



Spotlight

Student's Book

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9



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		VOCABULARY	GRAMMAR
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READING	LISTENING, SPEAKING, FUNCTIONS	WRITING
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Classical Music Quiz	comparing people	quiz about modern singers and performers
Bollywood (article - open cloze)	expressing film preferences; reviewing a film	summary of a text
an email reviewing a book	expressing opinions/recommending	an email reviewing a book
Lending a Helping Hand (match headings to paragraphs)	persuading someone to join an animal shelter	email to a pen friend about volunteer work you do
a dialogue giving directions	asking for and giving directions; listening (T/F/NS); stressed syllables	
The Leaning Tower of Pisa (article)	World Monuments Quiz	quiz about endangered world monuments
	using public services; giving a witness statement	
an email about a school trip		email describing a day trip
Fears and Phobias	summary of text, express emotions	summary of a text
a dialogue - Calling the emergency services	telephoning & making requests; calling the emergency services; listening (T/F/NS)	
	express regrets, make wishes	your wishes & regrets
Do you have healthy habits? (quiz)	asking for information; discussing habits	
an essay about computer games	expressing arguments	a for-and-against essay (topic/supporting sentences)
a story (verb forms)		
Never Give Up (an article - T/F/NS)	talking about accidents; an interview	sentences expressing your attitude towards life
a dialogue about an extreme sport	taking risks, seeking approval, expressing disapproval/doubt; listening (multiple matching)	
	giving orders; reporting	an email about an accident someone had
Are you lost in the jungle? (article - match headings to paragraphs)	giving a talk; making decisions; intonation in question tags	
an advert; a letter of application		letter of application (formal style)

Module 1

Celebrations

◆ Before you start ...

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

◆ 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

◆ 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 your country
- a descriptive article about a celebration
- a short article about a cultural event in your country
- a presentation on a special day that commemorates something in your country



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 underline 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:
 - 1 lets you experience an adventurous life from the past?
 - 2 takes place in a very small place?
 - 3 requires you to dress up in different clothes?
 - 4 has had some unusual competitors?
 - 5 celebrates a change of season?
 - 6 helps people in need?
 - 7 offers the chance to taste a national dish?
 - 8 takes place in a city centre?
 - 9 has a huge fireworks display?
 - 10 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 \neq 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 fireworks 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 fireworks 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 carnival week, there is a big bonfire to say a final goodbye to winter!

Vocabulary

Festivals & Celebrations


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

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

7 Underline 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  Work in pairs. You are a journalist reporting on one of the festivals in Ex. 2. Your partner is taking part in it. Prepare questions and act out your interview.

- A: *So, are you enjoying the festival?*
 B: *Oh, yes, very much! I love pretending to be a pirate!*
 A: *It sounds like fun! So tell me, how long does the festival last? etc.*

Writing

9 Think of a festival in your country. Spend 5 minutes writing a short paragraph about it. Write about: *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?



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 a Read statements A-E about attitudes towards superstition and luck. Which do you agree with the most? Say why.

- A It's better to be safe than sorry.
- B Superstitions are an important part of my culture.
- C You make your own luck.
- D Superstitions have no place in the modern world.
- E Superstitions are just a bit of fun.

b **RINE** Now listen to the speakers 1-5. Which of the comments above might each speaker say?

Speaker	1	2	3	4	5
Comment					

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 wrong/on your mind? • Is there anything worrying/troubling you?
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) ...

- 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 13th.*
 - A: *Don't worry about that. I'm sure that if you study hard then you'll be fine.*
- taking the boat out tonight — full moon (take care)
- broken a mirror — 7 years' bad luck (think rationally)
- 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, Jane! 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 mark 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 broke 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.

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

Speaking

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

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

What are these tenses in your language?

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

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

- 3 Put the verbs in brackets into the **present simple** or **continuous**. How do the sentences differ in meaning?

- a Paula (look) sad.
b Paula (look) for her car keys.
- a This soup (taste) delicious.
b He (taste) the soup to see if it needs salt.
- a This fabric (feel) soft.
b Toby (feel) unwell at the moment.
- a Lucy (think) Shakira is great.
b Lucy (think) of buying Shakira's new album.
- 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.

always 100%	sometimes 25%
usually 75%	rarely/seldom 10%
often 50%	never 0%

HOW OFTEN...

- a late night?
- out with friends?
- shopping?
- the washing-up?
- out for a meal?
- to a party?
- a family get-together?
- a shower/bath?
- the ironing?
- 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
- dance in the street

▶ 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 ...*

b Tell the class about your partner.

▶ *Andy has never slept outdoors before.*

6 Use the phrases to write sentences, as in the example. Use the *present perfect* or the *present perfect continuous*.


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

7 Fill in with the *present perfect* or *present perfect continuous* and choose *for* or *since*.

- I (not/be) to a party *for/since* last year.
- It (rain) *for/since* hours.
- He (know) Sally *for/since* six years.
- They (be) in the team *for/since* 2002.
- We (not/see) George *for/since* a long time.
- John (read) *for/since* early this morning.

8 Act out dialogues, as in the example.

- 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.*
- exhausted — do/homework: • finish/maths ✓ • write/essay ✓ • study/test X
- 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, the 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? Is it the same in your language?

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

11 Write exclamations for the following.

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

Speaking

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.*

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 B graduation party C birthday 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 CD 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 for each
gap.



A sweet sixteen is a 1) type of birthday party for young girls in the USA. It is a type of coming-of-age event and it is a major 2) 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) it and, of course, what to wear!

How big the party is 4) mostly on the budget of the parents. Some parties are very 5) 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) on dinner and a trip to the theatre in a limousine. However they choose to celebrate though, everyone wants to 7) their sweet sixteen as a very special day in their life.

- | | | | |
|----------------|------------|--------------|-------------|
| 1 A specific | B special | C particular | D unique |
| 2 A experience | B party | C event | D happening |
| 3 A enjoy | B do | C keep | D hold |
| 4 A depends | B relies | C bases | D rests |
| 5 A formal | B informal | C casual | D strict |
| 6 A select | B decide | C choose | D prefer |
| 7 A remind | B think | C remember | D recall |

- 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, how you felt.*

Relative clauses Grammar Reference

- 6 a** Fill in: *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 also 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 November 5th.

- 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 the people are celebrating: *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

Hogmanay

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 December 31st. 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 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 fireworks 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 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 fill in 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/smartly** 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 underline 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 (120-180 words).

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

Plan

Introduction

Para 1: What is the name of the celebration? When/Where does it take place? What is the reason for it?

Main body

Para 2: What preparations do people make before the day? (*decorations, food, rehearsals, etc.*)

Para 3: What happens during the actual event? (*costumes, food, activities, etc.*)

Conclusion

Para 4: How do people feel during/after this celebration/event? What final thoughts/comments can you make?

Smile



Word formation

- 1 a** **RNE** Read the theory, then fill 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** Fill in: *down, up, into, off, back*. Check in Appendix 1.

- I love this song! Turn it and let's dance! (increase the volume)
- Don't turn that job, Adam – it's a great opportunity! (refuse)
- He's usually rather quiet, but at carnivals he turns a real party animal! (becomes)
- Once I leave my house, I never turn It's very bad luck, you know. (return)
- I hope Jessica turns soon. (arrives)
- Turn the lights and I'll bring in the birthday cake and candles. (switch off)

Dependent prepositions


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

- My little brother is eight and still believes magic.
- The reason Earth Day celebrations is to create environmental awareness.
- Although she is twenty, she is still afraid the dark.
- The Toronto Film Festival is famous appearances by major Hollywood stars.
- The road was crowded cars and buses heading for the festival.
- They got tired waiting for the band to appear and took a walk around the park.
- She is interested learning more about traditional celebrations.
- Everyone was pleased the success of the Arts Festival.

Grammar revision

- 5 a** **RNE** Think of a celebration in your country. Make notes under the headings. Use your notes to talk to the class about it. Talk for 1.5-2 minutes. Use present tenses.

- name of celebration
- when and where it takes place
- how long people have celebrated it
- how people celebrate it
- how people feel about it

- b**  Discuss a school celebration you enjoyed and how you felt.

- 1 Look at the pictures and listen to the music. What do you think 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 Read again and mark the sentences as T (True), F (False) or Ns (Not stated).

- 1 The Albuquerque Pow-Wow is the only event of its kind in the USA.
- 2 There aren't many different Native American tribes left.
- 3 The best dancers win prizes.
- 4 Everyone makes their own costumes.
- 5 Only Native Americans can attend the Pow-Wow.

- b Match the words in bold to their meaning.

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

- 4 **Project:** Find out about an interesting cultural event in your country. Make notes under the headings in Ex. 3. Use your notes to write a short article about it for the school magazine (60-100 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
Scarce² 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. Underline 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 **RNE** 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.

- 11 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, then use each one in an example of your own.

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

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

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

Remembrance Day

1)

Every year during the week before 11 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 11 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:** Is there a special day to remember war veterans in your country? 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

"War does not determine who is right – only who is left."

Bertrand Russell, philosopher, 1872-1970

1 Progress Check

1 Fill in: *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 fireworks
- 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: $\frac{10 \times 2}{20}$)

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 fireworks display before.
- Tom is exhausted because he (work) in the garden all day.
- Kate is tired. She (work) since morning.

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

3 Fill in the gaps with past/present participles formed from the words 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: $\frac{5 \times 4}{20}$)

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 also my birthday.

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

5 Fill in 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: $\frac{5 \times 2}{10}$)

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

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

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 presentation 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
- *too/enough*
- 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 email to a friend
- an informal letter/email
- a short article about a famous house/building
- a poster about animals in your country



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

- 1 I live in a block of flats/cottage/caravan/house.
- 2 I live on the 1st, 2nd, 3rd, etc. floor/in the city centre/in the suburbs/in a village.
- 3 My neighbourhood is quiet/noisy/crowded.
- 4 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 a minute 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 of the article 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 Read again and match the headings to the paragraphs. There is one that you do not need to use. Think of an alternative heading for each paragraph. Discuss with a partner.

- | | |
|-----------------------|-----------------------------|
| A Spare Time in Space | D Keeping Clean and Healthy |
| B The Right Training | E Time to Relax |
| C Good Housekeeping | F Living Among the Stars |

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

- look at for a long time • touches • huge
- hitting • fasten • exercising • inhabitants
- shut out • shortage • going round

Vocabulary

6 Fill in: *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 |

Choose five phrases and make sentences about the astronauts on the ISS.

1 How would you like to live three hundred and sixty kilometers above the Earth, flying at almost thirty thousand kilometres an hour through dark, airless space? Well, that's exactly how the astronauts working on the **giant** International Space Station (ISS) live. 'Cool!' you might say. Well... maybe. Let's take a look at what it's really like to live in space.

2 Living in zero gravity means doing lots of things differently. First of all, you can forget about having a nice hot shower in the morning, as the water droplets would simply float away. Astronauts have to use a vacuum hose to wash with. Also, when muscles don't have to work against gravity as they do here on Earth, they go soft. So the **residents** of the ISS actually spend 2 hours a day **working out** on exercise bikes and rowing machines.

3 There's no escape from household chores on the ISS. 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! Also the **lack** of gravity makes the simplest things in life

seem quite weird! Take eating for example, to stop their meals floating away, astronauts have to 'post' food packages into a special tray and then **strap** the tray to their legs. At least there's no washing up to do, though. The astronauts simply put their dirty dishes and rubbish into plastic bags and send them back to Earth.

4 When it comes to sleeping, there's no need for a bedroom! The astronauts could sleep anywhere, but they can't risk **bumping into** any computer controls so they strap themselves into a sleeping bag on the wall. It's a truly relaxing experience, as nothing **presses against** the skin. It's important to cover your eyes, however, to **block out** the light of the sun as the sun rises and sets every 45 minutes when you are **orbiting** the Earth.

5 So, when astronauts aren't doing experiments or chores or repairing equipment, do they get any free time? Well, a little! They often send emails back home, read books or watch movies, but most of all they like to **stare** out of the window and take pictures of their real home, Earth!

Household chores


7 Fill in: *make, do, mop, keep, wash, take, dust, hang out*.

- 1 my room tidy
- 2 the washing-up, the ironing, chores
- 3 the beds, breakfast
- 4 the rubbish out, the dog for a walk
- 5 the floor
- 6 the dishes, the clothes
- 7 the washing
- 8 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 a  Work in pairs. You are a journalist and your partner is one of the astronauts living on the space station. Prepare questions and interview your partner about life in space, then swap roles.

► A: *What's it like living in zero gravity? How do you eat, for example?*

B: *Well, it's a lot of fun. When we eat, we ...*

b Write three things that impressed you from the text. Read them to your partner.

c  **THINK!** Would you like to live in space? Why/Why not? Discuss in pairs.

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.

- *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 ...*

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 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: *You leave the kitchen in a mess every time you make something to eat. It's not very nice.*
B: *Sorry! I won't do it again.*

- 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.

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

Listening

10   Read statements 1-7. Listen and say whether the statements are *True*, *False* or *Not stated*. Listen again and check.

- Pam doesn't want to go to the cinema.
A True B False C Not stated
- Jane goes to the cinema every week.
A True B False C Not stated
- Jane gets more pocket money than Pam.
A True B False C Not stated
- Jane sometimes cooks dinner at home.
A True B False C Not stated
- Pam doesn't help around the house.
A True B False C Not stated
- Pam's mum works part-time as a manager.
A True B False C Not stated
- Jane will call in on Pam later.
A True B False C Not stated

Idioms related to houses

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

- A: What do you think, John — is our plan risky?
B: Not at all! It's
(very safe)
- 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)
- A: You really liked staying at The Regent Hotel, didn't you?
B: Yes, I did. It was like (very comfortable)
- 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. Make sentences using them. Tell your partner.

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!

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 a lot helps to get rid of them.



DUST MITES



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 Fill in 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?

- 1 I usually manage (**get on**) well with everyone at home.
- 2 I often offer (**help**) with the housework.
- 3 I don't deny (**do**) something wrong if I did it.
- 4 I don't mind (**help**) with the cooking.
- 5 I avoid (**play**) my music really loudly.
- 6 When my parents make me (**do**) something, I don't complain.
- 7 I let other members of my family (**borrow**) my things.
- 8 I don't take other family members' things without (**ask**).
- 9 After (**have**) a bath, I always clean it.
- 10 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.

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

- 1 A: Do you want (go) out tonight?
B: Yes! I hate (stay) in on Saturday nights!
- 2 A: I'm really afraid (do) a bungee jump.
B: Well, most people are nervous about (do) new things for the first time.
- 3 A: Oh no! I think I forgot (turn off) the TV!
B: Don't worry, I remember you (turn) it off.
- 4 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.
- 5 A: I don't know what's wrong with my CD player. I just can't (fix) it.
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 your language?

- 1 I saw John cross the street.
 - 2 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*.

- 1 I think Tony's in the next room. I heard him (talk) on the phone a moment ago.
- 2 Harry felt something (run) across his hand, but he didn't see what it was.
- 3 Mum could hear Kate (sing) in the shower while she made breakfast.
- 4 We stopped to watch an artist (draw) portraits in the street.
- 5 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.*)

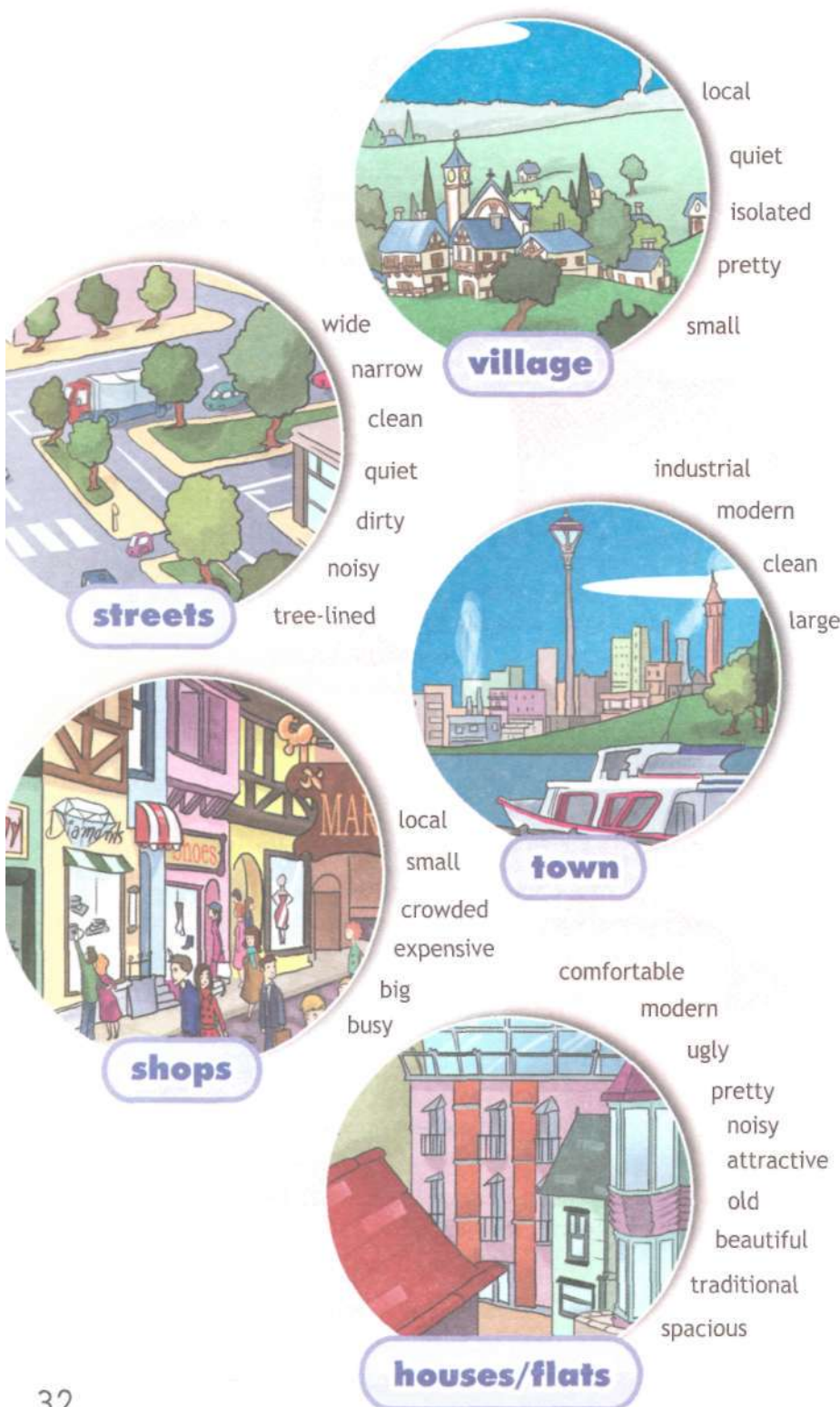
- 1 Mary is so busy that she can't come out tonight.
► **Mary is too busy to come out tonight.**
- 2 James is so clever that he can solve this problem.
- 3 I have so much money that I can buy this expensive watch.
- 4 They were so tired that they fell asleep during the film.
- 5 We've got so much food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

2d Vocabulary & Speaking

Towns/Villages

- 1 Read the phrases. What are they in your language? 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 ...



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

- 3 Use these prepositions and places/shops from the lists to describe your neighbourhood.

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 RNE 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've written, **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.

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, 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 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 **RNE** 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 and playing on my computer. 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 80-100 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,
 Thanks for your letter. It was nice of you to drop me a line.

My house is quite cosy. It's a small house in the suburbs. It has two bedrooms, a bathroom, a kitchen and a lounge. There's a small garden, too. My bedroom is upstairs. I don't really hang out in my room much. I prefer to be outside with my friends.
 In my area, there is a park where I play football and ride my bike. There is also a small games arcade where I sometimes go to play pinball. 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, underline the key words and answer the questions.

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

...Hope you had a great summer. What did you do? Did you have a good time? It's my birthday next week and I can't wait!...

Write him a letter and answer his questions, then ask him about his birthday plans.

- B You have received an email from your English-speaking pen friend Robert.

...I hope you had a safe journey home. It was great spending time together. I hope you will come and visit again soon...

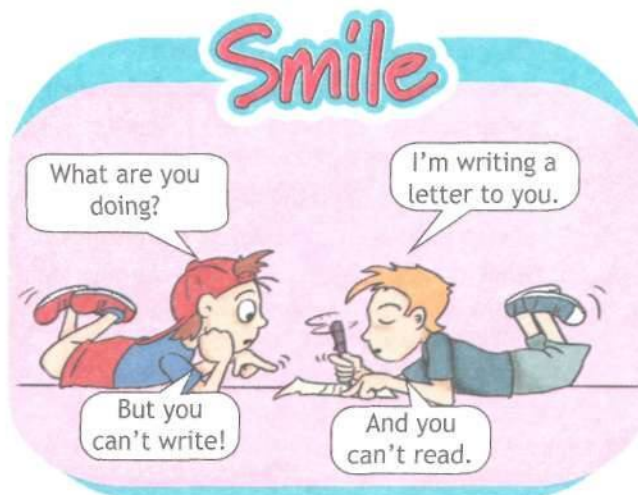
Write him an email to thank him and his family for their hospitality, then invite him to stay with you.

- 1 What type of letter/email does each one ask for?
- 2 Who is going to read each letter?
- 3 What information should each letter include?
- 4 What questions can you ask in each letter?

- 7 **RNE** Portfolio: Choose one rubric and write your letter/email (80-100 words). When you have finished, check it against the following:

Checklist

- 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?



Word formation

- 1 Read the box, then fill in the correct form of 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>

- There is no need for between best friends.
- The teacher explained the of recycling to the class.
- Thank you for all your during my stay.
- You need a lot of to work with children.
- We have installed a system at our house.
- Physical is important to stay fit and healthy.

SECRET

IMPORTANT

KIND

PATIENT

SECURE

ACTIVE

Phrasal verbs: make

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

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

Prepositions

- 3 Fill in: *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

Choose five phrases and make sentences about yourself/your family.

- I live close to the city centre.

Words often confused

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

- Can you **brush/sweep** the floor in the kitchen, please?
- Why don't you hang your coat in the **cupboard/wardrobe**?
- Don't forget to **clean/wash** your teeth!
- I have to do some **washing/cleaning** - I've got no clean clothes.

Grammar revision

- 5 **RINE** Complete the advert with the correct *-ing* or *infinitive* form of the verbs in brackets.

House Elves



Are you sick and tired of

1) (**do**) housework?

Would you love 2) (**have**)

someone 3) (**help**) you with it? Well, that's

easy 4) (**fix**)! Simply let us 5) (**give**) you

a helping hand! From 6) (**clean**) the house

from top to bottom to 7) (**do**) the gardening,

we can 8) (**take care of**) it all. So, what are you

waiting for? Call us on 0115 9333748 9) (**arrange**)

an appointment. We look forward to

10) (**see**) you soon!

- 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 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 your country, then write a short article about it. Write: *who lives there, what it's like (inside and outside), its history & any other interesting facts about it.*

In Danger

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	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

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

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

owl



otter



hedgehog



4 **RNE** Read the text and mark the sentences T (True), F (False) or NS (Not stated).

- Wildlife habitats come in all sizes.
- Building new houses has destroyed the most habitats.
- You can find squirrels in woodlands and forests.
- Herons and trout are in danger because of farms and factories.
- There are no otters left now.
- Only wildlife charities can save the habitats that are in danger.
- A balcony can become a habitat.



dragonfly

fox

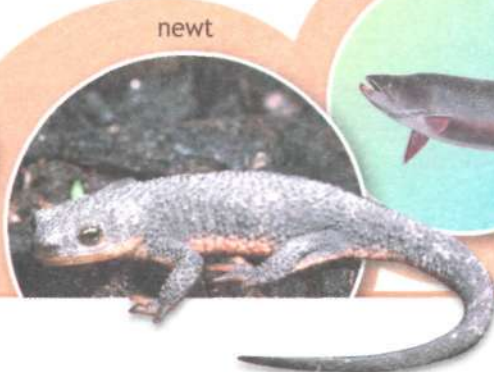
such as bluebells and daffodils. Litter in the streets harms wildlife and poisonous chemicals from farms and factories are getting into rivers, ponds and lakes. When this happens, animals such as frogs, newts and species of birds and fish such as herons and trout can no longer **survive**. In the same way, many reptiles are dying out 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 and 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!



snake



newt



trout



herons

squirrel

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 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 your country. 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. Read your sentences to your partner.

2 Progress Check

1 Fill in: *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: $\frac{10 \times 2}{20}$)

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

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

4 Fill in 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: $\frac{5 \times 2}{10}$)

5 Fill in the gaps with the correct particle.

- 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: $\frac{5 \times 2}{10}$)

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

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

Now I Can ...

- talk and write about living in space
- talk about houses, neighbourhoods and neighbours
- criticise and apologise
- express anger and annoyance
- write an informal email/letter

... 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 ...

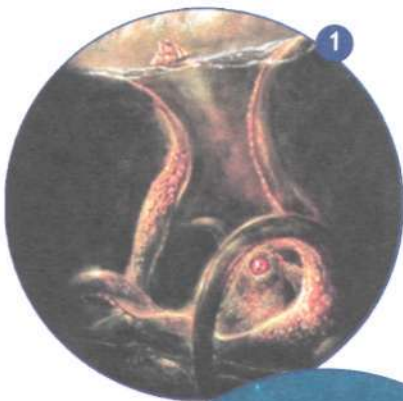
- speculate & agree or disagree
- express surprise & concern
- talk about the past
- make assumptions
- make suggestions & agree or disagree
- describe paintings

◆ Practise ...

- past tenses
- *used to/would*
- idioms with 'paint'
- phrasal verbs: *come*
- word formation: *compound adjectives*
- words often confused:
scenes/sightings/sights,
fantasy/imagination/illusion,
witnesses/spectators/investigators,
same/similar/alike

◆ Write / Give ...

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



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

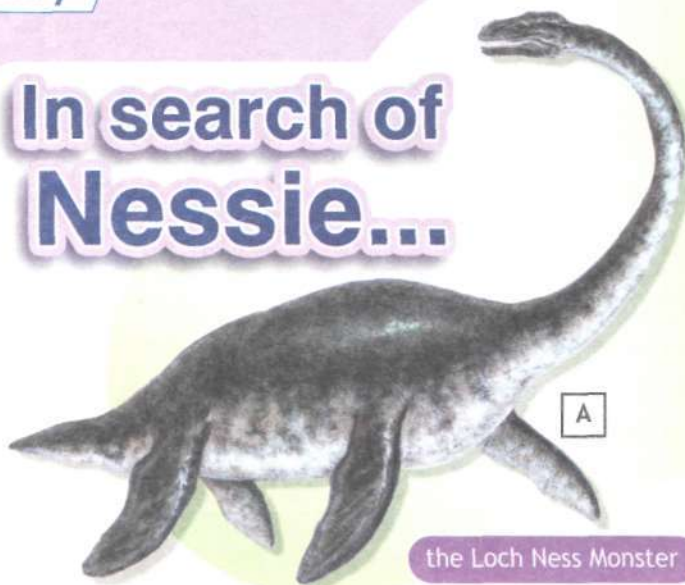
things that have been seen

tell people about

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

- | | |
|-------------|-------------|
| 1 different | 5 top |
| 2 destroy | 6 blunt |
| 3 real | 7 luckily |
| 4 unknown | 8 miniature |

In search of Nessie...

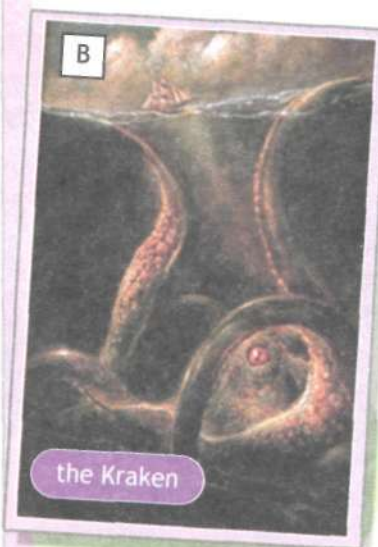


A

the Loch Ness Monster

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 ...



B

the Kraken



C

Bigfoot

Vocabulary

5 Fill in: *recorded, humped, horrifying, 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 are 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 squid 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 just (saw 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 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 a dialogue 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 terrible! I once dreamt that, either. I looked it up. It could mean that you are 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 Read the dialogue again and complete the sentences. Compare with your partner.

- 1 Lizzie didn't sleep well because
- 2 In her dream, Lizzie was finding it difficult to
- 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 mark 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 will hear 5 statements. Match the statements 1-5 to the sentences A-E. Use each sentence once to complete the table.

- A The speaker is talking about his/her favourite dream.
- B The speaker thinks dreams don't mean anything.
- C The speaker is describing an unpleasant dream.
- D The speaker is explaining what his/her dream meant.
- E The speaker is talking about a dream he/she had over and over again.

Speaker	1	2	3	4	5
Comment					

Speaking

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

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

Past tenses

Grammar Reference

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

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

What a Coincidence!



In 1953, a man called Irv Kupcinec **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 Kupcinec'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



Choose the correct tenses. Explain your choices.

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

3

Put the verbs in brackets into the *past simple* or the *past continuous*.

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 typing letters since morning.

I was tired yesterday. I had been typing letters since 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 the sentences about yourself. Use past tenses.

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

► *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 tick (✓) what Sam and Cathy used to do when they were young and cross (X) 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 RINE Fill in the gaps with the verbs in the right-hand column, in their correct past forms.

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

WALK
ENJOY

FREEZE

APPEAR

EXPERIENCE

DISAPPEAR

SEE

Writing (an email)

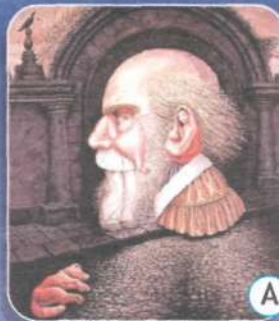
10 Imagine something strange happened to you. Write an email to your English pen friend about it (60-80 words).

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.



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 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 friend have a different opinion about something, for example. You are just seeing things in a different way, that's all!

- b **RNE** 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 Choose 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.

Speaking

Making assumptions

- 4 a** Read the box. What are the equivalents in your language?

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.)



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.

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

study skills

Describing pictures

When describing a picture, 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?

- to an art exhibition • to a film festival
- to a dance performance • to see a play

- 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 tapescript for Ex. 7 as a model. Make sure you discuss all the options before deciding on one.

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 are 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.*

- 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!

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

- | | |
|--|-------------------------------------|
| A Tom and Danny went back to find the inn. | E Tom got his pictures developed. |
| B A passer-by told them there had been an inn there 100 years ago. | F Tom took some photos. |
| C The friends were driving to the south coast for a camping holiday. | G They found two ruined buildings. |
| D They left the inn. | 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. |

- 4 Which paragraph(s):
- present 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, a policeman, the people's clothes, the bill, the two buildings?*

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

- | | |
|---------|-------------|
| 1 run | a angrily |
| 2 sing | b happily |
| 3 rain | c quickly |
| 4 shout | d heavily |
| 5 drive | e carefully |

► James ran quickly 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) **bad** 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 **RNE** Read the rubric and underline the key words, then answer the questions.
- An Internet site is asking for readers to send them short stories with the title 'A very strange tale'.
 - Write your story for the website (120-180 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 recently
 - 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.

Plan

Introduction

Para 1: Who were the main characters?
Where were they?
What were they doing?

Main body

Paras 2-3: What happened? (events in the order they happened)
What was the climax event?

Conclusion

Para 4: What happened in the end?
How did the characters react/feel?

- 11 Use the plan in Ex. 10 to write your own story (120-180 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?



Word formation

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

Compound adjectives

Compound adjectives are made up of two or more words, usually with hyphens between them. There are many patterns for forming them e.g. *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).

- 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 a **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 swims above.

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

Phrasal verbs: come

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

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

Dependent prepositions

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

- 1 Jack asked Tom if he had heard the Loch Ness Monster.
- 2 Have you heard Tom lately?
- 3 The Yeti has been part Tibetan folklore for years.
- 4 They didn't succeed locating the site.
- 5 Have you ever thought travelling abroad?
- 6 They went search of another way to reach the lake without being seen.
- 7 John knew experience that the road was dangerous.
- 8 They felt very nervous going into the haunted house.

Words often confused

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

- 1 People have been reporting **scenes/sightings/sights** of Nessie for years.
- 2 Andrea has got a very vivid **fantasy/imagination/illusion**.
- 3 The **witnesses/spectators/investigators** are examining all the evidence.
- 4 They showed us a set of **same/similar/alike** pictures.

Grammar revision

- 5** **RNE** Put the verbs in brackets into the correct tense.

The Haunted Cellar

One day in 1953, a plumber called Harry **1)** (**work**) in a cellar in York, England, when suddenly a Roman soldier on a horse **2)** (**step**) through the wall of the cellar! More soldiers then **3)** (**follow**) them. They **4)** (**wear**) helmets and they **5)** (**carry**) swords.

Then, Harry **6)** (**notice**) that the soldiers **7)** (**look**) very short because their legs **8)** (**be**) below the floor of the cellar! However, they then **9)** (**pass**) an area that archaeologists **10)** (**work on/recently**) and Harry saw that they **11)** (**walk**) on an old Roman road under the cellar. Terrified, Harry **12)** (**run**) out of the house.

Later, Harry **13)** (**find out**) that some Roman soldiers **14)** (**go**) missing in York many centuries before and that no one **15)** (**ever/find**) them. Maybe these **16)** (**be**) the soldiers that he 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

2 Read the text again and for each gap (1-7) choose the correct answer A, B, C or D.

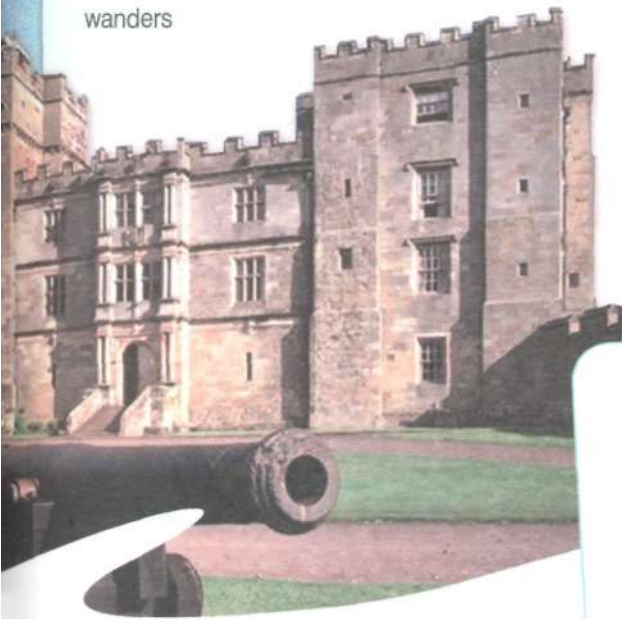
The Most *Haunted* Castle in Britain!

Can you 1) visiting a place where ghosts **lurk** round every 2) and strange noises go **bump** in the night? Well, that's exactly what people say happens at Chillingham Castle in Northumberland, England, which 3) 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) 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) the years have seen this **mysterious** boy dressed in blue **appear** suddenly in front of them.

Chillingham Castle is very 6) with ghost hunters and there are special ghost tours available. However, it is also a great place to visit for 7) 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!



- | | | | |
|-----------------|-------------|------------|-------------|
| 1 A think | B believe | C consider | D imagine |
| 2 A turn | B bend | C corner | D corridor |
| 3 A goes | B dates | C sends | D ages |
| 4 A hunting | B viewing | C reaching | D looking |
| 5 A in | B over | C between | D by |
| 6 A fashionable | B preferred | C popular | D favourite |
| 7 A no one | B everyone | C someone | D anyone |

3 Match the words in bold 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 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 your country and present it to the class. Write: *its name, where it is, what it is famous for, who lives there, what one can see there.*

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



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 the part of speech the missing word is e.g. noun, verb, adverb, etc. You may need to write the word in the plural or with a negative meaning. Think of possible prefixes and suffixes. Fill in the gaps. Check the spelling. Read the completed text to check if it makes sense.

- 4 **RINE** Read the text and fill in the gaps 1-8 with the correct word formed from the capitalised words. Compare with your partner.

Painting Styles

Cubism

Cubism was a popular painting style from around the 1900s. Pablo Picasso and Georges Braque were two 1) Cubist painters. They used Cubism to show people a new way of 2) 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) 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) viewpoints.

FAME
SEE
ORIGIN

DIFFER

- 5 Listen and read to answer the questions.

- When was Cubism popular?
- How did Cubism get its name?
- What style did Dalí paint in?
- What did Surrealist painters use to get ideas for their paintings?

- 6 Match the words in bold to their meanings.

- not bright • effect • part/piece • angles

Idioms with 'paint'

- 7 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)

- This film is so boring it's
- I want to have some fun. Let's go out tonight and
- I know Sam and Dan can be a bit boring but don't Tim Not all people who like science fiction are bores!
- The documentary life in the war-torn region.



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



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

Surrealism

5)
such as
Salvador Dalí
and René

ART

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) of things. The Surrealists painted images and ideas from their dreams and their imaginations. They often used bright colours to create an even 7) **impact** and always showed people and objects in new and 8) ways.

REPRESENT

BIG

USUAL

8 Read the description. Which painting does it match? How does the author feel about the painting?

This picture shows many different lines and shapes like squares and triangles. When I look very closely, however, I can also see other things such as parts of bodies and objects. The artist has used many dull colours such as brown, grey and green in the painting, which give it a very gloomy feeling. This painting makes me feel quite sad.

9 Use these words to describe the other painting.

- 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 Find paintings on the Internet or in reference books which represent the two styles of painting discussed in the text. Present them to the class.

This painting is called painted it in 19..... . It shows The painter uses colours. The painting makes me feel

11 **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 Fill in: *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: $\frac{10 \times 2}{20}$)

2 Write the correct form of the verbs in brackets.

- 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/watch) a DVD 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: $\frac{10 \times 2}{20}$)

3 Form compound adjectives using the words below.

• three • blue • well • deep • good

- Sam is a very-looking man.
- I had a nightmare about a-headed monster.
- 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: $\frac{5 \times 4}{20}$)

4 Fill in 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: $\frac{5 \times 2}{10}$)

5 Fill in 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: $\frac{5 \times 2}{10}$)

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

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

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
- express surprise and concern
- write a diary entry
- write a ghost 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 ...

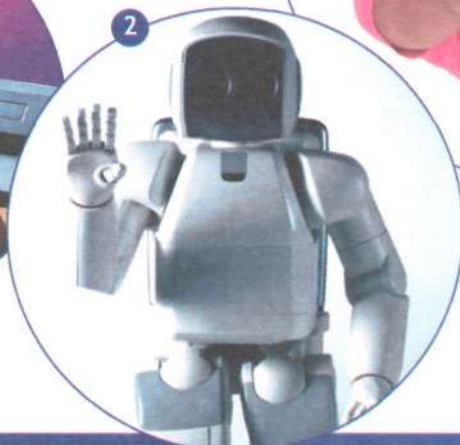
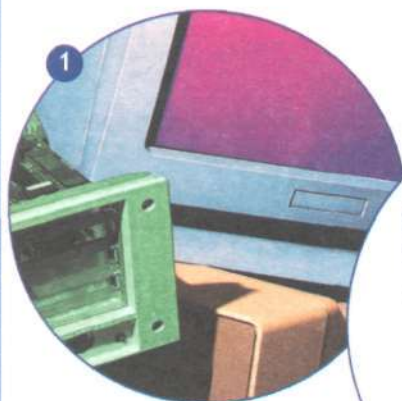
- offer solutions & respond
- hesitate & avoid giving a direct answer
- ask for & express positive or negative opinions

◆ 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, offer/suggest, electric/electronic, engine/machine, access/download, effected/affected, offer/suggest*

◆ Write / Give ...

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



- 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

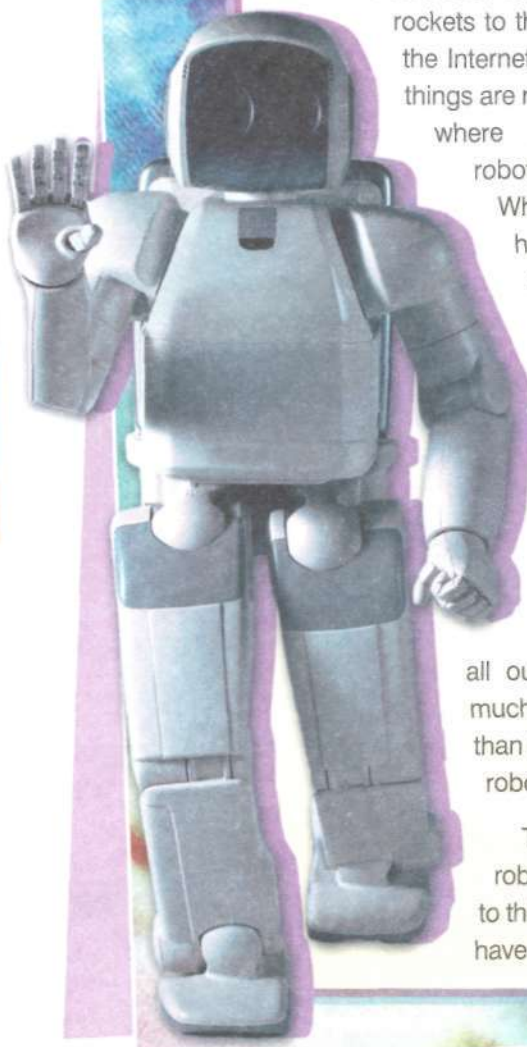
- 4 **RNE** Read the text and fill in the gaps 1-6 by choosing one of the phrases (A-G). There is one extra phrase.

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: 1) 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 2) 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 3) They don't have the knowledge to give a



Vocabulary

Technology

- 5 Fill in: *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.

robot intelligence or the power of reasoning. Worse still, it seems that they may never work it out. Researchers say that the best way to overcome this problem is to study the human brain 4)



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 5) Language may be another obstacle as robots have to be able to understand figurative speech such as idioms, 6)

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.

- A and try and create an artificial brain that copies its functions
- B and scientists simply don't know how to give robots this ability
- C as well as gestures and emotional responses
- D that is of course, except for the robots.
- E which has been used on robots such as Repliee Q2.
- F which can perform a single task such as vacuuming the carpets or mowing the lawn,
- G but robots do not have this ability.


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 | a brain |
| 2 figurative | b robots |
| 3 household | c a problem |
| 4 artificial | d power |
| 5 emotional | e speech |
| 6 overcome | f responses |

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

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

Speaking

8 **THINK!**  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.

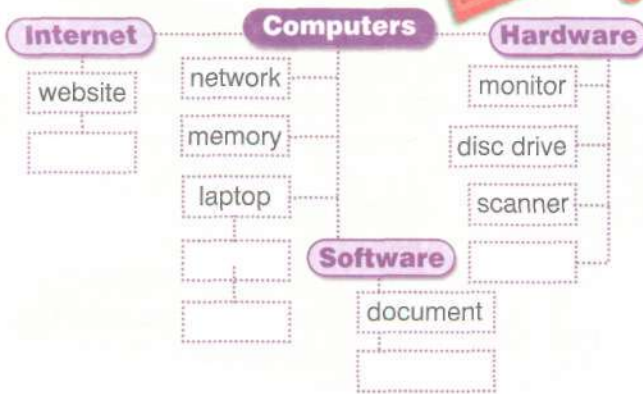
9 Read the text again. Think of a heading for each paragraph. Make notes under the headings. Write your summary. Read it to the class.

4b

Listening & Speaking

Computer problems

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



- 2 Choose 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 ... 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.

- 1 Adrian has got a problem with
- 2 His computer keeps
- 3 It seems that the cursor
- 4 Paul suggests switching
- 5 Adrian will do
- 6 Paul thinks that the cause of the problem


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

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

b   Listen to and read the dialogue in Ex. 4 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 mark the stressed syllables of the words in bold.


- 1 A: Do you know a lot about computers?
B: **Well ... sort of.**
- 2 A: Do you use the Internet a lot?
B: **Er ... you could say that.**
- 3 A: Would you agree that Internet shopping has a lot of disadvantages?
B: **Um ... in a way, yes.**
- 4 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 Choose the correct answers.
 Listen and check.

- 1 A: Can you give me a hand with my computer?
B: a Sure, what's the problem?
b There's no problem.
- 2 A: Let me take a look at that printer problem for you.
B: a You're welcome.
b That's really kind of you.
- 3 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.
- 4 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   Listen to five speakers (1-5) talking about computers and match them to the statements A-E.

- A I'm good with computers.
- B Computers can take up a lot of your time.
- C I couldn't live without my computer.
- D The Internet has changed the way my family and myself live our lives.
- E I only know the basics.

Speaker	1	2	3	4	5
Comment					

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

Ways of talking about the future Grammar Reference

1 a Read the theory box. Say the examples in your language.

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 will 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?

Dear John,

Hi! How are you?

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 Fill in *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 Bahamas!
- 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. I'm broke.
B: I lend you some, but I need it back by Saturday.
- A: What are these eggs for?
B: I bake a cake for Tom's birthday.
- 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 Choose 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 £10, I (pay) you 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.
- 6 A: I (buy) you something special when I (get) paid.
B: I (believe) it when I (see) it.

- 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 Underline the correct item.

- 1 We went by car in order that/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 Fill in: *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.

Internet

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

Listen and check.



- 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 2006?
 - a about a million
 - b over 100 million
- 5 Which country has the highest number of Internet users? (75%)
 - a Japan
 - b Sweden
- 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 5,000

* 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.



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

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

Idioms related to technology


4 Fill in: *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 complicated or difficult to understand*)
- 4 Technology in Japan technology anywhere else. (*is a lot more advanced than*)

5 Use the words to complete the sentences (1-7).

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 can 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 feature to include in the school magazine to improve it. What do they decide on?

- a crossword
- a review section (films, DVDs, CDs, 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 tapescript 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.

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 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.

Technology has taught young people new skills.

Gadgets make life more enjoyable for teens.

Teens can waste a lot of time using technology.

- 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 MP3 player 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**, MP3 players 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 (120-180 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?



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 endings 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 The parents at the meeting voted for an increase in on computers in the new school year. (**spend**)
- 6 There is a lot of available on the Internet! (**inform**)

Dependent prepositions

- 2 Fill in 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 her PC to keep informed about global events.
- 6 He doesn't like shopping so he uses the Internet to cater most of his shopping needs.



Phrasal verbs: break

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

- 1 They think the forest fire broke because of a loose electrical wire.
- 2 Burglars broke Dad's office last night and stole his computer.
- 3 James and Mandy had a terrible argument and then they broke
- 4 What's wrong with the washing machine now? It's always breaking!
- 5 They broke prison and escaped.

Which phrasal verb best describes the picture?

Words often confused

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

- 1 Thomas Edison invented/discovered the light bulb.
- 2 We did an interesting research/experiment in our Chemistry class yesterday.
- 3 Do you have an electric/electronic oven?
- 4 There is something wrong with the engine/machine of my car.
- 5 Can I access/download the Internet from this computer?
- 6 Digital cameras have dropped in price, which has positively effected/affected sales.
- 7 Nowadays, more companies only offer/suggest work to people with computer skills.

Grammar revision

- 5 Complete the sentences about yourself.

- 1 This time next week I
- 2 By the end of next year, I
- 3 I think I next summer.
- 4 I tonight.
- 5 I hope in the future.
- 6 I by the time I get home.
- 7 I at home this afternoon.

- 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, <http://fwd.five.tv/gadget-show>. This popular show lasts for an hour and it is now in its tenth year.

The presenters of the show are Jon Bentley, Jason Bradbury and Suzi Perry. 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*.



- 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 🗣️ You are visiting your English pen friend. Right now you are watching TV. The Gadget Show comes on. Take roles and find out about the show:

- what it is • how often it is on
- who presents it • what it features

- 5 What is your favourite TV programme shown in your country? Present it to the class. Include: *when it airs, who presents it, what regular features it has, why you like it.*

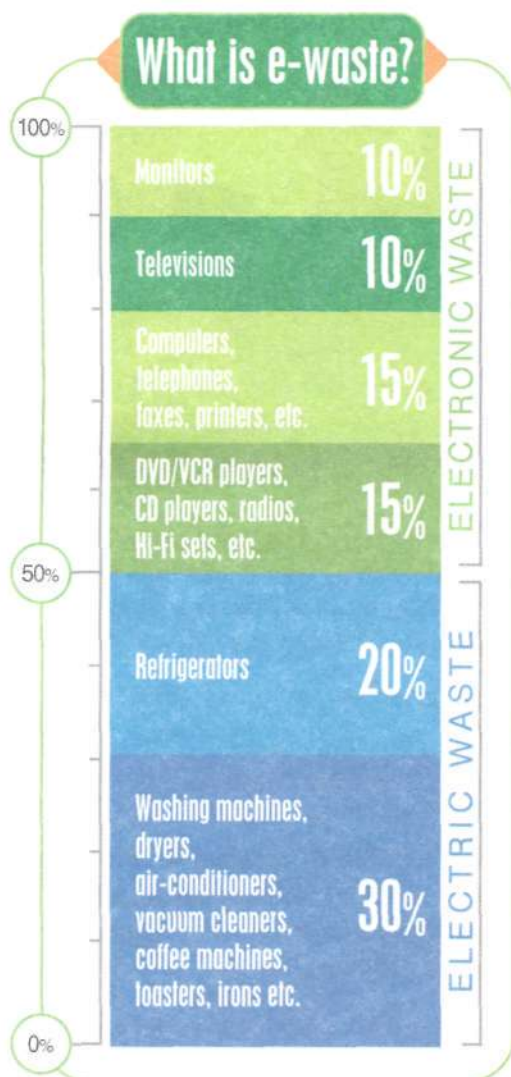
- 6 **Project:** Use your answers to Ex. 5 to write a short article similar to the one in Ex. 1.

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

E-waste ... why so much junk?

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 What is e-waste? How can it be a problem? Read the text to find out.

A There's no doubt about it, electronic and electric goods 1) our lives much easier, but unfortunately there's a(n) 2) to pay for this! As technology advances at a faster **pace** each year, appliances and gadgets quickly become **outdated** and people throw more of them 3) Also, electronic equipment has become more available and cheaper, so people often replace their old computers and TVs instead of getting them repaired. This 4) 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!

B So **what's the big deal?** Well, unfortunately e-waste 5) over a thousand chemicals, many of which are very **toxic**. Most e-waste **currently** 6) in landfills where chemicals and heavy metals such as lead, cadmium, chromium and mercury **gradually** leak into the soil which can eventually cause great **harm** to people. Some e-waste is burnt, but this 7) toxic gases into the air. When e-waste is simply **dumped** in landfills it can emit poisonous fumes. It can also 8) dangerous chemicals into the soil which can affect the food chain.

C Fortunately, all is not 9)! Manufacturers are starting to 10) more recycling and reduce the number of toxic chemicals they use. Also, many countries have signed **treaties** to stop the exporting of e-waste to other countries. But there are things you can do to help solve this problem, too. Just remember the 3Rs – REDUCE, REUSE, RECYCLE!

NO MORE E-WASTE!

HOW YOU CAN HELP...

- REDUCE:** Look after your equipment and you won't need to replace it so often.
- REUSE:** Sell or **donate** your old appliances and electronic items to someone who can still use them e.g. a computer technician could reuse the **components** in your old computer.
- RECYCLE:** Take old mobile phones, batteries etc. to 'recycling banks', refill your print cartridges and find out where you can recycle bigger items such as computers.

3 Read again and choose the best word (A-D) for each gap. Compare with your partner.

- | | | | |
|--------------|-------------|------------|-------------|
| 1 A form | B do | C help | D make |
| 2 A money | B price | C expense | D cost |
| 3 A out | B over | C off | D down |
| 4 A designs | B creates | C develops | D brings |
| 5 A holds | B carries | C contains | D includes |
| 6 A backs up | B concludes | C finishes | D ends up |
| 7 A puts | B releases | C lets | D causes |
| 8 A leak | B drip | C spill | D ooze |
| 9 A gone | B lost | C ended | D finished |
| 10 A push | B convince | C persuade | D encourage |

4 **RNE** Match the paragraphs to the headings. One heading does not match.

- | | |
|-------------------------------------|------------------------------|
| 1 E-waste: what, where and why? | 3 Chemical chaos |
| 2 E-viruses and recycling junk mail | 4 Recycling: the way forward |

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).

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

c  Listen to and read the text. Say four things you have learnt about e-waste.

Speaking

6 **RNE** **Portfolio:** Make notes under the headings in the table, then use your notes to give a two-minute talk about e-waste.

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

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** Fill in: *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: $\frac{10 \times 2}{20}$)

- 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 I want to do something fun. I know, 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: $\frac{10 \times 2}{20}$)

- 3** Fill in the sentences with the correct particle.

- 1 Tom and Julie's relationship broke
- 2 The boy's face broke in spots.
- 3 The thief broke our house.
- 4 The lion broke the wooden crate.
- 5 My old car is always breaking

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

- 4** Fill in the gaps with the correct preposition.

- 1 Mike has a separate computer all his films on it.
- 2 The Internet is great staying in touch.
- 3 They talk computers all the time.
- 4 I can access the Internet my brother's computer.
- 5 You can play many games the Internet.

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

- 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: $\frac{5 \times 4}{20}$)

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

Now I Can ...

- talk and write about robots and technology
- offer solutions to computer problems and respond to them
- use future tenses to say what I will be doing
- use technology-related idioms
- write an opinion essay
- give a presentation 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 ...

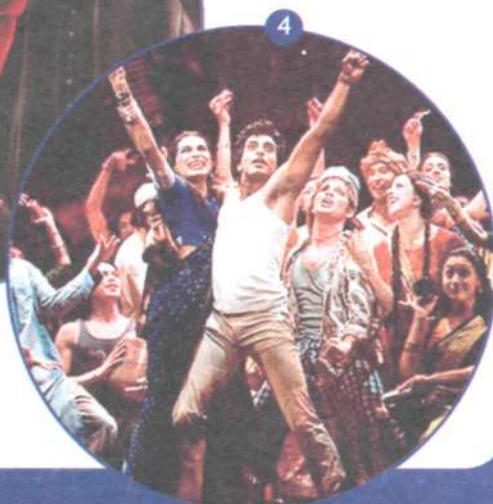
- ask about & state preferences
- make arrangements
- be emphatic
- express opinions & give recommendations

◆ 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



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 Fill in 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 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 did 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 building as it adds value to the property because it is considered by many to be a valuable work of art.



b Read the table. Fill in 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

- Many artists the outline of their subject before they begin to paint.
- Many children black and white pictures using crayons when they are very young.
- Susan spent her holiday the local landscape.
- The architect our new house last year and now we are building it.
- The artist the woman as a queen in the portrait.

Speaking

8 a Say three things you remember from each text.

b Work in pairs. Take roles and interview Willard Wigan about his art.

- A: How do you get ideas for your sculptures?
B: I read a lot and get inspiration from history. etc.

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.

Music likes/dislikes

- 1 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



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 words 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	
<ul style="list-style-type: none"> • 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	Negative
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 a 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.

- 1 Next week Dan is going to
- 2 Dan invites
- 3 Andy likes
- 4 Andy is going to
- 5 Andy asks Dan

Say it right

Making arrangements

6 Choose the correct response.

Listen and check.

- 1 A: How about going to see 'The Waves' on Saturday?
 B: a Sounds great!
 b How amazing!
- 2 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.
- 3 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 will hear five speakers. Read the statements A-E. Then listen and match each speaker to the correct statement.

- A The speaker recently learnt to play a musical instrument.
- B The speaker only listens to one type of music.
- C The speaker's taste in music affects the way he/she dresses.
- D The speaker thinks it is important to have broad musical tastes.
- E The speaker only listens to music when he/she is travelling.

Speaker	1	2	3	4	5
Statement					

Intonation

Emphatic stress

9 a Read the box.

Listen and repeat. What is being emphasised in each sentence?

study skills

Syllables

Different syllables in a phrase/sentence can be stressed to emphasise a particular content word. This changes the meaning of what someone is saying.

- 1 a The concert was very boring.
 b The concert was **very** boring.
- 2 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?
 - 1 The meal was extremely expensive.
 - 2 William gave me this lovely scarf.
 - 3 Katy can't join us for a meal on Saturday.

10 Think of ten phrases you have learnt in this lesson. Make sentences using them.

Comparatives & superlatives Grammar Reference

- 1 How much do you know about classical music? Do the quiz to find out.

Classical Music

- Who is considered by many to be the most talented composer of the 19th century?
A Tchaikovsky B Handel C Mozart
- Which composer has the most operas in the repertoire of leading opera houses today?
A Rossini B Puccini C Mozart
- Which of the following composers lived the longest?
A Johann Sebastian Bach B Joseph Haydn
C Guiseppe Verdi
- Which of these three composers died later than the others?
A Johann Sebastian Bach B Claude Debussy
C Benjamin Britten
- Which of the following is Vivaldi's most famous work?
A The Planets B The Four Seasons C The Creation
- Which composer has the biggest musical output?
A Wagner B Vivaldi C Verdi
- 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 A, 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 your language?

- 3 Fill in the correct form of the adjective/adverb in brackets in the comparative/superlative degree.

- This painting is by far (expensive) one in the gallery.
- I like this painting (much) than that one; the colours are (warm).
- Tim is definitely (talented) artist in my school.
- I like to watch art lessons on TV but I wish they would do the drawings (slowly).
- Which of these pictures do you think is (good)?
- If you studied your subject a bit (carefully), your artwork would improve a lot.
- I think this painting must have been (difficult) to paint than that one.
- Ryan draws much (accurately) than I do.
- That's (bad) performance I've ever seen.
- 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 your language. 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 until.
- 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**) as 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 • hardworking
- intelligent • patient • funny

► *Jane is the most hardworking student in the class.*


Gradable/Non-gradable adjectives

7 Read the theory, then choose 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 (apart from *very*). 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 2007?
- A *Umbrella* by Rihanna
 - B *Shine* by Take That
 - C *About You Now* by Sugababes

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 fill in the gaps (1-10) with the correct word. Compare with your partner.

🔊 Listen and check.

- 4 a Why are the following mentioned in the text?

- 1899 • colourful costumes
- Hollywood • kidnappers
- Britain

- The first Indian short film was made in 1899.

- b 🗣️ Have you ever seen any Indian films? Did you like them? Why (not)? Tell your partner.

- 5 Spend five minute writing a short summary of the text. Read your summary to the class.



Bollywood

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. It's 2) new – the first Indian short film was made in 1899 - and 3) days it's massive! It is the largest film industry in the world, making up to eight hundred films a year – twice as many 4) Hollywood. Sometimes, the films are made so fast that the same actors shoot scenes for four 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 -inf + (rather) than + inf without to (specific preference) *I would prefer to go swimming (rather) than sunbathe all day.*
- would rather/sooner + inf without to + than + inf 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 today

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 Fill in: special effects, plot, acting, set, action-packed, stunts, box office, starring, cast, costumes.

Pirates of the Caribbean: At World's End is a brilliant 1) film 2) Johnny Depp and Orlando Bloom. Its exciting 3) follows the attempts of the crew of the Black Pearl to rescue their captain, Jack Sparrow, from prison. As well as the usual adventures at sea, part of the story is 4) in exotic Singapore. The 5) is really convincing with an excellent 6) including Keira Knightley as Elizabeth Swann and Keith Richards as Captain Sparrow's dad. The film is full of 7) For example, Davy Jones, the captain of the ghost ship, has a beard that looks like a wriggling octopus. And in the sword-fighting scene, the acrobatic 8) remind you of a circus. Finally, the 9) are really colourful and perfectly recreate the atmosphere of the period. No wonder *At World's End* was such a 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 the 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 Fill in: in the spotlight, it takes two to tango, running the show, face the music. Check in Appendix 3. Are there similar idioms in your language?

- 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.

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.

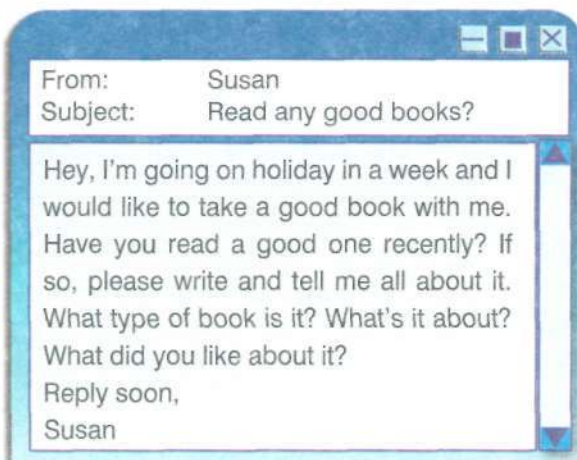
A review usually consists of:

- an **introduction** giving background information about the book/film, etc., e.g. the title, type (*adventure, horror, comedy, thriller, etc.*), the name of 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 the following email from a friend:



Write your reply to Susan's email (120-180 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

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 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 did you think of the plot?
A: I thought it was 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 underline 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 (100-140 words).

- b** **RNE** 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

Introduction

- Para 1** Who wrote it? Where is it set?
What type is it?
What is the title of the book?

Main body

- Para 2** What are the main points of the plot?
Who is/are the main character(s)?
- Para 3** What positive comments do you have about the plot, characters, beginning/ending and themes of the book?

Conclusion

- Para 4** What is your recommendation?

- c** Use your answers to write your email.



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 *The War of the Worlds*. (MAKE)

Dependent prepositions

- 2 Fill in: *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 auction.
- Daniel Craig stars *Quantum of Solace*.
- He is famous his landscapes.
- The paintings add value the house.

Phrasal verbs: run

- 3 Fill in: *into, out of, through, away, over*. Check in Appendix 1.

- Let's run that dance sequence just one more time. (rehearse)
- Sharon thought David was out of town, but she ran him at the cinema. (met by accident)
- He almost ran a cat yesterday when it jumped in front of his car. (knocked down)
- The book is about a young boy who runs from home. (leaves because you are unhappy)
- We've run sugar – I'll go and buy some. (have none left)

Words often confused

- 4 Choose 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.
- I'm going to a dance **presentation/performance** at the theatre tonight.
- The Mona Lisa is the most famous art **exhibit/exhibition** in the Louvre.

Grammar revision

- 5 **RNE** Read the given text. Choose the right grammar form for the capitalised words. Fill in the gaps.

The concert 1) already START
and Emma was still stuck in the 5 o'clock
traffic. She was on her way to see her
favourite band. She 2) to drive to CHOOSE
the concert because the bus would have
been too busy. She 3) forward to LOOK
the concert all week.

"I can't believe I 4) it!" she said MISS
aloud. She sighed and tuned in to the radio
station she usually 5) to. Her LISTEN
favourite band 6)! "How unfair", PLAY
she 7) She had a ticket for the THINK
concert and she had to listen to it on the
radio!

- 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-six 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. 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 **RNE** Read again and mark the sentences as 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.
- 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 your country. Write a short text. Write: *date/place of birth, what he/she wrote, what he/she usually wrote about and any other interesting information.*

- 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. You can visit this website: <http://shakespeare.palomar.edu/>

Words of Wisdom

"It is not in the stars to hold our destiny but in ourselves."

William Shakespeare

5 Progress Check

- 1** Fill in: *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: $\frac{10 \times 2}{20}$)

- 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: $\frac{10 \times 2}{20}$)

- 3** Complete the sentences with verbs formed using the prefixes *re-*, *dis-*, *mis-*, *under-* and the verbs in capitals.

- 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: $\frac{5 \times 2}{10}$)

- 4** Fill in 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 auction.
- Banksy's artwork is very popular the young urban population.

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

- 5** Fill in 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: $\frac{5 \times 2}{10}$)

- 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: $\frac{5 \times 4}{20}$)

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

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 ...

- the passive
- 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



1 a Look at the pictures. 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 of the text, then read the first and the last sentence in each paragraph. What is the text about?

🔊 Listen, read and check.

LENDING A HELPING HAND

Most teens hang out with their friends or watch TV after school, but fifteen-year-old Richard Evans is different. He helps out at a local animal shelter.

1 "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. 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.

2 Basically, I help out for **a couple of** hours about twice a week, more in the holidays. Sometimes I help the staff members feed and 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. I especially enjoyed that!

study skills

Matching headings to the paragraphs

Read the headings. Then, read the text quickly to get an idea of what it is about. Look for key words or synonyms to help you match the headings to the ideas in the paragraphs. Go through the choices of headings and choose the one that fits best.



3 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. Once I went with a member of staff to rescue a pony from a farm where it had been extremely **neglected**. I found it hard not to burst into tears when I first saw the pony, but I was pleased to report that he made a full recovery at the shelter.

4 Some of the animals need more care than usual, so a **foster home** is found for 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 a rubbish bin. Sometimes my mum jokes that our house is more like a zoo than a home!

5 Summer is the busiest time for shelters, with many people simply abandoning their pets when they go on holiday. So why not ask to volunteer at your local shelter this summer? Or you could do something else, such as going to a charity event, or volunteering to visit a senior citizen for a few hours a week. I've learnt a lot about myself and others through volunteering and I've met a lot of interesting people, too!"

3 **RNE** Read the text again and match the headings to the paragraphs. There is one that you do not need to use. Compare answers with a partner.

- | | |
|-----------------|------------------------|
| A Special Needs | D All Shapes and Sizes |
| B Summers Only | E Odd Jobs |
| C Reasons Why | F It All Helps |

Vocabulary

4 Make a list of all the animals mentioned in the text. Spend three minutes adding as many animals as you can to your list. Compare with your partner. List the animals under headings such as: *farm, wild, birds, fish*, etc.

► *farm: hen, dog, cow, etc.*

5 Fill in: *natural, senior, animal, charity, foster, answer, staff, full, take, burst*. Make sentences about Richard using the completed phrases.

- | | |
|---------------------------|------------------|
| 1 ► <i>animal</i> shelter | 7 make a |
| 2 choice | recovery |
| 3 members | 8 home |
| 4 phone calls | 9 event |
| 5 care of | 10 citizen |
| 6 into tears | |


► *Richard helps out at a local animal shelter.*

6 Fill in the gaps with the verbs below in the correct form.

- volunteer • support • donate
- encourage • get involved

- 1 My family old clothes and books to the local charity shop.
- 2 I once a week at a children's hospital.
- 3 Many people charities by giving money to them regularly.
- 4 The fact that so many of Paul's friends came to see him in hospital after the accident really him.
- 5 She liked the idea of with the local animal shelter and their campaign.

Speaking

7  Imagine you are Richard. Use the information in the text to persuade your partner to join you at the shelter.

► *You can volunteer as often as you like.*

Writing

8 **RNE** 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* (60-80 words).

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 your country?



Everyday English

Giving directions

- 3 Imagine 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? Is there a ... near here? 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 on/to the left/right, just opposite/next to/after/before/behind the ... etc. 	

- 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.

B: You're welcome and enjoy your stay in Blackpool.

- 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 a Find sentences in the dialogue which mean:

- Sorry to bother you but ...
- I don't know for certain. • Would it bother you
- do it • your time spent here

b Listen and read the dialogue. Take roles and read it aloud.

Listening

- 6 Read statements 1-7. Listen and say whether the statements are **True**, **False** or **Not stated**. Listen again and check.

- Sam and George have enjoyed their holiday.
A True B False C Not stated
- The weather hasn't been very good that week.
A True B False C Not stated
- Sam enjoyed her donkey ride.
A True B False C Not stated
- George still has to buy some gifts.
A True B False C Not stated
- The entrance fee to the Sea Life Centre is expensive.
A True B False C Not stated
- The Sea Life Centre is too far to walk to.
A True B False C Not stated
- Fish and chips are Sam's favourite food.
A True B False C Not stated

Say it right

- 7 Choose 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 passerby for directions. Use the dialogue in Ex. 4 as a model. Record yourselves.

The Passive Grammar Reference

- 1 Read the text and find all the passive forms. Use them to complete the table.

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! Since then it has been reinforced to correct this.

Today, the tower can still be seen leaning to one side. It is covered in marble and it is very beautiful. Unfortunately, however, 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! All the same, it will be visited by tourists for many years to come.



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 reinforced it ...	Since then, it reinforced.
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

- 2 Read the theory. Then rewrite sentences 1-9 in the passive. Omit the agent where necessary.

We use **by + agent** to say who or what carries out the action. We use **with + instrument/material/ingredient** to say what the agent used. *The cake was made by Sally. It was made with chocolate fudge.*

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 government has passed a new law. A new law has been passed by the government.*

- 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
- 'The 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 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 birds

- 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 PLEASE DO NOT TOUCH THE EXHIBITS

3 MUSEUM BEING RENOVATED.

4 POOL CLOSED 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 Rewrite the sentences.

- 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 town hall 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 fill in: *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. You can visit this website: <http://www.wmf.org>

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?



1. post office



2. bank



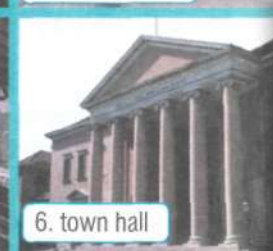
3. police station



4. library



5. railway station



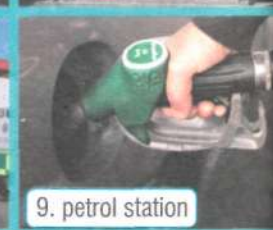
6. town hall



7. fire station



8. hospital



9. petrol station

- 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 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

hardworking 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.

- 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 fill in the correct pronouns. Is each one reflexive or emphatic?

Reflexive pronouns are/can be used:

- after certain verbs and prepositions 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 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

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.

- In the **introduction** you write your opening remarks and give details about the visit (*when, where, who with*)
- In the **main body** 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.
- In the **conclusion** 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? Decide in pairs.

- 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?

From:	Steven
To:	Olga
Subject:	My school trip!

Hi Olga,

1 How are you? I'm fine but I've been really busy lately! I thought I'd just write and tell you all about the wonderful day I had last Tuesday. I went to the British Museum in London with my History class.

2 Our guide told us that the museum has about 13 million objects altogether and is one of the oldest museums in the world! There are some absolutely fascinating collections from many places, including Roman artefacts, Aztec art and the famous Rosetta Stone. There are also a variety of eating places and interesting gift shops selling items such as history books and replicas of museum sculptures and jewellery.

3 We arrived at the museum at opening time and were taken by our guide to see the Egyptian exhibition, including mummies and hieroglyphics. Then, we saw 'Lindow Man', which is a 2,000-year-old body of a man from the Iron Age. It was so interesting! After this we had some free time to wander around the different exhibits, then we had a drink and a delicious cake in one of the cafés.

4 All in all, I had a really fantastic day, but I was absolutely exhausted by the end of it! One of the really good things about the museum is that it's free to get in, so I'm planning to go back again with my friends next week!

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 afraid
- 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 **RNE** Portfolio: You have just been on a day trip with your family e.g. to a museum, a zoo, a wildlife park, an unusual tourist attraction, etc. Write an email to your English pen friend Paul to tell him all about it (120-150 words). Use the plan below.

Plan

Introduction

Para 1

greeting, opening remarks, general details about place

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



Phrasal verbs: check

1 Fill in: *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 they 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 Fill in: *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  Choose 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 a Read the theory, then use the suffixes to form nouns from the words in capitals. Are there similar rules in your language?

Forming abstract nouns

We use the following suffixes to form some abstract nouns in English:

- noun + -hood (*child – childhood*), -ship (*fellow – fellowship*)
- adjective + -ity (*national – nationality*), -ness (*friendly – friendliness*), -ment (*encourage – encouragement*)
- verb + -age (*carry – carriage*), -ation (*imagine – imagination*)

- 1 In ten years of, Bob and Sylvia have only been abroad once. (**MARRY**)
- 2 The houses in my are very old. (**NEIGHBOUR**)
- 3 It was a when I didn't win the race. (**DISAPPOINT**)
- 4 Your is very important to me. (**FRIEND**)
- 5 Big Ben is one of London's tourist (**ATTRACT**)
- 6 Thank you so much for your (**KIND**)
- 7 is a terrible feeling. (**LONELY**)
- 8 There's a that the library will be closed when you get there. (**POSSIBLE**)

b  Use the dictionary to write down ten more abstract nouns, then compare with your partner. How many have the suffixes above? Which have different suffixes?

Grammar revision

5 Think of a popular monument in your country. Collect information under the headings. Present it to the class. Use the passive.

- name • located • built in/by
- used for • visited

- 1 Read the title and the subheadings. What can someone 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^{1/2} 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.



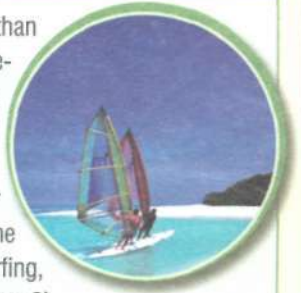
3 GO ON A SYDNEY CYCLING TOUR

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 **RNE** Read again and fill in 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 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.

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

- 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  Discuss the questions.

- 1 Are roads/streets in your town/city crowded? When?
- 2 What public transport is there in your town/city? When does it run?
- 3 Which means of public transport do you and your family members use? How do you find it: e.g. cheap, expensive, crowded, efficient, etc.?
- 4 Does your town/city have any programmes such as the ones below to reduce traffic? Have they been successful?

- increasing public transport e.g. trams, underground trains
- increasing cycle lanes
- making carpooling*/bus/taxi lanes
- 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 TUK-TUKS


A new type of public transport has been appearing in British cities over the last few years – 3-wheeled environmentally-friendly rickshaws from Asia. 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.



* flag of the United Kingdom

- 3 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

- 4  Read the texts and mark the statements as 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 All the bikes for rent in Paris are grey.
- 4 Renting a bike in Paris doesn't cost much.
- 5 River taxis in Jakarta operate 24 hours a day.
- 6 The taxis help people go to the markets.

B 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** get around the city on two wheels!



C 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.



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

b Find phrasal verbs in the text which mean: **collect** (text B), **travel around** (text B), **think of** (text C).

6 Listen and read the texts. How have the means of transport in the texts helped reduce pollution? Tell the class.

7 **THINK!** Work in groups of five. Imagine you are the Minister of Transport and his/her assistants. Decide what programme to adopt to reduce traffic in your town. Present your programme to the class.

8 **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 Fill in: *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: $\frac{10 \times 2}{20}$)

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 This dress (make) from cotton.
- 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: $\frac{10 \times 2}{20}$)

3 Fill in 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: $\frac{5 \times 4}{20}$)

4 Fill in 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: $\frac{5 \times 2}{10}$)

5 Fill in 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: $\frac{5 \times 2}{10}$)

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

(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 entry
- 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 note apologising to a friend
- a for-and-against essay
- a paragraph about a wild animal
- a talk on self-defence



7a

Reading & Vocabulary

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 **RNE** Read again and fill in 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

laughed at

sets off

disappear

not logical

- 5 Fill in: *human, fight, public, shake, beats, scream, nervous, come*. Then make sentences with the phrases.

- loudly
- like a leaf
- emotion
- system
- our fears
- heart faster
- places
- fears true

- 6 Find all types of phobias mentioned in the text. What are they in your language?



heights



thunderstorms



the dark

Fears and Phobias



going to the dentist



needles (injections)



being alone

Idioms related to emotions

- 7 a Fill in: *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.



spiders



bees & wasps



snakes



flying



crowds

"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. "Errm...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 friends 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)**

b Which of the emotions below is/was each person in Ex. 7a feeling? Make sentences, as in the example.

sadness/depression embarrassment
nervousness anger fear jealousy
happiness/joy

1 nervousness ► *Samantha was feeling nervous.*

8 How would you be feeling if:

- 1 you forgot the words of a song while singing in a concert?
- 2 you got stuck in a lift?
- 3 someone told a lie about you?
- 4 you had to give a speech in front of the whole school?
- 5 you won first prize in a competition?

Tell your partner.

- 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.

Speaking

9 Read again 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 short summary of the text. Read it to your partner.

7b

Listening & Speaking

- 1 a Look at the poster. What is the purpose of it? When does an English person dial 999? What for?



- 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.

112 is used across the European Union to contact the emergency services.

- b What emergency services do you have in your country? What number do you dial for them?

Listening

- 2 a Read statements 1-6. Which emergency service are they about?

- b **RINE** Listen and say whether statements 1-6 are True, False or Not stated. Listen again and check.

- 1 There are 19 rescue centres in the UK.

A True B False C Not stated
- 2 Most rescues take place at sea.

A True B False C Not stated
- 3 Dave's rescue centre responds to 24 calls each day.

A True B False C Not stated
- 4 Most emergencies involve swimmers.


A True B False C Not stated
- 5 HM Coastguard has four helicopters.

A True B False C Not stated
- 6 The Coastguard Rescue Service's volunteers know a lot about the area where they live.

A True B False C Not stated

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
<ul style="list-style-type: none"> • Can I speak to ..., please? • Could you put me through to ..., please?
Responding
<ul style="list-style-type: none"> • Just a moment, please. • Please, hold the line. • Stay on the line, please.
Requesting
<ul style="list-style-type: none"> • 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 Choose 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 just saw 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.

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 your language.

- 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.

- 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

- 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.

- 1 I broke my leg so I can't play football.
If I (break) my leg, I (play).
- 2 Dad had a car accident because the roads were slippery.
If the roads (not/be) that slippery, Dad (have) a car accident.
- 3 Unless you (use) the proper equipment, you (hurt) yourself.
I know. I always wear a helmet and pads.
- 4 What (you/do) if you saw an injured man on the pavement?
I (help) him.
- 5 That was a great lunch. I'll go swimming now.
If I (be) you, I (wait) an hour.
- 6 Unless you (wear) warmer clothes, you (catch) a cold.

6 Write true answers to the questions in full sentences. Compare with your partner.

- 1 What colour do you get when you mix blue and red? ► *If you mix blue and red ...*
- 2 What will you do if it rains this weekend?
- 3 If you had to go and live on a desert island and could only take three things with you, what would you take?
- 4 If you had been born two hundred years ago, what would your life have been like so far?
- 5 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.

- 1 If I hadn't gone out last night, ...
- 2 If you didn't watch so much TV, ...
- 3 If plants aren't watered, ...
- 4 If I hadn't set my alarm clock, ...
- 5 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.

- 
- 1 I don't have a car.
 - 2 I can't find a good job.
 - 3 I didn't do well in the Maths test.
 - 4 My friends are angry at me.
 - 5 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 Fill in: *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 Choose the correct word. Check in your dictionaries.

- 1 Active kids **burn/destroy** more calories, so they need to eat more.
- 2 Fruit must be **part/section** of a healthy diet.
- 3 Meat, poultry and fish are **rich/full** in iron.
- 4 **Control/Check** your weight once a month.
- 5 Make sure you **bite/chew** your food slowly before you **swallow/sip** it.
- 6 Calcium **makes/builds** strong bones so make sure dairy **products/produce** are part of your daily **diet/food**.
- 7 To do this exercise, **raise/rise** your arms up over your head.
- 8 Regular **physical/body** activity is just as important as a healthy **diet/eating** habits.
- 9 Make sure you **follow/stay to** a diet that **works/does** for you.
- 10 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...

- 1 You **have to/must/need to** wear trainers on the indoor tennis courts and football pitches. (*it's necessary/it's the rule*)
- 2 You **don't have to/don't need to/needn't** be a member of the sports centre to use the swimming pool. (*it's not necessary*)
- 3 Members **may/can** use all of the sports club's facilities. (*it's allowed*)
- 4 Children **mustn't/can't** use the swimming pool without being accompanied by an adult. (*it's not allowed*)
- 5 The centre **might/may/could** be closed to the public on competition days. (*it's possible*)
- 6 You **should/ought to** lock your valuables in a locker to keep them safe. (*it's the best thing*)

b Choose the correct words, giving reasons.

- 1 You **mustn't/needn't** dive into the shallow end of a pool.
- 2 **Must/Can** we play football in this park?
- 3 You **may/must** drink plenty of water to stay healthy.
- 4 You **mustn't/don't have to** be a member to use the gym.
- 5 Do you **must/need to** ask your mum if you **have to/can go** to the match?
- 6 It's getting late; I **ought to/may go** to bed.
- 7 I'm going to try this new diet; it **might/can** work.
- 8 You **don't have to/shouldn't** miss meals.

7 Use appropriate modal verbs to ask and answer questions.

- 1 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 have to use it this afternoon.*

- 2 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.
- 3 Ask your teacher's permission to leave class early today. Your teacher agrees.
- 4 Ask your friend if he/she thinks it's possible that the new ice-skating rink will open next weekend. Your friend isn't sure.

8 RNE You are interested in taking a course of hourly first aid lessons at your local community centre. Your parents can pay £5 per hour. You are free all day on Sundays and from 5 pm to 7 pm on Mondays to Fridays. Before making a decision, ask the course organiser about:

- what first aid techniques are taught
- what days and times the course operates
- how much an hour's lesson costs and if there are any discounts.

Your partner is the course organiser and uses the card to answer your questions.

- how to treat burns, scalds and cuts – life-saving skills (CPR and rescue breathing)
- 4 pm to 6 pm Wednesdays and Fridays – 10 am to 4 pm Saturdays
- £6 per hour – £4.50 per hour for bookings of at least 5 lessons

Act out your dialogue. Remember to: *be active and polite, ask the questions and find out all the information you need before you decide if you will join the club.*

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 the points for and against in separate paragraphs. We support our arguments with justifications and examples. We start each paragraph with a topic sentence that introduces the main idea of the paragraph. We support the topic sentence with examples and justifications.

In the **conclusion** we write a balanced summary of 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.

- Violent 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 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?
- 4 How many paragraphs should you write?

2  In pairs, try to think of two arguments for banning violent computer games and two against it e.g. *for: someone who sees violence in games all the time might become violent themselves*. Read the essay and check if any of your ideas were mentioned.

3 Which paragraph (1-4) contains:

- the reasons 'for' with justifications/examples?
- the writer's opinion?
- the reasons 'against' with justifications/examples?
- a clear presentation of the topic?

1 A recent survey found that 80% of computer games played by youngsters have some violence in them. Should violent video games be banned to avoid any harmful influences on children?

2 There are some advantages to banning violent computer games. To start with, they promote violence and crime as entertainment, making them seem glamorous and acceptable. Consequently, children may think it is alright to be aggressive in real life. Also, game heroes are often invincible and children sometimes confuse fantasy and reality. As a result, they may not understand that real violence has real consequences.

3 On the other hand, there are some arguments against banning violent video games. Firstly, they are an outlet for children to let off steam. Fighting the bad guys in a game can release tension and may make children calmer and less aggressive in real life. Secondly, playing video games can build different skills. Shooting games, for example, help children develop co-ordination skills.

4 All in all, there are arguments both for and against the banning of violent video games. I strongly believe it should be up to individual parents to decide what games their children play and therefore they should not be banned.



Topic/Supporting sentences

4 Find the topic sentences in each main body paragraph. Which sentences support them? Which are: *justifications?* *examples?*

5 a Which of the highlighted words/phrases in the text do the following:

- | | | |
|------------------------------------|------------------|----------------|
| introduce points? | list/add points? | show contrast? |
| introduce examples/justifications? | conclude? | |

b Replace each of the words/phrases with one of the phrases from the list below.

- In conclusion • For this reason
- Moreover • In addition • for instance
- Because of this • However
- To begin with • In the first place

6 Underline the correct linking words/phrases.

- 1 One point in favour of/Many people suggest that banning violent TV programmes is that viewers may begin to identify with the aggressive characters. **Consequently/On the other hand**, they may become violent themselves.
- 2 Furthermore,/Many people are against if young people travel in groups at night, they will be a lot safer. **As a result/However**, fewer youngsters will become victims of street crime.
- 3 Some people believe that/One reason why motorcycles should be banned from motorways is that they are too dangerous. In **particular/For example**, the number of deaths due to motorcycle accidents is extremely high.

7 Read the sentences (1-3) and underline the phrases that are used to express an opinion. Which phrase is used to give the writer's opinion in the essay in Ex. 2? What is the writer's opinion? Do you agree?

- 1 I strongly believe that it would be better if schools ran courses on self-defence.
- 2 I am totally opposed to installing CCTV cameras in every school and workplace.
- 3 I am very much in support of banning smoking in all public places.

Writing (a for-and-against essay)

8 Read the rubric and underline 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 (120-180 words).

Listening for ideas

9 a Listen to David and Anna giving their opinion about the proposal. Who is for and who is against it?

David	Anna

b What reasons do David and Anna give to support their point of view?

Listen again and complete the table.

arguments 'for'	justifications/examples
<ul style="list-style-type: none">Some sports are simply an excuse for 1) ..... People who take part in violent sports risk 2) or death.	<ul style="list-style-type: none">There is enough violence in our world, without sportsmen getting hurt on TV.Many young 3) are seriously injured every year.
arguments 'against'	justifications/examples
<ul style="list-style-type: none">Violent sports can be a 4) way to relax and let off steam.Instead of banning violent sports, improve 6)	<ul style="list-style-type: none">General 5) in society will be reduced.Injuries will be reduced.

10 Use the table in Ex. 9b and the plan below to write your essay (120-180 words).

Make sure you start each main body paragraph with a topic sentence.

Plan
Introduction
Para 1 present the topic (without giving opinion)
Main body
Para 2 arguments 'for' with justifications/examples
Para 3 arguments 'against' with justifications/examples
Conclusion
Para 4 summarise the main arguments and give your personal opinion



Phrasal verbs: keep

1 Fill in: *back, out of, up with, on, off*. Check in Appendix 1.

- Please keep the dog the kitchen – it's not hygienic to have him in there. (**prevent from entering**)
- Keep! The burning building is about to collapse! (**don't go near**)
- Martha and Kate kept whispering, even after I had told them to stop. (**continued**)
- Jody was finding it very difficult to keep her schoolwork. (**stay on schedule**)
- 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

We use the prefix **en-** or the suffix **-en** to form verbs meaning 'make' from nouns or adjectives:

large – **enlarge**, *dark* – **darken**, *able* – **enable**,
wide – **widen**

Before installing or replacing a light bulb,
1) (**sure**) that the light switch is turned OFF.

**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 Fill in: *from, to, in*. Check in Appendix 2.

- Obesity can **lead** heart disease.
- Eat foods rich in vitamin C to **protect** yourself coughs and colds.
- Simon is **allergic** bee stings.
- Exercise regularly to stay **good shape**.
- Ben is still **recovering** his nasty fall.

Words often confused

4 Choose the correct words. Check in the Word List. Make sentences with the other words.

- My brother has a **poor/weak/low** diet. All he eats is bread and potatoes.
- 'Don't **harm/damage/ruin** the spider, Frank. Just put it outside.'
- We should all improve our eating **customs/habits/manners**.
- John **leads/passes/spends** a very busy life.

Grammar revision

5 **RINE** Read the text and fill in the gaps (1-7) with the correct verb forms.

Sarah stood at the end of the high wooden bridge, 1) like a leaf.

'Oh, if only I 2) afraid of heights!' she thought. 'What shall I do? I can't cross the bridge!'

Suddenly, Sarah realised that all her friends 3) the bridge and were already out of sight. 'Oh no!' she thought. 'If I don't catch up quickly, the others 4) me behind and it's already getting dark!' With this thought, she took a deep breath, held onto the side of the bridge tightly, 5) her eyes and walked quickly over the bridge.

At the other end, Sarah's friend Eddie 6) for her. 'I came back to see where you were', he said. Sarah smiled to herself. It was only a start, but if she could cross such a high bridge, one day soon she 7) totally overcome her fear!

**SHAKE
NOT BE**

CROSS

LEAVE

CLOSE

WAIT

BE ABLE TO

The USA's Dangerous Wild Animals

A

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!



B

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 16 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 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 prey minutes after they are born!

C

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!



D

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. What do you know about them? 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 your language? 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 your country. Write a paragraph about it. Present it to the class.

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 short cut 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



PROTECT YOURSELF



- 2 **THINK!**  Now imagine you are in each situation. What would you do in each? 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, me too. 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? Read through and check.

self-defence /self di'fens/ (n) the action of protecting yourself against something bad

A First things first, ALWAYS trust your instincts! Let's say you are walking your dog **1)** a lonely road one evening and you suddenly get the feeling that you are being watched. Well, that could be your **intuition** **2)** you that it would be a good idea to get **3)** 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)** 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)** getting hurt. In the same **6)**, 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)**, 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)** **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)**! 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)** 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.

- | | | | |
|--------------|-------------|-----------|---------------|
| 1 A apart | B away | C aside | D along |
| 2 A saying | B speaking | C telling | D talking |
| 3 A onto | B back | C across | D down |
| 4 A make | B do | C change | D turn |
| 5 A for | B to | C by | D up |
| 6 A manner | B way | C style | D mode |
| 7 A regions | B areas | C parts | D departments |
| 8 A look for | B watch out | C look to | D find out |
| 9 A around | B up | C away | D forward |
| 10 A during | B while | C through | D across |

b RNE 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

4 Read again and choose the correct word (A, B, C or D) 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.

6 Listen and read to make a list of things you *should* and *shouldn't* do to protect yourself. Imagine you are a police officer giving a talk about self-defence to some students. Use your list to help you give your talk. Record yourself.

You should ...	You shouldn't ...
trust your instincts	do anything to make a situation worse

7 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 Fill in: *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: $\frac{10 \times 2}{20}$)

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

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

4 Fill in the gaps with the correct phrasal verb.

- "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: $\frac{5 \times 4}{20}$)

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

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

Now I Can ...

- talk and write about fears and phobia
- 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 self-defence

... 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 ...

- talk about injuries
- seek approval and express doubt
- give a talk

◆ Practise ...


- reported speech (statements, orders, questions)
- reporting verbs
- *some/any/every/no* & compounds
- question tags
- idioms related to animals
- phrasal verbs: *carry*
- word formation: *revision*
- 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 surviving in the jungle
- a letter of application
- a short biography of an inspiring person
- a presentation on Antarctica



Reading

- 1  Look at the pictures and read the title and the introduction to the texts. What do you know about these people? What challenges do you think each person faced?

 Listen and read to find out.

- 2  Read again and mark the sentences 1-9 T (True), F (False) or NS (Not stated). Correct the false sentences.

- 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.
- 9 Tom believes that his disability gives him an advantage when filming.

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 Fill in: 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 ...

A

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 Find opposites for these words/phrases.

Text A

- 1 slowly (para 1)
- 2 ordinary (para 1)
- 3 amateur (para 2)
- 4 happy (para 3)
- 5 negative (para 4)

Text B

- 1 moving (para 1)
- 2 quietly (para 1)
- 3 artificial (para 1)
- 4 from a distance (para 1)

Parts of the body – Injuries

6 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
► <i>eyebrows</i> <i>forehead</i>	<i>arm</i> <i>finger</i>

7 a Find the odd word out. Check in your dictionaries.

- 1 scratch your *face/leg/hand/hair*
- 2 break your *arm/eye/knee/ankle*
- 3 bruise your *eye/spine/eyebrow/cheek*
- 4 sprain your *ankle/wrist/ear/finger*
- 5 burn your *hand/teeth/tongue/face*
- 6 cut your *spine/finger/leg/lip*
- 7 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

► A: *Have you ever scratched your leg?*

B: *Yes, I have.*

A: *How did it happen?*

B: *I was climbing up a tree.*

Speaking & Writing

8 Imagine you are either Bethany or Tom. Your partner is a radio interviewer. Prepare questions and act out your interview. Record yourselves.

9 Now that you have read about Bethany and Tom, will you change the way you see the challenges in your own life? 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.



1
going trekking
(in the mountains/
jungle)



2
going on a
big roller
coaster

► 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	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Yes, definitely! Sure, go for it! I think it's a great idea! 	<ul style="list-style-type: none"> If I were you, I would. Why not?
Expressing doubt/disapproval	
<ul style="list-style-type: none"> 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. 	

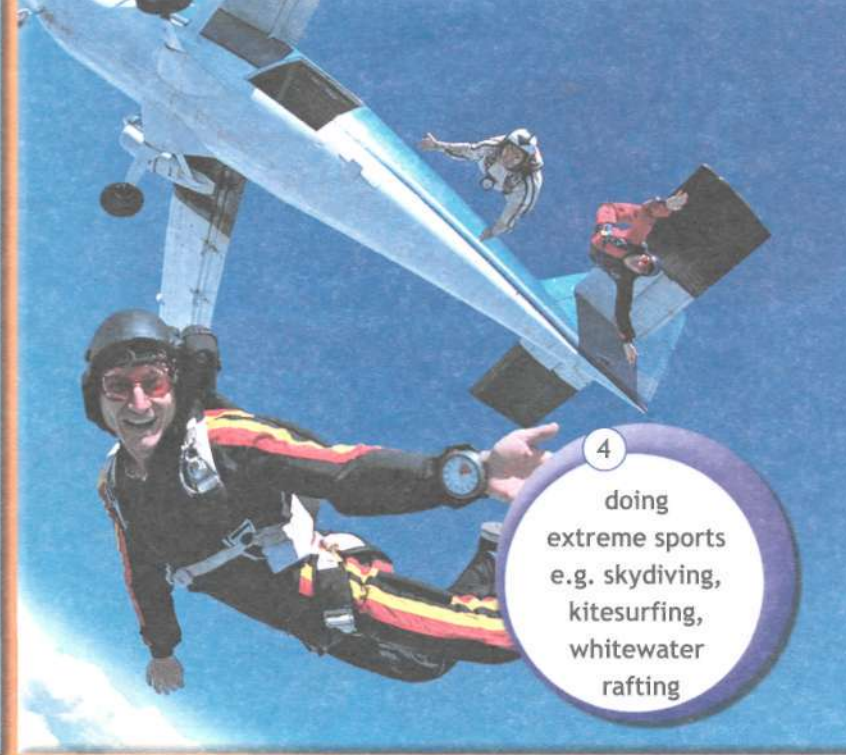
- speaking to someone you don't know at a party
- getting a new haircut/outfit
- trying some food you've never tried before
- taking up a new hobby
- getting a part-time/summer job
- learning a foreign language

- A: I'm thinking of going to speak to that girl over there. Do you think I should?
B: Sure, go for it. etc.

- 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.



- 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** Choose the correct response to the statements.
 Listen and check. Listen again and repeat.

- 1 Get well soon!
- 2 You're looking under the weather.
- 3 Ouch! That hurt!
- 4 My arm's a lot better now.
- 5 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 underline the stressed words. Listen again and repeat.

- 1 A: Where are you from?
B: I'm from Russia.
- 2 A: What do you do?
B: I'm a student.
- 3 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** Listen to some teenagers talking about some risks they have taken. Match each speaker to the statements below. Listen again and check. What risk did each person take?

- A The speaker isn't usually a risk-taker.
- B The speaker was persuaded to do something by others.
- C The speaker wishes they hadn't done something.
- D The speaker decided not to do something in the end.
- E The speaker enjoyed something more than they expected to.

Speaker	1	2	3	4	5
Statement					

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

Reported speech Grammar Reference

Direct speech



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 fill in 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.

- How do tenses change from direct to reported speech? How do pronouns change?
- What verbs are used to report the people's words? Which one is used when the person spoken to is not mentioned?
- How do we report positive/negative commands?
- 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 Choose what the speaker actually said.

- Frank told me that he couldn't move his arm.
 - "I haven't been able to move my arm."
 - "I can't move my arm."
- Ben told his brother to stay in bed that day.
 - "Stay in bed today."
 - "I stayed in bed yesterday."
- Tracy and Sam said they would be careful at the beach.
 - "They'll be careful at the beach."
 - "We'll be careful at the beach."
- Tom said that he hadn't been feeling very well the previous week.
 - "I haven't been feeling very well this week."
 - "I wasn't feeling very well last week."

3 Fill in *said* or *told*, then report what the people said. Compare your answers with your partner.

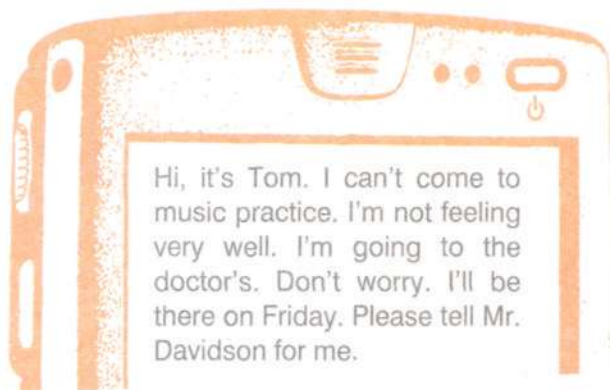
say (that) tell sb (that) say to sb

- "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.*
- "I've just broken a glass," Jack me.
- "Don't shout. I have a headache," Jane.
- "We're not coming to the cinema tonight," Ryan us.
- "Tim is working today," Brian to Joanne.
- "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 ...

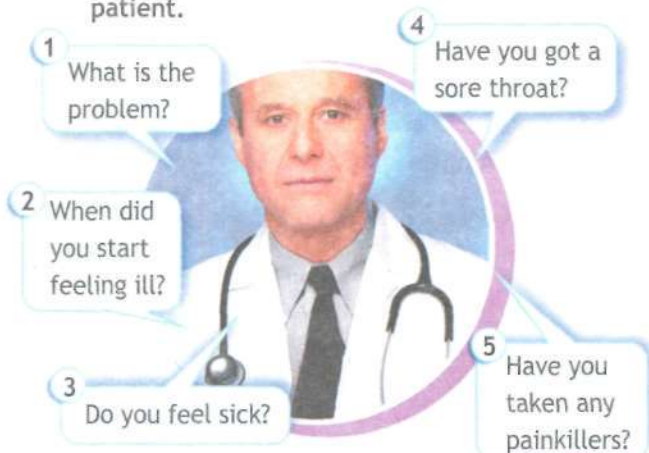
Reported questions Grammar Reference

- 6 a Read the table, then fill in 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.



► 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 Fill in 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 an accident. He said that...

Survival

- 1 Read the title of the text. What do you expect to read? Read to check.

Are you **LOST** in the jungle?

Find out
how to hang on until
help arrives!

1 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 — will it be as easy for you to survive?

2 First things first, 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. This trekking will be very hard on your body, however, and will make you hungry.

3 So, what's on the menu? 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.

4 Keep your eyes open for storms. 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! After the storm has passed, perhaps you can drink some of the rainwater that you will find held in the cupped leaves of some plants.

5 Hopefully, after all this, you will see a small aeroplane flying overhead. Here's 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. Hopefully help will soon be on its way!

- 2 **RNE** Read again and match the headings (A-F) to the paragraphs (1-5). There is one heading you do not need to use. Then explain the words/phrases in bold.

- A What to do when you get hungry
- B The best place to take shelter from storms
- C The challenges of moving through the jungle
- D One way you can get rescued
- E Whether you'll be able to make it in the jungle
- F How to deal with the weather

1	2	3	4	5

- 3 Listen and read the text. Why does the author mention the following: 'Lost', insects, rain, aeroplane, broken bottle?

study skills

Giving a talk

When you give a talk, look mainly at your audience. Only look at your notes occasionally to remind you of what to say. Speak slowly and clearly and make your voice lively to interest your listeners.

Speaking

- 4 **RNE** Make notes from the text under the following headings:

- vegetation • food & drink • weather
- signalling for help

Use your notes to give a short talk about how to survive when lost in the jungle.

- 5 **THINK!** What would you do if you were lost in a desert? Spend five minutes writing a few sentences. Read your sentences to your partner.

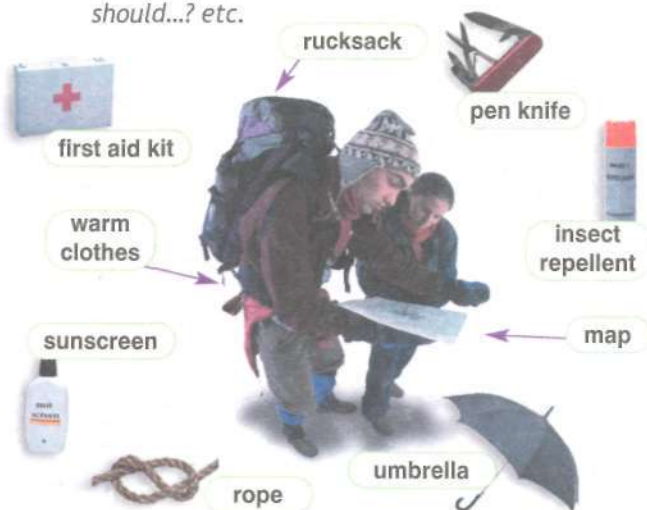
Vocabulary

6 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.



7 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.

► A few weeks ago, I was playing football when ...

Question tags Grammar Reference

8 Listen to and read the cartoon. How are question tags formed? Listen again and repeat.



9 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

10 Fill in the sentences with the idioms below. What does each idiom mean? Check in Appendix 3. Are there any similar idioms in your language?

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 underline 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. Fill in 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 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 Tick 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 hardworking. 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 would 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 RNE Read the rubric and the advertisement and underline 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 (120-180 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 hardworking and patient

Send your application letter, explaining why you would be a suitable volunteer, to:

Mr Johnson at Fjohnson@britmail.co.uk

7 RNE Write your letter.



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**.



Word formation

- 2 **RNE** Complete the gaps (1-5) with words formed from the words in capitals.

Jessie sat down silently on the sand with the other 1) who had come to see the turtles hatch from their nests. The 2) 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) so that the turtles would not be confused by any other source of light. Jessie didn't mind. It was very 4) and beautiful on the beach.

However, after a few hours, Jessie was finding it very difficult to 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 5) experiences of Jessie's life.

TOUR

CONSERVE

DARK

PEACE

AMAZE

Phrasal verbs: carry

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

- Harry didn't think he would remember what to say in his speech, but in the end he carried it (managed)
- The police still don't know who carried the attack. (did)
- 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)
- Sarah got carried when she passed her exams and started screaming and jumping up and down. (over-excited)
- Paul carried talking after I had told him to stop. (continued)

Dependent prepositions

- 4 Fill in: *on, of, in or for*. Check in Appendix 2.

- She had difficulty keeping her balance on the surfboard.
- Ted couldn't face his fear snakes.
- In spite of her disability, Claire never felt sorry herself.
- Ann's accident resulted a severe head injury.
- 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

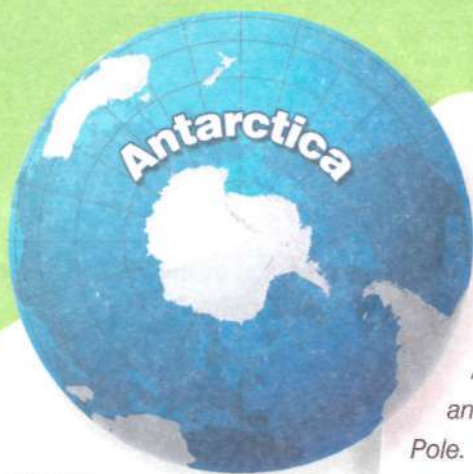
4 Read and answer the questions (1-6).

- 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 your country who inspires you and write a short biography of them. You can include: *date/place of birth, childhood, what famous for & why, achievements, date of death (if from the past) & your own ideas & attitudes.*



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 ...

- 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
- CO_2 emissions • global warming

Global Warming

Global warming is nothing new. We all know that burning fossil fuels, greenhouse gases and **deforestation** are **1)** world temperatures to rise. But **2)** 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)** 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)** the coast!

Another problem is that melting ice forms clouds, which **5)** 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.

- 3** Read again and choose the correct word (A-D) for each gap (1-10). Listen and check.

- | | | | |
|----------------|-----------|-----------|-------------|
| 1 A meaning | B causing | C putting | D effecting |
| 2 A to | B from | C about | D over |
| 3 A eventually | B lastly | C lately | D truly |
| 4 A at | B on | C about | D around |
| 5 A directs | B leads | C follows | D results |
| 6 A whole | B total | C big | D full |
| 7 A intention | B cause | C opinion | D reason |
| 8 A carry | B put | C bring | D have |
| 9 A set down | B made up | C set up | D put down |
| 10 A break | B kill | C injure | D damage |

- 4** Explain the words/phrases in bold. Check in the Word List, then use some of them to complete the sentences below.

- The world's rainforests could completely vanish in one hundred years because of
- Sea turtles lay their eggs on the beach, then them in the sand.
- The river burst its banks, the nearby village.
- Seals are often caught and eaten by such as sharks, whales and polar bears!
- The temperature in Antarctica from about -70°C to -20°C .

Scientists are 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) 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)! 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) out research. Therefore, Antarctica has become the world's largest laboratory! Many countries have 9) 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) the very **qualities** that **draw** them to Antarctica!



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.

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://www.coolantarctica.org>

8 Progress Check

1 Fill in: *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: $\frac{\quad}{10 \times 2} \quad 20$)

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

3 Choose 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: $\frac{\quad}{5 \times 4} \quad 20$)

4 Fill in the gaps with the correct phrasal verb.

- 1 The police think they know who's been carrying the burglaries.
- 2 Bethany carried surfing after she 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 and started screaming and running around.

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

5 Match to form exchanges.

- 1 How did you get your broken arm?
 - 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: $\frac{\quad}{5 \times 4} \quad 20$)

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

Now I Can ...

- talk and write about challenges
- seek approval about taking risks
- report what people said
- talk about survival
- write a letter of application & a short biography
- give a presentation about Antarctica

... in English

Grammar Check

Module 1

Present Tenses

1 Underline 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 in this company for ten years now.
- You look/are looking very pale. Is everything OK?
- 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. They 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 potatoes. 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/2004	play/100 matches
Sally Hill	collect stamps/2 years	collect/200 stamps
Daniel Johnson	take pictures/2006	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.

- Danny ► *always goes* (go) jogging in the morning. (always)
- He (take) the bus to school. (seldom)
- He (play) basketball in the afternoon. (often)
- He (meet) his friends at the weekend. (sometimes)
- He (visit) his grandparents after school. (usually)
- He (surf) the Net on a weekday. (never)



- 7** Form questions using *How often ...?* to ask your partner, as in the example. Then use the answers to fill in the table. Use A (always), U (usually), O (often), S (sometimes), R (rarely) or N (never).

- 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.*
- your dad/drive you to school?
- your grandparents/visit you?
- your family/go on a picnic?
- you/tidy your room?
- your maths teacher/assign a lot of homework?

	You	Your partner
You 1) ► <i>have</i> (have) breakfast in the morning.	A	O
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 fill in the gaps with the appropriate relative pronoun.

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) role, 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.

- Buckingham Palace is in London. It is the residence of the Queen of England. Buckingham Palace, ► *which is in London, is the residence of the Queen of England.* (ND – relative pronoun cannot be omitted)
- I bought a book yesterday. It's very interesting. The book
- Sam's birthday is on Saturday. He's having a party this weekend. Sam
- I've been studying all day. That's why I'm very tired. I've been studying all day
- 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
- Amy is taking part in the carnival. She has made her costume herself. Amy

Grammar Check

Module 2

Infinitive/-ing form

1 Put the verbs in brackets into the correct infinitive or -ing form.

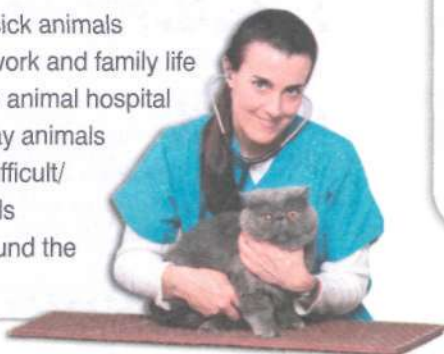
- Sue promised (study) harder.
- The suspect denied (steal) the old woman's purse.
- Her parents don't let her (stay) out late.
- After (do) the household chores, I always relax on the sofa.
- I really look forward to (visit) EuroDisney at Christmas.
- The new James Bond movie is worth (see).

2 Choose 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.

- Do you go
- We'd better
- My parents don't let me
- I can't stand
- I'd rather
- Do you mind
- I can't help
- It's no use

- doing the ironing. I find it very boring.
- trying to make him change his mind. He's so stubborn.
- laughing at his jokes.
- live in a house than in a flat.
- doing everyday chores?
- take the dog for a walk now before it gets too late.
- jogging every day?
- 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) ► <i>to live</i> in the city or in the countryside?	► <i>in the city</i>
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 other 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. 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

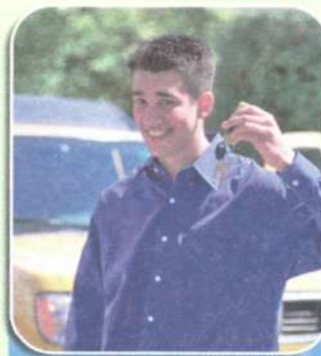
8 Look at the pictures and make sentences using *too* or *enough*, as in the example.

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 windsurfing



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 fill in 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 Underline 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 (start)?
- 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 was living 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 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.

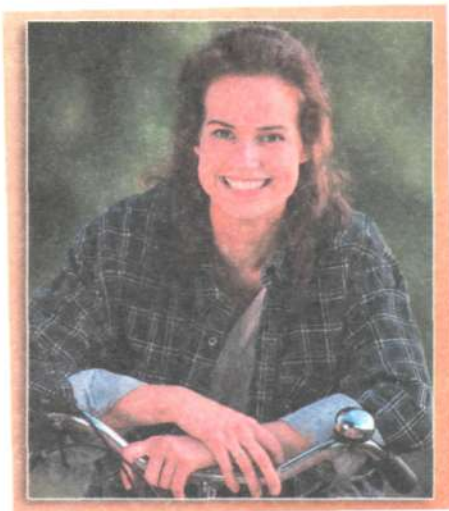
► *It was Friday evening. Daniel had just arrived at Heathrow Airport in London.*

Used to/Would

- 8 Rewrite 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 won the lottery last year. Now she is a millionaire. Fill in 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 was a millionaire, I ...

- 1) (**rent**) a small flat but now I have bought my own house.
- 2) (**take**) the bus to work but now I have my own car.
- 3) (**not/buy**) new clothes but now I can go shopping every day.
- 4) (**go**) camping but now I stay in expensive hotels.
- 5) (**not/have**) enough money to help the poor, but now I often give money to charity.

Grammar Check

Module 4

Future tenses

- 1 Look at the pictures and fill in 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 Circle 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 (go) 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) at 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 so far!
- 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 Underline 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 (pay) you back the moment/while I (get) paid.

Clauses of purpose

8 Underline the correct item.

- I'll take some food with me in case/so that I get hungry.
- Peter got a loan from the bank so to/in order to buy a new house.
- 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 Cross out 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 her.
- As I went on reading the book, it got less and less exciting.

- 5 Fill in 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've 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 Underline the correct word.

- Teachers need to be very/completely patient with students.
- It would be fairly/totally irresponsible of you to leave the children on their own in the park in the evening.
- The essay that Mike wrote was interesting and fairly/extremely well written.
- Josh is a(n) rather/absolutely likeable little boy.
- I really enjoyed the new James Bond movie, *Quantum of Solace*, as it is totally/extremely fast-paced and imaginative.
- 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 in the box to say what they thought of each film. Then think of a film you've recently seen and describe it to your partner using the adverbs in the list.

- totally (****) • extremely (***)
- rather (**) • slightly (*)

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 read 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 tense.

- 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 (burgle) last night.
- 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 write 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:

- used as a tomb for King Khufu
- still unknown how people placed the blocks
- the Pyramid's features are so large you can see them from the moon

► 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 Underline 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 Fill in 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?*
B: Yes, she did it herself.
- Vladimir/repair/his car? (X)
► *A: Did Vladimir repair his car?*
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? (✓)

Grammar Check

Module 7

Conditionals

1 Use the phrases to make full sentences, then say which type of *conditional* each sentence is.

- 1 it/be/sunny tomorrow, I/go/to the park
▶ *If it's sunny tomorrow, I'll go to the park.*
(1st Conditional)
- 2 you/work out/regularly, you/keep fit
- 3 I/eat /chocolate, I/get /red spots on my face
- 4 you/not study, you/not get/good marks
- 5 you/leave/ice in the sun, it/melt
- 6 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.



He forgot his mobile at work. He
called his boss from a phone box.



Helen has to do her
homework. She won't
play with her friend.

3 Fill in: *if* or *unless*.

- 1 you leave now, you'll be late for work.
- 2 I am not busy in the afternoon, I'll call you.
- 3 you book your tickets in advance, you won't get to see the concert.
- 4 I wake up early on Saturday, I'll go shopping.
- 5 you water the flowers regularly, they won't grow.

4 Complete the sentences for each picture using Type 3 conditionals, as in the example.



- 1 not be/late → not miss/train
▶ *If Ross hadn't been late, he wouldn't have missed the train.*
- 2 not miss/train → not sit/bench
- 3 not sit/bench → not find/cheque of £100,000
- 4 not find/cheque → not take/it to the bank
- 5 not take/cheque to the bank → not receive/£10,000 reward

5 Choose 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 make 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 Choose 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 competition 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 time, but I won't stop competing until I've taken the gold! (Sasha)

- 2 Fill in 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 Underline 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."



Reported questions

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, reporter Paul Smith interviewed Dave Stephens, a whitewater rafting instructor. He asked him the following questions. Turn them into *reported questions*.



- 1 Why did you decide to become a whitewater rafting instructor?
▶ *Paul asked Dave why he had decided to become a whitewater rafting instructor.*
- 2 Is it difficult for somebody to learn how to do whitewater rafting?
- 3 What do you like most about your job?
- 4 Have you tried any other extreme sports?
- 5 What plans do you have for the future?
- 6 Are you satisfied with your life?

Reporting verbs

7 Turn the following into *reported speech* using appropriate introductory verbs.

- 1 "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.*
- 2 "Yes, I broke your mobile," Claire said to Adam.
- 3 "I'm sorry I forgot to call you on your birthday," Molly said to Julie.
- 4 "Of course I won't give away your secret," Diana told Louise.
- 5 "You should see a doctor," Martin told David.
- 6 "Stop talking or I'll punish you," the teacher told Sam.

Some/any/every/no & compounds

8 Underline the correct item.

- 1 He didn't tell me anything/nothing about it.
- 2 Come to the phone, please. There's anyone/ someone who wants to speak to you.
- 3 Did one/anyone call while I was out?
- 4 Is nothing/something wrong with Jane?
- 5 I really like living in Los Angeles. There is anywhere/nowhere better than here!
- 6 Not everyone/anyone likes football.
- 7 You can sit everywhere/anywhere you like.

Question tags

9 Match the sentences to the correct *question tags*.

A

- 1 Sue has never been to Italy,
- 2 She is our new maths teacher,
- 3 Open the window,
- 4 Let's go to the cinema tonight,
- 5 Julie is never late for work,
- 6 This is your mobile,
- 7 Adam bought a new laptop yesterday,
- 8 Alina has breakfast every morning,

B

- a isn't it?
- b shall we?
- c is she?
- d didn't he?
- e doesn't she?
- f isn't she?
- g has she?
- h will you?

10 Correct the sentences.

- 1 Open the window, don't you?
- 2 That is a very expensive bag, isn't that?
- 3 Mike seldom goes jogging in the park, won't he?
- 4 I'm late, am I?
- 5 Let's go to the park, will we?
- 6 Everyone went to Sam's party, didn't he?

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

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 According to the singer, what makes a good party?

3 **THINK!** Why do you think people have parties? Discuss, giving reasons.

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 love 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

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 How does the singer feel about music?

- 3 **THINK!**  Why do you think music is important to different people? Discuss, giving reasons.

- 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 word/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.

Spotlight

on RUSSIA

#Vol. 9

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Inspiring People

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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 to hear from you also; tell us what you enjoy most about life in your country!

Feel free to send us your suggestions and ideas about what we should see and do during our stay in Russia. You can contact us by email at amy@spotlightinrussia.ru – we look forward to hearing from you.

We hope you enjoy this issue.

Mark

Amy

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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 ...

Special Days

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. Schools and 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 Nizhniy 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 the Great 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 200 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.



ACTIVITIES

Find out what life was like for your grandparents. Where did they live? Did they live in a community? What was their house like?

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?

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!

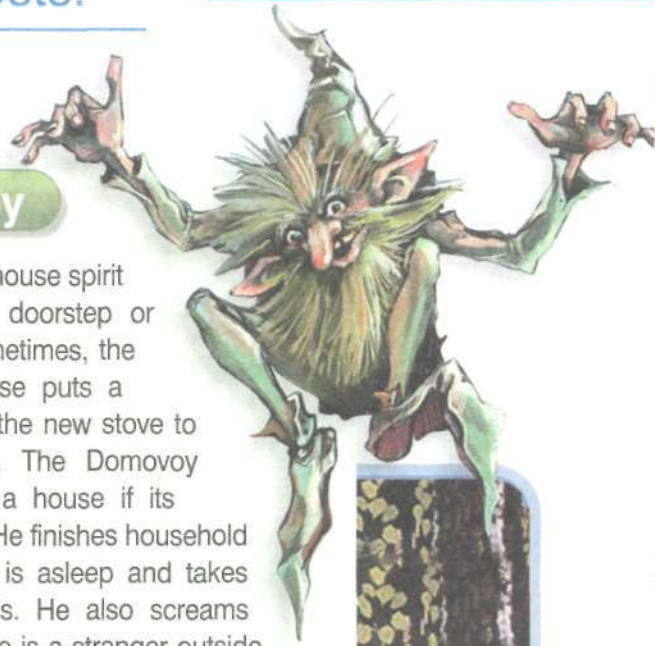
Spotlight on Russia introduces you to two friendly neighbourhood ghosts.

Ghost Stories

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 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.



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 water where he drowns.



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

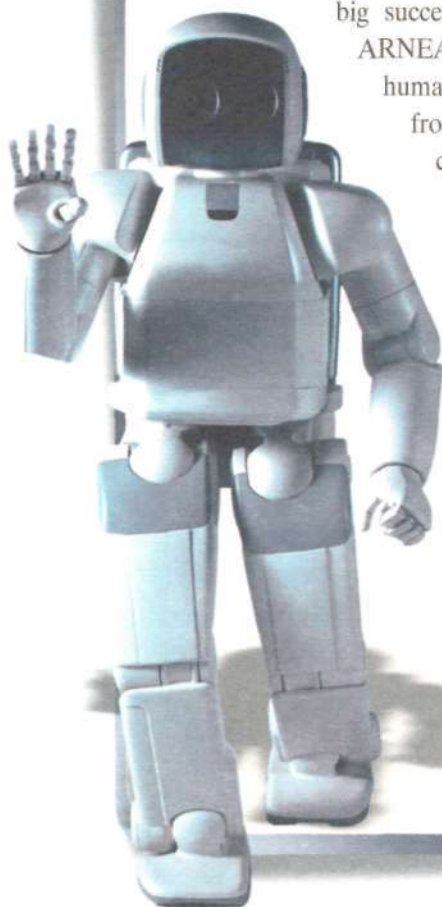
Do you know Russia is one of the world leaders in developing new robot technology?

Spotlight on Russia takes a closer look at robot technology and the latest achievements being made by Russian companies.

Russia has always been a world leader in developing new technology. Recently, Russia has achieved success in developing robot technology. The first big success came in 2003 with ARNE and ARNEA, the male and female androids, or human robots. They were made by students from St. Petersburg University and the company called New Era. These androids were able to walk, talk, avoid obstacles, understand orders, and remember objects and colours. In 2004, the St. Petersburg University team, using technology from ARNE and ARNEA, won the RoboCup championship in Portugal. RoboCup is a competition in which androids play football against each other.

The Russian company Android Robotics created a more advanced android AR-100 Dobrynya in 2007. This robot was able to ski and dance. However, the real goal of android research was to make an android that could do human jobs, so in 2008 they created the I-VAN android series. These androids do the work of a security guard and a miner.

Russia is also creating robots for the public market. In 2008 the Russian company Robotronic created a robot suitcase called *Tony*. Tony follows its owner by tracking a card in its owner's pocket. It is able to avoid obstacles so it doesn't bump into other travellers and if someone tries to steal it, it will sound an alarm.



ACTIVITY

Find information on a Russian company that builds robots. Write and tell us about it.

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?

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.

Great Works of Art



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 130,000 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 and Ilya Repin such as the masterpieces "March" and "Burlaky on the Volga". 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 royal 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".

The Tretyakov Gallery is open every day except Mondays from 10 am to 7 pm and the House of Artists is open every day except Mondays from 10 am to 8 pm. Admission costs from 50 – 130 rubles for children and students and from 100 – 225 rubles for adults. Prices are cheaper for the elderly.

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

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 thick. 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.



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?

DISCUSS

- Have you ever been to the Moscow Kremlin? Describe your experience.
- Why is the Kremlin so important to Russia?

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.

Problem Solving

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

Irina Slutskaya won many awards and championships in figure skating, but it was her strength and determination in life that made her a true champion!

Spotlight on Russia introduces you to an inspiring Russian champion who beat the odds and made it to the top.



It is not unusual for athletes to push themselves hard to reach their goals. However, not many have dealt with the challenges that Irina Slutskaya has faced. From a young age, Irina learned to cope with health problems. She loved figure skating and didn't want to let her asthma stop her. Irina knew she could take care of herself and become a champion figure skater.

In 1996, she became the first Russian woman to win the Women's European Figure Skating title. She also won the title in 1997 and finished third at the 1996 World Championship. Over the next few years she continued to improve her skills and win competitions. In 2002 Irina won her first World Championship title.

Later that year, she was faced with one challenge that was out of her control. Her mother was very sick and Irina had to stop skating to take care of her. A year later, her mother's health improved and Irina was ready to return to skating. However, then her own health began to suffer and Irina feared that she would never skate competitively again.

Amazingly, Irina began skating again in 2005. She trained very hard and gave her best performance ever. Irina won her second World Championship title in front of her family and friends in Moscow.

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 their life?

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?

MODULE 1

Present Simple — Настоящее простое время

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 действиях.**
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 teaches Law at the university.

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
- У глаголов, оканчивающихся на **гласную + согласная** с ударением на этом слоге, 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 painting the kitchen today.
- **запланированных действиях в будущем, особенно когда известно время и место действия.**
We're leaving for Moscow this evening.
- **временных ситуациях.**
She is living with her grandparents at the moment.
- **меняющихся и развивающихся ситуациях.**
She is getting thinner and thinner.
- **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 & Present Continuous — Настоящее простое время и Настоящее продолженное время

- **Present Simple** употребляется, когда речь идет о привычных состояниях.
Richard speaks Polish.
НО:
- для 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 to St Petersburg on Monday.
НО:
- когда речь идет о транспорте в значении запланированного будущего употребляется **Present Simple**.
The train leaves at 9.

Stative Verbs — Глаголы состояния

В английском языке есть глаголы, которые обозначают состояние, а не действие предмета/лица. Эти глаголы не употребляются в **Present Continuous**. Среди них:

- глаголы чувственного восприятия (*appear, feel, hear, look, see, smell, sound, taste*).
It sounds fantastic.
- глаголы, описывающие мыслительную деятельность (*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, обсуждать)
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. (= быть очевидным, оказаться)	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. (= устанавливать)

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.

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 действиях, начавшихся в прошлом и продолжающихся по настоящее время (в основном с глаголами состояния *know, be, have, possess, own*).
He has had this computer for two years. (= Он купил компьютер 2 года назад и он все еще у него есть.)
- о действии, произошедшем в прошлом, но имеющем видимый результат в настоящем:
Look at Tom. He's sad because he has failed his exam.
- о действиях, произошедших в неуставленное время в прошлом. При этом действие более важно, чем время.
He has talked to Maria. (Когда? Неизвестно; это не имеет значения.)
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 недавно завершенных действиях, результат которых налицо в настоящем.
She has done the shopping. (Действие завершено. Покупки на настоящий момент сделаны. Время неизвестно или не имеет значения. Очевиден результат.)
- о личном опыте, переживаниях, изменениях, которые произошли.
She has cut her hair short recently.

А также:

- 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.
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.
- обозначается действие, начавшееся в прошлом и продолжающееся некоторое время. Оно может еще длиться или быть завершено, но обязательно иметь видимый, осязаемый результат в настоящем.

She's happy because she's been listening to her favourite CD all day.

- 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 since last month.

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 установленный момент 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.)

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 начинаются с относительного местоимения или наречия.

Употребление:

- **who(m)/that** употребляются по отношению к людям.
The girl who/that lives next door to Jan is my cousin.
- **which/that** употребляются по отношению к вещам, предметам.
The shop which/that has just opened in Wendover Street is lovely.
- **whose** употребляются по отношению к людям, животным или предметам, чтобы обозначить принадлежность.
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.

Relative adverbs – Относительные наречия

Относительные наречия используются в начале по отношению придаточных определительных

Употребление:

- **when/that** употребляются по отношению ко времени.
That was the year (when/that) she finished school.
- **where** употребляется по отношению к месту.

The gallery where we found this picture is very famous.

- **why** употребляется по отношению к причине.
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? 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.)

- 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. ('which')

Подлежащее определительного придаточного предложения (не может быть опущено)		Дополнение определительного придаточного предложения (может быть опущено)	принадлежность (местоимение не может быть опущено)
используется 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>
используется 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>

- **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 глаголов, обозначающих отношение к будущему действию другого лица (*agree, appear, decide, expect, hope, plan, promise, refuse, want* etc.) в структурах **smb to do smth.**
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 прилагательными, описывающими характер, 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** etc.
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.
- в глагольных выражениях *let, make, see, hear, watch, notice* и *feel + smb + инфинитив без частицы to (Complex Object).*
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.
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.
- после **had better** и **would rather.**
You had better put a jacket on.
Примечание. **Help** can be followed by either the **to-infinitive** or the **infinitive without to.**
She helped me (to) carry the desk.

-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.
- после глаголов *spend, waste, lose* (time, money etc.).
He spends an hour playing the guitar every day.
- после частицы *to* 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*.
She prefers walking to driving on the way to work.
- после глаголов *hear, listen to, notice, see, watch* и *feel* для обозначения незавершенного действия.
I saw Paul waiting for the bus. (Я видел только часть / фрагмент действия.)
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. (Действие было завершено.)
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, не помнить.
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 забывать.
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 чем-либо.
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* — делать что-то 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.
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 + инфинитив с частицей to* — сожалеть.
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. Две -ing-формы глагола не могут следовать друг за другом.
She began talking/to talk.
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, имеет отрицательное значение.
Mr Smith is too busy to see you right now.
- **Enough** («достаточно») употребляется после наречий и прилагательных и используется для выражения достаточного количества какого-либо качества, имеет положительное значение.
Emma can speak Spanish well enough to have a simple conversation.
Примечание. В отрицательных предложениях **enough** имеет отрицательное значение.
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**. 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)**.

Правописание (форма Past Simple правильных глаголов)

- к глаголам, оканчивающимся на **-е**, добавляется **-d**:
I wave — I waved
- в глаголах, оканчивающихся на согласную + **у, -у** меняется на **-i** и добавляется **-ed**: *I cry — I cried*
- к глаголам, оканчивающимся на гласную + **у**, добавляется **-ed**:
I pray — I prayed
- в глаголах с ударной гласной между согласными последняя согласная удваивается и добавляется **-ed**:
I skip — I skipped
- в глаголах, оканчивающихся на **-l, -l** 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 точного 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, с указанием точного или предполагаемого времени.
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 прошедшего времени глагола *to be* (*was/were*) + причастие настоящего времени (*-ing* форма смыслового глагола).

Употребление

Past Continuous употребляется для описания действия в процессе развития в прошлом, когда речь идет о:

- действию, которое происходило в определенное время в прошлом.
It was raining when we got up this morning.
- действию, 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.
- двух или более одновременных действиях в прошлом (обычно выполняемых разными людьми).
While she was feeding the baby her husband was also talking on the phone.
- о фоновой ситуации в рассказах и повествованиях.
The wind was howling and dark clouds were gathering in the sky. Paul 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* + причастие прошедшего времени (3-я форма) смыслового глагола.

Употребление

Past Perfect употребляется, когда речь идет о:

- действию, которое предшествовало другому действию в прошлом.
Roy had fallen asleep before his parents returned home.
- действию, которое завершилось в прошлом, при описании его результата.
Jim had shaved his beard and he looked very nice.
Примечание: **Past Perfect** является эквивалентом **Present Perfect** в прошедшем времени.
a) *He had argued with a friend and he felt miserable.* (Действие '*had argued*' произошло в 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* + причастие настоящего времени (*-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.
- обозначается действие, которое длилось некоторое время в прошлом, и описывается его результат (в прошлом).
The children had been playing in the garden all afternoon so their clothes were dirty. (Дети играли

в саду весь день; описывается результат: у них была грязная одежда.)

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 Would/Used to

- **Would/used to** (always/often etc.) + начальная форма 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) — Модальные глаголы
(must, may, can't) — Логические заключения/выводы

Логические заключения/Выводы (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.
- **May/Might/Could** — употребляется, когда есть вероятность, что действие, происходит или происходило.
There's a lot of traffic today so John might be late.

Sue may have returned your book. Check your desk.

- **Can't/Couldn't** — употребляется для выражения невозможности действия в настоящем или прошлом.
The TV can't be broken. It's brand-new.
She couldn't have said something so rude. She is an extremely polite person.

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.*)
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 + 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 + 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.
- действии, 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 используются глаголы в Present Simple или Present Perfect, но не в

формах будущего времени. Они вводятся при помощи 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/in order to/so as 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* (офиц.), *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 в единственном 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.*
- **so + прилагательное + a(n) + существительное + that + придаточное предложение.** *It is so popular a museum that it's always crowded.*
- **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. Превосходная степень указывает на высшую степень качества у того или иного объекта в группе подобных. После прилагательного в сравнительной степени обычно используется **than** (чем).

Anne is shorter than Helen.

- Перед прилагательным в превосходной степени обычно используется определенный артикль **the** (относящийся к определяемому существительному). После прилагательного в превосходной степени обычно используется **in** или **of**.

Lena is the youngest of the three sisters.

Raul is the funniest person in the class.

Образование степеней сравнения прилагательных и наречий:

- к односложным прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для образования превосходной:

small - smaller - smallest

Примечание: у односложных прилагательных, оканчивающихся на гласную + согласную, эта 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, -y 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 - farther/furthest

bad/badly - worse - worst

little - less - least

Примечание: *elder/eldest* употребляется для описания людей из одной семьи.

Her elder/eldest sister is an architect.

Типы сравнительных оборотов:

- **as + прилагательное + as** (употребляется, чтобы показать, что два объекта чем-то похожи). 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). 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 между двумя объектами). *Brian is slightly older than Claire.*
- **comparative and comparative** употребляется, чтобы показать увеличение, уменьшение чего-либо. *The traffic gets worse and worse every day.*
- **the + comparative ..., the + comparative** (показывает, что два объекта изменяются вместе или что одно зависит от другого). *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

The Passive Voice — Страдательный залог

Формообразование. Страдательный залог образуется при помощи глагола **to be** (в нужном времени) и 3-й формы смыслового глагола.

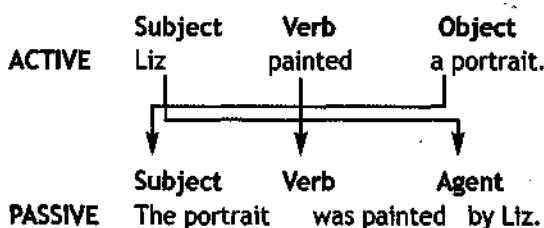
	ACTIVE	PASSIVE
Present Simple	<i>Mary makes tea.</i>	<i>Tea is made by Mary.</i>
Present Continuous	<i>I am making tea.</i>	<i>Tea is being made (by me).</i>
Past Simple	<i>Mary made some cakes.</i>	<i>Some cakes were made by Mary.</i>
Past Continuous	<i>Mary was making tea.</i>	<i>Tea was being made by Mary.</i>
Present Perfect Simple	<i>Mary has made tea and coffee.</i>	<i>Tea and coffee have been made by Mary.</i>
Past Perfect Simple	<i>Mary had made tea.</i>	<i>Tea had been made by Mary.</i>
Future Simple	<i>Mary will make tea.</i>	<i>Tea will be made by Mary.</i>
Future Perfect Simple	<i>Mary will have made tea.</i>	<i>Tea will have been made by Mary.</i>
Infinitive	<i>Mary has to make tea.</i>	<i>Tea has to be made by Mary.</i>
Modal Verbs	<i>Mary may make tea.</i>	<i>Tea may be made by Mary.</i>

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, exist, 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/материалы/ингредиенты** употребляется для того, чтобы обозначить, что использовалось при совершении действия.

This photograph was taken by my brother. It was taken with a digital camera.

- 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.

Примечание. После *hear, see* и *watch* может употребляться причастие настоящего времени в действительном и страдательном залоге.

We saw her stealing. → She was seen stealing.

Present Continuous	<i>She is designing clothes.</i>	<i>She is having clothes designed.</i>
Past Simple	<i>She designed clothes.</i>	<i>She had clothes designed.</i>
Past Continuous	<i>She was designing clothes.</i>	<i>She was having clothes designed.</i>
Future Simple	<i>She will design clothes.</i>	<i>She will have clothes designed.</i>
Future Continuous	<i>She will be designing clothes.</i>	<i>She will be having clothes designed.</i>
Present Perfect	<i>She has designed clothes.</i>	<i>She has had clothes designed.</i>
Present Perf. Cont.	<i>She has been designing clothes.</i>	<i>She has been having clothes designed.</i>
Past Perfect	<i>She had designed clothes.</i>	<i>She had had clothes designed.</i>
Past Perfect Cont.	<i>She had been designing clothes.</i>	<i>She had been having clothes designed.</i>
Infinitive	<i>She wants to design clothes.</i>	<i>She wants to have clothes designed.</i>
-ing form	<i>She likes designing clothes.</i>	<i>She likes having clothes designed.</i>

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.)*

Causative — Каузативная форма

Форма: have + прямое дополнение + 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	<i>She designs clothes.</i>	<i>She has clothes designed.</i>

Reflexive Pronouns — Возвратные местоимения

Форма: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Употребление

Возвратные местоимения употребляются:

- после некоторых глаголов (behave, burn, 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, feel, look, seem. *Helen doesn't seem herself lately.*
- после предлогов. *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: wash, shave, (un)dress, afford, complain, meet, wake up etc. *The purse was expensive and I couldn't afford it. (NOT: afford-it myself)*

НО:

Возвратные местоимения употребляются после глаголов wash или dress, когда речь идет о маленьких детях или животных. *She's been teaching her little daughter how to dress herself.*

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. (= Сделай это сам.) Make yourself at home! (= Чувствуй себя как дома.) Make yourself heard. (= Говори, чтобы тебя слышали.) 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.

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 прошло, 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, otherwise,**

or else, what if, supposing, even if, only if.
Unless she starts studying harder, she's going to fail her exams.

Get up now or else you'll miss your appointment.
Put your sweater on, otherwise you'll get cold.
We'll leave on Monday, supposing the weather's fine.

Примечание. Если предложение начинается только с **Only if**, подлежащее и сказуемое главного предложения меняются местами.

Only if you are dressed formally, will you be allowed in.

- Если предложение с **if** стоит перед главным предложением, две части предложения разделяются запятой.

If you are feeling tired, you must rest.

НО: *You must rest if you are feeling tired.*

- 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.

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)</i> <i>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)</i> <i>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.</i> <i>If only you would stop arguing.</i>	для выражения: - повелительно-го наклонения в вежливой форме - желания, чтобы ситуация или поведение человека изменилось

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, ought to, shall/should, will/would**.

- Форма модальных глаголов, кроме **have to**, не изменяется.
- 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/need to, needn't)

- **don't have to/don't need to/needn't** выражает отсутствие необходимости делать что-либо в настоящем или будущем. *You don't have to buy extra bread. You don't need to tell them if you're leaving earlier. She needn't go on a diet.*
- **didn't have to** выражает отсутствие необходимости в прошлом. Неизвестно, было это сделано или нет. *They didn't have to take them out to dinner. (We don't know if they took them out.)*

Разрешение/Запрет (can, may, mustn't, can't)

- **can/may** употребляются для того, чтобы попросить/дать разрешения 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.
Примечание. **can/could/might** может употребляться в вопросительных предложениях, **may** не может. *Where could I buy a good coat?*
- **could/might/would + перфектный инфинитив** употребляется, когда речь идет о действии в прошлом, которое было возможно, но не произошло.
I could have lent you some money, but I hadn't been paid yet.
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 это)
- **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 DVD. We could go on a picnic.*

Вероятность (will, should/ought to)

- **will:** *He will ask her to marry him.* (100% уверенность)
- **should/ought to:** *They should/ought to be here soon.* (90% уверенность; только будущее время; это вероятно)

Совет (should, 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:** просьба о совете
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. 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 личного дополнения.
Jack said (that) he felt tired.
- *say + to + дополнение, выраженное местоимением + (that) + clause.*
She said to me (that) she was very happy.
- *tell + дополнение, выраженное личным местоимением + (that) + clause (кому).*
She told me (that) she was very happy.
- употребляется *say + инфинитив с частицей to*, но не *say about*. We use *speak/talk about* instead.
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, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.

Reported Statements — Высказывания 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)
- Косвенной речью передаются чьи-либо высказывания, совершенные давно (передача высказываний, совершенных в прошлом) или недавно (передача высказываний, совершенных недавно).

Передача высказываний, совершенных недавно

В косвенной речи времена могут изменяться или оставаться прежними.

Прямая речь: *Stella said, "I've ordered pizza."*

Косвенная речь: *Stella said (that) she had ordered pizza.*

Передача высказываний, совершенных в прошлом

Глагол, вводящий косвенную речь употребляется в *Past Simple*, а 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.

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)

Future Simple → Future in the Past	
"I will meet you at 7.00."	She said (that) she would meet me at 7:00.

- 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	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.

Глагол + инфинитив с частицей to	Прямая речь	Косвенная речь
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.

Глагол + инфинитив с частицей to	Прямая речь	Косвенная речь
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.
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 + инфинитив с частицей to	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	"I have a headache."	He complained of having a headache.
deny	"No, I didn't use your card."	He denied using/having used my card.
insist on	"You must take care of yourself."	He insisted on me/my taking care of myself.
suggest	"Let's cook dinner."	He suggested cooking dinner.

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.

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*.

Глагол + how/
where/why/
what/whether
+ clause

Прямая речь

Косвенная речь

explain to sb
how + to-inf

"This is how
you write it."

He explained
to me how to
write it.

wonder

He asked
himself, "How
can I win the
award?"

He wondered
how he could
win the award.

He asked
himself, "Where
is Paul?"

He wondered
where Paul was.

He asked
himself, "Why is
she so upset?"

He wondered
why she was so
upset.

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)

- В вопросах в косвенной речи глагол употребляется в утвердительной форме. 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.

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, "You needn't worry."	He said (that) she must be upset. (deduction)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.

Другие глаголы, вводящие косвенную речь

Глагол I	инфинитив с частицей to	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 wondered whether he should go home.
	He asked himself, "Where am I heading to?"	He wondered where he was heading to.
	He asked himself, "What should I tell them?"	He wondered what he should tell them.
	He asked himself, "How can I stop this?"	He wondered how to stop that.

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

Пред- меты	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. (не важно что)

Anyone can take part in the competition. (не важно кто)

- **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 with 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)

- **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 троих 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 best seller.

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 «немного, но достаточно». *We have a few apples.* Мы можем сделать яблочный пирог. **Few** означает «мало, почти нисколько» и употребляется с *very* для усиления.

There were (very) few visitors in the museum.

- **A little** означает «немного, но достаточно».

It's a little cold – would you like me to close the window?

- **Little** означает «мало, почти нисколько» 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 обра-

зуются при помощи вспомогательного глагола и соответствующего личного местоимения. Вспомогательный глагол в вопросе соответствует глаголу, употребляемому в предложении; если в предложении нет вспомогательного глагола, то используется *do/does* (Present Simple) или *did* (Past Simple).

- 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?*

Let me/him требует *will you /won't you?* — *You'll let me borrow this shirt, won't you?*

I have (имею, владею) требует *haven't I?*

HO:

I have (в составе идиомы) требует *don't I?* — *He has a blue car, hasn't he? 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	been	leave	left	left
bear	bore	born(e)	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt (burned)	burnt (burned)	read	read	read
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
can	could	(been able to)	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	sting	stung	stung
get	got	got (gotten)	swear	swore	sworn
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung (hanged)	hung (hanged)	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt (learned)	learnt (learned)			

Word List

MODULE 1

1a

bonfire /'bɒnfʌɪə/ (C n) костер
bright /braɪt/ (adj) яркий
burst /bɜːst/ (v) лопать(ся)
carnival /'kɑːnɪvəl/ (C n) карнавал
celebrate /'seləbreɪt/ (v) праздновать
chance /tʃɑːns/ (C n) возможность, шанс
change of clothes (phr) сменная одежда
charity /tʃærəti/ (C n) благотворительная организация, благотворительность
city centre /sɪti 'sentə/ (C n) центр города
competitor /kəm'petɪtə/ (C n) соперник, конкурент
contest /'kɒntest/ (C n) соревнование
display /dɪ'spleɪ/ (C n) показ
dress up (phr v) наряжаться
enter /enta/ (v) эд. принять участие
experience /ɪk'spiəriəns/ (v) испытывать
extremely /ɪk'striːmlɪ/ (adv) чрезвычайно, крайне, очень
fancy dress costume /'fænsi 'dres 'kɒstjəm/ (C n) маскарадный костюм
farewell /'feəwel/ (C n) прощание
festival /'festɪvəl/ (C n) фестиваль
final /faɪnəl/ (adj) завершающий, конечный, последний
firework /'faɪəwɜːk/ (C n) фейерверк
huge /hjuːdʒ/ (adj) огромный, гигантский
in need (phr) нуждающийся в чем-то
include /ɪn'kluːd/ (v) включать
join /dʒɔɪn/ (v) присоединяться
kidnap /'kɪdnæp/ (C n) похищение человека
knight /naɪt/ (C n) рыцарь
local /ləʊkəl/ (adj) местный
march /mɑːtʃ/ (C n) марш, демонстрация
market square /'mɑːkɪt 'skweə/ (C n) рыночная площадь
medieval /,medi'iːvəl/ (adj) средневековый
(относящийся к 600–1500 годам н.э.)
messy /mesi/ (adj) грязный
mock /mɒk/ (adj) поддельный, притворный, шуточный
national dish /'næʃənəl 'dɪʃ/ (C n) национальное блюдо
open-air /əʊpən 'eə/ (adj) происходящий на открытом воздухе
paella /paɪ'eɪə/ (U n) паелла (испанское блюдо)
pancake /'pænkɛɪk/ (C n) блин
performance /'pɜːfɔːməns/ (C n) представление
pirate /'paɪərət/ (C n) пират
raise /reɪz/ (v) собирать (деньги)
require /rɪ'kwaɪə/ (v) требовать
rowing boat /'rəʊɪŋ bəʊt/ (C n) гребная лодка
scarecrow /'skeəkraʊ/ (C n) пугало
spare /speə/ (adj) запасной
straw /stroʊ/ (U n) солома
street parade /'striːt pə'reɪd/ (C n) уличный парад, демонстрация
strong /strɒŋ/ (adj) эд. устоявшийся
symbolise /'sɪmbəlaɪz/ (v) символизировать
take place (phr v) 1. происходить, случаться;
2. состояться

tiny /taɪni/ (adj) крошечный
tradition /trə'dɪʃən/ (C n) традиция
transform /træns'fɔːm/ (v) изменять, преобразовывать
treasure hunt /'trezə hʌnt/ (C n) «охота за сокровищами» (игра)
trip /trɪp/ (C n) короткое путешествие, поездка
typical /'tɪpɪkəl/ (adj) типичный
unusual /ʌn'juːʒuəl, -zəl/ (adj) необычный
village /'vɪlɪdʒ/ (C n) деревня
winner /'wɪnə/ (C n) победитель

Vocabulary: Festivals & Celebrations

annual /æ'njuəl/ (adj) ежегодный
attract /ə'trækt/ (v) привлекать
bright idea /braɪt aɪ'dɪə/ (C n) умная мысль или предложение
burn /bɜːn/ (v) сжигать
colourful street parade /'kʌləfəl 'striːt pə'reɪd/ (C n) красочный (уличный) парад
cooking contest /'kʊkɪŋ 'kɒntest/ (C n) кулинарный конкурс
enter a competition (phr) принять участие в соревновании
fireworks display /'faɪəwɜːks dɪ'spleɪ/ (C n) фейерверк, салют
invite /ɪn'vaɪt/ (v) пригласить
let off (phr v) эд. запускать
make sure (phr) удостовериться, убедиться
monthly /'mʌnθli/ (adj) ежемесячно
raise money for charity (phr) собирать деньги на благотворительность
spare change of clothes (phr) запасная сменная одежда
strong tradition /'strɒŋ trə'dɪʃən/ (C n) устоявшаяся традиция

1b

a load of rubbish (phr) чепуха, ерунда
accident /'æksɪdənt/ (C n) несчастный случай
alright /əɪ'lraɪt/ (adv) в порядке
anxious /æŋkʃəs/ (adj) нервный, беспокоящийся
attention /ə'tenʃən/ (U n) внимание
attitude /'ætɪtjuːd/ (C n) отношение к чему-либо/кому-либо
butterfly /'bʌtəflaɪ/ (C n) бабочка
coincidence /'kɒɪn'sɪdəns/ (C n) совпадение
concern /kən'sɜːn/ (C n) забота, беспокойство
culture /'kʌltʃə/ (C n) культура
dictionary entry /'dɪkʃənəri 'entri/ (C n) словарная статья
four-leaf clover /'fɔː liːf 'kləʊvə/ (C n) четырехлистный клевер
full moon (S n) полная луна, полнолуние
harmless /'hɑːmləs/ (adj) безвредный, безопасный
kill /kɪl/ (v) убивать
ladder /'lædə/ (C n) лестница (приставная)
ladybird /'leɪdɪbɜːd/ (C n) божья коровка
luck /lʌk/ (U n) удача, везение
lucky charm /'lʌki 'tʃɑːm/ (C n) счастливый талисман

match /mætʃ/ (C n) матч
 modern /mɒdn/ (adj) новый, современный
 old wives' tale (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/ (C n) тема разговора, важный момент в речи говорящего
 rainbow /reɪnbəʊ/ (C n) радуга
 rationally /ˈræʃənəli/ (adv) рационально, разумно
 reassure /ˈriːəʃʊə/ (v) успокаивать, утешать
 shooting star /ˌʃuːtɪŋ 'stɑː/ (C n) падающая звезда
 spider /ˈspaɪdə/ (C n) паук
 superstition /ˌsuːpə'stɪʃən/ (U n) суеверие, предрассудок
 trouble /ˈtrʌbl/ (v) беспокоить(ся), тревожить(ся)
 what the matter? (phr) в чем дело?
 world /wɜːld/ (C n) мир
 worry /ˈwʌri/ (v) беспокоить(ся), волновать(ся) о чем-либо
 wrong /rɒŋ/ (adj) неудовлетворительный, неправильный

1c

admire /əd'maɪə/ (v) восхищаться чем-либо
 album /ˈælbəm/ (C n) музыкальный альбом
 amazing /ə'meɪzɪŋ/ (adj) изумительный, поразительный
 atmosphere /ˈætməsfɪə/ (S n) атмосфера, обстановка
 candy floss /ˈkændi flɒs/ (U n) сахарная вата
 congratulate /kən'grætʃəleɪt/ (v) поздравлять
 dance the evening away (phr) танцевать весь вечер
 decoration /ˌdeɪkə'reɪʃən/ (C n) украшение
 delicious /dɪ'lɪʃəs/ (adj) очень вкусный
 dig /dɪɡ/ (v) копать, рыть
 DJ (disc jockey) /ˌdiː dʒeɪ, 'dɪsk ˌdʒɒki/ (C n) ди-джей
 dye /daɪ/ (v) красить, окрашивать
 exhausted /ɪg'zɔːstɪd/ (adj) уставший, истощенный
 fantastic /fæn'tæstɪk/ (adj) отличный, фантастический
 get-together /ˌget tə'geðə/ (C n) встреча, сбор, вечеринка
 greetings /ˈgriːtɪŋz/ (Pl n) приветствие
 important /ɪm'pɔːtənt/ (adj) важный
 in style (phr) элегантно, изящно
 invitation /ˌɪnvɪ'teɪʃən/ (C n) приглашение
 midnight /ˈmɪdnɑːt/ (U n) полночь
 nervous /ˈnɜːvəs/ (adj) нервничающий, взволнованный
 organise /ˈɔːɡənaɪz/ (v) организовывать, устраивать
 outdoors /ˈaʊtˌdɔːz/ (adv) на открытом воздухе, на улице
 outfit /ˈaʊtfɪt/ (C n) наряд
 plant /plɑːnt/ (C n) растение
 prom night /ˈprɒm naɪt/ (C n) выпускной/школьный бал
 recently /ˈriːsəntli/ (adv) недавно
 remind /rɪ'maɪnd/ (v) напоминать
 samba music (U n) самба (энергичная бразильская музыка)
 send out (phr v) отправлять
 stay up all night (phr) не спать всю ночь
 sunburnt /ˈsʌnbɜːnt/ (adj) сгоревший на солнце (о загаре)
 take a week, some days etc off (phr) взять неделю (несколько дней) отдыха

take part in (phr v) участвовать в
 team /tiːm/ (C n) команда
 terribly /ˈterəbli/ (adv) ужасно
 tough /tʌf/ (adj) трудный
 unwell /ʌn'wel/ (adj) нездоровый, плохо себя чувствующий
 weed /wiːd/ (C n) сорняк

1d

Special Occasions

all the best (phr) всего хорошего
 band /bænd/ (C n) группа (музыкантов)
 base on (phr v) основывать на чем-либо
 blow out candles (phr) задуть свечи
 budget /ˈbʌdʒɪt/ (C n) бюджет
 can't stand (phr) испытывать сильную неприязнь
 casual /ˈkæʒuəl/ (adj) повседневный, простой
 clown /klaʊn/ (C n) клоун
 coming-of-age (phr) достижение совершеннолетия
 congratulations /kən'grætʃə'leɪʃənz/ (Pl n) поздравления
 decorate a tree (phr) наряжать, украсить дерево
 depend on (phr v) зависеть от
 eat a special meal (phr) съесть праздничное блюдо
 enthusiastic /ɪnθjuːzɪ'æstɪk/ (adj) зд. восторженный
 exchange a gift/card (phr) обмениваться подарками/поздравительными открытками
 excited /ɪk'saɪtɪd/ (adj) взволнованный
 flower arrangement /ˈflaʊər ə'reɪndʒmənt/ (C n) цветочная композиция
 formal /ˈfɔːməl/ (adj) официальный
 fuss /fʌs/ (S n) суета, суматоха
 ghost /ɡəʊst/ (C n) привидение
 graduation party /ˌɡrædʒu'eɪʃən 'pɑːti/ (C n) вечер в честь окончания института (выпускной вечер)
 happening /ˈhæpənɪŋ/ (C n) случай, происшествие
 Happy anniversary! (phr) С годовщиной!
 Happy new year! (phr) С новым годом!
 impatient /ɪm'peɪʃənt/ (adj) нетерпеливый
 informal /ɪn'fɔːməl/ (adj) неофициальный
 junior high /ˌdʒuːniə 'haɪ/ (C n) средняя школа (в США), в которой обучаются дети в возрасте от 11 до 15 лет
 limousine /lɪ'məziːn/ (C n) лимузин
 make a toast (phr) выпить за, провозгласить тост в честь кого-либо/чего-либо
 Many happy returns (phr) С днем рождения
 mostly /ˈməʊstli/ (adv) главным образом, по большей части
 plan a party (phr) организовать 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) надеяться на кого-либо/чего-либо
 rest /rest/ (v) опираться, основывать(ся)
 rich /rɪʃ/ (adj) жирный, питательный (о еде)
 season's greetings (phr) поздравления с праздником

senior year /ˈsiːniə ɪə/ (C n) выпускной год в школе
 shock /ʃɒk/ (v) возмущать, шокировать
 sing a carol (phr) спеть рождественский гимн
 specific /spəˈsɪfɪk/ (adj) особенный
 streamer /ˈstriːmə/ (C n) серпантин
 strict /strikt/ (adj) строгий, суровый
 surprise party /səˈpraɪz ˌpɑːti/ (C n) вечеринка-сюрприз
 surprised /səˈpraɪzd/ (adj) удивленный
 take pictures (phr) фотографировать
 teenage /ˈtiːneɪdʒ/ (adj) подростковый
 theme /θiːm/ (C n) тема
 thrilled /θrɪld/ (adj) взволнованный
 throw /θrəʊ/ (v) давать, устраивать, организовывать
 (мероприятия)
 unique /juːˈniːk/ (adj) уникальный
 wear a mask (phr) носить маску
 wedding reception /ˈwedɪŋ ˌriːpʃən/ (C n) официальное
 празднование свадьбы (после венчания)
 witch /wɪtʃ/ (C n) колдунья, ведьма
 zoo /zuː/ (C n) зоопарк

1e

arrival /əˈraɪvəl/ (U n) приезд
 bake /beɪk/ (v) печь, запекать (в духовке)
 banging /ˈbæŋɪŋ/ (U n) громкий стук, шум
 ceiling /ˈsiːlɪŋ/ (C n) потолок
 cheer /tʃɪə/ (v) поощрять, поддерживать
 одобрительными восклицаниями
 chime /tʃaɪm/ (колокольный) звон
 crowd /kraʊd/ (C n) толпа
 display /dɪˈspleɪ/ (v) демонстрировать, показывать
 energetically /ˌenəˈdʒetɪkli/ (adv) энергично
 enthusiastically /ˌmθjuːzɪˈæstɪkli/ (adv) с энтузиазмом,
 восторженно
 exotically /ɪɡˈzɒtɪkli/ (adv) экзотично, необычно
 fabulous /ˈfæbjələs/ (adj) ошеломительный,
 поразительный, удивительный
 festive /ˈfestɪv/ (adj) праздничный
 float /fləʊt/ (C n) платформа на колесах
 fruit cake /ˈfruːt keɪk/ (C n) фруктовый торт
 gather /ˈɡæðə/ (v) собирать(ся)
 heartily /ˈhɑːtɪli/ (adv) сердечно
 hurriedly /ˈhʌɪdli/ (adv) поспешно, торопливо
 join hands (phr) браться за руки
 maypole /ˈmeɪpəʊl/ (C n) майское дерево (столб,
 украшенный цветами и лентами, вокруг
 которого танцуют на майском празднике)
 medal /ˈmedl/ (C n) медаль
 patiently /ˈpeɪʃəntli/ (adv) терпеливо
 pattern /ˈpætən/ (C n) узор
 proudly /ˈpraʊdli/ (adv) гордо
 ribbon /ˈrɪbən/ (C n) лента
 shortbread biscuit /ˌʃɔːtbred ˈbɪskɪt/ (C n) песочное
 печенье
 slowly /ˈsləʊli/ (adv) медленно
 smartly /ˈsmɑːtli/ (adv) аккуратно, искусно, изящно
 stall /stɔːl/ (C n) прилавок
 stunning /ˈstʌnɪŋ/ (adj) сногсшибательный,
 великолепный

success /səkˈses/ (n) успех, достижение
 surely /ʃəːli/ (adv) конечно
 unwanted /ˌʌnˈwʌntɪd/ (adj) нежелательный
 veteran /ˈvetərən/ (n) ветеран
 villager /ˈvɪlɪdʒə/ (C n) сельский житель
 wander /ˈwɒndə/ (v) бродить
 war /wɔː/ (C n) война

1f

allow /əˈlaʊ/ (v) разрешать, позволять
 annoy /əˈnɔɪ/ (v) досаждать, докучать
 audience /ˈɔːdiəns/ (C n) публика, зрители, слушатели
 boring /ˈbɔːrɪŋ/ (adj) скучный, неинтересный
 bump into (phr v) неожиданно встретить кого-либо
 by chance (phr) случайно
 come up with (phr v) придумывать
 crowd /kraʊd/ (C n) толпа
 custom /ˈkʌstəm/ (C n) обычай, традиция
 embarrass /ɪmˈbærəs/ (v) смущать, приводить в
 замешательство
 environmental awareness /ɪmˈvaɪrənməntl əˈweənəs/ (U n)
 осознание необходимости защиты окружающей
 среды
 fool /fuːl/ (v) дурачить, обманывать
 habit /ˈhæbɪt/ (C n) привычка
 head for (phr) двигаться к
 increase /ɪnˈkriːs/ (v) увеличивать
 let /let/ (v) позволять, разрешать
 luck /lʌk/ (U n) удача
 magic /ˈmædʒɪk/ (U n) волшебный, сверхъестественный
 make /meɪk/ (v) заставлять, побуждать
 midday /ˈmɪdˌdeɪ/ (U n) полдень
 opportunity /ˌɒpəˈtjuːnəti/ (C n) возможность
 play a joke on sb (phr) подшутить над кем-либо
 refuse /rɪˈfjuːz/ (v) отвергнуть, отказать(ся)
 sofa /ˈsəʊfə/ (C n) диван
 spectator /ˈspektətə/ (C n) наблюдатель
 tradition /trəˈdɪʃən/ (C n) традиция
 trick /trɪk/ (C n) обман, хитрость, шутка
 volume /ˈvɒljʊm/ (U n) звук

Culture Corner 1

arena /əˈriːnə/ (C n) арена
 attraction /əˈtrækʃən/ (C n) аттракцион
 charm bag /tʃɑːm bæɡ/ (C n) талисман, амулет (мешочек
 с амулетами)
 come alive (phr) ожить
 entrance /ˈentrəns/ (C n) вход
 entry /ˈentri/ (C n) эд. словарная статья
 explode /ɪkˈspləʊd/ (v) взорваться, разразиться
 grand /grænd/ (adj) грандиозный
 handicraft /ˈhændɪkraʊt/ (C n) вещь ручной работы,
 поделка
 jewellery /ˈdʒuːəlri/ (U n) драгоценности, ювелирные
 изделия
 movement /ˈmuːvmənt/ (U n) движение, перемещение
 on sale (phr) в продаже, выставленный на продажу
 pow-wow /ˈpaʊ wəʊ/ (C n) собрание, сборище
 (североамериканских индейцев)

prize /praɪz/ (C n) приз
 rhythm /ˈrɪðəm/ (C n) ритм
 spectacular /spek'tækjələ/ (adj) впечатляющий, захватывающий
 trader /ˈtreɪdər/ (C n) торговец
 treat /tri:t/ (C n) угощение
 tribe /traɪb/ (C n) племя

PSHE

attend /ə'tend/ (v) присутствовать, посещать
 battlefield /ˈbætlfi:ld/ (C n) поле боя
 bravely /ˈbreɪvli/ (adv) смело
 bugle /ˈbʒʊɡəl/ (C n) рог, горн
 commemoration /kəˌmemə'reɪʃən/ (C n) (торжественная) церемония в память о чем-либо
 cross /krɒs/ (C n) крест
 delicate /ˈdelɪkət/ (adj) нежный, тонкий, чувствительный
 emotional /ɪ'məʊʃənəl/ (adj) эмоциональный
 field /fi:ld/ (C n) поле
 gun /ɡʌn/ (C n) огнестрельное оружие
 lay /leɪ/ (v) класть, положить
 lone /ləʊn/ (adj) одинокий
 mark /mɑ:k/ (v) отмечать
 memorial service /mə'mɔ:riəl ˌsɜ:vɪs/ (C n) заупокойная или поминальная служба
 memorise /ˈmeməraɪz/ (v) выучивать наизусть, запоминать
 mention /menʃən/ (v) упоминать
 monument /ˈmɒnjumənt/ (C n) монумент, памятник
 poem /pəʊm/ (C n) стихотворение
 point out (phr v) заметить
 politician /ˌpɒlə'tɪʃən/ (C n) политик
 poppy /ˈpɒpi/ (C n) мак
 remember /rɪ'membə/ (v) помнить
 remind /rɪ'maɪnd/ (v) напоминать, делать напоминание
 row /rəʊ/ (C n) ряд
 royal /ˈrɔɪəl/ (adj) королевский
 signal /ˈsɪgnəl/ (v) сигнализировать, показывать
 significance /ˌsɪɡnɪfɪkəns/ (U n) важность
 silence /ˈsaɪləns/ (U n) тишина, молчание
 soldier /ˈsəʊldɪə/ (C n) солдат
 solemn /ˈsɒləm/ (adj) торжественный
 symbol /ˈsɪmbəl/ (C n) символ
 top /tɒp/ (adj) главный, высший
 verse /vɜ:z/ (C n) строфа (песни, стихотворения)
 veteran /ˈvetərən/ (C n) ветеран
 wartime /ˈwɔ:təɪm/ (U n) военное время
 wreath /rɪ:θ/ (C n) венок

MODULE 2

2a

airless /ˈeələs/ (adj) безвоздушный
 appliance /əˈplaɪəns/ (C n) бытовой прибор
 armchair /ˈɑ:mtʃeə/ (C n) кресло
 astronaut /ˈæstrənɔ:t/ (C n) астронавт, космонавт
 attic /ˈætɪk/ (C n) чердак
 bacteria /bæk'tɪəriə/ (C n) бактерии

basement /ˈbeɪsmənt/ (C n) подвал
 block of flats /blɒk əv 'flæts/ (C n) многоквартирный дом
 busy schedule (phr) плотный график
 caravan /ˈkærəvæn/ (C n) трейлер
 control /kən'trəʊl/ (C n) панель управления
 cool /ku:l/ (adj) (сленг) классный
 cottage /ˈkɒtɪdʒ/ (C n) коттедж
 cover /ˈkʌvə/ (v) накрывать
 crowded /ˈkraʊdɪd/ (adj) переполненный, оживленный
 detached /dɪ'tætʃt/ (adj) отдельно стоящий
 dishwasher /ˈdɪʃ.wəʃəl/ (C n) посудомоечная машина
 drive /draɪv/ (C n) подъездная дорога
 droplet /ˈdrɒplɪt/ (C n) капля
 equipment /ɪ'kwɪpmənt/ (U n) оборудование, инструменты
 escape /ɪ'skeɪp/ (U v) эд. избегать
 exercise bike /ˌeksəsaɪz baɪk/ (C n) велотренажер
 experiment /ɪk'sperɪmənt/ (C n) эксперимент
 feature /ˈfi:tʃə/ (C n) особенность
 float /fləʊt/ (v) эд. плавать по воздуху
 football pitch /ˈfʊtbɔ:l pɪtʃ/ (C n) футбольное поле
 garage /ˈɡærɪdʒ, -ɑ:ʒ/ (C n) гараж
 giant /ˈdʒaɪənt/ (adj) огромный
 gravity /ˈɡrævəti/ (U n) сила тяготения
 hall /hɔ:l/ (C n) холл, прихожая
 household chore /ˈhaʊshəʊld ˈtʃɔ:/ (C n) повседневная работа по дому
 inhabitant /ɪn'hæbɪtənt/ (C n) житель
 lack /læk/ (U n) недостаток
 maybe /ˈmeɪbi/ (adv) возможно, вероятно
 muscle /ˈmʌsəl/ (C n) мышца
 orbit /ˈɔ:bɪt/ (v) орбита
 porch /pɔ:tʃ/ (C n) подъезд
 press against (phr v) давить, надавливать
 repair /rɪˈpeə/ (v) ремонтировать, чинить
 resident /ˈrezɪdənt/ (C n) житель
 rise /raɪz/ (v) всходить (о солнце)
 rowing machine /ˈrəʊɪŋ məʃi:n/ (C n) гребной тренажер
 set /set/ (v) заходить (о солнце)
 sofa /ˈsəʊfə/ (C n) диван
 space /speɪs/ (U n) космос
 space station /speɪs steɪʃən/ (C n) космическая станция
 spare room /speə 'ru:m, 'rʊm/ (C n) свободная комната
 stare /steə/ (v) пристально смотреть, уставиться
 strap /streɪp/ (v) прикреплять, привязывать
 study /ˈstʌdi/ (C n) кабинет
 suburb /ˈsʌbə:zb/ (C n) пригород
 tray /treɪ/ (C n) лоток
 truly /tru:li/ (adv) на самом деле
 vacuum cleaner /ˈvækjuəm ˌkli:nə, ˈvækjum/ (C n) пылесос
 vacuum hose /ˈvækjuəm haʊz, ˈvækjum/ (C n) вакуумный шланг
 village /ˈvɪlɪdʒ/ (C n) деревня
 washing-up /ˈwɒʃɪŋ ˈʌp/ (U n) мойка посуды
 weird /wɪəd/ (adj) странный, причудливый
 work out (phr v) упражняться, тренироваться
 zero gravity /ˌziərəʊ ˈɡrævəti/ (U n) невесомость

Vocabulary: household chores

do the ironing (phr) гладить белье
do the washing (phr) стирать одежду
do the washing-up (phr) мыть тарелки
dust the furniture (phr) протирать мебель
instruction /ɪn'strʌkʃən/ (C n) инструкция
journalist /dʒɜːnəlɪst/ (C n) журналист
keep a room tidy (phr) поддерживать чистоту в комнате
leaflet /'liːflɪt/ (C n) листовка, буклет
make the beds (phr) заправлять кровать
swap /swɒp/ (v) меняться
sweep the floor (phr) подметать пол

2b

annoyance /ə'noɪəns/ (U n) раздражение
apologise /ə'pɒlədʒaɪz/ (v) извиняться
drive sb crazy (phr) доводить до безумия
fault /fɔːlt/ (S n) вина
get off the phone (phr) прекратить разговаривать по телефону
get on sb's nerves (phr) действовать кому-либо на нервы
have a point (phr) говорить по сути
Have had enough (phr) С меня хватит
make it up to sb (phr) мириться с кем-либо
manager /'mænɪdʒə/ (C n) менеджер
matter /'mætə/ (C n) дело
mess /mes/ (S n) беспорядок, грязь
part-time /'pɑːt 'taɪm/ (adv) неполный (рабочий) день
pocket money /'pɒkɪt 'mʌni/ (U n) карманные деньги
reproach /rɪ'prəʊtʃ/ (v) упрекать
slave /sleɪv/ (C n) раб
state /steɪt/ (C n) состояние
switch off (phr v) выключать
treat /triːt/ (v) относиться к

2c

admit /əd'mɪt/ (v) принимать, допускать
artist /'ɑːtɪst/ (C n) художник
avoid /ə'vɔɪd/ (v) избегать
bedbug /'bedbʌg/ (C n) клоп
below /bɪ'ləʊ/ (adv) *зд.* менее чем
borrow /'bɒrəʊ/ (v) одалживать
break /breɪk/ (C 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
cockroach /'kɒkrəʊtʃ/ (C n) таракан
complain /kəm'pleɪn/ (v) жаловаться
cool /kuːl/ (adj) прохладный
cross /krɒs/ (v) переходить, пересекать
deliver /dɪ'lɪvə/ (v) доставлять
deny /dɪ'naɪ/ (v) запрещать
disease /dɪ'ziːz/ (C n) болезнь
dust mite /'dʌst maɪt/ (C n) пылевой клещ
expect /ɪk'spekt/ (v) ожидать

fall asleep (phr) уснуть
feed on (phr v) питаться
get on (phr v) ладить (с кем-либо)
get rid of (phr v) избавляться от (чего-либо)
go on (phr v) продолжать
gross /grəʊs/ (adj) омерзительный, отвратительный
insect /ɪnsekt/ (C n) насекомое
it's not worth (phr) это не стоит того
keep one's word (phr) сдерживать слово
keep up (phr v) продолжать
lay /leɪ/ (v) нести (о яйцах)
look forward to (phr v) ждать чего-либо с нетерпением
member /'membə/ (C n) член
mind /maɪnd/ (v) *зд.* все равно
nasty /'nɑːsti/ (adj) опасный, неприятный
pest /pest/ (C n) вредитель, паразит
portrait /'pɔːtreɪt/ (C n) портрет
shower /'ʃaʊə/ (C n) душ
skin /skɪn/ (U n) кожа
sleep tight (phr) крепко спать
solve /sɒlv/ (v) решать
temperature /'temprətʃə/ (C n) температура
vacuum /'vækjuəm, -kjʊm/ (v) пылесосить

2d

arrogant /'ærəɡənt/ (adj) высокомерный, надменный
attractive /ə'træktɪv/ (adj) привлекательный
babysit /'beɪbɪst/ (v) присматривать за детьми
baker's /'beɪkəz/ (C n) пекарня
balcony /'bælkəni/ (C n) балкон
bank /bæŋk/ (C n) банк
busy /'bɪzi/ (adj) оживленный
café /'kæfeɪ/ (C n) кафе
caring /'keərɪŋ/ (adj) заботливый
chemist's /'kemɪsts/ (C n) аптека
corner shop /'kɔːnə 'ʃɒp/ (C n) мелкий магазин
curtain /'kɜːtɪn/ (C n) штора
dig /dɪɡ/ (v) копать
drop /drɒp/ (v) ронять
easily annoyed /ɪ'zɪəli ə'noɪd/ (adj) легко раздражимый
errand /'erənd/ (C n) поручение, задание
feed /fiːd/ (v) кормить
forgetful /fə'getfəl/ (adj) забывчивый
grocer's /'grəʊsəz/ (C n) бакалея
helpful /'helpfəl/ (adj) услужливый
in return (phr) взамен чего-либо
industrial /ɪn'dʌstriəl/ (adj) промышленный
isolated /aɪ'səleɪtɪd/ (adj) изолированный
keep /kiːp/ (v) продолжать
kid /kɪd/ (C n) ребенок
litter /'lɪtə/ (U 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/ (C n) сосед

neighbourhood /ˈneɪbəhʊd/ (C n) округа
 newsagent's /ˈnjuːzˌeɪdʒənts/ (C n) газетный киоск
 nosy /ˈnəʊzi/ (adj) любопытный
 peep /piːp/ (v) подглядывать
 pleasure /ˈpleʒə/ (C n) удовольствие
 pretty /ˈprɪti/ (adj) хорошенький
 rude /ruːd/ (adj) грубый
 selfish /ˈselfɪʃ/ (adj) эгоистичный
 silly /ˈsɪli/ (adj) глупый
 sociable /ˈsəʊʃəbəl/ (adj) общительный
 spacious /ˈspeɪʃəs/ (adj) просторный
 talkative /ˈtɔːkətɪv/ (adj) разговорчивый
 traditional /ˌtrædɪʃənəl/ (adj) традиционный
 tree-lined /ˈtriː laɪnd/ (adj) усаженный деревьями
 ugly /ʌgli/ (adj) некрасивый, уродливый
 water /ˈwɔːtə/ (v) поливать
 wedding anniversary /ˈwedɪŋ ænɪˌvɜːsəri/ (C n) годовщина
 свадьбы
 wide /waɪd/ (adj) широкий
 wonder /ˈwʌndə/ (v) интересоваться

2e

accept /əkˈsept/ (v) принимать
 appreciate /əˈpriːʃieɪt/ (v) быть благодарным
 arrangement /əˈreɪnmənt/ (C n) договоренность
 cheer sb up (phr v) подбадривать кого-либо
 congratulations /ˌkɒŋgrætʃəˈleɪʃnz/ (Pl n) поздравления
 consist of (phr v) состоять из
 cosy /ˈkəʊzi/ (adj) уютный
 daily routine /ˈdeɪli ruːtiːn/ (C n) ежедневные дела
 games arcade /ˈɡeɪms ɑːkeɪd/ (C n) игровой зал
 hang out (phr v) проводить время
 hospitality /ˌhɒspɪˈtæləti/ (U n) гостеприимство
 input /ˈɪnpʊt/ (U n) полученная информация
 invitation /ˌɪnvɪˈteɪʃən/ (C n) приглашение
 journey /ˈdʒɜːni/ (C n) путешествие
 pen friend /ˈpen frend/ (C n) друг по переписке
 permission /pəˈmɪʃən/ (U n) разрешение, позволение
 pinball /ˈpɪnbɔːl/ (U n) пинбол
 refuse /rɪˈfjuːz/ (v) отказываться
 relative /ˈrelatɪv/ (C n) родственник
 remark /rɪˈmɑːk/ (C n) комментарий
 upstairs /ˌʌpˈsteəz/ (adv) наверху

2f

address /əˈdres/ (C n) адрес
 alteration /ˌɔːltəˈreɪʃən/ (C n) изменение
 announcement /əˈnaʊnsmənt/ (C n) объявление
 be sick and tired (phr) устать от чего-либо
 brush /brʌʃ/ (v) чистить щеткой
 Cabinet /ˈkæbɪnət/ (C n) Кабинет министров
 civil servant /ˈsɪvəl ˈsɜːvənt/ (C n) государственный
 служащий
 clean /kliːn/ (v) чистить
 cleaning /ˈkliːnɪŋ/ (U n) чистка
 colleague /ˈkɒliːg/ (C n) коллега
 cupboard /ˈkʌbəd/ (C n) шкаф для посуды
 décor /ˈdeɪkɔː/ (U n) декор

elegant /ˈelɪɡənt/ (adj) стильный, элегантный
 elf /elf/ (C n) эльф
 fine /faɪn/ (adj) отличный
 furnished /ˈfʊrnɪʃt/ (adj) меблированный
 gentle /ˈdʒentl/ (adj) добрый, мягкий
 gentleness /ˈdʒentlnəs/ (U n) доброта, мягкость
 gift /ɡɪft/ (C n) подарок
 government minister /ˌɡʌvənmənt ˈmɪnɪstə, ˌɡʌvənmənt/ (C n)
 министр
 grand /ɡrænd/ (adj) впечатляющий, внушительный
 grave /ɡreɪv/ (adj) серьезный
 gravity /ˈɡrævəti/ (U n) гравитация
 guest /ɡest/ (C n) гость
 interview /ˈɪntəvjʊz/ (C n) интервью
 move in (phr v) переехать
 official function /əˈfɪʃəl ˈfʌŋkʃən/ (C n) официальный
 прием
 ordinary /ˈɔːdnəri/ (adj) обычный
 originally /əˈrɪdʒɪnəli/ (adv) изначально
 past /paːst/ (adj) предыдущий, прошлый
 prime minister /ˈpraɪm ˈmɪnɪstə/ (C n) премьер-министр,
 глава правительства
 receive /rɪˈsiːv/ (v) принимать
 recognise /ˈrekəɡnaɪz/ (v) узнавать
 sane /seɪn/ (adj) здравый
 sanity /ˈsænəti/ (U n) здравый ум
 security /sɪˈkjʊərəti/ (U n) безопасность
 state dinner /steɪt ˈdɪnə/ (C n) официальный обед
 sweep /swiːp/ (v) подметать
 terraced house /ˌterəst ˈhaʊs/ (C n) дом ленточной
 застройки
 urgency /ˈɜːdʒənsi/ (U n) срочность
 urgent /ˈɜːdʒənt/ (adj) срочный
 wardrobe /ˈwɔːdrəʊb/ (C n) гардероб
 wash /wɒʃ/ (v) мыть
 washing /ˈwɒʃɪŋ/ (U n) стирка

Going Green 2

at risk (phr) в опасности
 become extinct (phr) вымирать (о животных или
 растениях)
 charity /ˈtʃærəti/ (C n) благотворительность
 chemical /ˈkemɪkəl/ (C n) химическое вещество
 damage /ˈdæmɪdʒ/ (U n) повреждение
 deforestation /ˌdiːfɒrəˈsteɪʃən/ (U n) вырубка леса
 destroy /dɪˈstrɔɪ/ (v) уничтожать
 feather /ˈfeðə/ (C n) перо
 fin /fɪn/ (C n) плавник
 grain /ɡreɪn/ (C n) з.д. песчинка
 habitat /ˈhæbɪtæt/ (C n) место обитания
 harm /hɑːm/ (v) наносить вред
 hedgerow /ˈhedʒrəʊ/ (C n) живая изгородь
 homeless /ˈhəʊmləs/ (adj) бездомный
 litter /ˈlɪtə/ (U n) мусор
 local council /ˌləʊkəl ˈkaʊnsəl/ (C n) местная власть
 pick up (phr v) подбирать
 playground /ˈpleɪɡraʊnd/ (C n) игровая площадка
 poisonous /ˈpɔɪzənəs/ (adj) ядовитый
 pollution /pəˈluːʃən/ (U n) загрязнение

pond /pɒnd/ (C n) пруд
 remain unspoiled (phr) оставаться неиспорченным
 solution /sə'lu:ʃən/ (C n) решение
 species /spi:ʃi:z/ (C n) вид
 survive /sə'vaɪv/ (v) выживать
 threaten /θreɪn/ (v) угрожать
 tiny /taɪni/ (adj) крошечный
 wildlife /waɪldlaɪf/ (U n) дикая природа
 wing /wɪŋ/ (C n) крыло
 woodland /wʊdlənd/ (C n) лес

MODULE 3

3a

across /ə'krɒs/ (prep) в ширину
 ancient /eɪnʃənt/ (adj) древний
 ape /eɪp/ (C n) (человекообразная) обезьяна, примат
 approach /ə'prəʊtʃ/ (v) приближаться
 blunt /blʌnt/ (adj) тупой (*о предметах*)
 bottom /'bɒtəm/ (C n) дно (*моря, океана*)
 couple /'kʌpl/ (C n) пара (*муж и жена, мужчина и женщина*)
 create /kri'eɪt/ (v) создавать
 creature /'kri:tʃə/ (C n) существо
 disgusting /dɪs'gʌstɪŋ/ (adj) отвратительный
 dive /daɪv/ (v) нырять в воду
 doubt /daʊt/ (C n) сомнение
 dragon /'dræɡən/ (C n) дракон
 exactly /ɪg'zæktli/ (adv) точно
 exist /ɪg'zɪst/ (v) существовать
 extinct /ɪk'stɪŋkt/ (adj) вымерший
 fact /fækt/ (U n) факт, действительность
 famous /'feɪməs/ (adj) известный
 fiction /'fɪkʃən/ (U n) выдумка
 folklore /'fəʊklɔ:/ (U n) фольклор
 footprint /'fʊtprɪnt/ (C n) отпечаток ноги (*лапы*)
 force /fɔ:ɪs/ (U n) сила
 fossil /'fɒsəl/ (C n) ископаемое, окаменелость
 giant /dʒaɪənt/ (adj) огромный, гигантский
 giant /dʒaɪənt/ (C n) гигант
 hairy /'heəri/ (adj) волосатый
 hook /hʊk/ (C n) крюк
 horrifying /'hɒrəfaɪ-ɪŋ/ (adj) ужасный, страшный
 humped /'hʌmp/ (adj) горбатый
 in search of (phr) в поиске (*кого-либо /чего-либо*)
 investigator /ɪn'vestɪɡeɪtə/ (C n) исследователь
 legend /'ledʒənd/ (C n) легенда
 monster /'mɒnstə/ (C n) монстр, чудовище
 mysterious /mɪ'stəriəs/ (adj) таинственный, загадочный
 mythical /mɪθɪkəl/ (adj) мифический
 neck /nek/ (C n) шея
 off the coast (phr) недалеко от берега
 probably /'prɒbəbli/ (adv) возможно
 recorded /rɪ'kɔ:dɪd/ (adj) зб. зафиксированный
 remain /rɪ'meɪn/ (v) оставаться
 report /rɪ'pɔ:t/ (v) сообщать, докладывать
 roll /rɔ:l/ (v) катиться
 sharp /ʃɑ:p/ (adj) острый
 shocking /'ʃɒkɪŋ/ (adj) шокирующий

sighting /saɪtɪŋ/ (C n) наблюдение
 similar /sɪmələ/ (adj) похожий
 skeleton /'skelətən/ (C n) скелет
 snake-like /sneɪk laɪk/ (adj) змееподобный
 species /spi:ʃi:z/ (C n) виды (*растений, животных*)
 squid /skwɪd/ (C n) кальмар
 strange /streɪndʒ/ (adj) странный, необычный
 tail /teɪl/ (C n) хвост
 tentacle /'tentəkl/ (C n) щупальце
 unfortunately /ʌn'fɔ:tʃənətli/ (adv) к сожалению
 unicorn /'ju:nɪkɔ:n/ (C n) единорог
 various /'veəriəs/ (adj) различный
 violent /'vaɪələnt/ (adj) сильный, мощный
 whirlpool /'wɜ:lpu:l/ (C n) водоворот
 witness /'wɪtnəs/ (C n) свидетель, очевидец

Vocabulary: ways to look

briefly /brɪ'fli/ (adv) кратко
 catch a glimpse of (phr) увидеть мельком
 glance /glɑ:ns/ (v) бросить быстрый взгляд
 glare /gleɪ/ (v) пристально смотреть (*часто со злостью*)
 impress /ɪm'pres/ (v) впечатлять
 notice /'nɒtɪs/ (v) замечать
 spot /spɒt/ (v) замечать
 stare /steə/ (v) уставиться, пристально смотреть (*часто с удивлением*)

3b

anxious /æŋkʃəs/ (adj) беспокоящийся
 appearance /ə'piərəns/ (U n) внешность
 chase /tʃeɪs/ (v) преследовать
 confident /kən'fɪdənt/ (adj) уверенный в себе
 confused /kən'fju:zd/ (adj) озадаченный
 deal with (phr v) справляться с чем-либо
 doubt /daʊt/ (v) сомневаться
 fail /feɪl/ (v) претерпевать неудачу, завалить (*экзамен*)
 get out of the wrong side of the bed (phr) встать «не с той ноги»
 horrible /'hɒrəbəl/ (adj) жуткий, страшный
 lose one's way (phr) зб. запутаться, потеряться
 mind /maɪnd/ (C n) разум
 miss /mɪs/ (v) упускать, терять возможность
 nightmare /'naɪtmɛə/ (C n) кошмар
 opportunity /ˌɒpə'tju:nəti/ (C n) возможность
 over and over (phr) много раз подряд, снова и снова
 pound /paʊnd/ (v) колотиться (*о сердце*)
 relief /rɪ'li:f/ (U n) облегчение
 shake like a leaf (phr) дрожать (*от страха*)
 situation /sɪ'tʃu:ʃən/ (C n) ситуация
 speculate /spekju'leɪt/ (v) размышлять
 stressed out /strest 'aʊt/ (adj) нервный, напряженный
 subconscious /sʌb'kɒŋʃəs/ (adj) подсознательный
 surely /'ʃʊ:li/ (adv) несомненно, конечно
 under stress (phr) находиться в напряженном состоянии, в стрессе
 unpleasant /ʌn'plezənt/ (adj) неприятный
 unprepared /ʌnprɪ'peəd/ (adj) неподготовленный

3c

actually /æktʃʊəli, -tʃəli/ (adv) на самом деле
 ankle /æŋkəl/ (C n) колено
 break down (phr v) ломаться (об устройствах)
 coincidence /kəʊ'insɪdəns/ (C n) совпадение
 come along (phr v) прибывать
 company /kəm'pəni/ (C n) компания (фирма)
 drawer /draʊ/ (C n) ящик (тумбочки)
 earring /'ɛəriŋ/ (C n) серьга
 equivalent /'i:kwɪvələnt/ (C n) эквивалент
 expect /'ɪkspekt/ (v) ожидать
 item /aɪtəm/ (C n) предмет
 make fun of (phr v) смеяться (над кем-либо), высмеивать
 mud /mʌd/ (U n) грязь
 promotion /prə'məʊʃən/ (C n) продвижение (по службе)
 pull out (phr v) вынимать, вытаскивать
 receive /rɪ'si:v/ (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/ (C n) галстук
 twist /twɪst/ (v) подвернуть (ногу)

3d

complicated /'kɒmplɪkətɪd/ (adj) сложный для понимания
 elderly /'eldəli/ (adj) пожилой
 image /'ɪmɪdʒ/ (C n) картина, изображение
 individual /ˌɪndɪˈvɪdʒuəl/ (adj) индивидуальный
 optical illusion /'ɒptɪkəl ɪˈlu:ʒən/ (C n) оптическая иллюзия
 play tricks on (phr) обманывать, дурачить
 process /'prəʊses/ (C n) процесс
 series /'sɪəri:z/ (C n) ряд, последовательность
 take in (phr v) принимать, пропускать
 train track /treɪn træk/ (C n) железнодорожный путь

Vocabulary: The mind

assumption /ə'sʌmpʃən/ (C n) предположение
 background /'bækgraʊnd/ (C n) задний план
 brain /breɪn/ (C n) мозг
 canvas /'kænvəs/ (U n) холст
 cart /kɑ:t/ (C n) повозка, телега
 collect /kə'lekt/ (v) собирать
 demonstration /ˌdemən'streɪʃən/ (C n) показ, демонстрация
 exhibition /ˌeksɪ'bɪʃən/ (C n) выставка
 fantasy /'fæntəsi/ (U n) фантазия
 field worker /'fi:ld, wɜ:kə/ (C n) полевой рабочий
 foreground /'fɔ:graʊnd/ (C n) передний план
 illusion /ɪˈlu:ʒən/ (C n) иллюзия, обман зрения
 imagination /ˌɪmædʒɪˈneɪʃən/ (U n) воображение

location /ləʊ'keɪʃən/ (C n) местоположение
 lose touch with reality (phr) утратить представление о действительности, жить в мире грез
 maid /meɪd/ (C n) служанка
 mind /maɪnd/ (C n) соображать
 oil /ɔɪl/ (U n) масляная краска (масло)
 original /ə'rɪdʒənəl/ (C n) подлинник, оригинал
 portrait /'pɔ:trət/ (C n) портрет
 realistic /rɪə'lɪstɪk/ (adj) реалистичный
 reflection /rɪ'flekʃən/ (C n) отражение
 scene /si:n/ (C n) сцена, пейзаж
 shade /ʃeɪd/ (C n) оттенок
 shadow /'ʃædəʊ/ (C n) тень
 take up (phr v) зд. занимать (место)
 test /test/ (C n) проверка, тест

3e

bill /bɪl/ (C n) счет
 chat /tʃæt/ (v) беседовать, болтать
 climax event /klaɪmæks ɪvent/ (C n) кульминация
 contrasting /kən'traʊstɪŋ/ (adj) контрастирующий
 develop /dɪ'veləp/ (v) 1. развивать; 2. проявлять (фото пленку)
 fiercely /'fiəsli/ (adj) грубо
 gasp /gɑ:sp/ (v) задышаться
 horror /'hɒrə/ (U n) ужас
 imaginary /ɪ'mædʒənəri/ (adj) воображаемый, выдуманный
 include /ɪn'klud/ (v) включать в себя
 inn /ɪn/ (C n) маленькая гостиница
 it gets dark (phr) темнеет
 lounge /laʊndʒ/ (C n) комната отдыха
 old-fashioned /'əʊld 'fæʃənd/ (adj) старый, устаревший
 passer-by /'pɑ:sə 'baɪ/ (C n) прохожий
 police station /pə'li:s steɪʃən/ (C n) полицейский участок
 ruined /ru:nd/ (adj) разрушенный
 sequence /'si:kwəns/ (C n) порядок
 set the scene (phr) зд. описывать место действия
 simplistic /sɪm'plɪstɪk/ (adj) упрощенческий
 stay the night (phr) остаться на ночь в каком-либо месте
 tale /teɪl/ (C n) рассказ
 troubled /'trʌbld/ (adj) обеспокоенный
 variety /və'reɪəti/ (C n) разнообразие, многообразие

3f

alike /ə'laɪk/ (adj) одинаковый, похожий
 archaeologist /ˌɑ:kɪ'ɒlədʒɪst/ (C n) археолог
 cellar /'selə/ (C n) подвал
 classic /'klæsɪk/ (adj) классический
 helmet /'helɪt/ (C n) шлем
 investigator /ɪn'vestɪgeɪtə/ (C n) исследователь
 plumber /'plʌmə/ (C n) водопроводчик
 same /seɪm/ (adj) такой же, одинаковый
 scene /si:n/ (C n) сцена, пейзаж
 sight /saɪt/ (C n) зрение, видимость
 sighting /'saɪtɪŋ/ (C n) наблюдение
 similar /sɪmələ/ (adj) похожий

soldier /səʊldʒə/ (C n) солдат
 spectator /spek'tetə/ (C n) зритель
 spine-chilling /spain /tʃɪlɪŋ/ (adj) ужасающий
 sword /sɔ:ɪd/ (C n) меч
 well-preserved /wel prɪ'zɜ:vɪd/ (adj) хорошо сохранившийся
 witness /wɪtnəs/ (C n) очевидец, свидетель

Culture Corner 3

bang /bæŋ/ (C n) очень громкий звук
 bend /bend/ (C n) изгиб
 castle /kɑ:sl/ (C n) замок
 consider /kən'sɪdə/ (v) полагать, считать
 corridor /kərɪdɔ:/ (C n) коридор
 date back to (phr) относиться к (веку, году, т. п.)
 dungeon /dʌndʒən/ (C n) подземелье
 go bump in the night (phr) наткнуться на что-либо
 haunted /həʊntɪd/ (adj) посещаемый призраками
 hunt /hʌnt/ (v) преследовать
 leave sb with a broken heart (phr) разбить кому-либо сердце
 lurk /lɜ:k/ (v) прятаться
 medieval /medɪ'vɪəl/ (adj) средневековый
 passage /pæsɪdʒ/ (C n) проход, коридор
 prison /prɪzən/ (C n) тюрьма
 rustling /'rʌslɪŋ/ (adj) шуршащий
 show up (phr v) появляться
 torture chamber /tɔ:tʃə 'tʃeɪmbə/ (C n) комната пыток
 turn /tɜ:n/ (C n) поворот
 view /vju:/ (v) видеть
 wander /wɒndə/ (v) бродить

Across the Curriculum 3

angle /æŋɡəl/ (C n) угол
 break sth down (phr v) разделять что-либо
 cube /kju:b/ (C n) куб
 cylinder /sɪlɪndə/ (C n) цилиндр (геометрическая фигура)
 dull /dʌl/ (adj) зд. тусклый
 element /eləmənt/ (C n) доля
 impact /ɪmpækt/ (C n) влияние
 layer /leɪə/ (C n) слой
 rectangle /rektæŋɡəl/ (C n) прямоугольник
 represent /ˌreprɪ'zent/ (v) символизировать
 shape /ʃeɪp/ (C n) форма
 smooth /smu:ð/ (adj) гладкий
 square /skweə/ (C n) квадрат
 triangle /traɪæŋɡəl/ (C n) треугольник
 viewpoint /'vju:pɔɪnt/ (C n) зд. угол зрения

MODULE 4

4a

ability /ə'bɪləti/ (C n) способность
 and so on (phr) и так далее
 artificial /ˌɑ:tɪfɪəl/ (adj) искусственный
 assistant /ə'sɪstənt/ (C n) помощник, ассистент

brain /breɪn/ (C n) мозг
 cater for (phr) удовлетворять (требования)
 companion /kəm'pænjən/ (C n) друг
 conflict /kɒnflɪkt/ (U n) конфликт, ссора
 consciousness /kɒnʃənsəs/ (U n) сознание, разум
 copy /kɒpi/ (v) копировать, имитировать
 creativity /kri:etɪvəti/ (U n) творчество
 decision /dɪ'sɪʒən/ (C n) решение
 divided /dɪ'vaɪdɪd/ (adj) зд. разделяющийся (о мнении)
 emotional response /ɪ'məʊʃənəl rɪ'spɒns/ (C n) эмоциональная реакция
 except for (phr) кроме
 existence /ɪɡ'zɪstəns/ (U n) существование
 expert /ekspɜ:t/ (C n) эксперт, профессионал
 figurative speech (phr) образная речь
 function /fʌŋkʃən/ (C n) функция
 gesture /dʒestʃəl/ (C n) жест
 harm /hɑ:ɪm/ (U n) вред
 helper /helpe/ (C n) помощник
 in theory (phr) теоретически
 inaction /ɪn'ækʃən/ (U n) бездействие
 injure /ɪndʒə/ (v) ранить, причинять вред
 intelligence /ɪntelɪdʒəns/ (U n) интеллект, рассудок
 invention /ɪn'venʃən/ (C n) изобретение
 ironing /aɪənɪŋ/ (U n) глажение (одежды)
 knowledge /nɒldʒ/ (U n) зд. понимание
 mobility /məʊ'bɪləti/ (U n) мобильность
 mow the lawn (phr) косить лужайку
 nuclear power /nju:kliə 'paʊə/ (U n) атомная энергия
 obey /əʊbeɪ, ə-/ (v) подчиняться
 obstacle /'ɒbstəkl/ (C n) помеха, преграда
 perform /pə'fɔ:m/ (v) выполнять
 power of reasoning (phr) способность к умозаключениям
 promise /prəmɪs/ (v) обещать
 protect /prə'tekt/ (v) защищать
 protection /prə'tekʃən/ (n) защита
 reality /rɪ'æləti/ (U n) реальность
 reasoning /rɪ'zənɪŋ/ (C n) умозаключение
 roboticist /rəʊ'bɒtɪsɪst/ (C n) инженер, создающий роботов
 rocket /rɒkɪt/ (C n) ракета
 science fiction /saɪəns 'fɪkʃən/ (U n) научная фантастика
 scientist /saɪəntɪst/ (C n) ученый
 simply /sɪmpli/ (adv) просто
 task /tɑ:sk/ (C n) задание
 vacuum /vækjuəm, -kjəm/ (v) пылесосить

Vocabulary: Technology

be divided (phr) зд. разделяться (о мнении)
 become a reality (phr) становиться реальным
 build /bɪld/ (v) строить
 cater for one's needs (phr) удовлетворять чьи-либо нужды
 clean /kli:n/ (v) чистить
 clear /klɪə/ (v) убирать
 common /kɒmən/ (adj) обычный
 discovery /dɪs'kʌvəri/ (C n) открытие
 functioning /fʌŋkʃənɪŋ/ (adj) функционирующий

gadget /'gædʒɪt/ (C n) прибор (обычно электронный)
 high-tech /'haɪ 'tek/ (adj) высокотехнологичный
 housework /'haʊswɜ:k/ (U n) работа по дому
 invention /ɪn'venʃən/ (C n) изобретение
 microwave /'maɪkrəweɪv/ (C n) микроволновая печь
 obstacle /'ɒbstəkl/ (C n) помеха, преграда
 obstruction /əb'strækʃən/ (C 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
 problem /'prɒbləm/ (C n) проблема
 reality /rɪ'æləti/ (U n) реальность
 trouble /'trʌbl/ (C n) проблема, неприятность

4b

Computer problems

anti-virus /æntɪ 'vaɪərəs/ (adj) антивирусный (о компьютерных программах)
 basics /'beɪsɪks/ (Pl n) основы
 by mistake (phr) по ошибке
 connect /kə'nekt/ (v) соединять, подсоединять
 crash /kræʃ/ (v) внезапно ломаться
 cursor /'kɜ:sə/ (C n) курсор
 delete /dɪ'li:t/ (v) удалять
 disc drive /'dɪsk draɪv/ (C n) дисковод
 document /'dɒkjumənt/ (C n) файловый документ (в компьютере)
 download /daʊn'ləʊd/ (v) загружать данные из Интернета
 frozen /'frəʊzən/ (adj) «зависший» (о компьютере)
 germ /dʒɜ:m/ (C n) микроб
 give sb a hand (phr) помогать кому-либо
 hardware /'haɪdweə/ (U n) эд. комплектующие (компьютера)
 Internet connection /ɪntənet kə'nekʃən/ (C n) связь с Интернетом
 Internet service provider (ISP) (phr) Интернет-провайдер
 laptop /'læptɒp/ (C n) ноутбук
 link /lɪŋk/ (C n) ссылка
 memory /'meməri/ (C n) эд. компьютерная память
 monitor /'mɒnɪtə/ (C n) монитор
 network /'netwɜ:k/ (C n) сеть
 pour /pɔ:/ (v) наливать
 reboot /ri:'bu:t/ (v) эд. перезагружать компьютер
 related to /rɪ'leɪtɪd tə, tu/ (adj) относящийся к чему-либо
 rely on (phr) полагаться на
 run a search (phr) эд. искать информацию в Интернете
 run out (phr v) кончаться
 save /seɪv/ (v) эд. сохранять информацию на компьютере
 scan /skæn/ (C n) эд. проверять компьютер на наличие вирусов
 scanner /'skænə/ (C n) сканер
 screen /skri:n/ (C n) экран
 software /'sɒftweə/ (U n) программное обеспечение для компьютера

sort out (phr v) решить (проблему)
 spill /spɪl/ (v) проливать
 stick /stɪk/ (v) эд. замирать, зависать (о курсоре мыши)
 store /stɔ:/ (v) хранить
 take up (phr v) занимать (время)
 transfer /træns'fɜ:/ (v) = эд. передавать (информацию)
 virus /'vaɪərəs/ (C n) эд. компьютерный вирус
 web site /'web saɪt/ (C n) Интернет-сайт
 wipe /waɪp/ (v) чистить

4c

bowling /'bəʊlɪŋ/ (U n) боулинг
 broke /brəʊk/ (adj) обанкротившийся, без денег
 enter /'entə/ (v) принимать участие (в конкурсе)
 exhibition /ˌeksɪ'bɪʃən/ (C n) выставка
 inventor /ɪn'ventə/ (C n) изобретатель
 lend /lend/ (v) одалживать (кому-либо что-либо)
 orchestra /'ɔ:kɪstrə/ (C n) оркестр
 presentation /ˌprezən'teɪʃən/ (C n) презентация
 tired /taɪəd/ (adj) уставший

4d

absolutely /æbsə'lju:tli/ (adv) абсолютно
 academic /ˌækə'demɪk/ (C n) ученый
 access (to) /'ækses/ (U n) доступ
 alone /ə'ləʊn/ (adv) только
 average /'ævərɪdʒ/ (adj) типичный, средний
 awful /'ɔ:fəl/ (adj) ужасный
 bridge the divide (phr) уменьшать разницу
 broadband /'brɔ:dbænd/ (adj) эд. широкополосный (Интернет)
 browse /braʊz/ (v) просматривать Интернет-сайты
 busy /'bɪzi/ (adj) занятый
 calendar /'kæləndə/ (C n) календарь
 check /tʃek/ (v) проверять
 compare /kəm'peə/ (v) сравнивать
 competition /ˌkɒmpə'tɪʃən/ (C n) соревнование
 convenient /kən'veniənt/ (adj) удобный
 coordinate /kəʊ'ɔ:dnənt/ (v) согласовывать
 crossword /'krɒswɜ:d/ (C n) кроссворд
 deliver /dɪ'lɪvə/ (v) доставлять (что-либо куда-либо)
 display /dɪ'spleɪ/ (v) выставлять напоказ
 distant /'dɪstənt/ (adj) далекий, удаленный
 electronically /ˌelɪk'trɒnɪkli/ (adv) электронно, электронным способом
 email account /ɪ'meɪl ə'kaʊnt/ (C n) электронный почтовый адрес
 feature /'fi:tʃə/ (C n) статья, сенсационный материал
 global /'ɡləʊbəl/ (adj) глобальный
 government /'gʌvənmənt, 'gʌvənmənt/ (C n) правительство
 hobby /'hɒbi/ (C n) хобби
 horoscope /'hɒrəskəʊp/ (C n) гороскоп
 illustrate /ɪ'ləstreɪt/ (v) демонстрировать
 image /'ɪmɪdʒ/ (C n) фотография, картинка
 institution /ˌɪnstɪ'tju:ʃən/ (C n) большая организация
 look up (phr v) эд. искать что-либо
 military /'mɪlɪtəri/ (adj) военный

modem /məʊdəm, -dəm/ (C n) модем
 phone line /fəʊn laɪn/ (C n) телефонная линия,
 телефонное соединение
 population /pɒpjʊ'eɪʃən/ (C n) население
 product /prɒdʌkt/ (C n) товар, продукт
 receive /rɪ'si:v/ (V) получать
 regular /'regjələ/ (adj) обычный, регулярный
 research /rɪ'sɜ:tʃ/ (U n) исследование
 review /rɪ'vju:/ (C n) отзыв
 schedule /'ʃedju:l, -ʃke-/ (C n) расписание
 search engine /sɜ:tʃ, 'endʒɪn/ (C n) поисковая система (*В Интернете*)
 server /sɜ:və/ (C n) сервер
 service /sɜ:vɪs/ (C n) сервис, обслуживание
 site /saɪt/ (C n) зд. Интернет-сайт
 subscription /səb'skrɪpʃən/ (C n) подписка
 surf /sɜ:ʃ/ (V) проводить время (*В Интернете*)
 take over (phr v) брать под контроль, контролировать
 upgrade /ʌp'greɪd/ (V) улучшать
 website /'websaɪt/ (C n) Интернет-сайт
 wirelessly /waɪələsli/ (adv) без проводов
 worldwide /'wɜ:ldwaɪd/ (adv) глобально

4e

advance /əd'vɑ:ns/ (V) продвигаться
 antisocial /æntɪ'səʊəl/ (adj) недружелюбный
 break down (phr v) ломаться
 communication /kə,mju:ni'keɪʃən/ (C n) общение
 concentrate on (phr v) концентрироваться на чем-либо
 convenient /kən'vi:niənt/ (adj) удобный
 daily /deɪli/ (adv) ежедневно
 device /drɪ'vaɪs/ (C n) прибор
 digitally /dɪdʒɪtli-/ (adv) электронно
 distracted /dɪ'stræktɪd/ (adj) отвлеченный
 easy /i:zi/ (adj) легкий
 enjoyable /ɪn'dʒɔɪəbəl/ (adj) приятный, доставляющий
 удовольствие
 enrich /ɪn'ri:tʃ/ (V) обогащать
 entertain /entə'teɪn/ (V) развлекать
 face-to-face /feɪs tə 'feɪs/ (adv) лицом к лицу
 fast /fɑ:st/ (adj) быстрый
 for instance (phr) например
 gadget /gædʒɪt/ (C n) прибор
 games console /geɪmz ,kɒnsəʊl/ (C n) игровая приставка
 hooked on (phr) "подсесть" на что-либо
 instant messaging (phr) обмениваться мгновенными
 сообщениями через Интернет
 multi-task /ˌmʌlti 'tɑ:sk/ (V) делать несколько вещей
 одновременно
 online /ɒnlaɪn/ (adj) подключенный к Интернету
 rely (on) /rɪ'laɪ/ (V) рассчитывать, надеяться на что-либо
 research /rɪ'sɜ:tʃ/ (V) исследование
 resource /rɪ'zɔ:s, -sɔ:s/ (C n) ресурс
 skill /skɪl/ (C n) умение
 solve /sɒlv/ (V) решать
 typical /tɪpɪkəl/ (adj) типичный
 unreliable /ˌʌnrɪ'leɪəbəl/ (adj) ненадежный
 valuable /væljuəbəl, -jəbəl/ (adj) ценный
 waste /weɪst/ (V) тратить попусту

4f

access /ækses/ (V) иметь доступ
 affect /ə'fekt/ (V) влиять
 derive /drɪ'aɪv/ (V) происходить
 discover /dɪs'kʌvə/ (V) обнаруживать
 effect /ɪ'fekt/ (V) достигать
 electric /ɪ'lektɪk/ (adj) электрический
 electronic /ɪlek'trɒnɪk/ (adj) электронный
 engine /'endʒɪn/ (C n) мотор, двигатель
 experiment /ɪk'sperɪmənt/ (C n) эксперимент
 forever /fə'revə/ (adv) навсегда
 invent /ɪn'vent/ (V) изобретать
 machine /mə'ʃi:n/ (C n) аппарат, прибор
 offer /ɒfə/ (V) предлагать (*кому-либо что-либо*)
 suggest /sə'dʒest/ (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/ (C n) торговая марка, бренд
 category /kætəgəri/ (C n) категория
 challenge /tʃæləndʒ/ (C n) испытание
 judge /dʒʌdʒ/ (C n) судья
 level /'levəl/ (C n) зд. уровень сложности
 logo /ləʊgəʊ/ (C n) логотип
 satellite /sætəlaɪt/ (C n) спутник
 to the limit (phr) до предела
 via /vaɪə, 'vi:ə/ (prep) через
 viewer /'vju:ə/ (C n) телезритель

Going Green 4

affect /ə'fekt/ (V) влиять
 agreement /ə'ɡri:mənt/ (C n) соглашение
 at the moment (phr) в настоящий момент
 back up (phr v) поддерживать
 big deal (phr) важно
 burn /bɜ:n/ (V) гореть
 cadmium /kædmɪəm/ (U n) кадмий
 chemical /kɛmɪkəl/ (C n) химикат, химическое вещество
 chromium /krəʊmiəm/ (U n) хром
 component /kəm'pəʊnənt/ (C n) компонент
 conclude /kən'klud/ (V) подводить итог
 convince /kən'vɪns/ (V) убеждать
 currently /kʌrəntli/ (adv) в настоящий момент
 donate /dəʊ'neɪt/ (V) жертвовать
 drip /drɪp/ (V) капать
 dump /dʌmp/ (V) бросать
 emit /ɪ'mɪt/ (V) выделять
 encourage /ɪn'kʌrɪdʒ/ (V) поощрять
 eventually /ɪ'ventʃʊəli, -tʃəli/ (adv) в конце концов
 e-waste /ɪ: weɪst/ (U n) мусор, состоящий из
 электрических приборов
 export /ɪk'spɔ:t/ (V) экспортировать
 food chain /fu:d tʃeɪn/ (C n) пищевая цепь
 fume /fju:m/ (C n) дым, испарение
 goods /ɡʊdz/ (Pl n) товары

gradually /'grædʒuəli/ (adv) медленно
 harm /hɑ:m/ (v) причинять вред, боль
 heavy metal /'hevi 'metl/ (C n) тяжелый металл
 landfill /'lændfɪl/ (C n) закапывание мусора, мусорная свалка
 lead /led/ (U n) свинец
 leak /li:k/ (v) протекать
 little by little (phr) понемногу
 manufacturer /'mænjʊ'fæktʃərə/ (C n) производитель
 mercury /'mɜ:kjuri/ (U n) ртуть
 monitor /'mɒnɪtə/ (C n) монитор
 no doubt about it (phr) без сомнений
 old-fashioned /'əuld 'fæʃənd/ (adj) устаревший
 ooze /u:z/ (v) медленно течь
 outdated /'aʊt'detɪd/ (adj) устаревший
 pace /peɪs/ (U n) скорость
 persuade /pə'sweɪd/ (v) убеждать
 poisonous /'pɔɪzənəs/ (adj) ядовитый
 print cartridge /'prɪnt 'kɑ:trɪndʒ/ (C n) картридж для принтера
 recycle /'rɪ'saɪkl/ (v) перерабатывать отходы
 reduce /rɪ'dju:s/ (v) уменьшать
 refill /'rɪ:'fɪl/ (v) заправлять *(о картридже для принтера)*
 release /rɪ'li:s/ (v) выбрасывать *(вещества в атмосферу)*
 repair /rɪ'peə/ (v) чинить
 replace /rɪ'pleɪs/ (v) заменять
 reuse /rɪ:'ju:z/ (v) повторно использовать
 soil /sɔɪl/ (U n) почва
 tax /tæks/ (C n) налог
 toaster /'təʊstə/ (C n) тостер
 ton /tʌn/ (n) тонна
 toxic /'tɒksɪk/ (adj) ядовитый, токсичный
 toxic gas /'tɒksɪk 'ɡæs/ (C n) ядовитый газ
 treaty /'tri:ti/ (C n) соглашение

MODULE 5

5a

ability /ə'bɪləti/ (C n) возможность
 add value (to) (phr) увеличить стоимость
 animal behaviourist (phr) ветеринар-бихевиорист
(ветеринар, занимающийся лечением нарушений в поведении животных)
 art /ɑ:t/ (U n) искусство
 artist /'ɑ:tɪst/ (C n) художник, мастер
 artistic creativity (phr) художественное творчество
 auction /'ɔ:ʃən/ (C n) аукцион
 auction /'ɔ:ʃən/ (v) выставлять что-либо на аукцион
 auction house (phr) здание, где проходит аукцион
 award /ə'wɔ:d/ (C n) награда, приз
 breathing /'bri:ðɪŋ/ (U n) дыхание
 brush /brʌʃ/ (C n) кисть
 carve /kɑ:v/ (v) вырезать *(в камне или дереве)*
 childish /tʃaɪldɪʃ/ (adj) ребяческий, детский
 city council /sɪti 'kaʊnsəl/ (C n) городской совет
 collect /kə'lekt/ (v) получать, забирать

consider /kən'sɪdə/ (v) считать
 create /kri'eɪt/ (v) создавать
 creative /kri'eɪtɪv/ (adj) творческий
 creator /kri'eɪtə/ (C n) создатель
 desire /dɪ'zaɪə/ (C n) сильное желание
 drawing /'drɒm/ (C n) рисунок
 encourage /ɪn'kʌrɪdʒ/ (v) побуждать
 exclude /ɪk'sklud/ (v) исключать
 exhibition /'eksɪbɪʃən/ (C n) выставка
 eyelash /'aɪləʃ/ (C n) ресница
 fan /fæn/ (C n) фанат
 fetch /fetʃ/ (v) вырывать *(о деньгах)*, зарабатывать
 graffiti /græ'fi:ti/ (U n) граффити, настенный рисунок
 grain /greɪn/ (C n) зерно
 guest /gest/ (C n) гость
 heartbeat /'hɑ:tbɪt/ (C n) сердцебиение
 hold /həʊld/ (v) проводить *(мероприятие)*
 host /həʊst/ (v) вести теле-, радиопрограмму
 huge /hju:dʒ/ (adj) огромный
 human /'hju:mən/ (adj) человеческий
 identity /aɪ'dentəti/ (C n) ид. имя
 impress /ɪm'pres/ (v) впечатлять
 include /ɪn'klud/ (v) включать
 irresponsible /'ɪrəs'pɒnsəbəl/ (adj) безответственный
 learning difficulties (Pl n) необучаемость
 material(s) /mə'tɪəriəl/ (U n/Pl n) материал(ы)
 miniature sculpture (phr) миниатюрная скульптура
 needle /'ni:dl/ (C n) игла
 opponent /ə'pəʊnənt/ (C n) оппонент, противник
 own /əʊn/ (v) владеть
 owner /'əʊnə/ (C n) владелец
 painting /'peɪntɪŋ/ (C n) картина
 patiently /'peɪʃəntli/ (adv) терпеливо
 pinhead /'pɪnhed/ (C n) головка булавки
 popular /'pɒpjələ/ (adj) популярный
 private property (phr) частная собственность
 produce /prə'dju:s/ (v) производить, изготавливать
 remain anonymous (phr) оставаться неизвестным
 remove /rɪ'mu:v/ (v) забирать
 significant /sɪg'nɪfɪkənt/ (adj) важный
 stay perfectly still (phr) замирать
 success /sək'ses/ (U n) успех
 take a look (at) (phr) посмотреть
 the public /ðə 'pʌblɪk/ (S n) публика
 tiny /taɪni/ (adj) крошечный
 toothpick /tu:θpɪk/ (C n) зубочистка
 turn up (phr v) появляться
 ugly /ʌgli/ (adj) безобразный, уродливый
 unbelievable /'ʌnbɪ'lɪvəbəl/ (adj) невероятный
 valuable /'væljuəbəl, -jəbəl/ (adj) ценный
 valueless /'vælju:ləs/ (adj) ничего не стоящий
 vandalism /'vændəlɪzəm/ (U n) вандализм
 view /vju:/ (v) смотреть
 warehouse /'weəhaʊs/ (C n) склад
 well-known /wel 'nəʊn/ (adj) известный

Vocabulary: Types of art

architect /'ɑ:kɪtekt/ (C n) архитектор
 benefit /'benəfɪt/ (v) помогать, приносить пользу

chisel /tʃɪzəl/ (C n) стамеска, долото
 clay /kleɪ/ (U n) глина
 colour in (phr v) раскрашивать
 costume /kɒstjʊm/ (C n) костюм
 crayon /kreɪən, -ɒn/ (C n) пастель
 design /dɪ'zaɪn/ (v) создавать дизайн
 drawing /drɔːɪŋ/ (U n) рисование
 easel /iːzəl/ (C n) мольберт
 kiln /kɪln/ (C n) печь для обжига и сушки глиняных изделий
 landscape /lændskeɪp/ (C n) ландшафт
 local /ləʊkəl/ (adj) местный
 model making /mɒdl meɪkɪŋ/ (U n) построение модели, моделирование
 oil paint (C n) масляная краска
 outline /aʊtaɪn/ (C n) набросок, эскиз
 paint /peɪnt/ (v) рисовать краской
 paintbrush /peɪntbrʃ/ (C n) кисть
 painting /peɪntɪŋ/ (U n) рисование
 performance /pə'fɔːməns/ (C n) представление
 photography /fə'tɒɡrəfi/ (U n) фотография (занятие, хобби)
 portrait /pɔːtreɪt/ (C n) портрет
 portray /pɔːtreɪ/ (v) изображать (кого-либо)
 potter's wheel (phr) гончарный круг
 pottery /pɒtəri/ (U n) гончарные, керамические изделия
 sculpture /skʌlptʃə/ (U n) скульптура
 set /set/ (C n) декорации
 sketch /sketʃ/ (v) набросок
 spidergram /spɑːdɜːɡræm/ (C n) схема
 spray painting /spreɪ peɪntɪŋ/ (U n) рисовать с помощью аэрозоли
 stage /steɪdʒ/ (C n) сцена
 subject /səbdʒɪkt/ (C n) сюжет
 tripod /traɪpɒd/ (C n) штатив
 watercolour /wɔːtəkələ/ (C n) акварель

5b

affect /ə'fekt/ (v) влиять
 arrangement /ə'reɪndʒmənt/ (C n) приготовление
 be keen on (phr) любить что-либо
 broad /brɔːd/ (adj) широкий
 content /kɒntent/ (U n) содержание
 cool /kuːl/ (adj) (сленг) клевый, крутой
 count sb in (phr) включать кого-либо, брать с собой
 extract /ekstreɪkt/ (C n) отрывок
 fancy /fænsi/ (v) нравиться
 funky /fʌŋki/ (adj) (сленг) классный
 hum /hʌm/ (v) напевать
 line /laɪn/ (C n) строчка
 melody /melədi/ (C n) мелодия
 musical instrument /mjuːzɪkəl 'ɪnstɹəmənt/ (C n) музыкальный инструмент
 practice /'præktɪs/ (U n) практика, тренировка
 preference /'prefərəns/ (C n) предпочтение
 sing /sɪŋ/ (v) петь
 soap opera /səʊp ɒpərə/ (C n) мыльная опера
 taste /teɪst/ (C n) вкус
 theme tune (phr) главная музыкальная тема

training /treɪnɪŋ/ (U n) тренировка
 turn down (phr v) уменьшать звук
 turn off (phr v) выключать (прибор)
 verse /vɜːs/ (C n) строфа, стих

5c

accurately /ækjʊrətli/ (adj) внимательный
 by far (phr) намного
 can afford (phr) позволить (купить что-либо)
 child prodigy /tʃaɪld 'prɒdɪdʒi/ (C n) одаренный ребенок
 compile /kəm'paɪl/ (v) составлять
 composer /kəm'pəʊzə/ (C n) композитор
 composition /kəm'pəʊzɪʃən/ (C n) эд. музыкальная композиция
 decrease /dɪ'kriːs/ (v) уменьшать(ся)
 equal /iːkwəl/ (adj) одинаковый
 gallery /gæləri/ (C n) галерея
 go out (phr) гаснуть (об огне, свете)
 hardworking /hɑːd'wɜːkɪŋ/ (adj) работающий, не покладая рук
 improve /ɪm'pruːv/ (v) улучшать(ся)
 increase /ɪn'kriːs/ (v) увеличивать(ся)
 leading /liːdɪŋ/ (adj) ведущий, главный, передовой
 opera house /ɒpərə haʊs/ (C n) оперный театр
 output /aʊtpʊt/ (U n) музыкальные произведения
 patient /peɪʃənt/ (adj) терпеливый
 quiz /kwɪz/ (C n) викторина
 repertoire /repə'twaɪ/ (C n) репертуар
 sell out (phr v) распродавать (товар)
 slippery /slɪpəri/ (adj) скользкий
 talented /tæləntɪd/ (adj) талантливый
 thrilled /θrɪld/ (adj) взволнованный, возбужденный
 unfair /ʌn'feə/ (adj) нечестный

5d

acting /æktɪŋ/ (U n) играть роль (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/ (C n) зрители
 box office /bɒks ɒfɪs/ (S n) билетная касса
 cast /kɑːst/ (C n) распределение ролей
 coincidence /kəʊ'ɪnsɪdəns/ (C n) совпадение
 colourful /kələfəl/ (adj) разноцветный
 consequence /kɒnsɪkwəns/ (C n) последствие
 exchange /ɪks'tʃeɪndʒ/ (v) обмениваться (чем-либо)
 focus /fəʊkəs/ (v) сосредоточиваться
 graphics /græfɪks/ (Pl n) компьютерная графика
 ignore /ɪɡnə/ (v) игнорировать
 kidnapper /kɪdnæpə/ (C n) похититель
 last /lɑːst/ (v) длиться
 look forward to (phr v) ждать с нетерпением
 low-budget /ləʊ 'bʌdʒɪt/ (adj) малобюджетный
 massive /mæsɪv/ (adj) массивный
 nickname /nɪkneɪm/ (C n) прозвище
 perform /pə'fɔːm/ (v) выступать
 plenty (of) /plenti/ (U n) много

plot /plɒt/ (C n) сюжет
 predictable /prɪ'dɪktəbəl/ (adj) предсказуемый
 presentation /ˌprezən'teɪʃən/ (C n) презентация
 relationship /rɪ'leɪʃənʃɪp/ (C n) отношение (*между людьми*)
 scene /siːn/ (C n) сцена (*в фильме, пьесе*)
 scenery /ˈsiːnəri/ (U n) декорации
 science fiction /ˌsaɪəns 'fɪkʃən/ (U n) научная фантастика
 set /set/ (C n) съемочная площадка
 shoot /ʃuːt/ (v) снимать фильм
 special effects /ˌspeʃəl 'fektɪs/ (Pl n) спецэффекты
 star /stɑː/ (v) звезда (*фильма*)
 storyline /ˈstɔːrɪlaɪn/ (C n) сюжет
 stunt /staʊnt/ (C n) каскадерский трюк
 takeaway /ˈteɪkəweɪ/ (C n) готовые блюда, отпускаемые на дом
 tale /teɪl/ (C n) история
 twist /twɪst/ (C n) неожиданный поворот
 villain /ˈvɪlən/ (C n) отрицательный герой
 waxwork /ˈwækswɜːk/ (C n) восковая фигура

5e

all in all (phr) в общем и целом
 author /ˈɔːθə/ (C n) автор
 background /ˈbækgraʊnd/ (C n) подоплека
 character /ˈkærɪktə/ (C n) герой (*книги, фильма*)
 comment /ˈkɒment/ (C n) комментарий, мнение
 consist of (phr v) состоять из
 director /dɪ'rektə, daɪ-/ (C n) режиссер
 disappointing /ˌdɪsə'pɔɪntɪŋ/ (adj) разочаровывающий
 dull /dʌl/ (adj) скучный
 evil /ɪ'vəl/ (adj) злой, злобный
 evil /ɪ'vəl/ (U n) зло
 evil genius (phr) злой гений
 exciting /ɪk'saɪtɪŋ/ (adj) захватывающий
 fairy /ˈfeəri/ (C n) фея
 fairy tale /ˈfeəri teɪl/ (C n) сказка
 fantasy /ˈfæntəsi/ (C n) фантазия
 fast-paced /ˌfɑːst 'peɪst/ (adj) быстро развивающийся
 intriguing /ɪn'trɪɡɪŋ/ (adj) интригующий
 irritating /ɪ'reɪtɪŋ/ (adj) раздражающий
 kidnap /ˈkɪdnæp/ (v) похищать
 likeable /ˈlaɪkəbəl/ (adj) приятный, милый
 main /meɪn/ (adj) главный
 precise /prɪ'saɪs/ (adj) точный
 recommendation /ˌrekəmen'deɪʃən/ (C n) совет, рекомендация
 rescue /ˈreskjʊː/ (v) спасти
 review /rɪ'vjuː/ (v / C n) 1. писать отзыв; 2. отзыв
 satisfying /ˌsætɪsfaɪ-ɪŋ/ (adj) удовлетворительный
 senior officer (phr) старший офицер
 shallow /ˈʃæləʊ/ (adj) поверхностный
 slow-paced /ˌsləʊ 'peɪst/ (adj) медленно развивающийся
 summary /ˈsʌməri/ (C n) краткое изложение, резюме
 surprising /ˌsə'praɪzɪŋ/ (adj) неожиданный
 theme /θiːm/ (C n) *з.д.* основная идея, мысль
 unexpected /ˌʌnɪk'spektɪd/ (adj) неожиданный
 unimaginative /ˌʌnɪ'mædʒɪnətɪv/ (adj) лишенный воображения

upside down /ˌʌpsaɪd 'daʊn/ (adv) вверх ногами
 variety /ˌvə'raɪəti/ (C n) разнообразие
 versus /ˈvɜːsəs/ (prep) против
 well-developed /ˌwel dɪ'veləpt/ (adj) хорошо сформировавшийся

5f

act /ækt/ (C n) акт (*в пьесе или опере*)
 arrange /ə'reɪndʒ/ (v) расставлять, приводить в порядок
 by accident (phr) случайно
 charge /tʃɑːdʒ/ (v) запрашивать цену
 estimate /ˈestɪmeɪt/ (v) оценивать
 exhibit /ɪg'zɪbɪt/ (C n) выставочный экземпляр
 exhibition /ˌeksɪ'bɪʃən/ (C n) выставка
 knock down (phr v) сбивать с ног
 play /pleɪ/ (v) играть роль
 rehearsal /rɪ'hɜːsəl/ (C n) репетиция
 rehearse /rɪ'hɜːs/ (v) репетировать
 scenery /ˈsiːnəri/ (U n) декорации
 sequence /ˈsiːkwəns/ (C n) последовательность событий
 situated /ˌsɪtʃu'eɪtɪd/ (adj) расположенный
 take a photograph (phr) делать снимок, фотографировать

Culture Corner 5

bloody /ˈblʌdi/ (adj) кровавый
 burn down (phr v) сжигать
 comedy /ˈkɒmədi/ (C n) комедия
 common /ˈkɒmən/ (adj) *з.д.* простой (*люд*), принадлежащий к низшему слою общества
 deception /dɪ'sepʃən/ (U n) обман, ложь
 destiny /ˈdestəni/ (S n) судьба
 disguise /ˌdɪs'gaɪz/ (v) менять внешность, маскироваться
 fate /feɪ/ (S n) судьба
 fee /fiː/ (C n) вознаграждение
 flesh /flesh/ (U n) плоть
 history /ˈhɪstəri/ (C n) *з.д.* историческая пьеса
 hold /həʊld/ (v) вмещать (*количество людей*)
 merchant /ˈmɜːtʃənt/ (C n) купец
 mistake /mɪ'steɪk/ (v) ошибаться
 mix-up /ˌmɪks ʌp/ (C n) путаница
 moneylender /ˈmʌniˌlɛndə/ (C n) ростовщик
 pay back (phr v) отдавать долг
 playwright /ˈpleɪraɪt/ (C n) драматург
 poet /pəʊt/ (C n) поэт
 pound /paʊnd/ (C n) фунт (*мера веса = 453,6 г.*)
 reflect /rɪ'flekt/ (v) *з.д.* показывать
 reign /reɪn/ (C n) правление, царствование
 replica /ˈreplɪkə/ (C n) точная копия (*чего-либо*)
 revenge /rɪ'vendʒ/ (U n) месть
 roof /ruːf/ (C n) крыша
 rule /ruːl/ (U n) править, управлять (*государством*)
 trader /ˈtreɪdə/ (C n) торговец
 tragedy /ˈtrædʒədi/ (C n) трагедия

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authorise /ˈɔːθəraɪz/ (v) официально разрешать
 award /ə'wɔːd/ (v) награждать

change your mind (idm) передумать
 chest /tʃest/ (C n) грудь
 confiscate /kən'fiskeɪt/ (V) конфисковывать
 contract /kən'trækt/ (C n) договор, контракт
 court /kɔ:t/ (C n) суд
 emotion /ɪ'məʊʃən/ (C n) эмоция
 exchange /ɪks'tʃeɪndʒ/ (C n) обменяться парой фраз
 expert /'ekspɜ:t/ (C n) эксперт, профессионал
 extract /'ekstrækt/ (C n) отрывок
 fair /feə/ (adj) честный
 fraction /'frækʃən/ (C n) частица
 get engaged (phr) сообщить о помолвке
 heiress /'eəəs, 'eəres/ (C n) наследница
 inherit /ɪn'herɪt/ (V) наследовать
 judge /dʒʌdʒ/ (C n) судья
 judgement /'dʒʌdʒmənt/ (U n) решение суда
 justice /'dʒʌstɪs/ (U n) справедливость
 legal /'li:ɡəl/ (adj) 1. законный, 2. судебный
 loan /ləʊn/ (C n) заем, ссуда
 morally /'mɒrəli/ (adv) морально, нравственно
 ounce /aʊns/ (C n) унция (мера веса = 28,3 г.)
 penalty /'penlti/ (C n) наказание
 possessions /pə'zeʃənz/ (Pl n) имущество
 praise /preɪz/ (V) восхвалять
 quote /kwəʊt/ (C n) цитата
 rest assured (phr) не волнуйся
 righteous /'raɪtʃəs/ (adj) справедливый
 rush /rʌʃ/ (V) торопиться
 scale /skeɪl/ (C n) весы
 seize /si:z/ (V) зб. конфисковывать
 sentence /'sentəns/ (C n) приговор
 spill /spɪl/ (V) проливать
 take part (in) (phr) принимать участие
 trade /treɪd/ (U n) торговля
 trial /traɪəl/ (C n) суд
 upright /ʌpraɪt/ (adj) честный
 warning /'wɔ:niŋ/ (C n) предупреждение
 wise /waɪz/ (adj) мудрый

MODULE 6

6a

a couple of (phr) немного
 a variety of (phr) множество
 abandoned /ə'bændənd/ (adj) зб. брошенный, покинутый
 animal shelter /'æniməl ʃeltə/ (C n) приют для животных
 burst into tears (phr) расплакаться
 campaign /kæm'peɪn/ (C n) кампания
 charity event /tʃærəti ɪ'vent/ (C n) благотворительная акция
 charity shop /tʃærəti ʃɒp/ (C n) магазин, торгующий поддержанными вещами и отдающий выручку на благотворительные цели
 clean up (phr v) прибирать
 community /kə'mju:nəti/ (S n) общество, община
 disabled /dɪs'eɪbld/ (adj) нетрудоспособный
 donate /dəʊ'neɪt/ (V) дарить, жертвовать
 encourage /ɪn'kʌrɪdʒ/ (V) побуждать

farm /fɑ:m/ (C n) ферма
 feed /fi:d/ (V) кормить
 field /fi:ld/ (C n) поле
 foster home /'fɒstə hæʊm/ (C n) приют
 get involved with sth (phr) принимать участие
 guinea pig /'ɡɪni piɡ/ (C n) морская свинка
 hang out (phr v) проводить время
 help out (phr v) помогать
 hen /hen/ (C n) курица
 importance /ɪm'pɔ:təns/ (U n) важность
 kindness /'kaɪndnəs/ (U n) доброта
 lend (sb) a helping hand (phr) помогать, протянуть руку помощи
 llama /'lɑ:mə/ (C n) лама
 look after (phr v) присматривать, заботиться о ком-либо
 make a full recovery (phr) выздоравливать
 natural /'nætʃərəl/ (adj) естественный
 neglect /nɪ'ɡlekt/ (V) зб. бросить, покинуть
 owner /əʊnə/ (C n) владелец
 paraphrase /'pærəfreɪz/ (V) перефразировать, сказать иначе
 persuade /pə'sweɪd/ (V) убеждать
 properly /'prɒpəli/ (adv) должным образом, правильно
 remove /rɪ'mu:z/ (V) убирать
 rescue /reskjʊ:/ (V) спасать
 senior citizen /'si:nɪə 'sɪtəzən/ (C n) пожилой человек
 staff member /stɑ:f 'membə/ (C n) штатный сотрудник
 support /sə'pɔ:t/ (V) поддерживать, помогать
 talk /tɔ:k/ (C n) речь
 the public /ðə 'pʌblɪk/ (U n) публика
 victim /'vɪktɪm/ (C n) жертва
 volunteer /'vɒlən'tɪə/ (V) волонтер, доброволец
 worthwhile /'wɜ:θ'waɪl/ (adj) стоящий

6b

a long way (phr) далеко от
 attention /ə'tenʃən/ (U n) внимание
 book /bʊk/ (V) бронировать
 cycle lane /saɪkəl leɪn/ (C n) велосипедная дорожка
 cycle trail /saɪkəl treɪl/ (C n) велосипедная тропа
 directions /dɪ'rekʃənz, daɪ-/ (Pl n) указание, как дойти куда-либо
 entrance /'entrəns/ (C n) вход
 exit /'egzɪt, 'eksɪt/ (C n) выход
 messy /mesi/ (adj) грязный
 nature reserve /'neɪtʃə rɪ'zɜ:v/ (C n) заповедник
 overtake /əʊvə'teɪk/ (V) обогнать
 park and ride (phr) временная стоянка
 parking meter /'pɑ:kɪŋ mi:tə/ (C n) счетчик времени стоянки автомобиля
 passerby /'pɑ:sə'baɪ/ (C n) прохожий
 pavement /'peɪvmənt/ (C n) тротуар
 recommend /'rekə'mend/ (V) рекомендовать
 repeat /rɪ'pi:t/ (V) повторять
 ride /raɪd/ (C n) поездка (на автомобиле, лошади, осле)
 roundabout /raʊndə'baʊt/ (C n) кольцевая автотранспортная развязка

rubbish bin /'rʌbɪʃ bɪn/ (C n) мусорный бак
 run /rʌn/ (v) *эд.* ездить по маршруту (*о транспорте*)
 sightseeing /saɪt'siːɪŋ/ (U n) осматривать
 достопримечательности
 stay /steɪ/ (S n) пребывание
 tourist information office /tuəɪst ɪnfə'meɪʃən ɒfɪs/ (C n)
 справочное бюро для туристов
 town hall /taʊn 'hɔːl/ (C n) здание муниципалитета
 traffic lights /'træfɪk laɪts/ (Pl n) светофор
 traffic sign /'træfɪk saɪn/ (C n) дорожный знак
 zebra crossing /'ziːbrə 'krɒsɪŋ, ze-/ (C n) наземный
 переход ("зебра")

6с

according to /ə'kɔːdɪŋ tə, tu/ (prep) согласно (*кому-либо / чему-либо*)
 all the same (phr) все равно
 architect /'ɑːkɪtekt/ (C n) архитектор
 attempt /ə'tempt/ (C n) попытка
 bell tower /'bel taʊə/ (C n) колокольня
 break out (phr v) начаться, разразиться (*о пожаре, эпидемии*)
 busload /'bʌsləʊd/ (C n) *эд.* полный автобус
 carry out (phr v) выполнять
 cathedral /kə'tɪdrəl/ (C n) собор
 construct /kən'strʌkt/ (v) строить
 cover /'kʌvə/ (v) покрывать
 destroy /dɪ'strɔɪ/ (v) уничтожать
 dressmaker /dres'meɪkə/ (C n) портниха
 endanger /ɪn'deɪndʒə/ (v) подвергать опасности
 essential /ɪ'senʃəl/ (adj) важный
 estimate /'estɪmeɪt/ (v) приблизительно рассчитывать
 exhibit /ɪg'zɪbɪt/ (C n) выставочный экземпляр
 experienced /ɪk'spɪəriənst/ (adj) опытный
 fence /fens/ (C n) ограда
 foundations /faʊn'deɪʃənz/ (Pl n) фундамент
 illustrate /ɪ'læstreɪt/ (v) изображать
 ingredient /ɪn'grɪdiənt/ (C n) ингредиент
 instrument /ɪn'strʊmənt/ (C n) инструмент
 lab /læb/ (C n) лаборатория
 lead /liːd/ (C n) поводок
 lean /liːn/ (v) наклоняться
 legend /'ledʒənd/ (C n) легенда
 marble /'mɑːbəl/ (U n) мрамор
 mechanic /mɪ'kænɪk/ (C n) автослесарь
 mend /mend/ (v) чинить
 monument /'mɒnjʊmənt/ (C n) памятник
 mow /maʊ/ (v) косить
 obvious /'ɒbvɪəs/ (adj) очевидный
 omit /ə'mɪt, ə-/ (v) *эд.* опускать
 pass a law (phr) принять закон
 pharaoh /'feərəʊ/ (C n) фараон
 raven /reɪvən/ (C n) ворон
 reinforce /rɪɪn'fɔːs/ (v) укреплять
 remove /rɪ'muːv/ (v) убирать
 renovate /renə'veɪt/ (v) реставрировать
 replace /rɪ'pleɪs/ (v) заменять
 rod /rɒd/ (C n) стержень
 sandstone /'sændstəʊn/ (U n) песчаник

shed /ʃed/ (C n) сарай
 site /saɪt/ (C n) место, где находится известный
 памятник, здание и т.п.
 soft /sɒft/ (adj) мягкий
 tile /taɪl/ (C n) черепица
 tomb /tuːm/ (C n) надгробие

6d

attendant /ə'tendənt/ (C n) обслуживающий персонал
 badly /'bædli/ (adv) сильно
 borrow /'bɒrəʊ/ (v) занимать, брать на время
 brave /breɪv/ (adj) смелый
 bruise /bruːz/ (v) ставить синяк
 bump into (phr v) натолкнуться на кого-либо
 неожиданно
 calm /kɑːm/ (adj) спокойный
 careful /'keəfəl/ (adj) осторожный
 caring /'keərɪŋ/ (adj) внимательный, заботливый
 cashier /kæ'ʃɪə/ (C n) кассир
 contain /kən'teɪn/ (v) содержать
 description /dɪ'skɪpʃən/ (C n) описание
 detailed /'deɪtɪld/ (adj) детальный, тщательный
 draw out (phr v) снимать деньги со счета
 efficient /ɪ'fɪʃənt/ (adj) эффективный
 enjoy oneself (phr) хорошо проводить время
 fill in (phr v) наполнять
 fire station /'faɪə steɪʃən/ (C n) пожарное депо
 first class /fɜːst 'klaːs/ (adj) первый класс (*в поезде, самолете*)
 fit /fɪt/ (adj) находящийся в хорошей физической
 форме
 forensic scientist /fə'rensɪk 'saɪəntɪst,
 -zɪk/ (C n) судмедэксперт
 friendly /'frendli/ (adj) дружелюбный
 gesture /'dʒestʃə/ (C n) жест
 hardworking /'hɑːd'wɜːkɪŋ/ (adj) работающий, не
 покладая рук
 healthy /'helθi/ (adj) здоровый
 honest /'ɒnəst/ (adj) честный
 in charge (of sth) (phr) ответственный за что-либо
 incident /ɪn'sɪdənt/ (C n) инцидент, происшествие
 intelligent /ɪn'telɪdʒənt/ (adj) умный
 knit /nɪt/ (v) вязать
 likeable /laɪkəbəl/ (adj) милый
 mayor /meə/ (C n) мэр
 nurse /nɜːs/ (C n) медсестра
 organised /'ɔːgənəɪzd/ (adj) организованный
 overdue /əʊvə'djuː/ (adj) просроченный
 parcel /'pɑːsəl/ (C n) посылка
 patient /'peɪʃənt/ (adj) терпеливый
 pay in (phr v) класть деньги на счет
 petrol station /'petrəl steɪʃən/ (C n) заправочная станция
 platform /'plætfɔːm/ (C n) платформа
 postal worker /'pəʊstl 'wɜːkə/ (C n) почтальон, почтовый
 работник
 practical /'præktɪkəl/ (adj) *эд.* практикующий
 promotion /prə'məʊʃən/ (C n) продвижение по службе
 public service /'pʌblɪk 'sɜːvɪs/ (C n) *эд.* государственные
 службы

report /rɪ'pɔ:t/ (v) сообщать
 responsible /rɪ'spɒnsəbəl/ (adj) ответственный
 return /rɪ'tʌ:n/ (v) возвращать
 return ticket /rɪ'tʌ:n 'tɪkt/ (C n) обратный билет
 savings account /sə'veɪŋz ə'kaʊnt/ (C n) сберегательный счет
 scales /skeɪlz/ (Pl n) весы
 second class /sekənd 'kla:s/ (adj) второй класс
 single ticket /sɪŋɡəl 'tɪkt/ (C n) билет в один конец
 skilful /skɪfl/ (adj) умелый, опытный
 snatch /snætʃ/ (v) хватать
 speed /spi:d/ (v) спешить, быстро идти
 stamp /stæmp/ (C n) марка
 strong /strɒŋ/ (adj) сильный
 surgeon /sɜ:dʒən/ (C n) хирург
 withdraw /wɪð'drɔ:, wɪð-/ (v) снимать деньги со счета
 witness /wɪtnəs/ (C n) свидетель, очевидец
 witness /wɪtnəs/ (v) быть свидетелем

6e

altogether /ɔ:lto'geðə/ (adv) вместе
 artefact /ɑ:tɪfækt/ (C n) артефакт, памятник старины
 awful /ɔ:fəl/ (adj) ужасный
 collection /kə'leɪʃən/ (C n) коллекция
 consist of (phr v) состоять из
 deal with (phr v) иметь дело с
 exhibition /eksɪ'bɪʃən/ (C n) выставка
 fascinating /fæ'sɪneɪtɪŋ/ (adj) зд. интересный
 filthy /'fɪli/ (adj) очень грязный
 furious /'fjʊəriəs/ (adj) в бешенстве
 guide /gaɪd/ (C n) гид
 hieroglyphics /haɪrə'glɪfɪks/ (Pl n) иероглифы
 Iron Age /aɪən eɪdʒ/ (U n) Железный век
 muddy /'mʌdi/ (adj) грязный
 pitch /pɪtʃ/ (C n) поле (для игры в футбол, гольф, т. н.)
 tiny /taɪni/ (adj) крошечный
 vivid /vɪvɪd/ (adj) яркий
 wander (around) /'wɒndə/ (v) бродить

6f

abroad /ə'brɔ:d/ (adv) за рубежом
 action group /ækʃən grʊp/ (C n) инициативная группа
 community /kə'mju:nəti/ (C n) община
 hiking /haɪkɪŋ/ (U n) поход
 pedestrian /pə'destriən/ (C n) пешеход
 queue /kju:/ (C n) очередь
 register /'redʒɪstə/ (v) регистрировать(ся)
 sign /saɪn/ (C n) знак
 signal /sɪgnəl/ (C n) сигнал
 society /sə'saɪəti/ (C n) общество
 station /steɪʃən/ (C n) (автобусная) станция
 stop /stɒp/ (C n) остановка
 walker /'wɔ:kə/ (C n) ходок

Culture Corner 6

aboriginal /ə'beɪrɪdʒənəl/ (adj) аборигенский
 approximate /ə'prɒksɪmət/ (adj) приблизительный

arch /ɑ:tʃ/ (C n) арка
 breathtaking /'breθ'teɪkɪŋ/ (adj) захватывающий дух
 catch a glimpse (phr) увидеть мельком
 commentary /kəmən'təri/ (C n) комментарий
 detailed /di'teɪld/ (adj) детальный
 eco-tour /i:kəʊ tuə/ (C n) экологический тур
 experience /ɪk'spiəriəns/ (C n) опыт
 harbour /'hɑ:bə/ (C n) гавань
 head /hed/ (v) идти/ехать прямо
 humpback whale /hʌmpbæk 'weɪl/ (C n) горбатый кит
 hustle and bustle (phr) суета, толкотня и шум
 look out for (phr v) остерегаться
 migrate /maɪ'greɪt/ (v) мигрировать (о животных, птицах)
 scenic /sɪ'ni:k/ (adj) живописный
 seaplane /sɪ'pleɪn/ (C n) гидроплан
 skyline /skaɪlaɪn/ (C n) горизонт
 spectacular /spek'tækjʊlə/ (adj) впечатляющий
 splash out (phr v) тратить деньги на что-либо
 steep /sti:p/ (adj) зд. крутая (дорога)
 technique /tek'ni:k/ (C n) зд. техника
 trendy /'trendi/ (adj) модный
 view /vju:/ (C n) вид

Going Green 6

a huge hit (phr) большой хит
 adopt /ə'dɒpt/ (v) принимать
 available /ə'veɪləbəl/ (adj) доступный
 ban /bæn/ (v) запрещать
 basket /'bɑ:skɪt/ (C n) корзина
 carpooling /kɑ:pu:lɪŋ/ (U n) поочередное использование личных автомобилей группой владельцев для общественных нужд
 crowded /'kraʊdɪd/ (adj) заполненный (людьми)
 cycle lane /saɪkəl leɪn/ (C n) велосипедная дорожка
 despair /dɪ'speə/ (v) отчаиваться
 destination /destɪ'neɪʃən/ (C n) место назначения
 docking station /dɒkɪŋ steɪʃən/ (C n) место, где можно оставить велосипед, машину
 efficient /ɪ'fɪʃənt/ (adj) эффективный
 environmentally-friendly /ɪn,vaɪrənmentl-i 'frendli/ (adj) не приносящий вреда окружающей среде
 exhaust emissions /ɪg'zɔ:st ɪ,mɪʃənz/ (Pl n) выхлопные газы
 for rent (phr) в аренду
 form /fɔ:m/ (C n) вид
 handlebar /'hændlbɑ:/ (C n) велосипедный руль
 headlight /hedlaɪt/ (C n) фара
 hood /hʊd/ (C n) складной верх (автомобиля)
 hop (off) /hɒp/ (v) спрыгнуть
 individual design (phr) индивидуальный дизайн
 keep out (phr v) не пропускать
 locals /'lɒkəlz/ (Pl n) местные жители
 mean /mi:n/ (v) иметь в виду
 network of rivers and canals (phr) сеть рек и каналов
 number plate /nʌmbə pleɪt/ (C n) номерной знак (на автомобиле)
 on the way (phr) по пути
 operate /'ɒperət/ (v) работать

pass /pɑːs/ (C n) *эд. билет*
 pattern /ˈpætərn/ (C n) *рисунок*
 power /paʊə/ (V) *приводить в действие*
 quote /kwəʊt/ (C n) *цитата*
 reduce /nɪˈdjuːs/ (V) *уменьшать*
 rent /rent/ (V) *арендовать*
 rickshaw /ˈrɪkʃəʊ/ (C n) *рикша*
 river taxi /ˈrɪvə ˈtæksi/ (C n) *паром*
 run on (phr v) *работать на (газу)*
 steering wheel /ˈstiəriŋ wiːl/ (C n) *руль*
 successful /səkˈsesfəl/ (adj) *удачный*
 suit /suːt, sjuːt/ (C n) *костюм*
 the authorities /ði ɔːˈθɒrətɪz/ (Pl n) *власти*
 the human race /ðə ˈhjuːmən ˈreɪs/ (S n) *человечество*
 Union Jack /ˌjuːnjən ˈdʒæk/ (C n) *национальный флаг Великобритании*
 unique /juːˈniːk/ (adj) *уникальный*
 vehicle /ˈvɪkəl/ (C n) *транспортное средство*
 windscreen /ˈwɪndskriːn/ (C n) *переднее стекло (автомобиля)*
 windscreen wiper /ˈwɪndskriːn ˈwaɪpə/ (C n) *дворник (у автомобиля)*

MODULE 7

7a

activate /ækˈtɪveɪt/ (V) *приводить в действие*
 bite /baɪt/ (V) *кусать*
 come true (phr) *эд. сбыться*
 department store /dɪˈpɑːtmənt stɔː/ (C n) *универмар*
 develop /dɪˈveləp/ (V) *эд. развиваться*
 embarrass /ɪmˈbærəs/ (V) *смущать*
 enclosed /ɪnˈkləʊzd/ (adj) *закрытый*
 fight one's fears (phr) *перебороть страхи*
 freeze /friːz/ (V) *замереть, застыть (от страха)*
 human emotion /ˌhjuːmən ɪˈməʊʃən/ (C n) *человеческая эмоция*
 injection /ɪnˈdʒekʃən/ (C n) *укол, инъекция*
 instantly /ɪnˈstæntli/ (adv) *мгновенно*
 irrational /ɪˈræʃənəl/ (adj) *нелогичный, абсурдный*
 lift /lɪft/ (C n) *лифт*
 melt away (phr v) *исчезать*
 miss out on (phr v) *эд. избегать*
 muscle /ˈmʌsəl/ (C n) *мускул*
 needle /ˈniːdl/ (C n) *игла*
 public place /ˈpʌblɪk ˈpleɪs/ (C n) *общественное место*
 pump /pʌmp/ (V) *качать (о жидкости)*
 react /rɪˈækt/ (V) *реагировать*
 relieved /rɪˈliːvd/ (adj) *облегченный*
 run away (phr v) *убегать*
 set off (phr v) *вызывать что-либо*
 shake like a leaf (phr) *дрожать как осиновый лист*
 sound /saʊnd/ (V) *эд. иметь отношение, звучать*
 sweat /swet/ (V) *потеть*
 tease /tiːz/ (V) *дразнить*
 tiny /ˈtaɪni/ (adj) *крошечный*
 trigger /ˈtrɪɡə/ (V) *вызывать что-либо*
 turn one's legs to jelly (phr) *эд. подкоситься (о ногах)*

Vocabulary: Emotions

bark /bɑːk/ (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 /kənˈfjuːʒən/ (U 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 /dʒeləsi/ (U n) *зависть*
 joy /dʒɔɪ/ (U n) *радость*
 nervousness /ˈnɜːvəsnes/ (U n) *нервозность*
 overcome /ˌəʊvəˈkʌm/ (V) *преодолеть*
 performance /ˈpɜːfɔːməns/ (C n) *выступление*
 phobia /ˈfəʊbiə/ (C n) *страх, фобия*
 stray /streɪ/ (adj) *бездомный*
 tell (sb) off (phr v) *отчитывать, ругать кого-либо*

7b

cave rescue /ˌkeɪv ˈreskjʊː/ (S n) *служба спасения спелеологов*
 dial /daɪəl/ (V) *набирать номер (на телефонном аппарате)*
 emergency /ɪˈmɜːdʒənsi/ (U n) *чрезвычайная ситуация*
 handset /ˈhændset/ (C n) *телефонная трубка*
 hold the line (phr) *не вешать трубку, оставаться на линии*
 involve /ɪnˈvɒlv/ (V) *включать*
 knock (off) /nɒk/ (V) *эд. сбросить, сбить*
 make a false call (phr) *делать ложный вызов*
 mountain rescue /ˌmaʊntən ˈreskjʊː/ (S n) *служба спасения альпинистов*
 move /muːv/ (V) *эд. двигать*
 on one's way (phr) *по пути*
 operator /ˈɒpəreɪtə/ (C n) *оператор (телефонной службы)*
 poster /ˈpəʊstə/ (C n) *постер*
 put (sb) through (phr v) *соединить с кем-либо (о телефонном разговоре)*
 require /rɪˈkwaɪə/ (V) *требовать(ся)*
 respond /rɪˈspɒnd/ (V) *отвечать*
 the coastguard /ðə ˈkəʊstɡɑːd/ (S n) *береговая охрана*
 trace /treɪs/ (V) *проследить звонок*
 unconscious /ʌnˈkɒnʃəs/ (adj) *без сознания*

7c

ban /bæn/ (V) *запрещать*
 cheat /tʃiːt/ (V) *жульничать*
 desert island /ˌdezət ˈaɪlənd/ (C n) *необитаемый остров*
 endangered species /ɪnˌdeɪndʒəd ˈspiːʃɪz/ (C n) *вымирающие виды*
 first aid /ˈfɜːst ˈeɪd/ (U n) *первая помощь*
 imaginary /ɪˈmædʒənəri/ (adj) *выдуманный*
 pad /pæd/ (C n) *наколенник, налокотник (и другие элементы защитной экипировки)*

proper /'prɒpə/ (adj) подходящий
 regret /rɪ'ɡret/ (v) жалеть о чем-либо
 set the alarm clock (phr) ставить будильник
 sunburn /'sʌnbɜːn/ (U n) солнечный ожог

7d

accompanied /ə'kʌmpənid/ (adj) сопровождаемый
 balanced /'bælənst/ (adj) гармоничный, сбалансированный
 bar /bɑː/ (C n) *эд.* плитка
 be a recipe for disaster (phr) залог провала
 be part of (phr) быть частью чего-либо
 build /bɪld/ (v) *эд.* развивать
 burn calories (phr) сжигать калории
 check /tʃek/ (v) проверять
 chew /tʃuː/ (v) жевать
 concentrate /'kɒnsəntreɪt/ (v) концентрироваться, сосредоточиваться
 control /kən'trɒl/ (v) контролировать что-либо, руководить
 cut down on sth (phr v) сокращать что-либо
 dairy produce /'deəri prɒdʒuːs/ (U n) молочная продукция
 dairy product /'deəri prɒdʌkt/ (C n) молочный продукт
 dessert /'desɜːt/ (C n) десерт
 destroy /dɪ'strɔɪ/ (v) уничтожать
 diet /'daɪət/ (U n) *эд.* режим питания
 extremely /ɪk'striːmlɪ/ (adj) чрезвычайно
 fizzy drink /'fɪzi drɪnk/ (C n) газированная вода, лимонад
 follow a diet (phr) придерживаться диеты
 full of /fʊl əv, ɒv/ (adj) заполненный чем-либо
 give up (phr v) сдаваться
 go on a diet (phr) садиться на диету
 grain /greɪn/ (C n) зерно
 join /dʒɔɪn/ (v) присоединяться
 keep sth up (phr) продолжать что-либо
 keep to sth (phr v) придерживаться чего-либо
 key /kiː/ (C n) ключ (*к успеху*)
 lack /læk/ (U n) отсутствие чего-либо
 let off steam (phr) «выпустить пар», успокоиться
 locker /'lɒkə/ (C n) шкафчик (*в раздевалке*)
 lose weight (phr) терять вес
 low in /ləʊ ɪn/ (adj) *эд.* содержащий небольшое количество чего-либо
 make /meɪk/ (v) изготавливать, производить
 nutrition /njuː'trɪʃən/ (U n) питание
 once in a while (phr) время от времени
 physical /'fɪzɪkəl/ (adj) физический
 put on weight (phr) набирать вес
 raise /reɪz/ (v) поднимать
 record /rɪ'kɔːd/ (v) *эд.* записывать (*звук*)
 rest /rest/ (U n) отдых
 revision /rɪ'vɪʒən/ (U n) повторение
 rich in /rɪʃ ɪn/ (adj) *эд.* содержащий большое количество чего-либо
 rise /raɪz/ (v) подниматься
 roast /rəʊst/ (adj) жареный
 section /sekʃən/ (C n) секция, часть
 shallow /'ʃæləʊ/ (adj) неглубокий, мелкий

sip /sɪp/ (v) медленно потягивать (*напиток*)
 snack /snæk/ (C n) легкая закуска
 starter /stɑːtə/ (C 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) *эд.* заняться (*спортом*)
 talk through (phr v) детально обсуждать что-либо
 treat oneself (phr) *эд.* баловать себя
 valuables /'væljuəbəlz, -jəbəlz/ (Pl n) ценности
 work /wɜːk/ (v) *эд.* приносить результат

7e

aggressive /ə'ɡresɪv/ (adj) агрессивный
 argument /'ɑːɡjʊmənt/ (C n) аргумент
 consequence /'kɒnsɪkwəns/ (C n) последствие
 contrast /'kɒntrəst/ (U n) отличие
 coordination /kəʊ'ɔːdɪ'neɪʃən/ (U n) координация (*движений*)
 definitely /defə'nɪtli/ (adv) определенно, точно
 identify with (phr v) *эд.* сопоставлять кого-либо с чем/кем-либо
 individual /ˌɪndɪ'vɪdʒuəl/ (adj) индивидуальный
 install /ɪn'stɔːl/ (v) устанавливать (*прибор*)
 invincible /ɪn'vɪnsəbəl/ (adj) непобедимый
 justification /dʒʌstɪfɪ'keɪʃən/ (C n) *эд.* обоснование
 opposed to /ə'pəʊzd tə, tu/ (adj) выступающий против чего-либо
 opposing /ə'pəʊzɪŋ/ (adj) противостоящий
 outlet /'aʊtlet/ (C n) *эд.* отдушина, выход (*для эмоций*)
 release /rɪ'liːs/ (v) *эд.* выпускать (*напряжение*)
 self-defence /self dɪ'fens/ (U n) самозащита
 survey /sɜːveɪ/ (C n) опрос
 tension /tenʃən/ (U n) напряжение

7f

allergic /ə'lɜːdʒɪk/ (adj) страдающий аллергией
 alteration /ˌɔːltə'reɪʃən/ (C n) *эд.* переделка (*одежды*)
 custom /'kʌstəm/ (C n) обычай
 damage /'dæmɪdʒ/ (v) повреждать
 good shape (phr) в хорошей форме
 habit /'hæbɪt/ (C n) привычка
 harm /hɑːm/ (v) наносить вред
 lead /liːd/ (v) привести (*к чему-либо*)
 lead a quiet, busy etc. life (phr) вести (*спокойный, занятый*) образ жизни
 low /ləʊ/ (adj) низкий
 manner /'mænə/ (C n) способ, метод
 out of sight (phr) вне поля зрения
 pass /pɑːs/ (v) проходить (*о времени*)
 poor /pɔː/ (adj) *эд.* скудный
 protect /prə'tekt/ (v) защищать
 recover /rɪ'kʌvə/ (v) выздоравливать
 ruin /ruːn/ (v) уничтожать
 shaky /'ʃeɪki/ (adj) нестабильный
 spend /spend/ (v) проводить (*время*)
 study /stʌdi/ (C n) детальное изучение
 weak /wiːk/ (adj) слабый

Culture Corner 7

alligator /æ'lɪɡeɪtə/ (C n) аллигатор
 approach /ə'prəʊtʃ/ (v) приближаться
 beware /bi'weə/ (v) быть осторожным
 bite /baɪt/ (v) кусать(ся)
 cat flap /kæt flæp/ (C n) маленькая входная дверца в дом для кошек
 common /'kɒmən/ (adj) обычный, обыкновенный
 continuously /kən'tɪnjuəsli/ (adv) постоянно
 cub /kʌb/ (C n) детеныш
 cuddly /'kʌdli/ (adj) приятный, милый (*которого хочется обнять*)
 disease /di'zi:z/ (C n) болезнь
 drag /dræg/ (v) тащить, волочить (*по земле*)
 edge /edʒ/ (C n) край
 ferocious /fə'teɪʃəs/ (adj) свирепый
 go through (phr v) *з*д. расходовать
 grizzly bear /'grɪzli 'beə/ (C n) гризли (*североамериканский медведь*)
 kick /kɪk/ (v) ударять ногой
 marsh /mɑ:ʃ/ (C n) болото
 motionless /'məʊənləs/ (adj) недвижимый
 painful /'peɪnfl/ (adj) болезненный
 paw /pɔ:/ (C n) лапа (*животного*)
 poisonous /'pɔɪzənəs/ (adj) ядовитый
 prey /preɪ/ (U n) добыча
 rabies /'reɪbi:z/ (U n) бешенство
 raccoon /rə'kʊn, ræ-/ (C n) енот
 rattlesnake /'rætləsneɪk/ (C n) гремучая змея
 scratch /skrætʃ/ (v) царапать(ся)
 sighting /'saɪtɪŋ/ (C n) наблюдение
 slow-moving river /sləʊ mu:vɪŋ 'rɪvə/ (C n) спокойная река
 snatch /snætʃ/ (v) хватать
 spit /spɪt/ (v) плевать(ся)
 sting /strɪŋ/ (v) жалить
 swamp /swɒmp/ (C n) болото
 unpredictable /ˌʌnpɪ'dɪktəbəl/ (adj) непредсказуемый
 venom /venəm/ (U n) яд (*паучий, змеиный*)
 warn /wɔ:n/ (v) предостерегать

Across the Curriculum

area /eəɪə/ (C n) территория
 beat /bi:t/ (v) *з*д. побеждать
 bully /'bʊli/ (C n) задира
 class /kla:s/ (C n) школьный урок
 common sense /'kɒmən 'sens/ (U n) здравый смысл
 community centre /kə'mju:nəti 'sentə/ (C n) общественный центр
 confidently /kən'fɪdəntli/ (adv) уверенно
 department /dɪ'pɑ:tment/ (C n) отдел (*в организации*)
 end up (phr v) оказаться
 expert /'eksɜ: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 также
 instinct /'ɪnstɪŋkt/ (C n) инстинкт
 insulting /ɪn'sʌltɪŋ/ (adj) оскорбительный
 intuition /ɪn'tju:ʃən/ (C n) интуиция
 kick /kɪk/ (C n) удар ногой
 look for (phr v) искать что-либо
 look to (phr v) надеяться, рассчитывать на
 manner /'mænə/ (S n) метод, манера
 mode /məʊd/ (C n) метод, режим
 mugger /'mʌgə/ (C n) грабитель
 poke /pəʊk/ (v) тыкать
 put up a fight (phr) оказать сопротивление
 region /'rɪdʒən/ (C 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/ (C n) кратчайший путь
 snatch /snætʃ/ (v) хватать
 threatening /'θretn-ɪŋ/ (adj) угрожающий
 vulnerable target /vʌlnərəbəl 'tɑ:ɡɪt/ (C n) уязвимая цель
 watch out (phr v) быть осторожным
 well-lit /wel 'lɪt/ (adj) хорошо освещенный

MODULE 8

8a

advantage /əd'vɑ:ntɪdʒ/ (C n) преимущество
 artificial /ˌɑ:tɪ'fɪʃəl/ (adj) искусственный, ненатуральный
 attack /ə'tæk/ (v) нападать
 board /bɔ:d/ (C n) доска (*для серфинга*)
 brain damage (phr) повреждение мозга
 bump /bʌmp/ (C n) колдобина, выбоина
 carefully /'keəfəli/ (adv) аккуратно, осторожно
 champion /tʃæmpɪən/ (adj) *з*д. отличный
 come into sight (phr) попасть в поле зрения, стать видимым
 concentrate on /kən'sentret ən/ (v) сконцентрироваться на чем-либо
 deal with (phr v) разобраться, решить (*проблему*)
 depressed /dɪ'prest/ (adj) подавленный, угнетенный
 disability /dɪ'sæ'bɪləti/ (C n) инвалидность
 encouragement /ɪn'kʌrɪdʒmənt/ (U n) ободрение, поощрение, поддержка
 experience a disaster (phr) пережить бедствие, несчастье
 eyebrow /'aɪbrəʊ/ (C n) бровь
 face a challenge (phr) справиться со сложной задачей, проблемой
 fall off (phr v) отвалиться от чего-либо, отпасть
 fall over (phr v) упасть
 feel sorry for sb (phr) сожалеть, жалеть кого-либо
 film /fɪlm/ (v) снимать на камеру
 frighten away /'fraɪtn ə'weɪ/ (v) спугнуть
 furiously /fjʊəɪəsli/ (adv) яростно, бешено
 gigantic /dʒaɪ'ɡæntɪk/ (adj) гигантский
 give up (phr) оставить, отказаться, бросить
 inspiration /ɪn'spɪ'reɪʃən/ (C n) вдохновение, воодушевление

keep my mind on (phr) сосредотачиваться на чем-либо
 lift /lɪft/ (v) поднимать(ся)
 motto /ˈmɒtəʊ/ (C n) девиз, лозунг
 ordinary /ˈɔːdnəri/ (adj) простой, обычный
 paddle /ˈpædl/ (v) грести (руками)
 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 ˈɒf/ (v) вырвать силой, насильно (из рук)
 roll (down) /rɔːl/ (v) катиться(ся)
 scare (sb off) /skeə/ (v) спугнуть
 scratch /skrætʃ/ (v) царапать, оцарапать
 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/ (C n) позвоночник
 sprain /spreɪn/ (v) растянуть (связки, сустав), вывихнуть
 squawk /skwɔːk/ (v) пронзительно кричать
 strap /stræp/ (v) зб. закрепить ремнем
 survive an accident (phr) пережить несчастный случай, аварию (остаться в живых)
 terrifying experience (phr) ужасное событие, случай
 total miracle (phr) настоящее чудо
 trip (over) /trɪp/ (v) спотыкаться
 tripod /ˈtraɪpɒd/ (C n) штатив, тренога
 wannabe /ˈwɒnəbeɪ/ (C n) человек, стремящийся стать известным (обычно безуспешно)
 wetlands /ˈwetləndz/ (Pl n) заболоченная местность
 wheelchair /ˈwiːltʃeə/ (C n) кресло-каталка
 win a competition (phr) выиграть соревнование
 wireless remote control (phr) беспроводной пульт дистанционного управления

8b

accidentally /ˌæksɪdəntli/ (adv) случайно, нечаянно
 approval /əˈpruːvəl/ (U n) одобрение, благоприятное мнение
 kitesurfing /kaɪtsɜːfɪŋ/ (U n) кайтинг (вид спорта — скольжение по воде на доске для серфинга с прикрепленным к ней большим воздушным змеем)
 obviously /ˈɒbvɪəsli/ (adv) явно, очевидно
 on the way (phr) по пути
 outfit /aʊtɪt/ (C n) наряд
 risk-taker /rɪsk ˈteɪkə/ (C n) человек, идущий на риск; рискованный человек
 seek /siːk/ (v) искать
 skydiving /ˈskaɪdaɪvɪŋ/ (U n) затыжные 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 /ˈtaɪt-rəʊp/ (C n) натянутый канат
 trek /trek/ (v) переход, путешествие
 under the weather (phr) плохо себя чувствовать, выглядеть нездоровым, больным
 whitewater rafting /ˈwaɪtwaːtə ˈrɑːftɪŋ/ (U n) сплав на плоту по реке с порогами (рафтинг)

8c

beg /beg/ (v) просить, умолять
 bump /bʌmp/ (v) ударять(ся), врезаться
 command /kəˈmɑːnd/ (C n) команда, приказ, указание
 painkiller /ˈpeɪnˌkɪlə/ (C n) болеутоляющее средство, обезболивающее
 plaster /ˈplɑːstə/ (C n) пластырь
 shrink /ʃrɪŋk/ (v) уменьшаться, сжиматься
 sore throat (phr) больное горло
 threaten /θreɪn/ (v) угрожать, грозить
 warn /wɔːn/ (v) предупреждать, предостерегать

8d

antiseptic cream (phr) антисептический крем
 bandage /ˈbændɪdʒ/ (C n) бинт, повязка
 cast /kɑːst/ (C n) гипс
 crash /kræʃ/ (v) разбивать(ся)
 creepy-crawly /ˈkriːpi ˈkroːli/ (C n) ползучая тварь (о насекомом), страшное противное насекомое
 do the trick (phr) добиться своего, достичь цели
 first aid kit /ˈfɜːst ˈeɪd kɪt/ (C n) медицинская аптечка
 graze /ɡreɪz/ (v) оцарапать, ободрать
 hang on (phr v) держаться, продержаться, выжить
 hold (sth) up (phr v) поддерживать что-либо
 ice pack /aɪs pæk/ (C n) пузырь со льдом
 insect repellent (phr) средство для отпугивания насекомых
 juicy /ˈdʒuːsi/ (adj) сочный
 jungle /ˈdʒʌŋɡəl/ (C n) джунгли
 low in fat (phr) содержащий мало жира, нежирный
 mudslide /ˈmʌdslaɪd/ (C n) оползень
 ointment /ˈɔɪntmənt/ (C n) мазь
 overhead /əʊvəˈhed/ (adv) над головой
 part /pɑːt/ (v) разделять, отделять
 peek /piːk/ (v) быстро взглянуть
 penknife /ˈpenˌnaɪf/ (C n) перочинный нож
 poisonous /ˈpɔɪzənəs/ (adj) ядовитый
 protein /ˈprəʊtiːn/ (U n) протеин, белок
 reflect /rɪˈflekt/ (v) отражать(ся)
 remote /rɪˈməʊt/ (adj) отдаленный, дальний
 rope /rəʊp/ (C n) веревка, канат
 rucksack /ˈrʌksæk/ (C n) рюкзак
 shelter /ˈʃeltə/ (C n) приют, кров, пристанище
 signal /ˈsɪgnəl/ (v) давать знак, сигнализировать
 sling /slɪŋ/ (C n) перевязь (для сломанной руки), повязка
 source /sɔːs/ (C n) источник
 steep hillside (phr) крутой склон
 stick /stɪk/ (C n) палка
 sunscreen /ˈsʌnskriːn/ (U n) солнцезащитный крем (лосьон)
 thick /θɪk/ (adj) густой, частый

thunder /ˈθʌndə/ (U n) гром
 turn your nose up (phr) задира́ть нос
 vegetation /ˌvedʒəˈteɪʃən/ (C n) растительность
 warning /ˈwɔːnɪŋ/ (C n) предупреждение,
 предостережение

8e

advantage /ədˈvɑːntɪdʒ/ (C n) преимущество
 apply /əˈplaɪ/ (v) обращаться с просьбой, заявлением
 conservation /ˌkɒnvəˈseɪʃən/ (U n) охрана, сохранение
 (окружающей среды)
 consider /kənˈsɪdə/ (v) обдумывать, рассматривать,
 взвешивать
 contact /ˈkɒntækt/ (v) связываться, общаться,
 контактировать
 disability /ˌdɪsəˈbɪləti/ (C n) бессилие, инвалидность
 enclose /ɪnˈkləʊz/ (v) прилагать, вкладывать
 evidence /ˈeɪdəns/ (U n) доказательство
 fit /fɪt/ (adj) в хорошей физической форме, здоровый
 fluent /ˈflʊənt/ (adj) хорошо говорящий (на языке)
 get on with (phr v) ладить, иметь хорошие отношения
 с кем-либо
 goalkeeper /ˈɡoʊlˌki:pə/ (C n) голкипер, вратарь
 grateful /ˈɡreɪtful/ (adj) благодарный
 indicate /ɪnˈdɪkeɪt/ (v) указывать, обозначать
 nationality /ˌnæʃjəˈnæləti/ (C n) гражданство,
 национальность
 opening /ˈəʊpənɪŋ/ (C n) вакансия
 participate /ˌpɑːtɪˈseɪpət/ (v) участвовать
 part-time /ˌpɑːt ˈtaɪm/ (adv) в режиме неполного
 рабочего дня (недели)
 personality /ˌpɜːsəˈnæləti/ (C n) личность,
 индивидуальность
 project /ˈprɒdʒekt/ (C n) проект
 purpose /ˈpɜːpəs/ (C n) назначение, цель
 quality /ˈkwɒləti/ (C n) качество
 studies /ˈstadiːz/ (Pl n) обучение, занятия
 suitable /ˈsuːtəbəl, ˈsjuː-/ (adj) пригодный, подходящий
 volunteer /ˌvɒləntɪə/ (C n) доброволец, волонтер
 wildlife /ˈwaɪldlaɪf/ (U n) живая природа

8f

artificial /ˌɑːtɪˈfɪʃəl/ (adj) искусственный, сделанный
 человеком
 avoid /əˈvɔɪd/ (v) избегать
 besides /bɪˈsaɪd/ (adv) в дополнение, кроме того
 crab trap (phr) ловушка для крабов
 dash /dæʃ/ (v) мчаться, нестись
 disability /ˌdɪsəˈbɪləti/ (C n) бессилие, инвалидность
 expect /ɪkˈspekt/ (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 /ɪnəˈbɪləti/ (U n) неспособность
 injured /ɪnˈdʒəd/ (adj) поврежденный, раненый
 inspire /ɪnˈspaɪə/ (v) вдохновлять

instead of /ɪnˈsted əv, ɒv/ (adv) вместо чего-либо
 lose /luːz/ (v) терять, лишаться
 miss /mɪs/ (v) упустить, пропустить
 moonlit /ˈmuːnlɪt/ (adj) залитый лунным светом
 nest /nest/ (C n) гнездо
 parachute /ˈpærəʃuːt/ (C n) парашют
 predator /ˈpredətə/ (C n) хищник
 prevent /prɪˈvent/ (v) предотвращать, не допускать
 promising /ˈprɒmɪsɪŋ/ (adj) многообещающий,
 подающий надежды
 properly /ˈprɒpəli/ (adv) должным образом, как следует
 recover /rɪˈkʌvə/ (v) вновь обретать, возвращать
 rescue /ˈreskjʊz/ (v) спасти
 severe /sɪˈvɪə/ (adj) серьезный
 silicone /ˈsɪlkəʊn/ (U n) силикон
 suitably /ˈsuːtəbli, ˈsjuː-/ (adv) соответственно,
 подходящим образом
 survival /səˈvaɪvəl/ (U n) выживание
 think (sth) up (phr v) придумывать, выдумывать что-
 либо
 trainer /ˈtreɪnə/ (C n) тренер, инструктор, дрессировщик
 win /wɪn/ (v) выиграть (соревнование, игру)

Culture Corner 8

achievement /əˈtʃiːvmənt/ (C n) достижение
 admit /ədˈmɪt/ (v) признавать
 attitude /ˈætɪtjuːd/ (C n) отношение
 blind /blaɪnd/ (adj) слепой
 deaf /deɪ/ (adj) глухой
 deaf-blind /deɪˈblaɪnd/ (adj) слепоглухой
 degree /dɪˈɡriː/ (C n) (ученая) степень
 exist /ɪɡˈzɪst/ (v) существовать, жить
 eyesight /ˈaɪsaɪt/ (U n) зрение
 feel /fiːl/ (v) трогать, прикасаться
 give a lecture (phr) читать лекцию
 graduate /ˈɡrædʒueɪt/ (v) оканчивать (школу или ВУЗ)
 impress /ɪmˈpres/ (v) производить впечатление
 improve /ɪmˈpruːv/ (v) улучшать
 incredible /ɪnˈkredəbəl/ (adj) невероятный
 influence /ɪnˈfluəns/ (v) влиять
 inspiration /ɪnˈspɪreɪʃən/ (U n) вдохновение,
 воодушевление
 living conditions /ˈlɪvɪŋ kənˈdɪʃnz/ (Pl n) условия жизни,
 существования
 ordinary /ˈɔːdnəri/ (adj) обычный, простой
 progress /ˈprɒɡres/ (v) развиваться, совершенствоваться
 raise money (phr) собирать деньги
 rapidly /ˈræpɪdli/ (adv) быстро
 spell out (phr v) произносить по буквам
 strict /strikt/ (adj) строгий
 type /taɪp/ (v) печатать (на компьютере, пишущей
 машинке)
 typewriter /ˈtaɪpˌraɪtə/ (C n) пишущая машинка

Going Green 8

adventurous tourist /ədˌventʃərəs ˈtuərɪst/ (C n)
 экстремальный турист (любитель всего
 необычного и захватывающего)

Word List

affect /ə'fekt/ (v) затрагивать, оказывать влияние
all-expenses-paid (phr) включающий или покрывающий все расходы, оплаченный заранее
base /beɪs/ (C 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 /beri/ (v) зарывать(ся) в землю
cardboard /'kɑ:dbɔ:rd/ (U n) картон
carry out (phr v) выполнять, осуществлять
CO₂ emission /si: əv 'tu: ɪ'mɪʃən/ (C n) выделение углекислого газа (CO₂) в атмосферу
continent /'kɒntɪnənt/ (C n) континент
deforestation /di:frə'steɪʃən/ (U n) вырубка лесов
direct /di'rekt, daɪ-/ (v) направлять, нацеливать
draw /drɔ:/ (v) привлекать
endangered /ɪn'deɪndʒəd/ (adj) находящийся под угрозой
eventually /ɪ'ventʃuəli/ (adv) в итоге, в конечном счете
explorer /ɪk'splɔ:rə/ (C n) исследователь
flood /flʌd/ (v) заливать, затоплять
follow /fɒləʊ/ (v) следовать
food chain /fu:d tʃeɪn/ (C n) пищевая цепь
glacier /'glæsiə/ (C n) ледник
global warming /'glɔ:bəl 'wɔ:mɪŋ/ (U n) всемирное (глобальное) потепление
greenhouse gas /'grɪnhaʊs 'gæs/ (C n) парниковый газ
ice sheet /aɪs ʃi:t/ (C n) ледяной щит
ice shelf /aɪs ʃelf/ (C n) шельфовый ледник

iceberg /aɪsbɜ:ɡ/ (C n) айсберг
impact /ɪmpækt/ (C n) сильное воздействие
laboratory /lə'bɒrətəri/ (C n) лаборатория
lead to (phr v) приводить к чему-либо, быть причиной чего-либо
limpet /'lɪmpɪt/ (C n) блюдечко (*вид моллюска*)
make up (phr v) составлять, формировать
melting ice (phr) тающие льды (*в полярных зонах*)
mollusk /'mɒləsk/ (C n) моллюск
polar /'pəʊlə/ (adj) полярный
predator /'predətə/ (C n) хищник
put down (phr v) класть, гасить
put out (phr v) тушить, гасить
quality /'kwɒləti/ (C n) качество
range /reɪndʒ/ (v) эд. варьироваться
result in (phr v) приводить к, давать в результате
rising world temperatures (phr) повышение температуры на Земле
rot /rɒt/ (v) гнить, разлагаться
scallop /'skɒləp, 'skæ-/ (C n) гребешок (*вид рыбы*)
scenery /'si:nəri/ (U n) пейзаж, вид
seabed /si:bed/ (S n) морское дно
set down (phr v) записывать
set up (phr v) устанавливать
truly /tru:li/ (adv) действительно, в самом деле
unspoilt /ʌn'spɔɪlt/ (adj) неиспорченный
vanish /vænɪʃ/ (v) исчезать
wilderness /'wɪldənəs/ (S n) дикая местность, пустыня
worrying /'wɒrɪ-ɪŋ/ (adj) волнующий

APPENDIX 1

Phrasal Verbs

break down = сломаться
 break into = врываться (куда-либо)
 break out = внезапно начаться, разразиться
 break out of = вырываться, 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
 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 = препятствовать 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
 turn off = выключать
 turn up = 1) увеличивать звук, 2) появляться

APPENDIX 2

Dependent Prepositions

add to добавлять
 afraid of бояться
 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
 burst into врываться в
 cater for заботиться о
 close to близко от
 crowded with переполненный
 difficulty in сложность в
 famous for известный
 fear of страх
 get involved with ввязываться в
 go to school учиться в школе (ходить в школу)
 hear from (= learn news of) услышать
 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
 kindness to доброжелательность
 know from experience знать по опыту
 lead to приводить к чему-либо
 nervous about нервничать
 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
 pleased with довольный
 popular with популярный среди
 protect from защищать от
 reason for причина
 recover from излечиваться от
 rely on надеяться 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
 bark up the wrong tree = идти по ложному следу
 be a piece of cake = простой, легкий
 be light years ahead of = быть намного продвинутым
 be on the same wavelength = думать точно также
 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 = угрожать
 home and dry = в безопасности
 home from home = комфортное место, "второй дом"
 in the spotlight = в центре внимания
 it takes two to tango = нужно

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