



ГРОС



Spotlight

Student's Book

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9



Express Publishing



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ИЗДАТЕЛЬСТВО

Английский в фокусе



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9 класс

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задание рекомендуется выполнять
в личной тетради учащегося

Сканируй, открывай и слушай!



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Classical Music Quiz	comparing people	a quiz about modern singers and performers
Bollywood (article)	expressing film preferences; reviewing a film; Listening to confirm predictions/multiple choice	a summary of a text
an email reviewing a book	Expressing Opinions/Recommending	an email reviewing a book
Lending a Helping Hand	persuading someone to join an animal shelter	an email to a pen friend about volunteer work you do
a dialogue giving directions	Asking For and Giving Directions; Listening (multiple choice); Intonation: stressed syllables	
The Learning Tower of Pisa (article)	World Monuments Quiz	a quiz about endangered world monuments
	Listening: gap filling; using public services; giving a witness statement	
an email about a school trip		an email describing a day trip
Fears and Phobias	A summary of a text expressing emotions	a summary of a text
a poster about emergency services; a dialogue – calling the emergency services	Telephoning & Making Requests; calling the emergency services; Listening (multiple choice); Intonation: weak forms	
	express regrets; make wishes	about wishes & regrets
Do You Have Healthy Habits? (quiz)	asking & answering questions	
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a story; Dolphin Gets New Tail (news article)		

Module 1

Celebrations

◆ Before you start ...

- ◆ What is your favourite celebration?
- ◆ How do you like to celebrate special events, e.g. birthdays?

- ◆ a short article about a cultural event in your country
- ◆ a presentation on a special day that commemorates war veterans

◆ Look at Module 1

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- ◆ a dictionary entry
- ◆ a quotation
- ◆ a plan for an article
- ◆ a poem

◆ Listen, read and talk about ...

- ◆ festivals & celebrations
- ◆ special occasions
- ◆ cultural events
- ◆ Remembrance Day
- ◆ superstitions

◆ Learn how to ...

- ◆ express concern & worry
- ◆ reassure someone
- ◆ make exclamations

◆ Practise ...

- ◆ present tenses
- ◆ idioms with 'cake'
- ◆ phrasal verbs: *turn*
- ◆ word formation: *past/present participles*
- ◆ words often confused: *habit/tradition/custom, spectators/audience/crowd, let/make/allow, luck/chance/opportunity*

◆ Write / Give ...

- ◆ a short paragraph about a festival in Russia
- ◆ a descriptive article about a celebration



1a Reading & Vocabulary

Reading

1 Look at the pictures. Which shows: a scarecrow, people dressed up as pirates, a tomato fight, a Russian character?


2 Read the introduction and the first sentence in each paragraph. What is the text about?

🔊 Listen, read and check.


study skills

Matching Key Words

Read the questions and find the key words. Read the texts and try to find words/phrases that match the key words. They will often be paraphrased.

3  Read the text. Which festival:

- lets you experience an adventurous life from the past?
- takes place in a very small place?
- requires you to dress up in different clothes?
- has had some unusual competitors?
- celebrates a change of season?
- helps people in need?
- offers the chance to taste a national dish?
- takes place in a city centre?
- has a huge firework display?
- includes a big bonfire?

4 a  Find synonyms in the texts for the words below.

Text A: extra, dirty

Text B: fake, opportunity, feel

Text C: main, collects, prize, clever

Text D: represent

b Find opposites for the underlined words.

▶ *messy* ≠ *tidy*

5 Read the article again, then close your book and tell your partner two things you remember about each festival.

LET'S PARTY

Are you looking for a fun way to have a good time? Then join us on our little trip around the world to discover some of the world's most unusual festivals!

A Splatfest



If you're in the tiny Spanish town of Buñol in Valencia, Spain during the last week of August, make sure you take a spare change of clothes because things get very, very messy! 'La Tomatina' is a huge food fight that has been a strong tradition in Buñol since around 1945. No one really knows how it began, but everybody knows how it ends! The week of the fight includes a firework party, music, dancing, colourful street parades and even a huge paella cooking contest. Then, about 30,000 people throw around 100,000 kg of tomatoes at each other for one hour.

B Pirates of the Caribbean



Have you ever wanted to be a pirate? If so, for ten days in November, Georgetown in the Cayman Islands transforms into a typical pirate town. The Pirates Week festival begins with a mock kidnap, complete with tall ships and rowing boats. Visitors have the chance to wear fancy dress costumes and experience life as a pirate. There are also street parties, treasure hunts and a huge firework display.



C March of the Scarecrows



Every year on 6th October, the central market square of Brussels in Belgium becomes full of people made of straw ... yes, scarecrows! This festival which raises money for local charities has been extremely popular since it first started in 2001. Past winners of the 'Best Scarecrow Award' have included a medieval knight scarecrow and even a Che Guevara one! If you think you can do better, why not enter the competition yourself? All you need are some old clothes and a bright idea!

D Maslenitsa – Farewell to Winter



If you want to watch parades, see fireworks and open-air theatre performances and eat until you burst, then the Maslenitsa carnival (or 'Blini Week') in the heart of Moscow is the festival for you! This fun festival takes place around the end of February and celebrates the end of winter and the beginning of spring. For this reason, all the festival-goers eat blini (pancakes) which symbolise the sun (round, golden and warm). At the end of the carnival week, there is a big bonfire to say a final goodbye to winter!

Vocabulary

Festivals & Celebrations

6 Complete with: *strong, experience, change, raise, street, enter, takes, bright, make, cooking, firework, transforms*. Choose four phrases and make one sentence for each festival using them.

- | | |
|----------------------|-----------------------------|
| 1 sure | 7 display |
| 2 a of clothes | 8 money for charity |
| 3 tradition | 9 the competition |
| 4 parades | 10 idea |
| 5 contest | 11 into a pirate town |
| 6 life | 12 it place |

7 Find the correct word.

The Rio Carnival is a(n) 1) **annual/monthly** festival that 2) **takes place/shows** in Brazil in February or March and 3) **invites/attracts** people from all over the world. People watch the colourful samba 4) **parade/march**. The organisers usually 5) **let off/burn** fireworks. It's a festival everyone has to 6) **experience/feel**.

Speaking

8 You need to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

Every spring Japan is covered in cherry blossoms. Cherry Blossom Festivals are held all over the country to view this lovely sight. The celebrations only last for two weeks during late March and early April. After that, the blossoms start to fall. Tokyo is one of the most famous viewing spots. Over one thousand cherry trees grow in the city's central park. You feel like you are walking under a pink cloud. It's also a perfect place to have a picnic. This is a time-honoured custom among the locals. There is also a chance to visit interesting temples and museums in the park, as well as Japan's oldest zoo. Another big plus for visitors is that it's right next to the train station.

Writing

9 In 5 minutes, write a short paragraph about a festival in your country. Include: *place, date, activities*. Read your paragraph to the class and ask them to guess what festival it is.

1b

Listening & Speaking

1 Read the rhyme. Which picture does it match?

Star light, star bright
First star I see tonight
I wish I may,
I wish I might
Have the wish I wish tonight.



2 Read the dictionary entry. How is it related to the rhyme and the pictures?

superstition /ˌsʊpəˈstɪʃən/ (n) – a belief in things or events that bring good or bad luck that is not logical or has no scientific explanation

3 Read the superstitions below. Are there similar superstitions in your country?

- Seeing a shooting star is very good luck.
- Killing a spider is bad luck.
- If a ladybird lands on your hand, it is good luck.
- Seeing a rainbow when it isn't raining is very good luck.

Listening

4 **RNE** You'll hear 4 short dialogues A, B, C and D twice. Match the dialogues with the speakers (1-5). You can only use each pair of speakers once. There is one extra pair.

- 1 a furniture remover and a customer
- 2 two work colleagues
- 3 a hotel guest and a receptionist
- 4 a driver and a passenger
- 5 a newly married couple

Dialogue	A	B	C	D
Speakers				

Everyday English

Expressing Concern/Worry


5 Use the language in the table and the phrases to act out exchanges, as in the example.


Expressing Concern
<ul style="list-style-type: none"> • Are you alright? • What's the matter? • Is there something on your mind? • Is there anything worrying/troubling you/wrong?
Expressing Worry
<ul style="list-style-type: none"> • I'm (a bit/really) worried/anxious (about/that) ... • ... really worries me/makes me anxious.
Reassuring
<ul style="list-style-type: none"> • Don't worry. Everything will be alright/You'll be fine (if you) ... • There's nothing to worry/be anxious about. You should ... • It's quite alright. ... is/are quite harmless. • I'm sure that if you ... (then) ...

- 1 tomorrow's exam – Friday 13th (**study hard**)
 - ▶ A: *Is there something on your mind?*
 - B: *Yes, I'm a bit worried about tomorrow's exam as it's on Friday the 13th.*
 - A: *Don't worry about that. I'm sure that if you study hard, then you'll be fine.*
- 2 taking the boat out tonight – full moon (**take care**)
- 3 a broken mirror – 7 years' bad luck (**think rationally**)
- 4 walked under a ladder – something bad will happen (**pay less attention to old wives' tales**)

6 Read the sentences (1-4). Which: *express worry?*
express concern? *reassure?*

- 1 Oh, no, I can't believe it.
- 2 What's the matter?
- 3 Try not to worry too much.
- 4 I'm really worried about it.

The sentences have been taken from a dialogue between two friends. What's the dialogue about?  Listen and read to check.

7 a  Read the dialogue and complete the sentences 1-5.

Lucy: Oh, no, I can't believe it! What am I going to do now?

Jane: Lucy, what's the matter?

Lucy: I've just killed a poor little spider – look!

Jane: Oh, dear! Try not to worry too much. It was an accident, after all.

Lucy: That's not the point!

Jane: What do you mean?

Lucy: Well, killing a spider is bad luck! Didn't you know that?

Jane: Oh, no! Now you'll never pass your exams or win that school writing competition you entered!

Lucy: It's not funny, Jane! I'm really worried about it.

Jane: I'm sorry. I don't mean to make fun of you, but REALLY, Lucy! Killing a spider is bad luck? You don't really believe that, do you?

Lucy: Yes, I'm quite superstitious, you know. I never go anywhere without my lucky charm.

Jane: Well, I think superstitions are all a load of rubbish. I walk under ladders all the time and nothing bad ever happens ... hey, is that your mobile phone ringing?

Lucy: Oh, yeah ... oh, it's Mrs Smith, the English teacher! Maybe I did win the competition!



Jane: You see! Forget the spider! Quick, answer it. Perhaps it's your lucky day, after all!

- 1 Lucy is worried because
- 2 Lucy believes it's bad luck to
- 3 Jane doesn't believe
- 4 Lucy gets a phone call from
- 5 Lucy has taken part in

b List the superstitions mentioned in the dialogue. Do they bring good or bad luck?

c  In pairs read out the dialogue. Give it a title.

Intonation



8 a   Listen to the exclamations and find the stressed syllables. What are these sentences in your language?

- 1 That's a load of rubbish!
- 2 What a coincidence!
- 3 That's not the point!
- 4 You lucky thing!
- 5 Lucky for us!

b React to the comments below with an exclamation from Ex. 8a. Pay attention to the intonation.


- 1 "Isn't it great we've got a day off school tomorrow?"
- 2 "Don't worry. It was just a black cat."
- 3 "I've just won £100 in a competition."
- 4 "Oh, no! I've broken a mirror. Now I'll have 7 years' bad luck!"
- 5 "I found a four-leaf clover and later I found £10 in the street."

Say It Right

9   Choose the correct response. Listen and check.

- 1 A: Good luck for tomorrow!
B: **a** You're welcome!
b Thanks, I'll need it!
- 2 A: We didn't win the match.
B: **a** Better luck next time.
b Lucky for some.
- 3 A: I'm going on holiday next week.
B: **a** Lucky you!
b Best of luck.

Speaking

10  Discuss the most popular superstitions in your family with your partner.

11 Think of the most popular superstitions in Russia. Discuss them with your partner. Report to the class.

1c

Grammar in Use

Present Tenses

Grammar Reference

- 1 a Read the postcard. Which of the verbs in bold is in the *Present Perfect Continuous*?

Dear Olga,
Greetings from Brazil! 1) I've **been** here since Monday and 2) I **am having** a fantastic time at the Rio Carnival. 3) I **love** it here. The weather is wonderful and the atmosphere of the carnival is amazing. 4) I've **been dancing** every night in the streets to the samba music. 5) I've **taken** lots of photos of the amazing costumes to show you when I get back. Right now 6) I'm **lying** on the beach relaxing. Later 7) I'm **having** dinner at a local restaurant and then 8) I'm **going back** to the party. Wish you were here.
Claire

- b Match the verb forms in the postcard to their uses.

- a fixed arrangement in the near future (x2)
- an action happening now
- a temporary situation
- an action completed recently
- an expression of feeling
- an action which started in the past and continues to the present
- an action which started in the past and continues to the present with emphasis on duration

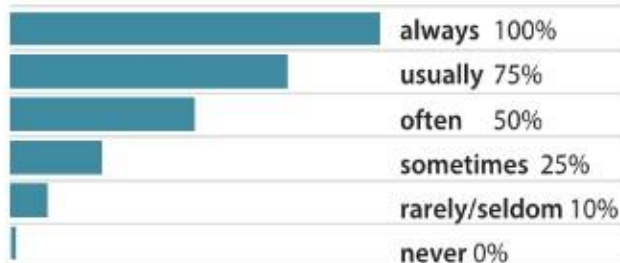
- 2 Put the verbs in brackets into the correct present tense. Give reasons.

- 1 A: When (the parade/start)?
B: It (start) at 11 o'clock so we (meet) at 10:30.
- 2 A: Tim (look) tired. (he/have) a tough time?
B: Yes, and he (think) of taking a week off.
- 3 A: (you/ever/attend) a music festival?
B: Actually, I (go) to the U2 concert this Sunday.
- 4 A: You look exhausted. What (you/do)?
B: I (dig) in the garden since morning.

- 3 Put the verbs in brackets into the *Present Simple* or *Continuous*. How do the sentences differ in meaning?

- 1 a Paula (look) sad.
b Paula (look) for her car keys.
- 2 a This soup (taste) delicious.
b He (taste) the soup to see if it needs salt.
- 3 a This fabric (feel) soft.
b Toby (feel) unwell at the moment.
- 4 a Lucy (think) Shakira is great.
b Lucy (think) of buying Shakira's new album.
- 5 a He (have) three cats.
b He (have) a party on Saturday.


- 4 Complete the questions using *do*, *go* or *have*. Then ask and answer to find out about your partner's life.



HOW OFTEN...

- 1 a late night?
- 2 out with friends?
- 3 shopping?
- 4 the washing-up?
- 5 out for a meal?
- 6 to a party?
- 7 a family get-together?
- 8 a shower/bath?
- 9 the ironing?
- 10 to bed after midnight?

- A: How often do you have a late night?
B: I rarely have a late night in the week, but at the weekend I often go to bed after midnight.

5 a  In pairs, use the phrases to act out dialogues, as in the example.

- go to a rock festival • give a speech
 - sleep outdoors • go to a fancy dress party
 - stay up all night • play a musical instrument in public • take part in a parade


- ▶ A: *Have you ever been to a rock festival?*
 B: *No, I haven't but I've been to a jazz festival. Have you ever given a speech?*
 A: *Yes, I have. It was last year. I was ..., etc*

b Tell the class about your partner.

- ▶ *Andy has never slept outdoors before.*

6 Write sentences, as in the example. Use the *Present Perfect* or the *Present Perfect Continuous*.


- 1 Sally looks different. (dye/hair/recently)
 - ▶ *She has dyed her hair recently.*
- 2 My ears hurt. (listen/to loud music/all afternoon)
- 3 Ann is sunburnt. (lie/in the sun/all day)
- 4 Sam can't get back into his house. (lose/key)
- 5 Jane looks terribly worried. (just/break/mirror)
- 6 Mike isn't coming. (see/the film/before)

7  Complete with the *Present Perfect* or *Present Perfect Continuous* and choose *for* or *since*.

- 1 I (not/be) to a party for/since last year.
- 2 It (rain) for/since hours.
- 3 He (know) Sally for/since six years.
- 4 They (be) on the team for/since 2020.
- 5 We (not/see) George for/since a long time.
- 6 John (read) for/since early morning.

8 Act out dialogues, as in the example.

- 1 excited – organise/party: • send out invitations ✓ • buy food ✓ • book a band X
 - ▶ A: *You look really excited! What have you been doing?*
 - B: *I've been organising a party.*
 - A: *Really? What have you done so far?*
 - B: *Well, I've already sent out the invitations and I've bought the food, but I haven't booked a band yet.*
- 2 exhausted – do/homework: • finish/maths ✓ • write/essay ✓ • study/test X
- 3 dirty – work/garden: • plant/new flowers ✓ • dig up/weeds ✓ • cut/grass X

9  Put the verbs in brackets into the correct tense. Compare with your partner.

Dear Xenia,

How are you? I **1** (be) really busy recently because tomorrow **2** (be) one of the most important days of my school life – my prom night! **3** (you/ever/hear) of a prom before? Let me tell you all about it!

Here in the USA, schools **4** (have) prom nights every year to congratulate the students who **5** (just/finish) school that year. Everyone **6** (dress up) in their best outfits and we **7** (dance) the evening away in style. I **8** (look forward to) this day all year! The good news is that I **9** (find) the perfect dress! The prom **10** (start) at 8 so John **11** (pick me up) at my house at 8 o'clock in his new car. I **12** (feel) quite nervous at the moment to tell you the truth.

Anyway, I'll write and tell you all about the big day!
 Love,
 Jennifer

Exclamations

10 Read the sentences. Which words do we use to form exclamations?

- 1 What a nice party!
- 2 What beautiful decorations!
- 3 How well he dances!
- 4 Isn't it a great party!

11  Write exclamations for the following situations.

- 1 You like your friend's new outfit.
- 2 The cake at a party is delicious.
- 3 You see a very pretty girl.
- 4 You admire the way someone sings.


12 Exchange school news with your partner. Find out about recent events, things going on at the moment and anything planned for the near future. Use present tenses and the adverbs in the list.

just yet already for since
 at the moment many years
 now next week all week

- ▶ A: *We've just opened a new library at my school.*
 B: *Oh, that's great! We haven't got round to building one yet. Etc.*

1d Vocabulary & Speaking

Special Occasions



- 1  Match the pictures to the phrases. Then use the phrases to describe the pictures.



- 1 pull crackers, exchange gifts/cards, decorate trees, sing carols, eat a special meal
- 2 dress up, wear masks, watch street parades, throw streamers
- 3 blow out candles, receive gifts/cards, have a party, eat a special cake, take pictures, make a toast

- 2 How do you think the people in the pictures feel? Have you celebrated these occasions? How did you feel?


- excited • nervous • thrilled • enthusiastic
- surprised • impatient

- 3 a   Listen to three people describing occasions. Which event (A, B or C) does each describe? Which words helped you decide? How does each person feel?

A wedding reception

C birthday party

B graduation party

- b  Which of the following expressions match the events in Ex. 3a?

- | | |
|-----------------------|-----------------------|
| 1 Many happy returns! | 4 Season's greetings! |
| 2 Happy anniversary! | 5 All the best! |
| 3 Congratulations! | 6 Happy New Year! |


What are these expressions in your language?

Idioms with 'cake'

- 4 Try to explain the idioms in bold. Check in Appendix 3. Are there similar idioms in your language?

- 1 Her new album sells like hot cakes.
- 2 His birthday was fantastic. He got lots of cards and presents but **the icing on the cake** was the surprise party his friends threw for him.
- 3 You can organise the party. It will **be a piece of cake** for you.
- 4 Sarah wants to go away for her birthday but she also wants to have a big party with all her friends. It sounds to me like she wants to **have her cake and eat it**.



- 5 a  What is a 'Sweet Sixteen'? Read the text and choose the correct word.

Sweet 16


A sweet sixteen is a 1) **specific/special/particular/unique** type of birthday party for young girls in the USA. It is a type of coming-of-age celebration and it is a major 2) **experience/party/event/happening** in a teenage girl's life.

Whenever there is a party, most girls get really excited about it, so you can imagine how much fuss is made about a sweet sixteen party. Many girls spend most of their senior year of junior high school talking about and planning their parties – what theme to have, where to 3) **enjoy/do/keep/hold** it and, of course, what to wear!

How big the party is 4) **depends/relies/bases/rests** mostly on the budget of the parents. Some parties are very 5) **formal/informal/casual/strict**. They take place at a hotel with a band, rich food, a photographer, flower arrangements and much more. Other kinds of sweet sixteen parties are more casual. Some girls have a barbecue or even a beach party. Others 6) **select/decide/choose/prefer** on dinner and a trip to the theatre in a limousine. However they choose to celebrate though, everyone wants to 7) **remind/think/remember/recall** their sweet sixteen as a special day in their life.

- b Think of a celebration you enjoyed a lot. Describe it to the class. Talk about: *what the celebration was, where/when it happened, who was there, what you were wearing, how you felt.*

Relative Clauses Grammar Reference

- 6 a  Complete with: *which, where, who, whose* or *when*. Which of these words can be omitted in the defining relative clauses?

Defining

- I like parties have a theme.
- Jane is the person I think throws the best parties.
- The festival I like the most is Christmas.

Non-defining

- Katie, brother is an actor, is getting married next week.
- October 31st, Halloween takes place, is my birthday.
- Buñol, La Tomatina is held every year, is a small town in Valencia.
- Mehmet, is Muslim, celebrates Ramadan.

- b Which relative clauses can we omit without changing the meaning of the sentences?

- 7  Use appropriate relatives to join the sentences.

- Sarah loves Christmas. She is six years old.
- Halloween is a great festival. Children always dress up as ghosts or witches.
- Carnival is a popular festival. It is celebrated in many countries.
- Mark lives next door. He is a clown.
- Bonfire Night is an important festival in England. It is celebrated on 5th November.

- 8 Make sentences about the people/places/objects in the pictures, as in the example.



- ▶ *Crackers are things which we pull at Christmas.*

- 9  **THINK!** Complete the sentences. Use relative pronouns.

- I like parties ▶ *where* I can meet lots of people.
- I prefer cakes
- I don't like costumes
- I can't stand people
- I like films
- I enjoy meeting people
- I often go to places
- I like reading books

Tell your partner. How similar/different are your ideas?

Descriptive Articles. Describing Events

1 Listen to the music and look at the picture. What event do you think they refer to: *Carnival? The Queen's birthday? Scottish New Year? A wedding?*

2 Which of the following do you think people do: *before the day? on the actual day?*

- bake cakes and biscuits
- listen to the bells chime midnight
- clean their houses
- kiss and wish each other 'Happy New Year'
- listen to traditional music
- join hands and sing
- visit friends and neighbours

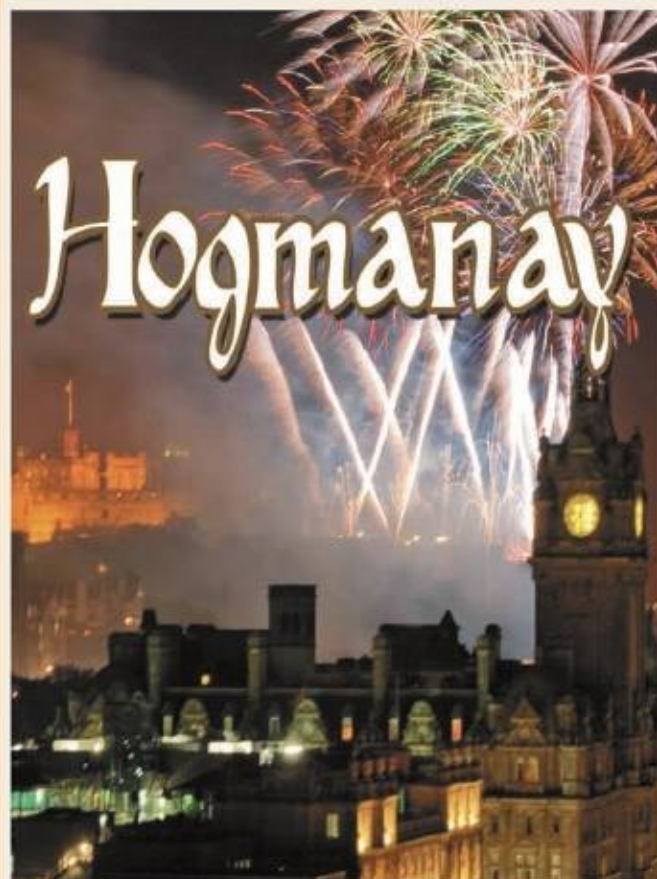
Listen to check your answers.

A descriptive article describing an event (*a carnival/festival*) which takes place every year uses present tenses and normally includes:

- an **introduction** in which we mention the name/type, time, place of the celebration and the reason we celebrate it;
- a **main body** in which we describe the activities that happen before the actual event (*put up decorations, prepare traditional food*) and the actual event, in separate paragraphs;
- a **conclusion** in which we describe people's feelings (*At the end of the day, everyone feels tired but happy.*) and any other final comments on the event.

3 Read the article and match the paragraphs to the headings.

- A final comments/people's feelings
- B the actual event
- C setting the scene (name/type, time, place, reason)
- D activities before the actual event



1 In Scotland, the New Year's Eve celebration is called Hogmanay which means 'new morning' in Celtic. It is surely the most exciting celebration of the year.

2 Preparations for the celebrations start early on 31st December. People clean their houses and throw out old unwanted things. They also bake special shortbread biscuits and a rich fruit cake called 'Black Bun', to share with their family and friends on the big day.

3 On the night of Hogmanay there are live concerts and fabulous carnivals in the streets of all Scottish towns. A lot of excited people get dressed up in colourful costumes. In some cities there is also a long torchlight procession through the streets that crowds watch excitedly. As soon as the bells chime twelve, everyone kisses and heartily wishes each other a Happy New Year. Then people join hands and proudly sing the traditional song 'Auld Lang Syne'. After that, there is a stunning firework display which is the icing on the cake. On 1st January people visit friends and neighbours to wish them luck for the New Year.


4 Hogmanay is certainly a great celebration. People feel happy to be with friends and family and look forward to a good year full of success.

- 4 How can you make a descriptive article more vivid and lively? Read the *study skills* box and say. Find examples in the text.

study skills

Vivid Descriptions

To make your description more vivid, interesting and lively, use a variety of descriptive adjectives and adverbs. *People line the crowded streets. Watch the brightly coloured floats. People cheer enthusiastically for the arrival of the New Year.*

- 5  Read the descriptions below and complete the gaps with the adjectives given.

A May Day


- stunning • enthusiastic • festive • tall
- colourful

The 1) maypole and 2) costumes give the square an extremely 3) atmosphere. The villagers dance around the maypole, creating a 4) pattern of ribbons. The 5) crowd cheers as the May Queen arrives.

B Notting Hill Carnival

- brightly decorated • local • huge • delicious
- crowded


1) musicians, who have practised hard for the big event, play on the 2) floats as they parade through the 3) streets. The people in the crowd dance energetically or stand eating 4) food from the 5) variety of stalls.

- 6  Choose the correct adverbs.

- 1 Huge crowds wait **slowly/patiently** by the side of the river for the race to begin.
- 2 People spend the afternoon wandering **happily/beautifully** around the stalls.
- 3 Everyone watches **hurriedly/excitedly** for the first floats to appear around the corner.
- 4 War veterans march in the parade, **proudly/smarty** displaying their medals.
- 5 People cheer **enthusiastically/exotically** as the band marches by.

Writing

(a descriptive article of an event)

- 7 a  Read the rubric and find the key words. What are you going to write? Who for?


- A teenage magazine has asked its readers to
- take part in a descriptive writing competition
- entitled 'Celebrations Around the World'. Write
- your article describing a celebration in your
- country (110-120 words).

- b **Portfolio:** Gather information and use it to answer the questions in the plan. Use your answers to write your article.

Plan
<p>Introduction</p> <p>Para 1: What is the name of the celebration? When/Where does it take place? What is the reason for it?</p>
<p>Main body</p> <p>Para 2: What preparations do people make before the day? (decorations, food, rehearsals, etc.)</p> <p>Para 3: What happens during the actual event? (costumes, food, activities, etc.)</p>
<p>Conclusion</p> <p>Para 4: How do people feel during/after this celebration/event? What final comments can you make?</p>



Word Formation

- 1 a  Read the theory, then complete the gaps with words derived from the words in brackets.

Forming Past/Present Participles -ed, -ing

We use **-ed** participles to describe how we feel and **-ing** participles to describe what something or someone is like.

*We got **bored**. (How did we feel? Bored.)*

*The play was **boring**. (What was it like? Boring.)*

Is it funny or not?


Here's what **Evelyn Lee** has to say

"I find April Fool's Day quite 1) (**tire**). I can't stand people playing silly jokes on one another all day long. It's so 2) (**annoy**)! Also I always feel 3) (**embarrass**) when someone tries to play a trick on me.

Young people seem to get all 4) (**excite**) about it though. It's 5) (**amaze**) how they keep coming up with ways to fool people. You would think that they would get 6) (**bore**) after a while, but no. What's even more 7) (**surprise**) is the number of people who forget about April Fool's Day and get caught out. Anyway, I'm glad it only goes on until midday. Imagine how 8) (**exhaust**) it would be for someone to play tricks on you all day long."


- b What do you think of April Fool's Day? How do you feel about playing tricks and having tricks played on you? Tell the class.

Words Often Confused

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


- Getting together for Sunday lunch is a family **habit/tradition/custom**.
- The **spectators/audience/crowd** really enjoyed the play.
- My mum doesn't **let/make/allow** me put my feet up on the new sofa.
- I bumped into Sandra by **luck/chance/opportunity** at the shops today.

Phrasal Verbs: turn

- 3  Complete with: *down, up, into, off, back*. Check in Appendix 1.


- Turn the radio. (**increase the volume**)
- Don't turn that job, Adam. (**refuse**)
- The party turned a disaster! (**became**)
- Don't turn It's bad luck! (**return**)
- I hope Jessica turns soon. (**arrives**)
- Don't forget to turn the lights (**switch off**)

Dependent Prepositions

- 4  Complete with: *for, of, with or in*. Check in Appendix 2.

- My little brother still believes magic.
- What is the reason the celebration?
- Are you afraid the dark?
- Edinburgh is famous its festival.
- The carnival was crowded visitors.
- They got tired waiting for the band.
- She is interested traditional celebrations.
- I was pleased my performance.

Text Completion

- 5  **RNE** Read the text below. Use the words in brackets in the correct form so that they fit the text. Complete the gaps with those new words. Every gap corresponds to a different task (1-9).

Dance Open, which 1) (**hold**) in St Petersburg, Russia, is a world class ballet festival. Taking place in April every year, it is one of 2) (**important**) festivals of its kind in Europe. What 3) (**one**) started as a series of masterclasses for talented students is now a major international event. Since the festival began in 2001, Dance Open 4) (**host**) over 130 masterclasses with over 800 young participants from 21 countries. Today, international ballet stars at the top of 5) (**they**) careers compete in Dance Open. After they 6) (**dance**) in front of a panel of judges for a few minutes, some lucky ones win a unique prize – a crystal statue representing the great ballerina Anna Pavlova's foot! It 7) (**not be**) only the judges who have a say, either. The audience can take part in the voting, too, by dropping their tickets into a special box. If you 8) (**plan**) a special musical treat for family or friends this spring, take them to this festival. They 9) (**love**) you for it!

- 1 Look at the pictures and listen to the music. What do you think a Pow-Wow is? Read the text to find out.



POW-WOW

The Gathering of Nations



Every year the colours and musical rhythms of Native American culture come alive at pow-wows all over America. The Albuquerque Pow-Wow in New Mexico is North America's biggest and most **spectacular** celebration of the Indian way of life. More than 3,000 dancers represent over 500 different Indian tribes from the USA and Canada at the pow-wow.

The event always begins with the Grand Entry of Dancers. The dancers enter the **arena** group by group from all four entrances. Soon the arena **explodes** with colour, sound and movement. At the end of the event there are prizes for the best dancers and singers.

The Indian **trader's** market is also a great attraction for people coming to the pow-wow. Indian artists **display** their traditional **handicrafts**. Beautifully designed jewellery and charm bags are just some of the items on sale at the market. There are also food **stalls** where people can taste **treats** such as *enchiladas*, *bannock* or *tostados*.

The Albuquerque Pow-Wow is a magnificent celebration. It is one of the most colourful and entertaining events in the USA.

- 2 a **RNE** Read the text. Decide which of the statements 1-8 are *T* (True), *F* (False) or *NS* (Not stated), meaning that you can't give a clear answer to them.

- 1 The Albuquerque Pow-Wow is the only event of its kind in the USA.
- 2 There are fewer than 500 Native American tribes left.
- 3 You can see both male and female dancers.
- 4 Everyone makes their own costumes.
- 5 The best dancers win prizes.
- 6 You can buy handmade things at the market.
- 7 The food at the festival is cheap.
- 8 The pow-wow attracts people from all over the world.


- b Match the words in bold to their meanings.

- impressive • seller • stadium • exhibit
- bursts • stands • refreshments • crafts

- 3 Listen to and read the text. Make notes under the headings. Use your notes to tell your partner all about the Albuquerque Pow-Wow.

- what it is & where it takes place
- what people do
- food & music
- how people feel about it

- 4 **Project:** Find out about an interesting cultural event in Russia. Make notes under the headings in Ex. 3. Use your notes to write a short article about it for the school magazine (110-120 words).

- 1 What events are important to remember each year for a person? for a society? Why?
- 2  Look at the pictures and listen to and read a verse of the poem below about World War I.

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks¹, still bravely singing, fly
Scarce heard amid³ the guns below.*

In Flanders Fields, John McCrae (1872-1918)


¹ a kind of bird ² hardly ³ among

What do you think the British remember on Remembrance Day? How do they do this? Read through the text to check.

study skills

Matching

Read the list of headings, then read the text. Find the key words in the headings, then read the text again paragraph by paragraph and try to find words/phrases that match the headings.

- 3  Match the headings to the paragraphs. One heading does not match. Give reasons.

A A solemn commemoration

B The significance of red poppies


C The meaning of Remembrance Day

D An emotional event


- 4 How are these things related to Remembrance Day? Tell your partner.

- 11th November • Poppy Day • wreaths
- fields of bright red poppies • the Royal Family
- two-minute silence • traditional songs



- 5  Match the underlined words in the text with their meanings below.

- mark • happens • important • go to • single
- remarked • easily damaged • trumpet

- 6  Fill in: *remember, remind, memorise*, then use each word in an example of your own.

- 1 me to call Doug this evening.
- 2 Please to feed the cat later.
- 3 Our teacher has asked us to a poem for the next lesson.

1)

Every year during the week before 11th November, people all over Britain wear a little red paper poppy. They do this to commemorate Remembrance Day, or Poppy Day, which takes place each year on 11th November to remember the millions who died for their country. Poppy Day is on this date because World War I ended in the 11th hour of the 11th day of the 11th month in 1918.

2)

The poppy is the symbol of Remembrance Day because they are the only flowers that grew on the battlefields after World War I. They are very delicate flowers, too, and live for a short time. Some people have also pointed out that fields of bright red poppies look like fields of blood. There are many poems about Remembrance Day and many of them mention poppies. One of the most famous of these poems is *In Flanders Fields*.

3)

Memorial services take place all over Britain on the second Sunday in November which is known as Remembrance Sunday. The Royal Family and top politicians attend a special service in London at the Cenotaph which means 'The Empty Tomb' in Greek. Old war veterans lay wreaths on the steps of the monument. At 11am, there is a two-minute silence. A lone soldier plays a piece of music called *The Last Post* on the bugle to introduce the two-minute silence. Soldiers play another piece, *The Rouse*, to signal the end of it. Musicians also play traditional wartime songs such as *The White Cliffs of Dover* and *It's a Long Way to Tipperary*.



Speaking

- 7 a Listen to and read the text. Discuss with your partner three facts about Remembrance Day you would like to tell your family.
- b **Project:** What is a special day to remember war veterans in Russia? Collect information about it, then tell the class all about it. Talk for 1.5-2 minutes. Talk about:
- name
 - reason
 - what people do

8

Think!




Read the quotation. What does it mean to you? Discuss.

Words of Wisdom

"You think you have a memory; but it has you!"


John Irving

1 Progress Check

1  Complete with: *final, display, change, pull, life, parade, raise, won, throwing, place.*


- The festival included a noisy street
- Remembrance Day takes on 11th November.
- Lots of festivals have a firework
- They worked hard and managed to money for the charity.
- At La Tomatina you need a spare of clothes.
- I love to crackers at Christmas.
- The people were waving and streamers.
- The Maslenitsa Festival is about saying a goodbye to winter.
- Who the competition?
- Once a year at Georgetown in the Caribbean, people can experience as a pirate.

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

2  Complete the sentences with the correct present forms of the verbs in brackets.


- What (**you/do**) so far for the party?
- Helen (**not/believe**) in ghosts.
- The parade (**start**) at 10 am so let's hurry.
- Petra (**look**) upset because she (**lose**) her lucky charm.
- This rose (**smell**) nice and sweet.
- The kids (**watch**) TV at the moment.
- (**you/look**) forward to your birthday party next week?
- Owen (**not/see**) a firework display before.
- Tom is exhausted because he (**dig**) in the garden all day.
- Kate is tired. She (**work**) since morning.

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

3  Complete the gaps with past/present participles formed from the verbs in bold.

- Imagine how (**excite**) it would be to visit the Rio Carnival.
- It was a really (**bore**) party. No one liked it.
- It's so (**annoy**) when people talk on their mobile phones when they drive.
- The party was a success. Everyone was (**thrill**).
- I always feel (**surprise**) at how fast Christmas comes around each year.

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

4  Complete the sentences with the correct relative.

- We like festivals celebrate a cultural tradition.
- Jane, lives in the flat above, is a dancer.
- Moscow, Maslenitsa is held every year, is a huge city.
- Maria, favourite food is cake, really loves birthday parties.
- November 5th, Bonfire Night takes place, is my birthday.

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

5  Complete the gaps with the correct preposition.

- I am interested learning about other cultures.
- The streets were crowded people.
- I know a few people who believe superstitions.
- My sister is afraid spiders.
- We can't wait Christmas to come.

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

6  Match to form exchanges.

- | | |
|--------------------------------------|----------------------------------|
| 1 What a nice party! | a Thanks. I'll need it! |
| 2 Good luck! | b Don't talk rubbish! |
| 3 That's very bad luck! | c Better luck next time. |
| 4 I lost my keys on Friday the 13th. | d Thanks. I'm glad you think so. |
| 5 We lost the match. | e What a coincidence! |

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

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

Now I Can ...

- talk and write about festivals and celebrations
- talk about special occasions and cultural events
- express concern/worry and reassure someone
- make exclamations
- write a descriptive article about a celebration
- give a talk on a special day

... in English

Module 2

Life & Living

◆ Before you start ...

- Are you superstitious? Why(not)?
- What is your favourite festival? Why?

◆ Look at Module 2

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a word map
- a joke
- newspaper headlines

◆ Listen, read and talk about ...

- houses
- living in space
- household chores & household pests
- family matters
- 10 Downing Street
- animal habitats

◆ Learn how to ...

- criticise & apologise
- express anger & annoyance

◆ Practise ...

- the infinitive/*-ing* forms
- complex object
- *too/enough*
- order of adjectives
- direct/indirect questions
- idioms related to houses
- phrasal verbs: *make*
- word formation: *forming nouns from adjectives*
- words often confused: *brush/sweep, cupboard/wardrobe, clean/wash, washing/cleaning*

◆ Write / Make ...

- a leaflet giving instructions
- an informal letter/email

- a short article about a famous house/building
- a poster about animals in Russia



2a

Reading & Vocabulary

1 Find the correct word to make true sentences about yourself.

- I live in a **block of flats/cottage/caravan/ house**.
- I live **on the 1st, 2nd, 3rd, etc. floor/in the city centre/in the suburbs/in a village**.
- My neighbourhood is **quiet/noisy/crowded**.
- There's a(n) **garage/attic/spare room/ basement** in my house.

study skills

Using Word Maps

A word map organises words related to a particular topic into meaningful categories and sub-categories. Using word maps helps to build our vocabulary.

2 Copy the word map in your notebook. In 2-3 minutes add as many words as you can think of. Compare with your partner.



Use the words to describe your house to your partner.

► *I live in ... There are ... rooms in it. ... etc.*

Reading

3 Read the title and look at the pictures. What do you think living on a space station would be like?

🔊 Listen and read to find out.



LIVE IN SPACE

4 **RINE** Read the texts and match each text (A-G) with its heading (1-8). You can only use each heading once. There is one extra heading.

- | | |
|--------------------------|----------------------------|
| 1 A little time to relax | 5 Comfortable nights |
| 2 The right training | 6 Good housekeeping |
| 3 Well-kept equipment | 7 A tasty bite |
| 4 Far and fast | 8 A clean start to the day |

Text	A	B	C	D	E	F	G
Heading							

5 Match the words in bold to the meanings: *look at for a long time, touches, huge, hitting, fasten, exercising, inhabitants, shut out, shortage, going round.*

Vocabulary

6 Complete with: *sleeping, zero, soft, space, pitch, lack, vacuum, airless, household, do.*

- | | |
|--------------------|----------------------|
| 1 space | 6 hose |
| 2 station | 7 muscles go |
| 3 of gravity | 8 chores |
| 4 bag | 9 football |
| 5 gravity | 10 experiments |

A Astronauts working on the **giant** International Space Station (ISS) live a long way from home. The ISS is situated three hundred and sixty kilometres above the surface of Earth. That may seem an impressive distance but the speed at which astronauts travel through space is even more amazing. Flying through dark, airless space at almost thirty thousand kilometres an hour is hard to imagine. It's fast enough to travel from Earth to the Moon and back in one day!

B Living in zero gravity means there are no nice hot showers in the morning; the water droplets would simply float away. Instead, astronauts use a vacuum hose to wash with. They don't have a sink to wash their hair in, so they use a no-rinse shampoo which you just comb through the hair. After brushing their teeth, there's nowhere to spit out the toothpaste; the astronauts simply swallow it!

C Doing household chores on the ISS is part of an astronaut's daily routine. As dangerous bacteria grow quickly in zero gravity, the astronauts clean the whole station every day, which is about the size of a football pitch! There is one chore they do escape on board, though. There's no washing-up after meals. The astronauts put their dirty dishes into plastic bags and send them back to Earth.

D When it comes to sleeping in space, astronauts just strap themselves into a sleeping bag on the wall. That's to avoid **bumping into** any computer controls. It's a


truly relaxing experience because you don't need a pillow or mattress, so nothing **presses against** the skin. It's important to cover the eyes, however, to **block out** the light of the sun, as the sun rises and sets every 45 minutes when you are **orbiting** Earth.

E When muscles don't have to work against gravity as they do here on Earth, they go soft. So the **residents** of the ISS spend two hours a day **working out**. They have all the usual machines you would expect – exercise bikes, rowing machines, treadmills. But the **lack** of gravity means that heavy weights don't feel heavy at all. Astronauts use specially designed weightlifting equipment to ensure they get a proper workout.

F At mealtimes, astronauts 'post' food packages into a special tray and then **strap** the tray to their legs. Otherwise, the meal would float away! Salt and pepper come in liquid form. If astronauts seasoned their food in the normal way, the particles could float into air vents or equipment and cause damage. There are ovens to heat up meals, but no fridges in space. Food has to be specially stored to keep it fresh.

G When astronauts aren't doing experiments or repairing equipment, they take time out to do other things, just like the rest of us. Reading books, watching films and sending emails to people back home are all popular activities. But one of their favourite activities is photography; most of all, astronauts like to **stare** out of the window and take pictures of their real home, Earth!

Household Chores


7  **Complete with:** *make, do, mop, keep, wash, take, dust.*

- 1 my room tidy
- 2 the washing-up, the ironing, chores, the washing
- 3 the beds, breakfast
- 4 the rubbish out, the dog for a walk
- 5 the floor
- 6 the dishes, the clothes
- 7 the furniture

Do you help at home? Use adverbs of frequency and the completed phrases to make sentences. Tell your partner how you feel about it.

▶ *I often help at home. I'm happy to help. I sometimes take the dog for a walk. I don't mind doing it.*

Speaking

8  You are going to give a talk about life in space. You will have to start in 1.5 minutes and speak for not more than 2 minutes. Remember to say:

- how lack of gravity affects life in space
- what things astronauts do in their free time
- whether you would like to live in space or not

You have to talk continuously.

Writing

9 **Portfolio:** It's the year 3050 and a group of teens who were born on a space station are coming to visit Earth. Write a leaflet giving instructions about how to eat, sleep, wash, exercise, do chores and spend free time in a place with gravity (110-120 words).

▶ *When eating, your food doesn't float away so don't strap your tray to your legs! Simply sit down at a table and put your food ..., etc.*

2b

Listening & Speaking

Family Matters

- 1 Describe the picture. How are the people related? What are they doing? How are they feeling?





- 2 Which member of your family do the sentences best describe?

He/She ...

- 1 never gets off the phone.
- 2 is always taking things without asking.
- 3 never helps around the house.
- 4 never switches the lights off.
- 5 is always leaving things everywhere.
- 6 never tidies up.
- 7 plays loud music.
- 8 doesn't let me stay out late.
- 9 is always there for me.
- 10 helps me with my homework.

Everyday English

Criticising/Apologising

- 3   Work in pairs. Use the language in the table to criticise and apologise for the following annoying behaviour at home, as in the example.

Criticising	Apologising
<ul style="list-style-type: none"> • That's/It's not very good/nice. • You shouldn't do/have done that. • I don't like/want you to ... • You drive me crazy/get on my nerves when you ... • I can't stand it when you ... 	<ul style="list-style-type: none"> • Sorry!/I'm so sorry. I won't do it again. • I am (very) sorry. • I didn't realise ... • Please forgive me. I didn't mean to ... • I apologise./ I do apologise.

- 1 You leave the kitchen in a mess every time you make something to eat.
- 2 You never turn off the lights.
- 3 You never let me watch what I want to on TV.
- 4 You always play your music really loud.

- A: *I don't want you to play your music so loud!*
B: *Sorry! I won't do it again.*


Complex Object


Grammar Reference

- **want, expect, etc.** + *n/pron* + *to-infinitive*
Our Granny expected my sister and me to keep our rooms tidy.
- **see, hear, watch, notice, etc.** + *n/pron* + *participle I or infinitive without 'to'*
I saw my friend walk/walking the dog. (emphasis on the fact/action in progress).
- **let, make** + *n/pron* + *infinitive without 'to'*
Alice's parents didn't let her stay out late.

- 4 a You are going to read a dialogue between a mum and her daughter. Read sentences A-F. What is the dialogue about?

- A But, Mum, I'm so busy at the moment.
- B What have I done now?
- C It's not my fault.
- D Well ... you've got a point there.
- E I can tidy it up later.
- F And then I can give you a hand with dinner.

- b  Use the sentences A-F to complete the dialogue below. There is one extra sentence.

 Listen and check.

Mum: Emma, I'd like a word with you.

Emma: Oh, Mum! 1)

Mum: Just look at the state of your bedroom! You shouldn't have left it like that. Can't you tidy up?

Emma: But, Mum, I'm doing my homework now. 2)

Mum: That's what you always say, Emma! You treat this place like a hotel!

Emma: 3)

Mum: Well, you're not the only one in this house who's busy, young lady! I work all day and then I come home and cook dinner and do all the housework. I'm not your slave, you know!

Emma: 4) Look, Mum, I'm REALLY sorry. How can I make it up to you?

Mum: Well, you can start by tidying up this mess!

Emma: OK, Mum! 5)

Mum: Now, that's better! Thank you!

5 Find phrases in the dialogue which mean:

- Look at the mess in your bedroom.
- I want to talk to you.
- It's not my job to do everything for you.
- What can I do to say sorry?
- You're right about that.
- help you

6 In pairs, read out the dialogue.

Speaking

7 Take roles. Your friend is coming to visit this afternoon and you have tidied your room. Now your room is a mess because your brother/sister has been in and left his/her things everywhere. Criticise your brother/sister. Act out your dialogues. Record yourselves.

Intonation

Expressing Anger & Annoyance

8 Listen and find the stressed syllables. Listen and repeat.

- Oh, Mum!
- Come here, young man!
- Just look at this mess!
- I've just about had enough!
- That's what you always say!
- You treat this place like a hotel!
- I'm not your slave, you know!

Say It Right

9 Choose the correct answer. Listen and check.

- 1 A: It won't happen again.
B: **a** I hope not.
b I guess so.
- 2 A: I'm so sorry I've annoyed you.
B: **a** You're welcome.
b Don't worry about it.
- 3 A: You'd better not do that again!
B: **a** I promise I won't.
b I would rather not.

Listening

10 You'll hear two teenagers talking. For questions 1-6, find the correct answer. You'll hear the recording twice.

- 1 Where does Jane want to go?
1 to the cinema **2** to a café
3 to the shops
- 2 How much pocket money does Jane get?
1 one pound **2** five pounds
3 ten pounds
- 3 What is Jane's least favourite chore?
1 ironing **2** dusting
3 washing up
- 4 What does Jane's mum work as?
1 a shop assistant **2** a nurse
3 a bank clerk
- 5 What does Jane think Pam should do?
1 save up some money
2 offer to do chores
3 ask for more pocket money
- 6 Where does Jane suggest they meet?
1 at the train station **2** at Jane's house
3 at the cinema

Idioms Related to Houses

11 Complete with: *a home from home, get on like a house on fire, as safe as houses, home and dry*. Check in Appendix 3.

- 1 A: What do you think, John – is our plan risky?
B: Not at all! It's (very safe)
- 2 A: Is that Anna and Fiona together? I didn't know they were friends.
B: Yes, they are really close. They (get on very well)
- 3 A: You really liked staying at The Regent Hotel, didn't you?
B: Yes, I did. It was like (very comfortable)
- 4 A: I am glad we got the loan from the bank.
B: Me too. It means we're (not expecting further problems)


12 Think of seven new phrases you have learnt in this lesson. Use them to make sentences about your family matters. Tell your partner.

2c

Grammar in Use

Infinitive/-ing forms

Grammar Reference

- 1  Complete with the *-ing form*, *to-infinitive* or *infinitive without to*. Find examples in the text. Check in the Grammar Reference section.

like/love/prefer/don't mind/can't stand, etc. +

can/must/may/will, etc. +

look forward to/have difficulty (in)/be used to, etc. +

kind/sad/lucky/clever/glad, etc. +

manage/want/expect/offer/help/promise, etc. +

let/make/hear/see/feel +

"Sleep Tight, Don't Let The Bedbugs Bite!"



You may think your little brother or sister is the only one who wants to 'bug' you at home. Well ... think again!



BEDBUGS

These insects feed on our blood while we sleep. Yuck! However, they have difficulty laying eggs if the temperature is below 10°C. They are always glad to find a warm place, so keep your bedroom cool!

DUST MITES

You probably have millions of these at home, but they're far too small to see! Dust mites like eating dead skin and hair. Vacuuming helps a lot to get rid of them.




COCKROACHES

Cockroaches live in warm, dark places. They can't stand living in clean bright areas. They can carry nasty diseases, so don't let them live in your house. Don't expect to get rid of them easily, though! Cockroaches can live for up to a week without their heads! Gross!



- 2 Read the text again. Close your books and make sentences about these insects. Use these phrases: *have difficulty in*, *glad to*, *like eating*, *can carry*, *don't let*, *don't expect*.

- 3  Complete the gaps with the verbs in brackets in the correct form. Then do the quiz answering each question Yes or No.


Do You 'Bug' Your Family?

- I usually manage (**get on**) well with everyone at home.
- I often offer (**help**) with the housework.
- I don't deny (**do**) something wrong if I did it.
- I don't mind (**help**) with the cooking.
- I avoid (**play**) my music really loudly.
- When my parents make me (**do**) something, I don't complain.
- I let other members of my family (**borrow**) my things.
- I don't take other family members' things without (**ask**).
- After (**have**) a bath, I always clean it.
- When I promise to help a family member (**do**) something, I always keep my word.

mostly 'yes': Well done! Keep up the good work!

mostly 'no': You really bug people!

You'd better change your ways!

- 4  Put the verbs in brackets into the *to-infinitive* or the *-ing form*. Explain any differences in meaning, then check in the Grammar Reference section.

- Do you remember (**switch**) the coffee maker off before leaving for work this morning?
 - She always remembers (**switch**) the coffee maker off before she leaves for work.
- If you can't get to sleep, try (**drink**) some hot milk.
 - Carrie tried (**open**) the door, but it was stuck.
- Pam has stopped (**watch**) TV; she's doing housework now.
 - Pam has been doing housework all day, but now she has stopped (**watch**) some TV.
- John went on (**talk**) about his life in Madrid all day long.
 - After telling me about his family, John went on (**talk**) about his life in Madrid.

5 Put the verbs in brackets in their correct form.

- A: Do you want (go) out tonight?
B: Yes! I hate (stay) in on Saturday nights!
- A: I'm really afraid (do) a bungee jump.
B: Well, most people are nervous about (do) new things for the first time.
- A: Oh no! I think I forgot (turn off) the TV!
B: Don't worry, I remember you (turn) it off.
- A: I'm sorry (tell) you this, but I think we've just missed the train.
B: Well, it's no use (worry) about it now. We'll have (wait) for the next one.
- A: I don't know what's wrong with my earphones. I just can't (fix) them.
B: Why don't you try (call) Tim? He's great at (fix) things!

6 Use the words in the boxes to make true sentences about yourself.

make
hate
enjoy
look forward to
can't stand
can't
will
let
don't mind
want
like

watch TV
write letters
travel by train
listen to music
stay out late
help with the housework
tidy my room
walk the dog
become a teacher
visit my aunt
go shopping

► *My parents make me tidy my room.*

7 Complete the sentences to make true sentences about your home life. Compare with your partner.

- | | |
|-------------------------|-------------------------|
| 1 I would love | 6 I don't mind |
| 2 I avoid | 7 I can't help |
| 3 I can't stand | 8 I'd rather |
| 4 I usually avoid | 9 I hate |
| 5 I try | 10 It's not worth |

► *I would love to have my own room.*

8 Match the sentences (1-2) to the meanings (a-b). Are there similar structures in Russian?

- I saw John cross the street.
 - I saw John crossing the street.
- a I saw part of the action.
b I saw the whole action.

9 Put the verbs in brackets into the -ing form or the infinitive without to.

- I think Tony's in the next room. I heard him (talk) on the phone a moment ago.
- Harry felt something (run) across his hand, but he didn't see what it was.
- Mum could hear Kate (sing) in the shower while she was making breakfast.
- We stopped to watch an artist (draw) portraits in the street.
- I see the postman (deliver) the mail every day.

too – enough

Grammar Reference

10 study the examples. Then rewrite the sentences using *too* or *enough*, as in the example.

Helen is **too tired to do** any housework. (*She is so tired that she can't do any housework.*)

This homework is **too difficult for me (to do)**. (*It's so difficult that I can't do it.*)

He's **clever enough to fix** the TV. (*He is so clever that he can fix it.*)

She's **not old enough to stay** at home alone. (*She needs to be older before she can stay at home alone.*)

We've got **enough sugar to make** a cake. (*We've got so much sugar that we can make a cake.*)

- Mary is so busy that she can't come out tonight.
► *Mary is too busy to come out tonight.*
- James is so clever that he can solve this problem.
- I have so much money that I can buy this expensive watch.
- They were so tired that they fell asleep during the film.
- We've got so much food that we can give you some.
- He spoke so fast that I couldn't understand him.

2d Vocabulary & Speaking

Towns/Villages

1 Read the phrases. What are they in Russian? Use as many phrases as you can to talk about where you live.

- I live in (a quiet village). There are (beautiful traditional) houses and (tree-lined) streets. There aren't (any big shops). There is a (small local shop) where ..., etc.



VILLAGE

- local • quiet
- isolated • pretty
- small



STREETS

- wide • narrow
- clean • quiet • dirty
- noisy • tree-lined



TOWN

- industrial • modern
- clean • large



HOUSES/FLATS

- comfortable
- modern • ugly
- pretty • noisy
- attractive • old
- beautiful • traditional
- spacious



SHOPS

- local • small • crowded • big • expensive • busy

2 Listen to Alex describing his neighbourhood. What is it like? What shops are there?

Order of adjectives

When two or more adjectives come before a noun they are used in a particular order. Adjectives describing opinions or attitudes (e.g. *amazing*) come first, before factual ones (e.g. *blue*).

opinion (beautiful, popular, strange), size (big, small, huge), age (young, old, new), shape (square, oval, round), colour (green, yellow, brown), origin (Russian, British, Australian), material (metal, silk, plastic), purpose (cleaning, cooking, writing)

It was a quiet small old French village.

I live in a beautiful wide tree-lined street.

They are happy to own a fantastic new wooden house in the mountains.

3 Use these prepositions and places/shops from the lists to describe your neighbourhood. Mind the order of adjectives.

Prepositions

in front of, next to, between, opposite, behind, to the left/right of, on the corner of

Places/Shops

school, baker's, café, chemist's, bus stop, butcher's, block of flats, corner shop, restaurant, supermarket, grocer's, park, newsagent's, bank, hairdresser's

- *My neighbourhood is noisy and crowded. I live in a small flat with a balcony. There are a few shops that are usually busy. There's a baker's next to my block of flats ...*

Neighbours

4 a Sort the adjectives into positive/negative. Compare with a partner.

sociable selfish rude helpful

arrogant forgetful caring talkative

silly easily annoyed nosy

b Think of your neighbours. Which of the adjectives would best describe them? Tell your partner. Give reasons.

- *My next-door neighbour, Mrs Smith, is very sociable. She often visits us for a chat.*

5 Read the text and match the phrases (A-G) to the gaps (1-6). There's one extra phrase.



Dear Jane,
Hi. How are you? I hope you are well. Sorry it's been so long since I wrote, **1**
Well, I love my new house and neighbourhood! The neighbours are fantastic **2** A young woman called Kate lives next door. She watered my plants for me **3** She also walks my dog for me from time to time, too. I really like her a lot and we often go out to the cinema or for a coffee together. Mrs Green who lives across the road is really nice. She watches my house in the evenings when I'm out and in return I do a bit of shopping for her **4** It's completely different from where I used to live, **5** on the street and play loud music late at night. No one was friendly there. My old neighbours **6** If I had known how much better things could be, I would have moved house a lot sooner! I really love it here. I'm so glad I moved. How are things with you? Write back soon and tell me all your news. Perhaps you can come for a visit some time.
Love,
Paula

- A while I was away last weekend
- B would peep at me from behind their curtains
- C who is very nice and friendly
- D and I've made friends with some of them already
- E where the kids next door would drop litter
- F but as you know I've been busy moving house
- G or some other small errands

6 Match to make exchanges.

- 1 Would you like me to water your plants while you're away?
- 2 I'm so sorry we made so much noise last night. It won't happen again.
- 3 Would you be able to watch over our house for us while we're away?
- 4 Shall I get you some milk when I'm at the supermarket?
- 5 Would you mind not playing loud music early on Sunday mornings?

- a Sure, it would be a pleasure. When are you leaving?
- b Of course. Sorry about that, I didn't know it was a problem.
- c That's really kind of you, but Mrs Jones has already offered to do it.
- d Oh, don't worry about it. It didn't wake us up.
- e Oh, would you? Thanks, that would be great!

7 Act out similar exchanges for the following situations.

- 1 You need someone to feed your cat while you are away.
- 2 Your neighbour's dog keeps digging up the flowers in your garden.
- 3 You wonder if your neighbours would like you to babysit for them on their wedding anniversary.
- 4 Your next-door neighbour is ill. You offer to do his shopping for him.

8 **THINK!** What makes a good neighbour? Spend five minutes writing a few sentences on the topic. Read your sentences to your partner. How similar/different are your ideas? Discuss in pairs.

2e Writing Skills


Informal Letters/Emails

Informal letters/emails are sent to people we know well, e.g. friends, relatives, etc. They can be letters/emails: of invitation, accepting & refusing invitations, asking for & giving permission, apologising, asking for & giving advice, giving news, asking for & giving information, expressing thanks/ congratulations, etc.

They normally consist of:

- an **informal greeting**. (*Dear Olga*);
- an **introduction** with our opening remarks & reason for writing.
(*Hi! I just thought I'd write to say ...*);
- a **main body** of two or more paragraphs containing the information we need to write about. We normally start a new paragraph for each topic;
- a **conclusion** with our closing remarks.
(*I have to go now.*);
- an **informal ending**.
(*Love from, Best wishes + your first name*).

Letters/Emails written in answer to written input should include all the information asked for in our own words.


- 1  Match the beginnings (1-5) to the endings (A-E). What type of letter is each text from?

Beginnings

- 1 Thank you so much for the lovely flowers you sent me while I was in hospital. It was so kind of you and they really cheered me up!
- 2 I've just got your letter and of course I'd love to come to your birthday party. I'm sure it'll be a lot of fun!
- 3 Hi! Hope you're well. I'm writing to ask for your help with a problem I have. I just don't know what to do!
- 4 I'm so sorry to hear that you've been in hospital. I really hope that you feel better soon and I'd love to visit you some time.
- 5 Hi! What plans do you have for the summer? I'd love it if you could come and stay with me for a week in June!

Endings

- A I'm really looking forward to it. See you then!
- B Let me know as soon as you can so we can make the arrangements.
- C I'd appreciate any advice you can give me and I hope to hear from you soon.
- D Thanks once again and I hope to see you soon.
- E So look after yourself and get well soon. Please let me know if there's anything I can do.

- 2 a  **RINE** Read the rubric and look at the underlined words, then answer the questions.

- You have received a letter from your English-speaking pen friend, Richard.
- ... I spend a lot of time in my bedroom listening to music. I've got a big collection. What is your house like? How much time do you spend in your room? What is there to do in your area for entertainment? ...
- Write him a letter and answer his 3 questions.
- Write 100-120 words.

- 1 Who are you writing to?
- 2 What information should you include?

- b Read the model. What is each paragraph about? Has the writer included all the information needed?

Dear Richard,
 It was nice of you to drop me a line. I enjoyed reading your news. What kind of music do you like, by the way?
 My house is quite cosy. It's a small house in the suburbs. It has two bedrooms, a bathroom, a kitchen and a living room. There's a small garden, too, and a driveway leading to our garage.
 Sometimes, my best friend John and I watch a film on the computer in my bedroom but I don't really hang out in there that much. I prefer meeting up with friends.
 In my area, there is a park where I play football and ride my bike. There is also a bowling alley, where I usually go at weekends.
 Well, that's all for now.
 Write soon.
 Boris



3 Read the theory and find examples of informal style in the letter.

Informal Style

In informal letters/emails we use:

- everyday phrasal verbs (*turn up, hang out*);
- idioms; (*Sorry to hear you're feeling under the weather.*)
- informal linkers (*and, so, well, but*);
- short forms (*I'm, you're, etc.*).

4 Read the theory. How do the subject and the predicate (verb) of a direct question differ in an indirect question?

Direct – Indirect Questions

- Direct questions can start with an auxiliary or modal verb (*can, do, etc.*) or with a question word (*who, what, when, etc.*).
Will he come?
When is he coming?
- Indirect questions are polite questions. They can start with:
Can you tell me ...?
Do you know if ...?
I'd like to know ...
Do you know if he will come?
Can you tell me when he is coming?

5 Form direct questions. Then change them into indirect questions.

- 1 Ask your pen friend about his/her daily routine.
- 2 Ask your pen friend about his/her summer holiday.
- 3 Ask your pen friend about his/her free-time activities.
- 4 Ask two questions about your pen friend's family.

- 1 *What is your daily routine like?*
Can you tell me what your daily routine is like?

6 Read the rubrics, find the key words and answer the questions.

- A **RINE** You have received a letter from your English-speaking pen friend, Peter.

... I've just got back from a really great weekend hiking. Hope you had a good weekend. What did you do? Who did you spend it with? Would you like us to skype each other next weekend or are you too busy? ...

- Write him a letter and answer his 3 questions.
- Write 100-120 words.

- B **RINE** You have received an email from your English-speaking pen friend, Shirley.

... Last weekend I went to my friend's house to watch some TV. We saw a great documentary. What kinds of TV shows do you like? Do you prefer watching on your own or with company and why? What would you make a TV show about if you had the chance? ...

- Write her an email and answer her 3 questions.
- Write 100-120 words.

- 1 What type of letter/email does each one ask for?
- 2 Who is going to read them?
- 3 What information should they include?
- 4 What question could you ask in each task?

7 **Portfolio:** Choose one rubric and write your letter/email. When you have finished, check it against the following:


- Have you included all the necessary information?
- Are the paragraphs clear and in a logical order?
- Are there any spelling/grammar mistakes?
- Have you used an appropriate greeting/ beginning/ending?



2f

English in Use

Word Formation

- 1  Read the box, then complete with derivatives from the words in bold.


Forming nouns from adjectives

We can use these suffixes to form nouns from adjectives:

-ance	<i>arrogant</i> – <i>arrogance</i>
-cy	<i>urgent</i> – <i>urgency</i>
-ence	<i>different</i> – <i>difference</i>
-ness	<i>gentle</i> – <i>gentleness</i>
-ity	<i>sane</i> – <i>sanity</i>


- 1 There is no need for (**secret**) between best friends.
- 2 The teacher explained the (**important**) of recycling to the class.
- 3 Thank you for all your (**kind**) during my stay.
- 4 You need a lot of (**patient**) to work with children.
- 5 We have installed a (**secure**) system at our house.
- 6 Physical (**active**) is important to stay fit and healthy.

Phrasal Verbs: make

- 2  Complete with: *up for*, *out*, *of*, *off with*, *up*. Check in Appendix 1.


- 1 It was so foggy that we couldn't make the number of the house. (**see clearly**)
- 2 The burglar made our TV and DVD player. (**stole and ran away with**)
- 3 Peter bought his mum some chocolates to make breaking her favourite vase. (**compensate for**)
- 4 Don't believe anything Tom tells you – he's always making stories! (**inventing**)
- 5 What do you make Steve's new idea? (**think about**)

Prepositions

- 3  Complete with: *to*, *in*, *on*, *at*. Check in Appendix 2.



1 be close the city centre; 2 the corner of the room; 3 the corner of the street; 4 be home; 5 be a hurry; 6 ruins; 7 go the direction of; 8 live the suburbs; 9 live a field; 10 live a farm; 11 be school; 12 go school

Words Often Confused

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

- 1 Please **brush/sweep** the floor in the kitchen.
- 2 Hang your coat in the **cupboard/wardrobe**!
- 3 Don't forget to **clean/wash** your teeth!
- 4 I have to do some **washing/cleaning** – I've got no clean clothes.

Text Completion

- 5   Read the text below. Form derivatives from the words in the brackets so they fit the text. Every gap corresponds to a different task (1-6).



Are you sick and 1) (**tire**) of doing housework? We know how you feel.

Would you love to have someone to help you with the 2) (**end**) chores? It makes perfect sense.

Luckily, that's easy to fix! 3) (**simple**) let us give you a helping hand and you'll be glad you did!

From cleaning the house from top to bottom to doing the gardening, our 4) (**energy**) team can take care of it all.

We have great customer reviews and have every 5) (**confident**) you will be pleased with the results.

So, what are you waiting for? Call us to arrange a(n) 6) (**appoint**).

- 1** Look at the title of the text and the picture. Think of three questions about 10 Downing Street. Read through the text and see if you can answer them.

10 Downing Street



10 Downing Street or 'Number 10' as the British call it, is one of the most famous addresses in the world **1)** However, it is also a very busy place where hundreds of people work and where many **official functions**, Cabinet meetings and state dinners take place. Many people will immediately recognise the front of the building **2)**


Number 10 was **originally** given to the first prime minister, Sir Robert Walpole, as a gift, **3)** Before he moved in, though, he joined 10 Downing Street to the large house behind it and had some alterations made. So even though Number 10 looks like an ordinary terraced house from the outside, **4)** There are many beautiful rooms with elegant décor and fine furniture including the State Dining Room, the Study, the Terracotta Room and the White Drawing Room. There are portraits of every past prime minister hanging on the walls of the Grand Staircase **5)** The table in this room is boat-shaped so that the Prime Minister can always see everyone sitting around it!

The Prime Minister's private home is a furnished flat on the second floor, once described by Margaret Thatcher (British Prime Minister from 1979-1990) as 'living above the shop'. The Prime Minister also has his own study **6)** There, he often meets **colleagues**, receives important guests, makes phone calls or gives interviews.



- A but he wanted it to be used by all future prime ministers
- B and in the Cabinet Room, where **government ministers** meet to discuss important issues
- C because the Prime Minister and other well-known politicians often make important announcements in front of its famous big black door
- D where he works and reads
- E as it has been the home of British prime ministers since 1730
- F which includes many secretaries and **civil servants**
- G inside it is an extremely **grand** place


- 2**   Read the text again and match the missing phrases (A-G) to the gaps (1-6). There is one extra phrase you do not need. Listen and check your answers.

- 3**  Explain the words/phrases in bold. Use some to complete the sentences.


- 1 10 Downing Street was a small terraced house before Sir Robert Walpole changed it.
- 2 There are 23 who are members of the Cabinet.
- 3 The Queen or King attends many every year.
- 4 There are a number of palaces and buildings in London.

- 4** How are the following related to 10 Downing Street? Tell your partner.

- the Grand Staircase • the Cabinet Room
- Margaret Thatcher • Sir Robert Walpole

- 5**  Listen to and read the text. Tell the class four interesting facts you remember from the text.

- 6** *Project:* Do some research about a famous house/building in Russia, then write a short article about it (110-120 words). Write: who lives there, what it's like (inside and outside), its history & any other interesting facts about it.

- 1  Read the definitions, then match the animals in the pictures to them.

Mammals

are animals that give birth to their babies and feed them milk (e.g. dogs, horses).

Amphibians

are creatures that can live both on land and in the water (e.g. frogs).

Insects

are small animals with six legs. Most, but not all, have wings, too (e.g. bees).

Fish

are creatures that live in the water and have fins and a tail (e.g. salmon, sharks).

Birds

are creatures that have feathers and wings and they lay eggs. Most can fly (e.g. eagles, swans).

Reptiles

are cold-blooded creatures with scales and they lay eggs (e.g. crocodiles, snakes).

- *Otters are mammals.*

- 2 Read the newspaper headlines. What problems do places where animals live face?

WATER POLLUTION THREATENS POND LIFE

DEFORESTATION PUTS MANY SPECIES AT RISK

NEW HOUSES MAKE FOXES HOMELESS

FARMERS DESTROY WILDLIFE HABITATS

TOURISM DESTROYS LOCAL BIRDS' HOMES



dragonfly

owl

In Danger

No one really knows how many millions of **species** of wildlife exist on Earth, but one thing is for sure, plants and animals are all around us! Some live in the woodlands, rivers, **hedgerows** and ponds in and around our neighbourhoods. Others live in our school playgrounds, private gardens or even in the **tiny** spaces between grains of sand!

THE BIG PROBLEM


Unfortunately, as towns and cities get bigger, humans are destroying these habitats. To build more houses and roads they are cutting down trees in woodlands and forests, which are home to animals such as foxes, otters, red squirrels and hedgehogs and beautiful plants such as bluebells and daffodils. Litter in the streets harms wildlife and poisonous chemicals from farms and factories are getting into rivers, ponds and lakes. When this happens, animals such as frogs, newts and species of birds and fish such as herons and trout can no longer **survive**. In the same way, many reptiles are dying out



trout

otter

- 3 Read the title of the article and the first sentence in each paragraph. What is the article about? Read through and check.

- 4  **RNE** Read the text. Decide which of the statements 1-8 are *T* (True), *F* (False) or *NS* (Not stated).

Going Green

2

squirrel

herons

snake

around ponds. In fact, three wildlife species become extinct every hour because of habitat destruction ... and it's humans who are causing all this damage!

THE SOLUTIONS


So, what can we do to help protect the habitats around our towns and cities? Well, quite a lot actually! For example, you could find out about the different animal habitats near your home and about any problems that they have. Then you can write letters to the local council or wildlife charities to ask them to do something about the problems. Also, NEVER throw any rubbish in the street; pick up any litter that you see in woodland, hedgerows, gardens and parks. Lastly, why not create your own little wildlife habitats in gardens or even on balconies? It's actually quite easy to do!

fox

frog

hedgehog

newt


5  Match the words/phrases in bold to their meanings.

- extremely small
- types
- continue living
- die out
- rows of bushes between fields or along lanes
- organisations that help people or animals


study skills

Summarising

To summarise a text, read it and think of a heading for each paragraph. Make notes of the main points under these headings. Use these points to make your summary using your own words.

6  Listen to and read the text and make notes under these headings. Use your notes to give the class a summary of the text.


- where wildlife exists
- the problem
- the solutions

7  **Project:** In groups, collect information about habitats in Russia. What animals live there? What problems do they face? Make a poster. Stick pictures on it and write a few sentences about each habitat.

8 **THINK!** How can we make sure that the countryside remains unspoiled and that more habitats are not destroyed? Spend three minutes writing a few sentences on the topic. Discuss your sentences with your partner.


- 1 Wildlife habitats vary in size.
- 2 Building new houses has destroyed most habitats.
- 3 Squirrels live in wooded areas.
- 4 There are no otters left now.
- 5 Water pollution is the biggest danger.
- 6 Only wildlife charities can save endangered habitats.
- 7 Plants are more in danger than animals.
- 8 A balcony can become a habitat.

2 Progress Check

1  Complete with: *pitch, vacuum, household, spacious, sociable, extinct, make, gravity, take, next-door.*


- 1 They live in a house with a garden.
- 2 Most people don't like doing chores.
- 3 He likes being with people. He's very
- 4 Residents of the ISS wash with a hose.
- 5 My neighbour is very friendly and sociable.
- 6 There is zero in space.
- 7 Can you please your bed?
- 8 Astronauts on the ISS have to clean an area the size of a football daily.
- 9 If we don't protect wildlife habitats, more animals will become
- 10 the rubbish out, please.

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

2  Complete the sentences with the correct *-ing* or *infinitive* forms of the verbs in brackets.


- 1 What would you like (do) tonight?
- 2 She risks (lose) her keys when she leaves them lying around.
- 3 Our teacher makes us (do) our homework every day.
- 4 The thief admitted (steal) the money.
- 5 It was silly of you (forget) to lock the door.
- 6 Bob suggested (go) to the beach.
- 7 Tom wants (finish) work early today.
- 8 She didn't let me (enter) the room.
- 9 Instead of (mow) the lawn, Mark was watching TV.
- 10 I am in charge of (make) the party arrangements.

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

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


- 1 There is no, you can do your chores later if you want. **URGENT**
- 2 My neighbour is so full of, He thinks he is never wrong. **ARROGANT**
- 3 I can't tell the between the twins. **DIFFER**
- 4 I miss the of the countryside. **QUIET**
- 5 Please do the writing in your notebook. **ACTIVE**

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

4  Complete the gaps with the correct preposition.


- 1 My new flat is right the city centre.
- 2 Laura's house is the suburbs.
- 3 Jane is waiting for you the corner of the street.
- 4 Harry grew up a farm.
- 5 It feels like I spend most of my time school.

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

5  Complete the gaps with the correct particles.

- 1 Paul should write children's books, he's always making stories for his kids.
- 2 What do you make your new neighbours?
- 3 I'll make not doing my chores this week, I promise.
- 4 The thief made the painting without knowing it wasn't the real one.
- 5 Your handwriting is terrible. I can't make what it says.

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

6  Match to form exchanges.

- 1 I'd like a word with you.
 - 2 I'm sorry.
 - 3 You shouldn't have done that.
 - 4 I'm not your slave you know.
 - 5 How can I make it up to you?
- a I know. I won't do it again.
b You're right.
c What have I done now?
d You can start by doing the dishes.
e Don't worry about it.

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

Now I Can ...

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

- talk and write about living in space
- talk about houses, neighbourhoods and neighbours
- criticise and apologise
- express anger and annoyance
- make a poster about Russian animals
- write an informal email/letter
- write an article about a famous building

... in English

Module 3

See It To Believe It

◆ Before you start ...

- What do you like/dislike about your house?
- Do you help out at home? How?
- What is your neighbourhood like? Do you get on with your neighbours? Why/Why not?

◆ Look at Module 3

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a dream dictionary
- some shapes

◆ Listen, read and talk about ...

- mysterious creatures
- dreams and nightmares
- strange coincidences
- paintings and illusions
- mystery stories
- painting styles

◆ Learn how to ...

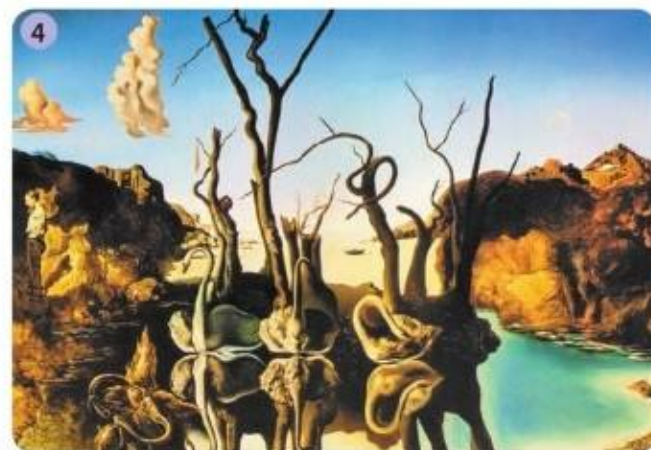
- speculate & agree or disagree
- make suggestions
- express surprise & concern
- talk about the past
- make assumptions
- describe paintings

◆ Practise ...

- past tenses
- *used to/would*
- *must/can't/may*
- idioms with 'paint'
- phrasal verbs: *come*
- word formation: *compound adjectives & nouns*
- words often confused: *same/similar/alike, scenes/sightings/sights, fantasy/imagination/illusion, witnesses/spectators/investigators*

◆ Write / Give ...

- a diary entry for a sighting of a monster
- a mystery/ghost story
- a presentation about a castle/house
- an email about a strange event



3a


Reading & Vocabulary

Reading


- 1 a Look at the creatures in the pictures. Have you heard of them? If so, what do you know about them? Tell the class.
- b Describe the creatures in the pictures. Use these words: *huge eyes, giant tentacles, sharp hooks, a long tail, a humped back, long arms, a short neck, a snake-like head, two-legged, a hairy body.*
- 🔊 Which country is each creature from? Listen and read to find out.

- 2  Read the texts again. Which creature(s) (A-C) ...

- live in water? 1 2
- could be creatures that people thought had died out? 3 4
- have people been seeing for longer than you might think? 5
- often used to destroy something? 6
- have people found the bodies of? 7

- 3  Match the highlighted words and phrases to their meanings.

- stayed alive
- with great force
- shocking, disgusting
- until now
- came closer
- wide
- close to
- things that have been seen
- tell people about

- 4  Match the underlined words in the text to their opposites below.

- | | |
|-----------|-------------|
| 1 destroy | 5 blunt |
| 2 real | 6 luckily |
| 3 unknown | 7 miniature |
| 4 top | |

In Search of Nessie... and Other Mysterious Monsters!

We've all heard well-known stories of ancient mythical creatures such as dragons, unicorns and giants, but to this day, people all over the world continue to report sightings of various mysterious monsters! So we asked our readers to tell us about any creatures like these from their country.


A the Loch Ness Monster

B the Kraken

C Bigfoot



Vocabulary

- 5  Complete with: *recorded, humped, deep, mythical, snake, human, sharp, giant, violent, extinct.*

- | | |
|-------------------|----------------------|
| 1 creatures | 6 whirlpool |
| 2 back | 7 hooks |
| 3 -like head | 8 prints |
| 4 sightings | 9 ape |
| 5 squid | 10 -sea monster |

myths

legends

legendary creatures



A Hi, I'm Kevin from Inverness, Scotland! I'm sure you've all heard of our famous Loch Ness Monster, with its humped back, long tail and snake-like head. But you probably didn't know that people have been reporting sightings of this strange monster since the 6th century! The first modern sighting was in 1933 when a couple who were driving home saw a creature rolling and diving in the lake. Since then there have been over a thousand recorded sightings and even some photos taken of Nessie. Some people believe that Nessie is a dinosaur called a plesiosaur that somehow survived in Loch Ness but the truth is still a mystery.


B I'm Jens from Norway and we have the legend of the Kraken, a horrifying deep-sea monster that was a mile and a half across. As ships approached, the kraken would wrap its giant tentacles around them or create a violent whirlpool to pull them down to the bottom of the ocean. The kraken is a species of giant squid. In 2007, fishermen caught a ten-metre long squid with eyes the size of dinner plates and sharp hooks on some of its tentacles off the coast of Antarctica. There's no doubt that giant squids exist, but exactly how big they can grow to and whether they have destroyed ships still remains a mystery.

C I'm Mary from Oregon, USA. As you probably already know, a strange-looking big hairy creature called Bigfoot (or Sasquatch) has been part of American folklore for years. Since the 1800s, there have been more than 3,000 sightings of Bigfoot, who most witnesses describe as being a two-legged creature two to three metres tall that has long arms and a short neck. Investigators say there's no way that its footprints, at around 40cm long, could be human prints! Some scientists believe that Bigfoot could be a species of extinct ape, but unfortunately so far no one has found a Bigfoot body, fossil or skeleton.

So what do you think? Are these stories fact or fiction?

Send us similar stories from your part of the world!

Ways to Look


6  Check the verbs below in the Word List. Use them in the correct form to complete the sentences.

• stare • catch a glimpse of • spot • glance • glare

- 1 When I saw the strange creature, I couldn't stop (looking for a long time) at it.
- 2 Kelly (looked for a short time) quickly at her watch and then back at the water.
- 3 I think I've just (seen briefly but not well) a small hairy creature. Did you see anything?
- 4 The creature seemed to (look angrily) at me from the page of the book.
- 5 Did you (notice) anything strange in the lake?

Choose three verbs and make sentences of your own.

Speaking

7  Read the text again. Close your books and in pairs discuss the things that impressed you most.

Writing

8 *Portfolio:* Imagine you saw one of the monsters described in the text. Spend five minutes writing your diary entry for the day of the sighting. Write: *where you were & what you were doing, exactly what you saw, how you felt, what happened next.* Read your entry to the class.

3b

Listening & Speaking

Dreams & Nightmares

- 1 a The pictures show a teenager dreaming. What is he dreaming about?



- b What do you think his dreams mean? Read the 'dream dictionary' below to find out.

Dream Dictionary

common dreams

teeth falling out = you are anxious about your appearance

being chased = you feel confused, you have a lot on your mind

falling = you are under stress


flying = you are feeling confident

being lost = you have lost your way in life

missing a bus, train, plane etc. = you are sad because you have missed an opportunity

exams = you are stressed out because you are unprepared for something


being unable to move = you feel lost; you don't know what to do about a situation

- 2  Discuss the questions in small groups.

- How often do you: *remember your dreams?* *have nightmares?*
- What kinds of things do you dream about, e.g. *school, your friends?*
- Have you ever had a dream or nightmare over and over again? What was it about? How did you feel?
- Do you think dreams have meanings?
- Do you know of a book or a film related to dreams?

Everyday English

Speculating

- 3  Use the ideas in the dream dictionary in Ex. 1b and any of your own ideas to act out exchanges, as in the example.

Inviting Speculation	Speculating
<ul style="list-style-type: none"> • What do you think ... (this means, etc.)? • Do you have any idea what ...? 	<ul style="list-style-type: none"> • I think (it means) ... • I can't say for sure, but it might ... • Well, it could (mean) ...
Agreeing	Disagreeing
<ul style="list-style-type: none"> • You could/might be right. • Do you really think so? • That's a thought. 	<ul style="list-style-type: none"> • That can't be right! • I doubt that (very much). • Surely not! • You must be joking!

- A: *I had a dream that my teeth were falling out. What do you think this means?*
 B: *Well, it could mean that you are anxious about your appearance.*
 A: *Surely not.*

4 a Listen and repeat.

- Poor you! • Oh, that's horrible!
- I had a horrible nightmare last night.
- shaking like a leaf and with my heart pounding
- That's a thought! • That's a relief!
- I couldn't get back to sleep.

b These phrases appear in the dialogue below between two friends. What is the dialogue about?

 Listen and read to find out.

Katie: Good morning, Lizzie.
Lizzie: Is it?
Katie: I think someone got out of the wrong side of the bed this morning! What's the matter?
Lizzie: Oh, I'm just a bit tired, that's all. I had a horrible nightmare last night. I woke up shaking like a leaf and with my heart pounding. Then I couldn't get back to sleep.
Katie: Poor you! What was the nightmare about?
Lizzie: Well, I was trying to get to an exam, but my legs just wouldn't move.
Katie: So ... did you finally get there?
Lizzie: Yes, but then I realised that I couldn't answer any of the questions!
Katie: Oh, that's horrible! I once dreamt that, too. I looked it up. It could mean that you're afraid of letting someone down.
Lizzie: That's a thought! So it doesn't mean I'm going to fail my exams then?
Katie: No, don't worry. Nightmares are just your subconscious mind trying to deal with all your stresses and worries, that's all.
Lizzie: That's a relief!

5 Complete the sentences.

- 1 Lizzie didn't sleep well because
- 2 In her dream, Lizzie couldn't
- 3 In her dream, Lizzie's legs
- 4 Lizzie thought her dream meant she was going to

6 Find sentences in the dialogue which mean:

- What's the problem? • I'm so sorry. • That's awful. • Everything's OK. • I feel better now.

7 In pairs, read out the dialogue.

study skills

Improving Intonation

Record yourself while doing an intonation exercise. This way you can play the recording back and improve your intonation.

Intonation

Expressing Surprise & Concern

8 Listen and find the stressed syllables.

- 1 I don't believe it!
- 2 That's horrible!
- 3 What's the matter?
- 4 You can't be serious!
- 5 Is everything alright?

 Listen again and repeat.

Listening

9 You'll hear 5 speakers A, B, C, D and E twice. Match each speaker with a statement below (1-6). You can only use each statement once. There is one extra statement.

- 1 The speaker talks about a nightmare he/she often has.
- 2 The speaker thinks dreams don't mean anything.
- 3 The speaker describes an unpleasant dream.
- 4 The speaker talks about a dream he/she enjoyed.
- 5 The speaker explains what his/her dream meant.
- 6 The speaker talks about a dream he/she has had over and over again.

Write down your answers in the table.

Speaker	A	B	C	D	E
Statement					

Speaking

10 Work in pairs. Imagine you had a strange dream last night. Tell your partner and ask them to think about its meaning.


11 Think of ten phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

3C

Grammar in Use

Past Tenses

Grammar Reference

1  Name the tenses in bold in the texts. How is each tense formed? Which express an action/ actions that:

- were happening at the same time in the past?
- was in progress at a stated time in the past?
- was happening when another action interrupted it?
- happened before another action in the past?
- happened one after the other in the past?
- shows the duration of a past action happening before another past action?

What a Coincidence!





In 1953, a man called Irv Kupcinet 1) **was staying** at a hotel in London when he found some items in his room with the name Harry Hannin on them, the name of a good friend of his. Two days later, he received a letter from Hannin. Hannin told him an amazing story! A few weeks before, he 2) **had been staying** at a hotel in Paris when he found a tie in a drawer – with Kupcinet's name on it!


In 2008, an Australian woman lost an earring in the sea. Three days later, she 3) **was talking** to her husband while he 4) **was cleaning** some fish he 5) **had just caught**. He 6) **saw** something shiny inside and 7) **pulled** it out ... it was the earring his wife 8) **had lost**!



In Detroit, USA in the 1930s, a man called Joseph Figlock 9) **was walking** down the street when a baby fell from a high window onto him. Then, a year later, another baby fell from the very same building onto him again!

2   Find the correct tenses. Explain your choices.

- Jane was angry because Mark **wasn't calling/hadn't called** her since last weekend.
- Sophie had a headache because her baby sister **had been crying/was crying** all afternoon.
- Joanna **switched/had switched** the TV off and went to bed.
- Mike slipped and twisted his ankle while he **was playing/had played** football yesterday.
- Tony was shocked. He couldn't believe what **had just happened/just happened**.
- After John **had parked/had been parking** the car, he went into the house.
- This time yesterday, we **lay/were lying** on the beach sunbathing.
- I didn't go out last night because I **wasn't finishing/hadn't finished** my homework.
- Jack **had been working/was working** at the company for ten years before he left.
- He **was driving/had been driving** for an hour when the car broke down.

3  Put the verbs in brackets into the correct tense.

 Listen and check.

Sam: Who 1) (be) that on the phone, Ann?

Ann: George. I 2) (think) about him when he 3) (call), actually. What a coincidence!

Sam: It is! 4) (I/tell) you what 5) (happen) to me and my mum when we 6) (shop) in London a few years ago?

Ann: No, what?

Sam: Well, we 7) (look) around an old second-hand bookshop when my mum 8) (come) across one of her favourite childhood books. She 9) (show) it to me and when she 10) (open) it, it 11) (have) her name written inside!

Ann: Wow, so it 12) (be) her very own book! I bet you 13) (not/expect) that!

Sam: No, I didn't!

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

Compare:

I'm tired. I've been studying all morning.

I was tired yesterday. I had been studying all morning.

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

- 1 Tom was angry because he (miss) the last train home.
- 2 Katie (only/work) in her new job for a month when she got a promotion.
- 3 By the time we got home, everyone (eat) dinner.
- 4 Sarah was angry because she (wait) for the bus for over an hour before it arrived.
- 5 Harry (dig) in the garden so he was covered in mud.
- 6 Alice (not/finish) her homework by bedtime.
- 7 They (cook) for over three hours before the guests arrived.
- 8 I (just/decide) to walk home when the bus came along.

5 Use the adverbs and time expressions below to make sentences about yourself. Use past tenses.

yesterday since ago while when for
last summer at 5 o'clock yesterday afternoon

▶ *I didn't watch TV yesterday.*

used to/would

Grammar Reference

6 Complete the sentences with *used to* or *didn't use to*. In which sentences could you also use *would*?

- 1 When I was a child, we go camping every summer by a beautiful lake.
- 2 I play football three times a week, but I don't anymore.
- 3 I like vegetables very much, but I love them now.
- 4 When I was younger, I go for long walks in the countryside with my family.
- 5 In the past, people lock their doors around here, but they do now.
- 6 My brother Tom make fun of me all the time when we were kids.

7 Listen and find what Sam and Cathy used to do when they were young and what they didn't use to do. Then write sentences.



stay at their grandma's all summer
help with the housework
play in the garden
go to bed late
go to the beach alone
feed the chickens

▶ *They used to stay at their grandma's all summer.*

8 Make similar sentences about yourself when you were a child. Use *used to/didn't use to* or *would*. Swap memories with your partner.

9 Complete the gaps with the verbs in brackets in their correct past forms.

Eleanor Seagrove and her dog Rusty 1) (walk) along the beach one Sunday afternoon. Rusty 2) (enjoy) himself running along the sand and barking happily. Suddenly he and Eleanor 3) (freeze). As they looked up, a strange round metallic object like a giant football 4) (appear) in the sky. It was travelling very fast and coming straight for them. Eleanor 5) never (experience) anything like it before. Terrified, she and Rusty fell down in the sand. The 'football' hovered near them for a moment and then 6) (disappear) over the horizon. Eleanor was sure she 7) (see) an Unidentified Flying Object!

Writing (an email)

10 Imagine something strange happened to you. Write an email to your English-speaking pen friend about it (110-120 words).

3d


Vocabulary & Speaking

Illusions


1 Look at the optical illusions and answer the questions. Check with your partner. Did you both see everything in the same way?

- 1 How many faces can you see in picture A?
- 2 How many dogs are in picture B – 2, 3 or 4?
- 3 What do you see in picture C – an elderly couple, a vase or two people: one playing the guitar and the other listening?

2 a Why do we not always see things as they really are? Read the text to check.


b  **RINE** Read again and match phrases A-F to gaps 1-5. There is one extra phrase you do not need.

- A which may not always be correct
- B or fails to see something that is there
- C to help us better understand a situation
- D but we all know that they don't really
- E and something else when we continue to stare at it
- F so that we don't worry about unimportant details

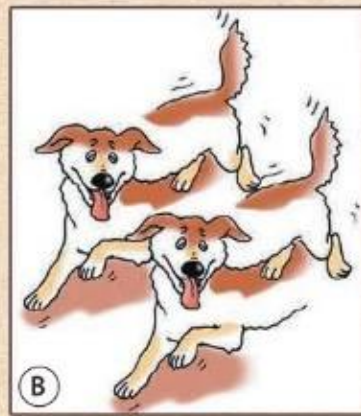
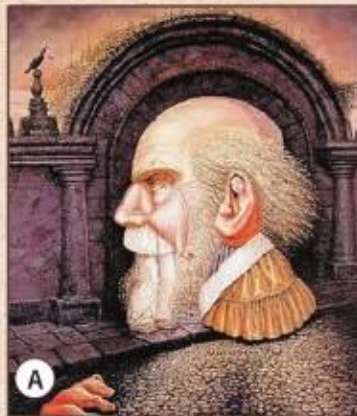
 Listen and check.

Vocabulary

The Mind

3  Find the correct words.

- 1 John lives in a(n) **fantasy/imagination** world. He's lost touch with reality.
- 2 Tim's car was so shiny that he could see his own **shadow/reflection** in it.
- 3 Patrick has a brilliant **head/mind** – he's training to be a **brain/head** surgeon.
- 4 The magician in that show didn't really disappear – it was just a(n) **test/illusion**.
- 5 She's got a vivid **fantasy/imagination** and always comes up with nice stories.

Just an
ILLUSION

If you stand at the end of a train track and look down it, what do you see? The further down the tracks you look the closer the two tracks seem to be. Eventually, they appear to touch, 1) Our eyes are simply playing tricks on us.

So, why don't our eyes always see the world as it really is? Well, simply because seeing is a **complicated** process! Our eyes work together with our brain to 'understand' what we are seeing. Because our eyes take in images all day long, our brain tries to help us to make them simpler 2) Our brain then 'learns' how to see things in a certain way, 3)! When we watch TV, for example, our brain has learnt to see movement, but in reality we are seeing a series of individual images very quickly. This is why we can have so much fun with optical illusions! Our brain 'sees' things that aren't really there, 4)

Optical illusions can teach us some important lessons about life. Firstly, there may be more to a situation than we see at first, just as we may see one thing when we first look at a picture, 5) Also, there is often more than one way to see things. It's okay if you and your friends have a different opinion about something, for example. You are just seeing things in a different way, that's all!

Speaking

Making Assumptions

- 4 a Read the box. What are the equivalents in Russian?

must/can't/may

must/can't + infinitive without to = we are sure about sth – *This picture must be very old. (I'm sure it's very old.)*

It can't be an original. (I'm sure it isn't an original.)

may + infinitive without to = we aren't sure about sth – *This picture may be expensive. (I'm not sure if it's expensive; it's possible.)*

- b  Look at the painting and find the correct word in each sentence.



The Kitchen Maid
by Johannes Vermeer

- 1 The painting **may/can't** be oil on canvas.
- 2 The painting **must/can't** be quite old.
- 3 The room **may/must** be the kitchen.
- 4 The woman **may/must** be married.
- 5 She **must/can't** be rich.
- 6 She **may/must** be making breakfast.

study skills

Describing Paintings

When describing a painting, describe it as fully as possible, as if describing it to someone who can't see it. You should mention the style, colours, subject, location, season/weather, etc. as well as describe what is in the foreground/background.

- 5 Look at the painting and read the description. Is the description detailed? What is mentioned about: the people? the place? the colours? the style?

This oil painting shows a country scene. It is a portrait of a group of field workers collecting grapes. The background is sky and open countryside. In the foreground, a man on a cart pulled by two oxen takes up the left side of the painting and a group of women carrying baskets is on the right. The colours are mostly green, red and blue in natural shades and the picture looks very realistic.




The Vintage at Chateau Lagrange by Jules Breton


- 6 Describe this painting as fully as possible.



The Sunday School Walk by Albert Anker

Making Suggestions

- 7  Listen to two friends trying to decide where to go on Saturday afternoon. Where do they decide to go?

- 8  You are discussing what arts event your class should organise to raise money for charity. These are your options:

- a photographic exhibition
- a demonstration by a well-known local artist
- a classical music concert
- a painting competition

Act out your dialogue. You can use the audioscript for Ex. 7 as a model. Make sure you discuss all the options before deciding on one.

3e

Writing Skills


Stories

- 1 What can a story be about? What makes it interesting? Read the box to check.

Stories can be written in the first person (*I/we*) or the third person (*he/she/they*) and can be about real or imaginary events. A variety of past tenses is used.

A good story includes:

- an **introduction** (*Para 1*) that sets the scene (introduces the characters, says when/where the events happened, etc.);
 - a **main body** (*Paras 2-3*) that develops the story, giving the events in the order they happened and describing the climax event (the most important event in the story). Appropriate linking words (*then, as soon as, while, etc.*) should be used to show the sequence of events;
 - a **conclusion** (*Para 4*) that says what happened at the end of the story and describes the characters' feelings and reactions;
- To make your story more interesting, you should use a variety of verbs, adjectives and adverbs. Do not use simplistic ones like *nice, good, bad, well, etc.*

- 3  Read the story and put the events in the order they happened.

- A Tom and Danny went back to find the inn.
- B A passer-by told them there had been an inn there 100 years ago.
- C The friends were driving to the south coast for a camping holiday.
- D They left the inn.
- E Tom got his pictures developed.
- F Tom took some photos.
- G They found two ruined buildings.
- H Mark saw an inn and they went in.
- I They spent a week camping.
- J They couldn't find the inn.
- K They spent the night at the inn.

- 2 Look at the title of the story and the picture. What kind of story do you expect to read? What could it be about?



The GHOSTLY Inn

1 Three friends were chatting excitedly as they were driving down to the south coast of England for their camping holiday. It was getting dark, so Danny suggested that they find somewhere to stay for the night. Almost immediately, Mark spotted a small inn by the side of the road.

2 When they went in, they saw a young policeman talking in the lounge with some people. What was strange was that the people were wearing very old-fashioned clothes! Tom took a few photos and they stayed the night. The next morning, they paid the bill, which seemed extremely cheap, and then they left.

3 A week later, the friends decided to stay at the inn again on their way home. Unfortunately, though, they could not find it, so they stayed somewhere else. As soon as they got home, Tom got his photographs developed. While he was looking at the pictures of the inn, he saw only his friends and a small white creature behind them.

4 Tom felt very troubled, so he went back with Danny to find the inn. When they arrived where they thought it had been, all they could find were two ruined buildings. Puzzled, they asked a passer-by about the inn. 'Oh, there used to be an inn here,' the old man told the boys, 'but it closed about a hundred years ago. There was a police station right next to it.' Immediately, both boys remembered the policeman they had seen sitting in the inn. They both gasped in horror. They had spent the night with ghosts of the past!

4 Which paragraph:

- presents events before the climax event?
- contains the climax event?
- sets the scene?
- contains the main characters' feelings?

5 Find all the time linkers in the story.

6 What adjectives has the writer used to describe the following: *the inn, the policeman, the people's clothes, the bill, the two buildings?*

7 Match the verbs to the adverbs, then make sentences using these phrases in past tenses.

- | | |
|-------------|-------------|
| 1 run | a angrily |
| 2 work | b happily |
| 3 sing | c fast |
| 4 rain | d heavily |
| 5 come back | e carefully |
| 6 shout | f hard |
| 7 drive | g late |
| 8 jump | h high |

▶ *James ran fast to catch the last bus home.*

8 Replace the adjectives and adverbs in bold with: *huge, fiercely, quickly, loud, terrifying.*

The wind was blowing 1) **badly** as we walked into the 2) **big** house. Suddenly, we heard a 3) **big** noise and a 4) **bad** feeling came over me. Was someone running 5) **fast** up and down the room above us?

Writing (a story)

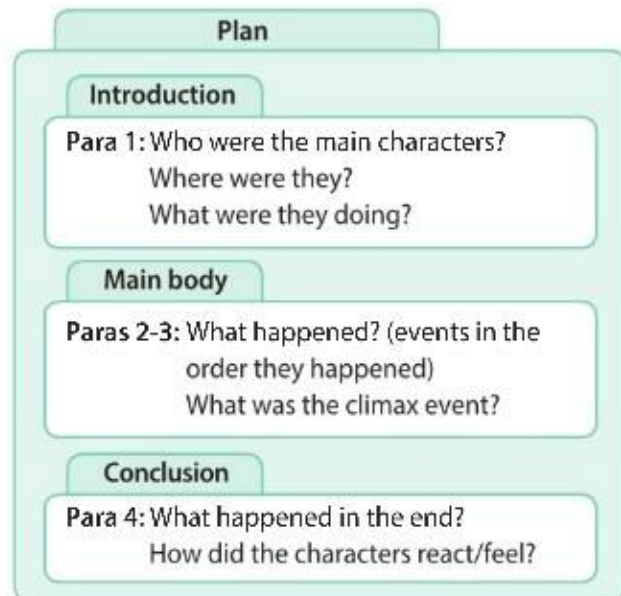
9 Read the rubric and find the key words, then answer the questions.

- An Internet site is asking its readers to send them short stories with the title 'A Very Strange Tale'.
- Write your story for the website (110-120 words).

- What are you being asked to write?
- Who is going to read it?
- What could it be about?
 - a horrible day that you/someone else had not long ago
 - something unusual or interesting that happened to you/someone else
 - an exciting event that you'll never forget

Listening for Ideas

10 Listen to James's story and make notes to answer the questions in the plan below.



11 Use the plan in Ex. 10 to write your own story (110-120 words). Then go through the following checklist and make any necessary improvements.

- Is the story clearly divided into paragraphs?
- Does the introduction set the scene?
- Are the events presented in the order they happened?
- Does the conclusion contain the characters' feelings?
- Have you used:
 - past tenses?
 - linking words?
 - a variety of adjectives & adverbs?
- Are there any grammar/spelling mistakes?
- Have you used appropriate punctuation?



3f

English in Use

Word Formation

- 1 a Read the theory box. Find examples in the text on pp. 42-43.

Compound Adjectives and Nouns

- adjective/number + noun + -ed (*eight-legged*)
- adjective/adverb + past participle (*well-behaved*)
- adjective/adverb/noun + present participle (*nice-looking*)
- noun + adjective (*year-long*)
- adjective + noun (*deep-sea*).

Some Compound Nouns with hyphens have a preposition as their part: *mother-in-law*, *brother-in-law*, *check-in*, *editor-in-chief*.

- b Complete the extract from a TV guide with the words below. Check in a dictionary.

• late • well • known • spine • haired • like

11:30 pm – Saturday's 1)-night movie:
Creature from the Black Lagoon (1954)

In this 2) well-..... classic horror movie, a research team come across a fossil of the hand of a 3) human- reptile in the Amazon. But when two scientists and the 4) dark-..... beauty, Kay, go to find more fossils, they run into the creature itself, and terror begins! Look out for the 5)-chilling scene where the creature is watching Kay while she is swimming above.

Don't miss your chance to see this 6)-preserved classic.

Phrasal Verbs: come

- 2 Complete with: *down with*, *out*, *across*, *over*, *up with*. Check in Appendix 1.

- Alan came a mysterious map in his mother-in-law's attic. (**found by chance**)
- It was Will who came the idea of going into the haunted house. (**thought of**)
- After getting caught in the rain, Jane came a terrible cold. (**got**)
- Stephen King's new book has just come (**become available to the public**)
- As soon as I stepped into the creepy house, a strange feeling came me. (**affected me strongly**)

Dependent Prepositions

- 3 Complete with: *in*, *from*, *about*, *of*. Check in Appendix 2, then write your own sentences using the phrases.

- Who hasn't heard the Loch Ness Monster?
- Have you heard Tom lately?
- The Yeti is now part Tibetan folklore.
- They didn't succeed locating the site.
- Have you ever thought travelling abroad?
- They went search of the lake.
- John knew experience what to expect.
- I felt nervous meeting a ghost!

Words Often Confused


- 4 Find the correct word, then make sentences with the other words.

- People have been reporting scenes/sightings/sights of Nessie for years.
- You have a vivid fantasy/imagination/illusion.
- The witnesses/spectators/investigators are examining all the evidence.
- We saw a set of same/similar/alike pictures.

Text Completion

- 5 **RINE** Read the text below. Use the words in brackets in the correct form so that they fit the text. Every gap corresponds to a different task (1-9).

One day in 1953, a plumber called Harry 1) (**work**) in a cellar in York, England when he suddenly saw a Roman soldier on a horse. The horse with its rider 2) (**step**) through the wall of the cellar! More soldiers wearing helmets and carrying swords then followed 3) (**they**). Harry noticed that the soldiers looked 4) (**short**) than you would expect, even for ancient Romans. He 5) (**not know**) the reason until he realised their legs were below the floor of the cellar. In fact, archaeologists who 6) (**dig**) in the cellar recently said it was once part of an old Roman road! That's why the soldiers seemed to be 7) (**walk**) on their knees! Terrified, Harry ran out of the house. Later, he found out that some Roman soldiers 8) (**disappear**) long ago while fighting in York. That was way back in the 9) (**two**) century and no trace of them was ever found. Maybe these were the soldiers that Harry saw!

1  Who are these people and how are they related to the castle in the text? Read the text to find out.

- Lady Mary Berkeley • Lord Grey of Chillingham • The Blue Boy • Edward I

The Most Haunted Castle in Britain!


Can you 1) **think/believe/consider/imagine** visiting a place where ghosts **lurk** round every 2) **turn/bend/corner/corridor** and strange noises go **bump** in the night? Well, that's exactly what people say happens at Chillingham Castle in Northumberland, England, which 3) **goes/dates/sends/ages** back to medieval times.


The most famous ghost is Lady Mary Berkeley, the wife of Lord Grey of Chillingham. She wanders along the **corridors** 4) **hunting/viewing/reaching/looking** for her husband who left her with a broken heart. Some people say they have heard the **rustling** sound of her dress as she walked past them.

Another ghost is 'The Blue Boy'. Many people 5) **in/over/between/by** the years have seen this **mysterious** boy dressed in blue **appear** suddenly in front of them.


Chillingham Castle is very 6) **fashionable/preferred/popular/favourite** with ghost hunters and there are special ghost tours available. However, it is also a great place to visit for 7) **no one/everyone/someone/anyone** who is interested in history. You can see the medieval Great Hall, the State Room where Edward I stayed as well as the **dungeons** and **torture** chambers. So, even if you don't believe in ghosts, it is well worth a visit!




2  Read the text again and for each gap (1-7) choose the correct word.

3  Match the underlined words in the text with their meanings in the list below. What part of speech is each?


- passages • strange • prison • show up
- hide • sth that causes pain/suffering
- soft sound • bang

4  Listen to and read the text. Imagine you are a tour guide at the castle. Tell your partner some interesting facts about the castle.

5  **Project:** In groups, collect information about a famous castle or house in Russia and present it to the class (110-120 words). **Write:** its name, where it is, what it is famous for, who lives there, what one can see there.

Art & Design

Across the Curriculum

- 1  Listen and repeat. What are these words in Russian?



rectangle



triangle



square



cube





cylinder

- 2 Look at paintings A & B. Which uses *bright colours*? *dark/dull colours*?
- 3 What style of painting is each picture? How do these styles differ? Read the texts to find out.

study skills

Word Formation

Read the title of the text to get an idea what the text is about. Read the text once quickly. For each gap decide what part of speech the missing word is e.g. noun, verb, adverb, etc. You may need to make the word plural or with a negative meaning. Think of possible prefixes and suffixes. Complete the gaps. Check the spelling. Read the completed text to check if it makes sense.



- 4  **RINE** Read the text and complete the gaps 1-8 with the correct derivatives formed from the words in brackets. Compare with your partner.
- 5  Listen to and read the texts to answer the questions.
- 1 When was Cubism popular?
 - 2 How did Cubism get its name?
 - 3 What style did Dalí paint in?
 - 4 What did Surrealist painters use to get ideas for their paintings?

Painting Styles

Cubism

Cubism was a popular painting style from around the 1900s. Pablo Picasso and Georges Braque were two 1) (fame) Cubist painters. They used Cubism to show people a new way of 2) (see) the world. They looked at an object or person and broke it down into shapes. Then they put these shapes back together to make a picture which represented the 3) (origin) object even though it may not look very much like it anymore. They used shapes such as rectangles, cylinders and cubes. Most of their paintings were dark and used **dull** colours like grey and brown. This makes the painting seem to have many layers and so it can be seen from a number of 4) (differ) viewpoints.

Idioms with 'paint'

- 6  Complete the sentences with the correct idioms. Check in Appendix 3. Are there similar ones in your language?
- paint the town red
 - like watching paint dry
 - paints a grim picture of (sth)
 - paint (sb/sth) with the same brush (as sb/sth else)
- 1 This film is so boring it's
 - 2 I want to have some fun. Let's go out tonight and
 - 3 I know Sam and Dan can be a bit boring but don't Tim
 - 4 The documentary life in the war-torn region.
- 7  Match the words in bold in the text to their meanings.
- not bright
 - effect
 - part/piece
 - angles

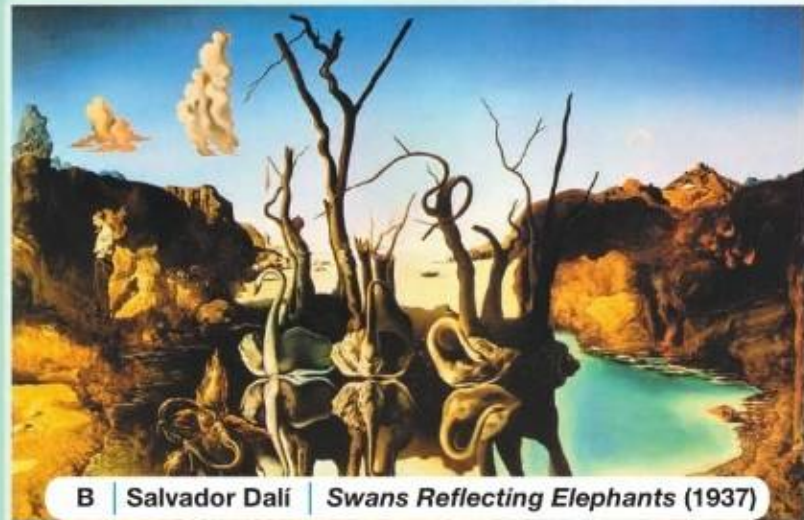


A | Georges Braque | *Man with a Guitar* (1911)

Speaking

- 8** **RENE** You need to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

This painting has a very interesting style. It's called *Man with a Guitar*. The great Cubist artist Georges Braque painted it in 1911. It shows many different lines and shapes like squares and triangles. When you look very closely, however, you can see other things. You can make out parts of a human body. There seems to be a musical instrument in there, too. With a little imagination, you can see the parts of a guitar. And there's something else about the painting. It's the way the artist has used colour to show meaning. The painting is in grey, brown, yellow and green. All the colours are in dull shades. This gives it a gloomy feeling. When you look at the painting, you feel quite sad.



B | Salvador Dalí | *Swans Reflecting Elephants* (1937)

Surrealism

5) (art) such as Salvador Dalí and René Magritte painted in the Surrealist style that was at its most popular from the 1920s to the 1960s. Surrealist paintings always have an **element** of surprise in them. They put strange images and ideas together to create strange 6) (**represent**) of things. The Surrealists painted images and ideas from their dreams and their imagination. They often used bright colours to create an even 7) (**big**) **impact** and always showed people and objects in new and 8) (**usual**) ways.

- 9** Use these words to describe painting B.

- strange objects
- swans on a smooth lake
- reflection of elephants in lake
- bright colours
- clear blue sky

How does it make you feel: *astonished, anxious, curious, confused, excited?*


- 10** **THINK!**  Do you agree with this quote? Discuss in small groups.

Words of Wisdom

"Painting is just another way of keeping a diary."


Pablo Picasso

3 Progress Check

1  Complete with: *survived, violent, sightings, humped, mythical, rustling, torture, dull, glimpse, illusion.*


- Many old castles used to have chambers.
- As the wind blew the leaves made a sound.
- The Kraken would create a whirlpool to pull ships down to the bottom of the sea.
- Cubist paintings often have colours.
- Every culture has stories of creatures.
- Nessie could be a dinosaur that somehow
- We caught a(n) of a weird-looking creature hiding in the bushes.
- of strange creatures have been reported by people all over the world.
- People who see one picture inside another are experiencing an optical
- Nessie has a long neck and a back.

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

2  Put the verbs in brackets in the correct form.


- Kate was bored because she (not/go out) all weekend.
- We (walk) for an hour when it started to rain.
- This time last week we (lie) on a beach.
- After Bill (mow) the lawn, he collected the grass cuttings for compost.
- I didn't sleep well last night because I (worry) about my exams.
- Daniel felt ill last night because he (eat) sweets all day.
- John (wash) the car when it started to rain.
- Paul (not/read) a book yesterday.
- Wendy (cook) dinner for over two hours before the guests arrived.
- Jim (not/finish) all his homework by the time he went to bed.

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

3  Form compound adjectives using these words: *in, blue, well, deep, good.*


- Sam is a very -looking man.
- I have just arrived. What is the check-.... time in this hotel?
- My nephew is a cute little -eyed boy.
- The Kraken was a -sea monster from Norwegian legend.
- Nessie is a -known monster from Scotland.

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

4  Complete the gaps with the correct preposition.

- Jack was nervous camping in the forest.
- Sue thought a good idea to raise money.
- Will knew experience not to walk through the woods at night.
- Have you heard Bigfoot?
- They succeeded working out the answer.

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

5  Complete the gaps with the correct particle.

- Eve came with a great idea for a story.
- Dave came a secret passage in the castle.
- A strange feeling came me as I walked home.
- I can't wait for Spielberg's new film to come
- Lee feels ill. He must be coming with the flu.

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

6  Match to form exchanges.

- | | |
|-----------------------------------|-------------------------|
| 1 What do you think this means? | a Why not? |
| 2 It might mean you are anxious. | b I know! |
| 3 What's the matter? | c You could be right. |
| 4 Shall we go to the art gallery? | d I can't say for sure. |
| 5 That's horrible! | e I'm just a bit tired. |

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

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

Now I Can ...

- talk and write about mysteries/ghost stories
- talk about dreams and nightmares
- talk about paintings and illusions
- speculate and agree/disagree
- make assumptions/suggestions
- express surprise and concern
- write a diary entry
- write a story

... in English

Module 4

Technology

◆ Before you start ...

- Do you believe there are mysterious creatures? What books/films do you know about them?
- What is the worst nightmare you have ever had?
- Have you ever visited a haunted house?
- What is your favourite ghost story? Why?

◆ Look at Module 4

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a mind map
- speech bubbles

◆ Listen, read and talk about ...

- robots & technology
- computers & the Internet
- *The Gadget Show*
- e-waste

◆ Learn how to ...

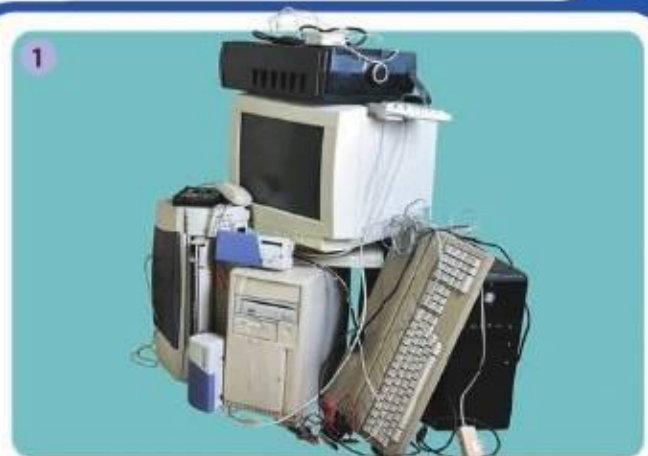
- offer solutions & respond
- hesitate & avoid giving a direct answer
- ask for & express positive or negative opinions

◆ Practise ...

- ways of talking about the future
- time clauses
- clauses of purpose/result
- idioms related to technology
- phrasal verbs: *break*
- word formation: *forming nouns from verbs*
- words often confused: *invented/discovered, research/experiment, electric/electronic, engine/machine, access/download, effected/affected, offered/suggested*

◆ Write / Give ...


- a short summary of a text
- an opinion essay
- a short article about a TV programme
- a two-minute talk about e-waste



4a Reading & Vocabulary

1 Read Isaac Asimov's Laws of Robotics below and look at the pictures. How do you think they are related to the text?

- 1 A robot may not injure a human being or through inaction allow a human being to come to harm.
- 2 A robot must obey orders given to it by human beings, except where such orders would conflict with the First Law.
- 3 A robot must protect its own existence as long as such protection does not conflict with the First or Second Laws.



2  Which of the following do you think robots can do? Decide in pairs.

- do the ironing • cook dinner • walk the dog
- climb stairs • vacuum the carpets
- mow the lawn • talk • run • think
- make decisions

3 Which of the following do you think robots possess/show? Decide in pairs. Read and check.

- intelligence • reasoning • mobility
- consciousness • creativity • accuracy

Reading

4   Read the text. Decide which of the statements 1-8 are T (True), F (False) or NS (Not stated).

- 1 Jules Verne and Isaac Asimov wrote similar kinds of books.
- 2 Household robots can now take care of pets.
- 3 Some robots do a number of different chores.
- 4 Now robots can think for themselves.
- 5 Scientists don't agree on how the human brain works.
- 6 ASIMO is able to get around easily.

Where Are The ROBOTS?

Science fiction writers, including Jules Verne and Isaac Asimov, wrote about rockets to the moon, nuclear power, the Internet and robots. All of these things are now a reality: that is of course, except for the robots. So where are these household robots we were promised? Where are our robot helpers to do the ironing, cook dinner, walk the dog, clean the house and so on?


It is true that we have already got some robots which can perform a single task such as vacuuming the carpets or mowing the lawn, but what about the human-like companions we were promised that can walk, talk and cater for all our needs? Perhaps it is much more difficult in practice than in theory to build such a robot.

The truth is that for such a robot to exist it must be able to think and scientists simply don't know how to give robots this ability. They don't have the knowledge to give a robot intelligence or the power of reasoning. Worse still, it seems that they may never work it out.

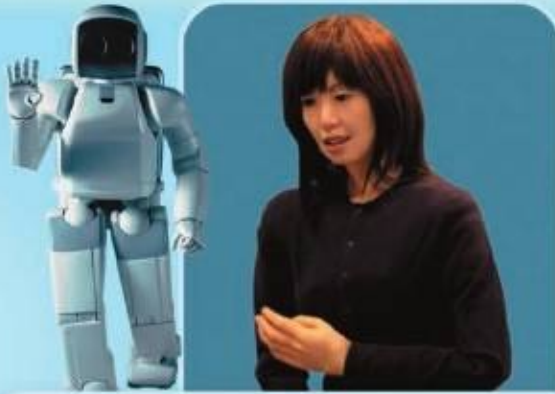
- 7 Robots use a common language to understand each other.
- 8 Nobody knows how long it will be before we have household robots.

Vocabulary

Technology

5  Complete with: *built, overcome, divided, become, perform, cater, exist.*

- 1 One day, robots in our homes will a reality.
- 2 Today, we have robots that are able to one task only.
- 3 Scientists have not yet the problem of how to make a robot think.
- 4 Experts are as to when we will all have robot assistants.
- 5 It would be great to have a robot to for all our needs.
- 6 Honda a robot called ASIMO that can climb stairs.
- 7 Robots that can think like humans do not yet.



Researchers say that the best way to overcome this problem is to study the human brain and try and create an artificial brain that copies its functions.

Nevertheless, scientists have already overcome other problems such as mobility. For example, Honda's ASIMO robot can walk, run and climb stairs without any problems. Also, robots can now look more human thanks to roboticist David Hanson's invention of a skin covering called Frubber which has been used on robots such as Repliee Q2. Language may be another obstacle as robots have to be able to understand figurative speech such as idioms, as well as gestures and emotional responses.

All in all, experts are divided as to when robot assistants may become a reality. Some say five years, others say fifty. Who knows – soon household robots may be as common as home computers.

6 Match the words from the text to make phrases, then use them in sentences of your own to talk about the text.

- | | |
|--------------|--------------|
| 1 nuclear | 4 artificial |
| 2 figurative | 5 emotional |
| 3 household | 6 overcome |

- | | |
|-------------|-------------|
| a brain | d power |
| b robots | e speech |
| c a problem | f responses |

7 Find the correct word. Check in the Word List.

- The **invention/discovery** of a thinking robot lies in the future.
- Robot factory workers are now a **fact/reality**.
- The main **problem/trouble** with creating a robot is how to give it intelligence.
- I would love to own a robot that could **clean/clear** my house.
- Language is an **obstruction/obstacle** to creating a functioning robot.
- It is quite **ordinary/common** for households to have a microwave.

Speaking

8 Imagine that robots existed that could do all the housework and lots of other tasks, too. In pairs, discuss how your life would change if you had one.

- A: Robots could do the boring jobs like cleaning the windows, couldn't they?*
- B: Yes, and they could even wash the car, so we'd have much more free time.*

Writing

study skills

Summarising


Make notes on the main points of the text under appropriate headings. Start your piece of writing with one sentence that summarises the idea of the whole text. Write your summary, including all the main points in your own words. Check that your summary is clear, complete and makes sense.

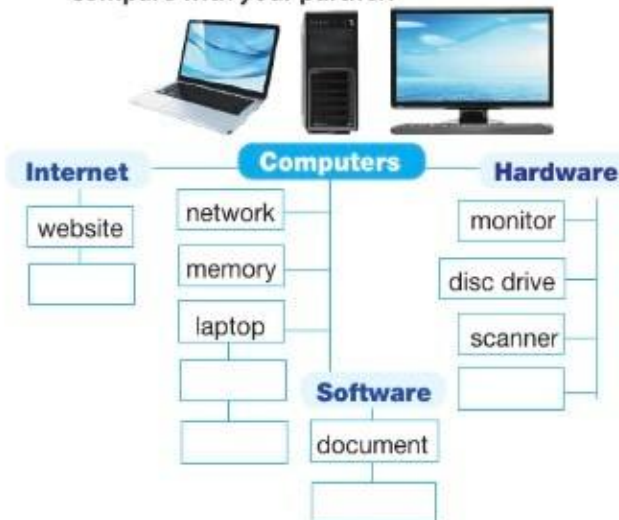
9 Listen to and read the text again. Think of a heading for each paragraph. Make notes under the headings. Write your summary. Read it to the class.


4b

Listening & Speaking

Computer Problems

- 1  Look at the mind map. Find as many words as you can think of related to computers. Compare with your partner.




- 2  Find the correct word. Check in the Word List.


- The screen has **frozen/stopped**.
- I forgot to **save/store** the document.
- I think I've got a **virus/germ** because my computer is very slow.
- I can't **connect/join** to the Internet.
- My Internet **link/connection** is really slow.
- I can't **transfer/download** this music as the link isn't working.
- The printer has **got out/run out** of ink.
- I've **spilt/poured** something on the keyboard.
- The **hard/tough** disk is full.
- I can't get this DVD to **drive/work**.
- I've **deleted/wiped** a file by mistake.

Everyday English

Offering Solutions/Responding


- 3 a  Match the problems to the solutions.

- | | |
|---------------------------------|---|
| 1 have a virus | a reboot the system |
| 2 can't connect to the Internet | b use anti-virus software to do a full scan |
| 3 computer crashed | c run a search |
| 4 lost some files | d call your Internet service provider |

- b  Work in pairs. Use the language in the box to talk about computer problems, offering solutions and responding.

Offering a Solution	Responding
<ul style="list-style-type: none"> Have you tried/ thought of ...? How about...?/Why don't you...?/You could try... I (would) suggest that you should ... The best thing to do is to ... 	<ul style="list-style-type: none"> OK, I'll try it. That's a good/not a bad idea. (I suppose) that might work. Well, it's worth a try. I've already tried that and it didn't work.

- A: I think my computer has a virus.
 B: Why don't you use anti-virus software to do a full scan?
 A: OK, I'll try it.

- 4 a Read the first two exchanges. What is the dialogue about?  Listen, read and check.

Adrian: Hi, Paul, it's Adrian.

Paul: Hi. What's up?

Adrian: I've got a problem with my computer. Can you help me?

Paul: I'll try. What is it?

Adrian: Well, my computer keeps crashing.

Paul: What exactly happens? Does the screen keep freezing?

Adrian: Yes. The cursor sticks in the same place and I can't do anything.

Paul: Have you tried switching it off and on again?

Adrian: Yes, I have, but then after a while the same thing happens again.

Paul: Hmm. Have you got anti-virus software on your computer?

Adrian: Yes, I have.


Paul: Right. Well, I suggest that you do a full scan with your anti-virus software. It could be a virus that's causing your problem. Try that, then call me again if you still have a problem.

Adrian: OK. I'll do that. Thanks, Paul.



Paul: You're welcome.

b  Read the dialogue and complete the sentences.

- Adrian has got a problem with
- His computer keeps
- It seems that the cursor
- Paul suggests switching
- Adrian will do
- Paul thinks that the cause of the problem


5 a  Find words/phrases in the dialogue in Ex. 4a which mean:

- What's the matter?
- I will do my best.
- What exactly is the problem?
- Any time.



b   Listen to and read the dialogue in Ex. 4a again. Then read the dialogue out in pairs. Pay attention to the intonation.

Intonation

Hesitating/Avoiding Giving a Direct Answer

6 a  Listen to the exchanges and repeat the phrases in bold. Listen again and find the stressed syllables of the words in bold.



- A: Do you know a lot about computers?
B: **Well ... sort of.**
- A: Do you use the Internet a lot?
B: **Er ... you could say that.**
- A: Would you agree that Internet shopping has a lot of disadvantages?
B: **Um ... in a way, yes.**
- A: You play a lot of computer games, don't you?
B: **Well ... I suppose so.**

b   Ask your partner questions about the following. Your partner responds using the phrases in bold in Ex. 6a.

- hobbies
- friends
- free-time activities
- study habits



- A: *You play a lot of football, don't you?*
B: *Um ... you could say that.*

Say It Right



7  Find the correct answers.  Listen and check.

- A: Can you give me a hand with my computer?
B: **a** Sure, what's the problem?
b There's no problem.
- A: Let me take a look at that printer problem for you.
B: **a** You're welcome.
b That's really kind of you.
- A: Would you like me to fix that for you?
B: **a** Thanks, but I think I can manage.
b I don't think so.
- A: Would you help me sort this problem out, please?
B: **a** Sure, why not?
b I'm fine, thanks.

Speaking

8   **Portfolio:** Your computer won't connect to the Internet. Ask your friend for help. Use the dialogue in Ex. 4 as a model. Record yourselves.

Listening

9  **RNE**  You'll hear 4 short dialogues A, B, C and D twice. Match the dialogues with the locations (1-5) where they take place. You can only use each location once. There is one extra location.

- in a school library
- on a plane
- in an office
- in a café
- in a shop

Dialogue	A	B	C	D
Location				

10 **THINK!** Think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

4C Grammar in Use

Ways of Talking About the Future

1 a Read the theory box.

Grammar Reference

Future Simple

- for decisions made at the moment of speaking – *You're very busy. I'll help you.*
- for future predictions about what we think or believe will happen – *I think I'll pass the exam.*
- for promises, threats, hopes, requests & offers – *Will you help me cook the dinner?*
- for actions/events which will definitely happen in the future – *Steve will be sixteen in May.*

be going to

- for predictions based on what we know or what we can see – *It's very sunny today. It's not going to rain.*
- for future plans/intentions/ambitions – *I'm going to buy my brother a puppy for his birthday.*

Future Continuous

- for actions which will be in progress at a certain time in the future – *This time next week he will be flying to Moscow.*

Future Perfect

- for actions which will have finished at a certain time in the future – *We will have left for Spain by the end of next month.*

Future Perfect Continuous

- to stress the duration of an action up to a certain time in the future – *By this time next week he will have been working here for 3 years.*

Present Continuous

- for fixed arrangements in the near future – *We're having a dinner party tomorrow.*

Present Simple

- for timetables – *The bus to Glasgow leaves at 9:00 pm.*

b Identify the verb forms in bold in the letter. Why is each verb form used?

Hi John,

I've been really busy lately because I'm **entering** a Young Inventor's Competition next month. It's at the National Exhibition Centre on the 17th August. It **starts** at 10 am and **finishes** at 6 pm. I'm **going to give** a presentation of my invention to hundreds of people.

Until then I'll **be working** night and day to improve it. I won't tell you now what it is but I think everyone **will be** surprised. By the day of the competition I think I'll **have had** enough time to make it perfect. Do you know I'll **have been working** on it for almost a year by then?

Well, that's all for now. I hope you can come and see me and my invention. Write back soon.

Owen

2 Complete with *will* or *be going to* in the correct form. Give reasons.

- A: What are your plans for the summer?
B: I take a cruise to the Arctic!
- A: I don't know how to save this file.
B: Don't worry, I help you.
- A: I'm going out for a walk. Are you staying here?
B: No, I come too.
- A: I don't have any money.
B: I lend you some, but I need it back by Saturday.
- A: What are these eggs for?
B: I bake a cake.
- A: I've got a terrible headache.
B: Then take an aspirin and lie down. You feel a lot better.
- A: Look at that girl over there carrying all those books.
B: I think she drop them!

3 Find the correct verb forms.

- Do you **come**/Are you **coming** to Greg's dinner party this evening?
- Tom's bus **will have left**/leaves at 7 pm.
- What's the weather like outside? Do you think it **is going to rain**/ **is raining** today?
- The school orchestra **is performing**/performs in Berlin this weekend.
- I'm **helping**/I'll **help** you with your homework when I finish mine.
- Apologise to Ann or I **will tell**/ **am telling** her the truth.
- Those shoes are really cheap! I think I'll **buy**/I'm **buying** them.
- Will you help**/Are you **helping** me with the dishes?
- It's very cold. It's **going to snow**/is **snowing** later tonight.
- The plane **will have been landing**/lands at 8:45 pm.

4 a Listen to Jane talking about herself. What are her: *plans for the weekend?* *ambitions for the future?* *hopes and fears for the future?*

b What about you? Tell your partner.

5 Put the verbs in brackets into the *Future Continuous* or the *Future Perfect*.

- 1 He can't come to the party because he (work).
- 2 Don't call me before 9 am because I (sleep) then.
- 3 (you/finish) by 8 o'clock?
- 4 We (make) all the food for the party by lunchtime.
- 5 (you/go) shopping this afternoon? If so, I'd like a lift.
- 6 This time next week we (lie) on a beach.
- 7 They (arrive) in Vienna by two o'clock tomorrow.
- 8 Paul (see) Jack at the office today so he can tell him.
- 9 By Sunday afternoon we (return) home.
- 10 This time tomorrow he (fly) to Australia.

6 What are your plans for the weekend? What will you be doing at ten o'clock on Saturday and Sunday and what will you have done by Saturday evening and by 10 pm on Sunday? Tell your partner.

Time Clauses

Grammar Reference

7 a Read the examples. What tense do we use after time words (*when, before, until, as soon as, after, etc.*) to refer to the future?

I won't go out until it stops raining. (time clause)

I'll call you when I finish school. (time clause) BUT

When will you call me? (question word)

I know when I'll be back. (objective clause)

b Put the verbs in brackets into the correct tense, *Present Simple* or *Future Simple*.

- 1 A: As soon as Kate (get) in, ask her to call me.
B: Sure, no problem.
- 2 A: If you (lend) me your bicycle, I (give) it back tomorrow.
B: Alright.
- 3 A: Are you going out tonight?
B: Yes, I (visit) Jane after I (finish) dinner.
- 4 A: By the time John (get) home tonight it (be) very late.
B: Oh dear. He (be) very tired then.
- 5 A: Kathy's going bowling tonight.
B: Well, while she (be) out I (do) some studying.

8 Complete the sentences with the *Present Simple* or *Future Simple*. Compare with your partner.

- 1 Take your coat before
- 2 When we arrive in Moscow,
- 3 Don't tell Anna the news before
- 4 He'll go to the internet café as soon as
- 5 After I finish eating,
- 6 I will call you when
- 7 Do you know when

Clauses of Purpose **Grammar Reference**

9 Find the correct item.

- 1 We went by car **in order to/so that** we could leave any time we wanted to.
- 2 They ran down the street **in order that/so as not to** miss the bus.
- 3 Sam and Linda went to the chemist's **to/so that** get some medicine.
- 4 They turned the TV down **so as not to/in case** wake the baby.
- 5 You'd better take an umbrella **in case/so that** it rains.
- 6 He went outside **to/so as** get some fresh air.



Clauses of Result **Grammar Reference**

10 Complete with: *so* or *such*.

- 1 It was a lovely day that she decided to go to the beach.
- 2 This film is boring that I'm falling asleep.
- 3 There were amazing gadgets at the technology exhibition that I found it very interesting.
- 4 Games consoles cost much money that I can't afford to buy one.
- 5 The gadget had confusing instructions that I couldn't understand them.

4d Vocabulary & Speaking

The Internet

- 1  What do you know about the Internet? Do the quiz.
 Listen and check.



Quiz Quiz Quiz Quiz

- 1 What is 'the Internet'?
 a a way of sending mail electronically
 b a worldwide system of computer networks
- 2 What does 'www' mean at the beginning of many website addresses?
 a World Wide Web b Wireless Web World
- 3 When did Tim Berners-Lee create the Web*?
 a in 1975 b in 1989
- 4 In 1993, there were about 600 websites. How many were there by 2016?
 a over a billion b over 100 million
- 5 Which country has the highest number of Internet users? (97%)
 a Japan b Norway
- 6 What does ISP stand for? (the company you use to access the Internet)
 a Internet Service Provider
 b Instant Site Producer
- 7 How many web pages does the average Internet user visit each month?
 a about 250 b about 1,000
- 8 How many websites per day are added to the Internet?
 a about 17,000 b about 100,000

* a system of documents accessed via the Internet

- 2 What else would you like to know about the Internet? Write three questions. Read the text to check if your questions are answered.


Living in Wired World


When was the last time you used the Internet? Chances are, it was very recently! And you **1)** **(probable)** send emails instead of letters, don't you?

In the very early days of the Internet, in the 1970s and 80s, it was only really used by academics and military **2)** **(research)**, but in the 1990s its **3)** **(popular)** boomed in a way that had never been seen before. To illustrate this, it took 38 years for radio to reach 50 million **4)** **(use)**, 13 years for TV and yet only 5 years for the Internet!


Many of us already use the Internet to make telephone calls, rent movies, buy music and watch TV programmes. Very soon, the Internet will be 3D, not 2D, and everything from our cars to our kitchen appliances will be connected to our local networks. There is already an 'Internet fridge', for example, that emails a **5)** **(shop)** list to your local supermarket and checks your schedule to coordinate a convenient **6)** **(deliver)** time!

However, not everyone has access to technology. In fact, only 17% of the world's **7)** **(populate)** is connected to the Web. This figure depends on where you live, though; in North America the number is around 70%. Also, about 80% of all websites are in English, which many people in the world don't speak. Still, governments and IT **8)** **(institute)** are working hard to bridge this divide, so perhaps in the not-too-distant future, the Internet really will take over the whole world!


- 3 a  **RNE** Read again and complete the gaps (1-8) with the correct derivative formed from the word in brackets. Compare your answers with a partner.

- b  Listen to and read the text. What do these numbers refer to: 1970s, 38, 13, 5, 17%, 80%?

Idioms Related to Technology


4  **Complete with:** *be on the same wavelength*, *get one's wires crossed*, *be light years ahead of*, *not be rocket science* **in the correct form. Check in Appendix 3.**

- 1 I think we've, because that's not what I was trying to say. (**misunderstand one another**)
- 2 Anna usually agrees with me – we, (**think in the same way**)
- 3 Everyone can learn how to use the Internet – it, ! (**is not difficult to understand**)
- 4 Technology in Japan, technology anywhere else. (**is a lot more advanced than**)

5  **Complete the sentences (1-7) with:**

modem phone line **subscription** access
email account broadband server

- 1 How much do you pay each month for your to your Internet service provider?
- 2 I have to access my from anywhere in the world.
- 3 I've just bought a new because my old one was very slow.
- 4 Why don't you upgrade your Internet connection to ? It's much faster.
- 5 When we move to our new house, we will have a put in straight away so we can connect to the Internet.
- 6 I can't connect to the Internet. Maybe the is busy.
- 7 Not every person has to the Internet.

6 **a**  **Read the statistics. Which of the activities do you and other members of your family use the Internet for? Do you use it for anything else? Compare answers with your partner.**


Top Online ACTIVITIES

92%	browse/surf the Web
88%	send/receive emails
87%	get information about hobbies & interests
81%	get product or service information
74%	read the news
65%	get information for school or work
63%	get travel information
60%	download images or photos
58%	look up entertainment events
56%	check the weather

b  **Discuss the following.**

- 1 What are your favourite websites? Why?
- 2 Do you know ...
 - a good search engine?
 - a good site to help you with your homework?
 - a useful site to help you improve your English?

Listening for Ideas


7  **Listen to two friends trying to decide what new material to include in the school magazine to improve it. What do they decide on?**

- a crossword
- a review section (films, cartoons, shows, etc.)
- horoscopes
- competitions


Speaking

8 **Your school is going to set up its own website. You and your friend have been asked to discuss what to put on the new website. You can choose from the following as well as use your own ideas:**

- pages displaying students' work
- photos of school events
- a regular letter from the head teacher
- a calendar of events happening during the school year.

 **Use the language below to act out your dialogue. You can use the audioscript for Ex. 7 as a model. Make sure you discuss all the options and include your own ideas. Come to a decision about which two options to include.**

Asking for Opinions	Positive/Negative Opinions
<ul style="list-style-type: none"> • What do you think (about this)? • What is your opinion/view? • How do you feel (about this)? • Have you got any ideas about this? 	<ul style="list-style-type: none"> • Not bad. • That's a (really) good/great idea. • It's/That's nothing special. • That's an absolutely/a really terrible/awful idea.
Expressing Opinions	
<ul style="list-style-type: none"> • As I see it, ... • In my opinion, ... • I think ... 	

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

4e Writing Skills

Opinion Essays

- 1 What does an opinion essay consist of and what style is normally used? Read the theory to find out.

When writing an **opinion essay**, we present our personal opinion on a particular topic supported by reasons and/or examples. This type of essay is written in a formal style. We use formal linkers, impersonal tone and passive structures. We should avoid colloquial expressions, short forms and personal examples.

An opinion essay consists of:

- an **introduction** in which we introduce the topic and clearly state our opinion;
- a **main body** consisting of three paragraphs. In the first two paragraphs we present our viewpoints supported by reasons and examples. In the third paragraph we present the opposing viewpoint. We connect our points with appropriate linking words. We start each main body paragraph with a topic sentence;
- a **conclusion** in which we restate our opinion in different words.

- 2 a Read the rubric. What do you have to write? Who will read it?

- An international student magazine is asking for essays on the following topic: *Teenagers today are hooked on technology. Is this a positive or a negative thing?*

Write your essay, giving your opinion.

- b Which of the following viewpoints support a positive opinion and which support a negative opinion?

Teens can get distracted by gadgets.

Gadgets make life more enjoyable for teens.

Teens can waste a lot of time using technology.

Technology has taught young people new skills.

- 3 Read the essay. What is the writer's opinion and in which paragraph(s) is it stated?



1 If you are a typical teenager today, you use your headphones or air-pods to listen to music on the way to school, you text your friends all day and then surf the Net, send emails, instant messages or play on your games console in the evenings. In my opinion, teenagers are completely hooked on technology and I believe this has a positive effect on their lives.

2 To start with, using the gadgets and devices that are available because of new technology makes life more enjoyable. For example, e-books or air-pods make travelling more entertaining. In addition, media devices such as mobile phones and laptops allow access to information and entertainment and make communication easier and faster.

3 Secondly, technology is a valuable resource that has allowed teens to learn new skills. For instance, many teenagers today are able to multi-task and do research using the Internet. Furthermore, they have learnt keyboard and computer skills that will help them at school and later in their working lives.

4 On the other hand, there are those who believe that technology has had a negative effect on today's teenagers. They say that teens become distracted and waste their time with their gadgets instead of concentrating on more important things such as schoolwork. As a result, teens become antisocial as they prefer to communicate digitally instead of face-to-face.

5 In conclusion, teenagers' use of gadgets and devices enriches their daily experiences in many ways. As technology advances, I think teenagers will be better prepared for the future.

Linkers

- 4 a Look at the highlighted linking words/phrases in the essay in Ex. 3. Which: *introduce an opinion? list points? add more points? introduce a contrasting viewpoint? introduce examples? introduce a consequence? summarise?*

- b Replace each highlighted item with an appropriate alternative from the list below.

All in all For instance It seems to me that like
 In my view First of all Consequently
 What is more Furthermore Alternatively

study skills

Structuring Paragraphs

Each main body paragraph should start with a topic sentence which clearly states the main idea of the paragraph. This should be followed by supporting sentences which justify the main idea and/or give examples.

5 a Put the sentences below in the correct order to make a main body paragraph. Which is the topic sentence? Which sentences support it?

- A We can communicate with people whenever we need to, for example, via instant messaging or email.
- B This, of course, saves us a lot of time and effort.
- C In the first place, computers make our daily lives easier.
- D In addition to this, we can find information, pictures, services and other resources on the Internet very quickly and easily.

b Write supporting sentences for the following topic sentences. Compare with your partner.

- 1 To begin with, online shopping can be a lot more convenient than shopping in the normal way.
- 2 On the other hand, there are certain disadvantages to teenagers owning mobile phones.

Writing (an opinion essay)

6 Read the rubric and find the key words, then answer the questions.

- You have had a class discussion about the use of technology in modern society. Now your teacher would like you to write an essay giving your opinion on the following: *The modern world relies on technological devices too much.*

Write your essay (110-120 words).

- 1 Who are you? Who are you writing for?
- 2 What do you have to write?
- 3 How many paragraphs will you write? What will you include in each?

7 Match the viewpoints (1-4) to the reasons/examples (a-d), then think of one more viewpoint with reasons/examples.

- 1 Technology can make our lives a lot easier.
- 2 Increased use of technological gadgets has brought security problems.
- 3 Technology can be unreliable.
- 4 Learning how to use technological devices prepares you for the future.

- a Machines and computers can break down and cause more problems than they solve.
- b Future employers will need employees who are used to technology.
- c Devices such as computers and mobiles are convenient and save us time.
- d There have been many cases of people having mobile phones stolen in the street and sometimes shopping websites are not secure.

8 Use your answers from Ex. 7 to write your essay. Answer the questions in the plan to help you.


Plan	
Introduction	
Para 1: How can you introduce the topic? What is your opinion?	
Main body	
Paras 2-3: What is the main idea of each paragraph? Where should you write it? What reasons/examples can you write to support it?	
Para 4: What is the opposing viewpoint? What reasons/examples are there to support it?	
Conclusion	
Para 5: How can you restate your opinion?	



4f

English in Use

Word Formation


- 1  Read the box, then complete the sentences with nouns derived from the words in bold. Use your dictionary.

Forming Nouns from Verbs

We can add certain suffixes to verbs to make nouns e.g. **-ment** (*move – movement*), **-ing** (*train – training*), **-tion** (*create – creation*), **-ssion** (*transmit – transmission*), **-ery** (*recover – recovery*), **-ation** (*organise – organisation*).

- 1 Tom stayed home to accept of his new plasma TV. (**deliver**)
- 2 Click on the in the email to see the pictures they sent us. (**attach**)
- 3 The of the computer changed our lives forever. (**invent**)
- 4 Since Jane's of online dictionaries, she refers to them for all her homework. (**discover**)
- 5 There has been an increase in on school computers. (**spend**)
- 6 There is a lot of available on the Internet! (**inform**)


Dependent Prepositions

- 2  Complete the gaps with: *for, about, from, with, in, or on*. Check in Appendix 2.

- 1 John wrote to his cousin the new website.
- 2 Every new invention starts an idea.
- 3 Kate has every electrical gadget available apart a games console.
- 4 Creating a robot is much more difficult practice than theory.
- 5 She relies the Internet to keep informed about global events.
- 6 He uses the Internet to cater most of his shopping needs.




Phrasal Verbs: break

- 3  Complete with: *out, out of, into, up, down*. What does each phrasal verb mean? Check in Appendix 1.



- 1 The fire broke early this morning.
- 2 Burglars broke Dad's office last night.
- 3 Jo and Time broke after a fight.
- 4 The washing machine has broken again!
- 5 They broke prison and escaped.

Words Often Confused

- 4  Find the correct word, then make sentences using the other words.


- 1 Who **invented/discovered** the light bulb?
- 2 We do Chemistry **research/experiments** at school.
- 3 Do you have an **electric/electronic** oven?
- 4 The **engine/machine** of my car has a problem.
- 5 I need to **access/download** the Internet.
- 6 Technology has greatly **effected/affected** our lives.
- 7 Dad **offered/suggested** to buy me a tablet.

Text Completion

- 5   Read the text below. Form derivatives from the words in brackets so that they fit gaps 1-6.

Ada Lovelace was one of the first female computer programmers. Born in 1852 in London, England, she grew up with a 1) (**fascinate**) for maths and science. In 1833, she met the 2) (**invent**) Charles Babbage. They worked together for many years on a device called The Analytical Engine, a very 3) (**base**) kind of mechanical computer. Later, in 1843, Ada published some notes about the machine which were 4) (**virtual**) the first computer program. Seeing beyond Babbage's ideas, she had the first vision of computers as we know them today. In the 19th century, it was almost 5) (**know**) for a woman to be a scientist. Because of her one unique 6) (**achieve**) Ada Lovelace inspires female computer programmers even today.

1 Look at the picture and the logo. What regular features do you think a TV programme called *The Gadget Show* might have?

 Listen and read to find out.




The Gadget Show ON five

With technology changing all the time, how can we keep up with all the latest gadgets? Wouldn't it be nice if there was a weekly TV programme that told us all about the latest technology, how it works, how much it costs and whether it is any good? Here's the good news! There is a show like that and it's called *The Gadget Show*.


The Gadget Show **airs** on Channel Five in the UK and it is also available on satellite TV and through the Internet via its website. This popular show lasts for an hour and it is one of the UK's longest running returnable formats (launched in 2004).

The presenters of the show are Jon Bentley, Ortis Deley and Georgie Barrat. Each week they actually test all the latest gadgets and tell viewers what is worth buying. There is a **challenge** each week for the presenters to test a certain gadget to the limits. Also, there is a test that **judges** an item on a number of levels to find the best product in a certain **category**. In addition, one lucky **viewer** each week wins all the latest gadgets and electronics in the programme's competition.




So, if you want to learn about new technology or if you'd like to know the best **brand** (of the latest gadget) to buy, watch *The Gadget Show : Better Tech, Better Life* as it's currently known.

2  Read the text again and answer the questions.

- 1 How often is the programme on?
- 2 Where can you watch *The Gadget Show*?
- 3 Who are the presenters of the show?
- 4 What can viewers expect to see on the programme?
- 5 What can you win in the competition?

3  Match the words in bold to their meanings, then use them in sentences of your own.

- a person who watches a TV programme
 - is broadcast
 - group of similar things
 - task that tests the value of something
 - a version of something made by one manufacturer in particular
 - forms an opinion on

4    Take part in a telephone survey. You have to answer six questions. Give full answers to the questions. Remember that you have 60 seconds to answer each question.

Electronic assistant: Hello! It's the electronic assistant of the magazine *TV for Teens*. We need to find out what TV programmes young people are watching. Please answer six questions. The survey is anonymous – you don't have to give your name. So, let's get started.

Electronic assistant: How old are you?

Student:

Electronic assistant: What's your favourite TV programme?

Student:

Electronic assistant: How often is it on?

Student:

Electronic assistant: What regular features does it have?

Student:

Electronic assistant: Do you think all the family would enjoy watching it and why/why not?

Student:

Electronic assistant: Why do you like it?

Student:

Electronic assistant: That is the end of the survey. Thank you very much for your cooperation.

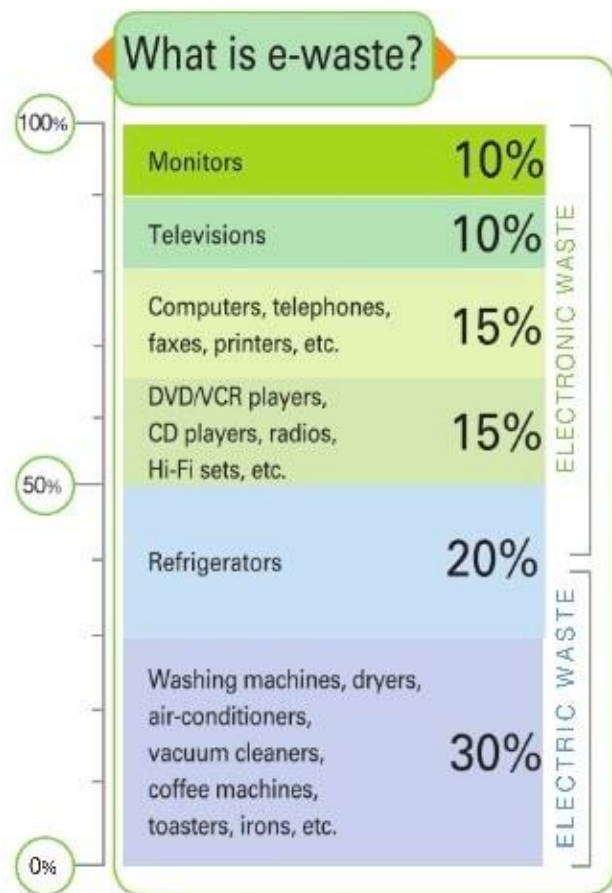
5 **Project:** Use your answers to Ex. 4 to write a short article similar to the one in Ex. 1.

6 **ICT** Visit the website in the article and watch a webisode of *The Gadget Show*. Tell the class what you think of it.



Reading & Listening

- 1 Look at the graph about e-waste. Which of these devices do you own? Which have you replaced recently? What did you do with the old ones?



- 2 How can e-waste be a problem? How can we help? Listen and read to find out.

- 3 Read the texts and find the best word for each gap. Compare with your partner.



Why So Much Junk?

A There's no doubt that electronic and electric goods 1) **form/do/help/make** our lives much easier, but unfortunately there's a(n) 2) **money/price/expense/cost** to pay for this! As technology advances at a faster **pace** each year, appliances and gadgets quickly become **outdated**. No one wants to be left behind in the technology race, so they go out and buy the latest models. The old devices just get thrown 3) **away/over/off/down**.

B Electronic equipment has now become more available and less costly. That means that people often replace their old computers and TVs instead of getting them repaired. Very often it is more expensive to repair an item than to buy a new one. But this practice 4) **designs/creates/develops/brings** tons of electronic waste, or 'e-waste'. In the USA alone, people get rid of about 250 million computers a year and only 10% are recycled.

C E-waste 5) **holds/carries/contains/includes** over a thousand chemicals, many of which are very toxic. Most e-waste **currently** 6) **backs up/concludes/finishes/ends up** in landfills where chemicals and heavy metals such as lead, cadmium, chromium and mercury **gradually** leak into the soil. So **what's the big deal?** Many of these chemicals are highly **toxic** and can eventually cause great

- 4 **RNE** Read the texts and match each text (A-G) with its heading (1-8). You can only use each heading once. There is one extra heading.

- 1 A way to reuse things
- 2 An improvement on the past
- 3 A question of size
- 4 Some care required
- 5 The need to upgrade
- 6 The cost to the environment
- 7 More modern solutions
- 8 Newer is cheaper

Text	A	B	C	D	E	F	G
Heading							

Going Green

4


harm to people. E-waste that is burnt rather than **dumped** in a landfill also 7) **puts/releases/lets/causes** toxic gases into the air.

D E-waste is a problem but fortunately all is not 8) **gone/lost/ended/finished!** Manufacturers are starting to 9) **push/convince/persuade/encourage** more recycling and reduce the number of toxic chemicals they use. In fact, making their products more environmentally friendly has become a good selling point. Also, many countries that used to export their e-waste to poorer countries have now signed **treaties** to stop this practice.


E It is not just up to the governments and businesses to tackle e-waste. We can all do something. Looking after your equipment means you won't need to replace it so often. A little 10) **easy/simple/plain/straight** maintenance, like buying a new part or getting an expert to service a device can make all the difference to the environment. It will save you money, too!

F A helpful idea for dealing 11) **with/in/out/for** e-waste is to sell or **donate** old appliances and electronic items to someone who can still use them. For example, instead of throwing our old computer out, we could take it to a technician. As technicians are often involved in computer maintenance, they would find the **components** useful in their repair work.

G The main way to get rid of e-waste efficiently is to recycle it. Old mobile phones, batteries and many other objects can all be taken to recycling banks. If a household object, like a fridge or washing machine, is too big for us to take ourselves, our local council can arrange to come round and 12) **transport/carry/collect/bring** it. Many private recycling companies are also willing to do this.

5 a  Match the words/phrases in bold with their meanings below.

- why is this important • damage • poisonous
- at the moment • speed • little by little
- parts • thrown away • give for free
- agreements • old-fashioned


b  Use some of the words in bold in the text in the correct form to complete the sentences (1-5).

- 1 That book about computers was written in 1990. It's so now.
- 2 Many factories emit fumes.
- 3 I can't keep up with the fast of technology.
- 4 If you don't want that printer anymore, why don't you it to the local primary school?
- 5 Look at all this rubbish that people have here!

Speaking

6 a Prepare to give a talk by making notes under the headings in the table.

What is e-waste?	▶ <i>electronic/electric products that we throw away</i>
Why is e-waste a problem?	
What can we do about it?	


b  **RINE** You are going to give a talk about e-waste. You will have to start in 1.5 minutes and speak for not more than 2 minutes.



Remember to say:

- why e-waste is a problem
- what things we can do about it
- what you think the best solution is

You have to talk continuously.


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

Words of Wisdom

"Waste is a tax on the whole people."


Albert W. Atwood

4 Progress Check

1  Complete with: *email account, perform, broadband, overcome, become, exist, phone line, server, build, subscription.*


- 1 Robots can simple tasks.
- 2 I can check my from any computer.
- 3 A connection is much faster than a standard connection.
- 4 Robot technology still has some problems to
- 5 In the future, robots and humans will alongside each other.
- 6 You have to pay a monthly to use the Internet.
- 7 If the is busy, you might have problems connecting to the Internet.
- 8 Scientists nowadays can some fantastic machines.
- 9 I don't have a in my house so I can't use the Internet.
- 10 Robots will soon part of everyday life.

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

2  Put the verbs in brackets into the correct future tense: *Future Simple, Future Perfect, Future Continuous, Future Perfect Continuous.*


- 1 The film (start) by the time you arrive.
- 2 I can't go out on Saturday or Sunday night. I (study) all weekend.
- 3 He (drink) three litres of water by the end of the day.
- 4 What (you/tell) him about the printer?
- 5 She (play) football for three years in June.
- 6 What about going to the cinema at 3 o'clock? – Sorry, I (go shopping) with my friends.
- 7 I (write) this essay for two months by the time I hand it in.
- 8 Luke (call) you back in an hour.
- 9 If you're going out, I (come) with you.
- 10 This time next week I (travel) across France.

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

3  Complete the sentences with the correct particle.


- 1 Tom and Julie broke
- 2 A forest fire broke yesterday.
- 3 The thief broke our house.
- 4 The lion broke the wooden crate.
- 5 My old car is always breaking

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

4  Complete the gaps with the correct preposition.

- 1 Completing the project was much more difficult practice than they had anticipated.
- 2 Mark needs to buy a new computer to cater all of his needs.
- 3 Jane relies her mobile phone to communicate with people.
- 4 The idea seemed quite logical theory.
- 5 Tom doesn't watch TV apart *The Gadget Show*.

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

5  Match to form exchanges.

- | | |
|--|---|
| 1 What's up? | a You're welcome. |
| 2 Call me again if you still have a problem. | b I've got a problem with my computer. |
| 3 Thanks, Paul. | c I'll try. |
| 4 Can you help me? | d Yes. The cursor sticks in the same place. |
| 5 Does the screen keep freezing? | e OK. I'll do that. |

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

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

Now I Can ...

- talk and write about robots and technology
- offer solutions to computer problems and respond to them
- use technology-related idioms
- write an opinion essay
- give a talk on environmental issues like e-waste

... in English

Module 5

Art & Literature

◆ Before you start ...

- Do you have a favourite gadget? What is it?
- How do you think robots will be part of our lives in the future?

◆ Look at Module 5

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- an extract from a play
- a quiz
- a spidergram about types of art

◆ Listen, read and talk about ...

- types of art
- types of music
- music likes/dislikes
- William Shakespeare
- *The Merchant of Venice*

◆ Learn how to ...

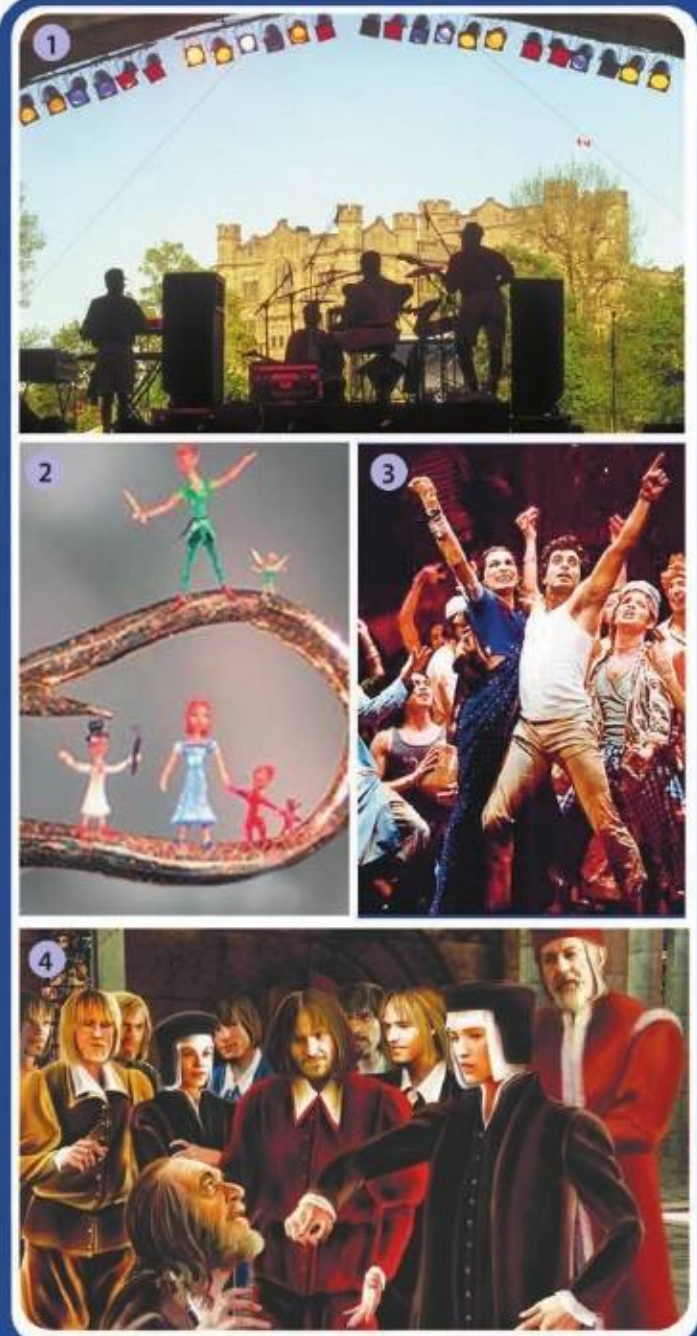
- ask about & state preferences
- make arrangements
- be emphatic
- express opinions & give recommendations

◆ Practise ...

- comparatives & superlatives
- gradable/non-gradable adjectives
- *(would) prefer/would rather/sooner*
- idioms related to entertainment
- phrasal verbs: *run*
- word formation: *forming verbs with prefixes*
- words often confused: *set/situated, plays/stars, takes/makes, presentation/performance, exhibit/exhibition*

◆ Write ...

- a quiz
- an email reviewing a book
- a short text about a famous writer
- a summary of a text




5a

Reading & Vocabulary

Reading


- 1 Read the title of the text, the introduction and the subheadings and look at the pictures. What do you expect to read about?
🔊 Listen, read and check.

- 2 a  Read again. Which type of art (A-C) ...

- 1 can't be seen in the usual way?
- 2 requires special control of the body?
- 3 attracted the interest of the media?
- 4 was made by a very young artist?
- 5 had well-known owners?
- 6 was inspired by a childhood experience?
- 7 is over 50 years old?
- 8 has a lot of opponents?
- 9 was done by an artist that was well-known by the public?
- 10 is done by an artist who doesn't want people to know his/her identity?

- b Suggest another heading for each text.

- 3 Explain the words in bold.

- 4  Complete the gaps with the words in the list to make collocations. Use the completed phrases to make sentences based on the text.

grains take private artistic
anonymous miniature animal
learning add stay perfectly

- | | |
|----------------------|--------------------|
| 1 sculptures | 6 still |
| 2 remain | 7 creativity |
| 3 a look | 8 value to |
| 4 difficulties | 9 property |
| 5 behaviourist | 10 of rice |

- Willard Wigan's miniature sculptures are really amazing.

- 5  Find the opposites to the following words.

Text A: huge, unimportant, impatiently

Text B: excluded, inability

Text C: beautiful, responsible, public, worthless

This Can't Be Art... or Can It?

If you think art always means Picasso, Monet or Van Gogh, well, not everyone agrees with you! Just take a look at this...



A Micro-Sculptures

Willard Wigan (born in 1957 in England) is the creator of the smallest works of art on Earth! His **miniature** sculptures include *The Titanic* on a pinhead, a cat on an eyelash and the six wives of Henry VIII in **the eye of a needle**. Some are a lot smaller than the full stop at the end of this sentence.

Wigan started making **tiny** things when he was a child. People made him feel small because he had learning difficulties, so he decided to show them how **significant** small could be! How does he create his unbelievable micro-sculptures? He slows his breathing, then patiently sculpts or paints between heartbeats, so that his hand stays perfectly still. He spends months **carving** his tiny creations from materials such as toothpicks, sugar crystals and grains of rice and then paints them with a tiny hair such as an eyelash. So how do visitors to Willard Wigan's exhibitions view his work? Through a microscope, of course!

Vocabulary

Types of Art

- 6 a What are the types of art in the spidergram in your language? Can you add any more types? Which do you like/don't you like? Why?



- I like drawing because it makes me feel relaxed.



B Chimpanzee Art

In 2005, three paintings were sold at an auction in London for £12,000. The painter was a chimpanzee. Congo did the paintings more than fifty years ago when he was three years old. Altogether, he had done nearly four hundred drawings and paintings before he died in 1964. Congo was a popular guest on *Zootime*, a British television show **hosted** by animal behaviourist Desmond Morris. In 1957, Morris held an exhibition of 'chimpanzee art' which included some of Congo's work. He wanted to try to understand chimps' ability to be creative, as well as our own human desire for artistic creativity. Congo's art didn't **impress** everyone, but apparently famous artists Pablo Picasso and Joan Miró were fans of his - both owned one of his paintings!



C Urban Graffiti

Banksy (no one knows his real name) is a British street artist who is famous for his graffiti that has appeared on walls and buildings in cities around the world. He also sometimes holds 'shows' of paintings, usually in warehouses. In February 2007, *Sotheby's* auction house in London auctioned six of Banksy's works, fetching almost £400,000 altogether. Later that year, Banksy won an art award, but he didn't **turn up** to collect it - he prefers to **remain anonymous**. Despite Banksy's 'success', there are many people who see his work as **vandalism** rather than art. They see graffiti as ugly, irresponsible and childish and they say Banksy encourages more people to do it. Many city councils **remove** Banksy's works from their walls but they cannot do anything when it is on private property. In fact, many people want to keep his work on the walls of their buildings as it adds value to the property because it is considered by many to be a valuable work of art.

b Read the table. Complete with the person(s).

Person	Type	Material/Equipment
1 painter	painting	watercolours, oil paints, easel, paintbrush
2	sculpture	clay, stone, chisel
3	photography	camera, tripod
4	pottery	potter's wheel, clay, water, kiln
5	theatrical performance	stage, costumes, set

7 Use the verbs in the correct form to complete the sentences below.

• sketch • paint • portray • colour in • design

- 1 Many artists the outline of their subject before they begin to paint.
- 2 Many children black and white pictures using crayons when they are very young.
- 3 Susan spent her holiday the local landscape.
- 4 The architect our new house last year and now we are building it.
- 5 The artist the woman as a queen in the portrait.

Speaking

8 a You are going to read text B aloud. Practice saying the names, dates and other figures in the text out loud before you start.

b You need to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

9 **THINK!** In your opinion, are the works presented in texts A-C art? Discuss in groups. Report to the class.



Writing

10 **THINK!** What would life be like without art? How can art benefit a society? Spend five minutes writing a few sentences on the topic. Read your sentences to your friend. Discuss your opinions.

5b



Listening & Speaking

Music Likes/Dislikes


- 1 a   Listen and match the music extracts (1-4) to the types of music below.

- classical • opera • jazz • folk • rock
- heavy metal • pop • country • rap
- hip-hop • soul • electro • reggae



- b   Which types of music do you prefer? Discuss your likes/dislikes with your partner.



- A: I love/I really like/I'm crazy about/I'm really into ... (classical music, etc.). I find it relaxing/exciting, etc.
B: Me too./I really hate/I don't like/I'm not crazy about/I'm not really into/I prefer It makes me

- 2  Complete with the correct word in brackets. Check with your partner.

- 1 to that noise. Can you anything? (listen/hear)
- 2 I really like the theme to that soap opera. It's got a really nice (tune/melody)
- 3 'Why do you keep that song?' 'Well, I'm it at the concert next week.' (singing/humming)
- 4 Do you remember the words of the first of the second of that song? (line/verse)
- 5 I can't go to weight with you today because I've got music (practice/training)
- 6 the music or I will come and it ! (turn down/turn off)

Everyday English

Asking about/Stating Preferences

- 3   Find out about your partner's preferences. Ask him/her about a song, a film, a TV programme, a special dish, etc. Act out exchanges, as in the example.

Asking about Preferences

- Do you like ...?
- What do you think of ...?
- Doesn't this ... (sound great, etc.)?/Isn't this ... (fantastic/funky, etc.)?
- What ... do you like/prefer?
- What's your favourite ...?

Positive

- It's pretty good, isn't it?
- I (absolutely) love it!
- Wow, yes, it does/yes it is/it's fantastic/cool! etc.
- It's great. It's totally my kind of (thing/music, etc.).
- Well, it's OK/not bad.

Negative


- To be honest, I'm not too keen on it. I prefer...
- Actually, it's not really my kind of (thing/music, etc.).
- I don't (really) like it, to tell you the truth.

- A: Do you like 'Believe' by Dima Bilan?
B: It's pretty good, isn't it?

- 4 a  Listen and repeat.

- 1 What sort of music do you like?
- 2 I was wondering if you wanted to come with me.
- 3 To be honest, I'm not too keen on rock music.
- 4 Do you fancy going to that?
- 5 Sure, count me in!

- b The sentences are from the following dialogue between two friends. What is the dialogue about?

-  Listen, read and check.

Dan: Hey, Andy. What sort of music do you like?

Andy: Different types really. Why do you ask?

Dan: Well, I've got two tickets to see the Foo Fighters next week and I was wondering if you wanted to come with me.

Andy: Oh! Well, to be honest, I'm not too keen on rock music. I prefer pop music.

Dan: That's OK. I'll ask someone else. What sort of music do you like then?

Andy: I like music that you can dance to. Artists such as Ne-Yo, Rihanna and Justin Timberlake are totally my kind of thing.

Dan: Yeah. They're pretty good.

Andy: I also like hip-hop and rap. I think Jay-Z and Kanye West are fantastic.

Dan: Well, there's a Kanye West concert coming up next month. Do you fancy going to that?

Andy: Actually, I've already got tickets. Do you want to go with me?

Dan: Sure, count me in!

Andy: Great.


5 Read again and complete the sentences.

- Next week Dan is going to
- Dan invites
- Andy likes
- Andy is going to
- Andy asks Dan

Say It Right

Making Arrangements




6 Find the correct response.

 Listen and check.

- A: How about going to see 'The Waves' on Saturday?
B: **a** Sounds great! **b** How amazing!
- A: Do you want to come with us to that new jazz club tonight?
B: **a** I can't make it, I'm afraid.
 b It's not a good idea.
- A: Dan, are you coming to the music festival with us this summer?
B: **a** Yes, it's a great idea.
 b Yes, count me in!

7 Portfolio: Your favourite singer/band is coming to do a concert in your town. Invite your friend. Act out your dialogue. Record yourselves.


Listening

8    You'll hear 5 speakers A, B, C, D and E twice. Match each speaker with a statement below (1-6). You can only use each statement once. There is one extra statement.

- The speaker explains what he/she does to relax with friends.
- The speaker says he/she recently learnt to play a musical instrument.
- The speaker says he/she only listens to one type of music.
- The speaker explains how his/her musical taste affects the way he/she dresses.
- The speaker talks about the importance of having broad musical tastes.
- The speaker talks about an activity when he/she is travelling.

Speaker	A	B	C	D	E
Statement					


Intonation - Emphatic Stress

9 **a**  Read the box. Listen and repeat. What is being emphasised in each sentence?

study skills

Syllables

Stressing different syllables in content words in a sentence changes the meaning of what someone is saying.


- a** The concert was very boring.
 b The concert was **very** boring.
 - a** You **mustn't** talk so loudly.
 b You **mustn't** talk so loudly.
- b**  Listen to two different ways of saying the sentences below. Which syllable is stressed each time? How does the meaning change?
- The meal was extremely expensive.
 - William gave me this lovely scarf.
 - Katy can't join us for a meal on Saturday.

10 Think of ten phrases you have learnt in this lesson. Use them to speak about your tastes in music.

5c

Grammar in Use


Comparatives & Superlatives Grammar Reference

- 1  How much do you know about classical music? Do the quiz to find out.

Classical Music Quiz

- 1 Who is considered by many to be the most talented composer of the 19th century?
A Tchaikovsky B Handel C Mozart
- 2 Which composer has the most operas in the repertoire of leading opera houses today?
A Rossini B Puccini C Mozart
- 3 Which of the following composers lived the longest?
A Johann Sebastian Bach B Joseph Haydn
C Guiseppe Verdi
- 4 Which of these three composers died later than the others?
A Johann Sebastian Bach B Claude Debussy
C Benjamin Britten
- 5 Which of the following is Vivaldi's most famous work?
A The Planets B The Four Seasons C The Creation
- 6 Which composer has the biggest musical output?
A Wagner B Vivaldi C Verdi
- 7 Who was the youngest of these child prodigies when they started composing?
A Liszt B Mozart C Schubert

Key: 1 A, 2 B, 3 C, 4 C, 5 B, 6 B, 7 B

- 2 a  Read the quiz and find all the comparative and superlative forms. Then complete the table below.

Adjective/Adverb	Comparative	Superlative
young	younger	.....
late	.....	latest
big	bigger	.....
talented	more talented	.....
famous	more famous	.....
long	longer	.....
many/much	more	.....
good/well	better	best
little	less	least
carefully	more carefully	most carefully

Note: as ... as is used to compare two people/things that are equal in some way. *The second performance wasn't as successful as the first.*


- b How do we form comparatives/superlatives of adjectives/adverbs? Which irregular forms are there in the table in Ex. 2a?

 study skills

Learning Grammar Structures

Comparing an English grammar structure to its equivalents in your language will help you to learn it more easily.


- c Are the rules for comparatives and superlatives similar in Russian?

- 3  Complete with the correct form of the adjective/adverb in brackets in the comparative/superlative degree.

- 1 This painting is by far (expensive) one in the gallery.
- 2 I like this painting (much) than that one; the colours are (warm).
- 3 Tim is definitely (talented) artist in my school.
- 4 I like to watch art lessons on TV but I wish they would do the drawings (slowly).
- 5 Which of these pictures do you think is (good)?
- 6 If you studied your subject a bit (carefully), your artwork would improve a lot.
- 7 I think this painting must have been (difficult) to paint than that one.
- 8 Ryan draws much (accurately) than I do.
- 9 That's (bad) performance I've ever seen.
- 10 There are a lot of people in the gallery. In fact, I think this is (busy) I've ever seen it!

4 Read the examples. Say them in Russian. Which show(s) a *difference/similarity between two people/things? a changing situation? something is increasing?*

- 1 Andrea is getting **better and better** as the days go by.
- 2 **The older** she gets, **the more beautiful** she becomes!
- 3 Tony is **a bit/slightly/a little better** at singing than Sam.
- 4 Your car is **a lot/much more comfortable** than mine.
- 5 She is **as clever as** her sister.

5  Complete the gaps with the correct form of the adjectives in brackets.

- 1 A: Did you manage to learn the new piece of music?
B: Yes, but it was (**difficult**) than I expected.
- 2 A: Shall we meet at 7 o'clock in the park?
B: Sure, but 9 pm is (**late**) I can stay out.
- 3 A: Who's that over there?
B: Oh, that's Harry. He's (**intelligent**) boy in the school.
- 4 A: So, you didn't agree with Dan, then?
B: No! The (**much**) he said, the (**angry**) I felt!
- 5 A: What was the pianist like?
B: Good, but not (**talented**) the one I saw last year.
- 6 A: Thanks so much for the concert ticket!
B: It's (**little**) I could do after all the help you've given me.
- 7 A: Greg's playing has improved, hasn't it?
B: Yes, he's getting (**good**) and (**good**) all the time!


Speaking

6 Use the adjectives in comparative/superlative forms to describe your friends to your partner.

- old • tall • good • hard-working
- intelligent • patient • funny

▶ *Jane is the most hard-working student in the class.*


Gradable/Non-gradable Adjectives

7  Read the theory, then find the correct words.

- **Gradable adjectives** mean that the person or thing referred to can have more or less of the quality mentioned. They have comparative and superlative forms. We can use **extremely, fairly, rather, slightly, very** with them (*very small, slightly more expensive, etc.*).
- **Non-gradable adjectives** do not have comparative and superlative forms. We can use **absolutely, totally** and **completely** with them (*absolutely full, totally empty, etc.*).

- 1 We couldn't afford tickets for the concert. They were **completely/extremely** expensive.
- 2 They were **slightly/totally** worried when all the lights went out.
- 3 It was **extremely/absolutely** cold in the mountains.
- 4 The journey home was **completely/extremely** comfortable.
- 5 They were **absolutely/rather** certain that all the tickets had sold out.
- 6 Shakira is a **very/completely** famous singer.
- 7 He told me to be **totally/very** careful on the way home because the roads were **rather/absolutely** slippery.
- 8 Pete was **slightly/fairly** sure he'd seen the film before.
- 9 He was **absolutely/rather** thrilled about the idea of going to Madagascar.
- 10 The building was **fairly/totally** empty. No one was there.

Writing

8  In pairs, collect information about modern singers or performers and compile a quiz similar to the one in Ex. 1. Use comparative/superlative adjectives and adverbs. Exchange your quiz with another pair, then do the quiz.

- ▶ 1 Which song was number one in the charts for the longest time in 2021?
- A *Don't Start Now* by Dua Lipa
 - B *Butter* by BTS
 - C *All Too Well* by Taylor Swift

5d Vocabulary & Speaking

Films

- 1 Spend one minute writing down as many words as you can think of related to films. List them under the appropriate headings. Compare with your partner. Which is your favourite type of film?



- 2 Look at the picture. What do you know about Bollywood? What else would you like to learn about it? Write three questions. Read the text and see if you can answer them.

- 3 Read the text again and complete the gaps (1-12) with the correct word. Compare with your partner.
 Listen and check.

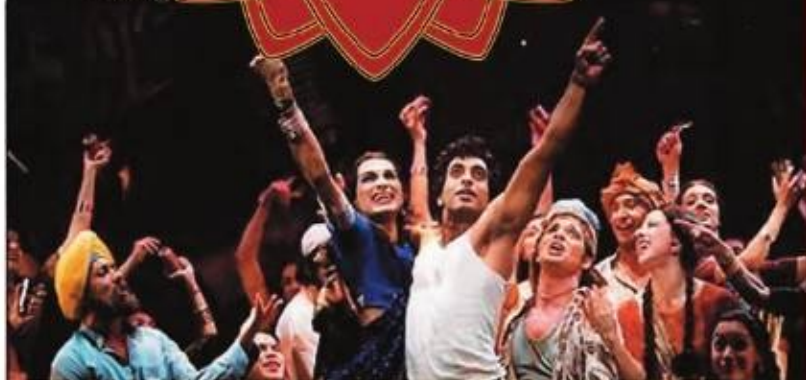
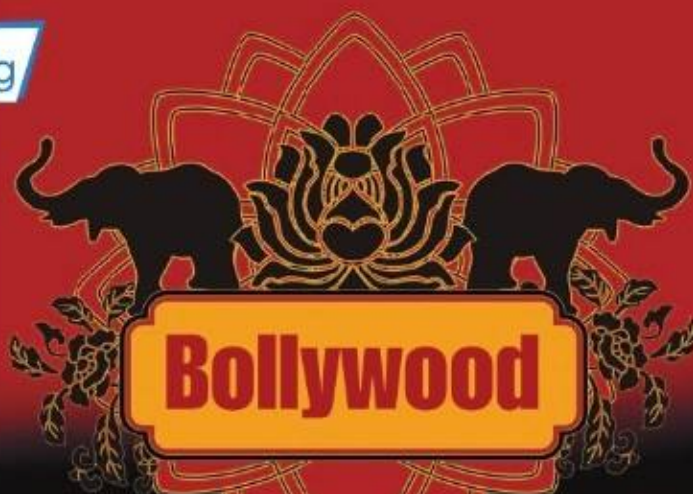
- 4 a Why are the following mentioned in the text?

- 1898 • colourful costumes
- Hollywood • kidnappers
- Britain

► *The first Indian short film was made in 1898.*

- b Have you ever seen any Indian films? Did you like them? Why (not)? Tell your partner.

- 5 Spend five minutes writing a short summary of the text. Read your summary to the class.



What do you get when you take the 'B' from the Indian city of Bombay and exchange it 1) the 'H' in Hollywood? Bollywood, of course!

Bollywood is the nickname for the Indian film industry. Indian film is 2) new – the first short film was made in 1898 – but 3) days Bollywood has taken over and become massive! It is the largest film industry in the world, making up to one thousand films a year – twice as many 4) Hollywood. Sometimes, the films are made so fast that the same actors shoot scenes for several different films on the same set 5) the same time!

So, 6) are actually plenty of differences between Bollywood and Hollywood! Firstly, Bollywood films are actually more like musicals, with lots of singing, dancing and colourful costumes. They are usually in the Hindi language and last three 7) four hours. They can be 8) family relationships, unusual coincidences or kidnappers and villains, but most often they are classic romantic tales of 'boy meets girl'. In fact, some young people say that they find the storylines a 9) too predictable.

Bollywood's biggest audience outside India is in Britain, 10) many Indians went to live about fifty years 11) It's not just Indians who watch the films, though. There have been some popular Bollywood films in English, such 12) 'Bride and Prejudice' and 'Monsoon Wedding'. There are even Bollywood waxworks at Madame Tussauds!


(would) prefer/
would rather/sooner

Grammar Reference

6 Read the box, then tell your partner which of the following you prefer.

- prefer + -ing form/noun + to + -ing form/noun (general preference) *I prefer eating Italian food to eating Chinese food.*
- would prefer + to-infinitive + (rather) than + infinitive without to (specific preference) *I would prefer to go swimming (rather) than sunbathe all day.*
- would rather/sooner + infinitive without to + than + infinitive without to *I'd rather/sooner go swimming than play basketball.*

- 1 going to the theatre or going to the cinema
- 2 getting a takeaway or eating out at a restaurant
- 3 watching action films or watching comedies
- 4 going to the cinema or watching TV all day

7  Discuss, as in the example.

- comedy • action • western • science fiction
- mystery • adventure • romance • crime

▶ A: *Do you like comedies?*


B: *Not really. I prefer action films to comedies.*

A: *How about a western tonight?*

B: *I'd prefer to watch a mystery rather than watch a western.*


Vocabulary

Films

8  Complete with: *special effects, plot, acting, set, action-packed, stunt, box office, starring, cast, costumes.*

Spectre is a brilliant 1) film 2) Daniel Craig as James Bond and Christopher Waltz as the film's villain. Its exciting 3) follows Bond's attempts to expose a sinister organisation. As well as the usual London scenes, many of Bond's adventures are 4) in exotic places like Mexico and Morocco. The 5) is really convincing with an excellent 6) including Ralph Fiennes as M and Monica Belucci as the new 'Bond' girl. The film's 7) are made to look as real as possible. For example, explosions and low-flying helicopters are the real thing and not done with CGI. And the scene where Craig jumps from roof to roof is a(n) 8) he performs himself. Finally, the 9) are really elegant and perfectly capture the glamour of the Bond films. No wonder *Spectre* was such a(n) 10) success!

Listening & Speaking

9 a  Listen to three people talking about the types of films they like. Which does each person like/not like? What reasons do they give?




b What are your favourite films? Which type are they? Why do you like them? Tell your partner, using the language below.

Describing a Film
I really like/love ..., which is a film about/set in I think ... is an amazing film. ... is one of my favourite films. It focuses on
Giving Reasons
... because I always really enjoy romantic comedies/ war films, etc. I think the special effects/ costumes/ scenery/acting, etc. is/are amazing. I think ... is an amazing actor/actress and I find the film really exciting/action-packed/moving/ interesting, etc. What I like best about ... are the special effects/ graphics/sound effects/stunts, etc.

▶ *I really love ..., which is a ... film set in I really like it because ...*

Idioms Related to Entertainment

10  Complete with: *in the spotlight, it takes two to tango, running the show, face the music.* Check in Appendix 3. Are there similar idioms in Russian?

- 1 I'm not looking forward to giving my presentation tomorrow. I really hate being (the centre of attention)
- 2 You can't ignore the problem you've caused this time; you'll have to (accept the negative consequences)
- 3 The argument Ben and I had wasn't all my fault you know; ! (two people are responsible)
- 4 Don't worry about the film club meeting; while you are away, Angie is quite capable of (being responsible/making all the decisions)

11 Choose a film and present it to the class. Use the text in Ex. 8 as a model.

5e

Writing Skills

Emails Reviewing Books, Films, etc.

1 Read the box.

Reviews are short descriptions of books, films, plays, TV programmes, etc. They are usually written on websites/in magazines/newspapers, etc. or as part of a letter to inform readers and to give them your opinion/recommendation about whether or not they should read the book, see the play, etc. Present tenses are usually used and a variety of adjectives to make your comments clearer and more precise.

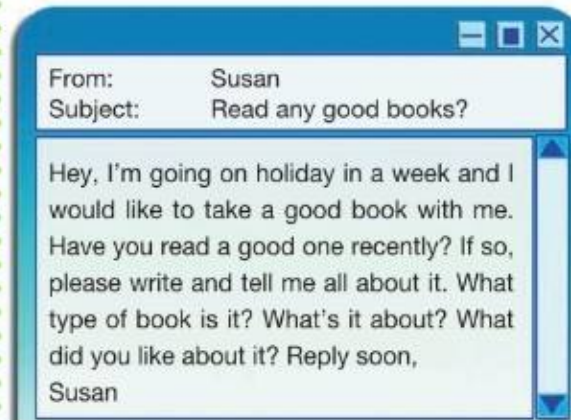
A review usually consists of:

- an **introduction** giving background information about the book/film, etc., e.g. the title, type (*adventure, horror, comedy, thriller, etc.*), the name of the author/director;
- a **main body** consisting of two paragraphs (one giving a summary of the plot, the other general comments on the plot, main characters, etc.);
- a **conclusion** recommending or not recommending the book/film, etc., giving reasons to support your recommendation.

2 Read the rubric and answer the questions.

- 1 What is the purpose of the email?
- 2 What do you have to write?
- 3 What kind of information should you include?
- 4 What style will you write in? Why?

You have just received this email from a friend:



Write your reply to Susan's email (about 120 words).

3 Read the email and match the paragraphs (1-4) to the descriptions (A-D).

- A general comments on the book
- B reason for writing/background information
- C summary of plot
- D opinion/recommendation with reasons & closing comments

Mailbox Compose mail

From: Julie Banks
Subject: RE: Read any good books?

Hi Susan!

1 I bet you can't wait to go on holiday! Don't worry about which book to take because I've just read a brilliant fantasy thriller set in Ireland. It's called *Artemis Fowl* and it's by my favourite author, Eoin Colfer.

2 Let me tell you a bit about the book. Basically, it's a fairy tale for our times. It's about a fairy police officer called Captain Holly Short who is kidnapped by the twelve-year-old evil genius, Artemis Fowl. He wants the fairies to pay a lot of gold to get her back. Unfortunately for Artemis, Holly Short is a member of the fairy secret police and her senior officer will do anything to rescue her.

3 So, as you can imagine, the plot is very exciting and fast-paced and it is very funny, too. The characters are also well developed. There is a lot of action and interesting high-tech gadgets. The theme of good versus evil is strong throughout.

4 Well, that's about it. All in all, *Artemis Fowl* is an excellent book that I think is very well written. I couldn't put it down from the very first page! I would definitely recommend that you read it. Have a great holiday!
Julie


4 Read again and find phrases which mean:

- You must be excited about your holiday.
- I'm going to explain some things about the book.
- I've got nothing else to tell you.
- From the beginning, I couldn't stop reading it.

Adjectives


- 5 a** Look at the list of adjectives below. Which are positive/negative/neutral in meaning? Which are used in the email in Ex. 3? What do they describe?

intriguing, mysterious, clever, interesting, well-written, well-developed, fast-paced, slow-paced, predictable, funny, unimaginative, exciting	plot
mysterious, clever, interesting, likeable, irritating, dull, evil, unusual, shallow, well-developed	characters
slow-paced, dull, unusual, predictable, unexpected, disappointing, exciting, surprising, satisfying	beginning/ending

- b**  Use the language in the box to talk with your partner about some books you have read or films you have seen, as in the example.

- *A: I recently read 'Artemis Fowl'.*
B: Oh, really? What do you think of the plot?
A: I think it is fast-paced and exciting.
B: What about the characters? etc.

Expressing Opinions and Giving Recommendations

- 6**  Which of the following phrases: *express opinion?* *recommend?* What phrases does the writer of the email in Ex. 3 use to express her opinion and recommend the book?

- I really think that you should read the book.
- I think that this is the author's best book so far.
- I would highly recommend the book to you.
- I wasn't too keen on the beginning.
- In my opinion, some of the characters were a bit shallow.
- I found the plot extremely dull.
- If I were you, I'd definitely give reading this book a try.

Writing (an email reviewing a book)

- 7 a** Read the rubric and find the key words. What do you have to write, who to and why? What style will you write it in? Who is your favourite author?

- You have received this email from your English pen friend, John.
- *I'd love to read a book written by an author in your country. Can you suggest a book I could read?*
- Write a reply to John (110-120 words).

- b** What will you write about in each paragraph? Choose a book you have recently read and complete the notes in the paragraph plan about it.

Plan
<p>Introduction</p> <p>Para 1: Who wrote it? Where is it set? What type is it? What is the title of the book?</p>
<p>Main body</p> <p>Para 2: What are the main points of the plot? Who is/are the main character(s)?</p> <p>Para 3: What positive comments do you have about the plot, characters, beginning/ending and themes of the book?</p>
<p>Conclusion</p> <p>Para 4: How can you restate your opinion?</p>


- c** Use your answers to write your email.



5f

English in Use

Word Formation


- 1  Read the box, then complete the sentences with verbs derived from the words in capitals.

Forming Verbs with Prefixes

Some verbs consist of a prefix plus a verb. The prefix changes or modifies the meaning of the verb. Some common prefixes are **re-** (= again, *rethink*, *rewind*), **mis-** (= implying a mistake, *misspell*, *mislead*), **under-** (= not enough, *undercharge*, *underpay*), **over-** (= too much, *overcharge*, *overdo*) and **dis-** (for negation, *disappoint*).


- David and Sylvia usually about which film to go and see. (**AGREE**)
- The author had to his book to include an extra chapter. (**WRITE**)
- Jane was very busy when rehearsing for the concert – she how many rehearsals there would be! (**ESTIMATE**)
- Don't me – I think the painting is good, I just wouldn't hang it in my living room! (**UNDERSTAND**)
- They us in the restaurant but they quickly realised and gave us some money back. (**CHARGE**)
- Directors often old film classics such as *Romeo and Juliet*. (**MAKE**)

Dependent Prepositions

- 2  Complete with: *in, of, by, with, for, at or to*. Compare answers with your partner. Check in Appendix 2.


- What sort music do you like?
- It was very nice him to invite us to go to the concert.
- Mozart is one of the best composers all time.
- He is popular teens all around the world.
- Some paintings Congo the chimp were sold a lot of money the auction.
- Daniel Craig stars *Spectre*.
- He is famous his landscapes.
- The paintings add value the house.

Phrasal Verbs: run

- 3  Complete with: *into, out of, through, away, over*. Check in Appendix 1.


- Let's run that scene again. (**rehearse**)
- Pat ran Dave at the cinema. (**met by accident**)
- Don't run that cat! (**knock down**)
- The boy ran from home. (**left because he is unhappy**)
- Oh no! We've run sugar! (**have none left**)

Words Often Confused

- 4  Find the correct words, then check in a dictionary.

- The book is **set/situated** in Tudor times.
- Matthew Fox **plays/stars** the lead role in 'Lost'.
- My sister **takes/makes** photographs for a living.
- What a great dance **presentation/performance!**
- Many people attended the art **exhibit/exhibition**.

Text Completion

- 5  **RINE** Read the text below. Use the words in brackets in the correct form so that they fit the text. Every gap corresponds to a different task (1-9).

The concert 1) already (**start**) and Emma was still stuck in the 5 o'clock traffic. It was her 2) (**twenty**) birthday and she was on her way to see her favourite band, *The Volcanics*, after a busy day at work. She 3) (**look**) forward to the concert all week and this delay was very annoying. As the time 4) (**wear**) on, Emma began to feel more and more frustrated. Sighing to 5) (**she**), she tuned in to the radio. *The Volcanics* were singing her favourite song! It was so unfair! She had a ticket for the concert and now she 6) (**force**) to listen to it on the radio! But there was no point in 7) (**get**) too upset about it. 'The next time I go to a concert, I 8) (**not wait**) till 5 o'clock,' she thought. 'It would be much 9) (**good**) to ask my boss for the afternoon off work instead!'

- 1 a** Look at the picture showing a scene from a famous play by William Shakespeare. Which type of play do you think it is, a comedy or a tragedy? What do you think the play is about?

William Shakespeare (1564-1616)

Who exactly was he?

William Shakespeare was an English poet and **playwright** during Elizabethan times (the time of the **reign** of Queen Elizabeth I). He was born in Stratford-upon-Avon, a town in the centre of England. He is the greatest writer in the English language.

What did Shakespeare write?

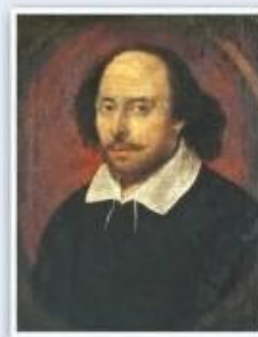
Shakespeare wrote thirty-eight plays, all of which are still studied, performed and even made into films all over the world! Shakespeare also wrote many love sonnets*.

What were his plays about?

Shakespeare wrote three kinds of plays: comedies (*A Midsummer Night's Dream*, *Much Ado About Nothing*), tragedies (*Romeo and Juliet*, *Hamlet*, *Othello*) and histories (*Henry V*). Common themes in his comedies were mix-ups, **mistaking one person for another** or women who **disguise themselves** as men – although the actors were all men anyway! In *The Merchant of Venice*, a well-known comedy, a **moneylender** asks for a **pound of flesh** from a **merchant** who can't pay him back some money! Life was hard during Elizabethan times and Shakespeare's tragedies **reflect** this, such as *Hamlet*, which is very bloody and is about **revenge**, **deception** and **fate**.


Where were his plays performed and who went to see them?


Most of Shakespeare's plays were performed at the Globe Theatre in London, which could **hold** about 3,000 people, some seated but most standing. Elizabethans of all social classes enjoyed going to the Globe, even though it was noisy and smelly and the common people had to watch the play standing up in front of the stage. As there was no roof, people got very wet when it rained! There was hardly any scenery, but there were fantastic costumes and even special effects such as fireworks, smoke and actors 'flying'. The original theatre burnt down in 1613, but a modern **replica** opened in 1997.




* poems with a fixed pattern of lines, syllables and rhymes




- b**  Look at the subheadings. In pairs, try to answer these questions.

 Listen, read and check your answers.

- 2**  **RINE** Read again and decide if the sentences are **T** (True), **F** (False) or **NS** (Not stated). Correct the false statements.

- Shakespeare's plays are only performed and studied in England.
- Shakespeare earned a lot of money.
- Romeo and Juliet* is a comedy.
- There weren't any women actors in his plays.
- Shakespeare's plays showed what life was like in Elizabethan times.
- There were seats for 3,000 people in the Globe.
- The actors designed their own costumes.
- The original Globe Theatre was destroyed by fire.

- 3**  Match the words in bold to their meanings.

- the period of time a queen/king rules a kingdom
- person who lends other people money for a fee
- lies
- destiny
- trader
- person who writes plays
- piece of the body
- thinking sb is sb else
- copy
- hurting someone who has hurt you
- show
- fit
- change their appearance

- 4** **THINK!** What did you find most interesting in the text? Write a few sentences. Read your sentences to your partner.

- 5** **ICT** *Project:* Collect information about a famous writer from Russia. Write a short text (about 120 words). Write: *date/place of birth, what he/she wrote, what he/she usually wrote about and any other interesting information.*

Literature

Across the Curriculum

- 1 What type of play is the *The Merchant of Venice*? What do you know about it?
- 2 Read the information below. How do the characters below relate to the story so far?


• Antonio • Portia • Bassanio • Shylock

The story so far ...

Antonio is a merchant from Venice. His friend Bassanio wants to borrow some money to allow him to marry Portia, a rich **heiress**. Antonio's money is tied up in his trade ships that are at sea so he suggests that Bassanio borrows the money from Shylock, a moneylender, in Antonio's name. Shylock does not like Antonio. He offers to lend Bassanio the money, but if he cannot pay it back, he wants a pound of Antonio's flesh. Despite Bassanio's warnings, Antonio agrees. Bassanio goes to Belmont and **gets married** to Portia. Later, he hears that Antonio has lost his ships, and that Shylock wants payment. He goes to Venice to help Antonio. At the trial, a legal expert arrives to decide what should be done. It is Portia disguised as a young lawyer ...

- 3 Read the extract and answer the questions.

- 1 Why does Shylock praise the lawyer?
- 2 Why does Bassanio praise the lawyer?
- 3 Why does Shylock change his mind and ask for the money?
- 4 Why does the lawyer tell Bassanio to wait and not rush?

- 4  Match the words in bold in the texts to their meanings.

- person who has inherited a lot of money
- makes it legal • judgement
- seized, taken away
- (a couple) promise to be with each other
- be certain • morally good and fair

THE MERCHANT OF VENICE

PORTIA (dressed like a lawyer)

A pound of the merchant's flesh is yours. The court awards it and the law **authorises** it.

SHYLOCK

What a **righteous** judge!

PORTIA

And you must cut this flesh from his chest. The law allows it, and the court awards it.

SHYLOCK

What a wise judge! A **sentence**! Get ready!

PORTIA

Wait a moment, there is something else. This contract does not give you any blood. The exact words are 'a pound of flesh'. So take your price of a pound of flesh. But while you are cutting it, if you spill One drop of blood, you will die and everything you own According to the laws of Venice will be **confiscated** By the state of Venice.

BASSANIO


What an upright judge! Pay attention! What a wise judge.


SHYLOCK

Is that the law?

PORTIA

You shall see for yourself. For as you asked for justice, **rest assured**, You shall have more justice than you want.

- 5  Listen to the extract. Take roles and read the extract aloud.

- 6 **THINK!**  How many different emotions do you think Shylock feels in this extract? Discuss in groups.

**BASSANIO**

What a wise judge! Pay attention to a wise judge!

SHYLOCK

I'll take their offer of two times the loan, then.
And let the merchant go.

BASSANIO

Here is the money.

PORTIA

Wait!

The man shall have justice. Wait! Don't rush!
He shall have nothing except the penalty.


BASSANIO

O! An upright judge, a wise judge!

PORTIA

So, get ready to cut off the flesh.
Don't spill any blood or cut any more or less
Than a pound of flesh. If you cut any more
Or less than exactly a pound, even as much
To make the weight lighter or heavier
By a fraction of a twentieth
of an ounce, no, even if the scale turns
By as much as a hair,
You will die and all your possessions will be confiscated.



7  Listen to what happened in the end. In groups, give the story a different ending.

8 Write a summary of *The Merchant of Venice*. Present it to the class.

9 **THINK!** Read the quote. What does it mean? Discuss.


10 **ICT**  In groups, collect information about Shakespeare and his plays. Present it to the class.

Words of Wisdom

"It is not in the stars to hold our destiny but in ourselves."


William Shakespeare

5 Progress Check

1  Complete with: *miniature, private, anonymous, all-star, artistic, spray, action, potter's, special, success.*


- Jack loves films with great effects.
- A good film doesn't always have to have an cast.
- Jane was doing well in her pottery classes so she bought her own wheel.
- Banksy is an artist who wants to remain
- Graffiti artists use paint.
- Willard Wigan makes sculptures.
- Lots of people must see a film at the cinema to make it a box office
- All humans have a desire for creativity.
- James Bond films are always-packed.
- City councils can't remove graffiti from property.

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

2  Complete the sentences with the correct comparative/superlative form of the adjectives/adverbs in brackets.


- She came (**late**) than we expected.
- That was (**bad**) film I have ever seen.
- She works (**carefully**) than others.
- He is (**intelligent**) of all.
- My mum is (**talented**) artist in my family.
- She's the (**tall**) in her class.
- Tony is getting and (**good**) at painting.
- You need to be a bit (**patient**) with them.
- He couldn't have sculpted the statue any (**skilfully**); it's perfect.
- Tracey is (**hardworking**) than Janet.

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

3  Complete the sentences with verbs formed from the verbs in capitals using the prefixes *re-*, *dis-*, *mis-*, *under-*.


- Eve made a lot of mistakes in her homework so she decided to it. **DO**
- Many people artists such as Van Gogh and Picasso. **UNDERSTAND**
- Paula had to surgery on her knee. **GO**
- Works by great artists are beginning to from auction houses as they are all in museums or private collections. **APPEAR**
- Modern artists often use new methods to classic paintings. **CREATE**

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

4  Complete the gaps with the correct preposition.

- Who stars the Harry Potter films?
- Shakespeare is the best playwright all time.
- It was very nice Tim to give me a lift home.
- The painting fetched over £5,000 the auction.
- Banksy's artwork is very popular the young urban population.

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

5  Complete the gaps with the correct particle.

- He's upset because his cat got run yesterday.
- The actors ran the scene once more.
- The film is about a boy who runs from home.
- I've run of white paint. Can you buy me some?
- Jack ran an old school friend in the park.

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

6  Match to form exchanges.

- | | |
|---|-----------------|
| 1 Isn't Ne-Yo's new song great? | a That's OK. |
| 2 How about seeing a film tonight? | b No, I don't. |
| 3 Do you like comedies? | c Me too! |
| 4 Sorry, but it's not my kind of thing. | d Sounds good! |
| 5 I really loved that film. | e It's not bad. |

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

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

Now I Can ...

- talk and write about art
- talk about music
- ask about & state preferences
- make arrangements
- express opinions & give recommendations
- write a quiz
- write an email reviewing a book

... in English

Module 6

Town & Community

◆ Before you start ...

- Who is your favourite artist?
- Describe your favourite painting or a well-known painting to your partner.

◆ Look at Module 6

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a street map
- a quiz
- a quotation

◆ Listen, read and talk about ...

- volunteering
- map symbols and road features
- world monuments
- public services
- Sydney, Australia
- green transport

◆ Learn how to ...

- ask for & give directions
- role-play situational dialogues

◆ Practise ...


- neither nor, either or
- the passive voice
- the causative
- reflexive & emphatic pronouns
- strong adjectives
- idioms with reflexive pronouns
- phrasal verbs: *check*
- word formation: *forming abstract nouns*
- words often confused: *community/society, pedestrians/walkers, sign/signal, stop/station*

◆ Write / Make ...

- a quiz about world monuments
- an email describing a trip to a place
- a leaflet about a town/city
- a presentation on green transport
- an email persuading a friend to do some volunteer work



6a Reading & Vocabulary

1 a  Look at the pictures. In which of the following can you see


- people helping out at an animal shelter?
- a man visiting senior citizens?
- a woman helping a disabled senior citizen?
- people planting trees?
- people helping to clean up a pond?
- a person working with children?
- people giving supplies to victims of an earthquake?

b **THINK!** Have you ever done any of these things? If not, which one would you like to do? Why? Tell the class.



- ▶ *Picture A shows a woman helping a disabled senior citizen.*

Reading

2  Read the title and the introduction to the texts. How do some young people help animals? Listen, read and check.



Most teens hang out with their friends or watch TV after school, but many choose to do something different. These teens all help out at local animal shelters. Here are some of their experiences.

A ▶ "I started working at the animal shelter after school a year ago. Some people came to my school to give a talk about ways teens can help out in the community. There were lots of interesting ideas like visiting senior citizens or cleaning up parks. I liked the idea of getting involved with something worthwhile, and as I've always loved animals the shelter seemed the natural choice for me."

B ▶ "I spend a couple of hours about twice a week helping out at the animal centre, more in the holidays. Sometimes I help the staff members feed, clean and exercise the animals. Other times, I answer phone calls or help members of the public to choose a pet. Last year during the summer holidays, I also spoke to some groups of children about looking after pets properly and the importance of showing kindness to animals."

C ▶ "When most people think of animal shelters, they think of cats and dogs. Well, there are plenty of both at our shelter, but there are sometimes farm animals there, too, such as horses, sheep, goats, chickens, ducks and once, even a llama who we named Jack! Most of the animals are either brought to the shelter by their owners because they can no longer take care of them, or they are removed from their homes because they are not being looked after properly."

study skills

Matching Headings to Texts

Read the headings. Then, read the texts quickly to get an idea of what each is about. Look for key words or synonyms to help you match the headings to the ideas in the texts. Go through the choices of headings and choose the one that fits best.



D "Once I went with a member of staff from the animal shelter to rescue a pony. It was on a farm where it was being neglected. I found it hard not to burst into tears when I first saw the pony; he was in a very bad condition. I'm glad to report that he made a full recovery at the shelter and we were able to find a new home for him. His new owners treat him far better and that's a great relief to me!"

E "Some of the animals we take in need more care than usual. That means finding them a foster home so someone can spend more time with them. I have taken home two little kittens before, as well as an injured guinea pig and a puppy that had been found abandoned in the rubbish. Sometimes my mum jokes that our house is more like a zoo than a home!"

F "Shelters are at their most active in summer. They take in pets that many people simply abandon when they go on holiday. That's why I always ask to volunteer in my summer holidays at my local shelter. I also help run outdoor charity events for the shelter at other times of year. It's a great way to raise money but you also get to meet some interesting people, too!"

G "Although my schoolwork keeps me busy, I always make time to support my local animal shelter. I usually help out for a few hours at weekends by helping to treat sick or injured animals. I'm not a qualified vet, of course, but they need assistants to take care of the animals after surgery. I also encourage my schoolmates to donate money to the shelter so we can buy medicine."

3 **RE** Read the texts and match each text (A-G) with its heading (1-8). You can only use each heading once. There is one extra heading.

- | | |
|--------------------------------|------------------------|
| 1 Strong feelings | 4 The reason why |
| 2 A busy time of year | 5 Summers only |
| 3 A job with the professionals | 6 All shapes and sizes |
| | 7 Special needs |
| | 8 All kinds of tasks |

Text	A	B	C	D	E	F	G
Heading							

Either...or, neither ...nor

- Ann will **either** plant trees **or** help to clean the pond. (**choice**)
- Neither** Tom **nor** his sister works at an animal shelter. (**no action**) Mind: the verb is in affirmative.
- He **has got neither** a cat **nor** a dog = He hasn't got either a cat or a dog.

4 **Complete with:** *natural, senior, animal, charity, foster, answer, staff, full, take, burst. **Make sentences about the volunteers/animals in the texts using the completed phrases.***

- | | |
|--------------------|-------------------|
| 1 <i>animal</i> | 6 into tears |
| shelter | 7 make a |
| 2 choice | recovery |
| 3 members | 8 home |
| 4 phone calls | 9 event |
| 5 care of | 10 citizen |

They all help out at a local animal shelter.

5 **Complete the gaps with the verbs below in the correct form.**

- volunteer • support • donate
 - encourage • get involved
- My family old clothes and books to the local charity shop.
 - I once a week at a children's hospital.
 - Do you charities?
 - Paul's friends him to join the tree-planting campaign.
 - She liked the idea of with the local animal shelter and their campaign.

Speaking

6 Imagine you work at an animal shelter. Use the information in the texts to persuade your partner to join you at the shelter.

You can volunteer to work there after school.

Writing

7 Imagine you have just started doing some volunteer work after school. Write an email to your English pen friend persuading him/her to do some volunteer work too. Say: *what kind of volunteering you are doing, when & how often, what kind of jobs you do, why you think your friend should join you* (110-120 words).

6b

Listening & Speaking

Map Symbols & Road Features

1 Match the labels on the diagram (1-8) with the words (A-H) below. Then use the words A-H to complete the sentences 1-8.

- A traffic lights
- B zebra crossing
- C roundabout
- D pavement
- E car park
- F bus lane
- G hospital
- H junction



- 1 Go round the and take the third exit.
- 2 Walk on the , not on the road.
- 3 Stop! The are red.
- 4 Let's cross the road at the – it's safer.
- 5 Is there any room in the ?
- 6 Two roads meet at a
- 7 You mustn't drive in the ; it is for buses only.
- 8 He must go to to have an operation.

2 Look at the symbols below. Which of them relate to: *sightseeing?* *transport?* *services?* Do you have similar symbols in Russia?



Everyday English



Giving Directions

3 You live in the town on the map in Ex. 1. Your partner asks you for directions to various places on the map starting from the post office.

Asking
<ul style="list-style-type: none"> • Excuse me, could you tell me the way to ...? • How do you get to ... from here? • Do you know how I can get to ...? • Where is the nearest ...?
Replying
<ul style="list-style-type: none"> • (Yes,) turn left/right, go straight on/ahead until you get to the traffic lights/the corner, etc. • Go past the ..., then take the first/second etc. turning/road/street on the left/right, turn left/right into ... Street. The ... is/will be ...

- A: Excuse me, how do I get to the hospital, please?
- B: Turn right into Stone Street, then go straight on until you get to Eaton Road. Cross at the zebra crossing and turn left down Eaton Road. The hospital will be on your right.

Reading

- 4**  Read the dialogue and complete gaps 1-5 with the questions. There are two questions that you do not need to use.  Listen and check.

A: Excuse me. 1)

B: Erm... perhaps from the bus station, but I'm not sure. You could ask at the tourist information office.

A: 2)

B: Yes, just go to the end of the street and turn right at the traffic lights. It's just two streets down on the corner.

A: Oh, thanks a lot. 3)

B: Sure, go ahead.

A: 4)


B: Yes, I've heard the Sea View Hotel is very nice.

A: 5)

B: I think you can book that at the tourist information office, too.




A: Oh, that would be great. Thanks.

- A Do you mind if I ask something else?
 B Is it nearby?
 C Sorry, could you repeat that, please?
 D How can I book a room?
 E Do you know where I can get a bus to Blackpool Tower?
 F Can you recommend a good hotel?
 G Is it a long way from here?

- 5**  Find sentences in the dialogue which mean:



- Sorry to bother you but ...
- I don't know for certain.
- Would it bother you
- do it

Listening

- 6**    You'll hear two teenagers talking. For questions 1-6, choose number 1, 2 or 3. You'll hear the recording twice.



- 1 What holiday did George go on?
 - 1 a walking holiday
 - 2 a sightseeing holiday
 - 3 a beach holiday
- 2 What was the weather mainly like?
 - 1 cold
 - 2 sunny
 - 3 rainy
- 3 What activity did George enjoy the most?
 - 1 visiting an aquarium
 - 2 scuba diving
 - 3 wind-surfing
- 4 How did George feel when he dived with sharks?
 - 1 terrified
 - 2 nervous
 - 3 calm
- 5 How did George get to the water park?
 - 1 on foot
 - 2 by bus
 - 3 by car
- 6 What is George planning to do next year?
 - 1 to travel abroad
 - 2 to have a similar holiday
 - 3 to take a language course

Say It Right

- 7**  Find the correct response to the statements.  Listen and check.



- | | |
|--|--|
| 1 I'm lost – can you help me? | a Take the No. 5 bus from the station. |
| 2 Is the post office far from here? | b Of course. Where are you going? |
| 3 How often do the buses to the zoo run? | c Yes, there's one just across the road. |
| 4 Is there a good café around here? | d About every half hour. |
| 5 What's the best way to get to the airport? | e No, just a five-minute walk away. |

Intonation

- 8**   Listen and mark the stressed syllables, then listen again and repeat. Does the speaker's intonation rise or fall in each question?

- Could you repeat that?
- Is it OK to take one of these maps?
- Is this seat taken?
- Is there a newsagent's near here?


Speaking

- 9**   *Portfolio:* You have been invited to a meal at Marco's Restaurant. You don't know how to get there. Ask a passer-by for directions. Use phrases from the dialogue in Ex. 4. Record yourselves.

6C

Grammar in Use

The Passive Voice Grammar Reference

- 1  Read the text and find all the passive forms. Use them to complete the table.

Active	Passive
Present Simple	
Marble covers it.	It ... in marble.
Past Simple	
Builders built it on soft ground.	It ... on soft ground.
Past Continuous	
... the stones that people were removing were part ...	... the stones that ... were part ...
Present Perfect	
Since then, people have carried out extensive repairs ...	Since then, extensive repairs ...
Future Simple	
Tourists will visit it for many years to come.	... it ... by tourists for many years to come.
Past Perfect	
... as soon as the builders had built it ...	... as soon as it ...
Modal	
Today, you can still see the tower leaning to one side.	Today, the tower ... leaning to one side.

We use the passive:

- when the person who carries out the action is unknown, unimportant or obvious from the context; *My computer was fixed last week.*
- when the action itself is more important than the person who carries it out; *The new school will be opened by the mayor on 1st June.*
- when we do not want to say who/what is to blame; *Many mistakes have been made.*

THE LEANING TOWER OF PISA

The Leaning Tower of Pisa in Italy was constructed as the bell tower for the city's cathedral. However, at that time the architects weren't experienced. So, it was built on soft ground and as soon as it had been built, it slowly began to lean.

Over the years, many attempts were made to stop the tower from leaning. Once, people removed stones from the bottom in order to put strong metal rods in, but the stones that were being removed were part of the foundations so the tower leaned even more!

Today, the tower can still be seen leaning to one side. It is covered in marble and it is very beautiful. It was closed to the public in 1990 after it was revealed that a single busload of tourists at the top could make it fall over completely!

Since then, however, extensive repairs have been carried out and the tower reopened in 2001. Scientists say the building is now stable for the next 200 years, so it will be visited by tourists for many years to come!





- 2 Read the theory. Then write sentences from prompts 1-9 in *The Passive Voice*. Which sentences do not omit the agent and why?

We use **by + the agent** to say who or what carries out the action. *A new law has been passed by the government.*

The agent is often omitted in passive sentences when the subject of the active sentence is: **people, one, someone, they**, etc. *Someone stole Tom's car. Tom's car was stolen.*

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 Mayor attended the banquet. The banquet was attended by the Mayor.*

- the painting/not put up yet
▶ *The painting hasn't been put up yet.*
- the old house/renovate/when fire broke out
- the building/finish/next month
- all the concert tickets/already/sell
- 'Starry Night'/paint/Van Gogh
- this bread/freshly bake/this morning
- a children's playground/build/in the park now
- photography/not allow/in the museum
- the Colosseum/build/by Vespasian in 70-80 AD.


- 3**   Put the verbs in brackets into the correct passive form. Complete the quiz, then listen and check.

World Monuments

Quiz

- When (the Eiffel Tower/build)?
A 1889 B 1898
- What (the Taj Mahal/make) of?
A red sandstone B white marble
- Why (the Egyptian Pyramids/build)?
A as tombs for the pharaohs
B as monuments to the gods
- Which famous monument (can/see) from almost every part of the city?
A the Colosseum, Rome B the Acropolis, Athens
- It (estimate) that 2 to 3 million people died while building a monument. Which one?
A the Great Wall of China B Stonehenge
- Which of these famous sites (endanger) by tourism?
A Machu Picchu, Peru B Uluru, Australia
- According to the legend, which famous building (destroy) if the ravens* ever leave it?
A Bran Castle, Romania B The Tower of London

* a type of big black bird

- 4**  Read the notices. Where could you see each one? Expand them into full sentences using the passive.

- 1 PLEASE KEEP DOGS ON A LEAD 2 POOL CLOSED
3 PLEASE DO NOT TOUCH THE EXHIBITS
4 MUSEUM BEING RENOVATED 5 LAB MOVED TO 4th FLOOR

▶ Dogs must be kept on a lead. (park)


The Causative

Grammar Reference


- 5** Read the two examples. Which sentence is illustrated in the picture? Which means that someone else did something for Tom? How is the sentence formed?



- Tom is repairing his car.
- Tom is having his car repaired.

- 6**  Make sentences using *The Causative*.


- Andy's gardener is tidying up his garden.
Andy ▶ *is having his garden tidied up.*
- Meg's friend has painted her nails.
Meg
- The mechanic is going to fix John's car tomorrow. John
- The painter painted Mike's bedroom last week.
Mike
- The dressmaker will shorten Sue's dress.
Sue
- Brian's dad has built a garden shed for him.
Brian

- 7**  The Smiths' house is being renovated. Use the ideas to make sentences.

- walls/paint (yesterday)
- flowers/plant (tomorrow)
- missing tiles/replace (now)
- windows/clean (2 days ago)
- fence/mend (now)
- grass/mow (next week)

▶ *They had the walls painted yesterday.*

Question Words + ever

- 8**  Read the theory, then complete with: *whatever, whichever, whenever, wherever, whoever or however.*

'Ever' can be added to question words to mean 'any' (however = in any way that; whatever = anything that; whenever = any time that; wherever = any place that; whichever = any of; whoever = anyone who). *Come to my house whenever you like!*

- Ann goes, her sister goes too.
- you do, don't drop the camera!
- I try to visit that museum, it's closed.
- wants to come, join me.
- hard I try, I can never please Mike.
- 'Where shall I sit?' '..... you like.'
- Brian cooks, it's always delicious.
- TV is so boring lately, channel I watch.

- 9** **ICT Portfolio:** Write your own quiz like the one in Ex. 3 about endangered world monuments using the passive. Give your quiz to your partner to complete.

6d

Vocabulary & Speaking

Public Services

1 a Look at the public services in the pictures. Which of the places would you call/go to if you wanted to:

- 1 open a savings account?
- 2 buy a stamp?
- 3 report a fire?
- 4 visit a friend who is ill?
- 5 buy a train ticket?
- 6 borrow or return some books?
- 7 pay in/withdraw some money?
- 8 report a crime?
- 9 meet the mayor?
- 10 send a parcel?
- 11 have your car washed?

b Which of these places did you last call or go to? What for?

- *I went to the post office yesterday to send a parcel to my aunt.*

Jobs & Qualities

2 a In which place(s) in Ex. 1a do the following people work? What qualities do they need? Why? Make sentences.

- nurse • attendant • surgeon • doctor
- librarian • mayor • secretary • police officer
- forensic scientist • detective
- cashier • postal worker • fire officer
- postman

friendly brave organised

fit healthy strong caring patient

skilful intelligent careful

hard-working likeable efficient

calm honest responsible practical

- *A nurse works in a hospital. A good nurse needs to be caring as she looks after sick people.*

b What jobs need the knowledge of a foreign language? Would you like to use English in your future career? Why?



1 railway station



2 bank



3 post office



4 police station



5 library



6 town hall



7 petrol station



8 hospital



9 fire station

3 Match the sentences to make exchanges. Listen and check, then say where each is taking place. Which words helped you decide?

- | | |
|---|--|
| 1 Two stamps, please. | a Single or return? |
| 2 Two second-class tickets to Manchester, please. | b Platform twelve. |
| 3 I'd like to send this parcel to France, please. | c Certainly. How much? |
| 4 I'm just returning these books. | d I'm afraid it's out right now. Would you like to reserve it? |
| 5 I'd like to withdraw some money from my account. | e First or second-class? |
| 6 I'd like to open an account, please. | f OK. Could you fill in this form? |
| 7 Which platform does the 8:30 from London arrive at? | g They're a week overdue. That's one pound, please. |
| 8 Excuse me, have you got 'Harry Potter and the Philosopher's Stone'? | h Can you put it on the scales? |

4 Imagine you are in London. You need to do the following. In pairs, act out dialogues. Record yourselves.

- send a birthday present to your friend at the post office;
- reserve a particular book for your history project at the library;
- change some money into pounds at the bank.

- 5 a Look at the form. What is it for? What do you expect to hear?
- b You are going to listen to an interview. Where do you think the dialogue takes place?
👂 Listen and check.
- c 📝👂 Listen again and complete the gaps (1-6).

NEWTOWN POLICE



Name of witness: Jackie 1)

Address: 11 Wensleydale Drive, Nottingham

Telephone number: 0118 2)

Description of incident: man speeding down River Street on 3), about 35 years old, short 4) hair, – snatched bag from old lady, containing 5) and £200 cash. Old lady fell over, badly bruising her 6), Man sped off.

Officer in charge: P C Penderton

PC Penderton

study skills

Role-playing

Try to use your imagination when role-playing. Think of the situation, who you are, how you might feel, what gestures you might use, etc. This will make your dialogue more realistic.

- 6 🗣️ Imagine you are Jackie. You are just on your way back from the police station, when you bump into a friend. Tell him/her all about the incident you witnessed. Your partner asks for details.

▶ A: Hi Tim! Hey, you'll never guess what happened to me today.

B: What?

A: I was coming back home from school when I saw an old lady get robbed. Etc.

Reflexive & Emphatic Pronouns

Grammar Reference

- 7 📝 Read the theory, then find the correct pronouns. Is each one reflexive or emphatic?

Reflexive pronouns are/can be used:

- after certain verbs e.g. *burn, cut, wash, make, hurt, etc.* when the subject and object of the verb are the same. *He hurt himself while digging in the garden.*
- to describe emotions/states after *be, feel, seem.* *You don't seem yourself today.*
- after prepositions. *They should be ashamed of themselves!*

Emphatic pronouns give emphasis to the noun. *She herself prepared everything for the party.* They can also mean 'without help'. *I made the cake myself.*

- 1 Ann burnt while cooking.
- 2 Tim had to go to hospital after he had cut on some broken glass.
- 3 I really don't feel today.
- 4 Shall we make some lunch?
- 5 The Smiths painted their house
- 6 Be careful! If you fall off that wall, you'll hurt
- 7 The cat sat by the fire washing
- 8 Greg was very pleased with when he got the promotion at work.
- 9 He organised everything for the holiday.
- 10 Pat quickly looked at in the mirror before she left the house.

Idioms with 'self'

- 8 📝 Check the idioms in Appendix 3. Use some of them in their correct form to complete exchanges 1-4.

• by ...self	• did it ...self
• make ...self heard	• enjoy ...self
• make ...self clear	• behave ...self
• help ...self	

- 1 A: Mmm. Can I have one of these cakes?
B:
- 2 A: Did your friends help you paint your room?
B: No, I
- 3 A: Don't ever do that again! Do I?
B: Yes. I'm sorry.
- 4 A: Rob had a lot to say at the meeting, didn't he?
B: Yes, he certainly likes to


6e Writing Skills

An Email Describing a Visit to a Place

- 1 Read the theory. How could you start/end such an email?


An email describing a visit to a place usually consists of four paragraphs:

- an **introduction** in which you write your opening remarks and give details about the visit (*when, where, who with*);
- a **main body** in which you write a general description of the place then you write what you did and saw there. Each paragraph should deal with a separate point;
- a **conclusion** in which you give your final comments and feelings about your experience, then you sign off. A variety of adjectives are used to make the description more vivid.

- 2  Read the email that Steven sent to Olga describing a recent visit to the British Museum. Match the paragraphs (1-4) with the topics below.

- A what he did and saw
- B description of the museum
- C feelings and final comments
- D name, place, date, who with

- 3 a What opening/closing remarks does the email include?

- b  Which of the following are opening/closing remarks?

- 1 That's all for now.
- 2 Hope you are OK.
- 3 I have to go now.
- 4 Sorry, I didn't write earlier but I was busy with schoolwork.
- 5 How's it going?

✉
REPORT MAIL
🏠
⚙️
🔒

From: Steven
To: Olga
Subject: My school trip!

Hi Olga,

1 ▶ How are you? I'm fine. I had a wonderful day out last Tuesday. I went to the British Museum in London with my History class.

2 ▶ There are some absolutely fascinating collections from many places, including Roman artefacts, Aztec art and the famous Rosetta Stone. There are also several interesting gift shops where you can buy souvenirs.

3 ▶ We were taken by our guide to see the Egyptian exhibition, including mummies and hieroglyphics. Then, we saw 'Lindow Man', a 2,000-year-old body of an Iron Age man. He was really amazing! After wandering around the different exhibits we went for a delicious pizza in the museum restaurant.

4 ▶ All in all, I had a very pleasant day, but I was absolutely exhausted by the end of it! Entrance to the museum is free, so I'm planning to go again!

Have to go now,
 Steven



Strong Adjectives

- 4 Read the box. Find examples in the email in Ex. 2.

Some adjectives are 'base' adjectives (*good, bad, angry, etc.*) whereas others are 'strong' adjectives (*fantastic, awful, furious, etc.*). We can only use **absolutely** to make a 'strong' adjective even stronger (*absolutely amazing*). We can only use **very** with a 'base' adjective (*very good*). We can use **really** with 'base' or 'strong' adjectives (*really good, really awful*).

- 5 a Match the base adjectives to their equivalent strong adjectives, then use some to complete the sentences. Use *absolutely, very* or *really* with them.

Base adjectives

- 1 tired
- 2 big
- 3 tasty
- 4 small
- 5 old
- 6 frightened
- 7 dirty
- 8 interesting

Strong adjectives

- a tiny
- b delicious
- c huge
- d terrified
- e exhausted
- f ancient
- g filthy
- h fascinating

- 1 The Egyptian exhibit was **absolutely fascinating**. (strong)
- 2 We were by the time we had walked to the top of the tower. (base)
- 3 I enjoyed seeing the artefacts in the museum. (strong)
- 4 He had been playing football on a muddy pitch so he was (strong)
- 5 It was a house with only two bedrooms. (base)
- 6 The food in the Visitors' Centre café was (base)
- 7 I found the tour guide's talk (base)
- 8 She hated snakes so she was when she saw the python. (strong)

- b Write four more similar sentences of your own. Compare with your partner.

Writing

(an email describing a day trip)

- 6 Read the rubric and find the key words.

- **RNE** You have received an email from your English-speaking pen friend, Helen.
- ... *I really enjoyed my day trip with my family. We all had a great time and plan to go again sometime. ... I think you mentioned you were going on a day trip yourself last month. What sort of place did you visit? What did you see there? Were there any interesting things to do? ...*
- Write her an email and answer her 3 questions.
- Write 110-120 words.

Plan

Introduction

Para 1: greeting, opening remarks, general details about the visit

Main body

Para 2: description of the place you visited (what was there)
 Para 3: what you did/saw there

Conclusion

Para 4: feelings, closing remarks

- 7 Swap papers. Evaluate your partner's piece of writing. Check for:


- communicative purpose & style
- cohesion & coherence
- vocabulary
- grammar mistakes
- word order
- punctuation & spelling mistakes



6f


English in Use

Phrasal Verbs: check

- 1  Complete with: *out of, on, out, in, up on, off*. Check in Appendix 1.




- 1 Shall we check that new Thai restaurant tonight? (**try**)
- 2 They checked at the hotel and were shown to their rooms. (**registered**)
- 3 I'm just going to check things at the office. (**make sure sb/sth is alright**)
- 4 Let's call a taxi to pick us up and then check the hotel. (**pay the bill & leave**)
- 5 I've checked the items on my list. (**ticked**)
- 6 I checked my brother to make sure he was doing his homework. (**made sure**)

Dependent Prepositions

- 2  Complete with: *to, about, into, with, of, from*. Check in Appendix 2.


- 1 Craig has got involved a community action group.
- 2 Jack thought a good way to raise money for the charity.
- 3 Have you ever thought doing some volunteer work?
- 4 People shouldn't get a pet if they can't take care it.
- 5 Many of the animals in the shelter have been rescued bad homes.
- 6 Jane burst tears when she saw the neglected animal.
- 7 If you show kindness an animal, it will be a loving pet.

Words Often Confused

- 3    Find the correct word, then make a sentence with the other one. Compare with your partner.

- 1 Jack is popular in the **community/society**.
- 2 Many **pedestrians/walkers** can be seen hiking in these hills at the weekends.
- 3 When you reach the roundabout, follow the **sign/signal** that says 'North London'.
- 4 You can catch the number thirty bus from the **stop/station** outside the bank.

Word Formation

- 4  Read the theory, then use the suffixes to form nouns from the words in capitals.



Forming Abstract Nouns

We form some abstract nouns with the following suffixes in bold:

- noun + **-hood** (*child – childhood*), **-ship** (*fellow – fellowship*)
- adjective + **-ity** (*national – nationality*), **-ness** (*friendly – friendliness*),
- verb + **-age** (*carry – carriage*), **-ment** (*encourage – encouragement*), **-(a)tion** (*imagine – imagination, repeat – repetition*)

- 1 Bob and Sylvia's is a happy one. (**MARRY**)
- 2 My is very quiet. (**NEIGHBOUR**)
- 3 Losing the race was a big (**DISAPPOINT**)
- 4 Your is very important to me. (**FRIEND**)
- 5 Big Ben is a famous tourist (**ATTRACT**)
- 6 Thank you so much for your (**KIND**)
- 7 is a terrible feeling. (**LONELY**)
- 8 There's a of rain today. (**POSSIBLE**)

Text Completion

- 5   Read the text below. Form derivatives from the words in brackets so that they fit gaps (1-6).

The train journey from Moscow to St Petersburg has **1** (**great**) improved since the line was first opened in 1851. In those days, the 650-kilometre journey took almost two days.

Nowadays, with Russia's high-speed train Sapsan reaching speeds of up to 250 km per hour, you get to your **2** (**destine**) in less than four hours. And it's just as fast as taking the plane. The airport commute is avoided and you get on and off the train at a central station, saving **3** (**value**) time.

Sapsan caters to the **4** (**require**) of the modern business traveller, offering Wi-Fi, audio and video outputs and multifunctional displays.

But even the economy classes are extremely **5** (**comfort**). Travelling between these two Russian cities has never been more **6** (**luxury**)!

- 1 Read the title and the subheadings. What can one do in Sydney?
Read through and check.



Welcome

to Sydney, Australia ...

There's no place in the world like it!
Here are our TOP FIVE suggestions for a truly unforgettable experience...

1 **DO THE SYDNEY HARBOUR BRIDGE CLIMB**

No visit to Sydney would be complete without seeing the famous Harbour Bridge & Opera House. But for those of you who like a bit more 1) (**excite**), how about climbing the Harbour Bridge's **arch** – the largest in the world! Climbs take 3,5 hours.

2 **TAKE A SCENIC SEAPLANE FLIGHT**

Why not **splash out** on a seaplane tour for breathtaking views of the city and the islands in Sydney's 2) (**beauty**) natural harbour? As well as getting the chance to take some **spectacular** photographs (look out for Shark Island, shaped like a shark!), your experienced pilot will give a detailed **commentary** throughout the flight.



3 **GO ON A SYDNEY CYCLING TOUR**

On this fun bike tour, you'll see over thirty city 3) (**attract**) including the Royal Botanic Gardens and Chinatown. In the afternoon, you'll take a ferry ride to see the city **skyline**. If you're 4) (**luck**), you may even **catch a glimpse** of endangered penguins or **migrating** humpback whales!



4 **HAVE A SURFING LESSON ON BONDI BEACH**


What better place to learn to surf than on this 5) (**fame**) one-kilometre-long beach? The two-hour group lesson will teach you how to understand surfing conditions and to practise your **technique** before you get into the water. Or if you don't fancy surfing, you could always go rollerblading or 6) (**skateboard**) or simply relax in a trendy café.



5 **GO ON AN ECO-TOUR IN THE BLUE MOUNTAINS**

Leave the **hustle and bustle** of the city and **head 7)** (**approximate**) 50 km west of Sydney for the 8) (**wonder**) Blue Mountains. This two-day tour starts with breakfast with koala bears, followed by visits to ancient aboriginal sites and a ride on the world's steepest railway.




- 2  Read again and find the correct derivatives of the words in brackets.


- 3 a Say why the following are mentioned in the text:

- Shark Island • Chinatown • a pilot
- a ferry ride • one-kilometre long beach
- koala bears


- *Shark Island is used in the text because you can take spectacular photographs of it as it is shaped like a shark.*

- b  Listen to and read the text. What is the author's purpose?

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

- 5  Does Sydney sound like an interesting city to visit? Tell your partner giving reasons why.


- 6 **ICT**  **Portfolio:** In small groups, do some research on a town/city in your country and make a similar leaflet to advertise it.

- 1  Spend one minute writing down as many words related to transport as you can. Compare with a partner.

► *bus, motorbike, tram, ticket, etc.*

- 2 What do the pictures in the article show? Which of the features below belong to each type of transport?


- wheels • a windscreen • windscreen wipers
- seats • pedals • handlebars • a basket
- headlights • a steering wheel

- 3  Does your town/city have any programmes such as the ones below to reduce traffic? Have they been successful? Discuss with a partner.

- increasing public transport *e.g. trams, underground trains*
- creating cycle/bus lanes
- encouraging carpooling*
- banning cars from the town/city centre
- making drivers pay to drive into/park in the city centre

* many people driving to work/school in the same car

- *A: They've re-introduced the tram in my city.
B: That must have helped to reduce traffic. Etc.*

- 4  **RNE** Read the text. Decide which of the statements 1-8 are *T* (True), *F* (False) or *NS* (Not Stated).

- 1 Tuk-tuks are made in Asia.
- 2 All tuk-tuks are painted red, white and blue like the British flag.
- 3 Tuk-tuks travel faster than ordinary taxis.
- 4 All the bikes for rent in Paris are grey.
- 5 Renting a bike in Paris doesn't cost much.
- 6 River taxis in Jakarta operate 24 hours a day.
- 7 The taxis help people go to the markets.
- 8 Traffic problems in Jakarta are improving.



Green Transport

Everybody's worried about the high levels of pollution in cities at the moment ... and a lot of it is because of exhaust emissions* from cars, motorbikes, lorries, buses and taxis. Luckily, some cities are coming up with some creative solutions!


* pollution from vehicles

TUK-TUKS



A new type of public transport has been appearing in the UK in recent decades. The 3-wheeled environmentally-friendly rickshaws from Asia first appeared in British cities in 1999. They **run on** natural gas and are called tuk-tuks because of the sound their engine makes. Each colourful tuk-tuk has its own **individual design** on it, such as a Union Jack, and even has a **hood** and curtains to keep out the rain and cold. These mini taxis can go at speeds of up to 56 km per hour, and are a **huge hit** with both tourists and locals.



- 5 **a**  Match the words in **bold** with their meanings below. Use five of them to make sentences about green transport.

- cover • where you are going • as you go
- unique pattern • very popular • there to borrow
- ticket • matching jacket and trousers
- people in power • get off quickly
- are powered by

GET ON YOUR BIKE!



If you go to Paris, don't be surprised if you see a lot of people riding grey bikes with metal baskets on the front up the Champs Elysées! Since summer 2007 there have been thousands of bikes **available to rent** on the streets of Paris. The idea is simple – you buy a cheap **pass** for a day or a week, pick up a bike from one of 750 'docking stations', ride it to your **destination** and then put it back at another docking station. Now traffic is down, noise is down, pollution is down, parking is much easier and everyone from tourists to businessmen in **suits** gets around the city on two wheels!



RIVER TAXIS



The **authorities** in Jakarta, Indonesia, have come up with the clever idea of making use of the city's network of rivers and canals for a new form of public transport – river taxis! As there are also markets along some of the rivers, you can **hop off** and do a little shopping **on the way**! The authorities hope this service will ease Jakarta's terrible traffic problem as there are about 5 million vehicles on the city's streets, growing about 10% yearly.

- b** Find phrasal verbs in the text which mean: *collect* (text B), *travel around* (text B), *think of* (text C).

Going Green



- 6** Take part in a telephone survey. You have to answer six questions. Give full answers to the questions. Remember that you have 60 seconds to answer each question.

EA: Hello! It's the electronic assistant of The Ministry of Transport. We need to find out how young people feel about transport in their region. Please answer six questions. The survey is anonymous – you don't have to give your name. So, let's get started.

EA: How old are you?

S:

EA: What kinds of traffic problems does your town or city have?

S:

EA: What forms of public transport are there in your town or city?

S:

EA: Which ones do you use and how often?

S:

EA: How satisfactory are they?

S:

EA: Can you suggest any programmes to reduce traffic problems in your own town or city?

S:

EA: That is the end of the survey. Thank you very much for your cooperation.


- 7** **THINK!** Read the quote. What do you think H.G. Wells meant by this? Do you agree with him? Discuss in groups.

GREEN wisdom

"Every time I see an adult on a bicycle, I no longer despair for the future of the human race."


H.G. Wells, English author (1866-1946)

6 Progress Check

1  Complete with: *animal, burst, foster, senior, charity, postal, petrol, plate, wipers, hall*.


- 1 Every car has its own number on the number
- 2 Some abandoned animals are lucky and find a home.
- 3 Windscreen are useful when it rains.
- 4 I was so upset that I into tears.
- 5 Our school holds a event every year to raise money for a good cause.
- 6 We can fill the car with fuel at the station.
- 7 Tim spends his spare time helping out at the local shelter.
- 8 The mayor works at the town
- 9 Anyone over the age of 65 is considered to be a citizen.
- 10 Someone who works at the post office is a worker.

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

2  Complete the sentences with the correct passive form of the verbs in brackets.


- 1 Dogs must (**keep**) on a lead.
- 2 The Eiffel Tower (**build**) in 1898.
- 3 The house (**paint**) when the fire started.
- 4 All the concert tickets (**already/sell out**).
- 5 The new museum (**open**) by the mayor next week.
- 6 As soon as the fire (**put out**) the fire fighters left.
- 7 The rubbish bins (**empty**) every week.
- 8 This book (**return**) to the library yesterday.
- 9 The birthday present (**send**) tomorrow.
- 10 The museum (**visit**) by a million people so far.

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

3  Complete with the correct question word with 'ever'.


- 1 I can do I like tomorrow as I've got the day off.
- 2 one you buy, it costs the same amount of money.
- 3 Tony can have fun he is.
- 4 wins the competition will get a trip for two to Disneyland.
- 5 You can come and stay with us you like.

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

4  Complete with the correct preposition.

- 1 All of us should get involved our community.
- 2 If you show kindness an animal, it will respect you.
- 3 Tom's dog was rescued a bad owner.
- 4 Some animals go to a shelter because their owners can't take care them any more.
- 5 We thought a number of ways to raise money for charity.

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

5  Complete with the gaps with the correct particle.

- 1 Let's go and check that new restaurant on the High street.
- 2 Sam checked and went to wait in the departure lounge.
- 3 Can you check the dinner and make sure it's not burning?
- 4 I've checked everything on the list so we can finish shopping now.
- 5 What time do we have to check of the hotel?

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

6  Match to form exchanges.

- | | |
|---------------------------------|-------------------------------|
| 1 Is there a bank near here? | a Every hour. |
| 2 I'm lost. Can you help me? | b First or second class? |
| 3 It's just in the next street. | c Yes. Turn left here. |
| 4 How often do the trains run? | d Thank you very much. |
| 5 Two stamps, please. | e Where are you trying to go? |

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

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

Now I Can ...

- talk and write about volunteering
- talk about public services & places in a town
- ask for & give directions
- write a quiz
- write an email describing a day trip
- give a presentation on green transport

... in English

Module 7

Staying Safe

◆ Before you start ...

- What tourist facilities are there in your town/city?
- Do you help your community? How?

◆ Look at Module 7

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a poster
- a dictionary definition
- a proverb

◆ Listen, read and talk about ...

- fears and phobias
- emergencies
- healthy habits
- dangerous wild animals
- personal safety and risk

◆ Learn how to ...

- make requests & respond on the telephone
- discuss an imaginary situation

◆ Practise ...

- conditionals types 0, 1, 2 & 3
- wishes
- modals (present forms)
- idioms related to emotions
- phrasal verbs: *keep*
- word formation: *forming verbs from nouns/adjectives*
- words often confused: *poor/weak/low, harm/damage/ruin, customs/habits/manners, lead/pass/spend*

◆ Write / Give ...

- a summary of a text
- a for-and-against essay
- a paragraph about a wild animal
- a talk on personal safety



7a

Reading & Vocabulary



Fears & Phobias

"Come on, get in quickly!" your friend shouts from inside the lift that should take you up to the top floor of the department store. "Erm... I'll take the stairs and meet you up there!" you yell back. As the doors close, you feel very relieved. It's a long way up to the eighth floor, **1**

If this sounds like you, or perhaps heights turn your legs to jelly, you scream loudly if you see even the tiniest spider in the bath or you shake like a leaf if you have to answer a question in class, you're not alone! The truth is, most of us are at least a little afraid of something – bees and wasps, for example, the dark, **2**

So fear is a basic human emotion. In fact, we actually need it to survive. Whenever we meet danger or feel unsafe, the brain reacts, instantly sending signals to activate the body's nervous system. As a result, we might shake or sweat and our heart starts beating faster in order to pump more blood to our muscles to get us ready for action, **3**

This response is called 'fight or flight' and is only turned off when the brain gets enough information to be sure that there is no more danger. What is incredible is that all this can happen in just a few seconds!

Needless to say, fear is not always a good thing! People who have a phobia such as agoraphobia (fear of being in crowded public spaces such as a busy market or a bus), claustrophobia (fear of enclosed spaces like lifts or tunnels), arachnophobia (fear of spiders) or even something unusual like

ablutophobia (fear of washing) are extremely afraid of something. This may have developed after a very scary experience. A teenager who was bitten by a dog as a young child, for example, may now be too afraid to walk to school with his friend in case he sees a dog. This is because his brain has 'remembered' the fear that he felt when the dog bit him, **4**

This may embarrass him, cause him to miss out on spending time with his friends or even to be teased by them.

Between 5 and 10% of the population have phobias but there are ways to fight our fears. First of all, it's important to stop avoiding the scary situation. It may help to make a list of fears from the least to the most scary **5**

This will not be easy, but when we see that our worst fears didn't come true, we will realise that they are irrational and there is no real reason to be afraid. Then, we will change how we respond to them **6**

- A and then face them one by one.
- B or taking exams.
- C and eventually our fears will melt away!
- D so now even just thinking about seeing a dog triggers the same fear reaction.
- E but you don't care – anything to get out of going in a lift!
- F which will help you to find out the reason for your fear.
- G such as running away or fighting.



Reading

- 1** Look at the pictures. Which of them make you:
- scream? • freeze? • sweat? • shake like a leaf?
 - run away?

▶ *Snakes make me freeze.*

- 2** Read the title and the first sentence of each paragraph of the text. What do you expect to read about? Read and check.

- 3** Read again and complete the gaps with the phrases A-G. There is one phrase that you do not need to use. Check with your partner.

Vocabulary

- 4** Match the highlighted words/phrases with their synonyms below.

- cause sth to start working
- make sb feel shy/ashamed • shout
- not logical • disappear • laughed at • sets off



5 Complete with: *human, fight, public, shake, beats, scream, nervous, come*. Then make sentences about different disasters (tornado, earthquake, tsunami, etc).

- | | |
|---------------------|----------------------|
| 1 loudly | 5 our fears |
| 2 like a leaf | 6 heart faster |
| 3 emotion | 7 places |
| 4 system | 8 fears true |

6 Find all types of phobias mentioned in the text. What are they in Russian?

Idioms Related To Emotions

7 a Complete with: *scared to death, long face, bright red, over the moon, green with envy, through the roof, butterflies in her stomach*. Check in Appendix 3.

- Samantha had before the first performance of the play.
- Olga was when she saw the ghost.
- Julia went when her teacher told her off for talking.
- Liam was when he saw Jack's new car – he wanted one too!
- Susan has got a very today. I think she's still upset about failing the exam.
- Antony was when he found out that he had won the competition.
- David went when he found out that his brother had taken his MP3 player without asking.

b Which of the emotions is/was each person in Ex. 7a feeling? Make sentences.

- sadness/depression • embarrassment • fear
- nervousness • anger • jealousy • happiness/joy

1 nervousness ► *Samantha was feeling nervous.*

8 How would you be feeling if:

- you got stuck in a lift?
- someone told a lie about you?
- you had to give a speech in front of the whole school?
- you won first prize in a competition?
- you happened to be a survivor of the tsunami disaster?
- you saw a strong wind pull out trees and lift cars in the air?

Tell your partner.

Speaking

9 Listen to and read the text and make notes under the headings. Use your notes to give the class a summary of the text.

- what fear is • what phobias are
- how to overcome phobias

Writing

10 *Portfolio:* Write a summary of the text. Read it to your partner. Answer his/her questions.

7b

Listening & Speaking

- 1 a Look at the poster. What is the purpose of it? When does an English person dial 999? What for?

**IN AN
EMERGENCY,
CALL
999**



- 1 Lift the telephone handset and dial **999**.
- 2 Tell the operator which of the following emergency services you want:
 - fire • police • ambulance • coastguard
 - mountain rescue • cave rescue
- 3 Wait for the operator to connect you to the emergency service.
- 4 Tell the emergency service
 - where the trouble is
 - what the trouble is
 - where you are
 - the number of the phone you are using.

Never make a false call!

You risk the lives of others who really need help and it's against the law. You can also be traced immediately to the phone where the call came from.

- b What emergency services do you have in Russia? What number do you dial for them?

Listening

- 2 You'll hear a radio interview. Find the correct item for questions 1-6. You'll hear the recording twice.

- 1 What does Dave do in his job?
 - 1 work as part of a team
 - 2 travel around the country
 - 3 train rescue workers
- 2 Where does Dave mainly help people?
 - 1 on land 2 at sea 3 in the air
- 3 What does Dave do on a typical day?
 - 1 watch the weather forecast
 - 2 maintain his equipment
 - 3 rescue a fishing boat
- 4 What does Dave say about the helicopters?
 - 1 They can easily get lost.
 - 2 They are less effective than rowing ships.
 - 3 They can reach people in difficult places.
- 5 What did training for the job involve?
 - 1 schoolwork 2 work experience 3 a bit of both
- 6 How does Dave feel about his job?
 - 1 It's too demanding. 2 It's very rewarding.
 - 3 It takes up a lot of time.

Everyday English

Telephoning & Making Requests

- 3 Take roles and use the language in the box and the ideas below to call the emergency services, as in the example.



Asking

- Can I speak to ..., please?
- Could you put me through to ..., please?

Responding

- Just a moment, please.
- Please, hold the line.
- Stay on the line, please.

Requesting


- Would/Could you, (please), ...?
- Can I have ...?
- Please, send help as soon as possible.
- Please, come as quickly as you can.

- HM Coastguard/boat sinking/Mar Harbour
 - Police/car being stolen/Grange Road, Brighton
 - Ambulance Service/man hit by lightning/New Road, Poole
- A: *Could you put me through to the Coastguard, please?*
 B: *Just a moment, please. ... Coastguard.*
 A: *There's a boat sinking in Mar Harbour. Would you please send help?*
 B: *Help is on the way. Stay on the line, please. Can I have your name and number?*
 A: *Certainly. It's ..., etc.*

4 Read the following sentences from a telephone dialogue.

- Which service do you require? • Ambulance, please.
- Please, hold the line.
- The man is lying in the road unconscious.
- Just by the traffic lights.
- An ambulance will be there as soon as possible.
- OK, I'll do that.

What is the dialogue about?

 Listen, read and check.

Operator: Emergency services. Which service do you require?

Man: Ambulance, please.

Operator: Please, **hold the line**. I'll put you through.

Man: Thank you.

.....

Operator: Ambulance Service. What is the nature of the emergency, please?

Man: A car has just **knocked** a man **off his** motorbike. The man is lying in the road **unconscious**.

Operator: Is anyone else hurt?

Man: No, just the rider of the motorbike.

Operator: Right. Where exactly are you?

Man: Just by the traffic lights at the corner of Station Street and Baker Avenue, Newtown.

Operator: OK, please, stay where you are and don't **move** the man. An ambulance will be there as soon as possible.

Man: OK, I'll do that. Thank you.

Operator: Please, stay on the line. Can I have your full name and the number you are calling from, please?

Man: Of course. It's Mike Green on 07786265413.

5 Read again and complete the sentences, then explain the words/phrases in bold.

- 1 The man is calling the
- 2 The operator connects the man with the
- 3 The man has called to report that
- 4 is hurt.
- 5 The operator tells the man not

6 Find sentences which mean:

- 1 Hold on a minute.
- 2 What exactly has happened?
- 3 Could you tell me your exact location?



Then take roles and read out the dialogue.

Intonation

7 Read the theory, then read sentences 1-4 and say which words you don't expect to be stressed.

 Listen and check, then listen again and repeat.

Weak forms

We put emphasis on the words that are the most important for a message to be understood (usually *nouns, main verbs, adjectives*). These words are the stressed forms, while the ones that are less important are weak forms that are not stressed (usually *articles, prepositions, auxiliary verbs, pronouns & conjunctions*). Compare the examples:

We had a picnic in the park. (with stressed words)

We had a picnic in the park. (with no stressed words)

Can you understand the message as easily when there are no stressed words?

- 1 The sea was so rough that day that many boats got into trouble.
- 2 When the man set out to climb the mountain, he had no idea that the weather would change so fast.
- 3 It was Jane who left last.
- 4 There is a man lying in the road unconscious.

Say It Right

8 Find the correct response to the statements. Listen and check. Listen again and repeat.

- 1 You look scared. What's the matter?
- 2 You should face your fear.
- 3 Did you call the police?
- 4 Can I speak to John, please?
- 5 Is that 2630846?
 - a Yes, they're on their way.
 - b Yes, you're right.
 - c Sure. Just a moment.
 - d No, sorry. You've got the wrong number.
 - e I've just seen a spider.

Speaking

9 You see a house on fire. Call the emergency services and ask for the fire service. Report the emergency. Your partner is the operator. Use the dialogue in Ex. 4 as a model. Record yourselves.


10 Think of ten phrases you have learnt in this lesson. Make sentences using them.

7C Grammar in Use

Conditionals

Grammar Reference


(Types 0, 1, 2, 3)

- 1 a  Read the sentences (1-4) and match them with the descriptions below (A-D). Say the sentences in Russian.

- A an imaginary situation in the present/future
 B an impossible situation in or regret about the past
 C a real possibility in the present/future
 D a general truth or fact

- 1 If animals don't drink water, they die.
 2 If we all plant trees, forests won't disappear.
 3 If we all used bicycles, there wouldn't be so much pollution.
 4 If all governments had banned hunting, the tiger wouldn't have become an endangered species.




- b  Complete the table with: *Past Simple, Present Simple, past participle.*

Type	Conditional Clause	Main Clause
0	If +,	present simple
1	If + present simple,	future simple
2	If +,	would + bare infinitive
3	If + past perfect,	would + have +

- 2 Discuss how these sentences differ in meaning. Check in the Grammar Reference section.


If you stop eating so much junk food, you'll lose weight.
 Unless you stop eating so much junk food, you won't lose weight.

- 3  Use *if* or *unless* to make sentences, as in the example. Compare with your partner.

- A
- 1 people/enjoy their jobs
 - 2 it/not rain/tomorrow
 - 3 he/study hard
 - 4 you/drive more carefully
 - 5 you/mix red and white
 - 6 you/go to the chemist's
 - 7 I/see Jane
 - 8 you/hurry

- B
- a not pass the exams
 - b have an accident
 - c be late for school
 - d buy me some aspirin?
 - e go on a picnic
 - f work better
 - g give her your message
 - h get pink

► *If people enjoy their jobs, they work better.*

- 4  Complete the sentences. Which type of conditional is each one?

- 1 Plants die if you (not water) them.
- 2 If I see Tim, I (invite) him to the party.
- 3 If you (ask) me, I would have helped you with the gardening.
- 4 If you finish your homework, we (go) out.
- 5 If I were you, I (clean) the oven before you use it.
- 6 If I had known it was your birthday, I (buy) you a present.
- 7 If you (exercise) more, you would be a lot healthier.
- 8 If you (study) hard, you will get good grades.
- 9 If he (come) to the party, he would have had a great time.
- 10 If I (arrive) home earlier, I would have time to cook.

5 Put the verbs in brackets into the correct tense.

- I broke my leg so I couldn't play football.
If I (**break**) my leg, I (**play**).
- Dad had a car accident because the roads were slippery.
If the roads (**not/be**) that slippery, Dad (**not/have**) a car accident.
- A: Unless you (**use**) the proper equipment, you (**hurt**) yourself.
B: I know. I always wear a helmet and pads.
- A: What (**you/do**) if you saw an injured man on the pavement?
B: I (**help**) him.
- A: Thanks for lunch! I'll go swimming now.
B: If I (**be**) you, I (**wait**) an hour.
- Unless you (**wear**) warmer clothes, you (**catch**) a cold.

6 Write true answers to the questions in full sentences. Compare with your partner.

- What colour do you get when you mix blue and red? ► *If you mix blue and red ...*
- What will you do if it rains this weekend?
- If you could only take three things with you to a desert island, what would you take?
- If you had been born two hundred years ago, what would your life have been like so far?
- If you had woken up late this morning, what would have happened?

7 Discuss the questions in pairs.

What would you do if you: noticed someone following you? spilt coffee all over someone? locked yourself out of your house? saw someone cheating in an exam? found a huge spider in your bedroom?

What would have happened if: you hadn't done your homework for today? you had gone to bed really late last night? you had been born in another country? you had found some money in the street this morning?

8 Complete the sentences with your own ideas. Compare with your partner.

- If I hadn't gone out last night, ...
- If you didn't watch so much TV, ...
- If plants aren't watered, ...
- If you help me with my project, ...

Wishes Grammar Reference

9 a Read the sentences. Which is: a wish for the present? a regret for the past?

- I wish I wasn't afraid of heights.
- If only I hadn't argued with Julie.

b Complete the table.

I wish/If only + tense. (wish for the present)
I wish/If only + tense. (regret for the past)

10 Tom is upset. Read his thoughts and write about his wishes and regrets.



- I don't have a car.
- I can't find a good job.
- I didn't do well in the Maths test.
- My friends are angry at me.
- I didn't manage to get tickets for the match on Saturday.

► *I wish I had a car.*


11 Write sentences, as in the example.

- I cut my finger. I should have been more careful using the knife.
 - I can't climb the mountain because I'm afraid of heights.
 - I can't play outside because I'm ill.
 - I've got sunburn. I shouldn't have stayed in the sun for so long.
 - I didn't look where I was going and I bumped my head.
- 1 I wish ► *I had been more careful using the knife.*
If ► *I had been more careful using the knife, I wouldn't have cut my finger.*

12 Write three things you wish for the present and two things you regret doing. Tell your partner.

7d Vocabulary & Speaking

Habits

- 1  How can we stay healthy? How healthy do you think you are? Do the quiz to check. Do you agree with the score?



Do You Have Healthy Habits?


- You're **starving**! What do you have as a snack?
 - an apple and a glass of milk
 - nothing – I'll wait until dinner
 - a bag of crisps, some biscuits and a fizzy drink
- You've got an important Maths test! What do you have for breakfast?
 - cereal with milk and a glass of orange juice so I can **concentrate** well in the test
 - a cereal bar to eat on the way – that way, I have time for some last-minute **revision**
 - nothing
- You're feeling a bit tired but you haven't done any exercise for a few days. What will you do?
 - join in a game of football in the park for half an hour
 - relax tonight and go to the gym tomorrow
 - relax on the sofa and watch TV
- There's a good film on TV later, but you have to get up early tomorrow. What do you do?
 - record** the film and go to bed
 - stay up to watch the film
 - watch the film, then check my emails
- You've had a terrible day. How will you let off steam?
 - play tennis with a friend, then **talk through** my problems
 - sit in front of the TV and try to forget
 - cry all night

Your score

Mostly As: Well done! You know how you need to live to stay healthy. **Keep it up** but don't forget to **treat yourself once in a while**, too! The **key** is to have a **balanced** life.

Mostly Bs: Good **nutrition**, exercise and plenty of rest and sleep is needed for good health. Make some small changes and you'll feel a lot healthier!


Mostly Cs: You have terrible habits! **Stressing out**, eating badly and not sleeping enough is a **recipe for disaster**! Make some changes!

- 2  Discuss your answers to the quiz in pairs. Decide:


- which questions relate to: food/ drink? exercise? state of mind?
- which areas you are doing best in and in which area(s) you need to make improvements.
- what you could do to be healthier e.g. drink fewer fizzy drinks, walk to school instead of taking the bus, do morning exercises, join a gym.

- ▶ A: *I don't exercise regularly.*
 B: *If I were you, I'd join a gym.*
 A: *I guess you're right.*

Food & Health

- 3  Complete with: *starving, treat, nutritious, home-made, dessert, roast, tasty, thirsty, snacks, slice.*

- Mmmm! This soup is very
- Can I have a glass of water? I'm quite
- Would you like a of chocolate cake for?
- Fruit and vegetables are very They are full of vitamins.
- I always eat out. I miss eating food.
- Let's eat out at a restaurant tonight. It's my
- Crisps and popcorn are popular children's
- What's for dinner? I'm
- I will have the beef with steamed vegetables.

- 4  Match the words to make collocations. Then make sentences, as in the example.

- | | |
|---------------------------|-------------------------------------|
| 1 lose/put on | a a sports team/a gym |
| 2 cut down on/
give up | b a sport/an activity |
| 3 take up | c a diet |
| 4 join | d junk/fatty foods,
fizzy drinks |
| 5 go on | e weight |

- ▶ *She decided to go on a diet to lose weight.*

5 Find the correct word. Check in your dictionaries.

- Active kids **burn/destroy** more calories, so they need to eat more.
- Fruit must be **part/section** of a healthy diet.
- Meat, poultry and fish are **rich/full** in iron.
- Control/Check** your weight once a month.
- Make sure you **bite/chew** your food slowly before you **swallow/sip** it.
- Calcium **makes/builds** strong bones so make sure dairy **products/produce** are part of your daily **diet/food**.
- To do this exercise, **raise/rise** your arms up over your head.
- Regular **physical/body** activity is just as important as a healthy **diet/eating** habits.
- Make sure you **follow/stay to** a diet that **works/does** for you.
- Fruit, vegetables and grains are **full/rich** in vitamins and **short/low** in fat.

Modals (present forms)

Grammar Reference

6 a Read the sentences. Which modals: *give permission?* *express obligation?* *express lack of necessity?* *express prohibition?* *give advice?* *express possibility?*

At the sports centre ...

- You **have to/must** wear trainers on the indoor tennis courts and football pitches. (*it's necessary/it's the rule*)
- You **don't have to/needn't** be a member of the sports centre to use the swimming pool. (*it's not necessary*)
- Members **may/can** use all of the sports club's facilities. (*it's allowed*)
- Children **mustn't/can't** use the swimming pool without being accompanied by an adult. (*it's not allowed*)
- The centre **might/may/could** be closed to the public on competition days. (*it's possible*)
- You **should/ought to** lock your valuables in a locker to keep them safe. (*it's the best thing*)

b Find the correct words, giving reasons.

- You **mustn't/needn't** dive into the shallow end of a pool.
- Must/Can** we play football in this park?
- You **may/must** drink plenty of water to stay healthy.
- You **mustn't/don't have to** be a member to use the gym.
- Can/Must** you ask your mum if you **have to/can** go to the match?
- It's getting late; I **ought to/may** go to bed.
- I'm going to try this new diet; it **might/can** work.
- You **don't have to/shouldn't** miss meals.

7 Use appropriate modal verbs to ask and answer questions.

- Ask your partner's permission to borrow his bike. Your partner refuses.
 - A: *Can I borrow your bike, please?*
 - B: *Sorry, but I'm afraid I need it.*
- Ask the secretary at your local sports centre if you need any special equipment for the gymnastics class. The secretary tells you that everything is supplied.
- Ask your friend if the new ice-skating rink will possibly open next weekend. Your friend isn't sure.

8 Take part in a telephone survey. You have to answer six questions. Give full answers to the questions. Remember that you have 60 seconds to answer each question.

Electronic assistant: Hello! It's the electronic assistant of the Greenways Wellness Centre. We need to find out how young people feel about staying healthy. Please answer six questions. The survey is anonymous – you don't have to give your name. So, let's get started.

Electronic assistant: How old are you?

Student:

Electronic assistant: Which of your eating habits would you like to improve?

Student:

Electronic assistant: How often do you do some form of exercise?

Student:

Electronic assistant: Which forms of exercise are the most popular with teenagers in your area?

Student:

Electronic assistant: Why do you think it's important to get enough sleep?

Student:

Electronic assistant: What would you advise a person who is looking for a good way to relax?

Student:

Electronic assistant: That is the end of the survey. Thank you very much for your cooperation.

7e Writing Skills

For-and-against Essays

1 a Read the theory.

For-and-against essays discuss the pros and cons of a specific topic. They are written in a formal style. In the **introduction** we present the topic without giving your opinion.


In the **main body** paragraphs we present points with arguments for and against in separate paragraphs. We support the arguments with justifications and examples. We start each paragraph with a topic sentence that introduces the main idea of the paragraph.


In the **conclusion** we write a balanced summary of the points of the main topic and give our opinion. Appropriate linkers are used to connect similar ideas and introduce opposing ideas.

b Read the rubric and answer the questions.

- Computer games are hugely popular with children but many parents would like to see them banned. Your teacher has asked you to write an essay (110-120 words) discussing the pros and cons of banning video games.


- 1 What do you have to write?
- 2 Who are you writing for?
- 3 What style should you use?


2  In pairs, try to think of three arguments for banning video games and three against it (e.g. for: someone who plays violent computer games all the time might become violent themselves). Read the essay and check if any of your ideas were mentioned.


3  Which paragraph (1-5) contains:


- the first point for/against with justifications/examples?
- the writer's opinion?
- the third point for/against with justifications/examples?
- the second point for/against with justifications/examples?
- a clear presentation of the topic?




1  A recent survey found that 90% of youngsters aged eight to fifteen own their own video games console. But should video games be banned to avoid harmful influences on children?


2  Firstly, video games have a direct effect on health. Playing them means that children get less outdoor exercise. As a result, they can become overweight or even obese. On the other hand, the mental health benefits are undeniable. For example, playing video games helps youngsters relax and let off steam, which in turn reduces stress.

3  Secondly, video games are linked to education issues. Critics say they should be banned because they cause children to neglect their schoolwork. Consequently, their grades and classroom performance suffer. However, it has been shown children can actually learn from playing video games. They develop different abilities such as coordination skills and logical thinking.


4  Finally, many computer games have some violence in them. People in favour of banning them say that they affect youths' behaviour in the outside world. They copy the violence they see on the screen and become more aggressive. In contrast, there are others who claim that teens are intelligent enough to tell the difference between games and the real world. They know that the violence they see on their video screen is fake.

5  All in all, there are arguments both for and against banning video games. I strongly believe parents should decide which games their children play and for how long. Therefore, there is no need to ban them.

Topic Sentences/Arguments/ Supporting Sentences

4  Find the topic sentences in each main body paragraph. List the arguments for and against. Which sentences: justify the points? give examples?

5 a Which of the highlighted items in the text:
introduce points? show contrast? conclude?
introduce examples/justifications?

b  Replace each of the items with one from the list below.

- In conclusion • Lastly • like • In addition
- All the same • Nevertheless • In the first place
- In spite of this • For this reason
- For instance • Because of this

6 Find the correct linking words/phrases.

- One point in favour of/Some people claim that** banning violent TV programmes is that viewers may begin to identify themselves with the aggressive characters. **Consequently/ On the other hand,** they may become violent themselves.
- The main advantage of/Many people are against** young people travelling in groups at night is that they are a lot safer. **As a result/ However,** fewer youngsters will become victims of street crime.
- Some people believe that/This is why** motorcycles should be banned from motorways because they are too dangerous. **In particular/In this way,** the number of deaths due to motorcycle accidents is extremely high.

7 Read the sentences (1-2) and find the phrases that are used to express an opinion. What is the writer's opinion in the essay in Ex. 2? Which phrase is used to express it?

- I am totally opposed to installing CCTV cameras in every school and workplace.
- I am very much in support of banning smoking in all public places.

Writing (a for-and-against essay)

8 Read the rubric and find the key words. What do you have to write and in what style? What are the two sides of the argument?

- Your school newspaper has asked for essays discussing the arguments for and against banning violent sports. Write your essay (110-120 words).

9 a Match the arguments against banning violent sports with the arguments for.

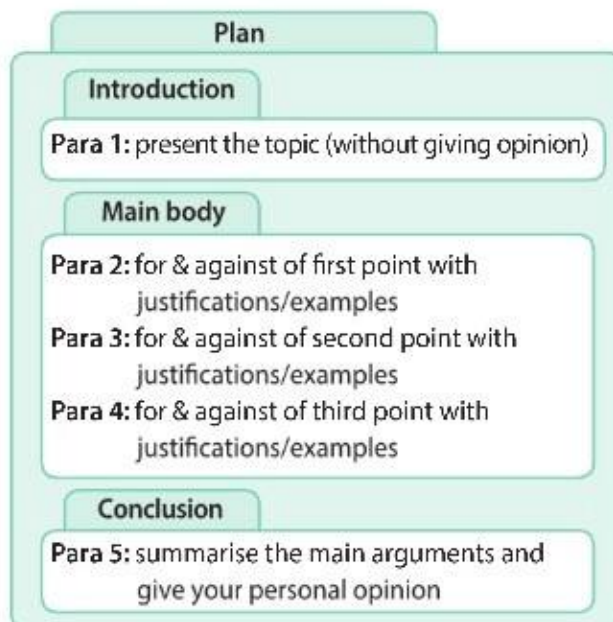
Arguments for	Arguments against
1 People who take part in violent sports risk serious injury or death.	a Violent sports are an outlet for aggression.
2 Playing violent sports makes people more aggressive.	b Violent sports are purely contests of strength and will.
3 Violent sports do not uphold moral standards.	c Safety standards can be improved.

b Match the justifications/examples (i-vi) to arguments 1-3 (for) and arguments a-c (against).

Arguments for	Arguments against
1	a
2	b
3	c

- Aggressive behaviour learnt on-field carries over to conflicts outside the world of sport.
- They are barbaric and express the worst side of human nature.
- Testing yourself in this way is vital to a person's all-round development.
- They are a healthy way to let off steam.
- More protective clothing can be used.
- Many young boxers are seriously injured every year.


10 Use your answers from Ex. 9 and the plan below to write your essay (110-120 words). Make sure you start each main body paragraph with a topic sentence.



7f


English in Use

Phrasal Verbs: keep

1  Complete with: *back, out of, up with, on, off*. Check in Appendix 1.

- 1 Please keep the dog the kitchen – it's not hygienic to have him in there. (**prevent from entering**)
- 2 Keep! The burning building is about to collapse! (**don't go near**)
- 3 Martha and Kate kept whispering, even after I had told them to stop. (**continued**)
- 4 Jody was finding it very difficult to keep her schoolwork. (**stay on schedule**)
- 5 The sign says 'keep the grass'. (**don't walk on**)

Word Formation

2  Read the theory, then complete the gaps (1-5) with the correct words derived from the words in brackets.

Forming Verbs from Nouns or Adjectives

- Noun/adjective + **en-/en** → verbs meaning 'make':
large – enlarge, wide – widen
- Conversion: adjectives → verbs: *green – to green, clean – to clean; Join the project to green every street of the town.*

One new medicine 1) (**sure**) patients' fast recovery.

STOP AND TAKE A BREAK. DRIVING WHILE TIRED
2) (**danger**) LIVES!

A Stitch in TIME

14 High Street, Bingham


Need a pair of trousers to be 3) (**short**) or a skirt to be 4) (**length**)? We do all kinds of clothing alterations.

NEW STUDY SHOWS SMOKING 5) (**weak**)
THE HEART

Which text would you see:


- in the headlines of a newspaper?
- on the back of a product's packaging?
- on a motorway/busy road?
- in the adverts section of a newspaper?

Dependent Prepositions

3  Complete with: *from, to, in*. Check in Appendix 2.


- 1 Obesity can **lead** heart disease.
- 2 Vitamin C **protects** you coughs and colds.
- 3 Simon is **allergic** bee stings.
- 4 Exercise regularly to stay **good shape**.
- 5 Ben is still **recovering** his nasty fall.

Words Often Confused

4  Find the correct words. Check in the Word List. Make sentences with the other words.

- 1 A **poor/weak/low** diet can make you ill.
- 2 Don't **harm/damage/ruin** that spider!
- 3 Healthy eating **customs/habits/manners** are important.
- 4 John **leads/passes/spends** a very busy life.

Text Completion

5  **RINE** Read the text below. Use the words in brackets in the correct form so that they fit the text. Every gap corresponds to a different task (1-9).

Sarah stood at the end of the high wooden bridge, 1) (**shake**) like a leaf. She was terrified of heights and too scared to go over the bridge.

After a few moments, she realised that all her friends 2) (**cross**) to the other side and were already out of sight. They were all 3) (**experience**) hikers than she was, it seemed! For the 4) (**ten**) time that morning, Sarah regretted agreeing to come on this walk. But there was no help for it. 'If I don't catch up quickly, the others 5) (**leave**) me behind,' she thought.

Taking a deep breath, Sarah held onto the side of the bridge tightly and managed 6) (**walk**) across the bridge.

At the other end, Sarah's friend Eddie 7) (**wait**) for her. 'I came back for you,' he said. 'I hope you 8) (**not look**) down!'

Sarah smiled to herself. It was only a start, but if she 9) (**can**) cross such a high bridge, one day soon she would be able to totally overcome her fear!

BEWARE THE USA'S DANGEROUS WILD ANIMALS

Over a million alligators live in slow-moving rivers, lakes, marshes and swamps in the southern states of Florida, Louisiana, Texas and Georgia. They are usually 3 to 5 metres long and eat almost anything, swallowing it whole. They often hide **motionless**, usually waiting to **snatch** their prey and **drag** it under the water. Never try to feed alligators or walk too close to the edge of the water. You don't want to become an alligator's next meal!

Fascinating fact:

Alligators have about 80 teeth which are replaced **continuously**. Throughout their lifetime they go through at least 2,000 of them!



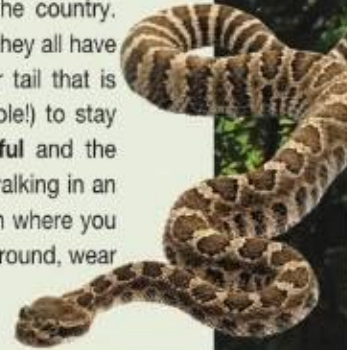
Grizzly bears live alongside streams, lakes and rivers in Alaska and northwestern states such as Idaho, Montana, Washington and Wyoming. Although sightings are not very common, these huge animals are the most dangerous of all bears and can easily kill or seriously injure humans. They can be **unpredictable** and ferocious, especially when they are hungry, injured or with their cubs. So, if a bear approaches you, don't run and if you are attacked, lie face down and play dead!

Fascinating fact:

Grizzlies can run much faster than humans and even climb trees!



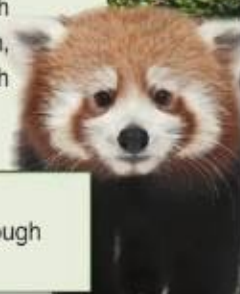
Rattlesnakes live mostly in the southwestern states, such as California and Arizona and are the most common type of **poisonous** snake in the country. There are 29 to 30 different species, but they all have one thing in common – a rattle on their tail that is used to **warn** other creatures (and people!) to stay away. A rattlesnake's bite is very **painful** and the venom can be **fatal**. So, when you are walking in an area where there could be snakes, watch where you step. If you know there are rattlesnakes around, wear strong leather boots!



Fascinating fact:

Baby rattlesnakes are able to attack their prey minutes after they are born!

Raccoons might look cute and cuddly, but they can actually carry many **diseases**, including rabies, a deadly virus. They are often found in attics or garages, or searching for food in rubbish bins which they can open with their paws. If you see a raccoon, don't touch it. If you are ever scratched by one, wash the scratch well and see a doctor immediately.



Fascinating fact:


Some raccoons manage to get into kitchens through **cat flaps**!

1 Look at the animals in the pictures. Why are they dangerous?  Listen and read to find out.


2 Read again. Which animal:

- 1 often steals food from people?
- 2 isn't seen very often?
- 3 can kill soon after birth?
- 4 is more dangerous at certain times?
- 5 usually eats its food in one piece?


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

3  Make notes about each animal under the headings below. Choose one animal and use your notes to tell the class about it.

- where it lives
- how it can be dangerous
- how you can protect yourself

4  Read the table. What are the verbs in bold in Russian? Try to add more animals to the categories. Check with your partner.

1	mosquitoes, ants, dogs	bite
2	cats, parrots, rabbits	scratch
3	scorpions, wasps, jellyfish	sting
4	horses, donkeys, bulls	kick
5	snakes, camels, llamas	spit

5  Do some research and write notes using the headings in Ex. 3 about a wild animal in Russia. Write a paragraph about it. Present it to the class.

PSHE

Across the Curriculum

Personal Safety & Risk

1 Read the situations (1-4). What do you think self-defence is? Read the definition to check.

- 1 You are waiting for a lift, but when it arrives and the doors open, you see that it is empty apart from a man standing in the corner. He makes you feel uneasy. What would you do?
- A trust your bad feeling and not get in
 - B get in anyway
 - C something else



- 2 The school bullies start shouting insulting comments at you on your way home from school. What would you do?
- A shout insulting comments back
 - B say nothing and walk away
 - C something else



- 3 You have just left the school library and it's starting to get dark. Your dad is at work so he can't pick you up. What would you do?
- A take the shortcut across the park – you're tired and want to get home quickly
 - B catch the bus, sit at the back and fall asleep
 - C something else



- 4 You are walking back from your friend's house one day when a mugger suddenly tries to snatch your bag. What would you do?
- A let him take your bag immediately
 - B hold onto your bag tightly, then run away if you can
 - C something else



self-defence /self dɪ'fens/ (n) the action of protecting yourself against something bad



PROTECT YOURSELF



2 **Turn!** Now imagine you are in each situation. What would you do? Discuss in pairs, then report back to the class.

- ▶ A: What would you do in the first situation?
- B: Well, if the man in the lift made me feel uneasy, I wouldn't get in.
- A: Yeah, neither would I. It's too risky. Etc.

3 a **👂** Look at the title of the text, the photograph and headings 1-4 in Ex. 3b. What is the text about? Listen and read through to check.

b **✍** Match the paragraphs to the headings. There is one heading that does not match.


- 1 Take a self-defence class
- 2 Feel safe
- 3 Use your head
- 4 Reduce the risks

A First things first, ALWAYS trust your instincts! Let's say you are walking your dog 1) **apart/away/aside/along** a lonely road one evening and you suddenly get the feeling that you are being watched. Well, that could be your intuition 2) **saying/speaking/telling/talking** you that it would be a good idea to get 3) **onto/back/across/down** a busier road as quickly as possible. Also, if you ever do find yourself in a **threatening** situation, don't do anything that could 4) **make/do/change/turn** the situation worse. If a **mugger** tries to snatch your bag in the street, for example, give it to him immediately without **putting up a fight**. If you try to fight or run, the attacker could become violent and you could end 5) **for/to/by/up** getting hurt. In the same 6) **manner/way/style/mode**, if a stranger in the street or even someone you know says something **insulting** to you, don't say something rude back. Just walk away calmly without getting into a fight. Basically, don't take risks!

B Avoid a possible attack before it happens by using your **common sense**! This means always walking in well-lit, busy

7) **regions/areas/parts/departments**, never taking **short cuts** through lonely streets, making sure friends and family know where you are and when you will be back and always having your mobile phone with you. Also, don't forget to walk fast and confidently, because attackers usually 8) **look for/watch out/look to/find out vulnerable targets**. Lastly, whenever possible, don't go out alone at night, and if you ever have to travel alone on public transport, always sit near the driver – and stay awake.

C If you ever do get attacked, don't think that you can just **beat** your attacker with an expert karate kick like the ones you've seen in the movies, **poke** him or her in the eyes with your keys and run 9) **around/up/away/forward**! An attacker will usually be ready because they will expect you to do these things. The only answer, then, is to take a self-defence class. A good self-defence instructor will teach you special techniques such as how to surprise your attacker. You will also have time to practise your moves so that you won't panic 10) **during/while/through/across** an attack – you will know exactly what to do! So, contact your police station or local community centre to find out where you can take a class.

4  Read again and find the correct word for each gap. What is the author's purpose?

5 Explain the words in bold. Check in the Word List. Use five of them in sentences of your own about your own ideas and experiences.

6 **RNE** You are going to give a talk about personal safety. You will have to start in 1.5 minutes and speak for not more than 2 minutes.



Remember to say:

- why young people take self-defence classes in their free time
- why self-defence classes are more popular today than they were in the past
- what we should and shouldn't do to stay safe in the street


You have to talk continuously.

7 **THINK!**   Discuss the following proverb.

Words of Wisdom


"One pound of learning requires ten pounds of common sense to apply it." *Persian proverb*

7 Progress Check

1  Complete with: *freeze, embarrassment, jealous, crowds, cut down on, rich, starving, thirsty, put on, home-made.*


- I'm always after football practice so I often buy a snack on my way home.
- Matt is really of his friend Harry's new mobile phone.
- That café serves delicious soup and bread rolls at lunchtime.
- You should fatty foods if you want to lose weight.
- Ann doesn't go to busy markets because she can't stand being in
- Sam has a lot of weight since he started his new office job.
- I every time I see a spider – I'm so afraid of them!
- Did you bring any water? I'm so
- A lot of fruit and vegetables are in vitamin C.
- John went bright red with when he tripped over on the stage.

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

2  Put the verbs in brackets into the correct tense.


- If you stop eating so much junk food, you (**lose**) weight.
- I wish I (**not/be**) so afraid of the dark.
- If you (**play**) a team sport, you would be a lot fitter and healthier.
- Unless it stops snowing, I (**not/go out**) today.
- If I (**go**) to bed earlier last night, I wouldn't have felt so tired this morning.
- If you (**mix**) blue and yellow, you get green.
- If we all (**use**) public transport more instead of cars, pollution will be reduced.
- If only I (**not/get**) angry at Tim today.
- If I wasn't on a diet, I (**order**) a dessert.
- If Katy had worn a helmet, she (**not/hurt**) her head when she fell off her bike.

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

3  Choose the correct modals.

- You **shouldn't/needn't** run if a grizzly bear approaches you.
- Taking up a new sport **must/might** be a good way for you to lose weight.
- I **mustn't/don't have to** go to school tomorrow; it's Saturday.
- You **don't have to/mustn't** drive while tired.
- You **must/might** see a doctor immediately if a raccoon scratches you.

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

4  Complete the gaps with the correct particle.

- "Please keep the grass!" the gardener said to the children in the park.
- The baby kept crying, even after he had been fed.
- Sometimes, Josh finds it difficult to keep the other students in his class.
- Mum is always telling us to keep the cat the kitchen.
- 'Keep from the fire!' the police shouted at the crowd.

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

5  Match to form exchanges.

- | | |
|---|--|
| 1 Could you put me through to the police, please? | a Certainly. It's John Banks on 8475643. |
| 2 Can I have your name and number? | b Coastguard, please. |
| 3 Which service do you require? | c Please, hold the line. |
| 4 What's the nature of the emergency? | d Thank you very much. |
| 5 I'll put you through. | e A car has knocked a man off his bike. |

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

Now I Can ...

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

- talk and write about fears and phobias
- make an emergency call
- use conditionals and express wishes and regrets
- talk about health and fitness
- write a for-and-against essay
- give a talk about personal safety

... in English

Module 8

Challenges

◆ Before you start ...

- What are you afraid of? Do you think it's a phobia?
- Do you have a healthy lifestyle? Why (not)?

◆ Look at Module 8

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a text message
- an application form
- a motto

◆ Listen, read and talk about ...

- overcoming difficulties/injuries
- taking risks
- survival
- Helen Keller
- Antarctica

◆ Learn how to ...

- seek approval, approve and express doubt

◆ Practise ...

- reported speech (statements, orders, questions)
- reporting verbs
- *some/any/every/no* & compounds
- question tags
- idioms related to animals
- phrasal verbs: *carry*
- words often confused: *injured/harmed, gain/win, suitably/properly, lose/miss, recover/rescue, avoid/prevent, instead of/besides, make/do, inspiring/promising, disability/inability*

◆ Write / Give ...



- an email using reported speech
- a talk on trekking in the jungle
- a letter of application
- a short biography of an inspiring person
- a presentation on Antarctica




8a

Reading & Vocabulary


Reading

- 1  Look at the pictures and read the title and the introduction to the texts. What challenges do you think each person faced?  Listen and read to find out.


- 2  **RNE** Read the texts. Decide which of the statements 1-8 are *T* (True), *F* (False) or *NS* (Not Stated).

- 1 Bethany was a professional surfer by 2003.
- 2 Bethany didn't see the shark before it attacked her.
- 3 People were surprised when Bethany started surfing again soon after her accident.
- 4 Bethany doesn't worry about sharks any more.
- 5 Bethany never questions why she lost her arm.
- 6 Tom can't move his arms or legs.
- 7 Tom's dad has always loved film making.
- 8 Tom's dad controls the camera for him.


Vocabulary

- 3 a  Match the highlighted words/phrases to their meanings.

- encouragement • concentrate on
- frightening them away • give up
- soon • appear • without moving at all
- huge • understood • face • place firmly

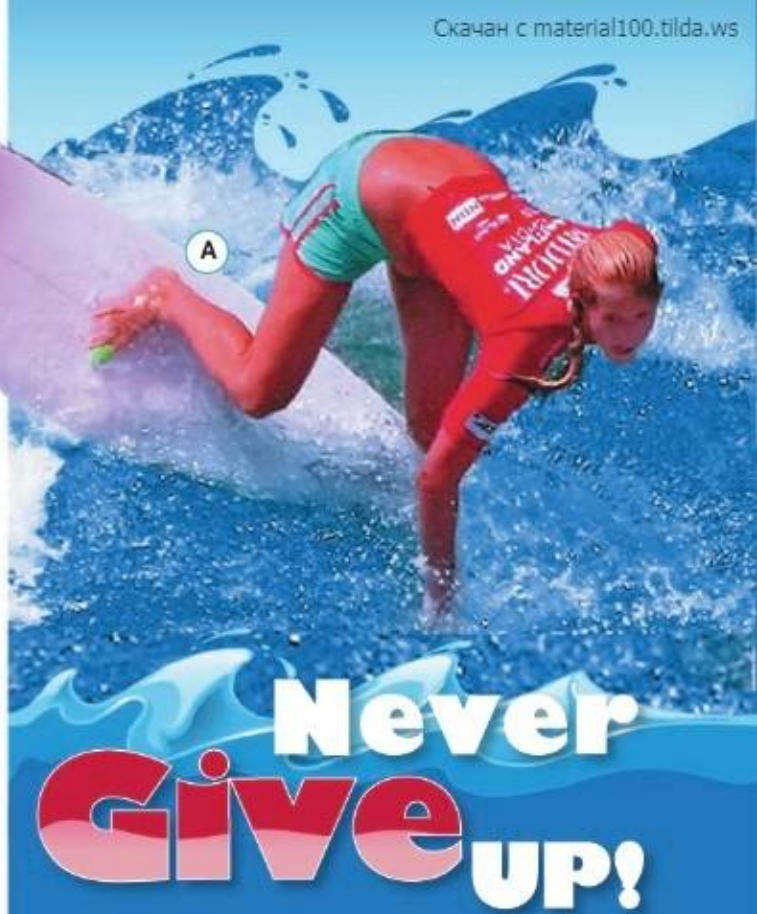
- b  Explain the words in bold. Use the words in sentences of your own.

- ▶ *She left the room, **slamming** the door **furiously** behind her.*

- 4  Complete with: *total, positive, seriously, win, face, experience, feel, terrifying, brain, survive.*

- | | |
|--------------------------|-------------------------|
| 1 challenges | 6 to a disaster |
| 2 to a competition | 7 bruised |
| 3 miracle | 8 to sorry for sb |
| 4 experience | 9 damage |
| 5 attitude | 10 to an accident |

Make sentences about each person using the completed phrases.



Never Give UP!

Bethany Hamilton and Tom Conaway both found themselves facing extremely difficult challenges – but they refused to give up ...

Eighteen-year-old Bethany Hamilton paddles **furiously** into the **gigantic** wave. As she feels the back of the board lift, she leans forward, then quickly pushes herself up, plants her feet on her board and **carefully** rides the wave as it moves quickly towards the beach. All this is nothing unusual for a champion surfer, but for Bethany it is a total miracle!

In 2003, Bethany had already won several competitions and had plans to become a professional surfer. Then, one sunny October morning, she was surfing with her friends on a beach near Kauai, Hawaii. Suddenly, a four-metre-long tiger shark attacked her, **ripping off** her arm.

Most people would have become very depressed after such a tragedy, but Bethany amazed everyone. They couldn't believe their eyes when they saw her getting back on her surfboard only three weeks after her terrifying experience. This was not easy, though. Apart from the difficulties of learning to surf with just one arm, she also had to face her fear of getting attacked by a shark again. 'It's always in my mind,' she says, 'and it always will be, but I've got to **keep my mind on** having fun, and just surfing.'

Bethany is not only a champion surfer, but her positive attitude is also an **inspiration** to many. She has even been to Thailand to help children who experienced the 2004 tsunami disaster with their fear of water. Sometimes, Bethany asks herself 'Why me?' but then she thinks of how her experience has helped her be a better person. Bethany's **motto** is 'Me quit? Never!'

B



It's five thirty in the morning and fifteen-year-old Tom Conaway is sitting perfectly still in the wetlands of California waiting for some wildlife to come into sight. Before long, thousands of birds are squawking noisily and Tom is lucky enough to be able to film them up close in their natural habitat. But what makes Tom different from any other wannabe film-maker?

When Tom Conaway was only four years old, the car that he was travelling in rolled down a mountain. He was thrown out of the window and his spine was seriously bruised. Since then, his brain hasn't been able to send messages to parts of his body to tell them to move. But Tom doesn't waste any time feeling sorry for himself. 'I'll be in a wheelchair the rest of my life,' he says, 'but I consider myself lucky. Really. I mean, I survived a horrible accident with no brain damage at all.'

One afternoon, about two years after the accident, Tom's dad realised that filming was a hobby that the two of them could easily share. So, Doug Conaway strapped a camera to Tom's chair so that he could film his brother's football games. Now, Tom either uses a 'helmet camera' to film, or his dad sets up a camera on a tripod and Tom controls it by wireless remote control while watching the camera view on the screen of a DVD player on his knee. Tom even sees his disability as a secret power when he is filming. The fact that it's so 'easy' for him to sit still means that he can film animals without scaring them off!

Tom's positive attitude is amazing. 'Everyone has bumps in the road that they have to deal with,' he says. 'That's all being in a wheelchair is for me: just a little bump in the road.'

5 Complete the sentences with either or / neither nor

- Alice has become disabled but she needs encouragement pity as she continues doing surfing.
- Be careful while trekking in the mountains as you may break your arm sprain your ankle.
- Bethany Tom give up their hobby.

6 Find opposites for these words/phrases.

- | Text A | Text B |
|---------------------|----------------------------|
| 1 slowly (para 1) | 1 moving (para 1) |
| 2 ordinary (para 1) | 2 quietly (para 1) |
| 3 amateur (para 2) | 3 artificial (para 1) |
| 4 happy (para 3) | 4 from a distance (para 1) |
| 5 negative (para 4) | |

Parts of the Body – Injuries

7 List all the parts of the body mentioned in the texts. Then add as many as you can in a minute. Categorise the words under the headings:

Face	Body
▶ eyebrows forehead	arm finger

8 a Find the odd word out. Check in your dictionaries.

- scratch your face/leg/hand/hair
- break your arm/eye/knee/ankle
- bruise your eye/spine/eyebrow/cheek
- sprain your ankle/wrist/ear/finger
- burn your hand/teeth/tongue/face
- cut your spine/finger/leg/lip
- bump your head/shoulder/knee/tongue

b Discuss using the phrases, as in the example.

- scratch leg/climbing tree
 - burn hand/cook dinner
 - sprain ankle/trip on step
 - cut finger/chop vegetables
- ▶ Have you ever scratched your leg? – Yes, I have.
How did it happen? – I was climbing up a tree.

Speaking & Writing

- 9 **THINK!** Now that you have read about Bethany and Tom, do you see the challenges in your own life differently? In five minutes, write a few sentences about this. Discuss your ideas with your partner.

8b

Listening & Speaking



Taking Risks

- 1 **a** Look at the activities in the pictures. What do they all have in common? Why?
- b** Choose one of the activities and imagine you are doing it. What can you see, hear, feel, smell? How do you feel: *excited, scared, thrilled, terrified*? Tell your partner.

► *I'm skiing in the mountains. The air smells clean and fresh. I feel excited.*

Everyday English

Seeking Approval

- 2   Use the language in the table and the ideas below to make exchanges, as in the example.

Seeking Approval	
• I'm thinking of... What do you think?/Do you think it's a good idea?	
• What do you think about...? Do you think I should?	
Approving	
• Yes, definitely!	• If I were you, I would.
• Sure, go for it!	• Why not?
• I think it's a great idea!	
Expressing Doubt/Disapproval	
• If I were you, I wouldn't ...	
• I would think twice about doing that./I'm not sure that's a good idea.	
• Hmm ... I don't know.	


- speaking to someone you don't know at a party
- getting a new haircut/outfit
- trying some food you've never tried before
- taking up a new hobby
- getting a part-time/summer job
- learning a foreign language

► *A: I'm thinking of going to speak to that girl over there. Do you think I should?*
B: Sure, go for it. Etc.





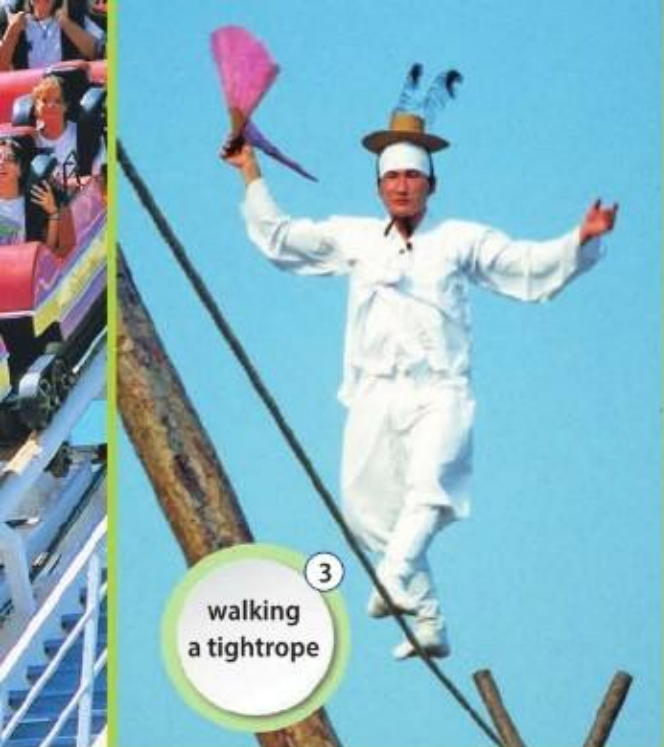
1 going trekking (in the mountains/jungle)

2 going on a big roller coaster

- 3 Read the first two exchanges in the dialogue. How do you think Brian got his black eye?  Listen, read and check.

Tom: Brian! How did you get that black eye?
Brian: Oh, it was something silly, really.
Tom: Oh dear! What happened?
Brian: Well ... remember I told you that I wanted to try an extreme sport?
Tom: Yeah, of course I remember.
Brian: Well, I finally decided to have a kitesurfing lesson!
Tom: Kitesurfing! Isn't that really risky?
Brian: It is a bit but it was fantastic. Actually, I'm thinking of joining the kitesurfing club. What do you think?
Tom: I wouldn't if I were you! You got a black eye, so it's **obviously** dangerous! You should **stick to** a safer sport if you ask me!
Brian: Oh, no! I didn't get my black eye from kitesurfing. My friend Paul **accidentally** hit me in the eye with his bag on the way home.
Tom: Oh, I see.
Brian: What do you think about coming with me next time I go? It's great fun!
Tom: Hmm ... I don't know.

- 4   Read again and match the highlighted words/phrases to their meanings: *clearly, stay with, not on purpose*. Use each in an example of your own, then read out the dialogue in pairs.



3
walking
a tightrope



4
doing
extreme sports
e.g. skydiving,
kitesurfing,
whitewater
rafting

- 5 **Portfolio:** 🗨️🗨️ Imagine that you go to school with scratches on your face. Your partner asks what has happened. Act out your dialogue. Use the dialogue in Ex. 3 as a model. Record yourselves.

Say It Right

- 6 🗨️🗨️ Find the correct response to the statements. Listen and check. Listen again and repeat.

- Get well soon!
 - You're looking under the weather.
 - Ouch! That hurts!
 - My arm's a lot better now.
 - Have you done something to your leg?
- a Yes, it really hurts.
b What happened?
c Thanks a lot!
d Actually, I'm not feeling very well at all.
e Oh, that's good.

Intonation

- 7 🗨️🗨️ Listen and find the stressed words. Listen again and repeat.

- A: Where are you from?
B: I'm from Russia.
- A: What do you do?
B: I'm a student.
- A: When did you start ice climbing?
B: I started three years ago.

- 8 🗨️🗨️ Your partner has just spent the weekend doing an extreme sport. Ask him/her questions about it. Use: *What ...?, Who ...?, How ...?, Where ...?, When ...?*. Pay attention to the intonation.

- ▶ A: *So, what did you do at the weekend?*
B: *I went rock climbing.*
A: *How exciting! Who did you go with? Etc.*

Listening

- 9 🗨️🗨️ **RINE** You'll hear 5 speakers A, B, C, D and E twice. Match each speaker with a statement below (1-6). You can only use each statement once. There is one extra statement.

- The speaker explains he/she isn't usually a risk-taker.
- The speaker explains how taking a risk earned him/her a lot of money.
- The speaker describes how he/she was persuaded to do something by others.
- The speaker talks about something he/she regrets doing.
- The speaker explains why he/she decided not to do something in the end.
- The speaker describes an activity he/she didn't expect to enjoy.

Speaker	A	B	C	D	E
Statement					

- 10 Think of ten phrases you have learnt in this lesson. Make sentences using them. Tell your partner.

8C

Grammar in Use

Reported Speech

Grammar Reference


Direct Speech

A: Doctor, doctor! I'm shrinking.

B: Well, you'll just have to be a little patient!

Reported Speech

- Did you hear about the man who told his doctor that he was shrinking?
- No. What did the doctor tell him to do?
- He said that he would just have to be a little patient!

- 1 a** Read the cartoon and the joke. Which shows: *the actual words the people said? the exact meaning of what the people said, but not their actual words?*
- b**  Read the table below and complete the gaps, then answer the questions.

Direct Speech	Reported Speech
Present Simple "I'm cold," said Angie.	Past Simple Angie said (that) she was cold.
Present Continuous "I'm shrinking!" said the man.	Past Continuous The man told the doctor (that) he 1)
Present Perfect "I've bumped my head," Brian told me.	Past Perfect Brian told me (that) he had bumped his head.
Past Simple "I didn't go to the doctor today," he said.	Past Perfect He said (that) he hadn't been to the doctor that day.
Will "You 2) have to be a little patient," said the doctor.	Would The doctor told him (that) he 3) have to be a little patient.
Direct Orders/Commands "Look at these scratches on my arm!" she said to me. "Don't go out in the cold," he said to me.	Reported Orders/Commands She told me to look at those scratches on her arm. He told me not to go out in the cold.

- 1 How do tenses change from direct to reported speech? How do pronouns change?
- 2 What verbs are used to report the people's words? Which one is used when the person spoken to is not mentioned?
- 3 How do we report positive/negative commands?
- 4 How does *today, yesterday, these* change in reported speech? How do you think *tomorrow, next week, last year, this* change? Check in the Grammar Reference.

2 Find what the speaker actually said.

- 1 Frank told me that he couldn't move his arm.
 - a "I haven't been able to move my arm."
 - b "I can't move my arm."
- 2 Ben told his brother to stay in bed that day.
 - a "Stay in bed today."
 - b "I stayed in bed yesterday."
- 3 Tracy and Sam said they would be careful at the beach.
 - a "They'll be careful at the beach."
 - b "We'll be careful at the beach."
- 4 Tom said that he hadn't been feeling very well the previous week.
 - a "I haven't been feeling very well this week."
 - b "I wasn't feeling very well last week."

3 Complete with *said* or *told*, then report what the people said. Compare your answers with your partner.

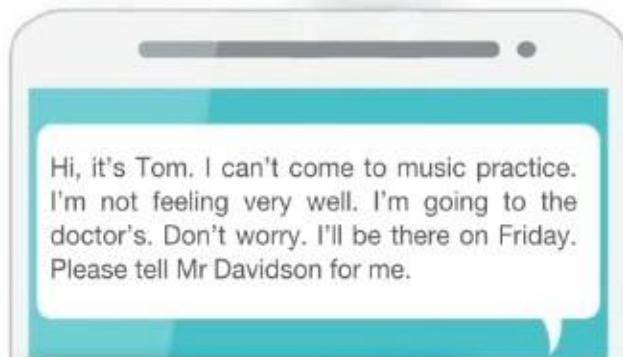
say (that) tell sb (that) say to sb

- 1 "This is the second time I've broken my wrist," Sam **told** me.
▶ *Sam told me that was the second time he had broken his wrist.*
- 2 "I've just broken a glass," Jack me.
- 3 "Don't shout. I have a headache," Jane.
- 4 "We're not coming to the cinema tonight," Ryan us.
- 5 "Tim is working today," Brian to Joanne.
- 6 "I don't know where my MP3 player is," I to Greg.

4 Work in groups of three. Give and report orders.

- ▶ S1: *Stand up, Nick.*
S2: *What did Tina say?*
S3: *Tina told you to stand up.*

- 5 Imagine you have just received the text message below from a friend. Report the message to Mr Davidson.



► Tom told me that he couldn't ...

Reported Questions

Grammar Reference

- 6 a Read the table, then complete the gaps in the theory with: *changed, yes/no, wh-*.

Direct Speech	Reported Speech
<ul style="list-style-type: none"> • "Where did the accident happen?" she asked me. • "Were you out last night?" he asked us. 	<ul style="list-style-type: none"> • She asked me where the accident had happened. • He asked us whether/if we had been out the previous evening.

When we report a 1) question, we use **if/whether**. When we report a 2) question, we use the same question word. The word order is 3)

- b Report the questions the doctor asked his patient.

- 1 What is the problem?
- 2 When did you start feeling ill?
- 3 Do you feel sick?
- 4 Have you got a sore throat?
- 5 Have you taken any painkillers?

► The doctor asked what the problem was.

Reporting Verbs

Grammar Reference

- 7 Read the theory. Then use the verbs in brackets to report the sentences (1-7).

We can use:

- complain, explain, promise, remind + *that clause*,
- advise, beg, warn + sb + to -inf,
- agree, offer, threaten, refuse + to -inf, instead of *say, tell, ask* in reported speech. "I'll do it," he said. He promised that he would do it.

- 1 "Your appointment is at 2 pm," she said. (remind)
- 2 "Don't step on that broken glass," he said. (warn)
- 3 "I'll lend you my MP3 player," said Pam. (offer)
- 4 "I am late because there was a lot of traffic," said Bill. (explain)
- 5 "You should put a plaster on your finger," Mum told me. (advise)
- 6 "I'm not going to the doctor," he said. (refuse)
- 7 "I won't be late," said Jane. (promise)

some/any/every/ no & compounds

Grammar Reference

- 8 Complete the gaps with *some, any, every, no* + the appropriate compound.

- 1 There's ► *someone* at the door. I think it's the postman.
- 2 There's like Bluebell Forest! It's beautiful!
- 3 Has seen George?
- 4 I know about surviving in deserts. Do you?
- 5 Oh, no! is going wrong today!
- 6 Would you like to drink?
- 7 is a better climber than Andrew!

Writing

- 9 *Portfolio*: Your friend Paul has told you about the accident he has had. Now he can't go camping this weekend with you and your other friend David. Write a short email to David telling him what Paul said. Use reported speech.

Hi David!
Guess what! Paul told me that he had had an accident. He said that...

Find out how to hang on until help arrives!

Are You **LOST** in the Jungle?

A Have you seen the TV series *Lost*? If you have, you'll know that it's about a group of people whose plane has crashed on a remote island. They seem to find it quite easy to find food, build shelters and protect themselves from storms in the thick jungle on the island. But suppose you were lost in the jungle – would it be easy for you to survive?

B A jungle can be difficult to walk through! So, use a stick to part thick vegetation and to see and avoid any poisonous spiders or insects. Trekking in the jungle can be hot work. But if you are wearing long trousers and long sleeves, don't be tempted to change into shorts and a T-shirt. You don't want to get mosquito bites!

C What can you eat when you're lost in the jungle? Well, you might find some fruit to eat in a tropical forest, but how about some nice juicy creepy-crawlies as well? You might turn your nose up, but insects are an amazing source of protein and are low in fat. One warning, though! Avoid brightly coloured insects, which are usually poisonous.

D Storms in the jungle are not uncommon so keep your eyes open for them. Some tropical forests get up to ten metres of rain in a year – about the height of a four-storey building – and mudslides

are common, too. So, if you don't want a mud bath, stay away from steep hillsides when you see dark thunder clouds!

E After a tropical storm, there is always plenty of water to drink in the jungle. Perhaps you can drink some of the rainwater that you will find held in the cupped leaves of some plants. Or if you follow the tracks of animals you might find the stream they drink in. But use that box of matches you carry to light a fire and boil the water first. You want to kill any germs in it!

F It's not that difficult to build a shelter in the jungle so you can protect yourself from the weather and the animals! You can construct a tent using tree branches and sticks. More simply, if you have a plastic sheet and a rope with you, you can fix a makeshift tent between two tree trunks. At least you'll have somewhere warm to sleep.

G Never lose hope if you're lost in the jungle. Hopefully, you will see a small aeroplane flying overhead and get your chance to signal for help. That piece of broken bottle you found should do the trick! Simply hold it up to the sun and move it so that sunlight reflects off it towards the plane. That should get the pilot's attention!


Survival

1 Read the title of the text. What do you expect to read? Read to check.

2 **RNE** Read the texts and match each text (A-G) with its heading (1-8). You can only use each heading once. There is one extra heading. Then explain the words/phrases in bold.

- 1 What weather to expect
- 2 How others manage
- 3 How to get rescued
- 4 What survival skills you learn
- 5 When you're on the move
- 6 How to fill your stomach
- 7 When you're feeling thirsty
- 8 Where to take cover

Text	A	B	C	D	E	F	G
Heading							

3  Listen to and read the text. Why does the author mention the following: 'Lost', insects, rain, aeroplane, broken bottle?

Speaking

4 **RNE** You are going to give a talk about trekking in the jungle. You will have to start in 1.5 minutes and speak for not more than 2 minutes.




Remember to say:

- what dangers you might face
- how you can protect yourself
- whether or not you would like to do this activity and why (not)?

You have to talk continuously.

Vocabulary


5  Imagine you are going on a mountain hike. Decide what you are going to take with you.

A: *Shall we take a compass?*

B: *Yes. We might get lost. How about taking a rope?*

A: *I don't think we'll need that. Do you think we should...? etc.*




6 a  Check these words in the Word List. Use them to complete the sentences (1-7).

- cast • plaster • antiseptic cream • bandage
- ice pack • sling • ointment



- A:** Don't move! I think your leg is broken.
B: Oh, no! I'll have to have a(n) put on it!
- A:** Ouch! I've just cut my big toe on that piece of glass.
B: Clean it and put a(n) on it. I've got one in my bag.
- A:** How's your arm, Paul?
B: Well, I've still got to wear a(n) so that I don't move it.
- A:** I fell over today and grazed my arm.
B: Put some on it to stop it from getting infected.
- A:** Look! I bumped my head on a cupboard door today.
B: Here, put some of this on it. It's really good for bruises.
- A:** My wrist is still swollen after I sprained it yesterday.
B: Put a(n) on it. That will take the swelling down.
- A:** Ouch! I've done something to my wrist.
B: Why don't you put a(n) on it?

b Tell the class about a time when you really hurt yourself and what you did afterwards.

Question Tags Grammar Reference


7  Listen to and read the joke. How are question tags formed? Listen again and repeat.



8  Copy the table. Fill in the appropriate question tag.  Listen and tick. Listen again and repeat.

	sure	not sure
1 Sue's very nice, ...?		
2 Let's go home now, ...?		
3 You didn't see a snake, ...?		
4 Bill has gone camping, ...?		
5 He can't be serious, ...?		
6 You don't like that horrible painting, ...?		
7 It was a great party, ...?		

Idioms Related To Animals

9  Complete the sentences with the idioms. What does each idiom mean? Check in Appendix 3. Are there any similar idioms in Russian?


bark up the wrong tree take the bull by the horns

have a bee in his bonnet

kill two birds with one stone let the cat out of the bag

- Joe won't stop talking about bungee jumping. He about it.
- I really don't think that man had anything to do with the robbery. The police are
- You'll never know whether you would like skydiving or not unless you and try it!
- Fortunately, no one and told Chris about the surprise party.
- I and met an old friend for coffee while I was in London visiting my parents.

Letters Of Application

1  Read the advert and find the most important information, then answer the questions.

- 1 What is the purpose of the advert?
- 2 Who is it aimed at?
- 3 Where could you see it?
- 4 What qualities/experience do you need if you want to apply?
- 5 How do you apply?


Volunteers aged 13+ wanted

for the Sea Turtle Rescue Centre on the Greek island of Zakynthos to patrol and clean beaches, provide tourist information & help injured turtles.

No experience necessary, but applicants must:

- have an interest in conservation;
- be fit and good at dealing with people;
- speak English (other languages is an advantage).

Download our application form and email it, with your letter of application, explaining why you would be a suitable volunteer, to:
markhudson@seaturtlecentre.org

2  Imagine you want to apply to be a volunteer at a rescue centre this summer. Complete the application form below.

Volunteer Centre Application Form

Surname: Forename(s):

Age: Sex (M/F): Nationality:

Address:

Email address: Tel. no.:

I am interested in participating (please circle one):

12th – 25th Jul. 26th Jul. – 8th Aug. 9th – 22nd Aug.

Languages (please ✓ & indicate level of knowledge – basic, intermediate or advanced/fluent):

English

German

French

Russian

Spanish

Italian

Other (.....)

Hobbies/Interests:

3 a Read the theory box.

Letters of Application

When we write a letter applying for a position (*for a job, to be a volunteer, etc.*), we should include:

- **opening remarks/reason for writing** – what job/position we are applying for, where/when we saw it advertised;
- **a main body** (2 paragraphs) – all the necessary personal information, including age, what you do (*student, etc.*), relevant qualifications/experience (*school exams, helped with an environmental project, etc.*), skills/personal qualities/relevant interests (*languages, personality, etc.*);
- **closing remarks** – other important information (*where/when to contact you, what you have enclosed, etc.*).

You should use **formal style** when writing a letter of application.

b Find the information that you would expect to appear in a letter of application for the position in the advert in Ex. 1. Read the letter on p. 131 and check.

- 1 what your personality is like
- 2 what you did yesterday
- 3 why you are interested in wildlife conservation
- 4 how fit you are
- 5 what you look like
- 6 why you like the Greek Islands
- 7 evidence that you are good at dealing with people
- 8 information about your family
- 9 languages you can speak
- 10 when/how you can be contacted

4 Read again. What is each paragraph about?

Dear Mr Hudson,

I saw your advertisement in Monday's edition of 'The International Student' and I am interested in applying to be a volunteer at your rescue centre.

I am a fifteen-year-old student. I enjoy my studies very much and am particularly good at languages. I have just taken the PET English exam and passed with a grade A. In addition, I speak a little German. I am very interested in environmental issues. Last year, I was a member of the school environment club and was involved in various conservation projects.

I am described by my teachers as cheerful, sociable and hard-working. Moreover, last summer I worked part-time in my father's shop serving customers where I learned how to deal with a variety of people. In addition, I am quite fit and active as I am the goalkeeper in my school football team.

I attach my completed application form. I would be very grateful if you consider me as a volunteer. I can be contacted at the number on my application form at any time. I look forward to hearing from you.

Yours sincerely,

Hannah Smith

5 a Read the theory box.

Formal style

When we write a formal letter, we use:

- more advanced vocabulary (*With reference to your advertisement, ...* NOT: *About your advert, ...*)
- formal linking words/phrases (*In addition, however*)
- the passive (*I can be contacted ...* NOT: *You can contact me ...*)
- polite/full forms (*I would like to apply ...* NOT: *I'd like ...*).

We **DO NOT** usually use colloquial expressions, phrasal verbs and short forms.

b Find formal phrases/sentences in the letter in Ex. 4 which mean the same as the informal ones below.

- 1 I read your ad in the newspaper last Monday.
- 2 I want to help out at your rescue centre.
- 3 I got an A in the English exam that I took two months ago.
- 4 I was in the environment club last year and I helped with lots of projects.
- 5 My teachers say that I'm ...
- 6 This taught me how to get on with different people.
- 7 You'll find my application form with this letter, too.
- 8 I'd like it if you let me be a volunteer.
- 9 You can call me ... whenever you like.
- 10 I can't wait to hear back from you.

Writing (a letter of application)

6 Read the rubric and the advertisement and find the key words. What will you write and why? What information will you include in each paragraph?

- You would like to do some volunteer work this summer and have just seen this advertisement in an international students' magazine. You are really keen on applying for the position. Write your letter of application (110-120 words).

Wanted! Volunteers to help us organise activities at our summer camp for children with learning disabilities. Applicants should:

- be 13 to 16 years old
- speak English
- have experience in working with children
- be hard-working and patient

Send your application letter, explaining why you would be a suitable volunteer, to:

Mr Johnson at Fjohnson@britmail.co.uk



Write your letter.



8f

English in Use



Words Often Confused

- 1   Choose the correct words. Listen and check, then write examples using the other words.

DOLPHIN GETS NEW TAIL


In Clearwater, Florida a(n) 1) **injured/harmed** bottlenose dolphin named Winter has 2) **gained/won** the ability to swim 3) **suitably/properly** again. Winter 4) **lost/missed** her tail after she was caught in a crab trap when she was a baby. She was 5) **recovered/rescued**, but she wasn't expected to survive as dolphins need their tails to 6) **avoid/prevent** predators and to jump out of the water to breathe. However, Winter amazed everyone by thinking of a new way to swim – moving from side to side like a shark, 7) **instead of/besides** up and down like other dolphins. Now an artificial tail 8) **made/done** of silicone and plastic has been made for Winter. It's an amazing story of survival that is even 9) **inspiring/promising** people who have a(n) 10) **disability/inability**.

Text Completion

- 2   Read the text below. Form derivatives from the words in brackets so that they fit the text. Every gap corresponds to a different task (1-6).


Jessie sat down silently on the sand with the other 1) (**tour**) who had come to see the turtles hatch from their nests. The 2) (**conserve**) workers had warned the group that they might have to wait a very long time – even all night! Also, as baby turtles head towards the moonlit sea when they hatch, they would also have to wait in total 3) (**dark**) so that the turtles would not be confused by any other source of light. Jessie didn't mind. It was very 4) (**peace**) and beautiful on the beach. However, after a few hours, Jessie could 5) (**hard**) keep her eyes open. Then, suddenly, it happened! Tiny little turtles began to pop out of the sand one by one and dash towards the sea. It was one of the most 6) (**amaze**) experiences of Jessie's life.

Phrasal Verbs: carry

- 3  Complete with: *on, off, out, away, through*. Check in Appendix 1.

- 1 Harry didn't think he would remember what to say in his speech, but in the end he carried it (**managed**)
- 2 The police still don't know who carried the attack. (**did**)
- 3 The government has made some proposals to help the environment, but we don't know whether they'll actually carry them (**complete them, despite possible difficulties**)
- 4 Sarah got carried when she passed her exams and started screaming and jumping up and down. (**over-excited**)
- 5 Paul carried talking after I had told him to stop. (**continued**)

Dependent Prepositions

- 4  Complete with: *on, of, in or for*. Check in Appendix 2.

- 1 She had difficulty keeping her balance on the surfboard.
- 2 Ted couldn't face his fear snakes.
- 3 In spite of her disability, Claire never felt sorry herself.
- 4 Ann's accident resulted a severe head injury.
- 5 Tom tried to keep his mind winning the race.

Grammar Revision

- 5 Imagine you heard the conversation below. Report it to your friend.

Julie: I can't believe you did a parachute jump! Did you find it scary?
Brian: I didn't really think about it. I just jumped!
Julie: Were people watching on the ground?
Brian: Yes, there were lots of people. I'm doing another jump next week. Do you want to come and do a jump, too?
Julie: I don't think so. I would be very afraid.
Brian: Don't be afraid! The trainers will show you what to do.
Julie: OK, then. I'll do it!

- Julie told Brian that she couldn't believe that he had done a parachute jump. Then she asked ...





Helen Keller (1880-1968)

Imagine a person who couldn't see or hear but despite this, they could still write, read and make friends. They also went to university, wrote many books, travelled all over the world and met 12 US presidents. What an amazing person that would be! Incredibly, a person like this really **existed!** Her name was Helen Keller. She was from Alabama in the USA and she was both **blind** and **deaf**.

When Helen was only 1 year old, she had a terrible illness which left her unable to see or hear. Over the next few years, Helen would often scream and be very badly behaved. When she was 7, Helen's family admitted that they needed help and they found a **tutor** for her, Anne Sullivan.

Anne, who had very poor eyesight herself, was very **strict** with Helen. She started to teach her to spell out words with her hands, such as 'doll' and 'cake' but Helen didn't really understand what the words meant. Then, one morning, Anne tried something new. She held Helen's hand under some water and spelled 'W-A-T-E-R' into her other hand. That day, Helen learned 30 words!

From then on, Helen **progressed** rapidly. She learnt to read Braille and to type with both a Braille and an **ordinary** typewriter. She also learnt to understand what her teacher was saying by feeling her mouth when she spoke.

When Helen was 20, she went to university, where she began to write her first book, 'The Story of My Life'. She **graduated** in 1904, becoming the first deaf-blind person to get a **degree**.

Helen wrote a lot of books and essays, gave lectures around the world and worked hard to raise money for and improve the living conditions of the blind. All in all, Helen's life was an incredible **inspiration**.



1 Which part(s) of the body do we need for the five senses below?

- hearing • touch • sight • taste • smell

► *We need our ears to hear.*


THINK! Imagine you don't have one of these senses. How would your life be different to how it is now? Tell the class.

2 What do you know about Helen Keller? Why was her life "an inspiration"?

- 🔊 Listen, read and check.

3 What do the following numbers/dates refer to?

- 30 • 1904 • 20 • 1 • 7 • 12

4  Read and answer the questions (1-6).

- 1 What was so incredible about Helen Keller?
- 2 What was Helen like when she was a young child? Why do you think she was like this?
- 3 How did Anne Sullivan influence Helen's life?
- 4 What did Helen achieve when she was an adult?
- 5 What impresses you most about Helen Keller?
- 6 What can we learn from Helen's life?

5 Try to explain the words in bold in the text from the context they are found in e.g. *tutor* = teacher. Check in the Word List.

6 Write a short summary of the text. Read it to the class.

7 *Portfolio:* Find information about a famous person from Russia who inspires you and write a short biography of them (about 120 words). You can include: *date/place of birth, childhood, what famous for & why, achievements, date of death (if from the past) & your own ideas & attitudes.*



- 1 What do you know about Antarctica? Read the fact file. Which piece(s) of information do you find most impressive?

All About Antarctica

- It is the coldest, windiest, highest & driest place in the world.
- It is approximately 48 times the size of the UK and twice as big as Australia.
- It has over 90% of the world's ice & 70% of its fresh water.
- In some places, its ice is over 3 km thick.
- It has not rained in the 'dry valleys' region of Antarctica for at least 2 million years.
- The lowest temperature ever recorded in Antarctica was -89.6°C .
- Some of the fish around Antarctica have proteins in their bodies which stop their blood from freezing.

- 2 Check the collocations in the Word List. How could these things be related to Antarctica? Read the text to find out.

- greenhouse gases
- burning fossil fuels
- rising world temperatures
- melting ice
- adventurous tourists
- CO₂ emissions
- global warming

The Challenge of ANTARCTICA



The Earth's Last Great Wilderness


A hundred years ago, the great explorers Scott, Shackleton and Amundsen were racing to be the first to reach the South Pole. Today, the beautiful frozen continent of Antarctica is facing some very different challenges ...

Global Warming

Global warming is nothing new. We all know that burning fossil fuels, greenhouse gases and **deforestation** are **1) meaning/causing/putting/effecting** world temperatures to rise. But **2) to/from/about/over** the past 50 years, Antarctica's temperatures have increased by about 3°C , around 10 times more than the rest of the world! As a result, glaciers and sea ice are melting and ice shelves are breaking off into the sea, which is very bad news! If Antarctica's thick, **polar** ice sheet **3) eventually/lastly/lately/truly** melts, not only will the world heat up generally, but global sea levels could rise by about 6 metres, **flooding** many coastal areas. This is extremely worrying, as almost every city with over 10 million people is **4) at/on/about/around** the coast!

Another problem is that melting ice forms clouds, which **5) directs/leads/follows/results** to more snowfall. This can make life very difficult for some of the wildlife in Antarctica, such as penguins, whose eggs rot in the snow. Scientists are

- 3   Read again and find the correct word for each gap (1-10). Listen and check.

- 4  Explain the words/phrases in bold. Check in the Word List, then use some of them to complete the sentences below.

- 1 The world's rainforests could completely vanish in one hundred years because of
- 2 Sea turtles lay their eggs on the beach, then them in the sand.
- 3 The river burst its banks, the nearby village.
- 4 Seals are often caught and eaten by such as sharks, whales and polar bears!
- 5 The temperature in Antarctica from about -70°C to -20°C .

- 5 **THINK!** Why is it important for us to protect Antarctica? How can we do this? Spend three minutes writing a few sentences on the topic. Read them to the class.

Going Green


8

also worrying about rising sea temperatures. In seas just 2°C warmer, mollusks cannot **bury** themselves in the seabed, limpets cannot turn over and scallops can't swim. These creatures are then caught more easily by **predators** and the **6) whole/total/big/full** food chain is affected. It won't be long, therefore, before larger birds and animals such as whales, seals and sealions are endangered if sea temperatures continue to rise!

Human Impact

Antarctica isn't called 'the Earth's last great **wilderness**' for no **7) intention/cause/opinion/reason**! No country owns it and no native people live there. Therefore, its clean air, water and ice make it the perfect place for scientists to **8) carry/put/bring/have** out research. Therefore, Antarctica has become the world's largest laboratory! Many countries have **9) set down/make up/set up/put down** scientific bases there, which means that the population now **ranges** from about 1,000 in winter to about 4,000 in summer. Also, 30,000 adventurous tourists now visit Antarctica each year. It might seem like a nice idea to visit a totally unspoilt place full of amazing **scenery**, wildlife, glaciers and icebergs, but wherever there are humans, there is **impact** on the environment such as rubbish, CO₂ emissions from burning fuel and pollution from boats. If we are not careful, both scientists and tourists may **10) break/kill/injure/destroy** the very **qualities** that **draw** them to Antarctica!



- 6  If you were offered an all-expenses-paid trip to Antarctica, would you go? Why/Why not? Discuss.

Speaking

- 7 How can you use less energy? In three minutes, complete the spidergram with as many ideas as possible. Compare with your partner, then report back to the class.

To use less energy, I ...

recycle plastic, cardboard, bottles etc.



always switch off lights when I leave a room

- 8 **THINK!** Read the motto. What does it mean?

Words of Wisdom

'Take nothing but pictures. Leave nothing but footprints. Kill nothing but time.'

Motto of the Baltimore Grotto, a caving society


- 9 **ICT**    **Project:** In groups collect information about Antarctica on the Internet or in reference books and give a presentation to the class. Include:

- what animals live there
- what is being done to protect them

You can visit this website:


<http://gotourl.ru/12039>

8 Progress Check

1  Complete with: *sprain, burnt, sunscreen, map, cat, plaster, injured, disability, bandage, rucksack*.

- 1 Unfortunately, the driver of the car was seriously in the accident.
- 2 Don't forget to take to the beach; it's a very hot day.
- 3 It's just a little cut; clean it and put a on it.
- 4 Margaret's party was supposed to be a surprise, but Daniel let the out of the bag and told her about it by mistake.
- 5 Why don't you put a on your wrist if it still hurts?
- 6 Did James his ankle while playing football?
- 7 It's best to take a with you to carry your things in when you go on a hike.
- 8 I think we're lost; can you pass me the ?
- 9 Many athletes have overcome a and reached the top of their sport.
- 10 I my hand while cooking dinner yesterday.

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

2  Report what each person said.


- 1 "We are going on a hike tomorrow," John told me.
- 2 "Go to the doctor's," Jenny said.
- 3 "Have you still got a sore throat?" Amanda asked.
- 4 "Matt's got a really bad headache," Andrea said.
- 5 "Fortunately, she didn't break her leg," Samantha said to me.

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

3  Find the correct words.


- 1 **Anyone/No one** is more adventurous than Jake.
- 2 There's **nothing/something** I have to tell you.
- 3 **Someone/Everyone** admires Tom for what he has achieved.
- 4 I've lost my umbrella; I've looked **everywhere/nowhere** for it!
- 5 Do you know **anything/something** about surviving in the desert?

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

4  Complete the gaps with the correct particle.

- 1 The police think they know who's been carrying the burglaries.
- 2 Bethany carried surfing after she had lost her arm in a shark attack.
- 3 Amanda didn't think she would be able to put on an American accent in the play, but in the end she carried it really well.
- 4 Everyone was surprised when the prime minister actually carried the changes he had proposed.
- 5 John got carried when he won the race; he started screaming and running around.

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

5  Match to form exchanges.

- 1 How did you get your arm broken?
 - 2 What do you think about coming skydiving with me next week?
 - 3 Do you think I should go trekking in the mountains?
 - 4 My throat's a lot better now.
 - 5 You're looking under the weather.
- a Yes, I'm not feeling very well at all.
b Oh, that's good.
c I had a little accident last week.
d I would think twice about doing that.
e Hmm... I'll think about it.

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

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

Now I Can ...

- talk and write about challenges
- seek approval about taking risks
- report what people said
- talk about surviving in the jungle
- write a letter of application & a short biography
- give a presentation about Antarctica

... in English



Grammar Check

Grammar Check

Module 1

Present Tenses

- 1** Find the correct tense.
- Are you doing/Do you do anything special tonight?
 - Marion is allergic to dairy products. She **hasn't eaten/hasn't been eating** chocolate for years.
 - Daniel **thinks/is thinking** about moving to a bigger house in the countryside.
 - Sue **has been working/is working** for this company for ten years now.
 - You **look/are looking** nice in that dress. Is it new?
 - The film **starts/has started** at 22:00 pm. We must be at the cinema by 21:30.
- 2** Put the verbs in brackets into the correct present tense.
- A: Why are your clothes dirty?
B: Because I (**work**) in the garden all morning.
 - A: Why are you upset?
B: Because I (**lose**) my car keys.
 - A: Would you like some homemade cake?
B: Yes, please. It (**smell**) delicious.
 - A: Are you busy?
B: Yes. I (**work**) on this project all day and I (**still/not finish**).
 - A: Who (**use**) my MP3 player?
B: I have.
 - A: What's that noise?
B: Jason (**have**) a birthday party.
 - A: What (**people/wear**) on Remembrance Day?
B: A little red paper poppy.
 - A: (**you/find**) a dress for the prom night?
B: Unfortunately, not yet.

- 3** Use the prompts to ask and answer questions, as in the example.

- What time/you/get up/every morning?
▶ A: *What time do you get up every morning?*
B: *I get up at 7:00 every morning.*
- you/have breakfast/in the morning?
- What time/your dad/leave for work?
- you/meet/your friends/in the afternoon?
- your mum/do the shopping/every day?
- What/you/do/in your free time?

- 4** Read the email and put the verbs in brackets into the correct present tense.

From: Sally Benson
Subject: Burns Night supper


Hi Sue,
Sorry I 1) (**not/write**) sooner but I 2) (**be**) busy with my cousins in Scotland. How are things there? What 3) (**you/be**) up to recently? It's really great here.
I 4) (**just/come**) from a Burns Night supper. People 5) (**celebrate**) the work of this famous Scottish poet, Robert Burns, for over two centuries. They 6) (**serve**) cock-a-leekie soup which is made with chicken and leeks. Then, while serving the main dish, haggis, pipers 7) (**play**) the bagpipes and the cook 8) (**put**) the haggis on the host's table. They 9) (**finish**) the night with some poetry.
I have to go now. I 10) (**surf**) the Net for the past 2 hours and my cousin 11) (**still/wait**) for me to get ready to go shopping.
Bye
Sally

- 5** The people below like doing different things. Look at the table and, in pairs, ask and answer questions, as in the example.


Name	How Long	How Many
David Smith	write songs/4 years	write/40 songs
Susan Jameson	play tennis/2020	play/100 matches
Sally Hill	collect stamps/2 years	collect/200 stamps
Daniel Johnson	take pictures/2021	take 500/pictures

- ▶ A: *How long has David been writing songs?*
B: *He has been writing songs for four years.*
A: *How many songs has he written so far?*
B: *He has written 40 songs.*

Adverbs of Frequency

6  Read about Danny's daily routine and make sentences, as in the example. Use the verbs in brackets and the *adverbs of frequency*.


- 1 Danny **▶** *always goes* (go) jogging in the morning. (always)
- 2 He (take) the bus to school. (seldom)
- 3 He (play) basketball in the afternoon. (often)
- 4 He (meet) his friends at the weekend. (sometimes)
- 5 He (visit) his grandparents after school. (usually)
- 6 He (surf) the Net on a weekday. (never)

7  Form questions using *How often ...?* to ask your partner, as in the example. Then copy the table into your notebook and complete it with your answers. Use *A* (always), *U* (usually), *O* (often), *S* (sometimes), *R* (rarely) or *N* (never).

- 1 you/have breakfast in the morning?
 - ▶ *A: How often do you have breakfast in the morning?*
 - B: I always have breakfast in the morning.*
 - A: I often have breakfast in the morning.*
- 2 your dad/drive you to school?
- 3 your grandparents/visit you?
- 4 your family/go on a picnic?
- 5 you/tidy your room?
- 6 your maths teacher/assign a lot of homework?


	You	Your Partner
You 1 ▶ <i>have</i> (have) breakfast in the morning.	<i>A</i>	<i>O</i>
Your dad 2 (drive) you to school.		
Your grandparents 3 (visit) you.		
Your family 4 (go) on a picnic.		
You 5 (tidy) your room.		
Your maths teacher 6 (assign) a lot of homework.		

Relative Clauses

8  Read the text and complete the gaps with the appropriate *relative pronoun/adverb*.

Garlic FESTIVAL

Have you ever experienced a garlic festival? If not, then you have never been to Gilroy, California, **1** the garlic festival takes place every year on the last full weekend in July. Since 1979, **2** this festival first took place, it has raised over \$7,500,000! This garlic festival, **3** started as a regional festival, has now become an international event. It isn't only adults **4** can enjoy musical entertainment but there is also a children's area **5** there are arts and crafts and a beauty competition. There is also a Miss Gilroy Garlic Festival Queen **6** duty, among others, is to represent Gilroy at various festivals. Each year cooks submit their recipes and the best ones win a place in the final at the festival. Garlic enthusiasts **7** have been trying the unusual recipes for almost 30 years hope to do so for many more years to come. It is a very popular event and this is the reason **8** you have to book early so as not to miss it!


9  Join the sentences, as in the example. Put commas where necessary. Write *D* for defining, *ND* for non-defining. Decide whether the relative pronoun can be omitted or not.

- 1 Buckingham Palace is in London. It is the residence of the King of England. Buckingham Palace, **▶** *which is in London, is the residence of the King of England.* (*ND – relative pronoun cannot be omitted*)
- 2 I bought a book yesterday. It's very interesting. The book
- 3 Sam's birthday is on Saturday. He's having a party this weekend. Sam
- 4 I've been studying all day. That's why I'm very tired. I've been studying all day
- 5 The best time to visit Scotland is on New Year's Eve. Hogmanay takes place then. The best time to visit Scotland is on New Year's Eve
- 6 Amy is taking part in the carnival. She has made her costume herself. Amy

Grammar Check

Module 2


Infinitive/-ing Form

1 a  Put the verbs in brackets into the correct *infinitive* or *-ing form*.

- Sue promised (**study**) harder.
- The suspect denied (**steal**) the old woman's purse.
- After (**do**) the household chores, I always relax on the sofa.
- I am really looking forward to (**visit**) EuroDisney at Christmas.
- The new James Bond movie is worth (**see**).

b

- Her parents don't let her (**stay**) out late.
- Mum sometimes watches Emma (**do**) the ironing.
- The teacher made the students (**listen**) to the end of the story.
- I want you (**get**) off the phone, you've been talking for an hour.
- I saw my neighbour (**water**) the flowers.


2  Find the correct answer.

- I suggest London this New Year's Eve. How does that sound to you?
a visit b visiting c to visit
- It was really kind of David you a lift home.
a to give b give c giving
- The man refused the policeman's questions.
a answer b answering c to answer
- I can't decide what to the dinner tonight.
a wear b wearing c to wear
- James offered me up from the airport.
a to pick b pick c picking
- Diana eventually admitted the window.
a break b breaking c to break

3 Helen is a vet. Use the ideas below to talk about her, as in the example.

- spend/hours/treat/sick animals
- manage/combine/work and family life
- hope/build/her own animal hospital
- can't stand/see/stray animals
- sometimes/find it difficult/handle large animals
- would like/travel/round the world

▶ Helen spends hours treating sick animals.


4  Put the verbs in brackets into the correct *infinitive* or *-ing form*.

Getting Your Teens To Tidy Up!



Saturdays can be hectic if you work all week. You want **1** (**invite**) friends over for dinner, but the house is a mess. You seem **2** (**spend**) most of the day tidying up after your kids. You just hate **3** (**shout**) at them all the time but don't know what **4** (**do**). Well, you should **5** (**make**) some changes!

Prepare a list of chores and ask your children **6** (**choose**) the ones they would prefer **7** (**do**). Maybe you could even **8** (**give**) them a small reward such as baking their favourite chocolate cake if they manage **9** (**complete**) their tasks. Before you know it, everyone will look forward to **10** (**help**) out at home and you will enjoy **11** (**be**) at home at the weekends!

5  Match column A with column B to make correct sentences, as in the example.

- | | |
|-----------------|----------------|
| 1 Do you go | 5 I'd rather |
| 2 We'd better | 6 Do you mind |
| 3 My parents | 7 I can't help |
| don't let me | 8 It's no use |
| 4 I can't stand | |

- A doing the ironing. I find it very boring.
 B trying to make him change his mind. He's so stubborn.
 C laughing at his jokes.
 D live in a house than in a flat.
 E doing everyday chores?
 F take the dog for a walk now before it gets too late.
 G jogging every day?
 H stay up late.

▶ 1 G Do you go jogging every day?

6 Complete the questions with the verbs from the list in the correct form. Then tell the class about yourself.

- share • rent • spend • live • tidy • have

Living Preferences Questionnaire	
Questions	Your answers
Would you prefer 1) ▶ to live in the city or in the countryside?	▶ in the city
Would you rather 2) a house or a flat?	
Which room of your house do you like 3) time in?	
Would you mind 4) your room with your brother/sister?	
Do your parents expect you 5) your room yourself?	
Do your parents allow you 6) pets in your house?	

▶ *I would prefer to live in the city because there are a lot of shops, cinemas and things to do.*

7 Put the verbs in the correct form, as in the example.

Dear Sue,

I was really excited to hear that you are planning to visit Russia over Christmas. Here is what you need 1) **▶ to know (know)** before you come here.

Remember 2) **(take)** heavy clothes and boots with you. You don't have 3) **(bring)** your skis. You can rent equipment for skiing here. It's worth 4) **(visit)** the Grand Kremlin Palace in Moscow. Don't forget 5) **(take)** a tour at the magnificent Hermitage Museum in St Petersburg. It's one of the largest museums in the world. How about 6) **(go)** ice skating? Ice rinks are not very expensive and I'm sure you'll have a great time. Try 7) **(relax)** in a Russian style sauna and then roll around in the snow. Afterwards, your skin will be really smooth.

Well, that's all for now. Call me when you get here.

Yours,
Olga

too – enough

8 Look at the pictures and make sentences using *too* or *enough*, as in the example.

1 Sam/strong/lift the watermelon

▶ *Sam is strong enough to lift the watermelon.*



2 Mr Smith/
tired/work



3 James/old/
drive a car



4 It/windy/go
wind-surfing



5 The exercise/
difficult/do

9 Wayne and his family have recently moved to a new town but Wayne does not like it. Use the ideas below to talk about it, as in the example. Use *too* or *enough*.


- house – old • bedroom – not spacious
- neighbours – nosy • neighbourhood – crowded
- garden – narrow • garage – not big

▶ *Wayne's new house is too old.*

Grammar Check

Module 3


Past Tenses

- 1  Read the story and complete the gaps with the *Past Simple* or the *Past Continuous*.


Scary Sally

One cold, stormy afternoon, Harry's dad 1) (tell) him a ghost story called *Scary Sally*. "One day long ago," he 2) (say), "a man 3) (walk) through the woods, when he 4) (notice) that strange lights 5) (shine) in the north, south, east and west. Suddenly, he also 6) (see) a strange woman. Big, black crows 7) (fly) above her head. Then, the crows 8) (chase) the terrified man out of the woods! Nowadays, people still sometimes see the strange lights, the witch and the crows." Harry 9) (not/believe) his dad's story! That night, Harry 10) (hear) a strange tapping sound at his bedroom window. Harry 11) (look) out of the window and 12) (scream) loudly! He 13) (can) see some strange lights and big, black crows 14) (circle) in the trees ...

What do you think Harry did after that?


- 2  Find the correct item.

- 1 By the time Graham arrived at the train station, the train **has already been leaving/had already left**.
- 2 How long **had you been trying/had you tried** to call Tom before he finally answered the phone?
- 3 The children **had been putting away/had put away** their toys before their mum came back home.
- 4 Alan had a headache because he **had played/had been playing** computer games all afternoon.
- 5 Simon **had saved/had been saving** money for many years before he bought his own house.
- 6 The football game **had just been starting/had just started** when it began to rain.


- 3  Read and match. Then put the verbs in **bold** in the correct tense.

- 1 I/**surf** the Net
 - 2 Mike/**have** lunch
 - 3 Daniel/**already get** to the airport
 - 4 Sarah's clothes/**be** wet
 - 5 Julia/**sleep**
- a when he/**realise** he/leave his passport at home.
 b because she/**walk** in the rain.
 c when we suddenly/**have** a power cut.
 d and then **do** the washing-up.
 e when a loud noise/**wake** her up.

- 1 c I *was surfing the Net when we suddenly had a power cut.*

- 4  Put the verbs in brackets into the correct *past tense*.

- 1 Yuri (work) on his computer for two hours before it (break down).
- 2 I (mop) the floor while my brother was cutting the grass.
- 3 (you/sleep) when the earthquake (happen)?
- 4 This time last week, I (fly) to Paris.
- 5 Sam was really happy because he (pass) all his exams.
- 6 Sarah (clean) the house by the time her parents (come) back.
- 7 James (wait) for a while and then (open) the door to see who (make) that strange noise.
- 8 Marion (not/go) shopping because she (spend) the morning with her little brother that day.

- 5  Correct the mistakes.

- 1 Carol ~~was making~~ a phone call and then left the office. ► *made*
- 2 What did you do at 10 o'clock yesterday morning?
- 3 Rob was twisting his ankle, so he couldn't play football.
- 4 When I was younger, I had lived with my parents.
- 5 Bill was cooking dinner by the time I got home.

6 Read the email and put the verbs in brackets into the correct past tense.

Last week we asked the readers to send us descriptions of their funniest dreams. Here's the winning email from Gerry in England.

I **1) (study)** for an exam the whole evening so I was quite tired when I went to bed. In the dream I was at school. I **2) (enter)** my classroom and **3) (sit)** at my desk when suddenly I realised that all my classmates **4) (wear)** masks of farm animals! My teacher entered the room. I tried to read the test paper she **5) (hand out)** but all the questions were in some strange animal language with moos and baas! The rest of the class **6) (write)** their answers without any problem. In the morning I woke up and heard some cows outside my window. They **7) (break)** through our gate during the night. The noises they **8) (make)** all night had probably caused my dream!

7 Use the phrases to prepare a short story. Tell the class. Use connectors (*and, because, but*) where the dashes (–) are.

A Coincidence

- It/be/Friday evening. Daniel/just arrive/Heathrow Airport/London. take/his luggage – get/a taxi – go/his hall of residence.
- he arrive/flat – open/his suitcase. be surprised – his suitcase/be full of women's clothes. he/realise he/take the wrong suitcase.
- he call/the Lost and Found Department at the airport – the officer/say/nobody/report/they take/wrong suitcase. Daniel/be really upset.
- he go/kitchen – make dinner. the door/open – a girl/enter the flat. she/hold his suitcase! he/ go/ his bedroom – return holding/her suitcase. show it to the girl – they/start laughing.

► *It was Friday evening. Daniel had just arrived at Heathrow Airport in London.*

used to/would

8 Make sentences based on each person's comment using *used to* or *didn't use to*.

- 1 Susan – "I eat a lot of salads now."
► *I didn't use to eat a lot of salads.*
- 2 David – "I don't drive to work any more."
- 3 Pete – "I go jogging every day now."
- 4 Lisa – "I've got a rabbit now."
- 5 The Johnsons – "We don't live in a flat any more."
- 6 Sarah – "I cook every day now."

9 Sarah Stevens moved house last year. Now she lives in the countryside. Complete the gaps using *used to/didn't use to* and the verbs in brackets. Then say in which sentences you could also use *would*.



Before I lived in the countryside, I ...

- **1) (rent)** a small flat in the city but now I have bought a cottage.
- **2) (take)** the Tube to work but now I cycle there.
- **3) (not/have)** much time to keep fit but now I go for walks every evening.
- **4) (buy)** fruit and vegetables from the supermarket but now I grow my own.
- **5) (not/know)** my neighbours but now I'm friends with everyone in the village!

Grammar Check

Module 4

Future Tenses

1 Look at the pictures and complete the gaps with the verbs from the list in the *Present Continuous*, the *Future Simple*, the *Present Simple* or *be going to* form:

- fly • drop • start • become • help



1 The play at 21:00.



2 Helen a pop singer one day.



3 Daniel to Madrid in an hour.



4 I you carry these shopping bags!



5 Look out! You Mum's favourite vase.

2 Find the correct item.

- I'm very tired. I bed early tonight.
A will go to B go to
C am going to go to
- Don't worry. I late tomorrow morning!
A am not going to be B am not
C will not be
- Now that he has the money he his own flat.
A is buying B is going to buy
C buys
- My aerobics class at 8 pm.
A is starting B starts
C going to start
- The phone is ringing. I it!
A am getting B get C will get

3 Read the letter and put the verbs in brackets into the correct *future tense*.

Dear Lillian,
Hello! How is your life in Hawaii?
I'm writing to you because I'm building a dog robot. I 1) (take) it to my teacher to help me finish it at the end of this week. By the time you read this, it 2) (perform) tasks for 5 days, which is 35 days in dog years! So far, it can bring items, but when I finish it, it 3) (learn) many other commands, such as feeding other dogs and chasing cats. I think you 4) (love) it.
Write back soon with any suggestions.
Regards,
James

4 Look at Emily's schedule for Saturday, then complete the sentences using the verbs in brackets, as in the example. Use the *Future Continuous*, *Future Perfect* or *Future Perfect Continuous*.

< **Saturday** >

10:00	wake up
11:00	have her hair cut
14:30	have lunch
15:30	watch TV
18:00	surf the Net
20:30	meet her friends
22:30	be back home

- By 10:30 in the morning, she ► *will have woken up* (wake up).
- At 11:00, she (have) her hair cut.
- By 15:30, she (have) lunch.
- At 15:45, she (watch) TV.
- By 19:00, she (surf) the Net for an hour.
- By 23:00, she (come) back home.

5 Put the verbs in brackets into the *Future Continuous*, *Future Perfect* or *Future Perfect Continuous*.

- A: This time next week I (fly) to Madrid.
B: Really? Can I join you?
- A: You've been surfing the Net all morning!
B: Yes. By 11 o'clock I (surf) the Net for four hours.
- A: Have you moved to your new flat yet?
B: No, I (move) by the end of this week.
- A: (you/go) shopping later today?
B: Yes. Do you need anything from the shops?
- A: You look tired!
B: Yes. By 9 o'clock I (study) for five hours.
- A: Why don't you come to my house at seven o'clock?
B: (you/come) back from work by then?
- A: Sarah is retaking her driving test next week.
B: I know. She (take) it three times by then!
- A: Haven't the builders finished repairing the roof yet?
B: No, not yet. By the end of this week, they (repair) the roof for two weeks.

Time Clauses

6 In pairs, use the prompts below to make sentences, as in the example.



- leave the office/
finish work (**when**)
▶ *He will leave the office
when he finishes work.*



- buy a new computer/
get paid (**as soon as**)



- stay in the house/
stop raining (**until**)



- meet his friends/
do his homework (**after**)

7 Find the appropriate time phrase and put the verbs in brackets into the correct tense.

- Don't forget to turn off the lights **after/before** you (leave) the house.
- I (vacuum) the carpets **while/since** you (do) the ironing.
- By the time/As long as** Sam (realise) his mistake, it (be) too late.
- He (not/know) **when/until** she (come) back.
- I (call) you as **soon as/until** I (arrive) home.
- I (send) you an email **the moment/while** I (get) home.

Clauses of Purpose

8 Find the correct item.

- I'll take some food with me **in case/so that** I get hungry.
- Peter bought an electric drill **so to/in order to** do some house repairs.
- Sue has bought a microwave **in case/so that** she wants to heat up food quickly.
- Tom upgraded his Internet connection to broadband **so as to/in order that** be able to surf the Net faster.

Clauses of Result


9 Complete each sentence with two to five words, including the word in bold.

- Steve doesn't pay much attention to his teacher. He always gets into trouble.
little Steve pays to his teacher that he always gets into trouble.
- Her suitcase was heavy. She asked her brother to help her.
such She had she asked her brother to help her.
- Daniel spent a lot of money last weekend. He can't pay his bills now.
much Daniel spent last weekend that he can't pay his bills now.
- The weather was bad on Sunday. We didn't go to the beach.
such It was on Sunday that we didn't go to the beach.

Grammar Check

Module 5


Comparatives and Superlatives

- 1  Complete the gaps with the correct *comparative/superlative* form of the words in brackets.


Liz-O

*photographer, sculptor, videographer,
installation artist, snacker*

Liz Hickok cleverly transforms gigantic city buildings into colourful little mosaic models. Some people say that the jewel-like sculptures look **1) (little)** like art and **2) (much)** like food. That's because Ms Hickok's construction material of choice is Jell-O, a colourful and wobbly dessert made up almost entirely of water. She admits it is **3) (easy)** than it looks. Also, she is **4) (interested)** in producing art than viewing it; and with each new project, her skills get **5) (good)** and better. At 33 years old, she is **6) (young)** than many artists and her life is **7) (exciting)** than she could ever imagine. Her **8) (late)** design is a city in the middle of an earthquake. But, if one of her skylines is missing a monument, it is not due to a natural disaster. Admittedly, she snacks while sculpting...


- 2  Choose the correct answer.

- Pete is helpful person of all.
a less b little c the least
- The more you exercise, the you'll become.
a fit b fitter c fittest
- Emma is not as her sister.
a funny as b funnier than
c funny
- This T-shirt is cheaper than the blue one.
a much b very c lot
- As Ivan grew up, he got taller and
a the tallest b taller c tall
- Tom is older than his brother.
a slightly b little c by far


- 3  Put the *adjectives* in brackets into the correct form, adding any necessary words.

	Paul	David	Slava
old	✓✓✓	✓	✓✓
tall	✓✓✓	✓✓✓	✓✓
clever	✓✓	✓	✓✓✓
friendly	✓✓✓	✓✓	✓
handsome	✓✓✓	✓✓	✓

- Slava is ► *older than* (old) David.
- David is (tall) as Paul.
- Slava is (clever) of all.
- David is (friendly) than Paul.
- Paul is (handsome) of all.

- 4  Find the unnecessary word.

- The armchair is not as more comfortable as the sofa.
- The more harder you work, the more successful you become.
- Mark is very much faster than his brother.
- My new laptop is by far better than my old one.
- Sue's husband is much more older than she is.
- As I went on reading the book, it got less and then less exciting.

- 5  Complete the gaps with the correct form of the *adjective/adverb* in brackets.

- A: This pink skirt really suits you.
B: Yes and it was (cheap) than I had expected.
- A: Could you speak a bit (slowly), please?
B: Yes, of course. I'm really sorry.
- A: Do you like the cake? I made it myself.
B: Yes. That's by far (good) cake I've ever had.
- A: Is your new flat in the city centre?
B: Yes and it's also (close) to the tube station.
- A: I really appreciate your help.
B: Don't mention it. If you need any (far) help, just call me.

6 Think of famous singers, actors, etc. in your country. Use the following adjectives to compare them.

- young • talented • handsome
- famous • friendly • successful

► I think Dima Bilan is younger than ...

Gradable/ Non-gradable Adjectives

7 Find the correct word.

- 1 Teachers need to be **very/ completely** patient with students.
- 2 It would be **fairly/ totally** irresponsible of you to leave the children on their own in the park in the evening.
- 3 The essay that Mike wrote was interesting and **fairly/extremely** well written.
- 4 Josh is a(n) **rather/ absolutely** likeable little boy.
- 5 I really enjoyed the new James Bond movie, *Quantum of Solace*, as it is **totally/extremely** fast-paced and imaginative.
- 6 After a warm day yesterday, the snowfall today was **completely/ fairly** unexpected.

8 Daniel and Susan saw these two films last night. Use the adverbs to say what they thought of each film. Then think of a film you've seen recently and describe it to your partner using the adverbs in the list.

- totally (****)
- extremely (***)
- rather (**)
- fairly (*)

INDIANA JONES

and the
KINGDOM OF
THE CRYSTAL SKULL

Plot: 1) ► **extremely** imaginative (***)

Characters: 2) mysterious (**)

Ending: 3) predictable (****)

Harry Potter

and the Half-Blood Prince

Plot: 1) imaginative (**)

Characters: 2) mysterious (***)

Ending: 3) predictable (*)

would (prefer)/would rather/sooner

9 Read the interview and put the verbs in brackets into the correct form.

Interviewer: On the show *Lost*, Sawyer enjoys reading. Do you read a lot of books as well?

Josh: I must admit, I prefer 1) (**exercise**) to 2) (**read**).

Interviewer: You look fit, you must exercise a lot!

Josh: True, but I would rather 3) (**spend**) more time with my family than at the gym.

Interviewer: Hawaii is a paradise. Could it be your permanent home?

Josh: Hollywood is where the business is, so I'd have to say that I would prefer 4) (**live**) in California rather than 5) (**live**) in Hawaii. However, I would sooner 6) (**surf**) the Hawaiian waves than 7) (**have**) a successful shopping trip on California's Rodeo Drive.


10 Ask and answer questions using *would rather, prefer* or *would prefer* and the prompts below. The choice of answers is yours.

- 1 football or basketball?
► A: Do you prefer football or basketball?
B: I prefer football to basketball.
- 2 to have a salad or cheeseburger for dinner?
- 3 listening to music or watching TV?
- 4 have lunch at home or eat out today?
- 5 see a romantic comedy or see a horror film?
- 6 to go to the cinema or go to the theatre tonight?


Grammar Check

Module 6


Passive Voice

1  Put the verbs in brackets into the correct *passive*.

- 1 A: Can I take a photo of the statue, please?
B: I'm afraid not, sir. Cameras (not/allow) in the museum.
- 2 A: Has your new fridge arrived?
B: No, it (not/deliver) yet.
- 3 A: When (Pete/promote) to Managing Director?
B: Last week.
- 4 A: What's going on over there?
B: Oh, a new house (build).
- 5 A: Why are you so afraid of bees?
B: Because I (sting) by a bee when I was a little boy.
- 6 A: When will you finish your project?
B: It (must/finish) by tomorrow morning.
- 7 A: Who (The Day the Earth Stood Still/ direct) by?
B: Scott Derrickson.
- 8 A: Are you driving to work today?
B: No. My car (not/repair) yet.

2  Put the verbs in brackets into the *passive*.

- 1 Our house (renovate) last year.
- 2 This building (estimate) to be at least 200 years old.
- 3 All the packaging (must/remove) before placing the pizza in the oven.
- 4 Unfortunately a lot of dogs (abandon) in the streets by their owners.
- 5 £100,000 (donate) to the local orphanage by somebody who wanted to remain anonymous.
- 6 How often (cats/should feed)?

3  Look at the information and make sentences using the *passive* in the correct tense, as in the example.

The Great Pyramid of Giza

Located: Giza Necropolis, which is part of Cairo, Egypt
Built: around 2,720-2,560 BC over a period of 20 years
Made up of: 2.3 million limestone blocks


Interesting facts:

- the Pyramid's features are so large you can see them from miles away
- still unknown how people placed the blocks
- used as a tomb for King Khufu



► *The Great Pyramid of Giza is located in the Giza Necropolis which is part of Cairo in Egypt.*

The Causative

4  Look at the pictures. Use the ideas to make sentences, as in the example.

- nails/do • dress/mend • sofa/deliver
- eyes/test • bedroom/paint



- 1 Susan ► *had her bedroom painted* last week.
- 2 Ann now.
- 3 Paula tomorrow.
- 4 David every six months.
- 5 Linda must

5 Read the situations, then write sentences using the *causative form*.

- Claire is going to the optician to repair her glasses tomorrow. What is she going to do?
▶ *She is going to have her glasses repaired.*
- Somebody is taking a picture of Linda now. What is Linda doing now?
- Danny's jacket is dirty. It has to be dry-cleaned. What should he do?
- Somebody stole Paul's mobile yesterday. What happened yesterday?
- Sandra has paid somebody to fix her fridge. What has she done?
- Bill's car was serviced yesterday. What happened yesterday?
- Claire's hair is cut every month. What does she do every month?
- Sarah will go to the dentist's for a check-up tomorrow. What will she do?

Question Words + *ever*

6 Find the correct word.

- Why do you always **blame me whenever/wherever** something goes wrong?
- You can visit me **whichever/whoever** day is best for you. I really don't mind.
- You can have your birthday party **whatever/wherever** you like.
- Mike could not fix the problem **whatever/however** hard he tried.
- May I speak to **whoever/whichever** is in charge here?
- You're so lucky! You eat **whichever/whatever** you want and you don't put on weight.
- Whenever/However** I hear this song, it always reminds me of you.
- You can have your hair cut **whatever/however** you want.

Reflexive & Emphatic Pronouns

7 Complete the gaps with the correct *reflexive* or *emphatic pronoun*. Then write *R* for reflexive or *E* for emphatic.

- Viktor is making the salad ▶ *himself*. *E*
- Ann is sitting on the beach by
- Mr Johnson always mows the grass
- Susan is looking at in the mirror.
- "I've painted my face"
- The children are enjoying

8 Use the ideas to ask and answer questions, as in the example.

- Olga/clean/the house? (✓)
▶ *A: Did Olga clean the house herself?*
B: Yes, she did.
- Vladimir/repair/his car? (X)
▶ *A: Did Vladimir repair his car himself?*
B: No, he had it repaired.
- Gena and Alina/decorate/their house? (✓)
- Ross/fix/the tap? (✓)
- Vera/plant/flowers in her garden? (X)
- Barbara/prepare/dinner? (✓)
- Helen/make/her wedding dress? (X)
- The Walkers/paint/their balcony? (✓)

Either or, neither nor, both and

9 Complete the sentences with *either or*, *neither nor*, *both and*.

- Brian is involved in volunteer work. He works at an animal shelter visits senior citizens.
- Oleg is ecologically minded. He plants trees cleans ponds.
- Usually animals are taken away from their homes their owners bring them to the shelter themselves.
- Some people never help. They clean their neighbourhood do any volunteer work.
- Mike helps the staff at the animal shelter, he feeds the animals exercises them.
- My granny doesn't trust banks. She opens a saving account buys shares.

Grammar Check

Module 7

Conditionals

1 Use the phrases to make full sentences, then say which type of conditional each sentence is.

- it/be/sunny tomorrow, I/go/to the park
▶ *If it's sunny tomorrow, I'll go to the park.*
(Conditional 1)
- you/work out/regularly, you/keep fit
- I/eat /chocolate, I/get /red spots on my face
- you/not study, you/not get/good marks
- you/leave/ice in the sun, it/melt
- I/save some money, I/buy/a new computer

2 Look at the pictures, then use the ideas to write conditional sentences. What type is each sentence?



- Galia studied really hard. She passed the exam.
▶ *If Galia hadn't studied really hard, she wouldn't have passed the exam.* (3rd Conditional)
- This watch is very expensive. Susan won't buy it.
- Ellie wasn't careful. She fell down and twisted her ankle.
- Helen has to do her homework. She won't play with her friend.
- He forgot his mobile at work. He called his boss from a phone box.

3 Complete with: *if or unless*.

- you leave now, you'll be late for work.
- I am not busy in the afternoon, I'll call you.
- you book your tickets in advance, you won't get to see the concert.
- I wake up early on Saturday, I'll go shopping.
- you water the flowers regularly, they won't grow.

4 Complete the sentences for each picture using *Type 3 Conditionals*, as in the example.



- not be/late → not miss/train
▶ *If Ross hadn't been late, he wouldn't have missed the train.*
- not miss/train → not sit/bench
- not sit/bench ▶ not find/cheque of £100,000
- not find/cheque ▶ not take/it to the bank
- not take/cheque to the bank ▶ not receive/£10,000 reward

5 Find the correct answer.

- "Can you help me with my homework?"
"If I wasn't busy, I you."
A will help B would help C help
- "I'm not feeling very well today."
"If I were you, I at home."
A am staying B will stay C would stay
- "Where are my sunglasses?"
"If you in your desk drawer, you'd have found them."
A look B had looked C looked
- "Are you going to Jane's party tonight?"
"If I finish work early tonight, I"
A go B will go C would go

Wishes

6 Put the verbs in brackets into the correct tense.

- A: I wish Tom (**come**) to your party.
B: Yes. We would have had a great time.
- A: I really miss my brother. If only he (**be**) here.
B: Why don't you visit him?
- A: If only people (**drive**) more carefully.
B: Yes. Then there would be fewer accidents.
- A: I wish I (**not/be**) so rude to Ruth this morning.
B: I know. I think you should apologise.

7 Make sentences, as in the example.

- Anna is busy today. We can't go shopping together.
▶ *I wish Anna weren't busy today.*
- I lent Diana my favourite earrings. She lost them.
- I lied to my best friend. He is upset with me now.
- I didn't bring my umbrella with me. I am soaking wet now.
- My flatmate always makes a lot of noise. I can't study.
- I touched the frying pan yesterday. I burnt my hand.

8 Rewrite what the children are thinking using *I wish/if only*. Then say which sentences refer to the present and which refer to the past.



- 1 ▶ *I wish I could hear the teacher. (present)*

Modals


9 Find the correct answer. Give reasons.

- You see a doctor if you're not feeling well.
A mustn't B should C might
- You do the washing-up – I've already done it.
A mustn't B can't C needn't
- That be Tracey ringing the doorbell. She said she would come round.
A won't B can C ought to
- If you miss school because you are sick, you get a note from the doctor.
A might B may C have to
- I have another slice of cake, please?
A Should B Must C May
- Tim's story be true – he's making it up!
A can't B mightn't C shouldn't
- Not many people speak six languages.
A may B ought to C can
- I really reply to Samantha's email.
A might B must C may
- I know you don't like Ben, but you at least say hello to him.
A need B shall C could
- I carry those heavy bags for you?
A Shall B Must C Ought

Grammar Check

Module 8

Reported Speech

- 1  The following people describe their experiences with an extreme sport. Report what they said, as in the example.


1 I surfed for the first time last year. "It is dangerous," my mother said but I promised to be careful. It was an amazing experience and I felt like a bird! (Mark)

► *Mark said (that) he had surfed for the first time the previous year. His mother said (that) it was dangerous, but he promised to be careful. It was/had been an amazing experience and he felt/had felt like a bird.*


2 I'm having a great time skydiving in Spain. I've been here for nearly a week. There was only one nasty moment when my parachute got stuck. "Why did I sign up for this?" I thought at the time. Luckily, I remembered to pull the safety parachute, which worked immediately. (Katya)

3 I taught my friends how to do parkour last week. It was thrilling because we ran like we were being chased. I'm really happy because I can jump from building to building with my friends. (Paul)

4 I'm taking part in the Winter Olympics next year. It will be my first professional event and I'm really excited. Reaching speeds of 70 mph on your board can be pretty scary at times, but I won't stop competing until I've taken the gold! (Sasha)

- 2  Complete the gaps with *say* or *tell* in the correct form.


- 1 He me to meet him outside the cinema.
- 2 Tom that he wanted to take up a new hobby.
- 3 "I'll see you tomorrow," Sharon Steve.
- 4 Phil to me that he had sprained his ankle while playing football.
- 5 "I'm feeling much better today," Linda
- 6 "Stop laughing at me!" Mark to Peter.

- 3  Find the correct item. What were the speaker's exact words?

- 1 A: Did Susan go to Daniel's party?
B: She couldn't. She said she **has to/had to** get up early the next day.
► *"I have to get up early tomorrow."*
- 2 A: Where is Sue?
B: She's sleeping. She said she **has/had** a headache.
- 3 A: Is David coming to the cinema tonight?
B: Yes. He said he **would/will** meet us at the main entrance.
- 4 A: Have you seen Joan?
B: Yes. She said she **went/was going** shopping.
- 5 A: Nina is moving to her new flat.
B: Yes. She told me she **was needing/needed** help.
- 6 A: Will Jane be at the gym today?
B: No. She said she **felt/had been feeling** ill all day.

- 4  Turn the following into *reported speech*, as in the example.

- 1 "Please, don't move your leg, Susan."
► *Ms Jameson asked Susan not to move her leg.*
- 2 "Lift your leg a bit higher."
- 3 "Turn your foot to the right, please."
- 4 "Don't take off the bandage."
- 5 "Stand up slowly, please."

- 5  Report the following questions, as in the example.

- 1 "When did you sprain your wrist?" Jane asked Sally.
► *Jane asked Sally when she had sprained her wrist.*
- 2 "Did you cut your finger while you were chopping vegetables?" Tom asked Elena.
- 3 "Have you ever broken your ankle?" Peter asked Alison.
- 4 "Have you got a stomachache?" the doctor asked.

- 6** Yesterday the reporter Paul Smith interviewed Dave Stephens, a white-water rafting instructor. He asked him the following questions. Turn them into *reported questions*.



- Why did you decide to become a white-water rafting instructor?
▶ *Paul asked Dave why he had decided to become a white-water rafting instructor.*
- Is it difficult for somebody to learn how to do white-water rafting?
- What do you like most about your job?
- Have you tried any other extreme sports?
- What plans do you have for the future?
- Are you satisfied with your life?

- 7** Turn the following into *reported speech* using appropriate introductory verbs.

- "Don't forget to buy some milk on your way back home," Mum said to Martin.
▶ *Mum reminded Martin to buy some milk on his way back home.*
- "Yes, I broke your mobile," Claire said to Adam.
- "I'm sorry I forgot to call you on your birthday," Molly said to Julie.
- "Of course I won't give away your secret," Diana told Louise.
- "You should see a doctor," Martin told David.
- "Stop talking or I'll punish you," the teacher told Sam.

Either ... or, neither ... nor

- 8** Make up sentences:
- the accident/Ann/neither/could/after/driving/nor/concentrate on/car races/give up.
 - Bethany/helps/either/people/different children/or/their fear/to get over/getting back/on surfboard.
 - Tom/a helmet camera/either/to film/his dad/or/uses/a camera/sets up/on tripod.
 - Brian/extreme sports/neither/because/think/his sister/nor/does/their parents/it's/dangerous.

some/any/every/no & compounds

- 9** Find the correct item.

- He didn't tell me **anything/nothing** about it.
- Come to the phone, please. There's **anyone/someone** who wants to speak to you.
- Did **one/anyone** call while I was out?
- Is **nothing/something** wrong with Jane?
- I really like living in Los Angeles. There is **anywhere/nowhere** better than here!
- Not **everyone/anyone** likes football.
- You can sit **everywhere/anywhere** you like.

Question Tags

- 10** Match the sentences to the correct question tags.

- A**
- Sue has never been to Italy,
 - She is our new maths teacher,
 - Open the window,
 - Let's go to the cinema tonight,
 - Julie is never late for work,
 - This is your mobile,
 - Adam bought a new laptop yesterday,
 - Alina has breakfast every morning,

- B**
- | | |
|--------------|----------------|
| a isn't it? | e doesn't she? |
| b shall we? | f isn't she? |
| c is she? | g has she? |
| d didn't he? | h will you? |

- 11** Correct the sentences.

- Open the window, don't you?
- That is a very expensive bag, isn't that?
- Mike seldom goes jogging in the park, won't he?
- I'm late, am I?
- Let's go to the park, will we?
- Everyone went to Sam's party, didn't he?

Exam Practice Section


Listening Task 1

study skills

Multiple Matching




The four dialogues are set in different locations, but are linked by a theme. For example, in the dialogues below, everyone is talking about football in some way. Look at the different locations before you listen and try to think of vocabulary connected with that location. For example, words connected with a hotel include *guest, room, reception, check in* and *luggage*. Be careful, however: *check in* and *luggage* are also words connected with airports! In other words, beware of the extra option which is there to trick you.

Preparing for the task

- 1**  Match locations 1-5 with the word groups a-f. There is one extra word group. Can you think of a location that matches the extra word group?

- 1 in a park
- 2 on a beach
- 3 in a shop
- 4 in a garden
- 5 by a river

- a water, swimming, bridge, bank, current
- b playground, grass, running, entrance, tennis courts
- c cash-desk, receipt, customer, sales assistant, prices
- d sand, water, swimming, sunbathe, shore
- e water, entrance, swimming, boards, waterslide
- f grass, hedge, fence, neighbour, lawn

- 2**    You'll hear 4 short dialogues A, B, C and D twice. Match the dialogues with the locations (1-5) where they take place. You can only use each location once. There is one extra location.

- 1 in a park
- 2 on a beach
- 3 in a shop
- 4 in a garden
- 5 by a river

Dialogue	A	B	C	D
Location				


Listening Task 2

study skills

Multiple Matching




There are five monologues in this part of the exam, with six statements to match them with. Read the statements before you listen and underline the key words. Listen for words that mean the same as the words you underlined – the exact words will not be in the recording. Try to think of why the speaker is talking – are they trying to describing something, explaining something, or giving some other kind of information?

Preparing for the task

- 3**  Read sentences 1-3 and look at the underlined words. Read sentences A-C and match them with sentences 1-3. Which words helped you to decide?

- 1 The speaker talks about his/her favourite subject.
- 2 The speaker describes his/her school building.
- 3 The speaker explains why he/she is upset with his/her friend.

- A She gave away my secret to everyone in class.
- B It's got modern classrooms and a big Chemistry lab.
- C I look forward to History class because it's so interesting.

- 4**    You'll hear 5 speakers A, B, C, D and E twice. Match each speaker with a statement below (1-6). You can only use each statement once. There is one extra statement.

- 1 The speaker talks about an outdoor weekend activity.
- 2 The speaker talks about his/her favourite view.
- 3 The speaker describes the best way to see the countryside.
- 4 The speaker explains how the countryside affects his/her health.
- 5 The speaker explains why he/she is happier living in the countryside.
- 6 The speaker describes a visit to a place in the countryside.


Speaker	A	B	C	D	E
Statement					

Listening Task 3


study skills
Multiple Choice

Read the questions and the answer choices. Underline the key words in each. As you do this, also think about what the conversation might be about. What you read in the questions will give you clues. Remember that the incorrect options will be mentioned in the conversation in some way, so don't be tricked.

Preparing for the task

- 5**  Read the question, focusing on the underlined words. Now read the script. What is the correct answer? Which words/phrases helped you decide? Why are the other options wrong?

Where did Martin grow up?




- 1 in London
- 2 in New York
- 3 in Sydney

Martin: Could you tell me how to get to the harbour?

Charlene: You're not from around here, are you? Where are you from? Your accent's a bit strange.

Martin: Well, that's because I was born in New York, but I moved with my family to London when I was still a baby. We've been there ever since. Are you from Sydney?

Charlene: Oh, yeah, born and raised! I actually live down near the harbour!

- 6**    You'll hear two teenagers talking. For questions 1-6, write one number in the box, according to your answer. You'll hear the recording twice.

- 1 Where does Sandra's family live?
 - 1 in the UK
 - 2 in the USA
 - 3 in Australia
- 2 Who is Mark travelling with?
 - 1 his grandmother
 - 2 his mother
 - 3 his whole family
- 3 What has Mark's mother done so far to find his grandmother's family?
 - 1 hired a detective
 - 2 gone back to her family home
 - 3 searched in the local records office
- 4 How many siblings did Mark's grandmother have?
 - 1 one
 - 2 two
 - 3 three
- 5 Who does Sandra look like?
 - 1 Mark
 - 2 Mark's mother
 - 3 Mark's grandmother
- 6 What was Mark's grandmother's name before her marriage?
 - 1 Denise Hastings
 - 2 Denise Scunthorpe
 - 3 Denise Matthews


Reading Task 1

study skills

Matching Headings to Paragraphs


All the texts are connected by a common theme and are all written in the same style, but each one is independent of the others. Read each heading and underline the key words. Read the texts quickly and underline the key words in them too. Think about the general meaning of each text. Then try to match the headings to the texts. Remember that the extra heading is there to catch you out.

Preparing for the task

7 a)  Read the first paragraph. Look closely at the underlined words. Which of the sentences below best summarises the paragraph?

- a This paragraph tells us how popular coffee is compared to tea.
- b This paragraph tells us how horrible coffee used to be.
- c This paragraph tells us how stylish coffee has become.

b) Now look at the headings 1-8 and choose the one that best matches the summary.

8  **RNE** Read the texts and match each text (A-G) with its heading (1-8). You can only use each heading once. There is one extra heading.

- 1 Myth and reality
- 2 A piece of advice
- 3 Hard to swallow
- 4 The perfect cup
- 5 In search of flavour
- 6 A long history
- 7 Wide-ranging tastes
- 8 The height of fashion

Text	A	B	C	D	E	F	G
Heading							


- A** Coffee, the most popular hot drink in the world except for tea, has never been so trendy. The coffee shop is no longer a small dark place to buy a cheap beverage. It is a café, with all the meaning of the French word: sophistication, high culture and gastronomic glamour. TV shows even have professionals competing like chefs to produce the perfect cup of coffee.
- B** Creating a great cup of coffee is a combination of many things. The machine, the roast and how fine the coffee is are all important. But it all starts with the beans. One of the top jobs in the industry is taster, and the top tasters travel the world looking for new beans. The arrival of a brand new coffee is big news in coffee circles.
- C** The exact origins of coffee are not known. Most of the theories are no more than folk tales. Both the stories of the Ethiopian goatherd Kaldi and the Arabian healer Sheikh Omar are almost certainly invented. All we know for sure is that the plant came from East Africa, and probably Ethiopia. It is possible that the idea for roasting the beans came from Yemen.
- D** Though almost all of the world's coffee comes from two species of coffee plant – arabica and robusta – the different climates it is grown in and the various ways it is prepared means the varieties of coffee are nearly endless. It is also hard to talk about better or worse coffee, since no two drinkers prefer it the same way.
- E** Coffee entered Europe through Italy, where it was immensely popular. Soon there were coffee houses everywhere. England's thriving scene included the Queen's Lane Coffee House, which opened in 1654 in Oxford and still serves coffee today. The popularity of tea saw many of the others close, though recent years have seen the trend reversed.
- F** When taking up coffee making as a hobby, it is easy to become confused. There are hundreds of different machines, a thousand different beans and a million experts all saying they know best. An enthusiast would be wise to take things slowly and enjoy the journey. It is a road without end, since the 'perfect' coffee does not exist.
- G** Perhaps what puts coffee enthusiasts off the most is instant coffee. Their second enemy is decaffeinated coffee. They say that industrial processes destroy the delicate flavour of the coffee bean. In fact, they won't allow these beverages to pass their lips!

Reading Task 2


True/False/Not stated


The order of the questions is the same as the order in which the pieces of information are presented in the text. Read the text quickly to capture the gist of it. Then read each statement, underlining the key words. Find the part of the text containing the information referred to. Decide if the statement is *true* or *false*. If there is not enough information for you to decide, the answer is *not stated*.

Preparing for the task

9  Read the statements and the underlined key words. Then read the extract from a text and write *T* (True), *F* (False) or *NS* (Not Stated) for each statement. Find the words/phrases in the extract that helped you decide.

- A People visit Saint Petersburg from all over the world.
- B There are 80 theatres in Saint Petersburg.
- C The State Hermitage is the biggest structure in Saint Petersburg.

Saint Petersburg is a popular tourist destination, with millions of tourists of all nationalities visiting every year. It is a city of culture, with more than 200 museums, 200 libraries and over 80 theatres. In addition to that, there are 45 galleries and exhibition halls, 62 cinemas and about 80 other cultural buildings. Its crowning glory is the State Hermitage Museum, a complex of buildings that includes the Winter Palace and contains, among other treasures, the largest collection of paintings in the world.

10  Read the text. Decide which of the statements (1-8) are *T* (True), *F* (False) or *NS* (Not Stated). Write down the number you think is the right answer in the box.

The longest rail journey

'The Trans-Siberian is the big train ride. All the rest are peanuts.'
Eric Newby, *The Big Red Train Ride*.

Russia is by far the largest country in the world, stretching east to west across two continents, sixteen time zones and over 10,000 km. That's why it has the longest railway in the world – the Trans-Siberian Railway, which connects Moscow with Vladivostok on the Sea of Japan, over 9,500 km away. Over 150 years old, it is still a main connection, with plans to make it an indispensable part of East-West trade.

Though mainly a freight train, carrying goods from the East to Russia and the rest of Europe, it has long attracted the more daring traveller. For seven days passengers sit in their carriages, staring out as the train crosses mighty rivers like the Volga, skirts mountain ranges like the Urals and pulls across the seemingly endless Siberian Steppes. Such a journey is not for everyone!

As Siberia developed in the late 1800s, the need for such a railway was created. Though the huge empty lands had enormous potential for agriculture, roads were few and those that did exist were often impassable during the winter months. Instead, people usually got around by river – and on the ice of those same rivers during the savagely cold Siberian winters – but this was not an ideal solution. In March 1880, future Tsar Nicholas II started building the railway in Vladivostok.

Soon tracks began to be laid in the west, too, the plan being to meet in the centre. In 1890, a bridge was built across the Ural River and the western half of the railway entered Asia. The bridge across the river Ob was constructed in 1898, and in the same year the first train reached Irkutsk on the shores of Lake Baikal. But it was not until 1916 that the final section was completed, just north of the border with China, and Moscow and Vladivostok were finally joined.

The railway soon formed a successful link between Siberia and Central and European Russia, both physically and economically. It was, in fact, too

- 1 One end of the Trans-Siberian Railway is on the coast.
- 2 Only certain kinds of tourists would enjoy the rail journey across Siberia.
- 3 Before the railway, travel was impossible in Siberia in winter.
- 4 The bridge across the Ural took longer to build than the bridge across the Ob.

Grammar & Vocabulary Task 1

study skills

Text Completion

Read the text quickly to get the general meaning. Read a second time, stopping at each gap and deciding what is missing (usually it is a verb form, but it can be a pronoun, a comparative/superlative form, etc). Look closely at the words before and after each gap as well as time words and linkers. They will help you decide exactly what is missing. Read the completed text through to check it makes sense.



successful. So much cheap grain started flooding the west that the farmers of Central Russia were threatened with economic ruin. This led the Tsar to charge a tax on Siberian wheat. In Siberia, they reacted by opening up mills and bakeries along the border, so the grain could be converted into a non-taxed product. Another way to escape the tax was for Siberian farmers to switch their main crop to maize.

Thanks to the railway, people were able to move to Siberia more easily in order to farm the land there. Between 1906 and 1914 alone, the population grew by 4 million and today there are 25 million people in Siberia. Although agriculture is still important, mining has taken over as the region's biggest wealth producer. Siberia is one of the richest sources of minerals, precious metals, gems and fossil fuels in the world.

The railway today continues to be an extremely important commercial route. Every year, it carries around 200,000 containers from the East to Europe. But Russian Railways has further ambitions. In fact, they plan to double that number, since trade with China has increased greatly and China is now exporting a rising number of goods to Russia.

That would mean speeding up the time of journeys so that cargo can get to its destination more quickly. In fact, a new high speed train is being planned which could run parallel to the old Trans-Siberian line and get from Moscow to Beijing in just 48 hours! It would be capable of doing around 350 miles per hour – that's 2.5 times as fast as the Trans-Siberian runs at present!

- 5 Today maize is one of Siberia's biggest crops.
- 6 Siberia's population continues to increase.
- 7 Russian Railways wants to become a major transporter of Chinese goods.
- 8 The new fast goods train will not take passengers.

Preparing for the task


11 a) Read the sentences and decide what is missing.

- 1 Neither Mark nor Jenny to a Christmas play before in their lives, so they were very excited. **BE**
 a past simple
 b past perfect
 c present perfect
- 2 When they got to the theatre door, they realised Mark had his ticket, but Jenny didn't have **SHE**
 a subject pronoun
 b object pronoun
 c possessive pronoun
- 3 Mark was a runner than Jenny, so he ran all the way back to her house to get it. **QUICK**
 a adverb
 b comparative form
 c superlative form

b) Now choose the option that best fits each gap.

- 1 a had been b have been
 c were
- 2 a her b hers
 c she
- 3 a quicker b quickly
 c quickest

Exam Practice Section

12  **RNE** Read the text below. Use the words in capitals in the correct form so that they fit the text. Every gap corresponds to a different task (1-9).


- 1 There was once a princess called Euna who never laughed. Her father, the King, was so worried that he promised her in marriage to whoever could bring a smile to face. **SHE**
- 2 The king's servant worked in the fields. At the year's end, the King brought out a sack of coins. "You've worked hard all year," he "Now take as many coins as you think you deserve." **SAY**
- 3 The servant to look greedy so he only took one, but while he was drinking at a well, the coin dropped in. **NOT WANT**
- 4 The same thing happened the following year, but at the end of the year he kept his coin safe and the other two coins came floating to the surface. **THREE**
- 5 The man felt like person alive and decided to go out and see the world. **LUCKY**
- 6 But soon he by a mouse who asked for a coin. He gave one to the mouse, but then a beetle and a catfish did the same, and finally he had no coins left. **STOP**
- 7 As he past Princess Euna's castle, he slipped and fell in mud. **WALK**
- 8 He called for help and the mouse, beetle and catfish all came him out. **PULL**
- 9 Princess Euna the whole thing from the castle. The sight was so funny that she burst out laughing. The couple were married the very next day. **SEE**

Grammar & Vocabulary Task 2


Text Completion

Read the text quickly to understand the general meaning. Read it again and decide if a noun, an adjective, a verb or an adverb is missing from each gap. Then look at the word in capitals and decide what kind of word it is. Think about how to turn it into the kind of word you need. Read the completed text to make sure it makes sense.


Preparing for the task

13 a)  Read the sentences and decide what is missing; a noun, a verb, an adjective or an adverb.

- 1 I thought the school trip would be boring but it wasn't.
- 2 We did lots of activities every morning and afternoon.
- 3 My favourite one was the rubbish we did on a nearby beach.
- 4 I think a clean beach swimmers to use the rubbish bins.

b)  Find a derivative of the word in capitals that fits each gap.

- | | |
|----------|-----------|
| 1 ACTUAL | 3 COLLECT |
| 2 DIFFER | 4 COURAGE |

14  **RNE** Read the text below. Form derivatives from the words in capitals so that they fit the text. Every gap corresponds to a different task (1-6).

- 1 A tornado is one of of all weather phenomena. It can lift people, animals and even cars in the air, and destroy entire houses. **FRIGHTEN**
- 2 Tornadoes have different names but are the same in character: high-speed spinning columns of air that suck up in their path. **EVERY**
- 3 North America experiences about 1,000 tornadoes **ANNUAL**
- 4 who live in regions where tornadoes are common often have a storm shelter under their home. **PERSON**
- 5 If you don't have a basement, stay on the ground floor by the wall furthest away from the the tornado is coming from. **DIRECT**
- 6 It's to try and outride a tornado if you are in your car. Instead, stay where you are with your seatbelt fastened. **USE**


Writing

study skills

Informal emails

When you read the task, find the important information in the rubric. Think about who you are writing to, how long the letter has to be and what information you need to include in it.

Preparing for the task

15  Read the rubric in Ex. 16 and find the key words. Answer the questions.

- 1 Who are you writing to?
- 2 What three questions should you answer in your email?
- 3 How long should your email be?

16 **RNE** You have 30 minutes to do this task.

You have received an email from your English-speaking pen friend, Paul.

... I have a lot of homework to do at the moment, but last weekend I found some time to finish the book I've been reading. It was "Oliver Twist" by Charles Dickens. You've probably read it too. ...

What kinds of books do you like? Where do you prefer reading – in the library or at home and why? What would you write a book about if you had the chance?...

Write him an email and answer his 3 questions. Write 100-120 words. Remember the rules of email writing.


Speaking Task 1

study skills

Reading Aloud

When you read a text out loud, don't read too slowly or too fast. Read in a clear voice. Put expression into your voice and try to read the text without pausing in the middle of sentences.

Preparing for the task

17  Listen to the following text once. Then listen again and practice shadow reading – read the text aloud at the same time, copying the reader. Try to speak with the same rhythm as the speaker in the recording and make sure your voice goes up and down when the speaker's does.

The detective entered the room. He could see there had been a fight. There was broken glass from a lamp on the floor and a table had been turned over. But there was no sign of Jones. It was as if he had never been there.


18 **RNE** You need to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

The Internet can definitely help students learn. For example, they can find information they need online. There are websites about every subject you can imagine. However, students need to be careful where they get their information. There are many sites which contain false facts and invented data. It is important to use sites with a good reputation. Students should ask their teacher what sites they can trust. The Internet can also help students when they run into problems. Using email, they can contact other students or even their teacher. Another idea would be to set up a study group on a social networking site. These could even involve students from different schools, which would allow more sharing of ideas. Overall, the Internet is positive for education.

Speaking Task 2


study skills
Answering Questions

Listen for what word starts each question (Who, Which, What, Where, When, Why, How, How many/often/much/far, etc). If the question does not start with a question word, the answer should start with 'yes' or 'no', unless it's an 'either/or' question (e.g. Do you prefer judo or karate?). You may expand your answers to these types of questions, e.g. by giving a reason, if you wish. Answer using full sentences, not single-word responses.

Preparing for the task
19  Match questions 1-10 with their answers (a-j).

- 1 Who do you travel to school with?
- 2 Which is your favourite school subject?
- 3 What is your favourite way to spend your free time?
- 4 Where do you live?
- 5 Why do you think it's important for teenagers to do sports?
- 6 How do you get to school?
- 7 Do you like spending your weekend with family or friends?
- 8 What time do you get up for school?
- 9 How old are you?
- 10 How often do you go to the cinema?
 - a I live in Moscow, near the centre of the city.
 - b I like to play football whenever I have free time.
 - c I go to see a film at the cinema about twice a month.
 - d I prefer spending time with my family at the weekend because I don't see them much during the week.
 - e It's important for teens to do sports because it helps them keep fit.
 - f My mum usually gives me a lift to school.
 - g I get up at 7 o'clock every morning when I have school.
 - h I travel to school with my best friend, Sergei, by bus.
 - i I'm thirteen years old.
 - j I really enjoy Chemistry because we do real experiments.

20



Take part in a telephone survey. You have to answer six questions. Give full answers to the questions. Remember that you have 40 seconds to answer each question.

Electronic assistant: Hello. It's the electronic assistant of Food and Health Diet Club. We kindly ask you to take part in our survey. We need to find out how people feel about diet in your area. Please answer six questions. The survey is anonymous – you don't have to give your name. So, let's get started.

Electronic assistant: How old are you?

Student:

Electronic assistant: How often do you eat fast food every week?

Student:

Electronic assistant: What kind of food is most popular with young people in your region?

Student:

Electronic assistant: What restaurants are available in your area?

Student:

Electronic assistant: Why do you think it is important to eat healthily?

Student:

Electronic assistant: What would you advise a person who wants to eat healthily?

Student:

Electronic assistant: That is the end of the survey. Thank you very much for your cooperation.

Speaking Task 3

study skills

Speaking at Length

Take your time and cover each point in depth. It will require 10-12 sentences to fill two minutes, so you should aim for two or three sentences on each point, plus an introductory and a concluding sentence. Possible topics you might have to talk about are: communication within the family and at school, relations with friends and peers, free time and hobbies of young people, English-speaking countries, native country, famous people, their contribution to science and world culture, nature and environmental problems, keeping fit, the problem of choosing a career and the role of a foreign language in life.

- 22** **RNE** You are going to give a talk about sports. You will have to start in 1.5 minutes and speak for not more than 2 minutes.



Preparing for the task

- 21** Look at the task in Ex. 22. Match the points 1-9 below with the three questions asked in the task. For each point, choose *a* (reasons people do sports), *b* (reasons sports are more popular today), or *c* (your most exciting sporting moment).

- 1 sports are often on television nowadays
- 2 sports are a way to release energy and tension
- 3 learning a new sport
- 4 there are more sports facilities available
- 5 watching a cup final
- 6 taking part in a competition
- 7 people have more free time than they used to
- 8 sports keep people fit
- 9 sports bring people together

Remember to say:

- why people take part in sports.
- why doing sports is more popular now than it was in the past.
- what the most exciting sporting moment you have experienced is.

You have to talk continuously.



Song Sheets

Module 1

1 🗣️ Read the title of the song. How are these key words related to it? Listen and read to find out.

- laughter • fun • enjoy • friends • cheer
- celebrate



It's Party Time

The sound of laughter fills the air
Now all our friends are here
So let's relax and all enjoy
The party atmosphere

*The time is right, we're feeling great
So come on, everyone
It's party time, let's celebrate
Let's all have lots of fun*

The lights are shining everywhere
So colourful and bright
Let's listen to the music play
And dance all through the night

We've got lots of games to play
And lots of foods to try
Later we can watch and cheer
As fireworks fill the sky

2 According to the singer, what makes a good party?

3 **THINK!** Why do you think people have parties? Discuss, giving reasons.

Module 2

1 🗣️ Read the title of the song. Think of two things that make a neighbourhood a nice place to live in. Listen and read. Are any of your ideas mentioned in the song?

My Neighbourhood



My neighbourhood is peaceful
It's the perfect place to rest
It's easy to relax here
When you're feeling tired or stressed
My neighbourhood is pretty
It's the perfect place to stay
You're always very welcome
If you want to get away


I know you would be happy
In my little neighbourhood
I'd be so glad to see you
And the place would do you good
The people here are friendly
Everybody wears a smile
Why don't you pack a suitcase?
Come and visit for a while

My street is clean and quiet
And it isn't very wide
It's shady and it's leafy
With tall trees on either side
My house is warm and cosy
It's attractive and it's new
It's also very spacious
So there's lots of room for you

2 What do you think the singer of the song is asking the listener to do? Which words show you this?

3 **THINK!** 🤔 😊 Would you rather live in the city or in the countryside? Discuss, giving reasons.

Module 3

- 1  Read the title of the song and the words/phrases in the list. What is this song about? Listen, read and check.

- close my eyes • everything's okay
- traveller or a king • escape • come true
- always free • catch rainbows

My World of Dreams

When I close my eyes at night
I travel far away
I go to my world of dreams
Where everything's okay
I can be a movie star
A traveller or a king
When I'm in my world of dreams
I can be anything

*All my dreams are wonderful
They always make me smile
I forget my problems
And escape just for a while
In my dreams, I'm powerful
There's nothing I can't do
Maybe if I dream enough
My dreams will all come true*


In my dreams, I'm always free
And all the world is mine
I'm as happy as can be
And everything is fine
I can fly up to the stars
Catch rainbows in my hands
I can travel over seas
And visit different lands



- 2 What does the singer dream about?

- 3 **THINK!**   What about you? What are your dreams about? Discuss.

Module 4

- 1  Read the title and the chorus of the song. What is the song about? Listen, read and check.

- crashing • disconnected • download • online
- won't work • virus • techno troubles

Techno Wizard




When you've got a virus
Or you think a file has gone
When your laptop's crashing
Or you just can't turn it on
When you've disconnected
And you just can't get online
Call me on my mobile
And soon things will all be fine

*I'm a techno wizard
You can call me day or night
I fix techno troubles
And make everything all right
If you've got a problem
And you don't know what to do
Call the techno wizard
And I'll make things work for you*

When a file won't download
Or your PC's running slow
Just ask me to fix it
And you know I won't say no
When your screen is frozen
And it just won't work at all
Don't get stressed or worried
'Cause there's someone you can call

- 2 Why does the singer say that you shouldn't worry if you have the kind of problems mentioned in the song?

- 3 **THINK!**   Why do you think so many people use computers if there are lots of things that can go wrong? Discuss, giving reasons.

Module 5

- 1 🗣️ Read the title of the song. Think of two reasons why you like music. Listen and read. Are any of your reasons mentioned in the song?



I ❤️ Music

When I'm sad or feeling blue
There's one thing I love to do
I play songs I love to hear
Then my problems disappear

*I love music, feel the beat
Clap your hands and stamp your feet
Feel the rhythm, jump and shout
That's what music's all about*

When I play my favourite song
I can dance and sing along
All my troubles fly away
I feel everything's okay

When I'm dancing, I feel fine
I feel like the whole world's mine
Everything's all right with me
When the music sets me free

- 2 How does the singer feel about music?

- 3 **THINK!** 🗣️ Why do you think music is important to different people? Discuss, giving reasons.

Module 6

- 1 🗣️ Read the title and the first verse of the song. What do you think this song is about? Read, listen and check.



LEND A HAND

In your own community
Are things as good as they can be?
Or are there people who need you?
Are there some things that you can do?

*Lend a hand and help someone
Helping others can be fun
Try it and you'll understand
That it feels great to lend a hand*

Look around your neighbourhood
And give your time, do something good
Help a friend, make someone smile
Just listen for a little while

You can help by being there
And showing people that you care
These little things can mean a lot
And time is something we've all got

- 2 Where does the singer suggest you can spend your time helping people?

- 3 **THINK!** 🗣️ Why do you think it is important to help others? Discuss, giving reasons.

Module 7

- 1 🗣️ Read the title and the words/phrases. What do you think the song is about? Listen, read and check.

- get angry • busy day • long faces
- tired or stressed • happiness • smiling
- go wrong • jealous • sadness • mood

Look on the Bright Side

Some people get angry
When things don't quite go their way
Some people get so anxious
When they have a busy day
Some people have long faces
When they're feeling tired or stressed
But I just wear a smile
Because happiness is best

*I look on the bright side
It's the only way to be
I believe things will be fine
And nothing can hurt me
Looking on the bright side
Keeps me smiling all day long
I know life is wonderful
And nothing can go wrong*

Some people feel jealous
Other people feel afraid
Some people feel sadness
That's the choice that they have made
Your mood is your decision
And it's always up to you
So I choose to find happiness
In everything I do



- 2 How similar/different is the singer from the other people in the song?

- 3 **THINK!** 😊😊 Why do you think it is important to be positive when bad things happen? Discuss, giving reasons.

Module 8

- 1 🗣️ Read the title and the first verse of the song. What is the song about? Listen, read and check.

Don't Give Up

Sometimes troubles get us down
And leave us feeling bad
Sometimes life brings tragedies
That make us feel so sad
It's hard to face the world again
When all your hope is gone
But I know that you will find
The strength to carry on

*Don't give up or turn away
When things are going wrong
I know that you will survive
For you are brave and strong
Don't give up when times are hard
'Cause you can make it through
You can win against the odds
I believe in you*

Sometimes life sends challenges
We think we just can't meet
Sometimes we face problems
That we think we just can't beat
It's easier to turn away
But don't give up the fight
I know that you have the strength
To make things turn out right



- 2 What is the singer's advice?

- 3 **THINK!** 😊😊 What kind of problems do people face in daily life, and how do they overcome them? Discuss, giving reasons.

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Letter from the Editors

Welcome to Spotlight on Russia!

Hi there!

We are Mark and Amy and we would like to welcome you to the latest edition of *Spotlight on Russia*. We are both Year 9 students from Ridgeway Secondary School in Liverpool, England. We are taking part in a Russian student exchange programme and over the next year we're looking forward to learning all about Russian people and their culture.

We are very excited to be the Guest Editors for *Spotlight on Russia*. We will be travelling all over this glorious country, experiencing Russian traditions first-hand. We look forward to bringing you stories that include facts and information about historical villages and monuments, famous people and places, as well as a ghost story or two!

We hope you enjoy this issue.

Mark

Amy



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Special Days

Everyone enjoys a good celebration! There is one special day in Russia that students especially like celebrating.

Spotlight on Russia takes a closer look at ...

Tatiana's Day

Every year on 25th January, students, teachers and professors celebrate Tatiana's Day. This holiday celebrates Saint Tatiana, the patron saint of students. Universities all over Russia celebrate it with various events. In many schools former students come to talk to the school children about their university studies. The best students receive awards and in some cities, such as Nizhny Novgorod, citizens choose the best Tatiana from all the students of the city. Some communities have begun using the day to put on plays and performances for families and neighbours in their area. In the evening, people dance in the street or let off fireworks.

Russians believe the patron saint was named after Count Ivan Shuvalov's mother, Tatiana. On 25th January, 1755, Count Ivan and Empress Elizabeth agreed to build the first Russian university in Moscow. Tatiana's name day also happened to be 25th January, so because of this, the tradition began. For over 250 years this celebration has taken place around Russia.



DISCUSS

- What is your favourite celebration?
- When is it celebrated?
- What special events occur during this time?

ACTIVITY

Find information on another celebration in Russia and research the history behind it. Write and tell us about it.

Old Neighbours

We all know what it is like to live in modern homes and enjoy a peaceful neighbourhood, but what was life like hundreds of years ago for villagers in northern Russia?

Spotlight on Russia takes a look at life in ...

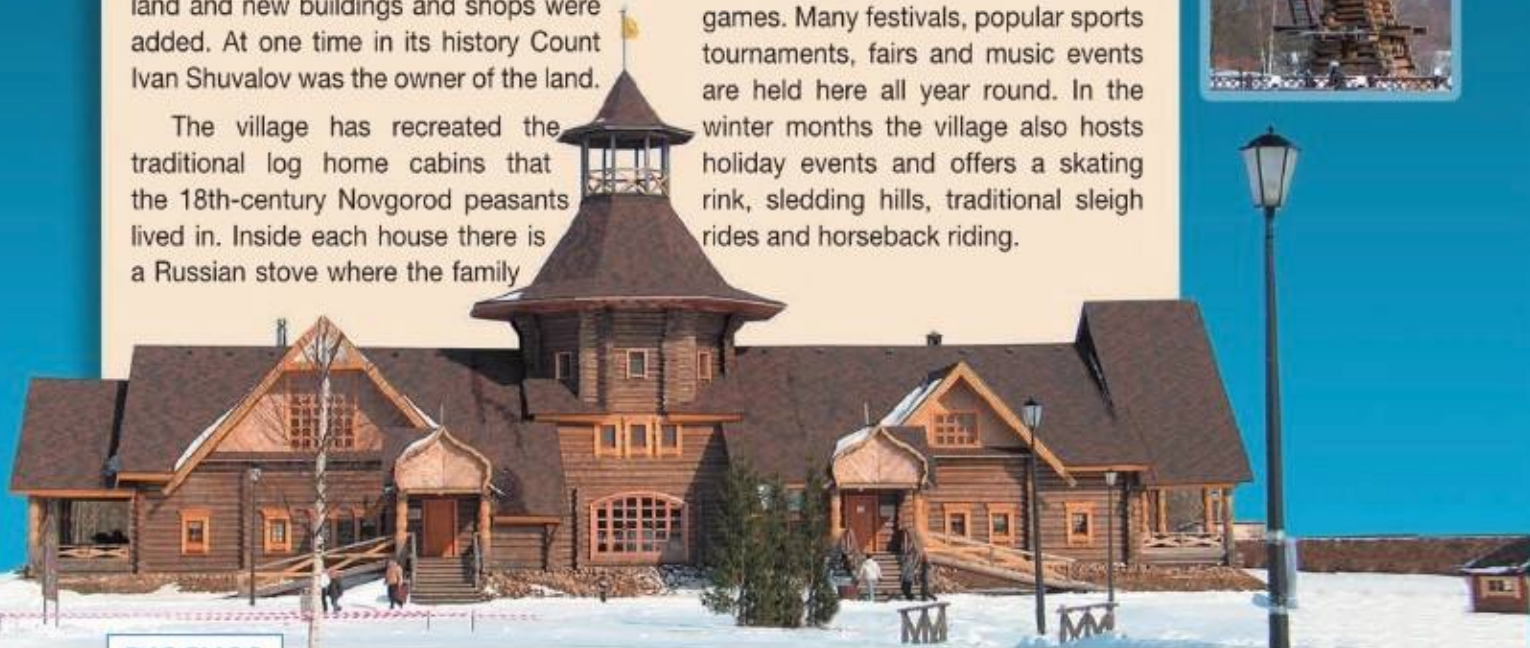
the Russian Village of **Shuvalovka** in 1714

The Russian Village of Shuvalovka is a wonderful cultural experience. Visitors can see what life in a northern village was like hundreds of years ago. The modern village of Shuvalovka is a copy of what the community looked like in 1714. The original neighbourhood was started by five Finnish farming families. Over the years, various people got the land and new buildings and shops were added. At one time in its history Count Ivan Shuvalov was the owner of the land.

The village has recreated the traditional log home cabins that the 18th-century Novgorod peasants lived in. Inside each house there is a Russian stove where the family

cooked their meals and slept on benches. There are also reproductions of the local shops and mills that provided people in the community with their everyday needs.

Other main attractions in the village include Masliany Lug or Butter Meadow. This area was and still is the perfect place for fun and games. Many festivals, popular sports tournaments, fairs and music events are held here all year round. In the winter months the village also hosts holiday events and offers a skating rink, sledding hills, traditional sleigh rides and horseback riding.



DISCUSS

- What would your perfect house be like? Describe it.
- Where would you like to live if you could choose any place? Why?
- Who would you like to have as neighbours?

ACTIVITY

Find out what life was like for your grandparents. Where did they live? Did they live in a community? What was their house like?

Ghost Stories

Do you believe in superstitions and ghosts? In Russia, there are many people that believe there are friendly ghosts that live in their homes, who bring them good luck and good fortune!

Spotlight on Russia introduces you to two neighbourhood ghosts.

Russia has many folk tales and superstitions about ghosts and spirits. The Domovoy and Rusalka are two of the most well-known spirits in Russian folklore.

The Rusalka

Another well-known spirit is the Rusalka. She is the spirit of a young woman who drowned. People that have seen her say she has long wet hair that never dries. The Rusalka lives at the bottom of lakes, rivers or streams, but when there is a new moon she comes out to a nearby forest or meadow. There, she sits on a tree and combs her hair or dances in circles with other Rusalkas. When the Rusalka sees a handsome man she sings beautiful songs to him and leads him to the bottom of the river or lake where he drowns.



The Domovoy

The Domovoy is a house spirit who lives under the doorstep or behind the stove. Sometimes, the owner of a new house puts a piece of bread under the new stove to attract the Domovoy. The Domovoy brings good luck to a house if its family treats him well. He finishes household jobs when the family is asleep and takes care of family animals. He also screams during the night if there is a stranger outside or a fire.

DISCUSS

- Do you believe in superstitions and ghosts? Why? Why not?
- Have you ever been to a haunted place? How did you feel?
- If you could be a ghost would you choose to be good or bad? Why?

ACTIVITY

Do some research about superstitions and ghosts. When and where do these stories come from?

Robot Technology

Do you know Russia is one of the world leaders in developing new robot technology?

Spotlight on Russia takes a closer look at robot technology and the latest achievements being made in Russia.

Russia has always been a world leader in developing new technology.

Recently, the country has also distinguished itself in developing robot technology. A now-famous robot, the R.BOT 100, was the brainchild of a Moscow company, 3Detection Labs, which was set up in 2005.

Since then, the R.BOT 100 has revolutionised the classroom. How? Not by replacing the teacher, as you might expect, but by 'standing in' for sick pupils.

In 2011, a Twelve-year-old Moscow schoolboy, Stepan Supin, was confined to his home by a serious illness. But that didn't mean he had to miss lessons. Stepan could interact with his classmates and teacher via his home computer thanks the R.BOT 100's telepresence technology; this includes a webcam, microphone, speakers and an Internet link. Apart from being Stepan's eyes and ears in the classroom, the robot was also called Stepan by his classmates. They thought it was a bit strange at first but soon got used to having his 'double' around.

It's not only sick children who benefit from robots like these. Under the 'Erbot' project, people with disabilities can also find them an invaluable way of working from home. For example, by hooking up with a robot using remote control, a disabled person could work as a store consultant giving customers information and advice. Housebound people are also enabled to 'travel' and experience other places. They can 'visit' the White Nights Festival in St Petersburg or the Roman Colosseum and feel they are actually there!



DISCUSS

- Do you think robots are useful? Why? Why not?
- Would you like to have a robot? What would you like it to do for you?
- Is it a good idea to replace people with robots in certain jobs? Why? Why not?

ACTIVITY

Find information on other robots being developed in Russia. Write and tell us about them.

Great Works of Art

Russians take great pride in their art and there are many treasure houses of Russian fine art all over the country.

Spotlight on Russia takes a closer look at the Tretyakov Gallery.

The **Tretyakov Gallery** is in Moscow not far from the Kremlin and it is the national treasury of Russian fine art. The Moscow merchant and industrialist Pavel Mikhailovich Tretyakov (1832-1898) founded the museum in 1856 by starting a collection of works of art by artists of his day. He presented his collection to the city in 1892.

Today, all the art inside the gallery which includes more than 180,000 works is by Russian artists who have made a contribution to the history of Russian art. Artworks from the 11th to the early 20th century are displayed in one building on Lavrushinskiy Pereulok and the more modern works including many by post-war avant-garde artists are in a new building on Krymskiy Val.

The Lavrushinskiy Pereulok site has 62 rooms filled with art. It has an amazing collection of Russian art including many famous paintings by Isaac Levitan such as the masterpiece "March". There is also the Engraving Room which has an impressive collection of engravings including the Rovinsky Collection, the Mosolov Collection and many others which used to belong to Russian nobles and the tsar family. The museum also houses a large collection of ancient, medieval, Russian and Soviet coins, medals, plaques and banknotes.

The gallery on Krymskiy Val is also called the House of Artists. Here you can see a fine collection of early modern art – including Malevich's "Black Square" and Kandinsky's "Composition VII".



DISCUSS

- Do you like art? Who is your favourite artist?
- What is your favourite style of art? Why?
- If you could create any kind of art, what would it be? Why?

ACTIVITY

Help us find out about another Russian art museum. Do some research, select your favourite one and tell us about it.

Beautiful Buildings

There are many famous places to visit all around Russia, but one place in particular is known by name all over the world.

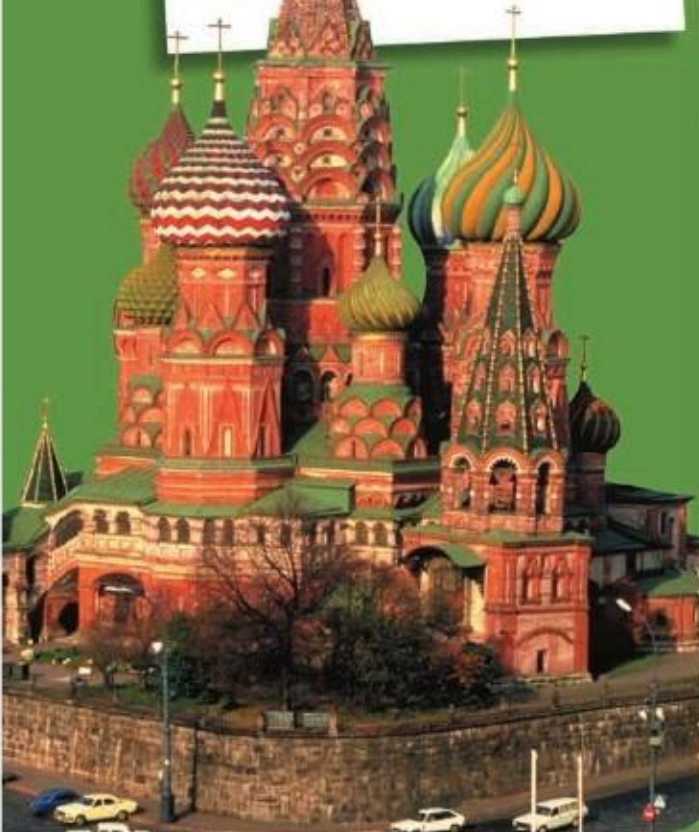
Spotlight on Russia takes you into the world-famous Moscow Kremlin.



The Moscow Kremlin and Red Square

The word *kremlin* means fortress in Russian. The most famous and well-known is the Moscow Kremlin. It is a large, walled area in the heart of Moscow. The Kremlin is built next to the Moskva River on one side and Red Square on the other. Inside, there are beautiful palaces, churches and cathedrals, as well as various other attractive state buildings, tree-lined squares and peaceful gardens. The wall around the Moscow Kremlin is 2,235 metres long and five to nineteen metres high. There are twenty towers that look out over the city in every direction. Spasskaya Tower is 71 m tall and is the main tower that looks out over Red Square.

The Moscow Kremlin and Red Square were designated a UNESCO World Heritage site in 1990. This is not surprising when you discover how many incredibly beautiful churches and palaces there are. For example, in Cathedral Square there are three magnificent cathedrals from the late 15th and early 16th centuries. The Cathedral of the Assumption is the oldest. It is made of white stone and has five golden domes. Many Orthodox patriarchs are buried there. Across the square is the Cathedral of the Annunciation, which also has golden roofs and domes. Inside there are some early 15th-century icons by Theophanes and Andrei Rublyov. Then, there is the Cathedral of St Michael the Archangel where the princes of Moscow and the tsars of Russia are buried. Next to the square is the white bell tower of Ivan III and at the bottom is the huge Tsar Bell which was made in 1733-35 but has never been rung. Then close by is the Tsar Cannon which dates from 1586 and stands next to the mid-17th-century Cathedral of the Twelve Apostles and the Patriarchal Palace.



DISCUSS

- Have you ever been to the Moscow Kremlin? Describe your experience.
- Why is the Kremlin so important to Russia?

ACTIVITY

Learn more about the history of the Moscow Kremlin. When was it built and for what purpose? Who made the decision to build it?

Problem Solving

Have you faced difficult situations in your life and wished for some help and advice? Well, for children and teens in Russia, it's just a phone call away.

Spotlight on Russia learns about an important source of help and support for young Russians – the Telephone of Trust.

This useful service is available in many cities in Russia to offer help, support and advice to young people who call the helpline because they are having difficulty dealing with a problem. The dedicated members of staff are specially trained to deal with teenage issues such as arguments at home, problems at school, bullying, peer pressure, drugs and much more. They are also able to help teens deal with feelings of anger, shame, loneliness, fear or jealousy by offering psychological support and coping techniques.

The Telephone of Trust is often run by local education departments and offers free access day and night, anonymity, confidentiality and respect to anyone who calls.

We asked one volunteer what advice she would give for the following problems:

I argue with my parents all the time, what can I do?

It can be frustrating when your parents don't let you do what you want. Arguing can make you and your parents feel angry and upset. Try to talk to your parents calmly. Listen to what they have to say and they will be more likely to listen to you.

I feel like running away, what can I do?

If you are unhappy, running away will not make it better. You will have different problems if you are alone on the streets. Talk to us about how you feel. It may be hard to talk about what's wrong but it will really help. We will always listen and we can help you find a way to solve your problems without running away.



DISCUSS

- How do you deal with your problems?
- Have you ever called a helpline? When? Why? If not, would you in the future? Why (not)?

ACTIVITY

What are some of the common emotional or psychological problems that people your age face and what can they do to deal with them?

Hold a class discussion.

Inspiring People

Roman Petushkov won many awards and honours in athletics, but it was his strength and determination in life that made him a true champion!

Spotlight on Russia introduces you to an inspiring Russian champion who beat the odds and made it to the top.

Top athletes push themselves to their limits to achieve their goals. So athletes who work with a disability are even more to be admired. One name in particular that comes to mind is Russia's greatest Paralympic hero, Roman Petushkov.

Born in Moscow in 1978, Petushkov was pursuing his athletic career when he lost his legs in a car accident in 2006. But he was determined not to let this stop him. He began training for cross-country skiing and the biathlon as sitting events. It paid off; in the 2010 Winter Olympics in Vancouver, Canada Petushkov won a silver medal for skiing and a bronze for the biathlon.

His huge success, however, came at the Sochi Paralympic Games of 2014, when he won no fewer than six gold medals! The first of these was for the 7.5-kilometre men's skiing event, sitting. The medal was Russia's first ever gold at the Sochi Olympics and the Russian president sent Petushkov a telegram to congratulate him.

Roman Petushkov's determination to perform despite the obstacles he had to face has earned him numerous awards and honours. He is now a top name internationally and in 2015 he was named Sportsperson of the Year with a Disability.

DISCUSS

- What challenges have you faced in your life? How did you overcome them?
- Who is your favourite Russian athlete? Why?
- Would you like to be a famous athlete? Why? Why not?

ACTIVITY

Write to us and tell us about your real-life hero. What challenges did this person overcome and how have they made a difference in his/her life?

Grammar Reference Section — Грамматический справочник

MODULE 1

Present Simple — Настоящее простое время

УТВЕРДИТЕЛЬНАЯ ФОРМА	
I/you/we/you/they work . He/she/it works .	
ОТРИЦАТЕЛЬНАЯ ФОРМА	
I/you/we/they don't work .	He/she/it doesn't work .
ВОПРОСИТЕЛЬНАЯ ФОРМА	КРАТКИЕ ОТВЕТЫ
Do I/you/we/they work ?	Yes, I/you/we/they do . No, I/you/we/they don't .
Does he/she/it work ?	Yes, he/she/it does . No, he/she/it doesn't .

Формообразование: V/Vs в 3-м лице единственного числа.

Правописание формы 3-го лица единственного числа

- к большинству глаголов 3-го лица единственного числа добавляется **-s**.
I talk — he talks
- к глаголам, оканчивающимся на **-ss, -sh, -ch, -x** или **-o**, добавляется **-es**.
I miss — he misses, I fish — he fishes, I match — he matches, I mix — he mixes, I go — he goes
- у глаголов, оканчивающихся на **согласную + y, -y** изменяется на **-i** и добавляется **-es**.
I fry — he fries

НО:

- к глаголам, оканчивающимся на **гласную + y**, добавляется **-s**.
I pay — he pays

Употребление

Present Simple употребляется, когда речь идет о:

- повседневных и регулярных действий.**
*We **take** a lunch break at 1:30 in the afternoon.*
- повторяющихся действиях.**
*She **goes** to the gym every Wednesday.*
- привычках.**
*He always **takes** the train to work.*
- обзорах, спортивных комментариях, рассказах.**
*Meryl Streep **acts** beautifully in this film.*
- расписаниях / программах (в том числе в значении запланированного будущего).**
*The play **starts** at 8:00.*
- восклицаниях.**
*Here **comes** Elaine!*
- последовательных действиях в настоящем.**
*He **gets up, takes a shower and has breakfast.***

Указатели времени (сигналы), употребляемые с Present Simple: *usually, often, always, every hour/day/week/month/summer/year, etc, every morning/evening, at night/the weekend, on Fridays.*

Adverbs of frequency — Наречия частотности

Наречия частотности показывают, как часто происходит действие.
always (100%), usually (75%), often (50%), sometimes (25%), never (0%)

Употребление

Наречия частотности употребляются **перед смысловым глаголом, но после глагола to be и после вспомогательных глаголов.**

*She's **always** late for classes.*

*They **never** go out on Mondays.*

*He **has never** travelled abroad.*

Present Continuous — Настоящее продолженное время

Формообразование: глагол "to be" в Present Simple (am/is/are) + основная форма глагола + суффикс **-ing**.

Правописание

- У глаголов, оканчивающихся на **-e, -e** опускается и добавляется **-ing**.
*bake — **baking**, sunbathe — **sunbathing***
- В глаголах с ударной гласной между согласными, последняя согласная удваивается и прибавляется **-ing**.
*occur — **occurring**, begin — **beginning***
НО: *discover — **discovering***
- У односложных глаголов, оканчивающихся на гласную + согласная, согласная удваивается и прибавляется **-ing**.
*sit — **sitting**, stop — **stopping***

Употребление

Present Continuous употребляется, когда речь идет о:

- действиях, происходящих сейчас, в момент речи.
*We **are watching** TV now.*
- действиях, происходящих в настоящий период времени.
*We **are not painting** the kitchen today, we **are papering** the hall.*
- запланированных действиях в будущем, особенно когда известно время и место действия.
*We're **leaving** for Moscow this evening.*
- временных ситуациях.
***Is she living** with her grandparents at the moment?*
- меняющихся и развивающихся ситуациях.
*She **is getting** thinner and thinner.*

Grammar Reference Section — Грамматический справочник

- с такими наречиями, как *always, constantly, continually*, для выражения эмоционального состояния (часто раздражения) по поводу часто повторяющихся действий.

*She's always **complaining**.*

Примечание. Следующие глаголы не имеют формы Present Continuous: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc. (см. с. GR2 Stative Verbs)

*I **remember** our holiday in Italy.*

Указатели времени (сигналы), употребляемые с **Present Continuous**: *now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.*

Present Simple vs Present Continuous — Настоящее простое время и настоящее продолженное время

- Present Simple** употребляется, когда речь идет о привычных состояниях.
*Richard **speaks** Polish.*
НО:
- для описания временных ситуаций употребляется **Present Continuous**.
*She's **washing** her hair now.*
- Present Simple** употребляется, когда речь идет о повторяющихся действиях.
*She **wakes up** at 6:00 every morning.*
НО:
- для действий, происходящих в настоящий период времени, употребляется **Present Continuous**.
*He's **working** really hard these days.*
- Present Continuous** употребляется, когда речь идет о запланированном действии в будущем.
*We **are leaving** for St Petersburg on Monday.*
НО:
- когда речь идет о транспорте в значении запланированного будущего, употребляется **Present Simple**.
*The train **leaves** at 9.*

Stative Verbs — Глаголы состояния

В английском языке есть глаголы, которые обозначают состояние, а не действие предмета/лица. Эти глаголы не употребляются в Present Continuous. Среди них:

- глаголы чувственного восприятия (appear, feel, hear, look, see, smell, sound, taste).
*It **sounds** fantastic.*
- глаголы, описывающие мыслительную деятельность (think, believe, forget, know, realise, remember, understand).
*I **realise** how difficult it is.*

- глаголы, выражающие чувства и эмоции (desire, detest, enjoy, hate, like, love, prefer, want).
*Sarah **enjoys** cooking.*
- некоторые другие глаголы (be, belong, contain, cost, fit, have, include, keep, matter, need, owe, own, weigh, wish).
*The dress **costs** £500.*

Некоторые из этих глаголов могут употребляться в Present Continuous, но в другом значении.

PRESENT SIMPLE	PRESENT CONTINUOUS
I think she's a lovely girl. (= думать, полагать)	I am thinking about moving to the capital. (= обдумывать)
He has got a hamster. (= иметь, владеть)	She is having a difficult time at work. (= проводить время) He is having lunch now. (= обедать) He is having a bath. (= принимать ванну)
You can see the volcano from the hilltop. (= видеть)	I'm seeing Lisa in the afternoon. (= встречать(ся))
The chicken tastes salty. (= быть ... на вкус)	Paul is tasting the soup to see if it is warm enough. (= пробовать на вкус)
The perfume smells flowery. (= иметь запах, пахнуть)	She is smelling the roses. (= нюхать, вдыхать аромат)
She appears to be having a great time. (= казаться, производить впечатление)	Paul is appearing in a new theatre production. (= выступать, появляться)
The trousers fit perfectly. (= подходить по размеру)	Tim is fitting a new door in the garage. (= устанавливая)

Примечание. Глагол **enjoy** может употребляться во временах **Continuous** для выражения особого предпочтения.

*Jack really **enjoys** reading crime novels. (общее предпочтение)*

НО:

*He's **enjoying** the party very much. (уточненное предпочтение)*

Глаголы **look** (когда речь идет о чьей-либо внешности), **feel** (переживание определенных эмоций), **hurt** и **ache** могут использоваться во временах **Simple** и **Continuous** без изменения значения.

*She **looks** very beautiful today. = She **is looking** very beautiful today.*

Grammar Reference Section — Грамматический справочник

Present Perfect — Настоящее совершенное время

Формообразование: глагол "have" + 3-я форма смыслового глагола.

3-я форма правильных глаголов образуется путем добавления **-ed**: *complain — complained*

Для неправильных глаголов: have + Past Participle (см. список неправильных глаголов).

Употребление

Present Perfect употребляется, когда речь идет:

- о действии, произошедшем в неустановленное время в прошлом; результат этого действия налицо.
*Look at Tom. He's sad because he **has failed/hasn't passed** his exam.*
*She **has done** the shopping.* (Действие завершено. Покупки на настоящий момент сделаны. Время неизвестно или не имеет значения. Очевиден результат.)
*Are you ready, Tom? **Have** you already **packed** your suitcase?*
- о действиях, завершившихся в незаконченный отрезок времени.
- в предложениях со словами *today, this morning/afternoon/week, so far* и т.п., когда эти периоды времени не закончены к моменту речи или важно подчеркнуть количество.
*He **has drunk** two cups of coffee today.* (It is still the same day.)
*She **has been** to the gym seven times this week.*
- о событиях, личном опыте, переживаниях, изменениях, которые произошли и которые сообщаются как новость.
*Have you ever **celebrated** your birthday in the park? She **has cut** her hair short recently. He **has** just had breakfast.*
- действии, которое началось в прошлом и продолжается до настоящего времени (с глаголами состояния).
*I **have known** Ivan since childhood.*

Указатели времени (сигналы), употребляемые с Present Perfect: *just, already, yet, ever, never, for, since.*

Present Perfect Continuous — Настоящее совершенное продолженное время

Формообразование: глагол "have/has" + been + смысловой глагол + -ing.

Употребление

Present Perfect Continuous употребляется, когда:

- подчеркивается значение длительности действия, которое началось в прошлом и продолжается до настоящего времени.

*He **has been rearranging** the living room since Friday.*

*How long **have** you **been studying** English?*

- описывается действие, которое началось и закончилось в прошлом и косвенные результаты (побочное следствие) которого очевидны в настоящем.

*She's happy because **she's been listening** to her favourite music all day.*

*Her eyes are red. She **has been crying**.*

- необходимо выразить злость, раздражение, критику по поводу неоднократного действия.

*She **has been using** my computer without asking me.*

- речь идет о повторяющихся действиях в прошлом, продолжающихся до настоящего момента.

*He **has put on weight** because he's **been eating** junk food every day.*

Указатели времени (сигналы), употребляемые с Present Perfect Continuous: *since, for, how long* (при акценте на длительности действия).

Present Perfect vs Past Simple — Настоящее совершенное время и прошедшее простое время

Past Simple употребляется, когда речь идет о:

- действии, произошедшем в установленное время в прошлом.
*Liz **watched** a film yesterday.* (Когда? Вчера. Время указано.)
- действии, которое началось и закончилось в прошлом.
*Paul **had** an earache for a week.* (У него больше не болит ухо.)

Present Perfect употребляется, когда речь идет о:

- действии, которое произошло в неопределенное время в прошлом.
*Liz **has watched** a film.* (Неизвестно когда.)
- действии, которое началось в прошлом и все еще продолжается в настоящем.
*Paul **has lived** here for two years.* (Он все еще живет здесь.)

have gone to/have been to/have been in

- She **has gone to** work. (Она ушла на работу (в дороге или уже на работе. Она пока не вернулась.)
- He **has been to** Berlin. (Он бывал в Берлине. Он был в Берлине, но сейчас он уже не там. Он вернулся.)
- They **have been in** St.Petersburg for eight months. (Они в Санкт-Петербурге 8 месяцев. Они сейчас там.)

Grammar Reference Section — Грамматический справочник

Exclamations — Восклицания

Восклицания — это слова или предложения, употребляемые для выражения восхищения, удивления и т.п. Для образования восклицательных предложений используются обороты со словами *what (a/an), how, such, so* или вопросы с отрицанием.

- *how* + прилагательное / наречие
How tall she is! How carefully he drives!
- *what* + *a/an* (+ прилагательное) + исчисляемое существительное в ед. числе
What a pretty baby!
What an amazing story! What an experience!
- *what* (+ прилагательное) + неисчисляемое существительное или существительное во множественном числе
What colourful paintings!
What horrible weather! (NOT: What a horrible weather)
- вопросы с отрицанием: **Isn't it great to be here!**

Relative clauses — Определительные придаточные предложения

Определительные придаточные предложения присоединяются к главному в составе сложноподчиненного предложения с помощью относительного местоимения или наречия.

Употребление:

- **who(m)/that** употребляются в отношении людей.
*The girl **who/that** lives next door to Jan is my cousin.*
- **which/that** употребляются в отношении вещей, предметов.
*The shop **which/that** has just opened in Wendover Street is lovely.*
- **whose** употребляются в отношении людей, животных или предметов, чтобы обозначить принадлежность им.
*She's the girl **whose** father is a pilot.*
*That's the car **whose** interior was destroyed by fire.*

Who, which или **that** могут быть опущены, если они являются дополнением в определительном придаточном предложении.

You met a woman. She's my auntie Mary.



*The woman (**who**) you met is my auntie Mary.*

Who, which или **that** не могут быть опущены, если они являются подлежащим в определительном придаточном предложении.

A girl lives next door. She's a famous actress.

*The girl **who** lives next door is a famous actress.*

Относительные наречия (*when, where, why*) также используются для связи главного предложения с придаточным определительным.

Употребление:

- **when/that** употребляются в отношении времени.
*That was the year (**when/that**) she finished school.*
- **where** употребляется в отношении места.
*The gallery **where** we found this picture is very famous.*
- **why** употребляется в отношении причины.
*The reason (**why**) she was late is still unclear.*

Defining — Non-defining relative clauses — Ограничительные и неограничительные определительные придаточные предложения

- Ограничительные определительные придаточные предложения дают необходимую информацию, которая является существенной для значения главного предложения. Такие предложения не обособляются запятыми. Они вводятся словами **who, whom, whose, which** or **that**.
*The museum **which** was under repair has reopened.* (Какой музей был открыт? Тот, который был на ремонте.)
- Неограничительные определительные придаточные предложения дают дополнительную информацию, которая не является существенной для главного предложения. Такие предложения обособляются запятыми. Они вводятся словами **who, whom, whose** or **which** (но не **that**).
*Cate Blanchett, **who** stars in 'The Lord of the Rings', is a great actress.* (Определительное придаточное предложение дает информацию о Cate Blanchett. Если ее опустить, значение главного предложения не изменится.)

	Подлежащее определительного придаточного предложения (не может быть опущено)	Дополнение определительного придаточного предложения (может быть опущено)	Принадлежность (местоимение не может быть опущено)
употребляется в отношении людей	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>
употребляется в отношении предметов / животных	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>

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- Особо следует различать придаточные предложения с **which**, относящиеся ко всему главному предложению, имеющие значение следствия. В этом случае придаточные предложения обособляются запятой.
She has to wake up at 6 every day, which she doesn't like.
- **Whom, which** и **whose** может быть использовано в выражениях, обозначающих количество, с **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** может быть использовано вместо **who, whom** или **which**, но никогда не используется после местоимений и предлогов.
*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)*

МОДУЛЬ 2

Infinitive — Инфинитив

Инфинитив с частицей **to** употребляется:

- для выражения цели: *She went to the supermarket to buy some cheese.*
- после следующих глаголов: *prefer, agree, appear, decide, expect, hope, plan, promise, refuse, want, etc.* В том числе в составе конструкции Complex Object.
*I hope to see them soon.
I expect him to be here.
I want you to come.*
- после **would like, would prefer, would love** и т.д. для выражения определенного предпочтения.
I would love to come to your party.
- после прилагательных, обозначающих чувства и эмоции (*happy, glad, sad, etc.*), выражающих готовность/неготовность (*eager, reluctant, willing, etc.*), описывающих проявление черт характера человека (*clever, kind, etc.*) и прилагательных **lucky** и **fortunate**, по отношению к какому-либо действию.
I was sad to hear you were not feeling well.
Примечание. С такими прилагательными также используются безличные конструкции **it + be + adjective/noun**.
*It was kind of you to lend me your laptop.
It was moving to see him again after so many years.*
- после **too/enough**. *She's old enough to watch the film.*
- после **be + the first/second/next/last + noun**.
She was the first person to call me on my birthday.
- после глаголов (и выражений с ними) **ask, decide, explain, find out, learn, want, want to know,**

etc., когда за ними следует вопросительное слово.
She asked me when to get the tickets.

- в устойчивых выражениях **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.
Примечание. Если два инфинитива с частицей **to** соединяются союзами **and/or**, частица **to** второго инфинитива опускается.
I would love to go to Paris and see the museums.
- после некоторых существительных: **honour, goal, way, etc.** *It's an honour to take part in this festival.
You can find a better way to spend your time.*
- с **so + adjective + as**. *Would you be so kind as to help me with the door?*
- с 'only', выражающим неудовлетворительный результат.
She drove all the way to the mall only to find it was closed.
- в выражениях **for + noun/pronoun + to -inf**.
It was very unusual for John to speak so rudely.

Примечание. **Dare** в значении 'осмелиться сделать что-либо' употребляется с инфинитивом с **to** или без частицы **to**. *I don't dare (to) tell him the truth. Dare, обозначающее угрозу, предупреждение или злобу, употребляется без частицы **to**. Don't you dare talk to me like that. Dare, обозначающее вызов, употребляется с инфинитивом с частицей **to**.*
I dare you to dive into the sea from the cliff.

Инфинитив без частицы **to** употребляется:

- после модальных глаголов.
Sally can speak Portuguese fluently.
- после **had better** и **would rather**.
You had better put a jacket on.
Примечание. **Help** может употребляться с инфинитивом с частицей **to** и с инфинитивом без частицы **to**.
She helped me (to) carry the desk.

Complex Object — Сложное дополнение

Complex object представляет собой конструкцию, состоящую из существительного в общем падеже или личного местоимения в косвенном падеже и инфинитива глагола с или без частицы **to** или Participle I (-ing form).

Сложное дополнение употребляется:

- с глаголами **want, wish, allow, expect, like (would like), hate, order** + инфинитив с частицей **to**.
Tom wanted his son to work out a new computer programme.

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Сложное дополнение употребляется

- после глаголов **let, make, see, hear, watch, notice** и **feel** + инфинитив без частицы **to**.

*They **let him travel** on his own.*

НО:

с **be made, be heard, be seen** в страдательном залоге употребляется инфинитив с частицей **to**.

*She **was seen to speak** to flowers in her garden.*

- после глаголов **hear, listen to, notice, see, watch** и **feel** для обозначения незавершенного действия употребляется **-ing** форма.

*I **saw Paul waiting** for the bus.*

Примечание. Когда после **see, hear** и **watch** следует **-ing** форма глагола, в страдательном залоге их форма не изменяется.

*I **heard her crying** in her room.*

*She **was heard crying** in her room.*

-ing form — -ing форма глагола

-ing form употребляется:

- в роли подлежащего.
***Exercising** is good for your health.*
 - после глаголов: **admit, appreciate, avoid, consider, continue, deny, fancy, go (for activities), imagine, mind, miss, practise, prevent, quit, save, suggest**.
*You should **avoid eating** junk food.*
 - после глаголов **love, like, enjoy, prefer, dislike, hate** для выражения общего предпочтения.
*Brian **prefers walking** alone.*
 - после выражений: **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.*
 - в сочетании с глаголами **spend, waste, lose** (time, money, etc.).
*He **spends** an hour **playing** the guitar every day.*
 - с такими глаголами и выражениями, как: **think of, apologise for, object to, look forward to, be used to, in addition to**.
*She's **looking forward to receiving** a letter from him.*
*I was **thinking of calling** John.*
*He **apologised for** being late.*
 - после глагола **prefer** для выражения конкретного предпочтения.
*She **prefers walking to driving** on the way to work.*
- НО:**
Инфинитив без частицы **to** употребляется с **hear, listen to, notice, see, watch** и **feel** для обозначения завершенного действия.
*I **didn't see Paul get on** the bus.*
- Примечание:** **be/get used to + -ing form**
*I'm **used to working** very hard. (It's my habit.)*
- НО:**
*I **used to work** very hard. (I don't any more.)*

Differences in meaning between the to-infinitive and -ing form — Разница в значении между инфинитивом с частицей to и -ing формой глагола

После некоторых глаголов может употребляться как инфинитив с частицей **to**, так и **-ing** форма глагола с разницей в значениях.

- **forget** + инфинитив с частицей **to** — забыть сделать что-либо.

*She **forgot to buy** milk.*

- **forget** + **-ing**-форма глагола — забывать о событии в прошлом.

*I'll never **forget visiting** London for the first time.*

- **remember** + инфинитив с частицей **to** — помнить, не забыть сделать что-либо.

*Did you **remember to call** Maria?*

- **remember** + **-ing**-форма глагола — помнить о событии в прошлом.

*I **remember meeting** her in Paris.*

- **mean** + инфинитив с частицей **to** — намереваться, собираться.

*I **apologise**. I **didn't mean to upset** you.*

- **mean** + **-ing**-форма глагола — подразумевать, предполагать.

*Being a good doctor **means devoting** your life to helping others.*

- **regret** + инфинитив с частицей **to** — сожалеть о том, что приходится сообщать что-либо неприятное (обычно употребляется в Present Simple с такими глаголами, как **say, tell, inform, announce**).

*I **regret to inform** you that your application has been rejected.*

- **regret** + **-ing**-форма глагола — сожалеть о сделанном, совершённом.

*I **regret hurting** your feelings.*

- **try** + инфинитив с частицей **to** — стараться делать все возможное.

*I **tried to convince** her that everything would be alright.*

- **try** + **-ing** форма глагола — пробовать делать что-либо в качестве эксперимента.

*You should **try exercising** more often.*

- **stop** + инфинитив с частицей **to** — остановиться на время с целью что-либо сделать.

*While he was driving to work, he **stopped to buy** a sandwich.*

- **stop** + **-ing**-форма глагола — прекратить делать что-либо.

*She **stopped drinking** coffee months ago.*

- **go on** + инфинитив с частицей **to** — закончить действие и приступить к новому действию.

*She **did the washing up**, then **went on to tidy up** the kitchen.*

- **go on** + **-ing**-форма глагола — продолжать делать что-либо.

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She **went on talking** for hours.

- want + инфинитив с частицей to — желать, хотеть.
*I **want to travel** to Africa.*
want + -ing-форма глагола — что-либо требует какого-либо действия.
*My car **wants cleaning**.*
- be sorry to hear/see/learn, etc. — с сожалением услышать/увидеть/узнать.
*I was **sorry to hear** you haven't been feeling well.*
- be sorry for + -ing-форма глагола — извиняться за что-либо.
*I'm **sorry for being** so abrupt with you.*
- hate + инфинитив с частицей to — испытывать неудовольствие по поводу предстоящего действия.
*I **hate to disappoint** you but he's not coming.*
hate + -ing-форма глагола — не любить то, что приходится делать.
*I **hate troubling** you, but could you help me with this?*
- be afraid + инфинитив с частицей to — бояться делать что-либо, сомневаться, колебаться.
*She was **too afraid to travel** on her own.*
- be afraid of + -ing form — бояться, что может случиться действие, обозначенное -ing формой глагола.
*When exercising, I'm **afraid of injuring** my back.*

Verbs taking to-infinitive or -ing form without a change in meaning — Глаголы с инфинитивом с частицей to или -ing-формой глагола без разницы в значении

- begin, continue, intend, start + инфинитив с частицей to или -ing-форма глагола.
*She **began talking/to talk**.* Две -ing-формы глагола не могут следовать друг за другом.
NOT: *She ~~is beginning talking~~.* **BUT:** *She is beginning to talk.*
- advise, allow, encourage, permit, require + дополнение + инфинитив с частицей to.
*He **advised me to stay** indoors.*
- advise, allow, encourage, permit, require + -ing-форма глагола.
*He **advised taking** two tablets.*
- need, require, want + инфинитив с частицей to/-ing-форма глагола/инфинитив в форме страдательного залога.
*You **need to mow** the lawn.*
*The lawn **needs mowing**. The lawn **needs to be mowed**.*
- be advised, be allowed, be encouraged, be permitted, be required + инфинитив с частицей to. С этими пассивными конструкциями употребляется только инфинитив с частицей to.
*I was **advised to take** two tablets.*

too — enough

- Too** (в значении «слишком») употребляется перед прилагательными и наречиями и используется для выражения чрезмерного количества какого-либо качества.
*Mr Smith is **too busy** to see you right now.*
- Enough** («достаточно») употребляется после наречий и прилагательных и используется для выражения достаточного количества какого-либо качества.
*Emma can speak Spanish well **enough** to have a simple conversation.*
*Tom is **not old enough** to drive yet.*
- Enough/Not enough** также употребляется перед существительными и показывает достаточное/недостаточное количество чего-либо.
*We have **enough** time before the plane leaves so there's no need to hurry.*
*There were **not enough** chairs for everyone so some people had to stand.*

МОДУЛЬ 3

Past Simple — Прошедшее простое время

Форма: Past Simple для правильных глаголов образуется путем прибавления **-ed** к инфинитиву глагола. Past Simple неправильных глаголов образуется путем изменения формы этих глаголов (см. список неправильных глаголов). Форма Past Simple не изменяется по числам, за исключением глагола **to be (was/were)**.

УТВЕРДИТЕЛЬНАЯ ФОРМА	
I/you/he/she/it/we/they worked .	
ОТРИЦАТЕЛЬНАЯ ФОРМА	
I/you/he/she/it/we/they didn't work .	
ВОПРОСИТЕЛЬНАЯ ФОРМА	
Did I/you/he/she/it/we/they work ?	
КРАТКИЕ ОТВЕТЫ	
Yes, I/you/he etc did .	No, I/you/he etc didn't .

Правописание (форма **Past Simple** правильных глаголов)

- к глаголам, оканчивающимся на **-e**, добавляется **-d**: *I wave — I **waved***
- в глаголах, оканчивающихся на согласную + **y**, у меняется на **i** и добавляется **-ed**: *I cry — I **cried***
- к глаголам, оканчивающимся на гласную + **y**, добавляется **-ed**:
*I pray — I **prayed***

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- в глаголах с ударной гласной между согласными последняя согласная удваивается и добавляется **-ed**:
I skip — I skipped
- в глаголах, оканчивающихся на **-l**, **I** удваивается и добавляется **-ed**:
I travel — I travelled

Употребление

Past Simple употребляется, когда речь идет о:

- действиях, произошедших в прошлом.
Bruce called Tina yesterday morning.
- действиях, произошедших в прошлом, с указанием времени.
She went to the gym at 7 o'clock. (Когда? В 7 часов.)
- повторяющихся действиях в прошлом.
We often travelled to London when we were students.
- последовательных действиях в прошлом.
She woke up, put some clothes on and ran out of the house.
- законченных действиях в прошлом, не связанных с настоящим.
Henry James wrote many novels.

Указатели времени (сигналы), употребляемые с Past Simple: *yesterday, yesterday morning/evening etc, last night/week, etc, two weeks/a month ago, in 1988, etc.*

Past Continuous — Прошедшее продолженное время

Форма: форма Past Simple глагола **to be** (was/were) + Participle 1 (**-ing** форма смыслового глагола).

Употребление

Past Continuous употребляется для описания действия в процессе развития в прошлом, когда речь идет о:

- действии, которое происходило в определенное время в прошлом.
It was raining when we got up this morning.
- действии, которое происходило в прошлом и было прервано другим действием, тогда Past Continuous употребляется для описания действия в развитии/процессе (длительное действие), а Past Simple — для описания действия, которое прервало его (краткое действие).
He was reading his essay when he noticed a mistake.
What were the children doing when the parents came back home?
- двух или более одновременных действиях в прошлом (обычно выполняемых разными людьми).
While she was feeding the baby her husband was talking on the phone.

- фоновой ситуации в рассказах и повествованиях.
The wind was howling and dark clouds were gathering in the sky. Paul wasn't sleeping, he was standing ... etc.

Указатели времени (сигналы), употребляемые с Past Continuous: *while, when, as, all day/night/morning/yesterday, etc.*

Past Simple и Past Continuous

- **Past Simple** употребляется для описания действия, которое произошло в указанное время в прошлом.
He lost his wallet three weeks ago.
НО:
Past Continuous употребляется для описания действия в процессе развития, которое происходило в определенный момент в прошлом.
He was jogging in the park yesterday afternoon.
- **Past Simple** употребляется для описания последовательных действий в прошлом.
He closed the windows, turned off the lights and locked the door.
НО:
Past Continuous употребляется для описания одного или более одновременных действий, выполняемых разными людьми в прошлом.
Tim was reading a book and his brother was listening to music.
- **Past Continuous** употребляется для описания действия в развитии/процессе, которое было прервано. **Past Simple** употребляется для описания действия, которое его прервало.
As George was driving to work his car broke down.

Past Perfect — Прошедшее совершенное время

Форма: had + Participle 2 (3-я форма) смыслового глагола.

Употребление

Past Perfect употребляется, когда речь идет о:

- действии, которое предшествовало другому действию в прошлом.
Roy had fallen asleep before his parents returned home.
 - действии, которое завершилось в прошлом, при описании его результата.
Jim had shaved his beard and he looked very nice.
Suddenly Sue remembered that she hadn't switched off the iron.
- Примечание:** Past Perfect является эквивалентом Present Perfect в прошедшем времени.
а) *He had argued with a friend and he felt miserable.* (Действие 'had argued' произошло в

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прошлом и результат 'felt miserable' был налицо тоже в прошлом.)

b) He **has argued** with a friend and he **feels** miserable. (Действие 'has argued' произошло в прошлом, а результат 'feels miserable' очевиден в настоящем.)

Указатели времени (сигналы), употребляемые с Past Perfect: *before, after, already, just, till/until, when, by, by the time, never, for, since.*

Past Perfect Continuous — Прошедшее совершенное продолженное время

Форма: had + been + Participle 1 (-ing форма смыслового глагола).

Употребление

Past Perfect Continuous употребляется, когда:

- подчеркивается длительность действия, которое началось и закончилось в прошлом перед другим действием в прошлом, обычно с *since* или *for*, *how long*.

He **had been living** in the city for ten years before he moved to the countryside.

You looked very tired last Sunday, didn't you? How long **had you been waiting** for the train?

- обозначается действие, которое началось и закончилось в прошлом и косвенные результаты которого были очевидны в прошлом по завершении действия.

The children **had been playing** in the garden all afternoon so their clothes were dirty. (Дети играли в саду весь день; описывается результат: у них была грязная одежда.)

Примечание: Past Perfect Continuous является эквивалентом Present Perfect Continuous в прошедшем времени.

a) Tony **had been working** for many hours so he was tired. (Действие 'had been working' продолжалось некоторое время в прошлом и результат 'was tired' был налицо в прошлом.)

b) Tony **has been working** for many hours so he is tired. (Действие 'has been working' началось в прошлом, а результат 'is tired' все еще виден в настоящем.)

Указатели времени (сигналы), употребляемые с Past Perfect Continuous: *before, for, since, till/until, how long.*

Конструкция used to / would + infinitive

- Конструкции **used to** + to-инфинитив и **would** + инфинитив глагола без частицы **to** используются, когда речь идет о повторяющихся действиях в прошлом.

She **used to/would** play tennis three times a week when she was a teenager.

- В этом случае **used to/would** может быть заменено **Past Simple** без изменения в значении.

*When I was at university, I **performed/used to** perform in theatrical plays.*

НО:

Для обозначения единичного действия, которое произошло в определенное время в прошлом, употребляется **Past Simple**, не **used to**.

*I **lost** my purse yesterday. (NOT: I used to lose my purse yesterday.)*

- **Used to** употребляется также для обозначения фактов из прошлого, которые более не имеют места в настоящем.

*I **used to work** as a waiter. Now I work as an electrician. (NOT: I would work as a waiter.)*

Logical Assumptions/Deductions (must, may, can't) — Логические предположения/выводы (модальные глаголы *must, may, can't*)

- **Must** употребляется, когда есть полная уверенность в вероятности действия в настоящем или прошлом.
*Tom looks guilty. He **must** have done something wrong. Том выглядит виноватым. Должно быть, он сделал что-то не так.*

- **May/might/could** употребляется, когда есть вероятность, что действие происходит или происходило.
*There's a lot of traffic today so John **might** be late. Сегодня интенсивное движение, поэтому Джон, вероятно, опоздает.*

*Sue **may** have returned your book. Check your desk. Возможно, Сью вернула твою книгу. Посмотри на своем столе.*

- **Can't/Couldn't** употребляется для выражения невозможности действия в настоящем или прошлом.
*The TV **can't** be broken. It's brand-new. Не может быть, чтобы ТВ был сломан – он абсолютно новый.*
*She **couldn't** have said something so rude. She is an extremely polite person. Не может быть, чтобы она сказала такую грубость. Она исключительно вежливый человек.*

МОДУЛЬ 4

Future Simple — Будущее простое время

Формообразование: will + V.

Употребление

Future Simple употребляется, когда речь идет о:

- прогнозах, предсказаниях на будущее (обычно с глаголами: *hope, think, believe, expect, imagine*; с выражениями: *I'm sure, I'm afraid*; с наречиями: *probably, perhaps, maybe, etc.*).

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I think she'll change her mind.

Perhaps Peter will join us.

- обещаниях.
I promise I'll help you tidy the house.
- сиюминутных решениях.
It's cold in here. I'll turn the heat up.

Примечание. 'Shall I/we' обычно используется в вопросительной форме, когда делается предложение или высказывается просьба о совете.

Shall we go to the museum today?

Указатели времени (сигналы), употребляемые с Future Simple: *tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year.*

Другие способы выражения значения будущего

be going to

Форма: глагол to be + going to + V.

Употребление

be going to употребляется, когда речь идет о:

- планах на будущее и намерениях. *Ivan is going to join a boxing club soon. (He's planning to ...)*

НО:

will употребляется для выражения решений, принятых в момент речи.

I'm bored. I'll call my friend to chat.

- прогнозах, основанных на том, что мы видим или знаем.

Look out! You're going to step on the dog's tail!

НО:

will употребляется для прогнозов, предсказаний будущих событий, основанных на наших предположениях.

Evelyn hasn't studied much so I don't think she'll pass her maths test.

- принятых решениях по поводу действий в ближайшем будущем.

Dylan is going to invite his friends to dinner. (Он уже решил сделать это.)

Future Perfect — Будущее совершенное время

Форма: will have + Participle 2/причастие прошедшего времени (3-я форма) смыслового глагола.

Употребление

Future Perfect употребляется, когда речь идет о:

- действии, которое совершится до определенного момента в будущем.

We will have finished our course by the end of June.

Указатели времени (сигналы), употребляемые с Future Perfect: *before, by, by then, by the time, until/till* (только в отрицательных предложениях).

Future Continuous — Будущее продолженное время

Форма: will be + Participle 1/причастие настоящего времени (-ing форма) смыслового глагола.

Употребление

Future Continuous употребляется, когда речь идет о:

- будущем действии в процессе его совершения в определенный момент в будущем.

This time next week I'll be sunbathing in Sochi.

- действию, которое наверняка произойдет в будущем согласно плану, договоренности.

She will be driving to Cheshire tonight.

- вежливом вопросе о чьих-либо намерениях на ближайшее будущее.

Will you be watching the show tonight?

Present Simple в значении будущего

Расписания/Программы

The plane takes off at 10:00 am.

Present Continuous в значении будущего

Договоренность на ближайшее будущее

I'm throwing a surprise party for my brother on Saturday.

Time Clauses — Придаточные предложения времени

В придаточных предложениях времени для выражения значения будущего используются глаголы в Present Simple или Present Perfect, но не в формах будущего времени. Они вводятся при помощи таких слов и выражений, как *while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time, etc.*

By the time we get there the film will have started. (NOT: By the time we will get there ...)

После таких слов и выражений, как *unless, if, suppose/supposing, in case etc.*, употребляются Present Simple и Present Perfect, но не формы будущего времени.

Take an umbrella in case it rains later. (NOT: in case it will rain later.)

Формы будущего времени употребляются с:

- **when** — когда оно является вопросительным словом.

When will you go on holiday?

- **if/whether** — после выражений, обозначающих неуверенность/незнание и т.п., таких, как *I don't know, I doubt, I wonder, I'm not sure etc.*
I don't know whether he will get the job.

Clauses of Purpose — Придаточные предложения цели

Придаточные предложения цели вводятся при помощи:

- **to/in order to/so as to + infinitive**
*He is running **to catch** the bus.*
- **so that + can/will** (в значении настоящего/ будущего)
*She'll stay at the office late **so that** she **will** finish the report.*
- **so that + could/would** (в значении прошлого)
*Joe joined a gym **so that** he **could** become fitter.*
- **with the view to/with the aim of + -ing form**
*He went to the bank **with the aim of asking** for a loan.*

Clauses of Result — Придаточные предложения следствия

- Придаточные предложения следствия вводятся при помощи: **that** (after **such/so...**), **(and) as a result**, **(and) as a consequence** (официально), **consequently** (офф.), **so**, **therefore** etc.
*It hadn't rained for two months **and as a result** the country was facing a water shortage.*
- **such a(n) + (прилагательное) + исчисляемое существительное в единственном числе + that + придаточное предложение.** *Mrs Abbot is **such a good teacher** that all her students love her.*
- **such + (прилагательное) + исчисляемое существительное во множественном числе + that + придаточное предложение.** *They're **such nice people** that everybody likes them.*
- **such + a lot of + существительное + that + придаточное предложение.** *He had **such a lot of work** to do that he had to cancel our dinner plans.*
- **so + прилагательное/наречие + that + придаточное предложение.** *They were talking **so loudly** that the librarian asked them to leave the library.*
- **so + few/little/many/much + имя существительное + that + придаточное предложение.** *There was **so much traffic** on the streets that it took us an hour to drive home.*
- **as a result/therefore/consequently/so + that + придаточное предложение.** *We couldn't find a room to book in that hotel and **therefore** we had to look elsewhere.*

МОДУЛЬ 5

Comparatives — Степени сравнения прилагательных и наречий

- Сравнительная степень употребляется при сравнении объектов/действий. Превосходная степень

указывает на высшую степень качества у того или иного объекта/действия. После прилагательного в сравнительной степени обычно используется **than (чем)**.

*Anne is **shorter than** Helen.*

- Перед прилагательным в превосходной степени обычно используется определенный артикль **the** (относящийся к определяемому существительному). После прилагательного в превосходной степени часто используется **in** или **of**.
*Lena is **the youngest of** the three sisters.
Raul is **the funniest person in** the class.*

Образование степеней сравнения прилагательных и наречий:

- к односложным прилагательным добавляется **-er** для образования сравнительной степени и **-est** для образования превосходной:

*small – **smaller** – **smallest***

Примечание: в прилагательных с ударной гласной между согласными последняя согласная удваивается:

*hot – **hotter** – **hottest***

- большинство двусложных и многосложных прилагательные образуют сравнительную степень с помощью **more (более)**, а превосходную с помощью **most (наиболее)**.

*sociable – **more sociable** – **most sociable***

Примечание 1: в двусложных прилагательных, оканчивающихся на согласную + **y, u** заменяется на **i** и добавляется **-er/-est**:

*easy – **easier** – **easiest***

Примечание 2: прилагательные *clever, cruel, friendly, gentle, narrow, quiet, shallow, simple, stupid* образуют сравнительную и превосходную степени сравнения как с **-er/-est**, так и при помощи **more/most**:

*friendly – **friendlier/more friendly** – **friendliest/most friendly***

- к наречиям, совпадающим по форме с прилагательными (*hard, fast, early, late, high, low, deep, long, near, straight*), добавляется **-er/-est**:

*fast – **faster** – **fastest***

- к другим наречиям (e.g. *quickly, slowly, easily*) добавляется **more/most**.

- **Исключения:**

*good/well – **better** – **best***

*much – **more** – **most***

*far – **farther/further** – **farthest/furthest***

*bad/badly – **worse** – **worst***

*little – **less** – **least***

Примечания: 1) **elder/eldest** употребляется для описания людей из одной семьи.

*Her **elder/eldest sister** is an architect.*

2) **farther/farthest** относится к расстоянию, **further/furthest** — к времени.

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Типы сравнительных оборотов:

- **as + прилагательное + as** (употребляется, чтобы показать, что два объекта сходны по определенному качеству). В отрицательных предложениях употребляется **not as/so ... as**. *The blue skirt is **as expensive as** the red one.*
- **less + прилагательное + than** (выражает различие между двумя объектами по количеству определенного качества). Противоположностью является **more ... than**. *Paul is **less successful than** his brother.*
- **the least + прилагательное + of/in** (употребляется для сравнения объекта с двумя или более схожими объектами). The opposite is **most ... of/in**. *She is **the least ambitious** person in the company.*
- **much/a lot/far/a little bit/slightly + comparative** (выражает степень различия по определенному качеству между двумя объектами). *Brian is **slightly older than** Claire.*
- **comparative and comparative** употребляется, чтобы показать увеличение/уменьшение качества. *The traffic gets **worse and worse** every day.*
- **the + comparative ..., the + comparative** (показывает, что два объекта изменяются и эти изменения взаимозависимы). ***The longer** the day went on, **the more** tired she became.*
- **by far + the + superlative** (подчеркивает разницу между объектом и двумя или более схожими объектами). *Last year was **by far the best** the company has ever had.*

Expressing Preference — Выражение предпочтения

Для выражения общего предпочтения употребляются:

- 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.*

Для выражения ситуативного предпочтения употребляются:

- 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.*

МОДУЛЬ 6

either ... or, neither ... nor

either ... or (или ... или/либо ... либо) используется, когда речь идет о выборе одного варианта из

двух (выбор между двумя предметами, людьми, действиями). Возможны следующие конструкции:

- С подлежащим. *Either Mary or Tom will meet you at the zebra crossing.* (Или Мэри, или Том встретят вас у перехода.) Часто в этой и других конструкциях используется модальный глагол **can**.
- Со сказуемым. *You either work with children or visit senior citizens.* (Ты или работай с детьми, или навещай пожилых людей.) *They are either planting trees or cleaning the garden now.* (Они или сажают деревья сейчас, или убираются в саду.) Вспомогательные или модальные глаголы ставятся **перед** either.
- С второстепенными членами предложения. *We can go either to the theatre or to the cinema.* (Мы можем пойти или в театр, или в кино.)

neither ... nor (ни ... ни). В английском предложении не бывает двух отрицаний, в отличие от русского, поэтому глагол с этой конструкцией всегда используется в утвердительной форме. *Neither John nor his sister is at the library, they've already left for the railway station.* (Ни Джона, ни его сестры нет в библиотеке, они уже отправились на станцию.) *Neither Ann nor her friend knows where the fire station is.* (Ни Анна, ни ее подруга не знают, где находится пожарная станция.)

She has neither fed the animals nor cleaned the shelter. (Она ни животных не накормила, ни сарай не почистила.)

He likes neither TV nor radio, he prefers to read. (Он не любит ни ТВ, ни радио, он предпочитает читать.)

В современном английском языке возможно согласование neither ... nor с глаголом в форме множественного числа.

Neither his son nor his daughter were at the party.

The Passive Voice — Страдательный залог

Формообразование. Страдательный залог образуется при помощи глагола **to be** (в нужном времени) и Participle 2/3-й формы смыслового глагола.

	ACTIVE	PASSIVE
Present Simple	Mary makes tea.	Tea is made by Mary.
Present Continuous	I am making tea.	Tea is being made (by me).
Past Simple	Mary made some cakes.	Some cakes were made by Mary.
Past Continuous	Mary was making tea.	Tea was being made by Mary.

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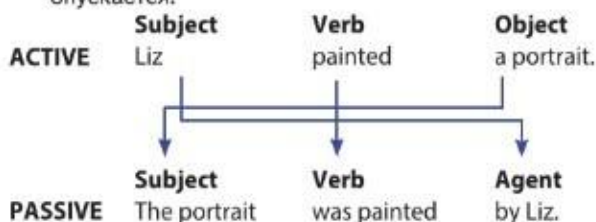
	ACTIVE	PASSIVE
Present Perfect	Mary has made tea and coffee.	Tea and coffee have been made by Mary.
Past Perfect	Mary had made tea.	Tea had been made by Mary.
Future Simple	Mary will make tea.	Tea will be made by Mary.
Future Perfect	Mary will have made tea.	Tea will have been made by Mary.
Infinitive	Mary has to make tea.	Tea has to be made by Mary.
Modal Verbs	Mary may make tea.	Tea may be made by Mary.

Passive Voice употребляется:

- когда очевидно или, напротив, неважно, кто выполняет действие.
*The food **was cooked**.* (Мы не знаем, кто приготовил еду.)
*The shirt **is being washed**.* (Неважно, кто стирает рубашку.)
*The criminal **has been arrested**.* (Очевидно, что полиция арестовала преступника.)
- когда само действие важнее, чем субъект, выполняющий его, например: в заголовках новостей, газетных статьях, заметках, рекламе, инструкциях и т. п.
*Shoplifters **will be prosecuted**.*
- когда мы хотим избежать ответственности за какое-либо действие или когда говорим о неприятном событии и не хотим говорить, кто виноват.
*Hundreds of people **were injured** in the train crash.*
- когда делается акцент на действующее лицо.
*The flowers **were sent** by the Queen herself.*
- чтобы сделать высказывание более официальным или вежливым.
*My bag **has been ruined**.* (More polite than saying 'you've ruined my bag'.)

Изменение действительного залога в страдательный:

- Дополнение предложения в действительном залоге становится подлежащим в страдательном залоге.
- Смысловой глагол не изменяется по времени, но форма его изменяется на форму страдательного залога.
- Подлежащее предложения в действительном залоге становится дополнением, указывающим на исполнителя действия, и употребляется с предлогом **by** или опускается.



- Только переходные глаголы (глаголы, имеющие прямое дополнение) могут иметь форму страдательного залога.
Active: *Paul swims every day.* (непереходный глагол; нет формы страдательного залога)
Примечание. Некоторые переходные глаголы (*have, fit, seem, suit, lack, resemble*) не имеют формы страдательного залога.
This colour suits you. (**NOT:** *This colour is suited by you.*)
- В повседневной речи при обсуждении событий, произошедших неожиданно или в результате происшествия, вместо глагола **to be** употребляется глагол **to get**.
*He **got hit** by a truck.*
By + исполнитель действия употребляется для того, чтобы обозначить, кем было совершено действие. **With + инструменты** употребляется для того, чтобы обозначить, что использовалось для совершения действия. **Of + материал** и **from + ингредиент** употребляется, чтобы обозначить, из чего был сделан объект.
*This photograph was taken **by my brother**. It was taken **with a digital camera**.*
*The cream is made **with blender**.*
*The dress is made **of cotton**.*
*The glass is made **from sand**.*
- Существительное, обозначающее исполнителя действия, может быть опущено, если подлежащее в предложении действительного залога выражено словами: **they, he, someone/somebody, people, one** etc.
People have discovered the truth.
(= *The truth has been discovered.*)
- Существительное, обозначающее исполнителя действия, не может быть опущено, если исполнитель действия является существенным для значения предложения.
The novel was written by Graham Greene.
- У глаголов, имеющих два дополнения, таких, как: **bring, tell, send, show, teach, promise, sell, read, offer, give, lend**, можно образовать две модели страдательного залога.
*Philip will **send** Sarah a gift. (active) Sarah **will be sent** a gift. (passive, более типичная форма)*
*A gift **will be sent** to Sarah by Philip. (passive, менее типичная форма)*
- В вопросах в страдательном залоге с **who, whom** или **which by** не опускается.
***Who gave** you this book? **Who were** you **given** this book **by**?*
- После **hear, help, make** и **see** в **Passive Voice** следует инфинитив с частицей **to**.
*She made me lie. → I was **made to lie**.*

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Примечание. После **hear, see** и **watch** может употребляться причастие настоящего времени в действительном и страдательном залоге.
We **saw her stealing**. → She **was seen stealing**.

Causative — Каузативная форма

Форма: have + прямое дополнение + Participle 2/3-я форма глагола.

В предложениях действительного залога подлежащим является лицо, совершающее действие, тогда как в предложениях каузативной формы действие совершается не лицом, обозначенным подлежащим предложения, а кем-то другим за или для него.

	ACTIVE	PASSIVE
Present Simple	She designs clothes.	She has her clothes designed .
Present Continuous	She is designing clothes.	She is having her clothes designed .
Past Simple	She designed clothes.	She had her clothes designed .
Past Continuous	She was designing clothes.	She was having her clothes designed .
Future Simple	She will design clothes.	She will have her clothes designed .
Future Continuous	She will be designing clothes.	She will be having her clothes designed .
Present Perfect	She has designed clothes.	She has had her clothes designed .
Present Perf. Cont.	She has been designing clothes.	She has been having her clothes designed .
Past Perfect	She had designed clothes.	She had had her clothes designed .
Past Perfect Cont.	She had been designing clothes.	She had been having her clothes designed .
Infinitive	She wants to design clothes.	She wants to have her clothes designed .
-ing form	She likes designing clothes.	She likes having her clothes designed .

Употребление

Данная конструкция используется для обозначения действия, выполняемого кем-либо для лица, обозначенного подлежащим. *They hired a professional to decorate their country house. They **had their country house decorated**.* (*They didn't do it themselves. A professional did it.*)

- В каузативной форме глагол **to have** употребляется в отрицательных и вопросительных предложениях с вспомогательным глаголом **do/does/don't/doesn't** (Present Simple) или **did/didn't** (Past Simple).
*Adam **doesn't have** his jumpers dry cleaned. **Did you have** your eyes checked?*
- **Get** часто используется в каузативной форме вместо **have**. *Did Mary **have/get** her hair dyed?*
- Каузативная форма может употребляться вместо страдательного залога, когда речь идет о несчастных случаях или неудачных случайностях.
*George **had his car stolen** from the car park. (= His car was stolen from the car park.)*

Reflexive Pronouns – Возвратные местоимения

Форма: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Употребление

Возвратные местоимения употребляются:

- после некоторых глаголов (**bum, cut, enjoy, hurt, kill, look at, laugh at, introduce, dry, teach** etc.), когда подлежащее и дополнение являются одним лицом. *She taught **herself** how to play the guitar. He cut **himself** while he was chopping vegetables.*
- после глаголов **be, look, seem**.
*Helen **doesn't seem herself** lately.*
- в некоторых словосочетаниях.
*You need to take better care **of yourself**.*

НО:

Возвратные местоимения не употребляются после предлогов места. *You can put these glasses in the cupboard **behind you**.* (NOT: behind-yourself)

После некоторых глаголов возвратные местоимения не употребляются. Среди них: **shave, afford, behave, complain, meet, wake up**, etc. *The purse was expensive and I couldn't afford it.* (NOT: afford-it-myself)

Запомните выражения:

Enjoy yourself! (= Хорошо тебе провести время!)
Behave yourself! (= Веди себя хорошо!) **I like being by myself.** (= Я люблю побыть в одиночестве.) **She lives by herself.** (= Она живет одна.) **By myself, by yourself, by himself** etc. (= я один (одна), ты один (одна), он один/она одна и т.п.) **Help yourself to some cake.** (= Угощайся тортом.) **Do it yourself.** (=

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Сделай это сам.) **Make yourself at home!** (= Чувствуй себя как дома.) **Make yourself heard.** (= Говори, чтобы тебя услышали.) **Make yourself understood.** (= Добейся, чтобы тебя поняли.)

МОДУЛЬ 7

Conditionals: type 1 — Придаточные предложения условия (тип 1)

- **Conditionals (type 1)** используются для выражения реальной или очень вероятной ситуации в настоящем или будущем.

Придаточное с if	Главное предложение
If + V/V _s	→ future simple
<i>If she does well at the interview, she will get the job.</i>	

- Если придаточное условия стоит перед главным предложением, они разделяются запятой. Если главное предложение стоит перед придаточным с if, запятая не ставится.
If you are feeling tired, you must rest.
НО: *You must rest if you are feeling tired.*
Примечание. С придаточными предложениями условия (тип 1) может использоваться **unless (если не) + глагол в утвердительной форме (= if + глагол в отрицательной форме).**
She will not speak to him unless he apologises. (If he doesn't apologise, she will not speak to him.)

Conditionals: types 2 & 3 — Придаточные предложения условия (типы 2 & 3)

- **Conditionals (type 2)** используются для выражения воображаемой и маловероятной ситуации в настоящем и будущем. В придаточном предложении с if в 1-м и 3-м лице единственного числа употребляются как **were**, так и **was**. Также используется структура *If I were you ...* для того, чтобы дать совет.

Придаточное с if	Главное предложение
If + V ₂ / was, were + V _{ing}	→ would/could/might + bare infinitive (без to)
<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>	

- **Conditionals (type 3)** используются для описания воображаемой ситуации в прошлом. Они также используются для выражения сожаления о том, что произошло, или критики по поводу уже прошедших событий.

Придаточное с if	Главное предложение
If + had + V ₃ / had been + V _{ing}	→ would/could/might + bare perfect infinitive (без to)
<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>	

- **Придаточные предложения условия** обычно вводятся при помощи **if**, а также: **unless (= if not), providing, provided (that), as long as, on condition (that), but for + -ing form/noun, what if, supposing, even if, only if.**
Unless she starts studying harder, she's going to fail her exams.
We'll leave on Monday, supposing the weather's fine.
Примечание. Если придаточное предложение начинается только с **Only if**, подлежащее и сказуемое главного предложения меняются местами.
Only if you are dressed formally, will you be allowed in.
- В придаточных предложениях условия (тип 2) в официальном английском после if во всех лицах употребляется **were** вместо **was**.
If he were/was here, things would have been different.
- В предложениях с if **will, would** или **should** не употребляются.
If you stay up late, you can get into trouble. (NOT: if-you-will-stay) Однако **will, would** или **should** употребляются в предложениях с if, когда речь идет о просьбе, а также для выражения раздражения, сомнения, неуверенности, настойчивости.
If she should need help, ask her to call me. (сомнение/неуверенность — Я сомневаюсь, что ей понадобится помощь.)
If you will stop arguing, we will find a solution. (просьба — Пожалуйста, прекрати спорить.)

Случаи, когда можно опустить 'if'

В таких случаях **should** (cond. type 1), **were** (cond. type 2) и **had** (cond. type 3) стоят перед подлежащим.
If he should pass the exam, he will apply to university. → Should he pass the exam, he will apply to university.
If there were an election tomorrow, who would you vote for? → Were there an election tomorrow, who would you vote for?
If I had known, I would have told you. → Had I known, I would have told you.

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Wishes – Выражение желания

- Конструкции **I wish/If only** используются для выражения желания, а также сожаления. Эквивалентом в русском языке могут служить обороты: Хорошо бы /Если бы только /Вот бы.

Глагольная форма		Употребление
I wish/If only + past simple/past continuous	<i>I wish I was not working right now. (but I am) If only I were going to the concert tonight. (but I'm not)</i>	для выражения желания изменить настоящую ситуацию
I wish/If only + past perfect	<i>I wish I had studied harder. (but I didn't) If only I hadn't been so foolish. (but I was)</i>	для выражения сожаления по поводу чего-то случившегося или неслучившегося в прошлом
I wish/If only + subject + would + bare inf.	<i>I wish you wouldn't be so rude to your sister. If only you would stop arguing.</i>	для выражения: - повелительно-го наклонения в вежливой форме - желания, чтобы ситуация или поведение человека изменились

Примечание. Конструкция **If only** используется так же, как и **I wish**, но придает высказыванию большую экспрессивность и яркость.

- **Were** может употребляться вместо **was** после "wish" и "if only".
*I wish I **were** young again.*

Modals – Модальные глаголы

К модальным глаголам относятся **can/could, may/might, must/have to, needn't, ought to, shall/should, will/would**.

- Форма модальных глаголов обычно не изменяется.
НО: Have to образует вопросительную и отрицательную формы с помощью вспомогательных глаголов do/did.
- После модальных глаголов следует инфинитив без частицы **to**.

- Модальные глаголы употребляются перед подлежащим в вопросительных предложениях. В отрицательных после них употребляется частица **not**.
- Когда за модальным глаголом следует инфинитив смыслового глагола, он относится к действию в настоящем или будущем. *He **should wash** his car more often.* Когда за модальным глаголом следует перфектный инфинитив, он относится к действию в прошлом. *He **should have washed** his car before he left for his trip.*

Обязательство /Долг/Необходимость (must, have to, should/ought to)

- **must** выражает долг/строгое обязательство сделать что-либо, показывает, что какое-либо действие крайне необходимо.
*If the pain persists I **must** see a doctor.*
- **have to** выражает обусловленную обстоятельствами необходимость.
*The vet says we **have to** give some medicine to our dog.*
- **had to** — форма прошедшего времени для **must** и **have to**.
- **should/ought to** выражает обязательство, рекомендацию.
*You **should** send her a card for her birthday.*

Отсутствие необходимости (don't have to/needn't)

- **don't have to/needn't** выражает отсутствие необходимости делать что-либо в настоящем или будущем. *You **don't have to** buy extra bread. She **needn't** go on a diet.*
- **didn't have to** выражает отсутствие необходимости в прошлом. Неизвестно, было это сделано или нет. *They **didn't have to** take him out to dinner. (We don't know if they took him out.)*

Разрешение /Запрет (can, may, mustn't, can't)

- **can/may** употребляются для того, чтобы попросить/дать разрешение на что-либо. **May** является более формальным, чем **can**.
***Can/May** I borrow your pen? Yes, you **can/may**.*
- **mustn't/can't** употребляются, когда запрещается что-либо делать (правилами, законом).
*You **mustn't/can't** talk loudly in the library.*

Возможность (can, could)

- **can** + инфинитив употребляется для обозначения общей, теоретической возможности действия. Не используется для конкретной ситуации.
*It **can get** pretty cold up here.*
- **could/may/might** + инфинитив употребляется для выражения возможности действия в определенной ситуации.
*It **might** be cold today, so bring an extra jumper.*
- **could/might/would** + перфектный инфинитив употребляется, когда речь идет о действии в про-

шлом, которое было возможно, но не произошло.
I **could have lent** you some money, but I **hadn't been paid** yet.

Примечание.

Формы инфинитива образуются следующим образом:

Present Simple: (to) go

Present Continuous: (to) be going

Present Perfect Simple: (to) have gone

Present Perfect Continuous: (to) have been going

Способность / Неспособность (can, could, was able to)

- can** выражает умение, способность сделать что-либо в настоящем или будущем.
He **can** perform magic tricks.
- could** выражает способность делать что-либо в прошлом.
She **could** work longer hours when she was younger.
- was(n't) able to** выражает (не)способность сделать что-либо в прошлом. He **was(n't) able to** attend yesterday's meeting.
- couldn't** выражает неспособность выполнить действие в прошлом.
Daniel **couldn't** swim when he was three.
He **couldn't/wasn't able to** swim yesterday because it was a bit chilly.

Критические замечания (could, should, ought to)

- could:** You **could** at least be polite to her. (настоящее время)
You **could** have waited for them to come. (прошедшее время)
- should:** He **should** be more patient. She **should** have apologised to them. (но она не сделала этого)
- ought to:** She **ought to** stop wasting her parents' money.

Предложения (can, would, shall, could)

- can:** **Can** I bring you something else?
- would:** What else **would** you like?
- shall:** **Shall** I pick you up from work?
- can/could:** We **can** rent a bike. We **could** go on a picnic.

Вероятность (will, should/ought to, must)

- will:** He **will** ask her to marry him. (100% уверенность)
- should/ought to:** They **should/ought to** be here soon. (90% уверенность; только будущее время; это вероятно)
- must:** She **must** be busy. (70% уверенность, должно быть)

Совет (should, ought to, shall)

- should:** совет общего характера
She **should** seek the help of a professional.
- ought to:** совет общего характера
Everyone **ought to** recycle.
- shall:** запрос совета
Shall I complain to the manager?

МОДУЛЬ 8

Reported Speech — Косвенная речь

Прямая речь — это чьи-либо цитируемые точные слова. На письме прямая речь заключается в кавычки.

Косвенная речь передает точное содержание чьего-либо высказывания, но не точные слова. В косвенной речи на письме кавычки не используются. В сложноподчиненных предложениях при передаче косвенной речи после глаголов (**say, tell**) используется или может быть опущено **that**.

Say – Tell

- say + that + clause.**
She **said (that)** she was very happy.
- say** при отсутствии прямого дополнения.
Jack **said (that)** he felt tired.
- say + to + дополнение**, выраженное как личным местоимением, так и именем существительным + (that) + clause.
She **said to me (that)** she was very happy.
- tell + дополнение**, выраженное как личным местоимением, так и именем существительным + (that) + clause (кому).
She **told me (that)** she was very happy.
- употребляется **say + инфинитив с частицей to**, но не **say about**. Вместо этого используется **speak/talk about**.
Ann **said to wake** her up at 3:00.
He **spoke/talked about** the meeting.

Использование say, tell, ask

SAY	hello, good morning/afternoon etc., something/nothing, so, a prayer, a few words, no more, for certain/sure, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, someone's fortune, etc.
ASK	a question, a favour, the price, for news, for advice, the time, around, for something/somebody, etc.

Reported Statements — Утверждения в косвенной речи

- В косвенной речи личные/притяжательные местоимения изменяются соответственно значению предложения. *Helen said, "I'm having a party."* (прямая речь) *Helen said (that) she was having a party.* (косвенная речь)
Sue said, "I always cook myself." (прямая речь) *Sue said (that) she always cooked herself.* (косвенная речь)

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Если глагол, вводящий косвенную речь, употребляется в **Past Simple**, то времена изменяются следующим образом:

ПРЯМАЯ РЕЧЬ	КОСВЕННАЯ РЕЧЬ
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.
Future Simple → Future in the Past	
"I will meet you at 7.00."	She said (that) she would meet me at 7:00.
He said, "I will always remember you." He said, "I can't see you." He said, "We can visit you soon." He said, "It may rain." He said, "What time shall we call her?" He said, " Shall I buy this car?" He said, " Shall I give you a hand?"	He said (that) he would always remember me. He said (that) he couldn't see me. (present) He said (that) they would be able to visit me soon. (future) He said (that) it might rain. He asked what time we would call her. (information) He asked (me) if he should buy that car. (advice) He offered to give me a hand. (offer)

- При этом слова и выражения, обозначающие время, заменяются на:
 now → then, immediately

today → yesterday
 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

Глагол + инфинитив с частицей to		
Глагол	Прямая речь	Косвенная речь
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.
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	"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	"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.

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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.

Глагол, управляемый предлогом + ing-form

Глагол	Прямая речь	Косвенная речь
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.
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 about/of deny	"I have a headache." "No, I didn't use your card."	He complained of having a headache. 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.

Другие глаголы, вводящие косвенную речь

Глагол	Прямая речь	Косвенная речь
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 can cope with this problem."	The doctor suggested that I could cope with that problem.
wonder + whether + clause	He asked himself, "Shall I go home?" 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 whether he should go home. He wondered where he was heading to. He wondered what he should tell them. He wondered how to stop that.

Времена в косвенной речи не изменяются, когда:

- глагол, вводящий косвенную речь (say, tell, etc.) стоит в Present Simple, Future Simple или Present Perfect.
"I can't speak French," he says. → He says (that) he **can't speak** French.
- говорящий сообщает общеизвестные факты.
"The sun sets in the west," Mr Smith said.
Mr Smith **said that the sun sets** in the west.
- в косвенной речи передаются придаточные условия 2, 3 типа (желания или нереальные условия в прошлом).
"I wish I was a film star," he said. → He **said he wished he was** a film star.
- говорящий передает что-либо сразу после высказывания.
"The view is breathtaking," he said. → He **said that the view is breathtaking**.

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Reported Questions — Вопросы в косвенной речи

- Если прямой вопрос начинается с вопросительных слов (**who, where, how, when, what** и т. п.), в косвенном вопросе употребляется то же вопросительное слово.

"Where are you from?" she inquired. (прямой вопрос)

She inquired where I was from. (косвенный вопрос)

- Когда прямой вопрос начинается со вспомогательных глаголов (**be, do, have**) или модальных глаголов (**can, may** и т. п.), косвенный вопрос вводится при помощи **if** или **whether**.

He asked, "Do you want a ride to school?" (прямой вопрос)

He wanted to know if/whether I wanted a ride to school. (косвенный вопрос)

Глагол + how/where/why/what/whether + clause

Глагол	Прямая речь	Косвенная речь
explain to sb how + to-inf	<i>"This is how you write it."</i>	<i>He explained to me how to write it.</i>
wonder	<i>He asked himself, "How can I win the award?"</i>	<i>He wondered how he could win the award.</i>
	<i>He asked himself, "Where is Paul?"</i>	<i>He wondered where Paul was.</i>
	<i>He asked himself, "Why is she so upset?"</i>	<i>He wondered why she was so upset.</i>

- В вопросах в косвенной речи глагол употребляется в утвердительной форме, порядок слов прямой. Вопросительный знак и такие слова/выражения, как **please, well, oh** и т. п., опускаются. Время глагола, местоимения и указатели времени изменяются так же, как в утвердительных предложениях.

"Could you give me a hand, please?" he asked. (прямой вопрос)

He asked me whether I could give him a hand. (косвенный вопрос)

Indirect Questions — Косвенные вопросы

- **Косвенные вопросы** образуются при помощи выражений: *Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...*, и т. п., а глагол имеет утвердительную форму. Если косвенный вопрос начинается с *I want to know ...*, *I wonder ...* или *I doubt ...*, знак вопроса опускается. Порядок слов прямой.

Прямая речь

"Where is the library?"

Косвенный вопрос

Do you know where the library is?

Reported Requests/Suggestions — Просьбы/предложения в косвенной речи

- **Просьбы/предложения** в косвенной речи образуются с помощью глаголов (**ask, beg, suggest**), после которых следует инфинитив с частицей **to**, -ing форма глагола или придаточное относительное с **that** в зависимости от используемого глагола.

"Please, don't go," he said to me. → He begged me **not to go**. (просьба)

"Let's watch a film," he said. → He **suggested watching** a film. (предложение)

"You'd better take an aspirin," he said. → He **suggested that I (should) take** an aspirin. (предложение)

Reported Orders/Commands — Приказы/распоряжения/указания в косвенной речи

- Приказы, распоряжения и указания в косвенной речи вводятся с помощью глаголов **advise, order, tell + sb + (not) to-infinitive**.

"Be patient!" she said to me. (прямая речь) → *She told me to be patient.* (косвенная речь)

"Don't go!" he said to her. (прямая речь) → *He ordered her not to go.* (косвенная речь)

"Be careful," he said to me. → He advised me to **be careful**. (указание)

Модальные глаголы в косвенной речи

Когда предложение в косвенной речи относится к прошедшему времени, модальные глаголы при переводе в косвенную речь изменяются следующим образом: **will/shall** → **would**, **can** → **could** (относится к моменту речи)/**would be able to** (относится к будущему), **may** → **might/could**, **shall** → **should** (просьба дать совет)/**would** (обращение за информацией)/**offered** (предложение), **must** → **must/had to** (обязательство) (*must не изменяет своей формы), **needn't** → **didn't need to/didn't have to** (относится к моменту речи)/**wouldn't have to** (относится к будущему). **Would, could, used to, mustn't, should, might, ought to** и **had better** остаются неизменными при переводе в косвенную речь.

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Изменение модальных глаголов в косвенной речи

Прямая речь	Косвенная речь
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, "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/come that early the next day. (future)
He said, "They should give me a receipt."	He said (that) they should give him a receipt.

Quantifiers: Some — Any — No — Every & their compounds — Местоимения, передающие значение неопределенного количества, и их производные

Some, any и no употребляются с неисчисляемыми (uncountable) существительными и исчисляемыми (countable) существительными во множественном числе.
We need **some** eggs and **some** butter.

	УТВЕРЖДЕНИЕ	ВОПРОС	ОТРИЦАНИЕ
Люди	somebody/ someone, everybody/ everyone	anybody/ anyone	nobody/ no one, not anybody
Предметы	something, everything	anything	nothing not anything
Места	somewhere, everywhere	anywhere	nowhere not anywhere

There's somebody at the door. Is anyone here?
There is no one here. = There isn't anyone here.
I've looked everywhere but I can't find him.

Примечание. Would you like something to eat? (предложение) What's wrong? Have you lost something? (ожидание положительного ответа) If anyone calls, tell them to leave a message.
Anyone who wants to come must give me their names now. You can come any time. (Не важно, кто придет и в какое время.)

- **Some и его производные** (somebody, someone, something, somewhere etc.) употребляются в утверждениях.
My jacket must be near here **somewhere**.
- **Some и его производные** также употребляются в вопросах для выражения предложений или просьб.
Would you like **some** cake?
Can I have **some** milk with my tea, please?
- **Any и его производные** (anyone, anything etc.) употребляются в вопросительных предложениях.
Has **anyone** called?
- **Not any** употребляется в отрицательных предложениях.
There **isn't any** fruit in the basket.
- **Any и его производные** также употребляются с такими словами, выражающими отрицание, как *without, never, rarely*.
I have **never** met **anyone** like him.
- **Hardly any** употребляется в утвердительных предложениях с неисчисляемыми существительными и исчисляемыми существительными во множественном числе.
There is **hardly any** salt in the soup.
There were **hardly any** children at the park.
- Когда **any и его производные** употребляются в утвердительных предложениях, они имеют следующее значение: *неважно, что/кто/когда*.
You can say **anything** you want to the journalist. (Всё, что угодно)
Anyone can take part in the competition. (любой)
- **No и его производные** употребляются вместо **not any** в отрицательных предложениях. В данном случае используется утвердительная форма глагола:
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.
- **Every** употребляется с исчисляемыми существительными в единственном числе.
Every student in the class laughed at the teacher's joke.
Примечание. С производными от *some, any, no* и *every* глагол употребляется в единственном числе.
There **is** someone in the room. Everything **seems** to be going fine.

every — each

- Местоимение **every** употребляется с исчисляемыми существительными в единственном числе. Оно относится к группе людей или предметов и имеет значение «все, каждый, всякий» и т. д.
Every student has a library card. (= all students)

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- **Each** также употребляется с исчисляемыми существительными в единственном числе, но относится к отдельным членам группы людей, предметов и т. д.

Each visitor was given a day pass. (каждому посетителю в отдельности)

- **Everyone** и **each (one)** может употребляться с of. Обычно each используется, когда речь идет о двух людях или предметах. Every употребляется, когда речь идет о трёх или более людях или предметах. *She owns two flats and she decorated each (one) of them beautifully.*

Paul has written many novels. Everyone of them has been a bestseller.

a few/few — a little/little

A few и **few** употребляются с исчисляемыми существительными во множественном числе. **A little** и **little** употребляются с неисчисляемыми существительными.

- **A few** означает *несколько*.
We have a few apples.
- **Few** означает *мало* и употребляется с **very** для усиления.
There were (very) few visitors in the museum.
- **A little** означает *немного*.
It's a little cold — would you like me to close the window?
- **Little** означает *мало* и может быть использовано с **very** для усиления.
We have (very) little time left. We must hurry up.

Question Tags — Вторые части разделительных вопросов

- Вторые части разделительных вопросов образуются при помощи вспомогательного глагола

и соответствующего личного местоимения. Вспомогательный глагол в вопросе соответствует временной форме глагола, употребляемой в предложении.

You have finished the work, haven't you?

То же касается модальных глаголов.

You can swim well, can't you?

Если в предложении нет вспомогательного глагола, то используется do/does (Present Simple) или did (Past Simple).

He enjoys skiing, doesn't he?

She travelled to India last year, didn't she?

- Если предложение утвердительное, то вопрос в конце будет отрицательным. А если предложение отрицательное, то в конце используется обычный общий вопрос.

He works in the bank, doesn't he?

She couldn't remember his phone number, could she?

Примечание.

Let's требует **shall we?** — *Let's put some music on, shall we?*

I have (имею, владею) требует **haven't I?** **He has a blue car, hasn't he?**

NO: have в составе устойчивых словосочетаний требует вспомогательного глагола, соответствующего временной форме, используемой в предложении — *Last weekend he had a cold, didn't he?*

This/That is требует **isn't it?** — *This restaurant is very cheap, isn't it?*

I am требует форму **aren't I?** — *I am late, aren't I?*
При употреблении отрицательного повелительного наклонения (императива) употребляется конструкция **will you?** — *Don't tell anyone, will you?*

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	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/red/	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	hung	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt (learned)	learnt (learned)			

Word List

MODULE 1

1a

bonfire /bɒnfaɪə/ (n) костер
 bright /braɪt/ (adj) яркий
 burst /bɜːst/ (v irr) лопаться, взрываться
 carnival /kɑːnɪvəl/ (n) карнавал
 celebrate /seɪləbreɪt/ (v) праздновать
 chance /tʃɑːns/ (n) возможность, шанс
 change of clothes (phr) комплект сменной одежды
 charity /tʃɑːrɪti/ (n) благотворительная организация, благотворительность
 city centre /sɪti sentə/ (n) центр города
 competitor /kəmpeɪtɪtə/ (n) конкурсант, соперник
 contest /kɒntest/ (n) соревнование
 display /dɪspleɪ/ (n) показ
 dress up (phr v) наряжаться
 enter /entə/ (v) *з.д.* принять участие
 experience /ɪkspɪəriəns/ (v) испытывать
 extremely /ɪkstriːmlɪ/ (adv) чрезвычайно, крайне, очень
 fancy dress costume /fænsɪ dres kɒstjum/ (n) маскарадный костюм
 farewell /feəweɪl/ (n) прощание
 festival /fɛstɪvəl/ (n) фестиваль
 final /faɪnəl/ (adj) завершающий, окончательный, последний
 firework /faɪəwɜːk/ (n) фейерверк
 huge /hjuːdʒ/ (adj) огромный, гигантский
 in need (phr) нуждающийся в чем-то
 include /ɪnklʊd/ (v) включать
 join /dʒɔɪn/ (v) присоединяться
 kidnap /kɪdnæp/ (n, v) похищение человека; похищать
 knight /naɪt/ (n) рыцарь
 local /ləʊkəl/ (adj) местный
 march /mɑːtʃ/ (n) марш, демонстрация
 market square /mɑːkɪt skweɪ/ (n) рыночная площадь
 medieval /medɪjəvəl/ (adj) средневековый
 (*относящийся к 600–1500 годам н.э.*)
 messy /mesi/ (adj) грязный
 mock /mɒk/ (adj) поддельный, притворный, шуточный
 national dish /næʃənəl dɪʃ/ (n) национальное блюдо
 open-air /əʊpən eɪ/ (adj) происходящий на открытом воздухе
 paella /paɪəljə/ (n) паелла (*испанское блюдо*)
 pancake /pæŋkeɪk/ (n) блин
 performance /pɔːfɔːməns/ (n) представление
 pirate /paɪrət/ (n) пират
 raise /reɪz/ (v) собирать (*деньги*)
 require /rɪkwaɪə/ (v) требовать(ся)
 rowing boat /rəʊɪŋ bɔːt/ (n) гребная лодка
 scarecrow /skeɪkrəʊ/ (n) пугало
 spare /speə/ (adj) запасной, лишний
 straw /strɔː/ (n) солома
 street parade /striːt pəreɪd/ (n) уличный парад, демонстрация
 strong /strɒŋ/ (adj) *з.д.* устоявшийся
 symbolise /sɪmbəlaɪz/ (v) символизировать
 take place (phr) 1. происходить, случаться;
 2. состояться

tiny /taɪni/ (adj) крошечный
 tradition /trədiʃən/ (n) традиция
 transform /trænsfɔːm/ (v) изменять, преобразовывать
 treasure hunt /treʒə haʊnt/ (n) «охота за сокровищами» (*игра*)
 trip /trɪp/ (n) короткое путешествие, поездка
 typical /tɪpɪkəl/ (adj) типичный
 unusual /ʌnjuːʒuəl, ʌzəl/ (adj) необычный
 village /vɪlɪdʒ/ (n) деревня
 winner /wɪnə/ (n) победитель

Vocabulary: Festivals & Celebrations

annual /ænjʊəl/ (adj) ежегодный
 attract /ətrækt/ (v) привлекать
 bright idea /braɪt aɪdɪə/ (phr) умная мысль или предложение
 burn /bɜːn/ (v irr) сжигать
 colourful street parade /kɔːləfʊl striːt pəreɪd/ (phr) красочный (уличный) парад
 cooking contest /kʊkɪŋ kɒntest/ (phr) кулинарный конкурс
 enter a competition (phr) принять участие в соревновании
 fireworks display /faɪəwɜːks displeɪ/ (n) фейерверк, салют
 invite /ɪnvaɪt/ (v) пригласить
 let off (phr v) *з.д.* запускать
 make sure (phr) удостовериться, убедиться
 monthly /mʌnθli/ (adj adv) ежемесячный, ежемесячно
 raise money for charity (phr) собирать деньги на благотворительность
 spare change of clothes (phr) запасная смена одежды
 strong tradition /strɒŋ tradɪʃən/ (phr) устоявшаяся традиция

1b

a load of rubbish (phr) чепуха, ерунда
 accident /æksɪdənt/ (n) несчастный случай
 alright /əːtraɪt/ (adv) в порядке
 anxious /æŋkɪʃəs/ (adj) нервный, беспокоящийся
 attention /əˈtenʃən/ (n) внимание
 attitude /ætɪtjuːd/ (n) отношение к чему-либо/кому-либо
 butterfly /bʌtəflaɪ/ (n) бабочка
 coincidence /kəʊɪnsɪdəns/ (n) совпадение
 concern /kənˈsɜːn/ (n) забота, беспокойство
 culture /kʌltʃə/ (n) культура
 dictionary entry /dɪkʃənənɪ ɛntri/ (n) словарная статья
 four-leaf clover /fɔː liːf klɔʊvə/ (n) четырехлистный клевер
 full moon (n) полная луна, полнолуние
 harmless /hɑːmləs/ (adj) безвредный, безопасный
 kill /kɪl/ (v) убивать
 ladder /lædə/ (n) лестница (*приставная*)
 ladybird /leɪdɪb ɜːd/ (n) божья коровка
 luck /lʌk/ (n) удача, везение
 lucky charm /lʌki tʃɑːm/ (n) талисман на счастье
 match /mætʃ/ (n) матч

Word List

modern /mɒdn/ (adj) новый, современный
 old wives' tales (phr) бабушкины сказки
 (неправдоподобные истории)
 on one's mind (phr) все время думать о чем-либо
 pass one's exams (phr) сдать экзамены
 point /pɔɪnt/ (n) тема разговора, важный момент в
 речи говорящего
 rainbow /reɪnbəʊ/ (n) радуга
 rationally /ræʃənəli/ (adv) рационально, разумно
 reassure /riːəʃʊə/ (v) успокаивать, утешать
 shooting star /ʃuːtɪŋ stɑː/ (n) падающая звезда
 spider /spaɪdə/ (n) паук
 superstition /suːpəstɪʃən/ (n) суеверие, предрассудок
 trouble /trʌb(ə)l/ (v) беспокоить(ся), тревожить(ся)
 What's the matter? (phr) В чем дело?
 world /wɜːld/ (n) мир
 worry /wʌri/ (v) беспокоить(ся), волновать(ся)
 wrong /rʌŋ/ (adj) неудовлетворительный,
 неправильный

1c

admire /ədmaɪə/ (v) восхищаться чем-либо
 album /ælbəm/ (n) музыкальный альбом
 amazing /əmeɪzɪŋ/ (adj) изумительный, поразительный
 atmosphere /ætməʃfɪə/ (n) атмосфера, обстановка
 candy floss /kændɪ flɒs/ (n) сахарная вата
 congratulate /kɒŋgrætʃuleɪt/ (v) поздравлять
 dance the evening away (phr) танцевать весь вечер
 decoration /dekoʊreɪʃən/ (n) украшение
 delicious /dɪlɪʃəs/ (adj) очень вкусный
 dig /dɪg/ (v irr) копать, рыть
 DJ (disc jockey) /dɪː dʒeɪˌ dɪsk dʒɔki/ (n) диджей
 dye /daɪ/ (v) красить, окрашивать (волосы)
 exhausted /ɪɡzɔːstɪd/ (adj) уставший, истощенный
 fantastic /fæntəstɪk/ (adj) отличный, фантастический
 get-together /get təgeðə/ (n) встреча, сбор, вечеринка
 greeting /griːtɪŋ/ (n) приветствие
 important /ɪmˈpɔːtənt/ (adj) важный
 in style (phr) элегантно, изящно
 invitation /ɪnvɪteɪʃən/ (n) приглашение
 midnight /mɪdnaɪt/ (n) полночь
 nervous /nɜːvəs/ (adj) нервный, взволнованный
 organise /ɔːɡənaɪz/ (v) организовывать, устраивать
 outdoors /aʊtdɔːz/ (adv) на открытом воздухе, на улице
 outfit /aʊtɪt/ (n) наряд
 plant /plɑːnt/ (n) растение
 prom night /prɒm naɪt/ (n) выпускной /школьный бал
 recently /riːsəntli/ (adv) недавно
 remind /rɪmaɪnd/ (v) напоминать
 samba music (n) самба (энергичная бразильская
 музыка)
 send out (phr v) отправлять
 stay up all night (phr) не спать всю ночь
 sunburnt /sʌnbɜːnt/ (adj) обгоревший на солнце
 (о загаре), обожжённый солнцем
 take a week (some days) off (phr) взять неделю
 (несколько дней) отдыха
 take part in (phr) участвовать в
 team /tiːm/ (n) команда

terribly /tɛrəbli/ (adv) ужасно
 tough /tʌf/ (adj) трудный
 unwell /ʌnwel/ (adj) нездоровый, плохо себя
 чувствующий
 weed /wiːd/ (n) сорняк

1d

Special Occasions

all the best (phr) всего хорошего
 band /bænd/ (n) группа (музыкантов)
 base on (phr v) основывать на чем-либо
 blow out candles (phr) задуть свечи
 budget /bʌdʒɪt/ (n) бюджет
 can't stand (phr) не выносить, испытывать сильную
 неприязнь
 casual /kæʒʊəl/ (adj) повседневный, простой
 clown /klaʊn/ (n) клоун
 coming-of-age (phr) достижение совершеннолетия
 congratulation /kɒŋgrætʃəleɪʃən/ (n) поздравление
 decorate a tree (phr) наряжать, украшать дерево
 depend on (phr v) зависеть от
 eat a special meal (phr) есть особое (праздничное)
 блюдо
 enthusiastic /ɪnθjuːzɪəstɪk/ (adj) зд. восторженный
 exchange gifts/cards (phr) обмениваться
 подарками /поздравительными открытками
 excited /ɪksaɪtɪd/ (adj) взволнованный
 flower arrangement /flaʊər ærɛŋdʒmənt/ (n) цветочная
 композиция
 formal /fɔːməl/ (adj) официальный
 fuss /fʌs/ (n) суета, суматоха
 ghost /ɡəʊst/ (n) привидение
 graduation party /ɡrædʒuɪʃən pɑːti/ (n) вечер в честь
 окончания обучения (выпускной вечер)
 happening /hæpənɪŋ/ (n) случай, происшествие
 Happy anniversary! (phr) С годовщиной!
 Happy New Year! (phr) С Новым годом!
 impatient /ɪmpeɪjnt/ (adj) нетерпеливый
 informal /ɪnfɔːməl/ (adj) неофициальный
 junior high /dʒuːniə haɪ/ (n) средняя школа (в США), в
 которой обучаются дети в возрасте от 11 до 15 лет
 limousine /lɪməʒɪn/ (n) лимузин
 make a toast (phr) провозгласить тост в честь кого-
 либо /чего-либо
 Many happy returns! (phr) С днем рождения!
 mostly /məʊstli/ (adv) главным образом, по большей
 части
 plan a party (phr) организовывать вечеринку
 pull a cracker (phr) рождественский обычай в
 некоторых западных странах — двое берут крекер
 (кусочек печенья), внутри которого запечен
 подарок (листок бумаги с названием подарка),
 и тянут каждый на себя. Тот, кому досталась
 большая половина крекера, получает этот
 подарок.
 rely on (phr v) полагаться на кого-либо /что-либо
 rest /rest/ (v) опираться, основывать(ся)
 rich /rɪʃ/ (adj) жирный, питательный (о еде)
 seasons greetings (phr) поздравления с праздником

Word List

senior year /siːniə jɪə/ (n) выпускной год в школе
 shock /ʃɒk/ (n, v) шок, возмущение; возмущать, шокировать
 sing a carol (phr) петь рождественский гимн
 specific /spəˈsɪfɪk/ (adj) особенный
 streamer /striːmə/ (n) серпантин
 strict /strikt/ (adj) строгий, суровый
 surprise party /səpraɪz pɑːtɪ/ (n) вечеринка сюрприз
 surprised /səpraɪzd/ (adj) удивленный
 take pictures (phr) фотографировать
 teenage /tiːneɪdʒ/ (adj) подростковый
 theme /θiːm/ (n) тема
 thrilled /θrɪld/ (adj) взволнованный
 throw (a party) /θrəʊ/ (v irr) давать, устраивать, организовывать (*мероприятия*)
 unique /juːnɪk/ (adj) уникальный
 wear a mask (phr) носить маску
 wedding reception /wedɪŋ rɪseɪʃən/ (n) официальное празднование свадьбы
 witch /wɪtʃ/ (n) колдунья, ведьма
 zoo /zuː/ (n) зоопарк

1e

arrival /əˈraɪvəl/ (n) приезд
 bake /beɪk/ (v) печь, запекать (*в духовке*)
 banging /bæŋɪŋ/ (n) громкий стук, шум
 ceiling /siːlɪŋ/ (n) потолок
 cheer /tʃɪə/ (v) поощрять, поддерживать одобрительными восклицаниями
 chime /tʃaɪm/ (n) (*колокольный*) звон
 crowd /kraʊd/ (n) толпа
 display /dɪˈspleɪ/ (n, v) показ, выставка; демонстрировать, показывать
 energetically /enədʒɪtɪkli/ (adv) энергично
 enthusiastically /ɪnθjuːzɪæstɪkli/ (adv) с энтузиазмом, восторженно
 exotically /ɪɡzɒtɪkli/ (adv) экзотично, необычно
 fabulous /fæbjʊləs/ (adj) ошеломительный, поразительный, удивительный
 festive /festɪv/ (adj) праздничный
 float /fləʊt/ (n) платформа на колесах
 fruit cake /fruːtkɛɪk/ (n) фруктовый торт
 gather /gæðə/ (v) собираться
 heartily /hɑːtɪli/ (adv) сердечно
 hurriedly /hʌrɪdli/ (adv) поспешно, торопливо
 join hands (phr) братья за руки
 maypole /meɪpəʊl/ (n) майское дерево (*столб, украшенный цветами и лентами, вокруг которого танцуют на майском празднике*)
 medal /medl/ (n) медаль
 patiently /peɪʃəntli/ (adv) терпеливо
 pattern /pætən/ (n) узор
 proudly /praʊdli/ (adv) гордо
 ribbon /rɪbən/ (n) лента
 shortbread biscuit /ʃɔːtbred bɪskɪt/ (n) песочное печенье
 slowly /sləʊli/ (adv) медленно
 smartly /smɑːtli/ (adv) аккуратно, искусно, изящно
 stall /stɔːl/ (n) прилавок

stunning /stʌnɪŋ/ (adj) сногшибательный, великолепный
 success /səkseɪs/ (n) успех, достижение
 surely /ʃʊəli/ (adv) конечно
 unwanted /ʌnwɒntɪd/ (adj) нежелательный
 veteran /vetərən/ (n) ветеран
 villager /vɪlɪdʒə/ (n) сельский житель
 wander /wɒndə/ (v) бродить
 war /wɔː/ (n) война

1f

allow /əˈlaʊ/ (v) разрешать, позволять
 annoy /əˈnoɪ/ (v) досаждать, раздражать
 audience /ˈɔːdiəns/ (n) публика, зрители, слушатели
 boring /bɔːrɪŋ/ (adj) скучный, неинтересный
 bump into (phr v) натолкнуться, неожиданно встретить кого-либо
 by chance (phr) случайно
 come up with (phr v) придумывать, выдвигать (идею)
 crowd /kraʊd/ (n) толпа
 custom /kʌstəm/ (n) обычай, традиция
 embarrass /ɪmˈbærəs/ (v) смущать, приводить в замешательство
 environmental awareness /ɪnvaɪrənməntl əweɪnəs/ (phr) осознание необходимости защиты окружающей среды
 exhaust /ɪɡzɔːst/ (v) изнурять
 fool /fuːl/ (v) дурачить, обманывать
 habit /hæbɪt/ (n) привычка
 head for (phr) двигаться к, направляться к
 increase /ɪnkrɪs/ (v) увеличивать
 increase /ɪnkrɪs/ (n) рост, увеличение
 let /let/ (v) позволять, разрешать
 luck /lʌk/ (n) удача
 magic /mædʒɪk/ (n) волшебство, магия
 make /meɪk/ (v irr) заставлять, побуждать (*зд.*)
 midday /mɪdɪdeɪ/ (n) полдень
 opportunity /ˌɒpərtjuːˈnɪti/ (n) возможность
 play a joke on sb (phr) подшутить над кем-либо
 refuse /rɪˈfjuːz/ (v) отвергнуть, отказать(ся)
 sofa /ˈsɒfə/ (n) диван
 spectator /spekˈtɪtə/ (n) наблюдатель, зритель
 tire /taɪə/ (v) уставать
 tradition /trəˈdɪʃən/ (n) традиция
 trick /trɪk/ (n) обман, хитрость, шутка
 volume /vɒljum/ (n) звук

Culture Corner 1

arena /əˈriːnə/ (n) арена
 attraction /əˈtrækʃən/ (n) аттракцион
 charm bag /tʃɑːm bæɡ/ (n) талисман, амулет (мешочек с амулетами)
 come alive (phr) ожить
 entrance /ˈentrəns/ (n) вход
 entry /ˈentri/ (n) *зд.* словарная статья
 explode /ɪkˈspləʊd/ (v) взрываться
 grand /grænd/ (adj) грандиозный
 handicraft /hændɪkraːft/ (n) вещь ручной работы, поделка

jewellery /dʒuːəlri/ (n) драгоценности, ювелирные изделия
 movement /muːvmənt/ (n) движение, перемещение
 on sale (phr) в продаже, выставленный на продажу
 pow-wow /paʊ wəʊ/ (n) собрание, сборище
 (североамериканских индейцев)
 prize /praɪz/ (n) приз
 rhythm /rɪð(ə)m/ (n) ритм
 spectacular /spektəˈkjʊlə/ (adj) впечатляющий, захватывающий
 trader /treɪdər/ (n) торговец
 treat /tri:t/ (n) угощение
 tribe /traɪb/ (n) племя

PSHE

attend /ətɛnd/ (v) присутствовать, посещать
 battlefield /ˈbætlfi:ld/ (n) поле боя
 bravely /brɛvli/ (adv) смело, храбро
 bugle /bju:ɡəl/ (n) рог, горн
 commemoration /kəmeməˈreɪʃən/ (n) (торжественная) церемония в память о чем-либо
 cross /krɒs/ (n) крест
 delicate /dɛlɪkət/ (adj) нежный, тонкий, чувствительный
 emotional /ɪməʊʃənl/ (adj) эмоциональный
 field /fi:ld/ (n) поле
 gun /ɡʌn/ (n) огнестрельное оружие
 lay /leɪ/ (v irr) класть, положить
 lone /ləʊn/ (adj) одинокий
 mark /mɑ:k/ (v) отмечать
 memorial service /mɛməˈriəl sɜ:vɪs/ (n) поминальная служба
 memorise /meməˈraɪz/ (v) выучивать наизусть, запоминать
 mention /menʃən/ (v) упоминать
 monument /ˈmɒnjumənt/ (n) монумент, памятник
 poem /pəʊəm/ (n) стихотворение
 point out (phr v) заметить
 politician /pɒləɪtʃən/ (n) политик
 poppy /ˈpɒpi/ (n) мак
 remember /rɪməmbə/ (v) помнить
 remind /rɪmaɪnd/ (v) напоминать
 row /rəʊ/ (n) ряд
 royal /rɔɪəl/ (adj) королевский
 signal /sɪgnəl/ (v) сигнализировать, показывать
 significance /sɪgnɪfɪkəns/ (n) важность
 silence /səɪləns/ (n) тишина, молчание
 soldier /ˈsɔ:ldʒər/ (n) солдат
 solemn /sɒləm/ (adj) торжественный
 symbol /sɪmbəl/ (n) символ
 top /tɒp/ (adj) главный, высший
 verse /vɜ:s/ (n) строфа (песни, стихотворения)
 veteran /ˈvetərən/ (n) ветеран
 wartime /ˈwɔ:tɑɪm/ (n) военное время
 wreath /rɪ:θ/ (n) венок

MODULE 2

2a

airless /eələs/ (adj) безвоздушный
 appliance /əplaɪəns/ (n) бытовой прибор
 armchair /ɑ:mtʃeə/ (n) кресло
 astronaut /ˈæstrənɔ:t/ (n) астронавт, космонавт
 attic /ˈætɪk/ (n) чердак
 bacteria /ˈbæktɪəriə/ (pl n) бактерии
 basement /ˈbeɪsmənt/ (n) подвал
 block of flats /blɒk əv flæts/ (n) многоквартирный дом
 busy schedule (phr) плотный график
 caravan /kəˈrævən/ (n) трейлер
 control /kəntrəʊl/ (n) панель управления
 cool /ku:l/ (adj) (разг.) классный
 cottage /kɒtɪdʒ/ (n) коттедж
 cover /kʌvə/ (v) накрывать
 crowded /kraʊdɪd/ (adj) переполненный, оживленный
 detached /dɪˈtætʃt/ (adj) отдельно стоящий
 dishwasher /dɪʃwɒʃər/ (n) посудомоечная машина
 drive /draɪv/ (n) подъездная дорога
 droplet /ˈdrɒplɪt/ (n) капелька
 equipment /ɪkwiˈpmənt/ (n) оборудование, инструменты
 escape /ɪskeɪp/ (v) зд. избегать
 exercise bike /ˈeksəsaɪz baɪk/ (n) велотренажер
 experiment /ɪksperɪmənt/ (n) эксперимент
 feature /fi:tʃər/ (n) особенность
 float /flaʊt/ (v) зд. плавать по воздуху
 football pitch /ˈfʊtbɔ:l pɪtʃ/ (n) футбольное поле
 garage /ˈɡærɪdʒ, -ɑ:ʒ/ (n) гараж
 giant /dʒaɪənt/ (adj) огромный
 gravity /ˈɡrævəti/ (n) сила тяготения
 hall /hɔ:l/ (n) холл, прихожая
 household chore /ˈhaʊshəʊld tʃɔ:/ (n) повседневная работа по дому
 inhabitant /ɪnhæbɪtənt/ (n) житель
 lack /læk/ (n) недостаток, нехватка
 maybe /meɪbi/ (adv) возможно, вероятно
 muscle /ˈmʌsəl/ (n) мышца
 orbit /ɔ:bit/ (v) орбита
 porch /pɔ:tʃ/ (n) подъезд, крыльцо
 press (against) (v) давить, надавливать
 repair /rɪˈpeə/ (v) ремонтировать, чинить
 resident /ˈrezɪdənt/ (n) житель
 rise /raɪz/ (v irr) всходить (о солнце), подниматься
 rowing machine /ˈrəʊɪŋ məʃi:n/ (n) гребной тренажер
 set /set/ (v irr) заходить (о солнце)
 space /speɪs/ (n) космос
 space station /speɪs steɪʃən/ (n) космическая станция
 spare room /speə ru:m, rʊm/ (n) свободная комната
 stare /steə/ (v) пристально смотреть, уставиться
 strap /streɪp/ (v) прикреплять, привязывать
 study /stʌdi/ (n) кабинет
 suburb /sʌbɜ:b/ (n) пригород
 swap /swɒp/ (v) меняться
 tray /treɪ/ (n) лоток; поднос
 truly /tru:lɪ/ (adv) на самом деле

Word List

vacuum cleaner /vækjuəm kli:nə, væjkum/ (n) пылесос
 vacuum hose /vækjuəm haʊz, væjkum/ (n) вакуумный шланг
 village /vɪlɪdʒ/ (n) деревня
 washing-up /wɒʃɪŋ ʌp/ (n) мытьё посуды
 weird /weɪd/ (adj) странный, причудливый
 work out (phr v) упражняться, тренироваться
 zero gravity /zɪərəʊ grævəti/ (n) невесомость

Vocabulary: household chores

do the ironing (phr) гладить белье
 do the washing (phr) стирать одежду
 do the washing-up (phr) мыть посуду
 dust the furniture (phr) протирать мебель
 instruction /ɪnstrʌkʃən/ (n) инструкция
 journalist /dʒɜːnəlɪst/ (n) журналист
 keep a room tidy (phr) поддерживать чистоту в комнате
 leaflet /liːflɪt/ (n) листовка, буклет
 make the beds (phr) заправлять кровати
 sweep the floor (phr) подметать пол

2b

annoyance /ənoʊəns/ (n) раздражение
 apologise /əpɒlədʒaɪz/ (v) извиняться
 drive sb crazy (phr) сводить к-л с ума
 fault /fɔːlt/ (n) вина
 get off the phone (phr) закончить разговор
 get on sb's nerves (phr) действовать кому-либо на нервы
 have a point (phr) иметь серьёзные аргументы (в споре)
 I have had enough. (phr) С меня хватит.
 make it up with sb (phr) мириться с кем-либо
 manager /mænɪdʒə/ (n) менеджер
 matter /mætə/ (n) дело
 mess /mes/ (n) беспорядок, грязь
 part-time /pɑːt taɪm/ (adj) неполный (*рабочий*) день
 pocket money /pɒkɪt mʌni/ (n) карманные деньги
 reproach /rɪpreʊtʃ/ (v) упрекать
 slave /sleɪv/ (n) раб
 state /steɪt/ (n) состояние
 switch off (phr v) выключать
 treat smb /triːt/ (v) относиться к кому-либо

2c

admit /ədmiːt/ (v) признавать, допускать, соглашаться
 artist /ɑːtɪst/ (n) художник
 avoid /əvɔɪd/ (v) избегать
 bedbug /bedbʌg/ (n) клоп
 below /biːləʊ/ (adv) ниже, под; *зд.* менее чем
 borrow /brɒrɔʊ/ (v) одалживать, брать в долг
 break /breɪk/ (n) перерыв, перемена
 bug /bʌg/ (v) докучать, надоедать
 can't help (phr) быть не в состоянии контролировать свои чувства и поведение
 can't stand (phr) не выносить (кого-либо, что-либо)
 cockroach /kɒkrəʊtʃ/ (n) таракан

complain /kəmpleɪn/ (v) жаловаться
 cool /ku:l/ (adj) прохладный
 cross /krɒs/ (v) переходить, пересекать
 deliver /dɪlɪvə/ (v) доставлять
 deny /dɪnaɪ/ (v) отрицать, отказываться
 disease /dɪziːz/ (n) болезнь
 dust mite /dʌst maɪt/ (n) пылевой клещ
 expect /ɪkspekt/ (v) ожидать
 fall asleep (phr) уснуть
 feed on (phr v) питаться чем-либо
 get on (phr v) ладить (*с кем-либо*)
 get rid of (phr v) избавляться от (*чего-либо*)
 go on (phr v) продолжать
 gross /grɒs/ (adj) омерзительный, отвратительный (*informal*)
 insect /ɪnsekt/ (n) насекомое
 it's not worth it (phr) это не стоит того
 keep one's word (phr) держать слово
 keep up (phr v) продолжать
 lay /leɪ/ (v irr) нести (*о яйцах*)
 look forward to (phr v) ждать чего-либо с нетерпением
 member /membə/ (n) член (организации)
 mind /maɪnd/ (v) возражать
 nasty /næsti/ (adj) отвратительный; скверный; опасный
 pest /pest/ (n) вредитель, паразит
 portrait /pɔːtreɪt/ (n) портрет
 shower /ˈʃaʊə/ (n) душ
 skin /skɪn/ (n) кожа
 sleep tight (phr) крепко спать
 solve /sɒlv/ (v) решать
 temperature /ˈtemprətʃə/ (n) температура
 vacuum /vækjuəm, -kjəm/ (v) пылесосить

2d

arrogant /əˈrɒɡənt/ (adj) высокомерный, надменный
 attractive /əˈtræktɪv/ (adj) привлекательный
 babysit /beɪbɪsɪt/ (v) присматривать за детьми
 baker's /beɪkəz/ (n) пекарня
 balcony /bælkəni/ (n) балкон
 bank /bæŋk/ (n) банк
 busy /bɪzi/ (adj) оживленный
 café /kæfeɪ/ (n) кафе
 caring /keərɪŋ/ (adj) заботливый
 chemist's /kemɪsts/ (n) аптека
 corner shop /kɔːnəʃɒp/ (n) небольшой магазин
 curtain /kɜːtɪn/ (n) штора
 dig /dɪg/ (v irr) копать
 drop /drɒp/ (v) ронять
 easily annoyed /ɪːzəli ənoʊd/ (phr) легко раздражимый
 errand /erənd/ (n) поручение, задание
 feed /fiːd/ (v irr) кормить
 forgetful /fəˈɡetfəl/ (adj) забывчивый
 grocer's /grɒsəz/ (n) бакалея
 helpful /helpfəl/ (adj) услужливый
 in return (phr) взамен чего-либо
 industrial /ɪndʌstriəl/ (adj) промышленный
 isolated /aɪsəleɪtɪd/ (adj) изолированный
 keep /kiːp/ (v irr) продолжать

Word List

kid /kɪd/ (n) ребенок
 litter /lɪtə/ (n) мусор
 local /ləʊkəl/ (adj) местный
 make friends with sb (phr) подружиться с кем-либо
 modern /mɒdn/ (adj) современный
 move house (phr) переехать в новый дом
 narrow /nærəʊ/ (adj) узкий
 neighbour /neɪbə/ (n) сосед
 neighbourhood /neɪbəhʊd/ (n) округа, микрорайон
 newsagent's /njuːzɛɪdʒənts/ (n) газетный киоск
 nosy /nɔːzi/ (adj) любопытный
 peep /piːp/ (v) подглядывать
 pleasure /pleɪʒə/ (n) удовольствие
 pretty /prɪti/ (adj) хорошенький
 rude /ruːd/ (adj) грубый
 selfish /selfɪʃ/ (adj) эгоистичный
 silly /sɪli/ (adj) глупый
 sociable /səʊʃəbəl/ (adj) общительный
 spacious /speɪʃəs/ (adj) просторный
 talkative /tɔːkətɪv/ (adj) разговорчивый
 traditional /trəˈdɪʃənəl/ (adj) традиционный
 tree-lined /triːˈlaɪnd/ (adj) обсаженный деревьями
 ugly /ʌɡli/ (adj) некрасивый, уродливый
 water /wɔːtə/ (v) поливать
 wedding anniversary /wedɪŋ ˈænɪvɜːsəri/ (n) годовщина свадьбы
 wide /waɪd/ (adj) широкий
 wonder /wʌndə/ (v) интересоваться

2e

accept /əksept/ (v) принимать
 appreciate /əpreɪʃɪət/ (v) высоко оценивать, ценить
 arrangement /əreɪndʒmənt/ (n) договоренность
 cheer sb up (phr v) подбадривать кого-либо
 congratulation /kɒŋgrætʃəleɪʃən/ (n) поздравление
 consist of (phr v) состоять из
 cosy /kaʊzi/ (adj) уютный
 daily routine /deɪli ruːtiːn/ (n) ежедневные дела
 games arcade /geɪmz ɑːkeɪd/ (n) игровой зал
 hang out (phr v) проводить время
 hospitality /hɒspɪtəleɪti/ (n) гостеприимство
 input /ɪnpʊt/ (n) полученная информация
 invitation /ɪnvɪteɪʃən/ (n) приглашение
 journey /dʒɜːni/ (n) путешествие
 permission /pə'mɪʃən/ (n) разрешение, позволение
 pinball /pɪnbɔːl/ (n) пинбол
 refuse /rɪfjuːz/ (v) отказываться
 relative /rɪlətɪv/ (n) родственник
 remark /rɪmɑːk/ (n) комментарий
 upstairs /ʌpsteɪz/ (adv) вверх(у)

2f

address /ədres/ (n) адрес
 alteration /ɔːlterɪʃən/ (n) изменение
 announcement /ənaʊnsmənt/ (n) объявление
 be sick and tired (phr) устать от чего-либо
 brush /brʌʃ/ (n v) щётка, чистить щеткой
 Cabinet /kæbɪnət/ (n) Кабинет министров

civil servant /sɪvəl sɜːvənt/ (n) государственный служащий
 clean /kliːn/ (v) чистить
 cleaning /kliːnɪŋ/ (n) чистка
 colleague /kɒliːɡ/ (n) коллега
 cupboard /kʌbəd/ (n) шкаф для посуды
 décor /deɪkɔː/ (n) декор
 elegant /elɪɡənt/ (adj) стильный, элегантный
 elf /elf/ (n) эльф
 fine /faɪn/ (adj) отличный
 furnished /fɜːnɪʃt/ (adj) меблированный
 gentle /dʒentl/ (adj) добрый, мягкий
 gentleness /dʒentlnəs/ (n) доброта, мягкость
 gift /ɡɪft/ (n) подарок
 government minister /ɡʌvənmənt mɪnɪstə/ (n) министр
 grand /grænd/ (adj) впечатляющий, внушительный
 grave /ɡreɪv/ (adj) серьезный
 gravity /ɡreɪvəti/ (n) гравитация
 guest /gest/ (n) гость
 interview /ɪntəvjuː/ (n) интервью
 move in (phr v) переехать, въехать
 official function /əfɪʃəl fʌŋkʃən/ (n) официальный прием
 ordinary /ɔːdənəri/ (adj) обычный
 originally /əriˈdʒɪnəli/ (adv) изначально
 past /pɑːst/ (adj) предыдущий, прошлый
 prime minister /praɪm mɪnɪstə/ (n) премьер-министр, глава правительства
 receive /rɪsiːv/ (v) принимать
 recognise /rekəɡnaɪz/ (v) узнавать
 sane /seɪn/ (adj) здравосмыслящий, разумный, нормальный
 sanity /sænəti/ (n) здравый ум
 security /sɪkjʊərəti/ (n) безопасность
 state dinner /steɪt dɪnə/ (n) официальный обед
 sweep /swiːp/ (v irr) подметать
 terraced house /terəst haʊs/ (n) дом ленточной застройки
 urgency /ɜːdʒənsi/ (n) срочность
 urgent /ɜːdʒənt/ (adj) срочный
 wardrobe /wɔːdrəʊb/ (n) гардероб
 wash /wɒʃ/ (v) мыть
 washing /wɒʃɪŋ/ (n) стирка

Going Green 2

at risk (phr) в опасности
 become extinct (phr) вымирать (о животных или растениях)
 charity /tʃærəti/ (n) благотворительность
 chemical /kɛmɪkəl/ (n) химическое вещество
 damage /dæmɪdʒ/ (n) повреждение
 deforestation /diːfɒrɛsteɪʃən/ (n) вырубка леса
 destroy /dɪstrɔɪ/ (v) уничтожать
 feather /feðə/ (n) перо
 fin /fɪn/ (n) плавник
 grain /ɡreɪn/ (n) зр. песчинка
 habitat /hæbɪtæt/ (n) место обитания
 harm /hɑːm/ (v) наносить вред
 hedgerow /hedʒəʊ/ (n) живая изгородь

Word List

homeless /həʊmləs/ (adj) бездомный
 litter /lɪtə/ (n) мусор
 local council /ləʊkəl kaʊnsəl/ (n) местная власть
 pick up (phr v) подбирать
 playground /pleɪgraʊnd/ (n) игровая площадка
 poisonous /pɔɪzənəs/ (adj) ядовитый
 pollution /pəˈluːʃn/ (n) загрязнение
 pond /pɒnd/ (n) пруд
 remain unspoiled (phr) оставаться неиспорченным
 solution /səˈluːʃən/ (n) решение
 species /spiːʃiːz/ (n) вид
 survive /səˈvaɪv/ (v) выживать
 threaten /θreɪn/ (v) угрожать
 tiny /taɪnɪ/ (adj) крошечный
 wildlife /ˈwaɪldlaɪf/ (n) дикая природа
 wing /wɪŋ/ (n) крыло
 woodland /ˈwʊdlənd/ (n) лес

MODULE 3

3a

across /əˈkrɒs/ (adv) в ширину
 ancient /ˈeɪnʃənt/ (adj) древний
 ape /eɪp/ (n) (человекообразная) обезьяна, примат
 approach /əˈprəʊtʃ/ (v) приближаться
 blunt /blʌnt/ (adj) тупой (*о предметах*)
 bottom /ˈbɒtəm/ (n) дно (*моря, океана*)
 couple /ˈkʌpl/ (n) пара
 create /kriːeɪt/ (v) создавать
 creature /ˈkriːtʃə/ (n) существо
 disgusting /dɪsˈgʌstɪŋ/ (adj) отвратительный
 dive /daɪv/ (v) нырять в воду
 doubt /daʊt/ (n, v) сомнение; сомневаться
 dragon /ˈdræɡən/ (n) дракон
 exactly /ɪɡˈzæktli/ (adv) точно
 exist /ɪɡˈzɪst/ (v) существовать
 extinct /ɪkˈstɪŋkt/ (adj) вымерший
 fact /fækt/ (n) факт, действительность
 famous /ˈfeɪməs/ (adj) известный
 fiction /ˈfɪkʃən/ (n) выдумка (*зд.*)
 folklore /ˈfɒlkləʊ/ (n) фольклор
 footprint /ˈfʊtprɪnt/ (n) отпечаток ноги/лапы
 force /fɔːs/ (n) сила
 fossil /ˈfɒs(ə)l/ (n) ископаемое, окаменелость
 giant /dʒaɪənt/ (n, adj) великан, огромный, гигантский
 hairy /ˈheəri/ (adj) волосатый
 hook /hʊk/ (n) крюк
 horrifying /həˈrɪfəɪnɪ/ (adj) ужасный, страшный
 humped /ˈhʌmpɪd/ (adj) горбатый
 in search of (phr) в поиске (*кого либо /чего либо*)
 investigator /ɪnˈvestɪɡeɪtə/ (n) исследователь
 legend /ˈledʒənd/ (n) легенда
 monster /ˈmɒnstə/ (n) монстр, чудовище
 mysterious /mɪˈstɪəriəs/ (adj) таинственный, загадочный
 mythical /ˈmɪθɪkəl/ (adj) мифический
 neck /neɪk/ (n) шея
 off the coast (phr) недалеко от берега
 probably /ˈprɒbəbli/ (adv) возможно
 recorded /rɪˈkɔːdɪd/ (adj) *зд.* зафиксированный

remain /rɪˈmeɪn/ (v) оставаться
 report /rɪˈpɔːt/ (v) сообщать, докладывать
 roll /rɒl/ (v) катиться
 sharp /ʃɑːp/ (adj) острый
 shocking /ˈʃɒkɪŋ/ (adj) шокирующий
 sighting /ˈsaɪtɪŋ/ (n) случай наблюдения
 similar /sɪˈmɪlə/ (adj) похожий
 skeleton /ˈskelətən/ (n) скелет
 snake-like /sneɪk laɪk/ (adj) змееподобный
 species /spiːʃiːz/ (n) вид (*растений, животных*)
 squid /skwɪd/ (n) кальмар
 strange /streɪndʒ/ (adj) странный, необычный
 tail /teɪl/ (n) хвост
 tentacle /ˈtentəkl/ (n) щупальце
 unfortunately /ˌʌnfəːtʃənətli/ (adv) к сожалению
 unicorn /ˈjuːnɪkɔːn/ (n) единорог
 various /veəriəs/ (adj) различный
 violent /ˈvaɪələnt/ (adj) сильный, мощный
 whirlpool /ˈwɜːlpuːl/ (n) водоворот
 witness /ˈwɪtnəs/ (n) свидетель, очевидец

Vocabulary: ways to look

briefly /brɪˈflɪ/ (adv) кратко
 catch a glimpse of (phr) увидеть мельком
 glance /glɑːns/ (v) бросить быстрый взгляд
 glare /gleɪ/ (v) пристально смотреть (*со злостью*)
 impress /ɪmˈpres/ (v) впечатлять
 notice /ˈnəʊtɪs/ (v) замечать
 spot /spɒt/ (v) замечать
 stare /steə/ (v) уставиться, пристально смотреть
 (*часто с удивлением*)

3b

anxious /ˈæŋkʃəs/ (adj) беспокоящийся, беспокойный, тревожный
 appearance /əˈpɪərəns/ (n) внешность
 chase /tʃeɪs/ (v) преследовать
 confident /kənˈfɪdənt/ (adj) уверенный в себе
 confused /kənˈfjuːzd/ (adj) озадаченный
 deal with (phr v) справляться с чем-либо, иметь дело с чем-либо/кем-либо
 fail /feɪl/ (v) претерпевать неудачу, завалить (*экзамен*)
 get out of the wrong side of the bed (phr) встать не с той ноги
 horrible /ˈhɒrəbl/ (adj) жуткий, страшный
 lose one's way (phr) запутаться, потеряться
 mind /maɪnd/ (n) разум
 miss /mɪs/ (v) упускать, терять возможность
 nightmare /ˈnaɪtmɛə/ (n) кошмар
 opportunity /ˌɒpərtjuːˈnɪti/ (n) возможность
 over and over (phr) много раз подряд, снова и снова
 pound /paʊnd/ (v) колотиться (*о сердце*)
 relief /rɪˈliːf/ (n) облегчение
 shake like a leaf (phr) дрожать (*от страха*)
 situation /sɪˈtʃueɪʃ(ə)n, sɪˈtʃueɪʃ(ə)nɪ/ (n) ситуация
 speculate /spekjuːleɪt/ (v) размышлять
 stressed out /streɪst aʊt/ (adj) нервный, напряженный
 subconscious /səbˈkɒnʃəs/ (adj) подсознательный

Word List

surely /ʃʊə(r)li, fʊə(r)li/ (adv) несомненно, конечно
 under stress (phr) в напряженном состоянии,
 в стрессе
 unpleasant /ʌnpleɪzənt/ (adj) неприятный
 unprepared /ʌnpriːəd/ (adj) неподготовленный

3c

actually /æktʃʊəli, tʃəli/ (adv) на самом деле
 ankle /æŋkl/ (n) щиколотка
 break down (phr v) ломаться (об устройствах)
 coincidence /kəʊɪnsɪdəns/ (n) совпадение
 come along (phr v) прибывать, случаться,
 происходить
 company /kəmˈpəni/ (n) компания (фирма)
 drawer /draʊə/ (n) ящик (тумбочки)
 earring /ɪˈærɪŋ/ (n) серьга
 equivalent /ɪkwɪvələnt/ (n) эквивалент
 expect /ɪkˈspekt/ (v) ожидать
 item /aɪtəm/ (n) предмет
 make fun of (phr v) смеяться (над кем-либо),
 высмеивать
 mud /mʌd/ (n) грязь
 promotion /prəˈmɔʃjən/ (n) продвижение (по службе)
 pull out (phr v) вынимать, вытаскивать
 receive /rɪˈsiːv/ (v) получать
 second-hand /sekənd hænd/ (adj) подержанный,
 бывший в употреблении
 shiny /ʃaɪni/ (adj) блестящий
 shocked /ʃɒkt/ (adj) шокированный
 slip /slɪp/ (v) поскользнуться
 switch off (phr v) выключать (электрический
 прибор)
 tie /taɪ/ (n) галстук
 twist /twɪst/ (v) подвернуть (ногу)

3d

complicated /kəmˈplɪkeɪtɪd/ (adj) сложный для
 понимания
 elderly /ˈeldəli/ (adj) пожилой
 image /ɪmɪdʒ/ (n) изображение; образ
 individual /ɪnˈdɪvɪdʒuəl/ (adj) индивидуальный
 optical illusion /ˈɒptɪkəl ɪˈluːʒən/ (n) оптическая
 иллюзия
 play tricks on (phr) обманывать, дурачить
 process /ˈprɒses/ (n) процесс
 series /ˈsɪəriːz/ (n) ряд
 take in (phr v) принимать, понимать
 train track /treɪn træk/ (n) железнодорожный путь

Vocabulary: The mind

assumption /əˈsʌmpʃən/ (n) предположение
 background /ˈbækgraʊnd/ (n) задний план
 brain /breɪn/ (n) мозг
 canvas /kænvəs/ (n) холст
 cart /kɑ:t/ (n) повозка, телега
 collect /kəˈlekt/ (v) собирать
 demonstration /dɛməˈnɛstrəʃən/ (n) показ, демонстрация

exhibition /ˌeksɪbɪʃən/ (n) выставка
 fantasy /ˈfæntəsi/ (n) фантазия
 field worker /fi:ld wɜ:kə/ (n) полевой рабочий
 foreground /fɔ:graʊnd/ (n) передний план
 illusion /ɪˈlu:ʒən/ (n) иллюзия, обман зрения
 imagination /ɪmædʒɪˈneɪʃən/ (n) воображение
 location /ləʊkəʃən/ (n) местоположение
 lose touch with reality (phr) утратить представление
 о действительности, жить в мире грез
 maid /meɪd/ (n) служанка
 mind /maɪnd/ (n) ум
 oil /ɔɪl/ (n) масляная краска (масло)
 original /əˈrɪdʒənəl/ (n) подлинник, оригинал
 portrait /ˈpɔ:trət/ (n) портрет
 realistic /rɪˈælɪstɪk/ (adj) реалистичный
 reflection /rɪˈflekʃən/ (n) отражение
 scene /si:n/ (n) сцена, пейзаж
 shade /ʃeɪd/ (n) оттенок, тень (от деревьев)
 shadow /ˈʃædəʊ/ (n) тень
 take up (phr v) з.д. занимать (место)
 test /test/ (n) проверка, тест

3e

bill /bɪl/ (n) счет
 chat /tʃæt/ (v) беседовать, болтать
 climax event /klaɪmæks ɪvənt/ (n) кульминация
 contrasting /kənˈtrɑ:stɪŋ/ (adj) контрастирующий
 develop /dɪˈveləp/ (v) 1. развивать; 2. проявлять
 (фото пленку)
 fiercely /fɪˈəʃli/ (adj) грубо
 gasp /gɑ:sp/ (v) задышаться
 horror /ˈhɒrə/ (n) ужас
 imaginary /ɪmædʒɪˈnəri/ (adj) воображаемый,
 выдуманный
 include /ɪnˈklu:ɪd/ (v) включать в себя
 inn /ɪn/ (n) маленькая гостиница
 it gets dark (phr) темнеет
 lounge /laʊndʒ/ (n) комната отдыха
 old-fashioned /ˌəʊld ˈfæʃənd/ (adj) старомодный,
 устаревший
 passer-by /ˈpɑ:sə baɪ/ (n) прохожий
 police station /pəˈli:s steɪʃən/ (n) полицейский участок
 ruined /ru:nd/ (adj) разрушенный
 sequence /ˈsi:kwəns/ (n) последовательность
 set the scene (phr) з.д. описывать место действия
 simplistic /sɪmˈplɪstɪk/ (adj) упрощенный
 stay the night (phr) остаться на ночь в каком-либо
 месте
 tale /teɪl/ (n) рассказ
 troubled /ˈtrʌb(ə)ld/ (adj) обеспокоенный
 variety /vəˈraɪəti/ (n) разнообразие, многообразие

3f

alike /əˈlaɪk/ (adv) одинаковый, похожий
 archaeologist /ˌɑ:kɪnɒlədʒɪst/ (n) археолог
 cellar /ˈselə/ (n) подвал
 classic /ˈklæsɪk/ (adj) классический
 helmet /ˈhelɪmt/ (n) шлем

Word List

investigator /ɪnˈvɛstɪɡeɪtə/ (n) исследователь
 plumber /plʌmə/ (n) водопроводчик
 same /seɪm/ (adj) такой же
 scene /siːn/ (n) сцена, пейзаж
 sight /saɪt/ (n) зрение, видимость, вид
 sighting /ˈsaɪtɪŋ/ (n) обнаружение, наблюдение
 similar /sɪˈmɪlə/ (adj) похожий
 soldier /ˈsɔːldɪə/ (n) солдат
 spectator /spekˈteɪtə/ (n) зритель
 spine-chilling /spaɪn tʃɪlɪŋ/ (adj) ужасающий
 sword /sɔːd/ (n) меч
 well-preserved /wel prɪzɜːvd/ (adj) хорошо сохранившийся
 witness /ˈwɪtnəs/ (n) очевидец, свидетель

Culture Corner 3

bang /bæŋ/ (n) очень громкий звук
 bend /bend/ (n) изгиб
 castle /kɑːstəl/ (n) замок
 consider /kənˈsɪdə/ (v) полагать, считать
 corridor /kɒrɪdɔː/ (n) коридор
 date back to (phr) относиться к (*веку, году, т. п.*)
 dungeon /ˈdʌŋdʒən/ (n) подземелье
 go bump (v) грохотать
 haunted /hɑːntɪd/ (adj) населённый призраками
 hunt /hʌnt/ (v) преследовать, охотиться
 leave sb with a broken heart (phr) разбить кому-либо сердце
 lurk /lɜːk/ (v) прятаться, таиться
 medieval /ˌmedɪjəvəl/ (adj) средневековый
 passage /ˈpɑːsɪdʒ/ (n) проход, коридор
 prison /prɪzən/ (n) тюрьма
 rustling /ˈrʌslɪŋ/ (adj) шуршащий
 show up (phr v) появляться
 torture chamber /ˈtɔːtʃə tʃeɪmbə/ (n) комната пыток
 turn /tɜːn/ (n) поворот
 view /vjuː/ (n v) вид, видеть
 wander /ˈwɒndə/ (v) бродить

Across the Curriculum 3

angle /æŋɡl/ (n) угол
 break sth down (phr v) разбивать (на составляющие)
 cube /kjuːb/ (n) куб
 cylinder /ˈsɪlɪndə/ (n) цилиндр (*геометрическое тело*)
 dull /dʌl/ (adj) *зд.* тусклый
 element /ˈelɪmənt/ (n) доля, элемент
 impact /ɪmpækt/ (n) влияние
 layer /ˈleɪə/ (n) слой
 rectangle /ˈrektæŋɡl/ (n) прямоугольник
 represent /reprɪzent/ (v) представлять, изображать
 shape /ʃeɪp/ (n) форма
 smooth /smuːð/ (adj) гладкий
 square /skweə/ (n, adj) квадрат, квадратный
 triangle /ˈtraɪæŋɡl/ (n) треугольник
 viewpoint /ˈvjuːpɔɪnt/ (n) *зд.* угол зрения

MODULE 4

4a

ability /əˈbɪləti/ (n) способность
 and so on (phr) и так далее
 artificial /ɑːtɪfɪʃəl/ (adj) искусственный
 assistant /əˈsɪstənt/ (n) помощник, ассистент
 brain /breɪn/ (n) мозг
 cater for (phr) обслуживать
 companion /kəmˈpænjən/ (n) друг
 conflict /kɒnflɪkt/ (n) конфликт, ссора
 consciousness /kɒnʃənsnəs/ (n) сознание, разум
 copy /kɒpi/ (v) копировать, имитировать
 creativity /kriːˈeɪtɪvəti/ (n) творчество
 decision /dɪˈsɪʒən/ (n) решение
 divided /dɪˈvaɪdɪd/ (adj) обнаруживающий разногласия
 emotional response /ɪˈməʊʃənəl rɪˈsɒns/ эмоциональная реакция
 except for (prep phr) кроме
 existence /ɪˈɡzɪstəns/ (n) существование
 expert /ˈɛkspɜːt/ (n) эксперт, профессионал
 figurative speech (phr) образная речь
 function /ˈfʌŋkʃən/ (n) функция
 gesture /ˈdʒɛstʃə/ (n) жест
 harm /hɑːm/ (n) вред
 helper /ˈhelprə/ (n) помощник
 in theory (phr) теоретически
 inaction /ɪnˈækjən/ (n) бездействие
 injure /ɪnˈdʒʊə/ (v) ранить, повредить
 intelligence /ɪnˈtelɪdʒəns/ (n) интеллект, рассудок
 ironing /ˈaɪənɪŋ/ (n) глаженьё (*одежды*)
 knowledge /ˈnɒlɪdʒ/ (n) *зд.* понимание
 mobility /məʊbɪləti/ (n) мобильность
 mow the lawn (phr) косить лужайку
 nuclear power /ˈnjuːklɪə paʊə/ (n) атомная энергия
 obey /əˈbeɪ, ə-/ (v) подчиняться
 obstacle /ˈɒbstəkl/ (n) помеха, преграда
 perform /pəˈfɔːm/ (v) выполнять, исполнять
 power of reasoning (phr) способность к умозаключениям
 promise /ˈprɒmɪs/ (v) обещать
 protect /prəˈtekt/ (v) защищать
 protection /prəˈtektʃən/ (n) защита
 reasoning /ˈriːzənɪŋ/ (n) умозаключение
 roboticist /rəʊˈbɒtɪsɪst/ (n) инженер, создающий роботов; робототехник
 rocket /ˈrɒkɪt/ (n) ракета
 science fiction /ˈsaɪəns fɪkʃən/ (n) научная фантастика
 scientist /saɪˈɒntɪst/ (n) ученый
 simply /sɪmpli/ (adv) просто
 task /tɑːsk/ (n) задание
 vacuum /ˈvækjuəm, -kjəm/ (v) пылесосить

Vocabulary: Technology

be divided (phr) разойтись во взглядах
 become a reality (phr) становиться реальным
 build /bɪld/ (v irr) строить

Word List

cater for one's needs (phr) удовлетворять чьи-либо нужды

clean /kli:n/ (v) чистить

clear /kliə/ (v) убирать

common /kɒmən/ (adj) обычный

discovery /dɪskʌvəri/ (n) открытие

functioning /fʌŋkʃənɪŋ/ (adj) функционирующий

gadget /gædʒɪt/ (n) прибор (обычно электронный)

high-tech /haɪ tek/ (adj) высокотехнологичный

housework /haʊswɜ:k/ (n) работа по дому

invention /ɪnvenʃən/ (n) изобретение

microwave /maɪkrəweɪv/ (n) микроволновая печь

obstacle /ɒbstəkl/ (n) помеха, преграда

obstruction /əbstrʌkʃn/ (n) заграждение, барьер

ordinary /ɔ:dənəri/ (adj) обыкновенный

overcome a problem (phr) решить проблему

own /əʊn/ (v) владеть, иметь в собственности

perform a task (phr) выполнять задание

reality /rɪələtɪ/ (n) реальность

4b

Computer problems

anti-virus /æntɪ vaɪərəs/ (adj) антивирусный
(о компьютерных программах)

basics /beɪsɪks/ (pl n) основы

by mistake (phr) по ошибке

connect /kənekt/ (v) соединять, подсоединять

crash /kræʃ/ (v) внезапно ломаться

cursor /kɜ:sə/ (n) курсор

delete /dɪli:t/ (v) удалять

disk drive /dɪsk draɪv/ (n) дисковод

document /dɒkjʊmənt/ (n) файловый документ
(в компьютере)

download /daʊnləʊd/ (v) загружать данные из
Интернета

frozen /frɔ:zən/ (adj) «зависший» (о компьютере)

germ /dʒɜ:m/ (n) микроб

give sb a hand (phr) помогать кому-либо

hardware /hɑ:dwɛə/ (n) зд. комплектующие
(компьютера)

Internet connection /ɪntənət kənektʃən/ (n) связь
с Интернетом

Internet service provider (ISP) (phr) Интернет-
провайдер

laptop /læptɒp/ (n) ноутбук

link /lɪŋk/ (n) ссылка

memory /meməri/ (n) зд. компьютерная память

monitor /mɒnɪtə/ (n) монитор

network /netwɜ:k/ (n) сеть

pour /pɔ:/ (v) наливать

reboot /ri:bu:t/ (v) зд. перезагружать компьютер

related to /rɪleɪtɪd tə/ (adj) относящийся
к чему-либо

rely on (phr) полагаться на

run a search (phr) зд. искать информацию
в Интернете

run out (phr v) кончатся

save /seɪv/ (v) зд. сохранять информацию на
компьютере

scan /skæn/ (v) зд. проверять компьютер на наличие
вирусов

scanner /skænə/ (n) сканер

screen /skri:n/ (n) экран

software /sɒftweə/ (n) программное обеспечение для
компьютера

sort out (phr v) решить (проблему)

spill /spɪl/ (v irr) проливать

stick /stɪk/ (v irr) зд. замирать, зависать (о курсоре
мыши)

store /stɔ:/ (v) хранить

take up (phr v) занимать (время)

transfer /trænsfɜ:/ (v) = зд. передавать (информацию)

virus /vaɪərəs/ (n) зд. компьютерный вирус

web site /web saɪt/ (n) Интернет-сайт

wipe /waɪp/ (v) чистить

4c

bowling /bɔ:liŋ/ (n) боулинг

broke /brəʊk/ (adj) обанкротившийся, без денег

enter /entə/ (v) принимать участие (в конкурсе)

exhibition /ɪksɪbɪʃən/ (n) выставка

inventor /ɪnven tə/ (n) изобретатель

lend /lend/ (v) давать в долг

orchestra /ɔ:kɪstrə/ (n) оркестр

presentation /prezən teɪʃən/ (n) презентация

tired /taɪəd/ (adj) уставший

4d

absolutely /æbsəlu:tli/ (adv) абсолютно

academic /ækədemɪk/ (n) ученый

access (to) /ækses/ (n) доступ

alone /ələʊn/ (adv) единственно, исключительно

average /ævərɪdʒ/ (adj) средний, типичный, рядовой

awful /ɔ:fəl/ (adj) ужасный

bridge the divide (phr) уменьшать разницу

broadband /brɔ:dbænd/ (adj) зд. широкополосный
(Интернет)

browse /braʊz/ (v) просматривать Интернет-сайты

busy /bɪzi/ (adj) занятый

calendar /kæləndə/ (n) календарь

check /tʃek/ (v) проверять

compare /kəmpeɪ/ (v) сравнивать

competition /kəmpeɪtʃən/ (n) соревнование

convenient /kənvi:nɪənt/ (adj) удобный

coordinate /kəʊdɪneɪt/ (v) согласовывать

deliver /dɪlɪvə/ (v) доставлять (что-либо куда-либо)

display /dɪspleɪ/ (v) выставлять напоказ

distant /dɪstənt/ (adj) далекий, удаленный

electronically /ɪlektrɒnɪkli/ (adv) электронным способом

email account /ɪmerl əkaʊnt/ (n) электронный почтовый
адрес

feature /fi:tʃə/ (n) зд. статья, сенсационный материал

global /glɒbəl/ (adj) глобальный

government /gʌvəmənt, ɡʌvənmənt/ (n) правительство

hobby /hɒbi/ (n) хобби

horoscope /hɒrɒskəʊp/ (n) гороскоп

illustrate /ɪləstreɪt/ (v) иллюстрировать

Word List

image /ɪmɪdʒ/ (n) изображение; образ
 institution /ɪnˈstɪtjuːʃən/ (n) учреждение, ведомство
 look up (phr v) *зд.* искать что-либо
 military /mɪljətəri/ (adj) военный
 modem /məʊdəm, -dəm/ (n) модем
 phone line /fəʊn laɪn/ (n) телефонная линия,
 телефонное соединение
 population /pɒpjʊleɪʃən/ (n) население
 product /prɒdʌkt/ (n) товар, продукт
 receive /rɪˈsiːv/ (v) получать
 regular /ˈregjʊlə/ (adj) обычный, регулярный
 research /rɪˈsɜːtʃ/ (n) исследование
 review /rɪˈvjuː/ (n) отзыв
 schedule /ˈʃedjuːl, ske-/ (n) расписание
 search engine /sɜːtʃ ɛndʒɪn/ (n) поисковая система
 (*в Интернете*)
 server /sɜːvə/ (n) сервер
 service /sɜːvɪs/ (n) сервис, обслуживание
 site /saɪt/ (n) *зд.* Интернет-сайт
 subscription /səbskrɪpʃən/ (n) подписка
 surf the Internet /sɜːf/ (v) проводить время /сидеть
 (*в Интернете*)
 take over (phr v) брать под контроль,
 контролировать
 upgrade /ʌpɡreɪd/ (v) улучшать
 wirelessly /waɪələsli/ (adv) без проводов
 worldwide /wɜːldwaɪd/ (adv) глобально

4e

advance /ədˈvɑːns/ (v) продвигаться
 antisocial /æntɪˈsəʊʃəl/ (adj) (*зд.*) замкнутый,
 необщительный
 break down (phr v) ломаться
 communication /kəmjuːnɪkeɪʃən/ (n) общение
 concentrate on (phr v) концентрироваться на чем-либо
 convenient /kənˈviːniənt/ (adj) удобный
 daily /deɪli/ (adj adv) ежедневный; ежедневно
 device /dɪˈvaɪs/ (n) прибор
 digitally /dɪˈdʒɪtəli/ (adv) электронно
 distracted /dɪˈstræktɪd/ (adj) отвлеченный
 easy /iːzi/ (adj) легкий
 enjoyable /ɪnˈdʒɔɪəbl/ (adj) приятный, доставляющий
 удовольствие
 enrich /ɪnˈrɪʃ/ (v) обогащать
 entertain /ɪnˈtɛɪn/ (v) развлекать
 face-to-face /feɪs tə feɪs/ (adv) лицом к лицу
 fast /fɑːst/ (adj) быстрый
 for instance (phr) например
 gadget /ˈɡædʒɪt/ (n) электронный прибор, устройство
 games console /geɪms kɒnsəʊl/ (n) игровая приставка
 hooked on (phr) подсевший на что-либо
 instant messaging (phr) обмен мгновенными
 сообщениями через Интернет
 multi-task /mʌltɪ ˈtɑːsk/ (v) делать несколько вещей
 одновременно
 online /ɒnlaɪn/ (adj adv) подключенный к Интернету,
 онлайн
 rely (on) /rɪˈlaɪ/ (v) полагаться на кого-либо, надеяться
 на что-либо

research /rɪˈsɜːtʃ/ (n) исследование
 resource /rɪˈzɔːs, -sɔːs/ (n) ресурс
 skill /skɪl/ (n) умение
 solve /sɒlv/ (v) решать
 typical /tɪˈpɪkl/ (adj) типичный
 unreliable /ˌʌnrɪˈleɪəbl/ (adj) ненадежный
 valuable /ˈvæljuəbl/ (adj) ценный
 waste /weɪst/ (v) тратить попусту

4f

access /ˈæksɪs/ (v) иметь доступ
 affect /əˈfekt/ (v) влиять
 derive /dɪˈraɪv/ (v) происходить, производить
 discover /dɪsˈkʌvə/ (v) обнаруживать
 effect /ɪˈfekt/ (v) осуществлять, добиваться
 electric /ɪˈlektɪk/ (adj) электрический
 electronic /ɪˌlektɹɒnɪk/ (adj) электронный
 engine /ɛndʒɪn/ (n) мотор, двигатель
 experiment /ɪksˈperɪmənt/ (n) эксперимент
 forever /fɔːəvə/ (adv) навсегда
 invent /ɪnˈvent/ (v) изобретать
 machine /məˈʃiːn/ (n) аппарат, прибор
 offer /ɒfə/ (v) предлагать (*кому-либо что-либо*)
 suggest /səˈdʒest/ (v) предлагать (*что-либо сделать*)
 vote /vəʊt/ (v) голосовать

Culture Corner 4

air /eə/ (v) транслировать в прямом эфире
 available on (phr) доступный
 brand /brænd/ (n) торговая марка, бренд
 category /kætəgəri/ (n) категория
 challenge /tʃæləndʒ/ (n) испытание
 judge /dʒʌdʒ/ (n) судья
 level /levl/ (n) *зд.* уровень сложности
 logo /ˈlɒɡəʊ/ (n) логотип
 satellite /sætəlaɪt/ (n) спутник
 to the limit (phr) до предела
 via /viə, viːə/ (prep) через
 viewer /vjuːə/ (n) телезритель

Going Green 4

affect /əˈfekt/ (v) влиять
 agreement /əˈɡriːmənt/ (n) соглашение
 at the moment (phr) в настоящий момент
 back up (phr v) поддерживать
 Big deal! (phr) Хорошенькое дельце!
 burn /bɜːn/ (v irr) гореть
 cadmium /kædmɪəm/ (n) кадмий
 chemical /kɛmɪkəl/ (n) химикат, химическое вещество
 chromium /krɒmɪəm/ (n) хром
 component /kəmˈpɒnənt/ (n) компонент
 conclude /kənˈkluːd/ (v) подводить итог
 convince /kənˈvɪns/ (v) убеждать
 currently /kʌrəntli/ (adv) в настоящий момент
 donate /dəʊneɪt/ (v) жертвовать
 drip /drɪp/ (v) капать
 dump /dʌmp/ (v) бросать
 emit /ɪˈmɪt/ (v) выделять

Word List

encourage /ɪnˈkʌrɪdʒ/ (v) поощрять
 eventually /ɪˈventʃʊəli, -tʃəli/ (adv) в конце концов
 e-waste /iːˈweɪst/ (n) электронные отходы
 export /ɪksˈpɔːt/ (v) экспортировать
 food chain /fuːd tʃeɪn/ (n) пищевая цепь
 fume /fjuːm/ (n) дым, испарение
 goods /ɡʊdz/ (Pl n) товары
 gradually /ɡrædʒʊəli/ (adv) постепенно
 harm /hɑːm/ (v) причинять вред, боль
 heavy metal /heɪviː meɪtəl/ (n) тяжелый металл
 landfill /lændfɪl/ (n) мусорная свалка
 lead /led/ (n) свинец
 leak /liːk/ (v) протекать
 little by little (phr) понемногу
 manufacturer /mænʃʊfektʃərə/ (n) производитель
 mercury /mɜːkjʊəri/ (n) ртуть
 monitor /mɒnɪtə/ (n) монитор
 no doubt about it (phr) без сомнений
 old-fashioned /ɔːldfæʃənd/ (adj) устаревший, старомодный
 ooze /uːz/ (v) медленно течь
 outdated /aʊtdeɪtɪd/ (adj) устаревший
 pace /peɪs/ (n) скорость
 persuade /pəˈsweɪd/ (v) уговаривать
 poisonous /pɔɪzənəs/ (adj) ядовитый
 print cartridge /prɪnt kɑːtrɪdʒ/ (n) картридж для принтера
 recycle /rɪˈsaɪkl/ (v) перерабатывать отходы
 reduce /rɪˈdjuːs/ (v) уменьшать
 refill /rɪˈfɪl/ (v) заправлять (о картридже для принтера)
 release /rɪˈliːs/ (v) выбрасывать (вещества в атмосферу)
 repair /rɪˈpeə/ (v) чинить
 replace /rɪˈpleɪs/ (v) заменять
 reuse /rɪˈjuːz/ (v) повторно использовать
 soil /soɪl/ (n) почва
 tax /tæks/ (n) налог
 toaster /ˈtəʊstə/ (n) тостер
 ton /tʌn/ (n) тонна
 toxic /tɒksɪk/ (adj) ядовитый, токсичный
 toxic gas /tɒksɪk ɡæs/ (n) ядовитый газ
 treaty /triːti/ (n) соглашение

MODULE 5

5a

ability /əˈbɪləti/ (n) способность
 add value (to) (phr) увеличить стоимость
 animal behaviourist (phr) зоопсихолог (психолог, занимающийся изучением поведения животных)
 art /ɑːt/ (n) искусство
 artist /ɑːtɪst/ (n) художник, мастер
 artistic creativity (phr) художественное творчество
 auction /ɔːkʃən/ (n) аукцион
 auction /ɔːkʃən/ (v) выставлять что-либо на аукцион
 auction house (phr) здание, где проходит аукцион
 award /əˈwɔːd/ (n) награда, приз
 breathing /brɪˈdɪŋ/ (n) дыхание

brush /brʌʃ/ (n) кисть
 carve /kɑːv/ (v) вырезать (в камне или дереве)
 childish /tʃɪlɪdɪʃ/ (adj) ребяческий, детский
 city council /sɪti kaʊnsəl/ (n) городской совет
 collect /kəˈlekt/ (v) получать, забирать, собирать
 consider /kənˈsɪdə/ (v) считать, полагать, рассматривать
 create /kriːeɪt/ (v) создавать
 creative /kriːeɪtɪv/ (adj) творческий
 creator /kriːeɪtə/ (n) создатель
 desire /dɪˈzaɪə/ (n) сильное желание
 drawing /dɹɔːɪŋ/ (n) рисунок
 encourage /ɪnˈkʌrɪdʒ/ (v) побуждать, поощрять, ободрять
 exclude /ɪkskluːd/ (v) исключать
 exhibition /ɪksbɪʃən/ (n) выставка
 eyelash /aɪleɪʃ/ (n) ресница
 fan /fæn/ (n) фанат
 fetch /fetʃ/ (v) зд. выручать (деньги за проданную вещь)
 graffiti /grəˈfiːti/ (n) граффити, настенный рисунок
 grain /ɡreɪn/ (n) зерно
 guest /ɡest/ (n) гость
 heartbeat /hɑːtbiːt/ (n) сердцебиение, удар сердца
 hold /həʊld/ (v irr) проводить (мероприятие)
 host /həʊst/ (v) вести теле-, радиопрограмму
 huge /hjuːdʒ/ (adj) огромный
 human /hjuːmən/ (adj) человеческий
 identity /aɪdɪntəti/ (n) зд. имя
 impress /ɪmˈpres/ (v) впечатлять
 include /ɪnˈkluːd/ (v) включать
 irresponsible /ɪrɪˈspɒnsəbl/ (adj) безответственный
 material(s) /mæˈtɪəriəl/ (n/pl n) материал(ы)
 miniature sculpture (phr) миниатюрная скульптура
 needle /niːdl/ (n) игла
 opponent /əˈpɒnənt/ (n) оппонент, противник
 own /əʊn/ (v) владеть
 owner /əʊnə/ (n) владелец
 painting /peɪntɪŋ/ (n) картина
 patiently /peɪʃəntli/ (adv) терпеливо
 pinhead /pɪnhed/ (n) головка булавки
 private property (phr) частная собственность
 produce /prəˈdjuːs/ (v) производить, изготавливать
 remain anonymous (phr) оставаться неизвестным, анонимным
 remove /rɪˈmuːv/ (v) удалять, убирать, снимать
 significant /sɪɡnɪfɪkənt/ (adj) важный
 stay perfectly still (phr) замирать
 success /səkˈses/ (n) успех
 take a look (at) (phr) посмотреть
 the public /ðə pʌbɪk/ (n) публика
 tiny /taɪni/ (adj) крошечный
 toothpick /tuːθpɪk/ (n) зубочистка
 turn up (phr v) появляться
 ugly /ʌɡli/ (adj) безобразный, уродливый
 unbelievable /ɪnˈbiːləvəbl/ (adj) невероятный
 valuable /væljuəbl/ (adj) ценный
 valueless /væljuːləs/ (adj) ничего не стоящий, бесполезный
 vandalism /vændəlɪzəm/ (n) вандализм

Word List

view /vjuː/ (v) осматривать
warehouse /weə'haʊs/ (n) склад
well-known /wel nəʊn/ (adj) известный

Vocabulary: Types of art

architect /ɑːkɪtekt/ (n) архитектор
benefit /'benɪfɪt/ (v) помогать, приносить /извлекать пользу
chisel /tʃɪzəl/ (n) стамеска, долото
clay /kleɪ/ (n) глина
colour in (phr v) раскрашивать
costume /'kɒstjʊm/ (n) костюм (театральный, маскарадный)
crayon /kreɪ'ɒn, -ɒn/ (n) цветной мелок, пастель
design /dɪzəɪn/ (v) проектировать
drawing /drɔːɪŋ/ (n) рисунок, рисование
easel /iːzəl/ (n) мольберт
kiln /kɪln/ (n) печь для обжига и сушки глиняных изделий
landscape /'lændskeɪp/ (n) ландшафт
local /ləʊkəl/ (adj) местный
model making /'mɒdl meɪkɪŋ/ (n) моделирование
oil paint (n) масляная краска
outline /aʊtlaɪn/ (n) набросок, эскиз
paintbrush /peɪntbrʌʃ/ (n) кисть
painting /peɪntɪŋ/ (n) рисование; картина
performance /'pɜːfməns/ (n) представление
photography /fə'tɒɡrəfi/ (n) фотография (*занятие, хобби*)
portrait /'pɔːtreɪt/ (n) портрет
portray /'pɔːtreɪ/ (v) изображать (*кого-либо*)
potter's wheel (n) гончарный круг
pottery /'pɒtəri/ (n) гончарные, керамические изделия
sculpture /skʌlptʃə/ (n) скульптура
set /set/ (n) декорации
sketch /sketʃ/ (n v) набросок, делать наброски
spidergram /'spaɪdəɡræm/ (n) схема
spray painting /sprɛɪ peɪntɪŋ/ (n) рисование с помощью аэрозоли
stage /steɪdʒ/ (n) сцена
subject /sʌbdʒɪkt/ (n) сюжет
tripod /'traɪpɒd/ (n) штатив
watercolour /'wɔːtəkələ/ (n) акварель

5b

affect /ə'fekt/ (v) влиять
arrangement /ə'reɪndʒmənt/ (n) приготовление
be keen on (phr) любить что-либо
broad /brɔːd/ (adj) широкий
content /kɒntent/ (n) содержание
count sb in (phr) включать кого-либо, брать с собой
extract /ɪk'strækt/ (n) отрывок
fancy /'fænsɪ/ (v) нравиться
funky /'fʌŋki/ (adj) (*сленг*) классный
hum /hʌm/ (v) напевать под нос
line /laɪn/ (n) строчка
melody /me'lədi/ (n) мелодия

practice /'præktɪs/ (n) практика, тренировка
preference /'preʃərəns/ (n) предпочтение
sing /sɪŋ/ (v irr) петь
soap opera /səʊp ɒpərə/ (n) мыльная опера
taste /teɪst/ (n) вкус
theme tune (phr) главная музыкальная тема
training /treɪnɪŋ/ (n) тренировка
turn down (phr v) уменьшать звук
turn off (phr v) выключать (*прибор*)
verse /vɜːs/ (n) строфа, стих

5c

accurately /ækjʊrətli/ (adv) внимательно
by far (phr) намного
can afford (phr) позволить себе (*купить что-либо*)
child prodigy /tʃaɪld prɒdɪdʒɪ/ (n) вундеркинд
compile /kəm'paɪl/ (v) составлять
composer /kəm'pəʊzə/ (n) композитор
composition /kɒmpəzɪʃən/ (n) *зд.* музыкальная композиция
decrease /dɪkriːs/ (v) уменьшать(ся)
equal /iːkwəl/ (adj) одинаковый, равный
gallery /'gæləri/ (n) галерея
go out (phr) гаснуть (*об огне, свете*)
hard-working /hɑːd'wɜːkɪŋ/ (adj) трудолюбивый
improve /ɪm'pruːv/ (v) улучшать(ся)
increase /ɪn'kriːs/ (v) увеличивать(ся)
leading /liːdɪŋ/ (adj) ведущий, главный, передовой
opera house /'ɒpərə haʊs/ (n) оперный театр
output /aʊtpʊt/ (n) производительность
patient /'peɪjənt/ (adj) терпеливый
quiz /kwɪz/ (n) викторина
repertoire /re'pɜːtwɔː/ (n) репертуар
sell out (phr v) распродавать (*товар*)
slippery /sɪ'pɜːri/ (adj) скользкий
talented /tæləntɪd/ (adj) талантливый
thrilled /θrɪld/ (adj) взволнованный, возбужденный
unfair /ʌn'feɪ/ (adj) нечестный, несправедливый

5d

acting /æktɪŋ/ (n) игра, исполнение (*в фильме, пьесе*)
action film (phr) боевик
action-packed /ækʃən 'pækt/ (adj) насыщенный действием
all-star /ɔːl'stɑː/ (adj) состоящий только из звезд (*о фильме*)
audience /ɔːdiəns/ (n) зрители
box office /bɒks ɒfɪs/ (n) билетная касса
cast /kɑːst/ (n) состав исполнителей
coincidence /kəʊɪn'sɪdəns/ (n) совпадение
colourful /kə'lɜːfəl/ (adj) разноцветный
consequence /kɒnsɪkwəns/ (n) последствие
exchange /ɪks'tʃeɪndʒ/ (v) обмениваться (*чем-либо*)
focus /'fəʊkəs/ (v) сосредоточиваться
graphics /'ɡræfɪks/ (pl n) графика
ignore /ɪɡnɔː/ (v) игнорировать
kidnapper /kɪdnæpə/ (n) похититель
last /lɑːst/ (v) длиться

Word List

look forward to (phr v) ждать с нетерпением
 low-budget /ləʊ bʌdʒɪt/ (adj) малобюджетный
 massive /mæsv/ (adj) массивный
 nickname /nɪkneɪm/ (n) прозвище
 perform /pə'fɔːm/ (v) выступать, исполнять
 plenty (of) /plenti/ (pron) много
 plot /plɒt/ (n) сюжет
 predictable /prɪdɪkəbəl/ (adj) предсказуемый
 relationship /rɪleɪʃənʃɪp/ (n) отношение (*между людьми*)
 scene /siːn/ (n) сцена (*в фильме, пьесе*)
 scenery /siːnəri/ (n) декорации
 science fiction /saɪəns fɪkʃən/ (n) научная фантастика
 set /set/ (n) съемочная площадка
 shoot /ʃuːt/ (v irr) снимать фильм
 special effects /speʃəl ɪ fɛkts/ (pl n) спецэффекты
 star /stɑː/ (v) играть главную роль
 storyline /stɔːrɪnaɪn/ (n) сюжет
 stunt /stant/ (n) каскадерский трюк
 takeaway /teɪkəweɪ/ (n) еда на вынос
 twist /twɪst/ (n) неожиданный поворот
 villain /vɪlən/ (n) отрицательный герой
 waxwork /wækswɜːk/ (n) восковая фигура

5e

all in all (phr) в общем и целом
 author /ɔːθə/ (n) автор
 background /bækgraʊnd/ (n) подоплека
 character /kæriktə/ (n) герой (*книги, фильма*)
 comment /kɒment/ (n) комментарий, мнение
 consist of (phr v) состоять из
 director /dɪrɪktə, daɪ-/ (n) режиссер
 disappointing /dɪsə'pɔɪntɪŋ/ (adj) разочаровывающий
 dull /dʌl/ (adj) скучный
 evil /ɪvəl/ (adj) злой, злобный
 evil /ɪvəl/ (n) зло
 evil genius (phr) злой гений
 exciting /ɪksaɪtɪŋ/ (adj) захватывающий
 fairy /fɛəri/ (n) фея
 fairy tale /fɛəri teɪl/ (n) сказка
 fantasy /fæntəsi/ (n) фэнтези, фантазия
 fast-paced /fɑːst peɪst/ (adj) быстро развивающийся
 intriguing /ɪn'trɪɡɪŋ/ (adj) интригующий
 irritating /ɪrɪ'teɪtɪŋ/ (adj) раздражающий
 kidnap /kɪdnæp/ (v) похищать
 likeable /laɪkəbəl/ (adj) приятный, милый
 main /meɪn/ (adj) главный
 precise /praɪsɪs/ (adj) точный
 recommendation /re'kɒmendɪtʃən/ (n) совет, рекомендация
 rescue /reskjʊ/ (v) спасать
 review /rɪvjuː/ (v, n) 1. писать отзыв; 2. отзыв
 satisfying /sætɪsfaɪɪŋ/ (adj) удовлетворительный
 senior officer (phr) старший офицер
 shallow /ʃæləʊ/ (adj) поверхностный
 slow-paced /sləʊ peɪst/ (adj) медленно развивающийся
 summary /sʌməri/ (n) краткое изложение, резюме

surprising /sə'praɪzɪŋ/ (adj) неожиданный, удивительный
 theme /θiːm/ (n) *зд.* основная идея, мысль
 unexpected /ɪnɪkspek'tɪd/ (adj) неожиданный
 unimaginative /ɪnɪ'mædʒɪnətɪv/ (adj) лишенный воображения
 upside down /ʌpsaɪd daʊn/ (adv) вверх ногами
 variety /və'raɪəti/ (n) разнообразие
 versus /vɜːsəs/ (prep) против
 well-developed /wel dɪve'lɒpt/ (adj) хорошо сформировавшийся

5f

be stuck in the traffic (phr) застрять в пробке
 by accident (phr) случайно
 charge /tʃɑːdʒ/ (v) запрашивать цену
 estimate /estɪmeɪt/ (v) оценивать
 exhibit /ɪg'zɪbɪt/ (n) выставочный экземпляр
 exhibition /ɪk'sɪbɪʃən/ (n) выставка
 frustrated /frə'st্রেɪtɪd/ (adj) расстроенный
 knock down (phr v) сбивать с ног
 play /pleɪ/ (v) играть роль
 rehearsal /rɪ'hɜːsəl/ (n) репетиция
 rehearse /rɪ'hɜːs/ (v) репетировать
 take a photograph (phr) делать снимок, фотографировать
 unfair /ʌn'feɪ(r)/ (adj) несправедливый

Culture Corner 5

bloody /blʌdi/ (adj) кровавый
 burn down (phr v) сжигать
 comedy /kɒmədi/ (n) комедия
 common /kɒmən/ (adj) *зд.* простой, принадлежащий к низшему слою общества
 deception /dɪsepʃən/ (n) обман, ложь
 destiny /destəni/ (n) судьба
 disguise /dɪs'gaɪz/ (v) менять внешность, маскироваться
 fate /feɪt/ (n) судьба
 fee /fiː/ (n) вознаграждение
 flesh /fleʃ/ (n) плоть
 history /hɪstəri/ (n) *зд.* историческая пьеса
 hold /həʊld/ (v irr) вмещать (*количество людей*)
 merchant /mɜːtʃənt/ (n) купец
 mistake /mɪ'steɪk/ (v) ошибаться
 mix-up /mɪks ʌp/ (n) путаница
 moneylender /mʌnɪləndə/ (n) ростовщик
 pay back (phr v) отдавать долг
 playwright /pleɪraɪt/ (n) драматург
 poet /pəʊt/ (n) поэт
 pound /paʊnd/ (n) фунт (*мера веса = 453,6 г.*)
 reflect /rɪ'flekt/ (v) *зд.* показывать
 reign /reɪn/ (n) правление, царствование
 replica /replɪkə/ (n) точная копия (*чего-либо*)
 revenge /rɪ'vendʒ/ (n) месть
 roof /ruːf/ (n) крыша
 rule /ruːl/ (v) править, управлять (*государством*)
 trader /treɪdər/ (n) торговец
 tragedy /trædʒədi/ (n) трагедия

Word List

Literature: Across the Curriculum

authorise /ɔːθəraɪz/ (v) официально разрешать
 award /əwɔːd/ (v) награждать
 change one's mind (idiom) передумать
 chest /tʃest/ (n) грудь
 confiscate /kɒnfɪskeɪt/ (v) конфисковывать
 contract /kɒntrækt/ (n) договор, контракт
 court /kɔːt/ (n) суд
 emotion /ɪməʊʃən/ (n) эмоция
 exchange /ɪksʃeɪndʒ/ (n) обмен
 expert /ɛkspɜːt/ (n) эксперт, профессионал
 extract /ɛkstrækt/ (n) отрывок
 fair /feə/ (adj) честный, справедливый
 fraction /frækʃən/ (n) частица
 get engaged (phr) быть помолвленными, обручиться
 heiress /eɪrəs, eərəs/ (n) наследница
 inherit /ɪnhɪrɪt/ (v) наследовать
 judge /dʒʌdʒ/ (n) судья
 judgement /dʒʌdʒmənt/ (n) решение суда (зд.)
 justice /dʒʌstɪs/ (n) справедливость
 legal /liːgəl/ (adj) 1. законный, 2. судебный
 loan /ləʊn/ (n) заем, ссуда
 morally /mɒrəl/ (adv) морально, нравственно
 ounce /aʊns/ (n) унция (мера веса = 28,3 г.)
 penalty /penlti/ (n) наказание
 possessions /pɒzəʃənz/ (pl n) имущество
 praise /preɪz/ (v) восхвалять
 quote /kwaʊt/ (n, v) цитата; цитировать
 rest assured (phr) не волнуйся, будь уверен
 righteous /raɪtʃəs/ (adj) справедливый
 rush /rʌʃ/ (v) торопиться
 scale /skeɪl/ (n) весы
 seize /siːz/ (v) зд. конфисковывать
 sentence /sɛntəns/ (n) приговор
 spill /spɪl/ (v irr) проливать
 take part (in) (phr) принимать участие
 trade /treɪd/ (n) торговля
 trial /traɪəl/ (n) суд
 upright /ʌpraɪt/ (adj) прямой, честный
 warning /wɔːnɪŋ/ (n) предупреждение
 wise /waɪz/ (adj) мудрый

MODULE 6

6a

a couple of (phr) пара
 a variety of (phr) разнообразие
 abandoned /əbændənd/ (adj) зд. брошенный, покинутый
 animal shelter /æniməl ʃɛltə/ (n) приют для животных
 burst into tears (phr) расплакаться
 campaign /kæmpəɪn/ (n) кампания
 charity event /tʃerəti evnt/ (n) благотворительная акция
 charity shop /tʃerəti ʃɒp/ (n) магазин, торгующий поддержанными вещами и отдающий выручку на благотворительные цели
 clean up (phr v) прибирать
 community /kəmjʊnəti/ (n) общество, община
 disabled /dɪsɛɪbld/ (adj) нетрудоспособный

donate /dəʊneɪt/ (v) дарить, жертвовать
 encourage /ɪnkeɪdʒ/ (v) ободрять, побуждать, поощрять
 farm /fɑːm/ (n) ферма
 feed /fiːd/ (v irr) кормить
 field /fi:ld/ (n) поле
 foster home /fɒstə haʊm/ (n) приют
 get involved with sth (phr) принимать участие в ч-л.
 guinea pig /ɡɪni piɡ/ (n) морская свинка
 hang out (phr v) проводить время
 help out (phr v) помогать
 hen /hen/ (n) курица
 importance /ɪmˈpɔːtəns/ (n) важность
 kindness /kaɪndnəs/ (n) доброта
 lend (sb) a helping hand (phr) помогать, протянуть руку помощи
 llama /lɑːmə/ (n) лама
 look after (phr v) присматривать, заботиться о ком-либо
 make a full recovery (phr) выздоравливать
 natural /nætʃərəl/ (adj) естественный
 neglect /nɪɡlekt/ (v) пренебрегать, зд. бросить, покинуть
 owner /əʊnə/ (n) владелец
 paraphrase /pəˈræfrɪz/ (v) перефразировать, сказать иначе
 persuade /pəˈswedeɪd/ (v) убеждать
 properly /prɒpəli/ (adv) должным образом, правильно
 remove /rɪˈmuːv/ (v) убирать
 rescue /reskjʊː/ (v) спасать
 senior citizen /siːniə sɪtɪzən/ (n) пожилой человек
 staff member /stɑːf mɛmbə/ (n) штатный сотрудник
 support /səˈpɔːt/ (v) поддерживать, помогать
 talk /tɔːk/ (n) речь
 the public /ðə pʌblɪk/ (n) публика
 victim /vɪktɪm/ (n) жертва
 volunteer /vɒlɪjən tɪə/ (n v) волонтер, доброволец; быть добровольцем
 worthwhile /wɜːθwaɪl/ (adj) стоящий

6b

a long way (phr) далеко
 attention /əˈtɛnʃən/ (n) внимание
 book /bʊk/ (v) бронировать
 cycle lane /saɪkl leɪn/ (n) велосипедная дорожка
 cycle trail /saɪkl treɪl/ (n) велосипедная тропа
 directions /dɪˈreɪkʃənz, daɪ-/ (pl n) указания, как дойти куда-либо
 entrance /ɛnˈtræns/ (n) вход
 exit /ɛgzɪt, ɛksɪt/ (n) выход
 messy /mɛsɪ/ (adj) грязный
 nature reserve /neɪtʃə rɪzɜːv/ (n) заповедник
 overtake /əʊvətəɪk/ (v) обогнать
 park and ride (phr) перехватывающая парковка
 parking meter /pɑːkɪŋ mi:tə/ (n) счетчик времени стоянки автомобиля
 passerby /pɑːsəbaɪ/ (n) прохожий
 pavement /peɪvmənt/ (n) тротуар

Word List

recommend /rɛkəmənd/ (v) рекомендовать
 repeat /rɪpi:t/ (v) повторять
 ride /raɪd/ (n) поездка *(на велосипеде, автомобиле, верхом)*
 roundabout /raʊndəbaʊt/ (n) кольцевая
 автотранспортная развязка
 rubbish bin /rʌbɪʃ bɪn/ (n) мусорный бак
 run /rʌn/ (v irr) *зд.* ездить по маршруту
(о транспорте)
 sightseeing /saɪtsi:ɪŋ/ (n) осмотр
 достопримечательностей
 stay /steɪ/ (n) пребывание
 tourist information office /tuərist ɪnfəmeɪʃən ɒfɪs/ (n)
 справочное бюро для туристов
 town hall /taʊn hɔ:l/ (n) здание муниципалитета
 traffic lights /træfɪk laɪts/ (Pl n) светофор
 traffic sign /træfɪk saɪn/ (n) дорожный знак
 zebra crossing /zi:brə krɒsɪŋ, ze-/ (n) наземный переход
 (зебра)

6c

according to /əˈkɔ:dn̩ tə/ (prep) согласно *(кому-либо / чему-либо)*
 all the same (phr) все равно
 architect /ˈɑ:kɪtekt/ (n) архитектор
 attempt /əˈtempt/ (n) попытка
 bell tower /bel taʊə/ (n) колокольня
 break out (phr v) начаться, разразиться *(о пожаре, эпидемии)*
 busload /bʌsləʊd/ (n) *зд.* полный автобус
 carry out (phr v) выполнять
 cathedral /kəθi:drəl/ (n) собор
 construct /kənˈstrʌkt/ (v) строить
 cover /kʌvə/ (v) покрывать
 destroy /dɪstrɔɪ/ (v) уничтожать
 dressmaker /dresmeɪkə/ (n) портниха
 endanger /ɪnˈdeɪndʒə/ (v) подвергать опасности
 essential /ɪsenʃəl/ (adj) важный
 estimate /ɪstɪmeɪt/ (v) рассчитывать
 exhibit /ɪɡzɪbɪt/ (n) выставочный экземпляр
 experienced /ɪkspɪərɪənst/ (adj) опытный
 fence /fens/ (n) ограда, забор
 foundation /faʊndəʃən/ (n) фундамент, основание
 illustrate /ɪləstreɪt/ (v) изображать, иллюстрировать
 ingredient /ɪnˈɡri:diənt/ (n) ингредиент
 instrument /ɪnˈstrʉmənt/ (n) инструмент
 lab /læb/ (n) лаборатория
 lead /li:d/ (n) поводок
 lean /li:n/ (v irr) наклоняться
 legend /ledʒənd/ (n) легенда
 marble /mɑ:bəl/ (n) мрамор
 mechanic /mɪkəˈnɪk/ (n) автослесарь
 mend /mend/ (v) чинить
 monument /mɒnjʉmənt/ (n) памятник
 mow /maʊ/ (v irr) косить
 obvious /ɒbviəs/ (adj) очевидный
 omit /əʊmɪt, ə-/ (v) *зд.* опускать
 pass a law (phr) принять закон
 pharaoh /feərəʊ/ (n) фараон

raven /reɪvən/ (n) ворон
 reinforce /rɪˈɪnfɔ:s/ (v) укреплять
 remove /rɪmu:v/ (v) убирать
 renovate /renəveɪt/ (v) реставрировать
 replace /rɪpleɪs/ (v) заменять
 rod /rɒd/ (n) стержень
 sandstone /sændstəʊn/ (n) песчаник
 shed /ʃed/ (n) сарай
 site /saɪt/ (n) достопримечательность
 soft /sɒft/ (adj) мягкий
 tile /taɪl/ (n) черепица, керамическая плитка
 tomb /tu:m/ (n) надгробие, могила

6d

attendant /əˈtendənt/ (n) обслуживающее лицо,
 служитель
 badly /bædli/ (adv) сильно
 borrow /bɒrəʊ/ (v) занимать, брать на время
 brave /breɪv/ (adj) смелый
 bruise /bru:z/ (n, v) синяк; ставить синяк
 bump into (phr v) натолкнуться на кого-либо
 неожиданно
 calm /kɑ:m/ (adj) спокойный
 careful /keəfəl/ (adj) осторожный
 caring /keəɪŋ/ (adj) внимательный, заботливый
 cashier /kæʃɪə/ (n) кассир
 contain /kənˈteɪn/ (v) содержать, вмещать
 description /dɪskrɪpʃən/ (n) описание
 detailed /di:teɪld/ (adj) детальный, тщательный
 draw out (phr v) снимать деньги со счета
 efficient /ɪfɪjənt/ (adj) эффективный,
 квалифицированный
 enjoy oneself (phr) хорошо проводить время
 fill in (phr v) наполнять, заполнять
 fire station /faɪə steɪʃən/ (n) пожарное депо
 first class /fɜ:st klɑ:s/ (adj) первый класс *(в поезде, самолете)*
 fit /fɪt/ (adj) находящийся в хорошей физической
 форме
 forensic scientist /fərensɪk saɪəntɪst, -zɪk/ (n)
 судмедэксперт, криминалист
 friendly /frɛndli/ (adj) дружелюбный
 gesture /dʒestʃə/ (n) жест
 hardworking /hɑ:dwɜ:kɪŋ/ (adj) трудолюбивый
 healthy /heɪθi/ (adj) здоровый
 honest /ɒnəs/ (adj) честный
 in charge (of sth) (phr) ответственный за что-либо
 incident /ɪnsɪdənt/ (n) инцидент, происшествие
 intelligent /ɪntelɪdʒənt/ (adj) умный
 knit /nɪt/ (v) вязать
 likeable /laɪkəbl/ (adj) милый
 mayor /meə/ (n) мэр
 nurse /nɜ:s/ (n) медсестра
 organised /ɔ:gənaɪzd/ (adj) организованный
 overdue /əʊvəˈdju: / (adj) просроченный
 parcel /pɑ:səl/ (n) посылка
 patient /peɪʃənt/ (adj) терпеливый
 pay in (phr v) класть деньги на счет

Word List

petrol station /petrəl steɪʃən/ (n) заправочная станция
 platform /plætfɔ:m/ (n) платформа
 postal worker /pəʊstl wɜ:kə/ (n) почтальон, почтовый работник
 practical /præktɪkl/ (adj) *зд.* практикующий
 promotion /prəməʊʃən/ (n) продвижение по службе
 public services /pʌblɪk sɜ:vɪs/ (n) *зд.* государственные службы
 report /rɪpɔ:t/ (v) сообщать, докладывать
 responsible /rɪspɒnsəbəl/ (adj) ответственный
 return /rɪtʁn/ (v) возвращать
 return ticket /rɪtʁn tɪkɪt/ (n) обратный билет
 savings account /seɪvɪŋz əkaʊnt/ (n) сберегательный счет
 scales /skeɪlz/ (Pl n) весы
 second class /sekənd klɑ:s/ (n) второй класс (в поезде, на корабле)
 single ticket /sɪŋgl tɪkɪt/ (n) билет в один конец
 skilful /skɪlfəl/ (adj) умелый, опытный
 snatch /snætʃ/ (v) хватать
 speed /spi:d/ (v irr) спешить, быстро идти
 stamp /stæmp/ (n) марка
 strong /strɒŋ/ (adj) сильный
 surgeon /sɜ:dʒən/ (n) хирург
 withdraw /wɪðdraɪ, wɪθ-/ (v irr) снимать деньги со счета
 witness /wɪtnəs/ (n) свидетель, очевидец
 witness /wɪtnəs/ (v) быть свидетелем

6e

altogether /ɔ:ltaʒəðə/ (adv) вместе
 artefact /ɑ:tɪfækt/ (n) артефакт, памятник старины
 awful /ɔ:fəl/ (adj) ужасный
 consist of (phr v) состоять из
 deal with (phr v) иметь дело с
 exhibition /ɪksɪbɪʃən/ (n) выставка
 fascinating /fæsnəneɪɪŋ/ (adj) *зд.* интересный
 filthy /fɪlθi/ (adj) очень грязный
 furious /fjʊəriəs/ (adj) в бешенстве, разъяренный
 guide /gaɪd/ (n) гид
 hieroglyphics /haɪrɒglɪfɪks/ (pl n) иероглифы
 Iron Age /aɪən eɪdʒ/ (n) железный век
 muddy /mʌdi/ (adj) грязный
 pitch /pɪtʃ/ (n) поле (*для игры в футбол, гольф, т. п.*)
 tiny /taɪni/ (adj) крошечный
 vivid /vɪvɪd/ (adj) яркий, живой, четкий
 wander (around) /wɒndə/ (v) бродить

6f

abroad /əbrɔ:d/ (adv) за рубежом
 action group /ækʃən grʊp/ (n) инициативная группа
 community /kəmju:nəti/ (n) община
 hiking /haɪkɪŋ/ (n) поход
 pedestrian /pədestriən/ (n) пешеход
 queue /kju:/ (n) очередь
 register /redʒɪstə/ (v) регистрировать(ся)
 sign /saɪn/ (n) знак
 signal /sɪgnəl/ (n) сигнал
 society /səsaɪəti/ (n) общество

walker /wɔ:kə/ (n) ходок

Culture Corner 6

aboriginal /æbərɪdʒənəl/ (adj) аборигенский
 approximate /əprɒksɪmət/ (adj) приблизительный
 arch /ɑ:tʃ/ (n) арка
 breathtaking /breɪtəɪkɪŋ/ (adj) захватывающий дух
 catch a glimpse (phr) увидеть мельком
 commentary /kɒmentəri/ (n) комментарий
 detailed /di:teɪld/ (adj) детальный, подробный
 eco-tour /i:kəʊ tʊə/ (n) экологический тур
 experience /ɪksprɪəns/ (n) опыт, приключение
 harbour /hɑ:bə/ (n) гавань
 head /hed/ (v) направляться
 humpback whale /hʌmpbæk weɪl/ (n) горбатый кит
 hustle and bustle (phr) суета, толкотня и шум
 look out for (phr v) остерегаться
 migrate /maɪgreɪt/ (v) мигрировать (*о животных, птицах*)
 scenic /sɪ:nɪk/ (adj) живописный
 seaplane /si:pleɪn/ (n) гидроплан
 skyline /skaɪlaɪn/ (n) линия горизонта, очертания (на фоне неба)
 spectacular /spektækjʊlə/ (adj) впечатляющий, эффектный
 splash out (phr v) тратить деньги на что-либо
 steep /sti:p/ (adj) *зд.* крутая (*дорога*)
 technique /tekni:k/ (n) *зд.* техника
 trendy /trendi/ (adj) модный
 view /vju:/ (n) вид

Going Green 6

available /əveɪləbl/ (adj) доступный
 ban /bæn/ (v) запрещать
 be a huge hit (phr) иметь большой успех
 carpooling /kɑ:pʊɪŋ/ (n) поочередное использование личных автомобилей группой владельцев для общественных нужд
 crowded /kraʊdɪd/ (adj) заполненный (*людьми*)
 cycle lane /saɪkl leɪn/ (n) велосипедная дорожка
 despair /dɪspeə/ (v) отчаиваться
 destination /destɪneɪʃən/ (n) место назначения
 docking station /dɒkɪŋ steɪʃən/ (n) место, где можно оставить велосипед, машину
 efficient /ɪfɪjənt/ (adj) эффективный
 environmentally-friendly /ɪnvaɪrənməntli frendli/ (adj) экологичный
 exhaust emissions /ɪgzɔ:st ɪmɪʃənz/ (pl n) выхлопные газы
 for rent (phr) в аренду
 form /fɔ:m/ (n) вид
 handlebar /hændlba:/ (n) велосипедный руль
 headlight /hedlaɪt/ (n) фара
 hood /hʊd/ (n) *зд.* складной верх (*автомобиля*)
 hop (off) /hɒp/ (v) спрыгнуть
 individual design (phr) индивидуальный дизайн
 keep out (phr v) не пропускать
 locals /ləʊkəlz/ (pl n) местные жители

Word List

mean /mi:n/ (v irr) иметь ввиду
 network of rivers and canals (phr) сеть рек и каналов
 number plate /nʌmbə pleɪt/ (n) номерной знак (*на автомобиле*)
 on the way (phr) по пути
 operate /ɒpəreɪt/ (v) работать
 pass /pɑ:s/ (n) *з*д. билет, пропуск
 pattern /pætɪn/ (n) рисунок, узор
 power /paʊə/ (v) приводить в действие
 quote /kwəʊt/ (n) цитата
 reduce /rɪdju:s/ (v) уменьшать
 rent /rent/ (v) арендовать
 rickshaw /rɪkʃəʊ/ (n) рикша
 river taxi /rɪvə tæksɪ/ (n) паром, речное такси
 run on (phr v) работать на (*газе*)
 steering wheel /stiəriŋ wi:l/ (n) руль
 successful /səksestɪf/ (adj) успешный
 suit /su:t, sju:t/ (n) костюм
 the authorities /ði ɔ:θɔ:rtɪzɪz/ (pl n) власти
 the human race /ðə hju:mən reɪs/ (n) человечество
 Union Jack /ju:njən dʒʌŋk/ (n) национальный флаг Великобритании
 unique /ju:ni:k/ (adj) уникальный
 vehicle /vi:kəl/ (n) транспортное средство
 windscreen /wɪndskri:n/ (n) переднее стекло (*автомобил*я)
 windscreen wiper /wɪndskri:n waɪpə/ (n) дворник (*у автомобил*я)

MODULE 7

7a

activate /æktɪveɪt/ (v) приводить в действие
 bite /baɪt/ (v irr) кусать
 come true (phr) *з*д. сбыться
 department store /dɪpɑ:tmənt stɔ:/ (n) универсам
 develop /dɪveləp/ (v) *з*д. развиваться
 embarrass /ɪmbeərəs/ (v) смущать
 enclosed /ɪnklaʊzəd/ (adj) закрытый
 fight ones fears (phr) перебороть страхи
 freeze /fri:z/ (v irr) замереть, застыть (*от страха*)
 human emotion /hju:mən ɪmɔ:ʃən/ (n) человеческая эмоция
 injection /ɪndʒɛkʃən/ (n) укол, инъекция
 instantly /ɪnstəntli/ (adv) мгновенно
 irrational /ɪræʃənəl/ (adj) нелогичный, абсурдный
 melt away (phr v) исчезать
 miss out on (phr v) *з*д. избегать
 muscle /mʌsəl/ (n) мускул
 needle /ni:dl/ (n) игла
 public place /pʌblɪk pleɪs/ (n) общественное место
 pump /pʌmp/ (v) качать (*о жидкости*)
 react /ri:kt/ (v) реагировать
 relieved /rɪli:vɪd/ (adj) облегченный
 run away (phr v) убежать
 set off (phr v) вызывать что-либо
 shake like a leaf (phr) дрожать как осиновый лист
 sound /saʊnd/ (v) *з*д. звучать; иметь отношение
 sweat /swet/ (n, v) пот, потеть

tease /ti:z/ (v) дразнить
 tiny /taɪni/ (adj) крошечный
 trigger /trɪgə/ (v) вызывать что-либо
 turn one's legs to jelly (phr) *з*д. подкоситься (*о ногах*)

Vocabulary: Emotions

bark /bɑ:k/ (v) лаять
 be green with envy (phr) позеленеть от зависти
 be over the moon (phr) быть безмерно счастливым
 be scared to death (phr) быть напуганным до смерти
 confusion /kənfju:ʒən/ (n) замешательство
 frown /fraʊn/ (v) хмуриться
 go bright red (phr) краснеть (*от стыда*)
 go through the roof (phr) сильно разозлиться
 have a long face (phr) выглядеть несчастным
 have butterflies in one's stomach (phr) сильно нервничать
 jealousy /dʒɛləsi/ (n) зависть, ревность
 joy /dʒɔɪ/ (n) радость
 nervousness /nɜ:vəsnes/ (n) нервозность
 overcome /əʊvəkaʊm/ (v irr) преодолеть
 performance /pɔ:fɔ:məns/ (n) выступление
 phobia /fəʊbiə/ (n) страх, фобия
 stray /streɪ/ (adj) бездомный (*о животных*)
 tell (sb) off (phr v) отчитывать, ругать кого-либо

7b

cave rescue /keɪv reskjʊ:/ (n) служба спасения спелеологов/в пещерах
 dial /daɪəl/ (v) набирать номер (*на телефонном аппарате*)
 emergency /ɪmɜ:dʒənsɪ/ (n) чрезвычайная ситуация
 handset /hændset/ (n) телефонная трубка
 hold the line (phr) не вешать трубку, оставаться на линии
 involve /ɪnvɒlv/ (v) включать
 knock (off) /nɒk/ (v) *з*д. сбросить, сбить
 make a false call (phr) делать ложный вызов
 mountain rescue /maʊntən reskjʊ:/ (n) служба спасения альпинистов/в горах
 move /mu:v/ (v) *з*д. двигать
 on one's way (phr) по пути
 operator /ɒpəreɪtə/ (n) оператор (*телефонной службы*)
 poster /pəʊstə/ (n) постер
 put (sb) through (phr v) соединить с кем-либо (*о телефонном разговоре*)
 require /rɪkwaɪə/ (v) требовать(ся)
 respond /rɪspond/ (v) отвечать
 the coastguard /ðə kəʊstgɑ:d/ (n) береговая охрана
 trace /treɪs/ (v) проследить (*звонок*)
 unconscious /ʌnknɒns/ (adj) без сознания

7c

ban /bæn/ (v) запрещать
 cheat /tʃi:t/ (v) жульничать
 desert island /dezət aɪlənd/ (n) необитаемый остров

Word List

endangered species /ɪnˈdʒɛndʒəd spiːʃiːz/ (n) вымирающие виды
 first aid /fɜːst eɪd/ (n) первая помощь
 imaginary /ɪmædʒɪnəri/ (adj) выдуманный, воображаемый
 pad /pæd/ (n) наколенник, налокотник (*и другие элементы защитной экипировки*)
 proper /ˈprɒpə/ (adj) подходящий
 regret /rɪˈɡret/ (v) жалеть о чем-либо
 set the alarm clock (phr) ставить будильник
 sunburn /ˈsʌnbɜːn/ (n) солнечный ожог

7d

accompanied /əˈkʌmpəniːd/ (adj) сопровождаемый
 balanced /ˈbælənst/ (adj) гармоничный, сбалансированный
 bar /bɑː/ (n) *зд.* плитка
 be a recipe for disaster (phr) залог провала
 be part of (phr) быть частью чего-либо
 build /bɪld/ (v irr) *зд.* развивать (*бизнес*)
 burn calories (phr) сжигать калории
 check /tʃek/ (v) проверять
 chew /tʃuː/ (v) жевать
 concentrate /ˈkɒnsəntreɪt/ (v) концентрироваться, сосредоточиваться
 control /kənˈtrɒl/ (v) контролировать что-либо, руководить
 cut down on sth (phr v) сокращать что-либо
 dairy produce /ˈdeəri prɒdjuːs/ (n) молочная продукция
 dairy product /ˈdeəri prɒdʌkt/ (n) молочный продукт
 dessert /ˈdezɜːt/ (n) десерт
 destroy /dɪstrɔɪ/ (v) уничтожить
 diet /daɪət/ (n) *зд.* режим питания; диета
 extremely /ɪkstriːmlɪ/ (adj) чрезвычайно
 fizzy drink /fɪzɪ drɪŋk/ (n) газированная вода
 follow a diet (phr) придерживаться диеты
 full of /fʊl əv/ (adj) заполненный чем-либо, полный
 give up (phr v) сдаваться
 go on a diet (phr) садиться на диету
 grain /ɡreɪn/ (n) зерно
 join /dʒɔɪn/ (v) присоединяться
 keep sth up (phr) продолжать что-либо
 keep to sth (phr v) придерживаться чего-либо
 key /kiː/ (n) ключ (*к успеху*)
 lack /læk/ (n) отсутствие чего-либо
 let off steam (phr) выпустить пар, успокоиться
 locker /ˈlɒkə/ (n) шкафчик (*в раздевалке*)
 lose weight (phr) терять вес, худеть
 low in /ləʊ ɪn/ (adj) *зд.* содержащий небольшое количество чего-либо
 make /meɪk/ (v irr) изготавливать, производить
 nutrition /njuːˈtrɪʃən/ (n) питание
 once in a while (phr) время от времени
 physical /fɪzɪkəl/ (adj) физический
 put on weight (phr) набирать вес, поправляться
 raise /reɪz/ (v) поднимать
 record /rɪˈkɔːd/ (v) *зд.* записывать (*звук*)
 rest /rest/ (n) отдых
 revision /rɪvɪʒən/ (n) повторение

rich in /rɪʃ ɪn/ (adj) *зд.* содержащий большое количество чего-либо, богатый чем-либо
 rise /raɪz/ (v irr) подниматься
 roast /rəʊst/ (adj) жареный
 section /sekʃən/ (n) секция, часть
 shallow /ˈʃæləʊ/ (adj) неглубокий, мелкий
 sip /sɪp/ (v) медленно потягивать (*напиток*)
 snack /snæk/ (n) легкая закуска
 starter /stɑːtə/ (n) закуска перед основным блюдом
 starving /stɑːvɪŋ/ (adj) сильно голодный
 steamed /stiːmd/ (adj) приготовленный на пару
 stress out (phr v) сильно нервничать
 swallow /swɒləʊ/ (v) глотать
 take up (phr v) *зд.* заниматься (*спортом*)
 talk through (phr v) детально обсуждать что-либо
 treat oneself (phr) *зд.* баловать себя
 valuables /væljuəbəlz, -jəbəlz/ (pl n) ценности
 work /wɜːk/ (v) *зд.* приносить результат

7e

aggressive /əˈɡresɪv/ (adj) агрессивный
 argument /ˈɑːɡjʊmənt/ (n) аргумент
 consequence /kɒnsɪkwəns/ (n) следствие
 contrast /kənˈtrɑːst/ (n) отличие; контраст
 coordination /kəʊˈdɪneɪʃən/ (n) координация (*движений*)
 definitely /dɪfəˈnɪtli/ (adv) определенно, точно
 identify with (phr v) *зд.* сопоставлять кого-либо с чем/кем-либо
 individual /ɪnˈdɪvɪdʒʊəl/ (adj) индивидуальный
 install /ɪnˈstɔːl/ (v) устанавливать (*прибор*)
 invincible /ɪnvɪnsəbəl/ (adj) непобедимый
 justification /dʒʌstɪfɪkɪʃən/ (n) *зд.* обоснование
 opposed to /əˈpəʊzd tə/ (adj) выступающий против чего-либо
 opposing /əˈpəʊzɪŋ/ (adj) противостоящий
 outlet /aʊtlet/ (n) *зд.* отдушина, выход (*для эмоций*)
 release /rɪˈliːs/ (v) *зд.* выпускать (*напряжение*)
 self-defence /self dɪfens/ (n) самозащита
 survey /sʌveɪ/ (n) опрос
 tension /tɛnʃən/ (n) напряжение

7f

allergic /əˈlɜːdʒɪk/ (adj) страдающий аллергией
 alteration /ˌɔːltəreɪʃən/ (n) *зд.* переделка (*одежды*)
 custom /kʌstəm/ (n) обычай
 damage /dæmɪdʒ/ (v) повреждать
 habit /hæbɪt/ (n) привычка
 harm /hɑːm/ (v) наносить вред
 in good shape (phr) в хорошей форме
 lead /liːd/ (v irr) вести; привести (*к чему-либо*)
 lead a quiet, busy etc. life (phr) вести (*спокойный, занятый*) образ жизни
 low /ləʊ/ (adj) низкий
 manner /mænə/ (n) способ, метод
 out of sight (phr) вне поля зрения
 pass /pɑːs/ (v) проходить (*о времени*)
 poor /puː/ (adj) бедный; скудный

Word List

protect /praekt/ (v) защищать
 recover /rikuvə/ (v) выздоравливать
 ruin /ru:ɪn/ (v) уничтожать
 shaky /ʃeɪki/ (adj) нестабильный
 spend /spend/ (v irr) проводить (время)
 study /stʌdi/ (n) детальное изучение
 weak /wi:k/ (adj) слабый

Culture Corner 7

alligator /æliɡeɪtə/ (n) аллигатор
 approach /əpraʊtʃ/ (v) приближаться
 beware /biweə/ (v) быть осторожным
 bite /baɪt/ (v irr) кусать(ся)
 cat flap /kæt flæp/ (n) маленькая входная дверца в дом для кошек
 common /kɒmən/ (adj) обычный, обыкновенный
 continuously /kən tɪnjuəsli/ (adv) постоянно
 cub /kʌb/ (n) детеныш (зверя)
 cuddly /kʌdli/ (adj) приятный, милый (которого хочется обнять)
 disease /di:zi:z/ (n) болезнь, заболевание
 drag /dræg/ (v) тащить, волочить (по земле)
 edge /edʒ/ (n) край
 ferocious /fə'reɪʃəs/ (adj) свирепый
 go through (phr v) зд. расходовать
 grizzly bear /grɪzli beə/ (n) гризли (североамериканский медведь)
 kick /kɪk/ (v) ударять ногой
 marsh /mɑ:ʃ/ (n) болото
 motionless /məʊnɪʃləs/ (adj) неподвижный
 painful /peɪnfl/ (adj) болезненный
 paw /pɔ:/ (n) лапа (животного)
 poisonous /pɔɪzənəs/ (adj) ядовитый
 prey /preɪ/ (n) добыча
 rabies /reɪbi:z/ (n) бешенство (болезнь)
 raccoon /ræku:n, ræ-/ (n) енот
 rattlesnake /rætlɪsneɪk/ (n) гремучая змея
 scratch /skrætʃ/ (v) царапать(ся)
 sighting /saɪtɪŋ/ (n) наблюдение
 slow-moving river /sləʊ mu:viŋ rɪvə/ (n) спокойная река
 snatch /snætʃ/ (v) хватать
 spit /spɪt/ (v irr) плевать(ся)
 sting /stɪŋ/ (v irr) жалить
 swamp /swɒmp/ (n) болото
 unpredictable /ʌnpredɪktəbəl/ (adj) непредсказуемый
 venom /venəm/ (n) яд (паучий, змеиный)
 warn /wɔ:n/ (v) предостерегать

Across the Curriculum

beat /bi:t/ (v irr) бить; побеждать
 bully /bʊli/ (n) задира
 busy area (phr) оживленная часть города
 common sense /kɒmən sɛns/ (n) здравый смысл
 community centre /kəmju:nəti sentə/ (n) общественный центр
 confidently /kɒnfɪdəntli/ (adv) уверенно

department /dɪpɑ:tmənt/ (n) отдел (в организации)
 end up (phr v) оказаться
 expert /ɛkspɜ:t/ (adj) опытный, квалифицированный
 find out (phr v) обнаружить
 get across (phr v) донести идею (до кого-либо)
 get back (phr v) возвращаться
 get down (phr v) приседать
 get up (phr v) вставать
 in the same way (phr) точно так же
 instinct /ɪnstɪŋkt/ (n) инстинкт
 insulting /ɪnsʌltɪŋ/ (adj) оскорбительный
 intuition /ɪntju:ɪʃən/ (n) интуиция
 kick /kɪk/ (n) удар ногой
 look for (phr v) искать что-либо
 look to (phr v) надеяться, рассчитывать на
 manner /mænə/ (n) метод, манера
 mode /məʊd/ (n) метод, режим
 mugger /mʌgə/ (n) грабитель
 poke /pəʊk/ (v) тыкать, толкать
 put up a fight (phr) оказать сопротивление, начать драку
 region /rɪ:dʒən/ (n) регион
 run around (phr v) бегать туда-сюда
 run away (phr v) убежать
 run up (a debt or bill) (phr v) задолжать кому-либо
 short cut /ʃɔ:t kʌt/ (n) кратчайший путь
 snatch /snætʃ/ (v) хватать
 threatening /θretnɪŋ/ (adj) угрожающий
 vulnerable target /vʌlnərəbəl tɑ:ɡɪt/ (n) уязвимая цель
 watch out (phr v) быть осторожным
 well-lit /welɪt/ (adj) хорошо освещенный

MODULE 8

8a

advantage /ədva:ntɪdʒ/ (n) преимущество
 artificial /ɑ:tɪfɪʃəl/ (adj) искусственный, ненатуральный
 attack /ə'tæk/ (v) нападать
 board /bɔ:d/ (n) доска
 brain damage /breɪn dæɪmdʒ/ (phr) повреждение мозга
 bump /bʌmp/ (n) колдобина, выбоина
 carefully /keəfəli/ (adv) аккуратно, осторожно
 come into sight (phr) попасть в поле зрения, стать видимым
 concentrate on /kɒnsəntreɪt ɒn/ (v) сконцентрироваться на чем-либо, сосредоточиться
 deal with (phr v) разобраться, решить (проблему), сталкиваться с проблемой
 depressed /dɪprest/ (adj) подавленный, угнетенный
 disability /dɪsəbɪləti/ (n) инвалидность
 encouragement /ɪnkʌndʒmənt/ (n) ободрение, поощрение, поддержка
 experience a disaster (phr) пережить бедствие, несчастье
 eyebrow /aɪbraʊ/ (n) бровь
 face a challenge (phr) столкнуться со сложной задачей, проблемой
 fall off (phr v) отвалиться от чего-либо, отпасть

Word List

fall over (phr v) упасть
 feel sorry for sb (phr) жалеть кого-либо,
 сочувствовать кому-либо
 film /film/ (v) снимать на камеру
 frighten away /fraɪtn əweɪ/ (v) спугнуть
 furiously /fjʊəriəsli/ (adv) яростно, бешено
 gigantic /dʒaɪgəntɪk/ (adj) гигантский
 give up (phr v) оставить, отказаться, бросить
 inspiration /ɪnspɪreɪʃən/ (n) вдохновение,
 воодушевление
 keep one's mind on (phr) сосредотачиваться на чем-либо
 lift /lɪft/ (v) поднимать
 motto /mɒtəʊ/ (n) девиз, лозунг
 ordinary /ɔːdɪnəri/ (adj) простой, обычный
 paddle /pædəl/ (v) грести
 perfectly still (phr) совершенно неподвижный
 plant /plɑːnt/ (v) ставить, размещать, устанавливать
 positive attitude (phr) положительное отношение,
 настрой
 quit /kwɪt/ (v) бросать, прекращать (*делать что-либо*)
 rip (off) /rɪp ɒf/ (v) вырвать силой, насильно (*из рук*)
 roll (down) /rɒl/ (v) катить(ся)
 scare (sb off) /skeə/ (v) спугнуть
 scratch /skrætʃ/ (v) царапать
 seriously bruised (phr) получивший серьезные
 повреждения, серьезно раненый
 set up (phr v) настраивать, устанавливать
 share /ʃeə/ (v) делить(ся)
 slam /slæm/ (v) захлопывать
 spine /spain/ (n) позвоночник
 sprain /spreɪn/ (v) растянуть (*связки, сустав*),
 вывихнуть
 squawk /skwɔːk/ (v) пронзительно кричать
 strap /streɪp/ (v) зд. закрепить ремнем
 survive an accident (phr) выжить в аварии
 terrifying experience (phr) ужасное событие, случай
 total miracle (phr) настоящее чудо
 trip (over) /trɪp/ (v) спотыкаться
 tripod /traɪpɒd/ (n) штатив, тренога
 wannabe /wɒnəbeɪ/ (n) человек, стремящийся стать
 известным (*обычно безуспешно*)
 wetlands /wetləndz/ (pl n) заболоченная местность
 wheelchair /wiːltʃeə/ (n) инвалидное кресло
 win a competition (phr) выиграть соревнование
 wireless remote control (phr) беспроводной пульт
 дистанционного управления

8b

accidentally /æksɪdəntli/ (adv) случайно, нечаянно
 approval /əˈpruːvəl/ (n) одобрение, благоприятное
 мнение
 be under the weather (phr) плохо себя чувствовать,
 выглядеть нездоровым, больным
 kitesurfing /kaɪtsɜːfɪŋ/ (n) кайтинг (*Вид спорта —
 скольжение по воде на доске для серфинга
 с прикрепленным к ней большим воздушным
 змеем*)

obviously /ɒbviəsli/ (adv) явно, очевидно
 on the way (phr) по пути
 outfit /aʊtfit/ (n) наряд
 risk-taker /rɪsk teɪkə/ (n) человек, идущий на риск;
 рискованный человек
 seek /siːk/ (v irr) искать
 skydiving /skaɪdaɪvɪŋ/ (n) скайдайвинг, затажные
 прыжки с парашютом
 stick to (phr v) придерживаться чего-либо,
 продолжать делать что-либо
 take up (phr v) браться за что-либо,
 заинтересоваться чем-либо
 tightrope /taɪtroʊp/ (n) туго натянутый канат
 trek /trek/ (n) пеший поход, путешествие
 whitewater rafting /waɪtwɔːtə rɑːftɪŋ/ (n) сплав на плоту
 по реке с порогами (*рафтинг*)

8c

beg /beg/ (v) просить, умолять
 bump /bʌmp/ (v) ударять(ся), врезаться
 command /kəmənd/ (n) команда, приказ, указание
 painkiller /peɪnkɪlə/ (n) болеутоляющее средство,
 обезболивающее
 plaster /plɑːstə/ (n) пластырь
 shrink /frɪŋk/ (v irr) уменьшаться, сжиматься
 sore throat (phr) больное горло
 threaten /θreɪn/ (v) угрожать, грозить
 warn /wɔːn/ (v) предупреждать, предостерегать

8d

antiseptic cream (phr) антисептический крем
 bandage /bændɪdʒ/ (n) бинт, повязка
 cast /kɑːst/ (n) гипсовая повязка
 crash /kræʃ/ (v) разбивать(ся)
 creepy-crawly /kriːpi kɹɔːli/ (n) ползучая тварь
 (*о насекомом*), страшное противное насекомое
 do the trick (phr) добиться своего, достичь цели
 first aid kit /fɜːst eɪd kɪt/ (n) медицинская аптечка
 graze /greɪz/ (v) оцарапать, ободрать
 hang on (phr v) держаться, продержаться, выжить
 hold (sth) up (phr v) поддерживать что-либо
 ice pack /aɪs pæk/ (n) пузырь со льдом
 insect repellent (phr) средство для отпугивания
 насекомых
 juicy /dʒuːsi/ (adj) сочный
 jungle /dʒʌŋɡəl/ (n) джунгли
 low in fat (phr) содержащий мало жира, нежирный
 mudslide /mʌdslaɪd/ (n) оползень
 ointment /aɪntmənt/ (n) мазь
 overhead /ˌoʊvəhɛd/ (adv) над головой
 part /pɑːt/ (v) разделять, отделять
 peek /piːk/ (v) быстро взглянуть
 penknife /pennaɪf/ (n) перочинный нож
 poisonous /pɔɪzənəs/ (adj) ядовитый
 protein /praʊiːn/ (n) протейн, белок
 reflect /rɪflekt/ (v) отражать(ся)
 remote /rɪməʊt/ (adj) отдаленный, дальний
 rope /rəʊp/ (n) веревка, канат

rucksack /rʌksæk/ (n) рюкзак
 shelter /ʃeltə/ (n) приют, кров, пристанище
 signal /sɪgnəl/ (v) давать знак, сигнализировать
 sling /slɪŋ/ (n) перевязь (для сломанной руки),
 повязка
 source /sɔːs/ (n) источник
 steep hillside (phr) крутой склон
 stick /stɪk/ (n) палка
 sunscreen /sʌnskriːn/ (n) солнцезащитный крем
 (лосьон)
 thick /θɪk/ (adj) густой, частый
 thunder /θʌndə/ (n) гром
 turn one's nose up (phr) задирать нос
 vegetation /vedʒɪteɪʃən/ (n) растительность
 warning /wɔːnɪŋ/ (n) предупреждение,
 предостережение

8e

advantage /ədˈvɑːntɪdʒ/ (n) преимущество
 apply /əˈplaɪ/ (v) обращаться с просьбой, заявлением
 conservation /kɒn sə'veɪʃən/ (n) охрана, сохранение
 (окружающей среды)
 consider /kən'sɪdə/ (v) обдумывать, рассматривать,
 взвешивать
 contact /kɒntækt/ (v) связываться, общаться,
 контактировать
 disability /dɪsə'bɪləti/ (n) бессилие, инвалидность
 enclose /ɪnkleɪz/ (v) прилагать, вкладывать
 evidence /eɪvɪdəns/ (n) доказательство
 fit /fɪt/ (adj) в хорошей физической форме, здоровый
 fluent /flʊənt/ (adj) бегло, хорошо говорящий (на языке)
 get on with (phr v) ладить, иметь хорошие
 отношения с кем-либо
 grateful /grɪ'tɪfəl/ (adj) благодарный
 indicate /ɪn'dɪkeɪt/ (v) указывать, обозначать
 opening /ə'prɪŋɪŋ/ (n) вакансия
 participate /pɑː'tɪsəpeɪt/ (v) участвовать
 part-time /pɑːt taɪm/ (adv) в режиме неполного
 рабочего дня (недели)
 personality /pɜːsənə'lɪti/ (n) личность, индивидуальность
 project /prɒdʒekt/ (n) проект
 purpose /pɜːpəs/ (n) назначение, цель
 quality /kwɒləti/ (n) качество
 studies /stʌdɪz/ (pl n) обучение, занятия
 suitable /suː'təbəl, sjuː-/ (adj) пригодный, подходящий
 volunteer /vɒlɒntɪə/ (n) доброволец, волонтер
 wildlife /waɪldlaɪf/ (n) живая природа

8f

artificial /ɑː'tɪfɪəl/ (adj) искусственный
 avoid /ə'vɔɪd/ (v) избегать
 besides /bɪ'saɪdɪz/ (adv) в дополнение, кроме того
 crab trap (phr) ловушка для крабов
 dash /dæʃ/ (v) мчаться, нестись
 disability /dɪsə'bɪləti/ (n) бессилие, инвалидность
 expect /ɪk'spekt/ (v) ждать, ожидать, надеяться
 from side to side (phr) из стороны в сторону
 gain /geɪn/ (v) получать, добиваться

harmed /hɑːmd/ (adj) травмированный
 hatch /hætʃ/ (v) вылупляться (из яйца)
 head toward (phr) направляться, следовать куда-либо
 inability /ɪnə'bɪləti/ (n) неспособность
 injured /ɪndʒəd/ (adj) поврежденный, раненый
 inspire /ɪn'spaɪə/ (v) вдохновлять
 instead of /ɪn'sted əv/ (adv) вместо чего-либо
 lose /luːz/ (v irr) терять, лишаться
 miss /mɪs/ (v) упустить, пропустить
 moonlit /muːnlɪt/ (adj) залитый лунным светом
 nest /nest/ (n) гнездо
 parachute /pə'retʃuːt/ (n) парашют
 predator /pre'detə/ (n) хищник
 prevent /prɪ'vent/ (v) предотвращать, не допускать
 promising /prɒ'mɪsɪŋ/ (adj) многообещающий,
 подающий надежды
 properly /prɒpəli/ (adv) должным образом, как следует
 recover /rɪ'kʌvə/ (v) эд. доставать, находить
 rescue /reskjʊː/ (v) спасать
 severe /sɪ'veɪ/ (adj) суровый
 silicone /sɪ'lɪkəʊn/ (n) силикон
 suitably /suː'təbəl, sjuː-/ (adv) соответственно,
 подходящим образом
 survival /sə'vaɪvəl/ (n) выживание
 think (sth) up (phr v) придумывать, выдумывать что-
 либо
 trainer /treɪnə/ (n) тренер, инструктор, дрессировщик
 win /wɪn/ (v irr) выиграть (соревнование, игру)

Culture Corner 8

achievement /ə'tʃiːvmənt/ (n) достижение
 admit /əd'mɪt/ (v) признавать
 attitude /æ'tɪtjuːd/ (n) отношение
 blind /blaɪnd/ (adj) слепой
 deaf /deɪ/ (adj) глухой
 degree /dɪ'ɡriː/ (n) (ученая) степень
 exist /ɪg'zɪst/ (v) существовать, жить
 eyesight /aɪsaɪt/ (n) зрение
 feel /fiːl/ (v irr) трогать, прикасаться
 give a lecture (phr) читать лекцию
 graduate /grædʒueɪt/ (v) оканчивать (колледж,
 университет)
 impress /ɪm'pres/ (v) производить впечатление
 improve /ɪm'pruːv/ (v) улучшать
 incredible /ɪn'kredəbəl/ (adj) невероятный
 influence /ɪnfluəns/ (v) влиять
 inspiration /ɪn'spraɪʃən/ (n) вдохновение,
 воодушевление
 living conditions /lɪvɪŋ kən'dɪʃənz/ (pl n) условия жизни,
 существования
 ordinary /ɔː'dɒnəri/ (adj) обычный, простой
 progress /prɒ'ɡres/ (v) развиваться, совершенствоваться
 raise money (phr) собирать деньги
 rapidly /ræ'pɪdli/ (adv) быстро
 spell out (phr v) произносить по буквам
 strict /strɪkt/ (adj) строгий
 type /taɪp/ (v) печатать (на компьютере, пишущей
 машинке)
 typewriter /taɪpraɪtə/ (n) пишущая машинка

Word List

Going Green 8

adventurous tourist /ədventʃərəs tuːrɪst/ (n) экстремальный турист (*любитель приключений*)
 affect /əfekt/ (v) затрагивать, оказывать влияние
 all-expenses-paid (phr) включающий или покрывающий все расходы, оплаченный заранее
 base /beɪs/ (n) база
 break off (phr v) отламывать(ся), обрывать
 bring out (phr v) производить
 burn fossil fuels (phr) сжигать ископаемое топливо
 burst its banks (phr) размывать берега (*о реке*)
 bury /berɪ/ (v) зарывать(ся) в землю, хоронить
 cardboard /kɑːdbɔːrd/ (n) картон
 carry out (phr v) выполнять, осуществлять
 CO₂ emission /siː ɔːtuː ɪmɪʃən/ (n) выделение углекислого газа (CO₂) в атмосферу
 continent /kɒntɪnənt/ (n) континент
 deforestation /diːfɒrɛstɛɪʃən/ (n) вырубка лесов
 direct /dɪrekt, daɪ-/ (v) направлять, нацеливать
 draw /drɔː/ (v irr) привлекать
 endangered /ɪndeɪndʒəd/ (adj) находящийся под угрозой
 eventually /ɪventʃuəli/ (adv) в итоге, в конечном счете
 explorer /ɪksplɔːrə/ (n) исследователь
 flood /flʌd/ (v) заливать, затоплять
 follow /fɒləʊ/ (v) следовать
 food chain /fuːd tʃeɪn/ (n) пищевая цепь
 glacier /glæsiə/ (n) ледник
 global warming /glɔːbəl wɔːmɪŋ/ (n) всемирное (глобальное) потепление
 greenhouse gas /grɪːnhaʊs ɡæs/ (n) парниковый газ

ice sheet /aɪs ʃiːt/ (n) ледяной щит
 ice shelf /aɪs ʃelf/ (n) шельфовый ледник
 iceberg /aɪsbɜːg/ (n) айсберг
 impact /ɪmpækt/ (n) сильное воздействие
 laboratory /ləbɒrətɔːri/ (n) лаборатория
 lead to (phr v) приводить к чему-либо, быть причиной чего-либо
 limpet /lɪmpɪt/ (n) блюдечко (*вид моллюска*)
 make up (phr v) составлять, формировать
 melting ice (phr) тающие льды (*в полярных зонах*)
 mollusk /mɒlʌsk/ (n) моллюск
 polar /pəʊlə/ (adj) полярный
 predator /preɪdətə/ (n) хищник
 put down (phr v) класть, опускать
 put out (phr v) тушить, гасить
 quality /kwɒləti/ (n) качество
 range /reɪndʒ/ (v) *зд.* варьироваться
 result in (phr v) приводить к, давать в результате
 rising world temperatures (phr) повышение температуры на Земле
 rot /rɒt/ (v) гнить, разлагаться
 scallop /skæləp, skæ-/ (n) гребешок (*вид моллюска*)
 scenery /siːnəri/ (n) пейзаж, вид, ландшафт
 seabed /siːbed/ (n) морское дно
 set down (phr v) записывать
 set up (phr v) устанавливать
 truly /truːli/ (adv) действительно, в самом деле
 unspoilt /ʌnspɔɪlt/ (adj) неиспорченный
 vanish /væniʃ/ (v) исчезать
 wilderness /wɪldənəs/ (n) дикая местность, пустыня
 worrying /wɒrɪŋ/ (adj) беспокойный, тревожный

Список сокращений

adj – adjective – имя прилагательное
 adv – adverb – наречие
 conj – conjunction – союз
 int – interjection – междометие
 v irr – irregular verb – неправильный глагол
 n – noun – имя существительное
 num – numeral – числительное
 phr – phrase – фраза

phr v – phrasal verb – фразовый глагол
 pl – plural – множественное число
 prep – preposition – предлог
 prep phr – prepositional phrase – предложная фраза
 pron – pronoun – местоимение
 v – verb – глагол
зд. – здесь

Word formation

Part of speech	Formed from	Prefix	Suffix	Example
nouns	nouns	dis-		disorder
	nouns	un-, in-, im-		unemployment, inability, impossibility
	nouns	mis-		misbehaviour
	nouns		-ist	journalist
	nouns		-ship	relationship
	nouns		-hood	childhood
	verbs		-ance/-ence	appearance, competence
	verbs		-er/-or	engineer, sailor
	verbs		-ing	hiking
	verbs		-sion/-tion	revision, relation
	verbs		-ment	government
	verbs		-ery	recovery
	verbs		-ssion	transmission
	verbs		-ation	organisation
	adjectives		-ness	happiness
	adjectives		-cy	urgency
	adjectives		-ity	sanity
	adjectives		-ance	arrogance
	adjectives		-ence	difference
adjectives	nouns		-ian/-an	Canadian, American
	nouns		-ish	Spanish
	nouns		-ese	Vietnamese
	nouns		-ic	poetic
	nouns		-al	educational
	nouns		-ful	useful
	nouns		-ian/-an	Athenian/European
	nouns		-ly	friendly
	nouns		-al	functional
	nouns		-y	dirty
	nouns		-ous	dangerous
	noun		-less	helpless
	verbs		-ent	different
	verbs		-able/-ible	enjoyable/sensible
	verbs		-ing	entertaining
	verbs		-ive/-ative	impressive/informative
	verbs		-ed	bored
	adjectives	inter-		international
	adjectives	un-, in-/im-, il-, ir-		unbelievable, impossible, illogical, irresponsible

Word formation

Продолжение

Part of speech	Formed from	Prefix	Suffix	Example
	adjectives	dis-		disinterested
verbs	adjectives/ nouns		-ise/-ize	realize, hospitalize
	verbs	re-		remind
	verbs	dis-		dismiss
	verbs	mis-		misunderstand
	verbs	under-		underpay
	verbs	over-		overdo
	adjectives		-en	widen
	adjectives	en-		enlarge
adverbs	adjectives		-ly	really
	adverbs	in-, im-		incorrectly, impolitely
numerals	numerals		-teen	thirteen
	numerals		-ty	twenty
	numerals		-th	eleventh

Compounds

Part of speech	Type	Example
nouns	noun + noun	bedroom
noun	noun + preposition + noun	mother-in-law
nouns	adjective + noun	greenhouse
adjectives	noun + adjective	year-long
adjectives	adjective + noun + -ed	blue-eyed
adjectives	adjective/number + noun + -ed	eight-legged
adjectives	adjective + present participle	good-looking
adjectives	adverb + past participle	well-known
adjectives	adjective + noun	deep-sea

Conversion

Part of speech	Formed from	Example
nouns	adjectives	the poor
nouns	verbs	walk
verbs	nouns	harvest
verbs	adjectives	cool

APPENDIX 1

Phrasal Verbs

break down = сломаться
 break into = врваться (куда-либо)
 break out = внезапно начаться, разразиться
 break out of = вырваться, убежать
 break up = прекратить отношения (с кем-либо)
 carry away = увлечься
 carry off = справляться
 carry on = продолжать что-либо делать
 carry out = выполнять
 carry through = доводить до конца
 check in = регистрироваться (на рейс, в отеле)
 check off = отмечать галочкой
 check on = проверять (все ли в порядке с кем-либо)
 check out = пробовать
 check out of = оплатить счет; выписываться (из отеля)
 check up on = убедиться
 come across = случайно натолкнуться
 come down with = заболеть чем-либо
 come out = выступить (на публике)
 come over = овладевать (о чувстве)
 come up with = предлагать (идею)
 keep back = держаться в стороне
 keep off = не приближаться
 keep on = продолжать что-либо делать
 keep out of = держаться в стороне от
 keep up with = следовать (расписанию)
 make of = понимать
 make off with = убежать с украденным
 make out = четко видеть
 make up = изобретать
 make up for = компенсировать что-либо
 run away = убежать
 run into = случайно встретить кого-либо
 run out of = кончиться (обычно о продуктах)
 run over = задавить
 run through = репетировать
 turn back = возвращаться
 turn down = отказываться
 turn into = становиться, превращаться
 turn off = выключать
 turn up = 1) увеличивать звук, 2) появляться

APPENDIX 2

Dependent Prepositions

add to добавлять к
 afraid of бояться чего-либо, кого-либо
 allergic to иметь аллергию на
 apart from кроме
 at auction на аукционе
 be at home быть дома
 be at school быть в школе
 be sold for быть проданным за
 believe in верить в
 be nervous about нервничать по поводу
 burst into врваться в; разразиться (слезами)
 cater for заботиться о
 close to близко от
 crowded with переполненный чем-либо/кем-либо
 difficulty in сложность в
 famous for известный чем-либо
 fear of страх чего-либо
 get involved with ввязываться в
 go to school учиться в школе (ходить в школу)
 hear from (= learn news of) получить известие от кого-либо
 hear of (= know) знать
 in a field в поле
 in a hurry в спешке
 in good shape в хорошей форме
 in practice на практике
 in ruins разрушенный, в руинах
 in search of в поиске
 in the corner of the room в углу комнаты
 in the direction of по направлению к
 in the suburbs в пригороде
 in theory теоретически
 interested in заинтересованный чем-либо
 kindness to доброжелательность к
 know from experience знать по опыту
 lead to приводить к чему-либо
 nice of мило с (твоей) стороны
 of all time абсолютно, полностью
 on a farm на ферме
 on the corner of the street на углу улицы
 painting by картина (принадлежит кисти...)
 part of часть чего-либо
 pleased with довольный чем-либо
 popular with популярный среди
 protect from защищать от
 reason for причина чего-либо
 recover from излечиваться от

rely on полагаться на
 rescue from спасать от
 result in приводить к
 sorry for сожалеть о
 sort of как бы
 star in играть в (фильме)
 start with начинать с
 succeed in добиться успеха в
 take care of заботиться о
 think of думать о (задумываться о)
 think about серьезно обдумывать (перед принятием решения)
 tired of устать от
 write to sb about sth написать кому-либо о чем-либо

APPENDIX 3

Idioms

as safe as houses = совершенно надежный
 a piece of cake = простой, легкий
 bark up the wrong tree = идти по ложному следу
 be light years ahead of = быть намного продвинутым
 be on the same wavelength = думать точно так же
 be over the moon = быть безумно счастливым
 behave oneself = вести себя хорошо
 by oneself = без чьей-либо помощи, сам
 do sth oneself = делать что-либо самостоятельно
 enjoy oneself = хорошо проводить время
 face the music = держать ответ
 get on like a house on fire = двигаться вперед быстрыми темпами
 get one's wires crossed = не понимать
 go bright red = краснеть от смущения
 go through the roof = сильно разозлиться
 green with envy = зеленый от зависти
 have a bee in one's bonnet = помешаться на чем-либо
 have a long face = выглядеть несчастным, жалким
 have butterflies in one's stomach = сильно нервничать
 have your cake and eat it = пытаться совместить несовместимое
 help oneself = угощаться
 home and dry = в безопасности