



Syllabus
based on
Common
European
Framework

Spotlight

Student's Book

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10



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10 класс

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для общеобразовательных учреждений

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READING	LISTENING, SPEAKING FUNCTIONS	WRITING
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a dialogue	socialising, expressing sarcasm/ anger, talking about friends, identifying speakers	
a list/paragraph		
an extract from <i>Little Women</i>		a conversation
a letter to a friend	understanding rubrics	an informal letter

Britain's young consumers	an interview	a paragraph about how you spend your money
dialogue	enquiring about/expressing preferences; completing a form;	
	suggesting/replying	letters asking for/ giving advice
extract from <i>The Railway Children</i>		a diary entry
short messages		a short message

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

Use less stuff		a quiz
dialogue	make notes express concern, hope, discuss	
environmental awareness	weather explain signs	
extract from <i>The Lost World</i>		a letter
Should cars be banned from city centres?	expressing agreement/disagreement	a for-&-against essay

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READING	LISTENING, SPEAKING FUNCTIONS	WRITING
Beautiful Nepal	visualising a scene	a postcard
dialogue (disastrous holiday)	talking about holidays, multiple choice	a short account of a bad travel experience
extract from <i>Around the World in 80 days</i>	listening for specific information	an ending to a story
a perfect day for a carnival	setting the scene; expressing feelings	a story

rainbow of food	healthy/unhealthy eating	a healthy menu
a dialogue about health	advising, agreeing/disagreeing	
	expressing regrets, wishes	
extract from <i>Oliver Twist</i>		a paragraph continuing a story
report on an Asian food court	concluding	a report evaluating a place

Teens today ... a square-eyed generation?	summarising a longer text	a survey
dialogue (at the opera)	inviting/accepting/declining, expressing opinions	
London Imax Cinema		
extract from <i>The Phantom of the Opera</i>		an account of the Phantom's life
types of reviews	recommending	a review

3 Things I Couldn't Live Without	an interview	an article about your favourite gadgets
	reporting technical problems, responding	an email to your pen-friend about a faulty gadget you bought
a text about funding		
extract from <i>The Time Machine</i>		a short description of a journey in a time machine
Mobile Phones in Schools ...	expressing opinions	an opinion essay



Module 1

Strong ties

◆ Before you start ...

- How did you spend your summer holiday?
- How do you feel now that school is starting?

◆ Look at Module 1

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a list of things to do
- an author's biography
- a single dictionary entry
- a letter

◆ Listen, read and talk about ...

- teen activities
- qualities in a friend
- teen fashion in the UK
- recycling

◆ Learn how to ...

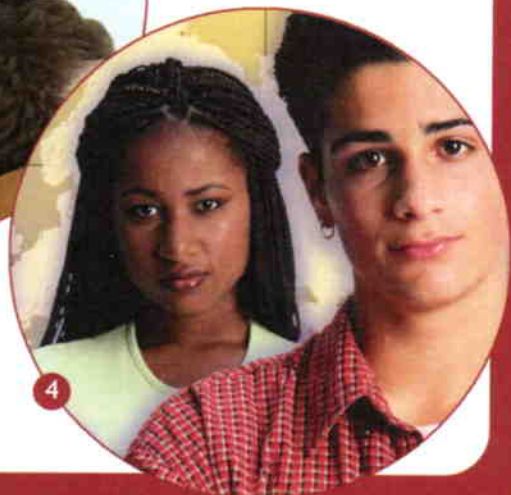
- express likes/dislikes
- socialise
- express sarcasm/anger
- make suggestions
- give advice

◆ Practise ...

- words often confused: *supporting/ supportive, careful/caring, respected/ respectful, mean/well-meaning*
- present simple, present continuous
- present perfect simple/continuous
- phrasal verbs: *look*
- word formation: adjectives

◆ Write / Give ...

- a short paragraph about what you like doing
- a two-minute talk about friends
- informal letters
- a short paragraph about teenage fashion in your country
- a talk on how to fight discrimination



Vocabulary


Teen activities

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

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

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


Reading

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

study skills

Reading for specific information

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

- 3  Read again. Answer questions 1-6. Who ...

- would rather live somewhere else?
- enjoys watching funny programmes on television?
- likes buying clothes but not spending too much money on them?
- prefers to spend his/her free time doing unusual activities?
- enjoys spending some of his/her weekend with their family?
- gets angry with members of his/her family?

TEENAGERS



What's it like being 16?

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

A Fiona, 16 Galway, Ireland

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

B Josie, 16 Glasgow, Scotland

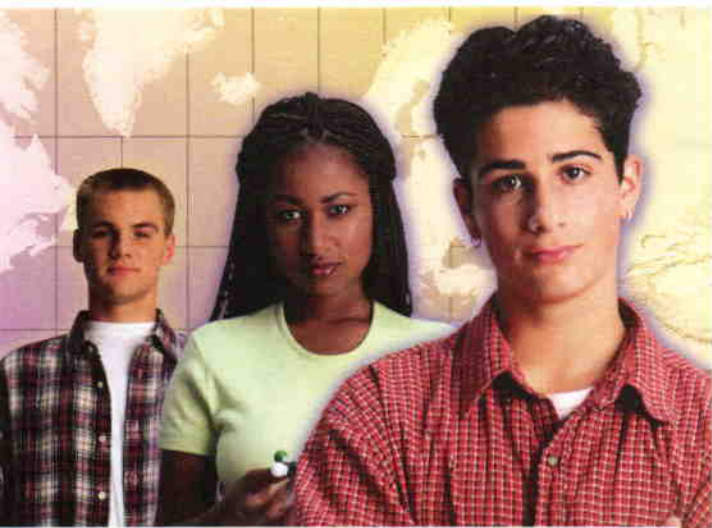
"I really like shopping. I think it's a relaxing, enjoyable pastime. So much so, I can spend hours window shopping in the city centre with my friends. H&M is my favourite clothes shop because you can always find great bargains there. I also like going to the cinema and I try to **catch a film** at least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

C Jamie, 16 Crystal Brook, Australia

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

* from a small independent record label

** live performances



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

D Kim, 16
 Vancouver, Canada

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

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

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

E Brandon, 16
 Seattle, USA

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

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

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

F Emily, 16
 London, England

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

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

Speaking

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

Everyday English

Expressing likes/dislikes

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

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

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

Writing

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

Words of Wisdom

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


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

1b


Listening & Speaking Skills

Vocabulary

Character qualities

- 1  Read the poem. Think of your best friend. What makes them special to you? Discuss.

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

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

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

selfish (adj) – caring only about themselves

aggressive (adj) – angry and violent

patient (adj) – calm, not easily annoyed

respected (adj) – admired and considered important

dedicated (adj) – devoted and enthusiastic

mean (adj) – unkind to another person

caring (adj) – affectionate, helpful and sympathetic

jealous (adj) – angry or bitter about sth

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

trusting (adj) – honest and sincere

dishonest (adj) – not truthful, cannot be trusted

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


moody (adj) – angry or depressed without any warning

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



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

Reading

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

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

Laura: What's the matter, Kim?

Kim: I've had enough!

Laura: What do you mean?

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

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

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

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

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

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

Kim: Alright ... any ideas?

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

Kim: Oh, perfect!

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


Kim
Laura

thinks feels wants says	angry with Julie Julie is nice Kim isn't being fair to rent a DVD Julie is selfish
----------------------------------	--

► Kim feels angry with Julie.

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



Speaking

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

Listening


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

- A I can make friends easily.
B Friends should never be selfish.
C Friends help us to express ourselves.
D Friends will always help out with money.
E I'm never bored with friends.
F I've experienced a lot with friends.

- b   Now listen to a radio interview with British teenagers giving their views on friendship. Number the statements above in the order you hear them. There is one extra statement.


Say it right

Socialising

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

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

Expressing sarcasm/anger

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

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

Idioms

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

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




Words often confused

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

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

Speaking

- 11  **Portfolio:** Prepare a two-minute talk about friends. Include:

- if you have a lot of friends.
- why your friends are important to you.
- what qualities you look for in friends.
- what you usually do with your friends.

Record yourself.

1 C

Grammar in Use

Present tenses ▶ Grammar Reference


1 a Put the verbs in brackets into the *present simple*, *present continuous*, *present perfect simple* or *present perfect continuous*.

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

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

▶ **1** Are you doing: *present continuous*, *fixed future arrangement*

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

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

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

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

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

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


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

▶ *I haven't seen my uncle since 1998.*

4 *Been or gone?* Complete the sentences.

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


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

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

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




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

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

6 Respond to the questions (1-5). Use *just*, *already* or *yet*.

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

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

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

Phrasal verbs

8 Study the diagram, then complete the sentences (1-4). Choose one phrasal verb and draw a picture to illustrate its meaning.



- 1 Don't tell me that the concert has been cancelled. I was really it.
- 2 My grandmother my baby sister while my mother works.
- 3 When you travel abroad, you should pickpockets.
- 4 My cousin is really arrogant. I hate the way he everyone.

GAME

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

Dependent prepositions

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

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

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

Word formation

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

Forming adjectives

To form adjectives from nouns, we use **-able** (*comfort - comfortable*), **-ese** (*China - Chinese*), **-ful** (*beauty - beautiful*), **-ical** (*economy - economical*), **-al** (*brute - brutal*), **-ish** (*self - selfish*), **-ous** (*fame - famous*), **-y** (*fun - funny*), **-ed** (*talent - talented*).

To form adjectives from verbs, we use **-ive** (*act - active*), **-ing** (*care - caring*), **-ed** (*confuse - confused*), **-less** (*count - countless*).

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

Key word transformations

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

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

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



Louisa May Alcott (1832–1888)

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

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

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

- 3 **RINE** Listen and read. Which sister (Meg, Jo, Beth or Amy) ...

- 1 was always quiet and content?
- 2 felt awkward being a teenager?
- 3 was very attractive?
- 4 had an expressive face?
- 5 was comfortable spending time alone?
- 6 was delicate-looking and polite?
- 7 thought very highly of herself?

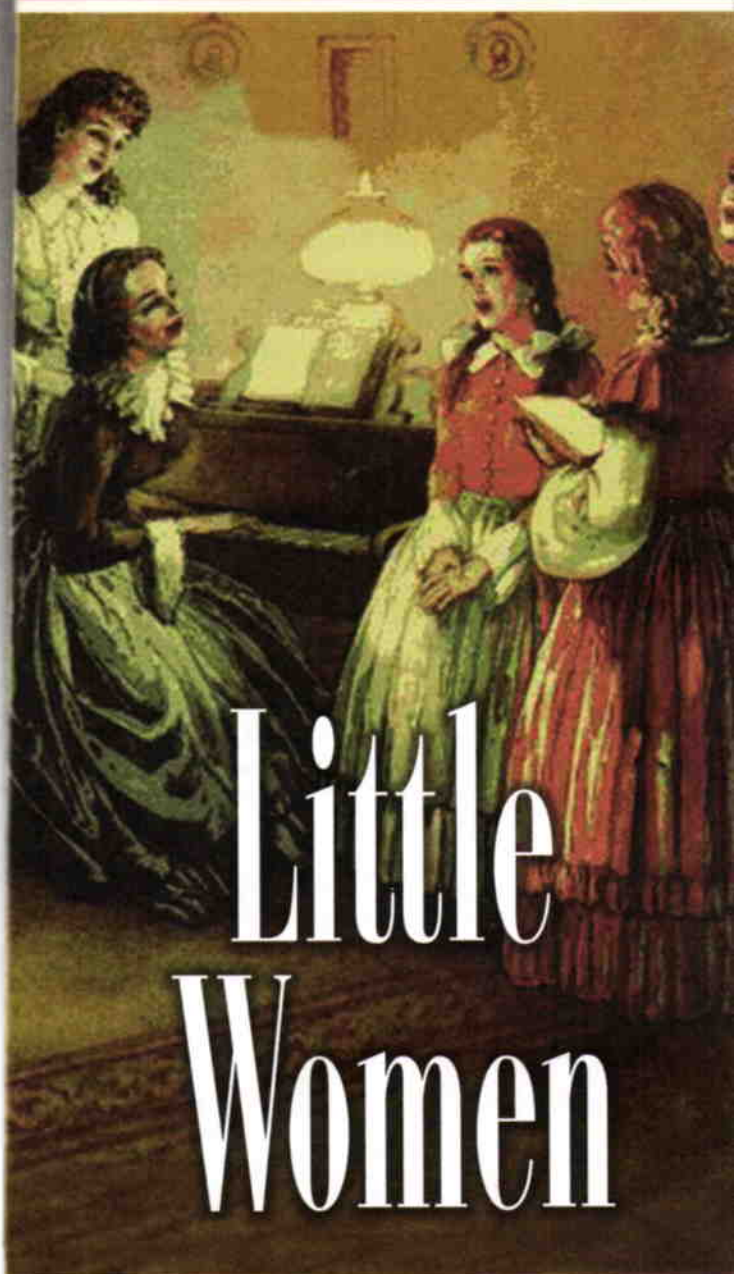
What parts of the text helped you find the answers?

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

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

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

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



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

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

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

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

'They are quite **worn out**; Mother must have a new pair.'

'I thought I'd get her some with my dollar,' said Beth.

'No, I shall!' cried Amy.

'I'm the oldest,' began Meg, but Jo **cut in** with a decided:

'I'm the man of the family now that papa is away, and I shall **provide** the slippers, for he told me to take special care of mother while he was gone.'


'I'll tell you what we'll do,' said Beth; 'let's each get her something for Christmas, and not get anything for ourselves.'

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


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

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

6 a  Complete the table with words from the text.

	hair	facial characteristics	body/build
Meg			
Jo			
Beth			
Amy			

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

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

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

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

Beginnings...

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

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

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

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

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

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

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

8 Dear Tony,
Hi! Sorry to hear that you haven't been feeling well.

Informal letters

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

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

b Find examples of informal style.

...Endings

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

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

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

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

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

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

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

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

2 Read the theory box and the plan.

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

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

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

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

Plan

Para 1

opening remarks and reason for writing

Paras 2 - 3

Main body – development

Para 4

closing remarks

study skills

Understanding rubrics

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

3 a Read the rubric, look at the key words, and answer the questions.

- You recently moved to a big city and have decided to write a letter to your friend back in your small town. Write a letter describing life in the city and your feelings about the change.

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

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

closing remarks

writer's feelings about the change

life in the new city

opening remarks/reason(s) for writing



Dear Jane,

1 How are you doing?

I'm really well, but it's taken me a while to settle in. It's been four months now since I moved, so I thought I'd drop you a line to let you know how I've been getting on.

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

3 I'm really enjoying life here, but I still miss Ashby from time to time. It's more industrial here and there are a lot more traffic jams and crowds – I have to be really careful when I'm riding my bike! What I miss most though is my old friends – especially you!

4 Well, that's all my news for now. Write back and let me know what you've been up to since I last saw you. You're always welcome to come and visit – I'd really love that. Say hi to the rest of the gang!

Yours,
Fiona

4 Use the words in brackets to rewrite the sentences.

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

Making suggestions

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

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

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

Giving advice

6 Give advice as in the example.

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

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

Understanding rubrics

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

A You are about to visit a school exchange partner in another country and you are not sure what clothes to take with you or how to get to their house. Send an email to your friend asking for information (100-140 words).

▶ *two main body paragraphs*

Para 2: ask what clothes to take with you

Para 3: ask how to get to friend's house

B Read the extract from your English pen-friend's email. Her name is Ann. Write an email to her. In your email:

- tell her about your birthday party
- ask three questions about her trip to New York (100-140 words).

I hope you enjoyed your birthday party. What did you do? Did you have a nice time? I'm going to New York next week. I just can't wait.

C Read the extract from your English pen-friend George's email.

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

Write an email to George. In your email:

- tell him about your best friend
- ask three questions about his plans for the holidays (100-140 words).

D Read the extract from your English pen-friend Michelle's letter. Write a letter to Michelle and give her some advice on how to overcome her problem (100-140 words).

My town's so quiet and boring! My friends and I would love to go out more, but there's nothing much to do. There isn't even a cinema! What can we do?

Discuss & write

8 Choose any rubric in Ex. 6 and write your letter/email. Before handing in your piece of writing, review and revise it. Use the questions below.



General review strategies

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



Paragraphs

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



Style

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



Vocabulary

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



Joke





Fashion in the UK

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

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

John (18)

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

Amy (17)

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

Lisa (18)

¹the shops in the main shopping area

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

2 Read again. Who (Amy, John or Lisa):

- 1 chooses clothes based on practical reasons?
- 2 likes to look different?
- 3 has money to spend on trendy clothes?
- 4 doesn't like dressing just to impress?
- 5 loves shopping?

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

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

▶ shopping spree, Sunday shopping, late-night shopping, last-minute shopping

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

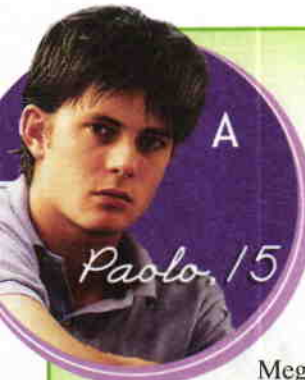
▶ A: So Amy, tell me, do you like to keep up with the latest fashions?
B: Oh yes! I ...

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

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

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

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



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



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



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

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

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

Put an end to discrimination!

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

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


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

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



4 **Project:** Imagine you visit schools to give talks about fighting discrimination. Make notes about:

- what discrimination is
- examples (from the case studies or your own ideas)
- how to fight/end discrimination

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

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



- 2   Read the text and complete the gaps with the correct word formed from the words in brackets. Listen and check.

The recycling loop

Do you wonder what happens to the materials you recycle? Think of the recycling logo with the three chasing arrows. Each of them 1) (represent) one part of the process. Recycling starts when you put your rubbish in the recycling bins. A **recycling truck** collects all the materials and takes 2) (they) to recycling facilities for **sorting**. From there, they are sent to factories and new products are **manufactured**. This is the second part of the process. The 3) (three) part is where the 4) (consume) comes in. Recycled materials are everywhere, even in the clothing we wear. 5) (buy) clothes made from recycled material makes recycling work and 6) (complete) the recycling loop. Look at my fleece jacket and gloves for example. Here they are! They are great, aren't they? Believe it or not, they are all made of 7) (recycle) plastic!

Next time you go 8) (shop) for clothes and accessories, look for items which **display** the recycling logo. This way you help **conserve** precious **resources** and **eliminate waste** overflow in **landfills**. Remember you are the 9) (drive) force. Only you can persuade 10) (manufacture) to produce recycled products.

fleece jacket

gloves

- 3 Explain the words in bold. Use your dictionaries.

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

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

Record yourself.

- 5 *Project:* What do you recycle at home or at school? Make a list and compare it with your partner.

Green wisdom

You must be the change you wish to see in the world.
(Mahatma Gandhi, Indian politician)

MODULE 1

RNE Listening

- Listen to the speakers. For questions 1-7, choose A, B or C.
- You will hear a woman talking about a party she is going to. How does she feel?
A nervous B unsure C worried
 - Listen to a teenager talking about his family. What does he find surprising?
A He has lots of boy cousins.
B There are so many twins.
C He is an only child.
 - Listen to a woman talking about a new shopping centre. What is her opinion of it?
A She really likes it.
B It has some disadvantages.
C The shops are expensive.
 - Listen to an advertisement for a magazine. What is special about it?
A It has articles about clothes and movie stars.
B It has stories about successful teenagers.
C It is only for different teenagers.
 - Listen to a girl talking about someone who was her best friend. Why doesn't she like her now?
A She isn't fun to be with any more.
B She didn't tell the truth.
C They had a fight.
 - Listen to a woman giving advice about dealing with discrimination. What does she suggest?
A To phone an organisation.
B To get a lawyer.
C To forget about it.
 - Listen to an excerpt from a radio programme. What kind of programme is it?
A A news report.
B A classical music programme.
C A pop music programme.

RNE Reading


Match the texts (1-6) to the headings (A-G). There is one extra heading that you do not need to use.

- | | |
|-----------------------|---------------------|
| A AN INTERESTING READ | E SHARING A PROBLEM |
| B WHAT'S IN FASHION | F BEAUTY TIPS |
| C HOROSCOPE UPDATE | G INTERNET PALS |
| D MAKING PLANS | |

1 For those of you who like to stay ahead of the latest trends, expect to see plenty of romantic blouses and dresses on the high street this spring. High-heeled shoes and plenty of accessories, such as gold chains, beads and leather bags will also be hot this season. And if you like hats ... they are set to make a big comeback!

2 Witi Ihimaera's *Whale Rider* is a rare story of love, rejection, adventure and passion. Beautifully written and memorable, it is about family relationships, traditions and culture, and a little girl who rode a whale out to sea. Those interested in finding out about the native people of New Zealand, the Maoris, will find it well worth reading.

3 Do you enjoy clubbing, hanging out with friends, taking part in extreme sports or surfing the Net? Whatever you like, others want to know about it! Join our online pen-friends club today by just filling in the form below. We will send you your secret password and you'll be set to be part of this amazing chatroom!

4  LIBRA (23 Sept – 22 Oct) With Venus as your key planet, you have a great personality, patience and a good sense of humour. Your greatest gifts are your honesty and trustworthiness, as well as your ability to understand the problems of others. You are very dedicated to your job and will go far in your chosen career.

5 I am a sixteen-year-old student who has been brought up to respect other people, so why don't people respect me too? OK, so I'm short and fat, but that's no reason for other kids to make fun of me behind my back! Please help me. I've had enough!

6 I'm sorry that I haven't written back sooner. I've been studying for exams. They're over now and I have time on my hands. Tell me, what are you going to do for the holidays? Why don't we meet up and go shopping? The winter sales are starting soon and I need some new jeans! There are some real cool ones at our local shopping centre.

1	2	3	4	5	6

Peter the Great



Peter the Great (1672–1725) is probably the 1) famous of all the Russian tsars.

Under his rule, Russia 2) from being a poor farming society into an empire as strong as the other European powers. Peter toured Europe, sometimes in disguise to 3) being recognised, and learned about western culture and science. Returning to Russia, he 4) changes to his army and government to make Russia more like Europe, especially Germany. He 5) much of his time fighting wars, first against the Ottoman Empire and then against Sweden.

He founded St Petersburg, his most lasting contribution to Russia, on some land he conquered along the Baltic Sea. A gateway to Europe, St Petersburg became the new capital 6) his kingdom.

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

RNE Use of English

Choose the best word (A-D) for each gap (1-7).

- | | | | | |
|---|-----------|------------|---------|-----------|
| 1 | A very | B most | C best | D well |
| 2 | A changed | B differed | C moved | D altered |
| 3 | A save | B keep | C avoid | D stop |
| 4 | A had | B made | C did | D brought |
| 5 | A spent | B had | C used | D passed |
| 6 | A at | B in | C for | D of |
| 7 | A little | B few | C short | D some |

RNE Writing

Read the extract from your English pen-friend's letter. Her name is Emma. Write a letter to Emma. In your letter:

- tell her about your family
- ask three questions about her best friend

Write 100-140 words.

My brother really annoys me. Do you get on well with your family? Tell me all about them!

Well, I have to go now because I'm meeting my best friend Katie. We always have a lot of fun together!

RNE Speaking

You are going to a friend's birthday party. Make sure you ask him/her questions about:

- *time*
- *how to get there*
- *what to wear*

Your partner will play the part of your friend and you will speak first. Remember to:

- *be active and polite*
- *get all the information you need*
- *decide on what to wear*

1 Progress Check

1 Fill in: *dishonest, aggressive, patient, jealous, selfish, mean, caring, loyal, moody, trusting*.

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

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

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

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

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

3 Put the verbs in the correct present tense.

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

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

4 Form adjectives from the words in brackets.

- Andrea is a (beauty) little girl.
- I won't lend him my car – he's too (care).
- Don't be (self)! There's enough for everyone!

- He is a (talent) teacher.
- My mum is very (resource).

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

5 a Fill in: *forward to, up, out for, after, down on*.

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

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

b Fill in: *at, with, on, about*.

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

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

6 Choose the correct answer.

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

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

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

Now I Can ...

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

... in English

Module 2

Living & Spending

◆ Before you start ...

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

◆ Look at Module 2

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

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

◆ Listen, read and talk about ...

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

◆ Learn how to ...

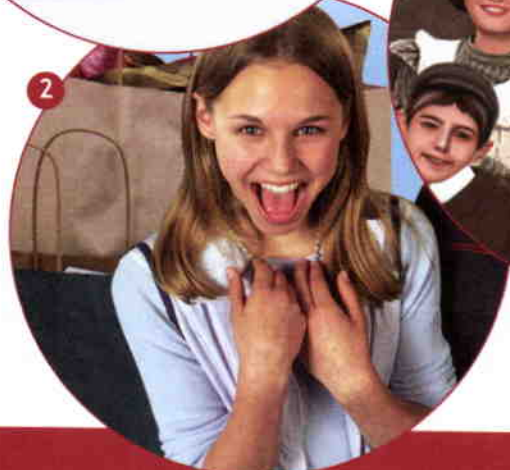
- enquire about/express preferences
- make and reply to suggestions
- express/enquire about opinions
- express agreement/disagreement

◆ Practise ...

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


◆ Write / Give / Conduct ...

- a short paragraph entry about how you spend your money
- a short letter about a problem you have/your suggestions on how the problem can be solved
- a diary entry
- short messages
- a short article about a famous sporting event in your country
- a survey to find out how responsible your class is with money
- a two-minute talk about air pollution



Reading

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

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

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

b Who are you most like? Why?



study skills

Understanding new words

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

3 Explain the words/phrases in bold. Use them to make sentences.

Britain's Young Consumers

There are over 9 million of them in Britain and they are the most powerful group of **consumers**. Who are they? Teenagers! A **retailer's** 'dream come true'. Each year they spend £6 billion.

Sweets and chocolates are still the number one best seller, but sales of mobile phone cards are **catching up** quickly, and they are expected to overtake sweets and chocolates very soon.

Modern technology is rapidly replacing traditional favourite pastimes such as board games and reading with video game consoles like *PlayStation 2* and *Xbox*, which cost over £300. Quite a lot of teenagers have also joined clubs that involve extreme sports, such as gliding and parachuting. This means that parents are **digging deeper into their pockets** than ever before. They are **handing out** a massive £3.3 billion to their teenagers every year, but is this enough? Obviously not, because this is only 60% of what they are spending!

Teenagers are **making ends meet** by doing odd jobs, such as helping with the chores around the house, delivering newspapers, and working weekends as sales assistants in shops. Although they earn and receive the same amount of money, girls spend more than boys.

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

Vocabulary

Spending money

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

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



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

(Patricia, 15, Swansea)

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

(Hayley, 19, Middlesex)

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

(Lee, 14, Manchester)

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

(Josh, 15, Enfield)

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

(Robert, 15, Kent)

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

(Andy, 13, Devon)

b What do you spend your money on?

- ▶ A: I spend most of my money on ...
 B: Me too. I also buy ...

5 a Fill in: *waste, pay, cost, lend, borrow, save, earn*. Check in your dictionaries.

- How do you for things you buy: in cash, by cheque or by credit card?
- Do you ever money to your friends?

- Do you ever money from your friends?
- Do you up to buy something you want, e.g. a new bike?
- Do you think teenagers their money on things they don't really need?
- Which of the things you buy a lot and which are reasonably priced?
- Do you have a part-time job to extra money?

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

Speaking

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

- ▶ A: How much money do you get, Josh?
 B: I get £15 a week.

Writing

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

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

8 Spend two or three minutes, revising what you have learnt in this lesson. Close your books and tell a partner.

Words of Wisdom

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

(Author unknown)

Vocabulary

Free-time activities & personalities

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

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

▶ *do gardening*


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

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

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

Everyday English

Enquiring about/expressing preferences

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

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



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

Reading

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

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




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

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

- 5  Read out the dialogue.


Idioms

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

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

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

Listening

- 7 a Look at the form below. What can the missing words be?
- b  Listen and fill in gaps 1-6. Were your guesses correct?


Class enrolment form

Name: Andrew 1)
 Contact number: 0789 2)
 Class(es): 3)
 Start date: 4) September
 Payment: £ 5) for 10 classes
 How you heard about the community centre*:
 6)

* place where people who live in a particular area gather for group activities, public information, etc.

Speaking

Enrolling for a class

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

Greenville Youth & Community Centre






CURRENT ACTIVITIES/CLASSES

oil painting	aerobics	kick boxing
chess club	basketball	drama

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

Say it right

Suggesting/replying

- 9 a  Choose the correct response. Listen and check.
- 1 A: I'm on my way to the gym. Fancy coming along?
 B: a Thanks, but I'm really tired.
 b Yes, that's great!
- 2 A: Would you like to come to the cinema tonight?
 B: a I'd love to, but I really can't.
 b I'm sorry, I wouldn't like it.
- 3 A: How about going shopping this afternoon?
 B: a I think you're right.
 b That would be really great!
- b  Listen again and underline the stressed words.
- c  Read out the exchanges.
- 10  Use the phrases in Ex. 9 to make suggestions: *e.g. spend the afternoon together, rent a DVD, come fishing with me, go to an exhibition.*
- 11  Think of ten words/phrases you have learnt in this lesson. Make sentences using them. Close your book and tell a partner.

-ing form/ to -infinitive/ infinitive without to ▶▶ Grammar Reference

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

Claire your problems... SOLVED!



Dear Claire,
I'm always broke! I **love being** sociable and **I'd like to go** out shopping more with my friends but I've never got any money. I **don't mind working** but I live in a small town and there just aren't many part-time jobs. Is there anything I **can do**? Help me!
Andrew, 16, Cardiff

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

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

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

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

- 1 Do you mind (help) me with some jobs today, Sam?

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

- 3 Use the phrases to complete the sentences.

don't mind
likes
enjoys

wants

hates

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

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

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

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

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

Word formation

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

Forming abstract nouns

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



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

For an unforgettable experience, call:

02037464839

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

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

▶ John looked at Tim in amazement.

Phrasal verbs

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



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

Dependent prepositions

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

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

Words often confused

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

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

Key word transformations

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

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

Writing (a letter)

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

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

Edith Nesbit (1858-1924)



Edith Nesbit was born in Surrey. After she got married in 1880, she started writing children's poems and stories to help support her large family. Her writing was very popular. Her well-

known stories include *Five Children and It* (1902) and *The Phoenix and the Carpet* (1904). Altogether, she published more than 40 novels before her death in 1924.

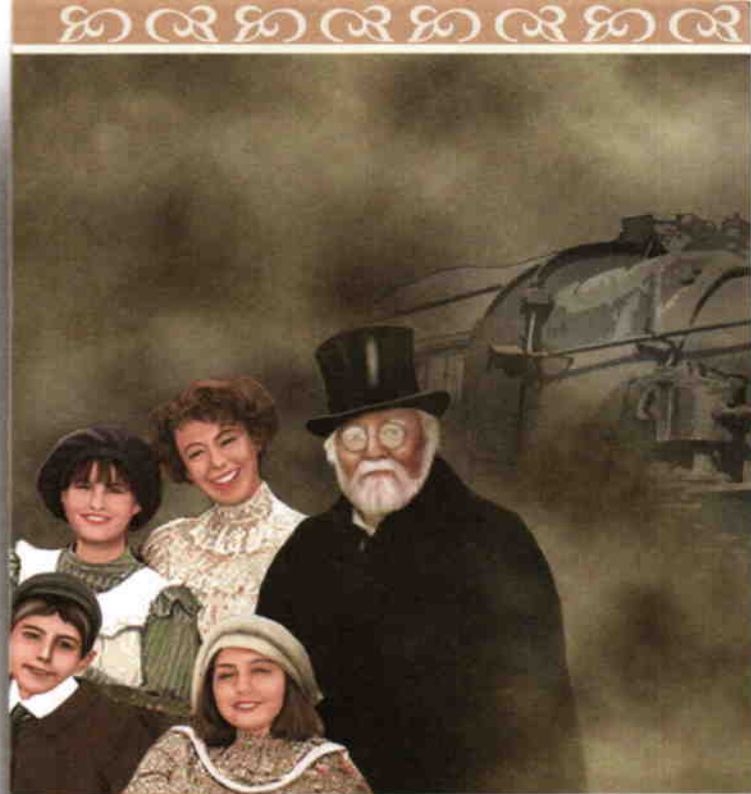
Nesbit's most famous and well-loved story is *The Railway Children* (1906). The novel is about the adventures of a middle class Edwardian family living near a railway station in the suburbs of London at the turn of the 19th century. In 1970, the book was made into an extremely successful film.

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

Study skills

Answering multiple-choice questions

Read the text quickly to get the general idea of what it is about. Look at the first part of the question and underline the key words. Don't read options A-D yet. Find the part of the text the question refers to. Go through the choices and underline the key words. Choose the answer that fits best. Keep in mind that the information may be rephrased. Check your answer against the text.

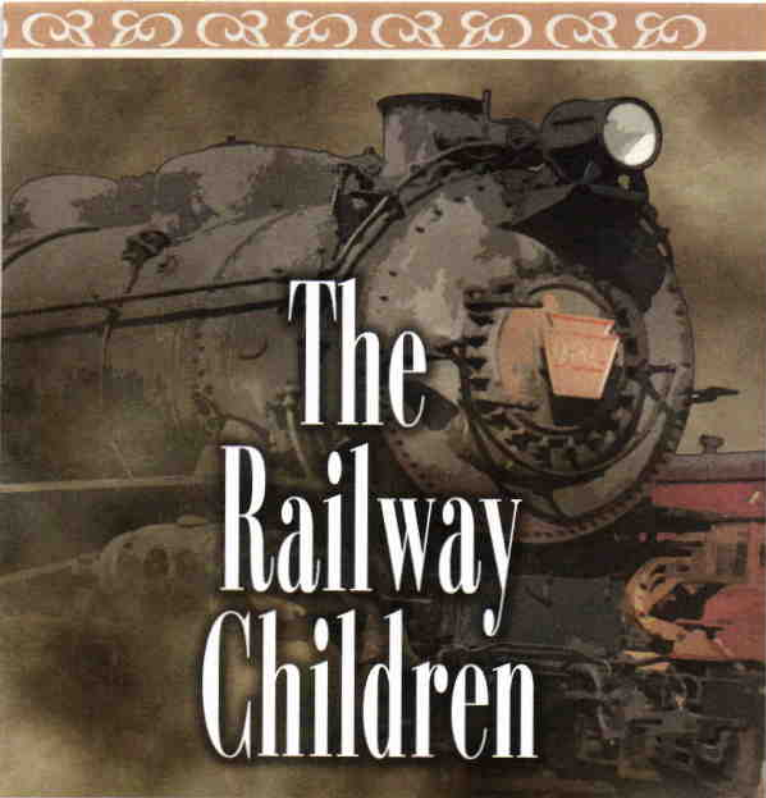


Chapter I: The Beginning of Things

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

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

These three lucky children always had everything they needed: pretty clothes, a lovely **nursery** with **heaps** of toys and a Mother Goose¹ wallpaper. They had a kind and **merry nursemaid**², and a dog who was called



The Railway Children

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

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

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

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

1 A character in a nursery rhyme.

2 A woman paid to look after young children.

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

4 An open vehicle behind a train engine used to carry coal.

3 RNE Read the text again carefully. Choose A, B, C or D for questions 1-5. Give reasons.


- Before they were 'The Railway Children', the children ...
 - always loved the railway.
 - only used the railway to go to the zoo.
 - just saw the railway as a means of transport.
 - never travelled by train.
- Mother spent most of her time ...
 - visiting old ladies.
 - sitting at home.
 - writing poetry.
 - helping her children.
- The children's father often ...
 - got angry.
 - made excuses.
 - told funny jokes.
 - played with them.
- The exploding engine didn't ...
 - frighten the dog.
 - hurt Peter's feelings.
 - injure Peter.
 - break the Noah's Ark people.
- Peter went to bed because ...
 - he was very upset.
 - he had caught a cold.
 - he had a problem with his eyes.
 - the others told him to.

4 a Use your dictionaries to explain the words in bold.

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

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

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

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

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

Short messages

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

2 a Read the theory box.

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

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

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

Hi Dan!
Going skiing on Sat – fancy
coming along? Don't worry
about equipment, you can
hire it there! Leaving my
house at 8 am so don't be
late!
Hope you can make it,
Sam
P.S. Penny's coming too!


3)

4)

5)

2)

6)

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

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

Text messages

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

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

A thank-you note
B email

C apology
D reminder

E text message
F postcard

G diary entry

1

Don't forget to tell
Lucy – PIANO LESSON
CANCELLED TODAY – Thurs.
6.30 instead.
CALL MR LUCAS!

2

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

Sally Webster
14, Church Lane
Aylesbury
Buckinghamshire

3

Priority
To: jono23@blogmail.com
From: hippygirll@okmail.com
Hey Jon!
Saw Saturday job advertised in
newspaper. Sounds like something
you'd like so let me know if
interested!
Amy

4

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

5

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

6

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

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

1 PTO
2 P.S.
3 asap
4 e.g.
5 etc

A et cetera
B for example
C post script
D as soon as possible
E please turn over

Hi Jack!
Gone shopping for shoes, makeup 1)! Remember
Kate's party tonight. Will get her gift from us 2)
CD, jewellery.
Will be back 3)
See you soon,
Jemma
4) Will bring you something nice!

6 a Read the rubric and find the key words.

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

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

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

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

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

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

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

*Yours,
Luke*

7 Make any necessary changes to the note in Ex. 6b. Think about: opening/closing remarks, which pronouns/articles/verbs you can take out, if you can add any imperatives/informal linkers/abbreviations. Compare your answers with another pair.

8 a Read the rubric and answer the questions.

Your sister has left you the following note.

*Emma,
Going shopping with Jane after school.
Want to come? Will wait at bus stop till 4.
Katie
P.S. Could go to cinema or have dinner after.*

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

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

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

study skills

Checking/Editing your work

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

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


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

Discuss & write

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

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

Great British Sporting Events!

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

A The Oxford and Cambridge Boat Race

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



B The London Marathon

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



CAMBRIDGE
 OXFORD
 ASCOT
 LONDON

C Royal Ascot


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



D Wimbledon

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



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

- offers a cash prize?
- lasts the longest?
- is attended by British royalty?
- is a competition between two teams?

b Explain the words/phrases in bold.

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

- The **directors/presenters** of all the major TV channels comment on the fashions at Royal Ascot.

- The **spectators/audience** cheer the tennis players on at Wimbledon.
- About 40,000 **competitors/rowers** run in the London Marathon each year.

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

- 5** *Portfolio:* Write a short text about a famous sporting event in your country (50-60 words). Write:

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

How responsible are you with your money?

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



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

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



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

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



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

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



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

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



5 You use the pay phone at school to call home. When you put the phone down, £6 comes out of the coin return. What would you do?

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



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

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

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

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

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


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

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

Write a paragraph about your findings.

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



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

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

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



Clean Air at Home

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

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

Quiz

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

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

Mostly As: Great work!

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

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

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

Green wisdom

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

(Robert Orben, US comedy writer)

RNE Reading

Read, then choose A, B, C or D for each question (1-6).



RUSSIAN STAR IN STAR TREK

Fictional character Pavel Andreievich Chekhov first appeared on TV in 1967, during the second season of the science fiction series *Star Trek*. Despite being on TV for a short time (from 1966-69), the series was a hit and still has many fans today, 40 years after its creation. *Star Trek* led to ten feature films, an animated series, novels and comic books. So why was it so popular and why did they need a Russian star?

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

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

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

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

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

But the *Star Trek* legend lives on. 'Trekkies' or 'Trekkers' as the fans are called, can see another film, out in 2008, or watch *Star Trek* webisodes online.

- 1 Pavel Andreievich Chekhov is a character in
 - A a real-life drama based in space.
 - B a Russian series about life in America.
 - C a series based in the future.
 - D a Russian TV soap opera.
- 2 In 1967,
 - A the last episode of *Star Trek* was shown.
 - B the first episode featuring Pavlov was shown on TV.
 - C the first film of the series was made.
 - D *Star Trek* celebrated its 40th anniversary.
- 3 Chekhov joined the crew because
 - A the *Pravda* newspaper demanded it.
 - B his name was similar to a famous Russian author.

- C of his good looks.
 D the *Star Trek* creator wanted to have an international crew.
- 4 Chekhov and Captain Kirk
 A were two very different characters.
 B disliked one another immensely.
 C resembled one another in many ways.
 D both worked as junior officers.
- 5 Khan Noonien Singh
 A successfully used a creature to take over Chekhov's brain.
 B was commander of the USS Reliant.
 C was a hero in *Star Trek*.
 D tried to take over Chekhov's brain.
- 6 *Star Trek* fans
 A may be angry that *Star Trek* has ended.
 B can see new *Star Trek* episodes on TV.
 C may go and see the new *Star Trek* film.
 D are mostly from Russia.

RNE Listening

- Listen to the speakers (1-5). Which of the comments below might each speaker make? There is one comment you don't need to use.

Speaker	1	2	3	4	5
Comment					

- A Watching sporting events on TV is important to me.
 B I only like watching team sports.
 C I don't mind paying a lot to watch an event.
 D I'm not at all interested in sporting events.
 E I don't like staying at home alone to watch sporting events.
 F I don't mind watching sports but I prefer to take part.

RNE Speaking

You and your brother/sister want to buy a present for your parents' wedding anniversary. Discuss the following options and choose the *one* you both like most of all.

- a weekend in Rome
- tickets to the theatre
- two tennis racquets
- a big box of chocolates

You begin the conversation and have to decide on which option (*only one*) to choose. Your partner will play the part of your brother/sister. *Remember to:*

- take an *active* part in the conversation and be *polite*
- *come up* with ideas
- give good *reasons*
- find out your *brother/sister's opinion* and take it into account
- *invite* your brother/sister to *come up with other suggestions*
- discuss *all* the options
- come to an *agreement*

RNE Use of English

Complete the gaps (1-8) with a word derived from the word in bold.

I like shopping. It's 1) and fun but I don't think it's the most important thing in the world. We need to shop for the things we need, like clothes, of course. In recent years, clothing has got so 2), but the pocket money I earn from 3) in the supermarket at the weekends helps. When I 4) need something, I go to the shops, 5) with my sister. Last weekend, I bought a new 6) bag. I'd saved for weeks to buy it. A wave of 7) washed over me when I finally paid for it. My sister 8) helped me buy it, so I'll let her use it sometimes.

ENJOY
 EXPENSE WORK
 REAL USUAL
 SHINE EXCITE
 GENEROUS

RNE Writing

Read the extract from your pen-friend's letter. His name is Matt. Write a letter to Matt, who has a new baby sister. In your letter:

- tell him about your hobbies
- ask three questions about his pocket money

Write 100-140 words.

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

2 Progress Check

1 Fill in: *cost, cash, save, afford, earn, borrow, pays, lend, spent, waste*.

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

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

2 Fill in: *pocket, household, sporting, credit, extreme, action, start, student, text, thank-you*.

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

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

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

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

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

4 Form nouns from the words in brackets.

- Have a look at my (*collect*)
- I don't really agree with your (*suggest*)
- They looked at him in (*amaze*)

- techniques are taught here. (*relax*)
- He made a fast from the injury. (*recover*)

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

5 a Fill in: *up, off, over, out, after*.

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

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

b Fill in: *about, in, at, of, on*.

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

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

6 Complete the exchanges.

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

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

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

Now I Can ...

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

... in English

Module 3

Schooldays & Work

◆ Before you start ...

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

◆ Look at Module 3

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a biography
- a CV
- a cartoon
- a diagram

◆ Listen, read and talk about ...

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

◆ Learn how to ...

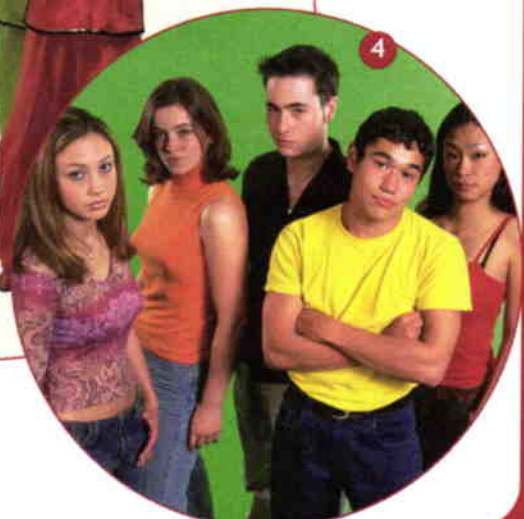
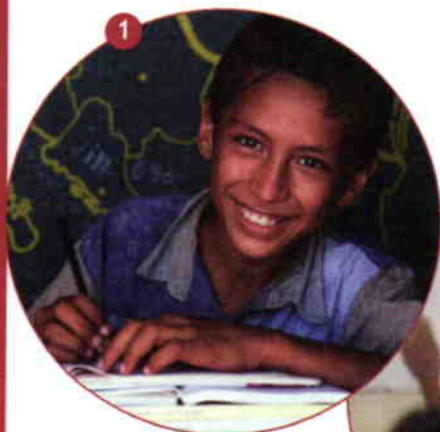
- give/react to news
- ask about/express wants/intentions

◆ Practise ...

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

◆ Write / Make ...

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




Vocabulary

Types of schools & school life

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

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

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

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

Students wear a school uniform.

There are lots of rules.

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

The teachers are strict.

Students are motivated.

There is a selection of unusual subjects to choose from.

Students sit a lot of exams.

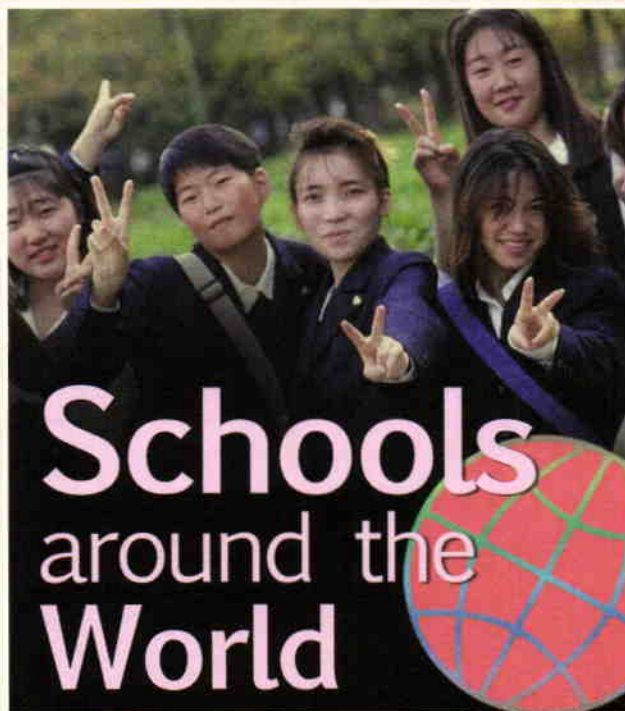
Most students take part in extra-curricular activities (e.g. drama, sports).

Students get a lot of homework.

Most students live nearby.


What would you like to change? Why? Discuss.

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



Do you look forward 1) going to school or do you absolutely **dread** it? Or, perhaps you'd prefer to go to school somewhere else! This week, *Go!* magazine takes a look at how schools are different 2) the world.

Reading

- 2  Read the text on pp. 46-47 and label the paragraphs (A-E) with the headings below. One heading does not match. What is the main idea of each paragraph?

- To and From School • School Rules
- Education or No Education
- Schools of Every Shape and Size
- Studying Hours • Home Schooling

study skills

Gap-filling

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

A

There are many types of schools in the world. Some are expensive, private boarding schools, like Rugby School in England where the game of rugby was **invented!** There are also some specialist schools, like drama schools, dance schools or the 40 acrobatic schools in Wujiao, China. It might sound like fun, but, as 13-year-old Zhang Li explains, "Our **training** starts at 5:30 am. It's very hard, but these **skills** will help me **3)** a living when I leave." There are also a wide range of school subjects at different schools. At Holden High School in the USA, subjects include comic book art, photography, song writing and yoga.

B

At a school in the Annapurna mountains in Nepal, classes don't start until 10 am because a lot of students have to walk for about an hour to get there. In Japan, it isn't **unusual** for students to **4)** two hours or more getting to school on **public transport**. "It's not so bad," says 15-year-old Keiko from Tokyo. "I sometimes sleep or study on the train, and it's a great way to catch **5)** with my friends."



C

The average school day in the UK and the US is 6.5 hours for high school students. Students in Korea and Greece, **6)**, are not so lucky! After school they **attend** extra classes in private schools. "On a typical day," says Jie Kim from Seoul, South Korea, "I don't get home until midnight, but if I don't study hard, I won't **7)** into a good university."

D

All schools have rules, but sometimes they are really **strict**. At Eton College, a very famous boys' boarding school in England, the students have a **smart** but very **old-fashioned uniform** with a long jacket, trousers and shirt. In Japan, everyone has to **participate** in 'o soji', or the cleaning of the school, before they go home, whereas at Summerhill School in England, it's the students who **8)** the rules!

E

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

3 a **RNE** Choose the best word (A, B, C or D) for each gap (1-8).

- | | | | |
|---------------|-----------|------------|------------|
| 1 A in | B from | C at | D to |
| 2 A over | B around | C from | D across |
| 3 A win | B get | C take | D earn |
| 4 A pass | B take | C spend | D be |
| 5 A up | B on | C from | D together |
| 6 A therefore | B however | C moreover | D thus |
| 7 A get | B be | C go | D apply |
| 8 A put | B say | C make | D give |

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

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

Speaking

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

Writing

6 **Portfolio:** Write a short article about your school (60-80 words). Write: *type of school and classes, how students get there, hours, rules*

Words of Wisdom

Education is the movement from darkness to light. (Allan Bloom, US philosopher)

3b

Listening & Speaking Skills

Vocabulary

Jobs

1 Look at the job categories (1-9).

Add two more jobs to each.

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

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

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

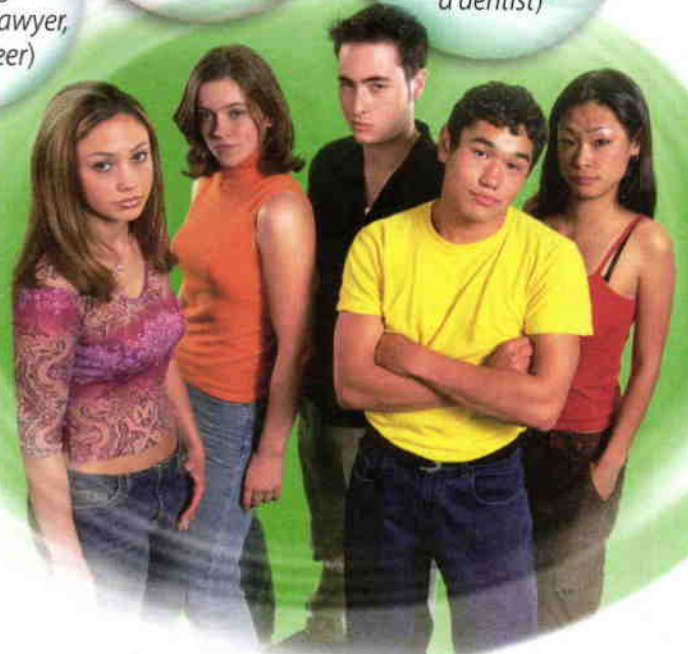
3 being the boss of a big company (e.g. *a businessman, a managing director*)

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

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

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

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



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

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

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

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

Everyday English

Asking about & expressing wants/intentions

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

Asking	Responding
• Would you like to ...?/What would you like to ...?	• I'm going to ...
• Do you want to ...?	• No, I wouldn't like to ...
• Are you going to ...?	• I don't really want to ...
• Do you think you'll ...?	• Yes, I (definitely) hope to ...
	• Yes, I think I'll ...
	• No, I don't think so.
	• I don't think I'll ...
	• I'd like/love to ...

► A: Do you think you'll be the boss of a big company one day?

B: No, I don't think so because I don't think I'll want to have a lot of responsibility.

Future tenses


▶▶ Grammar Reference

1 What tense are the verb forms in bold? Match them to the uses.

1 I'm tired. I think I'll go to bed.	a on-the-spot decision
2 I'm moving house tomorrow.	b promise/threat
3 I'll help you write your CV.	c prediction based on what we see/know
4 Look at the traffic – I'm going to be late for work again!	d plan/intention
5 I'm going to buy Jessie a puppy for her birthday.	e fixed arrangement
6 Enter the competition. I think you'll do really well!	f prediction based on what we think/believe will happen
7 This time next week, I'll be sunbathing .	g an action finished before a certain action in the future
8 I'll have cooked dinner by the time you come back.	h an action in progress at a stated future time

2 Choose the correct form. Give reasons.

- A: The phone's ringing!
B: It's OK. I'll/'m **going** to answer it.
- A: What are you doing this afternoon, Kate?
B: I'm **meeting**/'m **going to meet** some friends in town.
- A: Look at this mess!
B: Don't worry, I'm **going to**/'ll clean it up.
- A: Look at the little boy by the pool.
B: Oh dear! He'll/'s **going to** fall in!
- A: There's no milk left.
B: That's OK. I'll/'m **going to** go and buy some.
- A: Have you got tickets for the music festival?
B: Yes, it'll/'s **going to** be fantastic!
- A: John has grown up so fast.
B: Yes. This time next year he'll **be starting**/'s **going to start** high school.
- A: How long are you staying in London?
B: I **am going to/will have been** in London for 2 months by the time I leave.

3  Answer the questions, as in the examples.

- What are your holiday plans for this summer?
▶ I'm **going to spend** August at a summer camp.
- What are you doing this weekend?
▶ I'm **going to see** my grandparents.
- What will you have done by the end of this year?
▶ I'll **have taken** all my exams.

4 What will you be doing this time next Saturday?

▶ I **will be relaxing** on the beach.

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

4 Complete the sentences.

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

Comparative/Superlative degree

▶▶ Grammar Reference

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


Hairdressers happiest at work

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

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

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

GAME

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

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

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

Word formation

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

Forming personal nouns

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

Wanted for new

▶ 0) producer,

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

Musical Production

 Call 0207-9888364 FOR MORE INFORMATION.

Words often confused

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

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

Phrasal verbs

10 Complete the sentences (1-4) with the correct phrasal verb, then make sentences of your own.



- 1 I will my little brother from school.
- 2 You shouldn't your food.
- 3 Some older schoolchildren younger ones.
- 4 Can you help me a dress for the party?

Dependent prepositions

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


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

Key word transformations

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

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

Writing

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

Grammar Check 3

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

Anton Pavlovich Chekhov

(1860-1904)

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

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



- 2 The picture on p.52 shows Olenka and Sasha. How are they related? Read to find out.

study skills

Completing a text

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



THE DARLING

She now had her own opinions, and at supper discussed with Sasha's parents, saying how difficult the studies had become for the children at the school. But after all, she felt a classical education was better than a **commercial** course, because when you graduated from school then the road was open to you for any career at all. If you chose to, you could become a doctor, or, if you wanted to, you could become an engineer.

Sasha started at the school. 1 As his father was away every day **inspecting** cattle and was sometimes gone for up to three whole days at a time, it seemed to Olenka that Sasha was completely **abandoned**, was treated as if he were quite **superfluous**, and must be dying of hunger. So she transferred him into her part of the house and **fixed up** a little room for him there.

15 Every morning Olenka would come into his room and find him **sound** asleep with his hand **tucked** under his cheek, so quiet that he seemed not to be breathing. 2 "Sashenka," she said **sorrowfully**, "get up, darling. It's time to go to school."

20 He got up, dressed, said his prayers, then sat down to breakfast. 3 The sleep was not yet out of him, so he was a little **cross**.

"You don't know your fables¹ as you should, Sashenka," said Olenka, looking at him as though he were departing on a long journey. "What a lot of trouble you are. You must try hard and learn, dear, and mind your teachers."

"Oh, leave me alone, please," said Sasha.

- 3 a Read the extract. Seven sentences have been removed. Match each sentence (A-G) to the appropriate gap (1-7). Which words helped you decide?

- A Olenka followed him noiselessly.
- B She would fall asleep still thinking of the same things, and tears would roll down her cheeks from her closed eyes.
- C His mother left on a visit to her sister in Kharkov and never came back.

Then he went down the street to the school, a little fellow wearing a large cap and carrying a satchel² on his back.

4

"Sashenka," she called.

He looked round and she **shoved** a date³ or a caramel into his hand. When he reached the street of the school, he turned around, **ashamed** of being followed by a tall, **stout** woman and said, "You had better go home, aunt. 5

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

When she had seen Sasha off to school, she returned home quietly, content, peaceful and **overflowing** with love. Her face, which had grown younger in the last six months, smiled and **beamed**. People who met her were pleased as they looked at her.

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

"The school courses are very **difficult** nowadays," she told people at the market. "It's no joke. Yesterday the first class had a fable to **learn by heart**, a Latin translation, and a problem. 6

And she spoke of the teacher and the lessons and the text-books, repeating exactly what Sasha said about them.

At three o'clock they had dinner. In the evening they did his homework together, both crying at how difficult it was. When she put him to bed, she stayed a long time making the sign of the cross over him, **muttering** a prayer. And when she lay in bed, she dreamed of the far-away, **misty** future when Sasha would finish his studies and become a doctor or an engineer, have a large house of his own, with horses and a carriage, marry and have children. 7 And the black cat would lie at her side **purring**: "Mrr, mrr, mrr."

¹ stories which teach moral lessons

² a school bag with a long strap

³ fruit

- D How is a little fellow to do all that?
- E I can go the rest of the way myself.
- F He drank three glasses of tea, ate two large cracknels⁴ and half a buttered roll.
- G "What a shame to have to wake him," she thought.

⁴ hard, brittle cakes or biscuits

b Listen and check.

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

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

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

5 Look at the list of emotions and feelings below.

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


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



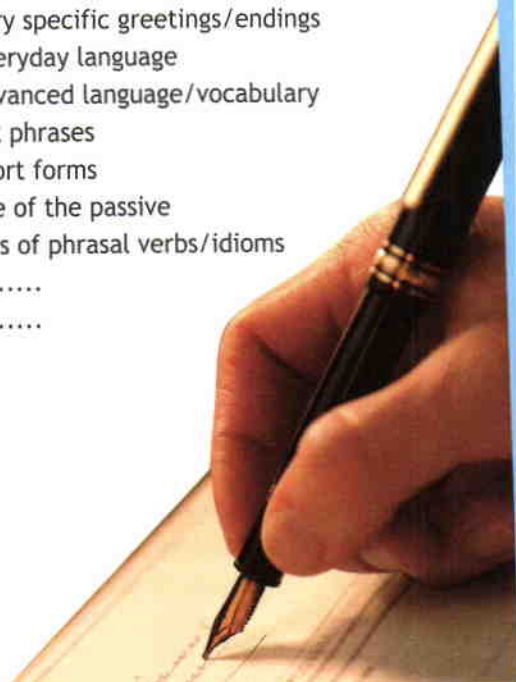
6 Which part of the text best describes the picture?

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

Formal letters

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

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



Formal letters are characterised by:

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

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

5 Society Street
Worthing WX3 GLR
28th April

Dear Mr Harris,

1 I am writing to apply for the position of Summer Tour Guide which was advertised in this week's edition of the 'Weekly Herald'.

2 I am 18 years old and in my final year at sixth form college. I am considering a career in the tourist industry after I leave college. For this reason, I would like to gain some valuable experience working with tourists.

3 I have 9 GCSEs, including Maths and English. I also have two years' experience working as a Saturday sales assistant, which I enjoyed very much. I speak some French and German and have a good knowledge of my local area. I am described by my teachers as enthusiastic, confident and reliable.

4 I would be available for an interview at any time. I have enclosed a copy of my CV. I look forward to hearing from you.

Yours sincerely,

E Jones


Eleanor Jones

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

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

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

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

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

Formal - Informal style

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

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

5 **RINE** Look at the CV below and complete the headings A-D with: *EDUCATION, WORK EXPERIENCE, PERSONAL DETAILS, PERSONAL QUALITIES*. Then fill in gaps 1-5 with information from the letter on p. 54. What further information does the CV contain?

Curriculum Vitae

A.

NAME 1.

ADDRESS 5 Society Street, Worthing

TELEPHONE 0184 84 75483

DATE OF BIRTH 22nd December 1988

NATIONALITY British

B.

QUALIFICATIONS 2.

LANGUAGES 3.

C.

2003 - 2005 4.

D.

Good knowledge of local area,

5.,, reliable.

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

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

Part-time/weekend SALES ASSISTANT

for city centre gift shop

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

Please apply in writing to:

▶ Simon Willis, PO Box 234. ◀

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


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

c Compare with your partner. Give reasons.

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

28 Leahurst Rd
York
YK13 SNL
4th September

Dear Mr Willis,
I am writing to apply for the position of Part-Time Sales Assistant which I saw in the newspaper I bought while I was walking my dog, Pedro, yesterday.
I am 16 years old, I am tall and I have got long brown curly hair. I have got one sister, who I get on with very well. Although I don't have any experience of working in a shop, I want to work for you. I have had a regular baby-sitting job for a year now. I am trustworthy and reliable, but I can sometimes be a little impatient and moody.
I'm free to start work from July. I finish my exams at the end of May so I can't wait to hear from you.
Yours sincerely,
A. Leary
Andrea Leary

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

Discuss & write

- 8 a Read the rubric and the advertisement and find the key words. Then answer the questions.

- You would like a summer job and have just seen an advert in the newspaper for a job that sounds perfect for you. Write a CV and a letter of application to apply for the job.

WANTED:

ENERGETIC & CONFIDENT

Summer Waiters/Waitresses

June-August

Languages & experience working with people an advantage.

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


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

study skills

Checking your writing

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

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

- b  Write your CV and letter of application (100-150 words). When you finish, check and remove any irrelevant details.

Smile

Why are you late again, Mr Smith?

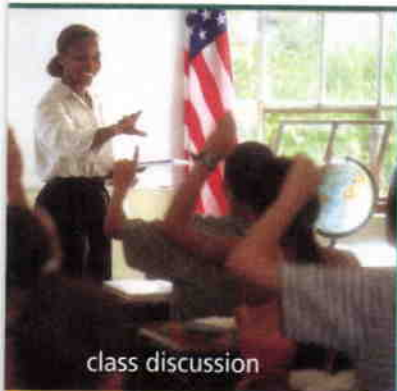
I'm sorry, Mr Jones. The train is always late these days.



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

American High Schools

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



Are you aged
14 to 17?

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

class discussion

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

A 1) (relax) and informal teaching style

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

School life

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

Sports and extra-curricular activities

Sporting activities are a major part of high school life, and your school will expect you to participate! Of course, there's cheerleading and American football, but other popular sports include soccer, basketball and baseball. If you're not the 6) (sport) type, there are also many other things to do such as join the school newspaper, the debating club or the 'prom' 7) (organise) committee. The prom is an 8) (extreme) special dance at the end of the school year.

USA SCHOOL SYSTEM

Kindergarten
(age 5)

Elementary School
Grades 1-6 (ages 6-11)


Junior High School
Grades 7 & 8 (ages 12-13)

High School
Grades 9-12 (ages 14-17)

ninth graders = freshmen
tenth graders = sophomores
eleventh graders = juniors
twelfth graders = seniors

- 3 a **RNE** Read the text and complete the gaps (1-8) with the correct word formed from the words in brackets. Compare with your partner. Listen and check.


- b Explain the underlined words/phrases. Are there any words which are the same/similar in your language?

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

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

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

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

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

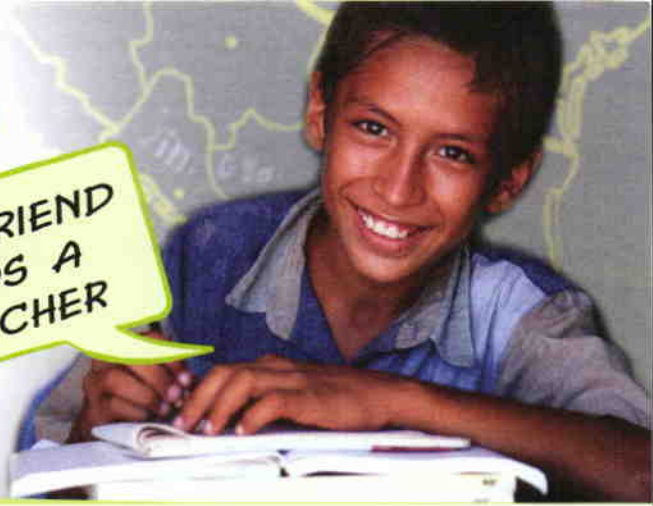
All children in the world should be able to go to school.

Classes should not have more than 30 children.

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

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

MY FRIEND NEEDS A TEACHER



São Sebastião de Jaçara, Brazil
20th April

To all the pupils and teachers at Mill House Secondary School,
Greetings from Brazil! I've been here for just a week, but already I have so much to **share with** you about the children and teachers I've met here!

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


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

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

See you all in a couple of weeks!


Regards,
Ann Myles


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

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

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


b Explain the words/phrases in bold.

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

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

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

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

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

World Wildlife Fund Endangered Species List:

1 Pandas

3 Tigers

5 Elephants

7 Turtles

2 Rhinos

4 Whales

6 Gorillas

- 2 a Read again and answer the questions.

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

Endangered Species

The Loggerhead Sea Turtle

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

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

Humans cause terrible damage to the eggs. **Nests** can be walked on by tourists, destroying the eggs. In addition, the **newly-born** turtles find it hard to find the sea at night with so much **artificial** light around.

Some people, however, are trying to make a difference. Since 1982, the Sea Turtle **Protection** Society of Greece has done its best to protect this **rare** species. With help from the World Wildlife Fund (WWF), it has bought a beach popular with the turtles and makes sure that tourists stay away. Every year over 500 **volunteers** from all over the world come to help with the society's work for the turtles. Thanks to their help, more and more young turtles are finding their way to the sea.

You can help. If you would like to become a volunteer or would like to learn about other ways you can help the loggerhead sea turtle, please check out the website of the Sea Turtle Protection Society of Greece at <http://www.archelon.gr>.

- b Use your dictionaries to explain the words in bold. Then, tell the class three things you remember from the text.

- 3 **Portfolio:** Collect information, then write a short article about an endangered species in your country. Write:
- name and type of species
 - habitat
 - threat(s)
 - action taken

Green wisdom

There is no place in nature for extinction.
(Licretius, Roman poet and philosopher)



RNE Listening

🎧 Listen and choose the correct answer (A, B or C) for each question (1-7).

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

RNE Reading

Match each profile (1-5) to a text (A-F). There is one text that you do not need to use.

What job would you apply for if you ...

- 1 wanted to work in the food industry?
- 2 were a science student?
- 3 wanted to live abroad?
- 4 were interested in health and fitness?
- 5 thought you could manage people?

A *D & A International* seeks engineering graduates with five or more years' experience who are interested in employment opportunities around the world. You must be prepared to work on any of our technical projects and have excellent written and spoken English and Spanish.

Send CVs to: info@dainternational.co.uk

B Assistants wanted for campus pharmacy at Cheshington University three evenings a week. Candidates must be well-mannered and comfortable working with a wide variety of customers. They should also have a basic knowledge of chemistry.

Contact: sue.fotherby@cu.ac.uk

C *Muscles* is the latest of our city training centres. We are seeking a full-time attendant for our weights room. Experience of bodybuilding and fitness issues would be an advantage although full training will be provided. A friendly, dynamic personality and a willingness to assist is essential.

Call Gino on: 240-677-3215

D *Welsh and Sons* have a vacancy for a business graduate to train as an account manager. The position is demanding. You will be in contact with top company professionals and so will also need to be confident and able to attract potential customers in the UK and France. Excellent working environment. Competitive salary.

Fax CVs to: 713-432-7896

E *Eduread Publishing* provides educational books and CDs to over 3,000 schools around the world. Due to our recent success in entering the Chinese market, we now need to employ more staff. A minimum of three years' experience in business and teaching is required, as well as good organisation skills and leadership qualities. You will need to travel to China occasionally. Contact Mr Flower at:

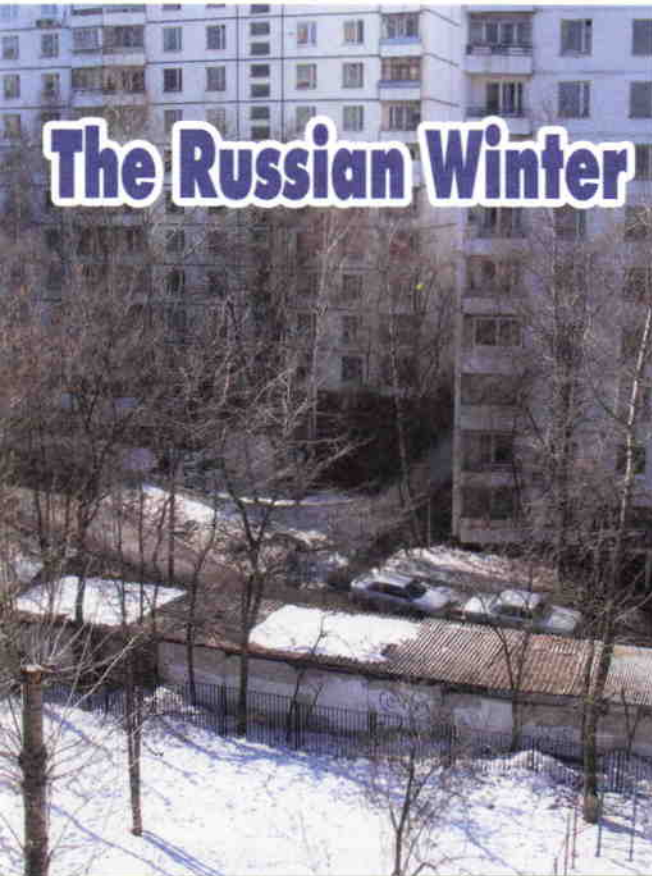
w.flower@edureadpublishing.com

F *Luigi's* needs Saturday staff. Candidates will have a clean, pleasant appearance and be able to work quickly and efficiently under pressure. Previous experience with handling orders is desirable. We also seek four temporary staff for our delivery service during July and August. Candidates must have a clean driving licence.

Call: 341-145-5911

1	2	3	4	5

The Russian Winter



With an average annual temperature of -5.5°C , Russia is the coldest country in the world. The 1) winter lasts for five months, from November till the end of March, and causes extensive 2) difficulties. Throughout history, the Russian winter has offered 3) to Russia by keeping away her enemies and as a result, has been referred to as 'General Winter' and 'General Snow'.

The average and minimum temperatures in 4) Russian regions differ. The severe winter is in Yakutia, with temperatures falling to -60°C . In the 5) regions of Russia (west of the Ural Mountains) the winter is not as cold, with average temperatures 6) falling below -15°C . However, it is sometimes much colder and during the winter of 2005/06, temperatures averaged from -25°C to -30°C in Moscow during the whole month of January.

RUSSIA

TRANSPORT

PROTECT

VARY

EUROPE

RARE

RNE Use of English

Fill in the gaps (1-7) with a word formed from the words in bold.

RNE Writing

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

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

Write 100-140 words.

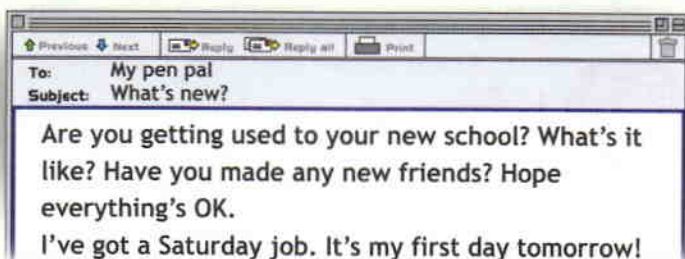
RNE Speaking

You have seen an ad for a summer job in a café. You want more information about the job. Call the manager at the café and ask about:

- *what your responsibilities will be*
- *if you need experience*
- *months you can work*
- *pay*

You begin the conversation. Your partner will play the part of the café owner. Remember to:

- *be active and polite*
- *get all the information you need*
- *decide whether to apply for the job or not*



3 Progress Check

1 Fill in: *applied, armed, shifts, resign, freelancer, experience, participated, runs, responsibility, report.*

- Many members of my family are in the forces. My dad is a soldier and my uncle is a pilot.
- John works in a factory. He works
- Do you have any as a waitress?
- He has for the position of secretary.
- Mr Smith his own business.
- He decided to from his job due to health problems.
- My mum works from home. She's a
- Can I see your school card?
- I wouldn't like to be a doctor. It's too much
- Everyone in the school project.

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

2 Fill in: *public, boarding, bank, flight, pay, medical, managing, host, business, sponsored.*

- | | |
|--------------------|--------------------|
| 1 profession | 6 school |
| 2 rise | 7 director |
| 3 transport | 8 family |
| 4 clerk | 9 event |
| 5 studies | 10 attendant |

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

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

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

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

4 a Fill in: *at, up, on, out.*

- Will you pick Susan from school?
- Why are you picking your food like that?
- Tom's health has picked recently.
- You shouldn't pick younger children.
- Can you help me pick a tie to match this shirt?

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

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

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

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

5 Form nouns from the verbs in brackets.

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

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

6 Fill in: • Thank you. • Good for you!
• Oh dear! • Monday 10:00 am. • Not really.

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

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

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

Now I Can ...

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

... in English

Module 4

Earth Alert!

◆ Before you start ...

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

◆ Look at Module 4

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a mind map
- an adoption certificate
- newspaper headlines

◆ Listen, read and talk about ...

- environmental protection
- environmental issues
- tropical rainforests
- photosynthesis

◆ Learn how to ...

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

◆ Practise ...

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

◆ Write / Make ...

- a quiz about how good someone is towards the environment
- a letter to a friend from an expedition
- a for-and-against essay
- a short article about a protected area in your country
- a poster/poem about rainforests



Vocabulary

Environmental protection

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



► We should reduce the amount of water we use.

Reading

- 2 a Look at the title and headings in the text on p. 65. What do you think the writer's purpose was in writing the text? What do you expect to learn from it? Read and check.

- b **RINE** Choose the correct word (A, B, C or D) to fill in the gaps (1-8). Compare with a partner. Listen and check.

- | | | | |
|-------------|----------|-----------|----------|
| 1 A Put | B Do | C Make | D Have |
| 2 A take | B give | C put | D do |
| 3 A enough | B such | C so | D much |
| 4 A even | B still | C already | D just |
| 5 A deny | B reject | C avoid | D refuse |
| 6 A several | B few | C some | D any |
| 7 A also | B before | C when | D until |
| 8 A less | B most | C more | D least |

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

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

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

Speaking

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

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

Writing (a quiz)

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

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

Use Less Stuff!

ELIMINATE WASTE & PROTECT THE ENVIRONMENT

BI-MONTHLY NEWSLETTER January – February

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



CHOOSE TO REUSE

It's not waste until you waste it! Think carefully about how you can reuse something before you **throw** it away. 1) a compost heap in the garden with fruit and vegetable material – it will **decompose** and make good fertiliser for your plants. Also, if things break, try to repair them before you **replace** them. Remember that one man's rubbish is another man's treasure! If you buy a replacement for something you already have, 2) the old item to someone who can use it. Have your jeans got holes in the knees? Make new shorts out of them or give them to someone who needs them. Don't throw away empty jars and bottles; **rinse** them out and use them to store other things.

TURN IT DOWN OR SWITCH IT OFF

Always **switch off** the lights when you leave an empty room, and use light bulbs that save **energy**. You can also switch off the cooker a few minutes earlier – there will still be 3) heat to finish cooking the food. Why not take showers in cooler water and for shorter lengths of time? Finally, **turn down** the heating and **put on** warmer clothes if you're cold.

BE A LEAN, GREEN SHOPPING MACHINE

Only buy what you really need and use all of it. Thinking about buying something new? Try the 30-day rule – only buy it if you 4) want it 30 days after you first saw it.

At the supermarket, 5) buying things you do not need by writing a shopping list before you go and making sure you keep to it. Of course, you should also take your own bags to put the shopping in.

PUT PACKAGING ON A DIET

First things first; buy things with simple packaging that can easily be recycled. Better still, choose products with no packaging at all! Secondly, if you are preparing a packed lunch to eat at school, take a sandwich in a reusable lunchbox, juice in a reusable bottle and a banana, rather than a sandwich in a plastic bag, or a carton of juice and biscuits which are each **wrapped** in silver paper and even more plastic. And finally ... think BIG! One large box of cereal, for example, uses less packaging than 6) smaller ones and is usually a lot cheaper too!

SAVE ON PAPER

Try to **cut down on** the amount of paper you use. Use a computer and proofread your writing on the screen 7) you print it out. Use both sides of the paper and then recycle it. Remember that telephone calls and email messages don't **create** paper waste.

GET OTHERS INVOLVED


Last but not 8), **encourage** your friends to cut down on waste too! **Swap** magazines, books and clothes, send them a copy of this newsletter (on recycled paper, of course!) or start a 'Use Less Stuff!' **campaign** at your school!



study skills

Revising

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

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

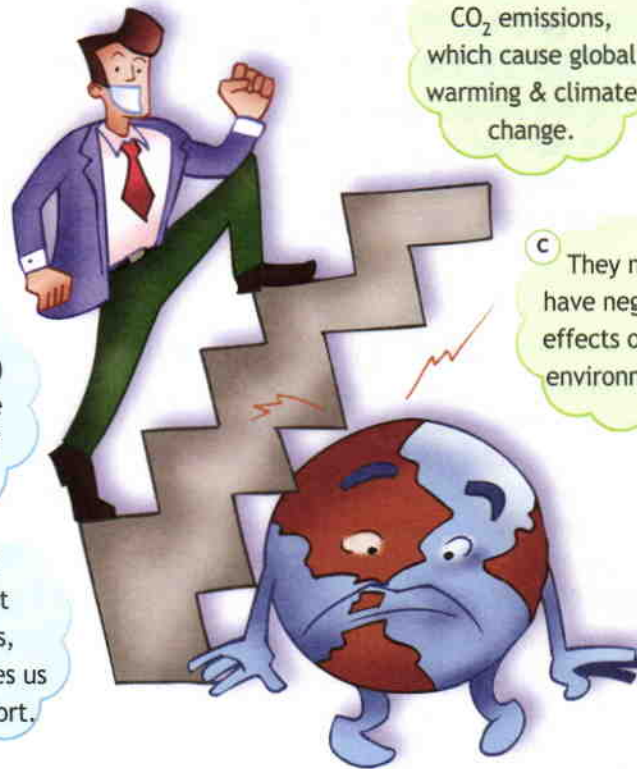
Words of Wisdom

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

4b

Listening & Speaking Skills

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



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

Vocabulary

Environmental issues

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

“We never know the worth of water till the well is dry.”
(Thomas Fuller, English historian)

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

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

Everyday English

Expressing concern/hope

- 2 Use the phrases in the box and the fact file to discuss, as in the example.
- A: I heard the other day that polar bears may be extinct in 100 years.
B: That's really shocking!
A: Well, maybe all is not lost.

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

Earth Alert! Fact File

- Polar bears may be extinct in 100 years.
- Sea levels could rise by 50 cm in the next 100 years.
- UK winters could become 30% wetter by 2100.
- The top ten warmest years since 1860 have all occurred since 1980.
- More than 150 acres of rainforest are lost every minute.


Reading

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

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

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

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

c  Read out the dialogue.

Listening

4 a Look at the form. What is it for? What might the missing words be?

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

Adoption Certificate

This is to certify that Harry 1)
has adopted a(n) 2) tree.


Details: • supports a rich variety of 3)
• can live for over 4) years

Your personalised message: "5), Harry!
Hope you like the gift!"

You also receive: 6) membership of the
'Adopt-a-Tree Foundation' & regular updates from us.




Speaking

5  You are Harry. Tell your friend about the tree adoption. Use the dialogue in Ex. 3 as a model. Talk about:

- type of tree you've adopted
- what you've received
- why you are doing this

Say it right

Discussing the weather

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

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

Idioms

7 Complete the sentences with the words *day, cloud, storm, weather*. Explain the idioms. Check in the Word List.



- 1 John was so happy he was on *nine*.
- 2 Lucy looks a bit *under the* these days. What's wrong with her?
- 3 Mary is saving money *for a* *rainy*
- 4 It's just a small problem - only a *in a teacup*.

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

Modals ▶▶ Grammar Reference

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

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

- A It's important for you to do so.
- B It's not necessary/obligatory.
- C You don't have permission.
- D It's not a good idea – I don't recommend it.
- E It's not allowed.
- F It's the law.
- G It's the best/right thing to do.

b Which of the verbs in bold expresses: *obligation/strong recommendation? lack of obligation/necessity? permission/possibility? recommendation/advice? prohibition?* What are the equivalents in your language?

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

- A: We're having an environmental awareness day at school tomorrow.
 B: Environmental awareness? What's that?
 A: It's a special day when we learn about all the things we 1) **should/have to** do to protect the environment. You know, how we 2) **have to/can** help to save the planet.
 B: That sounds interesting. What do you do?
 A: Well, for a start, everybody 3) **had better/should** walk or cycle to school so that we save energy. And we 4) **can't/must** make sure we don't waste energy when we are there.
 B: How do you do that?
 A: To begin with, we remind everybody of what they 5) **can/don't have to** do to save energy.
 B: Like turning lights off in empty rooms, you mean?
 A: That's right. We have a rule that the last person to leave a room 6) **can/must** turn off the lights and close the door.
 B: Why do you 7) **must/have to** close the door?
 A: To keep the heat in, of course! You 8) **should/can** never leave doors open because heat will escape!
 B: Goodness! I never thought of that! I think we 9) **had better/have to** have an environmental awareness day at my school, too!

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

- leave • smoke • go in • recycle
- swim



▶ You **mustn't** leave litter here.

4 Make true sentences about your country. Use modals.

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

▶ Car drivers **have to** wear seat belts.

5 Study the table and then complete the sentences.

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

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

GAME



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

- use the telephone • go out
- ask a question • read this magazine • have some more cake

Your partner has to guess who you are talking to.

your teacher
your mum
your friend
your neighbour

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

Word formation

- 6 Read the theory box, then complete the gaps in the headlines with the correct words.

Forming negative adjectives

We use prefixes such as **un-** (*usual - unusual*), **il-** (*logical - illogical*), **dis-** (*content - discontent*), **in-** (*advisable - inadvisable*), **ir-** (*responsible - irresponsible*), **mis-** (*informed - misinformed*), **im-** (*possible - impossible*) or the suffix **-less** (*care - careless*) to form negative adjectives.

1 UK MEN ARRESTED FOR (LEGAL) SALE OF IVORY

2 BUILDERS LEAVE NESTING BIRDS (DISTURBED).

3 Government claims pollution figures (accurate)

4 Oil prices (likely) to fall soon

5 GOVERNMENTS CRITICISED FOR (RESPONSIBLE) ENVIRONMENTAL POLICIES

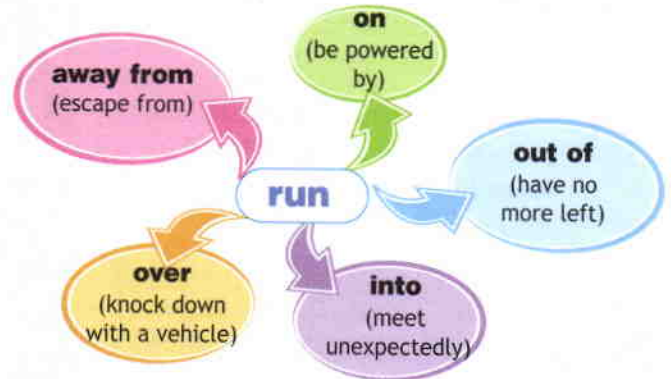
Dependent prepositions

- 7 Fill in: *of, from, to, under, about, in*. Check in Appendix 1. Make sentences using the phrases.

- 1 Throwing waste in the sea can be harmful marine life.
- 2 A lot of coral reefs are threat due to rising sea temperatures.
- 3 More needs to be done to protect dolphins getting caught in fishing nets.
- 4 My uncle is an avid supporter Greenpeace.
- 5 I feel very strongly recycling.
- 6 Lots of exotic birds are danger of extinction.
- 7 We shouldn't keep animals captivity.

Phrasal verbs

- 8 Study the diagram. Complete the sentences with the correct phrasal verb.



- 1 He almost the neighbour's cat!
- 2 I hope we won't petrol before we get home!
- 3 I Eddie in the supermarket yesterday.
- 4 Most cars unleaded petrol.
- 5 The robber tried to the police but he didn't manage to.

Words often confused

- 9 Choose the correct word. Check in the Word List. What does the other word mean? Make sentences using them.

- 1 We will loose/lose many species if rainforests continue to disappear.
- 2 The weather/whether is becoming more and more unpredictable.
- 3 No one can ignore the affects/effects of global warming.
- 4 Large areas of land are in danger of becoming desserts/deserts.

Key word transformations

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

- 1 You can't enter the premises.
allowed You the premises.
- 2 It's not necessary for shops to use so much packaging.
need Shops so much packaging.
- 3 I don't think it's a good idea for you to eat so much junk food.
avoid You so much junk food.
- 4 It is illegal to drive without a licence.
if You haven't got a licence.
- 5 We should walk more.
good It to walk more.

- 1 Look at the title of the text and the picture on p. 70. What do you think the extract is about? Read the biography and check.



Sir Arthur Conan Doyle (1859-1930) was a Scottish doctor and author. His mother was passionate about books and a fantastic storyteller.

Arthur discovered he had a talent for telling fascinating stories. His works include science-fiction and historical novels, plays and romances, poetry and non-fiction.

The Lost World (1912) was the first in a series of four novels. It is about an expedition to the Amazon Rainforest in South America where Professors Challenger and Summerlee, reporter Edward Malone and hunter Lord John Roxton encounter prehistoric animals.

- 2 a Read lines 1-19 of the extract. What do you think the professor has seen? What do you think will happen next? Listen and read to find out.

- b Match the sentences (A-G) to the gaps (1-6). There is one extra sentence you do not need to use. Compare with a partner.

- A Then they vanished from our sight.
- B August 28th - the day we saw five live iguanodons in a clearing of the Amazon Rainforest.
- C Crouching down among the bushes, we observed them at our leisure.
- D A dreadful thing has happened to us.
- E No; a reptile - a dinosaur.
- F They were enormous.
- G What will they say in England about this?

The Lost World

"But what do you make of this?" cried Professor Summerlee, **triumphantly** pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks.

- 5 "Wealden!" cried Professor Challenger, in ecstasy. "I've seen them in Wealden in England. It is a creature walking **upright** upon three-toed feet, and occasionally putting one of its five-fingered forepaws down on the ground. Not a bird, my dear Roxton - not a bird."

- 10 "A beast?"

" 1 Nothing else could have left such a **track**."

His words died away into a whisper, and we all stood in **motionless** amazement. Following the tracks, we left the **swamp** and passed through some bushes and trees.

- 15 Beyond was an open **clearing**, where there were five of the most extraordinary creatures that I have ever seen.

2

There were, as I say, five of them, two adults and three young ones. 3 Even the babies were as big

- 20 as elephants, while the two adults were bigger than any creatures I have ever seen. They had **slate-coloured**

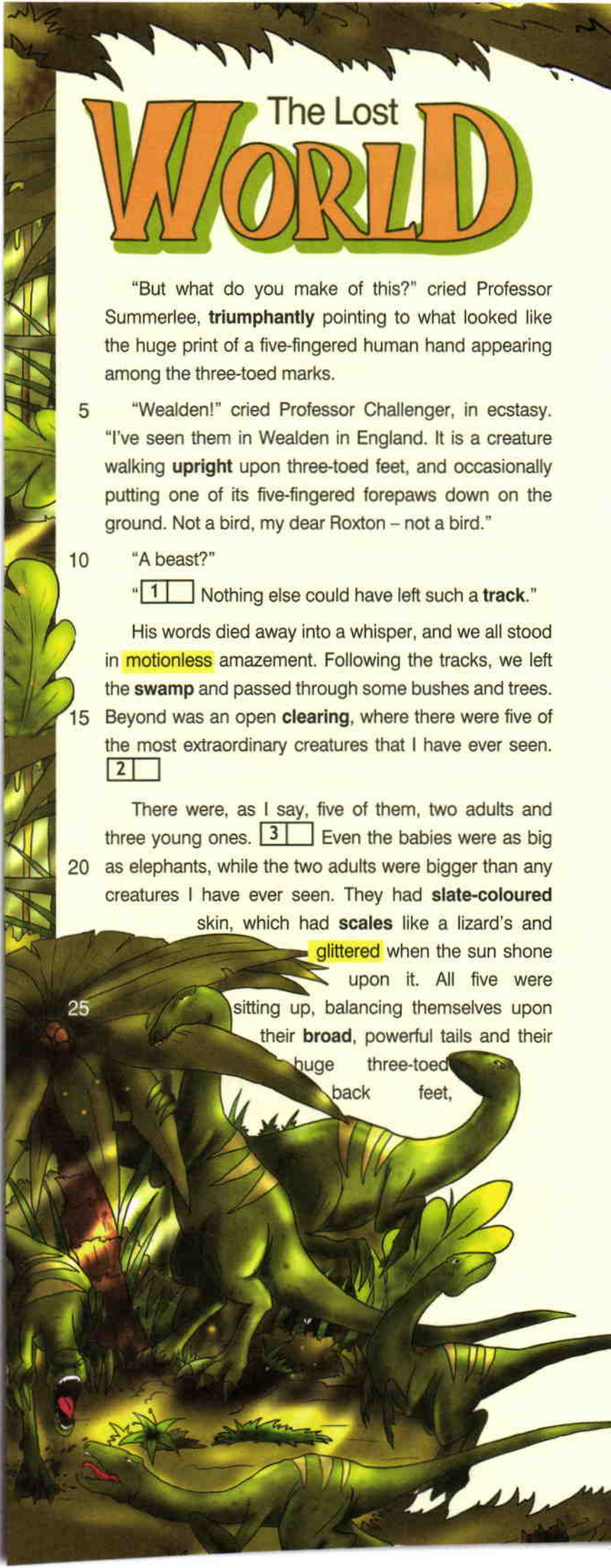
skin, which had **scales** like a lizard's and **glittered** when the sun shone

upon it. All five were

- 25 sitting up, balancing themselves upon their **broad**, powerful tails and their

huge three-toed

back feet,



while they pulled down branches with their small five-fingered front feet. I do not know if I can describe them to you better other than by saying that they looked like **monstrous** kangaroos, twenty feet in length, and with skin like crocodiles.

I do not know how long we stayed gazing at this marvellous **sight**. A strong wind blew towards us but we were well **concealed**, so there was no chance of discovery. From time to time the little ones played round their parents in **clumsy** games, the great beasts **hopping** into the air and falling with dull **thuds** upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a **bunch** of leaves which grew upon a large tree, put his forelegs round the trunk and tore it down as if it were a sapling*. This showed not only the strength of its muscles, but also the weakness of its brain, **for** the whole tree came crashing down on top of it. It **yelped** loudly, showing that despite its size there was a limit to what it could **endure**. The incident caused him to move off, followed by its partner and their three enormous infants. We saw the **shimmering** grey **gleam** of their skin between the tree **trunks** and their heads moving up and down high above the tree tops.

I looked at my **comrades**. Lord John was staring intently in the direction the creatures had disappeared. The two professors were in silent **ecstasy**. In their excitement, they had grabbed each other by the hand and stood like two little children in the presence of a wonderful sight. Challenger's cheeks displayed a broad smile, and Summerlee's ironic face softened in amazement.

"My God!" he cried at last.

"My dear Summerlee, I will tell you with great confidence exactly what they will say," said Challenger. "They will say that you are a liar and a scientific **fake**, exactly as you and others said of me."

"And if we have photographs?"

"Faked, Summerlee, faked, they'll say!"

"And if we have **specimens**?"

"Ah, there we may have them! The newspapers may **praise** us yet. Put it down in your diary, my young friend, and send it to your paper."


* a young tree

3 a Match the highlighted words to their meanings. Use each one in a sentence of your own.

1 put up with 2 not moving 3 cried out
4 hidden 5 sparkled 6 huge 7 shine
8 extreme happiness 9 because

b Use a dictionary to explain the words in bold. What are they in your language?

4 Find words that mean **big** in the extract. Make sentences using them.

5  Find all words related to animals and list them under the headings:


classes ▶ *reptile*

parts of body

types

Compare with another pair.

6 a Who/What is compared to: *little children? elephants? a human hand? a lizard? great beasts? crocodiles? kangaroos?*

b  Which adjectives best describe: – *the baby dinosaurs*
– *the adult dinosaurs*
– *the two professors and the narrator.*

- excited • unintelligent
- playful • huge • unusual
- amazed • strong • overjoyed

Which parts of the text helped you decide?

7 Explain the underlined phrases in your own words.

Writing

8 *Portfolio*: Imagine you are part of the expedition. Write a letter to a friend describing what you have seen.

For-and-against essays

- 1 Read the theory box. Where can we find this type of writing?

For-and-against essays present the advantages and disadvantages (or pros and cons) of a topic. They consist of:

- an introduction presenting the topic without giving an opinion.
- a main body in which you state the arguments for and against the issue in separate paragraphs.

Each argument is supported with justifications or examples.

- a conclusion giving your opinion.

For-and-against essays are normally formal. Short sentences, colloquial expressions and idioms should be avoided.

They can be found in articles, in newspapers/magazines and in school assignments.

- 2 a Read the rubric and find the key words. Answer questions 1-3.

- You have had a class discussion about banning cars from city centres. Your teacher has now asked you to write an essay for the school magazine presenting the arguments for and against this idea.

- 1 What will the essay be about?
- 2 What style will you write it in?
- 3 Which of the following points could your essay include? Which are pros and which are cons?
 - reduce traffic jams
 - cars are faster and more comfortable
 - lower petrol costs
 - reduce accidents
 - reduce air and noise pollution
 - crowded public transport
 - public transport follows fixed routes

Can you add any more ideas?

- b Read the essay and match the paragraphs with the headings.

- writer's opinion
- arguments against & justifications
- presenting the topic
- arguments for & justifications

Should cars be banned from city centres?



1 Most people would agree that cars have made our lives much easier. They have, however, brought many problems as well. Many people now believe that there should be a total ban on cars from our city centres. Undoubtedly, this suggestion has both advantages and disadvantages.

2 There are many positive aspects to banning cars from city centres. To begin with, it would help to drastically reduce air and noise pollution. This is extremely important, especially as the carbon dioxide from car exhausts is seriously harming the environment and our health. In addition, it would probably reduce the number of accidents and generally make the city centre a more pleasant place to be.

3 On the other hand, banning cars totally from city centres would have its disadvantages. Firstly, it would inconvenience millions of people. Cars are faster and more comfortable than public transport and do not follow fixed routes. Also, it is likely that public transport would be much more crowded. If cars were not allowed access to all parts of cities then more people would use public transport.

4 All things considered, although there are many advantages to using cars in city centres, there is no excuse for people not to use public transport more often than at present. For this reason, I strongly argue that it would be better in the long run if cars were banned from city centres.

study skills

Writing main body paragraphs

Main body paragraphs should begin with a topic sentence which introduces or summarises the topic of the paragraph. This sentence is followed by supporting sentences which provide examples or details to support the topic sentence.

Topic and supporting sentences

3 Find the topic sentences in the essay on p. 72. Which sentences support them? Suggest alternative ones.


4 Match the topic sentences (1-3) to their supporting sentences (A-C).

- 1 There are certainly a number of good reasons for using natural gas.
- 2 There is no doubt that using public transport has many advantages.
- 3 There are, however, a few disadvantages to using solar energy.

A Firstly, it is more environmentally friendly as it helps to clear the roads of cars. This, in turn, reduces air and noise pollution.

B The main one is that it can be very expensive to set up such a system. Also, it is of no use at night.

C First of all, it doesn't pollute as much as burning coal or petroleum does.

5  Read the topic sentences below and write appropriate supporting sentences. Compare with another pair.

- 1 There are many advantages to recycling.
- 2 On the other hand, there are certain disadvantages to clearing forests.



Linkers

6 a Look at the list of linkers in the table. Which of them can you see in the essay on p. 72? What is the purpose of each one? Replace them with suitable alternatives.

to list: Firstly, To begin with, Secondly, Finally

to introduce results/examples: Consequently, As a result, For this reason

to add a point: Also, In addition, What is more, Not only ... but ...

to contrast: However, Nevertheless, although, but, while, On the one hand ...: On the other hand ...

to conclude: To sum up, To summarise, All in all, On the whole, All things considered

b Choose the correct linkers.

- 1 There are many advantages to raising parking charges. **However/Therefore**, there are **also/in addition** certain disadvantages.
- 2 **Consequently/Not only** do I think the rainforests should be protected, **but/what is more** many more trees should be planted.
- 3 **Not only/All in all**, I am opposed to nuclear energy.
- 4 **In addition/On the one hand**, I agree with using clean fuel in cars. **On the other hand/As a result**, this will inconvenience people.

Expressing agreement/disagreement

7 a Which of the following phrases can we use to express: *agreement?* *disagreement?* *both?*

●	I think/believe that ...
●	I would disagree that ...
●	I am (strongly/very much/totally) in favour of ...
●	In my opinion/view, ...
●	I would argue that ...
●	I (strongly, etc) agree with/believe that ...
●	I (strongly, etc) disagree with ...
●	It seems/appears to me that ...
●	I am (totally, etc) opposed to/against ...

b Use the issues presented in the extracts in Ex. 8, p. 74 to express agreement/disagreement.

► *I am strongly against keeping exotic animals as pets.*

Beginnings & endings

To make your writing more effective, you can:

- address the reader directly.
If you use public transport, you will help reduce pollution.
- use a rhetorical question.
Is there perhaps a better way to encourage people to use bicycles?
- use a quotation/popular saying.
As Ayn Rand once said, 'Animals change themselves for the environment, but humans change the environment for themselves.'

8 Read the extracts below and say whether they are beginnings or endings. What techniques have the writers used to make their writing more effective?

1 To sum up, although there are valid arguments against buying second-hand clothes, I feel that there are certainly enough arguments in favour of it. Besides, as the saying goes, 'A penny saved is a penny earned.'

2 With the wide variety of exotic pets available in pet stores, the trend seems set to increase. Are you actually doing the right thing, however, by taking one of these rare creatures home?

3 All in all, I believe that there are more pros than cons to reusing household items. After all, doesn't it make sense to save the planet as well as save ourselves quite a large amount of money?

Discuss & write

9 **RNE** Choose any of the following and write your article (100-150 words). Follow the steps (1-7).

- 1 The local newspaper has asked for articles discussing the pros and cons of creating cycle lanes throughout the city. Submit your article.
- 2 Your school magazine has asked for articles discussing the advantages and disadvantages of keeping animals in zoos. Write your article.
- 3 You have seen the following notice on your school noticeboard.

Articles requested

The next issue of our magazine will deal with the issue of recycling paper in school. If you have any ideas on the advantages and disadvantages of this, we would like to hear from you (100-150 words).

Write an essay in response.

Steps

- 1 How can you present the topic?
- 2 What general remarks can you make?
- 3 What are your arguments in support of the topic?
- 4 What examples/justifications come to mind?
- 5 What are your arguments against the topic?
- 6 What examples/justifications can you think of?
- 7 What is your general opinion?

Remember to:

- begin each paragraph with a topic sentence
- use appropriate linkers to connect ideas and introduce opposing ideas
- put your ideas in a chart first to organise your thoughts

PROS

more environmentally friendly

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

CONS

needs a lot of people to organise it

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

Smile

Your essay on zoos is very good, Sally. But I wonder how you and your sister wrote exactly the same essay.

Same zoo, Miss.



The Great Barrier Reef

Australia's Natural Treasure

Welcome to Australia's Great Barrier Reef! The 2,000-kilometre long reef is the 0) **largest** (large) coral reef system in the world – it is so big that it can be seen from space!

Like many other coral reefs in the world, the Great Barrier Reef is in danger. The numbers of fish and other creatures that live here have fallen 1) (drastic) in recent years because of pollution. We need your help to protect this unique ecosystem.

Help us protect the water

The sea around the reefs has been seriously **harm**ed over the years, but you can help **reverse** this. Don't throw rubbish into the sea as it may contain chemicals that will pollute the water. Rubbish might also **float** to the surface, which isn't pretty for 2) (any) to look at! Help us to keep the water crystal clear so that it can be enjoyed by 3) (every).

Help us protect the coral

Remember that the reef is very much a 4) (live) organism! It has been formed over thousands of years by the 5) (act) of tiny creatures called coral polyps. We have to protect these creatures if the reef is to survive. If you are camping on a beach, please be 6) (care) what you do with any waste water. Washing-up liquid and **bleach** can be **fatal** to coral. If anyone offers to sell you a piece of coral, don't buy it. If you see coral for sale in a shop, tell the **authorities** 7) (immediate).

Help us protect the wildlife

The reef is home to 1,500 species of tropical fish, over 200 types of bird and 20 species of reptile, 8) (include) the **endangered** Green Sea Turtle. It is also a breeding ground for humpback whales from the Antarctic. Remember – all these creatures depend on the reef for their 9) (survive).

Please never fish for 10) (any)! Many species of fish are in danger of 11) (extinct) and therefore protected by law. The same goes for shellfish and other creatures. They may look 12) (beauty), but remember the reef is their home. How would you feel if 13) (some) picked you up and took you far away from your home?

Please help us to **conserve** Australia's natural treasure so that it can be enjoyed for 14) (generate) to come!

1 a Look at the pictures and the headings in the text. What do you think the Great Barrier Reef is? Read the first paragraph to find out.

b How do you think the phrases below are related to coral reefs? Read through and check.

- waste water • crystal clear water
- living organism
- breeding ground • humpback whales
- natural treasure

2 a Complete the gaps in the text with a word derived from the words in brackets. Compare with your partner. Listen and check.

b Explain the words in bold.

3 What advice is given to tourists? Why? Discuss.

- A: *Tourists are advised not to throw rubbish into the sea because ...*
 B: *Yes, and ...*

study skills

Working in groups

When you work in groups, it is important to decide who will perform what task. Assigning group roles according to each person's character will help the group work better.

4 **Portfolio:** Work in groups. Think of a protected area in your country.

- Where is it? • What lives there?
- What problems has it got?
- What can tourists do to help?

Collect information. Use your answers to prepare a short article for the school magazine.

PHOTOSYNTHESIS

1 What do green plants need to make food? Read the definition to check.

Photosynthesis [N-UNCOUNT] is the way that green plants make their food using sunlight.

2 Write down two questions you have about photosynthesis, then read the text. Can you answer your questions?

3 a **RINE** Match the paragraphs to the headings below. Listen and check.

- 1 NOW FOR THE SCIENCE BIT!
- 2 WHAT IS PHOTOSYNTHESIS?
- 3 FOOD FROM THE SUN
- 4 A LIFE-GIVING PROCESS
- 5 THE LIGHT AND DARK REACTIONS

b Explain the words in bold.

4 Use the words in the box to complete the following.

light energy / water / carbon dioxide / chlorophyll

Photosynthesis is the production of carbohydrates from 1) and 2) using 3) from the sun and 4) which exists in the cells of green plants.

5 **Project:** Make notes under the headings in Ex. 3. Use them to explain how photosynthesis works.

A

Energy moves along the food chain from one life form to another. Some animals eat plants to get energy. Other animals then eat these animals to obtain the energy they need. Plants, on the other hand, produce their own food using energy from the sun. They do this through a process called 'photosynthesis'.

B

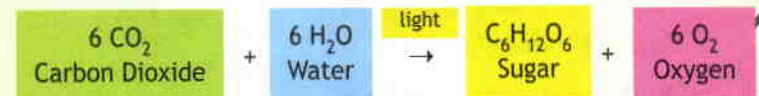
Photosynthesis uses energy from the sun to change carbon dioxide (CO₂) and water (H₂O) into carbohydrates. Carbohydrates are chemicals that contain hydrogen, carbon and oxygen and they are the plant's food. To start the process, the plant **absorbs** carbon dioxide through tiny holes in its leaves and **sucks up** water from the soil through its roots. A green **substance** in the plant's leaves called chlorophyll absorbs energy from the sun. The plant now has all it needs for photosynthesis to begin.

C

There are two stages to the photosynthesis process. In the first stage, called the **light reaction**, light energy from the sun is converted into chemical energy. This energy is stored in a chemical called ATP (adenosine triphosphate). The second stage of the process is the dark reaction. In this reaction, the plant **converts** the carbon dioxide and water into carbohydrates. Carbohydrates provide the plant with the energy it needs in order to grow.

D

The chemical reaction involved in photosynthesis can be summarised by this **equation**:



E

The equation shows how important photosynthesis is for life. As well as providing food for the plant from the sun's energy, the equation shows that the reaction also produces the oxygen that animals need to breathe. Without photosynthesis, our planet could not support life as we know it.

TROPICAL RAINFORESTS

Going Green

4

What are tropical rainforests?

Tropical rainforests grow in the hot, wet, **humid** places near the Equator. The plants and trees in the rainforest grow to different heights. The forest can be **divided** into four **layers**: the forest floor, the **understorey**, the **canopy** and the **emergent** (layer of larger trees which **stick out** above all the rest).

Why are they important?

They are important for various reasons. Firstly, they clean and renew the Earth's air supply by absorbing carbon dioxide and producing oxygen. Secondly, they provide a home to thousands of animal and plant species.

What grows there?

South American rainforests are the home of the wild cocoa plant, from which chocolate is made. The medicines quinine and aspirin come from **tree bark** and **cough mixture** is from **tree resin**, both found in rainforests. Some other important products that come from rainforest plants are mahogany wood, rattan, bananas, paprika, pepper and coffee.

Why are they in danger?

People are destroying the rainforests at a rate of 115 square miles a day. The trees are cut down and used as building material or fuel. The land on which these forests grow is being used for homes and factories and roads.

What can we do to save them?

There are lots of things that we can do to help protect the rainforests. Join an organisation which tries to save the rainforests, like Greenpeace. Write letters to politicians in countries where there are rainforests, asking them to stop **allowing** companies to cut down the trees. Don't buy furniture which is produced from rainforest wood.

By **acting** together, we can really make a difference!



1 Imagine you are in a tropical rainforest. Listen to the sounds. Describe the scene. What can you see, hear, feel, taste?

2 Try to answer the questions in the text. Listen and check.

3 **a** Read the text and answer the questions.

- 1 Where do tropical rainforests grow?
- 2 How do tropical rainforests renew the Earth's air supply?
- 3 Why are tropical rainforests important to wildlife?
- 4 Name two medicines that come from trees.
- 5 Name two ways we can help protect rainforests.

b Explain the words in bold.

4 You belong to an environmental protection organisation. Prepare a five-minute presentation for your class about rainforests.

5 **Project:** Work in groups. Prepare a poster for the school art class entitled *Save the Rainforests*. Alternatively, write a poem about rainforests. Use the words *rainforest*, *things*, *sings*, *rest* and your own ideas.

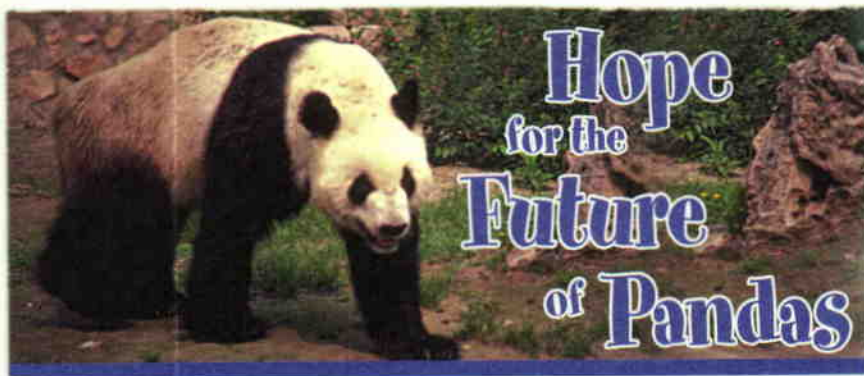
Green wisdom

A nation that destroys its soil destroys itself. Forests are the lungs of our land, purifying the air and giving fresh strength to our people.

(Franklin D Roosevelt, American president)

RNE Reading

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



Giant pandas, found only in China, are one of the world's most endangered species. There are only about 1600 left in the wild and another 200 in captivity. The female panda has an average of only about 7 cubs (baby pandas) in her lifetime. This is why it is extremely important that we protect these beautiful animals.

In April 2006, a four-year-old male panda called Xiang Xiang was released into the wild. He was the first panda born in captivity to be set free. This was more than 40 years after the birth of the first giant panda in captivity. Xiang Xiang, whose name means 'lucky', has a radio collar so scientists can follow his movements. When released, he barked like an angry dog and ran towards photographers before heading into the forest!

Xiang Xiang began training to be a wild panda from the age of two. He was raised at the Panda Centre in the Wolong Nature Reserve where more than a hundred pandas live (more than half of the pandas in captivity!). Xiang Xiang's habitat training began in a five acre open space. He later went to a much larger area that was more like a natural panda habitat. There, Xiang Xiang learned to build a place to live and to eat bamboo. He started to become aggressive towards humans and make noises like a wild panda. Also, his health improved and he began to have more energy.

The area around the Wolong Nature Reserve is the largest giant panda habitat in the world. Scientists will work out how many more pandas can live in this area, then they will release that number into the wild. Xiang Xiang was released into the western end of the Wolong Nature Reserve. There, he may meet other pandas. However, will they befriend him or not? If they do, then in the future pandas will be released in eight or ten different locations. The plan is to double the number of pandas in the wild by releasing around 15 each year.

Conservationists hope many more pandas like Xiang Xiang will be released back into their natural habitat. However, the giant panda's habitat has been shrinking more and more due to deforestation for wood and farming. This is the greatest threat of all to pandas. For this reason, the Chinese government has decided to protect 28 natural areas. They have also set up centres like the Chengdu Research Base. This research base started with six pandas whose habitat had been destroyed. Today it has 33 and they plan to reintroduce some of them to the wild in the future.

It is important to breed pandas and to release them into the wild. However, protecting their habitat is the most important step. This is the only way to make sure they survive.

- Xiang Xiang was the first panda ...
 - not born in the wild.
 - released after 40 years in captivity.
 - that lived in the forest.
 - born in captivity, then released into the wild.
- The radio collar ...
 - tells scientists where Xiang Xiang is.
 - plays music.
 - makes Xiang Xiang bark.
 - takes photographs.
- Scientists at Wolong Nature Reserve will ...
 - reduce panda numbers.
 - release a certain number of pandas.
 - move pandas out of the area.
 - take more pandas into captivity.
- Which of the following can you not find at the Panda Centre?
 - Over 100 pandas
 - Open spaces
 - Bamboo
 - Wild pandas
- The greatest danger to pandas is ...
 - the Chinese government.
 - farming.
 - decreasing habitats.
 - conservationists.
- The Chengdu Research Base ...
 - is a natural environment for pandas.
 - has 28 safe areas for pandas.
 - only has 6 pandas.
 - has a lot more pandas than when it was first opened.
- It is most important to ...
 - find more pandas.
 - release pandas into the wild.
 - protect panda habitats.
 - stop keeping pandas in captivity.

RNE Use of English

Choose the best word (A, B, C or D) for each gap (1-7).



With its bright stripes and loud roar, the Siberian tiger is truly an impressive animal. Indigenous to eastern Russia, north-east China and parts of North Korea, the Siberian tiger can 1) a length of 286 cm which 2) it the largest tiger alive.

Siberian tigers are fierce predators and primarily hunt wild boar and elk. 3) to the fact that their prey is found across wide areas, the Siberian tiger requires large territories to survive. An adult male cat will roam a territory up to 1,000 km². The tiger moves through its territory 4) and hunts at night. Using its keen vision and hearing along with a powerful 5) of smell, it sneaks up on its prey stealthily. Its stripes help camouflage it 6) the tall grass. It can run extremely fast over short distances and can leap 3 metres in a single bound!

Unfortunately, there are only a few hundred Siberian tigers left in Russia and 7) fewer in China and North Korea. We all need to come together to protect the Siberian tiger and its habitat.

- 1 A grow B reach C expand D develop
- 2 A does B makes C causes D creates
- 3 A Due B Because C Since D As
- 4 A alone B solo C lonely D one
- 5 A feeling B sense C taste D nose
- 6 A on B with C across D in
- 7 A still B much C just D even

RNE Listening

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

Greenleaf Conservation Camp

BOOKING FORM

Applicant's name: Andrew 1)

Age: 2)

First choice of camp: from 3) to 3rd August

Activities: 1st choice: 4)
2nd choice: 5)

Applicant's telephone number: 6)

RNE Writing

Comment on the following statement:

Cutting down trees can benefit us greatly, but it has quite a few disadvantages, too.

What can you say for and against cutting down trees? Write 120-180 words using the plan.

Para 1 Introduction (state the problem)

Para 2 Arguments 'for'

Para 3 Arguments 'against'

Para 4 Conclusion

RNE Speaking

Give a 2-minute talk about an endangered species. Remember to say:

- what species
- where it lives
- why it's endangered
- what we can do to help

You have to talk for 1.5-2 minutes. Your partner will listen until you have finished. Then he/she will ask you some questions.

4 Progress Check

1 Fill in: *repair, congests, switch, rubbish, glass, banned, packed, campaign, emissions, extinction.*

- 1 One man's is another man's treasure.
- 2 We shouldn't throw away plastic, paper, aluminium and They can all be recycled!
- 3 Try to your stereo before you buy a new one.
- 4 I always take a lunch to school.
- 5 I've started a recycling at school.
- 6 We have to find ways to decrease carbon dioxide
- 7 Modern transport our city centres.
- 8 Many wild animals are in danger of
- 9 Keeping exotic pets should be totally
- 10 We can save energy if we off lights when we leave a room.

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

2 Fill in: *global, adoption, vegetable, compost, environmental, endangered, natural, power, modern, climate.*

- | | |
|---------------------|-------------------|
| 1 species | 6 change |
| 2 lifestyles | 7 awareness |
| 3 peelings | 8 station |
| 4 certificate | 9 habitat |
| 5 heap | 10 warming |

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

3 Fill in: *could, had to, ought to, must, shouldn't, don't have to.*

- 1 You turn off the light when you leave the room.
- 2 I couldn't come out last night because I finish writing an essay.
- 3 You go out in the rain - you'll get ill!
- 4 It's a public holiday tomorrow, so I go to work.
- 5 I speak French from the age of ten.
- 6 We stop the destruction of the rainforests - before it's too late!

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

4 Form negatives from the words in brackets.

- 1 I find some Maths problems (possible) to solve!
- 2 John is a nice person, but he can be quite (responsible).
- 3 Smoking in public places is now (legal) in many countries.

- 4 Levels of CO₂ emissions are still (acceptable).
- 5 Many animal species will soon (appear).

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

5 a Fill in: *over, into, out of, on, away from.*

- 1 My cat got run by a car yesterday.
- 2 We've run petrol. We need to find a petrol station.
- 3 A lot of cars in Russia run natural gas.
- 4 Guess what? I ran Ivan at the library today.
- 5 I saw a thief running the police in town last night.

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

b Fill in: *in, from, to, of, about.*

- 1 My dad feels very strongly recycling.
- 2 The blue whale is danger of extinction.
- 3 The WWF is trying to protect many species becoming extinct.
- 4 CFC sprays are very harmful the environment.
- 5 Fred is a great supporter Manchester United.

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

6 Complete the exchanges.

- 1 A: They say that global warming will cause climate change and floods.
B: Well, maybe all
- 2 A: I heard the other day that mountain gorillas will soon disappear.
B: That doesn't bear
- 3 A: You're soaking wet!
B: I got caught
- 4 A: Strange weather for the time of year!
B: I know it's

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

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

Now I Can ...

- talk and write about environmental protection
- talk about environmental issues
- express concern and hope
- discuss the weather
- write for-and-against essays
- write an article about a protected area
- explain how photosynthesis works
- talk and write about rainforests
- write about endangered species

... in English

Module 5

Holidays

◆ Before you start ...

- How much do you care about the environment?
- What problems does our environment face? What can we do to improve the situation?

◆ Look at Module 5

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a travel diary
- a fact file about a region
- a postcard
- London landmarks

◆ Listen, read and talk about ...

- travel
- holiday problems & complaints
- the River Thames
- weather
- marine litter

◆ Learn how to ...

- describe a bad experience/sympathise
- describe holidays

◆ Practise ...

- past tenses
- time linkers
- articles (a/an, the)
- word formation: compound nouns
- phrasal verbs: *get*
- words often confused: *miss/lose, transfer/crossing, transport/travel, bring/fetch*

◆ Write / Make ...

- a postcard from a holiday destination
- a short account of a bad travel experience
- a story
- an information leaflet for tourists visiting your country
- an ending to a story
- an email to a friend
- a leaflet about marine litter



BEAUTIFUL Nepal!



Sun 5th April – Kathmandu

We arrived safely in a very foggy Kathmandu after our short but **delayed** flight from India. We caught a local bus to the hotel, passing street vendors, **beggars**, shoeshine boys and even a **barber** with his chair and **cracked** mirror out on the **pavement**! This morning we **escaped** the dust, noise and pollution of the city to visit the incredible Monkey Temple up in the hills. There really were hundreds of monkeys there — they were running around everywhere. There were lots of steps to climb but it was worth it — the view of the snowy **peaks** of the Himalayas in the **distance** was absolutely **brehtaking**!

Tues 7th April – The Himalayas

We woke up yesterday morning feeling so excited! Finally the day we would begin our 2-day **trekking** excursion to the Himalayas had arrived! We took a small plane journey from Kathmandu and then trekked for hours up and down the rocky mountain **trail**. It was hot in the bright mountain sun but quite cold wherever there was some **shade**. You can't imagine how spectacular the **scenery** was! We finally reached a village called Phakding where we **put up** our tent and camped outside a teahouse. We tried some **local** dishes, which were delicious, and then got into our sleeping bags. It got cold very quickly once the sun had gone down! I awoke the next morning to the most amazing sunrise I had ever seen! I took a walk down

to the river where I ran into two young boys playing. They were really friendly. Nepalese villages are very poor, but everyone we met in the mountains seemed happy.

Thurs 9th April – Bhaktapur

Returning from the mountains, Kathmandu seemed even busier than when we left! We took a taxi to the **ancient** town of Bhaktapur today as we had heard that its **annual** festival Bisket Jatra was taking place. When we got there, we **hired** a guide, who took us to see the noisy **tug-of-war** contest that **kicks off** the festival every year. Apparently, the festival is **based on** a fairy tale and continues for days. It includes a wild parade, a **candlelit** procession and two more tugs-of-war! Later in the day, we went on a guided tour of Bhaktapur's magnificent temples, then we went shopping for souvenirs. The city is full of **craftsmen** selling paintings and **handicrafts**. I bought some beautiful pottery and Jake found a fantastic pair of hand-made **drums**!

Sat 11th April – Home Sweet Home!

Jake and I finally put on our **backpacks** for the last time and flew home today after 5 weeks, 4 countries, 2 **nasty** viruses and **countless** temples, mountains, beaches and cheap campsites and hotels! I'll never forget the amazing experiences I've had **backpacking** through Asia, but right now I'm looking forward to some **home comforts** and a good night's sleep ...

Reading

1 Look at the travel diary above. Where were the travellers? What did they see/do? Listen and read to find out.

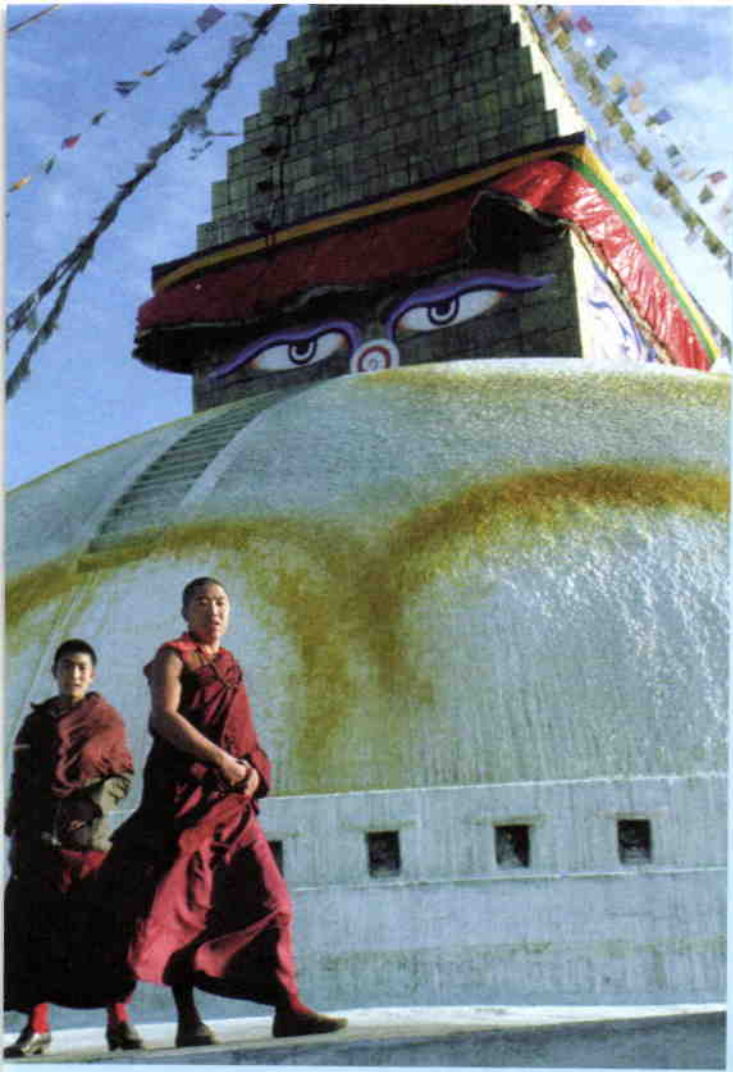
2 Read again and decide if the statements are true or false. Compare with your partner. Correct the false statements.

- 1 The weather wasn't very good when the travellers arrived in Kathmandu.
- 2 Kathmandu was clean and quiet.
- 3 The view from the Himalayas was great.
- 4 The two young boys asked the travellers for money.

- 5 Bhaktapur is a modern town.
- 6 Bisket Jatra takes place once a year.
- 7 Bisket Jatra lasts a week.
- 8 Jake and the author went back home by plane.
- 9 The author missed home.
- 10 The author didn't sleep at all during the holiday.

3 Answer the questions.

- 1 What was the weather like in Kathmandu? the Himalayas?
- 2 What means of transport did they use while in Nepal?
- 3 Where did they stay?
- 4 What did they do and see in each place?



4 a Find the adjectives the author uses to describe the following. Use your dictionary to suggest antonyms.

- view • scenery • sunrise • boys • villagers
- contest • parade • Bhaktapur temples
- pottery • campsites and hotels • experiences

► *brehtaking view* ≠ *dull*

b Explain the words in bold, then choose some of them to complete the sentences 1-6.

- 1 She arrived in London after a flight from Lisbon.
- 2 The dishes were delicious.
- 3 Have you ever been to the city of Machu Picchu?
- 4 Notting Hill Carnival is an festival in London.
- 5 They a guide to show them around.
- 6 The was crowded with people.

Speaking

- 5 Which places did the author visit? What did she do/see in each? How did she like her journey? Make notes. Use your notes to tell the class.

Vocabulary

Travel

- 6 Choose the correct word. Check in your dictionary. Use the other word in sentences of your own.
- 1 The class went on an **excursion/exhibition** to the Louvre.
 - 2 He ordered some travel **leaflets/ brochures** online.
 - 3 Miami has got fantastic sandy **coasts/beaches**.
 - 4 She doesn't like **package/packed** holidays.
 - 5 The room had a great **scenery/view** of the sea.
 - 6 You need to **fix/book** in advance or you won't be able to find a place to stay.
 - 7 All **passengers/travellers** waiting for flight TWK255 should go to Gate 11.
 - 8 You can **prolong/extend** your stay in the hotel and stay one more week if you like.
 - 9 It was too hot in the sun, so we found a place to sit in the **shadow/shade**.
 - 10 It's best to **take/catch** a taxi to the airport.
 - 11 We **rented/hired** a little cottage by the sea.
 - 12 The **setting/scenery** in the park was spectacular.

7 Fill in: *tour, excursion, trip, voyage, journey*.

- 1 They went on a coach of Spain.
- 2 Let's go on a day to the seaside.
- 3 The holiday company organises a weekly to the mountains.
- 4 The *Titanic* sank on its maiden
- 5 The car was boring, tiring and hot.

Writing

8 Imagine you are the author of the travel diary on p. 82. Write a postcard home from Bhaktapur (50-60 words). Write about:

- where you are • what you are doing
- what you can see there • if you like it there
- what you have bought

Words of Wisdom

Travel broadens the mind.

(English proverb)

Vocabulary

Holidays - problems & complaints

- 1 a In two minutes list as many words as you can think of under the headings.

Types of holiday ► *self-catering,*

Places to stay ► *hostel,*

Activities ► *go on a guided tour,*

Weather ► *boiling hot,*

- b Use your lists to discuss your last holiday.

- A: *I went on a beach holiday to Greece last year. The weather was boiling hot! We went by plane and stayed ...*
 B: *That sounds nice! I went ...*

- 2 a Look at the cartoon. What's the problem? How do you think the people feel?

- b Which of the problems/complaints below relate to: *weather, accommodation, food, service, travel/transport, crime, health, belongings, the town/resort?*

- 1 It rained every single day!
- 2 Our flight was delayed by six hours.
- 3 The meals in the hotel were appalling.
- 4 My luggage got lost.
- 5 The beach was dirty and crowded.
- 6 I left my passport at home.
- 7 There was no air conditioning in our room.
- 8 I got bitten by mosquitoes.
- 9 Some money was stolen from my backpack.
- 10 There was absolutely no nightlife.
- 11 I got mugged on a sightseeing tour.
- 12 The staff* were unfriendly and rude.
- 13 I got ill.
- 14 There was a hurricane while we were there.



The following nouns can be singular or plural: government, staff, team, family, audience, company, firm e.g. *The staff at the school are very friendly (number of people), The staff is highly qualified (one thing).*

Note: *the police are, news is, Physics/Maths is*



Reading

- 3 a Read the first exchange in the dialogue below. What do you think happened to John? Listen, read and check.

Andy: Welcome back, John! How was your holiday?

John: Don't ask! It was the worst holiday I've ever had.

Andy: In the Caribbean?

John: Yes. So many things went wrong!

Andy: Like what?

John: Well, for a start my friend left his passport at home. We had to go home and fetch it, so we missed our flight!

Andy: Oh no, how terrible! So what did you do?

John: Well, we caught the next flight ... which was delayed ... and then to make matters worse the airline lost my luggage.

Andy: Oh dear! Surely things were a bit better when you got there.

John: I wish! It rained every day! No one told us we were going in the rainy season!

Andy: What an absolute nightmare! Oh well, try to look on the bright side — it's not safe to get a suntan these days anyway!


John: Huh! I'll tell you what ... I'm staying at home next year!

- b Complete the sentences. Explain the words/phrases in bold.

- 1 John's friend forgot to take..... so they.....
- 2 The next flight and John's luggage
- 3 The weather was
- 4 John doesn't want next year.


Everyday English

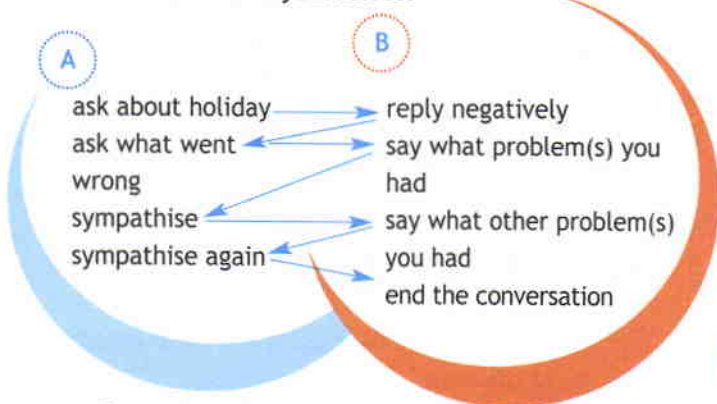
Describing a bad experience,
sympathising

- 4  Have you ever had any problems similar to those in Ex. 2b while on holiday? Use the language in the box to discuss them.

- ▶ A: I once went on a package holiday to Italy and our flight was delayed by ten hours.
B: Oh dear, that's awful!


Describing a bad experience
<ul style="list-style-type: none"> • I/we once (went etc) ... • You'll never guess what happened (to me/us) ... • Did you hear/Did I tell you what happened ...? • I/We had a(n) (really) awful/terrible experience ... and then to make matters worse ...
Sympathising
<ul style="list-style-type: none"> • Oh dear!/Oh no!/What a shame! • How awful/terrible/disappointing! • What a(n) terrible experience/absolute nightmare! • Oh, I'm (really) sorry to hear that. You must be/feel really disappointed/angry etc.

- 5  **Portfolio:** You went on holiday but things didn't go well. Use the plan below to discuss. Record yourselves.



Say it right

Talking about holidays



- 6  Choose the correct response (a-e) to the statements (1-4). There is one statement that you do not need to use. Listen and check.
- Did you have a nice holiday?
 - What a fantastic suntan!
 - I'm going on holiday next week.
 - I hear you're going on a cruise.
- a Have a nice time! d I've just got back.
b Yes, I can't wait! e Thanks!
c Yes, it was great.

study skills

Multiple-choice

Before you listen, read the questions and possible answers. Think of synonyms or similar expressions for the possible answers. This will help you do the task.

Listening

- 7 a Read the questions (1-4) and the possible answers (A-C). What do you expect to hear?
- b   Listen to the speakers. For questions 1-4, choose A, B or C. Which words helped you to find the answers?
- You will hear a woman talking about her holiday. How does she feel?
A disappointed B angry C satisfied
 - You will hear an advert for a holiday. What kind of holiday is it?
A backpacking B package holiday
C working holiday
 - You will hear a man talking about something he has just heard on the radio. What is his reaction?
A He's worried. B He's not worried.
C He's excited.
 - You will hear a woman talking about the weather on her holiday. What was it like?
A As expected for the time of year.
B Really excellent.
C Not very good at all.


Idioms

- 8 Choose the correct word. Check in the Word List. Are there similar idioms in your language?
- The hotel was off the beaten track/road.
 - We left the island with a heavy head/heart.
 - Where's our next port/stop of call?
 - We need to hit the road/street to catch our flight.

Writing (a short account)

- 9 **Portfolio:** Think of a bad travel experience of yours. Write an account of it. Write: **when it happened**, **where you were**, **who with**, **what happened**. Narrate your experience to the class.

Articles ▶▶ Grammar Reference

- 1  Fill in the gaps with *a/an, the* or - (no article). Give reasons. Listen and check.

Siberia



Siberia is 1) vast region in 2) north of 3) Russia and 4) Kazakhstan. It makes up about 58% of 5) Russia and covers almost 6) whole of northern 7) Asia. It extends from 8) east of 9) Ural Mountains all the way to 10) Pacific Ocean and from 11) south of 12) Arctic Ocean to 13) borders of both 14) Mongolia and 15) China. Novosibirsk is 16) largest city and with 17) record low temperature of -71.2°C , 18) Oymyakon is 19) coldest town on Earth! For centuries, Siberia was 20) mostly unexplored and uninhabited region, but in 21) 1905 22) Trans-Siberian railway linked it with western cities. These days, thousands of tourists visit Siberia every year, especially 23) Lake Baikal, 24) world's deepest lake!

Past tenses ▶▶ Grammar Reference

- 2 Read sentences 1-7. What are the tenses in bold?

- I was watching the parade when I saw an old friend in the crowd.
- He arrived safely in Egypt yesterday.
- I was writing postcards while John was sunbathing on the balcony yesterday afternoon.
- I had just finished packing when my taxi arrived.
- The sun was shining and the birds were singing in the trees.
- He had been driving for three hours before he reached his destination.
- When we got off the plane, we waited for our luggage.

Which tense:

- describes two actions which happened one after the other in the past?
- describes the setting for events?
- describes an action which happened at a definite past time?

- describes an action in progress interrupted by another past action?
- describes an action which happened before another past action?
- describes two actions in progress at the same time?
- emphasises the duration of an action which started and finished in the past before another past action?

- 3 Put the verbs in brackets into the correct past tense. Compare with your partner.

- A: (you/see) the film last night?
B: No. It (start) before I (finish) my homework.
- A: What (happen) to John?
B: He (fall) and (break) his leg while he (ride) his bike to school.
- A: Why (Ann/cry) before?
B: She (train) for the finals for over a week before she (find out) that she had been disqualified.
- A: When (you/meet) her?
B: Yesterday after I (finish) work.
- A: Why (he/not come)?
B: He (just/arrive) at the airport when he (realise) he (leave) his passport at home.
- A: What (you/do) yesterday at 6 o'clock in the evening?
B: Well, Ann (tidy) the house while I (plant) some flowers.

- 4 Choose the appropriate *time linkers*. Make more sentences using them.

- It was dark as soon as/by the time we arrived at the hotel.
- We stayed in our hotel room until/once it had stopped raining.
- We went back to the pool before/after we had watched the parade.
- I got my photographs developed by the time/as soon as we finished shopping.
- I was sunbathing until/while Jack was swimming.

GAME

Continue the story below. Use past tenses.

- ▶ Teacher: Sandra got on the plane and found her seat.
S1: A few minutes later, the plane took off.
S2: Suddenly, there was a loud scream ...

Word formation

- 5 a** Read the theory box, then complete Emily's lists with the words below.

Forming compound nouns

A compound noun normally has two parts. The two parts can be written as: **one word** (*policeman, boyfriend*), **two words joined with a hyphen** (*passer-by, take-off*) or **two separate words** (*washing machine, swimming pool*).


- screen • dry • card • book • hair • sun
- repellent • sickness • cheques • agent's

To do:

Pick up 1)-cleaning & collect tickets from travel 2)
Buy travellers' 3) & travel
(4) pills

To pack:

insect 5) 6) sun.....,
7)dryer, 8) guide.....,
credit 9), 10)glasses

- b**  Read the theory box. Listen and underline the stressed part(s). Listen again and repeat.

Intonation in compound nouns

In compound nouns, the stress usually falls on the first syllable (**makeup**). Stressing the correct part of a compound noun will help you to distinguish it from an adjective with a noun *e.g.* **greenhouse** = *place we grow plants*, **green house** = *a house painted green*

- blackboard • gentleman • highland
- widespread • full stop • highchair

Dependent prepositions

- 6** Use Appendix 1 to fill in: *by, on, in*. Then, make sentences using the phrases.

- 1 We go to school foot unless it's raining, then we go car or bus.
- 2 He will arrive Moscow at 4pm.
- 3 They usually go holiday every August.
- 4 There were 200 passengers board the plane.

Phrasal verbs

- 7** Study the diagram, then complete the sentences with the correct phrasal verb.



- 1 I haven't had much money since I lost my job, but I'm
- 2 I must now or I'll miss my bus.
- 3 Does Tom well with his sister?
- 4 It's easy for tourists to the city by train, bus or tram.
- 5 What time does your flight?



Words often confused


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

- 1 Flying is the fastest mode of transport/travel.
- 2 The sea was very rough during the ferry transfer/crossing.
- 3 I had to go back home to bring/fetch my passport.
- 4 Hurry! We'll miss/lose the plane!

Key word transformations

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

- 1 He had a good relationship with the hotel owner. **well** He the hotel owner.
- 2 First he packed his suitcase, then he called a taxi. **after** He called a taxi his suitcase.
- 3 The sun came out, then we went to the beach. **until** We didn't go to the beach come out.
- 4 I prefer sightseeing to backpacking. **more** I enjoy backpacking.
- 5 Tony packed his case, then Ann phoned. **already** Tony when Ann phoned.


- 1  Look at the picture and the title of the text on p. 88. Who are these characters? What are they about to do? Listen and read the biography below to find out.




Jules Verne (1828–1905)

was born in Nantes, France. An author and pioneer of science-fiction, Verne is famous for his adventure stories about space, air and underwater travel.

His works include *Journey to the Centre of the Earth* (1864), *From the Earth to the Moon* (1865) and *20,000 Leagues under the Sea* (1870). His most famous novel, however, is *Around the World in Eighty Days* (1873), in which Phileas Fogg accepts a bet worth £20,000 from friends. In order to win the bet, he must travel around the world in only eighty days. The story tells of his adventures with Passepartout, his valet, as they travel around the world.

- 2 a  What do you think Phileas Fogg and Passepartout took with them on their trip? Listen and read to find out.

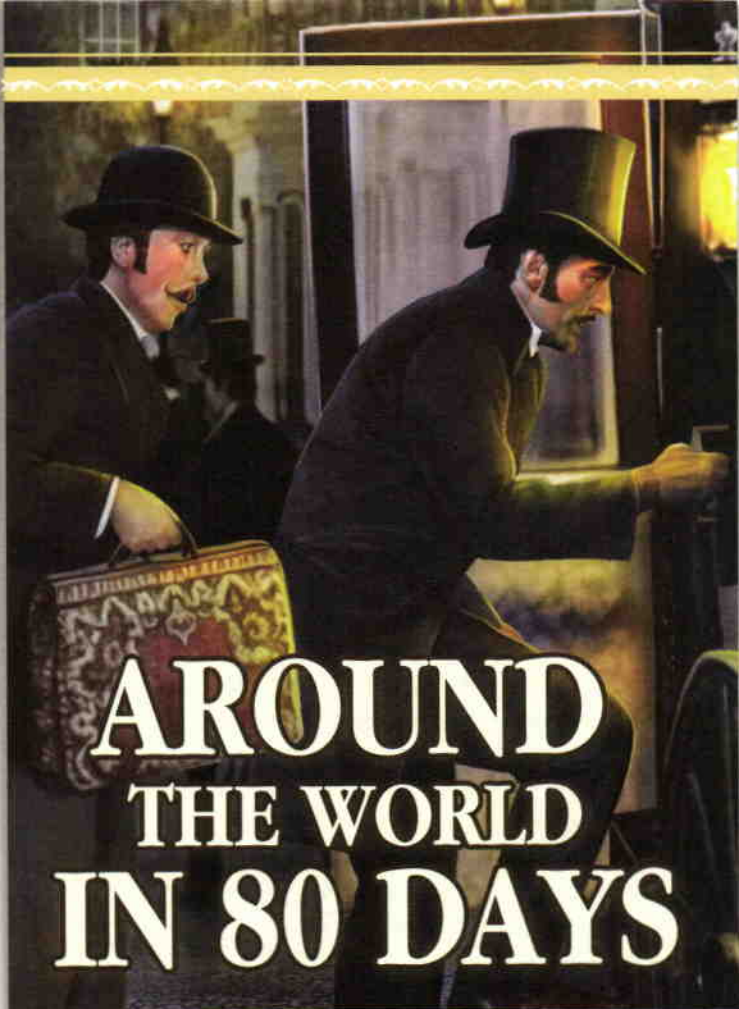
- b  Read again and complete the gaps (1-6) with the phrases below.

- A where they took a cab and were driven quickly to Charing Cross
- B which would almost certainly do his eyes good
- C though we shall be doing little walking I believe
- D when he noticed his five friends from the club
- E who had been away from France for a number of years
- F who was indeed all ready and prepared

study skills

Adjective - noun collocations

Learn nouns with the adjectives they go with. This helps you build up your vocabulary.



AROUND THE WORLD IN 80 DAYS

“We start for Dover and Calais in ten minutes.” A puzzled **grin** spread across the valet’s round face. Clearly he had not understood. “Monsieur is going to leave home?” enquired Passepartout.

“Yes,” returned Phileas Fogg. “We are off around the world!”

The valet’s eyes opened wider as he raised his **eyebrows** and held up his hands **in** **astonishment**. “Around the world?”

- 3 Complete the collocations with words from the text. Use each collocation in a sentence of your own.

1 stout, 2 quiet, 3 native,
4 bank, 5 bare, 6 first-class

- 4 a Complete sentences 1-6. Use the highlighted verbs from the text.

- 1 Tears in her eyes as Jenny left.
- 2 At the end of the lesson the students their projects to the teacher.
- 3 Unfortunately, the suitcases him down as he tried to run for the train.
- 4 When the judge gave him ten years in prison, the burglar for mercy.

"Yes, indeed, my good man, in only eighty days," answered Mr Fogg, "so we have not a moment to lose."

15 "But the cases, what about the cases?" asked Passepartout **in despair, shaking** his head.

"We will have no cases; only a carpet bag, with two shirts and three pairs of stockings for me and the same for you. We will buy clothes on the way. Bring my mackintosh¹, **travelling cloak** and some
20 stout shoes, 1)" Passepartout tried to respond in some way but seemed unable to do so. He went to his room and **collapsed** into a chair complaining, "That's good, that is, when all I wanted was a quiet life!"

25 He immediately began to prepare for their departure. Around the world in eighty days indeed! Was this all just a joke? First heading for Dover and then Calais? Perhaps it was not such a bad plan after all as Passepartout, 2) , would certainly not
30 be sorry to **set foot** on his native **soil** once again. Perhaps they would travel as far as Paris, 3)

By eight o'clock Passepartout had packed the carpet bag with clothing for his master and himself. Then, still **troubled** by the shock of it all, he
35 carefully shut the door of his room and went to find Mr Fogg, 4) Under his arm Passepartout could see a red copy of Bradshaw's *Continental Railway, Steam Transit and General Guide*, with its timetables showing the arrivals and departures of
40 trains and **steamers**. The master took the carpet bag, opened it, and **slipped** a good number of Bank of England notes into it in order to have no problems wherever they might go.

"You have forgotten nothing?" asked Mr Fogg.
45 "Absolutely nothing, monsieur."
"My mackintosh and cloak?"

"Here you are, monsieur"

"Good! Take this carpet bag and take good care of it, for there are twenty thousand pounds in it."

Passepartout almost dropped the bag at that 50 point, as if the twenty thousand pounds were in gold and **weighed** him down.

Master and valet then **descended** to the street
5) The cab pulled up before the railway station at twenty minutes past eight. Passepartout followed 55 his master, who, after paying the cabman, was about to enter the station when a poor woman with a child in arms and **bare** feet covered with **mud** came up to him and **pleaded** for money.

Mr Fogg took out the twenty guineas² he had 60 won previously while playing cards with friends at the gentlemen's club he often went to and **handed** them to the woman. "Here you are, my good woman, and I'm so glad to have met you."

A tear **welled** up in the valet's eyes; his master's 65 action had so touched his heart.

Mr Fogg **purchased** two first-class tickets for Paris and was just crossing the station to the train
6)

"Well, gentlemen," he said, "I'm off and you will 70 be able to check my passport on my return and see whether I have made the journey we agreed upon."

"Oh, that will be quite unnecessary, Mr Fogg," said Ralph politely. "We trust your word as a gentleman." 75


"You do **have in mind** the date you are **due** back in London, don't you?" checked Stuart.

"In eighty days – on Saturday 21st December, 1872, at a quarter before nine pm. Never fear, gentlemen, and goodbye until then." 80

¹ a waterproof raincoat ² old British money (gold coin)

5 The thief the jewellery into his pockets and walked calmly out of the shop.

6 She into her favourite armchair in front of the fire to read a book.

b  Find five verbs in the text which have been used instead of 'said'. How do they differ in meaning?

c Explain the words in bold.

5 Complete the phrases using **shake** or **nod**. Check in your dictionary. Mime their meanings. Are these gestures the same in your country?

1 your head to say no

2 your head to say yes


3 hello/goodbye

4 your fist to show that you're angry

5 hands with someone


6 with fear

6 a **Portfolio**: Phileas Fogg and Passepartout managed to arrive back in London. Write a possible final paragraph of the book.

b  Listen to the actual ending of the book. Was it anything like your ending?

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

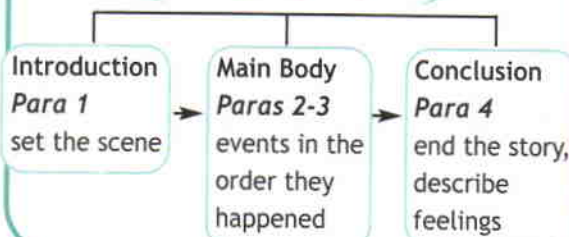
Stories

- 1  What can a story be about? What tenses do we normally use? Read the theory box and check.

Stories can be written in the first person (I/we) about real or imaginary events that happened to us or in the third person (he/she/they) about events that happened to someone else.

- A variety of past tenses are used to describe actions or events that started and finished in the past (**past simple**), to set the scene and to describe events in progress at a certain time (**past continuous**) or to give background information and describe events that happened before other past events (**past perfect**).
- Stories always have an **introduction** which sets the scene (who, when, where, what happened, etc) in an interesting way, a **main body** that develops the storyline and a **conclusion** to end the story and describe the characters' feelings. A surprising ending makes a long-lasting impression on the reader.

(Paragraph plan)



- 2 Read the story on p. 90 and answer the questions.

- 1 Where did the story take place?
- 2 Who were the main characters?
- 3 What was the weather like?
- 4 What happened in the end?



A Perfect Day for a Carnival

1 ▶ Rachel and I looked out of the window as the train started moving slowly away from the platform. It was a cloudless summer day, not what you would expect after last night's storm. "I don't think you'll be needing that!" I told Rachel, looking at her huge green and pink spotted umbrella. "It's a beautiful day – perfect for the Notting Hill Carnival."

2 ▶ It was still early when we reached Notting Hill. We wandered happily around the stalls and admired the beautifully decorated floats. By the time the parade began, thousands of people had lined the streets to watch it. People in multi-coloured costumes were dancing to the rhythm of funky Caribbean music while others were taking photographs. "Look at that costume," I shouted to Rachel, but there was no answer. I looked around but she was nowhere in sight. I had no idea what to do!

3 ▶ Just as I was beginning to panic, there was a huge clap of thunder. Minutes later, it started to pour with rain. "Oh no, that's all I need," I thought anxiously, trying to find a place to take cover from the rain. It was just then that a familiar green and pink plastic object caught my eye. It was Rachel's umbrella! Quickly, I moved towards it.

4 ▶ Dripping wet but relieved, we entered the first café we found. "Who would have thought," I said to Rachel as I took a sip of hot coffee, "that a sudden downpour would be good luck!" "Yes," Rachel replied, smiling, "... without it you wouldn't have spotted my special umbrella, Sarah!"

Adjectives/Adverbs

3 Which paragraph(s):

- develop(s) the story? • set(s) the scene?
- end(s) the story?

What tenses has the writer used?

4 Number the events in the order they happened (1-10). Then, tell the story from Rachel's point of view.

- A There was a violent storm.
- B The procession began.
- C The girls took a look around.
- D The girls arrived in Notting Hill.
- E The girls had coffee together.
- F Sarah saw Rachel's umbrella.
- G Thousands of people lined the streets.
- H The girls travelled to London by train.
- I Sarah got separated from Rachel.
- J The girls were reunited.

Setting the scene

5 a Read the theory. Does the first paragraph in the story answer these questions?

Setting the scene

To start a story you need to set the scene. That is, to say who the main characters were, where they were, what time of year it was, what the weather was like and why they were there.

b Look at the picture. Use the words/phrases to set the scene. Compare with your partner.



6 a Read the theory box.

Using adjectives/adverbs

A variety of adjectives and adverbs livens up your story. Use more sophisticated adjectives and adverbs such as *fabulous*, *wonderful*, *cautiously*, etc instead of simple ones such as *good*, *nice*, *happy*, *bad*, *big*, *well*, etc to spice up your narrative.

b Replace the adjectives in bold in the paragraph below with more interesting ones from the list.

- terrifying • deafening • pleased
- relieved • comfortable

As soon as I got onto the plane, I sank into my **nice** seat, **glad** to be on my way. A short while after we had taken off, there was a **big** clap of thunder. Then the plane started rocking from side to side and we all gasped in horror. "We're losing altitude!" a passenger cried. After a few minutes, the plane stopped shaking and everyone was **OK!** It was a **bad** experience.

7 a Complete the sentences with the following adverbs: *happily*, *anxiously*, *slowly*, *loudly*, *patiently*, *hungrily*.

- 1 There was a long queue for tickets at the train station, but Nathan **waited** for his turn.
- 2 Paddy was listening to his car radio as the traffic was **moving** along the motorway.
- 3 Having spent the day trekking in the mountains, Clare **ate** in the village's only restaurant.
- 4 "There's too much snow for us to climb it today," John **thought** as he looked at the mountain.
- 5 Nora **screamed** at the sight of the huge lion.
- 6 Barry **smiled** when his grandchildren entered the room.

b Use the phrases in bold in Ex. 7a in sentences of your own.

Expressing feelings

8 a Fill in the correct synonym or antonym from the list. Can you add more to the table?

- certain • worried • frightened
- calm • tired • bored • glad

	Synonym	Antonym
scared	1)	unafraid
exhausted	2)	refreshed
anxious	3)	relaxed
angry	4) annoyed
thrilled	5) excited
sure	6)	uncertain
miserable	7) depressed

b Match the adjectives (1-6) to the feelings of the speakers (A-F). Then make sentences, as in the example.

- | | | | |
|------------|---------------------------------------|----------------|--------------------------|
| 1 excited | <input checked="" type="checkbox"/> D | 4 exhausted | <input type="checkbox"/> |
| 2 confused | <input type="checkbox"/> | 5 disappointed | <input type="checkbox"/> |
| 3 amused | <input type="checkbox"/> | 6 upset | <input type="checkbox"/> |

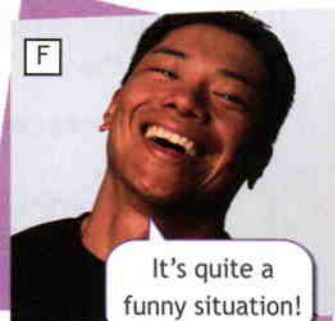
► She was excited because she was going on holiday.

A Everything went wrong!

B I can hardly keep my eyes open!

C I feel like crying!

D I can't wait for my holidays!



Using a variety of verbs

9 a Read the theory box. What verbs are used in the story on p. 90 instead of 'said'?

Using a variety of verbs

Use verbs, such as *thought*, *begged*, *replied*, *cried*, *cried out*, *screamed*, *wondered*, *exclaimed*, *whispered*, etc to avoid repeating *said* all the time. This makes your story more interesting to the reader.

b Use appropriate verbs to replace *said*.

- "Please, help me!" she said. ► *begged*
- "Don't tell anyone," he said.
- "What a lovely day," he said.
- "Over here! Hurry up!" she said.
- "Quickly, the house's on fire!" he said.
- "Where is she?" he said.

Linkers

10 a Read the theory box. What linkers are used in the story on p. 90?

When narrating an event, use linking words to link your ideas and/or write longer, more complex sentences. You can use:

- **and then, and, too, also** (to add points)
- **but, however** (to express opposing ideas)
- **because, so** (to express cause/effect)
- **after, before, when, until, then, after a while, eventually, finally, immediately, meanwhile** (to express time)

b Use appropriate linkers to link the sentences below.

- 1 He was walking down the street. Suddenly it started raining.
 - ▶ *He was walking down the street when suddenly it started raining.*
- 2 She was trying to unlock the door. She was using the wrong key.
- 3 It wasn't very busy around the pool. We found two sunloungers near the bar.
- 4 We thought we would never find help. We saw a little house in the distance.
- 5 We didn't start to worry. It began to get dark and Holly still hadn't returned.
- 6 I turned off my bedside lamp. There was a knock at the door.
- 7 I tried to pull my leg out from under the rock. It was stuck fast.
- 8 Andy went to look for Sam. I tried calling him on his mobile phone again.

Beginning/ending a story

- 11 a** Read the theory box. What techniques has the writer used to begin/end the story on p. 90?

Techniques to begin/end a story

A good beginning is as important as a good ending. You can start your story by:

- describing the weather, surroundings, people, etc using the senses
- using direct speech
- asking a rhetorical question (i.e. a question for which we don't expect an answer)
- addressing the reader directly
- creating mystery or suspense

You can end your story by:

- using direct speech
- describing your feelings or moods
- asking a rhetorical question
- creating mystery or suspense

You can use more than one technique to start and end your story.

- b** Match the beginnings (1-3) with the endings (A-C). Which of the techniques do each of the beginnings and endings use? Which do you find the most interesting? Why?

Beginnings

1 *It was the last evening of the music festival and it had been raining for two days non-stop. "I've had a great time, but I'm really looking forward to going home and getting warm and dry!" I said to my friends.*

2 *You know when you get that feeling that something terrible is about to happen? Well, on my way to the airport to catch a flight to Spain last year, I felt extremely nervous and worried for absolutely no reason at all.*


3 *One afternoon while I was on holiday with my friend Dave, we went for a long walk in the hills above the town. I was just enjoying the peace and the sound of the wind rustling softly in the trees, when suddenly we heard a very strange noise.*

Endings

A *When we finally got off the plane, I felt quite calm. Once we were safe inside the airport terminal, however, I began to shake uncontrollably as I remembered how uneasy I had felt before getting on the plane earlier that day!*

B *Safely sipping hot tea in our new friends' tent, we finally stopped shivering and began to see the funny side of what had happened. Amy looked at me and said, laughing: "I thought we were coming to a festival, not a disaster zone!"*

C *We finally arrived back at our apartment, exhausted and gasping for breath. We were so relieved to be back, but would we ever find out what it was that we had seen?*

- 12**  Write the beginning and ending of a story entitled *Nightmare at the Festival*. How did you make them interesting? Compare with your partner.

Participles

▶ Grammar Reference

- 13 a** Read the theory box. Find the present and past participles used in the story on p. 90.

Use present and past participles to join sentences into longer ones to make your narration more exciting.

I shook with anger. I ran after Toby. → Shaking with anger, I ran after Toby.

He was confused. He asked for help. → Confused, he asked for help.

- b** Link the following sentences using present or past participles, as in the examples.

- 1 He was frightened. He realised he was lost in the woods.

▶ *Frightened, he realised that he was lost in the woods.*

- 2 He scanned the crowd. He suddenly saw a familiar face.

▶ *Scanning the crowd, he suddenly saw a familiar face.*

- 3 He shook with fear. He hid in the bushes.



- 4 He stood at the edge of the rock. He admired the magnificent view.

- 5 She was annoyed. She called her travel agent to complain.

- 6 They were thrilled. They couldn't believe that they were really in Hawaii.

- 7 We feared the plane was going to crash. We were shaking.

Discuss & write

- 14 a**   Read the rubrics (A, B, C) and find the key words. Choose a rubric and discuss the questions (1-10) with a partner.

- A** A teenage magazine is offering a prize for the best short story beginning with the sentence: *'It was a perfect, sunny day at the festival and it felt like nothing could go wrong.'* Write your story (120-180 words).

- B** Your school magazine is looking for short stories with the title *A Disastrous Holiday*. Write your story (120-180 words).


- C** You have decided to enter a short story competition. Your story should end with the words: *'If only we hadn't gone to the carnival!'* Write your story (120-180 words).

Creating a mental image

- Who were the characters? (age, relationship)
- What did they look like? What were they like?
- When did your story take place? (in summer/winter etc, in the morning/afternoon)
- What was the weather like? (chilly, cold, freezing cold)
- Where did your story take place? (island, home, another town etc)
- Why were the characters there? (holiday, visit etc)
- What were they doing? (information the reader needs in order to follow the story)

Developing the story

- What events happened? (Make a plotline)
- What happened in the end?
- How did the characters feel in the end?

- b**  Now, write your story. Before handing it in, check for the following.

Checklist for writing stories

Story organisation

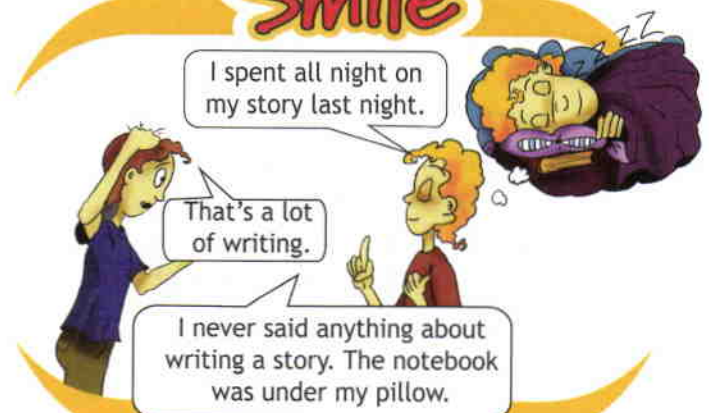
- Does your story have an introduction, a main body and a conclusion?
- Are the paragraphs clearly laid out?
- What techniques have you used to start/end your story?
- Is the sequence of events clear to the reader?

Structure details

- What tenses have you used?
- Have you used linking words?
- Have you used a variety of adjectives, adverbs, and special verbs?
- Are there any spelling or grammar mistakes?
- Have you punctuated your story properly?



Smile

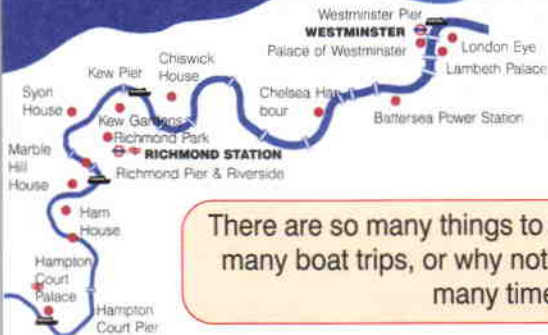


The River Thames

1 Look at the leaflet. What do you think you can do, see and learn at the different tourist attractions along the River Thames? Read the tourist leaflet to find out.

Take a Trip along the

THAMES



There are so many things to see and do along London's famous river. Choose one of our many boat trips, or why not get a Rambler ticket? This way, you can **hop on and off** as many times as you like! It's **great value for money!**



The London Eye

Would you like to get a **bird's eye view** of London, as well as having the **experience of a lifetime**? If so, take a 1) (thrill) ride on the London Eye, the big wheel built in 2000 for the **millennium**.



The London Dungeon

If you like to be **scared out of your wits**, this is the place for you! Go deep underground and learn about the *Great Fire of London*, *Jack the Ripper*¹ and *The Great Plague*. You can also try to get out of a scary labyrinth of mirrors. Not an experience for the **faint-hearted**, but you will 5) (thorough) enjoy telling your friends about it.

The Tower of London

The Tower has **served many purposes** in the past. It has been a prison, a **medieval palace**, a **fortress** and an arsenal. It's an 2) (amaze) place to visit! You can see the incredible Crown Jewels and the 3) (fame) Beefeaters in their 4) (usual) costumes.



Shakespeare's Globe Theatre

The original Globe Theatre burnt down in a fire started by a cannon which was fired during a 6) (perform). The most recent Globe, which was completed in 1997, isn't just a theatre. It runs 7) (education) workshops and lectures for schools and there's a permanent 8) (exhibit) showing visitors what the theatre was like in Shakespeare's time.



¹ a 19th-century London murderer

Also, don't miss ... the sharks in the London Aquarium, and St Paul's Cathedral with its incredible **dome!**

2 **RNE** Complete the gaps (1-8) with the correct words derived from the words in brackets. Listen and check. Then, explain the words/phrases in bold.

3 **Portfolio:** Imagine you are a guide on a River Thames boat trip. Make notes on the tourist attractions. Use them to give your guided tour. Record yourself.

► *Good morning, ladies and gentlemen, we're now just passing the London Eye on the left where you can ...*

4 **Portfolio:** Work in groups. Design an information leaflet for tourists coming to your town/city. Decide on three or four places to visit and write what someone can do/see there. Include pictures.

Weather

- 1 🎧 Read the rhyme and listen to the music. What images come to mind? What can you see, feel, hear, smell?



'Rain, rain, go away
Come again another day.'

- 2 🎧 Match the proverbs/sayings (1-5) to their meanings (A-E). Are there any similar ones in your language?

- 1 It's raining cats and dogs.
- 2 It never rains, but it pours.
- 3 After the rain, comes the rainbow.
- 4 Into every life, a little rain must fall.
- 5 Every cloud has a silver lining.

- A Even bad things have something good about them.
- B It's raining heavily.
- C Nobody can live happily all the time.
- D When one bad thing happens, lots of bad things happen.
- E Bad events are followed by happy events.

- 3 **RNE** 🎧 Read the postcard and the email. Complete the gaps (1-10) with the correct word based on the words in brackets. Listen and check.

- 4 🎭 List all the activities mentioned in the texts. Which are rainy day activities? What other activities are suitable for such days?

Dear Sue,

Well, we've been in Costa del Sol for three days now and I hate to say it but it has rained every day! I can't believe it. Anyway, it hasn't been all that terrible. The hotel has an 1) (amaze) arcade where you can play all kinds of video games and stuff so I've been 2) (spend) lots of time in there. And there's also a 3) (real) nice café on the 4) (one) floor that is perfect for just sitting and 5) (read). Oh, and yesterday, even though it was raining cats and dogs, John and I went and did some sightseeing. It was fun. Talk to you soon.
Helen



Sue Harper
12 Maple Ave
New Glasgow, NS
Canada
B2H 5C4

Subject	To/From	Date	Priority
Greetings	Jack / Karen		

Hey Jack!

Greetings from 6) (beauty) Florida. We are having a brilliant time. We've been doing lots of sunbathing and surfing. The beaches are 7) (fantasy). It rained yesterday morning so we 8) (go) to a museum. Very interesting! Tomorrow we are going on a 9) (guide) tour of the city and then we're going 10) (dance) in the evening. Are you jealous yet? We'll be back on Tuesday.

Take care,
Karen

- 5 🎭 Put yourself into the picture. Where are you? Who with? What are you doing? Do you like it? Tell your partner.



- 6 **Portfolio:** You are on holiday and the weather hasn't been very good. Send an email to a friend telling them about:

- where you are
- who with
- what the weather is like
- what you are doing there

Marine LITTER



The Terrible Truth

We all enjoy a day out at the beach, but these days you are likely to find much more there than just sand and sea! Many of the thousands of people that visit beaches every year leave behind food **wrappers**, cigarette ends, drink cans and toys like **buckets**, spades and beach balls. These can then be blown or washed into the sea and become marine litter. Marine litter can also come from ships, fishermen, **drains** and factories. This litter doesn't just look horrible – it's dangerous, too!

Litter harms Wildlife and People

Marine mammals such as **seals**, **sea lions** and dolphins are very **curious** animals who like to examine unusual objects in the sea. This is how they get mixed up in the litter, which causes them **injury** and **stops** them from finding food or swimming away from their enemies. Birds, fish and mammals can also confuse litter for food and eat it. Sea **turtles**, for example, often eat plastic bags because they look like **jellyfish**, one of their favourite foods. This then **fills up** the turtle's digestive system,¹ and makes it feel full, so it stops eating and starves.² 100,000 marine mammals and nearly a million seabirds die either from getting caught in or eating litter each year! Many of these creatures are already **threatened** or **endangered species**. In addition, litter is dangerous for people as they can cut themselves on glass or metal. Marine litter can also block boat **propellers**, which is dangerous and very expensive to repair.

Be the Solution

So ... next time you go to the beach, make sure you are part of the solution, NOT the problem! Take ALL of your litter home with you and consider taking any other litter you can see around you too. If you live near a beach, you could even organise a Beach Clean-up Day.

¹ set of organs in your body that break down the food you eat

² dies from not eating

1 Listen to the sounds. Imagine the scene and answer the questions.

- | | |
|----------------------------|----------------------------|
| 1 Where are you? Who with? | 3 What's the weather like? |
| 2 What are you doing? | 4 Do you like it? |

2 How could the following be related to the scene you imagined? How are they related to the text? Listen, read and check.

- broken glass • fishing net • drinks cans
- plastic bags • plastic buckets & spades
- beach balls • food wrappers

3 Answer the questions, then explain the words in bold. Then, tell your partner three things you remember from the text.

- 1 What is marine litter?

- 2 In which two ways does marine litter harm wildlife? Why?
- 3 How can litter harm people?
- 4 List three ways we can help solve the problem.

4 **Project:** In small groups, make a leaflet about marine litter. Include how it harms wildlife and people and what we can do about it. Add pictures. Present your leaflet to the class.

Green wisdom

It is our responsibilities, not ourselves, that we should take seriously.
(Sir Peter Ustinov, English actor)

THE PYRAMIDS OF EGYPT

Since ancient times, the pyramids at Giza in Egypt have been one of the world's most popular tourist destinations. The largest of these, the Great Pyramid of Giza, or Khufu's Pyramid, is the only one of the Seven Wonders of the Ancient World that still survives today. It was the tallest building in the world for almost 5,000 years - that is, until the Eiffel Tower was built in 1889.

Pharaohs, the first rulers of Egypt, built pyramids to show their power to the people. The first Pharaohs built much simpler tombs called mastabas. These mastabas were square buildings with a room inside big enough for the coffin, the mummy of the pharaoh's body and his treasures. Ancient Egyptians believed that dead people still needed their bodies and treasures, such as paintings, gold and jewels, for their life after death.

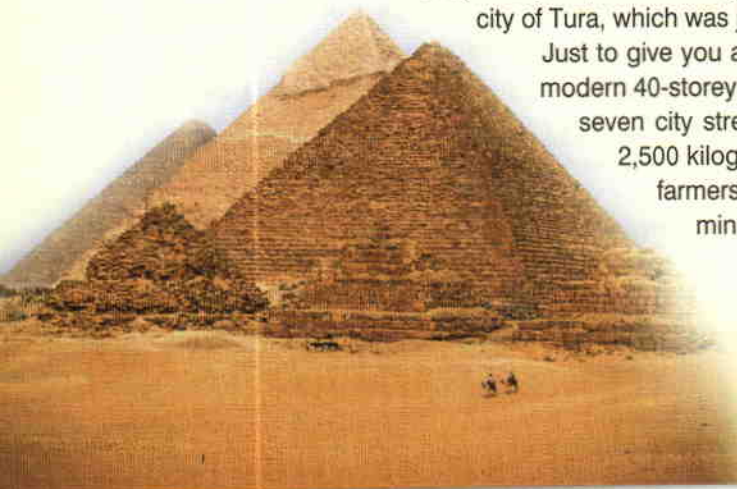
Many of the pyramids were decorated inside, especially in the room where the dead pharaoh was laid. Archaeologists discovered many pictures in the tombs and mysterious writing on the walls called hieroglyphics. Invented about 5,000 years ago, hieroglyphics are the oldest form of writing. They were just simple drawings of everyday things we see and hear. The Egyptians believed that both the hieroglyphics and the tomb pictures were magical, which is why they painted them inside the pyramids.

When we look at the pyramids today, it is easy to see that they were built to last for a very long time. Have you ever wondered how these great monuments were built? Many archaeologists believe that the builders first studied the stars to decide which direction the pyramid would face, as Egyptians believed the pharaohs would join the stars after death. Then, they built a small mastaba on the ground. Next, they put dirt and stones all over it, leaving a tunnel to the outside. To raise the stones to the top of the pyramid, they probably built long ramps and then rolled the stones up them.

The city of Giza is on the River Nile. The Nile was also very important in the building of the pyramids as it was used to transport the stones from far away. Granite and marble, for example, were brought from Aswan, which is over 500km away. Many ships also brought limestone, used for the outside walls of the pyramids, from the city of Tura, which was just across the river from Giza.

Just to give you an idea of how large the Great Pyramid is – it is the height of a modern 40-storey building, or over 145 metres. It covers an area of land the size of seven city streets. Workers used 2,300,000 blocks to build it, each weighing 2,500 kilograms (2.5 tons). It took about 36,000 workers (mostly slaves and farmers) between 20 and 30 years to build it. This means that for every minute they worked, they added three blocks to the pyramid!

In conclusion, there is still a great deal of wonder and mystery surrounding the pyramids. No one knows for certain exactly when and how they were built. So far 46 of them have been found in Egypt. However, maybe there are others lying underneath the sand just waiting to be discovered. Only time will tell!



RNE Reading

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

1 Khufu's Pyramid...

- A is the world's most popular tourist destination.
- B is the tallest of the Seven Wonders of the Ancient World.
- C was built about five thousand years ago.
- D is taller than the Eiffel Tower.

2 The mastabas...

- A were pyramids.
- B were simple places to bury dead pharaohs.
- C were bigger than pyramids.
- D contained the mothers of the pharaohs.

3 The Egyptians decorated the pyramids with ...

- A only hieroglyphics.
- B only pictures.
- C hieroglyphics and pictures.
- D gold and jewels.

- 4 Which of the following is *not* true about hieroglyphics?
- A They are an ancient form of writing.
 B Egyptians thought they were magical.
 C They showed everyday things.
 D They are painted on the outside of the pyramids.
- 5 The Egyptians built the pyramids ...
- A a long way from the River Nile.
 B in order to study the stars.
 C next to a mastaba.
 D using long ramps.
- 6 The limestone used came from ...
- A Giza.
 B the river.
 C Aswan.
 D Tura.
- 7 The Great Pyramid of Giza ...
- A has 40 storeys.
 B looks like a modern building.
 C took many years to build.
 D was built by 2,300,000 workers.

RNE Use of English

Complete the gaps (1-7) with the correct derivative of the words in bold.



Day 9-10: St Petersburg: Arrive in St Petersburg after enjoying a 1) sunrise breakfast while sailing down the River Neva. Visit the Peter and Paul Fortress, an old prison whose 'guests' have included Peter the Great's own son Alexei, Dostoyevsky, Gorky and Trotsky. See the 2) Winter Palace, which includes the Hermitage Museum. Housed here are some of history's most important 3), including the world's best 4) of French 5) After your unforgettable journey through this 6) city, return to the ship for the captain's farewell dinner and your final night on board. The 7) morning, we will transfer you to the airport for your flight home.

SPECTACLE
AMAZE
PAINT COLLECT
IMPRESSION HISTORY
FOLLOW

RNE Listening

Listen to the speakers 1-5. Which of the comments below might each speaker say? There is one comment you don't need to use.

- A I prefer going on holiday in cold weather.
 B I don't like going on holiday.
 C I like to relax on holiday.
 D I don't like flying alone.
 E I spend a lot on my holidays.
 F Holidays are really important to me.

Speaker	1	2	3	4	5
Comment					

RNE Writing

Read the extract from your pen-friend's letter. His name is Ben. Write a letter to Ben, who is coming to visit you soon. In your letter:

- tell him about your holiday
- ask three questions about the music festival.

Write 100-140 words.

I hope you had a nice holiday! What did you do? What was the weather like?
 I'm going to a music festival this weekend. I can't wait!

RNE Speaking

You are organising a summer holiday with a friend. Discuss the following types of holiday and choose which *one* you'll both enjoy the most.

- backpacking around Europe
- a package holiday in Italy
- a cruise around the Mediterranean
- camping in Russia

You begin the conversation and have to decide which holiday (*only one*) to choose. Your partner will play the part of your friend. *Remember to:*

- discuss *all* the options
- take an *active* part in the conversation and be *polite*
- *come up* with ideas
- give *good reasons*
- find out your *friend's attitudes* and take them into account
- invite your friend to *come up with suggestions*
- come to an *agreement*

5 Progress Check

1 Fill in: *flight, chilly, handicrafts, appalling, delayed, luggage, backpacking, cottage, craftsmen, accommodation.*

- Our holiday was absolutely
- We stayed in a beautiful little by the sea.
- Airlines sometimes lose passengers'
- After my exams, I'm going around Europe.
- We arrived late at the resort as our was
- Take your coat – it's quite outside.
- sell along the streets in Bhaktapur.

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

2 Fill in: *agent's, card, repellent, screen, sickness* to form compound nouns.

- It's boiling hot today – don't forget to put some sun on!
- Put some of this insect on – there are mosquitoes around here!
- I don't travel well – I suffer from travel
- Can you pick up my tickets from the travel, please?
- You can pay by cash or credit

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

3 Put the verbs in brackets into the correct past tense.

- (see) that horror film last night?
- I had just finished eating when Jonathan (arrive).
- When I went to Spain last year, I (not/fly) before.
- It (rain) heavily and the wind was howling.
- They (drive) for an hour before they realised they were going the wrong way.
- He (finish) his packing after Susan had left.

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

4 Fill in: *freezing, candlelit, guided, famous, local, trekking, breathtaking, cruise, beach, first-class.*

- | | |
|-------------------|---------------------|
| 1 ship | 6 view |
| 2 holiday | 7 cold |
| 3 excursion | 8 tour |
| 4 tickets | 9 dishes |
| 5 landmarks | 10 procession |

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

5 a Fill in: *by, on, around, off, in.*

- I don't get very well with Tom.
- Debra's train gets at 6 pm.
- I must get now. See you later.
- It's easy to get the city by public transport.
- I can get on £50 a week.

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

b Fill in: *on, in, by.*

- You can buy drinks and snacks board the plane.
- I usually go to school foot.
- My flight arrives London at 10 pm.
- I'm looking forward to going holiday.
- We'll get to the airport faster if we go car.

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

6 Fill in: *Have a nice time! – How awful! – Thanks! – Not that great actually.*

- A: We had a terrible time in Florida – there was a hurricane while we were there!
B:
- A: I'm going on holiday tomorrow!
B:
- A: What a fantastic suntan!
B:
- A: How was your holiday?
B:

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

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

Now I Can ...

- talk and write about holidays
- talk about holiday problems and complaints
- describe a bad experience and sympathise
- write a short story
- design an information leaflet for tourists
- talk and write about marine litter

... in English

Module 6

Food & Health

◆ Before you start ...

- Where do you go on holiday?
- How did you spend your last holiday?

◆ Look at Module 6

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a rainbow
- a celebration
- a report

◆ Listen, read and talk about ...

- food
- cooking methods
- problems related to diet
- Burns Night
- teeth & their importance
- organic farming

◆ Learn how to ...

- give & respond to advice
- talk about health
- ask about health & respond
- recommend a place

◆ Practise ...

- conditionals (Types 1-3), wishes
- word formation: prefixes
- words often confused: *ache/pain*, *prescription/recipe*, *rotten/sour*, *treated/cured*, *cure/heal*
- phrasal verbs: *give*

◆ Write / Give ...

- a two-minute talk about improving your eating habits
- a paragraph continuing a story
- a healthy menu
- an assessment report
- a paragraph about a festival in your country
- a quiz about teeth



RAINBOW OF FOOD



Vocabulary

Food

- 1 a Which of the following items are **fruits**? **vegetables**? Find them in the picture above. What colour is each?

• grape • apple • broccoli • carrot • corn
 • lettuce • orange • tomato • cherry • raisin
 • lemon • celery • melon • strawberry
 • blueberry • aubergine • pea • pineapple
 • peach • pear • raspberry • plum
 • watermelon • banana • pumpkin • fig
 • lime • cabbage

- b Which of these words are countable/ uncountable? What are their plural forms?

Cooking methods

- 2 How do you eat the following foods in your country? How do you prefer them?

bread potatoes fish meat
 cake rice vegetables
 chicken

- steamed • boiled • toasted • grilled
 • fried • roasted • baked • raw

► We usually eat fish grilled or fried. I prefer it grilled.

- 3 Choose the correct word. Check in your dictionary.

- I want a bottle of **fizzy/still** water, not sparkling.
- She loves **bitter/oily** chocolate.
- Cinammon and ginger are **additives/spices**.
- Let's eat. I'm **starving/greedy**.
- Fizzy drinks contain **artificial/fake** additives.
- We had lamb chops for our **main/basic** course.

Reading

- 4 a 🎧 List which colour foods you ate yesterday. How do you think colour is related to food? Listen to and read the text on p. 103 to find out.

- b **RNE** Read the text again. Which colour food should you eat if ...

- you have a difficult exam to study for?
- you are feeling very nervous about meeting someone?
- you are worried about getting lines and wrinkles?
- you've been feeling a bit sad lately?
- you are taking part in a championship swimming match?

A Red foods get you moving. They give you that extra **boost** when you really need it the most. What's more, eating foods in this group will protect you from many serious illnesses and can keep older people active for longer. So, have you got a big game tonight? Is it your turn to do the gardening? Then go ahead and treat yourself to one or even two of your favourite red foods.

B Orange foods are **brain** food. They help you keep your mind on things and really improve your powers of **concentration**. On the physical side, foods like mangoes, oranges and peaches have lots of vitamin C. This is important because that's the vitamin that helps your body fight off **infections**. As everyone knows, carrots are also fantastic for your **eyesight**. After all, you've never seen a rabbit wearing glasses, have you?

C Yellow foods are nature's way of helping us to stay happy. They make you more **optimistic**. Imagine that you're feeling a bit down in the dumps. Eat a banana and you'll feel a bit better. Eat a couple of slices of pineapple and you'll feel a smile coming on and by the time you finish your tall glass of lemonade, you'll be grinning from ear to ear! What could be easier? Enjoying yellow foods is better for you, emotionally, than hearing the best jokes in the world.

D Broccoli, lettuce and cucumbers are all green foods. These foods are great when you want to relax, calm yourself down or keep your **emotions** under control. Green foods are good for you because they contain vitamins and minerals that keep your teeth and bones strong and healthy, so next time your mum tells you to eat all your peas don't **complain**, just do it. Remember, mums always know what's best for you, no matter how old you are!

E You've had a hard day and now you just want to flop in front of the TV for a bit before you go to bed. When your **tummy** starts **rumbling** you go in search of a quick snack – but what should you eat? The best thing at this time of the day is something blue. Blue foods are **soothing**, both emotionally and **physically**, and prepare you for a good night's rest. Say goodnight with a delicious bowl of blueberries or a **handful** of tasty raisins.

F Shakespeare, Da Vinci and Picasso must have all been fans of purple foods. This is because fruits and vegetables like figs, prunes and beetroot make people more **creative**. If that isn't a good enough reason to eat them, then think about this ... purple foods can keep you looking young! Imagine being eighty years old, but looking as if you're forty and just about to finish writing your second best-selling novel. Bring on the purple foods!

5 Find words in the text related to the body. Compare with a partner. Add some more.


6 a  Find the verbs/phrases which mean:



- 1 eat or buy sth you really enjoy
- 2 get rid of
- 3 depressed and miserable
- 4 smiling broadly
- 5 looking for

b Explain the words/phrases in bold. Find all the root words and create word families.

- ▶ *boost* (root word), word family: *boost* (verb), *boosting*, *boosted* etc

Speaking


7  Look at the food list you made in Ex. 4a. How healthy do you think it is? Discuss.

Healthy  foods	
RICH IN	HIGH AMOUNTS FOUND IN
vitamins, minerals, fibre*	fruit, vegetables
protein	chicken, milk, cheese, yoghurt, meat, fish,
carbohydrates	eggs, rice, potatoes, cereal
Unhealthy  foods	
sugar, fat	sweets, biscuits, fizzy drinks, butter, oil,
	chocolate, crisps, cakes

*parts of plants that make food pass quickly through your body

8 *Portfolio*: Prepare a two-minute talk about improving eating habits using a *rainbow diet*. In your speech: • say why we should have healthy eating habits • mention ways a *rainbow diet* can help us • recommend the diet. Record yourself.

Writing

9  Work out a healthy menu for Monday. Use various colours of food/drinks.

Words of Wisdom

Tell me what you eat, and I'll tell you what you are.

(Anthelme Brillat-Savarin, French lawyer and politician)

Teen **Diet & Health****Our handy food and health tips!****Problems**

- | | | |
|---|-----------------------|--|
| a | overweight | → eat less & take regular exercise |
| b | underweight | → eat three well-balanced meals & three or four snacks per day |
| c | lack of concentration | → eat lots of iron-rich foods and have a good breakfast |
| d | tiredness | → follow a low-carbohydrate diet |
| e | tooth decay | → cut out sugary drinks & snacks |
| f | frequent illness | → eat foods rich in vitamin C |
| g | indigestion | → avoid spicy foods & eating fast or late at night |
| h | dry skin | → drink more water & eat more oily fish, nuts & seeds |


Solutions**Vocabulary***Problems related to diet*

1 a Which of the problems (a-h) above is each person (1-8) below suffering from?

- "I think I'm skinnier than I should be." John
- "I feel really sleepy during the day." Mary
- "I often get stomach ache after eating." Tony
- "I think that I am fatter than I should be." Jim
- "I've had toothache for a week now." Laura
- "My skin is itchy." Sue
- "I find my mind wanders in class." Andy
- "I'm always catching colds." Mya

b Do you ever suffer from any of these problems? What do you do? Tell the class.

Everyday English*Advising/Agreeing - Disagreeing*

2  Imagine you have one of the problems in Ex. 1. Use the language box and discuss, as in the example.

- A: I'm overweight!
B: Have you thought about taking regular exercise?
A: I've already tried that and it didn't work.

Advising	Responding
<ul style="list-style-type: none"> Have you thought about/What about ... (+ verb + ing)? It would be best if you (+ past simple) ... You might feel better if ... (Don't you think) you ought to/should ...? You'd better ... It might be a good idea to ... Why don't you ...? If I were you, I'd ... 	<p>Agreeing</p> <ul style="list-style-type: none"> That's not a bad idea. Thanks, I hadn't thought of that. I'll try it! That's a great idea. <p>Disagreeing</p> <ul style="list-style-type: none"> Maybe you're right/It's a nice idea, but ... I'm not so sure/I'm not sure if it'll work. I've already tried that and it didn't work.

Reading

- 3 a** Look at the sentences (A-F) from the dialogue below. Where are Emma and Susan? What's Susan's problem?

Susan: Sorry I'm late, Emma. I've just been to the dentist's.

Emma: 1)

Susan: Well ... I had to have a filling ... yet again! My mouth's still feeling a bit sore.

Emma: 2)

Susan: Yuck! I hate tea. I'll have a cola.

Emma: 3)

Susan: What do you mean?

Emma: 4)

Susan: Wow! Really?

Emma: 5)

Susan: So ... it might be a good idea to cut down, then?

Emma: 6)

Susan: Er ... OK, you win. Two teas, milk no sugar!



- A Now you've got the idea! So, what are you going to order?
- B Well, there are about ten teaspoons of sugar in each can!
- C Oh, lucky you! Everything OK?
- D Oh dear! I'll call the waiter over. You should order a nice soothing cup of lemon tea!
- E Susan! No wonder you've got bad teeth!
- F Yes, really! Terrible for your teeth and even worse for your waistline!

- b** Complete the dialogue with the sentences (A-F). Listen and check. Act out the dialogue.

study skills

Using interjections

You can use interjections such as *well, oh, ah, er, hmm*, and exclamations such as *Oh dear! Huh? Yuck! Wow! Right!* to make your spoken English sound more natural.

- 4** Find interjections/exclamations in the dialogue in Ex. 3 that express:
- surprise
 - disgust
 - sympathy
 - hesitation.

Speaking

- 5** **Portfolio:** You are at a party. You've got indigestion. Your partner advises you on what to do. Act out your dialogue. Use appropriate interjections. Record yourselves.

Say it right

Talking about health

- 6** Match, listen and check.

- | | |
|-------------------------------|---|
| 1 Are you feeling any better? | a Thanks! |
| 2 You're looking well! | b Oh dear, I hope you feel better soon. |
| 3 You look a bit pale. | c Actually, I have. |
| 4 Have you lost some weight? | d Much better, thanks. |
| 5 I'm not feeling well. | e I am feeling a bit under the weather. |

Listening


- 7** Listen to an interview about crash diets and choose the correct answer (A, B or C) for questions 1-4.

- 1 According to Claire Martin, crash diets ...
 - A can be harmful to teenagers.
 - B cause teenagers to miss out on life.
 - C are more likely to bring results.
- 2 Claire suggests that teenagers should eat ...
 - A slowly when full.
 - B quickly.
 - C only until they are full.
- 3 To start the day well, she advises eating ...
 - A cereal and a piece of fruit.
 - B a doughnut and a cup of coffee.
 - C carrot sticks and a cereal bar.
- 4 According to Claire, exercising ...
 - A is more important than diet.
 - B is less important than diet.
 - C is just as important as diet.

Idioms

- 8** Choose the correct word. Check in the Word List. Are there similar ones in your language?

- 1 He's looking **off/on** colour. Is he ill?
- 2 I'm so glad you're **back/over** on your feet.
- 3 I'm afraid he has taken a turn **for/of** the worse.
- 4 You need to take exercise to get **on/into** shape.

Conditionals type 1, 2 and 3  Grammar Reference

1 Match the sentences (1-4) to their purposes (a-d). How is each type of conditional formed? Check in the Grammar Reference section.

- 1 If you **get** enough vitamins, you **will stay** healthy.
- 2 If I **were** underweight, I **would eat** more carbohydrates.
- 3 If I **were** you, I **would see** a dietician.
- 4 If she **hadn't had** to work late, she **would have cooked** dinner.

a to show an unreal situation in the past

b to give advice

c to show a probable situation in the future

d to show an unreal situation in the present/future

2 a  Compare the sentences.

- If you **aren't** on time, I'll go without you. Unless you're on time, I'll go without you.
- When John comes, we'll have dinner together. (= John will definitely come.)
If John comes, we'll have dinner together. (= John may come.)

b Write sentences in the first conditional. Use the words in brackets.

- 1 you eat all that chocolate/feel sick (if)
▶ *If you eat all that chocolate, you'll feel sick.*
- 2 you not have breakfast/not be able to concentrate (if)
- 3 she see a doctor/she not get better (unless)
- 4 I finish my homework/not go to the party (unless)
- 5 you feel cold/put on a jumper (if)
- 6 you get off the bus/see a large white building (when)

3 a What would you do if you: **1** got lost in the jungle? **2** saw your favourite actor in the street? **3** lost your purse/wallet? **4** had a lot of money? **5** had a headache? **6** were tired?

▶ *If I got lost in the jungle, I'd scream for help.*

b  Give advice using 'If I were you ...'

- 1 "I'm feeling really tired."
- 2 "I've got terribly itchy skin."
- 3 "I drink a lot of coffee."
- 4 "I've put on a lot of weight recently."

▶ *If I were you, I'd take a nap.*

4 Put the verbs in brackets into the correct tense.

- 1 He (not have) a headache if he had gone to bed earlier.
- 2 If they (set out) earlier, they wouldn't have missed the train.
- 3 I wouldn't have found the injection painful if the nurse (be) gentle.
- 4 If he hadn't eaten the prawns, he (not have) an allergic reaction.

GAME

In teams, continue the sentences. • If you eat more, ... • If John had enough money, ...
• If I hadn't gone to bed so late last night, ...

▶ *Team A S1: If you eat more, you'll feel sick.*

Team B S1: If you feel sick, you won't be able to go to football practice.

Wishes  Grammar Reference

5 Match the sentences (1-4) to their purposes (a-d).

- 1 I wish I **were** on holiday. (but I am not)
- 2 I wish I **could speak** Spanish. (but I can't)
- 3 If only you **had been** more careful! (but you weren't)
- 4 I wish he **would stop** lying. (but I don't think he will)



- a** wish/regret in the present expressing lack of ability
- b** wish for a future change unlikely to happen
- c** regret that sth didn't happen in the past
- d** wish/regret about a present situation we want to be different

6 Write sentences using *I wish/If only*.

- 1 You want to buy a T-shirt, but you haven't got enough money. ▶ *I wish I had enough money.*

- You wanted to travel abroad, but you forgot to renew your passport.
- You want to go to the park, but it is raining.
- It's been snowing for days and hasn't stopped.
- You want to go to China, but you don't speak Chinese.

7 Make sentences, as in the example.

- I'm overweight.
▶ *I wish I weren't overweight. If I weren't overweight, I could run fast.*
- I'm tired. 3 I missed the bus. 4 I lost my wallet.

Word formation

8 Read the theory box. Use appropriate prefixes to complete gaps 1-5.

Forming words using prefixes

A prefix is added at the beginning of a word in order to form a new word. Some of them are: **re-** (= again) (*write - rewrite*), **super-** (= big/more) (*hero - superhero*), **multi-** (= many) (*national - multinational*), **over-** (= too much) (*react - overreact*), **under-** (= too little) (*estimate - underestimate*), **semi-** (= half) (*detached - semi-detached*), **pre-** (= before) (*heat - preheat*), **co-** (= together) (*operate - co-operate*).

If you are **1)** **weight**, don't **2)** **do** it when you are eating. Buy fresh fruit and vegetables, buy **3)** **grain** bread, not white, and **4)** **skimmed** milk, not full cream and don't **5)** **cook** vegetables.

Words often confused

9 Circle the correct word. Check in your dictionary. Then write a sentence with the other word.

- He had terrible stomach **ache/pain** after eating a kilo of blackberries.
- The doctor gave him a **prescription/recipe** for some indigestion tablets.
- There's a terrible smell of **rotten/sour** eggs!
- He was **treated/cured** for minor injuries.
- Having a milky drink before bedtime can help **cure/heal** insomnia.

Dependent prepositions

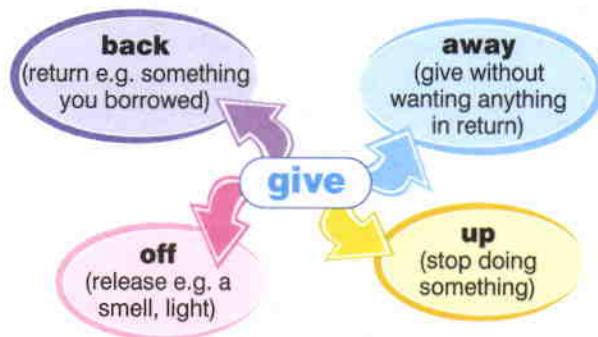
10 Fill in: *from, in, with, against*. Make sentences using the phrases.

- Eating too much junk food can **result** health problems later in life.
- She often **suffers** bad headaches.
- He's in hospital **recovering** his operation.
- Mike finds it hard to **cope** pressure.
- He **advised** me eating too much sugar.



Phrasal verbs

11 Study the phrasal verbs in the diagram, then complete the sentences.



- He all his books when he moved house.
- The eggs a terrible smell.
- She's decided to smoking!
- Did you that book to Diana?

Key word transformations

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

- We won't get a table if we don't book early. **unless** We won't get a table early.
- I think you should order the lamb. **were** If order the lamb.
- The meat was overcooked, so it didn't taste very nice. **better** The meat if it hadn't been overcooked.
- We didn't enjoy our dinner because the restaurant was very busy. **crowded** If the restaurant, we would have enjoyed our dinner.

- 1 What do you know about the story of *Oliver Twist*? Read the biography to find out.



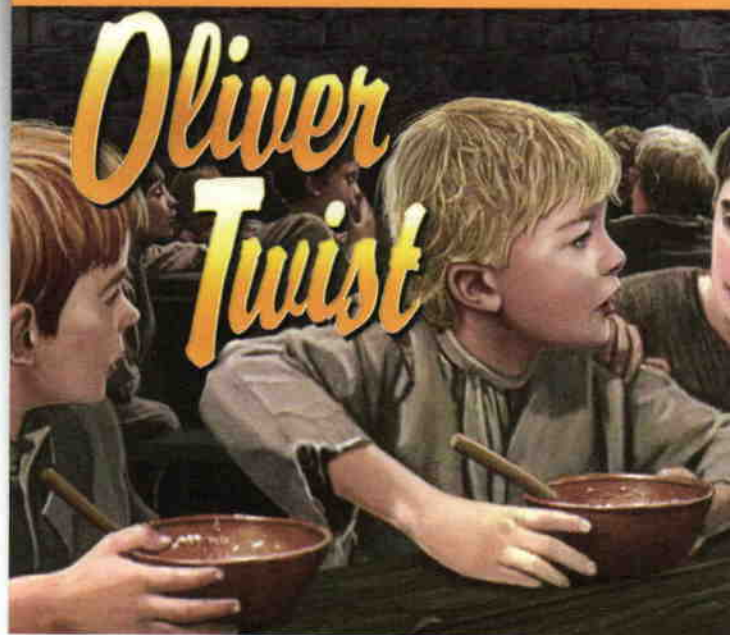
Charles Dickens (1812-1870)

was born in Portsmouth, Hampshire, but his family moved to London when he was ten. He later went to work in a factory to pay for his accommodation and support his family as his father was in prison for not paying his debts. His father's eventual release and an improvement in the family's fortunes helped matters, but Dickens never forgave his mother for leaving him in the factory. He first made a name for himself as a writer in his twenties with *The Pickwick Papers* (1836).

Oliver Twist (1837-1839) is about a boy born in a workhouse for the poor. Some of the other boys make him ask for more food. As a result, Oliver is then sold. Suffering terrible cruelty, he runs away and joins a young criminal who teaches him how to steal wallets. The general theme of the novel is that of selfishness and dishonesty as most people take advantage of Oliver. Few people show him love and kindness.

- 2 **RNE** Listen and read the text on pp. 108-109. Choose the correct answer (A, B, C or D) for questions 1-5.

- Each mealtime, the boys ...
 - were happy to get one spoonful of gruel.
 - had to wash their bowls and spoons.
 - wanted to eat more.
 - got tired of cleaning their fingers of food.
- The tall boy whose father was a baker ...
 - got hungrier than the other boys.
 - got used to that sort of life.
 - was afraid of what his hunger would make him do.
 - was afraid at night.
- Before they could eat, the boys had to ...
 - give their bowls to the master.
 - take their chairs to the table.
 - serve out the food.
 - say a prayer of thanks.



The boys at the workhouse¹ ate in a large stone hall. At one end there was a copper², out of which the master ladled³ gruel⁴ at mealtimes. Each boy had only one ladleful and no more, except on public holidays when he had two ounces⁵ and a quarter of bread.

The bowls never needed washing as the boys polished them with their spoons until they shone. When they had done this, they would sit staring at the copper with such eager eyes as if they could easily eat the very bricks of which it was made. Meanwhile, they licked their fingers trying to catch any stray splashes of gruel.

Generally, boys have excellent appetites and so Oliver and his companions suffered from slow starvation for three months. They finally got so wild with hunger that one boy, who was somewhat tall for his age and not at all used to that sort of thing because his father had owned a small bakery, said to

- The boys decided that Oliver would be the one to ...
 - nudge the master.
 - serve the gruel.
 - ask for another serving.
 - walk along the table.
- When Oliver asked for more, the master ...
 - was shocked.
 - lost his voice.
 - became paralysed.
 - turned white with fear.

his companions that unless he had another spoon of 20
gruel daily, he was afraid that one night he might eat
the boy who slept next to him. He seemed to have a
wild, hungry look in his eye and the others entirely
believed him. A meeting was held and lots were
drawn to see who should walk up to the master after 25
supper that evening and ask for more. The task fell to
Oliver Twist.

The evening arrived and the boys took their
places. The master, in his cook's apron, stood
beside the copper with his assistants behind him. 30
The gruel was served out and a long grace⁶ was
said. After the gruel disappeared, the boys
whispered to each other and winked at Oliver,
while his neighbours nudged him. Oliver was
desperate with hunger and misery. He rose from 35
the table and, walking towards the master with his
bowl, said,

'Please, sir, I want some more.'

The master was a fat, healthy man but he turned
very pale. He gazed in astonishment at the boy for 40
some seconds and then held on to the copper for
support. His assistants were paralysed with wonder
and the boys with fear.

'What?' said the master eventually in a faint
voice. 45


'Please, sir,' replied Oliver, 'I want some more.'

The master hit Oliver's head with the ladle, held
him tightly in his arms and shrieked aloud for the
policeman.

¹ a place where the poor lived and did unpleasant jobs for food
² oven made from bricks ³ serve soup with a deep spoon that has a
long handle ⁴ boiled oats with water ⁵ an old unit of weight used in
Britain (1 ounce=28 grammes) ⁶ prayer of thanks before eating

3 a Match the highlighted words with their meanings below.

- job • amazement • cried, shouted
- friends • completely • unable to move

b  Explain the underlined words/phrases. Choose some and mime or draw their meanings.

4 Which sentence in the text do you think best describes the picture?

5 a Find two verbs in the text which mean *look*. How do they differ in meaning? Read the definitions and check.

glance: look at sth quickly
gaze: look at sth/sb for a long time because you find it interesting
stare: look at sth/sb for a long time (rudely/blankly)
glare: look at sth/sb angrily
peer: look at sth very hard as you can't see it clearly
peep: take a quick look at sth, often secretly and quietly
catch sight of/catch a glimpse of: see for a short time

b Use the verbs from above to say how you would look in the following situations:


- 1 at your neighbour through closed curtains
- 2 at yourself in a mirror
- 3 at your watch to see what the time is
- 4 at someone who keeps interrupting you while you are delivering a speech
- 5 at newspaper headlines when in a hurry
- 6 at someone with very unusual clothes

Idioms


6 Complete the idioms with the words in the list. Check in the Word List. Are there similar idioms in your language?

tea cake water cucumber milk

- 1 He's in serious trouble now. He's really in hot
- 2 Ann's always calm and doesn't worry about anything. She's as cool as a
- 3 You can do it. It's easy. It's a piece of
- 4 You can't change anything now. Don't cry over spilt
- 5 I don't really enjoy going to the theatre. It's not my cup of

7  **Portfolio:** Write a paragraph to describe what you think happened when the policeman arrived. Compare with your partner's.

Reports (making assessments)

1 a  Read the comments (A-E). Which are positive and which are negative?

C "I think this is a great place for vegetarians."

E "It took ages for the waiters to bring our food. I was starving!"

b Which of the comments (A-E) do you think you would find in a report? Read the theory box and check.

Reports are usually written for people in authority, such as employers, head teachers etc. They state and evaluate the positive and negative qualities of a place, event etc, in order to make a judgement or recommendation.

Reports always begin with who the report is for and from, the purpose of the report and the date. They include:

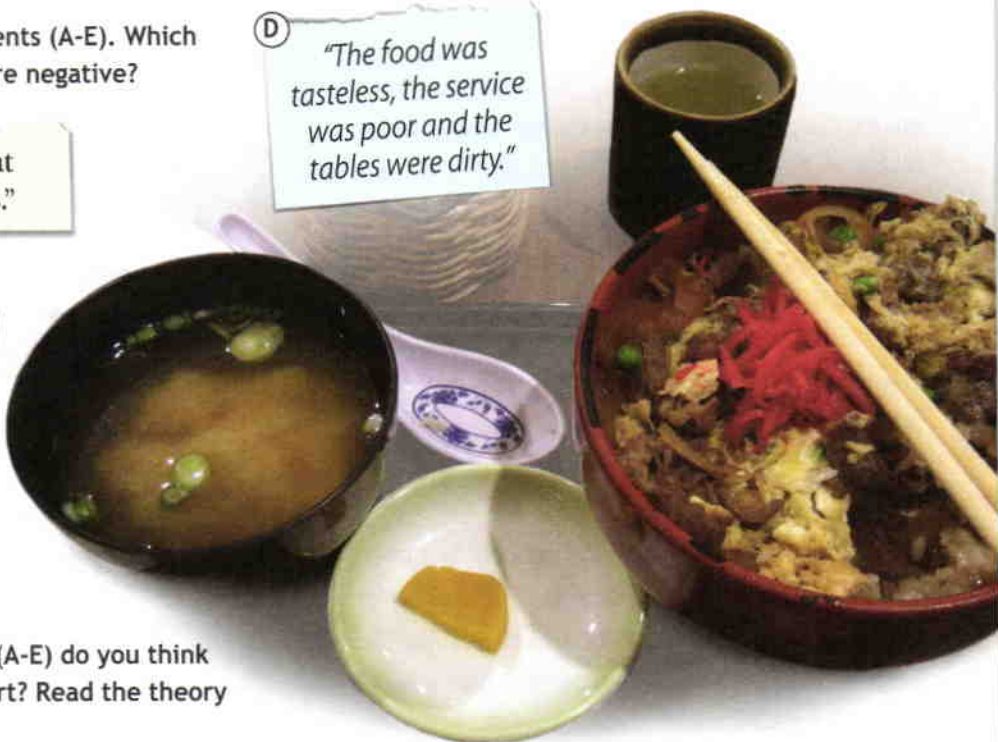
- an **introduction** containing the purpose and content of the report
- a **main body** presenting the positive and negative aspects of the place/event etc, with each point presented under a separate subheading
- a **conclusion** summarising the content of the report and giving the writer's general opinion and/or recommendation.

Reports are usually written in a formal, impersonal style, using factual language. Present tenses, passive verbs and full verb forms are also commonly used.

A "This restaurant is extremely popular and advance booking is essential."

B "The service is professional and the waiters are extremely helpful."

D "The food was tasteless, the service was poor and the tables were dirty."



2 a Read the rubric and answer the questions.

- You work as a food critic for a magazine called *Taste It*. Your editor has asked you to write a report evaluating a new indoor area with restaurants and food stalls. Write your report, including information about the food, service, prices and atmosphere.

- 1 What is the aim of the report?
- 2 Who is going to read it?
- 3 Which of the following must you include in your report? Check with your partner.
 - a size of area
 - b date it opened
 - c quality/type of food
 - d number of staff
 - e comments on atmosphere
 - f prices
 - g location of indoor area/food hall
 - h opening hours
 - i type of furniture
- 4 What style of writing should you use?

b Read the report on p.111 and check.

To: Mr David Joyce, Editor
From: Rebecca Karl, Food Critic
Subject: Oriental City, 399 Edgware Road, London NW9 0JJ
Date: 1st March

1)

The purpose of this report is to assess the good and bad points of *Oriental City*, a food court¹ in north London.

2)

Oriental City offers a wide range of Asian food, in particular Chinese, Japanese and Vietnamese dishes, most of which are very tasty. It has reasonable prices and the different dishes are beautifully presented. However, some dishes can be rather expensive.

3)

The staff at *Oriental City* are very friendly. The self-service feature greatly adds to the eating experience as customers can order food from any of the stalls and taste food from various countries. However, as some stalls are more popular than others, customers have to queue and wait for particular dishes.


4)

The beauty of *Oriental City* is its informal and relaxed atmosphere. Although it can get somewhat busy at times, this is unavoidable for such a popular place.


5)

Despite the fact that London has a number of ethnic food courts, *Oriental City* is by far the best in terms of taste, cost and service. Therefore, I would certainly recommend it to anyone who enjoys Asian food.

¹ place with lots of restaurants

C  Read again and fill in the appropriate headings from the list:

- Conclusion • Service • Introduction
- Atmosphere • Food and Prices

4  Match adjectives from box A to nouns in box B. Which phrases are positive and which are negative? Which does the writer use in her report?

▶ *slow service (negative)*

3 List the positive and negative aspects of the food court in the table.

Positive	Negative
▶ <i>wide range of food</i>	

A
B

cosy relaxed tasty helpful warm varied high inexperienced informal beautiful	slow popular efficient friendly expensive tasteless international unusual reasonable	atmosphere prices staff service presentation menu food/dishes
---	--	---


Concluding

- 5 Read the conclusions from three reports. Which is about: *a school canteen?* *a sports centre café?* *a roadside café?* Do they contain: *a judgement?* *a recommendation?* *both?*

- ① Overall, in spite of several weaknesses, it is run in a professional manner and both students and their parents are happy with the meals provided.
- ② In conclusion, facilities at Joe's Diner are adequate but could be improved. The owners should make their prices more reasonable and more consideration should be given to cleanliness.
- ③ On the whole, the menu was considered unhealthy and unacceptable by most members. I would strongly recommend that greater effort should be made to improve the general quality and variety of the food on offer.

- 6 a How does the writer recommend the food court in the report on p. 111? Which of the recommendations below could also be used to recommend it?

- a For these reasons, this particular food court comes highly recommended.
- b I would not recommend it for families with young children.
- c I would, therefore, strongly recommend a visit to this very popular food venue.
- d It is undoubtedly a place I would recommend to lovers of ethnic cuisine.
- e Therefore, I would highly recommend this place.
- f I would, therefore, recommend this place more to those with expensive tastes.
- g Consequently, I would not hesitate to recommend this food court to any Asian food lovers.
- h I would only recommend it to customers who prefer to serve themselves.

- b  Think about restaurants/food courts/other eating places that you know and give your recommendation to your partner.

► I would certainly recommend Sanjay's restaurant to anyone who enjoys Indian food.

- 7 Read the extracts (A, B and C). Replace the words/phrases in bold with more suitable ones from the lists.



- assess
- the purpose of this report is

1) I've written this report to 2) give my opinion about the new restaurant Zest.

- fashionable
- for example
- in addition
- modern, lively
- finally
- attract

The Station House has an upbeat, informal atmosphere.

1) What I mean is, there is 2) cool, funky music playing in the background. 3) Also, the decor is 4) trendy so as to 5) bring in a younger crowd. 6) The last thing is, the staff are friendly and energetic.



- disadvantages
- all in all
- highly recommend
- offering
- reasonable



1) So, despite a few 2) bad things, Ciao restaurant is an excellent new restaurant 3) that has tasty dishes at very 4) cheap prices. I would 5) suggest it for people of all ages.

- 8 a Compare the two reports on p. 113. Which is appropriate? Why? Which model (A or B) contains:

- | | |
|---------------------------------|-------------------------------|
| 1 short forms? | 7 longer sentences? |
| 2 a variety of adjectives? | 8 advanced vocabulary? |
| 3 everyday vocabulary? | 9 colloquial expressions? |
| 4 formal linking words/phrases? | 10 a polite, impersonal tone? |
| 5 passive voice? | 11 factual language? |
| 6 phrasal verbs/idioms? | |

b Find examples of formal language in model A.

c List the phrases in model A which mean the same in model B.

A

To: Mike Johnson, Food Editor
 From: Steve Brooks
 Subject: Amirit Restaurant
 Date: 22nd April

Introduction

The purpose of this report is to assess standards at *Amirit* restaurant.

Food

Amirit offers a wide range of Indian cuisine, all of which is beautifully cooked and presented. Furthermore, it is served in style.

Service

The staff at *Amirit* are efficient, professional and polite. The service, however, can sometimes be a little slow. This can be a problem at busy times.

Prices

While prices at *Amirit* are on average higher than at other Indian restaurants, the quality of the dishes is far superior. The food merits the prices.

Recommendation

All in all, despite a few minor faults, *Amirit* provides excellent value for the standard of food which is served. I would highly recommend it for anyone who enjoys Indian food.

B

To: Mike Johnson, Food Editor
 From: Steve Brooks
 Subject: Amirit Restaurant
 Date: 22nd April

Introduction

Hi! This report is to let you know how good *Amirit* restaurant is.

Food

There's so much food to choose from at *Amirit*! It's all cooked really well too and it looks really nice on the plates.

Service

The waiters at *Amirit* are really cool. They can take ages to bring your food, though, especially when it's busy.

Prices


Amirit will cost you a fortune, so it's much cheaper to go to another Indian restaurant down the road! I have to say though, it's hard to beat the curry at *Amirit*!

Recommendation

There are a few things that aren't that great about *Amirit*, but I guess I would say **the food is well worth the money**. Book a table there; you won't regret it!



Clauses of concession ▶▶ Grammar Reference

9  Read the sentences (1-6). What are the highlighted linkers followed by? Complete the table.

- In spite of* offering a wide choice of dishes, the general quality of the food was poor.
- Even though/Although* the decor was a little dull, the quality of the food made up for it.
- It is difficult to find a parking space *due to* the location of the restaurant.
- Because of* the popularity of this venue, it is advisable to book a table well in advance.
- The staff were well-trained and polite, *despite* the service being rather slow.


▶ <i>although,</i>	+ clause
	+ noun/verb + -ing
	+ noun

10 a Join the sentences using appropriate linkers.

- The staff were courteous and helpful. The service was slow at times.
 ▶ *The staff were courteous and helpful although/even though the service was slow at times.*
Despite the service being slow at times, the staff were courteous and helpful.
In spite of the service being slow at times, the staff were courteous and helpful.
- The choice on the menu was limited. The prices were quite reasonable.
- There wasn't a table available for us when we arrived. We had phoned earlier to confirm our booking.
- Chung's* is one of the most popular restaurants in town. It has a relaxed atmosphere and excellent food.

b Add appropriate linkers and complete the sentences below.

- limited menu/we enjoyed the meal at the restaurant last night
 ► *In spite of the limited menu, we enjoyed the meal at the restaurant last night.*
We enjoyed the meal at the restaurant last night even though the menu was limited.
- high prices/the restaurant is very popular with young people
- advertise a varied menu/the vegetarian choices were limited
- ring the restaurant weeks before/it was quite difficult to get a good table at the weekend
- popularity/it's easy to find parking in the streets around the restaurant

11  How does a report differ from a formal letter? Which has/have ...

- | | |
|-------------------|-----------------------------------|
| • a title? | • a date? |
| • paragraphs? | • the full name of the recipient? |
| • subheadings? | |
| • your full name? | |

Discuss & write

12 Choose one of the rubrics below, find the key words and answer the questions in the plan. Write your report (120-180 words).

- You work as a journalist for *Nice 'n' Tasty* magazine. Your editor has asked you to write a report on *Supermac*, a new fast food restaurant, assessing its general quality and saying whether you would recommend it to the readers of your magazine.
- You work for the *Healthy Eating Society* and you have been asked to report on a new health food takeaway, commenting on its good and bad points and assessing whether it would be suitable for members of the society.
- You are a class representative and the headmaster has asked you to write a report on the quality of the school canteen, assessing whether it is meeting students' needs and making any recommendations.

Plan

To: Who are you writing to?
From: Who are you?
Subject: What are you going to write about?
Date: What is the date?

Introduction

Why are you writing the report?

Main Body

How many paragraphs will you include?
 What will the headings be?
 What are the good and bad points of each aspect?
 What adjectives/clauses of concession are appropriate?

Conclusion

What is your overall impression/judgement?
 What are your recommendations?

13 After you have finished writing your report, swap papers with a partner. Check for the following:

Checklist for reports

Organisation

- Does the report follow a specific plan?
- Are there subheadings? Are they clear?
- Does the introduction clearly state the purpose of the report?
- Do the main body paragraphs each present a separate point?
- Does the conclusion summarise the report and give a judgement and/or recommendation?

Language

- What style is the report written in?
- Are there long sentences with polite, factual language?
- Which tenses are used?
- Has advanced vocabulary been used?
- What linkers have been used?
- Are there any spelling, grammar or punctuation errors?



Smile

What did the flour say when it fell over?



Don't bother to pick me up. I'm self-raising.

A Night for All Scots!

The Selkirk Grace
Some hae meat and canna eat, and
some wad eat that want it;
but we hae meat and we can eat,
and sae the Lord be thankit.



Robert Burns
(1759-1796)

If you ever find yourself in Scotland on the night of 25th January, you're in for a treat because this is Burns Night, one of the most important and fun nights of the year! On Burns Night, Scottish people celebrate the life of Robert Burns, Scotland's most famous poet. So what should you expect at a Burns Night supper? Well, it might be formal or informal, but it will always be entertaining!



bagpiper


First of all, the host says a few words to welcome everyone to the supper and opens the meal with a reading of 'The Selkirk Grace'. Guests then stand as a bagpiper pipes music to welcome the star attraction of the supper – the haggis, a sheep's stomach stuffed with the sheep's heart, liver and lungs. Next, an invited reader recites Burns' poem '*To a Haggis*' and cuts open the haggis with a sharp knife. Everyone then toasts the haggis by raising their glasses and shouting: 'To the Haggis!'



haggis

The main course is haggis, which is served with 'tatties and neeps' (mashed potatoes and turnip). This is accompanied by the traditional starter, Cock-a-leekie (chicken and leek) soup and a traditional Scottish dessert such as sherry trifle or oatcakes.


The evening always ends with everyone joining hands and singing Burns' world-famous song 'Auld Lang Syne', meaning '*For Times Gone By*'.

1  Listen to the music. What do you think happens on Burns Night? Listen, read and check.

2 a Read again and decide whether the following sentences are true or false.

- 1 Burns Night celebrations are usually formal and serious.
- 2 A bagpiper is the star attraction of the supper.
- 3 There is an alternative main course available if you don't like haggis.
- 4 Burns Night doesn't always include entertainment.
- 5 Everyone sings together at the end of the celebration.

b Explain the underlined words/phrases. Check in your dictionary.

3  Imagine you are Scottish. Make notes under the headings below. Use your notes to tell your partner all about Burns Night.

welcome food music ending

4 *Portfolio:* Write a paragraph about a special festival in your country. Include:

- name of festival • date • reason
- activities • food • any other special traditions involved

Teeth

1 How are these words related to teeth? Discuss, then read and check.

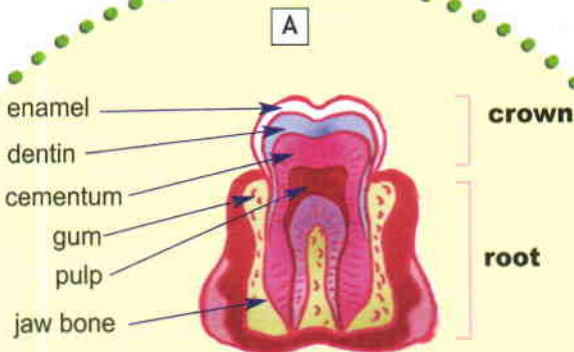
enamel calcium toothpaste with fluoride milk teeth
 permanent teeth tooth decay acid bacteria

Did you know...?

- ✓ Teeth are made of the hardest material in the body - enamel.
- ✓ To develop good enamel, you need calcium - so drink milk.
- ✓ To keep your teeth in good condition, use a toothpaste with fluoride.
- ✓ Pigs have 44 teeth.
- ✓ Humans grow two sets of teeth in their life: *milk* teeth (about 20) and *permanent* teeth (about 32).
- ✓ Tooth decay is caused by the acid that the bacteria in the mouth make from the sugar we eat.

2 a Look at the diagram of a tooth in text A. What are the words used to label the diagram in your language?

b Use the words in the diagram to complete the gaps (1-8). Listen and check.

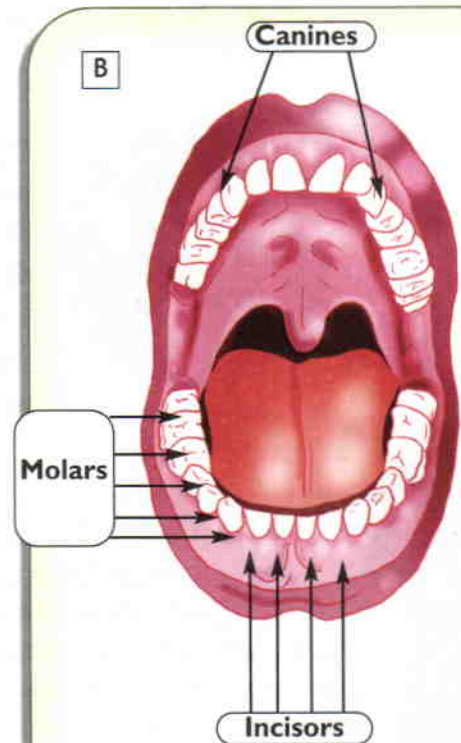


A tooth has two main parts. The 1) is the part you can see and the 2) is the unseen part that is below the 3) and **fastens** the tooth in the 4) The **outer** part of the tooth and the hardest **substance** in the body is 5) Underneath this is a **layer** of 6) which is softer than enamel but similar to bone. In the middle of the tooth is the 7) This contains cells, **blood vessels** and the **nerve** of the tooth. The pulp is protected by a layer called 8) which covers the root and keeps the tooth **securely** attached in the gum.

C Read again and explain the words in bold.

3 a Look at the diagram in text B. How many types of teeth have we got?

b Read the descriptions (a-c) of the different types of teeth and label them correctly.



We have three main types of teeth

- a are at the front of the mouth. They are the sharpest teeth and we use them to **bite** food.
- b are in the corners of our mouths and we use them to **grasp** and **tear** food.
- c are at the back of the mouth. They are bigger and flatter than the other teeth. We use them to **chew** and **grind** food into small pieces.

C Explain the words in bold.

4 **Portfolio:** Use the information on this page to make a quiz about teeth. Write ten questions. Swap with another pair, answer them and see who gets the highest score.

organic farming /ɔːˈgænik
fɑːmɪŋ/(phr) N-COUNT form
of agriculture that uses only
natural products to help the
plants or animals grow

1 Look at the dictionary entry. Are there organic farmers in your country? Do you/your family eat organic food? Why/Why not?

2 Look at the pictures of the two farms in the text. Which is an organic farm and which is a conventional farm? How do they differ? Read the labels and check.

3 a Read the text and complete the missing words. Listen and check.

Farmers use **tractors**, simple tools and **flame weeders** (fire, not chemicals) for weeding.

Farmers plant crops that maintain the richness of the soil.



A

Beneficial insects such as ladybirds eat greenfly.

Farmers use natural fertilizers such as manure and **compost** made of weeds, vegetable peelings, dead leaves etc

B

Greenfly can destroy crops. Farmers use chemical insecticides to kill them.

Farmers use machinery to **spray** chemical fertilisers and **pesticides**.



Why organic farming?

Modern farming methods allow farmers to produce large amounts 0) of cheap food. There 1) a cost to the environment, though, because **intensive farming** uses a lot of chemicals such 2) pesticides and fertilizers 3) damage **ecosystems** and destroy wildlife. It also uses a lot of energy because 4) the amount of **machinery** used. Not only does the soil suffer from these methods, but the quality of the food is **reduced**, too.

Organic farming, on 5) other hand, aims to **protect** the environment while producing high quality food. Natural fertilisers such as **manure** and **compost** are used instead 6) man-made or chemical fertilisers. Organic farmers also use natural methods of **pest control**. They use ladybirds to **combat** greenfly 7) burn weeds or pull them out by hand instead of using pesticides. They also use traditional farming methods such as **rotating crops** to different fields 8) year to maintain the **nutrients** in the soil. Organic food may be a bit expensive. However, it is healthy, tasty and better for the environment.

b Answer the questions. Then explain all the words/phrases in bold.

- 1 How can conventional farming be harmful to the environment?
- 2 Why is organic farming better for the environment?

4 **Project:** Take the roles of an organic farmer and a conventional farmer. The organic farmer tries to convince the conventional farmer to go organic. Act out your dialogue for the class.

Green wisdom

Nature provides a free lunch, but only if we control our appetites.

(William Ruckelshaus,
US environmentalist)

RNE Listening

Listen and choose A (True), B (False) or C (Not stated) for questions 1-6.

- The restaurant has tables available on Saturday evening.
A True B False C Not stated
- The restaurant is open all day Saturday.
A True B False C Not stated
- The girl only has three friends.
A True B False C Not stated
- The girl might need to change her booking.
A True B False C Not stated
- The lunchtime menu is different from the evening menu.
A True B False C Not stated
- The girl is on a diet.
A True B False C Not stated

RNE Reading

Read the texts (A-F) and answer the questions (1-5). One text doesn't answer a question.

Where will you go/call if you ...

- need to eat something quickly?
- have a sweet tooth?
- don't eat meat?
- are trying to eat healthily?
- can't leave the office?

A The Lemon Tree

Here at the *Lemon Tree*, we have an excellent reputation for high quality cuisine. We have a regularly changing menu, including a wide variety of exciting vegetarian choices. We also have an excellent selection of fresh salads and hot dishes to suit both vegetarians and non-vegetarians alike. You'll find us at 4, Station Road.

B Billie's

Using only the finest minced beef, our tasty 'Billie Burger' was recently voted 'Best burger in town'. Come and find out for yourself! If you need to grab a bite to eat on the run, our friendly, efficient staff will make sure you're served with fresh, tasty food within minutes! 89, High Street.

C Zest!

Finally, *Zest* brings you an alternative to fried, fatty fast food. Because we understand your need for fresh, wholesome and satisfying food, here at *Zest* we offer a delicious range of hot and cold snacks, all made from the finest and freshest, organic ingredients. Come to *Zest* at 128, Castleton Road for takeaway food with a difference!

D Tasty's

We make fresh, tasty, imaginative food including sandwiches, salads, baked potatoes and more. No time for a break? Don't worry, we'll deliver them to your place of work. Call us on 020-8767463 during office hours, 8am-6pm. Relax... we'll come to you!

E Castle Cottage

Join us for lunch at our popular, family-run restaurant famous for its Sunday roasts! Dating from the 16th century, *Castle Cottage* is the oldest restaurant in town, close to the ancient castle. Our main dining room has just been refurbished and we have a brand new menu. Traditional food at its best. Call 0115 8564342 to book a table.

F Sticky Delights

Why not treat yourself and join us for one of our famous cream teas! *Sticky Delights* is an award-winning tea shop that has been serving delicious, freshly-made sandwiches, pastries and cakes for over twenty-five years. We also make wedding cakes and birthday cakes to order. Call us on 020-7874565 for enquiries.





Use of English

Read the text and choose the best word (A, B, C or D) for each gap (1-7).

Borsch



Beetroot can be cooked and eaten warm with butter; or it can be pickled and then eaten cold; or peeled and shredded and then eaten 1) a salad, but many people believe it's best served in Borsch.

Borsch is a delicious vegetable soup 2) can be eaten hot or cold. As well as beetroot, hot Borsch can also include beans, cabbage, carrots and potatoes, or meats like chicken or beef. Cold Borsch is usually a 3) soup, made from diced beetroot with either lemon juice or sugar to 4) to the flavour.

Borsch is a popular dish in many Eastern and Central European countries, such as Russia, Poland, Germany and the Ukraine. Each country has its own favourite way of preparing this food and 5) has its own particular way of spelling its name. It's Borschtsch in German, Barszcz in Polish and Borsch in Russian and Ukrainian.

Whatever you call it, Borsch can be the perfect meal to warm you up 6) a cold winter day, or a delightful snack when the weather's warmer. It's eaten with friends and family at home or you can find it on the

- | | | | |
|------------|------------|------------|---------|
| 1 A for | B as | C such | D like |
| 2 A when | B who | C which | D whose |
| 3 A normal | B ordinary | C everyday | D plain |
| 4 A fill | B give | C wake | D add |
| 5 A each | B every | C all | D both |
| 6 A for | B at | C in | D on |
| 7 A plenty | B many | C lots | D much |



Speaking

Give a 2-minute talk on *food and drink*. Remember to say:

- what your favourite food/drinks are
- what food/drinks you don't like
- what you eat in a typical day
- if you think your diet is healthy or unhealthy.

Talk for 1.5 - 2 minutes. The class will listen until you have finished. Then, they will ask you some questions.



Writing

Comment on the following statement:

Young people these days are eating more and more unhealthy foods. Some people feel that advertising junk food on TV should not be allowed.

What can you say for and against banning junk food adverts on TV? Write an essay of 200-250 words using the plan.

Para 1 Introduction (state the problem)

Para 2 Arguments *for* (with examples/justifications)

Para 3 Arguments *against* (with examples/justifications)

Para 4 Conclusion

6 Progress Check

1 Fill in: *eyesight, sprinkle, grilled, carbohydrates, concentration, recipe, raw, watermelon, rumbling, indigestion.*

- There are high amounts of in rice, potatoes and cereal.
- I'm really hungry - my tummy's
- As you get older your begins to fail.
- Don't eat so fast - you'll get
- I have a delicious chocolate cake
- My favourite fruit is It's really refreshing.
- vegetables are extremely good for you.
- chicken is healthier than fried.
- I often lack in the afternoon.
- I like to chocolate on top of my cappuccino.

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

2 Fill in: *artificial, tooth, fast, fizzy, lamb, main, dry, stomach, grated, blood.*

- | | |
|-------------------|-----------------|
| 1 additives | 6 decay |
| 2 chops | 7 ache |
| 3 skin | 8 course |
| 4 food | 9 vessels |
| 5 drinks | 10 cheese |

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

3 Put the verbs in brackets into the correct form.

- If I (have) toothache, I would go to the dentist.
- You (not/lose) weight if you eat ice cream every day!
- If I were you, I (stop) eating so much junk food.
- If you (study) more, you would have passed the exam.
- You wouldn't have got lost if you (follow) my directions!
- This soup (taste) better if you had added more salt.

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

4 Fill in the correct prefixes.

- People from all over the world live in Britain. It's a very -cultural country.
- -skimmed milk is much healthier than full cream.

- The vegetables are really cooked. They are almost raw!
- If we all -operate, we'll get this finished today.
- Ann's on a diet again. She still thinks she's weight.

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

5 a Fill in: *up, back, away, off.*

- Something in the fridge is giving a horrible smell.
- I'm thinking of giving fatty foods.
- I give What's the answer?
- Have you given the book you borrowed from Zoe?
- I'm giving my recipe books to John. He needs them more than I do.

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

b Fill in: *with, from, in, against.*

- I advise you going on a crash diet.
- Peter is recovering the flu.
- Jane seems to be able to cope anything!
- Crash dieting can result health problems.
- John has only just recovered his illness.

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

6 Complete the exchanges.

- A: I've got indigestion!
B: stop eating late at night!
- A: Have you thought about having a good breakfast?
B: and it didn't work.
- A: You look a bit pale.
B: I'm feeling
- A: I'm not feeling very well.
B: Oh dear.

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

Now I Can ...

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

- talk and write about cooking methods and healthy diets
- talk about problems related to diet
- advise and agree/disagree
- write a report
- write about a festival in my country
- talk/write about teeth and organic farming

... in English

Module 7

Let's have fun

◆ Before you start ...

- How healthy is your diet?
- What's your favourite restaurant? Why?

◆ Look at Module 7

- Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a literature extract
- a theatre poster
- a film review

◆ Listen, read and talk about ...

- entertainment
- types of performances
- Madame Tussauds
- electronic music
- paper

◆ Learn how to ...

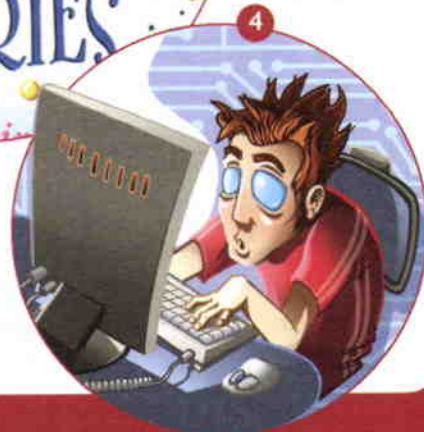
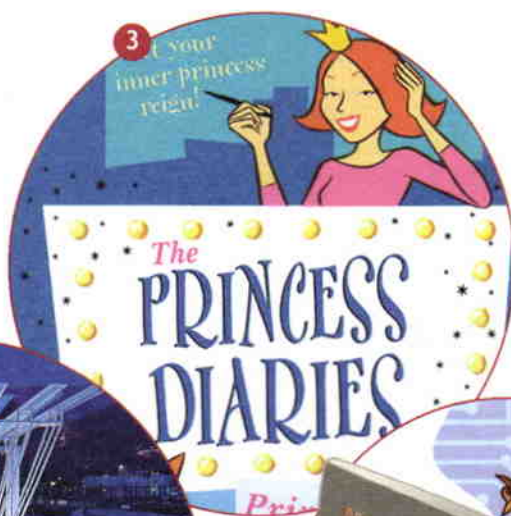
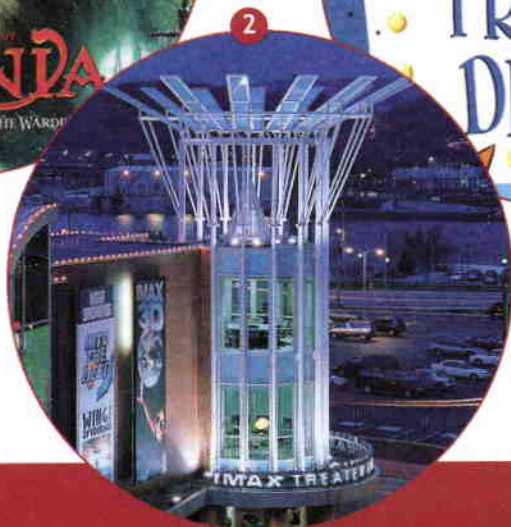
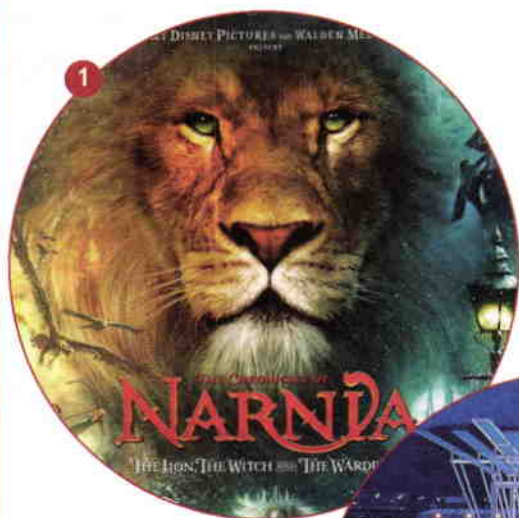
- make/accept/decline an invitation
- express and enquire about opinions
- recommend a film/book/etc

◆ Practise ...


- the passive voice
- phrasal verbs: *turn*
- word formation: compound adjectives
- words often confused: *audience/group*, *viewers/spectators*, *act/play*, *set/setting*

◆ Write / Make ...

- a survey report about popular entertainment
- an account of your life as a character in a novel
- a review
- an article about a tourist attraction in your country
- a short article about a classical composer
- a presentation on how paper is made







Reading

- 1 a Read the title of the article and look at the picture. What do you think 'square-eyed generation' means? Do you think this describes today's teens? Read and check.
- b  Read the first sentence in each paragraph. What is the text about? Listen, read and check.

- 2 **RNE** Read the teenagers' comments in the text on pp. 122-123. Who:


- 1 says they aren't mad about something?
- 2 uses a certain form of entertainment as a way to relax?
- 3 enjoys something that many other young people enjoy too?
- 4 mentions actors becoming famous for something else?
- 5 can't stop doing something?



- 3 a   Explain the words/phrases in bold. Make sentences. Tell your partner.
- b   Think of an alternative title for the article. Give reasons.

Speaking

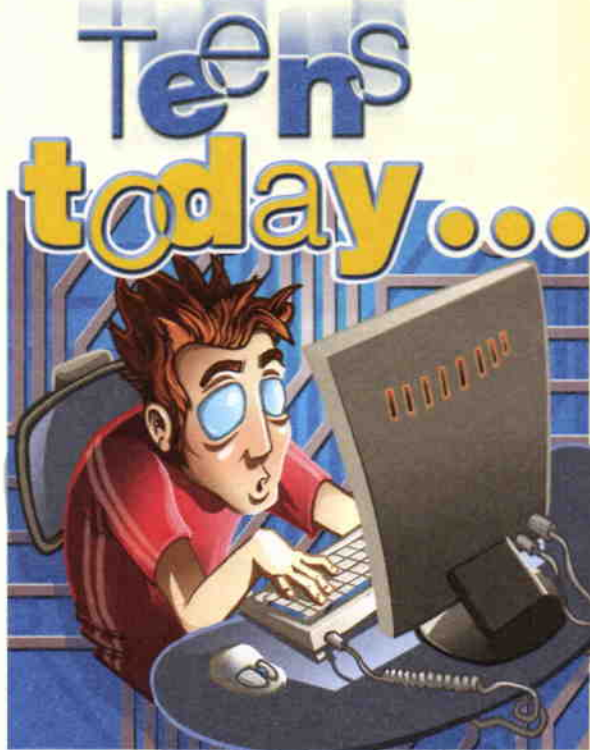
- 4 Read again and make notes about how teenagers entertain themselves. Use your notes to tell the class. Record yourself.

Vocabulary
Entertainment

- 5  Listen to the piece of music. Is it catchy? Can you sing along with it? Where could you hear it:
theatre? cinema? TV?

- 6 a   What forms of entertainment do young people in your country like? Make a list.

▶ *playing video games*





A Square-Eyed Generation?

In the UK, teenagers watch 2 to 3 hours of TV per day, video games are played by a third of 13-year-olds every day and 75% of 5 to 16-year-olds have their own TV. What about teenagers in your country? Are they turning into **anti-social**, square-eyed **couch potatoes**? What other forms of entertainment do they enjoy? Let's see what some teens from around the world had to say!

"I think it's totally **unfair** to label today's teenagers as 'the square-eyed generation'. Sure, I like to **unwind** on a Friday night with a good DVD, but one of my favourite things to do is go dancing at the famous London club 'Ministry of Sound.' You just **can't beat** the atmosphere when the music's **blaring** and everybody's dancing!"

Suzy, 18, UK

- b   Which forms of entertainment do you like/not like? Why? Use the adjectives below to support your opinion.

- gripping • relaxing • exciting • pointless
- interesting • a good laugh • repetitive

"To be honest, a lot of Mexican teenagers do spend too much time watching TV. Teenage soap operas or 'telenovelas' like 'Rebelde' have become really popular in recent years. The theme tunes in particular are usually really **catchy**! Members of the cast from these soaps sometimes even go on to record albums and become music stars!"

Maria, 15, Mexico

"I have my own TV in my room, but my favourite thing to do is to go out to 'karaoke' with my friends. Most Japanese teenagers love karaoke. We rent a special room where we can **sing along** to all the latest music. **It's such a good laugh!**"

Yoko, 17, Japan

"Indian TV is OK, but **I can take it or leave it**. I prefer to go to the cinema to see 'Bollywood'¹ movies made by Indian directors. Bollywood movies are more like musicals really, with lots of singing, dancing and quite **predictable** storylines about things like love and family relationships. The Indian film industry now makes twice as many films as Hollywood you know!"

Sanjit, 16, India

"**I have to admit** that I'm a bit of a video game **addict**. The graphics are **incredible** these days! I also like going to **malls** with my friends. I think it's the best place to see and be seen, not just a place to spend money as many say.

Anya, 18, Russia

¹ The film industry of India. The word comes from Bombay and Hollywood.

- moving • powerful • boring • educational
- entertaining • sociable • anti-social

▶ A: I enjoy watching soap operas. I find them relaxing and gripping. What about you?

B: Well, I prefer concerts! I find them exciting.

7 Choose the correct word. Which form of entertainment is each sentence related to: TV programmes? theatre? cinema? books?

- 1 The Phantom of the Opera had a very large cast/musical.
- 2 You need to book/reserve in advance if you are going to attend a performance.
- 3 Plays are performed on screen/stage.
- 4 Have you seen Superman Returns? It got very good reviews/critics.
- 5 I don't really enjoy watching ones with subtitles/headings.
- 6 Harry Potter has an unpredictable storyline/script.
- 7 Sergei Bodrov directed/starred Prisoner of the Mountains.
- 8 I often sing along to the theme music/tune of soap operas.
- 9 War and Peace is a best seller/office.
- 10 They are remaking Anna Karenina and it is expected to become a box seller/office hit.

Writing (a survey)

8 Portfolio: Prepare ten Yes-No questions about TV and other popular entertainment forms in your country and carry out a survey in your class. Write a paragraph reporting the results.

Having Fun		Yes	No
1	Do you have your own TV?		
2	Do you watch TV for more than 2 hours a day? etc		

The results of my survey showed that about a third of the students in the class have their own TV. etc

9 Think of ten words you have learnt in this lesson. Make sentences using them. Close your books and tell a partner.

Words of Wisdom

Television has proved that people will look at anything rather than each other.

(Ann Landers, US advice columnist)



Vocabulary

Types of performances

1 Listen to the extracts (1-4). Which of the following is each one from?

- an opera
- a musical
- a ballet
- a music concert

2 Match these words with their descriptions (1-8).

- stalls
- orchestra
- opera glasses
- aisle
- balcony
- stage
- curtain
- usher

- 1 The performance takes place on this. ► *stage*
- 2 This comes down at the end of the performance.
- 3 Seats on the same level as the stage.
- 4 This person shows you to your seat.
- 5 You use these to see the stage better when your seat is far away.
- 6 You walk down this to find your seat.
- 7 You can find cheaper seats here.
- 8 This plays music during the performance.

Reading

3 a Read sentences A-F. Where are the speakers? What are they talking about?

- A OK, let's risk it!
- B I agree! So ... where are we sitting? In the stalls?
- C What now?
- D I don't know. They might be reserved..
- E Oh, my goodness, I can hardly see the stage!
- F Oh, that's OK ... which row are we on?

b Complete the dialogue with the sentences (A-F). Listen and check. Explain the words in bold.

Jo: This theatre is beautiful! Perfect surroundings for an opera!

Sandra: 1)

Jo: No, the stalls were **fully booked**. Our seats are somewhere in the circle.

Sandra: 2)

Jo: Well, let's see ... our tickets say W10 and W11 so that's ... err ... five ... six rows up from here ... Oh no! We're in the very back row!

Sandra: 3)

Jo: Look! There's a whole row of empty seats a few rows **further down**. Let's move over there!

Sandra: 4)

Jo: I don't think so. The performance is **about** to start.

Sandra: 5)

Jo: ... Ah, that's better ... Oh no!

Sandra: 6)


Jo: The man who just sat down in front of me is really tall! I can't see a thing!

Speaking

4 You are at the theatre but your seats are in the back row. You want to change them. Act out your dialogue.

Everyday English

Making/Accepting/Declining invitations

5  Use the poster and the language box to act out dialogues, as in the example.

- ▶ A: *I was wondering if you'd like to come and see 'Sleeping Beauty' with us on Saturday? It's a ballet.*
 B: *That would be lovely!*

The King George Theatre presents ...

<p style="text-align: center;">A Midsummer Night's Dream</p> <p style="text-align: center;"><i>A play by William Shakespeare</i></p> <p style="text-align: center;">27th June – 1st July</p> <hr/> <p style="text-align: center;">Dancing in the Streets - musical</p> <p style="text-align: center;">12th – 16th July</p>	<p style="text-align: center;">Sleeping Beauty – ballet</p> <p style="text-align: center;">18th – 23rd August</p> <p style="text-align: center;"><i>Music by Tchaikovsky</i></p> <hr/> <p style="text-align: center;">Madame Butterfly</p> <p style="text-align: center;"><i>Puccini's famous opera</i></p> <p style="text-align: center;">2nd – 9th September</p>
--	--

* call the box office on 020 7 638 8845

Inviting
<ul style="list-style-type: none"> I was wondering if you'd like to ...? I'm/We're going to see ... on .../Would you like to join me/us?/Do you fancy coming along? If you're free on ..., would you like to go to ...?
Accepting/Declining
<ul style="list-style-type: none"> I'd love to/That would be lovely!/That sounds like fun. Thanks!/Yes, OK. Good idea. That sounds nice, but ... sorry. Actually, musicals/operas, etc, aren't really my kind of thing/my cup of tea.

Idioms



6 Complete the sentences with the idioms in the list. Check in the Word List. Are there similar ones in your language?

- one hit wonder
- daylight robbery
- hot cakes
- hard of hearing

- 1 My gran would prefer a front row seat as she's
- 2 I don't believe the tickets cost €90 for the Madonna concert. That's

- 3 You should book your tickets well in advance, as they are selling like
- 4 I don't think that singer will be successful. She's a

Listening

7 a   Listen to speakers 1-5. Which of the comments below might each person say? There is one comment you don't need to use.


- A I enjoy most types of theatre performances.
- B I find theatre tickets really expensive.
- C I don't mind paying a lot to watch a performance.
- D The theatre isn't really my cup of tea.
- E I'm a frequent theatre-goer.
- F I can't see the kind of performances I like in my town.

- Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3

b Which of the comments A-F do you agree with?

Say it right

Expressing opinions

8 a  Choose the correct response. Listen and check.

- 1 A: What did you think of the ballet?
 B: a I didn't like it at all.
 b No, it's not my kind of thing.
- 2 A: How was the concert last night?
 B: a It was absolutely fantastic!
 b That sounds good.
- 3 A: Did you enjoy the play?
 B: a Well, it wasn't bad!
 b Nothing special.

b  Ask and answer similar questions.

Passive voice ►► Grammar Reference

- 1 Read the examples and complete the rules with: *to be*, *past participle*, *person*. Explain how the passive sentence is formed.

Active	<i>Hollywood makes 2,000 films per year.</i>	S =SUBJECT
	S V O	V =VERB
Passive	<i>2,000 films are made by Hollywood per year.</i>	O =OBJECT
	S V A	A =AGENT

We use the passive when we are more interested in the action than the 1) or thing who does it.
We form the passive with the appropriate form of the verb 2) and the 3) of the main verb.

- 2 Read the examples (1-4) of the passive in bold in the text. Which tenses are they in?



GET READY TO BE DAZZLED AT THE

London IMAX Cinema

This 477-seat cinema 1) **was opened** in 1999 and has been thrilling cinema audiences ever since with magnificent 3D* shows! Visitors to the cinema 2) **are promised** a unique experience. Lifelike 3D images projected onto the UK's biggest cinema screen make you feel as if you really 3) **are being chased** by hungry lions or transported a quarter of a million miles away to the moon! You will also experience exciting improvements that 4) **have been made** to the cinema, including fantastic opportunities to learn more about film and television!

Don't wait! Book tickets online for the ultimate cinema experience. You will be amazed!

* 3-dimensional

- 3 Circle the correct word. Explain your choices.

- The box office **sold/were sold** 15,000 tickets for the concert in an hour!
- In Shakespeare's *Romeo and Juliet*, two teenagers from rival families **fall/are fallen** in love.
- Millions of video games **have sold/have been sold** all over the world.
- The film **sets/is set** in England in the 18th century.
- The audience **applauded/were applauded** wildly at the end of the performance.
- Before 1927, films used to **make/be made** without sound.

- 4 a Read the examples. When do we use *by/with* to introduce the agent? When can we omit the agent?

► *Othello was written by Shakespeare.*

This dish is made with peppers.

The robber was arrested last night (by the police).

- b Fill in *by* or *with* where necessary.

- This dish is made (..... four types of cheese).
- Mickey Mouse was created (..... Walt Disney).
- Lyn was given top marks for her essay (..... her teacher).
- His desk was covered (..... papers).

- 5 Rewrite sentences 1-6 in the passive. In which sentences can we omit the agent? Why?

- A newspaper journalist interviewed the cast after the opening night of the play.
► *The cast were interviewed by ...*
- The director asked Joy to say her lines with more feeling.

- The Mayor will open the new theatre.
- Lots of people visit *Universal Studios* every year.
- The choreographer is teaching the singers how to dance.
- They've just finished filming the new *James Bond* film.

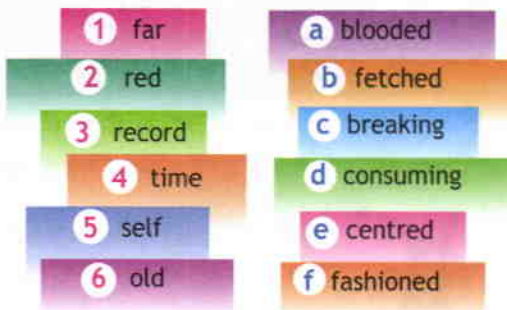
Word formation

- 6 a** Read the theory box, then use a dictionary to make compound adjectives from the words in the lists.

Forming compound adjectives

Compound adjectives are made up of two or more words and are usually written with hyphens between them. They are often formed like this:

- adjective, noun, or numeral + noun + -ed
(*grey-haired, two-faced*)
- adjective or adverb + past participle
(*low-paid, well-behaved*)
- adjective, adverb or noun + present participle
(*good-looking, long-lasting*)

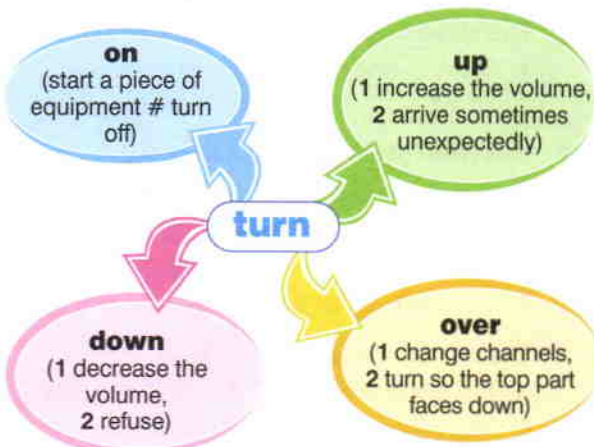


- b** Use the adjectives in sentences.

► *That story is too far-fetched to be true.*

Phrasal verbs

- 7** Read the diagram, then fill in the gaps with the correct phrasal verb.



- Did Jack at the concert in the end?
- Let's the air conditioning. It's really hot.
- the radio, Simon. It's too loud.
- I can hardly hear the TV. Can you it
- I'm sure Emily will his invitation.
- the lights before you go.
- I don't like this programme. Can you it to the news, please?
- He the envelope and read the return address.

Dependent prepositions

- 8** Use Appendix 1 to fill in: *with* or *for*. Then make sentences.

- Moscow is famous its Bolshoi Theatre.
- She impressed the audience her performance.
- They mistook him Keanu Reeves and asked for his autograph.
- She's popular teenagers.
- He's got a reputation being very friendly.

Words often confused


- 9** Use your dictionaries to choose the correct word, then make a sentence with the other word.

- The **audience/group** enjoyed the concert.
- 200 **viewers/spectators** watched the game.
- Tom wants to **act/play** in the school play.
- Moscow was the perfect **set/setting** for the film.

Key word transformations

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

- The UK release of the film will be in May.
released The film UK in May.
- Children need to be with an adult to get in.
accompanied Children can only get in if an adult.
- Sarah was upset that John didn't come to the opera.
up Sarah was upset that John at the opera.
- I recommend that you see that new musical!
have You really that new musical!
- People say the special effects are great.
said The special effects great.


- 1  Listen to the music. What images come to mind? How is the music related to the picture and title of the book on p.128? What do you think the book is about? Read the biography, and check.




Gaston Leroux
(1868-1927)

was born in Paris. He studied law and graduated in 1889. He worked as a court reporter, theatre critic and journalist.

In 1905, he reported on the Russian Revolution. He began writing fiction in 1907. Leroux is best known for *The Phantom of the Opera* (1910). The novel was translated into English in 1911 and has been made into several films since then. The story is about Erik, a ruined genius who terrorises a Paris opera house by pretending to be a ghost.

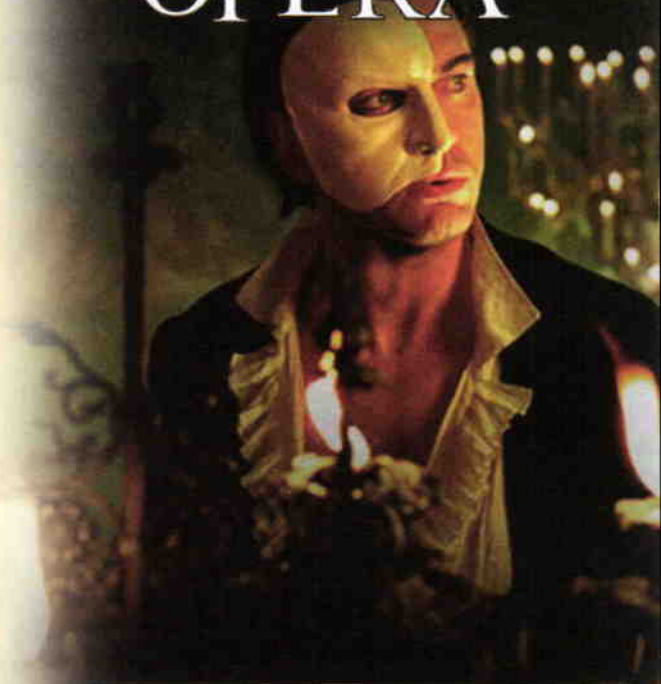
- 2  How are these names related to the Phantom? Listen and read to find out.

• Sorelli • Jammes • Giry

- 3  Read the text and choose the correct answer (A-D) for questions 1-6.

- Sorelli wanted to be left alone because ...
 - she was afraid of the ghost.
 - she was preparing to resign.
 - she was feeling confused.
 - she wanted to get a speech ready.
- Sorelli's dressing room ...
 - was very disorganised.
 - was much nicer than the ballet girls'.
 - had no furniture.
 - had belonged to her mother.
- Little Jammes ...
 - didn't believe in ghosts.
 - was sure that she had seen the ghost.
 - wasn't at all afraid.
 - couldn't speak about the ghost.

The PHANTOM of the OPERA



CHAPTER I IS IT THE GHOST?

It was the evening on which the managers of the Opera were giving a last gala performance to mark their retirement. Suddenly the dressing room of Sorelli, one of the principal dancers, was invaded by half-a-dozen young ladies of the ballet, who had come up from the stage. They rushed in

- The ghost was ...

A badly-dressed.	C invisible.
B silent.	D friendly.
- The story of the ghost ...
 - spread rapidly among the ballet girls.
 - was ignored by the ballet girls.
 - was an issue from time to time.
 - was believed by everyone.
- The skin on the ghost's face is ...

A loose and white.	C tight and ugly.
B healthy looking.	D invisible.

among great confusion, some laughing unnaturally, others crying in terror. Sorelli, who wished to be alone for a moment to go through the speech which she was going to make to the **resigning** managers, looked around angrily at the mad crowd. It was little Jammes – the girl with the **upturned** nose, the forget-me-not eyes, the rose-red cheeks and the lily-white neck – who explained in a **trembling** voice:

"It's the ghost!" And she locked the door.

Sorelli's dressing room was decorated elegantly. A mirror, a sofa, a dressing table and a cupboard provided the necessary furniture. On the wall hung an **engraving** of her mother, who had known the glories of the old Opera. But it seemed a palace to the **brats** of the ballet, who in their dressing rooms, spent their time singing, **quarrelling**, smacking the dressers and hairdressers and buying one another drinks until the stage bell rang.

Sorelli was very **superstitious**. She **shook** when she heard little Jammes speak of the ghost, called her a "silly little fool" and then, as she was the first to believe in ghosts in general, and the Opera ghost in particular, at once asked for details:

"Have you seen him?"

"As **plainly** as I see you now!" said little Jammes, who dropped with a moan into a chair.

Then, little Giry – the girl with eyes black as plums, hair black as ink, a dark **complexion** and a poor little skin stretched over poor little bones – added:

"If that's the ghost, he's very ugly!"

"Oh, yes!" cried the chorus of ballet girls. The ghost had appeared to them in the shape of a gentleman in dress-clothes, who had suddenly stood before them in the passage, without their knowing where he came from. He seemed to have come straight through the wall.

"**Rubbish!**" said one of them. "You see the ghost everywhere!"

And it was true. For several months, there had been nothing discussed at the Opera but this well-dressed ghost who **stalked** about the building, like a shadow, who spoke to nobody, to whom nobody **dared** speak and who **vanished** as soon as he was seen. Like a real ghost, he made no noise in walking. People began by laughing and making fun of this **spectre** dressed like a man of fashion or an **undertaker**; but the ghost **legend** soon grew to enormous proportions among the ballet dancers. All the girls pretended to have met this supernatural being. And those who laughed the loudest were not the most at ease. When he did not show himself, he betrayed his presence by causing accidents, for which everyone held him responsible. Whenever someone fell, or had a **practical joke** played on them, or lost something, it was at once the fault of the ghost.

After all, who had seen him? You meet so many well-dressed men at the Opera who are not ghosts. But his suit was **peculiar**. It covered a skeleton, the ballet girls said.

The chief stage designer had met the ghost on the little staircase which leads to the cellars. He had seen him for a second – for the ghost had **fled** – and claimed that:

"He is **extraordinarily** thin and his dress-coat hangs on a skeleton frame. His eyes are so deep that you can hardly see the fixed **pupils**. You just see two big black holes, as in a dead man's skull. His skin, which is stretched across his bones like a drum, is not white, but a nasty yellow. His nose is so little that you can't see it from the side; and *the absence* of that nose is a horrible thing to look at. All the hair he has is three or four long dark **locks** on his forehead and behind his ears."

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

1 relaxed 2 arguing 3 disappeared


4 trick 5 run away 6 clearly

7 walked in a stiff, angry way

b Explain the words in bold. You can use your dictionary.

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

5 Who/What is compared to: *flowers, plums, ink, a shadow, a drum?*

6  How does the description of the Phantom differ from the picture? Discuss.

7 **Portfolio:** Imagine you are the Phantom. Write an account of your life in the theatre and what you see and do there.

- 1 **RNE** Match the texts (1-6) to a description (A-G). There is one that you do not need to use. Which words helped you to decide?

A BOOK REVIEW

E BOOK BLURB

B VIDEO GAME MESSAGE BOARD

F EMAIL ABOUT A PERFORMANCE

C FILM REVIEW

G TV GUIDE

D CD REVIEW

- 2 Read the theory box and then answer the questions 1-4 about the texts (1-6).

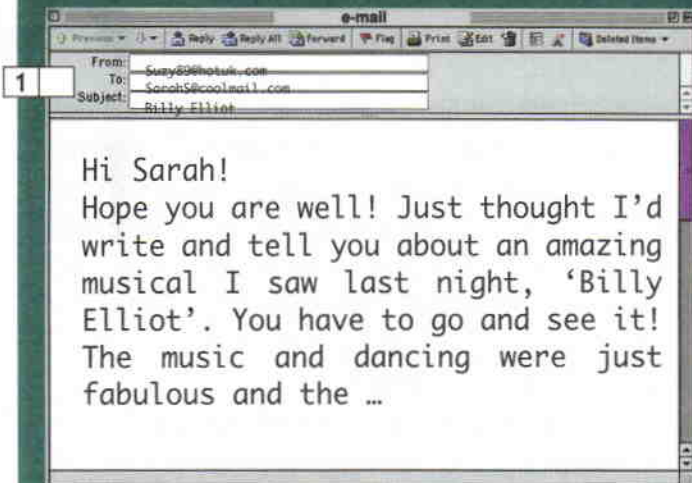
- Reviews are short descriptions of TV programmes, plays, CDs, books, etc. They are normally found in newspapers, magazines, on the Internet or as part of a letter or email. They are written to inform readers and give an opinion about what is being reviewed. The **style** (formal, semi-formal or informal) depends on where the review is published and who will read it. Reviews include: an **introduction**, in which we give some background details about the type of film and the setting; a **main body** where we give details about the plot, main characters and comment on various features (e.g. the acting); and a **conclusion** with a **recommendation**. Present tenses are normally used. A variety of adjectives can make the review more interesting.

- Where might you see each review?
- Who will read them?
- What style are they written in? Why?
- What tenses are used? Give reasons.

- 3 Read the film review below. Which paragraph mentions: *the plot? the name/type of film? the director? what the film's about? the writer's recommendation? the setting? the cast? the writer's overall opinion? the special effects?*

King Kong

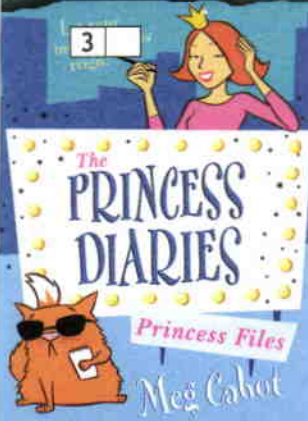
- King Kong* is Peter Jackson's breathtaking remake of the classic 1933 film about a giant gorilla. It is an action adventure film set in New York City in the 1930s that won three Oscars.
- The plot is both **gripping** and **terrifying**. A film-maker takes his cast and crew on a boat to explore a mystery island. When they get there, they meet unfriendly natives, dinosaurs and all kinds of huge animals and insects. Those who escape head back to New York with an unwanted guest on board!
- The acting is **brilliant**. The biggest star of the movie is obviously King Kong himself, but Naomi Watts is extremely believable as the woman King Kong falls in love with. Jack Black gives a **spectacular** performance as the ambitious film-maker. As for the special effects, they are absolutely **fantastic**!
- All in all, *King Kong* is one of the best films I've seen in a long while. It's perhaps a little long at 3 hours 10 minutes, but apart from that it's an outstanding film. If you only see one film this year, this should be it!



2

What a film! The scenery and acting in *The Lion, the Witch and the Wardrobe* are absolutely fantastic and Tilda Swinton in particular gives a stunning performance as the White Witch. A great film that keeps you watching till the end!
Rating: * * * * Don't miss it!





Charming and clever, 'The Princess Diaries' is about an ordinary American teenager who suddenly discovers she's a princess! Meg Cabot's writing is highly entertaining. From the moment I started reading the first chapter, I couldn't put it down!

5

Pick of the Day: 'Lost'

The mystery and suspense continues tonight at 9:30 on Channel 4 with the third episode of this outstanding series. Excellent character profiles and storytelling.

4

Re: Battlefield 2: Modern Combat Skateboy: I agree with you, Tomcat! I'm addicted! The impressive graphics really bring the battle to life.

6

If you are a fan of pop music, you'll probably enjoy dancing along to these tracks, but for me, the lyrics were just far too repetitive and completely unoriginal.

4 Read the table below. Replace the adjectives in bold in the review in Ex 3 p.130 with other appropriate ones from the table.

CHARACTERS	believable, entertaining, colourful, (un)likeable, (un)convincing
PLOT	thrilling, gripping, moving, touching, exciting, predictable, terrifying/horrifying, complicated, tragic, dull, boring
ACTING/PERFORMANCE(S)	spectacular, brilliant, excellent, powerful, superb, terrible, awful
WRITING/SCRIPT	original, realistic, simple, confusing, dull
SPECIAL EFFECTS/GRAPHICS	stunning, incredible, dreadful laughable, (un)impressive, awful
SONGS/TRACKS/MUSIC/LYRICS	catchy, moving, (un)imaginative, (un)impressive, repetitive, irritating, dull, terrible, depressing

5 Read the theory. Then, use adjectives from Ex. 4 with adverbs to make sentences about films/books/CDs/performances, etc that you know.

Adverbs can be used before adjectives to add emphasis. Not all adverbs and adjectives can be used together! Adverbs such as **incredibly**, **extremely**, **very** describe gradable adjectives, (**enjoyable**, **moving** and **poor**) i.e. those that can be measured. Others, like **absolutely**, **totally**, **completely** describe non-gradable adjectives, (**perfect**, **magnificent** and **amazing**) i.e. those that can't be measured.

Note: We don't say **incredibly/extremely/very perfect** (perfect means it can't get any better!)/**very magnificent/very great/very wonderful**

- ▶ I really love the Harry Potter books as the plots are extremely gripping. I don't like Justin Timberlake's new CD because the lyrics are very ... etc.

Recommending

- 6 a Look at the recommendations below. Which are positive and which are negative? Which could be used to describe: *a book? a film? a CD? a performance? all four?*

Recommendations	
<ul style="list-style-type: none"> • Don't miss it! • It's a masterpiece. • It is well worth seeing/reading. • It's a must! 	<ul style="list-style-type: none"> • Wait until it comes out on DVD. • It's sure to be a box office hit/a huge success. • It's a highly entertaining read.
<ul style="list-style-type: none"> • This is one to avoid. • Don't bother with this one. • I wasn't at all impressed (with ...). • It's bound to be a huge flop! 	

- b What was the last book you read/CD you listened to/film you watched? Recommend it to your partner.

- 7 Read the CD review below. Imagine you have listened to this CD and you didn't like it. Replace the parts of the review in bold with negative adjectives/adverbs/recommendations. Compare with your partner.

Sweet Potatoes' Roots

Following the hugely successful album *Power, Energy*, the Sweet Potatoes fourth album, *Roots*, is **brilliant!** It includes a variety of music styles, such as pop, hip-hop, rap and funk and is by far their **best CD!**

There are eleven tracks on the CD, each one **more impressive** than the last. The hit single, 'Don't leave', has **extremely catchy and original** lyrics, as do the other dance tracks on the album. 'Do it' is sure to be an **exciting** club tune.

Don't miss this fantastic album!
It's sure to be a huge success!

Discuss & write

- 8 **RNE** Choose any two of the following and write your answer (100-140 words).

- 1 You have been asked to write a film review for your school magazine. Include:
- name/what type of film it is
 - what it's about
 - what the acting/special effects/etc are like
 - if you recommend it
- 2 You have received the following email from an English pen-friend:

To: Jimbo@coolteens.com
From: Wizzboy@msn.com

Hey Jim!

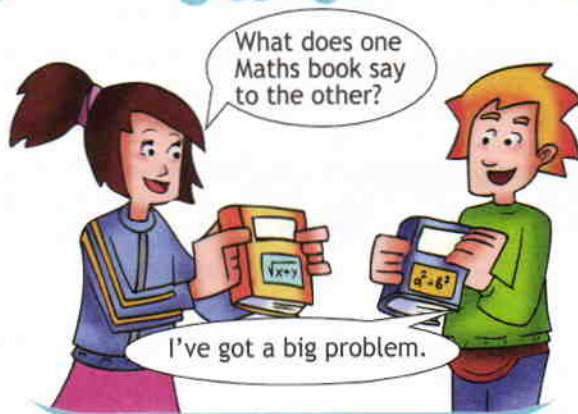
How's things? I've been looking for a good book to take on holiday with me and I know you like reading! Got any suggestions? Thanks!

Matt

Reply to Matt's email, recommending a good book to him. Include:

- name/author/type of book, etc
 - plot
 - characters
 - recommendation
- 3 You've just bought a new CD and you love it! Write a message for an Internet message board. Include:
- who the artist is/what type of music it is
 - what it's like (tracks, lyrics, etc)
 - why you like it/recommend it

Smile



London Landmarks



Madame Tussauds

Where in the world can you **bump into** Princess Diana, meet David and Victoria Beckham or **gaze into** Charlie Chaplin's eyes? Only at Madame Tussauds, the London landmark that's been **1)** (pull) in the crowds since 1835. Getting up close and personal with **life-sized** wax models of the **2)** (fame) is a feature of many family holidays to the capital, and having a model of yourself in the museum **3)** (have) become a symbol of success for those who **seek** celebrity.

The story began in 1777 when Madame Tussaud learned the art of wax modelling from Dr Philippe Curtius while **4)** (work) as his housekeeper. Living in Paris, Tussaud's early models, which **included** Voltaire, Rousseau and Benjamin Franklin, were a great success, but when her exhibition moved to England in 1802 she was **5)** (able) to return because of the Franco-English war. Eventually, the exhibition **settled** in London and it's been a major tourist **6)** (attract) ever since.

In 1958, Madame Tussauds **7)** (add) to its attractions with a planetarium which continues to take audiences on a **voyage** among the stars. Today Madame Tussauds offers a **state-of-the-art** experience with **8)** (interact) exhibitions designed to give **9)** (visit) the feeling that they can be anything from rock stars to world-famous footballers. Those who want to test their **courage** can **explore** the Chamber of Horrors while the more **10)** (adventure) can take a cruise with the Pirates of the Caribbean. Madame Tussauds has a fantasy for everyone.



1 Look at the title of the text and the pictures. How are they related?
Read through and check.

2 a **RINE** Use the words in brackets (1-10) in the correct form to complete the gaps. Compare with your partner.

b Listen and check your answers.

3 Read the words in bold. Choose three and mime their meanings.

4 Answer the questions.

- Where's Madame Tussauds?
- What can you see there?
- When/How it started?

Use your answers to give the class a short summary of the text.

5 Complete the sentences with *famous* or *popular*.

- 1 Chocolate is very with children.
- 2 David Beckham is a English footballer.
- 3 Leonardo Da Vinci, the artist, was left-handed.
- 4 Igor is very with his classmates.

6 *Portfolio*: In groups, make a similar article for an attraction in your country. Write: *its name, location, what someone can see/do there, how it started*. End your article with a recommendation.

The triumph of the amateurs

Think of the last tune you kept humming for a whole day. **Chances** are that it was one of the big hits. Now think about the music. Does it have an electronic sound?

The use of electronic instruments has had a great **effect** on the development of 20th century music. Electronic instruments make use of a **series** of new techniques to produce sounds that are **artificially generated**. Such techniques include: distortion (the process of changing the original sounds by sending lots of signals to parts of an electronic system, usually used in heavy metal music); echo (the process of changing the original sounds by adding one or more repeats) and effects (the process of adding different effects). What is really impressive, though, is that with the development of music technology, you don't even need electronic instruments to make music!

The latest **revolution** in music is happening at home. Elizabeth Sharp from Brooklyn, for example, makes music in her apartment. She calls her studio 'The Rock Closet' and she records and mixes songs for her **band** with the help of an Apple Macintosh computer. Modern music making is largely **based** on the use of computer software programs, such as *Reason* by Propellerhead Software. Like Elizabeth, thousands of musicians around the world are taking advantage of this cheap, **powerful** technology. The technology is **empowering** people who aren't musicians to **compose** and **distribute** their own music, **armed** only with their **creativity** and enthusiasm! Why don't you give it a try, too?

1 Listen to the sounds (A, B). Which is produced electronically? by actual music instruments? How do they make you feel?

2 **RNE** Listen to the text and decide if the following sentences are true or false or whether the text doesn't say. Then, explain the words in bold.

- Electronic instruments were invented in the 20th century.
- Electronic instruments make great music.
- A lot of people make music on their computers.
- Many people have studios at home.
- Only musicians can use music-making software.

3 How has music technology changed music? Make notes, then tell your partner.

4 How does the text say the following?

- It is possible it was a famous song.
- ... make and pass their own music round.
- ... are using this inexpensive and important technology.
- ... is giving power to non-musicians.

5 Match to form collocations. Then use them in sentences of your own.

- | | |
|-----------|-----------|
| 1 hum | a a song |
| 2 make | b a tune |
| 3 produce | c music |
| 4 mix | d a sound |

6 a Which of the words below are nouns and which are adjectives? What suffixes are used for each?

- music musical musician

b Make similar word families for the following words.

- electric • impression • creator

7 **Portfolio:** Who's your favourite classical composer? Look in encyclopaedias or on the Internet and answer the questions. Then, write a short article about him.

- Who was he?
- Where/When was he born?
- What did he compose? Name some of his works.
- When/Where did he die?

Paper

Going
Green

7

Paper is all around us. It helps us communicate, create and **illustrate**. Our books, newspapers, magazines and posters are made from it.

Paper is the number one material we throw away. For every 100 kg of rubbish we throw away, 39 kg of it is paper. Newspapers alone take up about 14% of landfill space.

Paper can be **glossy** or **matt**, thin or **thick**.

Most paper products are made from trees although paper can also be made from cloth or grass.



How paper is made

After the trees have been **harvested**, they are taken to a paper factory. The bark and the roots are burned and used to produce energy. The rest of the tree is washed and then **chopped** into small chips for pulping. Pulping is the chemical process that separates the wood fibres from lignin¹ and other wood parts. After pulping, paper is a light brown colour.

Recycled paper


Recycled paper is made from waste paper mixed with fresh wood pulp. Almost all paper can be recycled today. Waste paper must be sorted as some types are harder to recycle than others, such as cardboard boxes compared to newspapers. Old newspapers are usually made into new newsprint (the paper used in newspapers), egg cartons or **paperboard**. Unlike most other recyclables, paper cannot be recycled over and over again, as the fibres **eventually** become too weak and short to be used again.


How to save paper

- Don't throw away magazines or newspapers. Use them to clean the windows.
- Keep paper that is printed on one side only. The **blank** side can be used to **scribble** messages, shopping lists, etc.
- Share magazines and newspapers with friends or borrow them from the library.
- **Tear out** pages from old magazines to **line** the shelves of a **shoe cabinet**, for example.
- Use old magazines to make **confetti** with a **hole punch**.
- Use paper from magazines to **wrap** things.
- Take any unwanted magazines to the nearest recycling centre. 1,000 kg of paper made from recycled fibres **conserves** about 27,000 litres of water, 18-34 trees, over 4,000 kW² of electricity and 27 kg of air pollutants.

¹ the glue that holds a tree together. ² kW = kilowatt

1 What are the people in the pictures A-C in the text holding? What are these objects made of? Where do we get paper from?

2  Look at the title and the headings in the text above. What is the text about? Listen, read and check.

3 a  Read the text. Ask and answer comprehension questions. Then explain the words in bold.

b Give two reasons why we need to recycle paper.

4 **Portfolio:** Imagine you work in a paper factory. Explain to visitors how paper is made and suggest ways to save paper. Use ideas from the text above. Record your presentation.

Green wisdom

A society is not defined by what it creates, but by what it refuses to destroy.
(John Sawhill, US environmentalist)

RNE Listening

Listen to the speakers. For questions 1-7, choose A, B or C.

- Listen to a man talking about a movie. How does he feel?
A Annoyed
B Satisfied
C Disappointed
- Listen to a man talking about his life as a musician in a band. What does he find difficult?
A Being on tour
B The tiring lifestyle
C Being away from family and friends
- Listen to the announcement. Where would you expect to hear it?
A A football stadium
B A theatre
C A cinema
- Listen to a woman talking about a new cinema. What didn't she like?
A The prices
B The location
C The car park
- Listen to a woman talking about an opera. Why didn't she get tickets for it?
A She didn't book in time.
B She had an argument with her sister.
C She chose a music concert instead.
- Listen to a woman talking about a soap opera. How does she feel about it?
A It's too depressing.
B It's too realistic.
C It's different from other soaps.
- Listen to a woman talking about a book she's reading. What does she say about it?
A The storyline is difficult to follow.
B It's really gripping.
C It's the best book she's ever read.

RNE Reading

Match each heading (1-5) to a text (A-F). There is one text that you do not need to use.

- Famous People's Lives
- Fond of Cooking?
- DO YOU LIKE FANTASY SERIES?
- What a Good Laugh!
- SCIENCE FICTION RULES!

A This week's episode of the comedy *Big Cheese* shows Emily starting a new job in a night club. She plays her favourite song on her guitar but gets very upset when her friends find her song really funny. Meanwhile, Sam gets some surprising news!

B In Wednesday afternoon's exciting episode of *Yoko: Warrior Lord*, Yoko and his friend Jada wake up three sleeping giants by mistake. As a result, the angry giants set out to destroy the Mythical Forest. The two warriors fight hard to save the forest and the local people from the giants.

C Talk show queen Toya Binfrey will chat with actor Don Muse on her show today about his new film and the highs and lows of his long acting career. They will also discuss his feelings on being such a huge star and how this new film has changed his life.

D On this week's episode of *Great Eats*, popular TV chef Sammy Green shows us how to use eggs in some delicious recipes and using a variety of cooking methods. He also reveals the secret of a perfect cheese omelette and serves us up a very special dessert.

E In this week's thrilling episode, our agents chase two terrorists who are threatening to blow up an aeroplane. Watch as Jim and his team fight against time to save the passengers on the plane and find out who planted the bomb in the first place.

F This week, *Mystery Files* agents Brian Sweeney and his partner Donna Barton go after a criminal who has recently escaped from a New York prison. The fearless couple chase the criminal to California, only to find that he is in fact an alien creature from another planet.

1	2	3	4	5



Dmitri Hvorostovsky, born 16th October, 1962, is a 1) baritone opera 2) from FAME / SING Russia.

Hvorostovsky was born in Krasnoyarsk in Siberia. After graduating from teacher 3) college, he continued his 4) at the Krasnoyarsk School of Arts under Jekatherina Yofel. He made his debut at Krasnoyarsk Opera House, in the role of Monterone in Rigoletto. He was the first prize 5) at both the Russian Glinka Competition in 1987 and the Toulouse Singing 6) in 1988. Hvorostovsky came to international prominence in 1989 when he won the BBC Singer of the World competition in Cardiff, beating local 7) Bryn Terfel. He 8) began preparing for concert recitals.

His opera debut in France was at the Nice Opera in 1989, and his first 9) in American operas was with the Chicago Lyric Opera in 1993.

TRAIN
EDUCATE

WIN

COMPETE

FAVOUR
IMMEDIATE

PERFORM

RNE Use of English

Fill in the gaps with the correct derivative of the words in bold.

RNE Writing

Read the extract from your English pen-friend's letter. Her name is Lucy. Write a letter to Lucy. In your letter:

- tell her what forms of entertainment you like
- ask three questions about the school play

Write 100-140 words.

I really like soap operas. What about you? What forms of entertainment do you like? What's your favourite form of entertainment?
Well, that's all for now. I'm in the school play this year and we are having a rehearsal now.
Write back,
Lucy

RNE Speaking

You would like to go to the cinema. Before choosing which film to see, call the cinema and ask about:

- which films are showing at the moment
- type of films
- start times
- ticket price

You begin the conversation. Your partner will play the part of the ticket seller. Remember to:

- be active and polite
- get all the information you need
- decide which film to see

7 Progress Check

1 Fill in: *boring, unwind, reserved, audience, superstitious, released, legend, spectacular, miss, daylight.*

- It's on TV tonight at 9 pm. You mustn't it.
- The performance was Everyone enjoyed it.
- My grandmother believes in ghosts. She's very
- It doesn't take long for films to be on DVD these days.
- The hip-hop concert was terrible. The hated it.
- The tickets for the play were so expensive it felt like robbery.
- After school she likes to by listening to music.
- Most people think Elvis was a rock 'n' roll
- He has ten seats for the show.
- I couldn't finish reading that book.

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

2 Fill in: *theme, best, practical, soap, cinema, fully, far, couch, special, ballet.*

- | | |
|------------------|-----------------|
| 1 opera | 6 effects |
| 2 tune | 7 -booked |
| 3 potato | 8 dancers |
| 4 audience | 9 joke |
| 5-fetched | 10 seller |

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

3 a Fill in: *off, over, up, down.*

- You need to turn on time at the cinema or you'll miss the start of the film.
- I asked John to come to the cinema with me but he turned me
- Turn the radio, please. It's too loud.
- Please don't turn the computer when you finish as Dad would like to use it.
- Do you mind if I turn the TV? I want to see what's on the other channels.

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

b Fill in: *for or with.*

- I wasn't very impressed Brad Pitt's performance.
- Robert De Niro is most famous the film *Taxi Driver*.

- I often mistake Sandra Bullock Julia Roberts.
- Madonna is still popular teenagers.
- Steven Spielberg has got a reputation being a great film-maker.

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

4 Circle the correct tense.

- More films are watched/watch at home than in cinemas nowadays.
- These seats are reserved/reserve for our special guests.
- Older people especially enjoy/are enjoyed operas.
- During the interval, ice cream will be/will available.
- The *Phantom of the Opera* has staged/has been staged thousands of times.

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

5 Fill in: *Oh dear, what now, Operas aren't really my cup of tea, It was fantastic, Yes, I'd love to, Well, let's see.*

- A: Excuse me, but are there any seats left?
B:
- A: I think we're going to be late.
B:
- A: Would you like to come to the cinema with us?
B:
- A: Did you like the film?
B:
- A: You don't seem interested.
B:

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

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

Now I Can ...

- talk and write about forms of entertainment
- talk about types of performances
- make/accept/decline an invitation
- express opinions
- write reviews
- write about a tourist attraction in my country
- talk about electronic music
- explain how paper is made

... in English

Module 8

Technology

◆ Before you start ...

- What is your favourite film? Talk about it.
- What is your favourite form of entertainment? Why?

◆ Look at Module 8

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- an extract from a novel
- a timeline
- a pie chart

◆ Listen, read and talk about ...

- high tech gadgets
- electronic equipment & problems
- inventions
- temperature
- alternative energy

◆ Learn how to ...

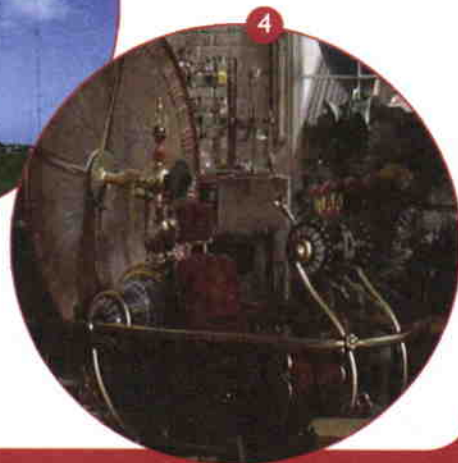
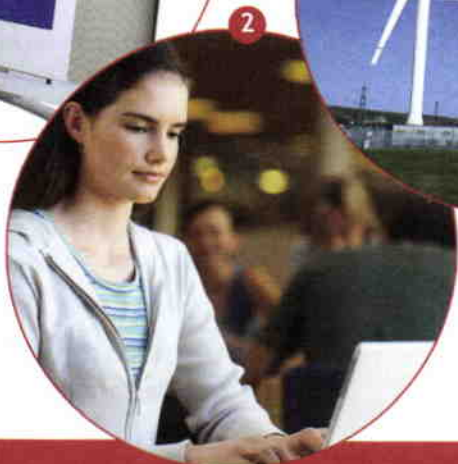
- report technical problems & respond
- make polite requests

◆ Practise ...

- reported speech
- reported questions
- relative clauses
- phrasal verbs: *bring*
- words often confused: *learned/taught, reason/cause, problem/trouble, discovered/invented*
- word formation: (*en-*, *-ise*, *-en*)

◆ Write/Give ...

- an article about your favourite gadgets
- an email to your pen-friend about a faulty gadget you bought
- a short description of a journey back in time
- an opinion essay
- a short text about an inventor
- short texts about different types of thermometers
- a two-minute talk on alternative energy





Vocabulary

High tech gadgets


- 1 a Look at the pictures on pp. 140-141. What does each item do? Which one(s) would you use to:


- 1 record your lessons at school?
- 2 tell the time?
- 3 send a picture message to a friend?
- 4 film a friend's birthday party?
- 5 listen to music?
- 6 send emails?
- 7 keep a record of your spending?
- 8 watch a DVD?
- 9 look up a friend's address?
- 10 edit your essay on the bus?
- 11 do some Internet research for a project?
- 12 show photos to your friends?
- 13 burn songs onto a CD?
- 14 listen to the news?
- 15 plan your day/week?

- b   What kinds of high tech gadgets do you own, e.g. PDA, iPod®, portable DVD player, PlayStation®, mobile phone, etc? What do you use them for?

- A: I've got a PDA. I mainly use it to plan my week or keep a record of my spending.
B: I've got a PDA too, which I mainly use to look up my friends' addresses.

Reading

- 2  Look at the profiles of the three people in the article on pp. 140-141. What interests and hobbies do they have? What gadgets do you think they couldn't live without? Listen, read and say.

- 3 a  Read the text again. Who (Andy, Tina or Sarah):



camcorder



laptop

3 things

I couldn't live without



Sarah Tyson (New Zealand),
age 16, high school student,
likes: shopping & friends

"I'm not really into computers, gadgets and things like that, but I have to **admit** I really can't imagine life without my iPod®! It's amazing being able to store the whole of your music collection on one tiny **device**. I like to listen to it when I'm walking to and from school. Also, I'd find it almost impossible to be without my mobile phone. I just couldn't organise my **social life** without it, and my parents only allow me to stay out late on Saturday if I keep calling them. They want to know where I am. I've just bought a digital camera with my birthday money. It's fantastic. I've taken so many photos of my friends. In fact, I'm even **considering** a career as a photographer."

- 1 needs a particular gadget for his/her hobby?
- 2 values something that they didn't buy themselves?
- 3 isn't very keen on technology?
- 4 uses a gadget to help with his/ her studies?
- 5 would feel disorganised without a particular gadget?
- 6 feels embarrassed about something he/she likes?
- 7 is allowed more freedom because of a gadget?

- b Who/What do the underlined pronouns in the article refer to?



MP3 player



digital camera

Walkman®



dictaphone



TV

video mobile phone



radio cassette player

PDA

(personal digital assistant)



Andy Cooper (UK), age 19, Physics student, likes: music & video games

"I'm a complete **techno freak**, so it's hard to pick just three things I couldn't live without! Firstly, though, I guess no one these days can survive without their mobile. Mine has got quite a good **voice recorder** on **it** so I often use it to record my **university lectures** so that I can listen to **them** again at home. It's really **handy**. The second thing I really love is the portable DVD player that I won in a competition last year. I'm studying at a university far away from my home town so it's really nice to be able to put on my headphones and watch movies on the long bus journey back. I'm a bit **ashamed** to admit **it** but I'm totally **hooked on** my PlayStation 2®! I know I'm 19 but I am still very **keen on it**. I can play for hours!



Tina Appleby (USA), age 33, accountant, likes: cinema & photography

"I'm a businesswoman so I suppose it **goes without saying** that I really couldn't live without my laptop and PDA. I'm not a naturally organised person so my PDA in particular really helps me out. I use it as a diary, I change documents on **it** when I'm **on the move** and yes, I even play games on it on the underground on my way to work! **It** keeps my whole life together **to the extent** that I would feel quite lost without **it**! And my laptop allows me to **store** all the information my **clients** need. I don't have to carry lots of heavy files when I visit **them**.

Apart from work, I've always had a passion for photography, so my absolute favourite gadget at the moment is my new digital camcorder. I'm having so much fun making home movies. I **edit them** using software on my laptop. **It's** a great pastime."

4 a Match the highlighted words to the words/phrases below. Then use each one of the highlighted words in a sentence of your own.

- convenient
- other than
- to the point
- travelling
- interested in
- alter
- addicted to
- thinking about

b Explain the words/phrases in bold.

Speaking

5 Work in groups of four. Take the roles of an interviewer and the people in the text. Conduct an interview about their favourite gadgets.

Writing

6 *Portfolio:* Write an article about your favourite gadgets to be published in the school magazine. Write: *what three things you couldn't live without, what they do, why you couldn't live without them.* Use the texts as a model.

Words of Wisdom

Technological progress has merely provided us with two more efficient means for going backwards.


(Aldous Huxley, English author)

Vocabulary

Electronic equipment & problems

1 a Match the problems (1-6) with the objects.

- 1 The paper is jammed.
- 2 The signal is poor.
- 3 The viewfinder is cracked.
- 4 The headphones are missing.
- 5 There is a virus on my hard drive.
- 6 The lens is scratched.

b  Think of any electronic equipment you/your family have had problems with. What was the problem? How did you solve it?

- A: I once dropped my mobile phone and the screen cracked, so I had to buy a new one.
B: My dad's computer printer recently broke ...





Reading

2 a The sentences (A-F) below are from a dialogue between two people. Where do you think the dialogue takes place? What is it about?

- A Oh no ... I'm going on holiday in three weeks.
B No, it's **fully charged**.
C Oh, that's good. I've got my **guarantee certificate** here. How long do you think it will take?
D Well, when I press the 'on' button, the LCD¹ screen comes on but the viewfinder doesn't open.
E Yes, I bought this digital camcorder from here a few months ago and now it's not working properly.
F Oh, right. How much will that cost?

¹ liquid crystal display


b  Complete the dialogue with the sentences A-F. Listen, read and check. Explain the words in bold.

c  Read the dialogue aloud.

Shop assistant: Good morning, can I help you?
Customer: 1)
Shop assistant: Right. What seems to be the problem?
Customer: 2)
Shop assistant: Hmm ... perhaps the battery is flat?
Customer: 3)
Shop assistant: Well, let's try a new one, just in case. Maybe there's a problem with your charger. Just a moment, ... no, it still won't open. OK, well, we'll have to send it away to be repaired.
Customer: 4)
Shop assistant: Well, the **product** is still **under guarantee** so **provided** you have your receipt it will be repaired free of charge.
Customer: 5)
Shop assistant: Well, we have to send it away to the manufacturer so it could take anything up to three weeks.
Customer: 6)
Shop assistant: Well, give us a call in two weeks and hopefully it will be ready by then!

Everyday English

Reporting technical problems,
responding



- 3  Use the language in the box and the vocabulary in Ex. 1 to act out exchanges, as in the example.

A: *There seems to be a problem with this digital camera. The viewfinder is cracked. Could I get a replacement, please?*

B: *Yes, of course. Let me see if we have another one in stock.*

Reporting problems/ requesting action	Responding
<ul style="list-style-type: none"> I've got/There seems to be a problem with this ... I think there's sth wrong with the ... The ... is missing/broken, etc Could I exchange it .../get it repaired/get a replacement, please? 	<ul style="list-style-type: none"> What's the problem? Let me see if we have one in stock. Let me have a look at it. Yes, of course. I'm afraid we'll have to send it away to be repaired.


Listening

- 4   Listen to the speakers. For questions 1-4, choose A, B or C.


- You will hear a boy talking about which mobile phone to buy. What does he want it to be like?
 - To look good and have a radio
 - To have a radio and a camera
 - To look good and have a camera
- You will hear a woman talking to her friend. What is she talking about?
 - Her radio
 - Her camera
 - Her mobile phone
- You will hear a recorded message. What is the caller being asked to do?
 - Hold the line
 - Call back later
 - Leave their name and number
- You will hear a teenager talking to his friend. What annoyed him about the shop?
 - The high prices
 - The bad service
 - The poor quality of the goods

Say it right

Polite requests

- 5 a  Choose the correct response. Listen and check.

- Would it be at all possible to speak to the manager?
 - Yes, just a moment, please.
 - Yes, he doesn't mind.
- Would you mind seeing if you've got another one in stock?
 - Yes, I think so.
 - No, of course not.
- Do you think I could exchange it for another one?
 - That's no problem at all.
 - Yes I can.

- b  Use the ideas below and the phrases to practise polite requests.

- I/have a bigger bag?
- you/mend this for me?
- you/help me fix my car?
- you/give me a hand for a minute?

Would you mind ...?
Do you think ...?
Would it be possible ...?


- A: *Do you think I could have a bigger bag?*
B: *Yes, just a moment, please.*

Idioms

- 6 Complete the idioms. Check in the Word List.

works	drawing board
microscope	rocket right

- Before I bought my new computer I really put it under the
- John wasn't able to fix my computer so it's back to the
- I read in a computer magazine today that a new generation of software is in the
- I'll buy a new iPod® if the price is
- Designing your own computer games is easy. It's not science.

- 7  **Portfolio:** You recently bought a new piece of electronic equipment, but it had a problem. Write an email to your English pen-friend telling him about it. Mention: *when you bought it, the problem you had with it, what you did.*

Reported speech ► Grammar Reference

- 1 a Read the text. Where might you see it? Is the language formal or informal?

Students at St Hilda's Secondary School in Riverbank said yesterday that they were extremely upset and were planning to hand in a petition to the Local Education Authority. They said the LEA had not kept its promise to give the school £50,000 to set up a much-needed computer centre.

Students told reporter Mike Standard, 'The LEA told us not to worry and to wait until January. They said

that they would hand over the cheque then. It's now May and there's still no sign of it yet!'

Mike Standard asked the students if their school was the only one in the area without their money. They said that Smithson Secondary just along the road had received £50,000 in January so the students at St Hilda's couldn't understand why they hadn't received anything yet.

- b Complete the table below with verb forms from the text. How do the tenses and pronouns change in reported speech? Which reporting verbs are used?

Direct Statements

'We are extremely upset.'

'We are planning to hand in a petition.'

'The LEA has not kept its promise.'

'The LEA will hand over the cheque in January.'

'Smithson received their £50,000 in January.'

'We can't understand why we haven't received ours yet.'

Direct Orders/Commands

'Wait until January.'

'Don't worry.'

Reported Statements

Students said that they 1) extremely upset.

They said they 2) to hand in a petition.

They said that the LEA 3) its promise.

They said that the LEA 4) hand over the cheque in January.

They said that Smithson 5) their £50,000 in January.

The students said they 6) understand why they 7) theirs yet.

Reported Orders/Commands

They told us 8) until January.

The LEA told us 9)

Note: said (that), told me/him/her etc (that)
this → that, now → then, tonight → that night, yesterday
→ the day before

Reported questions

- 2 Read the examples. How do we report wh- questions/direct questions? How do tenses change?



Can I borrow your laptop?

She asked if/whether she could borrow my laptop.

When did you get your new mobile?

He asked me when I had got my new mobile.



- 3 What did each speaker say? Use said, told or asked.

- I haven't had a letter from Helen since May. (he)
► He said (that) he hadn't had a letter from Helen since May.
- I'll buy you an MP3 player for your birthday. (he)
- Don't buy useless gadgets. (my parents)
- I'm so depressed because I failed the exam. (she)
- Where did you buy your laptop? (she)
- You must hand your essays in by Friday. (the teacher)
- Someone broke into my car and stole my stereo. (he)
- The children are making too much noise. (she)
- Remember to call me later. (Tom)
- Can you help me with this exercise? (Sally)
- How much did Mark pay for his new TV? (Jim)
- Take the faulty radio back to the shop. (my dad)

GAME

Play in teams. One team says a sentence in direct speech, the other says the same sentence in reported speech.

Relative clauses ▶▶ Grammar Reference

4 a Read the theory box. Which clause can we omit without changing the meaning of the main sentence?

Defining relative clauses give necessary information essential to the meaning of the sentence.

Non-defining relative clauses give extra information that is not essential to the sentence. The clause is written between commas *Judy, who owns the shop, is really friendly.*

b Join the sentences using *who, which, whose, when, where* (where possible). Which are defining relative clauses (D) and which are non-defining (ND)?

- Brian lives next door. He is a graphic designer.
- The shop sells really up-to-date products. I bought my DVD player there.
- I've just bought a book. It's about inventions.
- Ben is studying electronics. His father is a software designer.
- Rachel won the Businesswoman of the Year Award. She originally trained as a teacher.
- I live in the centre of the city. It is very noisy.

Phrasal verbs

5 Complete sentences 1-4 with the correct form of one of the phrasal verbs.



- He the tools he had borrowed from me yesterday.
- Recent advances in technology have great changes in our lives.
- I was in Delaware in the USA.
- You look upset - what that

Words often confused

6 Find the correct word. Check in your dictionary, then make a sentence with the other word.

- He **learned/taught** me how to use this new programme.
- The **reason/cause** of the power cut was a short circuit.
- I had **problem/trouble** with my camera.
- Edison **discovered/invented** the light bulb.

Dependent prepositions

7 Fill in: *at, in, under, out of, on*. Check in Appendix 1.

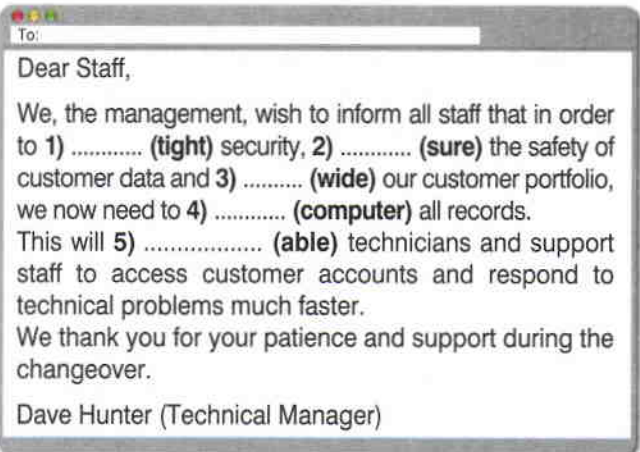
- first, he wasn't good on a computer, but the end he became an expert.
- He doesn't work well pressure.
- The lift is order again.
- John is the phone. He wants to talk to you.

Word formation

8 Read the theory box, then complete the verbs in the email.

Forming verbs

We can use **en-/ise/-en** with nouns or adjectives to make verbs. ▶ *large – enlarge, computer – computerise, short – shorten*



Key word transformations

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

- 'Don't drive the car,' Mark said to me.
told Mark the car.
- 'Where are you going tonight?' he asked me.
was He asked that night.
- My twenty-one year old sister is in Spain.
who My sister, in Spain.
- A new but expensive restaurant opened last week.
which The new restaurant is expensive.
- With a population of one million, Dublin is a great city.
which Dublin, one million, is a great city.

- 1 Look at the picture and the title of the extract. What might the book be about? Is it fiction or non-fiction? Read the biography and check.



H. G. Wells
(1866–1946)

was an English novelist, journalist, sociologist and historian, who is best known for his science-fiction novels such as *The Island of Doctor Moreau* (1896), *The Invisible*

Man (1897) and *The War of the Worlds* (1898).

The Time Machine (1895) which was his first novel, was so popular that it has been made into two successful films. The novel is about a young scientist, Alexander Hartdegen, who invents a time machine and devotes his life to travelling through time. Wells' attention to detail makes his work seem believable even today.

- 2 a Read the first sentence of each paragraph. What do you think the extract is about? Who is speaking? Listen, read and check.

- b Read the first paragraph. What problems did the narrator have with the time machine? How did he fix them?

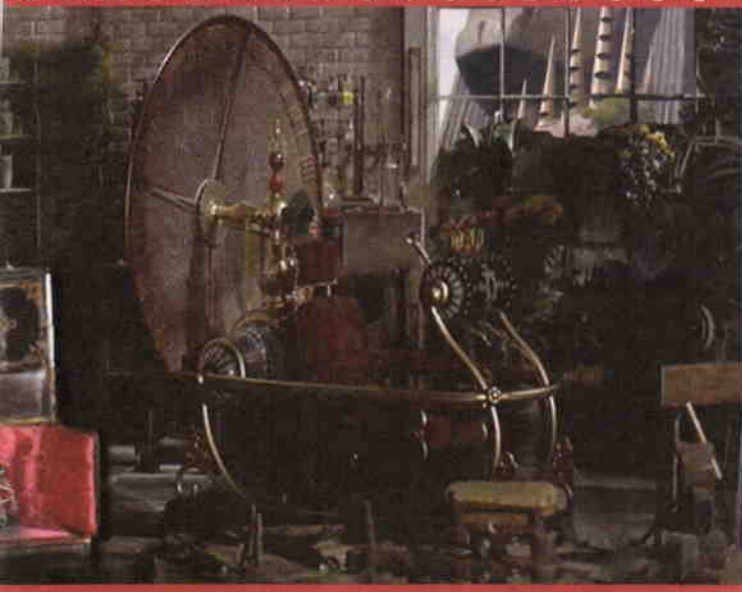
- 3 Read the extract and fill in the gaps 1-5 with the phrases A-E below.

- A but I was already going too fast to be conscious of any moving things
B and I saw the sun hopping swiftly across the sky
C and went off with a thud
D so that it was not complete until this morning
E but to me she seemed to shoot across the room like a rocket

The Time machine

- 1 'I told some of you last Thursday about the principles of the Time Machine, and showed you the actual thing itself, incomplete in the workshop. There it is now, a little travel-worn, truly; and one of the ivory bars is cracked, and a brass rail bent, but the rest of it is sound enough. I expected to finish it on Friday, but on Friday, when the putting together was nearly done, I found that one of the nickel bars was exactly one inch¹ too short, and this I had to get remade; 1) It was at ten o'clock today that the first Time Machine ever began its career. I gave it a last tap, tried all the screws again, put one more drop of oil on the quartz rod, and sat myself in the saddle. I took the starting lever in one hand and the stopping one in the other, pressed the first, and almost immediately the second. I felt unsteady, then a nightmare sensation of falling but, looking round, I saw the laboratory exactly as before. Had anything happened? For a moment I suspected that my intellect had tricked me. Then I noted the clock. A moment before, as it seemed, it had been a minute or so past ten; now it was nearly half past three!

- 2 I drew a breath, set my teeth, gripped the starting lever with both hands, 2) The laboratory went hazy and then dark. Mrs Watchett came in and walked, apparently without seeing me, towards the garden door. I suppose it took her a minute or so to cross the place, 3) I pushed the lever to full power. The night came like the turning out of a lamp, and in another moment came tomorrow. The laboratory grew faint and hazy, then fainter and ever fainter. Tomorrow night came



black, then day again, night again, day again, still faster and faster. A **whirling murmur** filled my ears, ³⁵ and a strange confusedness descended on my mind.

3 I am afraid I cannot **convey** the peculiar sensations of time travelling. They are excessively unpleasant. There is a feeling exactly like that one has upon a switchback² – of a helpless **headlong** ⁴⁰ motion! I felt the same horrible **anticipation**, too, of an **imminent** smash. As I increased speed, night followed day like the flapping of a black wing. The **dim** outline of the laboratory seemed presently to fall away from me, **4**, **leaping** it every ⁴⁵ minute, and every minute marking a day. I supposed the laboratory had been destroyed and I had come into the open air. I had a dim impression of **scaffolding**, **5**) The slowest snail that ever crawled **dashed** by too fast for me. The ⁵⁰ twinkling succession of darkness and light was excessively painful to the eye. Then, in the darkness, I saw the moon **spinning** swiftly through her quarters from new to full, and had a **faint glimpse** of the circling stars. As I went on, still ⁵⁵ gaining speed, the appearance of night and day merged into one continuous greyness; the sky took on a wonderful deepness of blue, a splendid **luminous** colour like that of early **twilight**; the sun became a **streak** of fire, a brilliant **arch**, in space; ⁶⁰ the moon a fainter **changing** band, and I could see nothing of the stars except a brighter circle **flickering** in the blue now and then.'

¹ **inch**: a unit of length (2.54 cm)

² **switchback**: a road which rises and falls sharply many times.

- 4** Match the highlighted words in the text with their meanings (1-10). Use each one in a sentence of your own.

1 joined together 2 ran quickly 3 difficult to see 4 foggy 5 make known 6 breathed 7 in good condition 8 expectation that something will happen 9 continuous low sound 10 about to happen

- 5 a** Use a dictionary to explain the words/expressions in bold. Choose three and mime/draw their meanings.

b Explain the underlined phrases in your own words.


study skills

Understanding similes/metaphors

Imagery is the use of language that appeals to the senses. When writing, include words that help the reader see, hear, smell, taste and feel what you are describing. This can be achieved by using **similes** (using *as* or *like* to compare two things, e.g. *The deer ran like the wind*) and **metaphors** (comparing two similar things to make us see the similarity between them, e.g. *She is a mouse = quiet*). These techniques help us to visualise and understand better what a writer is describing.

- 6** Find similes/metaphors used in the text to describe movement and speed. Compare with another pair.
- ... she seemed to shoot across the room like a rocket (E).
- 7** Find examples of words which help the reader see, hear, smell, taste or feel what the author is describing.
- 8** Read the extract, then put the events in the order they happened. Check with a partner. Use your plotline to give your partner a summary of the extract.
- 9** **Portfolio**: Imagine that you have just been on a journey in a time machine. Write a short description of your journey (100-120 words).

Opinion essays

- 1  Match each of the statements (A-C) with a reason (1-3). Which do you: *agree with?* *disagree with?* What other reasons can you think of? Can you think of any opposing viewpoints?

A BAN
MOBILE PHONES
IN SCHOOLS!

B TECHNOLOGY
DESTROYS
JOBS!

C PUT MORE
COMPUTERS IN
SCHOOLS!

- 1 Technology is a part of modern life and children need to be familiar with it from an early age.
- 2 Fewer and fewer people are needed as more and more tasks are carried out by machines.
- 3 They cause disturbances in class.

2 a Read the theory box.

An **opinion essay** presents our personal opinion on a particular topic.

An opinion essay should contain:

- a) an **introduction**, in which we introduce the subject and state our opinion clearly.
- b) a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples) and including a paragraph giving the opposing viewpoint.
- c) a **conclusion** in which we state our opinion using different words.
 - Opinion essays also have a title and are normally written in a formal style. They can be found in the form of newspaper/magazine articles, school assignments etc.

b Read the rubric.

- What type of text would you write?
- Who would read it?
- What style would you write it in?
- Which tenses would you use?
- What points might you make? Read the essay and check.

- Your school newspaper is asking readers to write an article giving their opinion on the following statement:

- Students should not be allowed to bring their mobile phones to school.



Mobile Phones in Schools

- 1 For several years now, schools have debated whether or not pupils should be allowed to bring their mobile phones to school. While there are some advantages to having mobiles at school, I personally believe that it is better for students to leave them at home.
- 2 First of all, they can be a serious distraction in classrooms. It is impossible for teachers and students to focus on classwork if there are constant interruptions from mobile phones ringing. Moreover, students cannot listen to the teacher and concentrate fully on their work if they are sending text messages or playing games.
- 3 Secondly, there are possible risks to the safety and general welfare of students if they are allowed to bring their mobiles to school. There have been quite a few cases, for instance, of students being attacked and robbed of their phones on their way to and from school. In addition, the classroom should not be used as a place to show off possessions.
- 4 On the other hand, however, there are times when it can be useful for students to have mobiles at school. For example, some parents prefer their children to have their phones with them so that they can contact each other during the day in case of an emergency.
- 5 All in all, although allowing mobiles in schools can be beneficial to a certain extent, it seems to me that they are an unnecessary distraction, especially in class.

3 a Match the paragraphs (1-5) in the text on p. 148 to the correct description (A-E) below.

- A Restate the writer's opinion
- B Introduce the topic & opinion
- C First viewpoint & reasons, examples
- D Opposing viewpoint(s)
- E Second viewpoint & reasons, examples

b What is the writer's opinion? Which paragraph(s) show(s) this?

4 Find the topic sentences in paragraphs 2-4 of the essay on p. 148. What supporting reasons/examples does the writer give?

Linkers

5 a Put the linking words below in the correct place in the table.

firstly, in addition, also, to sum up, although, as a result, to begin with, in contrast, for instance, all things considered, such as, apart from, in particular, for example, because, for one thing, lastly, secondly, while, what is more, all in all, since, therefore, however

To list points:

▶ *firstly ...*

To add more points:

To introduce opposing viewpoints:

To introduce examples/reasons:

To conclude:

b Which linking words/phrases the writer has used in the essay on p. 148? Suggest alternatives.

Beginnings & endings

6 Read extracts 1-4 at the top of p. 149. Which are beginnings and which are endings? Which of the techniques (A-C) below have been used in each?

- A Addressing the reader directly
- B Asking a rhetorical question
- C Using direct speech/a quotation

1 All things considered, it seems to me that we place too much emphasis on technological achievement in our educational systems. Wouldn't it be awful if more traditional lessons were totally removed from the curriculum?

2 You get on the bus just wanting to enjoy a relaxing journey before your busy day, but all you can hear around you are silly ringtones and loud conversations on mobile phones. Does this sound familiar? To my mind, the best solution to this would be to totally ban the use of mobile phones on public transport.

3 To sum up, while I agree that technology is taking over our lives to a certain extent, in my opinion humans will never be replaced by machines completely. As Elbert Hubbard once said, "One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."

4 George Orwell once said, "Men are only as good as their technical development allows them to be." It seems to me that this supports the argument that a good knowledge of technology is now essential for success in the world of work.

study skills

Deciding on your opinion

Before you write an opinion essay, decide how you feel about the issue. Do you strongly/partly agree/disagree? Do you accept both sides of the argument? This will affect the way you structure your essay.

7 What is the writer's opinion in each extract (1-4) in Ex. 6? What phrases do they use to express their opinion? Suggest alternatives from the box below.

Expressing opinions

- My opinion is that ...
- I (strongly) believe
- I (completely) agree/disagree that ...
- I agree/disagree to a certain extent that ...
- In my opinion/view, ...
- The way I see it, ...
- It seems to me that ...
- To my mind, ...
- I (do not) agree that ...
- As far as I am concerned, ...
- I am totally against ...

8 Read the statement.

Computers have greatly improved our quality of life.



Decide on your opinion and write a suitable beginning and ending for an essay based on it. Try to include one or more of the techniques from Ex. 6. Ask a partner to check your work.

9 a Read the rubric, then match the viewpoints (A-C) to the reasons/examples (1-6). Which of the viewpoints agree/disagree with the statement in the rubric?

- You have had a class discussion on the following:
- *There should be more ICT* and fewer Art and Music lessons in schools.*
- Now write an essay expressing your opinion and giving reasons for your point of view.

* ICT = Information and Communications Technology

Viewpoints/Topic sentences

- A ICT is more useful in life than Art and Music.
- B ICT skills are essential for students' future careers.
- C There is more to life than technology.

Reasons/Examples

- 1 Subjects such as Art and Music help to develop balanced individuals.
- 2 Technology will continue to advance and we will become increasingly dependent on computers.
- 3 Art and Music have little or no practical use.
- 4 ICT skills are one of the basic requirements for employment in any company these days.
- 5 A knowledge of ICT is essential for many everyday tasks such as using the Internet to compare prices of products or shop online.
- 6 Art and Music encourage creativity and imagination.

b Choose a topic sentence (A-C) and write a paragraph. Exchange with a partner and compare.

Discuss & write

10^a Read the rubrics below and find the key words. What information do they give you about:

- the situation you will write about
- the imaginary reader
- the style of writing
- the specific topics



- 1 • Your school has been using laptops for classwork for the past year. Another school is thinking of introducing computers to its classrooms too. Write an article for their school newspaper, giving your opinion and reasons/examples (120-180 words).
- 2 • A local newspaper has asked for opinions on the following statement:
We no longer need libraries – we can just download books from the Internet. Write an essay for the newspaper, stating your opinion and giving reasons and examples (120-180 words).

b Choose one of the topics and follow the steps to write your essay.



Step 1: Think of ideas.

Step 2: Organise your ideas in a chart, i.e. viewpoint 1 - examples/reasons, etc.

Step 3: Think of a title and topic sentences.

Step 4: Write your essay.

Smile

How can you prove that the world is round?

I never said it is, Miss.



- 1 a Read the advert below. What new invention is it advertising? What does it claim that it can do?
- b Can you guess when it was invented? By whom? Look at the timeline on the right and check.

The BAIRD TELEVISOR

...The Baird Company presents to the public the very latest marvel - Television - the science of seeing through wire and wireless. It is amazing that a person sitting before the Baird transmitter can be seen thousands of miles away. Not a photograph, but an actual moving image of the subject can be seen and heard in any home fitted with the Baird 'Televisor' receiving apparatus.

The BAIRD "Televisor" HOME RECEPTION SET
 PRICE COMPLETE, FINISHED BRASS METAL CASING, ARTISTICALLY LINED
 £26 - 5 - 0
 BAIRD TELEVISION LIMITED
 111, LONG ACRE, LONDON, W.C.2

'...The Baird Company presents to the public the very latest marvel - Television - the science of seeing through wire and wireless. It is amazing that a person sitting before the Baird transmitter can be seen thousands of miles away. Not a photograph, but an actual moving image of the subject can be seen and heard in any home fitted with the Baird 'Televisor' receiving apparatus.'

- 2 **RINE** Read the timeline and complete the gaps (1-12) with the correct form of the words in brackets. Listen and check.
- 3 Explain the words/phrases in bold. Then use the timeline to present these British inventors to the class.
- 4 **Portfolio:** Find information about an inventor from your country. Write a short text. Write: • name of person • what he/she was • what he/she invented and when (40-60 words).

THE BEST OF BRITISH INVENTIONS



1821
Michael Faraday

is the **1)** (invent) of the electric motor. Without this, we would not have the **2)** (technology) appliances we take for granted today. Faraday's face used to be on the British £20 note from 1991 to 2001.



1829
George Stephenson

3) (design) a steam train locomotive called the 'Rocket'. It was a great success and encouraged the **4)** (grow) of railways, which played a very important part in the **5)** (Industry) Revolution in the late 18th and early 19th centuries. Many of the items we use today were invented during that time.



1837
Charles Babbage

is considered by most to be the 'Father of Computing'. By 1834, he had invented the 'analytical engine' which established the **6)** (base) principles of computing. Although he never completed any of his **7)** (computer) machines, his **detailed 8)** (draw) were used to build a model of his Difference Engine No. 2 at the London Science Museum. It was completed in 1991, and it performed mathematical **9)** (calculate) very accurately.



1925
John Logie Baird

worked hard to transmit the first real television images, a dream of many **10)** (science) for decades before. His first 'TV set' could be made from everyday objects such as a biscuit tin, cardboard and string! Later, others **11)** (take) Baird's ideas and **12)** (slow) developed TV as we know it today.

Heating things up!

Heat

A

We make things hotter by adding energy to them. This energy can come from electricity, friction, light or chemical and nuclear reactions. When two objects come into contact, they exchange energy until they are as hot as each other. Heat is the flow of energy between objects.

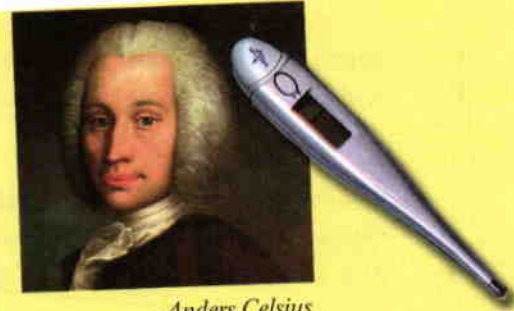
Temperature

It's easy to imagine that hot objects contain heat, but we can only understand how hot something is by how it affects other things. You know a fire is hot because it warms your cold house, and you realise your soup is hot when it burns your tongue. Generally speaking, temperature is a measurement that we use to describe the sensation of feeling warm or cold from an object. The molecules inside most things are constantly moving and when something gets hotter, the molecules move faster. So, the temperature of an object depends on the average energy of the movement of the molecules within it. We experience temperature every day. When it is hot outside we feel hot, when it is cold outside we feel cold. Temperature does not depend on the size or type of the object. It is a measure of the average energy of molecular motion in a substance.

Heat Vs Temperature

Heat is a form of energy that flows from something that's hot to something that's cold, whereas temperature is a measurement of how hot or cold something is. Heat is measured in joules, while temperature is usually measured in degrees (Celsius or Fahrenheit).

B



Anders Celsius

Thermometers measure temperature by using materials that change in some way when they are heated or cooled. In a mercury or alcohol thermometer, the liquid **expands** as it is heated and **contracts** when it is cooled, so the length of the liquid column increases or decreases depending on the temperature.

Temperature is measured in both Celsius and Fahrenheit. In the early years of the 18th century, Gabriel Fahrenheit created the Fahrenheit scale. He set the freezing point of water at 32°F and the boiling point at 212°F. Later, in 1743, Anders Celsius invented the Celsius scale, **determining** the freezing temperature for water to be 0°C and the boiling temperature to be 100°C. This scale is used throughout science and in most countries.

1 What is the difference between heat and temperature? Discuss. Listen and read text A and check your answers.

2 a Think of two questions you can ask about thermometers. Listen and see if you can answer your questions.

b Read text B and decide if sentences a-d are *T* (true) or *F* (false). Compare with your partner. Explain the words in bold.

- a Thermometers measure heat.
- b The liquid becomes bigger when it is cooled.
- c The Celsius scale was invented before the Fahrenheit scale.
- d Boiling point on the Fahrenheit scale is 212 degrees.

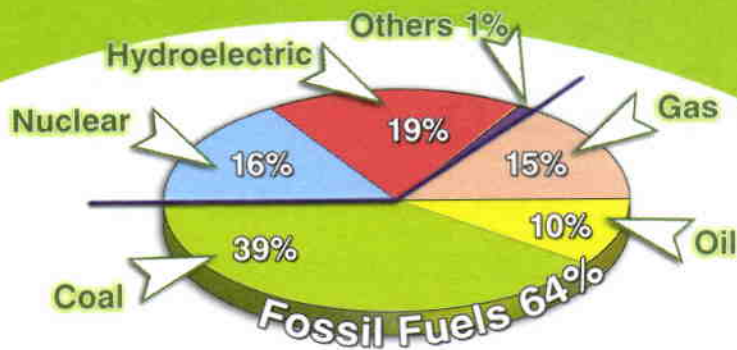
3 Make factual statements using the two scales.

	°F	°C
Water boils	212	100
Room temperature	72	23
Water freezes	32	0
Absolute zero	-459	-273

► Water boils at 100°C or 212°F.

4 Ask and answer questions based on the texts.

5 **Project:** Work in groups. Collect information about different types of thermometers, then write a short paragraph for each. Present your project to the class.



- 1 Look at the pie chart. Which energy sources does the world use the most to produce electricity?
- 2 a Look at the pictures, title and subtitles in the text. Think of two questions you would like to ask about alternative energy. Read the text and see if you can answer them. What else did you learn from the text?
- b **RNE** Read again and complete the gaps (1-10) with the correct word formed from the words in brackets. Listen and check, then explain the words in bold.

Alternative Energy

64% of the electricity we need comes from **1)** (burn) fossil fuels such as oil, gas and coal. These resources **pollute** and are not **2)** (renew), so once we have burned **3)** (they) all up, there will be no more. This means that the world **MUST** find and use alternative sources of energy ... **FAST!** This alternative energy needs to use no fuel and create no waste or **4)** (pollute).



Sun (solar power):

Enough of the sun's energy **5)** (hit) the Earth every minute to **power** the world for a whole year! In sunny countries, solar cells can be put on rooftops to **convert** sunlight **6)** (direct) into electricity. We could even build solar power stations like Solar One in California. This uses the sun's heat to make steam, which then drives a **7)** (generate) to produce electricity.

Wind (wind power):

We can use the power of the wind by **8)** (build) wind turbines. These are tall towers with a big propeller on top. The wind blows the propeller, which turns a generator in order to create electricity. If we build a number of wind turbines together in a **9)** (wind) place, we can make a 'wind farm' and produce quite a lot of electricity!



Water (hydroelectric power):

A **dam** can be used to **trap** a large area of water, like a reservoir or a lake. This water then **flows** through tunnels in the dam, turns turbines and drives generators to create electricity. Hydroelectric power stations can produce a lot of power very **10)** (cheap).

- 3 Make notes on the text, then use them to give a two-minute talk about alternative energy.
- 4 **Project:** Work in groups. Find out which sources of energy are used to make electricity in your country/area. Present your findings to the class.

Green wisdom

Modern technology owes ecology
an apology.
(Alan M. Eddison)

MODULE 8

RNE Reading

Match the texts (1-6) to a heading (A-G). There is one extra heading that you do not need to use.

- A** Did Martians Exist? **E** It Couldn't Be Easier
- B** Danny's Diary **F** After-School Fun
- C** One Man's Mission **G** Calling Planet Earth
- D** Big Business

1 To go to sleep and wake up listening to your favourite music just follow these simple steps. First, set the timer on your MP3 player to the number of minutes you want the music to play for and it will automatically turn off after that. To wake up to music, simply set the alarm clock in the usual way and select the music option as well.

2 Need a new mobile phone but also want to protect the environment? Well now you can! Biomob and Sons have just the phone for you with its biodegradable cover. If you damage the casing of your mobile, then simply plant it in the garden and within a few weeks you will have a beautiful sunflower instead of a damaged case. So, instead of adding to environmental pollution, why not buy the latest biomobile. Order now on: 0845 8754509

3 What a day — definitely not a good one! Mobile phone battery died and so missed important call from Ben. Dropped iPod® walking upstairs after morning break at school, then realised I'd left my locker key at home so couldn't get books out of it! Just when I thought nothing else could go wrong, Mr Burton gave up heaps of science homework to do! Hope tomorrow's a better day!

4 Calling all computer whizz kids! Fancy making your own web page, surfing the Net or perhaps just playing games? The school Computer Club meets every Monday from 4 to 6pm. Anyone welcome. Join us this Monday! For more information, please contact: Mr Welsh, Head of IT Department.

5 Martin Cooper was born in Liverpool in 1958. He wanted people to be able to carry their phones with them anywhere. In 1973, he developed the first working mobile phone, the Motorola Dyna-Tac. On 3rd April, he made the first mobile phone call to a rival of his whilst walking in the streets of New York. In 1992, he set up a company to make mobile phones which would be as reliable and cheap as traditional phones.

6 Scientists are testing out a robot that they hope will land on Mars. They are using the rocky slopes of the El Teide volcano on the holiday island of Tenerife in the Canary Islands to test the six-wheeled robot because the conditions are a bit like those on the Red Planet. The scientists hope to use the vehicle in the future to find out if there is, or ever was, life on Mars.

1	2	3	4	5	6

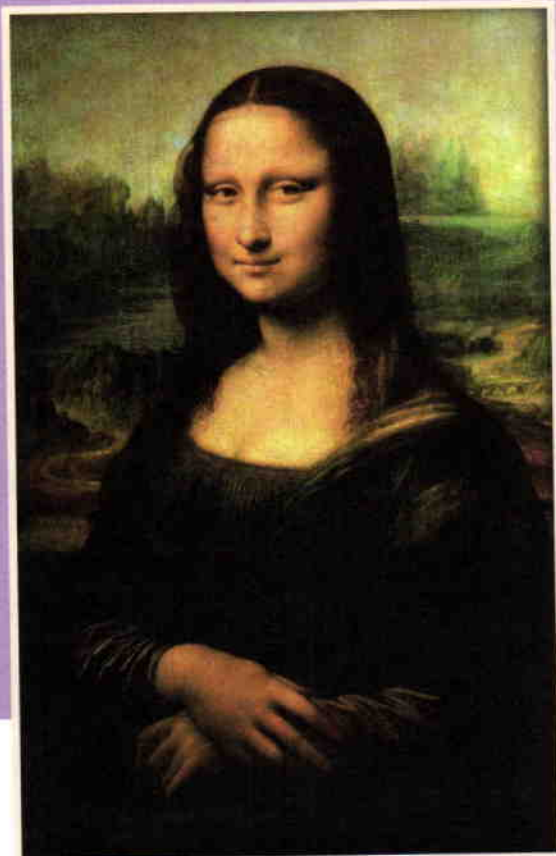
RNE Listening

Listen and choose A, B or C.

- 1 The boy wants to keep photos on his iPod®.
A True B False C Not Stated
- 2 The shop sells three different kinds of iPod®.
A True B False C Not Stated
- 3 The boy has a big music collection.
A True B False C Not Stated
- 4 The boy thinks the iPod® mini is expensive.
A True B False C Not Stated
- 5 The iPod® mini comes in only pink or blue.
A True B False C Not Stated
- 6 The shop will call the boy when his iPod® arrives.
A True B False C Not Stated

RNE Use of English

Complete the gaps (1-7) with the correct word formed from the words in bold.



Leonardo da Vinci

By now you have 1) read *The Da Vinci Code* or seen the film. But who 2) was Leonardo da Vinci? Well, he was born in 1452 in Italy. He is most 3) for his 4), the *Mona Lisa*. Da Vinci was also an 5) who designed a helicopter, a submarine and a parachute centuries before they were made. Leonardo thought that by understanding how each part of a machine worked, he could change them and then put them together in 6) ways. In this way he could improve 7) machines or create new ones. He drew his ideas so well that 500 years later his sketches have been used to make perfect working models.

PROBABLE

EXACT

FAME

PAINT

INVENT

DIFFER

EXIST

RNE Writing

Comment on the following statement:

Computers in schools can make life easier for both teachers and students. Some feel, however, that they can be a distraction too.

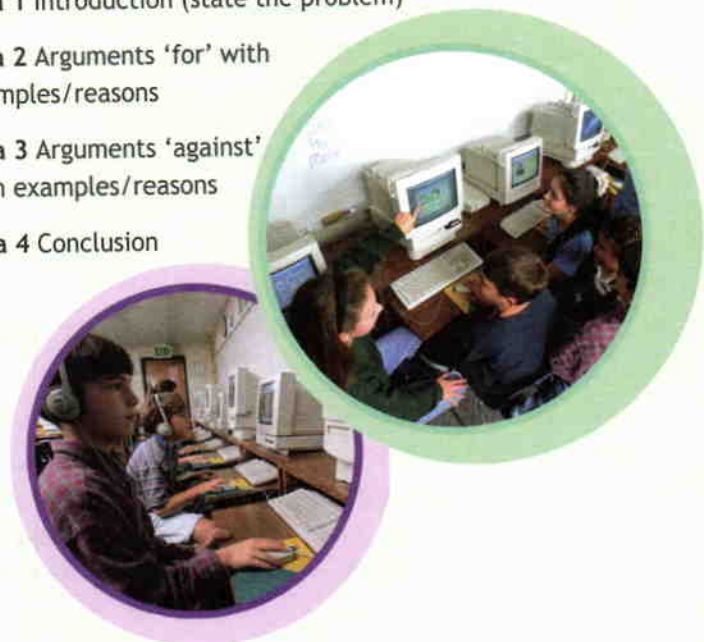
What can you say for and against using computers in the classroom? Write 200-250 words using the plan.

Para 1 Introduction (state the problem)

Para 2 Arguments 'for' with examples/reasons

Para 3 Arguments 'against' with examples/reasons

Para 4 Conclusion



RNE Speaking

You are discussing with your flatmate where to put the new widescreen TV you have bought together. Discuss with him/her where you would like to put it and decide on *one* place you both agree on. Choose from the following:

- *the living room*
- *the kitchen*
- *the spare room*
- *the basement*

You begin the conversation and have to decide on which place (*only one*) to choose. Your partner will play the part of your flatmate. **Remember to:**

- discuss *all* the options
- take an *active* part in the conversation and be *polite*
- *come up* with ideas
- give *good reasons*
- find out your *friend's attitudes* and take them into account
- *invite* your friend to *come up* with suggestions
- come to an *agreement*

8 Progress Check

1 Fill in: *invented, digital, stores, hooked, social, cracked, charge, portable, guarantee, renewable.*

- He's really on computer games.
- John bought a new DVD player.
- He all his documents on his laptop.
- My PDA helps me organise my life.
- The lens on my camera is
- The product is no longer under, I'm afraid.
- This comes free of
- Faraday the electric motor.
- I want to buy a camera.
- Some resources are not

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

2 Fill in: *power, techno, solar, store, social, take, Industrial, picture, electric, alternative.*

- | | |
|---------------------|--------------------|
| 1 information | 6 freak |
| 2 life | 7 Revolution |
| 3 message | 8 circuit |
| 4 for granted | 9 energy |
| 5 power | 10 station |

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

3 Report what these people said.

- 'The plane leaves at 4 pm.' (she)
- 'Hand in your essays on Friday.' (the teacher)
- 'Someone broke in last night and stole our stereo.' (they)
- 'Don't waste your money on useless gadgets.' (my parents)
- 'We can't understand where the money has gone.' (the students)
- 'Wait until the summer before you decide.' (they)

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

4 Form verbs from the words in brackets.

- They are going to security. (tight)
- The firm wants to its customer base. (wide)
- It's wise to the filing systems. It makes life easier. (computer)
- The new computer system will staff to access accounts quickly. (able)

5 Technicians want to the safety of all documents. (sure)

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

5 a Fill in: *about, on, up, back.*

- Technological advances have brought many changes.
- Too much sun brought my headache.
- She brought the books she had borrowed.
- They were brought in the countryside.
- The photographs brought memories of our childhood.

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

b Fill in: *on, under, out of, at, in.*

- I wasn't sure first, but now I love my new camera.
- I bought a new TV pressure and now I'm not sure.
- Our phone has been order for a week.
- John is always the computer these days.
- I couldn't decide which one to buy so the end, I didn't get either.

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

6 Complete the exchanges.

- A: Could I exchange this lead for a different one?
B: Of course. That's
- A: Could you check if you have this in stock?
B: Yes,
- A:?
B: The strap is broken.
- A: Would it be possible to speak to the manager?
B: Yes, just

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

Now I Can ...

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

- talk and write about high tech gadgets
- write a diary entry
- report technical problems and respond
- make and respond to polite requests
- write a description of a journey back in time
- write an opinion essay
- talk and write about inventions
- talk about alternative energy

... in English



**Word Perfect
&
Grammar Check**

Module 1

People & Character

1 a Fill in the adjective to complete the table.

Noun	Adjective	Verb	Adjective
beauty	<i>beautiful</i>	care	<i>caring</i>
aggression		act	
dream		create	
self		trust	
fun		annoy	
passion		fear	

b Use the words from the table to complete the sentences 1-12.

- I enjoy making things because I'm a(n) person.
- Stop being so and try to think of others for a change.
- My best friend is a very and kind person.
- John is always angry. I wish he wasn't so
- The dog next door barks all the time. It's so
- He is very about football. He watches every game he can.
- The bride looked in her wedding gown.
- The little boy was of monsters.
- She had a faraway look on her face.
- He paid the man before the job was done. He is very
- Jack is always telling jokes. He's so
- He is very He rides his bike, runs and plays sports.

2 Fill in: *chat, grab a bite, watch, hanging out, surf, do, catch, send, run, check out, go.*

- A: What are you doing this weekend?
B: I'm with my friends at the mall.
- A: How do you spend your free time?
B: I like to online.
- A: I have to call my mum and ask her if I can go.
B: Why don't you her a text message?
- A: What should we do tonight?
B: I'd like to a DVD.

- A: These shoes look nice in this magazine.
B: Yes, but you should window shopping and see them yourself.
- A: How will you find the information you need?
B: I can the Internet and find it.
- A: Do you do any voluntary work?
B: Yes. We errands for elderly people.
- A: How do you spend your weekends?
B: I a lot of voluntary work at the hospital.
- A: Do you have plans for Friday night?
B: I am going to the new Bond film at the Odeon.
- A: I need a new winter coat.
B: You should the shops in town.
- A: I am hungry.
B: Shall we to eat?

3 Fill in: *loyal, patient, moody, dishonest, jealous.*

- John cannot be trusted. He is very
- He goes to all of his teams' matches. He is a fan.
- Sara is a good teacher. She is very and kind.
- She never says anything nice to her. I think she is of her.
- One minute she is happy and the next she is sad. She is quite

4 Fill in the verbs *fit, suit, try, match, go with* in the correct form.

- A: Look at that lovely skirt.
B: The grey one?
A: Yes. I think I'll 1) it on.
B: It's a 10. I'm sure it will 2) you perfectly.
A: You're right. It's perfect.
B: Why don't you take the jacket that 3) it.
A: I think I will actually.
B: Yeah, you should. It will 4) your grey blouse.
A: Yes, I think grey 5) me, doesn't it?

Module 2

Shopping

- 1 Match the shops to the products. Can you add to the list?



SHOPS

- 1 florist's
- 2 newsagent's
- 3 baker's
- 4 antiques shop
- 5 stationer's
- 6 delicatessen
- 7 greengrocer's
- 8 boutique
- 9 electronics shop
- 10 butcher's

PRODUCTS

- a a packet of envelopes
- b an 18th century mirror
- c a digital camera
- d an evening dress
- e a loaf of bread
- f minced meat
- g a magazine
- h cheese/pate
- i a bunch of roses
- j grapes

- 2 Fill in: *lend, spent, earned, save, waste, cost.*

- 1 Can you tell me how much these two books will me?
- 2 I am happy I've enough money to go on a nice holiday this year.
- 3 We would have to a long time to afford that car.
- 4 Could you me some money to pay for this now? I promise to pay you back!
- 5 He most of his money last weekend at the fair.
- 6 There is nothing I want to buy and I don't want to my money.

- 3 Fill in: *cash, credit, afford, pay, cost, waste, borrow, student.*

- 1 A: Come out with us tonight, will you?
B: Sorry, I cannot to go out tonight.
- 2 A: Do you like my new watch?
B: Wow! It must have you a fortune.
- 3 A: Good morning. I would like to this cheque, please.
B: Yes, of course. Sign it on the back, please.
- 4 A: Why have you not bought a new car yet?
B: I would have to the money and I don't want to do that.
- 5 A: How would you like to pay for this?
B: I will use my card, please.
- 6 A: How many bills do you pay every month?
B: I pay for my rent and my loan.
- 7 A: Let me for dinner.
B: Thank you.
- 8 A: I would like to buy two mirrors.
B: One is enough. Don't money on something we don't need.

- 4 Fill in the gaps with the phrases below.

- make ends meet
- digging deeper into their pockets
- catching up quickly
- can't afford to splash out
- pocket money
- shopping spree
- handing out
- household chores

- 1 My parents give me every week.
- 2 The number of girls playing video games is to the number of boys playing.
- 3 Many teenagers are to pay for all the things they want.
- 4 Many parents are more and more money to their teenagers each month.
- 5 Some people are working two jobs to these days.
- 6 I think children should do to help their parents and earn a little extra money.
- 7 He went out on a and got everything he wanted for himself.
- 8 My parents yet spend a lot of money on extra things for my sister and me.

Module 3

Education & Careers



1 Fill in the gaps with the correct word: *motivated, private, activities, training, uniform, attend, rules, sit, strict, public.*

- 1 Students must wear a school every day.
- 2 It is important for everyone to follow the
- 3 This school is known for its discipline and teachers.
- 4 Students are very to do well at this school.
- 5 Do you use a bicycle or the transport system?
- 6 He has to extra classes at the weekend.
- 7 She goes to a very expensive school abroad.
- 8 When do you your exams?
- 9 The students are encouraged to participate in extra-curricular
- 10 Every morning we begin with physical at acrobatic school.

2 Fill in: *experience, resign, freelance, applied, responsibility, shifts.*

- 1 A: Have you found a new job yet?
B: No, but I have to several companies.
- 2 A: I have a new part-time job at the car factory.
B: How many a week will you work?
- 3 A: He does not like working for that company at all.
B: You should tell him to and find a new job.
- 4 A: Have you ever thought about working from home?
B: Yes, I was thinking about being a artist.
- 5 A: Have you worked in the medical profession before?
B: Oh yes, I have years of
- 6 A: Are you interested in managing a business?
B: I don't know if I am ready for that much

3 a Match the words to form phrases.

- | A | B |
|-----------------|-------------|
| 1 bank | a services |
| 2 flight | b director |
| 3 communication | c date |
| 4 managing | d clerk |
| 5 naval | e skills |
| 6 emergency | f attendant |
| 7 previous | g officer |
| 8 start | h employer |

b Use the phrases in Ex. 3a to complete the sentences below.

- 1 She just got a job as a paramedic with the
- 2 Sarah has been promoted to of the company.
- 3 He wants to be a because he enjoys travelling.
- 4 What is the of your new job?
- 5 I had to talk to the about my savings account.
- 6 I have excellent and can speak three languages.
- 7 My brother is a in the Merchant Navy.
- 8 She had a reference from her

4 Complete the text with: *skills, participate, profession, companies, apply, training, interview, attended, responsibility, experience.*

Finishing school is a very busy, exciting time for people. Everyone wants to find a good job and begin working in their chosen 1) The first step is to find a suitable vacancy and 2) for the position. If you are called for an 3) you will be asked what 4) you have and where you 5) school. They may ask if you have any previous 6) in that type of work. Many large businesses and 7) will require their new employees to 8) in a special 9) course before they are given the 10) of working on their own.

Module 4

Environment

1 a Match the words to form phrases.

- 1 energy
- 2 power
- 3 global
- 4 excessive
- 5 vegetable
- 6 compost
- 7 conservation
- 8 negative
- 9 modern
- 10 wildlife

- a peelings
- b transportation
- c station
- d habitats
- e heap
- f consumption
- g effects
- h warming
- i packaging
- j programme

b Use the phrases in Ex. 1a to complete the sentences below.

- 1 The invention of has created a lot of traffic congestion.
- 2 Temperatures are rising all over the planet because of
- 3 My local zoo runs a for most of their endangered species.
- 4 Whenever I cook I always put the into a separate bin just for organic waste.
- 5 Tell me about the poisonous gases have on the environment.
- 6 There is more than one nuclear near where I live.
- 7 We should all try to protect the in the areas we live.
- 8 Do you know you can put eggshells on the?
- 9 What is the level of this oven?
- 10 There is always when you buy electronic items.

2 Fill in: *repair, packed, decompose, adoption, compost, rubbish.*

- 1 There are many animals up for at the city zoo.
- 2 We need to the engine so the car runs properly.
- 3 Have you your lunch for school today?
- 4 Do not put things in the bin that can be recycled.
- 5 You can put things that, like vegetable peelings, onto the heap.

3 Fill in the words *come, dump, pass, raise, sponsor, take* in the correct form.

- 1 The government a law against hunting.
- 2 Our school £1570 for charity.
- 3 You can be fined for rubbish.
- 4 We need to action.
- 5 When you an animal you help the zoo care for it.
- 6 The new hunting laws will into effect in January.

4 Fill in: *come up with, throw away, switch off, turn down, put on, cut down on.*

- 1 Make sure you all the lights before you leave.
- 2 You should a jumper rather than turn the heating on.
- 3 Don't those glass bottles. They can be recycled.
- 4 We must try to the amount of electricity we use.
- 5 I like to the heating at night. It helps me to sleep better.
- 6 We must a way to use less paper.

5 Use the words in their correct form to complete the gaps.

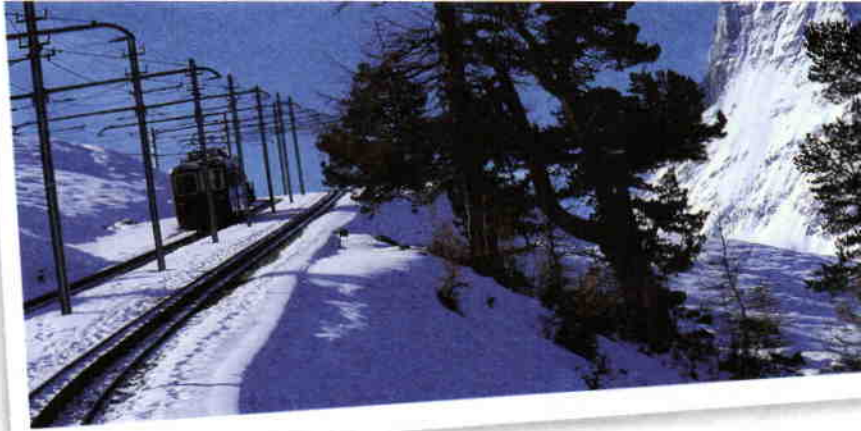
- replace • congestion • campaign • encourage
- energy • ban • switch • emissions

For many years the traffic in our town has been getting busier and busier. It has become a huge environmental problem because of all the carbon 1) produced by the vehicles. One group of environmentalists have started a 2) to do something about it. They want to 3) certain vehicles from the roads during times of high 4) and 5) people to use public transport. They want people to understand that by 6) from a form of transport that uses a lot of 7) and 8) it with one that uses less, they will be doing their part to help save the planet.



Module 5

Holidays



1 Circle the odd word.

- 1 ancient, exotic, medieval, well-preserved ruins
- 2 five-star, luxury, package, prestigious hotel
- 3 sandy, shaded, deserted, crowded beaches
- 4 rocky, packed, snow-capped, high mountains
- 5 traditional, local, healthy, nasty cuisine
- 6 homely, modern, dirty, crowded streets
- 7 open-air, indoor, hotel, exotic swimming pool
- 8 trendy, expensive, hired, souvenir shops

2 a Match the words to form phrases.

- 1 delayed
- 2 cracked
- 3 trekking
- 4 hired
- 5 spectacular
- 6 local
- 7 candlelit
- 8 travel
- 9 annual
- 10 ancient

- a scenery
- b festival
- c mirror
- d procession
- e flight
- f (a) guide
- g town
- h excursion
- i dishes
- j brochure

b Use the phrases from Ex. 2a to complete the sentences below.

- 1 Would you get a that explains the details of the holiday?
- 2 My friend and I and went hiking in the Swiss Alps last summer.
- 3 The town celebrates spring with an
- 4 I noticed you have a in your bathroom.
- 5 You have to taste some of the when you travel to different places.
- 6 The passengers had to wait in the lounge for hours because of a
- 7 We went for a walk in a beautiful area and saw some
- 8 While we were in Egypt we visited the ruins of an
- 9 Our holiday package offered a daily if you wanted to participate.
- 10 We watched a beautiful that started at the church and went down to the waterfront.

3 a Fill in: agent, repellent, viruses, flight, peaks, chilly, sickness, handicraft.

- | | |
|-----------------|----------------|
| 1 weather | 5 delays |
| 2 insect | 6 tools |
| 3 travel | 7 snowy |
| 4 nasty | 8 travel |

b Use the phrases from Ex. 3a to complete the sentences.

- 1 You could see the of the Swiss Alps from our hotel window.
- 2 People should have a flu jab to protect themselves from when they are travelling in winter.
- 3 People were experiencing a number of due to the bad weather.
- 4 I need some to protect myself from these mosquitoes.
- 5 We had for a couple of days but the rest of the time it was sunny.
- 6 She doesn't enjoy flying because she suffers from
- 7 You should ask your to give you an itinerary of your holiday.
- 8 He is a cabinetmaker, so he has a very expensive set of

4 a Fill in: rent or hire.

- | | |
|-------------------|------------------------|
| 1 a house | 6 a villa |
| 2 a car | 7 an interpreter |
| 3 a guide | 8 a tuxedo |
| 4 a cottage | |
| 5 a driver | |

b Fill in: miss or lose.

- | | |
|--------------------|------------------------|
| 1 a flight | 5 a game |
| 2 a passport | 6 a dinner |
| 3 a bus | 7 an opportunity |
| 4 some money | |

Module 6

Food

1 Fill in the gaps with the following words: *infections, eyesight, physically, handful, optimistic, soothing, complain, emotions.*

- I am that my first attempt at baking a cake will be successful.
- The man did nothing but all night about the slow service and the bad food.
- You must get enough vitamins so your body can fight off
- She took a nice bath after a long day at work.
- A balanced diet and regular exercise will keep you fit.
- Try not to let your get in the way of making the right decision.
- He took a of peanuts and ate them on his way out.
- Carrots are good for your because they contain Vitamin A.

2 a Match the words to form phrases.

- recipe
- grilled
- regular
- well-balanced
- crash
- grated
- artificial
- sugary

- exercise
- additives
- book
- diet
- drinks
- fish
- meals
- cheese

b Use the phrases in Ex. 2a to complete the sentences below.

- Taking can keep you in good shape.
- Would you like some on your pasta?

- I want to buy a local and try cooking some of the dishes.
- This juice tastes odd because of all the it has.
- Ann has cut out junk food and
- I'm having with boiled potatoes for dinner.
- Try to lose weight slowly, don't go on a
- She likes to eat as part of her healthy lifestyle.

3 a Circle the odd one out.

- black, raw, instant, filtered coffee
- healthy, strict, special, fresh diet
- spicy, traditional, artificial, vegetarian dish
- grilled, raw, bitter, oily fish
- boiled, scrambled, fried, instant eggs
- fake, cold, sparkling, still water

b Cross the odd one out.

- a bag of shopping, potatoes, water, apples
- a box of chocolates, cakes, flour, cereal
- a bottle of water, wine, soup, milk
- a tin of sardines, peas, sugar, biscuits
- a packet of crisps, apples, peanuts, sweets

4 Which of the foods in the pictures are fish? seafood?



5 Fill in: *eyesight, sprinkle, carbohydrates, main, tooth, fizzy.*

- A: What type of foods are rice and cereals?
B: They are all
- A: Would you like me to put some salt on the vegetables?
B: Yes please, just some on the top.
- A: Oh dear! I have just bit down on a bone.
B: I hope you have not damaged your
- A: What would you like to drink with your meal?
B: Do you have any drinks?
- A: Do you know eating vegetables makes you healthier?
B: Yes I know eating carrots gives you better

Word Perfect

Module 7

Films/media/performances

- 1 Complete the boxes with: *ballet, cinema, concert, dance, opera, painting, sculpture, theatre, storytelling, printmaking, poetry reading.*

Fine arts

Performance arts

- 2 Fill the gaps to complete the exchanges: *couch potato - I have to admit - it's such a good laugh - can't beat - I can take it or leave it - anti-social*

- 1 A: Did you enjoy the new film last night?
B: Well, it was rather good.
- 2 A: I got this computer game for ten pounds.
B: You just a good price like that.
- 3 A: Shall I tell the children that joke again?
B: Oh yes
- 4 A: What is wrong with her? Why is she sitting by herself?
B: Oh never mind, she is just being
- 5 A: Have you noticed how much weight he has gained?
B: Well of course, he doesn't do any exercise. He is a
- 6 A: Do you like to go ice-skating in the wintertime?
B: Not really

- 3 a Fill in: *ballet, audience, predictable, fully, spectacular, catchy, release, blaring.*

- | | |
|------------------|-------------------|
| 1 booked | 5 dancer |
| 2 cheering | 6 music |
| 3 scenery | 7 tune |
| 4 new | 8 storyline |

- b Use each phrase from Ex. 3a to complete the sentences.

- 1 To be a you must train for many years.
- 2 I would have a terrible headache if I had to listen to that all day long.
- 3 Tom enjoyed the film, even though it had a very
- 4 I was glad we bought our tickets in advance because the play was soon
- 5 The theme song to the film was quite a
- 6 Do you know where I can buy U2's ?
- 7 The singer came out onto the stage to play for the
- 8 The theatre built the most for their latest production.

- 4 Fill in: *suspense, practical, unoriginal, frequent, repetitive, unwind.*

- 1 Susan is a cinema-goer.
- 2 He wanted to be and do something useful with his day off.
- 3 She took a bath to help her after a long day at work.
- 4 The story was and similar to others he had read, so he decided to find a new one.
- 5 Tom loves reading mysteries that are full of
- 6 I don't like songs with a beat.

- 5 Circle the odd one out.

- 1 evil, catchy, likeable, believable **character**
- 2 clever, thrilling, terrifying, blaring **plot**
- 3 gripping, dull, awful, pointless **performance**
- 4 original, realistic, repetitive, catchy **tune**
- 5 moving, glamorous, stunning, simple **costumes**
- 6 amazing, tragic, exciting, dull **effects**
- 7 talented, brilliant, confusing, dreadful **actor**



Module 8

Technology

- 1 a** Fill in the gaps with the correct word.
- recorder • software • social • techno
 - charged • guarantee • power • digital

- | | | | |
|---|----------------------|---|----------------|
| 1 | freak | 4 | solar |
| 2 |
certificate | 5 | fully |
| 3 | computer
..... | 6 | voice |
| | | 7 | pictures |
| | | 8 | life |

- b** Use the phrases from Ex. 1a to complete the sentences below.

- 1 Make sure the battery in your camera is
- 2 He has a lot of friends and a very active
- 3 You can leave a message on my and I will call you back.
- 4 I think the quality of and photography is improving all the time.
- 5 Take the out of the box and put it somewhere safe in case we need it.
- 6 There are a number of packages that you can use to edit your home movies.
- 7 We have cut down on our heating bills by switching to
- 8 He is such a! He has every new gadget that is available.

- 2** Use the phrases to complete the sentences.

- hooked on • on the move • to the extent
- apart from • it goes without saying

- 1 I am quite happy with our new house it not having a garden.
- 2 He is such a busy child. He is constantly doing something.
- 3 She is a teenager so she can be a bit moody sometimes.
- 4 He is playing video games with his mates.
- 5 She cannot use the computer that she would like.

- 3** Fill in the table. Which of these gadgets are you more likely to use at home or at work?

- MP3 player • video mobile phone
- TV • digital camera • dictaphone
- PDA • radio cassette player
- camcorder • laptop • Walkman®

Home

Work

- 4** Complete the exchanges with the words below.

- invented • digital • charge • portable
- renewable • solar • player • alternative

- 1 I think it is time to the battery in my mobile phone.
- 2 We have three cells on the roof to help heat our home.
- 3 Our city is trying to use as many energy sources as possible.
- 4 Do you know who mobile phones?
- 5 Let's watch a film in the garden. I'll bring my DVD player.
- 6 Can I borrow your MP3, please?
- 7 I would like to get a clock with an alarm on it.
- 8 We have to do something to encourage the use of resources.

- 5** Fill in: *discover, experiment, invent, research*, in the correct form.

- 1 A: Who the Hawaiian Islands?
B: It was Captain James Cook, wasn't it?
- 2 A: What did you do after your PhD?
B: I did some on artificial intelligence.
- 3 A: You shouldn't with electricity. It is dangerous.
B: Don't worry. I know what I'm doing.
- 4 A: Did you know that fireworks were by accident?
B: You must be kidding!



Module 1

Present tenses

1 Put the verbs in brackets into the *present simple*, *present continuous*, *present perfect* or the *present perfect continuous*.

- 1 A: What (you/do) at the moment?
B: I (play) a computer game.
- 2 A: How long (it/take) you to get to school?
B: Ten minutes on the bus, but tomorrow my dad (give) me a lift.
- 3 A: Your mum (cook) very well.
B: Yes. Actually, she (make) a cake right now.
- 4 A: You look tired. What (you/do)?
B: I (work) in the garden all day.
- 5 A: (you/want) to come over to my house to watch some DVDs?
B: No. Sorry. I (not/finish) my homework yet.
- 6 A: (you/come) shopping with me today?
B: I'd love to, but I (not/have) any money.
- 7 A: What time (train/leave)?
B: There (be) one in five minutes.
- 8 A: I (see) Tina this afternoon.
B: Really? Can I come? I (not/see) her for ages.
- 9 A: (you/play) computer games all afternoon?
B: No. I (tidy) my room and I (walk) the dog as well.
- 10 A: (you/like) sports?
B: Yes. We (play) football every Saturday.
- 11 A: What (you/do) and where is your sister?
B: I (listen) to music and Ann (surf) the Net.
- 12 A: (you/work) this week?
B: No, it (be) my week off.

- 13 A: Let's go to the park. It (not/rain) now.
B: Really? It (rain) since this morning.
- 14 A: I (think) about going to the cinema. (you/want) to come?
B: I'd love to. What (you/think) is a good film to see?
- 15 A: I'm hungry. I (not/eat) anything since lunchtime.
B: Well, I (make) a sandwich. Shall I make you one too?
- 16 A: They (have) a party this Saturday.
B: Really? They (not/tell) me anything.
- 17 A: How (the film/end)?
B: In the end, Superman (save) the world.
- 18 A: The rate of unemployment (rise) these days.
B: That's true. It (get) harder and harder to find a job.
- 19 A: She (always/complain) about everything.
B: Yes it (be) very annoying.
- 20 A: I (not/see) Sue for ages. How is she?
B: She's fine. She (work) as a shop assistant now.

2 Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.

- 1 She's angry. Her lunch is not ready yet. She for her lunch. (wait)
- 2 There's no 'For Sale' sign in front of the house. They the house. (sell)
- 3 We're leaving for Spain tomorrow. We our tickets. (book)
- 4 He started work in the garden two hours ago. He trees in the garden for the last two hours. (plant)
- 5 She is still waiting for Steve. Steve yet. (not/come)
- 6 Paul is unhappy. He didn't do well in his test. Paul his test. (fail)

3 Put the verbs in brackets into the *present simple* or *present continuous*.

- 1 A: She (**see**) her lawyer tonight.
B: I (**see**). I hope he can help her.
- 2 A: They (**think**) of buying a new car.
B: I (**think**) that is a great idea.
- 3 A: I (**have**) a really bad day.
B: Why (**you/not/have**) tomorrow off?
- 4 A: Why (**you/taste**) the soup?
B: It (**taste**) too salty, I think.
- 5 A: How much (**the box/weigh**)?
B: I don't know. They (**weigh**) it at the moment.
- 6 A: Sally (**look**) for a bigger flat.
B: It (**look**) as if her sister is coming to stay with her.
- 7 A: Why (**he/be**) so noisy today?
B: I don't know. He (**be**) usually very calm and well-behaved.
- 8 A: The singer (**not/appear**) tonight.
B: Yes, I've heard about it. He (**appear**) to have a bad cold.

4 Put the verbs in brackets into the *present simple*, *present continuous*, *present perfect* or *present perfect continuous*.



Hi! How are you? I **1**) (**not/hear**) from you for a while. I **2**) (**guess**) you **3**) (**study**) for your exams for the last few weeks like me. I **4**) (**sit**) most of them. I **5**) (**sit**) the last one this Friday. I **6**) (**think**) that I **7**) (**do**) quite well. My friends and I **8**) (**throw**) a big party to celebrate this weekend. We **9**) (**already/hire**) the village hall. **10**) (**you/make**) any plans for Saturday night yet? If not, why don't you come? It **11**) (**start**) at 8 pm and you can stay at my house. Paula and Eve **12**) (**stay**) too so it'll be fun. Let me know. Write back soon.

Love,
Lisa

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

- 1 It's been five years since we visited Spain.
for We
..... five years.
- 2 I've never met such a nice person before.
ever She is the nicest
..... met.
- 3 Have you made any plans for the weekend yet?
doing What
..... this weekend?
- 4 This is the first time I have sent a text message.
never I
..... message before.
- 5 I have got an appointment with my doctor today.
seeing I
..... today.
- 6 Tom listens to music all the time, he's really into it.
likes Tom
..... all the time.
- 7 What are you doing on Saturday night?
busy
..... on Saturday night?
- 8 Jane is not at home.
has Jane
..... out.
- 9 Do you know what the new internet café in town is like?
to Have
..... internet café in town?
- 10 Carl started learning English six years ago.
been Carl
..... six years.

Grammar Check

Module 2

-ing form / (to) infinitive

1 Put the words in brackets into the correct infinitive form or the -ing form.

- 1 A: Do you want me (give) you a lift?
B: No, thanks. I'd rather (walk).
- 2 A: Would you like me (cook) dinner tonight?
B: OK, but how about (make) something light, like soup?
- 3 A: Do you fancy (watch) a DVD?
B: Good idea. Let me (make) some popcorn.
- 4 A: I don't remember (lock) the door.
B: There's no point (worry) about it. I've locked it.
- 5 A: Don't forget (call) the doctor to make an appointment.
B: Oh yes. Thanks for (remind) me.
- 6 A: It's no use (try) to park there. The space is too small.
B: You're right. I'll have (drive) around the block again.
- 7 A: I was glad (hear) you passed your exams.
B: Yes. I was the only one in my class (pass) all of them.
- 8 A: We'd better (go) now.
B: Can't we (stay) a bit longer?
- 9 A: Please let me (go) to the party.
B: Sorry, you must (study) for the exam.
- 10 A: Do you know how (play) the piano?
B: No, but I'd like (learn) one day.

2 Tick (✓) the correct sentence, as in the example.

- 1 a Playing a sport is good for you. ✓
b Play a sport is good for you.
- 2 a I'm looking forward to see him.
b I'm looking forward to seeing him.

- 3 a You should read more.
b You should reading more.
- 4 a I'd like going shopping this afternoon.
b I'd like to go shopping this afternoon.
- 5 a My teacher made me stay after school.
b My teacher made me to stay after school.
- 6 a Would you mind to help me with my homework?
b Would you mind helping me with my homework?
- 7 a I'd better to take a taxi home.
b I'd better take a taxi home.
- 8 a How about to go to the theatre this Saturday?
b How about going to the theatre this Saturday?
- 9 a Did she admit breaking the vase?
b Did she admit to break the vase?
- 10 a It was nice of you to lend me the money.
b It was nice of you lending me the money.

3 Fill in with the correct infinitive form or the -ing form.

	Date	Priority
To:	doug58@hotmail.co.uk	
From:	kathy66@aol.com	
Subject:	Party	

Hi. How are you? Would you like 1) (come) to my party next weekend? I've been meaning 2) (invite) you for weeks but I've been so busy 3) (make) arrangements that it almost slipped my mind. Anyway, I'd love for you 4) (come). Of course, you can 5) (bring) a friend and don't worry about 6) (find) a place 7) (stay) because you're welcome 8) (spend) the night at my house. Also, my dad could 9) (pick) you up at the station, if you like. Please reply as soon as you can 10) (say) that you'll come.

Love,
Kathy

4 Put the verbs in brackets into the correct form of the *infinitive* or the *-ing* form.

- 1 If you can't fix it yourself, I suggest
..... (call) a plumber.
- 2 There's no use (try) to talk to him, he won't listen.
- 3 Tom is really looking forward to
..... (go) on holiday to Spain this summer.
- 4 Jane spends a long time
(talk) on the phone every day.
- 5 Mark enjoys (listen) to pop music.
- 6 I don't know how (drive) a car.
- 7 I am happy (hear) that you've settled into your new school.
- 8 There's no point in (complain). He won't listen to you.
- 9 Let's (eat) out tonight.
- 10 You should (pay) more attention in class.
- 11 I can only (hope) everything turns out well.
- 12 This year Jack plans (buy) a house.
- 13 I'm tired of (do) the same exercise.
- 14 I suggest (ask) for help.
- 15 I can't stand (listen) to jazz music.

5 Put the verbs in brackets into the *infinitive* or *-ing* form.

- 1 A: I'll never forget (visit) Moscow. It was fantastic.
B: Yes, you were having such a good time that you forgot (send) me a postcard!
- 2 A: I hate (ask), but would you do the cleaning?
B: Sure, but remember, I hate (wash) the dishes.
- 3 A: The car needs (wash).
B: I know. I wanted (take) it to the car wash but I didn't have time.
- 4 A: I'm sorry (call) so late but I need a favour.
B: That's OK. I'm sorry for not (answer) the phone quicker.

- 5 A: Let's not stay in. I'd prefer (eat) out tonight, wouldn't you?
B: You know me, I always prefer (eat) out to cooking.
- 6 A: Did he go on (talk) all afternoon at the meeting?
B: No, he actually went on (invite) us all out for dinner.
- 7 A: Anne is afraid (tell) her parents about the trip.
B: I know. I'm afraid of (ask) them too.
- 8 A: I meant (call) you last night but I got home quite late.
B: That's OK. I know your job often means (work) late.
- 9 A: Why don't you try (take) an aspirin?
B: I think I'll try (get) some rest.
- 10 A: Let's stop (eat) something.
B: Again! You should stop (eat) so much.
- 11 A: I regret (announce) that the exhibition has finished.
B: Really? I regret (not/go) last weekend.
- 12 A: You didn't remember (post) the letters.
B: I don't remember you (ask) me.

6 Complete the sentences.

- 1 I'm used to
- 2 I used to
- 3 I'm keen on
- 4 I hate
- 5 I'd love
- 6 I'd prefer
- 7 My parents let me
- 8 I can't stop
- 9 I regret
- 10 I don't mind

Module 3

Future tenses

1 Fill in *will* or the correct form of *be going to*.

- A: Is Lucy coming to school tomorrow?
B: I'm not sure. I call her and ask.
- A: Why are you taking the car keys?
B: I drive John to the gym.
- A: Have you done your homework yet?
B: No, I do it now.
- A: What does Ray want to do when he leaves school?
B: He go to medical school.
- A: I'm struggling with this Physics problem.
B: I help you.
- A: Ken and Laura are sitting their exams next week.
B: Oh, I'm sure they pass with flying colours.
- A: Here, you can use my pen.
B: Thanks. I give it back in a minute.
- A: Has Mr Harrington given out the results yet?
B: No, he hand them out in the next lesson.
- A: What are your plans for tomorrow?
B: We have dinner with the Smiths.
- A: Jim looks extremely tired, doesn't he?
B: Yeah! He fall asleep any minute.

2 Put the verbs in brackets into the *future continuous* or the *future perfect*.

- A: Imagine. This time tomorrow I
..... (sit) by the pool enjoying a coffee.
B: You're so lucky.
- A: Do you think
(they/finish) by tomorrow?
B: Yeah, I'm sure they will.
- A: Have you tidied your room yet?
B: No, but I (do) it
by the time you get home.

- A: I haven't seen Tim in ages.
B: I (see) him later tonight.
Would you like me to give him a message?
- A: The Jones are coming in an hour.
B: Don't worry. I
(finish) cooking by then.

3 Use an appropriate future tense to respond to the following situations, as in the example.

- Your mum says she has got a headache.
▶ *I'll get you a painkiller.*
- Your friend can't solve the problem. I
- You're going to the supermarket. Your mum wants a loaf of bread. I
- Your friend wants to buy a sandwich but he hasn't got any money with him. I
- Your dad wants to plant some trees in the garden. I

4 Choose the correct answer.

- I'm sure Thomas a great scientist one day.
A will become B will be becoming
C will have become
- Henry and Jane house soon.
A will have moved B are going to move
C will move
- I think John today.
A will have come B will come
C is going to come
- me with my homework, please?
A Are you going to help
B Will you be helping me
C Will you help
- This time next month, we in the sun.
A will be relaxing B will have relaxed
C are going to relax
- Oh no! There's no milk. I get some.
A will have gone B will go
C am going to go
- I'm sure they here before 9 o'clock.
A are going to be B will have been
C will be
- Sam by the time we get there.
A will have left B is going to leave
C will be leaving

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

- 1 She has the intention of selling her car.
going She her car.
- 2 Tomorrow it will be a year since we have moved here.
lived Tomorrow we for a year.
- 3 He will still be writing his English essay at 2 pm.
finished He his English essay by 2 pm.
- 4 Jack is planning to go to Japan next year.
going Jack to Japan next year.
- 5 The first thing I'm going to do when I get there is call you.
soon I'll call you there.
- 6 I have a doctor's appointment tomorrow.
seeing I tomorrow.
- 7 They plan to finish building the house by April.
built They by April.
- 8 She won't have finished cooking when we get home.
still She when we get home.
- 9 He won't leave until you arrive.
before He will wait for leaving.
- 10 Tomorrow will be my sixth week here.
for I six weeks tomorrow.

Comparative & Superlative forms

6 Put the adjectives in brackets into the comparative or superlative forms, adding any necessary words

- 1 A: Wow! Your new uniform is nice.
B: Yeah. I think it's (**smart**) school uniform around.
- 2 A: How do you like my new couch?
B: It's great. It's far (**comfortable**) your old one.
- 3 A: What are your new neighbours like?
B: Unbearable. They are (**noisy**) people I've ever met.
- 4 A: I just love your new flat.
B: Me too. It's much (**cosy**) the last one.

- 5 A: Thanks for all your help.
B: Don't mention it. It's (**little**) I could do.
- 6 A: Fred is very friendly, isn't he?
B: Yes, he's (**sociable**) boy in the class.
- 7 A: We won! This is a wonderful day, isn't it?
B: It sure is! It's (**good**) day of my life.
- 8 A: How was your holiday?
B: It was (**bad**) holiday I've ever had.
- 9 A: Mrs Lynch is very nice, isn't she?
B: Yes, she's (**nice**) teacher in the school.
- 10 A: You look very happy.
B: These results are (**good**) any I've ever had.

7 Complete the second sentence so that it means the same as the first. Use up to five words.

- 1 It was the least expensive hotel we could find.
cheapest It was find.
- 2 Glasgow University is not as prestigious as Cambridge University.
less Glasgow University is Cambridge University.
- 3 Andy is faster than any of the students in the class.
the Andy student in the class.
- 4 As I practise, I get better.
more The I get.
- 5 Mary and Ann are both equally friendly.
as Mary is Ann.
- 6 John is more hard-working than Bill.
than Bill is John.
- 7 Raymond is taller than Patsy.
as Patsy Raymond.
- 8 I've never seen such a patient teacher.
the He I've ever seen.

Grammar Check

Module 4

Modal verbs

1 Choose the correct word.

- 1 **Could/Should** you turn on the light? It's getting dark in here.
- 2 You **must/may** be joking. No one could eat so many cakes.
- 3 I think you **might/ought** to see a dentist.
- 4 It's Sunday tomorrow. You **mustn't/needn't** wake up early.
- 5 **Should/May** I borrow the car tonight, please?
- 6 That **mustn't/can't** be his mother. She looks so young.
- 7 I **might/can** come later but I'm not sure.
- 8 You **must/ought to** be very tired. Do you want to sleep for a while?
- 9 I **have to/could** go to the bank. I'm out of money.
- 10 You **must/ought to** respect the elderly.

2 What do the modal verbs in bold express?

- prohibition • absence of necessity
- obligation • necessity • possibility
- asking for permission • negative logical assumption • request • advice

- 1 You **mustn't** dump rubbish here.
▶ prohibition
- 2 He **ought to** cycle to work more often.
- 3 He **can't** have failed the exam.
- 4 We **should** plant more trees in the neighbourhood.
- 5 You **needn't** come to work in the morning.
- 6 You **must** fill out this form first.
- 7 We **have to** reduce waste.
- 8 **May** I have your name, please?
- 9 I think it **might** snow soon.
- 10 **Could** I turn the light off, please?

3 Fill in: *must, mustn't, can, can't, needn't, or have to.*

- 1 A: Would you like to come out with us tonight?
B: Oh, I can't. I study for my exams.
- 2 A: You feed the animals in the zoo.
B: I'm really sorry.
- 3 A: Guess what! I've just won a holiday to Bali.
B: No way! You be joking.
- 4 A: I'm not feeling well.
B: You see a doctor.
- 5 A: Look! It's Frank.
B: It be. He said he was staying in tonight.
- 6 A: This article says people are wasting far too much electricity.
B: That's why we all try to save energy in the home.
- 7 A: You go now if you want to.
B: Thanks. See you tomorrow.
- 8 A: How about a game of chess?
B: Sorry, but I finish my homework first.
- 9 A: Would you like me to pick you up later?
B: No, you bother. I'll get the bus.
- 10 A: Excuse me, sir. You use your mobile phone in here.
B: Oh, I'm sorry.

4 Write sentences to explain what each sign means.



5 Choose the correct answer.

- 1 Can I use a calculator during this exam?
A I'm afraid not. B No, you needn't.
- 2 May I use your phone?
A Yes, you must. B Yes, of course.
- 3 Is that Bob over there?
A It can't be. B I know.
- 4 Do you think it will rain?
A Not really. B It might.
- 5 Could I have a moment to prepare?
A Certainly. B Yes, you might.
- 6 Stop that! You mustn't feed the animals.
A No, I mustn't. B I'm sorry.

6 Rewrite the sentences using the words in brackets, as in the example.

- 1 It's forbidden to park here. (**mustn't**)
▶ *You mustn't park here.*
- 2 I don't think he is at home. (**can't**)
- 3 It's a good idea to use natural fertilizers. (**ought**)
- 4 It's allowed to take photographs here. (**can**)
- 5 Maybe they'll turn up later. (**might**)
- 6 Please help me clean up. (**could**)
- 7 It's advisable to turn your TV off when not watching it. (**should**)
- 8 It's not necessary to water a cactus very often. (**have**)
- 9 It's forbidden to enter this area. (**mustn't**)
- 10 There's a chance that it will snow tomorrow. (**may**)

7 Read the following situations and write how you would respond to each, using modals.

- 1 Your friend has an awful toothache. What do you tell her?
▶ ... *"You ought to see a dentist."* ...
- 2 Your friends invite you out but you've got lots of homework. What do you say?
- 3 You see a sign which reads 'No Swimming' and your friends are getting ready to dive into the water. What do you tell them?
- 4 You see an injured dog on the street on the way home from school. What do you suggest to your friend?

- 5 The window is open in the classroom and you're cold. What do you ask the teacher?
- 6 John tells you that Pat failed an exam but you find it hard to believe. How do you reply?
- 7 Your friends invite you to a party. You're not sure if you will go but you probably will. What do you say to them?
- 8 You see a man throwing rubbish on the beach. What do you tell him?

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

- 1 Putting recycling bins in every classroom would be a good idea.
should We
in every classroom.
- 2 It's possible that he's Paul's brother.
be He
brother.
- 3 It isn't necessary to take the car every day.
have You the car
every day.
- 4 Coral reefs will probably survive if we act to protect them now.
may If we act now,
- 5 It's not a good idea to drink that water. It may be polluted.
should You
It may be polluted.
- 6 It's against the law to fish here.
must You It's illegal.
- 7 Something must be done to protect the monk seal.
need We protect the
monk seal.
- 8 You don't have permission to take your dog on the train.
can't You on the train.
- 9 I think you're right but I'm not totally convinced.
be You right.
- 10 Leaving the tap running wastes water.
should You running.
It wastes water.

Grammar Check

Module 5

Past tenses

1 Put the verbs into the *past simple* or the *past continuous*.

- A: Where (you/be) last week?
B: I (relax) on the beach most of the week, actually.
- A: Have you ever been to India?
B: Yes, I (go) there last summer.
- A: Why (you/not/come) last night?
B: Because I (study) for my exams.
- A: How (be) your holiday?
B: Awful! It (rain) the whole time.
- A: How did you meet?
B: When we (walk) along the beach.
- A: Where (they/spend) their last holiday?
B: They (want) to go to Spain but in the end they (decide) on China.
- A: What (happen) exactly?
B: We (drive) along when this man (jump) out in front of the car.
- A: What (you/do) this time last Monday?
B: I (watch) TV while John (cook) dinner.
- A: (Jack/practise) his guitar again last night?
B: Why? (you/try) to call him?
- A: (you/arrive) on time for the meeting yesterday afternoon?
B: No, actually. We (miss) our flight.

2 Change the verbs into the *past simple* or *past continuous* and join the sentences using *as*, *when*, or *while*, as in the example.

- Harry/watch/TV. He/fall/asleep. (while)
▶ Harry fell asleep while he was watching TV.

- Maria/leave/work. She/meet/Jimmy. (as)
- They/hike up the hill. The volcano/erupt. (when)
- Roland/swim. He find/an injured turtle. (while)
- Clara/speak on the telephone. The doorbell/ring. (when)
- Tom/have a coffee. He/read a magazine. (while)

3 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- They (travel) all night and were exhausted.
- We (book) our flight weeks before we left.
- They (wait) for hours before their flight was announced.
- Lionel (already/be) to Nepal twice before he got married.
- How long (you/look) for Jess before you found him?
- The guide (organise) everything well in advance, so our trip went smoothly.
- They (look forward) to this holiday for years before they finally managed to do it.
- It (snow) for hours and no planes were able to take off.

4 Join the sentences using the words in brackets. Use the correct tense.

- I asked for an alarm call. I went to bed. (before)
- We arrived at the airport. We rented a car. (when)
- I got the message. I called her back. (as soon as)
- They got there. The museum had closed. (by the time)
- First, she unpacked. Then she called room service. (after)

5 Complete the sentences about yourself.

- 1 During my last holiday, I
- 2 This time last Sunday, I
- 3 Two years ago, while I
- 4 When I was seven years old, I
- 5 On my last birthday, I

6 Join the sentences using *already, for, just, because, since, so, when, while*.

- | | | |
|------------------------------------|---|--|
| 1 Matthew was writing an email | a | hours and my eyes hurt. |
| 2 We missed our flight | b | finished the meal. |
| 3 We got to the cinema | c | Mary was reading a magazine. |
| 4 I had been studying | d | when his computer crashed. |
| 5 By the time I got there they had | e | 8 in the morning and had sore feet. |
| 6 I couldn't come last night | f | as the film was starting. |
| 7 Ken had been walking | g | we had to wait for the next one. |
| 8 I was watching TV | h | I had to help my parents with something. |

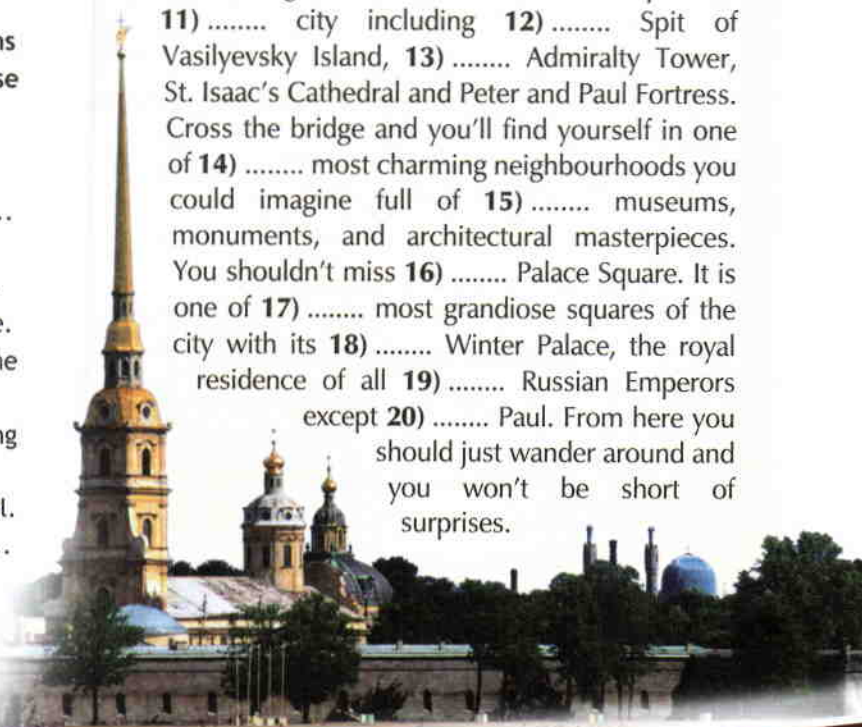
7 Complete the second sentence so that it means the same as the first. Use the word in bold. Use up to five words.

- 1 Although it was very late. I couldn't sleep.
even I couldn't sleep very late.
- 2 It was the first time Danny had been to Asia.
never Danny before.
- 3 Mark waited until everyone arrived before he started the meeting.
until Mark didn't start the meeting arrived.
- 4 They unpacked once they arrived at the hotel.
soon They unpacked as at the hotel.
- 5 When we got to the party there was no food left.
eaten By the time we got to the party they food.

- 6 Brian finished his work and left the office.
after Brian left the office his work.
- 7 It started raining during his tennis match.
when It started raining tennis.
- 8 She didn't start eating until Greg had arrived.
before She waited until Greg eating.
- 9 When he arrived they had finished eating.
time By they had finished eating.

8 Fill in *a/an, or the* where necessary.

Saint Petersburg is also known as **1)** 'Venice of the North' and there's no mystery why. With its many beautiful buildings built along its numerous canals, it surely is **2)** picturesque and majestic city. There are also more than 400 bridges crossing its canals thanks mainly to **3)** urban project begun in 1703 under **4)** Peter the Great. **5)** walking tour is **6)** great way to see **7)** city's monuments. Start at **8)** Petrogradskaya (metro Gorkovskaya) and go across **9)** Troitsky Bridge from where you'll get **10)** great view of the central part of **11)** city including **12)** Spit of Vasilyevsky Island, **13)** Admiralty Tower, St. Isaac's Cathedral and Peter and Paul Fortress. Cross the bridge and you'll find yourself in one of **14)** most charming neighbourhoods you could imagine full of **15)** museums, monuments, and architectural masterpieces. You shouldn't miss **16)** Palace Square. It is one of **17)** most grandiose squares of the city with its **18)** Winter Palace, the royal residence of all **19)** Russian Emperors except **20)** Paul. From here you should just wander around and you won't be short of surprises.



Grammar Check

Module 6

Conditionals/Wishes

1 Put the verbs in brackets into the correct tense.

- 1 If I were you, I (eat) less chocolate and more fruit.
- 2 She (not/go) to the dentist tomorrow if she can cancel her appointment.
- 3 Nicole will lose weight if she (exercise).
- 4 We will leave without her if she (arrive) late.
- 5 I wish I (have) more time to cook a better meal.
- 6 If he were scared, he (call) us to go over to his house.
- 7 She wouldn't have missed the play if she (leave) on time.
- 8 Todd goes to bed early if he (work) the next morning.
- 9 If I (be) you, I'd keep quiet about the accident.
- 10 Angelina won't come if she (not/get) a lift from her mum.
- 11 Kevin (read) a book if there is nothing good on television.
- 12 (you/help) us when you finish?

2 Put the verbs in brackets into the correct tense.

- 1 A: The weather is nice today.
B: If it continues like this, we (go) to the beach.
- 2 A: She went to the supermarket.
B: If she buys tomatoes, I (make) my secret tomato sauce.
- 3 A: Mark's suggestions are rather unclear!
B: If he (be) here with us, we would be able to ask him to clear it up.
- 4 A: I'm sorry, but my parents came around on Saturday morning.
B: If they (not/come) we would have gone to the country.
- 5 A: I forgot my books at school!
B: If I lend you mine (you/help) me with my homework?

- 6 A: I played the lottery yesterday, but I didn't win anything.
B: If you had won, what (you/do) with the money?
- 7 A: My tooth hurts!
B: If it still hurts in the morning, I (call) the dentist.
- 8 A: Jennifer left her house an hour ago.
B: If she gets here soon, tell her I (not/need) to see her anymore.

3 Complete the sentences using conditionals type 2 or 3, as in the example.

- 1 If I knew you were coming over, ► *I would have cooked dinner.*
- 2 If the plane were delayed,
- 3 If the dentist was available,
- 4 If Oliver hadn't spoken,
- 5 If Jess had been on time,
- 6 If you start exercising,

4 Put the verbs in brackets into the correct tense.

- 1 If only I (not/break) my leg skiing yesterday!
- 2 I wish you (be) here with me now.
- 3 I feel sick. If only I (not/eat) that second bowl of ice cream.
- 4 I can't remember all the ingredients. I wish I (write) down the recipe.
- 5 I wish I (remember) to buy milk. Now I have to go out again.
- 6 If only Phil (stop) playing that awful music.
- 7 Melina wishes she (not/forget) her mum's birthday.
- 8 Sofia wishes she (think) of the answer sooner.

5 Rewrite the following sentences to express either an unreal situation in the present, a regret about a past event or a desire for a situation or someone's behaviour to change.

- I don't know how to cook.
▶ *I wish I knew how to cook.*
(unreal situation in the present)
- Bobby spends all his time on the Internet.
- James forgot to tell me about the exam.
- My brother annoys me all the time!
- I can't swim.
- I lost my wallet yesterday.
- I am not going on holiday this year.
- I overslept this morning.

6 Write sentences, as in the example.

- You want to study Law in Italy, but you don't speak Italian.
▶ *I wish I knew how to speak Italian. If I could speak Italian, I would study Law in Italy.*
- You wanted to surprise your family with dinner, but you overcooked the chicken.
- You wanted to take dance lessons, but you didn't sign up for the class on time.
- You wanted to go on holiday, but you didn't save enough money.
- You can't go up the Eiffel Tower because you are afraid of heights.
- You want to see a movie, but have nobody to go with.

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

- I don't think it would be a good idea to lie to your parents.
were If I lie to your parents.
- Vince would like to go to New York if he had some time off work.
wishes Vince off work to go to New York.
- It's a shame you broke your leg. You would have come skiing with us.
broken If your leg, you would have come skiing with us.
- There was a snowstorm and that's why the flight was delayed.

would If there hadn't been a snowstorm left on time.

5 It's a pity that I missed the play. I would have really enjoyed it.

wish I the play. I would have really enjoyed it.

Countable/Uncountable nouns - Quantifiers

8 Look at the nouns and write C for countable and U for uncountable.

- 1 flour 2 chair 3 money 4 salt 5 love
6 friend 7 book 8 bowl of sugar 9 snow
10 furniture 11 pair of scissors 12 shoe

9 Circle the correct item.

- A: Is there **any/many** room to sit down?
B: There is a **little/few** room here on the couch.
- A: How **many/much** sugar does the recipe say?
B: Not **many/much**, just half a cup.
- A: Have you got **any/few** salt?
B: Yes, there is **lot/some** in the cupboard.
- A: How **many/much** money do you have left?
B: Just a **few/a little**.
- A: How **many/much** cups of water did you add?
B: A **lot/few**.

Concession

10 Underline the correct words.

- Despite/Even though** he left earlier than usual, he was still late.
- As much as/Yet** I enjoy crime novels, the one you lent me was awful!
- She is an excellent cook **although/however** she rarely cooks for us.
- He continues to eat unhealthy food **even though/in spite of** the doctor's warning.
- They came **although/despite** the rain.
- Leslie is very neat **whereas/as** her sister is quite messy.

Grammar Check


Module 7

Passive voice

- 1 Complete the exchanges using the *passive voice*.
- A: The soundtrack for this film is great.
B: Yeah! It (write) by Ennio Morricone.
 - A: Didn't you bring your guitar with you today?
B: No, it (repair) at the moment.
 - A: Have you seen *Braveheart*?
B: Of course. It (direct) by my favorite actor, Mel Gibson.
 - A: (their new album/release) yet?
B: No, it's due out next month.
 - A: When is the film coming out?
B: I think the premier (show) next Friday at the Palace Cinema.
 - A: Did you hear what happened to Max?
B: Yes, he (just/injure) in a car accident.
 - A: Isn't *King Arthur* a great film?
B: Fantastic. Did you know it (shoot) entirely in Ireland?
 - A: Why is the cinema closed?
B: It (repaint) at the moment.
 - A: Why didn't Jane come to the party last night?
B: I don't think she (invite), actually.
 - A: Could you send the tickets to my house?
B: Yes, they (deliver) by courier tomorrow.
 - A: Where's your DVD player?
B: Oh, it (still not/fix).
 - A: Do you remember who starred in *Gangs of New York*?
B: Yes. Daniel Day Lewis. He (award) an Oscar for the leading role.

- 2 Complete the text with the *passive form* in the correct tense.

The Globe Theatre



The Shakespeare Globe Trust **0** *was founded* (**found**) in 1970 by Sam Wanamaker and **1** (**dedicate**) to the experience and international understanding of Shakespeare in performance. The Globe Trust wanted to celebrate the playwright's work and decided to construct a new theatre in London in his name. In 1993, the construction of the Globe Theatre began and it **2** (**complete**) by 1997. Today, Shakespeare's Globe Theatre **3** (**develop**) for the enjoyment and exploration of Shakespeare and his contemporaries in performance. It **4** (**make up**) of three sections: The Globe Theatre where plays **5** (**perform**), Globe Education which helps students understand Shakespeare's scripts in relation to the stage for which they were written, and Shakespeare's Globe Exhibition which **6** (**create**) to inform the public about Shakespeare and his contemporaries who worked in theatre. Over the last few years, Shakespeare's Globe **7** (**visit**) by around 750,000 people per year. It is a great project, but more money **8** (**need**) to complete the programme.

- 3 Rewrite the newspaper headlines as complete sentences, as in the example.



1 Cinema Complex to be opened in main square

2 Jim Jarmer awarded Oscar for new film

3 Hollywood legend treated for injuries after car crash

4 Star Wars album to be released soon

5 Actor Jules Venny arrested for speeding yesterday

► 1. A new cinema complex will be opened in the main square.

4 Read the text and put the verbs into the correct *passive* form.

A press conference 1) (**hold**) this morning at the Regency Hotel by actor Ken Briggs' agent. It 2) (**announce**) that the actor would not be starring in the sequel to *Revenge*. Specific reasons 3) (**not/give**) but it seems that Briggs 4) (**not/choose**) by Paramount Pictures who are looking to replace him with a new face. The company's decision may be a breach of contract and some sources say that negotiations 5) (**take place**) between the two parties at the moment. It 6) (**not/know**) who is going to replace him and Paramount Pictures may have to deal with disappointed fans. A second conference 7) (**hold**) tomorrow morning and Briggs' agent said that an interview 8) (**give**) by the actor over the coming days.

5 Answer the questions using the words below.

- A: Has the soundtrack been recorded yet?
B: Yes, the CDs/deliver/tomorrow.
▶ Yes, the CDs will be delivered tomorrow.
- A: Has the role been accepted yet?
B: Yes, the role/accept/Jake Hans.
- A: Do you think there will be lots of fans?
B: Sure! All seats/fill/opening night.
- A: Has the set been prepared yet?
B: No, the location/not choose/yet.
- A: Have the costumes been delivered?
B: No/they/make/at the moment.
- A: Will all the actors be at the party?
B: Well/all invitations/send/last Friday.

6 Fill in *by* or *with*.

- The film was directed a Ken Loach.
b talent.
- The DVDs are made a plastic.
b Sony.
- The package was opened a a knife.
b Mrs Harris.
- The set was made a Jean.
b scrap metal.
- The film was paid for a Warner.
b company money.

7 Change the question from the *passive* into the *active*.

- Who was *Jurassic Park* directed by?
- Why hasn't the set been finished yet?
- Who will be chosen for the main role?
- When will the play be performed?
- Where will the film be shot?
- Who will the star be replaced by?
- Why was the cinema closed down?
- Who was the soundtrack composed by?
- How much was the actor paid?
- When will the film be released?

8 Change into the *passive*.

Warner Movies is shooting a sequel to *Zombies* in the Nordfold Woods area. Jason Delore is playing the main role, but many locals are playing minor roles in the film. The film has created hundreds of short-term jobs and local companies are providing services for the cast and crew. Warner Movies says they will release the movie soon.

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

- They are building the set now.
built The set now.
- They chose Sean Penn as the main actor.
was Sean Penn main actor.
- They will send the invitations tomorrow.
sent The invitations tomorrow.
- The actor broke his leg during a stunt.
broken The actor's a stunt.
- They will perform the play six times.
be The play six times.
- Henry was composing the film score.
composed The film score Henry.
- They gave Brendan a copy of *The Lord of the Rings*.
was Brendan a copy of *The Lord of the Rings*.
- My gran made this cake.
by This cake gran.
- A fire completely destroyed the cinema.
was The cinema a fire.
- They are selling tickets for the concert now.
being Tickets the concert now.

Grammar Check

Module 8

Reported speech

1 Fill in the gaps with *say* or *tell* in the correct tense.

"I ran into Tom the other day at the internet café," 1) Grant. "He 2) me that he had found a really interesting job in London and I 3) him I was delighted for him." "I am happy to hear it too," 4) Lara. "Did he 5) you when he was leaving?" asked Kate. "Yes, he 6) he would be leaving next Sunday," said Grant. "He also 7) that he was having a party on Saturday night and he 8) me to ask you to come."

2 Turn the following statements into *reported speech*.

- "He doesn't know the latest news," she said.
- "I can store 2GB of music on this," said Troy.
- "We have been using this software for a year," said Nick.
- "I've always loved photography," said Jane.
- "He will copy the CD for me," Orla told May.
- "I am considering a career in showbusiness," Ken told his dad.
- "I downloaded the program for you," said Owen.
- "I can't get this device to work," said Fran.
- "You mustn't press this button," said Bob.
- "I was playing video games all night," said Steven.

3 Rewrite the orders in *reported speech*.

- "Don't forget to recharge the battery," David told Jude.
- "Remember to bring my MP3 player back," Elizabeth said to me.

- "Be quiet!" she told him.
- "Turn your computer on," said the teacher.
- "Don't tell anyone what I said," Kate told Nora.

4 Match the speech bubbles a-f to the sentences 1-6. Then, complete the sentences using *reported speech*, as in the example.



- I had a letter to send, so I *asked her where the post office was*.
- We were both bored, so I ...
- My guests were getting hungry, so I ...
- I wanted to buy a mobile phone, so I ...
- I couldn't hear him, so I ...
- I was having problems with my computer, so I ...

Relatives

5 Fill in: *who, which, where, when*.

- Martin is a DJ plays music at weddings.
- The Eiffel Tower, is in Paris, is a popular tourist attraction.
- That's the dog barks all night long.
- I saw the play you recommended.
- The little boy you tutor passed his exam.
- The bookstore I shop, has closed down.
- That day you called I was away on holiday.

6 Fill in the relative pronoun, adding commas where necessary. Write *D* for defining, *ND* for non-defining and whether the relative can be omitted or not.

- The university *where* he studies has got an excellent reputation. *D* *NO*
- My computer teacher name is Mr Lynch is very nice.
- This MP3 player I got for my birthday is very expensive.

- 4 The students designed the device won an award.
- 5 The flat he lives has got all the modern conveniences.
- 6 Bill Gates owns Microsoft is a very rich man.
- 7 The software program I bought is very sophisticated.
- 8 My neighbour is a scientist earns a lot of money.
- 9 The shop I bought my digital camera has closed down.
- 10 I prefer the mobile has got the radio built in.

7 Fill in: *who, which, whom, whose, when, where* or *why*. Say whether they can be omitted or not.

- 1 A: Is this the book (*which*) you forgot last time?
B: Yes, it's mine.
- 2 A: Do you know the doctor office is on Elm Street?
B: Yes, I've been going to him for years.
- 3 A: Where did you find that game?
B: I bought it at the store they sell used computers.
- 4 A: When do you want to meet?
B: Can we meet the film finishes?
- 5 A: Can you give me a reason you did that?
B: I'm sorry. I can't explain it.
- 6 A: Do you remember the girl we saw last week at the park?
B: The one car had broken down?
- 7 A: My aunt is a journalist works in France.
B: Isn't she the one was here last May?

8 Combine the sentences using relatives.

- 1 That's the man. He installed my phone.
▶ *That's the man who installed my phone.*

- 2 Greg's new digital camera doesn't work. It cost him a fortune.
- 3 Here's an ad for the laptop. I think I'll buy it.
- 4 This is the laptop. I bought it from a friend.
- 5 I'm reading *The Time Machine*. It was written by H G Wells.
- 6 My friend bought a new MP3 player. It stores up to 5GB of music.
- 7 This is Mr Key. He's my Physics teacher.
- 8 The CD-ROM was delivered today. I ordered it weeks ago.

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

- 1 Mr Jackson sold eighty laptops last month.
by Eighty laptops last month.
- 2 Who sent the text message?
sent Who by?
- 3 My friend Julie lives nearby.
who Julie nearby.
- 4 They delivered the DVDs on time.
delivered The DVDs on time.
- 5 We ate at a very nice restaurant last night.
where The restaurant last night was very nice.
- 6 The technician repaired the TV yesterday.
by The TV the technician yesterday.
- 7 A famous engineer designed the software.
designed The software famous engineer.
- 8 Mike's digital camera can store up to 600 photographs. He just bought it.
which Mike's digital camera can store up to 600 photographs.
- 9 They will announce the winner of the competition next week.
announced The winner of the competition next week.
- 10 Students can log in if they have a password.
who Students can log in.

Spotlight

ON **RUSSIA**

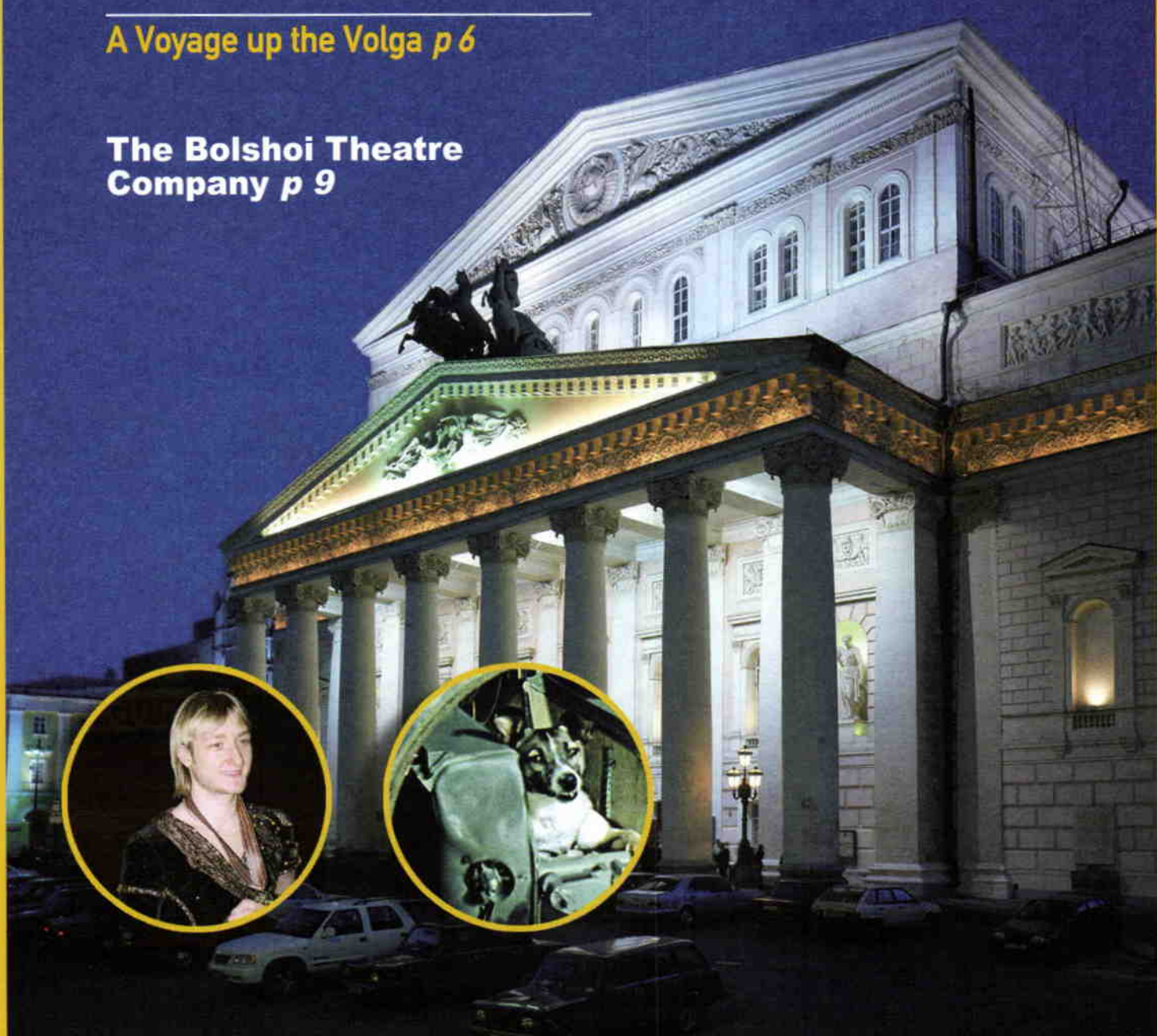
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Evgeni Plushenko,
a champion *p 4*

A Voyage up the Volga p 6

**The Bolshoi Theatre
Company p 9**





Letter from the Editors



Welcome to *Spotlight on Russia!*



Our names are Ann and Bill and we want to welcome you to this edition of

Spotlight on Russia. We are both Year 11 students from Ridgeway Secondary School in Liverpool, England. We are very lucky to be living and studying in Russia this year as part of a student exchange programme.

Spotlight on Russia has invited us to work for the magazine as Guest Editors. This year we will be travelling across this amazing country and learning as much as we can about Russian culture, geography, environmental issues, free-time activities and much more. We'll share our impressions of life in Russia with you and we hope you'll tell us more about the different aspects of life in your great country!

Please send us your ideas about places we should see and things we should do while we are here. You can contact us by email at bill&anne.spotlightonrussia.ru Remember, teens from all over the world read this terrific magazine, so this is a great opportunity to let people know about your country!

We hope you enjoy our articles.

Bill

Ann

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What would you like to do when you leave school? Have you made any serious plans? How do Russian teenagers see their career prospects?

Careers

Spotlight on Russia talks to some Russian teenagers about their career plans.

Tatiana (16)

"My ambition is to become a diplomat because politics and travel have always fascinated me. My favourite school subjects are English and History, so I think my career plan makes sense. I used to think it would be impossible to pursue such a career, but I found out what I needed to do and I realised that it's within my grasp. I'll have to go to university, of course, which means I'll have to do well in secondary school. I don't mind, though, because now I know what I really want to do with my life."

Nika (17)

"I find it difficult to make up my mind about the kind of career I want as there are so many things I'd like to do. These days, there aren't any jobs for life, so I know I'll have to take a few risks and adapt to a changing world. But whatever happens, I'm determined to find a job I really love. I believe in that old Chinese proverb: "Find a job you enjoy, and you'll never work a day in your life."

Sasha (17)

"I love art and design. However, I wouldn't like to be a professional artist. Instead, I'm considering becoming a hairstylist. That way I could combine my creative talents and earn a regular income. My training will involve working in a well-known salon in Moscow and attending specialist seminars abroad. One day I'd like to open my own salon, and I hope I can use my experience and talent to make it one of the most fashionable places in Moscow."

Arkady (15)

"I haven't thought much about what I want to do after school. I've been too busy enjoying myself. I'm only 15, so I think there's plenty of time for me to consider my options. People say I'm a caring and considerate person, so I think a job helping people in a non-profit organisation would suit me best. I'm going to find out more about that."

Tatiana

✓ believes her career dream will come true



Sasha

✓ wants to be creative with people's hair



Nika

✓ is looking forward to doing something she enjoys



Arkady

✓ is enjoying his youth but is going to start thinking about a career



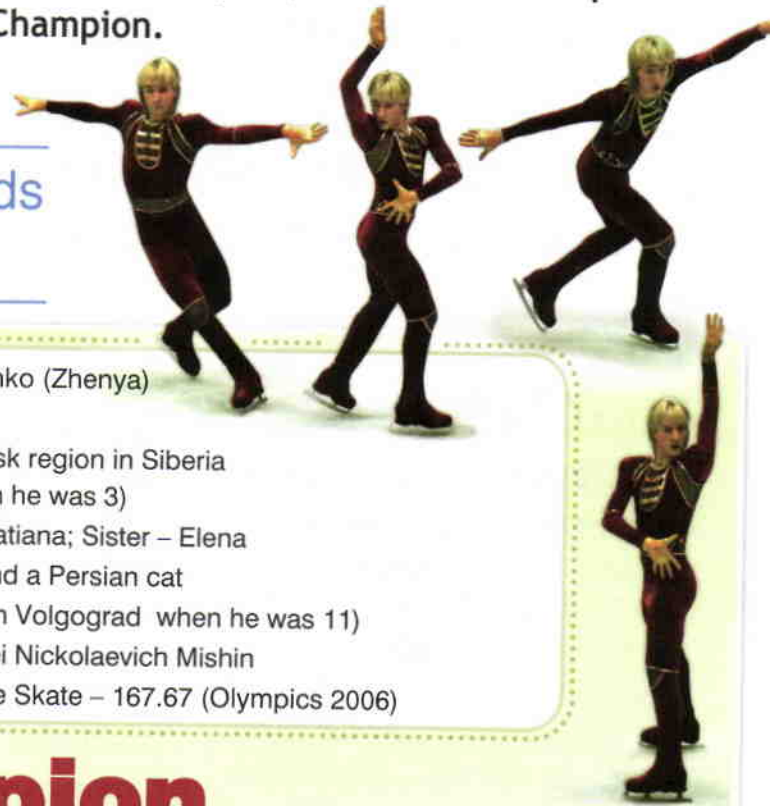
Spotlight on Russia would like to know what its readers have in mind when it comes to careers. Have you thought about your future job? Let us know what your plans are.

- In pairs, talk about jobs you like.
- Collect information about your dream career and write an article about it.

ACTIVITIES

Evgeni Plushenko is an Olympic Champion, World Champion, European Champion, Grand Prix Champion and National Champion.

Spotlight on Russia finds out what it takes to be ...



Name:	Evgeni Viktorovich Plushenko (Zhenya)
Date of Birth:	3 rd November, 1982
Birthplace:	Solnechni in the Khabarovsk region in Siberia (moved to Volgograd when he was 3)
Family:	Father – Viktor; Mother – Tatiana; Sister – Elena
Pets:	A bulldog called Golden and a Persian cat
Hometown:	St Petersburg (moved from Volgograd when he was 11)
Home Club/Coach:	Yubileiny Sport Club; Alexei Nickolaevich Mishin
Best Personal Scores:	258.33; Short – 90.66; Free Skate – 167.67 (Olympics 2006)



A Champion

It was my dream when I was 4. I saw a competition and said to my mum, 'I have to be there.' I said that I wanted to be an Olympic champion. Now I have all the titles and I am really very happy.

Evgeni Plushenko

with double pneumonia, his parents decided to move to Volgograd.

When Evgeni joined his first skating group, his health quickly improved, but being the youngest meant he still had many difficulties to overcome. He used to cry when he fell on the hard ice, unable to get up again. However, Evgeni persevered and won his first competition when he was seven at the Crystal Skate Tournament in Samara.

Evgeni was obviously very talented, but his career almost ended in 1993 when the local ice rink closed. Although he was only eleven years old, Evgeni was

determined to pursue his dream even if it meant living alone in St Petersburg. Training with Alexei Mishin, young Evgeni ignored the teasing from older kids as he learned how to perform the quad toe loop and the Biellmann spin.

In 1998, fifteen-year-old Evgeni won the World Junior Championships and finished 3rd in the Senior World Championships. A string of victories followed, and by 2006, Evgeni had won every major championship except one. Having recovered from a serious injury, Evgeni finally won the Olympic gold medal in Turin, setting new personal bests for each phase of the competition.

The dream has come true, but where will he go from here? For a true champion like Evgeni Plushenko, victory is only a beginning.

Write to *Spotlight on Russia* about your favourite sporting hero. Tell us what you most admire about your hero and don't forget to send in any pictures you have.

ACTIVITIES

- With a partner, discuss what you most admire about Evgeni Plushenko.
- What do you think he will do next?
- Would you like to be an ice skater?

Are schools in Russia all the same? What kind of unusual schools are there in the country?

Schools

Spotlight on Russia looks at three untypical schools.

EVDODEMES



"A school of peace for the diplomats of tomorrow."

The diplomats of tomorrow

On 1st June 2006, Children's Day, the 'European House for the International Co-operation of Children' (Evdodemes) announced the establishment of three residential schools in the Gelendzhik, Moscow and Leningrad oblasts.

Based on the idea of 'children's diplomacy', these schools hope to unite nations and peoples. The idea behind Evdodemes is that the children of today are the key to a peaceful future. While depressing reports of wars are a common feature on our TV screens and fill our newspaper columns, the school's aim is to educate children in a culture of peace and harmony. Apart from traditional school subjects, the students of this unique school will attend classes in negotiation and communication skills, as well as in the art of diplomacy and etiquette. They will also learn about the culture and history of other countries.

All this will help promote the main aim of Evdodemes, which is to help children make friends with other children from different religious, linguistic and racial backgrounds.

How could your school be improved? What's your idea of a perfect school? Send *Spotlight on Russia* your thoughts and ideas.

ACTIVITIES

- In pairs, discuss which of the schools above you would like to attend.
- Collect information about an extraordinary school in your area and write an article about it.

**Altai Krai
Regional
Crisis Centre
for Men**



*Helping
young male
teenagers to
help themselves.*

A special course for young men

In the Siberian city of Barnaul, a special programme has begun. Set up by the Altai Krai Regional Crisis Centre for Men and supported by the annual *Man-Ecology-Health Exhibition*, this new course has devised a number of ways to help male teenagers with problems.

Participants learn how to assert and respect themselves. They go on camping trips, which are designed to improve their health, that include mountain hiking and campfire singsongs. Back in the city, informal meetings called 'evening couch parties' allow teenagers to sit around and talk in a relaxed atmosphere. All of these activities help them to realise who they are and what makes them special.

A school for everyone

On Horoshevskoye Avenue in Moscow, a new type of school will open shortly. What makes this school unique is the fact that it is not only intended for students, but it is designed for the needs of local citizens as well. Therefore the school will have an educational and a social purpose.

During the day, students will make use of the school's gyms, Internet facilities and concert halls, while in the evening these will be open to local residents of all ages.

The school will be equipped with the latest technology, and every classroom will have computers and widescreen digital monitors.

Thousands of tourists travel up and down the Volga every year. It's Europe's longest river and many consider it to be the national river of Russia, but what can one hope to see there?

Spotlight on Russia goes on ...

A Voyage UP the Volga



We began our journey in the historic city of Volgograd with an inspirational trip to Mamayev Kurgan to see the enormous statue, *The Motherland Calls*. This city witnessed the full horror and heroism of World War II and the statue celebrates the enduring spirit of the Russian people. Then, we headed back to the centre, which has risen from the ashes to become a major crossroads of transportation, and strolled along the promenade by the river before boarding our boat to begin the adventure of a lifetime.

Over the next few days the boat stopped at many small villages, and we sailed past Saratov, Samara and Simbirsk. In every village there were small shops and street vendors selling clothes, matryoshka dolls and amber jewellery. It was a great chance to see rural life in Russia, and the people we met were incredibly hospitable. Back on the boat, we loved chatting with our new-found friends from all around the world.

The third day of our trip brought us to Kazan, where the Volga meets the Kazanka River. Kazan is half Russian, half Tartar and completely charming. In the upper part of the city, we visited the Kazan Kremlin, where we saw the amazing Annunciation Cathedral and the mysterious leaning Soyembika Tower. Then, in the lower part of the city, we visited some magnificent Muslim mosques.

As the river carried us further, Nizhny Novgorod came into view, standing on a high hill where the Volga meets the Oka River. The red brick towers of the grand Kremlin dominate the skyline and the Archangel Cathedral lies within its historic walls. From there we visited many of the city's famous abbeys, such as the Monastery of the Caves and the Annunciation Monastery.

We sailed onwards to Kostroma – a city that's almost as old as Moscow. The streets fan out from the central square, and we marvelled at the medieval peasant homes and the golden domes of the Ipatiev Monastery. The Epiphany Cathedral, with the 10th century Byzantine icon, *Our Lady of St Theodore*, was also truly remarkable.

Finally, our voyage brought us to Yaroslavl. The 17th century red brick churches were delightful with their brightly tiled exteriors and fantastic frescos. At the Spaso-Preobrazhensky Monastery we saw many wonderful religious icons as well as the original manuscript of the Russian literary treasure, *The Lay of Igor's Host*. All too soon it was time to leave, but as we caught the train back to Moscow we knew that we had taken a journey that would live in our hearts forever.

ACTIVITIES

- Which cities on the Volga have you visited?
- Tell your partner which cities you would like to visit.
- What do you think makes a city a great place to visit?

What's your favourite place in the area where you live? Which places would you advise a tourist to see? Send in photographs or drawings of your favourite places with a short explanation of why you like them so much. We'll put the best on our website for the whole world to see!

It's one of the most famous lakes in the world and it's one of Russia's greatest landmarks.

Spotlight on Russia turns its attention to ...

Lake Baikal

Lake Baikal, in eastern Siberia, is a miracle of nature. It's the deepest lake on Earth and it contains more water than all the Great Lakes of America put together. It's also the oldest lake on Earth and, after more than 25 million years, Lake Baikal is still growing at a rate of 2 cm a year. However, facts and figures fail to describe the breathtaking beauty of Baikal. The water is crystal clear, and when you can see the shimmering stones on the bottom of the lake it's hard to believe they're so deep down. But then this tranquillity can easily become a tempest. As the lake changes its mood, the wind rises and huge waves begin to roll across the surface.

Lake Baikal is surrounded by some magnificent mountain ranges, such as the Primorsky, Baikalsky and Barguzinsky. More than 300 rivers flow into Lake Baikal and only one river, the Angara, flows outwards. Of the 22 islands in the lake, the most famous is Olkhon Island, where they say the sun shines brightly for more than 300 days a year. Olkhon is a place of legend and wild spirits, and it's home to the famous Shamanka,

where shamans used to live in times gone by.

This environmental treasure also contains a wealth of biodiversity. Most of the 2,635 species of animals and plants discovered in and around Lake Baikal cannot be found anywhere else in the world. The lake is also the only breeding ground for the Baikal Seal and the Omul fish, on which they feed. In 1996, Baikal was declared a UNESCO World Heritage Site. The total area of the site is 8.8 million hectares, which includes the lake's surface, three reserves, and two national parks, Pribaikalsky and Tunkinsky.

Today, this precious Russian jewel is threatened by the industry around its shores. We can only hope that future generations will be able to come here and enjoy Lake Baikal as much as we do.



ACTIVITIES

- In pairs, discuss what you find most impressive about Lake Baikal.
- What would you like to do there?
- How can people help to protect this fragile environment?

Is there an area near you that is particularly beautiful? What makes it so special? What do people do there? Send *Spotlight on Russia* some drawings or photographs of your special place.

WHAT KIND OF FOOD DO RUSSIANS LIKE?

Here's an email sent to the *Spotlight on Russia* website.

Spotlight on Russia gets hungry

Dear *Spotlight on Russia*,

Hi! I'm Brian Rogers from Barnsley in the UK. My favourite food is fish and chips, but my mum says we should try something different. What kind of food do Russians like?



Read the replies from our website.

@ Internet Explorer

Spotlight on Russia

RECIPES



Here in Russia, we have lots of different soups like borsch, solyanka, and okroshka, but my favourite is the shchi that my mum makes. It's a cabbage soup with carrots and spicy herbs in it. I don't like shchi with meat, but if you add a little smetana (a kind of sour cream), it tastes delicious with rye bread.

Antonina (15), Volgograd

I love Maslenitsa because I love Blini. They're pancakes and there's one week of the year when we eat lots of them. You can cover them with butter and eat them with sour cream or caviar, but don't try eating them with both because it tastes disgusting.

Valentin (14), Kazan

The pelmeni that my dad makes are fantastic. Pelmeni are a type of dumpling that are usually made with a minced meat filling made from 45% beef, 35% lamb and 20% pork, but my dad says he has his own secret recipe. They can be frozen until you want to eat them. You just boil them till they float and then wait 2-5 minutes more before serving them with sour cream or mustard.

Raisa (15), Barnaul

I'm a real meat eater and I love shashlyk, a kind of shish kebab. You can buy a shashlyk in restaurants, but I like getting one from street vendors who roast them on skewers over wood or charcoal.

Roman (15), St Petersburg

I've just learnt how to make Katlyeti. You put milk, chopped onions, ground beef and pork in a bowl and mix them thoroughly. It's a good idea to dust your hands with flour before you roll the mixture into patties because this stops everything from getting too sticky. Then you just pop the patties into a frying pan and cook them. Everyone in my family likes my Katlyeti.

Polina (13), Moscow

ACTIVITIES

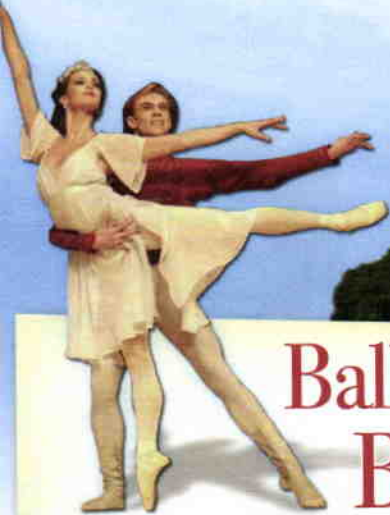
- In pairs, discuss your favourite foods and why you like them.
- Do you know how to make any meals?
- Which foreign foods do you like?

Spotlight on Russia is conducting a survey. Write in and tell us what your favourite food is. Do you (or your parents) have a special way of preparing it? Send us some pictures of your favourite food, too.

It's one of the most famous theatres in the world and one of the most beautiful.

Spotlight on Russia asks, is there anything more delightful than ...

Arts



Ballet at the Bolshoi?

A trip to the Bolshoi Theatre is an incredible experience, even before the performance begins. The theatre is a masterpiece of Russian neoclassical design. It seats over two thousand people in a realm of hanging chandeliers, gold decoration and red velvet furnishings.

The Bolshoi has a history that's almost as dramatic as one of its performances. The original theatre was Prince Urussov's Public Opera and Ballet Theatre, commissioned by Catherine the Great in 1776 and backed by the Englishman Michael Maddox.

The first disaster struck in 1805 when fire damaged it beyond repair. The architect, Osip Bove, designed a new building which opened in 1825. However, disaster struck again in 1853 when the theatre caught fire and the blaze raged

for days. Almost all the interior was destroyed, but the outer walls remained more or less intact. The interior of the building was rebuilt in 1856 by the architect Albert Kavos.

The Bolshoi has always been associated with ballet, and it's the home of the Bolshoi Ballet troupe. It has hosted some of Russia's most famous performances and celebrated premieres by some of the best composers. Glinka's opera, *A Life for the Tsar*, premiered here on 7th September, 1842, and Richard Wagner conducted a series of concerts here in 1863. In 1877, Tchaikovsky's *Swan Lake* was first performed here, and it remains a popular favourite. This century works by the composers Prokofiev and Shostakovich, as well as the 1960s hit, *Spartacus*, by Aram Khachaturyan were also performed at the Bolshoi Theatre.

The Bolshoi ballerinas, actors and opera singers may tour the world, but there's no better place to see the Bolshoi Theatre Company than right here in Moscow.

What is your favourite ballet? Why not send *Spotlight on Russia* some pictures of a ballet you would like to see?

ACTIVITIES

- In pairs, discuss why you would like to visit the Bolshoi.
- Discuss any ballets you have seen.
- Would you like to be a ballet dancer?

Space

Russians have been exploring it since the 1950s and achieved a number of firsts on man's final frontier.

Spotlight on Russia finds out more about Russian space exploration

Russia is no stranger to space. Since the 1950s, Russians have been exploring space and have achieved a spectacular number of firsts. In:

- 1957** *Sputnik 1 was the first satellite in space*
- 1957** *Laika was the first animal to orbit the Earth*
- 1961** *Yuri Gagarin was the first person in space*
- 1963** *Valentina Tereshkova was the first woman in space*
- 1965** *Aleksei Leonov was the first person to walk in space*
- 1984** *Svetlana Savitskaya was the first woman to walk in space*

Russia's space programme continues to set itself new targets. At present it has three main aims. The first is to send three manned missions to the moon by 2015. The second objective is to build a permanent base on the Moon to tap its energy resources. And, last but not least, its third goal is to dispatch a Russian crew to Mars, also known as the 'Red Planet', between 2020 and 2030.

Of course, space travel does not come cheap. While the Russian government has given \$2 billion to the programme, private investment is also needed. Some money has been raised through offering tourist trips into space. Russia was the first country to offer this type of travel, and to date four people have travelled as tourists into space, each paying \$20 million for the privilege.

With its many firsts, Russia has been a pioneer in space exploration and has earned its place among the stars. Apart from technology and investment, the space programme needs cosmonauts. Do you aspire to new heights?



Sputnik



Laika



Yuri Gagarin



Valentina Tereshkova



Aleksei Leonov



Svetlana Savitskaya


ACTIVITIES

- Imagine you want to tell your English pen-friend about Russia's history in space. Use the information in the text to tell the class.
- Write to us about your favourite Russian space hero or heroine.
- Would you like to be a cosmonaut? Explain why (not).

Spotlight on Russia would like to know what its readers think of space exploration. Where would you like to go in space? What would you like to do there? Send in your suggestions and we'll put the best ones on our website for the whole world to see.

Song Sheets

Module 1

- 1  Look at the picture and the title of the song. What do you think the song is about? Listen, read and check your answers.



Together for ever

People say a good friend's hard to find
But I have found a friend who's good and kind
You're always there for me, like a good friend ought to be
You always seem to know what's on my mind

*You're everything I look for in a friend
The only one on whom I can depend
Whenever I'm with you, I know I can get through
I hope we'll be together till the end*

When I need help, I always turn to you
You always know exactly what to do
Whenever things go wrong, you're loyal and you're strong
That's how I know our friendship's real and true




- 2 What makes a good friend according to the singer?
- 3 a  How important is friendship to you?
- b  Do you think it's better to have a lot of casual friends or a few close friends?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- Friends are flowers in the garden of life.
 - A friend in need is a friend indeed.
 - The best mirror is an old friend.

Module 2

- 1  Look at the title of the song. How could it be related to the words and phrases below? Listen, read and check your answers.

- make ends meet • want more • shopping spree
- health • riches • survive • friends and family
- cash • greed • wealth you need


The Greatest Things in Life are Free

We all work hard to make ends meet
Buy clothes to wear and food to eat
But very soon, we all want more
And money's all we're living for
Sometimes it's fun to just splash out
But that's not what life's all about

*The greatest things in life are free
You can't buy love on a shopping spree
Happiness is not for sale
You won't find health on a cut price rail
They have no prices, low or high
They're riches money just can't buy*

Even the richest man alive
Needs more than money to survive
If you have friends and family
Then you're as rich as you can be
Forget your cash, forget your greed
For you have all the wealth you need



- 2 According to the singer, what can't we do with money?
- 3  Do you think you would be happier if you suddenly became very rich? How do you think your life would change?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- A fool and his money are easily parted.
 - A full cup must be carried steadily.
 - A great fortune in the hands of a fool is a great misfortune.

Module 3

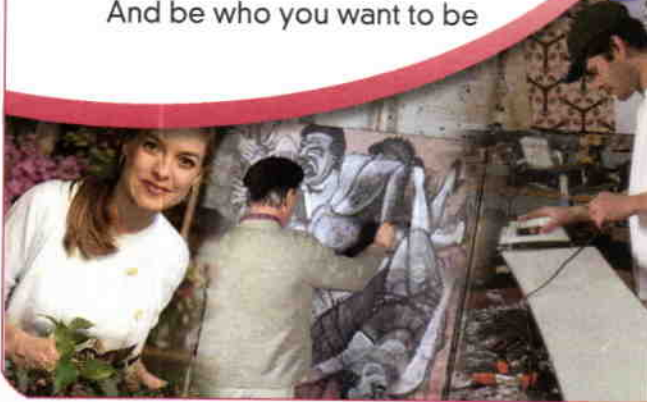
- 1 🎧 Look at the pictures and the title. What do you think the song is about? Listen, read and check your answers.

A place in the **WORLD**

The world is waiting for you
With chances round every turn
Exciting options to choose
Important lessons to learn

*So find your place in the world
The place that's perfect for you
Where you can use your best skills
And do things you love to do*

Your whole life stretches ahead
So much to do and to see
So make the most of your life
And be who you want to be



- 2 a What advice does the singer give?
b Do you agree with the singer's advice? Why/Why not?
- 3 🧐 What are your dreams and ambitions for the future?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- A place for everything, and everything in its place.
 - A good plan today is better than a perfect plan tomorrow.
 - Different strokes for different folks.

Module 4

- 1 🎧 Read the title of the song. In what context do you expect to find the phrases below? Listen, read and check your answers.

- hear it every day • throw it all away
- endangering our lives • our planet won't survive

THINK GREEN

Our planet is in trouble
We hear it every day
And yet, we all continue
To throw it all away
We're threatening our future
Endangering our lives
If we don't take some action
Our planet won't survive

*Think Green! To save the planet!
Think Green! Do all you can!
Think Green! For all our children!
Think Green! For the race of man!*

Recycle all your rubbish
Don't buy things you don't need
Don't kill our perfect planet
To satisfy your greed
If we all pull together
Something can be done
If we think green and act fast
The war will soon be won




- 2 a Why does the singer think the world will die?
b How does the singer think we can save our planet?
- 3 🧐 Do you think humanity will find a better way forward?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- Things done cannot be undone.
 - If you're not part of the solution, then you're part of the problem.
 - Actions speak louder than words.
 - All the flowers of tomorrow are in the seeds of yesterday.

Module 5

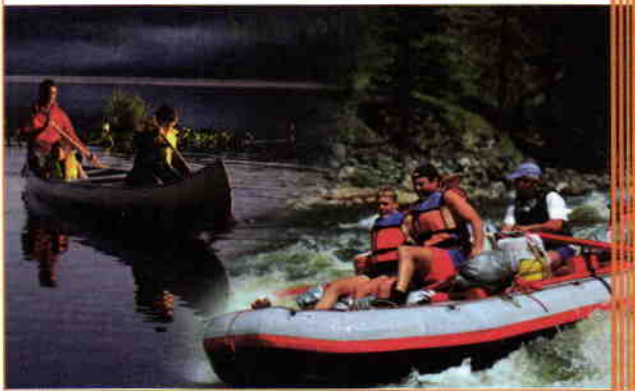
- 1  Look at the picture and the title. What do you think the song is about? Listen, read and check your answers.


Chill out

*Every day, the same routine
What you need's a change of scene
Take a trip to pasture's new
Just be free and just be you*

*We all need to get away
Relax, chill out on holiday
We all need to have some fun
Kick back, hang out in the sun*

*Take some time to change the view
Holidays are good for you
In the mountains, by the sea
Be just where you want to be*



- 2 Why does the singer think holidays are necessary for people?
- 3 a  Tell your partner about the kind of things you like doing on holiday.
- b  What would be the perfect holiday for you and your partner?

Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- All work and no play makes Jack a dull boy.
 - He lives long who lives well.
 - Live for today for tomorrow never comes.

Module 6



- 1  Look at the picture and the title. What do you think the song is about? Listen, read and check your answers.

Take care

Keep your body in its prime
To treat it badly is a crime
Exercising is the key
To living your life healthily

*Look after yourself every day
Be good to you in every way
Danger's waiting everywhere
Stay fit, stay healthy; just take care*

Make sure you stay at your best
Make the time to have a rest
Relax your body and your mind
Leave your troubles far behind

- 2 Why does the singer think it's a good idea to exercise regularly?
- 3 a  Do you exercise regularly? Why/Why not? Discuss.
- b  What kind of exercise do you think is the most effective? Discuss.

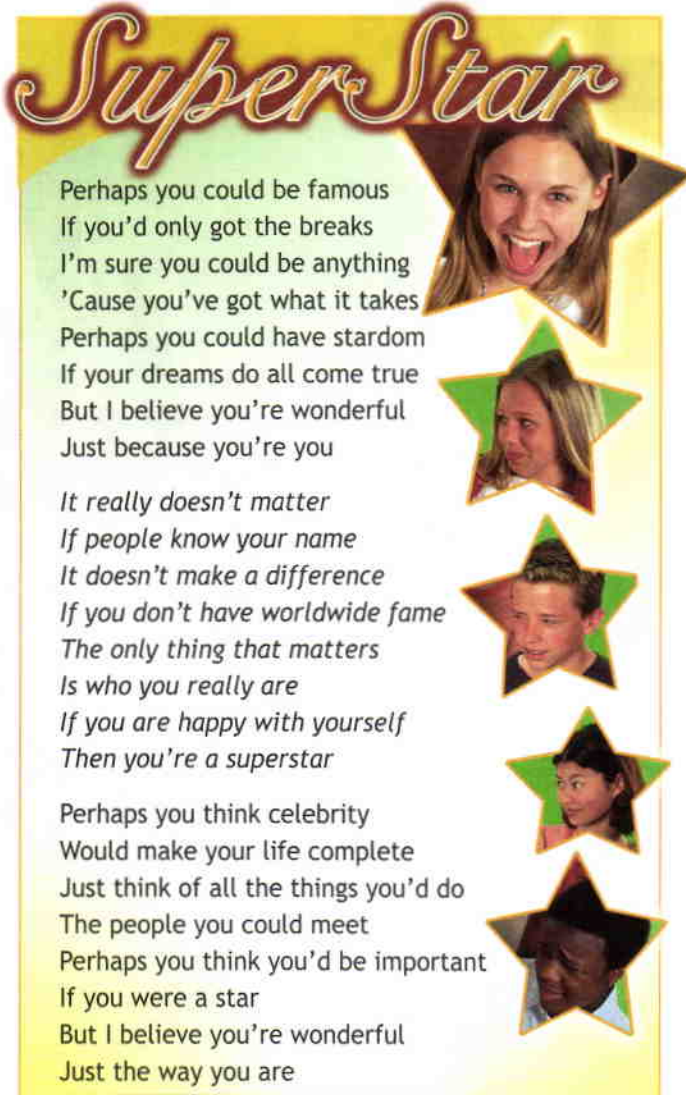
Proverbs

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- Healthy body, healthy mind.
 - Health is better than wealth.
 - No pain, no gain.

Module 7

1 🎧 Look at the title of the song. How could it be related to the phrases below? Listen, read and check your answers.

- get the breaks • got what it takes • stardom
- worldwide fame • celebrity



Super Star

Perhaps you could be famous
If you'd only got the breaks
I'm sure you could be anything
'Cause you've got what it takes
Perhaps you could have stardom
If your dreams do all come true
But I believe you're wonderful
Just because you're you

*It really doesn't matter
If people know your name
It doesn't make a difference
If you don't have worldwide fame
The only thing that matters
Is who you really are
If you are happy with yourself
Then you're a superstar*

Perhaps you think celebrity
Would make your life complete
Just think of all the things you'd do
The people you could meet
Perhaps you think you'd be important
If you were a star
But I believe you're wonderful
Just the way you are

2 Why does the singer think fame is not so important?

3 🗣️🗣️ Would you like to be famous? What for? Why(not)?

Proverbs

4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.

- The sun shines upon all alike.
- Life is made up of little things.
- He is rich who is satisfied.

Module 8

1 🎧 Look at the title of the song. How could it be related to the phrases below? Listen, read and check your answers.

- rocket science • gadget • new machine
- fresh and new • knowledge at our fingertips
- march into the future

A Whole New World



It isn't rocket science; it's easy to see
Why everybody's mad about technology
Each electronic gadget, each new machine
Can make our lives much better than they've ever been

*We're living in a time when things are fresh and new
It seems that there is really nothing we can't do
So we march into the future, every boy and girl
The computer age is here and it's a whole new world*

Computers make a difference to the world at large
With knowledge at our fingertips, we're all in charge
With one touch of a button we can access all
And find the answers to all questions, great and small

2 Why does the singer think computers and technology are useful?

3 a 🗣️🗣️ Which is your favourite gadget/electronic device? Why?

b 🗣️🗣️ Which gadget/electronic device do you want most? Why?

Quotations

4 Explain the quotations. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.

- "When all else is lost, the future still remains."
- Christian Nestell Bovee
- "You can never plan the future by the past."
- Edmund Burke
- "I do not fear computers. I fear the lack of them."
- Isaac Asimov

Grammar Reference Section

MODULE 1

Present Simple

Form: the main verb (V/Vs)

Spelling (3rd person singular affirmative)

- Most verbs take **-s** in the third person singular.
I talk - he talks
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I miss - he misses, I fish - he fishes, I match - he matches, I mix - he mixes, I go - he goes
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**.
I fry - he fries
BUT
Verbs ending in **vowel + y** take **-s**.
I pay - he pays

Use

We use the present simple for:

- daily routines.
We take a lunch break at 1:30 in the afternoon.
- repeated actions.
She goes to the gym every Wednesday.
- habits.
He always takes the train to work.
- reviews/sports commentaries/dramatic narrative.
Meryl Streep acts beautifully in this film.
- timetables/programmes (future meaning).
The play starts at 8:00.
- in exclamatory sentences.
Here comes Elaine!
- permanent states.
He teaches Law at the university.

Time expressions used with the present simple: *every hour/day/week/month/summer/year, etc, every morning/evening, etc.*

Adverbs of Frequency

Adverbs of frequency tell us how often something happens.

always (100%), usually (75%), often (50%), sometimes (25%), never (0%)

Use

Adverbs of frequency go before the main verb but after the verb to be and after auxiliary verbs.

She's always late for everything.
They never go out on Mondays.
He has never travelled abroad.

Present Continuous

Form: verb "to be" (am/is/are) + main verb + -ing

Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb. *build - building, smell - smelling*
- Verbs ending in **-e** drop the **-e** and take **-ing**.
bake - baking, sunbathe - sunbathing
- Verbs ending in **vowel + consonant** which are stressed on the last syllable double the consonant and take **-ing**.
sit - sitting, stop - stopping
BUT *discover - discovering*

Use

We use the present continuous for:

- actions happening now, at the moment of speaking.
We are watching TV now.
- actions happening around the time of speaking.
We are painting the kitchen today.
- fixed arrangements in the near future, especially when we know the time and the place.
I'm going shopping with Tania this afternoon.
- temporary situations.
She is living with her grandparents at the moment.
- changing or developing situations.
She is getting thinner and thinner.
- frequently repeated actions with *always, constantly, continually* expressing annoyance or criticism.
She's always complaining.

NOTE: The following verbs do not usually have a continuous form: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc.

I remember our holiday in Italy.

Time expressions used with the present continuous: *now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.*

Present Simple vs Present Continuous

- We use the present simple for permanent states.
Richard speaks Polish.
BUT
- We use the present continuous for temporary situations.
She's washing her hair now.
- We use the present simple for repeated actions.
She wakes up at 6:00 every morning.

BUT

- We use the **present continuous** for actions happening **around the time of speaking**.
He's working really hard these days.

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form. These verbs are:

- verbs of the senses (appear, feel, hear, look, see, smell, sound, taste, etc).
It sounds fantastic.
- verbs of perception (believe, forget, know, realise, remember, understand, etc).
I realise how difficult it is.
- verbs which express feelings and emotions (desire, detest, enjoy, hate, like, love, prefer, want, etc).
Sarah enjoys cooking.
- and some other verbs (be, belong, contain, cost, fit, have, include, keep, matter, need, owe, own, weigh, wish, etc).
The dress costs £500.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
I think she's a lovely girl. (= believe)	I am thinking about moving to Canada. (= am considering)
He has a hamster. (= owns, possesses)	She is having a difficult time at work. (= experiencing) He is having lunch now. (= eating) He is having a bath. (= taking)
You can see the volcano from the hilltop. (= it is visible)	I'm seeing Lisa in the afternoon. (= am meeting)
The chicken tastes salty. (it is/has the flavour of)	Paul is tasting the soup to see if it is warm enough. (= is testing)
The perfume smells flowery. (= has the aroma of)	She is smelling the roses. (= is sniffing)
She appears to be having a great time. (= seems to)	Paul is appearing in a new theatre production (= performing)
The trousers fit perfectly. (= they are the right size)	Tim is fitting a new door in the garage. (= is attaching/installing)

NOTE: The verb **enjoy** can be used in **continuous tenses** to express a **specific preference**.

Jack really enjoys reading crime novels. (general preference)

BUT

He's enjoying the party very much. (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

She looks very beautiful. = She is looking very beautiful.

Present Perfect

Form: present tense of "have" + past participle of the main verb

We form the past participle of regular verbs by adding **-ed** to the verb. *complain - complained*

Use

We use the **present perfect**:

- for actions which started in the past and continue up to the present.
He has worked as a salesman for two years. (= He started working as a salesman two years ago and he still works as a salesman.)
- to talk about a past action which has a visible result in the present.
Look at Tom. He's sad because he has failed his exam.
- for actions which happened at an unstated time in the past. The action is more important than the time.
He has talked to Maria. (When? We don't know; it's not important.)
- with "today", "this morning/afternoon/week", "so far", etc when these periods of time are not finished at the time of speaking.
He has drunk two cups of coffee today. (It is still the same day.)
- for recently completed actions.
She has done the shopping. (The action is complete. The shopping is now done.)
- for personal experiences/changes which have happened.
She has cut her hair short recently.
- to put emphasis on a number.
She has been to the gym seven times this week.

Time expressions used with the present perfect: *just, already, yet, for, since, ever, never, etc.*

Present Perfect Continuous

Form: present tense of "have" + been + main verb + -ing

Use

We use the **present perfect continuous**:

- to put emphasis on the duration of an action which started in the past and continues up to the present.
He has been rearranging the living room since Friday.
- for an action which started in the past and lasted for some time. It may still be continuing, or have finished, but it has left a visible result in the present.
She's happy because she's been listening to her favourite CD all day.
- to express anger, irritation or annoyance/criticism.
She has been using my computer without asking me.
- for repeated actions in the past continuing to the present.
He has put on weight because he's been eating junk food every day since last month.

Time expressions used with the present perfect continuous: *since, for, how long* (to put emphasis on duration).

Present Perfect vs Past Simple

We use the **past simple** for:

- an action which happened at a stated time in the past.
Liz watched a film yesterday. (When? Yesterday. The time is mentioned.)
- an action which started and finished in the past.
Paul had an earache for a week. (He doesn't have an earache any more.)

We use the **present perfect simple** for:

- an action which happened at an unstated time in the past.
Liz has watched a film. (We don't know when.)
- an action which started in the past and is still continuing in the present.
Paul has lived here for two years. (He still lives here.)

Have gone to/Have been to/Have been in

- She **has gone to** work. (She's on her way to work or she's there now. She hasn't come back yet.)
- He **has been to** Berlin. (He has visited Berlin but he isn't there now. He has come back.)
- They **have been in** Athens for eight months. (They are in Athens now.)

MODULE 2

-ing form

The **-ing form** is used:

- as a noun in the function of the subject.
Exercising is good for your health.
- after the verbs: **admit, appreciate, avoid, consider, continue, deny, fancy, go (for activities), imagine, mind, miss, practise, prevent, quit, save, suggest.**
You should avoid eating junk food.
- after the verbs **love, like, enjoy, prefer, dislike, hate** to express general preference.
Brian prefers living alone.
I would like to eat Chinese food tonight.
- after expressions such as: **be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble, etc.**
I have difficulty (in) understanding what he says.
- after the verbs **spend, waste, lose** (time, money, etc.).
He spends an hour playing the guitar every day.
- after the preposition **to** with verbs and expressions such as: **look forward to, be used to, in addition to, object to, prefer** (doing sth to sth else).
She prefers walking to driving to work.
- after other prepositions.
I was thinking of calling John.
He apologised for being late.
- after the verbs **hear, listen to, notice, see, watch and feel** to describe an incomplete action.
I saw Paul waiting for the bus. (I only saw part of the action.)
BUT
We use the infinitive without **to** with **hear, listen to, notice, see, watch and feel** to describe a completed action.
I didn't see Paul get on the bus. (The action was completed.)

Note: be/get used to + -ing form

I'm used to working very hard. BUT I used to work very hard. (I don't any more.)

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *She went to the supermarket to buy some cheese.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse, want, etc.**).
I expect him to be here.
I want you to come.

- after **would like, would prefer, would love**, etc to express a specific preference.
I would love to come to your party.
- after adjectives which describe **feelings/emotions** (happy, glad, sad, etc), express **willingness/unwillingness** (eager, reluctant, willing, etc) or refer to a person's **character**, and the adjectives **lucky** and **fortunate** (clever, kind, etc).
I was sad to hear you were not feeling well.
NOTE: With adjectives that refer to character, we can also use an impersonal construction.
It was kind of you to lend me your laptop.
- after **too/enough**. *She's old enough to watch the film.*
- with **it + be + adjective/noun**.
It was moving to see him again after so many years.
- after **be + first/second/next/last** etc.
She was the first person to call me on my birthday.
- after verbs and expressions such as **ask, decide, explain, find out, learn, want, want to know**, etc when they are followed by a question word.
She asked me when to get the tickets.
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc.
To sum up, the government needs to take measures to deal with unemployment more effectively.
Note: If two to-infinitives are linked by **and/or**, the **to** of the second infinitive is omitted.
I would love to go to Paris and see the museums.
- after certain nouns. *It's my honour to take part in this festival.*
- with **so + adjective + as**. *Would you be so kind as to help me with the door?*
- with 'only' expressing an unsatisfactory result.
She drove all the way to the mall only to find it was closed.
- in the expressions **for + noun/pronoun + to -inf**.
It was very unusual for John to speak so rudely.

Note: **Dare** expressing having the courage to do something is used with an infinitive with or without **to**. *I don't dare (to) tell him the truth.* **Dare** expressing a threat, a warning or anger, is used with an infinitive without **to**. *Don't you dare talk to me like that.* **Dare** expressing a challenge is used with a to-infinitive.
I dare you to dive into the sea from the cliff.

The infinitive without **to** (also called bare infinitive) is used:

- after modal verbs.
Sally can speak Portuguese fluently.
- after the verbs **let, make, see, hear** and **feel**.
They let him travel on his own.

BUT

We use the to-infinitive after **be made, be heard, be seen**, etc (passive form).

She was seen to steal goods from the greengrocer's.

Note: When **see, hear** and **watch** are followed by an -ing form, there is no change in the passive.

I heard her crying in her room.

She was heard crying in her room.

- after **had better** and **would rather**.

You had better put a jacket on.

Note: **Help** can be followed by either the to-infinitive or the infinitive without **to**.

She helped me (to) carry the desk.

Differences in meaning between the to-infinitive and -ing form

Some verbs can take either the to-infinitive or the -ing form with a change in meaning.

- forget + to-infinitive = not remember
She forgot to buy milk.
- forget + -ing form = not recall
I'll never forget visiting London for the first time.
- remember + to-infinitive = not forget
Did you remember to call Maria?
- remember + -ing form = recall
I remember meeting her in Paris.
- mean + to-infinitive = intend to
I apologise. I didn't mean to upset you.
- mean + -ing form = involve
Being a good doctor means devoting your life to helping others.
- regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**)
I regret to inform you that your application has been rejected.
- regret + -ing form = feel sorry about
I regret hurting your feelings.
- try + to-infinitive = attempt, do one's best
I tried to convince her that everything would be alright.
- try + -ing form = do something as an experiment
You should try exercising more often.
- stop + to-infinitive = stop temporarily in order to do something else
While I was driving to work, I stopped to buy a sandwich.
- stop + -ing form = finish doing something
I stopped drinking coffee months ago.
- go on + to-infinitive (= finish doing sth and start doing sth else afterwards)
She did the washing up, then went on to tidy up the kitchen.

- go on + -ing form (= continue doing sth)
She went on talking for hours.
- want + to-infinitive (= wish)
I want to travel to Africa.
want + -ing form (= sth needs to be done)
My car wants cleaning.
- be sorry + to-infinitive (= regret)
I was sorry to hear you haven't been feeling well.
- be sorry for + -ing form (= apologise for)
I'm sorry for being so abrupt with you.
- hate + to-inf (= not like what one is about to do)
I hate to disappoint you but he's not coming.
hate + -ing form (= feel sorry for what one is doing)
I hate troubling you, but could you help me with this?
- be afraid + to-inf (= be too frightened to do sth; hesitate)
She was too afraid to travel on her own.
- be afraid of + -ing form (= be afraid that what is referred to by the -ing form may happen)
When exercising, I'm afraid of injuring my back.

Verbs taking to-infinitive or -ing form without a change in meaning

- begin, continue, intend, start + to-inf or -ing form
We don't normally have two -ing forms together.
She began talking/to talk.
NOT: ~~*She is beginning talking.*~~
- advise, allow, encourage, permit, require + object + to-inf
He advised me to stay indoors.
- advise, allow, encourage, permit, require + -ing form
He advised taking two tablets.
- be advised, be allowed, be encouraged, be permitted, be required + to-inf
I was advised to take two tablets.
- need, require, want + to-inf/-ing form/passive inf
You need to mow the lawn.
The lawn needs mowing. The lawn needs to be mowed.

Expressing Preference

To express general preference we use:

- I prefer + noun/-ing + to + noun/-ing
I prefer vegetables to meat. I prefer painting to drawing.
- I prefer + to-infinitive + rather than + bare infinitive
I prefer to go out rather than stay at home on a Saturday.

To express specific preference we use:

- I'd prefer + to-infinitive (= rather than + bare infinitive)
I'd prefer to go to a restaurant (rather than eat in).

- I'd prefer + noun (= rather than + noun)
Would you like some tea? I'd prefer a glass of water, thank you.
- I'd rather + bare infinitive (+ than + bare infinitive)
I'd rather go to the concert than stay at home.

MODULE 3

Future Simple

Form: will + main verb

Use

We use the future simple:

- for predictions about the future.
(usually with the verbs: *hope, think, believe, expect, imagine*, etc; with the expressions: *I'm sure, I'm afraid*, etc; with the adverbs: *probably, perhaps*, etc)
I believe he'll have to cancel his trip.
He'll probably be late.
- for promises. *I promise I won't forget you.*
- for on-the-spot decisions.
I'm so tired. I'll take a break.
- for threats.
If you don't study hard, you will fail your exams.
- for hopes, fears, offers, promises, warnings, predictions, requests, comments, etc especially with: *expect, hope, believe, I'm sure, I'm afraid, probably* etc.
I'm afraid she will be busy tomorrow.
- for things we are not yet sure about or we haven't decided to do yet.
Maybe I'll go to the cinema later.
NOTE: 'Shall' I/we is typically used in the interrogative form when making suggestions, offers and asking for advice.
Shall we go out later?

Time expressions used with the future simple: *tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year*, etc.

Future Continuous

Form: will be + present participle of the main verb

Use

We use the future continuous:

- for actions which will be in progress at a stated future time.
This time next week I'll be sunbathing in Barbados.

- for actions which will definitely happen in the future as a result of a routine or arrangement.
She will be driving to Cheshire tonight.
- when we ask politely about someone's plans for the near future.
Will you be watching the show tonight?

Future Perfect

Form: will + have + past participle of the main verb

Use

We use the **future perfect**:

- for an action which will be finished before a stated future time.
She will have written her essay by 7 o'clock.

Time expressions used with the future perfect: *before, by, by then, by the time, until/till.*

By the time she gets home, she will have driven for four hours.

Time words

The future simple is not used after *while, before, until, as soon as, after, if, by the time* or *as*. We use the present simple or present perfect instead.

I'll go out after I finish/have finished doing my homework. (NOT: *after I will finish*)

When (= At what time?) used as a question word can be followed by the future simple.

When (- at the time) used as a time word is followed by the present simple.

When will you go to Japan? (*when* = question word)

I'll call you when I finish work. (*when* = time word)

Other ways to express future

Be going to

Form: verb to be (am/is/are) + going to - bare infinitive of the main verb

Use

We use **be going to**:

- to talk about our future plans and intentions.
She's going to go shopping tomorrow. (*she's planning to ...*)
BUT
We use **will** for on-the-spot decisions.
I'm thirsty. I think I'll have a glass of water.
- to make predictions based on what we see or know.
There are black clouds in the sky. It looks like it is going to rain.

BUT

We use **will** to make predictions based on what we think and imagine.

I think she'll become a great writer.

- to talk about things we are sure about or we have already decided to do in the near future.
They are going to build a bridge here. (*It has been decided.*)

Present Simple with future meaning

Timetables/programmes

The bus arrives at 2 o'clock in the morning.

Present Continuous with future meaning

Fixed arrangements in the near future

I am relaxing at home this weekend. (*It's planned.*)

Comparatives - Superlatives

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with others of the same group. We often use **than** after a comparative.
He's taller than me.
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places.
He's the tallest in our class.
It was the most difficult question of all.

Formation of comparatives and superlatives from adjectives and adverbs

- With one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
sweet - sweeter - the sweetest

NOTE: For one-syllable adjectives ending in **vowel + consonant**, we double the consonant.

big - bigger - biggest

- With two-syllable adjectives, we form the comparative with **more + adjective** and the superlative with **most + adjective**.

helpful - more helpful - most helpful

NOTE: For two-syllable adjectives ending in **consonant + y**, we replace **-y** with **-i** and add **-er/-est**.

happy - happier - happiest

- With adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.

interesting - more interesting - most interesting

NOTE: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple.*

stupid can form their comparatives and superlatives either with **-er/-est** or with **more/most**.

simple-simpler/more simple-simplest/most simple

- With adverbs that have the same form as their adjectives (*hard, fast, free, early, late, high, low, deep, long, near, straight*) we add **-er/est**.

hard - harder hardest

- All other adverbs e.g. *quickly, slowly, easily* take **more/most**.

- **Irregular forms:**

good/well - better - best

much - more - most

far - farther/further - farthest/furthest

bad/badly - worse - worst

many/lots - more - most

little - less - least

NOTE: We can use **elder/eldest** for people in the same family.

My elder/older brother got married last week.

Types of comparisons

- **as + adjective + as** shows that two people or things are similar in some way. In negative sentences we use **not as/so ... as**.

John is as short as Kevin.

- **less + adjective + than** expresses the difference between two people or things. The opposite is **more ... than**.

I think that Philosophy is less interesting than Maths.

- **the least + adjective + of/in** compares one person or thing to two or more people or things in the same group. The opposite is **the most ... of/in**.

Fiona is the least creative person in my class.

- **much/a lot/far/a little/a bit/slightly + comparative** expresses the degree of difference between two people or things.

They moved to a slightly larger house.

- **comparative + and + comparative** shows that something is increasing or decreasing.

The weather is getting warmer and warmer.

- **by far + the + superlative** emphasises the difference between one person or thing and two or more people or things in the same group.

Lisa is by far the most intelligent person in my class.

- **twice/three times etc/half as ... (positive degree) ... as**

She did twice as well as Jill in the written test but she failed the oral exam.

- **the same ... as**

She shares the same viewpoint as Mr Paxman.

- **look/sound/smell/taste + like**

She looks like a fairy princess.

- **the + comparative ..., the + comparative**
The harder you study, the better marks you will get.

Like - As

- **Like** is used: a) for similarities.
He works like a dog. (He isn't a dog.)
b) after *feel/look/smell/taste/sound* + noun. *It feels like heaven.* c) with nouns, pronouns or the -ing form to express similarity. *It's like old times again.*
- **As** is used: a) to say what somebody or something really is (jobs/roles). *She works as a clerk. (She's a clerk.)* b) after *accept, be known, class, describe, refer to, regard, use*. *He's known as the friendliest person in the school.* c) in the expressions: *as usual, as ... as, as much, such as, the same as. Certain species, such as the sea turtle, are in great danger.* d) in clauses of manner to mean 'in the way that'. *I'll do as you please.*

MODULE 4

Modals

Can/could, may/might, must/[had to], ought to, shall/should, will/would:

- don't take **-s**, **-ing** or **-ed** affixes.
- are followed by the bare infinitive.
- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a normal bare infinitive, they refer to an uncompleted action or state (i.e. present or future); when followed by the bare perfect infinitive, they refer to a completed action or state.

Obligation/Duty/Necessity

- **Must:** Expresses duty/strong obligation to do sth, shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective).
I must contact the school for further information.
- **Have to:** Expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective).
He said that we have to be at the train station by 7:00.
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** expresses duty, weak obligation.
We should clear away the mess in the kitchen.

Absence of necessity

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. *You don't have to dress formally today. You don't need to go if you don't want to. You needn't wear your best clothes.*
- **Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *He didn't have to invite everyone to the party.* (We don't know if he invited everyone.)

Permission/Prohibition

- **Can/May:** Are used to ask for/give permission. *May* is more formal than *can*.
Can/May I use your phone, please? Yes, of course, you can/may.
- **Mustn't/Can't:** It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth.
You mustn't/can't park here.

Possibility

- **Can + present infinitive:** General/Theoretical possibility. Not usually used for a specific situation.
Going to the gym can be boring.
- **Could/May/Might + present infinitive:** Possibility in a specific situation.
She should take a map with her. She might get lost.
NOTE: We can use *can/could/might* in questions BUT NOT *may*. *How difficult can it be?*
- **Could/Might/Would + perfect infinitive:** Refers to sth in the past that was possible but didn't happen.
He could have come with us, if he hadn't missed the train.
Note how the forms of the infinitive are formed:
Present simple: (to) play
Present continuous: (to) be playing
Present perfect simple: (to) have played
Present perfect continuous: (to) have been playing

Ability/Inability

- **Can** expresses ability in the present/future.
I can speak Italian fluently.
- **Could** expresses general repeated ability in the past.
I could sing quite well when I was younger.
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *I was(n't) able to find all the answers to the questions.*
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific.
I couldn't read or write when I was four.
I couldn't/wasn't able to speak to him yesterday.

Logical Assumptions/Deductions

- **Must** = almost certain that this is/was true
He isn't at work. So he must be on his way home.
John hasn't come yet. Something must have delayed him.
- **May/Might/Could** = possible that this is/was true
The computer is out of order. It may be broken.
They were lucky. They could have been killed.
- **Can't/Couldn't** = almost certain that this is/was impossible
That can't be Ian! Ian has blue eyes and blond hair.
Jim couldn't have cooked dinner. He's been at work since morning.

Criticism

- **Could:** *You could at least be polite to her.* (present)
You could at least have called to cancel it yesterday. (past)
- **Should:** *He should call us back. She should have told us. (but she didn't)*
- **Ought to:** *You ought to be more careful.*

Offers/Suggestions

- **Can:** *Can I/we give you a hand?*
- **Would:** *Would you like a cup of tea?*
- **Shall:** *Shall I give you a lift?*
- **Can/Could:** *We can go out. We could watch TV.*

Probability

- **Will:** *He will call me tonight. (100% certain)*
- **Should/Ought to:** *The weather should/ought to get better tomorrow. (90% certain; future only; it's probable)*

Advice

- **Should:** general advice
You should stop smoking.
- **Ought to:** general advice
You ought to abide by the rules.
- **Shall:** asking for advice
Shall I enter the competition?
- Certain verbs or expressions can be used with the same meaning as modals. These are:
need (= must), **had better** (= should), **have (got) to** (= must), **be able to** (= can), **used to** (= would).
I've got to see the doctor. Will you be able to help me?

Participles

- **Present participles** (verb +ing) describe what somebody or something is.
*It was an **exciting** story. (What kind of story was it? Exciting.)*
- **Past participles** (verb +ed) describe how somebody feels.
*We were **excited** by the news. (How did we feel about the news? Excited.)*

MODULE 5

Past Simple

Form: A regular past form ends in **-ed**. Some verbs have an irregular past form. (See list of Irregular Verbs)
The past simple is the same in all persons. The only exception is the past tense of "be".

Spelling (Past Simple affirmative of regular verbs)

- We add **-d** to verbs ending in **-e**. *I wave - I waved*
For verbs ending in **consonant + y** we drop the **-y** and add **-ied**. *I cry - I cried*
- For verbs ending in **vowel + y**, we add **-ed**.
I pray - I prayed
- For verbs ending in one stressed vowel between two consonants we double the last consonant and add **-ed**.
I skip - I skipped
- For verbs ending in **-l**, we double the **-l** and add **-ed**.
I travel - I travelled

Use

We use the **past simple** for:

- actions completed in the past.
*Bruce **called** Tina yesterday morning.*
- actions which happened at a specific time in the past.
*She **went** to the gym **at** 7 o'clock. (When? At 7 o'clock.)*
- past habits.
*We **often travelled** to London when we were students.*
- past actions which happened one immediately after the other.
*She **woke up**, **put** some clothes on and **ran** out of the house.*
- completed past actions not connected to the present with a stated or implied time reference.
*Henry James **wrote** many novels. (Henry James is dead; he won't write any more novels period of time now finished – implied time reference)*

Time expressions used with the past simple: *yesterday, yesterday morning/evening, etc, last night/week, etc, two weeks/a month ago, in 1988, etc.*

Past Continuous

Form: past form of the verb **to be** (was/ were) – main verb + **-ing**.

Use

We use the **past continuous**:

- for an action which was in progress at a stated time in the past. We do not know when the action started or finished.
*At 7 o'clock yesterday morning, we **were driving** to the airport.*
- for a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).
*He **was listening** to music when the doorbell **rang**.*
- for two or more actions which were happening at the same time in the past (simultaneous actions).
*I **was tidying up** while John **was ironing**.*
- to give background information in a story.
*The wind **was howling** and dark clouds **were gathering** in the sky. Paul **was standing** ... etc*

Time expressions used with the past continuous: *while, when, as, all day/night/morning, yesterday, etc.*

Past Simple vs Past Continuous

- We use the **past simple** for an action which happened at a stated time in the past.
*Fay **rang** Susan at 2 o'clock in the morning.*
BUT
We use the **past continuous** for an action which was in progress at a stated time in the past. We don't know when the action started or finished.
*At 3 o'clock in the afternoon, he **was taking** a nap in his room.*
- We use the **past simple** for actions which happened one after the other in the past.
*First she **packed** her bags and then she **ordered** a taxi.*
BUT
We use the **past continuous** for two or more actions which were happening at the same time in the past (simultaneous actions).
*She **was watering** the plants while he **was painting** the garage.*

- We use the **past continuous** to show that **someone was interrupted in the middle of an action**. We use the **past simple** to talk about **an action that interrupted it**.

Molly was walking back home when it began to rain.

Past Perfect

Form: had + past participle of the main verb

Use

The **past perfect** is used:

- for an action which happened before another past action or before a stated time in the past.

Tom had tidied up all the rooms before the children returned from school.

- for an action which finished in the past and whose result was visible in the past.

He had won first prize, so he felt ecstatic.

NOTE: The past perfect is the past equivalent of the present perfect.

- He had missed the plane, so he was very upset.* (The event 'had missed' the plane happened in the past, and the result 'was very upset' was visible in the past, too.)
- He has missed his plane, so he is very upset. (The event 'has missed' the plane happened in the past, and the result 'is very upset' is still visible in the present.)

NOTE: We can use the past perfect or the past simple with *before* or *after* without any difference in meaning.

She went out with her friends after she (had) returned from school.

She (had) returned from school before she went out with her friends.

Time expressions used with the past perfect: *before, after, already, for, since, just, till/until, when, by, by the time, never, etc.*

Past Perfect Continuous

Form: had + been + main verb + -ing

The **past perfect continuous** is used:

- to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with *since* or *for*.
She had been waiting for days before he called her.
- for an action which lasted for some time in the past and whose result was visible in the past.

She had been working hard for hours, so she was very tired. (She spent many hours working and the result of the action was visible in the past.)

NOTE: The past perfect continuous is the past equivalent of the present perfect continuous.

- She had been resting for hours, so she felt very relaxed.* (The action 'had been resting' lasted for some time in the past, and the result 'she felt relaxed' was visible in the past.)
- She has been resting for hours so she feels very relaxed.* (The action 'has been resting' started in the past, and the result 'feels very relaxed' is still visible in the present.)

Time expressions used with the past perfect continuous: *for, since, how long, before, until, etc.*

A/An (Indefinite article) The (definite article)

- **A/An** is used with singular countable nouns to talk about indefinite things.

There's a girl swimming in the sea.

- **The** is used with singular/plural nouns, countable & uncountable ones, to talk about something specific or when the noun is mentioned for the second time.

The boy in the red T-shirt is my cousin. There's a car outside. The car is Bill's.

- **A/An** or **the** is used before singular countable nouns to refer to a group of people, animals or things.

A dog is a domestic animal. (all dogs)

The tiger is a wild animal. (all tigers)

- **The** is never used before a noun in the plural when it represents a group.

Dogs are domestic animals. (NOT: ~~The~~ dogs are domestic animals.)

- **A/An** can also be used instead of "per" meaning "one".

She goes to the theatre three times a/per month.

It can also be used with names, money (*a pound*), fractions (*a quarter*), weight/measures (*an inch*), whole numbers (*a million*), price/weight (*£4 a litre*), frequency (*twice a month*), distance/fuel (*90 miles a gallon*), distance/speed (*40 km an hour*) and some illnesses (*a cold, a fever, (a) toothache, (a) stomach ache, but NOT flu, pneumonia of tonsillitis, etc.*)

The is used before:

- nouns which are unique (*the moon, the sky, the stars*)
- names of theatres (*the Globe*)
- names of cinemas (*the Odeon*)
- names of hotels (*the Ritz*)
- names of restaurants (*the Terrace*)

- names of museums and picture galleries (*the Museum of Childhood, the Tate Gallery*)
- names of newspapers and some magazines (*the Daily Telegraph, the Economist*)
- names of rivers, seas and oceans (*the Thames, the Black Sea, the Atlantic Ocean*)
- names of mountain ranges (*the Alps*)
- names of groups of islands (*the Dodecanese*)
- names of deserts (*the Gobi desert*).
- names of musical instruments in the phrases like "to play the flute/piano, etc"
- names of families. *the Smiths*
- nouns: *the President, the Prince of Wales* when they mean people.
BUT "The" is omitted before titles with proper names (*Queen Elizabeth II*) or the same nouns when they mean positions of jobs. (*He became president of the country.*)
- with substantivised adjectives denoting categories of people used as plural nouns (*the blind, the elderly, the rich*, etc)
- historical references/events.
the French Revolution, the Second World War

No article is used before:

- proper nouns. *Amy, Rufus*, etc.
- names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages (not followed by the word "language").
I love tennis.
Can you speak French?
- names of countries (*France, Greece*), names of cities (*Manchester*), names of streets (*Bond Street* BUT *the high street*), parks (*Central Park*), individual mountains (*Mount Everest*), names of islands (*Corsica, Corfu* but NOT groups of islands: *The British Isles, the Maldives*), continents (*Africa*), lakes (*Lake Baikal* BUT *the Baikal*).
- two-word names whose first word is the name of a person or place (*Glasgow Airport* BUT *the White House*).
- pubs, restaurants, shops, banks & hotels which have the name of their founder and end in -s or -'s
Jim's Café, Harrods, etc.
- bed, church, college, court, hospital, prison, school, university when we refer to the purpose for which they exist. *He goes to church every Sunday.*
BUT: *We have to be at the church at 9:00.*

Some - Any No & Their Compounds

Some, any and *no* are used with uncountable nouns and plural countable nouns.
We need some eggs and some butter.

- We use **some** and its compounds (*somebody, someone, something, somewhere*, etc) in the affirmative.
She needs some time.
- We also use **some** and its compounds in the interrogative for offers or requests.
Would you like some cake?
Can I have some milk with my tea, please?
- We use **any** and its compounds (*anyone, anything, etc*) in interrogative sentences.
Has anyone called?
- Not any** is used in negative sentences.
There isn't any fruit in the basket.
- Any** and its compounds can also be used with negative words such as **without, never, rarely**.
I have never met anyone like him.
- When **any** and its compounds are used in affirmative sentences, there is a difference in meaning.
You can say anything you want to the journalist. (it doesn't matter what)
Anyone can take part in the competition. (it doesn't matter who)
- No** and its compounds are used instead of *not any* in negative sentences.
They haven't got any money. / They've got no money. They didn't buy anything. / They bought nothing. / There wasn't anybody in the room. / There was nobody in the room.
NOTE: We use a singular verb with compounds of **some, any** and **no**.
There is someone in the room.

Every - Each

- Every** is used with singular countable nouns. It refers to a group of people or things and means "all, everyone, everything", etc.
Every student has a library card. (everyone)
- Each** is used with singular countable nouns. It refers to the members of a group separately.
Each visitor was given a day pass. (each visitor separately)
- Every one** and **each (one)** can be followed by **of**. We normally use **each** when we talk about two people or things. We use **every** when we talk about three or more people or things.
She owns two flats and she decorated each (one) of them beautifully.
Paul has written many novels. Every one of them has been a best seller.

A few/few - A little/little

A few and **few** are used with plural countable nouns. **A little** and **little** are used with uncountable nouns.

- A few means 'not many, but enough'. *We have a few apples.* We can make an apple pie. Few means 'hardly any, almost none' and can be used with very for emphasis. *There were (very) few visitors in the museum.*
- A little means 'not much, but enough'. *It's a little cold – would you like me to close the window?*
- Little means 'hardly any, almost none' and can be used with very for emphasis. *We have (very) little time left. We must hurry up.*

A lot of/Lots of - Much - Many

- A lot of/Lots of are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. *There are a lot/lots of opportunities for young graduates.* The of is omitted when a lot/lots are not followed by a noun. *There's lots/a lot going on in town today.*
- Much and many are usually used in negative or interrogative sentences. Much is used with uncountable nouns and many is used with plural countable nouns. *There aren't many books on the shelf.* *Did you spend much money in the sales?*

MODULE 6

Conditionals: type 0/1

- Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use when instead of if.

IF-CLAUSE	MAIN CLAUSE
If/When + present simple	→ present simple
<i>If/When polluted water is not filtered, it can be dangerous for our health.</i>	

- Type 1 conditionals are used to express a real or very probable situation in the present or future.

IF-CLAUSE	MAIN CLAUSE
If + present simple	→ future simple, imperative, can/must/may, etc + bare infinitive
<i>If she does well at the interview, she will get the job.</i>	

- When the hypothesis comes before the main clause, we separate the two parts with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

NOTE: With type 1 conditionals we can use unless + affirmative verb (= if + negative verb). *She will not speak to him unless he apologises. (If he doesn't apologise, she will not speak to him.)*

Conditionals: type 2 & 3

- Type 2 conditionals (unreal present) are used to express imaginary situations which are contrary to facts in the present, and therefore, are unlikely to happen in the present or the future. We can use either were or was for 1st and 3rd person singular in the if-clause. We can also use the structure *If I were you, ...* to give advice.

IF-CLAUSE	MAIN CLAUSE
If + past simple/ past continuous	→ would/could/might + bare infinitive
<i>If I had a good voice, I would become a singer.</i>	
<i>If Paul was not working today, we could go to the beach.</i>	
<i>If I were you, I would stay in tonight.</i>	

- Type 3 conditionals (unreal past) are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

IF-CLAUSE	MAIN CLAUSE
If + past perfect/ past perfect continuous	→ would/could/might + bare perfect infinitive
<i>If I had studied harder, I would have passed the exams.</i>	
<i>If he hadn't been studying that hard, he wouldn't have passed his exams.</i>	

- Conditionals are usually introduced by if. Other expressions are: unless (= if not), providing, provided (that), as long as, on condition (that), but for + -ing form/noun, otherwise, or else, what if, supposing, even if, only if. *Unless she starts studying harder, she's going to fail her exams.* *Get up now or else you'll miss your appointment.* **NOTE:** When only if begins a sentence, the subject and the verb of the main clause are inverted. *Only if you are dressed formally, will you be allowed in.*
- When the if-clause precedes the main clause, we separate the two clauses with a comma. *If you are feeling tired, you must rest.* **BUT:** *You must rest if you are feeling tired.*
- In conditionals type 2 in formal English we normally use were instead of was after "if" for all persons.

If he *were/was* here, things would have been different.

- We do not normally use **will**, **would** or **should** in if-clauses.

If you stay up late, you can get into trouble. (NOT: ~~if you will stay~~) However **will**, **would** or **should** can be used in if-clauses to make a request or express annoyance, doubt, uncertainty or insistence.

If she **should** need help, ask her to call me. (doubt/uncertainty – I doubt that she will need help.)

If you **will** stop arguing, we will find a solution. (request – Please stop arguing.)

Omission of 'if'

If can be omitted in if-clauses. In this case **should** (cond. type 1), **were** (cond. type 2) and **had** (cond. type 3) come before the subject.

If he **should** pass the exam, he will apply to university. → **Should** he pass the exam, he will apply to university.

If I **had** known, I would have told you. → **Had** I known, I would have told you.

Wishes

- We can use **wish/if only** to express a wish.

Verb form		Use
+ past simple/past continuous	<i>I wish I was not working right now. (but I am)</i> <i>If only I were going to the concert tonight. (but I'm not)</i>	to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I had studied harder. (but I didn't)</i> <i>If only I hadn't been so foolish. (but I was)</i>	to express regret about something which happened or didn't happen in the past
+ subject + would + bare inf.	<i>I wish you wouldn't be so rude to your sister.</i> <i>If only you would stop arguing.</i>	to express: • a polite imperative • a desire for a situation or person's behaviour to change

NOTE: **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.

- We can use **were** instead of **was** after "wish" and "if only".

I wish I was/were young again.

MODULE 7

The Passive Voice

Form: We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

Read the table:

	ACTIVE	PASSIVE
Present Simple	<i>Mary makes tea.</i>	<i>Tea is made by Mary.</i>
Present Continuous	<i>Mary is making tea.</i>	<i>Tea is being made by Mary.</i>
Past Simple	<i>Mary made tea.</i>	<i>Tea was made by Mary.</i>
Past Continuous	<i>Mary was making tea.</i>	<i>Tea was being made by Mary.</i>
Present Perfect Simple	<i>Mary has made tea.</i>	<i>Tea has been made by Mary.</i>
Past Perfect Simple	<i>Mary had made tea.</i>	<i>Tea had been made by Mary.</i>
Future Simple	<i>Mary will make tea.</i>	<i>Tea will be made by Mary.</i>
Future Perfect Simple	<i>Mary will have made tea.</i>	<i>Tea will have been made by Mary.</i>
Infinitive	<i>Mary has to make tea.</i>	<i>Tea has to be made by Mary.</i>
Modal Verbs	<i>Mary may make tea.</i>	<i>Tea may be made by Mary.</i>

We use the passive:

- when the person/people doing the action is/are **unknown**, **unimportant** or **obvious from the context**.
The food was cooked. (We don't know who cooked it.)
The shirt is being washed. (It's unimportant who is washing it.)
The criminal has been arrested. (It's obvious that the police arrested the criminal.)
- when the **action itself** is **more important** than the **person/people** doing it, as in news headlines,

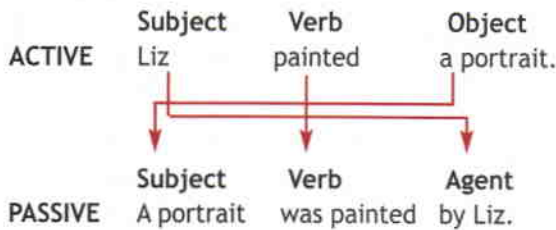
newspaper articles, formal notices, advertisements, instructions, processes, etc.

Trespassers will be prosecuted.

- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Hundreds of people **were injured** in the train crash.*
- to emphasise the agent. *The flowers **were sent** by the Queen herself.*
- to make statements more formal or polite. *My bag **has been ruined**. (More polite than saying 'you've ruined my bag'.)*

Changing from the active to the passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into passive form.
- The subject of the active sentence becomes the agent, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive.

Active: *Paul swims every day.* (intransitive verb; no passive form).

NOTE: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack,* etc) cannot be changed into the passive.

This colour suits you. (NOT: ~~*This colour is suited by you.*~~)

- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *He **got hit** by a truck.*

By + the agent is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used.

*This photograph was taken **by my brother**. It was taken **with a digital camera**.*

- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one,** etc. *People have discovered the truth. (= *The truth has been discovered.*)*
- The agent is **not omitted** when it is a **specific or important person,** or when it is **essential** to the meaning of the sentence. *The novel was written **by Graham Greene**.*

- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend,** etc, we can form two different passive sentences.

*Philip will **send Sarah** a gift. (active) Sara **will be sent** a gift. (passive, more usual) A gift **will be sent to Sarah** by Philip. (passive, less usual)*

- In passive questions with **who, whom** or **which** we do not omit **by**.

*Who **gave you** this book? Who **were you given** this book **by**?*

- **Hear, help, make** and **see** are followed by a to-infinitive in the passive.

*She **made me lie**. → I **was made to lie**.*

NOTE: **Hear, see** and **watch** can be followed by a present participle in the active and passive.

*We **saw her stealing**. → She **was seen stealing**.*

MODULE 8

Reported Speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (**say, tell,** etc).

Say - Tell

- **say + no personal object**
*She **said (that)** she was very happy.*
- **say + to + personal object**
*She **said to me (that)** she was very happy.*
- **tell + personal object**
*She **told me (that)** she was very happy.*
- we use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about** instead.
*Ann **said to wake** her up at 3:00.*
*He **told them/spoke/talked about** the meeting.*

SAY	hello, good morning/afternoon, etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, etc.
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TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
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ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.
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Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *Helen said, "I'm having a party."* (direct statement) *Helen said (that) she was having a party.* (reported statement)
- We can report someone's words either a long time after they were said (reporting the past) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Stella said, "I've ordered pizza."*

Reported speech: *Stella said (that) she had ordered pizza.*

Reporting the past

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present Simple → Past Simple	
"I want to learn Japanese."	She said (that) she wanted to learn Japanese.
Present Continuous → Past Continuous	
"We are watching a film."	They said (that) they were watching a film.
Present Perfect → Past Perfect	
"I have brushed my teeth."	She said (that) she had brushed her teeth.
Past Simple → Past Simple or Past Perfect	
"I mowed the lawn."	She said (that) she mowed/had mowed the lawn.
Past Continuous → Past Continuous or Past Perfect Continuous	
"He was playing the piano."	She said (that) he was playing/had been playing the piano.
Will → Would	
"I will meet you at 7.00."	She said (that) she would meet me at 7:00.

- Certain words and time expressions change according to the meaning as follows:

now	→ then, immediately
today	→ that day
yesterday	→ the day before, the previous day
tomorrow	→ the next/following day
this week	→ that week
last week	→ the week before, the previous week
next week	→ the week after, the following week
ago	→ before
here	→ there

Tenses do not change in reported speech when:

- the reporting verb (*said, told, etc*) is in the present, future or present perfect.
- "I can't speak French," he says. → He says (that) he can't speak French.
- the speaker expresses general truths, permanent states or conditions.

"The sun sets in the west," Mr Thom said.
Mr Thom said that the sun sets in the west.
- the reported sentence deals with conditionals type 2/type 3, wishes or unreal past.

"I wish I was a film star," he said. → He said he wished he was a film star.
- the speaker is reporting sth immediately after it was said.

"The view is breathtaking," he said. → He said that the view is breathtaking.

Reported Questions

- Reported questions are usually introduced with the verbs *ask, inquire, wonder* or the expression *want to know*.
- When the direct question begins with a question word (*who, where, how, when, what, etc*), the reported question is introduced with the same question word.

"Where are you from?" she asked. (direct question)
She asked me where I was from. (reported question)
- When the direct question begins with an auxiliary (*be, do, have*) or a modal verb (*can, may, etc*), then the reported question is introduced with *if* or *whether*.

He asked, "Do you want a ride to school?" (direct question)
He asked me if/whether I wanted a ride to school. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as *please, well, oh, etc* are omitted. The verb tenses, pronouns and time expressions change as in statements.

"Could you give me a hand, please?" he asked. (direct question)

He asked me **whether I could give him a hand.**
(reported question)

Indirect questions

- **Indirect questions** are used to ask for advice or information. They are introduced with: *Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...,* etc and the verb is in the affirmative. If the indirect question starts with *I want to know ..., I wonder ... or I doubt ...*, the question mark is omitted.

Direct question

"Where is the library?"

Indirect question

Do you know where the library is?

Reported Commands/Requests/Suggestions

- **Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise, ask, beg, suggest,** etc) followed by a **to-infinitive**, an **-ing form** or a **that-clause** depending on the introductory verb.

"Be careful," he said to me. → He **advised me to be careful.** (command)

"Please, don't go," he said to me. → He **begged me not to go.** (request)

"Let's watch a film," he said. → He **suggested watching** a film. (suggestion)

"You'd better take an aspirin," he said. → He **suggested that I (should) take** an aspirin. (suggestion)

Reported Orders

- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**.

"Be patient!" she said to me. (direct order)

She **told me to be patient.** (reported order)

"Don't go!" he said to her. (direct order)

He **ordered her not to go.** (reported order)

Modal Verbs in Reported Speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. will/shall ⇒ would, can ⇒ could (present reference)/would be able to (future reference), may ⇒ might/could, shall ⇒ should (asking for advice)/ would (asking for information)/offer (expressing offers), must ⇒ must/had to (obligation) (* must remains the same when it expresses possibility or deduction), needn't ⇒ didn't need to/didn't have to (present reference)/wouldn't have to (future reference). **Would, could, used to, mustn't, should, might, ought to** and **had better** remain unchanged in reported speech.

Direct Speech	Reported Speech
He said, "I will always remember you."	⇒ He said (that) he would always remember me.
He said, "I can't see you."	⇒ He said (that) he couldn't see me. (present)
He said, "We can visit you soon."	⇒ He said (that) they would be able to visit me soon. (future)
He said, "It may rain."	⇒ He said (that) it might rain.
He said, "What time shall we call her?"	⇒ He asked what time we would call her. (information)
He said, "Shall I buy this car?"	⇒ He asked (me) if he should buy that car. (advice)
He said, "Shall I give you a hand?"	⇒ He offered to give me a hand. (offer)
He said, "You must send him a reply."	⇒ He said (that) I had to send him a reply. (obligation)
He said, "She must be upset."	⇒ He said (that) she must be upset. (deduction)
He said, "She had better be nice to me."	⇒ He said (that) she had better be nice to him.
He said, "You needn't worry."	⇒ He said (that) I didn't have to/didn't need to worry. (present)
He said, "You needn't come that early tomorrow."	⇒ He said (that) I wouldn't have to go that early the next day. (future)
He said, "They should give me a receipt."	⇒ He said (that) they should give him a receipt.

Special Introductory Verbs

Introductory verb	Direct Speech	Reported Speech
to-inf + agree	"Yes, I'll call you."	⇒ He agreed to call me.
demand	"Show me everything!"	⇒ He demanded to be shown everything.
offer	"Would you like me to help you?"	⇒ He offered to help me.
promise	"I'll be nicer to Jenny."	⇒ He promised to be nicer to Jenny.
refuse	"No, I won't join you."	⇒ He refused to join me.

Introductory verb	Direct Speech	Reported Speech
threaten	"Turn down the music or I'll call the police."	⇒ He threatened to call the police if I didn't turn down the music.
claim	"I saw her crying."	⇒ He claimed to have seen her crying.
advise + sb + to-inf	"You should drink some water."	⇒ He advised me to drink some water.
allow	"You can wear my jacket."	⇒ He allowed me to wear his jacket.
ask	"Please, close the door."	⇒ He asked me to close the door.
beg	"Please, please listen to me."	⇒ He begged me to listen to him.
command	"March!"	⇒ He commanded the soldiers to march.
encourage	"Go ahead, open the door."	⇒ He encouraged me to open the door.
forbid	"You mustn't park here."	⇒ He forbade me to park there.
instruct	"Press the button and wait for the message to appear."	⇒ He instructed me to press the button and wait for the message to appear.
invite sb	"Would you like to come to my party?"	⇒ He invited me to go to his party.
order	"Stop shouting immediately."	⇒ He ordered me to stop shouting immediately.
permit	"You may go now."	⇒ He permitted me to go.
remind	"Don't forget to take the keys with you."	⇒ He reminded me to take the keys with me.
urge	"Eat your food."	⇒ He urged me to eat my food.
warn	"Don't go out in this rain."	⇒ He warned me not to go out in that rain.
want	"I'd like you to be quiet."	⇒ He wanted me to be quiet.
-ing form + accuse sb of	"You ate my sandwich."	⇒ He accused me of eating his sandwich.
apologise for	"I'm sorry I disappointed you."	⇒ He apologised for disappointing me.

Introductory verb	Direct Speech	Reported Speech
admit (to)	"Yes, I broke the vase."	⇒ He admitted (to) breaking/ having broken the vase.
boast about/of	"I am taller than you."	⇒ He boasted about being taller than me.
complain to sb about/of	"I have a headache."	⇒ He complained of having a headache.
deny	"No, I didn't use your card."	⇒ He denied using/ having used my card.
insist on	"You must take care of yourself."	⇒ He insisted on me/ my taking care of myself.
suggest	"Let's cook dinner."	⇒ He suggested cooking dinner.
that-clause + agree	"Yes, that is a gorgeous dress."	⇒ He agreed that it was a gorgeous dress.
boast	"I'm a great painter."	⇒ He boasted that he was a great painter.
claim	"I know everything."	⇒ He claimed that he knew everything.
complain	"You always lie to me."	⇒ He complained that I always lied to him.
deny	"I've never met her."	⇒ He denied that he had ever met her.
exclaim	"It's splendid!"	⇒ He exclaimed that it was splendid.
explain	"It's not difficult at all."	⇒ He explained that it was not difficult at all.
inform sb	"You will be given a test."	⇒ He informed me that I would be given a test.
promise	"I won't do this again."	⇒ He promised that he wouldn't do that again.
suggest	"You ought to find out more about this."	⇒ He suggested that I find out more about that.
how + explain to sb	"This is how you write it."	⇒ He explained to me how to write it.

Introductory verb	Direct Speech	Reported Speech
wonder where/what/ why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question)	He asked himself, "How can I win the award?" He asked himself, "Where is Paul?" He asked himself, "Why is she so upset?"	⇒ He wondered how he could win the award. ⇒ He wondered where Paul was. ⇒ He wondered why she was so upset.
wonder + whether + clause	He asked himself, "Shall I go home?"	⇒ He wondered whether he should go home.
how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "Where am I heading to?" He asked himself, "What should I tell them?" He asked himself, "How can I stop this?"	⇒ He wondered where he was heading to. ⇒ He wondered what he should tell them. ⇒ He wondered how he could stop that.

Reporting Conversations or Dialogues

Everyday conversations and dialogues are a mixture of statements, commands and questions. To report these we use: **and, as, adding that, and he/she added that, explaining that, because, but, since, so, and then he/she went on to say, while, then** etc or the introductory verb in the present participle form. Exclamations such as: Oh!, Ouch!, Oh no! etc are omitted in reported speech.

Direct Speech	Reported Speech
"Oh, it's a great day. Shall we go to the park?" he said.	⇒ He said that it was a great day and suggested going to the park.
"I can't eat this," she said. "It's too salty."	⇒ She said that she couldn't eat it because it was too salty.
"Let's call Brian," he said. "I want to find out what happened."	⇒ He suggested that they should call Brian, explaining that he wanted to find out what happened.

Exclamations - "Yes/No" short answers - Question tags

- Exclamations are replaced in reported speech with **exclaim, thank, wish, say, cry out in pain** etc, give an exclamation of surprise/horror/disgust/delight etc. The exclamation mark becomes a full stop. Exclamatory words such as **Oh!, Eek!, Wow!, Oh!, Oh dear!, Well!** etc are omitted in reported speech. "Aggh!" she said at the sight of blood. ⇒ She gave an exclamation of horror at the sight of blood.
- Yes/No short answers** are expressed in reported speech with **subject + appropriate auxiliary verb** or **subject + appropriate introductory verb**. "Will you forgive me?" he said. "No," she said. ⇒ He asked her if she would forgive him but she said she wouldn't. or He asked her if she would forgive him but she refused.
- Question tags** are omitted in reported speech. An appropriate introductory verb can be used if we want to retain their effect. "She is out shopping, isn't she?" he said. ⇒ He wondered if she was out shopping.

Relative clauses

Relative clauses begin with a relative pronoun or a relative adverb.

We use:

- who(m)/that** to refer to people.
The girl **who/that** lives next door to Jan is my cousin.
- which/that** to refer to things.
The shop **which/that** has just opened in Wendover Street is lovely.
- whose** with people, animals and objects to show possession.
She's the girl **whose** father is a pilot.
That's the car **whose** interior was destroyed by fire.

Who, which and that can be omitted when they are the object of the relative clause.

You met a woman. She's my auntie Mary.



The woman **(who)** you met is my auntie Mary.

Who, which or that is not omitted when it is the subject of a relative clause.

A girl lives next door. She's a famous actress.

The girl **who** lives next door is a famous actress.

Relative Adverbs

We use:

- **when/that** to refer to a time.
That was the year (when/that) we got married.
- **where** to refer to a place.
The restaurant where we had dinner yesterday is very expensive.
- **why** to give a reason.
The reason (why) she was late is still unclear.

Defining - Non-defining clauses

- A defining relative clause gives necessary information which is essential to the meaning of the main clause. We do not put it in commas. It is introduced with **who, whom, whose, which** or **that**.
The bank which was burgled last week has reopened. (Which bank? The one which was burgled last week.)
- A non-defining relative clause gives extra information which is not essential to the meaning of the main clause. We put it in commas. It is introduced with **who, whom, whose** or **which** (but not **that**).
Cate Blanchett, who stars in 'The Lord of the Rings', is a great actress. (The relative clause adds information about Cate Blanchett. If we omit it, the meaning of the main clause does not change.)
- In non-defining clauses we can use **which** to stand for the main clause.
She has to wake up at 6 every day which she doesn't like. ('which' refers to the fact that she has to wake up at 6:00.)

Relative Pronouns

Subject of the verb of the relative clause (cannot be omitted)		Object of the verb of the relative clause (can be omitted)	Possession (cannot be omitted)
used for people	who/that <i>That's the girl who is a famous actress.</i>	who/whom/that <i>The man (who/whom/that) you spoke to is my brother.</i>	whose <i>That's the boy whose father is a pilot.</i>
used for things/animals	which/that <i>I heard a song which/that was written by Justin Timberlake.</i>	which/that <i>The book (which/that) you borrowed is mine.</i>	of which/whose <i>That's the book of which/whose (the) first page is missing.</i>

- **Whom, which** and **whose** can be used in expressions of quantity with **of** (*some of, many of, half of, etc.*).
She got a lot of job offers. Most of them were from investment banks. She got a lot of job offers, most of which were from investment banks.
- **That** can be used instead of **who, whom** or **which** but it is never used after commas or prepositions.
She's the girl who/that plays the piano very well. The person to whom you were speaking is my brother. ('that' is not possible)

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	leave	left	left
bear	bore	born(e)	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt (burned)	burnt (burned)	read	read	read
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
can	could	(been able to)	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	sting	stung	stung
get	got	got (gotten)	swear	swore	sworn
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung (hanged)	hung (hanged)	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt (learned)	learnt (learned)			

Word List

This Word List has been compiled to help you make the most of your course. The highlighted words are the ones which need to be learned as active vocabulary which is necessary to the level of the course. The rest of the vocabulary in the Word List will make it easier for you to understand the material in this coursebook. All phonetic transcriptions have been taken from Collins COBUILD Dictionary.

MODULE 1

1a

active /æktɪv/ (adj) активный
annoying /ə'noɪɪŋ/ (adj) раздражающий, надоедливый
band /bænd/ (n) музыкальная группа
bargain /bɑː'gaɪn/ (n) товар со скидкой
boring /bɔːrɪŋ/ (adj) скучный
care /keə/ (v) заботиться, проявлять интерес
city centre /sɪti sentə/ (n) центр города
computer game /kəm'pjʊtə' geɪm/ (n) компьютерная игра
designer label /dɪzə'naɪnə' leɪb/ (n) дизайнерская марка, лейбл
dream /dri:m/ (v) мечтать
email /i'meɪl/ (n) электронная почта, электронное письмо
enjoy /ɪn'dʒɔɪ/ (v) любить, наслаждаться
enjoyable /ɪn'dʒɔɪəbəl/ (adj) приятный
fanatic /fə'nætɪk/ (n) фанат, поклонник
fascinated /fə'sɪneɪtɪd/ (adj) очарованный
fight /faɪt/ (v) драться
fortnight /fɔː'tnaɪt/ (n) две недели
gig /gɪg/ (n) выступление «не в записи, вживую»
horse riding /hɔː's raɪdɪŋ/ (n) катание на лошади
mobile /məʊbaɪl/ (n) мобильный телефон
national /nə'ʃənəl/ (adj) народный, общенародный
paragliding /pærə'glɑɪdɪŋ/ (n) парапланеризм
passion /pæ'ʃɪn/ (n) страсть, страстное увлечение
pastime /pæ'staɪm/ (n) развлечение, времяпровождение
relaxing /rɪ'læksɪŋ/ (adj) расслабляющий
rock climbing /rɒk klaɪmɪŋ/ (n) скалолазание
screen /skri:n/ (n) экран
send /send/ (v) отправлять
skateboard /skeɪtbo:rd/ (n) скейтборд
spend /spend/ (v) проводить
teenager /tiːneɪdʒə/ (n) подросток
text message /tekst mesɪdʒ/ (n) sms, короткое текстовое сообщение

Phrasal Verbs

check out (phr v) осматривать
hang out (phr v) тусоваться
look forward to (phr v) с нетерпением ждать чего-то

Phrases

all-time favourite (phr) на все времена, пользующийся неизменным успехом
be crazy about (phr) быть без ума от чего-либо, кого-либо
be into fashion (phr) увлекаться, следить за модой
can't stand (phr) не выносить

catch a film (phr) попасть на фильм, в кино
chat online (phr) разговаривать в режиме онлайн, через сеть Интернет
do extreme sports (phr) заниматься экстремальными видами спорта
do voluntary work (phr) выполнять добровольную работу
get angry (phr) рассердиться, вспылить
go clubbing (phr) ходить в развлекательный клуб
go for a sporty look (phr) стремиться иметь спортивный вид
go on trips to the countryside (phr) отправляться за город
go window shopping (phr) разглядывать витрины
grab a bite (phr) перекусить
keep fit (phr) поддерживать форму
run errands (phr) выполнять поручения
surf the Net (phr) просматривать сайты в Интернете
take a look (phr) взглянуть
the great outdoors (phr) великолепная природа
waste of time (phr) пустая трата времени

1b

aggressive /ə'ɡresɪv/ (adj) агрессивный
angry /æŋɡri/ (adj) злой
cancel /kænsəl/ (v) отменять
caring /keəɪŋ/ (adj) заботливый
comedy /kɒmədi/ (n) комедия
creative /kri:etɪv/ (adj) творчески одаренный, креативный
dedicated /dedɪkeɪtɪd/ (adj) преданный
dishonest /dɪ'sɒnɪst/ (adj) нечестный
express /ɪks'pres/ (v) выражать
fair /feə/ (adj) справедливый
feel /fi:l/ (v) чувствовать
feeling /fi:lɪŋ/ (n) чувство
forget /fə'get/ (v) забывать
hurt /hɜːt/ (v) обижать
jealous /dʒeləs/ (adj) ревнивый
loyal /ləʊəl/ (adj) верный
mean /mi:n/ (adj) недоброежелательный
moody /mʊ:di/ (adj) неуравновешенный, капризный
patient /peɪ'ɪnt/ (adj) терпеливый
rent /rent/ (v) брать напрокат
respected /rɪspektɪd/ (adj) уважаемый
selfish /selfɪʃ/ (adj) эгоистичный, самолюбивый
supportive /sə'pɔːtɪv/ (adj) поддерживающий кого-либо, лояльный
sweet /swi:t/ (adj) милый
trusting /trʌstɪŋ/ (adj) доверчивый
well-meaning /wel'mi:nɪŋ/ (adj) действующий из лучших побуждений

Phrasal Verbs

let down (phr v) разочаровывать, подводить

Idioms

- a pain in the neck (idm) зануда, невыносимый человек
- get off one's back (idm) отстать, оставить в покое
- get on one's nerves (idm) действовать кому-либо на нервы
- give someone the cold shoulder (idm) оказывать холодный прием
- like a bear with a sore head (idm) разъяренный, разозленный
- see eye to eye (idm) сходиться во взглядах с кем-либо

Words often confused

- careful/caring осторожный/заботливый
- mean/well-meaning недоброжелательный/действующий из лучших побуждений
- respected/respectful уважаемый/почтительный, вежливый
- supporting/supportive поддерживающий что-либо/поддерживающий кого-либо

1c

- arrogant /æˈrɒɡənt/ (adj) высокомерный, надменный
- comic /kɒmɪk/ (n) комик
- courage /kʌrɪdʒ/ (n) мужество
- dare /deə/ (v) рисковать
- excite /ɪksaɪt/ (v) волновать
- fear /fiə/ (n) страх
- fiction /fɪkʃən/ (n) выдумка, вымысел
- fix /fɪks/ (v) чинить, ремонтировать
- honour /ˈɒnə/ (n) честь, благородство
- invitation /ɪnvɪteɪʃən/ (n) приглашение
- mystery /mɪstəri/ (n) тайна
- pickpocket /pɪkˈpɒkɪt/ (n) вор-карманник
- power /paʊə/ (n) сила, мощь
- sunburnt /sʌnbɜːnt/ (adj) загорелый, обгоревший на солнце
- taste /teɪst/ (v) пробовать
- university /juːnɪvɜːsɪti/ (n) университет

Phrasal Verbs

- look after (phr v) присматривать, заботиться о ком-либо
- look down on (phr v) смотреть свысока
- look forward to (phr v) ожидать с нетерпением
- look out for (phr v) думать о, быть осторожным с
- look up (phr v) искать что-либо (в списке, справочнике)

Phrases

- be in a hurry (phr) торопиться
- do the shopping (phr) делать покупки

- eat out (phr) обедать в кафе, не дома
- have lunch (phr) обедать

1d

- appear /əˈpiə/ (v) появляться
- appearance /əˈpiərəns/ (n) внешность
- attractive /əˈtræktɪv/ (adj) привлекательный
- awkward /ɔːkwəd/ (adj) неуклюжий, неловкий
- baby face /ˈbeɪbi feɪs/ (n) детское лицо
- best known /best naʊn/ (adj) хорошо известный
- bloom /blu:m/ (v) цвести
- brighten /ˈbraɪtən/ (v) радовать, наполнять радостью
- broad /brɔ:d/ (adj) широкий
- cheerfully /tʃɪəˈfʊli/ (adv) бодро, весело
- colt /kɒlt/ (n) жеребенок
- comfortable /kɒmfətəbəl/ (adj) удобный, комфортный
- comical /kɒmɪkəl/ (adj) смешной, комичный
- content /kəntent/ (adj) довольный
- crackle /krækəl/ (v) трещать, потрескивать
- dark /dɑːk/ (adj) темный
- decide /dɪsaɪd/ (v) решать
- delicate-looking /dɪlɪkət lʊkɪŋ/ (adj) изящный
- disturb /dɪstɜːb/ (v) тревожить, беспокоить
- effect /ɪˈfekt/ (n) эффект
- excellently /ˌeksələntli/ (adv) превосходно, отлично
- experience /ɪkspɪəriəns/ (n) опыт
- expressive /ɪkspreɪsɪv/ (adj) выразительный
- fade /feɪd/ (v) обесцвечивать, выгорать
- fierce /fiə/ (adj) жестокий, лютый
- funny /fʌni/ (adj) смешной
- furniture /ˈfɜːnɪtʃə/ (n) мебель
- heart /hɑːt/ (n) сердце
- kind /kaɪnd/ (adj) добрый
- knit /nɪt/ (v) вязать
- lamp /læmp/ (n) лампа
- lecture /lektʃə/ (v) читать нотацию, поучать
- light /laɪt/ (v) зажигать
- limb /lɪm/ (n) конечность
- manner /ˈmænə/ (n) манера, поведение
- mindful /maɪndfʊl/ (adj) заботливый, внимательный
- neck /nek/ (n) шея
- obvious /ˈɒvɪəs/ (adj) явный, открытый, прямой
- pale /peɪl/ (adj) бледный
- peaceful /ˈpiːsful/ (adj) спокойный, умиротворенный
- plain /pleɪn/ (adj) простой, обыкновенный
- pleasant /ˈplezənt/ (adj) довольный
- plump /plʌmp/ (adj) полный, пухлый
- polite /pəˈlaɪt/ (adj) вежливый
- provide /prəˈvaɪd/ (v) обеспечивать
- quietly /kwaɪətli/ (adv) тихо
- rapidly /ˈræpɪdli/ (adv) быстро
- rarely /ˈreəli/ (adv) редко
- reflect /rɪˈflekt/ (v) отражать
- regular /ˈregjʊlə/ (adj) обычный
- remind /rɪˈmaɪnd/ (v) напоминать
- round /raʊnd/ (adj) круглый
- sharp /ʃɑːp/ (adj) острый
- shoulder /ʃəʊldə/ (n) плечо
- shy /ʃaɪ/ (adj) стеснительный, тихий

sight /saɪt/ (n) вид, зрелище
 sketch /sketʃ/ (n) описание в общих чертах, набросок
 slender /slendə/ (adj) стройный, тонкий
 slippers /slɪpəz/ (n pl) тапочки
 smooth /smuːð/ (adj) ровный, гладкий
 stiff /stɪf/ (adj) упругий
 thick /θɪk/ (adj) толстый
 thoughtful /θɔːtflʊ/ (adj) задумчивый
 timid /tɪmɪd/ (adj) робкий, неуверенный
 tongue /tʌŋ/ (n) язык
 trust /trʌst/ (v) доверять
 twilight /ˈtwɔːlaɪt/ (n) сумерки, полумрак
 vain /veɪn/ (adj) тщеславный, самодовольный
 venture /ˈventʃə/ (v) отважиться, решиться
 voice /vɔɪs/ (n) голос
 wide /waɪd/ (adj) широкий
 worn out /wɔːn aʊt/ (adj) изношенный, потертый

Phrasal Verbs

cut in (phr v) вмешиваться
 grow up (phr v) становится взрослым, вырастать
 shoot up (phr v) быстро расти
 sweep up (phr v) выметать

Phrases

in my opinion (phr) по-моему, на мой взгляд
 take care of (phr) заботиться о
 think highly of (phr) быть высокого мнения о

1e

absolutely /æbsəluːtli/ (adv) абсолютно
 advice /ədvaɪs/ (n/v) совет, советовать
 apology /əpɒlədʒi/ (n) извинение
 chance /tʃɑːns/ (n) шанс
 congratulate /kɒŋgrætʃuəleɪt/ (v) поздравлять
 crowd /kraʊd/ (n) толпа
 dull /dʌl/ (adj) скучный
 especially /ɪspeɪʃli/ (adv) особенно
 exciting /ɪksaɪtɪŋ/ (adj) волнующий, захватывающий
 explore /ɪksplɔː/ (v) исследовать
 fantastic /fæntəstɪk/ (adj) фантастический
 gang /gæŋ/ (n) команда, банда
 graduation /grædʒuəʃn/ (n) окончание учебного заведения
 hard /hɑːd/ (adj) трудный, тяжелый
 information /ɪnfəˈmeɪʃn/ (n) информация
 miss /mɪs/ (v) скучать
 private /praɪvət/ (adj) частный
 probably /prɒbəbli/ (adv) вероятно
 reply /rɪplaɪ/ (n) ответ
 shopping centre /ʃɒpɪŋ sentə/ (n) торговый центр
 sports facilities /spɔːts fəˈsɪlɪtɪz/ (n pl) спортивные сооружения
 suggestion /sədʒestʃn/ (n) предложение
 traffic jam /træfɪk dʒæm/ (n) автомобильная пробка
 tutor /tjʊtə/ (n) репетитор, наставник

Phrasal Verbs

get on (well) with (phr v) ладить с кем-либо
 show around (phr v) сопровождать кого-либо куда-либо

Phrases

be broke (phr) остаться без денег
 be up to sth (phr) заниматься чем-либо
 drop sb a line (phr) написать строчку
 I haven't heard from you for ages (phr) не слышал ничего от тебя уже сто лет
 keep in touch (phr) поддерживать отношения

Culture Corner 1

affordable /əˈfɔːdəbəl/ (adj) доступный, по средствам
 baggy /bægi/ (adj) мешковатый (об одежде)
 bother /bʊdə/ (v) беспокоить, волновать
 brand name /brænd neɪm/ (n) фирменная марка, бренд
 cheap /tʃiːp/ (adj) дешевый
 colourful /kɒləfʊl/ (adj) красочный, цветной
 designer outfit /dɪzəɪnəˈ aʊtfit/ (n) одежда от дизайнеров
 expensive /ɪkspensɪv/ (adj) дорогой
 fashion /fæʃn/ (n) мода
 fashionable /fæʃnəbəl/ (adj) модный
 hood /hʊd/ (n) капюшон
 individuality /ɪndɪvɪdʒuəlɪti/ (n) индивидуальность
 influence /ɪnfluəns/ (v) влиять
 inspiration /ɪnspɪreɪʃn/ (n) вдохновение
 jeans /dʒiːnz/ (n pl) джинсы
 logo /ləʊɡoʊ/ (n) логотип
 modern /mɒdən/ (adj) современный
 multi-cultural /mʌlti kʌltʃərəl/ (adj) многонациональный
 reasonably /rɪˈzənəbli/ (adv) довольно
 rip /rɪp/ (v) рвать(ся)
 second-hand /sekəndhænd/ (adj) подержанный
 stick /stɪk/ (v) придерживаться
 style /stɑɪl/ (n) стиль
 sweatshirt /sweɪtʃɜːt/ (n) спортивная кофта
 tend /tend/ (v) стремиться
 top designer /tɒp dɪzəɪnə/ (n) ведущий дизайнер
 trainers /treɪnəz/ (n pl) кроссовки
 trend /trend/ (n) тенденция, веяние
 trendy /trendi/ (adj) ультрамодный
 view /vjuː/ (n) взгляд
 well-known /wel nəʊn/ (adj) известный
 well-dressed /wel drest/ (adj) нарядный, элегантный
 wet /wet/ (adj) мокрый

Phrasal Verbs

fall off (phr v) падать, сваливаться
 keep up with (phr v) идти в ногу, поспевать за

Phrases

hit the shops (phr) опустошать магазины
 pick up bargains (phr) дешево купить
 stand out in a crowd (phr) выделяться из толпы
 the other way round (phr) иначе

Across the Curriculum

accept /əksept/ (v) принимать
 apply /əplai/ (v) обращаться (за работой)
 brave /breɪv/ (adj) смелый
 bully /bʊli/ (v) издеваться, грубо обращаться
 counselling service /kaʊnsəliŋ sɜːvɪs/ (n)
 консультационная служба
 discrimination /dɪskrɪmɪneɪʃn/ (n) дискриминация
 education /edʒʊkeɪʃn/ (n) образование
 employer /ɪmˈplɔɪə/ (n) работодатель
 employment /ɪmˈplɔɪmənt/ (n) работа, служба
 feel /fiːl/ (v) чувствовать
 guest speaker /gest spiːkə/ (n) приглашенный лектор
 helpline /helplaɪn/ (n) телефон доверия
 housing /haʊzɪŋ/ (n) дом
 hurt /hɜːt/ (adj) обиженный, оскорбленный
 illegal /ɪˈliːgəl/ (adj) незаконный
 nervous /nɜːvəs/ (adj) беспокоящийся, нервничающий
 placement agency /pleɪsmənt eɪdʒənsi/ (n) агентство по
 трудоустройству
 position /pəˈzɪʃn/ (n) должность
 protect /prəˈtekt/ (v) защищать
 race /reɪs/ (n) паса
 reluctant /rɪˈlʌktənt/ (adj) неохотный
 responsibility /rɪˈspɒnsɪbɪləti/ (n) обязанность
 right /raɪt/ (n) право
 silence /saɪləns/ (n) молчание, безмолвие
 suffer /sʌfə/ (v) страдать
 suspect /səˈspekt/ (v) подозревать, предполагать
 tease /tiːz/ (v) дразнить, подтрунивать
 tomboy /tɒmˈbɔɪ/ (n) баловница, девочка-сорванец
 trousers /traʊzəz/ (n pl) брюки
 upset /ʌpset/ (adj) расстроенный
 youth /juːθ/ (n) юность, молодость

Phrasal Verbs

give up (phr v) сдаваться, отказываться
 keep on (phr v) продолжать
 laugh at (phr v) смеяться над

Phrases

a problem shared is a problem halved (phr) одна
 голова хорошо, а две лучше
 be made redundant (phr) быть сокращенным (о
 работе)
 highly qualified (phr) высококвалифицированный

Going Green 1

accessories /əkˈsesərɪz/ (n pl) аксессуары
 chasing arrows /tʃeɪsɪŋ əˈrəʊz/ (n) стрелки,
 расположенные по кругу (логотип использования
 вторсырья)
 clothes /kloʊðz/ (n) одежда
 complete /kəmˈpliːt/ (v) завершать
 conserve /kənˈsɜːv/ (v) сохранять, сберечь
 consume /kənˈsjʊm/ (v) потреблять
 display /dɪsˈpleɪ/ (v) показывать

eliminate /ɪlɪˈmɪneɪt/ (v) ликвидировать, устранять
 factory /ˈfæktəri/ (n) завод, фабрика
 fleece jacket /fliːs ʃækt/ (n) куртка из флиса
 food /fuːd/ (n) еда, пища
 force /fɔːs/ (n) сила
 glass /glɑːs/ (n) стекло
 landfill /lændfɪl/ (n) свалка
 loop /luːp/ (n) круг, кольцо
 manufacture /mænɪˈfʌktʃə/ (v) производить
 material /məˈtɪəriəl/ (n) материал
 metal /ˈmetl/ (n) металл
 paper /peɪpə/ (n) бумага
 persuade /pəˈsweɪd/ (v) убеждать
 plastic /plæstɪk/ (n) пластик
 precious /preʃəs/ (adj) ценный, драгоценный
 process /ˈprəʊses/ (n) процесс
 product /prɒdʌkt/ (n) продукт
 recycle /rɪˈsaɪkl/ (v) повторно использовать
 recycle bin /rɪˈsaɪkl bɪn/ (n) мусорное ведро
 recycling truck /rɪˈsaɪklɪŋ trʌk/ (n) мусоровоз
 represent /reprɪzent/ (v) представлять
 resources /rɪˈzɜːsɪz/ (n pl) ресурсы
 rubbish /ˈrʌbɪʃ/ (n) мусор
 sort /sɔːt/ (v) сортировать
 waste /weɪst/ (n) отходы
 wonder /wʌndə/ (v) задаваться вопросом
 wood /wʊd/ (n) дерево

Spotlight on Exams

ability /əˈbɪləti/ (n) способность
 adventure /ədˈventʃə/ (n) приключение
 advertisement /ədˈvɜːtɪsmənt/ (n) реклама
 amazing /əˈmeɪzɪŋ/ (adj) удивительный, поразительный
 annoy /əˈnɔɪ/ (v) раздражать
 army /ɑːmi/ (n) армия
 article /ɑːˈtɪkəl/ (n) статья
 bead /biːd/ (n) бусина
 beauty tips /biːtɪ tɪps/ (n) рубрика «Как стать
 красивой»
 beautifully /biːtɪfʊli/ (adv) красиво
 book review /bʊk rɪvjuː/ (n) обзор книги
 bravely /breɪvli/ (adv) смело
 capital /ˈkæpɪtəl/ (n) столица
 chain /tʃeɪn/ (n) цепь, цепочка
 chatroom /tʃætruːm/ (n) чат
 conquer /kɒŋkə/ (v) завоевывать
 contribution /kɒntrɪˈbjʊʃn/ (n) вклад
 cool /kuːl/ (adj) крутой
 culture /ˈkʌltʃə/ (n) культура
 different /dɪˈfrənt/ (adj) различный
 disadvantage /dɪsədˈvɑːntɪdʒ/ (n) неудобство
 disguise /dɪsˈgaɪz/ (n) маскировка, изменение внешнего
 вида
 drown /draʊn/ (v) тонуть
 empire /ˈempaɪə/ (n) империя
 excerpt /ɪkˈsɜːpt/ (n) отрывок, выдержка
 government /ˈɡʌvənmənt/ (n) правительство

great /greɪt/ (adj) замечательный, восхитительный
 high-heeled /haɪhiːld/ (adj) на высоких каблуках
 honesty /ɒnɪsti/ (n) честность
 horoscope /hɒrəskəʊp/ (n) гороскоп
 kingdom /kɪŋdəm/ (n) царство
 local /ləʊkəl/ (adj) местный
 magazine /mæɡəziːn/ (n) журнал
 memorable /mɛmərəbəl/ (adj) незабываемый
 movie star /muːvi stɑː/ (n) кинозвезда
 news report /njuːz rɪpɔːt/ (n) выпуск новостей
 organisation /ɔːɡənaɪzɪʃn/ (n) организация
 password /pɑːswɜːd/ (n) пароль
 patience /peɪʃns/ (n) терпение
 personality /pɜːsənælɪti/ (n) личность
 radio programme /reɪdiəʊ prəɡræm/ (n)
 радиопрограмма
 rare /reə/ (adj) редкий
 recognise /rekəɡnaɪz/ (v) узнавать
 rejection /rɪdʒekʃn/ (n) отказ
 relationship /rɪleɪʃnʃɪp/ (n) отношения
 rescue /reskjʊ/ (v) спасать
 respect /rɪspekt/ (v) уважать
 romantic /rəʊmæntɪk/ (adj) романтический
 rule /ruːl/ (n) правление
 sailor /seɪlə/ (n) моряк
 science /saɪəns/ (n) наука
 society /səsaɪti/ (n) общество
 successful /səkseʃfʊl/ (adj) успешный
 tour /tuə/ (v) путешествовать
 tradition /trədɪʃn/ (n) традиция
 trustworthiness /trʌstwɜːðɪnəs/ (n) надежность,
 добросовестность
 unsure /ʌnʃʊə/ (adj) неуверенный
 war /wɔː/ (n) война
 whale /weɪl/ (n) кит
 worried /wʌrɪd/ (adj) обеспокоенный

Phrasal Verbs

bring up (phr v) воспитывать
 end up (phr v) оканчиваться
 fill in (phr v) заполнять
 find out (phr v) выяснять
 meet up (phr v) встретиться

Phrases

have a fight (phr) драться
 make fun of (phr) высмеивать, дразнить
 sense of humour (phr) чувство юмора
 tell the truth (phr) говорить правду

MODULE 2

2a

afford /əfɔːd/ (v) иметь возможность
 amount /əmaʊnt/ (n) количество
 best seller /best seɪlə/ (n) имеющий наибольший спрос,
 бестселлер
 bill /bɪl/ (n) счет
 borrow /brɒrəʊ/ (v) занимать, одалживать

console /kɒnsəʊl/ (n) игровая приставка
 consumer /kɒnsjuːmə/ (n) потребитель
 crazy /kreɪzi/ (adj) сумасшедший, безумный
 deliver /dɪlɪvə/ (v) доставлять
 earn /ɜːn/ (v) зарабатывать
 extreme sport /ɪkstriːm spɔːt/ (n) экстремальный вид
 спорта
 fare /feə/ (n) плата за проезд
 favourite /feɪvərɪt/ (adj) любимый
 gliding /ɡlaɪdɪŋ/ (n) планеризм
 grades /ɡreɪdz/ (n pl) оценки
 guess /ɡes/ (v) догадываться, угадывать
 hobby /hɒbi/ (n) хобби, увлечение
 household chores /haʊshəʊld tʃɔːz/ (n pl) домашние
 обязанности
 involve /ɪnvɒlv/ (v) включать
 lazy /leɪzi/ (adj) ленивый
 lend /lend/ (v) давать займы
 massive /mæsv/ (adj) огромный, солидный
 mobile phone /məʊbaɪl fəʊn/ (n) мобильный телефон
 odd /ɒd/ (adj) нерегулярный, разовый
 overtake /oʊvə'teɪk/ (v) перегонять
 parachuting /pærəʃuːtɪŋ/ (n) парашютный спорт
 pay /peɪ/ (v) платить
 pocket money /pɒkɪt mʌni/ (n) карманные деньги
 resist /rɪzɪst/ (v) устоять, воздерживаться от чего-либо
 retailer /riːteɪlə/ (n) розничный торговец
 sales assistant /seɪlz əsɪstənt/ (n) продавец-консультант
 saver /seɪvə/ (n) бережливый человек
 shopping spree /ʃɒpɪŋ spriː/ (n) поход по магазинам
 spender /spendə/ (n) расточитель, транжир
 student loan /stjuːdnt ləʊn/ (n) кредит на обучение
 survive /sə'vaɪv/ (v) выживать
 technology /tek'nɒlədʒi/ (n) технология
 traditional /trədɪʃənəl/ (adj) традиционный
 video game /vɪdiəʊ geɪm/ (n) видеоигра

Phrasal Verbs

catch up (phr v) догонять, наверстывать
 cut up (phr v) испортить, разрезать
 hand out (phr v) выдавать
 save up (phr v) копить, скопить
 splash out (phr v) выплескивать, разбрасывать

Phrases

by cheque (phr) оплата чеком
 by credit card (phr) оплата кредитной картой
 dig deep in one's pocket (phr) тратить больше
 in cash (phr) наличными
 make ends meet (phr) сводить концы с концами

2b

action shot /ækjʌn ʃɒt/ (n) фотография движущегося
 объекта
 adventurous /ədventʃərəs/ (adj) авантюрный, любящий
 приключения
 aerobics /eə'rɒbɪks/ (n) аэробика
 ambitious /æm'bɪʃəs/ (adj) честолюбивый, активный

archery /ɑː'tʃəri/ (n) стрельба из лука
board game /bɔːrd ɡeɪm/ (n) настольная игра
bruise /bruːz/ (n) синяк
cautious /kɔːʃəs/ (adj) осторожный, осмотрительный
community centre /kəmjuːnɪti sɛntə/ (n) культурно-спортивный центр
determined /dɪtɜːmɪnd/ (adj) решительный
fishing /fɪʃɪŋ/ (n) рыбная ловля
fit /fɪt/ (adj) в хорошей физической форме
football /fʊtbɔːl/ (n) футбол
gardening /ɡɑːdnɪŋ/ (n) садоводство
imaginative /ɪmædʒɪnətɪv/ (adj) одаренный воображением
martial arts /mɑːtʃɪəl ɑːts/ (n pl) боевые искусства
outgoing /aʊtɡoʊɪŋ/ (adj) общительный, дружелюбный
quiet /kwaɪət/ (adj) тихий, спокойный
relaxed /rɪlæksɪd/ (adj) спокойный, уравновешенный
reserved /rɪzɜːvd/ (adj) замкнутый, сдержанный
sensitive /sensɪtɪv/ (adj) чувствительный
skydiving /skaɪdaɪvɪŋ/ (n) затыжные прыжки с парашютом
snowboarding /snəʊ bɔːrdɪŋ/ (n) сноубординг
sociable /səʊʃəbəl/ (adj) общительный
strong /strɒŋ/ (adj) сильный
tennis /tenɪs/ (n) теннис
white-water rafting /ˈwaɪt wɔːtə ɾɑːftɪŋ/ (n) сплав на плотах

Phrasal Verbs

come along (phr v) идти вместе
 slide down (phr v) скользить вниз

Phrases

be off to (phr) отправляться, уходить
 fly a plane (phr) управлять самолетом
 have a great time (phr) отлично проводить время

Idioms

play a joke on sb (idm) сыграть над кем-нибудь шутку
 play it cool (idm) не терять самообладания
 play it straight (idm) говорить прямо

2c

accommodate /əkəmədeɪt/ (v) размещать, устраивать
 achieve /ə'tʃiːv/ (v) достигать
 act /ækt/ (v) действовать
 agree /ə'ɡriː/ (v) соглашаться
 amaze /ə'meɪz/ (v) удивлять
 cash /kæʃ/ (n) деньги, наличность
 collect /kəlekt/ (v) собирать, коллекционировать
 compete /kəmpeɪt/ (v) соревноваться, соперничать
 depend /dɪpend/ (v) зависеть
 educate /'edʒukeɪt/ (v) обучать
 neighbour /neɪbə/ (n) сосед
 neighbourhood /neɪbə'hʊd/ (n) окружающий район, квартал
 recover /rɪkəvə/ (v) выздоравливать

select /sɪlekt/ (v) выбирать
 suggest /sədʒest/ (v) предлагать
 unforgettable /ʌnfə'ɡetəbəl/ (adj) незабываемый

Phrases

be on time (phr) успевать
 work long hours (phr) работать допоздна
 work overtime (phr) работать сверхурочно

Phrasal Verbs

get on (phr v) преуспевать, продвигаться
 take after (phr v) быть похожим
 take in (phr v) ушивать
 take off (phr v) снимать (одежду)
 take out (phr v) пригласить за свой счет
 take over (phr v) принимать должность от другого
 take up (phr v) приступить, взяться

Words often confused

win/earn (v) выиграть/заработать
 lend/borrow (v) давать в долг/брать в долг
 spend/save (v) тратить/копить
 wages/salaries (n) заработная плата (за день, за неделю)/заработная плата (в месяц)

2d

aloud /ə'laʊd/ (adv) вслух
 bang /bæŋ/ (n) треск, грохот
 become /bɪkəʊm/ (v) становиться
 bell /bɛl/ (n) звонок
 bit /bɪt/ (n) кусочек, частица
 charm /tʃɑːm/ (n) обаяние, привлекательность
 convenience /kən'veniəns/ (n) удобство
 cross /krɒs/ (adj) сердитый, раздраженный
 darken /dɑːkən/ (v) омрачать
 dreadful /dredfʊl/ (adj) ужасный, страшный
 electric /ɪlektɪk/ (adj) электрический
 estate agent /ɪsteɪt eɪdʒənt/ (n) агент по недвижимости
 exactly /ɪg'zæktli/ (adv) точно
 explain /ɪkspleɪn/ (v) объяснять
 extremely /ɪk'striːmli/ (adv) чрезвычайно
 famous /'feɪməs/ (adj) известный
 French window /frentʃ wɪndəʊ/ (n) двустворчатое окно до пола, дверь в сад
 funnily /'fʌnɪli/ (adv) смешно, забавно
 heap /hiːp/ (n) куча, уйма
 inexperience /ɪnɪk'spiəriəns/ (n) неопытность
 intention /ɪntenʃən/ (n) намерение
 interestingly /ɪn'trɪstɪŋli/ (adv) интересно, занимательно
 invent /ɪnvent/ (v) изобретать
 last /lɑːst/ (v) длиться, продолжаться
 large /lɑːdʒ/ (adj) большой
 lovely /'lʌvli/ (adj) прекрасный
 loving /'lʌvɪŋ/ (adj) любящий
 means /miːnz/ (n) средство
 merry /mɛri/ (adj) веселый
 model engine /mɒdəl ɛndʒɪn/ (n) модель двигателя
 mumps /mʌmps/ (n) свинка (мед.)

novel /nɒvəl/ (n) роман
 nursemaid /nɜːsmeɪd/ (n) няня
 nursery /nɜːsəri/ (n) детская комната
 occasion /əˈkeɪʒən/ (n) случай, повод
 ordinary /ɔːˈdɪnəri/ (adj) обычный
 pantomime /pæntəmaɪm/ (n) пантомима
 passage /ˈpæsidʒ/ (n) коридор
 perfect /pɜːfɪkt/ (adj) совершенный, безупречный
 perfection /pɜːfɪkʃən/ (n) совершенство
 poem /pəʊɪm/ (n) стихотворение
 poetry /pəʊɪtri/ (n) поэзия
 popular /ˈpɒpjələ/ (adj) популярный
 present /prɪznt/ (v) дарить
 pretty /prɪti/ (adj) приятный, милый
 prove /pruːv/ (v) доказывать
 publish /pʌblɪʃ/ (v) издавать
 railway /ˈreɪlweɪ/ (n) железная дорога
 refurbish /rɪˈfɜːnɪʃ/ (v) переоборудовать
 reliable /rɪˈlaɪəbəl/ (adj) надежный
 suburban /səˈbʊrban/ (adj) пригородный
 suddenly /sʌdˈnli/ (adv) внезапно, вдруг
 support /səˈpɔːt/ (v) поддерживать
 suppose /səˈpəʊz/ (v) полагать
 tender /tendə/ (n) вагонетка с углем
 tiled /taɪld/ (adj) выложенный плиткой
 unjust /ʌnˈdʒʌst/ (adj) несправедливый
 well-loved /wel lʌvd/ (adj) всеми любимый

Phrasal Verbs

get over (ph v) перенести, преодолеть
 go off (phr v) взорваться
 grow up (phr v) повзрослеть
 make up (phr v) составлять, придумывать
 turn out (phr v) оказываться

Phrases

over and done with (phr) полностью законченный
 pay calls (phr) наносить визиты

2e

apology /əˈpɒlədʒi/ (n) извинение, просьба о прощении
 diary entry /ˈdaɪəri ɛntri/ (n) запись в дневнике
 drama club /ˈdræmə klʌb/ (n) драматический кружок
 equipment /ɪkwiˈpmənt/ (n) снаряжение, оборудование
 fit /fɪt/ (v) подходить, быть впору
 gift /gɪft/ (n) подарок
 hire /haɪə/ (v) брать напрокат
 jewellery /ˈdʒuːəlɪri/ (n) ювелирные изделия
 postcard /ˈpəʊstkɑːd/ (n) почтовая открытка
 practice /ˈpræktɪs/ (n) тренировка
 present /prɪznt/ (n) подарок
 reminder /rɪˈmaɪndə/ (n) напоминание
 sailing /seɪlɪŋ/ (n) парусный спорт
 size /saɪz/ (n) размер
 sound /saʊnd/ (v) звучать
 tennis racquet /tenɪs ˈræki/ (n) теннисная ракетка

Culture Corner 2

athletic /æθlətɪk/ (adj) спортивный
 audience /ˈɔːdiəns/ (n) публика
 championship /tʃæmpɪənʃɪp/ (n) чемпионат
 charity /tʃærɪti/ (n) благотворительность
 comment /kɒment/ (v) комментировать
 competitor /kəmpeɪtɪtə/ (n) участник соревнований
 director /daɪrɪktə/ (n) руководитель
 event /ɪvent/ (n) соревнование
 horse racing /hɔːs reɪsɪŋ/ (n) скачки
 majority /məˈdʒɔːrɪti/ (n) большинство
 member /membə/ (n) член
 offer /ɒfə/ (v) предлагать
 presenter /prɪzɛntə/ (n) ведущий, диктор
 prize /praɪz/ (n) приз, награда
 queue /kjuː/ (v) стоять в очереди
 race /reɪs/ (n) гонка
 race course /reɪs kɔːrs/ (n) ипподром
 rower /rəʊə/ (n) гребец
 rowing /rəʊɪŋ/ (n) гребля
 runner /rʌnə/ (n) бегун
 serious /sɪˈɪəriəs/ (adj) серьезный
 smart /smɑːt/ (adj) изящный, нарядный
 spectator /spekˈteɪtə/ (n) зритель
 train /treɪn/ (v) тренироваться
 winner /wɪnə/ (n) победитель

Phrases

get out of breath (phr) выдохнуться, выбиться из сил
 raise money (phr) зарабатывать деньги
 take part in (phr) принимать участие
 take place (phr) проходить, происходить

Across the Curriculum

address /əˈdres/ (n) адрес
 change /tʃeɪndʒ/ (n) сдача
 difficult /dɪˈfɪkəlt/ (adj) трудный
 forget /fəˈɡet/ (v) забывать
 pay phone /peɪ fəʊn/ (n) телефон-автомат
 popcorn /ˈpɒpkɔːn/ (n) попкорн
 problem /ˈprɒbləm/ (n) проблема
 promise /ˈprɒmɪs/ (v) обещать
 responsible /rɪˈspɒnsɪbəl/ (adj) ответственный
 situation /sɪˈtʃuːɪʃən/ (n) ситуация
 solve /sɒlv/ (v) решать
 spare /speə/ (adj) свободный, лишний
 wallet /wɒlɪt/ (n) бумажник

Phrasal Verbs

pay back (phr v) возвращать деньги

Going Green 2

air conditioning /eəˈkɒndɪʃənɪŋ/ (n) кондиционер
 air pollution /eəˈpɒljʊʃən/ (n) загрязнение воздуха
 allergic /əˈlɜːdʒɪk/ (adj) аллергический
 asthma /æsmə/ (n) астма
 breathe /briːð/ (v) дышать

cause /kɔːz/ (v) вызывать, являться причиной
 cigarette /sɪgəreɪt/ (n) сигарета
 dust /dʌst/ (n) пыль
 dust mite /dʌst maɪt/ (n) пылевой клещ
 filter /fɪltə/ (n) фильтр
 high /haɪ/ (adj) высокий
 indoors /ɪndɔːz/ (adv) внутри, в помещении
 insect /ɪnsekt/ (n) насекомое
 live /lɪv/ (v) жить
 mould /maʊld/ (n) грибок, плесень
 paint /peɪnt/ (n) краска
 pollutant /pəˈljuːtənt/ (n) загрязнитель
 pollute /pəˈluːt/ (v) загрязнять
 reduce /rɪdjuːs/ (v) сокращать, уменьшать
 regularly /ˈregjʊləli/ (adv) регулярно
 require /rɪkwaɪə/ (v) требовать
 smoke /smoʊk/ (n) дым
 spray /spreɪ/ (n) спрей
 steam /stiːm/ (n) пар
 temperature /ˈtemprətʃə/ (n) температура
 trap /træp/ (v) заманивать в ловушку
 warm /wɔːm/ (adj) теплый

Spotlight on Exams

accent /ˈæksənt/ (n) акцент
 achievement /əˈtʃiːvmənt/ (n) достижение
 alien /eɪliən/ (n) пришелец
 animated /ˈænɪmeɪtɪd/ (adj) мультипликационный, анимированный
 attempt /əˈtempt/ (n) попытка
 battle /ˈbætl/ (n) битва
 brain /breɪn/ (n) мозг
 capture /kæptʃə/ (n) плен
 certainly /sɜːˈtɪnli/ (adv) конечно
 character /kæriktə/ (n) персонаж
 claim /kleɪm/ (v) заявлять
 commander /kəməndə/ (n) командир
 control /kəntrəʊl/ (v) контролировать
 creation /kriːʃən/ (n) создание
 destroy /dɪstrɔɪ/ (v) уничтожать
 detail /diːteɪl/ (n) подробность, деталь
 develop /dɪveləp/ (v) развивать
 disappointment /dɪsəˈpɪntmənt/ (n) разочарование
 eel /iːl/ (n) угорь
 enthusiastic /ɪnθjuːzɪˈæstɪk/ (adj) полный энергии
 exploration /ɪkspləˈreɪʃən/ (n) исследование
 fairytale /ˈfeəriːteɪl/ (n) сказка
 fictional /fɪkʃənəl/ (adj) вымышленный, выдуманный
 good-looking /gʊd lʊkɪŋ/ (adj) привлекательный
 guest /ɡest/ (n) гость
 hero /hɪərəʊ/ (n) герой
 illness /ɪlnəs/ (n) болезнь
 immensely /ɪˈmensli/ (adv) весьма, чрезвычайно
 important /ɪmˈpɔːtnt/ (adj) важный
 introduce /ɪntrəˈdjuːs/ (v) представлять
 lieutenant /leɪtənənt/ (n) лейтенант
 mission /mɪʃən/ (n) миссия, задача
 multinational /mʌltnəʃənəl/ (adj) многонациональный
 mysterious /mɪˈstɪəriəs/ (adj) загадочный, таинственный

navigator /nævɪgeɪtə/ (n) штурман, навигатор
 officer /ɒfɪsə/ (n) офицер
 playwright /ˈpleɪraɪt/ (n) драматург
 positive /ˈpɒzɪtɪv/ (adj) положительный
 principle /prɪnsɪpəl/ (n) принцип
 qualities /kwɒlɪtɪz/ (n pl) качества
 resemble /rɪˈzeɪmbəl/ (v) походить, иметь сходство
 rigid /rɪdʒɪd/ (adj) суровый, жесткий
 role /rəʊl/ (n) роль
 romance /rəʊməns/ (n) роман
 rumour /ˈruːmə/ (n) слух, молва
 science fiction /saɪəns fɪkʃən/ (n) научная фантастика
 series /sɪəriːz/ (n) сериал, цикл программ
 severely /sɪˈvɪəli/ (adv) сурово, строго
 soap opera /səʊp ɒpərə/ (n) мыльная опера
 space /speɪs/ (n) космос
 spaceship /speɪsʃɪp/ (n) космический корабль
 successfully /səkseɪfʊli/ (adv) успешно
 surname /sɜːˈneɪm/ (n) фамилия
 symbolic /sɪmˈbɒlɪk/ (adj) символический
 thick /θɪk/ (adj) сильный (об акценте)
 trait /treɪt/ (n) особенность, черта характера
 view /vjuː/ (v) рассматривать, оценивать

Phrasal Verbs

come up with (phr v) предлагать

Phrases

as a result (phr) как результат
 have a good sense of humour (phr) иметь хорошее чувство юмора
 on board (phr) на борту
 pay (close) attention to (phr) уделять (приспальное) внимание чему-либо, кому-либо

MODULE 3

3a

acrobatic /ækrəˈbætɪk/ (adj) акробатический
 attend /ətend/ (v) посещать
 average /ˈævərɪdʒ/ (adj) средний
 boarding school /ˈbɔːdɪŋ skuːl/ (n) школа-интернат, пансион
 co-educational school /kəʊ ɛdʒʊkeɪʃənəl skuːl/ (n) школа совместного обучения
 common /kɒmən/ (adj) обычный
 dread /dred/ (v) бояться, страшиться
 extra-curricular /ɪkstrəkʌrɪkjʊlə/ (adj) внеклассный
 facility /fəˈsɪlɪti/ (n) условие
 home schooling /həʊm skuːlɪŋ/ (n) домашнее обучение
 interview /ɪntəˈvjuː/ (n) интервью
 old-fashioned /əʊldfæʃnd/ (adj) старомодный
 participate /pɑːˈtɪsɪpeɪt/ (v) участвовать
 presenter /prezɪntə/ (n) ведущий
 private school /praɪvət skuːl/ (n) частная школа
 public transport /pʌblɪk trænsˈpɔːt/ (n) общественный транспорт
 science lab /saɪəns læb/ (n) научная лаборатория
 single sex school /sɪŋɡl sɛks skuːl/ (n) школа раздельного обучения

specialist school /speʃəlɪst sku:l/ (n) профильная школа
state school /steɪt sku:l/ (n) государственная школа
strict /strikt/ (adj) строгий
training /treɪnɪŋ/ (n) обучение
uniform /juːnɪfɔːm/ (n) форма
unusual /ʌnjuːʒuəl/ (adj) необычный

Phrasal Verbs

catch up with (phr v) догонять
take part in (phr v) принимать участие в

Phrases

earn a living (phr) зарабатывать на жизнь
sit an exam (phr) готовиться к экзамену

3b

alternative /ɔːlternətɪv/ (adj) альтернативный
applicant /æplɪkənt/ (n) кандидат, претендент
architect /ɑːˈkɪtekt/ (n) архитектор
armed forces /ɑːˈmɪd fɔːsɪz/ (n pl) вооруженные силы
author /ɔːθə/ (n) автор
bank clerk /bæŋk klerk/ (n) банковский служащий
beautician /bjjuːtɪʃn/ (n) косметолог
celebrity /sɪleɪbrɪti/ (n) звезда, известная личность
common sense /kɒmən sɛns/ (n) здравый смысл, рассудительность
communication skill /kəmjuːnɪkeɪʃn skɪl/ (n) навык общения
current /kʌrənt/ (adj) текущий, нынешний
emergency service /ɪmɜːdʒənsi sɜːvɪs/ (n) служба экстренной помощи
energetic /ɛnəˈdʒetɪk/ (adj) энергичный
flight attendant /flaɪt ətəndənt/ (n) стюардесса, стюард
florist /flɒrɪst/ (n) торговец цветами
freelancer /friːlɑːnsə/ (n) внештатный сотрудник
full-time /fʊl taɪm/ (adj) занимающий полный рабочий день
hardworking /hɑːˈdwɜːkɪŋ/ (adj) трудолюбивый
lawyer /lɔːə/ (n) адвокат, юрист
managing director /mænɪdʒɪŋ daɪrɛktə/ (n) управляющий
part-time /pɑːt taɪm/ (adj) не полностью занятый
plumber /plʌmə/ (n) водопроводчик
requirement /rɪkwəɪrɪmənt/ (n) требование
risky /rɪski/ (adj) рискованный, опасный
salary /sæləri/ (n) заработная плата
seasick /siːsɪk/ (adj) страдающий морской болезнью
shift work /ʃɪft wɜːk/ (n) сменная работа
surgeon /sɜːdʒən/ (n) хирург
translator /trænzleɪtə/ (n) переводчик
vet /vet/ (n) ветеринар

Phrases

can't stand (phr) не выносить

Idioms

bring home the bacon (idm) зарабатывать деньги для семьи
follow in one's footsteps (idm) идти по стопам

in the same boat (idm) в одинаковом положении
jack-of-all-trades (idm) мастер на все руки

3c

arrangement /ə'reɪndʒmənt/ (n) договоренность
building site /bɪldɪŋ saɪt/ (n) строительная площадка
prediction /prɪdɪkʃn/ (n) предсказание
recent /riːsnt/ (adj) недавний
security guard /sɪkjʊənti ɡɑːrd/ (n) охранник
shop assistant /ʃɒp əsɪstənt/ (n) продавец
social worker /səʊʃl wɜːkə/ (n) социальный работник
stuntman /stʌntmæn/ (n) каскадер

Phrases

it's no wonder (phr) неудивительно

Phrasal Verbs

pick at (phr v) ковыряться (о еде)
pick on (phr v) дразнить, критиковать, задирать
pick out (phr v) выбирать
pick up (phr v) забирать, поднимать, улучшать

Words often confused

job/work профессия/работа
staff/employee персонал/работник
grade/mark степень, отметка/отметка
salary/wage заработная плата за год или месяц (оклад)/заработная плата почасовая, понедельная (сдельная)

3d

affection /əˈfekʃn/ (n) любовь, привязанность
annoyance /əˈnɔɪəns/ (n) раздражение
ashamed /əˈʃeɪmd/ (adj) пристыженный
beam /biːm/ (v) сиять, лучезарно улыбаться
cheerfully /tʃɪəˈfʊli/ (adv) охотно, бодро
commercial /kəmɜːʃjəl/ (adj) коммерческий
completely /kəmpliːtli/ (adv) полностью, целиком
dedication /dedɪkeɪʃn/ (n) преданность
depart /dɪpɑːt/ (v) уезжать, уходить
dimple /dɪmpəl/ (n) ямочка (на щеке)
disappear /dɪsəˈpiə/ (v) исчезать
embarrassment /ɪmˈbærəsmənt/ (n) замешательство, смущение
fable /ˈfeɪbəl/ (n) басня
fellow /ˈfeləʊ/ (n) парень
graduate /ɡrædʒueɪt/ (v) оканчивать учебное заведение
happiness /ˈhæpɪnəs/ (n) счастье
inspect /ɪnspekt/ (v) осматривать, инспектировать
irritation /ɪrɪteɪʃn/ (n) раздражение
joy /dʒɔɪ/ (n) радость, веселье
maternal instinct /mætɜːˈnəl ɪnstɪŋkt/ (n) материнский инстинкт
misty /mɪsti/ (adj) туманный, смутный, неясный
mutter /ˈmʌtə/ (v) бормотать, говорить невнятно
noiselessly /nɔɪzləsli/ (adv) бесшумно
overflowing /ˌoʊvəˈflaʊɪŋ/ (adj) переполненный
purr /pɜː/ (v) мурлыкать

short story /ʃɔːt stɔːri/ (n) короткий рассказ
 shove /ʃʌv/ (v) сунуть, засовывать
 sorrow /səˈrou/ (n) горе, печаль
 sorrowfully /səˈroufʊli/ (adv) печально, грустно
 stare /steə/ (v) уставиться, глазеть
 superfluous /suːpəˈfluəs/ (adj) чрезмерный
 sympathy /sɪmpəˈθi/ (n) симпатия
 tie /taɪ/ (n) привязанность, узы
 tucked /tʌkt/ (adj) засунутый

Phrasal Verbs

fix up (phr v) оборудовать, приготовить

Phrases

learn something by heart (phr) учить что-либо наизусть
 sound asleep (phr) крепко спящий

3e

advantage /ədˈvɑːntɪdʒ/ (n) преимущество
 application /æplɪkeɪʃn/ (n) заявление (о приеме на работу)
 appropriate /əˈprəʊpriət/ (adj) подходящий, уместный
 available /əˈveɪləbəl/ (adj) доступный
 chatty /tʃæti/ (adj) разговорный (о стиле)
 confident /kənˈfɪdənt/ (adj) уверенный
 consider /kənˈsɪdə/ (v) рассматривать, думать о
 enclose /ɪnˈkloʊz/ (v) вкладывать, прилагать
 feature /fi:tʃə/ (n) характеристика, особенность
 gain /geɪn/ (v) получать, приобретать
 identify /aɪˈdentɪfaɪ/ (v) определять
 impatient /ɪmˈpeɪənt/ (adj) нетерпеливый
 industry /ɪnˈdʌstri/ (n) отрасль экономики
 nationality /næʃənəˈlɪti/ (n) национальность
 personal /pɜːˈsɒnəl/ (adj) личный, индивидуальный
 personality /pɜːˈsɒnəˈlɪti/ (n) особенности характера, личность
 previous /prɪˈviəs/ (adj) предыдущий
 qualification /kwɒlɪfɪˈkeɪʃn/ (n) квалификация
 specific /spɪˈsɪfɪk/ (adj) особый, особенный
 suit /suːt/ (v) подходить
 trustworthy /trʌstwɜːθi/ (adj) надежный, заслуживающий доверия
 unnecessary /ʌnˈnesəsəri/ (adj) ненужный, излишний
 valuable /væljuəbəl/ (adj) ценный

Culture Corner 3

business studies /bɪzɪnis stʌdɪz/ (n) экономическая наука, бизнес
 cheerleading /tʃɪəˈliːdɪŋ/ (n) поддержка любимой команды
 committee /kəmɪti/ (n) группа, комитет
 discussion /dɪskʌʃn/ (n) обсуждение
 driver's licence /draɪvəz laɪsəns/ (n) водительское удостоверение (права)
 driving lesson /draɪvɪŋ lesən/ (n) урок вождения
 elementary school /elɪˈmentri skuːl/ (n) начальная школа
 expect /ɪkˈspekt/ (v) ожидать, рассчитывать

freshman /frefmən/ (n) учащийся 9-го класса (в США)
 high school /haɪ skuːl/ (n) старшая школа
 independently /ɪndɪˈpendəntli/ (adv) самостоятельно, независимо
 journalism /dʒɜːˈnəlɪzəm/ (n) журналистика
 junior /dʒuːniə/ (n) учащийся 11-го класса (в США)
 informal /ɪnfɔːməl/ (adj) без формальностей, простой
 kindergarten /kɪndəˈgɑːtən/ (n) детский сад
 range /reɪndʒ/ (n) спектр
 school bus /skuːl bʌs/ (n) школьный автобус
 senior /siːnjə/ (n) учащийся 12-го класса
 sophomore /sɒfəˈmɔː/ (n) учащийся 10-го класса (в США)
 style /stɑɪl/ (n) стиль

Phrasal Verbs

put away (phr v) оставлять, откладывать

Phrases

get the chance (phr) получать шанс
 get the most out of (phr) взять как можно больше от

Across the Curriculum

benefit /benɪt/ (n) преимущество
 brief /brɪf/ (adj) краткий, короткий
 busy /bɪzi/ (adj) занятой
 conditions /kənˈdɪʃnz/ (n pl) условия
 event /ɪvent/ (n) мероприятие, событие
 impossible /ɪmˈpɒsɪbəl/ (adj) невозможный
 media /miːdiə/ (n pl) средства массовой информации
 sponsored /spɒnsəd/ (adj) организованный, финансируемый спонсорами
 support /səˈpɔːt/ (n) поддержка, помощь
 tough /tʌf/ (adj) нелегкий, трудный
 well-paid /wel peɪd/ (adj) хорошо оплачиваемый

Phrases

lack of (phr) недостаток чего-либо, кого-либо
 put into action (phr) приводить в действие

Going Green 3

action /ækʃn/ (n) действие, мера
 artificial /ɑːˈtɪfɪʃl/ (adj) искусственный
 damage /dæmɪdʒ/ (n) урон, вред
 hatch /hætʃ/ (v) вылупляться
 human activity /hjuːmən æktɪvɪti/ (n) деятельность человека
 increasingly /ɪnˈkriːsɪŋli/ (adv) все больше и больше
 nest /nest/ (n) гнездо
 newly-born /njuːli bɔːn/ (adj) новорожденный
 protect /prəˈtekt/ (v) защищать
 protection /prəˈtektʃn/ (n) защита
 rare /reə/ (adj) редкий
 society /səˈsaɪəti/ (n) общество
 sunbather /sʌnbeɪðə/ (n) загорающий
 territory /təˈrɪtri/ (n) территория
 volunteer /vɒlˌəntɪə/ (n) доброволец

Phrasal Verbs

die out (phr v) вымирать, постепенно исчезать

Phrases

do my best (phr) делать все возможное

lay eggs (phr) откладывать яйца

make a difference (phr) делать мир лучше (здесь)

under threat (phr) под угрозой

Spotlight on Exams

basic /beɪsɪk/ (adj) основной

bodybuilding /bɒdɪbɪldɪŋ/ (n) бодибилдинг

competitive /kəmpeɪtɪv/ (adj) основанный на конкуренции, соревновании

cuisine /kwiːziːn/ (n) кулинарное искусство, кухня

customer /kʌstəmər/ (n) потребитель

desirable /dɪzəɪərəbəl/ (adj) желательный

efficiently /ɪfɪʃntli/ (adv) разумно, рационально

essential /ɪsenʃl/ (adj) важнейший, необходимый

extensive /ɪkstensɪv/ (adj) большой, значительный

fitness /fɪtnəs/ (n) фитнес

graduate /grædʒuət/ (n) выпускник учебного заведения

issue /ɪʃuː/ (n) проблема, вопрос

manage /mænɪdʒ/ (v) управлять

occasionally /əkəɪzənəli/ (adv) иногда, время от времени

prepare /prɪpeə/ (v) готовить, подготавливать

project /prɒdʒekt/ (n) проект

quickly /kwɪkli/ (adv) быстро

region /rɪdʒɪn/ (n) регион

seek /siːk/ (v) искать

technical /teknɪkəl/ (adj) технический

vacancy /veɪkənsi/ (n) вакансия

well-mannered /wel mænəd/ (adj) воспитанный, с хорошими манерами

willingness /wɪlɪŋnəs/ (n) готовность, желание, охота

Phrases

under pressure (phr) под давлением

MODULE 4

4a

aluminium /æləmɪniəm/ (n) алюминий

cage /keɪdʒ/ (n) клетка

campaign /kæmpreɪn/ (n) кампания, акция

carefully /keəfʊli/ (adv) аккуратно, осторожно

chemicals /kemɪkəlz/ (n pl) химикаты

coal /kəʊl/ (n) уголь

compost /kɒmpɒst/ (n) компост, удобрение

consumption /kənsʌmpʃn/ (n) потребление

cooker /kʊkər/ (n) кухонная плита

create /kriːt/ (v) создавать

decompose /dɪkəmˈpəʊz/ (v) разлагаться, гнить

encourage /ɪnkeɪdʒ/ (v) воодушевлять, побуждать

energy /enərʒi/ (n) энергия

environment /ɪnvaɪrənmənt/ (n) окружающая среда

excessive /ɪksesɪv/ (adj) чрезмерный, избыточный

fertilizer /fɜːtɪlaɪzər/ (n) удобрение

heap /hiːp/ (n) куча, груда

heating /hiːtɪŋ/ (n) отопление

light bulb /laɪt bʌlb/ (n) электрическая лампочка

material /məˈtɪəriəl/ (n) материал

newsletter /njuːzleɪtər/ (n) информационный бюллетень

oil /ɔɪl/ (n) нефть

packed /pækt/ (adj) упакованный

practical /præktɪkəl/ (adj) практический

release /rɪliːs/ (v) выпускать, высвобождать

repair /rɪpeə/ (v) чинить, ремонтировать

replace /rɪpleɪs/ (v) заменять

replacement /rɪpleɪsmənt/ (n) замена

reusable /rɪjuːzəbəl/ (adj) многоразового применения

rinse /rɪns/ (v) ополаскивать, промыть

sheet /ʃiːt/ (n) простыня

simply /sɪmpli/ (adv) просто, несложно

substance /sʌbstəns/ (n) вещество

swap /swɒp/ (v) менять, обменивать

tin /tɪn/ (n) консервная банка

towel /taʊəl/ (n) полотенце

treasure /treʒər/ (n) сокровище

waste /weɪst/ (v) тратить, расходовать

wonderful /wʌndəfʊl/ (adj) чудесный, замечательный

wrap /ræp/ (v) обертывать

Phrasal Verbs

cut down on (phr v) сокращать

switch off (phr v) выключать

throw away (phr v) выбрасывать

4b

adopt /ədɒpt/ (v) принимать

adoption /ədɒpʃn/ (n) принятие под опеку

actually /æktʃʊəli/ (adv) действительно

certificate /səˈtɪfɪkət/ (n) сертификат

choose /tʃuːz/ (v) выбирать

climate /klaɪmət/ (n) климат

congest /kɒndʒest/ (v) перегружать, переполнять

conservation /kɒnsəˈveɪʃn/ (n) сохранение

crop /krɒp/ (n) сельскохозяйственная культура

decrease /dɪkriːs/ (v) снижать, уменьшать

donate /dəʊneɪt/ (v) жертвовать (деньги)

effort /efət/ (n) усилие

electricity /ɪlektɪsɪti/ (n) электричество

emission /ɪmɪʃn/ (n) выброс

enclosure /ɪnkləʊʒər/ (n) загон, огороженное место

endangered /ɪndendʒəd/ (adj) находящийся в опасности

genetically modified /dʒɪnetɪkli mɒdɪfaɪd/ (adj)

генетически модифицированный

global warming /gləʊbəl wɔːmɪŋ/ (n) глобальное

потепление

habitat /hæbɪtæt/ (n) среда обитания

improve /ɪmpruːv/ (v) улучшать

increase /ɪnkriːs/ (v) повышать

lifestyle /laɪfstɑɪl/ (n) образ жизни

modern /mɒdən/ (adj) современный

natural /nætʃərəl/ (adj) естественный

negative /negatɪv/ (adj) негативный
oxygen /ˈɒksɪdʒən/ (n) кислород
power station /paʊəˈsteɪʃn/ (n) электростанция
programme /ˈprɒɡræm/ (n) программа
quality /kwɒləti/ (n) качество
species /spiːʃɪz/ (n) вид(ы)
transport /trænsˈpɔːt/ (n) транспорт
wildlife /waɪldlaɪf/ (n) дикая природа

Phrasal Verbs

cut down (phr v) вырубать (деревья)

Phrases

in return for (phr) в оплату за, в обмен на

4c

avid /ævɪd/ (adj) ярый
captivity /kæptɪvɪti/ (n) неволя
cycle /saɪkəl/ (v) ехать на велосипеде
danger /deɪndʒə/ (n) опасность
drop /drɒp/ (v) бросать
extinction /ɪkstiŋkʃən/ (n) вымирание, вырождение
identity card /aɪdɪntɪti kɑːd/ (n) удостоверение личности
litter /lɪtə/ (n) мусор, отходы
marine life /məːrɪn laɪf/ (n) живые ресурсы моря
necessary /ˈnesɪsəri/ (adj) необходимый
obligatory /əblɪgətəri/ (adj) обязательный
own /əʊn/ (v) владеть
passenger /ˈpæsɪndʒə/ (n) пассажир
permission /pəˈmɪʃn/ (n) разрешение, позволение
phone call /fəʊn kɔːl/ (n) телефонный звонок
recommend /ˈrekəmənd/ (v) рекомендовать
seat belt /siːt belt/ (n) ремень безопасности

Phrasal Verbs

run away from (phr v) убежать от
run into (phr v) натолкнуться
run out of (phr v) исчерпать, закончиться
run over (phr v) переехать, задавить

Words often confused

weather (n)/**whether** (conj) погода/ли
affect (v)/**effect** (n) влиять/результат, эффект
dessert /dɪzəːt/ (n)/**desert** /deɪzəːt/ (n) десерт/пустыня
loose (adj)/**lose** (v) свободный, просторный/терять

4d

amazed /əmeɪzd/ (adj) удивленный, изумленный
amazement /əmeɪzmənt/ (n) удивление, изумление
branch /brɑːntʃ/ (n) ветвь
broad /brɔːd/ (adj) широкий
bunch /bʌntʃ/ (n) связка, охапка
cheek /tʃiːk/ (n) щека
clearing /klaɪəɪŋ/ (n) очистка
clumsy /klʌmzi/ (adj) неуклюжий
comrade /kəmreɪd/ (n) товарищ, компаньон
crash /kreɪʃ/ (v) рушиться, падать

creature /kriːtʃə/ (n) создание
describe /dɪskraɪb/ (v) описывать
detective /dɪtektɪv/ (n) сыщик, детектив
dinosaur /daɪnəsɔː/ (n) динозавр
discover /dɪskʌvə/ (v) обнаруживать
discovery /dɪskʌvəri/ (n) открытие
display /dɪspleɪ/ (v) показывать, выражать
ecstasy /ekstəsi/ (n) экстаз, бурный восторг
encounter /ɪnkaʊntə/ (v) встретиться, наталкиваться
endure /ɪndjʊə/ (v) вынести, вытерпеть
enormous /ɪnɔːməs/ (adj) громадный, огромный
excited /ɪksaɪtɪd/ (adj) взволнованный
expedition /ɪkspɪdɪʃn/ (n) экспедиция
extraordinary /ɪkstrəˈdɔːnəri/ (adj) необычный
fake /feɪk/ (n) мошенник, обманщик
fascinating /fæsnɪntɪŋ/ (adj) очаровательный, обворожительный
glitter /glɪtə/ (v) блестеть, сверкать
grab /græb/ (v) хватать, захватывать
historical /hɪstɔːrɪkəl/ (adj) исторический
hop /hɒp/ (v) прыгать, подпрыгивать
huge /hjuːdʒ/ (adj) огромный
incident /ɪnsɪdənt/ (n) случай, происшествие
include /ɪnklʊd/ (v) содержать, включать
intently /ɪntentli/ (adv) пристально, внимательно
ironic /aɪrɒnɪk/ (adj) ироничный
liar /laɪə/ (n) лжец
limitless /lɪmɪtləs/ (adj) безграничный
lizard /lɪzəd/ (n) ящерица
loudly /laʊdli/ (adv) громко
monstrous /mɒnstɹəs/ (adj) чудовищный
motionless /mouʃnləs/ (adj) неподвижный
muscle /mʌsəl/ (n) мышца
overjoyed /oʊvəˈdʒɔɪd/ (adj) счастливый
passionate /pæʃənət/ (adj) страстный
play /pleɪ/ (n) пьеса
playful /pleɪfʊl/ (adj) игривый, шутливый
point /pɔɪnt/ (v) указывать
praise /preɪz/ (v) хвалить, прославлять
prehistoric /priːhɪstɔːrɪk/ (adj) доисторический
reptile /reptal/ (n) рептилия
sapling /sæplɪŋ/ (n) побег
scale /skeɪl/ (n) чешуя
scientific /saɪəntɪfɪk/ (adj) научный
shimmer /ʃɪmə/ (v) мерцать, переливаться
sight /saɪt/ (n) поле зрения
skin /skɪn/ (n) кожа, шкура
slate-coloured /sleɪt kɔləd/ (adj) синевато-серый
soften /sɒfən/ (v) смягчаться, успокаиваться
specimen /speɪsɪmɪn/ (n) образец
storyteller /stɔːrɪtelə/ (n) рассказчик
strength /streŋθ/ (n) сила
strong /strɒŋ/ (adj) сильный
swamp /swɒmp/ (n) болото
talent /tælənt/ (n) талант
thud /θʌd/ (n) глухой стук
track /træk/ (n) след
triumphantly /traɪʌmfəntli/ (adv) с триумфом
trunk /trʌŋk/ (n) ствол

unintelligent /ˌʌnɪntelɪdʒənt/ (adj) глупый, неумный
 vanish /væniʃ/ (v) исчезать
 weakness /wi:kneɪs/ (n) слабость
 whisper /ˈwɪspə/ (n) шепот

Phrasal Verbs

put up with (phr v) мириться с

4e

access /ækses/ (n) доступ
 accident /æksɪdənt/ (n) авария, несчастный случай
 aspect /æspekt/ (n) сторона, аспект
 ban /bæn/ (n/v) запрет, запрещать
 car exhaust /kɑːfɪgzɔːst/ (n) выхлопные газы
 crowded /kraʊdɪd/ (adj) переполненный
 drastically /dræstɪkəli/ (adv) решительно, резко
 environmentally friendly /ɪnvəɪrənməntəli frendli/ (adj)
 экологически чистый
 excuse /ɪkskjuːs/ (n) оправдание
 generally /dʒenrəli/ (adv) обычно, как правило
 inconvenient /ɪnkənvɪniənt/ (adj) затруднительный,
 неудобный
 route /ruːt/ (n) маршрут
 strongly /strɒŋli/ (adv) резко, решительно
 suggestion /sədʒestʃən/ (n) предложение
 system /sɪstəm/ (n) система
 total /təʊtəl/ (adj) абсолютный, полный
 totally /təʊtəli/ (adv) полностью, абсолютно
 undoubtedly /ʌndaʊtɪdli/ (adv) несомненно, безусловно

Culture Corner 4

authorities /ɔːθərɪtiz/ (n pl) администрация
 bleach /bli:tʃ/ (n) отбеливатель
 conserve /kənseɪv/ (v) сохранять
 contain /kənteɪn/ (v) содержать
 coral reef /kɒrəl riːf/ (n) коралловый риф
 crystal clear /krɪstəl klɪə/ (adj) кристально чистый
 extinct /ɪkstɪŋkt/ (adj) вымерший
 fatal /fætl/ (adj) губительный, смертельный
 float /fləʊt/ (v) плавать, держаться на поверхности
 form /fɔːm/ (v) образовываться, формироваться
 harm /hɑːm/ (v) наносить вред, вредить
 humpback whale /hʌmpbæk ˈweɪl/ (n) горбатый кит
 organism /ɔːɡənɪzəm/ (n) организм
 reverse /rɪvɜːs/ (v) изменить (ситуацию)
 shellfish /ʃelɪʃ/ (n) моллюск
 surface /sɜːfɪs/ (n) поверхность
 unique /juːnɪk/ (adj) уникальный

Across the Curriculum

absorb /əbzɔːb/ (v) поглощать
 carbohydrate /kɑːˈbɒvhɑɪdreɪt/ (n) углевод
 carbon dioxide /kɑːˈbɒn daɪɒksaɪd/ (n) углекислый газ
 chemical reaction /kɛmɪkəl rɪækjən/ (n) химическая
 реакция
 chlorophyll /klɒrəfɪl/ (n) хлорофилл
 convert /kənvɜːt/ (v) преобразовывать

equation /ɪkweɪʃən/ (n) уравнение
 food chain /fuːd tʃeɪn/ (n) пищевая цепь
 hole /həʊl/ (n) отверстие
 hydrogen /haɪdrədʒən/ (n) водород
 life /laɪf/ (n) жизнь
 obtain /əbteɪn/ (v) добывать, получать
 photosynthesis /fəʊtəʊsɪnθəsis/ (n) фотосинтез
 plant /plɑːnt/ (n) растение
 reaction /rɪækjən/ (n) реакция
 root /ruːt/ (n) корень
 soil /sɔɪl/ (n) почва
 stage /steɪdʒ/ (n) стадия
 store /stɔː/ (v) хранить, запасать
 sunlight /sʌnlɑɪt/ (n) солнечный свет
 tiny /taɪni/ (adj) крошечный

Phrasal Verbs

suck up (phr v) всасывать, поглощать

Going Green 4

allow /əlaʊ/ (v) разрешать, позволять
 atmosphere /ætməsfiə/ (n) атмосфера
 canopy /kænəpi/ (n) поросль молодых деревьев
 company /kəmpani/ (n) компания
 cough /kɒf/ (n) кашель
 divide /dɪvaɪd/ (v) разделять
 emergent /ɪmɜːdʒənt/ (n) верхушки деревьев
 equator /ɪkweɪtə/ (n) экватор
 fuel /fjuːəl/ (n) топливо
 grow /ɡrəʊ/ (v) расти
 height /haɪt/ (n) высота
 hot /hɒt/ (adj) жаркий
 humid /hjuːmɪd/ (adj) влажный
 land /lænd/ (n) земля
 layer /leɪə/ (n) ярус
 medicine /mɛdɪsn/ (n) лекарство
 mixture /mɪksʃə/ (n) микстура
 organisation /ɔːɡənəzaɪʃən/ (n) организация
 politician /pɒlɪtɪʃən/ (n) политик
 rainforest /reɪnfɒrɪst/ (n) влажный тропический лес
 renew /rɪnjuː/ (v) обновлять
 resin /reɪzɪn/ (n) смола
 tree bark /triː bɑːk/ (n) древесная кора
 tropical /trɒpɪkəl/ (adj) тропический
 understorey /ʌndəˈstɔːri/ (n) подлесок

Phrasal Verbs

stick out (phr v) торчать, высываться

Phrases

make a difference (phr) сделать мир лучше (здесь)

Spotlight on Exams

average /ævərɪdʒ/ (n) средняя величина
 bark /bɑːk/ (v) лаять
 befriend /bɪfrend/ (v) подружиться, относиться
 дружески

birth /bɜːrθ/ (n) рождение
 boar /bɔː/ (n) кабан
 breed /brɪd/ (v) разводить, выводить
 bright /braɪt/ (adj) яркий
 camouflage /kəmˈfælɔːʒ/ (v) маскировать
 collar /kɒlə/ (n) воротник
 conservationist /kɒnsəˈveɪʃnɪst/ (n) борец за охрану природы
 cub /kʌb/ (n) детеныш
 deforestation /dɪˈfɒrɪsteɪʃn/ (n) вырубка леса, обезлесение
 double /dʌbəl/ (v) удваивать
 elk /ɛlk/ (n) лось
 female /ˈfiːmeɪl/ (adj) женский
 follow /fɒləʊ/ (v) отслеживать, следовать
 giant /dʒaɪənt/ (adj) гигантский
 hunt /hʌnt/ (v) охотиться
 impressive /ɪmˈpresɪv/ (adj) впечатляющий, выразительный
 indigenous /ɪndɪˈdʒɪnəs/ (adj) местный, локальный
 length /leŋθ/ (n) длина
 lifetime /ˈlaɪftaɪm/ (n) жизнь, продолжительность жизни
 location /ləʊkeɪʃn/ (n) место
 loud /laʊd/ (adj) громкий
 lucky /ˈlʌki/ (adj) удачливый
 male /meɪl/ (adj) мужской
 movement /ˈmʊvmənt/ (n) перемещение, передвижение
 panda /ˈpændə/ (n) панда
 photographer /fəˈtɒɡrəfə/ (n) фотограф
 predator /ˈpredətə/ (n) хищник
 prey /preɪ/ (n) добыча, жертва
 primarily /praɪˈmərɪli/ (adv) главным образом
 roar /rɔː/ (n) рев
 scientist /saɪəntɪst/ (n) ученый
 shrink /ʃrɪŋk/ (v) сокращать
 Siberian tiger /saɪbɪəriən taɪɡə/ (n) амурский тигр
 stealthily /steɪlθɪli/ (adv) украдкой, крадучись
 step /step/ (n) шаг
 stripe /straɪp/ (n) полоса
 threat /θret/ (n) угроза
 vision /vɪʒn/ (n) зрение
 wild /waɪld/ (adj) дикий
 truly /truːli/ (adv) действительно
 unfortunately /ʌnfɔːtʃənətli/ (adv) к сожалению

Phrasal Verbs

come together (phr v) объединиться
 set up (phr v) создавать
 sneak up (phr v) подкрасться незаметно

Phrases

set free (phr) отпускать на волю

MODULE 5

5a

ancient /eɪnʃənt/ (adj) древний
 annual /ænjʊəl/ (adj) ежегодный

backpack /bækræk/ (n/v) рюкзак, участвовать в туристическом походе
 barber /bɑːˈbɑː/ (n) парикмахер
 base /beɪs/ (v) основываться
 beach /biːtʃ/ (n) пляж
 beggar /ˈbegə/ (n) нищий, попрошайка
 breathtaking /ˈbreɪtɪŋkɪŋ/ (adj) захватывающий дух
 brochure /brɒʃʊə/ (n) брошюра, рекламный буклет
 camp /kæmp/ (v) устраивать стоянку, разбивать лагерь
 candlelit /kændlɪt/ (adj) освещенный свечой
 climb /klaɪm/ (v) подниматься, взбираться
 coast /kəʊst/ (n) побережье
 comfort /kəmfaʊt/ (n) удобство, комфорт
 contest /kɒntest/ (n) состязание, соревнование
 countless /kaʊntləs/ (adj) бесчисленный
 crack /kræk/ (v) трескаться
 craftsman /krɑːftsmən/ (n) ремесленник
 delay /dɪleɪ/ (v) задерживать, откладывать
 delicious /dɪlɪʃəs/ (adj) очень вкусный
 drum /drʌm/ (n) барабан
 escape /ɪskeɪp/ (v) убежать, избавиться, избежать
 excursion /ɪkskɜːʃn/ (n) экскурсия
 extend /ɪkstend/ (v) длиться определенный период времени
 festival /ˈfestɪvəl/ (n) фестиваль
 foggy /fɒɡi/ (adj) туманный
 handicraft /hændɪkraʊt/ (n) изделие ручной работы
 incredible /ɪnkreɪdɪbəl/ (adj) невероятный
 leaflet /ˈliːflət/ (n) проспект, брошюра
 magnificent /mæɡnɪfɪsənt/ (adj) великолепный, роскошный
 nasty /ˈnɑːsti/ (adj) опасный, мерзкий
 package holidays /ˈpækɪdʒ hɒlɪdeɪz/ (n) отдых с полным комплексом услуг
 parade /pəˈreɪd/ (n) парад, шествие
 pavement /ˈpeɪvmənt/ (n) тротуар
 peak /piːk/ (n) вершина
 pottery /ˈpɒtəri/ (n) глиняные изделия, керамика
 procession /prəˈseɪʃn/ (n) процессия, шествие
 prolong /prəˈlɒŋ/ (v) продлевать
 rocky /rɒki/ (adj) скалистый
 scenery /ˈsiːnəri/ (n) пейзаж, вид
 shade /ʃeɪd/ (n) тень (область, куда не попадает солнце)
 shadow /ˈʃædəʊ/ (n) тень (от какого-либо предмета)
 sleeping bag /ˈsliːpɪŋ bæɡ/ (n) спальный мешок
 snowy /ˈsnəʊi/ (adj) снежный, покрытый снегом
 souvenir /suːvəniə/ (n) сувенир
 spectacular /spektəˈkjʊlə/ (adj) захватывающий, эффектный
 sunrise /ˈsʌnraɪz/ (n) восход солнца, заря
 teahouse /ˈtiːhaʊs/ (n) чайный домик
 temple /ˈtempəl/ (n) храм
 trail /treɪl/ (n) тропа, дорога
 traveller /ˈtrævlə/ (n) путешественник
 trek /trek/ (v) пересекать, идти пешком
 vendor /ˈvendə/ (n) торговец
 virus /ˈvaɪərəs/ (n) вирус

Phrasal Verbs

kick off (phr v) начинать, давать старт

put up (phr v) устанавливать (палатку)

wake up (phr v) просыпаться

Phrases

in the distance (phr) вдалеке, на расстоянии

5b

airline /eə'laɪn/ (n) авиакомпания

appalling /ə'pɔːlɪŋ/ (adj) ужасный

disappointed /dɪsə'pɔɪntɪd/ (adj) разочарованный

fetch /fetʃ/ (v) сходить, съездить за чем-либо

guided tour /gaɪdɪd tuə/ (n) экскурсия, организованная поездка

hostel /hɒstəl/ (n) турбаза, общежитие

luggage /'lʌgɪdʒ/ (n) багаж

mosquito /mə'ski:təʊ/ (n) комар

nightlife /naɪtlaɪf/ (n) ночная жизнь

passport /'pɑːspɔːt/ (n) паспорт

rude /ruːd/ (adj) грубый

satisfied /sætɪsfaɪd/ (adj) удовлетворенный

sightseeing tour /saɪtsiːɪŋ tuə/ (n) осмотр достопримечательностей

staff /stɑːf/ (n) персонал

suntan /sʌntæn/ (n) загар

Phrases

boiling hot (phr) очень жаркий

for a start (phr) для начала

go on a cruise (phr) отправиться в путешествие, круиз

go wrong (phr) не получаться, сорваться

have a nice time (phr) хорошо провести время

look on the bright side (phr) быть оптимистом

to make matters worse (phr) ухудшить положение дел

What an absolute nightmare! (phr) Какой кошмар!

Idioms

heavy heart (idm) камень на сердце, с тяжелым сердцем

hit the road (idm) отправиться в путь

off the beaten track (idm) в стороне от большой дороги, в глубинке

port of call (idm) порт захода (куда заходит круизный лайнер)

5c

border /bɔːdə/ (n) граница

cover /kʌvə/ (v) занимать, покрывать

credit card /kredɪt kɑːd/ (n) кредитная карта

crowd /kraʊd/ (n) толпа

disqualified /dɪskwɒlɪfaɪd/ (adj) дисквалифицированный

guide book /gaɪd bʊk/ (n) путеводитель

hair dryer /heə'draɪə/ (n) фен

insect repellent /ɪnsekt rɪ'pelənt/ (n) средство против насекомых

northern /nɔːθə'n/ (adj) северный

realise /rɪ'əlaɪz/ (v) понимать, осознавать

shine /ʃaɪn/ (v) светить, сверкать, блестеть

sickness pill /sɪknəs pɪl/ (n) таблетка от укачивания

sun glasses /sʌn glɑːsɪz/ (n) солнцезащитные очки

sunscreen /sʌnskriːn/ (n) солнцезащитный крем

sunbathe /sʌnbetθ/ (v) загорать

tidy /taɪdi/ (v) прибирать, приводить в порядок

traveller's cheque /trævələ'z tʃek/ (n) дорожный чек

uninhabited /ʌnɪnhæbɪtɪd/ (adj) незаселенный

vast /vɑːst/ (adj) огромный, громадный

Phrasal Verbs

find out (phr v) выяснять

get around (phr v) передвигаться, перемещаться

get by (phr v) сводить концы с концами

get in (phr v) прибывать

get off (phr v) уходить, уезжать

get on (with) (phr v) ладить (с кем-либо)

make up (phr v) составлять

pick up (phr v) заехать за, забрать

Words often confused

miss/lose (v) пропускать/терять

transfer/crossing (n) передвижение/пересечение

transport/travel (n) транспорт/путешествие

bring/fetch (v) принести/сходить за

5d

arrival /ə'reɪvəl/ (n) прибытие, приезд

astonishment /ə'stɒnɪʃmənt/ (n) удивление, изумление

bare /beə/ (adj) голый

bet /bet/ (n) пари

carpet bag /kɑː'pɪt bæɡ/ (n) саквояж

case /keɪs/ (n) чемодан

clearly /kɪə'li/ (adv) отчетливо, ясно

cloak /kloʊk/ (n) накидка, плащ

collapse /kə'læps/ (v) рухнуть

departure /dɪpɑː'tʃə/ (n) отъезд

descend /dɪ'send/ (v) спускаться

despair /dɪ'speɪ/ (n) отчаяние, безысходность

due /djuː/ (adj) обязанный, должный

enquire /ɪnkwəɪə/ (v) спрашивать, узнавать

eyebrow /aɪ'braʊ/ (n) бровь

grin /grɪn/ (n) усмешка

mackintosh /mæ'kɪntɒʃ/ (n) плащ, макинтош

master /mɑːstə/ (n) господин, хозяин

mud /mʌd/ (n) грязь

native /neɪtɪv/ (adj) родной

pioneer /paɪə'nɪə/ (n) первопроходец, пионер

plead /pliːd/ (v) просить

purchase /pɜː'tʃɪs/ (v) покупать, приобретать

shake /ʃeɪk/ (v) трясти, качать

shut /ʃʌt/ (v) закрывать, запирать

slip /slɪp/ (v) засовывать

soil /sɔɪl/ (n) почва, земля

spread /sprɛd/ (v) расплываться (о лице)

steamer /stiːmə/ (n) пароход

stockings /stɒkɪŋz/ (n pl) чулки
 stout /stɑʊt/ (adj) прочный, крепкий
 timetable /taɪmteɪbəl/ (n) расписание
 trouble /trʌbəl/ (v) тревожить, беспокоить
 valet /væleɪ/ (n) слуга
 weigh /weɪ/ (v) отягощать

Phrasal Verbs

hold up (phr v) выставлять, поднимать
 well up (phr v) навернуться (о слезах)

Phrases

have in mind (phr) держать в голове
 set foot (phr) ступить ногами

5e

admire /ədmaɪə/ (v) восхищаться
 airport terminal /eə'pɔ:t tɜ:mi'nəl/ (n) здание (терминал) аэропорта
 altitude /æltɪtju:d/ (n) высота
 amused /ə'mju:zd/ (adj) удивленный, изумленный
 annoyed /ə'noɪd/ (adj) недовольный, раздраженный
 anxious /æŋkʃəs/ (adj) волнующийся, беспокоящийся
 anxiously /æŋkʃəsli/ (adv) тревожно, с волнением
 apartment /əpɑ:tmənt/ (n) квартира
 bored /bɔ:d/ (adj) скучающий, незаинтересованный
 calm /kɑ:m/ (adj) спокойный
 certain /sɜ:tɪn/ (adj) уверенный, точный
 chilly /tʃɪli/ (adj) прохладный
 cloudless /klaʊdləs/ (adj) безоблачный
 confused /kən'fju:zd/ (adj) смущенный
 deafening /defəniŋ/ (adj) оглушающий, очень громкий
 decorate /dekeɪreɪt/ (v) украшать
 delighted /dɪləɪtɪd/ (adj) довольный, счастливый
 depressed /dɪprest/ (adj) подавленный, угнетенный
 disaster /dɪzɑ:stə/ (n) катастрофа, несчастье
 drip /drɪp/ (v) капать, стекать
 exhausted /ɪgzɔ:stɪd/ (adj) истощенный
 familiar /fə'mɪliə/ (adj) знакомый
 float /flaʊt/ (n) украшенная платформа (здесь)
 frightened /frɑ:ntɪnd/ (adj) напуганный
 gasp /gɑ:sp/ (v) ахнуть, вздохнуть
 gigantic /dʒaɪgəntɪk/ (adj) гигантский
 glad /glæd/ (adj) радостный
 happily /hæpɪli/ (adv) счастливо, весело
 hungrily /hʌŋgrɪli/ (adv) жадно, как голодный
 miserable /mɪzərəbəl/ (adj) несчастный
 panic /pænik/ (v) впасть в панику, терять голову
 patiently /peɪʃntli/ (adv) терпеливо
 platform /plætfɔ:m/ (n) платформа
 pleased /pli:zd/ (adj) довольный
 refreshed /rɪfreʃt/ (adj) отдохнувший
 relieved /rɪli:vɪd/ (adj) облегченный
 reunite /ri:ju:naɪt/ (v) воссоединяться, собираться
 вновь
 scan /skæn/ (v) осматривать
 scared /skeəd/ (adj) напуганный, испуганный
 scream /skri:m/ (v) вопить, визжать

separate /sepəreɪt/ (v) отделять, разделять
 shiver /ʃɪvə/ (v) дрожать, тряситься
 sip /sɪp/ (v) потягивать, пить маленькими глотками
 slowly /sləʊli/ (adv) медленно
 stall /stɔ:l/ (n) лоток, прилавок
 storm /stɔ:m/ (n) буря, ураган
 suddenly /sʌd'nli/ (adv) внезапно, неожиданно
 sunlounger /sʌnlaʊndʒə/ (n) шезлонг
 sure /ʃʊə/ (adj) уверенный
 terrified /tɛrɪfaɪd/ (adj) напуганный, ужаснувшийся
 thrilled /θrɪld/ (adj) взволнованный, возбужденный
 tired /taɪəd/ (adj) уставший
 unafraid /ʌnə'freɪd/ (adj) бесстрашный
 uncertain /ʌnsɜ:tɪn/ (adj) неуверенный, неточный
 uncontrollably /ʌnkən'trəʊləb'li/ (adv) неудержимо
 uneasy /ʌni:zi/ (adj) непростой
 unpredictable /ʌnpredɪk'təbəl/ (adj) непредсказуемый
 violent /vɪələnt/ (adj) жестокий
 wander /wɒndə/ (v) бродить, блуждать
 wildly /waɪldli/ (adv) дико

Phrases

a clap of thunder (phr) удар грома
 catch a flight (phr) успеть на самолет
 freezing cold (phr) очень холодный
 go for a walk (phr) гулять
 pour with rain (phr) идет дождь
 take a look (phr) взглянуть
 take a sip (phr) отхлебнуть

Culture Corner 5

arsenal /ɑ:'sɛnəl/ (n) склад оружия, арсенал
 Beefeater /bi:fi:tə/ (n) служитель охраны лондонского Тауэра, бифитер
 boat trip /bɔ:t trɪp/ (n) прогулка на лодке
 dome /dəʊm/ (n) купол
 faint-hearted /feɪnt hɑ:tid/ (adj) трусливый, нерешительный
 fortress /fɔ:tɪs/ (n) крепость
 labyrinth /læbɪrɪnθ/ (n) лабиринт
 lecture /lektʃə/ (n) лекция
 medieval /medi:vl/ (adj) средневековый
 millennium /mɪlɪniəm/ (n) тысячелетие
 mirror /mɪrə/ (n) зеркало
 palace /pælis/ (n) дворец
 permanent /pɜ:mənənt/ (adj) постоянный
 prison /prɪzən/ (n) тюрьма
 scary /skeəri/ (adj) страшный, пугающий
 visitor /vɪzɪtə/ (n) посетитель
 workshop /wɜ:kʃɒp/ (n) мастерская

Phrases

get a bird's eye view (phr) посмотреть с высоты птичьего полета
 great value for money (phr) разумное использование средств
 have the experience of a lifetime (phr) испытать нечто незабываемое

hop on and off (phr) садиться и сходить
 scared out of your wits (phr) испуганный до потери
 сознания
 serve a purpose (phr) подойти, согдиться
 take a ride (phr) прокатиться

Across the Curriculum

arcade /ɑːˈkeɪd/ (n) галерея игровых автоматов
 brilliant /brɪˈlɪənt/ (adj) блестящий, замечательный
 café /kæfeɪ/ (n) кафе
 interesting /ɪnˈtrɪstɪŋ/ (adj) интересный
 museum /mjuːziəm/ (n) музей
 stuff /stʌf/ (n) оборудование, оснастка
 sunbathing /sʌnbæɪdɪŋ/ (n) солнечная ванна
 surfing /sɜːfɪŋ/ (n) серфинг

Phrases

do some sightseeing (phr) осматривать
 достопримечательности
 go on a guided tour (phr) отправляться на экскурсию
 в сопровождении экскурсовода

Going Green 5

beach ball /biːtʃbɔːl/ (n) большой надувной мяч
 block /blɒk/ (v) блокировать
 bucket /bʌkɪt/ (n) ведро
 cigarette end /sɪgəret end/ (n) окурочек
 confuse /kənˈfjuːz/ (v) смущать, приводить в
 замешательство
 curious /kjʊəriəs/ (adj) любопытный
 digestive system /daɪdʒestɪv sɪstəm/ (n) пищеварительная
 система
 dolphin /dɒlfɪn/ (n) дельфин
 drain /dreɪn/ (n) канализация
 drink can /drɪŋk kæn/ (n) алюминиевая банка
 endangered species /ɪndɛndʒərd spɪʃɪz/ (n pl)
 вымирающие виды
 enemy /enəmi/ (n) враг
 examine /ɪgˈzæmɪn/ (v) изучать, обследовать
 fisherman /fɪʃəˈmæn/ (n) рыбак
 food wrapper /fuːd ræpə/ (n) оберточная бумага для
 пищевых продуктов
 horrible /hɒrɪbəl/ (adj) ужасный, противный
 injury /ɪnˈdʒəri/ (n) повреждение, вред
 jellyfish /dʒelɪfɪʃ/ (n) медуза
 likely /laɪkli/ (adj) вероятный
 mammal /mæməl/ (n) млекопитающее
 marine litter /məˈriːn lɪtə/ (n) морской мусор
 organise /ɔːɡənaɪz/ (v) организовывать
 propeller /prəˈpələ/ (n) винт
 sand /sænd/ (n) песок
 sea lion /siː laɪən/ (n) морской лев
 sea turtle /siː tɜːtəl/ (n) морская черепаха
 seal /siːl/ (n) тюлень, морской котик
 solution /səˈluːʃn/ (n) решение
 spade /speɪd/ (n) лопата
 starve /stɑːv/ (v) голодать, страдать от голода
 stop /stɒp/ (v) останавливать

threaten /θreɪtən/ (v) угрожать
 toy /tɔɪ/ (n) игрушка

Phrasal Verbs

fill up (phr v) заполнять

Spotlight on Exams

archaeologist /ɑːˈkiɒlədʒɪst/ (n) археолог
 coffin /kɒfɪn/ (n) гроб
 death /deθ/ (n) смерть
 direction /daɪrekʃən/ (n) направление
 dirt /dɜːt/ (n) грязь
 drawing /drɔːɪŋ/ (n) рисунок
 farewell /feəˈweɪl/ (n) прощание
 farmer /fɑːˈmɔː/ (n) земледелец
 form /fɔːm/ (n) форма
 granite /grænaɪt/ (n) гранит
 hieroglyphics /haɪəˈrɒɡlɪfɪks/ (n) иероглифы
 jewels /dʒuːəlz/ (n) драгоценности
 journey /dʒɜːni/ (n) поездка
 limestone /laɪmstəʊn/ (n) известняк
 magical /mædʒɪkəl/ (adj) магический, волшебный
 marble /mɑːˈbəl/ (n) мрамор
 monument /mɒnjumənt/ (n) памятник
 mummy /mʌmi/ (n) мумия
 pyramid /pɪrəˈmɪd/ (n) пирамида
 ramp /ræmp/ (n) уклон, скат
 ruler /ruːlə/ (n) правитель
 slave /sleɪv/ (n) раб
 square /skweə/ (adj) квадратный
 stone /stəʊn/ (n) камень
 survive /səˈvaɪv/ (v) выживать
 tomb /tuːm/ (n) могила, мавзолей
 tourist destination /tuːrɪst destɪneɪʃən/ (n) место,
 привлекательное для туристов
 transfer /trænsfɜː/ (v) перевозить
 transport /trænsˈpɔːt/ (v) перевозить, перемещать
 treasure /treʒə/ (n) сокровище, драгоценности
 tunnel /tʌnəl/ (n) туннель
 wonder /wʌndə/ (n) чудо

Phrasal Verbs

roll up (phr v) катить, скатывать

MODULE 6

6a

additive /ædɪtɪv/ (n) приправа
 apple /æpəl/ (n) яблоко
 aubergine /ɒʊbəˈdʒiːn/ (n) баклажан
 baked /beɪkt/ (adj) печеный
 banana /bəˈnɑːnə/ (n) банан
 biscuit /bɪskɪt/ (n) печенье
 bitter /bɪtə/ (adj) горький
 boiled /bɔɪld/ (adj) вареный
 boost /buːst/ (n) стимул, энергия
 brain /breɪn/ (n) мозг
 bread /bred/ (n) хлеб

broccoli /brɒkəli/ (n) брокколи
 butter /bʌtə/ (n) сливочное масло
 cabbage /kæbɪdʒ/ (n) капуста
 cake /keɪk/ (n) пирожное
 carrot /kærət/ (n) морковь
 celery /seləri/ (n) сельдерей
 cereal /sɪəriəl/ (n) злаки, крупа
 cheese /tʃi:z/ (n) сыр
 cherry /tʃeri/ (n) вишня
 chicken /tʃɪkɪn/ (n) курица
 chocolate /tʃɒklət/ (n) шоколад
 cinnamon /sɪnəmən/ (n) корица
 complain /kəmpleɪn/ (v) выражать недовольство, жаловаться
 concentration /kɒnsəntrɪʃən/ (n) сосредоточенность
 corn /kɔ:n/ (n) кукуруза
 creative /kri:etɪv/ (adj) творческий, творчески одаренный
 crisps /krɪspz/ (n pl) чипсы
 cucumber /kju:kʌmbə/ (n) огурец
 emotion /ɪməʊʃən/ (n) эмоция, чувство
 emotionally /ɪməʊʃənli/ (adv) эмоционально
 eyesight /aɪsaɪt/ (n) зрение
 fibre /faɪbə/ (n) клетчатка
 fig /fɪg/ (n) инжир
 fish /fɪʃ/ (n) рыба
 fizzy /fɪzi/ (adj) газированный
 flop /flɒp/ (v) плюхнуться
 fried /fraɪd/ (adj) жареный
 fruit /fru:t/ (n) фрукты
 ginger /dʒɪndʒə/ (n) имбирь
 grape /greɪp/ (n) виноград
 greedy /grɪdi/ (adj) прожорливый, жадный
 grilled /grɪld/ (adj) жареный на гриле
 grin /grɪn/ (v) широко улыбаться
 handful /hændfʊl/ (n) горсть
 illness /ɪlnəs/ (n) болезнь
 imagine /ɪmædʒɪn/ (v) представлять (себе)
 lemon /lemən/ (n) лимон
 lemonade /leməneɪd/ (n) лимонад
 lettuce /letɪs/ (n) салат-латук
 lime /laɪm/ (n) лайм
 main course /meɪn kɔ:s/ (n) основное блюдо
 mango /mæŋɡəʊ/ (n) манго
 meat /mi:t/ (n) мясо
 melon /melən/ (n) дыня
 milk /mɪlk/ (n) молоко
 minerals /mɪnərəlz/ (n pl) минеральные вещества
 oil /ɔɪl/ (n) растительное масло
 oily /ɔɪli/ (adj) сливочный
 optimistic /ɒptɪmɪstɪk/ (adj) оптимистичный
 orange /ɒrɪndʒ/ (n) апельсин
 pea /pi:/ (n) горох, горошина
 peach /pi:tʃ/ (n) персик
 pear /peə/ (n) груша
 physical /fɪzɪkəl/ (adj) физический
 physically /fɪzɪkəli/ (adv) физически
 pineapple /paɪnæpəl/ (n) ананас

plum /plʌm/ (n) слива
 potatoes /pə'teɪtəʊz/ (n pl) картофель
 protein /prəʊti:n/ (n) белок
 pumpkin /pʌmpkɪn/ (n) тыква
 raspberry /ræzbrɪ/ (n) малина
 raw /rɔ:/ (adj) сырой
 rice /raɪs/ (n) рис
 roasted /rəʊstɪd/ (adj) жареный
 rumble /rʌmbəl/ (v) урчать
 slice /slaɪs/ (n) ломтик
 soothing /su:ðɪŋ/ (adj) успокаивающий
 spice /spɑ:s/ (n) специя
 steamed /sti:mɪd/ (adj) приготовленный на пару
 still /stɪl/ (adj) негазированный (о воде)
 strawberry /strɔ:bri/ (n) клубника
 sweet /swi:t/ (n) конфета
 toasted /təʊstɪd/ (adj) зажаренный
 tomato /təmə'təʊ/ (n) помидор
 treat /tri:t/ (v) угощать
 tummy /tʌmi/ (n) живот
 vegetables /vedʒtəbəlz/ (n) овощи
 vitamin /vɪtəmin/ (n) витамин
 watermelon /wɔ:tə'melən/ (n) арбуз
 wrinkle /rɪŋkəl/ (n) морщина
 yoghurt /jɒgət/ (n) йогурт

Phrases

do the gardening (phr) заниматься садоводством
 feel down in the dumps (phr) находиться в унынии

6b

doughnut /daʊnʌt/ (n) пончик
 indigestion /ɪndɪdʒestʃən/ (n) расстройство желудка
 itchy /ɪtʃi/ (adj) зудящий
 mind /maɪnd/ (n) разум
 nut /nʌt/ (n) орех
 overweight /oʊvə'weɪt/ (adj) полный (о человеке)
 pale /peɪl/ (adj) бледный
 seed /si:d/ (n) семечко
 skinny /skɪni/ (adj) очень худой, тощий
 sleepy /sli:pi/ (adj) сонный
 sore /sɔ:/ (adj) болезненный, причиняющий боль
 spicy /spɑ:si/ (adj) острый (о еде)
 stomach ache /stʌmək eɪk/ (n) боль в желудке
 sugary /ʃʊgəri/ (adj) сладкий
 teaspoon /ti:spu:n/ (n) чайная ложка
 tiredness /taɪəd'nəs/ (n) усталость
 tooth decay /tu:θ deɪk/ (n) разрушение, гниение зубов
 toothache /tu:θeɪk/ (n) зубная боль
 underweight /ʌndə'weɪt/ (adj) неполновесный, с недостаточным весом
 waistline /weɪstlaɪn/ (n) талия
 well-balanced /wel'bælənst/ (adj) сбалансированный

Phrasal Verbs

call over (phr v) позвать, вызывать
 cut down (phr v) сокращать
 cut out (phr v) исключать

Phrases

catch a cold (phr) простудиться

Idioms

off colour (idm) нездоровый

on one's feet (idm) выздороветь, оправиться после болезни

get oneself back into shape (idm) привести себя в порядок

take a turn for the worse (idm) измениться к худшему

6c

dietician /daɪətiʃn/ (n) диетолог

gentle /dʒentl/ (adj) мягкий, добрый

grain /greɪn/ (n) зерно

headache /hedɪk/ (n) головная боль

injection /ɪnʃɛkʃn/ (n) укол, инъекция

jumper /dʒʌmpə/ (n) джемпер

jungle /dʒʌŋɡl/ (n) джунгли

painful /peɪnfʊl/ (adj) болезненный

prawn /praʊn/ (n) креветка

purse /pɜːs/ (n) кошелек

skimmed /skɪmd/ (adj) обезжиренное (о молоке)

wallet /wɒlɪt/ (n) бумажник

Phrasal Verbs

give away (phr v) дарить, отдавать

give back (phr v) возвращать

give off (phr v) выделять, излучать

give up (phr v) бросать (привычку), отказываться

put on (phr v) набирать (вес)

Words often confused

ache/pain (n) тупая, ноющая боль / страдание, боль

prescription/recipe (n) рецепт (медицинский) / рецепт (кулинарный)

rotten/sour (adj) тухлый / кислый

treat/cure (v) лечить / излечивать, вылечить

cure/heal (v) излечивать / исцелять

6d

accommodation /əkɒmədeɪʃn/ (n) жилье

appetite /æpɪtaɪt/ (n) аппетит

apron /eɪprən/ (n) передник

assistant /əsɪstənt/ (n) помощник

bakery /beɪkəri/ (n) пекарня, булочная

brick /brɪk/ (n) кирпич, брусок

companion /kəmpeɪnjən/ (n) товарищ

copper /kɒpə/ (n) медь

criminal /krɪmɪnəl/ (n) преступник

cruelty /kruːlɪti/ (n) жестокость

debt /deɪt/ (n) долг

dishonesty /dɪʃnɪsti/ (n) нечестность

drawn /drɔːn/ (adj) нерешенный

eager /ɪɡə/ (adj) страстно желающий, жаждущий

eventual /ɪvenʃʊəl/ (adj) окончательный

finger /fɪŋɡə/ (n) палец

forgive /fɔːɡɪv/ (v) прощать

fortune /fɔːtʃuːn/ (n) удача, судьба

gaze /geɪz/ (v) уставиться, пристально глядеть

glance /glɑːns/ (v) взглянуть

glare /gleɪ/ (v) свирепо смотреть

grace /ɡreɪs/ (n) молитва

gruel /ɡruːl/ (n) каша

hunger /hʌŋɡə/ (n) голод

improvement /ɪmˈpruːvmənt/ (n) улучшение

kindness /kaɪndnəs/ (n) доброта

ladle /leɪdəl/ (n) половник

ladleful /leɪdəlˈfʊl/ (n) полный половник

lick /lɪk/ (v) лизать, облизывать

matter /mætə/ (n) значение

nudge /nʌdʒ/ (v) подталкивать

own /aʊn/ (v) владеть

paralyse /pəˈrəlaɪz/ (v) парализовать

peer /piːp/ (v) заглядывать, подглядывать

peer /piː/ (v) вглядываться

polish /pɒlɪʃ/ (v) полировать

prayer /preɪ/ (n) молитва

selfishness /sɛlfɪʃnəs/ (n) эгоизм

shriek /ʃriːk/ (v) орать, выкрикивать

splash /splæʃ/ (n) капля

stare /steɪ/ (v) пристально смотреть, тарачить глаза

starvation /stɑːˈvɛɪʃn/ (n) голодная смерть

stray /streɪ/ (adj) случайный

task /tɑːsk/ (n) задание, дело

theme /θiːm/ (n) основная мысль, сюжет

totally /təʊtəˈli/ (adj) полностью, абсолютно

whisper /ˈwɪspə/ (v) шептать

wink /wɪŋk/ (v) подмигивать

workhouse /wɜːkhaʊs/ (n) мастерская, рабочий дом

Phrases

catch a glimpse of (phr) увидеть мельком

catch sight of (phr) заметить, увидеть

take advantage of (phr) воспользоваться чем-либо

Idioms

a piece of cake (idm) пустячное дело

as cool as a cucumber (idm) абсолютно спокойный

cry over spilt milk (idm) что сделано, то сделано

in hot water (idm) в заботах, в хлопотах

it's not my cup of tea (idm) это не по мне

6e

adequate /ædɪkwət/ (adj) соответствующий

assess /əseɪs/ (v) оценивать, давать оценку

background /bækgraʊnd/ (n) фон

book /bʊk/ (v) заказывать, резервировать

booking /bʊkɪŋ/ (n) резервирование, бронирование билетов

choice /tʃɔɪs/ (n) выбор

cosy /kɒzi/ (adj) уютный

decor /deɪkə/ (n) оформление, декор

dish /dɪʃ/ (n) блюдо

consequently /kɒnsɪkwəntli/ (adv) следовательно, в результате
 efficient /ɪfɪʃnt/ (adj) эффективный, действенный
 effort /ɛfə't/ (n) усилие
 essential /ɪ'senʃl/ (adj) необходимый
 fault /fɔ:lt/ (n) недостаток
 funky /'fʌŋki/ (adj) в стиле «фанк» (о музыке)
 furthermore /fɜ:ðə'mɔ:ə/ (adv) кроме того
 helpful /hɛlpfʊl/ (adj) услужливый, полезный
 inexperienced /ɪnɪkspɪəriənst/ (adj) неопытный
 international /ɪntə'næʃənəl/ (adj) международный
 limited /lɪmɪtɪd/ (adj) ограниченный
 menu /'menju:/ (n) меню
 point /pɔɪnt/ (n) особенность
 popular /'pɒpjələ/ (adj) популярный
 popularity /'pɒpjələ'renti/ (n) популярность
 presentation /prezɪ'nteɪʃn/ (n) презентация, представление
 price /praɪs/ (n) цена
 professional /prə'feʃənəl/ (adj) профессиональный
 purpose /pɜ:ps/ (n) цель
 queue /kju:/ (v) стоять в очереди
 reasonable /'ri:zənəbəl/ (adj) умеренный, сносный
 regret /rɪ'ɡret/ (v) (со)жалеть
 report /rɪ'pɔ:t/ (n) доклад
 representative /reprɪ'zentətɪv/ (n) член, представитель
 restaurant /'restərɒnt/ (n) ресторан
 school canteen /sku:l kænti:n/ (n) школьная столовая
 service /sɜ:vɪs/ (n) обслуживание
 standard /stændəd/ (n) норма, стандарт
 superior /su:prɪəriə/ (adj) превосходный
 tasteless /teɪstləs/ (adj) безвкусный
 tasty /teɪsti/ (adj) вкусный
 trendy /trendi/ (adj) ультрамодный
 unacceptable /ʌnəkseptəbəl/ (adj) неприемлемый
 unavoidable /ʌnəvɔɪdəbəl/ (adj) неизбежный
 unhealthy /ʌnhelθi/ (adj) нездоровый
 upbeat /ʌpbi:t/ (adj) жизнерадостный
 value /vælju:/ (n) цена
 varied /veəriəd/ (adj) различный, меняющийся
 variety /və'reɪti/ (n) разнообразие
 various /veəriəs/ (adj) разнообразный
 vegetarian /vedʒɪ'teəriən/ (n) вегетарианец
 venue /venju:/ (n) место
 warm /wɔ:m/ (adj) теплый
 wide /waɪd/ (adj) широкий

Phrases

cost a fortune (phr) влететь в копеечку
 I would strongly recommend (phr) я бы настойчиво рекомендовал
 in advance (phr) заранее, заблаговременно
 it takes ages (phr) на это уйдут годы
 on offer (phr) в наличии, в меню
 on the whole (phr) в общем, в целом
 well worth the money (phr) стоящий этих денег

Culture Corner 6

accompany /ə'kʌmpəni/ (v) сопровождать
 bagpiper /'bægpaɪpə/ (n) волычник
 celebrate /seɪlɪbreɪt/ (v) праздновать
 entertaining /entə'teɪnɪŋ/ (adj) развлекательный, забавный
 entertainment /entə'teɪnmənt/ (n) развлечение, увеселение
 haggis /'hæɡɪs/ (n) шотландское блюдо, бараний рубец, начиненный потрохами со специями
 heart /hɑ:t/ (n) сердце
 host /həʊst/ (n) хозяин, хозяйка
 knife /naɪf/ (n) нож
 liver /lɪvə/ (n) печень
 lung /lʌŋ/ (n) легкое
 mashed /mæʃt/ (adj) размятый, растертый
 oatcake /'əʊtkɛɪk/ (n) овсяное печенье
 pipe /paɪp/ (v) играть (на волынке)
 poet /pəʊt/ (n) поэт
 recite /rɪ'saɪt/ (v) читать вслух и наизусть
 Scottish /skɒtɪʃ/ (adj) шотландский
 sharp /ʃɑ:p/ (adj) острый
 sherry trifle /ʃeri 'traɪfl/ (n) бисквит, пропитанный вином
 starter /stɑ:tə/ (n) закуска
 supper /sʌpə/ (n) ужин
 toast /təʊst/ (v) говорить тост
 tradition /trə'dɪʃən/ (n) традиция
 turnip /tɜ:nɪp/ (n) репа
 welcome /welkəm/ (v) приветствовать

Phrases

be in for a treat (phr) быть угощенным

Across the Curriculum

acid /æsɪd/ (n) кислота
 attached /ətætʃt/ (adj) прикрепленный
 bacteria /bæk'tɪəriə/ (n pl) бактерии
 bite /baɪt/ (v) кусать, надкусывать
 blood vessel /blʌd vesəl/ (n) кровеносный сосуд
 calcium /kælsɪəm/ (n) кальций
 canine /keɪnaɪn/ (n) клык
 cell /sel/ (n) клетка
 cementum /sɪmentəm/ (n) цемент
 chew /tʃu:/ (v) жевать, пережевывать
 crown /kraʊn/ (n) коронка
 dentin /dɛntɪn/ (n) дентин
 enamel /ɪnæm/ (n) эмаль
 fasten /fɑ:sn/ (v) прикреплять
 fluoride /fluɔraɪd/ (n) фтор
 grasp /grɑ:sp/ (v) хватать, зажимать
 grind /graɪnd/ (v) перемалывать, толочь
 gum /ɡʌm/ (n) десна
 human /hju:mən/ (n) человек
 incisor /ɪnsaɪzə/ (n) резец
 jaw bone /dʒɔ: bəʊn/ (n) челюстная кость
 layer /leɪə/ (n) слой
 main /meɪn/ (n) основной, главный
 milk teeth /mɪlk ti:θ/ (n pl) молочные зубы

molar /ˈmoʊlə/ (n) коренной зуб
 nerve /nɜːv/ (n) нерв
 outer /ˈaʊtə/ (adj) внешний, наружный
 part /pɑːt/ (n) часть
 permanent teeth /ˈpɜːmənənt tɪθ/ (n pl) постоянные зубы
 pulp /pʌlp/ (n) пульпа, мякоть зуба
 root /ruːt/ (n) корень
 securely /sɪkjʊəli/ (adv) надежно
 tear /tɪə/ (v) рвать
 toothpaste /tuːθpeɪst/ (n) зубная паста
 unseen /ˈʌnsiːn/ (adj) невидимый

Phrases

in good condition (phr) в хорошем состоянии
 in the middle (phr) посередине

Going Green 6

beneficial /ˌbenɪfɪəl/ (adj) полезный
 combat /kəmˈbæt/ (v) бороться
 crop /krɒp/ (n) урожай
 ecosystem /ˌiːkəʊsɪstəm/ (n) экосистема
 environment /ˌɪnvəɪrənmənt/ (n) окружающая среда
 farmer /ˈfɑːmə/ (n) фермер
 fertiliser /ˈfɜːtɪlaɪzə/ (n) удобрение
 field /fiːld/ (n) поле
 flame /fleɪm/ (n) пламя
 greenfly /ˈɡriːnflaɪ/ (n) тля
 insect /ɪnsekt/ (n) насекомое
 insecticide /ɪnsektɪsaɪd/ (n) препарат для уничтожения насекомых, инсектицид
 intensive /ɪntensɪv/ (adj) интенсивный
 ladybird /ˈleɪdɪbzːd/ (n) божья коровка
 machinery /məˈʃɪnəri/ (n) техника, машины
 maintain /meɪntɪn/ (v) поддерживать
 man-made /ˈmæn meɪd/ (adj) сделанный человеком
 manure /ˈmænjʊə/ (n) навоз
 method /meθəd/ (n) метод
 natural /ˈnætʃərəl/ (adj) натуральный, естественный
 nutrient /ˈnjuːtriənt/ (n) питательное вещество
 organic farming /ɔːˈɡæniːk fɑːmɪŋ/ (n) органическое земледелие
 peelings /ˈpiːlɪŋz/ (n pl) кожура, очистки
 pest control /pest kəntrəʊl/ (n) борьба с вредителями
 pesticide /ˈpestɪsaɪd/ (n) пестицид, ядохимикат
 plant /plɑːnt/ (v) сажать
 produce /prəˈdjuːs/ (v) производить
 reduce /rɪˈdjuːs/ (v) снижать, уменьшать
 richness /ˈrɪtʃnəs/ (n) плодородие, богатство
 rotating /roʊteɪtɪŋ/ (adj) сменяющий одну сельскохозяйственную культуру за другой
 spray /spreɪ/ (v) распылять, опрыскивать
 tool /tuːl/ (n) инструмент
 tractor /ˈtræktə/ (n) трактор
 weed /wiːd/ (n) сорняк

Spotlight on Exams

beef /biːf/ (n) говядина
 beetroot /ˈbiːtruːt/ (n) свекла

castle /kɑːsl/ (n) замок, дворец
 deliver /dɪlɪvə/ (v) доставлять
 diced /daɪst/ (adj) нарезанный кубиками
 fast food /fɑːst fuːd/ (n) еда на скорую руку
 fatty /ˈfæti/ (adj) жирный
 fresh /frefʃ/ (adj) свежий
 grab /græb/ (v) хватать, схватить
 ingredient /ɪnɡrɪˈdiənt/ (n) составная часть, ингредиент
 lemon juice /lemən dʒuːs/ (n) лимонный сок
 minced /mɪnst/ (adj) рубленый
 pastry /ˈpeɪstri/ (n) кондитерские изделия
 peeled /piːld/ (adj) очищенный
 pickled /ˈpɪkld/ (adj) маринованный
 reputation /ˌrepjʊteɪʃən/ (n) репутация
 salad /sæləd/ (n) салат
 sandwich /ˈsænwɪtʃ/ (n) бутерброд, сэндвич
 selection /sɪlekʃən/ (n) выбор
 shredded /ʃredɪd/ (adj) резанный
 soup /suːp/ (n) суп
 suit /suːt/ (v) годиться
 takeaway food /teɪkəweɪ fuːd/ (n) еда на вынос (с собой)
 wedding cake /ˈwedɪŋ keɪk/ (n) свадебный торт
 wholesome /ˈhəʊlsəm/ (adj) полезный, здоровый

MODULE 7

7a

addict /ædɪkt/ (n) раб привычки, фанатик
 admit /ədɪt/ (v) признавать
 album /ælbəm/ (n) альбом
 anti-social /æntɪsəʊəl/ (adj) антиобщественный
 best seller /best seɪlə/ (n) хит продаж, бестселлер
 blare /bleɪə/ (v) громко играть
 box office /bɒks ɒfɪs/ (n) театральная касса
 cast /kɑːst/ (n) труппа, актерский состав
 catchy /kætʃi/ (adj) легко запоминающийся, привлекательный
 cinema /sɪnəmə/ (n) кинотеатр
 critic /krɪtɪk/ (n) критик
 direct /daɪrɛkt/ (v) режиссировать, руководить съемками
 educational /ˌedʒʊkeɪʃənəl/ (adj) образовательный
 generation /dʒenəreɪʃən/ (n) поколение
 gripping /ˈɡrɪpɪŋ/ (adj) захватывающий
 heading /ˈhedɪŋ/ (n) заголовок
 incredible /ɪnkrɪdɪbəl/ (adj) невероятный
 label /leɪbəl/ (v) прикреплять ярлык, относить к
 mall /mɔːl/ (n) торговый центр
 moving /ˈmuːvɪŋ/ (adj) волнующий, трогательный
 musical /ˈmjuzɪkəl/ (n) мюзикл
 pointless /ˈpɔɪntləs/ (adj) бессмысленный
 predictable /prɪdɪktəbəl/ (adj) предсказуемый
 record /rɪkɔːd/ (v) записывать
 relaxing /rɪlæksɪŋ/ (adj) расслабляющий
 repetitive /rɪpeɪtɪv/ (adj) повторяющийся
 reserve /rɪzɜːv/ (v) резервировать, бронировать
 review /rɪvjuː/ (n) обзор
 script /skrɪpt/ (n) сценарий
 square-eyed /skweəɪd/ (adj) с квадратными глазами

stage /steɪdʒ/ (n) сцена
star /stɑː/ (v) играть главную роль
storyline /stɔːrɪlaɪn/ (n) сюжетная линия
subtitle /sʌbtʔaɪtʔl/ (n) субтитр
theatre /θiːətə/ (n) театр
tune /tjuːn/ (n) мелодия, мотив
unfair /ʌnfɛə/ (adj) несправедливый
unwind /ʌnwaɪnd/ (v) расслабиться, развееяться

Phrasal Verbs

sing along (phr v) петь вместе

Phrases

couch potato (phr) лентяй, домосед
(it's such) a good laugh (phr) это так весело
take it or leave it (phr) все равно, безразлично
you can't beat the atmosphere (phr) ничто не может сравниться

7b

aisle /aɪl/ (n) проход между рядами
balcony /bælkəni/ (n) балкон
ballet /bæleɪ/ (n) балет
booked /bʊkt/ (adj) зарезервированный, забронированный
curtain /kɜːtɪn/ (n) занавес
empty /empti/ (adj) пустой, свободный
fully /fʊli/ (adv) полностью
further /fɜːðə/ (adv) дальше
music concert /mjuːzɪk kɔnsə't/ (n) музыкальный концерт
opera /ɒpərə/ (n) опера
orchestra /ɔːkɪstrə/ (n) оркестр
performance /pə'fɔːməns/ (n) представление
play /pleɪ/ (n) пьеса
row /rəʊ/ (n) ряд
seat /si:t/ (n) место
stalls /stɔːlz/ (n pl) партер
surroundings /səraʊndɪŋz/ (n pl) обстановка, место
usher /ʌʃə/ (n) билетер

Phrases

be about to (phr) собираться, намереваться
oh my goodness (phr) боже мой

Idioms

a one hit wonder (idm) певец-однодневка
be hard of hearing (idm) плохо слышать
it's daylight robbery (idm) грабеж среди бела дня
sell like hot cakes (idm) быть нарасхват

7c

air-conditioned /eə'kɔndɪʃnd/ (adj) оборудованный кондиционером
applaud /əplɔːd/ (v) аплодировать
chase /tʃeɪs/ (v) преследовать, гнаться
choreographer /kɔriɔgrəfə/ (n) хореограф
director /daɪrɛktə/ (n) режиссер

far-fetched /fɑː'fetʃt/ (adj) неестественный, неправдоподобный, невероятный
film /fɪlm/ (n/v) фильм, снимать (фильм)
lifelike /laɪflaɪk/ (adj) словно живой
magnificent /mægnɪfɪsənt/ (adj) великолепный, изумительный
mayor /meɪə/ (n) мэр
mouth-watering /maʊθwɔːtərɪŋ/ (adj) аппетитный
multi-storey /mʌltɪstɔːri/ (adj) многоэтажный
project /prɔːdʒekt/ (v) демонстрировать, проецировать
promise /prɒmɪs/ (v) обещать
record-breaking /rɛkɔːd breɪkɪŋ/ (adj) бьющий рекорды
red-blooded /rɛd blʌdɪd/ (adj) сильный, энергичный
show /ʃəʊ/ (n) шоу
self-centred /sɛlfsentərd/ (adj) эгоистичный
sound /saʊnd/ (n) звук
television /telɪvɪʒn/ (n) телевидение
time-consuming /taɪm kɔnsjuːmɪŋ/ (adj) требующий времени
ultimate /ʌltɪmət/ (adj) последний

Phrasal Verbs

turn down (phr v) убавлять (громкость), отказывать(ся)
turn off (phr v) выключать
turn on (phr v) включать
turn over (phr v) переключать (каналы), переворачивать

Phrases

all over the world (phr) по всему миру
fall in love (phr) влюбиться, полюбить

Words often confused

audience/group (n) аудитория/группа
viewer/spectator (n) телезритель/зритель
act/play (v) играть (в театре)/играть
set/setting (n) съемочная площадка

7d

absence /æbsəns/ (n) отсутствие
badly-dressed /bædli drest/ (adj) плохо одетый
brat /bræt/ (n) ребенок, дитя
cellar /sɛlə/ (n) подвал
chorus /kɔːrəs/ (n) хор
claim /kleɪm/ (v) заявлять
complexion /kəmplekʃn/ (n) цвет лица
court reporter /kɔːt prɔːtə/ (n) судебный секретарь
dare /deə/ (v) рисковать, посметь
dressing-table /dresɪŋ teɪbəl/ (n) туалетный столик
elegantly /elɪgəntli/ (adv) элегантно, изящно
engraving /ɪngreɪvɪŋ/ (n) гравюра
extraordinarily /ɪkstrə'dɪnərili/ (adv) необычайно, удивительно
flee /fliː/ (v) убежать, исчезать
frame /freɪm/ (n) остов, каркас
furniture /fɜːnɪtʃə/ (n) мебель
gala /gɑːlə/ (n) гала-представление

genius /dʒiːniəs/ (n) гений
ghost /ɡoʊst/ (n) привидение
glory /ɡlɔːri/ (n) слава, триумф
grow /ɡroʊ/ (v) расти
history /hɪstəri/ (n) история
ignore /ɪɡnəʊ/ (v) игнорировать, не замечать
ink /ɪŋk/ (n) чернила
invade /ɪnveɪd/ (v) занимать, захватывать
invisible /ɪnˈvɪzɪbəl/ (adj) невидимый
joke /dʒoʊk/ (n) шутка
legend /ˈleʒənd/ (n) легенда
lock /lɒk/ (n) локон, пучок волос
opera house /ˈɒpərə haʊs/ (n) оперный театр
palace /ˈpælɪs/ (n) дворец
passage /ˈpæsɪdʒ/ (n) коридор, проход
peculiar /pɪˈkjʊliə/ (adj) особый, отличный от других
plainly /ˈpleɪnli/ (adv) отчетливо, ясно
pretend /prɪˈtend/ (v) притворяться, разыгрывать из себя
proportion /prəˈpɔːʃn/ (n) пропорция
pupil /ˈpiːpl/ (n) зрачок
quarrel /kwɒrəl/ (v) ссориться
resign /rɪˈzaɪn/ (v) отказываться от должности, уходить в отставку
retirement /rɪˈtaɪəmənt/ (n) отъезд, отставка
ruined /ruːnd/ (adj) загубленный
rush /rʌʃ/ (v) вбегать, врываться
shadow /ˈʃædəʊ/ (n) тень
shake /ʃeɪk/ (v) трясти, дрожать
silent /ˈsaɪlənt/ (adj) тихий, безмолвный
skeleton /ˈskelɪtən/ (n) скелет
skull /skʌl/ (n) череп
smack /smæk/ (v) смаковать, наслаждаться
spectre /ˈspektrə/ (n) призрак, видение
speech /spiːtʃ/ (n) речь
stage designer /steɪdʒ dɪˈzɑɪnə/ (n) театральный декоратор
staircase /steɪtʃkeɪs/ (n) лестница
stalk /stɔːk/ (v) скрытно передвигаться
superstitious /sʊˈpɜːstɪʃəs/ (adj) суеверный
terrorise /tɜːraɪz/ (v) устрашать, вселять страх
theatre critic /θɪːətə ˈkrɪtɪk/ (n) театральный критик
translate /trænzleɪt/ (v) переводить
trembling /ˈtremblɪŋ/ (adj) дрожащий, прерывающийся
undertaker /ˈʌndəˈteɪkə/ (n) сотрудник похоронного бюро
unnaturally /ʌnnætʃərəli/ (adv) неестественно
upturned /ʌptɜːnd/ (adj) вздернутый
vanish /vænɪʃ/ (v) исчезать, скрываться из виду

Phrases

at ease (phr) непринужденный
drop with a moan (phr) плюхнуться кряхтя
in terror (phr) с ужасом

7e

addicted /ədɪktɪd/ (adj) пристрастившийся, склонный
battle /ˈbætl/ (n) битва, сражение
believable /bɪˈliːvəbəl/ (adj) вероятный, правдоподобный

book blurb /bʊk blɜːb/ (n) аннотация книги
charming /tʃɑːmɪŋ/ (adj) очаровательный, обаятельный
complicated /kəmˈplɪkeɪtɪd/ (adj) сложный
convincing /kənˈvɪnsɪŋ/ (adj) убедительный
dreadful /driːdful/ (adj) ужасный, страшный
fabulous /fəˈbjʊləs/ (adj) потрясающий, невероятный
graphics /ˈɡræfɪks/ (n) графика (компьютерная)
irritating /ɪˈrɪteɪɪŋ/ (adj) раздражающий
laughable /lɑːfəbəl/ (adj) смешной, забавный, смехотворный
likeable /laɪkəbəl/ (adj) привлекательный, милый
lyrics /lɪnks/ (n) слова, стихи (песни)
masterpiece /ˈmɑːstəˈpiːs/ (n) шедевр
message board /ˈmesɪdʒ bɔːrd/ (n) форум (о сайте)
original /əˈrɪdʒənəl/ (adj) оригинальный
outstanding /aʊtˈstændɪŋ/ (adj) знаменитый, выдающийся
princess /ˈprɪnses/ (n) принцесса
realistic /rɪˈælɪstɪk/ (adj) реалистичный
remake /rɪˈmeɪk/ (n) новая версия, римейк
stunning /stʌnɪŋ/ (adj) ошеломительный, сногшибательный
successful /səkˈsesfʊl/ (adj) успешный
suspense /səsˈpens/ (n) неизвестность, беспокойство, напряжение
terrifying /tɜːrɪfaɪɪŋ/ (adj) ужасающий, устрашающий
track /træk/ (n) композиция, трек
tragic /trædʒɪk/ (adj) трагичный
unconvincing /ʌnkənˈvɪnsɪŋ/ (adj) неубедительный
unimaginative /ʌnɪˈmædʒɪnətɪv/ (adj) лишенный воображения
unimpressive /ʌnɪˈmɪpresɪv/ (adj) невпечатляющий
unlikable /ʌnlɪkəbəl/ (adj) непривлекательный
unoriginal /ʌnəˈrɪdʒɪnəl/ (adj) неоригинальный
video game /vɪˈdɪəʊ ɡeɪm/ (n) видеоигра

Culture Corner 7

capital /ˈkæpɪtəl/ (n) столица
exhibition /ˌeksɪbɪʃən/ (n) выставка
explore /ɪksplɔː/ (v) исследовать
fantasy /ˈfæntəsi/ (n) фантазия
footballer /ˈfʊtbɔːlə/ (n) футболист
housekeeper /ˈhaʊskiːpə/ (n) домохозяйка
landmark /ˈlændmɑːk/ (n) достопримечательность
life-sized /laɪf saɪzd/ (adj) в натуральную величину
model /ˈmɒdəl/ (n) модель, макет
state-of-the-art /steɪt ɒf di ɑːt/ (adj) новейший, современный
voyage /vɔɪdʒ/ (n) путешествие
wax /wæks/ (n) воск
wax modelling /wæks mɒdɪlɪŋ/ (n) создание восковых фигур

Phrasal Verbs

bump into (phr v) наткнуться на
settle in (phr v) переехать, устроиться

Across the Curriculum

amateur /æməˈtɜː/ (n) любитель, непрофессионал
 armed /ɑːˈmɪd/ (adj) вооруженный
 artificially /ɑːˈtɪfɪʃli/ (adv) искусственно
 band /bænd/ (n) группа
 compose /kəmˈpəʊz/ (v) сочинять
 creativity /kriːˈeɪvɪti/ (n) творческие способности
 development /dɪveləpmənt/ (n) развитие
 distortion /dɪˈstɔːʃn/ (n) искажение
 distribute /dɪˈstrɪbjʊt/ (v) распространять
 echo /ˈekəʊ/ (n) отраженный звук, эхо
 electronic /ɪˈlektɹɒnɪk/ (adj) электронный
 empower /ɪmˈpaʊə/ (v) давать возможность
 enthusiasm /ɪnθjuːˈziːzəm/ (n) энтузиазм, воодушевление
 generated /dʒenəreɪtɪd/ (adj) полученный в результате, сгенерированный
 heavy metal music /hevi mɛtəl mjuzɪk/ (n) музыка в стиле хеви-метал
 hum /hʌm/ (v) напевать
 instrument /ɪnstrəmənt/ (n) инструмент
 mix /mɪks/ (v) микшировать, соединять, смешивать
 musician /mjuzɪˈʃn/ (n) музыкант
 revolution /rɪˈvɒljʊːʃn/ (n) революция
 signal /sɪgnəl/ (n) сигнал
 technique /tekniːk/ (n) технология
 triumph /traɪəmf/ (n) триумф, торжество

Going Green 7

blank /blæŋk/ (adj) чистый, неисписанный
 cardboard box /kɑːˈdɒːd bɒks/ (n) картонная коробка
 carton /kɑːˈtɒn/ (n) упаковка для яиц (здесь)
 chemical /kɛmɪkəl/ (adj) химический
 chop /tʃɒp/ (v) нарезать
 communicate /kəmjuːnɪkeɪt/ (v) общаться
 conserve /kənˈsɜːv/ (v) сберегать, сохранять
 glossy /glɒsi/ (adj) гляцевый
 harvest /hɑːˈvɪst/ (v) заготавливать (древесину)
 hole punch /həʊl pʌntʃ/ (n) дырокол
 illustrate /ɪˈlæstreɪt/ (v) иллюстрировать
 line /laɪn/ (v) застилать
 magazine /mæɡəzɪn/ (n) журнал
 matt /mæt/ (adj) матовый
 newspaper /njuːˈspeɪpə/ (n) газета
 newsprint /njuːzprɪnt/ (n) газетная бумага
 paperboard /ˈpeɪpəˈbɔːd/ (n) картон
 poster /ˈpəʊstə/ (n) плакат, постер
 product /prɒdʌkt/ (n) продукция
 pulping /pʌlpɪŋ/ (n) превращение в волокнистую массу
 recycled /rɪˈsaɪkld/ (adj) сделанный из вторичного сырья
 save /seɪv/ (v) экономить, беречь
 scribble /skɪbəl/ (v) быстро и небрежно писать
 shoe cabinet /ʃuː kæbɪnɪt/ (n) обувной шкаф
 shopping list /ʃɒpɪŋ lɪst/ (n) список покупок
 thick /θɪk/ (adj) плотный

Phrasal Verbs

tear out (phr v) вырывать

Spotlight on Exams

agent /eɪdʒənt/ (n) агент
 alien /eɪliən/ (n) пришелец, инопланетянин
 bomb /bɒm/ (n) бомба
 chef /ʃef/ (n) шеф-повар
 couple /kʌpl/ (n) пара
 debut /deɪbjʊː/ (n) дебют
 dessert /dɪzɜːt/ (n) десерт
 episode /epɪsəʊd/ (n) серия
 escape /ɪskeɪp/ (v) сбежать
 fearless /fɪəˈlɒs/ (adj) бесстрашный
 partner /pɑːtnə/ (n) напарник, партнер
 planet /plænɪt/ (n) планета
 prominence /prɒmɪnəns/ (n) известность
 recipe /resɪpi/ (n) рецепт
 recital /rɪsɪtəl/ (n) сольный концерт
 rehearsal /rɪhɜːsəl/ (n) репетиция
 reveal /rɪˈviːl/ (v) открывать, разоблачать
 secret /sɪkɪt/ (n) секрет
 surprising /səˈpraɪzɪŋ/ (adj) удивительный
 talk show /tɔːk ʃəʊ/ (n) ток-шоу
 upset /ʌpset/ (adj) разочарованный, расстроенный
 warrior /wɒriə/ (n) воин

Phrasal Verbs

blow up (phr v) взрывать, поднять на воздух

Phrases

by mistake (phr) по ошибке
 have an argument with sb (phr) спорить, ссориться с кем-либо
 the highs and the lows (phr) достоинства и недостатки

MODULE 8

8a

businesswoman /bɪznɪswʊmən/ (n) деловая женщина
 camcorder /kæmkɔːdə/ (n) видеокамера
 career /kəˈrɪə/ (n) карьера
 client /klaɪənt/ (n) клиент
 collection /kəleɪkʃn/ (n) коллекция
 convenient /kənviːniənt/ (adj) удобный
 device /dɪvaɪs/ (n) устройство, приспособление
 dictaphone /dɪktəfəʊn/ (n) диктофон
 digital camera /dɪdʒɪtəl kæmɪrə/ (n) цифровой фотоаппарат
 edit /edɪt/ (v) редактировать
 embarrassed /ɪmˈbɛrəst/ (adj) смущенный
 essay /eseɪ/ (n) сочинение, эссе
 freedom /frɪˈdɒm/ (n) свобода
 gadget /ˈɡædʒɪt/ (n) техническая новинка
 headphones /hedfəʊnz/ (n pl) наушники
 handy /hændi/ (adj) удобный
 impossible /ɪmˈpɒsɪbəl/ (adj) невозможный
 laptop /læptɒp/ (n) портативный компьютер, ноутбук

MP3 player /ɛm pi: θri: pleɪə/ (n) MP3-плеер
passion /pæʃn/ (n) страсть
pastime /pɑ:staim/ (n) хобби, занятие
PDA (personal digital assistant) /pi: di: ɛɪ (pɜ:ˈsænəl dɪdʒɪtəl əsɪstənt)/ (n) КПК (карманный персональный компьютер)
photography /fəˈtɒɡrəfi/ (n) фотография
radio cassette player /reɪdiəʊ kəsɛt pleɪə/ (n) кассетный магнитофон с радио
research /ri:ˈsɜ:tʃ/ (n) исследование
social life /səʊʃl laɪf/ (n) социальная жизнь
software /sɒftweə/ (n) программное обеспечение
store /stɔ:ə/ (v) хранить
techno freak /teknoʊ fri:k/ (n) фанат техники
TV /ti: vi:/ (n) телевизор
underground /ʌndəˈgraʊnd/ (n) метрополитен
university lecture /ju:nɪvɜ:ˈsɪti lektʃə/ (n) лекция в университете
video mobile phone /vɪdiəʊ məʊbaɪl fəʊn/ (n) мобильный телефон с камерой
voice recorder /vɔ:ɪs rɪkɔ:ˈdɜ:ə/ (n) диктофон
Walkman® /wɔ:kmən/ (n) кассетный плеер

Phrasal Verbs

be hooked on (phr v) быть очень увлеченным
look up (phr v) искать

Phrases

be (really) into sth (phr) быть увлеченным чем-либо
be on the move (phr) быть в движении, на ходу
it goes without saying (phr) само собой разумеется
keep a record (phr) вести записи, дневник

8b

battery /bætəri/ (n) батарейка, элемент питания
charged /tʃɑ:ʃd/ (adj) заряженный
charger /tʃɑ:ʃə/ (n) зарядное устройство
crack /kræk/ (v) дать трещину, расколоться
drop /drɒp/ (v) ронять, уронить
guarantee certificate /gæərənti: səˈtɪfɪkət/ (n) гарантийный талон
hard drive /hɑ:ˈd draɪv/ (n) жесткий диск, винчестер
jam /dʒæm/ (v) сжимать, зажимать, забиваться
lens /lenz/ (n) линза
manufacturer /mænjuˈfektʃərə/ (n) производитель
memory card /meməri kɑ:ˈd/ (n) карта памяти
press /pres/ (v) нажимать
printer /prɪntə/ (n) принтер
receipt /ri:ʃi:t/ (n) чек, квитанция об оплате
scratch /skrætʃ/ (v) царапать
viewfinder /vju:faɪndə/ (n) видоискатель
virus /vaɪərəs/ (n) вирус

Phrases

free of charge (phr) бесплатно
in stock (phr) в наличии, на складе
just in case (phr) на всякий случай
under guarantee (phr) на гарантии

Idioms

back to the drawing board (idm) начинать заново
in the works (idm) в разработке
it's not rocket science (idm) не требует незаурядных способностей
put sth under the microscope (idm) подвергнуть тщательному исследованию, анализу
the price is right (idm) разумная цена

8c

changeover /tʃeɪndʒəʊvə/ (n) преобразование, переход
cheque /tʃek/ (n) чек
electronics /ɪlektɹɒnɪks/ (n) электроника, радиоэлектроника
faulty /fɔ:lti/ (adj) бракованный, поврежденный
graphic designer /græfɪk dɪzɑɪnə/ (n) графический дизайнер
invention /ɪnvenʃn/ (n) изобретение
petition /pəˈtɪʃn/ (n) прошение, жалоба
safety /seɪfti/ (n) сохранность, надежность
security /sɪkjʊərti/ (n) безопасность
software designer /sɒftweə dɪzɑɪnə/ (n) разработчик программного обеспечения
technician /tekniʃn/ (n) техник
tight /taɪt/ (adj) непроницаемый, надежный
up-to-date /ʌptədeɪt/ (adj) самый последний, современный
useless /ju:sɪsləs/ (adj) бесполезный

Phrasal Verbs

break into (phr v) вламываться
bring about (phr v) вызывать, осуществлять
bring back (phr v) возвращать
bring on (phr v) вызывать, влиять
bring up (phr v) воспитывать
hand in (phr v) сдавать, подавать
hand over (phr v) передавать, вручать
set up (phr v) создавать, устанавливать

Phrases

keep one's promise (phr) сдерживать обещание

Words often confused

learn/teach (v) изучать/обучать
reason/cause (n) причина/основание
problem/trouble (n) проблема/беда, горе
discover/invent (v) обнаруживать/изобретать

8d

actual /æktʃuəl/ (adj) действительный, реальный
anticipation /æntɪsɪpeɪʃn/ (n) предчувствие
apparently /əpərəntli/ (adv) вероятно, видимо
arch /ɑ:ʃ/ (n) арка
aware /əweə/ (adj) осознающий, осведомленный
bar /bɑ:ə/ (n) рукоятка
brass rail /brɑ:s reɪl/ (n) латунный поручень

confusedness /kən'fju:zdnəs/ (n) замешательство, помутнение
 conscious /kən'sjəs/ (adj) ощущающий, сознающий
 continuous /kən'tɪnjuəs/ (adj) сплошной, непрекращающийся
 convey /kən'veɪ/ (v) передавать (чувства, ощущения)
 darkness /dɑ:k'nəs/ (n) темнота
 deepness /di:p'nəs/ (n) глубина
 devote /dɪ'vəʊt/ (v) посвящать
 dim /dɪm/ (adj) тусклый, смутный
 drop /drɒp/ (n) капля
 excessively /ɪk'sesɪvli/ (adv) чрезвычайно
 faint /feɪnt/ (adj) бледный, слабый
 flicker /'flɪkə/ (v) мерцать, вспыхивать, моргать
 greyness /greɪ'nəs/ (n) серость, мрачность
 hazy /'heɪzi/ (adj) туманный, неясный
 headlong /'hedlɒŋ/ (adj) безудержный
 historian /'hɪstəriən/ (n) историк
 hop /hɒp/ (v) прыгать
 imminent /ɪ'mɪnənt/ (adj) неизбежный, надвигающийся
 intellect /ɪn'telɪkt/ (n) интеллект, ум
 ivory /'aɪvəri/ (n) сделанный из слоновой кости
 laboratory /lə'bɒrətəri/ (n) лаборатория
 leap /li:p/ (v) прыгать, перепрыгивать (в горизонтальном направлении)
 light /laɪt/ (n) свет
 luminous /lʊ'mɪnəs/ (adj) светящийся
 merge /mɜ:ʒ/ (v) сливаться, соединяться
 motion /'məʊʃn/ (n) движение
 murmur /'mɜ:mə/ (n) шепот, приглушенный голос
 narrator /nə'reɪtə/ (n) рассказчик, повествователь
 nightmare /'naɪtmɛə/ (n) кошмар
 outline /aʊ'tlaɪn/ (n) очертание
 principle /prɪn'sɪpəl/ (n) принцип
 quartz rod /kwɔ:ts rɒd/ (n) кварцевый рычаг
 saddle /sædəl/ (n) сиденье, седло
 scaffolding /skæ'fəʊldɪŋ/ (n) зависание
 screw /skru:/ (n) шуруп, винт
 sensation /sensen'seɪʃn/ (n) ощущение, чувство
 smash /smæʃ/ (n) гибель, столкновение
 sound /saʊnd/ (adj) исправный, прочный
 spin /spɪn/ (v) вертеть, крутить
 splendid /splendɪd/ (adj) прекрасный, великолепный
 starting lever /stɑ:rtɪŋ li:və/ (n) пусковой рычаг
 streak /stri:k/ (n) полоса
 succession /sək'seɪʃn/ (n) смена
 suspect /səs'pekt/ (v) подозревать, предполагать
 swiftly /swɪftli/ (adv) быстро
 tap /tæp/ (n) кран, втулка
 thud /θʌd/ (n) стук, глухой звук
 time machine /taɪm məʃi:n/ (n) машина времени
 trick /trɪk/ (v) обманывать
 truly /tru:li/ (adv) действительно
 twilight /'twɔ:laɪt/ (n) сумерки
 twinkling /'twɪŋklɪŋ/ (adj) мелькающий, мерцающий
 unsteady /ʌn'steɪdi/ (adj) неустойчивый
 whirling /'wɜ:rlɪŋ/ (adj) кружащийся, вертящийся

8e

attack /ətæk/ (v) нападать, атаковать
 constant /kɒnstənt/ (adj) постоянный
 contact /kɒntækt/ (v) связаться, контактировать
 conversation /kɒnvə'seɪʃn/ (n) разговор
 debate /dɪ'beɪt/ (v) обсуждать
 distraction /dɪ'strækʃn/ (n) отвлечение внимания
 disturbance /dɪ'stɜ:bəns/ (n) нарушение нормальной работы, беспокойство
 educational system /edʒu'keɪʃənəl sɪstəm/ (n) образовательная система
 emphasis /em'fæsɪs/ (n) акцент, упор, внимание
 familiar /fə'mɪliə/ (adj) знакомый, осведомленный
 interruption /ɪntə'rʌpʃn/ (n) перерыв, помеха
 personally /pɜ:ʃənəli/ (adv) лично
 possessions /pə'zɛʃnɪz/ (n) собственность, имущество
 remove /rɪ'mu:v/ (v) убирать
 replace /rɪ'pleɪs/ (v) заменять
 ringtone /rɪŋ'təʊn/ (n) мелодия телефона
 risk /rɪsk/ (n) риск, опасность
 rob /rɒb/ (v) грабить
 silly /sɪli/ (adj) глупый
 technical /te'knɪkəl/ (adj) технический
 technological achievement /te'knɒlədʒɪkəl ətʃɪv'mənt/ (n) техническое достижение
 welfare /'wel'feə/ (n) благосостояние

Phrasal Verbs

show off (phr v) демонстрировать, хвастаться

Phrases

for instance (phr) например
 in case of emergency (phr) при крайней необходимости
 to a certain extent (phr) в известной мере
 to my mind (phr) по моему мнению, по-моему

Culture Corner 8

accurately /ækjʊrətli/ (adv) точно, тщательно
 apparatus /ə'pærətəs/ (n) аппарат, устройство
 appliance /ə'plaɪəns/ (n) устройство, приспособление
 computing /kəm'pjʊtɪŋ/ (n) компьютеризация
 decade /de'keɪd/ (n) десятилетие
 detailed /dɪ'teɪld/ (adj) подробный
 dream /dri:m/ (n) мечта
 electric motor /ɪ'lektrɪk məʊtə/ (n) электромотор
 establish /ɪ'stæblɪʃ/ (v) основывать, создавать
 image /ɪ'mɪdʒ/ (n) изображение
 locomotive /ləʊkə'məʊtɪv/ (n) локомотив
 marvel /mɑ:vl/ (n) чудо, диво, нечто необычное
 mile /maɪl/ (n) миля
 public /pʌblɪk/ (n) публика, народ
 railway /reɪlweɪ/ (n) железная дорога
 steam train /sti:m treɪn/ (n) паровоз
 string /strɪŋ/ (n) нитка, шнурок
 subject /sʌbdʒɪkt/ (n) предмет
 transmit /trænz'mɪt/ (v) передавать
 transmitter /trænz'mɪtə/ (n) передатчик

wire /waɪə/ (n) провод
wireless /waɪə'les/ (n) беспроводной

Phrases

take for granted (phr) принимать как должное

Across the Curriculum 8

affect /ə'fekt/ (v) действовать на, влиять
boiling point /'bɔɪlɪŋ pɔɪnt/ (n) точка кипения
burn /bɜː'n/ (v) обжигать
column /kɒləm/ (n) столбик
constantly /kɒnstəntli/ (adv) постоянно, непрерывно
contain /kən'teɪn/ (v) содержать
contract /kən'trækt/ (v) сужаться
decrease /dɪkriːs/ (v) уменьшаться, понижаться
degree /dɪgriː/ (n) градус
determine /dɪ'tɜːmɪn/ (v) определять
electricity /ɪ'lektrɪsɪti/ (n) электричество
exchange /ɪks'tʃeɪndʒ/ (v) обмениваться
expand /ɪk'spænd/ (v) расширяться
freezing point /'friːzɪŋ pɔɪnt/ (n) температура замерзания
friction /frɪkʃən/ (n) трение
heat /hiːt/ (n) тепло, жара
increase /ɪn'kriːs/ (v) увеличиваться, повышаться
joule /dʒuːl/ (n) джоуль (мера измерения энергии)
measure /meʒə/ (n/v) мера, измерять
measurement /meʒə'mənt/ (n) показатель
molecule /mɒ'lɪkjʊːl/ (n) молекула
nuclear reaction /'njuːkliə' rɪ'ækʃən/ (n) ядерная реакция
scale /skeɪl/ (n) шкала
temperature /temprətʃə/ (n) температура
thermometer /θə'mɒmɪtə/ (n) термометр
tongue /tʌŋ/ (n) язык
warm /wɜːm/ (v) нагревать, согреть

Going Green 8

alternative energy /ɔːltɜː'nətɪv ɛnə'dʒɪ/ (n)
альтернативный источник энергии
coal /kəʊl/ (n) уголь
dam /dæm/ (n) дамба, плотина
flow /fləʊ/ (n) течь
fossil fuels /fɒsəl fjuːəlz/ (n) ископаемые виды топлива
fuel /fjuːəl/ (n) топливо
gas /gæs/ (n) газ
generator /dʒenə'reɪtə/ (n) генератор
lake /leɪk/ (n) озеро
oil /ɔɪl/ (n) нефть
pie chart /paɪ tʃɑːt/ (n) круговая диаграмма
pollute /pə'ljuːt/ (v) загрязнять
power /paʊə/ (v) снабжать энергией
reservoir /rɛzə'vɔː/ (n) водохранилище
rooftop /ruːftɒp/ (n) крыша
solar cell /səʊlə' sɛl/ (n) элемент солнечной батареи
solar power station /səʊlə' paʊə' steɪʃən/ (n) солнечная
электростанция
tower /taʊə/ (n) башня
trap /træp/ (v) запереть, улавливать
waste /weɪst/ (n) отходы

wind turbine /wɪnd tʃɜː'bɪn/ (n) ветряная турбина

Spotlight on Exams

alarm clock /ə'lɑːm klɒk/ (n) будильник
automatically /ɔːtə'mætɪkli/ (adv) автоматически
biodegradable /baɪəʊ'dɪg'reɪdəbəl/ (adj) биоразлагаемый
biography /baɪə'grɑːfi/ (n) биография
biomobile /baɪəʊ'məʊbaɪl/ (n) мобильный телефон с
чехлом из экологически чистого материала
casing /keɪsɪŋ/ (n) футляр, чехол
computer whizz /kəm'pjjuːtə' hɪz/ (n) компьютерный
гений
cover /kʌvə/ (n) футляр, чехол
definitely /dɛfɪnɪtli/ (adv) точно
diary entry /daɪəri ɛntri/ (n) запись в дневнике
environmental pollution /ɪnvaɪ'rənməntəl pə'ljuːʃən/ (n)
загрязнение окружающей среды
fancy /fænsi/ (v) нравиться, любить
heap /hiːp/ (n) куча, уйма, завал
helicopter /helɪkɒptə/ (n) вертолет
instruction booklet /ɪn'strʌkʃən bʊklət/ (n) инструкция по
эксплуатации
land /lænd/ (v) приземляться
locker /lɒkə/ (n) индивидуальный шкафчик
parachute /pə'ræʃuːt/ (n) парашют
rival /raɪvəl/ (n) конкурент, соперник
school notice /skuːl nəʊtɪs/ (n) школьное объявление
sketch /sketʃ/ (n) эскиз, набросок
slope /sləʊp/ (n) склон
submarine /sʌbməriːn/ (n) подводная лодка
sunflower /sʌn'flaʊə/ (n) подсолнух
timer /taɪmə/ (n) счетчик, таймер
vehicle /'viːkl̩/ (n) средство передвижения, транспорт
volcano /vɒl'keɪnəʊ/ (n) вулкан
web page /web peɪdʒ/ (n) веб-страница (страница в сети
Интернет)

Phrasal Verbs

test out (phr v) тестировать, проверять

APPENDIX 1

advise sb against советовать кому-либо не делать чего-либо
apply for подавать заявление
arrive in прибывать в
at first сначала, поначалу
avid of алчный, жадный до
bad at плохо разбирающийся в чем-либо
brilliant at блестяще разбирающийся в чем-либо
by bus на автобусе
by car на автомобиле
be careful with быть аккуратным с
be careless with быть небрежным с
cope with справляться с
be crazy about быть без ума от
deal with иметь дело с
enthusiastic about увлекаться чем-либо
famous for известный чем-либо
feel strongly about быть против, испытывать чувство возмущения
fond of любить что-либо
good at хорошо разбирающийся в чем-либо
harmful to вредный, губительный для
have got a reputation for иметь репутацию
impressed with впечатлен чем-либо
in captivity в плену
in danger of подвергаться риску
in the end в конце
interested in заинтересованный чем-либо
to be keen on увлекаться, втянуться
mistake sb for принимать кого-либо за другого
on board на борту, на корабле
to be on foot пешком
on holiday на каникулах, в отпуске
on the phone у телефона
out of order в неисправности
popular with популярный среди
protect from защищать от
to be proud of гордиться кем-либо, чем-либо
recover from оправиться от
resign from увольняться с
responsible for ответственный за
result in иметь следствием
suffer from страдать от
terrible at плохо разбирающийся в чем-либо
under pressure под давлением
under threat под угрозой