words. Use the following plan:

- make an introduction (state the problem)
- state your first topic giving one argument for and one argument against.
- state your second topic giving one argument for and one argument against.
- state your third topic giving one argument for and one argument against.
- make a conclusion stating your position

RNE Speaking


Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read the text *Siberian Tiger* to your friend. You have 1.5 minutes to read the text silently, then be ready to read it aloud. You will not have more than 1.5 minutes to read it.

4 Progress Check

1  Complete with: *replace, congest, switch, encourage, glass, reduce, wrap, campaign, emissions, sight.*


- 1 We should _____ people to recycle.
- 2 We shouldn't throw away plastic, paper, aluminium and _____. They can all be recycled!
- 3 Try to repair your stereo before you _____ it.
- 4 I always _____ my food with some silver foil.
- 5 I've started a recycling _____ at school.
- 6 We have to find ways to decrease carbon dioxide _____.
- 7 Cars _____ our city centres.
- 8 I couldn't stop staring at the amazing _____.
- 9 We should _____ the amount of rubbish we throw away.
- 10 We can save energy if we _____ off lights when we leave a room.

(Points: $\frac{20}{10 \times 2}$)

2  Complete with: *global, adoption, vegetable, compost, energy, endangered, natural, power, modern, climate.*

- | | |
|---------------------|---------------------|
| 1 _____ species | 6 _____ change |
| 2 _____ lifestyles | 7 _____ consumption |
| 3 _____ peelings | 8 _____ station |
| 4 _____ certificate | 9 _____ habitat |
| 5 _____ heap | 10 _____ warming |

(Points: $\frac{20}{10 \times 2}$)

3  Complete with: *could, had to, ought to, must, shouldn't, don't have to.*


- 1 You _____ turn off the light when you leave the room.
- 2 I couldn't come out last night because I _____ finish writing an essay.
- 3 You _____ go out in the rain – you'll get ill!
- 4 It's a public holiday tomorrow, so I _____ go to work.
- 5 I _____ speak French from the age of ten.
- 6 We _____ stop the destruction of the rainforests – before it's too late!

(Points: $\frac{18}{6 \times 3}$)

4  Form negatives from the words in brackets.

- 1 I find some Maths problems _____ (possible) to solve!
- 2 John is a nice person, but he can be quite _____ (responsible).
- 3 Smoking in public places is now _____ (legal) in many countries.
- 4 Levels of CO₂ emissions are still _____ (acceptable).
- 5 Many animal species will soon _____ (appear).

(Points: $\frac{10}{5 \times 2}$)

5 a  Complete with: *over, into, out of, on, away from.*

- 1 My mum ran _____ my bike with her car yesterday.
- 2 We've run _____ petrol. We need to find a petrol station.
- 3 A lot of cars in Russia run _____ natural gas.
- 4 Guess what? I ran _____ Ivan at the library today.
- 5 I saw a thief running _____ the police in town last night.

(Points: $\frac{10}{5 \times 2}$)

b  Complete with: *in, from, to, of, about.*

- 1 My dad feels very strongly _____ recycling.
- 2 The blue whale is _____ danger of extinction.
- 3 Wildlife funds are trying to protect many species _____ becoming extinct.
- 4 CFC sprays are very harmful _____ the environment.
- 5 Fred is a great supporter _____ Manchester United.

(Points: $\frac{10}{5 \times 2}$)

6  Complete the exchanges.

- 1 A: They say that global warming will cause climate change and floods.
B: Well, maybe all _____.
- 2 A: I heard the other day that mountain gorillas will soon disappear.
B: That doesn't bear _____!
- 3 A: You're soaking wet!
B: I got caught _____.
- 4 A: Strange weather for the time of year!
B: I know, it's _____.

(Points: $\frac{12}{4 \times 3}$)

(My score: $\frac{100}{100}$)

Now I Can ...

- talk and write about environmental protection
- talk about environmental issues
- express concern and hope
- discuss the weather
- write for-and-against essays
- write an article about a protected area
- explain how photosynthesis works
- talk and write about rainforests
- write about endangered species

... in English

Module 5

Holidays

◆ Before you start ...

- How much do you care about the environment?
- What problems does our environment face? What can we do to improve the situation?

◆ Look at Module 5

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a travel diary
- a fact file about a region
- a postcard
- London landmarks

◆ Listen, read and talk about ...

- travel
- holiday problems & complaints
- the River Thames
- weather
- marine litter

◆ Learn how to ...

- describe a bad experience/sympathise
- describe holidays

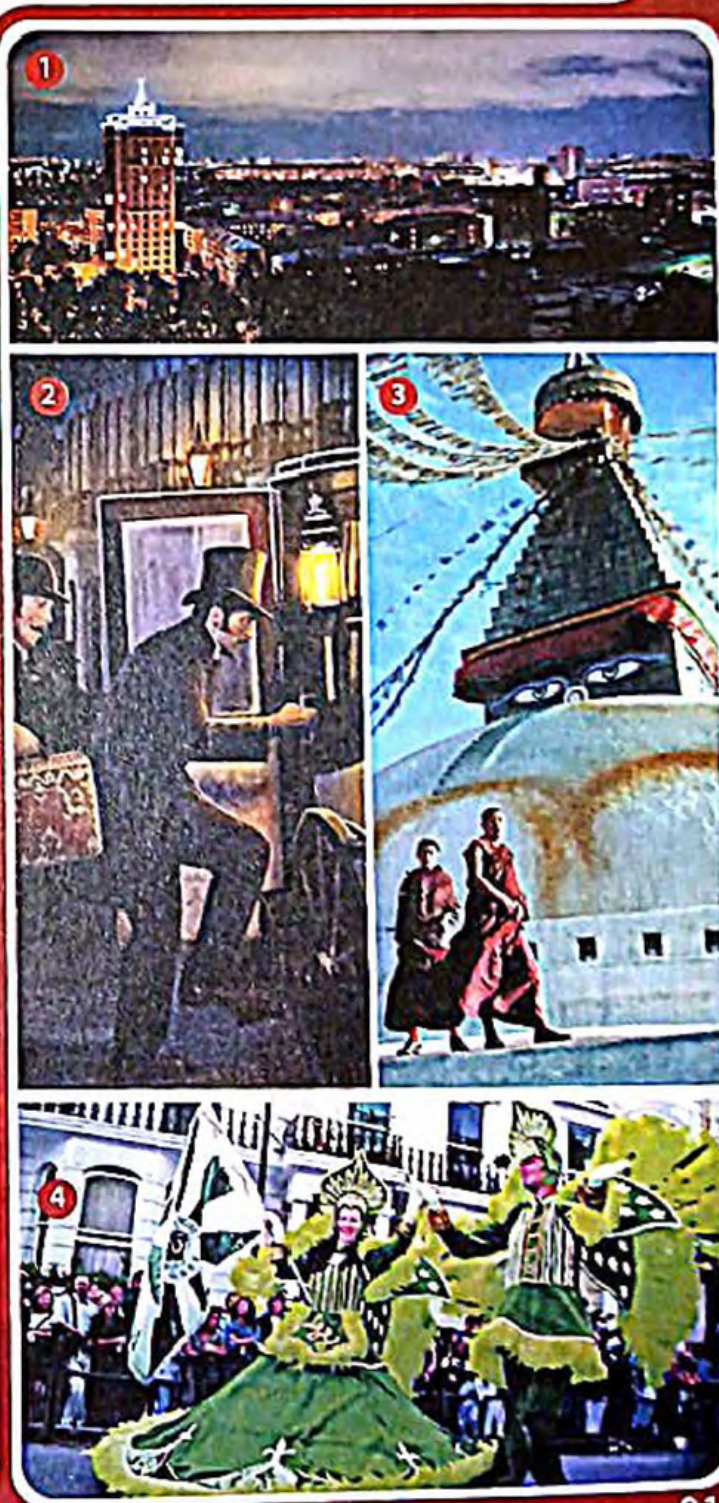
◆ Practise ...

- articles (a/an, the)
- Past tenses
- time linkers
- word formation: compound nouns
- phrasal verbs: *get*
- words often confused: *miss/lose, transfer/crossing, transport/travel, bring/fetch*
- Participles

◆ Write / Make ...

- a postcard from a holiday destination
- a short account of a bad travel experience
- a story
- an information leaflet for tourists visiting your country

- an ending to a story
- an email to a friend
- a leaflet about marine litter



BEAUTIFUL Nepal!



Sun 5th April - Kathmandu

We arrived safely in a very foggy Kathmandu after our short but delayed flight from India. We caught a local bus to the hotel, passing street vendors, beggars, shoeshine boys and even a barber with his chair and cracked mirror out on the pavement! This morning we escaped the dust, noise and pollution of the city to visit the incredible Monkey Temple up in the hills. There really were hundreds of monkeys there - they were running around everywhere. There were lots of steps to climb, but it was worth it: the view of the snowy peaks of the Himalayas in the distance was absolutely breathtaking!

Tues 7th April - The Himalayas

We woke up yesterday morning feeling so excited! Finally the day had arrived when we would begin our 2-day trekking excursion to the Himalayas! We took a small plane from Kathmandu and then trekked for hours up and down the rocky mountain trail. It was hot in the bright mountain sun but quite cold wherever there was some shade. You can't imagine how spectacular the scenery was! We finally reached a village called Phakding where we put up our tent and camped outside a teahouse. We tried some local dishes, which were delicious, and then got into our sleeping bags. It got cold very quickly once the sun had gone down! I awoke the next morning to the most amazing sunrise I had ever seen! I took a walk down

to the river where I ran into two young boys playing. They were really friendly. Nepalese villages are very poor, but everyone we met in the mountains seemed happy.

Thurs 9th April - Bhaktapur

Returning from the mountains, Kathmandu seemed even busier than when we left! We took a taxi to the ancient town of Bhaktapur today, as we had heard that its annual festival, "Bisket Jatra", was taking place. When we got there, we hired a guide, who took us to see the noisy tug-of-war contest that kicks off the festival every year. Apparently, the festival is based on a fairy tale and continues for two days. It includes a wild parade, a candlelit procession and two more tugs-of-war! Later in the day, we went on a guided tour of Bhaktapur's magnificent temples, then we went shopping for souvenirs. The city is full of craftsmen selling paintings and handicrafts. I bought some beautiful pottery, and Jake found a fantastic pair of hand-made drums!

Sat 11th April - Home Sweet Home!

Jake and I finally put on our backpacks for the last time and flew home today after 5 weeks, 4 countries, 2 nasty viruses and countless temples, mountains, beaches and cheap campsites and hotels! I'll never forget the amazing experiences I've had backpacking through Asia, but right now I'm looking forward to some home comforts and a good night's sleep ...

Reading

1 Look at the travel diary above. Where were the travellers? What did they see/do? Listen and read to find out.

2 Read again and decide if the statements are true or false. Compare with your partner. Correct the false statements.

- 1 The weather wasn't very good when the travellers arrived in Kathmandu.
- 2 Kathmandu was clean and quiet.
- 3 The view from the Himalayas to the Monkey Temple was great.
- 4 The two young boys asked the travellers for money.

5 Bhaktapur is a modern town.

6 Bisket Jatra takes place once a year.

7 Bisket Jatra lasts a week.

8 Jake and the author went back home by aeroplane.

9 The author missed home.

10 The author didn't sleep at all during the holiday.

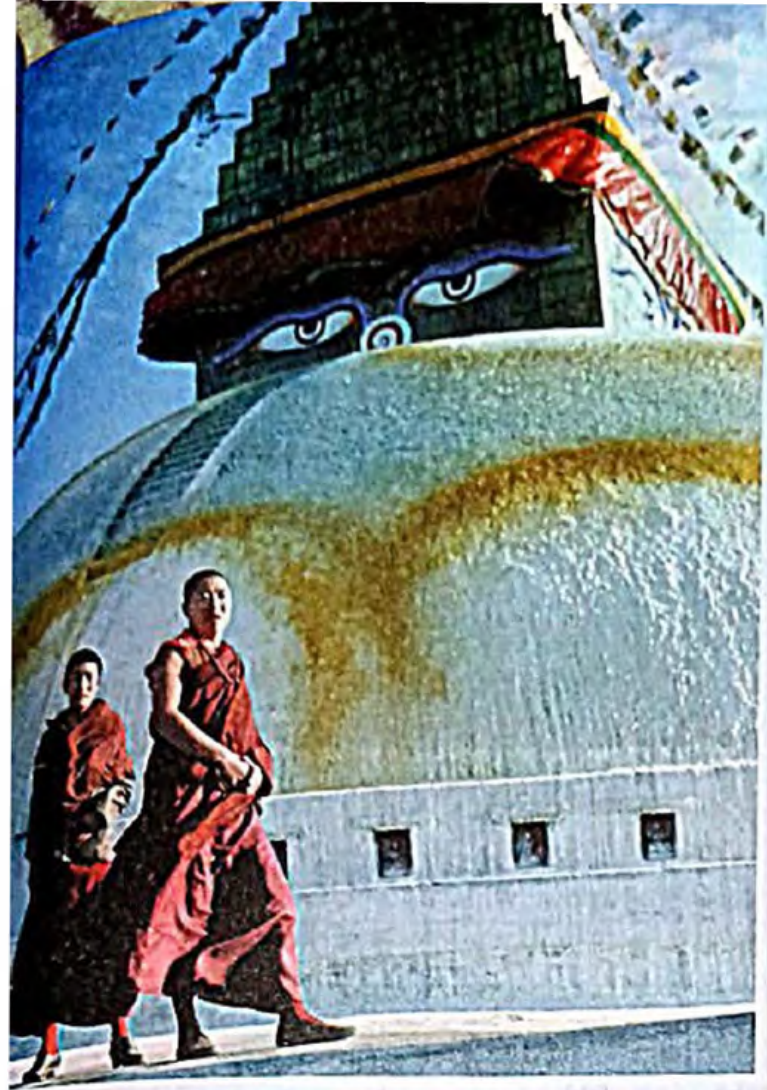
3 Answer the questions.

1 What was the weather like in Kathmandu? The Himalayas?

2 What means of transport did they use while in Nepal?

3 Where did they stay?

4 What did they do and see in each place?



- 4 a Find the adjectives the author uses to describe the following. Use your dictionary to suggest antonyms.

• view • scenery • sunrise • boys • villagers
 • contest • parade • Bhaktapur temples
 • pottery • campsites and hotels • experiences

▶ *brehtaking view* ≠ *dull*

- b Explain the words in bold, then choose some of them to complete the sentences 1-6.

- 1 She arrived in London after a flight from Lisbon.
- 2 The dishes were delicious.
- 3 Have you ever been to the city of Machu Picchu?
- 4 Notting Hill Carnival is an festival in London.
- 5 They a guide to show them around.
- 6 The was crowded with people.

Speaking

- 5 Which places did the author visit? What did she do/see in each? How did she enjoy her journey? Make notes. Use your notes to tell the class.

Vocabulary

Travel

- 6 Choose the correct word. Check in your dictionary. Use the other word in sentences of your own.

- 1 The class went on an excursion/exhibition to the Louvre.
- 2 He ordered some travel leaflets/brochures online.
- 3 Miami has got fantastic sandy coasts/beaches.
- 4 She doesn't like package/packed holidays.
- 5 The room had a great scenery/view of the sea.
- 6 You need to fix/book in advance or you won't be able to find a place to stay.
- 7 All passengers/travellers waiting for flight TWK255 should go to Gate 11.
- 8 You can prolong/extend your stay in the hotel and stay one more week if you like.
- 9 It was too hot in the sun, so we found a place to sit in the shadow/shade.
- 10 It's best to take/catch a taxi to the airport.
- 11 We rented/hired a little cottage by the sea.
- 12 The setting/scenery in the park was spectacular.

- 7 Complete with: *tour, excursion, trip, voyage, journey.*

- 1 They went on a coach of Spain.
- 2 Let's go on a day to the seaside.
- 3 The holiday company organises a weekly to the mountains.
- 4 The Titanic sank on its maiden
- 5 The car was boring, tiring and hot.

Writing

- 8 Imagine you are the author of the travel diary on p. 82. Write a postcard home from Bhaktapur (50-60 words). Write about:

- where you are • what you are doing
- what you can see there • if you like it there
- what you have bought

Words of Wisdom

Travel broadens the mind.

(English proverb)

5b

Listening & Speaking Skills

Vocabulary

Holidays – problems & complaints

- 1 a In two minutes list as many words as you can think of under the headings.

Types of holiday ▶ *self-catering.*

Places to stay ▶ *hostel.*


Activities ▶ *go on a guided tour.*

Weather ▶ *boiling hot.*

- b  Use your lists to discuss your last holiday.

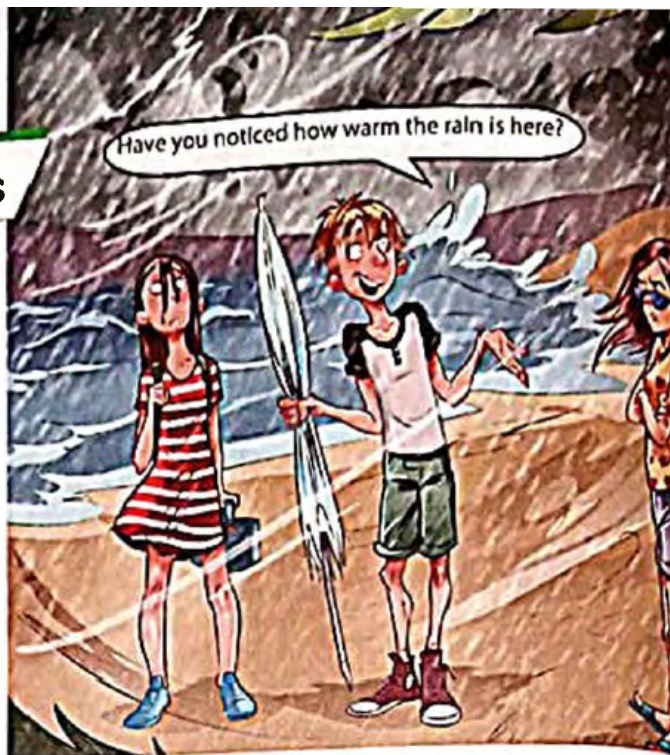
- ▶ A: *I went on a beach holiday to Greece last year. The weather was boiling hot! We went by plane and stayed ...*
 B: *That sounds nice! I went ...*

- 2 a Look at the cartoon. What's the problem? How do you think the people feel?


- b  Which of the problems/complaints below relate to: *weather, accommodation, food, service, travel/transport, crime, health, belongings, the town/resort?*

- 1 It rained every single day!
- 2 Our flight was delayed by six hours.
- 3 The meals in the hotel were appalling.
- 4 My luggage got lost.
- 5 The beach was dirty and crowded.
- 6 I left my passport at home.
- 7 There was no air conditioning in our room.
- 8 I got bitten by mosquitoes.
- 9 Some money was stolen from my backpack.
- 10 There was absolutely no nightlife.
- 11 I got mugged on a sightseeing tour.
- 12 The staff* were unfriendly and rude.
- 13 I got ill.
- 14 There was a hurricane while we were there.


* The following nouns can be singular or plural: government, staff, team, family, audience, company, firm e.g. *The staff at the school are very friendly.* (number of people) *The staff is highly qualified.* (one thing)
 Note: *the police are, news is, Physics/Maths is*



Reading

- 3 a  Read the first exchange in the dialogue below. What do you think happened to John? Listen, read and check.


Andy: *Welcome back, John! How was your holiday?*
 John: *Don't ask! It was the worst holiday I've ever had.*
 Andy: *In the Caribbean?*
 John: *Yes. So many things went wrong!*
 Andy: *Like what?*
 John: *Well, for a start my friend left his passport at home. We had to go home and fetch it, so we missed our flight!*
 Andy: *Oh no, how terrible! So what did you do?*
 John: *Well, we caught the next flight ... which was delayed ... and then to make matters worse the airline lost my luggage.*
 Andy: *Oh dear! Surely things were a bit better when you got there.*
 John: *I wish! It rained every day! No one told us we were going in the rainy season!*
 Andy: *What an absolute nightmare! Oh well, try to look on the bright side – it's not safe to get a suntan these days anyway!*
 John: *Huh! I'll tell you what ... I'm staying at home next year!*

- b  Complete the sentences. Explain the words/ phrases in bold.

- 1 John's friend forgot to take so they
- 2 The next flight and John's luggage
- 3 The weather was
- 4 John doesn't want next year.

Everyday English


Describing a bad experience, sympathising

- 4  Have you ever had any problems similar to those in Ex. 2b while on holiday? Use the language in the box to discuss them.

A: I once went on a package holiday to Italy and our flight was delayed by ten hours.

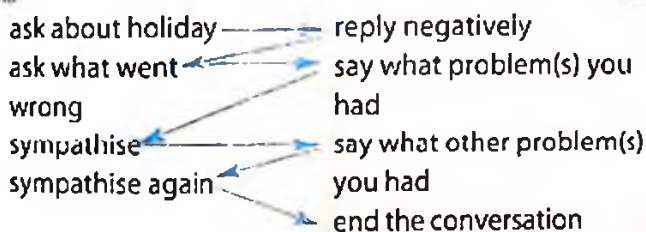
B: Oh dear, that's awful!

Describing a bad experience	
• I/we once (went etc) ...	
• You'll never guess what happened (to me/us) ...	
• Did you hear/Did I tell you what happened ...?	
• I/We had a(n) (really) awful/terrible experience ... and then to make matters worse ...	
Sympathising	
• Oh dear!/Oh no!/What a shame!	
• How awful/terrible/disappointing!	
• What a(n) terrible experience/absolute nightmare!	
• Oh, I'm (really) sorry to hear that. You must be/feel really disappointed/angry etc.	

- 5  **Portfolio:** You went on holiday but things didn't go well. Use the plan below to discuss. Record yourselves.



A

B



Say it right




Talking about holidays

- 6   Choose the correct response (a-e) to the statements (1-4). There is one statement that you do not need to use. Listen and check.

- Did you have a nice holiday?
- What a fantastic suntan!
- I'm going on holiday next week.
- I hear you're going on a cruise.


- | | |
|----------------------|-----------------------|
| a Have a nice time! | c Yes, it was great. |
| b Yes, I can't wait! | d I've just got back. |
| | e Thanks! |

Listening

- 7 a Read the questions (1-7) and the possible answers (1-3). What do you expect to hear?
- b    You will hear an interview. In tasks 1-7 put numbers 1, 2 or 3 into the answer box that corresponds with the answer you have chosen. You will hear the recording twice.

- What have the travel magazines said about the resort?
 - It is unpopular.
 - Many people go there from other countries.
 - It is not well-known.
- What was wrong with Liam's accommodation?
 - mechanical noise
 - annoying neighbours
 - he couldn't get a room
- What has Fern heard is true about the town?
 - It is modern.
 - It is historical.
 - It has good cafés and restaurants.
- How would Liam's sister describe her skiing lesson?
 - not too bad
 - unhelpful
 - expensive
- What was problem with the locals?
 - They dropped litter.
 - They were rude.
 - There was no problem.
- Who does Liam blame for his bad holiday?
 - people with families
 - young people
 - journalists
- What will Liam not do again?
 - Fall over while skiing
 - Go to a hotel with a lift
 - Trust what magazines say

Idioms

- 8  Choose the correct word. Check in the Word List. Are there similar idioms in your language?





- The hotel was off the beaten track/road.
- We left the island with a heavy head/heart.
- Where's our next port/stop of call?
- We need to hit the road/street to catch our flight.

Writing (a short account)

- 9 **Portfolio:** Think of a bad travel experience of your own. Write an account of it. Write: *when it happened, where you were, who with, what happened.* Narrate your experience to the class.


Articles

Grammar Reference

- 1     Complete the gaps with *a/an, the* or - (no article). Give reasons. Listen and check.

Siberia

Siberia is **1)** ... vast region in **2)** ... north of **3)** ... Russia and **4)** ... Kazakhstan. It makes up about 58% of **5)** ... Russia and covers almost **6)** ... whole of northern **7)** ... Asia. It extends from **8)** ... east of **9)** ... Ural Mountains all the way to **10)** ... Pacific Ocean, and from **11)** ... south of **12)** ... Arctic Ocean to **13)** ... borders of both **14)** ... Mongolia and **15)** ... China. Novosibirsk is **16)** ... largest city and with **17)** ... record low temperature of -71.2°C , **18)** ... Oymyakon is **19)** ... coldest town on Earth! For centuries, Siberia was **20)** ... mostly unexplored and uninhabited region, but in **21)** ... 1905 **22)** ... Trans-Siberian railway linked it with western cities. These days, thousands of tourists visit Siberia every year, especially **23)** ... Lake Baikal, **24)** ... world's deepest lake!



Past tenses

Grammar Reference


- 2 Read sentences 1-7. What are the tenses in bold?

- 1 I was watching the parade when I saw an old friend in the crowd.
- 2 He arrived safely in Egypt yesterday.
- 3 I **was writing** postcards while John was sunbathing on the balcony yesterday afternoon.
- 4 I **had just finished** packing when my taxi arrived.
- 5 The sun **was shining** and the birds were singing in the trees.
- 6 He **had been driving** for three hours before he reached his destination.
- 7 **When we got off** the plane, we waited for our luggage.

Which tense:

- a describes two actions which happened one after the other in the past?
- b describes the setting for events?
- c describes an action which happened at a definite past time?

- d describes an action in progress interrupted by another past action?
- e describes an action which happened before another past action?
- f describes two actions in progress at the same time?
- g emphasises the duration of an action which started and finished in the past before another past action?

- 3  Put the verbs in brackets into the correct past tense. Compare with your partner.

- 1 A: (you/see) the film last night?
B: No. It (start) before I (finish) my homework.
- 2 A: What (happen) to John?
B: He (fall) and (break) his leg while he (ride) his bike to school.
- 3 A: Why (Ann/cry) earlier?
B: She (train) for the finals for over a week before she (find out) that she had been disqualified.
- 4 A: When (you/meet) her?
B: Yesterday after I (finish) work.
- 5 A: Why (he/not come)?
B: He (just/arrive) at the airport when he (realise) he (leave) his passport at home.
- 6 A: What (you/do) yesterday at 6 o'clock in the evening?
B: Well, Ann (tidy) the house while I (plant) some flowers.

- 4  Choose the appropriate *time linkers*. Make more sentences using them.


- 1 It was dark as soon as/by the time we arrived at the hotel.
- 2 We stayed in our hotel room until/once it had stopped raining.
- 3 We went back to the pool before/after we had watched the parade.
- 4 I uploaded my photographs by the time/as soon as we got to a WiFi spot.
- 5 I was sunbathing until/while Jack was swimming.

GAME

Continue the story below. Use past tenses.

- Teacher: Sandra got on the plane and found her seat.
S1: A few minutes later, the plane took off.
S2: Suddenly, there was a loud scream ...

Word formation

- 5 a  Read the theory box, then complete Emily's lists with the words below.

Forming compound nouns

A compound noun normally has two parts. The two parts can be written as: one word (*bookman, boyfriend*), two words joined with a hyphen (*passer-by, take-off*) or two separate words (*washing machine, swimming pool*).

- screen • dry • card • book • hair • sun
- repellent • sickness • cheques • agent

To do

Pick up 1) -cleaning & collect tickets from travel 2) Buy travellers' 3) & travel (4) pills

To pack

insect 5) 6) sun....., 7) dryer, 8) guide....., credit 9), 10) glasses


- b  Read the theory box. Listen and find the stressed part(s). Listen again and repeat.

Intonation in compound nouns

In compound nouns, the stress usually falls on the first syllable (*make-up*). Stressing the correct part of a compound noun will help you to distinguish it from an adjective with a noun e.g. *greenhouse* = place we grow plants, *green house* = a house painted green


- blackboard • gentleman • highland
- widespread • full stop • highchair

Dependent prepositions

- 6  Use Appendix 1 to fill in: *by*, *on*, *in*. Then, make sentences using the phrases.

- 1 We go to school foot, unless it's raining; then we go car or bus.
- 2 He will arrive Moscow at 4 pm.
- 3 They usually go holiday every August.
- 4 There were 200 passengers board the plane.


Phrasal verbs

- 7  Study the diagram, then complete the sentences with the correct phrasal verb.




- 1 I haven't had much money since I lost my job, but I'm
- 2 I must now; this is my stop.
- 3 Does Tom well with his sister?
- 4 It's easy for tourists to the city by train, bus or tram.
- 5 What time does your flight ?

Words often confused

- 8  Choose the correct word. Check in the Word List. Then make a sentence with the other word.

- 1 Flying is the fastest mode of transport/travel.
- 2 The sea was very rough during the ferry transfer/crossing.
- 3 I had to go back home to bring/fetch my passport.
- 4 Hurry! We'll miss/lose the plane!

Key word transformations

- 9  Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 He had a good relationship with the hotel owner.
well He the hotel owner.
- 2 First he packed his suitcase, then he called a taxi.
after He called a taxi his suitcase.
- 3 The sun came out, then we went to the beach.
until We didn't go to the beach come out.
- 4 I prefer sightseeing to backpacking.
more I enjoy backpacking.
- 5 Tony packed his case, then Ann phoned.
already Tony when Ann phoned.

- 1 Look at the picture and the title of the text on p. 88. Who are these characters? What are they about to do? Listen and read the biography below to find out.

Jules Verne (1828-1905)



was born in Nantes, France. An author and pioneer of science-fiction, Verne is famous for his adventure stories about space, air and underwater travel.

His works include *Journey to the Centre of the Earth* (1864), *From the Earth to the Moon* (1865) and *20,000 Leagues under the Sea* (1870). His most famous novel, however, is *Around the World in Eighty Days* (1873), in which Phileas Fogg accepts a bet worth £20,000 from friends. In order to win the bet, he must travel around the world in only eighty days. The story tells of his adventures with Passepartout, his valet, as they travel around the world.

- 2 a What do you think Phileas Fogg and Passepartout took with them on their trip? Listen and read to find out.

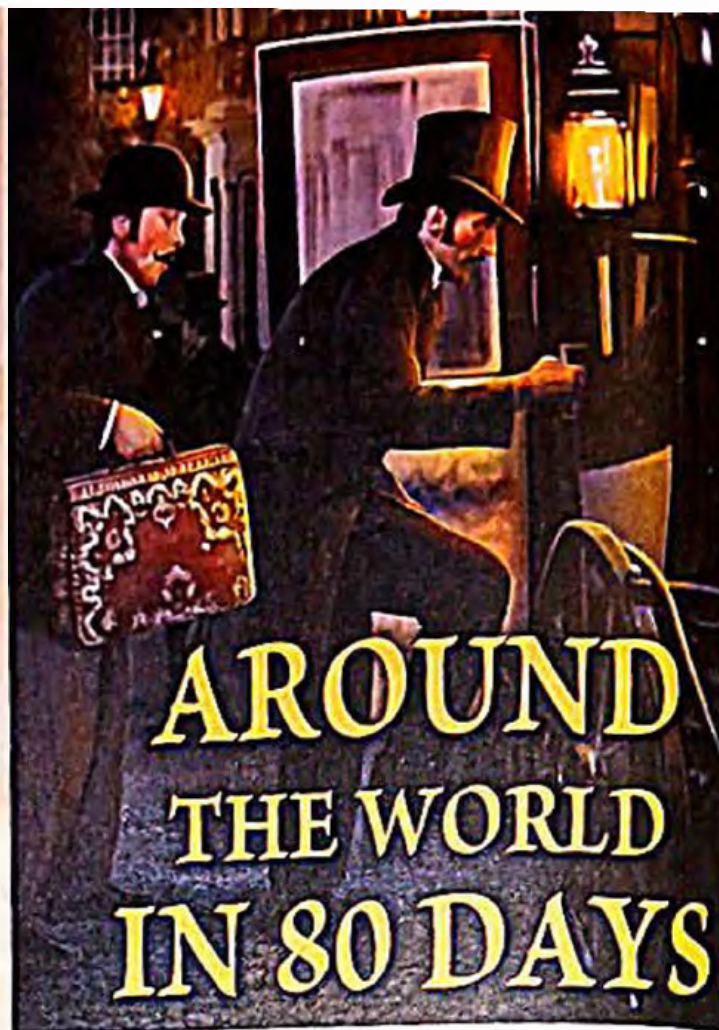
b **RISE** Read the text and complete the gaps A-F with the sentences (1-7). You can only use each heading once. There is one extra sentence.

- 1 where they took a cab and were driven quickly to Charing Cross
- 2 which would almost certainly do his eyes good
- 3 though we shall be doing little walking, I believe
- 4 and decided to walk to the railway station
- 5 when he noticed his five friends from the club
- 6 who had been away from France for a number of years
- 7 who was indeed all ready and prepared

study skills

Adjective – noun collocations

Learn nouns with the adjectives they go with. This helps you build up your vocabulary.



"We start for Dover and Calais in ten minutes." A puzzled grin spread across the valet's round face. Clearly he had not understood. "Monsieur is going to leave home?"

- 5 enquired Passepartout.

"Yes," returned Phileas Fogg. "We are off around the world!"

- 3 Complete the collocations with words from the text. Use each collocation in a sentence of your own.

1 stout, 2 quiet, 3 native,
4 bank, 5 bare, 6 first-class

- 4 a Complete sentences 1-6. Use the highlighted verbs from the text.

- 1 Tears in her eyes as Jenny left.
- 2 At the end of the lesson the students their projects to the teacher.
- 3 Unfortunately, the suitcases him down as he tried to run for the train.
- 4 When the judge gave him ten years in prison, the burglar for mercy.
- 5 The thief the jewellery into his pockets and walked calmly out of the shop.
- 6 She into her favourite armchair in front of the fire and fell asleep.

The valet's eyes opened wider as he raised his eyebrows and held up his hands in astonishment.

10 "Around the world?"

"Yes, indeed, my good man, in only eighty days," answered Mr Fogg, "so we have not a moment to lose."

15 "But the cases, what about the cases?" asked Passepartout in despair, shaking his head.

"We will have no cases; only a carpet bag, with two shirts and three pairs of stockings for me and the same for you. We will buy clothes on the way. Bring my mackintosh¹, travelling cloak and some stout shoes. A" Passepartout tried to respond in some way but seemed unable to do so. He went to his room and collapsed into a chair, complaining, "That's good, that is, when all I wanted was a quiet life!"

25 He immediately began to prepare for their departure. Around the world in eighty days indeed! Was this all just a joke? First heading for Dover and then Calais? Perhaps it was not such a bad plan after all as Passepartout, B , would certainly not be sorry to set foot on his native soil once again.

30 Perhaps they would travel as far as Paris, C By eight o'clock Passepartout had packed the carpet bag with clothing for his master and himself. Then, still troubled by the shock of it all, he carefully shut the door of his room and went to find Mr Fogg.

35 D Under his arm Passepartout could see a red copy of Bradshaw's *Continental Railway, Steam Transit and General Guide*, with its timetables showing the arrivals and departures of trains and steamers. The master took the carpet bag, opened it, and slipped a good number of Bank of England notes into it in order to have no problems wherever they might go.

"You have forgotten nothing?" asked Mr Fogg.

"Absolutely nothing, monsieur."

"My mackintosh and cloak?"

45

"Here you are, monsieur."

"Good! Take this carpet bag and take great care of it, for there are twenty thousand pounds in it."

Passepartout almost dropped the bag at that point, as if the twenty thousand pounds were in gold and weighed him down.

50 Master and valet then descended to the street B The cab pulled up before the railway station at twenty minutes past eight. Passepartout followed his master, who, after paying the cabman, was about to enter the station when a poor woman with a child in arms and bare feet covered with mud came up to him and pleaded for money.

55 Mr Fogg took out the twenty guineas² he had won previously while playing cards with friends at the gentlemen's club he often went to and handed them to the woman. "Here you are, my good woman, and I'm so glad to have met you."

A tear welled up in the valet's eyes; his master's action had so touched his heart.

60 Mr Fogg purchased two first-class tickets for Paris and was just crossing the station to the train F


"Well, gentlemen," he said, "I'm off and you will be able to check my passport on my return and see whether I have made the journey we agreed upon."

70 "Oh, that will be quite unnecessary, Mr Fogg," said Ralph politely. "We trust your word as a gentleman."


"You do have in mind the date you are due back in London, don't you?" checked Stuart.

75 "In eighty days - on Saturday 21st December, 1872, at a quarter before nine pm. Never fear, gentlemen, and goodbye until then."

¹ a waterproof raincoat ² old British money (gold coin)


b  Find five verbs in the text which have been used instead of 'said'. How do they differ in meaning?

c Explain the words in bold.

5  Complete the phrases using *shake* or *nod*. Check in your dictionary. Mime their meanings. Are these gestures the same in your country?

- 1 your head to say no
- 2 your head to say yes
- 3 hello/goodbye
- 4 your fist to show that you're angry
- 5 hands with someone
- 6 with fear

6 a **Portfolio:** Phileas Fogg and Passepartout managed to arrive back in London. Write a possible final paragraph of the book.

b  Listen to the actual ending of the book. Was it anything like your ending?

7 Think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Close your book and tell your partner.

Stories

- 1 😊😊 What can a story be about? What tenses do we normally use? Read the theory box and check.

Stories can be written in the first person (I/we) about real or imaginary events that happened to us, or in the third person (he/she/they) about events that happened to someone else.

- A variety of past tenses are used to describe actions or events that started and finished in the past (past simple), to set the scene and to describe events in progress at a certain time (past continuous), or to give background information and describe events that happened before other past events (past perfect).
- Stories always have an introduction which sets the scene (who, when, where, what happened, etc) in an interesting way, a main body that develops the storyline and a conclusion to end the story and describe the characters' feelings. A surprising ending makes a long-lasting impression on the reader.

(Paragraph plan)

Introduction: *Para 1* set the scene

Main Body: *Paras 2-3* events in the order they happened

Conclusion: *Para 4* end the story, describe feelings

- 2 Read the story on p. 90 and answer the questions.

- 1 Where did the story take place?
- 2 Who were the main characters?
- 3 What was the weather like?
- 4 What happened in the end?



A Perfect Day for a CARNIVAL

1 ➤ Rachel and I looked out of the window as the train started moving slowly away from the platform. It was a cloudless summer day; not what you would expect after last night's storm. "I don't think you'll be needing that!" I told Rachel, looking at her huge green and pink spotted umbrella. "It's a beautiful day – perfect for the Notting Hill Carnival."


2 ➤ It was still early when we reached Notting Hill. We wandered happily around the stalls and admired the beautifully decorated floats. By the time the parade began, thousands of people had lined the streets to watch it. People in multi-coloured costumes were dancing to the rhythm of funky Caribbean music while others were taking photographs. "Look at that, costume," I shouted to Rachel – but there was no answer. I looked around but she was nowhere in sight. I had no idea what to do!

3 ➤ Just as I was beginning to panic, there was a huge clap of thunder. Minutes later, it started to pour with rain. "Oh no, that's all I need," I thought anxiously, trying to find a place to take cover from the rain. It was just then that a familiar green and pink plastic object caught my eye. It was Rachel's umbrella! Quickly, I moved towards it.

4 ➤ Dripping wet but relieved, we entered the first café we found. "Who would have thought," I said to Rachel as I took a sip of hot coffee, "that a sudden downpour would be good luck!" "Yes, Sarah," Rachel replied, smiling. "Without it, you wouldn't have spotted my special umbrella!"

- 3 Which paragraph(s):
- develop(s) the story? • set(s) the scene?
 - end(s) the story?

What tenses has the writer used?

- 4  Put the events in the order they happened (1-10). Then, tell the story from Rachel's point of view.

- A There was a violent storm.
- B The procession began.
- C The girls took a look around.
- D The girls arrived in Notting Hill.
- E The girls had coffee together.
- F Sarah saw Rachel's umbrella.
- G Thousands of people lined the streets.
- H The girls travelled to London by train.
- I Sarah got separated from Rachel.
- J The girls were reunited.

Setting the scene

- 5 a Read the theory. Does the first paragraph in the story answer these questions?

Setting the scene

To start a story you need to set the scene. That is, to say who the main characters were, where they were, what time of year it was, what the weather was like and why they were there.

- b Look at the picture. Use the words/phrases to set the scene. Compare with your partner.

sunny day, blue sky / John, Jane, Barry, Sue

go sailing

hire a boat

last weekend



Adjectives/Adverbs

- 6 a Read the theory box.


Using adjectives/adverbs

A variety of adjectives and adverbs livens up your story. Use more sophisticated adjectives and adverbs such as *fabulous*, *wonderful*, *cautiously*, etc instead of simple ones such as *good*, *nice*, *happy*, *bad*, *big*, *well*, etc to spice up your narrative.



- b    Replace the adjectives in bold in the paragraph below with more interesting ones from the list.

- terrifying • deafening • pleased
- relieved • comfortable


As soon as I got onto the plane, I sank into my nice seat, glad to be on my way. A short while after we had taken off, there was a big clap of thunder. Then the plane started rocking from side to side and we all gasped in horror. "We're losing altitude!" a passenger cried. After a few minutes, the plane stopped shaking and everyone was OK! It was a bad experience.

- 7 a  Complete the sentences with the following adverbs: *happily*, *anxiously*, *slowly*, *loudly*, *patiently*, *hungrily*.

- 1 There was a long queue for tickets at the train station, but Nathan waited ___ for his turn.
- 2 Paddy was listening to his car radio as the traffic was moving _____ along the motorway.
- 3 Having spent the day trekking in the mountains, Clare ate ___ in the village's only restaurant.
- 4 "There's too much snow for us to climb it today," John thought ___ as he looked at the mountain.
- 5 Nora screamed ___ at the sight of the huge lion.
- 6 Barry smiled ___ when his grandchildren entered the room.


- b   Use the phrases in bold in Ex. 7a in sentences of your own.

Expressing feelings

8 a  Complete with the correct synonym or antonym from the list. Can you add more to the table?

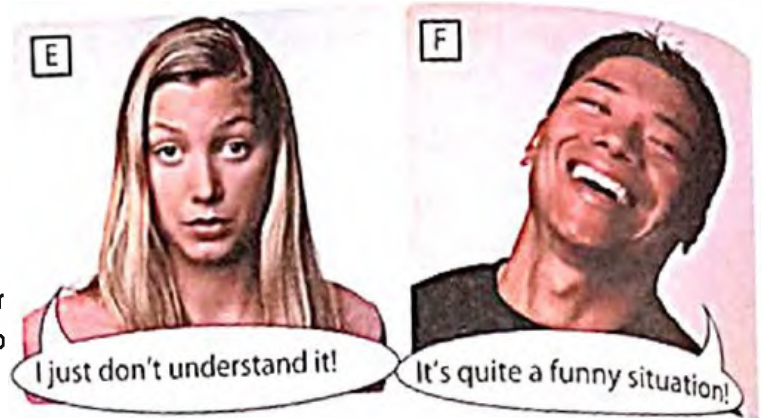
- certain • worried • frightened • calm
- tired • bored • glad

	Synonym	Antonym
scared	1)	unafraid
exhausted	2)	refreshed
anxious	3)	relaxed
angry	4) annoyed
thrilled	5) excited
sure	6)	uncertain
miserable	7) depressed

b  Match the adjectives (1-6) to the feelings of the speakers (A-F). Then make sentences, as in the example.

- | | | |
|------------|---|----------------|
| 1 excited | D | 4 exhausted |
| 2 confused | | 5 disappointed |
| 3 amused | | 6 upset |

▶ She was excited because she was going on holiday.



Using a variety of verbs

9 a Read the theory box. What verbs are used in the story on p. 90 instead of 'said'?

Using a variety of verbs

Use verbs, such as *wondered, begged, replied, cried, cried out, screamed, wondered, exclaimed, whispered*, etc to avoid repeating *said* all the time. This makes your story more interesting to the reader.

b  Use appropriate verbs to replace *said*.

- 1 "Please, help me!" she said. ▶ *begged*
- 2 "Don't tell anyone," he said.
- 3 "What a lovely day," he said.
- 4 "Over here! Hurry up!" she said.
- 5 "Quickly, the house's on fire!" he said.
- 6 "Where is she?" he said.

Linkers

10 a Read the theory box. What linkers are used in the story on p. 90?

When narrating an event, use linking words to link your ideas and/or write longer, more complex sentences. You can use:

- *and then, and, too, also* (to add points)
- *but, however* (to express opposing ideas)
- *because, so* (to express cause/effect)
- *after, before, when, until, then, after a while, eventually, finally, immediately, meanwhile* (to express time)

b Use appropriate linkers to link the sentences below.

- 1 He was walking down the street. Suddenly it started raining.
▶ *He was walking down the street when suddenly it started raining.*
- 2 She was trying to unlock the door. She was using the wrong key.
- 3 It wasn't very busy around the pool. We found two sunloungers near the bar.
- 4 We thought we would never find help. We saw a little house in the distance.
- 5 We didn't worry. It began to get dark and Holly still hadn't returned.
- 6 I turned off my bedside lamp. There was a knock at the door.
- 7 I tried to pull my leg out from under the rock. It was stuck fast.
- 8 Andy went to look for Sam. I tried calling him on his mobile phone again.

Beginning/ending a story

- 11 a Read the theory box. What techniques has the writer used to begin/end the story on p. 90?

Techniques to begin/end a story

A good beginning is as important as a good ending.


You can start your story by:

- describing the weather, surroundings, people, etc using the senses
- using direct speech
- asking a rhetorical question (i.e. a question for which we don't expect an answer)
- addressing the reader directly
- creating mystery or suspense

You can end your story by:

- using direct speech
- describing your feelings or moods
- asking a rhetorical question
- creating mystery or suspense

You can use more than one technique to start and end your story.


- b  Read the texts on the right. Match the beginnings (1-3) with the endings (A-C). Which of the techniques do each of the beginnings and endings use? Which do you find the most interesting? Why?

Beginnings...

- 1 *It was the last evening of the music festival and it had been raining for two days non-stop. "I've had a great time, but I'm really looking forward to going home and getting warm and dry!" I said to my friends.*
- 2 *You know when you get that feeling that something terrible is about to happen? Well, on my way to the airport to catch a flight to Spain last year, I felt extremely nervous and worried for absolutely no reason at all.*
- 3 *One afternoon while I was on holiday with my friend Dave, we went for a long walk in the hills above the town. I was just enjoying the peace and the sound of the wind rustling softly in the trees, when suddenly we heard a very strange noise.*

...Endings

- A *When we finally got off the plane, I felt quite calm. Once we were safe inside the airport terminal, however, I began to shake uncontrollably as I remembered how uneasy I had felt before getting on the plane earlier that day!*
- B *Safely sipping hot tea in our new friends' tent, we finally stopped shivering and began to see the funny side of what had happened. Amy looked at me and said, laughing: "I thought we were coming to a festival, not a disaster zone!"*
- C *We finally arrived back at our apartment, exhausted and gasping for breath. We were so relieved to be back, but would we ever find out what it was that we had seen?*

- 12  Write the beginning and ending of a story entitled *Nightmare at the Festival*. How did you make them interesting? Compare with your partner.

Participles

Grammar Reference

- 13 a Read the theory box. Find the present and past participles used in the story on p. 90.

Use present and past participles to join sentences into longer ones to make your narration more exciting.

I shook with anger. I ran after Toby. → Shaking with anger, I ran after Toby.

He was confused. He asked for help. → Confused, he asked for help.

- b Link the following sentences using present or past participles, as in the examples.

- 1 He became frightened. He realised he was lost in the woods.

▶ *Becoming frightened, he realised that he was lost in the woods.*

- 2 He scanned the crowd. He suddenly saw a familiar face.

▶ *Scanning the crowd, he suddenly saw a familiar face.*

- 3 He shook with fear. He hid in the bushes.


- 4 He stood at the edge of the rock. He admired the magnificent view.

- 5 She was annoyed. She called her travel agent to complain.

- 6 They were thrilled. They couldn't believe that they were really in Hawaii.

- 7 We were sure the plane was going to crash. We were shaking with fear.

Discuss & write

- 14 a  Read the rubrics (A, B, C) and find the key words. Choose a rubric and discuss the questions (1-10) with a partner.

A A teenage magazine is offering a prize for the best short story beginning with the sentence: *'It was a perfect, sunny day at the festival and it felt like nothing could go wrong.'* Write your story (120-180 words).

B Your school magazine is looking for short stories with the title *A Disastrous Holiday.* Write your story (120-180 words).

- C You have decided to enter a short story competition. Your story should end with the words: *'If only we hadn't gone to the carnival!'* Write your story (120-180 words).

Creating a mental image

- Who were the characters? (age, relationship)
- What did they look like? What were they like?
- When did your story take place? (in summer/winter etc, in the morning/afternoon)
- What was the weather like? (chilly, cold, freezing cold)
- Where did your story take place? (island, home, another town etc)
- Why were the characters there? (holiday, visit etc)
- What were they doing? (information the reader needs in order to follow the story)

Developing the story

- What events happened? (Make a plotline)
- What happened in the end?
- How did the characters feel in the end?

- b Now, write your story. Before handing it in, check for the following.

Checklist for writing stories

Story organisation

- Does your story have an introduction, a main body and a conclusion?
- Are the paragraphs clearly laid out?
- What techniques have you used to start/end your story?
- Is the sequence of events clear to the reader?

Structure details

- What tenses have you used?
- Have you used linking words?
- Have you used a variety of adjectives, adverbs, and special verbs?
- Are there any spelling or grammar mistakes?
- Have you punctuated your story properly?



Smile

I spent all night on my story last night.

That's a lot of writing.

I never said anything about writing a story. The notebook was under my pillow.

The River Thames

1 Look at the leaflet. What do you think you can do, see and learn at the different tourist attractions along the River Thames? Read the tourist leaflet to find out.

Take a Trip along the **THAMES**

There are so many things to see and do along London's famous river. Choose one of our many boat trips, or why not get a Rambler ticket? This way, you can hop on and off as many times as you like! It's great value for money!



The London Eye

Would you like to get a bird's eye view of London, as well as having the experience of a lifetime? If so, take a 1) (thrill) ride on The London Eye, the Big Wheel built in 2000 for the millennium.



The Tower of London

The Tower has served many purposes in the past. It has been a prison, a medieval palace, a fortress and an arsenal. It's an 2) (amaze) place to visit! You can see the incredible Crown Jewels and the 3) (fame) Beefeaters in their 4) (usual) costumes.



The London Dungeon

If you like to be scared out of your wits, this is the place for you! Go deep underground and learn about the *Great Fire of London*, *Jack the Ripper*¹ and *The Great Plague*. You can also try to get out of a scary labyrinth of mirrors. Not an experience for the faint-hearted, but you will 5) (thorough) enjoy telling your friends about it.



Shakespeare's Globe Theatre

The original Globe Theatre burnt down in a fire started by a cannon which was fired during a 6) (perform). The most recent Globe, which was completed in 1997, isn't just a theatre. It runs 7) (education) workshops and lectures for schools and there's a permanent 8) (exhibit) showing visitors what the theatre was like in Shakespeare's time.



¹ a 19th-century London murderer

Also, don't miss ... the sharks in the London Aquarium, and St Paul's Cathedral with its incredible dome!

2 Complete the gaps (1-8) with the correct words derived from the words in brackets. Listen and check. Then, explain the words/phrases in bold.

3 **Portfolio:** Imagine you are a guide on a River Thames boat trip. Make notes on the tourist attractions. Use them to give your guided tour. Record yourself.

► *Good morning, ladies and gentlemen. We're just now passing the London Eye on the left, where you can ...*

4 **ICT Portfolio:** Work in groups. Design an information leaflet for tourists coming to your town/city. Decide on three or four places to visit and collect information using the Internet. Write what someone can do/see there. Include pictures.

Weather

- 1 🎧 Read the rhyme and listen to the music. What images come to mind? What can you see, feel, hear, smell?



**'Rain, rain, go away
Come again another day.'**

- 2 ✍️ Match the proverbs/sayings (1-5) to their meanings (A-E). Are there any similar ones in your language?

- 1 It's raining cats and dogs.
- 2 It never rains, but it pours.
- 3 After the rain, comes the rainbow.
- 4 Into every life, a little rain must fall.
- 5 Every cloud has a silver lining.

- A Even bad things have something good about them.
- B It's raining heavily.
- C Nobody can live happily all the time.
- D When one bad thing happens, lots of other bad things happen.
- E Bad events are followed by happy events.

- 3 ✍️ **LINE** 🎧 Read the postcard and the email. Complete the gaps (1-7) with the correct word based on the words in brackets. Listen and check.

- 4 😊👤 List all the activities mentioned in the texts. Which are rainy day activities? What other activities are suitable for such days?

- 5 **LINE** 😊👤 These are photos from your photo album. Choose one photo to describe to your friend.

Dear Sue,

Well, we've been in Costa del Sol for three days now and I hate to say it, but it has rained every day! I can't believe it. Anyway, it hasn't been all that terrible. The hotel has an 1) (amaze) arcade where you can play all kinds of video games and stuff so I've been 2) (spend) lots of time in there. And there's also a 3) (read) nice cafe on the 4) (one) floor that is perfect for just sitting and reading. Oh, and yesterday, even though it was raining cats and dogs, John and I went and did some sightseeing. It was fun. Talk to you soon.
Helen

Sue Harper
12 Maple Ave
New Glasgow, NS
Canada
B2H 5C4

Subject: Greetings

To/From: Jack / Karen

Hey Jack!

Greetings from beautiful Florida. We are having a brilliant time. We've been doing lots of sunbathing and surfing. The beaches are fantastic. It rained yesterday morning so we 5) (go) to a museum. It was very interesting! Tomorrow, we are going on a 6) (guide) tour of the city and then we're going 7) (dance) in the evening. Are you jealous yet? We'll be back on Tuesday. Take care,
Karen



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk, remember to speak about:

- when/where the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with: "I've chosen photo number ..."

- 6 **Portfolio:** You are on holiday and the weather hasn't been very good. Send an email to a friend telling them about:

- where you are
- who with
- what the weather is like
- what you are doing there

The Terrible Truth

We all enjoy a day out at the beach, but these days you are likely to find much more there than just sand and sea! Many of the thousands of people that visit beaches every year leave behind food wrappers, cigarette ends, drink cans and toys like buckets, spades and beach balls. These can then be blown or washed into the sea and become marine litter. Marine litter can also come from ships, fishermen, drains and factories. This litter doesn't just look horrible – it's dangerous, too!

Litter Harms Wildlife and People

Marine mammals such as seals, sea lions and dolphins are very curious animals who like to examine unusual objects in the sea. This is how they get mixed up in the litter, which causes them injury and stops them from finding food or swimming away from their enemies. Birds, fish and mammals can also confuse litter for food and eat it. Sea turtles, for


example, often eat plastic bags because they look like jellyfish, one of their favourite foods. This then fills up the turtle's digestive system¹, and makes it feel full, so it stops eating and starves². 100,000 marine mammals and nearly a million seabirds die either from getting caught in or eating litter each year! Many of these creatures are already threatened or endangered species. In addition, litter is dangerous for people as they can cut themselves on glass or metal. Marine litter can also block boat propellers, which is dangerous and very expensive to repair.

Be the Solution


So ... next time you go to the beach, make sure you are part of the solution, NOT the problem! Take ALL of your litter home with you and consider taking any other litter you can see around you too. If you live near a beach, you could even organise a Beach Clean-up Day.

¹ set of organs in your body that break down the food you eat


² dies from not eating

1  Listen to the sounds. Imagine the scene and answer the questions.

- | | |
|----------------------------|----------------------------|
| 1 Where are you? Who with? | 3 What's the weather like? |
| 2 What are you doing? | 4 Do you like it? |


2  How could the following be related to the scene you imagined? How are they related to the text? Listen, read and check.

- broken glass • fishing net • drinks cans
- plastic bags • plastic buckets & spades
- beach balls • food wrappers

3  Answer the questions, then explain the words in bold. Then, tell your partner three things you remember from the text.

- 1 What is marine litter?

- 2 In which two ways does marine litter harm wildlife? Why?
- 3 How can litter harm people?
- 4 List three ways we can help solve the problem.

4  **ICT Project:** In small groups, collect information about marine litter using the Internet. Make a leaflet about it. Include how it harms wildlife and people and what we can do about it. Add pictures. Present your leaflet to the class.

GREEN wisdom

It is our responsibilities, not ourselves, that we should take seriously.

Sir Peter Ustinov, English actor

The Pyramids of Egypt

For hundreds, even thousands of years, the pyramids at Giza in Egypt have been one of the world's most popular tourist destinations. The largest of these, the Great Pyramid of Giza, or Khufu's Pyramid, is the only one of the Seven Wonders of the Ancient World that still survives today. It was the tallest building in the world for almost 4,000 years – that is, until Lincoln Cathedral in 1311.

Pharaohs, the first rulers of Egypt, built pyramids to show their power to the people. The first pharaohs built much simpler tombs called mastabas. These mastabas were square buildings with a room inside big enough for the coffin, the mummy of the pharaoh's body and his treasures. Ancient Egyptians believed that dead people still needed their bodies and treasures, such as paintings, gold and jewels, for their life after death.

Many of the pyramids were decorated inside, especially in the room where the dead pharaoh was laid. Archaeologists discovered many pictures in the tombs, and mysterious writing on the walls called "hieroglyphics". Invented about 5,000 years ago, hieroglyphics are one of the oldest form of writing. They were just simple drawings of everyday things we see and hear. The Egyptians believed that both the hieroglyphics and the tomb pictures were magical, which is why they painted them inside the pyramids.

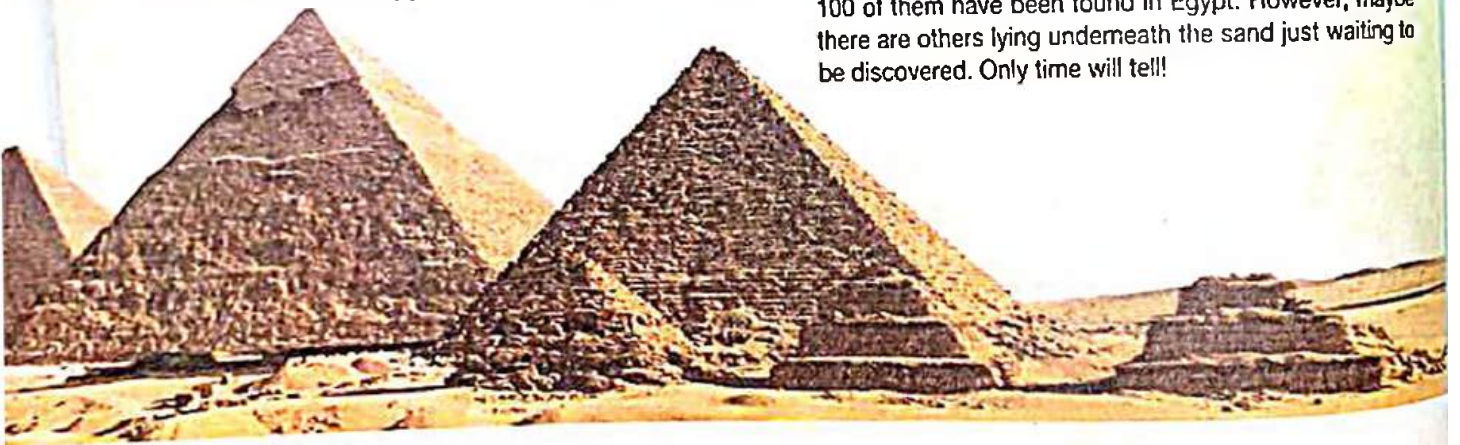
When we look at the pyramids today, it is easy to see

that they were built to last for a very long time. Have you ever wondered how these great monuments were built? Many archaeologists believe that the builders first studied the stars to decide which direction the pyramid would face. Then, they built a small mastaba on the ground. Next, they put dirt and stones all over it, leaving a tunnel to the outside. To raise the stones to the top of the pyramid, they probably built long ramps and then rolled the stones up them.

The city of Giza is on the River Nile. The Nile was also very important in the building of the pyramids as it was used to transport the stones from far away. Granite and marble, for example, were brought from Aswan, which is over 500km away. Many ships also brought limestone, used for the outside walls of the pyramids, from the city of Tura, which was just across the river from Giza.

Just to give you an idea of how large the Great Pyramid is – it is the height of a modern 40-storey building, or over 145 metres. It covers an area of land the size of seven city streets. Workers used 2,300,000 blocks to build it, each weighing 2,500 kilograms (2.5 tons). It took about 36,000 workers between 20 and 30 years to build it. This means that for every minute they worked, they added three blocks to the pyramid!

In conclusion, there is still a great deal of wonder and mystery surrounding the pyramids. No one knows for certain exactly when and how they were built. So far over 100 of them have been found in Egypt. However, maybe there are others lying underneath the sand just waiting to be discovered. Only time will tell!



Reading

Read the text, then choose the correct answer (A, B, C or D) for questions 1-7.

- 1** Khufu's Pyramid
- 1 is the world's most popular tourist destination.
 - 2 is the tallest of the Seven Wonders of the Ancient World.
 - 3 was built about four and a half thousand years ago.
 - 4 is taller than the Eiffel Tower.

- 2** The mastabas
- 1 were pyramids.
 - 2 were simple places to bury dead pharaohs.
 - 3 were bigger than pyramids.
 - 4 contained the mothers of the pharaohs.
- 3** The Egyptians decorated the pyramids with
- 1 only hieroglyphics.
 - 2 only pictures.
 - 3 hieroglyphics and pictures.
 - 4 gold and jewels.

4 Which of the following is *not* true about hieroglyphics?

- 1 They are an ancient form of writing.
- 2 Egyptians thought they were magical.
- 3 They showed everyday things.
- 4 They are painted on the outside of the pyramids.

5 The Egyptians built the pyramids

- 1 a long way from the River Nile.
- 2 in order to study the stars.
- 3 next to a mastaba.
- 4 using long ramps.

6 The limestone used came from


- 1 Giza.
- 2 the river.
- 3 Aswan.
- 4 Tura.

7 The Great Pyramid of Giza

- 1 has 40 storeys.
- 2 looks like a modern building.
- 3 took many years to build.
- 4 was built by 2,300,000 workers.

RNE Use of English

Complete the gaps (1-7) with the correct derivative of the words in brackets.



Russian River Cruise

Day 9-10: St Petersburg: Arrive in St Petersburg after 1) (enjoy) a spectacular sunrise breakfast while sailing down the River Neva. Visit the Peter and Paul Fortress, an old prison whose 'guests' 2) (include) Peter the Great's own son Alexei, and writers like Dostoyevsky, Gorky and Trotsky. See the 3) (amaze) Winter Palace, which includes the Hermitage Museum. Housed here are some of history's 4) (much) important painting. It is also the home of the world's 5) (good) collection of French impressionism. After your unforgettable journey through this historic city, return to the ship for the captain's farewell dinner and 6) (you) final night on board. The 7) (follow) morning, we will transfer you to the airport for your flight home.

RNE Listening

Listen to the speakers A-F. Which of the statements below might each speaker say? There is one statement you don't need to use.

- 1 I prefer going on holiday in cold weather.
- 2 I don't like going on holiday.
- 3 I like to relax on holiday.
- 4 I don't like flying alone.
- 5 I spend a lot on my holidays.
- 6 Holidays are really important to me.
- 7 I want my holidays to be educational.

Speaker	A	B	C	D	E	F
Comment						

RNE Writing

You have received a letter from your English-speaking pen-friend Ben who writes:

I hope you had a nice holiday! Where did you go? What did you do? What was the weather like?
I'm going to a music festival this weekend. I can't wait!

Write a letter to Ben. In your letter:

- answer his questions
- ask three questions about the music festival.

Write 100-140 words.

RNE Speaking

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk, remember to speak about:

- when/where the photo was taken
- what/who is in the photo
- what is happening • why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

"I've chosen photo number ..."

5 Progress Check

1 Complete with: *flight, chilly, handicrafts, appalling, delayed, luggage, backpacking, cottage, craftsmen, accommodation.*

- Our holiday _____ was absolutely _____.
- We stayed in a beautiful little _____ by the sea.
- Airlines sometimes lose passengers' _____.
- After my exams, I'm going _____ around Europe.
- We arrived late at the resort as our _____ was _____.
- Take your coat – it's quite _____ outside.
- _____ sell _____ along the streets in Bhaktapur.

(Points: 10X2 = 20)

2 Complete with *agent, card, repellent, screen, sickness* to form compound nouns.

- It's boiling hot today – don't forget to put some sun _____ on!
- Put some of this insect _____ on – there are mosquitoes around here!
- I don't travel well – I suffer from travel _____.
- Can you pick up my tickets from the travel _____ please?
- You can pay by cash or credit _____.

(Points: 5X2 = 10)

3 Put the verbs in brackets into the correct past tense.

- _____ (you/see) that horror film last night?
- I had just finished eating when Jonathan _____ (arrive).
- When I went to Spain last year, I _____ (not/fly) before.
- It _____ (rain) heavily and the wind was howling.
- They _____ (drive) for an hour before they realised they were going the wrong way.
- He _____ (finish) his packing after Susan had left.

(Points: 6X3 = 18)

4 Complete with: *freezing, candlelit, guided, famous, local, trekking, breathtaking, home, beach, first-class.*

- | | |
|-------------------|---------------------|
| 1 _____ comforts | 6 _____ view |
| 2 _____ holiday | 7 _____ cold |
| 3 _____ excursion | 8 _____ tour |
| 4 _____ tickets | 9 _____ dishes |
| 5 _____ landmarks | 10 _____ procession |

(Points: 10X2 = 20)

5 a Complete with: *by, on, around, off, in.*

- I don't get _____ very well with Tom.
- Debra's train gets _____ at 6 pm.
- This is my stop. I must get _____ now. See you later.
- It's easy to get _____ the city by public transport.
- I can get _____ on £50 a week.

(Points: 5X2 = 10)

b Complete with: *on, in, by.*

- You can buy drinks and snacks _____ board the plane.
- I usually go to school _____ foot.
- My flight arrives _____ London at 10 pm.
- I'm looking forward to going _____ holiday.
- We'll get to the airport faster if we go _____ car.

(Points: 5X2 = 10)

6 Complete with: *Have a nice time! – How awful! – Thanks! – Not that great actually.*

- A: We had a terrible time in Florida – there was a hurricane while we were there!
B: _____
- A: I'm going on holiday tomorrow!
B: _____
- A: What a fantastic suntan!
B: _____
- A: How was your holiday?
B: _____

(Points: 4X3 = 12)

Now I Can ...

(My score: 100)

- talk and write about holidays
- talk about holiday problems and complaints
- describe a bad experience and sympathise
- write a short story
- design an information leaflet for tourists
- talk and write about marine litter

... in English

Module 6

Food & Health

◆ Before you start ...

- Where do you go on holiday?
- How did you spend your last holiday?

◆ Look at Module 6

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a rainbow
- a celebration
- a report

◆ Listen, read and talk about ...

- food
- cooking methods
- problems related to diet
- Burns Night
- teeth & their importance
- organic farming

◆ Learn how to ...

- give & respond to advice
- talk about health
- ask about health & respond
- recommend a place

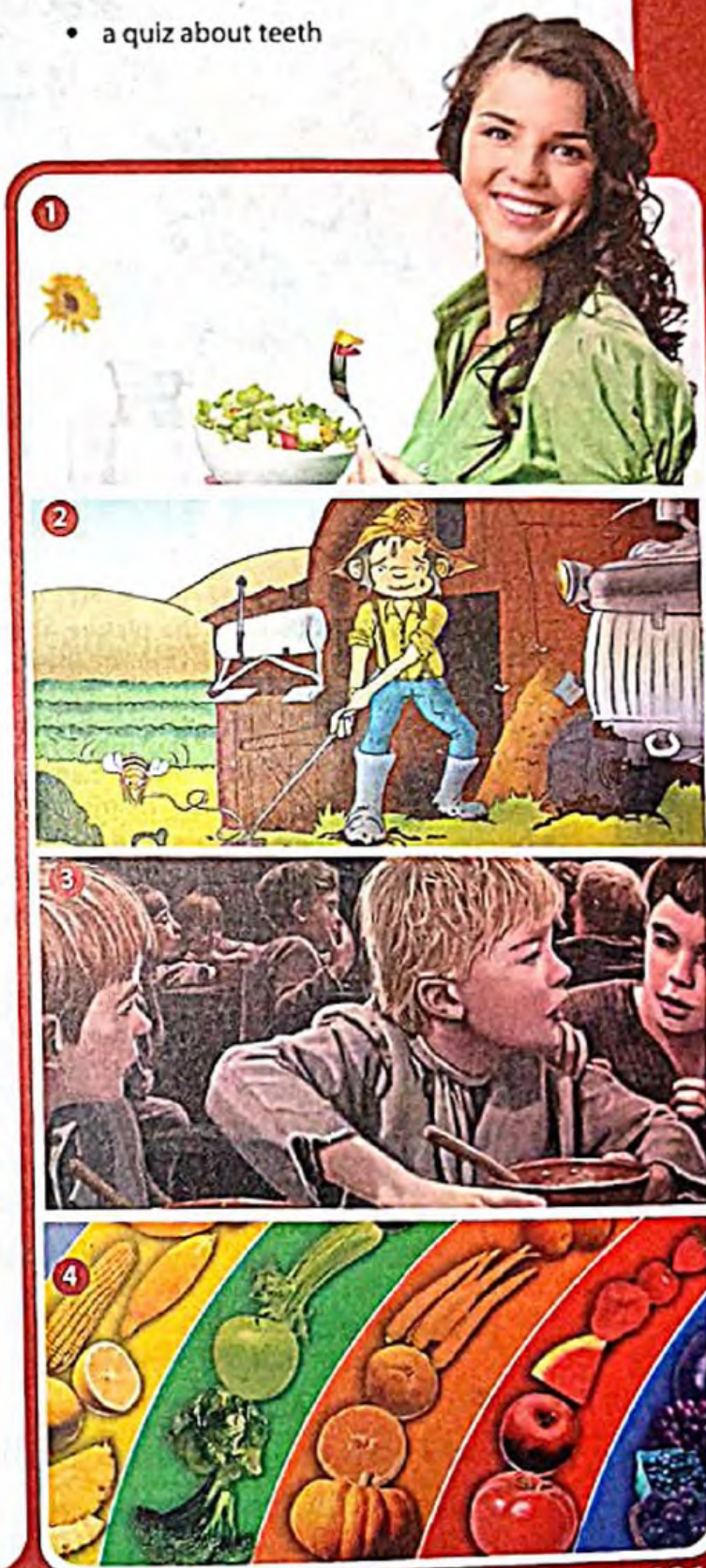
◆ Practise ...

- Conditionals (Types 1-3), Wishes
- word formation: prefixes
- words often confused: *ache/pain, prescription/recipe, rotten/sour, treated/cured, cure/heal*
- phrasal verbs: *give*
- clauses & phrases of concession

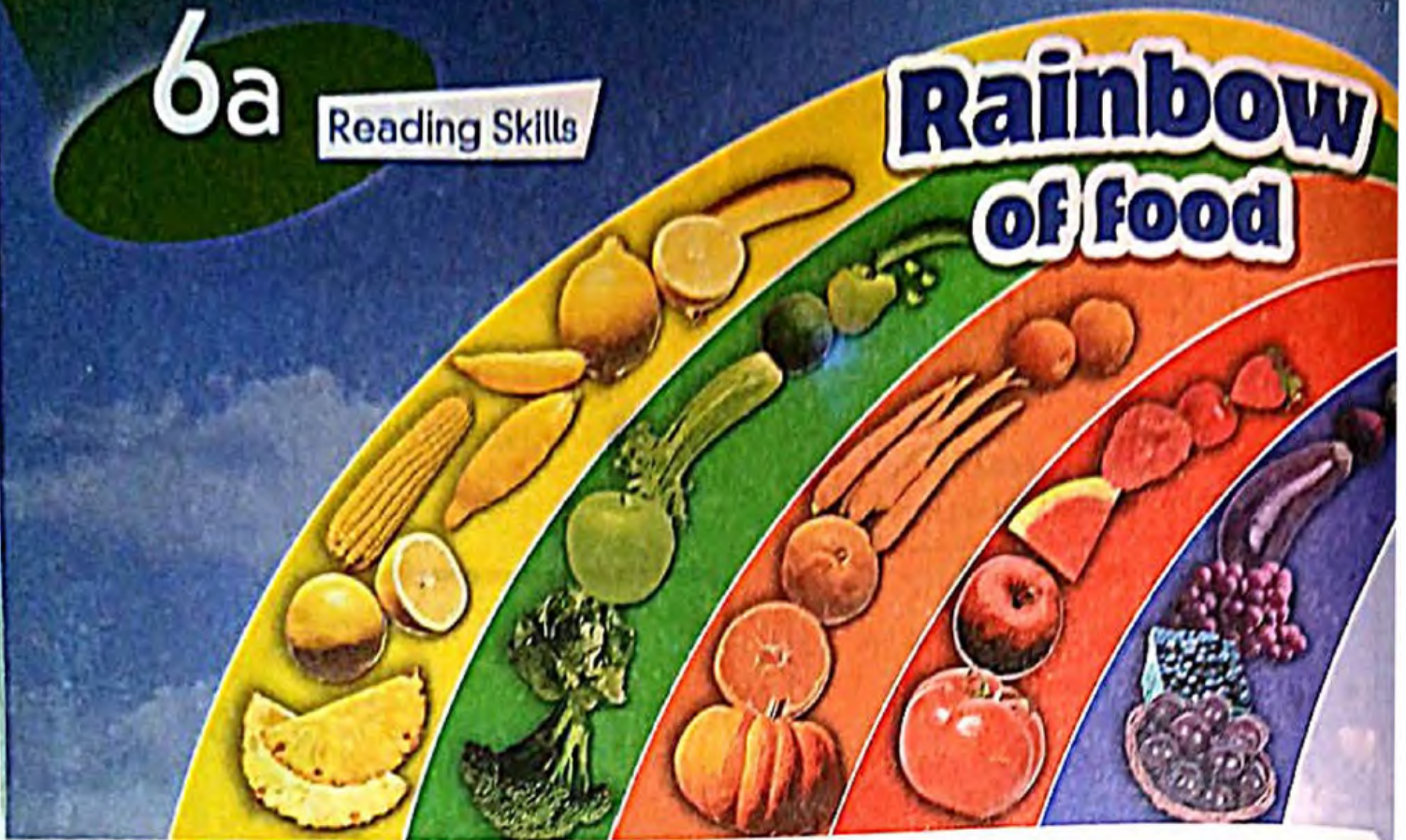
◆ Write / Give ...

- a two-minute talk about improving your eating habits
- a paragraph continuing a story
- a healthy menu
- an assessment report
- a paragraph about a festival in your country

- a quiz about teeth



Rainbow of food



Vocabulary

Food

- 1 a Which of the following items are *fruits*? Which are *vegetables*? Find them in the picture above. What colour is each?

• grape • apple • broccoli • carrot • corn
 • lettuce • orange • tomato • cherry • raisin
 • lemon • celery • squash • strawberry
 • blueberry • aubergine • pea • pineapple
 • apricot • pear • raspberry • plum
 • watermelon • banana • pumpkin • fig • lime
 • grapefruit • cabbage

- b Which of these words are countable/uncountable? What are their plural forms?

Cooking methods

- 2 How do you eat the following foods in your country? How do you prefer them?

bread **fish** **meat**
 potatoes **vegetables**
 rice **chicken**
cake

- steamed • boiled • toasted • grilled • fried
 • roasted • baked • raw

- We usually eat fish *grilled* or *fried*. I prefer it *grilled*.

- 3 Choose the correct word. Check in your dictionary.

- I want a bottle of *fizzy/still* water, not *sparkling*.
- She loves *bitter/oily* chocolate.
- Cinnamon and ginger are *additives/spices*.
- I haven't eaten anything today. I'm *starving/greedy*.
- Fizzy drinks contain *artificial/fake* additives.
- We had lamb chops for our *main/basic* course.

Reading

- 4 a List which colour foods you ate yesterday. How do you think colour is related to food? Listen to and read the text on p. 103 to find out.

- b Match the texts (A-F) with the headings (1-7). Put your answers into the table. Each number can only be used once. There is one extra heading.

- Change colour, change behaviour
- Eyes and tongue working together
- A hungry look
- The many sides of colour
- The colour and the content
- Colour cures diseases
- Step away from the blue

A	B	C	D	E	F

A Colour is important to almost everybody. It makes life interesting. We all have opinions about the colours we like to wear, and the colours we like to have around us. But did you know that colour also affects our health and our bodies in a lot of different ways?

B Warm colours like red and yellow can make us feel like eating. Just seeing something red can make our heart beat faster and increase our blood pressure as well as our appetite. This may actually be genetic, because our ancient ancestors had to be able to tell when fruit was ripe, so it was very helpful for them to be attracted to red and yellow.

C Other colours can make us lose our appetite. Give somebody a blue cupcake, and they might not want to eat it. Blue consistently wins the prize for the least appetizing colour. This may also be in our genes because, for our ancient ancestors, blue and purple could have been colour warning signs for foods that were spoiled or poisonous.

D These natural reactions we have to colour can be put to good use. Did you ever notice that restaurants are often

Painted in warm colours? This helps diners enjoy their meals, and eat more, too. Also, it might not be a good idea to paint your kitchen blue, unless you want to lose weight. This brings us to a dieting trick; if you want to eat less, try using a blue plate!

E Even more amazingly, the actual flavours we taste depend on colour. To prove this, people were given coloured drinks to taste and they could all recognise the flavours; cherry, grape and lemon-lime. However, when they couldn't see the colours of the drinks, the same people could not recognise the flavours very well. For example, only 30 percent of the people could recognise the cherry drink. Most people thought it was lemon-lime.

F Finally, foods are the colours they are because of the nutrients and vitamins they contain. Red and purple foods contain chemicals called antioxidants that help to keep us from ageing. Green vegetables contain iron which the body needs to make new red blood cells, and Vitamin K which keeps the blood moving easily around the body. Orange and yellow foods contain carotenes, which the body uses to make Vitamin A, which is very important for good eyesight. This means that it is important to eat a rainbow of food, every day!


5 a   Find the words which mean:



- 1 influence
- 2 raise
- 3 ready to be eaten
- 4 realise
- 5 growing old

b Explain the words/phrases in bold. Find all the root words and create word families.

- ▶ *interest* (root word), word family: *interest* (verb), *interested/interesting* (adj), *interest* (noun), *interestingly* (adv) etc

Speaking

6  Look at the food list you made in Ex. 4a. How healthy do you think it is? Discuss.

Healthy  foods	
RICH IN	TYPE OF FOOD
vitamins, minerals, fibre*	fruit, vegetables
protein	chicken, dairy products, meat, fish, eggs
carbohydrates	rice, potatoes, cereal, bread
Unhealthy  foods	
sugar, fat	sweets, biscuits, fizzy drinks, butter, oil, chocolate, crisps, cakes

*parts of plants that make food pass quickly through your body

7 *Portfolio*: Prepare a two-minute talk about improving eating habits using a *rainbow diet*. In your speech:

- say why we should have healthy eating habits
- mention ways a rainbow diet can help us
- recommend the diet. Record yourself.

Writing

8  Work out a healthy menu for Monday. Use various colours of food/drinks.

Words of Wisdom

Tell me what you eat, and I'll tell you what you are.

(Anthelme Brillat-Savarin, French lawyer and politician)

Teen **Diet & Health****Our handy food and health tips!**

Problems	Solutions
a overweight →	eat less & take regular exercise
b underweight →	eat three well-balanced meals & three or four snacks per day
c lack of concentration →	eat lots of iron-rich foods and have a good breakfast
d tiredness →	follow a low-carbohydrate diet
e tooth decay →	cut out sugary drinks & snacks
f frequent illness →	eat foods rich in Vitamin C
g indigestion →	avoid spicy foods, eating quickly or late at night
h dry skin →	drink more water & eat more oily fish, nuts & seeds

**Vocabulary***Problems related to diet*


- 1 a Which of the problems above (a-h) is each person below (1-8) suffering from?
- "I think I'm skinnier than I should be."
John
 - "I feel really sleepy during the day."
Mary
 - "I often get stomach ache after eating."
Tony
 - "I think that I am fatter than I should be."
Jim
 - "I've had toothache for a week now." ...
Laura
 - "My skin is itchy."
Sue
 - "I find my mind wanders in class."
Andy
 - "I'm always catching colds."
Mya
- b Do you ever suffer from any of these problems? What do you do? Tell the class.

Everyday English*Advising/Agreeing – Disagreeing*

- 2 Imagine you have one of the problems in Ex. 1. Use the language box and discuss, as in the example.
- A: *I'm overweight!*
B: *Have you thought about taking regular exercise?*
A: *I've already tried that and it didn't work.*

Advising
<ul style="list-style-type: none"> • Have you thought about/ What about ... (+ verb + ing)? • It would be best if you (+ past simple) ... • You might feel better if ... • (Don't you think) you ought to/should ...? • You'd better ... • It might be a good idea to ... • Why don't you ...? • If I were you, I'd ...
Responding
Agreeing/Disagreeing <ul style="list-style-type: none"> • That's not a bad idea! • Thanks, I hadn't thought of that. I'll try it! • That's a great idea. • Maybe you're right/It's a nice idea, but ... • I'm not so sure/I'm not sure if it'll work. • I've already tried that and it didn't work.

Reading

- 3 a  Look at the sentences (A-F) from the dialogue below. Where are Emma and Susan? What's Susan's problem?

Susan: *Sorry I'm late, Emma. I've just been to the dentist's.*

Emma: 1)

Susan: *Well ... I had to have a filling ... yet again! My mouth's still feeling a bit sore.*

Emma: 2)

Susan: *Yuck! I hate tea. I'll have a cola.*

Emma: 3)

Susan: *What do you mean?*

Emma: 4)

Susan: *Wow! Really?*

Emma: 5)



Susan: *So ... it might be a good idea to cut down, then?*

Emma: 6)

Susan: *Er ... OK, you win. Tea, with milk and no sugar!*



- A Now you've got the idea! So, what are you going to order?
 B Well, there are about ten teaspoons of sugar in each can!
 C Oh, poor you! Everything OK?
 D Oh dear! I'll call the waiter over. You should order a nice soothing cup of lemon tea!
 E Susan! No wonder you've got bad teeth!
 F Yes, really! Terrible for your teeth and even worse for your waistline!

- b   Complete the dialogue with the sentences (A-F). Listen and check. Act out the dialogue.


study skills

Using interjections

You can use interjections such as *well, oh, ah, er, hmm*, and exclamations such as *Oh dear! Huh? Yuck! Wow! Right!* to make your spoken English sound more natural.

- 4 Find interjections in the dialogue in Ex. 3 that express: surprise, disgust, sympathy, hesitation.

Speaking

- 5  **Portfolio:** You are at a party. You've got indigestion. Your partner advises you on what to do. Act out your dialogue.

Say it right

Talking about health


- 6   Match, listen and check.

- | | |
|-------------------------------|---|
| 1 Are you feeling any better? | a Thanks! |
| 2 You're looking well! | b Oh dear, I hope you feel better soon. |
| 3 You look a bit pale. | c Actually, I have. |
| 4 Have you lost some weight? | d Much better, thanks. |
| 5 I'm not feeling well. | e I am feeling a bit under the weather. |

Listening


- 7   Listen to an interview about crash diets and choose the correct answer.

- According to Claire Martin, crash diets
 - can be harmful to teenagers.
 - cause teenagers to miss out on life.
 - are more likely to bring results.
- Claire suggests that teenagers should eat
 - slowly when full.
 - quickly.
 - only until they are full.
- To start the day well, she advises eating
 - cereal and a piece of fruit.
 - a doughnut and a cup of coffee.
 - carrot sticks and a cereal bar.
- According to Claire, exercising
 - is more important than diet.
 - is less important than diet.
 - is just as important as diet.

- 8  Choose the correct word. Check in the Word List. Are there similar ones in your language?

- He's looking off/on colour. Is he ill?
- I'm so glad you're back/over on your feet.
- I'm afraid he has taken a turn for/of the worse.
- You need to take exercise to get on/in shape.

Conditionals type 1, 2 and 3 ▶▶ Grammar Reference

1  Match the sentences (1-4) to their purposes (a-d). How is each type of conditional formed? Check in the Grammar Reference section.

- 1 If you get enough vitamins, you will stay healthy.
- 2 If I were underweight, I would eat more carbohydrates.
- 3 If I were you, I would see a dietician.
- 4 If she hadn't had to work late, she would have cooked dinner.

a to show an unreal situation in the past

b to give advice

c to show a probable situation in the future

d to show an unreal situation in the present/future

2 a  Compare the sentences.

- If you aren't on time, I'll go without you.
Unless you're on time, I'll go without you.
- When John comes, we'll have dinner together. (= John will definitely come.)
If John comes, we'll have dinner together.
(= John may come.)

b Write sentences in the first conditional. Use the words in brackets.

- 1 you eat all that chocolate/feel sick (if)
▶ *If you eat all that chocolate, you'll feel sick.*
- 2 you not have breakfast/not be able to concentrate (if)
- 3 she see a doctor/she not get better (unless)
- 4 I finish my homework/not go to the party (unless)
- 5 you feel cold/not put on a jumper (if)
- 6 you get off the bus/see a large white building (when)

3 a What would you do if you: 1 got lost in the jungle? 2 saw your favourite actor in the street? 3 lost your purse/wallet? 4 had a lot of money? 5 had a headache? 6 were tired?

▶ *If I got lost in the jungle, I'd scream for help.*

b  Give advice using *If I were you ...*:

- 1 "I'm feeling really tired."
- 2 "I've got terribly itchy skin."
- 3 "I drink a lot of coffee."
- 4 "I've put on a lot of weight recently."

▶ *If I were you I'd take a nap.*

4  Put the verbs in brackets into the correct tense.

- 1 He (not have) a headache if he had gone to bed earlier.
- 2 If they (set out) earlier, they wouldn't have missed the train.
- 3 I wouldn't have found the injection painful if the nurse (be) gentle.
- 4 If he hadn't eaten the prawns, he (not have) an allergic reaction.

GAME

In teams, continue the sentences. • If you eat more, ... • If John had enough money, ... • If I hadn't gone to bed so late last night, ...

- ▶ *Team A S1: If you eat more, you'll feel sick.*
 ▶ *Team B S1: If you feel sick, you won't be able to go to football practice.*

Wishes ▶▶ Grammar Reference

5  Match the sentences (1-4) to their purposes (a-d).

- 1 I wish I were on holiday. (but I am not)
- 2 I wish I could speak Spanish. (but I can't)
- 3 If only you had been more careful! (but you weren't)
- 4 I wish he would stop lying. (but I don't think he will)

- a wish/regret in the present expressing lack of ability
- b wish for a future change unlikely to happen
- c regret that sth didn't happen in the past
- d wish/regret about a present situation we want to be different



6 Write sentences using *I wish/if only*.

- 1 You want to buy a T-shirt, but you haven't got enough money. ▶ *I wish I had enough money.*
- 2 You wanted to travel abroad, but you forgot to renew your passport.
- 3 You want to go to the park, but it is raining.
- 4 It's been snowing for days and hasn't stopped.
- 5 You want to go to China, but you don't speak Chinese.

7 Make sentences, as in the example.

- 1 I'm overweight. 2 I'm tired.
▶ *I wish I weren't overweight.* 3 I missed the bus.
If I weren't overweight, 4 I lost my wallet.
I could run fast.

Word formation

8 Read the theory box. Use appropriate prefixes to complete gaps 1-5.

Forming words using prefixes

A prefix is added at the beginning of a word in order to form a new word. Some of them are: **re-** (= again) (*write - rewrite*), **super-** (= big/more) (*hero - superhero*), **multi-** (= many) (*national - multinational*), **over-** (= too much) (*react - overreact*), **under-** (= too little) (*estimate - underestimate*), **semi-** (= half) (*detached - semi-detached*), **pre-** (= before) (*heat - preheat*), **co-** (= together) (*operate - co-operate*).

If you are 1) weight, don't 2) do it when you are eating. Buy fresh fruit and vegetables, buy 3) grain bread, not white, and 4) skimmed milk, not full cream and don't 5) cook vegetables.

Words often confused

9 Choose the correct word. Check in your dictionary. Then write a sentence with the other word.

- 1 He had terrible stomach ache/burn after eating a kilo of blackberries.
- 2 The doctor gave him a prescription/recipe for some indigestion tablets.
- 3 There's a terrible smell of rotten/sour eggs!
- 4 He was treated/cured for minor injuries.
- 5 Having a milky drink before bedtime can help cure/heal insomnia.

Dependent prepositions

10 Complete with: *from, in, with, against*. Make sentences using the phrases.

- 1 Eating too much junk food can result ... health problems later in life.
- 2 She often suffers bad headaches.
- 3 He's in hospital recovering his operation.
- 4 Mike finds it hard to cope pressure.
- 5 He advised me eating too much sugar.

Phrasal verbs

11 Study the phrasal verbs in the diagram, then complete the sentences.



- 1 He all his books when he moved house.
- 2 The eggs a terrible smell.
- 3 She's decided to smoking!
- 4 Did you that book to Diana?

Key word transformations

12 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 We won't get a table if we don't book early.
unless We won't get a table early.
- 2 I think you should order the lamb.
were If order the lamb.
- 3 The meat was overcooked, so it didn't taste very nice.
better The meat if it hadn't been overcooked.
- 4 We didn't enjoy our dinner because the restaurant was very busy.
crowded If the restaurant, we would have enjoyed our dinner.

- 1 a What do you know about the story of *Oliver Twist*? Read the biography to find out.

Charles Dickens

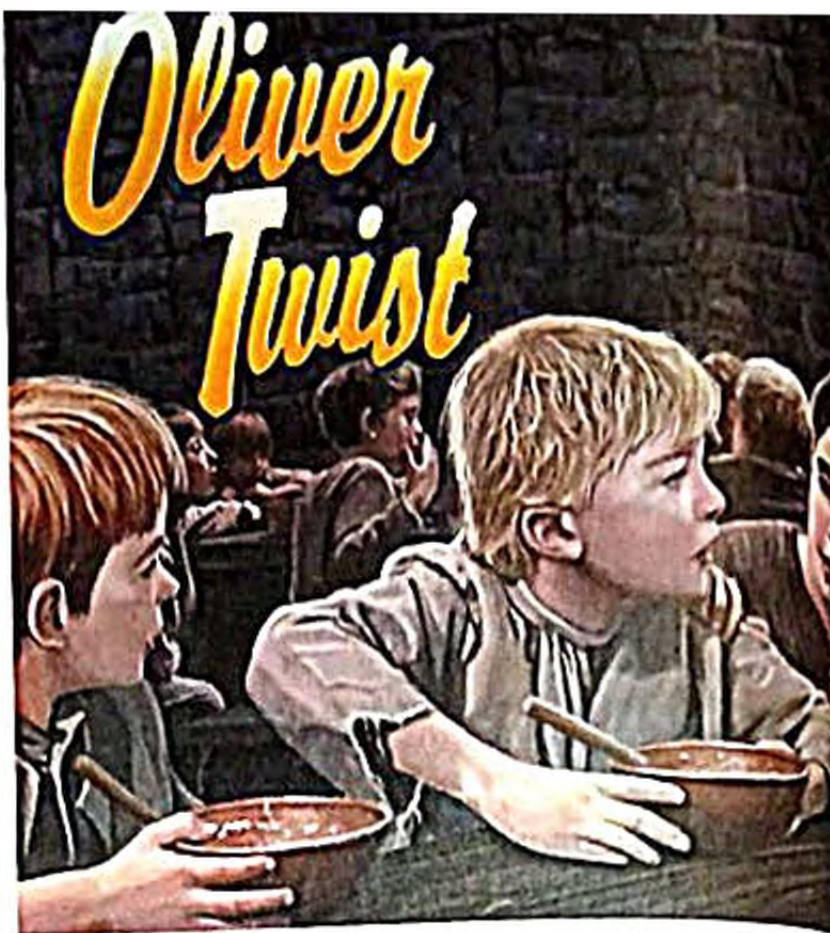
(1812-1870)



was born in Portsmouth, Hampshire, but his family moved to London when he was ten. He later went to work in a factory to pay for his accommodation and support his family, as his father was in prison for not paying his debts. His father's eventual release and an improvement in the family's fortunes helped matters, but Dickens never forgave his mother for leaving him in the factory. He first made a name for himself as a writer in his twenties with *The Pickwick Papers* (1836).

Oliver Twist (1837-1839) is about a boy who grows up in a workhouse for the poor. Some of the other boys make him ask for more food. As a result, Oliver is then sold. Suffering terrible cruelty, he runs away and joins a criminal gang that teaches him how to steal wallets. The general theme of the novel is that of selfishness and dishonesty as most people take advantage of Oliver. Few people show him love and kindness.

- b **RENE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read the text above to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.



The boys at the workhouse¹ ate in a large stone hall. At one end there was a copper², out of which the master ladled³ gruel⁴ at mealtimes. Each boy had only one ladleful and no more, except on public holidays **A**.

- 5 The bowls never needed washing as the boys polished them with their spoons until they shone. When they had done this, they would sit staring at the copper with such eager eyes as if they could easily eat the very bricks of which it was made. Meanwhile, they licked their fingers, **B**.

- 10 Generally, boys have excellent appetites and so Oliver and his companions suffered from slow starvation for

- 2 **RENE** Read the text and fill in the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra. Put the numbers marking the corresponding parts of sentences into the table. Then, listen and check.

- 1 and ask for more
- 2 after he had eaten the supper given to him
- 3 then held on to the copper for support
- 4 while his neighbours nudged him
- 5 when he had two ounces⁵ and a quarter of bread
- 6 that one night he might eat the boy who slept next to him
- 7 trying to catch any stray splashes of gruel

STATEMENT	A	B	C	D	E	F
ANSWER						

three months. They finally got so wild with hunger that one boy, who was somewhat tall for his age and not at all used to that sort of thing because his father had owned a small bakery, said to his companions that unless he had another spoon of gruel daily, he was afraid **C**. He seemed to have a wild, hungry look in his eye and the others entirely believed him. A meeting was held and lots were drawn to see who should walk up to the master after supper that evening **D**. The task fell to Oliver Twist.

The evening arrived and the boys took their places. The master, in his cook's apron, stood beside the copper with his assistants behind him. The gruel was served out and a long grace⁶ was said. After the gruel disappeared, the boys whispered to each other and winked at Oliver, **E**. Oliver was desperate with hunger and misery. He rose from the table and, walking towards the master with his bowl, said.

'Please, sir, I want some more.'


The master was a fat, healthy man but he turned very pale. He gazed in astonishment at the boy for some seconds and **F**. His assistants were paralysed with wonder and the boys with fear.

'What?' said the master eventually in a faint voice.


'Please, sir,' replied Oliver, 'I want some more.'

The master hit Oliver's head with the ladle, held him tightly in his arms and shrieked aloud for the policeman.

¹ a place where the poor lived and did unpleasant jobs for food
² oven made from bricks ³ serve soup with a deep spoon that has a long handle ⁴ boiled oats with water ⁵ an old unit of weight used in Britain (1 ounce = 28 grams) ⁶ prayer of thanks before eating

3 a  Match the highlighted words with their meanings below.

- job • amazement • cried, shouted
- friends • completely • unable to move

b  Explain the underlined words/phrases. Choose some and mime or draw their meanings.

4 Which sentence in the text do you think best describes the picture?


5 a Find two verbs in the text which mean *look*. How do they differ in meaning? Read the definitions and check.

- glance: look at sth quickly
- gaze: look at sth/sb for a long time because you find it interesting
- stare: look at sth/sb for a long time (rudely/blankly)
- glare: look at sth/sb angrily
- peer: look at sth very hard as you can't see it clearly
- peep: take a quick look at sth, often secretly and quietly
- catch sight of/catch a glimpse of: see for a short time

b Use the verbs from above to say how you would look in the following situations:


- 1 at your neighbour through closed curtains
- 2 at yourself in a mirror before you leave the house
- 3 at your watch to see what the time is
- 4 at someone who keeps interrupting you while you are delivering a speech
- 5 at newspaper headlines when in a hurry
- 6 at someone with very unusual clothes
- 7 at an art masterpiece

Idioms

6  Complete the idioms with the words in the list. Check in the Word List. Are there similar idioms in your language?


tea cake water cucumber milk

- 1 He's in serious trouble now. He's really in hot
- 2 Ann's always calm and doesn't worry about anything. She's as cool as a
- 3 You can do it. It's easy. It's a piece of
- 4 You can't change anything now. Don't cry over spilt
- 5 I don't really enjoy going to the theatre. It's not my cup of

7  *Portfolio:* Write a paragraph to describe what you think happened when the policeman arrived. Compare with your partner's.



Reports (making assessments)

- 1 a  Read the comments (A-E). Which are positive and which are negative?

(A) "This restaurant is extremely popular and advance booking is essential."

(B) "The service is professional and the waiters are extremely helpful."

(C) "I think this is a great place for vegetarians."

(D) "The food was tasteless, the service was poor and the tables were dirty."

(E) "It took ages for the waiters to bring our food. I was starving!"

- b Which of the comments (A-E) do you think you would find in a report? Read the theory box and check.

Reports are usually written for people in authority, such as employers, head teachers etc. They state and evaluate the positive and negative qualities of a place, event etc, in order to make a judgement or recommendation.

Reports always begin with who the report is for and from, the purpose of the report and the date. They include:

- an introduction containing the purpose and content of the report
- a main body presenting the positive and negative aspects of the place/event etc, with each point presented under a separate subheading
- a conclusion summarising the content of the report and giving the writer's general opinion and/or recommendation.

Reports are usually written in a formal, impersonal style, using factual language. Present tenses, passive verbs and full verb forms are also commonly used.

- 2 a Read the rubric and answer the questions.

- You work as a food critic for a magazine called *Taste It*. Your editor has asked you to write a report evaluating a new food court with restaurants and food stalls. Write your report, including information about the food, service, prices and atmosphere.

- 1 What is the aim of the report?
- 2 Who is going to read it?
- 3 Which of the following must you include in your report? Check with your partner.
 - a size of area
 - b date it opened
 - c quality/type of food
 - d number of staff
 - e comments on atmosphere
 - f prices
 - g location of indoor area/food hall
 - h opening hours
 - i type of furniture
- 4 What style of writing should you use?

b Read the report and check.

To: Mr David Joyce, Editor
 From: Rebecca Karl, Food Critic
 Subject: Oriental City, 399 Edgware Road, London NW9 0JJ
 Date: 1st March

1) —

The purpose of this report is to assess the good and bad points of *Oriental City*, a food court¹ in north London.

2) —

Oriental City offers a wide range of Asian food, in particular Chinese, Japanese and Vietnamese dishes, most of which are very tasty. It has reasonable prices and the different dishes are beautifully presented. However, some dishes can be rather expensive.

3) —

The staff at *Oriental City* are very friendly. The self-service feature greatly adds to the eating experience as customers can order food from any of the stalls and taste food from various countries. However, as some stalls are more popular than others, customers have to queue and wait for particular dishes.

4) —

The appeal of *Oriental City* is its informal and relaxed atmosphere. Although it can get somewhat busy at times, this is unavoidable for such a popular place.

5) —

Despite the fact that London has a number of ethnic food courts, *Oriental City* is by far the best in terms of taste, cost and service. Therefore, I would certainly recommend it to anyone who enjoys Asian food.

¹ place with lots of restaurants



c Read again and complete with the appropriate headings from the list:

- Conclusion • Service • Introduction
- Atmosphere • Food and Prices

3 List the positive and negative aspects of the food court under the headings.

Positive	Negative
▶ wide range of food	

4 Match adjectives from box A to nouns in box B. Which phrases are positive and which are negative? Which does the writer use in her report?

▶ slow service (negative)

cosy	inexperienced	expensive
relaxed	informal	tasteless
tasty	beautiful	international
helpful	slow	unusual
warm	popular	reasonable
varied	efficient	
high	friendly	

atmosphere
prices
staff
service
presentation
menu food/dishes

Concluding

5 Read the conclusions from three reports. Which is about: *a school canteen? a sports centre café? a roadside café? Do they contain: a judgement? a recommendation? both?*

- 1 Overall, in spite of several weaknesses, it is run in a professional manner and both students and their parents are happy with the meals provided.
- 2 In conclusion, facilities at Joe's Diner are adequate but could be improved. The owners should make their prices more reasonable and more consideration should be given to cleanliness.
- 3 On the whole, the menu was considered unhealthy and unacceptable by most members. I would strongly recommend that greater effort should be made to improve the general quality and variety of the food on offer.

6 a How does the writer recommend the food court in the report on p. 111? Which of the recommendations below could also be used to recommend it?

- a For these reasons, this particular food court comes highly recommended.
- b I would not recommend it for families with young children.
- c I would, therefore, strongly recommend a visit to this very popular food venue.
- d It is undoubtedly a place I would recommend to lovers of ethnic cuisine.
- e Therefore, I would highly recommend this place.
- f I would, therefore, recommend this place more to those with expensive tastes.
- g Consequently, I would not hesitate to recommend this food court to any Asian food lovers.
- h I would only recommend it to customers who prefer to serve themselves.

b  Think about restaurants/food courts/ other eating places that you know and give your recommendation to your partner.

- I would certainly recommend Sanyaj's restaurant to anyone who enjoys Indian food.

7 Read the extracts (A, B and C). Replace the words/phrases in bold with more suitable ones from the lists.

A

- assess
- the purpose of this report is



1) I've written this report to 2) give my opinion about the new restaurant Zest

B



- fashionable
- for example
- in addition
- modern, lively
- finally
- attract

The Station House has an upbeat, informal atmosphere. 1) What I mean is, there is 2) cool, funky music playing in the background. 3) Also, the decor is 4) trendy so as to 5) bring in a younger crowd. 6) The last thing is, the staff are friendly and energetic.

C

- disadvantages
- all in all
- highly recommend
- offering
- reasonable



1) So, despite a few 2) bad things, Ciao restaurant is an excellent new restaurant 3) that has tasty dishes at very 4) cheap prices. I would 5) suggest it for people of all ages.

8

a Compare the two reports on p. 113. Which is appropriate? Why? Which model (A or B) contains:

- | | |
|---------------------------------|-------------------------------|
| 1 short forms? | 7 longer sentences? |
| 2 a variety of adjectives? | 8 advanced vocabulary? |
| 3 everyday vocabulary? | 9 colloquial expressions? |
| 4 formal linking words/phrases? | 10 a polite, impersonal tone? |
| 5 passive voice? | 11 factual language? |
| 6 phrasal verbs/ idioms? | |

b Find examples of formal language in model A.

c List the phrases in model A which mean the same in model B.

A

To: Mike Johnson, Food Editor
 From: Steve Brooks
 Subject: Amirit Restaurant
 Date: 22nd April

Introduction
 The purpose of this report is to assess *Amirit* restaurant, in order to determine if it should be included in our London Travel Guide.

Food
Amirit offers a wide range of Indian cuisine, all of which is beautifully cooked and presented. Furthermore, it is served in style.

Service
 The staff at *Amirit* are efficient, professional and polite. The service, however, can sometimes be a little slow. This can be a problem at busy times.

Prices
 While prices at *Amirit* are on average higher than at other Indian restaurants, the quality of the dishes is far superior. The food merits the prices.

Recommendation
 All in all, despite a few minor faults, *Amirit* provides excellent value for the standard of food which is served. I would highly recommend it for anyone who enjoys Indian food, so it should certainly be included in The Travel Guide.

B

To: Mike Johnson, Food Editor
 From: Steve Brooks
 Subject: Amirit Restaurant
 Date: 22nd April

Introduction
 Hi! This report is about *Amirit* restaurant. I want to let you know how good it is, and if we should put it in our Travel Guide.

Food
 There's so much food to choose from at *Amirit*! It's all cooked really well too. It looks really nice on the plates.

Service
 The waiters at *Amirit* are really cool. They can take ages to bring your food, though, especially when it's busy.

Prices
Amirit will cost you a fortune. It's much cheaper to go to another Indian restaurant down the road! I have to say though, it's hard to beat the curry at *Amirit*!

Recommendation
 There are a few things that aren't that great about *Amirit*. I guess I would say the food is well worth the money. So, add it to the Travel Guide. People should check it out.



Clauses and Phrases of Concession Grammar Reference

9 Read the sentences (1-7). What are the highlighted linkers followed by? Complete the table in your notebooks.

- In spite of/Despite the wide choice of dishes, there was nothing that we wanted to eat.
- Even though/Although the decor was a little dull, the quality of the food made up for it.
- In spite of/Despite the fact that we came early, we still had to wait for a table.
- The weather was horrible, yet/but the restaurant was full of people.
- Elizabeth loves hamburgers whereas/while her brother is a vegetarian.
- In spite of/Despite being very busy, the staff were polite and cheerful.
- Due to/Because of the lovely weather, the barbecue was a success.

although,	+ clause (subject + verb)
	+ noun + verb + -ing form
	+ noun

10 Join the sentences using appropriate linkers.

- The staff were courteous and helpful. The service was slow at times.
 - The staff were courteous and helpful although/even though the service was slow at times.*
 - Despite the service being slow at times, the staff were courteous and helpful.*
 - In spite of the service being slow at times, the staff were courteous and helpful.*
- The choice on the menu was limited. The prices were quite reasonable.
- There wasn't a table available for us when we arrived. We had phoned earlier to confirm our booking.

b Add appropriate linkers and complete the sentences below.

1 limited menu/we enjoyed the meal at the restaurant last night

▶ *In spite of the limited menu, we enjoyed the meal at the restaurant last night.*

We enjoyed the meal at the restaurant last night even though the menu was limited.


2 high prices/the restaurant is very popular with young people

3 advertise a varied menu/the vegetarian choices were limited

4 ring the restaurant weeks before/it was quite difficult to get a good table at the weekend

5 popularity/it's easy to find parking in the streets around the restaurant

11

 How does a report differ from a formal letter? Which has/have ...

- a title?
- paragraphs?
- subheadings?
- your full name?
- a date?
- the full name of the recipient?

Discuss & write

12

Choose one of the rubrics below, find the key words and answer the questions in the plan. Write your report (120-180 words).

A You work as a writer for a travel guide book. Your editor has asked you to write a report on *Supermac*, a new fast food restaurant, assessing its general quality and saying whether you would recommend that it be included in the guide book.

B You work for the Healthy Eating Society and you have been asked to report on a new health food takeaway, commenting on its good and bad points and assessing whether it would be suitable for members of the society.

C You are a class representative and the headmaster has asked you to write a report on the quality of the school canteen, assessing whether it is meeting students' needs and making any recommendations.

Plan

To: Who are you writing to?

From: Who are you?

Subject: What are you going to write about?

Date: What is the date?

Introduction

Why are you writing the report?

Main Body

How many paragraphs will you include?

What will the headings be?

What are the good and bad points of each aspect?

What adjectives/clauses of concession are appropriate?

Conclusion

What is your overall impression/judgement?

What are your recommendations?

13

After you have finished writing your report, swap papers with a partner. Check for the following:

Checklist for reports

Organisation

- Does the report follow a specific plan?
- Are there subheadings? Are they clear?
- Does the introduction clearly state the purpose of the report?
- Do the main body paragraphs each present a separate point?
- Does the conclusion summarise the report and give a judgement and/or recommendation?

Language

- What style is the report written in?
- Are there long sentences with polite, factual language?
- Which tenses are used?
- Has advanced vocabulary been used?
- What linkers have been used?
- Are there any spelling, grammar or punctuation errors?



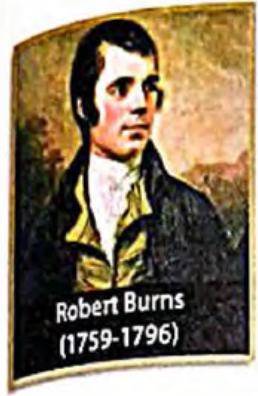
Smile

What did the bag of flour say when it fell over?

Don't bother to pick me up. I'm self-raising.

BURNS NIGHT

A Night For All Scots!



The Selkirk Grace
Some hae meat and canna eat, and some wad eat that want it; but we hae meat and we can eat, and sae the Lord be thankit.

If you ever find yourself in Scotland on the night of 25th January, you're in for a treat because this is Burns Night, one of the most important and fun 1) (celebrate) of the year! On Burns Night, Scottish people celebrate the life of Robert Burns, Scotland's most famous poet. So what should you expect at a Burns Night supper? Well, it might be formal or informal, but it is always 2) (enjoy)!



First of all, the host says a few words to welcome everyone to the supper and opens the meal with a 3) (read) of 'The Selkirk Grace'. Guests then stand as a bagpiper pipes music to welcome the star 4) (attract) of the supper – the haggis, a sheep's stomach stuffed with the sheep's heart, liver and lungs. Next, an invited 5) (read) recites Burns' poem 'To a Haggis' and cuts open the haggis with a sharp knife. Everyone then toasts the haggis by raising their glasses and shouting: 'To the Haggis!'

turnip). This is accompanied by the 6) (tradition) starter, cock-a-leekie (chicken and leek) soup and a traditional Scottish dessert such as sherry trifle or oatcakes.

The evening always ends with everyone joining hands and singing Burns' world-famous song 'Auld Lang Syne', meaning 'For Times Gone By'.



The main course is haggis, which is served with 'tatties and neeps' (mashed potatoes and

1 a 🎧 Listen to the music. What do you think happens on Burns Night? Read and check.

b ✍️ **RINE** 🎧 Read the text again. Form cognates from the words written in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Then, listen and check.

2 a ✍️ Read again and decide whether the following sentences are true or false.

- 1 Burns Night celebrations are usually formal and serious.
- 2 A bagpiper is the star attraction of the supper.
- 3 There is an alternative main course available if you don't like haggis.
- 4 Burns Night doesn't always include entertainment.
- 5 Everyone sings together at the end of the celebration.

b Explain the underlined words/phrases. Check in your dictionary.

3 😊🗣️ Imagine you are Scottish. Make notes under the headings below. Use your notes to tell your partner all about Burns Night.

welcome food music ending

4 **ICT** Portfolio: In groups, collect information using the internet about a special festival in your country. Then, write a paragraph about it. Include:
• name of festival • date • reason
• activities • food • any other special traditions involved

Teeth

1 How are these words related to teeth? Discuss, then read and check.

enamel calcium toothpaste with fluoride milk teeth
permanent teeth tooth decay acid bacteria

Did you know...?

- ✓ Teeth are made of the hardest material in the body – enamel.
- ✓ To develop good enamel, you need calcium – so drink milk.
- ✓ To keep your teeth in good condition, use a toothpaste with fluoride.
- ✓ Humans grow two sets of teeth in their life: *milk* teeth (about 20) and *permanent* teeth (about 32).
- ✓ Tooth decay is caused by the acid that the bacteria in the mouth make from the sugar we eat.

2 a Look at the diagram of a tooth in text A. What are the words used to label the diagram in your language?

b Use the words in the diagram to complete the gaps (1-8). Listen and check.

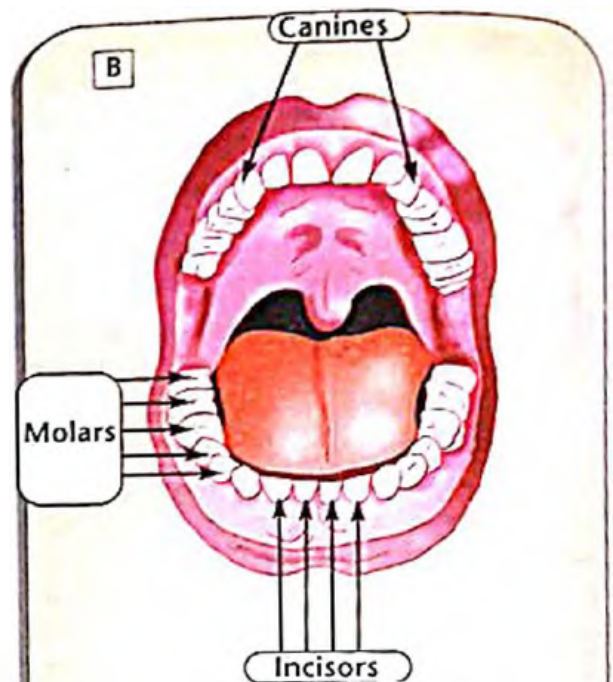


A tooth has two main parts. The 1) is the part you can see and the 2) is the unseen part that is below the 3) and fastens the tooth in the 4) The outer part of the tooth, and the hardest substance in the body, is 5) Underneath this is a layer of 6) which is softer than enamel, but similar to bone. In the middle of the tooth is the 7) This contains cells, blood vessels and the nerve of the tooth, and is protected by a layer called 8) which covers the root and keeps the tooth securely attached in the gum.

C Read again and explain the words in bold.

3 a Look at the diagram in text B. How many types of teeth have we got?

b Read the descriptions (a-c) of the different types of teeth and label them correctly.



We have three main types of teeth

- a are at the front of the mouth. They are the sharpest teeth and we use them to bite food.
- b are in the corners of our mouths and we use them to grasp and tear food.
- c are at the back of the mouth. They are bigger and flatter than the other teeth. We use them to chew and grind food into small pieces.

C Explain the words in bold.

4 Portfolio: Use the information on this page to make a quiz about teeth. Write ten questions. Swap with another pair, answer them and see who gets the highest score.

1 Look at the dictionary entry. Are there organic farmers in your country? Do you/your family eat organic food? Why/Why not?




organic farming /ɔː'gænik fɑːmɪŋ/(phr) N-COUNT form of agriculture that uses only natural products to help the plants or animals grow

Why Organic Farming?

Modern farming methods allow farmers to produce large amounts of cheap food. There is a 1) (charge/price/cost/ fee) to the environment, though, because intensive farming uses a lot of chemicals such as pesticides and fertilizers 2) (that/who/those/than) damage ecosystems and destroy wildlife. It also uses a lot of energy because 3) (from/of/for/with) the amount of machinery used. Not only does the soil suffer from these methods, but the quality of the food is reduced, too.


Organic farming, on 4) (a/an/the/its) other hand, aims to protect the environment while producing high quality food. Natural fertilisers such as manure and compost are 5) (put/given/added/taken) to the soil instead of man-made or chemical fertilisers. Organic farmers also choose natural methods of pest control. They use ladybirds to combat greenfly, 6) (or/to/but/and) burn weeds or pull them out by hand instead of spraying them with chemicals. They also use traditional farming methods such as rotating crops to different fields 7) (each/some/one/all) year to maintain the nutrients in the soil. Organic food may be a bit expensive. However, it is healthy, tasty and better for the environment.

2 Look at the pictures of the two farms in the text. Which is an organic farm and which is a conventional farm? How do they differ? Read the labels and check.

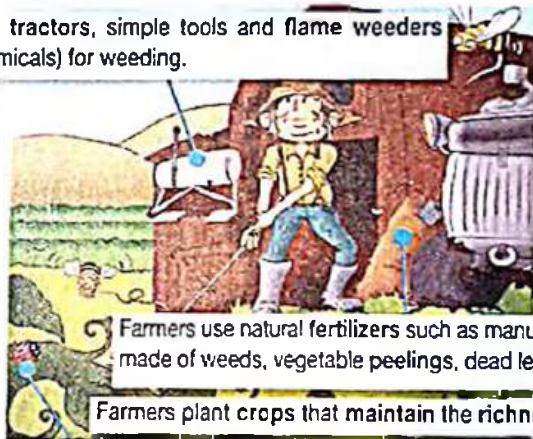
3 a    Read the text and choose the correct word. Then, listen and check.

b Answer the questions. Then explain all the words/phrases in bold.

- 1 How can conventional farming be harmful to the environment?
- 2 Why is organic farming better for the environment?

4  **Project:** Take the roles of an organic farmer and a conventional farmer. The organic farmer tries to convince the conventional farmer to "go organic". Act out your dialogue for the class.

Farmers use tractors, simple tools and flame weeders (fire, not chemicals) for weeding.



Beneficial insects such as ladybirds eat greenfly.

Greenfly can destroy crops. Farmers use chemical insecticides to kill them.

Farmers use machinery to spray chemical fertilisers and pesticides.



GREEN wisdom

Nature provides a free lunch, but only if we control our appetites.

William Ruckelshaus, US environmentalist



Reading

Match the texts (A-G) with the headings (1-8). Put your answers into the table. Each number can only be used once. There is one extra heading.

- | | |
|---------------------------------|-------------------------------|
| 1 What they do | 6 Help in an emergency |
| 2 How to get strong | 7 From food to action |
| 3 What are muscles? | 8 Working while sitting still |
| 4 Aging well | |
| 5 Small changes, big difference | |

A We could say that our muscles are one of the largest organ systems in the human body. They are made up of protein fibres. Anyone who eats meat knows exactly what muscles are, because they are the part of the animal that we eat when we eat a steak or a lamb chop. Muscles are also one of the things that make the models and athletes we see in magazines look good.

B However, muscles are important for more than appearance and food. The main job of muscles is to help us get around. They work in pairs and move our bones by relaxing, or getting longer, and contracting, or getting shorter. Without muscles, we could not move at all. Still, muscles are good for a lot of other things, too.

C Did you know that most of the energy we use every day is used up when we are not even moving? In fact, around seventy percent of the calories our bodies need are used when we are sitting still. Every tissue in our bodies needs energy just to exist, but muscle needs more energy than the other tissues, so the more muscle people have, the more energy they burn while they are doing nothing.

D This is why it's important for people to exercise. Just a few kilos of muscle will burn calories every day and these calories add up. For example, if a person gains 10 kg of muscle, which is not a lot, he or she will use up an extra 100 calories a day just by doing nothing. And not using 100 extra calories a day adds up to 4.7 kg more fat every year: enough to cause obesity.

E On top of this, muscle has a large role in how the body uses sugar. Muscles take sugar from the blood and use it to make energy to move the body. Athletes know this: so they often eat bananas or other carbohydrates before they work out. And muscles that are used to working hard do a much better job taking sugar from the blood all the time. This is why people who do not exercise are more likely to develop diabetes.

F Muscles are also the largest store of protein in the body. When people are sick or injured, they need far more protein than usual to get well. Sometimes, they need more protein than they can eat; in this case the body uses the protein in the muscles to heal the injury. Researchers have shown that accident and burn victims, and even cancer patients, who have more muscles to begin with are more likely to survive.

G Finally, measuring the amount of muscle elderly people have helps doctors to predict how long they will live. If they exercise, older people can successfully stop muscle loss, but it is very difficult for them to build new muscle. It is essential for young and middle-aged adults to build muscle before they are old, and to continue exercising throughout their whole lives. So, don't put it off; start exercising now!

A	B	C	D	E	F	G



Listening

You will hear an interview. In questions 1-7 put number 1, 2 or 3 into the answer box that corresponds with the answer you have chosen.

- 1** Dr Smith believes that the dangers of drinking sodas are
- not so serious.
 - well known.
 - not widely known.
- 2** She says soda is different from ice cream because it
- is not as filling.
 - has got more nutrients.
 - has got more calories.
- 3** Speaking about the soda tax, she suggests that
- people like to save money.
 - people will always drink soda.
 - it may not work.

4 Talking about alternatives to soda, she says that
 1 anything is better. 2 people must choose carefully.
 3 fruit juices are the best option.

5 According to her, a soda tax does not appeal to most
 1 health experts. 2 citizens.
 3 policy makers.

6 She says that an advantage of a soda tax is
 1 less advertising. 2 health benefits for the poor.
 3 higher taxes for the poor.

7 In Mexico, the soda tax
 1 was not very popular. 2 did not have much effect.
 3 did not raise prices much.

RNE Use of English

Read the text and choose the best word for each gap (1-7).

Borsch



Beetroot can be cooked and eaten warm with butter; or it can be pickled and then eaten cold; or peeled and shredded and then eaten 1) (for/as/such/like) a salad, but many people believe it's best served in borsch.

Borsch is a delicious vegetable soup 2) (when/who/which/ whose) can be eaten hot or cold. As well as beetroot, hot borsch can also include beans, cabbage, carrots and potatoes, or meats like chicken or beef. Cold borsch is usually a 3) (normal/poor/bare/ plain) soup, made from diced beetroot with either lemon juice or sugar to 4) (fill/give/wake/add) to the flavour.

Borsch is a popular dish in many Eastern and Central European countries, such as Russia, Poland, Germany. Each country has its own favourite way of preparing this food and 5) (each/every/all/both) has its own particular way of spelling its name. It's *borschtsch* in German, *barszch* in Polish and *borsch* in Russian.

Whatever you call it, borsch can be the perfect meal to warm you up 6) (for/at/in/on) a cold winter day, or a delightful snack when the weather's warmer. It's eaten with friends and family at home or you can find it on the menus of 7) (plenty/many/lots/much) fine restaurants. Borsch is a meal for everyone, and everyone loves borsch.

RNE Speaking



Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the types of food presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.

RNE Writing


Comment on the following statement:

Young people these days are eating more and more unhealthy foods. Some people feel that advertising junk food on TV should not be allowed.

What is your opinion? Do you agree with this statement? Write 200-250 words using the plan:


- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

6 Progress Check

1  Complete with: *eyesight, toasted, grilled, rumbling, concentration, recipe, raw, watermelon, ripe, indigestion.*

- 1 The strawberries were bright red.
- 2 I'm really hungry - my tummy's !
- 3 As you get older your begins to fail.
- 4 Don't eat so fast - you'll get !
- 5 I have a delicious chocolate cake !
- 6 My favourite fruit is It's really refreshing.
- 7 vegetables are extremely good for you.
- 8 chicken is healthier than fried.
- 9 I often lack in the afternoon.
- 10 I like bread and honey for breakfast.

(Points: 10X2 = 20)

2  Complete with: *artificial, tooth, fast, fizzy, lamb, main, dry, stomach, still, blood.*


- | | |
|-------------------|------------------|
| 1 additives | 6 decay |
| 2 chops | 7 ache |
| 3 skin | 8 course |
| 4 food | 9 pressure |
| 5 drinks | 10 water |

(Points: 10X2 = 20)

3  Put the verbs in brackets into the correct form.

- 1 If I (have) toothache, I would go to the dentist.
- 2 You (not/lose) weight if you eat ice cream every day!
- 3 If I were you, I (stop) eating so much junk food.
- 4 If you (study) more, you would have passed the exam.
- 5 You wouldn't have got lost if you (follow) my directions!
- 6 This soup (taste) better if you had added more salt.

(Points: 6X3 = 18)

4  Complete with the correct prefixes.

- 1 People from all over the world live in Britain. It's a very -cultural country.
- 2-skimmed milk is much healthier than full cream.
- 3 The vegetables are really cooked. They are almost raw!

- 4 If we all-operate, we'll get this finished today.
- 5 Ann's on a diet again. She still thinks she's weight.

(Points: 5X2 = 10)

5 a  Complete with: *up, back, away, off.*

- 1 Something in the fridge is giving a horrible smell.
- 2 I'm thinking of giving fatty foods.
- 3 I give What's the answer?
- 4 Have you given the book you borrowed from Zoe?
- 5 I'm giving my recipe books to John. He needs them more than I do.

(Points: 5X2 = 10)

b  Complete with: *with, from, in, against.*

- 1 I advise you going on a crash diet.
- 2 Peter is recovering the flu.
- 3 Jane seems to be able to cope anything!
- 4 Crash dieting can result health problems.
- 5 John has only just recovered his illness.

(Points: 5X2 = 10)

6  Complete the exchanges.

- 1 A: I've got indigestion!
B: stop eating late at night!
- 2 A: Have you thought about having a good breakfast?
B: and it didn't work.
- 3 A: You look a bit pale.
B: I'm feeling
- 4 A: I'm not feeling very well.
B: Oh dear.

(Points: 4X3 = 12)

(My score: 100)

Now I Can ...

- talk and write about cooking methods and healthy diets
- talk about problems related to diet
- advise and agree/disagree
- write a report
- write about a festival in my country
- talk/write about teeth and organic farming

... in English

Module 7

Let's have fun

◆ Before you start ...

- How healthy is your diet?
- What's your favourite restaurant? Why?

◆ Look at Module 7

- Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a literature extract
- a theatre poster
- a film review

◆ Listen, read and talk about ...

- entertainment
- types of performances
- Madame Tussauds
- electronic music
- paper

◆ Learn how to ...

- make/accept/decline an invitation
- express and enquire about opinions
- recommend a film/book/etc

◆ Practise ...

- the passive voice
- phrasal verbs: *turn*
- word formation: compound adjectives
- words often confused: *audience/group, viewers/spectators, act/play, set/setting*






◆ Write / Make ...

- a survey report about popular entertainment
- an account of your life as a character in a novel
- a review
- an article about a tourist attraction in your country

- a short article about a classical composer
- a presentation on how paper is made



Reading




- 1 a Read the title of the article and look at the picture. What do you think 'square-eyed generation' means? Do you think this describes today's teens? Read and check.
- b  Read the first sentence in each paragraph. What is the text about? Listen, read and check.
- 2 Read the teenagers' comments in the text on pp. 122-123. Who:
- 1 says they aren't mad about something?
 - 2 uses a certain form of entertainment as a way to relax?
 - 3 enjoys something that many other young people in the country enjoy too?
 - 4 mentions actors becoming famous for something else?
 - 5 can't stop doing something?
- 3 a   Explain the words/phrases in bold. Make sentences. Tell your partner.
- b   Think of an alternative title for the article. Give reasons.

Speaking

- 4 Read again and make notes about how teenagers entertain themselves. Use your notes to tell the class. Record yourself.

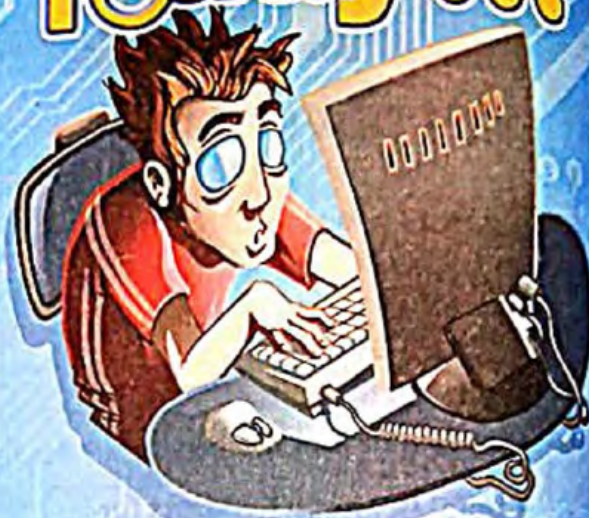
Vocabulary

Entertainment

- 5  Listen to the piece of music. Is it catchy? Can you sing along with it? Where could you hear it:
theatre? cinema? TV?
- 6 a   What forms of entertainment do young people in your country like? Make a list.

▶ *playing video games*



Teens Today...



A Square-Eyed Generation?

In the UK, teenagers watch 2 to 3 hours of TV per day, video games are played by a third of 13-year-olds every day and 75% of 5 to 16-year-olds have their own TV. What about teenagers in your country? Are they turning into **anti-social**, **square-eyed couch potatoes**? What other forms of entertainment do they enjoy? Let's see what some teens from around the world had to say!

"I think it's totally **unfair** to label today's teenagers as 'the square-eyed generation'. Sure, I like to **unwind** on a Friday night with a good DVD, but one of my favourite things to do is go dancing at the famous London club 'Ministry of Sound.' You just **can't beat** the atmosphere when the music's **blaring** and everybody's dancing!"
Suzy, 18, UK

- b   Which forms of entertainment do you like/not like? Why? Use the adjectives below to support your opinion.

• gripping • relaxing • exciting • pointless
• interesting • a good laugh • repetitive

"To be honest, a lot of Mexican teenagers do spend too much time watching TV. Teenage soap operas or 'telenovelas' have become really popular. The theme tunes in particular are usually really **catchy**! Members of the cast from these soaps sometimes even go on to record albums and become music stars!"
 Maria, 15, Mexico

"I have my own TV in my room, but my favourite thing to do is to go out to 'karaoke' with my friends. Most Japanese teenagers love karaoke. We rent a special room where we can **sing along** to all the latest music. **It's such a good laugh!**"
 Yoko, 17, Japan

"Indian TV is ok, but **I can take it or leave it**. I prefer to go to the cinema to see 'Bollywood'¹ movies made by Indian directors. Bollywood movies are more like musicals really, with lots of singing, dancing and quite **predictable** storylines about things like love and family relationships. The Indian film industry makes more than three times as many films as Hollywood, you know!"
 Sanjit, 16, India

"I have to **admit** that I'm a bit of a video game **addict**. The graphics are **incredible** these days! I also like going to **shopping centres** with my friends. I think it's the best place to see and be seen, not just a place to spend money, as many say."
 Anya, 18, Russia

¹ The film industry of India. The word comes from Bombay and Hollywood.

- moving • powerful • boring • educational
- entertaining • sociable • anti-social

- A: I enjoy watching soap operas. I find them relaxing and gripping. What about you?
 B: Well, I prefer concerts! I find them exciting.

7 Choose the correct word. Which form of entertainment is each sentence related to: TV programmes? theatre? cinema? books?

- 1 The Phantom of the Opera had a very large cast/musical.
- 2 You need to book/reserve in advance if you are going to attend a performance.
- 3 Plays are performed on screen/stage.
- 4 Have you seen Superman Returns? It got very good reviews/critics.
- 5 I don't really enjoy watching ones with subtitles/headings.
- 6 Harry Potter has an unpredictable storyline/script.
- 7 Sergei Bodrov directed/starred Prisoner of the Mountains.
- 8 I often sing along to the theme music/tunes of soap operas.
- 9 War and Peace is a best seller/office.
- 10 They are remaking Anna Karenina and it is expected to become a box seller/office hit.

Writing (a survey)

- 8** Portfolio: Prepare ten Yes-No questions about TV and other popular entertainment forms in your country and carry out a survey in your class. Write a paragraph reporting the results.

Having Fun		Yes	No
1	Do you have your own TV?		
2	Do you watch TV for more than 2 hours a day? etc		

► The results of my survey showed that about a third of the students in the class have their own TV. etc

Words of Wisdom

Television has proved that people will look at anything rather than each other.

(Ann Landers, US advice columnist)



Vocabulary

Types of performances

- 1 Listen to the extracts (1-4). Which of the following is each one from?

- an opera • a musical
- a ballet • a music concert

- 2 Match these words with their descriptions (1-8).

- stalls • orchestra • opera glasses • aisle
- balcony • stage • curtain • usher

- 1 The performance takes place on this. ▶ stage
- 2 This comes down at the end of the performance.
- 3 Seats on the same level as the stage.
- 4 This person shows you to your seat.
- 5 You use these to see the stage better when your seat is far away.
- 6 You walk down this to find your seat.
- 7 You can find cheaper seats here.
- 8 This plays music during the performance.

Reading

- 3 a Read sentences A-F. Where are the speakers? What are they talking about?

- A OK, let's risk it!
- B I agree! So ... where are we sitting? In the stalls?
- C What now?
- D I don't know. They might be reserved..
- E Oh, my goodness, I can hardly see the stage!
- F Oh, that's OK ... which row are we on?

- b Complete the dialogue with the sentences (A-F). Listen and check. Explain the words in bold.

- Jo: *This theatre is beautiful! Perfect surroundings for an opera!*
- Sandra: 1)
- Jo: *No, the stalls were fully booked. Our seats are somewhere in the balcony.*
- Sandra: 2)
- Jo: *Well, let's see ... our tickets say W10 and W11 so that's ... err ... five ... six rows up from here ... Oh no! We're in the very back row!*
- Sandra: 3)
- Jo: *Look! There's a whole row of empty seats a few rows further down. Let's move over there!*
- Sandra: 4)
- Jo: *I don't think so. The performance is about to start.*
- Sandra: 5)
- Jo: *... Ah, that's better ... Oh no!*
- Sandra: 6)
- Jo: *Look! The man who just sat down in front of me is really tall! I can't see a thing!*

Speaking

- 4 You are at the theatre but your seats are in the back row. You want to change them. Act out your dialogue.

Everyday English

Making/Accepting/Declining invitations

5 Use the poster and the language box to act out dialogues, as in the example.

- A: I was wondering if you'd like to come and see 'Sleeping Beauty' with us on Saturday? It's a ballet.
 B: That would be lovely!

The King George Theatre presents ...

A Midsummer Night's Dream
A play by William Shakespeare
 27th June - 1st July

Dancing in the Streets - musical
 12th - 16th July

Sleeping Beauty - ballet
 18th - 23rd August
Music by Tchaikovsky

Madame Butterfly
Puccini's famous opera
 2nd - 9th September

* call the box office on 020 7 638 8845

Inviting

- I was wondering if you'd like to ...?
- I'm/We're going to see ... on .../Would you like to join me/us?/Do you fancy coming along?
- If you're free on ..., would you like to go to ...?

Accepting/Declining

- I'd love to/That would be lovely!/That sounds like fun. Thanks!/Yes, OK. Good idea.
- That sounds nice, but ... sorry.
- Actually, musicals/operas, etc, aren't really my kind of thing/my cup of tea.

Idioms

6 Complete the sentences with the idioms in the list. Check in the Word List. Are there similar ones in your language?

- one-hit wonder • daylight robbery
- hot cakes • hard of hearing

- 1 My gran would prefer a front row seat as she's
- 2 I don't believe the tickets cost €90 for the Madonna concert. That's

- 3 You should book your tickets well in advance, as they are selling like
- 4 I don't think that singer will be successful. She's a

Listening

7 a **IRINE** Listen to speakers A-F. Which of the statements below might each person say? There is one statement you don't need to use.

- 1 I enjoy most types of theatre performances.
- 2 Technology helps more people see world-class theatre cheaply and conveniently.
- 3 I don't mind paying a lot to watch a performance.
- 4 The theatre isn't really my cup of tea.
- 5 I'm a frequent theatre-goer.
- 6 I can't see the kind of performances I like in my town.
- 7 I find theatre tickets really expensive.

SPEAKER	A	B	C	D	E	F
STATEMENT						

b Which of the statements 1-7 do you agree with?

Say it right

Expressing opinions

8 a Choose the correct response. Listen and check.

- 1 A: What did you think of the ballet?
 B: a I didn't like it at all.
 b No thanks, it's not my kind of thing.
- 2 A: How was the concert last night?
 B: a It was absolutely fantastic!
 b That sounds good.
- 3 A: Did you enjoy the play?
 B: a Well, it wasn't bad!
 b It would be lovely.

b Ask and answer similar questions.

Passive Voice » Grammar Reference

- 1 Read the examples and complete the rules with: *to be*, *past participle*, *person*. Explain how the passive sentence is formed.

Active	<u>Hollywood</u> <u>makes</u> <u>2,000 films</u> <u>per year</u> .	S = SUBJECT V = VERB O = OBJECT A = AGENT
Passive	<u>2,000 films</u> <u>are made</u> <u>by Hollywood</u> <u>per year</u> .	
	S V A	

We use the Passive when we are more interested in the action than the 1) ___ or thing who does it. We form the Passive with the appropriate form of the verb 2) ___ and the 3) ___ of the main verb.

- 2 Read the examples (1-4) of the Passive in bold in the text. Which tenses are they in?

BFI London IMAX Cinema

This 500-seat cinema 1) **was opened** in 1999 and has been thrilling cinema audiences ever since with magnificent 3D* shows! Visitors to the cinema 2) **are promised** a unique experience. Lifelike 3D images projected onto the UK's biggest cinema screen make you feel as if you really 3) **are being chased** by hungry lions or transported a quarter of a million miles away to the moon! You will also experience exciting improvements that 4) **have been made** to the cinema, including fantastic opportunities to learn more about film and television!

Don't wait! Book tickets online for the ultimate cinema experience. You will be amazed!

* 3-dimensional



- 3 Choose the correct word. Explain your choices.

- The box office **sold/were sold** 15,000 tickets for the concert in an hour.
- In Shakespeare's *Romeo and Juliet*, two teenagers from rival families **fall/are fallen** in love.
- Millions of video games **have sold/have been sold** all over the world.
- The film **sets/is set** in England in the 18th century.
- The audience **applauded/were applauded** wildly at the end of the performance.
- Before 1927, films used to **make/be made** without sound.

- 4 a Read the examples. When do we use *by/with* to introduce the agent? When can we omit the agent?

► "Othello" **was written by** Shakespeare.
This dish **is made with** peppers.
The robber **was arrested last night by** the police.

- b Complete with *by* or *with* where necessary.

- This dish is made ___ four types of cheese.
- Mickey Mouse was created ___ Walt Disney.
- Lyn was given top marks for her essay ___ her teacher.
- His desk was covered ___ papers.

- 5 Rewrite sentences 1-6 in the passive. In which sentences can we omit the agent? Why?

- A newspaper journalist interviewed the cast after the opening night of the play.
► The cast **were interviewed by** ___
- The director asked Joy to say her lines with more feeling.

- 3 The Mayor will open the new theatre.
- 4 Lots of people visit Universal Studios every year.
- 5 The choreographer is teaching the singers how to dance.
- 6 They've just finished filming the new James Bond film.

Word formation

- 6 a Read the theory box, then use a dictionary to make compound adjectives from the words in the lists.

Forming compound adjectives

Compound adjectives are made up of two or more words and are usually written with hyphens between them. They are often formed like this:

- 1 adjective, noun, or numeral + noun + -ed
(grey-haired, two-faced)
- 2 adjective or adverb + past participle
(low-paid, well-behaved)
- 3 adjective, adverb or noun + present participle
(good-looking, long-lasting)

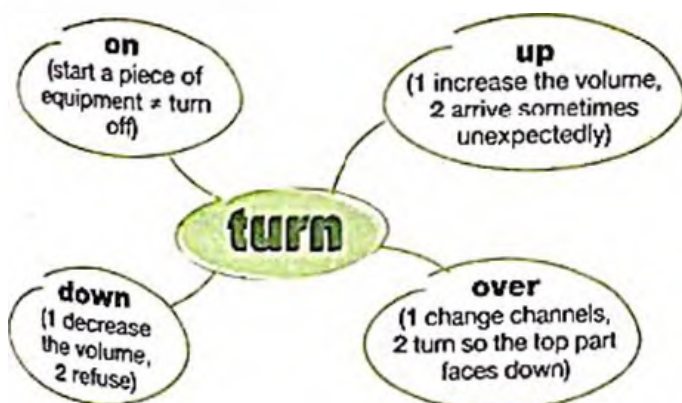
- | | |
|----------|-------------|
| 1 far | a consuming |
| 2 red | b fashioned |
| 3 record | c centred |
| 4 time | d fetched |
| 5 self | e breaking |
| 6 old | f blooded |

- b Use the adjectives in sentences.

▶ That story is too far-fetched to be true.

Phrasal verbs

- 7 Read the diagram, then fill in the gaps with the correct phrasal verb.



- 1 He the envelope and read the return address.
- 2 I'm sure Emily will his invitation.
- 3 Did Jack at the concert in the end?
- 4 the lights; they're too bright.
- 5 Let's the air conditioning. It's really hot.
- 6 the radio, Simon. It's too loud.
- 7 I can hardly hear the TV. Can you it ?
- 8 I don't like this programme. Can you it to the news, please?

Dependent prepositions

- 8 Use Appendix 1 to complete with: *with* or *for*. Then make sentences.

- 1 Moscow is famous its Bolshoi Theatre.
- 2 She impressed the audience her performance.
- 3 They mistook him Keanu Reeves and asked for his autograph.
- 4 She's popular teenagers.
- 5 He's got a reputation being very friendly.

Words often confused

- 9 Use your dictionaries to choose the correct word, then make a sentence with the other word.

- 1 The audience/group enjoyed the concert.
- 2 200 viewers/spectators came to watch the game.
- 3 Tom wants to act/play in the school play.
- 4 Moscow was the perfect set/setting for the film.

Key word transformations

- 10 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 The UK release of the film will be in May.
released The film UK in May.
- 2 Children need to be with an adult to get in.
accompanied Children can only get in if
 an adult.
- 3 Sarah was upset that John didn't come to the opera.
up Sarah was upset that John
 at the opera.
- 4 I recommend that you see that new musical!
have You really that new
 musical!
- 5 People say the special effects are great.
said The special effects great.

- 1 Listen to the music. What images come to mind? How is the music related to the picture and title of the book on p.128? What do you think the book is about? Read the biography, and check.

Gaston Leroux

(1868–1927)



was born in Paris. He studied law and graduated in 1889. He worked as a court reporter, theatre critic and journalist. He reported on the Russian Revolution of 1905. He began writing fiction in 1907. Leroux is best known for *The Phantom of the Opera* (1910). The novel was translated into English in 1911 and has been made into several films since then.

- 2 How are these names related to the Phantom? Listen and read to find out.

• Sorelli • Jammes • Giry

- 3 Read the text and choose the correct answer (A-D) for items 1-7.

- 1 Sorelli wanted to be left alone because ...

1 she was afraid of the ghost.
2 she was preparing to resign.
3 she was feeling confused.
4 she wanted to get a speech ready.

- 2 Sorelli's dressing room ...

1 was very disorganised.
2 was much nicer than the ballet girls'.
3 had no furniture.
4 had belonged to her mother.

- 3 Little Jammes ...

1 didn't believe in ghosts.
2 was sure that she had seen the ghost.
3 wasn't at all afraid.
4 couldn't speak about the ghost.

- 4 The ghost was ...

1 badly-dressed. 3 invisible.
2 silent. 4 friendly.

The PHANTOM of the OPERA



CHAPTER I IS IT THE GHOST?

It was the evening on which the managers of the Opera were giving a last gala performance to mark their retirement. Suddenly the dressing room of Sorelli, one of the principal dancers, was invaded by half-a-dozen young ladies of the ballet, who had come up from

- 5 The story of the ghost ...

1 spread rapidly among the ballet girls.
2 was ignored by the ballet girls.
3 was an issue from time to time.
4 was believed by everyone.

- 6 What effect did the ghost have on the opera?

1 Things went wrong during rehearsals and performances.
2 Men dressed like him to go to the Opera.
3 Dancers quarrelled and smacked the dressers.
4 The managers resigned.

- 7 The skin on the ghost's face is ...

1 loose and white. 3 tight and ugly.
2 healthy looking. 4 invisible.

the stage. They rushed in among great confusion, some laughing unnaturally, others crying in terror. Sorelli, who wished to be alone for a moment to go through the speech which she was going to make to the resigning managers, looked around angrily at the mad crowd. It was little Jammes – the girl with the upturned nose, the forget-me-not' eyes, the rose-red cheeks and the lily-white neck – who explained in a trembling voice:

"It's the ghost!" And she locked the door.

Sorelli's dressing room was decorated elegantly. A mirror, a sofa, a dressing table and a cupboard provided the necessary furniture. On the wall hung an engraving of her mother, who had known the glories of the old Opera. But it seemed a palace to the brats of the ballet, who in their dressing rooms, spent their time singing, quarrelling, smacking the dressers and hairdressers and buying one another drinks until the stage bell rang.

Sorelli was very superstitious. She shook when she heard little Jammes speak of the ghost, called her a "silly little fool" and then, as she was the first to believe in ghosts in general, and the Opera ghost in particular, at once asked for details:

"Have you seen him?"

"As plainly as I see you now!" said little Jammes, who dropped with a moan into a chair.

Then, little Giry — the girl with eyes black as plums, hair black as ink, a dark complexion and a poor little skin stretched over poor little bones — added:

"If that's the ghost, he's very ugly!"

"Oh, yes!" cried the chorus of ballet girls. The ghost had appeared to them in the shape of a gentleman in dress-clothes, who had suddenly stood before them in the passage, without their knowing where he came from. He seemed to have come straight through the wall.

"Rubbish!" said one of them. "You see the ghost

everywhere!"

And it was true. For several months, there had been nothing discussed at the Opera but this well-dressed ghost who stalked about the building, like a shadow, who spoke to nobody, to whom nobody dared speak and who vanished as soon as he was seen. Like a real ghost, he made no noise in walking. People began by laughing and making fun of this spectre dressed like a man of fashion or an undertaker; but the ghost legend soon grew to enormous proportions among the ballet dancers. All the girls pretended to have met this supernatural being. And those who laughed the loudest were not the most at ease. When he did not show himself, he betrayed his presence by causing accidents, for which everyone held him responsible. Whenever someone fell, or had a practical joke played on them, or lost something, it was at once the fault of the ghost.

After all, who had seen him? You meet so many well-dressed men at the Opera who are not ghosts. But his suit was peculiar. It covered a skeleton, the ballet girls said.

The chief stage designer had met the ghost on the little staircase which leads to the cellars. He had seen him for a second – for the ghost had fled – and claimed that:

"He is extraordinarily thin and his dress-coat hangs on a skeleton frame. His eyes are so deep that you can hardly see the fixed pupils. You just see two big black holes, as in a dead man's skull. His skin, which is stretched across his bones like a drum, is not white, but a nasty yellow. His nose is so little that you can't see it from the side; and the absence of that nose is a horrible thing to look at. All the hair he has is three or four long dark locks on his forehead and behind his ears."

' light blue flowers

4 a ✂ Match the highlighted words in the text with their meanings below.

1 relaxed 2 arguing 3 disappeared

4 trick 5 run away 6 clearly

7 walked in a stiff, angry way

b Explain the words in bold. You can use your dictionary.



c Explain the underlined phrases in the text in your own words.

5 Who/What is compared to: *flowers, plums, ink, a shadow, a drum?*

6 😊😊 How does the description of the Phantom differ from the picture? Discuss.

7 *Portfolio:* Imagine you are the Phantom. Write an account of your life in the theatre and what you see and do there.

Reviews

- 1   Match the texts (1-6) to the descriptions (A-G). There is one that you do not need to use. Which words helped you to decide?

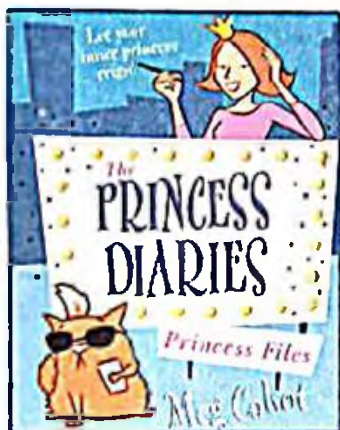
A BOOK REVIEW

B VIDEO GAME MESSAGE BOARD

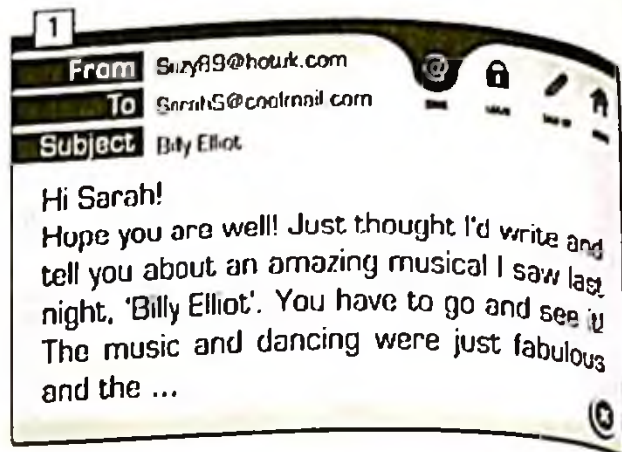
C FILM REVIEW D CD REVIEW

E BOOK BLURB

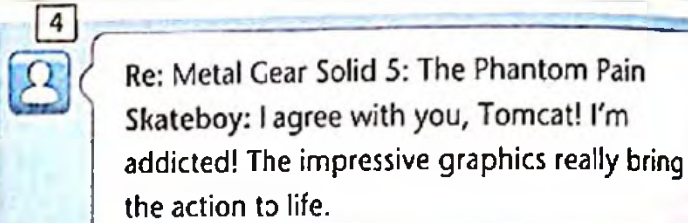
F EMAIL ABOUT A PERFORMANCE G TV GUIDE



Charming and clever, 'The Princess Diaries' is about an ordinary American teenager who suddenly discovers she's a princess! Meg Cabot's writing is highly entertaining. From the moment I started reading the first chapter, I couldn't put it down!



What a film! The sets and acting in *The Hunger Games* are absolutely fantastic and Jennifer Lawrence in particular gives a stunning performance as Katniss. A great film that keeps you watching till the end!
Rating: * * * * Don't miss it!



5 Pick of the Day: Sherlock

The mystery and suspense continues tonight at 9:30 on Channel 4 with the third episode of this outstanding series. Excellent character profiles and storytelling.

- 6 If you are a fan of pop music, you'll probably enjoy dancing along to these tracks, but for me, the lyrics were just far too repetitive and completely unoriginal.

- 2 Read the theory box and then answer the questions 1-4 about the texts (1-6).

- Reviews are short descriptions of TV programmes, plays, CDs, books, etc. They are normally found in newspapers, magazines, on the Internet or as part of a letter or email. They are written to inform readers and give an opinion about what is being reviewed. The style (formal, semi-formal or informal) depends on where the review is published and who will read it. Reviews include: an introduction, in

which we give some background details about the type of film and the setting; a main body where we give details about the plot, main characters and comment on various features (e.g. the acting); and a conclusion with a recommendation. Present tenses are normally used. A variety of adjectives can make the review more interesting.

- 1 Where might you see each review?
2 Who will read them?

- 3 What style are they written in? Why?
4 What tenses are used? Give reasons.

- 3 Read the film review below. Which paragraph mentions: *the plot? the name/type of film? the director? what the film's about? the writer's recommendation? the setting? the cast? the writer's overall opinion? the special effects?*

King Kong

- 1 *King Kong* is Peter Jackson's breathtaking remake of the classic 1933 film about a giant gorilla. It is an action adventure film set in New York City in the 1930s, and it won three Oscars.
- 2 The plot is both gripping and terrifying. A film-maker takes his cast and crew on a boat to explore a mystery island. When they get there, they meet unfriendly natives, dinosaurs and all kinds of huge animals and insects. Those who escape head back to New York with the captured Kong on board!
- 3 The acting is brilliant. The biggest star of the movie is obviously Kong himself, but Naomi Watts is extremely believable as the woman Kong falls in love with. Jack Black gives a spectacular performance as the ambitious film-maker. As for the special effects, they are absolutely fantastic!
- 4 All in all, *King Kong* is one of the best films I've seen in a long while. It's perhaps a little long at 3 hours 7 minutes, but apart from that it's an outstanding film. You shouldn't miss it!



- 4 Read the table below. Replace the adjectives in bold in the review in Ex. 3 (p. 130) with other appropriate ones from the table.

CHARACTERS

believable, entertaining, colourful,
(un)likeable, (un)convincing

PLOT

thrilling, gripping, moving, touching, exciting,
predictable, terrifying/horrifying, complicated,
tragic, dull, boring

ACTING/PERFORMANCE(S)

spectacular, brilliant, excellent, powerful,
superb, terrible, awful

WRITING/SCRIPT

original, realistic, simple, confusing, dull

SPECIAL EFFECTS/GRAPHICS

stunning, incredible, dreadful laughable,
(un)impressive, awful

SONGS/TRACKS/MUSIC/LYRICS

catchy, moving, (un)imaginative, (un)impressive,
repetitive, irritating, dull, terrible, depressing

- 5 Read the theory. Then, use adjectives from Ex. 4 with adverbs to make sentences about films/books/CDs/performances, etc that you know.

Adverbs can be used before adjectives to add emphasis. Not all adverbs and adjectives can be used together!

Adverbs such as **incredibly**, **extremely**, **very** describe gradable adjectives, (**enjoyable**, **moving** and **poor**) i.e. those that can be measured. Others, like **absolutely**, **totally**, **completely** describe non-gradable adjectives, (**perfect**, **magnificent**, **awful** and **amazing**) i.e. those that can't be measured.

Note: We don't say **incredibly/extremely/very perfect** (perfect means it can't get any better!)/**very magnificent/very great/very wonderful**

- ▶ *I really love the Harry Potter books as the plots are extremely gripping.*
I don't like One Direction's new CD because the lyrics are very ... etc.

Recommending

- 6 a Look at the recommendations below. Which are positive and which are negative? Which could be used to describe: *a book? a film? a CD? a performance? all four?*

Recommendations	
<ul style="list-style-type: none"> • Don't miss it! • It's a masterpiece. • It is well worth seeing/reading. • It's a must! 	<ul style="list-style-type: none"> • Wait until it comes out on DVD. • It's sure to be a box office hit/a huge success. • It's a highly entertaining read.
<ul style="list-style-type: none"> • This is one to avoid. • Don't bother with this one. • I wasn't at all impressed (with ...). • It's bound to be a huge flop! 	

- b What was the last book you read/CD you listened to/film you watched? Recommend it to your partner.

- 7 Read the CD review below. Imagine you have listened to this CD and you didn't like it. Replace the parts of the review in bold with negative adjectives/adverbs/recommendations. Compare with your partner.

Sweet Potatoes' Roots

Following the hugely successful album *Power, Energy*, the *Sweet Potatoes* fourth album, *Roots*, is brilliant! It includes a variety of music styles, such as pop, hip-hop, rap and funk and is by far their best CD! There are eleven tracks on the CD, each one more impressive than the last. The hit single, 'Don't Leave', has extremely catchy and original lyrics, as do the other dance tracks on the album. 'Do It' is sure to be an exciting club tune.

Don't miss this fantastic album!
It's sure to be a huge success!

Discuss & write

- 8 Choose any two of the following and write your answer (100-140 words).

- 1 • You have been asked to write a film review for your school magazine. Include:
- name/what type of film it is
 - what it's about
 - what the acting/special effects/etc are like
 - if you recommend it

- 2 • You have received the following email from an English pen-friend:


 @astroc
 Jimbo@gmail.com
 Wizzboy@mail.com

Hey Jim!

How's things? I've been looking for a good book to take on holiday with me. I know you like reading - got any suggestions? Thanks!

Matt

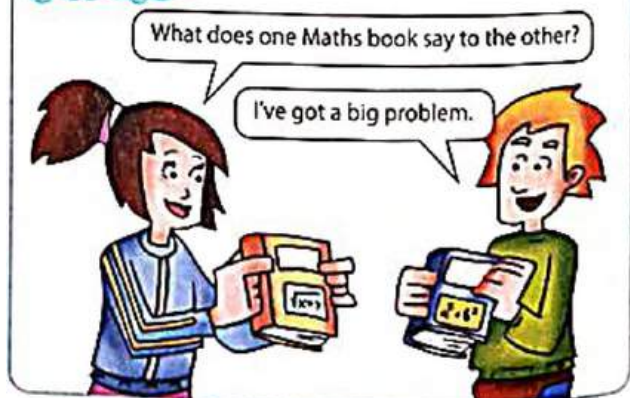
- Reply to Matt's email, recommending a good book to him. Include:

- name/author/type of book, etc
- plot
- characters
- recommendation

- 3 • You've just bought a new CD and you love it! Write a message for an Internet message board. Include:

- who the artist is/what type of music it is
- what it's like (tracks, lyrics, etc)
- why you like it/recommend it

Smile





Madame Tussauds

Where in the world can you bump into Princess Diana, meet David and Victoria Beckham, and gaze into Charlie Chaplin's eyes? Only at Madame Tussauds, the London landmark that's been pulling in the crowds since 1835. Getting up close and personal with **life-sized** wax models of the **1)** (fame) is a feature of many family holidays to the capital, and having a model of yourself in the museum has become a symbol of success for those who seek celebrity.

The story began in 1777 when Madame Tussaud learned the art of wax modelling from Dr Philippe Curtius while **2)** (work) as his housekeeper. Living in Paris, Tussaud's early models, which included Voltaire, Rousseau and Benjamin Franklin, were a great success, but when her exhibition moved to England in 1802, she was unable to return because of the Franco-English war. Eventually, the exhibition settled in London and it's been a major tourist **3)** (attract) ever since.

Madame Tussauds has many permanent exhibits, such as prime ministers, royalty and sports stars. For the **4)** (courage), there's the famous Chamber of Horrors to **explore**, showing criminals and their unpleasant ends! But there are also **state-of-the-art 5)** (interact) exhibitions, which change from month to month. A **6)** (select) of recent examples includes the Pirates of the Caribbean and Marvel Super Heroes. The good news is that you don't even have to go to London. There are now branches of Madame Tussauds in cities around the world, from New York to Hong Kong!



1 Look at the title of the text and the pictures. How are they related? Read through and check.

2 a **RINE** Use the words in brackets (1-6) in the correct form to complete the gaps. Compare with your partner.

b Listen and check your answers.

3 Read the words in bold. Choose three and mime their meanings.

4 Answer the questions.

- Where's Madame Tussauds?
- What can you see there?
- When/How it started?

Use your answers to give the class a short summary of the text.

5 Complete the sentences with *famous* or *popular*.

- 1 Chocolate is very with children.
- 2 David Beckham is a English footballer.
- 3 Leonardo Da Vinci, the artist, was left-handed.
- 4 Igor is very with his classmates.

6 **ICT Portfolio:** In groups, collect information about an attraction in your country using the Internet. Write an article about it. Include: *its name, location, what someone can see/do there, how it started*. End your article with a recommendation.

Modern Music Making

Music technology sounds complicated right? Well, it's not. Do you have an MP3 player, listen to digital radio or stream music online? Then you already use music technology every day.

Anyone can make music these days thanks to music software. It's easier than you might think. You don't need a professional recording studio or even any musical instruments any more. Smartphones and computers can run software and apps which allow you to write songs and create music wherever you are. One piece of music software you can use is a sequencer program. This is a useful tool that uses synthesised sounds. You can start with a basic beat or rhythm and then add sound effects and vocals to make music on your computer. Using MIDI¹ technology the computer plays it back so you can hear what it sounds like and then make any changes you want. It's a great way to try out new ideas and play around with a piece of music until you are happy with it. You can alter the pitch and speed, too. Notation software also uses MIDI technology. Rather than putting sounds together to make music, this allows

a more experienced musician to write the musical notes on the computer and play it back immediately as music with whatever instrument they choose. MIDI playback only gives an idea of what the piece will sound like on real instruments, but it is very helpful. Many modern composers for films and musicals use notation software. Mobile technology takes everything one step further. Now there are apps on mobile phones and tablets that you can use to make music. The great thing about this method of making music is that you can compose music on the go. By using sound recording software, you can record various sounds (such as a police siren or a train speeding past) while you are out and about with an MP3 recorder or your mobile. Then you can add keyboard and drum parts, guitar and vocal parts and then mix them all in a multi-track recorder. Music software allows amateur and professional musicians alike to explore ways of combining, looping and electronically processing sounds to create a unique piece of music. The possibilities are endless. Why don't you give it a try?

¹ Musical Instrument Digital Interface

1 Listen to the extracts (A, B). Which piece do you think is produced using music software? by actual instruments? How do they make you feel?

2 Listen to the text and decide if the following sentences (1-6) are true (T), false (F) or whether the text doesn't say (DS). Then explain the words in bold.

- 1 Most music is made in a recording studio.
- 2 Sequencer programs are the most popular type of music software.
- 3 Computers use MIDI technology to play music.
- 4 Notation software involves writing musical notes.
- 5 Mobile phones can record sounds from the real world.
- 6 Music software is only for professional musicians.

3 How has music technology changed music? Make notes, then tell your partner.

4 How does the text say the following?

- 1 test fresh thoughts
- 2 try different ways of organising something
- 3 offers basic version
- 4 take to the next level
- 5 while you are moving

5 Match to form collocations. Then use them in sentences of your own.

- | | |
|-------------|-----------|
| 1 digital | a effects |
| 2 recording | b beat |
| 3 useful | c radio |
| 4 basic | d studio |
| 5 sound | e tool |

6 Portfolio: Who's your favourite music producer/ composer? Write a short article about them. Include: where/when born, type of music, some of their works.

Paper

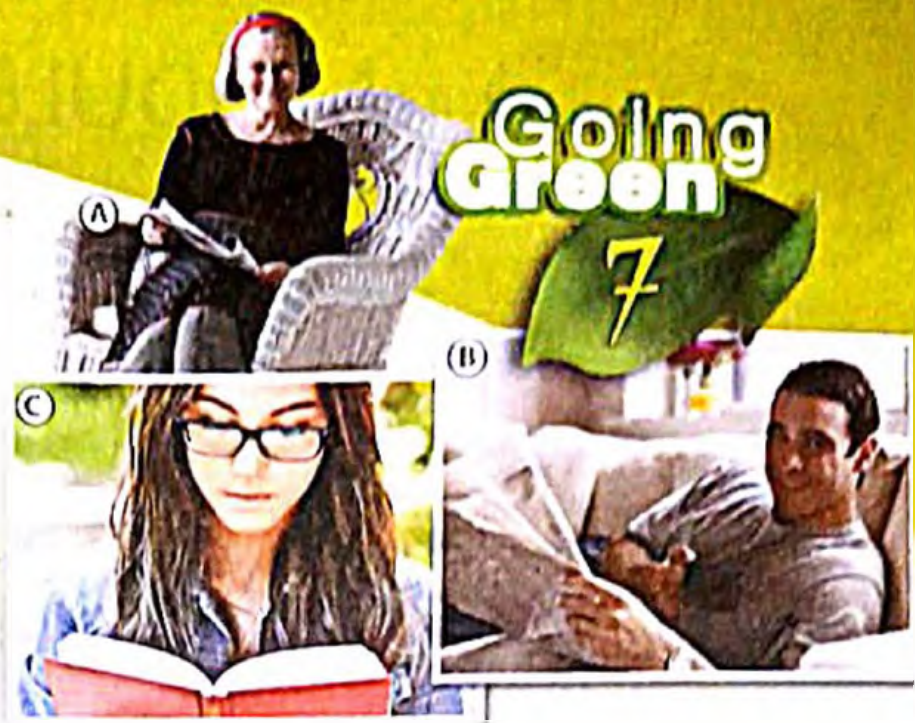
Paper is all around us. It helps 1) (we) communicate, create and illustrate. Our books, newspapers, magazines and posters are made from it. Paper can be glossy or matte, thin or thick. Most paper products 2) (make) from trees although paper can also be made from cloth or grass. But paper is also the number one material we throw away. In every 100 kg of household rubbish, we throw away, 39 kg of it is paper. Newspapers alone take up about 14% of landfill space.

How paper is made

After the trees have been harvested, they are taken to a paper factory. The bark and the roots are burned and used 3) (product) energy. The rest of the tree is washed and then chopped into small chips for pulping. Pulping is the chemical process that separates the wood fibres from lignin¹ and other wood parts. After pulping, paper is a light brown colour.

Recycled paper

Recycled paper is made from waste paper mixed with fresh wood pulp. Almost all paper can be recycled today. Waste paper must be sorted as some types such as cardboard boxes are 4) (hard) to recycle, compared to newspapers. Old newspapers are usually made into newsprint (the paper used in newspapers), egg cartons or paperboard. Unlike 5) (much) other recyclables, paper cannot be recycled over and over again, as the fibres eventually become too weak and short to be used again.



How to save paper

- Don't throw away magazines or newspapers immediately. Use them to clean the windows.
- Keep paper that is printed on one side only. The blank side can be used to scribble messages, shopping lists, etc.
- Share magazines and newspapers with friends or borrow 6) (they) from the library.
- Tear out pages from old magazines to line the shelves of a shoe cabinet, for example.
- Use old magazines to make confetti with a hole punch.
- Use paper from magazines to wrap things.
- Take any unwanted magazines to the 7) (near) recycling centre. 1,000 kg of paper made from recycled fibres conserves about 27,000 litres of water, 18-34 trees, over 4,000 kW² of electricity and 27 kg of air pollutants.

¹ a hard, tough substance that makes a tree stand up.

² kW = kilowatt

1 What are the people in the pictures A-C in the text reading? What are these objects made of? Where do we get this substance from?

2 a Look at the title and the headings in the text above. What is the text about? Read and check.

b Read the texts given above. Transform the words written in brackets to make them match grammatically with the contents of the texts. Then, listen, read and check.

3 a Read the text. Ask and answer comprehension questions. Then explain the highlighted words.

b Give two reasons why we need to recycle paper.

4 **Portfolio:** Imagine you work in a paper factory. Explain to visitors how paper is made and suggest ways to save paper. Use ideas from the text above. Record your presentation.

GREEN wisdom

A society is not defined by what it creates, but by what it refuses to destroy.

(John Sawhill, US environmentalist)

RINE Listening

You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 - True) which do not correspond (2 - False) and which are not given in the text, i.e. according to the text it is impossible to give a positive or a negative answer (3 - Not stated). Put the number of the chosen variant into the table. You will hear the recording twice.

- A Eva felt the film wasn't very good.
- B C.S. Lewis wrote fantasy books.
- C Lucas saw the film of *Moby Dick* by accident.
- D *Moby Dick* is set around 150 years ago.
- E Lucas thinks it is remarkable that *Moby Dick* never became a bestseller.
- F Andrew Lloyd Webber is a composer.
- G Eva has pet cats.

STATEMENT	A	B	C	D	E	F	G
ANSWER							



RINE Reading

Read the text and fill the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra. Put the numbers marking the corresponding parts of sentences into the table.

The Rite of Spring

We normally think of orchestral music as a respectable and civilised affair, but **A**! In 1913, the Russian composer Igor Stravinsky had a new piece of music for a ballet: *The Rite of Spring*. It was based on ancient Russian traditions and myths. The music was strange, accompanied by jerky dancing and extraordinary costumes.

Its premiere was on 29th May, in Paris. Tickets cost a lot, and the cream of French society had come for the opening night. However, as soon as performance started, members of the audience began shouting. Some thought the work was thrilling and original; **B** Reportedly, audience members punched each other, and threw objects at the musicians! The police were called and **C** There was no trouble on subsequent nights, but **D** the world's newspapers.

Looking back, some music historians think that the story was exaggerated, perhaps deliberately. Stravinsky probably benefited from the scandal, as **E** Either way, people wanted to listen to his music, and realised that he was writing fascinating new rhythms.

In 1940, the American cartoon maker Walt Disney used *The Rite of Spring* in his cartoon film, *Fantasia*. It brought Stravinsky's music to an even wider audience. Almost **F** *The Rite of Spring* as the most important piece of the 20th century. It is often performed today and is always very popular - with no riots!

- 1 ejected up to 40 people from the theatre
- 2 others that it was repetitive and unpleasant
- 3 every modern composer and music critic acknowledges
- 4 his later work was experimental and
- 5 it hasn't always been the case
- 6 his name became famous.
- 7 the news of the riot was soon all over

A	B	C	D	E	F



- 1 Dmitri Hvorostovsky, born 16th October, 1962, was a famous baritone opera — **SING** from Russia.
- 2 Hvorostovsky was born in Krasnoyarsk in Siberia. After graduating from teacher training college, he continued his ... at the **EDUCATE** Krasnoyarsk School of Arts under Jekatherina Yofel. He made his debut at Krasnoyarsk Opera House, in the role of Monterone in *Rigoletto*.
- 3 He was the first prize at both the **WIN** Russian Glinka Competition in 1987 and the Toulouse Singing competition in 1988.
- 4 Hvorostovsky came to international prominence in 1989 when he won the BBC Singer of the World competition in Cardiff, beating local Bryn Terfel. **FAVOUR**
- 5 He began preparing for concert recitals. **IMMEDIATE**
- 6 His opera debut in France was at the Nice Opera in 1989, and his first in American **PERFORM** operas was with the Chicago Lyric Opera in 1993.

RNE Use of English

Fill in the gaps (1-6) with the correct derivative of the words in bold on the right.

RNE Writing

Comment on one of the following statements:

1. True entertainment is an escape from reality.
2. Art is an expression of life.

What is your opinion? Do you agree with this statement?

Write 200-250 words. Use the following plan:

- make an introduction (state the problem paraphrasing the given statement)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

RNE Speaking

Study the advertisement.

Crampton Theatre
is proud to present
The Sun Rises in the West
an original play by the Shazam Theatre group
A play sure to please people of all ages!


Different show times on Saturdays and Sundays.
Tickets are available at the theatre.
Special prices for students and groups.
For more information, contact us at 7748625.

You are considering buying tickets to the show and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- type of play • start times and ticket prices
- the cast, crew and writer • discounts
- how to get there


You have 20 seconds to ask each question.

7 Progress Check

1  Complete with: *boring, unwind, reserved, audience, superstitious, released, legend, spectacular, miss, daylight.*

- 1 It's on TV tonight at 9 pm. You mustn't it.
- 2 The performance was Everyone enjoyed it.
- 3 My grandmother believes in ghosts. She's very
- 4 It doesn't take long for films to be on DVD these days.
- 5 The hip-hop concert was terrible. The hated it.
- 6 The tickets for the play were so expensive it felt like robbery.
- 7 After school she likes to by listening to music.
- 8 Most people think Elvis was a rock 'n' roll
- 9 He has ten seats for the show.
- 10 I couldn't finish reading that book.

(Points: $\frac{20}{10 \times 2}$)

2  Complete with: *theme, best, practical, soap, recording, fully, far, couch, special, ballet.*

- | | |
|------------------|-----------------|
| 1 opera | 6 effects |
| 2 tune | 7 booked |
| 3 potato | 8 dancers |
| 4 studio | 9 joke |
| 5 -fetched | 10 seller |

(Points: $\frac{20}{10 \times 2}$)

3 a  Complete with: *off, over, up, down.*


- 1 You need to turn on time at the cinema or you'll miss the start of the film.
- 2 I asked John to come to the cinema with me but he turned me
- 3 Turn the radio, please. It's too loud.
- 4 Please don't turn the computer when you finish, as Dad would like to use it.
- 5 Do you mind if I turn the TV ? I want to see what's on the other channels.

(Points: $\frac{10}{5 \times 2}$)

b  Complete with: *for or with.*


- 1 I wasn't very impressed Brad Pitt's performance.
- 2 Robert De Niro is most famous the film *Taxi Driver*.
- 3 I often mistake Sandra Bullock Julia Roberts.
- 4 Madonna is still popular teenagers.
- 5 Steven Spielberg has got a reputation being a great film-maker.

(Points: $\frac{10}{5 \times 2}$)

4  Choose the correct tense.

- 1 More films are watched/watch at home than in cinemas nowadays.
- 2 These seats are reserved/reserve for our special guests.
- 3 Older people especially enjoy/are enjoyed operas.
- 4 During the interval, ice cream will be/will available.
- 5 The *Phantom of the Opera* has staged/has been staged thousands of times.

(Points: $\frac{20}{5 \times 4}$)

5  Complete with: *Oh dear; let's hurry, Operas aren't really my cup of tea, It was fantastic, Yes, I'd love to, Well, let's see.*

- 1 A: Excuse me, but are there any seats left?
B:
- 2 A: I think we're going to be late.
B:!
- 3 A: Would you like to come to the cinema with us?
B:
- 4 A: Did you like the film?
B:
- 5 A: You don't seem interested.
B:

(Points: $\frac{20}{5 \times 4}$)

(My score: $\frac{100}{100}$)

Now I Can ...

- talk and write about forms of entertainment
- talk about types of performances
- make/accept/decline an invitation
- express opinions
- write reviews
- write about a tourist attraction in my country
- talk about electronic music
- explain how paper is made

... in English

Module 8

Technology

◆ Before you start ...

- What is your favourite film? Talk about it.
- What is your favourite form of entertainment? Why?

◆ Look at Module 8

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- an extract from a novel
- a timeline
- a pie chart

◆ Listen, read and talk about ...

- high-tech gadgets
- electronic equipment & problems
- inventions
- temperature
- alternative energy

◆ Learn how to ...

- report technical problems & respond
- make polite requests

◆ Practise ...

- reported speech
- reported questions
- relative clauses
- phrasal verbs: *bring*
- words often confused: *learned/taught, reason/cause, problem/trouble, discovered/invented*
- word formation: (*en-, -ise, -en*)

◆ Write/Give ...

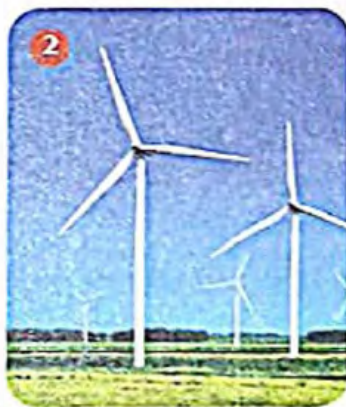
- an article about your favourite gadgets
- an email to your pen-friend about a faulty gadget you bought
- a short description of a journey forward in time
- an opinion essay
- a short text about an inventor

- short texts about different types of thermometers
- a two-minute talk on alternative energy

1



2



3



4




Vocabulary

High tech gadgets


- 1 a Look at the pictures. What does each item do? Which one(s) would you use to:

- 1 record your lessons at school?
- 2 tell the time?
- 3 send a picture message to a friend?
- 4 film a friend's birthday party?
- 5 listen to music?
- 6 send emails?
- 7 keep a record of your spending?
- 8 watch a film?
- 9 look up a friend's address?
- 10 edit your essay on the bus?
- 11 do some Internet research for a project?
- 12 show photos to your friends?
- 13 read a novel in the park?
- 14 find out the latest news?
- 15 play a video game?

- b  What kinds of high tech gadgets do you own, e.g. MP3 player, ebook reader, games console, smartphone, etc? What do you use them for?

- A: I've got a smartphone. I mainly use it to call and text my friends, or play games and surf the Net.
B: I've got a smartphone too, which I mainly use to call my parents and let them know where I am.

Reading

- 2  Look at the profiles of the three people in the article on p. 141. What interests and hobbies do they have? What gadgets do you think they couldn't live without? Listen, read and say.

3 things

I couldn't live without

digital video camera



laptop



MP3 player (iPod)

smartphone



tablet



3D Smart TV

ebook reader



games console



- 3 a Read the text again. Who (Andy, Tina or Sarah):
- 1 needs a particular gadget for his/her hobby?
 - 2 says there is only one device that is really necessary?
 - 3 isn't very keen on technology?
 - 4 uses a gadget to help with his/her studies?
 - 5 would feel disorganised without a particular gadget?
 - 6 feels embarrassed about something he/she likes?
 - 7 is allowed more freedom because of a gadget?
- b Who/What do the underlined pronouns in the article refer to?



Sarah Tyson (New Zealand), age 16, high school student, likes: shopping & friends

"I'm not really into computers, gadgets and things like that, but I have to admit I really can't imagine life without my iPod! It's amazing being able to store the whole of your music collection on one device. I like to listen to it when I'm walking to and from school. Also, I'd find it almost impossible to be without my mobile phone. I just couldn't organise my social life without **it**, and my parents only allow me to stay out late on Saturday if I keep calling **them**. They want to know where I am. I've just bought a digital camera with my birthday money. It's fantastic. I've taken so many photos of my friends. In fact, I'm even considering a career as a photographer."



Andy Cooper (UK), age 19, Physics student, likes: music & video games

"I'm a complete tech freak, so I really couldn't live without technology, but I can't say there are three things I couldn't live without! That's because my smartphone does everything. I guess no one these days can survive without their smartphone, but the more up-to-date someone is with the latest technological advances, the less they need any other gadget. Mine has got good high-speed mobile broadband, so I use **it** to access the internet all the time, to review the lecture notes my professors put online, to check up on social networks, or to watch films or listen to music. My hometown is quite far from my university, so on the bus journey it's really handy being able to put on my headphones and enjoy all those entertainment options. Of course, my complete music collection is stored on it, and I've also got a pretty good quality camera, so that's taken care of, too. I'm a bit ashamed to admit **it**, but there is one other device I couldn't live without, though. I'm totally hooked on my PlayStation 4."

I know I'm getting a bit old for computer games, but I'm still very keen on **it**. I can play for hours.



Tina Appleby (USA), age 33, accountant, likes: cinema & photography

What technology couldn't I live without? Well, my phone, of course, but I don't want to talk about that because I'm sure everyone else has. I only really use my phone for communication: calls, texts, email and social networking. As a professional, it goes without saying that I depend on my laptop and tablet, especially when I'm on the move. I'm not a naturally organised person, so my tablet in particular really helps me out, to the extent that I would feel quite lost without **it**! I use it like a diary. I've got my schedule in there, my clients' profiles, current files I'm working on actively, everything I need in the course of a day. My laptop I use at home and at my office; **it** is almost more of a storage device. I keep all my files backed up on there, and create documents of course because of the comfortable keyboard.

Apart from work, I've always had a passion for photography, so my absolute favourite gadget at the moment is my new digital video camera. I'm having so much fun learning to make my own short films. I edit **them** using software on my laptop. **It's** a great pastime.

4 a Match the highlighted words to the words/phrases below. Then use each one of the highlighted words in a sentence of your own.

- convenient other than to the point travelling
interested in alter addicted to thinking about

b Explain the words/phrases in bold.

Speaking

5 Work in groups of four. Take the roles of an interviewer and the people in the text. Conduct an interview about their favourite gadgets.

Writing

6 **Portfolio:** Write an article about your favourite gadgets to be published in the school magazine. Write: *what three things you couldn't live without, what they do, why you couldn't live without them.* Use the texts as a model.

Words of Wisdom


Technological progress has merely provided us with more efficient means for going backwards.

(Aldous Huxley, English author)

Vocabulary

Electronic equipment & problems


1

a  Match the problems (1-6) with the objects.

- 1 The paper is jammed.
- 2 The signal is poor.
- 3 The viewfinder is cracked.
- 4 The headphones are missing.
- 5 There is a virus on my hard drive.
- 6 The lens is scratched.



smart phone

b  Think of any electronic equipment you/your family have had problems with. What was the problem? How did you solve it?

- ▶ A: I once dropped my mobile phone and the screen cracked, so I had to buy a new one.
B: My dad's computer printer recently broke ...



Reading

2

a The sentences (A-F) below are from a dialogue between two people. Where do you think the dialogue takes place? What is it about?

- A Oh no ... I'm going on holiday in three weeks.
B No, it's fully charged.
C Oh, that's good. I've got my guarantee certificate here. How long do you think it will take?
D Well, when I press the 'on' button, the LCD¹ screen turns on but it stays blank.
E Yes, I bought this digital video camera from here a few months ago and now it's not working properly.
F Oh, right. How much will that cost?

¹ liquid crystal display

b   Complete the dialogue with the sentences A-F. Listen, read and check. Explain the words in bold.



digital video camera



laptop

digital camera



printer




MP3 player

c  Read the dialogue aloud.

- Shop assistant: Good morning, can I help you?
Customer: 1)
- Shop assistant: Right. What seems to be the problem?
Customer: 2)
- Shop assistant: Hmm ... perhaps the battery is flat?
Customer: 3)
- Shop assistant: Well, let's try a new one, just in case. Maybe there's a problem with your charger. Just a moment, ... no, it still won't show anything. OK, well, we'll have to send it away to be repaired.
Customer: 4)
- Shop assistant: Well, the product is still under guarantee so provided you have your receipt it will be repaired free of charge.
Customer: 5)
- Shop assistant: Well, we have to send it away to the manufacturer so it could take anything up to three weeks.
Customer: 6)
- Shop assistant: Well, give us a call in two weeks and hopefully it will be ready by then!

Everyday English

Reporting technical problems, responding

- 3  Use the language in the box and the vocabulary in Ex. 1 to act out exchanges, as in the example.
- 4 *There seems to be a problem with this digital camera. The viewfinder is cracked. Could I get a replacement please?*
- 5 *Yes of course. Let me see if we have another one in stock.*


Reporting problems/ requesting action

- I've got/There seems to be a problem with this ...
- I think there's sth wrong with the ...
- The ... is missing/broken, etc
- Could I exchange it .../ get it repaired/get a replacement, please?

Responding

- What's the problem?
- Let me see if we have one in stock.
- Let me have a look at it.
- Yes, of course.
- I'm afraid we'll have to send it away to be repaired.



Listening

- 4  Listen to the speakers. For questions 1-4, choose A, B or C.

- You will hear a boy talking about which mobile phone to buy. What does he want it to be like?
 - To look good and have a radio
 - To have a radio and a camera
 - To look good, have a camera and a radio.
- You will hear a woman talking to her friend. What is she talking about?
 - Her radio
 - Her camera
 - Her mobile phone
- You will hear a recorded message. What is the caller being asked to do?
 - Hold the line
 - Call back later
 - Leave their name and number
- You will hear a teenager talking to his friend. What annoyed him about the shop?
 - The high prices
 - The bad service
 - The poor quality of the goods

Say it right



Polite requests

- 5 a  Choose the correct response. Listen and check.
- Would it be at all possible to speak to the manager?
 - Yes, just a moment, please.
 - Yes, he doesn't mind.
 - Would you mind seeing if you've got another one in stock?
 - Yes, I think so
 - No, of course not.
 - Do you think I could exchange it for another one?
 - That's no problem at all.
 - Yes I can.
- b  Use the ideas below and the phrases to practise polite requests.

- I/have a bigger bag? Would you mind ...?
- you/mend this for me? Do you think ...?
- you/help me fix my car? Would it be
- you/give me a hand for a minute? possible ...?


- ▶ A: *Do you think I could have a bigger bag?*
 B: *Yes, just a moment, please.*

Idioms

- 6   Use the words in the box to complete the idioms.

works drawing board
 microscope rocket right

- Before I bought my new computer I really put it under the
- John wasn't able to fix my computer so it's back to the
- I read in a computer magazine today that a new generation of software is in the
- I'll buy a new iPod[®] if the price is
- Designing your own computer games is easy. It's not science.

- 7  **Portfolio:** You recently bought a new piece of electronic equipment, but it had a problem. Write an email to your English pen-friend telling him about it. Mention: *when you bought it, the problem you had with it, what you did.*

8c

Grammar in Use

Reported speech » Grammar Reference

- 1 a Read the text. Where might you see it? Is the language formal or informal?

Students at St Hilda's Secondary School in Riverbank said yesterday that they were extremely upset and were planning to hand in a petition to the Local Education Authority. They said the LEA had not kept its promise to give the school £50,000 to set up a much-needed computer centre.

Students told reporter Mike Standard, 'The LEA told us not to worry and to wait until January. They said that they would hand over the cheque then. It's now May and there's still no sign of it yet!'

Mike Standard asked the students if their school was the only one in the area without their money. They said that Smithson Secondary just along the road had received £50,000 in January so the students at St Hilda's couldn't understand why they hadn't received anything yet.

- b Complete the table below with verb forms from the text. How do the tenses and pronouns change in reported speech? Which reporting verbs are used?

Direct Statements	Reported Statements
'We are extremely upset.'	Students said that they 1) extremely upset.
'We are planning to hand in a petition.'	They said they 2) to hand in a petition.
'The LEA has not kept its promise.'	They said that the LEA 3) its promise.
'Smithson Secondary received their £50,000 in January.'	They said that Smithson Secondary 4) their £50,000 in January.
'We can't understand why we haven't received ours yet.'	The students said they 5) understand why they 6) theirs yet.
Direct Orders/Commands	Reported Orders/Commands
'Wait until January.'	They told us 7) until January.
'Don't worry.'	The LEA told us 8)

Note: *said (that), told me/him/her etc (that)*
this → that, now → then, tonight → that night, yesterday → the day before

Reported questions


- 2 Read the examples. How do we report wh- questions/direct questions? How do tenses change?

Can I borrow your laptop?

► She asked if/whether she could borrow my laptop.

When did you get your new mobile?

► He asked me when I had got my new mobile.

- 3  What did each speaker say? Use *said, told or asked*.

- I haven't had a letter from Helen since May. (he)
► He said (that) he hadn't had a letter from Helen since May.
- I'll buy you an MP3 player for your birthday. (he)
- Don't buy useless gadgets. (my parents)
- I'm so depressed because I failed the exam. (she)
- Where did you buy your laptop? (she)
- You must hand your essays in by Friday. (the teacher)
- Someone broke into my car and stole my stereo. (he)
- The children are making too much noise. (she)
- Remember to call me later. (Tom)
- Can you help me with this exercise? (Sally)
- How much did Mark pay for his new TV? (Jim)
- Take the faulty radio back to the shop. (my dad)

GAME

Play in teams. One team says a sentence in direct speech, the other says the same sentence in reported speech.

Relative clauses ▶▶ Grammar Reference

- 4 a Read the theory box. Which clause can we omit without changing the meaning of the main sentence?

Defining relative clauses give necessary information essential to the meaning of the sentence.
Non-defining relative clauses give extra information that is not essential to the sentence. The clause is written between commas: ▶ Judy, who owns the shop is really friendly.

- b Join the sentences using *who, which, whose, when, where* (where possible). Which are defining relative clauses (D) and which are non-defining (ND)?

- Brian lives next door. He is a graphic designer.
- The shop sells really up-to-date products. I bought my DVD player there.
- I've just bought a book. It's about inventions.
- Ben is studying electronics. His father is a software designer.
- Rachel won the Businesswoman of the Year Award. She originally trained as a teacher.
- I live in the centre of the city. It is very noisy.

Phrasal verbs

- 5 Complete sentences 1-4 with the correct form of one of the phrasal verbs.



- He the tools he had borrowed from me yesterday.
- Recent advances in technology have great changes in our lives.
- I was in Delaware in the USA.
- You look upset – what that ?

Words often confused

- 6 Find the correct word. Check in your dictionary, then make a sentence with the other word.

- He learned/taught me how to use this new program.
- The reason/cause of the power cut was a short circuit.
- I had problem/trouble with my camera.
- Edison discovered/invented the light bulb.

Dependent prepositions

- 7 Complete with: *at, in, under, out of, on*. Check in Appendix 1.

- first, he wasn't good on a computer, but the end he became an expert.
- He doesn't work well pressure.
- The lift is order again.
- John is the phone. He wants to talk to you.

Word formation

- 8 Read the theory box, then complete the verbs in the email.

Forming verbs

We can use *en-/ise/-en* with nouns or adjectives to make verbs. ▶ *large – enlarge, computer – computerise, short – shorten*

To:

Dear Staff,

We, the management, wish to inform all staff that in order to 1) (tight) security, 2) (sure) the safety of customer data and 3) (wide) our customer portfolio, we now need to 4) (computer) all records. This will 5) (able) technicians and support staff to access customer accounts and respond to technical problems much faster.

We thank you for your patience and support during the changeover.

Dave Hunter (Technical Manager)

Key word transformations

- 9 Complete the second sentence so that it means the same as the first. Use the words in bold. Use two to five words.

- 'Don't drive the car,' Mark said to me.
told Mark the car.
- 'Where are you going tonight?' he asked me.
was He asked that night.
- My twenty-one-year-old sister is in Spain.
who My sister, in Spain.
- A new but expensive restaurant opened last week.
which The new restaurant is expensive.
- Dublin is a great city with a population of one million.
which Dublin, one million, is a great city.

- 1 Look at the picture and the title of the extract. What might the book be about? Is it fiction or non-fiction? Read the biography and check.

H. G. Wells
(1866 – 1946)



was an English novelist, journalist, sociologist and historian, who is best known for his science-fiction novels such as *The Island of Doctor Moreau* (1896), *The Invisible Man* (1897) and *The War of the Worlds* (1898).

The Time Machine (1895) which was his first novel, was so popular that it has been made into two successful films. The novel is about a young scientist, Alexander Hartdegen, who invents a time machine and devotes his life to travelling through time. Wells' attention to detail makes his work seem believable even today.

- 2 a Read the first sentence of each paragraph. What do you think the extract is about? Who is speaking?

- b Read the first paragraph. What problems did the narrator have with the Time Machine? How did he fix them?

- 3    Read the extract and fill in the gaps A-F with the phrases 1-7 below. There is one extra phrase. Listen, read and check.

- 1 but I was already going too fast to be conscious of any moving things
- 2 and I saw the sun hopping swiftly across the sky
- 3 followed by the bright, brief green of spring
- 4 and went off with a thud
- 5 so that it was not complete until this morning
- 6 a splendid luminous colour like that of early twilight
- 7 but to me she seemed to shoot across the room like a rocket

The Time Machine

▶ 'I told some of you last Thursday about the principles of the Time Machine, and showed you the actual thing itself, incomplete in the workshop. There it is now, a little travel-worn, truly; and one of the ivory bars is cracked, and a brass rail bent, but the rest of it is sound enough. I expected to finish it on Friday, but on Friday, when the putting together was nearly done, I found that one of the nickel bars was exactly one inch¹ too short, and this I had to get remade. A It was at ten o'clock today that the first Time Machine ever began its career. I gave it a last tap, tried all the screws again, put one more drop of oil on the quartz rod, and sat myself in the saddle. I took the starting lever in one hand and the stopping one in the other, pressed the first, and almost immediately the second. I felt unsteady, then a nightmare sensation of falling but, looking round, I saw the laboratory exactly as before. Had anything happened? For a moment I suspected that my intellect had tricked me. Then I noted the clock. A moment before, as it seemed, it had been a minute or so past ten; now it was nearly half past three!

▶ I drew a breath, set my teeth, gripped the starting lever with both hands, B The laboratory went hazy and then dark. Mrs Watchett came in and walked, apparently without seeing me, towards the garden door. I suppose it took her a minute or so to cross the place, C I pushed the lever to full power. The night came like the turning out of a lamp, and in another moment came tomorrow. The laboratory grew faint and hazy, then fainter and ever fainter. Tomorrow night came



black, then day again, night again, day again, still faster and faster. A **whirling murmur filled my ears**, 35 and a **strange confusedness descended on my mind**.

▶ I am afraid I cannot convey the peculiar sensations of time travelling. They are excessively unpleasant. There is a feeling exactly like that one has upon a switchback² – of a helpless headlong 40 motion! I felt the same horrible anticipation, too, of an imminent smash. As I increased speed, night followed day like the flapping of a black wing. The dim outline of the laboratory seemed presently to fall away from me. D , leaping it every minute, 45 and every minute marking a day. I supposed the laboratory had been destroyed and I had come into the open air. I had a dim impression of scaffolding. E The slowest snail that ever crawled dashed by too fast for me. The twinkling 50 succession of darkness and light was excessively painful to the eye. Then, in the darkness, I saw the moon spinning swiftly through her quarters from new to full, and had a faint glimpse of the circling stars. As I went on, still gaining speed, the 55 appearance of night and day merged into one continuous greyness; the sky took on a wonderful deepness of blue. F ; the sun became a streak of fire, a brilliant arch, in space; the moon a fainter changing band, and I could see nothing of the stars 60 except a brighter circle flickering in the blue now and then.

¹ inch: a unit of length (2.54 cm)

² switchback: a sharp bend in a road, so that it goes from one direction to the opposite; seen on steep slopes

4 ✎ Match the highlighted words in the text with their meanings (1-10). Use each one in a sentence of your own.

1 joined together 2 ran quickly 3 difficult to see
4 foggy 5 make known 6 breathed 7 in good condition
8 expectation that something will happen 9 continuous low sound 10 about to happen

5 a Use a dictionary to explain the words/expressions in bold. Choose three and mime/draw their meanings.

b Explain the underlined phrases in your own words.

study skills

Understanding similes/metaphors

Imagery is the use of language that appeals to the senses. When writing, include words that help the reader see, hear, smell, taste and feel what you are describing. This can be achieved by using similes (using *as* or *like* to compare two things, e.g. *The deer ran like the wind*) and metaphors (comparing two similar things to make us see the similarity between them, e.g. *She is a mouse = quiet*). These techniques help us to visualise and understand better what a writer is describing.

6 😊😊 Find similes/metaphors used in the text to describe movement and speed. Compare with another pair.



▶ ... she seemed to shoot across the room like a rocket (G).

7 😊😊 Find examples of words which help the reader see, hear, smell, taste or feel what the author is describing.

8 😊😊 Read the extract, then put the events in the order they happened. Check with a partner. Use your plotline to give your partner a summary of the extract.

9 Portfolio: Imagine that you have just been on a journey in a time machine. Write a short description of your journey (100-120 words).

Opinion essays

- 1   Match each of the statements (A-C) with a reason (1-3). Which do you: *agree with?* *disagree with?* What other reasons can you think of? Can you think of any opposing viewpoints?


A BAN MOBILE PHONES IN SCHOOLS!

B TECHNOLOGY DESTROYS JOBS!

C PUT MORE COMPUTERS IN SCHOOLS!

- 1 Technology is a part of modern life and children need to be familiar with it from an early age.
- 2 Fewer and fewer people are needed as more and more tasks are carried out by machines.
- 3 They cause disturbances in class.

- 2 a Read the theory box.

 An **opinion essay** presents our personal opinion on a particular topic.

An opinion essay should contain:

- a) an **introduction**, in which we introduce the subject and state our opinion clearly.
- b) a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples) and including a paragraph giving the opposing viewpoint.
- c) a **conclusion** in which we state our opinion using different words.

Opinion essays also have a title and are normally written in a formal style. They can be found in the form of newspaper/magazine articles, school assignments etc.

- b   Read the rubric.


- What type of text would you write?
- Who would read it?
- What style would you write it in?
- Which tenses would you use?
- What points might you make? Read the essay and check.

- Your school newspaper is asking readers to write an article giving their opinion on the following statement:
- "Students should not be allowed to bring their mobile phones to school."

Mobile Phones in Schools



- 1 For several years now, schools have debated whether or not pupils should be allowed to bring their mobile phones to school. While there are some good reasons for students having mobiles at school, others feel they cause more harm than good.
- 2 I believe that students should hand in their mobile phones when they arrive at the school gates. Firstly, mobile phones can be a serious distraction in classrooms. It is impossible for teachers and students to focus on classwork if there are phones ringing or vibrating. Even worse is when students secretly play games or check social media during lessons! Furthermore, by carrying around a valuable smartphone, a student can put themselves at risk. For example, the phone may be stolen or taken with threats of violence.
- 3 On the other hand, some people say that mobile phones are an essential part of a modern person's life, and it is unfair to take them away. Moreover, parents may wish to be able to get in touch with their child in an emergency.
- 4 However, the school environment is not meant to be the same as the rest of a person's life, but a place of concentration and safety. In addition, if parents need to speak to their children in an emergency, they can telephone the school itself.
- 5 All in all, mobiles in schools can be beneficial to a certain extent. Nevertheless, it seems to me that they are an unnecessary distraction in class and a potential cause of crime, and should be used only before and after school.


3 a  Match the paragraphs (1-5) in the text on p. 148 to the correct descriptions (A-E) below.

- A Restate your opinion
- B Introduce the topic
- C Introduce opinion, viewpoints & reasons, examples
- D Opposing viewpoint(s), reasons, examples
- E Viewpoint & reasons, examples against opposing viewpoint(s)

b What is the writer's opinion? Which paragraph(s) show(s) this?

4 Find the topic sentences in paragraphs 2-5 of the essay on p. 148. What supporting reasons/examples does the writer give?

Linkers


5 a  Put the linking words below in the correct place in the table.

firstly, in addition, also, to sum up, nonetheless, although, as a result, to begin with, in contrast, for instance, all things considered, such as, apart from, in particular, furthermore, for example, because, for one thing, lastly, secondly, while, what is more, all in all, since, therefore, however, moreover, on the other hand

To list points:	> firstly ...
To add more points:	
To introduce opposing viewpoints:	
To introduce examples/reasons:	
To conclude:	

b Which linking words/phrases the writer has used in the essay on p. 148? Suggest alternatives.

Beginnings & endings

6  Read extracts 1-4 at the top of p. 149. Which are beginnings and which are endings? Which of the techniques (A-C) below have been used in each?

- A Addressing the reader directly
- B Asking a rhetorical question
- C Using direct speech/a quotation

[1] All things considered, it seems to me that we place too much emphasis on technological achievement in our educational systems. Wouldn't it be awful if more traditional lessons were totally removed from the curriculum?

[2] You get on the bus just wanting to enjoy a relaxing journey before your busy day, but all you can hear around you are silly ringtones and loud conversations on mobile phones. Does this sound familiar? To my mind, the best solution to this would be to totally ban the use of mobile phones on public transport.

[3] To sum up, while I agree that technology is taking over our lives to a certain extent, in my opinion humans will never be replaced by machines completely. As Elbert Hubbard once said, "One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."

[4] George Orwell once said, "Men are only as good as their technical development allows them to be." It seems to me that this supports the argument that a good knowledge of technology is now essential for success in the world of work.

study skills

Deciding on your opinion

Before you write an opinion essay, decide how you feel about the issue. Do you strongly/partly agree/disagree? Do you accept both sides of the argument? This will affect the way you structure your essay.

7 What is the writer's opinion in each extract (1-4) in Ex. 6? What phrases do they use to express their opinion? Suggest alternatives from the box below.

Expressing opinions

- My opinion is that ...
- I (strongly) believe
- I (completely) agree/disagree that ...
- I agree/disagree to a certain extent that ...
- In my opinion/view, ...
- The way I see it, ...
- It seems to me that ...
- To my mind, ...
- I (do not) agree that ...
- As far as I am concerned, ...
- I am totally against ...

8 Read the statement.



Computers have greatly improved our quality of life.

Decide on your opinion and write a suitable beginning and ending for an essay based on it. Try to include one or more of the techniques from Ex. 6. Ask a partner to check your work.

9 a Read the rubric, then match the viewpoints (A-C) to the reasons/examples (1-6). Which of the viewpoints agree/disagree with the statement in the rubric?

- You have had a class discussion on the following:
There should be more ICT and fewer Art and Music lessons in schools.*
- Now write an essay expressing your opinion and giving reasons for your point of view.

* ICT = Information and Communication Technology

Viewpoints/Topic sentences

- A ICT is more useful in life than Art and Music.
- B ICT skills are essential for students' future careers.
- C There is more to life than technology.

Reasons/Examples

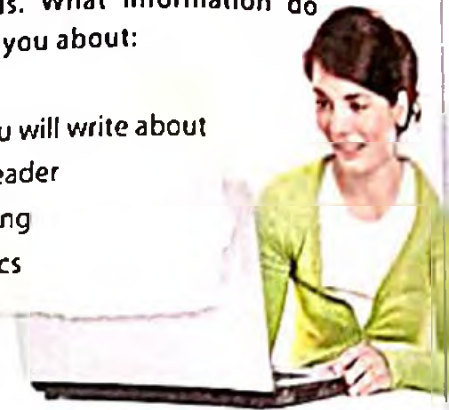
- 1 Subjects such as Art and Music help to develop balanced individuals.
- 2 Technology will continue to advance and we will become increasingly dependent on computers.
- 3 Art and Music have little or no practical use.
- 4 ICT skills are one of the basic requirements for employment in any company these days.
- 5 A knowledge of ICT is essential for many everyday tasks such as using the Internet to compare prices of products or shop online.
- 6 Art and Music encourage creativity and imagination.

- b Choose a topic sentence (A-C) and write a paragraph. Exchange with a partner and compare.

Discuss & write

10 a Read the rubrics below and find the key words. What information do they give you about:

- the situation you will write about
- the imaginary reader
- the style of writing
- the specific topics



- 1 : Your school has been using laptops for classwork for the past year. Another school is thinking of introducing computers to its classrooms too. Write an article for their school newspaper, giving your opinion and reasons/examples (120-180 words).
- 2 : A local newspaper has asked for opinions on the following statement:
We no longer need libraries – we can just download books from the Internet.
Write an essay for the newspaper, stating your opinion and giving reasons and examples (120-180 words).

- b Choose one of the topics and follow the steps to write your essay.

Step 1: Think of ideas.

Step 2: Organise your ideas in a chart, i.e. viewpoint 1 – examples/reasons, etc.

Step 3: Think of a title and topic sentences.

Step 4: Write your essay.



Smile



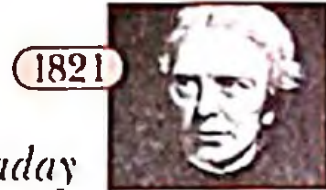
a Read the advert below. What new invention is it advertising? What does it claim that it can do?

b Can you guess when it was invented? By whom? Look at the timeline on the right and check.



'...The Baird Company presents to the public the very latest marvel – Television – the science of seeing through wire and wireless. It is amazing that a person sitting before the Baird transmitter can be seen thousands of miles away. Not a photograph, but an actual moving image of the subject can be seen and heard in any home fitted with the Baird "Televisor" receiving apparatus.'

THE BEST OF BRITISH INVENTIONS



Michael Faraday

is the inventor of the electric motor. Without this, we 1) the technological appliances we take for granted today. Faraday's face used to be on the British twenty pound note from 1991 to 2001.

not have



George Stephenson

designed a steam train locomotive called the 'Rocket'. It was a great success and 2) the growth of railways, which played a very important part in the Industrial Revolution in the late 18th and early 19th centuries. Many of the items we use today were invented during that time.

encourage



Charles Babbage

3) by most to be the 'Father of Computing'. By 1834, he 4) the 'analytical engine' which established the basic principles of computing. Although he never completed any of 5) machines, his detailed drawings were used to build a model of his Difference Engine No. 2 at the London Science Museum. It was completed in 1991, and it performed mathematical calculations very accurately.

consider invent

he



John Logie Baird

worked hard 6) the first real television images, a dream of many scientists for decades before. His first 'TV set' could be made from everyday objects such as a biscuit tin, cardboard and string! 7) others took Baird's ideas and slowly developed TV as we know it today.



transmit


late



2 **RINE** Read the timeline and complete the gaps (1-7) with the correct form of the words at the end of the line. Listen and check.

3 Explain the words/phrases in bold. Then use the timeline to present these British inventors to the class.

4 **ICT** **Portfolio**: Collect information about an inventor from your country using the Internet. Write a short text. Write: • name of person • what his/her job was • what he/she invented and when (40-60 words).

1   What is the difference between heat and temperature? Discuss. Listen and read text A and check your answers.

2 a  Think of two questions you can ask about thermometers. Listen to text B and see if you can answer your questions.



b   Read text B and decide if sentences a-d are T (true) or F (false). Compare with your partner. Explain the words in bold.


- a Thermometers measure heat.
- b Mercury becomes bigger when it is cooled.
- c The Celsius scale was invented before the Fahrenheit scale.
- d The boiling point of water on the Fahrenheit scale is 212°F.

3   Make statements using the two scales.

	°F	°C
Water boils	212	100
Room temperature	72	23
Water freezes	32	0
Absolute zero	-459	-273

► Water boils at 100°C or 212°F.

4 a   Ask and answer questions based on the texts.

b  Imagine that you are preparing a project with your friend. You have found some interesting material for the project and you want to read text B to your friend. You have 1.5 minutes to read the text silently, then be ready to read it aloud. You will not have more than 1.5 minutes to read it.

A Heating things up!

Temperature

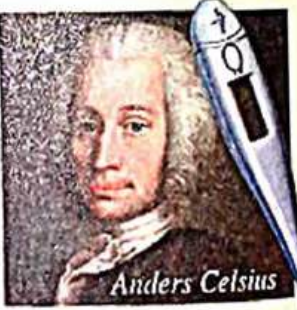

Everyone understands temperature. We all can tell the difference between a sunny summer day and an icy winter day. We realise when our tea is the right temperature to drink or when it will burn our tongue. Yet, temperature is hard to define. What, exactly is it? A simple way to define temperature is to say that it is the number that you read on a thermometer. But what is the thermometer measuring? A more complicated answer is that a thermometer measures the average kinetic energy of a substance or an environment. In other words, it is measuring how fast the molecules that make up the substance are moving. A higher temperature means the molecules are moving more quickly.

Heat

But isn't heat the same as temperature? Well, no. Actually, heat is energy. It is measured in joules. When we feel that something is hot or cold, we feel the transfer of energy from a hot object to a colder object. This transfer of energy from hot to cold goes on all the time; this is why a cup of tea sitting on a table cools, and why the ice in a glass of water melts.

Heat Vs Temperature

Although heat and temperature are not the same, they are related. If you add energy to a substance in the form of heat, the temperature of the substance usually goes up. But sometimes the state of the substance changes, for example ice melts and water boils. We can see the difference between heat and temperature if we think of a pot of water on the cooker. If you heat a little bit of water, it boils quickly; but if you heat a full pot of water, it takes longer to boil. Both pots of water boil at the same temperature, but the full pot requires a lot more heat to reach that temperature.

B   Thermometers measure temperature. There are different kinds but they all have two parts – a sensor where a physical change happens in response to temperature, and a way of converting this change into a number. In a mercury thermometer, for example, the mercury expands as it is heated and contracts when it is cooled, so the height of the liquid column changes according to a scale.

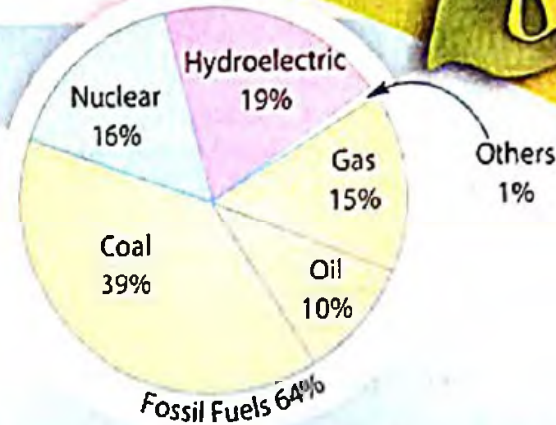
Two of the most common scales are Celsius and Fahrenheit. In the early 18th century, Daniel Gabriel Fahrenheit set the freezing point of water at 32°F and the boiling point at 212°F. Later, in 1742, Anders Celsius determined the freezing point of water to be 100°C and the boiling point of water to be 0°C. Carl Linnaeus suggested reversing this, with the freezing point of water set at 0°C. This is the scale used in most countries today.

5 **Project:** Work in groups. Collect information about different types of thermometers, then write a short paragraph for each. Present your project to the class.

1 Look at the pie chart. Which energy sources does the world use the most to produce electricity?

Alternative Energy

64% of the electricity we need comes from 1) (burn) fossil fuels such as oil, gas and coal. These resources pollute and are not 2) (renew), so once we have burned 3) (they) all up, there will be no more. This means that the world MUST find and use alternative sources of energy ... FAST! This alternative energy needs to use no fossil fuel and create no waste or 4) (pollute).



Sun (solar power):



Enough of the sun's energy 5) (hit) the Earth every minute to power the world for a whole year! In sunny countries, solar cells can be put on rooftops to convert sunlight 6) (direct) into electricity. We could even build solar power stations like Solar One in California. This uses the sun's heat to make steam, which then drives a 7) (generate) to produce electricity.

Wind (wind power):



We can use the power of the wind by 8) (build) wind turbines. These are tall towers with a big propeller on top. The wind blows the propeller, which turns a generator in order to create electricity. If we build a number of wind turbines together in a 9) (wind) place, we can make a 'wind farm' and produce quite a lot of electricity!

Water (hydroelectric power):

A dam can be used to trap a large area of water, like a reservoir or a lake. This water then flows through tunnels in the dam, turns turbines and drives generators to create electricity. Hydro-electric power stations can produce a lot of power very 10) (cheap).



2 a Look at the pictures, title and subtitles in the text. Think of two questions you would like to ask about alternative energy. Read the text and see if you can answer them. What else did you learn from the text?

b **RNE** Read again and complete the gaps (1-10) with the correct word formed from the words in brackets. Listen and check, then explain the words in bold.

3 Make notes on the text, then use them to give a two-minute talk about alternative energy.

4 **Project:** Work in groups. Using the Internet, collect information about sources of energy used to make electricity in your country/area. Present your findings to the class.

GREEN wisdom

Modern technology owes ecology an apology.

Alan M. Eddison

RNE Reading

Match the texts (A-G) to a heading (1-7). Put your answers into the table. Each number can only be used once. There is one extra heading.

- 1 The origin of the phrase
- 2 Coming from the other direction
- 3 What does 'uncanny' mean?
- 4 Avoiding the uncanny valley
- 5 Why do we feel it?
- 6 High cost of the uncanny
- 7 What is the uncanny valley?
- 8 Other places it occurs

A The word comes from the Anglo-Saxon 'ken' which is the word for knowledge or understanding. Something uncanny is something that is a mixture of the familiar and the unfamiliar, the known and the unknown, which together can make people feel very uncomfortable.

B The idea of the "uncanny valley" was first proposed by Masahiro Mori, a Japanese robotics professor, in 1970. Over the years, more and more examples that seem to support it have appeared. Today it continues to be an important concept for engineers, because it affects whether or not people will accept and trust a robot.

C The idea is based on the observation that as robots look less like machines and more human, people like them better, up to a point. However, when a robot looks very human, but not quite right in some small way, people strongly dislike it. Perhaps it does not make eye contact, or its movements are jerky. If you drew this likeability on a graph, the line would suddenly dip and rise again, making a valley shape. In theory, as the robots become more convincingly human, they should 'escape' the uncanny valley and become likeable again.

D No one knows for sure why this combination of the familiar and the strange makes people uncomfortable or afraid. There are a number of theories that try to explain it. One is that this is a reaction that our ancestors developed to make them avoid the dead or the sick who could spread disease. Another is that our brains are confused by the conflicting information and so can not process it easily.

E Although the uncanny valley idea was first applied to robots, it seems to happen in other situations also. It can be an issue in movie and videogame animation, for example, in one case a studio was surprised to find people were horrified by an animated human baby, instead of finding it cute and likable. An uncanny-valley-like response has even been reported in reaction to the photoshopped photos of models that appear in magazines.

F This brings us to another idea, though now in the realm of science fiction, that is worth considering. If robots make us feel uncomfortable when they look too much like people, what will happen in the future if people begin to look more like robots? Will the search for perfection make people look like they are dead or sick? We can see the beginning of this trend already in some celebrities who have had too much plastic surgery.

G The general opinion is that designers should aim for more cartoon-like appearances, and avoid super-realistic human likenesses. Yet, as technology improves, the challenge of creating a convincing human look-alike is hard to resist. Some people believe the uncanny valley will disappear by itself, with future generations getting more comfortable with robots. Others say the idea of a valley is incorrect and what really exists is an "uncanny wall". They believe we will never be able to create a realistic human who looks believable enough not to be scary. We will have to wait and see who is right.

A	B	C	D	E	F	G

RNE Listening

For statements A-G, listen and write 1 (True), 2 (False) or 3 (Not stated) in the box below. You will hear the dialogue twice.

- A The boy wants to keep photos on his iPod.
- B The shop sells three different kinds of iPod.
- C The boy has a big music collection.
- D The boy thinks the iPod mini is expensive.
- E The iPod mini only comes in pink or blue.
- F The boy will have his iPod by the weekend.
- G The shop will call the boy when his iPod arrives.

Statement	A	B	C	D	E	F	G
Answer							

Use of English

Complete the gaps (1-6) with the correct word formed from the words in brackets.

Leonardo da Vinci



By now, you have 1) (probable) read *The Da Vinci Code* or seen the film. But who 2) (exact) was Leonardo da Vinci? Well, he was born in 1452 in Italy. He is most famous for his 3) (paint), the *Mona Lisa*. Leonardo was also an 4) (invent) who designed a helicopter, a submarine and a parachute, centuries before they were made. Leonardo thought that by understanding how each part of a machine worked, he could change them and then put them together in 5) (differ) ways. In this way he could improve 6) (exist) machines or create new ones. He drew his ideas so well that 500 years later, his sketches have been used to make perfect working models.

Writing

Comment on the following statement:

Laptops in the classroom can make life easier for both teachers and students. Some feel, however, that they can be a distraction too.

What is your opinion? Do you agree with this statement?

Write 200-250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Speaking

Imagine that you took some photos while travelling during your holidays. Choose one photo to present to your friend.




You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk, remember to speak about:

- when/where the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend


You have to talk continuously, starting with: "I've chosen photo number ...".

8 Progress Check

1  Complete with: *invented, digital, reader, stores, hooked, social, cracked, charge, guarantee, renewable.*


- 1 He's really on computer games.
- 2 John bought a new ebook
- 3 He all his documents on his laptop.
- 4 My smartphone helps me organise my life.
- 5 The lens on my camera is
- 6 The product is no longer under, I'm afraid.
- 7 This comes free of
- 8 Faraday the electric motor.
- 9 I want to buy a camera.
- 10 Some resources are not

(Points: 20)
10X2

2  Complete with: *power, tech, solar, wind, social, take, industrial, text, future, alternative.*

- | | |
|---------------------|--------------------|
| 1 turbine | 6 freak |
| 2 life | 7 Revolution |
| 3 message | 8 generation |
| 4 for granted | 9 energy |
| 5 power | 10 station |

(Points: 20)
10X2

3  Report what these people said.

- 1 'The plane leaves at 4 pm.' (she)
- 2 'Hand in your essays on Friday.' (the teacher)
- 3 'Someone broke in last night and stole the stereo.' (they)
- 4 'Don't waste your money on useless gadgets.' (my parents)
- 5 'We can't understand where the money has gone.' (the students)
- 6 'Wait until the summer before you decide.' (they)

(Points: 18)
6X3

4  Form verbs from the words in brackets.

- 1 They are going to security. (tight)
- 2 The firm wants to its customer base. (wide)
- 3 It's wise to the filing systems. It makes life easier. (computer)
- 4 The new computer system will staff to access accounts quickly. (able)
- 5 Technicians want to the safety of all documents. (sure)

(Points: 10)
5X2

5 a  Complete with: *about, on, up, back.*

- 1 Technological advances have brought many changes.
- 2 Too much sun brought my headache.
- 3 She brought the books she had borrowed.
- 4 They were brought in the countryside.
- 5 The photographs brought memories of our childhood.

(Points: 10)
5X2

b  Complete with: *on, under, out of, at, in.*

- 1 I wasn't sure first, but now I love my new camera.
- 2 I bought a new TV pressure from the salesman and now I'm not sure I can afford it.
- 3 Our phone has been order for a week.
- 4 John is always the computer these days.
- 5 I couldn't decide which one to buy so the end, I didn't get either.

(Points: 10)
5X2

6  Complete the exchanges.

- 1 A: Could I exchange this lead for a different one?
B: Of course. That's
- 2 A: Could you check if you have this in stock?
B: Yes,
- 3 A:?
B: The strap is broken.
- 4 A: Would it be possible to speak to the manager?
B: Yes, just

(Points: 12)
4X3

(My score: 100)

Now I Can ...

- talk and write about high-tech gadgets
- write a diary entry
- report technical problems and respond
- make and respond to polite requests
- write a description of a journey forward in time
- write an opinion essay
- talk and write about inventions
- talk about alternative energy

... in English



**Word Perfect
&
Grammar Check**

Word Perfect

Module 1


People & Character

1 a  Complete with the correct adjective.

Noun	Adjective	Verb	Adjective
beauty	<i>beautiful</i>	care	<i>caring</i>
aggression		act	
dream		create	
self		trust	
fun		annoy	
passion		fear	

b  Use the words from the table to complete the sentences 1-12.

- I enjoy making things because I'm a(n) person.
- Stop being so and try to think of others for a change.
- Ann is a person who always helps others.
- John is always starting fights. I wish he wasn't so
- The dog next door barks all the time. It's so
- He is very about football. He watches every game he can.
- The bride looked in her wedding gown.
- The little boy was of monsters.
- She had a faraway look on her face.
- He paid the man before the job was done. He is very
- Jack is always telling jokes. He's so
- He is very He rides his bike, runs and plays sports.

2  Complete with: *chat, grab a bite, watch, hanging out, surf, do, catch, send, run, check out, go*.

- A: What are you doing this weekend?
B: I'm with my friends at the mall.
- A: How do you spend your free time?
B: I like to online.
- A: I have to call my mum and ask her if I can go.
B: Why don't you her a text message?
- A: What should we do tonight?
B: I'd like to a DVD.

5 A: These shoes in the magazine look nice.
B: Yes, but it's more fun to window shopping and see them yourself.

6 A: How will you find the information you need?
B: I can the Net and find it.

7 A: Do you do any voluntary work?
B: Yes. We errands for elderly people.

8 A: How do you spend your weekends?
B: I a lot of voluntary work at the hospital.


9 A: Do you have plans for Friday night?
B: I am going to the new Bond film at the Odeon.

10 A: I need a new winter coat.
B: You should the shops in town.

11 A: I am hungry.
B: Shall we to eat?

3  Complete with: *loyal, patient, moody, dishonest, jealous*.

- John cannot be trusted. He is very
- He goes to all of his teams' matches. He is a fan.
- Sara is a good teacher. She is very and kind.
- She never says anything nice to her. I think she is of her.
- One minute she is happy and the next she is sad. She is quite

4  Complete with the verbs *fit, suit, try, match, go with* in the correct form.

- A: Look at that lovely skirt.
B: The grey one?
A: Yes. I think I'll 1) it on.
B: It's a 10. I'm sure it will 2) you perfectly.
A: You're right. It's perfect.
B: Why don't you take the jacket that 3) it.
A: I think I will actually.
B: Yeah, you should. It will 4) your grey blouse.
A: Yes, I think grey 5) me, doesn't it?

Module 2 Shopping


1  Match the shops to the products. Can you add to the list?




SHOPS

PRODUCTS


- | | |
|--------------------|--------------------------------------|
| 1 florist's | a a packet of envelopes |
| 2 newsagent's | b an 18 th century mirror |
| 3 baker's | c a digital camera |
| 4 antiques shop | d an evening dress |
| 5 stationer's | e a loaf of bread |
| 6 delicatessen | f minced meat |
| 7 greengrocer's | g a magazine |
| 8 boutique | h cheese/pâté |
| 9 electronics shop | i a bunch of roses |
| 10 butcher's | j grapes |

2  Complete with: *lend, spent, earned, save, waste, cost.*

- Can you tell me how much these two books will me?
- I am happy I've enough money to go on a nice holiday this year.
- We would have to for a long time to afford that car.
- Could you me some money to pay for this? I promise to pay you back!
- He most of his money last weekend at the fair.
- There is nothing I want to buy and I don't want to my money.

3  Complete with: *cash, credit, afford, pay, cost, waste, borrow, student.*

- A: You'll come out with us tonight, won't you?
B: Sorry, I can't to go out tonight.
- A: Do you like my new watch?
B: Wow! It must have you a fortune.
- A: Good morning. I would like to this cheque, please.
B: Yes, of course. Sign it on the back, please.
- A: Why have you not bought a new car yet?
B: I would have to the money and I don't want to do that.
- A: How would you like to pay for this?
B: Could I use my card, please?
- A: How many bills do you pay every month?
B: I pay for my rent and my loan.
- A: Let me for dinner.
B: Thank you.
- A: I would like to buy two mirrors.
B: One is enough. Don't money on something we don't need.

4  Complete the gaps with the phrases below.

- make ends meet • digging deeper into their pockets • catching up quickly
- can't afford to splash out • pocket money
- shopping spree • handing out
- household chores

- My parents give me every week.
- The number of girls playing video games is with the number of boys.
- Many teenagers are to pay for all the things they want.
- Many parents are more and more money to their teenagers each month.
- Some people are working two jobs to these days.
- I think children should do to help their parents and earn a little extra money.
- He went out on a and got everything he wanted for himself.
- My parents , yet spend a lot of money on extra things for my sister and me.

Word Perfect

Module 3

Education & Careers



1 Complete the gaps with the correct word: *motivated, private, activities, training, uniform, attend, rules, sit, strict, public.*

- 1 Students must wear a school every day.
- 2 It is important for everyone to follow the
- 3 This school is known for its discipline and teachers.
- 4 Students are very to do well at this school.
- 5 Do you use a bicycle or the transport system?
- 6 He has to extra classes at the weekend.
- 7 She goes to a very expensive school abroad.
- 8 When do you your exams?
- 9 The students are encouraged to participate in extra-curricular
- 10 At the acrobatic school, every morning we begin with physical

2 Complete with: *experience, resign, freelance, applied, responsibility, shifts.*

- 1 A: Have you found a new job yet?
B: No, but I have to several companies.
- 2 A: I have a new part-time job at the car factory.
B: How many a week will you work?
- 3 A: He does not like working for that company at all.
B: You should tell him to and find a new job.
- 4 A: Have you ever thought about working from home?
B: Yes, I was thinking about being a artist.
- 5 A: Have you worked in the medical profession before?
B: Oh yes, I have years of
- 6 A: Are you interested in managing a business?
B: I don't know if I am ready for that much

3 a Match the words to form phrases.

- | A | B |
|-----------------|-------------|
| 1 bank | a services |
| 2 flight | b director |
| 3 communication | c date |
| 4 managing | d clerk |
| 5 naval | e skills |
| 6 emergency | f attendant |
| 7 previous | g officer |
| 8 start | h employer |

b Use the phrases in Ex. 3a to complete the sentences below.

- 1 She just got a job as a paramedic with the
- 2 Sarah has been promoted to of the company.
- 3 He wants to be a because he enjoys travelling.
- 4 What is the of your new job?
- 5 I had to talk to the about my savings account.
- 6 I have excellent and can speak three languages.
- 7 My brother is a on a battleship.
- 8 She had a reference from her

4 Complete the text with: *skills, participate, profession, companies, apply, training, interview, attended, responsibility, experience.*

Finishing school is a very busy, exciting time for people. Everyone wants to find a good job and begin working in their chosen 1) The first step is to find a suitable vacancy and 2) for the position. If you are called for an 3) will be asked what 4) you have and where you 5) school. They may ask if you have any previous 6) in that type of work. Many large businesses and 7) will require their new employees to 8) in a special 9) course before they are given the 10) of working on their own.

Module 4 Environment

1 a Match the words to form phrases.

- | | |
|----------------|------------------|
| 1 energy | a peelings |
| 2 power | b transportation |
| 3 global | c station |
| 4 excessive | d habitats |
| 5 vegetable | e heap |
| 6 compost | f consumption |
| 7 conservation | g effects |
| 8 negative | h warming |
| 9 public | i packaging |
| 10 wildlife | j program |

b Use the phrases in Ex. 1a to complete the sentences below.

- has reduced traffic congestion.
- Temperatures are rising all over the planet because of
- My local zoo runs a for most of their endangered species.
- Whenever I cook I always put the into a separate bin just for organic waste.
- Tell me about the poisonous gases have on the environment.
- There is more than one nuclear near where I live.
- We should all try to protect the in the areas we live.
- Do you know you can put eggshells on the ?
- What is the level of this oven?
- There is always when you buy electronic items.

2 Complete with: *repair, packed, decompose, adoption, compost, rubbish.*

- There are many animals up for at the city zoo.
- We need to the engine so the car runs properly.
- Have you your lunch for school today?
- Do not put things in the bin that can be recycled.
- You can put things that, like vegetable peelings, onto the heap.

3 Complete with the words *come, dump, pass, raise, sponsor, take* in the correct form.

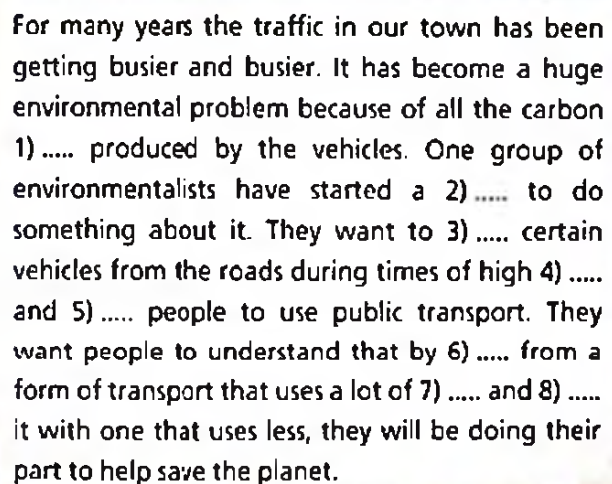
- The government a law against hunting.
- Our school £1570 for charity.
- You can be fined for rubbish.
- We need to action.
- When you an animal you help the zoo care for it.
- The new hunting laws will into effect in January.

4 Complete with: *come up with, throw away, switch off, turn down, put on, cut down on.*

- Make sure you all the lights before you leave.
- You should a jumper rather than turn the heating on.
- Don't those glass bottles. They can be recycled.
- We must try to the amount of electricity we use.
- I like to the heating at night. It helps me to sleep better.
- We must a way to use less paper.

5 Use the words in the correct form to complete the gaps.

- replace • congestion • campaign • encourage
- energy • ban • switch • emissions



For many years the traffic in our town has been getting busier and busier. It has become a huge environmental problem because of all the carbon 1) produced by the vehicles. One group of environmentalists have started a 2) to do something about it. They want to 3) certain vehicles from the roads during times of high 4) and 5) people to use public transport. They want people to understand that by 6) from a form of transport that uses a lot of 7) and 8) it with one that uses less, they will be doing their part to help save the planet.

Word Perfect



Module 5

Holidays

1 Find the odd one out.

- 1 ancient, modern, medieval, well-preserved ruins
- 2 five-star, luxury, package, prestigious hotel
- 3 sandy, shaded, deserted, crowded beaches
- 4 rocky, packed, snow-capped, high mountains
- 5 traditional, local, healthy, nasty cuisine
- 6 homely, modern, dirty, crowded streets
- 7 open-air, indoor, hotel, exotic swimming pool
- 8 trendy, expensive, hired, souvenir shops

2 a Match the words to form phrases.

- | | |
|---------------|--------------|
| 1 delayed | a scenery |
| 2 cracked | b festival |
| 3 trekking | c mirror |
| 4 hired | d procession |
| 5 spectacular | e flight |
| 6 local | f (a) guide |
| 7 candlelit | g town |
| 8 travel | h excursion |
| 9 annual | i dishes |
| 10 ancient | j brochure |

b Use the phrases from Ex. 2a to complete the sentences below.

- 1 Can you get a that explains the details of the holiday?
- 2 My friend and I and went hiking in the Swiss Alps last summer.
- 3 The town celebrates spring with an
- 4 I noticed you have a in your bathroom.
- 5 You have to taste some of the when you travel to different places.
- 6 The passengers had to wait in the lounge for hours because of a
- 7 We went for a walk in a beautiful area and saw some
- 8 While we were in Egypt we visited the ruins of an
- 9 Our holiday package offered a daily if you wanted to participate.
- 10 We watched a beautiful that started at the church and went down to the waterfront.

3 a Complete with: agent, repellent, viruses, flight, peaks, chilly, sickness, handicraft.

- | | |
|-----------------|----------------|
| 1 weather | 5 delays |
| 2 insect | 6 tools |
| 3 travel | 7 snowy |
| 4 nasty | 8 travel |

b Use the phrases from Ex. 3a to complete the sentences.

- 1 You could see the of the Swiss Alps from our hotel window.
- 2 People should have a flu jab to protect themselves from when they are travelling in winter.
- 3 People were experiencing a number of due to the bad weather.
- 4 I need some to protect myself from these mosquitoes.
- 5 We had for a couple of days but the rest of the time it was warm.
- 6 She doesn't enjoy flying because she suffers from
- 7 You should ask your to give you an itinerary of your holiday.
- 8 He is a cabinetmaker, so he has a very expensive set of

4 a Complete with: rent or hire.

- | | |
|-------------------|------------------------|
| 1 a house | 6 a villa |
| 2 a car | 7 an interpreter |
| 3 a guide | 8 a dinner suit |
| 4 a cottage | |
| 5 a driver | |

b Complete with: miss or lose.

- | | |
|--------------------|------------------------|
| 1 a flight | 5 a game |
| 2 a passport | 6 dinner |
| 3 a bus | 7 an opportunity |
| 4 some money | |

Module 6

Food

1 Complete the gaps with the following words: *infections, eyesight, physically, handful, optimistic, soothing, complain, emotions.*

- I am that my first attempt at baking a cake will be successful.
- The man did nothing but all night about the slow service and the bad food.
- You must get enough vitamins so your body can fight off
- She took a nice bath after a long day at work.
- A balanced diet and regular exercise will keep you fit.
- Try not to let your get in the way of making the right decision.
- He took a of peanuts and ate them on his way out.
- Carrots are good for your because they contain Vitamin A.

2 a Match the words to form phrases.

- | | |
|-----------------|-------------|
| 1 recipe | a exercise |
| 2 grilled | b additives |
| 3 regular | c book |
| 4 well-balanced | d diet |
| 5 crash | e drinks |
| 6 grated | f fish |
| 7 artificial | g meals |
| 8 sugary | h cheese |

b Use the phrases in Ex. 2a to complete the sentences below.

- Taking keeps you in good shape.
- Would you like some on your pasta?
- I want to buy a Greek and try cooking some of the dishes.
- This juice tastes odd because of all the it has.

- Ann has cut out junk food and
- I'm having with boiled potatoes for dinner.
- Try to lose weight slowly, don't go on a
- She likes to eat as part of her healthy lifestyle.

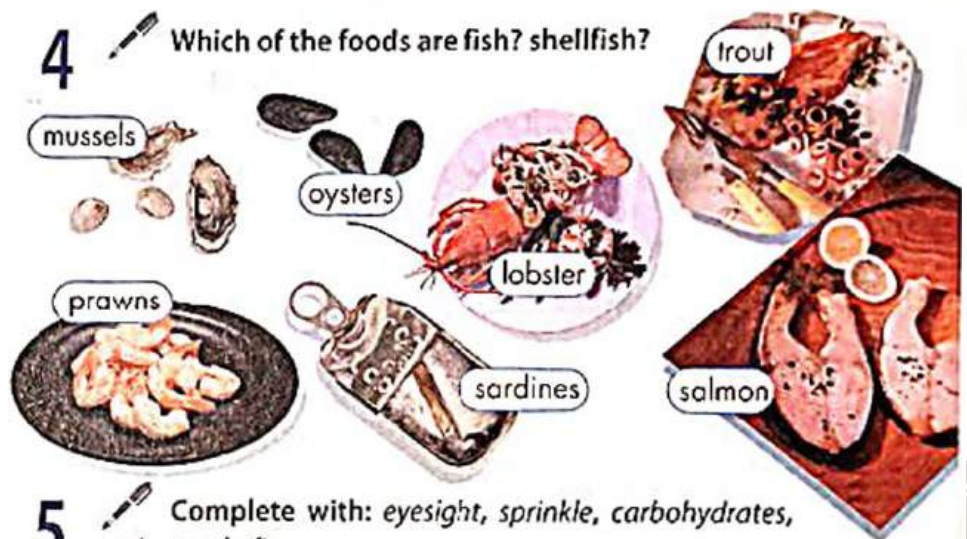
3 a Find the odd one out.

- black, raw, instant, filtered coffee
- healthy, strict, special, fresh diet
- spicy, traditional, artificial, vegetarian dish
- grilled, raw, bitter, oily fish
- boiled, scrambled, fried, instant eggs
- fake, cold, sparkling, still water

b Find the odd one out.

- a bag of shopping, potatoes, water, apples
- a box of chocolates, biscuits, flour, cereal
- a bottle of water, wine, soup, milk
- a tin of sardines, peas, sugar, biscuits
- a packet of crisps, apples, peanuts, sweets

4 Which of the foods are fish? shellfish?




5 Complete with: *eyesight, sprinkle, carbohydrates, main, tooth, fizzy.*

- A: What type of foods are rice and cereals?
B: They are all
- A: Would you like me to put some salt on the vegetables?
B: Yes please, just some on the top.
- A: Oh dear! I have just bitten down on a bone.
B: I hope you have not damaged your
- A: What would you like to drink with your meal?
B: Do you have any drinks?
- A: Do you know eating vegetables makes you healthier?
B: Yes, I know eating carrots gives you better


Word Perfect

Module 7


Films/media/performances

- 1  Copy and complete the boxes with: *ballet, cinema, concert, dance, opera, painting, sculpture, theatre, storytelling, printmaking, poetry reading* in your notebooks.


Fine arts	Performance arts

- 2  Complete the gaps to complete the exchanges: *couch potato, I have to admit, it's such a good laugh, can't beat, I can take it or leave it, anti-social*


- A: Did you enjoy the new film last night?
B: Well, it was rather good.
- A: I got this computer game for £10.
B: You just a good price like that.
- A: Shall we go to the pantomime?
B: Oh yes,
- A: What is wrong with her? Why is she sitting by herself?
B: Oh never mind, she is just being
- A: Have you noticed how much weight he has gained?
B: Well of course, he doesn't do any exercise. He is a
- A: Do you like to go ice-skating at the local rink?
B: Sometimes. To be honest,

- 3 a  Complete with: *ballet, audience, predictable, fully, spectacular, catchy, release, blaring*.

- | | |
|------------------|-------------------|
| 1 booked | 5 dancer |
| 2 cheering | 6 music |
| 3 scenery | 7 tune |
| 4 new | 8 storyline |

- b  Use each phrase from Ex. 3a to complete the sentences.

- To be a you must train for many years.
- I would have a terrible headache if I had to listen to that all day long.
- Tom enjoyed the film, even though it had a very
- I was glad we bought our tickets in advance because the play was soon
- The theme song to the film was quite a
- Do you know where I can buy U2's ?
- The singer came out onto the stage to perform for the
- The theatre company built the most for their latest production.

- 4  Complete with: *suspense, practical, unoriginal, frequent, repetitive, unwind*.

- Susan is a cinema-goer.
- He wanted to be and repair the roof on his day off.
- She took a bath to help her after a long day at work.
- The story was and similar to others he had read, so he decided to choose another.
- Tom loves reading mysteries that are full of
- I don't like songs with a beat.

- 5  Find the odd one out.


- evil, catchy, likeable, believable character
- clever, thrilling, terrifying, blaring plot
- gripping, dull, awful, pointless performance
- original, realistic, repetitive, catchy tune
- moving, glamorous, stunning, simple costumes
- amazing, tragic, good, bad, special effects
- talented, brilliant, confusing, dreadful actor

Module 8 Technology


1 a  Complete the gaps with the correct word.

- recorder • software • social • tech
- charged • guarantee • power • digital

- | | |
|---------------------|------------------|
| 1 freak | 5 fully |
| 2 certificate | 6 voice |
| 3 computer | 7 pictures |
| 4 solar | 8 life |


b  Use the phrases from Ex. 1a to complete the sentences below.

- 1 Make sure the battery in your camera is
- 2 He has a lot of friends and a very active
- 3 I use my in interviews to help remember what was said.
- 4 I think the quality of and photography is improving all the time.
- 5 Take the out of the box and put it somewhere safe in case we need it.
- 6 There are a number of packages that you can use to edit your home movies.
- 7 We have cut down on our heating bills by switching to
- 8 He is such a ! He has every new gadget that is available.

2  Use the phrases to complete the sentences.

- hooked on • on the move • to the extent
- apart from • it goes without saying


- 1 I am quite happy with our new house, it not having a garden.
- 2 He is such a busy child. He is constantly and doing something.
- 3 She is a teenager so she can be a bit moody sometimes.
- 4 He is playing video games with his mates.
- 5 She cannot use the computer that she would like.

3  Copy and complete the table. Which of these gadgets are you more likely to use at home or at work?

- MP3 player • smartphone
- TV • digital camera • tablet
- digital video camera • laptop


Home	
Work	



4  Complete the exchanges with the words below.

- invented • digital • charge • portable
- renewable • solar • player • alternative

- 1 I think it is time to the battery in my mobile phone.
- 2 We have three panels on the roof to help power our home.
- 3 Our city is trying to use as many energy sources as possible.
- 4 Do you know who mobile phones?
- 5 Let's watch a film in the garden. I'll bring my DVD player.
- 6 Can I borrow your MP3, please?
- 7 I would like to get a clock with an alarm on it.
- 8 We have to do something to encourage the use of resources.

5  Complete with: *discover, experiment, invent, research*, in the correct form.

- 1 A: Who the Hawaiian Islands?
B: It was Captain James Cook, wasn't it?
- 2 A: What did you do after your PhD?
B: I did some on artificial intelligence.
- 3 A: You shouldn't with electricity. It is dangerous.
B: Don't worry. I know what I'm doing.
- 4 A: Did you know that fireworks were by accident.
B: You must be kidding!

Grammar Check

Module 1

Present tenses

1 Put the verbs in brackets into the *Present Simple* or *Present Continuous*.

- A: She (see) her lawyer tonight.
B: I (see). I hope he can help her.
- A: They (think) of buying a new car.
B: I (think) that is a great idea.
- A: I (have) a really bad day.
B: Why (you/not/have) a cup of tea?
- A: Why (you/taste) the soup?
B: It (taste) too salty, I think.
- A: How much (the box/weigh)?
B: I don't know. They (weigh) it at the moment.
- A: Sally (look) for a bigger flat.
B: It (look) as if her sister is coming to stay with her.
- A: Why (he/be) so noisy today?
B: I don't know. He (be) usually very calm and well-behaved.
- A: The singer (not/appear) tonight.
B: Yes, I've heard about it. He (appear) to have a bad cold.

2 Put the verbs in brackets into the *Present Perfect* or the *Present Perfect Continuous*.

- She's angry. Her lunch is not ready yet.
She for her lunch. (wait)
- There's no 'For Sale' sign in front of the house.
They the house. (sell)
- We're leaving for Spain tomorrow.
We our tickets. (book)
- He started work in the garden two hours ago.
He trees in the garden for the last two hours. (plant)
- She is still waiting for Steve.
Steve yet. (not/come)
- Paul is unhappy. He didn't do well in his test.
Paul his test. (fail)

3 Put the verbs in brackets into the *Present Simple*, *Present Continuous*, *Present Perfect* or the *Present Perfect Continuous*.

- A: What (you/do) at the moment?
B: I (play) a computer game.
- A: How long (it/take) you to get to school?
B: Ten minutes on the bus, but tomorrow my dad (give) me a lift.
- A: Your mum (cook) very well.
B: Yes. Actually, she (make) a cake right now.
- A: You look tired. What (you/do)?
B: I (work) in the garden all day.
- A: (you/want) to come over to my house to watch some DVDs?
B: No. Sorry. I (not/finish) my homework yet.
- A: (you/come) shopping with me today?
B: I'd love to, but I (not/have) any money.
- A: What time (train/leave)?
B: There (be) one in five minutes.
- A: I (see) Tina this afternoon.
B: Really? Can I come? I (not/see) her for ages.
- A: (you/play) computer games all afternoon?
B: No. I (tidy) my room and I (walk) the dog as well.
- A: (you/like) sports?
B: Yes. We (play) football every Saturday.
- A: What (you/do) now and where is your sister?
B: I (listen) to music and Ann (surf) the Net.
- A: (you/work) this week?
B: No, it (be) my week off.
- A: Let's go to the park. It (not/rain) now.
B: Really? It (rain) since this morning.

- 14 A: I (think) about going to the cinema.
(you/want) to come?
B: I'd love to. What (you/think) is a good film to see?
- 15 A: I'm hungry. I (not/eat) anything since lunchtime.
B: Well, I (make) a sandwich. Shall I make you one too?
- 16 A: They (have) a party this Saturday.
B: Really? They (not/tell) me anything.
- 17 A: How (the film/end)?
B: In the end, Superman (save) the world.
- 18 A: The rate of unemployment (rise) these days.
B: That's true. It (get) harder and harder to find a job.
- 19 A: She (always/complain) about everything.
B: Yes it (be) very annoying.
- 20 A: I (not/see) Sue for ages. How is she?
B: She's fine. She (work) as a shop assistant now.

4 ✍ Put the verbs in brackets into the *Present Simple*, *Present Continuous*, *Present Perfect* or *Present Perfect Continuous*.

To: Sammy15@mail.com
From: LisaLee@gmail.com
Subject: news

Hi! How are you? I 1) (not/hear) from you for a while.
I 2) (guess) you 3) (study) for your exams for the last few weeks, like me. I 4) (sit) most of them. I 5) (sit) the last one this Friday. I 6) (think) that I 7) (do) quite well. My friends and I 8) (throw) a big party to celebrate this weekend. We 9) (already/hire) the village hall. 10) (you/make) any plans for Saturday night yet? If not, why don't you come? It 11) (start) at 8 pm and you can stay at my house. Paula and Eve 12) (stay) too, so it'll be fun. Let me know. Write back soon.
Love,
Lisa


5 ✍ Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- 1 It's been five years since we visited Spain.
for We five years.
- 2 I've never met such a nice person before.
ever She is the nicest met.
- 3 Have you made any plans for the weekend yet?
doing What this weekend?
- 4 This is the first time I have sent a text message.
never I message before.
- 5 I have got an appointment with my doctor today.
seeing I today.
- 6 Tom listens to music all the time; he's really into it.
likes Tom all the time.
- 7 What are you doing on Saturday night?
busy on Saturday night?
- 8 Jane is not at home.
has Jane out.
- 9 Do you know what the new internet café in town is like?
to Have internet café in town?
- 10 Carl started learning English six years ago.
been Carl six years.


Grammar Check

Module 2

-ing form/(to) infinitive

1  Put the words in brackets into the correct infinitive or -ing form.

- 1 A: Do you want me (give) you a lift?
B: No, thanks. I'd rather (walk).
- 2 A: Would you like me (cook) dinner tonight?
B: OK, but how about (make) something light, like soup?
- 3 A: Do you fancy (watch) a DVD?
B: Good idea. Let me (make) some popcorn.
- 4 A: I don't remember (lock) the door.
B: There's no point (worry) about it. I've locked it.
- 5 A: Don't forget (call) the doctor to make an appointment.
B: Oh yes. Thanks for (remind) me.
- 6 A: It's no use (try) to park there. The space is too small.
B: You're right. I'll have (drive) around the block again.
- 7 A: I was glad (hear) you passed your exams.
B: Yes. I was the only one in my class (pass) all of them.
- 8 A: We'd better (go) now.
B: Can't we (stay) a bit longer?
- 9 A: Please let me (go) to the party.
B: Sorry, you must (study) for the exam.
- 10 A: Do you know how (play) the piano?
B: No, but I'd like (learn) one day.

2  Choose the correct sentence, as in the example.

- 1 a Playing a sport is good for you. ✓
b Play a sport is good for you.
- 2 a I'm looking forward to see him.
b I'm looking forward to seeing him.
- 3 a You should read more.
b You should reading more.

- 4 a I'd like going shopping this afternoon.
b I'd like to go shopping this afternoon.
- 5 a My teacher made me stay after school.
b My teacher made me to stay after school.
- 6 a Would you mind to help me with my homework?
b Would you mind helping me with my homework?
- 7 a I'd better to take a taxi home.
b I'd better take a taxi home.
- 8 a How about to go to the theatre this Saturday?
b How about going to the theatre this Saturday?
- 9 a Did she admit to breaking the vase?
b Did she admit to break the vase?
- 10 a It was nice of you to lend me the money.
b It was nice of you lending me the money.

3  Complete with the correct infinitive form or the -ing form.

To: doug58@mail.com
From: kathy66@gmail.com
Subject: Party

Hi. How are you? Would you like 1) (come) to my party next weekend? I've been meaning 2) (invite) you for weeks but I've been so busy 3) (make) arrangements that it almost slipped my mind. Anyway, I'd love for you 4) (come). Of course, you can 5) (bring) a friend and don't worry about 6) (find) a place 7) (stay) because you're welcome 8) (spend) the night at my house. Also, my dad could 9) (pick) you up at the station, if you like. Please reply as soon as you can 10) (say) that you'll come.

Love,
Kathy

4 Put the verbs in brackets into the correct form of the *infinitive* or *-ing* form.

- 1 If you can't fix it yourself, I suggest (call) a plumber.
- 2 There's no use ... (try) to talk to him, he won't listen.
- 3 Tom is really looking forward to ... (go) on holiday to Spain this summer.
- 4 Jane spends a long time ... (talk) on the phone every day.
- 5 Mark enjoys ... (listen) to pop music.
- 6 I don't know how (drive) a car.
- 7 I am happy (hear) that you've settled into your new school.
- 8 There's no point in ... (complain). He won't listen to you.
- 9 Let's ... (eat) out tonight.
- 10 You should ... (pay) more attention in class.
- 11 I can only ... (hope) everything turns out well.
- 12 This year Jack plans (buy) a house.
- 13 I'm tired of (do) the same exercise.
- 14 I suggest ... (ask) for help.
- 15 I can't stand ... (listen) to jazz music.

5 Put the verbs in brackets into the *infinitive* or *-ing* form.

- 1 A: I'll never forget ... (visit) Moscow. It was fantastic.
B: Yes, you were having such a good time that you forgot ... (send) me a postcard!
- 2 A: I hate (ask), but would you do the cleaning?
B: Sure, but remember, I hate (wash) the dishes.
- 3 A: The car needs ... (wash).
B: I know. I wanted ... (take) it to the car wash but I didn't have time.
- 4 A: I'm sorry (call) so late but I need a favour.
B: That's OK. I'm sorry for not (answer) the phone quicker.

- 5 A: Let's not stay in. I'd prefer ... (eat) out tonight. wouldn't you?
B: You know me, I always prefer (eat) out to cooking.
- 6 A: Did he go on ... (talk) all afternoon at the meeting?
B: No, he actually went on ... (invite) us all out for dinner.
- 7 A: Anne is afraid ... (tell) her parents about the trip.
B: I know. I'm afraid of (ask) them too.
- 8 A: I meant (call) you last night but I got home quite late.
B: That's OK. I know your job often means (work) late.
- 9 A: Why don't you try (take) an aspirin?
B: I think I'll try (get) some rest.
- 10 A: Let's stop (eat) something.
B: Again! You should stop (eat) so much.
- 11 A: I regret (announce) that the exhibition has finished.
B: Really? I regret (not/go) last weekend.
- 12 A: You didn't remember (post) the letters.
B: I don't remember you (ask) me.


6 Complete the sentences.

- 1 I'm used to
- 2 I used to
- 3 I'm keen on
- 4 I hate
- 5 I'd love
- 6 I'd prefer
- 7 My parents let me
- 8 I can't stop
- 9 I regret
- 10 I don't mind

Grammar Check

Module 3

Future tenses


1  Complete with *will* or the correct form of *be going to*.

- A: Is Lucy coming to school tomorrow?
B: I'm not sure. I call her and ask.
- A: Why are you taking the car keys?
B: I drive John to the gym.
- A: Have you done your homework yet?
B: No, I do it now.
- A: What does Ray want to do when he leaves school?
B: He go to medical school.
- A: I'm struggling with this Physics problem.
B: I help you.
- A: Ken and Laura are sitting their exams next week.
B: Oh, I'm sure they pass with flying colours.
- A: Here, you can use my pen.
B: Thanks. I give it back in a minute.
- A: Has Mr Harrington given out the results yet?
B: No, he hand them out in the next lesson.
- A: What are your plans for tomorrow?
B: We have dinner with the Smiths.
- A: Jim looks extremely tired, doesn't he?
B: Yeah! He fall asleep any minute.

2  Put the verbs in brackets into the *Future Continuous* or the *Future Perfect*.

- A: Imagine. This time tomorrow I (sit) by the pool enjoying a coffee.
B: You're so lucky.
- A: Do you think (they/finish) by tomorrow?
B: Yeah, I'm sure they will.
- A: Have you tidied your room yet?
B: No, but I (do) it by the time you get home.

- A: I haven't seen Tim in ages.
B: I (see) him later tonight. Would you like me to give him a message?
- A: The Jones are coming in an hour.
B: Don't worry. I (finish) cooking by then.

3  Use an appropriate future tense to respond to the following situations, as in the example.

- Your mum says she has got a headache.
▶ "I'll get you a painkiller."
- Your friend can't solve the problem. "I"
- You're going to the supermarket. Your mum wants a loaf of bread. "I"
- Your friend wants to buy a sandwich but he hasn't got any money with him. "I"
- Your dad wants to plant some trees in the garden. "I"

4  Choose the correct answer.

- I'm sure Thomas a great scientist one day.
A will become B will be becoming
C will have become
- Henry and Jane house soon.
A will have moved B are going to move
C will move
- I think John today.
A will have come B will come
C is going to come
- me with my homework, please?
A Are you going to help
B Will you be helping me
C Will you help
- This time next month, we in the sun.
A will be relaxing B will have relaxed
C are going to relax
- Oh no! There's no milk. I and get some.
A will have gone B will go
C am going to go
- I'm sure they here before 9 o'clock.
A are going to be B will have been
C will be
- Sam by the time we get there.
A will have left B is going to leave
C will be leaving

5 Complete the second sentence so that it means the same as the first. Use the word in bold. Use up to five words.

- 1 She has the intention of selling her car.
going She her car.
- 2 We moved here a year ago tomorrow.
lived Tomorrow we for a year.
- 3 He will still be writing his English essay at 2 pm.
finished He his English essay at 2 pm.
- 4 Jack is planning to go to Japan next year.
going Jack to Japan next year.
- 5 The first thing I'm going to do when I get there is call you.
soon I'll call you there.
- 6 I have a doctor's appointment tomorrow.
seeing I tomorrow.
- 7 They plan to finish building the house by April.
built They by April.
- 8 She won't have finished cooking when we get home.
still She when we get home.
- 9 He won't leave until you arrive.
before He will wait for leaving.
- 10 Tomorrow will be my sixth week here.
for I six weeks tomorrow.

Comparative & Superlative forms

6 Put the adjectives in brackets into the comparative or superlative forms, adding any necessary words.

- 1 A: Wow! Your new uniform is nice.
B: Yeah. I think it's (smart) school uniform around.
- 2 A: How do you like my new couch?
B: It's great. It's far (comfortable) your old one.
- 3 A: What are your new neighbours like?
B: Unbearable. They are (noisy) people I've ever met.
- 4 A: I just love your new flat.
B: Me too. It's much (cosy) the last one.

- 5 A: Thanks for all your help.
B: Don't mention it. It's (little) I could do.

- 6 A: Fred is very friendly, isn't he?
B: Yes, he's (sociable) boy in the class.

- 7 A: We won! This is a wonderful day, isn't it?
B: It sure is! It's (good) day of my life.

- 8 A: How was your holiday?
B: It was (bad) holiday I've ever had.

- 9 A: Mrs Lynch is very nice, isn't she?
B: Yes, she's (nice) teacher in the school.

- 10 A: You look very happy.
B: These results are (good) any I've ever had.

7 Complete the second sentence so that it means the same as the first. Use up to five words.

- 1 It was the least expensive hotel we could find.
cheapest It was find.

- 2 Glasgow University is not as prestigious as Cambridge University.
less Glasgow University is Cambridge University.

- 3 Andy is faster than any of the students in the class.
the Andy student in the class.

- 4 As I practise, I get better.
more The I get.

- 5 Mary and Ann are both equally friendly.
as Mary is Ann.

- 6 John is more hard-working than Bill.
than Bill is John.

- 7 Raymond is taller than Patsy.
as Patsy Raymond.

- 8 I've never seen such a patient teacher.
the He I've ever seen.

Module 5

Past tenses

1 Put the verbs into the *Past Simple* or the *Past Continuous*.

- 1 A: Where (you/be) last week?
B: I (relax) on the beach most of the week, actually.
- 2 A: Have you ever been to India?
B: Yes, I (go) there last summer.
- 3 A: Why (you/not/come) last night?
B: Because I (study) for my exams.
- 4 A: How (be) your holiday?
B: Awful! It (rain) the whole time.
- 5 A: How did you meet?
B: When we (walk) along the beach.
- 6 A: Where (they/spend) their last holiday?
B: They (want) to go to Spain but in the end they (decide) on China.
- 7 A: What (happen) exactly?
B: We (drive) along when this man (jump) out in front of the car.
- 8 A: What (you/do) this time last Monday?
B: I (watch) TV while John (cook) dinner.
- 9 A: (Jack/practise) his guitar again last night?
B: Why? (you/try) to call him?
- 10 A: (you/arrive) on time for the meeting yesterday afternoon?
B: No, actually. We (miss) our flight.

2 Change the verbs into the *Past Simple* or *Past Continuous* and join the sentences using *as*, *when*, or *while*, as in the example.

- 1 Harry/watch/TV. He/fall/asleep. (while)
▶ Harry fell asleep while he was watching TV.
- 2 Maria/leave/work. She/meet/Jimmy. (as)
- 3 They/hike up the hill. The volcano/erupt. (when)

4 Roland/swim. He find/an injured turtle. (while)

.....

5 Clara/speak on the telephone. The doorbell ring. (when)

.....

6 Tom/have a coffee. He/read a magazine. (while)

.....

3 Put the verbs in brackets into the *Past Perfect* or the *Past Perfect Continuous*.

- 1 They (travel) all night and were exhausted.
- 2 We (book) our flight weeks before we left.
- 3 They (wait) for hours before their flight was announced.
- 4 Lionel (already/be) to Nepal twice before he got married.
- 5 How long (you/look) for Jess before you found him?
- 6 The guide (organise) everything well in advance, so our trip went smoothly.
- 7 They (look forward) to this holiday for years before they finally managed to do it.
- 8 It (snow) for hours and no planes were able to take off.

4 Join the sentences using the words in brackets. Use the correct tense.

- 1 I asked for an alarm call. I went to bed. (before)
- 2 We arrived at the airport. We rented a car. (when)
- 3 I got the message. I called her back. (as soon as)
- 4 They got there. The museum had closed. (by the time)
- 5 First, she unpacked. Then she called room service. (after)

5 Complete the sentences about yourself.

- 1 During my last holiday, I ____.
- 2 This time last Sunday, I ____.
- 3 Two years ago, while I ____.
- 4 When I was seven years old, I ____.
- 5 On my last birthday, I ____.

6 Join the sentences using *already, for, just, because, since, so, when, while*.

- | | |
|------------------------------------|--|
| 1 Matthew was writing an email | a hours and my eyes hurt. |
| 2 We missed our flight | b finished the meal. |
| 3 We got to the cinema | c Mary was reading a magazine. |
| 4 I had been studying | d when his computer crashed. |
| 5 By the time I got there they had | e 8 in the morning and had sore feet. |
| 6 I couldn't come last night | f as the film was starting. |
| 7 Ken had been walking | g we had to wait for the next one. |
| 8 I was watching TV | h I had to help my parents with something. |

7 Complete the second sentence so that it means the same as the first. Use the word in bold. Use up to five words.

- 1 Although it was very late, I couldn't sleep.
even I couldn't sleep ____ very late.
- 2 It was the first time Danny had been to Asia.
never Danny ____ before.
- 3 Mark waited until everyone arrived before he started the meeting.
until Mark didn't start the meeting ____ arrived.
- 4 They unpacked once they arrived at the hotel.
soon They unpacked as ____ at the hotel.
- 5 When we got to the party there was no food left.
eaten By the time we got to the party they ____ food.

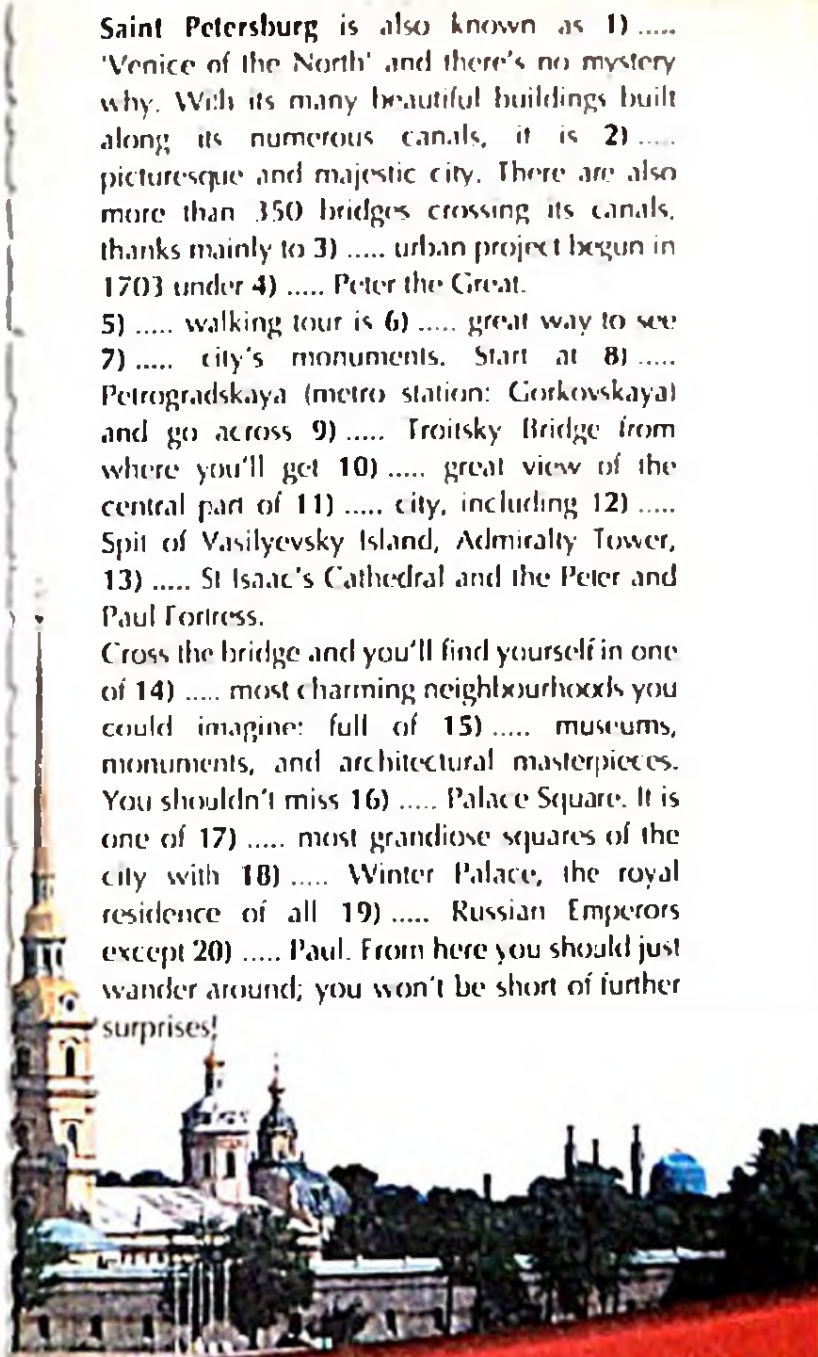
- 6 Brian finished his work and left the office
after Brian left the office ____ his work.
- 7 It started raining during his tennis match
when It started raining ____ tennis.
- 8 She didn't start eating until Greg had arrived
before She waited until Greg ____ eating.
- 9 When he arrived they had finished eating.
time By ____ they had finished eating.

8 Complete with *a/an, or the* where necessary.

Saint Petersburg is also known as 1) 'Venice of the North' and there's no mystery why. With its many beautiful buildings built along its numerous canals, it is 2) picturesque and majestic city. There are also more than 350 bridges crossing its canals, thanks mainly to 3) urban project begun in 1703 under 4) Peter the Great.

5) walking tour is 6) great way to see 7) city's monuments. Start at 8) Petrogradskaya (metro station: Gorkovskaya) and go across 9) Troitsky Bridge from where you'll get 10) great view of the central part of 11) city, including 12) Spit of Vasilyevsky Island, Admiralty Tower, 13) St Isaac's Cathedral and the Peter and Paul Fortress.

Cross the bridge and you'll find yourself in one of 14) most charming neighbourhoods you could imagine: full of 15) museums, monuments, and architectural masterpieces. You shouldn't miss 16) Palace Square. It is one of 17) most grandiose squares of the city with 18) Winter Palace, the royal residence of all 19) Russian Emperors except 20) Paul. From here you should just wander around; you won't be short of further surprises!



Grammar Check

Module 6

Conditionals/Wishes


1  Put the verbs in brackets into the correct tense.

- 1 If I were you, I (eat) less chocolate and more fruit.
- 2 She (not/go) to the dentist tomorrow if she can cancel her appointment.
- 3 Nicole will lose weight if she (exercise).
- 4 We will leave without her if she (arrive) late.
- 5 I wish I (have) more time to cook a better meal.
- 6 If he were scared, he (call) us to go over to his house.
- 7 She wouldn't have missed the play if she (leave) on time.
- 8 Todd goes to bed early if he (work) the next morning.
- 9 If I (be) you, I'd keep quiet about the accident.
- 10 Angelina won't come if she (not/get) a lift from her mum.
- 11 Kevin (read) a book if there is nothing good on television.
- 12 (you/help) us when you finish?

2  Put the verbs in brackets into the correct tense.

- 1 A: The weather is nice today.
B: If it continues like this, we (go) to the beach.
- 2 A: She went to the supermarket.
B: If she buys tomatoes, I (make) my secret tomato sauce.
- 3 A: Mark's suggestions are rather unclear!
B: If he (be) here with us, we would be able to ask him to clear it up.
- 4 A: I'm sorry, but my parents came around on Saturday morning.
B: If they (not/come) we would have gone to the country.

- 5 A: I forgot my books at school!
B: If I lend you mine (you/help) me with my homework?
- 6 A: I played the lottery yesterday, but I didn't win anything.
B: If you had won, what (you/do) with the money?
- 7 A: My tooth hurts!
B: If it still hurts in the morning, I (call) the dentist.
- 8 A: Jennifer isn't here yet.
B: If she gets here soon, tell her I (need) to see her.

3  Complete the sentences using *conditionals* type 2 or 3, as in the example.

- 1 If I knew you were coming over, ► I would have cooked dinner.
- 2 If the plane was delayed,
- 3 If the dentist were available,
- 4 If Oliver hadn't spoken,
- 5 If Jess had been on time,
- 6 If you started exercising,

4  Put the verbs in brackets into the correct tense.

- 1 If only I (not/break) my leg skiing yesterday!
- 2 I wish you (be) here with me now.
- 3 I feel sick. If only I (not/eat) that second bowl of ice cream.
- 4 I can't remember all the ingredients. I wish I (write) down the recipe.
- 5 I wish I (remember) to buy milk. Now I have to go out again.
- 6 If only Phil (stop) playing that awful music.
- 7 Melina wishes she (not/forget) her mum's birthday.
- 8 Sofia wishes she (think) of the answer sooner.

5 Rewrite the following sentences to express either an unreal situation in the present, a regret about a past event or a desire for a situation or someone's behaviour to change.

- 1 I don't know how to cook.
▶ *I wish I knew how to cook.*
(unreal situation in the present)
- 2 Bobby spends all his time on the Internet.
- 3 James forgot to tell me about the exam.
- 4 My brother annoys me all the time!
- 5 I can't swim.
- 6 I lost my wallet yesterday.
- 7 I am not going on holiday this year.
- 8 I overslept this morning.

6 Write sentences, as in the example.

- 1 You want to study Law in Italy, but you don't speak Italian.
▶ *I wish I knew how to speak Italian. If I could speak Italian, I would study Law in Italy.*
- 2 You wanted to surprise your family with dinner, but you overcooked the chicken.
- 3 You wanted to take dance lessons, but you didn't sign up for the class on time.
- 4 You wanted to go on holiday, but you didn't save enough money.
- 5 You can't go up the Eiffel Tower because you are afraid of heights.
- 6 You want to see a movie, but have nobody to go with.

7 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- 1 I don't think it is a good idea to lie to your parents.
were If I lie to your parents.
- 2 Vince would like to go to New York if he had some time off work.
wishes Vince off work to go to New York.
- 3 It's a shame you broke your leg. You could have come skiing with us.
broken If your leg, you could have come skiing with us.

- 4 There was a snowstorm and that's why the flight was delayed.
would If there hadn't been a snowstorm left on time.
- 5 It's a pity that I missed the play. I would have really enjoyed it.
wish I the play. I would have really enjoyed it.

Countable/Uncountable nouns – Quantifiers

8 Look at the nouns and write C for countable and U for uncountable.

- 1 flour 2 chair 3 money 4 salt 5 love
- 6 friend 7 book 8 bowl of sugar 9 snow
- 10 furniture 11 pair of scissors 12 shoe

9 Choose the correct item.

- 1 A: Is there any/many room to sit down?
B: There is a little/few room here on the couch.
- 2 A: How many/much sugar does the recipe say?
B: Not many/much, just half a cup.
- 3 A: Have you got any/few salt?
B: Yes, there is lot/some in the cupboard.
- 4 A: How many/much money do you have left?
B: Just a few/a little.
- 5 A: How many/much cups of water did you add?
B: A lot/few.

Concession

10 Choose the correct words.

- 1 Despite/Even though he left earlier than usual, he was still late.
- 2 As much as/Yet I enjoy crime novels, the one you lent me was awful!
- 3 She is an excellent cook although/however she rarely cooks for us.
- 4 He continues to eat unhealthy food even though/in spite of the doctor's warning.
- 5 They came although/despite the rain.
- 6 Leslie is very neat whereas/as her sister is quite messy.

Grammar Check

Module 7

Passive Voice

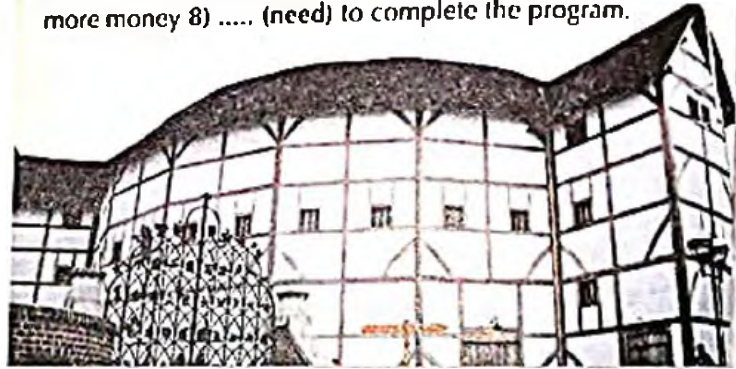
1 Complete the exchanges using the *Passive Voice*.

- 1 A: The soundtrack for this film is great.
B: Yeah! It (write) by Ennio Morricone.
- 2 A: Didn't you bring your guitar with you today?
B: No, it (repair) at the moment.
- 3 A: Have you seen *Braveheart*?
B: Of course. It (direct) by my favourite actor, Mel Gibson.
- 4 A: (their new album/release) yet?
B: No, it's due out next month.
- 5 A: When is the film coming out?
B: I think it (show) next Friday at the Palace Cinema.
- 6 A: Did you hear what happened to Max?
B: Yes, he (just/injure) in a car accident.
- 7 A: Isn't *King Arthur* a great film?
B: Fantastic. Did you know it (shoot) entirely in Ireland?
- 8 A: Why is the cinema closed?
B: It (repaint) at the moment.
- 9 A: Why didn't Jane come to the party last night?
B: I don't think she (invite), actually.
- 10 A: Could you send the tickets to my house?
B: Yes, they (deliver) by courier tomorrow.
- 11 A: Where's your DVD player?
B: Oh, it (still not/fix).
- 12 A: Do you remember who starred in *Gangs of New York*?
B: Yes. Daniel Day-Lewis. He (award) an Oscar for the leading role.

2 Complete the text with the *Passive Form* in the correct tense.

The Globe Theatre

The Shakespeare Globe Trust 0) *was founded* (found) in 1970 by Sam Wanamaker and 1) (dedicate) to the experience and international understanding of Shakespeare in performance. The Globe Trust wanted to celebrate the playwright's work and decided to construct a new theatre in London in his name. In 1993, the construction of the Globe Theatre began and it 2) (complete) in 1997. However, the whole space is continually 3) (develop), to improve the various parts of the site even further. It 4) (make up) of three sections: The Globe Theatre itself, where plays 5) (perform), 'Globe Education', which helps students understand Shakespeare's scripts in relation to the stage for which they were written, and 'Shakespeare's Globe Exhibition', which 6) (create) to inform the public about Shakespeare and his contemporaries who worked in theatre. Over the last few years, Shakespeare's Globe 7) (visit) by around 750,000 people per year. It is a great project, but more money 8) (need) to complete the program.



3 Rewrite the newspaper headlines as complete sentences, as in the example.

1 Cinema Complex to be opened in main square


2 Jim Jarmer awarded Oscar for new film

3 Hollywood legend treated for injuries after car crash

4 Star Wars film to be released soon

5 Actor Jules Venny arrested for speeding yesterday

► 1. A new cinema complex will be opened in the main square.

4  Read the text and put the verbs into the correct passive form.

A press conference 1) (hold) this morning at the Regency Hotel by actor Ken Briggs' agent. It 2) (announce) that the actor would not be starring in the sequel to *Revenge*. Specific reasons 3) (not/give) but it seems that Briggs 4) (not/choose) by Hilltop Pictures, who are looking to replace him with a new face. The company's decision may be a breach of contract and some sources say that negotiations 5) (take place) between the two parties at the moment. It 6) (not/know) who is going to replace him and Hilltop Pictures may have to deal with disappointed fans. A second conference 7) (hold) tomorrow morning and Briggs' agent said that an interview 8) (give) by the actor over the coming days.

5 Answer the questions using the words below.

- 1 A: Has the soundtrack been recorded yet?
B: Yes, the CDs/deliver/tomorrow.
▶ Yes, the CDs will be delivered tomorrow.
- 2 A: Has the role been accepted yet?
B: Yes, the role/accept/Jake Hans.
- 3 A: Do you think there will be lots of fans?
B: Sure! All seats/fill/opening night.
- 4 A: Has the set been prepared yet?
B: No, the location/not choose/yet.
- 5 A: Have the costumes been delivered?
B: No/they/make/at the moment.
- 6 A: Will all the actors be at the party?
B: Well/all invitations/send/last Friday.

6  Complete with *by* or *with*.


- 1 The film was directed a Ken Loach.
b great skill.
- 2 The games console is made a a powerful microchip.
b Sony.
- 3 The package was opened a a knife.
b Mrs Harris.
- 4 The set was made a Jean.
b the help of local people.
- 5 The film was paid for a Warner.
b company money.

7 Change the question from the *Passive* into the *Active*.

- 1 Who was *Jurassic Park* directed by?
- 2 Why hasn't the set been finished yet?
- 3 Who will be chosen for the main role?
- 4 When will the play be performed?
- 5 Where will the film be shot?
- 6 Who will the star be replaced by?
- 7 Why was the cinema closed down?
- 8 Who was the soundtrack composed by?
- 9 How much was the actor paid?
- 10 When will the film be released?

8 Change into the *Passive*.

Gorefest Movies is shooting a sequel to *Zombies* in the Nordfold Woods area. Jason Delore is playing the main role, but many locals are playing minor roles in the film. The film has created hundreds of short-term jobs and local companies are providing services for the cast and crew. Gorefest Movies say they will release the movie soon.

9  Complete the second sentence so that it means the same as the first. Use the word in bold. Use up to five words.

- 1 They are building the set now.
built The set now.
- 2 They chose Sean Penn as the main actor.
was Sean Penn main actor.
- 3 They will send the invitations tomorrow.
sent The invitations tomorrow.
- 4 The actor broke his leg during a stunt.
broken The actor's a stunt.
- 5 They will perform the play six times.
be The play six times.
- 6 Henry was composing the film score.
composed The film score Henry.
- 7 They gave Brendan a copy of *The Lord of the Rings*.
was Brendan a copy of *The Lord of the Rings*.
- 8 My gran made this cake.
by This cake gran.
- 9 A fire completely destroyed the cinema.
was The cinema a fire.
- 10 They are selling tickets for the concert now.
being Tickets the concert now.

Module 8

Reported speech

- 1 Complete with the gaps with *say* or *tell* in the correct tense.

"I ran into Tom the other day at the internet café,"
1) Grant. "He 2) me that he had found a really
interesting job in London and I 3) him I was
delighted for him." "I am happy to hear it too," 4)
Lara. "Did he 5) you when he was leaving?" asked
Kate. "Yes, he 6) he would be leaving next
Sunday," said Grant. "He also 7) that he was having
a party on Saturday night and he 8) me to ask you
to come."

- 2 Turn the following statements into *reported speech*.

- 1 "He doesn't know the latest news," she said.
- 2 "I can store 20GB of music on this," said Troy.
- 3 "We have been using this software for a year," said Nick.
- 4 "I've always loved photography," said Jane.
- 5 "He will copy the CD for me," Orla told May.
- 6 "I am considering a career in showbusiness," Ken told his dad.
- 7 "I downloaded the program for you," said Owen.
- 8 "I can't get this device to work," said Fran.
- 9 "You mustn't press this button," said Bob.
- 10 "I was playing video games all night," said Steven.

- 3 Rewrite the orders in *reported speech*.

- 1 "Don't forget to recharge the battery," David told Jude.
- 2 "Remember to bring my MP3 player back," Elizabeth said to me.
- 3 "Be quiet!" she told him.
- 4 "Turn your computer on," said the teacher.
- 5 "Don't tell anyone what I said," Kate told Nora.

- 4 Match the sentences (a-f) to the sentences (1-6). Then, complete the sentences using *reported speech*, as in the example.

- a Where is the post office?
- b Can you please help me?
- c Would you like me to order a takeaway?
- d Could you speak up?
- e Why don't we play a video game?
- f Where did you buy yours?

- 1 a I had a letter to send, so I *asked her where the post office was*.
- 2 We were both bored, so I
- 3 My guests were getting hungry, so I
- 4 I wanted to buy a mobile phone, so I
- 5 I couldn't hear him, so I
- 6 I was having problems with my computer, so I

Relatives


- 5 Complete with: *who*, *which*, *where*, *when*, *that*.

- 1 Martin is a DJ plays music at weddings.
- 2 The Eiffel Tower, is in Paris, is a popular tourist attraction.
- 3 That's the dog barks all night long.
- 4 I saw the play you recommended.
- 5 The little boy you tutor passed his exam.
- 6 The bookstore I shop, has closed down.
- 7 That day you called, I was away on holiday.

- 6 Complete the relative pronoun, adding commas where necessary. Write *D* for defining, *ND* for non-defining and whether the relative can be omitted or not.

- 1 The university *where* he studies has got an excellent reputation.
- 2 My computer teacher, name is Mr Lynch, is very nice.
- 3 This MP3 player I got for my birthday is very expensive.

- 4 The students designed the device won an award.
- 5 The flat he lives has got all the modern conveniences.
- 6 Bill Gates owns Microsoft is a very rich man.
- 7 The software I bought is very sophisticated.
- 8 My neighbour is a scientist earns a lot of money.
- 9 The shop I bought my digital camera has closed down.
- 10 I prefer the mobile has got the radio built in.


7  Complete with: *who, which, whom, whose, when, where* or *why*. Say whether they can be omitted or not.

- 1 A: Is this the book (*which*) you forgot last time?
B: Yes, it's mine.
- 2 A: Do you know the doctor office is on Elm Street?
B: Yes, I've been going to him for years.
- 3 A: Where did you find that game?
B: I bought it at the store they sell used computers.
- 4 A: When do you want to meet?
B: Can we meet the film finishes?
- 5 A: Can you give me a reason you did that?
B: I'm sorry. I can't explain it.
- 6 A: Do you remember the girl we saw last week at the park?
B: The one car had broken down?
- 7 A: My aunt, is a journalist, works in France.
B: Isn't she the one was here last May?

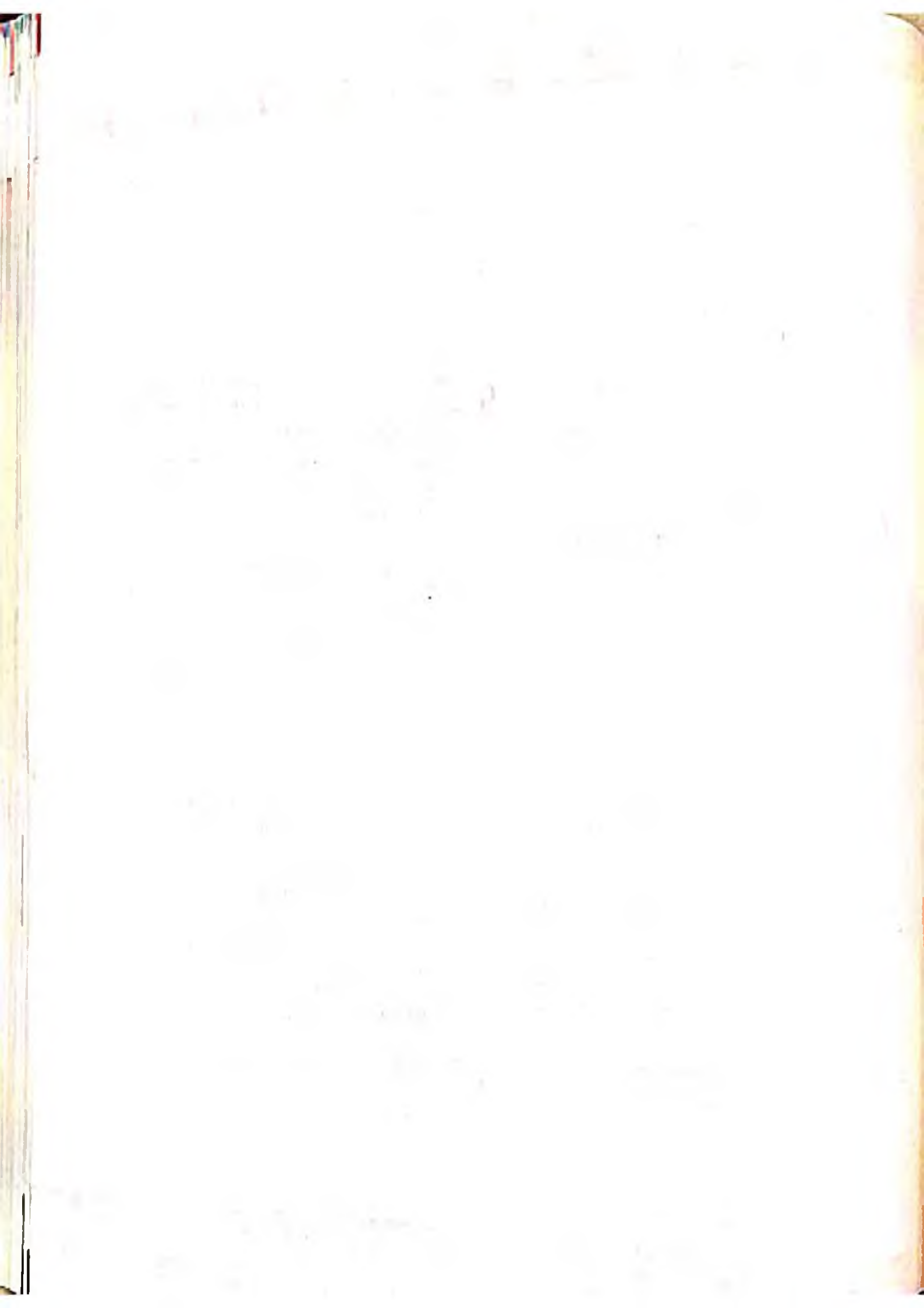
8 Combine the sentences using relative pronouns.

- 1 That's the man. He installed my phone.
▶ *That's the man who installed my phone.*
- 2 Greg's new digital camera doesn't work. It cost him a fortune.
- 3 Here's an ad for the laptop. I think I'll buy it.
- 4 This is the laptop. I bought it from a friend.

- 5 I'm reading *The Time Machine*. It was written by H.G. Wells.
- 6 My friend bought a new MP3 player. It stores up to 50GB of music.
- 7 This is Mr Key. He's my Physics teacher.
- 8 The CD-ROM was delivered today. I ordered it weeks ago.

9  Complete the second sentence so that it means the same as the first. Use the word in bold. Use up to five words.

- 1 Mr Jackson sold eighty laptops last month.
by **Eighty laptops** last month.
- 2 Who sent the text message?
sent **Who** by?
- 3 My friend Julie lives nearby.
who **Julie** nearby.
- 4 They delivered the DVDs on time.
delivered **The DVDs** on time.
- 5 We ate at a very nice restaurant last night.
where **The restaurant** last night was very nice.
- 6 The technician repaired the TV yesterday.
by **The TV** the technician yesterday.
- 7 A famous engineer designed the software.
designed **The software** famous engineer.
- 8 Mike's digital camera can store up to 600 photographs. He just bought it.
which **Mike's digital camera** can store up to 600 photographs.
- 9 They will announce the winner of the competition next week.
announced **The winner of the competition** next week.
- 10 Students can log in if they have a password.
who **Students** can log in.

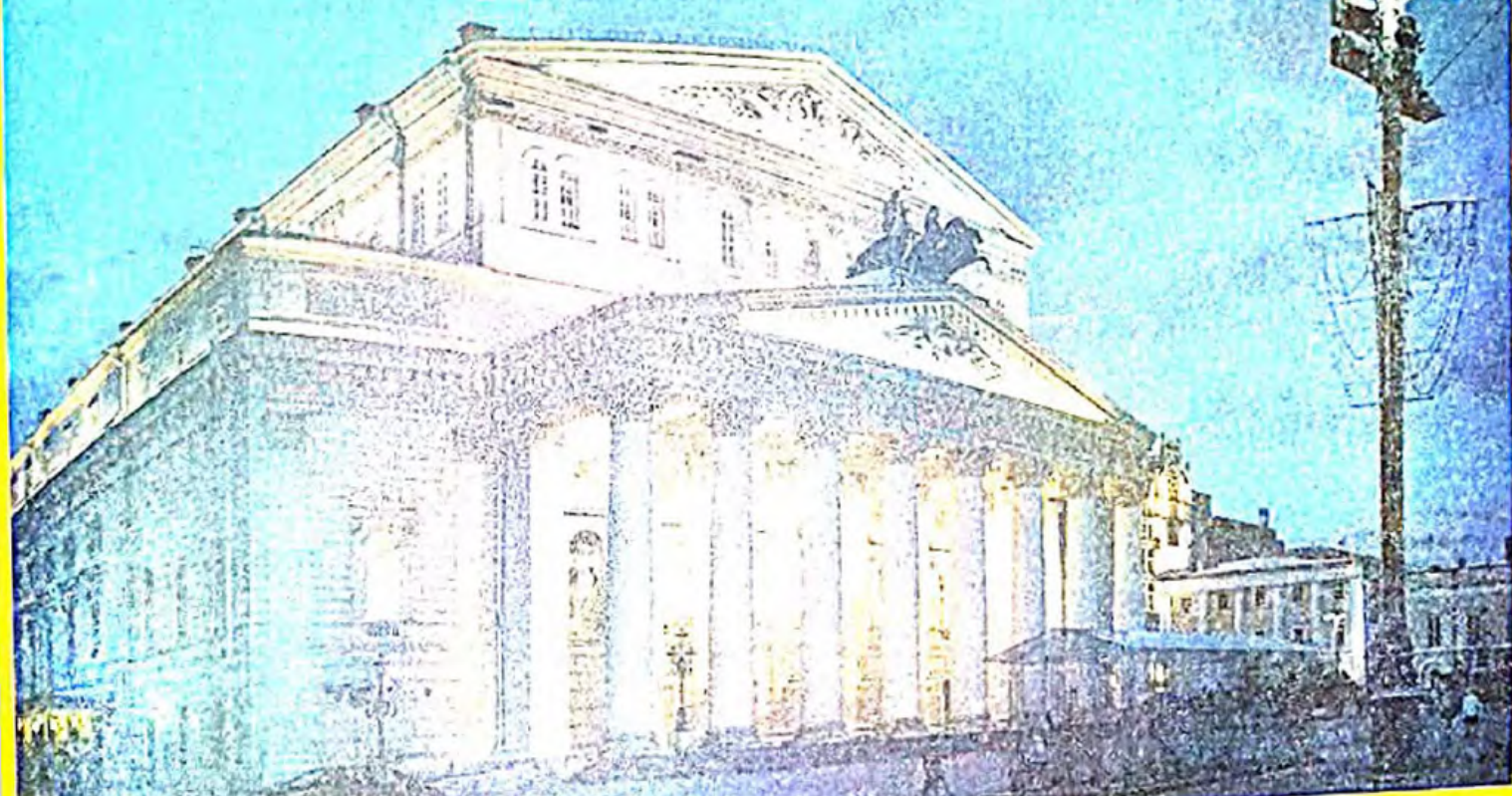


Spotlight

ON RUSSIA

#Vol. 10

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Letter from the Editors

Welcome to Spotlight on Russia!

Our names are Ann and Bill and we want to welcome you to this edition of *Spotlight on Russia*. We are both Year 11 students from Ridgeway Secondary School in Liverpool, England. We are very lucky to be living and studying in Russia this year as part of a student exchange programme.

Spotlight on Russia has invited us to work for the magazine as Guest Editors. This year we will be travelling across this amazing country and learning as much as we can about Russian culture, geography, environmental issues, free-time activities and much more. We'll share our impressions of life in Russia with you and we hope you'll tell us more about the different aspects of life in your great country!

We hope you enjoy our articles.

Bill

Ann



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What would you like to do when you leave school? Have you made any serious plans? How do Russian teenagers see their career prospects?

Careers

Spotlight on Russia talks to some Russian teenagers about their career plans.

Tatiana believes her career dream will come true

Arkady is enjoying his youth but is going to start thinking about a career

Nika is looking forward to doing something she enjoys



Sasha wants to be creative with people's hair

own salon, and I hope I can use my experience and talent to make it one of the most fashionable places in Moscow."

Tatiana (16)

"My ambition is to become a diplomat because politics and travel have always fascinated me. My favourite school subjects are English and History, so I think my career plan makes sense. I used to think it would be impossible to pursue such a career, but I found out what I needed to do and I realised that it's within my grasp. I'll have to go to university, of course, which means I'll have to do well in secondary school. I don't mind, though, because now I know what I really want to do with my life."

Nika (17)

"I find it difficult to make up my mind about the kind of career I want as there are so many things I'd like to do. These days, there aren't any jobs for life, so I know I'll have to take a few risks and adapt to a changing world. But whatever happens, I'm determined to find a job I really love. I believe in that old Chinese proverb: "Find a job you enjoy, and you'll never work a day in your life."

Sasha (17)

"I love art and design. However, I wouldn't like to be a professional artist. Instead, I'm considering becoming a hairstylist. That way I could combine my creative talents and earning a regular income. My training will involve working in a well-known salon in Moscow and attending specialist seminars abroad. One day I'd like to open my

Arkady (15)

"I haven't thought much about what I want to do after school. I've been too busy enjoying myself. I'm only 15, so I think there's plenty of time for me to consider my options. People say I'm a caring and considerate person, so I think a job in a non-profit organisation helping people would suit me best. I'm going to find out more about that."

Spotlight on Russia would like to know what its readers have in mind when it comes to careers. Have you thought about your future job? Let us know what your plans are.

ACTIVITIES

- In pairs, talk about jobs you like.
- Collect information about your dream career and write an article about it.

Fame

Evgeni Plushenko is an Olympic Champion, World Champion, European Champion, Grand Prix Champion and National Champion.

Spotlight on Russia finds out what it takes to be ...



Name: Evgeni Viktorovich Plushenko (Zhenya)
Date of Birth: 3rd November, 1982
Birthplace: Solnechni in the Khabarovsk region in Siberia (moved to Volgograd when he was 3)
Family: Father - Viktor, Mother - Tatiana; Sister - Elena
Pets: A bulldog called "Go'den", and a Persian cat

Hometown: St Petersburg (moved from Vo'gograd when he was 11)
Home Club/Coach: Yubileiny Sport Club; Alexei Nickolaevich Mishin
Best Personal Scores: 263.25; Short - 91.39; Free Skate - 180.91

A Champion

It was my dream when I was 4. I saw a competition and said to my mum, 'I have to be there.' I said that I wanted to be an Olympic champion. Now I have all the titles and I am really very happy.

Evgeni Plushenko

Young Evgeni began life next to the railroad in a house his father built. He was a sickly child and after Evgeni spent three months in hospital with double pneumonia, his parents decided to move to Volgograd.

When Evgeni joined his first skating group, his health quickly improved, but being the youngest meant he still had many difficulties to overcome. He used to cry when he fell on the hard ice, unable to get up again. However, Evgeni persevered and won his first competition when he was seven at the Crystal Skate Tournament in Samara.

Evgeni was obviously very talented, but his career almost ended in 1993 when the local ice rink closed. Although he was only eleven years old, Evgeni was determined to pursue his dream even if it meant living alone in St Petersburg. Training with Alexei Mishin, young Evgeni ignored the teasing from older kids as he learned how

to perform the quad toe loop and the Biellmann spin.

In 1997, fourteen-year-old Evgeni won the World Junior Championships and finished 3rd in the Senior World Championships in 1998. A string of victories followed, and by 2006, Evgeni had won every major championship except one. Having recovered from a serious injury, Evgeni finally won the Olympic gold medal in Turin, setting new personal bests for each phase of the competition.

Since then, Evgeni has kept on winning - on and off the ice! He has also dipped a toe into politics, and danced on stage for pop-star Dima Bilan, helping Russia win the 2008 Eurovision Song Contest. Recently, however, Evgeni has suffered from some health problems, but he is determined to compete for as long as possible. When he retires, he will put his experience to good use, coaching the next generation of champions.



ACTIVITIES

- With a partner, discuss what you most admire about Evgeni Plushenko.
- Would you like to be an ice skater? (Why?)

Write to *Spotlight on Russia* about your favourite sporting hero. Tell us what you most admire about your hero and don't forget to send in any pictures you have.

Are schools in Russia all the same? What kind of unusual schools are there in the country?

Schools

Spotlight on Russia looks at three atypical schools.



The Presidential Lyceum

The Presidential Lyceum "Sirius" in the Krasnodar Krai first opened its doors on September 1, 2020. Now there are 1,100 schoolchildren studying there. The Lyceum works as a full-day school – from 8 a.m. to 6:30 p.m. and it also has its own kindergarten.

The Lyceum combines classical education with the latest educational technologies. It is the peculiarity of the education in the Lyceum that every student has his or her individual curriculum. They have the opportunity to choose subjects at an advanced level, courses of extracurricular activities, additional education programmes, project

and research activities. A tutor who works with students of each class is responsible for supervision of children and their support in passing the individual educational routes.

There are many opportunities for extracurricular activities in the Lyceum. Children can learn languages, practise robotics, chess, dance – and much more! The Lyceum also includes a music school.

There is a gymnasium, a stadium with a volleyball and basketball court, a soccer field and two swimming pools. Swimming and other sports sections and clubs are available to all children in the community.

Altai Krai
Regional
Crisis Centre
for Men



*Helping
young male
teenagers to
help themselves.*

A special course for young men

In the Siberian city of Barnaul, a special programme has begun. Set up by the Altai Krai Regional Crisis Centre for Men and supported by the annual Man-Ecology-Health Exhibition, this new course has devised a number of ways to help male teenagers with problems.

Participants learn how to assert and respect themselves. They go on camping trips, which are designed to improve their health. These trips include mountain hiking and campfire singsongs. Back in the city, informal meetings called 'evening couch parties' allow teenagers to sit around and talk in a relaxed atmosphere. All of these activities help them to realise who they are and what makes them special.

A school for everyone

On Horoshevskoye Avenue in Moscow, a new type of school will open shortly. What makes this school unique is the fact that it is not only intended for students, but it is designed for the needs of local citizens as well. Therefore the school will have an educational and a social purpose.

During the day, students will make use of the school's gyms, Internet facilities and concert halls, while in the evening these will be open to local residents of all ages.

The school will be equipped with the latest technology, and every classroom will have computers and widescreen digital monitors.

ACTIVITIES

- In pairs, discuss which of the schools above you would like to attend.
- **ICT** Collect information about an extraordinary school in your area and write an article about it.

How could your school be improved? What's your idea of a perfect school? Send *Spotlight on Russia* your thoughts and ideas.

Thousands of tourists travel up and down the Volga every year. It's Europe's longest river and many consider it to be the national river of Russia, but what exactly can one see there?

Spotlight on Russia goes on ...

A Voyage UP the Volga

We began our journey in the historic city of Volgograd with an inspirational trip to Mamayev Kurgan to see the enormous statue, *The Motherland Calls*. This city witnessed the full horror and heroism of World War II and the statue celebrates the enduring spirit of the Russian people. Then, we headed back to the centre, which has risen from the ashes to become a major crossroads of transportation, and strolled along the promenade by the river before boarding our boat to begin the adventure of a lifetime.

Over the next few days the boat stopped at many small villages, and we sailed past Saratov, Samara and Ulyanovsk. In every village there were small shops and street vendors selling clothes, *matryoshka* dolls and amber jewellery. It was a great chance to see rural life in Russia, and the people we met were incredibly hospitable. Back on the boat, we loved chatting with our new-found friends from all around the world.

The third day of our trip brought us to Kazan, where the Volga meets the Kazanka River. Kazan is half-Russian, half-Tatar and completely charming. In the upper part of the city, we visited the Kazan Kremlin, where we saw the amazing Annunciation Cathedral and the mysterious leaning Suyumbike Tower. Then, in the lower part of the city, we visited some magnificent

Muslim mosques.

As the river carried us further, Nizhny Novgorod came into view, standing on a high hill where the Volga meets the Oka River. The red brick towers of the grand Kremlin dominate the skyline and the Archangel Cathedral lies within its historic walls. From there we visited many of the city's famous abbeys, such as the Monastery of the Caves and the Annunciation Monastery.

We sailed onwards to Kostroma – a city that's almost as old as Moscow. The streets fan out from the central square, and we marvelled at the medieval peasant homes and the golden domes of the Ipatiev Monastery. The Epiphany Cathedral, with the 10th century Byzantine icon, *Our Lady of St Theodore*, was also truly remarkable.

Finally, our voyage brought us to Yaroslavl. The 17th century red brick churches were delightful with their brightly tiled exteriors and fantastic frescos. At the Spaso-Preobrazhensky Monastery we saw many wonderful religious icons as well as the original manuscript of the Russian literary treasure, *The Lay of Igor's Host*. All too soon it was time to leave, but as we caught the train back to Moscow we knew that we had taken a journey that would live in our hearts forever.

ACTIVITIES

- Which cities on the Volga have you visited?
- Tell your partner which cities you would like to visit.
- What do you think makes a city a great place to visit?

What's your favourite place in the area where you live? Which places would you advise a tourist to see? Send in photographs or drawings of your favourite places with a short explanation of why you like them so much. We'll put the best on our website for the whole world to see!

It's one of the most famous lakes in the world and it's one of Russia's greatest landmarks.

Spotlight on Russia turns its attention to ...

Environment

Lake Baikal



Lake Baikal, in eastern Siberia, is a miracle of nature. It's the deepest lake on Earth and it contains more water than all the Great Lakes of America put together. It's also the oldest lake on Earth and, after more than 25 million years, Lake Baikal is still growing at a rate of 2 cm a year. However, facts and figures fail to describe the breathtaking beauty of Baikal. The water is crystal clear, and when you can see the shimmering stones on the bottom of the lake it's hard to believe they're so deep down. But then this tranquillity can easily become a tempest. As the lake changes its mood, the wind rises and huge waves begin to roll across the surface.

Lake Baikal is surrounded by some magnificent mountain ranges, such as the Primorsky, Baikalsky and Barguzinsky. More than 300 rivers flow into Lake Baikal and only one river, the Angara, flows outwards. Of the 27 islands in the lake, the most famous is Olkhon Island, where they say the sun shines brightly for more than 300 days a

year. Olkhon is a place of legend and wild spirits, and it's home to the famous Shamanka Rock, sacred to shamans in times gone by.

This environmental treasure also contains a wealth of biodiversity. Most of the 2,635 species of animals and plants discovered in and around Lake Baikal cannot be found anywhere else in the world. The lake is also the only breeding ground for the Baikal Seal and the Omul fish, on which the seals feed. In 1996, Baikal was declared a UNESCO World Heritage Site. The total area of the site is 8.8 million hectares, which includes the lake's surface, three reserves, and two national parks, Pribaikalsky and Tunkinsky.

Today, this precious Russian jewel is threatened by the industry around its shores. We can only hope that future generations will be able to come here and enjoy Lake Baikal as much as we do.

Is there an area near you that is particularly beautiful? What makes it so special? What do people do there? Send *Spotlight on Russia* some drawings or photographs of your special place.

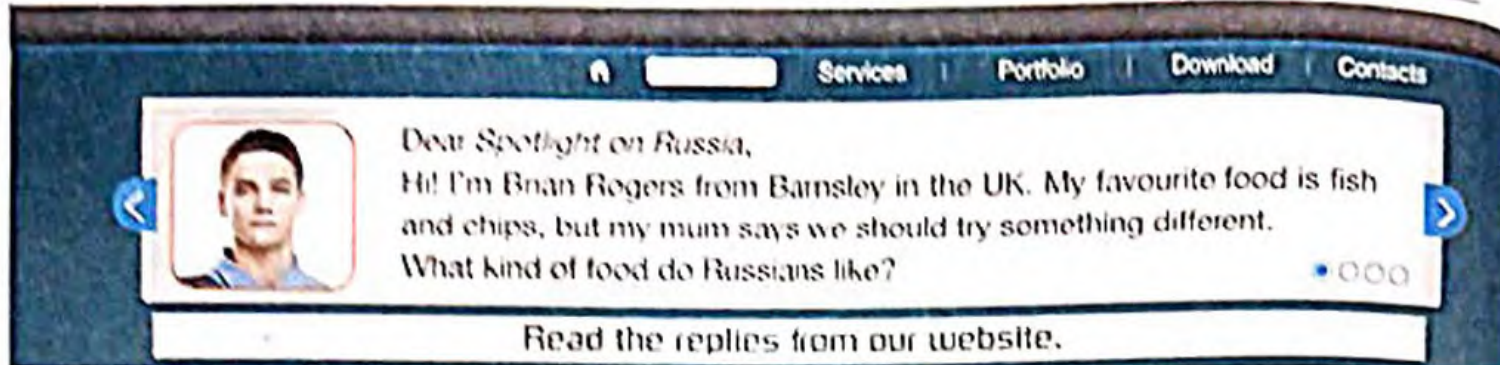
ACTIVITIES

- In pairs, discuss what you find most impressive about Lake Baikal.
- What would you like to do there?
- **ICT** How can people help to protect this fragile environment? Collect information using the Internet.

Food

WHAT KIND OF FOOD DO RUSSIANS LIKE?
Here's an email sent to the *Spotlight on Russia* website.

Spotlight on Russia gets hungry



Spotlight on Russia

RECIPES



Here in Russia, we have lots of different soups like *borsch*, *schanka*, and *otrashta*, but my favourite is the *shchi* that my mum makes. It's a cabbage soup with carrots and spicy herbs in it. I don't like *shchi* with meat, but if you add a little *smetana* (a kind of sour cream), it tastes delicious with rye bread.
Antonina (15), Volgograd

I'm a real meat eater and I love *shashlyk*, a kind of kebab. You can buy a *shashlyk* in restaurants, but I like getting one from street vendors who roast them on skewers over wood or charcoal.
Roman (15), St Petersburg



I love *maslenitsa* because I love *blini*. They're pancakes and there's one week of the year when we eat lots of them. You can cover them with butter and eat them with sour cream or caviar, but don't try eating them with both because it tastes disgusting.
Valentin (14), Kazan

The *pelmeni* that my dad makes are fantastic. *Pelmeni* are a type of dumpling that are usually made with a minced meat filling made from 45% beef, 35% lamb and 20% pork, but my dad says he has his own secret recipe. They can be frozen until you want to eat them. You just boil them till they float and then wait 2-5 minutes more before serving them with sour cream or mustard.
Raisa (15), Barnaul



I've just learnt how to make *kotlety*. You put milk, chopped onions, ground beef and pork in a bowl and mix them thoroughly. It's a good idea to dust your hands with flour before you roll the mixture into patties because this stops everything from getting too sticky. Then you just pop the patties into a frying pan and cook them. Everyone in my family likes my *kotlety*.
Polina (13), Moscow

ACTIVITIES

- In pairs, discuss your favourite foods and why you like them.
- Do you know how to make any meals?
- Which foreign foods do you like?

Spotlight on Russia is conducting a survey. Write in and tell us what your favourite food is. Do you (or your parents) have a special way of preparing it? Send us some pictures of your favourite food, too.

It's one of the most famous theatres in the world and one of the most beautiful.

Arts

Spotlight on Russia asks, is there anything more delightful than ...

Ballet at the Bolshoi?



A trip to the Bolshoi Theatre is an incredible experience, even before the performance begins. The theatre is a masterpiece of Russian neoclassical design. It seats over two thousand people in a wonderland of hanging chandeliers, gold decoration and red velvet furnishings.

The Bolshoi has a history that's almost as dramatic as one of its performances. The original theatre was Prince Urussov's Public Opera and Ballet Theatre, commissioned by Catherine the Great in 1776 and backed by the Englishman Michael Maddox.

The first disaster struck in 1805 when fire damaged it beyond repair. The architect, Osip Bove, designed a new building which opened in 1825. However, disaster struck again in 1853 when the theatre caught fire and the blaze raged for days. Almost all the interior was destroyed, but the outer walls remained more or less intact.

The interior of the building was rebuilt in 1856 by the architect Albert Kavos.

The Bolshoi has always been associated with ballet, and it's the home of the Bolshoi Ballet troupe. It has hosted some of Russia's most famous performances and celebrated premieres by some of the best composers. Glinka's opera, *A Life for the Tsar*, premiered here on 7th September, 1842, and Richard Wagner conducted a series of concerts here in 1863. In 1877, Tchaikovsky's *Swan Lake* was first performed here, and it remains a popular favourite. This century, works by the composers Prokofiev and Shostakovich, as well as the 1960s hit *Spartacus* by Aram Khachaturyan, were also performed at the Bolshoi Theatre.

The Bolshoi ballerinas, actors and opera singers may tour the world, but there's no better place to see the Bolshoi Theatre Company other than right here in Moscow.

ACTIVITIES

What is your favourite ballet? Why not send *Spotlight on Russia* some pictures of a ballet you would like to see?

- In pairs, discuss why you would like to visit the Bolshoi.
- Discuss any ballets you have seen.
- Would you like to be a ballet dancer?

Space

Russians have been exploring the final frontier since the 1950s and achieved a number of firsts on man's final frontier.

Spotlight on Russia finds out more about Russian space exploration

Russia is no stranger to space. Since the 1950s, Russians have been exploring space and have achieved a spectacular number of firsts.

- 1957 *Sputnik 1 was the first satellite in space*
- 1957 *"Laika" was the first animal to orbit the Earth*
- 1961 *Yuri Gagarin was the first person in space*
- 1963 *Valentina Tereshkova was the first woman in space*
- 1965 *Aleksei Leonov was the first person to walk in space*
- 1984 *Svetlana Savitskaya was the first woman to walk in space*

Russia's space program continues to set itself new targets. At present it has three main aims. The first is to send three manned missions to the Moon. The second objective is to build a permanent base on the Moon to tap its energy resources. And, last but not least, its third goal is to dispatch a Russian crew to Mars, also known as the 'Red Planet', sometime between 2020 and 2030.

Of course, space travel does not come cheap. While the Russian government has given \$2 billion to the programme, private investment is also needed. Some money has been raised through offering tourist trips into space. Russia was the first country to offer this type of travel, and to date four people have travelled as tourists into space, each paying \$20 million for the privilege.

With its many firsts, Russia has been a pioneer in space exploration and has earned its place among the stars. Apart from technology and investment, the space program needs cosmonauts. Do you aspire to new heights?



ACTIVITIES

- Imagine you want to tell your English pen-friend about Russia's history in space. Use the information in the text to tell the class.
- **ICT** Collect information about your favourite Russian space hero or heroine using the Internet. Write a short article.
- Would you like to be a cosmonaut? Explain why (not).

Spotlight on Russia would like to know what its readers think of space exploration. Where would you like to go in space? What would you like to do there? Send in your suggestions and we'll put the best ones on our website for the whole world to see.

Song Sheets

Module 1

- 1 🎧 Look at the picture and the title of the song. What do you think the song is about? Listen, read and check your answers.

TOGETHER FOR EVER

People say a good friend's hard to find
But I have found a friend who's good and kind.
You're always there for me, like a good friend ought to be
You always seem to know what's on my mind.

*You're everything I look for in a friend
The only one on whom I can depend
Whenever I'm with you, I know I can get through
I hope we'll be together till the end*

When I need help, I always turn to you
You always know exactly what to do.
Whenever things go wrong, you're loyal and you're strong
That's how I know our friendship's real and true.



- 2 What makes a good friend, according to the singer?

- 3 a 😊😊 How important is friendship to you?
b 😊😐 Do you think it's better to have a lot of casual friends or a few close friends?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.

- Friends are flowers in the garden of life.
- A friend in need is a friend indeed.
- The best mirror is an old friend.

Module 2

- 1 🎧 Look at the title of the song. How could it be related to the words and phrases below? Listen, read and check your answers.

- make ends meet • want more • shopping spree
- health • riches • survive • friends and family
- cash • greed • wealth you need

The Greatest Things in Life are Free

We all work hard to make ends meet
Buy clothes to wear and food to eat.
But very soon, we all want more
And money's all we're living for.
Sometimes it's fun to just splash out
But that's not what life's all about!

*The greatest things in life are free
You can't buy love on a shopping spree.
Happiness is not for sale
You won't find health on a cut price rail.
They have no prices, low or high
They're riches money just can't buy.*

Even the richest man alive
Needs more than money to survive.
If you have friends and family
Then you're as rich as you can be.
Forget your cash, forget your greed
For you have all the wealth you need.

- 2 According to the singer, what can't we do with money?

- 3 😊😊 Do you think you would be happier if you suddenly became very rich? How do you think your life would change?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.

- A fool and his money are easily parted.
- A full cup must be carried steadily.
- A great fortune in the hands of a fool is a great misfortune.



Module 3

- 1 🗣️ Look at the pictures and the title. What do you think the song is about? Listen, read and check your answers.

A place in the WORLD

The world is waiting for you
With chances round every turn,
Exciting options to choose
Important lessons to learn.

*So find your place in the world
The place that's perfect for you,
Where you can use your best skills
And do things you love to do.*

Your whole life stretches ahead
So much to do and to see,
So make the most of your life
And be who you want to be.



- 2 a What advice does the singer give?
b Do you agree with the singer's advice? Why/Why not?
- 3 😊😊 What are your dreams and ambitions for the future?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- A place for everything, and everything in its place.
 - A good plan today is better than a perfect plan tomorrow.
 - Different strokes for different folks.

Module 4

- 1 🗣️ Read the title of the song. In what context do you expect to find the phrases below? Listen, read and check your answers.
- hear it every day
 - throw it all away
 - endangering our lives
 - our planet won't survive

THINK GREEN

Our planet is in trouble
We hear it every day,
And yet, we all continue
To throw it all away.
We're threatening our future
Endangering our lives,
If we don't take some action
Our planet won't survive.

*Think Green! To save the planet!
Think Green! Do all you can!
Think Green! For all our children!
Think Green! For the race of man!*

Recycle all your rubbish
Don't buy things you don't need,
Don't kill our perfect planet
To satisfy your greed.
If we all pull together
Something can be done,
If we think green and act fast
The war will soon be won.

A close-up photograph of a white daisy flower with a yellow center, set against a background of green grass and other flowers.

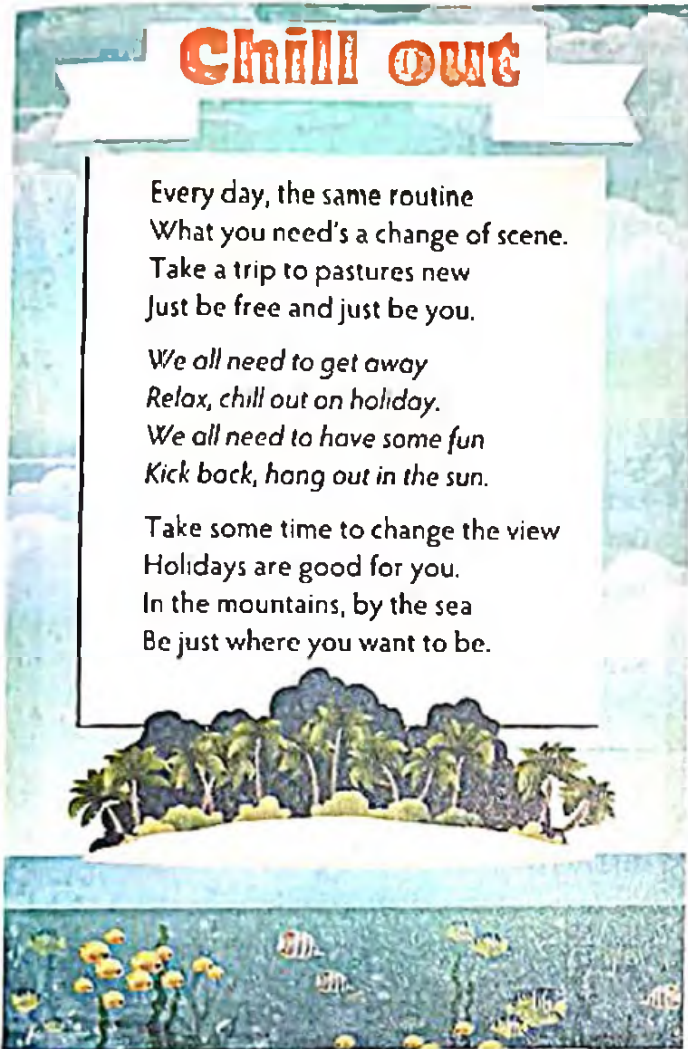
- 2 a Why does the singer think the world will die?
b How does the singer think we can save our planet?
- 3 😊😊 Do you think humanity will find a better way forward?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- Things done cannot be undone.
 - If you're not part of the solution, then you're part of the problem.
 - Actions speak louder than words.
 - All the flowers of tomorrow are in the seeds of yesterday.

Module 5

- 1 🎧 Look at the picture and the title. What do you think the song is about? Listen, read and check your answers.



Chill Out

Every day, the same routine
What you need's a change of scene.
Take a trip to pastures new
Just be free and just be you.

*We all need to get away
Relax, chill out on holiday.
We all need to have some fun
Kick back, hang out in the sun.*

Take some time to change the view
Holidays are good for you.
In the mountains, by the sea
Be just where you want to be.

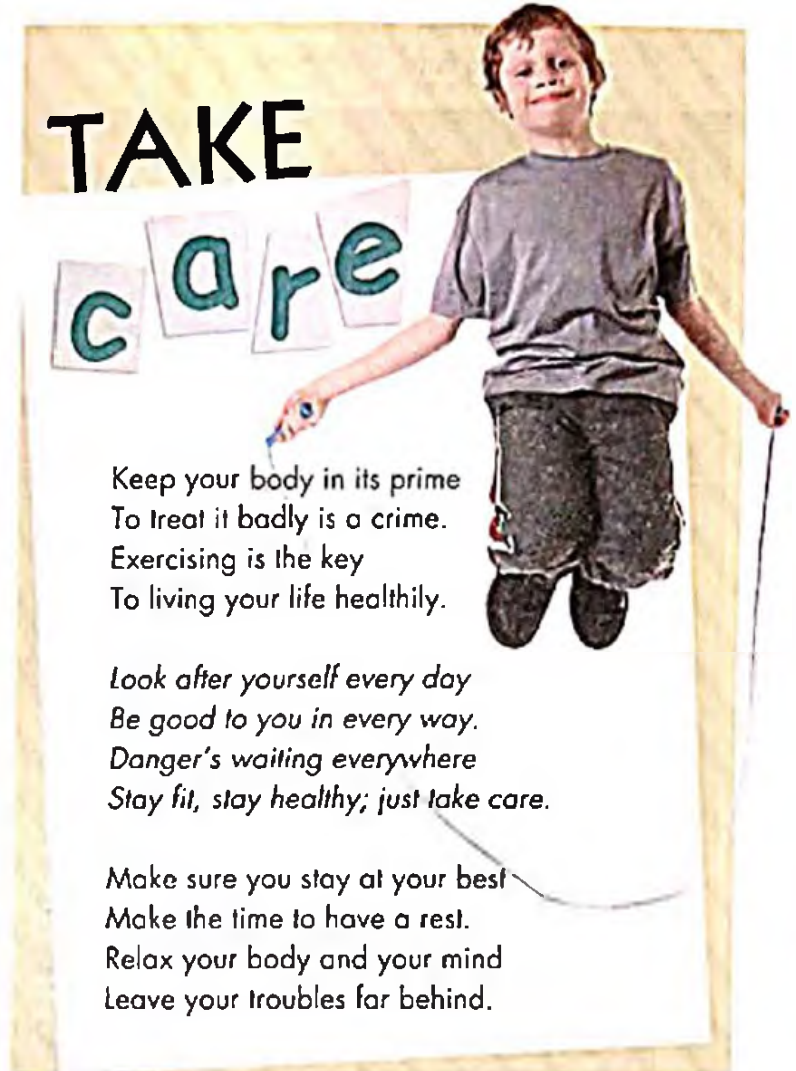
- 2 Why does the singer think holidays are necessary for people?
- 3 a 😊 Tell your partner about the kind of things you like doing on holiday.
- b 😊 What would be the perfect holiday for you and your partner?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- All work and no play makes Jack a dull boy.
 - He lives long who lives well.
 - Live for today for tomorrow never comes.

Module 6

- 1 🎧 Look at the picture and the title. What do you think the song is about? Listen, read and check your answers.



TAKE CARE

Keep your body in its prime
To treat it badly is a crime.
Exercising is the key
To living your life healthily.

*Look after yourself every day
Be good to you in every way.
Danger's waiting everywhere
Stay fit, stay healthy; just take care.*

Make sure you stay at your best
Make the time to have a rest.
Relax your body and your mind
Leave your troubles far behind.

- 2 Why does the singer think it's a good idea to exercise regularly?
- 3 a 😊 Do you exercise regularly? Why/Why not? Discuss.
- b 😊 What kind of exercise do you think is the most effective? Discuss.


Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- Healthy body, healthy mind.
 - Health is better than wealth.
 - No pain, no gain.

Module 7

1 🎧 Look at the title of the song. How could it be related to the phrases below? Listen, read and check your answers.

- get the breaks • got what it takes • stardom
- worldwide fame • celebrity



Super Star

Perhaps you could be famous
If you'd only got the breaks
I'm sure you could be anything
'Cause you've got what it takes.
Perhaps you could have stardom
If your dreams do all come true
But I believe you're wonderful
Just because you're you.

*It really doesn't matter
If people know your name,
It doesn't make a difference
If you don't have worldwide fame.
The only thing that matters
Is who you really are,
If you are happy with yourself
Then you're a superstar!*

Perhaps you think celebrity
Would make your life complete,
Just think of all the things you'd do
The people you could meet.
Perhaps you think you'd be important
If you were a star,
But I believe you're wonderful
Just the way you are.

2 Why does the singer think fame is not so important?

3 😊🤔 Would you like to be famous? What for? Why(not)?

Proverbs


4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.

- The sun shines upon all alike.
- Life is made up of little things.
- He is rich who is satisfied.

Module 8

1 🎧 Look at the title of the song. How could it be related to the phrases below? Listen, read and check your answers.

- rocket science • gadget • new machine
- fresh and new • knowledge at our fingertips
- march into the future



A Whole New World

It isn't rocket science; it's easy to see
Why everybody's mad about technology.
Each electronic gadget, each new machine
Can make our lives much better than they've ever been.

*We're living in a time when things are fresh and new
It seems that there is really nothing we can't do.
So we march into the future, every boy and girl
The computer age is here and it's a whole new world!*

Computers make a difference to the world at large
With knowledge at our fingertips, we're all in charge.
With one touch of a button we can access all
And find the answers to all questions, great and small.

2 Why does the singer think computers and technology are useful?

3 a 😊😊 Which is your favourite gadget/electronic device? Why?

b 😊🤔 Which gadget/electronic would you most like to have? Why?

Quotations

4 Explain the quotations. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.

- "When all else is lost, the future still remains."
– Christian Nestell Bovee
- "You can never plan the future by the past."
– Edmund Burke
- "I do not fear computers. I fear the lack of them."
– Isaac Asimov

Grammar Reference Section

MODULE 1

Present Simple

Form: the main verb (V/Vs)

Spelling (3rd person singular affirmative)

- Most verbs take -s in the third person singular.
I talk - he talks
- Verbs ending in -ss, -sh, -ch, -x or -o take -es.
I miss - he misses, I fish - he fishes, I match - he matches, I mix - he mixes, I go - he goes
- Verbs ending in consonant + y drop the -y and take -ies.
I fry - he fries
BUT
Verbs ending in vowel + y take -s.
I pay - he pays

Use

We use the Present Simple for:

- daily routines.
We take a lunch break at 1:30 in the afternoon.
- repeated actions.
She goes to the gym every Wednesday.
- habits.
He always takes the train to work.
- reviews/sports commentaries/dramatic narrative.
Meryl Streep acts beautifully in this film.
- timetables/programmes (future meaning).
The play starts at 8:00.
- in exclamatory sentences.
Here comes Elaine!
- permanent states.
He teaches Law at the university.

Time expressions used with the Present Simple: *every hour/day/week/month/summer/year, etc, every morning/evening, etc.*

Adverbs of Frequency

Adverbs of frequency tell us how often something happens.

always (100%), usually (75%), often (50%), sometimes (25%), never (0%)

Use

Adverbs of frequency go before the main verb but after the verb to be and after auxiliary verbs.

She's always late for everything.
They never go out on Mondays.
He has never travelled abroad.

Present Continuous

Form: verb "to be" (am/is/are) + main verb + -ing

Spelling of the Present Participle

- Most verbs take -ing after the base form of the main verb. *build - building, smell - smelling*
- Verbs ending in -e drop the -e and take -ing.
bake - baking, sunbathe - sunbathing
- Verbs ending in vowel + consonant which are stressed on the last syllable double the consonant and take -ing.
sit - sitting, stop - stopping
BUT *discover - discovering*

Use

We use the Present Continuous for:

- actions happening now, at the moment of speaking.
We are watching TV now.
- actions happening around the time of speaking.
We are painting the kitchen today.
- fixed arrangements in the near future, especially when we know the time and the place.
I'm going shopping with Tania this afternoon.
- temporary situations.
She is living with her grandparents at the moment.
- changing or developing situations.
She is getting thinner and thinner.
- frequently repeated actions with *always, constantly, continually* expressing annoyance or criticism.
She's always complaining.

NOTE: The following verbs do not usually have a continuous form: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc.

I remember our holiday in Italy.

Time expressions used with the Present Continuous: *now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.*

Present Simple vs Present Continuous

- We use the Present Simple for permanent states.
Richard speaks Polish.
BUT
- We use the Present Continuous for temporary situations.
She's washing her hair now.
- We use the Present Simple for repeated actions.
She wakes up at 6:00 every morning.
BUT

Grammar Reference Section

- We use the Present Continuous for actions happening around the time of speaking.
He's working really hard these days.

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form. These verbs are:

- verbs of the senses (appear, feel, hear, look, see, smell, sound, taste, etc).
It sounds fantastic.
- verbs of perception (believe, forget, know, realise, remember, understand, etc).
I realise how difficult it is.
- verbs which express feelings and emotions (desire, detest, enjoy, hate, like, love, prefer, want, etc).
Sarah enjoys cooking.
- and some other verbs (be, belong, contain, cost, fit, have, include, keep, matter, need, owe, own, weigh, wish, etc).
The dress costs £500.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
I think she's a lovely girl. (= believe)	I am thinking about moving to Canada. (= am considering)
He has a hamster. (= owns, possesses)	She is having a difficult time at work. (= experiencing) He is having lunch now. (= eating) He is having a bath. (= taking)
You can see the volcano from the hilltop. (= it is visible)	I'm seeing Lisa in the afternoon. (= am meeting)
The chicken tastes salty. (it is/has the flavour of)	Paul is tasting the soup to see if it is warm enough. (= is testing)
The perfume smells flowery. (= has the aroma of)	She is smelling the roses. (= is sniffing)
She appears to be having a great time. (= seems to)	Paul is appearing in a new theatre production (= performing)
The trousers fit perfectly. (= they are the right size)	Tim is fitting a new door in the garage. (= is attaching/installing)

NOTE: The verb enjoy can be used in continuous tenses to express a specific preference.
Jack really enjoys reading crime novels. (general preference)

BUT

He's enjoying the party very much. (specific preference)

The verbs look (when we refer to somebody's appearance), feel (experience a particular emotion), hurt and ache can be used in simple or continuous tenses with no difference in meaning.
She looks very beautiful. = She is looking very beautiful.

Present Perfect

Form: present tense of "have" + Past Participle of the main verb

We form the Past Participle of regular verbs by adding -ed to the verb. *complain - complained*

Use

We use the Present Perfect:

- for actions which started in the past and continue up to the present.
He has worked as a salesman for two years. (= He started working as a salesman two years ago and he still works as a salesman.)
- to talk about a past action which has a visible result in the present.
Look at Tom. He's sad because he has failed his exam.
- for actions which happened at an unstated time in the past. The action is more important than the time.
He has talked to Maria. (When? We don't know; it's not important.)
- with "today", "this morning/afternoon/week", "so far", etc when these periods of time are not finished at the time of speaking.
He has drunk two cups of coffee today. (It is still the same day.)
- for recently completed actions.
She has done the shopping. (The action is complete. The shopping is now done.)
- for personal experiences/changes which have happened.
She has cut her hair short recently.
- to put emphasis on a number.
She has been to the gym seven times this week.

Time expressions used with the Present Perfect: *just, already, yet, for, since, ever, never, etc.*

MODULE 2

-ing form

The -ing form is used:

- as a noun in the function of the subject.
Exercising is good for your health.
- after the verbs: admit, appreciate, avoid, consider, continue, deny, fancy, go (for activities), imagine, mind, miss, practise, prevent, quit, save, suggest.
You should avoid eating junk food.
- after the verbs love, like, enjoy, prefer, dislike, hate to express general preference.
Brian prefers living alone.
I would like to eat Chinese food tonight.
- after expressions such as: be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble, etc.
I have difficulty (in) understanding what he says.
- after the verbs spend, waste, lose (time, money, etc.).
He spends an hour playing the guitar every day.
- after the preposition to with verbs and expressions such as: look forward to, be used to, in addition to, object to, prefer (doing sth to sth else).
She prefers walking to driving to work.
- after other prepositions.
I was thinking of calling John.
He apologised for being late.
- after the verbs hear, listen to, notice, see, watch and feel to describe an incomplete action.
I saw Paul waiting for the bus. (I only saw part of the action.)
BUT
We use the infinitive without to with hear, listen to, notice, see, watch and feel to describe a completed action.
I didn't see Paul get on the bus. (The action was completed.)

Note: be/get used to + -ing form

I'm used to working very hard. BUT I used to work very hard. (I don't any more.)

The Infinitive

The to-infinitive is used:

- to express purpose. *She went to the supermarket to buy some cheese.*
- after certain verbs that refer to the future (agree, appear, decide, expect, hope, plan, promise, refuse, want, etc).
I expect him to be here.
I want you to come.

Present Perfect Continuous

Form: present tense of "have" + been + main verb + -ing

Use

We use the Present Perfect Continuous:

- to put emphasis on the duration of an action which started in the past and continues up to the present.
He has been rearranging the living room since Friday.
- for an action which started in the past and lasted for some time. It may still be continuing, or have finished, but it has left a visible result in the present.
She's happy because she's been listening to her favourite CD all day.
- to express anger, irritation or annoyance/criticism.
She has been using my computer without asking me.
- for repeated actions in the past continuing to the present.
He has put on weight because he's been eating junk food every day since last month.

Time expressions used with the Present Perfect Continuous: *since, for, how long* (to put emphasis on duration).

Present Perfect vs Past Simple

We use the Past Simple for:

- an action which happened at a stated time in the past.
Liz watched a film yesterday. (When? Yesterday. The time is mentioned.)
- an action which started and finished in the past.
Paul had an earache for a week. (He doesn't have an earache any more.)

We use the Present Perfect for:

- an action which happened at an unstated time in the past.
Liz has watched a film. (We don't know when.)
- an action which started in the past and is still continuing in the present.
Paul has lived here for two years. (He still lives here.)

Have gone to/Have been to/Have been in

- She has gone to work. (She's on her way to work or she's there now. She hasn't come back yet.)
- He has been to Berlin. (He has visited Berlin but he isn't there now. He has come back.)
- They have been in Athens for eight months. (They are in Athens now.)

- after **would like, would prefer, would love**, etc to express a specific preference.
I would love to come to your party.
- after adjectives which describe feelings/emotions (happy, glad, sad, etc), express willingness/unwillingness (eager, reluctant, willing, etc) or refer to a person's character, and the adjectives **lucky and fortunate** (clever, kind, etc).
I was sad to hear you were not feeling well.
NOTE: With adjectives that refer to character, we can also use an impersonal construction.
It was kind of you to lend me your laptop.
- after **too/enough**. *She's old enough to watch the film.*
- with **it + be + adjective/noun**.
It was moving to see him again after so many years.
- after **be + first/second/next/last** etc.
She was the first person to call me on my birthday.
- after verbs and expressions such as **ask, decide, explain, find out, learn, want, want to know**, etc when they are followed by a question word.
She asked me when to get the tickets.
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc.
To sum up, the government needs to take measures to deal with unemployment more effectively.
Note: If two to-infinitives are linked by **and/or**, the **to** of the second infinitive is omitted.
I would love to go to Paris and see the museums.
- after certain nouns. *It's my honour to take part in this festival.*
- with **so + adjective + as**. *Would you be so kind as to help me with the door?*
- with **'only'** expressing an unsatisfactory result.
She drove all the way to the mall only to find it was closed.
- in the expressions **for + noun/pronoun + to -inf**.
It was very unusual for John to speak so rudely.

Note: *Dare* expressing "having the courage to do something" is used with an infinitive with or without **to**. *I don't dare (to) tell him the truth.* *Dare* expressing a threat, a warning or anger, is used with an infinitive without **to**. *Don't you dare talk to me like that.* *Dare* expressing a challenge is used with a to-infinitive.

I dare you to dive into the sea from the cliff.

The infinitive without **to** (also called bare infinitive) is used:

- after Modal verbs.
Sally can speak Portuguese fluently.
- after the verbs **let, make, see, hear and feel**.
They let him travel on his own.

BUT

We use **to-Infinitive** after **be made, be heard, be seen**, etc (passive form).

She was seen to steal goods from the greengrocer's.

Note: When **see, hear and watch** are followed by an -ing form, there is no change in the passive.

- *I heard her crying in her room.*

She was heard crying in her room.

- after **had better and would rather**.

You had better put a jacket on.

Note: **Help** can be followed by either the **to-infinitive** or the infinitive without **to**.

She helped me (to) carry the desk.

Differences in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember
She forgot to buy milk.
- **forget + -ing form** = not recall
I'll never forget visiting London for the first time.
- **remember + to-infinitive** = not forget
Did you remember to call Maria?
- **remember + -ing form** = recall
I remember meeting her in Paris.
- **mean + to-infinitive** = intend to
I apologise. I didn't mean to upset you.
- **mean + -ing form** = involve
Being a good doctor means devoting your life to helping others.
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**)
I regret to inform you that your application has been rejected.
- **regret + -ing form** = feel sorry about
I regret hurting your feelings.
- **try + to-infinitive** = attempt, do one's best
I tried to convince her that everything would be alright.
- **try + -ing form** = do something as an experiment
You should try exercising more often.
- **stop + to-infinitive** = stop temporarily in order to do something else
While I was driving to work, I stopped to buy a sandwich.
- **stop + -ing form** = finish doing something
I stopped drinking coffee months ago.
- **go on + to-infinitive** (= finish doing sth and start doing sth else afterwards)
She did the washing up, then went on to tidy up the kitchen.

- go on + -ing form (= continue doing sth)
She went on talking for hours.
- want + to-infinitive (= wish)
I want to travel to Africa.
- want + -ing form (= sth needs to be done)
My car wants cleaning.
- be sorry + to-infinitive (= regret)
I was sorry to hear you haven't been feeling well.
- be sorry for + -ing form (= apologise for)
I'm sorry for being so abrupt with you.
- hate + to-inf (= not like what one is about to do)
I hate to disappoint you but he's not coming.
- hate + -ing form (= feel sorry for what one is doing)
I hate troubling you, but could you help me with this?
- be afraid + to-inf (= be too frightened to do sth; hesitate)
She was too afraid to travel on her own.
- be afraid of + -ing form (= be afraid that what is referred to by the -ing form may happen)
When exercising, I'm afraid of injuring my back.

Verbs taking to-infinitive or -ing form without a change in meaning

- begin, continue, intend, start + to-inf or -ing form
We don't normally have two -ing forms together.
She began talking/to talk.
NOT: *She is beginning talking.*
- advise, allow, encourage, permit, require + object + to-inf
He advised me to stay indoors.
- advise, allow, encourage, permit, require + -ing form
He advised taking two tablets.
- be advised, be allowed, be encouraged, be permitted, be required + to-inf
I was advised to take two tablets.
- need, require, want + to-inf/-ing form/passive inf
You need to mow the lawn.
The lawn needs mowing. The lawn needs to be mowed.

Expressing Preference

To express general preference we use:

- I prefer + noun/-ing + to + noun/-ing
I prefer vegetables to meat. I prefer painting to drawing.
- I prefer + to-infinitive + rather than + bare infinitive
I prefer to go out rather than stay at home on a Saturday.

To express specific preference we use:

- I'd prefer + to-infinitive (+ rather than + bare infinitive)
I'd prefer to go to a restaurant (rather than eat in).

- I'd prefer + noun (+ rather than + noun)
Would you like some tea? - I'd prefer a glass of water, thank you.
- I'd rather + bare infinitive (+ than + bare infinitive)
I'd rather go to the concert than stay at home.

MODULE 3

Future Simple

Form: will + main verb

Use

We use the Future Simple:

- for predictions about the future.
(usually with the verbs: *hope, think, believe, expect, imagine, etc*; with the expressions: *I'm sure, I'm afraid, etc*; with the adverbs: *probably, perhaps, etc*)
I believe he'll have to cancel his trip.
He'll probably be late.
- for promises. *I promise I won't forget you.*
- for on-the-spot decisions.
I'm so tired. I'll take a break.
- for threats.
If you don't study hard, you will fail your exams.
- for hopes, fears, offers, promises, warnings, predictions, requests, comments, etc especially with: *expect, hope, believe, I'm sure, I'm afraid, probably etc.*
I'm afraid she will be busy tomorrow.
- for things we are not yet sure about or we haven't decided to do yet.
Maybe I'll go to the cinema later.
NOTE: 'Shall' I/we is typically used in the interrogative form when making suggestions, offers and asking for advice.
Shall we go out later?

Time expressions used with the Future Simple:

tomorrow, the day after tomorrow, next week/ month/year, tonight, soon, in a week/month/year, etc.

Future Continuous

Form: will be + present participle of the main verb

Use

We use the Future Continuous:

- for actions which will be in progress at a stated future time.
This time next week I'll be sunbathing in Barbados.

- for actions which will definitely happen in the future as a result of a routine or arrangement.
She will be driving to Cheshire tonight.
- when we ask politely about someone's plans for the near future.
Will you be watching the show tonight?

Future Perfect

Form: will + have + Past Participle of the main verb

Use

We use the Future Perfect:

- for an action which will be finished before a stated future time.
She will have written her essay by 7 o'clock.

Time expressions used with the Future Perfect: *before, by, by then, by the time, until/till.*

By the time she gets home, she will have driven for four hours.

Time words

The Future Simple is not used after *while, before, until, as soon as, after, if, by the time* or *as*. We use the Present Simple or Present Perfect instead.

I'll go out after I finish/have finished doing my homework. (NOT: *after I will finish*)

When (= At what time?) used as a question word can be followed by the future simple.

When (= at the time) used as a time word is followed by the Present Simple.

When will you go to Japan? (*when* = question word)

I'll call you when I finish work. (*when* = time word)

Other ways to express future

Be going to

Form: verb to be (am/is/are) + going to + bare infinitive of the main verb

Use

We use **be going to**:

- to talk about our future plans and intentions.
She's going to go shopping tomorrow. (*she's planning to ...*)

BUT

We use **will** for on-the-spot decisions.

I'm thirsty. I think I'll have a glass of water.

- to make predictions based on what we see or know.
There are black clouds in the sky. It looks like it is going to rain.

BUT

We use **will** to make predictions based on what we think and imagine.

I think she'll become a great writer.

- to talk about things we are sure about or we have already decided to do in the near future.
They are going to build a bridge here. (*It has been decided.*)

Present Simple with future meaning

Timetables/programmes

The bus arrives at 2 o'clock in the morning.

Present Continuous with future meaning

Fixed arrangements in the near future

I am relaxing at home this weekend. (*It's planned.*)

Comparatives – Superlatives

- We use the comparative to compare one person or thing with another. We use the superlative to compare one person or thing with others of the same group. We often use **than** after a comparative.

He's taller than me.

- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places.

He's the tallest in our class.

It was the most difficult question of all.

Formation of comparatives and superlatives from adjectives and adverbs

- With one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
sweet – sweeter – the sweetest

NOTE: For one-syllable adjectives ending in vowel + consonant, we double the consonant.

big – bigger – biggest

- With two-syllable adjectives, we form the comparative with **more + adjective** and the superlative with **most + adjective**.

helpful – more helpful – most helpful

NOTE: For two-syllable adjectives ending in consonant + y, we replace **-y** with **-i** and add **-er/-est**.

happy – happier – happiest

- With adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.

interesting – more interesting – most interesting

NOTE: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple,*

stupid can form their comparatives and superlatives either with *-er/-est* or with *more/most*.

simple-simpler/more simple-simplest/most simple

With adverbs that have the same form as their adjectives (*hard, fast, free, early, late, high, low, deep, long, near, straight*) we add *-er/est*.

hard - harder - hardest

All other adverbs e.g. *quickly, slowly, easily* take *more/most*.

Irregular forms:

good/well - better - best

much - more - most

far - farther/further - farthest/furthest

bad/badly - worse - worst

many/lots - more - most

little - less - least

NOTE: We can use *elder/eldest* for people in the same family.

My elder/older brother got married last week.

Types of comparisons

• *as + adjective + as* shows that two people or things are similar in some way. In negative sentences we use *not as/so ... as*.

John is as short as Kevin.

• *less + adjective + than* expresses the difference between two people or things. The opposite is *more ... than*.

I think that Philosophy is less interesting than Maths.

• *the least + adjective + off/in* compares one person or thing to two or more people or things in the same group. The opposite is *the most ... off/in*.

Fiona is the least creative person in my class.

• *much/a lot/far/a little/a bit/slightly + comparative* expresses the degree of difference between two people or things.

They moved to a slightly larger house.

• *comparative + and + comparative* shows that something is increasing or decreasing.

The weather is getting warmer and warmer.

• *by far + the + superlative* emphasises the difference between one person or thing and two or more people or things in the same group.

Lisa is by far the most intelligent person in my class.

• *twice/three times etc/half as ... (positive degree) ... as*

She did twice as well as Jill in the written test but she failed the oral exam.

• *the same ... as*

She shares the same viewpoint as Mr Paxman.

• *look/sound/smell/taste + like*

She looks like a fairy princess.

• *the + comparative ..., the + comparative*

The harder you study, the better marks you will get.

MODULE 4

Modals

Can/could, may/might, must/[had to], ought to, shall/should, will/would:

- don't take *-s, -ing* or *-ed* affixes.
- are followed by the bare infinitive.
- come before the subject in questions and are followed by *not* in negations.
- don't have tenses in the normal sense. When followed by a normal bare infinitive, they refer to an uncompleted action or state (i.e. present or future); when followed by the bare perfect infinitive, they refer to a completed action or state.

Obligation/Duty/Necessity

- **Must:** Expresses duty/strong obligation to do sth, shows that sth is essential. We generally use *must* when the speaker has decided that sth is necessary (i.e. subjective).
I must contact the school for further information.
- **Have to:** Expresses strong necessity/obligation. We usually use *have to* when somebody other than the speaker has decided that sth is necessary (i.e. objective).
He said that we have to be at the train station by 7:00.
- **Had to** is the past form of both *must* and *have to*.
- **Should/Ought to** expresses duty, weak obligation.
We should clear away the mess in the kitchen.

Absence of necessity

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. *You don't have to dress formally today. You don't need to go if you don't want to. You needn't wear your best clothes.*
- **Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *He didn't have to invite everyone to the party. (We don't know if he invited everyone.)*

Permission/Prohibition

- **Can/May:** Are used to ask for/give permission. *May* is more formal than *can*.
Can/May I use your phone, please? Yes, of course, you can/may.
- **Mustn't/Can't:** It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth.
You mustn't/can't park here.

Possibility

- **Can + present infinitive:** General/Theoretical possibility. Not usually used for a specific situation. *Going to the gym can be boring.*
- **Could/May/Might + present infinitive:** Possibility in a specific situation. *She should take a map with her. She might get lost.*
NOTE: We can use can/could/might in questions BUT NOT may. *How difficult can it be?*
- **Could/Might/Would + perfect infinitive:** Refers to sth in the past that was possible but didn't happen. *He could have come with us, if he hadn't missed the train.*

Note how the forms of the infinitive are formed:
 Present simple: (to) play
 Present continuous: (to) be playing
 Present perfect simple: (to) have played
 Present perfect continuous: (to) have been playing

Ability/Inability

- **Can** expresses ability in the present/future. *I can speak Italian fluently.*
- **Could** expresses general repeated ability in the past. *I could sing quite well when I was younger.*
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *I was(n't) able to find all the answers to the questions.*
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *I couldn't read or write when I was four.*
I couldn't/wasn't able to speak to him yesterday.

Logical Assumptions/Deductions

- **Must** = almost certain that this is/was true
He isn't at work. So he must be on his way home.
John hasn't come yet. Something must have delayed him.
- **May/Might/Could** = possible that this is/was true
The computer is out of order. It may be broken.
They were lucky. They could have been killed.
- **Can't/Couldn't** = almost certain that this is/was impossible
That can't be Ian! Ian has blue eyes and blond hair.
Jim couldn't have cooked dinner. He's been at work since morning.

Criticism

- **Could:** *You could at least be polite to her.* (present)
You could at least have called to cancel it yesterday. (past)
- **Should:** *He should call us back. She should have told us. (but she didn't)*

- **Ought to:** *You ought to be more careful.*

Offers/Suggestions

- **Can:** *Can I/we give you a hand?*
- **Would:** *Would you like a cup of tea?*
- **Shall:** *Shall I give you a lift?*
- **Can/Could:** *We can go out. We could watch TV.*

Probability

- **Will:** *He will call me tonight. (100% certain)*
- **Should/Ought to:** *The weather should/ought to get better tomorrow. (90% certain; future only; it's probable)*

Advice

- **Should:** general advice
You should stop smoking.
- **Ought to:** general advice
You ought to abide by the rules.
- **Shall:** asking for advice
Shall I enter the competition?
- Certain verbs or expressions can be used with the same meaning as modals. These are:
 need (= must), had better (= should), have (got) to (= must), be able to (= can), used to (= would).
I've got to see the doctor. Will you be able to help me?

MODULE 5

**A/An (Indefinite article)
The (definite article)**

- **A/An** is used with singular countable nouns to talk about indefinite things.
There's a girl swimming in the sea.
- **The** is used with singular/plural nouns, countable & uncountable ones, to talk about something specific or when the noun is mentioned for the second time.
The boy in the red T-shirt is my cousin. There's a car outside. The car is Bill's.
- **A/An** or **the** is used before singular countable nouns to refer to a group of people, animals or things.
A dog is a domestic animal. (all dogs)
The tiger is a wild animal. (all tigers)
- **The** is never used before a noun in the plural when it represents a group.
Dogs are domestic animals. (NOT: ~~The~~ dogs are domestic animals.)
- **A/An** can also be used instead of "per" meaning "one".
She goes to the theatre three times a/per month.
It can also be used with names, money (*a pound*), fractions (*a quarter*), weight/measures (*an inch*).

whole numbers (*a million*), price/weight (*£4 a litre*), frequency (*twice a month*), distance/fuel (*90 miles a gallon*), distance/speed (*40 km an hour*) and some illnesses (*a cold, a fever, (a) toothache, (a) stomach ache, but NOT flu, pneumonia or tonsillitis, etc.*)

The is used before:

- nouns which are unique (*the moon, the sky, the stars*)
- names of theatres (*the Globe*)
- names of cinemas (*the Odeon*)
- names of hotels (*the Ritz*)
- names of restaurants (*the Terrace*)
- names of museums and picture galleries (*the Museum of Childhood, the Tate Gallery*)
- names of newspapers and some magazines (*the Daily Telegraph, the Economist*)
- names of rivers, seas and oceans (*the Thames, the Black Sea, the Atlantic Ocean*)
- names of mountain ranges (*the Alps*)
- names of groups of islands (*the Dodecanese*)
- names of deserts (*the Gobi desert*).
- names of musical instruments in the phrases like "to play the flute/piano, etc"
- names of families (*the Smiths*)
- nouns (*the President, the Prince of Wales*) when they mean people.
BUT "The" is omitted before titles with proper names (*King Charles III*) or the same nouns when they mean positions of jobs. (*He became president of the country.*)
- with substantivised adjectives denoting categories of people used as plural nouns (*the blind, the elderly, the rich, etc*)
- historical references/events (*the French Revolution, the Second World War*)

No article is used before:

- proper nouns (*Amy, Rufus*) etc.
- names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages (not followed by the word "language").
I love tennis.
Can you speak French?
- names of countries (*France, Greece*), names of cities (*Manchester*), names of streets (*Bond Street* BUT *the high street*), parks (*Central Park*), individual mountains (*Mount Everest*), names of islands (*Corsica, Corfu* but NOT *groups of islands: The British Isles, the Maldives,*), continents (*Africa*), lakes (*Lake Baikal* BUT *the Baikal*).
- two-word names whose first word is the name of a person or place (*Glasgow Airport* BUT *the White House*).

- pubs, restaurants, shops, banks & hotels which have the name of their founder and end in -s or -'s (*Jim's Café, Harrods, etc.*)
- bed, church, college, court, hospital, prison, school, university when we refer to the purpose for which they exist. *He goes to church every Sunday.*
BUT: *We have to be at the church at 9.00.*

Past Simple

Form: A regular past form ends in -ed. Some verbs have an irregular past form. (See list of Irregular Verbs)
The Past Simple is the same in all persons. The only exception is the past tense of "be".

Spelling (Past Simple affirmative of regular verbs)

- We add -d to verbs ending in -e. *I wave - I waved*
For verbs ending in consonant + y we drop the -y and add -ied. *I cry - I cried*
- For verbs ending in vowel + y, we add -ed.
I pray - I prayed
- For verbs ending in one stressed vowel between two consonants we double the last consonant and add -ed.
I skip - I skipped
- For verbs ending in -l, we double the -l and add -ed.
I travel - I travelled

Use

We use the Past Simple for:

- actions completed in the past.
Bruce called Tina yesterday morning.
- actions which happened at a specific time in the past.
She went to the gym at 7 o'clock. (When? At 7 o'clock.)
- past habits.
We often travelled to London when we were students.
- past actions which happened one immediately after the other.
She woke up, put some clothes on and ran out of the house.
- completed past actions not connected to the present with a stated or implied time reference.
Henry James wrote many novels. (Henry James is dead; he won't write any more novels - period of time now finished - implied time reference)

Time expressions used with the Past Simple: *yesterday, yesterday morning/evening, etc, last night/week, etc, two weeks/a month ago, in 1988, etc.*

Past Continuous

Form: past form of the verb to be (was/ were) + main verb + -ing.

Use

We use the Past Continuous:

- for an action which was in progress at a stated time in the past. We do not know when the action started or finished.
At 7 o'clock yesterday morning, we were driving to the airport.
- for a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the Past Simple for the action which interrupted it (shorter action).
He was listening to music when the doorbell rang.
- for two or more actions which were happening at the same time in the past (simultaneous actions).
I was tidying up while John was ironing.
- to give background information in a story.
The wind was howling and dark clouds were gathering in the sky. Paul was standing ... etc

Time expressions used with the Past Continuous: *while, when, as, all day/night/morning, yesterday, etc.*

Past Simple vs Past Continuous

- We use the Past Simple for an action which happened at a stated time in the past.
Fay rang Susan at 2 o'clock in the morning.
BUT
We use the Past Continuous for an action which was in progress at a stated time in the past. We don't know when the action started or finished.
At 3 o'clock in the afternoon, he was taking a nap in his room.
- We use the Past Simple for actions which happened one after the other in the past.
First she packed her bags and then she ordered a taxi.
BUT
We use the Past Continuous for two or more actions which were happening at the same time in the past (simultaneous actions).
She was watering the plants while he was painting the garage.
- We use the Past Continuous to show that someone was interrupted in the middle of an action. We use the Past Simple to talk about an action that interrupted it.
Molly was walking back home when it began to rain.

Past Perfect

Form: had + Past Participle of the main verb

Use

The Past Perfect is used:

- for an action which happened before another past action or before a stated time in the past.
Tom had tidied up all the rooms before the children returned from school.
- for an action which finished in the past and whose result was visible in the past.
He had won first prize, so he felt ecstatic.
NOTE: The Past Perfect is the past equivalent of the Present Perfect.

- a) *He had missed the plane, so he was very upset.* (The event 'had missed' the plane happened in the past, and the result 'was very upset' was visible in the past, too.)
- b) *He has missed his plane, so he is very upset.* (The event 'has missed' the plane happened in the past, and the result 'is very upset' is still visible in the present.)

NOTE: We can use the Past Perfect or the Past Simple with *before* or *after* without any difference in meaning.

She went out with her friends after she (had) returned from school.

She (had) returned from school before she went out with her friends.

Time expressions used with the Past Perfect: *before, after, already, for, since, just, till/until, when, by, by the time, never, etc.*

Past Perfect Continuous

Form: had + been + main verb + -ing

The Past Perfect Continuous is used:

- to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with *since* or *for*.
She had been waiting for days before he called her.
- for an action which lasted for some time in the past and whose result was visible in the past.
She had been working hard for hours, so she was very tired. (She spent many hours working and the result of the action was visible in the past.)

NOTE: The Past Perfect Continuous is the past equivalent of the Present Perfect Continuous.

- a) *She had been resting for hours, so she felt very relaxed.* (The action 'had been resting' lasted for some time in the past, and the result 'she felt relaxed' was visible in the past.)

- b) *She has been resting for hours so she feels very relaxed.* (The action 'has been resting' started in the past, and the result 'feels very relaxed' is still visible in the present.)

Time expressions used with the Past Perfect Continuous: *for, since, how long, before, until, etc.*

Participles

- Present Participles (verb +ing) describe what somebody or something is.
It was an exciting story. (What kind of story was it? Exciting.)
- Past Participles (verb + ed) describe how somebody feels.
We were excited by the news. (How did we feel about the news? Excited.)

MODULE 6

Conditionals: type 0/1

- Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use when instead of if.

IF-CLAUSE	MAIN CLAUSE
If/When + Present Simple	→ Present Simple
<i>If/When polluted water is not filtered, it can be dangerous for our health.</i>	

- Type 1 conditionals are used to express a real or very probable situation in the present or future.

IF-CLAUSE	MAIN CLAUSE
If + Present Simple	→ Future Simple, Imperative, can/must/may, etc + bare infinitive
<i>If she does well at the interview, she will get the job.</i>	

- When the hypothesis comes before the main clause, we separate the two parts with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.
NOTE: With type 1 conditionals we can use *unless* + affirmative verb (= if + negative verb).
She will not speak to him unless he apologises. (If he doesn't apologise, she will not speak to him.)

Conditionals: type 2 & 3

- Type 2 conditionals (unreal present) are used to express imaginary situations which are contrary to facts in the present, and therefore, are

unlikely to happen in the present or the future. We can use either *were* or *was* for 1st and 3rd person singular in the if-clause. We can also use the structure *If I were you, ...* to give advice.

IF-CLAUSE	MAIN CLAUSE
If + Past Simple/ Past Continuous	→ would/could/might + bare infinitive
<i>If I had a good voice, I would become a singer.</i>	
<i>If Paul was not working today, we could go to the beach.</i>	
<i>If I were you, I would stay in tonight.</i>	

- Type 3 conditionals (unreal past) are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

IF-CLAUSE	MAIN CLAUSE
If + Past Perfect/ Past Perfect Continuous	→ would/could/might + bare perfect infinitive
<i>If I had studied harder, I would have passed the exams.</i>	
<i>If he hadn't been studying that hard, he wouldn't have passed his exams.</i>	

- Conditionals are usually introduced by *if*. Other expressions are: *unless* (= if not), *providing*, *provided* (that), *as long as*, *on condition* (that), *but for* + -ing form/noun, *otherwise*, or *else*, *what if*, *supposing*, *even if*, *only if*.
Unless she starts studying harder, she's going to fail her exams.
Get up now or else you'll miss your appointment.
NOTE: When *only if* begins a sentence, the subject and the verb of the main clause are inverted.
Only if you are dressed formally, will you be allowed in.
- When the if-clause precedes the main clause, we separate the two clauses with a comma.
If you are feeling tired, you must rest.
BUT: *You must rest if you are feeling tired.*
- In conditionals type 2 in formal English we normally use *were* instead of *was* after "if" for all persons.
If he were/was here, things would have been different.
- We do not normally use *will*, *would* or *should* in if-clauses.
If you stay up late, you can get into trouble. (NOT: ~~if you will stay~~)
However *will*, *would* or *should* can be used in if-clauses to make a request or express annoyance, doubt, uncertainty or insistence.
If she should need help, ask her to call me. (doubt/uncertainty - *I doubt that she will need help.*)

If you will stop arguing, we will find a solution.
(request – Please stop arguing.)

Omission of 'if'

If can be omitted in if-clauses. In this case should (cond. type 1), were (cond. type 2) and had (cond. type 3) come before the subject.

If he should pass the exam, he will apply to university.
→ *Should he pass the exam, he will apply to university.*
If I had known, I would have told you. → *Had I known, I would have told you.*

Wishes

- We can use wish/if only to express a wish.

Verb form		Use
+ Past Simple/Past Continuous	<i>I wish I was not working right now. (but I am)</i> <i>If only I were going to the concert tonight. (but I'm not)</i>	to say that we would like something to be different about a present situation
+ Past Perfect	<i>I wish I had studied harder. (but I didn't)</i> <i>If only I hadn't been so foolish. (but I was)</i>	to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish you wouldn't be so rude to your sister.</i> <i>If only you would stop arguing.</i>	to express: • a polite imperative • a desire for a situation or person's behaviour to change

NOTE: If only is used in exactly the same way as I wish but it is more emphatic or more dramatic.

- We can use were instead of was after "wish" and "if only".
I wish I was/were young again.

Clauses of Concession

Concession is expressed with:

- *Although/Even though/Though* + clause.
Although he worked all evening, he didn't finish the report. Though can also be put at the end of the sentence. He worked all evening. He didn't finish the report, though.

- *Despite/In spite of* + noun/-ing form. *Despite the tiredness/being tired, she helped me do the housework.*
- *Despite/In spite of the fact (that)* + clause. *In spite of the fact that she was tired, she helped me do the housework.*
- *While/Whereas/But/On the other hand/Yet* + clause. *They tried their best, yet they lost the game.*
- *Nevertheless/However* + clause. *I bought these boots on sale; however, they were still a bit pricey.*
- *However/No matter how* + adj/adv + subject (+ way) + verb. *However hard you try, you won't change her mind.*
- A comma is used when the clause of concession either precedes or follows the main clause. *Even though he was drizzling, he went jogging. He went jogging, though it was drizzling.*

MODULE 7

The Passive Voice

Form: We form the Passive with the verb to be in the appropriate tense and the Past Participle of the main verb.

Read the table:

	ACTIVE	PASSIVE
Present Simple	<i>Mary makes tea.</i>	<i>Tea is made by Mary.</i>
Present Continuous	<i>Mary is making tea.</i>	<i>Tea is being made by Mary.</i>
Past Simple	<i>Mary made tea.</i>	<i>Tea was made by Mary.</i>
Past Continuous	<i>Mary was making tea.</i>	<i>Tea was being made by Mary.</i>
Present Perfect	<i>Mary has made tea.</i>	<i>Tea has been made by Mary.</i>
Past Perfect	<i>Mary had made tea.</i>	<i>Tea had been made by Mary.</i>
Future Simple	<i>Mary will make tea.</i>	<i>Tea will be made by Mary.</i>
Future Perfect	<i>Mary will have made tea.</i>	<i>Tea will have been made by Mary.</i>
Infinitive	<i>Mary has to make tea.</i>	<i>Tea has to be made by Mary.</i>

Modal Verbs

Mary *may* make tea.

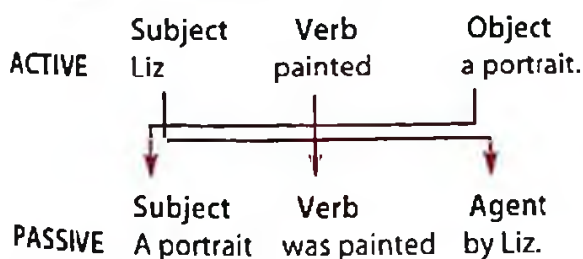
Tea *may* be made by Mary.

We use the Passive:

- when the person/people doing the action is/are unknown, unimportant or obvious from the context.
The food was cooked. (We don't know who cooked it.)
The shirt is being washed. (It's unimportant who is washing it.)
The criminal has been arrested. (It's obvious that the police arrested the criminal.)
- when the action itself is more important than the person/people doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc.
Trespassers will be prosecuted.
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
Hundreds of people were injured in the train crash.
- to emphasise the agent.
The flowers were sent by the Queen herself.
- to make statements more formal or polite.
My bag has been ruined. (More polite than saying 'you've ruined my bag'.)

Changing from the Active to the Passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into Passive form.
- The subject of the active sentence becomes the agent, and is either introduced with the preposition *by* or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the Passive.
Active: *Paul swims every day.* (intransitive verb; no Passive form).
NOTE: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc.*) cannot be changed into the Passive.
This colour suits you. (NOT: ~~*This colour is suited by you.*~~)

- We can use the verb *to get* instead of the verb *to be* in everyday speech when we talk about things that happen by accident or unexpectedly.
He got hit by a truck.

By + the agent is used to say who or what carries out an action. *With* + instrument/material/ingredient is used to say what the agent used.
This photograph was taken by my brother. It was taken with a digital camera.

- The agent can be omitted when the subject is *they, he, someone/somebody, people, one, etc.*
People have discovered the truth. (= *The truth has been discovered.*)
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence.
The novel was written by Graham Greene.
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc.*, we can form two different passive sentences.
Philip will send Sarah a gift. (active) *Sarah will be sent a gift.* (passive, more usual) *A gift will be sent to Sarah by Philip.* (passive, less usual)
- In passive questions with *who, whom* or *which* we do not omit *by*.
Who gave you this book? Who were you given this book by?
- Hear, help, make* and *see* are followed by a to-infinitive in the passive.
She made me lie. → *I was made to lie.*
NOTE: *Hear, see* and *watch* can be followed by a present participle in the active and passive.
We saw her stealing. → *She was seen stealing.*

MODULE 8

Reported Speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word *that* can either be used or omitted after the introductory verb (*say, tell, etc.*).

Say – Tell

- say* + no personal object
She said (that) she was very happy.
- say* + *to* + personal object
She said to me (that) she was very happy.
- tell* + personal object
She told me (that) she was very happy.

Grammar Reference Section

- we use **say** + to-infinitive but never **say**-about. We use **tell sb, speak/talk about** instead.
Ann **said to wake her up at 3.00.**
He **told them/spoke/talked about the meeting.**

SAY	hello, good morning/afternoon, etc, something/ nothing, so, a prayer, a few words, no more, for certain/sure, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. Helen said, "I'm having a party." (direct statement) Helen said (that) she was having a party. (reported statement)
- We can report someone's words either a long time after they were said (reporting the past) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: Stella said, "I've ordered pizza."

Reported speech: Stella said (that) she had ordered pizza.

Reporting the past

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present Simple → Past Simple	
"I want to learn Japanese."	She said (that) she wanted to learn Japanese.
Present Continuous → Past Continuous	
"We are watching a film."	They said (that) they were watching a film.
Present Perfect → Past Perfect	
"I have brushed my teeth."	She said (that) she had brushed her teeth.
Past Simple → Past Simple or Past Perfect	
"I mowed the lawn."	She said (that) she mowed/had mowed the lawn.
Past Continuous → Past Continuous or Past Perfect Continuous	
"He was playing the piano."	She said (that) he was playing/had been playing the piano.
Will → Would	
"I will meet you at 7.00."	She said (that) she would meet me at 7.00.

- Certain words and time expressions change according to the meaning as follows:

now	→ then, immediately
today	→ that day
yesterday	→ the day before, the previous day
tomorrow	→ the next/following day
this week	→ that week
last week	→ the week before, the previous week
next week	→ the week after, the following week
ago	→ before
here	→ there

Tenses do not change in reported speech when:

- the reporting verb (*said, told, etc*) is in the Present, Future or Present Perfect.
- "I can't speak French," he says. → He says (that) he can't speak French.
- the speaker expresses general truths, permanent states or conditions.
"The sun sets in the west," Mr Thom said.
Mr Thom said that the sun sets in the west.
- the reported sentence deals with conditionals type 2/type 3, wishes or unreal past.
"I wish I was a film star," he said. → He said he wished he was a film star.
- the speaker is reporting sth immediately after it was said.
"The view is breathtaking," he said. → He said that the view is breathtaking.

Reported Questions

- Reported questions are usually introduced with the verbs *ask, inquire, wonder* or the expression *want to know*.
- When the direct question begins with a question word (*who, where, how, when, what, etc*), the reported question is introduced with the same question word.
"Where are you from?" she asked. (direct question)
She asked me where I was from. (reported question)
- When the direct question begins with an auxiliary (*be, do, have*) or a modal verb (*can, may, etc*), then the reported question is introduced with *if* or *whether*.
He asked, "Do you want a ride to school?" (direct question)
He asked me if/whether I wanted a ride to school. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as *please, well, oh, etc* are omitted. The verb tenses, pronouns and time expressions change as in statements.
"Could you give me a hand, please?" he asked. (direct question)
He asked me whether I could give him a hand. (reported question)

Indirect questions

- Indirect questions are used to ask for advice or information. They are introduced with: *Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...*, etc and the verb is in the

affirmative. If the indirect question starts with *I want to know ..., I wonder ... or I doubt ...*, the question mark is omitted.

Direct question

"Where is the library?"

Indirect question

Do you know where the library is?

Reported Commands/Requests/Suggestions

- Reported commands/requests/suggestions are introduced with a special introductory verb (*advise, ask, beg, suggest, etc*) followed by a to-infinitive, an -ing form or a that-clause depending on the introductory verb.
"Be careful," he said to me. → He advised me to be careful. (command)

"Please, don't go," he said to me. → He begged me not to go. (request)
"Let's watch a film," he said. → He suggested watching a film. (suggestion)
"You'd better take an aspirin," he said. → He suggested that I (should) take an aspirin. (suggestion)

Reported Orders

- To report orders or instructions, we use the verbs *order* or *tell + sb + (not) to-infinitive*.
"Be patient!" she said to me. (direct order)
She told me to be patient. (reported order)
"Don't go!" he said to her. (direct order)
He ordered her not to go. (reported order)

Modal Verbs in Reported Speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. *will/shall* ⇒ *would*, *can* ⇒ *could* (present reference)/*would be able to* (future reference), *may* ⇒ *might/could*, *shall* ⇒ *should* (asking for advice)/*would* (asking for information)/*offer* (expressing offers), *must* ⇒ *must/had to* (obligation) (* *must* remains the same when it expresses possibility or deduction), *needn't* ⇒ *didn't need to/didn't have to* (present reference)/ *wouldn't have to* (future reference). *Would, could, used to, mustn't, should, might, ought to* and *had better* remain unchanged in reported speech.

Grammar Reference Section

Direct Speech	Reported Speech
He said, "I will always remember you."	⇒ He said (that) he would always remember me.
He said, "I can't see you."	⇒ He said (that) he couldn't see me. (present)
He said, "We can visit you soon."	⇒ He said (that) they would be able to visit me soon. (future)
He said, "It may rain."	⇒ He said (that) it might rain.
He said, "What time shall we call her?"	⇒ He asked what time we would call her. (information)
He said, "Shall I buy this car?"	⇒ He asked (me) if he should buy that car. (advice)
He said, "Shall I give you a hand?"	⇒ He offered to give me a hand. (offer)
He said, "You must send him a reply."	⇒ He said (that) I had to send him a reply. (obligation)
He said, "She must be upset."	⇒ He said (that) she must be upset. (deduction)
He said, "She had better be nice to me."	⇒ He said (that) she had better be nice to him.
He said, "You needn't worry."	⇒ He said (that) I didn't have to/didn't need to worry. (present)
He said, "You needn't come that early tomorrow."	⇒ He said (that) I wouldn't have to go that early the next day. (future)
He said, "They should give me a receipt."	⇒ He said (that) they should give him a receipt.

Special Introductory Verbs

Introductory verb	Direct Speech	Reported Speech
to-inf + agree	"Yes, I'll call you."	⇒ He agreed to call me.
demand	"Show me everything!"	⇒ He demanded to be shown everything.
offer	"Would you like me to help you?"	⇒ He offered to help me.
promise	"I'll be nicer to Jenny."	⇒ He promised to be nicer to Jenny.
refuse	"No, I won't join you."	⇒ He refused to join me.

Introductory verb	Direct Speech	Reported Speech
threaten	"Turn down the music or I'll call the police."	⇒ He threatened to call the police if I didn't turn down the music.
claim	"I saw her crying."	⇒ He claimed to have seen her crying.
advise + sb + to-inf	"You should drink some water."	⇒ He advised me to drink some water.
allow	"You can wear my jacket."	⇒ He allowed me to wear his jacket.
ask	"Please, close the door."	⇒ He asked me to close the door.
beg	"Please, please listen to me."	⇒ He begged me to listen to him.
command	"March!"	⇒ He commanded the soldiers to march.
encourage	"Go ahead, open the door."	⇒ He encouraged me to open the door.
forbid	"You mustn't park here."	⇒ He forbade me to park there.
instruct	"Press the button and wait for the message to appear."	⇒ He instructed me to press the button and wait for the message to appear.
invite sb	"Would you like to come to my party?"	⇒ He invited me to go to his party.
order	"Stop shouting immediately."	⇒ He ordered me to stop shouting immediately.
permit	"You may go now."	⇒ He permitted me to go.
remind	"Don't forget to take the keys with you."	⇒ He reminded me to take the keys with me.
urge	"Eat your food."	⇒ He urged me to eat my food.
warn	"Don't go out in this rain."	⇒ He warned me not to go out in that rain.
want	"I'd like you to be quiet."	⇒ He wanted me to be quiet.
-ing form + accuse sb of	"You ate my cake."	⇒ He accused me of eating his cake.
apologise for	"I'm sorry I disappointed you."	⇒ He apologised for disappointing me.

Introductory verb	Direct Speech	Reported Speech
admit (to)	"Yes, I broke the vase."	⇒ He admitted (to) breaking/ having broken the vase.
boast about/of	"I am taller than you."	⇒ He boasted about being taller than me.
complain to sb about/of	"I have a headache."	⇒ He complained of having a headache.
deny	"No, I didn't use your card."	⇒ He denied using/having used my card.
insist on	"You must take care of yourself."	⇒ He insisted on me/my taking care of myself.
suggest	"Let's cook dinner."	⇒ He suggested cooking dinner.
that-clause + agree	"Yes, that is a gorgeous dress."	⇒ He agreed that it was a gorgeous dress.
boast	"I'm a great painter."	⇒ He boasted that he was a great painter.
claim	"I know everything."	⇒ He claimed that he knew everything.
complain	"You always lie to me."	⇒ He complained that I always lied to him.
deny	"I've never met her."	⇒ He denied that he had ever met her.
exclaim	"It's splendid!"	⇒ He exclaimed that it was splendid.
explain	"It's not difficult at all."	⇒ He explained that it was not difficult at all.
inform sb	"You will be given a test."	⇒ He informed me that I would be given a test.
promise	"I won't do this again."	⇒ He promised that he wouldn't do that again.
suggest	"You ought to find out more about this."	⇒ He suggested that I find out more about that.
how + explain to sb	"This is how you write it."	⇒ He explained to me how to write it.

Introductory verb	Direct Speech	Reported Speech
wonder where/what/ why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question)	He asked himself, "How can I win the award?"	⇒ He wondered how he could win the award.
wonder + whether + clause	He asked himself, "Where is Paul?"	⇒ He wondered where Paul was.
how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "Why is she so upset?"	⇒ He wondered why she was so upset.
	He asked himself, "Shall I go home?"	⇒ He wondered whether he should go home.
	He asked himself, "Where am I heading to?"	⇒ He wondered where he was heading to.
	He asked himself, "What should I tell them?"	⇒ He wondered what he should tell them.
	He asked himself, "How can I stop this?"	⇒ He wondered how he could stop that.

Reporting Conversations or Dialogues

Everyday conversations and dialogues are a mixture of statements, commands and questions. To report these we use: and, as, adding that, and he/she added that, explaining that, because, but, since, so, and then he/she went on to say, while, then etc or the introductory verb in the Present Participle form. Exclamations such as: Oh!, Ouch!, Oh no! etc are omitted in reported speech.

Direct Speech	Reported Speech
"Oh, it's a great day. Shall we go to the park?" he said.	⇒ He said that it was a great day and suggested going to the park.
"I can't eat this," she said. "It's too salty."	⇒ She said that she couldn't eat it because it was too salty.
"Let's call Brian," he said. "I want to find out what happened."	⇒ He suggested that they should call Brian, explaining that he wanted to find out what happened.

Relative clauses

Relative clauses begin with a relative pronoun or a relative adverb.

We use:

- **who(m)/that** to refer to people.
The girl who/that lives next door to Jan is my cousin.
- **which/that** to refer to things.
The shop which/that has just opened in Wendover Street is lovely.
- **whose** with people, animals and objects to show possession.
She's the girl whose father is a pilot.
That's the car whose interior was destroyed by fire.

Who, which and that can be omitted when they are the object of the relative clause.

You met a woman. She's my auntie Mary.



The woman (who) you met is my auntie Mary.

Who, which or that is not omitted when it is the subject of a relative clause.

A girl lives next door. She's a famous actress.



The girl who lives next door is a famous actress.

Relative Adverbs

We use:

- **when/that** to refer to a time.
That was the year (when/that) we got married.
- **where** to refer to a place.
The restaurant where we had dinner yesterday is very expensive.
- **why** to give a reason.
The reason (why) she was late is still unclear.

Defining – Non-defining clauses

- A defining relative clause gives necessary information which is essential to the meaning of the main clause. We do not put it in commas. It is introduced with **who, whom, whose, which** or **that**.
The bank which was burgled last week has reopened. (Which bank? The one which was burgled last week.)
- A non-defining relative clause gives extra information which is not essential to the meaning of the main clause. We put it in commas. It is introduced with **who, whom, whose** or **which** (but not that).

Cate Blanchett, who stars in 'The Lord of the Rings', is a great actress. (The relative clause adds information about Cate Blanchett. If we omit it, the meaning of the main clause does not change.)

- In non-defining clauses we can use **which** to stand for the main clause.

She has to wake up at 6 every day which she doesn't like. ('which' refers to the fact that she has to wake up at 6:00.)

Relative Pronouns

Subject of the verb of the relative clause (cannot be omitted)		Object of the verb of the relative clause (can be omitted)	Possession (cannot be omitted)
used for people	who/that <i>That's the girl who is a famous actress.</i>	who/whom/that <i>The man (who/whom/that) you spoke to is my brother.</i>	whose <i>That's the boy whose father is a pilot.</i>
used for things/animals	which/that <i>I heard a song which/that was written by Justin Timberlake.</i>	which/that <i>The book (which/that) you borrowed is mine.</i>	of which/whose <i>That's the book of which/whose (the) first page is missing.</i>

- **Whom, which** and **whose** can be used in expressions of quantity with *of* (*some of, many of, half of, etc.*).
She got a lot of job offers. Most of them were from investment banks. She got a lot of job offers, most of which were from investment banks.
- **That** can be used instead of **who, whom** or **which** but it is never used after commas or prepositions.
She's the girl who/that plays the piano very well. The person to whom you were speaking is my brother. ('that' is not possible)

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/, were /wɜ:/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	bore(n) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkəm/	became /bɪkeɪm/	become /brɪkəm/	lie /li:/	lay /leɪ/	lain /leɪn/
begin /brɪn/	began /brɪgən/	begun /brɪgən/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /blɔ:n/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:n (bɜ:nd)/	burnt (burned) /bɜ:n (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdnən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl ə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɔld/	sold /sɔld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /sed/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /dræŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spend /spend/	spent /spent/	spent /spent/
forbid /fɔ:bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
freeze /fri:z/	froze /frəʊz/	frozen /frəʊzən/	sting /sɪŋ/	stung /stʌŋ/	stung /stʌŋ/
get /get/	got /gɒt/	got /gɒt/	swear /swəə/	swore /swɔ:/	sworn /swɔ:n/
give /gɪv/	gave /geɪv/	given /gɪvən/	sweep /swi:p/	swept /swept/	swept /swept/
go /gəʊ/	went /went/	gone /gɒn/	swim /swɪm/	swam /swæm/	swum /swʌm/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	take /teɪk/	took /tu:k/	taken /teɪkən/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
have /hæv/	had /hæd/	had /hæd/	tear /tiə/	tore /tɔ:/	torn /tɔ:n/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tell /tel/	told /tɔld/	told /tɔld/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hit /hɪt/	hit /hɪt/	hit /hɪt/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hold /həʊld/	held /held/	held /held/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
keep /ki:p/	kept /kept/	kept /kept/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
know /nəʊ/	knew /nju:/	known /nəʊn/	win /wɪn/	won /wɒn/	won /wɒn/
lay /leɪ/	laid /leɪd/	laid /leɪd/	write /raɪt/	wrote /rəʊt/	written /rɪtən/
lead /li:d/	led /led/	led /led/			
learn /lɜ:n/	learnt (learned) /lɜ:n (lɜ:nd)/	learnt (learned) /lɜ:n (lɜ:nd)/			

EDMUND BURTON

This Word List has been compiled to help you make the most of your course. The highlighted words are the ones which need to be learned as active vocabulary which is necessary to the level of the course. The rest of the vocabulary in the Word List will make it easier for you to understand the material in this coursebook. All phonetic transcriptions have been taken from Collins COBUILD Dictionary.

MODULE 1

1a

- active /æktɪv/ (adj) активный
 annoying /ə'noɪɪŋ/ (adj) раздражающий, надоедливый
 band /bænd/ (n) музыкальная группа
 bargain /'bɑ:ɡeɪn/ (n) товар со скидкой
 boring /'bɔ:ɪŋ/ (adj) скучный
 care /keə/ (v) заботиться, проявлять интерес
 city centre /'sɪti 'seɪntə/ (n) центр города
 computer game /kəm'pi:jətə' geɪm/ (n) компьютерная игра
 designer label /'dɪzəɪnə' leɪbl/ (n) дизайнерская марка, лейбл
 dream /dri:m/ (v) мечтать
 email /'i:meɪl/ (n) электронная почта, электронное письмо
 enjoy /ɪn'dʒɔɪ/ (v) любить, наслаждаться
 enjoyable /ɪn'dʒɔɪəbəl/ (adj) приятный
 fanatic /fə'nætɪk/ (n) фанат, поклонник
 fascinated /fə'sɪneɪtɪd/ (adj) очарованный
 fight /faɪt/ (v) драться
 fortnight /fɔ:tnaɪt/ (n) две недели
 gig /gɪg/ (n) выступление «не в записи, живую»
 horse riding /hɔ:s 'raɪdɪŋ/ (n) катание на лошади
 mobile /məʊbaɪl/ (n) мобильный телефон
 national /nə'ʃənəl/ (adj) народный, общенародный
 paragliding /pə'reɪglɑɪdɪŋ/ (n) парашютный спорт
 passion /pæ'ʃn/ (n) страсть, страстное увлечение
 pastime /pɑ:stɑɪm/ (n) развлечение, времяпровождение
 relaxing /rɪ'læksɪŋ/ (adj) расслабляющий
 rock climbing /rɒk klaɪmɪŋ/ (n) скалолазание
 screen /skri:n/ (n) экран
 send /send/ (v) отправлять
 skateboard /'skeɪtbɔ:rd/ (n) скейтборд
 spend /spend/ (v) проводить
 teenager /'ti:neɪdʒə/ (n) подросток
 text message /tekst mə'seɪdʒ/ (n) sms, короткое текстовое сообщение

Phrasal Verbs

- check out (phr v) осматривать
 hang out (phr v) тусоваться
 look forward to (phr v) с нетерпением ждать чего-то

Phrases

- all-time favourite (phr) на все времена, пользующийся неизменным успехом
 be crazy about (phr) быть без ума от чего-либо, кого-либо
 be into fashion (phr) увлекаться, следить за модой
 can't stand (phr) не выносить

- catch a film (phr) попасть на фильм, в кино
 chat online (phr) разговаривать в режиме онлайн, через сеть Интернет
 do extreme sports (phr) заниматься экстремальными видами спорта
 do voluntary work (phr) выполнять добровольную работу
 get angry (phr) рассердиться, вспылить
 go clubbing (phr) ходить в развлекательный клуб
 go for a sporty look (phr) стремиться иметь спортивный вид
 go on trips to the countryside (phr) отправляться за город
 go window shopping (phr) разглядывать витрины
 grab a bite (phr) перекусить
 keep fit (phr) поддерживать форму
 run errands (phr) выполнять поручения
 surf the Net (phr) просматривать сайты в Интернете
 take a look (phr) взглянуть
 the great outdoors (phr) великолепная природа
 waste of time (phr) пустая трата времени

1b

- aggressive /ə'ɡresɪv/ (adj) агрессивный
 angry /'æŋɡri/ (adj) злой
 cancel /kænsəl/ (v) отменять
 caring /keəɪŋ/ (adj) заботливый
 comedy /kɒmədi/ (n) комедия
 creative /kri:ətiv/ (adj) творчески одаренный, креативный
 dedicated /dedɪkeɪtɪd/ (adj) преданный
 dishonest /dɪ'sɒnɪst/ (adj) нечестный
 express /ɪks'pres/ (v) выражать
 fair /feə/ (adj) справедливый
 feel /fi:l/ (v) чувствовать
 feeling /'fi:lɪŋ/ (n) чувство
 forget /fə'ɡet/ (v) забывать
 hurt /hɜ:t/ (v) обижать
 jealous /dʒeləs/ (adj) ревнивый
 loyal /ləʊəl/ (adj) верный
 mean /mi:n/ (adj) недоброжелательный
 moody /mu:di/ (adj) неуравновешенный, капризный
 patient /peɪʃnt/ (adj) терпеливый
 rent /rent/ (v) брать напрокат
 respected /rɪspektɪd/ (adj) уважаемый
 selfish /selʃɪʃ/ (adj) эгоистичный, самолюбивый
 supportive /sə'pɔ:tɪv/ (adj) поддерживающий кого-либо, лояльный
 sweet /swi:t/ (adj) милый
 trusting /trʌstɪŋ/ (adj) доверчивый
 well-meaning /wel'mi:nɪŋ/ (adj) действующий из лучших побуждений

Phrasal Verbs

let down (phr v) разочаровывать, подводить

Idioms

- a pain in the neck (idm) зануда, невыносимый человек
- get off one's back (idm) отстать, оставить в покое
- get on one's nerves (idm) действовать кому-либо на нервы
- give someone the cold shoulder (idm) оказывать холодный прием
- like a bear with a sore head (idm) разъяренный, разозленный
- see eye to eye (idm) сходиться во взглядах с кем-либо

Words often confused

- careful/caring осторожный/заботливый
- mean/well-meaning недоброжелательный/действующий из лучших побуждений
- respected/respectful уважаемый/почтительный, вежливый
- supporting/supportive поддерживающий что-либо/поддерживающий кого-либо

1c

- arrogant /ærgənt/ (adj) высокомерный, надменный
- comic /kɒmɪk/ (n) комик
- courage /kʌndʒ/ (n) мужество
- dare /deɪ/ (v) рисковать
- excite /ɪkseɪt/ (v) волновать
- fear /fiə/ (n) страх
- fiction /fɪkʃn/ (n) выдумка, вымысел
- fix /fɪks/ (v) чинить, ремонтировать
- honour /ɒnə/ (n) честь, благородство
- invitation /ɪnvɪteɪʃn/ (n) приглашение
- mystery /mɪstəri/ (n) тайна
- pickpocket /pɪkɪpɒkɪt/ (n) вор-карманник
- power /paʊə/ (n) сила, мощь
- sunburnt /sʌnbɜːnt/ (adj) загорелый, обгоревший на солнце
- taste /teɪst/ (v) пробовать
- university /juːnɪvɜːsɪti/ (n) университет

Phrasal Verbs

- look after (phr v) присматривать, заботиться о ком-либо
- look down on (phr v) смотреть свысока
- look forward to (phr v) ожидать с нетерпением
- look out for (phr v) думать о, быть осторожным с
- look up (phr v) искать что-либо (в списке, справочнике)

Phrases

- be in a hurry (phr) торопиться
- do the shopping (phr) делать покупки

- eat out (phr) обедать в кафе, не дома
- have lunch (phr) обедать

1d

- appear /əpiə/ (v) появляться
- appearance /əpiərəns/ (n) внешность
- attractive /ətɹæktɪv/ (adj) привлекательный
- awkward /ɔːkwəd/ (adj) неуклюжий, неловкий
- baby face /beɪbi feɪs/ (n) детское лицо
- best known /best nəʊn/ (adj) хорошо известный
- bloom /bluːm/ (v) цвести
- brighten /brɪtn/ (v) радовать, наполнять радостью
- broad /brɔːd/ (adj) широкий
- cheerfully /tʃiəˈfʊli/ (adv) бодро, весело
- colt /kɒlt/ (n) жеребенок
- comfortable /kɒmfəbəl/ (adj) удобный, комфортный
- comical /kɒmɪkəl/ (adj) смешной, комичный
- content /kɒntent/ (adj) довольный
- crackle /krækl/ (v) трещать, потрескивать
- dark /dɑːk/ (adj) темный
- decide /dɪsaɪd/ (v) решать
- delicate-looking /dɪlɪkət lʊkɪŋ/ (adj) изящный
- disturb /dɪstɜːb/ (v) тревожить, беспокоить
- effect /ɪfekt/ (n) эффект
- excellently /ɛksələntli/ (adv) превосходно, отлично
- experience /ɪksprɪəns/ (n) опыт
- expressive /ɪksprɛsɪv/ (adj) выразительный
- fade /feɪd/ (v) обесцвечивать, выгорать
- fierce /fiə/ (adj) жестокий, лютой
- funny /fʌni/ (adj) смешной
- furniture /fɜːnɪtʃə/ (n) мебель
- heart /hɑːt/ (n) сердце
- kind /kaɪnd/ (adj) добрый
- knit /nɪt/ (v) вязать
- lamp /læmp/ (n) лампа
- lecture /lektʃə/ (v) читать нотацию, поучать
- light /laɪt/ (v) зажигать
- limb /lɪm/ (n) конечность
- manner /mænə/ (n) манера, поведение
- mindful /maɪndfʊl/ (adj) заботливый, внимательный
- neck /neɪk/ (n) шея
- obvious /ɒvɪʊəs/ (adj) явный, открытый, прямой
- pale /peɪl/ (adj) бледный
- peaceful /piːsɪfʊl/ (adj) спокойный, умиротворенный
- plain /pleɪn/ (adj) простой, обыкновенный
- pleasant /plezənt/ (adj) довольный
- plump /plʌmp/ (adj) полный, пухлый
- polite /pəleɪt/ (adj) вежливый
- provide /prəvaɪd/ (v) обеспечивать
- quietly /kwaɪəntli/ (adv) тихо
- rapidly /ræpɪdli/ (adv) быстро
- rarely /reəli/ (adv) редко
- reflect /rɪflekt/ (v) отражать
- regular /regjələ/ (adj) обычный
- remind /rɪmaɪnd/ (v) напоминать
- round /raʊnd/ (adj) круглый
- sharp /ʃɑːp/ (adj) острый
- shoulder /ʃəʊldə/ (n) плечо
- shy /ʃaɪ/ (adj) стеснительный, тихий

sight /saɪt/ (n) вид, зрелище
 sketch /sketʃ/ (n) описание в общих чертах, набросок
 slender /slendə/ (adj) стройный, тонкий
 slippers /slɪpəz/ (n pl) тапочки
 smooth /smuːð/ (adj) ровный, гладкий
 stiff /stɪf/ (adj) упругий
 thick /θɪk/ (adj) толстый
 thoughtful /ˈɒθtɪfʊl/ (adj) задумчивый
 timid /tɪmɪd/ (adj) робкий, неуверенный
 tongue /tʌŋ/ (n) язык
 trust /trʌst/ (v) доверять
 twilight /ˈtwɪlaɪt/ (n) сумерки, полумрак
 vain /veɪn/ (adj) тщеславный, самодовольный
 venture /ˈvɛntʃə/ (v) отважиться, решиться
 voice /vɔɪs/ (n) голос
 wide /waɪd/ (adj) широкий
 worn out /wɔːn aʊt/ (adj) изношенный, потертый

Phrasal Verbs

cut in (phr v) вмешиваться
 grow up (phr v) становиться взрослым, вырастать
 shoot up (phr v) быстро расти
 sweep up (phr v) выметать

Phrases

in my opinion (phr) по-моему, на мой взгляд
 take care of (phr) заботиться о
 think highly of (phr) быть высокого мнения о

1e

absolutely /æbsəluːtli/ (adv) абсолютно
 advice /ədvaɪs/ (n/v) совет, советовать
 apology /əpɒlədʒi/ (n) извинение
 chance /tʃɑːns/ (n) шанс
 congratulate /kɒŋgrætʃʊleɪt/ (v) поздравлять
 crowd /kraʊd/ (n) толпа
 dull /dʌl/ (adj) скучный
 especially /ɪspeʃli/ (adv) особенно
 exciting /ɪksaɪtɪŋ/ (adj) волнующий, захватывающий
 explore /ɪksplɔː/ (v) исследовать
 fantastic /fæntæstɪk/ (adj) фантастический
 gang /gæŋ/ (n) команда, банда
 graduation /grædʒʊeɪʃn/ (n) окончание учебного заведения
 hard /hɑːd/ (adj) трудный, тяжелый
 information /ɪnfəˈmeɪʃn/ (n) информация
 miss /mɪs/ (v) скучать
 private /praɪvət/ (adj) частный
 probably /prɒbəbli/ (adv) вероятно
 reply /rɪplaɪ/ (n) ответ
 shopping centre /ʃɒpɪŋ sentə/ (n) торговый центр
 sports facilities /spɔːts fəˈsɪlɪtɪz/ (n pl) спортивные сооружения
 suggestion /sədʒesʃn/ (n) предложение
 traffic jam /træfɪk dʒæm/ (n) автомобильная пробка
 tutor /tjʊtə/ (n) репетитор, наставник

Phrasal Verbs

get on (well) with (phr v) ладить с кем-либо
 show around (phr v) сопровождать кого-либо куда-либо

Phrases

be broke (phr) остаться без денег
 be up to sth (phr) заниматься чем-либо
 drop sb a line (phr) написать строчку
 I haven't heard from you for ages (phr) не слышал ничего от тебя уже сто лет
 keep in touch (phr) поддерживать отношения

Culture Corner 1

affordable /əfɔːdəbəl/ (adj) доступный, по средствам
 baggy /bæɡi/ (adj) мешковатый (об одежде)
 bother /bɒðə/ (v) беспокоить, волновать
 brand name /brænd neɪm/ (n) фирменная марка, бренд
 cheap /tʃiːp/ (adj) дешевый
 colourful /kɒləfʊl/ (adj) красочный, цветной
 designer outfit /dɪzəɪnəˈ aʊtfit/ (n) одежда от дизайнеров
 expensive /ɪkspensɪv/ (adj) дорогой
 fashion /fæʃn/ (n) мода
 fashionable /fæʃnəbəl/ (adj) модный
 hood /hʊd/ (n) капюшон
 individuality /ɪndɪvɪdʒuəlɪti/ (n) индивидуальность
 influence /ɪnfluəns/ (v) влиять
 inspiration /ɪnspɪreɪʃn/ (n) вдохновение
 jeans /dʒiːnz/ (n pl) джинсы
 logo /ləʊɡoʊ/ (n) логотип
 modern /mɒdən/ (adj) современный
 multi-cultural /mʌlti kʌltʃərəl/ (adj) многонациональный
 reasonably /riːzənəbəlɪ/ (adv) довольно
 rip /rɪp/ (v) рвать(ся)
 second-hand /sekəndhænd/ (adj) подержанный
 stick /stɪk/ (v) придерживаться
 style /staɪl/ (n) стиль
 sweatshirt /sweɪʃtɪ/ (n) спортивная кофта
 tend /tend/ (v) стремиться
 top designer /tɒp dɪzəɪnə/ (n) ведущий дизайнер
 trainers /treɪnəz/ (n pl) кроссовки
 trend /trend/ (n) тенденция, веяние
 trendy /trendi/ (adj) ультрамодный
 view /vjuː/ (n) взгляд
 well-known /wel nəʊn/ (adj) известный
 well-dressed /wel drest/ (adj) нарядный, элегантный
 wet /wet/ (adj) мокрый

Phrasal Verbs

fall off (phr v) падать, сваливаться
 keep up with (phr v) идти в ногу, поспевать за

Phrases

hit the shops (phr) опустошать магазины
 pick up bargains (phr) дешево купить
 stand out in a crowd (phr) выделяться из толпы
 the other way round (phr) иначе

Across the Curriculum

accept /əksept/ (v) принимать
 apply /əplai/ (v) обращаться (за работой)
 brave /breɪv/ (adj) смелый
 bully /buli/ (v) издеваться, грубо обращаться
 counselling service /kaʊnsəliŋ sɜːvɪs/ (n)
 консультационная служба
 discrimination /dɪskrɪmɪneɪʃn/ (n) дискриминация
 education /ɛdʒʊkeɪʃn/ (n) образование
 employer /ɪmˈplɔɪə/ (n) работодатель
 employment /ɪmˈplɔɪmənt/ (n) работа, служба
 feel /fiːl/ (v) чувствовать
 guest speaker /ɡest spiːkə/ (n) приглашенный лектор
 helpline /helplaɪn/ (n) телефон доверия
 housing /haʊzɪŋ/ (n) дом
 hurt /hɜːt/ (adj) обиженный, оскорбленный
 illegal /ɪliːgəl/ (adj) незаконный
 nervous /nɜːvəs/ (adj) беспокоящийся, нервничающий
 placement agency /plɛsmənt ɛdʒənsi/ (n) агентство по
 трудоустройству
 position /pəzɪʃn/ (n) должность
 protect /prətekt/ (v) защищать
 race /reɪs/ (n) раса
 reluctant /rɪlʌktənt/ (adj) неохотный
 responsibility /rɪspɒnsəbɪləti/ (n) обязанность
 right /raɪt/ (n) право
 silence /saɪləns/ (n) молчание, безмолвие
 suffer /sʌfə/ (v) страдать
 suspect /səspekt/ (v) подозревать, предполагать
 tease /tiːz/ (v) дразнить, подтрунивать
 tomboy /tɒmbɔɪ/ (n) баловница, девочка-сорванец
 trousers /traʊzəz/ (n pl) брюки
 upset /ʌpsɛt/ (adj) расстроенный
 youth /juːθ/ (n) юность, молодость

Phrasal Verbs

give up (phr v) сдаваться, отказываться
 keep on (phr v) продолжать
 laugh at (phr v) смеяться над

Phrases

a problem shared is a problem halved (phr) одна
 голова хорошо, а две лучше
 be made redundant (phr) быть сокращенным (о
 работе)
 highly qualified (phr) высококвалифицированный

Going Green 1

accessories /əkseɪsɔːri/ (n pl) аксессуары
 chasing arrows /tʃeɪsɪŋ ɑːrəʊz/ (n) стрелки,
 расположенные по кругу (логотип использования
 вторсырья)
 clothes /klaʊðz/ (n) одежда
 complete /kəmˈpliːt/ (v) завершать
 conserve /kənˈseɪv/ (v) сохранять, сберегать
 consume /kənˈsjuːm/ (v) потреблять
 display /dɪsˈpleɪ/ (v) показывать

eliminate /ɪlɪmɪneɪt/ (v) ликвидировать, устранять
 factory /ˈfæktəri/ (n) завод, фабрика
 fleece jacket /fliːs ʃɑːktɪ/ (n) куртка из флиса
 food /fuːd/ (n) еда, пища
 force /fɔːs/ (n) сила
 glass /ɡlɑːs/ (n) стекло
 landfill /ˈlændfɪl/ (n) свалка
 loop /luːp/ (n) круг, кольцо
 manufacture /ˈmænjuːfektʃə/ (v) производить
 material /mæˈtɪəriəl/ (n) материал
 metal /ˈmetl/ (n) металл
 paper /peɪpə/ (n) бумага
 persuade /pəˈswɛd/ (v) убеждать
 plastic /plæstɪk/ (n) пластик
 precious /preʃəs/ (adj) ценный, драгоценный
 process /ˈprɒses/ (n) процесс
 product /prɒdʌkt/ (n) продукт
 recycle /riːsaɪkəl/ (v) повторно использовать
 recycle bin /riːsaɪkəl baɪn/ (n) мусорное ведро
 recycling truck /riːsaɪkəlɪŋ trʌk/ (n) мусоровоз
 represent /reprɪzɛnt/ (v) представлять
 resources /ˈrezɜːsɪz/ (n pl) ресурсы
 rubbish /ˈrʌbɪʃ/ (n) мусор
 sort /sɔːt/ (v) сортировать
 waste /weɪst/ (n) отходы
 wonder /wʌndə/ (v) задаваться вопросом
 wood /wʊd/ (n) дерево

Spotlight on Exams

ability /əˈbɪləti/ (n) способность
 adventure /ədvenʃə/ (n) приключение
 advertisement /ədvɜːtɪsmənt/ (n) реклама
 amazing /əˈmɪzɪŋ/ (adj) удивительный, поразительный
 annoy /əˈnoɪ/ (v) раздражать
 army /ɑːmi/ (n) армия
 article /ɑːˈtɪkəl/ (n) статья
 bead /biːd/ (n) бусина
 beauty tips /bejuːti tiːps/ (n) рубрика «Как стать
 красивой»
 beautifully /bejuːtɪfʊli/ (adv) красиво
 book review /bʊk riːvju/ (n) обзор книги
 bravely /breɪvli/ (adv) смело
 capital /ˈkæpɪtəl/ (n) столица
 chain /tʃeɪn/ (n) цепь, цепочка
 chatroom /tʃætruːm/ (n) чат
 conquer /kɒŋkə/ (v) завоевывать
 contribution /kɒntrɪbjʊʃn/ (n) вклад
 cool /kuːl/ (adj) крутой
 culture /ˈkʌltʃə/ (n) культура
 different /dɪˈfrənt/ (adj) различный
 disadvantage /dɪsədvɑːntɪdʒ/ (n) неудобство
 disguise /dɪsˈɡaɪz/ (n) маскировка, изменение внешнего
 вида
 drown /draʊn/ (v) тонуть
 empire /ˈɛmpaɪə/ (n) империя
 excerpt /ɪkˈsɜːpt/ (n) отрывок, выдержка
 government /gʌvənmənt/ (n) правительство

great /grɛɪ/ (adj) замечательный, восхитительный
 high-heeled /haɪhiːld/ (adj) на высоких каблуках
 honesty /ˈɒnɪsti/ (n) честность
 horoscope /ˈhɒrəskəʊp/ (n) гороскоп
 kingdom /ˈkɪŋdəm/ (n) царство
 local /ləʊkəl/ (adj) местный
 magazine /ˈmæɡəziːn/ (n) журнал
 memorable /ˈmemərəbəl/ (adj) незабываемый
 movie star /ˈmuːvi stɑː/ (n) кинозвезда
 news report /njuːz rɪpɔːt/ (n) выпуск новостей
 organisation /ˌɔːɡənɪzaɪʃən/ (n) организация
 password /ˈpɑːswɜːd/ (n) пароль
 patience /ˈpeɪʃns/ (n) терпение
 personality /ˌpɜːsənælɪti/ (n) личность
 radio programme /ˈreɪdiəʊ prəʊɡræm/ (n)
 радиопрограмма
 rare /rɛə/ (adj) редкий
 recognise /ˈrɛkəɡnaɪz/ (v) узнавать
 rejection /rɪdʒɛkʃən/ (n) отказ
 relationship /rɪlɪʃənʃɪp/ (n) отношения
 rescue /ˈrɛskjuː/ (v) спасать
 respect /rɪspekt/ (v) уважать
 romantic /ˈrɒmæntɪk/ (adj) романтический
 rule /ruːl/ (n) правление
 sailor /ˈseɪlə/ (n) моряк
 science /saɪəns/ (n) наука
 society /səˈsaɪəti/ (n) общество
 successful /səkseɪsful/ (adj) успешный
 tour /tuə/ (v) путешествовать
 tradition /trəˈdɪʃən/ (n) традиция
 trustworthiness /ˈtrʌstwɜːðɪnəs/ (n) надежность,
 добросовестность
 unsure /ɪnʃʊə/ (adj) неуверенный
 war /wɔː/ (n) война
 whale /weɪl/ (n) кит
 worried /wəˈrɪd/ (adj) обеспокоенный

Phrasal Verbs

bring up (phr v) воспитывать
 end up (phr v) оканчиваться
 fill in (phr v) заполнять
 find out (phr v) выяснять
 meet up (phr v) встретиться

Phrases

have a fight (phr) драться
 make fun of (phr) высмеивать, дразнить
 sense of humour (phr) чувство юмора
 tell the truth (phr) говорить правду

MODULE 2

2a

afford /əˈfɔːd/ (v) иметь возможность
 amount /əˈmaʊnt/ (n) количество
 best seller /best seɪlə/ (n) имеющий наибольший спрос,
 бестселлер
 bill /bɪl/ (n) счет
 borrow /ˈbɒrəʊ/ (v) занимать, одалживать

console /kənˈsəʊl/ (n) игровая приставка
 consumer /kənˈsjuːmə/ (n) потребитель
 crazy /ˈkreɪzi/ (adj) сумасшедший, безумный
 deliver /dɪlɪvə/ (v) доставлять
 earn /ɜːn/ (v) зарабатывать
 extreme sport /ɪkstriːm spɔːt/ (n) экстремальный вид
 спорта
 fare /feɪ/ (n) плата за проезд
 favourite /ˈfeɪvərɪt/ (adj) любимый
 gliding /ˈɡlaɪdɪŋ/ (n) планеризм
 grades /ɡreɪd/ (n pl) оценки
 guess /ɡes/ (v) догадываться, угадывать
 hobby /ˈhɒbi/ (n) хобби, увлечение
 household chores /ˈhaʊshəʊld ʃɔːz/ (n pl) домашние
 обязанности
 involve /ɪnˈvɒlv/ (v) включать
 lazy /ˈleɪzi/ (adj) ленивый
 lend /lend/ (v) давать займы
 massive /ˈmæsɪv/ (adj) огромный, солидный
 mobile phone /ˈməʊbaɪl fəʊn/ (n) мобильный телефон
 odd /ɒd/ (adj) нерегулярный, разовый
 overtake /ˌoʊvəˈteɪk/ (v) перегонять
 parachuting /ˈpærəʃuːtɪŋ/ (n) парашютный спорт
 pay /peɪ/ (v) платить
 pocket money /ˈpɒkɪt mʌni/ (n) карманные деньги
 resist /rɪˈzɪst/ (v) устоять, воздерживаться от чего-либо
 retailer /ˈriːteɪlə/ (n) розничный торговец
 sales assistant /seɪlz əsɪstənt/ (n) продавец-консультант
 saver /seɪvə/ (n) бережливый человек
 shopping spree /ˈʃɒpɪŋ spriː/ (n) поход по магазинам
 spender /ˈspɛndə/ (n) расточитель, транжир
 student loan /ˈstjuːdnt ləʊn/ (n) кредит на обучение
 survive /səˈvaɪv/ (v) выживать
 technology /tekˈnɒlədʒi/ (n) технология
 traditional /trəˈdɪʃənəl/ (adj) традиционный
 video game /ˈvɪdiəʊ ɡeɪm/ (n) видеоигра

Phrasal Verbs

catch up (phr v) догонять, наверстывать
 cut up (phr v) испортить, разрезать
 hand out (phr v) выдавать
 save up (phr v) копить, скопить
 splash out (phr v) выплескивать, разбрасывать

Phrases

by cheque (phr) оплата чеком
 by credit card (phr) оплата кредитной картой
 dig deep in one's pocket (phr) тратить больше
 in cash (phr) наличными
 make ends meet (phr) сводить концы с концами

2b

action shot /ˈæksjən ʃɒt/ (n) фотография движущегося
 объекта
 adventurous /ədˈventʃərəs/ (adj) авантюрный, любящий
 приключения
 aerobics /eəˈrɒbɪks/ (n) аэробика
 ambitious /æmˈbɪʃəs/ (adj) честолюбивый, активный

archery /ɑːʃəri/ (n) стрельба из лука
 board game /bɔːd ɡeɪm/ (n) настольная игра
 bruise /bruːz/ (n) синяк
 cautious /kɔːʃəs/ (adj) осторожный, осмотрительный
 community centre /kəˈmjuːnɪti ˈsɛntə/ (n) культурно-спортивный центр
 determined /dɪːtɪˈmɪnd/ (adj) решительный
 fishing /fɪʃɪŋ/ (n) рыбная ловля
 fit /fɪt/ (adj) в хорошей физической форме
 football /fʊtˈbɔːl/ (n) футбол
 gardening /ˈɡɑːdnɪŋ/ (n) садоводство
 imaginative /ɪˈmædʒɪˈneɪtɪv/ (adj) одаренный воображением
 martial arts /mɑːtʃəl ɑːts/ (n pl) боевые искусства
 outgoing /aʊtɡoɪŋ/ (adj) общительный, дружелюбный
 quiet /kwaɪət/ (adj) тихий, спокойный
 relaxed /rɪlæksd/ (adj) спокойный, уравновешенный
 reserved /rɪzɜːvd/ (adj) замкнутый, сдержанный
 sensitive /sensɪtɪv/ (adj) чувствительный
 skydiving /ˈskaɪdaɪvɪŋ/ (n) затыжные прыжки с парашютом
 snowboarding /snoʊ bɔːrdɪŋ/ (n) сноубординг
 sociable /səʊʃəbəl/ (adj) общительный
 strong /strɒŋ/ (adj) сильный
 tennis /tenɪs/ (n) теннис
 white-water rafting /ˈwaɪt wɔːtə ˈrɑːftɪŋ/ (n) сплав на плотах

Phrasal Verbs

come along (phr v) идти вместе
 slide down (phr v) скользить вниз

Phrases

be off to (phr) отправляться, уходить
 fly a plane (phr) управлять самолетом
 have a great time (phr) отлично проводить время

Idioms

play a joke on sb (idm) сыграть над кем-нибудь шутку
 play it cool (idm) не терять самообладания
 play it straight (idm) говорить прямо

2c

accommodate /əkəmɔːdeɪt/ (v) размещать, устраивать
 achieve /əˈtʃiːv/ (v) достигать
 act /ækt/ (v) действовать
 agree /əɡriː/ (v) соглашаться
 amaze /əˈmeɪz/ (v) удивлять
 cash /kæʃ/ (n) деньги, наличность
 collect /kəˈlekt/ (v) собирать, коллекционировать
 compete /kəmˈpiːt/ (v) соревноваться, соперничать
 depend /dɪˈpend/ (v) зависеть
 educate /ˈedʒukeɪt/ (v) обучать
 neighbour /neɪbə/ (n) сосед
 neighbourhood /neɪbəˈhʊd/ (n) окружающий район, квартал
 recover /rɪˈkʌvə/ (v) выздоравливать

select /sɪˈlekt/ (v) выбирать
 suggest /səˈdʒest/ (v) предлагать
 unforgettable /ˌʌnfəˈɡetəbl/ (adj) незабываемый

Phrases

be on time (phr) успевать
 work long hours (phr) работать допоздна
 work overtime (phr) работать сверхурочно

Phrasal Verbs

get on (phr v) преуспевать, продвигаться
 take after (phr v) быть похожим
 take in (phr v) ушивать
 take off (phr v) снимать (одежду)
 take out (phr v) пригласить за свой счет
 take over (phr v) принимать должность от другого
 take up (phr v) приступить, взяться

Words often confused

win/earn (v) выиграть/заработать
 lend/borrow (v) давать в долг/брать в долг
 spend/save (v) тратить/копить
 wages/salaries (n) заработная плата (за день, за неделю)/заработная плата (в месяц)

2d

aloud /əˈlaʊd/ (adv) вслух
 bang /bæŋ/ (n) треск, грохот
 become /bɪˈkʌm/ (v) становиться
 bell /bel/ (n) звонок
 bit /bɪt/ (n) кусочек, частица
 charm /tʃɑːm/ (n) обаяние, привлекательность
 convenience /kənˈviːniəns/ (n) удобство
 cross /krɒs/ (adj) сердитый, раздраженный
 darken /ˈdɑːkən/ (v) омрачать
 dreadful /driːdfl/ (adj) ужасный, страшный
 electric /ɪˈlektɪk/ (adj) электрический
 estate agent /ɪˈsteɪt ɛɪdʒnt/ (n) агент по недвижимости
 exactly /ɪɡzəkətli/ (adv) точно
 explain /ɪkˈspleɪn/ (v) объяснять
 extremely /ɪkˈstriːmlɪ/ (adv) чрезвычайно
 famous /ˈfeɪməs/ (adj) известный
 French window /ˈfrentʃ wɪndəʊ/ (n) двустворчатое окно до пола, дверь в сад
 funnily /ˈfʌnli/ (adv) смешно, забавно
 heap /hiːp/ (n) куча, уйма
 inexperience /ɪnɪkˈspɪəriəns/ (n) неопытность
 intention /ɪntenʃn/ (n) намерение
 interestingly /ɪnˈtrɪstɪŋli/ (adv) интересно, занимательно
 invent /ɪnˈvent/ (v) изобретать
 last /lɑːst/ (v) длиться, продолжаться
 large /lɑːdʒ/ (adj) большой
 lovely /ˈlʌvli/ (adj) прекрасный
 loving /ˈlʌvɪŋ/ (adj) любящий
 means /miːnz/ (n) средство
 merry /ˈmeri/ (adj) веселый
 model engine /ˈmɒdəl ɛndʒɪn/ (n) модель двигателя
 mumps /mʌmps/ (n) свинка (мед.)

novel /nɒvəl/ (n) роман
 nursemaid /nɜː'smeɪd/ (n) няня
 nursery /nɜː'sɜːri/ (n) детская комната
 occasion /ə'keɪʒən/ (n) случай, повод
 ordinary /ɔː'dɪnəri/ (adj) обычный
 pantomime /pæntə'maɪm/ (n) пантомима
 passage /'pæsɪdʒ/ (n) коридор
 perfect /pɜː'fɪkt/ (adj) совершенный, безупречный
 perfection /pɜː'fɛkʃən/ (n) совершенство
 poem /pəʊm/ (n) стихотворение
 poetry /pəʊntri/ (n) поэзия
 popular /'pɒpjələ/ (adj) популярный
 present /'preznt/ (v) дарить
 pretty /'priː/ (adj) приятный, милый
 prove /pruːv/ (v) доказывать
 publish /'pʌblɪʃ/ (v) издавать
 railway /'reɪlweɪ/ (n) железная дорога
 refurbish /rɪ'fɜːnɪʃ/ (v) переоборудовать
 reliable /rɪ'laɪəbəl/ (adj) надежный
 suburban /sə'bʌr'bən/ (adj) пригородный
 suddenly /sʌd'nli/ (adv) внезапно, вдруг
 support /sə'pɔːt/ (v) поддерживать
 suppose /sə'pəʊz/ (v) полагать
 tender /'tendə/ (n) вагонетка с углем
 tiled /taɪld/ (adj) выложенный плиткой
 unjust /ʌn'dʒʌst/ (adj) несправедливый
 well-loved /wel ləvd/ (adj) всеми любимый

Phrasal Verbs

get over (ph v) перенести, преодолеть
 go off (phr v) взорваться
 grow up (phr v) повзрослеть
 make up (phr v) составлять, придумывать
 turn out (phr v) оказываться

Phrases

over and done with (phr) полностью законченный
 pay calls (phr) наносить визиты

2e

apology /ə'pɒlədʒi/ (n) извинение, просьба о прощении
 diary entry /daɪəri 'entri/ (n) запись в дневнике
 drama club /dræmə klʌb/ (n) драматический кружок
 equipment /ɪkwɪpmənt/ (n) снаряжение, оборудование
 fit /fɪt/ (v) подходить, быть впору
 gift /gɪft/ (n) подарок
 hire /haɪə/ (v) брать напрокат
 jewellery /dʒuːəlri/ (n) ювелирные изделия
 postcard /'pəʊstkɑːd/ (n) почтовая открытка
 practice /'præktɪs/ (n) тренировка
 present /'preznt/ (n) подарок
 reminder /rɪ'maɪndə/ (n) напоминание
 sailing /seɪlɪŋ/ (n) парусный спорт
 size /saɪz/ (n) размер
 sound /saʊnd/ (v) звучать
 tennis racquet /tenɪs 'rækiːt/ (n) теннисная ракетка

Culture Corner 2

athletic /æθlɪtɪk/ (adj) спортивный
 audience /ɔː'diəns/ (n) публика
 championship /tʃæmpɪənʃɪp/ (n) чемпионат
 charity /'tʃærɪti/ (n) благотворительность
 comment /kəmment/ (v) комментировать
 competitor /kəmpeɪtɪtə/ (n) участник соревнований
 director /dɪ'rektɪv/ (n) руководитель
 event /ɪvent/ (n) соревнование
 horse racing /hɔː's reɪsɪŋ/ (n) скачки
 majority /mə'dʒɔːrɪti/ (n) большинство
 member /membə/ (n) член
 offer /ɔːfə/ (v) предлагать
 presenter /'prezɪntə/ (n) ведущий, диктор
 prize /praɪz/ (n) приз, награда
 queue /kjuː/ (v) стоять в очереди
 race /reɪs/ (n) гонка
 race course /reɪs kɔːrs/ (n) ипподром
 rower /'rəʊə/ (n) гребец
 rowing /'rəʊɪŋ/ (n) гребля
 runner /'rʌnə/ (n) бегун
 serious /sɪ'ɪəriəs/ (adj) серьезный
 smart /smɑːt/ (adj) изящный, нарядный
 spectator /spek'teɪtə/ (n) зритель
 train /treɪn/ (v) тренироваться
 winner /'wɪnə/ (n) победитель

Phrases

get out of breath (phr) выдохнуться, выбиться из сил
 raise money (phr) зарабатывать деньги
 take part in (phr) принимать участие
 take place (phr) проходить, происходить

Across the Curriculum

address /ə'dres/ (n) адрес
 change /tʃeɪndʒ/ (n) сдача
 difficult /dɪ'fɪkəl/ (adj) трудный
 forget /fə'geɪt/ (v) забывать
 pay phone /peɪ fəʊn/ (n) телефон-автомат
 popcorn /'pɒpkɔːn/ (n) попкорн
 problem /'prɒbləm/ (n) проблема
 promise /'prɒmɪs/ (v) обещать
 responsible /rɪ'spɒnsəbəl/ (adj) ответственный
 situation /sɪ'tʃuːʃən/ (n) ситуация
 solve /sɒlv/ (v) решать
 spare /speɪ/ (adj) свободный, лишний
 wallet /'wɒliːt/ (n) бумажник

Phrasal Verbs

pay back (phr v) возвращать деньги

Going Green 2

air conditioning /eə'kɒndɪʃnɪŋ/ (n) кондиционер
 air pollution /eə'pɒljʊʃən/ (n) загрязнение воздуха
 allergic /ə'lɜːdʒɪk/ (adj) аллергический
 asthma /æ'sθmə/ (n) астма
 breathe /briːð/ (v) дышать

cause /kɔːs/ (v) вызывать, являться причиной
 cigarette /ˌsɪɡəreɪt/ (n) сигарета
 dust /dʌst/ (n) пыль
 dust mite /dʌst maɪt/ (n) пылевой клещ
 filter /fɪltə/ (n) фильтр
 high /haɪ/ (adj) высокий
 indoors /ɪnˈdɔːr/ (adv) внутри, в помещении
 insect /ɪnˈsekt/ (n) насекомое
 live /lɪv/ (v) жить
 mould /maʊld/ (n) грибок, плесень
 paint /peɪnt/ (n) краска
 pollutant /pəˈluːtənt/ (n) загрязнитель
 pollute /pəˈluːt/ (v) загрязнять
 reduce /rɪˈdjuːs/ (v) сокращать, уменьшать
 regularly /ˈregjʊləli/ (adv) регулярно
 require /rɪˈkwaɪə/ (v) требовать
 smoke /sməʊk/ (n) дым
 spray /spreɪ/ (n) спрей
 steam /stiːm/ (n) пар
 temperature /ˌtemprətʃə/ (n) температура
 trap /træp/ (v) заманивать в ловушку
 warm /wɜːm/ (adj) теплый

Spotlight on Exams

accent /ˈæksənt/ (n) акцент
 achievement /əˈtʃiːvmənt/ (n) достижение
 alien /ˈeɪliən/ (n) пришелец
 animated /ˌænɪmeɪtɪd/ (adj) мультипликационный, анимированный
 attempt /əˈtɛmpt/ (n) попытка
 battle /ˈbætl/ (n) битва
 brain /breɪn/ (n) мозг
 capture /kæptʃə/ (n) плен
 certainly /sɜːˈtɪnli/ (adv) конечно
 character /kæŋktə/ (n) персонаж
 claim /kleɪm/ (v) заявлять
 commander /kəˈmændə/ (n) командир
 control /kəntrəʊl/ (v) контролировать
 creation /kriːʃən/ (n) создание
 destroy /dɪstɹɔɪ/ (v) уничтожать
 detail /dɪˈteɪl/ (n) подробность, деталь
 develop /dɪˈvɛləp/ (v) развивать
 disappointment /dɪsəˈpɔɪntmənt/ (n) разочарование
 eel /iːl/ (n) угорь
 enthusiastic /ɪnθjuːzɪˈæstɪk/ (adj) полный энергии
 exploration /ɪkspləˈreɪʃən/ (n) исследование
 fairytale /ˈfeəriːtəl/ (n) сказка
 fictional /fɪkʃənəl/ (adj) вымышленный, выдуманный
 good-looking /gʊd lʊkɪŋ/ (adj) привлекательный
 guest /ɡest/ (n) гость
 hero /hɪərəʊ/ (n) герой
 illness /ɪlɪnəs/ (n) болезнь
 immensely /ɪˈmɛnsli/ (adv) весьма, чрезвычайно
 important /ɪmˈpɔːtnt/ (adj) важный
 introduce /ɪntrəˈdjuːs/ (v) представлять
 lieutenant /leɪtənənt/ (n) лейтенант
 mission /mɪʃən/ (n) миссия, задача
 multinational /mʌltnəʃnəl/ (adj) многонациональный
 mysterious /mɪstɪˈɹiəs/ (adj) загадочный, таинственный

navigator /nævɪɡeɪtə/ (n) штурман, навигатор
 officer /ɒfɪsə/ (n) офицер
 playwright /ˈpleɪwaɪt/ (n) драматург
 positive /pəˈzɪtɪv/ (adj) положительный
 principle /prɪnsɪpəl/ (n) принцип
 qualities /kwɒlɪtɪz/ (n pl) качества
 resemble /rɪˈzeɪmbəl/ (v) походить, иметь сходство
 rigid /rɪdʒɪd/ (adj) суровый, жесткий
 role /rəʊl/ (n) роль
 romance /rəʊmæns/ (n) роман
 rumour /rʊmə/ (n) слух, молва
 science fiction /saɪəns fɪkʃən/ (n) научная фантастика
 series /sɪˈriːz/ (n) сериал, цикл программ
 severely /sɪˈvɪəli/ (adv) сурово, строго
 soap opera /səʊp ɒpərə/ (n) мыльная опера
 space /speɪs/ (n) космос
 spaceship /ˈspeɪsʃɪp/ (n) космический корабль
 successfully /səkseʃfʊli/ (adv) успешно
 surname /sɜːˈneɪm/ (n) фамилия
 symbolic /sɪˈmɒlɪk/ (adj) символический
 thick /θɪk/ (adj) сильный (об акценте)
 trait /treɪt/ (n) особенность, черта характера
 view /vjuː/ (v) рассматривать, оценивать

Phrasal Verbs

come up with (phr v) предлагать

Phrases

as a result (phr) как результат
 have a good sense of humour (phr) иметь хорошее чувство юмора
 on board (phr) на борту
 pay (close) attention to (phr) уделять (пристальное) внимание чему-либо, кому-либо

MODULE 3

3a

acrobatic /ækroʊbæɪtɪk/ (adj) акробатический
 attend /ətend/ (v) посещать
 average /ˈævərɪdʒ/ (adj) средний
 boarding school /bɔːdɪŋ skuːl/ (n) школа-интернат, пансион
 co-educational school /kəʊ edʒuːkeɪʃənəl skuːl/ (n) школа совместного обучения
 common /kɒmən/ (adj) обычный
 dread /driːd/ (v) бояться, страшиться
 extra-curricular /ɪksˈtrækjʊlə/ (adj) внеклассный
 facility /fəˈsɪlɪti/ (n) условие
 home schooling /həʊm skuːlɪŋ/ (n) домашнее обучение
 interview /ɪntəˈvjuː/ (n) интервью
 old-fashioned /əʊldfɛʃnd/ (adj) старомодный
 participate /pɑːˈtɪsɪpeɪt/ (v) участвовать
 presenter /prezɪntə/ (n) ведущий
 private school /praɪvət skuːl/ (n) частная школа
 public transport /pʌblɪk ɪnˈspɔːt/ (n) общественный транспорт
 science lab /saɪəns læb/ (n) научная лаборатория
 single sex school /sɪŋɡl sɛks skuːl/ (n) школа отдельного обучения

specialist school /spɜːʃəlɪst skuːl/ (n) профильная школа
 state school /steɪt skuːl/ (n) государственная школа
 strict /strikt/ (adj) строгий
 training /treɪnɪŋ/ (n) обучение
 uniform /juːnɪfɔːm/ (n) форма
 unusual /ʌnuːʒuəl/ (adj) необычный

Phrasal Verbs

catch up with (phr v) догонять
 take part in (phr v) принимать участие в

Phrases

earn a living (phr) зарабатывать на жизнь
 sit an exam (phr) готовиться к экзамену

3b

alternative /ɔːltɜː'nətiʃ/ (adj) альтернативный
 applicant /æplɪkənt/ (n) кандидат, претендент
 architect /ɑː'kiːtekt/ (n) архитектор
 armed forces /ɑː'md fɔː'sɪz/ (n pl) вооруженные силы
 author /ɔːθə/ (n) автор
 bank clerk /bɜːŋk klerk/ (n) банковский служащий
 beautician /bjjuːʃɪən/ (n) косметолог
 celebrity /seɪləbrɪti/ (n) звезда, известная личность
 common sense /kɒmən seɪns/ (n) здравый смысл, рассудительность
 communication skill /kəmjuːnɪkeɪʃn skɪl/ (n) навык общения
 current /kʌrənt/ (adj) текущий, нынешний
 emergency service /ɪmɜːdʒənsi sɜːvɪs/ (n) служба экстренной помощи
 energetic /enə'dʒetɪk/ (adj) энергичный
 flight attendant /flaɪt ətɛndənt/ (n) стюардесса, стюард
 florist /flɒrɪst/ (n) торговец цветами
 freelancer /friːlɑːnsə/ (n) внештатный сотрудник
 full-time /fʊl taɪm/ (adj) занимающий полный рабочий день
 hardworking /hɑːd'wɜːkɪŋ/ (adj) трудолюбивый
 lawyer /lɔːɪ/ (n) адвокат, юрист
 managing director /mænɪdʒɪŋ daɪrɛktə/ (n) управляющий
 part-time /pɑːt taɪm/ (adj) не полностью занятый
 plumber /plʌmbə/ (n) водопроводчик
 requirement /rɪkwaɪə'mənt/ (n) требование
 risky /rɪski/ (adj) рискованный, опасный
 salary /sæləri/ (n) заработная плата
 seasick /siːsɪk/ (adj) страдающий морской болезнью
 shift work /ʃɪft wɜːk/ (n) сменная работа
 surgeon /sɜːdʒən/ (n) хирург
 translator /trænzleɪtə/ (n) переводчик
 vet /vet/ (n) ветеринар

Phrases

can't stand (phr) не выносить

Idioms

bring home the bacon (idm) зарабатывать деньги для семьи
 follow in one's footsteps (idm) идти по стопам

in the same boat (idm) в одинаковом положении
 jack-of-all-trades (idm) мастер на все руки

3c

arrangement /ə'reɪndʒmənt/ (n) договоренность
 building site /bɪldɪŋ saɪt/ (n) строительная площадка
 prediction /prɪdɪkʃən/ (n) предсказание
 recent /riːsnt/ (adj) недавний
 security guard /sɪkjʊəriti ɡɑːd/ (n) охранник
 shop assistant /ʃɒp əsɪstənt/ (n) продавец
 social worker /səʊʃl wɜːkə/ (n) социальный работник
 stuntman /stʌntmæn/ (n) каскадер

Phrases

it's no wonder (phr) неудивительно

Phrasal Verbs

pick at (phr v) ковыряться (о еде)
 pick on (phr v) дразнить, критиковать, задирать
 pick out (phr v) выбирать
 pick up (phr v) забирать, поднимать, улучшать

Words often confused

job/work профессия/работа
 staff/employee персонал/работник
 grade/mark степень, отметка/отметка
 salary/wage заработная плата за год или месяца (оклад)/заработная плата почасовая, понедельная (сдельная)

3d

affection /ə'fekʃən/ (n) любовь, привязанность
 annoyance /ə'nɔɪəns/ (n) раздражение
 ashamed /ə'ʃeɪmd/ (adj) пристыженный
 beam /biːm/ (v) сиять, лучезарно улыбаться
 cheerfully /tʃɪə'fʊli/ (adv) охотно, бодро
 commercial /kəmɜːʃjəl/ (adj) коммерческий
 completely /kəmpliːtli/ (adv) полностью, целиком
 dedication /dedɪkeɪʃən/ (n) преданность
 depart /dɪpɑːt/ (v) уезжать, уходить
 dimple /dɪmpəl/ (n) ямочка (на щеке)
 disappear /dɪsə'pɪə/ (v) исчезать
 embarrassment /ɪm'bɛərəsmənt/ (n) замешательство, смущение
 fable /fæbl/ (n) басня
 fellow /feləʊ/ (n) парень
 graduate /ɡrædʒueɪt/ (v) оканчивать учебное заведение
 happiness /hæpɪnəs/ (n) счастье
 inspect /ɪnspek/ (v) осматривать, инспектировать
 irritation /ɪrɪ'teɪʃən/ (n) раздражение
 joy /dʒɔɪ/ (n) радость, веселье
 maternal instinct /mæ'tɜːl 'ɪnstɪŋkt/ (n) материнский инстинкт
 misty /mɪsti/ (adj) туманный, смутный, неясный
 mutter /mʌtə/ (v) бормотать, говорить невнятно
 noiselessly /nɔɪs'lesli/ (adv) бесшумно
 overflowing /ˌɒvə'flaʊɪŋ/ (adj) переполненный
 purr /pɜː/ (v) мурлыкать

short story /ʃɔːt stɔːri/ (n) короткий рассказ
 shove /ʃʌv/ (v) сунуть, засовывать
 sorrow /səˈrɒ/ (n) горе, печаль
 sorrowfully /səˈrɒfʊli/ (adv) печально, грустно
 stare /steɪ/ (v) уставиться, глазеть
 superfluous /suːpəˈfluː/ (adj) чрезмерный
 sympathy /sɪmpəˈθi/ (n) симпатия
 tie /taɪ/ (n) привязанность, узы
 tucked /tʌkt/ (adj) засунутый

Phrasal Verbs

fix up (phr v) оборудовать, приготовить

Phrases

learn something by heart (phr) учить что-либо наизусть
 sound asleep (phr) крепко спящий

3e

advantage /ədˈvɑːntɪdʒ/ (n) преимущество
 application /æplɪkeɪʃn/ (n) заявление (о приеме на работу)
 appropriate /əˈprɒpriət/ (adj) подходящий, уместный
 available /əˈveɪləbəl/ (adj) доступный
 chatty /tʃæti/ (adj) разговорный (о стиле)
 confident /kənˈfɪdənt/ (adj) уверенный
 consider /kənˈsɪdə/ (v) рассматривать, думать о
 enclose /ɪnˈkləʊz/ (v) вкладывать, прилагать
 feature /ˈfi:tʃə/ (n) характеристика, особенность
 gain /geɪn/ (v) получать, приобретать
 identify /aɪdɪˈfɑːni/ (v) определять
 impatient /ɪmˈpeɪʃnt/ (adj) нетерпеливый
 industry /ɪnˈdʌstri/ (n) отрасль экономики
 nationality /næʃənəˈlɪti/ (n) национальность
 personal /pɜːˈsɒnəl/ (adj) личный, индивидуальный
 personality /pɜːˈsɒnəli/ (n) особенности характера, личность
 previous /prɪˈviəs/ (adj) предыдущий
 qualification /kwɒlɪfɪkeɪʃn/ (n) квалификация
 specific /spɪsɪfɪk/ (adj) особый, особенный
 suit /suːt/ (v) подходить
 trustworthy /trʌstwɜːði/ (adj) надежный, заслуживающий доверия
 unnecessary /ʌnˈneɪsəsri/ (adj) ненужный, излишний
 valuable /væljuəbəl/ (adj) ценный

Culture Corner 3

business studies /bɪzɪnis stʌdiz/ (n) экономическая наука, бизнес
 cheerleading /tʃɪəˈliːdɪŋ/ (n) поддержка любимой команды
 committee /kəˈmɪti/ (n) группа, комитет
 discussion /dɪskʌʃn/ (n) обсуждение
 driver's licence /draɪvəz laɪsəns/ (n) водительское удостоверение (права)
 driving lesson /draɪvɪŋ lɛsən/ (n) урок вождения
 elementary school /elɪmɛntri sku:l/ (n) начальная школа
 expect /ɪkˈspekt/ (v) ожидать, рассчитывать

freshman /frɛʃmən/ (n) учащийся 9-го класса (в США)
 high school /haɪ sku:l/ (n) старшая школа
 independently /ɪndɪˈpendəntli/ (adv) самостоятельно, независимо
 journalism /dʒɜːˈnəlɪzəm/ (n) журналистика
 junior /dʒuːniə/ (n) учащийся 11-го класса (в США)
 informal /ɪnfɔːˈməl/ (adj) без формальностей, простой
 kindergarten /kɪndəˈgɑːrɪn/ (n) детский сад
 range /reɪndʒ/ (n) спектр
 school bus /sku:l bʌs/ (n) школьный автобус
 senior /siːniə/ (n) учащийся 12-го класса
 sophomore /sɒfəˈmɔː/ (n) учащийся 10-го класса (в США)
 style /stɑɪl/ (n) стиль

Phrasal Verbs

put away (phr v) оставлять, откладывать

Phrases

get the chance (phr) получать шанс
 get the most out of (phr) взять как можно больше от

Across the Curriculum

benefit /benɪfɪt/ (n) преимущество
 brief /brɪf/ (adj) краткий, короткий
 busy /bɪzi/ (adj) занятой
 conditions /kənˈdɪʃnz/ (n pl) условия
 event /ɪvnt/ (n) мероприятие, событие
 impossible /ɪmˈpɒsɪbəl/ (adj) невозможный
 media /ˈmiːdiə/ (n pl) средства массовой информации
 sponsored /spɒnsəd/ (adj) организованный, финансируемый спонсорами
 support /səpɔːt/ (n) поддержка, помощь
 tough /tʌf/ (adj) нелегкий, трудный
 well-paid /wel peɪd/ (adj) хорошо оплачиваемый

Phrases

lack of (phr) недостаток чего-либо, кого-либо
 put into action (phr) приводить в действие

Going Green 3

action /ækʃn/ (n) действие, мера
 artificial /ɑːˈtɪʃl/ (adj) искусственный
 damage /dʒæmɪdʒ/ (n) урон, вред
 hatch /hætʃ/ (v) вылупляться
 human activity /hjuːmən æktɪvɪti/ (n) деятельность человека
 increasingly /ɪnˈkriːsɪŋli/ (adv) все больше и больше
 nest /neɪst/ (n) гнездо
 newly-born /njuːli bɔːn/ (adj) новорожденный
 protect /prəˈtekt/ (v) защищать
 protection /prəˈtektʃn/ (n) защита
 rare /reɪ/ (adj) редкий
 society /səˈsaɪəti/ (n) общество
 sunbather /sʌnbəɪðə/ (n) загорающий
 territory /teɪrɪtri/ (n) территория
 volunteer /vɒlɪntɪə/ (n) доброволец

Phrasal Verbs

die out (phr v) вымирать, постепенно исчезать

Phrases

do my best (phr) делать все возможное

lay eggs (phr) откладывать яйца

make a difference (phr) делать мир лучше (здесь)

under threat (phr) под угрозой

Spotlight on Exams

basic /beɪsɪk/ (adj) основной

bodybuilding /bɒdɪbɪldɪŋ/ (n) бодибилдинг

competitive /kəmpeɪtɪv/ (adj) основанный на конкуренции, соревновании

cuisine /kʊɪzɪn/ (n) кулинарное искусство, кухня

customer /kʌstəmə/ (n) потребитель

desirable /dɪzəɪrəbəl/ (adj) желательный

efficiently /ɪfɪfɪntli/ (adv) разумно, рационально

essential /ɪsenʃl/ (adj) важнейший, необходимый

extensive /ɪkstensɪv/ (adj) большой, значительный

fitness /fɪtnəs/ (n) фитнес

graduate /grædʒuət/ (n) выпускник учебного заведения

issue /ɪʃu/ (n) проблема, вопрос

manage /mænɪdʒ/ (v) управлять

occasionally /ɒkəɪzənəli/ (adv) иногда, время от времени

prepare /prɪpeə/ (v) готовить, подготавливать

project /prɒdʒekt/ (n) проект

quickly /kwɪkli/ (adv) быстро

region /reɪdʒən/ (n) регион

seek /siːk/ (v) искать

technical /tekniˈkəl/ (adj) технический

vacancy /veɪkənsi/ (n) вакансия

well-mannered /wel mænəd/ (adj) воспитанный, с хорошими манерами

willingness /wɪlɪŋnəs/ (n) готовность, желание, охота

Phrases

under pressure (phr) под давлением

MODULE 4

4a

aluminium /æləˈmɪniəm/ (n) алюминий

cage /keɪdʒ/ (n) клетка

campaign /kæmpeɪn/ (n) кампания, акция

carefully /keəˈfʊli/ (adv) аккуратно, осторожно

chemicals /kemɪkəlz/ (n pl) химикаты

coal /kəʊl/ (n) уголь

compost /kəmˈpɒst/ (n) компост, удобрение

consumption /kənˈsʌmpʃən/ (n) потребление

cooker /kʊkə/ (n) кухонная плита

create /kriːt/ (v) создавать

decompose /diːkəmˈpəʊz/ (v) разлагаться, гнить

encourage /ɪnˈkʌrɪdʒ/ (v) воодушевлять, побуждать

energy /enəˈdʒi/ (n) энергия

environment /ɪnˈvaɪrənmənt/ (n) окружающая среда

excessive /ɪkˈsesɪv/ (adj) чрезмерный, избыточный

fertilizer /fɜːˈtɪlaɪzə/ (n) удобрение

heap /hiːp/ (n) куча, груда

heating /hiːtɪŋ/ (n) отопление

light bulb /laɪt bʌlb/ (n) электрическая лампочка

material /məˈtɪəriəl/ (n) материал

newsletter /njuːzleɪtə/ (n) информационный бюллетень

oil /ɔɪl/ (n) нефть

packed /pækt/ (adj) упакованный

practical /præktɪkəl/ (adj) практический

release /rɪliːs/ (v) выпускать, высвобождать

repair /rɪpeə/ (v) чинить, ремонтировать

replace /rɪpleɪs/ (v) заменять

replacement /rɪpleɪsmənt/ (n) замена

reusable /riːjuːzəbəl/ (adj) многоразового применения

rinse /rɪns/ (v) ополаскивать, промыть

sheet /ʃiːt/ (n) простыня

simply /sɪmpli/ (adv) просто, несложно

substance /sʌbstəns/ (n) вещество

swap /swəp/ (v) менять, обменивать

tin /tɪn/ (n) консервная банка

towel /taʊəl/ (n) полотенце

treasure /treʒə/ (n) сокровище

waste /weɪst/ (v) тратить, расходовать

wonderful /wʌndəˈfʊl/ (adj) чудесный, замечательный

wrap /ræp/ (v) обертывать

Phrasal Verbs

cut down on (phr v) сокращать

switch off (phr v) выключать

throw away (phr v) выбрасывать

4b

adopt /ədɒpt/ (v) принимать

adoption /ədɒpʃən/ (n) принятие под опеку

actually /æktʃʊəli/ (adv) действительно

certificate /səˈtɪfɪkət/ (n) сертификат

choose /tʃuːz/ (v) выбирать

climate /klaɪmət/ (n) климат

congest /kɒnˈdʒest/ (v) перегружать, переполнять

conservation /kɒnsəˈveɪʃən/ (n) сохранение

crop /krɒp/ (n) сельскохозяйственная культура

decrease /dɪkriːs/ (v) снижать, уменьшать

donate /dəʊneɪt/ (v) жертвовать (деньги)

effort /ɛfə/ (n) усилие

electricity /ɪlektrɪsɪti/ (n) электричество

emission /ɪmɪʃən/ (n) выброс

enclosure /ɪnˈklɒʒə/ (n) загон, огороженное место

endangered /ɪnˈdeɪndʒəd/ (adj) находящийся в опасности

genetically modified /dʒenetɪkli mɒdɪfaɪd/ (adj) генетически модифицированный

global warming /gləʊbəl wɜːmɪŋ/ (n) глобальное потепление

habitat /hæbɪtæt/ (n) среда обитания

improve /ɪmˈpruːv/ (v) улучшать

increase /ɪnˈkriːs/ (v) повышать

lifestyle /laɪfstaɪl/ (n) образ жизни

modern /mɒdə/ (adj) современный

natural /nætʃrəl/ (adj) естественный

negative /neɡətɪv/ (adj) негативный
 oxygen /ˈɒksɪdʒən/ (n) кислород
 power station /ˈpaʊəˌsteɪʃn/ (n) электростанция
 programme /ˈprɒɡræm/ (n) программа
 quality /ˈkwɒləti/ (n) качество
 species /ˈspiːʃiːz/ (n) вид(ы)
 transport /ˈtrænspɔːt/ (n) транспорт
 wildlife /ˈwaɪldlaɪf/ (n) дикая природа

Phrasal Verbs

cut down (phr v) вырубать (деревья)

Phrases

in return for (phr) в оплату за, в обмен на

4c

avid /ævɪd/ (adj) ярый
 captivity /ˈkæptɪvɪti/ (n) неволя
 cycle /saɪkəl/ (v) ехать на велосипеде
 danger /ˈdæŋdʒə/ (n) опасность
 drop /drɒp/ (v) бросать
 extinction /ˈɪkstɪŋkʃn/ (n) вымирание, вырождение
 identity card /aɪdɪntɪti ˈkɑːd/ (n) удостоверение личности
 litter /lɪtə/ (n) мусор, отходы
 marine life /məˈriːn laɪf/ (n) живые ресурсы моря
 necessary /ˈneəsɪəri/ (adj) необходимый
 obligatory /əˈblɪɡətəri/ (adj) обязательный
 own /əʊn/ (v) владеть
 passenger /ˈpæsiŋdʒə/ (n) пассажир
 permission /pəˈmɪʃn/ (n) разрешение, позволение
 phone call /fəʊn kɔːl/ (n) телефонный звонок
 recommend /ˈrekəmənd/ (v) рекомендовать
 seat belt /siːt beɪl/ (n) ремень безопасности

Phrasal Verbs

run away from (phr v) убежать от
 run into (phr v) натолкнуться
 run out of (phr v) исчерпать, закончиться
 run over (phr v) переехать, задавить

Words often confused

weather (n)/whether (conj) погода/ли
 affect (v)/effect (n) влиять/результат, эффект
 dessert /ˈdezɪt/ (n)/desert /dɪzɜːt/ (n) десерт/пустыня
 loose (adj)/lose (v) свободный, просторный/терять

4d

amazed /əˈmeɪzd/ (adj) удивленный, изумленный
 amazement /əˈmeɪzəmənt/ (n) удивление, изумление
 branch /brɑːnʃ/ (n) ветвь
 broad /brɔːd/ (adj) широкий
 bunch /bʌnʃ/ (n) связка, охапка
 cheek /tʃiːk/ (n) щека
 clearing /ˈkliːnɪŋ/ (n) очистка
 clumsy /ˈklʌmzi/ (adj) неуклюжий
 comrade /ˈkɒmreɪd/ (n) товарищ, компаньон
 crash /kræʃ/ (v) рушиться, падать

creature /ˈkriːʃə/ (n) создание
 describe /dɪskraɪb/ (v) описывать
 detective /dɪˈtektɪv/ (n) сыщик, детектив
 dinosaur /ˈdaɪnəsɔː/ (n) динозавр
 discover /dɪskəʊvə/ (v) обнаруживать
 discovery /dɪskəʊvəri/ (n) открытие
 display /dɪspleɪ/ (v) показывать, выражать
 ecstasy /ˈekstəsi/ (n) экстаз, бурный восторг
 encounter /ɪnˈkaʊntə/ (v) встретиться, наталкиваться
 endure /ɪnˈdʒʊə/ (v) вынести, вытерпеть
 enormous /ɪnˈɔːməs/ (adj) громадный, огромный
 excited /ɪkˈsaɪtɪd/ (adj) взволнованный
 expedition /ˌɛkspɪdɪʃn/ (n) экспедиция
 extraordinary /ɪkˈstrɔːdnəri/ (adj) необычный
 fake /feɪk/ (n) мошенник, обманщик
 fascinating /fəˈsɪneɪtɪŋ/ (adj) очаровательный, обворожительный
 glitter /ˈɡlɪtə/ (v) блестеть, сверкать
 grab /ɡræb/ (v) хватать, захватывать
 historical /hɪˈstɒrɪkəl/ (adj) исторический
 hop /hɒp/ (v) прыгать, подпрыгивать
 huge /hʒuː/ (adj) огромный
 incident /ɪnˈsɪdənt/ (n) случай, происшествие
 include /ɪnˈkluːd/ (v) содержать, включать
 intently /ɪnˈtenʃli/ (adv) пристально, внимательно
 ironic /aɪˈrɒnɪk/ (adj) ироничный
 liar /laɪə/ (n) лжец
 limitless /lɪˈmɪtləs/ (adj) безграничный
 lizard /ˈlɪzəd/ (n) ящерица
 loudly /ˈlaʊdli/ (adv) громко
 monstrous /ˈmɒnstərəs/ (adj) чудовищный
 motionless /ˈməʊnʃnləs/ (adj) неподвижный
 muscle /ˈmʌsəl/ (n) мышца
 overjoyed /ˌəʊvəˈdʒɔɪd/ (adj) счастливый
 passionate /pəˈɪʃənəl/ (adj) страстный
 play /pleɪ/ (n) пьеса
 playful /ˈpleɪfʊl/ (adj) игривый, шутливый
 point /pɔɪnt/ (v) указывать
 praise /preɪz/ (v) хвалить, прославлять
 prehistoric /prɪˈhɪstɒrɪk/ (adj) доисторический
 reptile /ˈreptail/ (n) рептилия
 sapling /ˈsæplɪŋ/ (n) побег
 scale /skeɪl/ (n) чешуя
 scientific /saɪˈentɪfɪk/ (adj) научный
 shimmer /ˈʃɪmə/ (v) мерцать, переливаться
 sight /saɪt/ (n) поле зрения
 skin /skɪn/ (n) кожа, шкура
 slate-coloured /sleɪt ˈkɔːləd/ (adj) синева-серый
 soften /sɒfən/ (v) смягчаться, успокаиваться
 specimen /ˈspesɪmɪn/ (n) образец
 storyteller /ˈstɔːrteltə/ (n) рассказчик
 strength /streŋθ/ (n) сила
 strong /strɒŋ/ (adj) сильный
 swamp /swɒmp/ (n) болото
 talent /ˈtælənt/ (n) талант
 thud /θʌd/ (n) глухой стук
 track /træk/ (n) след
 triumphantly /traɪˈʌmpfəntli/ (adv) с триумфом
 trunk /trʌŋk/ (n) ствол

unintelligent /ʌnɪntelɪdʒənt/ (adj) глупый, неумный
 vanish /vænɪʃ/ (v) исчезать
 weakness /wɪkniːs/ (n) слабость
 whisper /ˈwɪʃəp/ (n) шепот

Phrasal Verbs

put up with (phr v) мириться с

4e

access /ˈæksɪs/ (n) доступ
 accident /ˈæksɪdənt/ (n) авария, несчастный случай
 aspect /ˈæspekt/ (n) сторона, аспект
 ban /bæn/ (n/v) запрет, запрещать
 car exhaust /kɑː ɪzˈɔːst/ (n) выхлопные газы
 crowded /ˈkraʊdɪd/ (adj) переполненный
 drastically /drɪˈɡestɪkəl/ (adv) решительно, резко
 environmentally friendly /ɪnvaɪəntməntlɪ ˈfrendli/ (adj)
 экологически чистый
 excuse /ɪkˈskjuːz/ (n) оправдание
 generally /dʒenrəlɪ/ (adv) обычно, как правило
 inconvenient /ɪnkənviːniənt/ (adj) затруднительный,
 неудобный
 route /ruːt/ (n) маршрут
 strongly /ˈstrɒŋli/ (adv) резко, решительно
 suggestion /səˈdʒestʃən/ (n) предложение
 system /sɪstəm/ (n) система
 total /toʊtəl/ (adj) абсолютный, полный
 totally /toʊtəlɪ/ (adv) полностью, абсолютно
 undoubtedly /ʌndaʊntəbldɪ/ (adv) несомненно, безусловно

Culture Corner 4

authorities /əˈɒrɪtɪz/ (n pl) администрация
 bleach /bliːʃ/ (n) отбеливатель
 conserve /kənˈsɜːv/ (v) сохранять
 contain /kənˈteɪn/ (v) содержать
 coral reef /kɒrəl riːf/ (n) коралловый риф
 crystal clear /krɪstəl ˈkliə/ (adj) кристально чистый
 extinct /ɪkˈstɪŋkt/ (adj) вымерший
 fatal /fəˈtəl/ (adj) губительный, смертельный
 float /fləʊt/ (v) плавать, держаться на поверхности
 form /fɔːm/ (v) образовываться, формироваться
 harm /hɑːm/ (v) наносить вред, вредить
 humpback whale /hʌmpbæk ˈweɪl/ (n) горбатый кит
 organism /ɔːˈɡænɪzəm/ (n) организм
 reverse /rɪˈvɜːs/ (v) изменить (ситуацию)
 shellfish /ˈʃelɪʃ/ (n) моллюск
 surface /sɜːˈfɪs/ (n) поверхность
 unique /juːˈniːk/ (adj) уникальный

Across the Curriculum

absorb /əbˈzɜːb/ (v) поглощать
 carbohydrate /kɑːˈboʊhɑɪdreɪt/ (n) углевод
 carbon dioxide /kɑːˈbɒn daɪɒksaɪd/ (n) углекислый газ
 chemical reaction /kɪˈmɪkəl rɪˈækʃən/ (n) химическая
 реакция
 chlorophyll /kloʊrəˈfɪl/ (n) хлорофилл
 convert /kənˈvɜːt/ (v) преобразовывать

equation /ɪˈkwetʃən/ (n) уравнение
 food chain /fuːd ʃeɪn/ (n) пищевая цепь
 hole /həʊl/ (n) отверстие
 hydrogen /haɪˈdrɒdʒən/ (n) водород
 life /laɪf/ (n) жизнь
 obtain /əbˈteɪn/ (v) добывать, получать
 photosynthesis /fəʊˈtəʊsɪnθəsɪs/ (n) фотосинтез
 plant /plɑːnt/ (n) растение
 reaction /rɪˈækʃən/ (n) реакция
 root /ruːt/ (n) корень
 soil /sɔɪl/ (n) почва
 stage /steɪdʒ/ (n) стадия
 store /stɔːr/ (v) хранить, запасать
 sunlight /ˈsʌnlɑːt/ (n) солнечный свет
 tiny /taɪni/ (adj) крошечный

Phrasal Verbs

suck up (phr v) всасывать, поглощать

Going Green 4

allow /əˈlaʊ/ (v) разрешать, позволять
 atmosphere /ˈætməˌsfiə/ (n) атмосфера
 canopy /kəˈnɒpi/ (n) навес, молодые деревья
 company /kəmˈpəni/ (n) компания
 cough /kɒ/ (n) кашель
 divide /dɪˈvaɪd/ (v) разделять
 emergent /ɪmɜːˈdʒənt/ (n) верхушки деревьев
 equator /ɪˈkwetər/ (n) экватор
 fuel /fjuːl/ (n) топливо
 grow /ɡrəʊ/ (v) расти
 height /haɪt/ (n) высота
 hot /hɒt/ (adj) жаркий
 humid /hjuːˈmɪd/ (adj) влажный
 land /lænd/ (n) земля
 layer /leɪər/ (n) слой
 medicine /ˈmedɪsn/ (n) лекарство
 mixture /ˈmɪktʃər/ (n) смесь
 organization /ɔːˈɡænɪzətʃən/ (n) организация
 politician /pəˈlɪtʃɪən/ (n) политик
 rainforest /ˈreɪnˌfɒrɪst/ (n) влажный тропический лес
 renew /rɪˈnjuː/ (v) обновлять
 resin /reɪzɪn/ (n) смола
 tree bark /triː ˈbɑːk/ (n) древесная кора
 tropical /trəˈpɪkəl/ (adj) тропический
 understorey /ˌʌndəˈstɔːri/ (n) подлесок

Phrasal Verbs

stick out (phr v) торчать, высовываться

Phrases

make a difference (phr) сделать мир лучше (здесь)

Spotlight on Exams

average /ˈævərɪdʒ/ (n) средняя величина
 bark /bɑːk/ (v) лаять
 befriend /bɪˈfrend/ (v) подружиться, относиться
 дружески

Word List

birth /bɜːθ/ (n) рождение
boar /bɔː/ (n) кабан
breed /briːd/ (v) разводить, выводить
bright /braɪt/ (adj) яркий
camouflage /kəmˈɒflɪdʒ/ (v) маскировать
collar /kɒlə/ (n) воротник
conservationist /kɒnsə'veɪʃnɪst/ (n) борец за охрану природы
cub /kʌb/ (n) детеныш
deforestation /diːfɒrɪ'steɪʃn/ (n) вырубка леса, обезлесение
double /dʌbəl/ (v) удваивать
elk /ɛlk/ (n) лось
female /'fiːmeɪl/ (adj) женский
follow /fɒləʊ/ (v) отслеживать, следовать
giant /dʒaɪənt/ (adj) гигантский
hunt /hʌnt/ (v) охотиться
impressive /ɪm'presɪv/ (adj) впечатляющий, выразительный
indigenous /ɪndɪ'dʒɪnəs/ (adj) местный, локальный
length /lɛŋθ/ (n) длина
lifetime /laɪftaɪm/ (n) жизнь, продолжительность жизни
location /ləʊkeɪʃn/ (n) место
loud /laʊd/ (adj) громкий
lucky /'lʌki/ (adj) удачливый
male /meɪl/ (adj) мужской
movement /muːvmənt/ (n) перемещение, передвижение
panda /pændə/ (n) панда
photographer /fə'tɒgrəfə/ (n) фотограф
predator /prɛdətə/ (n) хищник
prey /preɪ/ (n) добыча, жертва
primarily /praɪ'mærɪli/ (adv) главным образом
roar /rɔː/ (n) рев
scientist /saɪəntɪst/ (n) ученый
shrink /ʃrɪŋk/ (v) сокращать
Siberian tiger /saɪbɪəriən taɪgə/ (n) амурский тигр
stealthily /steɪlθɪli/ (adv) украдкой, крадучись
step /step/ (n) шаг
stripe /straɪp/ (n) полоса
threat /θreɪt/ (n) угроза
vision /vɪʒən/ (n) зрение
wild /waɪld/ (adj) дикий
truly /truːli/ (adv) действительно
unfortunately /ʌn'fɜːtʃənətli/ (adv) к сожалению

Phrasal Verbs

come together (phr v) объединиться
set up (phr v) создавать
sneak up (phr v) подкрасться незаметно

Phrases

set free (phr) отпускать на волю

MODULE 5

5a

ancient /eɪnʃənt/ (adj) древний
annual /æ'njuəl/ (adj) ежегодный

backpack /bækpæk/ (n/v) рюкзак, участвовать в туристическом походе
barber /bɑː'bɜː/ (n) парикмахер
base /beɪs/ (v) основываться
beach /biːtʃ/ (n) пляж
beggar /'bɛɡə/ (n) нищий, попрошайка
breathtaking /breɪ'teɪkɪŋ/ (adj) захватывающий дух
brochure /brɒʃʃə/ (n) брошюра, рекламный буклет
camp /kæmp/ (v) устраивать стоянку, разбивать лагерь
candlelit /kændlɪt/ (adj) освещенный свечой
climb /klaɪm/ (v) подниматься, взбираться
coast /kəʊst/ (n) побережье
comfort /kəmfort/ (n) удобство, комфорт
contest /kɒntest/ (n) состязание, соревнование
countless /kaʊntləs/ (adj) бесчисленный
crack /kræk/ (v) трескаться
craftsman /krɑːftsmən/ (n) ремесленник
delay /dɪleɪ/ (v) задерживать, откладывать
delicious /dɪlɪʃəs/ (adj) очень вкусный
drum /drʌm/ (n) барабан
escape /ɪskeɪp/ (v) убежать, избавиться, избежать
excursion /ɪkskɜːʃn/ (n) экскурсия
extend /ɪk'stend/ (v) длиться определенный период времени
festival /fɛstɪvəl/ (n) фестиваль
foggy /fɒgi/ (adj) туманный
handicraft /hændɪkra:ft/ (n) изделие ручной работы
incredible /ɪnkredɪbəl/ (adj) невероятный
leaflet /liːflət/ (n) проспект, брошюра
magnificent /mæɡnɪfɪsənt/ (adj) великолепный, роскошный
nasty /nɑːsti/ (adj) опасный, мерзкий
package holidays /pækɪdʒ hɒlɪdeɪz/ (n) отдых с полным комплексом услуг
parade /pə'reɪd/ (n) парад, шествие
pavement /peɪvmənt/ (n) тротуар
peak /piːk/ (n) вершина
pottery /pɒtəri/ (n) глиняные изделия, керамика
procession /prə'seɪʃn/ (n) процессия, шествие
prolong /prə'lɒŋ/ (v) продлевать
rocky /rɒki/ (adj) скалистый
scenery /sɪ'nəri/ (n) пейзаж, вид
shade /ʃeɪd/ (n) тень (область, куда не попадает солнце)
shadow /'ʃædəʊ/ (n) тень (от какого-либо предмета)
sleeping bag /slɪpɪŋ bæɡ/ (n) спальный мешок
snowy /snəʊi/ (adj) снежный, покрытый снегом
souvenir /suː'venɪə/ (n) сувенир
spectacular /spek'tækjʊlə/ (adj) захватывающий, эффектный
sunrise /sʌnraɪz/ (n) восход солнца, заря
teahouse /tiːhaʊs/ (n) чайный домик
temple /tempəl/ (n) храм
trail /treɪl/ (n) тропа, дорога
traveller /trævələ/ (n) путешественник
trek /trek/ (v) пересекать, идти пешком
vendor /vɛndə/ (n) торговец
virus /vaɪrəs/ (n) вирус

Phrasal Verbs

- kick off (phr v) начинать, давать старт
 put up (phr v) устанавливать (палатку)
 wake up (phr v) просыпаться

Phrases

- in the distance (phr) вдалеке, на расстоянии

5b

- airline /kɜː'laɪn/ (n) авиакомпания
 appalling /ə'pɔːlɪŋ/ (adj) ужасный
 disappointed /dɪ'sə:pəɪntɪd/ (adj) разочарованный
 fetch /fɛtʃ/ (v) сходить, съездить за чем-либо
 guided tour /gɑːɪdɪd tʊə/ (n) экскурсия, организованная поездка
 hostel /hɒstl/ (n) гурбаза, общежитие
 luggage /lʌdʒɪdʒ/ (n) багаж
 mosquito /mɒskɪ'toʊ/ (n) комар
 nightlife /naɪtlaɪf/ (n) ночная жизнь
 passport /pɑːspɔː't/ (n) паспорт
 rude /ruːd/ (adj) грубый
 satisfied /sætɪsfaɪd/ (adj) удовлетворенный
 sightseeing tour /saɪtsiːɪŋ tʊə/ (n) осмотр достопримечательностей
 staff /stɑːf/ (n) персонал
 suntan /sʌntæ'n/ (n) загар

Phrases

- boiling hot (phr) очень жаркий
 for a start (phr) для начала
 go on a cruise (phr) отправиться в путешествие, круиз
 go wrong (phr) не получаться, сорваться
 have a nice time (phr) хорошо провести время
 look on the bright side (phr) быть оптимистом
 to make matters worse (phr) ухудшить положение дел
 What an absolute nightmare! (phr) Какой кошмар!

Idioms

- heavy heart (idm) камень на сердце, с тяжелым сердцем
 hit the road (idm) отправиться в путь
 off the beaten track (idm) в стороне от большой дороги, в глубинке
 port of call (idm) порт захода (куда заходит круизный лайнер)

5c

- border /bɔː'dɔː/ (n) граница
 cover /kʌvə/ (v) занимать, покрывать
 credit card /kredɪt kɑːd/ (n) кредитная карта
 crowd /kraʊd/ (n) толпа
 disqualified /dɪskwɒlɪfaɪd/ (adj) дисквалифицированный
 guide book /gaɪd bʊk/ (n) путеводитель
 hair dryer /hɛə'draɪə/ (n) фен
 insect repellent /ɪnsɛkt rɪ'pelənt/ (n) средство против насекомых

- northern /nɔː'tɜːn/ (adj) северный
 realise /rɪ'laɪz/ (v) понимать, осознавать
 shine /ʃaɪn/ (v) светить, сверкать, блестеть
 sickness pill /sɪk'nɪs pɪl/ (n) таблетка от укачивания
 sun glasses /sʌn glɑːsɪz/ (n) солнцезащитные очки
 sunscreen /sʌnskri:n/ (n) солнцезащитный крем
 sunbathe /sʌnbet/ (v) загорать
 tidy /taɪdɪ/ (v) прибирать, приводить в порядок
 traveller's cheque /trævələ'z tʃek/ (n) дорожный чек
 uninhabited /ˌʌnɪn'hæbɪtɪd/ (adj) незаселенный
 vast /vɑːst/ (adj) огромный, громадный

Phrasal Verbs

- find out (phr v) выяснять
 get around (phr v) передвигаться, перемещаться
 get by (phr v) сводить концы с концами
 get in (phr v) прибывать
 get off (phr v) уходить, уезжать
 get on (with) (phr v) ладить (с кем-либо)
 make up (phr v) составлять
 pick up (phr v) захватить за, забрать

Words often confused

- miss/lose (v) пропускать/терять
 transfer/crossing (n) передвижение/пересечение
 transport/travel (n) транспорт/путешествие
 bring/fetch (v) принести/сходить за

5d

- arrival /ə'raɪvəl/ (n) прибытие, приезд
 astonishment /ə'stɒnɪʃmənt/ (n) удивление, изумление
 bare /beə/ (adj) голый
 bet /bet/ (n) пари
 carpet bag /kɑːpɪt bæɡ/ (n) саквояж
 case /keɪs/ (n) чемодан
 clearly /kɪə'liː/ (adv) отчетливо, ясно
 cloak /kloʊk/ (n) накидка, плащ
 collapse /kə'læps/ (v) рухнуть
 departure /dɪ'pɑː'tʃə/ (n) отъезд
 descend /dɪ'send/ (v) спускаться
 despair /dɪ'speə/ (n) отчаяние, безысходность
 due /djuː/ (adj) обязанный, должный
 enquire /ɪnkwəɪə/ (v) спрашивать, узнавать
 eyebrow /aɪbraʊ/ (n) бровь
 grin /ɡrɪn/ (n) усмешка
 mackintosh /mæ'kɪntɒʃ/ (n) плащ, макинтош
 master /mɑːstə/ (n) господин, хозяин
 mud /mʌd/ (n) грязь
 native /neɪtɪv/ (adj) родной
 pioneer /pɪə'nɪə/ (n) первопроходец, пионер
 plead /pliːd/ (v) просить
 purchase /pɜː'tʃɪs/ (v) покупать, приобретать
 shake /ʃeɪk/ (v) трясти, качать
 shut /ʃʌt/ (v) закрывать, запирает
 slip /slɪp/ (v) засовывать
 soil /soɪl/ (n) почва, земля
 spread /sprɛd/ (v) расплываться (о лице)
 steamer /stɪ'mɔː/ (n) пароход

stockings /stɒkɪŋz/ (n pl) чулки
 stout /staut/ (adj) прочный, крепкий
 timetable /daɪmɪtəbʰl/ (n) расписание
 trouble /trʌbʰl/ (v) тревожить, беспокоить
 valet /væleɪ/ (n) слуга
 weigh /weɪ/ (v) отягощать

Phrasal Verbs

hold up (phr v) выставлять, поднимать
 well up (phr v) навернуться (о слезах)

Phrases

have in mind (phr) держать в голове
 set foot (phr) ступить ногой

5e

admire /ədmaɪə/ (v) восхищаться
 airport terminal /eɪəpɔ:rt tɜ:mi'nɪl/ (n) здание (терминал) аэропорта
 altitude /æltɪtju:d/ (n) высота
 amused /əmu:zd/ (adj) удивленный, изумленный
 annoyed /ənaɪd/ (adj) недовольный, раздраженный
 anxious /æŋkʃəs/ (adj) волнующийся, беспокоящийся
 anxiously /æŋkʃəsli/ (adv) тревожно, с волнением
 apartment /əpɑ:tmənt/ (n) квартира
 bored /bɔ:d/ (adj) скучающий, незаинтересованный
 calm /kɑ:m/ (adj) спокойный
 certain /sɜ:tn/ (adj) уверенный, точный
 chilly /tʃɪli/ (adj) прохладный
 cloudless /klaʊdləs/ (adj) безоблачный
 confused /kənfaɪzd/ (adj) смущенный
 deafening /di:fəniŋ/ (adj) оглушающий, очень громкий
 decorate /deɪkəreɪt/ (v) украшать
 delighted /dɪləɪtɪd/ (adj) довольный, счастливый
 depressed /dɪprest/ (adj) подавленный, угнетенный
 disaster /dɪzəstə/ (n) катастрофа, несчастье
 drip /drɪp/ (v) капать, стекать
 exhausted /ɪgɔ:stɪd/ (adj) истощенный
 familiar /fæmjliə/ (adj) знакомый
 float /flaʊt/ (n) украшенная платформа (здесь)
 frightened /fraɪtnd/ (adj) напуганный
 gasp /gæsp/ (v) ахнуть, вздохнуть
 gigantic /dʒaɪgəntɪk/ (adj) гигантский
 glad /glæd/ (adj) радостный
 happily /hæpɪli/ (adv) счастливо, весело
 hungrily /hʌŋgrɪli/ (adv) жадно, как голодный
 miserable /mɪzərəbʰl/ (adj) несчастный
 panic /pænik/ (v) впасть в панику, терять голову
 patiently /peɪʃntli/ (adv) терпеливо
 platform /plætfɔ:m/ (n) платформа
 pleased /pli:zd/ (adj) довольный
 refreshed /rɪfreʃt/ (adj) отдохнувший
 relieved /rɪli:vɪd/ (adj) облегченный
 reunite /ri:ju:neɪt/ (v) воссоединяться, собираться
 вновь
 scan /skæn/ (v) осматривать
 scared /skeəd/ (adj) напуганный, испуганный
 scream /skri:m/ (v) волиять, визжать

separate /seɪpəreɪt/ (v) отделять, разделять
 shiver /ʃɪvə/ (v) дрожать, тряситься
 sip /sɪp/ (v) потягивать, пить маленькими глотками
 slowly /sləʊli/ (adv) медленно
 stall /stɔ:l/ (n) лоток, прилавок
 storm /stɔ:m/ (n) буря, ураган
 suddenly /sʌdʰnli/ (adv) внезапно, неожиданно
 sunlounger /sʌnlɑ:ŋŋə/ (n) шезлонг
 sure /ʃʊə/ (adj) уверенный
 terrified /teɪrɪfaɪd/ (adj) напуганный, ужаснувшийся
 thrilled /θrɪld/ (adj) взволнованный, возбужденный
 tired /taɪəd/ (adj) уставший
 unafraid /ʌnə'fraɪd/ (adj) бесстрашный
 uncertain /ʌnsɜ:tn/ (adj) неуверенный, неточный
 uncontrollably /ʌnkəntrəʊləbʰli/ (adv) неудержимо
 uneasy /ʌni:zi/ (adj) непростой
 unpredictable /ʌnpredɪkəbʰl/ (adj) непредсказуемый
 violent /vaɪələnt/ (adj) жестокий
 wander /wɔ:ndə/ (v) бродить, блуждать
 wildly /waɪldli/ (adv) дико

Phrases

a clap of thunder (phr) удар грома
 catch a flight (phr) успеть на самолет
 freezing cold (phr) очень холодный
 go for a walk (phr) гулять
 pour with rain (phr) идет дождь
 take a look (phr) взглянуть
 take a sip (phr) отхлебнуть

Culture Corner 5

arsenal /ɑ:senəl/ (n) склад оружия, арсенал
 Beefeater /bi:fi:tə/ (n) служитель охраны лондонского Тауэра, бифитер
 boat trip /bəʊt ɪnp/ (n) прогулка на лодке
 dome /dəʊm/ (n) купол
 faint-hearted /faɪnt hɑ:tid/ (adj) трусливый, нерешительный
 fortress /fɔ:tns/ (n) крепость
 labyrinth /læbɪrɪnθ/ (n) лабиринт
 lecture /lektʃə/ (n) лекция
 medieval /medi:evəl/ (adj) средневековый
 millennium /mɪljənɪəm/ (n) тысячелетие
 mirror /mɪrə/ (n) зеркало
 palace /pæls/ (n) дворец
 permanent /pɜ:mənənt/ (adj) постоянный
 prison /prɪzən/ (n) тюрьма
 scary /skeəri/ (adj) страшный, пугающий
 visitor /vɪzɪtə/ (n) посетитель
 workshop /wɜ:kʃɒp/ (n) мастерская

Phrases

get a bird's eye view (phr) посмотреть с высоты птичьего полета
 great value for money (phr) разумное использование средств
 have the experience of a lifetime (phr) испытать нечто незабываемое

hop on and off (phr) садиться и сходить
 scared out of your wits (phr) испуганный до потери сознания
 serve a purpose (phr) подойти, согдиться
 take a ride (phr) прокатиться

Across the Curriculum

arcade /ɑː'keɪd/ (n) галерея игровых автоматов
 brilliant /brɪ'ljʌnt/ (adj) блестящий, замечательный
 café /kæ'feɪ/ (n) кафе
 interesting /ɪn'trɪstɪŋ/ (adj) интересный
 museum /mjuːzɪəm/ (n) музей
 stuff /stʌf/ (n) оборудование, оснастка
 sunbathing /sʌn'beɪdɪŋ/ (n) солнечная ванна
 surfing /sɜːfɪŋ/ (n) серфинг

Phrases

do some sightseeing (phr) осматривать достопримечательности
 go on a guided tour (phr) отправляться на экскурсию в сопровождении экскурсовода

Going Green 5

beach ball /biːtʃ bɔːl/ (n) большой надувной мяч
 block /blɒk/ (v) блокировать
 bucket /bʌkɪt/ (n) ведро
 cigarette end /sɪgə'reɪt end/ (n) окурок
 confuse /kən'fjuːz/ (v) смущать, приводить в замешательство
 curious /kjʊə'riəs/ (adj) любопытный
 digestive system /daɪ'dʒɛstɪv sɪstəm/ (n) пищеварительная система
 dolphin /dɒl'fɪn/ (n) дельфин
 drain /dreɪn/ (n) канализация
 drink can /drɪŋk kæn/ (n) алюминиевая банка
 endangered species /ɪn'deɪndʒə'd spiːʃɪz/ (n pl) вымирающие виды
 enemy /ɛnə'mi/ (n) враг
 examine /ɪg'zæmɪn/ (v) изучать, обследовать
 fisherman /fɪʃə'mæn/ (n) рыбак
 food wrapper /fuːd ræpə'ri/ (n) оберточная бумага для пищевых продуктов
 horrible /hɒrə'bəl/ (adj) ужасный, противный
 injury /ɪn'dʒəri/ (n) повреждение, вред
 jellyfish /dʒelɪ'fɪʃ/ (n) медуза
 likely /laɪkli/ (adj) возможный, вероятный
 mammal /mæ'mæl/ (n) млекопитающее
 marine litter /məriːn lɪtə/ (n) морской мусор
 organise /ɔː'gənaɪz/ (v) организовывать
 propeller /prə'pələ/ (n) винт
 sand /sænd/ (n) песок
 sea lion /siː laɪən/ (n) морской лев
 sea turtle /siː tɜːtl/ (n) морская черепаха
 seal /siːl/ (n) тюлень, морской котик
 solution /sə'ljuːʃn/ (n) решение
 spade /speɪd/ (n) лопата
 starve /stɑːv/ (v) голодать, страдать от голода
 stop /stɒp/ (v) останавливать

threaten /θreɪt/ (v) угрожать
 toy /tɔɪ/ (n) игрушка

Phrasal Verbs

fill up (phr v) заполнять

Spotlight on Exams

archaeologist /ɑː'kiɒlədʒɪst/ (n) археолог
 coffin /kɒfɪn/ (n) гроб
 death /deθ/ (n) смерть
 direction /daɪ'rekʃn/ (n) направление
 dirt /dɜːt/ (n) грязь
 drawing /drɔːɪŋ/ (n) рисунок
 farewell /feə'rewel/ (n) прощание
 farmer /fɑː'mɔː/ (n) земледелец
 form /fɔːm/ (n) форма
 granite /græ'nɪt/ (n) гранит
 hieroglyphics /hɪə'rɒglɪfɪks/ (n) иероглифы
 jewels /dʒuːəlz/ (n) драгоценности
 journey /dʒɜː'ni/ (n) поездка
 limestone /laɪmstəʊn/ (n) известняк
 magical /mæ'dʒɪkəl/ (adj) магический, волшебный
 marble /mɑː'bəl/ (n) мрамор
 monument /mɒnɪ'mənt/ (n) памятник
 mummy /mʌ'mi/ (n) мумия
 pyramid /pɪ'ræmɪd/ (n) пирамида
 ramp /ræmp/ (n) уклон, скат
 ruler /ruːlə/ (n) правитель
 slave /sleɪv/ (n) раб
 square /skweɪ/ (adj) квадратный
 stone /stəʊn/ (n) камень
 survive /sə'vaɪv/ (v) выживать
 tomb /tuːm/ (n) могила, мавзолей
 tourist destination /tuːrɪst destɪ'neɪʃn/ (n) место, привлекательное для туристов
 transfer /trænsfɜː/ (v) перевозить
 transport /træns'pɔːt/ (v) перевозить, перемещать
 treasure /trɛzə/ (n) сокровище, драгоценности
 tunnel /tʌnəl/ (n) туннель
 wonder /wʌndə/ (n) чудо

Phrasal Verbs

roll up (phr v) катить, скатывать

MODULE 6

6a

additive /æ'dɪtɪv/ (n) приправа
 apple /æpl/ (n) яблоко
 aubergine /aʊbə'ʒiːn/ (n) баклажан
 baked /beɪkt/ (adj) печеный
 banana /bə'nɑːnə/ (n) банан
 biscuit /bɪskɪt/ (n) печенье
 bitter /bɪtə/ (adj) горький
 boiled /bɔɪld/ (adj) вареный
 boost /buːst/ (n) стимул, энергия
 brain /breɪn/ (n) мозг
 bread /bred/ (n) хлеб

broccoli /brɒkəli/ (n) брокколи
 butter /bʌtə/ (n) сливочное масло
 cabbage /kæbɪdʒ/ (n) капуста
 cake /keɪk/ (n) пирожное
 carrot /kærət/ (n) морковь
 celery /sɛləri/ (n) сельдерей
 cereal /sɛrɪəl/ (n) злаки, крупа
 cheese /tʃi:z/ (n) сыр
 cherry /tʃɛri/ (n) вишня
 chicken /tʃɪkɪn/ (n) курица
 chocolate /tʃɒkəlɪt/ (n) шоколад
 cinnamon /sɪnəmon/ (n) корица
 complain /kəmpleɪn/ (v) выражать недовольство, жаловаться
 concentration /kɒnsəntrɪʃən/ (n) сосредоточенность
 corn /kɔ:rn/ (n) кукуруза
 creative /kri:əti:v/ (adj) творческий, творчески одаренный
 crisps /krɪsp/ (n pl) чипсы
 cucumber /kju:kʌmbə/ (n) огурец
 emotion /ɪməʊʃən/ (n) эмоция, чувство
 emotionally /ɪməʊʃənli/ (adv) эмоционально
 eyesight /aɪsaɪt/ (n) зрение
 fibre /faɪbə/ (n) клетчатка
 fig /fɪg/ (n) инжир
 fish /fɪʃ/ (n) рыба
 fizzy /fɪzi/ (adj) газированный
 flop /flɒp/ (v) плюхнуться
 fried /fraɪd/ (adj) жареный
 fruit /fru:t/ (n) фрукты
 ginger /dʒɪndʒə/ (n) имбирь
 grape /græp/ (n) виноград
 greedy /grɪ:di/ (adj) прожорливый, жадный
 grilled /grɪld/ (adj) жареный на гриле
 grin /grɪn/ (v) широко улыбаться
 handful /hændfʊl/ (n) горсть
 illness /ɪlnəs/ (n) болезнь
 imagine /ɪmædʒɪn/ (v) представлять (себе)
 lemon /lemon/ (n) лимон
 lemonade /leɪməneɪd/ (n) лимонад
 lettuce /letɪs/ (n) салат-латук
 lime /laɪm/ (n) лайм
 main course /meɪn kɔ:s/ (n) основное блюдо
 mango /mæŋɡəʊ/ (n) манго
 meat /mi:t/ (n) мясо
 melon /meɪlən/ (n) дыня
 milk /mɪlk/ (n) молоко
 minerals /mɪnərəlz/ (n pl) минеральные вещества
 oil /ɔɪl/ (n) растительное масло
 oily /ɔɪli/ (adj) сливочный
 optimistic /ɒptɪmɪstɪk/ (adj) оптимистичный
 orange /ɒrɪndʒ/ (n) апельсин
 pea /pi:ə/ (n) горох, горошина
 peach /pi:tʃ/ (n) персик
 pear /pɛə/ (n) груша
 physical /fɪzɪkəl/ (adj) физический
 physically /fɪzɪkəli/ (adv) физически
 pineapple /pɪnæpl/ (n) ананас

plum /plʌm/ (n) слива
 potatoes /pə'teɪtəʊz/ (n pl) картофель
 protein /prəʊtɪn/ (n) белок
 pumpkin /pʌmpkɪn/ (n) тыква
 raspberry /ræzbrɪni/ (n) малина
 raw /raʊ/ (adj) сырой
 rice /raɪs/ (n) рис
 roasted /rəʊstɪd/ (adj) жареный
 rumble /rʌmbəl/ (v) урчать
 slice /slaɪs/ (n) ломтик
 soothing /su:ðɪŋ/ (adj) успокаивающий
 spice /spɑɪs/ (n) специя
 steamed /sti:md/ (adj) приготовленный на пару
 still /stɪl/ (adj) негазированный (о воде)
 strawberry /strɔ:bɛrɪ/ (n) клубника
 sweet /swi:t/ (n) конфета
 toasted /təʊstɪd/ (adj) зажаренный
 tomato /tə'mɑ:təʊ/ (n) помидор
 treat /tri:t/ (v) угощать
 tummy /tʌmi/ (n) живот
 vegetables /vɛdʒɪbəlz/ (n) овощи
 vitamin /vɪtəmɪn/ (n) витамин
 watermelon /wɔ:tə'melən/ (n) арбуз
 wrinkle /rɪŋkəl/ (n) морщина
 yoghurt /jəʊgət/ (n) йогурт

Phrases

do the gardening (phr) заниматься садоводством
 feel down in the dumps (phr) находиться в унынии

6b

doughnut /daʊnʌt/ (n) пончик
 indigestion /ɪndɪdʒes'tɪʃən/ (n) расстройство желудка
 itchy /ɪtʃi/ (adj) зудящий
 mind /maɪnd/ (n) разум
 nut /nʌt/ (n) орех
 overweight /ˌəʊvə'weɪt/ (adj) полный (о человеке)
 pale /peɪl/ (adj) бледный
 seed /si:d/ (n) семечко
 skinny /skɪni/ (adj) очень худой, тощий
 sleepy /sli:pɪ/ (adj) сонный
 sore /sɔ:ə/ (adj) болезненный, причиняющий боль
 spicy /spɑɪsi/ (adj) острый (о еде)
 stomach ache /stʌmək eɪk/ (n) боль в желудке
 sugary /ʃʊgəri/ (adj) сладкий
 teaspoon /ti:spu:n/ (n) чайная ложка
 tiredness /taɪəd'nɛs/ (n) усталость
 tooth decay /tu:θ deɪk/ (n) разрушение, гниение зубов
 toothache /tu:ðeɪk/ (n) зубная боль
 underweight /ʌndə'weɪt/ (adj) неполновесный, с недостаточным весом
 waistline /weɪstlaɪn/ (n) талия
 well-balanced /wel'bælənsɪ/ (adj) сбалансированный

Phrasal Verbs

call over (phr v) позвать, вызывать
 cut down (phr v) сокращать
 cut out (phr v) исключать

Phrases

catch a cold (phr) простудиться

Idioms

off colour (idm) нездоровый

on one's feet (idm) выздороветь, оправиться после болезни

get oneself back into shape (idm) привести себя в порядок

take a turn for the worse (idm) измениться к худшему

6c

dietician /daɪˈɪtʃən/ (n) диетолог

gentle /dʒentl/ (adj) мягкий, добрый

grain /graɪn/ (n) зерно

headache /hedeɪk/ (n) головная боль

injection /ɪndʒekʃən/ (n) укол, инъекция

jumper /dʒʌmpə/ (n) джемпер

jungle /dʒʌŋɡl/ (n) джунгли

painful /peɪnfl/ (adj) болезненный

prawn /praʊn/ (n) креветка

purse /pɜːs/ (n) кошелек

skimmed /skɪmd/ (adj) обезжиренное (о молоке)

wallet /wɒlɪt/ (n) бумажник

Phrasal Verbs

give away (phr v) дарить, отдавать

give back (phr v) возвращать

give off (phr v) выделять, излучать

give up (phr v) бросать (привычку), отказываться

put on (phr v) набирать (вес)

Words often confused

ache/pain (n) тупая, ноющая боль/
страдание, больprescription/recipe (n) рецепт (медицинский)/рецепт
(кулинарный)

rotten/sour (adj) тухлый/кислый

treat/cure (v) лечить/излечивать, вылечить

cure/heal (v) излечивать/исцелять

6d

accommodation /əkəmɒdɪʃən/ (n) жилье

appetite /æpɪtaɪt/ (n) аппетит

apron /əpraʊn/ (n) передник

assistant /əsɪstənt/ (n) помощник

bakery /beɪkəri/ (n) пекарня, булочная

brick /brɪk/ (n) кирпич, брусок

companion /kəmpeɪnjən/ (n) товарищ

copper /kɒpə/ (n) медь

criminal /krɪmɪnəl/ (n) преступник

cruelty /kruːlɪti/ (n) жестокость

debt /deɪt/ (n) долг

dishonesty /dɪsɒnɪstɪ/ (n) нечестность

drawn /draʊn/ (adj) нерешенный

eager /eɪɡə/ (adj) страстно желающий, жаждущий

eventual /ɪvenʃuəl/ (adj) окончательный

finger /fɪŋɡə/ (n) палец

forgive /fɔːɡɪv/ (v) прощать

fortune /fɔːtʃʊn/ (n) удача, судьба

gaze /geɪz/ (v) уставиться, пристально глядеть

glance /glɑːns/ (v) взглянуть

glare /glɛə/ (v) свирепо смотреть

grace /ɡreɪs/ (n) молитва

gruel /ɡruːl/ (n) каша

hunger /hʌŋɡə/ (n) голод

improvement /ɪmˈpruːvmənt/ (n) улучшение

kindness /kɪndnəs/ (n) доброта

ladle /leɪdl/ (n) половник

ladleful /leɪdlfʊl/ (n) полный половник

lick /lɪk/ (v) лизать, облизывать

matter /mætə/ (n) значение

nudge /nʌdʒ/ (v) подталкивать

own /əʊn/ (v) владеть

paralyse /pəˈreɪlaɪz/ (v) парализовать

peer /piː/ (v) заглядывать, подглядывать

peer /piː/ (v) вглядываться

polish /pɒlɪʃ/ (v) полировать

prayer /preɪ/ (n) молитва

selfishness /sɛlfɪʃnəs/ (n) эгоизм

shriek /ʃriːk/ (v) орать, выкрикивать

splash /splæʃ/ (n) капля

stare /steɪ/ (v) пристально смотреть, таращить глаза

starvation /stɑːˈveɪʃən/ (n) голодная смерть

stray /streɪ/ (adj) случайный

task /tɑːsk/ (n) задание, дело

theme /θiːm/ (n) основная мысль, сюжет

totally /təʊtəlɪ/ (adj) полностью, абсолютно

whisper /ˈwɪspə/ (v) шептать

wink /wɪŋk/ (v) подмигивать

workhouse /wɜːkhaʊs/ (n) мастерская, рабочий дом

Phrases

catch a glimpse of (phr) увидеть мельком

catch sight of (phr) заметить, увидеть

take advantage of (phr) воспользоваться чем-либо

Idioms

a piece of cake (idm) пустячное дело

as cool as a cucumber (idm) абсолютно спокойный

cry over spilt milk (idm) что сделано, то сделано

in hot water (idm) в заботах, в хлопотах

it's not my cup of tea (idm) это не по мне

6e

adequate /ædɪkwət/ (adj) соответствующий

assess /əseɪs/ (v) оценивать, давать оценку

background /ˈbækgraʊnd/ (n) фон

book /bʊk/ (v) заказывать, резервировать

booking /ˈbʊkɪŋ/ (n) резервирование, бронирование
билетов

choice /tʃɔɪs/ (n) выбор

cosy /kəʊzɪ/ (adj) уютный

decor /deɪkə/ (n) оформление, декор

dish /dɪʃ/ (n) блюдо

consequently /kɒŋkwiəntli/ (adv) следовательно, в результате
 efficient /ɪfɪʃnt/ (adj) эффективный, действенный
 effort /ɛfɔ:t/ (n) усилие
 essential /ɪsɛnʃl/ (adj) необходимый
 fault /fɔ:lt/ (n) недостаток
 funky /fʌŋki/ (adj) в стиле «фанк» (о музыке)
 furthermore /fɜ:ðə'mɔ:z/ (adv) кроме того
 helpful /hɛlpfʊl/ (adj) услужливый, полезный
 inexperienced /ɪnɪkspɪəriəns/ (adj) неопытный
 international /ɪntə'næʃənl/ (adj) международный
 limited /lɪmɪtɪd/ (adj) ограниченный
 menu /'menju/ (n) меню
 point /pɔɪnt/ (n) особенность
 popular /'pɒpjələ/ (adj) популярный
 popularity /'pɒpjələ'renti/ (n) популярность
 presentation /prezɛn'teɪʃn/ (n) презентация, представление
 price /praɪs/ (n) цена
 professional /prə'feʃnəl/ (adj) профессиональный
 purpose /pɜ:psəs/ (n) цель
 queue /kju: (v) стоять в очереди
 reasonable /ri:zənbəl/ (adj) умеренный, сносный
 regret /rɪ'grɛt/ (v) (со)жалеть
 report /rɪ'pɔ:t/ (n) доклад
 representative /reprɛzɛntətɪv/ (n) член, представитель
 restaurant /rɛstərɒnt/ (n) ресторан
 school canteen /skʊl kænti:n/ (n) школьная столовая
 service /sɜ:vis/ (n) обслуживание
 standard /stændəd/ (n) норма, стандарт
 superior /su:prɪəriə/ (adj) превосходный
 tasteless /teɪstləs/ (adj) безвкусный
 tasty /teɪstɪ/ (adj) вкусный
 trendy /trɛndi/ (adj) ультрамодный
 unacceptable /ɪnəkseptəbəl/ (adj) неприемлемый
 unavoidable /ɪnəvɔɪdəbəl/ (adj) неизбежный
 unhealthy /ʌnlɪθli/ (adj) нездоровый
 upbeat /ʌpbi:t/ (adj) жизнерадостный
 value /vælju/ (n) цена
 varied /veəriəd/ (adj) различный, меняющийся
 variety /vəəriəti/ (n) разнообразие
 various /vɛəriəs/ (adj) разнообразный
 vegetarian /vɛdʒɪtɛəriən/ (n) вегетарианец
 venue /venju/ (n) место
 warm /wɜ:rm/ (adj) теплый
 wide /waɪd/ (adj) широкий

Phrases

cost a fortune (phr) влететь в копеечку
 I would strongly recommend (phr) я бы настойчиво рекомендовал
 in advance (phr) заранее, заблаговременно
 it takes ages (phr) на это уйдут годы
 on offer (phr) в наличии, в меню
 on the whole (phr) в общем, в целом
 well worth the money (phr) стоящий этих денег

Culture Corner 6

accompany /ə'kɒmpəni/ (v) сопровождать
 bagpiper /'bæɡpaɪpə/ (n) волынец
 celebrate /sɛləbreɪt/ (v) праздновать
 entertaining /ɛntɪ'teɪnɪŋ/ (adj) развлекательный, забавный
 entertainment /ɛntɪ'teɪnmənt/ (n) развлечение, увеселение
 haggis /'hæɡɪs/ (n) шотландское блюдо, бараний рубец, начиненный потрохами со специями
 heart /hɑ:t/ (n) сердце
 host /hɒst/ (n) хозяин, хозяйка
 knife /naɪf/ (n) нож
 liver /lɪvə/ (n) печень
 lung /lʌŋ/ (n) легкое
 mashed /mæʃt/ (adj) размятый, растертый
 oatcake /'əʊtkɛɪk/ (n) овсяное печенье
 pipe /paɪp/ (v) играть (на волынке)
 poet /pəʊt/ (n) поэт
 recite /rɪ'saɪt/ (v) читать вслух и наизусть
 Scottish /sɒtkɪʃ/ (adj) шотландский
 sharp /ʃɑ:p/ (adj) острый
 sherry trifle /ʃɛri 'traɪfl/ (n) бисквит, пропитанный вином
 starter /stɑ:tə/ (n) закуска
 supper /sʌpə/ (n) ужин
 toast /təʊst/ (v) говорить тост
 tradition /trə'dɪʃn/ (n) традиция
 turnip /tɜ:nɪp/ (n) репа
 welcome /wɛlkəm/ (v) приветствовать

Phrases

be in for a treat (phr) быть угощенным

Across the Curriculum

acid /æsɪd/ (n) кислота
 attached /ə'tætʃt/ (adj) прикрепленный
 bacteria /bæktɪəriə/ (n pl) бактерии
 bite /baɪt/ (v) кусать, надкусывать
 blood vessel /blʌd vesl/ (n) кровеносный сосуд
 calcium /kælsiəm/ (n) кальций
 canine /kænaɪn/ (n) клык
 cell /sel/ (n) клетка
 cementum /sɪmɛntəm/ (n) цемент
 chew /tʃu: (v) жевать, пережевывать
 crown /kraʊn/ (n) коронка
 dentin /dɛntɪn/ (n) дентин
 enamel /ɪnɛmɪl/ (n) эмаль
 fasten /fɑ:sn/ (v) прикреплять
 fluoride /flʊəraɪd/ (n) фтор
 grasp /græsp/ (v) хватать, зажимать
 grind /graɪnd/ (v) перемалывать, толочь
 gum /gʌm/ (n) десна
 human /hju:mən/ (n) человек
 incisor /ɪnsɪzə/ (n) резец
 jaw bone /dʒɔ: boʊn/ (n) челюстная кость
 layer /leɪə/ (n) слой
 main /meɪn/ (n) основной, главный
 milk teeth /mɪlk ti:θ/ (n pl) молочные зубы

molar ˈmɒləʃ/ (n) коренной зуб
 nerve ˈnɜːv/ (n) нерв
 outer ˈaʊtə/ (adj) внешний, наружный
 part ˈpɑːt/ (n) часть
 permanent teeth ˈpɜːmənənt ˈtiːθ/ (n pl) постоянные зубы
 pulp ˈpʊlp/ (n) пульпа, мякоть зуба
 root ˈruːt/ (n) корень
 securely ˈsiːkjʊəli/ (adv) надежно
 tear ˈteə/ (v) рвать
 toothpaste ˈtuːθpeɪst/ (n) зубная паста
 unseen ˈʌnsiːn/ (adj) невидимый

phrases

in good condition (phr) в хорошем состоянии
 in the middle (phr) посередине

Going Green 6

beneficial ˌbenɪʃiəl/ (adj) полезный
 combat ˈkɒmbæt/ (v) бороться
 crop ˈkrɒp/ (n) урожай
 ecosystem ˌiːkəʊsɪstəm/ (n) экосистема
 environment ˌɪnvəɪrənmənt/ (n) окружающая среда
 farmer ˈfɑːmə/ (n) фермер
 fertiliser ˈfɜːtɪlaɪzə/ (n) удобрение
 field ˈfiːld/ (n) поле
 flame ˈfleɪm/ (n) пламя
 greenfly ˈgrɪnflaɪ/ (n) тля
 insect ˈɪnsekt/ (n) насекомое
 insecticide ˌɪnsɛktɪsaɪd/ (n) препарат для уничтожения насекомых, инсектицид
 intensive ˌɪntensɪv/ (adj) интенсивный
 ladybird ˈleɪdɪbɜːd/ (n) божья коровка
 machinery ˈmæʃɪnəri/ (n) техника, машины
 maintain ˌmeɪntɪn/ (v) поддерживать
 man-made ˈmæn meɪd/ (adj) сделанный человеком
 manure ˈmænjuə/ (n) навоз
 method ˈmeθəd/ (n) метод
 natural ˈnætʃrəl/ (adj) натуральный, естественный
 nutrient ˈnjuːtriənt/ (n) питательное вещество
 organic farming ˌɔːɡənɪk ˈfɑːmɪŋ/ (n) органическое земледелие
 peelings ˈpiːlɪŋz/ (n pl) кожура, очистки
 pest control ˌpest kəntrɒl/ (n) борьба с вредителями
 pesticide ˈpestɪsaɪd/ (n) пестицид, ядохимикат
 plant ˈplɑːnt/ (v) сажать
 produce ˈprɒdʒys/ (v) производить
 reduce ˈrɪdʒys/ (v) снижать, уменьшать
 richness ˈrɪtʃnəs/ (n) плодородие, богатство
 rotating ˌrəʊtɪŋɪŋ/ (adj) сменяющий одну сельскохозяйственную культуру за другой
 spray ˈspreɪ/ (v) распылять, опрыскивать
 tool ˈtuːl/ (n) инструмент
 tractor ˈtræktə/ (n) трактор
 weed ˈwiːd/ (n) сорняк

Spotlight on Exams

beef ˈbiːf/ (n) говядина
 beetroot ˈbiːtrʊt/ (n) свекла

castle ˈkɑːsl/ (n) замок, дворец
 deliver ˌdɪlɪvə/ (v) доставлять
 diced ˈdaɪst/ (adj) нарезанный кубиками
 fast food ˈfɑːst fuːd/ (n) еда на скорую руку
 fatty ˈfæti/ (adj) жирный
 fresh ˈfreʃ/ (adj) свежий
 grab ˈgræb/ (v) хватать, схватить
 ingredient ˌɪŋɡrɪdiənt/ (n) составная часть, ингредиент
 lemon juice ˈlemən dʒuːs/ (n) лимонный сок
 minced ˈmɪnst/ (adj) рубленый
 pastry ˈpeɪstri/ (n) кондитерские изделия
 peeled ˈpiːld/ (adj) очищенный
 pickled ˈpɪkld/ (adj) маринованный
 reputation ˌreɪpjuːtʃən/ (n) репутация
 salad ˈsæləd/ (n) салат
 sandwich ˈsænwɪtʃ/ (n) бутерброд, сэндвич
 selection ˌsɪləkʃən/ (n) выбор
 shredded ˈʃredɪd/ (adj) резанный
 soup ˈsuːp/ (n) суп
 suit ˈsuːt/ (v) годиться
 takeaway food ˌteɪkəweɪ fuːd/ (n) еда на вынос (с собой)
 wedding cake ˈwedɪŋ keɪk/ (n) свадебный торт
 wholesome ˈhəʊlsəm/ (adj) полезный, здоровый

MODULE 7

7a

addict ˈædɪkt/ (n) раб привычки, фанатик
 admit ˈædɪt/ (v) признавать
 album ˈælbəm/ (n) альбом
 anti-social ˌæntɪsəʊʃl/ (adj) антиобщественный
 best seller ˈbest selə/ (n) хит продаж, бестселлер
 blare ˈbleɪ/ (v) громко играть
 box office ˈbɒks ɒfɪs/ (n) театральная касса
 cast ˈkɑːst/ (n) труппа, актерский состав
 catchy ˈkæʃɪ/ (adj) легко запоминающийся, привлекательный
 cinema ˈsɪnəmə/ (n) кинотеатр
 critic ˈkrɪtɪk/ (n) критик
 direct ˈdaɪrekt/ (v) режиссировать, руководить съемками
 educational ˌɛdʒukəɪʃənəl/ (adj) образовательный
 generation ˌdʒenəreɪʃən/ (n) поколение
 gripping ˈgrɪpɪŋ/ (adj) захватывающий
 heading ˈhedɪŋ/ (n) заголовок
 incredible ˌɪnkredɪbəl/ (adj) невероятный
 label ˈleɪbəl/ (v) прикреплять ярлык, относить к
 mall ˈmɔːl/ (n) торговый центр
 moving ˈmuːvɪŋ/ (adj) волнующий, трогательный
 musical ˈmjuzɪkəl/ (n) мюзикл
 pointless ˈpɔɪntləs/ (adj) бессмысленный
 predictable ˌprɪdɪktəbəl/ (adj) предсказуемый
 record ˈrɪkɔːd/ (v) записывать
 relaxing ˌrɪlæksɪŋ/ (adj) расслабляющий
 repetitive ˌrɛpɪtɪv/ (adj) повторяющийся
 reserve ˈrɪzɜːv/ (v) резервировать, бронировать
 review ˈriːvjuː/ (n) обзор
 script ˈskrɪpt/ (n) сценарий
 square-eyed ˈskweɪɪd/ (adj) с квадратными глазами

stage /steɪdʒ/ (n) сцена
 star /stɑː/ (v) играть главную роль
 storyline /ˈstɔːrɪlaɪn/ (n) сюжетная линия
 subtitle /ˈsʌbtʌɪtɪl/ (n) субтитр
 theatre /ˈθiːətə/ (n) театр
 tune /tjuːn/ (n) мелодия, мотив
 unfair /ʌnˈfeɪə/ (adj) несправедливый
 unwind /ʌnˈwaɪnd/ (v) расслабиться, развеяться

Phrasal Verbs

sing along (phr v) петь вместе

Phrases

couch potato (phr) лентяй, домосед
 (it's such) a good laugh (phr) это так весело
 take it or leave it (phr) все равно, безразлично
 you can't beat the atmosphere (phr) ничто не может сравниться

7b

aisle /aɪl/ (n) проход между рядами
 balcony /ˈbælkəni/ (n) балкон
 ballet /ˈbæleɪ/ (n) балет
 booked /buːkt/ (adj) зарезервированный, забронированный
 curtain /ˈkɜːtɪn/ (n) занавес
 empty /ˈempti/ (adj) пустой, свободный
 fully /ˈfʊli/ (adv) полностью
 further /ˈfɜːðə/ (adv) дальше
 music concert /ˈmjuːzɪk kɒnsɜːt/ (n) музыкальный концерт
 opera /ˈɒpərə/ (n) опера
 orchestra /ˈɔːrkɪstrə/ (n) оркестр
 performance /ˈpɔːfɔːməns/ (n) представление
 play /pleɪ/ (n) пьеса
 row /rəʊ/ (n) ряд
 seat /siːt/ (n) место
 stalls /stɔːlz/ (n pl) партер
 surroundings /səˈraʊndɪŋz/ (n pl) обстановка, место
 usher /ˈʌʃə/ (n) билетер

Phrases

be about to (phr) собираться, намереваться
 oh my goodness (phr) боже мой

Idioms

a one hit wonder (idm) певец-однодневка
 be hard of hearing (idm) плохо слышать
 it's daylight robbery (idm) грабеж среди бела дня
 sell like hot cakes (idm) быть нарасхват

7c

air-conditioned /ˈeəˌkɒndɪʃnd/ (adj) оборудованный кондиционером
 applaud /əˈplɔːd/ (v) аплодировать
 chase /tʃeɪs/ (v) преследовать, гнаться
 choreographer /kəˈrɪɒɡrəfə/ (n) хореограф
 director /ˈdaɪrɪktə/ (n) режиссер

far-fetched /fɑːˈfetʃt/ (adj) неестественный, неправдоподобный, невероятный
 film /fɪlm/ (n/v) фильм, снимать (фильм)
 lifelike /ˈlaɪlɪk/ (adj) словно живой
 magnificent /mæɡnɪˈfɪsənt/ (adj) великолепный, изумительный
 mayor /ˈmeɪə/ (n) мэр
 mouth-watering /ˈmaʊθwɔːtərɪŋ/ (adj) аппетитный
 multi-storey /mʌlˈtɪstɔːrɪ/ (adj) многоэтажный
 project /prɒˈdʒekt/ (v) демонстрировать, проецировать
 promise /prəmɪs/ (v) обещать
 record-breaking /rɪˈkɔːd breɪkɪŋ/ (adj) бьющий рекорды
 red-blooded /rɛd blʌdɪd/ (adj) сильный, энергичный
 show /ʃəʊ/ (n) шоу
 self-centred /selfsɛntəd/ (adj) эгоистичный
 sound /saʊnd/ (n) звук
 television /ˈtelɪvɪʒn/ (n) телевидение
 time-consuming /taɪm kɒnsjuːmɪŋ/ (adj) требующий времени
 ultimate /ʌlˈtɪmət/ (adj) последний

Phrasal Verbs

turn down (phr v) убавлять (громкость), отказываться
 turn off (phr v) выключать
 turn on (phr v) включать
 turn over (phr v) переключать (каналы), переворачивать

Phrases

all over the world (phr) по всему миру
 fall in love (phr) влюбиться, полюбить

Words often confused

audience/group (n) аудитория/группа
 viewer/spectator (n) телезритель/зритель
 act/play (v) играть (в театре)/играть
 set/setting (n) съемочная площадка

7d

absence /æbsəns/ (n) отсутствие
 badly-dressed /ˈbædli drest/ (adj) плохо одетый
 brat /bræt/ (n) ребёнок, дитя
 cellar /ˈselə/ (n) подвал
 chorus /ˈkɔːrəs/ (n) хор
 claim /kleɪm/ (v) заявлять
 complexion /ˈkɒmplekʃn/ (n) цвет лица
 court reporter /kɔːt rɪˈpɔːtə/ (n) судебный секретарь
 dare /deə/ (v) рисковать, посметь
 dressing-table /ˈdresɪŋ ˈtɛɪbəl/ (n) туалетный столик
 elegantly /ˌelɪɡəntli/ (adv) элегантно, изящно
 engraving /ˈɪŋɡreɪvɪŋ/ (n) гравюра
 extraordinarily /ˌɪkstrəˈdnɔːrɪli/ (adv) необычайно, удивительно
 flee /fliː/ (v) убежать, исчезать
 frame /freɪm/ (n) остов, каркас
 furniture /ˈfɜːnɪtʃə/ (n) мебель
 gala /gəˈlɑː/ (n) гала-представление

genius ʤeɪniəs (n) гений
 ghost ɡəʊst (n) привидение
 glory ɡlɔ:ri (n) слава, триумф
 grow ɡrəʊ (v) расти
 history ˈhɪstəri (n) история
 ignore ɪɡnəʊ (v) игнорировать, не замечать
 ink ɪŋk (n) чернила
 invade ɪnveɪd (v) захватывать, захватывать
 invisible ɪnˈvɪzəbəl (adj) невидимый
 joke ʤəʊk (n) шутка
 legend ˈledʒənd (n) легенда
 lock ɒk (n) замок, пучок волос
 opera house ˈɒpərə haʊs (n) оперный театр
 palace ˈpæləs (n) дворец
 passage ˈpæsɪdʒ (n) коридор, проход
 peculiar ˈpi:kjəlɪ (adj) особый, отличный от других
 plainly ˈpleɪnli (adv) отчетливо, ясно
 pretend ˈprentend (v) притворяться, разыгрывать из себя
 proportion ˈprɒpəʃən (n) пропорция
 pupil ˈpju:pl (n) зрачок
 quarrel ˈkwɔ:rl (v) ссориться
 resign ˈrɪzɪn (v) отказываться от должности, уходить в отставку

retirement ˈretɪə'ment (n) отъезд, отставка
 ruined ˈru:nd (adj) разрушенный
 rush ɹʌʃ (v) спешить, торопиться
 shadow ˈɛdɒ (n) тень
 shake ʃeɪk (v) трести, дрожь
 silent ˈsaɪlənt (adj) тихий, безмолвный
 skeleton ˈskelɪn (n) скелет
 skull ɪskʌl (n) череп
 smack ˈsmæk (v) смаковать, наслаждаться
 spectre ˈspektr (n) призрак, видение
 speech ˈspi:tʃ (n) речь
 stage designer ˈsteɪdʒ dɪzəɪnə (n) театральная декоратор
 staircase ˈsteɪkɪs (n) лестница
 stalk ˈstɔ:k (v) скрытно передвигаться
 superstitious ˌsʊpəˈstɪʃəs (adj) суеверный
 terrorise ˈterəraɪz (v) устрашать, пугать страхом
 theatre critic ˈθi:ətə ˈkrɪtɪk (n) театральная критик
 translate ˈtrænzleɪt (v) переводить
 trembling ˈtremlɪŋ (adj) дрожащий, прерывающийся
 undertaker ˌʌndəˈteɪkə (n) сотрудник похоронного бюро
 unnaturally ˌʌnˈnætʃərəli (adv) неестественно
 upturned ˌʌpˈtɜ:nd (adj) вздернутый
 vanish ˈvæniʃ (v) исчезать, скрыться из виду

Phrases

at ease (phr) непринужденный
 drop with a moan (phr) плюхнуться кряхтя
 in terror (phr) с ужасом

7e

addicted ˌædɪkɪd (adj) пристрастившийся, склонный
 battle ˈbætl (n) битва, сражение
 believable ˌbɪlɪˈvəbəl (adj) вероятный, правдоподобный

black blæk ˈblæk (n) аристократия
 charming ˈtʃɑ:ɪmɪŋ (adj) очаровательный, обаятельный
 complete ˈkəmpli:t (adj) полный
 convincing ˌkɒnvɪŋsɪŋ (adj) убедительный
 dreadful ˈdrɒdfl (adj) ужасный, страшный
 fabulous ˈfæbʊləs (adj) невероятный, невероятный
 graphic ˈɡræfɪk (n) графика (компьютерная)
 irritating ˌɪrɪˈteɪɪŋ (adj) раздражающий
 laughable ˈlɔ:ləbəl (adj) смешной, забавный, смешотворный
 likeable ˈlaɪkəbəl (adj) привлекательный, милый
 lyric ˈlɪrɪk (n) строфа, стих (песни)
 masterpiece ˈmɑ:stəpi:s (n) шедевр
 message board ˈmesɪdʒ ˈbɔ:rd (n) форум (о сайте)
 original ˌɔ:riʒɪnəl (adj) оригинальный
 outstanding ˌaʊtˈstændɪŋ (adj) выдающийся, выдающийся
 prince ˈprɪns (n) принцесса
 realistic ˌrɪˈælɪstɪk (adj) реалистичный
 remake ˈri:meɪk (n) новая версия, римейк
 stunning ˈstʌnɪŋ (adj) ошеломительный, ошеломительный
 successful ˌsʌksɪˈsʊfl (adj) успешный
 suspense ˈsʌspens (n) неизвестность, беспокойство, напряжение
 terrifying ˌterɪfaɪɪŋ (adj) ужасающий, устрашающий
 track ˈtræk (n) композиция, трек
 tragic ˈtrædʒɪk (adj) трагичный
 unconvincing ˌʌnkɒnvɪŋsɪŋ (adj) неубедительный
 unimaginative ˌʌmɪˈnædʒɪnətɪv (adj) лишенный воображения
 unimpressive ˌʌnɪmˈpresɪv (adj) незначительный
 unlikely ˌʌnlɪkəbəl (adj) непривлекательный
 unoriginal ˌʌnɔ:riʒɪnəl (adj) неоригинальный
 video game ˈvɪdɪo ɡeɪm (n) видеоигра

Culture Corner 7

capital ˈkæpɪtəl (n) столица
 exhibition ˌeksɪbɪʃən (n) выставка
 explore ɪkspləʊ (v) исследовать
 fantasy ˈfæntəzi (n) фантазия
 footballer ˈfʊtbɔ:lə (n) футболист
 housekeeper ˈhaʊski:pə (n) домохозяйка
 landmark ˈlændmɑ:k (n) достопримечательность
 life-sized ˈlaɪf saɪzd (adj) в натуральную величину
 model ˈmɒdl (n) модель, макет
 state-of-the-art ˈsteɪt əv ðɪ ɑ:t (adj) новейший, современный
 voyage ˈvɔɪdʒ (n) путешествие
 wax ˈwæks (n) воск
 wax modelling ˈwæks ˈmɒdlɪŋ (n) создание восковых фигур

Phrasal Verbs

bump into (phr v) наткнуться на
 settle in (phr v) перебраться, устроиться

Across the Curriculum

amateur /æmɪˈtɜːr/ (n) любитель, непрофессионал
 armed /ɑːrmd/ (adj) вооруженный
 artificially /ɑːtɪfɪʃli/ (adv) искусственно
 band /bænd/ (n) группа
 compose /kəmˈpəʊz/ (v) сочинять
 creativity /kriːˈeɪvɪti/ (n) творческие способности
 development /dɪˈveləpmənt/ (n) развитие
 distortion /dɪstɔːrʃn/ (n) искажение
 distribute /dɪstɪˈbrjuː/ (v) распространять
 echo /ɪˈkəʊ/ (n) отраженный звук, эхо
 electronic /ɪˌlektɹɒnɪk/ (adj) электронный
 empower /ɪmˈpaʊə/ (v) давать возможность
 enthusiasm /ɪnˈθjuːzɪəzəm/ (n) энтузиазм, воодушевление
 generated /dʒenəreɪtɪd/ (adj) полученный в результате, сгенерированный
 heavy metal music /hevi ˈmetl ˈmjuːzɪk/ (n) музыка в стиле хеви-метал
 hum /hʌm/ (v) напевать
 instrument /ɪnstrəˈmɛnt/ (n) инструмент
 mix /mɪks/ (v) микшировать, соединять, смешивать
 musician /mjuːzɪˈʃn/ (n) музыкант
 revolution /rɪˈvɒljʊʃn/ (n) революция
 signal /sɪgnəl/ (n) сигнал
 technique /tekˈniːk/ (n) технология
 triumph /trɪˈʌmp/ (n) триумф, торжество

Going Green 7

blank /blæŋk/ (adj) чистый, неисписанный
 cardboard box /kɑːdˈbɔːd bɒks/ (n) картонная коробка
 carton /kɑːˈtɪn/ (n) упаковка для яиц (здесь)
 chemical /kɪˈmɪkəl/ (adj) химический
 chop /tʃɒp/ (v) нарезать
 communicate /kəˈmjuːnɪkeɪt/ (v) общаться
 conserve /kənˈsɜːv/ (v) беречь, сохранять
 glossy /ˈɡlɒsi/ (adj) гляцевый
 harvest /hɑːvɪst/ (v) заготавливать (древесину)
 hole punch /həʊl pʌnʃ/ (n) дырокол
 illustrate /ɪˈlæstreɪt/ (v) иллюстрировать
 line /laɪn/ (v) застилать
 magazine /mæɡəˈzɪn/ (n) журнал
 matt /mæt/ (adj) матовый
 newspaper /njuːspetə/ (n) газета
 newsprint /njuːsprɪnt/ (n) газетная бумага
 paperboard /ˈpeɪpəˈbɔːd/ (n) картон
 poster /ˈpɒstə/ (n) плакат, постер
 product /prɒdʌkt/ (n) продукция
 pulping /pʌlpɪŋ/ (n) превращение в волокнистую массу
 recycled /rɪˈsaɪkld/ (adj) сделанный из вторичного сырья
 save /seɪv/ (v) экономить, беречь
 scribble /skɪbəl/ (v) быстро и небрежно писать
 shoe cabinet /ʃuː kæbɪnɪt/ (n) обувной шкаф
 shopping list /ʃɒpɪŋ lɪst/ (n) список покупок
 thick /θɪk/ (adj) плотный

Phrasal Verbs

tear out (phr v) вырывать

Spotlight on Exams

agent /eɪdʒənt/ (n) агент
 alien /eɪlɪən/ (n) пришелец, инопланетянин
 bomb /bɒm/ (n) бомба
 chef /ʃef/ (n) шеф-повар
 couple /kʌpəl/ (n) пара
 debut /deɪˈbjuː/ (n) дебют
 dessert /dɪˈzɜːt/ (n) десерт
 episode /ɪˈpɪsəʊd/ (n) серия
 escape /ɪˈskeɪp/ (v) сбежать
 fearless /fɪəˈles/ (adj) бесстрашный
 partner /pɑːtnə/ (n) напарник, партнер
 planet /ˈplænɪt/ (n) планета
 prominence /prɒˈmɪnəns/ (n) известность
 recipe /ˈresɪpi/ (n) рецепт
 recital /rɪˈsɪtəl/ (n) сольный концерт
 rehearsal /rɪˈhiːzəl/ (n) репетиция
 reveal /rɪˈvɛl/ (v) открывать, разоблачать
 secret /ˈsɪkrɪt/ (n) секрет
 surprising /səˈpraɪzɪŋ/ (adj) удивительный
 talk show /tɔːk ʃəʊ/ (n) ток-шоу
 upset /ʌpset/ (adj) разочарованный, расстроенный
 warrior /ˈwɒriə/ (n) воин

Phrasal Verbs

blow up (phr v) взрывать, поднять на воздух

Phrases

by mistake (phr) по ошибке
 have an argument with sb (phr) спорить, ссориться с кем-либо
 the highs and the lows (phr) достоинства и недостатки

MODULE 8

8a

businesswoman /ˈbɪznɪswʊmən/ (n) деловая женщина
 camcorder /kæmkɔːdə/ (n) видеокамера
 career /kəˈrɪə/ (n) карьера
 client /klaɪənt/ (n) клиент
 collection /kəˈleɪʃn/ (n) коллекция
 convenient /kənˈviːniənt/ (adj) удобный
 device /dɪˈvaɪs/ (n) устройство, приспособление
 dictaphone /dɪkˈtəfoʊn/ (n) диктофон
 digital camera /dɪˈdʒɪtəl kæmərə/ (n) цифровой фотоаппарат
 edit /ɛdɪt/ (v) редактировать
 embarrassed /ɪmˈbɜːrəst/ (adj) смущенный
 essay /ɛseɪ/ (n) сочинение, эссе
 freedom /fɪˈdɒm/ (n) свобода
 gadget /ˈɡædʒɪt/ (n) техническая новинка
 headphones /ˈhedfəʊnz/ (n pl) наушники
 handy /hændi/ (adj) удобный
 impossible /ɪmˈpɒsəbəl/ (adj) невозможный
 laptop /læptɒp/ (n) портативный компьютер, ноутбук

MP3 player /ɛm pi: θri: plɛɪə/ (n) MP3-плеер
 passion /pæʃn/ (n) страсть
 pastime /pɑ:staim/ (n) хобби, занятие
 PDA (personal digital assistant) /pi: di: ɛi (pɔ:ˈsɒnəl dɪdʒɪtəl əsɪstənt)/ (n) КПК (карманный персональный компьютер)
 photography /fəˈtɒɡrəfi/ (n) фотография
 radio cassette player /reɪdiəʊ kəset plɛɪə/ (n) кассетный магнитофон с радио
 research /ri:ˈsɜ:tʃ/ (n) исследование
 social life /səʊʃl laɪf/ (n) социальная жизнь
 software /sɒfʃweə/ (n) программное обеспечение
 store /stɔ:ə/ (v) хранить
 techno freak /teknoʊ fri:k/ (n) фанат техники
 TV /ti: vi:/ (n) телевизор
 underground /ˌʌndəˈgraʊnd/ (n) метрополитен
 university lecture /ju:niˈvɜ:siti lekʃə/ (n) лекция в университете
 video mobile phone /vi:diəʊ moʊbaɪl foʊn/ (n) мобильный телефон с камерой
 voice recorder /voɪs rɪkɔ:ˈdɔ:ə/ (n) диктофон
 Walkman² /wɔ:kmən/ (n) кассетный плеер

Phrasal Verbs

be hooked on (phr v) быть очень увлеченным
 look up (phr v) искать

Phrases

be (really) into sth (phr) быть увлеченным чем-либо
 be on the move (phr) быть в движении, на ходу
 it goes without saying (phr) само собой разумеется
 keep a record (phr) вести записи, дневник

8b

battery /bæteri/ (n) батарейка, элемент питания
 charged /tʃɑ:ˈdʒɪd/ (adj) заряженный
 charger /tʃɑ:ˈdʒɪə/ (n) зарядное устройство
 crack /kræk/ (v) дать трещину, расколоться
 drop /drɒp/ (v) ронять, уронить
 guarantee certificate /gærənti: səˈtɪfɪkət/ (n) гарантийный талон
 hard drive /hɑ:ˈd draɪv/ (n) жесткий диск, винчестер
 jam /dʒæm/ (v) сжимать, зажимать, забиваться
 lens /lenz/ (n) линза
 manufacturer /mænʃʊfækʃərə/ (n) производитель
 memory card /meməri kɑ:ˈd/ (n) карта памяти
 press /pres/ (v) нажимать
 printer /prɪntə/ (n) принтер
 receipt /ri:si:t/ (n) чек, квитанция об оплате
 scratch /skrætʃ/ (v) царапать
 viewfinder /vu:faɪndə/ (n) видоискатель
 virus /vaɪrəs/ (n) вирус

Phrases

free of charge (phr) бесплатно
 in stock (phr) в наличии, на складе
 just in case (phr) на всякий случай
 under guarantee (phr) на гарантии

Idioms

back to the drawing board (idm) начинать заново
 in the works (idm) в разработке
 it's not rocket science (idm) не требует незаурядных способностей
 put sth under the microscope (idm) подвергнуть тщательному исследованию, анализу
 the price is right (idm) разумная цена

8c

changeover /tʃeɪnʃəʊvə/ (n) преобразование, переход
 cheque /tʃek/ (n) чек
 electronics /ɪlektroˈnɪks/ (n) электроника, радиоэлектроника
 faulty /fɔ:ltɪ/ (adj) бракованный, поврежденный
 graphic designer /græfɪk dɪzɑɪnə/ (n) графический дизайнер
 invention /ɪnvenʃn/ (n) изобретение
 petition /pəˈtɪʃn/ (n) прошение, жалоба
 safety /seɪfti/ (n) сохранность, надежность
 security /sɪkjʊənti/ (n) безопасность
 software designer /sɒfʃweə dɪzɑɪnə/ (n) разработчик программного обеспечения
 technician /tekniʃn/ (n) техник
 tight /taɪt/ (adj) непроницаемый, надежный
 up-to-date /ʌptədeɪt/ (adj) самый последний, современный
 useless /ju:sləs/ (adj) бесполезный

Phrasal Verbs

break into (phr v) вламываться
 bring about (phr v) вызывать, осуществлять
 bring back (phr v) возвращать
 bring on (phr v) вызывать, влиять
 bring up (phr v) воспитывать
 hand in (phr v) сдавать, подавать
 hand over (phr v) передавать, вручать
 set up (phr v) создавать, устанавливать

Phrases

keep one's promise (phr) сдержать обещание

Words often confused

learn/teach (v) изучать/обучать
 reason/cause (n) причина/основание
 problem/trouble (n) проблема/беда, горе
 discover/invent (v) обнаруживать/изобретать

8d

actual /æktʃʊəl/ (adj) действительный, реальный
 anticipation /æntɪsɪpeɪʃn/ (n) предчувствие
 apparently /əpəˈreɪntli/ (adv) вероятно, видимо
 arch /ɑ:ʃ/ (n) арка
 aware /əweə/ (adj) осознающий, осведомленный
 bar /bɑ:/ (n) рукоятка
 brass rail /brɑ:s reɪl/ (n) латунный поручень

confusedness /kən'fju:zd nəʊs/ (n) замешательство, помутнение
 conscious /kənʃiəs/ (adj) осязающий, сознающий
 continuous /kən'tɪnjuəs/ (adj) сплошной, непрекращающийся
 convey /kən'veɪ/ (v) передавать (чувства, ощущения)
 darkness /dɑ:k'nəs/ (n) темнота
 deepness /di:p'nəs/ (n) глубина
 devote /dɪ'vəʊt/ (v) посвящать
 dim /dɪm/ (adj) тусклый, смутный
 drop /drɒp/ (n) капля
 excessively /ɪk'sesɪvli/ (adv) чрезвычайно
 faint /feɪn/ (adj) бледный, слабый
 flicker /'flɪkə/ (v) мерцать, вспыхивать, моргать
 greyness /greɪ'nəs/ (n) серость, мрачность
 hazy /'heɪzi/ (adj) туманный, неясный
 headlong /'hedlɒŋ/ (adj) безудержный
 historian /hɪ'stɔ:riən/ (n) историк
 hop /hɒp/ (v) прыгать
 imminent /ɪ'mɪnənt/ (adj) неизбежный, надвигающийся
 intellect /ɪn'telɪkt/ (n) интеллект, ум
 ivory /aɪ'vɔ:ri/ (n) сделанный из слоновой кости
 laboratory /lə'bɔ:rətɔ:ri/ (n) лаборатория
 leap /li:p/ (v) прыгать, перепрыгивать (в горизонтальном направлении)
 light /laɪt/ (n) свет
 luminous /lu:'mɪnəs/ (adj) светящийся
 merge /mɜ:ʒ/ (v) сливаться, соединяться
 motion /məʊʃn/ (n) движение
 murmur /mɜ:rmə/ (n) шепот, приглушенный голос
 narrator /nə'reɪtə/ (n) рассказчик, повествователь
 nightmare /'naɪtmɛə/ (n) кошмар
 outline /aʊ'taɪn/ (n) очертание
 principle /prɪn'sɪpəl/ (n) принцип
 quartz rod /kwɔ:ts rɒd/ (n) кварцевый рычаг
 saddle /sædəl/ (n) сиденье, седло
 scaffolding /skæ'fəʊldɪŋ/ (n) зависание
 screw /skru:/ (n) шуруп, винт
 sensation /sæn'seɪʃn/ (n) ощущение, чувство
 smash /smæʃ/ (n) гибель, столкновение
 sound /saʊnd/ (adj) исправный, прочный
 spin /spɪn/ (v) вертеть, крутить
 splendid /splendɪd/ (adj) прекрасный, великолепный
 starting lever /stɑ:'tɪŋ li:və/ (n) пусковой рычаг
 streak /stri:k/ (n) полоса
 succession /sək'seɪʃn/ (n) смена
 suspect /səspekʃn/ (v) подозревать, предполагать
 swiftly /swɪftli/ (adv) быстро
 tap /tæp/ (n) кран, втулка
 thud /θʌd/ (n) стук, глухой звук
 time machine /taɪm məʃi:n/ (n) машина времени
 trick /trɪk/ (v) обманывать
 truly /tru:li/ (adv) действительно
 twilight /'twɪlaɪt/ (n) сумерки
 twinkling /'twɪŋklɪŋ/ (adj) мелькающий, мерцающий
 unsteady /ʌn'steɪdi/ (adj) неустойчивый
 whirling /'wɜ:rlɪŋ/ (adj) кружащийся, вертящийся

8e

attack /ə'tæk/ (v) нападать, атаковать
 constant /kən'stənt/ (adj) постоянный
 contact /kən'tækt/ (v) связаться, контактировать
 conversation /kən'veɪ'seɪʃn/ (n) разговор
 debate /dɪ'beɪt/ (v) обсуждать
 distraction /dɪ'strækʃn/ (n) отвлечение внимания
 disturbance /dɪ'stɜ:bəns/ (n) нарушение нормальной работы, беспокойство
 educational system /edʒu'keɪʃnəl sɪ'stəm/ (n) образовательная система
 emphasis /em'fæsɪs/ (n) акцент, упор, внимание
 familiar /fə'mɪliə/ (adj) знакомый, осведомленный
 interruption /ɪntə'rʌpʃn/ (n) перерыв, помеха
 personally /pɜ:'sɔ:nəli/ (adv) лично
 possessions /pə'zɛʃn/ (n) собственность, имущество
 remove /rɪ'mu:v/ (v) убирать
 replace /rɪ'pleɪs/ (v) заменять
 ringtone /rɪŋ'təʊn/ (n) мелодия телефона
 risk /rɪsk/ (n) риск, опасность
 rob /rɒb/ (v) грабить
 silly /sɪli/ (adj) глупый
 technical /teknɪkəl/ (adj) технический
 technological achievement /teknɒlə'dʒɪkəl ə'ʃi:vmənt/ (n) техническое достижение
 welfare /welfə/ (n) благосостояние

Phrasal Verbs

show off (phr v) демонстрировать, хвастаться

Phrases

for instance (phr) например
 in case of emergency (phr) при крайней необходимости
 to a certain extent (phr) в известной мере
 to my mind (phr) по моему мнению, по моему

Culture Corner 8

accurately /ækjʊrətli/ (adv) точно, тщательно
 apparatus /ə'pærətəs/ (n) аппарат, устройство
 appliance /ə'plɑ:ns/ (n) устройство, приспособление
 computing /kəm'pjʊ:tɪŋ/ (n) компьютеризация
 decade /de'keɪd/ (n) десятилетие
 detailed /di'teɪld/ (adj) подробный
 dream /dri:m/ (n) мечта
 electric motor /ɪ'lektrɪk məʊtə/ (n) электромотор
 establish /ɪ'stæblɪʃ/ (v) основывать, создавать
 image /'ɪmɪdʒ/ (n) изображение
 locomotive /ləʊkə'məʊtɪv/ (n) локомотив
 marvel /mɑ:'vɜ:l/ (n) чудо, диво, нечто необычное
 mile /maɪl/ (n) миля
 public /pʌblɪk/ (n) публика, народ
 railway /reɪlweɪ/ (n) железная дорога
 steam train /sti:m treɪn/ (n) паровоз
 string /stri:ŋ/ (n) нитка, шнурок
 subject /sʌb'ʒɪkt/ (n) предмет
 transmit /trænz'mɪt/ (v) передавать
 transmitter /trænz'mɪtə/ (n) передатчик

wire ˈwaɪə/ (n) провод
wireless ˈwaɪələs/ (n) беспроводной

phrases

take for granted (phr) принимать как должное

Across the Curriculum 8

affect ɪˈfekt/ (v) действовать на, влиять
boiling point ˈbɔɪlɪŋ pɔɪnt/ (n) точка кипения
burn bɜːn/ (v) обжигать
column ˈkɒləm/ (n) столбик
constantly ˈkɒnstəntli/ (adv) постоянно, непрерывно
contain ˈkənteɪn/ (v) содержать
contract ˈkɒntrækt/ (v) сужаться
decrease ˈdɪkriːs/ (v) уменьшаться, понижаться
degree ˈdiɡriː/ (n) градус
determine ˈdɪtərˈmiːn/ (v) определять
electricity ˌɪlekˈtrɪsɪti/ (n) электричество
exchange ˈɪksɪtʃeɪndʒ/ (v) обмениваться
expand ˈɪkspænd/ (v) расширяться
freezing point ˈfriːzɪŋ pɔɪnt/ (n) температура замерзания
friction ˈfrɪkʃn/ (n) трение
heat hiːt/ (n) тепло, жара
increase ˈɪnkriːs/ (v) увеличиваться, повышаться
joule ˈdʒuːl/ (n) джоуль (мера измерения энергии)
measure ˈmeɪʒə/ (n/v) мера, измерять
measurement ˈmeɪʒəˈmɛnt/ (n) показатель
molecule ˈmɒlɪkjʊːl/ (n) молекула
nuclear reaction ˈnjuːklɪəˈrɪækʃn/ (n) ядерная реакция
scale ˈskeɪl/ (n) шкала
temperature ˈtemprətʃə/ (n) температура
thermometer ˈθɜːmɒmɪtə/ (n) термометр
tongue ˈtʌŋ/ (n) язык
warm ˈwɜːm/ (v) нагревать, согреть

Going Green 8

alternative energy ˌɔːlternətɪv ɛnɜːrdʒi/ (n)
альтернативный источник энергии
coal ˈkəʊl/ (n) уголь
dam ˈdæm/ (n) дамба, плотина
flow ˈfləʊ/ (n) течь
fossil fuels ˈfɒsəl ˈfjuːəls/ (n) ископаемые виды топлива
fuel ˈfjuːəl/ (n) топливо
gas ˈɡæz/ (n) газ
generator ˌdʒenəreɪtə/ (n) генератор
lake ˈleɪk/ (n) озеро
oil ɔɪl/ (n) нефть
pie chart ˈpaɪ tʃɑːt/ (n) круговая диаграмма
pollute ˈpɒljʊt/ (v) загрязнять
power ˈpaʊə/ (v) снабжать энергией
reservoir ˈrezəˈvɔːr/ (n) водохранилище
rooftop ˈruːftɒp/ (n) крыша
solar cell ˈsəʊlə ˈsel/ (n) элемент солнечной батареи
solar power station ˈsəʊlə ˈpaʊə ˈsteɪʃn/ (n) солнечная
электростанция
tower ˈtaʊə/ (n) башня
trap ˈtræp/ (v) запирать, улавливать
waste ˈweɪst/ (n) отходы

wind turbine ˈwaɪnd ˌtʃaɪn/ (n) ветряная турбина

Spotlight on Exams

alarm clock ˈɔːləm ˈkloʊk/ (n) будильник
automatically ˌɔːtəˈmætɪkəlɪ/ (adv) автоматически
biodegradable ˌbaɪəʊˈdɪɡreɪdəbəl/ (adj) биоразлагаемый
biography ˈbaɪəɡrəfi/ (n) биография
biomobile ˌbaɪəʊməʊbəl/ (n) мобильный телефон с
чехлом из экологически чистого материала
casing ˈkeɪsɪŋ/ (n) футляр, чехол
computer whizz ˈkəmˌpjʊtə ˈhwiːz/ (n) компьютерный
гений
cover ˈkʌvə/ (n) футляр, чехол
definitely ˌdefɪˈnɪtli/ (adv) точно
diary entry ˈdaɪəri ɛntri/ (n) запись в дневнике
environmental pollution ˌɪnvəɪrənmɛntl ˈpɒljʊʃn/ (n)
загрязнение окружающей среды
fancy ˈfænsi/ (v) нравиться, любить
heap ˈhiːp/ (n) куча, уйма, завал
helicopter ˈhelɪkɒptə/ (n) вертолет
instruction booklet ˌɪnstɹɪkʃn ˈbʊklɛt/ (n) инструкция по
эксплуатации
land ˈlænd/ (v) приземляться
locker ˈlɒkə/ (n) индивидуальный шкафчик
parachute ˈpærəʃuːt/ (n) парашют
rival ˈrɪvəl/ (n) конкурент, соперник
school notice ˈskʊl nɒtɪs/ (n) школьное объявление
sketch ˈskɛtʃ/ (n) эскиз, набросок
slope ˈsləʊp/ (n) склон
submarine ˌsʌbməɪn/ (n) подводная лодка
sunflower ˈsʌnflaʊə/ (n) подсолнух
timer ˈtaɪmə/ (n) счетчик, таймер
vehicle ˈviːkəl/ (n) средство передвижения, транспорт
volcano ˈvɒlkənəʊ/ (n) вулкан
web page ˈweɪb ˈpeɪʒ/ (n) веб-страница (страница в сети
Интернет)

Phrasal Verbs

test out (phr v) тестировать, проверять

APPENDIX 1

advise sb against советовать кому-либо не делать чего-либо
apply for подавать заявление
arrive in прибывать в
at first сначала, поначалу
avid of алчный, жадный до
bad at плохо разбирающийся в чем-либо
brilliant at блестяще разбирающийся в чем-либо
by bus на автобусе
by car на автомобиле
be careful with быть аккуратным с
be careless with быть небрежным с
cope with справляться с
be crazy about быть без ума от
deal with иметь дело с
enthusiastic about увлекаться чем-либо
famous for известный чем-либо
feel strongly about быть против, испытывать чувство возмущения
fond of любить что-либо
good at хорошо разбирающийся в чем-либо
harmful to вредный, губительный для
have got a reputation for иметь репутацию
impressed with впечатлен чем-либо
in captivity в плену
in danger of подвергаться риску
in the end в конце
interested in заинтересованный чем-либо
to be keen on увлекаться, втянуться
mistake sb for принимать кого-либо за другого
on board на борту, на корабле
to be on foot пешком
on holiday на каникулах, в отпуске
on the phone у телефона
out of order в неисправности
popular with популярный среди
protect from защищать от
to be proud of гордиться кем-либо, чем-либо
recover from оправиться от
resign from увольняться с
responsible for ответственный за
result in иметь следствием
suffer from страдать от
terrible at плохо разбирающийся в чем-либо
under pressure под давлением
under threat под угрозой



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