



Рос



Spotlight

Student's Book

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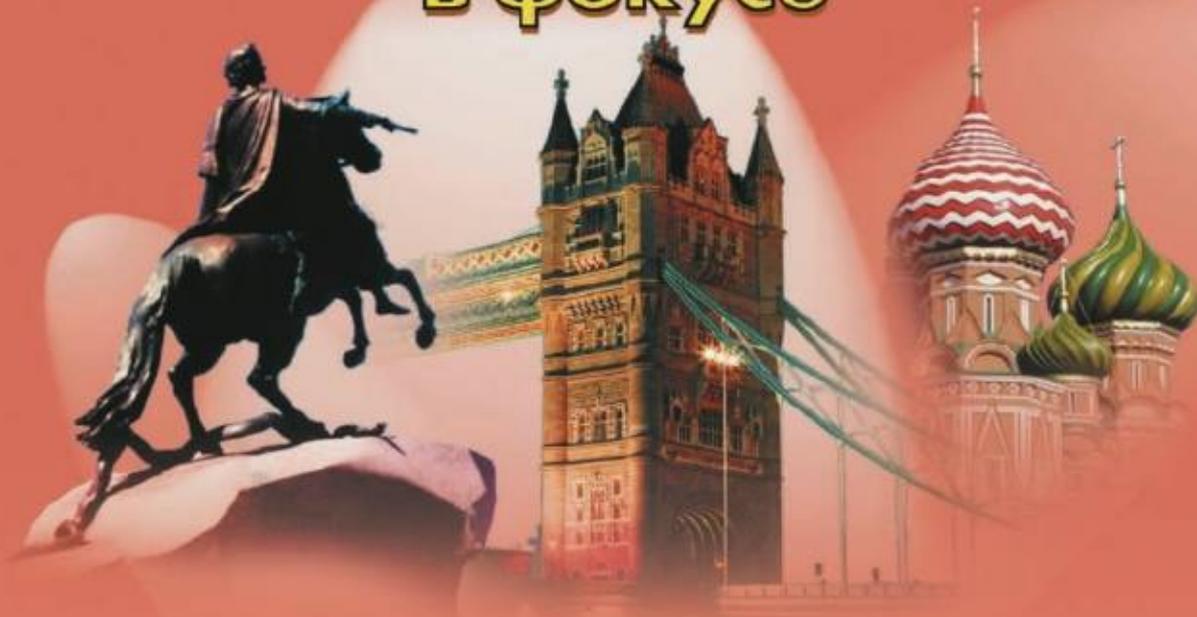


Express Publishing



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ИЗДАТЕЛЬСТВО

Английский в фокусе



АНГЛИЙСКИЙ ЯЗЫК

7 класс

Учебник

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Сканируй, открывай и слушай!



 задание рекомендуется выполнять в личной тетради учащегося

<https://prosv.ru/audio-spotlight7-1/>

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	1c	free-time activities		short texts: Cool Spots in Sydney
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listening to confirm predictions	discussing lifestyles conducting an interview	an informal email about your lifestyle
Stop Crime Now (gap filling)	asking for/giving advice	a leaflet giving advice on safety in the streets
listening to confirm predictions	acting out a dialogue (role play)	an article about where you go in your free time
listening for specific information	expressing preferences; giving a talk about places	a text about landmarks in Russia
listening for specific information	role play; discussing favourite authors	an article about your favourite author
identifying sounds & predicting content	acting out a dialogue; talking about past habits	a short plot
identifying sounds	narrating a story	a story
predicting content from soundtrack	paraphrasing information in a text; telling a folk tale	a popular folk tale
listening for pronunciation; listening to confirm predictions	describing a teenager's hobby & life (role play)	an email to a friend about a teenager you find interesting
matching	describing people	a paragraph about your favourite character in a book
listening for specific information; listening to confirm predictions	describing a person using character adjectives	an article about a person you admire
listening to confirm predictions	paraphrasing information in a text	an email about a tourist attraction & the uniforms people wear there
listening for specific information listening to confirm predictions	activities in progress in the past; summarising telling & reacting to news; interviewing	a news story a front page for your school newspaper
listening for general information; taking notes	acting out a dialogue	a news article
	discussing your favourite teenage magazine	a survey and a report on favourite teenage magazine
listening to confirm predictions	making predictions; asking & answering about future predictions	a short text about your predictions for the future
completing missing information	agreeing – disagreeing	an advert for a gadget
listening to confirm predictions listening to confirm predictions	expressing opinions using a graph to tell the class what gadgets teenagers have	an opinion essay a survey, a questionnaire, a graph on gadgets your classmates have

	VOCABULARY	GRAMMAR	READING
Module 6 – Having fun	6a	places & fun activities phrasal verbs: come	present perfect article: Disneyland Tokyo, A World of Wonders
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	6c	holiday activities	has gone – has been a postcard
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	10b	accidents; injuries	reflexive pronouns; modal verb <i>might</i> cartoon strip
	10c	health problems	conditional type 1 (practice) letters asking for-giving advice
	10d	flying doctors; charities word formation: adjectives with <i>-ive</i> , <i>-ative</i>	RFDSA Australia
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LISTENING	SPEAKING/FUNCTIONS	WRITING
visualising scenes; listening to confirm predictions	describing a theme park visit	an advert for a theme park
matching	inviting/accepting & refusing	a list of holiday preparations
listening to confirm predictions	acting out a telephone conversation giving news about holidays	a postcard from a holiday resort
listening to confirm predictions	acting out a telephone conversation describing your visit to Legoland	a radio advert of a famous theme park
listening for specific information	describing peoples' appearance and personality	a quiz about famous people from Russia
listening to confirm predictions	expressing preferences	a film review
identifying types of music	expressing tastes in music	a CD/album review
listening to confirm predictions	talking about football in England & in your country	a short article about your country's most popular sport
matching, listening to confirm predictions	giving a talk about acid rain	a short article about what we can do about acid rain
rising-falling intonation in question tags; listening to confirm predictions	offering/accepting/refusing help	a list of activities for an eco-weekend
listening for general and specific information	discussing pros/cons; agreeing & disagreeing with a statement	a for-and-against essay on keeping animals as pets
listening to confirm predictions	giving information about Scotland's nature reserves	an article about Russia's nature reserves
	discussing healthy diets; asking & answering about foods & drinks	a food diary; a paragraph about your eating habits, a menu of your typical breakfast/lunch/dinner
matching; listening for specific information	buying necessities; acting out dialogues	
listening to confirm predictions	describing objects; acting out a telephone conversation	an email to a friend about buying presents
	using food idioms in situations	a quiz about idioms and sayings
visualising scenes; listening to confirm predictions	discussing stress factors; giving advice on coping with stress	a leaflet of dos & don'ts for coping with stress
completing missing information	asking about health & giving reassurance	a story about an accident
listening to confirm predictions	giving advice on health problems	a letter of advice about health problems
listening to confirm predictions	giving an interview to a teen magazine (role play)	a short article about a charity in Russia

Irregular verbs

Infinitive	Past	Past Participle	Translation	Infinitive	Past	Past Participle	Translation
be	was/were	been	быть	leave	left	left	оставлять, покидать
bear	bore	born(e)	нести	lend	lent	lent	одалживать
beat	beat	beaten	бить	let	let	let	позволять
become	became	become	становиться	light	lit	lit	зажигать
begin	began	begun	начинать	lose	lost	lost	терять
bite	bit	bitten	кусать	make	made	made	делать
blow	blew	blown	дуть	mean	meant	meant	подразумевать
break	broke	broken	ломать	meet	met	met	встречать
bring	brought	brought	приносить	pay	paid	paid	платить
build	built	built	строить	put	put	put	класть
burn	burnt (burned)	burnt (burned)	гореть	read	read /red/	read	читать
burst	burst	burst	взрывать(ся)	ride	rode	ridden	ездить (верхом)
buy	bought	bought	покупать	ring	rang	rung	звонить
can	could		мочь; уметь	rise	rose	risen	поднимать
catch	caught	caught	ловить	run	ran	run	бежать
choose	chose	chosen	выбирать	say	said	said	говорить
come	came	come	приходить	see	saw	seen	видеть
cost	cost	cost	стоить	sell	sold	sold	продавать
cut	cut	cut	резать	send	sent	sent	отправлять
deal	dealt	dealt	иметь дело	set	set	set	устанавливать
dig	dug	dug	копать	sew	sewed	sewn	шить
do	did	done	делать	shake	shook	shaken	трясти
draw	drew	drawn	рисовать	shine	shone	shone	светить
dream	dreamt (dreamed)	dreamt (dreamed)	мечтать	shoot	shot	shot	стрелять
drink	drank	drunk	пить	show	showed	shown	показывать
drive	drove	driven	водить (авто)	shut	shut	shut	закрывать
eat	ate	eaten	есть	sing	sang	sung	петь
fall	fell	fallen	падать	sit	sat	sat	сидеть
feed	fed	fed	кормить	sleep	slept	slept	спать
feel	felt	felt	чувствовать	smell	smelt (smelled)	smelt (smelled)	пахнуть, нюхать
fight	fought	fought	сражаться; бороться	speak	spoke	spoken	говорить
find	found	found	находить	spell	spelt (spelled)	spelt (spelled)	называть по буквам
fly	flew	flown	летать	spend	spent	spent	тратить
forbid	forbade	forbidden	запрещать	stand	stood	stood	стоять
forget	forgot	forgotten	забывать	steal	stole	stolen	воровать
forgive	forgave	forgiven	прощать	stick	stuck	stuck	приклеивать(ся)
freeze	froze	frozen	замерзать	sting	stung	stung	жалить
get	got	got (gotten)	получать	swear	swore	sworn	клясться
give	gave	given	давать	sweep	swept	swept	подметать
go	went	gone	идти	swim	swam	swum	плавать
grow	grew	grown	расти	take	took	taken	брать
have	had	had	иметь	teach	taught	taught	обучать
hear	heard	heard	слышать	tear	tore	torn	рвать
hide	hid	hidden	прятать(ся)	tell	told	told	рассказывать
hit	hit	hit	бить	think	thought	thought	думать
hold	held	held	держаться	throw	threw	thrown	бросать
hurt	hurt	hurt	обижать, делать больно	understand	understood	understood	понимать
keep	kept	kept	хранить	wake	woke	woken	просыпаться; будить
know	knew	known	знать	wear	wore	worn	носить (одежду)
lead	led	led	вести	win	won	won	выигрывать
learn	learnt (learned)	learnt (learned)	учить(ся)	write	wrote	written	писать

Module 1

Lifestyles

◆ Before you start ...

- How did you spend your summer holidays? Did you have a nice time?
- Did you speak English during your holidays?

◆ Look at Module 1

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- dictionary entries
- a map of the London Underground
- a leaflet giving advice
- a webpage

◆ Listen, read and talk about ...

- people's lifestyles
- urban life/country life
- safety
- free time activities
- landmarks of the British Isles

◆ Learn how to ...

- express preferences
- ask for/give advice
- use dictionaries to look up phrasal verbs
- buy an underground ticket

◆ Practise ...

- phrasal verbs: *run*
- present simple vs present continuous
- numerals/nouns: five hundred/thousand/million – hundreds/thousands/millions of
- *should/shouldn't*
- pronoun *both*
- word formation: adverbs with *-ly*; nouns with *-ment, un-*
- reading rules: ea, ee, i
- pronunciation: /i/ – /i:/

◆ Write / Make ...

- an email to your penfriend
- a leaflet giving advice on how to protect yourself in the streets
- a short article about where you go in your free time
- a short text about landmarks in your town/Russia
- a report on your town/city



1

a

A city mouse or a country mouse?

Vocabulary

◆ Lifestyles

- 1 a) 🎧 Listen to the sounds. What can you see/smell/hear? How do they make you feel (*stressed, relaxed, free, worried, happy, lonely*)?
b) Use the phrases and your own ideas to tell the class about your preferences in lifestyles.

☹️ don't mind 😊 very important to me 😞 can't stand

• lead unhealthy lifestyle • heavy traffic • constant noise & pollution
• convenient public transport • shops, cinemas and theatres • crowded streets • high cost of living • low rate of unemployment

• high quality lifestyle • fresh air • feeling isolated • peace and quiet
• friendly, helpful people • beautiful landscapes • high rate of unemployment

- ▶ *Peace and quiet are very important to me. I can't stand crowded streets, and heavy traffic! I think I'm a country mouse!*

Reading & Listening

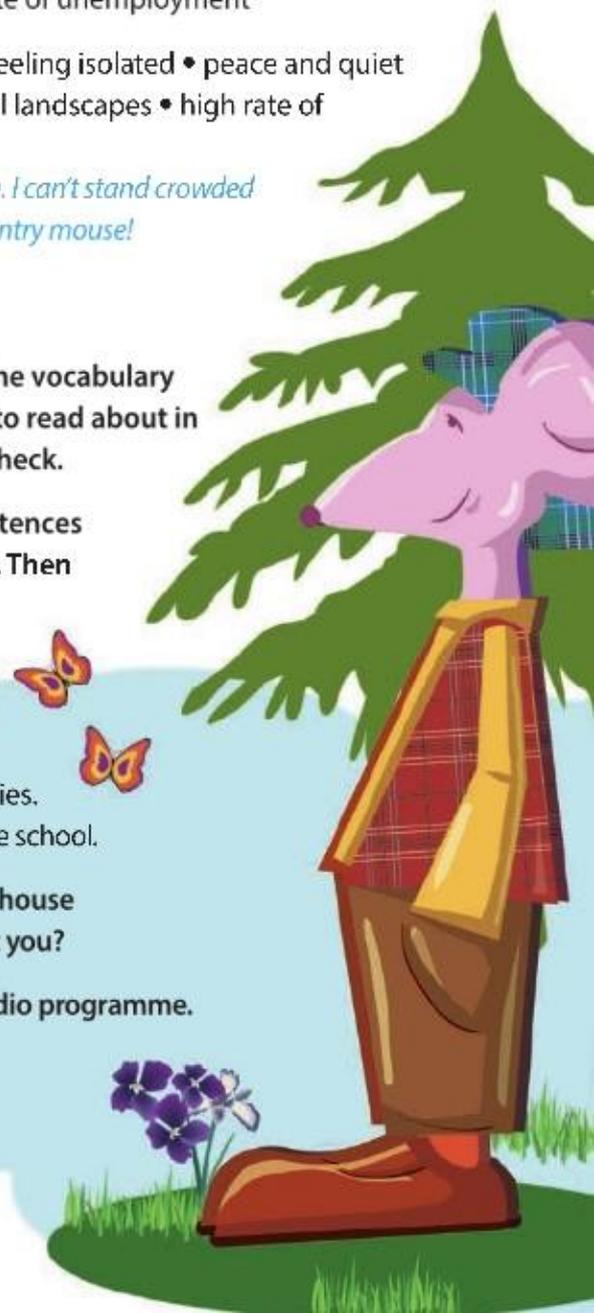
- 2 🎧 Read the title of the unit and the vocabulary on this page. What do you expect to read about in the text on p. 7? Listen, read and check.
- 3 a) Read the text and mark the sentences *T* (true), *F* (false) or *NS* (not stated). Then explain the words in bold.

In Teenage Life Swap:

- 1 Annabel doesn't like staying in bed.
- 2 Sarah can't sleep well.
- 3 Sarah's new school has lots of facilities.
- 4 Annabel travels five miles to reach the school.

b) How do the girls help about the house on the farm/in the city? What about you?

c) Read the text aloud, as if for a radio programme.





Annabel (14)

Teenage Life Swap

Annabel and Sarah are **guests** on a reality TV show. Annabel lives in London. Sarah lives on a farm in the north of Scotland. They are **swapping** families and schools for a week.



Sarah (14)

1a

Day 2

Everyone gets up at 5 am because there's a lot to do on the farm. Sarah's mum is very nice. She brings me a cup of tea in bed, but I just go back to sleep. Later, I go outside to the farmyard to help Sarah's family. Today we are milking the cows in the barn and feeding the chickens. The animals are lovely, but I can't stand the smell.

Day 4

Sarah's mum takes me to school every morning. We drive five miles to meet the school bus which leaves at 7 am. Sarah's school is very small, but everyone's so friendly.

Day 6

Learning about farming is interesting, but I'm happy I'm going home tomorrow. The fresh air is nice but it's too quiet here. I also feel **isolated**. In the city, the streets are crowded but you have everything **close at hand**. I miss the **hustle and bustle** of London but I don't want to leave all my new friends.

Day 2

Everyone stays in bed late here. It's 8 am and Annabel's mum is making breakfast! In the afternoon, we're going shopping on Oxford Street and then we're going to the cinema! I'm so excited!

Day 4

I travel to Annabel's school by tube. Her school is **huge** with 1,500 students and her friends are very interesting and helpful. I'm enjoying the lessons, but most of all I love the **facilities**. The computer room and the swimming pool are my favourites.

Day 6

Today, I'm feeling a bit tired. It's always noisy here and you can hear the traffic all night. I think I'm getting a bit **homesick**, too. I **miss** the beautiful landscapes and the people from my **hometown**. I'm happy I'm going home tomorrow but I'm sure I'll visit London and see Annabel's **lovely** family again!

Speaking

- 4 One of you works for a magazine. Interview Annabel or Sarah about their new lifestyle.

Grammar Grammar Reference

◆ Present Simple vs Present Continuous

- 5 Read the Grammar Reference Section. Explain the use of the verbs in **bold**. Find examples in the text above.

INBOX OUTBOX CONTACTS

Hi, Steve,

Thanks very much for your email. I always **love** hearing from you. At the moment I **am studying** really hard. I'm **sitting** my exams next week.

My lessons **start** at 8:30. After school, I **go** to my part-time job. I **am working** in a library for the next few months. Tonight I **am meeting** my friends.

Anyway, I'd better finish here. Write again soon.

Jim

◆ Word Formation

We can form:

- nouns from verbs by adding **-ment**, employ → employment, develop → development;
- negative nouns with **un-**, unemployment.

- 6 Put the verbs in brackets in the *Present Simple* or the *Present Continuous*. Give reasons.

- 1 A: Why (**you/be**) in such a hurry?
B: I'm worried. My exam (**start**) in ten minutes.
- 2 A: I (**think**) of changing school.
B: I (**not/think**) it's a good idea. You'll be lonely.
- 3 A: Why (**you/be**) angry?
B: My sister (**always/take**) my clothes.
- 4 A: Why (**you/leave**) now?
B: My train (**leave**) in an hour.

Writing (an email)

- 7 **Portfolio:** Write an email to your English penfriend. Write about: *where you live, your daily routine, what you are doing these days/tonight.*

1

Better safe than sorry

Vocabulary

◆ Safety rules

1 a) Look at the leaflet. What is it about?

Do you live in a big City?

PROTECT YOURSELF AND YOUR HOME FROM BURGLARS!



Always look through your peephole and put the door chain on the door before answering.

Take a mobile phone to bed and keep it switched on.



Check a stranger's ID. If you are not sure, don't let them in.

Don't leave your keys next to doors or windows.



Fit an alarm system and make sure it works properly.

Install dusk-to-dawn outside lights at least 2.5 metres high in the garden.



And remember that if a burglar breaks in, don't put up a fight. Hand over valuables. Never run after them. Call the police.

b) ✎ Match the underlined words/phrases.

1 give to someone 2 identification 3 a small hole to look through 4 machine that signals danger 5 connect or fix sth in position 6 turned on

Reading & Listening

2 a) 🎧 Read the first exchange of the dialogue. Where are the speakers? Listen, read and check.

Dan: Hi, Jo. What's your dad doing?

Jo: He's installing an alarm system.

Dan: What for?

Jo: Well, there are burglars around here. They're stealing things from people's houses.

Dan: Really?

Jo: Yes, you should tell your parents.

Dan: You're right. They should probably install an alarm, too.

Jo: And you should be careful with your keys. Don't lose them, or leave them near an open window.

Dan: I didn't think of that.

Jo: You know there's a lot of crime in cities these days.

Dan: I think you're right. We should be careful.

Jo: Yeah, better safe than sorry!

b) Now answer the questions.

- 1 What is Jo's dad doing?
- 2 What problems do the burglars cause?
- 3 What advice does Jo give Dan?

◆ Word Formation

3 Read the rule. Then make adverbs from the adjectives: *careful, safe, sure, bad*. Mind the spelling.

We normally form adverbs from adjectives by adding *-ly*, *real* → *really*, *proper* → *properly*.

Mind: some adjectives and adverbs have the same form: *fast, hard, high, early*.



study skills

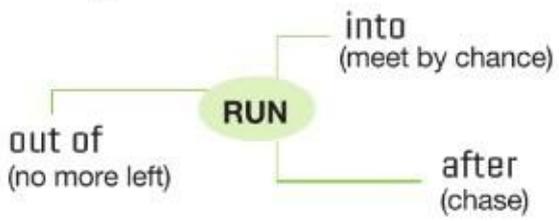
Phrasal Verbs

The meaning of a phrasal verb is different from the main verb. In a dictionary phrasal verbs are given in alphabetical order according to the particle.

run into sb /rʌn/ phr v.
to meet sb by chance
I ran into an old friend
in the street.

◆ Phrasal verbs (run)

4 Use your dictionaries to complete the sentences with the correct phrasal verb. Make your own sentences.



- 1 Dan ran Jo on his way home.
- 2 He ran milk, so he went to buy some.
- 3 The police are running a robber.

Grammar Grammar Reference

◆ Should(n't)

5 a) Study the theory box. Find examples of *should* in the dialogue in Ex. 2.

We use **should/shouldn't** to give advice.
*You are tired. You **should** have a rest!*
*You **shouldn't** eat so much. It's bad for you.*

b) Use the phrases to give advice to:

- 1 a friend who has a splitting headache. (take a painkiller)
▶ *A: I've got a splitting headache.*
B: You should take a painkiller.
- 2 your brother who feels tired. (go to bed)
- 3 your sister who's got toothache. (see a dentist)
- 4 a friend who always loses his keys. (not keep them in your pocket)
- 5 a friend who is nervous about her exams. (not worry so much)
- 6 your aunt whose feet hurt. (take off your shoes)

Listening

6 Listen and complete the gaps.



CRIME NOW!

- Walk in well-lit **1)**
- Always have your **2)** with you.
- Keep your **3)** close to you and don't carry a lot of cash.
- Don't leave expensive **4)** or bags for all to see in your car.
- Join Neighbourhood Watch.¹
- Get a **5)** alarm.

¹ voluntary scheme to help people prevent crime

Speaking

Everyday English

◆ Asking for/Giving advice

7 Look at the phrases and the leaflet in Ex. 1. Talk in pairs as in the example.

- ▶ *A: What should we do before answering the door?*
- B: We should look through the peephole and put the chain on the door. Etc*

Asking for advice	Giving advice
<ul style="list-style-type: none"> • What should I/we do to ...? • What's the best way to ...? • How can I/we ...? 	<ul style="list-style-type: none"> • I think/don't think you should ... • You should (not) ... • How about ... + ing • Why don't you ...?

Writing (a leaflet giving advice)

8 *Portfolio:* Write a leaflet giving advice on how to protect yourself in the streets. Use ideas from Ex. 6.

1

C

study skills

Using mind maps

Make mind maps with words/phrases. This helps you organise information and remember it.

Vocabulary◆ **Free time activities**

1 ✎ Add ideas to the mind map.

Which of these do you do ...

on a warm day?

- hang out at the shopping centre
- do the gardening
- have lunch outdoors

FREE TIME ACTIVITIES

on a rainy day?

- read a book
- watch a film
- chat with friends
- play computer/board games
- surf the Net

on a hot day?

- go sunbathing
- go surfing
- play beach volleyball

Reading & Listening

2 a) Look at the pictures and the introduction to the text. What city and country is the article about? What do you think you can do there? Read and check.

b) ✎ Complete the gaps. Use: *on, for, from, at, about, to*.

🔊 Listen and check. Explain the words in bold.

Hanging out

Kelly and **Jamie** tell us about their coolest spots in **Sydney, Australia**.



My coolest **spot** is **Darling Harbour**.

There are plenty of activities to

choose **1)**, such as a ride **2)** the carousel, a film **3)** the IMAX theatre, an exhibition at the Powerhouse museum or a visit **4)** the fantasy world of Jacobs Toymaker. (Kelly)

Manly has lots of interesting attractions, **including** Sea Life Sanctuary and the popular **surfing** beach, but I'm crazy **5)** one thing ... Manly Skatepark! I love it there! I meet my friends and we skate all afternoon! Manly is also the best place to shop **6)** **skating gear**. (Jamie)

**Speaking**

3 🗣️ **Portfolio:** Take the roles of Kelly and Jamie. Tell each other about your favourite place in Sydney, what you do there and how you like it. Record yourselves.

Writing (an article)

4 **Portfolio:** Write a short article about where you go in your free time (70-90 words). Write:

- where it is • how long it takes you to get there • what you can do there • why you like it • how you feel there

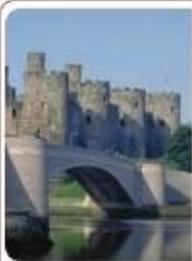
CULTURE CORNER

1d

Landmarks of the British Isles



Malahide Castle is north-east of Dublin City, Ireland, and **dates back** to the 12th century. It is in the middle of a large park and was used as both a **fortress** and a family home. It is a **spooky** place because people often see **ghosts** there.



Conwy Castle in Gwynedd, Wales, is a classical 13th century **fortress**. It is a masterpiece of **medieval** architecture that took seven years to build. It has eight big **towers** that offer great **views** of the nearby river and the Snowdonian mountains.



Edinburgh Castle is Scotland's most famous castle. It is very popular with tourists and around 1 million people visit it every year. It is a very **unique** castle as it was built on top of an **extinct volcano**.



The Tower of London sits on the banks of the River Thames. The Tower is **guarded by** Yeoman Warders, or 'Beefeaters'. Eight big black birds called **ravens** live in the Tower. There's a **legend** that says if they ever fly away, the Crown will fall down.



Beefeater

Grammar Grammar Reference

◆ both

both + N pl: **both** friends;
both + N and N: **both** a fortress and a family home;
both + of + pronoun: **both** of us

- 1 Look at the map of the United Kingdom. What is the capital of each country (part)? What do you know about these countries?

Reading & Listening

- 2 a) Think of a question to ask about each landmark.
👂 Listen, read and see if you can answer them.
b) Read again and write down one unusual fact about each place. Compare it with your partner's.

- 3 Explain the words in bold. In groups ask and answer questions based on the text.

▶ A: *Where's Malahide Castle?*
B: *It's north-east of Dublin City. Etc*

- 4 🗣️👂 Tell your partner which castle you like and why.

Writing

- 5 🗣️👂 **Portfolio:** Write a short text about landmarks in Russia (80–90 words). Use a map to give a talk to the class.

English in Use

1

◆ Buying an underground ticket

1 How do you usually travel?

- by train/bus/motorcycle/plane/tube*/bike/taxi/car/boat/ship
- on foot

*tube: the underground, metro

2 a) 🎧 Listen and repeat. Who says each sentence/phrase: a ticket seller? a passenger?

- Next, please.
- Where to?
- Single or return?
- Return to Barbican, please.
- That's £6.00.
- Which line do I take, please?
- You're welcome.

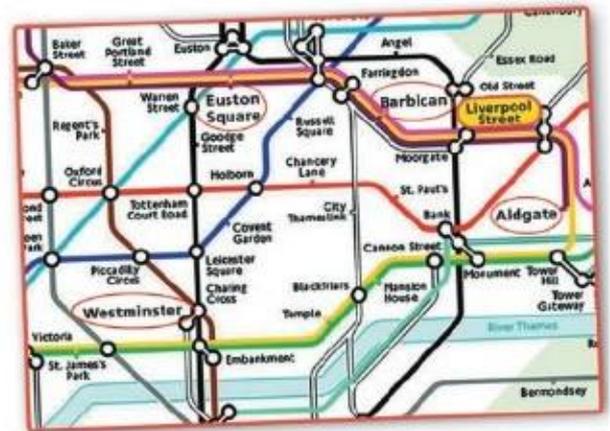
b) Read and listen to the dialogues and check. Where does each person want to go?

A

TS: Next, please.
 P: Two tickets, please.
 TS: Where to?
 P: St James's Park.
 TS: Single or return?
 P: Single, please.
 TS: That's £6.00.

B

TS: Yes, please?
 P: Two tickets, return to Barbican, please.
 TS: That's £12.00.
 P: Here you are. Which line do I take, please?
 TS: Take the Circle line.
 P: Thanks a lot.
 TS: You're welcome.



= Circle Line

*2 adult = 2 adult tickets, 2 child = 2 child tickets

3 🗣️ Portfolio: Use the map and the fares chart to act out similar dialogues, between a ticket seller and a passenger. You want to go from Liverpool Street to:

- Westminster (2 adult* & 2 child)
- Aldgate (2 adult & 1 child)
- Euston Square (3 adult)

Zone	Fares for the London Underground	
1	£3 Adult	£1.50 Child (5+)

Grammar Grammar Reference

◆ Numerals

Remember: numerals: 700 – seven **hundred** (students); 15,000 – fifteen **thousand** (tourists); 21,000,000 – twenty-one **million** (people)
But nouns: **hundreds of** students; **thousands of** tourists; **millions of** people

Pronunciation /t/ – /t̪/

- 4 ✍️ Copy the table.
 🎧 Listen and tick (✓), repeat. Think of more words with the same sounds.

Reading Rules
 ea, ee /t̪/ steal, seek
 i /t/ Nick

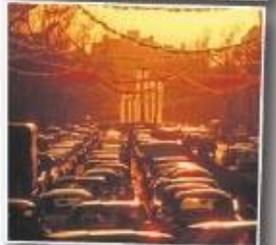
	/t/	/t̪/	/t/	/t̪/
Pete			beat	
pit			bit	
peal			slip	
pill			sleep	

Extensive Reading

1

ACROSS THE CURRICULUM: **GEOGRAPHY**

home what's new? profiles forums



Capital city of Mexico
 continent: North America
 population: 21 million
 language: Spanish
 currency: Peso

GEO-KIDS SPECIAL REPORT:



Mexico City

1

Mexico City is one of the world's largest cities. It has got beautiful old buildings, green parks, museums and an exciting nightlife. It's a great place to visit. Nine million people visit it each year.

2

Many people live in beautiful houses with gardens. Others live in **blocks of flats** near the city centre.

3

Mexico City is a difficult city to drive in because of the heavy traffic. The city's fantastic metro network, however, has 12

lines and is very cheap. There are hundreds of buses, trolley buses and *peseros* (minibuses), too.

4

In their free time, Mexicans shop at colourful street markets. They also enjoy going to the cinema and theatre. They even have street parties. Football and horse racing are the most popular sports.

5

The people of Mexico City are very friendly. The food is excellent, too! The restaurants serve delicious local food like tortillas and *frijoles* (beans).

Click on **FORUMS** and tell us about your city. How is it different from Mexico City?

Reading & Listening

- 1 Listen to the sounds and look at the pictures. What do you think it is like there? (*noisy, quiet, crowded, busy, clean, dirty, etc.*). Tell your partner.

▶ *I think it is busy. The traffic is heavy. Etc.*

- 2 a) What would you like to know about living in Mexico City? Read the text. Can you answer any of your questions?
 b) Read again and label sections 1-5 with headings A-F. Listen and check. One is extra. Then explain the words in bold.

A Transport C Tourism E Leisure
 B Food D Homes F The city centre

Speaking

- 3 In groups, make notes about your village/town/city under the headings (A-E). Use your notes to present your talk to the class.

Writing

- 4 **ICT Project:** Collect information using the Internet, then write a 'special report' on Moscow/St. Petersburg or your town/city for the Geo-Kids website (80-90 words). Include positive and negative points.

PROGRESS CHECK 1

1 Match the words.

- | | |
|-------------|--------------|
| 1 alarm | A landscapes |
| 2 heavy | B transport |
| 3 beautiful | C streets |
| 4 crowded | D traffic |
| 5 public | E system |
| 6 door | F isolated |
| 7 feel | G air |
| 8 fresh | H chain |

(Points: $\frac{8 \times 2}{16}$)

2 Choose the correct word.

- John leads an **unhealthy/unwelcome** lifestyle.
- We really like the **landscape/peace** and quiet in this village.
- There is a low rate of **unemployment/living** in big cities.
- It's a crime to **look/break** into a house.
- I miss the hustle and **noise/bustle** of LA.
- I love **saying/chatting** with my friends.
- Public transport is **convenient/heavy** in my town.
- You are **hometown/homesick** when you miss home.
- He's **installing/inventing** outside lights in his garden.
- I hate the **constant/crowded** noise in Paris.
- He feels **lonely/friendly** away from his family.
- Let's **look/watch** a film tonight.
- On a hot day we **do/play** beach volleyball.
- Everything is **close/easy** at hand in big cities.

(Points: $\frac{14 \times 2}{28}$)

3 Choose the correct word.

- Many young people hang **on/out** at shopping centres at weekends.
- The police are running **into/after** a burglar.
- There are lots of books to choose **from/in**.
- He's crazy **of/about** football.

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

4 Put the verbs in brackets into the Present Simple or the Present Continuous.

- John (visit) his parents this weekend.

- He (take) me to school every day.
- Be quiet. The baby (sleep).
- He (always/bite) his nails.
- Water (not/boil) at 80°C.
- The bus (leave) at 6:30pm.
- (he/do) his homework now?
- What time (you/start) work?
- He (not/watch) TV now.
- She (not/like) flying by plane.
- (they/leave) next week?
- I (not/think) he's in.

(Points: $\frac{12 \times 2}{24}$)

5 Complete the dialogue. Use: Which line do I take, please? Thanks a lot. One ticket please. That's £3.00. Return to Oxford Circus.

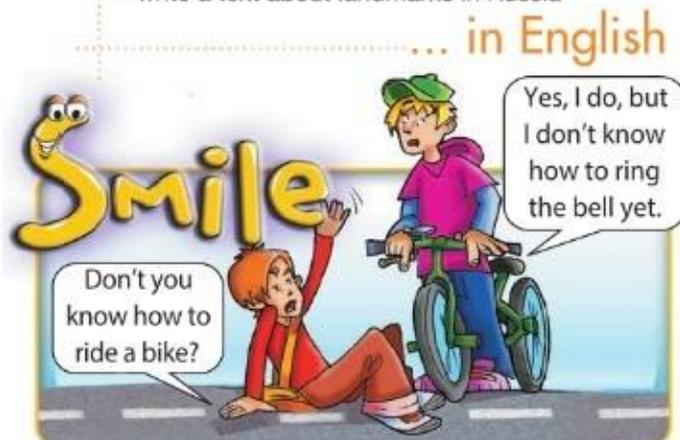
- A: Next, please.
 B: 1)
 A: Single or return?
 B: 2) How much is it?
 A: 3)
 B: Here you are. 4)
 A: Take the Circle line, then change at Baker Street and take the Bakerloo line.
 B: 5)

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

Now I Can ...

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

- talk/write about city/country life
- ask for/give advice about home safety
- write an article about where I go in my free time
- write a report about my town/city
- write a text about landmarks in Russia



Module 2

Tale time

◆ Before you start ...

- Do you live in a village or in the city?
Do you like living there? Why?
- What do you do in your free time?

- a plot
- a mystery/adventure/humorous story
- a folk tale

◆ Look at Module 2

Find the page numbers for pictures 1-3.

◆ Find the page number(s) for

- an extract from a short story
- a quote
- an illustrated story
- a quiz

◆ Listen, read and talk about ...

- authors/fictional characters
- an adventure story
- a mystery story
- storytelling in Ireland
- the Canterville Ghost

◆ Learn how to ...

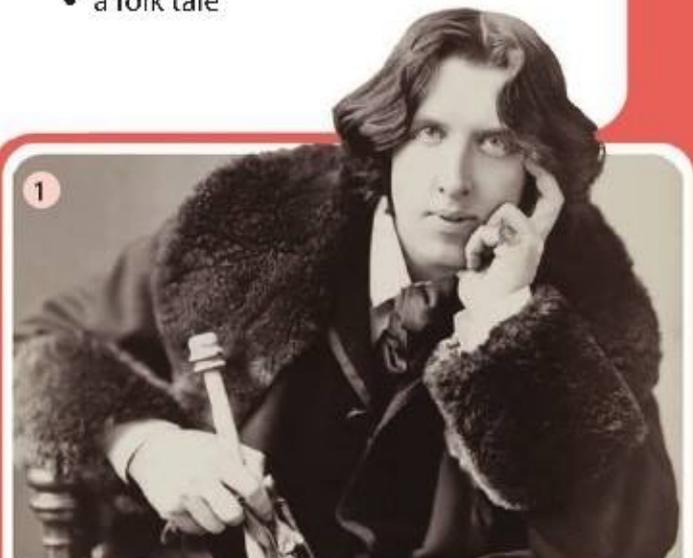
- talk about events in the past
- ask questions about the past
- narrate past events

◆ Practise ...

- words showing sequence of events in the past
- pronouns *another, other*
- past simple: irregular verbs & *used to*
- complex object
- reading rules: ere, ear, eer
- pronunciation: /i:/ – /iə/

◆ Write / Make ...

- a short article about your favourite author



2

a

Bookworms

Vocabulary

♦ Literature

- 1  Are you a bookworm? Do the quiz on literary genres. Check answers in a dictionary.

Quiz

- A(n) story is an exciting story about a hero who goes on an unusual journey and does new and dangerous things.
A comedy B adventure
C suspense
- A story is about events that take place in the future or in space and usually describes strange creatures and robots.
A mystery B drama
C science fiction
- A is a serious and emotional play, written for the theatre, television or radio.
A drama B comedy
C novel
- A is a story about a crime or a strange event that is difficult to explain.
A mystery B legend
C fairy tale
- A(n) is a funny story with a happy ending.
A adventure B myth
C humorous story
- A is the story of a person's life written by another person.
A novel B biography
C history

Excitement, adventure, and mystery all make up the world of fiction. And here are some of the greatest names in fiction.

Who was the 'Queen of Crime'? Agatha Christie, of course, the world's best known mystery writer. Agatha Christie was born in Devon, England in 1890, and she created many fictional detectives. The most famous are Hercule Poirot and Miss Marple. Hercule Poirot is a Belgian detective, famous for his neat appearance, his obsession with order and his use of psychology in his investigations of crimes. Miss Marple, on the other hand, is nothing like a typical detective. At first glance she is an ordinary old lady who loves knitting and gossip but she can solve the hardest of mysteries and puts many criminals behind bars!



Reading & Listening

- Who are the authors/characters in the pictures? What do they have in common?
 -  Think of two questions about these fictional characters: *Miss Marple*, *Hercule Poirot*, *Sherlock Holmes* and *Captain Nemo*. Read, listen and see if you can answer them.
- Read again. Who ...
 - solves crimes with a partner?
 - always wants to be neat and tidy?
 - doesn't look like a detective?
 - wrote adventure novels?
 - travels in a submarine?
- Explain the words in bold. Then match the underlined adjectives to their synonyms.
 - well known • unusual • amazing • clever
 - ordinary • loyal
 - Use the underlined adjectives to describe other fictional characters.



Sir Arthur Conan Doyle was born in Edinburgh, Scotland in 1859. He studied medicine at the University of Edinburgh. It was one of his professors that **inspired** him to create the most **brilliant** detective ever, Sherlock Holmes. Holmes' **extraordinary** powers of observation help him **solve** the most **mysterious cases** with the help of his **faithful** companion, Dr Watson. Holmes is very logical and extremely **intelligent**. He wears a **cape** and hat, smokes a pipe and uses a **magnifying glass**.



Jules Verne lived in Nantes – on the west coast of France. He loved the sea, and when he was only 12, he tried to run away on a ship to the West Indies. Unfortunately for him, the sailors caught him and sent him home. Jules had a great **imagination** and wrote **several** adventure stories and created mysterious characters like Captain Nemo. In *Twenty Thousand Leagues Under the Sea*, Captain Nemo travels under the sea in his submarine, the *Nautilus*. On his journeys he meets **strange** sea creatures and finds an **underwater** city.

Speaking

- 5 You are one of the authors/characters in the texts. Introduce yourself and talk to the class about your life.

Grammar Grammar Reference

◆ Past Simple

- 6 a) Find the regular and irregular past forms in the text.
b) Complete the questions with the correct form of the verb. Mind the spelling rules. Then, answer them.
- (Arthur Conan Doyle/write) poems?
 - (Agatha Christie/be) a famous writer?
 - What (Arthur Conan Doyle/study)?
 - What (Jules Verne/do) when he was 12?
 - Which characters (Jules Verne/create)?
 - Where (Agatha Christie/be born)?

c) Use verbs in the **Past Simple** to make sentences about your favourite writer and his/her fictional characters.

2a

- ▶ *Leo Tolstoy wrote 'War and Peace'.*
My favourite character in the novel is Natasha Rostova.

Grammar Grammar Reference

◆ pronouns *another, other*

another + N sing. *The story is written by another person.*

other + N pl. *Other writers are not so famous.*

We use "the other" with N sing/N pl.

- 7 Complete the gaps with **another** or **other**.

- clever detective is Miss Marple who is very intelligent.
- books written by Jules Verne are also popular.
- "Journey to the Centre of the Earth" is adventure story.
- I want a camping holiday but my friend has ideas.

- 8 Ask and answer questions about the authors in the text or your favourite authors and their works. What is your favourite genre? When and where do you prefer to read?

Writing (an article)

- 9 **ICT Portfolio:** Collect information using the Internet, then write an article for your school newspaper about your favourite author (80–90 words).
Write:
- where he/she was born
 - what he/she did before writing
 - what famous character(s) he/she wrote about
 - what the famous characters are like

2

A classic read

The Plot:

'Journey to the Centre of the Earth' by Jules Verne is an adventure story about a professor, Otto Lidenbrock, and his nephew Axel. After they find a mysterious message from explorer Arne Saknussemm in an old book, they go on a dangerous journey to look for the centre of the earth. During their adventure, their raft is broken against rocks and they discover an amazing place ...



While Hans is repairing the raft, Axel and the Professor are looking around.

- ① Professor: Let's explore this area over here!
- ② Professor: What's that noise?
Axel: Quick! Hide!

The men hide behind some bushes.

- ③ Axel: Look! A man. And huge elephants.
Professor: But, they used to live thousands of years ago. When we get home, people will be amazed by what we saw.
Axel: But, will they believe us?
- ④ Professor: We must get back to Hans and the raft!
Axel: Wait! What's this?
- ⑤ Professor: It's a very old knife. It must be Arne Saknussemm's!

The Professor finds initials on a cave wall.

- ⑥ Professor: Saknussemm was here! The compass must be broken.
Professor: We found it! This must be the last part of Arne Saknussemm's journey!
- ⑦ Professor: Quick – let's find Hans and come back!



Reading & Listening

- 1 🎧 Look at the pictures and listen to the sounds. What do you think the story is about? Read the plot to find out.

- 2 a) ✍️ Read the story and complete the sentences with the words from the text or your own words.

- 1 Axel and the professor heard
- 2 The men hid
- 3 Then, they saw
- 4 Axel found a

- b) ✍️ 🎧 Match the pictures (a-g) with the parts (1-7).

- 3 Find the words in the text which mean:

1 look around 2 very big 3 surprised 4 the first letters of your name and surname 5 an instrument that shows direction 6 find sth 7 go somewhere you can't be seen

Speaking

- 4 a) 🎭 🗣️ **Portfolio:** Take roles and act out the dialogue in the story. Record yourselves.
b) Use the pictures to narrate the story.

Grammar Grammar Reference

◆ Past Simple & used to

- 5 a) Study the theory box. Find examples of *used to* in the text.

2b



We use **used to + infinitive** to talk about past states and habits.

*My grandad **used to tell** me stories when I was young. (He doesn't anymore.) He **didn't use to wake up late** in the mornings. **Did you use to ride** a bike when you were 5 years old?*

Sometimes we can replace **used to** with the Past Simple without any real difference in meaning. *When he was a child, he **used to spend**/he **spent** his holidays in Sochi.*

b) Use the words to write sentences about what you used/didn't use to do when you were six. You can use your own ideas.

- read comics • play with toys
- go to the park • write stories
- watch cartoons • drive a car
- play hide-and-peek

► *When I was six, I used to read comics.*

◆ Sequence of events

6 Study the box. Then join the sentences with the words in bold.

We use **as soon as, when, after, until** and **then** to introduce time and show a sequence of events.

*The phone rang **as soon as** he entered the room.*

- 1 Otto and Axel found a message. They decided to go on a dangerous journey. (**as soon as**)
- 2 They looked around. They heard a noise. (**until**)
- 3 They hid behind some bushes. They heard the noise. (**when**)
- 4 They went to meet Hans. Axel found an old knife. (**after**)

Writing (a short plot)

7 *Portfolio:* Write a short plot for a book you read last summer. Use the plot in Ex. 1 to help you.

2 Vanished!



One Saturday last winter, my best friends Amy, Maria, Greg, Andy and I decided to spend the weekend in my uncle's big old house in the country. It was stormy outside, so we decided to spend a cosy evening chatting together in the living room downstairs.

Suddenly, there was a **powerful** gust of wind. The lights flickered and then **went out** altogether. 'What was that?' I said. 'Don't worry, John, it's just a **power cut**,' Greg reassured me. We carried on laughing and telling scary stories in the dark. After a while, there was a bright flash of lightning that lit up the whole room. There was a loud gasp. 'Andy is missing!' Amy cried.

We all looked at each other **confused** and scared, because no one had seen Andy leave the room. We felt our way around the house,

calling Andy, but there was no reply. We went back to the living room and tried to think of what to do next. Just then, there was a loud snore from the corner of the room. At that moment, the lights came back on. There was Andy, **fast asleep** on a big **velvet** sofa!

Andy sat up sleepily, **rubbing** his eyes. 'Oh good, the lights are back on!' he said. 'I was sleepy and felt like a **snooze**. I didn't want anyone to trip over me so I crawled over here.' We were all very **relieved**. *John, 13*



Reading & Listening

1 a) Listen and match the sounds 1-10 to the words a-j. Which of these sounds are made by people?

- | | | | |
|---|-------|---|--------------|
| a | sigh | f | chat |
| b | snore | g | storm |
| c | cry | h | gust of wind |
| d | gasp | i | whisper |
| e | laugh | j | yawn |

b) Which of the words above can be both nouns and verbs? ▶ a sigh – to sigh

c) Look at the pictures. Can you tell the story? Read, listen and check. Is it a literary work or a true story?

2 a) Read again and answer the questions.

- Where were the children?
- What was the weather like?
- Did anyone see Andy leave the house?
- How did the children feel?
- What happened when the lights came back on?
- Why did Andy crawl on the sofa?

b) Explain the words in bold.

Grammar Grammar Reference

Complex Object

want smb /me, him, her, us, them/ to do smth
see/hear smb /me, him, her, us, them/ do/doing smth

study skills

Sequence of events

Before you write your story, decide on the main character(s) and the events. Write the events in the order they happened. This helps the reader follow your story more easily.

Writing (a story)

3 Portfolio: Your school magazine is holding a story competition. Write your story (about 90 words). Think about:

- characters • place • time
- events in order • climax event • feelings

CULTURE CORNER

2d

Reading & Listening

- 1  Listen to the music. Which country does it remind you of? How do you think it is related to the title of the text?
- 2 a)  Look at the pictures and read the quote. What might the text be about? Listen, read and check.
b) Read the text again and answer the following questions.
 - 1 What do Seanachais do?
 - 2 What are the two types of stories people tell in Ireland?
 - 3 What are these myths/legends about?
 - 4 What characters do you find in Irish folk tales?
- 3 a) Find the adjectives the author uses for:
 - beasts • champion • values
 - characters • adventures
 - obstacles • location
 b) Explain the words in bold.
- 4  What information does the text give about: Finn Mac Cumhal, the Fianna, leprechauns?

Project

- 5 Work in groups. Think of a popular folk tale in your country. Tell another group. Follow the plan below.
 - What is it about?
 - Who are the main characters?
 - What happens in the story?
 - What moral values does the text suggest?
 Write a short version of it for an international English magazine (90 words).



A story should be told eye to eye, mind to mind, heart to heart.

Stanley Robertson (storyteller)

Perhaps the best way to spend a cold, winter night in Ireland is to sit in front of the fire and enjoy the company of a Seanachai, a storyteller. Ireland has many stories to tell and they belong to two groups: myths and legends and folk tales. Throughout the years, people passed on stories to form a great **tradition**.

Myths and legends are stories about giants, **saints**, **warriors** and kings. They are tales of heroes who **overcome** great obstacles¹, fight with magical beasts and have incredible² adventures. One such legend is the story of the noble **champion** Finn Mac Cumhal and his group of warriors, the Fianna, who protected the High Kings of Ireland.

Folk tales entertain people while teaching them moral values. These stories have the most unusual characters: fairies, elves, leprechauns and many more. The Leprechaun is one of the most popular characters in Irish folklore. Its name means 'small body'. It is a type of fairy that makes shoes and has a hidden treasure: a crock³ filled with gold. If you catch it, it must tell you the secret location of its treasure immediately. But be careful! It will try to trick you into looking away for a second, and then it will disappear!

1 an object/thing that makes it difficult to go where you want

2 something so unusual or surprising, that you can't believe it's true

3 a big old pot or jar

English in Use

2

Reading & Listening

◆ Narrating past events

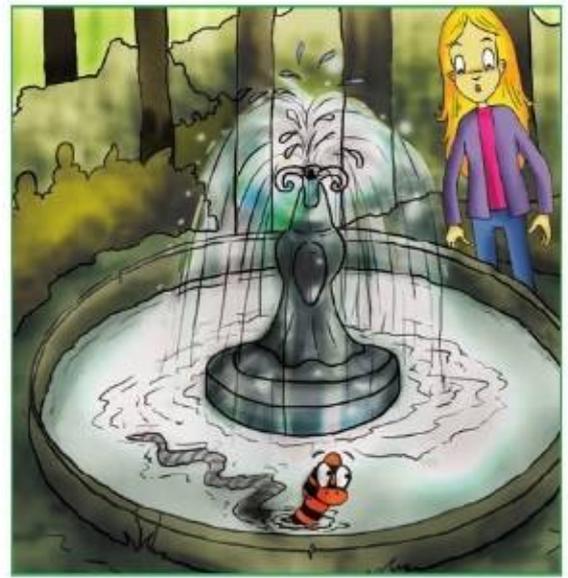
1 🎧 Listen and repeat.

- You'll never guess what happened to me.
- What is it?
- You look a little upset.
- I had quite a shock.
- What on earth was it?
- Oh my goodness!
- What was going on?
- Oh dear!

b) 🎧 The sentences in Ex. 1a are from a dialogue between two friends. Read the first two exchanges and look at the picture. What do you think happened to Penny? Listen and check.

2 Read the dialogue and list the events in the order they happened. Check with your partner.

- John:** Hi, Penny.
Penny: Hi, John. You'll never guess what happened to me.
John: What is it? You look a little upset.
Penny: Oh dear. I had quite a shock.
John: Really! Why?
Penny: I was at the zoo, when I heard people shouting and screaming.
John: What on earth was it?
Penny: Everyone was around the fountain and they all looked really scared.
John: Oh my goodness! What was going on? Did someone fall in the water?
Penny: Not someone, but something. There was a long orange snake with black stripes swimming around in it.
John: Oh dear! Was anyone hurt?
Penny: No. The guards caught it quickly and put it back in its cage.
John: Well, well, well. You don't see that every day, do you?
Penny: No, you certainly don't.



Speaking

- 3 🗣️ *Portfolio:* You meet your English friend in the street. Tell him/her about something unusual that happened to you the previous day. Use the sentences/phrases from Ex.1 to act out your dialogue.

Grammar

- 4 Find Complex Object in the text. Make up sentences using Complex Object.
- 1 John (see/Penny/cross) the street and (stop) her.
 - 2 Penny (hear/people/scream) when she (be) at the zoo.
 - 3 Then Penny (hear/they/call) the guards.
 - 4 Penny (see/a long snake/swim) in the fountain. It was frightening.

Pronunciation /i:/ - /ɪə/

- 5 🖋️ Copy the table.
 🎧 Listen and tick (✓), repeat. Think of more words with these sounds.

Reading Rules

e, ee, ea /i:/
 me, see, bead
 ere, eer, ear /ɪə/
 here, dear, beard

	/i:/	/ɪə/
me		
mere		
bee		
deer		
knee		
near		

Extensive Reading

2

ACROSS THE CURRICULUM: LITERATURE



A *Oscar Wilde (1854-1900) was a popular Irish poet, novelist and dramatist. His most famous works include 'The Picture of Dorian Gray', 'The Importance of Being Earnest', as well as some excellent short stories like 'The Canterville Ghost'. This story is about an American ambassador and his family who buy a house although the locals warn them that ghosts live in it. After several incidents, the Otis family begin to notice the Canterville Ghost.*

1 Who was Oscar Wilde? Read text A to find out.

Reading & Listening

2 a) Read the title of the story and listen to the sounds. What do you think happens in this extract?

b) Listen, read and check.

3 Complete the sentences. Explain the words in bold.

- 1 Mr Otis was the
- 2 Mr Otis bought
- 3 People said that Canterville Chase
- 4 Mr Otis woke up because
- 5 Outside his bedroom, he saw
- 6 Mr Otis gave the ghost

4 What did the man Mr Otis met look like? Draw a picture.

Speaking

5 *Portfolio:* Act out a short dialogue between Mr Otis and the Canterville ghost.

Project

6 *Portfolio:* What do you think happened afterwards? In groups, continue the story. Present it to the class. Then, listen and check.

B

Oscar Wilde

The Canterville Ghost

When Mr Hiram B. Otis, the American ambassador, bought Canterville Chase, everyone told him it was a very foolish thing to do, as the place was haunted.

At eleven o'clock the family went to bed, and by half-past all the lights were out. Some time after, Mr Otis woke up because of a noise outside his room. It sounded like the **clank** of metal. He got up at once, **struck** a match, and looked at the time. It was exactly one o'clock. Mr Otis was quite calm. The strange noise continued, and with it he heard the sound of footsteps. He put on his slippers, took a small bottle out of his **dressing case**, and opened the door. Right in front of him he saw an old man. He looked terrible. His eyes were red; his hair was long and grey; his clothes were old-fashioned and dirty, and there were **handcuffs** and **rusty chains** on his wrists and ankles.

"My dear sir," said Mr Otis, "those chains need oiling. Here take this small bottle of lubricant. I will leave it here for you and I will give you more if you need it." With these words the ambassador put the bottle down on a marble table, and went back to bed, closing the door behind him.



PROGRESS CHECK 2

1 Choose the odd word out.

- scared — shocked — frightened — relieved
- cape — uniform — pipe — hat
- ordinary — typical — incredible — usual
- comedy — mystery — science fiction — literature
- mystery — drama — glance — myth

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

2 Complete with: wear, tell, create, solve, smoke, use, overcome, put, play, explore.

- 1 a story; 2 a magnifying glass; 3 an area;
4 a role; 5 a character; 6 criminals behind bars;
7 a crime; 8 a pipe; 9 an obstacle;
10 a hat

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

3 What did/didn't John use to do when he was six? Write sentences.

- play football (X)
- wake up early (✓)
- play computer games (✓)
- go to the seaside (✓)
- play with toys (X)

(Points: $\frac{15}{5 \times 3}$)

4 Choose the correct words.

- He waited in the airport **as soon as/until** the plane arrived.
- Mary called her mother **until/as soon as** she got home.
- He tried to find a good job **until/after** he graduated.
- She was in bed **after/when** the phone rang.
- He watched TV **when/then** he had dinner.

(Points: $\frac{15}{5 \times 3}$)

5 Open the brackets to make up sentences.

- How (you/feel) when you (see) the film?
- (Professor/want) Hans (explore) the new place.
- Where (Captain Nemo/travel)?

4 "..... (he/explore) the cave?"

"No, he (be) afraid."

5 I (hear) him (come in).

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

6 Write the Past Simple forms.

- | | |
|---------------|----------------|
| 1 catch | 6 wake |
| 2 send | 7 decide |
| 3 find | 8 hear |
| 4 hide | 9 leave |
| 5 break | 10 put |

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

7 Match the sentences (1-4) with their responses (a-d).

- | | |
|------------------------|------------------|
| 1 What was that? | a Really? Why? |
| 2 I had quite a shock. | b It's a knife. |
| 3 Are you afraid? | c Don't worry! |
| 4 Wait. What's this? | d Of course not! |

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

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

Now I Can ...

- talk/ask about past events
- recognise literary genres
- write a short article about a fictional character
- use linkers in narration
- tell/write a mystery/adventure/humorous story
- talk about famous authors/fictional characters
- write a plot for a book

... in English



Module 3

Profiles

◆ Before you start ...

- Do you know of any famous writers? What are they famous for?
- Which is your favourite story? When did you first read it?

◆ Look at Module 3

- Find the page numbers for pictures 1-3.

◆ Find the page number(s) for

- a painting
- a descriptive article
- people at work
- storybook characters

◆ Listen, read and talk about ...

- hobbies
- physical appearance & character
- people you admire
- jobs
- Beefeaters
- children in the past

◆ Learn how to ...

- describe people
- talk about people's jobs and hobbies

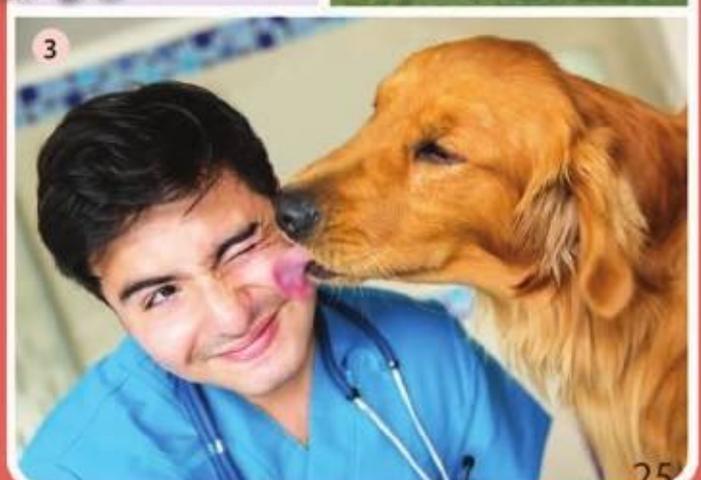
◆ Practise ...

- multiple meaning words
- phrasal verbs: *give*
- relative pronouns & adverbs
- *-ed/-ing* participles
- order of adjectives
- pronoun *all*
- word formation: compound adjectives with *-ed*
- reading rules: e, a
- pronunciation: /e/ – /æ/

◆ Write / Make ...

- an email to your friend about a teenager you find interesting

- a paragraph describing your favourite book character
- a descriptive article about a person you admire
- an email to your English penfriend about a popular tourist attraction in Russia
- a short text about working children in the 19th century in Russia



3 a

Lead the way!

Vocabulary

◆ Hobbies

- 1 Listen and repeat. Which of these hobbies are not popular with teenagers today? *sewing, writing stories, skateboarding, ice-skating, knitting, collecting stamps, playing chess, boxing, fencing, football, painting, songwriting*. Discuss.

- ▶ *Sewing is not popular with teenagers nowadays but my granny used to sew when she was my age. Etc.*

◆ Character

- 2 What qualities do you need to do the activities above? *artistic, creative, daring, fit, patient, athletic, sociable, curious, determined, imaginative*.

- ▶ *You need to be fit to box.*

study skills

Multiple meaning words

Multiple meaning words are words that have several meanings depending on the context. *Don't break his toy. Let's break for lunch.*

Reading & Listening

- 3 a) Read the sentences. What does *drive* mean?

*I admire her drive and enthusiasm.
Let's go for a drive in the country.*

- b) Read the title of the text. What does *drive* mean: *ambition* or *trip*? What is the text about?

- Listen, read and check.

- 4 Read the text again and answer the questions. Then explain the words in bold. Which teenager(s) ...
1 became well-known from the Internet? 2 won a prize?
3 holds the record for something? 4 wanted to help people in need?

Grammar Grammar Reference

◆ Relative pronouns & adverbs

- 5 a) Study the theory box and name the relative pronouns and adverbs in the text. What do they refer to?

Relative pronouns (**who**, **which**, **that**, **whose**) and relative adverbs (**when**, **where**, **why**) introduce relative clauses.

- **who/that** refer to people
- **which/that** refer to things
- **whose** shows possession
- **when** refers to time
- **where** refers to place
- **why** refers to reason

- b) Choose the correct answer.

- 1 This is the skate park **which/where** I skate regularly.
- 2 That's the girl **who/whose** mum works in a bank.
- 3 Arthur Conan Doyle was the author **which/who** created Sherlock Holmes.
- 4 2018 was the year **when/which** they visited the USA.

- c) Name a job. Your partner gives a definition using a relative pronoun/adverb.

- ▶ A: *doctor*

B: *A doctor is someone who treats sick people.*

Speaking

- 6 Imagine you are one of these teenagers. Talk about yourself. Say when and why you chose that hobby and what happened. Answer your classmates' questions.

Writing (an email)

- 7 *Portfolio*: Which of these teenagers do you find interesting? Why? Write a short email to your English penfriend about him/her (90 words). In your email write: *name of person; country he/she is from; what he/she does; character qualities; why you find him/her interesting*.

TEENS with drive!

3a

Some teenagers spend their days playing computer games, watching TV or just complaining that they are bored. Some others, though, get out there and do things! Meet the world's new generation of dynamic teens!

Shawn Mendes is a young Canadian musician who is taking the music world by storm! He first became famous for some short videos that he uploaded to YouTube in 2013. In these six-second videos he sang lines from popular songs and they got millions of views. Shawn's talent also **caught the attention** of a music producer who quickly gave him a **contract**. Then, in April 2015, Shawn released his first album *Handwritten* which topped the charts in the USA and Canada. Since then, Shawn has appeared on stage with Taylor Swift and has won two Teen Choice Awards. Shawn is **determined** to succeed and it looks like he's going the right way about it!



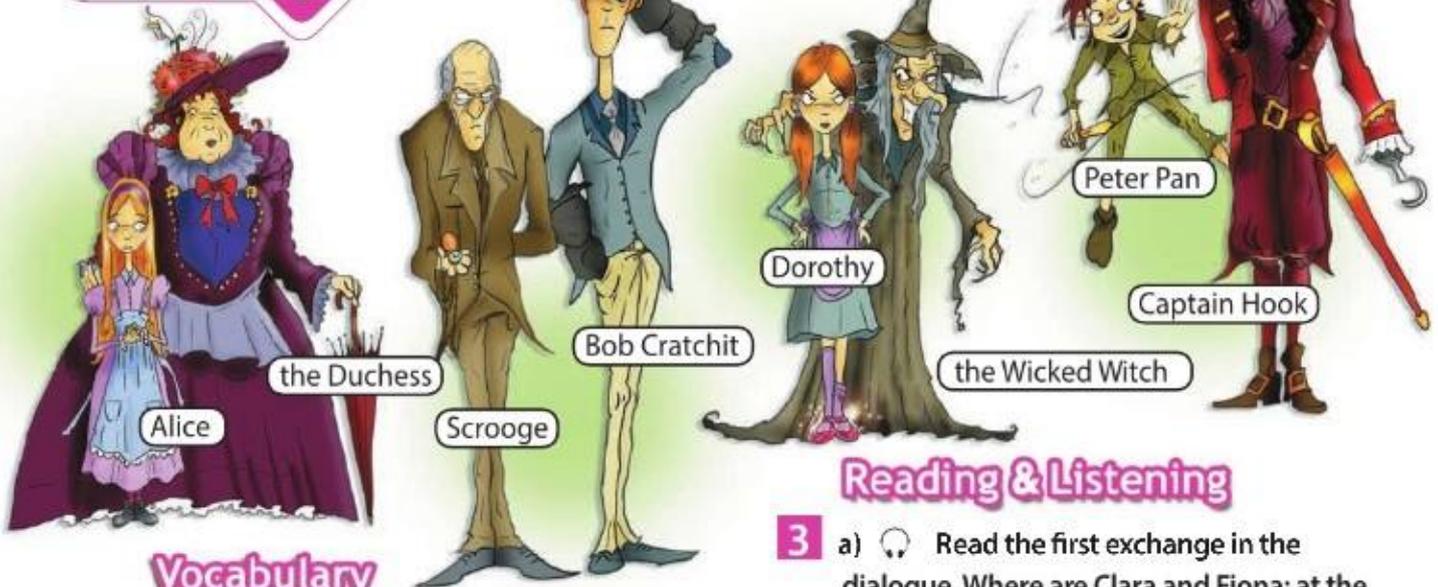
Many teenagers dream of playing for a huge football club but for Martin Odegaard that dream has become a **reality**. Martin, whose father is a football coach, became a **professional** footballer in Norway at the age of 15. But it was a year later when his career really **took off**! In 2015, he joined Real Madrid for around €4 million! At the moment, Martin doesn't play for the club's main team, but he is a patient person who is happy to train and improve his skills. He did play one game in 2015, though. In a match in May, he came on a **substitute** and became the youngest ever player for Real Madrid! He was just 16 years and 157 days old! The player who Martin **replaced** was Cristiano Ronaldo. In the future, Martin could become a superstar like his teammate!



When Olivia Hallisey heard about the Ebola disaster in Africa in 2014, she decided to do something to help. So, in her science class at school, she started researching new ways to test for the **disease**. At the moment, health workers need to **refrigerate** the **blood samples** they get from people, but this is difficult in rural Africa where many areas don't have electricity. Olivia's invention, though, is a simple piece of paper whose colour changes when it **detects** the **virus**! Olivia won the main award at Google's Science Fair in September 2015 and now she hopes that a company can start producing her test. This young woman from the USA is very hard-working and that's why she has a great future ahead of her!

3

Who's who?



Vocabulary

◆ Appearance

- 1 🎧 Look at the characters. Which books are they from? Listen and check.
- 2 a) 🎧 Which words from the table below did you hear? Listen again and check your answers.

Build	slim, thin, skinny, well-built, plump, fat, heavily built, broad-shouldered
Age	baby, child, young, teenager, in his/her twenties / in his/her thirties, middle-aged, old, elderly
Hair	short, spiky, straight, shoulder-length, long, blond(e), red, brown, fair, dark, grey, curly, wavy, bald, pigtailed
Height	short, of medium height, tall
Face	cute, pretty, ugly, round, thin
Special Features	dark tan, scar, beard, moustache, freckles

◆ Word formation

We form compound adjectives by adding noun to adjective + *-ed*: *gold-haired*, *blue-eyed*.

- b) Find more compound adjectives in the table above.

Reading & Listening

- 3 a) 🎧 Read the first exchange in the dialogue. Where are Clara and Fiona: at the theatre? at a party? Which characters in Ex. 1 were in the play? Listen, read and check.

Clara: Your school play was **exciting**, Fiona! Thanks for inviting me.

Fiona: I'm glad you enjoyed it, Clara. Everyone worked hard to **stage** *Alice in Wonderland*. Do you want to meet the actors?

Clara: Yes, I'd love to, but ... I **can't tell** who is who! I only remember them in their costumes on stage!

Fiona: OK, let me **help** you. Can you see the short boy over there with **spiky blond** hair and freckles?

Clara: The one with spiky hair?

Fiona: Yes. **That's** Robert. He played the **part** of the White Rabbit!

Clara: Oh, really? He was very funny! What about the Duchess?

Fiona: Julie was the Duchess! She's the **tall**, well-built girl with long dark hair in the corner.

Clara: She looked huge in that big costume! And who played the Cheshire Cat?

Fiona: Oh, that was Matt, the boy next to the coffee table. The one with short brown hair.

Clara: He's so **cute**! Come on! I want you to **introduce** me to him first!

b)  Read the dialogue again and decide if the sentences are *T* (true) or *F* (false). Explain the words in bold.

- 1 Clara didn't like the school play.
- 2 Clara doesn't know the names of the actors.
- 3 Robert has got curly hair.
- 4 Julie looked slim in her new costume.
- 5 Clara is interested in Matt.

c)  Take roles and read out the dialogue.

Grammar Grammar Reference

◆ -ed/-ing participles

4  Study the box. Then choose the correct answer in the sentences.

We use **present participles** to describe something or somebody. *It was a **boring** film.* (What was the film like? Boring.)

We use **past participles** to speak about someone's feelings. *We are **bored**.* (How do we feel? Bored.)

- 1 Jack is **scared/scaring** of spiders.
- 2 I find the maths lessons really **bored/boring**.
- 3 Tonia is **interested/interesting** in football.
- 4 The trip was **tired/tiring**.
- 5 I'm **disappointed/disappointing** in you.

◆ Order of adjectives

5 Study the theory box. Use the adjectives to describe the people (1-3). Then make your own sentences.

When describing people, mind the order of adjectives. Do not use more than three adjectives before a noun.

Opinion	Height/Age	Origin	Noun
excellent	tall/young	American	athlete

Bob is an excellent young American athlete.

- 1 **Mr Brown**: teacher, elderly, kind, French
- 2 **Sandy**: colleague, patient, middle-aged, British
- 3 **Boris Schwartz**: tennis player, German, young, tall

Everyday English

◆ Describing people

6  Study the box. Then use the language from Ex. 2 and character qualities to talk about your family, friends and teachers.

Asking about people's appearance

- What does/do ... look like?
- What is/are ... wearing?
- What does/do ... usually wear/like wearing?

Asking about people's character/ personal qualities

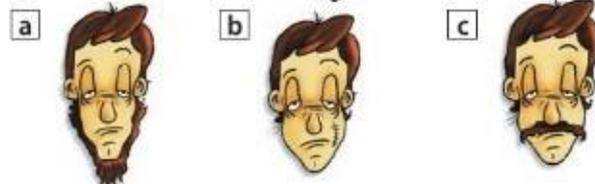
- What is ... like?

- ▶ A: *What does your mum look like?* A: *What is she like?*
 B: *She's tall and slim.* B: *She's friendly and kind. Etc*
 Etc

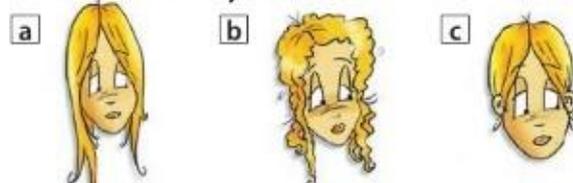
Listening

7   Listen and choose the correct answer.

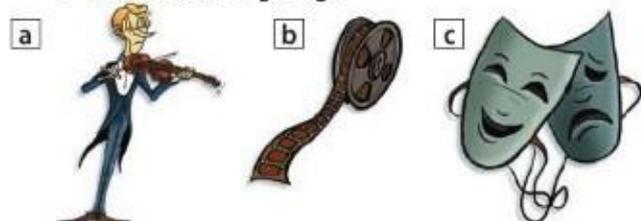
1 What has Mr Geller got?



2 What is Lucy's hair like?



3 Where is Ann going?



Writing (a paragraph)

8 **Portfolio**: Write a short paragraph about your favourite character in a book (90 words). Write: *name; appearance; character; what is special about him/her.*

3

Against all odds

Reading & Listening

1 Is the person in the picture a famous scientist? inventor? actor? politician? What is his name? What do you know about him? Listen, read and find out.

2 Which of these adjectives best describe Hawking? Give reasons.

- determined • brave • artistic
- imaginative • ingenious

3 a) Find the prepositions that follow these words in the text. Use them in sentences of your own.

- famous • work • cope
- lose control • give

b) Explain the words in bold.

◆ Phrasal verbs (give)

4 Read the spidergram, then complete the sentences. Give your own examples.



- 1 They their old toys to the poor children last week.
- 2 He smoking last year.
- 3 me my book, please.

The person I admire

by Jenny Smith



1 ▶ The person that I admire most is the scientist Stephen William Hawking. He was born on 8th January 1942, in Oxford, England. Stephen is famous for his work on the basic laws of the universe. He is also famous for the way he coped with having Motor Neuron Disease (MND).

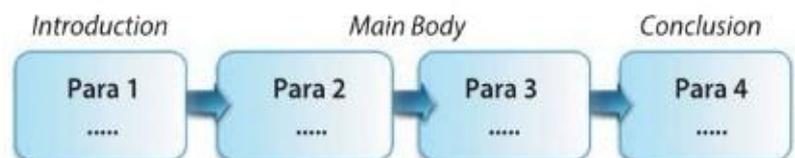
2 ▶ Stephen studied Physics at University College, Oxford. He was diagnosed with MND while still at university. Stephen slowly lost control of his muscles and eventually he couldn't walk. Despite this, he finished his studies, got married and started a career at the university.

3 ▶ Some years later, he lost his voice completely. Unfortunately, he was in the middle of writing a book at the time and suddenly had no way to communicate other than blinking. A computer system on his wheelchair enabled him to speak. Of his many books, *A Brief History of Time* is Stephen's bestseller. Hawking died on 14th March 2018.

4 ▶ The reason I admire him is because he was very intelligent and brave, and he never gave up on life. When I think of him, I know that anything is possible as long as you really want it and work hard to achieve it.

5 Use the headings to complete the paragraph plan.

- later years • the reasons Jenny admires him • name, date/place of birth, profession • early years



study skills

Organising your writing

The first paragraph introduces the topic by giving a short summary of it. The second and third paragraphs are the main body. Each paragraph introduces a new idea and explains it. The last paragraph is the conclusion which also gives a short summary of the topic in other words.

Writing (an article)

6 **Portfolio:** Write an article about a person you admire for the school magazine. Use the paragraph plan in Ex. 5 to help you and the text in Ex.1 as a model. (80-100 words)

CULTURE CORNER

Reading & Listening

- 1** Look at the title and the picture. Who is this man? Where does he work? Read through and check.
- 2**   Read the text again. Choose the correct word to complete the gaps. Listen and check.
- 1 A who B when
2 A that B where
3 A that B who
4 A who B whose
5 A where B when
- 3**  Decide if the statements are T (true), F (false) or NS (not stated). Compare with your partner.

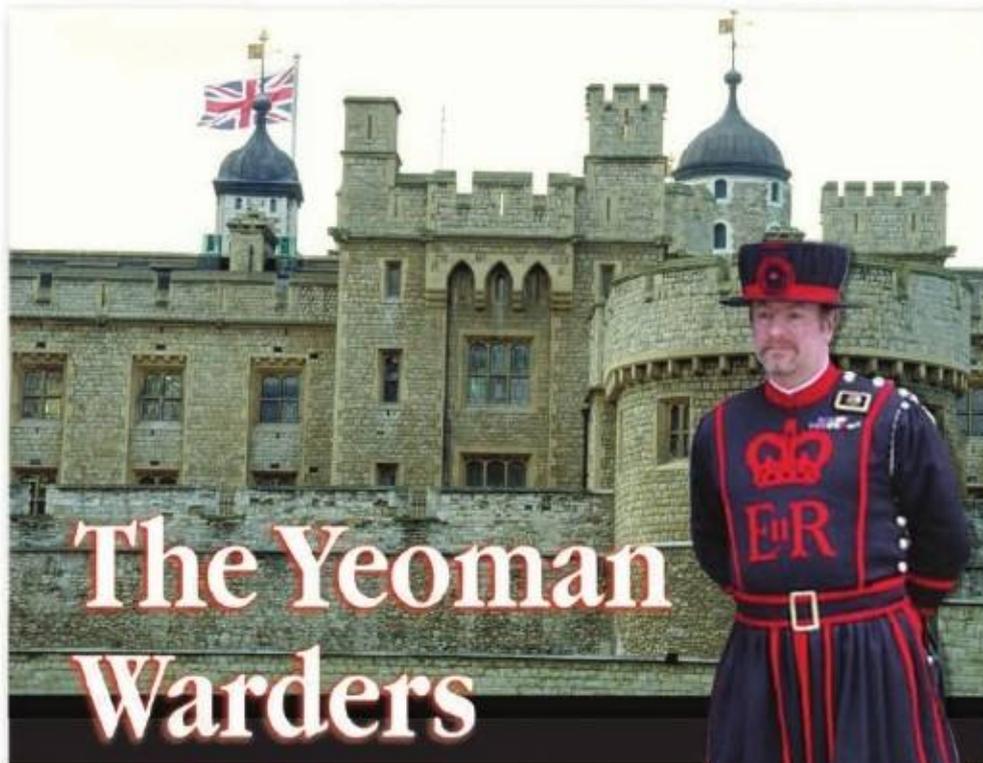
- 1 Beefeaters guard the Tower of London.
2 They have been around for over 500 years.
3 They don't help tourists.
4 They have two uniforms.
5 Beefeaters eat lots of meat.

- 4** Explain the words in bold.

- 5**   Tell your partner three new things you have learnt about 'Beefeaters'.

Writing (an email)

- 6** **ICT** Collect information using the Internet about a popular tourist attraction in Russia where you can see people in special uniforms. Write an email to your English penfriend (90 words). Include:
- where it is
 - who you can see there
 - what they look like
 - what they do there



A trip to London is never complete without a visit to the Tower of London. The site **dates back to** the 11th century and **is guarded** by the Yeoman warders, or 'Beefeaters'.

King Henry VII first introduced Beefeaters in 1485 1) he used them as **bodyguards**. Their **duties** included looking after the **prisoners** in the Tower and guarding the Crown Jewels. These days though, their main role is to act as **guides** for the many tourists 2) visit the Tower every year. They also take care of the eight big black **ravens** 3) live in the tower.

There are 37 Yeoman Warders at the Tower, 4) were in the **armed forces** for 22 years or more. They live in the Tower with their families. On 1st July 2007 a service woman, Moira Cameton, became the first female Yeoman Warder in the history of the institution.

The Beefeaters are most famous for their **striking** red and gold **uniform**, but they actually only wear this on **formal occasions**. Most of the time they wear a dark blue uniform with red trimmings'.

No one is exactly sure 5) the name 'Beefeater' comes from. One theory says that the warders used to be paid with meat instead of money! Others say that the name comes from the French word *buffetier*. Buffetiers were guards in the palace of French Kings. They protected the King's food.

*piece of material used to decorate clothing

English in Use

3



Reading & Listening

◆ Talking about hobbies/jobs

1 a) Look at the pictures. What do you think these people do for a living?

b) ✍ Write down as many jobs as you can think of. Compare the list with your partner. Give short definitions for each job using *who*.

▶ *A vet is someone who helps sick animals.*

2 a) 🎧 Listen and repeat the sentences.

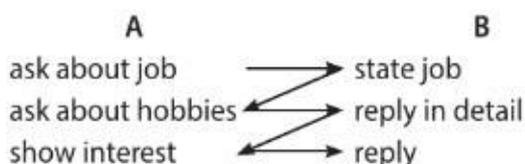
- A What are your dad's hobbies?
- B Not a lot really.
- C No, he's not actually.
- D If you say so.
- E What does your dad do?
- F Yes, it certainly is.

b) The sentences are from the dialogue between two friends. What are they talking about? Read through and check.

3 ✍ 🎧 Read the dialogue and put the phrases A-F in the correct place. There is one extra phrase. Then listen, read and check.

Speaking

4 *Portfolio*: What do your parents do? What do they do in their free time? Act out a similar dialogue with your partner. Use the plan below and the dialogue in Ex. 3 as a model. Add your own ideas. Record yourselves.



Harry: Hi, Peter! Where were you?

Peter: In my dad's office. I wanted to give him some papers.

Harry: 1)

Peter: He's a lawyer.

Harry: Mine is a vet.

Peter: Wow! It must be very rewarding.

Harry: 2) Dad loves looking after the animals. He sometimes brings them home for the night!

Peter: Goodness me! Does he have any time for hobbies?

Harry: 3) He plays golf every weekend though if he has the chance. 4)

Peter: He likes playing board games.

Harry: Board games! They're a bit boring, aren't they?

Peter: He doesn't seem to think so. He loves sitting by the fire playing chess.

Harry: 5) But I'm not sure if I agree!

Pronunciation /e/ - /æ/

5 ✍ Copy the table.

🎧 Listen and

tick (✓). Listen and repeat. Think of two more words with the same sounds.

Reading Rules

e /e/	get
a /æ/	glad

	/e/	/æ/		/e/	/æ/
set			kettle		
sat			cattle		
bed			pet		
bad			pat		

Extensive Reading 3

ACROSS THE CURRICULUM: HISTORY

Reading & Listening

- 1 Do teenagers work in your country? What jobs do they do?
- 2  The pictures show English children in Victorian times. What do you think their lives were like? Listen and read to find out.

- 3 a)  Read the text and complete the sentences.

- 1 Children's work in cotton factories was
- 2 Chimney sweeps had to be
- 3 Children in mines pushed
- 4 Masters made children work
- 5 Lord Shaftesbury started

b) Explain the words in bold.

Speaking

- 4  Make notes under the headings. Then talk about children's lives in Victorian times.

- working conditions
- working hours • jobs
- wages • masters

- 5  Discuss the following.

- 1 Do you think it was right for children to do these kinds of jobs?
- 2 Why do you think children did these jobs? How did they feel?
- 3 Would you do any of these jobs? Why (not)?



Children in Victorian times

Victoria was the Queen of England, from 1837 to 1901. During early Victorian times, children from poor families worked from the age of five to feed themselves and their families. These jobs weren't easy and were often dangerous.



Many children worked as **chimney sweeps** because they were small and thin. They climbed up narrow chimneys to clean them. Street children or **orphans** usually did this job.



A lot of children also worked in **cotton factories**. When the **cotton threads** broke, children went into the machines to **fix** them. This was very dangerous.



Other children worked in coal mines. They pushed **trucks** of **coal** or they opened and closed doors to let air through **tunnels**.

The **masters** were often **cruel**. Children worked long hours for very low wages. A lot of children had health problems and accidents.

Lord Shaftesbury helped to stop **adults** from using young children at work. He started free schools for poor children. By the end of Victorian times all children went to school until the age of 10.

Grammar Grammar Reference

all + N pl or N uncount

All my friends like adventure stories.

All cheese has protein.

all + of + pronoun (us/them)

I want to invite **all of them**.

Writing (a short text)

- 6 **ICT Portfolio:** Work in groups. Did children work in Russia in the 19th century? Use your history books or the Internet to find out. Write a short text about what kind of jobs they did and what their lives were like.

PROGRESS CHECK 3

1  Complete with: *fit, imaginative, sociable, determined, patient, creative.*

- John doesn't get upset easily. He's
- Jill is very She spends every afternoon at the gym.
- Robert enjoys parties. He is very
- She's a(n) person; she designs and makes her own clothes.
- Warren won't give up easily. He is to succeed.
- Mary's story was very

(Points: $\frac{12}{6 \times 2}$)

2  Choose the odd word out.

- bald – young – teenager – elderly
- slim – plump – freckles – well-built
- spiky – wavy – curly – middle-aged
- pretty – ugly – tall – cute

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

3  Complete with: *back, away, up, for, with, of.*

- Don't give even if you fail your test.
- I gave Jim his toy
- He can't cope his problems.
- He was famous his music.
- You must not give your school books.
- He lost control his muscles.

(Points: $\frac{12}{6 \times 2}$)

4  Put the words in the correct order.

- a, German, student, young, kind
- an, woman, imaginative, elderly, Russian
- a, plump, short, teenager, British
- a, basketball player, tall, American, skinny

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

5  Choose the correct word.

- That's the boy **whose/who** lives next door.
- The people **which/whose** horse won the race come from Portugal.
- 2014 was the year **when/where** the Olympic Games were held in Sochi.
- This is the house **which/where** he was born.

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

6  Choose the correct word.

- The movie was really **scared/scaring**.
- Kim was **tiring/tired** after the game.
- He was **disappointed/disappointing** with the news.
- The book was very **bored/boring**.

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

7  Complete the exchanges.

- What does Lucy look like?
- What does your dad do?
- I'm glad you enjoyed it.
- Not a lot really.

- A:
B: He's a vet.
- A: Does he have much time for hobbies?
B:
- A:
B: She has blonde hair and blue eyes.
- A: Thanks for inviting me.
B:

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

Now I Can ...

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

- talk/write about hobbies
- talk/write about physical appearance and character
- talk about people's jobs & hobbies
- write a description of a person
- write an email about a tourist attraction in Russia
- write a short text about history

... in English

Smile

Because they know all the shortcuts.

Why do hairdressers make good drivers?



Module 4

In the news

◆ Before you start ...

- What do you look like?
- Who's the person you admire? What does he/she look like? What is he/she like?

◆ Look at Module 4

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- newspaper headlines
- a news article
- an interview
- teen magazines

◆ Listen, read and talk about ...

- types of media
- emotions
- TV programmes
- teenage magazines

◆ Learn how to ...

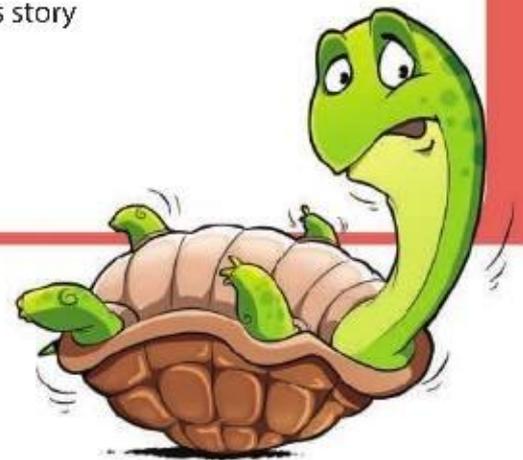
- remember grammar structures
- decide on what TV programme to watch
- give and react to news
- write headlines

◆ Practise ...

- phrasal verbs: *go*
- past continuous vs past simple
- word formation: adjectives with *-ent*, *-able/-ible*
- reading rules: *a*, *ai* + *r* + vowel
- pronunciation: /e/ - /æ/ - /eə/

◆ Write / Make ...

- a newspaper front page
- a news article
- a short radio programme
- a news story



4

News stories

a

Vocabulary

◆ Types of media

- 1 James took the pictures 1-5 yesterday afternoon at 6 o'clock. Where was each person? What were they doing? What type of media was each person using?

► John was reading a text message on his mobile at 6 o'clock yesterday afternoon.

- 2 What does each type of media provide us with?

• TV • radio • newspapers & magazines • Internet

- local/national/international news
- daily horoscopes
- interviews
- weather reports
- interesting articles
- music
- TV guide
- cartoon strips
- chat shows
- advertisements
- celebrity gossip
- fashion and beauty advice
- documentaries

Reading & Listening

- 3 a) Look at the layout and titles of texts A-D. Where could you see them?

b) Listen and read. Which text is about:

- a brave pet?
- an amazing success?
- an unwanted visitor?
- a beast and a brave man?

Explain the words in bold.



1 John



2 Sue

A News 24

UK / INTERNATIONAL / SPECIAL / REPORTS / HOME

24 HOUR NEWS / UPDATES

THE BEAR NECESSITIES

A woman from Vancouver, Canada, came home from work one day to find herself in the middle of a real-life **nursery rhyme!** Paula Green is now called 'Goldilocks' by her friends after finding a hungry bear in her kitchen. The two-year-old brown bear was eating Paula's **porridge**, so she quickly went into the next room and called for help. **Eventually**, the baby bear finished his meal and **ran off** into the forest. Luckily, there was no sign of a daddy or mummy bear!

B SCORPION IN BUNCH OF GRAPES!

A deadly scorpion found on a kitchen table caused panic for a family in Wales.

Michelle Smith, 42, thinks the scorpion came into her house inside a bag of grapes she bought at the supermarket. While the rest of the family were hiding, Mrs Smith's husband **bravely** caught the **beast**.

C REAL LIFE LASSIE SAVES BOY'S LIFE.

A dog was called a hero after he came to the rescue of his eight-year-old owner – just like in the film *Lassie*.

James Thomas broke his leg when he fell into a river. Realising he was badly hurt he called his dog 'Buddy' who amazingly pulled him to **safety**. James was **recovering** in hospital yesterday but can't wait to get home and say 'thank you' to Buddy!

D

News Text Alert:
Sport
A player for a Lincolnshire football team **broke a record** when he scored 16 goals in a match yesterday. 'I was just playing my best for the team,' he said.



3 Tony



4 Mary



5 Laura

4a

Speaking

- 4 Use the headlines to make notes using the headings: *who - when - where - what*. Use your notes to tell the class what each news item is about.

- 2 Sue/send text messages on her mobile/ 6 o'clock?
3 Tony/send emails/6 o'clock?
4 Mary/watch TV/6 o'clock?
5 Laura/read the newspaper/6 o'clock?

study skills

Learning grammar structures

When you learn an English grammar structure, you can compare it to the grammar equivalent in your own language. This will help you learn the new structure more easily.

Grammar Grammar Reference

♦ Past Continuous (was/were + V + -ing)

- 5 Read the theory box below. Find examples of the uses in texts A-D.

We use the Past Continuous to describe: a) an action in progress at a specific time in the past, b) an action in progress when another action interrupted it.

He was watching TV at 6 o'clock yesterday afternoon. (When? At 6.00 yesterday afternoon.)

He was cooking when there was a power cut.

Time expressions used with the Past Continuous: *while, when, as, all day, yesterday at 5 o'clock, etc.*

- 6 Use the ideas to ask and answer questions about the people in pictures 1-5.

- 1 John/read magazine/6 o'clock?
▶ A: Was John reading a magazine at 6 o'clock?
B: No, he wasn't. He was sending text messages on his phone.

- 7 Ask and answer questions about what you were doing last Saturday at the times below.

- 7:00 am • 12:30 pm • 2:30 pm
• 5:00 pm • 9:00 pm

- ▶ A: What were you doing at 7 o'clock on Saturday morning?

B: I was ...

A: What were you doing at ...?

GAME

Play in pairs. You choose a picture (1-5) and describe it (place and appearance). Your partner guesses the name and activity.

- ▶ A: The picture shows the person on the sofa. The person has got long dark hair. The person is wearing white pyjamas.
B: It's Mary. She is reading a magazine.

Writing (a news story)

- 8 **ICT Portfolio:** Write a news story about something important that happened in your area last week. Collect information using the Internet. Present it to the class.



Did you hear about ...?



Vocabulary

◆ Emotions

- 1** Read the headlines. How do they make you feel? (excited, surprised, sad, happy, worried, interested, curious, shocked)

Brother rescues sister from fire

Flying turtle 'stops' taxi

Younger generation takes better care of the environment



Hollywood actress
visits kids in hospital

Teenagers conquer Everest

School on Saturdays,
says Minister



TWO PUPPIES NEED A HOME!

130 injured in train crash

- *I feel happy that a boy rescued his sister from a fire.*

Reading & Listening

- 2** a) 🎧 Read the first exchange. What do you think the interview is about? Listen, read and check. Which of the headlines in Ex. 1 goes with it?
- b) ✍️ Read again and complete the reporter's notes. Compare them with a partner.
- c) Use the notes to tell your partner what happened.

Reporter: Good evening, Mr Shiao. I'm from the Hong Kong Herald. Can you tell me what happened to you in your taxi today?

Mr Shiao: Well ... it was about 4 o'clock in the afternoon and I was driving home ...

Reporter: Go on ...

Mr Shiao: ... when suddenly something flew down from the sky and hit my car. I was surprised!

Reporter: Wow! What was it?

Mr Shiao: A huge turtle!

Reporter: That's unbelievable!

Mr Shiao: I know! I stopped the car and got out. The turtle was lying on the ground and two people were running towards it! They looked very worried!

Reporter: Who were the people?

Mr Shiao: The turtle's owners. It seems that the turtle was crawling on the balcony of their tenth floor apartment when it fell off onto my car.

Reporter: Oh dear! That's terrible! So how was the turtle ... and your car?

Mr Shiao: Well, the turtle was fine but my car was badly damaged.

Reporter: How do you feel now, Mr Shiao?

Mr Shiao: Well, I'm still a bit shocked!

Reporter: I'm not surprised! What a story, Mr Shiao! Thank you for sharing it with us!

When? At **1**)

Who? **2**)

What? The turtle **3**) onto a car.

How? The turtle was **4**) when it

5)

Result? The car **6**) but the turtle was OK.

Mr Shiao feels **7**)

Speaking

- 3  Choose a headline from Ex. 1 and make up an interview similar to the one in Ex. 2.

◆ Phrasal verbs (go)

- 4  Complete the sentences with the appropriate phrasal verb. Mind the tenses.



- This sweater really well your trousers.
- The cat jumped onto the car and the alarm
.....
- I didn't mean to interrupt.
- Put the meat in the fridge or else it'll

Grammar Grammar Reference

◆ Past Simple vs Past Continuous

- 5 a)  What are the verb forms in bold? Match the sentences with their uses (a-d).
- He **was having** a bath when the phone **rang**.
 - She **left** the house at about 7 pm yesterday.
 - I **was cooking** while Tom **was reading**.
 - She **was sleeping** at 6 pm yesterday afternoon.

- a two actions that were happening at the same time in the past
b an action happening when another action interrupted it
c an action which was in progress at a certain time in the past
d an action which happened at a specific time in the past

- b)  Find examples of uses (a-d) in the interview.

- c)  Complete the sentences with the *Past Simple* or the *Past Continuous* using Complex Object where necessary.

- Mr Shiao (**drive**) his taxi when a turtle (**fall**) from a balcony and (**hit**) his car.
- Timmy (**fly**) his kite while Bob (**eat**) a sandwich.
- The taxi driver (**see**) a turtle (**fly**) down from the sky.
- He (**hear**) people (**shout**) and (**see**) them (**run**) towards him.
- He (**want**) the owners (**repair**) his car as it (**be**) damaged.

Everyday English

◆ Telling/Reacting to news

Telling news	Reacting
<ul style="list-style-type: none"> Did you hear about/that ...? Listen to this ... You won't believe this. I've got some good news to tell you. 	<ul style="list-style-type: none"> Wow!/Really? What a story! That's amazing/unbelievable/great, etc. Oh dear! That's terrible/scary!/How awful/horrible/ dreadful! Etc.

- 6  Use the language box to discuss the headlines in Ex. 1, as in the example.

- A: Did you hear that a boy rescued his sister from a fire?
B: That's amazing. When was that?
A: Yesterday afternoon. Etc.

study skills

Writing headlines

Always use headlines when you write news reports. Headlines both catch the reader's attention and inform the reader about the subject of the report. We often use Present Simple for headlines.

Writing (a front page)

- 7 **Portfolio:** Make a front page for your school newspaper. Write the headlines. Use the *Present Simple*. Include pictures.

4

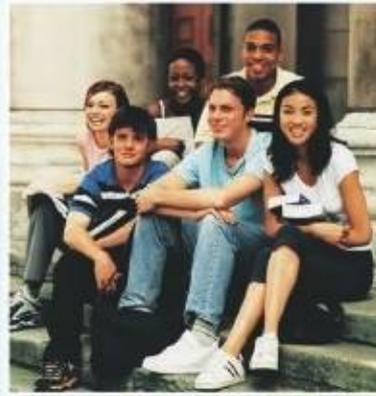
Take action!

Reading & Listening

1 a) 🎧 Look at the pictures. What do you think the news article is about? Listen and check.

b) Read and match the topics to the paragraphs.

- summary of the event • comments
- the facts in detail



1 A group of students **came up with** the idea of making a school club to help save the environment. Tanya Brunton, Alicia Morton, Gina Montgomery, Clive Forsyth, Jim O'Sullivan and Carl Johnson created the Nature Madness Club and won the **award** for the best student work.

At first their club only had 30 **members**, but **word soon got around** that Nature Madness was fun and less than a month later they had over 300 students. Now, they are thinking of **asking for** the help of students from other schools.

2 Nature Madness members **took part**

in lots of after-school activities. They took classes to find out about **pollution**, recycling and **conservation**. The whole team helped to make the classes more interesting by using pictures and videos and so on. After that, the members organised different events and activities such as recycling or clean-up days, planting trees, and helping **stray** animals.

3 The **mayor** gave each student a gold medal for their good work. Their teacher, Barbara Mac Alpine, said at the **ceremony**, "I'm very **proud** of my students. They show that you don't have to wait until you're **grown up** to do important things."

2 a) Choose the best headline for the article.

Fun at the club

TEENS CREATE SUCCESSFUL BUSINESS

Mayor honours teens for green work

b) 😊 Which things about these students impressed you? Explain the words in bold.

c) Read the text aloud.

Listening

3 a) 🎧 Listen to the reports. Which is about:

a pop concert?

a fashion show?

a demonstration?

football finals?

✍️ Number them in the order you hear them.

b) 🎧 Listen again and make notes about the:

- people • place • highlights • atmosphere

Pick a report and give the class a short summary.

Speaking

4 Work in groups. Choose one of the events from Ex. 3. Take the roles of the *presenter*, *reporter* and *participant* of the event, and act out your dialogue.

Writing (a news article)

5 *Portfolio*: Skim through this week's local newspapers and find an interesting piece of news. Write a news article (80-100 words).
Write: • summary of the event • the facts in detail • comments

CULTURE CORNER

Teenage Magazines

4d

Vocabulary

◆ Magazine features

- 1 Look at the covers of some typical UK magazines. Who are they for? What do they have inside?
- 2   Look at the feature titles (1-7). Match the titles to the categories (a-g). Think of more titles for each category.

1 This month's horoscopes!

2 Get Perfect skin!

3 OUR TOP 10
SUMMER OUTFITS!

4 Win tickets to a Champions
League match!

5 Britain's hottest
new boy bands!

6 Do your friends
really know you?

7 The Generation Gap

- a stars & celebrities
- b health & beauty
- c fashion
- d regular features
- e competitions & offers
- f quizzes
- g articles

Reading

- 3  Read and listen to the text and say what the underlined words refer to. Then explain the words in bold.



British Teenage Magazines

About half of British young people aged 12 to 16 read teenage magazines! Two of the most **popular** magazines

for girls were 'Top of the pops' and 'Shout'. They had **glossy**, colourful covers and included beauty and fashion, celebrity gossip, real life stories, horoscopes, quizzes and problem pages. Of course, boys don't usually find these magazines very interesting! **Instead**, they bought music magazines like 'Q magazine' or read online magazines about sport, like 'Shoot' or 'Match'.

Usually, teenage magazines contain a lot of language that only teenagers use! They might use 'celeb' instead of celebrity, for example, or 'fave' instead of favourite. They also say 'lads' instead of 'boys', 'dosh' instead of 'money' and 'natter' instead of 'talk to your friends'! This makes the magazines more **attractive** to teenagers and easier to understand.

On a more serious note though, a lot of these magazines can help teens find solutions to problems they don't feel comfortable discussing with their parents. That's why the problem pages in these magazines are very popular. In fact, many teens buy them just for the problem page.

How about you? What do you like most in magazines?

Speaking

- 4 In groups, discuss your favourite teenage magazine. Compare it to those in the text.

Project

- 5 **Portfolio:** In small groups, do a survey on favourite teenage magazines for boys & girls in your class. Make a graph. Use it to report the results.

English in Use

4

Reading & Listening

◆ Deciding what to watch

- 1** Look at the TV guide. Where could you see it? What type of programmes can you watch? What similar programmes do you have in Russia?

 TV Guide Tuesday 16th February			
CHANNEL 1 6.30 pm News & weather 7 pm Sherlock: Police drama 7.30 pm Eastenders: Soap opera	CHANNEL 2 6 pm Dolphins: Wildlife documentary 7 pm Match of the Day: Sports programme	CHANNEL 3 6.15 pm Jamie's 15-Minute Meals: Cookery programme 6.45 pm Pointless: Quiz show 7.30 pm The Graham Norton Show: Chat show	CHANNEL 4 5.30 pm X-Factor: Music show 6.30 pm Fresh Meat: Comedy series 7 pm Doctor Who: Sci-Fi

- 2**  Listen and repeat. Which sentences: *suggest an idea about what to watch (S)? agree (A)? disagree (D)?*

- Can't we watch the news?
- Do you fancy watching it?
- Oh no, I hate reality shows.
- Oh no, not that!
- Well, I suppose so.
- Do you want to watch that new reality show?
- Shall we watch that, too?
- Sure, I really like documentaries.
- Actually, I'd rather watch the other channel.

- 3** a) Read or listen to the dialogues. Who wants to watch: *a reality show? the news? a documentary? a sports programme? a soap opera?*

- b)  Read out the dialogues.

- A**
- Becky:** Hey, Sam! Do you want to watch that new reality show?
Sam: Oh no, Becky, I hate reality shows. Can't we watch the news?
Becky: I suppose so. What channel is it on?
Sam: Channel 1.
- B**
- Pete:** Julie, there's a documentary about dolphins on TV. Do you fancy watching it?
Julie: Sure, Pete. I really like documentaries.
Pete: There's a sports programme on after. Shall we watch that too?
Julie: Actually, I'd rather watch Channel 1.
Pete: Why? What's on?
Julie: Eastenders, my favourite soap opera.
Pete: Oh no, not that!

Speaking

- 4**  **Portfolio:** Use the TV guide in Ex. 1 to discuss what you want to watch on TV. Record yourselves.

◆ Word formation

- 5**  Read the box, then form adjectives from the words below. Check in your dictionary. Use them in sentences of your own.

We can use **-able**, **-ible**, **-ent** to form adjectives from verbs.

- | | |
|-----------|------------|
| 1 enjoy | 4 insist |
| 2 differ | 5 consider |
| 3 believe | 6 sense |

Pronunciation /e/ - /æ/ - /eə/

- 6**  Copy the table.
 Listen and tick (✓). Listen

Reading Rules

a, ai + r
 + vowel - /eə/ Mary,
 air

and repeat. Think of two more words with the same sounds.

	/e/	/æ/	/eə/		/e/	/æ/	/eə/
belly				lad			
Harry				ferry			
fairy				barely			
marry				dairy			

Extensive Reading

4

ACROSS THE CURRICULUM: MEDIA STUDIES

1 a) Look at the picture. What are these students doing?

b) Do you listen to the radio? What type of shows do you like? Music? News? Chat? Sport?

Reading & Listening

2 a)  Look at the title of the article. What do you think it is about? Listen or read and check.

b)  Read again and match the titles (A-E) to the paragraphs (1-4). One title does not match. Explain the words in bold.

- A Good Work Experience
- B Up-to-date News
- C Music & Fun
- D Different Roles
- E Hard Work

3 What does each person do at a radio station?

- DJ • journalist
- producer • engineer

4  Listen to the radio programme.

- How does it start?
- What news does it present?



Lots of universities in Great Britain have their own radio station. Students who are studying media courses or hope to work in the radio industry usually run the stations.

- 1 The radio stations entertain the students by playing all the latest music and **chart hits**. They also review bands, films and new albums among other things.
- 2 On a more serious note, the radio station informs the students about all the news on campus and in the local area.
- 3 A radio station needs several people to run smoothly. Firstly, there's a DJ who presents the show and plays the music. There is a journalist who writes and then reads the news. A technician or engineer is always nearby in case the equipment **breaks down**. Lastly, the producer organises everything and **controls** the show.
- 4 Working for the radio station is good for the students involved. They gain useful **practical experience** that may help them find a job in the future.

If you want to find out more about student radio, go to:

<http://gotourl.ru/10728>

You can even listen to the stations online!

Project (a radio programme)

5 Work in groups of five. Make your own short radio programme on your latest school/local news. You must have:

- a producer – to organise the show & help the others
- a DJ/presenter – to introduce the show
- two journalists – to collect & write the news
- an engineer - to record the show

Record the programme and play it for the class.

PROGRESS CHECK 4

1 Match the words.

- | | |
|---------------|--------------|
| 1 interesting | A reports |
| 2 chat | B strips |
| 3 local | C message |
| 4 cartoon | D advice |
| 5 weather | E horoscopes |
| 6 text | F shows |
| 7 TV | G articles |
| 8 celebrity | H news |
| 9 daily | I guide |
| 10 beauty | J gossip |

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

2 Choose the correct word.

• stray • members • idea • record • proud

- Fred came up with a great
- The Animal Watch club helps animals.
- Our teacher was very of her students.
- The athlete broke the world for the 100 m race.
- There are 200 in our club.

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

3 Complete with on, with, off.

- We must use those eggs soon before they go
- Go I'm listening to you.
- That blouse goes really well your skirt.
- My alarm clock went at 7 o'clock.

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

4 Put the verbs in the Past Continuous.

- Bob (play) football in the park at 10 am this morning.
- Mark (send) emails until 11 pm last night.
- Tom (recover) in hospital after his fall when he got an invitation to his sister's wedding.
- Jane (read) the newspaper when the phone rang.
- Tom (watch) TV when Jane arrived.

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

5 Put the verbs in the Past Simple or the Past Continuous.

- Kate (cook) breakfast when she (hear) a noise in the garden.
- Jim (read) a newspaper when the fire (start).
- My parents (watch) TV while I (sleep).
- When Joe (see) the lion (run) away, he (feel) happy.

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

6 Choose the correct response.

- A: Do you fancy watching Eastenders?
B: a Oh no, not that!
b Shall we watch that, too?
- A: Can we watch the news?
B: a I don't like reality shows. b Sure.
- A: I've got some good news.
B: a That's amazing! b Sure.
- A: Do you fancy watching it?
B: a Why? What's on? b I suppose so.
- A: Did you hear about the charity fun run?
B: a Yes. What a story! b That's scary.

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

Now I Can ...

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

- tell/react to news
- decide what TV programme to watch
- write a news story
- write a news article
- write newspaper headlines
- make a short radio programme

... in English



Module 5

What the future holds

◆ Before you start ...

- What did you last watch on TV? What's your favourite programme?
- What were you doing yesterday at 7 pm?

◆ Look at Module 5

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- an underwater city
- children's predictions

◆ Listen, read and talk about ...

- predictions about life in 2100
- gadgets
- computers
- hi-tech teenagers

◆ Learn how to ...

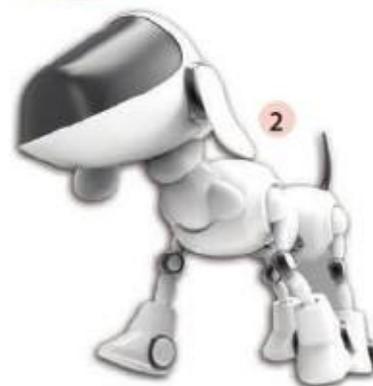
- make predictions about the future
- agree – disagree
- give instructions

◆ Practise ...

- phrasal verbs: *look*
- *will/won't* (future simple)
- 0 & 1st conditional
- pronoun *one*
- infinitive of purpose
- word formation: adjectives with *-ous, -y, -ly, -al, -ful*
- reading rules: a + l m, sk, lf; o + m, n, v
- pronunciation: /ɑ:/ – /ʌ/

◆ Write / Make ...

- predictions about the future
- an advertisement for a gadget
- an opinion essay
- a short questionnaire on gadgets
- a survey



5

a

Predictions

1



I'm sure life in 2100 will be **very different**. The earth will be **so polluted** that we won't be **able** to live on it anymore. It will be difficult to find clean water and lots of animals and plants won't **exist** anymore. I think we will live in glass domes in underwater cities and will travel in special **mini-submarines**.

Mark (13)

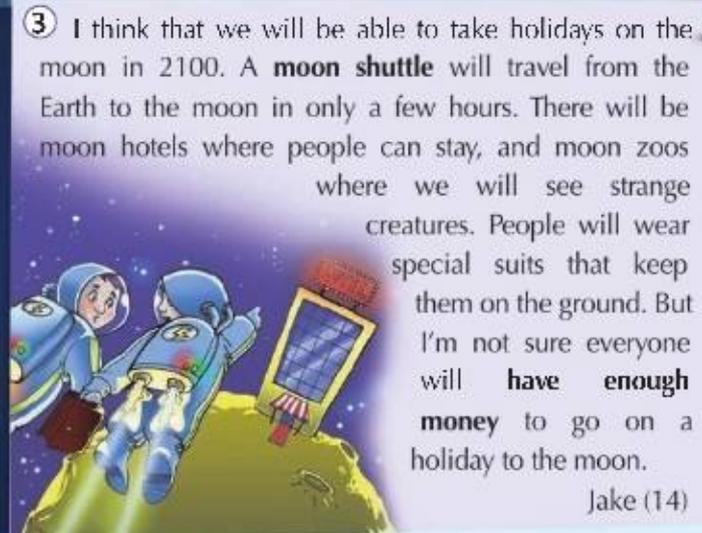
2



I think life will change for the better in 2100. Everyone will have a robotic housemaid that will do all the housework and look after the kids. We will also have robotic teachers and if you don't want to go to school, you won't have to because there will be online schools.

Jennifer (13)

3



I think that we will be able to take holidays on the moon in 2100. A **moon shuttle** will travel from the Earth to the moon in only a few hours. There will be moon hotels where people can stay, and moon zoos where we will see strange creatures. People will wear special suits that keep them on the ground. But I'm not sure everyone will **have enough money** to go on a holiday to the moon.

Jake (14)

4



I **believe** we will have flying cars and we will be able to fly around cities. If we have flying cars, there won't be any **traffic jams**. I also think that there won't be any petrol left, so we will use another **fuel** that won't **cause pollution**. It will be better for the planet.

Brad (14)

Reading

1 a) Look at the pictures and the texts by schoolchildren. How are they related to the title of the unit?

b) Which of the following can you see in pictures (1-4)?

- online schools • special suits
- glass domes • flying cars
- underwater cities • robotic housemaids

2 a)  Read the texts and choose the best answer, A, B or C. Explain the words in bold.

- 1 Mark thinks that the earth will be
 A covered in water.
 B very dirty.
 C cleaner than today.
- 2 Jennifer believes there will be robotic
 A teachers. B kids. C houses.

- 3 Jake thinks that not everyone will
- want to go on holiday to the moon.
 - be able to go on holiday to the moon.
 - live on the moon.
- 4 Brad thinks that flying cars will
- use a new kind of fuel.
 - cause pollution.
 - create traffic jams.

b) 🗣️🗣️ Which prediction do you think will come true? Discuss with your partner.

Grammar Grammar Reference

◆ Future Simple (will)

3 a) Read the rules in the theory box.

- We use **will** to make predictions about the future based on what we think or imagine. We often begin our sentence with the words: *I think, I'm sure, I believe.*
I think life will be very different in 2100.
- We use the Present Simple after **if** and **when**, not the Future Simple.
if/when + Present Simple
If/When I go to Spain, I will take lots of photographs.
NOT: *If/When I will go to Spain, ...*

b) List the predictions in the texts. Which are affirmative/negative?

Speaking

4 🗣️🗣️ Ask and answer questions.

- people/go on holiday/to the moon?
▶ A: *Will people go on holiday to the moon?*
B: *I (don't) think they will. They will ...*
- people/drive/flying cars?
- computers/talk?
- time travel/be/common?
- people/live/in underwater cities?

5 ✍️ Put the verbs in brackets into the Future Simple or the Present Simple.

- If people (invent) new fuel, cars (not/pollute) the air.

- When John (come), we (go) to the park.
- If he (have) free time, he (go) to the art museum.
- If you (exercise) more, you (feel) better.
- If we (be) lucky, we (go) on a holiday to the moon one day.

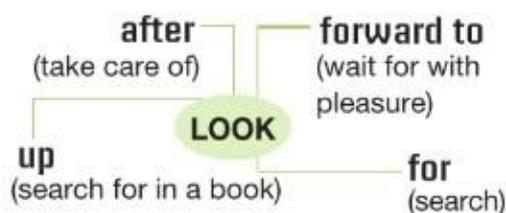
Listening

6 🎧 Complete sentences 1-4 with *will* or *won't*. Listen to John making predictions about the future and check.

- I'm sure robots do most of the housework.
- There be many plants and animals left on the planet.
- I think the earth be very polluted in 2100.
- If we continue to pollute the earth, there be any clean water left.

◆ Phrasal verbs (look)

7 ✍️ Complete the sentences with the correct phrasal verb in the correct tense.



- We're really our summer holidays this year.
- Who will your little brother when your parents are at work?
- A: What are you?
B: My history textbook.
- I'll get the dictionary and the words I don't know.

Writing

8 Portfolio: What are your predictions for the future? Use the ideas from Ex. 1 as well as your own to write a short text similar to the ones on p. 46. You can draw pictures.

Gadget madness



◆ Gadgets

- 1** 🗣️ Which of the gadgets 1-7 do you use? What for? Use the ideas to tell your partner. Mind the use of infinitive of purpose.

- listen to music • send emails
- surf the Net • take pictures
- watch films • play with it
- read electronic books
- talk to friends and family
- send text messages
- store music files

▶ A: I use a tablet to read electronic books. What about you?

B: I use ...

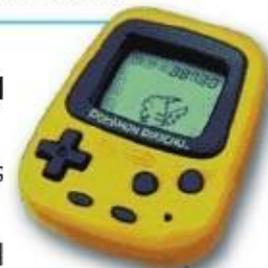
Reading & Listening

- 2** a) Look at the picture in the dialogue. What type of gadget do you think this is? What is it used for?

b) 🗣️ Read the first exchange in the dialogue. What is Bridget going to buy? In what kind of shop do you think she can find one? Listen and check.

- 3** a) ✍️ Read the dialogue and complete the sentences. Then explain the words/phrases in bold.

Chris: Hey, Bridget! Where are you going?
 Bridget: Hi, Chris. I'm on my way to buy a **virtual pet**.
 Chris: What are you talking about? What is a virtual pet?
 Bridget: Well, my mum says I can't have a real dog so I am going to get a **computerised** one.
 Chris: A computerised dog?
 Bridget: Yes, Chris, I'm going to buy a **puppy**, name it, feed it, and train it. All I have to do is press **buttons** on the gadget!
 Chris: So when your virtual dog is hungry, you press a button that shows you are feeding it?
 Bridget: Exactly! There is a button for walking it as well. It will be like having a real dog, because you have to **take care of** it every day.
 Chris: Oh, **come off it!** It won't be like a real pet because it won't show you any **affection!**
 Bridget: Well ... You **have a point** there. Still I like the idea.



- 1 Bridget is going to
- 2 A virtual pet is
- 3 When the virtual pet is hungry
- 4 A virtual pet can't

b) 🗣️ Read out the dialogue.

Grammar Grammar Reference

◆ Future forms

- 4** a) Read the sentences. What are the tenses in bold? Use the Grammar Reference section to say how they are used.
- It's very cold in here. I'll **turn on** the heating.
 - I think they'll **win** the match tonight.
 - I promise I **won't be** late.
 - Now that I've got the money, I'm **going to buy** a new digital camera.
 - I'm **having** lunch with Jane tomorrow.
 - Look! He's in front. He's **going to win** the race.
- b)   What are your plans for tomorrow? next week? Tell your partner. Answer his/her questions.

◆ Conditionals: types 0 & 1

- The **zero conditional** (for natural laws and general truths)

If/when + **present simple** + **present simple**

*When you **heat** ice, it **melts**.*

*If you **don't eat**, you **get** hungry.*

- The **1st conditional** (for hypothetical future actions)

If/unless + **present simple**, **will** + **infinitive**

*If you **study** hard, you **will pass** your exams.*

*Unless they **hurry** up, they **will miss** the train.*

- 5**  Complete the sentences with the correct form of the verb in brackets.
- If it (**not rain**), the plants die.
 - If you run, you (**catch**) the train.
 - I'm sure he'll come if you (**invite**) him.
 - If you (**drop**) ice in water, it floats.
 - I (**call**) you if I finish work early.
 - Unless you (**study**) hard, you will fail the exam.

Everyday English

◆ Agreeing/Disagreeing

- 6** Read the box. What are these expressions in your language?

Agreeing

- That's true./That's right.
- I agree (with that).
- You're right.
- You're dead right.

Disagreeing

- I don't agree (with that).
- I don't think that ...
- That's not true.
- I see what you mean, but ...

Speaking

- 7**   a) Look at the list below. Which arguments are in favour of virtual dogs/ real dogs? Use them as well as the language in Ex. 6 to discuss.

- don't have to clean up after them
- can show you affection
- don't need a vet
- bark when hungry
- don't shed hair
- can protect you
- are expensive to keep



- A: *I prefer virtual dogs because you don't have to clean up after them.*
 B: *I don't agree. I prefer real dogs because ...*
- b) What do you want your pet (to be able) to do?

Listening

- 8**   Listen to the advertisement and complete the missing information.

New VIVO 500 Sport MP3 Player



- Splash-proof player and **1)**
- Built-in **2)**
- With 4 Gb memory, it stores up to **3)** songs!
- Only **4)**
- Small, light and easy to carry!
- For further information call **5)**

Writing (an advertisement)

- 9** Make your own advertisement for a gadget. Think about: *name; price; what it can do.*



What's your opinion?



Reading & Listening

- 1 Read the speech bubbles. Which opinion do you agree with? Why?

Computers will replace teachers in the future.

Teachers will never stop teaching children.

- 2 Read the title of the article. What do you think it is going to be about? Read, listen and check.
- 3 a) Read the article and list viewpoints for and against computers.
b) Look at the words in italics. Which ones are used to: *add points*? *show contrast*? *conclude*? What are they in your language?
- 4 a) Match the paragraphs to the headings.
- Conclusion (summary of the topic)
 - Introduction (presentation of the topic)
 - Viewpoints & examples
 - Opposing viewpoints & examples
- b) Explain the words in bold.

study skills

Using topic/supporting sentences

Main body paragraphs should begin with a topic sentence which introduces or summarises the main topic of the paragraph. This helps the reader understand what the paragraph will be about. The topic sentences should be followed by supporting sentences which provide reasons or examples to support the topic sentences.

- 5 a) Find the topic sentences. Replace them with other appropriate ones.
b) What supporting sentences does the writer give for each topic sentence?

ONLINE or IN class?

- 1 Many people believe that there won't be any schools in the future. Instead, students will learn at home with the help of a personal computer and the Internet.
- 2 It is true that technology plays a big part in learning today. In many parts of the world, students use personal computers to write their school assignments or keep notes of lectures. *What's more*, students go online to look up useful information or do an online course. Online (distant) learning was used in different countries during COVID-19 pandemic.
- 3 *However*, computers will never be able to replace teachers. Teachers motivate their students, help them out with difficult tasks, answer their questions and give clear explanations. *Moreover*, teachers show young children how to behave and act as role models for them.
- 4 *To sum up*, technology can help students learn things. Unfortunately, it cannot offer them the inspiration and support that teachers can.

Writing (an opinion essay)

- 6 a) Read the rubric. Use the topic sentences below to think of appropriate supporting sentences. Compare with your partner.

Your school magazine asked its readers to send in articles expressing their opinion on the following question. Computers: A blessing or a curse? (80-90 words)

- It is true that computers can save a lot of space and time.
 - On the other hand, the use of computers can lead to problems.
- b) *Portfolio*: Use your own ideas to write the essay.

CULTURE CORNER

5d

HIGH TECH TEENS

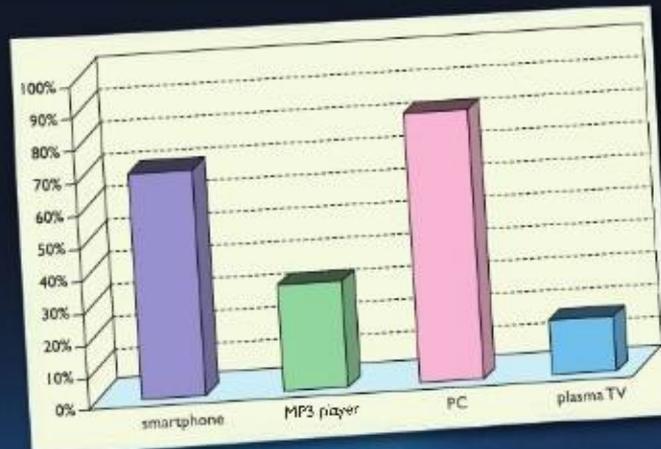
Teenagers spend a lot of time in their bedrooms **hanging out** with their friends, but your **average** teenager's bedroom has changed a lot in the past few years.

Up until recently, teenagers had teddy bears, dolls, sports **equipment**, tape recorders, board games and the odd radio in their bedroom. Nowadays, these traditional toys are all but gone and **innovations** such as MP3 music players, tablets, smartphones and games **consoles** are popular instead!

A recent **survey** showed that seven out of ten British teens have a TV in their room and six out of ten have a games console. Two-thirds of 12-15-year-olds in the UK have a smartphone, while around one in three have a digital music player (MP3), 80% have a computer (PC) or laptop, and 10% of teens have plasma TV.

So, it's not surprising that around a third of the kids have **gadgets** worth up to £2,000 in their rooms! How do they pay for them? Well, nine out of ten of them receive these hi-tech goods as Christmas or birthday presents, while others save their **pocket money** or earn the money through working.

Some parents might be shocked to find out that their son or daughter could be sleeping on a **gold mine**. It seems fair to say that as new technology increases so does the value of kids' bedrooms!



Reading & Listening

- 1 Look at the graph and the title of the text. What do you think the text is about? Listen, read and check.
- 2 a) Read the text again and study the graph. Then, answer the questions.
 - 1 What percentage of teens own a smartphone?
 - 2 What two items do 30% of teens own?
 - 3 What item do most children have in their bedroom?
 - 4 What percentage of kids own a digital TV?
 - 5 How do they pay for the gadgets?
 b) Explain the words in bold.
 c) How many hours a day do your parents want you to play with or use gadgets?

Speaking

- 3 Use the graph to tell the class what high-tech gadgets British teenagers have in their bedrooms.

Writing (a survey)

- 4 **Project:** Carry out a survey on what high-tech equipment your classmates own. Write a questionnaire and ask the rest of the class to complete it. Then make a bar graph like the one in Ex. 1 showing the results. Your graph should contain the following information. Report the results using the graph.
 - type of items
 - percentage of children

English in Use

5

Reading & Listening

◆ Giving instructions

- 1** a) Look at the pictures. What do they have in common?
- b) 🎧 Listen and repeat. Which of these sentences are used by: *a person asking for instructions?* *a person giving instructions?*
- Can you help me send an email?
 - This is how you can send an email.
 - That was easier than I thought.
 - Now connect to the Internet.
 - Make sure you click on 'send' when you finish writing.
 - Got it! What's next?
 - Sorry, can you say that again?
 - You may also select an email address from your address book.

- 2** ✍️ 🎧 Use sentences from Ex. 1b to complete the dialogue. Listen and check.

Cathy: Mark, do you have a minute?
Mark: Sure, what do you need?
Cathy: 1)
Mark: No problem, Cathy. First of all, turn on your computer.
Cathy: All right.
Mark: 2)
 Then access your email account.
Cathy: 3)
Mark: Click on 'Create a message' and type it in. 4)
Cathy: Anything else, Mark?
Mark: Oh, yes. Include the email address of the person you are sending it to!
Cathy: Thanks, Mark. 5)

- 3** a) ✍️ Put the pictures in the correct order to show how to send an email.



- b) 🗣️ Use the pictures to help you act out a dialogue similar to the one in Ex. 2.

Speaking

- 4** 🗣️ *Portfolio:* Use the instructions below to act out a dialogue about sending an SMS. Use Ex. 2 as a model. Record yourselves.

- switch on your mobile phone
- go to the menu on your phone
- choose **MESSAGES**
- select **CREATE MESSAGE**
- write your SMS
- select **SEND**
- key in the mobile number of the person you're sending the text to and choose **SEND** again.

Pronunciation /ɑ:/ - /ʌ/

- 5** ✍️ Copy the table.
- 🎧 Listen and tick (✓). Listen and repeat. Think of two more words with the same sounds.

Reading Rules

a + lm, sk, lf /ɑ:/ half
 o + m, n, th, v /ʌ/ some

	/ɑ:/	/ʌ/		/ɑ:/	/ʌ/
calm			son		
come			love		
task			mother		
cup			monkey		

Extensive Reading

5

ACROSS THE CURRICULUM: ICT

Listening & Reading

- 1 Look at the picture and the title of the text. What do you think the text is about? Read through and check.
- 2 a)   Read the text and choose the correct answer for each gap 1-5. Listen and check.
b)  Answer the questions.
 - 1 What is a computer simulation?
 - 2 Why are simulations useful?
 - 3 Who can use simulations?
 c) Explain the words in bold. Are there any words in the text which sound similar and have similar meanings in your language?

Speaking

- 3  What impressed you most in the text? Describe the picture (place, action, appearance, emotions).
 - ◆ Word formation (adjectives from nouns)
- 4  Form adjectives from the following nouns. Check in your dictionary. Use them in sentences of your own.

We use **-ous, -y, -ly, -al, -ful** to form adjectives from nouns, e.g. **rain – rainy**

- | | |
|-------------|----------|
| 1 danger | 4 friend |
| 2 dirt | 5 fame |
| 3 education | 6 use |

Simulating Reality

Do the names *Sim City*, *The Sims*, *MS Flight Simulator* mean anything to you? Well, they are all popular video games that simulate reality. In *Sim City*, for example, players have to build **1)** city that looks and functions¹ much like a real one², with houses, shops and factories.

However, we **2)** only use computer simulations for fun. **3)** are many things that we cannot study or test in **real life** because it would be too difficult or dangerous. Computer simulations make such study and testing possible. In the past, for example, pilot **training** used to be very dangerous. Nowadays, pilots can practise their **skills** before they enter the cockpit² **4)** using flight simulators. **Engineers 5)** use computer simulations to design and test new products before people start using them. They can identify³ dangerous **faults** in cars and buildings, for instance, and therefore save lives.

With the help of computer simulations we can develop new things without putting people's lives at risk during real life testing. They not only provide us with entertainment, but also play an important role in our future.

¹ operates ² where the pilot sits in the plane ³ see * **one** — see Grammar Reference



- | | | |
|-----------|---------|---------|
| 1 A one | B a | C the |
| 2 A do | B have | C don't |
| 3 A It | B There | C They |
| 4 A on | B by | C from |
| 5 A never | B also | C too |

Project

- 5 Work in groups. Design your own city of the future. Draw it, then present it to the class.

PROGRESS CHECK 5

1 Complete the missing words.

In 2100 ...

- 1 people will live in underwater c.....
- 2 it will be difficult to find c..... water.
- 3 people will travel in f..... cars.
- 4 there will be o..... schools.
- 5 people will live in g..... domes.

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

2 Complete with: *listen, send, surf, watch, take, store, read.*

- | | |
|------------------|-----------------------|
| 1 pictures | 5 text messages |
| 2 an email | 6 an e-book |
| 3 the Net | 7 music files |
| 4 TV | 8 to music |

(Points: $\frac{8 \times 1}{8}$)

3 Complete with: *electronic, button, connect, send, store.*

- 1 Press the and the light comes on.
- 2 me a message after your class.
- 3 There's a problem. I can't to the Internet.
- 4 My MP3 player can up to 7,000 songs.
- 5 I prefer reading books.

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

4 Complete with: *forward, after, up, for.*

- 1 She looks her mother when she's ill.
- 2 Sean is looking to his holiday.
- 3 Look the word in the dictionary.
- 4 I'm looking Sam. Have you seen him?

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

5 Put the verbs in brackets into the correct future form.

- 1 I (take) a plane to St Petersburg tomorrow morning.
- 2 Look! He's too tired to continue. He (lose).
- 3 Sit down and I (get) you a drink.
- 4 I'm sure she (be) home soon.
- 5 Now that I have enough money, I (buy) some new computer games.

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

6 Choose the correct verb.

- 1 If I **will see/see** Harry, I'll tell him you called.
- 2 When we sleep, we **usually will dream/dream**.
- 3 If you **get/will get** home late, we won't go out.
- 4 If you **won't call/don't call**, he'll be upset.
- 5 She'll cook dinner if she **won't be/isn't** tired.

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

7 Choose the correct response.

- 1 A: I think there will only be online schools in the future.
B: **a** That's not true. **b** I agree with you.
- 2 A: Do you like surfing the Net?
B: **a** I agree. **b** I love it.
- 3 A: This is a great website, isn't it?
B: **a** Yes, I agree. **b** I like the idea.
- 4 A: I think there is too much pollution.
B: **a** You're right. **b** I like it.

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

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

Now I Can ...

- talk about the future/gadgets/computers
- make predictions/promises/on-the-spot decisions
- express agreement/disagreement
- write an advertisement for a gadget
- write an opinion essay
- do a survey and report its results

... in English



Module 6

Having Fun

◆ Before you start ...

- Do you use computers? What for?
- What gadgets will you use in the future? Why?

◆ Look at Module 6

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a website
- a postcard
- a holiday camp advert

◆ Listen, read and talk about ...

- theme park activities
- teen camp activities
- holiday activities
- Legoland
- how to swim safely in a pool

◆ Learn how to ...

- make, accept and refuse invitations
- reserve a place at a summer camp
- use visual context clues

◆ Practise ...

- phrasal verbs: *come*
- words often confused: *real, true*
- present perfect with *ever, never, already, yet, just, before*
- word formation: opposite adjectives with *un-, in-/im-, ir-, il-*
- reading rules: *u, i + r; o, oa + r*
- pronunciation: */ɜ:/ – /ɔ:/*

◆ Write / Make ...

- an advert for a theme park
- a list of things you have already done/haven't done yet for your upcoming holiday
- a postcard from a holiday resort
- a radio advert for a theme park
- a talk about pool safety



6

a

The fun starts here!

Forget all about your real self
and enter the world of fantasy at...

Disneyland Tokyo

Go on the Jungle Cruise, explore tiny worlds, go on a water ride at Splash Mountain and eat a home-cooked meal at Grandma Sara's Kitchen.

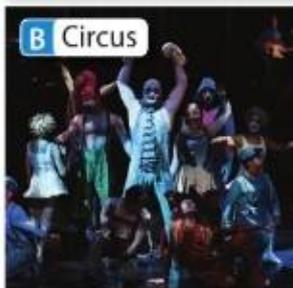


Before you return to the real world, make sure :

- you have shaken hands with your favourite cartoon characters,
- you have explored the Haunted Mansion and you've come across some **ghosts**,
- you have flown with Peter Pan in a pirate ship through the night skies,
- you have ridden the Toontown rollercoaster,
- you have gone on a rocket journey in a StarJet.



A Theme Park



B Circus



C Fun Fair

Vocabulary

◆ Fun activities

1 ✍️ 😊🤔 Match the activities to the places (A-C). How many have you tried? Discuss.

- fly in a pirate ship • ride on the big wheel
- see trapeze artists • go on a water ride
- shake hands with cartoon characters
- see famous landmarks • meet a ghost
- explore a haunted mansion
- ride on a rollercoaster
- go on a rocket journey • eat candy floss
- go souvenir shopping
- see clowns performing tricks

- A: *Have you ever flown in a pirate ship?*
B: *Yes, I have./No, I haven't.*

2 🎧 Listen to the music. What images come to mind? Where are you? Who with? What are you doing? What can you see, hear, taste, smell? Tell your partner.

Reading & Listening

3 🎧 Look at the texts. What kind of texts are they? Where can you find them? What do you think they are about? Listen, read and check.

A World of wonders!

- ✓ Have you ever wished you could travel around the world in minutes?
- ✓ Have you ever dreamt of seeing the world's most famous landmarks all in one place?



Then visit Tobu World Square in Japan, the most unusual theme park you've ever seen. See more than 100 tiny models of the world's most famous buildings, bridges and monuments. Take a **stroll** around the Taj Mahal, the Colosseum, the Great Wall of China and London Bridge.

When you get tired of sightseeing, enjoy a meal in a restaurant or go souvenir shopping at World Shoppers "Mercado II".

Book now! You've never seen anything like it!

CLICK
HERE

4 a) Read the texts. Where can you... :

- 1 see famous landmarks?
- 2 have lunch?
- 3 have a scary experience?
- 4 see small buildings?
- 5 see funny characters?

b) Explain the words in bold. Which do you think is the most exciting place?

c) Read the text aloud.

Grammar Grammar Reference

◆ Present Perfect

5 a) Read and complete the rule.

We use the **Present Perfect** to talk about our experiences, and to talk about actions that took place in the past and which have a result or evidence in the present.

*He **has travelled** around Africa. (He knows Africa.)*

*They **have come** home. (They are at home now.)*

We form the Present Perfect with the auxiliary verb + the past participle of the main verb.

b) Find examples of the Present Perfect in the text. Which past participles are regular verbs and which are irregular verbs? Check with the list of irregular verbs.

6 Use the words to ask and answer questions about your personal experiences.

- 1 you/ever/be/abroad?
 - ▶ A: *Have you ever been abroad?*
 - B: *Yes, I have./Yes, I've been to Poland.*
 - No, I haven't./No, I have never been abroad.*
- 2 your parents/ever/go/on a rollercoaster ride?
- 3 your family/ever/travel/by boat?
- 4 your best friend/ever/fly/in a helicopter?
- 5 you/ever/see/a ghost?

GAME

Play in teams. Make a statement about a past experience of yours. The other team asks you questions to find out more. Use the list of irregular verbs.

- ▶ A: *I've been to Disneyland.*
- B: *Have you been on a rollercoaster? Etc.*

Speaking

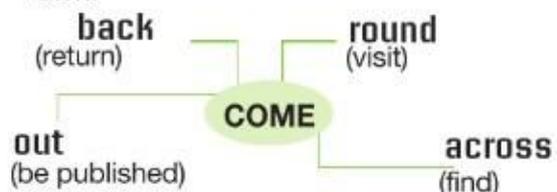
- 7  **Portfolio:** Imagine you are in one of the two theme parks (p. 56). Call your friend on your mobile to tell him what you have(not) done so far and how you feel. Record yourselves.

- 8   Complete the sentences with **real** or **true**. Listen and check.

- 1 Your room is a mess. Please, tidy it up.
- 2 Is this a story or have you made it up?
- 3 I'm afraid this diamond isn't
- 4 I hope one day you will find love.

◆ Phrasal verbs (come)

- 9  Study the spidergram. Complete the sentences with the correct phrasal verb in the correct form. Make sentences of your own.



- 1 He this chessboard in an antiques shop yesterday.
- 2 They to their hometown because they missed it.
- 3 His new book soon.
- 4 Mary is going to see my new stereo.

Writing (an advert)

- 10 **Portfolio:** Work in groups. Write an advert for a theme park that you have visited or heard about. Include *its name, location, and what you can do and see there*. Use the texts in Ex. 3 as a model. (80-90 words)

6

Teen camps

Vocabulary

◆ Teen camp activities

- 1 a)   Complete the gaps with *play, make, have, go*. Then match the activities to the teen camps (A-D). Listen and check.

- 1 dancing/acting/painting classes
- 2 swimming
- 3 hiking
- 4 a video game
- 5 a robot
- 6 volleyball/basketball/football
- 7 a webpage
- 8 rafting
- 9 an instrument
- 10 IT classes
- 11 a tree house

- b)  Choose one of the camps (A-D). Now, ask and answer questions about it.

- A: *What will you do if you go to Tech Camp?*
 B: *If I go to Tech Camp, I will learn how to make a webpage. Etc*

Reading & Listening

- 2 a) The following dialogue is between two friends. Read the first exchange, then read sentences A-H. What are the friends talking about? Read and check.

- A No, I haven't.
 B Where are you going?
 C How?
 D Of course!
 E What's that all about?
 F What time?
 G Thanks, but I'm afraid I can't.
 H That's a great idea!

- b)   Read again and complete the missing sentences (some are extra). Listen and check.



John: Have you planned your summer holiday yet?

Sam: 1) I'm leaving next Monday.

John: 2)

Sam: My parents have booked me a week at Campbell's Adventure Camp.

John: Adventure Camp? 3)

Sam: It's a teen camp in Redwood National Park.

John: Wow! You're lucky! I've never been to an adventure camp.

Sam: Well, do you **fancy** coming with me? If you come, you'll learn how to **put up** tents, **build** fires, **make** tree houses and **survive** in the forest!

John: 4)

Sam: Why not? Have you already made other plans?

John: 5) I just don't think my parents will let me.

Sam: Well, if I talk to them, maybe they'll let you.

John: Really? Thanks, Sam! You're a true friend.

Sam: You know what they say. **A friend in need is a friend indeed.**

- c) Explain the words/phrases in bold.

- 3  Choose one of the teen camps A-D and act out a dialogue similar to the model.

Everyday English

◆ Inviting/Accepting/Refusing

- 4**  Use the language in the box to act out similar exchanges using: *go to the cinema, go to a concert, go hiking, eat out, go to a play, go on a picnic.*

Inviting	Accepting/Refusing
<ul style="list-style-type: none"> • Would you like to ...? • How about (going/coming) ...? • Do you fancy (going/coming) ...? 	<ul style="list-style-type: none"> • Yes, I'd love to! • That would be lovely! • That sounds great! • Thanks. Great idea!
	<ul style="list-style-type: none"> • I'm afraid I can't. I have to ... • That's very kind, but ... Sorry. • I'd love to, but ... • Maybe another time.

- ▶ A: *Do you fancy going to the cinema?*
 B: *Yes, I'd love to! What's on?*
 A: *The new James Bond film. Etc.*

Grammar Grammar Reference

◆ Present Perfect with **already/yet/just/ever/never/before**

- 5** Read the sentences and explain the words in bold in your own language.
- 1 She has **already** packed her suitcase. She is ready for the journey.
 - 2 She hasn't called **yet**. We are worried.
 - 3 You can't speak to her. She has **just** left.
 - 4 Have you **ever** been to a theme park?
 - 5 They have **never** seen an elephant.
 - 6 Let's go to a Tech Camp this year. I've been to an Arts Camp **before**.

Speaking

- 6**  You are leaving for a one-week holiday at a sports camp. Look at the list and act out similar exchanges.



- book your flight
- buy a new tracksuit
- finish packing your suitcase
- find your football boots
- pack sports equipment

- ▶ A: *Have you booked your flight yet?*
 B: *Yes, I have. or Yes, I have already done it.*

- 7**  Use the words in bold from Ex. 5 to complete the sentences.

- 1 Brian hasn't done his homework
- 2 Their new album has come out.
- 3 I have been in a hot-air balloon
- 4 I have seen this film twice. Let's watch something else.
- 5 Have you met a famous person?

Listening

- 8**  Listen to Paul and Sally talking about the classes at Teen Camp. What class has each person chosen?

People

- 1 Paul
- 2 Sally
- 3 Edward
- 4 Jenny
- 5 Lisa

Activities

- A painting
- B survival skills
- C web design
- D hiking
- E video game design
- F acting
- G rafting
- H horse riding

- 9**  Write a list of chores you have to do today. Swap papers. Ask each other questions to find out about your partner.

- ▶ A: *Have you done the shopping?*
 B: *Not yet./Yes, I've already done it.*

Writing (a list)

- 10** Imagine you are going on holiday soon. What have you already done/haven't done? Write a list.

- 1 ▶ *I have booked my flight.*
- 2 ▶ *I have bought some sunscreen.*

6

C

A whale of a time!

Hey, Mike,

1 Greetings 1) California! I'm having the time **2)** my life! I've been at Camp Pacific for a week now and I **3)** done **millions of** exciting things.

2 So far, I've met **4)** lot of interesting people and I've made some new friends! Together we've gone **sailing, wave riding 5)** **water skiing!** The beaches are fantastic, so we've spent some time **sunbathing**, too. We **6)** visited Legoland, the famous theme park, and we've been **7)** some **hair-raising rides!** We haven't done any **souvenir shopping 8)**, but there's plenty of time for that.

3 I've taken a lot of beautiful pictures to show you when I **get back**. See you in two weeks. Take care!

Love,
Janet



Mike Simmons
33 Castle Street
Edinburgh
EH2 3DN
United Kingdom

Reading & Listening

1 a) Look at the postcard. Who is sending it? To whom? Where is each person?

b) What do you think the postcard is about? Read through and check.

2   Read again and fill in the missing words. Listen and check. Explain the words in bold.

3 Match the paragraphs to the headings: *closing remarks – opening remarks – activities.*

study skills

Using descriptive language

Use adjectives when you describe something. This makes your description more interesting to the reader.

4  Complete with the adjectives in the text that describe the following nouns. Use the phrases in sentences of your own.

1 things 2 people 3 friends 4 beaches
5 a theme park 6 rides 7 pictures

5  Read the examples. Then complete the sentences with **has gone** or **has been**.

He has gone to the circus. (= he's still there)
He has been to the circus. (= he has already come back)

- John isn't here. He to the supermarket.
- She to the mountains twice.
- Lucy to a summer camp. She'll be back in a week.
- Tony to Legoland, but I haven't.

Speaking

6   **Portfolio:** List the activities Janet has/hasn't done yet at Camp Pacific. Imagine you are Janet. Act out a telephone conversation with Mike.

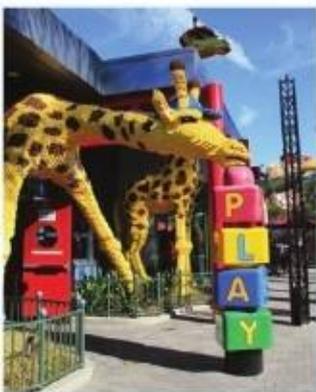
Writing (a postcard)

7 **Portfolio:** You are spending a week at a holiday resort. Write a postcard to your English penfriend. Write about where you are, what you have done so far and if you like it there. (80-90 words)

CULTURE CORNER

Theme Parks

6d



There can't be many people around the world who haven't heard of LEGO. These colourful plastic bricks have been a children's favourite for many years. You can build just about anything with LEGO bricks – cars, houses, castles, spaceships – and a trip to Legoland California will show you that anything is possible with LEGO.

Among the attractions at Legoland California is Dino's Island, where you can dig for dinosaur **bones** and **fossils**, or take a ride on the Coastersaurus roller coaster. Or why not visit Fun Town, where young visitors can drive a fire truck, fly a plane and get an official Legoland **driving licence**! Everyone's favourite is Knights' Kingdom, where you can ride the fantastic Dragon Coaster through the castle and

find out what life was like in the past. At Explore Village, you can go on an African safari trek and see giraffes, zebras, lions and other animals made out of LEGO.

Before you leave Legoland California, be sure not to miss Miniland USA. Twenty million LEGO bricks form amazing models of American landmarks such as the Statue of Liberty and the Kennedy Space Center. This is certainly one of the most spectacular sights at Legoland California and will make your visit here unforgettable.



Reading & Listening

1 Look at the pictures and the title. What is Legoland? Which country is it in?

2 Which of the following can you do there?
 Listen, read and check.

- dig for dinosaur bones • ride a camel
- swim in a pool • go on a safari trek
- take a ride on a roller coaster
- drive a fire truck • eat toffee apples
- see American landmarks • fly a plane

3 Read the text again. What is each paragraph about? Write a paragraph plan. Then explain the words in bold.

Speaking

4  Imagine you are at Legoland. In pairs, have a telephone conversation. Talk about what you have already seen, what you are doing there and how you like it.

◆ Word formation

5 Study the table. Form opposite adjectives. Check in the dictionary. Use them in sentences of your own.

We use **un-**, **il-**, **im-**, **in-**, **ir-** to form opposite adjectives.

1 logical 2 responsible 3 believable 4 possible
5 active 6 balanced 7 forgettable

Project (a radio advert)

6 *Portfolio*: Make a radio advert about a famous theme park. Include *its name*, *location* and *the activities* offered. Record yourselves. Add background music and play it in class.

English in Use

6

Reading & Listening

◆ Reserving a place at a summer camp

1  Listen and repeat. Which sentences ask for information? Which give information?

- How can I help you?
- I'd like to reserve a place at your camp.
- What's your name?
- And when would you like to come?
- Are there any specific classes you are interested in taking?
- I'm afraid there aren't any places left in photography.
- You need to send a deposit in order to reserve your place.
- Can I have your email address?
- Looking forward to seeing you in July.

2  The sentences above are from a dialogue between a teenager and a receptionist at a camp. Who says each sentence? Listen and check.

3 a)  Read the dialogue and complete the sentences.

- 1 Mark's surname is
- 2 Mark wants to make a reservation from
- 3 Mark is interested in
- 4 Mark will attend

b)  Read the dialogue aloud.

R: Good morning, Kia Camp. How can I help you?

M: Oh hello! I'd like to reserve a place at your Art and Drama summer camp, please.

R: What's your name?

M: It's Mark Brown.

R: And when would you like to come?

M: From 1st to 16th of July, please.

R: OK, that's fine. Are there any specific classes that you are interested in taking?

M: Yes, I would like to do painting and photography.

R: I'm afraid there aren't any places left in photography.

M: OK, then. How about sculpture?

R: That's fine. I've made the booking. You need to send a deposit in order to reserve your place. Can I have your email address so I can send you details of our bank account?

M: Of course. It's mark@coolmail.com.

R: Thanks, Mark. Looking forward to seeing you in July.

M: Thanks a lot. Bye!

Speaking

4  Look at the teen camp advert. You want to book a place there. Take roles and act out a dialogue similar to the one above. Use sentences from Ex. 1.

YMCA Camps

Rafting
Canoeing
Trekking
Cycling

and many more exciting programmes to keep teenagers happy and fit all summer long.

10 weeks of summer fun from June 21 to August 27.

To reserve a place call  907 276 4660

Pronunciation

/ɜ:/ – /ɔ:/

Reading Rules

u, i + r /ɜ:/ purr, third
o, oa + r /ɔ:/ nor, oar

5  Copy the table.

 Listen and tick (✓). Listen and repeat. Think of more words with the same sounds.

	/ɜ:/	/ɔ:/		/ɜ:/	/ɔ:/
burn			bird		
born			board		

Extensive Reading

6

ACROSS THE CURRICULUM: PHYSICAL EDUCATION

Reading & Listening

- How are the pictures related to the title of the text? Are they about swimming in the sea/pool?
- Read the introduction to the text. What is it about? What do you expect to read in the rest of the text? Read and check.
- Read the text again and match the headings (a-h) to the rules (1-7). There is one extra heading. Listen and check.
 - DON'T SWIM AFTER EATING
 - FOLLOW THE RULES
 - NO GLASS BOTTLES
 - NO DIVING
 - DON'T RUN
 - NO DIVE-BOMBING
 - OBEY THE LIFEGUARDS
 - NO PUSHING

study skills

Visual context clues

Pictures, drawings, charts and other types of visuals help the reader understand the meaning of words.

- Match the instructions (1-7) to the pictures (A-G). Which words helped you? Explain the words in bold.

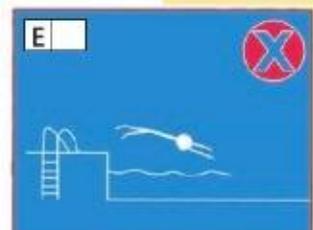
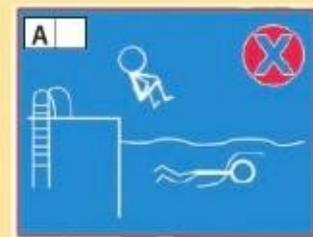
Project (a talk)

- Imagine you are a lifeguard. Use the pictures to give a talk to children at the pool.
 - You shouldn't play or run around the pool.

Safe Splashing

When it comes to sporting activities, swimming in the pool can be great exercise but also very dangerous. This simple **guide** will show and explain the rules you need to follow in and around water.

- Do not play or run around the pool. The surface is wet and you might **slip**.
- YOU probably know how to swim, but some people DON'T. Do not **push** anyone in because you can put them in **danger**.
- You shouldn't eat before swimming because it can **lead to stomach cramps** and a risk of drowning.
- Make sure you know where the **lifeguards** are and call them if you **get into trouble**. They are there to save lives so always do what they say.
- Always pay attention to the **NO DIVING signs** around the pool. **ONLY** dive in **designated areas**.
- NEVER** jump in like this! Dive-bombing can be a lot of fun but it can also put other swimmers in a lot of danger.
- All pools have rules **displayed** on signs around the pool. Always read them before you start swimming. They are there to make sure you stay safe.



PROGRESS CHECK 6

1 Complete the phrases: *pirate, big, cartoon, shake, theme, famous, candy, rocket, perform, water.*

1 hands 2 landmarks 3 park 4 floss
5 tricks 6 ship 7 wheel 8 ride 9 characters 10 journey

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

2 Complete with: *trapeze, safari, pool, jungle, obey, haunted, souvenir, address, models, reserve.*

1 I hate shopping while on holiday.
2 We got scared in the mansion.
3 Hello, I'd like to a place at your camp.
4 We went on a trek in Africa.
5 You must the lifeguards.
6 Can I have your e-mail, please?
7 Did you see the artists at the circus?
8 Did you read the leaflet about safety?
9 My favourite ride at Disneyland is the cruise.
10 There are some amazing at Legoland.

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

3 Complete with: *round, across, out, back.*

1 Come to our house any time.
2 He came this book at the market yesterday.
3 His new film is coming next week.
4 He came to the country a month ago.
5 Look! I came this lovely old Lego in the old toy shop.

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

4 Put the verbs in brackets into the *Present Perfect*.

1 (you ever/see) this film?
2 He (never/fly) an aeroplane.
3 (you ever/visit) a theme park?
4 John isn't here. He (go) shopping.
5 (you ever meet) someone famous?
6 She (never/travel) abroad.
7 I (already/read) the letter.

8 They (not/play) the game yet.
9 (you ever/see) a ghost?
10 We (already/pack) our suitcases.

(Points: $\frac{10 \times 3}{30}$)

5 Complete the dialogue. Use:

- I'd like to reserve a week at your camp.
- Of course. It's peka@coolmail.com.
- That's fine. • Certainly.
- The first week of August.

A: Pacific Teen Camp. How can I help you?
B: Good afternoon. My name's Ann Smith.
1)
A: When would you like to come?
B: 2)
A: OK. Which courses would you like to take?
B: I'd like to take swimming and horse riding.
A: 3)
B: Can you send me an email with the details?
A: 4)
Can you give me your email address?
B: 5)

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

Now I Can ...

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

- talk/write about theme parks/teen camps/holiday activities
- invite/accept and refuse invitations
- reserve a place at a summer camp
- write a postcard from a holiday resort
- give a talk on swimming pool rules

... in English



Module 7

In the spotlight

◆ Before you start ...

- Have you ever been to a theme park? What was it like?
- What kind of holidays do you go on?

◆ Look at Module 7

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a short article
- a CD/album review
- a quiz

◆ Listen, read and talk about ...

- celebrities
- types of films and music
- football in England
- musical clichés

◆ Learn how to ...

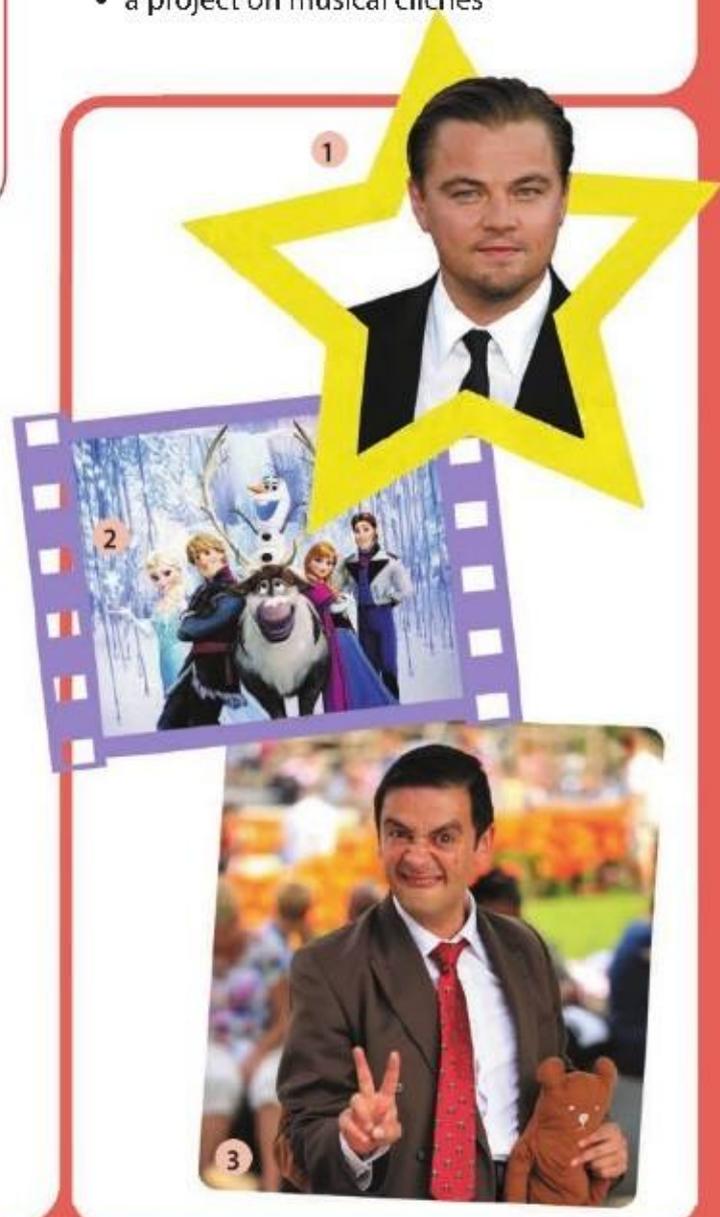
- compare people
- express preferences
- buy tickets at the cinema

◆ Practise ...

- phrasal verbs: *turn*
- comparative/superlative forms of adjectives/adverbs
- comparative constructions
- passive voice
- present perfect vs past simple
- word formation: forming adjectives from nouns with *-ful/-less*
- reading rules: *o, oa*
- pronunciation: */ɜ:/, /oʊ/*

◆ Write / Make ...

- a quiz about famous people in Russia
- a film review
- a CD/album review
- a short article about your country's most popular sport
- a project on musical clichés



7

a

Walk of fame

How well do you know these stars?

Read the questions ... who are they talking about?

Konstantin Khabenski / actor

- 1 He is an American actor and film producer. Born in Los Angeles, he began his career in the late 1980s. He achieved international stardom with 'Titanic' (1997) and sought roles in other genres, including crime drama 'Catch Me If You Can' (2002).

A Dwayne Douglas Johnson B Jude Law C Leonardo DiCaprio

- 2 He's one of the most handsome actors in film. This blond-haired, blue-eyed man is from England. You may know him from his roles in 'The Aviator' and 'Cold Mountain'.

A Jude Law B Bruce Willis C Brad Pitt

- 3 He's one of Russia's most successful athletes. He started skating when he was four. One of his greatest achievements was winning Olympic gold in 2006.

A Evgeni Plushenko B Alexander Ovechkin C Igor Akinfeev

- 4 Most of you have seen him in your favourite films about the Last Warrior. He is popular both with adults and children in Russia today. Born in 1991 he has acted in a number of movies and plays in the Moscow theatre.

A Konstantin Khabenski B Viktor Khorinyak C Fedor Bondarchuk

- 5 He was one of Russia's most talented performers. Born in Siberia, he had devoted fans around the world.

A Luciano Pavarotti B Julio Iglesias C Dmitri Hvorostovsky

Dmitri Hvorostovsky / opera singer

Leonardo DiCaprio / actor

Steven Spielberg / film director

Viktor Khorinyak / actor

Jude Law / actor

Oprah Winfrey / TV presenter

Jennifer Lawrence / actress

Vocabulary

◆ Celebrities

- 1 a) Use the adjectives below to make true sentences about each person in the pictures.

- beautiful
- handsome
- rich
- attractive
- famous
- successful
- great
- talented
- smart
- well-known
- funny
- clever
- intelligent

- 1 Jennifer Lawrence is a beautiful actress.
2 Steven Spielberg is a successful film director.

Evgeni Plushenko / figure skater

- b) Name some famous people in Russia. What are they famous for?

Reading

- 2 a) 😊👀 What do you know about the stars in the pictures?

- b) ✍️ Read and answer the questions in the quiz. Compare your answers with your partner.

- c) 🎧 Listen and check.

Grammar Grammar Reference

◆ Comparative/ Superlative forms

3 Read the sentences. How do we form the comparative/superlative forms of adjectives/adverbs? Find examples in the quiz on p. 66.

- 1 He is **the tallest** boy in the class.
- 2 It's **the funniest** film I have ever seen.
- 3 She is **more intelligent** than him.
- 4 Jude Law is **the most attractive** man in the world.
- 5 Betty is **more beautiful** than Eva.
- 6 He **learns faster** than her.
- 7 She spoke **more quietly** than him.
- 8 She speaks English **best of all** in the class.

We use **(not) as + adjective + as** to show that two people or things are/are not equal.

*Frank is **as clever as** Jim. (They are both equally clever.)*

*Anna is **not as famous as** Bill. (Anna hasn't got as many fans as Bill.)*

4 Compare, as in the example.

- 1 snail/not/fast/rabbit/
▶ *A snail is **not as fast as** a rabbit.*
- 2 riding a rollercoaster/exciting/
flying a pirate ship
- 3 Jamie/not/funny/Mark
- 4 Viktor Khorinyak/not/well-known/Jude Law

5 Use the adverbs to compare yourself to your friend and the rest of the class.

- run fast • dance well
- speak loudly • ride carefully

Listening

- 6**  Put the adjectives in brackets in the correct comparative or superlative form. Decide if the statements are *T* (true) or *F* (false). Listen and check.

Young Russian stars in figure skating

Find out if you are a true fan with our quick quiz!



- 1 Shcherbakova and Valieva are two of the **(successful)** skaters in Russia.
- 2 Kamila Valieva is **(young)** than Anna Shcherbakova.
- 3 Kamila Valieva is **(talented)** jumper in skating.
- 4 So far Anna Shcherbakova is **(popular)** all over the world.
- 5 By 2022 Shcherbakova has won **(many)** medals than Kamila Valieva.

Speaking

- 7**  Choose three people/characters and make notes about their appearance and personality. Use your notes to discuss with your partner.

Writing (a quiz)

- 8** *Portfolio:* Find information about famous people from Russia. Make your own quiz. Use the one in Ex. 2 as a model.

7

Streaming frenzy!

Vocabulary

♦ Films

- 1  Match the films to their types. Which of these films have you seen? What type of films do you like watching?

- comedy • fantasy
- animation • horror movie
- science fiction
- adventure
- romance

- 2  Match the reviews to the films.

- 1 "..... is a romantic film after W. Shakespear's tragedy. It's directed by Carlo Carlei and starring Hailee Steinfeld and Douglas Booth. The film is about the secret marriage between two young people despite the disapproval of their families."
- 2 "..... is an action film directed by Joss Whedon and starring Robert Downey Jr. The film is about the fight between Earth's Mightiest Heroes and the villain Ultron, which is going to decide the fate of the planet. It's full of suspense and action that will keep you glued to the screen."

Reading & Listening

- 3 a)  Read the first exchange of the dialogue. Where are the people? What are they doing? Listen, read and check.
- b)  Complete the sentences. Then, explain the words in bold.

- 1 Netflix is a
- 2 *The Letter to the King* is a
- 3 *Once upon a Time* is a
- 4 Adam and Tony decide to watch



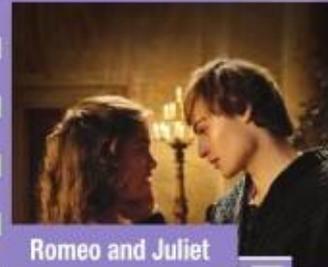
Avengers: Age of Ultron



Frozen



Indiana Jones



Romeo and Juliet



Spectre



Maleficent



Night at the Museum

- c)   Act out the dialogue.

- Tony:** Hey, Adam! I've found a great film for us on Kinopoisk.
- Adam:** Have you? I didn't know you've got Kinopoisk on your PC.
- Tony:** I really enjoy its great selection for teens.
- Adam:** I know. Dad says it's one of the best streaming services. He prefers it to Amazon, Apple TV+ and Disney+. What film do you mean?
- Tony:** *The Letter to the King*. It's just for us, adventure and fantasy fans.
- Adam:** That's a perfect choice. But I have already seen five episodes of the first season. Sorry!
- Tony:** Oh no! Any other suggestions, then?
- Adam:** Hmm, let's see. How about *Once upon a Time*? It's an excellent fantasy series according to the reviews. Do you fancy seeing it?
- Tony:** Oh, I heard about it too. They say it's got really stunning scenes. That sounds good.

Speaking

◆ Expressing preferences

- 4**  Read the box. You are going to watch a film on a streaming service. Pick some films and act out similar exchanges with your partner.

Suggesting	Responding
<ul style="list-style-type: none"> • Would you like (to see)...? • Do you fancy (going)...? • How about ...? 	<ul style="list-style-type: none"> • I love/like/enjoy ... • I don't mind. • (I quite like ... but) I prefer ... • That's a great idea.
	<ul style="list-style-type: none"> • I don't really like ... • I'm not a big fan of ... • I hate/I can't stand ...

- ▶ A: *Would you like to watch Romeo & Juliet tonight?*
 B: *I really like romantic films. But not today, I'm sorry. How about Home Alone 2?*
 A: *That's a great idea!*

Grammar Grammar Reference

◆ Passive voice

- 5** Read the rule. Find examples of each tense in the texts (ex. 2).

to be + past participle

The letters **are written** by Sam.
 The film **was made** by Universal Pictures.
 The streets **are covered** with snow.

- 6**  Open the brackets to make up sentences with the Passive Voice in the Present or the Past Simple.

- 1 Comedies (watch) by millions of people.
- 2 My brother likes horror films and he now (glue) to the screen.
- 3 "Night in the Museum" (show) in many countries.
- 4 Shakespeare's plays (stage) all over the world. Many of them (make) into films. "Romeo and Juliet" (make) in 2013, it (direct) by Carlo Carlei.

- 7**  Put the verbs in brackets into the Present Perfect or the Past Simple.

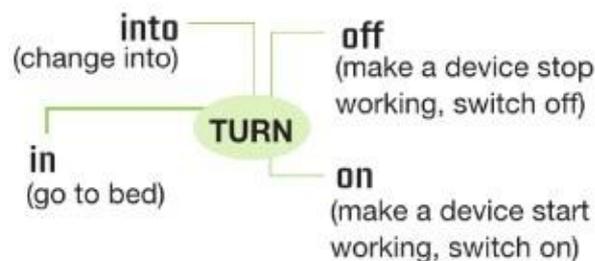
- 1 We (watch) a new comedy last night.
- 2 (you/ever/watch) a thriller?
- 3 They (not/finish) making the movie yet.
- 4 We (already/see) that film.
- 5 He (start) reading *The Lord of the Rings* again yesterday.

- 8**  Complete with: *for* or *since*.

- 1 He has been an actor twenty years.
- 2 She has known him 1996.
- 3 Brian has lived in Oslo he was a child.
- 4 They have worked in the film industry fifty years.
- 5 She's been upset last night.

◆ Phrasal verbs (turn)

- 9**  Complete the sentence with the correct phrasal verb.



- 1 I'm very tired. I think I'll
- 2 the lights when you leave, please.
- 3 In *Shrek*, Fiona an ogre at midnight.
- 4 Please, the radio. I want to hear the news.

Writing (a film review)

- 10** *Portfolio*: Think of a film you have seen recently. Answer the questions, then write a short film review of it (80–90 words). Use the texts in Ex. 2 as a model.

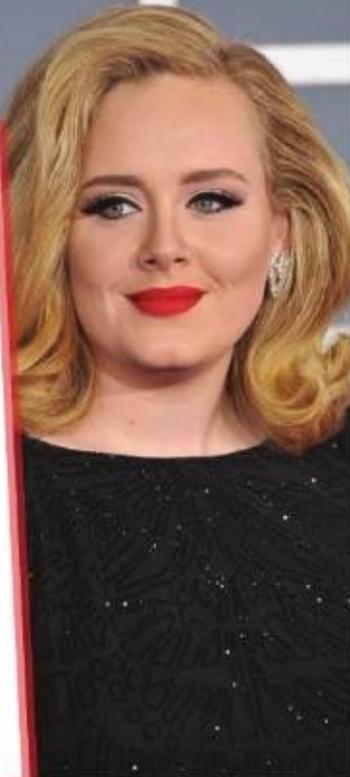
- What is the name/type of the film?
- Who is it directed by? • Who stars in it?
- What is the film about?
- What do you think of the film?



In the charts!

Adele, 25

★★★★★



'25' is a great album by the young British alternative pop/rock star Adele. She is very well-known all around the world and it is easy to see why! This talented singer and songwriter inspires teens all around the world with her great voice, emotional music and moving lyrics. She is sure to be around for a long time.

The most famous song from the album is 'Hello', a genuine song about relationships. It was in the music charts for months and sold over 1 million copies in the US in its 1st week of release. The album is fantastic and full of great songs.

Listen out for more from this bright, young star. She will rock your world!

Rating: ★★★★★

Vocabulary

◆ Music

- 1   Listen to the extracts and match them to the types (genres) of music. Which is your favourite type?

- | | |
|-------------|---------------|
| A rock | E rap |
| B pop | F funk |
| C jazz | G soul |
| D classical | H heavy metal |

- 2 a) Choose the words/phrases that refer only to music.

- singer • script • acting
- plot • sound effects
- lyrics • music charts
- cast • role • special effects
- songwriter • variety of plot
- Top 5 • musical instruments
- great songs • popular single
- emotional voice • latest album

- b) Speak about your tastes in music.

Reading

- 3 a) Look at the text. Is it a CD/album cover? a review of a CD/album? the lyrics to a song?

- b) Read the text aloud.

- 4 a) What adjectives does the critic use to describe:

- the singer • the singer's voice
- the singer's music • the lyrics
- the song • the album

- b) What are the synonyms and opposites of these adjectives? Make sentences with them.

Grammar

- 5 Change the sentences into the Passive Voice.

- 1 Adele released the album "25" some years ago.
- 2 Adele writes many songs herself.
- 3 People all round the world know this singer.
- 4 Adele inspires the teens with her music.

◆ Word formation

- 6 Study the table. Form adjectives ending in *-ful* or *-less* from the nouns (1-5). Check in your dictionaries. Use the adjectives in sentences of your own.

noun + *-ful* = quality a person/thing has: *helpful advice*
 noun + *-less* = quality a person/thing doesn't have:
useless speech

1 success 2 care 3 thought 4 speech 5 beauty

Writing (a CD/album review)

- 7 **Portfolio:** Think of your favourite CD/album. Complete a factfile like the one in Ex. 3b, then write a review of it. Use the review in Ex. 3 as a model. (80-90 words)

CULTURE CORNER

7d

Vocabulary

◆ Football

1  Match the words to their definitions. What do all these words have in common?

- 1 goalkeeper 2 defender 3 goal posts 4 striker 5 pitch 6 champion
- A a player who tries to prevent the opponents from scoring D the two poles that form the goal
 B a player who tries to score goals E the player whose job is to guard the goal
 C the place you play football F a player or a team that wins the top prize in a competition

Reading & Listening

2 a) Do you know any famous English football clubs or any famous English football players? Read through and check which ones are in the text.

The National Sport of England

Football is the most popular sport in England. In fact, a lot of English people say it is their national sport.

English people have played football for a very long time. However, the game didn't have any real rules 1) the 19th century. In 1815, Eton College created rules to make the game less violent and later, in 1848, Cambridge University made many of the modern rules. Football quickly became as popular 2) other games such as cricket.

Today, there are thousands of football clubs in England. Professional clubs, such as Arsenal, Liverpool and Manchester United are famous 3) over the world.

Football 4) become part of the cultural life in England and hundreds of thousands of fans support their favourite teams in stadiums around the country every weekend. Many English children have football lessons at school. 5) famous footballers, such as David Beckham and Michael Owen have become role models for a lot of these children.



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.

- b)   Read the text and complete the missing words. Listen and check.

Speaking

- 3 a) Make notes under the headings about football in England. Then tell the class.
- Clubs • Famous players
- b) Now, make notes under the same headings about Russia's popular sport. Talk to the class about it.

Writing (a short article)

- 4 **ICT Portfolio:** Collect information using the Internet, then write a short article about Russia's most popular sport.

English in Use

7



Reading & Listening

◆ Buying tickets at the cinema

1 a) 🎧 Listen and repeat the sentences.

- Next, please.
- Two tickets for King Kong at 6 pm, please.
- I'm afraid it's sold out.
- Two tickets for 9 pm then, please.
- Is that for the 7 pm or the 10 pm showing?
- That's £12 altogether, then.
- Is there a discount for students?
- Here are your tickets and your change.
- Enjoy the movie!

b) 🎧 The sentences are from dialogues between a ticket seller and a customer. Who says each? Write *T* for ticket seller and *C* for customer. Listen and check.

2 Read the dialogues. Which movies do the customers want to see? Which showing do they buy tickets for?

- A**
- Ticket seller:** Next, please.
Andy: One adult and one child for Harry Potter, please.
Ticket seller: Is that for the 7 pm or the 10 pm showing?
Andy: 7 pm, please.
Ticket seller: That's £12 altogether, then.
Andy: Here you are.
Ticket seller: Thank you. Here are your tickets and your change.
Andy: Thanks.

- B**
- Jane:** Two tickets for King Kong at 6 pm, please.
Ticket seller: I'm afraid it's sold out.
Jane: Oh, right.
Ticket seller: We still have tickets for the 9 pm and the 11.30 pm showing.
Jane: Oh, OK. Two tickets for 9 pm then, please.
Ticket seller: That's £14, please.
Jane: Is there a discount for students?
Ticket seller: Yes. Tickets are £5 for students.
Jane: OK. Here you are.
Ticket seller: Thank you. Enjoy the movie!

Speaking

- 3 🗣️ Use the information to act out similar dialogues. Use the sentences from Ex. 1a as well as dialogue A as an example.

Cineworld Cinemas



Now showing:

Screen 1			
King Kong	6 pm	9 pm	11.30 pm
Screen 2			
Maleficent	4 pm	7 pm	10 pm
Screen 4			
The Family Stone	4 pm	7 pm	10 pm
Tickets: Adults £7, Children/Students £5			

Pronunciation /ɜ:/ – /ʊʊ/

- 4 🗣️ Copy the table.
 🎧 Listen and tick (✓).
 Listen and repeat.
 Think of more words with the same sounds.

Reading Rules

o, oa /ʊʊ/ tone, boat

	/ɜ:/	/ʊʊ/		/ɜ:/	/ʊʊ/
burn			fir		
bone			foam		

Extensive Reading

7

ACROSS THE CURRICULUM: MUSIC

Reading & Listening

1  a) Listen to the following extracts of music. How do they make you feel? In which type of film would you expect to find them?

- adventure • romance
- thriller • comedy

b)  Describe the pictures (place, activity, appearance). Which of them do you like? Why? Listen again and match the musical extracts (1-4) to the scenes (A-D).

What type of films are they?



2 Look at the headings and the title of the text. What is the text about? Read and check.

- Listen out
- Stereotypical music sounds
- Before sound
- Music around the world
- Musical clichés

3   Match the headings to the paragraphs. Listen and check. Which words helped you decide? Explain the words in bold.



A

Your grandparents may remember the old silent Charlie Chaplin comedy films. If so, they'll probably tell you that without the music that **accompanied** them these films wouldn't be much fun.

B

Later, when films began to have sound, the music stayed because directors use pieces of music and sound to **create** particular **moods** and feelings. We call these musical clichés.

C

In horror films and thrillers, for example, loud sounds let you know when something frightening is going to happen. Violin tunes accompany emotional scenes in romantic films, and in adventure films we use **sharp** and fast sounds for action scenes.

D

Some musical clichés introduce specific places. Shots of Hong Kong, for example, often have xylophone music in the background while shots of Paris come with melodies played on the accordion. There are many musical clichés for a number of types of scenes.

E

So, next time you watch a film, pay attention to the music in the **background**. You'll be surprised how many musical clichés you can **spot**.

4 Make notes under the headings of Ex. 2. Use your notes to give the class a summary of the text.

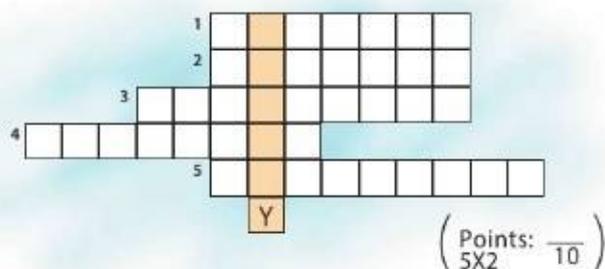
Project

5 **ICT Portfolio:** Work in groups. Choose a piece of music. Find a picture and describe the scene to the class while playing the music extract.

PROGRESS CHECK 7

1 Complete the puzzle.

- Star Wars is a classic fiction film.
- A is a film about love.
- Children love films like *Finding Nemo*.
- I get scared when I watch a on TV.
- films are very exciting.



2 Match the words to form collocations.

- | | |
|------------|------------|
| 1 talented | A effects |
| 2 film | B tune |
| 3 sound | C actress |
| 4 catchy | D music |
| 5 rock | E industry |

(Points: 5X2 = 10)

3 Write the synonyms of the following words.

- well-known: f.....; 2 amusing: f.....;
- clever: i.....; 4 skillful: t.....; 5 wonderful: g.....

(Points: 5X4 = 20)

4 Complete with the comparative or superlative form. Mind *than* and *the*.

- Barcelona is (**sunny**) London.
- That's (**bad**) film I've ever seen.
- Mark learns (**fast**) Lee.
- He is (**good**) Steve at sports.
- She works (**carefully**) the others.

(Points: 5X3 = 15)

5 Complete the sentence with the *Past Simple* or the *Present Perfect*.

- Henry (**live**) here since he was a child.
- They (**go**) to the cinema yesterday.
- (**you/read**) *Lord of the Rings* yet?

4 She (**always/love**) horror films.

5 His first film (**be/direct**) by him about ten years ago.

(Points: 5X3 = 15)

6 Complete with: *always, ago, yet, for, since*.

- Have you read this book?
- She's been a fan of Bruce Willis.
- He's been famous over fifty years.
- I met David Beckham five years
- I've been a fan of Jude Law 2001.

(Points: 5X2 = 10)

7 Put the sentences in the right order to form a dialogue.

- A** — You're right. There's nothing worse than a boring film.
- B** — Yes, they are. I think special effects are important in adventure films, don't you?
- C** — I couldn't agree more. And the special effects are amazing.
- D** — *Lord of the Rings* is the best adventure film ever!
- E** — Not always. I think a good story is more important than anything else.

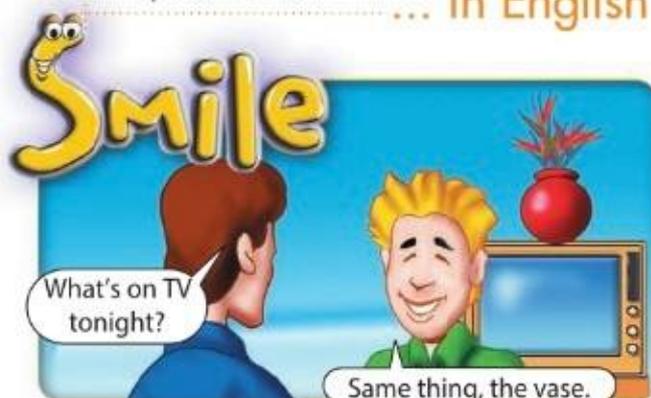
(Points: 5X4 = 20)

(My score: 100)

Now I Can ...

- talk/write about celebrities/types of films/music
- express preferences
- write a film/CD/album review
- write a short article about the most popular sport in Russia

... in English



Module 8

Green issues

◆ Before you start ...

- Have you ever met a celebrity?
Where & when did you see them?
- What's your favourite type of film?
What's your favourite film about?

◆ Look at Module 8

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a magazine article
- a donation form
- a for-and-against essay
- a webpage

◆ Listen, read and talk about ...

- pollution
- acid rain
- eco-helpers
- animals, habitats & zoos
- food chains
- nature reserves in Scotland

◆ Learn how to ...

- offer/accept/refuse help
- use notes to give a talk
- make a donation

◆ Practise ...

- phrasal verbs: *make*
- words often confused: *leaves – lives*
- present perfect continuous
- *have to/don't have to*
- question tags
- word formation: forming verbs from adjectives with *-en*
- reading rules: *y, ie, i, ire*
- pronunciation: */aɪ/ – /aɪə/*

◆ Write / Make ...

- a short article about how to solve the problem of acid rain
- a list of eco-activities for the weekend
- a for-and-against essay about keeping wild animals as pets
- an article about nature reserves in Russia
- a food chain



8

a

Save the Earth



Vocabulary

◆ Pollution

1 Which of the following can you see in the pictures?

- a power station/factory
- toxic fumes
- factory waste
- acid rain
- polluted clouds
- loss of natural habitats
- air, water and soil pollution
- fish and plant species dying

Reading & Listening

2 a) Look at the pictures again and the headings in the text on p. 77. Can you explain the problem? Read and check.

b) Read carefully and complete the blanks with the best word A, B, or C. Listen and check. Then, explain the words in bold.

- | | | | |
|---|-----------|---------|--------|
| 1 | A over | B away | C to |
| 2 | A but | B so | C well |
| 3 | A as well | B too | C also |
| 4 | A No | B Any | C Some |
| 5 | A our | B their | C ours |

Speaking

study skills

Using notes to give a talk

When you use notes to give a talk, look at your audience and use your notes to remind you of what you want to say. This will make your talk sound more interesting and natural.

3 Make notes under the headings and give a talk about acid rain.

- what acid rain is
- what causes it
- what effects it has
- what governments are doing
- what we can do



Vocabulary

◆ Helping out

1 Look at the picture. What is each person in the picture doing?

- plant flowers • recycle cans
- collect rubbish • build nesting boxes
- teach the cycle of life • clean out a pond
- read a book about ecology

▶ *Dave is planting flowers.*

2 a) Who is using the tools/equipment below? What are they using them for?

- a ladder • a hammer and nails • a spade
- a watering can • a rake • a net
- gardening gloves • a plastic bag

▶ *Sally is using a ladder to collect rubbish from the tree house.*

b) How are these tools used in eco-camps?

▶ *Plastic bags are used for collecting rubbish.*

Reading & Listening

3 a) Look at the title and the picture. What does *eco-helpers* mean? Listen, read and check.

Dave: Hi, Tim. What's up?

Tim: Oh, hi Dave! What are you doing here?

Dave: Oh, I've **joined** the Eco-helpers club.

Tim: Oh yeah, I've heard about that. Sally collects rubbish for **recycling** in the park every Saturday morning, doesn't she?

Dave: That's right. She's been doing that for a month. I've been building nesting boxes.

Tim: Nesting boxes?

Dave: Well, there aren't many trees **left** in the city for birds to build their **nests**. If we don't help them, they will have to **leave** the city.

Tim: That's interesting. What else have you been doing?

Dave: We've been planting trees and cleaning out ponds for a week now that the **weather's** good.

Tim: Your club sounds wonderful. I could **join** as well, couldn't I?

Dave: Of course you could. We really need **volunteers**, but you have to see Miss Jackson first. She'll tell you what to do.

Tim: Sounds great! I'll join first thing Monday morning.

8a

b)  Read the dialogue and complete the sentences. Then, explain the words in bold.

- 1 Sally for a month.
- 2 Dave's been
- 3 The birds will leave the city if
- 4 Tim wants to on Monday morning.

c)  Read out the dialogue.

4  Complete with: **leaves** or **lives**.

- 1 He for work at 7 am.
- 2 I don't know where she
- 3 She everything till the last minute.

Speaking

Everyday English

◆ Offering/accepting/refusing help

5  Use the phrases in the box and ideas from Ex. 1 to make exchanges.

Offering help	Accepting
<ul style="list-style-type: none"> • Can I give you a hand + -ing form? • Can I help you to collect/make ...? • Would you like me to ...? • Do you need some help + -ing form? 	<ul style="list-style-type: none"> • Yes, please. • Sounds great./Sure, thanks!
	Refusing
	<ul style="list-style-type: none"> • No, thanks. I'm fine. • No, I can manage, thanks. • No, it's OK, but thanks anyway!

- ▶ A: *Can I give you a hand cleaning out the pond?*
B: *Sure, thanks!*

Grammar Grammar Reference

◆ Question tags

6 Read the examples. How do we form question tags? Find examples in the dialogue in Ex. 3a.

- 1 *He works in the camp, doesn't he?*
- 2 *She can't come, can she?*

7 a)   Complete the question tags in sentences 1-6. Listen and decide if the intonation is rising or falling. Which question tags show that:

- 1 the speaker is (almost) sure about what he says and doesn't expect an answer?
- 2 the speaker isn't sure and expects an answer?

	Rising	Falling
1 She isn't here,?		
2 They're late,?		
3 He arrived yesterday,?		
4 She is sleeping,?		
5 We can't go,?		
6 She hasn't left,?		

b)  Listen and repeat.

◆ (don't) have to

8 a) Read the study box. Find examples of (absence of) necessity in the dialogue.

I **have to** take the dog for a walk before I leave. (it is necessary)
It's Saturday – I **don't have to** go to school today. (it is not necessary)

b) What does/doesn't Roger have to do? Add question tags.

- 1 *order more trees **done!***
- 2 *call the recycling centre*
- 3 *tidy the eco-library **Sally & Andy***
- 4 *clean out the clubhouse*
- 5 *buy more wood and nails **next week***
- 6 *give out membership cards*

▶ *Roger doesn't have to order more trees, does he?*

c) What do/don't you have to do today?

Writing (a list)

9 **Portfolio:** Work in groups. Organise an Eco-helpers group. Write a list of activities for the group for next weekend.

8

Born free

a

Vocabulary

◆ Animals & habitats

- 1  Match each animal 1-6 to its natural habitat.

- desert • the South Pole • wetlands
- tropical rainforests • woods
- savannah (grassland)

► *Camels live in the desert.*

- 2  Read the statement below. Do you agree? Why/why not? Discuss.

"We should close all zoos and return the animals to their natural habitats."

Reading & Listening

- 3 a)  Listen to and read the essay. Were any of your points from Ex. 2 mentioned? What other points for/against zoos are used?

b) Explain the words in bold.

- 4 a) Which paragraph (1-4): a) *introduces the topic?* b) *gives the writer's opinion?* c) *gives the advantages with reasons/examples?* d) *gives the disadvantages with reasons/examples?*

b) Look at the underlined words/phrases. Which: *give a personal opinion?* *give an opposite opinion?* *add reasons?* *introduce a conclusion?* *introduce an argument?*

- 5 Read the following statements. Which are pros/cons of keeping wild animals as pets? In groups think of reasons/examples.

- Owners don't know how to look after them.
- They need special food/habitats.
- It is a good way to learn about them.
- You help conserve them.
- They can be dangerous.

2 parrot

1 camel

4 penguin

3 black bear

5 giraffe

- 1 We all like going to the zoo, but what about the animals? How do they feel? Should we keep animals in zoos, or is it wrong to take them out of their natural habitat?
- 2 On the one hand, zoos play an important **role** in nature conservation. Many natural habitats are **in danger**. By keeping **endangered species** in zoos, we make sure that they **survive**. In addition, a good zoo can be very educational as it teaches us how animals behave and how they **act** in their habitat. This way we learn how to protect them.
- 3 On the other hand, there are certain **drawbacks** to keeping animals in zoos. Zoos cannot **recreate** an animal's natural habitat and animals can be very unhappy in **cages**. It would be more useful to spend money on protecting habitats rather than zoos. Furthermore, there are a lot of good documentaries about animals so zoos are not really necessary for education.
- 4 To sum up, there are strong **arguments** both **for** and **against** zoos. Nowadays, most zoos do their best to protect animals. However, I believe that animals should live in an as natural **environment** as possible and we must do our best to protect them and their habitats.

6 alligator

Writing (a for-and-against essay)

study skills

Addressing the reader directly

Start your essay by addressing the reader directly with a question. That way you will catch their interest and they will want to read on.

- 6 Use the ideas in Ex. 5 to write an essay about the pros/cons of keeping wild animals as pets (about 90 words). Start your essay with a direct question.

CULTURE CORNER

8d

Scotland's National Nature Reserves

Reading & Listening

1 🎧 Read the introduction on the webpage and look at the pictures. Which of the following do you think you can see in Scotland's National Nature Reserves: *cliffs? seabirds? penguins? underwater caves? wildlife? bluebells? deer? swans? fieldmice? parrots?* Listen and check.

2 a) Read the text and correct the statements below.

- 1 St Kilda is ideal for surfing.
- 2 Loch Lomond is famous for its seabirds.
- 3 Don't miss the safari at Insh Marshes.

b) Find the words for:

2 habitats, 4 kinds of birds, 3 other kinds of animals, 2 plants. Then, explain the underlined words.

3 🗣️ You work in a travel agency in Scotland. Make notes about each nature reserve under the headings: *location, famous for, what you can see there, best time to visit.* Use your notes to answer a customer's questions.

Project

4 **ICT Portfolio:** Collect information using the Internet under the headings from Ex. 3 about some *nature reserves* in Russia. Write an article about them (about 90 words). Illustrate it with pictures.

Scotland's natural world!

[NNRs Home](#) | [Reserves](#) | [News & events](#) | [Contact us](#)

Experience the amazing sights and sounds of Scotland's natural world!

Scotland's National Nature Reserves (NNRs) are magical places open for everyone to visit and enjoy.

They protect spectacular wildlife and landscapes, including many rare species and habitats.

Here are just a few of Scotland's 71 beautiful reserves ...



puffin

St Kilda

The St Kilda islands are in the most remote¹ part of Britain, 66 km west of Scotland's Outer Hebrides². St Kilda has the highest cliffs in Britain, over 1 million seabirds, including puffins, and unique species of sheep and fieldmice. St Kilda is also one of the best places in Britain for diving because of its clear waters and amazing underwater caves and tunnels!

Best time to visit: May to July

Loch Lomond

Loch Lomond is a beautiful lake in the west of Scotland. It's famous for its fantastic wildlife and woods. Come in the spring and you'll see the woods full of bluebells and wild garlic. You may even see some deer or a rare golden eagle.

Best time to visit: spring



bluebells

golden eagle

Insh Marshes

The Insh Marshes are in the north of Scotland and are one of the most important wetlands in Europe. Hundreds of birds come here to nest in spring. When the marshes flood in winter, you'll see flocks³ of swans and geese. Don't miss the fantastic bird watching hikes and nature trails⁴ here!

Best time to visit: November to June



swan

[Click here to read about more reserves!](#)

1 distant from where people live

2 Scottish islands

4 path

3 groups

English in Use

8

Reading & Listening

◆ Donating money for a cause

- 1**   Listen and repeat. The sentences are from a dialogue about donating money to an environmental organisation. Which sentences does the representative (R)/the caller (C) say? Listen and check.

- How can I help?
- I'm interested in making a donation.
- A monthly donation, please.
- Would you like to become a member?
- How much does it cost?
- How can I pay?
- Could I take your name and address, please?

Rep: Hello, WWF¹. How can I help you?

Matt: Hi. I'm interested in making a donation.

Rep: That's great. Do you want to make a one-off donation or would you prefer to make a regular monthly one?

Matt: A monthly donation, please. Let's say £25 per month.

Rep: That's very generous. You know that includes free membership, don't you?

Matt: Oh really? And what are the benefits of membership?

Rep: You get our magazine every three months and regular post about our campaigns.

Matt: Good. That's great. How can I pay?

Rep: Let me give you our bank account details. It's Barclay's Bank, Account No. 39582957831. Could I take your name and address, please?

Matt: Certainly. My name's Matt Russell and I live at 34 Scarsdale Road, Bromley, Kent.

Rep: Thank you very much, Mr Russell. You'll receive the latest issue of the WWF magazine and a welcome pack soon.

Matt: Thanks a lot. Good-bye.

¹World Wildlife Fund



Donations

(please tick ✓)

One-off

Regular £ 1) per 2)

Name: 3)

Address: 4)

Method of Payment (please tick ✓)

5) Credit Card Cheque Cash

Direct Debit (Bank Account)

- 2**  Read the dialogue. Complete the donation form.

Speaking

- 3**  *Portfolio:* You have seen the advert below and want to make a donation. Use the sentences in Ex. 1 to act out a dialogue. Record yourselves.



Join...
Save the Whales
 £25 regular membership
 Adopt-a-Whale membership £50

◆ Word formation

- 4** Form verbs from the adjectives below. Use them in sentences of your own.

We can use **-en** at the end of some adjectives

to form verbs: dark – darken

You should **shorten** your text – it's too long.

- 1 black 2 red 3 wide 4 short

Pronunciation /aɪ/-/aɪə/

- 5**  Copy the table.

 Listen and

tick (✓). Listen and repeat. Can you think of more words with these sounds?

Reading Rules

y, ie, i – /aɪ/ shy, die, time
 ire – /aɪə/ tire

	/aɪ/	/aɪə/		/aɪ/	/aɪə/
my			pie		
mine			fire		
tied			why		
tired			hire		

Extensive Reading

8

ACROSS THE CURRICULUM: SCIENCE



- 1 Look at the graph. Which animal only eats plants (*herbivore*)? eats other animals (*carnivore*)? eats both plants and animals (*omnivore*)?

Reading & Listening

- 2 Read the dictionary entry. How is it related to the diagram?

food chain: /fu:d tʃeɪn/ N-COUNT usu sing. a series of living things which are linked to each other because each thing feeds on the next one in the series

- 3 Read the text and complete the gaps (1-8) with the correct word. Listen and check. Explain the words in bold.
- 4 Read again. Use the diagram to explain the food chain to your classmates.

Project (a diagram)

- 5 **Portfolio:** Make your own food chain. Draw a diagram and add pictures and labels. Present your food chain to the class.

What's a producer?

All energy originally comes from 1) sun. Green plants can't hunt or shop for food, so they simply use sunlight and water to make it. Green plants usually start food chains. They 2) called **producers**.

What's a consumer?

Animals such 3) grasshoppers get their energy from eating green plants like leaves. As they only eat plants, 4) are called **herbivores**. **Carnivores**, like lions or some birds, only eat meat. **Omnivores** eat plants *and* animals. Anything that eats another plant or animal to get energy is called a **consumer**.

What's a decomposer?

The food chain ends with dead animals that **fungi** and **bacteria** use as food. 5) organisms **break down** the complex organic **compounds** which then return to the soil so that plants can use 6) again. That's how the food chain starts **all over again**.

Why is the food chain important?

The food chain **provides** the energy that all living things need in order to **survive**. If 7) is a break in the link in the chain, then all organisms above this link are in danger of **extinction**. Imagine 8) world without plants. How would animals survive?

PROGRESS CHECK 8

1  Complete with: *acid, natural, endangered, power, recycling.*

- | | |
|------------------|-----------------|
| 1 stations | 4 species |
| 2 bin | 5 rain |
| 3 habitat | |

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

2  Choose the correct word.

- Zoos play an important **role/cycle** in animal conservation.
- Cars **burn/emit** petrol.
- Animals should live in their natural **ecology/habitat**.
- Acid rain **causes/poisons** trees and plants.
- He made **off/up** the whole story.

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

3  Complete with the *Present Perfect Continuous* form of the verb in brackets.

- He (**work**) here for over ten years.
- Jill (**swim**) in this lake since she was a child.
- How long (**you/take care**) of this injured bird?
- They (**study**) very hard for their exams.
- My parents (**donate**) to WWF for a long time.
- The government (**try**) to reduce pollution for years.

(Points: $\frac{30}{6 \times 5}$)

4  Complete with *have to* in the correct form.

- I do it tonight. It's urgent!
- You water the plants. I've done it.
- Do you leave so early?
- He go to school. He's ill.
- You pay £10 to become a member.

(Points: $\frac{15}{5 \times 3}$)

5  Complete the correct question tag.

- They live in London,?
- He didn't go to the park yesterday,?
- The children are watching TV at the moment,?

- She can't drive,?
- The air is polluted,?

(Points: $\frac{15}{5 \times 3}$)

6  Complete the dialogue.

- Could I take your name and address
- I'm interested in making a donation
- A monthly donation, please
- How can I pay
- You'll get our magazine every two months

A: Hello, WWF. How can I help you?

B: 1)

A: What kind of donation would you like to make?

B: 2) Let's say £30.

A: Great! That includes free membership.

B: Really? What are the benefits of membership?

A: 3)

B: That sounds interesting.

A: 4), please?

B: Certainly. My name is Ruth Brown and I live at 13 King Road. 5) ?

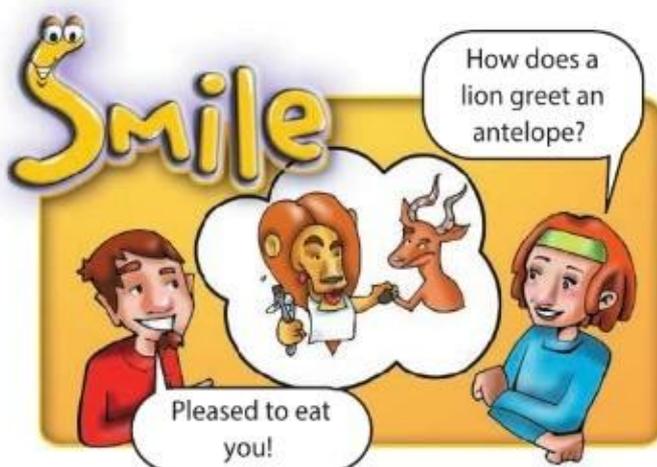
(Points: $\frac{20}{5 \times 4}$)

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

Now I Can ...

- talk & write about pollution & acid rain
- offer/accept/refuse help
- make a list of eco-activities
- talk/write about nature reserves
- make a diagram about a food chain
- write a for-and-against essay

... in English



Module 9

Shopping time

◆ Before you start ...

- What have you done and what are you doing to help the environment?
- Have you ever planted trees or built nesting boxes?

◆ Look at Module 9

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- shopping lists
- dictionary entries
- an email
- an article

◆ Listen, read and talk about ...

- eating habits
- food, drinks & containers
- going shopping
- gifts
- idioms & sayings about food
- shopping choices

◆ Learn how to ...

- describe objects
- buy necessities

◆ Practise ...

- words often confused: *match, suit, fit*
- phrasal verbs: *take*
- countable/uncountable nouns
- quantifiers
- present perfect vs present perfect continuous
- order of adjectives
- to-infinitive/-ing form after some verbs
- reading rules: c, s between vowels
- pronunciation: /s/ – /z/

◆ Write / Make ...

- a menu of your typical breakfast/lunch
- a paragraph about your diet
- an email to a friend describing a trip and your shopping
- a quiz about idioms & sayings
- a survey about shopping habits



1



2



3

9 a

You are what you eat!

Vocabulary

◆ Foods & drinks

- 1 a) Categorise the foods/drinks in Andy's and Bill's shopping lists under the headings. Add one more to each category. Which of these foods are high in fat or sugar?

► *Low-fat yoghurt is a dairy product.*

vegetables	meat	fruit	poultry
dairy products	nuts & seeds	oils	
fish	cereal, grains & pasta		
snacks	beverages		
herbs & spices	sweets		
fizzy drinks	other		

Shopping List

low-fat yoghurt
olive oil
eggs
tuna
honey
wholemeal bread
cereal
chicken legs
bananas
lettuce
tomatoes
frozen peas
low-fat milk
brown rice
peanuts

Shopping List

white sugar
frozen chips
a bottle of cola
a packet of crisps
frozen pizza
a tub of ice cream
mayonnaise
lamb chops
white bread
a bar of chocolate
salt & pepper
butter
coffee
biscuits

- b) Look at the people's shopping lists. Which person has got a healthy diet?

◆ Containers

- 2   Complete with: *box, can, carton, bottle, cup, tin, packet, jar*. What other foods can you usually find in each container?

- | | |
|---------------------|-----------------------|
| 1 a of cereal | 5 a of sardines |
| 2 a of water | 6 a of crisps |
| 3 a of honey | 7 a of cola |
| 4 a of tea | 8 a of milk |

Reading

- 3 Look at the title of the quiz. Which of the phrases do you think best describes you? Complete the quiz and check. Then explain the words/phrases in bold.

Andy

Bill



Are you a junk food junkie or a health food nut?

9a



- You're always **starving** when you get home from school! What snack do you choose?
 - A bowl of cereal or a banana.
 - It **depends**. One day a few biscuits, the next day a piece of toast!
 - A bar of chocolate or a packet of crisps.
- You're having lunch in the school canteen today. What do you choose?
 - Grilled** fish with rice and vegetables.
 - A tuna and mayonnaise sandwich and a small ice cream.
 - A hamburger, some chips and a can of fizzy drink.
- There isn't any food in the house, so you decide to order a **takeaway**. What do you order?
 - A **grilled** chicken burger and a salad.
 - An Indian curry with rice.
 - A **family-sized** pizza and a bottle of cola.
- Your parents send you to the supermarket to buy a **dessert**. What's in your basket?
 - Some yoghurt and a jar of honey.
 - A carton of **low-fat** ice cream.
 - Double chocolate cake and cream.

YOUR SCORE

- Mostly A's:** What a nut! You always make excellent food choices. Don't be afraid to **treat yourself** once in a while!
- Mostly B's:** You're neither a junkie nor a nut! You know that a little junk food **doesn't hurt**, but you don't **go over the top**!
- Mostly C's:** You're a total junk food junkie! Choose the healthy option from time to time **otherwise** your health will suffer!

Grammar Grammar Reference

◆ Quantifiers

- 4** a) Read the examples. Which words do we use with **countable/uncountable nouns**? Which do we use in **affirmative, in negative sentences, and in requests**? Make sentences using them.

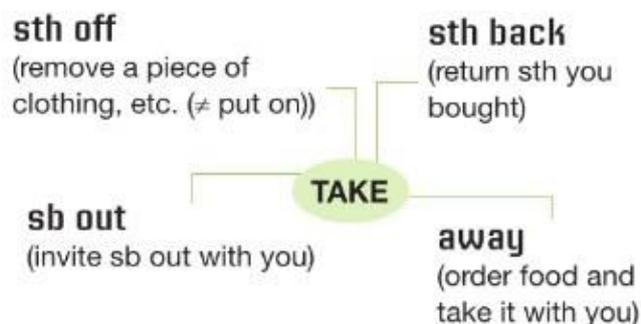
- We've got **some** juice. We **haven't** got much sugar. We **haven't** got **many** apples.
- There **aren't any/are no** apples.
- There are **a lot of** bananas in the fridge.
- Is there **any** milk?
- Can I have **some** crisps?
- I'll have **a little/some** cream with my cake.
- Let's buy **a few/some** peppers.

Speaking

- b)  You want a snack. Discuss what there is to eat with your partner.

- A: *Is there any milk?*
B: *Yes, a little. Are there any ...? Etc*

◆ Phrasal verbs (take)



- 5**  Complete the sentences using the correct particle.

- Alan took his sunglasses before he dived into the pool.
- I'm taking you for your birthday.
- A burger to take, please.
- There was a hole in the shirt so I took it to the shop.

Writing (a paragraph)

- 6** *Portfolio:* List all the foods/drinks you have had in the last two days. Has your diet been healthy? Write a menu of your typical breakfast/lunch/dinner.



Can I help you?

Vocabulary

◆ Products/Shops

- 1** a) Where would you buy the items in the pictures?
b) Act out exchanges as in the example.

- ▶ A: *What do you need?*
B: *Some crayons.*
A: *OK. Let's go to the stationery shop. Crayons are sold there.*



Clothes shop:
Stationery shop:
Toy shop:
Optician's:
Sports shop:
Chemist's:
Jeweller's:
Electronics shop:



◆ Jobs in shops

- 2**  Match the jobs to the correct descriptions. Then complete the gaps.



- | | |
|------------------|------------------------|
| 1 cashier | A People pay me money. |
| 2 shop assistant | B I clean the shop. |
| 3 security guard | C I help customers. |
| 4 cleaner | D I protect the shop. |
- The made sure the alarm system was working before he started his shift.
 - The had to wash the floor after someone spilt some orange juice.
 - The went to find a larger size for a customer.
 - The had a big queue of people waiting to pay.

Grammar Grammar Reference

◆ to-infinitive vs -ing form

- 3** Read the examples and explain the meaning of the sentences.
- I **forgot to pack** my towel.
 - I will never **forget swimming** in the Red Sea.
 - Remember to lock** the door when you leave.
 - My brother couldn't **remember meeting** my friend.
 - As the sun was very bright, I **stopped to put** on my glasses.
 - When Ann was 15, she **stopped writing** her diary.

Reading & Listening

- 4** a)  Read the first exchange. What do you think Dave needs for camp? Choose from the pictures in Ex.1. Listen, read and check.

Mr Todd: Have you finished packing for camp?
Dave: Not yet.
Mr Todd: You've been packing all morning! Do you need any help?
Dave: Yes, please. I'm sure I've forgotten something.
Mr Todd: Have you packed your swimming trunks and towel?
Dave: Oh bother! I **forgot to** pack my towel!
Mr Todd: And did you buy sunscreen?
Dave: Yes. I put it in with my shampoo.
Mr Todd: Have you put in your toothbrush and that tube of toothpaste I gave you?
Dave: Actually, no.
Mr Todd: Here's £40 for snacks. And remember to buy a phonecard when you get there.
Dave: Sure. Thanks, Dad.

b)  Read again and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say).

- 1 Dave has packed lots of clothes.
- 2 Dave bought the shampoo.
- 3 Dave hasn't packed his swimming trunks.
- 4 Dave hasn't got a phonecard.

Speaking

- 4  Use some of the items on p. 88 to act out similar dialogues.

Grammar Grammar Reference

◆ Present Perfect vs Present Perfect Continuous

- 5 a) Which example emphasises: *the length of an action, the results of an action, an action which started in the past and has continued to the present, an action that took place some time in the past, a repeated action up to the present?*

- 1 I've known her since primary school.
- 2 We've already seen that film.
- 3 I've been reading for two hours.
- 4 She has broken her arm. She has a cast.
- 5 My uncle has been going to that café for 20 years.

b)  Complete the blanks with the *Present Perfect* or the *Present Perfect Continuous*.

Dear Diary
I'm really enjoying myself at camp. So far I 1)
(meet) two boys, Mike and Tim, and a girl Jasmine.
They're really nice. We 2) (work) together on
a science project for the last two days. Tim 3)
(come) to Education Camp since he was 6 so he
helps us out all the time. I'm exhausted because we
4) (swim) all morning. Anyway, got to go. I 5)
(join) the drama club and we've got a meeting now.

GAME

The leader makes a statement. In teams guess what he/she has been doing.

- *Leader: I'm tired (excited, nervous, etc).*
Team A S1: Have you been tidying your room?

Listening

- 6   Listen to Robert and Marie talking about shopping. Where did each of the children buy their presents?

- | | |
|-----------|------------------|
| 1 Robert | A sports shop |
| 2 Marie | B bookshop |
| 3 Andy | C jewellery shop |
| 4 Natalie | D shoe shop |
| 5 Sara | E toy shop |
| | F clothes shop |
| | G video shop |

Everyday English

◆ Buying necessities

- 7 a)    Complete the dialogue. Listen and check.

	phone card What type? International: £20 Local: £12
	SuNScrEEN What factor? Low 2-7 £10.95 Medium 8-19 £15.30 High 20-30 £29.95
	icE crEam What flavour? chocolate vanilla strawberry almond 56p a scoop
	SwimmiNG TruNkS What size? small medium large £28

A: Hello. I'd like a phonecard, please.

B: Sure. What

A:, please.

B: Here you are.

A: How much is it, please?

B:

A: Sorry, how much did you say?

B:

A: Here you are.

B: Thank you.

- b)  *Portfolio:* Act out similar short dialogues for the rest of the items in the pictures. Record yourselves.

9 C

Gifts for everyone!

Vocabulary

♦ Describing objects

- 1  Put the headings *material, pattern, shape* in the table. Can you add more words in each category?

A	B
.....	round, square, rectangular, oval
.....	checked, polka-dot, striped, plain
.....	paper, wooden, plastic, metal, silver, leather, woollen, cotton, velvet

Speaking

♦ Order of adjectives

When describing objects, be careful with the order of adjectives (shape, pattern, material). Do not use more than three adjectives before a noun.

- 2 Use the table in Ex. 1 to describe some of the items (1-5) you bought to your partner.

► *I bought some square striped velvet cushions.*



1 frame



2 wallet

3 bag



4 bowl



5 cushions

Reading & Listening

- 3 a)  Who is the email from/to? What is it about? Listen, read and check.

Hi Wendy!

Greetings from New York. It's great here. I've been shopping all day and I'm really tired, but at least I have finished buying presents now. It's so difficult to find something for everyone!

The easiest person to buy for was my little brother, Tim. I bought him a silver robot. He'll love it! It walks, talks and does tricks! I had more trouble finding something for my dad, though. He seems to have everything already! In the end, I bought him a brown leather wallet. His old one is falling apart. My mum likes everything I buy for her, so I got her a lovely silver picture frame. I've also found some striped cushions for my grandma. I hope she will like them!

I've bought a present for you, too. I won't say what it is though, as that would ruin the surprise.

See you in a few weeks,

Angela

b) Answer the questions. Then act out a telephone conversation between Angela and her mum about the presents she has bought for each member of her family.

- 1 What has Angela been doing?
- 2 What has she bought for her little brother?
- 3 Why did she buy her dad a wallet?
- 4 Who doesn't mind what present they get?

► A: *Hi, Mum. It's Angela.*

B: *How are you sweetie? We've been missing you. Etc.*

Writing (an email)

- 4 **ICT Portfolio:** You are on holiday in England. Collect information using the Internet, then write an email to a friend (80-90 words). In your email write:
- where you are
 - how you like it
 - what you have been doing
 - what presents & souvenirs you have bought
 - when you are coming back

CULTURE CORNER

Idioms and sayings about food

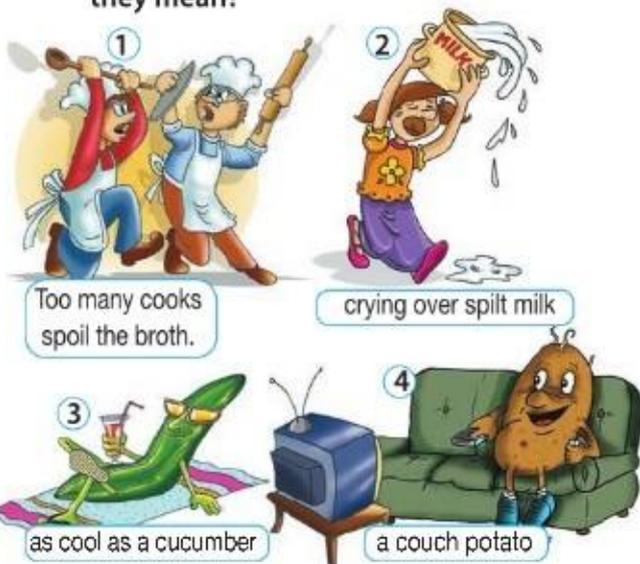
Reading

- 1 a) Read the dictionary entries. What's the difference between an *idiom* and a *saying*?

idiom *n* a group of words that have a different meaning when used together from the one they have when used separately

saying *n* a sentence that people often say and that gives advice or information about human life and experience

- b) Look at the cartoons. Which show *idioms* and which show *sayings*? What do they mean?



- 2 Read the title and the first two sentences of the text. What is the quiz about?
- 3 a) Read through the idioms and sayings. How many do you know?
b) In pairs, choose the correct idiom or saying to complete the statements.
- 4 In which situations can you use the rest of the idioms/sayings? Make a sentence for each.

Project (a quiz)

- 5 **ICT Portfolio:** Find some food idioms/sayings in your dictionary, or on the Internet and write a short quiz about them for your classmates. Draw pictures to go with your quiz.

Quiz

Let's Talk

FOOD

Food is a big part of people's lives. That's why in many languages, including English, there are a lot of sayings and idioms related to it. How many of the following idioms or sayings **related to food** do you know?

- Of course I can do that!
A It's a hot potato.
B It's a piece of cake.
C It's bread and butter.
- The new Adele album
A is selling like hot cakes.
B is a bad egg.
C is as cool as a cucumber.
- I didn't enjoy the film. Thrillers are not
A as easy as pie.
B full of beans.
C my cup of tea.
- I'd rather do it by myself.
A An apple a day keeps the doctor away.
B You can't have your cake and eat it too.
C Too many cooks spoil the broth.
- Forget about the broken vase!
It's no use
A eating your words.
B crying over spilt milk.
C having a finger in every pie.

Score .../15

12-15: You know your idioms well!

6-9: Keep trying.

0-3: You need to study more.

English in Use

9

Reading & Listening

◆ Expressing thanks and admiration

- 1** a) Listen and repeat.
- This is for you.
 - That's very kind of you.
 - Try it on and see if it fits.
 - What do you think?
 - It matches the colour of your eyes.
 - I hope you like it.
 - Are they your size?
 - They're too big.
 - You can exchange them.
 - Thanks.

b) The sentences are from two dialogues between an uncle and his nephew and niece. What do you think they are about? Listen, read and check.

- 2** Read again. Which present (1-7) needs to be exchanged?

Speaking

- 3** **Portfolio:** Take roles and act out similar dialogues for the rest of the items (1-7). Record yourselves.

Pronunciation /s/ - /z/

- 4** Copy the table.

Listen and tick (✓). Listen and repeat. Think of two more words with the same sounds.

Reading Rules

c between vowels - /s/ nice
s between vowels - /z/ busy

	/s/	/z/		/s/	/z/
face			please		
phase			dice		
police			raisin		



Jim: Here's my present. I hope you like it.

Billy: Fantastic! I've always wanted trainers like these and they go with my new tracksuit.

Jim: I'm glad you like them. Are they your size?

Billy: Oh, no. They're too big.

Jim: That's all right. You can exchange them.

Billy: Thanks.

Jim: Don't mention it.

Jim: This is for you.

Shelley: That's very kind of you. What is it?

Jim: Open it and see.

Shelley: Wow. It's a lovely anorak.

Jim: Try it on and see if it fits.

Shelley: OK. Hang on a sec. There. It's just my size. What do you think?

Jim: It really suits you. It matches the colour of your eyes.

Shelley: Really? Thank you very much.

Extensive Reading

9

ACROSS THE CURRICULUM: **CITIZENSHIP**

Reading & Listening

- 1 a) When/Where was the last time you went shopping? What did you buy?
b) What makes you buy things? Would you say any of the sentences below?

It looks cool!
Everyone else has it.
It's good quality.
I saw it on TV/in an ad.
It was a bargain/on offer.
I only buy designer labels.
I needed it.

- 2 🎧 Read the title of the text. What do you think it is about? Listen, read and check.

Speaking

- 3 🗣️🗣️ Make a list of the things you bought last week. Were they good choices? Say what you can do to make better shopping choices.
- 4 a) Explain the words in bold.
b) ✍️ Use **match**, **suit** or **fit** to complete the sentences.
- 1 Do these sunglasses me?
 - 2 That shirt doesn't your jacket.
 - 3 These trousers don't me. I can't button them up.
 - 4 This top perfectly. It's just my size.
 - 5 Buy this belt to your trousers.
 - 6 Purple doesn't you. Try beige.

CHOICES

You make them

People shop a lot. We buy clothes, food, music, mobile phones, and millions of other things – for what seems like a million different reasons. Obviously, we buy things because we need them. But sometimes it's just to **fit in**. Sometimes we buy **stuff** and we just don't know why. Everything we buy **affects** the environment, but some choices are better than others. We have the **power** to make those choices. We can:

Buy smart. Take some time to think before you buy something – maybe you don't really need it. Send a virtual **e-card** instead of a paper birthday card. Buy things that will last a long time, such as **rechargeable** batteries.

Share with friends. Maybe you and your friends like the same video games. Why don't you share or **swap** your games instead of buying one each?

Buy recycled. Fewer **natural resources** are used to produce recycled items, which helps the environment. Read the **labels** and choose recycled!

Lots of teenagers today choose and use online retailing (shopping online). The reasons are: time-saving, more choices and cheaper prices. Buying online or offline be sure you do it for a **good cause**.



Project (a survey)

- 5 Work in groups. Conduct a survey to find out what your classmates have bought lately and the reasons why they bought it. Make a graph and present the results to the class.

PROGRESS CHECK 9

1  Put the foods/drinks and containers into the correct category.

- lamb chops • white bread • bananas
- brown rice • coffee • low-fat yoghurt
- green peppers • a bar of chocolate
- butter • a packet of crisps

Meat
Fruit & Vegetables
Dairy products
Beverages
Cereal, grains & pasta
Snacks

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

2  Complete the gaps. Use: *packet, jar, cup, box, can,*

- 1 a of tea 4 a of honey
2 a of cola 5 a of cereal
3 a of crisps

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

3  Choose the correct word.

- 1 Is there **any/few** sugar in the cupboard?
- 2 There aren't **any/some** apples left.
- 3 I'll have **a little/few** ice cream with my pie.
- 4 We haven't got **many/much** bananas left.
- 5 There are **a lot of/little** eggs in the fridge.

(Points: $\frac{25}{5 \times 5}$)

4  Complete with: *away, off, out or back.*

- 1 Why don't you take your jumper if you're hot?
- 2 I am going to take you for your birthday.
- 3 A chicken burger and fries to take, please.
- 4 It was the wrong size, so I had to take it to the shop.

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

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

- 1 I (**study**) all day. Time for a break!
- 2 Peter (**join**) the school drama club.
- 3 Jane (**cook**) for two days to prepare for the dinner party.
- 4 Mum (**go**) to the shops. She will be back soon.
- 5 I (**swim**) all morning. I am so tired!

(Points: $\frac{25}{5 \times 5}$)

6  Choose the correct response.

- 1 Are they your size?
a No, they're too big. b Thanks.
- 2 It really suits you.
a Thank you very much. b Hang on a sec.
- 3 This is for you!
a Don't mention it. b That's very kind of you.
- 4 How much is it?
a It's £39.99. b That's true.
- 5 £40 please.
a I'll take it. b Here you are.

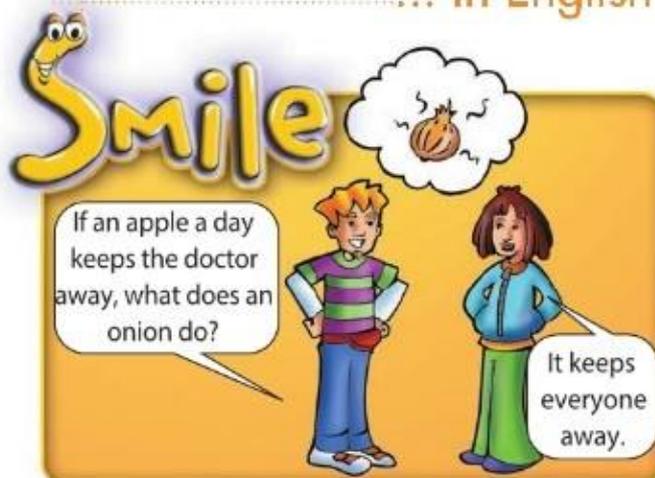
(Points: $\frac{10}{5 \times 2}$)

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

Now I Can ...

- talk & write about food, drink & containers
- talk & write about shopping
- conduct a survey about shopping habits
- write a quiz about food, idioms & sayings

... in English



Module 10

Healthy body, healthy mind

◆ Before you start ...

- What are your favourite foods? Are they part of a healthy diet?
- Have you ever been camping? What did you pack? Did you cook on fire?

◆ Look at Module 10

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a board game
- a cartoon strip
- a note

◆ Listen, read and talk about ...

- stress
- accidents
- health problems & advice
- medicine
- the Royal Flying Doctor Service of Australia

◆ Learn how to ...

- talk about health problems & injuries
- understand puns
- ask about health & offer reassurance
- describe a health problem to a nurse

◆ Practise ...

- phrasal verbs: *fall*
- words often confused: *ache – sore*
- reflexive pronouns
- modal verb *might*
- word formation: adjectives with *-ive*, *-ative*; nouns with *-ness*
- reading rules: *ow, ou, u, o*
- pronunciation: /ʌ/ – /əʊ/

◆ Write / Make ...

- a story about an accident while on holiday
- a letter of advice
- a leaflet about how to cope with stress
- a short article about a charity in Russia
- an adventure story



10

a

Stress free

Vocabulary

◆ Stress signs

1 🎧 Listen to the music and the sounds. How do they make you feel? What images come to mind?

2 ✍️ 😊😞 Which of the following stresses you most? Number the situations below from 1 (*most stressful*) to 10 (*least stressful*) according to their stress factor. Discuss with your partner.

- to fall out/argue with a friend/sibling
- to have a doctor's appointment
- to lose sth valuable
- to change schools
- to move house
- to sit exams
- to disagree with parents
- to have too much homework
- to throw a party
- to practise an instrument/sport

► A: I find sitting exams the most stressful.

B: I don't agree. I think losing something is more stressful.

Reading & Listening

3 a) Look at the title. What do you think the texts are about? Read and check.

b) ✍️ 🎧 Read and match texts 1-3 to A-C. Listen and check. Then, explain the words in bold.

Take it easy!

A I don't have enough time to talk with my friends, watch TV or simply **sit around** and do nothing. I'm always studying, practising the guitar or doing sports. Help!

B My brother and I are always fighting about silly things and I always get the **blame** while Sam **gets away with** everything. What should I do?

C A new girl has come to our school. She's pretty and all my mates say she's a snob. They're spreading all kinds of **rumours** about her and no one will talk to her now. I think that's **unfair**. How can I help her?

1 People like to **gossip**. Most of the time it is **harmless**, but it can also be **hurtful**. Break the chain! Don't spread gossip. Just say to your mates that you are not interested in **mean** gossip. Don't believe everything you hear. Introduce yourself, talk to her and form your own opinion.

2 Time **management** is the answer. Make a weekly planner, and **separate** the have-tos from the want-tos. **Allow** some want-tos in your daily timetable.

3 If you scratch my back, I'll scratch yours! You can't always **have it your way**. Learn to **co-operate**.



Grammar

10a

4 Use *should* – *shouldn't* and the ideas below to make sentences about each picture.

- argue with your friend
- eat too much ice cream
- take care of your pet
- spend too much time in front of the TV
- get enough sleep
- get regular exercise



▶ 1 *You shouldn't argue with your friend.*

5 Rewrite the sentences using *unless*.

- 1 I won't take you to the party if you don't tidy your room. ▶ *I won't take you to the party unless you tidy your room.*
- 2 If the children don't behave themselves, they won't go to the zoo.
- 3 If Jim doesn't pay the electricity bill, it will get cut off.
- 4 If the students don't study, they won't pass their exams.

6 Use the notes to make sentences.

Coping with Tests. Don't Stress.

- Do you have an important test? Don't go to bed late.
- Do you want to do well? Revise early!
- Do you forget easily? Make notes as you read.
- Do you have a lot to study? Make a plan.

▶ *If you have an important test, you shouldn't go to bed late.*

7 **Ache or sore?** Complete the gaps. Which are one word? Check in your dictionaries.

- | | |
|-----------------|---------------|
| 1 head | 5 back |
| 2 tooth | 6 ear |
| 3 stomach | 7 eyes |
| 4 throat | 8 thumb |

◆ Word Formation

8 Read the rule. Then form other nouns from: *sick, bright, ready, fit, weak, bitter, tired.*

We form nouns from adjectives by using **-ness**: ill – illness; fit – fitness; dark – darkness.

◆ Phrasal verbs (fall)

9 Complete the gaps with the appropriate particles. Make your own sentences.

apart
(to collapse)

behind
(not able to do sth on time)

FALL

out with sb
(to quarrel and stop being friends)

- 1 She has fallen John because he lied to her.
- 2 He had to stay in hospital for two weeks, so he fell with his lessons.
- 3 I've had this toy train since I was a child, but now it's falling

Writing (a leaflet)

10 **Portfolio:** Make a leaflet like the model below, giving advice on how to cope with stress. Use the examples in Exs. 2-4 as well as your own ideas.

Do's Exercise regularly.

Don'ts Don't argue with your friend.

10

Accident-prone

Vocabulary

Accidents

1 🗣️ Have you ever had any of the accidents below? How/When did it happen?

cut your finger

break your leg

chip a tooth

sprain your wrist

twist your ankle

hurt your back

bang your head

- ▶ A: Have you ever broken your leg?
- B: Yes, I have.
- A: How did it happen?
- B: I fell off my bicycle two years ago.

Reading & Listening

2 🗣️ a) Where are the people in the cartoon strip? How is the cartoon strip related to the unit title? Listen, read and check.

1 Hey, Bill! Look at me!

Look out for ...

... that ... lamp-post !!!!!!!

2 Too late ...

3 Are you all right?

4 Don't worry. I'll call for an ambulance. In the meantime, let me wrap your ankle with my handkerchief.

I think I've twisted my ankle. It really hurts!

5 Hmm ... You've hurt yourself quite badly, young man!

6 Your ankle might be broken, you know.

Bad luck, Mat, I'm sure you'll be fine soon. Let's just call it a summer break!

b) 🗣️ Explain the words in bold.



study skills

Understanding puns

A pun is a clever and amusing use of a word or phrase with two meanings. Understanding jokes will help you appreciate the British sense of humour.

- 3** a) Find the pun in the cartoon strip.
 b) Match the beginnings of the jokes (1-2) to the endings (A-B). Listen and check. Explain the puns.
- Why did the boy throw the butter out of the window?
 - Which day of the week do fish hate?
- A Friday (*fry day*)
 B He wanted to see a butterfly. (*butter fly*)

- 4** Read the cartoon strip aloud.

Grammar Grammar Reference

◆ Modal verb *might*

When it is used in the present *might* shows probability.
Your cheeks are red, you might be ill. Your ankle might be broken.

- 5** Complete the sentences using *might* and the verbs in brackets.
- Don't run so fast you (break your leg).
 - Oh, I see blood. Your finger (cut).
 - I can't move my hand. My wrist (sprain).
 - My left leg hurts. My ankle (twist).

◆ Reflexive pronouns

- 6** a) Read about reflexive pronouns in the box. How do we form reflexive pronouns? Find examples in the cartoon strip.

Singular: my, your, him, her, it + **self**
Plural: our, your, them + **selves**

- We use reflexive pronouns:
- when the subject and the object of the verb are the same: *She cut herself.*
 - to emphasise the subject: *I did it myself.*
 - with a preposition to mean 'without help': *She raises her children by herself.*

- b) Use reflexive pronouns to complete the gaps.

- Sarah made this sweater
- My brother irons his shirts by
- I cut when I was cooking.
- Jo and Tim hurt while climbing.

- c) Tell your partner three things you can do all by yourself.

Everyday English

◆ Asking about health/Giving reassurance

- 7** Use the language in the boxes as well as the vocabulary in Ex. 1 to act out similar exchanges.

Asking about health	Reassuring
<ul style="list-style-type: none"> Are you feeling unwell? What's the matter? Are you all right? Is something wrong? 	<ul style="list-style-type: none"> It's nothing serious. It's going to be all right. Don't worry.

- ▶ A: *What's the matter?*
 B: *I think I've twisted my ankle.*
 A: *Don't worry. It's going to be all right.*

Listening

- 8** a) What is the text below? Listen and complete the missing information in your notebooks.

Order: bouquet of flowers

- St Patrick's 1)
- Room No 2) • Mrs 3)
- card • Hope you feel 4) soon!
- Must be at hospital before 5)

- b) Have you ever sent someone a get-well card? What did you write on the card?

Writing (a story)

- 9** Write a story about an accident you had, or one you have heard about, and draw pictures to go with it.

10

Doctor, doctor!

-  **Heads:**
Move 1 square
-  **Tails:**
Move 2 squares
- Miss a turn if you get an answer wrong!



1  have a headache

2 have a stomachache

3 have a stomachache

4  have an earache

5 have an earache

6 have a sore throat

7 have a sore throat

8

9 have sore eyes

10 have sore eyes

11  have a high fever

12 have a high fever

13 have a toothache

14 have a toothache

15  feel exhausted

16 feel exhausted

GAME

Play the game. Use the phrases to give advice.

- take a painkiller
 - lie down & get some rest
 - eat a light meal
 - put drops in it
 - have a hot cup of tea
 - wash with cold water
 - put a cold pack on your forehead
 - drink plenty of fluids
- *If you have a headache, you should take a painkiller.*

Reading & Listening

- 1 a) Look at the extracts. What kind of texts are they? What is each person's problem?

A *It's one week before the school tennis tournament and I'm feeling very tired! I can hardly stay on my feet during training and I feel sleepy all the time! Please help!*
WORN OUT

B *I'm writing to ask you for some advice. Lately, I've been suffering from terrible headaches and my eyes are sore. I work a lot on my computer. What can I do?*
Computer Freak

- b)   Read the letter. Which extract (A or B) does it match? Who is it to? Listen and check.

Dear

- 1 ► It seems that you are exhausted. Here are a few things you can try in order to feel better and be able to take part in the tournament.
- 2 ► First of all, it's important to get some rest. Why don't you take a couple of days off training? This way, you'll give yourself the chance to relax. You should also think about your eating habits. Eat more fruit and vegetables and drink plenty of water. If you do this, you'll give your body the vitamins and energy it needs to perform well.
- 3 ► I hope my advice helps. Good luck in the tournament!

- 2 Which paragraph gives advice? Which phrases does the writer use to give advice?
- 3   Which of the sentences (1-4) are O (opening) and which are C (closing) remarks for a letter of advice?
- 1 I'm sorry you feel that way. I think I can help.
 - 2 Let me know what happens.
 - 3 I hope everything turns out for the best.
 - 4 Here's what you can do.

Speaking

- 4   You work for a teen magazine. What advice would you give to Computer Freak?

Writing (a letter of advice)

- 5 **Portfolio:** Use your answers in Ex. 4 to write a letter of advice to Computer Freak. (80-90 words)

CULTURE CORNER

10d

Reading & Listening

- 1 Look at the picture and the title. What do you think the text is about? Listen, read and check.
- 2 Read the text again and answer the questions.
 - 1 Where is the RFDSA located?
 - 2 What do the initials RFDSA stand for?
 - 3 When did it start?
 - 4 What have they been doing for over 80 years?

Speaking

- 3 Imagine you are a doctor working for the RFDSA. Give an interview to a teen magazine reporter. Talk about the charity itself/your duties/your feelings.
- 4 What might a typical day in the life of a flying doctor be like? Tell your partner.

◆ Word formation

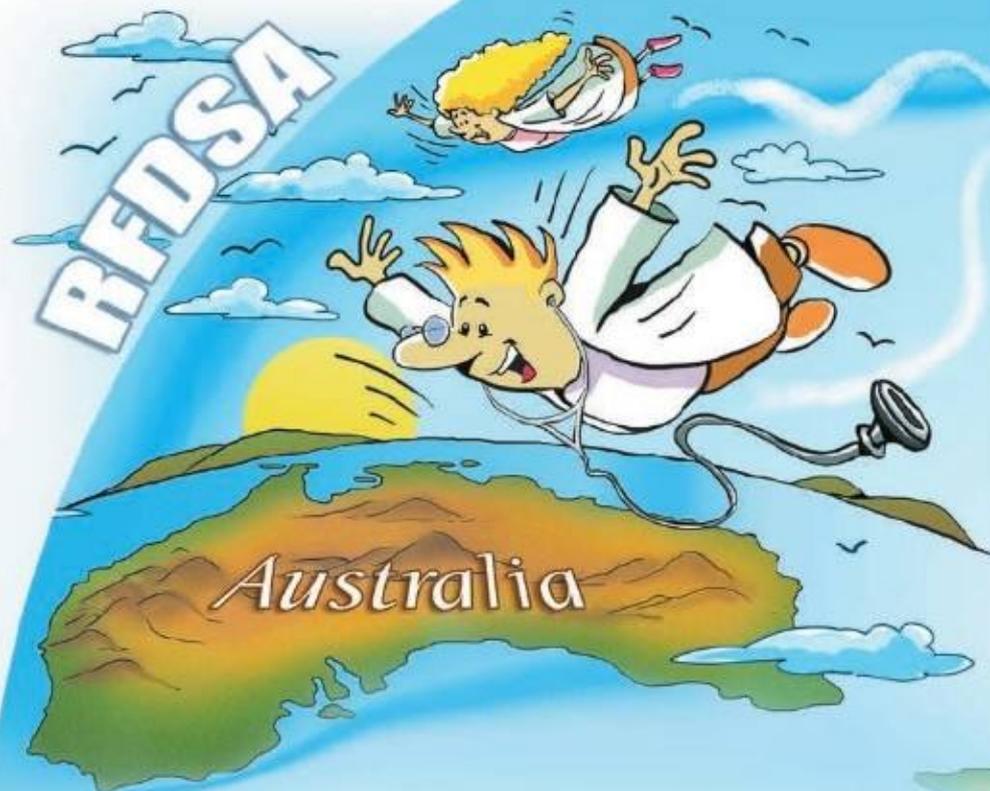
- 5 Form adjectives from verbs 1-7. Check in your dictionary. Make sentences using them.

We use **-ive**, **-ative** to form adjectives from some verbs.

- 1 impress ► *impressive* 2 inform
3 protect 4 create 5 attract
6 act 7 imagine

Writing (a short article)

- 6 **ICT Portfolio:** Collect information using the Internet, then write a short article about a charity in Russia. Include: *the name, who/what the charity helps, what the charity does.*



Imagine a job that involves helping 200,000 **isolated** patients over 7.5 million square miles of **the (Australian) Outback**. The job includes treating patients on **remote** sheep farms, **operating** with basic equipment. It also means dealing with the risks of flying in bad weather conditions and making emergency landings to save **critically ill** patients. This is the **daily life** of those working for the Royal Flying Doctor Service of Australia.

Living in the Outback means almost complete isolation for thousands of Australians. It's unusual to find homes or small villages within 60 miles of each other, let alone a hospital.

The RFDSA which is a **non-profit charity was set up** in 1928. Since then, it has been helping those who live in remote areas of Australia. Today it offers **primary health care** from an aeroplane, 24 hours a day, 365 days a year. If the doctors are unable to treat a patient, they will fly them to the nearest hospital to be treated there. To learn more about the RFDSA visit

<http://gotourl.ru/10729>

English in Use

10

Reading & Listening

◆ At the school nurse

1 a) 🎧 Listen and repeat.

- Hello, Mrs Thompson.
- What's the matter?
- I don't feel well.
- It hurts when I swallow.
- Let's take your temperature, shall we?
- How long will I feel like this?
- Bless you. Here's a tissue.

b) 🎧 What do you think the situation is? Who is speaking? Listen and check.

2 ✍️ Read the dialogue and complete the nurse's notes.

To Mr & Mrs Ramsey

Friday 15th May,

Dear Mr & Mrs Ramsey,

Ann has got the flu. She should
....., and

She should feel better

Regards,
Mrs Thompson



- A: Hello, Mrs Thompson.
 B: Hi, Ann. Oh dear. What's the matter?
 A: I don't feel well.
 B: Have a seat and tell me what's wrong.
 A: I've got a headache, I feel dizzy and my throat's sore. It hurts when I swallow.
 B: I see. Let's take your temperature, shall we?
 A: OK.
 B: Hmm. You have a fever, Ann. That means you're coming down with the flu. It isn't serious so don't worry. Plus, you can go home early!
 A: Can I go to basketball practice tomorrow?
 B: I'm afraid not. You should get plenty of rest, have warm baths and drink lots of water.
 A: How long will I feel like this?
 B: You'll feel better in a couple of days.
 A: Achoo!
 B: Bless you. Here's a tissue.

Speaking

- 3 🗣️🗣️ **Portfolio:** You go to the school nurse because you are not feeling well. Use the sentences in Ex. 1 and your own ideas to act out similar dialogues.

Pronunciation /ɪ/, /aʊ/

- 4 ✍️ Copy the table.
 🎧 Listen and tick (✓).
 Listen and repeat. Think of more words with the same sounds.

Reading Rules

ow, ou /aʊ/ bow, loud
 u, o /ɪ/ mum, done

	/ɪ/	/aʊ/		/ɪ/	/aʊ/
bud			foul		
town			tonne		
noun			nun		
done			down		

Extensive Reading

10

ACROSS THE CURRICULUM: LITERATURE

Vocabulary

◆ Medicine

- 1  Match the words (a-d) to the pictures (1-4). Have you ever taken any of these medicines? What for?

- a syrup
b capsules
c tablets
d herbal remedies



Reading & Listening

- 2 a) What does the picture in the text show? Do you know which book the passage is from? Read the biography and check.
b) Read the first sentence in each paragraph. What is the text about?
 Listen, read and check.
- 3 a) Read again and give each paragraph a heading. Explain the words in bold.
b)   Say a word: *woke up*, *refreshed*, *grilled*, *weak*, *miserable*, *roasted*, *smooth and calm*, *walk a short distance*, *cheerful*, *my stomach*. Your partner tries to remember a sentence from the text including the word.

▶ A: *woke up*

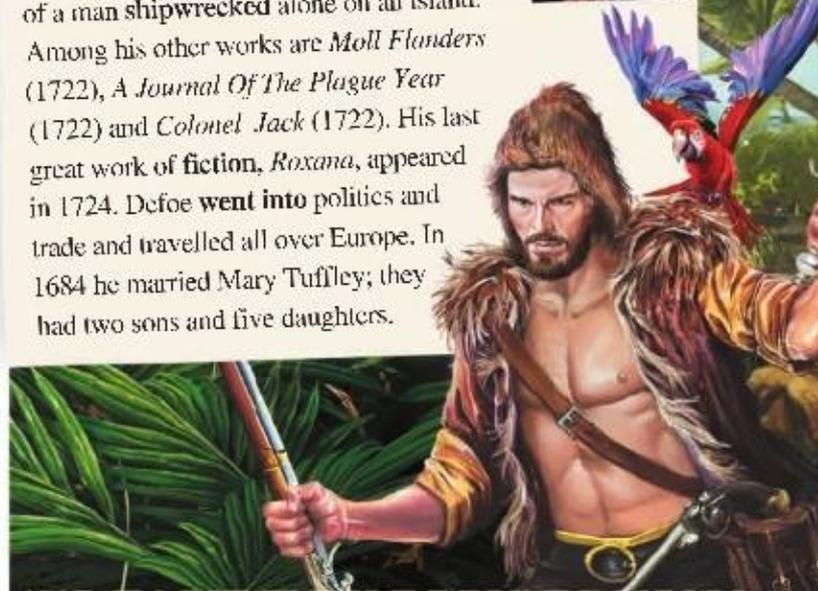
B: *I woke up after sleeping for two days. refreshed*

A: *I felt quite refreshed. Etc.*

Speaking

- 4   Imagine you have been shipwrecked on a desert island. Think of ways to: *build a hut*, *get food*, *keep warm*.

Daniel Defoe (1660-1731), an English novelist and **journalist**, is most famous as the **author** of *Robinson Crusoe* (1719), a story of a man shipwrecked alone on an island. Among his other works are *Moll Flanders* (1722), *A Journal Of The Plague Year* (1722) and *Colonel Jack* (1722). His last great work of **fiction**, *Roxana*, appeared in 1724. Defoe **went into** politics and trade and **travelled** all over Europe. In 1684 he married Mary Tuffley; they had two sons and five daughters.



- 1 **June 28.** When I woke up after sleeping for almost two days, I felt quite **refreshed** so I got up and decided to prepare myself for the night ahead. The first thing I did was to fill a large bottle with water, and put it on the table, next to my bed; then I **grilled** some of the meat on the coals, but I only ate a little bit.
- 2 I walked about, but was still very weak, and I felt **miserable** about my sickness. At night I had three of the **turtle's** eggs which I **roasted** in the ashes for supper.
- 3 After supper I tried to walk, but I felt so weak that I could hardly carry the gun (I never went out without that). So I walked a short distance and sat down on the ground, looking at the **smooth** and **calm** sea in front of me. As I sat here, I thought about my life so far.
- 4 Not feeling sleepy, I decided to go back to my hut and make some medicine from green leaves and rum. I took some and went to bed. I must have been sleeping all the next day and the day after because when I woke up I felt refreshed, lively and **cheerful**. And when I got up, I was stronger than I had been the day before, and I knew my stomach was better because I felt hungry.

Writing (a short story)

- 5 **Portfolio:** In groups, write a story about an adventure on a desert island for the school magazine short story competition.

PROGRESS CHECK 10

1  Complete with: *cut, lose, chip, break, bang, throw, twist, practise, move, sit.*

- | | |
|---------------------|------------------------|
| 1 a party | 6 sth valuable |
| 2 your leg | 7 a tooth |
| 3 house | 8 your head |
| 4 exams | 9 your ankle |
| 5 your finger | 10 an instrument |

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

2  Choose the odd word out.

- ankle – wrist – result – finger
- sore throat – earache – symptoms – fever
- chip – break – bang – react
- syrup – breathing – capsules – tablets
- exhausted – worn out – tired – worried

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

3  Complete with: *high, sore, light, regular, doctor's.*

- I've got a throat.
- Don't forget your appointment at 3 pm.
- He takes exercise by riding his bike every day.
- You should eat a meal.
- Do you have a fever?

(Points: $\frac{15}{5 \times 3}$)

4  Complete with the correct preposition: *apart, out, behind.*

- It's hurtful when you fall with friends.
- If you revise regularly, you won't fall at school.
- That chair has fallen It needs fixing.
- Jane has fallen with Sue over a book.
- He fell in Maths, so he had a few private lessons to catch up.

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

5  Complete with the correct reflexive pronoun.

- We always do the gardening
- They painted the room by
- He usually goes for a walk by
- I used to go jogging by
- Why don't you do it

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

6  Put the verbs into the correct tense.

- If you tidy your room, I (**take**) you to the cinema.
- Unless Sean studies hard, he (**fail**) his exams.
- Unless you rest, you (**feel**) better.
- If you mix blue and yellow, you (**get**) green.
- Unless the children well (**behave**), they can't go to the movies.

(Points: $\frac{15}{5 \times 3}$)

7  Put the sentences in the correct order to form a dialogue.

- A** — I've got a headache. I feel dizzy and my throat's sore.
- B** — What's the matter?
- C** — I see. Let's take your temperature, shall we?
- D** — I don't feel well.
- E** — Tell me what's wrong.

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

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

Now I Can ...

- talk/write about stress and accidents
- talk/ask about health and give reassurance
- write a leaflet about coping with stress
- write a story about an accident/an article about a charity/an adventure story

... in English



Spotlight

ON RUSSIA

#Vol. 7

RSC Energia

Visit a museum that's out of this world! *p. 7*

Chekhov

A classic Russian story *p. 4*

International Children's Computer Centre

A world-famous computer camp *p. 8*





Letter from the Editors

Welcome to Spotlight on Russia!

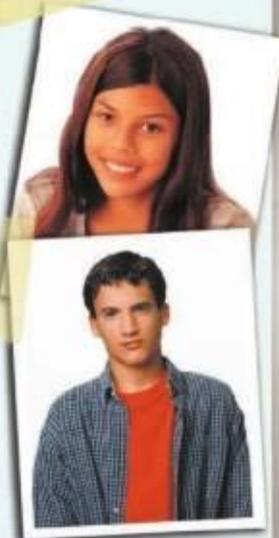
Our names are John and Sarah and we want to welcome you to this edition of **Spotlight on Russia**. We are both Year 10 students from Ridgeway Secondary School in Liverpool, England. We are very lucky to be studying and living in Russia this year as part of a student exchange programme.

Spotlight on Russia invited us to work for the magazine as Guest Editors. This year we will be travelling across this amazing country and learning as much as we can about Russian culture, geography, environmental issues, free-time activities and much more. We'll share our impressions of life in Russia and we hope you'll tell us more about different aspects of life in your great country!

We hope you enjoy our articles.

John

Sarah



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Teens

At *Spotlight on Russia* we get a lot of emails from children all over the country. Here are two of them written in completely different parts of Russia.

Spotlight on Russia hears from two young Russians who live in very different parts of the country

Hi. My name is Sergey Demidov and I'm 13 years old. I live in Yakutsk which is the capital of the Republic of Sakha (Yakutia) in northern Siberia.

I love my city in the winter when the clean, crisp snow covers everything. The temperature often falls below -40°C , so we wear fur caps and coats, thick woollen mittens and *umty* which are fur boots made of deer skin. Today it's bright and sunny. It's only -25°C outside, so I'm going skiing with my family for the first time this year.

I go to a Russian school, but we have lessons in our native Yakut language as well. My father plays the *khomus* – a traditional Yakut instrument, and my mother does embroidery with beads. She also makes hats and her friends sometimes ask her to make outfits for our national summer holiday. It's called *Yhyakh*, and it's a great chance for me to perform a dance called *Ohuokhai* and to drink *kumys* – a national drink that's made from mare's milk.



Hello, I'm Irina Smirnova. I'm 14 and I live in Kolomna – one of the biggest and most beautiful towns in the Moscow region. Kolomna is over 800 years old and a lot of tourists come here to see the old Kremlin, the churches and monasteries, as well as the museums and art galleries.

I love my town because there's so much to do here. In the summer, I like to go rowing and sailing on the Oka River, and we can go ice-skating at any time of the year in our new Ice Palace. Dmitry Dorofeyev, the Olympic silver medallist (2006), and Ekaterina Lobysheva, Olympic bronze medallist (2006 and 2014), are from Kolomna and we have a long history of success in this sport.

There are more than 30 schools in Kolomna and mine is one of the new ones. In the spring and autumn, my class goes to the Peace Park after lessons to look after the plants and flowers. Tomorrow is Sunday and we're going to see a play at the Maly Theatre in Moscow. It only takes us an hour and a half to get there by bus and I'm really looking forward to it.

DISCUSS

- How similar/different are the teens' lifestyles? Why?
- What does your lifestyle depend on?

ACTIVITY

- What is your lifestyle like? What is it like to live in your town/city/area? Write to *Spotlight on Russia* and let us know!

Chekhov

A good way to learn about the culture of a different country is to read the works of their greatest authors. Most of us can only read such works thanks to literary translation which is hard work! On this page you can read an extract from an English translation of Anton Chekhov's story, *A Malefactor*.

Spotlight on Russia presents Chekhov



A very thin, small peasant, dressed in a rough striped shirt and patched trousers, stands before the investigating magistrate. His face is covered with hair and scarred from smallpox, and his eyes can just be seen

under his thick, heavy eyebrows. The hair on his head is long and tangled. He wears no shoes and he looks miserable and depressed.

"Dennis Grigoryev!" the magistrate begins. "Come nearer, and answer my questions. On the seventh of July the railway watchman, Ivan Semyonovitch Akinfov, found you unscrewing one of the nuts that fix the rails. Was this so?"

"Wha-at?"

"Is this true?"

"To be sure, it is true."

"Very good; well, what were you unscrewing the nut for?"

"Wha-at?"

"Stop saying 'wha-at' and answer the question; what were you unscrewing the nut for?"

"The nut? We make weights out of those nuts for our fishing lines."

"Who is 'we'?"

"We, people The Klimovo peasants, that is."

"Listen, my man; don't play the idiot with me, but speak sensibly. It's no use telling lies here!"

"You must understand that the nut holds the rails to the sleepers!"

"We understand that We don't unscrew them all ... we leave some We don't do it thoughtlessly ... we understand ..."

"Last year the train went off the rails here," says the magistrate. "Now I see why!"

"What do you say, your honour?"

"I am telling you that now I see why the train went off the rails last year ... I understand!"

DISCUSS

- What do you think about reading Chekhov in English?
- Would you like to read other Russian authors' works in English?
- Do you often go to the library? What kind of books can you find in your school library?

ACTIVITY

- Have you ever tried to translate an English story or poem into Russian? Tell the class.
- Write us about your school library. Do you like it? Why?

Activity Time

Yesterday we visited a secondary school in Volgograd where the students were signing up for after-school clubs. We met many new people and learned a lot about the hobbies and interests that Russian teens share. Take a look!

Spotlight on Russia casts an eye on school clubs

Foreign Language Club

Do you speak any languages besides Russian?
Do you need practice speaking your second language?

- Come and practise speaking your foreign language in a friendly and sociable atmosphere.
- Meet new people who share the same interests.
- Go on trips and attend cultural events.
- Learn about jobs and careers where you can use your skills in other languages.

We meet every Thursday in Classroom B after school from 3:00 to 4:30. Come and join the fun!

RUSSIAN FOLK DANCING

Learn traditional folk dances including the *Troika*, *Korobushka* and *Barynya*!

We need musicians too!

Balalaika, *garmoshka* and *bayan* players are welcome!

No partner needed. Come and learn about a part of Russian culture while getting some exercise and having a lot of fun!

Wear comfortable shoes!

The club meets every MONDAY and WEDNESDAY in the ATHLETICS CENTRE at 2:30.



football club

WHO: Boys and girls aged 12-15 who want to improve their skills on the football pitch.

WHAT: Learn from experienced coaches. Play against teams from local schools.

WHEN: Practice Tuesdays & Thursdays from 2:30 to 4:30 p.m. and matches every Saturday at 10:00 a.m.

WHERE: In good weather we meet on the football pitch, otherwise in the Athletics Centre.



DISCUSS

- What clubs are there in your school?
- Which one would you like to join? Why?
- Fill in the form to join the club:
Name: ...
Age: ...
Address: ...
Club you choose: ...

ACTIVITY

- Make a survey about your school clubs and activities. Write us about the most popular ones.

School Magazine

We wanted to know more about school life in Russia so we looked at some school magazines. Here are some of the pictures from our favourite one given to us by our friend, Igor from a school in St Petersburg.

Spotlight on Russia gets some ideas from school magazines!



The school basketball team is improving and recently came third in a local competition. This picture was taken at one of the training sessions.

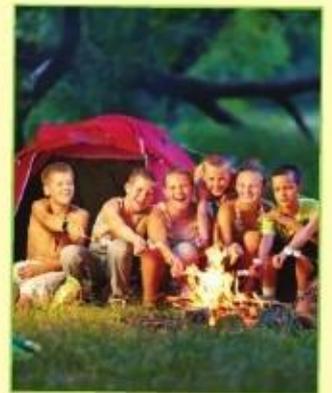
The school took part in an international campaign to save tigers from extinction. The children made posters and sent them to the United Nations. Other schools around the world sent posters as well.



This looks like it was fun! The children had a fancy dress party to celebrate the beginning of the school holidays.



This is a school trip to a forest. Year 7 got to spend a day exploring and learning all about the creatures and plant life of the forest. Our friend, Igor went on this trip. He enjoyed it and learnt a lot about nature.



The school regularly holds writing and poetry competitions. This competition was for poems written in English. Below is one of the winning poems.

*The green leaves have fallen again,
and come to rest below these feet.
Their colour is darker and their colour darkens,
to brown shades and yellow gold
that are found upon this road.*



*The cold snow is touched by warmth.
The earth's love makes fire
to fill the woods with memories
of brighter days, warmer than before,
The green leaves are born again.*

M. T. Age 16

DISCUSS

- What news can you read about in a school magazine?
- Have you got a school magazine? What can someone read in it?
- What else would you put in your school magazine?
- Are you for or against wearing a school uniform? Do you like your school uniform?

ACTIVITY

- Do you write poetry? Write a poem in English, or translate a Russian poem into English and read it to the class.
- Write a short article to your school magazine about school uniforms in different schools/countries.

Space Museum

We arranged a journey to a space museum near Moscow. John loves space travel and was really excited about it. I didn't think I would like it that much, but it was a great experience.

Spotlight on Russia visits the Memorial Museum of Cosmonautics



The Memorial Museum of Cosmonautics contains an incredible record of Russia's history of space travel.

There are many things to see and do at the museum. You can touch the capsule in which Yuri Gagarin became the world's first cosmonaut in 1961, and you can see the Voskhod 2 spacecraft that Aleksei Leonov left behind when he made the first spacewalk in 1965. You can also view a space kitchen, a space shower and even a space toilet!

If you want to know what it's like to be in space, then this is your chance to find out. You can enter a replica of the Mir Space Station and sit in the crew commander's or the flight engineer's chair. When you enter the descent module of the Soyuz spacecraft, you can operate many of the important control handles. You will feel just like a real cosmonaut, floating in space, ready for re-entry into the Earth's atmosphere.

Wow! Going round the space museum was really fun and it shows how far space travel has come in the last 60 years. Maybe in another 60 years' time we'll be writing for Spotlight on the Moon!

DISCUSS

- What do you think it is like to travel in space? Share your thoughts with your partner.
- What other interesting things about space would you like to see?

ACTIVITY

- What will people do in space in 1,000 years? Share your ideas with the class.

Computer Camp

Russian children have lots of fun at summer camps. We visited one last month and we had a great time.

Spotlight on Russia visits the International Children's Computer Centre.



The International Children's Computer Centre (ICCC) in Kukhmar in the Yaroslavl region is a world-famous camp for developing young people's computer skills. It started in 1986, and in 1988 it became a UNESCO associated school. Children come here from all over the world.

At the camp there are many activities such as horse riding and boating. Apart from the computer classes, there are classes in English, German and French, History, Art, Ethics, Ecology and even Zoology. There are plenty of sports to take part in too, such as badminton, hockey, football, skiing and tennis. Children can also take part in theatre and dance clubs, play in musical bands and go on excursions to the local town of Pereslavl-Zalessky.



The computer classes are for all levels of ability, from simple computer ABC's, such as using the Internet and sending emails, to computer algebra, digital sound editing, programming and advanced graphics.

All the children who go to the ICCC have a great time and make lots of new friends. Here is what some children said about their time there.



'I've learnt so much about computers during my time at the camp. Everyone was really friendly. Thanks!'
John Gorman, Perth, Australia

'Thank you so much for having me this summer. It was a great experience.'
Dimitri Papadopoulos, Athens, Greece

'Thanks very much for a life enriching experience. The friendships that I've made will stay close to my heart!'
Jane Alder, Surrey, England



'I don't really like computers so I thought that a computer camp would be really boring, but I had an amazing time! I met so many special people and there were so many fun things to do and learn. It is a magical place and I'd love to come again.' **Polina Tumanova, St Petersburg, Russia**

DISCUSS

- Is a holiday at a camp like ICCC fun or is it work?
- What can you add to the camp description from the pictures?
- Imagine you are at the camp. What would you like to choose?

ACTIVITY

- Write us about the best summer camp you have been to.

TV

We decided to spend an evening watching TV. Here's what we found out about Russian TV.

Spotlight on Russia looks at what's on television

Did you know that TV in Russia is similar to TV in other European countries? We didn't know what to expect when we read the programme guide. Then we saw Russian versions of lots of familiar shows like Who Wants to be a Millionaire? Russian TV also has a lot of soap operas, as in almost every other place in the world, and we even recognised some soaps from the UK!

Russian television has over one hundred channels on the air and these are both public and private. One of the most popular channels is Channel One, where you can see The Voice. This is one of Russia's most popular reality shows.

We saw lots of adverts for variety shows and comedy shows. These are very popular. Russians really like to laugh and they enjoy watching funny sketches and stand-up comedians. One of these kinds of programmes is the popular KVN. It is one of the best programmes to watch if you want to understand Russian humour. Even though we didn't understand the language it was very funny to watch.

Of course there are also lots of American and European films on television. In fact, with so many different types of programmes we found it hard to choose!

DISCUSS

- Do you like watching television? Why or why not?
- What TV programmes are popular with your family/friends?
- What kind of programmes do you usually watch on TV?

ACTIVITY

- Imagine there's a teens' channel on TV. Have you got any ideas for a TV programme? Write and tell us about it!

Eco-camping

We learned that Russian students love to go camping just like students in the UK. Read about one special camp that is fun and educational too!

Spotlight on Russia explores ecology camps in Russia



We have just come back from a school conference in Moscow. We heard about a 10-day expedition to the Ugra National Park. This park is located beside the Zhizdra River and has many different trees and plants found in Central Russia.

We learned that most school students in Russia study Ecology and take part in conferences and events about urgent environmental problems. In the school holidays, children can go to a lot of camps where they can learn to do practical things to take care of nature and help the environment.

The aim of the students' expedition was to explore the flora and fauna of their native land and learn more about practical ecology. They learned how to experience nature by using all their senses. They were able to see, hear, feel and understand nature. In spite of millions of mosquitoes, they agreed that nature is amazing and they said that it was a fantastic experience!

The students participated in volunteer work such as cleaning the springs and paths in the forest. Their adventures also taught them a lot of practical lessons about living independently in the middle of the forest. They learnt how to put up tents, make a fire, cut wood and cook on an open fire.

One of the students' favourite activities was the nightly sing-alongs around the camp-fire. They said it was a wonderful way to relax after a long day full of discoveries and adventures. The campers really enjoyed their stay at the eco-camp. In fact, nearly all of them said that they hoped to come back next year!

DISCUSS

- Have you ever been to an Eco-camp? What do you think you might do there?

ACTIVITY

- Working with a partner, make a poster for an Eco-camp and do a brief presentation to the class about your camp.
- Share your experiences in ecological work with your classmates.

Party Time

School exchanges is a good tradition in Russia. Groups of students visit different cities and regions not only to see places of interest but also to make friends with local school students and get experience in other life styles.

Teenagers from the Republic of Bashkortostan say thank you and goodbye to their new friends in Moscow with a traditional party! Natasha is one of the visitors who made a report.

We decorated the room with pictures of Bashkir symbols and souvenirs which we had made ourselves. We also had lots of other decorations like balloons and streamers. It was so much fun getting ready for the party. Everyone helped us to decorate and choose the music.

We are eating some of the delicious food that we have cooked. We went shopping at a local market and bought lots of tasty things. There were some Bashkir treats, **Chak-Chak** and Bashkir honey among them. We also cooked **manti** as one of the popular national Bashkir dishes. It was everyone's favourite! We taught our new friends how to make them.

The party was lots of fun. We sang songs and played lots of games. Everyone had prepared one. Our boys showed how they can use a bow and arrows. We even prepared a quiz about Bashkortostan. There were three winners in it!

To say goodbye our friends gave us wonderful souvenirs which they had made themselves in their school club. Our time in Moscow has been so special. We will never forget how much fun we had and how lucky we were to make lots of new friends. We hope we will welcome them in Bashkortostan one day!



DISCUSS

- What do you like to do at parties?
- What is your favourite party food?
- What else makes a good party?

ACTIVITY

- Spotlight on Russia needs ideas for an end of a school year party. Write in and tell us about your party ideas. Send us your favourite recipes for party treats or tell us about some games you like to play.

Health Matters

We met so many families in Russia and learnt so much about their habits and traditions, for example, many common foods and herbs are used to cure various illnesses. Here is a page from one of the books we found.

Spotlight on Russia examines traditional Russian folk medicine



Headache:

- Try rubbing your temples with some grated lemon peel.
- Slice a potato and place the slices around your head. Tie a scarf or a bandage around your head to hold the slices in place.
- Soak your feet in hot water to draw blood from your head.
- Boil some milk. Beat an egg and pour it over the milk. Stir it quickly and then drink it. You must repeat this for several days.



Toothache:

- Place a slice of fresh beet on the tooth that bothers you.
- Chop an onion into very small pieces. Wrap the onion in a gauze bandage and place it inside your ear on the opposite side of your head where the toothache is.
- Chop a turnip into small pieces. Pour one cup of boiling water over the turnip and boil for 15 minutes. Drink the mixture before bed.



Sore throat:

- Mix chopped onion, apples and some honey. Eat 2 teaspoons of the mixture 3 times per day.
- Boil a cup of milk. Add 2 tablespoons of honey and mix well. Drink the mixture while it is warm.
- Rinse your mouth and throat with a mixture of beet juice and vinegar. Do this 5-6 times per day.
- Chop 100 grams of garlic. Boil 1/4 cup of water. Add the garlic to the water after the water has cooled a bit. Cover the mixture and let it sit for 5-6 hours. Remove the garlic. Gargle with the liquid.

***Remember!** Always consult a doctor before trying any home remedies!

We wish you good health and hope to hear from you, or see you, next year.

- DISCUSS

 - Have you ever heard of any of these remedies? Where did you learn about them?
 - Have you tried any of the remedies mentioned here? Did they work?
 - What other folk remedies do you know? Tell your partner.



Modules 1 & 2

- 1 Look at the pictures and the title. What do you think the song is about? Listen, read and check your answers.

Live IN STYLE

Living close to nature
Is a lovely way to be
Life is quiet and peaceful, too
It's so relaxed and free

But everyone is different
We all have different ways
Different thoughts of what to do
And where to spend our days
So find the place where you belong
The place that makes you smile
The place that gives you what you want
Where you can live in style

Living in the city
Is exciting and it's fun
There's always lots to do and see
Something for everyone

Modules 3 & 4

- 1 Look at the title of the song. What do you think it is about? Listen, read and check your answers.

AGAINST ALL ODDS

The future's yours, just look and see
Be anything you want to be
Just remember who you are
A trailblazer and a star

*Against all odds, you still can win
Don't give up and don't give in
Put your talents to the test
Make your mark and be the best*

No matter what you want to do
You can make your dreams come true
Be determined, take control
And you can achieve your goal

- 2 How does the singer feel about the future?
- 3  How does the song make you feel about the future? Discuss in pairs.

- 2 Where is the best place to be according to the singer?

- 3  Do you prefer living in the countryside or in a big city? Discuss in pairs.

Proverbs

- 4 Explain the proverbs. Are there similar ones in Russian?

- A place for everything, and everything in its place.
- An Englishman's home is his castle.

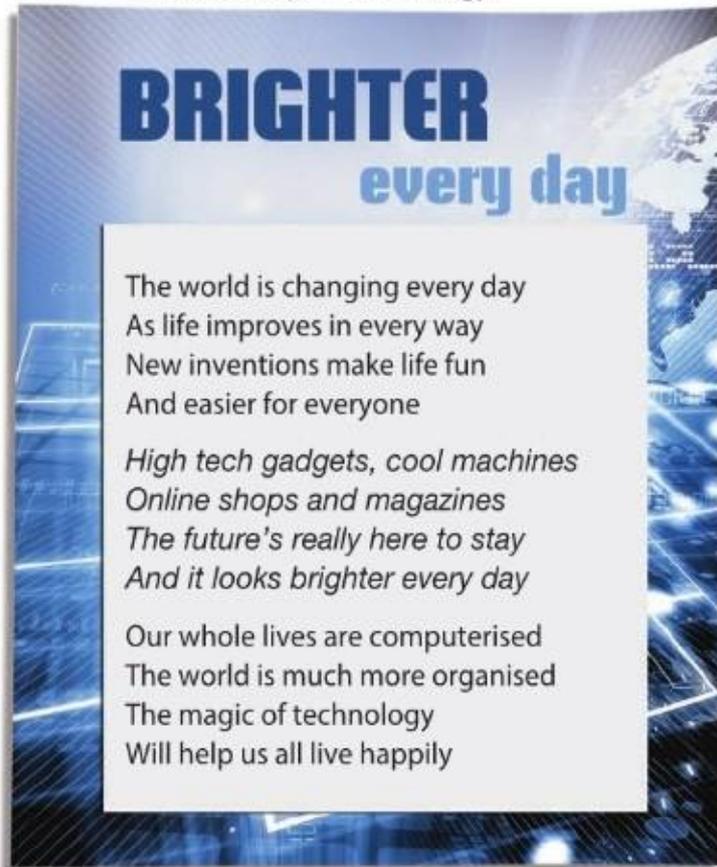
Proverbs

- 4 Explain the proverbs. Are there similar ones in Russian?
- Where there's a will, there's a way.
 - The future belongs to those who prepare for it.

Modules 5 & 6

- 1** Read the title of the song. In what context do you expect to find the words below? Listen, read and check your answers.

- inventions • gadgets • cool machines
- online shops • technology



BRIGHTER
every day

The world is changing every day
As life improves in every way
New inventions make life fun
And easier for everyone

*High tech gadgets, cool machines
Online shops and magazines
The future's really here to stay
And it looks brighter every day*

Our whole lives are computerised
The world is much more organised
The magic of technology
Will help us all live happily

- 2** Why does the singer like new technology?
- 3** 🗣️🗣️ What do you think about new technology? Discuss in pairs.
- 4** 🗣️🗣️ Look at the list. Which do you think is the most important invention? Explain your choice.
- computers • the Internet • MP3s
 - memory sticks/flash drives • telephones
 - mobile phones • smartphones

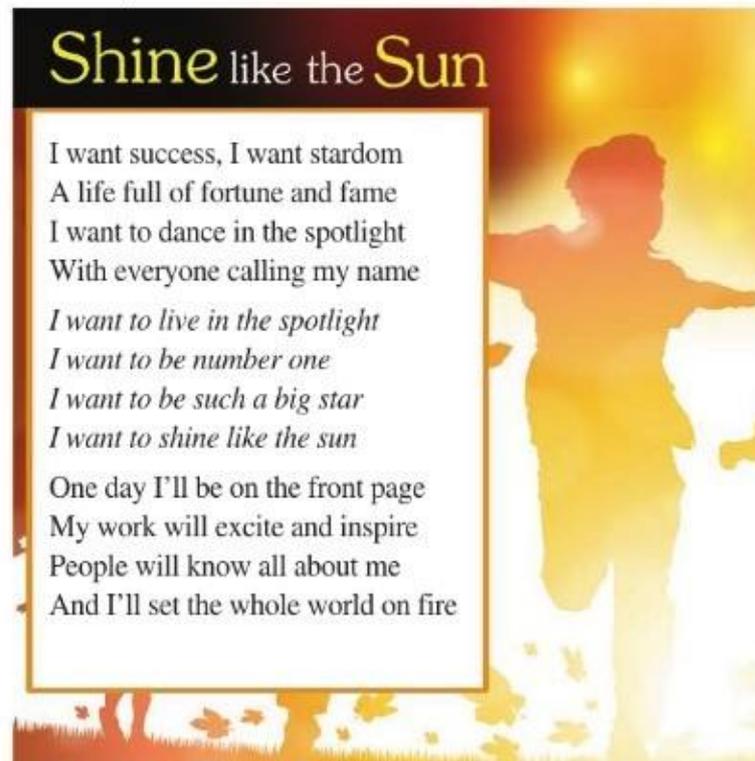
Proverbs

- 5** Explain the proverbs. Are there similar ones in Russian?
- Man is greater than the tools he invents.
 - Time and tide wait for no man.

Modules 7 & 8

- 1** Read the title of the song. In what context do you expect to find the words below? Listen, read and check your answers.

- success • stardom • fortune • fame
- spotlight • star • front page • excite
- inspire



Shine like the Sun

I want success, I want stardom
A life full of fortune and fame
I want to dance in the spotlight
With everyone calling my name

*I want to live in the spotlight
I want to be number one
I want to be such a big star
I want to shine like the sun*

One day I'll be on the front page
My work will excite and inspire
People will know all about me
And I'll set the whole world on fire

- 2** a) Why do you think the singer wants to be famous?
b) What do you think the singer means by the phrase 'set the whole world on fire'?
- 3** 🗣️🗣️ Would you like to be famous? What would you like to be famous for? Discuss in pairs.
- 4** 🗣️🗣️ Which of the following would you prefer: *fame, wealth or happiness*? Discuss.

Proverbs

- 5** Explain the proverbs. Are there similar ones in Russian?
- Better be born lucky than rich.
 - A bird in the hand is worth two in the bush.
 - A puff of wind and popular praise weigh alike.

Modules 9 & 10

- 1** Look at the pictures and the title. What do you think the song is about?
Listen, read and check your answers.

The Best MEDICINE

When I'm under the weather
Or when I'm feeling ill
There's one thing that works
for me
Much more than any pill

*You are the best medicine
You take away my pain
Whenever I am sad or blue
You make me smile again*

I don't need tea or syrup
And tablets just won't do
The only cure for my disease
Is spending time with you

The doctors can't explain why
My symptoms disappear
And I'm in perfect health again
Whenever you are near



- 2** What makes the singer feel better?

- 3** 🤔👤 What makes you feel better when you are under the weather? Discuss in pairs.

Proverbs

- 4** Explain the proverbs. Are there similar ones in Russian?
- A friend is never known till needed.
 - Friends are flowers in the garden of life.

Grammar Reference Section — Грамматический справочник

МОДУЛЬ 1

Present Simple vs Present Continuous — Настоящее простое время и настоящее продолженное время

Present Simple употребляется, когда речь идет о:

- постоянных действиях и состояниях: *Mark lives in New Zealand.*
- непреложных истинах и законах природы: *The Moon goes round the Earth.*
- привычках и регулярных действиях (с *always, usually, etc*): *She always cleans the house at weekends.*
- расписаниях и программах: *The train leaves at 6:00 am.*
- чувствах и эмоциях: *I love skiing because it's a fun sport.*

Present Simple употребляется также в спортивных комментариях, обзорах, повествованиях: *Beckham wins the ball, then he crosses and Owen scores.*

Указатели времени (сигналы), употребляемые с Present Simple: *usually, often, always, every day/week/month/year, in the morning/afternoon/evening, at night/the weekend, on Fridays.*

Present Continuous употребляется, когда речь идет о:

- действиях, происходящих в момент речи, в настоящий период времени: *Mum is cooking in the kitchen.*
He is looking for a new penfriend in England.
- о запланированных действиях в будущем: *He is playing tennis this afternoon.*

Present Continuous употребляется также:

- в меняющихся и развивающихся ситуациях: *Mary is getting more and more beautiful.*
- с такими наречиями, как **always**, для выражения эмоционального состояния (часто раздражения) по поводу повторяющегося действия. *She is always losing her keys.*

Указатели времени (сигналы), употребляемые с Present Continuous: *now, at the moment, at present, these days, nowadays, still, today, tonight.*

Stative verbs — Глаголы состояния

В английском языке есть так называемые глаголы состояния, которые обозначают состояние, а не действие предмета/лица. Эти глаголы не употребляются в Present Continuous. Среди них:

- глаголы восприятия (**appear, hear, see, seem, smell, sound, taste**): *She sounds quite happy.*
- глаголы мыслительной деятельности (**believe, forget, know, realise, remember, understand**): *He believes in ghosts.*
- глаголы, выражающие чувства и эмоции (**desire, enjoy, hate, like, love, prefer, want**): *I like ice cream.*
- некоторые другие глаголы (**be, belong, contain, cost, fit, have, include, matter, need, own, want, wish**). *They own three cows.*

Некоторые из этих глаголов могут употребляться в Present Continuous, но с иным значением.

Present Simple	Present Continuous
THINK <i>I think she's beautiful.</i> (= думать, полагать)	<i>We are thinking about going to France.</i> (= обдумывать, размышлять)
HAVE <i>She has twelve cats.</i> (= иметь, владеть)	<i>James is having a great time at school.</i> (= хорошо проводить время) <i>He is having a shower.</i> (= принимать душ) <i>They are having dinner.</i> (= обедать)
SEE <i>You can see the tree in my garden.</i> (= видеть) <i>I see what he means.</i> (= понимать)	<i>I'm seeing John this afternoon.</i> (= встречать(ся))
TASTE <i>This coffee tastes good.</i> (= быть ... на вкус)	<i>Ann is tasting the pudding.</i> (= пробовать на вкус)
SMELL <i>Her perfume smells sweet.</i> (= иметь запах, пахнуть)	<i>She is smelling the flowers.</i> (= нюхать, вдыхать аромат)
APPEAR <i>She appears to know the way.</i> (= быть очевидным)	<i>She is appearing in a Shakespeare's play.</i> (= появляться, выступать, играть)
FIT <i>The dress fits her perfectly.</i> (= быть впору, подходить по размеру)	<i>Tom is fitting a new lock on the bathroom door.</i> (= устанавливая)

Примечание:

- Глаголы **look** (когда речь идет о чьей-либо внешности), **feel** (переживание определенных эмоций) и **ache** могут использоваться во временах Simple и Continuous без изменения значения. *She feels very stressed.* = *She is feeling very stressed.*

Grammar Reference Section — Грамматический справочник

Numerals for big numbers — Количественные числительные для обозначения многозначных чисел

100 — one hundred (в речи часто a hundred)
125 — one hundred and twenty-five
567 — five hundred and sixty-seven
808 — eight hundred and eight
1000 — one thousand
1800 — one thousand eight hundred/eighteen hundred
1,000,000 — one million
5,678,910 — five million six hundred and seventy-eight thousand nine hundred and ten

- **hundred/thousand/million**

Числительные **hundred/thousand/million** не имеют множественного числа: *8000 (eight thousand) people — восемь тысяч человек*. Существительные **a hundred/a thousand/a million** употребляются во множественном числе с предлогом *of*: *hundreds/thousands/millions of people — сотни/тысячи/миллионы людей*. Перед этими существительными никогда не употребляется другое числительное.

- Номера телефонов произносятся/читают по цифрам *123-40-56 — one-two-three-four-oh/zero-five-six*.

Модальный глагол *should(n't)*

Модальный глагол **should** не изменяется по временам и за ним следует глагол в неопределенной форме без частицы *to* (bare infinitive). В вопросительных предложениях он занимает место перед подлежащим, а в отрицательных к нему прибавляется частица *not*.

Should/shouldn't употребляется для выражения совета, рекомендации.

You should see a dentist. Тебе стоит/следует сходить к зубному врачу.

You shouldn't drive without your glasses on. Тебе не следует водить машину без очков.

Местоимение *both*

Местоимение **both** употребляется с существительными во множественном числе или с личными местоимениями множественного числа, перед которыми ставится предлог *of*, со значением «оба, обе».

Both books are interesting. Обе книги интересные. Both of them go to college. Они оба учатся в колледже.

Стоит обратить внимание на порядок слов: *both friends* но *we both/both of us like playing computer games*. **Both** может быть подлежащим, если известно, о чем/о ком идет речь. Когда **both** является подлежащим, глагол употребляется в форме множественного числа.

Look at the examples, both are correct.

Обратите внимание на словосочетание **both... and...** (как... так и...; и... и...).

Malahide Castle was used as both a fortress and a family home. Замок Мэлахайд использовался и как крепость, и как резиденция.

Both Arthur and Nelly were there.

МОДУЛЬ 2

Past Simple (Прошедшее простое время)

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/she/it/we/you/they did.

No, I/you/he/she/it/we/you/they didn't.

- Форма Past Simple для правильных глаголов образуется путем прибавления **-ed** к инфинитиву глагола.

— К глаголам, оканчивающимся на **-e**, прибавляется только **-d**: *love — loved*.

— В глаголах, оканчивающихся на согласную + **y**, **-y** меняется на **-i** и добавляется **-ed**: *try — tried*.

— В глаголах с ударной гласной между согласными последняя согласная удваивается и добавляется **-ed**: *drop — dropped*.

— В глаголах, оканчивающихся на **-l**, **-l** удваивается и добавляется **-ed**: *cancel — cancelled*.

- Past Simple неправильных глаголов образуется путем изменения формы этих глаголов: **go — went, see — saw, drink — drank** (см. список неправильных глаголов).

Вопросы и отрицания образуются при помощи **did/did not (didn't)** и основной формы инфинитива смыслового глагола.

She went home. — Did she go home? — She didn't go home.

Употребление

Past Simple употребляется для выражения действий, произошедших в прошлом, часто с указанием времени действия.

They left yesterday. (When? Yesterday.)

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Указатели времени (сигналы), употребляемые с Past

Simple: yesterday, last Monday/month/week, two days/weeks ago, in 2016, the other day.

Конструкция used to и Past Simple

Used to + инфинитив глагола употребляется, когда речь идет о привычках и регулярных действиях, имевших место в прошлом.

He used to swim a lot when he was younger. Он много плавал, когда был моложе.

В таких случаях конструкция **used to** может быть заменена на Past Simple без значительного изменения смысла. *When Ann was young she spent/used to spend her summer holidays with her parents.*

Однако для действия, произошедшего в определенное время в прошлом, необходимо употреблять **Past Simple**, а не **used to**. *He walked to work yesterday. (NOT: He used to walk to work yesterday.)*

Used to также употребляется для описания действий, которые имели место в прошлом, но сейчас не происходят. *He used to live in Spain. Now he lives in Germany. Он раньше жил в Испании. Сейчас он живет в Германии.*

Complex Object – Сложное дополнение

Сложное дополнение представляет собой конструкцию, состоящую из существительного в общем падеже или личного местоимения в косвенном падеже и инфинитива глагола с или без частицы **to** или причастия I (-ing форма).

- С глаголами **want, wish, allow, expect, like (would like), hate, order** употребляется инфинитив с частицей **to**:

Many people wanted Poirot to solve mysterious cases. Многие хотели, чтобы Пуаро расследовал загадочные преступления.

Everybody expected Miss Marple to knit and gossip but she solved many mysteries. Все предполагали, что Мисс Марпл вяжет и сплетничает, а она расследовала много загадочных дел.

- С глаголами **let, make** (позволять, заставлять) употребляется инфинитив без частицы **to**:

The writer made the hero go on an unusual dangerous journey.

Однако, если эти глаголы употребляются в страдательном залоге, то появляется частица **to**:

He was made to go on a dangerous journey. Его заставили отправиться в опасное путешествие.

- С глаголами **see, hear, watch, notice, feel** употребляется:

- либо инфинитив без частицы **to** для обозначения факта действия:

We saw him leave the room.

Мы видели, что он вышел из комнаты.

- либо причастие I для обозначения действия в процессе:

We saw him leaving the room.

Мы видели, как он выходил из комнаты.

Местоимения another/ other

Местоимение **another** употребляется с существительными в единственном числе.

- Первое значение «еще один».

Can I have another coffee?

Можно еще один кофе? (имеется в виду чашка кофе, но при заказе используется только название напитка, которое приобретает категорию числа).

Give me another apple.

- Второе значение данного местоимения «другой». С существительными в единственном числе употребляется **another**, а с существительными во множественном числе — **other**.

I have another idea.

I'd like to read other books about Ireland and its traditions.

Мы используем определенный артикль **the other**, когда речь идет об одном из двух предметов/лиц.

One of the novels is mine, the other is Peter's.

Во множественном числе используется форма **the others**.

Whose fairy tales are these?

One is mine, the others are my friend's.

Обратите внимание на выражение: **on the one hand..., on the other hand...** (с одной стороны..., с другой стороны...).

МОДУЛЬ 3**Relative pronouns/adverbs —
Относительные местоимения/наречия**

Относительные местоимения и наречия используются для связи главного предложения с придаточным определительным.

- **who(m)/that** употребляются по отношению к лицам:

A vet is someone who/that treats sick animals.

Ветеринар — это тот, кто лечит больных животных.

- **which/that** употребляются по отношению к неодушевленным предметам:

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The book that/which he gave me is very boring.
Книга, которую он мне дал, очень скучная.

- **whose** употребляется по отношению к людям, животным и предметам, чтобы выразить принадлежность:

That's the boy whose father is a famous writer.

Это мальчик, отец которого известный писатель.

- **Who, which** и **that** можно опустить, если они являются дополнением в придаточном определительном:

He's the person (who) I find interesting to talk to.

Он человек, с которым, я считаю, интересно поговорить.

- **Who, which** или **that** нельзя опустить, если они являются подлежащим в придаточном определительном.

The athlete who got the first prize is Russian.

- **Whose** никогда не опускается:

That's the boy whose brother is a football champion.

- **when/that** употребляются по отношению ко времени (могут быть опущены):

That was the year (when/that) we went on holiday to Greece.

- **where** употребляется по отношению к месту:

The camp where we first met is still our favourite place to go to.

- **why** выражает причину и обычно следует после слова *reason* (может быть опущено):

The reason (why) she went is still a mystery.

Present Participle/Past Participle – причастия на -ing/-ed

Причастия на -ing/-ed иногда выступают в функции прилагательных и употребляются для описания существительных. На русский язык часто переводятся прилагательными.

Причастия на -ing в русском языке соответствуют по значению действительным причастиям.

a boring film — скучный фильм;

an amazing story — удивительная история

Причастия на -ed часто употребляются для описания чьих-либо чувств и ощущений и соответствуют по значению страдательным причастиям в русском языке.

excited students — взволнованные ученики;

interested tourists — заинтересованные туристы;

We were amazed at the costumes. (How did we feel? Amazed — удивленный)

Order of adjectives – Порядок имен прилагательных

- Прилагательные, выражающие мнение/отношения, предшествуют прилагательным, выражающим объективные характеристики.

a beautiful colourful summer dress

- Когда в предложении есть два и более прилагательных, обозначающих объективные характеристики, они обычно используются в следующем порядке: размер, возраст, форма, цвет, происхождение, материал.

	Size	Age	Shape	Colour	Origin	Material	
a	small	old	square	blue	Thai	silk	scarf

He has a big green book.

- Имя существительное обычно характеризуется не более чем тремя прилагательными.

a traditional Russian wooden doll

Местоимение all

Местоимение **all** употребляется с существительными во множественном числе или с неисчисляемыми существительными для обозначения всей группы целиком и означает «все, весь, вся».

All children go to school. I love all music.

Если **all** употребляется с существительными во множественном числе, то глагол имеет форму множественного числа, если употребляется с неисчисляемыми существительными, глагол имеет форму единственного числа.

All honey is sweet. All books give knowledge.

Если используется личное местоимение и глагол *to be*, то порядок слов иной: глагол ставится перед **all**.

We were all relieved. Мы все вздохнули с облегчением. They all looked scared. Они все выглядели испуганными.

Местоимение **all** может употребляться с личными местоимениями (*us, them*) с предлогом **of**.

All of us were interested.

Часто перед существительным употребляется определенный артикль, указывающий на то, что определяемый предмет/предметы известны говорящему.

All the people in the room were silent.

I need all the sugar for my cake.

Для построения отрицательного предложения перед **all** ставится отрицательная частица **not**.

Not all birds can sing.

МОДУЛЬ 4

Past Continuous — Прошедшее продолженное время

Past Continuous употребляется:

- для описания действия, которое происходило в определенное время в прошлом.
At 8 o'clock last night I was talking on the phone.
- для описания действия, 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).
They were playing football when their mother called them.
- для описания двух или более одновременных действий, происходивших в развитии в прошлом.
He was reading while his brother was watching TV.
- для описания атмосферы, обстановки и т.п., а также во вступлении к рассказу. *The birds were singing and the sun was shining. I was sitting outside in the garden when something strange happened ...*

Примечание. Когда в предложении есть две формы Past Continuous, относящиеся к одному подлежащему, во избежание повторения глагол to be во втором случае опускается и употребляется лишь причастие настоящего времени с -ing.

He was walking along (and) talking on his phone.

Указатели времени (сигналы), употребляемые с Past Continuous: while, when, as, all morning/evening/day/week, at 8 o'clock am.

Past Simple vs Past Continuous — Прошедшее простое время и прошедшее продолженное время

- **Past Simple** употребляется для описания действия, которое произошло в указанное время в прошлом.
Laura finished her essay last week.
Past Continuous употребляется для описания действия, которое происходило в определенный момент в прошлом.
At ten o'clock this morning, she was doing the washing up.
- **Past Simple** употребляется для описания последовательных действий в прошлом.
They played chess and then they discussed the game.

Past Continuous употребляется для описания одного или более действий, которые происходили в одно и то же время в прошлом (одновременные действия).

Alice was talking on the phone while her sister was reading.

- **Past Continuous** употребляется для описания действия в развитии/процессе, которое было прервано. **Past Simple** употребляется для описания действия, которое его прервало.
Joyce was walking her dog when it started to rain.

МОДУЛЬ 5

Местоимение one

Местоимение **one** заменяет ранее упомянутое существительное во избежание повторения и употребляется как в единственном, так и во множественном числе (**ones**).

Players have to build a city that looks and functions like a real one.

Игрокам надо построить город, который выглядит и функционирует как настоящий.

These pictures are better than those ones.

Эти картины лучше, чем те.

Как слово-заместитель **one** не переводится на русский язык или переводится соответствующим местоимением.

- Неопределенное местоимение **one** употребляется как подлежащее в неопределенно-личных предложениях.
One never knows how he can behave.
Никогда не знаешь, как он поведет себя.
One + модальный глагол переводится безличным предложением.
One must/should be careful when crossing the street.
Нужно быть осторожным, переходя дорогу.
- Обратите внимание на словосочетания **one day** — однажды; **one night** — однажды вечером.

Future forms — Способы выражения будущего

Future Simple (will + инфинитив без частицы to) употребляется для:

- выражения решений, принятых в момент речи.
It's hot in here — I'll open the window.
- предсказания будущих событий, основанного на наших предположениях. Обычно используются глаголы **think, believe, expect**, а также выражения

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be sure, be afraid и наречия **probably, certainly, perhaps.**

She will probably call me later.

- выражения обещаний, угроз, предупреждений, просьб, надежд и предложений.

Will you help me clean the house?

- выражения действий, описания событий, которые непременно произойдут в будущем и на которые мы не можем повлиять.

Alex will be three years old in April.

Be going to употребляется для:

- описания планов и намерений на будущее.
He's going to be a medical student when he finishes school.
Jim is going to sing a song at the party tomorrow.
- выражения предсказаний, имеющих объективные основания.
It's cloudy; it's going to rain tonight.

Present Continuous употребляется для:

- выражения действий, запланированных на ближайшее будущее, обычно с указанием времени. *They're going on holiday next week.*
(*They have got their tickets.*)

Present Simple употребляется в:

- официально составленных расписаниях и программах.
My flight to London leaves at 6 o'clock.

Указатели времени (сигналы), употребляемые с формами, выражающими будущее время:
tomorrow, the day after tomorrow, tonight, soon, next week/month/year/ summer, in a week/ month.

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	
If/When you mix blue and yellow paint, you get green.	
<i>Если смешать синюю и желтую краску, получишь зеленую.</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. + bare infinitive	
If he studies hard, he will/might, etc. get very good marks.	
<i>Если он будет усердно учиться, он получит хорошие оценки.</i>	

Если придаточное предложение 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).

She will not finish her article in time unless she works hard.
= She will not finish her article if she doesn't work hard.

Time clause about the future —
Придаточное времени, относящееся к будущему

В придаточных времени, относящихся к будущему, с такими союзами и выражениями, как **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time**, употребляется **Present Simple** или **Present Perfect**, а не будущее время.
By the time we get home dinner will be ready. К тому времени, когда мы придем домой, обед будет готов.

(NOT: *By the time we will get home...*)

МОДУЛЬ 6

Present Perfect — Настоящее совершенное время

УТВЕРДИТЕЛЬНАЯ ФОРМА	
I/you/we/they have finished/written (the letter).	
He/she/it has finished/written (the letter).	
ОТРИЦАТЕЛЬНАЯ ФОРМА	
I/you/we/they haven't finished/written (the letter).	
He/she/it hasn't finished/written (the letter).	
ВОПРОСИТЕЛЬНАЯ ФОРМА	
Have I/you/we/they finished/written (the letter)?	
Has he/she/it finished/written (the letter)?	
КРАТКИЕ ОТВЕТЫ	
Yes, I/you/we/they have.	No, I/you/we/they haven't.
Yes, he/she/it has.	No, he/she/it hasn't.

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Present Perfect (have + Past Participle) употребляется для обозначения:

- действия, завершившегося к моменту речи, связанного с настоящим через результат.
Natasha has been to Sochi twice.
Наташа дважды бывала в Сочи.
- действия, начавшегося в прошлом и продолжающегося до сих пор, особенно с глаголами состояния, такими, как be, have, like, know, etc.
I have known her for eight years/since 2014.
Я знаю ее восемь лет /с 2014.

Указатели времени (сигналы), употребляемые с Present Perfect:

- already** употребляется в утверждениях:
(уже) *I have **already** been to the gym.*
Я уже был в спортивном зале.
в вопросах (выражает удивление):
*Have you finished shopping **already**?*
Ты уже закончил (а) делать покупки?
- yet** употребляется в вопросах и отрицаниях:
(еще не, уже) *Have you joined the drama club **yet**?*
Ты уже записался в театральный кружок?
*Steven **hasn't** come home **yet**.*
Стив еще не пришел домой.
- just** употребляется, чтобы показать, что действие закончилось непосредственно перед моментом речи:
(только что) *I have **just** finished my homework.*
Я только что закончил свою домашнюю работу.

Другие указатели времени (сигналы), употребляемые с Present Perfect: *ever, never, so far, today, this week/month/year, how long, lately, recently.*

Указатели времени (сигналы), употребляемые с Present Perfect и с Present Perfect Continuous:

- since** (= с определенного момента в прошлом)
*I haven't seen Pat **since** last summer.*
Я не видел Пат с прошлого лета.
- for** (= в течение)
*I've had this bike **for** 2 years.*
Этот велосипед у меня уже 2 года.

МОДУЛЬ 7

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	<i>Pam has cooked dinner.</i>	<i>Dinner has been cooked by Pam.</i>
Future Simple	<i>Pam will cook dinner.</i>	<i>Dinner will be cooked by Pam.</i>

УТВЕРДИТЕЛЬНАЯ ФОРМА
<i>I/he/she/it was asked.</i> <i>You/we/they were asked.</i>
ОТРИЦАТЕЛЬНАЯ ФОРМА
<i>I/he/she/it wasn't asked.</i> <i>You/we/they weren't asked.</i>
ВОПРОСИТЕЛЬНАЯ ФОРМА
<i>Was I/he/she/it asked?</i> <i>Were you/we/they asked?</i>

Страдательный залог употребляется:

- когда очевидно или, напротив, неважно, кто выполняет действие.
*The window **was broken**. (We don't know who broke it.)*
Окно было разбито.
*Our tests **have been corrected**. (It's obvious that the teacher has corrected our tests.)*
Наши контрольные проверены.
- в заголовках новостей, газетных статьях, заметках, рекламе, инструкциях и т. п.
*Pets **are not allowed** into the building. В здание не разрешается входить с животными.*
- когда делается акцент на действующее лицо.
*The flat **was cleaned** by Mary herself.*

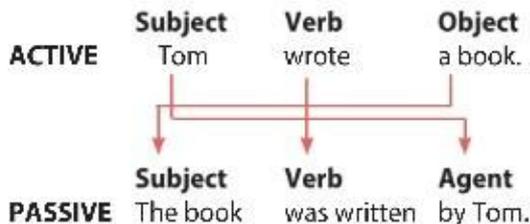
Предлоги в Passive voice

- Если нужно обозначить исполнителя действия, используется предлог **by**.
*The town **was ruined by** tsunami. Город был разрушен цунами.*
- Если нужно обозначить инструмент действия, используется предлог **with**.
*The picture **was drawn with** a pencil. Картина была нарисована карандашом.*

Grammar Reference Section — Грамматический справочник

Изменение действительного залога в страдательный:

- Дополнение предложения в действительном залоге становится подлежащим в страдательном залоге.
- Смысловый 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**).

Comparatives of adjectives and adverbs —
Степени сравнения прилагательных
и наречий

Сравнительная степень употребляется при сравнении двух объектов. Превосходная степень указывает на высшую степень качества у того или иного объекта в группе подобных. После прилагательного и наречия в сравнительной степени обычно используется **than** (чем), а перед прилагательным в превосходной степени определенный артикль **the**, относящийся к определенному существительному.

*She is taller **than** me. She's **the** tallest person in the class. Steve can run **faster** than Dan.*

Образование сравнительной и превосходной степени прилагательных и наречий:

- к односложным прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для образования превосходной: *wide* — *wider* — *(the) widest*.
Примечание: у односложных прилагательных, оканчивающихся на **гласную + согласную**, эта согласная удваивается: *big* — *bigger* — *(the) biggest*.
- к двусложным прилагательным, оканчивающимся на **-ly, -y, -w**, также добавляется **-er/-est**: *narrow* — *narrower* — *(the) narrowest*.
Примечание: у прилагательных, оканчивающихся на согласную **+y, -y** заменяется на **-i**: *ugly* — *uglier* — *(the) ugliest*.

- у прилагательных, состоящих из двух или более слогов, сравнительная и превосходная степени образуются при помощи наречий **more (более)/most (наиболее)**.
beautiful — *more beautiful* — *(the) most beautiful*.
Примечание: *clever, cruel, friendly, gentle, polite, shallow, simple, quiet* образуют сравнительную и превосходную степени сравнения как с **-er/-est**, так и при помощи **more/most**: *clever* — *cleverer/more clever* — *cleverest/most clever*
- к наречиям, совпадающим по форме с прилагательными (**hard, fast, free, early, late, high, low, deep, long, near, right, wrong, straight**), добавляется **-er/-est**. *hard* — *harder* — *hardest*
- к двусложным или многосложным наречиям добавляется **more/most**.
slowly — *more slowly* — *most slowly*
- **Исключения:**
good/well — *better* — *best*
bad/badly — *worse* — *worst*
much — *more* — *most*
many/lots — *more* — *most*
little — *less* — *least*
far — *farther/further* — *farthest/furthest* (*farther/farthest* относится к расстоянию, *further/furthest* — к времени)
old — *older/elder* — *oldest/eldest*
eldest (*older/oldest* — возраст, *elder/eldest* — возрастные отношения в семье)

Сравнительные конструкции:

- **as + прилагательное + as** — такой же ... как.
В отрицательных предложениях употребляется **not as/so ... as** — не такой ... как
Mike is not as/so strong as his father.
- **less + прилагательное + than** — менее ..., чем
Противоположностью является **more ... than** — более ..., чем.
I find comedies less interesting than thrillers.
- **the least + прилагательное + существительное + of/in** — наименее из. Противоположностью является **most ... of/in**. *Claire is the least creative person in the class.*
- **much / a lot / far / a little / a bit / slightly** — **намного/немного/чуть-чуть/слегка + прилагательное в сравнительной степени**.
Jill is slightly younger than Gary.
- **the + прилагательное/наречие в сравнительной степени ... , the + прилагательное/наречие в сравнительной степени — чем ..., тем ...**.
The harder she studies, the more easily she'll pass the exam.

Present Perfect vs Past Simple — Настоящее совершенное время и прошедшее простое время

- Past Simple употребляется для обозначения действия, которое произошло в указанное время в прошлом.
She wrote her first novel in 1998.
Она написала свой первый роман в 1998 году.
- Present Perfect употребляется для обозначения действия, произошедшего в неуставленное время в прошлом и связанного с настоящим через результат.
She has written lots of novels.
Она написала много романов.
- Past Simple употребляется для обозначения действия, которое началось и было завершено в прошлом.
He played basketball for ten years. (He doesn't play any more.) Он играл в баскетбол 10 лет.
- Present Perfect употребляется для обозначения действия, которое началось в прошлом и все еще длится (для stative verbs).
I've known her for five years.
Я знаком с ней 5 лет.

МОДУЛЬ 8

Present Perfect Continuous — Настоящее совершенное продолженное время

- Present Perfect Continuous употребляется для обозначения длительности действия, которое началось в прошлом и продолжается в момент речи или в настоящее время.
We have been cooking since 10 o'clock am for my birthday party!
Мы готовим с 10 утра к моему празднику.
I've been playing the piano for 3 years.
Я играю на пианино 3 года.
- Present Perfect Continuous употребляется для обозначения длительности действия, которое началось в прошлом и закончилось к моменту речи и косвенные результаты которого очевидны в настоящее время.
Your hands are dirty. Have you been painting?
У тебя грязные руки. Ты рисовал(а)?

Указатели времени (сигналы) с Present Perfect Continuous: *since, for, how long.*

Примечание: с глаголами **live, work, teach** и **feel** Present Perfect или Present Perfect Continuous употребляются без изменения значения.

He has lived/has been living in Liverpool for the last twelve years.

Question tags — Разделительные вопросы

Употребление

Разделительные вопросы представляют собой вопрос в конце высказывания. Они употребляются в основном в разговорной речи.

He likes fruit and vegetables, doesn't he?

Он любит овощи и фрукты, не так ли?

He doesn't like junk food, does he?

Ему не нравится нездоровая пища, не правда ли?

- Разделительные вопросы образуются при помощи **вспомогательного глагола, соответствующего сказуемому** основного предложения, и **личного местоимения, соответствующего подлежащему.**
Peter is clever, isn't he?
This little girl can write her name, can't she?

- Если предложение **утвердительное**, то вопрос в конце будет **отрицательным.**
Ann has phoned everyone, hasn't she?
- Если предложение **отрицательное**, то вопрос в конце будет иметь **утвердительную форму.**
He didn't cheat on the exam, did he?
- Если в предложении есть наречие **never**, то вопрос в конце будет иметь **утвердительную форму.**
You never listen to what I say, do you?

Модальные глаголы *must(n't) — (don't) have to*

must(n't) — (не) должен

- **must** употребляется для обозначения правил, обязанностей, долга.
You must wear a seatbelt. (It's the law.)
- **must** также употребляется для того, чтобы дать настойчивый совет.
You must tell the truth. (It's very important that you tell the truth.)
- **mustn't** употребляется для выражения запрета.
You mustn't eat in class. (You aren't allowed to.)

Примечание. **Must** имеет форму только настоящего времени. Для выражения этого значения в других временах используется **have to**, который может употребляться в различных временных формах.

I had to go to the doctor yesterday. (past)

Я должен был пойти к врачу вчера.

I will have to sit an exam tomorrow. (future)

Я должен буду сдавать экзамен завтра.

(don't) have to

- **have to** употребляется для выражения необходимости, обусловленной обстоятельствами — «вынужден», «приходится».
I have to look after my younger brother.
Мне приходится присматривать за моим младшим братом.

Grammar Reference Section — Грамматический справочник

- **don't/doesn't have to** употребляется для выражения отсутствия необходимости.
You don't have to stay at school late. (= It isn't necessary.) Тебе не нужно оставаться в школе допоздна (нет необходимости).
- Форма вспомогательного глагола, употребляемого для выражения отрицания или вопроса, выбирается в соответствии с грамматическим временем предложения.
He **had to go** to hospital, **didn't** he?
Will Ann **have to look** after her younger brother on Saturday?

МОДУЛЬ 9

Выражение значения количества с исчисляемыми (countable) и неисчисляемыми (uncountable) существительными

- **some** употребляется в утверждениях с исчисляемыми существительными во множественном числе или с неисчисляемыми существительными.
We need some bananas and some milk.
Примечание. **Some** употребляется в вопросах для обозначения предложения или просьбы.
Would you like some tea? (offer)
Can I have some apple juice, please? (request)
- **any** употребляется в отрицаниях и вопросах с исчисляемыми существительными во множественном числе или с неисчисляемыми существительными.
There isn't any cheese left. Are there any peppers left?
Примечание. Неопределенные местоимения **some/any** образуют производные местоимения.

местоимения	производные местоимения			производные наречия
	-thing	-body	-one	-where
some	something	somebody	someone	somewhere
any	anything	anybody	anyone	anywhere

Правила использования производных местоимений и наречий такие же: в утвердительных предложениях мы используем **something, somebody, someone, somewhere**, а в вопросительных и отрицательных предложениях **anything, anybody, anyone, anywhere**.

- **a/an** употребляется во всех формах (утверждение, отрицание и вопрос) с исчисляемыми существительными в единственном числе.
There is/ isn't a book on the shelf.
Is there a vase on the table?
- **a lot of/lots of** употребляется в утверждениях с исчисляемыми существительными во множественном числе или с неисчисляемыми существительными.
She has got lots of toys.
There's still a lot of rice in the bowl.

Мы опускаем **of**, когда за **a lot/lots** не следует существительное.

A: *Is there any lettuce?*

B: *Yes, there's a lot./Yes, there's lots.*

- **much** и **many** чаще употребляются в отрицаниях и вопросах. **Much** употребляется с неисчисляемыми существительными, а **many** — с исчисляемыми существительными во множественном числе.
I don't drink much Coke.
I haven't got many pens.
Is there much tea in the pot?
Have you got many watches?
- **few** (= мало), **a few** (= несколько, немного) употребляется с исчисляемыми существительными во множественном числе.
We've got few lemons. We need to buy some.
We've got a few lemons. We can make a lemon pie.
- **little** (= мало), **a little** (= немного) употребляется с неисчисляемыми существительными.
You must be quick. You have little time.
I can't decide now. I need a little time to think.

Present Perfect vs Present Perfect Continuous — Настоящее совершенное время и настоящее совершенное продолженное время

Present Perfect употребляется:

- для обозначения действия, которое завершилось и результаты которого очевидны в настоящее время.
She has just bought a new dress.
Она только что купила себе новое платье.
- для обозначения действия, которое началось в прошлом и продолжается вплоть до настоящего момента, с глаголами состояния (**like, know, have, etc**) и **for, since**.
For how long have you had this watch? – For five years.
Как давно у тебя эти часы? – Пять лет.

Present Perfect Continuous подчеркивает длительность действия, начавшегося в прошлом и продолжающегося по настоящий момент.

We have been learning English since we were eight.
Мы учим английский с восьми лет.

Present Perfect Continuous употребляется для:

- обозначения действия, которое завершилось к моменту речи и результаты которого очевидны в настоящее время.
He's got a tan. He's been sunbathing.
У него загар. Он загорал.
- выражения эмоционального (часто негативного) состояния.
Who has been using my computer?
Кто работал за моим компьютером?

Infinitive — Инфинитив

Инфинитив с частицей **to** употребляется:

- для выражения цели: *He uses his car to go to work.*
- после **would like, would prefer, would love**, и т. п. для выражения особого предпочтения;
I would like to give you a present.
- после прилагательных, обозначающих чувства и эмоции (happy, glad, sad, etc) и прилагательных **lucky** и **fortunate**;
I am glad to see you.
- 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** в составе Complex Object;
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 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 забывая (делать что-либо).
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!
- 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.

МОДУЛЬ 10

Reflexive pronouns — Возвратные местоимения

ВОЗВРАТНЫЕ МЕСТОИМЕНИЯ

myself	himself	ourselves
yourself	herself	yourselves
	itself	themselves

Употребление

- Возвратные местоимения употребляются, когда подлежащее и дополнение являются одним лицом.
Tim cut himself.
Тим порезался.
- Возвратные местоимения употребляются, чтобы подчеркнуть, что действие совершено самостоятельно, без посторонней помощи.
Karen will cut the cake herself.
Кэрин сама порежет торт.
- Иногда в этом значении перед возвратным местоимением употребляется **by**.
He did the shopping by himself.
Он сам ходил за покупками.

Примечание

Глаголы **dress, wash, hide** в возвратном значении употребляются без возвратных местоимений.

Have you dressed?
Hide behind the bush!

Модальный глагол might

Модальный глагол **might** — это форма прошедшего времени от **may**, которая используется для выражения разрешения и запрета в прошлом.

He said she might take his umbrella.

После модальных глаголов употребляется инфинитив без частицы "to".

Как самостоятельный модальный глагол **might** используется в настоящем времени для выражения неуверенности, предположения.

Teenagers might use "celeb" instead of celebrity, "fave" instead of favourite.

Some parents might be shocked to find out their child might be sleeping on a gold mine.

После **might** употребляются разные виды инфинитива: do, be done, be doing, have done, etc.

Word List

MODULE 1

1a A city mouse or a country mouse?

- barn /bɑ:n/ (n) сарай, коровник
 facilities /fə'si:lɪtɪz/ (n pl) оборудование, приспособления
 farmyard /fɑ:mjɑ:d/ (n) двор фермы
 feed /fi:d/ (irr v) кормить
 free /fri:/ (adj) свободный
 guest /gest/ (n) гость
 happy /hæpi/ (adj) счастливый
 homesick /həʊmsɪk/ (adj) тоскующий по дому
 hometown /həʊmtaʊn/ (n) родной город
 huge /hju:dʒ/ (adj) огромный
 interesting /'ɪntərəsɪŋ/ (adj) интересный
 isolated /'aɪsələtɪd/ (adj) изолированный, одинокий
 landscape /lændskeɪp/ (n) пейзаж
 lonely /ləʊnli/ (adj) одинокий
 lovely /lɒvli/ (adj) прекрасный, чудесный
 milk /mɪlk/ (v) доить
 miss /mɪs/ (v) скучать
 noisy /nɔɪzi/ (adj) шумный
 quiet /kwaɪət/ (adj) тихий
 relaxed* /rɪlæksɪd/ (adj) расслабленный
 stressed /strest/ (adj) подавленный
 swap /swɒp/ (v) менять(ся); обменивать(ся)
 tired /taɪəd/ (adj) уставший
 urban /ɜ:'hæn/ (adj) городской
 worried /wɒrɪd/ (adj) обеспокоенный
- close at hand (phr) близко, рукой подать
 constant noise & pollution (phr) постоянный шум и загрязнение
 convenient public transport (phr) удобный общественный транспорт
 crowded streets (phr) переполненные улицы
 heavy traffic (phr) оживленное движение
 high cost of living (phr) высокая стоимость жизни
 high quality lifestyle (phr) высокий уровень жизни
 high/low rate of unemployment (phr) высокий/низкий уровень безработицы
 hustle and bustle (phr) толча и суета
 lead (un)healthy lifestyle (phr) вести (не)здоровый образ жизни
 peace and quiet (phr) тишина и спокойствие
- ### 1b Better safe than sorry
- alarm system /ə'lɑ:m sɪstəm/ (n) сигнализация
 burglar /bɜ:gglə/ (n) вор, взломщик
 crime /kraɪm/ (n) преступление
 danger /dæŋdʒə/ (n) опасность
 door chain /dɔ: tʃeɪn/ (n) дверная цепочка

- identification (= ID) /aɪdentɪfɪkeɪʃn/ (n) удостоверение личности
 install /ɪnstɔ:l/ (v) устанавливать
 leaflet /li:flət/ (n) листовка
 peephole /pi:p'həʊl/ (n) глазок (в двери)
 protect /prə'tekt/ (v) защищать
 rob /rɒb/ (v) грабить
 shoplift /ʃɒplɪft/ (v) совершать кражу в магазине
 steal /sti:l/ (irr v) воровать
 stranger /streɪndʒə/ (n) незнакомец
 valuables /væljəbəlz/ (n pl) ценности

- hand over (phr v) передавать из рук в руки
 run after (phr v) бежать за, преследовать
 run into (phr v) сталкиваться, наталкиваться
 run out of (phr v) истощить свой запас чего-либо
 switch on/off (phr v) включать/выключать
 turn on/off (phr v) включать/выключать

better safe than sorry (phr) береженого бог бережёт

dusk to dawn (phr) от зари до зари, от восхода до заката

How about ... + ing (phr) Как насчет ...

I think/don't think you should ... (phr) Я думаю/не думаю, что тебе стоит ...

Why don't you ...? (phr) Почему бы тебе не ...?

1c Hanging out

- activity /æktɪvɪti/ (n) деятельность, занятие
 attraction /ə'trækʃən/ (n) аттракцион, привлекательное место
 carousel /kærə'sel/ (n) карусель
 choose /tʃu:z/ (irr v) выбирать
 crazy /kreɪzi/ (adj) сумасшедший
 exhibition /ɪk'sɪbɪʃən/ (n) выставка
 hang out /hæŋ aʊt/ постоянно бывать, гулять
 include /ɪn'klu:d/ (v) включать (в себя)
 museum /mju:ziəm/ (n) музей
 outdoors /aʊt'dɔ:z/ (adv) вне дома
 popular /pɒpjələ/ (adj) популярный
 shop /ʃɒp/ (v) делать покупки
 skating gear /skeɪtɪŋ ɡɪə/ (n) принадлежности для катания на роликах, скейтбордах, скутерах
 spot /spɒt/ (n) место
 visit /vɪzɪt/ (v) посещать

chat with friends (phr) болтать с друзьями

do the gardening (phr) работать в саду

go surfing (phr) заниматься серфингом

go sunbathing (phr) загорать

have lunch outdoors (phr) обедать в кафе (не дома)

surf the Net (phr) бродить по сети Интернет

1d – Culture Corner

architecture /ˌɑːkɪtektʃə/ (n) архитектура
 castle /kɑːsl/ (n) замок
 century /ˈsentʃəri/ (n) век
 classical /ˈklæsɪkəl/ (adj) классический
 extinct /ɪkˈstɪŋkt/ (adj) потухший (о вулкане)
 fortress /ˈfɔːtɪs/ (n) крепость
 ghost /ɡəʊst/ (n) привидение
 legend /ˈledʒənd/ (n) легенда
 masterpiece /ˈmɑːstəpiːs/ (n) шедевр
 medieval /ˌmedɪəvɪəl/ (adj) средневековый
 mountain /ˈmaʊntɪn/ (n) гора
 raven /ˈreɪvən/ (n) ворон
 river /ˈrɪvə/ (n) река
 spooky /ˈspuːki/ (adj) жуткий, страшный
 tourist /ˈtuərɪst/ (n) турист
 tower /ˈtaʊə/ (n) башня
 unique /juːˈniːk/ (adj) уникальный
 view /vjuː/ (n) вид
 volcano /ˈvɒlkeɪnəʊ/ (n) вулкан

date back (phr v) относиться к (о времени)
 fall down (phr v) падать

English in Use 1

map /mæp/ (n) карта
 passenger /ˈpɑːsɪndʒə/ (n) пассажир
 ticket seller /ˈtɪktɪ sɛlə/ (n) продавец билетов

Next please! (phr) Следующий, пожалуйста!
 Return to London, please. (phr) Билет до Лондона и
 обратно, пожалуйста.
 Single or return? (phr) Билет только туда или туда и
 обратно?
 That's £6.00. (phr) Это стоит 6 фунтов.

travel by boat на лодке
 by bus на автобусе
 by car на автомобиле
 by motorcycle на мотоцикле
 by plane на самолете
 by ship на корабле
 by taxi на такси
 by train на поезде
 by tube на метро
 on foot пешком

You're welcome. (phr) Пожалуйста.

Across the Curriculum 1 – Geography

block of flats /blɒk əv flæts/ (n) многоквартирный дом
 busy /ˈbɪzi/ (adj) занятый
 capital city /ˈkæpɪtəl sɪti/ (n) столица
 cheap /tʃiːp/ (adj) дешевый
 city centre /sɪti sɛntə/ (n) центр города
 clean /kliːn/ (adj) чистый
 colourful /ˈkɒlərfʊl/ (adj) цветной
 continent /ˈkɒntɪnənt/ (n) континент
 crowded /ˈkraʊdɪd/ (adj) переполненный

currency /ˈkʌrənsɪ/ (n) валюта
 delicious /dɪˈlɪʃəs/ (adj) очень вкусный
 dirty /dɜːti/ (adj) грязный
 excellent /ɪkˈsələnt/ (adj) отличный, превосходный
 fantastic /fəˈntæstɪk/ (adj) великолепный
 horse racing /hɔːs reɪsɪŋ/ (n) скачки
 language /ˈlæŋgwɪdʒ/ (n) язык
 local food /ləʊkəl fʊd/ (n) национальная кухня
 metro network /ˈmetrəʊ netwɜːk/ (n) сеть метрополитена
 nightlife /ˈnaɪtlaɪf/ (n) ночная жизнь
 population /ˌpɒpjʊleɪʃən/ (n) население
 street party /ˈstriːt pɑːti/ (n) народные гуляния
 trolley bus /ˈtrɒli bʌs/ (n) троллейбус

MODULE 2

2a Bookworms

adventure story /ədventʃə stɔːri/ (n) приключенческий
 рассказ
 amazing /əˈmeɪzɪŋ/ (adj) удивительный, поразительный
 appearance /əˈpɪərəns/ (n) внешность
 author /ˈɔːθə/ (n) автор
 biography /ˌbaɪəɡrəfi/ (n) биография
 bookworm /ˈbʊkwɜːm/ (n) книжный червь, книголюб
 brilliant /ˈbrɪljənt/ (adj) выдающийся, блестящий
 cape /keɪp/ (n) накидка, плащ с капюшоном
 character /ˈkærɪktə/ (n) персонаж
 clever /ˈklevə/ (adj) умный
 comedy /ˈkɒmədi/ (n) комедия
 companion /ˌkɒmpənjən/ (n) попутчик; товарищ
 criminal /ˈkrɪmɪnəl/ (n) преступник
 dangerous /ˈdeɪŋdərəs/ (adj) опасный
 detective /ˈdetektɪv/ (n) детектив
 drama /ˈdrɑːmə/ (n) драма
 emotional /ɪˈmeɪʃənl/ (adj) эмоциональный, волнующий
 event /ɪvent/ (n) событие
 excitement /ɪkˈsaɪtmənt/ (n) волнение
 extraordinary /ɪkˈstrɔːdɪnəri/ (adj) исключительный,
 чрезвычайный
 faithful /ˈfeɪθfʊl/ (adj) верный, преданный
 fairy tale /ˈfeəri teɪl/ (n) сказка
 famous /ˈfeɪməs/ (adj) известный
 fictional /fɪkʃənəl/ (adj) вымышленный
 funny /ˈfʌni/ (adj) смешной
 gossip /ˈɡɒsɪp/ (v) сплетничать
 great /ɡreɪt/ (adj) великий
 humorous /ˌhjuːmərəs/ (adj) юмористический
 imagination /ɪˌmædʒɪneɪʃən/ (n) воображение
 inspire /ɪnˈspaɪə/ (v) вдохновлять
 intelligent /ɪntelɪdʒnt/ (adj) умный
 investigation /ɪnˌvestɪɡeɪʃən/ (n) расследование
 loyal /ləʊəl/ (adj) верный, преданный
 magnifying glass /ˌmæɡnɪfaɪɪŋ ɡlɑːs/ (n)
 лупа, увеличительное стекло
 mysterious /mɪˈstɪəriəs/ (adj) загадочный, таинственный
 mystery /ˈmɪstəri/ (n) детективный роман, рассказ
 myth /mɪθ/ (n) миф
 neat /niːt/ (adj) аккуратный, опрятный
 novel /ˈnɒvl/ (n) роман
 obsession /əˈbɛsɪʃən/ (n) одержимость
 order /ˈɔːdə/ (n) порядок

Word List

ordinary /ɔːdɪnəri/ (adj) обычный
 psychology /saɪkəˈlɒdʒi/ (n) психология
 quiz /kwɪz/ (n) тест, викторина
 science fiction /saɪəns fɪkʃn/ (n) научная фантастика
 several /sevrəl/ (adj) несколько
 strange /streɪndʒ/ (adj) странный
 tidy /taɪdi/ (adj) чистый, опрятный
 typical /tɪpɪkəl/ (adj) обычный, типичный
 underwater /ˌʌndəˈwɔːtə/ (adj) подводный
 unusual /ˌʌnjuːʒuəl/ (adj) необычный
 well known /wel ˈnəʊn/ (adj) известный, знаменитый
 writer /raɪtə/ (n) писатель

a suspense story (phr) захватывающий
 приключенческий рассказ
 at first glance (phr) на первый взгляд
 solve the mystery case (phr) расследовать загадочное
 дело

2b A classic read

adventure /ədvenʃə/ (n) приключение
 bush /bʊʃ/ (n) куст
 cave /keɪv/ (n) пещера
 compass /kəmˈpɑːs/ (n) компас
 discover /dɪsˈkʌvə/ (v) обнаруживать, находить
 explore /ɪksplɔː/ (v) исследовать
 explorer /ɪksplɔːrə/ (n) исследователь
 hide /haɪd/ (irr v) прятать(ся)
 huge /hjuːdʒ/ (adj) огромный
 initials /ɪnɪʃlz/ (n pl) инициалы
 journey /dʒɜːni/ (n) путешествие
 nephew /nefjuː, nevjuː/ (n) племянник
 plot /plɒt/ (n) сюжет
 raft /rɑːft/ (n) плот
 rock /rɒk/ (n) скала

2c Vanished!

confused /kənˈfjuːzɪd/ (adj) смущенный
 cosy /kɔːzi/ (adj) уютный, удобный
 crawl /kraʊl/ (v) ползать
 cry /kraɪ/ (v) кричать
 gasp /gɑːsp/ (n/v) тяжелое дыхание/открывать рот (от удивления)
 laugh /lɑːf/ (n/v) смех/смеяться
 power cut /paʊə kʌt/ (n) отключение электричества
 powerful /paʊəfʊl/ (adj) мощный
 relieved /rɪˈliːvd/ (adj) успокоенный
 reply /rɪˈplaɪ/ (n) ответ
 sigh /saɪ/ (n/v) вздох/вздыхать
 sleepy /sliːpi/ (adj) сонный
 snooze /snuːz/ (n/v) короткий сон, дремота/дремать
 snore /snɔː/ (n/v) храп/храпеть
 storm /stɔːm/ (n) буря, гроза
 stormy /stɔːmi/ (adj) бурный, ненастный
 trip /trɪp/ (v) спотыкаться
 velvet /velvɪt/ (adj) бархатный
 whisper /wɪspə/ (n/v) шепот/шептать
 yawn /jɔːn/ (n/v) зевота/зевать

a gust of wind (phr) порыв ветра
 a flash of lightning (phr) вспышка молнии

be fast asleep (phr) крепко спать

2d – Culture Corner

beast /biːst/ (n) зверь
 champion /tʃæmpɪən/ (n) чемпион
 crock /krɒk/ (n) горшок, кувшин
 disappear /dɪsəˈpiə/ (v) исчезать
 elf /ɛlf/ (n) эльф
 entertain /entəteɪn/ (v) развлекать
 fairy /ˈfeəri/ (n) фея
 fight /faɪt/ (irr v) бороться, сражаться
 folk tale /fɒk teɪl/ (n) народная сказка
 giant /dʒaɪənt/ (n) великан
 gold /gəʊld/ (n) золото
 group /gruːp/ (n) группа
 incredible /ɪnˈkredɪbəl/ (adj) невероятный
 treasure /ˈtreʒə/ (n) сокровище
 king /kɪŋ/ (n) король
 location /ləʊkeɪʃn/ (n) местонахождение
 magical /mædʒɪkəl/ (adj) волшебный, магический
 moral /mɔːl/ (adj) моральный, нравственный
 noble /ˈnɒbəl/ (adj) благородный
 obstacle /ˈɒbstəkl/ (n) препятствие, преграда
 overcome /ˌəʊvəˈkʌm/ (v) преодолевать
 saint /seɪnt/ (n) святой
 story /stɔːri/ (n) история, рассказ
 storyteller /ˈstɔːriˌtelə/ (n) рассказчик
 tradition /trəˈdɪʃn/ (n) традиция
 trick /trɪk/ (v) обманывать
 upset /ʌpsɪt/ (adj) расстроенный, разочарованный
 value /væljuː/ (n) ценность
 warrior /ˈwɔːriə/ (n) воин

English in Use 2

scared /skeəd/ (adj) испуганный
 scream /skriːm/ (v) кричать, вопить
 shout /ʃaʊt/ (v) кричать
 stripe /straɪp/ (n) полоса, полоска
 Oh my goodness! (phr) Боже мой!
 You'll never guess what happened to me! (phr) Ты никогда не угадаешь, что со мной произошло!
 You look upset (phr) Ты выглядишь расстроенным/ой.

Across the Curriculum 2 – Literature

ambassador /æmˈbæsədə/ (n) посол
 ankle /æŋkəl/ (n) лодыжка
 bottle /bɒtl/ (n) бутылка
 calm /kɑːm/ (adj) тихий, спокойный
 chain /tʃeɪn/ (n) цепь
 clank /klæŋk/ (n) лязг, бряцание
 dramatist /dɹæmətɪst/ (n) драматург
 dressing case /dresɪŋ keɪs/ (n) дорожный кейс
 foolish /ˈfuːlɪʃ/ (adj) глупый
 footstep /fʊtstep/ (n) след
 handcuffs /hændkʌfs/ (n pl) наручники
 haunted /haʊntɪd/ (adj) населенный привидениями
 incident /ɪnsɪdənt/ (n) происшествие
 local /ləʊkəl/ (n, adj) местный житель, местный
 lubricant /luːbrɪkənt/ (n) смазка, смазочный материал

marble /mɑːbl/ (n) мрамор
 match /mætʃ/ (n) спичка
 metal /metal/ (n) металл
 novelist /nɒvəlɪst/ (n) писатель-романист
 notice /nəʊtɪs/ (v) замечать
 oil /ɔɪl/ (v) смазывать
 old-fashioned /ɔːld-fɪʃənd/ (adj) старомодный
 poet /pəʊt/ (n) поэт
 rusty /rʌstɪ/ (adj) ржавый
 slippers /slɪpəz/ (n pl) тапочки
 warn /wɔːn/ (v) предупреждать
 wrist /rɪst/ (n) запястье
 strike a match (phr) зажечь спичку

MODULE 3

3a Lead the way!

afraid /əfreɪd/ (adj) испуганный
 artistic /ɑːtɪstɪk/ (adj) артистичный
 athletic /æθlɪtɪk/ (adj) атлетический, спортивный
 award /əwɔːd/ (n) награда
 blood samples образцы крови
 boxing /bɒksɪŋ/ (n) бокс
 career /kəˈrɪə/ (n) карьера, профессия
 chess /tʃes/ (n) шахматы
 collect /kəlekt/ (v) собирать, коллекционировать
 complain /kəmpleɪn/ (v) жаловаться
 copy /kɒpi/ (n) копия
 creative /kriːtɪv/ (adj) творческий, созидательный
 curious /kjʊərəs/ (adj) любопытный
 daring /deɪrɪŋ/ (adj) смелый, дерзкий, отважный
 detail /dɪteɪl/ (n) деталь
 disaster /dɪzɑːstə/ (n) стихийные бедствия
 design /dɪzajn/ (v) разрабатывать
 disease /dɪzɪz/ (n) болезнь, заболевания
 determined /dɪˌtɜːmɪnd/ (adj) решительный
 drive /draɪv/ (n) настойчивость, напористость
 empire /empaɪə/ (n) империя
 enthusiasm /ɪnθjʊˌzɪəzəm/ (n) энтузиазм
 fashion /fæʃn/ (n) мода
 fencing /fɛnsɪŋ/ (n) фехтование
 fit /fɪt/ (adj) (находящийся) в хорошей форме
 football /fʊtbɔːl/ (n) футбол
 go-kart /gəʊ-kɑːt/ (n) картинг
 ice-skating /aɪs skedʒɪŋ/ (n) катание на коньках
 imaginative /ɪmædʒɪnətɪv/ (adj) одаренный воображением
 jealous /dʒeləs/ (adj) завистливый
 knit /knɪt/ (v) вязать
 music /mjuːzɪk/ (n) музыка
 painting /peɪntɪŋ/ (n) рисование
 pastel /pɑːstl/ (n) пастель, пастельный мелок
 patient /peɪjnt/ (adj) терпеливый
 realistic /rɪˈælɪstɪk/ (adj) реалистичный
 rural /rʊərəl/ (adj) сельский, деревенский
 sew /səʊ/ (ɪrr v) шить
 skateboarding /skeɪtbɔːdɪŋ/ (n) катание на скейтборде
 sociable /səʊʃəbəl/ (adj) общительный
 songwriting /sɒŋ raɪtɪŋ/ (n) сочинение песен
 speed /spiːd/ (n) скорость

staple /steɪpl/ (v) скреплять
 succeed /səkseɪd/ (v) преуспевать

piece together (phr v) соединять
 set up (phr v) основывать, открывать
 try out (phr v) пробовать, испытывать

be in charge of (phr) руководить чем-либо / кем-либо
 pay attention to (phr) уделять внимание чему-либо

3b Who's who?

baby /beɪbi/ (n) малыш
 bald /bɔːld/ (adj) лысый
 beard /bɪəd/ (n) борода
 blond(e) /blɒnd/ (adj) белокурый
 child /tʃaɪld/ (n) ребенок
 curly /kɜːli/ (adj) кудрявый
 cute /kjuːt/ (adj) привлекательный, интересный
 elderly /eldəli/ (adj) пожилой
 fair /feə/ (adj) светлый
 fat /fæt/ (adj) толстый, тучный
 freckle /freckl/ (n) веснушка
 grey /greɪ/ (adj) седой
 heavily built /hevɪli bɪlt/ крепкого телосложения
 long /lɒŋ/ (adj) длинный
 middle-aged /mɪdʌl eɪdʒd/ (adj) средних лет
 moustache /maʊstʃ/ (n) усы
 old /əʊld/ (adj) старый
 pigtail /pɪɡteɪl/ (n) косичка, хвостик (тип прически)
 plump /plʌmp/ (adj) полный, пухлый
 pretty /prɪti/ (adj) симпатичный, милый
 red /red/ (adj) рыжий
 round /raʊnd/ (adj) круглый
 scar /skɑː/ (n) шрам
 short /ʃɔːt/ (adj) маленького роста (зд.)
 shoulder-length /ʃəʊldə-leŋθ/ (adj) до плеч (о длине волос)
 skinny /skɪni/ (adj) худой, тощий
 slim /slɪm/ (adj) стройный
 spiky /spaɪki/ (adj) колючий
 straight /streɪt/ (adj) прямой
 tall /tɔːl/ (adj) высокий
 tan /tæn/ (n) загар
 teenager /ˈtiːnɪdʒə/ (n) подросток
 thin /θɪn/ (adj) тощий
 ugly /ʌɡli/ (adj) безобразный, уродливый
 wavy /weɪvi/ (adj) вьющийся
 well-built /wel bɪlt/ (adj) крепкий, хорошо сложенный
 young /jʌŋ/ (adj) молодой

in his/her thirties (phr) в возрасте между 30 и 39 годами (за 30)

in his/her twenties (phr) в возрасте между 20 и 29 годами (за 20)

of medium height (phr) среднего роста

3c Against all odds

achieve /əʃɪv/ (v) достигать, добиваться
 actor /æktə/ (n) актер
 admire /ədmaɪə/ (v) восхищаться
 bestseller /best seɪlə/ (n) бестселлер
 blink /blɪŋk/ (v) моргать

Word List

brave /breɪv/ (adj) смелый
communicate /kəmjuːnɪkeɪt/ (v) общаться
computer system /kəmˌpi:jtə'sɪstəm/ (n) компьютерная система
cope (with) /kəʊp/ (v) справиться
diagnose /daɪəɡnəʊz/ (v) ставить диагноз
disease /dɪzɪz/ (n) болезнь
enable /ɪneɪbəl/ (v) давать возможность, позволять
eventually /ɪvenʃuəli/ (adv) в итоге, со временем
ingenious /ɪnʒiːniəs/ (adj) изобретательный, находчивый
inventor /ɪnven'tɔː/ (n) изобретатель
law /lɔː/ (n) закон
muscle /mʌsəl/ (n) мышца
politician /pə'lɪtɪʃən/ (n) политик
scientist /saɪəntɪst/ (n) ученый
universe /juːnɪvɜːs/ (n) мир, вселенная
university /juːnɪvɜːsɪti/ (n) университет
wheelchair /wi:l'tʃeə/ (n) инвалидная коляска
give away (phr v) отдавать, выдавать (тайну)
give back (phr v) возвращать
give up (phr v) отказываться
against all odds (phr) несмотря ни на что
lose control (phr) терять контроль
start a career (phr) начинать карьеру

3d – Culture Corner

armed forces /ɑːmd fɔːsɪz/ вооруженные силы
Beefeater /biːfi:tə/ (n) бифитер, служитель охраны лондонского Тауэра
bodyguard /bɒdɪ'ɡɑːd/ (n) телохранитель
Crown Jewels /kraʊn dʒu:əlz/ (n pl) драгоценности из королевской казны
duty /dʒu:ti/ (n) обязанность
formal /fɔːml/ (adj) официальный
guard /ɡɑːd/ (v) охранять, сторожить
guide /ɡaɪd/ (n) гид, экскурсовод
occasion /ə'keɪʒən/ (n) случай
palace /pæləs/ (n) дворец
prisoner /'prɪzənə/ (n) заключенный, узник
site /saɪt/ (n) место, местоположение
striking /straɪkɪŋ/ (adj) замечательный, поразительный
tourist /tuərist/ (n) турист
tourist attraction /tuərist ə'trækʃən/ (n) место, привлекательное для туристов, достопримечательность
uniform /juːnɪfɔːm/ (n) форменная одежда, форма
Yeoman Warder /jəʊmən wɔːdə/ (n) стражник лондонского Тауэра
look after (phr v) присматривать, следить за
take care of (phr) заботиться

English in Use 3

lawyer /lɔːjə/ (n) юрист, адвокат
office /ɒfɪs/ (n) офис
vet /vet/ (n) ветеринар

Across the Curriculum 3 – History

accident /æksɪdənt/ (n) несчастный случай

adult /ædʌlt/ (n) взрослый
chimney /tʃɪmni/ (n) дымовая труба
chimney sweep /tʃɪmni swi:p/ (n) трубочист
coal /kəʊl/ (n) уголь
conditions /kən'dɪʃnz/ (n pl) условия
cotton /kɒtən/ (n) хлопок
cruel /kru:əl/ (adj) жестокий
factory /fæktəri/ (n) фабрика
fix /fiks/ (v) ремонтировать, чинить
health /helθ/ (n) здоровье
master /mɑːstə/ (n) хозяин
mine /maɪn/ (n) шахта, рудник
narrow /nærəʊ/ (adj) узкий
orphan /ɔːfən/ (n) сирота
poor /pʊə/ (adj) бедный
queen /kwi:n/ (n) королева
thread /θred/ (n) нить
truck /trʌk/ (n) тележка
tunnel /tʌnəl/ (n) тоннель
Victorian /vɪktɔːriən/ (adj) викторианский (об эпохе)
wage /weɪdʒ/ (n) заработная плата
work long hours (phr) работать долго

MODULE 4

4a News stories

advertisement /ædvɜːtɪsmənt/ (n) реклама
cartoon strip /kɑːtu:n strɪp/ (n) комикс
celebrity gossip (phr) слухи о знаменитостях
chat show /tʃæt ʃəʊ/ (n) беседа, ток-шоу
daily horoscope /deɪli hɒrə'skəʊp/ (n) гороскоп
documentary /dɒkjʊməntəri/ (n) документальный фильм
e-mail /iːmeɪl/ (n) электронная почта
interview /ɪntə'vjuː/ (n) интервью
international news /ɪntə'næʃənəl ni:z/ международные новости
local news /ləʊkəl ni:z/ местные новости
magazine /mæɡəzi:n/ (n) журнал
mobile phone /məʊbaɪl fəʊn/ (n) мобильный телефон
national news /næʃənəl ni:z/ новости страны
newspaper /njuːspəpə/ (n) газета
nursery rhyme /nɜːsəri raɪm/ (n) детский стишок
panic /pænɪk/ (n) паника
porridge /'pɒrɪdʒ/ (n) каша
recover /rɪkəʊvə/ (v) выздоравливать, излечиваться
safety /seɪfti/ (n) безопасность
score /skɔː/ (v) забивать
scorpion /skɔːpɪən/ (n) скорпион
television /telɪvɪʒən/ (n) телевидение
TV guide /tiːviː ɡaɪd/ (n) ТВ-программа
weather report /weðə rɪpɔːt/ (n) прогноз погоды

break a record (phr) побить рекорд

4b Did you hear about ...?

awful /ɔːfəl/ (adj) ужасный
excited /ɪksaɪtɪd/ (adj) взволнованный
interested /ɪnteresɪd/ (adj) заинтересованный
marvellous /mɑːvələs/ (adj) чудесный, удивительный
sad /sæd/ (adj) грустный, печальный
shocked /ʃɒkɪd/ (adj) шокированный
surprised /səpraɪzɪd/ (adj) удивленный

terrible /tə'reɪbəl/ (adj) ужасный
 unbelievable /ˌʌnbɪli'eɪvəbəl/ (adj) невероятный
 worried /wə'dɒd/ (adj) озабоченный

go off (phr v) 1. портиться 2. издавать громкий звук
 go on (phr v) продолжаться
 go with (phr v) подходить, соответствовать

4c Take action!

award /ə'wɔ:d/ (n) награда
 ceremony /sə'remənɪ/ (n) церемония
 conservation /kɒnsə'veɪʃn/ (n) защита, сохранение
 mayor /meɪə/ (n) мэр
 medal /'medl/ (n) медаль
 member /'mɛmbə/ (n) член
 nature /'neɪtʃə/ (n) природа
 pollution /pə'lju:ʃn/ (n) загрязнение
 proud (of) /praʊd/ (adj) гордый
 stray /streɪ/ (adj) бродячий
 recycling /'ri:saɪklɪŋ/ (n) вторичная переработка

come up with (phr v) предлагать

take part in (phr) участвовать в
 word soon gets around (phr) слухами земля полнится

4d – Culture Corner

attractive /ə'træktɪv/ (adj) привлекательный
 beauty /'bjʊti/ (n) красота
 celebrity /sə'lebrɪti/ (n) знаменитость
 competition /kəm'pi:ʃn/ (n) конкурс, соревнование
 glossy /'gɒsli/ (adj) гляцевый, блестящий
 offer /'ɒfə/ (n/v) предложение /предлагать
 real life story /ri:əl laɪf 'sti:ri/ (n) история из жизни

English in Use 4

cooking programme /'kʊkɪŋ prə'græm/ кулинарная программа
 comedy series /kɒmɪdi 'sɪəri:z/ (n) комедийный сериал
 music show /mju:zɪk 'ʃəʊ/ (n) музыкальное шоу
 quiz show /kwɪz 'ʃəʊ/ (n) викторина, игровое шоу
 reality show /ri:əli'ti 'ʃəʊ/ (n) реали-шоу
 soap opera /səʊp 'ɒpərə/ (n) мыльная опера
 sports programme /spɔ:ts prə'græm/ (n) спортивная программа
 wildlife documentary /waɪldlaɪf dɒkjʊməntəri/ (n) документальный фильм о природе

Across the Curriculum 4 – Media Studies

campus /'kæmpəs/ (n) кампус, территория школы, колледжа, университета
 chart /tʃɑ:t/ (n) список музыкальных хитов
 hit /hɪt/ (n) хит
 DJ /dʒi: ʃeɪ/ (n) диск-жокей (диджей)
 engineer /'endʒɪniə/ (n) инженер
 equipment /'ɪkwɪpmənt/ (n) оборудование
 experience /'ɪksprɪəns/ (n) опыт
 journalist /'dʒɜ:nəlɪst/ (n) журналист
 inform /ɪnfɔ:m/ (v) сообщать, информировать

practical /'præktɪkəl/ (adj) практический
 presenter /'prezəntə/ (n) ведущий, диктор
 producer /'prɒdju:sə/ (n) продюсер, режиссер
 radio station /'reɪdɪəʊ steɪʃn/ (n) радиостанция
 review /ri:vu:/ (v) делать обзор

break down (phr v) ломать(ся)

MODULE 5

5a Predictions

believe /bɪli:v/ (v) верить
 creature /'kri:tʃə/ (n) создание, существо
 exist /ɪg'zɪst/ (v) существовать
 fuel /'fju:əl/ (n) топливо
 glass dome /'glɑ:s dəʊm/ (n) стеклянный купол
 housework /'haʊswɜ:k/ (n) домашняя работа
 mini-submarine /'mɪni-sʌb'maɪn/ (n) маленькая подводная лодка

online school /ɒnlaɪn skʊl/ (n) школа дистанционного обучения

petrol /'petrəl/ (n) бензин

planet /'plæni:t/ (n) планета

robotic housemaid /rəʊbɒtɪk haʊsmeɪd/ (n) робот — помощница по дому /уборщица

traffic jam /'træfɪk ʃæm/ (n) дорожная пробка, затор

underwater city /ˌʌndə'wɔ:tə'saɪti/ (n) подводный город

cause pollution (phr) становиться причиной загрязнения

look after (phr v) заботиться о ком-либо, присматривать за кем-либо

look for (phr v) искать

look forward to (phr v) ждать чего-либо с нетерпением

look up (phr v) искать что-либо в книге, справочнике

5b Gadget madness

affection /ə'fekʃn/ (n) любовь, привязанность

button /'bʌtən/ (n) кнопка, пуговица

computerise /kəm'pjʊtəraɪz/ (v) компьютеризировать

digital camera /dɪ'dʒɪtəl kæmərə/ (n) цифровой фотоаппарат

e-book device /i: bʊk dɪvaɪs/ (n) устройство для чтения электронных книг

file /faɪl/ (n) файл

headphones /'hedfəʊnz/ (n pl) наушники

hungry /'hʌŋgrɪ/ (adj) голодный

laptop /'læptɒp/ (n) портативный компьютер, ноутбук

MP3 music player /em pi: θri: mjuzɪk pleɪə/ (n) музыкальный MP3-проигрыватель

press /preʃ/ (v) нажимать

purpy /'pɜ:pi/ (n) щенок

robot pet /rəʊbɒt pet/ (n) робот — домашнее животное

store /stɔ:/ (v) хранить

text message /tekst mə'seɪdʒ/ (n) текстовое сообщение

clean up (phr v) убирать(ся)

come off it (phr) забыть о, отказаться от идеи
 Definitely. Точно /определенно.

have a point (phr) иметь смысл

surf the Net (phr) просматривать веб-страницы

take a picture of (phr) фотографировать

You're (dead) right. (phr) Ты (абсолютно) прав.

Word List

5c What's your opinion?

behave /bɪ'heɪv/ (v) вести себя
 explanation /ɪk'splæneɪʃn/ (n) объяснение
 inspiration /ɪn'spɪreɪʃn/ (n) вдохновение
 lecture /'lektʃə/ (n) лекция
 role model /rəʊl mɒdəl/ (n) пример (модель) поведения
 motivate /'mɒtɪveɪt/ (v) мотивировать
 personal computer /'pɜːsnəl kəm'pi:jtə/ (n) персональный компьютер
 replace /rɪ'pleɪs/ (v) заменять
 school assignment /'sku:l ə'saɪnmənt/ (n) домашнее задание
 technology /tek'nɒlədʒi/ (n) технология, технические науки
 look up (phr v) искать
 help out (phr v) выручать, помогать
 go online (phr) выходить в сеть Интернет
 keep notes (phr) делать записи

5d – Culture Corner

afford /ə'fɔːd/ (v) позволять себе
 digital music player (MP3) /dɪ'dʒɪtəl mju:zɪk pleɪə/ (n)
 цифровой музыкальный плеер (MP3)
 doll /dɒl/ (n) кукла
 games console /'geɪmz kɒnsəʊl/ (n) игровая приставка
 gold mine /'gəʊld maɪn/ (n) золотой рудник, прииск
 graph /grɑːf/ (n) график, диаграмма
 hi-fi system /haɪ faɪ sɪstəm/ (n) hi-fi музыкальная система
 high-tech /haɪ'tek/ (adj) высокотехнологичный
 increase /ɪn'kriːs/ (v) повышать
 innovation /ɪ'nɒveɪʃn/ (n) новшество, инновация
 percentage /'pɜːsentɪdʒ/ (n) процентное отношение
 pocket money /'pɒkɪt mʌni/ (n) карманные деньги
 radio /'reɪdɪəʊ/ (n) радио
 receive /rɪ'siːv/ (v) получать
 survey /sə'veɪ/ (n) исследование, опрос
 tape recorder /teɪp rɪ'kɔːdə/ (n) магнитофон

English in Use 5

click on 'send' (phr) нажать «отправить»
 connect to the Internet. (phr) подключаться к сети Интернет
 create a message (phr) создать сообщение
 e-mail address (phr) адрес электронной почты
 select an email address (phr) выбрать адрес электронной почты
 type /taɪp/ (v) набирать (на клавиатуре)

Across the Curriculum 5 – ICT

cockpit /'kɒkpi:t/ (n) кабина (в самолете)
 develop /dɪ'veləp/ (v) развивать
 fault /fɔːlt/ (n) дефект, недостаток
 flight simulator /flaɪt sɪmjuleɪtə/ (n) устройство для имитации полетов
 function /'fʌŋkʃn/ (v) действовать, функционировать
 identify /aɪ'dentɪfaɪ/ (v) определять
 practise /'præktɪs/ (v) упражняться
 simulate /sɪmjuleɪt/ (v) имитировать
 train /treɪn/ (v) тренировать(ся)

MODULE 6

6a The fun starts here!

ride on the big wheel (phr) кататься на чертовом колесе
 candyfloss /kændɪflɒs/ (n) сахарная вата
 cartoon character /kɑːtu:n kærɪktə/ (n) персонаж мультфильмов
 circus /sɜːkəs/ (n) цирк
 clown /klaʊn/ (n) клоун
 fun fair /fʌn feɪ/ (n) ярмарка
 home-made /'həʊm-meɪd/ (adj) домашнего приготовления
 landmark /lændmɑːk/ (n) достопримечательность
 mansion /'mænjən/ (n) особняк
 perform /pə'fɔːm/ (v) показывать, представлять
 pirate ship /'paɪrətʃɪp/ (n) пиратский корабль
 rollercoaster /rɒlə'kɔːstə/ (n) американские горки
 theme park /θi:m pɑːk/ (n) тематический парк
 tiny /tɪni/ (adj) крошечный
 trapeze artist /trə'piːz ɑːtɪst/ (n) артист на трапеции
 perform tricks (phr) исполнять трюки
 come across (phr v) натолкнуться, встретиться
 come back (phr v) вернуться
 come out (phr v) выходить, появляться
 come round (phr v) заходить, заезжать
 go on a rocket journey (phr) отправляться в путешествие на ракете
 go on a water ride (phr) кататься на водной горке
 go souvenir shopping (phr) покупать сувениры
 shake hands with (phr) пожать руку кому-либо
 take a stroll (phr) прогуливаться

6b Teen camps

book /bʊk/ (v) заказывать
 instrument /ɪn'strəmənt/ (n) музыкальный инструмент
 survive /sə'vaɪv/ (v) выживать
 teen camp /ti:n kæmp/ (n) лагерь для подростков
 tree house /tri: haʊs/ (n) домик на дереве
 video game /vɪdɪəʊ geɪm/ (n) видеоигра
 web page /web peɪdʒ/ (n) интернет-страница
 build a fire (phr) разводить огонь
 go rafting (phr) сплавать на плотах
 go hiking (phr) ходить в поход
 go swimming (phr) плавать
 have (acting) classes (phr) посещать уроки актерского мастерства
 put up a tent (phr) ставить палатку

6c A whale of a time!

greeting /'gri:tnɪ/ (n) поздравление, приветствие
 hair-raising /'heə-reɪzɪŋ/ (adj) жутко страшный, ужасный
 sailing /seɪlɪŋ/ (n) хождение на яхте
 water skiing /'wɔːtə skɪɪŋ/ (n) катание на водных лыжах
 wave riding /weɪv raɪdɪŋ/ (n) катание на волнах
 get back (phr v) возвращаться
 go sunbathing /sʌnbəʊdnɪŋ/ (phr) загорать

6d – Culture Corner

active /æktɪv/ (adj) активный

attraction /ə'trækʃn/ (n) аттракцион, притяжение
 balanced /bælənst/ (adj) уравновешенный
 believable /brɪ'li:vəbəl/ (adj) вероятный, возможный
 bone /bəʊn/ (n) кость
 brick /brɪk/ (n) кирпич
 driving licence /draɪvɪŋ laɪsəns/ (n) водительское удостоверение, права
 forgettable /fə'getəbəl/ (adj) легко забываемый
 fossil /'fɒsɪl/ (n) ископаемое (остатки древних животных)
 logical /'lɒdʒɪkəl/ (adj) логический
 possible /'pɒsɪbəl/ (adj) возможный
 responsible /rɪ'spɒnsəbəl/ (adj) ответственный
 sights /saɪts/ (n pl) достопримечательности
 spaceship /'speɪsʃɪp/ (n) космический корабль
 spectacular /'spektə'kjələ/ (adj) впечатляющий, захватывающий
 toffee apple /'tɒfi æpl/ (n) яблоко в карамели
 unforgettable /ʌnɪ'fɒrgetəbəl/ (adj) незабываемый
 find out (phr v) выяснять
 fly a plane (phr) летать на самолете
 go on a safari trek (phr) отправляться на сафари
 ride a camel (phr) кататься на верблюде
 take a ride on a rollercoaster (phr) прокатиться на американских горках

English in Use 6

reserve a place (phr) забронировать место
 I'm afraid there aren't any places left in photography. (phr) Боюсь, что на курсах фотографии мест не осталось.
 Looking forward to seeing you in July. (phr) Ждем с нетерпением нашей встречи в июле.
 walk of fame (phr) аллея славы
 You need to send a deposit. (phr) Вам нужно внести задаток.

Across the Curriculum 6 – Physical Education

area /'eəriə/ (n) пространство, площадь
 cramp /kræmp/ (n) спазм, судорога
 designate /deɪzɪneɪt/ (v) обозначать, устанавливать
 display /dɪ'spleɪ/ (v) показывать
 diving /daɪvɪŋ/ (n) ныряние
 dive-bombing /daɪv-bɒmɪŋ/ (n) ныряние «бомбочкой»
 lead /li:d/ (irr v) (при)вести
 lifeguard /'laɪfgɑ:d/ (n) инструктор-спасатель
 obey /ə'beɪ/ (v) слушаться, подчиняться
 push /puʃ/ (v) толкать
 sign /saɪn/ (n) знак
 slip /slɪp/ (v) скользить, поскользнуться
 splash /splæʃ/ (v) брызгать, плескать
 surface /'sɜ:fɪs/ (n) поверхность
 follow the rules (phr) следовать правилам
 get into trouble (phr) попасть в беду
 put sb in danger (phr) ставить кого-либо в опасное положение

MODULE 7

7a Walk of fame

actor /'æktə/ (n) актер
 actress /'æktɪs/ (n) актриса
 athlete /'æθli:t/ (n) спортсмен
 attractive /ə'træktɪv/ (adj) привлекательный
 beautiful /'bjʊtɪfʊl/ (adj) красивый
 career /'kæriə/ (n) карьера
 comedian /kə'mi:diən/ (n) комедийный актер, комик
 expensive /ɪk'spensɪv/ (adj) дорогой
 fast /fɑ:st/ (adj, adv) быстрый, быстро
 figure skater /'fɪgə skeɪtə/ (n) фигурист, фигуристка
 film director /fɪlm daɪ'rektə/ (n) режиссер
 funny /'fʌni/ (adj) смешной
 handsome /'hændsəm/ (adj) красивый (о мужчине)
 intelligent /ɪn'telɪdʒnt/ (adj) умный, сообразительный
 model /'mɒdəl/ (n) фотомодель
 opera singer /'ɒpərə sɪŋə/ (n) оперный певец
 performer /'pɜ:fɔ:mə/ (n) исполнитель
 proud /praʊd/ (adj) гордый
 rich /rɪʃ/ (adj) богатый
 smart /smɑ:t/ (adj) остроумный; нарядный
 successful /sək'sesfʊl/ (adj) успешный
 talented /'tæləntɪd/ (adj) талантливый
 sculpture /'skʌlp(t)ʃə/ (n) скульптура
 wise /waɪz/ (adj) мудрый

7b Streaming frenzy!

animation /æ'nɪmeɪʃn/ (n) анимация, мультипликация
 comedy /kɒmɪdi/ (n) комедия
 creepy /'kri:pi/ (adj) вызывающий страх, леденящий душу
 fantasy /'fæntəzi/ (n) фэнтези
 film review /fɪlm ri:vju:/ (n) обзор фильма
 movie /'mu:vi/ (n) кинофильм
 romance /'rəʊmæns/ (n) романтический фильм, мелодрама
 science fiction /saɪəns fɪkʃn/ (n) фантастика
 stunning /stʌnɪŋ/ (adj) ошеломляющий, сногшибательный
 suggestion /sə'dʒestʃn/ (n) предложение
 thriller /'θrɪlə/ (n) триллер
 turn in (phr v) ложиться спать
 turn into (phr v) превращать(ся) во что-либо/кого-либо
 turn off (phr v) выключать
 turn on (phr v) включать
 according to (prep) соответственно чему-либо
 How about ...? (phr) Как насчет ...?
 I don't mind. (phr) Я не возражаю.
 I don't really like ... (phr) Мне на самом деле не нравится ...
 I hate / can't stand ... (phr) Я ненавижу / не выношу ...
 I love/like/enjoy ... (phr) Я люблю/Мне нравится ...
 I (quite) like ... but I prefer ... (phr) Мне нравится ..., но я предпочитаю ...
 I'm not a big fan of ... (phr) Я не большой поклонник ...

Word List

That's a great idea. (phr) Отличная идея.

7c In the charts!

acting /æktɪŋ/ (n) игра
 album /ælbəm/ (n) альбом
 artist /ɑːtɪst/ (n) исполнитель, музыкант
 bright /braɪt/ (adj) яркий
 cast /kɑːst/ (n) актерский состав
 catchy tune /kætʃi tuːn/ (adj) запоминающаяся мелодия
 classical music /kɪləsɪkəl mjuːzɪk/ (n) классическая музыка
 funk /fʌŋk/ (n) фанк
 genuine /dʒenjuːn/ (adj) истинный, настоящий
 genre /ʒɑːnr/ (n) жанр
 heavy metal /hevi metl/ (n) тяжелый метал, хеви-метал
 jazz /dʒæz/ (n) джаз
 lyrics /lɪŋks/ (n) слова песни, стихи
 music chart /mjuːzɪk tʃɑːt/ (n) музыкальный хит-парад
 musical instrument /mjuːzɪkəl ɪnstrəmənt/ (n)
 музыкальный инструмент
 plot /plɒt/ (n) сюжет
 pop /pɒp/ (n) поп
 rap /ræp/ (n) рэп
 rating /reɪtɪŋ/ (n) рейтинг
 rock /rɒk/ (n) рок
 rock /rɒk/ (v) сотрясать, «взрывать»
 role /rəʊl/ (n) роль
 script /skrɪpt/ (n) сценарий
 singer /sɪŋə/ (n) певец
 songwriter /sɒŋraɪtə/ (n) автор песен
 soul /səʊl/ (n) соул
 sound effects /saʊnd ɪfɛkts/ (n) звуковые эффекты
 special effects /speʃl ɪfɛkts/ (n) спецэффекты
 voice /vɔɪs/ (n) голос

7d – Culture Corner

champion /tʃæmpɪən/ (n) чемпион
 defender /dɪfendə/ (n) защитник
 footballer /fʊtbɔːlə/ (n) футболист
 football club /fʊtbɔːl klʌb/ (n) футбольный клуб
 goalkeeper /ˌɡoʊlkiːpə/ (n) голкипер, вратарь
 goalpost /ˌɡoʊlˈpɔːst/ (n) стойка ворот
 opponent /ɒpəˈnɒnt/ (n) противник
 pitch /pɪtʃ/ (n) футбольное поле
 professional /ˌprɒfəˈʃjənəl/ (adj) профессиональный
 stadium /ˈsteɪdɪəm/ (n) стадион
 striker /straɪkə/ (n) нападающий
 team /tiːm/ (n) команда
 top prize /tɒp praɪz/ (n) главный приз
 violent /vaɪələnt/ (adj) жестокий

English in Use 7

Enjoy the movie! (phr) Наслаждайтесь фильмом!
 Here are your tickets and your change. (phr) Вот
 ваши билеты и ваша сдача.
 Is that for the 7 pm or the 10 pm showing? (phr) Это
 билеты на семичасовой или десятичасовой сеанс?
 I'm afraid it's sold out. (phr) Боюсь, что все уже
 продано.
 Is there a discount for students? (phr) Есть ли скидка
 для студентов?

Across the Curriculum 7 – Music

accompany /əˈkʌmpəni/ (v) сопровождать
 accordion /əˈkɔːdnən/ (n) аккордеон
 background /ˌbækgraʊnd/ (n) фон
 cliché /ˈkliːʃeɪ/ (n) клише
 extract /ɪkˈstrækt/ (n) фрагмент, отрывок
 feeling /ˈfiːlɪŋ/ (n) чувство, ощущение
 horror film /hɒrə fɪlm/ (n) фильм ужасов
 introduce /ɪntrəˈdjuːs/ (v) представлять
 melody /ˈmelədi/ (n) мелодия
 mood /muːd/ (n) настроение, расположение духа
 scene /siːn/ (n) сцена
 sharp /ʃɑːp/ (adj) пронзительный
 silent /ˈsaɪlənt/ (adj) тихий
 sound /saʊnd/ (n) звук
 specific /spɪsɪfɪk/ (adj) особенный, специфический
 spot /spɒt/ (v) замечать, определять
 violin /vɪəˈlɪn/ (n) скрипка
 xylophone /zaɪləˈfəʊn/ (n) ксилофон

MODULE 8

8a Save the Earth

acid rain /æsɪd reɪn/ (n) кислотный дождь
 air pollution /eə pəˈluːʃn/ (n) загрязнение воздуха
 animal/plant species /ænɪml/plɑːnt speɪʃɪz/ (n) виды
 животных / растений
 atmosphere /ˌætməˈsfiə/ (n) атмосфера
 breathe /briːð/ (v) дышать
 burn /bɜːn/ (irr v) сжигать
 cloud /klaʊd/ (n) облако
 distance /ˈdɪstəns/ (n) расстояние
 emit /ɪˈmɪt/ (v) выбрасывать, выделять
 factory waste /ˈfæktəri weɪst/ (n) отходы производства
 fog /fɒɡ/ (n) туман
 gather /ˈɡæðə/ (v) собираться
 government /ˌɡʌvənˈmɛnt/ (n) правительство
 habitat /ˈhæbɪtæt/ (n) естественная среда, ареал
 harm /hɑːm/ (v) наносить вред
 harmful /hɑːmfl/ (adj) вредный
 heat /hiːt/ (v) обогревать
 industry /ɪnˈdʌstri/ (n) промышленность
 kill /kɪl/ (v) убивать
 lake /leɪk/ (n) озеро
 land /lænd/ (v) приземляться, садиться
 oxygen /ˈɒksɪdʒən/ (n) кислород
 poison /ˈpɔɪzən/ (v) отравлять
 pollute /pəˈluːt/ (v) загрязнять
 power station /ˈpaʊə stɛɪʃən/ (n) электростанция
 reduce /rɪˈdjuːs/ (v) сокращать
 sleet /sliːt/ (n) дождь со снегом
 snow /snoʊ/ (n) снег
 soil pollution /sɔɪl pəˈluːʃn/ (n) загрязнение почвы
 solar power /səʊlə ˈpaʊə/ (n) солнечная энергия
 stream /striːm/ (n) ручей
 toxic fumes /tɒksɪk fjuːmz/ (n pl) токсические выбросы
 water pollution /ˌwɔːtə pəˈluːʃn/ (n) загрязнение воды

make out (phr v) понять, разобрать
 make up (phr v) выдумывать
 make up with (phr v) помириться с
 wipe out (phr v) истреблять, уничтожать

8b Eco-helpers

collect /kə'lekt/ (v) собирать
 ecology /i'kɒlədʒi/ (n) экология
 gardening gloves /'gɑːdnɪŋ glʌvz/ садовые перчатки
 hammer /'hæmə/ (n) молоток
 join /dʒɔɪn/ (v) присоединять(ся)
 ladder /'lædə/ (n) лестница
 leave /liːv/ (irr v) оставлять
 nail /neɪl/ (n) гвоздь
 nest /nest/ (n) гнездо
 net /net/ (n) сетка
 plant /plɑːnt/ (v) сажать (растения)
 plastic bag /'plæstɪk bæɡ/ (n) пластиковый пакет
 rake /reɪk/ (n) грабли
 recycle /riːsaɪkl/ (v) подвергать вторичной переработке
 rubbish /'rʌbɪʃ/ (n) мусор
 spade /speɪd/ (n) лопата
 watering can /'wɔːtərɪŋ kæn/ (n) лейка

Can I give you a hand ...? (phr) Могу я помочь тебе ...?
 No thanks, I'm fine. (phr) Нет, спасибо.
 No, I can manage, thanks. (phr) Спасибо, я справлюсь сам(а).
 No, it's OK, but thanks anyway! (phr) Нет, но в любом случае спасибо!

8c Born free

alligator /ə'lɪɡətə/ (n) крокодил, аллигатор
 black bear /'blæk beə/ (n) бурый медведь
 camel /kæməl/ (n) верблюд
 desert /dɪzət/ (n) пустыня
 drawback /draʊbæk/ (n) недостаток
 environment /ɪn'vaɪrənmənt/ (n) окружающая среда
 grassland /'grɑːslænd/ (n) луг
 parrot /'pærət/ (n) попугай
 penguin /'penɡwɪn/ (n) пингвин
 polar region /'pɔːlə rɪ'dʒən/ (n) полярный регион
 savannah /sə'venə/ (n) саванна
 survive /sə'vaɪv/ (n) выживать
 tropical rainforest /'trɒpɪkəl reɪn'fɒrɪst/ (n) влажный тропический лес
 wetlands /'wetləndz/ (n pl) заболоченные территории
 woods /wudz/ (n) леса
 endangered species (phr) исчезающий вид (растений, животных)

8d – Culture Corner

bluebell /'bluːbel/ (n) колокольчик (цветок)
 cave /keɪv/ (n) пещера
 cliff /klɪf/ (n) обрыв, скала
 deer /dɪə/ (n) олень
 donation /də'neɪʃn/ (n) пожертвование
 fieldmice /'fiːldmaɪs/ (n pl) полевые мыши
 flock /flɒk/ (n) стая
 garlic /'gɑːlɪk/ (n) чеснок
 geese /'giːs/ (n pl) гуси
 golden eagle /'gɒldən ɪ'ɡl/ (n) золотой орел
 marsh /mɑːʃ/ (n) болото
 nature trail /'neɪtʃə treɪl/ природная тропа
 nest /nest/ (n, v) гнездо, гнездиться

puffin /'pʌfɪn/ (n) буревестник
 rare /reə/ (adj) редкий
 remote /rɪ'moʊt/ (adj) удаленный
 reserve /rɪ'zɜːv/ (n) заповедник
 seabird /siːbɜːd/ (n) морская птица
 sheep /ʃiːp/ (n) овца
 swan /swɒn/ (n) лебедь
 wildlife /'waɪldlaɪf/ (n) дикая природа

English in Use 8

bank account /'bæŋk əkaʊnt/ (n) банковский счет
 benefit /'benɪfɪt/ (n) преимущество, выгода
 cash /kæʃ/ (n) наличные
 cheque /tʃek/ (n) чек
 cost /kɒst/ (irr v) стоить
 credit card /'kredɪt kɑːd/ (n) кредитная карта
 direct debit /'daɪrɪkt dɛbɪt/ (n) перевод (денежный)
 generous /dʒɛ'nərəs/ (n) щедрый
 one-off donation (phs) единовременное пожертвование

Across the Curriculum 8 – Science

bacteria /'bæktɪəriə/ (n pl) бактерии
 carnivore /kɑːnɪvɔː/ (n) плотоядное животное
 compound /kəm'paʊnd/ (n) смесь, соединение
 consumer /kən'sjuːmə/ (n) потребитель
 decomposer /dɪkəm'pəʊzə/ (n) вещество, разлагающее что-либо
 energy /'enədʒi/ (n) энергия
 extinction /ɪk'stɪŋkʃn/ (n) вымирание
 food chain /fuːd tʃeɪn/ (n) пищевая цепочка
 fungi /'fʌŋɡi/ (n pl) грибы
 grass /grɑːs/ (n) трава
 grasshopper /'grɑːshɒpə/ (n) кузнечик
 hawk /hɔːk/ (n) ястреб
 herbivore /'hɜːbɪvɔː/ (n) травоядное животное
 hunt /hʌnt/ (v) охотиться
 omnivore /'ɒmnɪvɔː/ (n) всеядное животное
 organic /'ɔːɡənɪk/ (adj) органический
 primary /'praɪməri/ (adj) первичный
 producer /'prɒdjuːsə/ (n) производитель
 provide /prə'vaɪd/ (v) обеспечивать
 secondary /sɛkəndəri/ (adj) вторичный
 sunlight /'sʌnlɑːt/ (n) солнечный свет
 tertiary /'tɜːʃəri/ (adj) третичный
 break down (phr v) ломать

MODULE 9

9a You are what you eat!

bar /bɑː/ (n) плитка
 beverages /'beɪvərɪdʒɪz/ (n pl) напитки
 biscuit /'bɪskɪt/ (n) сухое печенье
 bottle /'bɒtl/ (n) бутылка
 box /bɒks/ (n) ящик, коробка
 brown rice /braʊn raɪs/ (n) коричневый рис
 butter /'bʌtə/ (n) сливочное масло
 can /kæn/ (n) консервная банка
 carton /kɑːtɒn/ (n) картонная коробка

Word List

cereal /sɪəriəl/ (n) крупа
 chicken burger /tʃɪkɪn bɜːɡə/ (n) куриная котлета
 chicken leg /tʃɪkɪn lɛɡ/ (n) куриная ножка
 chips /tʃɪps/ (n pl) чипсы
 chocolate /tʃɒkəlɪt/ (n) шоколад
 coffee /kɒfi/ (n) кофе
 cola /kɒlə/ (n) кола
 cream /kriːm/ (n) сливки
 crisp /krɪsp/ (n) хрустящий картофель, чипсы
 cup /kʌp/ (n) чашка
 curry /kʌri/ (n) карри
 dairy products /deəri prɒdʌkts/ (n pl) молочные продукты
 egg /eg/ (n) яйцо
 family-sized /fæmɪli saɪzɪd/ (adj) семейный (размер для всей семьи)
 fish /fɪʃ/ (n) рыба
 fizzy drink /fɪzi drɪŋk/ (n) газированный напиток
 fruit /fruːt/ (n) фрукты
 grains /ɡreɪnz/ (n pl) злаки, зерновые
 grilled /ɡrɪld/ (adj) приготовленный на гриле
 hamburger /hæmbɜːɡə/ (n) гамбургер
 healthy food /helθi fud/ (n) здоровая пища
 herbs /hɜːbz/ (n pl) зелень, травы
 honey /hʌni/ (n) мед
 ice cream /aɪs kriːm/ (n) мороженое
 jar /dʒɑː/ (n) кувшин, стеклянная банка
 juice /dʒuːs/ (n) сок
 junk food /dʒʌŋk fuːd/ (n) нездоровая пища
 lamb chop /læm tʃɒp/ (n) отбивная из баранины
 lettuce /lɛtɪs/ (n) салат латук
 mayonnaise /maɪəneɪz/ (n) майонез
 meat /miːt/ (n) мясо
 milk /mɪlk/ (n) молоко
 nuts /nʌts/ (n pl) орехи
 oil /oɪl/ (n) масло (растительное)
 olive oil /ɒlɪv oɪl/ (n) оливковое масло
 packet /pækt/ (n) пакет
 pasta /pæstə/ (n) паста, макароны
 peas /piːz/ (n pl) горох, горошек
 pepper /peɪpə/ (n) перец
 pizza /pɪtsə/ (n) пицца
 poultry /pɒʊltri/ (n) домашняя птица
 rice /raɪs/ (n) рис
 salad /sæləd/ (n) салат
 salt /sɔːlt/ (n) соль
 sandwich /sænwɪtʃ/ (n) бутерброд, сэндвич
 seeds /siːdz/ (n pl) семена, семечки
 snack /snæk/ (n) перекус
 spices /spɑːsɪz/ (n pl) специи
 sweets /swiːts/ (n pl) сладости
 takeaway /teɪkəweɪ/ (n) еда на вынос, с собой
 tin /tɪn/ (n) банка
 toast /təʊst/ (n) тост
 tomato /təməʊtəʊ/ (n) помидор
 tuna /tuːnə/ (n) тунец
 vegetables /vedʒtəbʌlz/ (n pl) овощи
 white bread /waɪt bred/ (n) белый хлеб
 white sugar /waɪt ʃʊɡə/ (n) белый сахар
 wholemeal bread /həʊlmiːl bred/ (n) хлеб с отрубями
 yoghurt /jɒɡɜːt/ (n) йогурт

take away (phr v) уносить с собой

take back (phr v) возвращать
 take off (phr v) снимать (одежду)
 take out (phr v) приглашать с собой куда-либо

9b Can I help you?

basketball /bɑːskɪtbɔːl/ (n) баскетбол
 camera /kæmərə/ (n) фотоаппарат
 cashier /kæʃɪə/ (n) кассир
 chemist's /kɛmɪsts/ (n) аптека
 cleaner /kliːnə/ (n) уборщик
 clothes shop /klaʊðz ʃɒp/ (n) магазин одежды
 crayon /k্রেয়ন/ (n) цветной мелок, карандаш
 diary /daɪəri/ (n) дневник
 electronics shop /ɪlektɹɒnɪks ʃɒp/ (n) магазин электроники и бытовой техники
 first aid kit /fɜːst eɪd kɪt/ (phr) аптечка первой помощи
 hooded sweater /hʊdɪd swetə/ (n) свитер с капюшоном
 jeweller's /dʒuːələz/ (n) ювелирный магазин
 manager /mænɪdʒə/ (n) управляющий
 optician's /ɒptɪʃnz/ (n) оптика
 phonecard /fəʊnkaːd/ (n) телефонная карта
 ring /rɪŋ/ (n) звонок
 security guard /sɪkjʊəriti ɡɑːd/ (n) охранник
 shop assistant /ʃɒp əsɪstənt/ (n) продавец
 socks /sɒks/ (n) носки
 sports shop /spɔːts ʃɒp/ (n) магазин спортивных товаров
 stationery shop /steɪʃənəri ʃɒp/ (n) магазин канцелярских товаров
 sunscreen /sʌnskriːn/ (n) солнцезащитный крем
 swimming trunks /swɪmɪŋ trʌŋks/ (n pl) плавки
 swimsuit /swɪmzʊɪt/ (n) купальник
 toy shop /tɔɪ ʃɒp/ (n) магазин игрушек

9c Gifts for everyone!

bowl /bɔːl/ (n) миска
 case /keɪs/ (n) чемодан
 checked /tʃekt/ (adj) клетчатый
 cotton /kɒtən/ (n, adj) хлопок, хлопковый
 cushion /kʊʃn/ (n) маленькая подушка
 frame /freɪm/ (n) рамка
 leather /leðə/ (n, adj) кожа, кожаный
 metal /metl/ (n, adj) металл, металлический
 oval /əʊvəl/ (n, adj) овал, овальный
 paper /peɪpə/ (n, adj) бумага, бумажный
 polka dot /pɒlka dɒt/ (adj) в горошек
 plain /pleɪn/ (adj) однотонный
 plastic /plæstɪk/ (n, adj) пластик, пластиковый
 rectangular /rektæŋɡjələ/ (n, adj) прямоугольник, прямоугольный
 round /raʊnd/ (adj) круглый
 silver /sɪlvə/ (n, adj) серебро, серебряный
 square /skweə/ (n, adj) квадрат, квадратный
 striped /straɪpt/ (adj) полосатый
 velvet /velvɪt/ (n, adj) бархат, бархатный
 wallet /wɒlɪt/ (n) бумажник
 wood /wʊd/ (n) дерево
 wooden /wɒdn/ (adj) деревянный
 woollen /wʊlən/ (adj) шерстяной

9d – Culture Corner

a couch potato лежебока
 as cool as a cucumber спокойный как удав
 don't cry over spilt milk что упало, то пропало
 too many cooks spoil the broth у семи нянек дитя без
 глазу

English in Use 9

anorak /ænə'reɪk/ (n) куртка с капюшоном
 exchange /ɪks'tʃeɪndʒ/ (v) обменять, поменять
 fit /fɪt/ (irr v) подходить по размеру
 match /mætʃ/ (v) подходить по цвету
 skirt /skɜ:t/ (n) юбка
 trainers /'treɪnəz/ (n) кроссовки
 waistcoat /weɪ'stkəʊt/ (n) жилет

Across the Curriculum 9 – Citizenship

affect /ə'fekt/ (v) влиять
 bargain /bɑ:ɡeɪn/ (n) выгодная покупка
 choice /tʃɔɪs/ (n) выбор
 designer label /dɪzəɪnə 'leɪbəl/ (n) известная марка
 e-card /i:kɑ:rd/ (n) электронная открытка
 label /leɪbəl/ (n) ярлык, этикетка
 rechargeable battery /'ri:tʃə:dʒəbəl bə'terɪ/ (n)
 аккумуляторная батарейка
 share /ʃeə/ (v) делиться
 stuff /stʌf/ (n) вещи
 swap /swɒp/ (v) обмениваться

fit in (phr v) подходить

for a good cause (phr) по веской причине
 on offer (phr) на распродаже

MODULE 10

10a Stress free

ache /eɪk/ (n) боль
 ache /eɪk/ (v) болеть (о руке, голове и т. д.)
 allow /ə'laʊ/ (v) позволять
 argue /ɑ:ɡju: / (v) спорить
 co-operate /kəʊ-ɒpə'reɪt/ (v) сотрудничать,
 взаимодействовать
 daily /deɪli/ (adj) ежедневный
 disagree /dɪsə'ɡri: / (v) не соглашаться, противоречить
 gossip /'gɒsɪp/ (n) сплетни
 harmless /'hɑ:mɪləs/ (adj) безвредный
 headache /'hedkeɪk/ (n) головная боль
 hurtful /'hɜ:tful/ (adj) болезненный
 lose /lʊz/ (irr v) терять
 mate /meɪt/ (n) товарищ
 mean /mi:n/ (adj) жадный
 move /mu:v/ (v) переезжать (зд.)
 opinion /ə'pɪnjən/ (n) мнение
 rumour /'rumə/ (n) слух, молва
 separate /sə'peɪt/ (v) отделять
 sibling /'sɪblɪŋ/ (n) брат или сестра
 snob /snɒb/ (n) сноб
 stressful /'stresfʊl/ (adj) стрессовый
 unfair /ʌn'feɪ/ (adj) несправедливый
 valuable /væljʊəbəl/ (adj) ценный

weekly planner /'wi:kli plænə/ (n) еженедельник

fall apart (phr v) разваливаться, ломаться
 fall behind with sth (phr v) отставать в чём-либо
 fall out with somebody (phr v) соориться с кем-либо
 sit around (phr) сидеть без дела

break the chain (phr) разорвать цепочку
 get the blame (phr) оставаться виноватым
 have an appointment (phr) назначить встречу
 have it one's way (phr) поступать по-своему
 He gets away with everything. (phr) Ему все сходит с
 рук.

practise an instrument /'præktɪs ən ɪn'strʊmənt/ (phr)
 заниматься на музыкальном инструменте
 scratch my back and I'll scratch yours (phr) баш на
 баш; ты мне, я тебе

sit exams (phr) сдавать экзамены
 spread rumours (phr) распускать слухи
 throw a party (phr) устраивать вечеринку

10b Accident-prone

ambulance /æm'bju:ləns/ (n) скорая помощь
 ankle /æŋkəl/ (n) лодыжка
 bang one's head (phr) удариться головой
 break one's leg (phr) сломать ногу
 chip one's tooth (phr) сломать зуб
 cut one's finger (phr) порезать палец
 hurt /hɜ:t/ (irr v) повредить, ударить
 hurt one's back (phr) удариться спиной
 sprain one's wrist (phr) растянуть запястье
 twist one's ankle (phr) вывихнуть лодыжку
 wrap /ræp/ (v) обертывать, укутывать

Are you all right? (phr) С тобой все в порядке?
 What's the matter? (phr) Что случилось?
 What's up? (phr) Что произошло?
 Is something wrong? (phr) Что-то не так?
 It's nothing serious. (phr) Ничего серьезного.
 It's going to be all right. (phr) Все будет хорошо.
 Let me help you. (phr) Позволь помочь тебе.
 You don't look well. (phr) Ты выглядишь не очень
 хорошо.

10c Doctor, doctor!

advice /əd'vaɪs/ (n) совет
 drop /drɒp/ (n) капля
 exhausted /ɪgzɔ:stɪd/ (adj) истощенный
 fluid /'fluɪd/ (n) жидкость
 forehead /'fɒrɪd/ (n) лоб
 meal /mi:l/ (n) еда, прием пищи
 vitamin /vɪ'tæmɪn/ (n) витамин

lie down (phr v) ложиться, прилечь
 turn out (phr v) обернуться, оказываться

get some rest (phr) немного отдохнуть
 have a headache (phr) ощущать головную боль
 a sore throat (phr) ощущать боль в горле
 a stomachache (phr) ощущать боль в желудке
 a toothache (phr) ощущать зубную боль
 an earache (phr) ощущать боль в ухе
 high fever (phr) иметь высокую температуру
 sore eyes (phr) ощущать боль в глазах

Word List

put a cold pack on one's forehead (phr) наложить на лоб холодный компресс
take a painkiller (phr) принимать обезболивающее

10d – Culture Corner

Flying Doctors

Nouns

assistance /ə'sɪstəns/ (n) помощь
basic /'beɪsɪk/ (adj) основной
complete /kəm'pli:t/ (adj) полный
emergency /ɪ'mɜ:dʒənsi/ (n) чрезвычайная ситуация
health care /'helθ keə/ (n) забота о здоровье
hospital /'hɒspɪtl/ (n) больница
isolation /aɪ'səleɪʃn/ (n) изоляция, уединение
landing /'lændɪŋ/ (n) посадка, приземление
mile /maɪl/ (n) миля
non-profit charity /nɒn-prɒfɪt tʃɑ:rti/ (n) безвозмездная помощь
operate /'ɒpəreɪt/ (v) оперировать
patient /'peɪʃnt/ (n) пациент
risk /rɪsk/ (n) риск
treat /tri:t/ (v) лечить

deal with (phr v) иметь дело с
set up (phr v) основывать

let alone (phr) не говоря о

English in Use 10

dizzy /'dɪzɪ/ (adj) испытывающий головокружение
swallow /'swɒləʊ/ (v) глотать

come down with (phr v) заболеть, заразиться

Bless you. Here's a tissue. (phr) Будьте здоровы. Вот носовой платок.

Across the Curriculum 10 – Literature

ash /æʃ/ (n) зола, пепел
author /'ɔ:θə/ (n) автор
capsule /'kæpsjʊl/ (n) капсула
cheerful /tʃɪəfʊl/ (adj) бодрый
fiction /'fɪkʃn/ (n) художественная литература
grill /grɪl/ (v) жарить
gun /gʌn/ (n) пистолет
herbal remedy /'hɜ:bl rɪ'medi/ растительное лекарственное средство
journalist /'dʒɜ:nəlɪst/ (n) журналист
lively /'laɪvli/ (adj) живой
miserable /'mɪzərəbəl/ (adj) несчастный
roast /rəʊst/ (v) запекать на огне
rum /rʌm/ (n) ром
shipwrecked /'ʃɪprɛkɪd/ (adj) потерпевший кораблекрушение
sickness /'sɪknəs/ (n) болезнь
smooth /smu:ð/ (adj) гладкий
supper /'sʌpə/ (n) ужин
syrup /'sɪrəp/ (n) сироп
tablet /'tæblət/ (n) таблетка
weak /wi:k/ (adj) слабый

People

Adam /ædəm/
Alan /ælən/
Alice /'ælɪs/
Alicia Morton /ə'lɪʃə mɔ:rtən/
Amy /eɪmi/
Andy /ændɪ/
Angela /ændʒələ/
Ann /æn/
Anna /'ænə/
Annabel /'ænbəl/
Axel /æksəl/
Barbara Mc Alpine /'bɑ:bərə mək ælpaɪn/
Becky /'beɪki/
Betty /'beti/
Bill /bɪl/
Billy /'bɪli/
Bob /bɒb/
Brad /bræd/
Brian /braɪən/
Bridget /'brɪdʒət/
Buddy /'bʌdi/
Carl Johnson /kɑ:l dʒɒnsən/
Cathy /'kæθi/
Chris /kɪs/
Clara /'klærə/
Clive Forsyth /klaɪv fɔ:sɪθ/
Dan /dæn/
Dave /deɪv/
Dino /'dɪnəʊ/
Dorothy /'dɒrəθi/
Edward /'edwəd/
Eva /i:və/
Fiona /'fɪəʊnə/
Frank /fræŋk/
Gina Montgomery /'dʒɪnə mɒntɪgəməri/
Greg /greɪ/
Hans /hæns/
Harry /'hæri/
Henry /'henri/
Jack /dʒæk/
Jake /dʒeɪk/
James Thomas /'dʒeɪmz tɒməs/
Jamie /'dʒeɪmi/
Jane /dʒeɪn/
Janet /'dʒæni/
Jasmine /'dʒæzmɪn/
Jennifer /'dʒenɪfə/
Jenny Smith /'dʒeni smɪθ/
Jill /dʒɪl/
Jim /dʒɪm/
Jim O'Sullivan /'dʒɪm ɒs ə'sʌlɪvən/
Jo /dʒəʊ/
John /dʒɒn/
Julie /'dʒʊli/
Kelly /'keɪli/
Kim /kɪm/
Laura /'lɔ:ərə/
Lee /li:
Lisa /lɪsə/
Lucy /'lʊsi/

Maria /məˈrɪːə/
 Marie /məˈrɪː/
 Mark /mɑːk/
 Mary /meəri/
 Mat /mæt/
 Matt /mæt/
 Matt Russel /mæt rʌsəl/
 Michelle Smith /mɪʃl̩ smɪθ/
 Mike Simmons /maɪk sɪmənz/
 Miss Jackson /mɪs dʒæksən/
 Mr Brown /mɪstə braʊn/
 Mr Geller /mɪstə ɡelə/
 Mr Ramsey /mɪstə ræmzɪ/
 Mr Shiao /mɪstə ʃiəʊ/
 Mr Todd /mɪstə tɒd/
 Mrs Thomson /mɪsɪz tɒmsən/
 Natalie /nætl̩i/
 Paul /pɔːl/
 Paula Green /pɔːlə grɪn/
 Penny /peni/
 Pete /piːt/
 Peter /piːtə/
 Robert /rɒbət/
 Roger /rɒdʒə/
 Rose /rəʊz/
 Ruth Brown /ruːθ braʊn/
 Sally /sæli/
 Sam /sæm/
 Sandy /sændi/
 Sara /sɛrə/
 Sarah /særə/
 Sean /ʃeɪn/
 Shelley /ʃeli/
 Steve /stɪv/
 Sue /suː/
 Tanya Brunton /tænə brʌntən/
 Tim /tɪm/
 Timmy /tɪmi/
 Tom /tɒm/
 Tonia /təʊniə/
 Tony /tɒni/
 Warren /wɒrən/
 Wendy /wɛndi/

Famous People/Characters

A. Selkirk /eɪ selkɜːk/
 Adele /ədəl/
 Agatha Christie /ægəθə krɪstɪ/
 Andy Wachowski /ændi wɒtʃəʊski/
 Arne Saknussemm /ɑːn sɑknʊsem/
 Arwel /ɑːwel/
 Beefeater /biːfiətə/
 Bilbo /bɪlboʊ/
 Bob Cratchit /bɒb krætʃɪt/
 Boris Schwartz /bɒrɪs ʃwɔːtʃ/
 Bruce Willis /bruːs wɪls/
 Byron /baɪrən/
 Canterville Ghost /kæntəvɪl ɡəʊst/
 Captain Hook /kæptɪn hʊk/
 Captain Nemo /kæptɪn niːməʊ/
 Charlie Chaplin /tʃɑːli tʃæplɪn/

Cheshire Cat /tʃeʃə kæt/
 Daniel Defoe /deɪnjəl dɪfəʊ/
 David Beckham /deɪvɪd bekm/
 Dmitri Hvorostovsky /dmɪtri hvɒrɒstɒvski/
 Dorian Gray /dɔːriən greɪ/
 Dr Watson /dɒktə wɒtsn/
 Evgeni Plushenko /evɡenɪ plʊʃɛŋkəʊ/
 Faramir /fɪərəmɪə/
 Fianna /fiːənə/
 Finn Mac Cumhal /fɪn mæk kʊl/
 Frankenstein /fræŋkənstaɪn/
 Frodo /frɒdəʊ/
 Gandalf /ɡændɒlf/
 Gimli /ɡɪmli/
 Gisele Bündchen /ɡɪzel bʊndʃən/
 Gollum /ɡɒləm/
 Grima Wormtongue /ɡrɪmə wɜːmtɒŋ/
 Hercule Poirot /ɜːkjʊl pwɔːrəʊ/
 Herman Melville /hɜːmən melvɪl/
 HG Wells /eɪtʃ dʒiː weɪlz/
 High Kings /haɪ kɪŋz/
 Hiram B. Otis /haɪrəm biː ɒtɪs/
 Jacobs Toymaker /dʒeɪkəbz tɔɪmeɪkə/
 Jude Law /dʒʊd lɔː/
 Jules Verne /dʒʊlz vɜːn/
 James Cameron /dʒeɪmz kæmərəʊ/
 Jennifer Lawrence /dʒenɪfə lɔːrəns/
 Kate Winslet /keɪt wɪnzlət/
 Keanu Reeves /kiːnʊ riːvz/
 King Henry VIII /kɪŋ henri ðɪ eɪtʃ/
 King Theoden /kɪŋ θedən/
 Lady Galadriel /leɪdi ɡələdriəl/
 Larry Wachowski /ləri wɒtʃəʊski/
 Lassie /læsi/
 Leonardo DiCaprio /liːəʊnɑːdɔːr dɪkæprɪoʊ/
 Leprechaun /leprəkɔːn/
 Lord Byron /lɔːd baɪrən/
 Lord Shaftesbury /lɔːd ʃɑːftsbəri/
 Martin Odegaard /mɑːtɪn ɒdeɡɔːd/
 Mary Shelley /məri ʃeli/
 Mary Tuffley /məri tʌfli/
 Megan FOX /megən fɒks/
 Merry /mɛri/
 Michael Owen /maɪkəl ɒvən/
 Miss Marple /mɪs mɑːpəl/
 Moby Dick /mɒbi dɪk/
 Nautilus /nɑːtɪləs/
 Olivia Hallisey /olɪvɪə hælɪsi/
 Oprah Winfrey /əʊprə wɪnfrɪ/
 Oscar Wilde /ɒska waɪld/
 Otto Lidenbrock /ɒtəʊ lɪdːnbɹɔk/
 Peter Pan /piːtəpæn/
 Pippin /pɪpɪn/
 Queen of Crime /kwiːn əv kɹɪm/
 Queen of England /kwiːn əv ɪŋɡlənd/
 Robinson Crusoe /rɒbɪnsən krʊsoʊ/
 Saruman /səʊrəmən/
 Seanachais /ʃeənækɪ/
 Shawn Mendes /ʃəʊn mɛndes/
 Sherlock Homes /ʃɜːlɒk hɔːməz/
 Sir Arthur Conan Doyle /sɜːr ɑːtə kəʊnən dɔɪl/
 Stanley Robertson /stænli rɒbɒtsən/

Word List

Stephen William Hawking /sti:v'n wɪljəm hɔ:kiŋ/
 Steven Spielberg /sti:v'n spi:lbɜ:sq/
 St Patrick /s'nt pætrɪk/
 the Duchess /ðə dʌtʃɪs/
 the Wicked Witch /ðə wɪkɪd wɪtʃ/
 Tom Cruise /tɒm kru:z/
 Treebeard /tri:biəd/
 Victoria /vɪktɔ:riə/
 White Rabbit /waɪt ræbɪt/
 William Shakespeare /wɪljəm ʃeɪkspɪə/
 Yeoman Warders /jəʊmən wɔ:dəz/
 Zach Galifianakis /zæk ɡəlɪfɪəneɪkɪs/

Places

Aldgate /ɔ:ldgɪt/
 America /ə'merɪkə/
 Athens /æθɪnz/
 Australian Outback /ɔ'streɪliən aʊtbæk/
 Baker Street /beɪkə stri:t/
 Bakerloo /beɪkəlu:/
 Barbican /bɑ:bɪkən/
 Barcelona /bə:rsələ'nə/
 British Isles /brɪtɪʃ aɪləz/
 Bromley /brɒmli/
 California /kælɪfɔ:nɪə/
 Cambridge University /keɪmbri:dʒ ju:nɪvɜ:səti/
 Canada /kænədə/
 Canterville Chase /kæntəvɪl tʃeɪs/
 Colombia /kɒləmbɪə/
 Colosseum /kɒləsi:əm/
 Conwy Castle /kɒnwi kɑ:s'l/
 Darling Harbour /dɑ:lɪŋ hɑ:bə/
 Devon /deɪv'n/
 Disneyland /dɪznɪlənd/
 Dublin City /dʌblɪn sɪti/
 Edinburgh Castle /edɪnbərə kɑ:s'l/
 Edison Middle School /edɪsən mɪd'l sku:l/
 England /ɪŋɡlənd/
 Eton College /i:t'n kɒlɪdʒ/
 Euston Square /ju:stən skweə/
 Everest /evərɪst/
 France /frɑ:ns/
 Golden Eagle /gəʊldən i:g'l/
 Great Britain /greɪt brɪt'n/
 Great Wall of China /greɪt wɔ:l əv tʃaɪnə/
 Gwynedd Wales /gwɪnəd weɪlz/
 Hollywood /hɒliwʊd/
 Hong Kong /hʊŋ kɒŋ/
 Idaho /aɪdəhəʊ/
 Insh Marshes /ɪnʃ mɑ:ʃɪz/
 Ireland /aɪələnd/
 Japan /dʒəpeɪn/
 Kansas /kænzəs/
 Kent /kent/
 King Road /kɪŋ rəʊd/
 LA /leɪ əɪ/
 Legoland /legəʊlənd/
 Lincolnshire /lɪŋkənʃə/
 Liverpool Street /lɪvəpʊl stri:t/
 Loch Lomond /lɒk lɔ:mənd/
 London /lʌndən/

London Bridge /lʌndən brɪdʒ/
 London Underground /lʌndən ʌndəgraʊnd/
 Malahide Castle /mələhaɪd kɑ:s'l/
 Manly /mænli/
 Manly Skatepark /mænli skeɪtpɑ:k/
 Mexico City /meksɪkəʊ sɪti/
 Moscow /mɒskəʊ/
 Nantes /nɑ:nt/
 New York /nju: jɔ:k/
 North America /nɔ:() ə'merɪkə/
 Oceanworld /əʊj' nɔ:zld/
 Outer Hebrides /aʊtə hebrɪdɪz/
 Oxford /ɒksfəd/
 Oxford Circus /ɒksfəd sɜ:kəs/
 Paris /pæris/
 Poland /pɒlənd/
 Portugal /pɔ:ljʊg'l/
 Powerhouse Museum /paʊəhaʊs mjuzɪəm/
 Redwood National Park /redwɔd nəʃən'l pɑ:k/
 River Thames /rɪvə teɪmz/
 Scarsdale Road /skɑ:zdeɪl rəʊd/
 Scotland /skɒtlənd/
 Snowdonian Mountains /snaʊdəniən maʊntɪnz/
 Spain /speɪn/
 St James' Park /s'nt dʒeɪmz pɑ:k/
 St Kilda /s'nt kɪldə/
 St Petersburg /s'nt pi:zɜ:bɜ:q/
 Street /stri:t/
 Taj Mahal /tɑ:dʒ məhɑ:l/
 Tobu World Square /tɒbʊ wɜ:ld skweə/
 Tokyo /tɔ:kɪəʊ/
 Toontown /tu:ntaʊn/
 Tower of London /təʊə əv lʌndən/
 University College Oxford /ju:nɪvɜ:sɪti kɒlɪdʒ ɒksfəd/
 University of Edinburgh /ju:nɪvɜ:sɪti əv edɪnbərə/
 USA /ju: es ə/
 Vancouver /vænku:və/
 West Indies /west ɪndɪz/
 Westminster /westmɪnstə/

Others

A Brief History of Time /ə brɪf hɪstəri əv taɪm/
 Alice in Wonderland /eɪlɪs ɪn wʌndələnd/
 Arsenal /ɑ:s'nəl/
 Barclay's Bank /bɑ:klɪz bæŋk/
 Bliss /blɪs/
 Camp Pacific /kæmp pəsɪfɪk/
 Campbell's Adventure Park /kæmpeɪlz ædvenʃə pɑ:k/
 Champion's League /tʃæmpɪənz li:g/
 Coastersaurus /kəʊstəsəʊrəs/
 Crown Jewels /kraʊn dʒu:əlz/
 Dragon Coaster /dræɡən kəʊstə/
 Eastenders /i:stendəz/
 Finding Nemo /faɪndɪŋ nɪməʊ/
 Geo-Kids /dʒi:əʊ kɪdz/
 Goldilocks /gɒldɪləks/
 Haunted Mansion /hɔ:ntɪd mænʃn/
 Hong Kong Herald /hʊŋ kɒŋ herəld/
 Jamie's School Dinners /dʒeɪmɪz sku:l dɪnəz/
 Jungle Cruise /dʒʌŋɡl' kru:z/
 Kennedy Space Center /kənədi speɪs sentə/

Word List

Kia Camp /ki:ə kæmp/
 King Kong /kiŋ kɒŋ/
 Knights' Kingdom /naɪts kɪŋdəm/
 Leadership Project /li:dəʃɪp prɒdʒekt/
 Liverpool /lɪvəpu:l/
 Manchester United /mæntʃɪstə jʊnaɪtɪd/
 Match /mætʃ/
 Matrix /mætrɪks/
 Miniland /mɪnɪlənd/
 Minister /mɪnɪstə/
 Motor Neuron Disease /məʊtə njʊərɒn dɪzɪz/
 MS Flight Simulator /em es flɑɪt sɪmjʊleɪtə/
 Nature Madness Club /neɪtʃə mədnəs klʌb/
 Neighbourhood Watch /neɪbəhʊd wɒtʃ/
 Olympic Games /əlɪmpɪk geɪmz/
 Peso /peɪsəʊ/
 Royal Flying Doctor Service of Australia /rɔɪəl flɑɪɪŋ dɒktə
 sɜ:vɪs əv ɒstrɔɪliə/
 Shoot /ʃu:t/
 Shrek /ʃrek/
 Sim City /sɪm sɪti/
 Splash Mountain /splæʃ maʊntɪn/

Star Wars /stɑ: wɔ:z/
 Statue of Liberty /stætʃu: əv lɪbətɪ/
 Sugar /ʃʊɡə/
 The Sims /ðə sɪmz/
 Titanic /taɪtænɪk/
 World Shoppers Mercado II /wɜ:ld ʃɒpəz mɜ:ketdəʊ tu:/

Список сокращений

adj – adjective – имя прилагательное
 adv – adverb – наречие
 conj – conjunction – союз
 idiom – идиома
 int – interjection – междометие
 irr v – irregular verb – неправильный глагол
 n – noun – имя существительное
 num – numeral – числительное
 pl – plural – множественное число
 prep – preposition – предлог
 pron – pronoun – местоимение
 v – verb – глагол
 зд. – здесь

Word formation

Part of speech	Formed from	Prefix	Suffix	Example
nouns	nouns		-ist	journalist
	verbs		-er/-or	writer, sailor
	verbs		-ing	hiking
	verbs		-sion/-tion	revision, relation
	verbs		-ment	government
	adjectives		-ness	happiness
	adjectives	nouns		-ian/-an
nouns			-ish	Spanish
nouns			-ese	Vietnamese
nouns			-ic	poetic
nouns			-al	educational, functional
nouns			-ful	useful
nouns			-ly	friendly
nouns			-y	dirty
nouns			-ous	dangerous
noun			-less	helpless
verbs			-ing	entertaining
verbs			-ive/-ative	impressive/informative
adjectives			un-, in-/im-, il-, ir-	
adverbs	adjectives		-ly	really
	adverbs	in-, im-		incorrectly, impolitely
numerals	numerals		-teen	fourteen
	numerals		-ty	sixty
	numerals		-th	eleventh

Compounds

Part of speech	Type	Example
nouns	noun + noun	bedroom
nouns	adjective + noun	greenhouse
nouns	noun + adjective	year-long
adjectives	adjective + noun + -ed	blue-eyed
adjectives	adjective + noun	deep-sea

Conversion

Part of speech	Formed from	Example
nouns	adjectives	the poor