



Spotlight

Student's Book

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8



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АНГЛИЙСКИЙ в фокусе



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8 класс

Учебник

для общеобразовательных учреждений

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Contents

Module 1 – Socialising (pp. 9-24)	Module 5 – Global Issues (pp. 73-88)
1a Reading & Vocabulary pp.10-11	5a Reading & Vocabulary pp.74-75
1b Listening & Speaking pp.12-13	5b Listening & Speaking pp.76-77
1c Grammar in Use pp.14-15	5c Grammar in Use pp.78-79
1d Vocabulary & Speaking pp.16-17	5d Vocabulary & Speaking pp.80-81
1e Writing Skills pp.18-19	5e Writing Skills pp.82-83
1f English in Use p. 20	5f English in Use p. 84
Culture Corner 1 p. 21	Culture Corner 5 p. 85
Across the Curriculum pp.22-23	Across the Curriculum pp.86-87
Module 2 – Food & Shopping (pp. 25-40)	Module 6 – Culture Exchanges (pp. 89-104)
2a Reading & Vocabulary pp.26-27	6a Reading & Vocabulary pp.90-91
2b Listening & Speaking pp.28-29	6b Listening & Speaking pp.92-93
2c Grammar in Use pp.30-31	6c Grammar in Use pp.94-95
2d Vocabulary & Speaking pp.32-33	6d Vocabulary & Speaking pp.96-97
2e Writing Skills pp.34-35	6e Writing Skills pp.98-99
2f English in Use p. 36	6f English in Use p. 100
Culture Corner 2 p. 37	Culture Corner 6 p. 101
Going Green 2 pp.38-39	Going Green 6 pp.102-103
Module 3 – Great Minds (pp. 41-56)	Module 7 – Education (pp. 105-120)
3a Reading & Vocabulary pp.42-43	7a Reading & Vocabulary pp.106-107
3b Listening & Speaking pp.44-45	7b Listening & Speaking pp.108-109
3c Grammar in Use pp.46-47	7c Grammar in Use pp.110-111
3d Vocabulary & Speaking pp.48-49	7d Vocabulary & Speaking pp.112-113
3e Writing Skills pp.50-51	7e Writing Skills pp.114-115
3f English in Use p. 52	7f English in Use p. 116
Culture Corner 3 p. 53	Culture Corner 7 p. 117
Across the Curriculum pp.54-55	Across the Curriculum pp.118-119
Module 4 – Be Yourself (pp. 57-72)	Module 8 – Pastimes (pp. 121-136)
4a Reading & Vocabulary pp.58-59	8a Reading & Vocabulary pp.122-123
4b Listening & Speaking pp.60-61	8b Listening & Speaking pp.124-125
4c Grammar in Use pp.62-63	8c Grammar in Use pp.126-127
4d Vocabulary & Speaking pp.64-65	8d Vocabulary & Speaking pp.128-129
4e Writing Skills pp.66-67	8e Writing Skills pp.130-131
4f English in Use p. 68	8f English in Use p. 132
Culture Corner 4 p. 69	Culture Corner 8 p. 133
Going Green 4 pp.70-71	Going Green 8 pp.134-135
	Grammar Check pp.137-153
	Song Sheets pp.551-554
	Spotlight on Russia pp.1-10
	Grammar Reference Section pp.GR1-GR16
	Irregular Verbs p. GR17
	Word List pp.WL1-WL25
	Appendices pp.WL26-WL27

Table of Contents

	VOCABULARY	GRAMMAR	
Module 1 – Socialising	1a (pp. 10-11)	character adjectives; body language	
	1b (pp. 12-13)	socialising; personal information	
	1c (pp. 14-15)		present tenses; stative verbs; <i>will – going to</i> , past simple/continuous
	1d (pp. 16-17)	physical appearance; whereabouts; relationships; idioms	adverbs of degree comparisons
	1e (pp. 18-19)	greetings cards	
	1f (p. 20)	phrasal verbs: get; prepositions	forming adjectives (<i>-ful, -able</i>)
Culture Corner 1 (p. 21) - Socialising in the UK; Across the Curriculum (PSHE) (p. 22-23) Dealing with conflict; Progress Check 1 (p. 24)			

Module 2 – Food & Shopping	2a (pp. 26-27)	food; ways of cooking	
	2b (pp. 28-29)	shopping; places to shop; a/an - the; quantifiers	
	2c (pp. 30-31)		present perfect; present perfect continuous; has gone to - has been to/in
	2d (pp. 32-33)	food quantities; verbs/idioms; related to food	singular - plural nouns
	2e (pp. 34-35)	phrasal verbs: go; prepositions	order of adjectives
	2f (p. 36)		forming negative adjectives tense revision
Culture Corner 2 (p. 37) - Charity begins at home, Going Green 2 (pp. 38-39) Paper bag vs plastic bag Progress Check 2 (p. 40)			

Module 3 – Great Minds	3a (pp. 42-43)	fields of science	
	3b (pp. 44-45)	work; jobs	
	3c (pp. 46-47)	inventions	past perfect - past perfect continuous; past simple; past continuous
	3d (pp. 48-49)	stages in life; life events; idioms	
	3e (pp. 50-51)	stories; verbs of action	sequencing events; adjectives/adverbs; prepositions; forming verbs (<i>-ise/-ize</i>)
	3f (p. 52)	phrasal verbs: bring; words often confused	
Culture Corner 3 (p. 53) - English banknotes; Across the Curriculum (History) (pp. 54-55) The master thief of the unknown word. Progress Check 3 (p. 56)			

Module 4 – Be yourself	4a (pp. 58-59)	appearance; self-esteem	
	4b (pp. 60-61)	fashion; clothes; patterns; style; material	<i>too - enough</i>
	4c (pp. 62-63)	performances	the passive
	4d (pp. 64-65)	body image; idioms related to body	the causative
	4e (pp. 66-67)	teenage problems	
	4f (p. 68)	phrasal verbs: put; words often confused	prepositions; forming opposite adjectives (<i>il-, im-, in-, ir-</i>)
Culture Corner 4 (p. 69) - Traditional costumes in the UK, Going Green 4 (pp. 70-71) Eco-clothes Progress Check 4 (p. 72)			

READING	LISTENING, SPEAKING FUNCTIONS	WRITING
Breaking the Ice	describing feelings & emotions	tips how to break the ice
dialogue (meeting a neighbour)	socialising; introducing yourself	
a strip cartoon	talking about your school life	
	describing people	
get-well greeting card, informal style		greetings cards

obento a tasty tradition	food likes/dislikes	an informal email about how to cook a dish in your country
dialogue (commenting on clothes/accessories)	giving directions; a market advert (gap filling); intonation in questions	
Buy Nothing Day (article)	expressing duration; discussing what teens spend pocket money on	
Cheese & ham triangles (recipe)	ordering food & drink; describing a visit to a restaurant	an informal email about a family meal out
an email about a visit to a London market	describing a picture	informal letters/emails

Animals in the air (article)	summarising the text	an informal letter of invitation
dialogue (discussing parents' jobs)	giving news/reacting to news; a job advert; intonation: echo questions	
Mistakes that worked (article)	telling a story based on visual prompts; discussing inventions	an informal email about a strange experience you had
Marie Curie	matching speakers to statements	a biography
An Unusual Gallery (story)	narrate a story	a story

Do you feel at home in your body? (article)	discussing self-esteem	a paragraph advising a friend
dialogue (deciding on what to wear at a party)	expressing approval/disapproval multiple choice; intonation: stressed syllables	
CATS (article)		
Altered Images (article)		
a letter of advice	giving advice & possible results	informal letter of advice
	choosing a piece of clothing	

	VOCABULARY	GRAMMAR	
Module 5 – Global Issues	5a (pp. 74-75)	natural disasters	
	5b (pp. 76-77)	global concerns	
	5c (pp. 78-79)	experiences	infinitive/-ing form; used to - be/get used to
	5d (pp. 80-81)	weather; idioms related to weather	
	5e (pp. 82-83)	opinions & viewpoints	co-ordinate conjunctions both ... and; either ... or; neither ... nor
	5f (p. 84)	phrasal verbs: <i>call</i> ; words often confused	forming nouns from verbs (-ion, -tion, -ance)
Culture Corner 5 (p. 85) - Scottish the Coos, Across the Curriculum (Science) (pp. 86-87) Tornadoes & Hall Progress Check 5 (p. 88)			
Module 6 – Culture Exchanges	6a (pp. 90-91)	holidays; travel; activities	
	6b (pp. 92-93)	holiday problems	
	6c (pp. 94-95)	travel experiences	reported speech
	6d (pp. 96-97)	means of transport; idioms related to transport	
	6e (pp. 98-99)	host families	
	6f (p. 100)	phrasal verbs: <i>set</i> ; words often confused	forming nouns (-ness, -ment) prepositions
Culture Corner 6 (p. 101) - The Thames, Going Green 6 (pp. 102-103) Monuments in danger Progress Check 6 (p. 104)			
Module 7 – Education	7a (pp. 106-107)	Technology, media usage	modals; making deductions
	7b (pp. 108-109)	education	
	7c (pp. 110-111)		
	7d (pp. 112-113)	the media, media jobs, idioms related to the media	linkers
	7e (pp. 114-115)		
	7f (p. 116)	phrasal verbs: <i>give</i> ; words often confused	compound nouns
Culture Corner 7 (p. 117) - Trinity College Dublin, Across the Curriculum (pp. 118-119) Using a computer Network Progress Check 7 (p. 120)			
Module 8 – Pastimes	8a (pp. 122-123)	interests & hobbies	
	8b (pp. 124-125)	sports	
	8c (pp. 126-127)		conditionals; if/when/unless
	8d (pp. 128-129)	sports equipment & places; idioms related to sports	
	8e (pp. 130-131)	applications	
	8f (p. 132)	phrasal verbs: <i>take</i>	compound adjectives, prepositions
Culture Corner 8 (p. 133) - Mascots, Going Green 8 (pp. 134-135) Project A.W.A.R.E. Progress Check 8 (p. 136)			

READING	LISTENING, SPEAKING FUNCTIONS	WRITING
Tsunami disaster (extracts)	interviewing a tsunami victim	
dialogue (discussing poverty)	interacting; matching speakers intonation (tone groups)	
Psychic animals	narrating a bad experience	
Red sky at night ...		
What can we do to reduce traffic in our city?		an opinion essay about recycling

The World is your Oyster	discussing holidays & activities	
dialogue (travel experiences)	sympathising; multiple choice; intonation: stressed syllables	
Tips for Solo Travellers	reporting exchange	
Full steam ahead	identifying announcements; matching people to descriptions	
a thank-you letter	thanking; proofreading; expressing gratitude	a semi-formal thank-you letter

Generation M	talking about your favourite gadgets	survey report
dialogue (discussing exams)	asking for-giving advice contrastive	
The Italian Conti Academy	stress; multiple choice	
Koala Mum Rescued	how to make paper; identifying TV programs	
The Internet as a Homework Tool	topic/supporting sentences	a for-and-against essay on e-learning

	talking about your interests	a short article about your favourite activity
dialogue (arranging to do sth after school)	making/accepting/refusing invitations; intonation (sound natural); multiple matching	
jokes	discussing hypothetical situations	
FIFA World Cup	discussing favourite team	
an email	completing application forms	a formal email based on written input

Module 1

Socialising

◆ Before you start ...

- Has anything changed in your school/class/daily routine this year? How do you feel about it?
- What was your favourite summer holiday like?
- What's your hobby? When did you start it?

◆ Look at Module 1

Find the page numbers for pictures 1–4.

◆ Find the page numbers for

- notes
- a comic strip
- greetings cards
- a poem

◆ Listen, read and talk about ...

- breaking the ice
- body language
- family members
- relationships
- conflict & disagreement

◆ Learn how to ...

- socialise
- describe and compare people

◆ Practise ...

- intonation: showing feelings
- Present Simple/Present Continuous/Present Perfect/Present Perfect Continuous/Past Simple/Past Continuous
- stative verbs
- expressing future actions (*will – are going to – Present Continuous*)
- comparatives & superlatives of adjectives/adverbs
- phrasal verbs: get
- word formation: adjectives
- idioms: describing relationships

◆ Write / Make ...

- a greetings card
- a short article about socialising in your country
- a poem




Reading

1 What does the title of the text mean? How would you start a conversation with someone you don't know? Read and check.


2 Read the text and mark the sentences 1-7, T (True), F (False) or DS (Doesn't Say). Correct the false sentences. Explain the words in bold.

- 1 Breaking the ice means saying or doing something to start feeling relaxed with a new person.
- 2 People feel uncomfortable when meeting someone new because they cannot predict their reactions.

- 3 Some people don't have any passions.
- 4 When you meet someone for the first time, it's better to look serious.
- 5 Confident people don't postpone things.
- 6 When you start a conversation, talk a lot about yourself.
- 7 If you feel uncomfortable with new people, avoid being around them.


study skills
Reading effectively

The author's purpose is the reason for writing the passage. This could be to entertain, persuade, inform, advise, narrate or describe. Recognising the author's purpose will help you understand the content of the text better.


3  Listen and read the text again. What is the author's purpose? Discuss in pairs.



BREAKING THE ICE


The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the **opportunity** to talk to them comes up, you can't think of anything to say. Your palms sweat, you **blush**, and you look away.


Whether you are starting a new school, going to a party where you don't know anyone or want to **approach** a person you **fancy**, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react, but don't let it get you down.


You shouldn't worry. Almost everyone feels uncomfortable when they first meet other people. If you feel this way, the following tips can help you out.

 **Smile:** When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation.

 **Develop passions:** The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation.

 **Be positive:** Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others will probably like you too.

 **Be a good listener:** **Develop** listening skills. Don't take over the conversation and don't only speak about yourself. Ask other people questions about themselves too. This way they'll know you're interested in them.

 **Get out there:** Don't **avoid** being around new people just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well – but be too shy to break the ice!

4 Explain the words in bold. Choose some to complete the sentences.

- Laura's very **shy**. She always when people talk to her.
- I think Andy Kim. He's always staring at her in class.
- We from what he said to us, as his advice helped us.
- You shouldn't talking to people you don't know.

Vocabulary

Character adjectives

5 Read the descriptions. List the adjectives in bold as positive/negative.

- Tony's **optimistic**. He always looks on the bright side of life.
- Fred's **sensitive** and **caring**. He always understands how others feel, always stays calm and doesn't get annoyed with people easily. He worries a lot about what others think of him.
- Claire's **patient**. She manages to stay calm in difficult situations.
- Bob's **easy-going** and **sociable**. He rarely gets upset and he likes meeting people.
- Ann's **honest** and **reliable**. You can trust her and she always does what she says she will do.
- Sue's **stubborn**. She always wants to do things her own way.
- Tony's **selfish**. He doesn't care about other people's feelings.
- Bill's **shy**. He doesn't feel comfortable with people.

6 Match the adjectives to their opposites. Listen and check.

1	optimistic	a	confident
2	shy	b	generous
3	selfish	c	pessimistic
4	reliable	d	flexible
5	stubborn	e	unreliable
6	sincere	f	unsociable
7	sensitive	g	irritable
8	sociable	h	impatient
9	patient	i	insincere
10	easy-going	j	insensitive

7 Listen and match each person to the adjectives that best describe each.

1 Ann
2 Sue
3 Billy

sociable sensitive patient stubborn honest selfish reliable shy

8 Which of the adjectives in Exs. 5 & 6 best describe you? Is there a quality you don't have but would like to have? Discuss in pairs.

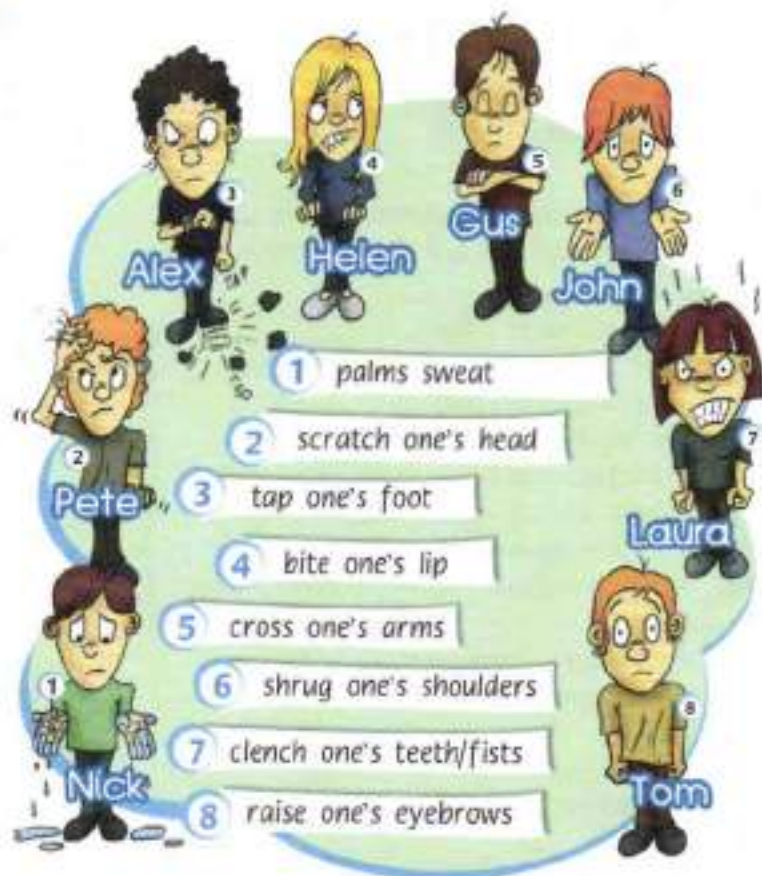
- ▶ A: I'm sociable and honest. I'd like to be more patient. And you?
 B: I'm quite patient but I'd like to be more confident.

Body language

9 What feelings do the actions in the pictures 1-8 suggest? Choose from the list. Make sentences, as in the example.

- nervous
- furious
- surprised
- impatient
- bored
- unsure
- worried
- puzzled

- ▶ Nick's palms are sweating. He seems to be nervous./He looks nervous.



10 **THINK!** Say three things you found interesting in the text. How could they help you when you meet new people?

- ▶ To break the ice you can smile at the new person. Then, ...

1b

Listening & Speaking

1 Look at the picture and answer the questions.

- 1 What does the picture show?
- 2 What are the people doing?
- 3 What are the people wearing?
- 4 How are they feeling?

▶ 1 The picture shows two teenagers in the countryside.

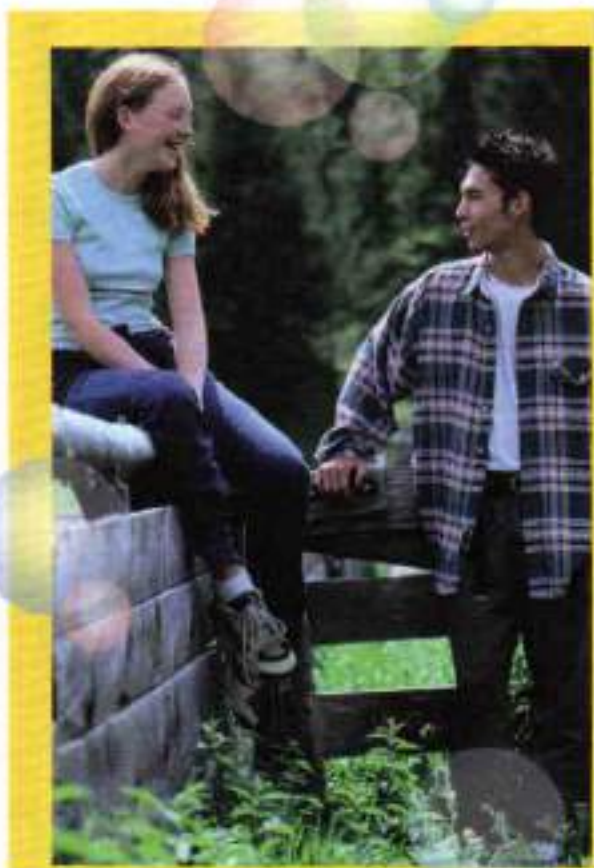
Giving personal information

2 Read the questions. When would you ask them?

- What's your name?
- Where are you from?
- What do you do?
- Have we met before?
- Have you got any brothers or sisters?
- Is your sister single/married?
- How old are you?
- Have you been living here long?
- Do you like basketball?
- Are you new here?

3 Read the dialogue and complete the gaps 1-5 with questions from Ex. 2. Listen and check.

- Harry: Hello, my name is Harry. 1)?
- Mary: I don't think so. I'm Mary. Mary Newton.
- Harry: Nice to meet you Mary. 2)?
- Mary: Yes. We've just moved in next door.
- Harry: Really? Welcome to the neighbourhood, then.
- Mary: Thanks. 3)? I didn't catch it.
- Harry: I'm Harry. What a nice day.
- Mary: Umm... indeed it is. Have you been living here long?
- Harry: For as long as I remember. My family moved here when I was three.
- Mary: 4)?
- Harry: One sister. And you?
- Mary: No, I haven't. I'm an only child.
- Harry: I see. 5)?
- Mary: I turn sixteen next May.
- Harry: That makes us the same age.
- Mary: Great! Maybe we'll have some classes together at school.
- Harry: Yes, I hope so.
- Mary: OK. I'll see you Monday then.



Speaking

4 Portfolio: Work in pairs. Imagine you are at a summer camp. Use questions from Ex. 2 to find out about your partner. Record yourselves.

Listening

5 a Read statements A-F about family relationships. Which one best describes your family situation? Give reasons.

- A I have no privacy at home.
- B My father's views are rather old-fashioned.
- C I get on very well with my parents.
- D I wish I wasn't an only child.
- E Family meals usually end in arguments.
- F I enjoy hanging out with my grandparents.

b Listen to some teenagers talking on a radio programme about their relationships with their family. Number the statements A-F in the order you hear them. There is one extra statement.

	1	2	3	4	5
Speaker					

Everyday English

Socialising

6 a Match the responses. Listen and check.

- | | | | |
|-----------------------------|--------------------------------|---|----------------------------------|
| 1 <input type="checkbox"/> | Excuse me! | a | Indeed it is. |
| 2 <input type="checkbox"/> | Pleased to meet you. I'm John. | b | See you later! |
| 3 <input type="checkbox"/> | Is this seat taken? | c | Fine, thanks. |
| 4 <input type="checkbox"/> | What a nice day! | d | Well, thank you for inviting me. |
| 5 <input type="checkbox"/> | Good morning! | e | That's very kind. |
| 6 <input type="checkbox"/> | How are you? | f | Yes, can I help you? |
| 7 <input type="checkbox"/> | I'm afraid I have to go now. | g | No, thanks, I'm fine. |
| 8 <input type="checkbox"/> | Make yourself at home. | h | Hello! |
| 9 <input type="checkbox"/> | Can I offer you something? | i | No, please sit down. |
| 10 <input type="checkbox"/> | Thanks for coming. | j | Pleased to meet you, too. |

b Which exchanges are about:

- 1 starting a conversation?
- 2 getting someone's attention?
- 3 greeting someone?
- 4 introducing yourself?
- 5 ending a conversation?
- 6 welcoming visitors?
- 7 saying goodbye?
- 8 breaking the ice?

7 Complete the exchanges. Use sentences from Ex. 6a. Compare with your partner.

- 1 A:
B: Take care.
- 2 A:
B: Not bad. How about you?
- 3 A:
B: I'm glad you came.
- 4 A:
B: Good morning! Nice day, isn't it?
- 5 A:
B: How can I help you, sir?

Say it right

8 Choose the correct response. Listen and check.

- 1 A How's it going?
B a Couldn't be better!
b Glad to meet you.
- 2 A Talk to you later.
B a What time?
b Take care.
- 3 A I'm glad you came.
B a I'm afraid I have to leave now.
b So am I.
- 4 A Thank you very much.
B a Don't mention it.
b Pretty good, thanks.
- 5 A I haven't seen you for ages.
B a It's a pleasure to meet you.
b I know! You haven't changed a bit.

Intonation

9 Read the box. Then listen and choose the adjective that best describes each speaker's attitude. Is their intonation rising or falling?

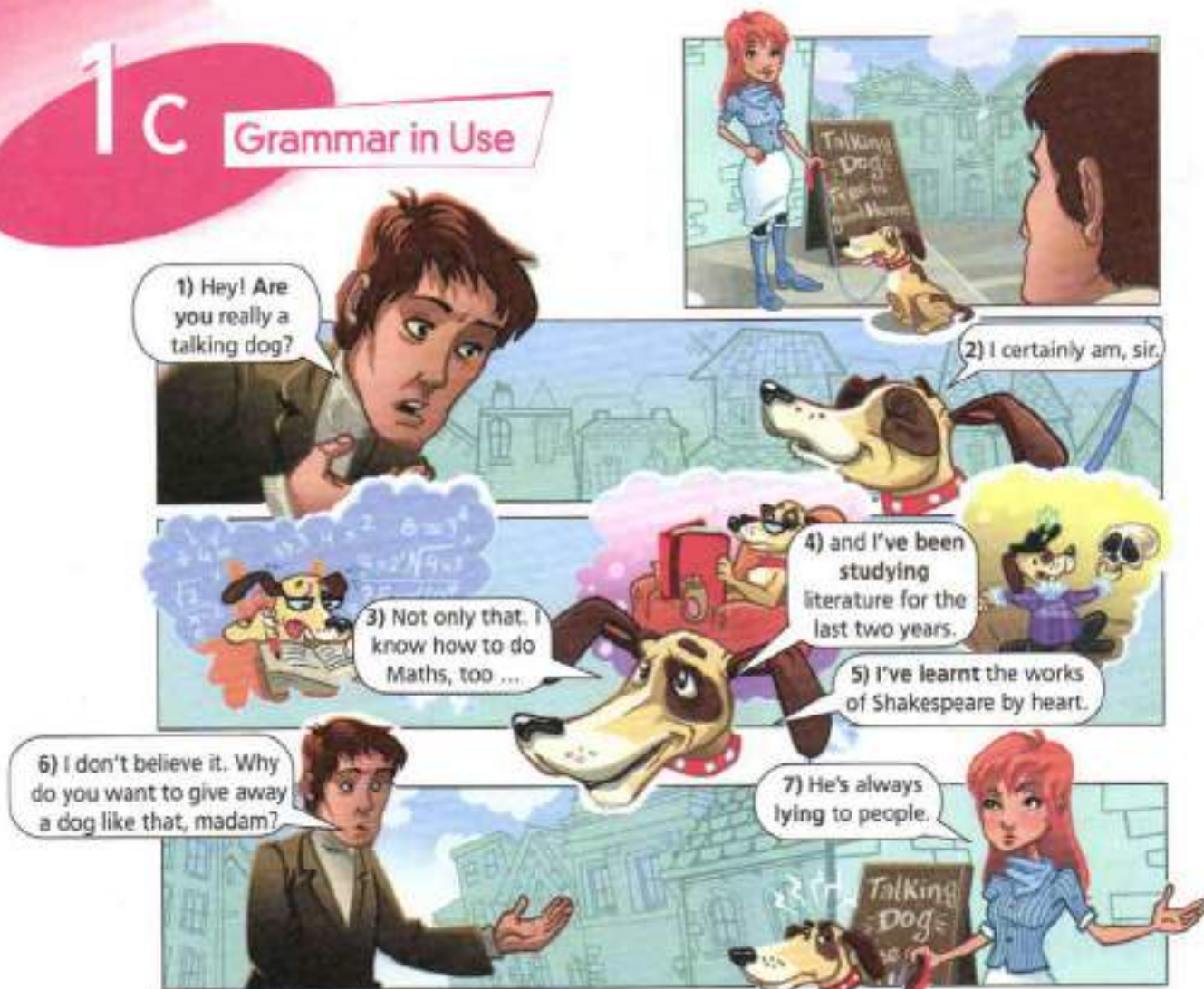


Your intonation is the way your voice rises and falls as you speak. Your intonation shows your feelings, i.e. interest, disbelief, sarcasm, enthusiasm etc.

- 1 a Excuse me! annoyed polite
b Excuse me! annoyed polite
- 2 a What's up? friendly aggressive
b What's up? friendly aggressive
- 3 a Is this seat taken? suspicious polite
b Is this seat taken? suspicious polite

10 Work in pairs. Write short exchanges for the following situations.

- greet someone • introduce yourself
- thank sb for his help • welcome a visitor
- say goodbye • ask about sb's brothers/sisters



Present Simple – Present Continuous – Present Perfect Simple – Present Perfect Continuous Grammar Reference

- 1** Read the comic strip. What tenses are the verbs in bold? Find examples of: a permanent state, expressing anger or irritation at a repeated action, an action which started in the past and continues up to the present with emphasis on the duration, an action that happened at an unstated time in the past.

What other uses of these tenses can you think of? Give examples.

- 2** Put the verbs in the brackets into the correct tense. Compare with a partner.

- A: When (the kids/come) back from their holiday?
B: School (start) on the 15th, so a week earlier.
- A: Sue (look) for a new flat at the moment.
B: (she/find) anything yet?
- A: (your sister/always/leave) her stuff everywhere?
B: Yes and she (always/complain) about me being messy!
- A: Can you drive?
B: I (learn). I (take) lessons for two weeks now.
- A: Oh no! I (lose) my keys again.
B: Not again. You (always/lose) your keys.

- 3 a** Read the theory box. Find two examples of stative verbs in the comic strip.

Stative verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action (*like, love, hate, believe, know* etc). *He likes tennis.* Some stative verbs have continuous tenses but there's a difference in meaning. *I think he's lying. I'm thinking of going out.*

- b** Put the verbs in brackets into the Present Simple or Continuous.

- A: Why (Billy/be) so naughty?
B: He (be) tired.
- A: Why (you/taste) the soup?
B: I think it (taste) a bit funny.
- A: It (look) like their car has broken down again.
B: Yes. They (look) for a new one at the moment.
- A: What (you/think) of Ann?
B: She's cool! I (think) of inviting her to my party.

Expressing future actions (**will – going to – Present Continuous – Present Simple**) **Grammar Reference**

4 Match the tenses in bold to their uses.

- 1 Tie your shoelaces! You're **going to** trip over them.
- 2 They **are going to** move house this summer.
- 3 I'm **tired**. I think I'll have an early night.
- 4 The bus **leaves** at 7:00 pm.
- 5 I'm **seeing** my friends tomorrow.
- 6 It's hot. I'll **open** the window.

- a on-the-spot decision
- b planned action or intention
- c future prediction based on what we think, believe or promise
- d fixed arrangement in the near future
- e timetable
- f future prediction based on what we can see or know

5 Fill in the gaps with *will* or *am/are going to*.

- 1 A: Look! Pat's here.
B: I go and talk to her.
- 2 A: What are your plans for Saturday night?
B: We invite some people over for dinner. Would you like to come?
- 3 A: I'm afraid I can't solve this problem.
B: Don't worry. I help you.
- 4 A: The phone is ringing.
B: I get it.
- 5 A: Are you still in pain?
B: Yes. I see the dentist today.

6 Use the notes to act out short exchanges.

- A: What time does the bus leave?
B: It leaves at 5:00, so we're meeting at the station at 4:30.

Past Simple – Past Continuous **Grammar Reference**

7 Match the tenses in bold to their uses. Give more examples.

- 1 He **picked up** his jacket, **locked** the door and **left**.
 - 2 I **was cleaning** the attic when I **came across** my first diary.
 - 3 Shakespeare **wrote** *Hamlet* in 1600.
 - 4 When he **was young**, he **rode** his bike to work every day.
 - 5 I **was watching** TV while they **were cooking** dinner.
- a complete action or event which happened at a stated time in the past
 - b past actions which happened one after another
 - c past action in progress interrupted by another past action
 - d two or more simultaneous past actions
 - e past habit or state

8 Put the verbs in brackets in the correct tense.

9 Write sentences about your school life using a word from the list. Then, tell your partner.

ago, before, still, already, yet, tomorrow, for, since, next week, right now, usually, often, at the moment, these days, ever, never, rarely, yesterday, last month, tonight, just, while, when.

1d Vocabulary & Speaking

Who's who?

- 1 Read the table. Use words/phrases from the table to present a famous person to the class. The class guesses who he/she is.

Age:	young, in his/her (early/late) twenties, thirties etc, younger/older than he/she looks, middle-aged etc
Looks:	good-looking, pretty, beautiful, handsome, rather ugly etc
Height:	(rather) short, (quite) tall, of average height etc
Weight:	(a bit) thin, (rather) plump, overweight, skinny, thin, slim, strong, muscular, of medium build etc
Hair:	fair, blond(e), dark, ginger, going grey, almost bald, white, curly, wavy, straight, shoulder-length, long etc
Eyes:	almond-shaped, dark, small, green, blue etc
Personality:	funny, hard-working, talkative, friendly, (a bit) dull/boring, energetic, sporty, moody, creative, shy, bossy, sensible, impatient, humorous, stubborn, selfish, generous etc
Interests:	photography, drawing, sports, making model cars, painting, reading, travelling, cinema, theatre, music etc



She was born in 1975. She's an actress. She's very beautiful. She's tall and thin with long, dark, straight hair and green eyes. She's generous and energetic. She likes travelling and seeing different parts of the world. She played Lara Croft. Who is she?

Comparatives & Superlatives Grammar Reference

- 2 Study the table. Are there similar structures in your language?

	Adjective	Comparative	Superlative
Short adjectives/adverbs	clean big funny nice hard	cleaner (than) bigger (than) funnier (than) nicer (than) harder (than)	the cleanest the biggest the funniest the nicest the hardest
Long adjectives/adverbs	exciting clearly	more exciting (than) more clearly (than)	the most exciting the most clearly
Irregular adjectives/adverbs	good/well bad much/many far	better (than) worse (than) more (than) further (than) farther (than)	the best the worst the most the furthest the farthest

- 3 Look at the pictures and use the adjectives below and/or any of the language in Ex. 1 to compare the people.



- tall
- old
- slim
- dark
- friendly
- short

- A: Sue is taller than Sarah.
 B: Yes, but Sally is the tallest of all. Who do you think is the friendliest?
 A: I think Sue looks the friendliest. etc

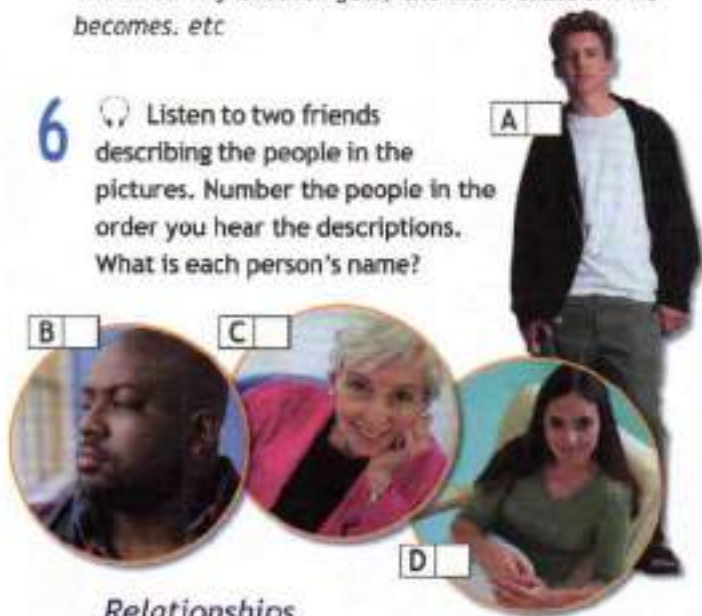
- 4 Read the examples. Then complete the gaps with the correct form of the adjectives in brackets. Which shows that: one thing depends on another thing? sb/sth changes continuously? there is a similarity between two people? there is a difference between two people?

- 1 Adam is twice as Sean! (funny)
- 2 Actually, 7.30 is (early) I can meet you.
- 3 Harry is (popular) boy in the school.
- 4 The (much) he said, the (angry) I felt!
- 5 John isn't (good-looking) as his brother.
- 6 Thanks so much for the flowers! It's (little) I could do.
- 7 The (soon), the (well).

5 Talk about your family members. Use comparatives/superlatives.

- *My dad is taller than my mum and fatter, too. The older my brother gets, the more stubborn he becomes. etc*

6 Listen to two friends describing the people in the pictures. Number the people in the order you hear the descriptions. What is each person's name?



Relationships

7 Check these words in the Word List. Use them to complete the sentences 1-8.

- acquaintance • nephew • niece • stepmother
- classmates • neighbours • aunt • colleagues

- We all have the same lessons. We are
- I don't know him well. He's just an
- He works with my dad. They're
- She's my uncle's wife. She's my
- They live next door. They're our
- She's the woman who has married my father. She's my
- She's the daughter of my sister. She's my
- He's the son of my mother's sister. He's my mother's

Adverbs of degree

8 a Read the table. Are there similar structures in your language?

large degree: very, really	<i>Sally is very helpful but can be really bossy at times.</i>
medium degree: pretty, quite	<i>She is pretty generous.</i>
negative degree: a bit/a little	<i>She can be a bit impatient at times.</i>

b Talk about people you know, as in the example.

- A: *Have you met our new neighbour?*
 B: *Not yet. Have you?*
 A: *Yes. I ran into him last week.*
 B: *So, what's he like?*
 A: *He's very friendly, but he can be a bit stubborn at times.*

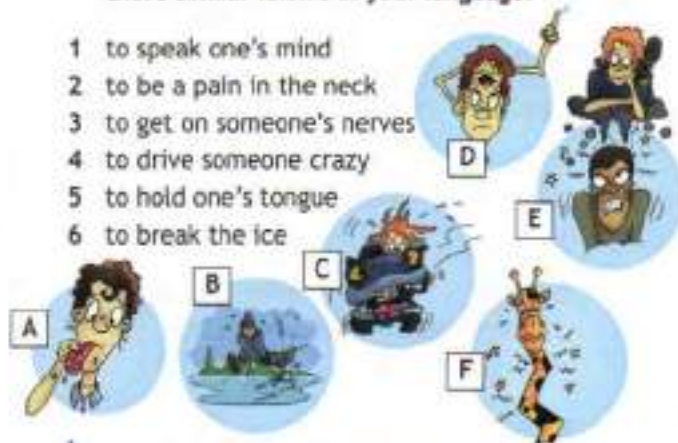
study skills

Understanding idioms

Idioms are special phrases that have their own meaning. For example, when we say that something is 'a piece of a cake', we mean that it's very easy. If you learn to use idioms, your English will be much more colourful and natural.

Idioms

9 a Match the idioms to the pictures. Try to guess their meanings. Check in Appendix 3. Are there similar idioms in your language?



- to speak one's mind
- to be a pain in the neck
- to get on someone's nerves
- to drive someone crazy
- to hold one's tongue
- to break the ice

b Use the idioms to complete the sentences.

- He wanted to tell her the secret, but decided to his for now.
- If you disagree with something they say, don't be afraid to your
- Will you turn that music down? It's me
- That woman is a real in the
- Penny really on my She thinks she is so clever.
- He told us a funny story to at the meeting.

10 In pairs use the idioms in Ex. 10 in short exchanges.

- A: *I can't stand John.*
 B: *Yes, he's a pain in the neck.*



Greetings cards

- 1 Look at the cards (a–h) and describe the pictures. When do we usually send such messages? Read the box and check.

Greetings cards are types of messages which we send to someone to:

- congratulate them
- wish them happy birthday
- express sympathy
- wish them good luck etc.

They are normally short and friendly.

- 2 Match the greetings cards to the situations.

- 1 someone has just had a baby
- 2 someone wants to show that they are grateful
- 3 two people are getting married
- 4 it's someone's birthday
- 5 it's Christmas
- 6 someone is celebrating the day they got married
- 7 someone is in hospital
- 8 someone is leaving university

- 3 Read the message below. Which card (a–h) does it belong to? Why did Janet write it?

Dear Helen,
 How are you? I just heard about your car accident. I hope it wasn't too serious. I'm sure you'll be back on your feet in no time!
 Hugs and kisses,
 Janet

Informal style

- 4 Read the theory box. Find examples in the message in Ex. 3.

Informal style

Informal language is characterised by the use of:

- short opening and closing remarks (*Hi Sue, See you Tom*)
- abbreviations (*I'm*)
- colloquial phrasal verbs, idioms and everyday language (*What's up?*)
- the imperative (*Do come*)
- Informal linkers (*and, so NOT: however*)

- 5 Read the cards below. Why have the people written them? Find examples of informal style. Compare with your partner.

A *Hi Tony,
Well done! I wish you all the success in the world. Good luck in your new position.
All the best,
Jane*

B *Hi Neil,
How's it going? I'm happy to hear you're coming to visit my town. Let's get together! Give me a ring when you arrive.
Catch you later,
Greg*

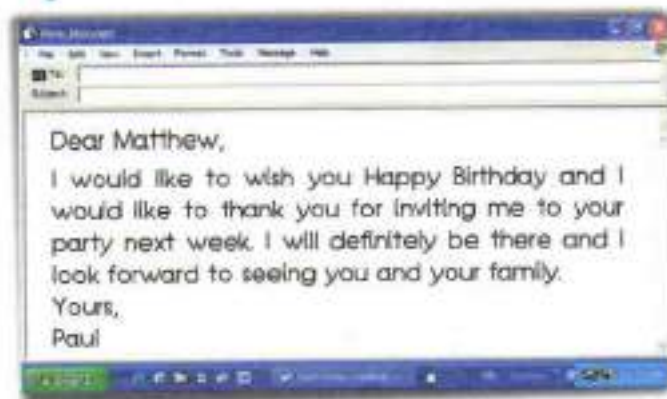
C *Hey Amanda,
I can't believe I missed your party. My flight was cancelled because of the storm and I was stuck in London. I'll try and make it up to you another time.
Kisses,
Sarah*

- 6 Complete the sentences with the words in the list. Which sentences would you find in a card to someone who: *is moving to another place? had an accident? got his/her degree? is celebrating his/her birthday? has a family problem?*

• thoughts • proud • luck • day • recovery

- 1 I'm so sorry. Please know you are in my
- 2 Get well soon! Wishing you a speedy
- 3 Congratulations on your success. We're all of you.
- 4 Goodbye and good The school won't be the same without you.
- 5 Have a great full of surprises and fun.

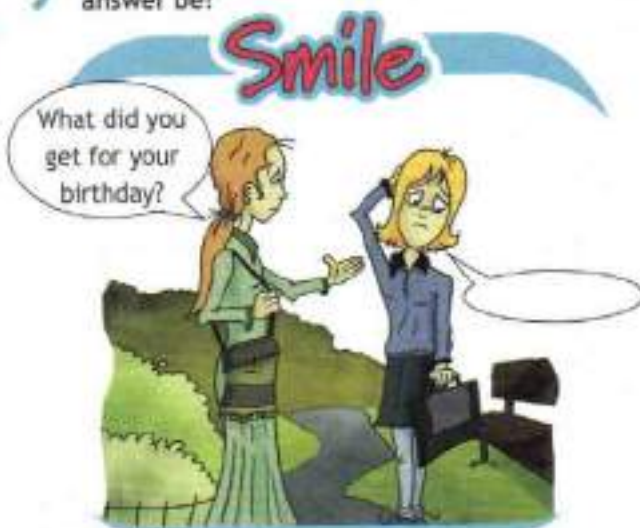
- 7 Change the email to a short greetings card.



Writing

- 8 **RINE** Portfolio: A friend of yours has won a scholarship to study at a summer school. Write a greetings card to congratulate your friend. Use the cards in Exs. 3 & 5 as a model. (30-40 words.)

- 9 **THINK!** Read the joke. What can the answer be?




Word formation

- 1 a Read the theory box. Are there similar types of formation in your language?

Forming adjectives

We use the following suffixes with nouns or verbs to form adjectives in English:

- noun + **-ful** (*use-useful*), **-al** (*magic-magical*), **-ic** (*optimism-optimistic*), **-ish** (*self-selfish*), **-less** (*help-helpless*), **-ly** (*friend-friendly*), **-ous** (*fury-furious*)
- verb + **-able** (*rely-reliable*), **-ed** (*bore-bored*), **-ing** (*bore-boring*), **-ible** (*sense-sensible*), **-ive** (*act-active*)

- b  Form adjectives from the words in bold. Check in your dictionary. In pairs, answer the questions.

In your
OPINION

who/which is:

- 1 the most **attractive** (attract) actress?
- 2 the most (success) musician?
- 3 the best (tradition) dish?
- 4 the worst (romance) TV series?
- 5 the most (style) outfit?
- 6 the most (care) mistake you've made this week?
- 7 the most (optimism) friend of yours?
- 8 the most (educate) person you know?
- 9 the best thing to do on a (rain) day?
- 10 the most (bore) film you've ever seen?
- 11 the least (enjoy) holiday you've ever had?
- 12 the most (horror) food you've ever tasted?

- 1 ▶ I think Angelina Jolie is the most attractive actress.

Phrasal verbs: get

- 2 Fill in: *along, across, down, over, over with*. Check in Appendix 1.

- 1 Jane has difficulty in getting her ideas (communicating)
- 2 Do you get with your parents? (have a good relationship)
- 3 The sooner we start writing the report, the sooner we get it (finish)
- 4 This rainy weather gets me (make sb sad)
- 5 Alice hasn't been able to get the fact that she failed her exams. (recover from)

Dependent prepositions

- 3 Fill in: *of, with, on, about, at, to*. Check in Appendix 2.

- 1 Mrs Jacobs is very popular her students.
- 2 Helen is very nervous starting at her new school.
- 3 You shouldn't be jealous other people's success.
- 4 Rania is very fond her young niece.
- 5 I'm quite keen Maths.
- 6 She's good drawing.
- 7 Nadia is quite proud her brother's sporting achievements.
- 8 They are very close their parents.
- 9 I'm not very patient stubborn people.

Use the phrases in bold to talk about the people you know.

- ▶ **The coach of my football team is very popular with all the players.**


Grammar Revision

- 4 a Put the verbs in brackets into the correct tense.



Hi Jane,

I 0) ▶ **am writing** (write) to thank you for the lovely card and flowers you 1) (**send**) me last week when I was ill. It was very kind of you and they arrived just when I 2) (**feel**) very low so they really 3) (**cheer**) me up. I'm much better now and I 4) (**already/be**) back at school for a couple of days. I have an awful lot of schoolwork. I 5) (**never/be**) so busy. For the last two nights, I 6) (**study**) until midnight to try and catch up. Anyway, thanks again.
Love, Claire

- b  Work in pairs. Take the roles of Jane and Claire. Use the text in Ex. 4a to act out their telephone conversation.

Socialising in the UK

1 What is social etiquette?

- customs & rules for polite behaviour
- customs or beliefs which have existed for a long time

2 Read the title of the text and the headings under the pictures. What do you think people in the UK do in these situations? Listen and read to find out.

3 Answer the questions.

- How do the British greet someone for the first time?
- How do they greet friends and relatives?
- What can you talk about with a British person?
- What should you do when you visit a British person?

Social **Etiquette** in the UK

The British are famous for their language, sense of humour and, of course, politeness. So, when you are in the UK, make sure you **respect** the social etiquette in the following situations:

British people are quite reserved when greeting one another. A handshake is the most common form of greeting when you meet someone for the first time. It is only when you greet close friends or relatives that you would **kiss** them **on the cheek** or **give them a hug**. The British may also call you by many different 'affectionate' names, such as dear, chuck, mate, guv, son or madam. Do not be **offended**, this is quite normal.

The British like their privacy, so not all topics are safe for **small talk**. Avoid asking people about their

age, religion, politics, **marital status**, weight or how much they earn. Instead, **acceptable** small talk topics are family, films, television, sport, studies, food, hobbies and of course, the weather!

When you visit people at home, make sure you are on time. It's also nice to take a gift for your **hosts**, such as a bottle of wine, a bunch of flowers or a box of chocolates. A British person might say 'come and see me soon' or 'drop in anytime'. However, you must always phone before you visit someone.



Greeting people



Making small talk



Visiting people at home

4 Explain the words/phrases in bold. Use some to complete the sentences.

- You mustn't be rude to your teachers. You should them.
- Lucy gave her parents a and then went to bed.
- Being impolite to others is not behaviour.
- Apart from the, he didn't know anyone at the party.
- She kissed her daughter on the before she left for work.

5 Now answer the questions in Ex. 3 about your country.

6 *Project:* Write a short article for an international school magazine explaining what someone should do to greet people, make small talk or visit people in your country. Use your answers from Ex. 5.

- 1 Listen to and read the poem. How is it related to the title of the text?

ARGUMENT

Good morning.	Pro.	Over.
Hmm.	Con.	Under.
Nice day.	Off.	Cloudless.
Dim.	On.	Thunder.
Sorry.	Front.	Detour.
Glad.	Back.	Highway.
Hadn't.	Taut.	New way.
Had.	Slack.	Thruway.
Go.	Open.	Byway...?
Stay.	Shut.	MY WAY!
Work.	And.	
Play.	But.	

*Eve Merriam
(US poet)*



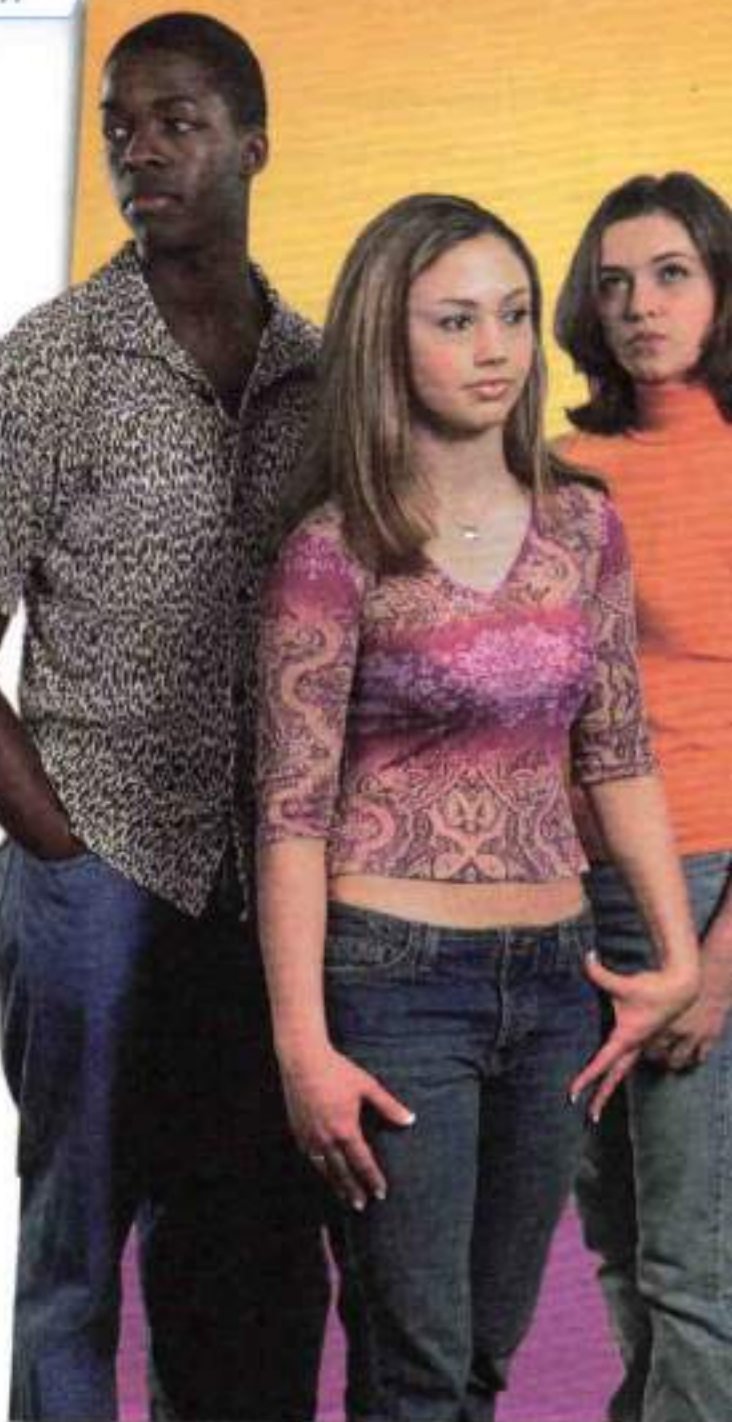
- 2 How do you deal with arguments? What's the best way to handle such situations? Discuss in pairs.

study skills

Completing a text (gap filling)

Read the title and the text quickly to get the gist. Read the text again, one sentence at a time, focusing on the words before and after each gap and think of the word that fits best. Read the completed text again to make sure it makes sense. This way, you will minimise the number of mistakes you make.

- 3 Read the text and complete the missing words. Compare with your partner. Explain the words in bold.



- 4 **Think!** Change the following "you" statements into "I feel" statements. Use the adjectives *bad*, *upset*, *annoyed*, *sad*.

- 1 You never want to hang out with me any more!
- 2 You're late again! You're so unreliable!
- 3 You're always telling lies!
- 4 You never listen to me!

► *I feel bad because we don't hang out any more.*

Dealing with

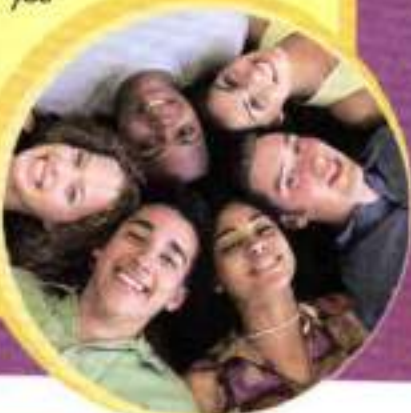
CONFLICT

Losing friends is about as easy as making friends if you don't know 1) to deal with anger and conflict. Conflict is part of everyone's life. It will **show up** at school, at work and 2) home. It's OK to feel angry, **frustrated**, **annoyed**, **disappointed** or sad. These feelings are natural, but it's how you deal with 3) that makes the difference. Some people scream, shout, swear¹, call people names, try to get back at or even hit the person who has hurt them. Others do their best to keep away from disagreements, 4) very few deal with conflicts successfully.


Resolving conflict is a step by step **process**. Before you start discussing the problem, cool off, count to 10, take a deep breath and imagine a relaxing place. Then, say what's really bothering you. While doing that, watch how you express yourself. Don't **blame** or **accuse**. Share how you feel by using "I" statements. For example, don't say "You are always **bossing me around**," but "I feel frustrated because you don't pay attention to what I think."

You want people to hear your opinion so make sure you practice what you preach². Listen carefully to the 5) person and accept that he or she might see the problem in a different way. Be **flexible** and open-minded, willing to apologise, forgive and move on.

¹ use bad language, ² try to persuade



5 Listen and read the text again. Your friend gets angry very easily. Use the ideas in the text to advise him/her how to control his/her anger and resolve a conflict.

6  **Project:** Work in pairs. Find the opposites of the words below and write a similar poem about arguing. Read the poem aloud.

• Sad • Bad

• Go • Slow

• Don't • Won't

• Cold • Old

• Night • Light

7 **THINK!** Do you agree with this statement? Discuss.

Words of Wisdom

Whatever begins in anger, ends in shame.

Benjamin Franklin (US statesman)

1 Progress Check

1 Fill in: *selfish, sociable, pessimistic, shrugged, clenched, patient, reliable, stubborn, shy, insincere.*

- 1 He was so angry he his fists tightly.
- 2 Rachel has many friends because she's very
- 3 people always see the negative side of things.
- 4 Penny doesn't get angry easily. She's very
- 5 Thomas is very He won't let you down.
- 6 Don't believe everything Helen says. She's a bit
- 7 A person doesn't care about other people's feelings.
- 8 Jane is very and blushes when strangers talk to her.
- 9 Henry didn't answer, he just his shoulders instead.
- 10 Listen to me! Don't be so (Points: $\frac{10 \times 2}{20}$)

2 Complete the sentences with words derived from the words in bold.

- 1 John always looks on the bright side of life. He's very **OPTIMISM**
- 2 That woman across the street is very **ATTRACT**
- 3 Dave bought me a wonderful birthday present. He's so **GENEROSITY**
- 4 I became when he turned up late again. **FURY**
- 5 The film was quite **BORE** (Points: $\frac{5 \times 4}{20}$)

3 Fill in the gaps with the correct form of the verbs in brackets.

- 1 I (take) the dog for a walk every day after school.
- 2 Jade (look) for a new job at the moment.
- 3 This cake (taste) delicious.
- 4 Tie your shoelaces. You (trip) over them.
- 5 George (cook) a meal when the phone rang.
- 6 Olly always (dress) in black when he was a teenager.
- 7 I'm really tired. I think I (have) an early night.
- 8 Fred (work) for the company for ten years.
- 9 I can't stand Mrs Brown. She (always/shout) at us.
- 10 Trevor (think) about buying a new car. (Points: $\frac{10 \times 2}{20}$)

4 Complete the phrasal verbs with the correct preposition.

- 1 Do you get well with your classmates?
- 2 The bad weather is really beginning to get me
- 3 The teacher had difficulty getting her ideas to the students.
- 4 It has taken me a long time to get the flu.
- 5 Come on! The sooner we start, the sooner we will get it

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

5 Fill in the gaps with the correct preposition.

- 1 Mr Brown is very popular the students.
- 2 I am very good English. I am always top of the class.
- 3 I'm not very keen basketball. I prefer football.
- 4 Polly is very fond her grandmother.
- 5 You shouldn't be jealous your little sister.

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

6 Match to form exchanges.

- | | | |
|----------------------------|--------------------------|-------------------------------|
| 1 <input type="checkbox"/> | Thank you very much. | a No, please sit down. |
| 2 <input type="checkbox"/> | Is this seat taken? | b That's very kind of you. |
| 3 <input type="checkbox"/> | I'm afraid I have to go. | c Don't mention it. |
| 4 <input type="checkbox"/> | Make yourself at home. | d Indeed it is. |
| 5 <input type="checkbox"/> | What a nice day! | e Well, thank you for coming. |

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

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

Now I Can ...

- talk and write about family members and relationships
- talk and write about conflict and disagreement
- describe and compare people
- write a poem based on opposites
- write a greetings card
- write a short article about socialising in my country

... in English

Module 2

Food & Shopping

◆ Before you start ...

- What makes you a good friend? Is it difficult to find a true friend?
- How do you feel when you first meet people?

◆ Look at Module 2

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a flea market advertisement
- logos

◆ Listen, read and talk about ...

- ways of cooking
- food & food quantities
- places to shop
- charities

◆ Learn how to ...

- express your food likes/dislikes about food
- give directions
- talk about things you have bought

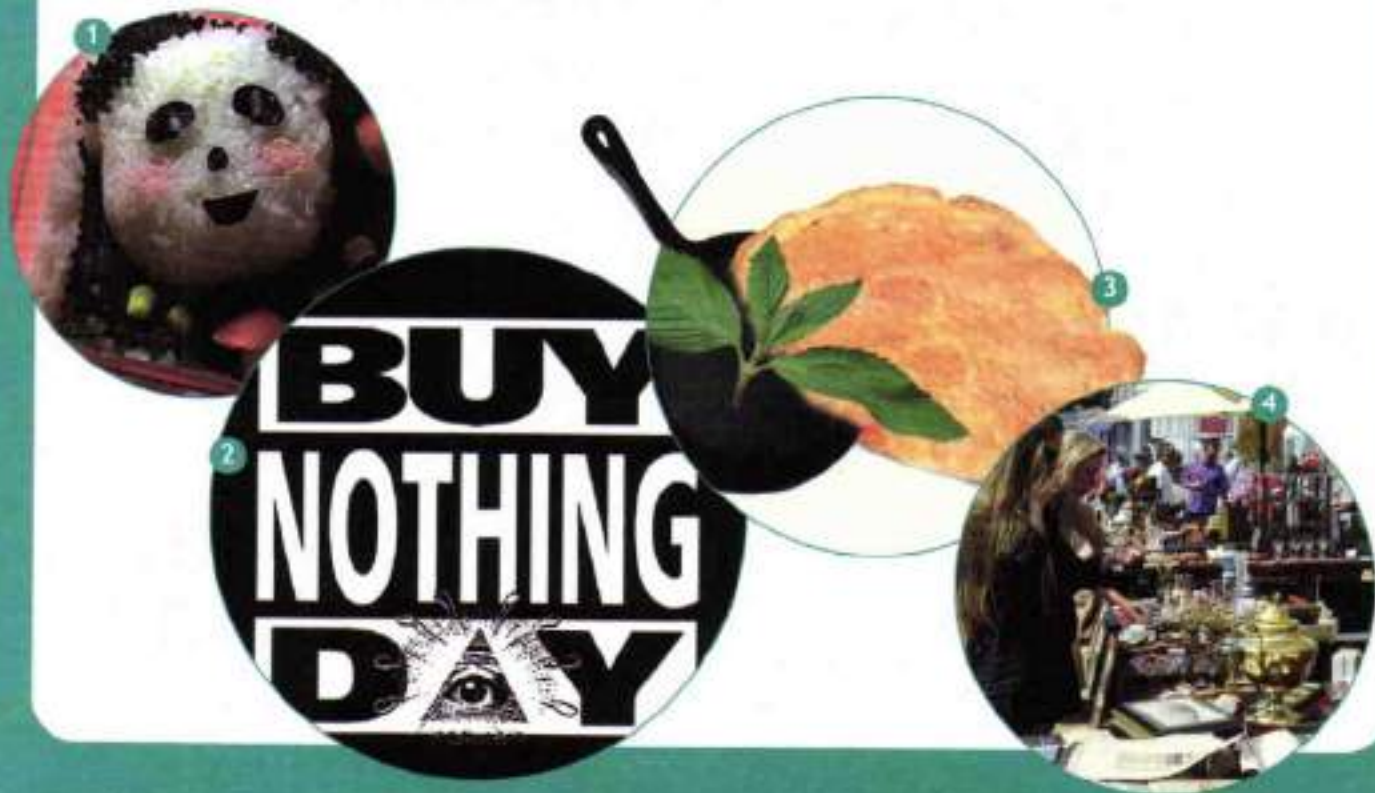
- order food/dining
- describe a family meal out

◆ Practise ...

- Present Perfect / Present Perfect Continuous
- definite/indefinite articles
- *has gone to – has been to/in*
- words often confused: *slice, peel, pour, chop, grate, beat, melt*
- collective nouns
- idioms about food
- order of adjectives
- phrasal verbs: *go*
- word formation: negative adjectives; verbs to show repetition
- intonation: questions

◆ Write / Make ...

- an email about a traditional dish in your country
- informal letters and emails
- an article about charity organisations



Reading

- 1 What do you usually eat at school: *a sandwich, biscuits, crisps, soup, salad, fruit, a hot meal*? Where do you get it/them from: *home, the shops, the school canteen*?

► I usually eat a sandwich at school. I get it from the school canteen.

- 2 Look at the pictures and listen to the music. What do you think an 'obento' is? Which country is it from?

- 3 a Think of three questions to ask about obentos. Read, listen and check if you can answer them.

b Read again and complete the sentences.

- An 'obento' is
- Its origin goes back to
- You can buy an obento
- To make an obento you need
- It is important that obentos look
- Obento portions for nursery schools should be

Explain the words in bold. Check in the Word List.

- 4 **THINK!** Tell your partner three things you found interesting about obentos. Is it healthy food? Give reasons.

Vocabulary


Ways of cooking

- 5 a Look at the suggested ways food can be cooked (1-6). Find the odd word in each example. Check in the Word List.

Obento

a tasty tradition!




- 1  **Eggs:** scrambled, poached, roast, boiled, fried

- 2  **Potatoes:** baked, roast, pickled, boiled, mashed

- 3  **Vegetables:** pickled, boiled, steamed, scrambled

- 4  **Chicken:** roast, baked, grilled, mashed, fried

- 5  **Rice:** boiled, fried, roast, steamed

- 6  **Fish:** baked, grilled, scrambled, poached, fried

- b How do you like your **meat, eggs, potatoes** and **vegetables**? Ask and answer, as in the example.

► A: I love scrambled eggs. How about you?
B: I prefer them poached.

It's lunchtime at school and you're heading for the canteen, but what will you have to eat? Will you have a sandwich and an apple, or maybe a hot meal? Things are a little different in Japan. Children open their lunchboxes to find rice shaped like footballs, eggs that look like rabbits or flower-shaped carrots all packed up in an obento!

An *obento*, or *bento*, is one of the oldest food traditions in Japan. **Basically**, it is lunch served in a box. *Obento* boxes have been part of the Japanese society since the 5th century when people used to take a packed lunch with them to work. *Bentos* have become very popular since then and you can buy them almost anywhere nowadays at theatres, airports and even at train stations.

An *obento* usually consists of four parts rice, three parts meat or fish (fried or grilled), two parts vegetables (pickled¹, boiled or steamed) and one part fruit. It should be **nourishing** and healthy, but it must be **appealing** too. You often see food shaped like flowers, animals and sometimes even cartoon characters! Mothers **take great pride** in creating 'school-bentos' for their children.

Nursery schools have established regulations for an *obento*. Food should be easy to eat with chopsticks or the fingers, portions should be small and it should be pleasing to the eye. It should also include food that the child would not normally eat so that they won't become a **fussy** eater.

The Japanese have always looked upon the mother as one of the main influences of a child's success. Taking time to prepare their children's food shows their love for them.

And what happens if a Japanese mum runs out of ideas? There are almost 400 magazines available to get inspired.

¹ food like vegetables kept in vinegar or salt water



Food collocations

6 Fill in: *food, weight, salad, diet, meal, sauce, chocolate, vegetables*. Check in the Word List.

- 1 Can I have a *fruit / green / side*, please?
- 2 Do you ever eat *frozen / junk / fast*
- 3 He has a *balanced / poor / healthy*
- 4 I think I've *put on / gained / lost*
- 5 We had a *four course / home-cooked / light* last night.
- 6 This is too *rich / creamy / spicy*.
- 7 I just love *dark / milk / white*
- 8 I don't care for *raw / undercooked / overcooked*

7 Complete the following sentences with your own ideas.

I don't eat ...

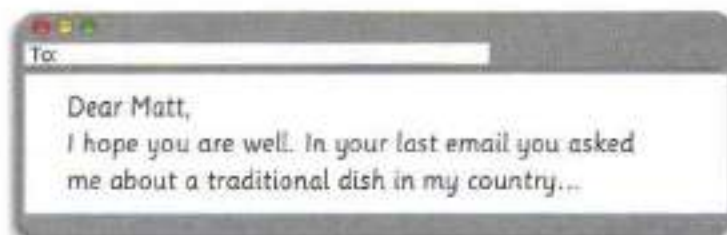
- 1 ► *meat because* I'm a vegetarian.
- 2 I'm allergic to them.
- 3 I don't care for spicy food.
- 4 They are a bit too sour for my liking.
- 5 I'm on a diet.
- 6 I don't like junk food.

8 **THINK!** Do you agree that cooking for their children is a good way for mothers to show them their love? In three minutes write a few sentences on the topic. Read your sentences to your partner.

9 Think of a traditional dish in your country and answer the questions.

- 1 What is it called?
- 2 What is it made from? (*meat, potatoes* etc)
- 3 How do you cook it? (*bake, boil* etc)
- 4 What does it taste like? (*delicious, spicy* etc)

Use your answers to write a short email to your English penfriend about the dish (50-80 words).



2b

Listening & Speaking

Shopping

1 Listen to three dialogues. In which of the places in the pictures are they taking place?

2 Read the box. Then choose a picture and describe it to your partner.

study skills

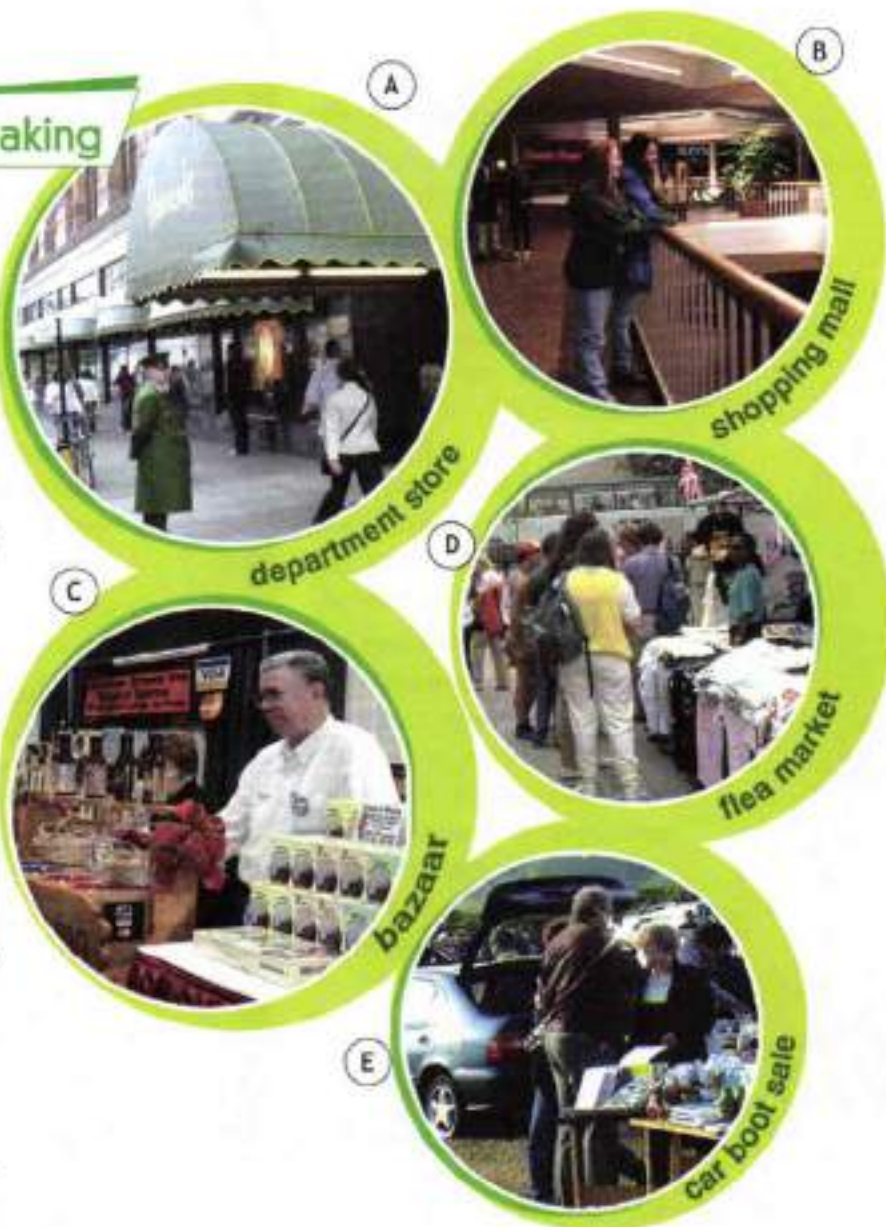
Describing pictures

When describing a picture, you should describe it as if someone can't see it. Include all possible details e.g. objects, people's clothes, place, weather, sounds etc to help them visualise it.

3 a In which of the shops below would you hear the following?

newsagent's	bakery
florist's	jeweller's
shoe shop	chemist's
hair dresser's	butcher's
post office	clothes shop
fishmonger's	optician's

- "Do you have this in an extra large?"
- "Just a wash and blow-dry, please."
- "A kilo of steak, please."
- "These are fresh from the oven."
- "I've come to pick up my prescription."
- "I take a size five, narrow"
- "Are you long or short-sighted?"
- "I need to send this first class."
- "A dozen of those pink ones, please."
- "They were caught fresh this morning."
- "Is this the July issue?"
- "Do you prefer gold or silver?"



b In which shop can you buy the following?

- some stamps • a packet of aspirin • a kilo of sausages
- a pair of sunglasses • some prawns • a bunch of tulips
- a dress • a fruitcake • a necklace

► We can buy stamps at the post office.

Everyday English

Giving directions

4 You are new to the area. Write a list of items you want to buy from different shops. Your partner will give you directions, as in the example.

Giving directions	Asking for directions
opposite the / just round the corner / just down the road / right across from / between the ... and the / a five minute walk from here.	I need to buy some ... / Is there a ... near here? / We've run out of ... / Where's the nearest ...?

- A: I need to buy some bread. Is there a bakery near here?
B: Yes, there's one just down the road.

- 5 Read and complete the dialogue. There is one extra sentence. Compare with your partner. Listen and check.



Amy: What nice sunglasses! Are they new?
 Jenny: 1)
 Amy: They really suit you. Where did you get them?
 Jenny: 2)
 Amy: Whereabouts is it exactly?
 Jenny: 3)
 Amy: Were they very expensive?
 Jenny: 4)
 Amy: That's a bargain. I think I'll go and have a look myself on Saturday. We can go together if you like.
 Jenny: 5)
 Amy: OK! See you there.

- A At Stacey's in the town centre.
 B In Crimpson Street, opposite the bakery.
 C Great. 10:30 at the bus station.
 D No. I would never shop there.
 E No, not at all. They were only £ 2.
 F Yes, I bought them a couple of days ago. I'm glad you like them.

Listening

- 6 **RINE** You will hear a radio advertisement for a flea market. Listen and fill in the missing information.

Camden Stables Market!

An exciting market in a historic setting!

- alternative fashions, and gifts from 1) to antiques
- 2) shops and stalls
- now open 3) days a week, 9:30 am to 4) pm
- nearest underground 5) Chalk Farm, Northern Line

Intonation

Intonation in questions

- 7 Read the box. Then listen and repeat.

Yes/No questions usually have rising intonation.
 Wh-questions usually have falling intonation.

- 1 Are they new? 3 Where did you get them from?
 2 Were they expensive? 4 Whereabouts is it exactly?

Say it right

- 8 Choose the correct response. Listen and check.

- 1 A: Can I help you?
 B: a No, I'm just looking, thanks.
 b It doesn't fit me.
- 2 A: How would you like to pay?
 B: a By credit card.
 b Later.
- 3 A: Have you got it in a small?
 B: a Try it on, please.
 b Let me have a look.
- 4 A: Do you like the colour?
 B: a Not really. Have you got it in blue?
 b Can I exchange it?

Speaking

- 9 *Portfolio:* Work in pairs. You're wearing something new. Your friend comments on it. Act out your dialogue. Record yourselves.

- 10 Think of six new words/phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

2c

Grammar in Use

buy **nothing** day

People have been celebrating 'Buy Nothing Day' for over a decade now. It started in 1993 in Canada and is now an international event in 55 countries. It has always fallen on the day after Thanksgiving in the US and on November 26th in the rest of the world. On this day, people try their best not to buy anything at all for the whole day. The idea is to make people stop and think about what they buy and how their spending habits affect the Earth's natural environment. Just a little effort can make a big difference. Let's take a look at what happens on Buy Nothing Day around the world...

Present Perfect / Present Perfect Continuous

Grammar Reference

- 1 Read the box. Find examples in the text. Are there similar structures in your language?

Present Perfect (have + past participle)

- for an action that started in the past and continues to the present. *He has known Alice for years.*
- for an action which happened at an unstated time in the past and is connected with the present. *He has met him before. (When? We don't know.)*
- to give news or talk about sth which happened recently. *Ouch! I've cut my finger. There are no trains. There's been an accident.*

Present Perfect Continuous (have been + -ing form)

- to put emphasis on the duration of an action which started in the past and continues up to the present. *He has been studying English since he was 10.*
- for an action that has recently/just stopped and its results are visible in the present. *She has been working all day. She's tired now.*

- 2 Put the verbs in brackets into the **Present Perfect** or the **Present Perfect Continuous**.

- A: (you/see) dad?
B: Yes, he's at the garage. He (try) to repair the car for over an hour.
- A: I (know) Ann for three years now.
B: (she/study) with you for that long?
- A: Bob (lose) a lot of weight!
B: Yes, he (not/eat) properly lately.
- A: (you/clean) all morning?
B: No. I (just/start).



Montreal, Canada

Today we're celebrating Buy Nothing Day at our school by holding an Eco-bazaar. We have been working hard on it all week.

All the students have brought in a few items from home that are still in good condition. We receive coupons in return for each item. Now we are using the coupons to buy other things.

Erica, 15

Birmingham, England

We have decided to do simple things on Buy Nothing Day. We've walked to school instead of taking the bus and we've asked our parents not to go to the supermarket.

James, 16



- 3 a What tense is used in each sentence? Why?

A: Have you ever been to an Eco-Bazaar?

B: Yes, I have. Last year we organised an Eco-Bazaar to celebrate Buy Nothing Day.

- b Work in pairs. Discuss your shopping experiences as in the example.

- spend all your pocket money on one item
- save money for a reason
- visit a charity shop
- buy something you regretted afterwards

- A: Have you ever spent all your pocket money on one item?

B: Yes, I have.

A: What did you spend it on?

B: I spent it on a computer game.

GAME

- 4 Work in pairs. You make a statement using the adjectives from the list. Your partner has to guess why.

tired exhausted angry happy sad

- Team A: I'm exhausted.

Team B: Have you been running?

scared

surprised

**Has gone to / has been to /
has been in** Grammar Reference

5 Read the sentences in the box. Then, choose the correct word in sentences 1-5.

- Joan **has gone to** the baker's, but she won't be long. (She is at the baker's.)
- Rick **has been to** India. He really liked it. (He was there two years ago. He's not there now.)
- Emma **has been in** London for 5 years. (She is still in London.)

- 1 Have you ever **gone to** / **been to** New York?
- 2 He **has gone** / **been** out. He'll be back soon.
- 3 Have you ever **been** / **gone** to the UK?
- 4 Jerry **has been to** / **in** the army for years.
- 5 Has Mum **gone** / **been** to the supermarket?

6 Fill in the gaps with *yet, recently, how long, never, since, just, so far, ever, last, ago*.

- 1 have you been working as a cook?
- 2 John has been abroad.
- 3 When did you go shopping?
- 4 This place has changed our last visit.
- 5 John's not in. He's left.
- 6 Has Kelly visited you?
- 7 They won first prize two years
- 8 Has Sue travelled abroad?
- 9 How many of the books have you read
- 10 We haven't left the library

**Definite (the) – Indefinite
article (a/an)** Grammar Reference

7 Fill in the gaps with *a/an* or *the* where necessary. Check in the Grammar Reference section. Correct your mistakes.

- 1 Penny can play piano.
- 2 Smiths left for their annual holiday to USA from Heathrow Airport.
- 3 My parents go to cinema once week.
- 4 While we were in Paris, we went on boat trip down River Seine.
- 5 Emma won't be coming to party. She has got really bad cold.
- 6 When car crashed it was travelling at 100 miles hour.
- 7 Tracy went to hospital to visit Ted.
- 8 Fred usually travels to school by train, but today he took bus.
- 9 George moved to Netherlands last May.

Quantifiers Grammar Reference

8 Study the table. Then look at the chart. Choose the correct words in bold to complete each sentence below. Make more sentences using the chart and appropriate quantifiers.

Countable nouns: a lot of, lots of, many, (a) few, very few

Uncountable nouns: a lot of, much, (a) little, very little

We normally use **a lot of/lots of** in positive sentences and **much/many** in questions and negations.



By percent (%)

Overall Teen Rank	Males	Females
1 Clothes	21	43
2 Food	30	31
3 Sweets	24	34
4 Salty Snacks (i.e. crisps)	26	32
5 CDs or Recorded Music	15	22
6 Lunch	18	18
7 Shoes	15	16
8 Video Games	18	5
9 Jewellery	7	15
10 Magazines	9	12

- 1 Teen girls spend **a lot of/a little** money on clothes.
- 2 **Very few/Very little** boys spend money on jewellery.
- 3 Girls spend **as much/few** money on lunch as boys.
- 4 Teen girls buy **very few/little** video games.
- 5 Boys don't buy **as many/much** sweets as girls do.

9 Work in pairs. Ask and answer questions using *how long... since/for*. Use these phrases as well as your own ideas.

- have these shoes • know your best friend • be at this school • live in this area • study English

- ▶ A: *How long have you had these shoes?*
B: *Since last year./For five months.*

Eating habits

1 Fill in: *pinch, bar, teaspoon, loaf, slice, litre* in their correct form. Then answer the questions about yourself.



- How many of chocolate do you eat per week?
- How many of milk do you drink per week?
- How many of sugar do you take in your tea?
- Do you add a of salt to your salad?
- How many of cheese do you put in your sandwich?
- How many of brown bread do you buy a week?

Words often confused

Food preparation verbs

2 a Fill in: *slice, peel, pour, chop, grate, beat, melt*. Can you add more foods/drinks to the list?

- cheese, carrots
- butter, chocolate
- eggs, cream
- bread, cake
- sauce, coffee
- potatoes, bananas
- onions, vegetables

b   Your friend is cooking for his/her family. Look at the Ingredients and find out what he/she has done so far. Use the verbs in Ex. 2a.

Omelette

Ingredients (serves 4):

- 8 eggs
- 1 tbs butter
- 200 grams cheddar cheese
- 1 onion

- A: Have you *beaten* the eggs?
B: Yes, I have./No, I haven't *beaten* them yet.

3 Look at the text. What type is it? Use the following words to complete the text.

- melt • grate • pinch • chop • slice
- teaspoonful.



Cheese & Ham Triangles

Serves 12



Ingredients:

- 6 flour tortillas
- a large piece of cheese
- a packet of ham
- a small onion
- 1/2 a 1) of mixed herbs
- a 2) of salt



- Preheat the oven to 190° C.
- 3) the cheese.
- 4) the ham into small pieces and 5) up the onions.
- Place the ham, cheese and onions on one half of the tortilla. Sprinkle the salt and herbs over the top.
- Fold the tortillas over, then pop them in the oven.
- Bake for 8-10 minutes until the cheese has begun to 6) and serve immediately.

Ordering food and drink

4   Match the phrases to the pictures. Then, act out short dialogues.

- Steamed, fried or grilled? • Sparkling or still?
- Rare, medium or well done? • White or brown?
- Fried, boiled or scrambled?

- A: I'd like some bread, please.
B: White or brown?
A: Brown, please.



Grammar Grammar Reference

- 5 a Read the theory. Is it the same in your language?

Using nouns

Words that are only in

the plural are:

- tools/instruments: *scissors, pliers, scales* etc.
- clothing: *clothes, jeans, trousers* etc.
- other words: *police, goods, stairs* etc.
- Some words look plural but they aren't: *news, means*.

Words that are used only in the singular are:

- *luggage, money, information, equipment, food, furniture, advice* etc.
- games: *billiards, dominoes* etc.
- school subjects: *physics, maths* etc.

- b Choose the correct verb form. Check in the Grammar Reference section.

- A: When is/are the news on TV?
B: In ten minutes.
- A: Physics is/are my favourite subject.
B: Really? Mine is/are Maths.
- A: Fifty pounds is/are too much to pay for a T-shirt.
B: I know, but I couldn't resist it.
- A: These trousers is/are too tight.
B: Here, try this/these.
- A: Our living room furniture is/are quite shabby.
B: Yes, but it costs a lot of money to replace.
- A: My hair is/are too long.
B: You should have it/them cut then.
- A: Money doesn't/don't bring happiness.
B: I couldn't agree more.

Idioms

- 6 Use the idioms in their correct form to complete the sentences 1-5. Check in Appendix 3. Which idiom does the picture show? What does it really mean? Are there similar idioms in your language?

- one's cup of tea
- a piece of cake
- spill the beans
- (take everything) with a pinch of salt
- crying over spilt milk



- John really loved the film, but it wasn't
- Please don't and tell my secret to anyone.
- The exam was so easy. It was
- Helen loves telling stories, so you should take everything she says
- It's a shame you lost the match, but it's no use

Listening

- 7 a Listen to two pairs of people talking about a restaurant they've been to. Which dialogue contains a positive/negative opinion?
- b Look at the phrases below. Which of the two dialogues do they belong to? Listen again and say.

When we left, I was still hungry.

The prices turned out to be reasonable.

The waiter mixed up our order.

I wouldn't recommend it.

There was a really long queue.

First of all, there were so many dishes to choose from.

They overcharged us.

The portions were huge!

I was really full when we finished.

Speaking

- 8 *Portfolio:* Think of the last time you/ your family ate out. Use phrases from Ex. 7b to describe your visit there to your partner. Record yourselves.

Writing

- 9 *Portfolio:* Use your answers from Ex. 8 to write a short email to your English penfriend describing a family meal out (60-80 words).

Informal letters/emails

1 What does the picture show?

- a car boot sale
- a flea market
- a shopping mall



Use the phrases to describe it to your partner.

open air stalls

second-hand, handcrafted goods
(silk scarves, silver jewellery etc)

fun/unique/colourful atmosphere

bargain/reduced prices

friendly/loud street vendors

indecisive/excited shoppers

2 a **LINE** Read the rubric and answer the questions.

- This is part of an email you received from your American penfriend Jack.

My sister is visiting London next month. Any ideas where she could go shopping? She's on a really tight budget.

- 1 What are you going to write?
- 2 Who are you going to write to?
- 3 What will your piece of writing be about?

b What style are you going to write in? How would you start/end your piece of writing? Read the theory box and check.

Informal letters/emails are sent to people you know well (*friends, relatives*) about your recent news, personal problems, information you need etc. They are written in an informal style with a chatty, personal tone.

An informal letter/email consists of:

- an informal greeting (*Dear Mary/Uncle Jim, Dear Mum, etc*)
- an introduction in which you write your opening remarks (*asking about your friend's health etc*) and mention the reason for writing
Hi! How's it going? I just thought I'd drop you a line ...
- a main body in which you write about the subject of the letter/email in detail, starting a new paragraph for each topic
- a conclusion in which you write your closing remarks.
I've got to go now. Write back soon ...
- an informal ending (*Love/Take care/Best wishes/Yours etc + your first name*)

3 Read the email below and match the paragraphs (1-4) to the headings (A-C). Check with your partner.

- A information asked for
B closing remarks
C opening remarks & reason for writing

Dear Jack,

▶ Hi! How are you? Sorry I've taken so long to answer, but my computer broke down last week, and I only managed to get it working today. Anyway, I'm really glad your sister is visiting London.

▶ The best place for her to go shopping is Camden Town in north-west London. There is a huge variety of colourful indoor and outdoor flea markets, international food stalls, clothes stalls, music stalls and street vendors. There's nothing you can't find at Camden Market, from vintage clothing to antiques, all at bargain prices! I was there last Saturday with my friend Jill. She bought a beautiful embroidered handbag that goes with all her clothes and I bought a pair of 70s style second-hand jeans, some rare comic books for my collection, and a small leather purse, all for £15. Can you believe it? After our shopping, Jill and I enjoyed some Chinese rice noodles and sweet and sour chicken at one of the food stalls.

▶ I'm sure your sister will find what she wants there. London is a great place for shopping, and I'd be glad to show her round if she wants.

▶ Have to go now. I've got a project to finish for Monday.
Your friend,
Evelyn

Grammar

Grammar Reference

Order of adjectives

- 4 a What adjectives does Evelyn use to describe what you can find in Camden Town?
- b Read the table, then put the adjectives in phrases 1-5 in the correct order.

When two or more adjectives are used before a noun they normally go in the following order.

opinion	beautiful, lovely, terrible
size	small, big, huge, tiny
age	old, modern, second-hand
shape	square, round, rectangular, triangular
colour	red, dark blue, light green, pale brown
pattern	checked, polka dot, striped
origin	Chinese, British, Russian
material	woollen, wooden, silver, leather, china

- 1 Ann bought a square/small/wooden table.
- 2 Steve wore a navy blue/woollen/second-hand pair of gloves.
- 3 Sarah gave them a beautiful/round/silver frame.
- 4 Her grandmother has a(n) gold/old/Russian pair of earrings.
- 5 He bought her a striped/cotton/modern bag.

Opening and Closing Remarks

- 5 Decide which of the following are opening/closing remarks. Which of them could you use to replace those in Evelyn's letter?
- A Hi! How's everything going?
 - B Write back soon and tell me all your news.
 - C Give your parents my best wishes.
 - D How are things?
 - E I'd better go and do some work!
 - F Write and tell me what it's like there.

study skills

Interpreting rubrics

When you write, make sure you include all the points in the rubric. The rubric gives us information about the situation, who we are writing to and what we should write about.

Writing

- 6 **RINE** Read the rubric, underline the key words and answer the questions.

- This is part of a letter you received
- from your American penfriend Jim.
- Write a letter to your friend.

I recently visited Paris and went shopping at a great open-air market. I enjoyed it a lot. Are there open-air markets in your town? What can you buy from them?

- 1 Who is going to read your letter?
- 2 Why are you writing the letter?
- 3 Where are the markets?
- 4 What can you buy there?
- 5 What opening/closing remarks will you use?

- 7 **RINE** Answer the questions in the plan, then write your letter (100-120 words).

Plan

Introduction

Para 1: opening remarks/Why are you writing the letter?

Main body

Para 2: Where is the market? What can you buy there?

Conclusion

Para 3: closing remarks

Smile

That's a strange pair of socks – one with red stripes and the other with yellow stripes.

They're cool, aren't they? I've got another pair at home.



Phrasal verbs: go

- 1 a Fill in: *down with, off, without, with, up, after, through*. Check in Appendix 1.
- The dog went the kitten. (chased)
 - Does this pink shirt go my blue trousers? (match)
 - The cheese smells funny. It's probably gone (bad)
 - Jane went the flu yesterday so she didn't go to school. (became ill)
 - Laura is unhappy. She is going a very difficult time. (experiencing)
 - Camels can go water longer than any other animal. (lack/not have)
 - The price of petrol has gone again. (increased)

- b Use an appropriate phrasal verb to label the picture. Have you ever been in such a situation? Tell your partner.



Word formation

- 2 Read the box, then complete the sentences with words derived from the words in bold.

Forming negative adjectives

dis- combines with adjectives, nouns and verbs to form adjectives, nouns and verbs, with the opposite meaning. (*disinterested, disorder, dislike*)

mis- combines with verbs and nouns to form new verbs and nouns describing actions or things one has done wrongly or badly. (*misquote, misguided*)

- I was disappointed to learn the children were at the party yesterday. **BEHAVE**
- I can't find the receipt. I think I've it. **PLACE**
- Don't trust him! He's a man. **HONEST**
- I've had a with my teacher. **UNDERSTAND**
- Some young people are rude and their elders. **RESPECT**
- What are the of buying from flea markets? **ADVANTAGE**

Dependent prepositions

- 3 a Fill in: *in, out, by*. Check in Appendix 2.

Assistant: Can I help you, madam?

Customer: Yes, please. Do you have a copy of *The Da Vinci Code* on DVD? I can't find one.

Assistant: Let me see. It's very popular so it is 1) great demand at the moment.

Customer: Oh dear. I wanted to buy it for a friend's birthday.

Assistant: I'm afraid it is 2) of stock.

Customer: Have you got *War of the Worlds* instead then?

Assistant: Yes, we have.

Customer: OK, I'll take it.

Assistant: Would you like to pay 3) cheque or 4) credit card?

Customer: Is it possible to pay 5) cash?

Assistant: Sure. That's £20.

Customer: Here you are.

Assistant: Thank you very much.

- b Work in pairs. You want to buy a birthday present for your friend. Take roles and act out a similar dialogue using the underlined phrases in the dialogue in Ex. 3a.

Grammar Revision: Tenses

- 4 a Put the verbs in brackets into the correct tense.

Amanda 0) ► has been cooking (cook) ever since she was a little girl. Now, as a young adult, she 1) (make) up her own recipes. She 2) (write) the successful ones down in her own cookery book which she 3) (plan) on publishing someday. Recently she 4) (experiment) with different cooking styles and spices from around the world. In fact, Amanda 5) (enter) an international cooking competition next week. She 6) (want) to win first prize which is a scholarship to a well-known catering school in France. Amanda 7) (always/dream) of becoming a qualified chef. She hopes her favourite dish 8) (bring) home first prize!

- b Work in pairs. You are a journalist and your partner is Amanda. Use the information in the text to interview her.

1 What does the title of the text mean?

- 1 People should raise money to help those who are ill, disabled or poor.
- 2 People should think of the needs of the people who are near them before they think about helping anyone else.

How can the title be related to these logos? Read and check.



2 Read the text and fill in each gap (1-10) with the word (A, B, C or D) that fits best. Compare with a partner.



CHARITY begins at home

It is said that charity begins at home, and people in the UK **0)** *seem* to have put these words into practice. Their enthusiasm for helping others shows in the 187,000 charity organisations that **1)** in the country. Some of the most famous ones are Oxfam, Age Concern, the RSPCA, the British Heart Foundation and Marie Curie Cancer Care.

People donate money to charity organisations or volunteer to help them **2)** money. Many of these organisations run charity shops. The first charity shop in the United Kingdom was established by Oxfam in Broad Street, Oxford. Oxfam has the largest number of charity shops in the UK with **3)** 800 stores.

Charity shops sell goods at very **4)** prices. The items for sale are usually second-hand and donated by members of the public. These **5)** books, records, CDs, clothes, accessories, household items, furniture and costumes for **6)** occasions such as Halloween. There are bargains for **7)**! Some charity shops also sell new goods that are somehow related to the cause they **8)** In Oxfam stores, for example, you can find fair trade food and crafts.

The staff who work at charity shops are volunteers, so most of the profits from the sales **9)** towards the charity. In the US, where charity shops are called thrift stores, this kind of shopping is so **10)** that it has got its own word, it's called *thrifting*!

3 **THINK!** Listen and read the text again. Do you think having big charity organisations is a good idea? Why (not)? Do you give money to charity? Why (not)? In three minutes write a few sentences on the topic. Read your sentences to your partner.

4 **Portfolio:** Are there charity shops or charity organisations in your country? Collect information, then write a short article about them for an International Students' Magazine. Write:

- what their names are
- what causes they support
- how they collect money

- | | | | | |
|----|--------------|------------|--------------|-------------|
| 0 | A seem | B need | C should | D look |
| 1 | A work | B exist | C run | D sell |
| 2 | A save | B spend | C waste | D raise |
| 3 | A more | B higher | C over | D above |
| 4 | A bargain | B low | C poor | D small |
| 5 | A contain | B include | C offer | D mean |
| 6 | A other | B holiday | C special | D common |
| 7 | A everything | B everyone | C everywhere | D everyday |
| 8 | A support | B hold | C keep | D protect |
| 9 | A make | B are | C put | D go |
| 10 | A well-known | B famous | C popular | D favourite |



Paper bag VS plastic bag



- 1 What type of bag do you usually carry your shopping in?

study skills

KWLH

Before you read the text, make a KWLH (Know-Want to know-Learn-How) chart. This will help you activate prior knowledge, understand the text better and enrich your knowledge.

- 2 Look at the chart below and copy it into your notebooks. Read the title of the text and complete the first two rows of the chart.

What I already **know**

What I **want** to know

What I **learned**

How I can learn more

- 3 Which type of bag do the statements 1- 5 refer to? Listen, read and check.

- 1 It is made from renewable resources.
- 2 Recycling it uses a lot of energy.
- 3 It takes a long time to decompose.
- 4 A lot of energy is needed to make it.
- 5 It can cause animals to die.

Where does it come from?

Paper: As you know, paper comes from trees. But you may not know that it takes about three tons of wood chips to get one ton of paper pulp. Can you imagine the number of trees needed every year just to make paper? You might also be surprised to know that we wash, bleach and colour this paper pulp using chemicals that harm the environment.

Plastic: Plastic comes from oil. Now, we all know that the oil industry causes pollution. Furthermore, the manufacturing of plastic bags uses a lot of electricity which is not good for the environment.

Where does it end its life?

Paper: Your paper bag can end up in a landfill site where it will take years to break down. If you take it to a recycling centre it means more energy and chemicals are used. Either way, there's waste.

Plastic: Like paper, plastic bags often end up in landfills. In fact, in the UK, for example, we recycle only 1 in 200 plastic bags. So what happens to the rest? We throw them away. A plastic bag takes more than 1,000 years to decompose. In the meantime, plastic bags cause over 100,000 sea turtles and other marine animals to die every year, when animals mistake them for food.

The verdict

We use large amounts of natural resources to make both paper and plastic bags. Both bags end up in the landfill anyway, so neither of them is the winner. The best way to carry your shopping and protect the environment at the same time is to choose a reusable fabric bag. Reusable bags take minimal energy to make, are light and last for years.

Going Green

2



4 Match the underlined words to their meaning.

- confuse with
- damage
- making
- not heavy
- only a little
- get rid of them
- break up
- a large deep hole where we bury rubbish

5 Complete the other two columns of the KWLH chart.



Word formation: re-

6 Read the box. Find examples in the text. Then use the prefix re- to make words from the ones given and explain how their meaning changes.

Forming verbs to show repetition re- combines with verbs and their related nouns to form new verbs and nouns. Words formed this way describe an action that is being repeated. (*build – rebuild*)

- 1 marry
- 2 name
- 3 open
- 4 start
- 5 write
- 6 print
- 7 appear
- 8 discover



7 **THINK!**   **Portfolio:** Your partner uses plastic bags. Using the diagram, try to persuade them to switch to reusable ones. Use the information in the text. Record yourselves.

A

- recommend not using plastic bags & give reasons (*You shouldn't ... because ...*)
- disagree giving reasons (*I don't think so because ...*)
- suggest solution (*You could ...*)

B

- agree, suggest using paper ones (*I see your point... How about ...*)
- ask what to do (*So, what ...*)
- agree (*I guess you're right*)

8 **THINK!** Read the saying. What does it mean to you? Discuss.

Green wisdom

Strong reasons make strong actions.
(William Shakespeare, British playwright)

2 Progress Check

1 Fill in: *pickled, peel, dark, grated, overcooked, pinch, rare, bar, sparkling, litre.*

- 1 I can't stand vegetables because I hate vinegar.
- 2 If you add a of salt, it will taste better.
- 3 Can I have a glass of water?
- 4 Would you like a of chocolate?
- 5 I'd like my steak, please.
- 6 Alan drinks a of milk every day.
- 7 The vegetables were and the meat was tasteless.
- 8 Can you the potatoes, please?
- 9 Have you the cheese?
- 10 I prefer chocolate to the milk or white varieties.

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

2 Complete the sentences with words derived from the words in bold.

- 1 I fish. I don't like the way it smells. **LIKE**
- 2 Dad can't find his glasses. I think he has them. **PLACE**
- 3 Don't trust Alex. He's very **HONEST**
- 4 Heavy traffic is one of the biggest of living in a city. **ADVANTAGE**
- 5 I'm not saying I like junk food, don't me. **UNDERSTAND**

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

3 Complete the sentences with the *Present Perfect* or *Present Perfect Continuous* forms of the verbs in brackets.

- 1 Sheila (go) to the bazaar. She'll be back in an hour.
- 2 You look sweaty! (you/work) out?
- 3 How much (Helen/spend) on her English books?
- 4 The house smells wonderful! (Mum/bake) a cake?
- 5 How long (Tom/save) to buy a new PC?
- 6 Robin (never/be) abroad.
- 7 He (work) very hard recently. He needs some time off.
- 8 We (not/buy) all our Christmas presents yet.
- 9 Joy (clean) the house since 9 o'clock. Can you give her a hand?
- 10 (you/ever/eat) Thai food?

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

4 Fill in the gaps with the correct preposition.

- 1 The police officer went the bank robber.
- 2 This cheese is a strange colour. It must have gone
- 3 The prices of Christmas decorations have gone since last year.
- 4 How long can an animal go food?
- 5 She's been a lot since her accident.

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

5 Fill in the gaps with the correct preposition.

- 1 When you buy things online, you pay credit card.
- 2 Is it possible to pay cheque?
- 3 I rarely pay cash.
- 4 Suncare products are great demand during the summer.
- 5 This CD is of stock at the moment. Would you like us to order it for you?

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

6 Match to form exchanges.

- 1 How would you like to pay?
- 2 Whereabouts is it exactly?
- 3 Can I help you?
- 4 I'd like some water, please.
- 5 What nice shoes! Are they new?

- a Sparkling or still?
- b Yes, I bought them last week.
- c No, I'm just looking, thanks.
- d By cash.
- e On Oxford Road, opposite WH Smith's.

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

Now I Can ...

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

- talk/write about a traditional dish in my country
- talk/write about shops and shopping
- give directions to different shops
- write informal letters
- order food and drink
- talk/write about ways of cooking
- describe a family meal out

... in English

Module 3

Great Minds

◆ Before you start ...

- What are school meals like in your school canteen? Which foods do you eat at school?
- What do teenagers spend their money on in your country? Where do they go shopping?

◆ Look at Module 3

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a map
- a person's biography
- a job advertisement
- an email
- a quotation from a famous person

◆ Listen, read and talk about ...

- fields of science
- jobs/work
- inventors/inventions
- stages in life
- English banknotes
- a famous explorer

◆ Learn how to ...

- give good/bad news and react to it
- make a narrative more interesting

◆ Practise ...

- Past Perfect/Past Perfect Continuous
- idioms: identical pairs
- phrasal verbs: *bring*
- word formation: verbs
- words often confused: *discover/invent/find out, job/work/career, employers/employees/colleagues, wages/salary/money*
- intonation: echo questions

◆ Write / Make ...

- a friendly letter asking for a favour
- a short email about a strange thing that happened to you
- a biography of a famous person
- a story
- a description of banknotes in your country



Reading

- 1 What do you know about hot-air balloons? Read the title and the introduction of the text. What do you expect the text to be about? Read, listen and check.



Animals in the air

Can you believe that the history of the hot-air balloon all began with a sheep, a duck and a chicken?

One day in 1777, Joseph Montgolfier was relaxing in front of the fire with his laundry drying nearby. After a while, he noticed that one of his shirts had started to float upwards. The young man was curious about what was happening, so he threw some small pieces of paper into the fireplace to see if the same thing happened to them. When he saw them coming out of the chimney, he **came to the conclusion** that smoke had the power to **lift** things up and carry them through the air. Joseph loved science and wanted to become an inventor, so he started trying to think of a craft that would be able to **capture** smoke and heat and lift people off the ground. Along with his brother, Jacques, he began performing **experiments** on something that later became the first hot-air balloon.

The Montgolfier brothers quickly realised that it was heat and not smoke that had the power to lift things. On 19th September 1783, they **presented** their first hot-air balloon, which was made from paper and cloth. They burned some straw underneath it and the heat helped the balloon to float. As this was its first trip, the Montgolfier brothers were too nervous to go up in the balloon themselves. So, instead they put a sheep, a duck and a chicken in the basket that hung below the balloon for the two-mile journey.

The new invention was a great success and the animals landed **safe and sound**. A huge crowd, including some members of the French Royal Family gathered to watch the balloon floating high in the sky. Shortly afterwards, the brothers asked the king for permission to send men up in the balloon. The king agreed, and the first flight consisting of human passengers took place in Paris on 21st November 1783, with great success. The balloon reached heights of around 150 metres as it floated over the Paris rooftops, starting a long tradition of hot-air ballooning.

study skills

Multiple-choice reading

Read the text quickly to get an idea of what it is about. Read the questions one at a time, then find the part of the text the question refers to. Go through the choices and choose the one that fits best. The information may be worded differently.

2 **RINE** Read the text and choose the correct answers. Give reasons.

- Joseph Montgolfier got the idea for a flying machine when ...
 - he saw smoke in a fireplace.
 - he saw pieces of paper flying.
 - he watched a shirt drying.
- Joseph hoped to be a(n) ...
 - scientist.
 - engineer.
 - performer.
- They burned straw to ...
 - help the balloon go up.
 - make the balloon lighter.
 - make the balloon move faster.
- The first flight was watched by ...
 - the king only.
 - just the Montgolfier brothers.
 - a lot of people.
- The Montgolfier brothers asked the king's permission to ...
 - send animals up in the balloon.
 - send young men only.
 - send some people.

- 3 a Match the words in bold to their meanings. **decided** **catch**
tests **raise** **not in danger** **showed**

- b List all the verbs in the Past Simple tense then write the infinitive.

- 4 Fill in: *raise*, *lift*, *put up*. Check in the Word List.

- If you have any questions, please your hand
- John the glass to his lips.
- This sofa is really heavy. Help me it.

Vocabulary

Fields of science

- 5 a Read the table. Which field of science interests you the most?

NATURAL SCIENCE is the study of natural phenomena.

- Biology • Chemistry • Physics • Earth Science
- Geography • Ecology • Astronomy

SOCIAL SCIENCE is the study of the behaviour of human beings and societies.

- Psychology • Education • History • Politics • Sociology

APPLIED SCIENCE is the application of scientific research to human needs.

- Economics • Computer Science • Engineering
- Management • Health Science

- A I'm interested in History because I like learning about things which happened in the past.

b Which subject do the following people study?

- Maria studies the function of the human body. † **Biology**
- Adam studies the way computers work.
- Helen studies the planets and stars.
- James studies the way governments work.
- Rose studies the reasons for people's behaviour.
- Alana studies the events of the past.

Speaking

- 6 Imagine you are Joseph Montgolfier. Talk about your invention. How did you feel?

Writing

- 7 **Portfolio:** Imagine you are Joseph Montgolfier. King Louis XVI has agreed on the first manned hot-air balloon flight. Use the information in the text on p. 42 to write a letter to Jean-Francois, a friend of yours, explaining what has happened and asking him to take part in the first flight with human passengers.

Dear Jean-Francois,
 We finally made it. The first
 We made it from To make it float, we The
 first passengers were
 King Louis XVI and The king has agreed
 Would you like ?
 Best regards,
 Joseph Montgolfier

3b

Listening & Speaking

Work

- 1 a What does each person in the pictures do for a living? Choose from the list.

author traffic warden vet
 artist lion tamer operator
 waiter air traffic controller architect
 graphic designer accountant
 cashier computer programmer
 pizza delivery boy car salesman
 sales assistant bank teller

- ▶ John might be ...
 I think Steve is ...

- b What field of science should a person study to become a(n) ...?

computer programmer
 accountant geologist
 mechanic teacher

- 2 a Fill in: *freelancer, desk, uniform, full-time, overtime, shift, salary, deadlines, pay rise, part-time*. Listen and check.

- Bob has to travel a lot. A job isn't for him.
- John works Monday to Friday, 9 to 5. It's a job.
- The hours are unpredictable. My father often has to work
- My brother doesn't have to wear a at work.
- Jim's father is very well paid. His is £30,000 a year.
- Tom's mother has just got a Now she's on £1850 a month.
- They often have to meet tough but they manage.
- Ann often works the night It's tiring but she doesn't mind.
- Now that Jenny has children, she works from 4 to 8 every weekday.
- She works as a from home.



- b Use the words in Ex. 2a to talk about your parents' jobs.

- ▶ My mum has a full-time job as a teacher. She doesn't have to wear a uniform at work. She recently got a pay rise. My dad is a journalist. He works as a freelancer from home. He often has to meet tough deadlines but he manages.

- 3 a Look at questions A-F in the box. What is the dialogue about? Complete the dialogue with questions A-F. Two questions don't match.


A: 1)
 B: She works as a Personal Assistant to the General Manager of a computer company.
 A: 2)
 B: No, she works 9-5 Monday to Friday.
 A: 3)
 B: She makes travel arrangements for her boss and she gets in touch with different clients around the country.
 A: 4)?
 B: The money's great. She gets over £20,000 a year. She also gets a three-week holiday every summer.

- A What's the pay like?
 B Is it part-time?
 C What exactly does the job involve?
 D How long has she been working there?
 E What does your mum do for a living?
 F How does she like her job?

- b Listen and check. Read the dialogue aloud.

Everyday English


Giving/Reacting to news

- 4  Use the table to act out short exchanges for the following situations.

Giving good news	Giving bad news
<ul style="list-style-type: none"> • Guess what! I've ... • I've got some good news. I ... • I've just ... • I'm going ... tomorrow. 	<ul style="list-style-type: none"> • I've just heard ... • I'm afraid ... • I'm sorry to say ... • I've got some bad news.
Reacting	
<ul style="list-style-type: none"> • That's great. Well done! • Wow! That's brilliant! • That's fantastic. 	<ul style="list-style-type: none"> • Oh, no. • Really? What happened? • That's too bad. • Really? You/He/She must be very sad.


- Your friend's father lost his job.
A: *I've got some bad news. My dad lost his job.*
B: *Really? That's too bad.*
- Your friend didn't get a part-time job.
- Your friend's mother got a promotion.
- Your friend's father got a pay rise.

Say it right

- 5  Choose the correct answer. Listen and check.

- A: How long has he been out of work?
B: a Four months.
b Forty years old.
- A: How's your mum finding her new job?
B: a It's opposite the train station.
b It's very hard.
- A: How are things at work?
B: a The same as ever.
b Terrible, she's really difficult.
- A: Working evening shifts must be tiring for your dad.
B: a Desk jobs aren't for him.
b He's got used to it.
- A: He's got a job as a sales assistant.
B: a What does he do for a living?
b What does the job involve?

Listening

- 6 a Look at the job advertisement below. What type of information is missing?
b  Listen and complete the missing information. Compare with your partner.



The Windmill Bakery

is looking for a part-time shop assistant

Are you:

- over 1) years old?
- enthusiastic and 2)?
- able to work flexible 3)?

Join us

Your duties will include:


- 4) customers
- taking 5)

No previous experience required – full training given.
Pay: 6)


For more information call 020 7310 8821

Intonation

Echo questions

- 7 a  Read the box, then listen and repeat the echo questions in the example.

Echo questions show that the speaker did not understand what was said before. This is achieved by rising intonation as well as repeating part of what the other speaker has said using *wh-* words.

- A: *The dog ate the book.*
B: a *The dog ate what?*
b *What did the dog eat?*
c *The dog did what?*
- b React to the comments below.
- I saw Brad Pitt in a club yesterday.
 - I'm leaving for Brazil.
- 8  Portfolio: What do your parents do for a living? Use the questions in Ex. 3 to act out a similar dialogue. Record yourselves.

Mistakes that WORKED



Have you ever made a mistake that actually turned out to be something good? Believe it or not, a lot of things we use every day were a result of accidents! Here is one of these amazing stories!

Scottish scientist Alexander Fleming **had been experimenting** with bacteria for a long time before he made his most important discovery in 1928. Being a very sloppy¹ scientist, he used to leave his culture² plates all around his messy³ lab and then forget about them. One day he noticed that there was some mould⁴

on one of the bacteria samples he had left by an open window. He took a closer look and saw that there was something around the mould. This made him realise that the mould was able to destroy harmful bacteria. He had discovered penicillin.

Since then, his discovery has helped millions of people around the world recover from illnesses.

¹ careless, ² small dishes used in experiments, ³ untidy, ⁴ a fuzzy growth that forms on something that is decaying or damp

Past Perfect – Past Perfect Continuous – Past Simple – Past Continuous

Grammar Reference

- 1** Read the theory. Are there similar structures in your language? Find examples in the text above.

We use the **Past Perfect** (**had + past participle**) for

- a past action which happened before another past action. *He **had left** when Jane **called**.*
- a past action which finished in the past and whose results were visible in the past. *She **was upset** because she **had failed** her test.*

We use the **Past Perfect Continuous** (**had + been + -ing form**) for

- a past action in progress putting emphasis on the duration which finished before another past action. *He **had been driving** for three hours before he **reached** the village.*

The Past Perfect Continuous is the past equivalent of the Present Perfect Continuous.

*He **had been waiting** for the bus for half an hour before it **arrived**.* (He wasn't waiting for the bus at the moment described)

*He **has been waiting** for the bus for half an hour.* (He's still waiting for the bus)

- 2** Use the words in brackets to write sentences, as in the example.

- 1 She went to her dad's office, but he wasn't there. (he/go/out)
▶ *He **had gone out**.*
- 2 When Sue came back home, the floor was clean. (her sister/mop/floor)
- 3 John didn't want to eat. (he/already/have/lunch)
- 4 We invited Ann out but she couldn't come. (she/arrange/to go out with/parents)
- 5 Helen asked Laura to go to the cinema with her, but she refused. (she/see/film/before)
- 6 When Tom arrived, Stella was very angry. (she/wait/for an hour)

- 7 He met everyone but Sue. (she/already/leave)
- 8 Sally was tired. (she/work/on the computer/morning)

- 3** Complete the sentences using the **Past Perfect**.

- 1 Before her guests arrived, she already
- 2 By the time Jane came back home,
- 3 She was sad because
- 4 He felt really happy because
- 5 He went to the cinema after

- 4** What had/hadn't you done by the age of ten? Make sentences.

- ▶ *By the age of 10, I **had acted** in some school performances.*
*By the age of 10, I **hadn't started** learning English.*

- 5** Fill in the gaps with the **Past Perfect** or the **Past Simple**.

- 1 A: (you/manage) to catch the 8 o'clock train last night?
B: No, it (already/leave) when I (get) there.
- 2 A: What (Helen/do) when she (arrive) home?
B: Well, she (make) something to eat and then she (go) to bed.

- 3 A: Why (Sarah/be) so upset last night?
 B: Before she (come) to find us, she (get) in a fight with her sister.
- 4 A: (the children/see) their father yesterday?
 B: No. By the time he (drive) back from the city, they (already/fall) asleep.

6 Make full sentences using the Past Perfect Continuous and the Past Simple.

- 1 she/wait for/an hour/before/Helen/arrive
 ▶ *She had been waiting for an hour before Helen arrived.*
- 2 Larry/look for his glasses/for over an hour/before/he/find them
- 3 they/play football/over an hour/before/Tom/score
- 4 Jane/drive/for over two hours/before/she/reach/ the Smiths' cottage
- 5 Mr Smith/work/in the company/for ten years/before/ he/decide/to leave

7 Think of reasons for those situations. Complete the sentences. Use the Past Perfect or the Past Perfect Continuous.

- 1 He was unhappy because ▶ *he had failed his tests.*
- 2 Our teacher was angry because
- 3 She had a terrible headache because
- 4 The children came back home very tired because
- 5 She was late because
- 6 They were wet because

8 Put the verbs in brackets into the Past Perfect or the Past Perfect Continuous.

- 1 A: John was really tired yesterday.
 B: Sure he was. He (work) in the garden all day.
- 2 A: Did you meet Jerry?
 B: No. By the time I arrived, he (leave).
- 3 A: Why was Mr Smith angry with Sue?
 B: Because she (not/finish) her work.
- 4 A: Pat was really mad at me.
 B: I bet she was. She (wait) for two hours before you called.
- 5 A: Did you talk to Mark?
 B: No. By the time I got home, he (go) to bed.

9 Put the verbs in brackets into the Past Perfect, Past Perfect Continuous, Past Simple or Past Continuous.

Dear Sam,
 How are you? You won't believe what 1) (happen) to me last Saturday.
 I 2) (walk) along the beach with my dog, Sam, when he 3) (spot) something in the sand. He 4) (start) digging it up and waving his tail happily. It 5) (turn) out to be a wooden box with coins in it. I quickly 6) (grab) it from Sam who 7) (try) to chew it and 8) (take) it straight to my history teacher, Mr Brown. As soon as I 9) (see) the look in his eyes, I 10) (know) we 11) (find) something special. Together, we 12) (go) to the local museum. They 13) (examine) the coins and they 14) (announce) that they were 250 years old. Can you believe it? A box full of valuable coins 15) (wait) for someone to find it for so many years!
 The people at the museum 16) (come) to investigate. They 17) (dig) all around the area, but they 18) (not find) anything else. It's still a bit of a mystery how the box 19) (come) to be there. Attached is the article from the local paper. What do you think of the photo? Write back soon.
 Pete

Speaking

- 10 Look at the pictures. Use the verbs to continue the story one after the other. Use past tenses.

- walk • hear • cry
- look • find • call
- arrive • rescue
- pull out • thank

- ▶ *Mandy was walking through the woods with her dog last Saturday ...*



Writing (an email)

- 11 **Portfolio:** Think of a strange thing which happened to you. Send an email to your English penfriend telling him/her about it.

- 1 Who's the woman in the picture? What do you know about her? Think of three questions you would like to ask about her. Read and see if you can answer them. Explain the words in bold.



Marie Curie was born Maria Skłodowska in Warsaw, Poland in 1867. She was the youngest of five children. Her parents 1) as teachers and they brought her up to love learning. Her mother died in 1877. Marya, as they called her, and her sisters had to get jobs.

Manya became a tutor¹ for a family. She enjoyed her 2) there and could send money to her father and her sister, Bronya, who was studying **medicine** in Paris.

When her sister got married, she invited Manya to live with them and study at the Sorbonne. It was then that she 3) her name to Marie. Marie **studied** Physics and Maths and got her Master's degree in both subjects. When she **graduated** from university, she started **research** 4) magnetism. It was at that time she met Pierre Curie, a young scientist. They 5) in love immediately and got married. Marie moved to his house and they both started examining uranium and other **elements** to decide whether they were **radioactive**. It 6) them four years to isolate² the radioactive source which she named radium. For this, they 7) a Nobel Prize in Physics in 1903. In 1906, her husband died in an accident and Marie got the position they had offered him at the Sorbonne.

In 1911, she got a Nobel Prize in Chemistry. 8) World War I, she **designed** the first mobile X-Ray machine and travelled with it along the front lines³.

Marie died in July, 1934 in Paris. She died 9) radiation poisoning. She worked hard and proved that if a person keeps to their goals⁴, they will 10) For her, success came with the two Nobel Prizes she received and the fact that she was the first woman to ever get one. We all owe⁵ her our respect and admiration.

¹ teacher, ² find, ³ where the soldiers were fighting, ⁴ aims, ⁵ must give

- | | | | |
|-------------|-----------|-----------|------------|
| 1 A taught | B worked | C were | D employed |
| 2 A time | B period | C term | D season |
| 3 A swapped | B altered | C changed | D replaced |
| 4 A with | B at | C into | D for |
| 5 A met | B fell | C were | D went |
| 6 A had | B lasted | C spent | D took |
| 7 A earned | B gained | C won | D achieved |
| 8 A As | B While | C During | D When |
| 9 A of | B by | C over | D with |
| 10 A reach | B achieve | C manage | D succeed |

- 2 **LINE** Choose the correct word A-D to complete the gaps.

THINK! Listen and read the text again. Why does the writer consider Marie Curie to have been successful?

study skills

Completing a gapped text

Read the title and the text quickly to get the gist. Read again carefully. Focus on the words before and after each gap. Look at the four options and choose the word that best fits. Read the completed text to see if it makes sense.

- 3 List the events in Curie's life in the order they happened. Use your list to present Marie Curie to the class.

Stages in life

- 4 a Listen and repeat. What are these words in your language?



A infant/baby (0-1 yrs)



B toddler (2-3 yrs)



C child (4-12 yrs)



D teenager (13-19 yrs)




E adult (20-59 yrs)



F senior citizen (60 yrs+)

- b What stage are you at? How about your brothers/sisters? your parents? your grandparents?

► I'm a teenager. My ...

- 5 a  Fill in *buy, change, have, start, get* (x3), *leave, study, work, move* (x2) in the correct form. Listen and check.





- 1 Sheila law and her degree a year ago. She's now as a lawyer. While at university she met James. They married in two months' time.
- 2 My aunt and her husband a child recently, so they decided to to a bigger house.
- 3 My elder brother decided to his job as a sales assistant and his own business.
- 4 When my mother her driving licence, she will a new car.
- 5 My best friend will schools because her parents have accepted new jobs. They will be next month.

- b Use phrases from Ex. 5a to make true sentences about you and your family.


► *My parents got married in ...*

Listening

- 6 a   Listen to the speakers on a radio programme talking about their life experiences. Number the statements in the order you hear them. There is one extra statement.

- A I couldn't pay the bills.
- B His family didn't want him to live alone.
- C I still miss my family.
- D We had to find a new house.
- E I didn't want to go somewhere new.
- F I wanted better job opportunities.

	1	2	3	4	5
Speaker					

- b  Have you made any important change(s) in your life? What exactly? How did you feel? Tell your partner.

► *Last year ...*

Idioms

- 7 a Match the idioms to their meanings. Check in Appendix 3. Then use them to complete the gaps in sentences 1-5.



A	again and again	B	step by step
C	all in all	D	on and on
		E	round and round

- 1 slowly
- 2 continue without stopping
- 3 many times
- 4 moving in circles
- 5 considering everything

- 1 Don't try to finish all your work at once. Take it
- 2 I've told Mary that she shouldn't spend all her money on clothes.
- 3 He suddenly felt dizzy. Everything was going in his head.
- 4, Jane's university years were the best years of her life.
- 5 The teacher went about how important a degree is today.

- b Make up sentences about yourself using the idioms.

► *All in all, I enjoyed the party a lot.*

- 8   *Portfolio:* Think of a famous person from your country. Collect information about him/her under the headings. Write his/her biography for the school magazine (100-120 words). Follow the plan.

Plan

Introduction

Para 1: name, date of birth, place of birth, family (parents/siblings)

Main body

Para 2: early years (education), family (spouse/children)

Para 3: later years, achievements

Conclusion

Para 4: current status or date-place of death, your feelings/comments

Stories

- 1 a Look at the picture and the title of the story. What could the story be about?
- b Ask 4-5 questions about the story. Listen and check if you can answer them.



AN UNUSUAL GALLERY

- 1 It was a beautiful afternoon in the woods near the village of Montignac. The sky was blue and autumn leaves covered the ground. Four friends strolled happily among the tall trees, telling stories about treasures that people had hidden in the forest.
- 2 As they were walking, one of the boys fell over. When the others ran to help him, they saw that there was a hole in the ground. Could this be a tunnel with hidden treasures in it? The boys started to dig, trying to make the hole bigger so that they could climb in and have a look. By this time though, it was getting dark and they didn't have a torch, so they decided to come back early the next day.
- 3 They returned to the woods before school. One by one, the boys lit their torches and crawled into the small dark tunnel. After about ten minutes, the boy

who was at the front let out a loud gasp. When he pointed his torch at the wall, everyone was amazed to see the walls covered with colourful pictures of horses, deer and oxen. The friends ran quickly to school and told their teacher all about their fantastic discovery. She called an expert who went immediately to examine the paintings.

- 4 Later that day, their teacher asked the boys to stay behind after school. They thought that they had done something wrong, but they were relieved when they saw their teacher's smiling face. The expert had confirmed that the boys were the first modern people to lay eyes upon the famous Lascaux paintings, which were at least 17,000 years old. They felt really proud.

- To write a story, we first decide on the type of story, the plot and the main characters. Our story can be a comedy, an adventure, a fairy tale etc. We normally use past tenses in stories.
- In the first paragraph, we write when and where the event happened, who the main characters in the story were and what happened first.
- In the main body, we describe the events in the order they happened, leading to the climax event (the most important event). We normally use linking words (*as soon as, while, before etc.*) to show the sequence of events.
- In the conclusion, we write what happened in the end and how the people in the story felt.

- 2 Read the theory box. What type of story is the one in Ex. 1? Does it follow the plan below?

Plan

Introduction

Para 1: set the scene (who, when, where, what)

Main body

Paras 2-3: events in chronological order, climax event

Conclusion

Para 4: what happened in the end, characters' feelings

3 Write the answers to the questions.

- 1 Who are the main characters?
- 2 Where/When did the story take place?
- 3 How did the characters feel at the end of the story?
- 4 What linking words has the writer used?
- 5 List the events below in the order they happened. Which is the climax event? Use the plotline to tell the story to your partner.

- One of the boys fell over.
- They told their teacher.
- They discovered an underground tunnel.
- The next day, they returned with torches.
- They saw a hole in the ground.
- Experts said they were ancient paintings.
- They found paintings of animals on the wall.
- Four teenagers went for a walk in the woods.

Sequencing

4 Join the sentences. Use the words in brackets.

- 1 He was walking slowly down the road. It started raining. (when)
- 2 The birds were singing. The sun was shining. (while)
- 3 She ran towards the police officer. She asked for help. (and)
- 4 I found the owner's address. I returned the wallet. (as soon as)
- 5 She hid the letter in the drawer. She opened the door. (before)

Narrative style

To make your story more interesting to the reader you can use:

- a variety of adjectives *It was a warm summer day* and adverbs *He climbed up the stairs slowly.*
- a variety of verbs. Instead of saying: *He broke his leg and couldn't walk*, you can say: *He broke his leg and limped.*

5 What adjectives does the writer use to describe the following in the story on p. 50?

- | | |
|-------------------|-------------------|
| 1 afternoon | 5 tunnel |
| 2 sky | 6 gasp |
| 3 leaves | 7 pictures |
| 4 trees | 8 discovery |

6 Fill in the adverbs the writer has used in the story to complete the phrases below. Make sentences using the phrases.

- 1 strolled 2 ran 3 went

Writing

7 **RINE** Read the rubric, look at the underlined key words and answer the questions, then write your story. Follow the plan in Ex. 2.

A teenage magazine has asked its readers to take part in the annual short story competition entitled It happened to me. Write your story for the competition (120-180 words).

- 1 What are you going to write? Who for?
- 2 What kind of story will you write?
- 3 Who will the main character(s) be?
- 4 When/Where will the story take place?
- 5 What will the events be? List them in chronological order.
- 6 What will the climax event be?
- 7 What will happen in the end?
- 8 How will the main character(s) feel in the end?

Editing your writing

8 When you finish writing your story, edit it. Check for:

- formatting (Is there a beginning, main body paragraphs, a conclusion?)
- well structured paragraphs (Do the sentences make sense? Have you used linking words to show the sequence of events?)
- elements of narrative style (Have you used a variety of adjectives/adverbs or do you repeat the same ones?)
- misspelling, wrong grammar, incorrect punctuation



Phrasal verbs: bring

- 1 Fill in: *round, in, up, out, back, about*. Check in Appendix 1.
- This song **brings** happy memories from my childhood. (cause to recall)
 - Cheltenham is an ideal place to **bring** your children. (raise)
 - The new government has **brought** many changes in education. (cause to happen)
 - My part-time job **brings** £400 a month. (make money)
 - She passed out and we **brought** her with a glass of water. (make conscious again)
 - Shakira is **bringing** a new album. (put on the market)

Word formation

- 2 Read the box, then complete the sentences with the correct form of the verb derived from the words in bold.

Forming verbs

-ise/-ize goes at the end of nouns to form verbs. It means to cause, to be or to become.

sympathy – *sympathise*

- I haven't written his phone number down but I've it. **MEMORY**
- Tony was very sorry, so he for breaking the vase. **APOLOGY**
- We have to a 3-page text for our English class. **SUMMARY**
- Mark has bought an old house which he is going to **MODERN**
- The film the captain as evil. **CHARACTER**
- Kim is very kind and she never anyone. **CRITIC**

Words often confused

- 3 Choose the correct word. Check in the Word List. Make sentences using the other words.
- Who **discovered/invented/found** out the television?
 - He got a **job/work/career** as a flight attendant.

- The company has got 200 **employers/employees/colleagues**.
- He earns a lot. He has a high **wages/salary/money**.

- 4 a Fill in: *at, by, in, under*. Check in Appendix 2. Then do the quiz. Check your answers.

Quiz

- He left school ... **the age** of seven because he couldn't learn ... **pressure**.
A Thomas Edison B Isaac Newton
- ... **the beginning** of his career, he worked as a professor at the Boston School for the Deaf.
A Alexander Graham Bell B Charles Darwin
- In 1448, he was ... **charge** of his own printing shop.
A Johannes Gutenberg B Miguel de Cervantes
- He started his career ... **politics** ... **the end** of 1951.
A Abraham Lincoln B John F Kennedy

B P V E B Z V I

- b Use your school textbooks to add two more questions to the quiz. Give them to your partner to answer.

Grammar revision

- 5 Put the verbs in brackets into the correct tense. In pairs ask and answer questions based on the text.

Alexander Graham Bell probably 0) **Didn't know** (not/know) at the time that he 1) (invent) one of the most popular devices in modern history. In fact, he 2) (work) on a hearing device when he 3) (stumble) on the invention of the telephone. Bell 4) (try) desperately to find some way to help deaf people hear and communicate with others because he 5) (live) with his deaf mother and wife and 6) (experience) deaf people's problems first hand. Bell went on to invent numerous other things, but we 7) (always/remember) him for bringing us the telephone.



1 Do you know who any of these people are? How can they be related to English banknotes? Read to find out.



Queen Elizabeth II



Elizabeth Fry



Edward Elgar



Adam Smith



All the banknotes in the UK have a portrait of Queen Elizabeth II on the front and a 0) ► famous (fame) historical person on the back. Read on to find out more...

The five-pound note, or fiver, is blue and green in colour and has a portrait of Elizabeth Fry on the back. Fry made her name by **improving** living conditions for women in European prisons. The main 1) (illustrate) on the note shows her reading to female 2) (prison) in Newgate Prison.

The ten-pound note, or tenner, is orange in colour. It was first issued in 1759. Since 2000, Victorian naturalist, Charles Darwin, who **developed** the theory of **evolution**, has been on the back of the note. You can also see Darwin's ship the HMS Beagle as well as 3) (vary) flowers and animals he came across on his travels, in particular the humming bird.

The twenty-pound note is purple and up until very 4) (recent), it had a picture of British 5) (compose), Sir Edward Elgar, on the back. The new twenty-pound note shows Adam Smith, one of the fathers of modern day economics.

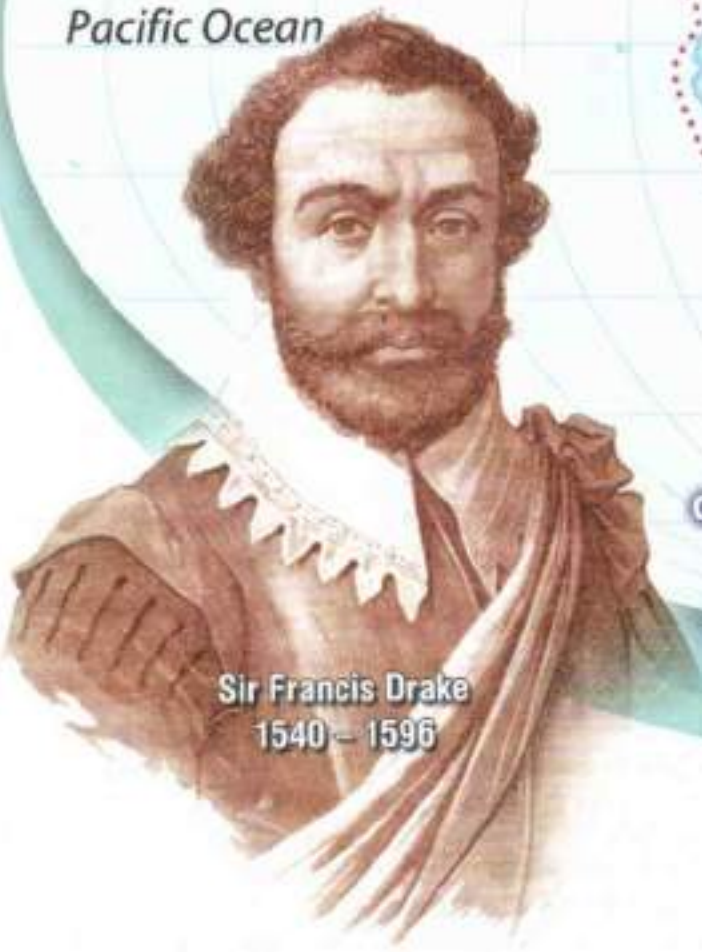
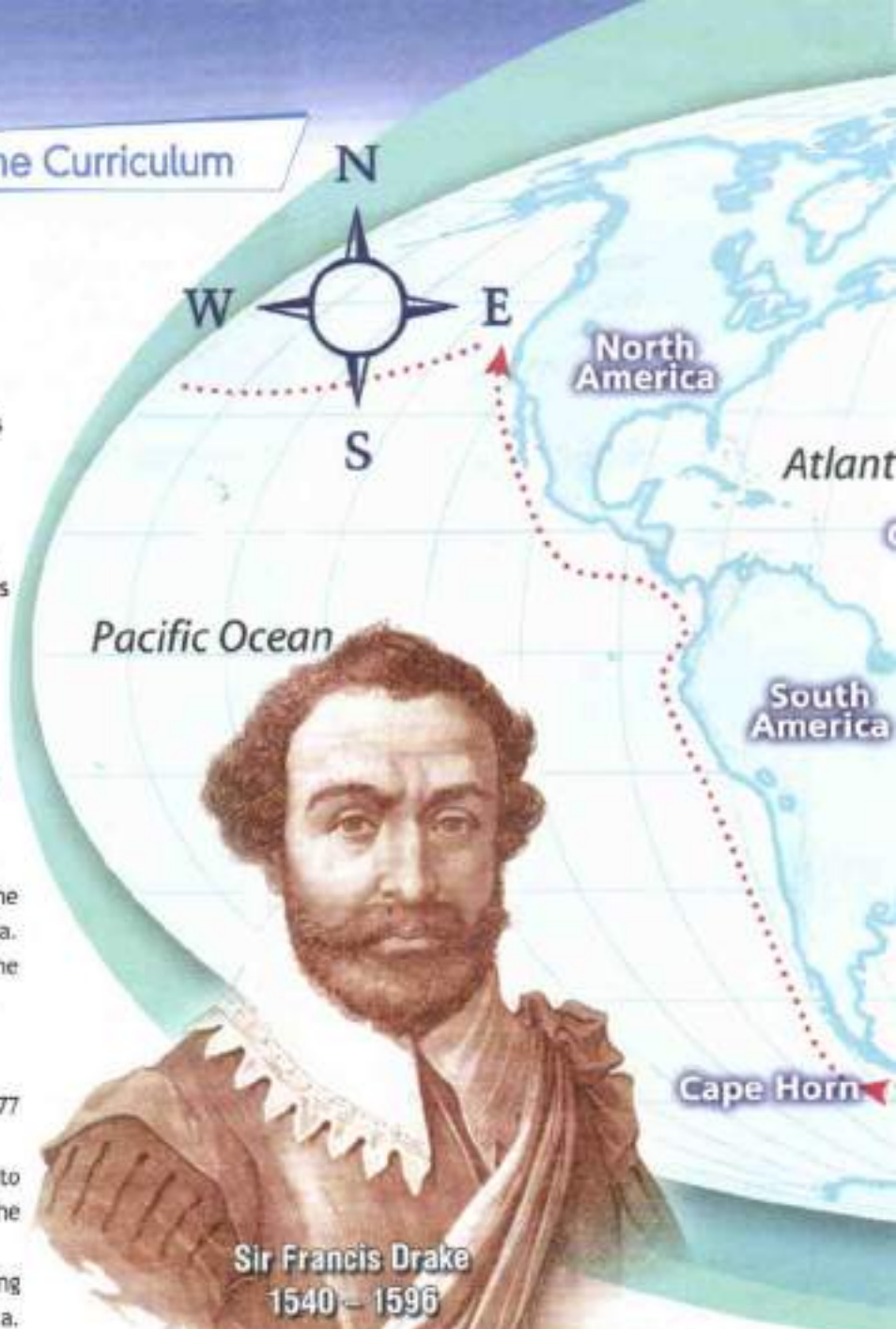
The fifty-pound note is red and has a picture of Sir John Houblon on the back. Houblon was the first **governor** of the Bank of England. This note also shows an image of Houblon's house in Threadneedle Street, London which is the **site** of the bank's present day 6) (build).

- 2 a **RINE** Read again and complete the gaps with the derivatives of the words in brackets.
- b Listen and read the text again. On which banknote can you see the people in Ex. 1? What is each person famous for?

- 3 Match the words in bold to their meanings.
- director** making better
location invented
gradual development

- 4 Fill in: name, call, make. Explain the phrases. Are there similar ones in your language?
- 1 She was crying because some rude boys her names.
 - 2 He a name for himself as a painter.
 - 3 Have you chosen a for the baby?

- 5 Collect information on the history and development of banknotes/coins in your country. Present it to the class.



Sir Francis Drake
1540 – 1596

1 Look at the map. Which continents can you see?

2 Think of three questions you would like to ask about Sir Francis Drake. Listen and see if you can answer them.

3 Read the text and put the sentences about Drake's journey in the correct order.

- A Drake left two ships on the east coast of South America.
- B Drake sailed around the southern tip of Africa.
- C Drake sailed to North America.
- D Drake left Plymouth in 1577 with five ships.
- E Drake crossed the Pacific to a group of islands in the southwest.
- F Drake sailed north along the coast of South America.
- G Drake arrived in England in September, 1580.

4 How are these names related to Sir Francis Drake?

- Plymouth
- the Golden Hind
- the Pacific
- the New World
- the Meluccas Islands
- Africa
- Elizabeth I

5 Match the words in bold to their meaning.

1 on board (l. 2)

2 remaining (l. 7)

3 route (l. 7)

4 violent (l. 9)

5 ports (l. 12)

6 treasure (l. 16)

7 Eventually (l. 20)

8 fortune (l. 26)

a strong

b on the ship

c way

d harbours

e left

f sum of money

g in the end

h valuable objects



The Master Thief of the Unknown World

- 2 **I**n 1577, five ships left Plymouth with Francis Drake and 160 other men **on board** to sail around the world. Three years later, only one ship, the Golden Hind, returned to England.
- 5 After crossing the Atlantic, Drake left two ships on the east coast of South America. With the three **remaining** ships, he then found a new **route** around the bottom of the continent, but when they reached the Pacific, **violent** storms destroyed one of the
- 10 ships and caused another to turn back to England.


Next, the Golden Hind sailed north along the coast of South America, attacking Spanish **ports**. This was because, at that time, the Spanish controlled all

¹to be made a knight by the queen

the gold from 'The New World' and Drake wanted it. Drake also captured Spanish ships and stole 15 their maps and **treasure**. The Spanish called him 'The Master Thief of the Unknown World'.

Finally, Drake sailed to North America and then crossed the Pacific to the Moluccas Islands in the southwest. **Eventually**, he sailed round the southern 20 tip of Africa and arrived in England in September, 1580.

When Drake returned, he was knighted¹ by Elizabeth I. He was the first Englishman to sail around the world. He had made many discoveries and had 25 brought back an amazing **fortune** in treasure.

- 6  In pairs, show Francis Drake's journey on the map and label the places he visited. Use the map to present Drake's journey to the class.

- 7 **Think!** Read the saying. What does it mean to you? Discuss.

Words of Wisdom

No pessimist ever discovered the secret of the stars or sailed to an uncharted land, or opened a new doorway for the human spirit.

Helen Keller (US deafblind author)

3 Progress Check

1 Fill in: *uniform, Linguistics, vet, freelancer, author, cashier, Chemistry, deadlines, overtime, salary.*

- 1 She loves animals. She wants to become a
- 2 Does your brother have to wear a at work?
- 3 David has a degree in He can tell you anything you want to know about the English language.
- 4 My father works as a from home.
- 5 Who is the of this novel?
- 6 Does your father often work?
- 7 His is £40,000 a year.
- 8 A is a person people pay money to in a shop.
- 9 I get bad grades in I don't like science!
- 10 My brother works hard because he has to meet tough

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

2 Complete the sentences with the correct word derived from the words in bold.

- 1 Can you the text about Marie Curie? **SUMMARY**
- 2 Derek refused to for his rude behaviour. **APOLOGY**
- 3 He about owning his own company. **FANTASY**
- 4 Does the play the doctor as very selfish? **CHARACTER**
- 5 She with him when he lost his job. **SYMPATHY**

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

3 Fill in the gaps with either *Past Perfect* or *Past Perfect Continuous*.

- 1 I (wait) at the cinema for an hour before Kim finally showed up.
- 2 Grandma (go) to the supermarket before they got home from school.
- 3 They (play) football all day so they were very tired in the evening.
- 4 The waitress served us something we (not/order).
- 5 (he/finish) making the lunch when the guests arrived?
- 6 The band (perform) for an hour when the electricity went off.
- 7 I (look) for a new bike for two months before I found one.
- 8 Pete left work as soon as he (write) the reports.
- 9 Belinda (study) German for three years before she moved to Munich.
- 10 David (eat) by the time we got home.

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

4 Fill in the gaps with the correct preposition.

- 1 Looking at these photographs brings so many happy memories.
- 2 She passed out and the doctor had to bring her
- 3 I was brought in the countryside, so I don't really like the city much.
- 4 J. K. Rowling brought the new Harry Potter book last month.
- 5 My job brings 1200 euros a month.

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

5 Fill in the gaps with the correct preposition.

- 1 My sister has just started a great career advertising.
- 2 Jonathan will be charge of the project.
- 3 They were pressure to meet the deadline.
- 4 Charles is leaving the beginning of the month.
- 5 He had left the time I got there.

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

6 Match to form exchanges.

- 1 How are you finding your new job?
- 2 What does your father do for a living?
- 3 What's the pay like?
- 4 What does your job involve?
- 5 I got a scholarship.

- a It's quite easy.
- b Not very good. I only get 850 euros a month.
- c He works as a graphic designer.
- d That's fantastic!
- e I serve customers and take payments.

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

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

Now I Can ...

- talk and write about jobs and work
- talk about fields of science, inventors and inventions
- write a story
- write a biography of a famous person
- give good/bad news and react to it
- talk about English and Russian banknotes

... in English

Module 4

Be Yourself

◆ Before you start ...

- Which famous person do you admire? Why?
- What do you think is the most important invention of our times?

◆ Look at Module 4

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a map
- a paragraph plan

◆ Listen, read and talk about ...

- self-esteem
- appearance
- clothes
- changes in your looks
- traditional costumes
- eco-clothes

◆ Learn how to ...

- express (dis)approval

- decide on what to wear
- advise someone

◆ Practise ...

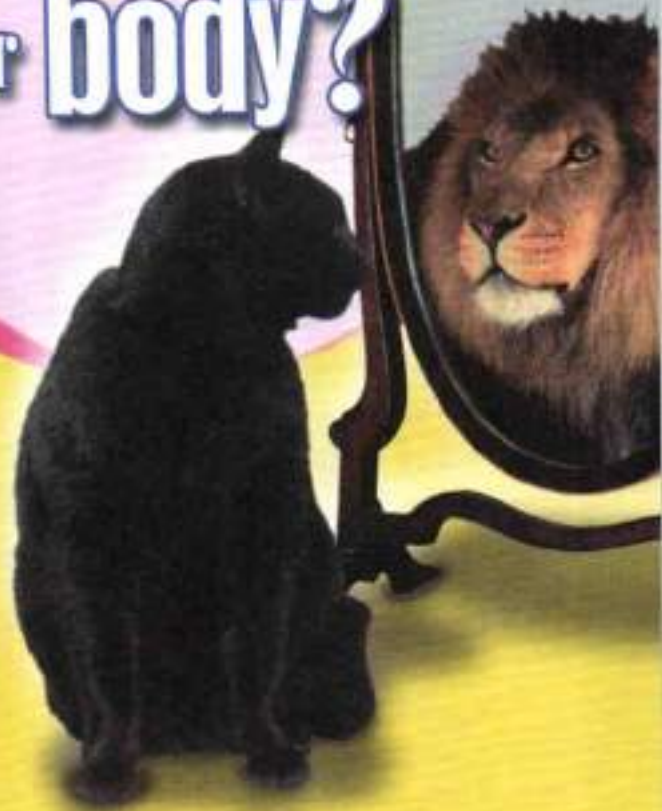
- *too* – *enough*
- stress in exclamations
- Passive Voice
- causative form
- idioms related to the body
- phrasal verbs: *put*
- word formation: opposite adjectives
- words often confused: *match/suit/fit*, *borrow/lend/rent*, *priceless/invaluable/worthless*, *custom/habit/trend*, *realistic/original/genuine*

◆ Write / Make ...

- a letter giving advice to your English penfriend
- a paragraph about a traditional costume in your country



Do you feel at home in your body?



Study skills

Choosing headings

Read the headings to get an idea what to look for in each paragraph. Read each paragraph and underline the key words. Work out the main idea in each. Remember that the information may be paraphrased.

Reading

- 1 Read the title of the text and the headings A-E. What do you think the paragraphs are about?

A **Magazine Adverts**

B **BELIEVE in YOURSELF**

C **Don't Compare**

D **It can't be me**

E **GROWING UP**

- A a Advertising helps improve your body image.
b Advertising influences the way you feel about your body.
- B a Be happy with the way you are.
b You can't change yourself.
- C a You are better than others.
b Everyone looks different.
- D a I'd like to change my appearance.
b I don't know the person in the mirror.
- E a Don't behave in a childish way.
b Changing from a child into an adult.

- 2 **RINE** Read the text and match the headings to the paragraphs. Which words helped you decide? What is the author's purpose?

- 3 Match the words in bold in the text to their meanings. Then use them in sentences of your own.

looking match well-built too concerned false
influences concentrate comments pride
develops

▶ **looking = staring** Stop staring at that man. It's not polite.

Vocabulary

Appearance

- 4 Find the word that does not match in sentences 1-5. Check in the Word List.
- 1 He's got small/protruding/pointed/spotty ears.
 - 2 He's got a straight/curly/crooked/pointed nose.
 - 3 I can't stand my hair. It's too frizzy/curly/bushy/straight.
 - 4 She's slim/thick/overweight/thin.
 - 5 His eyebrows are too thick/thin/bushy/short.

Think of a cartoon/fictional character or draw your own. Describe him/her to the class. Use the words from sentences 1-5.

1

It's Monday morning and while you are getting dressed, you're looking at yourself in the mirror. 'I'm too skinny. I'd like to put on a little weight and be a bit taller and more **muscular**,' you think. 'I also wouldn't mind thicker hair, longer legs, better teeth and a smaller nose. Speaking of my nose, is that a pimple on it? Oh, here we go again! I can't go out. I can't stand people **staring** at me.'

2

Do these **remarks** sound familiar? Almost everyone would like to change something about their bodies. Teenagers feel that way quite often because their bodies change while they are growing up. As your body changes, so does the way you feel about your physical appearance. Your body image often **affects** the opinion you have of yourself.

3

As your body **matures**, you may think that it draws attention to you, and you may feel uncomfortable. You may also compare yourself to your friends to see if you are 'normal'. But growing up doesn't happen at the same speed for everyone. Girls usually start changing sooner than boys. Sometimes, they suddenly put on weight as

their bodies need fat to grow. On the other hand, boys notice their shoulders getting wider and their voices getting deeper. These changes usually take place over two to five years.

4

Media images from TV, movies and advertising may also affect your self-esteem. Women and girls on TV and in magazines are usually thin while men look strong and very muscular. This can make you believe that something is wrong with you if you don't look this way. Media images may also put pressure on you to go on extreme diets or become **obsessed** with weight training. Remember that it's more important to exercise regularly and eat healthily than to try to change your body to **fit** an **unrealistic** image. Adverts sell fantasy and **vanity**, not reality.

5



Although you may often think that your classmates notice every single pimple on your face or every single pound you gain, this is not the case. What they notice is how you feel about yourself. You need to **focus** on the things you like about yourself and walk with confidence! If you like yourself and the way you look, other people will too!

- Peter Pan has got pointed ears, thin eyebrows and a straight nose. His hair is short and fair, and he's slim.




5 Choose the correct word. Check in your dictionaries.

- I need to get on/go on a diet. I've put on/taken in two kilos in a week.
- Look at Ann. She has grown/developed taller since the last time I saw her.
- I can't believe that's John. His shoulders have increased/grown wider and his voice has got/sounded deeper.
- Since she saw the advert, she's been/gone worried about her weight.
- She wants to start/join a gym and lose/miss some weight.

Speaking

- 6   is there anything you would like to change about the way you look? Use phrases from Exs. 4 & 5 to tell your partner.

- I don't like my frizzy hair. I'd like to have straight hair.

- 7 **THINK!**    Listen and read the text again. What is self-esteem? What could make teenagers feel uncomfortable about their body? What should they do? In three minutes, write a few sentences on the topic. Read your sentences to the class.

- Self-esteem is how you feel about yourself. Teenagers can feel uncomfortable about their body because ...

Writing

- 8 A friend of yours is obsessed with losing weight, but she's not fat at all. What do you advise her to do? Use the text to write a short paragraph giving advice.

- You should(n't) ... You may ...

4b

Listening & Speaking



Clothes & Fashion

- 1 a Check the following words in the Word List. Use them to describe each person's clothes in pictures A-E.

Pattern	Style	Material
floral	baggy	velvet
striped	elegant	leather
checked	tight-fitting	silk
plain	loose-fitting	cotton
polka-dot	casual	wool
patterned	smart	nylon
	sporty	linen
	scruffy	

- The man in pic A is wearing a floral shirt and loose-fitting shorts.

- b Look at the pictures again. What do you think of these people's clothes? Make sentences using the phrases.

looks (very) smart/classy/modern/
trendy/fashionable/casual/comfortable/
ridiculous/awful/old-fashioned/funny/weird

- The man in pic A looks funny.

Speaking

- 2 Discuss in groups.

- 1 What kind of clothes/materials/colours/patterns do you like to wear?
- 2 What clothes do you usually wear on a cold day? at school? at home?
- 3 What kind of clothes do you wear when you go somewhere special?
- 4 Do you try to keep up with the latest fashions?
- 5 Do you like getting dressed up?

- 3 Use the correct form of each word to fill in the blanks: **fit, match, suit, wear, try, go**. Listen and check.

- 1 A: How about those trousers? They you perfectly.
B: Yes, but they're too casual for the occasion.
- 2 A: What about the red shirt? It your trousers.
B: You're right! I haven't it for ages.
- 3 A: This dress is great. Why don't you it on?
B: The colour doesn't me.
- 4 A: What do you think of this shirt?
B: It doesn't with the trousers.

Everyday English

Expressing (dis)approval

- 4 Imagine you are going to a school dance. You are trying on clothes to decide what to wear. Use the language in the box to act out exchanges, as in the example.

Asking	Expressing approval
<ul style="list-style-type: none"> • Do you like this? • How's this? • What do you think of ...? • How do I look in this ...? 	<ul style="list-style-type: none"> • Excellent. It really ... • It's really nice. It really ... you.
	Expressing disapproval
	<ul style="list-style-type: none"> • I don't think it ... you. It's too ... • I don't like it. It's a bit too ...

- A: What do you think of this skirt?
B: It's really nice. It really suits you.

- 5 Lisa is going to a party. What is she going to wear?
Listen, read and say.

6 Read the dialogue and answer the questions.

- Why is Lisa not ready yet?
- Why doesn't Clive approve of her first choice of outfit?
- Why can't Lisa wear her black trousers and velvet top?
- Why does Clive decide not to wear his jeans?

Clive: I can't believe you aren't ready yet, Lisa! The party starts in less than an hour!

Lisa: I don't know what to wear! Would you mind helping me out?

Clive: OK. Did you have anything in mind?

Lisa: I was thinking of wearing my baggy trousers and that purple shirt I got for my birthday. What do you think?

Clive: Those clothes are far too casual! Why don't you wear your black trousers with that nice velvet top, instead?

Lisa: They don't fit me any more. I've grown taller lately and they are too short for me now. Besides, I don't have any shoes that match.

Clive: What about that black silk dress?

Lisa: I haven't worn that for ages, but, why not? Thanks for your advice Clive! You're the best brother in the world. By the way, when are you going to get dressed?

Clive: Erm ... I'm already dressed.

Lisa: Hang on a minute, you're not wearing those scruffy old jeans to the party, are you?

Clive: Well, I was going to, but seeing as you look so smart ... Can you help me choose something else?

Lisa: Sure.

Too - Enough Grammar Reference

- 7 a Fill in the gaps with **too** or **enough**. What are these words in your language?

too - not enough

1 These trousers are big! Can I have them in a smaller size, please?

2 I can't fit in this skirt. It's not big

b Fill in the gaps. Use *too* or *enough*.

- A: This sweater is nice! Why don't you ever wear it?
B: Well, it's warm!
- A: Why didn't you buy those shoes?
B: They weren't comfortable
- A: What do you think of this shirt?
B: It doesn't fit you. The sleeves are long.
- A: Let's buy this coat for Jenny!
B: No, it's not warm and it's expensive.



Listening

- 8 Read statements 1-7. What are you going to listen to? Listen and mark the statements True, False or Not Stated.

- Ann wants to buy a plain black shirt.
A True B False C Not Stated
- Steve thinks black doesn't suit Ann.
A True B False C Not Stated
- Ann doesn't wear bright colours.
A True B False C Not Stated
- Steve and Ann don't have much time for shopping.
A True B False C Not Stated
- Ann can't go to her favourite shop.
A True B False C Not Stated
- The shop doesn't have any black shirts.
A True B False C Not Stated
- Ann eventually buys a yellow shirt.
A True B False C Not Stated

Speaking

- 9 **Portfolio:** You are going to a party. You can't decide what to wear. You ask your friend for help. Act out your dialogue. Record yourselves.

Intonation

- 10 Listen and mark the stressed syllables.

*Excellent! Disgusting! Amazing!
Brilliant! Dreadful!*

Listen again and repeat. Mind the intonation.

- 11 Do fashionable clothes really change the way a person looks? In three minutes write a few sentences on the topic. Read your sentences to the class.



CATS

Cats is famous for being the longest running show in Broadway history.

It is based on T.S. Eliot's work *Old Possum's Book of Practical Cats*, a small collection of poems for children.

The story is about a group of cats, known as the Jellicle Tribe, who live in a junkyard and gather for an annual Jellicle Ball. At the end of each Jellicle Ball, one cat is chosen to ascend to the Heaviside Layer, a sort of cat equivalent of heaven. Cats has been translated into more than 20 languages. It has also been shown in more than 30 countries and seen by more than 50 million people round the world!

One of the things that makes Cats so popular is its amazing costumes. They were designed by John Napier who won a Tony Award for Best Costume Design in 1983. Actors in the show look like real cats, as they dance, sing and act in heavy fur and headpieces with ears and whiskers. Every cat in the show has its own costume and its own make-up which helps to project their personality.

Napier will always be remembered for the costumes that made Cats an icon of musical theatre. Cats must be seen by everyone.

Passive Voice Grammar Reference

- 1 Read the theory box. Are there similar structures in your language?

form: to be + past participle

Changing from Active into Passive

To change a sentence from the active into the passive:

- The object of the active sentence becomes the subject of the passive sentence.
- The active verb remains in the same tense but changes into a passive form.
- The subject of the active sentence becomes the agent and is either introduced with 'by' or is omitted if it is not a specific person or it is not essential to the meaning of the sentence.

	Active	Passive
Present Simple	He designs costumes.	Costumes are designed.
Present Continuous	He is designing the costumes.	The costumes are being designed.
Past Simple	He designed the costumes.	The costumes were designed.
Present Perfect	He has designed the costumes.	The costumes have been designed.
Future Simple	He will design the costumes.	The costumes will be designed.
Modals	He must design the costumes.	The costumes must be designed.

Use

- We use the passive: to give emphasis to the action rather than the person who did it. *The new theatre will be opened tomorrow by the Mayor.*
- When the person who does the action is unknown, unimportant or obvious from the context. *BMW cars are made in Germany.*

- 2 Read the article and list all the passive forms. What tense is each?

► *Is based* – Present Simple

- 3 a Read the theory box.

Active Voice

Lyn made the costumes.
subject predicate object

Passive Voice

The costumes were made by Lyn.
subject predicate agent

b Write passive sentences, as in the example. What is the tense in each sentence?

- Alexander Byrne created the *Phantom of the Opera* costumes.
▶ *The Phantom of the Opera costumes were created by Alexander Byrne.*
- The company employs three hundred people.
- B & K have built a new cinema complex near the airport.
- John wrote the essay.
- The Mayor will open the new theatre this Sunday.

4 Read the theory box and complete the sentences with *by* or *with*.

by + agent (person) *Penicillin was discovered by Alexander Fleming.*

with + instrument/ingredient *This sauce is made with fresh peppers.* BUT: We don't use the agent when it is unimportant or obvious from the text. *Cars are made in Germany.* (obvious)

- The walls are covered posters.
- A new book will be published Express Ltd next May.
- The dress was designed Calvin Klein.
- Wood is cut a saw.
- The film was produced Martin Scorsese.

5 Rewrite the sentences in the passive. Mind the tenses. Omit the agent where necessary.

- They will open the opera house next week.
- They didn't invite him to the party.
- The chef is preparing the food.
- Donna Karan designed the costumes.
- The editor hasn't checked the article yet.

6 Read the theory box. Then write two passive sentences for each of the following statements.

With verbs which take two objects such as *bring*, *send*, *give*, *offer* etc we can have two different passive sentences depending on where emphasis is given.

He gave us two tickets. (Active voice)

We were given two tickets. Two tickets were given to us. (Passive voice)

- John gave me a ticket for the rock concert.
▶ *I was given a ticket for the rock concert by John.*
A ticket for the rock concert was given to me by John.
- Robert will bring the children some DVDs.
- The film producer has offered the costume designer a job.
- The director sent Laura an email.

7 a Read the examples. Rewrite the following questions in the passive voice.

Who invented the camera? (Active Voice)

Who was the camera invented by? (Passive Voice)

Have they found the missing girl? (Active Voice)
Has the missing girl been found? (Passive Voice)

- Where did they buy the tickets?
▶ *Where were the tickets bought?*
- When will they stage the show?
- Had they prepared the costumes before the director arrived?
- Did they translate the play?
- Did Andrew Lloyd Webber write the music?
- Will Steven Spielberg direct this film?
- Who designed the first pair of jeans?
- What caused the fire?
- Who invented the television?
- What do you use silver for?

8 Write passive sentences.

- A: That's a beautiful painting.
B: Yes. (It/paint/Pablo Picasso)
▶ *It was painted by Pablo Picasso.*
- A: Can I take a photograph?
B: I'm afraid (cameras/not allow) in the museum.
- A: The room is a mess.
B: I know. (It/not clean/for days)
- A: Can I borrow your car tonight?
B: I'm afraid you can't. (It/not repair/yet)
- A: Has the parcel arrived?
B: No. (It/deliver/tomorrow)

9 Use your school textbook. Prepare a quiz about famous people. Use passive voice.

▶ *Who was Macbeth written by?*



Brad Pitt



Penelope Cruz

Altered Images

Look at the posters on your bedroom wall. Brad Pitt has got great skin, hasn't he? Penelope Cruz has got a fantastic figure, right? The truth is, no they haven't – at least not all the time. Film stars, pop stars and models have bad days, too, just like everyone else. They get spots and blemishes every now and then and they 1) a few extra pounds from time to time, too. So how come we never see those photos? Well, to start with, advertisers think that we don't want to 2) pictures of people looking less than perfect. What's more, the stars themselves 3) their publicists lots of money to make sure their pictures are perfect every time. This means that every photo we see on the cover of a glossy magazine has been retouched. Stomachs are flatter, legs are longer, lips are fuller and waists are slimmer. Although we know this, we still can't help comparing ourselves to these 4) images and feeling unhappy about the way we look. What we should do is say, "Wow! This photo is really phoney!" and laugh at the fake beauty we see in media images or better still 5) them altogether. No one looks perfect 100% of the time, and we shouldn't let the media 6) how we feel about ourselves.

- | | | | |
|------------|----------------|------------|---------------|
| 1 A add on | B put on | C take on | D keep on |
| 2 A notice | B watch | C look | D see |
| 3 A pay | B earn | C spend | D reward |
| 4 A unreal | B unacceptable | C unlikely | D unnecessary |
| 5 A pass | B cancel | C ignore | D refuse |
| 6 A touch | B persuade | C cause | D influence |

1 Describe the people in the pictures. What do you know about them? How can they be related to the title of the text?

2 **RINE** a Read the text and choose the correct word.

b Listen and read the text again. What is the purpose of the text?

Grammar

Causative form Grammar Reference

- 3 a Look at the pictures and match them to the sentences. Which one means that someone else does something for someone?

A Anne's doing her hair.

B Laura's having her hair done.



- b Read the theory box. Are there similar structures in your language?

have + object + past participle

We use the causative form to show that someone else does something for someone.

*Bob had his hair cut yesterday.
(The hairdresser cut Bob's hair.)*

- 4 Use the ideas to discuss in pairs, as in the example.

① hair/perm?

A: Have you ever had your hair permed?


B: Yes, I have. / No, I

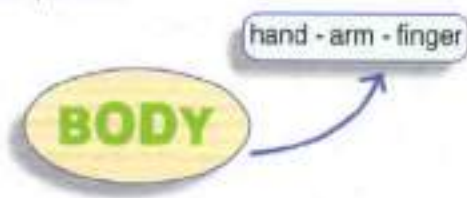
haven't. / Are you kidding?

- 2 teeth/straighten?
- 3 nails/do?
- 4 hair extension
/add?
- 5 teeth/whiten?
- 6 hair/dye?
- 7 eyes/check?
- 8 X-ray/take?



Idioms

- 7 a  In one minute write as many words as possible related to the body. Compare with your partner.



- b Fill in the gaps with the right parts of the body. Then use the idioms to complete the sentences 1-6 below. Check in Appendix 3.



- 5 Complete the dialogue using the causative form of the verbs in brackets in the correct tense.

- A: Hi, Jane. How are you?
 B: I'm fine, thanks. I've just been helping my cousin get things ready for her wedding.
 A: Oh, when's she getting married?
 B: On Saturday.
 A: Wow! She must be really busy then.
 B: Yes she 1) (her hair/straighten) and coloured tomorrow, and on Saturday morning she 2) (her make up/do) professionally. She might even 3) (false nails/put on)!
 A: Well, you're supposed to look good on your wedding day, aren't you?
 B: Yes, I suppose so. Her husband-to-be looks really great at the moment. He 4) (his teeth/whiten) and he's started wearing contact lenses.
 A: Fantastic! That reminds me. I 5) (my eyes/test) this afternoon. Do you want to meet me in town later?
 B: Sorry, but I'm going to 6) (my hair/cut).
 A: OK, then. Talk to you later.

- 6 Use the words in brackets to make sentences, as in the example. Mind the tenses.

- 1 Tina is at the hairdresser's. (cut/hair)
▶ *She's having her hair cut.*
- 2 Sheila will go to the dressmaker. (make/dress)
- 3 Danny went to the mechanic yesterday. (fix/car)
- 4 Evelyn went to the beauty salon yesterday. (do/nails)
- 5 Bob has taken his shoes to the shoemaker. (mend/shoes)
- 6 Jill called the painters. (paint/house)
- 7 Steve went to the drycleaner's. (clean/suits)
- 8 The Smiths have gone to the photographer's. (develop/film)

- 1 Of course I won't tell Ann. I was only (teasing you)
- 2 Jenny wanted to have her nose pierced but her mother (stopped her)
- 3 I will that my sprained ankle will get better before the Sunday match. (hope)
- 4 When she realised she was bleeding, she and started to scream. (panicked)
- 5 The film was so scary it! (frightened me)
- 6 I'm trying to dye my hair, but I haven't done it before. Can you? (help me)

- 8 **Think!** Why do people change their looks? In three minutes write a few sentences on the topic. Read your sentences to your partner.

Letters of advice

- 1 Read the extracts. What is each person's problem? What other problems do you think a teenager can have?



Aunt Claire Helpline

- ▷ I'm new at school and very shy. Recently some older kids have been bullying me by saying nasty things about the way I look. I'm afraid that if I speak to any of the teachers, things will get worse. I keep missing school because of it. How can I put an end to all this?

Stuart (14) Manchester

- ▷ I got bad marks in my exams and now my parents want me to quit the football team. Football's my life! Help!

David (15) London

- ▷ I don't like the way I look. I hate the pimples on my skin and I have gained a lot of weight! What can I do?

Sarah (16) Birmingham

- ▷ I want to go on holiday this summer. My parents say it is too expensive and I'm too young to go on my own. Any advice?

Karen (15) Glasgow

Letters of advice are usually informal in style and are written to express sympathy and encouragement. In the first paragraph we express our sympathy and state the reason for writing. In the main body paragraph we give our advice and possible results. In the last paragraph we write our closing remarks.

- 2 Read the letter. Who is it for? What advice does Claire give? What are the possible results of each piece of advice?

Dear

I just got your letter and of course I'd be happy to help you. A lot of teenagers feel the same way as you and there's nothing wrong with it. Here are some things you can do to help yourself feel better.

First of all, you shouldn't worry too much about your weight. Your body changes a lot at your age because you are growing. It might be a good idea for you to start doing some exercise. This way, you'll keep fit and healthy and help your body grow in the best way possible. Another good idea is to try to follow a healthy diet. By eating healthier foods, you will lose weight and also provide your skin with the necessary vitamins to look healthy and bright.

I hope my advice helps and everything turns out for the best. Let me know how it goes.

Claire


- 3 Match the problems in Ex. 1 to the advice below. Use the language in the box to make sentences, as in the example.

- study a bit harder/improve grades & make parents change their mind
- get a part-time job/be able to save some money
- talk to a teacher/feel better
- do some exercise/lose the extra weight

Giving advice	Result
<ul style="list-style-type: none"> If I were you/In your position, I'd/I wouldn't ... You should/shouldn't ... It would(n't)/might be a good idea (for you) to ... Why don't you ...? Have you thought of/about (+ing) ...? Another good idea is to ... 	<ul style="list-style-type: none"> This will/would ... Then/This way ... If you do this, you will ... because ... By (+ ing form) ..., you will ...

- ▶ *If I were you, I would study harder. This would improve your grades and make your parents change their minds.*

Opening/Closing remarks

- 4  Which of the sentences (1-6) are opening (O) and which are closing (C) remarks in a letter of advice? Compare with a partner.

- I hope that everything turns out all right.
- I'm sorry you feel this way. I think I can help.
- I hope that my advice helps.
- Here are a few things you could try.
- Don't let it get you down.
- Don't worry too much. Here's what you can do.

Understanding the rubric

- 5 Look at Stuart's letter in Ex. 1. Imagine you received it and want to write him a letter giving advice. Answer the questions.

- How will you start the letter?
 - Dear Stuart
 - Dear friend
 - Dear Friend Stuart
- What can your opening remarks be?
- Match the advice (1-5) below to the results (a-e).

Advice


- don't hit the bullies
- talk to the school counsellor, parents, or a teacher
- find the strength to face them
- overcome your shyness
- join a school club

Results

- bullies won't pick on you if they know sb is supporting you
- you might be accused of bullying yourself
- find people with common interests
- make some friends
- they may realise that their behaviour is wrong

- What can your closing remarks be?
- How are you going to sign off?
 - Yours, + your first name
 - Yours faithfully, + your first name
 - Yours sincerely, + your full name


Developing sentences

- 6  Choose two pieces of advice and the appropriate results from Ex. 5 and expand them into full sentences using the language from Ex.3. Compare with a partner.
- It would be a good idea not to hit the bullies. If you do this, you might be accused of bullying yourself.

Writing

- 7 a Use your answers from Exs. 5 & 6 to make notes in the following paragraph plan.

Plan	
Introduction	Dear
Para 1 opening remarks/reason for writing	
Main body	
Para 2 your advice & possible results	
Conclusion	
Para 3 closing remarks	
	Yours,

- b  Portfolio: Use your notes to write your letter to Stuart (120-150 words).

Smile

What do you think your worst fault is?

My vanity. I sit in front of the mirror for hours admiring my looks.


That's not vanity, my dear. You've just got a vivid imagination.

Phrasal verbs: put

- 1 Fill in: *away, off, on, through, up with, out*. Check in Appendix 1.

- When you have finished, put your books. (tidy)
- The match was put until next weekend. (arrange for another time)
- Can I be put to Mr Smith, please? (connect by phone)
- It's cold. Put a sweater. (dress oneself)
- The fire fighters managed to put the fire. (stop)
- She couldn't put his rudeness so she complained to the teacher. (accept)

Dependent prepositions

- 2  Fill in: *for, in, to, with*. Listen and check.



Donna: This clothes shop has just opened. Let's go in and have a look.

Polly: OK ... I know you're addicted 1) shopping.

Donna: I want to buy a new dress 2) a change.

Polly: This one's nice.

Donna: No, the colour doesn't appeal 3) me. I

know purple is popular 4) teenagers this year, but I never pay much attention 5) the latest trends.

Polly: Well, I think you'd look good 6) this green one. It matches your eyes.

Donna: Yes, I like it and it's sure to always be 7) fashion. I'll buy it.

Word Formation

- 3 Read the box, then complete the sentences with words derived from the words in bold.

Forming opposite adjectives

il-, **im-**, **in-**, **ir-** prefixes mean not, 'the opposite of'.

il- goes before words starting with **l** *legal – illegal*



im- goes before words starting with **m**, **p** or **b**
mature – immature, probable – improbable, balanced – imbalanced

ir- goes before words starting with **r**
relevant – irrelevant

in- goes before words starting with various letters
dependent – independent

- The food will be ready in a minute. Don't be so **PATIENT**
- You can't rely on John. He's very **RESPONSIBLE**
- We cannot meet the deadline. It will be **POSSIBLE**
- His answer was, so we asked someone else. **LOGICAL**
- In the UK, it's to drive a car if you are under 17. **LEGAL**
- Most of the time, he wears clothes to work, not a suit and tie. **FORMAL**

Words often confused

- 4   Choose the correct word. Check in your dictionary. Make sentences using the other words.

- This hat doesn't match/suit/fit your top.
- Can I borrow/lend/rent your red dress tonight?
- This necklace is fake. It's completely priceless/invaluable/worthless.
- Do you like my new trainers? They are the latest custom/habit/trend.
- This bag is made of realistic/original/genuine leather.

Grammar Revision

- 5 Rewrite the text from active into passive.

Last week, the Mayor opened Bluemoore's new shopping mall. They gave him a tour and introduced him to some shop owners. Then, they took him to lunch in the restaurant. The Mayor told them that he had enjoyed the visit very much.

- 6 Think of six words/phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

TRADITIONAL COSTUMES IN THE BRITISH ISLES

Irish traditional costumes make you think of Irish folk dancing. Female dancers wear a long-sleeved dress, knee-high white socks and black shoes. The colourful patterns on the dresses are based on Celtic designs.



Probably the best known traditional costume in the UK is the Scottish kilt with its distinctive tartan pattern. Kilt were **pleated woolen skirts**, worn only by men, and fastened in front with a special pin. A **goatskin bag** called a **sporrán** was worn around the waist and a **cloak** was draped over one shoulder. Each clan or family had its own tartan design. The kilt is still worn on special occasions today.



What everyone recognises about the Welsh costume is its **tall black hat** or 'beaver hat', worn over a **lace cap**. Women in the past wore it with a **long full skirt** and a **white apron**. A **shawl**, usually red, was worn around the shoulders. The outfit was complete with **black shoes** and **stockings**, and ladies carried a **basket**.



Morris dancing with its traditional costumes is a familiar sight in England. These dances are performed outdoors in country villages during the summer. The dancers wear **white trousers**, a **loose white shirt** and a **pad of bells** around the bottom half of the leg. Their hats are decorated with **ribbons** and **flowers**, and they **wave handkerchiefs** in the air as they dance.

1 Check the words in bold in the texts in the Word List. Find them in the pictures.

2 Look at the pictures (A-D). Which of the costumes are worn when people dance? Listen, read and say.

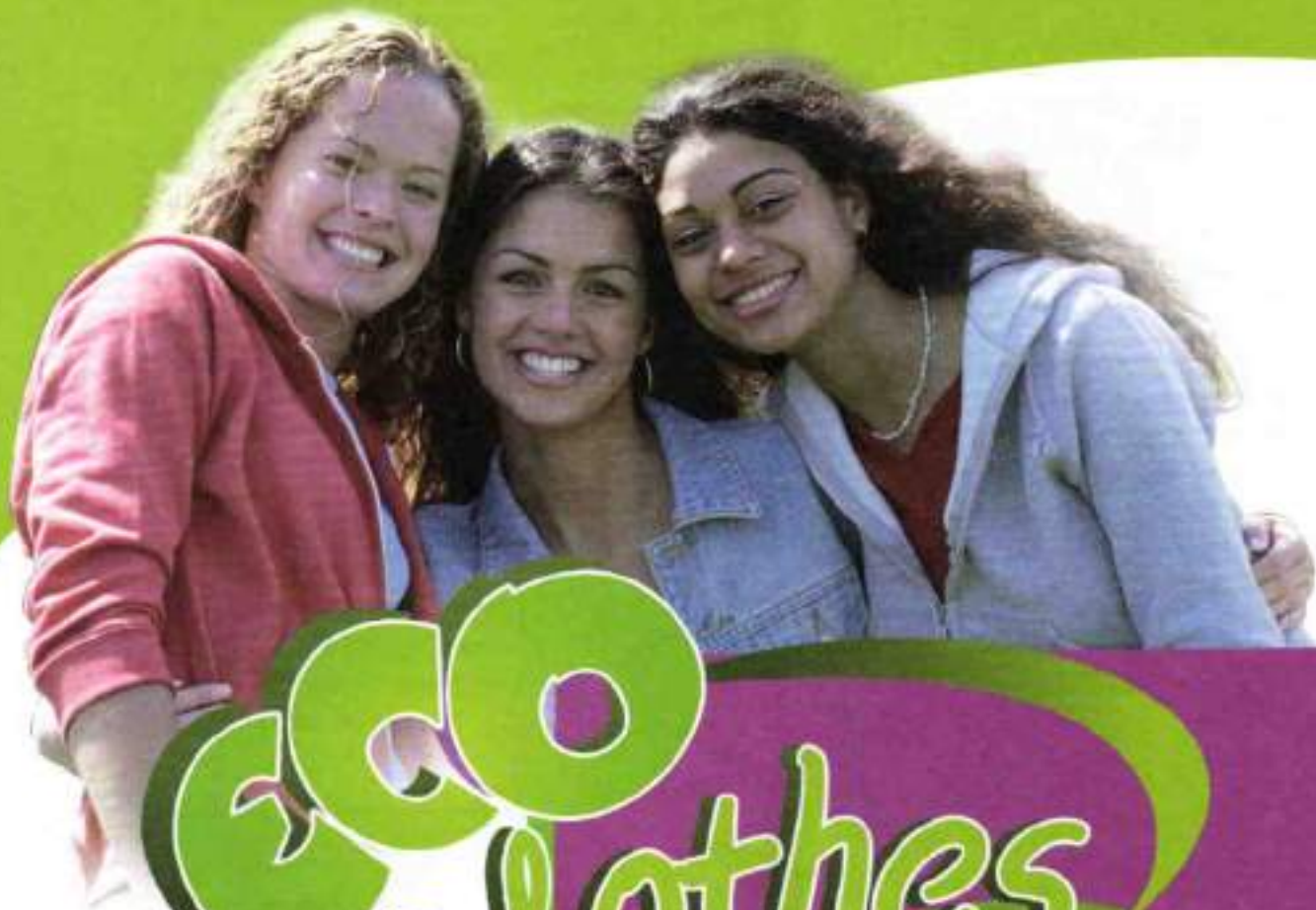
3 **RISE** Read the text and answer the questions. Write **I** for (Ireland), **S** for (Scotland), **W** for (Wales) and **E** for (England). Compare with your partner. Which costume ...

- has got special ancient patterns on it?
- has a different design for each family?
- is made of wool?
- has got bells on it?
- is famous for its special hat?


4 Choose a costume and describe it to your partner.

5 **ICT** Project: Work in groups. Collect information, then write a short paragraph about a traditional costume in your country. Illustrate it with drawings or pictures. Write:

- what material it is made of
- what it consists of
- its origins
- where/when people wear it nowadays



eco clothes

- 1  In one minute, write as many words related to clothes as you can think of. Compare with a partner.

► dress, skirt, trousers etc

- 2 Look at the labels on the clothes you're wearing. What fabrics are they made of?

silk

cotton

nylon

denim



wool

other

- 3 What do you know about eco clothes? What else would you like to know about them? Write three questions.

- 4 Read and complete the gaps with words derived from the words in brackets. Does the text answer your questions from Ex. 3?

Take a look at the clothes you are wearing. Are they made from natural fabrics such as cotton, linen or silk, or from synthetic fabrics, like nylon or polyester? Which type of fabric do you think is more environmentally friendly, natural or synthetic? You may be surprised by the answer!

- 5   Listen and read the text again. Tell your partner three things you found interesting in the text.



Most people believe that natural fabrics are 1) (good) for the environment than synthetic ones, but this isn't always true. For example, while it only takes a pound of cotton to make one T-shirt, it takes a 2) (three) of a pound of pesticides to grow the cotton in the first place! Then, the cotton may be treated with all kinds of chemicals to change the colour. 3) (fortunate) all of these chemicals end up as waste, which contaminates¹ our rivers and soil.

So what is the best thing to do? Well, when it comes to buying new clothes these days you don't have to worry, as you can simply choose to buy organic! This means buying clothes that are produced in a way that causes as little harm to the environment as possible. Here are some of the 4) (differ) options on offer.

Bamboo clothing

is as soft as cashmere and allows your skin to breathe. It also keeps you cool in hot weather and warm in cold weather.

Flax


grows more 5) (quick) than cotton and needs fewer chemicals to produce it.

Eco Fleece

is a kind of polyester from recycled plastic bottles. At the recycling centre, the plastic is washed, chopped and turned into flakes, which are then melted, made into fibres and woven into cosy pullovers.

¹makes something dirty and harmful

It doesn't take a lot of effort to be naturally 6) (fashion), so why not give it a try!

6 **Think!**  Project: Work in pairs. Use the information in the text to persuade your friend to buy eco-friendly clothes.

7 **THINK!**  Discuss the saying.

Green wisdom

We are the environment.
Charles Panati
(US physicist)

4 Progress Check

1 Fill in: *bushy, slim, overweight, crooked, fit, suits, try, join, protruding, frizzy.*

- 1 Fiona hides her ears behind her long hair.
- 2 Tina wants to a gym.
- 3 John is He must go on a diet.
- 4 Tony doesn't like his nose.
- 5 I'm not happy with my hair! I wish it was straight.
- 6 Would you like to on that dress?
- 7 Danny made a nasty remark about Betty's eyebrows.
- 8 This table is huge! It doesn't in our small kitchen!
- 9 I don't think that red hair her.
- 10 She's got a very figure.

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

2 Complete the sentences with words derived from the words in bold.

- 1 You'll have the dictionary in a minute. Don't be so **PATIENT**
- 2 Helen left her keys in the car! She's very **RESPONSIBLE**
- 3 Parking in front of the hospital gate is **LEGAL**
- 4 Her jokes are very childish. She's so **MATURE**
- 5 Erica is a very person. She often travels alone. **DEPENDENT**

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

3 Turn the following sentences into the Passive Voice.

- 1 Calvin Klein has designed this dress.
- 2 They are building a new bridge.
- 3 My mother will knit a pink sweater for me.
- 4 Karen sent James an invitation.
- 5 Where did they park the car?
- 6 Who wrote the music for *Cats*?
- 7 They were painting my flat when I arrived.
- 8 They had cooked the meal before the lights went off.
- 9 Puccini composed many famous operas.
- 10 They decorated the cake with flowers and chocolate pearls.

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

4 Fill in the gaps with the correct preposition.

- 1 The brave men managed to put the fire in the barn.
- 2 I can't put his rude remarks any longer!
- 3 Our school trip was put until next week.
- 4 Mum told me to put my books
- 5 Put a jacket – it's cold outside.

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

5 Fill in the gaps with the correct preposition.

- 1 Was this scarf made hand?
- 2 Why don't we go to see a musical a change?
- 3 The Italian classes run from Monday Friday.
- 4 The play was translated 10 languages.
- 5 This doll came England.

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

6 Match to form exchanges.

- | | |
|---|--|
| 1 | Does this colour suit me? |
| 2 | These trousers are too large! |
| 3 | What do you think of this shirt? |
| 4 | Are these jeans too informal for the occasion? |
| 5 | How do you like my new haircut? |

- a Yes. Why don't you wear your black dress instead?
- b Excellent! It really suits you!
- c It doesn't go with your trousers.
- d Yes, you need a smaller size.
- e No, it's too bright.

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

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

Now I Can ...

- talk and write about fashion and body image
- talk and write about clothes, patterns, styles and materials
- talk and write about national costumes in the UK and in my country
- write a letter of advice
- talk about eco-friendly clothes

... in English

Module 5

Global Issues

◆ Before you start ...

- Is it important for you to be fashionable? Why/Why not? What types of clothes do you prefer wearing?
- Is there a national costume in your country? What is it like?

◆ Look at Module 5

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- sayings about the weather
- instructions for making a tornado

◆ Listen, read and talk about ...

- natural disasters
- environmental problems
- animals
- the weather
- Scottish 'coos'
- tornadoes and hail

◆ Learn how to ...

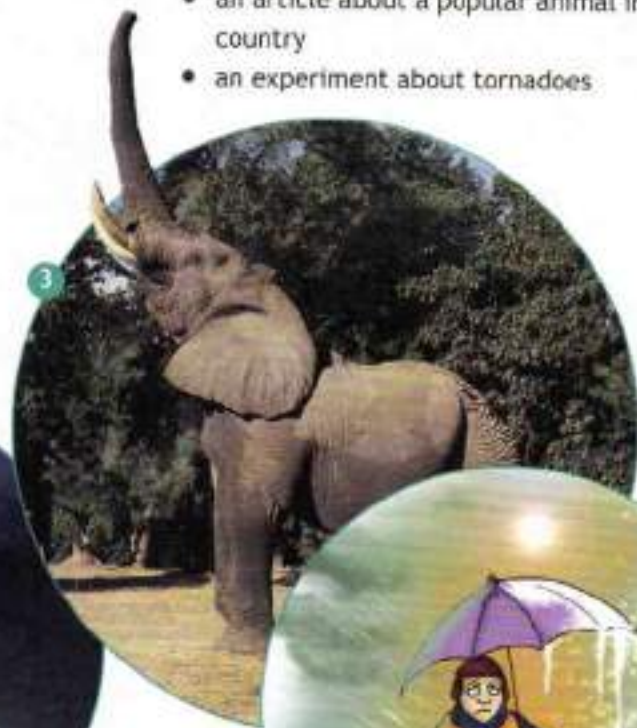
- interact and keep a conversation going
- talk about past habits
- break up a sentence into meaningful parts
- link ideas

◆ Practise ...

- gerunds and infinitives
- *used to – be used to – get used to*
- idioms: weather
- word formation: nouns from verbs
- words often confused: *rubbish/litter/waste, inactive/extinct/disappeared, fog/fumes/smoke, lose/miss/waste, team/crew/staff*

◆ Write / Make / Do ...

- an interview with a journalist
- an opinion essay
- an article about a popular animal in your country
- an experiment about tornadoes



TSUNAMI DISASTER

Reading

1 🗣️ Look at the picture and listen to the sounds. Imagine the scene. Where are you? What is happening? What are people doing? How do you feel?

2 🗣️ The four extracts are from four people's reports who experienced a tsunami. Read the first sentence from each extract.

Which person was ...

a member of a rescue team?

a journalist?

a holiday maker?

a doctor?

Listen, read and check.

A

A ship carrying 350 tons of rice, water, **tinned fish** and other **supplies** arrived at Nias, Indonesia today, and we have already started distributing food to the people. Unfortunately, **cracked roads** and **collapsed bridges** are making it very difficult. In the meantime, we keep searching for more **survivors**. In the early hours of Thursday, we managed to find a 13-year-old girl who was still alive. She had been **buried** underneath a five-storey building for 52 hours. Jason

B

I was lying on the beach sunbathing when I suddenly noticed huge waves. Before I knew it, the water had reached me. I started to run, but I couldn't, because the water was up to my knees. People around me were screaming. A few seconds later I was under the water. **Pieces of wood** were hitting me. Luckily, a man who was on a palm tree **pulled me out** of the water onto the tree. After a few hours, **we were rescued** by some local men and taken to the hospital.

Bill

C

At the hotel, my colleagues and I were helping injured people. We gave them emergency first aid before they were taken to hospital. Some of the injuries we had to treat were quite **horrific**. The streets outside were littered with fallen palm trees and huge pieces of wood and metal.

Sue

D

An earthquake that **occurred** at 07:59 local time under the Indian Ocean **generated** the biggest tsunami the world has seen in the last 40 years. The **massive waves** have killed over 10,000 people in southern Asia. Thousands have lost their homes. This must be one of the worst natural disasters in recent history.

Alex


- 3** **RISE** Answer the following questions. Which parts of the text helped you decide?

Which person or people ...

- suffered injuries?
- helped other people?
- felt calm at first?
- gives details about the time and place of the disaster?
- was helped by someone else?
- achieved something unexpected?

- 4 a** Find all passive verb forms in the text. Say the sentences in the active voice.

b Explain the words and phrases in bold. Check in the Word List.

- 5**  Work in groups of five. Interview the people who wrote texts A-D on p. 74.

Vocabulary

Natural Disasters

- 6** Read the dictionary entries. What are these disasters called in your language? What causes each one? Which of them can you see in the pictures A-D?

drought /draʊt/ (n) a period of time with no rain

flood /flʌd/ (n) large amount of water that covers an area which is usually dry

tornado /tɔːnədəʊ/ (n) a violent wind storm which consists of a tall column of air spinning around very fast

tsunami /tsonəmi/ (n) a huge wave caused by an earthquake which flows onto land

earthquake /ɜːθkwɛk/ (n) a shaking of the ground

cyclone /sɪkloʊn/ (n) a violent tropical storm in which the air goes round and round

avalanche /ə'velɑːntʃ/ (n) a large mass of snow falling down the side of a mountain

hurricane /hʌrɪkən/ (n) an extremely violent wind or storm


- 7** Check the verbs in the Word List. Use them in their correct form to fill in the gaps.

fear cover leave drown snow
crack collapse lose


- Thousands of people were homeless.
- Hundreds of sheep in the flood and many other animals their habitats.
- Many roads and a five-storey apartment building like a house of cards. The people in the building are to be dead.
- Many people were in and the roads were with ice.

Which natural disaster from Ex. 6 is each sentence talking about?

Speaking

- 8** **THINK!**  Which disasters can you see in the pictures? Which of these disasters are common in your country? Which is the most serious to you? Why?



- 9** **THINK!**  Read the texts again. Work in pairs. Imagine you are a survivor of the tsunami disaster. Act out an interview with a journalist about your experience. How did you feel?

5b

Listening & Speaking



5 endangered species



6 pollution



1 war



2 poverty



3 famine



4 global warming

- 1 Look at the pictures. What are these words in your language?
- 2 Read the texts. Match them to five of the pictures. Which words helped you?

A

Our planet is getting hotter and hotter. This causes changes in climate, sea levels are rising, ice caps are melting, animals and plants are dying. If we try, we can reduce the greenhouse gases that we put into the atmosphere, which make the Earth warmer. We can save on electricity by turning off the lights when we don't need them. We can also save energy by taking the bus, riding a bike or walking. Every little bit helps.

B

In some countries there are just too many people to feed. It hardly rains so crops can't grow and animals die. Countries should help by sending food, tools and other things to help these people have better lives.

C

In some families, everybody has to work or there won't be enough food to eat. Governments should support these families. They should also set up schools so children get an education that will help them find jobs when they are older.

D

Animals' habitats are being destroyed. Also, lots of people hunt even when they are not allowed to. Governments should protect areas where animals live and hunters should be sent to prison.

Listening

3

RISE Listen and match the speakers to the statements. Which global issue is each talking about?

- A The speaker thinks countries should stop fighting against each other.
- B The speaker thinks there should be a free house building programme.
- C The speaker thinks people are killing all the creatures on the planet.
- D The speaker thinks we can easily prevent many people from getting ill.
- E The speaker thinks young children shouldn't have to work.
- F The speaker thinks the planet is getting too hot.

Speaker	1	2	3	4	5	6
Statement						



7 homelessness



8 child labour

Everyday English

Interacting

4 Read the box. What are these expressions in your language?

Interacting	Keeping a conversation going
<ul style="list-style-type: none"> ... you know what I mean? Did you know that ...? It is, isn't it? It's true, and what's more, ... So, what can we ...? Exactly. 	<ul style="list-style-type: none"> Really? (I didn't know that.) Goodness me! That's terrible! No, I suppose it isn't. It's shocking! I think you're probably right. True. I agree.

5 a Listen and read the dialogue. What do the following numbers represent? 2, 3 billion, 30,000 Which of the expressions in Ex. 4 can you find in the dialogue?

A: I saw a documentary on TV last night, and it really opened my eyes about poverty in the developing world.

B: Really?

A: Yes. It's shocking. For example, did you know that half the people in the world live on less than \$2 a day? That's nearly 3 billion people!

B: Really? I didn't know that.

A: It's true and what's more, 30,000 children die every day around the world because of lack of food and medicine and a permanent home.

B: Goodness me! That's terrible!

A: It is, isn't it?

B: So what can we do to help?

A: Well, I think the problem happens because people don't get a good education.

B: Yes, I think you're probably right.

A: And if people don't get a good education then they can't find jobs.

B: True. And if they aren't able to find jobs, then they can't earn any money.

A: Exactly. I think the government should set up better schools.

B: I agree. They could also have a system which trains people for jobs.

A: Yes, both solutions would certainly help the situation.

b **THINK!** What do you think can be done to end child labour? Can you think of anything you can do to help? Why?/Why not?

Say it right

6 Choose the correct answer. Listen and check.

- A: We shouldn't cut down forests.
B: a What for?
b I suppose you're right.
- A: We need to recycle more.
B: a Absolutely. You are right.
b Goodness me.
- A: You mustn't take pictures in here.
B: a I had no idea.
b Huh?

Intonation

Tone groups

7 Read the study skills box. Listen to the sentences below and mark the tone groups as in the example.

study skills

Tone groups

In English, the intonation patterns are based on groups of words. Tone groups can contain only one word, or as many as seven or eight.

- 1 What are you looking at?
- 2 I didn't know such things existed!
- 3 Yes, they have been around for a while now.
- 4 For lots of reasons!
- 5 They certainly can't all fit in there.
- 6 And look, it is so small and easy to park.

Speaking

8 **Portfolio:** Work in pairs. Imagine you saw a documentary about child labour. Use the ideas below and phrases from Ex. 4 to act out a dialogue. Use the dialogue in Ex. 5 as a model. Record yourselves.

- 1 in 6 children is involved in child labour (246 million)
- 300,000 children around the world are currently serving as soldiers

Psychic Animals

Hours before the huge tsunami off the coast of Sumatra reached land, some people noticed that the animals started **acting** strangely. For example, the elephants made lots of noise and decided **to run** to higher ground just before the waves hit. In the days that followed, wardens at Sri Lanka's Yala National Park were very busy **looking for** their animals and to their surprise they found nearly all of them alive. So, did the animals know what was about **to happen**? If so, then this could **mean** that animals are capable of **predicting** natural disasters. Many animals have much better **hearing** than human beings. They can hear certain noises at great distances. Others have sensitive feet, **enabling** them **to feel** vibrations in the ground. Migrating birds can sense changes in atmospheric pressure when they fly. Moreover, animals that live in groups sometimes have special cries **to warn** the others when danger is near.

Although we don't know for sure, animals may **know** more than we think. So if your pet starts acting strangely, maybe you should **take** notice. They could be trying **to tell** you something!



Infinitive/-ing forms Grammar Reference

- 1 a Read the text, then look at the highlighted **-ing** and **infinitive forms**. Which form do we use: *after modal verbs, after adjectives, to show purpose, after certain verbs (decide, appear), after prepositions, as a noun, after expressions (I'm busy etc), after certain verbs (fancy, start, avoid, spend, imagine, suggest etc)*? Check in the Grammar Reference.

- b Put the verbs in brackets into: **-ing form** or **infinitive (with or without to)**.

- Her father always tells her (study) hard at school.
- Do you know how (play) the piano?
- Poppy needs (say) sorry to her sister.
- I'm bored! Do you fancy (watch) a DVD with us?
- We must (visit) grandpa this weekend.
- I've never been to a summer camp but I'd like (go) one day.

- 2 Complete the sentences about yourself, using **-ing/infinitive forms**.

- | | |
|-------------------------------|------------------------|
| 1 I usually avoid | 6 I don't mind |
| 2 I'm happy | 7 I can't stand |
| 3 It's not worth | 8 I'd prefer |
| 4 There's no point | 9 I love |
| 5 I spend a lot of time | 10 I really want |

- 3 Explain what the difference in meaning is in the sentences below. Check in the Grammar Reference section.

Some verbs (*forget, remember, try, mean, stop*) can take either **to + infinitive** or the **-ing forms** with a change in meaning.
I didn't mean to cause you any pain. (intend)
Being a doctor means causing pain sometimes. (involves)

- Fiona forgot to lock the door.
 - Fiona will never forget seeing the massive wave of water.
- Remember to pay the water bill tomorrow!
 - I don't remember meeting you before.
- He stopped to buy some bread from the baker's.
 - He stopped working on this project a month ago.
- She tried to help the mountain gorillas.
 - She tried wearing contact lenses, but after a while she decided to go back to glasses.

4 Put the verbs in brackets in their correct form.

- 1 I remember (fall) off my skateboard when I was young.
- 2 Remember (lock) the door when you leave the house.
- 3 While she was walking home, she stopped (buy) some sweets.
- 4 I stopped (do) my homework when my mum called me for dinner.
- 5 Ben will never forget (see) the Eiffel Tower for the first time.
- 6 James forgot (bring) his football kit to practice.
- 7 I have tried (take) the bus to work, and it takes me an extra thirty minutes.
- 8 I tried (finish) the project before the deadline.
- 9 Getting good grades means (study) a lot.

5 Put the verbs in brackets into the correct form. Give reasons.

- 1 A: Did you remember (feed) the cat today?
B: Sorry, I forgot! I promise (do) it as soon as I get back.
- 2 A: Let me (give) you a lift to the airport.
B: Don't worry. I've decided (take) the train.
- 3 A: Do you like (watch) wildlife documentaries?
B: Not really. I prefer (watch) ones about technology.
- 4 A: There's no point in (try) to make him change his mind.
B: I know! He seems (be) very stubborn.
- 5 A: I can't (reach) that box!
B: Why don't you try (use) a ladder?
- 6 A: I meant (tell) you there's a chance of rain tonight.
B: That's OK. I don't have any plans (go out) anyway.
- 7 A: What would you like (do) tonight?
B: Let's (go) to the cinema.
- 8 A: It's no use (talk) to him.
B: I know. He is too angry (listen) to anyone.
- 9 A: I want (help) the animal shelter.
B: Great! How about (collect) donations for them?

6 Look at the pictures. In pairs, use the verbs to continue the story. Use *infinitive* or *-ing forms*.



- look forward to • enjoy • spend time
- make sandcastles • notice • wave(s) rush
- panic • start run • smash • fall over
- run • frightened • safe • relieved

- *The Browns had been looking forward to having a relaxing holiday at the beach.*

*used to – be used to –
get used to*

Grammar Reference

7 a Study the table. Are there similar structures in your language?

• **used to + infinitive**

These elephants used to live in Yala National Park before the tsunami. (They don't live there any more – past state)

• **be/get used to + -ing form/noun**

He is used to working long hours. (is in the habit of)
These tigers are getting used to their new home. (are becoming accustomed to)


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

- 1 He doesn't mind working overtime because he does it often.
He overtime.
- 2 He's in the habit of waking up early.
He's early.
- 3 Katie doesn't live there any more.
Katie, but now she doesn't.
- 4 Jane has settled into her new school quickly.
Jane quickly her new school.

8 What *did/didn't* you *use to* do when you were 10 years old? Write ten sentences.

- *I used to spend my holidays by the sea.*

Weather


- 1 a  Complete the spidergram with as many words as possible related to weather. Compare with a partner.



- b What's the weather like today? What is your favourite type of weather?

► *It's boiling hot today.*

- 2 Look at the title of the text. What do you think it means? Compare with a partner.

- 3  What methods do you think people in the past used to predict the weather? Listen and read to find out.

Red sky at night, shepherd's delight ...



Red sky in the morning, shepherd's warning!

We all hope for warm and sunny weather at the weekend or during our holidays. The majority of our planned activities are based on what the weather will be like, so it is important to know ahead of time what to expect. These days, meteorologists, with the help of modern day technology, are able to use satellite information to tell us what the weather forecast will be all around the world.

It wasn't always so easy, though. In the old days people that relied on the weather in order to do their job needed to find ways to predict what might happen. Sailors and farmers began developing techniques to figure out what the winds might do or whether any rain might be on the way. They used everything around them, including watching the clouds, observing the behaviour of animals and inspecting plants and the soil.

Over the years many sayings, rhymes, anecdotes and stories were developed to help people prepare themselves for weather events. Many of these sayings are still used today and seem to be accurate in predicting some weather events.

So, next time you want to plan a weekend away, make sure you check out the sky the night before and watch your family pet to see if the weather will be agreeable or not!

- 4   Complete the gaps with words from the list. Listen and check. Are there similar sayings in your country?

- clouds • fine • storm • cold
- blows • frost • snows • showers
- mild

Onion skin is very thin,
..... winter is coming in.
Onion skin is thick and tough,
winter will be and rough.

Pale moon rains,
red moon

White moon neither rains nor

Evening red and morning grey,
two sure signs of a day.

Clear moon, soon,
When seagulls fly to land,
a is at hand.

When appear like rocks and towers,
the Earth's refreshed by frequent

- 5 Match the words. Check in your dictionaries. Then use the phrases to complete the exchanges below.

1	scorching	a	snowstorm
2	heavy	b	rain
3	huge	c	sun
4	light	d	winds
5	strong	e	breeze

- 1 A: You look sunburnt!
B: Yes, we spent all day sightseeing in the
- 2 A: Look at you! You're soaking wet!
B: Yes, the car broke down in
- 3 A: Do you think I'll be OK in a T-shirt?
B: You might want to take a cardigan because there's a
- 4 A: Where have you been all week?
B: There was a and we got snowed in.
- 5 A: Oh, no. There's a power cut.
B: The must have torn down the electricity lines.

Idioms

- 6 Use the phrases to fill in the gaps. Check in Appendix 3. Explain them in your language. Are there similar idioms in your language?



- 1 A: Why is Sam so quiet?
B: He today.
- 2 A: Why is Jack looking so happy these days?
B: Oh, ever since he got his new car, he
- 3 A: I've got £100. Let's go shopping.
B: Don't spend it all. It's wise

- 7 Match the sounds to the words. Then use them in their correct form to fill in the gaps.

- A whistle D drizzle
B pour E roar
C howl

- 1 The breeze through the trees as we were walking in the forest.
2 Heavy rain down while we were driving to the village.
3 The wind all night so I couldn't sleep.
4 It's stopped raining heavily but it's still
5 The lightning flashed and the thunder

- 8 Use as many of the verbs above as you can to write an opening paragraph for a scary story. Tell your partner.


- 9 Match to form exchanges. Listen and check. Act out the exchanges.

- A**
- 1 We're in for frost tonight.
2 There's going to be a shower by the looks of it.
3 Bit nippy today, isn't it?
4 What strange weather we are having!
5 I think it will clear up later.
6 I heard that heavy rains are on the way.
7 They're expecting snow in the north.

- B**
- a I know! It is unusually warm today.
b I hope so. We have plans to go to the park.
c Great! That means we can go skiing soon.
d That's good. It's been a very hot, dry summer.
e Oh dear. I'd better cover the tomato plants.
f Right, I will bring my umbrella then.
g It is. You need to wear a warm coat.

- 10 Think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

Essays providing solutions to problems

- 1  Match the suggestions to the results. Which ideas are mentioned in the text in Ex. 2? Listen, read and check.

Suggestions

- 1 Ban cars from city centres.
- 2 Make drivers pay a tax for driving into the city.
- 3 Improve public transport.
- 4 Build car parks outside city limits.
- 5 Promote car-pooling (drivers take turns driving others into the city).

Results

- a People will think twice about using their cars if it costs them money.
- b People will choose to use buses, trams or trains; there will be less traffic, and less pollution.
- c Drivers will leave their cars outside the city; there will be fewer cars being driven in the city.
- d Traffic will be reduced. For example, instead of four people driving four cars, there will be one car with four people in it.
- e There will be no cars at all; it will be safer and healthier for people who work and live in the city centre.

- 2 Read the theory box, then read the essay again. What is the writer's opinion? In which paragraph does he mention it?

Essays providing solutions to problems are normally written in a formal style, and so you should avoid using colloquial expressions, short forms or personal language. In the first paragraph we state the problem. In the main body paragraphs we write our suggestions supported by possible results. We write our suggestions in separate paragraphs. In the conclusion we summarise our suggestions.

What can we do to reduce traffic in our city?

- 1 Heavy traffic is one of the most serious problems that our cities have to deal with nowadays. What can we do, then, to reduce traffic in our city centres?
- 2 To begin with, it is important to improve public transport and to encourage people to use it to commute to work and to school. The result would be fewer cars in the city and consequently fewer traffic jams.
- 3 Another solution would be to encourage people to participate in car sharing programmes. This means several employees would share one car to work instead of each coming in their own car. Again, this would reduce the number of cars on the streets.
- 4 Finally, it would be a good idea to create more cycling lanes. If this was done, people would be encouraged to cycle instead of taking their car.
- 5 To sum up, there are many ways to reduce traffic in the city. Applying just some of these ideas would result in a lot less traffic in our cities.

- 3 a Read the table. Find examples in the essay in Ex. 2. Say these phrases in your language.

To introduce suggestions: To begin/start with, One way to, Another solution would be, Another way to ... would be ...

To express effect: thus, therefore, as a result, consequently, so, as a consequence

To conclude: All in all, To sum up, All things considered

- b Replace some of these examples in the text with suitable alternatives from the table.



Co-ordinate conjunctions

- 4 Read the theory in the box and match each structure to a description a-c. Then join sentences 1-4 using co-ordinate conjunctions.

We use co-ordinate conjunctions to link ideas of equal weight.
both ... and ... *I like both rock and pop music.*
either ... or ... *We can have the party either on Friday or on Saturday.*
neither ... nor ... *Neither the buses nor the trains in my town are very efficient.*

a both of two things are OK

b each of two ideas is possible

c both of two things are bad

- 1 Factories pollute the water. Factories pollute the air.
- 2 You can reuse old things. You can recycle old things.
- 3 You shouldn't leave your computer or TV on when you leave the house.
- 4 You can walk to work. You can ride a bicycle to work.

► Factories pollute both the air and the water.

- 5 Match the suggestions to the results. Then listen and say which ideas Sally mentions in the conversation.



What are we going to do with all this litter?

Suggestions

- 1 Fine people who litter.
- 2 Get young people involved in clean-up programmes.
- 3 Set up recycling schemes in your area.
- 4 Only buy products with biodegradable¹ packaging.

¹ things that can break down or decompose on their own.

Results

- a If people know that they will have to pay if they litter, they will stop doing it.
- b This way landfill sites will not become so full.
- c They will become interested in keeping parks and their neighbourhoods clean and tidy.
- d Household rubbish will be put to good use and the amount of garbage will be greatly reduced.

Writing

- 6 **Portfolio:** You had a discussion in class about the amount of litter we produce. Now your teacher has asked you to write an essay offering suggestions and their results related to the problem. Write your essay. Follow the plan below.

Plan

Introduction

Para 1: state the problem

Main body

Para 2: first suggestion & results

Para 3: second suggestion & results

Para 4: third suggestion & results

Conclusion

Para 4: summarise your opinion

- 7 Swap your work with your partner. Check your partner's essay for the following.



- Are the topic and his/her opinion stated in the introduction?
- Does he/she have clear main body paragraphs?
- Is each viewpoint justified with examples/reasons?
- Are linkers used correctly?
- Are there any grammar/spelling mistakes?
- Is his/her opinion stated again in the conclusion?

Smile



Word Formation:

-(t)ion, -ance, -ence

- 1 Read the box, then complete the posters with words derived from the words in bold.

Forming nouns from verbs

- We add **-(t)ion**, to some verbs to form nouns
- **-ance** and **-ence** to some verbs to form nouns. (*repeat* – *repetition*, *appear* – *appearance*, *defend* – *defence*)

Phrasal verbs: call

- 2 Fill in: *in*, *off*, *on*, *out*, *for*. Check in Appendix 1.

- 1 The fire fighters were called to save the people from the burning building. (*asked to come to somebody's rescue*)
- 2 The match was called due to bad weather. (*cancelled*)
- 3 The floods in the Philippines call immediate action. (*need*)
- 4 John called last Saturday to have lunch with us. (*visited*)
- 5 The doctor called my grandmother to check if she was OK. (*visit formally*)

Words often confused

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

- 1 The factory produces tonnes of dangerous rubbish/litter/waste every month.
- 2 The dodo became inactive/extinct/disappeared in 1681.
- 3 I'm tired of breathing car exhaust fog/fumes/smoke every time I walk around the city.
- 4 Don't lose/miss/waste your time trying to make her change her mind.
- 5 The members of the rescue team/crew/staff pulled the man out of the collapsed building.

A **WE WILL ROCK YOU**
Last (perform) **21**
FRIDAY **21**st MAY
Limited seats available - SO BOOK NOW!

B **Need a little career (guide)?**
If so then come to meet our new **Careers counsellor** on Friday morning

C **Do you want to help us save ANIMALS?!**
We meet on Wednesday evenings to discuss the (protect) of animals in danger.

D **LEAVE YOUR RECYCLING HERE**
'There is a (collect) every Thursday morning.'

E **OPEN 24 HOURS DAILY** For your shopping (convenient).
Come and see us anytime of the day or night.

Dependent Prepositions

- 4 Fill in: *by*, *in*, *on*, *out*. Check in Appendix 2.

- 1 Tigers cannot be kept as pets. They are wild nature.
- 2 All the avalanche victims are of danger.
- 3 The 1906 earthquake left San Francisco ruins.
- 4 What earth has happened here?
- 5 When the old man saw his house flames, he fainted.

Grammar Revision

- 5 Complete the gaps with the correct *infinitive* or *-ing form* of the verbs in brackets.

Dear Jane,
Hi! How are you? I am writing 1) ... (tell) you about my recent trip to a wildlife reserve. I had a wonderful time and it was fantastic 2) ... (see) all the animals 3) ... (roam) freely. I especially liked 4) ... (feed) the baby giraffes. I saw lions and tigers 5) ... (lie) in the sun and elephants 6) ... (have) a bath. Next time you come visit I will 7) ... (take) you there. I'm looking forward to 8) ... (hear) all your news. Please write soon.
Love,
Corrie xxx

- 6 Write an email to your English penfriend about a trip you recently went on. Use *-ing form* or *infinitive*.

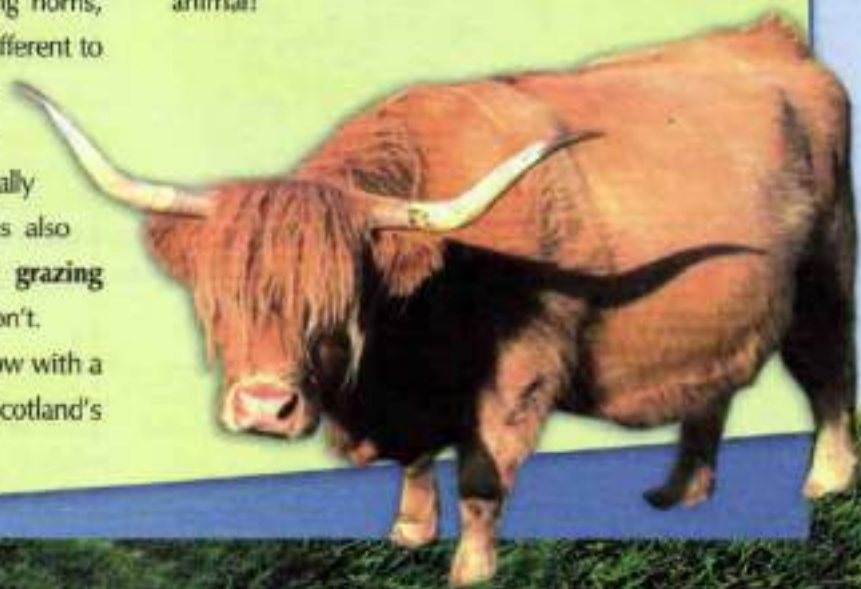
Pet the coo!

When you think of Scotland, the first animal that probably comes to mind is Nessie, the **legendary** and shy monster from Loch Ness. However, the Scottish Highlands are home to another **creature** which is much easier to **spot**: the **Highland** coo.

In Scotland, cows are called "coos". The Highland coo is an ancient Scottish **breed** with long horns, long hair and a **fringe** that makes it look different to other cows. **Legend** has it that a long time ago, a farmer wanted to **impress** his wife with a new variety of cow that would actually last through the long winters. The coo is also unique because it can survive on poor **grazing grounds**, eating plants that other animals don't. The farmer **crossed** a standard Hereford cow with a longer-haired smaller cow and got one of Scotland's most popular tourist attractions!

This cute animal is also known as "**shaggy coo**" or "**hairy coo**". It has become a national symbol of Scotland and is important for farming as well as tourism.

If you take a bus tour to the Scottish Highlands, don't **miss the chance** to take a photograph of this animal!



1 What is the animal in the picture? Think of three questions about it. Read, listen and see if you can answer your questions.

2 a Read the text again and mark the sentences T (true) or F (false). Correct the false statements.

- 1 Nessie is a breed of Highland cow.
- 2 Highland coos are difficult to find.
- 3 The Scottish coo came from two different breeds of cattle.
- 4 Scottish coos were bred to withstand difficult conditions.
- 5 Scottish coos are popular for more than one reason.

b Look up the words/phrases in bold in the Word List.

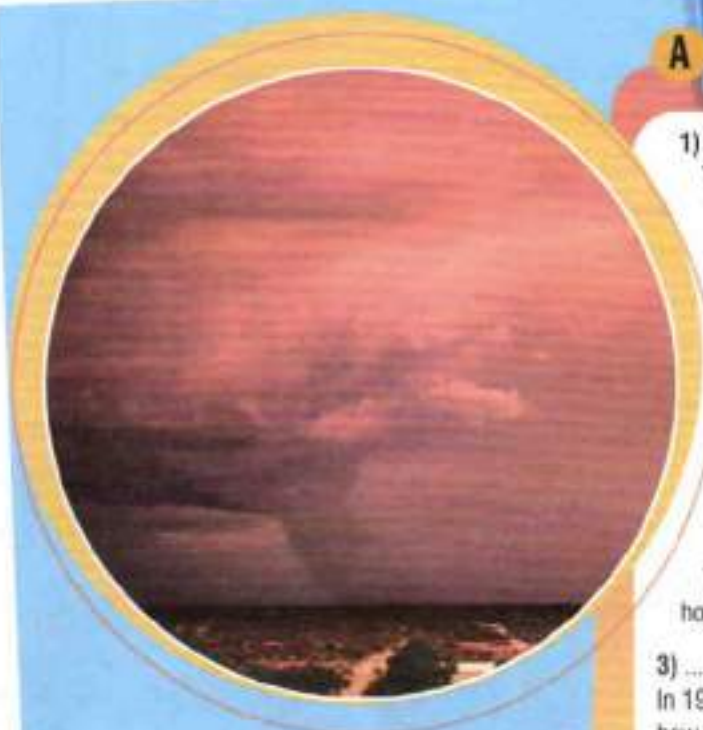
3 Use the picture to describe the Scottish coo. Then, tell your partner two things you found interesting about Scottish coos.

4 **ICT** *Project:* Collect information, then write an article for an international student magazine about an interesting animal that lives in your country. Write: *its name, what it looks like, what it eats, what makes it special, any other information.*

Reading

1 a Look at the pictures. Have you ever seen/experienced any of these natural phenomena?

b How does each phenomenon occur? Read through and check.



Hail

Tornadoes

A

1)

Tornadoes are one of nature's most violent storms, and they happen in various parts of the world. They can form at any time of the year, although many occur in the spring.

2)

A tornado is a spinning, whirling wind. When it meets with cold air it takes the shape of a long funnel or tube, reaching down from a large cloud. It is formed when warm air near the earth's surface rises and meets with cold air. When the weather conditions are right, this warm air starts to twist as it rises, getting faster and stronger. It is a bit like watching water disappear down the plughole in your bathtub. If this huge, twisting rope of air hits the ground, it may cause great damage. Tornadoes can reach speeds of more than 250 mph, ripping roofs from houses, uprooting trees, and tossing heavy objects like cars in the air.

3)

In 1971, a meteorologist named Theodore Fujita developed a scale to show how strong tornadoes are. His scale goes from F0 to F5. It doesn't calculate strength based on wind speeds but the damage a tornado causes to homes and other buildings.

B

4)

Hailstones are lumps of ice. They can be as small as peas or as big as cricket balls! In Kansas, USA, a hailstone fell that was 44.5 centimetres across!

5)

Hail is formed when raindrops start to fall. Before they reach the ground, they are blown up into the clouds again by strong winds. There they freeze into balls of ice and the wind in the clouds bounces them up and down. As the frozen raindrops rise and fall like this, they get even more thickly covered in ice from the water inside the clouds. Eventually they get so heavy that they fall to the ground as hail.

6)

When big hailstones fall, they make quite a noise hitting roofs and pavements. Cars and buildings are damaged, and plants and crops are destroyed. Driving during a hailstorm is also very dangerous, as the roads become slippery.



CREATE YOUR OWN Tornado

2 **THINK!** Read the texts and complete the gaps with the headings. Compare with a partner. Which words helped you decide?

- a Different sizes
- b Easy to hear
- c Getting ready to drop
- d Round and round
- e Measuring disasters
- f Any time, any place

3 Find words in the texts that mean:

- a forceful (Text A):
- b different (Text A):
- c leave (Text A):
- d harm (Text A):
- e made (Text A):
- f chunks (Text B):
- g created (Text B):

4 Listen and read the text again. Tell the class three things you found interesting in the texts.

THINK! Imagine you experienced either of the two disasters. Describe your experience and feelings.

5 Listen to someone explaining how to create your own tornado and fill in the missing information.

6 Create a tornado yourself. Use the instructions in Ex. 5.

7 **THINK!** Read the saying. What does it mean to you? Discuss.

Words of Wisdom

Don't knock the weather. If it didn't change once in a while, nine out of ten people couldn't start a conversation.

Kin Hubbard (Author)



The water and tiny pieces of paper whirl like a tornado.

5 Progress Check

1 Fill in: *earthquake, avalanche, tornado, pollution, endangered*.

- The bald eagle is a(n) species.
- Fortunately, the skiers escaped the
- The old building collapsed during the
- Big factories are responsible for water
- The ripped roofs off and uprooted many trees.

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

2 Complete the sentences with words derived from the words in bold.

- Stuart has got a huge of stamps. **COLLECT**
- The of the natural environment is an issue that concerns all of us. **PROTECT**
- Could you give me some on how to plant these flowers? **GUIDE**
- She had the of a college student. **APPEAR**
- Guess what! Tina sent me a wedding **INVITE**

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

3 Put the verbs in brackets into *-ing form* or *infinitive* (with or without *to*).

- Oh, no! I forgot (lock) the door!
- There's no point in (worry) about it!
- George would like (visit) Thailand one day.
- Let me (help) you with that heavy suitcase.
- We're looking forward to (see) our parents.

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

4 Fill in: *be used to, used to, get used to* in the correct form.

- When Sally was a child, she drink three glasses of milk per day.
- I don't like wearing a uniform to work but I am slowly it.
- I come from a Mediterranean country so I the heat.
- Did you stay at the beach all day when you were on holiday?
- Steve lives in a village so he the noise of a big city.

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

5 Fill in with the correct preposition.

- The earthquake in Japan calls immediate action.
- The concert was called due to the storm.
- Mary called yesterday to see our new house.
- The police were called to investigate the disturbance.
- Tina called Mrs Brown to see if she needed any shopping.

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

6 Fill in the gaps with the correct prepositions.

- Oh, no! That car has burst flames!
- There was an accident but luckily everybody is of danger.
- The earthquake left the city ruins.
- Where earth are my keys?
- What is that light the sky?

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

7 Match to form exchanges.

- | | | |
|----------------------------|--|---------------------------|
| 1 <input type="checkbox"/> | You mustn't pick those wild flowers. | a Sorry, I had no idea. |
| 2 <input type="checkbox"/> | We should recycle. | b No, I suppose it isn't. |
| 3 <input type="checkbox"/> | Did you know that there aren't many pandas left in the wild? | c What for? |
| 4 <input type="checkbox"/> | That's not wrong, is it? | d No, I didn't know that. |

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

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

Now I Can ...

- talk and write about natural disasters and environmental problems
- talk and write about the weather and extreme weather phenomena
- interact and keep a conversation going
- talk and write about animals
- write an opinion essay

... in English

Module 6

Culture Exchanges

◆ Before you start ...

- What's the weather like today?
- How polluted is your town/city?
- Do you recycle? Why (not)?

◆ Look at Module 1

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- tips for travellers
- a letter
- an advert
- a statue of a Buddha

◆ Listen, read and talk about ...

- travel
- unusual holiday destinations
- holidays, holiday problems
- means of transport
- idioms related to transport
- The River Thames
- world monuments in danger

◆ Learn how to ...

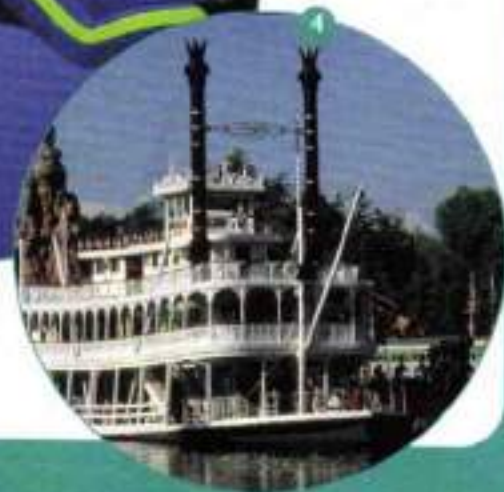
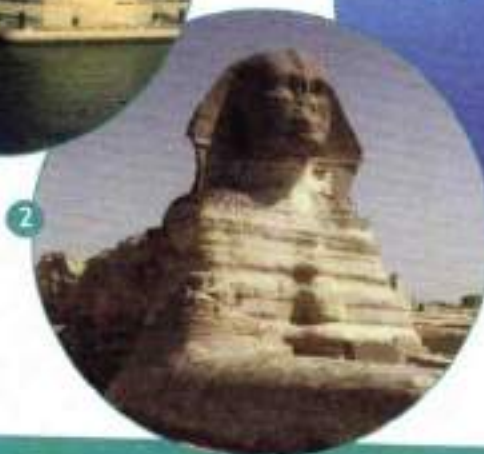
- describe a bad experience & sympathise
- express your feelings
- proofread a written text

◆ Practise ...

- reported speech (statements, orders, questions)
- semi-formal language
- phrasal verbs: *set*
- words often confused: *arrive/get/reach/bring/fetch/deliver/voyage/journey/trip/excursion/expedition/tour/place/room/gap/foreign/strange/curious*
- word formation: nouns (-ness, -ment)
- idioms related to means of transport

◆ Write / Make ...

- a semi-formal thank-you letter
- an article about a river in your country
- a presentation of a monument in danger



The World is your Oyster



Listening & Reading

1 Look at the pictures. Listen to the music. Which of the four places are you at? What are you doing? What is the weather like? How do you feel?

2 The title of the text means you can go anywhere you want to. What do you think the text is about? Listen, read and check.

3 a Read the text. On which holiday (A-D) can you ...

- do different sports?
- visit old towns?
- take a trip back in time?
- have campfire nights?
- see a mysterious place?
- taste traditional cuisine?

Read again and find:

- five means of transport
- six geographical features

b Match the words in bold to their meanings. Use some of them to complete the sentences.

- unusual or special
- thought about
- photographs • undamaged
- different • local
- impressive • under

- I took some great at the party.
- There was a menu at the hotel restaurant.
- I if Sam enjoyed his holiday.
- As he walked, the leaves crunched his feet.

THINK! Which holiday would you like to go on? Why? Tell your partner.

A Sledding in Russia

This winter why not escape to Yakutia in Russia, where you can have the experience of a lifetime driving a reindeer sled through the heart of Siberia? Wrap up in warm furs and travel through the valleys of the Lena River and over the frozen landscape, just like the **native** Yakutian people, who have travelled this way for centuries. You can spend your evenings in traditional Russian family homes, enjoy home-cooked meals, and learn about the rich culture of these people. During your trip, you will have the chance to see all sorts of amazing wildlife including wolves, foxes and elk, and you will even be able to ride the famous Yakut horses.



B Camel Riding in Morocco

See all of southern Morocco on a camel! Take your time and enjoy a relaxing journey from Marrakech with historic sites across the desert to the Dades Gorge. Spend a night in a nomad's tent, visit traditional Berber villages and Kasbahs¹, see the Atlas Mountains and relax on the beautiful beaches at Essaouira. You will see so much more than sand because Morocco has many varied landscapes. The perfect escape from a busy life!



¹ residential areas around a citadel

International travel these days has become cheaper, quicker and more convenient for many people. Here are a selection of some of the types of holidays for those with a sense of adventure.

C Wagon Travel in Wyoming

Have you ever wondered what it was like back in the Wild West? Well, now you can find out for yourself with a holiday that offers the **unique** opportunity to see how life might have been over 150 years



ago. You will travel in a convoy of covered wagons through the **unspoilt** countryside of Yellowstone National Park and through Wyoming, and enjoy the **majestic** views all around. Stopping at a different camp each day, there will be plenty of opportunities to go on nature hikes, go swimming, canoeing, horse riding, or just relax. You can spend your evenings cooking on an open fire and singing cowboy songs around the campfire.

D Ice Diving in the Arctic

In the icy waters of the Arctic Ocean, you will see a strange but unique world that very few humans get the chance to visit. The Arctic is one of the last places on earth that remains a mystery and a challenge.



Not many people are brave enough to explore the region and even fewer are brave enough to explore it from twenty feet **beneath** the ice! If the diving experience is not enough, you can also enjoy the scenery and wildlife above the ocean on foot or on snowmobiles. One thing is for sure; no one else will have holiday **snaps** like yours!

Vocabulary

Holiday activities

- 4 Which of the following activities do you enjoy doing while on holiday? Tell your partner. You can use your own ideas.

meet the locals

see famous landmarks

have time to yourself

buy souvenirs

try the local cuisine

practise the language

visit museums

visit local markets

lie on the beach all day

explore nature

go on guided tours

- While on holiday, I enjoy visiting local markets.

- 5 Where would you like to travel? What activities would you like to do there? Discuss in pairs.

► A: I'd like to go to Italy one day. It's supposed to be amazing.

B: Really? What would you like to do there?

A: I'd like to visit the museums and to practise my Italian.

Writing

- 6 **THINK!** In what ways does travel broaden the mind? Give examples and explain. In three minutes write a few sentences on the topic. Compare your answers with a partner.

Holiday problems

- 1 Describe the pictures. What has happened to the people?

get sunstroke

miss their flight

get seasick

car breaks down

lose passport

have a flat tyre

lose the way

luggage/wallet gets stolen

have an accident

weather gets bad



A



B

- Picture A shows two people in front of their car. One is looking at the car engine. It seems that/it looks as if their car has broken down. They seem to be very angry.

- 2 Listen to the people. Which problem(s) in Ex. 1 is/are each describing?

Ann

Laura

Tony

Everyday English

Describing a bad experience & sympathising

- 3 Look at the phrases in the box. What are they in your language? Use the expressions to discuss holiday problems, as in the example.

Describing a bad experience	Sympathising
<ul style="list-style-type: none"> It was a nightmare! You'll never guess what happened. We had an awful experience. Did I tell you ... Wait till I tell you what happened. 	<ul style="list-style-type: none"> Oh, you poor thing! What a shame! How awful! That's terrible! That's so annoying! That's bad luck.

- A: How was your holiday? Hope you had a nice time.
 B: It was an absolute nightmare! Our car broke down.
 A: How awful!

- 4 Isabelle went backpacking across Europe last summer. Which countries did she visit? Listen and say.

- 5 a Read the dialogue. What good and what bad experiences did Isabelle have while she was travelling?

Andrew: Welcome back, Bella! How was your holiday?

Isabelle: Hi, Andrew. It was fantastic. It's a shame you didn't come.

Andrew: OK, don't make me jealous. Just tell me all about it.

Isabelle: Well, Greece was amazing. I took lots of pictures, but I got sunstroke.

Andrew: How awful!

Isabelle: Well, I should have been more careful. Anyway, after Greece, I went to Italy, but I got seasick on the ferry.

Andrew: Oh, poor thing! Hope it didn't spoil your holiday.

Isabelle: No, not at all. Italy was fantastic! The people are very friendly and I loved Italian cuisine. You have to go to Rome some day. It's beautiful.

Andrew: Yes, maybe next year. Did you manage to go to Spain?

Isabelle: Yes, but I had a bit of trouble in Barcelona.

Andrew: Really? What happened?

Isabelle: My purse was stolen while I was waiting for a bus. Luckily, there wasn't much money in it.

Andrew: That's bad luck!

Isabelle: I know, but these things happen and I didn't let it spoil my holiday.

Andrew: Good for you! Anyway, the important thing is that you're back safe and sound, and you had a good time.

Isabelle: That's true, and I'm thinking of going back next year if you're interested.

Andrew: Sounds good!

b In pairs, read out the dialogue.



Intonation

- 7 a Listen to the sentences (1-6) and mark the stressed syllables. Then match them to the feelings (a-f).

- 1 That's absolutely brilliant!
- 2 That really drives me mad.
- 3 Oh, thank goodness!
- 4 Really? What happened?
- 5 I don't quite understand that.
- 6 Why do these things keep happening to me?

- a confused
- b frustrated
- c relieved
- d delighted
- e surprised
- f irritated

Listening

- 6 **RNE** Listen and choose the correct answer A, B or C for each question.

- 1 Listen to a short radio announcement. What does it advise listeners to do?
 - A to delay their journey
 - B to take a different route
 - C to make their journey by train
- 2 Listen to a woman talking about a holiday she went on. What did she find surprising?
 - A how nice the weather was
 - B how expensive everything was
 - C how easily she could communicate
- 3 Listen to a man talking about his fear of flying. When is he most relaxed?
 - A during the flight
 - B just before take-off
 - C just after landing
- 4 Listen to a woman talking about a new airport. What is her opinion of it?
 - A It is too modern.
 - B It is too far away.
 - C There are no taxis.
- 5 Listen to an advert for a website. Who is the website for?
 - A people who want to plan their own holiday?
 - B hotel and guesthouse managers
 - C people going on a package tour

- b In pairs, use the phrases 1-6 in Ex. 7a to make exchanges about the holiday events below.

- someone found your lost passport
- the hotel can't find your reservation
- your baggage got lost again
- the police stop you taking pictures of a palace
- you get a beautiful room with a view
- your friend called to say they had an accident

- A: *They found your passport in the hotel lobby.*
B: *Oh, thank goodness!*

Speaking

- 8 **Portfolio:** Work in pairs. Imagine you went on a holiday where everything went wrong. Now you are back. Tell your partner. Use the phrases in Ex. 1. You can use the dialogue in Ex. 5 as a model. Record yourselves.

- 9 Think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

Reported Speech Grammar Reference

- 1 Read the example and the theory box.

Direct Speech is the actual words someone says written in quotation marks.

Reported Speech is the exact meaning of what someone said but not their actual words.

Direct Speech

I enjoy travelling a lot.



Reported Speech

- She said (that) she enjoyed travelling a lot.

- 2 Study the table. How do the tenses change from *direct* to *reported speech*? What other changes happen?

Direct Speech	Reported Speech
Present Simple • "Exploring the world is a real life changing experience," said Kim.	Past Simple • Kim said that exploring the world was a real life changing experience.
Past Simple • "I travelled around Europe last summer," said Sonya.	Past Perfect • Sonya said that she had travelled around Europe the previous summer.
Present Perfect • "It is the most rewarding thing I have ever done," said Sonya.	Past Perfect • Sonya said that it was the most rewarding thing that she had ever done.
Future Simple • "I'll travel alone again," said Michael.	Would (future in the past) • Michael said that he would travel alone again.
Present Continuous • "I'm looking for some interesting destinations to go to," said Michael.	Past Continuous • Michael said that he was looking for some interesting destinations to go to.
Modal (present) • "I can't wait," said Sonya.	Modal (past) • Sonya said that she couldn't wait.

Said or told

Grammar Reference

- 3 Study the examples. Fill in the gaps with *said* or *told*.

- "She is going to China," Tony said.
Tony said (that) she was going to China.
Tony said to us (that) she was going to China.
Tony told us (that) she was going to China.

- 1 She me she would go to Bulgaria.
- 2 Tanya she had taken lots of photographs.
- 3 "We're leaving for Crete tomorrow," they
- 4 Bob his parents he would like to go to summer camp.
- 5 He he was looking forward to his holiday.

- 4 Nathan is spending two weeks travelling alone in the UK. Report what he said.

It's the most thrilling experience I've ever had.

I spent five days in Edinburgh. It was amazing!

Sometimes I get a bit lonely.

I can't carry all my stuff around easily.

On Sunday, I'm flying to Ireland.

If I have time, I will visit Cardiff.



Reported orders/commands Grammar Reference

- 5 a Study the examples. How do we report the imperative?

Pack some warm clothes.

Don't take a lot of things with you.



- a She told me to pack some warm clothes.
b She told me not to take a lot of things with me.

- b Report these tips.

Tips

for Travellers

- Have a valid passport.
- Leave copies of your itinerary with family and call them regularly.
- Learn about local laws and customs.
- Do not leave your luggage unattended.
- Do not carry large amounts of cash.
- Do not tell people that you are travelling alone.



- a The travel agent told me to have a valid passport.

Reported questions Grammar Reference

- 6 a Study the examples and answer the questions.

Direct Speech

Which countries will you visit?

Don't you feel lonely?

Reported Speech

She asked me **which** countries I **would** visit.

He asked me **if/whether** I **felt** lonely.

- 1 Which verb do we use to report questions?
- 2 Which words do we use to start the reported question if the direct question begins with:
 - a a question word?
 - b an auxiliary or modal verb?
- 3 How do the tenses change?

- b Look at the questions Nathan's friends asked him after his solo trip to the UK and turn them into reported questions, as in the example.

- 1 Do you like English food?
* Nathan's friends asked if he liked English food.

- 2 Have you had your photographs developed?
- 3 What is Edinburgh like?
- 4 How much money did you spend?
- 5 Will you travel alone again in the future?
- 6 Did you make any English friends?

- 7 The following messages were left on Angela and Bill's answer machine. Imagine you are Angela. Your brother Bill has just got home. Report the messages to him.

Hi, Bill. It's me, Jason. Just calling to remind you we have football practice at 9. Hope to see you later.

Hi, it's Alan. Sorry I won't be able to come. Tony had a nasty fall and we're taking him to hospital.

Patty here! I picked up the tickets on my way to work, so you don't have to bother. See you later.



- * Jason said he was calling to remind you ... etc

- 8 Report the exchanges, as in the example.

1 Susan: Hi Jack. Where were you last night? I was waiting for you all evening.

Jack: I'm sorry, but I was watching TV and I fell asleep.

* Susan asked Jack where he had been last night and told him that she had been waiting for him all evening. Jack said that he was sorry, but he had been watching TV and he had fallen asleep.

2 Julia: Which forms of public transport do you use, Penny?

Penny: I usually use the bus or the tram, but I never use the metro.

3 Frank: Hello, Pat. Don't you feel well?

Pat: I feel terrible. I have a terrible headache.

Frank: Take an aspirin and have a rest. You'll feel better soon.

4 David: Did you go to the party last night?

Gwen: Yes, but I left early.

Reading

Means of transport

- 1 a Look at the picture and the title of the text. What do you think the title means?
- b Read the text and complete it with the missing words.
- 2 a Find the words in the text which mean.
- 1 way (para 1), 2 effect (para 2),
3 turn (para 2), 4 show (para 2),
5 well-known (para 3),
6 goods (para 3)
- b Listen and read the text again. Say three things that impressed you from the text.

- 3 Complete the table with as many means of transport as possible. Compare with your partner.

by land	by sea	by air
▶ coach	hovercraft	helicopter

- 4 Listen to three people giving their opinions on different means of transport. How does each person prefer to travel? Why?

Sophie

Greg

Peter

- 5 **THINK!** What is the most commonly used means of transport in your country? How do you prefer to travel? Why? In three minutes write a few sentences on the topic. Compare your answers with a partner.

Full steam ahead

Nowadays, there **0) are** so many means of transport, from bicycles and buses to sports cars and jet airplanes, that travellers are spoilt for choice. In fact, **1)** of us don't even think about how we travel; plane or train, it doesn't matter. Because, at the end of the day, it's just about getting **2)** one place to the other.

There are, however, some means of transport that have made an impression on people and have taken **3)** place in history. One means of transport that truly won **4)** hearts of many Americans was the river steamboat. A steamboat, as its name indicates, is a boat that is powered **5)** steam. The steam rotates a paddlewheel or propeller that in turn causes the boat to move forward.

In the 18th century, there were many attempts to build better vessels, but it wasn't until 1807 that the first successful steamboat, *The Clermont*, made a commercial voyage. These riverboats became popular **6)** the next few years and were used to transport passengers and merchandise on the major rivers of America. The Mississippi River was especially known **7)** its riverboats, and Mark Twain celebrated three steamboats in his book *"Life on the Mississippi"*.

Steamboats have now disappeared from most American rivers, but they have become a symbol of the Mississippi River. Many people think of these boats when they hear the name Mississippi. Fortunately, a small number of **8)** are being used today to offer river cruises so **9)** people can get a feel of what it's like to travel **10)** steamboat.



- 6 **THINK!** Listen to the music extract. Where are you? What are you doing? How do you feel? Tell a partner.

7 Use the verbs in their correct form to complete the exchanges. Check with a partner.

catch book miss board

get off give take

- A: Oh, no! I think I'm going to my flight.
B: Don't worry! I'll you a lift to the airport.
- A: Where were you? I've been waiting for ages.
B: Sorry! I the bus at the wrong stop.
- A: Have you your flight to London yet?
B: Yes, I'm leaving at 9:30 on Friday.
- A: I got to the airport just in time to the plane.
B: You were lucky, then.
- A: I'm really late and the buses are on strike today.
B: Why don't you a taxi?
- A: If we hurry, we can the early train.
B: OK. I'm coming!

8 Fill in: *at* or *on*. Then, make sentences of your own. Use reported speech.

- | | |
|-------------------------|----------------------|
| 1 the airport | 6 the road |
| 2 the motorway | 7 the harbour |
| 3 the toll bridge | 8 the platform |
| 4 the garage | 9 the station |
| 5 the bus stop | |

► We met John at the airport while we were waiting for our flight to be announced.

9 a In which of the places mentioned above would you hear the following?

- Is there a buffet car?
- What is the boarding time?
- Single or return?
- How do I get to Manchester University?
- What terminal does it leave from?
- How much is the fare?
- What platform does it leave from?
- What stop do I need to get off at?
- Would you like a window or an aisle seat?

b 🎧 Match the questions (1-9) in Ex. 9a with the answers (a-i). Listen and check.

- a A window seat, please.

- The plane is boarding in 30 minutes and you leave from Gate 15.
- Return, please.
- I'm afraid not.
- Platform 12.
- The stop on Fairfield Street.
- It's a UK domestic flight, so it's Terminal 3.
- It's £150.00 peak time, or if you travel off-peak between 10am and 3pm, it's only £65.00.
- Stay in the left-hand lane and turn left at the next set of traffic lights onto Oxford Road.

Listening

10 🎧 Listen to the announcements. Where could you hear each? Which words helped you decide?



Idioms

11 Use the words below in the correct form to complete the idioms. Check in Appendix 3. What are these idioms in your language?

drive road fly

track ship boat

- A: What happened?
B: My sister borrowed my car without asking. It me up the wall when she does that!
- A: Why don't we go to Paris this summer?
B: It's very touristy. I'd rather stay off the beaten
- A: We should set out now. It's getting late.
B: Yes, let's hit the
- A: I'm so busy. I don't know how I will get this done.
B: You're not the only one with a lot to do. We are all in the same
- A: Where is Paul?
B: His father him off to boarding school when he failed his exams.

12 Think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

Semi-formal thank-you letters

- 1 a Look at the advertisement below. How do you think you would benefit if your family played host to a foreign student? Would you enjoy the experience?

Become a Host Family

Are you a warm, welcoming and open-minded family? Would you like to:

- contribute to global peace and understanding
- explore the differences and discover similarities between cultures
- develop a lifelong friendship

The Centre for Cultural Interchange invites you to join thousands of families in playing hosts to exchange students from 30 different nations.

Get in touch with us:
573-261-0455 CCI@aol.com

- b **THINK!** Would you like to stay with a host family? What difficulties might you face? In three minutes write a few sentences on the topic. Read your sentences to your partner.

- 2 Jun Shan spent four weeks in a host family in the USA. He really enjoyed his stay and improved his English. Now Jun is back home and is writing a letter to his host family. Read the letter. What kind of letter is it: an invitation, a complaint, a thank-you, a request?

Dear Mr and Mrs Reeves,

▶ I am writing to let you know that I have arrived home safely and to thank you for your kindness during my stay with you.

1) with you and I will never forget you.

▶ 2) everything you did to make my stay so pleasant. I was made to feel at home. I loved my room, and I must say that Mrs Reeves' cooking is amazing. My mum is going to try some of the recipes you gave me.

▶ 3) I think my English improved a lot during my stay. 3) was our interesting conversations during dinner in the evenings. I even understand jokes now thanks to Mr Reeves' great sense of humour!

▶ 4) your generosity and your hospitality. I hope we will keep in touch and perhaps you could visit us one day.

Best regards,

Jun

- 3 Read Jun's letter again and insert the phrases in the right place.

- Thank you once again for ...
- I appreciate ...
- I had a wonderful time ...
- What helped me most ...

- 4 Read the theory. Find examples in Jun's letter.

Semi-formal thank-you letters are written to people you know but not very well, and to whom you want to sound polite and respectful: *a teacher, a friend's parents*. Semi-formal style is characterised by:

- less formal language *I am writing to ...*
- formal linking words *Also, Furthermore, Moreover etc*
- words/phrases in the passive *It is understood*
- respectful, polite tone *Thank you once again*

In the first paragraph we state the reason for writing our letter and express our thanks. In the main body paragraphs we express our gratitude giving examples. In the conclusion we thank again.

- 5 In which paragraph are the following mentioned?

- a explain how visit has benefited you
- b express gratitude for accommodation & meals
- c thank again & invite
- d reason for writing & general feelings about stay

6 Rewrite the paragraph below in semi-formal language. Use the phrases in the list.

- I appreciated • I am writing
- What helped me most
- Thank you very much
- It was kind of you • As for

1) I thought I'd drop you a line to say thanks for being so nice to me. 2) It was really great of you to welcome me into your family. 3) I liked the way you made me feel at home. 4) About my room, it was perfect. 5) The best thing was all the films we watched together. That helped me improve my English so much. 6) Thanks a million.

7 a Read the sentences. Which phrases can we use to express gratitude in a semi-formal letter?

- 1 I am very grateful for ...
- 2 I can't thank you enough ...
- 3 It gave me great pleasure ...
- 4 You shouldn't have!
- 5 It was very nice of you to ...
- 6 Thanks a lot!/Many thanks!
- 7 I really enjoyed the ...
- 8 That's so nice of you!

b Choose from the expressions above to express gratitude in the following situations.

- 1 Your penfriend has sent you a birthday gift.
 a *It was very nice of you to send me such a lovely sweater.*
- 2 You spent a weekend at your friend's house.
- 3 A friend's father has helped you with a school project.
- 4 You spent your summer holidays at your English penfriend's house.
- 5 Your best friend's parents have bought you a present for your birthday.

Writing

8 Imagine you spent three weeks at your English penfriend's house. Write a letter to the family thanking them for their hospitality. Use the letter in Ex. 2 as a model. Follow the plan.

Plan

Dear Mr and Mrs (your penfriend's parents' surname),

Para 1: reason(s) for writing

Para 2: express gratitude for room/excellent food/sightseeing/hospitality/etc

Para 3: explain how your English has improved

Para 4: thank again, invite family to visit you

Best regards,
 (your first name)

study skills

Proofreading a written text

Proofreading focuses on mechanics not on content, message and style.

- Double check for errors you know you repeat e.g. misspelling (*accommodate* instead of *accomodate*, *form* instead of *fram*), missing words (*I've selected ...* instead of *I've been selected ...*).
- Read aloud word for word as it is possible to hear a mistake you have not seen.
- Read slowly. Read what is actually on the page not what you think is there.

Proofreading a piece of writing helps improve the quality of the written text.

9 After you finish writing your letter, proofread it. Follow the steps of above. Then swap papers with your partner and check each other's piece of writing.



Phrasal verbs: set

1 Match the phrasal verbs in the text to their meanings. Check in Appendix 1.

- begin and seem likely to continue
- start a journey • save • slow down

We 1) **set aside** some money for a special holiday and I decided to go on a six-week trip around Australia. When I arrived in Sydney, the summer was really 2) **setting in** and it was getting really hot. Dad rented a jeep and we 3) **set off** the next day to discover the outback. I was excited. On that first day, the jeep just stopped and we had to call for help. They took hours to come and this 4) **set us back** a bit, but we were happy just to be there. Anyway, the next six weeks were perfect. We loved it.

*Words often confused*

2 Circle the correct answer. Check in your dictionary. Make sentences using the other words.

- 1 We **arrived/got/reached** Rome early in the evening.
- 2 Helen, can you **bring/fetch/deliver** a towel from the bathroom?
- 3 The documentary follows Columbus' **voyage/journey/trip** to the West Indies.
- 4 When did Columbus' **excursion/expedition/tour** to the West Indies take place?
- 5 Is there **place/room/gap** for one more person in your car?
- 6 I love travelling to **foreign/strange/curious** countries.

Dependent Prepositions

3 Fill in: *at, in, on, for, without, off*. Check in Appendix 2.

- 1 We spent a week the seaside last summer.
- 2 There are many bikes hire in Helsinki.
- 3 You can find cheaper plane tickets if you decide to travel season.
- 4 We will send you the tickets by Monday delay.
- 5 The boat sank with three passengers board.
- 6 Shall we book our train tickets advance?

Word Formation

4 Read the box, then complete the sentences with nouns derived from the words in bold.

Forming nouns

- **-ness** combines with adjectives to form nouns that refer to a state or quality. (*happy — happiness*)
- **-ment** combines with verbs to form nouns that refer to actions, processes or states. (*develop — development*)

- 1 I would like to thank you for your (KIND)
- 2 For some people, travelling alone is plain (MAD)
- 3 We went on some hair-raising rides at the park. (AMUSE)
- 4 You should be proud of your (ACHIEVE).

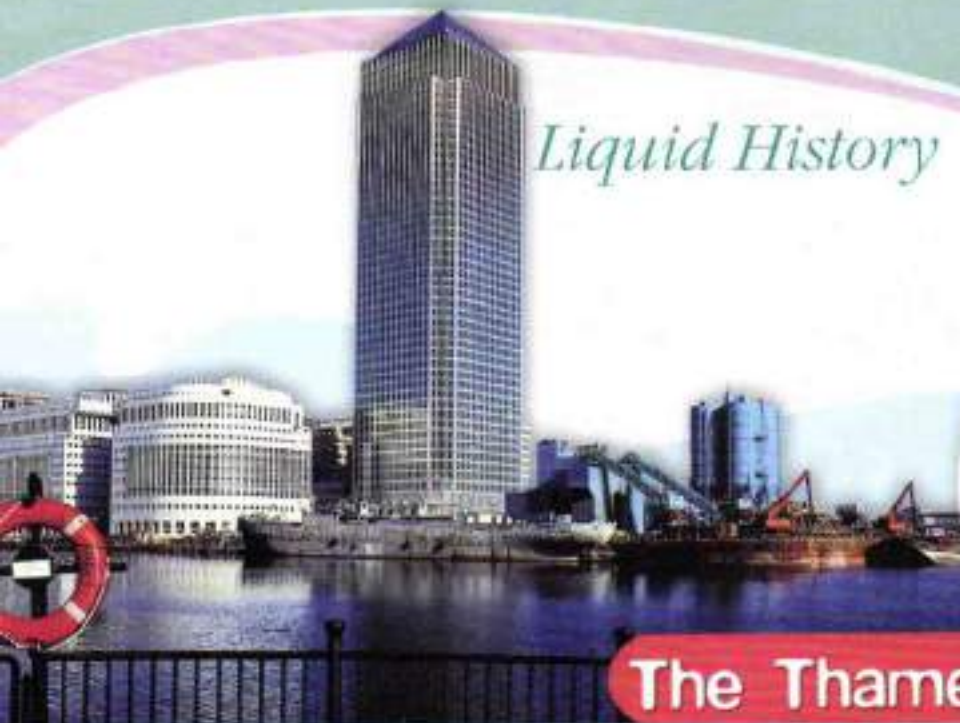
Grammar Revision

5 Complete the sentences. Use the reported speech.

- 1 My best friend asked me ► *to help him with his homework*.
- 2 My parents told me
- 3 Our teacher said
- 4 Our neighbour asked us
- 5 Before the school trip the headmaster told us
- 6 My grandfather asked me


6 Think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Tell your partner.


Liquid History





The Thames

1 What do you know about the River Thames? What else would you like to know about it? Think of three questions. Read through and see if you can answer them.

2 a  Read the text and complete the missing words derived from the words given.

b  Listen and read the text again. Explain the highlighted words. Then, ask and answer questions based on the text.

3  Find the main idea in each paragraph. In pairs, think of appropriate headings for each paragraph. Compare with another pair.

4  Tell your partner two things you found interesting about the River Thames.

5 **ICT** *Project:* Work in groups. Choose an important river that runs through a city in your country. Collect information, then write an article for the school magazine. Say *where it begins/ends its journey, which places it flows through and why it is important.* Illustrate your article with pictures.

London would not be London without the River Thames. It flows 215 miles across the English countryside and then through the heart of the great city before it **reaches** the sea. The Thames has played an 1) (**extreme**) important part in making England what it is today.

England had very few roads in the past, so the Thames **provided** a major highway between London and many parts of the country. People could also send **supplies** of food and other goods to and from London by boat. In times of war, London was protected from sea **attacks** because they built castles and forts at the mouth of the river. People from the London area got their 2) (**drink**) water from the Thames, and 3) (**thirst**) cows and sheep were a common sight along its banks.


With the 4) (**industry**) Revolution in the 18th century, the Thames became one of the busiest waterways in the world. Factories made and **exported** goods of all kinds. So people became rich and many of them built 5) (**beauty**) houses along the banks of the river. The 6) (**fame**) writer Charles Dickens spent part of his 7) (**child**) there and later wrote about the Thames in his books.

Today the Thames has become a **symbol** of London, just as much as Big Ben or Buckingham Palace. If you take a **stroll** along its banks, you'll have a day full of 8) (**please**) surprises. You can admire bridges built in many 9) (**differ**) architectural styles. The most **famous** one is probably Tower Bridge which actually opens up 1,000 times a year to let ships through. Or you might be 10) (**luck**) enough to see London's rowing event, the Oxford and Cambridge Boat Race, which takes place on the river every spring. Whether you're a Londoner or a visitor, the Thames will always have something to offer you.



World monuments in DANGER

1 What do you know about the monuments in the pictures? Why do you think they are in danger? Read to find out.

2  Read the text and complete it with the missing words. Listen and check.

Acid rain is rain that contains particles of acid. It is mainly caused 1) burning fossil fuels. Acid rain is bad for the environment and many of the world's historic monuments are 2) damaged by it.

- The **Statue of Liberty** in New York was a gift 3) the French people to the American people and is a universal **symbol** of freedom and democracy. Millions of people visit this great monument every year. For many years now, acid rain has 4) damaging the statue and has even changed its colour.
- The **Leshan Giant Buddha** is located 5) the eastern side of the Mui River in the Sichuan Province of China. It is 70.7 metres high. Begun in 713 AD and finished in 803 AD, the statue took people more than 90 years to carve from stone. It is the world's largest stone Buddha. It 6) nearly destroyed by wind **erosion** and acid rain before 1963 when the Chinese government began to repair it. Nowadays, the maintenance work is still 7) progress in an effort to restore this beautiful monument.

- **The Great Sphinx in Giza** is one of the 8) fascinating historical monuments of all and a national symbol of 9) ancient and modern Egypt. It was built about 4,500 years 10) and is the biggest stone **sculpture** made by man. Every year, millions of tourists come to see the Sphinx. Unfortunately, wind, **smog** and acid rain are putting this wonderful monument in danger. If we want to reduce acid rain we must burn less fossil fuels.

Burning coal, oil and gas releases huge amounts of sulphur* into the atmosphere. This is what creates acid rain. The best way 11) solve the problem is to use alternative energy sources to produce our electricity. Factories which use solar and wind power instead of the traditional fossil fuels can really help the environment. Another thing we can do is make cars and other vehicles more environmentally friendly. We need to stop using petrol. Instead, we can use cars 12) are electrically powered or run on some other fuel. In this way, the atmosphere will be cleaner and our monuments will stay beautiful.

*sulphur is a yellow chemical with a strong smell.

3 Read and mark the sentences *T* (true) or *F* (false). Correct the false statements.

- 1 Acid rain is caused by burning coal, oil or gas.
- 2 The Statue of Liberty was given to the USA by the French.
- 3 The Leshan Giant Buddha is made of wood.
- 4 The Leshan Giant Buddha is being repaired.
- 5 The Great Sphinx is made of marble.
- 6 The Great Sphinx is visited by millions of people every year.



6 Match the words in bold in the text to their definitions.

- 1 object or design that represents an idea or thing
- 2 gradual destruction of rock or soil caused by water or weather
- 3 very small parts of something
- 4 mixture of fog and smoke
- 5 work of art shaped from a material
- 6 fuel formed from decomposed remains of plants and animals

7 **ICT** Collect information about other monuments/historic buildings which are in danger. Present your findings to the class. You can visit this website <http://whc.unesco.org> and click on: Browse world heritage sites on 3D globes.

8 **THINK!** Do you agree with this proverb? Discuss.

Green wisdom

We do not inherit the earth from our ancestors, we borrow it from our children.
(Native American Proverb)

study skills

Context clues

When authors write, they often include context clues to the meaning of words they use but feel their readers may not know. These clues can be definitions, synonyms, antonyms, or visual prompts.

- 4** What context clues has the author used in the introduction?
- 5** Listen and read the text again. Which facts from the text impressed you? Tell your partner.

6 Progress Check

1 Fill in: *seaside, drive, sunstroke, boat, touristy, monuments, catch, track, book, boarded.*

- 1 Sam doesn't like to go anywhere too far off the beaten
- 2 I can't stand Kim and Ann. They me crazy.
- 3 Tina likes to visit quiet resorts that aren't too
- 4 All the flights are delayed, so we are all in the same
- 5 We always went on holidays when we were young.
- 6 Pollution is affecting many beautiful around the world.
- 7 The luggage was loaded onto the plane as the passengers
- 8 Let's our flights now, so we can start organising the rest of the holiday.
- 9 You should wear a hat in hot weather and drink lots of water to avoid
- 10 If we hurry, we can the 10 o'clock train.

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

2 Form nouns from the words in bold.

- 1 "I don't think you understand the of the problem," he said. **SERIOUS**
- 2 Tom is going to stay in a new luxury next to the beach. **DEVELOP**
- 3 Ian thanked his hosts for their **KIND**
- 4 We play board games on long journeys for **AMUSE**
- 5 At the end of my holiday, I always feel a bit of about leaving a place. **SAD**

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

3 Rewrite the sentences in reported speech.

- 1 "I enjoy travelling a lot," she said.
- 2 "I visited Spain last year," he said.
- 3 "Travelling solo is the best thing I've ever done," he said.
- 4 "I'll go to Italy next year," said Jane.
- 5 "I'm looking for an interesting destination," said Tim.

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

4 Complete the phrasal verbs with the correct preposition.

- 1 I have been setting a bit of money all year for my summer holidays.
- 2 Winter has started to set already, so we can go skiing.
- 3 We had to set early in the morning to catch the 6 am boat.
- 4 A two-hour delay on the way to the ferry set us, but we made up the time later.
- 5 When they realised they had missed the last train, anxiety set

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

5 Fill in the gaps with the correct preposition.

- 1 I'm picking up my tickets the airport.
- 2 We got stuck in traffic the motorway.
- 3 There aren't any cars left hire on the island.
- 4 I booked my holidays advance this year.
- 5 You will receive the parcel by Wednesday delay.

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

6 Match to form exchanges.

- | | |
|---|---|
| 1 | How was your holiday? |
| 2 | Everything went wrong. |
| 3 | I found your purse. |
| 4 | There's been an accident. |
| 5 | Why do these things keep happening to me? |

- a Thank goodness!
- b I don't know.
- c It was a nightmare!
- d What a shame!
- e Really? What happened?

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

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

Now I Can ...

- talk and write about travel experiences
- talk about holidays and holiday problems
- talk about means of transport
- describe an unpleasant experience and express sympathy
- use idioms related to travel
- write a thank-you letter
- write about a river in my country

... in English

Module 7

Education

◆ Before you start ...

- What country would you like to visit most?
- What is the worst/best thing that has ever happened to you while on holiday?

◆ Look at Module 7

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a graph
- a diagram
- sketches showing how something is made
- dictionary entries

◆ Listen, read and talk about ...

- different types of media
- school subjects and education
- idioms related to the news
- Trinity College, Dublin
- computer networks

◆ Learn how to ...

- ask for, give and react to advice
- emphasise meaning
- make assumptions

◆ Practise ...

- modals
- phrasal verbs: *give*
- words often confused: *advertisement/announcement, explanations/instructions, educated/taught, temper/mood*
- word formation: compound nouns

◆ Write / Make ...

- a for-and-against essay
- a class survey
- a short article about a famous university/college in your country



7a Reading & Vocabulary

Reading

- Describe the pictures. What gadgets can you see? Which of them have you got?
- Read the title and the first sentence in each paragraph. What could the text be about? Listen, read and check.
- Read the text and choose A, B, C or D to answer the questions.
 - What is Lisa not doing in her room?
 - chatting online
 - texting friends
 - writing an email
 - preparing for an exam
 - The phrase 'Generation M' means teenagers are good at ...
 - using technology frequently.
 - learning things simultaneously.
 - doing many tasks at the same time.
 - completing many ordinary tasks.
 - Learning is made easier when ...
 - you group many small things together.
 - you concentrate on one thing at a time.
 - you use technology to help you.
 - you use different forms of media.
 - Casey Roberts believes students need to ...
 - pay attention to individual tasks.
 - practise concentrating more efficiently.
 - learn to communicate better.
 - spend less time using electronic media.

- Match the words in bold to their meanings.

sending written messages cope with talking
 sometimes speaking to sb angrily additions
 focus effect
 stuck



Generation M

- It's 7:30 pm at Lisa's house and she's in her room doing her homework. However, homework is just one of the things she's doing while her eyes are **fixed** on the computer screen. As well as studying for her Biology exam, Lisa is also
- listening to music, **chatting** with her best friend online, downloading songs and **occasionally texting** people on her mobile phone. "My parents keep **telling** me **off** for multi-tasking while studying, but they don't understand that it helps me **concentrate**," she says.
 - It's not unusual for human beings to do several things at the same time but in our fast-paced technological society, the situation has come to a head. Young people today spend nearly 6 1/2 hours a day using various types of media, doing different things at the same time. This is the
 - reason why they are called the multi-tasking generation, or Generation M. But how do their brains **deal with** multi-tasking? Automatic actions like walking and chatting on the phone can be done at the same time, but when it comes to learning new information, multi-tasking has a
 - bad **impact**.

"Multi-tasking affects how you learn in a negative way," says Russell Poldrack, Associate Professor of Psychology at

- What does the author mean in the last sentence (l. 35-36) in the text? How far do you agree with this opinion? Discuss in pairs.

Vocabulary

Media usage

- Match the words to form phrases. Use them to complete the exchanges.

1 check	a (a) file(s)
2 download	b to the Internet
3 connect	c (a) programme(s)
4 install	d my emails



UCLA. Dividing your attention between too many activities makes the knowledge you gain harder to use later on. The researchers are not saying you shouldn't multi-task, just don't multi-task while you are trying to learn something new.

According to specialists, it is also essential to take time away from electronic media. "At the sound of the bell, all my students reach into their bags and grab their mobile phones to text message their friends. It is as if they're afraid of silence," says Casey Roberts, a secondary school teacher. "Their MP3 players, laptops and games consoles have become extensions of themselves. I really think that Generation M should take time to relax and reflect. There's life beyond the screen and the pleasure of face-to-face communication can be neither denied nor replaced".

University of California, Los Angeles

- A: Why weren't you online last night?
B: I couldn't I don't know why.
- A: Have you had a reply from Ann, yet?
B: I don't know! Let me
- A: Why is this computer so slow?
B: It's not the computer. It takes time to music
- A: Can you edit pictures on your computer?
B: Sure, but first I have to the on my computer.

- 7 Look at the addresses. Which is a web address? Which is an email address? Use the key to read them to your partner.

Key

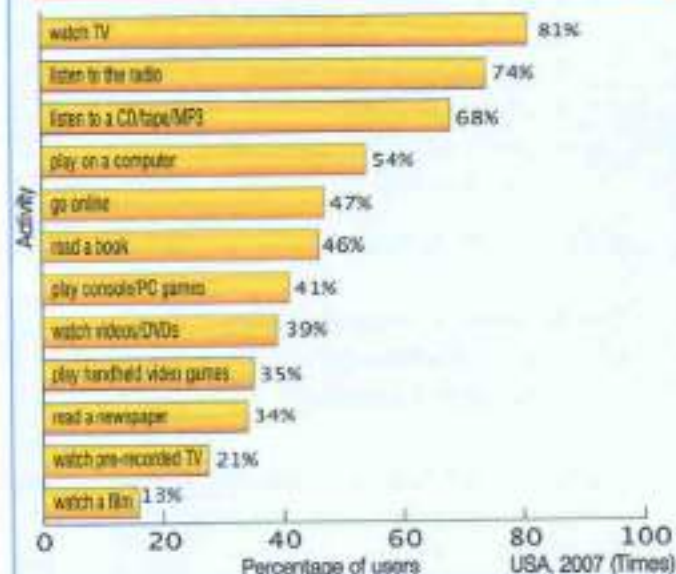
@	at	-	dash
.	dot	/	forward slash

- helen-green@gmail.com
- www.worldmedia.com/articles

- 8 Look at the graph carefully and answer the questions.

Media Young People Use

In a typical day, percentage of 8 to 18 year-olds who...



- Which type of media do young people use: most? least?
- What percentage of young people use the Internet on a daily basis?
- How many of the types of media mentioned are electronic media?
- Which of the activities mentioned do you do in a typical day?



- 9 **THINK!** Imagine a day in your life without gadgets. How will your day be different from a normal day? What changes will you make? How will these changes make you feel? Tell your partner.

- 10 **Project:** What types of media do your classmates use to do their homework? Carry out a survey. Report your findings.


7b

Listening & Speaking

School

- 1   Listen to the exchanges. Which of the pictures do they match? Choose a picture and describe it to your partner. Make two mistakes.



- 2 a  How many school subjects can you think of in 30 seconds? Make a list and compare with a partner.

b Which school subject(s):

- 1 are you fond of?
- 2 are you best at?
- 3 would you like to spend more time learning?

► I'm fond of chemistry.

- 3 Read the following dictionary entries. Use the words to complete the sentences.

certificate /sə'tɪfɪkət/ (n) an official document that proves that you have completed a course

degree /di'grɪ/ (n) a university course or the qualification that you get when you complete the course

report card /rɪ'pɔ:t kɑ:d/ (n) a card or paper which shows how well a student has been doing

timetable /'tɪmtəbəl/ (n) a list/chart that shows the times at which lessons take place


- 1 My parents were delighted when I showed them all the As on my
- 2 At the start of the year, all the students are given a
- 3 Patrick went to university and got a in Media Studies.
- 4 The students who pass the exam are given a

- 4 Choose **test** or **exam** to complete the sentences.

- 1 She fainted while she was getting a blood
- 2 My brother passed his driving yesterday.
- 3 When is your university entrance
- 4 I can't see that far. Maybe I should have an eye
- 5 Do you prefer sitting a written or an oral
- 6 Have you revised for your final

Exams

- 5 Read the first exchange of the dialogue. What do you think the dialogue is about? Read and check.

- 6 a  Read the dialogue again and choose from sentences A-H to fill in gaps 1-5. Listen and check.

Ann: So how did you do?

Sally: Pretty well. All the questions I expected came up. How about you?

Ann: Not so good. 1)

Sally: What? So many? How come?

Ann: 2) So, I didn't have time to revise everything.

Sally: Don't tell me you tried to do it all in the last few days before the exam.

Ann: I know. 3)

Sally: You should have prepared better.

Ann: That's easier said than done, but you're right. 4)

Sally: You should, indeed. Anyway, there's no point worrying now. Wait until you get your results. You can always retake it.

Ann: 5) Let's forget about the exams and go have a coffee.

Sally: That's the spirit!

- A I should manage my time better next time.
- B I should have revised more.
- C I left my revision to the last moment.
- D I really let myself down.
- E Can you retake it?
- F I didn't even try.
- G I messed up four of the questions.
- H I guess you're right.

- b What does Ann mean when she says:
"That's easier said than done"?

- c  In pairs, read the dialogue aloud.

Everyday English

Asking for/giving advice

- 7 **Portfolio:** Imagine your best friend hasn't been doing very well in his/her exams lately and act out a dialogue using the language and the ideas below. Record yourselves.

Asking for advice	Giving advice
<ul style="list-style-type: none"> • What's the best way to ...? • What do you think I should do? • What's your advice? • I'd like your advice about how to ... • What do you suggest I do about ...? • I don't know what to do. I ... 	<ul style="list-style-type: none"> • I (don't) think you should ... • If I were you, I would ... • Why don't you ...? • Have you thought of ...? • You could ...
Reacting	
<ul style="list-style-type: none"> • I can't do that./Mm, I'm not sure. • That's easier said than done. • Yes, that's a good idea./Yes, I suppose so. 	

- ask teacher for help/advice
- make a study timetable
- have study groups
- take better notes
- revise regularly
- go out less often
- turn off TV while studying

Remember to:



- talk about all the options
- support your ideas with arguments
- agree on a plan

► A: I don't know what to do. I've been getting really bad results lately.

B: Have you thought of asking your teacher for advice? That way you'll find out where you're going wrong.

A: Mm, I'm not sure etc.


Listening

- 8   Listen to the speakers. For questions 1-5, choose A, B or C.

- Listen to a boy talking about an exam. How does he feel?
a disappointed b happy c angry
- Listen to the announcement. Where would you expect to hear it?
a at school b in the cinema c in a gym
- Listen to a girl talking about her French teacher. What is the problem?
a She never marks the homework.
b She's very strict.
c She's often absent.
- Listen to a teacher talking about an incident at school. Why was the student kept back after school?
a He was caught hitting another pupil.
b He was caught copying in an exam.
c He was caught writing graffiti in the school corridors.
- Listen to a woman talking. What did she do well in?
a her driving test b her oral exam
c her job interview


Intonation

Contrastive Stress

- 9 a  Read the box. Then listen and repeat.

One word in a sentence or phrase may be stressed, either to contradict what another speaker has said, or to suggest one meaning rather than another possible meaning.

- John was here at five o'clock yesterday. (don't say that he wasn't)
John was here at five o'clock yesterday. (John, not someone else)
John was here at five o'clock yesterday. (not at six o'clock)
John was here at five o'clock yesterday. (not the day before)

- b  Practise in pairs with the following examples. What does each sentence mean?

- Andy didn't do well in the exam.
- He was caught hitting another pupil.

SPECIAL SCHOOLS

The Italia Conti Academy is no ordinary school. It is Britain's oldest theatre arts school. For those who dream of a life in showbusiness, getting accepted at this school is the first step on the ladder to success as an actor, dancer or singer.

It is a private school which means the students have to pay to go there. All the students must wear a uniform and have to attend the same kind of lessons as other students do. The students have to work very hard in order to pass their GCSE* exams.

Apart from their ordinary lessons, students can choose from a wide range of classes in the performing arts. These can be anything from taking traditional ballet to modern dance, or learning to act on the stage or for television.

Whatever type of show business the pupils want to work in, they are encouraged to develop as many performing skills as possible. The Italia Conti Academy, with some of the best teachers in the country, gives them the opportunity to do this. Many students perform professionally while still studying and some begin a successful career before they finish school.

* General Certificate of Secondary Education (exams UK students take at age 16)

Modals Grammar Reference

1 Read the first sentence of the text. What do you think life is like at the Italia Conti Academy? Read statements 1-7 and say which ones you think are true for this school. Read the text and check.

- 1 You **don't have to** pay to attend classes. (you are not obliged)
- 2 You **mustn't** perform professionally until you have finished school. (it's forbidden)
- 3 You **must** wear a uniform. (it's a rule)
- 4 You **can** choose a wide range of classes. (you're allowed)
- 5 You **need to** work hard. (it's necessary)
- 6 You **may** take dance classes. (it's possible)

2 Which of these statements in Ex. 1 are true for your school?

3 Rewrite the phrases in bold, using an appropriate modal and making any other necessary changes.

- 1 It's possible it'll rain later.
▶ *It may rain later.*
- 2 It's necessary to talk to the headmaster.
- 3 It's forbidden to bring pets into the classroom!
- 4 It isn't necessary for you to finish the project by Wednesday.
- 5 Always wear a uniform, it's a rule.
- 6 It's a good thing to revise for a test over the weekend.
- 7 Everybody is **obliged to** hand in their homework on time.

4 Choose the correct modals. Rephrase the sentences.

- 1 **May/Should** I ask a question?
▶ *Is it OK if I ask a question?*
- 2 You **should/need** stay at home if you're ill.
- 3 You **don't have to/mustn't** be rude to your teachers.
- 4 Parents **can't/don't have to** park their cars in front of the school gates.
- 5 You **may/have to** ask for permission to leave the classroom.

5 What rules are there in your school? Make sentences using appropriate modal verbs. You can use your own ideas.

- wear a uniform
- stand up when a teacher comes in
- eat in class
- run in the corridors
- use your mobile during lessons
- bring a doctor's note when you are ill

▶ *We must wear a uniform.*

6 Read the table. Which modals express:

- a positive deduction? • a negative deduction?
- possibility? • criticism? • negative obligation?

- A *She may/might/could have done it.* (It's possible that she did it.)
 B *She can't have done it.* (It isn't possible that she did it.)
 C *She must have done it.* (I'm certain that she did it.)
 D *You should/ought to have revised more.* (It was wrong not to revise.)
 E *You needn't have waited for me.* (It wasn't necessary.)

7 In pairs, complete the exchanges. Use the modals and the perfect infinitives of the verbs in the list.

go miss do leave finish

- A: She's really late.
B: She **must have missed** the bus.
- A: I'm really tired today.
B: You to bed early last night.
- A: You the washing up. It was my turn.
B: That's all right. I didn't mind.
- A: Bye. See you later.
B: Where are you going? You your homework already!
- A: What are you looking for?
B: My gloves. I them somewhere.

8 Complete the second sentence so that it means the same as the first. Use between two and five words including the word in bold.

- Perhaps he overslept last night.
might He last night.
- There's no way that she didn't do her homework.
must She her homework.
- It wasn't necessary for her to work yesterday.
needn't She yesterday.
- She didn't ask the teacher for help and now she can't write the essay.
should She the teacher for help then she would be able to write the essay.
- I'm certain Tony didn't cheat in the exam. He's very honest.
can't Tony in the exam. He's very honest.

9 Read the examples. Which sentences refer to the *present/past*? Which sentence shows duration?

Where's Steve? *He must be in his room.*
He might be doing his homework.
He can't have finished it yet.

10 Complete the sentences. Use *must*, *may* or *can't* and the infinitive in the correct form.

- A: They only moved in a month ago.
B: They (know) many people.
- A: Look. Jane is putting on her jacket.
B: She (go) out.
- A: Are we having lunch soon?
B: You (be) hungry already.
- A: Where's Jane?
B: I'm not sure. She (go) out.
- A: I've been working all day.
B: You (be) tired.
- A: Why are those people in the street?
B: I don't know. There (be) an accident.
- A: I can't find my scarf.
B: You (leave) it at home.

Speaking

11 Look at the pictures and make assumptions, as in the example. Use *must*, *might*, *can't*.



- A** *She must be tired.*
She might have gone to bed late last night.
She can't be interested in the lecture.


7d

Vocabulary & Speaking

1 Look at the text. Where could you see it? What is it about? Read to find out.

2 **RISE** Read the text and match the phrases to the gaps 1-6. There is one extra phrase you do not need.

- A to calm her down
- B they were released into the wild again
- C it was just going to be a routine call
- D to help the mother Koala
- E they go straight for it
- F on their own for very long
- G the stress hadn't done any harm

 Listen and read the text again. Tell the class a short summary of the text.

3 In groups, discuss the following.

- 1 Where do you get the news from?
- 2 What do you like reading, watching and listening to?
- 3 What is the most popular type of media among people your age?
- 4 **THINK!** Do you think TV is good for you? Why/Why not?

Vocabulary

Media Jobs

4 Who says what? Match the jobs to the statements.

- director
- reporter
- presenter
- producer
- editor
- newsreader
- sound engineer

- 1 This is Larry Forester, live from Glasgow.
- 2 And now everybody get ready to welcome Britney Spears! Hello there, Britney!



Koala Mum Rescued

"When I got the call from a family that there was a Koala in their backyard, I thought 1) "These words came from Vicki Pender of the Queensland Parks and Wildlife Services. Koala bears roam around in search of food. If they see a Eucalyptus tree, 2) regardless of where it is. "When I got there it was obvious the Koala was restless. I had to give her an injection 3) Just then, I heard a loud cry from a tree nearby. It was her little Joey screaming for its mum!" Joey is what a baby Koala is called. Vicki realised just then how critical it was 4)

Baby Koalas or Joeys are completely dependent on their mums and have very specialised diets. They cannot survive 5) "At that point, I turned my attention to the baby and coaxed it out of the tree." Luckily, mum and Joey were rescued and had a short stay in the animal hospital. Before long, 6) Together they disappeared into the leaves, happy to settle in for some dinner.

- 3 We have a major channel interested in buying this show.
- 4 Those were today's headlines. And now it's over to Jenny for the weather forecast.
- 5 Try it again, but make your voice louder this time so you sound really angry.
- 6 Hold the front page!
- 7 The sound quality is not very good.

5  Listen to the extracts A-C. Which is from:

- 1 a news report
- 2 a sitcom
- 3 a weather forecast

- 6 Choose the correct word. Check in the Word List.



- Turn on the TV! There's live of the cricket match between England and Australia.
A forecast B report C coverage
- We're just getting some news of a huge hurricane about to hit the Philippines.
A breaking B painful C shocking
- The time of day when most people are watching television is known as
A rush hour B peak season C prime time
- Next, we'll be bringing you a live from the White House.
A review B broadcast C presentation
- Many viewers were shocked when chat show host Jerry Fox fainted while
A on air B in show C in the act

Idioms

- 7 Match the idioms below with their meanings. Check in Appendix 3. Are there similar idioms in your language?

- | | |
|---|--------------------------------------|
| 1 | I heard it on/through the grapevine. |
| 2 | It hit the headlines. |
| 3 | He is bad news. |
| 4 | Let's get this show on the road. |

- | | |
|---|-----------------------------------|
| a | It's important news. |
| b | Let's get started. |
| c | It's a rumour going round. |
| d | He doesn't have a good character. |

- 8 Read and put the verbs in brackets into the Present Simple Passive. Then, put the pictures in the correct order.

How to make paper

- The trees (**cut down**) and (**send**) to a paper mill.
- At the mill, the bark (**remove**) from the wood.
- The wood (**chop**) into very small pieces with a chipper.
- Some chemicals (**add**) and the chipped wood (**cook**) in a big pressure cooker. Then the paper pulp (**pour**) into a container.
- The pulp (**spray**) onto a large screen and the water (**drain**) from the paper. Finally, the paper (**press**) flat between two rollers.



Speaking

- 9 Use the pictures to tell the class how paper is made.

For & against essays

1 Read the theory box. Which of the topics (a-c) corresponds to a for-and-against essay?

- a The most incredible experience I've ever had.
- b What's the best way to learn vocabulary in English?
- c Credit Cards: a curse or a blessing?

For-and-against essays are a type of discursive writing in which you discuss the advantages and disadvantages of a specific topic. A *for-and-against* essay should consist of:

- an introduction in which you present the topic, making a general remark about it without giving your opinion.
- a main body in which you present the points for and the points against, in separate paragraphs, supporting your arguments with justifications/examples.
- a conclusion which summarises the pros and cons and gives a balanced consideration of the topic *in my opinion/view, I believe, I think etc.*

For-and-against essays are normally written in a formal style; therefore, you should avoid using personal language (*I know, I am sure*), contractions (*I've got*) and colloquial expressions or idioms (*What's up?*).

2 Read the rubric and underline the key words, then answer the questions.

You have had a class discussion about the Internet as a homework tool. Your teacher has now asked you to write an essay presenting the arguments for and against it.

- 1 What type of essay should you write?
- 2 What will your essay be about?
- 3 What style should you use?
- 4 What points should you include in your essay? Discuss in pairs.

3 a Read the essay and complete the table. Were any of your points in Ex. 2-4 mentioned?

▶ In our modern, high-tech society and with 24-hour access to the Internet, it's no surprise that children are using homework-help websites more and more. **However**, there are arguments for and against using the Internet as a homework tool.

▶ There is no doubt that using the Internet as a homework tool has its advantages. **First of all**, it is a quick way to find information. This means that students have more free time for other activities. **Secondly**, the Internet provides a variety of sources. **For example**, students can read lots of information and form their own opinions by comparing and contrasting ideas.

▶ **However**, there are drawbacks to using the Internet as a homework tool. **One drawback** is that students don't use their writing skills. **For example**, they just copy the information which is not always well-written. **Another disadvantage** is that some websites not only contain poorly written material, but also inaccurate information. As a result, some students may include a lot of facts in their work which are incorrect.

▶ **All in all**, I think that the use of the Internet as a homework tool is a welcome and useful development. Unfortunately, though, it is not free from risks and we must bear those risks in mind if we want students to get the most from the Internet.



Advantages	Justifications/Examples
Disadvantages	Justifications/Examples

b What is the writer's opinion on the subject? Which paragraph contains his opinion?

Linkers

- 4 Look at the table. Read the article again and replace the linking words in bold with appropriate ones from the table below.

introduce/ points	the main/first/most important (dis)advantage, another (dis)advantage, some/many people suggest/argue, one/another point/in favour of/against ... etc
list/add points	firstly, secondly, thirdly, furthermore, in addition/moreover, also ... etc
show contrast	however/yet/although/even though/in spite of/despite/on the other hand ... etc
introduce examples	for example, for instance, in particular, as a result
conclude	in conclusion, finally, all in all, all things considered ... etc


Topic/Supporting sentences

- 5 Read the theory box. Find the topic sentences in the essay in Ex. 3. Which are the supporting sentences?

study skills

Topic sentences

We start each main body paragraph with a **topic sentence** which introduces or summarises the main idea of the paragraph. This helps the reader follow your arguments. The topic sentence is followed by one or more **supporting sentences** which justify the argument in the topic sentence by giving reasons or examples.

- 6  Work in pairs. Read the topic sentences and write supporting sentences for each. Use appropriate linkers.
- On the other hand, TV has got its disadvantages.
▶ *Many TV shows are violent and have storylines that are not appropriate for young people.*
 - There are certain disadvantages to using mobile phones.
 - The internet has certainly got its advantages.
 - There is no doubt that going to university helps your future.

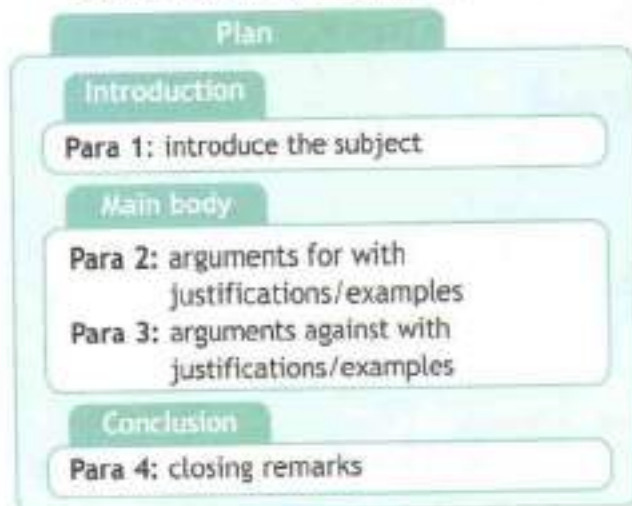
Writing

- 7 Read the rubric. Which of the statements (1-5) are arguments *for* and which are arguments *against*? Match them to their supporting arguments (a-e).

- Your English teacher has asked you to write an essay on the advantages and disadvantages of e-learning (online lessons). (120-180 words)

- Students can learn at their own pace.
- It is more convenient for people who don't have time to go to lessons.
- People can save time and money on travel.
- It can be lonely studying alone.
- E-learning depends too much on technology.
 - Students don't have to commute to school.
 - With e-learning there is no chance to meet other people and share ideas with them.
 - People do not have to be in a certain place at a certain time.
 - People can choose when and for how long they want to study.
 - Computer problems can make people miss lessons.

- 8 Now write your essay. Use the arguments above and the plan below to help you. You can use the essay in Ex. 3 as a model.



Phrasal verbs: give

- 1 Fill in: *up, away (x2), out, back*. Check in Appendix 1. Who says each sentence, a student or a teacher?
- Tony gave my secret and now the whole class knows! (reveal)
 - Don't give trying and your marks will improve. (stop trying)
 - Diane, could you please give the tests? (distribute)
 - Sorry, I've forgotten to give you your dictionary! (return)
 - I've given all my textbooks from last year. (give sth because you no longer want it)

Dependent Prepositions

- 2 Fill in the gaps with a suitable preposition. Check in Appendix 2.

Bullying is a big problem that affects lots of kids.

A bully is a boy or girl who is **mean 1)** others, by hurting them, calling them names or **blaming them 2)** things they didn't do. Most bullies don't **care 3)** the feelings of others. They act this way either because they want attention or because they **come 4)** troubled families.

Children who are bullied find it difficult to **concentrate 5)** their studies.

They are often **absent 6)** school and when they are there, they always **worry 7)** how to deal with the bullies. Bullying is unacceptable and should not be tolerated. If you see it, report it.

Words often confused

- 3 Circle the correct answer. Check in the Word List. Make sentences using the other words.
- Did you hear the **advertisement/announcement** about the bus strike tomorrow?
 - Did you read the **explanations/instructions** before you started setting up your computer?
 - He was **educated/taught** at Eton College.
 - John argues a lot and finds it difficult to control his **temper/mood**.

Word Formation

- 4 Look at the box. Then, form as many compound nouns as you can in a minute. Compare with your partner.

Compound nouns

- Compound nouns occur when two separate words are joined to form a new word. *basketball*

cup

paste

news

ache

head

end

tooth

shop

week

paper

bed

book

book

cut

hair

board

note

room

Grammar Revision

- 5 Underline the correct words.

Dear Mandy,

I thought I'd drop you a quick line to let you know I won't be able to write for a while. My exams are starting soon and I 1) **must/might** do a lot of revision to make sure I pass as many as I 2) **shall/can**.

These exams are very important because the results 3) **could/must** decide whether I 4) **have to/can** go to college or not. So you see, I really 5) **have to/could** try my best. If I do well, I 6) **shall/can** choose the college I want and if I don't I 7) **might/must** have to resit the exams or go to a college far away from home. I 8) **needn't/mustn't** mess it up.

Anyway, after my exams, I would love you to come and stay for a weekend. We 9) **could/must** catch up with each other and do lots of fun things. 10) **Can/Must** you come the weekend of the 20th of July? Let me know.

I 11) **may/must** go and start revising now. Talk to you soon.

Love
Christine

- 6 **THINK!** What would you do if you saw a schoolmate being bullied? Tell your partner.

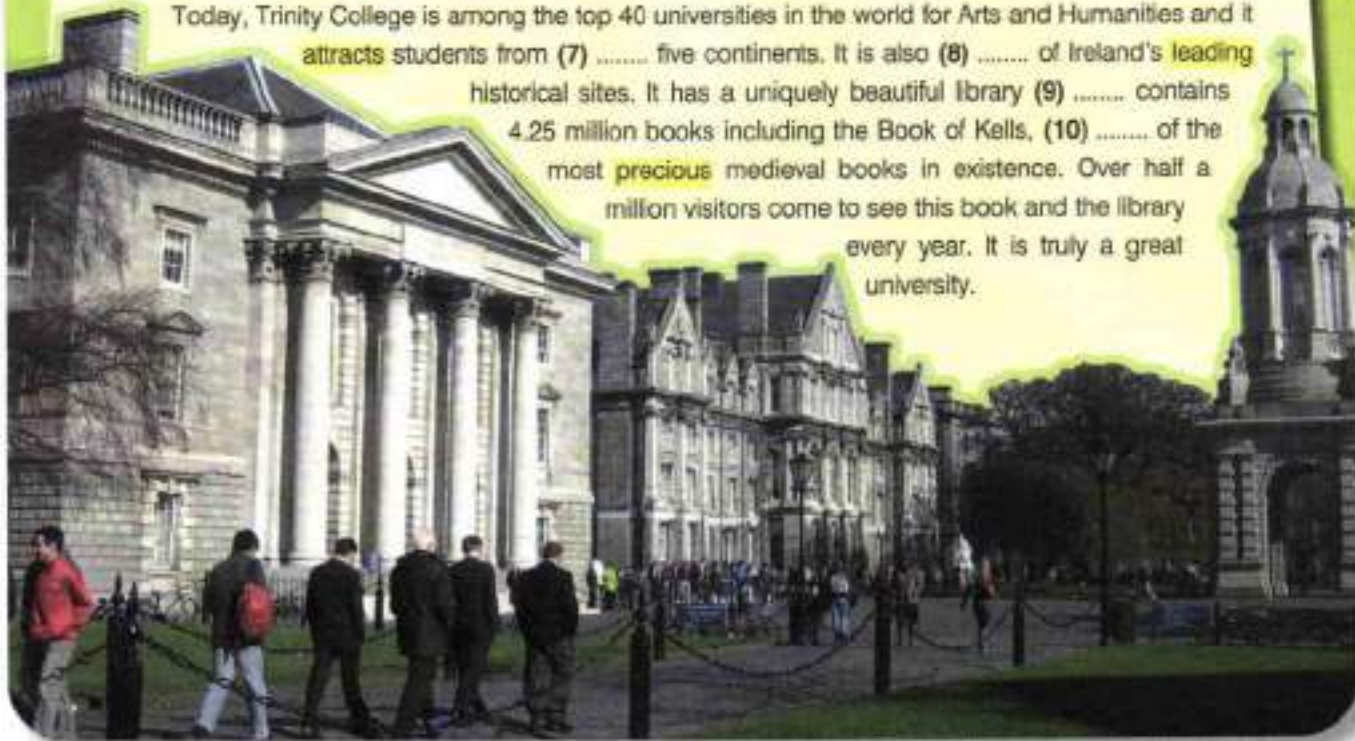
Trinity College Dublin: 400 years of history

If asked what Jonathan Swift, Oscar Wilde and Samuel Beckett have (0) *in* common, most people would correctly *reply* that they are famous writers. But (1) you know that they all *graduated* from the oldest and (2) prestigious university in Ireland?

Trinity College at the University of Dublin has an interesting history. The university (3) *founded* in 1592 in the heart of Dublin, the capital of Ireland. At (4), everything went well and the university grew slowly. Then, in the middle of the 17th century, life at the university became difficult (5) of two wars in the country. Fortunately, the university *survived* and from then (6) many wealthy families began to send their sons there for a good education.



Today, Trinity College is among the top 40 universities in the world for Arts and Humanities and it attracts students from (7) five continents. It is also (8) of Ireland's leading historical sites. It has a uniquely beautiful library (9) contains 4.25 million books including the Book of Kells, (10) of the most *precious* medieval books in existence. Over half a million visitors come to see this book and the library every year. It is truly a great university.



1 How are the following related to Trinity College? Scan through the text to find out.

- Jonathan Swift • Oscar Wilde
- Samuel Beckett • 1592 • 17th century
- Arts & Humanities • Book of Kells

2 **RE** Read the text and fill in the missing words. Compare with a partner.

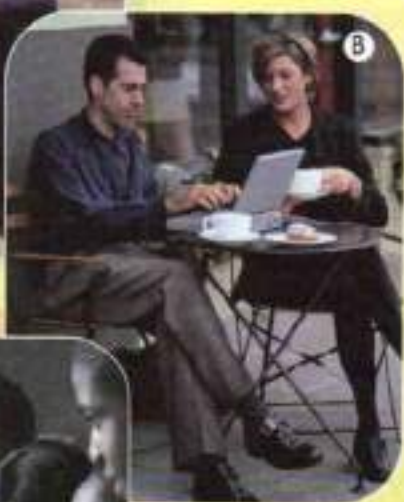
3 Listen and read the text again. What do these numbers refer to: 40, 4.25?

4 Match the highlighted words in the text to their meaning: *answer* (Para 1), *got their degree* (Para 1), *important* (Para 1), *brings* (Para 3), *managed to get through* (Para 2), *started* (Para 2), *rich* (Para 2), *valuable* (Para 3), *most popular* (Para 3)

5 Tell your partner three interesting facts about the college you remember from the text.

6 **ICT Project:** Think of one of your country's best universities. Collect information, then write a short article about it for an international school magazine. Write: *its name, location, when founded, history, interesting facts.*

- 1 Describe the pictures. Where has each been taken? What do you think each person is using their computer for?



- 2 Look at the diagram in the text. What is a computer network? Read the first sentence in the text and check.

Using a Computer Network

- 3 a Match the words to their meanings below.

① software

② hardware

③ cabling systems

④ data

⑤ share files and resources

⑥ plagiarism

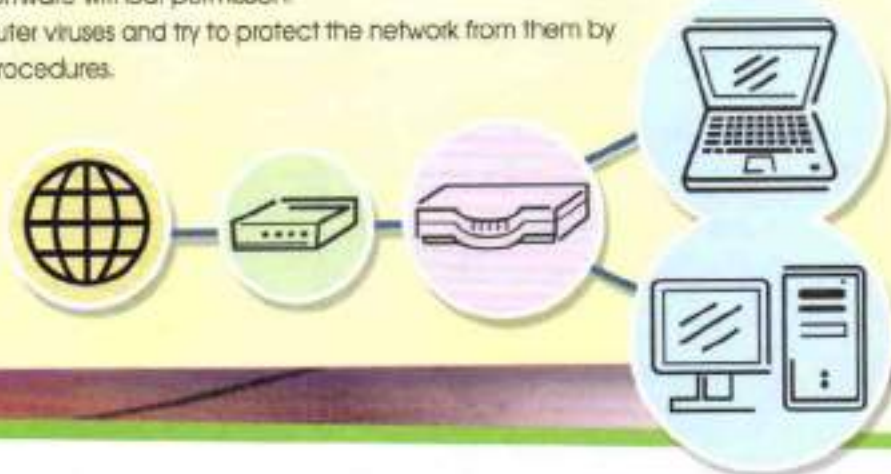
⑦ passwords

⑧ computer viruses

- a information
 b computer programs
 c copying someone else's work and saying it is yours
 d network of electrical wires
 e secret entry codes
 f many people use the same data and materials
 g harmful programs that destroy information on a computer system
 h machines and devices a computer uses

Networks are groups of computers, software and hardware that are all connected to help the users work together. They are typically found in businesses, schools and colleges, Internet cafés and libraries. A network connects computers by using cabling systems, special software and devices that handle the flow of data. A network allows users to share files and resources, such as printers, as well as send email to each other. So, as with any other shared resource, it is important to be responsible and think about other users. There are a number of things to keep in mind when using a computer network, such as:

- Do not share computer passwords.
- Do not overuse resources such as online connection time or printers.
- Use it only to help you with your studies.
- Do not use it for anything illegal, unethical or dishonest e.g. bullying other students or damaging equipment. 10
- Do not copy other people's work – either other students' or online information. This is called plagiarism and has serious consequences especially concerning copyrighted material. Remember information on the Internet may not always be copyrighted, but it is there to give you the facts and ideas for your own piece of writing and NOT to be copied and pasted into a new document. 15
- Do not install any software without permission.
- Be aware of computer viruses and try to protect the network from them by following security procedures.



b How are the words in Ex. 3a related to a computer network? Listen and read to find out.

4 Read the text and mark sentences 1-7 as T (True) or F (False). Compare with a partner.

- 1 Many students and business people use computer networks.
- 2 Network users have to share a computer.
- 3 The computers are connected with software and hardware.
- 4 Network users cannot print documents or send messages.
- 5 All network users share the same password.
- 6 All the information on the Internet is copyrighted.
- 7 Network users have to ask before installing a new program.

5 Find words in the text which mean:

- | | |
|----------------------|----------------------|
| 1 manage (l. 3) | 4 effects (l. 13) |
| 2 trustworthy (l. 5) | 5 set up (l. 16) |
| 3 unfair (l. 10) | 6 guidelines (l. 18) |

6 What are the **do's** and **don't's** of using a computer network? Tell the class.

7 **THINK!** Discuss the following statement.

Words of Wisdom

Science is organised knowledge. Wisdom is organised life.

Immanuel Kant (German philosopher)

7 Progress Check

1 Fill in: *download, headlines, extension, impact, connect, certificate, timetable, media, newsreader, grapevine.*

- 1 Teens these days use their mobiles as an of themselves.
- 2 Have you got your new school yet?
- 3 It's taking ages to this file.
- 4 The on BBC1 is really handsome.
- 5 Did you see the in today's newspaper?
- 6 She wants to work in the when she leaves school.
- 7 I can't seem to to the Internet for some reason.
- 8 He got his course framed and hung it on the wall.
- 9 Computers had a huge on the 20th century.
- 10 I heard on the that Martin has got a new job.

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

2 Form compound nouns using the words in the list and then use them to complete the sentences.

- black • paper • play • key • ground
- board • day • clip • board • light

- 1 Have you got a to hold these papers together?
- 2 I spilt some water on my and now it's not working.
- 3 The teacher asked John to write the answer on the
- 4 After school, the children go to the
- 5 In October, we put the clocks back and switch to saving time.

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

3 Complete the sentences with the correct modal.

- might • must • could • should • needn't
- need • mustn't • can't • don't have to • may

- 1 We to decide who will be class president.
- 2 You do all your homework today, you can finish it tomorrow.
- 3 I didn't see Lyn today, she have taken the day off.
- 4 "..... I leave early today, please?" Sarah asked.
- 5 Kate looked pale in the doctor's office. She be ill.
- 6 "..... you move over a bit so I can sit down, please?" he asked.

- 7 You respect your teachers and your classmates.
- 8 You talk or eat in class.
- 9 She have watered the garden as I had already done it.
- 10 Ian have finished his homework already, it's impossible.

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

4 Complete the phrasal verbs with the correct preposition.

- 1 Don't give I know you can do it!
- 2 I have to go to the library and give some books I borrowed.
- 3 Be careful! He enjoys giving other people's secrets.
- 4 I gave all my old clothes to the charity shop.
- 5 Debra, can you give these photocopies to the class?

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

5 Fill in the gaps with the correct preposition.

- 1 You shouldn't be mean others or no one will want to be your friend.
- 2 Never blame other people your mistakes.
- 3 I met a new girl at school who comes Spain.
- 4 Rachel really cares other people, she's so kind.
- 5 If you are going to be absent school you must bring a note from your parents.

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

6 Match to form exchanges.

- | | | |
|----------------------------|----------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> | What do you suggest I do? | a You should have indeed! |
| 2 <input type="checkbox"/> | Why don't you study more? | b Of course. |
| 3 <input type="checkbox"/> | So how did you do? | c I would study more if I were you. |
| 4 <input type="checkbox"/> | I should have tried harder. | d Pretty well! |
| 5 <input type="checkbox"/> | Could you hold the line, please? | e That's easier said than done! |

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

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

Now I Can ...

- talk and write about types of media
- talk about school subjects and schools
- ask for and give advice
- use idioms related to the news
- write a for-and-against essay
- write a short article about a university

... in English

Module 8

Pastimes

◆ Before you start ...

- Describe a typical school day.
- What's your favourite school subject? Why?

◆ Look at Module 8

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a school noticeboard
- an application form
- an advert
- an email

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

◆ Listen, read and talk about ...

- sports & free-time activities
- interests
- unusual pastimes
- football mascots
- Project A.W.A.R.E.

◆ Learn how to ...

- invite, accept & refuse invitations
- agree positively/negatively
- talk about your interests

◆ Practise ...

- phrasal verbs: *take*
- words often confused: *fit/healthy, team/group, pitch/court, match/practise, coach/instructor, members/parts, moment/minute, match/game, team/league, score/point, section/half, win/beat*
- Conditionals Type 0, 1, 2 & 3
- word formation: compound adjectives

◆ Write / Make ...

- a paragraph about your favourite activity
- an email based on written input
- a poster of mascots from your country
- a leaflet about a clean-up day



OUT of the ordinary

Reading

- 1 Which of the following activities can you see in the pictures in the text? What does each of the activities involve?

🔊 Read and listen to find out.



- 2 **RINE** Read the text again and answer the following questions.

Which person or people (A, B, C or D) ...

- have been doing their sport for over two years?
- has to be very fit?
- do a sport that is similar to another sport?
- found out about their sport from the media?
- has taken part in an event?
- do their sport with others?
- didn't believe their hobby existed at first?

- 3 Match the highlighted words to their meanings. What are these words in your language?

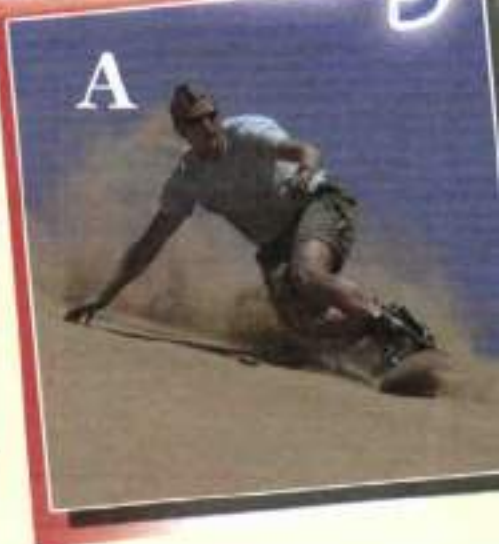
- move very fast • hits
- hooked on • fasten • rival
- competitors • slip • jump
- strange • started
- turning over many times

- 4 a Why are the following mentioned in the text?

- snowboarding
- New Zealand
- frozen waterfalls
- the Alps
- splashing

Brian Potter has been sandboarding for the past seven years. He loves it because he can do it pretty much anywhere there is sand! He says, "I'm a real speed freak and I find nothing more exciting than to take out my board and **whizz** down the sand dunes."

The general idea of sand-boarding is the same as snowboarding. People simply **strap** a board to their feet and slide down a hill. Brian says, "Last year, I entered the International Sandboarding Championships in Germany. There were around 50,000 **entrants** and I came 100th, so I was pretty proud."



Carla Murphy is known in certain circles as a 'zorbanaught'. This is because she spends some of her free time inside a large

inflatable¹ plastic ball called a zorb. "Zorbing is so much fun, I just can't get enough," she says. Zorbing involves rolling down a steep hill strapped inside a ball which can reach speeds of up to 50 to 60 kmph if the hill is steep enough. Up to three people can be inside at the



same time. "It's fantastic. You're totally protected from bumps and **knocks** by the zorb, but you **bounce** around as if you are weightless. Anyone from 6 to 60 can do it," Carla explains. This **bizarre** activity **originated** in New Zealand and now there are centres all around the world. Carla thinks it's great. "When we start **rolling**, we just start laughing and we can't stop."

¹ can be filled with air



Paul Lynch has been practising ice climbing for several years now and has climbed many frozen waterfalls. "My parents took me skiing to the Alps when I was a child and ever since, I've been **addicted to** the mountains. I moved to Canada a few years ago and I fell in love with ice climbing. I spend most of my free time climbing ice in the Rockies. Basically, ice climbing involves swinging an axe

into the ice above your head and pulling yourself up on it. You need a lot of equipment such as a helmet, rope and boots for ice climbing. And of course, it's very physical, so you really have to be in good shape," says Paul.

Harry Bolton didn't really like sport at all until he discovered something both new and unusual. "I was listening to the radio one day when I heard something that I thought must have been a joke. The DJ was talking about underwater hockey! When I realised it actually was a real sport, I decided to find out more about it. To my surprise, I found a local team and before I knew it, I was part of it!

Unlike water polo, where the action takes place above the water, underwater hockey is played at the bottom of the pool. Players wear masks, flippers and snorkels during the game. "The rules are really simple, you just have to **slide** the puck into the **opposing** team's goal," says Harry.

Underwater hockey was invented by a British diving club in 1954 and was originally called Octopush. Harry told us, "Unfortunately it's not much of a spectator sport, as all people watching from outside the pool can see are lots of splashing and flippers!"



- b THINK!** Why might someone want to do an unusual sport? In three minutes write a few sentences on the topic. Read your sentences to your partner.

Vocabulary

Interests

- 5** Which of the following do you enjoy doing in your free time? Tell your partner.

- playing a musical instrument
- listening to CDs
- going to art galleries
- painting pictures
- reading books/magazines
- going to the cinema
- eating out
- designing your own clothes
- writing novels
- watching DVDs
- going to fashion shows
- watching a game
- playing computer games
- working out at a gym

- ▶ *I haven't got much free time, but I enjoy reading magazines or going to the cinema when I can.*

Speaking

- 6** Choose any of the sports in the text on p. 122-123 Then make notes under the headings for each activity.

equipment

rules/technique

Use your notes to describe one activity to your partner. Your partner guesses the activity.

Writing

- 7** Write a short paragraph for an international student's magazine about your favourite activity. Write:

- name
- equipment
- rules/technique
- why you like it

8b

Listening & Speaking

Sports

- 1 Listen and repeat. Which sports can you see in the pictures? Are the names similar in your language?

windsurfing squash cricket rugby badminton long jump high jump tennis
 water polo javelin throwing volleyball scuba diving hurdles ice hockey aerobics
 karate gymnastics basketball snowboarding jogging climbing
 cycling football golf swimming

- 2 Which of the sports above are:

WATER SPORTS **TEAM SPORTS**

INDIVIDUAL SPORTS

- 3 Complete the tables with the sports in Ex. 1.

PLAY ▶ ice hockey

DO ▶ aerobics

GO

- 4 Listen to three people talking about their favourite sport. Which sport is each describing?

Bill

Amanda

Steve

- 5 Do you do any sport in your free time? How often? How long have you been doing it? Use the phrases in the box to tell your partner.

How often ...?

— all the time — I usually ...
 — twice a week / quite often — maybe once every two weeks / not very often — maybe three times a year / no, hardly ever — I can't remember the last time I went

How long ...?

— quite a long time
 — about nine or ten years / not very long
 — only about a month / quite a long time — about six or seven months

- ▶ I go cycling all the time, usually three or four times a week. I've been going cycling for quite a long time — about three years.

After school activities

- 6 a Read sentences A-G. What is the dialogue about?
- b Read the dialogue and complete the missing sentences. Listen and check. In pairs, read the dialogue aloud.

Ann: Are you doing anything after school, John?
 Bob: Yes, I'm going to play tennis.
 Ann: Really? Where are you going to play?
 Bob: 1)
 Ann: Oh, I didn't know there were courts there.
 Bob: They're not easy to see from the street. 2)
 Ann: Yes, I love tennis. I used to play a bit in my old town.
 Bob: 3)
 Ann: I'm not bad.
 Bob: Good! 4)
 Ann: I'd love to but I don't have my racquet with me.
 Bob: That's all right. 5)
 Ann: Great! Shall we meet outside school then?

- A Do you fancy coming along?
 B Are you any good at it?
 C I'm afraid I can't join you today.
 D You can borrow my spare one.
 E At the courts just behind my house.
 F Do you like tennis?
 G I can lend you my trainers.

Everyday English

Invite/Accept/Refuse Invitations

- 7 a** Read the box. How many of these expressions can you see in the dialogue?

Inviting	Accepting/Refusing
<ul style="list-style-type: none"> • Would you like to ...? • Are you doing anything ...? • How about ...? • What about ...? • I was wondering if you are free ... 	<ul style="list-style-type: none"> • Sure. Why not? • That would be lovely! • I'd love to. • I'm sorry, but I can't. • I'm afraid I can't. • That's very nice of you, but ...

- b** Use the notes on the school noticeboard as well as the language in the box to act out similar exchanges in pairs.

- ▶ A: I was wondering if you are free on Saturday afternoon?
 B: Yes, why?
 A: Would you like to come and play volleyball with us?
 B: That would be lovely!

Volleyball for all
 Saturday 2-5 pm
 In the Sports Hall

Inter-School football game
 Sunday 10 am
 Free refreshments

School play: Guys & Dolls
 Saturday Night 7 pm
 Tickets 5
 available at office

School Music Concert
 Assembly Hall
 Friday Night 7 pm
 Tickets £2

Listening

- 8** Listen to a radio interview with some British teenagers talking about their sporting experiences. Number the statements below in the order you hear them. There is one extra statement.

- A The speaker once had an accident.
 B The speaker has won competitions.
 C The speaker finds it extremely exciting.
 D The speaker needs more practice.
 E The speaker does their sport just for fun.
 F The speaker once lost some equipment.

	1	2	3	4	5
Speaker					

Say it right

- 9** Choose the correct answer. Listen and check.

- A: Are you doing anything special tonight?
 B: a Yes. That sounds great!
 b No, not really.
- A: Do you fancy joining us tonight?
 B: a I'm afraid I can't.
 b No, I don't mind.
- A: I'm afraid I can't join you at the cricket match.
 B: a That's a pity!
 b See you then.
- A: Would you like to go swimming later?
 B: a Sure. Why not?
 b I like to.
- A: What about watching the match tonight?
 B: a I suppose not.
 b Sorry. I'm busy.

Intonation

- 10** Read the theory. Then listen to sentences 1-4 and use the descriptions in the box to say how they sound.

The following features make spoken English sound natural.

DOs	DON'Ts
✓ Lively rise and fall in intonation	✗ Flat, monotonous intonation
✓ Clear, audible speech	✗ Mumbled, indistinct speech
✓ Regular, flowing rhythm	✗ Hesitant, jerky rhythm

- Let's meet at the front gate around 4:30 pm.
- I don't play squash very often. Maybe two or three times a month.
- If you really like badminton, we can arrange to play together some time!
- It's a pity you can't join us at the swimming pool. Maybe some other time.

Speaking

- 11** **Portfolio:** In pairs, invite your friend to play basketball after school. Use the phrases in Ex. 7 and the dialogue in Ex. 6 as a model. Act out your dialogue. Record yourselves.

Conditionals Grammar Reference

1 Read the jokes. Which of the underlined sentences refers to:

- a general truth? • a probable situation in the future?
- an imaginary situation in the present/future? • an imaginary situation in the past?



2 Read the table. Are there similar structures in your language?

Type	Condition	Main Clause	Use
0	If + present simple	present simple, imperative	general truth
	<i>If you heat ice, it melts.</i>		
1	If + present simple	can/will/may + bare infinitive	probable situation in the future/present
	<i>If they play well, they'll win the match.</i>		
2	If + past simple	could/would/may + bare infinitive	imaginary situation in the present/future
	<i>If I were you, I'd take up tennis.</i>		
3	If + past perfect	could/would/might have + past participle	imaginary situation in the past, regret about the past
	<i>If we had revised more, we would have passed the test.</i>		

3 Expand the sentences. Use *if* or *when*.

- winter comes/days get shorter
▶ *When winter comes, days get shorter.*
- you heat metal/expand
- iron gets wet/rust
- not water the plants/they die
- heat water 100°/boil
- drop ice on water/float
- you come/we can talk about it
- they meet/they discuss all details

If – unless


4 Read the box. Then, rewrite the sentences using *unless*.

unless = if not

1 If we don't get tickets, we won't see the concert.

► We won't see the concert unless we get tickets.

- If you aren't sure she's at home, don't go.
- You can't fix it if you don't know how to do it.
- You can't sit here if you don't have a reservation.
- If you don't leave now, you'll miss the bus.
- If we don't pay the bill, the electricity will be cut off.

5  What are you doing this weekend? Use the ideas to discuss with your partner.

weather be warm/go to the beach

our car get fixed/go on a trip

gallery be open/go to an exhibition

get tickets/go to a pop concert

this new film be on/
watch it at the local cinema

be in the mood/tidy up my room

- A: What are you doing this weekend?
B: It depends. If the weather is warm, we'll go to the beach. What about you?
A: I haven't really decided, but if I get tickets, I'll go to a pop concert.

6 Use the ideas to make sentences.

How would you spend this weekend if ...

- you suddenly caught a cold?
- the weather was great?
- your parents were on a business trip?
- you had an exam on Monday?
- all your friends were away?
- it was your birthday?

► If I suddenly caught a cold, I would stay in bed.

7 Put the verbs in brackets into the correct tense. What type of conditional is each sentence?

- If you boil water, it (turn) to steam.
- She would be upset if she (lose) her earrings.
- If you study hard, you (pass) the exam.
- If I were rich, I (go) on a cruise around the world.
- You will become a better player if you (practise) more.
- If my team (play) better, they could win the cup.
- They'll be disappointed if you (not/come).
- Ice melts if you (heat) it.

8 Describe the pictures. Use the third conditional to suggest what could have been done to stop these things from happening.



► If the climber had listened to the weather forecast, he wouldn't have gone climbing.

9 Write a sentence for each situation. Use conditionals type 2 or 3.

- The accident happened because he didn't see the red lights.
► If he had seen the red lights, the accident wouldn't have happened.
- It's raining, so we can't go to the park.
- We didn't enjoy the school trip because the weather was bad.
- I don't know her phone number, so I can't call her.
- Nobody told me that Mary was in hospital, so I didn't visit her.
- This PC game is very expensive, so I won't buy it.
- I have to study for my exams tonight, so I can't meet you.
- I didn't go to Laura's party, so I didn't meet her cousin.

10 Complete the sentences with your own ideas.

- | | |
|--------------------------------------|--|
| 1 If I visit London, | 5 If I leave on time, |
| 2 If it stopped raining, | 6 If I found a wallet in the street, |
| 3 If I hadn't eaten that much, | 7 If I had more free time, |
| 4 If I find his phone number, | 8 If I had seen you, |

Speaking

11 Start a chain story and continue it.

- T: If Sue hadn't woken up late ...
S1: ... she would have caught the school bus.
S2: ... If she had caught the school bus, she ...

Norman Whiteside

Ronaldo

Pelé

- 1 What do you know about the FIFA World Cup?
How are these people related to it?

🔊 Listen and read the text to find out.

FIFA World Cup

Every four years, billions of spectators watch their national teams take part in the football World Cup. It is a moment that all football fans look forward to. In fact, the FIFA World Cup is probably the most important sport event in the world.

The World Cup was created in the 1930s when Jules Rimet, a French football official, came up with the idea of bringing the best football teams in the world together to play against one another for the title of World Champions. There was great enthusiasm for his idea, and the first FIFA World Cup was organised in Uruguay in 1930. The host team won the first World Cup when they beat Argentina 4-2. Since then, almost

twenty World Cup tournaments have been played and the competition has often surprised fans around the world. Everyone was amazed when the USA beat England 1-0 in 1950. The 1966 World Cup surprised many fans when Italy lost 1-0 to North Korea, and Northern Ireland took everyone by surprise when they beat the host team Spain 1-0 in 1982. Many legends and many football records have also been made during the World Cup. The Irish 17 year-old Norman Whiteside was the youngest player to ever play in a World Cup and Pelé was the youngest to ever score in a match and win the World Cup. Ronaldo is the top scorer in World Cup history, with 15 goals.

Football history is made every four years at the FIFA World Cup. Whatever the results, the championship brings people from every region of the world together in the spirit of fun and sport.

- 2 a Fill in *who*, *whose*, *what*, *where*, *why*, then answer the questions.

- idea was it to create the World Cup?
- was the first World Cup played?
- was the result of the match between Uruguay and Argentina in 1930?
- was England defeated by in 1950?
- did Northern Ireland take everyone by surprise in 1982?

b Explain the words in bold.

- 3 Match the phrases to the numbers. What are they in your language?

- | | | | |
|---|-----|---|----------|
| 1 | 4-2 | a | one nil |
| 2 | 1-0 | b | one all |
| 3 | 0-0 | c | four two |
| 4 | 1-1 | d | nil nil |

- 4 🎭🗣️🔊 Fill in: **pitch**, **court**, **course** or **rink**. Listen and check. Then act out exchanges with your partner as in the example.




- | | | | |
|---|----------------|----|-------------------|
| 1 | rugby | 6 | tennis |
| 2 | cricket | 7 | badminton |
| 3 | hockey | 8 | squash |
| 4 | football | 9 | basketball |
| 5 | golf | 10 | ice skating |

- A: *Where can you play cricket in your area?*
B: *Nowhere really. There aren't any cricket pitches that I know of. / There's a cricket pitch opposite the school.*

Vocabulary

Sports

5  Act out exchanges in pairs.

A: Shall we play tennis after school?

B: Sorry, but I've left my racquet at home.



► A: Where can you play cricket in your area?

B: Nowhere really. There aren't any cricket pitches that I know of. / There's a cricket pitch opposite the school.

6 **Win, beat or gain?** Complete the phrases. Use five phrases to make sentences.

1 a game, 2 an advantage, 3 support,
4 an ability, 5 an opponent, 6 a
competition, 7 time, 8 a problem, 9 a
record, 10 a medal, 11 speed, 12 a
prize

► win a game — I hope we are able to win a game in this competition.

7 **a** Read the sentences. What follows each structure, a plural or singular verb?

Both John and Peter are in the basketball team. (John is and Peter is too.)

Neither Sue nor Ann like(s) sport. (Sue doesn't and Ann doesn't either.)

Either John or Mary is going to pick up the children. (John is going to, or Mary is, but not both.)

b Rewrite the sentences using *both/and, neither/nor or either/or*.

1 Sam plays a lot of football. Andy does, too. ► *Both Sam and Andy play a lot of football.*

2 Mary doesn't know how to play squash. Becky doesn't either.

3 Henry's dad will pick him up from hockey practise, or else his mum will.

4 Ben has got a new tennis racquet. Mark has too.

5 Paul scored the goal, or else David did.

Idioms

8 Check these idioms in Appendix 3. Use them to complete the exchange.

- the ball is in your court
- get off the hook
- get the ball rolling
- saved by the bell
- throw in the towel

1 A: Did Tim's teacher shout at him for not doing his homework?

B: No, he because she was in a hurry today.

2 A: You're lucky there was no time left to ask you questions.

B: I know. I

3 A: I'm fed up. Whatever I do I just can't get it right.

B: Come on. You're not going to now, are you?

4 A: Do you think your husband will make the decision?

B: No, I think now.

5 A: Nothing's happening. What should I do now?

B: If you call a meeting that should

9 Which sports did you do in primary school? Which sports do you do now? How often? Where? Who with? Tell your partner.

Letters/Emails based on written input

- 1 Read the dictionary entry below. Do you belong to any clubs? Which club would you join if ...?

club /klʌb/ (n) an organisation of people interested in a particular activity or subject who usually meet on a regular basis.

- you loved dancing to traditional music?
 - ▶ A folk dance club
- you enjoyed playing chess?
- you supported a particular football team?
- you were crazy about tennis?
- you liked reading books?
- you enjoyed taking pictures?

- 2 Look at the form below. What type of club is it for? Listen and fill in the missing information.

Brighton Swimming Club

Membership application form

SURNAME: Davis
 FIRST NAME: 1)
 DATE OF BIRTH: 2-10-1995
 TELEPHONE NUMBER: 2)
 EMAIL ADDRESS: sdavis123@gmail.com
 EMERGENCY CONTACT NUMBER: 3)
 PARENTS' NAMES: John and Mary Davis
 ADDRESS: 4)
 POSTCODE: BP2 6HX
 SESSIONS (PLEASE TICK AS APPROPRIATE):
 5) MON: WEDS: FRI:
 HEALTH: Please give details of any health problems (asthma, short-sighted etc) None
 SWIMMING ABILITY: Please tell us whether you are a beginner or if you have any swimming certificates.
 6)

- 3 Read the box, then look at the advert below. What type of letter would you write? What style should you write in?

Letters/Emails based on written input

Letters/Emails based on written input are letters that respond to written information. This information may be in the form of adverts, letters, invitations, notes etc, as well as visual prompts such as maps, drawings etc. Transactional letters can be of any type e.g. letters of complaint, letters of apology, letters applying for a job, letters giving/asking for information, etc.

The style of writing can be formal, semi-formal or informal, depending on who you are writing to.

It is important to include all the information asked for in the rubric. You must give this information in full sentences, using your own words as much as possible.

Welcome

TO BRIGHTON

SWIMMING CLUB



We offer

- lessons from what ages?
- year round sea swimming/races
- water polo

Lessons are every evening from 6 pm to 10 pm. All our trainers have ASA (Amateur Swimming Association) certification.

Join Us Now!

New swimmers are accepted every Friday evening.

For more information email

rorynewtown@hotmail.uk

Annual Subscription £25.00 per year.

Same for all ages and activities?

4 Read the email. Has Alana included all the necessary points?

email

Dear Sir or Madam,

I am writing to find out more information about the swimming lessons which I saw advertised in this week's *Student Direct*.

First of all, could you send me some information for beginners? For example, how old does a child have to be to join the club and what time are new swimmers accepted on Friday evenings? I have a five-year-old brother, and I was wondering if he could start having swimming lessons at your club this year.

Secondly, would it also be possible for you to send me a timetable of the sessions? Finally, could you also tell me if the annual subscription fee is the same for everybody?

Thank you in advance for your help. I look forward to hearing from you.

Yours faithfully,
Alana Holmes

5 a Read the box. Find examples in the email in Ex. 4. Then turn the direct questions into indirect ones, as they would appear in a formal letter.

Requesting Information

To request information, you can use direct or indirect questions.

Direct questions are quite common in informal letters. Some of them begin with a question word such as **what, who, when, how** etc. *How far is the hotel from the beach? Do we need to bring our own food?*

Most indirect questions are formed with modals such as **could, would** etc and are normally used in semi-formal or formal letters. *Could you please let me know how far the hotel is from the beach?*

You use **if/whether** in an indirect question when there is no question word in the direct question. *Do we need to bring our own food? I would like to know if/whether we need to bring our own food.*

- How much is the monthly subscription?
▶ *Could you please tell me how much the monthly subscription is?*
- Where do the lessons take place?
- How many pupils are there in each class?
- Do we have to buy our own equipment?
- Can we borrow more than five books from the library?

- b Use the information in the advert as well as your own ideas to turn the email into a telephone conversation between Alana Holmes and Rory Newtown from the swimming club.

Writing

- 6 You've seen this advert on the school noticeboard. Write an email to Lenore Burton, asking her for more information about the Bay Photography Club. Use the plan below to help you.


SCHOOL PHOTOGRAPHY CLUB

Tips and guidance for everyone from basic to advanced level.

What time? What time?
Where? Where?

We meet on Tuesdays in classroom 2D and we organise three weekend outings per year to practise what we have learnt by taking some superb pictures of nature!

For more information contact Lenore Burton: lenoreburton@gmail.co.uk



Plan

Introduction

Para 1: opening remarks/reason for writing

Main body

Paras 2-3: your questions

Conclusion

Para 3: closing remarks

Smile

What doesn't ask a question but demands an answer?

A telephone ringing.



Phrasal verbs: take

1 Fill in: *to, up, off, after*. Check in Appendix 1.

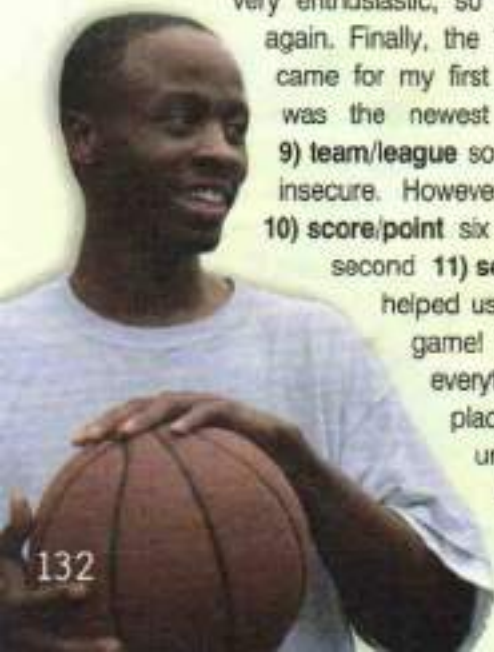
- 1 Since you have so much free time, why don't you take tennis? (*begin sth as a hobby*)
- 2 Danny is very active; I think he takes his mum. (*to be like*)
- 3 The children immediately took their new tennis instructor. (*liked*)
- 4 Take your tracksuit and put it in the washing machine. (*remove clothes*)
- 5 What time did the plane take? (*leave the ground*)
- 6 Homework takes most of my time on weekdays. (*fills time*)

Words often confused

2 Circle the correct answer. Check in the Word List. Make sentences using the other words.

SPORTS CRAZE

I have never been especially 1) **fit/healthy** and I've never liked 2) **team/group** sports. Plus, I couldn't really understand what's so thrilling about bouncing a ball up and down a 3) **pitch/court**. However, four months ago, my brother talked me into joining him at basketball 4) **match/practice**. Surprisingly, I took to it at once. The 5) **coach/instructor** was very helpful and the rest of the team 6) **members/parts** were very enthusiastic, so I went again and again. Finally, the 7) **moment/minute** came for my first 8) **match/game**. I was the newest member of the 9) **team/league** so I was feeling very insecure. However, I managed to 10) **score/point** six times during the second 11) **section/half**, which helped us 12) **win/beat** the game! This was when everything fell into place, and I finally understood what the basketball craze is all about!



Dependent Prepositions

3 Fill in the gaps with a suitable preposition. Check in Appendix 2.

- 1 Are there bikes hire in this city?
- 2 Who's charge of your baseball team?
- 3 Have you checked if your climbing equipment is good condition?
- 4 Are you favour of women boxing?

Word Formation

4 Read the box, then match to form compound adjectives. Make sentences, as in the example.

Compound adjectives

Compound adjectives are usually formed in the following way: adjective + present participle or adverb + past participle (*well-known, good-looking*). Hyphens are used to link the words together.

- | | |
|---------|-------------|
| 1 old | a looking |
| 2 kind | b lasting |
| 3 open | c built |
| 4 long | d hearted |
| 5 good | e minded |
| 6 newly | f fashioned |

► I can discuss anything with my parents. They are very open-minded.

5 Read the story and make sentences, as in the example.

Jenny had a terrible day today. She forgot to set her alarm clock, so she woke up late. As a result, she missed the bus, so she had to walk to school. It started raining on the way, and she had left her umbrella at home, so she got soaking wet. She didn't arrive at school on time. The teacher got very angry with Jenny, so Jenny got upset.

► If Jenny hadn't forgotten to set her alarm clock, she wouldn't have woken up late.

6 **THINK!** Think of three sports you find too dangerous to play. Explain why. Tell your partner.

- 1 Listen to the music. What images come to mind? Where are you? What is happening? What are the people around you doing?
- 2 Look at the pictures. Which English football teams do these mascots belong to? Read to find out. What are the mascots' names?



- 3 **RENE** Read the text again and complete the gaps with the missing words.

- 4 Match the words in bold with their meanings below.

- | | |
|-------------|----------------|
| 1 soft | 4 work for |
| 2 admired | 5 walks around |
| 3 encourage | |

- 5 Listen and read the text again. Choose a mascot and describe it to your partner.

- 6 **ICT** Project: In pairs, research mascots in your country. Make a poster showing several different ones. Label the pictures with their names and which football teams they belong to. Write a short paragraph describing each one.

MASCOTS

Schools, colleges, sports teams, charities and even breakfast cereals have all used a grown man in a **cuddly** animal costume to help their image. These mascots attract publicity and **promote** public relations. Many English football clubs have an official mascot. They **represent** the team and hopefully bring them good luck as well. Here are three of the most famous ones ...

A **Gunnersaurus Rex** is a friendly dinosaur. He has been the mascot for Arsenal Football club **0)** **▶ since** 1993. Gunnersaurus has proved to **1)** very lucky so far. Since he has been with the club they have won 13 titles including the FA Cup and the European Winners' Cup! Gunnersaurus sometimes follows his team around Europe making appearances **2)** Champions League matches too. He is one of the **3)** **respected** mascots in football and all the fans love him.

B **Billy Bentam** is one of the Bradford City A.F.C. team mascots. Billy is a tall brown hen **4)** a big yellow beak dressed in his team's purple and yellow striped kit. Billy always **wanders** **5)** the football pitch waving to the fans before the game and **6)** half-time¹. It seems that he is quite a good goalkeeper himself and he sometimes takes **7)** in penalty shoot-outs² with other mascots and children.

C **Fred the Red** is the mascot at Manchester United Football Club. He is a big cute red devil dressed **8)** a Manchester United kit. He usually appears before kick off³ and at half-time during home games. He is very popular **9)** the younger children. Like many other mascots Fred often does charity work. In 2004, he **abseiled**⁴ down the side of Manchester United's stadium to raise money **10)** charity!

- 1 a break between two parts of a sporting event
 2 when opposing players take turns to try and score a goal
 3 the start of the game when the ball is kicked from the centre of the pitch
 4 slid down using a rope



1 Read the title of the text. The acronym stands for **Aquatic World Awareness Responsibility Education**. How can this be related to the pictures? Read through to find out.

2 **TIME** Read the text and choose the correct word to complete the gaps.

- | | | | |
|----------------|---------------|------------|--------------|
| 1 A loved | B favourite | C dearest | D best-liked |
| 2 A end | B symptom | C effect | D impression |
| 3 A sorts | B varieties | C styles | D ways |
| 4 A procedures | B means | C actions | D measures |
| 5 A admire | B respect | C regard | D consider |
| 6 A next | B approaching | C coming | D future |
| 7 A creates | B makes | C arranges | D organises |
| 8 A activity | B action | C energy | D effort |
| 9 A give | B make | C take | D do |
| 10 A lifting | B picking | C making | D raising |

3 Match the words in bold, in the text, to their meanings.

- what you hope to achieve
- to affect conditions or behaviour
- people who do work without getting paid
- damage
- protect from harm
- places where the edge of the sea meets land
- the ground under the sea
- groups of people of the same age



PROJECT AWARE

We all have our 1) sports or free-time activities, but how many of us think about the 2) they can have on the environment. Trekking in the mountains, fishing in a lake or scuba diving near a coral reef are all examples of 3) in which we **interact** with the environment through our sports. This means that we should take 4) not to **harm** the environment and to leave it exactly as we found it.

Project Aware was founded in 2002 by the Professional Association of Diving Instructors in Switzerland. It is a non-profit organisation whose main **aim** is to educate divers on how to 5) and **conserve** the underwater environment. They believe that we need to protect the aquatic world from pollution and protect endangered species. In this way, 6) **generations** will be able to enjoy the beauty of our oceans.

Project Aware provides education for adults and children on aquatic life such as coral reefs, turtles, sharks and whales. It also 7) competitions in underwater photography. But it doesn't stop there! Project Aware **volunteers** take 8) to conserve the underwater environment. Every year in April, divers and volunteers 9) part in the festivities of Earth day. Also, every September, thousands of divers participate in International Clean-up Day by 10) up rubbish from **shorelines** and the **seabed**. Their work is really making a difference, and thanks to them our coast lines, beaches and our underwater world will keep their natural beauty.



- 4 Listen and read the text again. In pairs ask and answer questions based on the text.

- A: When was Project A.W.A.R.E. founded?
B: In 2002. Who ...?

- 5 **THINK!** In pairs discuss the following.

- 1 Why should people participate in such projects?
- 2 Would you ever participate in such a project? Why/Why not?

- 6 **Project:** Work in groups. Your school wants to participate in Project A.W.A.R.E. International Clean-up Day. Decide on the activities you would do and prepare a leaflet. In the leaflet mention: *Name of the event, Date, Activities, Time, For more information contact.* Tell the class.

- 7 **THINK!** Do you agree with the statement? Why/Why not? Discuss.

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." Baba Dioum

8 Progress Check

1 Fill in: *physical, technical, strapped, opposing, half-time, enthusiasm, tournament.*

- You need lots of equipment to go scuba diving.
- Halfway through the the top player had to retire because of an injury.
- Rock climbing is a very activity.
- The team scored three goals in thirty minutes and won the match.
- The players weren't very good, but they were full of
- At, we got a drink and a hot dog from the refreshments stand in the stadium.
- Zorbing involves being inside a large plastic inflatable ball.

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

2 Form compound nouns with the words below and complete the sentences.

hard grey even tight well

tempered fitting dressed haired working

- My gym teacher is very He never raises his voice.
- My mother is always, even when she goes to a football match!
- Tim is very His job as a personal trainer demands it.
- Fred has grown a lot recently. His football boots are quite now.
- My swimming coach is a little lady called Mrs Meadows.

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

3 Fill in the gaps with the correct form of the verbs in brackets.

- Most metals rust when they (get) wet.
- If I had time, I (play) a game of football.
- If you train hard, you (get) on the team.
- If I were rich, I (watch) my favourite team play all over the world.
- If we (train) harder, we would have won the game.
- Water (turn) to ice when you freeze it.
- If you had told me you needed help, I (give) it to you.
- If I knew how to swim, I (feel) confident in the water.

- If they score a goal, I (be) surprised.
- If we (know) about the match earlier, we could have bought tickets.

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

4 Fill in with the correct particle.

- John takes his dad. He's also a good tennis player, too.
- Kate took swimming like a duck to water.
- Take those muddy boots before you come in, please!
- My dad took golf when he retired.
- The plane took an hour late.

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

5 Fill in the gaps with the correct preposition.

- You are unfit. Look how of breath you are after coming up those stairs.
- I am totally favour of contact sports.
- Losing this match is of the question!
- Jack is charge of the sports equipment.
- These golf clubs are excellent condition.

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

6 Match to form exchanges.

- | | | |
|----------------------------|--|------------------------------------|
| 1 <input type="checkbox"/> | Would you like to go to watch the match? | a No, not at all. Why? |
| 2 <input type="checkbox"/> | I'm sorry I can't join you. | b Don't mention it. |
| 3 <input type="checkbox"/> | Are you busy later? | c Of course I can. |
| 4 <input type="checkbox"/> | Can you play tennis? | d Yes, please. That would be nice. |
| 5 <input type="checkbox"/> | It's very nice of you to ask. | e That's a pity. |

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

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

Now I Can ...

- talk about sports and free-time activities
- make, accept and refuse invitations
- write an email based on written input
- talk and write about football mascots
- prepare a leaflet about a clean-up day

... in English



Grammar Check

Module 1

Present Tenses

1 Complete the questions, then answer them about yourself.

- 1 What you (do) tonight?
- 2 you (stay) at your friend's house this weekend?
- 3 your grandparents (live) with you?
- 4 your teacher (give) you a lot of homework?
- 5 your school (offer) after-school activities?
- 6 How long you (study) English for?
- 7 you (think) about learning a new foreign language?
- 8 you (ever/meet) a pop star?

2 Ask your partner about his/her habits. Use *adverbs of frequency*. Tell the class.

How often do you ...?

- go to parties • meet your friends
- go to the cinema • watch TV by yourself
- go to the park • play video games
- eat at your friends' houses
- go out with your brother/sister/friends
- spend time with your parents

▶ *Kate rarely goes to parties. She often meets her friends.*

3 Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.

- 1 A: I (think) of buying a new camera.
B: Yes, I (think) that is a good idea.
- 2 A: What (you/look) at?
B: These photos. The place (look) very familiar.
- 3 A: Why (you/taste) the food?
B: I want to make sure it (taste) delicious.
- 4 A: (you/have) lunch now?
B: No, I (have) a sandwich in my bag to eat later.
- 5 A: Why (you/smell) that flower?
B: To see how it (smell).

4 Put the verbs in brackets into the *Present Simple* or the *Present Continuous*, *Present Perfect*, *Present Perfect Continuous*.

Greetings from London!

The weather here 0) ► is (be) fine. I 1) (sit) in a café right now with Jill. She 2) (drink) a hot cup of English tea. We 3) (walk) since morning so now we 4) (feel) really tired.

We 5) (have) a great time here! We 6) (stay) in a nice hotel in the heart of the city. We 7) (get up) early every day and 8) (spend) most of our time sightseeing. We 9) (already/visit) The Tower of London and London Dungeon. We 10) (mean) to visit Madam Tussaud's but we 11) (not be able to) to make time to visit it yet. Later tonight, we 12) (go) to the theatre. London is a wonderful city!

I 13) (look) forward to showing you all my photos when I 14) (get) home.

Love,
Jenny

Past Simple/Past Continuous

5 Put the verbs in brackets into the *Past Simple* or the *Past Continuous*.

- 1 A: What (you/do) at 5 o'clock yesterday afternoon?
B: I (have) basketball practice.
- 2 A: What (happen)?
B: I (walk) down the street when I (slip) on a banana skin and (fall) down.
- 3 A: (you/meet) any new people at the party?
B: Yes. Tom (introduce) me to all his friends.
- 4 A: Where (you/be) last night? I (try) to call you but there (be) no answer.
B: I'm sorry. As I (come) back home, I (meet) Jane and we (have) dinner together.
- 5 A: What (you/do) when we (call) you yesterday?
B: I (get) ready to go out while Jane (finish) her project.
- 6 A: Where (you/meet) Josh?
B: I (do) my shopping when he (enter) the shop.

- 7 A: Who (tell) you about the surprise birthday party?
 B: No one. Sean (talk) to Pat on the phone about it and I (hear) him.

6 Put the verbs in brackets into the *Past Simple* or the *Past Continuous*.

Dear Suzy,

I hope you are well. I'm having a great time at college. I 1) (arrive) early on Saturday morning and 2) (move) into my room straight away. Many other students 3) (arrive) at the same time and we 4) (go) out together for a coffee. We 5) (have) a great time so we 6) (not/realise) that two hours passed. Lectures 7) (start) last Monday and I 8) (be) a bit nervous. I think I'm going to enjoy it here. I'll write again soon.
 Love,
 Diane

Expressing future actions

7 Fill in the gaps with *will*, *be going to* or *Present Continuous* and the verb in brackets, as in the example.

- 1 A: What are your plans for the weekend?
 B: I ► *am going to visit* (visit) my grandparents.
- 2 A: Have you booked your tickets yet?
 B: Yes, I (fly) to Madrid next Saturday.
- 3 A: Have you tidied your room yet?
 B: No, but I promise I (do) it later.
- 4 A: Are you going out tonight?
 B: Yes, I (see) *Harry Potter* at the cinema.
- 5 A: Are you going shopping?
 B: Yes, I (buy) some apples and cheese.
- 6 A: Does your back still hurt?
 B: Yes, I (see) my doctor tomorrow morning.
- 7 A: Can I speak to John, please?
 B: Just a minute. I (get) him for you.
- 8 A: I haven't seen Peter for months.
 B: Actually, I (meet) him later today. Why don't you join us?
- 9 A: He doesn't look well.
 B: Yes, he (faint).
- 10 A: Your car is really old.
 B: I know. I (buy) a new car next month.

8 a) Use the verbs to complete Kate's diary for next week, then ask and answer questions.

- have • buy • see • pick up • pay

November	
Mon 12th	1) phone bill
Tue 13th	2) dry cleaning
Wed 14th	3) birthday gift for Jane
Thu 15th	4) the dentist
Fri 16th	5) dinner with Jane

1 Monday – dry cleaning?

► A: *Is Kate picking up her dry cleaning on Monday?*

B: *No, she is paying her phone bill.*

2 Tuesday – Jane?

4 Thursday – gift?

3 Wednesday –

5 Friday – dentist?

phone bill?

b) What are your fixed arrangements for next week? Write sentences.

Comparisons

9 Put the adjectives in the right form to complete the sentences.

- 1 A: Who's your (good) friend?
 B: Jane. She is two years (young) than me and she's (sensible) person I know.
- 2 A: I've never met a (dull) person than Steve.
 B: Well, he thinks he's (funny) and (creative) person in the world!
- 3 A: John is a lot (friendly) than Paul.
 B: True. Paul is (selfish) person in his family. He's also (stubborn) than a mule!

10 Choose the correct word.

- 1 That's really/quite nice of you. I owe you one.
 2 Being a doctor is a quite/pretty stressful job.
 3 His test was a bit/pretty good on the whole.
 4 He is quite/a little young although he looks old.
 5 I can go on working! I'm only quite/a little tired.

Module 2

Present Perfect/Present Perfect Continuous

- 1** Look at the pictures and use the phrases to write about each person's day so far, as in the examples.



Gregory: • put up new posters on the walls • make the bed • pick up his books from the floor • throw his clothes all around the room



Mrs Lee: • finish all the work • be in the office since 8.00 • just receive more work • leave the office yet

- ▶ Gregory has put new posters on his wall.
- ▶ He hasn't made his bed.



Mike and Pam: • just move into a new house • put everything in its place • take the plates out of the boxes • have a rest yet



Martha: • return from work • bake biscuits • wash the dishes • collect her son from the nursery

- 2** Use the time expressions to write sentences about you. Use the *Present Perfect* or the *Present Perfect Continuous*.

• since • for • yet • how long • already • never.

- ▶ I haven't eaten anything since morning.

- 3** Complete the sentences by putting the verbs into the *Present Perfect* or the *Present Perfect Continuous*.

- 1 type
Joshua since morning.
He ten letters so far.
- 2 waste
Donald his pocket money on computer games.
He more than £100 on new games this week.
- 3 pack
Lisa and Tony since breakfast.
They four boxes so far.
- 4 write
Betty since 9 o'clock.
She seven reports up to now.
- 5 bake
Martha bread all morning.
She four loaves and she still needs to bake three more.

- 4** Put the verbs in brackets into the *Present Perfect* or the *Present Perfect Continuous*.

New Message

Hi, Sally,
How's it going? Sorry I 1) (not/email) you for so long but it's almost the end of the school year and I 2) (study) hard, because we're sitting exams every day. I 3) (also/try) to make a decision about something, and I need your help! You see, it's my mum's birthday next week and I want to get her something unique. I 4) (already/give) her flowers, perfume and scarves. I want to buy her something special this time so I 5) (save) my pocket money for the last two months. I 6) (ask) my father a couple of times for ideas but he doesn't know what to get her either! He 7) (look) around the shops trying to find something good, too. What's the most original gift you 8) (ever/give) to someone? Can you give me some ideas? I have to go now because my sister 9) (wait) for me downstairs. Give my love to your parents.
Love,
Patty

5 Underline the correct item.

- 1 Gary has been to/gone to/been in the baker's to buy some bread.
- 2 Helena has never gone to/been in/been to Japan before so she's very excited about the trip.
- 3 Alex has been in/gone to/been to Scotland for two months now and he loves it.
- 4 Can you take the dog for a walk, please? He's been to/gone to/been in the house all day.
- 5 George has been to/been in/gone to the post office but he won't be long. You can wait for him, if you like.

Articles

6 Fill in the where necessary.

Did you Know?

- 1 Australia is biggest continent in the world.
- 2 Africa covers about one fifth of the total land surface of Earth.
- 3 Great Wall of China is world's longest man-made structure which stretches for more than 6.400 km.
- 4 Pyramids are among Seven Wonders of Ancient World because they are geometrically perfect.
- 5 Tower of London was Royal Residence until 17th century.
- 6 Galileo built first telescope in 1609 in Italy. He used it to study moon and Mars.
- 7 The part of Thames running through Oxford is often called River Isis.
- 8 saxophone is a musical instrument invented by Adolphe Sax in early 1840s.

7 Fill in a, an or the where necessary.



Paella is 1) typical rich rice dish from 2) Valencia. Valencia is located on 3) east Mediterranean coast of 4) Spain. Paella is 5) dish eaten on 6) Sundays when the whole family is together. 7) name paella is the word for 'frying pan' in old Valencian. Paella is usually served with vegetables and meat or seafood.

It was 8) workers' meal, cooked over 9) open fire in 10) fields and eaten from the pan using wooden spoons. 11) poor farmers of Valencia cooked rice with tomatoes, onions and snails. On special occasions they would add rabbit or duck. 12) rich would have chicken. By the end of 13) 19th century 'paella valenciana' had become widely known.

Paella is still 14) popular dish today. Restaurants in Spain offer 15) wide variety of paella dishes. 16) traditional Paella Valenciana includes chicken, duck, rabbit and snails. Paella Andaluca includes prawns, mussels, clams, chicken or rabbit, a little pork and sometimes sausage. Paella Marinera is another popular dish in 17) south of Spain and is made with seafood.

So, if you ever go to 18) Spanish restaurant that serves paella, try it. You'll just love it!

Quantifiers

8 Choose the correct item.

- 1 A: Is this scarf expensive?
B: No, not at all. It only costs a little/a few pounds.
- 2 A: Why do you need to change your diet?
B: Because I eat very few/very little vegetables and many/a lot of junk food.
- 3 A: Do you want to have lunch with me?
B: Sure. I have a little/little free time before my next class and I'd also like to ask you few/a few things.
- 4 A: Have you come up with any ideas yet?
B: Yes, I've had a little/a few. We can discuss them at the meeting later if you like.

Module 3

Past Perfect/Past Perfect Continuous

1 Join the sentences using the words in brackets. Use the *Past Perfect* or the *Past Simple*.

- Jenny cooked lunch. Then, she ironed the clothes. (after)
- The news started. John turned on the TV. (already ... when)
- They set the table. Then, the guests arrived. (before)
- The kids went to bed. Then, Steve came home. (by the time)
- Their guests left. Then, they tidied the house. (after)
- Sam waited. Joan finished speaking. (until)

2 Complete the sentences with the verbs below. Use the *Past Perfect*.

- not finish • find • not be • make
- lie • buy

- Mrs Edwards biscuits by the time her children came home.
- Dave a ticket before he went to the concert.
- Helen was very angry because Mark to her.
- I my meal when Kate arrived.
- It was the first time we visited Russia. We there before.
- Tom was happy because he a new job.

3 Complete the sentences with the verbs in the list. Use the *Past Perfect Continuous*.

- wait • rain • work • travel • run

- He was very tired when he came back home last night.
▶ He had been working all day/since 9 o'clock.
- She was out of breath.
- The ground was wet.
- She was very angry with Tom.
- We were exhausted.

4 Use the *Past Perfect Continuous* and the *Past Simple* to form complete sentences.

Did you Know?

- Leonardo da Vinci/invent and paint for the King of France/before/die in 1519
- Wilhelm Roentgen/experiment with electricity/when/discover x-rays
- Ancient Greek scientist Archimedes/work/maths problem/when/discover solution in bath
- Before Russian chemist Dimitri Mendeleev/become famous around the world/work as a university professor/some years
- Albert Einstein/go to school/Munich/three months/before/move/Italy

5 Fill in the gaps with the *Past Perfect* or the *Past Perfect Continuous*.

- Paul (decide) that he was going to study Astronomy before he even finished secondary school.
- Before he got a promotion he (not/earn) enough to live comfortably.
- Tom didn't come with us last night because he (arrange) to go out with his colleagues after work.
- Before they invented washing machines, people (wash) their clothes by hand for centuries.
- Jill (wait) for half an hour before the bus came.
- (Professor Sterling/already/announce) the names of the students who would be in his research team when she entered the class?
- They (live) in Spain before they moved to London.

- 6** Complete the sentences by putting the verbs in each group into the *Past Simple*, the *Past Continuous* or the *Past Perfect*.

1 make

- a Paul a phone call when I went into his office.
- b Paul had some coffee first and then he some phone calls.
- c Paul twenty phone calls by the time he left the office for the day.

2 get

- a As it dark, the boys decided to go home.
- b When it dark, all the lights in the park went on creating a beautiful atmosphere.
- c By the time the boys decided to return home, it so dark that they needed a torch to find their way.

3 perform

- a Dr Stephens an experiment while his students were watching him.
- b Dr Stephens a lot of experiments before he made an important discovery.
- c Two weeks ago Dr Stephens an experiment with the help of some university students.

4 fall

- a The baby asleep, as soon as we put her in her bed.
- b As the baby asleep, she was making some funny sounds.
- c The baby asleep by the time he got home and he didn't want to wake her up.

5 read

- a Laura the report many times before she gave it to her boss.
- b While Laura the report, her computer started making strange noises and stopped working.
- c Laura the report, switched off her computer and went home.

- 7** Put the verbs in brackets into the *Past Perfect* or *Past Simple*.

John 1) (wake up) with a strange feeling that morning because he 2) (see) something strange in his dream. He 3) (not really/believe) in dreams but he couldn't stop thinking about the one he 4) (just/have). He 5) (dream) that he was in a foreign country and he was having a meeting with some people he 6) (not/know).

After he 7) (get) ready, he 8) (leave) for his office and 9) (start) doing his work as usual. A few hours later Mr Fulham, his boss, 10) (ask) to see him. John was nervous. He 11) (think) that his boss would give him some bad news.

But he was completely wrong! Mr Fulham 12) (decide) to give John a promotion and he 13) (call) John into his office to give him the good news. He also told him that he was sending him to New York, where he could meet his colleagues from the central office.

John 14) (never/feel) so happy in his life. He 15) (decide) that from then on he would start paying more attention to his dreams!

- 8** What had you already done by the time you left for school last Monday? Write four sentences.

► *I had already walked the dog.*

Module 4

Passive Voice

- 1** Rewrite the sentences by putting the verbs in the *Passive Voice*.
- The Mayor will open the new library tomorrow.
 - Versace created the costumes for the play.
 - Shakespeare wrote *Hamlet*.
 - They will arrange a meeting for next week.
 - No one has translated this play yet.
 - In France they hold elections for President every five years.
 - Advertising influences a lot of people.
 - You should send this fax right away.
 - They found him guilty of murder.
 - You cannot take pets into the theatre.

- 2** Rewrite the sentences in the *Passive Voice*. Use the *by + agent* or *with + instrument/material/ingredient*.
- He used a sharp pair of scissors to cut the material.
▶ *The material was cut with a sharp pair of scissors.*
 - She uses tomatoes, onion and garlic to make the sauce.
 - John Adams will direct the new play.
 - Snow covered the ground.
 - Picasso painted 'Guernica'.

- 3** Rewrite the headlines as full sentences. Use the passive.

Prime Minister to open new sports centre next Monday

Famous top model taken to hospital

Asteroid may hit Earth in 2014

Strong earthquake hits Philippines

Greece beats US basketball team

- 4** Complete the text below by putting the verbs in brackets in the *active* or the *passive voice*.



Beauty is only Skin Deep

A lot of glossy magazines focus on teenagers or young people. Through impressive advertisements and pictures of perfect-looking stars, young people **1)** (**encourage**) to do whatever they can to look like a Hollywood star. But real beauty **2)** (**not/find**) in trendy clothes and fashionable make-up. Anyone who **3)** (**feel**) comfortable with the way they look, any teenager whose thoughts **4)** (**express**) with confidence will tell you that they feel beautiful. Of course, this doesn't mean that the way we look should **5)** (**ignore**). It simply means that we **6)** (**need**) to take enough care of our appearance so that we are confident with our image, but not to the point that we **7)** (**drive**) crazy when a spot **8)** (**appear**) on our face. So, the next time you are a little low on self-esteem, why don't you take a look at the photo of a beautiful fashion model before it **9)** (**retouch**)? Better yet, take a look at the picture of a Hollywood beauty and fashion icon who **10)** (**photograph**) early in the morning and without make-up on!

- 5** Ask and answer, as in the example.

- who/*The Aviator*/direct? ▶ *d*
▶ *Who was 'The Aviator' directed by?*
It was directed by Martin Scorsese.
 - when/*Mona Lisa*/paint?
 - where/*The Parthenon*/locate?
 - who/*Harry Potter*/write?
 - when/*Cats*/perform/in Russia?
- | | |
|----------------|-----------------------|
| a Athens | d Martin Scorsese |
| b in 2005 | e in the 16th century |
| c J.K. Rowling | |

Causative form

- 6** Write a correct sentence for each picture, as in the example.

1 Jules/paint/ picture

▶ Jules is painting a picture.



2 Sandy/take/her photograph



3 Kelly/test/her eyes



4 Nigel/prune /tree



5 Martha/take/her temperature by the school nurse



- 7** Write sentences as in the example.

- He didn't cut his hair himself.
He ▶ *had it cut*.
- I won't fix the car myself. I
- They didn't repair the fence themselves. They
- She isn't making the dress herself. She
- They aren't going to paint the house themselves. They
- They don't develop their film themselves. They
- She didn't clean her jacket herself. She
- He won't clean the house himself. He

- 8** Match the columns and fill in the gaps with the correct form of the verb in brackets.

1 Where's Sandra?

2 I see your TV is working again now.

3 Try these earrings on.

4 I spilt wine on my favourite suit.

5 I've had this pain in my back for a few days now.

- Yes. Dad (it/repair) at the hardware store yesterday.
- You really should (it/examine) by a doctor, you know.
- She (her nails/do) at the beauty salon at the moment.
- I can't. I (never/my ears/pierce).
- Don't worry. I (dry-clean) this afternoon.

- 9** Read the situations, then rewrite the information using the causative form.

- Someone is going to clean our windows tomorrow. What are we going to do?
▶ *We are going to have our windows cleaned.*
- The dentist pulled out one of Michael's teeth yesterday. What did Michael do?
- The garage serviced her car for her. What did she do?
- Someone is installing a burglar alarm in Sue's house. What is Sue doing?
- They can send the information to you by email. What can you do?
- Eric's wallet was stolen yesterday while he was doing the shopping. What happened to him?

Module 5

Infinitive/-ing form

1 Match the phrases to form complete sentences.

- 1 You should avoid
- 2 Our teacher suggested
- 3 Katya has dedicated her life
- 4 She doesn't let her children
- 5 Teams of doctors tried
- 6 Alex doesn't mind
- 7 They don't allow tourists
- 8 She'd prefer
- 9 You must always
- 10 Stephen is busy

- A to helping the homeless.
- B talking on the phone.
- C to help the earthquake victims.
- D swimming with a full stomach.
- E to solve this problem on her own.
- F putting a recycling bin in the classroom.
- G to photograph the animals.
- H take your keys with you.
- I play with matches.
- J walking to his office on chilly days.

2 Choose the correct sentence.

- 1 a I'm sure George will not regret to adopt a giant panda.
b I'm sure George will not regret adopting a giant panda.
- 2 a Have you ever considered recycling?
b Have you ever considered to recycle?
- 3 a She appears to have a very rewarding job.
b She appears to having a very rewarding job.
- 4 a The organisers of the event hope to raise a lot of money for charity.
b The organisers of the event hope raising a lot of money for charity.
- 5 a We were glad to hear that no one was hurt in the earthquake.
b We were glad hearing that no one was hurt in the earthquake.
- 6 a Tony suggested to donate money to those in need.
b Tony suggested donating money to those in need.
- 7 a They made him to return all the money he had borrowed.
b They made him return all the money he had borrowed.

3 Complete the conversation by putting the verbs in brackets into the correct *infinitive form* or the *-ing form*.

- 1 A: There's an interesting documentary on TV. Fancy (watch) it?
B: I was really looking forward to (go) to the cinema, but I can (stay in) if you like.
- 2 A: Can you please stop (make) so much noise?
B: Sorry! I won't (do) this again.
- 3 A: Sorry to keep you (wait) so long.
B: That's OK. I didn't have anything special (do).
- 4 A: Do you want me (carry) your bags for you?
B: No, thanks. I can (manage).
- 5 A: I tried (move) the table but it was too heavy for me.
B: Let me (give) you a hand.

4 Use the verbs from boxes A and B to form sentences that are true for you.

A	B
• want	• travel
• look forward to	• work
• like	• eat
• don't mind	• play
• decide	• laugh
• hate	• study
• can't help	• join
• enjoy	
• would like	

► I want to travel abroad.

5 Put the verbs in brackets into the correct infinitive form or the -ing form.

- 1 a He didn't mean (be) rude. He was joking.
b Dieting means (be) very careful about which foods you eat.
- 2 a I'm sure I had my wallet with me because I remember (put) it in my bag before I left home.
b Did you remember (buy) some milk?
- 3 a She went on (type) reports until 5 pm.
b After she had completed her Italian course she went on (improve) her Spanish.
- 4 a Why don't you try (plant) a few flowers to make your garden look nicer?
b I tried (open) the window but I couldn't.
- 5 a We regret (tell) you that you have not been selected for the job.
b Helen regretted (tell) her best friend that she is a liar.
- 6 a They had been driving for quite a while before they stopped (have) some coffee.
b I've been having trouble sleeping lately so I've stopped (have) coffee in the afternoon.
- 7 a I hate (bother) you, but may I use your phone?
b I hate (cause) you so much trouble.
- 8 a Tim will never forget (meet) Jenny for the first time.
b Gary forgot (buy) milk and there isn't any in the fridge.

Used to/Be used to/Get used to

6 Rewrite Bob's comments using *used to* or *didn't use to*, as in the example.

1 I wear glasses now.
▶ I *didn't use to wear* glasses.

2 I don't work as a waiter anymore.

3 I exercise a lot now.

4 I don't drink coffee anymore.

5 I don't eat junk food any more.

6 I walk to work now.



7 What did you/didn't you use to do five years ago? Write six sentences.

8 Liz changed jobs two weeks ago. She used to work in a shop, but now she works in an office. At first, it was a little bit difficult, but she is slowly getting used to it. Use the ideas below to talk about how she is getting along, as in the example.

- wear formal clothes ✓
- get up early X
- use a computer X
- send faxes ✓
- file papers ✓
- go on business trips X
- arrange appointments and meetings ✓
- take messages ✓

- ▶ A: She *wasn't used to* wearing formal clothes, but she's *getting used to* it now.
B: She *still hasn't got used to* getting up early.

Grammar Check

Module 6

Reported Speech

1 a) Fill in *said* or *told*.

Jill 1) she was going to Moscow in January because she wanted to attend the Moscow Winter Festival. A friend of hers, Tom, had 2) her it was amazing. Kim 3) to her that she was jealous. She also 4) that she had read about it and she hoped that one day she would visit the festival, too.

b) Use the information from the text to complete the conversation, using *Direct Speech*.

I 1) to Moscow because I 2) to attend the Moscow Winter Festival. Tom 3) me that it 4) amazing.



I 5) jealous! I 6) about it and I 7) that one day I 8) the festival, too.

2 Your friends have been on holiday abroad and they have told you about it. Report what they said.

Pam: I have never been to a nicer place.

1 ▶ Pam said she had never been to a nicer place.

Joe: Paul joined us later because he missed his flight.

2

Sue: We will show you the photos as soon as they are developed.

3

Leslie: The local cuisine is delicious.

4

Kate: I can't wait to show you the souvenirs we bought for everyone.

5

Paul: I'm planning to go there again.

6

Mike: We got lost as we were walking through the city centre.

7

Direct Speech – Reported Speech

3 Rewrite the sentences in *Reported Speech*.

- "It's so cold today," Ann said.
- "Helen didn't come to the party last night," Bob said.
- "My mum isn't very well," Mary said.
- "I'll tell Sue I saw you," George said.
- "I haven't talked to Jane recently," Anna said.
- "We're living in New York now," Steve said.
- "I'll meet Jane tomorrow," Tony said.
- "John has quit his job," Diana said.
- "You can visit us any time," Jenny said.
- "They are getting married next Sunday," Sue said.
- "I didn't go to work yesterday," Luke said.
- "We played well but we lost the game," Tom said.
- "I'm flying to Madrid this Sunday," Paula said.
- "I'll be here next Monday," Charlie said.
- "We went to the cinema last Tuesday," John said.

Dear Anna,

I'm enjoying my seaside holiday very much. I arrived in Ireland a week ago and I've been spending every day swimming and having fun. As I'm writing this postcard, I'm waiting for another hotel guest so that we can go water-skiing together. I'm also going to try scuba diving and I'm even thinking of doing some underwater fishing. I've been very busy and I haven't given myself any time to just lie on the beach and sunbathe, but holidays are about having fun! I'll tell you everything when I get back!

Love,

Olga



4 Change the text into *Reported Speech*.

▶ Olga said that she was enjoying her seaside holiday very much.

5 You're visiting Italy for the first time and your friend Paolo has given you some advice about customs and habits in Italy. Report the advice.

- Don't call people by their first name until they have asked you to do so.
- Don't be late when you have arranged to meet someone.
- Offer the people who have invited you to their home sweets or flowers.
- Always offer an even number of flowers.
- Don't talk about religion or politics.
- Dress simply and with a touch of style.

▶ Paolo told me not to call people...

6 You are a travel agent. Report the Smith's questions.

- 1 "Are there any local markets we can visit?" Mr Smith asked.
▶ Mr Smith asked if there were ...
- 2 "How often do the guided tours take place?" Mrs Smith asked.
- 3 "Which are the most famous landmarks in the area?" Mrs Smith asked.
- 4 "Will we have the chance to explore the countryside?" Mr Smith asked.
- 5 "Can we book two tickets for the cruise?" Mrs Smith asked.
- 6 "Do we have to carry our passports everywhere we go?" Mr Smith asked.

7 Look at the messages on Sam's answering machine. Report them to your partner.

Hi Sam. Sue here. I can't reach you on your mobile phone. Have you got a new number?

Sam, it's Chris here. Why didn't you come to the party yesterday? Are you OK?

Hi, it's David. Don't buy the phone we saw. I've seen a cheaper one in town.

It's me, Jo. I really enjoyed the film last night. Can you call me as soon as you get this message.



8 Complete the sentences. Use *Reported Speech*.

- 1 Our teacher asked us
- 2 My dad said
- 3 My uncle suggested
- 4 Mum told us
- 5 My friend asked
- 6 Our teacher wanted to know
- 7 Mum told Dad
- 8 The headmaster asked us
- 9 Someone told me
- 10 I asked my friend

9 Work in pairs. Your partner makes true sentences about himself/herself. Report his/her sentences to the class.

▶ A: I don't like tennis.

B: John said that he didn't like tennis.

Module 7

Modals

- 1 Complete the list of school rules, using *must*, *mustn't* or *(don't) have to*.

COBURG HIGH SCHOOL

Students who are new to the school please note the following:

- You 1) be on the school grounds at least ten minutes before classes start.
- You 2) always ask for your teacher's permission if you want to leave the classroom.
- You 3) bring a packed lunch every day; the school canteen is open all day.
- You 4) run in the corridors. It isn't allowed.
- You 5) leave the school grounds during school hours without permission.
- Your parents 6) call the school in case you are absent or late.



- 2 Choose the correct alternative for each sentence.

- 1 It's a good idea to get a good night's sleep before an exam.
- You must get a good night's sleep before an exam.
 - You should get a good night's sleep before an exam.
- 2 Use of mobile phones in the classroom is forbidden.
- You mustn't use your mobile phone in the classroom.
 - You don't have to use your mobile phone in the classroom.

- It's necessary for students to finish the project by the end of the week.
 - Students can finish the project by the end of the week.
 - Students have to finish the project by the end of the week.
- It's possible that our Physics teacher will be away tomorrow.
 - Our Physics teacher must be away tomorrow.
 - Our Physics teacher may be away tomorrow.
- The school rules state that students are obliged to bring a doctor's note when they are ill.
 - Students must bring a doctor's note when they are ill.
 - Students should bring a doctor's note when they are ill.
- It isn't necessary for you to join your school's swimming team.
 - You don't have to join your school's swimming team.
 - You mustn't join your school's swimming team.

- 3 Complete the exchanges, using *can*, *can't*, *must*, *have to*, *might*, *should*, *needn't* and the verb in brackets in the appropriate form.

- 1 A: I'm freezing!
B: You (bring) a warm jacket with you.
- 2 A: Would you like to come shopping with me?
B: I'd love to, but I (finish) my history project.
- 3 A: Have you seen Jane?
B: Not really. She (be) in her room doing her homework but I'm not sure.
- 4 A: I thought I saw Sam two days ago.
B: You (see) him. He's been away on holiday for over a month.
- 5 A: It hurts so much.
B: You (break) your arm.
- 6 A: I was really bored last night.
B: You (come) to the theatre with us. We enjoyed it a lot.
- 7 A: You (not/buy) me a present.
B: I hope you will like it.

4 Use the ideas to make full sentences about the following situations. Make sure you use the correct form of the *infinitive*.



- 1
- a they • must take • a test
▶ *They must be taking a test.*
- b they • can't finish • yet
- c teacher • might allow them
• leave • earlier



- 2
- a she • can work • faster
• using a laptop
- b she • might do • research
- c she • must be • home



- 3
- a they • must have • a computer lesson
- b they • ought to follow
• teacher's instructions
- c teacher • might ask them
• do a project



- 4
- a her parents • must be
• proud of her
- b they • may already buy her
• special gift
- c she • might have • a graduation party • tonight

5 Use the ideas and make up sentences about teachers and students.

must/mustn't

have to/don't have to

should/shouldn't

ought to/ought not to

- arrive in class on time
- do their homework
- have teaching experience
- always be prepared for class
- treat their teacher and other schoolmates with respect
- be kind to students
- attend class every day
- care about children

- contact with children's parents
- remain quiet in class
- explain things that students may not have understood
- participate in class discussions

6 Choose the correct answer.

- Can I help you choose Tim's birthday present?
A That would be great.
B Not at all.
- May I ask you another question?
A Of course.
B No, you may not.
- Will you post this letter for me?
A Yes, I may.
B Certainly.
- Shall we try the Italian restaurant tonight?
A Sure! Why not?
B Sorry, we won't.
- Can I go and play in the park now, please?
A No, you won't.
B Yes, if you like.
- We could go out for a meal later.
A No, we might not.
B That's a nice idea.

7 Write sentences for each sign. Use the verbs: *drive, stop, smoke, swim, enter, recycle, park, go this way, drive slowly*



▶ 1 *You mustn't smoke.*

8 Talk about the things you *have to/don't have to, must/mustn't* do at home.

▶ *I must keep my room clean.*

Grammar Check

Module 8

Conditionals

- 1 Match the parts of the sentences, then identify the type of conditional that is used in each sentence.

1 We can't go to the gallery

2 Tony might have fixed your computer

3 When it's cold,

4 If we don't do our homework,

5 We wouldn't have lost

6 If they hadn't left late,

7 I can't help you

8 He can borrow my MP3 player

A if we had played better.

B if he promises to return it soon.

C if you don't come with us.

D if you don't tell me what the problem is.

E people wear warm clothes.

F if you had asked him.

G our teacher gets upset.

H they would have arrived on time.

► 1C – 1st type.

- 2 Complete the sentences, using *if* or *unless*.

- We can't play golf it stops raining.
- they beat this team, they will win the tournament.
- You can't go skydiving you're afraid of heights.
- it rains, the match will be cancelled.
- We can go to the football game it's on Friday because I have a tennis lesson.
- you're over 18, you can't enter the competition.

- 3 Match the items in column A with those in column B in order to make correct type 0 conditional sentences, as in the example.

A

- Pour cooking oil into a glass of water.
- Leave iron out in the rain.
- Add six and seven.
- Drop a pebble in water.
- Mix red and yellow.
- Burn coal.

B

- It sinks.
- It produces black smoke.
- It floats to the top of the water.
- You get orange.
- It rusts.
- You get thirteen.

- 4 Write a sentence about each of the situations below using the ideas and the second conditional, as in the example.

- have a laptop/work away from the office
- Mum not chat on the phone/help me with my homework
- not windy/go sailing
- rain heavily/easier to drive
- have more money/buy a yacht



► *If she didn't have a laptop, she wouldn't be able to work away from the office.*



- 5 Complete the sentences. Then discuss in pairs.

- If I found a wallet in the street,
- If I met a celebrity,
- If I didn't have enough money to get the bus home,
- If I were on holiday and lost my passport,
- If I had only one wish,
- If I were the President of my country,

► A: *What would you do if you found a wallet in the street?*
 B: *I'd take it to the police station. What would you do?*
 A: *I'd....*

6 Rewrite the sentences using conditionals type 3.

- 1 He wasn't hungry, so he didn't eat dinner.
▶ *If he had been hungry, he would have eaten dinner.*
- 2 I didn't see Ann, so I didn't tell her about the party.
- 3 He was very tired last night so he stayed in.
- 4 She missed the bus because she left home late.
- 5 They got wet because they didn't take an umbrella.
- 6 We didn't take any photographs because we had left the camera at home.
- 7 She went to the party and met a lot of new people.
- 8 The weather was great so we went to the beach.

7 Complete the sentences by putting the verb in brackets in the correct form.

- 1 If he had taken a map with him, he (not/get) lost.
- 2 What would you do if you (be) locked out of your house?
- 3 If the rival team (score) this point, they will win.
- 4 If you take up jogging, you (become) fitter.
- 5 If we (play) better, we could have won the championship.
- 6 He wouldn't have accidents so often if he (drive) more carefully.
- 7 Unless you (bring) the right equipment, you can't go rock climbing.
- 8 (buy) me a magazine if you go to the newsagent's?
- 9 If a player (be) injured during a match, he goes off the pitch.
- 10 If you run fast, you (win) the race.

8 Complete the sentences.

- 1 If I didn't have a headache,
- 2 If my parents had more free time,
- 3 If I travelled abroad,
- 4 If I were you,
- 5 Unless I study harder,
- 6 My friend agrees,
- 7 If we had played better,
- 8 If my parents had enough money,
- 9 Unless we have a ticket,
- 10 If I get up early,

9 Look at the advertisement and the letter and then fill in the blanks with the verbs in brackets using the correct Conditional.

SUNFUN

Adventure Holidays

- try something different every day
- feel the excitement of adventure sports
- variety of water sports available
- equipment available for hire
- experienced instructors

Call us at
0597525252



Dear Carl,
I saw this ad in the paper and I thought that if you still 1) (want) to go on an adventure holiday, you 2) (be) interested in taking a look at it. You 3) (do) lots of exciting things there, if you 4) (decide) to go. If you 5) (want) to try new activities you 6) (use) the equipment and instructors that are available.

My friend Sam told me that he had booked a holiday with Sunfun last year and he was very happy. He said that he 7) (stay) longer if he 8) (have) more time. I 9) (give) you his number so you can ask him a few things, if you 10) (like), but if I 11) (be) you I 12) (call) the travel agency for more information. Let me know what you decide!

Best wishes,
Dan

Song Sheets

Module 1

- 1   Read the title and the first verse in the song. What is the song about? Listen, read and check.

Something about you!




I see you every morning
You always look so nice
But how can I approach you?
How can I break the ice?

*There's just something about you
You stand out in a crowd
One day I'll have the confidence
To say these words out loud*


I want to get to know you
But every time I try
My confidence escapes me
I always feel so shy

I want to ask you something
But I don't know what to say
My palms sweat and I turn red
I have to look away

- 2 How does the singer feel towards the person the song is about?

- 3 **THINK!**  How can someone overcome his/her shyness? Discuss in pairs.

Module 2

- 1  Look at the title and the key phrases. What is the song about? Read, listen and check.

- play their part • in need • make a difference
- good deed • spare time • find a way
- seem fair • give away • feed the poor

Change The World Today


Everyone can play their part
To help all those in need
You can make a difference
With just a small good deed
You might not have much money
Or much spare time to give
But you can still help others
You can change the way they live

*Give something to charity
You can find a way
You can help so easily
Change the world today*


We have far more than we need
Which doesn't quite seem fair
You have books that you don't read
And clothes you never wear
Someone else could use the things
You don't need anymore
Little things you give away
Can help to feed the poor



- 2 What does the song suggest we do to change the world?

- 3 **THINK!**  If you could change one thing in the world, what would it be? Discuss, giving reasons.

Module 3

- 1  Read the title of the song. Think of two reasons why life is a miracle. Listen and read. Are any of your reasons mentioned in the song?

Life is a **Miracle**

From children through to adulthood
We change at every turn
As life brings opportunities
And lessons we can learn

*Life truly is a miracle
We're changing day to day
Our looks, our personalities
The things we do and say
We change the way we speak and act
The way we think and feel
As we move through life's cycle
On that ever-spinning wheel*


We have a fresh start every day
The world is bright and new
So many possibilities
There's nothing we can't do



- 2 Why is life like a miracle for the singer?

- 3 **THINK!**  What makes life worth living? Discuss, giving reasons.

Module 4

- 1  Read the title and the chorus of the song. What is the song about? Listen, read and check.



WHO YOU ARE


It's easy, when you're in your teens
To look at glossy magazines
And feel there's something wrong with you
Why don't you look like models do?

*Don't get stressed, don't get obsessed
Forget your looks, you know it's best
What matters more is who you are
Just be yourself, 'cause you're a star*

The mirror shows the outer you
And what's inside is good and true
Don't change your looks, don't run and hide
Your beauty comes from the inside

Just hang on to your self-esteem
The perfect body is a dream
So put aside your vanity
And just enjoy reality

- 2 What matters more according to the song, character or appearance? Give reasons.

- 3 **THINK!**  What makes one person more attractive than another according to you? Discuss, giving reasons.

Module 5

- 1 🗣️ In a minute write as many words as possible related to weather. Listen and read the song. Which of the words in your list are mentioned in the song?

RAIN OR SHINE

The weather's bad, but don't feel down
Put on your smile, forget your frown
Through wind and hail, through any storm
I'll try to keep you dry and warm

*Rain or shine, I'm here for you
There's nothing that I wouldn't do
The weather changes every day
But I'm your friend; I'm here to stay*

When snow is falling heavily
You know you've got a friend in me
The wind may blow, the rain my fall
But I will be here through it all



- 2 How does the singer compare herself to weather?
- 3 **THINK!** 😊🤔 What qualities do you think are important in a friend? Discuss, giving reasons.

Module 6

- 1 🗣️ Read the title of the song and the key phrases. What is the song about? Read, listen and check.

- escape • take our time • travel in style
- landscapes • adventures • explore
- learn their ways • perfect evenings
- magical days

The World Is Our Oyster

Let's go on a journey, escape for a while
We'll just take our time and we'll travel in style
We'll see distant landscapes, we'll try out new things
And see what adventures our holiday brings

*The world is our oyster, that's what people say
We can go anywhere, let's leave today
We'll visit the places we've seen on TV
The whole world is waiting, there's so much to see*

So many new places for us to explore
Places that we've never heard of before
We'll live like the natives, we'll learn all their ways
We'll have perfect evenings and magical days



- 2 What does travel mean to the singer?
- 3 **THINK!** 😊🤔 Would you rather travel within your country or visit another country? Discuss, giving reasons.

Module 7

- 1 🗣️ Read the title. How are these words related to it? Listen and read to find out.

- chat • brand new • wireless • be online
- download • gadgets • entertained



TECH addict

It doesn't matter where I go
I never feel alone
I can chat or send a text
On my brand new mobile phone
I take my laptop everywhere
I use it all the time
And thanks to wireless Internet
I can always be online

My friends say I'm a tech addict
But even if they're right
Technology's the future
And the future's looking bright

I love the latest music
But I never buy CDs
It makes more sense to go online
And download MP3s
My iPod and my games console
Are things I'd hate to lose
My gadgets keep me entertained
Any time I choose

- 2 Why do people call the singer a tech addict?
Which of the gadgets mentioned in the text do you use? What for?

- 3 **THINK!** 😊🤔 Does having a computer make life more or less complicated? Discuss, give reasons.

Module 8

- 1 🗣️ In a minute write down as many sports as you can think of. Read and listen to the song. Which of the sports in your list are mentioned in the song? Which of them can you see in the pictures?

Try something DIFFERENT



Give me a racquet, a bat or a ball
I love sports, I can do them all
I've tried ice hockey and rugby, too
Different sports are fun to do

Try something different, do something great
Feel the excitement and don't hesitate
Get the ball rolling, you'll feel so free
Be a sports champion, just like me

Put on a swim suit, we'll swim in the sea
Put on some boots and play football with me
Put on some ice skates, we'll skate on the ice
Just join in the action, and don't think twice



- 2 How does the singer feel about sports?

- 3 **THINK!** 😊🤔 What sport do you think is the most dangerous? Discuss, give reasons.

Spotlight

ON **RUSSIA**

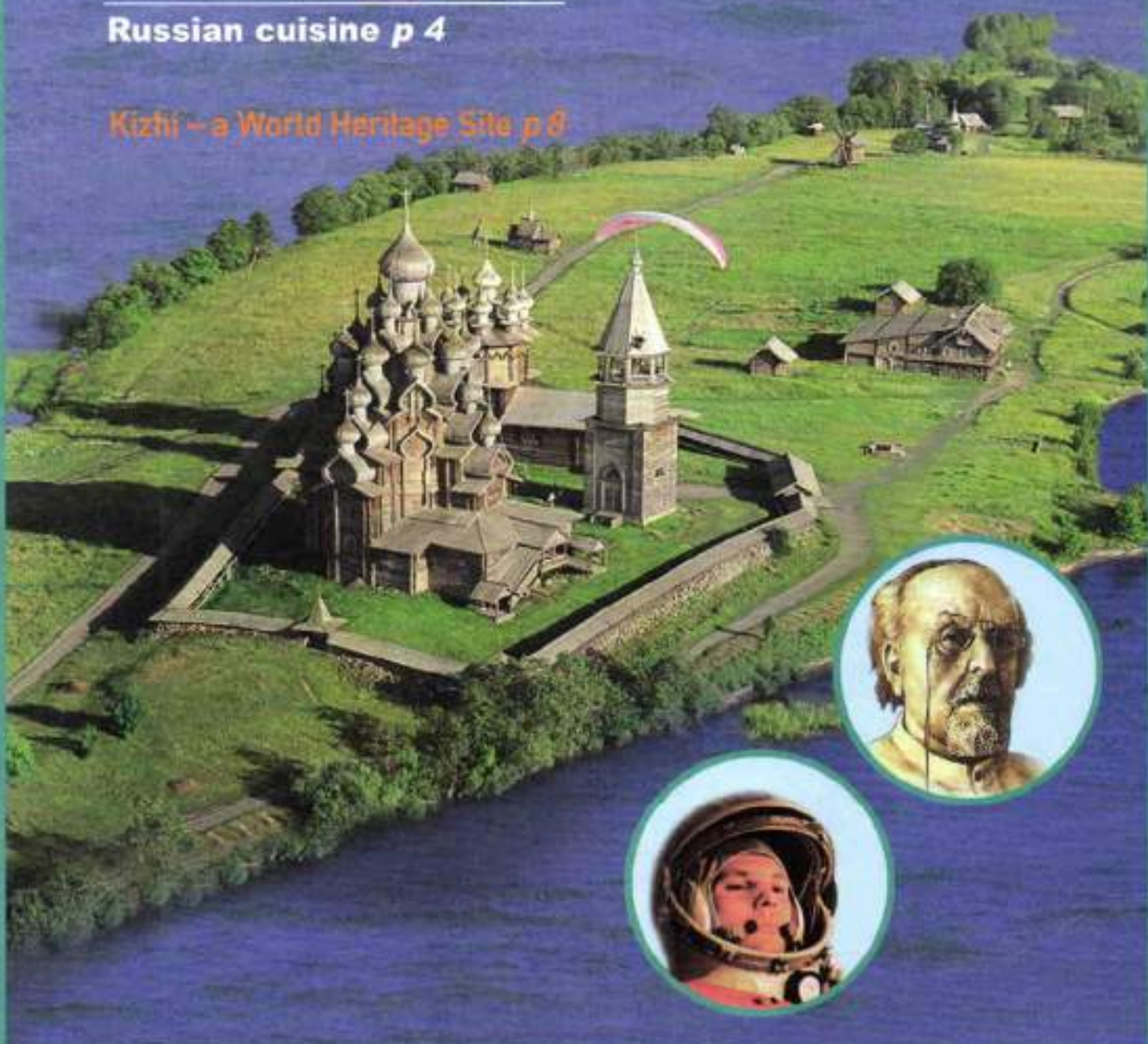
#Vol. 8

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The Festival of the North,
a famous sports competition *p 10*

Russian cuisine *p 4*

Kizhi – a World Heritage Site *p 8*





Letter from the Editors



Welcome to *Spotlight on Russia!*



Hi there!

We are Peter and Jane and we would like to welcome you to this edition of *Spotlight on Russia*. We are both Year 10 students from Ridgeway Secondary School in Liverpool, England. As part of our student exchange programme we have the chance to live and study in Russia for a year and we are looking forward to having a lot of fun and learning all about Russian life and culture.

We are very happy to have been asked to be the guest editors on the *Spotlight on Russia* magazine and we are very excited about sharing all our experiences of Russia with you. We hope to learn a lot about the Russian people as well as Russian art, social issues, history, education and free-time activities and much more. We hope you will tell us all about the different aspects of life in your wonderful country.

All suggestions about what to see and where to go will be gratefully received so send us your ideas! You can contact us by email at peterandjane@spotlightonrussia.ru - we can't wait to hear from you!

We hope you enjoy this issue.

Peter

Jane

Contents

1 Socialising	3
Social etiquette	
2 Food & Shopping	4
Russian cuisine	
3 Great Minds	5
Pioneers of space	
4 Special Interests	6
National costumes	
5 Natural World	7
Lily-of-the-valley	
6 Cultural Exchange	8
Kizhi	
7 Education	9
The Russian education system	
8 Pastimes	10
The Festival of the North	

What advice would you give to a foreigner visiting Russia for the first time?

Socialising

Spotlight on Russia looks at social etiquette in Russia

When Visiting Someone's Home



If you are invited to someone's house for dinner or for a visit, you should remember to take a gift with you. This can be a cake, a box of chocolates or sweets, a bunch of flowers or a bottle of wine. If there is a small child in the family, you should also buy him or her a small gift. If you decide to take flowers, give an uneven number.

You should dress casually for dinner in someone's home. When you arrive at the house, you will be asked to remove your shoes and put on a pair of house slippers called *tapki*.

Whenever you go to someone's house it's polite to compliment the host. In Russia, though, try not to compliment anything specific because the host may want to give it to you. Also make sure that you don't cross your legs so that the sole of your foot is showing or put your feet on the furniture. This is very bad manners and will offend people.

When it comes to food and drink, you should never refuse anything that is offered, this is also very bad manners. Finally don't forget to thank your host.

When Travelling

On public transport, as in most countries, it is polite to give your seat to someone who needs it more than you such as mothers with children or elderly people. Also, make sure your feet remain on the ground and don't show the soles of your feet to anyone or put your feet on the seats. Eating on public transport is bad manners.

The usual way for men to greet each other on the street is to shake hands. First, though, they will take off their gloves. It is very bad manners for men to shake hands while wearing gloves no matter how cold it is.

If you are a male travelling with a female you should carry her bags and open doors for her. You should also leave a vehicle first so you can offer your hand to help her get out.



DISCUSS

- What other social etiquette advice would you give to a foreigner visiting Russia? Tell your partner.

ACTIVITY
What other rules of social etiquette can you think of? Write a short article similar to this one and send it to *Spotlight on Russia*.

What are Russian restaurants like? What sort of food do Russians eat?

Spotlight on Russia goes behind the scenes in a Russian Restaurant and finds out about Russian cuisine from a top chef



What sort of food do Russians eat in general?

Russian people generally eat a rich and varied diet. However, they do eat a lot of dairy products. Some of these include a thick sour

cream called *smetana*, a powdered cream cheese called *tvorog* and a yoghurt-like drink called *kefir*.

What sort of food do you serve in your restaurant?

We serve a wide variety of traditional Russian dishes. There's *draniki* which are potato pancakes, *salo* which is tender pork fat, *pelmeni* which is pasta stuffed with pork and onions and *shashlyks* which is lamb kebabs, to name just a few.

Can you describe a typical meal?

Certainly. Typically you have hot and cold appetisers to start, then a soup course, followed by the main course, and then a dessert.

What sort of dishes are popular appetisers?

Well, appetisers are usually fish or meat dishes. Popular fish dishes are salmon, red herring and smoked sturgeon. Of the meat appetisers, *buzhenina* is popular which is lean boiled pork with spices as well as jellied tongue served with horseradish sauce.

What about the soups? I've heard of *borshch*, what other kinds are there?

Yes, *borshch* is made from beets and cabbage and is very popular. Then there's *sohyanka* which can be made from meat or fish or mushrooms. Both are served with sour cream. Eating soup is a well-known Russian tradition because of long, cold winters. Russian soups are very warming and nourishing.

What are some of your speciality main courses?

That's a difficult question because we have a big menu of lots of speciality dishes because Russians like to have a wide range of traditional dishes to choose from, but I have to say *golubtsy*, grilled piglet, beef stroganoff and roast partridge are my customers' favourites. *Golubtsy* is minced lamb, pork and rice wrapped in cabbage and topped with a cream sauce – delicious!

What sort of desserts do you have on the menu?

Baked apple is a popular dessert as is fruit and berry *kisel* which is a sort of sour fruit jelly. Of course, we always have a wide selection of freshly baked pies, too.

Thanks for talking to us. Now I can't wait to try all the delicious dishes you mentioned.

ACTIVITIES

What is your favourite national dish? Can you cook it? Tell your partner how. Write a menu using the dishes mentioned in the interview for a welcome dinner for a foreign friend.

DISCUSS

- How often do you eat out?
- What other Russian dishes do you know?
- Do you have any traditional family recipes? How old is the tradition and what is/are the dishes?

Russians have been exploring space since the 1950s and achieved a number of historic breakthroughs, but it all started much earlier. Three men in particular stand out as space exploration heroes.

Great Minds

Spotlight on Russia learns about the pioneers who led the way to space



Konstantin Tsiolkovsky (1857-1935)

Tsiolkovsky was known as the father of human space flight. He was a rocket scientist, an inventor and a pioneer in space research. His work contained the designs for rockets with thrusters, airlocks, multi-stage boosters, satellites, space suits and even a system for providing food and air to a space colony. He was a man light years ahead of his time and it is thanks to him that Russia was the first nation to cross the final frontier.

Sergei Korolyov (1906-1966)

He was a scientist and the rocket engineer that put the first satellite, Sputnik 1, into space in 1957. He was also the person responsible for Sputnik 2, putting the dog Laika into space and landing the first probe, Luna 2, on the moon. Most of all, he was the person in charge of the Vostok and Voskhod space programmes which successfully put the first man in space in 1961, allowed the first space walk and led the way for all manned space flights after that. Korolyov was a legend in his own time and in ours.



Yuri Gagarin (1934-1968)

He was the first human to go into space and the first man to orbit the Earth on 12th April 1961 in Vostok 1. The cosmonaut's first and only space flight lasted 108 minutes but will be remembered forever. He became an ambassador for Russia travelling the world and telling people of Russian achievements in space.



DISCUSS

- Would you like to go into space? Why (not)?
- What do you think about space tourism?
- What fields of science should a person study to become a scientist? a cosmonaut?

ACTIVITY

Choose one of the people in the text and tell your partner about his achievements. Expand this biography to include more details.

Special Interests

One of the best ways you can express your personality is through clothes. Recently, young Russians have become interested in studying national costumes.

Spotlight on Russia visits a Moscow school where national costume is a very popular subject



A lot of the girls here are part of the fashion theatre 'Grace'. It is the girls' favourite school club. They come here after classes to learn about designing clothes and dressmaking. They start with the design and end with a fashion show of the finished dresses. It's hard to believe that the masterpieces presented in the shows have been created by schoolgirls.

National costumes have been the focus of attention in recent years not only for practical work but also for school project work. National costumes, like all clothes, have to protect the wearer from environmental conditions and should look nice. However, all costumes also have a social function. They show people the wearer's role in society, their rank or social status as well as other details such as age or marital status.

Not all of the original meanings of separate details and elements of the costume are known today.

One project about Russian national costumes completed by students at the school was called 'The traditions of ethnic motives in Russian national costumes'. It included several women's costumes from different social layers. The presentation displayed the colourful costumes and also demonstrated traditional Russian musical instruments like the balalaika.

Through school projects like this many of our students have the chance to see that national costume is not only one of the most precious monuments of folk art and social history, but also one of the richest resources for studying ethnicity and its links with nationality.

ACTIVITY

Do some research on the national costume for a man or a woman from your region and find or sketch a picture. Send it to us and explain as many of the different elements as you can.

DISCUSS

- Do you find national costumes interesting? Why (not)?
- Have you ever worn a national costume?
- Where could you wear a national costume? How do you think you would feel?

It's pretty, it has a beautiful fragrance and it has healing properties.

Spotlight on Russia finds out about the Lily-of-the-Valley

Natural World

There are a number of beautiful plants and flowers that are native to Russia. One of the prettiest is the lily-of-the-valley. You can find it not in valleys but in shaded garden areas as well as in wooded areas.

The plants often grow close together to make large dense patches.

It has two broad glossy leaves at the base of the plant. It also has fragrant little white, bell-shaped flowers on a leafless stalk that hang downwards. The petals on the flowers curl backwards. In the autumn, it produces shiny red berries.

The lily-of-the-valley is a wildflower and a herb and is used in herbal medicine. The stem with the flowers is the most active part. It is collected and dried and used as a remedy for a number of different conditions mostly relating to the heart and kidneys.

It is also a well-known cure for headaches and it is sometimes used as a painkiller. Traditionally, Russian peasants have long used the lily-of-the-valley to treat heart conditions. People also used to pick them to decorate their homes or to give to someone as a gift. These days people really care about this charming symbol of the Russian woods and are happy to admire it in its natural surroundings.

DISCUSS

- Do you know any other traditional herbal medicines?

Go on a nature walk in your local park or woodland and make a note of the plants you see. Did you see lily-of-the-valley?

ACTIVITY

Cultural Exchange

There are a number of historical monuments in Russia but the most important ones are those that show us how people lived in the past.

Spotlight on Russia looks at the World Heritage Site of Kizhi



Kizhi is the remains of an ancient Russian settlement from the 16th century. It is on an island in the northern part of Onezhskoye Lake in Karelia. It is a famous tourist attraction because of the beautiful wooden churches and buildings that you can still see there.

The buildings are impressive in size, design and the fact that they were made without the use of a single nail or metal pin. Each piece of wood fits perfectly into the next to form these beautiful architectural masterpieces. The most impressive building is the Transfiguration Church which has 22 domes. It dates from 1714. Then, there is the Intercession Church which has nine domes and was built in 1764. Finally, there is a beautiful wooden bell tower that dates from 1874.

The Soviet government made the site into a museum of wooden architecture in 1960. They moved other beautiful ancient wooden buildings from other parts of Russia here so they could all be in one place together. One of these was the 14th century church of Saint Lazarus from Muromsky Monastery. It is the oldest wooden church in Russia. Thanks to them and to the World Heritage Organisation these beautiful wooden buildings will be preserved for future generations.

There are also a collection of wooden peasants' houses, mills, forges and stables at Kizhi. They each have a display of the tools and household objects that people would have used in the past on display. They allow visitors to get a real taste of life in the past. They offer a glimpse into the past and show that craftsmanship has always been a big part of Russian culture.

ACTIVITY

Find out about another World Heritage Site in Russia and tell the class about it.

DISCUSS

- Have you ever visited Kizhi?
- Do you think sites like this are important? Why (not)?
- What do you think Kizhi can teach people today about life in the past?

As students and visitors to Russia, it almost goes without saying that we are always interested in learning more about Russian schools.

Education

Spotlight on Russia looks at the Russian education system



In Russia children go to school at the age of six or seven. They spend four years at primary school, five years at secondary school and two years at senior school.

School normally starts at 8:30 am and finishes at 3 pm though this may vary slightly from school to school. Young students have 3-4 lessons a day and older students have up to 7 lessons a day. This means that the school week can be either 5 or 6 days long. In large cities where there are a lot of students attending the same school, there are sometimes separate morning and afternoon sessions. There are usually around 20-30 students in a class.

There is a wide range of school subjects for students aged 12-17. These include Russian, Literature, Maths (including Algebra and Geometry) History, Social Science, Biology, Geography, Physics, ICT, Chemistry and

others. English is the main and most popular foreign language although students can also learn Spanish, German or French. Almost all classes involve the use of computers and media technology. Some schools may specialise in certain subjects, Maths and Science, for example. There are also vocational schools that train students in a specialised profession, such as music or dance, alongside their usual lessons.

The school year is usually divided into four terms with three breaks. School starts on 1st September and finishes on 31st May. The summer holiday starts on 1st June and lasts for three months but Year 9 and Year 11 students take their exams in June. The Russian National Exam is an innovation as a final exam for school-leavers. It's a national test combining school-leaving exams and entrance exams to universities.

DISCUSS

- Do you know how the Russian education system differs from any foreign ones?
- What do you think are the strong and weak points of the Russian education system?
- What are you proud of in your school?
- What's your favourite place in school? Why?

ACTIVITY

Ask your parents about the national school system in their time. What has changed in Russian schools? Write to us and say what you think about the changes.

Summer may be coming but in Russia winter sports are very popular and there are lots of competitions and events to watch or take part in all over the Russian Federation.

Spotlight on Russia takes a look at the Festival of the North

The Festival of the North is an annual sports and cultural event in March and April. It takes place in the town and the surrounding region of Murmansk in the Arctic Circle in northern Russia and includes about 20 different winter sports.

The festival is held to celebrate the coming of spring. In this region in the winter there is a time when the sun doesn't shine at all. This is called Polar Night and for two months there is total darkness. With this in mind it's no surprise that spring is celebrated with a big festival of sports and feasting, singing and dancing over a period of ten days.

It was first held in 1934 and more events have been added over the years including a 50 km skiing marathon. About 1200 people compete in this each year. Other events include an ice-hockey tournament, reindeer racing, cross



country skiing and downhill skiing. There is even an underwater swimming competition in the freezing cold waters of Lake Semyonovskoye.

Athletes from all over the world come to the festival to compete. The Russian cross-country skiing team always takes part. Sports fans can watch all the outdoor events for free. Participants have to pay a small fee of 300 rubles to take part in the skiing marathon. It's very cold and very far but well worth it if you ever get a chance to go.



ACTIVITY

Find information about another sports festival or event in your part of Russia. Write and tell us about it.

DISCUSS

- What's your favourite sport? Why?
- Is it a winter or summer sport?
- What sport would you like to try that you have never done before? Why?

МОДУЛЬ 1

Present Simple — Настоящее простое время

Формообразование: V/Vs в 3-м лице единственного числа.

УТВЕРДИТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they work.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I/you/we/they don't work He/she/it doesn't work

ВОПРОСИТЕЛЬНАЯ ФОРМА КРАТКИЕ ОТВЕТЫ

Do I/you/we/they work? } Yes, I/you/we/they do.
 } No, I/you/we/they don't.
 Does he/she/it work? } Yes, he/she/it does.
 } No, he/she/it doesn't.

Правописание формы 3-го лица единственного числа

В Present Simple:

- к большинству глаголов 3-го лица единственного числа добавляется -s.
I walk — he walks
 - к глаголам, оканчивающимся на -ss, -sh, -ch, -x или -o, прибавляется -es.
I pass — he passes, I push — he pushes, I watch — he watches, I fix — he fixes, I do — he does.
 - у глаголов, оканчивающихся на **согласную + у**, -у опускается и добавляется -ies.
I study — he studies
- НО:**
к глаголам, оканчивающимся на **гласную + у**, прибавляется -s.
I say — he says

Употребление

Present Simple употребляется, когда речь идет о:

- **повседневных и регулярных действий.**
They start work at 9:00 am.
He walks his dog every evening.
- **привычек.**
She likes milk for breakfast.
- **расписаниях / программах (в том числе в значении запланированного будущего).**
The train leaves at 9.
The museums open at 10:00 am.
- **привычных состояниях.**
He lives in Moscow.
- **последовательных действий в настоящем.**
He takes a shower, has breakfast and goes to school.

Указатели времени (сигналы), употребляемые с

Present Simple: *every day/month/ hour/summer/ morning/evening etc, usually, often, sometimes, always etc, on Sundays/Tuesdays etc.*

Adverbs of frequency — Наречия частотности

Наречия частотности выражают как часто что-либо происходит.

always (100%), usually (75%), often (50%), sometimes (25%), never (0%)

Употребление

Наречия частотности употребляются **перед смысловым глаголом**, но **после глагола to be** и **после вспомогательных глаголов.**

They usually travel abroad in summer.

Alex is rarely at the office on Saturdays.

She has never been to an art gallery.

Present Continuous — Настоящее продолженное время

Формообразование: глагол "to be" в Present Simple (am/is/are) + основная форма глагола + окончание -ing.

УТВЕРДИТЕЛЬНАЯ ФОРМА	ОТРИЦАТЕЛЬНАЯ ФОРМА
I'm	I'm not playing
You're	You aren't playing
He's	He
She's	She
It's	It
We're	We
You're	You
They're	They
} playing	
} isn't playing	
} aren't playing	

ВОПРОСИТ. ФОРМА	КРАТКИЕ ОТВЕТЫ
Am I playing?	Yes, I am.
Are you playing?	Yes, you are.
Is { he } playing?	Yes, he/she/it is.
{ she } } playing?	Yes, we/you/they are.
{ it } }	No, I'm not.
Are { we } playing?	No, you're not.
{ you } }	No, he/she/it isn't.
{ they } }	Yes, we/you/they aren't.

Правописание

- У глаголов, оканчивающихся на -e, -e опускается и добавляется -ing.
share — sharing, explore — exploring
 - У глаголов, оканчивающихся на **гласную + согласная** с ударением на этом слоге, согласная удваивается и прибавляется -ing.
put — putting, begin — beginning
- НО:** *open — opening*

Употребление

Present Continuous употребляется, когда речь идет о:

- действиях, происходящих сейчас, в момент речи.
He is talking on the phone right now.
- временных ситуациях.
I'm preparing for my exams this month.
They are redecorating their house this week.
- меняющихся и развивающихся ситуациях.
Her Spanish is improving.
- запланированных действиях в будущем, особенно, когда известно время и место действия.
He is taking his cat to the vet tomorrow.
- с такими наречиями, как *always*, *constantly*, *continually*, для выражения эмоционального состояния (часто раздражения) по поводу часто повторяющихся действий.
He's always calling us late at night.

Примечание: Следующие глаголы не имеют формы Present Continuous: *have* (= possess), *like*, *love*, *hate*, *want*, *know*, *remember*, *forget*, *understand*, *think*, *believe*, *cost*.

Do you understand what he's talking about?

Указатели времени (сигналы), употребляемые с **Present Continuous**: *now*, *at the moment*, *at present*, *nowadays*, *these days*, *today*, *tomorrow*, *next month*.

Present Simple & Present Continuous — Настоящее простое время и Настоящее продолженное время

- **Present Simple** употребляется, когда речь идет о привычных состояниях. *Maria lives in Milan.*
НО:
- для временных ситуаций употребляется **Present Continuous**. *She's working as a waitress this summer.*
- **Present Simple** употребляется, когда речь идет о повторяющихся действиях.
Tom catches the train to work every morning.
НО:
- для действий, происходящих в настоящий период времени употребляется **Present Continuous**.
Tom is riding a bike to work these days.
- **Present Continuous** употребляется, когда речь идет о запланированном действии в будущем
We are leaving to St Petersburg on Monday.
НО:
- когда речь идет о транспорте в значении запланированного будущего, употребляется **Present Simple**.
The train leaves at 9.

Stative Verbs — Глаголы состояния

В английском языке есть глаголы, которые обозначают состояние, а не действие предмета/лица. Эти глаголы

не употребляются в Present Continuous. Среди них:

- глаголы чувственного восприятия (*appear*, *feel*, *hear*, *look*, *see*, *smell*, *sound*, *taste*).
He looks upset.
- глаголы, описывающие мыслительную деятельность (*believe*, *forget*, *know*, *realise*, *remember*, *understand*).
He doesn't know the answer to this question.
- глаголы, выражающие чувства и эмоции (*desire*, *detest*, *enjoy*, *hate*, *like*, *love*, *prefer*, *want*).
Mr Smith wants to talk to you.
- некоторые другие глаголы (*be*, *belong*, *contain*, *cost*, *fit*, *have*, *include*, *keep*, *matter*, *need*, *owe*, *own*, *weigh*, *wish*).
I need to use your phone right now.

Некоторые из этих глаголов могут употребляться в Present Continuous, но с иным значением.

PRESENT SIMPLE	PRESENT CONTINUOUS
I think he's nice. (= думать, полагать)	I am thinking of getting a cat. (= обдумывать, обсуждать)
Tom has a motorbike. (= иметь, владеть)	We're having fun at the party. (= хорошо проводить время) Sue is having some tea now. (= пить) He is having a shower. (= принимать душ)
You can see the beach from my house. (= видеть)	She's seeing her grandparents tonight. (= встречать(ся))
This soup tastes spicy. (= быть ... на вкус)	Bob is tasting his tea to see if it's sweet enough. (= пробовать на вкус)
This cheese smells strange. (= иметь запах, пахнуть)	Kendra is smelling the flowers. (= нюхать, вдыхать аромат)
She appears to be having a great time. (= казаться, представляться)	Shakira is appearing in London this week. (= выступать, появляться)
These shoes don't fit me. (= не подходить по размеру)	They are fitting an air-conditioner in their house. (= устанавливать)

Примечание: Глагол *enjoy* может употребляться во временах **Continuous** для выражения ситуативного предпочтения.

Sheila really enjoys warm summer days. (общее предпочтение)

НО:

She's enjoying a glass of refreshing lemonade. (уточняющее предпочтение)

Глаголы *look* (когда речь идет о чьей-либо

внешности), **feel** (переживание определенных эмоций), **hurt** и **ache** могут использоваться во временах **Simple** и **Continuous** без изменения значения.

He looks very nice today. = He's looking very nice today.

Present Perfect — Настоящее совершенное время

Формообразование: глагол "have" + 3-я форма смыслового глагола.

Past Participle правильных глаголов образуется путем добавления **-ed**: *explain — explained*.

Употребление

Present Perfect употребляется, когда речь идет:

- о действии, произошедшем в прошлом, но имеющем видимый результат в настоящем.
They have had an argument. (When? We don't know; it's not important.)
Tina has cut her hair and she looks very different now.
- о недавно завершённых действиях
He has cleaned his room. (The action is complete. The room is now clean.)
- о личном опыте, переживаниях, изменениях, которые произошли.
They have never had so much fun.
- о предложениях со словами "today", "this morning/afternoon/week", "so far" и т.п., когда эти периоды времени не закончены к моменту речи.
She has written two essays this week. (It is still the same week.)
- о действиях, начавшихся в прошлом и продолжающихся по настоящее время (в основном с глаголами состояния).
We have known her for three years.

Указатели времени (сигналы), употребляемые с Present Perfect: *just, already, yet, ever, never, for, since.*

Present Perfect Continuous — Настоящее совершенное продолженное время

Формообразование: глагол "have/has" + **been** + смысловой глагол + **-ing**.

Употребление

Present Perfect Continuous употребляется, когда:

- подчеркивается значение длительности действия, которое началось в прошлом и продолжается до настоящего времени
We have been trying to find tickets for the

concert for three weeks.

- обозначается действие, начавшееся в прошлом и продолжающееся некоторое время. Оно может еще длиться или быть завершено, но обязательно иметь видимый, осязаемый результат
His clothes are dirty because he's been repairing his car.

Указатели времени (сигналы), употребляемые с Present Perfect Continuous: *since, for, how long* (чтобы сделать акцент на длительности действия).

Present Perfect vs Past Simple — Настоящее совершенное время и Прошедшее простое время

Past Simple употребляется, когда речь идет о:

- действии, произошедшем в установленный момент, в прошлом.
Chris went jogging yesterday. (When? Yesterday. Время указано.)
- действии, которое началось и закончилось в прошлом.
Leo finished his homework in an hour. (He's not still doing his homework.)

Present Perfect употребляется, когда речь идет:

- действии, которое произошло в неопределённое время в прошлом.
They have bought a new car. (We don't know when.)
- действии, которое началось в прошлом и все еще продолжается в настоящем.
She has lived in this village for ten years. (She still lives in this village.)

Have gone to/Have been to/Have been in

- *Nick has gone to the bakery. (He is on his way to the bakery. He hasn't come back yet.)*
- *Mika has been to the beach. (He went to the beach, but he isn't there now. He's come back.)*
- *We have been in Scotland for five months. (We are in Scotland now.)*

Future Simple — Будущее простое время

Формообразование: **will** + **V**.

Употребление

Future Simple употребляется, когда речь идет о:

- прогнозах, предсказаниях на будущее (обычно с глаголами: *hope, think, believe, expect, imagine*; с выражениями *I'm sure, I'm afraid*; с наречиями

probably, perhaps, maybe.)
I think she'll change her mind.
Perhaps Peter will join us.

- обещаниях
I promise I'll help you tidy the house.
- сиюминутных решениях
It's cold in here. I'll turn the heat up.

Примечание: 'Shall' I/we обычно используется в вопросительной форме, когда делается предложение или высказывается просьба о совете.

Shall we go to the museum today?

Указатели времени (сигналы), употребляемые с Future Simple: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year и т. п.

Другие способы выражения значения будущего

Be going to

Форма: глагол to be + going to + V.

Употребление

be going to употребляется, когда речь идет о:

- планах на будущее и намерениях
Ivan is going to look for a new job soon. (He's planning to ...)

НО:

will употребляется для выражения решений, принятых в момент речи

I'm bored. I'll call my friend to chat.

- прогнозах, основанных на том, что мы видим или знаем
Look out! You're going to step on the dog's tail!

НО:

will употребляется для прогнозов, предсказаний будущих событий, основанных на наших предположениях
Evelyn hasn't studied much so I don't think she'll pass her maths test.

- принятых решениях по поводу действий в ближайшем будущем
Dylan is going to invite his friends to dinner. (Он уже решил сделать это.)

НО:

Present Continuous употребляется для выражения четко запланированного действия.

We're having a meeting on Tuesday.

Past Simple — Прошедшее простое время

Форма: Past Simple для правильных глаголов образуется путем прибавления **-ed**. Past Simple неправильных глаголов образуется путем изменения формы этих глаголов (см. список неправильных глаголов). Форма Past Simple не изменяется по числам, за исключением глагола "be, was/were".

УТВЕРДИТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they worked/went.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they didn't work/go.

ВОПРОСИТЕЛЬНАЯ ФОРМА

Did I/you/he/she/it/we/you/they work/go?

КРАТКИЕ ОТВЕТЫ

Yes, I/you/he etc did. No, I/you/he etc didn't.

Правописание (форма Past Simple правильных глаголов)

- к глаголам, оканчивающимся на **-e**, добавляется **-d**:
save — saved
- в глаголах, оканчивающихся на согласную + **y**, **-y** меняется на **-i** и добавляется **-ed**:
try — tried
- к глаголам, оканчивающимся на гласную + **y**, добавляется **-ed**:
stay — stayed
- в глаголах с ударной гласной между согласными последняя согласная удваивается и добавляется **-ed**:
plan — planned
- в глаголах, оканчивающихся на **-l**, **-l** удваивается и добавляется **-ed**:
control — controlled

Употребление

Past Simple употребляется, когда речь идет о:

- действиях, произошедших в прошлом
Kate left the sports club late yesterday.
- действиях, произошедших в прошлом, с указанием точного времени
Bob came home at 3:00 pm. (When? At 3:00 pm.)
- повторяющихся действиях в прошлом
They often went to the theatre when they lived in London.
- последовательных действиях в прошлом
Chris came home, changed his clothes and went out again.

Указатели времени (сигналы), употребляемые с Past Simple: yesterday, yesterday morning/evening etc, last night/week etc, two weeks/a month ago, in 2005 etc.

Past Continuous — Прошлое продолженное время

Форма: форма прошедшего времени глагола to be (was/were) + смысловой глагол + **-ing**.

Употребление

Past Continuous употребляется для описания действия в процессе развития, когда речь идет о:

- действию, которое происходило в определенное время в прошлом, неизвестно, когда оно началось и завершилось

The children were walking to school at 8:00 am yesterday.

- действию, которое происходило в прошлом и которое было прервано другим действием. **Past Continuous** употребляется для описания действия в развитии/процессе (длительное действие), а **Past Simple** — для описания действия, которое прервало его (краткое действие)

She was reading a book when the lights went out.

- для описания двух или более одновременных действий, в прошлом выполняемых разными людьми

Helen was cooking while Nick was washing the car.

Указатели времени (сигналы), употребляемые с Past Continuous: *while, when, as, all day/night/morning/ yesterday etc.*

Past Simple и Past Continuous

- **Past Simple** употребляется для описания действия, которое произошло в указанное время в прошлом.

Patrick went to Bob's house at 5 in the afternoon.

НО:

Past Continuous употребляется для описания действия в процессе развития, которое происходило в определенный момент в прошлом.

His dog was barking loudly at 2 in the morning.

- **Past Simple** употребляется для описания последовательных действий в прошлом.

She had dinner and then she watched TV.

НО:

Past Continuous употребляется для описания одного или более одновременных действий, выполняемых разными людьми в прошлом.

I was doing my homework while my brother was playing a computer game.

- **Past Continuous** употребляется для описания действия в развитии/процессе, которое было прервано. **Past Simple** употребляется для описания действия, которое его прервало.

As Alex was dancing he slipped and fell down.

Comparatives — Степени сравнения прилагательных и наречий

- Сравнительная степень употребляется при сравнении объектов. Превосходная степень указывает на высшую степень качества у того или

многого объекта в группе подобных. После прилагательного в сравнительной степени обычно используется **than (чем)**.

Anne is shorter than Helen.

- Перед прилагательным в превосходной степени обычно используется определенный артикль **the** (относящийся к определяемому существительному). После прилагательного в превосходной степени обычно используется **in** или **of**.
- Lena is the youngest of the three sisters.*
Raul is the funniest person in the office.

Образование степеней сравнения прилагательных и наречий

- к односложным прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для образования превосходной:

small — smaller — (the) smallest

Примечание: у односложных прилагательных, оканчивающихся на **гласную + согласную**, эта согласная удваивается:

hot — hotter — (the) hottest

- большинство двусложных и многосложных прилагательных образуют сравнительную степень с помощью **more (более)**, а превосходную с помощью **most (наиболее)**

Примечание 1: у прилагательных, оканчивающихся на согласную + **y, -y** заменяется на **-i** и добавляется **-er/-est**

easy — easier — easiest

sociable — more sociable — most sociable

Примечание 2: прилагательные *clever, cruel, friendly, gentle, narrow, quiet, shallow, simple* образуют сравнительную и превосходную степени сравнения, как с **-er/-est**, так и при помощи **more/most**

friendly — friendlier / more friendly — friendliest / most friendly

- к наречиям, совпадающим по форме с прилагательными (*hard, fast, early, late, high, low, deep, long, near, straight*), добавляется **-er/-est**
- fast — faster — fastest*

- к другим наречиям e.g. *quickly, slowly, easily*, добавляется **more/most**.
- quickly — more quickly — most quickly*

- **Исключения:**

good/well — better — best

much — more — most

far — farther — farthest (о далеком по расстоянию)

far — further — furthest (об удаленном по времени)

bad/badly — worse — worst

little — less — least

I'm waiting for further information.

Примечание: *elder/eldest* употребляется для описания людей из одной семьи.
Her elder sister is an architect.

Adverbs of Degree — Наречия степени

Употребление

Наречия степени употребляются перед прилагательными и наречиями и указывают на большую или меньшую степень качества. Они отвечают на вопросы "How much ...?" или "How little ...?".

- Для выражения большей степени качества употребляются: *really, very, extremely* и т. п.
He was really excited about his trip to the mountains.
- Для выражения средней степени употребляются: *pretty, quite, rather* и т. п.
It's a pretty good film but I don't think it'll win any awards.
- Для выражения меньшей степени употребляются: *a little, a bit*
Don't you find that Paul is a bit rude sometimes?

МОДУЛЬ 2

A/An (неопределенный артикль)

The (определенный артикль)

- **A/An** употребляется с исчисляемыми существительными в единственном числе для обозначения неизвестных ранее, неупомянутых, предметов, лиц и т. д. или в значении «один».
I saw a dog chasing cars on the street.
Could you give me an apple.
- **The** употребляется с существительными в единственном и множественном числе, как с исчисляемыми, так и с неисчисляемыми, если они упомянуты ранее или из контекста ясно, о ком/чем идет речь.
The book that I borrowed from you is interesting.
Pete found a kitten in the park. He took the kitten home with him.
- **The** никогда не используется перед существительными во множественном числе, представляющими какую-либо группу.
Cars did not exist two hundred years ago. (NOT: ~~The~~ cars did not exist two hundred years ago.)
- **A/an** может также употребляться вместо "per", в значении "(for) every", "each".
George calls me three times a/per day.
A/an может употребляться с существительными, обозначающими имена, единицы валюты (*a pound*), дроби (*a third*), единицы меры и веса/длины (*a mile*), частотность (*once a week*), рассто-

яние/литр (*10 miles a litre*), расстояние/скорость (*60 km an hour*) с названиями некоторых заболеваний (*a cold, a fever, a headache, (a) stomachache, but NOT: flu, pneumonia, tonsillitis etc.*)

The употребляется перед:

- существительными, обозначающими объекты, единственные в своем роде (*the moon, the sky, the Sun*)
- названиями театров, кинотеатров (*the Regent Theatre, the Apollo*)
- названиями гостиниц, ресторанов (*the Savoy, the Atrium*)
- названиями музеев и картинных галерей (*the Louvre, the Tretyakov Art Gallery*)
- названиями газет и некоторых журналов (*the Times of London, the New Yorker*)
- названиями рек, морей и океанов (*the Thames, the Mediterranean Sea, the Pacific Ocean*)
- названиями горных цепей (*the Himalayas*)
- названиями групп островов (*the Bahamas*)
- названиями пустынь (*the Kalahari Desert*)
- названиями музыкальных инструментов, в таких фразах, как "to play the guitar/violin etc"
- фамилиями, в значении семья, семейство (*the Jacksons*)
- существительными, обозначающими глав государств: *the President, the Queen of Spain*.
НО: "The" опускается перед этими существительными, если они употребляются с именами собственными (*King Henry VIII*) или теми же существительными в значении поста, должности. (*He became president of the company.*)
- прилагательными в значении существительного множественного числа, обозначающими категории людей: (*the young, the deaf, the poor, etc*)
- историческими справками/событиями
the Hundred Years' War, the Chinese Cultural Revolution

Артикли не употребляются перед:

- личными именами *Celia, Nathan etc.*
- названиями видов спорта, игр, днями недели, названиями месяцев и праздников, цветов, напитков, названиями блюд и языков (если не следует слово "language").
He's good at basketball.
She speaks Italian very well.
- названиями стран (*Russia, Australia*), названиями городов (*Milan*), названиями улиц (*Smith Street* **НО:** *the High Street*), названиями парков (*Hyde Park*), названиями отдельных гор (*Mount Etna*), названиями островов (*Tasmania, Malta, но не групп островов: the Channel Islands, the Solomon Islands*), названиями континентов (*Asia*), названиями озер (*Lake*

Michigan, Lake Balkal **но: the Balkal**)

- названиями, состоящими из двух слов, первое из которых является личным именем или названием места (*Victoria Station, Moscow University* **НО: the Black Swan Hotel**)
- названиями магазинов, ресторанов, отелей и банков в которых есть имя их основателя и которые оканчиваются на *-s* или *'s* (*Barclays Bank, Brown's Hotel, Selfridges* и т. п.)
- словами *school, university, college, court, hospital, prison, church, bed*, когда речь идет о цели, для которой они существуют (*He's been in hospital for two weeks. НО: They've taken him to the hospital near his house.*)

Выражение значения количества

A few и **few** употребляются с исчисляемыми существительными во множественном числе. **A little** и **little** употребляются с неисчисляемыми существительными.

- **A few** означает «несколько». *Can you get me a few eggs from the market? Just 4 or 5.*
- **Few** означает «мало» и может быть использовано с **very** для усиления. *We have (very) few eggs left. We can't make omelettes for dinner.*
- **A little** означает «немного». *Just add a little sugar to my tea. Half a teaspoonful will be fine.*
- **Little** означает «мало» и может быть использовано с **very** для усиления. *There's very little flour to make a cake.*
- **A lot of/Lots of** употребляются как с исчисляемыми существительными во множественном числе, так и с неисчисляемыми. Обычно они употребляются в утвердительных предложениях. *They saw a lot of/lots of interesting sights while on holiday. He needs a lot of/lots of time to recover from his illness.*
- **Much** и **many** обычно употребляются в отрицательных и вопросительных предложениях. **Much** употребляется с неисчисляемыми существительными, а **many** с исчисляемыми существительными во множественном числе. *Do you drink much coffee every day? Not many students were interested in the lesson.*

Countable — Uncountable Nouns — Исчисляемые и неисчисляемые существительные

Существительные могут быть исчисляемые (обозначающие объекты, которые можно сосчитать, *1 child, 2 children* etc) или неисчисляемые *sugar, heat* etc). Неисчисляемые существительные не употребляются с неопределенным артиклем **a/an**.

К неисчисляемым существительным относятся:

- **существительные, обозначающие вещества** (жидкости, тела, газы, частицы): *lemonade, blood, butter, oxygen*
- **учебные предметы, науки**: *maths, chemistry, literature, history*
- **языки**: *Spanish, English, Russian, Latin* etc
- **игры**: *baseball, billiards, dominoes, darts, rugby*
- **болезни**: *flu, pneumonia, measles, mumps*
- **явления природы**: *darkness, fog, hail, snow, weather*
- **некоторые существительные**: *advice, knowledge, progress, information, luck, music, news, work* etc
- **существительные с собирательным значением**: *baggage, crockery, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, equipment* etc

Plural Nouns — Существительные, имеющие форму только множественного числа

К существительным, имеющим только форму множественного числа, относятся существительные, обозначающие:

- **предметы одежды**: *clothes, jeans, trousers, pyjamas, shorts* etc
- **приборы**: *binoculars, compasses* etc
- **инструменты**: *pliers, scissors, shears* etc
- **группы людей**: *army, audience, family, government, police, staff, team*. Эти существительные могут иметь форму как множественного, так и единственного числа, в зависимости от того рассматривается ли группа как одно целое или как состоящая из отдельных членов. *The team were not in good shape.* (каждый член команды в отдельности) *The team was chosen to represent the school in the finals.* (вся команда в целом)
- **некоторые другие существительные**: *arms* (=weapons), *congratulations, people, stairs, surroundings* *The stairs are at the end of the corridor.*

Order of Adjectives — Порядок имен прилагательных

Прилагательные, выражающие мнение/отношение (*nice, strange*), предшествуют в предложении прилагательным, выражающим объективные характеристики (*blue, modern* etc).

Когда в предложении есть два и более прилагательных, обозначающих объективные характеристики, прилагательные обычно используются в следующем порядке:

мнение	<i>good, practical, bad etc</i>
размер	<i>huge, big, tiny etc</i>
возраст	<i>old, modern, new, ancient etc</i>
форма	<i>round, square, oval etc</i>
цвет	<i>dark pink, red, grey etc</i>
узор	<i>striped, checked, floral etc</i>
происхождение	<i>Italian, Russian, Greek etc</i>
материал	<i>leather, silver, wooden etc</i>

There's a nice small new round black and white striped English cotton cushion on the sofa.

МОДУЛЬ 3

Past Perfect — Прошедшее совершенное время

Форма: had + 3-я форма смыслового глагола.

Употребление

Past Perfect употребляется, когда речь идет о:

- действии, которое произошло перед другим действием в прошлом.

Roy had fallen asleep before his parents returned home.

- действии, которое завершилось в прошлом при описании его результата.

Jim had shaved his beard and he looked very nice.

Указатели времени (сигналы), употребляемые с Past Perfect: *before, after, already, just, already, till/until, when, by, by the time, never, for, since.*

Past Perfect Continuous — Прошедшее совершенное продолженное время

Форма: had + been + смысловой глагол + -ing.

Past Perfect Continuous употребляется, когда:

- подчеркивается длительность действия, которое началось и закончилось в прошлом перед другим действием в прошлом, обычно с *since* или *for, how long*.

He had been living in the city for ten years before he moved to the countryside.

How long had you been studying English before you first visited England?

- обозначается действие, которое длилось некоторое время в прошлом, и описывается его результат (в прошлом).

The children had been playing in the garden all afternoon so their clothes were dirty. (Дети играли в саду весь день; описывается результат: у них была грязная одежда.)

Указатели времени (сигналы), употребляемые с Past Perfect Continuous: *before, for, since, till/until, how long.*

MODULE 4

Too — Enough

- Too (в значении «слишком») употребляется перед прилагательными и наречиями и используется для выражения чрезмерного количества чего-либо, имеет отрицательное значение.

Mr Smith is too busy to see you right now.

- Enough («достаточно») употребляется после наречий и прилагательных и используется для выражения достаточного количества какого-либо качества, имеет положительное значение.

Emma can speak Spanish well enough to have a simple conversation.

Tom is not old enough to drive yet.

- Enough/Not enough также употребляются перед существительными.

We have enough time before the plane leaves so there's no need to hurry.

There were not enough chairs for everyone so some people had to stand.

The Passive Voice — Страдательный залог

Формообразование: Страдательный залог образуется при помощи глагола **to be** (в нужном времени) и 3-й формы смыслового глагола.

	ACTIVE	PASSIVE
Present Simple	<i>Pam cooks dinner.</i>	<i>Dinner is cooked by Pam.</i>
Present Continuous	<i>Pam is cooking dinner.</i>	<i>Dinner is being cooked by Pam.</i>
Past Simple	<i>Pam cooked dinner.</i>	<i>Dinner was cooked by Pam.</i>
Past Continuous	<i>Pam was cooking dinner.</i>	<i>Dinner was being cooked by Pam.</i>
Present Perfect Simple	<i>Pam has cooked dinner.</i>	<i>Dinner has been cooked by Pam.</i>

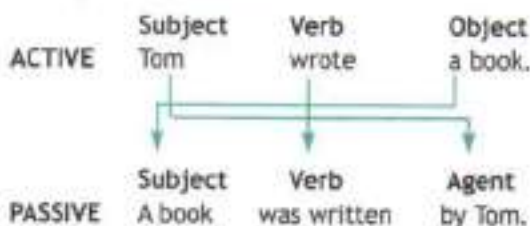
Past Perfect Simple	<i>Pam had cooked dinner.</i>	<i>Dinner had been cooked by Pam.</i>
Future Simple	<i>Pam will cook dinner.</i>	<i>Dinner will be cooked by Pam.</i>
Infinitive	<i>Pam has to cook dinner.</i>	<i>Dinner has to be cooked by Pam.</i>
Modal Verbs	<i>Pam can cook dinner.</i>	<i>Dinner can be cooked by Pam.</i>

Страдательный залог употребляется:

- когда очевидно или, наоборот, неважно, кто выполняет действие.
The window was broken. (We don't know who broke it.)
The parcel will be delivered today. (Who will deliver it is unimportant.)
Our tests have been corrected. (It's obvious that the teacher has corrected our tests.)
- когда само действие важнее, чем субъект, выполняющий его, например, в заголовках новостей, газетных статьях, заметках, рекламе, инструкциях и т. п.
Pets are not allowed into the building.
- когда мы хотим избежать ответственности за какое-либо действие или происшествие, которое мы соотносим с неприятным событием, и не хотим говорить, кто виноват.
Serious damage was caused to the school building.
- когда делается акцент на действующее лицо.
The deal was signed by the president himself.
- чтобы сделать высказывание более официальным и вежливым.
This CD has been scratched. (More polite than saying 'You scratched this CD'.)

Соотнесение предложений в действительном и страдательном залоге:

- Дополнение предложения в действительном залоге становится подлежащим в страдательном залоге.
- Смысловой глагол не изменяется по времени, но форма его изменяется на форму страдательного залога.
- Подлежащее предложения в действительном залоге становится дополнением, указывающим на исполнителя действия и употребляется с предлогом **by** или опускается.



- Только переходные глаголы (глаголы, имеющие

прямое дополнение) могут иметь форму страдательного залога.

An accident happened last night. (непереходный глагол; нет формы страдательного залога).

Примечание: Некоторые переходные глаголы (*have, fit (= be the right size), suit, resemble* etc) не имеют формы страдательного залога.

She resembles her mother. (NOT: ~~Her mother is resembled by her.~~)

- В повседневной речи при обсуждении событий, произошедших неожиданно или в результате происшествия, вместо глагола **to be** употребляется глагол **to get**.

The cheque got lost in the mail.

By + исполнитель действия употребляется для того, чтобы обозначить, кем было совершено действие. **With + инструменты/материалы/ингредиенты** употребляется для того, чтобы обозначить, что было использовано при совершении действия.

This meal was cooked by a professional chef. It was made with fresh vegetables and meat.

- Существительное, обозначающее исполнителя действия, может быть опущено, если подлежащее в предложении действительного залога выражено словами: **they, he, someone/ somebody, people, one** etc.
Someone has left the door unlocked. (= The door has been left unlocked.)
- Существительное, обозначающее исполнителя действия, не может быть опущено, если исполнитель действия является существенным для значения предложения.

The results will be announced by Mr Allen.

- У глаголов, имеющих два дополнения, таких, как: **bring, tell, send, show, teach, promise, sell, read, offer, give, lend**, можно образовать две модели страдательного залога.

They offered him a job. (действительный залог) *He was offered a job. (страдательный залог, часто употребляемая модель)* *A job was offered to him. (страдательный залог, редко употребляемая модель)*

- НО:** Глаголы **to explain, to announce, to dictate, to read, to write** образуют одну модель страдательного залога, где роль подлежащего выполняет неодушевленное существительное.

The teacher explained a new rule to the students.

A new rule was explained to the students. (страдательный залог, единственно возможная модель)

- В вопросах страдательного залога с **who, whom** или **which by** не опускается.

Who will book the tickets?

Who will the tickets be booked by?

Causative Form — Каузативная форма

Форма: have + прямое дополнение + 3-я форма глагола

Времена:

	ACTIVE	PASSIVE
Present Simple	<i>She paints her room.</i>	<i>She has her room painted.</i>
Present Continuous	<i>She is painting her room.</i>	<i>She is having her room painted.</i>
Past Simple	<i>She painted her room.</i>	<i>She had her room painted.</i>
Past Continuous	<i>She was painting her room.</i>	<i>She was having her room painted.</i>
Present Perfect	<i>She has painted her room.</i>	<i>She has had her room painted.</i>
Past Perfect	<i>She had painted her room.</i>	<i>She had had her room painted.</i>
Present Perfect Continuous	<i>She has been painting her room.</i>	<i>She has been having her room painted.</i>
Past Perfect Continuous	<i>She had been painting her room.</i>	<i>She had been having her room painted.</i>
Future Simple	<i>She will paint her room.</i>	<i>She will have her room painted.</i>
Infinitive	<i>She wants to paint her room.</i>	<i>She wants to have her room painted.</i>
-ing form	<i>She likes painting her room.</i>	<i>She likes having her room painted.</i>
Modal Verbs	<i>She should paint her room.</i>	<i>She should have her room painted.</i>

Употребление

Данная конструкция используется для обозначения действия, выполняемого кем-либо для лица, обозначенного подлежащим.

They are having their computer delivered tomorrow.

Примечание: Исполнитель действия обычно не упоминается, поскольку это неважно или же понятно из контекста.

Tom has had his car repaired. (очевидно, что механик починил автомобиль Тома.)

MODULE 5

-ing form — -ing форма глагола

-ing форма глагола употребляется:

- в роли подлежащего.
Swimming is a good form of exercise.
- после глаголов: admit, appreciate, avoid, consider, continue, deny, fancy, go (for activities), imagine, mind, miss, practise, prevent, quit, save, suggest.
Would you mind closing the window?
- после глаголов love, like, enjoy, prefer, dislike, hate для выражения общего предпочтения.
Chris prefers eating home-cooked meals.
НО:
для выражения особого предпочтения используется инфинитив: *John would prefer to eat at a restaurant tonight.*
- после таких выражений, как: 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.
What's the use of buying a car when you don't even have a driver's license?
- после словосочетаний с глаголами spend, waste, lose.
George spent two hours trying to fix the DVD player.
- после предлога to с такими глаголами и выражениями, как: look forward to, be/get used to, in addition to, object to.
The children look forward to getting a dog.
- в роли дополнения после других предлогов.
John is an expert at fixing computers.
Sophie insisted on paying for dinner.
- после конструкций с глаголами hear, listen to, notice, see, watch и feel для описания незавершенного действия.
She watched her son playing with his toys. (Она наблюдала за действием в процессе.)
НО:
Для описания завершенного действия с глаголами hear, listen to, notice, see, watch and feel употребляется инфинитив без частицы to.
She watched her son play with his teddy bear and then put it away. (Действия были завершены.)

Infinitive — Инфинитив

Инфинитив с частицей to употребляется:

- для выражения цели: *He uses his car to go to work.*
Примечание: если два инфинитива с частицей to соединяются союзами and/or, частица to второго инфинитива опускается.
She went to the hairdresser's to get a haircut and dye her hair.
- после глаголов, обозначающих действия, относящи-

еся к будущему: (agree, appear, decide, expect, hope, plan, promise, refuse, want).

They are planning to move to a bigger house.

He has decided to quit his job.

- после **would like, would prefer, would love**, и т. п. для выражения особого предпочтения.

I would like to do something different for my birthday this year.

- после прилагательных, обозначающих чувства и эмоции (happy, glad, sad, и т. п.), выражающих желание/нежелание (eager, reluctant, willing, и т. п.), описывающих характер человека (clever, kind, polite, etc) и прилагательных lucky и fortunate.

Jane is always willing to offer her help to those who need it.

Примечание: С прилагательными, описывающими характер поступка, также используются безличные конструкции.

It was kind of them to let us stay in their house.

- после **too/enough**.
Sean didn't study enough to pass his history test.
- после словосочетаний **be + first/second/next/last**.
Neil Armstrong was the first man to step on the moon.
- в устойчивых выражениях **to tell you the truth, to be honest, to sum up, to begin with**.
I don't really like her cooking, to tell you the truth.

Инфинитив без частицы **to** употребляется:

- после модальных глаголов.
Angela can type very fast.
- после глаголов **let, make, see, hear** и **feel**.
They won't let Georgia go to the party.
НО:
с **be made, be heard, be seen** в страдательном залоге употребляется инфинитив с частицей **to**.
He was made to clean up the mess he had created.
- после **had better** и **would rather** в значении «лучше бы».
Tom would rather take the bus when he goes to the city centre.
- после глагола **help** может употребляться как инфинитив с частицей **to**, так и без нее.
He helped his brother (to) do his homework.

Differences in meaning between the to-infinitive and the -ing form — Разница в значении между инфинитивом с частицей **to и **-ing** формой глагола.**

После некоторых глаголов может употребляться как инфинитив с частицей **to**, так и **-ing** форма глагола с разницей в значениях.

- **forget + инфинитив с частицей to** — забыть, не

помнить.

I forgot to call Mr Jones and he was upset.

- **forget + -ing** форма глагола — не помнить о событии в прошлом.
We'll never forget driving in that terrible snowstorm.
- **remember + инфинитив с частицей to** — помнить, не забывать.
Chris always remembers to lock the door when he leaves.
- **remember + -ing** форма глагола — помнить о событии в прошлом.
He didn't remember lending me his pen and he thought he had lost it!
- **mean + инфинитив с частицей to** — намереваться, собираться.
George meant to check your report but he was too busy.
- **mean + -ing** форма глагола — подразумевать, предполагать.
Growing up means having new responsibilities.
- **regret + инфинитив с частицей to** — сожалеть о том, что приходится сообщать что-либо неприятное (обычно употребляется в Present Simple с такими глаголами, как **say, tell, inform, announce**.)
We regret to inform you that flight STP-456 has been delayed.
- **regret + -ing** форма глагола — сожалеть о чем-либо.
He has never regretted turning down the promotion.
- **try + инфинитив с частицей to** — стараться, делать все возможное.
She tried to carry her suitcase up the stairs but it was too heavy.
- **try + -ing** форма глагола — делать что-то в качестве эксперимента.
Try making a list of what you want to buy so you don't forget anything.
- **stop + инфинитив с частицей to** — остановиться на время с целью что-либо сделать.
As we were driving through the mountains, we stopped to admire the view.
- **stop + -ing** форма глагола — прекратить делать что-либо.
I think you should stop eating sweets.
- **go on + инфинитив с частицей to** — закончить действие и приступить к новому действию.
After he finished his speech he went on to answer the reporters' questions.
- **go on + -ing** форма глагола — продолжать делать что-либо.
The student went on writing even after the teacher had told everyone that their time was up.
- **hate + инфинитив с частицей to** — испытывать

неудовольствие по поводу предстоящего действия.

I hate to tell you this, but you weren't selected for the team.

- hate + -ing форма глагола — не любить то, что приходится делать.
John hates waking up early.

Used to — Be Used to — Get Used to

- **Used to** + инфинитив употребляется для обозначения привычек и регулярных действий в прошлом (to — частица инфинитива).
We used to be neighbours.
Charles used to live in Madrid before he moved here.
- **Be used to** + -ing форма глагола употребляется, чтобы показать, что кто-то освоился, адаптировался в каких-либо условиях (to — предлог).
Catherine is a kindergarten teacher so she is used to being around very young children.
- **Get used to** + -ing форма глагола употребляется, чтобы показать, что кто-то находится в процессе адаптации к чему-либо (to — предлог).
He's been living in England for a few months and he hasn't got used to driving on the left yet.

MODULE 6

Reported Speech — Косвенная речь

Прямая речь — это чьи-либо цитируемые, точные слова. Прямая речь заключается в кавычки.

Косвенная речь передает точное содержание чьего-либо высказывания, но не точные слова. В косвенной речи кавычки не используются. После глаголов (say, tell) используется или может быть опущено that.

Say — Tell

- say при отсутствии личного дополнения.
Jack said (that) he felt tired.
- say + to + дополнение, обозначающее адресата.
Jack said to us (that) he felt tired.
- tell + косвенное дополнение (кому).
Jack told us (that) he felt tired.

SAY	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure
-----	--

TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, someone's fortune
------	--

ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody
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Reported Statements — Высказывания в косвенной речи

- В косвенной речи личные/притяжательные местоимения изменяются соответственно значению предложения. *Pete said, "I've lost my watch."* (прямая речь) *Pete said (that) he had lost his watch.* (косвенная речь)
- Если глагол в главном предложении употребляется в Present Simple, то в придаточном изъяснительном форма грамматического времени не меняется (сохраняется, как в прямой речи).
- Если глагол в главном предложении употребляется в Past Simple, то в придаточном изъяснительном времена изменяются следующим образом:

ПРЯМАЯ РЕЧЬ	КОСВЕННАЯ РЕЧЬ
Present Simple	Past Simple
"I like playing tennis."	<i>He said that he liked playing tennis.</i>
Present Continuous	Past Continuous
"We are having dinner."	<i>They said (that) they were having dinner.</i>
Present Perfect	Past Perfect
"He has been to Rome."	<i>She said (that) he had been to Rome.</i>
Past Simple	Past Perfect
"We lost our cat"	<i>They said (that) they had lost their cat.</i>
Past Continuous	Past Perfect Continuous or Past Continuous
"I was listening to music."	<i>He said he had been listening/he was listening to music.</i>
Will	Would
"I will buy a CD."	<i>She said she would buy a CD.</i>

При этом слова и выражения, обозначающие время, изменяются следующим образом:

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

Reported Questions — Вопросы в косвенной речи

- Вопросы в косвенной речи обычно образуются при помощи глаголов **ask, inquire, wonder** или выражения **want/would like to know**.
- Когда вопрос в прямой речи начинается с вопросительного слова (**who, where, how, when, what**, и т. п.), вопрос в косвенной речи начинается с того же вопросительного слова.
"How do you know this?" he wondered. (прямая речь)
He wondered how I knew that. (косвенная речь)
- Когда вопрос в прямой речи начинается со вспомогательного глагола (**be, do, have**) или модального глагола (**can, may**), вопрос в косвенной речи образуется при помощи **if** или **whether**.
"Are you going out?" she asked. (прямая речь)
She asked me if/whether I was going out. (косвенная речь)
- В вопросах в косвенной речи порядок слов прямой: подлежащее, сказуемое и т. д. Вопросительный знак и такие слова и выражения, как **please, well, oh** и т. п., опускаются. Времена глаголов, местоимения и выражения, обозначающие время изменяются так же, как и в утвердительных предложениях.
"Have you seen Laura today?" she asked him. (прямая речь)
She asked him if he had seen Laura that day. (косвенная речь)

Indirect Questions — Косвенные вопросы

- **Косвенные вопросы** употребляются, когда необходимо спросить совета или узнать какую-либо информацию. Они образуются при помощи выражений: *Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...* и т. п., а глагол имеет утвердительную форму. Если косвенный вопрос начинается с *I want to know ..., I wonder ...* или *I doubt ...*, знак вопроса опускается. Порядок слов прямой.
Прямая речь
"How much is this?"
Косвенный вопрос
Could you tell me how much this is?

Reported Commands/Requests/Suggestions — Указания/Просьбы/Предложения в косвенной речи

- **Указания/просьбы/предложения** в косвенной

речи образуются с помощью глаголов (**advise, ask, beg, suggest, tell**), после которых следует инфинитив с частицей **to**, **-ing** форма глагола или придаточное относительное с **that**, в зависимости от используемого глагола.

- "Watch your step," she told me.* She advised me to watch my step. (указание)
"Please, don't tease me," she said. She begged me not to tease her. (просьба)
"Let's watch a film," he said. He suggested watching a film. (предложение)
"You'd better see a doctor," she told me. She suggested that I (should) see a doctor. (предложение)

Reported Orders — Приказы и распоряжения в косвенной речи

- Приказы и распоряжения в косвенной речи вводятся с помощью глаголов **order, tell + sb + (not) to-infinitive**.
"Close the window!" he said to them. (прямая речь)
He told them to close the window. (косвенная речь)
"Don't say anything!" she said to me. (прямая речь)
She ordered me not to say anything. (косвенная речь)

Модальные глаголы в косвенной речи

Когда предложение в косвенной речи относится к прошедшему времени, модальные глаголы при переводе в косвенную речь изменяются следующим образом: **will/shall** ⇒ **would**, **can** ⇒ **could** (относится к моменту речи)/**would be able to** (относится к будущему), **may** ⇒ **might/could**, **shall** ⇒ **should** (просьба дать совет)/**would** (обращение за информацией)/**offered** (предложение), **must** ⇒ **must/had to** (обязательство) (* **must** не изменяет своей формы), **needn't** ⇒ **didn't need to/didn't have to** (относится к моменту речи)/**wouldn't have to** (относится к будущему). **Would, could, used to, mustn't, should, might, ought to** и **had better** остаются неизменными при переводе в косвенную речь.

Прямая речь	Косвенная речь
<i>He said, "I will never go there again."</i>	⇒ <i>He said (that) he would never go there again.</i>
<i>He said, "I can't fix this."</i>	⇒ <i>He said (that) he couldn't fix that.</i>
<i>He said, "I can come tomorrow."</i>	⇒ <i>He said he would be able to come the next/ following day.</i>
<i>He said, "I may leave early."</i>	⇒ <i>He said (that) he might leave early.</i>
<i>He said, "How long shall we wait?"</i>	⇒ <i>He asked how long we should wait.</i>

- He said, "Shall I give them the news?" ➔ He asked (me) if he should give them the news.
- He said, "Shall I help you carry the box?" ➔ He offered to help me carry the box.
- He said, "You must sign this form." ➔ He said (that) I had to sign that form.
- He said, "She must feel relieved." ➔ He said that she must feel relieved.
- He said, "They had better come on time." ➔ He said that they had better come on time.
- He said, "You needn't buy any milk." ➔ He said (that) I didn't need to/didn't have to buy any milk.
- He said, "The students needn't bring their books tomorrow." ➔ He said (that) the students wouldn't have to bring their books the next/following day.
- He said, "You should send me an email." ➔ He said (that) I should send him an email.

MODULE 7

Modals – Модальные глаголы

К модальным глаголам относятся *can/could, may/might, must/have to, ought to, shall/should, will/would*.

- Форма модальных глаголов, кроме *have to*, не изменяется.
- После модальных глаголов следует инфинитив без частицы **to**. **НО:** *have to do; ought to do*.
- Модальные глаголы употребляются перед подлежащим в вопросительных предложениях. В отрицательных после них употребляется частица **not**.
- Когда за модальным глаголом следует инфинитив смыслового глагола, он относится к действию в настоящем или будущем. *He should wash his car more often.* Когда за модальным глаголом следует перфектный инфинитив, он относится к действию в прошлом. *He should have washed his car before he left for his trip.*

Обязательство/Долг/Необходимость

- **Must:** Выражает долг/строгое обязательство сделать что-либо, показывает, что какое-либо действие крайне необходимо.
If the pain persists I must see a doctor.
- **Have to:** Выражает обусловленную обстоятельствами необходимость.
The vet says we have to give some medicine to our dog.

- **Had to** – форма прошедшего времени для **must** и **have to**.
- **Should/Ought to** выражает обязательство, рекомендацию.
You should send her a card for her birthday.

Отсутствие необходимости

- **don't have to/don't need to/needn't:** Употребляется, когда нет необходимости делать что-либо в настоящем или будущем. *You don't have to buy extra bread. You don't need to tell them if you're leaving earlier. She needn't go on a diet.*
- **didn't have to:** Употребляется для обозначения отсутствия необходимости в прошлом. Неизвестно, было это сделано или нет. *They didn't have to go shopping yesterday.* (Им не надо было идти в магазин вчера.)

Разрешение/Запрет

- **Can/May:** Употребляются для того, чтобы попросить разрешения/разрешить что-либо. **May** является более формальным, чем **can**.
Can/May I borrow your pen? Yes, you can/may.
- **Mustn't/Can't:** Употребляется, когда запрещено что-либо делать (правилами, законом).
You mustn't/can't talk loudly in the library.

Возможность

- **Can + инфинитив:** Употребляется для обозначения возможности, вероятности действия.
It can get pretty cold up here.
- **Could/May/Might + инфинитив:** Употребляется для выражения возможности действия в определенной ситуации.
It might be cold today, so bring an extra jumper.
Примечание: *can/could/might* может употребляться в вопросительных предложениях, *may* не может. *Where could I buy a good coat?*
- **Could/Might/Would + перфектный инфинитив:** Употребляется, когда речь идет о действии в прошлом, которое было возможно, но не произошло.
I could have lent you some money, but I hadn't been paid yet.
Формы инфинитива образуются следующим образом:
Simple Infinitive: (to) go
Continuous Infinitive: (to) be going
Perfect Infinitive: (to) have gone
Perfect Continuous Infinitive: (to) have been going

Способность/Неспособность

- **Can** выражает способность сделать что-либо в настоящем или будущем.
He can perform magic tricks.
- **Could** выражает способность делать что-либо в прошлом.

She could work longer hours when she was younger.

- **Was(n't) able to** выражает (не)способность сделать что-либо в прошлом. *He was(n't) able to attend yesterday's meeting.*
- **Couldn't** выражает неспособность выполнить действие в прошлом. *Daniel couldn't swim when he was three. He couldn't/wasn't able to swim yesterday because it was a bit chilly.*

Логические заключения/Выводы

- **Must** — употребляется, когда есть полная уверенность в правдивости действия в настоящем или прошлом. *He must be very upset, now that he's heard the bad news. Tom looks guilty. He must have done something wrong.*
- **May/Might/Could** — употребляется, когда есть вероятность, что действие, возможно, происходило или происходит. *There's a lot of traffic today so John might be late. Sue may have returned your book. Check your desk.*
- **Can't/Couldn't** — употребляется, когда действие невозможно (в прошлом или настоящем). *The TV can't/couldn't be broken. It's brand-new. She couldn't have said something so rude. She is an extremely polite person.*

Критические замечания

- **Could:** *You could at least be polite to her.* (настоящее время)
You could have waited for them to come. (прошедшее время)
- **Should:** *He should be more patient. She should have apologised to them.* (но она не сделала это)
- **Ought to:** *She ought to stop wasting her parents' money.*

Предложения

- **Can:** *Can I bring you something else?*
- **Would:** *What else would you like?*
- **Shall:** *Shall I pick you up from work?*
- **Can/Could:** *We can rent a DVD. We could go on a picnic.*

Вероятность

- **Will:** *He will ask her to marry him.* (100% уверенность)
- **Should/Ought to:** *They should/ought to be here soon.* (90% уверенность; только будущее время; это вероятно)

Совет

- **Should:** обычный совет
She should seek the help of a professional.
- **Ought to:** обычный совет
Everyone ought to recycle.
- **Shall:** просьба о совете
Shall I complain to the Principal?

MODULE 8

Conditionals: type 0/1 — Придаточные предложения условия (тип 0/1)

- **Conditionals (type 0)** используются для выражения общепринятых или научных фактов. В этом типе придаточных предложений условия можно использовать **when** вместо **if**.

Придаточное с if	Главное предложение
If/When + present simple	Present Simple
<i>If/When yellow is mixed with blue we have green.</i>	

- **Conditionals (type 1)** используются для описания реальной или вероятной ситуации в будущем.

Придаточное с if	Главное предложение
If + Present Simple	Future Simple, Imperative, can/must/may, etc infinitive
<i>If Tom comes home early, he will have time for reading.</i>	
<i>If Tom comes home early, we can go to the cinema.</i>	

- Если придаточное условия стоит перед главным предложением, они разделяются запятой. Если главное предложение стоит перед придаточным с **if**, запятая не ставится.

Примечание. С придаточными предложениями условия (тип 1) используется **unless (если не) + глагол в утвердительной форме** (= **if + глагол в отрицательной форме**).

I won't tell you anything unless you promise to keep it a secret. (I won't tell you anything if you don't promise to keep it a secret.)

Conditionals: type 2 & 3 — Придаточные предложения условия (тип 2 & 3)

- **Conditionals (type 2)** используются для выражения воображаемой ситуации, которая маловероятна для настоящего и будущего. В придаточном предложении с **if** в 1-м и 3-м лице

единственного числа употребляются как **were**, так и **was**. Также используются структуры *If I were you ...* для того, чтобы дать совет.

Придаточное с <i>if</i>	Главное предложение
If + Past Simple/ Past Continuous	would/could/might + bare infinitive
<i>If Pete lost his job, things would be very difficult for this family.</i>	
<i>If I were you, I wouldn't buy those shoes.</i>	
<i>If they weren't making so much noise, I could concentrate on my work.</i>	

- **Conditionals (type 3)** используются для описания нереальной ситуации в прошлом. Они также используются для выражения сожаления или критики.

Придаточное с <i>if</i>	Главное предложение
If + Past Perfect/ Past Perfect Continuous	would/could/might + bare perfect infinitive
<i>If our team hadn't lost the match, it would have won the championship.</i>	
<i>If they had been driving more carefully, they wouldn't have had an accident.</i>	

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	leave	left	left
bear	bore	born(e)	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt (burned)	burnt (burned)	read	read	read
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
can	could	(been able to)	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	sting	stung	stung
get	got	got (gotten)	swear	swore	sworn
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung (hanged)	hung (hanged)	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt (learned)	learnt (learned)			

Word List

MODULE 1

1a

advise /əd'vaɪz/ (v) советовать
approach /ə'prɔ:tʃ/ (v) приближаться
avoid /ə'vɔɪd/ (v) избегать
benefit /'bɛnɪfɪt/ (n) польза, помощь, поддержка
bite /baɪt/ (v) кусать, обкусывать
blush /blʌʃ/ (v) краснеть от смущения
bright /braɪt/ (adj) яркий
caring /kə'reɪŋ/ (adj) заботливый, внимательный
clench /klenʃ/ (v) сжимать (кулаки), стискивать (зубы)
comfortable /kəm'fərtəbəl/ (adj) удобный, спокойный
confident /kən'fɪdənt/ (adj) уверенный
contents /kən'tents/ (n) содержание
conversation /kən'veɪ'seɪʃn/ (n) разговор, диалог
cross /krɒs/ (v) скрещивать
develop /dɪ'veləp/ (v) развивать(ся)
easy-going /i:zi ɒkə'leɪ/ (adj) лёгкий в общении
energy /enə'dʒɪ/ (n) энергия, сила
eyebrow /'aɪbrəʊ/ (n) бровь
fancy /'fænsɪ/ (v) нравиться, любить
fist /fɪst/ (n) кулак
flexible /'fleksɪbəl/ (adj) гибкий, податливый, мягкий
furious /fjə'reɪəs/ (adj) разъярённый, свирепый
gesture /'dʒestʃə/ (n) жест, телодвижение
impress /ɪm'pres/ (v) производить впечатление, поражать
irritable /ɪ'rɪtəbəl/ (adj) раздражительный
likely /laɪkli/ (adv) вероятно
narrate /nə'reɪt/ (v) рассказывать
nervous /nɜ:vəs/ (adj) нервный
opportunity /ɒpə'tju:nɪti/ (n) возможность (что-либо сделать)
optimistic /ɒptɪ'mɪstɪk/ (adj) оптимистичный
palm /pɔ:lm/ (n) ладонь, ладошка
passion /'pæʃn/ (n) страстное увлечение, страсть
patient /'peɪʃnt/ (adj) терпеливый
persuade /pə'sweɪd/ (v) убеждать
pessimistic /pə'sɪmɪstɪk/ (adj) пессимистичный
positive /pə'zɪtɪv/ (adj) позитивный, положительный
postpone /pə'spɒn/ (v) откладывать (на более поздний срок), переносить по времени
predict /prɪ'dɪkt/ (v) предвидеть, прогнозировать
purpose /pɜ:pəs/ (n) цель
puzzled /pʌz'ld/ (adj) озадаченный
quality /kwɒləti/ (n) качество, особенность, черта характера
raise /reɪz/ (v) поднимать
react /ri:kt/ (v) реагировать, отзываться
reason /ri:zən/ (n) причина
reliable /rɪ'laɪəbəl/ (adj) надёжный, заслуживающий доверия
scratch /skrætʃ/ (v) царапать, чесать
selfish /sel'fɪʃ/ (adj) самолюбивый, эгоистичный
sensitive /sensɪ'tɪv/ (adj) чувствительный, впечатлительный, нежный
silent /saɪlənt/ (adj) молчаливый, тихий
sincere /sɪn'sɪə/ (adj) искренний, честный
stranger /'stræŋdʒə/ (n) незнакомец

stay /steɪ/ (v) оставаться
stubborn /stʌ'bɔ:rn/ (adj) упрямый
sweat /swet/ (v) вспотеть, запотевать
sweaty /'sweti/ (adj) потный, вспотевший
tap /tæp/ (v) стучать, постукивать
task /tæsk/ (n) задача, задание, дело
tip /tɪp/ (n) подсказка, совет

Phrasals & Phrases

break the ice нарушить молчание, сделать первый шаг, начать общение
care about заботиться о ком-либо или чем-либо
do things one's own way делать что-либо по-своему
get involved in быть вовлечённым (во что-либо), включаться
get sb down огорчать
get to know узнавать
help out выручать, помогать
help sb through помогать кому-либо в трудной ситуации
it's worth it это того стоит; это стоит сделать
look away отводить взгляд, смотреть в сторону
look serious выглядеть серьёзным, иметь серьёзный вид
shrug one's shoulders пожимать плечами

1b

aggressive /ə'grɛsɪv/ (adj) агрессивный, злой, раздражённый
annoyed /ə'noɪd/ (adj) раздражённый
argument /'ɑ:gjumənt/ (n) доказательство, аргумент
attitude /ə'tɪtju:d/ (n) отношение, позиция
disbelief /dɪ'sɪblɪf/ (n) неверие, недоверие
enthusiasm /ɪn'θju:zɪəzəm/ (n) энтузиазм, воодушевление
fall /fɔ:l/ (v) падать, опускаться
greet /gri:t/ (v) здороваться, приветствовать
indeed /ɪn'di:d/ (adv) в самом деле, в действительности
move /mu:v/ (v) переезжать, переселяться
neighbourhood /neɪ'bɔ:hud/ (n) округа, район
old-fashioned /əʊld'fɛʃnd/ (adj) старомодный
pleasure /'pleʒə/ (n) наслаждение, удовольствие
pretty /prɪ:ti/ (adv) довольно, достаточно
privacy /'prɪvəsi, 'praɪvəsi/ (n) уединение, личное пространство
rather /rəðə/ (adv) немного, довольно, слегка
relationship /rɪ'leɪʃnʃɪp/ (n) отношение
rise /raɪz/ (v) подниматься
sarcasm /sɑ:kəzəm/ (n) сарказм, колкость, ирония
single /sɪŋgl/ (adj) одинокий, холостой, незамужняя
suspicious /sə'spɪʃəs/ (adj) подозрительный
turn (16) /tɜ:n/ (v) достигать 16-летнего возраста
view /vju:/ (n) мнение, точка зрения
welcome /wɛlkəm/ (v) приветствовать

Phrasals & Phrases

a bit немного
end up (in) закончить чем-либо
get on well with хорошо ладить с кем-либо
hang out with проводить время, общаться с
for ages давно, долгое время

Is this seat taken? Это место занято?
 It could be better Могло бы быть и лучше
 Make yourself at home. Чувствуй(те) себя как дома.
 not catch sth не расслышать, не понять что-либо
 only child единственный ребёнок в семье
 take care of заботиться
 What's up? Что случилось? В чем дело?

1c

A level /gɪ lɛvəl/ (n) экзамен по программе средней школы (продвинутого уровня)
 attic /etɪk/ (n) чердак, мансарда
 cool /ku:l/ (adj) классный, крутой
 cute /kjʊt/ (adj) привлекательный, милый, сообразительный
 definitely /dɪfɪnɪtli/ (adv) определённо, ясно, точно
 diary /daɪəri/ (n) дневник
 duration /dʒʊərəɪʃn/ (n) длительность
 emphasis /ɪmˈfæsɪs/ (n) особое значение, акцент, ударение
 fail /feɪl/ (v) терпеть неудачу, провалить (экзамен)
 intention /ɪnˈtenʃn/ (n) намерение
 interrupt /ɪnˈtɜːrʌpt/ (v) прерывать, перебивать (разговор)
 irritation /ɪrɪˈteɪʃn/ (n) раздражение
 literature /lɪˈtʃərɪ/ (n) литература
 local /ləʊkəl/ (adj) местный
 messy /mesi/ (adj) грязный, беспорядочный
 naughty /nɔːti/ (adj) непослушный, шаловливый
 permanent /pɜːˈmænənt/ (adj) постоянный
 prediction /prɪˈdɪkʃn/ (n) прогнозирование, предсказание
 scholarship /ˈskɒləʃɪp/ (n) стипендия
 shoelace /ʃuːleɪs/ (n) шнурок
 simultaneous /sɪˈmʌltənɪəs/ (adj) одновременный
 state /steɪt/ (n) состояние
 stuff /stʌf/ (n) вещи, имущество, хлам
 trip /trɪp/ (v) споткнуться

Phrasals & Phrases

come across наткнуться, натолкнуться
 for a while на время; на некоторое время
 have an early night рано лечь спать
 pick sb up подвезти, подбросить кого-либо
 (на машине)
 rather than скорее, чем
 run off уходить, убегать, отбегать

1d

acquaintance /əˈkwæɪntəns/ (n) знакомый
 almond-shaped /ˌɒlmʌnd ʃeɪpt/ (adj) миндалевидный; овальный
 average /ævərɪdʒ/ (adj) обычный; средний; нормальный
 bossy /bɒsi/ (adj) властный; любящий распоряжаться
 build /bɪld/ (n) телосложение
 colleague /kəˈliːɡ/ (n) коллега
 complain /kəmˈpleɪn/ (v) жаловаться; выражать недовольство
 creative /kriːtɪv/ (adj) творческий

disagree /dɪsəˈɡriː/ (v) не соглашаться
 dull /dʌl/ (adj) унылый; скучный; бестолковый
 energetic /ˌenerˈdʒetɪk/ (adj) энергичный; активный
 generous /dʒenərəs/ (adj) великодушный; щедрый; благородный
 ginger /ˈdʒɪŋɡə/ (adj) рыжеватый; оранжево-коричневый; имбирный
 humorous /hjuːmərəs/ (adj) веселый; смешной
 idiom /ɪˈdɪəm/ (n) идиома, идиоматическое выражение
 middle-aged /mɪdˈlɪ ɔːdʒd/ (adj) средних лет
 moody /muːdi/ (adj) легко поддающийся сменам настроения; угрюмый; унылый
 nephew /ˈnefjuː/ (n) племянник
 niece /niːs/ (n) племянница
 plump /plʌmp/ (adj) пухлый
 present /prɪznt/ (v) представлять; показывать
 shoulder-length /ˌʃəʊldə ˈlɛŋθ/ (adj) длиной до плеч
 sporty /spɔːti/ (adj) спортивный
 sensible /ˈsensɪbəl/ (adj) разумный; здравомыслящий
 similarity /sɪˈmɪlərti/ (n) сходство
 stepmother /ˈsteɪpmʌðə/ (n) мачеха
 sense /sens/ (n) чувство
 talkative /ˈtɔːkətɪv/ (adj) разговорчивый

Phrasals & Phrases

a piece of cake пустячное дело; лёгкое дело; легко и просто
 be a pain in the neck создавать проблемы
 depend on sb зависеть от кого-либо, полагаться на кого-либо
 drive sb crazy сводить кого-либо с ума
 go grey седесть (о волосах)
 hold one's tongue держать язык за зубами; прикусить язык; замолчать
 get on sb's nerves действовать на нервы
 run into неожиданно встретить; столкнуться; наткнуться
 speak your mind выражать мнение
 turn sth down убавить (звук, свет)

1e

abbreviation /əˈbrɪvɪeɪʃn/ (n) аббревиатура; сокращение
 anniversary /ˌænɪvɜːˈsɜːri/ (n) годовщина (свадьбы)
 arrival /əˈraɪvəl/ (n) прибытие, новорождённый
 attend /ətend/ (v) присутствовать; посещать
 colloquial /kəˈlɒkwɪəl/ (adj) разговорный
 congratulate /kɒŋgrətʃeɪt/ (v) поздравлять
 degree /dɪɡriː/ (n) звание, учёная степень
 grateful /ɡreɪtɪfəl/ (adj) благодарный; признательный
 greeting card /ɡriːɪŋ kɑːd/ (n) поздравительная открытка
 linker /lɪŋkə/ (n) связка (слово-связка)
 recovery /rɪˈkʌvəri/ (n) выздоровление
 remark /rɪˈmɑːk/ (n) замечание; ремарка
 scholarship /ˈskɒləʃɪp/ (n) стипендия
 speedy /ˈspiːdi/ (adj) быстрый
 sympathy /sɪmpəθi/ (n) сочувствие; сожаление
 uni (= university) /juːni/ (n) университет
 wish /wɪʃ/ (v) желать

Phrasals & Phrases

be back on one's feet встать на ноги, поправиться
 be stuck in застрять где-либо
 Catch you later! Увидимся!
 Good luck! Желаю успеха/удачи!
 find out выяснить; узнавать; понять
 in no time скоро

1f

attractive /ə'træktɪv/ (adj) привлекательный
 careless /kə'reləs/ (adj) небрежный, беспечный
 close /kloʊz/ (adj) близкий
 communicate /kə'mju:nikeɪt/ (v) общаться
 educated /'edʒukəteɪd/ (adj) образованный
 enjoyable /ɪn'dʒɔɪəbəl/ (adj) приятный
 fond /fɒnd/ (adj) любящий
 generous /dʒenərəs/ (adj) щедрый, благородный
 helpless /'helpləs/ (adj) беспомощный
 jealous /'dʒeləs/ (adj) ревнивый; завистливый
 keen /ki:n/ (adj) заинтересованный
 proud /praʊd/ (adj) гордый
 recover /rɪ'kʌvə/ (v) выздоравливать
 report /rɪ'pɔ:t/ (n) доклад; отчёт
 romantic /rəʊmæntɪk/ (adj) романтический
 stylish /'staɪlɪʃ/ (adj) стильный
 successful /sək'sesfəl/ (adj) успешный
 suffix /sʌfɪks/ (n) суффикс
 traditional /trə'dɪʃənəl/ (adj) традиционный

Culture Corner 1

acceptable /ək'septəbəl/ (adj) приемлемый, допустимый
 affectionate /ə'fekʃənəl/ (adj) ласковый, нежный
 avoid /ə'vɔɪd/ (v) избегать
 behaviour /bɪ'heɪvjə/ (n) поведение
 belief /bɪ'li:f/ (n) вера
 bunch /bʌntʃ/ (n) букет
 cheek /tʃi:k/ (n) щека
 chuck /tʃʌk/ (n) друг, детка (неформальное обращение)
 custom /kʌstəm/ (n) обычай
 exist /ɪg'zɪst/ (v) существовать
 guy /gʌɪ/ (n) парень (неформальное обращение)
 handshake /'hændeɪʃk/ (n) рукопожатие
 host /hɒst/ (n) хозяин (дома)
 hug /hʌg/ (n) объятие
 mate /meɪt/ (n) товарищ, друг, приятель
 offend /ə'fend/ (v) обижать
 politics /pə'lɪtiks/ (n) политика
 relative /rɪ'leɪtɪv/ (n) родственник
 religion /rɪ'lɪdʒɪn/ (n) религия
 reserved /rɪ'zɜ:vd/ (adj) сдержанный
 respect /rɪ'spekt/ (v) уважать
 rude /ru:d/ (adj) грубый
 socialising /'səʊʃəlaɪzɪŋ/ (n) общение

Phrasals & Phrases

close friends близкие друзья
 drop in заходить в гости, заглядывать, навещать
 marital status семейное положение

social etiquette этикет; нормы поведения в обществе
 small talk лёгкая беседа

Across the Curriculum: PSHE

accuse /ə'kju:z/ (v) обвинять
 anger /'æŋɡə/ (n) гнев
 apologize /ə'pɒlədʒaɪz/ (v) извиняться
 argument /'ɑ:gjʊmənt/ (n) спор
 blame /bleɪm/ (v) винить, обвинять
 bother /'bɒdə/ (v) надоедать, докучать
 byway /'baɪweɪ/ (n) просёлочная дорога; тихая дорога
 cloudless /'klaʊdləs/ (adj) безоблачный
 conflict /'kɒnflɪkt/ (n) конфликт, противоречие
 control /kən'trɒl/ (v) контролировать
 detour /dɪ'tɔ:ə/ (n) объезд, обход; окольный путь
 dim /dɪm/ (adj) тусклый, туманный
 disappointed /dɪ'səprəɪntɪd/ (adj) разочарованный
 flexible /'fleksɪbəl/ (adj) гибкий, уступчивый
 focus /'fɒkəs/ (v) сосредоточиться
 forgive /fɜ:'ɡɪv/ (v) прощать
 frustrated /frʊ'streɪtɪd/ (adj) расстроенный
 handle /'hændl/ (v) управлять, регулировать
 highway /'haɪweɪ/ (n) шоссе
 minimise /mɪ'nɪmaɪz/ (v) преуменьшать, снижать до минимума
 natural /nætʃrəl/ (adj) естественный
 open-minded /'ɒpən maɪndɪd/ (adj) широких взглядов, восприимчивый
 opinion /ə'pɪnjən/ (n) мнение
 process /'prɒses/ (n) процесс
 resolve /rɪ'zɒlv/ (v) принимать решение, разрешать (конфликт)
 shame /ʃeɪm/ (n) стыд
 slack /slæk/ (adj) незатянутый, ненатянутый, слабый
 swear /swɛə/ (v) ругаться, браниться
 taut /tɔ:t/ (adv) тугой, натянутый
 thunder /'θʌndə/ (n) гром
 thruway /θru:weɪ/ (n) автострада, автомагистраль
 willing /wɪlɪŋ/ (adj) готовый сделать что-либо

Phrasals & Phrases

boss around приказывать, управлять кем-либо
 call smb names обзывать
 cool off остыть, успокоиться
 deal with ладить (с людьми), иметь дело с кем-либо, чем-либо
 get back at мстить
 move on продолжать, двигаться дальше
 practise what you preach делать так, как говоришь
 show up проявлять(ся), показывать
 step by step шаг за шагом, систематически, постепенно
 the pros and cons доводы за и против

MODULE 2

2a

airport /'eəpɔ:t/ (n) аэропорт
 allergic /ə'lɜ:ʃɪk/ (adj) аллергический, быть подверженным аллергии

appealing /ə'pi:liŋ/ (adj) привлекательный
 attractive /ə'træktɪv/ (adj) привлекательный
 baked /beɪkt/ (adj) печёный (*в духовке*)
 balanced /bælənsɪ/ (adj) гармоничный, сбалансированный
 biscuit /bɪskɪt/ (n) печенье
 boiled /bɔɪld/ (adj) варёный
 boxed /bɒksɪd/ (adj) закрытый в коробке
 canteen /kænti:n/ (n) столовая
 certain /kə'teɪn/ (adj) определённый
 character /kæktɪkɪz/ (n) персонаж; герой (*фильма, книги*)
 creamy /kri:mi/ (adj) сливочный, кремовый, жирный
 course /kɔ:s/ (n) блюдо (часть обеда)
 create /kri:et/ (v) создавать
 crisp /krɪsp/ (n) чипс
 delicious /dɪ'lɪʃəs/ (adj) вкусный
 diet /dai:t/ (n) диета
 dish /dɪʃ/ (n) блюдо
 effort /ɛfə't/ (n) попытка
 encourage /ɪn'kʌdʒɪz/ (v) ободрять, воодушевлять, вселять надежду
 fried /fraɪd/ (adj) жареный
 frozen /frozɪn/ (adj) замороженный
 gain /geɪn/ (v) приобретать, получать, добиваться
 grilled /grɪld/ (adj) зажаренный или запечённый на решётке
 important /ɪm'pɔ:tənt/ (adj) важный
 lunchbox /lʌnʃbɒks/ (n) коробка для завтрака
 mashed /mæʃt/ (adj) размятый, перемешанный
 meal /mi:l/ (n) еда, пища
 nourishing /na:ʃɪŋ/ (adj) насыщенный, питательный
 nursery school /nɜ:sɪ'skʊl/ (n) детский сад
 origin /ə'rɪdʒɪn/ (n) происхождение
 overcooked /ə'vɔ:kʊkt/ (adj) переваренный
 pickled /pɪk'ld/ (adj) маринованный
 poached /pəʊʃt/ (adj) в мешочек (о сваренном яйце)
 portion /pɔ:ʃn/ (n) порция
 prepare /prɪ'peə/ (v) приготовить, готовить
 raw /rɔ:/ (adj) сырой
 roast /rəʊst/ (adj) зажаренный, запечённый
 rule /ru:l/ (n) правило
 sauce /sɔ:s/ (n) соус, приправа, подлива
 scrambled /skræmbl'd/ (adj) смешанный
 shaped /ʃeɪpt/ (adj) имеющий форму
 sour /sa:ə/ (adj) кислый
 spicy /spɪsi/ (adj) пряный, ароматный, острый
 therefore /ðə'refɔ:/ (adv) поэтому, таким образом; по этой причине
 typical /tɪ'pɪkəl/ (adj) типичный
 tasty /teɪsti/ (adj) вкусный
 train station /treɪn steɪʃn/ (n) железнодорожная станция
 undercooked /ʌndə'kʊkt/ (adj) недоваренный
 vegetarian /vedʒɪ'teəriən/ (n) вегетарианец
 vinegar /'vɪnɪgə/ (n) уксус
 weight /weɪt/ (n) вес

Phrasals & Phrases

date back брать начало

for my liking на мой вкус
 fussy eater разборчивый в еде
 head for держать курс, направлаться
 packed lunch бутерброды, сухой паёк
 put on прибавлять (*о весе*)
 take pride in гордиться

2b

alternative /ɔ:ltɜ:nə'tɪv/ (adj) альтернативный, другой
 antique /æntɪk/ (adj) старинный, антикварный
 bakery /beɪkəri/ (n) булочная
 bargain /bɑ:gɪn/ (n) выгодная покупка
 bazaar /bə'zɑ:/ (n) базар, рынок
 brilliant /brɪ'lɪənt/ (adj) блестящий, гениальный
 butcher's /bʊtʃəz/ (n) мясной магазин
 car boot sale /kɑ:'bʊt seɪl/ (n) барахолка
 chemist's /kɛmɪsts/ (n) аптека
 comic /kɒmɪk/ (adj) комический, смешной
 comment /kɒment/ (n) комментарий
 condition /kən'dɪʃn/ (n) состояние
 credit card /kredɪt kɑ:d/ (n) кредитная карта
 department store /dɪpɑ:tmənt steɪ/ (n) универсам
 detail /dɪ'teɪl/ (n) деталь, подробность
 dozen /dʌzən/ (n) дюжина
 exchange /ɪks'tʃeɪndʒ/ (v) обменивать
 fashion /fæʃn/ (n) мода, стиль одежды
 fishmonger's /fɪʃmɒŋgəz/ (n) рыбный магазин
 fit /fɪt/ (v) подходить по размеру
 flea market /fli: mɑ:'ki:t/ (n) вещевой рынок, барахолка
 florist's /flɒrɪsts/ (n) цветочный магазин
 gold /gəʊld/ (n) золото
 hairdresser's /heə'dresəz/ (n) парикмахерская (*женская*)
 instead of /ɪn'steɪd/ (prep) вместо
 issue /ɪʃu:, ɪʃʊ/ (n) выпуск, издание, номер (*журнала*)
 jeweller's /dʒu:ələz/ (n) ювелирный магазин
 long-sighted /lɒŋ'saɪtɪd/ (adj) дальнозоркий
 necklace /neɪklɪs/ (n) колье
 newsagent's /nju:zæntʃɪts/ (n) газетный киоск
 optician's /ɒptɪʃnɪz/ (n) оптика (*магазин*)
 oven /əvən/ (n) духовка
 plenty /plɛntɪ/ (adv) много, довольно, изрядно
 post office /pəʊst ɒfɪs/ (n) почта
 prawn /praʊn/ (n) креветка
 prescription /prɪskrɪpʃn/ (n) рецепт
 sausage /sɔ:sɪdʒ/ (n) колбаса, сосиска
 setting /setɪŋ/ (n) окружение, окружающая обстановка
 shopping mall /ʃɒpɪŋ mɔ:l/ (n) торгово-развлекательный комплекс
 short-sighted /ʃɔ:t saɪtɪd/ (adj) близорукий
 suit /su:t/ (v) подходить, быть к лицу (*об одежде*)
 silver /sɪlvə/ (n) серебро
 size /saɪz/ (n) размер
 stall /stɔ:l/ (n) ларёк, прилавок
 stamp /stæmp/ (n) марка
 tour guide /tu:ə gaɪd/ (n) гид
 tulip /tʊlɪp/ (n) тюльпан
 underground /ʌndə'graʊnd/ (n) метро
 visualise /vɪʒuəlaɪz/ (v) представлять мысленно

Phrasals & Phrases

a couple of пара (чего-либо)
 have a look взглянуть
 on sale в продаже
 pick up собирать
 send sth first class отправить первым классом,
 second-hand shop /sekənd hænd ʃɒp/ (n) магазин,
 продающий бывшие в употреблении вещи
 try sth on примерять

2c

abroad /əbrɔːd/ (adv) за границей
 affect /əfekt/ (v) влиять, воздействовать
 afterwards /ɑːftə'wɔːdz/ (adv) впоследствии, потом, позже
 army /ɑːmi/ (n) армия
 celebrate /seɪləbreɪt/ (v) праздновать
 charity shop /tʃɑːrɪti ʃɒp/ (n) благотворительный магазин
 coat /koʊt/ (n) пальто
 cold /kɔːld/ (n) простуда
 coupon /kʊpən/ (n) купон, талон
 crash /kræʃ/ (v) потерпеть аварию, разбиться(ся)
 decade /deɪkəd/ (n) десятилетие
 event /ɪvent/ (n) событие
 exhausted /ɪgzɔːstɪd/ (adj) измождённый, истощённый
 jewellery /dʒuːəlri/ (n) ювелирные изделия
 library /laɪbrəri/ (n) библиотека
 natural environment /nætʃrəl ɪnvəɪrənmənt/ (n)
 окружающая среда
 organise /ɔːɡənaɪz/ (v) организовывать
 over /əʊvə/ (adv) свыше, больше, более чем
 pocket money /pɒkɪt mʌni/ (n) карманные деньги
 prize /praɪz/ (n) приз
 result /rɪzlt/ (n) результат
 salty /sɔːlti/ (adj) солёный
 snack /sneɪk/ (n) легкая закуска, перекус
 teen /tiːn/ (n, adj) подросток (от 13 до 19 лет)
 Thanksgiving /θæŋksgɪvɪŋ/ День благодарения
 trip /trɪp/ (n) поездка, путешествие
 properly /prɒpə'li/ (adv) как следует
 receive /rɪsɪv/ (v) получать
 regret /rɪɡret/ (v) сожалеть
 visible /vɪzɪbəl/ (adj) ясный, очевидный, заметный
 whole /həʊli/ (adj) целый, полный

Phrasals & Phrases

be long долго длиться, медлить
 fall on выпадать, попадать (на определенную дату)
 in return for в обмен на..., в оплату за...
 take a look at посмотреть на что-либо
 try one's best сделать лучшее, что можешь

2d

add /æd/ (v) добавить
 bar /bɑː/ (n) плитка, кусок
 beat /biːt/ (v) взбивать
 billiards /bɪljə'dz/ (n) бильярд
 chop /tʃɒp/ (v) рубить
 dominoes /dɒmɪnoʊz/ (n) домино
 equipment /ɪkwɪpmənt/ (n) оборудование

flour /flaʊə/ (n) мука
 fold /fɔːld/ (v) заворачивать, сворачивать
 grate /ɡreɪt/ (v) тереть на тёрке
 gymnastics /dʒɪmnæstɪks/ (n) гимнастика
 herb /hɜːb/ (n) ароматная трава, приправа
 huge /hjuːdʒ/ (adj) огромный, громадный
 ingredient /ɪŋɡrɪdɪənt/ (n) ингредиент
 instrument /ɪnstrəmənt/ (n) инструмент, прибор
 lecture /lektʃə/ (n) лекция, нотация
 litre /lɪtrə/ (n) литр
 loaf /ləʊf/ (n) буханка хлеба, булка
 luggage /lʌɡɪdʒ/ (n) багаж
 means /miːnz/ (n) способ, средство
 measurement /meʒə'mənt/ (n) система измерения
 melt /melt/ (v) таять
 omelette /ɒmɪlet/ (n) омлет
 order /ɔːdə/ (v) заказывать, делать заказ
 overcharge /əʊvə'tʃɑːdʒ/ (v) назначать завышенную цену
 peel /piːl/ (v) чистить, срезать кожицу (с овощей, фруктов)
 per (week, day etc) /pɜː/ (prep) на, в, за, с (*на неделю, в день и т. д.*)
 pinch /pɪntʃ/ (n) щепотка
 place /pleɪs/ (v) положить на место
 pliers /plɪəz/ (n) плоскогубцы, клещи
 pop /pɒp/ (v) кинуть, швырнуть, бросить
 pour /pɔː/ (v) наливать
 preheat /priːhiːt/ (v) предварительно разогревать
 queue /kjuː/ (n) очередь
 rare /rɪə/ (adj) непрожаренный (*о мясе*)
 reasonable /riːzənəbəl/ (adj) приемлемый, умеренный
 recommend /reɪkəmend/ (v) рекомендовать, советовать
 replace /rɪpleɪs/ (v) заменять что-либо
 resist /rɪzɪst/ (v) устоять против, сопротивляться
 scales /skeɪls/ (n) весы
 slice /slaɪs/ (n) ломтик, тонкий кусочек
 slice /slaɪs/ (v) тонко резать
 secret /sɪkɪt/ (n) секрет
 serve /sɜːv/ (v) подавать, сервировать (*еду или напитки*)
 shabby /ʃæbɪ/ (adj) поношенный, потрепанный, потертый
 similar /sɪmələ/ (adj) похожий, подобный
 sparkling /spɜːkɪŋ/ (adj) газированный
 sprinkle /sprɪŋkəl/ (v) сбрызгивать
 still /stɪl/ (adj) без газа (*о воде*)
 teaspoonful /tiːspuːnfʊl/ (n) чайная ложка (как мера объёма)
 tool /tuːl/ (n) инструмент
 tortilla /tɔːtɪljə/ (n) тортилья (маисовая лепёшка)
 triangle /traɪəŋɡl/ (n) треугольник
 trust /trʌst/ (v) доверять, верить
 well done /wel dʌn/ (adj) хорошо прожаренный (*о мясе*)

Phrasals & Phrases

be a bad egg быть нечестным
 be as nutty as a fruitcake быть сумасшедшим
 be full быть сытым
 be in the soup попасть в передрагу
 by mistake по ошибке, ошибочно
 eat out есть вне дома (*в ресторане, кафе*)

mix up спутать, перепутать
 so far до сих пор
 spill the beans выдать секреты
 take everything with a pinch of salt относиться ко
 всему недоверчиво
 turn out оказаться

2e

chatty /tʃɛtɪ/ (adj) разговорчивый, болтливый
 checked /tʃɛkɪ/ (adj) клетчатый
 china /tʃaɪnə/ (adj) фарфоровый
 conclusion /kənkljuːʒn/ (n) окончание, завершение
 consist of /kənˈsɪst əv/ (v) состоять из
 embroidered /ɪmbrɔɪdəd/ (adj) вышитый
 frame /frɛm/ (n) рамка, рама
 handcrafted /hændkræftɪd/ (adj) ручной работы
 include /ɪnklud/ (v) содержать, включать в себя
 indecisive /ɪndɪsɪsɪv/ (adj) нерешительный
 interpret /ɪntɪˈprɪt/ (v) переводить, объяснять,
 толковать
 introduction /ɪntroʊdʌkʃn/ (n) начало, введение
 leather /liːðə/ (adj) кожаный
 light /laɪt/ (adj) светлый, лёгкий
 mention /mɛnʃn/ (v) упоминать, ссылаться
 noodle /nuːdl/ (n) лапша
 open-air /əʊpənˈeɪə/ (adj) происходящий на открытом
 воздухе
 pale /peɪl/ (adj) бледный, слабый, тусклый (о цвете)
 personal /pɜːsnəl/ (adj) личный, персональный
 plain /pleɪn/ (adj) простой
 point /pɔɪnt/ (n) суть, смысл
 polka dot /pɒlkə dot/ (adj) в горошек
 project /prɒdʒekt/ (n) проект
 purse /pɜːs/ (n) кошелек
 rubric /rʊbrɪk/ (n) рубрика, пояснения, указания
 silk /sɪlk/ (n) шёлк
 scarf /skɑːf/ (n) шарф
 unique /juːnɪk/ (adj) уникальный
 recent /rɪsɪnt/ (adj) недавний
 rectangular /ˌrektæŋɡjʊlə/ (adj) прямоугольный
 reduced /rɪdjuːst/ (adj) пониженный, сниженный
 round /raʊnd/ (adj) круглый
 shopper /ʃɒpə/ (n) покупатель
 square /skwɛə/ (adj) квадратный
 stripe /stɪp/ (n) полоса
 striped /stɪpt/ (adj) полосатый, в полоску
 tiny /taɪni/ (adj) крошечный
 tone /toʊn/ (n) тон
 triangular /ˌtraɪæŋɡjʊlə/ (adj) треугольный
 vendor /vɛndə/ (n) продавец
 variety /vəˈraɪəti/ (n) разнообразие, множество
 venue /vɛnjuː/ (n) место проведения мероприятия
 vintage /vɪntɪdʒ/ (adj) выдержанный, старый, хорошего
 качества
 wooden /wɒdɪn/ (adj) деревянный
 woollen /wʊlən/ (adj) шерстяной

Phrasals & Phrases

be on a tight budget быть стесненным в средствах

break down сломать(ся), разрушить(ся)
 drop sb a line написать пару строк, черкнуть пару
 строк
 How's/How're things? Как дела?
 I'd better... Я лучше...
 in detail в деталях, подробно
 main body основное содержание
 show sb round показывать кому-либо окрестности

2f

advantage /ədˈvɑːntɪdʒ/ (n) преимущество, польза
 appropriate /əˈprɒpriət/ (adj) подходящий
 cash /kæʃ/ (n) наличные деньги
 cheque /tʃek/ (n) чек
 combine /kəmˈbaɪn/ (v) комбинировать
 behave /bɪˈheɪv/ (v) вести себя, поступать
 demand /dɪˈmɑːnd/ (n) требовать, предъявлять
 требование
 derive /dɪˈraɪv/ (v) происходить
 disinterested /dɪsɪˈtrɛstɪd/ (adj) незаинтересованный
 disorder /dɪsˈɔːdə/ (n) беспорядок
 experience /ɪksˈpɪəriəns/ (v) получать опыт, узнавать
 journalist /dʒɜːˈnəlɪst/ (n) журналист
 increase /ɪnˈkriːs/ (v) возрастать
 kitten /kɪtˈn/ (n) котёнок
 label /leɪbəl/ (n) ярлык, этикетка, бирка
 match /mætʃ/ (v) соответствовать, подходить (по
 цвету, стилю)
 misbehave /mɪsˈbɪheɪv/ (v) плохо себя вести
 misunderstanding /mɪsˈʌndəˈsteɪndɪŋ/ (n) непонимание
 respect /rɪspekt/ (v) уважать
 role /roʊl/ (n) роль
 stock /stɒk/ (n) ассортимент товаров
 transformation /trænsfɔːmɛɪʃn/ (C n) изменение

Phrasals & Phrases

act out разыгрывать
 go bad портиться (о продуктах)
 make a cheque out to sb выписывать чек

Culture Corner 2

cancer /kænsə/ (n) рак (заболевание)
 care /keə/ (n) забота
 cause /kɔːz/ (n) причина, мотив, повод
 committee /kəmɪti/ (n) комитет, комиссия
 concern /kənˈsɜːn/ (n) беспокойство, участие,
 отношение
 craft /krɑːft/ (n) изделие, поделка
 cruelty /krjuːlɪti/ (n) жестокость
 disabled /dɪsˈeɪbld/ (adj) нетрудоспособный
 donate /dɒneɪt/ (v) делать пожертвование
 establish /ɪstæblɪʃ/ (v) основать, учреждать, создавать
 (компанию, организацию и т.д.)
 famine /fæmɪn/ (n) голод (стихийное бедствие)
 foundation /faʊndəʃn/ (n) фонд, учреждение
 goods /ɡʊdz/ (n) товары
 helper /hɛlpə/ (n) помощник
 item /aɪtəm/ (n) пункт, отдельный предмет в списке

logo /lɒləʒoʊ/ (n) логотип, фирменный знак
 occasion /əˈkeɪʒən/ (n) случай
 organisation /ɔːˈɡənɪzaɪʒən/ (n) организация
 prevention /prɪˈvenʃən/ (n) предупреждение, предотвращение
 profit /ˈprɒfɪt/ (n) прибыль
 public /ˈpʌblɪk/ (n) народ, публика, общественность
 raise /reɪz/ (v) собирать (деньги), поднимать
 relate /rɪˈleɪt/ (v) иметь отношение, состоять в родстве
 relief /rɪˈliːf/ (n) облегчение, помощь
 run /rʌn/ (v) вести дела
 seem /siːm/ (v) казаться, производить впечатление
 society /səˈsaɪəti/ (n) общество
 somehow /sɒmhaʊ/ (adv) так или иначе, как-нибудь, каким-то образом
 store /stɔː/ (n) магазин
 support /səˈpɔːt/ (v) поддерживать, помогать
 thrift /θrɪft/ (n) экономность, бережливость
 volunteer /ˈvɒləntɪə/ (n, v) волонтер, доброволец; идти добровольцем
 waste /weɪst/ (v) тратить (зря)

Phrasals & Phrases

fair trade взаимовыгодная торговля
 household items домашняя утварь
 put words into practice сказано—сделано; делать то, что говоришь

Going Green 2

activate /æˈkɪveɪt/ (v) активировать, завести, включить
 anyway /ɪnwaɪ/ (adv) в любом случае
 appear /əˈpɪə/ (v) появляться
 bury /ˈbɜːri/ (v) захоронить, хоронить, закапывать
 column /ˈkɒləm/ (n) колонна
 chart /tʃɑːt/ (n) таблица, схема, план
 chemical /ˈkɛmɪkəl/ (n) химикат
 chip /tʃɪp/ (n) обломок, осколок, кусочек
 confuse (with) /kənˈfjuːz/ (v) спутать
 damage /ˈdæmɪdʒ/ (v) повреждать, портить, наносить ущерб
 decompose /ˌdeɪkəmˈpəʊz/ (v) разлагаться
 diagram /daɪˈɑːɡræm/ (n) диаграмма, схема
 discuss /dɪˈskʌs/ (v) обсуждать
 either /ˈiːðə, aɪðə/ (adj) другой, такой же
 energy /enəˈdʒi/ (n) энергия
 enrich /ɪnˈrɪʃ/ (v) обогащать, улучшать
 harm /hɑːm/ (v) вредить
 industry /ˈɪndʌstri/ (n) промышленность
 knowledge /ˈnɒɡlɪdʒ/ (n) знание
 landfill /ˈlændfɪl/ (n) свалка мусора
 least /liːst/ (adj) наименьший; наименьшее, минимальное количество
 light /laɪt/ (adj) лёгкий
 manufacturing /ˌmænɪfʌktʃərɪŋ/ (C n) производство, выработка
 marine /məˈriːn/ (adj) морской
 minimal /mɪˈnɪməl/ (adj) минимальный
 mistake /mɪˈsteɪk/ (v) ошибаться

neither nor /neɪðə, nəðə/ (adj) ни тот, ни другой
 oil /ɔɪl/ (n) нефть
 persuade /pəˈswɛd/ (v) убеждать
 playwright /ˈpleɪdraɪt/ (n) сценарист
 pollution /pəˈluːʃən/ (n) загрязнение
 print /prɪnt/ (v) печатать
 prior /ˈpraɪə/ (adj) прежний, предыдущий
 recycle /ˈrɪsaɪkəl/ (v) перерабатывать
 recycling centre /ˈrɪsaɪkling sɛntə/ (C n) центр по переработке отходов
 (the) rest /rest/ (n) остальное(ые)
 reusable /ˈriːzəbəl/ (adj) многоразового использования
 statement /ˈsteɪtmənt/ (n) утверждение
 switch /swɪtʃ/ (n) переключение
 ton /tʌn/ (n) тонна
 verdict /ˈvɜːdɪkt/ (n) вердикт, решение
 waste /weɪst/ (n) отходы, мусор
 wisdom /ˈwɪzdəm/ (n) мудрость

Phrasals & Phrases

break down разбивать, разделять
 break up распадаться, разлагаться
 end up in оказаться (в ситуации), привести к чему-либо
 get rid of избавляться; отделаться от чего-либо
 in fact фактически, в действительности
 in the meantime в то же время, одновременно
 renewable resources возобновляемые ресурсы
 throw away выбрасывать

MODULE 3

3a

approval /əˈpruːvəl/ (n) одобрение
 anthropology /ˌænthrəˈpɒlədʒi/ (n) антропология
 application /ˌæplɪˈkeɪʃən/ (n) применение
 applied /əˈplɪd/ (adj) прикладной
 astronomy /əˈstrɒnəmi/ (n) астрономия
 being /ˈbiːɪŋ/ (n) существование, существо
 biology /ˈbaɪɒlədʒi/ (n) биология
 capture /ˈkæptʃə/ (v) поймать, брать в плен
 chemistry /ˈkɛmɪstri/ (n) химия
 chimney /ˈtʃɪmni/ (n) труба, дымоход
 cloth /klɒθ/ (n) ткань, сукно
 computer science /kəmˈpjuːtəˈsaɪəns/ (n) информатика
 conclusion /kənˈklʌʒən/ (n) вывод, окончательное решение
 contain /kənˈteɪn/ (v) содержать, вмещать
 craft /krɑːft/ (n) средство передвижения, судно
 crowd /kraʊd/ (n) толпа
 curious /kɪˈkjʊəriəl/ (adj) любопытный
 dry /draɪ/ (v) сушить
 earth science /ɜːθˈsaɪəns/ (n) наука о Земле; почвоведение
 ecology /ˈɛkələdʒi/ (n) экология
 economics /ˌiːkənəmɪks/ (n) экономика
 education /ˌedʒʊˈkeɪʃən/ (n) образование, просвещение, обучение

engineering /ɛnʃɪˈnɪəriŋ/ (n) проектирование, инженерное дело
 expect /ɪkˈspekt/ (v) ожидать, ждать
 experiment /ɪkˈspɛrɪmənt/ (n) эксперимент, опыт
 field /fi:ld/ (n) область (изучения)
 flight /flaɪt/ (n) полёт
 float /fləʊt/ (v) плыть на поверхности, в воздухе
 gather /gæðə/ (v) собирать
 hang /hæŋ/ (v) вешать
 health science /helθ saɪəns/ (n) валеология
 heat /hi:t/ (n) жара, жар
 height /haɪt/ (n) высота
 history /hɪstəri/ (n) история
 hot-air balloon /hɒtəː bælɒn/ (n) воздушный шар
 human /hju:mən/ (adj) человеческий
 human geography /hju:mən dʒiːɒgrəfi/ (n) география населения
 inventor /ɪnˈvɛntə/ (n) изобретатель
 journey /dʒɜ:ni/ (n) путешествие, поездка
 laundry /ləʊndri/ (n) прачечная
 lift /lɪft/ (v) поднимать
 linguistics /lɪŋgwɪstiks/ (n) лингвистика
 machine /məˈʃi:n/ (n) станок, механизм, машина
 management /mænɪdʒmənt/ (n) менеджмент, управление
 manned /mænd/ (adj) управляемый людьми
 member /mɛmbə/ (n) член, участник
 nearby /nɪəˈbaɪ/ (adv) рядом, неподалеку
 notice /nəʊtɪs/ (v) замечать
 upwards /ʌpwəːdɪz/ (adv) вверх, выше
 passenger /ˈpæsɪndʒə/ (n) пассажир
 perform /pəˈfɔ:rm/ (v) выполнять, исполнять, делать
 permission /pəˈmɪʃn/ (n) разрешение
 phenomenon /fɪˈnɒmɪnən/ (n) феномен
 physics /fɪzɪks/ (n) физика
 politics /pəˈlɪtɪks/ (n) политика
 power /paʊə/ (n) сила
 psychology /saɪkəˈlɒdʒi/ (n) психология
 reach /ri:tʃ/ (v) достигать, добираться
 realise /rɪˈælaɪz/ (v) осознавать, понимать
 refer /rɪˈfɜ:/ (v) упоминать, ссылаться
 research /rɪˈsɜ:ʃ/ (n) изучать, исследовать
 rooftop /ˈru:ftɒp/ (n) крыша
 science /saɪəns/ (n) наука
 scientific /saɪəntɪfɪk/ (adj) научный
 smoke /sməʊk/ (n) дым
 straw /strɔ:/ (n) соломинка, солома
 sociology /səˈsɪɒlədʒi/ (n) социология
 table /teɪbəl/ (n) таблица
 underneath /ˌʌndəˈni:θ/ (adv) вниз, внизу
 unusual /ʌnˈju:ʒuəl/ (adj) необычный
 word /wɜ:ɪd/ (v) выражать словами, формулировать

Phrasals & Phrases

along with вместе с, одновременно с
 multiple choice множественный выбор
 safe and sound целый и невредимый, в целости и сохранности
 shortly afterwards вскоре
 take place происходить; иметь место; случаться

3b

accountant /əˈkaʊntənt/ (n) бухгалтер
 achieve /əˈtʃi:v/ (v) достигать, добиваться, успешно выполнять
 air traffic controller /eəˈtreɪfɪk kəntrɔ:lə/ (n) авиационный диспетчер
 architect /ˈɑ:kɪtekt/ (n) архитектор
 cashier /keɪʃɪə/ (n) кассир
 client /klaɪənt/ (n) клиент
 computer programmer /kəmˈpi:jətəˈprɒɡræmə/ (n) программист
 customer /kʌstəmə/ (n) заказчик, покупатель
 deadline /ˈdedlaɪn/ (n) крайний срок, срок исполнения
 delivery /dɪˈlɪvəri/ (n) доставка
 desk job /deɪsk dʒɒb/ (n) работа в офисе
 duty /dʒu:ti/ (n) обязанность
 echo /ekəʊ/ (n) эхо
 freelancer /ˈfri:lɑ:nsə/ (n) свободный художник; человек, работающий на себя
 full-time /fʊlˈtaɪm/ (adj) полный (*рабочий день*), полная (*занятость*)
 general manager /dʒenərəl mænɪdʒə/ (n) главный управляющий, директор
 graphic designer /dʒɒɡræfɪk dɪzəɪnə/ (n) художник-оформитель
 involve /ɪnˈvɒlv/ (v) вовлекать, включать (в себя)
 lion tamer /laɪən ˈteɪmə/ (n) дрессировщик, укротитель львов
 mechanic /mɪˈkænɪk/ (n) механик
 meet /mi:t/ (v) сталкиваться с чем-либо (*в работе*)
 mind /maɪnd/ (v) возражать, обращать внимание
 operator /ˈɒpəreɪtə/ (n) оператор, телефонист
 overtime /ˌoʊvəˈtaɪm/ (n) переработка, сверхурочные (*часы*)
 pay /peɪ/ (n) оплата
 part-time /pɑ:ˈtaɪm/ (adj) неполная (*занятость*); неполный (*рабочий день*)
 personal assistant /pɜ:ˈsɒnəl əsɪstənt/ (n) личный помощник
 promotion /prəˈmɔ:ʃn/ (n) содействие, продвижение по службе
 repeat /rɪˈpi:t/ (v) повторять
 require /rɪˈkwaɪə/ (v) требовать, спрашивать
 rise /raɪz/ (n) повышение
 salary /sæləri/ (n) зарплата
 salesman /seɪlsmən/ (n) торговец
 sales assistant /seɪlz əsɪstənt/ (n) продавец
 shift /ʃɪft/ (n) смена
 tough /tʌf/ (adj) тяжелый, строгий, плотный
 traffic warden /ˈtræfɪk wɜ:ɪdən/ (n) регулировщик дорожного движения
 training /ˈtreɪnɪŋ/ (n) тренировка, обучение
 uniform /ju:ˈnɪfɔ:m/ (n) форма, униформа
 vet /vet/ (n) ветеринар
 weekday /wi:kdeɪ/ (n) будний день
 well paid /wel peɪd/ (adj) хорошо оплачиваемый

Phrasals & Phrases

be on smb кто-то платит (*за*)

do for a living зарабатывать на жизнь
 get in touch with вступить в контакт, связаться
 out of work безработный
 the same as ever так же как всегда; без изменений

3c

announce /əˈnaʊns/ (V) объявлять, заявлять, извещать
 article /ˈɑːtɪkəl/ (n) статья
 attached /əˈtʃɪd/ (adj) прикрепленный, привязанный
 bacterium /ˈbæktəriəm/ (n) бактерия
 breakthrough /ˈbreɪkθruː/ (n) прорыв
 but /bʌt/ (conj) но
 chew /tʃuː/ (V) жевать, разжёвывать
 coin /kɔɪn/ (n) монета
 culture /ˈkʌltʃə/ (n) культура (бактерия)
 destroy /dɪˈstrɔɪ/ (V) разрушать
 dig /dɪɡ/ (V) копать
 discovery /dɪˈskʌvəri/ (n) открытие
 examine /ɪkˈzæmɪn/ (V) рассматривать, исследовать, обследовать
 experiment /ɪkˈsperɪmənt/ (n, V) эксперимент; проводить эксперимент, экспериментировать
 foreign /fɔːrɪn/ (adj) иностранный
 grab /ɡræb/ (V) хватать, схватить
 ground /ɡraʊnd/ (n) земля
 guest /ɡest/ (n) приглашённый, гость
 harmful /hɑːmfl/ (adj) вредный, приносящий вред
 highlighted /haɪlaɪtɪd/ (adj) выделенный, освещённый
 invention /ɪnˈvɛnʃən/ (n) изобретение
 investigate /ɪnˈvɛstɪɡeɪt/ (V) исследовать, расследовать
 lab (= laboratory) /læb/ (n) лаборатория
 look /lʊk/ (n) внешний вид, взгляд
 mad /mæd/ (adj) сумасшедший, разъярённый
 mould /maʊld/ (n) плесень
 mystery /mɪˈstəri/ (n) загадка
 penicillin /pəˈnɪsɪlɪn/ (n) пенициллин
 refuse /rɪˈfjuːz/ (V) отказываться
 sloppy /sloʊpi/ (adj) неаккуратный
 sample /ˈsæmpəl/ (n) образец, шаблон
 scientist /saɪənˈtɪst/ (n) учёный
 spot /spɒt/ (V) обнаруживать, обозначать
 substance /ˈsʌbstəns/ (n) субстанция
 visible /ˈvɪzɪbəl/ (adj) видимый
 wave /weɪv/ (V) махать (рукой)
 work /wɜːk/ (V) работать

Phrasals & Phrases

fall asleep засыпать

3d

achievement /əˈtʃɪvmənt/ (n) достижение, успех, победа
 admiration /ədˈmɪrɪʃən/ (n) восхищение
 adult /ədʌlt/ (n) взрослый
 alter /ɔːltə/ (V) изменять, переделывать
 bill /bɪl/ (n) счёт
 biography /baɪˈɒɡrəfi/ (n) биография
 birth /bɜːθ/ (n) рождение
 degree /dɪɡriː/ (n) степень

divorce /dɪˈvɔːs/ (n, V) развод; разводиться, расторгать брак
 dizzy /dɪzi/ (adj) чувствующий головокружение, ошеломлённый
 element /ˈɛlɪmənt/ (n) элемент
 employ /ɪmˈplɔɪ/ (V) нанимать
 front line /frʌnt laɪn/ (n) линия фронта
 gap /ɡæp/ (n) пробел
 gapped /ɡæpt/ (adj) содержащий пробелы
 gist /dʒɪst/ (n) суть, сущность
 graduate /ɡrædʒʊeɪt/ (V) оканчивать (высшее учебное заведение)
 heading /ˈhedɪŋ/ (n) заголовок
 identical /ɪˈdentɪkəl/ (adj) идентичный, такой же
 immediately /ɪmɪˈdiətli/ (adv) немедленно
 infant /ˈɪnfənt/ (n) ребёнок, малыш
 isolate /ˈɪsəleɪt/ (V) изолировать
 law /lə/ (n) закон
 lawyer /ˈlɔːjə/ (n) адвокат
 licence /ˈlɪsəns/ (n) лицензия
 magnetism /ˈmæɡnɪtɪzəm/ (n) магнетизм, привлекательность
 Master's degree /ˈmɑːstəːz dɪɡriː/ (n) степень магистра
 miss /mɪs/ (V) скучать
 mobile /ˈməʊbaɪl/ (adj) мобильный
 Nobel Prize /ˈnɔːbəl praɪz/ (n) Нобелевская премия
 number /ˈnʌmbə/ (V) нумеровать, давать номер
 option /ˈɒpʃən/ (n) выбор, предмет выбора
 owe /əʊ/ (V) быть в долгу, быть перед кем-либо обязанным
 poisoning /ˈpɔɪzənɪŋ/ (n) отравление
 position /pəˈzɪʃən/ (n) должность
 prove /pruːv/ (V) доказывать
 radiation /reɪˈdɪeɪʃən/ (n) радиация
 radioactive /reɪˈdɪɔːkətɪv/ (adj) радиоактивный
 radium /reɪˈdɪəm/ (n) радий
 respect /rɪˈspekt/ (n) уважение
 senior citizen /ˈsiːniəː ˈsɪtɪzən/ (n) пожилой человек, гражданин
 source /sɔːs/ (n) источник
 Sorbonne /sɔːˈbɒn/ (n) Сорбонна (университет во Франции)
 stage /steɪdʒ/ (n) место действия
 swap /swɒp/ (V) обмениваться
 term /tɜːm/ (n) семестр, период
 toddler /ˈtɒdlə/ (n) ребёнок, только начинающий ходить
 tutor /ˈtjuːtə/ (n) преподаватель, репетитор
 uranium /jʊˈreɪniəm/ (n) уран (металл)
 X-ray /ˈeksreɪ/ (n) рентген

Phrasals & Phrases

again and again снова и снова
 all in all в итоге, полностью
 bring sb up воспитывать кого-либо
 keep to one's goals идти к цели
 make sense иметь смысл
 on and on бесконечно, не переставая
 round and round кругом, со всех сторон

3e

adventure /ədˈvɛntʃə/ (n) приключение
 among /əˈmɒŋ/ (prep) среди, посреди
 ancient /ˈeɪnʃənt/ (adj) древний
 apparently /əˈpɪərɪntli/ (adv) явно, очевидно, несомненно
 cave /keɪv/ (n) пещера
 chronological /ˌkrɒnəlɒdʒɪkəl/ (adj) хронологический
 climax /ˈklaɪmks/ (n) кульминация
 climb /klaɪm/ (v) карабкаться, лезть, залезать
 comedy /kɒmədi/ (n) комедия
 competition /ˌkɒmpɪtɪʃn/ (n) соревнование
 confirm /kənˈfɪrm/ (v) подтверждать
 cover /kʌvə/ (v) закрывать, укрывать
 crawl /krɔːl/ (v) ползти
 drawer /draɪə/ (n) ящик (стола, мебели)
 edge /edʒ/ (n) край
 edit /edɪt/ (v) редактировать, исправлять
 entitle /ɪnˈtaɪtl/ (v) озаглавливать
 expert /ˈɛkspɜːt/ (n) эксперт
 fairy tale /ˈfeəri teɪl/ (n) сказка
 formatting /ˈfɔːmætɪŋ/ (n) форматирование, размещение информации
 gallery /ˈgæləri/ (n) галерея
 gasp /gæsp/ (n) затруднённое дыхание
 incorrect /ˌɪnkəˈrɛkt/ (adj) неправильный
 lead to /liːd tu/ (v) вести к...
 limp /lɪmp/ (v) хромать
 main /meɪn/ (adj) главный, самый важный
 misspelling /mɪsˈspɛlɪŋ/ (n) неправильное написание, орфографическая ошибка
 normally /ˈnɔːrmlɪ/ (adv) нормально, обычно
 order /ˈɔːdə/ (n) порядок
 passage /ˈpæsiʒ/ (n) проход, коридор
 plot /plɒt/ (n) сюжет
 point /pɔɪnt/ (v) указывать, направлять в нужную сторону
 punctuation /ˌpʌŋktʃuːeɪʃn/ (n) пунктуация
 relieved /rɪˈli:vɪd/ (adj) облегчённый
 return /rɪˈtɜːn/ (v) возвращать(ся)
 scene /siːn/ (n) сцена, эпизод
 sequence /ˈsiːkwəns/ (n) последовательность (событий)
 sense /sens/ (n) чувство
 set /set/ (v) устанавливать, определять
 stroll /strɔːl/ (v) гулять, прогуливаться, бродить
 structured /ˈstrʌktʃəd/ (adj) структурированный
 suppose /səˈpəʊz/ (v) предполагать
 torch /tɔːtʃ/ (n) факел, фонарик
 treasure /ˈtreʒə/ (n) сокровище
 tunnel /ˈtʌnəl/ (n) туннель
 village /ˈvɪlɪdʒ/ (n) деревня
 wallet /ˈwɒlɪt/ (n) кошелек, бумажник
 wood /wʊd/ (n) лес

Phrasals & Phrases

at least по крайней мере
 fall over падать, опрокидываться
 lay eyes upon увидеть (что-либо в первый раз)
 let out выпускать, выпустить
 once upon a time давным-давно

stay behind задержаться
 turn on включать

3f

appendix /əˈpɛndɪks/ (n) приложение
 available /əˈvɛɪləbəl/ (adj) доступный
 career /kəˈrɪə/ (n) карьера
 childhood /ˈtʃɪldrʊd/ (n) детство
 conscious /kənˈʃəs/ (adj) находящийся в сознании, сознающий
 deaf /deɪf/ (adj) глухой
 earn /ɜːn/ (v) зарабатывать (деньги)
 employee /ɪmˈplɔɪi/ (n) работник, служащий
 employer /ɪmˈplɔɪə/ (n) наниматель, работодатель
 flight attendant /flaɪt əˈtɛndənt/ (n) бортпроводник
 government /ˈgʌvənmənt/ (n) правительство
 ideal /aɪˈdɪəl/ (adj) идеальный
 memorise /ˈmeməraɪz/ (v) запоминать, заучивать наизусть
 memory /ˈmɛməri/ (n) память
 mutual /ˈmjuːʃuəl/ (adj) взаимный, обоюдный, совместный
 national /ˈnæʃənəl/ (adj) национальный
 partner /ˈpɑːtnə/ (n) партнёр
 pressure /ˈpreʃə/ (n) давление, нажим, затруднительное обстоятельство
 professor /prəˈfɛsə/ (n) профессор, преподаватель
 raise /reɪz/ (v) растить, поднимать, воспитывать
 recall /rɪˈkɔːl/ (v) вспоминать, напомнить
 refreshment /rɪˈfrɛʃmənt/ (n) что-то освежающее (напиток, еда)
 responsible /rɪˈspɒnsɪbəl/ (adj) ответственный
 rewrite /riˈraɪt/ (v) переписывать
 sympathise /sɪmpəˈθaɪz/ (v) сочувствовать
 summary /səˈmɛəri/ (n) краткое описание, изложение
 wage /weɪdʒ/ (n) заработная плата, почасовая оплата труда

Phrasals & Phrases

by heart наизусть
 in charge of ответственный за...
 in bold жирным шрифтом (писать, печатать что-либо)
 pass out падать в обморок
 put on the market выставить на продажу

Culture Corner 3

banknote /ˈbæŋknoʊt/ (n) банкнота
 compose /kəmˈpəʊz/ (v) сочинять, создавать, писать (в музыке, литературе)
 derivative /ˌdɪrɪvətɪv/ (n) производное слово, число
 develop /dɪˈveləp/ (v) развивать
 director /ˌdɪrɪktə/ (n) директор, управляющий
 five /faɪv/ (n) пятифунтовая банкнота
 governor /ˈgʌvəˈnɔː/ (n) управляющий
 historical /hɪˈstɒrɪkəl/ (adj) исторический
 image /ɪˈmɪdʒ/ (n) изображение, образ
 illustrate /ɪˈlʌstreɪt/ (v) иллюстрировать
 illustration /ˌɪlʌstreɪʃn/ (n) иллюстрация
 improve /ɪmˈpruːv/ (v) доказывать

issue /'ɪʃuː, ɪʃu/ (v) издавать, печатать
 note /nəʊt/ (n) банкнота
 naturalist /ˌnætʃərəlɪst/ (n) естествовед, натуралист
 portrait /pɔː'treɪt/ (n) портрет
 pound /paʊnd/ (n) фунт стерлингов (*денежная единица в Англии*)
 present day /prɪzənt dɪ/ (adj) современный, нынешний
 prison /prɪzən/ (n) тюрьма
 rude /ruːd/ (adj) грубый
 site /saɪt/ (n) площадка, место
 theory /'θɪəri/ (n) теория
 vary /veəri/ (v) менять, изменяться

Phrasals & Phrases

living conditions условия жизни
 make one's name сделать себе имя, становиться знаменитым (известным)

Across the Curriculum: History

attack /ə'tæk/ (v) атаковать, нападать
 blind /blaɪnd/ (adj) слепой
 continent /kɒntɪnənt/ (n) континент
 cross /krɒs/ (v) пересекать, переходить, переправляться
 curriculum /kə'rɪkjʊləm/ (n) учебный план
 doorway /'dɔːweɪ/ (n) дверной проём, вход
 eventually /ɪ'ventʃʊəli/ (adv) в итоге, в конце концов
 fortune /'fɜːtʃən/ (n) состояние, богатство, удача
 harbour /'hɑːbər/ (n) гавань
 knight /naɪt/ (v) посвящать в рыцари, давать рыцарское звание
 map /mæp/ (n) карта (*географическая*)
 master /'mɑːstə/ (n) специалист, мастер
 object /'ɒbjekt/ (n) предмет, объект
 pessimist /pɛsɪmɪst/ (n) пессимист
 remaining /rɪ'meɪnɪŋ/ (adj) оставшийся
 route /ruːt/ (n) маршрут
 sail /seɪl/ (v) плыть по морю, идти под парусами
 spirit /spɪrɪt/ (n) дух, воодушевление, настрой
 storm /stɔːm/ (n) шторм
 sum /sʌm/ (n) сумма
 thief /θɪf/ (n) вор
 tip /tɪp/ (n) верхушка, кончик
 uncharted /ʌn'tʃɑːtɪd/ (adj) не отмеченный на карте, неисследованный
 valuable /və'ljuəbəl/ (adj) дорогой, ценный, дорогостоящий
 violent /vɪələnt/ (adj) сильный, ожесточённый, яростный

Phrasals & Phrases

on board a ship/a plane на борту (корабля/самолета)
 turn back поворачивать назад (обратно)

MODULE 4

4a

advert (advertisement) /ədvaɪt/ (n) рекламное объявление, анонс
 advertising /ədvaɪtɪzɪŋ/ (n) реклама, рекламный бизнес

appearance /ə'piərəns/ (n) внешний вид
 bushy /bʊʃi/ (adj) густой (*о бровях, бороде*)
 case /keɪs/ (n) дело
 childish /'tʃɪldrɪʃ/ (adj) детский, ребячливый, инфантильный
 classmate /klɑːsmet/ (n) одноклассник
 compare /kəmpeɪ/ (v) сравнивать
 concentrate /kɒnsəntreɪt/ (v) концентрироваться, сосредотачиваться
 confidence /kɒnfɪdəns/ (n) уверенность
 crooked /krʊkɪd/ (adj) искривлённый, изогнутый
 curly /kɜːli/ (adj) кудрявый, вьющийся
 deep /diːp/ (adj) глубокий, низкий (*о голосе*)
 influence /ɪnfluəns/ (v) влиять
 troubled /trʌbld/ (adj) беспокойный, встревоженный
 fair /feɪ/ (adj) светлый
 false /fɔːls/ (adj) ложный, лживый, ненастоящий
 familiar /fə'mɪliə/ (adj) известный, знакомый
 fantasy /fæntəzi/ (n) фантазия, вымысел
 fat /fæt/ (n) жир
 fictional /fɪkʃənəl/ (adj) вымышленный, выдуманный
 frizzy /frɪzi/ (adj) кудрявый, курчавый
 mature /mə'tjʊə/ (v) развиваться, созревать
 media /'miːdiə/ (n) средства массовой информации
 muscular /mʌskjələ/ (adj) мускулистый
 obsessed /əbseɪd/ (adj) одержимый
 overweight /'əʊvə'weɪt/ (adj) страдающий избыточным весом
 paraphrase /pə'ræfrɪz/ (v) перефразировать
 physical /fɪzɪkəl/ (adj) физический, телесный
 pimple /pɪmpəl/ (n) прыщик
 pointed /pɔɪntɪd/ (adj) остроконечный, заострённый
 popular /pɒpjələ/ (adj) популярный
 round /raʊnd/ (n) фунт (*мера веса*)
 pride /praɪd/ (n) гордость
 protruding /prə'truːdɪŋ/ (adj) торчащий, выдающийся
 reality /rɪə'lɪti/ (n) реальность
 regularly /regjʊləli/ (adv) регулярно
 self-esteem /self ɪ'stiːm/ (n) самоуважение, чувство собственного достоинства
 skinny /skɪni/ (adj) тощий
 speed /spiːd/ (n) скорость
 spotty /spɒti/ (adj) прыщеватый
 stare /steɪ/ (v) уставиться, пристально смотреть
 thick /θɪk/ (adj) толстый
 unrealistic /ˌʌnrɪə'lɪstɪk/ (adj) нереальный
 vanity /vænɪti/ (n) тщеславие, гордость
 wide /waɪd/ (adj) широкий
 weight training /weɪt ɪ'treɪnɪŋ/ (n) поднятие тяжестей

Phrasals & Phrases

can't stand не переносить что-либо; не любить что-либо
 draw attention привлечь внимание
 get on a diet садиться на диету
 grow taller/wider etc становиться шире/выше и т. д.
 join a gym начать занятия в спортивном зале
 feel at home чувствовать себя как дома
 put on some weight набрать вес

4b

approval /ə'pru:vl/ (n) одобрение, утверждение
 awful /'ɔ:fl/ (adj) ужасный
 baggy /'bægi/ (adj) мешковатый, обвисший
 casual /'kæʒuəl/ (adj) повседневный
 character /'kæŋktə/ (n) характер
 classy /'klæsi/ (adj) стильный, шикарный,
 переклассный
 cotton /'kɒtn/ (n) хлопок
 craze /'kreɪz/ (n) увлечение, мода
 disapproval /dɪsə'pru:vl/ (n) неодобрение
 disgusting /dɪs'gʌstɪŋ/ (adj) отвратительный, неприятный
 dreadful /dri:dfl/ (adj) ужасный, страшный
 elegant /'elɪgənt/ (adj) элегантный
 far /fɑ:/ (adv) далеко
 floral /'flɔ:rl/ (adj) цветастый
 haircut /'hæɪkʌt/ (n) стрижка
 latest /'leɪtst/ (adj) последний
 loose-fitting /lu:z 'fi:tɪŋ/ (adj) свободный, просторный
 (об одежде)
 mark /mɑ:k/ (n) заметка, метка
 mind /maɪnd/ (v) обращать внимание, возражать
 pattern /'pætn/ (n) модель, выкройка, контур, узор
 patterned /'pætnəd/ (adj) узорчатый
 ridiculous /rɪ'dɪkjʊləs/ (adj) нелепый, смешотворный
 scruffy /'skrʌfi/ (adj) неряшливый, грязный
 smart /smɑ:t/ (adj) нарядный, красивый
 state /steɪt/ (v) утверждать
 stressed /'strest/ (adj) напряжённый, нагруженный
 suit /su:t/ (v) подходить (об одежде)
 sweater /'swetə/ (n) свитер
 syllable /'sɪləbəl/ (n) слог
 top /tɒp/ (n) блузка, топ (одежда)
 trendy /'trendi/ (adj) модный
 tight-fitting /taɪt 'fi:tɪŋ/ (adj) облегаящий, обтягивающий
 velvet /'velvɪl/ (n) бархат

Phrasals & Phrases

get dressed одеваться
 get dressed up наряжаться (по особому случаю)
 hang on ожидать, ждать
 keep up with идти в ногу (со временем), держаться
 наравне с

4c

agent /'eɪdʒənt/ (n) представитель
 ascend /ə'send/ (v) подниматься, восходить
 base /beɪs/ (v) основывать
 blouse /blaʊz/ (n) блузка
 borrow /'bɒrəʊ/ (v) занимать, брать в долг
 chef /ʃe:f/ (n) повар
 collection /kə'ɒlkʃən/ (n) коллекция
 complex /'kɒmpleks/ (n) комплекс
 costume /'kɒstju:m/ (n) костюм (национальный,
 театральный)
 design /dɪ'zaɪn/ (n) дизайн
 director /dɪ'rektə/ (n) режиссёр
 editor /'edɪtə/ (n) редактор

equivalent /'ekwɪvələnt/ (adj) равноценный, аналогичный
 essay /'eset/ (n) эссе, очерк
 headpiece /'hedpi:s/ (n) шлем, головной убор
 heaven /'heɪvən/ (n) небеса, рай
 icon /'aɪkɒn/ (n) икона, идол, кумир
 junkyard /'dʒʌŋkjɑ:rd/ (n) свалка
 knit /nɪt/ (v) вязать
 long-running /lɒŋ'rʌnɪŋ/ (adj) длительный
 make-up /'meɪkʌp/ (n) макияж, косметика
 mayor /'meɪə/ (n) мэр
 mess /mes/ (n) беспорядок
 parcel /'pɑ:sl/ (n) посылка
 play /pleɪ/ (n) пьеса (театральная)
 poem /'pəʊm/ (n) стихотворение
 possum /'pɒsəm/ (n) опоссум
 predicate /'prɛdɪkət/ (n) сказуемое
 produce /'prɒdju:s/ (v) делать, производить
 project /'prɒdʒekt/ (v) представлять, демонстрировать
 promote /'prɒməʊt/ (v) продвигать
 publish /'pʌblɪʃ/ (v) публиковать, издавать
 saw /sɔ:/ (n) пила
 sort /sɔ:t/ (n) сорт, тип
 structure /'strʌktʃə/ (n) структура
 stage /steɪdʒ/ (v) инсценировать
 translate /'trænzleɪt/ (v) переводить
 whiskers /'wɪskəz/ (n) усы (у животных)

4d

actual /'æktʃʊəl/ (adj) подлинный, действительный,
 настоящий
 ankle /'æŋkəl/ (n) лодыжка, щиколотка
 beauty salon /'beɪtɪ səlɒn/ (n) салон красоты
 belong /bɪ'lɒŋ/ (v) принадлежать
 bleed /bi:ld/ (v) кровоточить
 century /'sentʃəri/ (n) век
 ceremonial /serɪ'mɒniəl/ (adj) церемониальный
 copy /kɒpi/ (v) повторять, копировать
 dressmaker /'dresmeɪkə/ (n) портной, портниха
 dye /daɪ/ (v) красить, окрашивать (волосы)
 especially /ɪ'speʃlɪ/ (adv) особенно
 exercise /'eksə'saɪz/ (v) упражняться, делать
 упражнения, тренироваться
 figure /'fɪɡə/ (n) личность, фигура
 fix /fɪks/ (v) ремонтировать, налаживать, чинить
 idol /'aɪdəl/ (n) идол, кумир
 ink /ɪŋk/ (n) чернила
 insert /ɪn'sɜ:t/ (v) вставлять
 lifetime /'laɪftaɪm/ (n) жизненный период, жизнь
 mark /mɑ:k/ (n) знак, метка, клеймо, заметка
 mend /mend/ (v) штопать, чинить
 needle /'ni:dl/ (n) игла
 panic /'pænɪk/ (v) паниковать, беспокоиться
 perm /pɜ:m/ (v) делать перманентную завивку
 pierce /pɪəs/ (v) прокалывать
 poke /pəʊk/ (v) толкать, тыкать
 polish /'pɒlɪʃ/ (v) красить (ногти)
 religious /rɪ'lɪdʒəs/ (adj) религиозный
 remove /rɪ'mu:v/ (v) убирать
 repair /rɪ'peə/ (v) чинить, ремонтировать

rub /rʌb/ (v) тереть, втирать
 scary /skɛəri/ (adj) страшный
 scream /skri:m/ (v) кричать (*пронзительно*)
 sharp /ʃɑ:p/ (adj) острый
 shoemaker /ʃu:meɪkə/ (n) сапожник
 sprain /sprɛɪn/ (v) растянуть (*связки*), вывихнуть (*ногу*)
 stick /stɪk/ (n) палка
 strike /straɪk/ (v) ударять, бить, нападать
 tattoo /tætu:/ (n) татуировка
 tease /ti:z/ (v) дразнить
 tribe /traɪb/ (n) род, клан, племя
 twice /tu:ɪs/ (adv) дважды
 wound /waʊnd/ (n) рана, ранение

Phrasals & Phrases

think through обдумывать, продумать
 wear off проходить, терять (популярность, известность)

4e

brainstorming /brɛɪnstɔ:mɪŋ/ (n) мозговой штурм; попытка быстро думать
 bright /braɪt/ (adj) яркий, живой, оживлённый
 bully /buli/ (v) залучивать, издеваться, грубо обращаться
 bully /buli/ (n) хулиган, задира, обидчик
 common /kɒmən/ (adj) общий
 counsellor /kʌnsəlɪə/ (n) консультант, советник
 expand /ɪkspænd/ (v) расширять, распространять
 extract /ɪkstreɪkt/ (n) отрывок
 face /feɪs/ (v) сталкиваться с ч.-л.
 fault /fɔ:lt/ (n) ошибка, недостаток, вина
 fit /fɪt/ (v) подходить, прилагать, быть в пору
 mark /mɑ:k/ (n) оценка, отметка
 miss /mɪs/ (v) опаздывать, промахиваться, упустить
 nasty /næsti/ (adj) неприятный, негодный, плохой
 necessary /nɛsəsəri/ (adj) важный, необходимый
 overcome /ɒvə'kʌm/ (v) освободиться, побеждать, преодолевать
 possible /pɒsəbəl/ (adj) возможный
 quit /kwɪt/ (v) переставать, останавливаться, оставлять, покидать
 shy /ʃaɪ/ (adj) стеснительный, робкий
 shyness /ʃaɪnəs/ (n) стеснительность, робость
 team /ti:m/ (n) команда
 vitamin /vɪtəmɪn/ (n) витамин
 vivid /vɪvɪd/ (adj) яркий, живой, наглядный, жизненный

Phrasals & Phrases

on one's own самостоятельно, в одиночку
 pick on дразнить, докучать, придирается
 put an end to sth останавливать, прекращать
 sign off подписываться, ставить подпись

4f

accept /əksept/ (v) принимать, соглашаться
 afford /ə'fɔ:d/ (v) иметь возможность, быть в состоянии

argument /ɑ:gjʊmənt/ (n) аргумент, обстоятельство
 balanced /bælənsɪd/ (adj) сбалансированный
 community centre /kəmju:nɪti 'sɛntə/ (n) культурный и общественный центр микрорайона
 dependent /dɪpɛndənt/ (adj) зависимый
 faked /feɪkd/ (adj) поддельный, фальшивый
 formal /fɔ:'mɔ:l/ (adj) формальный, официальный
 furry /fɜ:ri/ (adj) меховой, пушистый, подбитый мехом
 genuine /dʒenju:ɪn/ (adj) подлинный, настоящий, истинный
 illegal /ɪ'li:ɡl/ (adj) незаконный, нелегальный
 imbalanced /ɪm'bælənsɪd/ (adj) несбалансированный
 immature /ɪmætjʊə/ (adj) незрелый (*о человеке*)
 improbable /ɪm'prɒbəbəl/ (adj) невероятный, невозможный
 independent /ɪndɪpɛndənt/ (adj) независимый
 invaluable /ɪn'væljuəbəl/ (adj) бесценный, неоценимый
 irrelevant /ɪrɪ'levənt/ (adj) неуместный
 legal /li:ɡl/ (adj) законный, легальный
 lend /lend/ (v) одалживать, давать займы
 logical /lɒdʒɪkəl/ (adj) логический
 mature /mætjʊə/ (adj) зрелый, взрослый
 original /ɔ:dʒɪnəl/ (adj) оригинальный, подлинный
 prefix /prɪfiks/ (n) приставка
 probable /prɒbəbəl/ (adj) возможный
 relevant /rɪ'levənt/ (adj) уместный, относящийся к делу
 rely on /rɪ'laɪ ɒn/ (v) полагаться на ...
 rent /rent/ (v) брать в аренду, сдавать в аренду
 rudeness /ru:dnes/ (n) грубость
 sew /su:/ (v) шить
 trend /trend/ (n) мода, направление, тенденция
 various /vɛəriəs/ (adj) разнообразный
 worthless /wɜ:lθləs/ (adj) бесполезный

Culture Corner 4

apron /ə'prɒn/ (n) фартук
 bell /bel/ (n) колокольчик
 check /tʃek/ (n) клетка, клетчатая материя
 cloak /klɔ:k/ (n) плащ, накидка
 decorated /dɪkə'reɪtɪd/ (adj) украшенный
 distinctive /dɪ'stɪŋktɪv/ (adj) отличительный, характерный, особенный
 folk /fɔ:k/ (adj) национальный, традиционный
 gown /gaʊn/ (n) мантия, свободная одежда
 kilt /kɪlt/ (n) килт (*традиционная шотландская юбка*)
 nowadays /naʊ'deɪz/ (adv) в наши дни
 pad /pæd/ (n) прокладка, подушечка
 performer /pɔ:'fɔ:mɪ/ (n) артист-исполнитель
 pin /pɪn/ (n) булавка
 pleat /pli:t/ (v) закладывать, делать складки, плиссировать
 ribbon /rɪbən/ (n) лента
 shawl /ʃɔ:l/ (n) шаль
 specific /spɪsɪfɪk/ (adj) специфический
 spot /spɒt/ (n) место
 tartan /tɑ:'tæn/ (n) шотландка, клетчатая шотландская шерстяная ткань
 waist /weɪst/ (n) талия

Phrasals & Phrases

make up придавать форму, формировать

Going Green 4

bamboo /bæmbuː/ (n) бамбук
 cashmere /kæʃmɪə/ (n) кашемир
 chop /tʃɒp/ (v) рубить
 contaminate /kɒntæmɪneɪt/ (v) загрязнять, заражать
 cosy /kɒzi/ (adj) уютный
 denim /deɪnm/ (n) деним, джинсовая ткань
 differ /dɪfə/ (v) отличаться
 fabric /fæbrɪk/ (n) ткань, материя
 flax /flæks/ (n) лён (*растение*)
 fleece /fliːs/ (n) флис
 fibre /fɪbə/ (n) волокно, нить
 flakes /fleɪks/ (n) хлопья
 fortunate /fɔːtʃənət/ (adj) удачливый, счастливый
 label /leɪbəl/ (n) этикетка, метка
 linen /lɪnən/ (n) льняное полотно, постельное белье
 nylon /nɪlɒn/ (n) нейлон
 natural /nætʃərəl/ (adj) естественный, натуральный
 obvious /əˈvɪʊəs/ (adj) очевидный
 organic /ɔːɡənɪk/ (adj) органический
 pesticide /pestɪsaɪd/ (n) ядохимикат
 physicist /fɪzɪsɪst/ (n) физик
 polyester /pɒlɪestə/ (n) полиэстер
 pullover /pʊləvə/ (n) пуловер, свитер
 soil /sɔɪl/ (n) почва
 synthetic /sɪnθetɪk/ (adj) синтетический, ненатуральный
 treat /triːt/ (v) обрабатывать, обращаться (*c*)
 weave /wiːv/ (v) ткать

Phrasals & Phrases

environmentally friendly безвредный для
 окружающей среды
 give sth a try дать возможность проверить/испытать

MODULE 5

5a

avalanche /əˈvæləntʃ/ (n) лавина, снежный обвал
 bridge /brɪdʒ/ (n) мост
 bury /bɪəri/ (v) хоронить
 collapsed /kəlæpsd/ (adj) рухнувший, обвалившийся
 crack /kræk/ (v) давать трещину, трескаться, ломаться
 cyclone /saɪklɒn/ (n) циклон
 disaster /dɪzəstə/ (n) несчастье
 distribute /dɪstrɪbjʊt/ (v) распределять, раздавать
 drought /draʊt/ (n) засуха
 drown /draʊn/ (v) тонуть, утонуть
 earthquake /ˈɜːkweɪk/ (n) землетрясение
 emergency /ɪmɪdʒənˈdʒənsi/ (n) неотложный случай,
 экстренная ситуация
 flood /flʊd/ (n) наводнение
 generate /dʒenəreɪt/ (v) образовывать, создавать
 habitat /hæbɪtæt/ (n) среда обитания
 hit /hɪt/ (v) ударять
 holidaymaker /hɒlɪdeɪmeɪkə/ (n) отпускник, отдыхающий

horrific /hɒrɪfɪk/ (adj) ужасающий, внушающий ужас
 hurricane /hʌrɪkən/ (n) ураган
 injury /ɪndʒəri/ (n) рана
 lie /laɪ/ (v) лежать
 litter /lɪtə/ (v) сорить, мусорить
 massive /mæsvɪv/ (adj) массивный, огромный
 medical team /mɛdɪkəl tiːm/ (n) медицинская группа,
 команда
 occur /əˈkɜː/ (v) случаться, происходить
 palm /pɑːm/ (n) пальма
 ruined /ruːnd/ (adj) разрушенный
 reach /riːtʃ/ (v) достигать, добираться
 rescue /reskjʊ/ (v) спасать, освобождать, выручать
 rush /rʌʃ/ (v) мчаться, кидаться, бросаться
 scream /skriːm/ (v) визжать, кричать
 search /sɜːtʃ/ (v) искать, исследовать
 shake /ʃeɪk/ (v) искать
 smash /smæʃ/ (n) разбивать вдребезги, ломать
 spin /spɪn/ (v) крутить, вертеть, вращать
 storey /stɔːri/ (n) этаж, ярус
 suffer /sʌfə/ (v) страдать
 supplies /səˈplaɪ/ (n) припасы, продовольствие,
 провиант
 survivor /səˈvʌvə/ (n) переживший катастрофу,
 оставшийся в живых
 threatening /θreɪtənɪŋ/ (adj) угрожающий, грозный
 tinned /tɪnd/ (adj) консервированный
 tornado /tɔːnədəʊ/ (n) торнадо
 treat /triːt/ (v) лечить
 tsunami /tsʊnəmi/ (n) цунами
 violent /vɪələnt/ (adj) неистовый, яростный, жестокий
 wave /weɪv/ (n) волна

Phrasals & Phrases

be left homeless остаться без крова
 be washed up быть выброшенным водой на берег
 collapse like a house of cards рассыпаться как
 картонный домик
 early hours рано утром
 first aid первая помощь
 in the meantime в то же время; между тем
 pull out вытаскивать
 rescue team группа спасателей

5b

destroy /dɪstrɔɪ/ (v) уничтожить
 documentary /dɒkjʊməntəri/ (n) документальный фильм
 forming /fɔːmɪŋ/ (adj) образующий
 feed /fiːd/ (v) кормить
 hunt /hʌnt/ (v) охотиться
 interact /ɪntərˈɪkt/ (v) взаимодействовать
 issue /ɪʃʊ/ (n) проблема, вопрос
 plant /plɑːnt/ (v) сажать, сеять
 pollution /pəluːʃən/ (n) загрязнение
 prevent /prɪvent/ (v) предотвращать
 protect /prətekt/ (v) защищать, сохранять
 reduce /rɪdjuːs/ (v) сокращать
 tools /tuːls/ (n) инструменты
 train /treɪn/ (v) обучать, готовить

Phrasals & Phrases

environmental problem проблема окружающей среды
 endangered animal животное, находящееся под
 угрозой исчезновения
 global warming глобальное потепление
 greenhouse effect парниковый эффект
 ice cap снежная шапка (*вершина*)
 set up a school открывать школу

5c

although /əldəʊ/ (conj) хотя
 atmospheric pressure /ætməsferɪk prɛʃə/ (n) атмосферное
 давление
 capable /keɪpəbəl/ (adj) способный, в состоянии
 cry /kraɪ/ (v) кричать, плакать
 deadline /dɛdlaɪn/ (n) крайний срок, срок исполнения
 donation /dəʊneɪʃən/ (n) пожертвование
 enable /ɪnəbeɪl/ (v) позволять, давать возможность
 feed /fi:d/ (v) кормить
 following /fɒləʊɪŋ/ (adj) следующий
 intend /ɪntend/ (v) намереваться, планировать
 kit /kɪt/ (n) оборудование
 ladder /lædə/ (n) лестница, трап
 mean /mi:n/ (v) значить
 migrating bird /mɪgrəteɪɪŋ bɜ:d/ (n) перелётная птица
 moreover /məʊəʊvə/ (adv) кроме того; более того в
 дополнение
 nearly /nɪəli/ (adv) почти
 promise /prɒmɪs/ (v) обещать
 predict /prɪdɪkt/ (v) предсказывать
 psychic /saɪkɪk/ (adj) экстрасенсорный, психический
 reach /ri:tʃ/ (v) доезжать, добираться
 risk /rɪsk/ (v) рисковать
 sense /sens/ (v) чувствовать
 sensitive /sensɪtɪv/ (adj) чувствительный
 stubborn /stʌbən/ (adj) упрямый
 warden /wɜ:dən/ (n) смотритель
 warn /wɜ:n/ (v) предупреждать, предостерегать

Phrasals & Phrases

be about to happen вот-вот должно случиться,
 произойти
 be in the habit of иметь привычку
 be on the way быть на пути, приближаться
 become accustomed to привыкнуть к
 higher ground возвышенность
 look forward to ждать с нетерпением
 natural disasters стихийные бедствия, катаклизмы
 take notice замечать
 there's no point нет смысла (причины)
 to one's surprise к чьему-либо удивлению
 wildlife documentary /waɪldlaɪf dɒkjʊməntɪri/ (n) фильм о
 дикой природе

5d

anecdote /ænɪkdoʊt/ (n) анекдот
 behaviour /bɪhɛvjə/ (n) поведение

clue /klu:/ (n) ключ к разгадке, полезная информация
 desire /dɪzə/ (n) желание
 drizzle /dɪzəl/ (v) моросить
 electricity line /ɪlektrɪsɪtɪ laɪn/ (n) кабель, провод
 frequent /frɪkwənt/ (adj) частый
 frost /frɒst/ (n) иней
 howl /haʊl/ (v) завывать, выть
 inspect /ɪnspekt/ (v) изучать, осматривать
 meteorologist /mɪtɪərələdʒɪst/ (n) метеоролог
 mild /mɪld/ (adj) мягкий
 pale /peɪl/ (adj) бледный, тусклый
 pour /pɔ:/ (v) лить
 power cut /paʊə kʌt/ (n) отключение электричества
 refresh /rɪfrɛʃ/ (v) освежать
 rhyme /raɪm/ (n) рифмованный стих, рифма
 roar /rɔ:/ (v) реветь, гроыхать, шуметь
 rock /rɒk/ (n) скала
 rough /rʌf/ (adj) суровый, лютой (*о зиме*)
 tower /taʊə/ (n) башня
 satellite /sætelaɪt/ (n) спутник
 saying /seɪɪŋ/ (n) пословица, поговорка, высказывание
 shower /ʃaʊə/ (n) ливень
 sign /saɪn/ (n) знак
 whistle /wɪsəl/ (v) свистеть

Phrasals & Phrases

a bit nippy слегка морозный
 agreeable weather приятная погода
 at hand под рукой
 boiling hot очень жаркий
 be in for остаться дома из-за чего-либо
 by the looks of it видимо, по-видимому
 clear up очиститься
 feel under the weather неважно себя чувствовать,
 нездоровиться
 get snowed in (быть) занесённым снегом
 heavy rain проливной дождь, ливень
 huge snowstorm сильная снежная буря
 in order to затем чтобы; для того чтобы
 light breeze лёгкий ветерок, бриз
 save up for a rainy day копить, хранить на чёрный день
 scorching sun палющее солнце
 see which way the wind blows знать, куда ветер дует
 soaking wet промокнуть насквозь, вымокнуть до нитки
 tear down срывать, обрывать
 weather forecast прогноз погоды

5e

apply /əplɪ/ (v) применять
 argue /ɜ:'dʒu/ (v) спорить
 ban /bæn/ (v) запрещать
 besides /bɪsaɪd/ (adv) кроме того
 commute /kə'mju:t/ (v) ездить (*на работу и с работы*),
 добираться
 conclude /kənklu:d/ (v) решать
 consequently /kɒnsɪkwəntli/ (adv) следовательно, как
 следствие
 conserve /kən'sɜ:v/ (v) консервировать, сохранять

encourage /ɪnˈkʌrɪdʒ/ (v) поощрять, стимулировать, способствовать
 improve /ɪmˈpruːv/ (v) улучшать(ся)
 introduce /ɪnˈtrɒdʒiːs/ (v) представлять кого-либо (в первый раз), знакомить
 justify /dʒʌˈstɪfaɪ/ (v) объяснять, оправдывать
 linkers /lɪŋkəz/ (v) логические и языковые связи
 litter /lɪtə/ (n) мусор
 pack /pæk/ (v) упаковать
 point /pɔɪnt/ (n) дело, суть, смысл
 promote /prəˈmɔʊt/ (v) продвигать, поддерживать
 public transport /ˈpʌblɪk ˈtrænspɔːrt/ (n) общественный транспорт
 recycle /rɪˈsaɪkl/ (v) перерабатывать
 reduce /rɪˈdjuːs/ (v) снижать, понижать
 restate /rɪˈsteɪt/ (v) вновь заявлять, подтверждать заново
 reuse /riːˈjuːz/ (v) использовать повторно
 solution /səˈluːʃn/ (n) решение
 therefore /ðəˈfɔːr/ (adv) по этой причине, поэтому
 traffic /ˈtræfɪk/ (n) движение, трафик
 viewpoint /ˈvjuːpɔɪnt/ (n) точка зрения

Phrasals & Phrases

all in all в итоге
 all things considered учитывая всё, приняв всё во внимание
 as a consequence в результате, вследствие
 set up запускать
 sum up подытожить, подвести итог, резюмировать
 To begin with/to start with Начнём с того, что

5f

bottom /ˈbɒtəm/ (n) низ, нижняя часть, основание, фундамент
 crew /kruː/ (n) команда (на корабле или самолете)
 defend /dɪˈfend/ (v) защищать
 defence /dɪˈfens/ (n) защита
 exhaust fumes /ɪɡˈzɔːst fjuːmz/ (n) выхлопные газы
 faint /feɪnt/ (v) падать в обморок
 flame /fleɪm/ (n) пламя
 hail /heɪl/ (n) град
 hang-glider /ˈhæŋɡlaɪdər/ (n) дельтаплан
 nickname /ˈnɪkneɪm/ (n) неофициальное имя, прозвище
 staff /stɪf/ (n) коллектив (на работе)
 team /tiːm/ (n) команда (спортивная)
 thunderstorm /ˈθʌndəˈstɔːm/ (n) гроза
 tip over /tɪp/ (v) споткнуться

Phrasals & Phrases

come as a shock оказаться шоком
 just about почти что, примерно
 over and over again снова и снова

Culture Corner 5

breed /brɪd/ (n) вид (животных)
 cancel /kænsəl/ (v) отменять, останавливать
 chance /tʃɑːns/ (n) шанс
 creature /kriːtʃə/ (n) создание, существо
 cute /kjuːt/ (adj) хорошенький, привлекательный

fringe /frɪndʒ/ (n) чёлка
 grazing ground /ˈɡræzɪŋ ɡraʊnd/ (n) выгон, пастбище
 horn /hɔːn/ (n) рог
 legendary /ˌledʒəˈndɪ/ (adj) легендарный
 spot /spɒt/ (v) обнаруживать, определять местонахождение
 tourist attraction /ˈtʊrɪst ətˈrækʃən/ (n) достопримечательность

Phrasals & Phrases

legend has it легенда гласит

Across the Curriculum: Science

drop /drɒp/ (n) капля
 freeze /friːz/ (v) мерзнуть
 lump /lʌmp/ (n) ком, глыба, крупный кусок
 once /wʌns/ (adv) как-то, однажды
 pavement /ˈpeɪvmənt/ (n) тротуар
 pea /piː/ (n) горошина
 poke /pəʊk/ (v) тыкать, толкать, пихать
 scale /skeɪl/ (n) шкала
 slippery /slɪprɪ/ (adj) скользкий
 spin /spɪn/ (v) вращать, крутить
 sticky tape /stɪki teɪp/ (n) клейкая лента, скотч
 swirl /swɜːl/ (v) кружить
 toss /tɒs/ (v) бросать, метать
 uproot /ʌˈpruːt/ (v) корчевать, вырывать с корнем
 violent /ˈvaɪələnt/ (adj) жестокий
 whirl /wɜːl/ (v) вертеть, кружить, вращать
 waterproof /ˈwɔːtəˈpruːf/ (adj) водонепроницаемый

MODULE 6

6a

afterwards /ɑːftəˈwɔːdz/ (adv) впоследствии, потом, позже
 backpacking /ˈbækpækɪŋ/ (n) пеший поход
 breathtaking /ˈbreɪtkeɪkɪŋ/ (adj) захватывающий дух
 cuisine /kwiːˈziːn/ (n) кухня, кулинарное искусство
 elk /ɛlk/ (n) лось
 escape /ɪskeɪp/ (v) вырваться, убежать
 excursion /ɪkskɜːʃn/ (n) экскурсия
 explore /ɪksplɔː/ (v) исследовать
 hostel /ˈhɒstl/ (n) недорогая гостиница, общежитие
 landmark /ˈlændmɑːk/ (n) достопримечательность
 nomad /ˈnɒməd/ (n) кочевник
 seaside /siːsaɪd/ (n) побережье
 snaps /snæps/ (n) снимки
 truly /trʊli/ (adv) честно, по правде говоря
 view /vjuː/ (n) вид
 wonder /ˈwʌndə/ (v) удивляться, интересоваться

Phrasals & Phrases

guided tour экскурсионный тур
 reindeer sledge оленья упряжка

6b

absolute /ˈæbsəluːt/ (adj) совершенный, абсолютный
 aim (at) /eɪm/ (v) иметь целью, стремиться к

amazing /ə'meɪzɪŋ/ (adj) поразительный, удивительный
 announcement /ə'naʊnsmənt/ (n) объявление
 annoying /ə'noɪɪŋ/ (adj) раздражающий
 baggage /'bæɡɪdʒ/ (n) багаж
 communicate /kə'mjuːnɪkeɪt/ (v) общаться
 confused /kən'fjuːzd/ (adj) поставленный в тупик, смущённый
 delay /dɪleɪ/ (v) задерживать, откладывать
 delighted /dɪləɪtɪd/ (adj) восхищённый, восторженный
 disastrous /dɪzə'strɪəs/ (adj) катастрофический, гибельный, бедственный
 engine /'ɛnʃɪn/ (n) двигатель, мотор
 ferry /'feri/ (n) паром
 flat tyre /flæt taɪə/ (n) спущенная шина
 frustrated /frʌ'streɪtɪd/ (adj) расстроенный
 guesthouse /'ɡesthaʊs/ (n) пансион, гостиница (недорогая)
 imagine /ɪ'mæʒɪn/ (v) воображать, представлять
 irritated /ɪ'reɪtɪd/ (adj) раздражённый
 landing /'lændɪŋ/ (n) посадка
 luckily /'lʌkɪli/ (adv) к счастью
 manage /'mænɪdʒ/ (v) справляться, управлять, управляться
 manager /'mænɪdʒə/ (n) управляющий, менеджер
 miss /mɪs/ (v) пропускать, опаздывать
 monument /'mɒnjʊmənt/ (n) памятник
 nightmare /'naɪtmɛə/ (n) ночной кошмар
 palace /'pælis/ (n) дворец
 passport /'pɑːspɔːt/ (n) паспорт
 reservation /rɪzə'veɪʃən/ (n) бронь, забронированный номер или место
 rob /rɒb/ (v) грабить
 route /ruːt/ (n) маршрут
 spoil /spɔɪl/ (v) портить, отравлять (*в переносном смысле*)
 steal /stiːl/ (v) воровать, красть
 take-off /teɪkɒf/ (n) взлёт
 theme park /θiːm pɑːk/ (n) парк отдыха с аттракционами
 thrilling /θrɪlɪŋ/ (adj) пугающий, наводящий страх
 trouble /'trʌbl/ (n) беда, проблема, трудность
 website /'weɪbsaɪt/ (n) вебсайт, страничка в Интернете

Phrasals & Phrases

drive sb mad сводить с ума, доводить
 get seasick заболеть морской болезнью
 get sunstroke получить солнечный удар
 go wrong не удаваться, пойти не так
 It's a shame! What a shame! Какая жалость! Как досадно!
 overnight train /əʊnraɪt treɪn/ (n) ночной поезд
 package holiday /'pækiɪdʒ hɒlɪdeɪ/ (n) организованный отдых
 safe and sound в целости и сохранности
 thank goodness слава богу

6c

bother /bʊðə/ (v) беспокоиться, волноваться
 destination /dɪ'stɪnɪʃən/ (n) место назначения
 exact /ɪg'zækt/ (adj) точный

experience /ɪk'spɪəriəns/ (n) опыт
 itinerary /ɪ'tɪnərɪ/ (n) маршрут, путеводитель
 message /'mesɪdʒ/ (n) послание
 probably /'prɒbəbli/ (adv) возможно
 report /rɪ'pɔːt/ (v) докладывать
 rewarding /rɪ'wɔːdɪŋ/ (adj) стоящий, вознаграждающий
 thrilling /θrɪlɪŋ/ (adj) волнующий, захватывающий
 valid /vəlɪd/ (adj) действующий, имеющий силу
 unattended /ʌn'ætɛndɪd/ (adj) несопровождаемый

6d

board /bɔːd/ (v) садиться в самолет, на корабль
 boarding school /'bɔːdɪŋ skʊl/ (n) закрытое учебное заведение, школа-интернат
 boarding time /'bɔːdɪŋ taɪm/ (n) время посадки пассажиров
 book /bʊk/ (v) бронировать
 buffet car /'bʊfɪt kɑː/ (n) вагон-ресторан
 coach /kəʊtʃ/ (n) туристический или междугородный автобус
 common /'kɒmən/ (adj) обыкновенный
 cruise /kruːz/ (n) круиз
 goods /ɡʊdz/ (n) товары, вещи
 harbour /'hɑːbə/ (n) гавань, порт
 helicopter /'helɪkɒptə/ (n) вертолёт
 hovercraft /'hɒvə'krɑːft/ (n) судно на воздушной подушке
 indicate /ɪn'dɪkeɪt/ (v) показывать, указывать
 invent /ɪn'vent/ (v) изобретать
 jet /dʒet/ (n) сверхзвуковой самолёт
 lane /leɪn/ (n) улочка, переулок
 merchandise /'mɜːtɪ'fændɪz/ (v) торговать
 motorway /'mɔːtəweɪ/ (n) шоссе
 paddlewheel /'pædəl'wiːl/ (n) колесо с лопастями
 platform /'plætfɔːm/ (n) платформа
 return (ticket) /rɪ'tɜːn/ (adj) билет туда и обратно
 rotate /rəʊteɪt/ (v) вращать(ся)
 sign /saɪn/ (n) знак
 single (ticket) /sɪŋgl/ (adj) билет в одну сторону
 steam train /stiːm treɪn/ (n) паровоз
 terminal /tɜː'mɪnəl/ (n) терминал
 toll bridge /tɔːl brɪdʒ/ (n) мост с платным проездом
 touristy /'tuːrɪstɪ/ (n) переполненный туристами (*о месте*)
 track /træk/ (n) тропы
 traffic lights /'træfɪk laɪts/ (n) светофор
 transport /'træns'pɔːt/ (v) перевозить, транспортировать
 vessel /'vesl/ (n) судно, корабль
 voyage /'vɔɪdʒ/ (n) путешествие

Phrasals & Phrases

be on strike бастовать
 come into use начать использоваться
 domestic flight /dɒmɛstɪk flaɪt/ (n) внутренний рейс
 get off сходить (*с самолёта, с корабля, с поезда*)
 means of transport /miːnz əv 'træns'pɔːt/ (n) транспортные средства, виды транспорта
 peak-time часы пик, время большой нагрузки
 off-peak не час пик

6e

- accommodation /əˈkɒmədeɪʃən/ (n) жильё
 aloud /əˈlaʊd/ (adv) громко, вслух
 appreciate /əˈpriːʃieɪt/ (v) ценить
 benefit /ˈbenɪfɪt/ (v) извлекать пользу
 complaint /kəmˈpleɪnt/ (n) недовольство, жалоба
 contribute /kənˈtrɪbjʊt/ (v) вносить вклад
 culture /ˈkʌltʃə/ (n) культура
 exchange student /ɪksˈtʃeɪndʒ stjuːdnt/ (n) студент по
 обмену
 furthermore /fɜːðəˈmɔː/ (adv) кроме того, к тому же
 generosity /dʒenərəˈsɪti/ (n) щедрость, великодушие
 global /ˈɡləʊbəl/ (adj) глобальный
 gratitude /ˈɡræʃɪtjʊd/ (n) благодарность,
 признательность
 hospitality /hɒspɪˈtæləti/ (n) гостеприимство
 host family /hɒst ˈfæmli/ (n) семья, принимающая
 студента по обмену
 interchange /ɪntəˈtʃeɪndʒ/ (v) обмениваться
 kindness /ˈkɪndnəs/ (n) доброта
 lifelong /ˈlaɪflɒŋ/ (adj) на всю жизнь
 manners /ˈmænəz/ (n) манеры
 model /ˈmɒdl/ (n) модель, образец
 moreover /məˈɔːvə/ (adv) кроме того, более того, сверх
 того
 open-minded /ˌɒpənˈmaɪndɪd/ (adj) (человек) широких
 взглядов
 penfriend /ˈpenfrend/ (n) друг по переписке
 proofread /pruːfˈriːd/ (v) корректировать текст
 quality /ˈkwɒləti/ (n) качество
 recipe /ˈresəpi/ (n) рецепт, инструкция
 request /rɪˈkwest/ (n) просьба
 respectful /rɪˈspektɪfəl/ (adj) уважительный, уважающий
 similarity /sɪˈmɪlənti/ (n) сходство, подобие
 swap /swɒp/ (v) обмениваться
 welcoming /welkʌmɪŋ/ (adj) гостеприимный

Phrases

- drop a line черкнуть строчку
 keep in touch поддерживая отношения
 once again снова, ещё раз
 a sense of humour чувство юмора
 word for word дословно

6f

- achieve /əˈtʃiːv/ (v) достигать
 amuse /əˈmjuːz/ (v) развлекать, рассмешить
 curious /kɪˈkjʊəriəs/ (adj) любопытный
 deliver /dɪˈlɪvə/ (v) доставлять
 enthusiasm /ˌentʊˈziəzəm/ (n) энтузиазм, энергия
 excited /ɪkˈsaɪtɪd/ (adj) взволнованный
 excursion /ɪkˈskɜːʃən/ (n) экскурсия
 expedition /ɪksˈpɛdɪʃən/ (n) экспедиция
 fetch /fetʃ/ (v) сходить и принести
 gap /ɡæp/ (n) пропуск, пробел
 hire /haɪə/ (v) брать напрокат, нанимать
 journey /ˈdʒɜːni/ (n) поездка, путешествие

- outback /aʊtˈbæk/ (n) малонаселённые районы
 Австралийского континента
 room /ruːm/ (n) пространство
 sink /sɪŋk/ (v) затонуть
 trip /trɪp/ (n) поездка, путешествие
 voyage /ˈvɔɪdʒ/ (n) морское путешествие

Phrasals & Phrases

- in advance раньше времени, заранее
 on time вовремя, по расписанию
 without delay без задержки

Culture Corner 6

- architectural /ˌɑːkɪtektʃərəl/ (adj) архитектурный
 attack /əˈtæk/ (n) атака, нападение
 bank /bæŋk/ (n) берег (*реки*)
 castle /ˈkæsl/ (n) замок
 event /ɪˈvent/ (n) событие
 export /ɪkˈspɔːt/ (v) экспортировать
 extremely /ɪkˈstriːmlɪ/ (adv) чрезвычайно, весьма
 fame /feɪm/ (n) слава, известность
 flow /fləʊ/ (v) течь
 fort /fɔːt/ (n) форт
 illustrate /ɪˈlæstreɪt/ (v) иллюстрировать
 industrial revolution /ɪndʌstriəl rɪˈvɔːljʊʃən/ (n)
 промышленная революция
 liquid /ˈlɪkwɪd/ (adj) жидкий
 Londoner /ˈlɒndənə/ (n) лондонец, житель Лондона
 major /ˈmeɪdʒə/ (adj) важный
 mouth /maʊθ/ (n) устье реки
 provide /prəˈvaɪd/ (v) обеспечивать, снабжать
 protect /prəˈtekt/ (v) защищать
 rowing /ˈrəʊɪŋ/ (n) гребля
 sight /saɪt/ (n) вид
 stroll /strɔːl/ (n) легкая прогулка
 thirst /θɜːst/ (n) жажда
 waterway /ˈwɔːtəweɪ/ (n) судоходный канал

Going Green 6

- acid /æsɪd/ (n) кислота
 AD (Anno Domini) /æd ˈdiː/ нашей эры
 alternative /ˌɔːltɪˈnətv/ (adj) альтернативный
 ancestor /ˈænsəstə/ (n) предок
 carve /kɑːv/ (v) вырезать, гравировать
 coal /kəʊl/ (n) уголь
 damage /ˈdæmɪdʒ/ (v) повреждать, портить
 democracy /dɪˈmɒkrəsi/ (n) демократия
 destruction /dɪˈstrʌkʃən/ (n) разрушение, разруха
 erosion /ɪˈrəʊʒən/ (n) эрозия, разрушение
 fascinating /fəˈsɪneɪtɪŋ/ (adj) восхитительный
 fossil fuel /ˈfɔːl fɪʃl/ (n) органическое топливо
 freedom /ˈfriːdəm/ (n) свобода
 gradual /ˈɡrædʒʊəl/ (adj) постепенный,
 последовательный
 inherit /ɪnˈherɪt/ (v) наследовать
 liberty /lɪˈbɜːti/ (n) свобода
 maintenance /ˈmeɪntənəns/ (n) сохранение,
 восстановление

marble /mɑːbəl/ (n) мрамор
 mixture /mɪksʃə/ (n) смесь
 particle /pɑːtɪkəl/ (n) частица (*часть речи*)
 petrol /pɪtrəl/ (n) бензин
 province /prɒvɪns/ (n) область
 release /rɪliːs/ (v) высвобождать, выпускать
 repair /rɪpeɪ/ (v) восстанавливать, ремонтировать
 represent /rɪprezɪnt/ (v) представлять, рекламировать
 restore /rɪstɔːr/ (v) реставрировать
 sculpture /skʌlptʃə/ (n) скульптура
 smog /smɒɡ/ (n) смог (*загрязнение от выхлопных газов*)
 solar /səʊlə/ (adj) солнечный
 statue /stætʃuː/ (n) статуя
 sulphur /sʌlfə/ (n) сера
 vehicle /ˈvɪkəl/ (n) транспортное средство

Phrasals & Phrases

be located быть расположенным
 build up постепенно создавать

run on работать на (*о машинах*)
 visual prompt визуальная опора

MODULE 7

7a

affect /əfekt/ (v) влиять
 beyond /bɪjɒnd/ (prep) помимо, выше того
 complete /kəmpleɪt/ (v) заканчивать, завершать
 connect /kənekt/ (v) соединять(ся)
 cope (with) /kəʊp/ (v) справляться
 deal (with) /diːl/ (v) иметь дело с
 deny /dɪnaɪ/ (v) отрицать, отвергать
 divide /dɪvaɪd/ (v) делить, разъединять
 download /daʊnloʊd/ (v) загружать
 edit /edɪt/ (v) редактировать
 essential /ɪsenʃəl/ (adj) необходимый, существенный
 extension /ɪkstenʃən/ (n) продолжение
 fast-paced /fɑːst peɪst/ (adj) идущий быстрыми шагами, быстро развивающийся
 file /faɪl/ (n) файл, документ
 gadget /ɡædʒɪt/ (n) электронное устройство, прибор
 gain /geɪn/ (v) получать, приобретать
 games console /geɪms kɒnsəʊl/ (n) игровая приставка
 impact /ɪmpækt/ (n) влияние
 install /ɪnstɔːl/ (v) устанавливать
 multi-tasking /mʌltɪtæskɪŋ/ (n) выполнение нескольких задач одновременно
 occasionally /ɒkəʒənəlɪ/ (adv) время от времени
 reflect /rɪflekt/ (v) размышлять, раздумывать
 screen /skriːn/ (n) экран
 silence /saɪləns/ (n) тишина
 simultaneously /sɪmɔːltənɪəsli/ (adv) одновременно
 stuck /stʌk/ (adj) застрявший
 text /tekst/ (v) посылать сообщение (*на мобильный телефон*)

Phrasals & Phrases

be fixed on уставиться на что-либо (о глазах)
 chat online беседовать онлайн
 come to a head назреть, назревать
 face-to-face с глазу на глаз, лицом к лицу
 on a daily basis изо дня в день, ежедневно
 tell sb off отчитывать кого-либо

7b

certificate /sə'tɪfɪkət/ (n) аттестат
 contradict /kɒntrədɪkt/ (v) противоречить, опровергать
 degree /dɪgrɪ/ (n) учёная степень
 graffiti /græfɪti/ (n) граффити, рисунки на стенах
 mark /mɑːk/ (v) ставить отметку (*оценку*), отмечать
 oral /ɔːrəl/ (adj) устный
 revise /rɪvaɪz/ (v) повторять
 test /test/ (n) анализ; контрольная, экзамен
 timetable /tɪmteɪbəl/ (n) расписание

Phrasals & Phrases

come up попадаться
 entrance exam вступительный экзамен
 let sb down подводить
 mess up провалить, испортить
 report card /rɪpɔːt kɑːd/ (n) табель успеваемости
 that's the spirit! ну и выдержка!
 to retake an examination пересдавать экзамен

7c

cheat /tʃiːt/ (v) обманывать, списывать (*на экзамене*)
 deduction /dɪdʌkʃən/ (n) умозаключение, вывод
 forbidden /fɔːbrɪdʰən/ (adj) запрещённый, запрещенный
 headmaster /hedmɑːstə/ (n) директор школы
 obliged /əbɪleɪd/ (adj) обязанный, благодарный
 ordinary /ɔːdɪnəri/ (adj) обыкновенный
 opportunity /ɒpɔːtjuːnɪti/ (n) возможность
 oversleep /ɔːvə'sliːp/ (v) проспать
 skill /skɪl/ (n) мастерство, опыт, умение
 wide range /waɪd reɪŋdʒ/ (n) широкий ассортимент, большой выбор

Phrasals & Phrases

attend classes/school посещать уроки/школу
 be accepted быть принятым
 do the washing up мыть посуду
 performing arts исполнительские виды искусства
 show business индустрия развлечений

7d

bark /bɑːk/ (n) кора
 broadcast /brɔːdkæst/ (n) радио- или телепередача, программа
 broadcast /brɔːdkæst/ (v) вести передачу, передавать в новостях, по радио
 chipped /tʃɪp/ (adj) наструганный, нарезанный мелкими кусочками

coax /kəʊks/ (v) уговаривать
 cover /kʌvə/ (v) давать репортаж
 coverage /kʌvərɪdʒ/ (n) репортаж
 director /daɪrɪktə/ (n) режиссёр (*в театре, кино*)
 drain /dreɪn/ (v) осушать, откачивать воду
 editor /ɛdɪtə/ (n) редактор
 host /hɒst/ (v) вести радио- или телепрограмму
 newsreader /njuːzriːdə/ (n) диктор, телекомментатор,
 ведущий выпуска новостей
 paper mill /peɪpə/ mɪl/ (n) целлюлозно-бумажная
 фабрика
 presentation /prezɪˈnteɪʃn/ (n) презентация, показ,
 представление
 presenter /prezɪntə/ (n) ведущий
 pressure cooker /ˈpreʃə/ kʊkə/ (n) автоклав, скороварка
 producer /prəˈdjuːsə/ (n) продюсер
 pulp /pʌlp/ (n) бесформенная масса
 reporter /rɪˈpɔːtə/ (n) репортёр
 review /rɪˈvjuː/ (n) обзор
 restless /rɪstləs/ (adj) возбуждённый, беспокойный
 roam /rəʊm/ (v) бродить
 sitcom /sɪtkɒm/ (n) комедийное шоу, комедийный
 сериал
 spray /spreɪ/ (v) распылять

Phrasals & Phrases

breaking news горячие новости
 give an injection делать укол
 on air в прямом эфире
 on one's own самостоятельно
 peak season сезон максимальной нагрузки
 (товарооборота)
 prime time лучшее эфирное время
 rush hour час пик
 sound engineer звукорежиссёр

7e

access /ækses/ (n) доступ, возможность
 commute /kəˈmjuːt/ (v) ежедневно ездить в школу (*на
 работу, на учёбу*)
 contrast /kɒntrɛst/ (v) сравнивать, противопоставлять
 development /dɪvɛləpmənt/ (n) развитие,
 усовершенствование
 drawback /draʊnbæk/ (n) недостаток, помеха, препятствие
 high-tech /haɪteɪk/ (adj) высокотехнологичный
 inaccurate /ɪnækjʊrət/ (adj) неверный, некорректный
 online /ɒnlaɪn/ (adv) интерактивно, в Интернете
 storyline /ˈstɔːrɪnaɪn/ (n) основная сюжетная линия
 tool /tuːl/ (n) средство, инструмент
 violent /ˈvaɪələnt/ (adj) жестокий

Phrasals & Phrases

advantages and disadvantages плюсы и минусы,
 преимущества и недостатки
 at one's own pace в своём темпе
 bear in mind иметь в виду
 for instance например, к примеру
 get the most from получить как можно больше от

in addition вдобавок, к тому же
 no doubt без сомнения

7f

advertisement /ædʒvɜːtɪsmənt/ (n) реклама
 announcement /əˈnaʊnsmənt/ (n) объявление,
 сообщение
 bully /bʊli/ (v) задира́ть, издеваться
 distribute /dɪstrɪbjʊt/ (v) распределять, распространять
 educate /ɛdʒʊkeɪt/ (v) обучать, давать образование
 hurt /hɜːt/ (v) обижать, причинять боль
 instruction /ɪnstrʊkʃn/ (n) инструкция
 mean /miːn/ (adj) скупой, злой
 mood /muːd/ (n) настроение
 resit /rɪˈsɪt/ (v) пересдавать письменный экзамен/reveal
 /rɪˈviːl/ (v) разоблачать, раскрывать
 temper /ˈtɛmpə/ (n) нрав, характер
 tolerate /tɒləreɪt/ (v) терпеть, выносить
 unacceptable /ˌʌnəˈkseptəbəl/ (adj) неприемлемый

Phrasals & Phrases

a curse or a bless проклятие или благо
 care for любить
 call sb names обзывать, дразниться, давать прозвище
 catch up with нагнать (*упущенное*), догнать

Culture Corner 7

contain /kənˈteɪn/ (v) содержать, вмещать
 found /faʊnd/ (v) основывать (*поселение, город*)
 humanities /hjuːmənɪtiːz/ (n) гуманитарные науки
 leading /liːdɪŋ/ (adj) ведущий, главный
 medieval /ˌmiːdiəvl/ (adj) средневековый
 precious /preʃəs/ (adj) ценный, дорогой
 prestigious /preʃtɪʃəs/ (adj) престижный, авторитетный
 survive /səˈvaɪv/ (v) выживать
 wealthy /ˈweɪli/ (adj) состоятельный, богатый

Phrasals & Phrases

be in existence существовать
 graduate from оканчивать (*высшее учебное
 заведение*)
 have in common иметь общее

Across the Curriculum: ICT

consequence /kɒnsɪkwəns/ (n) последствие
 copyrighted /ˈkɒprɪtaɪd/ (adj) охраняемый авторским
 правом (*о книгах, песнях, фильмах*)
 device /dɪvaɪs/ (n) устройство
 handle (v) обрабатывать (*данные*)
 hardware /ˈhɜːdweə/ (n) комплектующие части для
 компьютера
 network /ˈnetwɜːk/ (n) сеть (*информационная*)
 overuse /ˌoʊvəˈjuːz/ (v) чрезмерно использовать,
 злоупотреблять
 password /ˈpɑːswɜːd/ (n) пароль
 plagiarism /plɪˈdʒɪəriəzəm/ (n) плагиат, заимствование
 чужого

resource /'rɪzɔːs/ (n) источник питания (для компьютера)
 share (v) использовать совместно, делиться
 software /'sɒftweɪ/ (n) компьютерная программа, программное обеспечение
 unethical /ˌʌnɪθɪkəl/ (adj) неэтичный
 virus /'vaɪrəs/ (n) компьютерный вирус
 wire /waɪə/ (n) провод

Phrasals & Phrases

cabling system сеть (кабелей, проводов)
 flow of data поток информации

MODULE 8

8a

addicted /ə'dɪktɪd/ (adj) увлечённый, пристрастившийся
 axe /æks/ (n) ледоруб
 bizarre /bɪ'zɑː/ (adj) причудливый, чудной, необычный
 board /bɔːd/ (n) доска
 bounce /baʊns/ (v) отскакивать, отпрыгивать
 bump /bʌmp/ (n) ударяться, налетать
 circle /'sɜːkl/ (n) кружок, группа (людей)
 competitor (n) участник состязания, соперник
 discover /dɪ'skʌvə/ (v) обнаруживать, открывать
 dive /daɪv/ (v) погружаться с аквалангом, нырять
 entrant /ɛn'trɑːnt/ (n) участник соревнований
 equipment /ɪk'wɪpmənt/ (n) оборудование, снаряжение
 fasten /'fæsn/ (v) пристегиваться
 flippers /'flɪpəz/ (n) ласты
 goal /gəʊl/ (n) ворота, гол
 hill /hɪl/ (n) холм, возвышенность
 inflatable /ɪn'flætbəl/ (adj) надувной
 invent /ɪn'vent/ (v) изобретать
 involve /ɪn'vɒlv/ (v) повлечь за собой
 knock /nɒk/ (n) удар, столкновение, толчок
 mountaineering /maʊntɪneɪɪŋ/ (n) альпинизм
 opposing /ə'pəʊzɪŋ/ (adj) противостоящий
 originate /ɒrɪ'dʒɪneɪt/ (v) брать начало, происходить
 paragliding /'pærəɡlaɪdɪŋ/ (n) парапланеризм, полеты на параплане
 pastime /'pɑːstɪm/ (n) приятное времяпрепровождение, занятие, хобби
 puck /pʌk/ (n) шайба
 roll /rɔːl/ (v) катиться
 rope /rəʊp/ (n) канат, веревка
 sandboarding /sænd'bɔːdɪŋ/ (n) катание на доске по песку
 skilled /skɪld/ (adj) опытный, умелый, квалифицированный
 skydiving /skɪ'daɪvɪŋ/ (n) затыжные прыжки с парашютом
 slide /slaɪd/ (v) скользить
 slip /slɪp/ (v) поскользнуться, скользить
 snorkel /'snɔːkl/ (n) дыхательная трубка для подводного плавания
 snowboarding /snaʊ'bɔːdɪŋ/ (n) сноубординг
 splash /splæʃ/ (v) брызгаться, плескаться
 steep /stiːp/ (adj) крутой (о дорогах, холмах, горных местностях)

strap /stræp/ (v) скреплять ремнями, привязывать
 swing /swɪŋ/ (v) втыкать с размаху
 technique /tek'nɪk/ (n) техника, способ
 unlike /ʌn'laɪk/ (adj/adv) не такой, отличающийся
 waterfall /'wɔːtəfɔːl/ (n) водопад
 weightless /weɪt'lis/ (adj) невесомый
 whizz /wɪz/ (v) быстро двигаться; кружиться, рассекая воздух
 zorbing /zɔː'brɪŋ/ (n) зорбинг (спуск со склонов внутри прозрачного двухслойного шара)

Phrasals & Phrases

base jumping бейс-джампинг, прыжки с парашютом с высоких объектов со специальным оборудованием
 ice climbing ледолазание
 pull oneself up on smth подтянуться, опираясь на что-либо
 rock climbing скалолазание
 sand dune песчаная дюна, бархан
 spectator sport зрелищный вид спорта
 speed freak любитель быстрой езды
 sport event спортивное событие
 take part in принимать участие в
 work out обрабатывать, улучшать

8b

aerobics /eə'reɪbɪks/ (n) аэробика
 assembly hall /ə'sembli hɔːl/ (n) актовое зал
 athletics /æθ'letɪks/ (n) атлетика
 audible /'ɔːdɪbəl/ (adj) слышный, слышимый
 court /kɔːt/ (n) корт
 cricket /krɪkɪt/ (n) крикет
 experience /ɪk'spɪəriəns/ (n) опыт
 flat /flæt/ (adj) невыразительный, однообразный
 gate /geɪt/ (n) ворота
 gymnastics /dʒɪm'næstɪks/ (n) гимнастика
 hesitant /hɛzɪ'teɪnt/ (adj) колеблющийся, сомневающийся
 high jump /haɪ dʒʌmp/ (n) прыжки в высоту
 hurdles /hɜːd'ldz/ (n) бег с препятствиями
 indistinct /ɪn'dɪstɪŋkt/ (adj) невнятный, неотчетливый
 inter-school /ɪntə'skʊl/ (adj) межшкольный
 javelin throwing /dʒə'veɪlɪn θrɔːɪŋ/ (n) метание копья
 jerky /dʒɜːki/ (adj) тряский, двигающийся резкими толчками
 jogging /'dʒɒɡɪŋ/ (n) бег трусцой
 karate /kə'reɪtə/ (n) каратэ
 long jump /lɒŋ dʒʌmp/ (n) прыжки в длину
 lovely /lɒvli/ (adj) красивый, прекрасный, очаровательный
 match /mætʃ/ (n) матч, встреча
 monotonous /mɒ'nɒtənəs/ (adj) монотонный, унылый
 mumble /'mʌmbəl/ (v) бормотать
 noticeboard /nəʊtɪsbɔːd/ (n) доска объявлений
 racquet /rækiːt/ (n) ракетка (для игры в теннис, бадминтон)
 rhythm /rɪðm/ (n) ритм
 rugby /rʌɡbi/ (n) регби
 scuba diving /skʊ'bɑː daɪvɪŋ/ (n) плавание под водой с аквалангом или спецоборудованием

spare /speɪ/ (adj) запасной
 squash /skwɒʃ/ (n) сквош
 trainers /treɪnəz/ (n) кроссовки
 water polo /wɔːtə ˈpɒlə/ (n) водное поло
 wonder /wʌndə/ (v) интересоваться, желать узнать

Phrasals & Phrases

free refreshments бесплатные закуски

8c

boil /bɔɪ/ (v) кипеть (о жидкостях)
 cup /kʌp/ (n) кубок
 drop /drɒp/ (v) ронять
 exhibition /ɪksɪbɪʃn/ (n) выставка
 expand /ɪkspænd/ (v) расширять, увеличивать
 fix /fɪks/ (v) чинить
 general truth /dʒenrəl truːθ/ (n) общеизвестная истина
 imaginary /ɪmædʒɪnəri/ (adj) воображаемый
 iron /aɪən/ (n) железо
 reservation /ˌrezəˈveɪʃn/ (n) предварительный заказ
 rust /rʌst/ (v) ржаветь (о металлах)
 splash /splæʃ/ (n) всплеск
 steam /stiːm/ (n) пар
 tidy /tɪdi/ (v) убираться, наводить чистоту, порядок
 wire /waɪə/ (n) провод, проволока

Phrasals & Phrases

at least во всяком случае, по крайней мере
 be in the mood быть в настроении
 chain story история, начатая одним человеком,
 продолженная следующим и т. д.
 cut off выключать, отрезать
 It depends Всё зависит от обстоятельств

8d

amazed /əmeɪzd/ (adj) изумлённый
 bat /bæt/ (n) бита (в спортивных играх)
 beat /biːt/ (v) побить (в соревнованиях), победить
 billion /bɪljən/ (n) миллиард
 club /klʌb/ (n) клюшка (для гольфа)
 competitor /kəmpeɪtətɪv/ (n) соперник, конкурент,
 участник состязания
 course /kɔːs/ (n) скаковой круг, поле (для игры в
 гольф)
 create /kriːeɪt/ (v) создавать
 defeat /dɪfɪt/ (v) нанести поражение
 fan /fæn/ (n) болельщик, фанат
 gain /geɪn/ (v) получать, приобретать, наращивать
 helmet /helɪm/ (n) шлем
 nil /nɪl/ (n) ноль
 official /əfɪʃl/ (n) должностное лицо
 pitch /pɪtʃ/ (n) игровая (спортивная) площадка
 record /rekɔːd/ (n) рекорд
 result /rɪzʌlt/ (n) результат
 score /skɔː/ (v) забивать
 spectator /spekteɪtə/ (n) зритель, посетитель
 (стадиона)

tournament /ˌtʊənmənt/ (n) соревнование, турнир
 win /wɪn/ (v) победить, выигрывать

Phrasals & Phrases

be fed up пресытиться, быть сытым по горло
 be saved by the bell быть спасённым в последний
 момент
 call a meeting созывать собрание
 come up with предложить
 get the ball rolling сдвинуться с мёртвой точки
 host team хозяева поля
 send sb off удалить с поля, оштрафовать за нарушение
 the ball is in sb's court чья-то очередь делать что-то
 to lose a game проиграть игру
 top scorer лучший бомбардир
 throw in the towel признать себя побеждённым,
 сдаться

8e

accept /əksept/ (v) принимать
 advanced /ədvɑːnst/ (adj) продвинутый, усложнённый
 annual /ænjʊəl/ (adj) ежегодный
 apology /əpɒlədʒi/ (n) извинение
 application form /æplɪkəʃn fɔːm/ (n) анкета,
 регистрационная форма, бланк заявления
 apply (for) /əplɪ/ (v) подавать заявление (на), просить
 (о)
 asthma /æstmə/ (n) астма
 basic /beɪsɪk/ (adj) основной
 beginner /bɪɡɪnə/ (n) новичок, начинающий
 certificate /sə'tɪfɪkət/ (n) свидетельство, сертификат,
 удостоверение
 certification /sə'tɪfɪkəʃn/ (n) выдача свидетельства,
 удостоверение, сертификация
 depend on /dɪpend ɒn/ (v) зависеть от
 eyesight /aɪsaɪt/ (n) зрение, кругозор
 fee /fi/ (n) плата
 guidance /ɡaɪdnəns/ (n) руководство
 include /ɪnklʊd/ (v) включать
 level /levl/ (n) уровень
 membership /membə'shɪp/ (n) членство (в клубе)
 outing /aʊtɪŋ/ (n) загородная прогулка, экскурсия
 postcode /pɒstɪkəʊd/ (v) почтовый индекс
 request /rɪkwest/ (v) вежливо просить
 session /seʃn/ (n) период, сессия, совещание
 subscription /səbskɪpʃn/ (n) подписка, членский взнос
 superb /sʊpə'bɜːb/ (adj) превосходный
 surname /sɜːneɪm/ (n) фамилия
 timetable /tɪmteɪbʌl/ (n) расписание
 transactional letter /trænzækʃnəl lɪtə/ (n) ответное
 письмо
 trainer /treɪnə/ (n) тренер

Phrasals & Phrases

be crazy about быть помешанным на чем-либо
 emergency contact number телефон для экстренных
 случаев
 tick as appropriate поставить галочку, сделать выбор

8f

- coach /kəʊtʃ/ (n) тренер
 insecure /ɪn'si:kjʊə/ (adj) небезопасный, ненадёжный
 instructor /ɪn'strʊktə/ (n) инструктор
 junk food /ʤʌŋk fʊd/ (n) еда всухомятку, неполноценная пища
 league /li:ɡ/ (n) лига
 section /sekʃn/ (n) часть
 tracksuit /træk'su:t/ (n) спортивный тренировочный костюм
 upset /ʌp'set/ (adj) расстроенный
 weekday /wi:kdeɪ/ (n) будний день

Phrasals & Phrases

- be in favour of пользоваться спросом, нравиться
 fall into place вставать на место
 for hire напрокат
 in charge of ответственный за
 set an alarm clock завести будильник
 talk sb into sth уговорить кого-либо на что-либо

Culture Corner 8

- abseil /æbseɪl/ (v) спускаться на веревке
 attract /ə'trækt/ (v) привлекать
 beak /bi:k/ (n) клюв
 charity /'tʃærɪti/ (n) благотворительность
 cereals /sɪə'reɪls/ (n) злаки, крупы
 cuddly /kʌdli/ (adj) приятный, привлекательный
 dinosaur /daɪ'nɒsɔ:/ (n) динозавр
 goalkeeper /gəʊlki:pə/ (n) вратарь
 half-time /hɑ:f'taɪm/ (n) перерыв (в игре)
 hen /hen/ (n) курица
 home game /həʊm geɪm/ (n) игра на своем поле
 hopefully /həʊpəfʊli/ (adv) в надежде, с надеждой
 kick-off /kɪk'ɒf/ (n) начало матча с центра поля
 kit /ki:t/ (n) комплект, наряд
 mascot /mæskɒt/ (n) талисман
 penalty shoot-out /pen'lti:ʃu:təʊt/ (n) послематчевые пенальти
 publicity /pʌ'bɪsɪti/ (n) публичность, известность
 public relations /pʌ'bɪk rɪ'leɪʃnz/ (n) связи с общественностью
 striped /stɪrɪpt/ (adj) полосатый
 title /taɪ'tl/ (n) титул
 wander /wɒndə/ (v) бродить, слоняться без дела
 wave (to) /weɪv/ (v) махать (кому-либо)

Phrasals & Phrases

- make appearance появляться

Going Green 8

- aim /eɪm/ (n) цель
 aquatic /ə'kwɒtɪk/ (adj) водный, приспособленный к жизни в воде
 awareness /ə'veɪəns/ (n) осведомлённость, информированность

- case /keɪs/ (n) дело, особая ситуация
 conserve /kən'sɜ:v/ (v) консервировать, сохранить, защищать
 coral reef /kɒrəl ri:f/ (n) коралловый риф
 edge /edʒ/ (n) край
 festivities /festɪvɪtiz/ (n) празднества, торжества
 generation /dʒenə'reɪʃn/ (n) поколение
 interact /ɪn'terækt/ (v) взаимодействовать, воздействовать
 measure /meʒə/ (n) мера, мероприятие
 non-profit organisation /nɒn prɒfɪt ɔ:ɡənaɪzɪʃn/ (n) некоммерческая организация
 outcome /aʊtkʌm/ (n) результат, последствие, исход
 participate /pɑ:'tɪsɪpeɪt/ (v) участвовать, принимать участие
 procedure /prə'si:dʃə/ (n) процедура, процесс
 prospective /prɒspek'tɪv/ (adj) будущий, ожидаемый
 regard /rɪɡə:d/ (v) считать, относиться
 responsibility /rɪ'spɒnsəbɪləti/ (n) ответственность
 seabed /si:bed/ (n) морское дно
 shoreline /ʃɔ:'laɪn/ (n) береговая линия

Phrasal verbs

- stand for выступать (за команду), представлять

Phrases

- take action принимать меры

APPENDIX 1

Phrasal Verbs

- bring about осуществлять
 bring back напоминать, вспоминать
 bring in приносить деньги, вносить
 bring out выпускать на продажу
 bring round приводить в сознание
 bring up растить, воспитывать
 call for звать
 call in заходить, наносить визит
 call off отменять
 call on навещать
 call out просить о помощи
 get across доносить (идею) до слушателя
 get along with общаться, поддерживать хорошие отношения
 get somebody down расстраивать
 get over поправиться, выздороветь, преодолеть
 get over with закончить, справиться
 give away 1) открыть секрет, 2) отдавать
 give back возвращать
 give out раздавать
 give up сдаваться, прекращать попытки
 go after преследовать
 go down with свалиться с, заболеть чем-либо
 go off выйти из строя, сломаться
 go through получить опыт
 go up повышать, увеличивать
 go with идти, подходить (об одежде)
 go without выживать, справляться
 put away откладывать, убирать

put off отсрочивать, откладывать
 put on одевать
 put out потушить (огонь)
 put (sb) through (to sb) соединить (кого-либо с кем-либо) по телефону
 put up with мириться с чем-либо
 set aside отставлять, откладывать
 set back задерживать
 set in устанавливаться
 set off отправляться
 take after быть похожим на
 take off 1) взлетать (на самолете) 2) убирать
 take to понравиться, пристраститься
 take up 1) увлечься 2) занять время

APPENDIX 2

Dependent Prepositions

absent from (adj) отсутствующий с
 at the age of в возрасте
 at the beginning of в начале
 at the end of в конце
 blame (v) someone for ругать кого-то за что-то
 by cheque по чеку
 by credit card по кредитной карте
 by nature по природе
 care (v) about заботиться о
 career (n) in карьера в
 close (adj) to близкий к
 come (v) from происходить, быть родом
 fond (adj) of увлекаться
 for hire напрокат
 good (adj) at способный к
 in advance раньше времени, заранее
 in cash наличными
 in charge of ответственный за
 in favour of в честь
 in flames в огне
 in good condition в хорошем состоянии
 in great demand очень востребованный, пользующийся спросом
 jealous (adj) of ревнивый
 keen (adj) on страстно увлеченный
 nervous (adj) about волнующийся о
 off season вне сезона
 on board на борту (самолета, корабля)
 on earth на Земле
 at the seaside на берегу моря
 out of danger вне опасности
 out of stock нет в продаже, в наличии
 patient (adj) with терпеливый к
 popular (adj) with популярный
 proud (adj) of гордый (гордиться чем-либо)
 under pressure в стрессовой ситуации
 without delay безотлагательно
 worry (v) about беспокоиться о

APPENDIX 3

Idioms

a piece of cake легко, пустяк
 again and again снова и снова
 all in all в итоге, в целом
 (be) a bolt from the blue быть неожиданной новостью
 be a pain in the neck быть назойливым
 be bad news иметь плохой характер
 be in the same boat быть в одной упряжке
 be on cloud nine витать в облаках
 (not) be one's cup of tea (не) то, что нужно
 break the ice нарушить молчание, разрядить обстановку
 cry over spilt milk сожалеть о неправильном
 drive someone crazy сводить с ума, злить
 drive someone up the wall довести кого-либо до белого каления
 feel under the weather быть унылым, в плохом настроении
 fly someone off отсылать кого-либо
 get somebody off the hook помочь кому-либо в трудной ситуации, выволить
 get on someone's nerves доводить, действовать на нервы
 get the ball rolling сдвинуться с мертвой точки, начать какое-либо дело
 get this show on the road начинать делать что-либо
 give someone a hand помогать
 hear something on/through the grapevine узнать из слухов/сплетен; понаслышке
 hit the headlines попасть на первую полосу газет
 hit the road уйти с дороги
 hold one's tongue держать язык за зубами
 keep one's fingers crossed желать ни пуха, ни пера
 lose one's head паниковать, впадать в панику, терять голову
 make somebody's hair stand on end сильно напугать кого-либо
 on and on снова и снова, без перерыва
 pull someone's leg дразнить, подшучивать над кем-либо
 put one's foot down приказывать или запретить что-либо делать
 round and round кругом, вокруг
 save up for a rainy day копить, откладывать на чёрный день (деньги)
 saved by the bell спасённый в последний момент
 see which way the wind blows знать откуда ветер дует, быть в курсе
 speak one's mind выражать своё мнение
 spill the beans раскрыть карты, разболтать секрет
 stay off the beaten track не следовать шаблону
 step by step медленно, шаг за шагом
 take everything with a pinch of salt не принимать всерьёз, ставить всё под сомнение
 the ball is in your court твоя очередь
 throw in the towel признать поражение, сдаться

Список сокращений

adj – adjective – имя прилагательное
 adv – adverb – наречие
 conj – conjunction – союз
 int – interjection – междометие
 n – noun – имя существительное

num – numeral – числительное
 prep – preposition – предлог
 pron – pronoun – местоимение
 v – verb – глагол