

АНГЛИЙСКИЙ ЯЗЫК
Учебник для 8 класса

OXFORD

New

Matrix



Student's Book

Kathy Gude, Michael Duckworth,
Elena Khotuntseva



Английский язык

Новая Матрица

Учебник для 8 класса
общеобразовательных учреждений

К. Гуд,
М. Дакуэрт,
Е.А. Хотунцева



УДК 373.167.1:811.111

ББК 81.2Англ-922

Г 93

Гуд К.

Г 93 **Английский язык. Новая Матрица:** учеб. для 8 кл. общеобразоват. учреждений / К. Гуд, Дж. Уайлдмен, Е.А. Хотунцева. – М.: Oxford University Press, 2008. – 160 с.: ил.

ISBN 978-5-89-973134-1

Учебник «Английский язык. Новая Матрица» для 8 класса общеобразовательных учреждений, созданный на основе популярного оксфордского УМК "Matrix", является учебником для российской школы, адаптированным к российским условиям с учетом пожеланий преподавателей, методистов и рецензентов, принимавших участие в экспериментах и пилотных программах. Содержание учебника отвечает требованиям, определенным Федеральным компонентом государственного стандарта среднего (полного) общего образования по иностранному языку для профильного уровня. Учебник для 8 класса общеобразовательных учреждений «Английский язык. Новая Матрица» является основным элементом учебно-методического комплекта и рекомендуется для использования в 8 классе школ с углубленным изучением английского языка.

УДК 373.167.1:811.111

ББК 81.2Англ-922

Учебное издание

Кэти Гуд

Джейн Уайлдмен

Елена Александровна Хотунцева

Английский язык Новая Матрица

Учебник для 8 класса общеобразовательных учреждений

Формат 60х90/8. Усл. печ. л. 20,0.

ЗАО «РЕЛОД». 107045 Москва, Пушкирев переулок, 17. Тел. (495) 7871774. Факс: (495) 6329216.
E-mail: books@relod.ru, www.relod.ru

ISBN 978-5-89-973134-1

OXFORD
UNIVERSITY PRESS

New Matrix

Pre-Intermediate

Учебник для **8** класса

К. Гуд, М. Дакуэрт, Е.А. Хотунцева



Contents

Unit	Reading and Vocabulary	Grammar 1	Listening and Speaking
1 Communication	The last word R: Matching headings; Comprehension questions Exam training: Matching headings to paragraphs V: Verbs; say, talk, speak or tell?	The present simple and the present continuous	Getting the message L: Telephone messages; Matching; Note-taking Exam training: Matching S: The meaning of words; American English and British English F: Talking about meaning; Asking for information
Page 6	6	8	10
2 The big time	Success R: Choosing a title; True or false; Multiple choice Exam training: Reading for specific information; Multiple choice V: Opposite meanings; Word formation	The past simple and the past continuous P: /d/, /d/ or /ɪd/	A lucky break! L: True or false; Completing notes Exam training: True or false P: Stressed words S: Films F: Expressing preferences; Making suggestions
Page 18	18	20	22
Let's revise Units 1 and 2	Page 30		
3 Home and family	Wild child R: Reading for general meaning; Missing sentences Exam training: Reading for general meaning; Missing sentences V: Phrases with different meanings; Phrasal verbs connected with the family; Collocations with get and make	Comparatives and superlatives	Family relationships L: True or false Exam training: True or false P: Word stress S: Understanding advertisements F: Persuading; Making arrangements
Page 34	34	36	38
4 Body and soul	The truth about feeling afraid R: Matching headings; Comprehension questions Exam training: Matching headings to paragraphs V: Synonyms; Adjectives with -ed and -ing; Extreme adjectives	The present perfect	Taking care of yourself L: Multiple-choice questions Exam training: Multiple-choice questions Soundbites: I feel fine S: Food; Likes and dislikes; Setting up a snack bar F: Talking about likes and dislikes; Persuading others to agree
Page 46	46	48	50
Let's revise Units 3 and 4	Page 58		
5 The world ahead	Extreme weather R: Reading for specific information; Matching headings V: Nouns; Environmental problems	Future forms	A delicate balance L: A weather forecast; Matching P: Silent letters S: Green living; Making predictions; Talking about the future F: Planning and making arrangements
Page 62	62	64	66
6 New horizons	A golden opportunity R: True or false V: Opposites; What's the difference?; Words connected with work	The present perfect continuous	Survival L: Completing notes; Matching Soundbites: Pure shanes S: Finding a part-time job F: Giving advice and responding; Exchanging information
Page 74	74	76	78
Let's revise Units 5 and 6	Page 86		
7 A sporting life	The Jamaican bobsleigh team R: Predicting content; Comprehension questions V: Words connected with sport; Compound nouns; Adverbs of degree	The past perfect	Giant strides L: Sentence completion; True or false (and error correction) Exam training: Sentence completion S: Talking about free time Soundbites: I want to break free
Page 90	90	92	94
8 Strange but true	Ghostly figures R: True or false; Matching information; Comprehension questions Exam training: Matching information V: What's the difference?; Negative prefixes	Conditionals	The falling cow L: True or false (and error correction); Multiple-choice questions Exam training: True or false P: Same sound – different spelling S: Good luck and bad luck; Giving an account F: Discussing topics; Making your story more interesting
Page 102	102	104	106
Let's revise Units 7 and 8	Page 114		
9 Off to see the world	An unusual tour of London R: Completing information; Matching V: Verbs and phrasal verbs; Travel nouns; Words connected with travel	Reported speech	Loud and clear! L: Announcements; Note-taking; Multiple-choice questions S: Planning a holiday; Booking a holiday; Telling someone about a holiday
Page 118	118	120	122
10 Milestones	The legal age R: True or false; Matching Exam training: Key words V: Phrasal verbs; Prepositions and time	The passive	Time for a change L: Predicting content; Multiple choice Exam training: Multiple choice S: Turning points
Page 130	130	132	134
Let's revise Units 9 and 10	Page 142		

Wordlist Page 146

R: reading; V: vocabulary; P: pronunciation; L: listening; S: speaking; F: functions; G: grammar; W: writing

Culture focus/Grammar 2	Writing	Word focus	Exam focus / Culture project
The history of English G: can, can't or (not) be able to 12	Writing an informal email Distant friends Exam training: Informal emails 14	Verbs Words connected with studying Learning a language Languages and nationalities Messages and notes 16	Exam focus G/V: Computers that talk S: Different forms of communication 17
British cinema G: Articles 24	Writing a biography A star's life 26	Opposite meanings Success Types of movies Show business The audience Meanings of make 28	Exam focus R: Madeleine Peyroux W: Being famous 29
Famous Russian film directors page 32			
Special days in the USA G: Relative pronouns 40	Writing a student magazine article A very special day 42	Phrases with different meanings Phrasal verbs connected with the family get or make? Family relationships 44	Exam focus L: Mobile phone stress S: Sharing the housework 45
Living in the extreme: Alaska G: The present perfect or the past simple? 132	Writing an informal letter News from hospital 54	Synonyms Adjectives with -ed and -ing Extreme adjectives Parts of the body A balanced diet Meanings of do 56	Exam focus R: Teenage gambling W: Meals in Russia 57
Food from around the world page 60			
South Africa: Kruger National Park G: must, mustn't, have to and be not allowed to 68	Writing a postcard Wish you were here 70	Nouns A weather forecast Geographical features The environment 72	Exam focus G/V: Animal art S: Animals in different environments 73
Education UK style G: -ing forms 80	Writing a letter of application and a CV I need a job! 82	Opposites What's the difference? Starting out Exams Phrasal verbs with look 84	Exam focus R: Entering the World of Work: tips for teens W: Future plans and ambitions 85
The disappearing sea page 88			
Learning superstitions G: may, might, could, probably and definitely 96	Writing an article Sports for the family 98	A sports report Sports, players and places Adverbs and adjectives What's the difference? Free-time activities 100	Exam focus L: HMS Sussex S: A school sports competition 101
Wonderful places G: should, ought to and shouldn't 108	Writing a story Ghosts 110	What's the difference? Prefixes Describing people 112	Exam focus G/V: The important guest W: Young offenders 113
The stars of the Olympic Games page 116			
Weather G: have to, don't have to, need to and don't need to 120	Writing a semi-formal email Holiday! Exam training: Semi-formal emails 126	Verbs and phrasal verbs Travel nouns Being a tourist Getting around 128	Exam focus R: A holiday in history S: Planning a holiday together 129
The changing face of Europe G: Words and prepositions 136	Writing an informal letter An invitation 138	Phrasal verbs Prepositions and time Meanings of get Jobs and employment 140	Exam focus G/V: Enjoy your breakfast S: People's ambitions at different life stages 141
Famous explorers page 144			

1 Communication

The last word

Quick quiz

- 1 How much do you know about languages?
 - 1 What languages do the people in these countries speak?
 - a Belgium
 - b Argentina
 - c Australia
 - 2 Which three of these languages each have more than 300 million speakers?
 - a Hindi
 - b English
 - c Chinese
 - d Spanish
 - e Arabic
 - f French
 - g Russian
 - 3 How many languages are there in the world?
 - a 60
 - b 600
 - c over 6,000



Reading

- 2 Look at the picture in the article on page 7. What does it show? What do you think the article is about? Read the article and see if you were right.

Exam training

Matching headings to paragraphs

When you match headings to paragraphs, don't just look for the same words in the heading and the paragraphs. Instead, think about the meaning of the whole paragraph.

- 3 Match headings a–f to paragraphs 1–6 of the article.
 - a What communities can do 5
 - b The number of languages in danger _____
 - c The last speaker of his language _____
 - d The most important reason why languages are dying out _____
 - e Languages and natural disasters _____
 - f What happens when languages die _____

- 4 Read the article again and answer the questions, using your own words.

- 1 What does Maluerindi think we can do about his loneliness?
- 2 What is going to happen in the next 100 years?
- 3 Why do languages die?
- 4 What can people do to save a language?
- 5 Why should we care when languages die?

Vocabulary

Verbs

- 5 Find verbs 1–6 in the article and match them to their meanings a–f.

1 change	a damage something completely
2 disappear	b become different
3 destroy	c live after a difficult event
4 survive	d stop something dying
5 save	e stop existing
6 care	f be interested in something
- 6 Choose three of the verbs in 5 and write three sentences about the reading text.



- 1 Maluerindi (a name which means 'Running Water') is lonely because he has nobody to talk to, but his loneliness won't change – he is the last person in the world who can speak his Aboriginal language. 'It's sad,' he says, 'but there's nothing we can do about it now.'
- 2 Experts who study languages say that there are 51 other languages with just one speaker left – 28 of them in Australia. These languages are so close to dying out that nobody can save them. The experts tell us that out of the world's 6,000 languages, 3,000 will disappear in the next 100 years.
- 3 There are many reasons why languages die out. Sometimes natural disasters such as earthquakes, floods or hurricanes suddenly destroy small groups of people who live in faraway places. Sometimes the weather changes and there isn't enough food, and sometimes strangers bring new diseases.
- 4 But disasters like these are not the biggest danger, and do not tell us why languages are disappearing faster than ever before. The real problem comes from the big world languages such as English, Spanish, Portuguese and French. Today, mainly because of America, English is the first world language, and it is very hard for smaller languages to survive.
- 5 There are things that small communities can do to save a language, but they need time and money. First, people need to record the language and write it down. Then they need to train teachers, and write grammar books, dictionaries and books for schools.
- 6 We should care about languages that are in danger just as we should care about rare plants and animals. When a language dies out it is not like when a civilisation such as the ancient Greeks or Egyptians die. They leave behind buildings like the pyramids in Egypt and the Parthenon in Greece – there is always something to show that they were there. But a spoken language leaves nothing behind – when it dies, there is only silence.

say, talk, speak or tell?

7 Complete these sentences with the correct form of *say*, *talk*, *speak* or *tell*.

- 1 He is lonely because he has nobody to _____ to.
- 2 He is the last and only person in Australia who can _____ his Aboriginal language.
- 3 'It's sad,' he _____, 'but there's nothing we can do about it now.'
- 4 The experts _____ us that out of the world's 6,000 languages, 3,000 will disappear in the next 100 years.

8 Complete the sentences using *say*, *talk*, *speak* or *tell*.

- _____ means 'to know a language'.
- _____ means 'to have a conversation with'.
- _____ is used to give information to someone.
- _____ is used to describe someone's actual words.

9 Choose the correct verb to complete the sentences.

- 1 He *said* / *told*, 'I want to dance.'
- 2 I *said* / *told* him that it was too late.
- 3 What did she *say* / *tell* to him?
- 4 He *speaks* / *talks* three languages.
- 5 She likes to *speak* / *talk* about herself a lot.

Time to talk?

Look at the pictures which show different ways of learning a language.

Describe:

- who is in the picture.
- where they are.
- what they are doing.

Which of the activities in the pictures do you do?

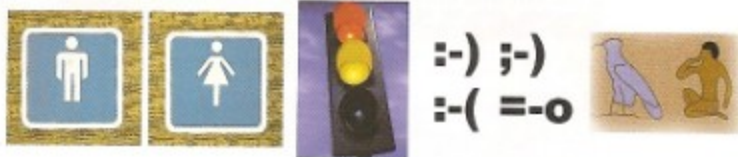
Which of the activities in the pictures do you think are most helpful for learning a language?

Can you think of other activities to help learn a language?



The present simple and the present continuous

1 Look at these symbols. Can you say where they are used?



2 1.1 Tanya is giving a presentation to a class at her school. Listen to the beginning of her presentation and fill in the gaps.

As part of our English course, we ¹ _____ a project every term. We spend one lesson a week learning about something a bit different. This term we ² _____ systems of writing, such as Egyptian hieroglyphics, which used small pictures and symbols.

What tense is used in the first gap? _____
What tense is used in the second gap? _____

3 Read the rest of Tanya's presentation and choose the correct form of the verbs.



Even nowadays, there are times when we prefer to use symbols and icons to communicate our ideas to each other.

This week ³ I do / I'm doing a project on modern symbols, and the chart that ⁴ you look / you're looking at has all sorts of examples of them. Symbols are things like national flags or the colours in a set of traffic lights. They're useful because everybody ⁵ understands / is understanding what they mean, even if they come from a different country or speak a different language. Icons are a bit like symbols, except that they ⁶ look / are looking like the things they represent - for example, the signs for man and woman .

Symbols and icons are important in business. Teenagers and young adults are the main customers for companies like Coca-Cola and McDonald's, and these companies ⁷ spend / are spending a lot of money making sure that young people recognise their symbols. This use of symbols and icons is fairly recent - a few years ago you didn't see many of them but now ⁸ they become / they're becoming more and more common.

Grammar check

The present simple and the present continuous

Uses

1 Look at these uses of the present simple and present continuous. Look again at verbs 1-8 in the text and find an example of each of the uses.

Present simple

- 1 something that happens regularly
- 2 something that is permanent or always true

Present continuous

- 3 something that is happening at the moment of speaking
- 4 something that is only temporary
- 5 a change that takes place over a period of time

Forms

2 Write sentences in the positive, negative and question forms.

Present simple

Positive _____
Negative They don't do a project every term.
Question _____?

Present continuous

Positive She's doing a project this term.
Negative _____
Question _____?

What do they mean?

4 Match 1–6 to a–f.

- | | |
|------------------------------------|------------------------------------|
| 1 Petra comes from Hungary. | a She's the manager there. |
| 2 Petra is coming from Hungary. | b He's doing his homework. |
| 3 Joanna works at McDonald's. | c He prefers reading books. |
| 4 Joanna is working at McDonald's. | d She was born there. |
| 5 My brother doesn't watch TV. | e She has a job there for a month. |
| 6 My brother isn't watching TV. | f She's on the train right now. |

The present simple or the present continuous?

5 Underline the correct form of the verbs to complete the sentences.

- Let's go to Phoneland, they sell / are selling mobiles really cheaply at the moment.
- My computer's broken so I use / am using my brother's until I get it fixed.
- Sveta is Russian. She comes / is coming from Omsk.
- I get / am getting more and more worried about giving my presentation tomorrow.
- Every summer McDonald's spend / are spending extra money on advertising ice cream.
- My friends design / are designing their own website. It looks great.
- Many people are working / work in the computer industry.
- Hey, don't leave without me! I come / am coming right now.

Questions and negatives

6 Put the words into the correct order to make questions and negative sentences.

- symbols / more / are / common / becoming?
Are symbols becoming more common?
- don't / symbols / like / people / some.

- am not / a project / I / this term / doing.

- companies / spend / do / a lot of money / on advertising?

- looking / you / are / at / the chart?

- different / learning / you / about / are / symbols?

Remember!

- We use the present simple, not the present continuous, with adverbs of frequency (*always, often, usually, sometimes, rarely, never*).

*I always use symbols in my text messages.
John never uses them.*

- There are a number of verbs that we do not normally use in the continuous form. Here are some of the most common ones:

• believe • belong to • dislike • hate • have • know
• like • love • own • need • think • understand

I don't understand what you mean.

Which tense?

7 Complete the sentences using the present simple or present continuous form of the verbs in brackets.

- My sister often _____ (send) text messages to her friends.
- At the moment, I _____ (learn) to use a new computer program.
- Symbols _____ (become) more and more common in advertising.
- I _____ (not / own) a mobile phone at the moment.
- I usually _____ (understand) the symbols I see in other countries.
- How many symbols _____ (you / have) on your mobile?
- John never _____ (send) me emails or text messages.
- Red sometimes _____ (mean) 'danger' or 'stop'.
- _____ (you / know) what this symbol means?
- This mobile phone _____ (belong) to my sister.

Let's activate

Exchanging information

- Work with a partner. You are going to interview each other about things that are always true, and things that are true at the moment. First, write some questions to ask your partner. Use these topics to help you.

- languages
- family
- friends
- books
- music
- sport

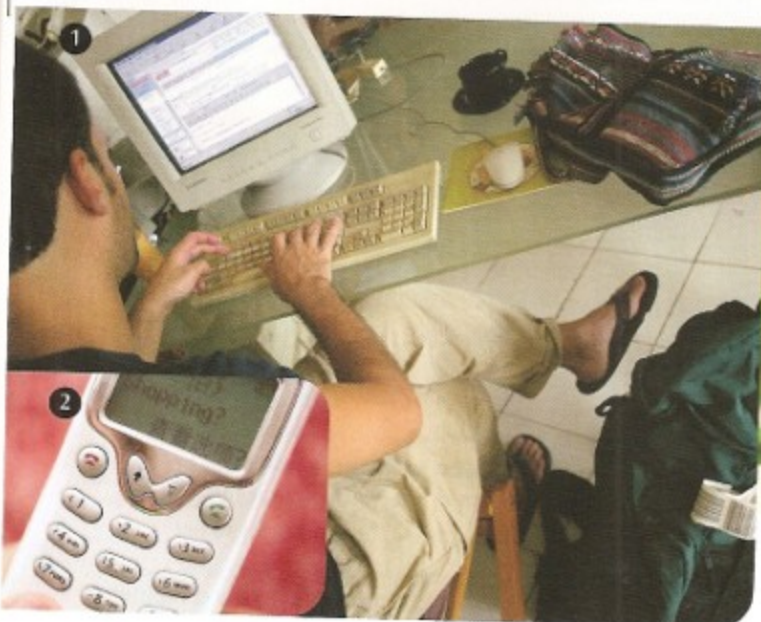
Example

Do you speak any languages?

Are you studying any languages at the moment?

- Interview your partner.

Getting the message



1 Match the verbs in A to the nouns in B.

- | | |
|----------|--------------|
| A | B |
| send | a message |
| make | a number |
| leave | someone |
| dial | a phone call |
| phone | an email |

2 Look at the pictures, which show different ways of sending and receiving messages. Which ways of sending messages do you use? Use these words to help you.

- mobile phone • computer • sign language
- deaf • text message • email

Listening

Exam training

Matching

When you do a matching task, read the information carefully before you listen. Think about the kind of words you might hear.

Message 1

Message for: 1 Nicky
 Arranged time: 2 _____
 Message from: 3 _____

Message 2

Message from: 4 _____
 Message for: 5 _____
 Number to call: 6 _____

Message 3

Message for: 7 _____
 How to give information: 8 _____
 Information wanted: 9 _____

3 1.2 Listen to people giving or taking three messages. As you listen, match the messages 1–3 to what each one is about a–d. There is one answer you do not need.

- a a party _____
- b an evening out _____
- c homework _____
- d an apology _____

Note-taking

4 1.2 Listen again and complete the missing information. You may need to listen twice.

Sending messages

- 5 You are going to send a message around the whole class.
- The teacher whispers a message to the first student.
 - The first student whispers the same message to the next student, and so on.
 - The last student tells the class what he/she thinks the message is.

Speaking

The meaning of words

- 6 American English and British English sometimes use different words to mean the same thing. Do you know which of these words are American and which are British?

• elevator • lift • bathrobe • dressing gown



- 7 1.3 Read the dialogue. Then listen and fill in the gaps.

Talking about meaning

Jim 1 _____ 'elevator' mean?
 Jane I'm not sure, 2 _____ 'lift'. 3 _____
 _____ what 'bathrobe' 4 _____?
 Jim Yes, 5 _____ 'dressing gown'.

- 8 Work with a partner. You each have three American English words. Use the wordlist on page 146 to find out what they mean. Do not tell your partner.

Student A • faucet • flashlight • billfold
 Student B • vest • pantyhose • drugstore

Now ask your partner what their words mean. Use the dialogue box in 7 to help you.

- 9 Do you know any other British English and American English words which are different?

Asking for information

- 10 1.4 Read the dialogue. Then listen and fill in the gaps.

Asking questions and understanding the answer

Maria 1 _____ do you know where the library is?
 Jane It's in Burundi Street.
 Maria 2 _____?
 Jane B-U-R-U-N-D-I.
 Maria 3 _____?
 Jane Go past the school, take the first right and it's opposite the bus station.
 Maria Sorry that was a bit fast, 4 _____.
 Could you repeat it more slowly?

Role play

- 11 Work with a partner. Use the dialogue box in 10 to help you.

Student A

Ask where the bus station is.

Ask Student B to spell the street name.

Tell Student B the time, but talk very quietly.

Repeat what you said.

Student B

Say that the bus station is next to the cinema in Warwick Street.

Spell the street name.

Ask what the time is.

Ask Student A to repeat what he/she said.

- 12 Work in different pairs. Imagine that one of you is a stranger in your town. Practise similar dialogues to the one in 11. Ask about:

- the nearest cinema / disco
- the name of a good doctor / dentist / hairdresser
- interesting sights to see in your town



1 Look at the frequently asked questions (FAQs) on this web page. Can you guess any of the answers?

2 Read the text and see if you were right.

FAQs

Welcome to the English Club's frequently asked questions.

HOME

Where does English come from?

We can't answer that question exactly, but here's a recipe we came across the other day:

50 grammes	Greek
75 grammes	Latin
400 grammes	Anglo-Saxon
150 grammes	Norse
300 grammes	French (flavoured with Latin and Greek)

25 grammes other mixed languages

Mix all the ingredients together.

Cook slowly for 1,000 years.

How many people speak English?

English is the main language in 30 countries, and there are about 375 million people who speak it as their first language.

It is also used as an official language in over 70 other countries such as Cameroon, Tanzania, India, Pakistan, Malaysia and Fiji, and is a second language for about 350 million people.

One in two Europeans can speak English quite well and can have a proper conversation. And in the future even more Europeans will be able to speak it. All in all, there are about 1,000 million (a billion) people who can't speak English, but they're learning it!



Why do people learn English?

It's the top language for travel and tourism, and is used in business and science. At the moment, 80 per cent of the world's Internet sites are in English, but this will fall when more countries start using their own language.



How many words are there in English?

There are about 300,000 entries in the *Oxford English Dictionary*. However, there are many scientific and technical words that are not in the dictionary (for example, there are over a million types of insect). An educated English speaker only uses about 30,000 words.

What's the longest word in English?

According to the *Oxford English Dictionary*, it is the name for a lung disease caused by breathing in dangerous dust and is *pneumonoultramicroscopicsilicovolcanoconiosis*.

What's the most common letter in English?

The letter 'e' is used more than any other. Ernest Wright was very interested in this fact, and wanted to see if it was possible to communicate without using this letter at all.

He wasn't able to write very much! In the end, he wrote a 200-page novel, *Gadsby*, without using any words containing the letter 'e'. Sadly, it was not a great success, but here is a bit of it:

*A glorious full moon sails across a sky without a cloud.
A crisp night air has folks turning up coat collars and
kids hopping up and down for warmth.*

Talking about Russia

- 1 Do you know where Russian comes from?
- 2 Are there any foreign languages that are very similar to Russian? Where do people speak these?
- 3 Do people outside Russia speak Russian? Where? Do you think it's easy to learn Russian? Why? / Why not?
- 4 What foreign languages do / did most people learn at school now / in the past?
- 5 What language do most tourists use when they come to Russia?
- 6 Is it important to speak the language of the country you are visiting? Why? / Why not?

can, can't or (not) be able to**can and can't**

- 1 Work with a partner. Ask and answer questions about the activities in the pictures using *can* and *can't*.

We use *can* and *can't* to refer to things we are (not) able to do.

Example

A Can you play squash or tennis?

B I can play tennis, but I can't play squash.

**can or be able to?****Remember?**

Sometimes it is not possible to use *can* because it has no infinitive, perfect or future form. We have to use *be able to* instead. We usually use *can* if possible.

- 2 Look back at the text on page 12 and find the example of *be able to* that completes this sentence.

And in the future even more Europeans _____ it.

- 3 Look at the two columns below. In which column is it possible to use *can* after all the words? In which column do we need to use *be able to* after all the words?

1	2
My brother _____	I want to _____
I _____	One day I will _____
A lot of people _____	He might _____
Not many English people _____	I'd like to _____

- 4 Finish the sentences using your own ideas.

can, can't or (not) be able to

- 5 Complete the sentences using *can*, *can't* or *(not) be able to*.

- I always learn a few words of the language when I go abroad. It's nice to _____ speak to local people.
- I'm sorry, can you please repeat that? It's very noisy and I _____ hear you.
- I'm going to take extra French lessons because I want to _____ speak to people when I'm on holiday.
- It's great using the Internet. You _____ learn a lot of new expressions.
- If you go to Australia for two years, you will _____ speak English really well by the time you come back.
- Why don't you ask your teacher to recommend a book? She may _____ help you.
- I'm very sorry, but I'm afraid that I _____ come to the lesson next week.
- People who work in the tourist industry usually need to _____ speak more than just one language.
- I have never _____ swim. I hate deep water.
- She _____ play the piano since she was six years old.

- 6 Work with a partner. Ask and answer questions using *can*, *can't* or *(not) be able to* and these prompts.

- you / speak more than two languages?
- you / pronounce
pneumonoultramicroscopicsilicovolcanoconiosis?
- will you / come to my party next week?
- you / lend me a dictionary?
- you / go on holiday next year?

Let's activate**Plans for the future**

- 7 Work with a partner. You are going to tell each other about your plans for the future. Write a list of five things that you can't do at the moment but you will / might be able to do in the future. Use these ideas to help you.

- drive a car
- read a novel in English
- finish this coursebook
- go to university
- visit the moon

- 8 Tell your partner about your plans.

Example

I can't drive a car, but I might be able to when I'm older.

Distant friends

- 1 Look at this list of ways of keeping in touch with friends.



- phoning • texting • emails
- letters • chatrooms

- 1 Which of these do you use to contact your friends?
- 2 What do you like or dislike about these?

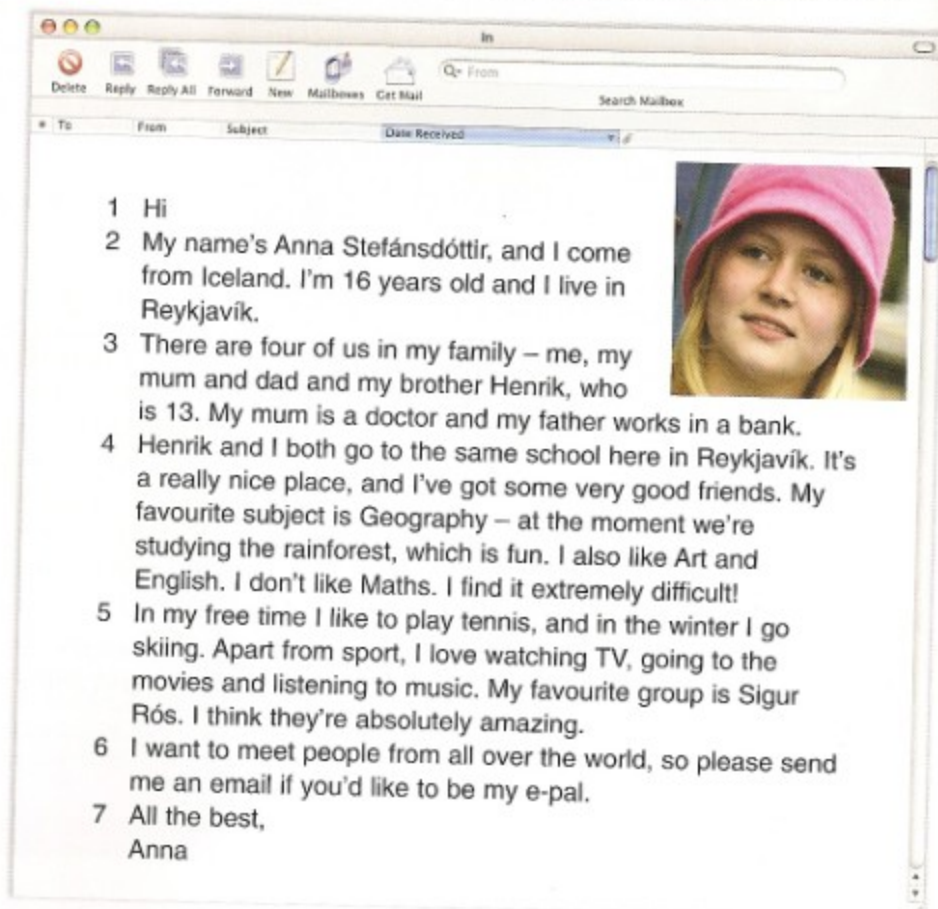
Studying the sample

- 2 Look at this web page and answer the questions.

- 1 What is an e-pal?
- 2 What is the aim of this website?
- 3 How much does it cost?
- 4 How do you join?
- 5 What will you get back in return?



- 3 Read the email that Anna has sent about herself to the e-pals-online website.



Exam training

Informal emails

When you're writing an email to a friend, there are **no** rules about how you should start or finish. Emails to friends are usually like informal letters, but they don't have to be.

- 4 Match the parts of Anna's email to the notes below. The first one has been done for you.

- Details about the school
- Basic information about Anna
- 1 Opening
- Family details
- Closing
- Request for a reply
- Hobbies and other interests

Steps to better writing

Contractions

- 5 When we write to friends, we use informal language that is like the language we use when we are talking. We often use short forms (e.g. *I'm*) instead of long forms (e.g. *I am*). Find the answers to these questions.

- 1 How many short forms are there in the email? What do they mean?
- 2 What are the short forms of the following? Sometimes there is more than one answer.
 you are _____
 it is not _____
 they have not _____
 she will _____
 we would _____
 they are _____
 he has _____
 you will not _____
- 3 Each of these short forms has two meanings. What are they?
 she's _____
 I'd _____

- 6 Rewrite these sentences using short forms where possible.

- 1 My brother has not got a car but I have.
- 2 • Jack is not coming to the party, is he?
 • Yes, he is. I have just had a text from him.
- 3 I am buying her something I know she will like.
- 4 I am emailing you because my phone has run out.
- 5 • Are you Swedish?
 • No, I am not. I am Finnish.

Normal and extreme adjectives

- 7 Some adjectives are stronger than others. We often use strong or 'extreme' adjectives when we are talking or writing informally. Arrange the adjectives in two columns, then answer the questions below.

- good • fantastic • terrible • brilliant • amazing
- incredible • nice • pleasant • bad • unpleasant • awful

Normal	Extreme
good bad	fantastic terrible

- 1 Which type of adjectives can you use with adverbs like *very* or *extremely*?
- 2 Which type of adjectives can you use with adverbs like *absolutely*?
- 3 Which type of adjectives can you use with the adverb *really*?
- 8 Find examples of adjectives used with these adverbs in Anna's email.

Writing an informal email

Understanding the task

- 9 Read the instructions in 11 and answer these questions.
- 1 What is the purpose of the email?
 - 2 What kind of information would people want to know about you?
 - 3 In real life, what information should you **not** put in an email like this? Why?

Planning

- 10 How many paragraphs will there be in the email? What will each paragraph be about?

Writing

- 11 You want to find an e-pal on the Internet, so you have decided to write to the website. Write an email introducing yourself and asking people to write back. Write the email (120–150 words).

Checking

- 12 Read though your finished email, and check carefully that you have:
- used the present simple and present continuous correctly.
 - used short forms where appropriate.
 - used adverbs like *really*, etc. and included one or two extreme adjectives.

Word focus

Verbs

- 1 Complete the newspaper headlines using these verbs. There is one extra verb.

• save • survive • care • destroy • disappear

1 We must _____ small languages now!

2 _____ Earthquakes and volcanos _____ seven languages a year

3 Do you _____ what is happening to small languages?

4 Can languages with only ten speakers _____?

Words connected with studying

- 2 These verbs and nouns are all connected with studying. Fill in the missing words.

Verbs	Nouns
study	<i>student</i>
revise	_____
practise	_____
_____	repetition
_____	memory
_____	translation
learn	_____

- 3 Use two verbs and two nouns to talk about your language study.

Learning a language

- 4 Complete this text about language learning using the words in 2. The first letter or letters are given to help you.

How to ¹st_____ a language

- ²P_____ your English as much as possible – write to a penfriend, watch TV and films in English, listen to pop music and read magazines in English.
- Try to ³I_____ about ten new words each week.
- If you don't hear what your teacher says, ask him/her to ⁴r_____ it.
- Sometimes it can help to ⁵t_____ new words into your own language.
- Always ⁶r_____ before a test.

Extension

Languages and nationalities

- 5 In pairs, answer these questions.

- 1 What countries are the closest neighbours to Russia?
 - 2 What nationalities are the people who live in these countries?
 - 3 What languages do they speak?
 - 4 What nationality are the people who live in the countries in the list below?
 - 5 What languages are spoken in these countries?
- The Netherlands • Brazil • The United Kingdom
• Portugal • The United States of America • Switzerland
• Austria • Canada • New Zealand • Ireland

Messages and notes

- 6 Complete the story using these words. Sometimes more than one answer is possible.

• dialled • phone call • make • left • answerphone
• phone • ring

Someone ¹_____ a message on my ²_____ yesterday while I was out. It said, 'Hello. I've got some good news for you. You've won the lottery. ³_____ 0900 454545 to get your prize. Congratulations!'

I couldn't remember buying a lottery ticket, but I decided to ⁴_____ the phone call anyway. I ⁵_____ the number carefully. No one answered, but there was a message. 'Welcome to the Lottery-line,' it said. 'Follow these instructions to claim your prize.' The voice went on and on, with long instructions about different numbers to ⁶_____ for different names. I suddenly realised. It was a hoax – there weren't any prizes, just a long ⁷_____ that I had to pay for. And when I got my phone bill, I was right – it cost £1 per minute!

Грамматика и лексика

- 1 Read the article below. Make a suitable word from the prompt at the end of each line to fill in gaps 1–7 so the sentence is grammatically correct. Write the words you have made in the gaps.

Computers that talk

- 1 When we hear about talking computers, nobody is really _____ these days. They already play an important part in our everyday lives. Just think what happens when you use your telephone at home to listen to an SMS text message from someone's mobile. It's true that computers can _____ turn written text into spoken language but can they do the opposite? Will we ever be able to dictate an email or a text message to a computer program and will it immediately be able to turn them into _____ and send them to the correct address?

- Some say we can already buy software which does exactly that, but these programs tend to make a lot of mistakes. Their spelling is five or ten times _____ than yours in a dictation task at school. Computers want to match every word we say to a model text in their memory banks and this is very _____. Scientists are now working on new ways to make the computers' spelling better. The program which they are _____ will be able to remember our habits when we speak. It will listen to and memorise how we usually form sentences, what kind of words we normally use together when we talk to friends, colleagues or when we tell a story or a joke. One of these programs is called YODA, named after the _____ and wise creature from *Star Wars*. Will YODA really be able to understand what we say? Scientists are optimistic. We, however, won't be able to decide until the first voice-generated message reaches the addressee.

SURPRISE

EASY

WRITE

BAD

COMPLICATE
DEVELOP

FRIEND

Говорение

- 2 Read the Speaking task in 3. Prepare some questions you could ask about the topic.

Example:

Do you think writing a letter is more personal than sending a text message?

- 3 In pairs, talk about the different forms of communication that you use.

Remember to say:

- what forms of communication you prefer to use and why,
- why you think many people use traditional forms of communication (think of examples from the lives of people you know),
- why the internet is so popular among young people,
- why having a mobile is useful, or what the possible disadvantages are.

Student A: you have to talk for 2–2.5 minutes.

Student B: listen until your partner has finished, then ask some of the questions you prepared in 2.

- 4 Swap roles and repeat the task.



2 The big time

Success

1 Match the words in A to their opposites in B.

A	B
success	poor
rich	lose
win	give
receive	failure

2 Discuss which two of these things are most important in achieving success.

- family • appearance • hard work • teacher
- talent or ability • luck

3 Look at the photos of famous successful people and answer the questions.

- 1 Do you know the people and why they are famous?
- 2 Which of the things in 2 do you think were most important in achieving their success?
- 3 Whose success do you think is the most impressive? Why?



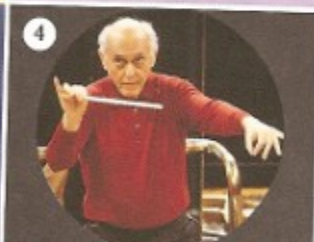
Steve Redgrave has won five Olympic gold medals.



Gisele Bündchen earns \$50,000 a day.



Anna Paquin won an Oscar aged 11.



Georg Solti had 31 Grammys by the time he died in 1997.

Reading

4 Read the first few lines of the article and choose the best title for it from 1–5.

- 1 The disadvantages of fame
- 2 How to get to the top
- 3 Going nowhere fast
- 4 Life as a celebrity
- 5 A question of luck

5 Read the rest of the text to see if you were right.

Exam training

Reading for specific information

Look through the text quickly to find specific information. When you see the information you are looking for, read that part of the text more carefully.

6 Read the article and decide if these statements are true or false. Correct the incorrect statements.

- 1 Michelle Williams's parents wanted her to become an actress.
- 2 Michelle won an award with her performance in a film.
- 3 Daniel Green's teachers had no faith in him.
- 4 All you need to succeed is luck and natural talent.
- 5 You will work harder if you get something in return for your effort.

1 So, what is the secret of success? How can you make your dreams come true, and become a movie star, or start a successful business? Our article looks at two people who have found the answer.

5 At fourteen, Michelle Williams was just a teenager living with her family in a small town in Montana, USA, whose ambition was to become an actress. Against her parents' wishes, who wanted her to continue her father's profession and become a stock broker, Michelle left high school when she was fifteen to pursue an acting career. But finding good acting jobs was not easy. She once told a reporter how, during a difficult period, she tried to make a living by selling ice cream – but did not do very well: 'I ate more than I sold,' she admitted. But she never gave up her dream.

15 First, she played small parts in television shows for a few years, but her talent was eventually discovered when she was 18. The makers of a new teenage soap opera, *Dawson's Creek*, gave her one of the main roles on the show. After that, it was only a question of time before she found fame in the movies.

20 Today, Michelle, who wanted to be an actress since she was a child, has succeeded in becoming a respected Hollywood actress – and some critics are already saying that she will be a great star of the future. In 2005, she won a Golden Globe award, and was even nominated for an Oscar for her outstanding performance in *Brokeback Mountain*.

When 17-year-old Daniel Green started sending samples of his own clothing designs to fashion shops, only he believed that he could achieve his dream. His teachers thought he would never go anywhere at all! But by the time he was 22, he already had contracts with 30 shops. He spent many months trying hard to convince more than a hundred leading

Exam training

Multiple choice

Read the first part of the question and each possible answer before you make your choice.

- 7 Read the example first, then choose the correct answer, a, b or c.

Example

Before Michelle started her acting career, she

- a worked with her father as a stock broker.

The text says *her parents ... wanted her to ... become a stock broker*. So, a is incorrect because she left school and became an actress against her parents' wishes.

- b earned a living by making ice cream.

The text says she *tried to make a living by selling ice cream*, it says nothing about making it, so b is incorrect.

- c attended high school.

The text says she *left high school when she was fifteen to pursue an acting career*, so before this decision she was a high-school student. So, c is the correct answer.

- What did Michelle achieve when she was 18?
 - She got her first job in a television show.
 - The makers of a soap opera offered her a leading role.
 - She became a stock broker.
- The author of the article believes that people who are successful are those
 - who have luck and natural talent.
 - with the most time.
 - who work hard to achieve their goals.
- What does 'This' refer to in the last sentence?
 - working hard
 - achieving your dream
 - giving yourself a reward

companies to buy his products, so he could open an enormous shop himself, and sell all the best fashion brands there. Today, his shop, the Brand Centre, makes millions of pounds each year.

So, what do these two young people have in common? It is not hard to see what their secret was. Hard work, a lot of dedication, and a positive belief in their own talents.

Whatever your dream is, the secret is to aim high and never stop. People who have got to the top are not simply the ones who had luck, and they do not believe they can succeed only because they are naturally good at something. They put in the hours when they need to, work hard and work well. They also try to get better all the time instead of just worrying about their weak points. So, follow their example, and be proud of your achievements. When you do well, always reward yourself with a treat: watch a movie after a hard day's work, or buy yourself some new clothes when others praise your effort. This will inspire you to achieve even more!

Vocabulary

Opposite meanings

- 8 Find adjectives in the text which mean the opposite of these words.

• easy • ignored • insignificant • tiny • negative • strong • ashamed

- 9 Write sentences using three of the adjectives you found in the text.

Word formation

- 10 Look at the text and find nouns which are formed from these adjectives.

• successful • ambitious • famous • hard-working • dedicated • talented • lucky

- 11 Complete the sentences using one of the nouns or adjectives in 10.

- Daniel Green is very _____. He wants to have a shop in every city in Europe by the time he's 30.
- My brother is a wonderful singer. He is really _____.
- You need a lot of _____ to win a million pounds on the lottery.
- I'm really tired. Climbing up that hill was _____.
- Daniel is a very _____ businessman. He has achieved what he dreamed about.
- Jenna is _____ to her job: she works hard every day, and puts in the extra hours when she has to.
- Kate Winslet is a great actress, who found international _____ in the film *Titanic* in 1997.

Time to talk!

Describe the photos. What kind of success does each of them show?

What would you like to achieve after you leave school?

Is success important to you? Why? / Why not?

Does success mean the same as happiness? Why? / Why not?



The past simple and the past continuous

- 1 In pairs, look at the photo and answer the questions.
- Do you know who this is?
 - What bands or singers do you like?
 - Did any of them start their careers when they were very young?



A radio programme

- 2 2.1 Listen to part of a radio programme about Björk, Iceland's most famous musician, and fill in the missing verbs.

Björk

She ¹ _____ her first album when she was just 11 years old.
In the next eight years she ² _____ in three bands.
In 1981, she ³ _____ on a TV programme, *Rock in Reykjavík*.

- 3 Look at the verbs in 2. They are all in the past simple. How do we form the past simple of regular verbs?

Pronunciation

- 4 Complete the sentences using /t/, /d/ or /ɪd/.
- When a regular verb ends in t or d (e.g. *start*, *record*), the -ed ending is pronounced _____.
 - When a regular verb ends in another sound, the -ed ending is pronounced _____ or _____.
- 5 Look at the verbs in 2. Are they pronounced /t/, /d/ or /ɪd/?
- 6 2.2 Look at these verbs and decide if they are pronounced /t/, /d/ or /ɪd/. Then listen and check.
- wanted • walked • turned • ended • jumped
 - invented • believed

Regular and irregular verbs

- 7 Complete the text about Björk, using the verbs in brackets in the past simple. Which verbs are irregular?

Although her band Kuki ¹ _____ (record) two albums and ² _____ (go) on a tour of Europe, Björk only really ³ _____ (become) world famous with The Sugarcubes, an Icelandic band. British and American radio stations ⁴ _____ (play) their first single and ⁵ _____ (make) them a popular alternative band in both countries. The Sugarcubes ⁶ _____ (have) a number of hits, but in 1993 Björk ⁷ _____ (break) up with her husband and ⁸ _____ (move) to London with her son. While she was living in London, she ⁹ _____ (choose) a new style for her work. Working with several big-name producers, she ¹⁰ _____ (begin) work on a house-music influenced album, *Debut*, which ¹¹ _____ (be) a massive success, and ¹² _____ (sell) very well in the US and UK. Her creativity and success hasn't stopped with music though. She ¹³ _____ (star) in and ¹⁴ _____ (write) the score for the musical *Dancer in the Dark* and ¹⁵ _____ (win) the best actress award at Cannes for her role in it.

Grammar check

The past simple and the past continuous

Forms

- 1 Write the negative and question forms.

Past simple

Positive *Radio stations played their first single.*

Negative _____

Question _____?

Past continuous

Positive *She was living in London.*

Negative _____

Question _____?

Uses

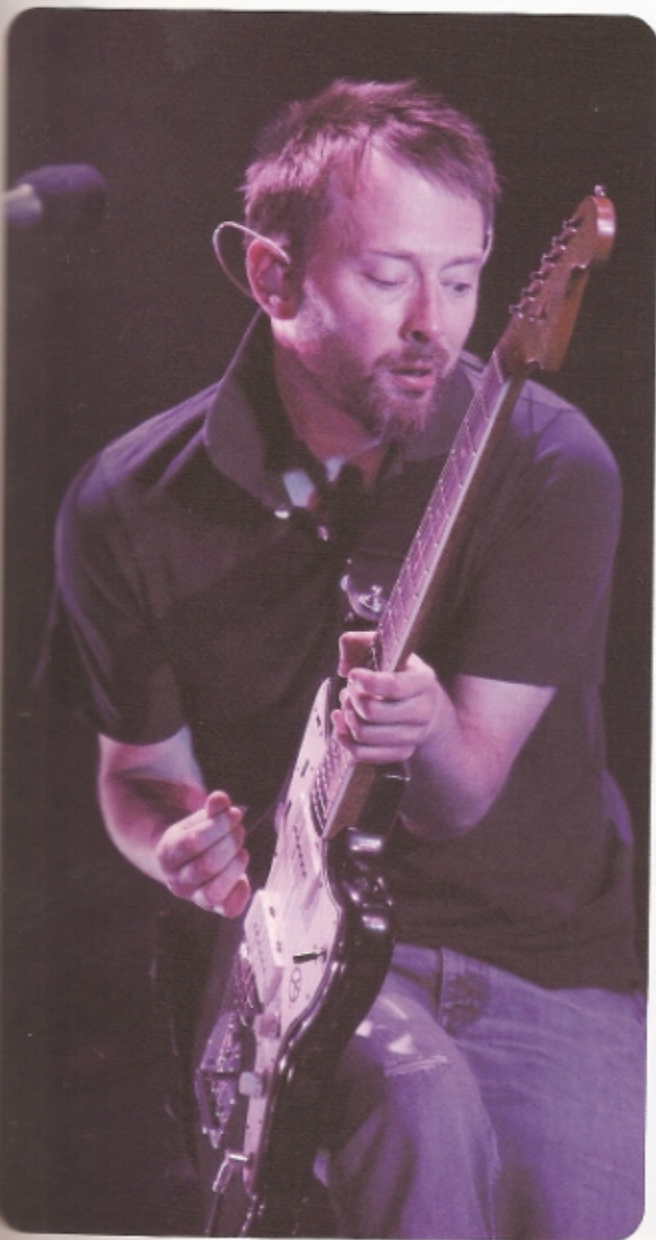
- 2 Complete 1 and 2 with the explanations a-d.

- We use the past simple _____ and _____
- We use the past continuous _____ and _____
 - for an action which went on for some time in the past.
 - for an action which happened at a particular time in the past.
 - for an action which was taking place when another interrupted it.
 - for actions taking place one after another in the past.

Past simple or past continuous?

8 Here are some facts about British rock band Radiohead. Complete the sentences using the past simple or past continuous form of the verbs in brackets.

- 1 The five members met while they _____ (study) at secondary school.
- 2 They first _____ (call) themselves On A Friday and they _____ (play) in a pub in Oxford.
- 3 The band then _____ (have) to stop while the members _____ (finish) their education.
- 4 They _____ (change) their name to Radiohead in 1991.
- 5 They _____ (stop) touring in 1995 because they _____ (record) their second album *The Bends*.
- 6 While the band _____ (tour) in 2000 they _____ (take) their own tent to play in.



9 Complete this paragraph about a new band by putting the verbs in brackets in the correct tense.

When the band ¹_____ (get) together, they ²_____ (not / be) worried about being compared to other bands. It ³_____ (not / matter) to them because even then they ⁴_____ (make) music which was very different from anyone else's. They all like different types of music, however. When Mark ⁵_____ (grow) up in France, he ⁶_____ (like) to listen to rock music like The Police and U2. Paul ⁷_____ (grow) up in Spain. When he ⁸_____ (learn) to play guitar, he used to listen to bands like Metallica and Led Zeppelin. Since becoming part of the band, they have been able to meet some of their heroes. Anna ⁹_____ (meet) Sting at a party but admits she ¹⁰_____ (can / not) think of a single thing to say to him!

Let's activate

Information exchange

- 10 Work with a partner. One of you is Student A and the other is Student B. Follow the instructions. Student B: look at page 159.

STUDENT A

Complete the text using the past simple and past continuous.

Michael ¹_____ (have) breakfast yesterday morning when the post ²_____ (arrive). He ³_____ (listen) to the radio at the time so he ⁴_____ (not / hear) the postman ring the bell. His mother ⁵_____ (bring) him an official-looking letter a few minutes later. He ⁶_____ (open) it, wondering what it ⁷_____ (can) be. Imagine his surprise when he ⁸_____ (read) it and ⁹_____ (find) out that his application to enter the young musician's talent competition had been accepted!

Student B's story is called 'Sarah's phone call'. Find out what happened by asking these questions.

- 1 Where was Sarah when she got the phone call?
- 2 What was she doing? Why?
- 3 Who phoned her?
- 4 Why was she phoning?
- 5 What did Sarah do then?

A lucky break?

1 In pairs, answer the questions.

- Do you like adverts? Why? / Why not?
- Look at these TV adverts. What do you think they are advertising?



Listening

Exam training

True or false

Read each statement very carefully before you listen.
Only part of the statement may be true.

- 2 2.3 Listen to Sarah and Luke talking about TV adverts and decide if these statements are true or false.



- Luke likes the chocolate advert.
- Sarah thinks all adverts are good.
- Luke thinks some adverts are funny.
- Sarah can't understand Luke's sense of humour.
- Many actors appear in TV adverts in their careers.

- 3 2.4 You are going to hear two actors, Georgina and Danny, who work in TV adverts. Before you listen, decide which of these words they might use to describe their jobs.

• glamorous • fun • tiring • embarrassing • exciting

Now listen. Which words did you hear?

- 4 Listen again and complete the notes.

Danny:

Age now: _____

How he felt filming his first scene: _____



Georgina:

Age now: _____

How she felt filming her first scene: _____



Pronunciation

Stressed words

- 5 2.5 Listen and underline the two words in this sentence which are stressed.

My favourite advertisement on the television is an advert for trainers.

- 6 2.6 Listen to these sentences and underline the word that is stressed.

- The adverts are terrible.
- Why aren't there more adverts on TV?
- Do actors really enjoy appearing in TV ads?

Now say the sentences. Stress the words you underlined.

Vocabulary

- 7 Complete the sentences using these verbs.

• listen to • see • hear • watch

- I _____ that TV actor on my way to school.
- Don't turn off the TV! I _____ the football.
- Can you _____ that noise? What is it?
- Do you _____ CDs when you study?

Speaking

Films

8 In pairs, answer the questions.

- How often do you go to the cinema?
- Do you prefer to watch films at the cinema or on video or DVD? Why?
- If you watch a film in a foreign language, do you prefer it dubbed into Russian, or with subtitles? Why?
- What kind of films do you prefer? Use these words to help you.
 - romantic films • action films • thrillers
 - science fiction films • historical epics • comedies
 - animated films • horror films

9 Look at the pictures and read the descriptions of these three films. Which film looks the most interesting? Why? What do the numbers in the brackets mean, do you think?

Picture house

Casino Royale (12A)

Daniel Craig stars as special agent James Bond. His very first mission is to play a poker game against the dangerous terrorist banker, Le Chiffre, and win his millions. During the mission, Bond meets and falls in love with a beautiful woman, played by Eva Green – can he win the money, and can he save the woman he loves? Definitely worth seeing.



A Good Year (15)

Oscar-winner Russell Crowe shows his sensitive side in this gentle romance. He plays a successful businessman who inherits a beautiful farm in the south of France. Here, he meets a young French woman, and he discovers a different way of life. What's more important: money or happiness? Now he must decide if he wants to start a new life. Beautifully filmed, it is recommended for fans of romantic films.



Serenity (15)

There is a mysterious girl on the spaceship *Serenity*. She escaped from a government hospital, and now a special agent wants to get her back. Captain Reynolds and his crew of small-time criminals face terrible enemies in an attempt to save the girl, and maybe save the galaxy, too. Fantastic special effects, and plenty of humour. An absolute must for sci-fi fans.



10 2.7 Read the dialogue. Then listen and fill in the gaps.

Expressing preferences

Laura Which film should we go and see?

Adam ¹ _____ go and see *Serenity*. What about you?

Laura ² _____ see *A Good Year* than *Serenity*. I don't like science fiction films.

Adam I'm sure ³ _____ *Casino Royale* ⁴ _____ *A Good Year*. They say it's very good.

Laura OK, let's go and see *Casino Royale* then.

11 In pairs, discuss which film in 9 you would prefer to see. Use the dialogue box in 10 to help you.

12 2.8 Read the dialogue. Then listen and fill in the gaps.

Making suggestions

Adam ¹ _____ for something to eat before the film?

Laura Good idea. ² _____ to that new café? But ³ _____ after the film, shall we?

Adam OK, see you later.

13 In pairs, suggest what to do before or after the film. Use these pictures to help you.



14 Imagine that you went to see a film last night with a friend, but the evening was not a success. Take it in turns to ask and answer questions. Say:

- which film you went to see.
- how much it cost to get into the cinema.
- how you felt about the film.
- what you did after the film.
- why the night out was such a failure.

- 1 Work with a partner. Choose two paragraphs from the text each. Read your paragraphs and make notes about the decades they describe.
- 2 Close your books and tell your partner what you learned about the decades in your paragraphs. Then open your books again and read the whole text.

Talking about Russia

- 1 Who are the great film stars and directors in Russia?
- 2 How important are TV and films in your home?
- 3 What is your favourite film? Why?

British cinema

A history of British cinema

- 1 The history of British cinema over the last forty or fifty years is one of ups and downs, successes and failures. Here are just a few of them.

The 'swinging sixties'

- The 1960s was a great decade for British films, there was worldwide interest in British fashion, youth culture and the English. British directors started making films showing 'Swinging London' such as *A Hard Day's Night* starring the Beatles, and *Alfie* starring Michael Caine as a working-class cockney. This attracted money from the United States into British cinema. The first James Bond film in 1962 was the beginning of one of the most successful series of films in British cinema history. European directors like the young Polish director Roman Polanski came to 'Hollywood, England'.

The sad seventies

- In the 1970s, everything changed. The Americans spent too much money on making films, had several box-office failures and went back to America, leaving the British cinema industry without any money. Big British film companies even started putting money into American films.

The mixed eighties

- The 1980s saw the success of films like *Chariots of Fire*, and the great epic *Gandhi*. However, the story of British cinema in the 1980s was really about the relationship between cinema and TV. TV channels started putting money into the film industry and even making films such as *My Left Foot*. Some people saw it as the beginning of a new relationship between the cinema and the TV industries – but others said that the arrival of TV meant the end of the cinema.

The successful nineties

- In the 1990s, *Four Weddings and a Funeral* hit the big screen and was very successful around the world. This was followed by big hits like *Sliding Doors*, *The Full Monty* and *Notting Hill*. Some people claimed that British cinema was back.

The 21st century

- Many of the big blockbuster films that are made in Britain today, such as *Billy Elliot*, look British and sound British, but are actually made by American money and often by American directors. The hugely successful British film adaptations of the *Bridget Jones* novels star Renée Zellweger – an American playing the English heroine. The question is, is there anything that can truly be called the British film industry any more?



Articles

the or no article?

- 1 Look at these words from the text. Look back at the text to see how they are used and match them to the explanations of their use a–c.

1 the United States (line 8)

2 the English (line 4)

3 America (line 14)

- a We usually use *the* to talk about people who live in a country.
 b We usually use *the* for the plural names of countries.
 c We do not usually use an article for the singular names of countries.

- 2 Match these words from the text to the explanations of their use a and b.

1 the first James Bond film (line 9)

2 films (line 15)

- a We use *the* when the listener knows which thing we mean or there is only one of something.
 b We do not use an article when we are talking about things in general.

- 3 Complete the sentences using *the* or no article.

- 1 _____ United States was the largest single market for films.
 2 _____ America is still an enormous market for films.
 3 _____ American director, Steven Spielberg, is very successful.
 4 _____ European directors came to 'Hollywood, England'.
 5 _____ British used to be a nation of cinema-goers.
 6 _____ film *Chariots of Fire* was very popular.
 7 _____ films like *Alfie*, which are successful, are often made again.
 8 _____ success of films often depends on _____ director.

- 4 Read the conversation and correct the mistakes. Sometimes *the* is not needed and sometimes *the* is missing.

- Sue I saw best film I have ever seen last night.
 Brad Was it that new science fiction film?
 Sue No. I can't stand the science fiction films. It was a thriller.
 Brad Oh, no! I don't like the thrillers.
 Sue But this one was different. It was set in the Brazil and it was about a young girl who gets mixed up in a robbery by mistake.
 Brad It doesn't sound very interesting to me!
 Sue Well, if you don't believe me, why don't you go to see it for yourself!

a, an or the?

- 5 Look at these sentences and answer the questions.

a I went to see a film on Saturday.

b I went to see the new science fiction film on Saturday.

Do we know anything about the film in a?

Do we know anything about the film in b?

Now complete the rules using *the* or *a*. Use the examples above to help you.

We use _____ when a countable noun is mentioned for the first time.

We use _____ when we know which thing we mean.



- 6 Rewrite these sentences using *a*, *an* or *the* where necessary.

- 1 British make fewer films than Americans.
 2 Film 'A.I.' is Steven Spielberg film.
 3 Many famous Indian films are made in Mumbai.
 4 What was last film you saw?
 5 French make lot of films.
 6 Film stars make lot of money.
 7 Which is biggest studio in Britain?
 8 Movie stars usually live in big houses.

A star's life

1 In pairs, answer the questions.

- How often do you go to the cinema with friends?
- What was the last film you saw?
- Who is your favourite film actor or actress?
- What is the best film that they were in?

Studying the sample

2 Read this biography of a famous actress.



Charlize Theron

BIOGRAPHY

- Charlize Theron was born in 1975 in the small town of Benoni in South Africa. She grew up on a farm near Johannesburg and went to boarding school when she was 12.
- At the age of 16, after she won a modelling competition, she travelled to Italy. She worked as a model before travelling to America, where she started her acting career.
- Her first important film was *The Devil's Advocate* with Al Pacino and Keanu Reeves, and then she starred in the action-packed remake of *The Italian Job* with Mark Wahlberg and Edward Norton. In *Monster*, she changed her appearance completely and she played the part of a serial killer. The film was a big hit and she won an Oscar for Best Actress.
- She is now a major Hollywood star, but also has time for other things. She works hard for an animal charity, and she also helps women's groups in her native South Africa.

3 Match the paragraphs with these headings:

- Movie career
- Early career
- Introduction
- Other interests

4 Look back at the different words and phrases that are used for talking about time in the biography. Complete the sentences about Charlize Theron, using the words below.

- when • before • after • in • at

- Charlize left home _____ the age of 12.
- _____ she was 16, she left boarding school.
- She travelled to Italy _____ 1991.
- _____ she started acting, she worked as a model.
- _____ she appeared in *The Devil's Advocate*, she starred in *The Italian Job*.

Steps to better writing

Time prepositions

5 What prepositions do we use with these words? Put them into the right column. Some words do not need a preposition.

- July • 8 o'clock • 1994 • Sunday • last year • December
- July 4th • last Tuesday • this morning • the 1980s
- midnight • 2.15 • 2005 • Christmas Day • Friday
- last week

in ...	on ...	at ...	– (no preposition)
<i>in October</i>	<i>on Monday</i>	<i>at 5.30</i>	<i>yesterday</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6 Complete the sentences with *in*, *on*, *at* or with *no preposition*.

They're showing lots of Charlize's films ¹ _____ this week. *The Devil's Advocate*, her first big film made ² _____ 1997, was on TV ³ _____ yesterday and *Monster* is on TV ⁴ _____ tonight, starting ⁵ _____ 8.20.

They're going to show more films ⁶ _____ December too. We'll get the chance to see *The Cider House Rules* ⁷ _____ December 15th. And then ⁸ _____ Christmas Day, there's *The Italian Job*, which is a remake of the one they originally made back ⁹ _____ 1969.

Sequences

- 7 Look at the different ways we can make the order of events clear.

She lived in New York	and after that	she moved to LA.	<i>and after that</i>
	and then		<i>and then</i>
After	she lived	in New York, she moved to LA.	<i>after + past simple</i>
	living		<i>after + -ing form</i>

Rewrite these sentences in two ways using the words in brackets.

- She worked in Italy for a year. She went to America.
(*and after that*) _____
(*after + -ing*) _____
- She got to New York. She went to ballet school.
(*and then*) _____
(*after + past simple*) _____
- She injured her knee. She gave up ballet.
(*and then*) _____
(*after + -ing*) _____
- She moved to LA. She got a part in a TV show.
(*and after that*) _____
(*after + past simple*) _____

Writing your biography

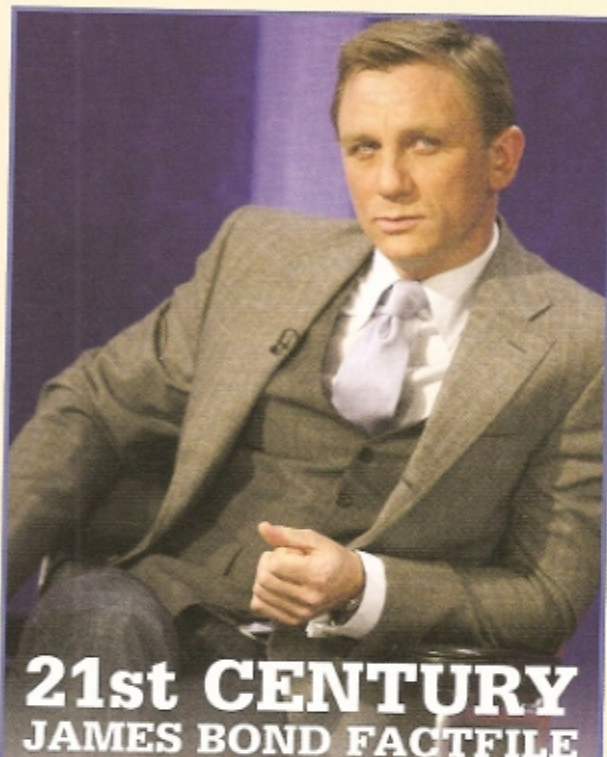
Understanding the task and planning

- 1 You can use the following notes to plan a biography. Look at the '21st Century James Bond factfile' for information about Daniel Craig's life and work. Can you find information about each of the points in the work plan below?

- Introduction
 - basic information about the person, what they are famous for, when and where they were born, went to school, etc.
- Early career
 - give details of things like university, drama school, etc.
 - details of early work, successes and failures
- International success
 - details of work that made this person famous internationally
 - details of what the person is doing now or is planning to do
- Other interests
 - information about other things that the person does or is interested in

Writing

- 9 Write a biography of the actor Daniel Craig (in 120–150 words).



21st CENTURY JAMES BOND FACTFILE

Daniel Craig

Chosen to be the new James Bond

Born March 2, 1968 in Chester, England.
Home town: Prescot.
School near Liverpool.
Age 16: moved to London; joined National Youth Theatre.
Trained at Guildhall (acting school), graduated 1991.
First acting roles: part in the TV series *Our Friends in the North*.
Other small parts.
Big films: *Lara Croft: Tomb Raider* (2001), *Layer Cake* (2004), *Munich* (2005).
Biggest Role: as James Bond in *Casino Royale*, first shown 14 November 2006.
Hobbies: fishing, painting, exploring quiet places in the country.

Checking

- 10 Look carefully back at your work. Check that:
- you have used the past tense correctly.
 - you have used the right prepositions.
 - you have used *after...* and *after that*, etc. correctly.

Opposite meanings

1 Underline the correct adjective to complete the sentences.

- 1 Vin Diesel is *skinny* / *well built* because he goes to the gym.
- 2 Bill Gates is one of the *richest* / *poorest* men in the world. He has billions of dollars.
- 3 I saw a *tiny* / *enormous* dog the other day. It was the smallest I've ever seen.
- 4 I bought a *similar* / *different* jumper for my sister. Now we almost look the same!
- 5 You should try and be more *negative* / *positive* about your life and try to be happy.
- 6 The film had many *bad* / *good* points, for example, the ending was terrible.
- 7 I am very *proud* / *ashamed* of my brother. He is very clever.

Success

2 Make the nouns into adjectives using these endings. Change the spelling of the nouns if necessary.

- -ious • -ful • -ing • -ed • -d • -y • -ous

- | | |
|------------|--------------|
| 1 ambition | 5 dedication |
| 2 talent | 6 luck |
| 3 fame | 7 hard work |
| 4 success | |

3 Complete the text using nouns and adjectives.

Naomi is a model. She makes £10,000 a day! Some people say that she is very ¹ _____ because she was born beautiful, so her life is easy. However, being a model is ² _____ because you have to work long hours. You have to be disciplined about what you eat – no chocolate or cream cakes. Naomi knows that models can't work forever. She wants to show everyone that she has ³ _____, and that she can sing beautifully. She is ⁴ _____ to becoming a pop star. Her ⁵ _____ is to sing on television. One day she'll be ⁶ _____ and everyone will know her name.

Types of movies

4 Rearrange these letters to make different types of films or movies.

- noiact • llerthri • storicalih pice
• manecro • omecdy • rroroh • nesecci cofinti

5 Which type do you like best?

Extension

Show business

6 Put these words in the correct column.

- film star • ballet • theatre • film • comedian • cinema
• opera • singer • play • musician • concert hall
• dancer • show

Place	Type of entertainment	Entertainer
<i>theatre</i>	<i>ballet</i>	<i>film star</i>

7 Write a sentence describing your favourite type of entertainment and your favourite entertainer.

The audience

8 Complete the sentences using the correct form of these verbs.

- see • watch • go to • hear • listen to • sit • clap • boo

- 1 Do you _____ much television?
- 2 I _____ a really interesting film on TV last night.
- 3 The actor spoke so quietly that I couldn't _____ what he was saying.
- 4 We _____ the ballet on Saturday night. It was fantastic!
- 5 We normally _____ in the stalls at the theatre.
- 6 At the end of the hit musical, the audience _____ for about half an hour.
- 7 The play was so bad that everyone _____ when it finished.
- 8 I really don't like _____ classical music.

Meanings of make

9 **Make** has many different meanings. Match sentences 1–5 to their meanings a–e.

- 1 The top movie stars **make** millions of dollars on each film.
 - 2 The film was terribly sad – it **made** me cry.
 - 3 Hundreds of films are **made** each year in Hollywood.
 - 4 It was a blockbuster and **made** her a star overnight.
 - 5 In the story, the hero's father **makes** him marry a woman he's never met.
- a force someone to do something
b produce or create something
c have a particular effect or feeling
d earn
e become something

Чтение

- 1 Read the article about Madeleine Peyroux. Choose the best heading A–H for each paragraph 1–7. Use each heading only once. There is one heading you do not need to use.

Madeleine Peyroux

[1]

When she first appeared on the recording scene in 1996 with her fantastic debut album *Dreamland*, Madeleine Peyroux, a 22-year-old American, suddenly found herself on the fast track to fame.

[2]

She received a series of rave reviews. Many people were amazed that this young singer could perform classic songs by Billie Holliday and other past great singers so well. Journalists described *Dreamland* as 'the most exciting vocal performance by a new singer this year' and *Dreamland* sold an impressive 220,000 copies worldwide.

[3]

Born in the state of Georgia, USA, Peyroux grew in Paris and New York. Very quickly, she became interested in French culture. She began singing with groups of talented street musicians in the Latin Quarter of Paris and toured Europe.

[4]

Several years later in New York, a representative of a big recording studio spotted her performing in a club. The same studio then went on to produce her first album.

[5]

Eight years passed between the release of *Dreamland* and that of her second album, *Careless Love*. Waiting that long is not a typical career move, but Peyroux is not a typical artist.

[6]

If you listen to *Careless Love*, you will discover why. With *Careless Love*, Peyroux once again shows she is an original artist and talented interpreter of classic as well as quite recent songs. The album benefits from the singer's time away and she sings with even more talent and passion.

[7]

'I feel lucky to be able to go back and perform as much as I did before,' says Peyroux with her usual modesty. 'I'm very excited to know what the reaction to the record will be. We did something that felt good. I hope people will appreciate it.'

- A PRAISED BY THE CRITICS
- B A LONG BREAK
- C EARNING A FORTUNE
- D THE SECOND ALBUM
- E HOW PEYROUX WAS DISCOVERED
- F THE ARTIST'S FEELINGS
- G IMMEDIATE SUCCESS
- H HER MUSICAL BEGINNINGS

Письмо

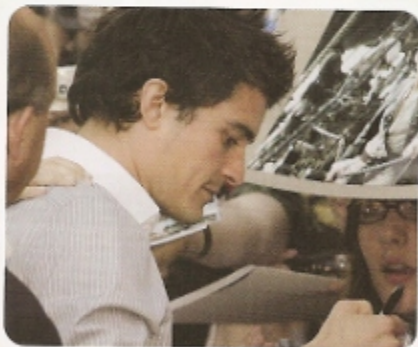
- 2 Read the following statement.

Fame doesn't necessarily bring happiness. There are always positive and negative aspects of being famous.

What can you say about the advantages and disadvantages of being famous? Write 200–250 words about the subject.

Use the following plan:

- 1 Introduction (what being famous means)
- 2 Advantages of being famous
- 3 Disadvantages of being famous
- 4 Conclusion (your views)



Grammar

Present simple and present continuous

- 1 Complete the dialogue using the present simple or the present continuous form of the verbs in brackets.

Chris Is your brother here at the party?
 Greg No, he is studying (study) late again tonight.
 Chris Really? What ¹ _____ (do)?
 Greg He ² _____ (finish) his Maths homework.
 Chris At the weekend? I ³ _____ (not think) that's fair.
 Greg No, neither do I, but his teacher ⁴ _____ (give) the class a lot of homework, because she ⁵ _____ (say) the exams ⁶ _____ (become) more and more difficult.
 Chris ⁷ _____ (you know) that guy over there?
 Greg Which one? The one who ⁸ _____ (talk) to Monica?
 Chris Yes.
 Greg Oh, that's Pierre, the exchange student. He ⁹ _____ (come) from France.
¹⁰ _____ (you want) to go and say hello?



Past simple and past continuous

- 3 Complete the text using the past simple or the past continuous form of these verbs.

• pick • can • be • call • ring • watch

Life is full of unexpected opportunities. Last Monday morning, I ¹ _____ the news on TV when the telephone ² _____. I ³ _____ up the receiver and, to my surprise, on the other end of the telephone ⁴ _____ one of my father's friends. He owns a small local newspaper and he ⁵ _____ to offer me a job. I ⁶ _____ not believe my luck. I had been looking for a job with a newspaper for several weeks.

- 4 Rewrite the pairs of sentences to make one sentence. Use **when** or **while** with the past simple and the past continuous.

- I walked home. It started to rain.
- My friend came to see me. I had dinner.
- I talked to my friend on the phone. Susan knocked at the door.
- The singer met the members of the group. She recorded a radio programme.
- Paul toured around France. He met his wife.
- Sally did her homework. Her mother called her for dinner.

Articles

- 5 Complete the text using **a** or **the**, or no article.

Usually I can't stand ¹ _____ war films but we went to ² _____ Odeon cinema the other day and saw ³ _____ really fantastic film. The action began in ⁴ _____ United States, then moved to ⁵ _____ Britain. It was about ⁶ _____ soldier who decides he doesn't want to fight any more and runs away from ⁷ _____ army. He travels as far as ⁸ _____ Scotland before he is caught and sent abroad on active service. The film is full of ⁹ _____ suspense and is very exciting. ¹⁰ _____ people in the audience seemed to enjoy it very much, and when it finished, no one appeared to be in a hurry to leave the cinema.

can, can't, be able to

- 2 Complete the sentences using **can**, **can't** or **be able to**.

- My brother is good at speaking Arabic, but he _____ write it.
- Talk to Annie about your problem – I'm sure she will _____ help.
- She started learning the piano years ago, so she _____ play quite well.
- I'm sorry, but I _____ come to the cinema with you tonight.
- Jack _____ drive quite well, but he hasn't passed his driving test yet.
- I'd like to _____ type as fast as you.
- I might _____ come to the party, I don't know yet.
- James _____ play the piano very well. It sounds horrible.

Listening

6 Listen to four messages and decide if these statements are true or false.

- 1 Susan is ringing to tell Jim about the homework for tonight.
- 2 Mike is ringing to invite his friend out to lunch.
- 3 Mary tells Peter to get off the bus at the stop by the bus station.
- 4 Tickets for the rock concert can only be booked by phone.

Speaking

7 Complete the questions for these answers.

- 1 _____ means?
In the dictionary it says it's American English for 'tap'.
- 2 Excuse me, _____, please?
Go past the post office, and take the second left. The library is on the right.
- 3 _____ elevator?
E-L-E-V-A-T-O-R.
- 4 _____ in your town?
There are a lot of beautiful buildings and a great museum.
- 5 Excuse me, _____?
It's quarter past six.
- 6 _____ a good dentist, please?
Yes, Dr Taylor is very good. Do you want her number?

8 Jim and Jane are in a DVD rental shop. Complete their conversation using these words.

enjoy • rather • let's • should • renting • prefer

- Jim: Which DVD 1 _____ we rent for tonight?
Jane: I'd 2 _____ to see something exciting – not too serious. What about you?
Jim: I think I'd 3 _____ see a comedy. What about 4 _____ that new American one?
Jane: That one over there, you mean? Yes, I think I'd 5 _____ that more than some of the others on the shelves.
Jim: OK, 6 _____ rent that one, shall we?

Writing

9 Match the questions 1–5 to the answers a–e.

- 1 What does your mother do?
 - 2 Do you like travelling?
 - 3 Who is your best friend?
 - 4 What time do you finish school?
 - 5 Can you speak French?
- a Lisa. She's sitting over there.
b She's a nurse.
c Yes, a little.
d No, I prefer to stay at home.
e Half past three.

10 Write questions for these answers.

Example

- Q Where do you come from?
A I come from Russia.

- 1 Q _____
A I'm 19.
- 2 Q _____
A Yes, I've got one of each – my brother's 21 and my sister's 13.
- 3 Q _____
A I usually live in Moscow, but at the moment I'm living with a host family in the village.
- 4 Q _____
A Russian and a little Polish and German.
- 5 Q _____
A No, not really – I'm doing a course at a language school.
- 6 Q _____
A Yes, that sounds nice – is there a good film on?



Famous Russian film directors

- 1 How much do you know about Russian film directors? Complete the statements with the names of the directors from 2.
- _____ worked closely with famous Swedish director Ingmar Bergman.
 - _____ made the most expensive Russian horror film ever in 2004.
 - _____ was the first director to use a style of film called 'montage'.
 - _____ directed the film *The Barber of Siberia* in 1998.

- 2 Read the factfiles about the four famous Russian directors quickly and check your answers in 1.



A

Name: Sergei (Mikhailovich) Eisenstein
Date of birth: 23 January 1898
Date of death: 11 February 1948
Place of birth: Riga, Latvia

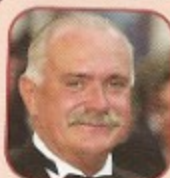
Biography Eisenstein studied Civil Engineering in Petrograd and worked for several years as an engineer. He decided to change his career and joined a Moscow theatre, first as a set designer, then as a director. Eisenstein soon became interested in film and directed his first film *Strike* in 1924. With this film, Eisenstein introduced a new film style called 'montage'. He used this technique to good effect in his classic *Battleship Potemkin* (1925). In total, Eisenstein only made seven films, but people will always remember him as one of the world's greatest directors.



B

Name: Andrei (Arsenyevich) Tarkovsky
Date of birth: 4 April 1932
Date of death: 29 December 1986
Place of birth: Zavrazhye, Kostroma Oblast, Russia

Biography As a young man, Tarkovsky studied Music and Arabic in Moscow before he went to the famous Russian film school, VGIK. He became famous in 1962 with his film *Ivan's Childhood* when it won the top prize at the Venice Film Festival. He made many popular films in his career including *Solaris* (1962), *Mirror* (1975) and *Stalker* (1979). He shot his last film, *The Sacrifice* (1986) in Sweden, with the Swedish director Ingmar Bergman. The film won four prizes at the Cannes Film Festival.



C

Name: Nikita (Sergeyevich) Mikhalkov
Date of birth: 21 October 1945
Place of birth: Moscow, Russia

Biography Mikhalkov came from an artistic family. His parents were both poets and his brother was a film director, too. He graduated from the VGIK film school in 1971, and soon became famous with films such as *At Home among Strangers* (1974) and *Slave of Love* (1976). He often starred in his films and sometimes appeared in other directors' films. As his fame grew, he won many international awards for films such as *Dark Eyes* (1987), *Urga* / *Close to Eden* (1992) and *The Barber of Siberia* (1998). His biggest international success came with *Burnt by the Sun* (1994) which won the Grand Prize at the Cannes Film Festival and an Oscar for the Best Foreign Film.



D

Name: Timur Bekmambetov
Date of birth: 25 June 1961
Place of birth: Guriev, Kazakh SSR, Soviet Union (now Atyrau, Kazakhstan)

Biography Bekmambetov spent his childhood watching all kinds of films. He made his very first film at a summer camp when he was only 10 years old. He graduated in Theatrical Arts in the 1980s, and his first job was as a set designer for film as well as theatre. He became famous in 1992 with his film *Peshawar Waltz*. He was also well-known for his adverts, music videos and TV work. His horror film, *Night Watch* (2004) was the most expensive Russian film at the time, went on to make more money in Russia than *The Lord of the Rings* that year, and became a huge international success. Bekmambetov has continued the story of *Night Watch* in two more films, and moved to Hollywood to make more movies.

- 3 Read the factfiles again and answer the questions. Write A, B, C or D.

Which director ...

- studied a foreign language before he studied film? _____
- was also an actor? _____
- made a film when he was a boy? _____
- invented a new type of film? _____
- directed his final film in the 1980s? _____
- was involved in television? _____
- made films in the 1920s? _____
- wasn't the only film director in his family? _____

- 4 Now match the words with their definitions.

- | | |
|---------------------|-------------|
| 1 civil engineering | 4 shot |
| 2 award | 5 starred |
| 3 set | 6 graduated |

- | | |
|---|---|
| a | was the main actor |
| b | finished studying at university |
| c | prize for doing something well |
| d | the scenery in a film or play |
| e | filmed |
| f | building roads, bridges, designing and constructing public works, e.g. roads, bridges, etc. |

Discussion

5 Talk about these questions.

- Do you like going to the cinema? What kinds of films do you like to watch?
- What film did you see last time? Did you like it? Why? / Why not?

Projects

Choose one of the projects below, A or B. Follow the guidelines to help you.

Project A FAQs about the Russian language

- 1 Work in groups. Think back to what you read about English in Unit 1 (page 12) and discuss what kind of questions people might ask if they didn't know anything about the Russian language.
For example: *Where does Russian come from?*
How many words are there in Russian?, etc.
- 2 Decide how you're going to do your project.
 - Choose five or six of your most interesting questions. Decide which members of the group are going to find out about which questions. You might like to choose one or two questions each. Discuss ways you can find out what you need to know, for example, the Internet, the library, encyclopaedias, etc.
 - Think of ways you can make your article attractive. For example, you could draw a cartoon, or find photos in magazines of things that represent Russia. Decide which members of the group will do this.
 - Share your ideas when you have completed your research and write notes about each other's findings. Share your cartoon drawings and photos.
 - Create an article each by writing each question in big, bold letters on your sheet, writing two or three sentences in answer to each one and using cartoons and / or photos for illustration.
- 3 Complete the project and present your articles to the class. Each person in the group could explain one or two questions to the class after first asking class members if they know the answers.

Follow-up

6A As a class, discuss these questions about learning a language.

- 1 What languages do you study at school?
- 2 What problems do you find when learning a language?
- 3 Why do people learn foreign languages nowadays?
- 4 How do you plan to use a foreign language in your life?

7A Write a short composition about your experience of learning a language. Use the questions from 6A as a plan.

Project B 'Top Films of the Year' poster

- 1 Work in groups. Discuss your favourite films. Make a list of all the films you talk about.
- 2 Decide how you're going to do your project.
 - Choose five or six of the films that you discussed to include in your poster. Decide who is going to find out about each film. Discuss ways you can find out what you need to know, for example, the Internet, magazines, film books, etc.
 - Each person needs to find out:
 - * Who directed the film
 - * Which actors starred in it
 - * What kind of film it is (thriller, comedy, horror, romance, etc.)
 - * What the film is about
 - * What awards it has won
 - * Any other interesting information, e.g. special effects, music, location, etc.
 - Find pictures from magazines or the Internet of the actors or directors in your films. If you can't find any pictures, you could do drawings to show the action.
 - Decide who will be in charge of the design and illustration on the poster and who will do the writing.
 - Create a poster that is attractive and clear. Give each film plenty of space. Write the title, the names of the directors and actors and the type of film it is in large letters. Then write two or three lines about each film. (Don't give away the ending!) Stick your pictures around the text.
- 3 Complete the project and present your poster to the class. Take turns to explain why you have chosen each film.

Follow-up

6B As a class, discuss the films that were presented. Decide if you agree or disagree with the films the other groups have selected. Find out the following information:

- the most popular film and why people like it.
- the least popular film and why people don't like it so much.

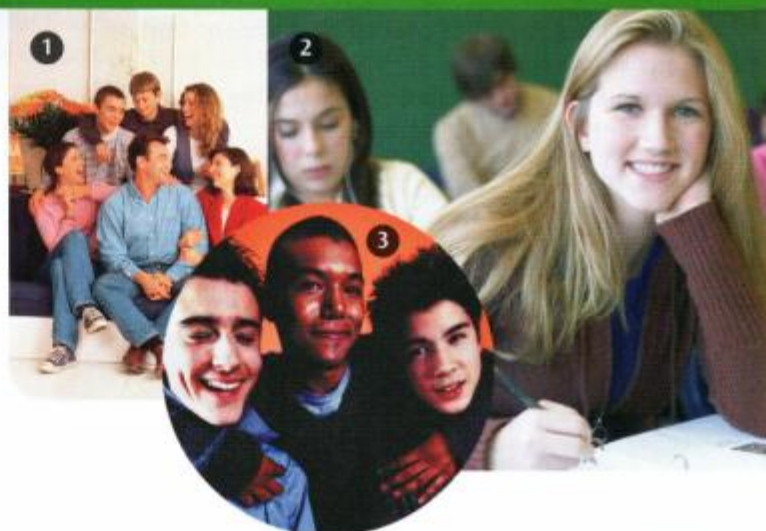
7B Write a short summary of your own favourite film. Include information about the director, the actors, the type of film, the plot, your favourite scene and why you enjoyed the film.

3 Home and family

Wild child

1 In pairs, answer the questions.

- Which of these things do you think are most important in people's lives when they are growing up?
 - friends • family • school
- What kinds of problems can young people have? Use these ideas to help you.
 - family problems • smoking • drinking • drugs • fights • trouble with the police



Reading

Exam training

Reading for general meaning

When you are reading for general meaning, remember that you are trying to understand the message of the whole text. Don't worry if there are words you don't understand.

2 Read the text and say why Emma is glad she met Caroline. Ignore gaps a–e.

- 1 Today, Emma is a smiling, happy 19-year-old studying psychology at university. a _____. However, just like many teenagers, her life wasn't always so easy when she was growing up.
- 2 Emma was brought up by her grandmother until she was 13. They were always very close and did everything together. Unfortunately, her grandmother was quite ill, and as she got older it became more difficult for her to look after her granddaughter. When she was 13, Emma went to live with another relative, but she wasn't very happy. 'I was a wild child,' says Emma, 'and I know I was difficult to live with. I started smoking and drinking, and I kept missing school and getting into



terrible fights. Nobody knew what to do with me.' b _____. She stayed out at night, went to clubs,

often got into trouble with the police and even started taking drugs. Finally, it was decided that Emma should go and live with a foster family for a while.

4 It was then that things began to get better for Emma. She moved in with her new family, and her foster mother, Caroline, who had fostered a lot of teenagers before. 'c _____. She showed me that there was another way to live my life, and how important it was to go to school. She helped me to see that I could make a decision about what my life was going to be like.' Emma decided to stay on at school, and worked hard for her exams.

5 Emma was extremely lucky. When foster children reach the age of 18, they usually have to leave their foster homes. But Caroline wanted Emma to stay with them, and the local council agreed to pay for some of her expenses. 'It's good that young people can stay with their carers after they are 18,' says Caroline. d _____

6 Caroline says that her relationship with Emma has changed now that she is older. 'e _____. She goes to university, so she comes home with a lot of new worries, but I always try and help her sort her problems out.'

7 Emma is very pleased with the changes in her life. 'I think university is great for any young person,' she says. 'I've been really lucky, I'm going to do something with my life, and it's all because of Caroline. But the best thing is that I feel part of a real family. Of course, I will still see Caroline after I finish university and leave home – one day she's going to be granny to my kids.'

Exam training

Missing sentences

First, decide what or who the missing sentence is about. Use the types of words like those in *italics* (e.g. a noun or a verb) in the sentences below to help you. Then look for a gap in a paragraph which talks about that person or thing.

- 3 Sentences 1–5 fit into gaps a–e in the article. Use the words in *italics* to help you decide where each sentence fits best. Look at the example first.

Example

- 1 I have to *treat her like an adult* and give her space.

I at the beginning of the sentence tells us that someone is speaking, so it must be Emma or Caroline. The words *treat her like an adult* mean it must be Caroline talking about Emma, which she does in paragraph 6. This means that the sentence fits into gap e.

- 2 When she was 15, *Emma's behaviour* got worse.
3 *Caroline* was a real friend.
4 'It's very hard *for them* if they have to suddenly leave and live out in the world on their own.'
5 *She* has friends, a boyfriend and a busy social life.

- 4 Answer the questions. Use these adjectives to help you.

- selfish • difficult • hard-working • caring • kind
- thoughtful • unhappy • understanding

- 1 How would you describe Emma before she went to live with her foster family?
2 How would you describe Caroline, Emma's foster mother?
3 How would you describe Emma now?

Vocabulary

Phrases with different meanings

- 5 Choose the correct meaning, a or b, of these phrases from the text.

- 1 They were always *very close* (line 11)
a They had a strong relationship.
b They were near each other.
2 I kept *missing* school (line 22)
a I was sad because I wasn't at school.
b I didn't go to school all the time.
3 Emma decided to *stay on* at school (line 35)
a Emma decided to stay late after school.
b Emma decided to go into a higher class and take exams.
4 (Emma) *worked hard* for her exams (line 35)
a She did difficult work.
b She did a lot of work.

Phrasal verbs connected with the family

- 6 Put these phrasal verbs into three groups: what parents do, what children do, and what both do.

- grow up • bring up • look after • take after • tell off
- put up with

- 7 Complete the sentences using the correct form of the phrasal verbs in 6. More than one may be correct.

- 1 My grandmother had a difficult life. She _____ nine children!
2 I hate being the eldest because I always have to _____ my younger sister.
3 They _____ her _____ when they found her smoking.
4 My brother's really naughty. Sometimes I find it difficult to _____ him.
5 When my little brother _____, he wants to be a doctor.
6 Everybody says I _____ my uncle. We both have the same nose.

Collocations with get and make

- 8 Match these phrases to the correct verb: *get* or *make*.

- a cold • into trouble • money • sure • better
- your mind up • a mistake • friends

get	make
a cold	

Time to talk!

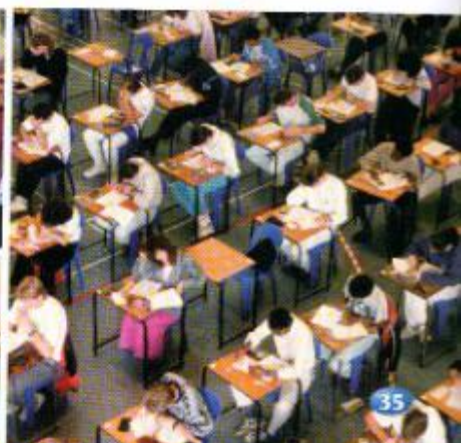
Look at the pictures which show different pressures teenagers face today.

Describe:


- who is in the picture.
- where they are and what they are doing.
- what kind of pressure the picture shows.

What do you think are the biggest pressures teenagers face today?

What can be done to help teenagers cope with pressure?



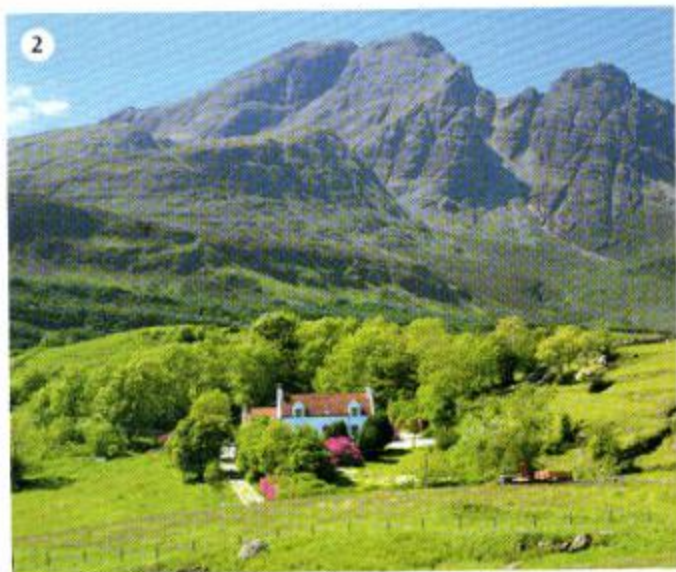
Comparatives and superlatives

- 1 You are going to hear three people talking about where they live. First, look at the three photos and write a list of adjectives you could use to describe each place.
- 2  Listen to the three extracts. Did you hear any of the adjectives you wrote in 1?
- 3 Listen again and complete the sentences under each photo.



John and Suzie say

- 1 they are very lucky because the flat is _____.
- 2 living in a city is much _____ than being in the country.
- 3 the garden in the square is one of the _____ gardens in London.



Martin says

- 1 it is very _____ to live in the country.
- 2 a flat near the office would be more _____ than where he lives now.
- 3 he lives in one of the most _____ places in the world.



Katrina says

- 1 she used to have a _____ time getting to school.
- 2 when they were rebuilding the city centre, the traffic jams were even _____ than they were before.
- 3 the trip to school is much _____ than it used to be.

Grammar check

Comparatives and superlatives

- 1 How do you form the comparative and superlative of these adjectives?

Match the adjectives to the correct form 1–6.

- nice • small • relaxing • bad • convenient
- good • big • easy • beautiful

- 1 add -er and -est
- 2 add -r and -st
- 3 drop the -y and add -ier and -iest
- 4 double the last consonant and add -er and -est
- 5 use the words *more ... than*, and *the most*
- 6 change the word completely

- 2 Complete the tables showing how we compare adjectives.

Short adjectives

big	_____	_____
_____	easier	_____
_____	_____	the nicest

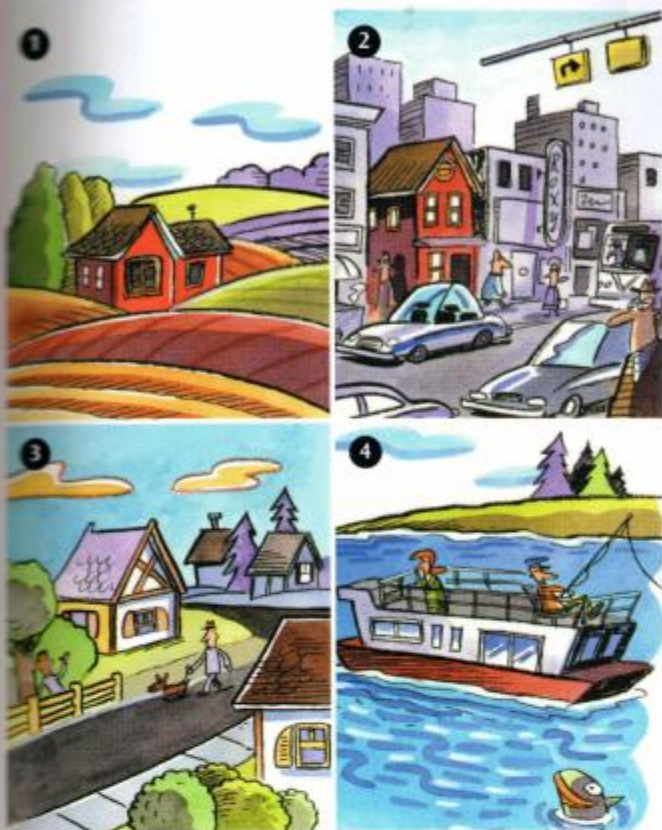
Long adjectives

relaxing	_____	_____
_____	more convenient	_____
_____	_____	the most beautiful

Irregular adjectives

bad	_____	_____
good	_____	_____
far	_____	_____
little	_____	_____

- 4 Work with a partner. Look at the pictures of homes and write a list of positive and negative things about each one.



- 5 Talk about the homes using comparatives and superlatives. Which home do you think would be the best to live in?

Example

The first one is small, but it's quieter than the others.

Negative comparisons

- 6 Look at the examples. How do we make comparisons in the negative?

England is *not as big as* Russia.

Watching TV is *not as exciting as* going to the cinema.

- 7 Rewrite the sentences using *not as ... as* and these adjectives in the correct form.

• bad • small • old • slow • inconvenient • noisy

- 1 Katrina is younger than her brother.
- 2 Towns are more convenient than villages.
- 3 The journey was better than it was last time.
- 4 The train is quicker than the bus.
- 5 London is bigger than Birmingham.
- 6 The country is much quieter than the city.

Comparing objects

- 8 In pairs, look at the pictures. Compare the objects using the adjectives.

Examples

The sports car is faster than the other two.

The small car is not as smart as the green car.



• small • smart • fast



• powerful • convenient • heavy



• light • loud • expensive



• cheap • relaxing • comfortable

Let's activate

What do you think?

- 9 Work with a partner. Discuss these topics. Say what you prefer or think is better, and give reasons for your choice.

Example

I think living in the country is better than living in the city because it's healthier.

- living in the country / living in the city
- having a small family / a large family
- train travel / air travel
- Saturdays / Sundays

Family relationships

1 In pairs, answer the questions.


- 1 What kinds of relationships do brothers and sisters have when they are growing up?
- 2 Is there anyone in your family you:
 - don't get on well with?
 - are close to?
 - fall out with a lot?
 - have a lot in common with?
- 3 What difference do you think being an only child makes when you are growing up?
- 4 In your opinion, what are the advantages and disadvantages of having brothers and sisters?

Listening

Exam training

True or false

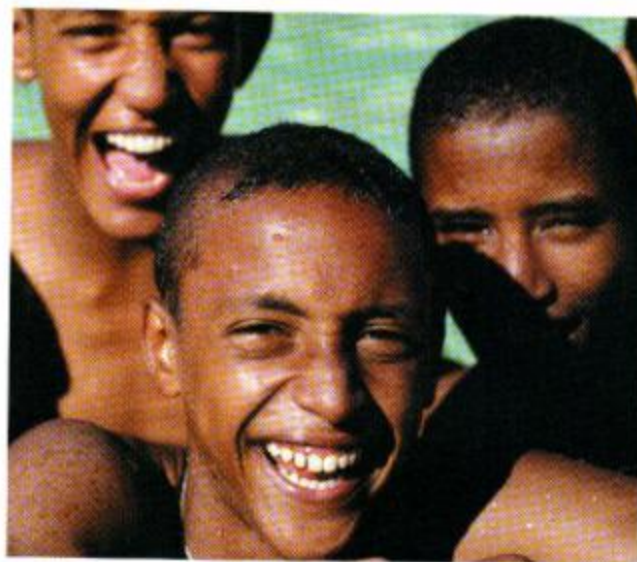
Read the true or false statements carefully before you listen. Don't try to guess the answer until you hear the recording.

- 2  3.2 Listen to two interviews about family relationships and decide if these statements are true or false.



Interview 1: Alex

- 1 Alex wants to have brothers and sisters.
- 2 She likes being with adults.
- 3 Her parents think she is spoilt.



Interview 2: Henry

- 4 Henry and his brothers like doing the same things.
- 5 He has to look after his younger brothers.
- 6 He would like to be the youngest child.

3 Listen again and answer the questions.

- 1 What does Alex spend most of her time doing?
- 2 What kind of person does Alex say she is?
- 3 What does Henry feel about his brothers?
- 4 Why does Henry envy his youngest brother?

Talking about personality


- 4 Look at these words from the interviews and answer the questions.

• strict • spoilt • proud • independent • ambitious
• reliable

- 1 Which words are used in connection with:
 - Alex • Alex's parents • Henry • Henry's parents?
- 2 Which words would you use to describe yourself?

Pronunciation

Word stress

- 5  3.3 Underline the main stress in each word, then listen and check.

- 1 ambitious
- 2 responsible
- 3 confident
- 4 hard-working
- 5 patient
- 6 reliable
- 7 independent

Speaking

- 6 In pairs, discuss why these things might cause problems for flatmates.

• housework • smoking • television • food • pets • bills



Understanding advertisements

- 7 Work with a partner. Imagine you are going to study English in London for three months, and you are looking for a room in a flat. Read these two advertisements and match them to the sentences a–f.

- a No smoking is allowed in this flat.
- b You need more money for bills.
- c The rooms here are not very big.
- d The flat is centrally situated.
- e If you don't like sport, this is probably not the flat for you.
- f You will probably make friends easily with your flatmates here.

1 Two people wanted for flat with four friendly females near the city centre and all amenities. Must be non-smokers. £250 per month including bills for two small single rooms. Tel: 020 7347 4455

2 Two large rooms available for two students, sharing with three others. Sporting enthusiasts preferred. Ten minutes' walk to public transport and shops. £200 per calendar month. Bills extra. Tel: 020 87673241

- 8 3.4 Read the dialogue. Then listen and fill in the gaps.

Persuading

Maria 1 _____ the first one is better
2 _____ it's cheaper and has fewer people.
Anna 3 _____ the second one is bigger and very close to the shops.
Maria 4 _____ a ten-minute walk to the shops.
Anna 5 _____ the more expensive one 6 _____ more friendly!

- 9 Work with a partner. Choose an advertisement from 7 and persuade your partner that the flat in your advertisement is better than theirs. Use the dialogue box in 8 to help you.
- 10 3.5 Read the dialogue. Then listen and fill in the gaps.

Making arrangements

Sam Hello?
Maria 1 _____ the room in the newspaper. Is it still available?
Sam Yes, it is.
Maria 2 _____ I could come and see it?
Sam Sure. We're usually both here at the weekend and in the evening.
Maria 3 _____ Thursday evening? At seven o'clock?
Sam 4 _____ we're both out that evening. 5 _____ Friday evening?
Maria Yes, 6 _____. See you then.
Sam OK. Bye.

- 11 Work with a partner. Take turns to phone and make an appointment to arrange to visit the flat in your advertisement. Use the dialogue box in 10 to help you.

1 Read the text and decide if these statements are true or false. Correct the false statements.

- 1 The Declaration of Independence was signed by Great Britain.
- 2 At Hallowe'en children get sweets from their teacher.
- 3 St Patrick's Day is important for German immigrants.
- 4 The festival of Mardi Gras originally came from France.
- 5 Thanksgiving is a family occasion.
- 6 Many of the Pilgrims who arrived in 1621 were killed by the Native Americans.

Talking about Russia

- 1 What are the main celebrations that you spend with your family?
- 2 What differences are there between Easter or Christmas in Russia and in other countries?
- 3 What celebrations are connected with the history of Russia?
- 4 What other celebrations or national holidays are important to you?
- 5 What celebrations would you miss most if you lived in another country?

Special days in the USA

Independence Day

On July 4th 1776, the 13 colonies of North America signed the Declaration of Independence. This said that they were no longer under the control of Great Britain, and were an independent country. This famous declaration, which marked the birth of the USA, is celebrated every year on the 4th July.

It is a day of picnics, parades and flying the flag, which has a special importance to Americans. At night there are parties, barbecues, concerts and spectacular firework displays.



Hallowe'en

At Hallowe'en, on October 31st, children dress up like ghosts or witches and go 'trick or treating' in their neighbourhood (the area where they live). The neighbours are expected to give them candy or money.

Traditions from other parts of the world

The tradition of Hallowe'en came over with German immigrants, and other celebrations came with different groups. Irish Americans, for example, celebrate St Patrick's Day, as he is the patron saint of Ireland, and Jews celebrate their main religious festivals in September. In New Orleans, there is the colourful festival of Mardi Gras, with its street parties and carnival, which was brought over by French immigrants. In fact, there are hundreds of different celebrations all over America, and each of them is a reminder of the history and origins of the American people.

Thanksgiving

Thanksgiving Day is the fourth Thursday in November. Many people take a day off on Friday to make a four-day weekend, and they may travel long distances to visit friends and relatives because Thanksgiving is a special family occasion.

The holiday dates back to 1621, the year after the Pilgrims arrived in Massachusetts in their search for religious freedom. After a terrible winter, in which nearly half of the Pilgrims died, they turned for help to the Native Americans, who taught them how to plant corn and other crops. The next autumn's harvest was wonderful, and the Pilgrims gave thanks by having a feast. Thanksgiving dinners always include some of the foods served at the first feast: roast turkey, cranberry sauce, potatoes, and pumpkin pie. Before the meal begins, families or friends usually pause to give thanks for their good fortune, and for being together for the occasion.



Relative pronouns

who, that or which?

1 Look at these sentences from the text.

- The Pilgrims met some native Americans. The native Americans taught them how to plant crops.
We can rewrite this as:
The Pilgrims met some Native Americans who / that taught them how to plant crops.
- The following year they had a harvest. It was wonderful.
We can rewrite this as:
The following year they had a harvest that / which was wonderful.

2 Complete the rules about relative pronouns.

We use _____ and _____ when we talk about people.
We use _____ and _____ to talk about things.

3 It is sometimes possible to leave out the relative pronouns *who*, *that* or *which*. Look at these sentences and decide which rule is correct, a or b.

- We've got some neighbours (who) the children don't like.
 - That's the dog which chased my rabbit.
 - She's the girl who came to the party.
 - There's the car (that) I want to buy.
- a We can leave out the relative pronoun when it is followed by a noun or a pronoun.
b We can leave out the relative pronoun when it is followed by a verb.

4 Combine the pairs of sentences to make one sentence using a suitable relative pronoun.

Example

We watched a film. It was very good.
We watched a film which was very good.

- She owns the car. It broke down.
- I'm going to see the girl. She broke her leg.
- Are you reading the book? I gave it to you.
- That's the man. He won the prize.
- Did you like the biscuits? I bought them last week.
- Have you seen my homework? I was working on it last night.
- That's the girl. I saw her at the party.
- Harry met a couple. They were staying in the same hotel.
- We visited a museum. It was really interesting.
- This is the book. Ela wants to read it.

Which pronoun?

5 Underline the correct relative pronoun to complete the sentences.

- I still know a lot of people *who / which* live at home.
- Here's a photo of the girl *which / that* I used to share a flat with.
- The rent *that / who* we have to pay is very high.
- Could you give me back the book *who / that* I lent you?
- There are one or two people in my class *which / that* I don't get on with.
- She's got a brother *who / which* lives in New York.
- I'm living in a room *who / which* is very noisy.
- What do you really think of the man *which / that* your sister married?

6 Look at the sentences in 4 and 5 and underline the ones in which you can leave out the relative pronoun.

whose or who's?

7 The word *whose* sounds like *who's* (*who is* or *who has*). *Whose* shows that something belongs to somebody. Look at this sentence.

The Lancasters are a family. Their sons organised the party.
We can rewrite this as:

The Lancasters are the family whose sons organised the party.

Who's means *who is* or *who has*. Look at these sentences.

I know someone *who's* having a party next week.

(*who's* = *who is*)

That's the woman *who's* got the house in Los Angeles.

(*who's* = *who has*)

8 Complete the sentences using *whose* or *who's*.

- My sister married a man _____ father owns a big hotel.
- Do you know _____ coming to the party?
- Jack's the man _____ organised the firework display.
- I spoke to the girl _____ mother had that terrible accident.
- I know someone _____ sense of humour is just like yours.
- I met the woman _____ arranging the excursion.

Let's activate

What do you think?

9 Complete the sentences using your own ideas.

- There are a lot of people in my class who ...
- We live in a house that ...
- I know a girl whose ...
- We go to a school which ...
- I like holidays which ...

A very special day



1 In pairs, answer the questions.

- 1 What are the main festivals and celebrations in Russia?
- 2 Which is your favourite celebration? Why?
- 3 What celebrations in other countries do you know about?
- 4 Which of these would you most like to see or take part in?

Studying the sample

- 2 A Japanese student is writing about a festival in Japan.
Read the description.



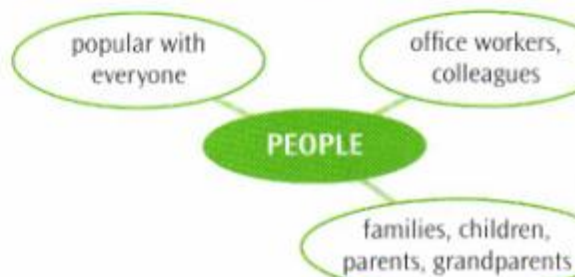
The Cherry Blossom Festival

- 1 My favourite celebration in Japan is Hanami. It usually takes place at the end of March or the beginning of April, when the cherry blossom comes out.
- 2 It is a very popular event and almost everybody in Japan takes part. Office workers visit the parks with friends and colleagues, and children go with their parents, grandparents and friends.
- 3 I live in Kyoto, and at cherry blossom time, we always visit the cherry trees along Biwako Canal and then we have a party in the park. We all have a picnic, sing songs and tell stories.
- 4 At the picnic we eat traditional Japanese food, and some people like to drink sake, a kind of wine made from rice.
- 5 I really like hanami because it's a great way to start the year. When it's over, you have the summer to look forward to.

3 Find answers to the questions.

- 1 What tense does the writer use in the description? Why?
- 2 What headings could you give to each of the paragraphs?

4 Look at this mind map for paragraph 2.



Make a mind map like this for paragraph 3.



Steps to better writing

Word order: verbs and objects

5 Look at these sentences. Which sentence is correct? Why?

- a We have a party in the park.
b We have in the park a party.

Some of these sentences are correct. Some are wrong. Put a tick (✓) after the sentences that are right. Correct the mistakes in the other sentences.

- 1 I like very much Christmas.
I like Christmas very much.
2 We invite friends and relatives to our house.
✓
3 I buy for my friends presents.

4 I get from my family presents.

5 We have a big lunch with all the family.

6 We have like most people turkey.

7 After lunch we take for a walk the dogs.

8 In the evening we make a big fire.

Word order: frequency

6 Look at the words and expressions of frequency in these sentences.

Now and then we go away for Christmas.
We go and stay with my uncle and aunt from time to time.
They are always very kind and they never complain about the noise we make.
Our cousins are usually there as well, but they sometimes leave early.

Answer the questions.

- 1 Where do you put the words *always, never, usually, sometimes, rarely, often*?
a if you are using the verb *be*? (*am, is, are, was, were*)?
b if you are using a main verb? (e.g. *complain, leave*)?
2 Where do you put longer expressions like *from time to time, now and then, and once in a while, every other day, once a month, etc.*?

7 Rewrite these sentences. Put the words in brackets in the right place. There may be more than one correct answer.

- 1 We stay at home for New Year. (usually)
2 The town is quiet at that time. (always)
3 My friends go away on holiday. (often)
4 We go to Scotland. (from time to time)
5 The weather is very good. (never)
6 Even so, we have a great time. (always)

Writing a student magazine article

Understanding the task

8 Read the instructions in 11 and answer the questions.

- 1 Who are you writing this article for?
2 Will all of your readers know about this festival?
3 Would it be OK just to describe what you did at this festival last year?
4 What information will you need to include?

Planning

- 9 You can make your notes in the form of a mind map like the one in 4. Make five circles with the headings *Introduction, People, Activities, Food and drink* and *Conclusion*.
10 Use the mind map, and make notes following this work plan to plan your writing.

Paragraph 1: Introduction

Say

- what the festival is called.
- when it happens.
- where it happens.

Paragraph 2: People

- Is it a national holiday? If not, what type of holiday is it?

Say

- who takes part in the festival.
- what you do in your family to celebrate.
- who you usually celebrate with.

Paragraph 3: Activities

Describe the activities you take part in.

Paragraph 4: Food and drink

Write about what you eat and drink at this time.

Paragraph 5: Conclusion

Finish by saying

- why you like this event.
- how you feel when it is over.

Writing

- 11 An international student magazine wants descriptions of different celebrations and celebrations around the world. Write a description (of about 120–150 words) of a well-known festival or celebration in Russia. Use your notes from exercise 10.

Checking

12 Read your description carefully and check:

- the correct use of the present simple (and the -s ending for verbs after *he, she, it*).
- the word order.
- the position of words like *always, usually, etc.* and frequency expressions.

Phrases with different meanings

1 Complete the pairs of sentences using one of these phrases in the correct form.

• very close • miss • work hard • stay on

- 1 a I _____ my boyfriend when he goes away.
b Sorry I _____ your party last week.
- 2 a Alice wasn't good at Maths so she had to _____.
b You will have to _____ because I want you to finish cleaning the whole house by 4 o'clock.
- 3 a She stood _____ to him so that she could see the letter he was reading.
b Anna and her mother are _____. They spend all their time together.
- 4 a James and John _____ to help clean the classroom.
b He _____ and took four A levels.

2 Match the phrases in 1 to their meanings 1–8.

- | | |
|------------------|------------------------------|
| 1 stay late | 5 have a strong relationship |
| 2 feel sad about | 6 go into a higher class |
| 3 didn't go to | 7 work very quickly |
| 4 near | 8 do a lot of work |

Phrasal verbs connected with the family

3 Complete the sentences using these phrasal verbs in the correct form.

• take after • grow up • put up with • bring up
• look after • tell off

- 1 Their parents died when they were young. Their grandparents had to _____ them _____.
- 2 My dad says he doesn't see why he should _____ our noise all the time.
- 3 Sally works on Mondays and Tuesdays, so her mum and dad _____ her children on those days.
- 4 Jane _____ on a farm. She learned all about animals.
- 5 Doesn't Tilly _____ her father? She looks just like him.
- 6 Gran _____ me _____ for making a mess.

get or make?

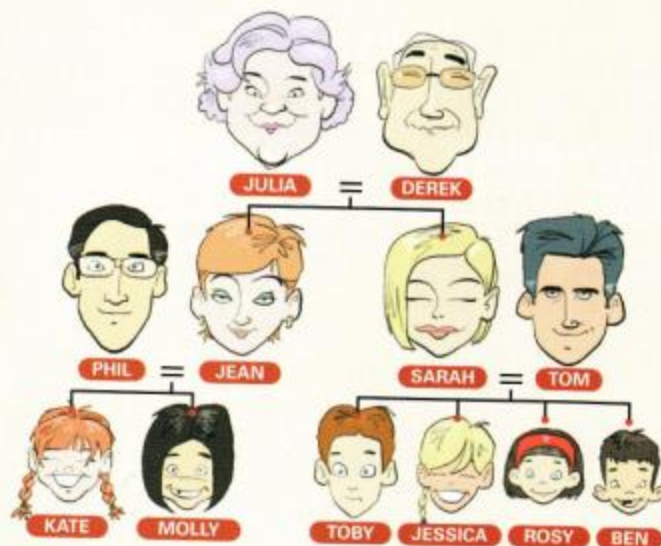
4 Complete the sentences with the correct form of *get* or *make*.

- 1 I think I am _____ a cold. I have a runny nose.
- 2 When he sold his house, he _____ a lot of money.
- 3 It is difficult to _____ new friends at a new school.
- 4 I _____ into trouble yesterday.
- 5 I didn't get an A in the exam. I _____ some mistakes.
- 6 I hope you _____ better soon.
- 7 Can you _____ sure my appointment is tomorrow?
- 8 Please _____ your mind up. Do you want soup or fish?

Extension

Family relationships

5 Look at the family tree and underline the correct words to complete the text.



Hi, I'm Jessica. I'm sixteen. I've got one sister, Rosy, and two brothers. Toby is the eldest and Ben is the youngest. My mum's sister, Jean, is my ¹ *aunt / uncle*. She's married to Phil, so he's my ² *uncle / cousin*. They've got two children, Kate and Molly, who are our ³ *aunts / cousins*. Mum and Jean's mum, Julia, is our grandmother. Her ⁴ *husband / uncle* is our grandfather. He's called Derek. Julia and Derek are our ⁵ *parents / grandparents*, and we are their ⁶ *great-grandchildren / grandchildren*.

6 Complete the sentences about Jessica's family using the family tree in 5 and these words.


• nephew • granddaughter • husband • niece
• grandson • wife

- 1 Molly is Sarah's _____.
- 2 Kate is Derek's _____.
- 3 Jean is Phil's _____.
- 4 Ben is Julia's _____.
- 5 Tom is Sarah's _____.
- 6 Ben is Phil's _____.

7 Underline the correct words to complete the sentences.

- 1 I had an argument with my boyfriend and we *divorced / split up*.
- 2 She *remarried / separated* two years after her husband died.
- 3 My mum got married again, and I really like my new *step-father / father-in-law*.
- 4 After the divorce, his *ex-wife / partner* kept the house and the dog.
- 5 My husband's mother is my *mother-in-law / stepmother*.

Аудирование

- 1  Listen to the following radio programme about stress that mobile phones can cause. Decide if the statements 1–7 are true (1), false (2), or if the information is not stated in the recording (3). Circle the number of your selected answer. Listen to the recording twice.

- | | |
|---|--|
| 1 A few years ago, the two studio guests decided to live without their mobile phones.
1) true 2) false 3) not stated | 5 Simone's phone fell into the bath, and stopped working.
1) true 2) false 3) not stated |
| 2 In his job, Kevin edits a pop magazine.
1) true 2) false 3) not stated | 6 Simone needed the phone to keep in touch with friends and relatives.
1) true 2) false 3) not stated |
| 3 One of Kevin's colleagues rang him three times while he was busy working on a review.
1) true 2) false 3) not stated | 7 Simone thinks people should keep a traditional notebook for addresses instead of a mobile phone.
1) true 2) false 3) not stated |
| 4 Kevin went out to buy a new mobile phone immediately.
1) true 2) false 3) not stated | |

Говорение

- 2 Work with a partner. Answer these questions.

What jobs do you have to do at home?

Talk about who does these things where you live:

- food shopping
- cooking
- vacuuming
- cleaning windows
- washing clothes
- making beds
- ironing
- washing the dishes
- clearing up after meals



- 3 Work individually. Make notes about which of the jobs in 2 you would do best and why.

- 4 You and a friend are on a one-month exchange trip to another city, and you are sharing a flat. During this month, you will have to share the housework. Discuss who is going to do which jobs around the house and reach an agreement – each of you should do the same number of tasks. Decide:

- what jobs you need to do
- how often you have to do each job
- which of you is better at certain jobs
- how you can divide the tasks fairly.

You have 4 minutes to reach an agreement.

Remember to:

- discuss each of the points above
- be polite when agreeing / disagreeing with your friend
- take an active part in the conversation:
 - explain the situation
 - come up with ideas
 - give good reasons
 - find out about your friend's feelings and take them into account
 - invite your friend to come up with suggestions
- come to an agreement.

4 Body and soul

The truth about feeling afraid

1 Put these adjectives into two groups: positive and negative.

- amusing • boring • interesting • annoying • terrifying
- awful • brilliant • disturbing • fantastic • horrible
- enjoyable • frightening

2 What happens when we feel afraid? Match the descriptions to the pictures.

- a our heart beats faster
- b we breathe more quickly
- c our pulse rate is quicker
- d we feel hot or cold
- e we cannot move



Reading

3 Read the text. What are the two types of fear in horror stories?

Exam training

Matching headings to paragraphs

Even if you have chosen your answers, try the extra heading in all the gaps to make sure it does not fit.

4 Match the headings a-f with paragraphs 1-5. There is one heading you do not need.

- a The unexplained
- b How horror stories make us feel
- c Fears we can easily explain
- d Two kinds of stories
- e Real life fears
- f Not like other films!

Why do we enjoy feeling afraid?

1 Have you ever wondered why horror stories are so popular? Horror films don't usually contain characters with strong personalities or have strong stories like other films. We are interested in Dracula's psychological reasons for biting people. Most of us can't remember what happens to Frankenstein's monster when he isn't running around terrifying people. Horror stories can be supernatural, biological or physical, and they can take place anywhere. The important thing about them is how they make people feel.

2 People like stories that have an emotional effect on them. For example, some people like romantic stories, which make them feel sad or remind them of being in love. Horror stories and feeling afraid make our hearts beat faster. We experience the same feelings that we get when we do sport or ride on a rollercoaster. People feel panic because they are frightened when they think about the 'monster' or ride on a fairground ride, and this is exciting. The danger can be just an idea or an image, but it is always frightening and evil. The person watching the film or reading the book shares the feelings of the human beings in the story.

5 Read the text again and answer these questions with a partner.

- 1 Why are horror films different from other films?
- 2 Why do people enjoy stories which make their hearts beat faster?
- 3 How do horror stories help people?
- 4 Why is danger which comes from inside more frightening than danger that comes from outside?
- 5 What other thing attracts people to frightening stories?

Vocabulary

Synonyms

6 Find words in the text which mean:

- 1 thought about (paragraph 1)
- 2 unhappy (paragraph 2)
- 3 frighten (paragraph 3)
- 4 vanishes (paragraph 4)
- 5 continue (paragraph 5)

Adjectives with -ed and -ing

7 Look at the two sentences and decide which adjective is correct. What is the difference in meaning between adjectives ending in -ed and -ing?

- 1 We saw a *terrified* / *terrifying* movie last night.
- 2 I was *terrified* / *terrifying* when I heard the loud bang.

8 Complete the sentences using the correct adjective form of the word in brackets.

- 1 The noise of the thunder was _____ (terrify).
- 2 Are you _____ (frighten) of spiders?
- 3 Cycling up hills is _____ (exhaust).
- 4 I am _____ (fascinate) by horror films.
- 5 The story Jim told me was _____ (astonish).
- 6 I am quite _____ (bore). I want to go to sleep.
- 7 The film was very _____ (interest).

Extreme adjectives

9 Match the adjectives in A to the extreme adjectives in B. Sometimes more than one answer is possible.

A	B
frightening	astonished
big	exhausted
interested	freezing
bad	enormous
tired	fascinated
small	terrible
cold	terrifying
surprised	tiny

10 Write four sentences using the adjectives in 9.

Time to talk!

Look at the pictures and describe them.
Do you find any of the things in the pictures frightening?
What other things do you find frightening?
How do you think people can get over these types of fears?



The present perfect

1 In pairs, answer the questions.

- Do you think people were fitter in the past than they are today?
- What kind of things can people do to stay fit and healthy?

2 Read the questionnaire for people joining a health club. Look at the underlined example of the present perfect. Underline other examples of the present perfect.

Health and Fitness Centre

Please complete this questionnaire and bring it with you on your first visit to the club.

Name: _____ Male ☐ Female ☐

Address: _____

Contact telephone number: _____

Age: _____ Height: _____ Weight: _____

- How long have you lived in this area?
Less than a year ☐ More than a year ☐
- Have you ever been a member of a fitness club before?
Yes ☐ No ☐
- Have you had any illnesses over the last year?
Yes ☐ No ☐
If 'Yes', please give details below.

4 If you have just finished taking some physical exercise, e.g. you've just had a swim or you've just played a game of tennis, how do you feel?

- the same as usual ☐
- a little out of breath ☐
- quite tired ☐
- completely exhausted ☐

5 Which of these sentences describes you?

- 1 exercise every day. ☐
- 1 exercised last week. ☐
- 1 exercised about two months ago. ☐
- 1 haven't exercised for at least a year! ☐

Grammar check

The present perfect

Forms

1 Write the sentences in the negative and question forms.

- Positive You've forgotten your swimming things.
Negative _____
Question _____?
- Positive We've completed the club's questionnaire.
Negative _____
Question _____?
- Positive Pete's been to the health club.
Negative _____
Question _____?
- Positive Sue and Mick have gone to the gym.
Negative _____
Question _____?

Uses

2 Match the examples of the present perfect that you underlined in the questionnaire to uses a-c.

- To talk / ask about an action which is finished but which still has an effect in the present.

- To talk / ask about an experience which started in the past but is still going on or is still true now.

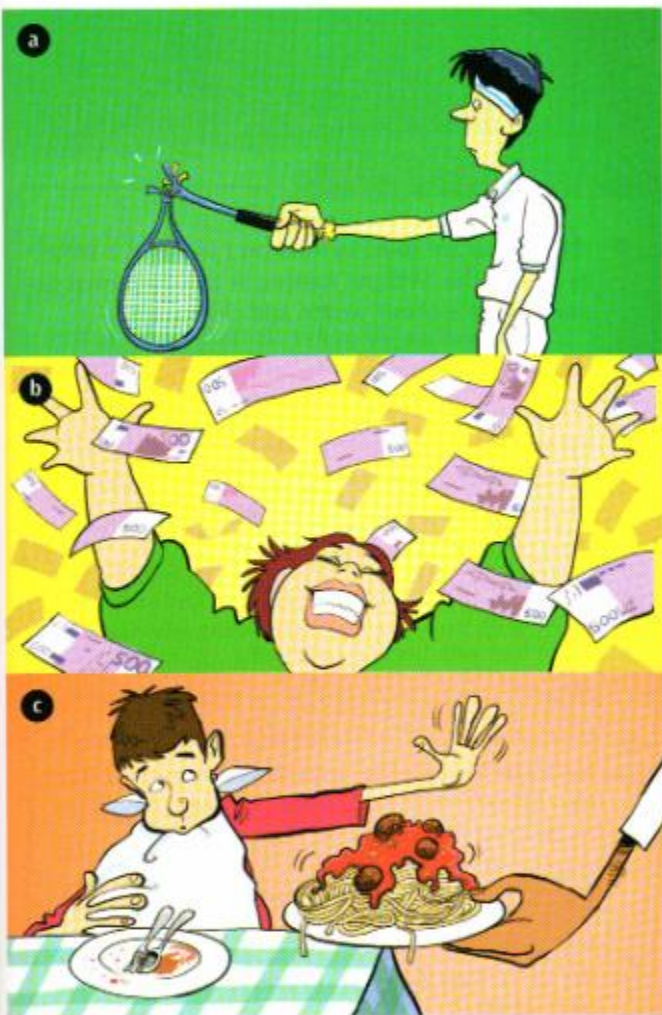
- To talk / ask about an experience that has or hasn't happened (without a time reference).



Three uses of the present perfect

- 3 We use the present perfect to talk about an action which is finished but which still has an effect in the present. It is often used with *just*, *already* and *(not) yet*. Match the sentences to the pictures.

- 1 I've broken my tennis racket!
(It's broken now.)
- 2 He's already eaten.
(His stomach has food in it.)
- 3 I've just won the lottery!
(I've got lots of money now.)



- 4 Write sentences in the present perfect using the notes.

- 1 Tom finish his project (not yet).
- 2 Sarah phone her friend (just).
- 3 the film on TV finish (not yet).
- 4 my brother swim ten lengths (already).
- 5 you have dinner (not yet)?
- 6 Mary show you the gym (yet)?
- 7 you finish having your shower (already)?
- 8 we fill in the questionnaire (just).

- 5 We use the present perfect to talk about an experience which started in the past but is still going on or is still true now. We use *for* and *since* to talk about the length of an action. Look at these sentences and match 1 and 2 to a and b.

I have lived in Italy for three years.

I haven't been to Greece since July 2000.

1 We use *for* _____

2 We use *since* _____

a to say when an action started.

b to say how long the action took.

- 6 Complete the sentences using *for* or *since* and the verb in the present perfect form.

- 1 My family _____ (live) here _____ five years.
- 2 I _____ (attend) this school _____ last summer.
- 3 I _____ (not see) my relatives _____ a very long time.
- 4 We _____ (not have) fish for dinner _____ two weeks.
- 5 Tracy _____ (be) in England _____ 2001.

- 7 We use the present perfect to talk about an experience that has or hasn't happened in the past. It is often used with *ever* or *never*. Write present perfect sentences using these notes.

Example

I / never / be / health club

I have never been to a health club.

- 1 Jan / ever / visit / London?
- 2 Bella / never / drive / a car
- 3 my friends / never / do / aerobics / before
- 4 your parents / ever / go / abroad?
- 5 no one in my family / ever / ride / bicycle
- 6 I / see / the team / play / three times
- 7 Paul / break / leg / skiing / twice
- 8 how many times / you / go / to the club?

Let's activate

Writing about experiences

- 8 Think of three interesting or exciting experiences you have had in your life, and three things that you have never done but would like to do. Write six sentences. Use these ideas to help you.

- travel to a beautiful place (Where?)
- go to an exciting city (Which one?)
- eat interesting or unusual food (What?)
- see your favourite band at a rock concert (Who?)
- try a new sport (Which one?)
- learn to do something new (What?)

Taking care of yourself

1 Match 1–5 to these words to make sentences. How many can you make?

- arm • wrist • ill • finger • sick • stomach ache
- headache • toothache • temperature • throat


- | | |
|-------------------------|--------------|
| 1 I feel | 4 I broke my |
| 2 I've got a sore | 5 I've got a |
| 3 I've got a pain in my | |

Listening

Exam training

Multiple-choice questions

As you listen for the first time, put a dot • beside the multiple-choice answer you think is correct. On the second listening decide which is the correct answer.


- 2  Listen to four people in different situations, and choose the best answer, a, b or c.
- Someone is telling a friend about an accident. What's happened to him?
 - He's got a stomach ache.
 - He's twisted his ankle.
 - He's broken his arm.
 - Someone is talking to a friend about not feeling well. How does he feel now?
 - He's got a temperature.
 - He feels sick.
 - He's got a headache.
 - Someone is talking to her mum. What's wrong with her?
 - She has a stomach ache and a headache.
 - She has a stomach ache and she feels sick.
 - She has a headache and a toothache.
 - A doctor is talking to a man who has cut his hand. What is she advising the man to do?
 - Not to use his right hand.
 - Take the plaster off after a few days.
 - Leave the plaster on until the evening.

Memory game

3 Work in pairs. Student A look at picture 1 for one minute, then close your book and try to remember what is wrong with the woman. Student B check. Now change roles for picture 2.



Soundbites

- 4  You are going to listen to *I feel fine*, a song by the Beatles. Without looking at the lyrics what do you think it is about? Listen and check.

I feel fine

Baby's good to me, you know
 She's happy as can be, you know
 She said so.
 I'm in love with her and I feel fine.
 Baby says she's mine, you know
 She tells me all the time, you know
 She said so.
 I'm in love with her and I feel fine.

Chorus

I'm so glad that she's my little girl
 She's so glad, she's telling all the world
 That her baby buys her things, you know
 He buys her diamond rings, you know
 She said so.
 She's in love with me and I feel fine. Mmm.
 Baby says she's mine, you know
 She tells me all the time, you know
 She said so.
 I'm in love with her and I feel fine.

Chorus

- 5 In pairs, read the lyrics and answer the questions.

- Why does the singer feel happy?
- What does he buy his girlfriend?
- Do you think it's necessary to buy people presents to tell them how you feel about them? Why? / Why not?

1 This dish is simple to prepare and very cheap, but very tasty. Golden fried potatoes and fish in batter with garden peas. A traditional favourite for all the family!

At last, a low-fat dish with maximum flavour! An Italian-style tomato and herb sauce and pasta. Now you can be healthy, but still enjoy yourself.

Delicious fresh vegetables and tender meat served in a spicy sauce made with chillies and pepper. Be careful of your mouth, as this one is hot!



4 This is real temptation! A sweet and sticky pudding with chocolate sauce and spoonfuls of cream. Great served with ice cream.

5 An authentic Japanese feast of fresh raw fish and sticky rice served with nori (seaweed) and wasabi (a hot sauce).

Speaking

Food

6 Match the food labels 1–5 to the pictures a–e. Find words and phrases in the labels that mean the opposite of these words.

- full-fat • rotten • salty / savoury • tasteless • tough
- artificial • difficult to prepare • expensive • unhealthy
- minimum • mild

7 Work with a partner. Describe your favourite food using the words and phrases in 6. Don't tell your partner what it is! Can you guess what your partner's favourite food is?

Likes and dislikes

8 Read the dialogue. Then listen and fill in the gaps.

Talking about likes and dislikes

Jane 1 _____ curry, it's delicious.
 Jim 2 _____ because it's too hot and spicy.
 3 _____ mild food like fish and chips.
 Jane 4 _____ fried food, it's unhealthy, and it looks very greasy.

9 Practise the dialogue replacing *I love* and *I hate* with these phrases. What difference do they make to the meaning?

- I adore • I detest • I can't stand • I like • I don't like
- I really like

10 In pairs, talk about foods you like and dislike, and why. Use the dialogue box in 8 and the words and phrases in 6 to help you.

Setting up a snack bar

11 Read the dialogue. Then listen and fill in the gaps.

Persuading others to agree

Jim 1 _____ just sell chips and chocolate. Young people love them.
 Jane 2 _____ that's a bit unhealthy. Perhaps we should sell fruit too.
 Jim 3 _____ that does seem a bit boring.
 Jane 4 _____ selling unusual kinds of food like pineapple?
 Jim I suppose that's OK, as long as we sell chocolate as well.

12 Work in small groups. Imagine you are going to set up a snack bar in your school. Discuss and decide what you will do. Use the phrases in 6, 8 and 11 to help you persuade the others in your group.

- Choose five kinds of food and drink to sell. (What's healthy? What's popular? etc.)
- Decide how much to charge for the five products. (Is it too expensive, or too cheap?)
- Decide where to set up the snack bar. (Outside or in a classroom? etc.)
- Decide when it will be open. (What are the best times?)

13 When you have made your decisions, compare your ideas with another group. Have you made the same or different decisions?

Living in the extreme: ALASKA



- 1 In pairs, describe what you can see in the photos.
- 2 What do you think it would be like to live in a place like the one in the photos? What problems might you have? Think about:

- being ill • travelling to school • making friends
- finding a job • shopping • the weather

Quick quiz

- 3 Read the article about a family who live in Alaska. Then cover the text and do this quick quiz.
- 1 How long have Kirsten, Carl and their daughters lived in Alaska?
- 2 How do people get there?
- 3 How far away are their nearest neighbours?
- 4 What is sometimes dangerous about living there?
- 5 What does a typical celebratory meal at the Dixons' house consist of?
- 6 How do the Dixons feel about living in a place like this?
- 7 How many people live in Alaska?
- 8 What happened to the area in the 1600s, and in 1867?
- 9 What happened at the beginning of the 20th century, and in 1959?

For Kirsten and Carl Dixon and their teenage daughters, Carly and Mandy, it looks like Christmas for most of the year. In fact, the countryside is covered in white in winter, spring and autumn, too, but it doesn't always feel like Christmas!

Anyone or anything that needs to reach the place has to come by a small skiplane from the city of Anchorage or by dogsled. The nearest neighbours are 40 miles away and temperatures can reach 40 degrees below zero, and there is always the danger of wild bears. The family have lived at Winterlake Lodge in the Alaskan wilderness for many years. They came to open the first of their three lodges in 1983. Still, in this isolated, snowbound place, the Dixons are happy.

Kirsten, who is an award-winning chef, and Carl, who organises outdoor activities, have made sure their home is as comfortable as any other. But it is important to be self-sufficient. They could probably exist without bringing in things from outside, with the exception of petrol. They keep chickens, catch fish, grow vegetables and herbs, and gather wild fruits in late summer. On special occasions such as Christmas, they fly in some special treats such as king crabs and oysters, which Kirsten makes into delicious creamy soup. Dinner consists of goose or reindeer, and blueberry muffins and chocolate brownies are always popular. The best part of any celebratory meal is, of course, ice-cream pudding – called, you've guessed, Baked Alaska!

Facts about Alaska

- Alaskans have no specific national traditions because the current population of about 600,000 is so mixed. The Russians took over the area in the 1600s and sold it to the American government in 1867. Western customs and traditions didn't begin until Americans and Scandinavians started to arrive there in the early 20th century. In fact, Alaska has only been an American state since 1959.

Talking about Russia

- 1 What would you enjoy about living in a place like Alaska?
- 2 How does the lifestyle and climate in your region compare with the life the Dixons live in Alaska?
- 3 Which would you prefer to live in: a very cold or a very hot climate? Why?
- 4 When do you have celebratory meals in Russia? How are they different from the meals Kirsten and Carl have?

The present perfect or the past simple?

Remember!

We use the present perfect to talk about a past experience. We use the past simple to talk about an action which happened at a specific time in the past, often with a time reference.

Q **Have you tried** the new swimming pool?

A Yes. **I went there** for a swim **last night**.

1 Look at the two sentences from the text and answer the questions.

The Russians sold Alaska to the American government in 1867.

Alaska has only been an American state since 1959.

- Which tense is used to talk generally about a past experience? _____
- Which tense is used to give specific details about a past action? _____

2 Complete the sentences using the present perfect or the past simple.

- Boris _____ (already / see) the film *The Lord of the Rings* three times.
- Sally _____ (watch) a video last night.
- I _____ (just / write) a letter – can you post it?
- Maria _____ (send) a postcard to her grandmother last week.
- James _____ (buy) some new trainers and he's very happy with them.
- Peter _____ (run) a marathon yesterday.
- Sarah _____ (never / go) ice skating before.
- Everyone in the class _____ (go) climbing in Wales last summer.

3 Complete the questions using the present perfect or the past simple.

- What _____ (you / do) last weekend?
- How many live music concerts _____ (you / go) to?
- Where _____ (you / go) for your last holiday?
- _____ (you / do) a parachute jump before?
- _____ (you / watch) television yesterday?
- Which foreign cities _____ (you / visit)?
- _____ (you / ever / climb) a mountain?
- What _____ (you / get) for your birthday?

Now answer the questions.

4 Complete the sentences using the present perfect or the past simple.

- The Dixons _____ (live) at Winterlake Lodge in the Alaskan wilderness for many years. They _____ (open) their first lodge in 1983.
- They _____ (come) face to face with bears more than once. One winter, a bear _____ (come) into the house at night, _____ (eat) some fruit and _____ (break) a window before leaving.
- The teenage daughters _____ (learn) how to cook using their home-grown food.
- Until a few years ago, they _____ (keep) honeybees, but the honey _____ (attract) too many bears!
- Nature _____ (always / play) an important part in their everyday lives.
- The family _____ (just / celebrate) Christmas.

Talking about the news

5 Complete the news stories using the correct form of the present perfect or the past simple.

1 John Buster _____ (live) in a tree for thirteen years. Sadly, yesterday he _____ (climb) down for the last time.

2 Yesterday, Martin Jones _____ (find) a man climbing into his house. The man _____ (run) away, but police say they _____ (already / find) some clues.

3 Scientists say we _____ (have) record temperatures so far this year. Last Tuesday _____ (be) the hottest day.

Let's activate

Your experiences

6 Work with a partner. Ask and answer questions to find out about your experiences. Use these and your own ideas.

- go to a rock concert
- climb a mountain
- swim in the sea
- see a wild animal
- do a parachute jump
- visit a foreign country

Example

A Have you ever been to a rock concert?

B Yes, I have.

A When did you go? Who did you see?

B I went to see U2 last year.

News from hospital

1 Imagine you had to spend a few days in hospital with a minor injury.

What would you find most difficult?

What would you want your friends and family to do?



Ward 7, Radcliffe Hospital
Saturday 3rd April

Dear Kasia

This is just a short letter to let you know that I'm in hospital. Guess what? I've broken my ankle!

It happened on Thursday evening when I was dancing. I jumped up and landed on the side of my foot. I felt such an idiot - and it hurt! The doctors say it's a complicated break, so I have to stay here for a week for more x-rays. It's a real drag, I can tell you.

I've got to say that being in hospital is dead boring! I'm not allowed to leave my room, so I can't go for a walk, and I don't have a TV. All I've got is a couple of school books, so I don't know what to do with my time!

Anyway, what's going on with you? It'd be great to hear some news. A letter would really cheer me up. Do you think you could send me some magazines or something? I fancy a good read!

Hope to see you very soon.
Lots of love,
Anna

Studying the sample

2 Read the letter from Anna and answer the questions.

- 1 How long has Anna been in hospital?
- 2 Why does she have to stay for a week?
- 3 How does she feel about staying in hospital?
- 4 What is the relationship between Anna and Kasia?

3 Look at the letter again and answer the questions.

- 1 Where do we put the address and date on an informal letter?
- 2 How many paragraphs are there in Anna's letter?
- 3 Put the paragraph topics into the same order as the letter.
 - details of what happened _____
 - the reason for writing 1
 - a request _____
 - details of what life is like now _____

Steps to better writing

Informal language

- 4 Look again at the letter and answer the questions.
- 1 How does an informal letter begin and end?
 - 2 Does Anna use long forms or contractions?
- 5 Match the informal words and phrases 1–6 from Anna's letter to their more formal meanings a–f.
- 1 Guess what? (line 2)
 - 2 I felt such an idiot (line 6)
 - 3 a real drag (line 9)
 - 4 dead (line 11)
 - 5 What's going on with you? (line 16)
 - 6 I fancy (line 19)
- a very
 - b I would like
 - c What's happening in your life?
 - d Do you want to know something?
 - e unfortunate
 - f I felt stupid.

Can you find any other words or phrases, or punctuation marks that tell us that Anna is writing to a friend?

Useful phrases

- 6 Match the functions 1–6 with the words and sentences a–f.
- 1 sympathising
 - 2 changing the subject
 - 3 thanking someone for writing
 - 4 ending a letter
 - 5 explaining why you are writing
 - 6 saying what you have included in the letter
- a Anyway, ...
Now, ...
 - b I was sorry to hear about your accident.
I was really sad to hear your news.
 - c Thanks very much for your letter.
Thanks for your letter. I'm sorry I haven't written for so long.
 - d I'm just writing to tell you my news.
This is just a quick note to tell you my plans.
 - e I'm sending you some pictures of my family.
I thought you might like to see this picture of my family.
 - f Write soon, it'd be great to hear from you.
Hope to see you soon.

Editing

- 7 Read this letter, which has nine mistakes in it. Find and correct the mistakes.

Dear Jen
Thanks very much many for your letter. I'm sorry
I'm not writing for so long, but I've been very
busy. I was sorry to hearing about your
exam.
Anywhere, I've got some good news. I've got a
new boyfriend. He's calling Pete, and I met
him at a party. here is a picture for me and
him on a night out. Hope to look you soon.
Love,
Amanda

Writing an informal letter

Understanding the task and planning

- 8 Imagine you are Anna's friend. You are going to write a reply to Anna's letter on page 54. Number these notes in the correct order.
- a End with a suitable sentence.
 - b Close the letter with *Love* or *All the best*.
 - c Open your letter with *Dear*.
 - d Say how sorry you are to hear Anna is in hospital.
 - e Make some suggestions about what Anna can do so she isn't bored.
 - f Thank Anna for the letter she sent you.
 - g Say that you can come and visit and will bring some magazines. Begin with *Now* or *Anyway*.
 - h Tell Anna some news about what's happening in your life at the moment.

Writing

- 9 Write your letter (in 120–150 words) to Anna using the notes in 8. Remember to use some of the informal words and phrases you have learned.

Checking

- 10 Read through your letter and check that:
- it is easy to understand.
 - your punctuation and grammar are correct.
 - you have spelled words correctly.
 - your letter is written in an informal, friendly style.
 - you have written between 120–150 words.

Synonyms

1 Match words 1–5 to their synonyms a–e.

- | | |
|---------------|-------------|
| 1 think about | a sad |
| 2 frighten | b disappear |
| 3 unhappy | c wonder |
| 4 vanish | d keep on |
| 5 continue | e scare |

2 Complete the sentences using the correct form of the words a–e in 1.

- _____ films make me cry.
- Sorry, did I _____ you when I turned off the lights?
- If you _____ studying, you'll pass your exams.
- My dog always _____ when it is time to have a bath – he hates it.
- Do you ever _____ how languages started?

Adjectives with -ed and -ing

3 Complete the sentences using the correct form of the adjectives.

- bored / boring
 - I thought the film was very _____. I nearly fell asleep.
 - I was _____ in the lesson today.
- terrified / terrifying
 - That noise was _____. It was very loud.
 - I'm _____ of spiders.
- exhausted / exhausting
 - I'm going to bed. I'm _____.
 - Studying for exams is _____.
- interested / interesting
 - That television programme was great! It was really _____.
 - I've always been _____ in the history of art.
- excited / exciting
 - I'm really _____ about going on holiday.
 - That football match was really _____.

Extreme adjectives

4 Rewrite the sentences using the extreme adjectives.

- terrifying • exhausted • freezing • enormous
 - fascinated • terrible • astonished • tiny
- Elephants are big animals.
 - Horror films are frightening.
 - When she told me she had passed the exam, I was surprised.
 - My bedroom is cold. I need a new heater.
 - My pet mouse is small.
 - Her jokes are bad.
 - When he saw the film he was interested.
 - My job makes me tired.

Extension

Parts of the body

5 Label the picture with these words.

- head • ear • eye • nose • lips • mouth • chin



6 Complete the table using these words.

- elbow • thigh • waist • finger • shoulder • nail
• chest • wrist • knee • neck • stomach • hand
• ankle • foot • thumb • toe • back

Body	Arm	Leg
	elbow	

A balanced diet

7 Complete the table using the food words on page 47 and other food words you know.

Meat	Fruit	Vegetables	Descriptions	Desserts
chicken	apples	garden peas	salty	chocolate pudding

Meanings of do

8 Do has many different meanings. Match sentences 1–5 with their meanings a–e.

- I'm **doing** food science next term at school.
 - My dad **does** all the cooking in our house.
 - It doesn't take long to make this dish. Half an hour **do**.
 - You shouldn't diet so much. It'll **do** you a lot of harm.
 - My younger sister **is doing** very well in her new job as a chef's assistant.
- have a particular effect
 - make progress or develop
 - study, or find the answer to something
 - be enough
 - carry out a particular activity, e.g. do the shopping

Чтение

1 Read the article, then choose the best answer: a, b, c or d for each question 1–7.

TEENAGE GAMBLING

By Robert R. Perkinson, Ph.D.

Jerry is sixteen years old and has just started his fight against his addiction. He takes part in Gamblers Anonymous meetings every day. 'I started by betting on sports games,' he says. 'I'm an American football fan, but I bet on every sport: basketball, baseball, soccer, even tennis. I did pretty well at first. I made a lot of money and really enjoyed it. Then I discovered Internet gambling. This was even better; I could stay up all night betting. True, I had problems at school, but who needed school? I had all this money and I didn't think I needed an education. But then I started losing. I couldn't make a single good bet, and if I won, I put all the money on another bet. I tried to stop but I kept going back. It was as if the computer owned me. I was at it all day and all night sometimes, trying to make up the losses. And I was finding it harder and harder to do my school work. It really became

desperate and I had to steal from my parents. When the truth finally came out, the family was thousands of dollars in debt.'

Seventy years ago gambling was considered immoral and it was illegal to gamble in the USA. Today, however, you can gamble in all but three states: Hawaii, Utah and Tennessee, and there are a lot of people like Jerry. It is possible to win a lot of money and gambling can be difficult to resist, particularly for people who need money. This isn't a problem for most gamblers, who are able to gamble for fun and stop when they want. Others, however, find it impossible to stop and become trapped in an addiction as powerful as drug addiction. You would hope that the law would protect teenagers from such a dangerous problem. However, even though it is illegal for teenagers to gamble, a recent survey of 21,297 high-school students found that 53% of the

students had gambled in the last twelve months and 7% reported significant gambling problems.

Gambling as an addiction can be treated in the same way as other addictions. To recover, gamblers first need to be honest with themselves and others, go to recovery group meetings, such as Gamblers Anonymous, and help other people there. Secondly, money should be carefully controlled. Addicted gamblers shouldn't be allowed to have large amounts of money with them. Instead, someone responsible should keep their money and give them the exact amount they need each day. After the gambler begins to recover, they can gradually take control of their finances. Statistics show that 50% of gamblers overcome addiction with treatment only, and 70% if they go through treatment and then regularly attend Gamblers Anonymous meetings.

- 1 What do we first learn about Jerry?
 - a He is having treatment for an addiction.
 - b He does not need treatment any more.
 - c He is planning addiction therapy.
 - d He has refused therapy.
- 2 When Jerry first started gambling, he
 - a did not enjoy it very much.
 - b he only gambled on the Internet.
 - c gambled to pay for his education.
 - d had quite a lot of success.
- 3 When Jerry started losing,
 - a he stopped making new bets.
 - b he gambled even more.
 - c his parents had to lend him thousands of dollars.
 - d he wanted to sell his computer.
- 4 Today, in the USA
 - a nearly everyone gambles.
 - b gambling is illegal in only few states.
 - c people think gambling is immoral.
 - d gambling is less popular than seventy years ago.
- 5 People who are able to gamble for fun
 - a find it impossible to stop.
 - b develop a serious addiction to gambling.
 - c can stop any time they want.
 - d hope the law would protect gambling.
- 6 A survey of high-school students showed that
 - a most students know that gambling is illegal.
 - b most students would like to try gambling.
 - c more than half of them gambled in the previous year.
 - d drugs were more of a problem than gambling.
- 7 Gambling addicts who are getting treatment
 - a should not be able to get money easily.
 - b must not contact other gamblers.
 - c are less likely to recover if they go to meetings.
 - d are given drugs to help with their addictions.

Письмо

2 This is part of a letter from an English-speaking friend.

Write back to Charlotte answering her questions. Write 100–140 words. Remember the rules of letter writing.

... Are you looking forward to my visit next month? This will be my first time in Russia, so I don't know what to expect. I'm especially worried about my diet. What do Russians like to eat? Is it easy for vegetarians to find good food? Are there any nice vegetable dishes you think I should try? What are they like? Please write soon.
Charlotte

Grammar

Comparing

- 1 Write sentences making positive and negative comparisons using the notes.

Example

tennis / interesting / chess / but / not / exciting / football
Tennis is more interesting than chess, but not as exciting as football.

- Paris / big / Budapest / but / not / large / London
- Science / easy / Maths / but / not / simple / History
- the weather in England / good / the weather in Scotland / but / not / good / the weather in Greece
- Jason / intelligent / Harry / but / not / clever / Emma
- Greek / difficult / English / but / not / hard / Japanese
- the seaside / nice / the city / but / not / attractive / the mountains

- 2 Complete the sentences using these words in the superlative form.

• dangerous • long • fast • high • expensive • old

- Capable of running over 100kph, the cheetah is the fastest land animal.
- At 5,633m above sea level, Elbrus is _____ mountain in Europe.
- At 6,670km, the Nile is the _____ river in the world.
- Dating back to the 12th century, Oxford is one of _____ universities in the world.
- The King Cobra is one of _____ snakes in the world.
- Costing about \$800 per ounce, rhodium is the _____ metal on earth.

who, which, whose, who's

- 3 Complete the sentences with these words.

• who • which • whose • who's

- I know some people _____ hate horror films.
- The film _____ he rented for the evening was very funny.
- Isn't Tom the guy _____ coming to our class next year?
- My brother is selling a car _____ he has done up himself.
- The Jacksons are the people _____ holiday home we rented last year.
- I don't know anyone _____ better at football than you.
- Isn't Emma the girl _____ mother couldn't put up with her bad behaviour?
- What's the name of the girl _____ talking to John?

Present perfect

- 4 Write sentences about Sam using the notes.

Example

finish dinner (just)
Sam's just finished dinner.

- do his homework (not yet)
- phone his girlfriend (already)
- show me his new TV (just)
- see a live football match (never)
- win the race (just)
- fill in the questionnaire (not yet)

- 5 Write questions for these answers using the present perfect.

- Q _____
 A We have lived in this flat for 10 years.
- Q _____
 A No, I've never visited Paris.
- Q _____
 A Yes, I've just finished reading the last page.
- Q _____
 A I've been a student here since last year.
- Q _____
 A No, I haven't spoken to Jan today.
- Q _____
 A No, my brother has never been to Australia.

- 6 Complete the text using the present perfect or the past simple form of the verbs in brackets.

Our next-door neighbours, the Jacksons, ¹_____ (just buy) a house in Spain. Ever since they ²_____ (visit) Spain ten years ago, they ³_____ (want) to live in a warm climate. Two years ago, an aunt ⁴_____ (leave) them some money, so they ⁵_____ (decide) to look for a villa on the Spanish coast. They ⁶_____ (find) the perfect villa near Malaga. They ⁷_____ (be) in Spain for about four months now and they say they don't regret leaving the cold weather in England behind. I ⁸_____ (make) up my mind that I want to live somewhere warm too. I ⁹_____ (live) in a cold country for too long!

Listening

- 7 Listen to four people in different situations and choose the best answer, a, b or c.
- Someone is talking about her family. How does she feel about her brothers?
 - She enjoys watching football with her brothers.
 - She would rather have sisters than brothers.
 - She thinks she is lucky to have so many brothers.
 - Someone is talking about himself. What kind of person does he say he is?
 - He loses his confidence in some situations.
 - He would rather be with friends than relatives.
 - He enjoys meeting different people at parties.
 - Someone is talking about an accident. What happened to her?
 - She crashed her bike into a tree in the woods.
 - She fell off her bike when a dog ran in front of her.
 - She broke her ankle while riding on the pavement.
 - A doctor is talking to a patient. What's wrong with the patient?
 - He has stomach pains.
 - He's been sick.
 - He's got a cold.

Speaking

- 8 Underline the correct words to complete the dialogue.

Sue 8554 2726.
 Jim Hello! I'm ringing ¹ for / about the flat advertised in the paper this morning. Could I just ask how ² close / near the city centre it is?
 Sue Oh, just about 5 minutes' walk.
 Jim And it's sharing ³ with / for two others, isn't it?
 Sue That's right.
 Jim I was ⁴ asking / wondering if I ⁵ could / would come and see it this evening?
 Sue I'm ⁶ upset / sorry but we won't be in later on tonight. What about tomorrow night?
 Jim Fine. I'll be there at about 7.

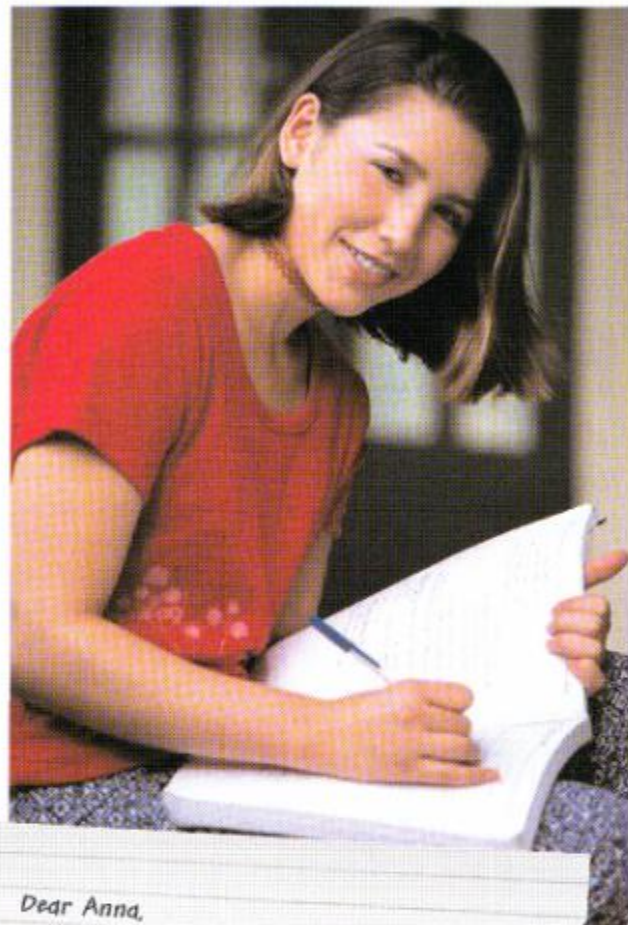
- 9 Complete the sentences so that they are true for you.

- I adore curry because it's spicy.
- I detest _____ because _____.
- I can't stand _____ because _____.
- I quite like _____ because _____.
- I dislike _____ because _____.
- I've never tasted _____.

Writing

- 10 Match the beginnings 1–8 to the endings a–h to make sentences in a letter.

- | | |
|---|-------------------------------------|
| A | B |
| 1 Dear _____ | a fix up another time? |
| 2 Many thanks for your letter, it _____ | b love, Jackie |
| 3 I'm sorry it's taken me so long to reply, but _____ | c see you soon. |
| 4 Thank you for the _____ | d Anna |
| 5 I'd love to come, but I'm afraid that _____ | e invitation to your party. |
| 6 Why don't we _____ | f I'm away that weekend. |
| 7 Hope to _____ | g I've been very busy with exams. |
| 8 Lots of _____ | h was great to hear from you again. |



Dear Anna,

Food from around the world

1 Look at the pictures of the food. Can you match each dish to the country where people traditionally eat it?

• Russia • Spain • France • Egypt • Thailand • Britain



coffee and croissants



seafood paella



noodles



beans in olive oil, lemon and garlic



borsch



fried egg and bacon



green curry



blinis



sticky rice

2 Read the article about international food and check your answers in 1.

3 Read the text again and decide if the statements are T (true) or F (false).

- 1 British people have a fried breakfast every day.
- 2 Russian people only eat blinis with sweet fillings.
- 3 Ice cream is popular in Russia in winter and in summer.
- 4 Thai people eat just one course at each meal.
- 5 Thai people generally eat with a knife, a fork and a spoon.
- 6 Thai food is always very mild.
- 7 Spanish tapas is a big evening meal.
- 8 Paella never contains meat.

4 Find words in the text which mean:

- 1 when you have stored something in vinegar
- 2 a purple coloured vegetable
- 3 (black or red) fish eggs that we eat
- 4 the opposite of 'mild'
- 5 fish, prawns, squid, etc.
- 6 the opposite of 'heated'

Food from around the world

It's amazing how differently people eat around the world. Take breakfast for example. In France, you might have coffee and croissants. In Egypt, people eat beans in olive oil, lemon juice and garlic. In Britain, people eat cereal and toast and sometimes fried eggs and bacon. Of course, the food people enjoy usually depends on what's available, but it also depends on culture and traditions. Let's take a look at some of the traditional dishes that you might like to try in different places around the world.

Russia: People in Russia usually start their meal with a plate of zakuski. This is a cold selection of dishes that may include salads, meat, fish and pickled vegetables. Another traditional dish to try is borsch which is a delicious beetroot-based soup that's become popular in many parts of the world. For a tasty snack, you could have a blini. This is a flat pancake which you can fill with caviar, jam, cheese, onions, or even chocolate. But one of the most popular things to eat in Russia is morozhenoye or ice cream which people enjoy all year round.

Thailand: In Thailand people eat all their courses together. A Thai meal can include soup, fish, a spicy salad or a curry dish and different sauces. Rice is very important and comes in different forms including sticky rice that people roll up and eat with their hands. In general, people eat with a fork and a spoon. The meat is always in small pieces so it isn't necessary to have a knife. Noodles are popular. Try Pad Thai which is noodles with meat, seafood, egg and peanuts. Red and green curries are delicious too. Green curry is the hottest, so watch out as it can be very spicy!

Spain: One of the best ways to try Spanish food is to have tapas. These are small plates of food such as olives, seafood, cheese or ham which you can find at any time of the day in local bars. For a bigger meal, try paella which is a rice dish containing meat or seafood. Gazpacho is a delicious chilled vegetable soup which, perhaps not surprisingly, comes from Andalucía, one of the hottest parts of Southern Spain. And don't leave Spain without trying jamón serrano. Its name means 'mountain ham', and it takes months to prepare and it is absolutely delicious.

Projects

Choose one of the projects below, A or B. Follow the guidelines to help you.

Project A 'Popular celebrations' poster

- 1 Work in groups. Think back to what you read about special days in Unit 3 (on page 40) and make a list of the national holidays that people celebrate in Russia.
- 2 Decide how you're going to do your project.
 - Choose three or four of the celebrations that you discussed to include in your poster. Decide who is going to find out about each celebration. Discuss ways you can research what you need to know, for example the Internet, books, or interviewing older members of your family, etc. Each person needs to find out:
 - * details of the history of the celebration,
 - * how people traditionally celebrate it.
 - Find pictures from magazines of people celebrating the events. If you can't find any pictures, you can draw pictures.
 - Decide who will be in charge of the design and illustration on the poster and who will do the writing.
 - Create a poster that is attractive and clear. Give each celebration plenty of space. Write the name of the celebration in big, colourful letters. Then write a short paragraph about each celebration. Stick your photos or drawings around the text.
- 3 Complete the project and present your poster to the class. Take turns to explain the celebrations.

Project B My favourite Russian food

- 1 Work in groups. Talk about your favourite Russian dishes. Make a list of the things that people in your group like.
- 2 Decide how you're going to do your project.
 - Choose a dish each. Each member of the group will collect information about their chosen dish. This can include:
 - * finding and copying down (and, if necessary, translating) the recipe,
 - * collecting some pictures or making some drawings,
 - * writing notes about its background (e.g. when and where it's usually eaten, whether it has a history),
 - * writing notes about why it's their favourite dish.
 - Use a good dictionary to look up any unfamiliar words for ingredients or for cooking methods for the recipes.
- 3 When you have completed your research, share your ideas and help each other decide how best to present it. For example, each person might decide to first hold up their pictures and ask the class to identify the dish, then give some general information about it, say why they like it and finally read out the recipe and find out if there are any variations from people in the class.
- 4 Complete the project and present your favourite dishes to the class.

Follow-up

5A As a class, discuss these questions:



- 1 What other occasions do people in Russia traditionally celebrate? (e.g. special days at school like *Posledniy zvonok*, or birthdays, anniversaries, etc.)
- 2 How do people in Russia celebrate these events?
- 3 How common is it for people to meet for special occasions in cafés and restaurants? Do you think this way of celebrating will become more popular in the future? Why? / Why not?

6A Write a short description of a celebration that you recently attended. Include information about what it was for, who was there, what you did, what you ate and how you enjoyed it.

Follow-up

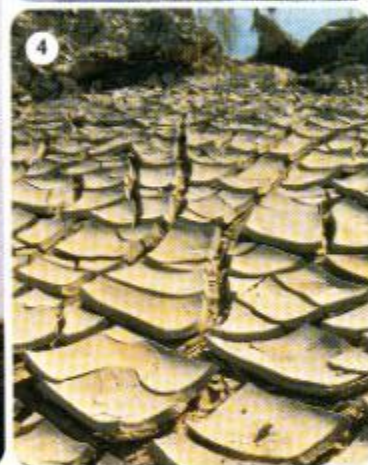
5B As a class, discuss these questions about food:

- 1 What's your favourite food? Why do you like it?
- 2 Do you ever eat fast food? What's good about fast food? What's bad? Why?
- 3 Have you ever eaten food from a different country? What did you have? What was it like?

6B Write a short description of your favourite food. Choose something you haven't already talked about. Include when and where it's usually eaten, why you like it and how to make it.

5 The world ahead

Extreme weather



Reading

1 In pairs, answer the questions. Use these words to help you.

- storm • flood • gale • hurricane
- drought • rain • tornado • heatwave

- 1 What can you see in the pictures?
 - 2 Which of these weather conditions is the most dangerous? Why?
 - 3 Have you ever seen anything like this yourself?
- 2 Look at the title of the article on page 63. Do you think the main message is good or bad? Why?
- 3 Read the article and answer these questions.
- 1 What are the islanders in Kiribati and Tuvalu worried about?
 - 2 What is the main cause of global warming?
 - 3 What did the people on Easter Island do wrong?
 - 4 What might the main effects of global warming be?
- 4 Read the article again and match the headings a–f with paragraphs 1–6.
- a Melting ice
 - b The greenhouse effect
 - c Hope for the future
 - d Disappearing islands
 - e A lesson from history
 - f The effects of global warming

Vocabulary

Nouns

5 Put these nouns from the article into two groups: *geographical features* and *the weather*.

- climate • ocean • island • drought • flood
- atmosphere • forest • environment • ground
- hill • sea

6 Underline the correct word to complete the sentences.

- 1 There was a terrible *flood* / *drought* in England this year, and people had to be saved by boat.
- 2 Much of the carbon dioxide in the Earth's *environment* / *atmosphere* comes from burning fossil fuels.
- 3 She lives on a small *island* / *ground* near Greece.
- 4 She went on a ship across the Pacific *Ocean* / *Sea*.
- 5 The *climate* / *weather* yesterday was terrible. It rained all day.
- 6 She got very lost in the *forest* / *hill* when she was out walking.

GLOBAL WARNINGS

The islanders of Kiribati and Tuvalu do not need to read about climate change and global warming – they can see it happening all around them. Sea levels are rising, and this is changing the way the people in these small Pacific islands live. Farmers have to grow crops in tin cans because there is too much salt in the ground, the fish are dying because the sea is too warm, and drinking water is harder and harder to find. The small island of Tebua Tarawra has already disappeared, and the islanders of Kiribati and Tuvalu are afraid that more of their land will soon be under water.

Most scientists around the world agree that the Earth is getting warmer. They believe that some places are already 2° hotter than they were 50 years ago, and that temperatures will go up another 5° in the next hundred years. This means that the ice at the North and South Poles will melt, the oceans will expand and the sea will rise by as much as one metre.

In the atmosphere above the Earth, gases like carbon dioxide naturally trap the sun's heat and keep the air warm. This stops most of the world from becoming covered in ice. However, the problem is that human beings are now making this happen more quickly and dramatically in what scientists call the 'greenhouse effect'. We are creating more and more carbon dioxide by burning fossil fuels (coal and oil) to make electricity and drive cars. In the USA alone, each person creates six tons of carbon dioxide a year.

Environmental problems

7 Match the words 1–6 with a–f to make six phrases. Then complete the text using the phrases.

- | | |
|--------------|------------|
| 1 climate | a fuels |
| 2 global | b ice caps |
| 3 greenhouse | c warming |
| 4 carbon | d dioxide |
| 5 fossil | e gases |
| 6 melting | f change |

Scientists say that 1 _____ will affect all of us in our lifetime. The oceans are becoming bigger because of 2 _____ at the North and South Poles.

Our cars and factories burn too many 3 _____ so that we can have energy and these create 4 _____, for example 5 _____, which warm the atmosphere. The whole world is experiencing 6 _____; the weather is not the same as it was twenty years ago. We must reduce pollution now.

4

Nobody knows what will happen if global warming continues, but we can look at an example from the past to see what might happen. In the Pacific Ocean there is another small island, a rocky, treeless place called Easter Island, which has many strange old statues. Hundreds of years ago it was green and rich and covered in trees. However, the islanders cut down their trees to make fires, build boats and move their statues. As the forests got smaller, they had less fruit and fewer wild animals and birds to eat; and the people began to go hungry. In the end, there were no trees at all. The islanders started wars and killed each other, until there was almost no-one left.



5

Some scientists believe that in the future the weather will be more extreme – there will be stronger hurricanes, bigger floods and longer droughts. Some parts of the world may get warmer and wetter, and others may get colder. This may affect forests, the food we grow and the animals that live in the wild, and cause disease to spread more quickly.

6

In many ways we are luckier than the Easter Islanders; we know about the problems and dangers and what we should do. Let us hope that we do not make the same mistakes and we learn to look after the environment.

Time to talk?

Look at the sentences, which describe some things people can do to help the environment. Which of the things do you do? Can you think of other ways of helping the environment?

- Use public transport and bicycles.
- Buy products made of recycled paper.
- Take newspapers, bottles and cans to recycling centres.
- Turn off electric lights and machines when we are not using them.
- Join an environmental pressure group, for example, Greenpeace.

Future forms

1 In pairs, answer the questions.

- 1 What is your favourite fruit? What types of food and drink can you find it in?
- 2 Look at the photo. What does it show? Do you think these are real fruit?



2 Read the newspaper articles and match the headings to the correct article.

a
A different-shaped fruit

b
Fruit with a sparkle

1 Japan has shown us the way forward again, with another of its great inventions. For years people have found it difficult to fit watermelons in the fridge. There is also the problem of trying to cut the fruit – it rolls around the table like a large heavy football. A fruit farmer in Japan has now successfully grown square watermelons. And they're on sale in supermarkets in Tokyo and Osaka.

So what will inventive fruit farmers develop next? Perhaps they will produce small, square apples which fit neatly into sandwich boxes. Or will we see straight bananas which are much easier to pack for distribution? It may be clever and convenient, but whatever it is, it won't be cheap. Each of the new square watermelons in Japan costs \$83, more than double the price of the normal, round watermelons.

2 University of Texas scientist, Dr Galen Kaufman, has injected carbon dioxide into fresh fruit. When you eat the fruit, the gas warms up in the mouth, like it does in fizzy drinks, and makes a tingling feeling, improving the flavour. He hopes it'll make children and adults want to eat more fruit. Next, he's going to work with engineers from the Centre for Food Innovation at the University of Oregon to make a machine which puts the gas into the fruit. 'Our first product will be a small food machine that will allow people to make FizzyFruit at home. Eventually we will make FizzyFruit available in restaurants, at sporting events, and even in school lunch programs.' You're not going to have a chance to taste it yet, but over the next few months, the FizzyFruit website is showing information about FizzyFruit events, developments and news.

Grammar check

Future forms

1 Look at the newspaper articles again and find three different ways of talking about the future. Write the examples.

- 1 _____
- 2 _____
- 3 _____

2 Which example:

- a gives information about the future?

- b talks about an intention for the future?

- c talks about an arrangement in the future?

3 Look at the newspaper articles again and underline future question forms and negatives. Complete these questions and answers.

Q When _____ the machine _____ (be) in the shops?

A We don't know exactly, but it _____ (not be) in the shops before next year.

Q _____ you _____ (develop) other foods with FizzyFruit in them?

A Yes, of course. There _____ (be) lots of FizzyFruit products in the future.

will

- 3 Work with a partner. Invent a new product and write an advert to explain what your new product will do.

Example



THE CAT-O-MATIC

When you are away, the Cat-o-Matic will look after your cat for you! The Cat-o-Matic is an automatic cat-feeding device. It will provide exact amounts of cat food at the correct time of day. It will even provide fresh water. The Cat-o-Matic will work on batteries ...

going to

- 4 Read Sally's New Year's resolutions. Write six sentences about what she is going to do this year.

January 1st

- * cook supper for Mum once a week
- * take the dog for a walk twice a week
- * practise singing every day
- * enter competition to sing on radio talent show
- * do homework for Monday before Sunday evening
- * go to aerobics class once a week
- * visit Gran and Grandad once a week
- * join the school's 'Help the local community' group
- * apply for Saturday job at fast-food café
- * go out with friends at the weekend

Present continuous

- 5 Sally's friend, Kate, phones to arrange to go to the cinema. Listen and write in the diary what Sally is doing this week, and when Sally and Kate arrange to meet.

cook supper for mum singing practice	Monday 7
dog singing practice	Tuesday 8
	Wednesday 9
singing practice	Thursday 10
	Friday 11
singing practice	Saturday 12
homework (morning) singing practice	Sunday 13

- 6 Work with a partner and say what Sally is doing each evening this week.

Let's activate

Changing your life

- 7 Work with a partner. You are going to interview each other about changes that you're going to make in your life. First, write a list of five changes you want to make to these areas of your life:
- home
 - school
 - future education
 - family
 - job
- 8 Ask and answer questions with your partner about the changes you both want to make. Give reasons.

Example

A What are you going to do at home?

B I'm going to paint my bedroom blue.

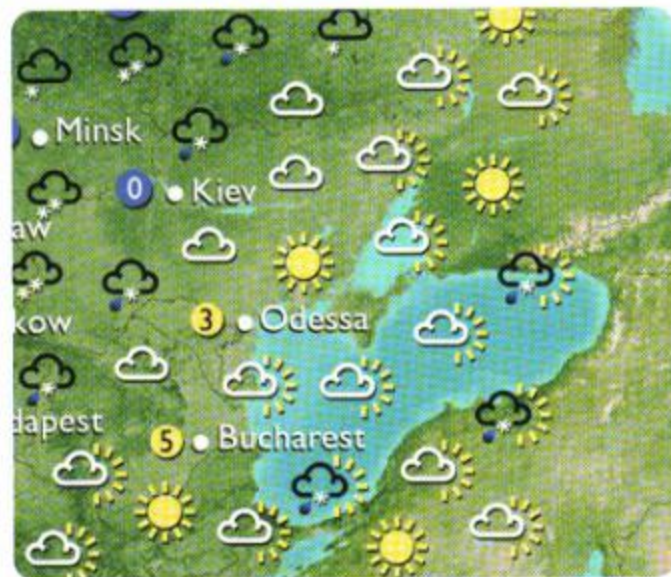
- 9 Tell your partner about three things you know will happen next year.

Example

My parents are moving house in June.

A delicate balance

- 1 Look at the TV pictures of tomorrow's weather and say what the weather is going to be like.



Listening

- 2 5.2 Listen to four weather forecasts for tomorrow. As you listen, match the forecasts 1-4 to the weather conditions a-e. There is one answer you do not need.

- | | |
|--|---|
| a It will be mainly warm and wet. | — |
| b It will be cold, damp and foggy. | — |
| c It will be mainly hot and fine. | — |
| d It will be cold with thunder and heavy rain. | — |
| e It will be snowing and very cold. | — |

Words connected with the weather

- 3 Match words 1-8 to a-h to make word combinations from 2. Say what the word combinations mean.

- | | |
|--------------------|--------------------|
| 1 a rumble | a showers |
| 2 fog | b spells |
| 3 heavy | c wind |
| 4 sunny | d of thunder |
| 5 a north-easterly | e pressure |
| 6 an area of low | f patches |
| 7 local | g start to the day |
| 8 a chilly | h flooding |

Presenting a weather forecast

- 4 Imagine you are a TV presenter. Use the photos to write a weather forecast for tomorrow. Present your forecast to the class.



Pronunciation

Silent letters

- 5 5.3 Look at these words which contain silent letters and cross out the letters which are not pronounced. Listen and check your answers.

- | | |
|--------------|------------|
| 1 whole | 5 warned |
| 2 although | 6 journeys |
| 3 slight | 7 patches |
| 4 throughout | 8 postpone |



Speaking

Green living

6 In pairs, look at the photos and answer the questions.

- What do you think is special about the homes in photo A? Would you like to live in a place like this? Why? / Why not?
- Do you recycle? What kind of things can you recycle?
- What forms of transport do you think are the most environmental? Why?
- How do you think buying local produce helps to protect the environment?

Making predictions

7 Look at the expressions we can use to make predictions about the future. Complete the expressions using these words.

• won't • might • chance • probably • positive • certainty

- I am _____ that our generation can save the world.
- Governments _____ have to introduce restrictions on using water or energy to reduce waste.
- We need to find alternative sources of energy because soon there _____ be any oil left.
- The population of the world will _____ grow by 50% by 2050.
- There is a good _____ of the sea levels rising if the global warming continues.
- We cannot predict the future with 100% _____.

8 Read the dialogue. Then listen and fill in the gaps.

Planning and making decisions

Jess I think we should do something about recycling.

(1) _____ organise a campaign at school?

Tom (2) _____ make some posters to tell people what they should do.

Jess (3) _____ it would be more fun if we organised a 'green living' competition, so people can send in their own ideas?

Tom (4) _____ work out the details!

9 Work in small groups. Imagine that you are putting together a competition for students at your school about recycling. Discuss and decide about the best way to organise this. Use the phrases in 8 to plan and decide the following:

- who you want to take part (do you want teams or individuals competing?)
- who else you want to invite (audience? jury?)
- what questions you want to put in the quiz (how many questions? what type of questions?)
- where you want to hold the competition
- the prizes
- any other entertainment (e.g. a celebration party for the winners?)

10 When you have made your decisions, compare your ideas with another group. Have you made similar decisions?

Talking about the future

11 Work with a partner. You are going to interview each other about the way you would like to live your lives in the future. First, prepare a list of questions on these topics:

- your home
- further education and training
- job and career
- personal and family relationships
- aims and ambitions
- 'green living'

Use these ways of talking about the future.

- hope to • going to • would (really) like to
- will probably / definitely • may

Example

A What do you hope to do after leaving school?

B I would really like to go to college to study Biology.

12 Interview your partner using the questions you prepared in 11. Note your partner's answers. When you have finished, tell another student what your partner said.

South Africa: The Kruger National Park

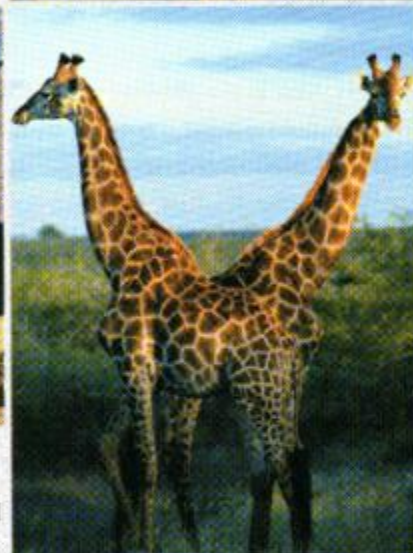
Livingstone Makuleke stands under the giant baobab tree and talks about the old days. 'This is where the chief used to sit,' he says quietly. 'The village headmen all came and sat in a circle. This tree was the centre of the Makuleke people and our way of life. Now only animals are allowed here.'

The old way of life ended in 1969, when the white South African government moved all ten villages of the Makuleke tribe and gave the land to the Kruger National Park. The park was founded in 1898 and was Africa's first game reserve. At the time, Boer farmers were moving into the Transvaal, cutting down trees, clearing the land for farming and shooting animals for food. The British, with their passion for trophy hunting, were killing thousands more, and there were real worries about the future of the great African mammals.

From the very beginning, the park was a success and the numbers of animals rose steadily. It is now one of the world's greatest conservation areas. Stretching across 20,000 square kilometres, it is bigger than many countries. It has many large mammals that are either endangered or extinct in other parts of Africa.

Over 2,000 white and black rhinoceros and huge herds of elephants roam about, as do Cape buffalo and antelopes, lions, cheetahs and leopards. It has over a million visitors every year, making it one of the country's top destinations.

Under a new agreement, the Makuleke will now have the chance to benefit from the park. Their land



has been given back to them, and they will have the right to manage it.

They will not go back to live there, but instead, they will build two luxury game lodges and a cultural museum beneath the baobab tree. They will also be able to visit their ancestors' graves, a ritual which is a very important part of their culture.

In this way, the animals will still be protected in the park, and the tribe will benefit too. The future of the park and the future of the Makuleke tribe will once again go hand in hand.

1 Read the text and answer the questions.

- 1 What happened to the Makuleke people in 1969?
- 2 Why were animals in danger at the end of the 19th century?
- 3 In what ways has the park been successful?
- 4 In what ways might the park be a dangerous place to visit?
- 5 How will the Makuleke people benefit from the park?

Talking about Russia

- 1 What national parks do you have in Russia?
- 2 What can people do when they visit national parks?
- 3 What sort of developments are not allowed in national parks?
- 4 What zoos or safari parks do you have?
- 5 Do you think it is right to keep wild animals in zoos or safari parks? Why? / Why not?

must, mustn't, have to and be not allowed to**Obligation, recommendation, prohibition and advice**

- 1 Look at these sentences about the text and complete the rules with *must*, *mustn't*, *have to* or *be not allowed to*.

Obligation and recommendation

You *must* go and see the Kruger National Park. It's beautiful.

The park rules say you *have to* stay on the main roads.

- 1 We use _____ to talk about an obligation that is a rule or a law.
- 2 We use _____ to talk about a personal feeling of obligation.

Prohibition and advice

You *mustn't* drive too fast in the park.

You *are not allowed to* throw rubbish in the park.

You *mustn't* miss the elephants. They are amazing.

- 3 We use _____ and _____ to say something is prohibited by rules or law.
- 4 We use _____ when the speaker thinks it is important not to do something.

must and mustn't

- 2 An English friend is coming to visit you. Complete these prompts to make a list of ideas about what he/she must do in your town and country.

- see Saint-Petersburg
- eat _____
- go and visit _____
- don't miss _____
- do not _____

- 3 Work in pairs. Imagine your partner is your English friend. Tell your partner the ideas you wrote in 2. Use *must* and *mustn't*, and give reasons.

Example

You *must* see Saint-Petersburg – it's a very beautiful city.
You *mustn't* miss the museum. It's very interesting.

have to or be not allowed to and mustn't?

- 4 Complete the dialogue. Use *have to*, *be not allowed to* or *mustn't*. Sometimes more than one answer is possible.

Peter Are there any other rules I ought to know about?
Sam Well, of course you ¹ _____ stay on the main road, you ² _____ drive off into the park chasing lions, but that's only sensible, you might get lost if you went off into the bush. You ³ _____ make sure you don't throw any litter or cigarette ends out of the car because there is a risk of fire. Oh yes, and one other thing, you ⁴ _____ stay inside the speed limits, they have speed checks all over the place, and if they catch you driving too fast, they will throw you out. It means you ⁵ _____ go more than 40km per hour, even on the open roads, but that's really to protect the animals.

The correct verb

- 5 Underline the correct verb to complete the sentences.

- 1 You *must* / *have to* write a letter to your grandmother to thank her for your birthday present.
- 2 At my school, students *must* / *have to* wear a uniform.
- 3 You *mustn't* / *are not allowed to* tell my secret to anyone or I will be upset.
- 4 You *must* / *mustn't* smoke in the library. It is prohibited.
- 5 You *are not allowed to* / *have to* run in the classroom. It is dangerous.
- 6 You *must* / *are not allowed to* pass exams to get into university in England.

Let's activate**Obligations**

- 6 Work in pairs or small groups. Talk about your obligations at school and at home using *must*, *mustn't*, *have to* and *be not allowed to*. Use these ideas to help you.

- taking exams
- staying out all night at parties
- learning lists of irregular verbs
- smoking at school
- driving
- watching TV
- helping with cooking, washing up, etc.
- learning a musical instrument
- playing a sport

Wish you were here

1 In pairs, look at these postcards and answer the questions.

- 1 Can you guess what places the postcards show?
- 2 What activities could you do if you were on holiday in these places?
- 3 Which place would you prefer to go to? Why?



Studying the sample

2 Read the postcard. Which photo in 1 shows where Mike is staying?

3 Read the postcard again and answer the questions.

- 1 Where are they staying?
- 2 What are their plans for tomorrow?
- 3 When is their holiday going to finish?
- 4 How much do you think Mike is really enjoying the holiday?

4 Find the paragraph which gives details of these things.

- 1 When Mike is coming back
- 2 Information about the place they are staying
- 3 What they have spent their time doing
- 4 Where they are on holiday
- 5 What else they're planning to do

5 Look at the postcard and find examples of short sentences which are missing the word *we* or *I*. When do we use sentences like these?

Izabela,

Hi there! As you can see, we're in Corfu. It's very different from the last time we were here.

There's a big group of us and we're all staying at the Regent Hotel. It's a nice place - the food's good, the rooms are fine and I've met some nice people.

The weather is reasonable. I've done some windsurfing, but the others just lie around having a quiet time. Went out clubbing a couple of times last week which was fun, but apart from that, I haven't been out much.

The girls are off to town tomorrow because Lucy wants to do a bit of shopping. I don't really like shopping, so I think I'll stay here.

Back on Friday - will give you a ring then. Lots of love,

Mike

Izabela Hoffman

16 Barcombe Avenue

London

SW2 3AY

England

Steps to better writing

Adjectives

- 6 Your choice of adjectives can completely change the meaning of a piece of writing. Work with a partner. One of you is Student A and the other is Student B. Follow the instructions.

STUDENT A

You are having the holiday of a lifetime and think everything is perfect. Rewrite Mike's postcard on page 70, replacing the underlined adjectives with some of the ones below, and using your own ideas. When you have finished, read your postcard to Student B.

- really lovely • absolutely fantastic • brilliant
- delicious • marvellous • very hot and sunny
- perfect • great

STUDENT B

You are having a terrible holiday, and everything is going wrong. Rewrite Mike's postcard on page 70, replacing the underlined adjectives with some of the ones below, and using your own ideas. When you have finished, read your postcard to Student A.

- absolutely awful • very stressful • disgusting • dark
- smelly • aggressive • rude • small • cold and wet
- miserable

Sentence building

- 7 We use words like *and*, *but*, *so* and *because* to join ideas and make longer and more interesting sentences. Look at these sentences from the text.

There's a big group of us **and** we're all staying at the Regent Hotel.

I've done some windsurfing, **but** the others just lie around having a quiet time.

The girls are off to town tomorrow **because** Lucy wants to do a bit of shopping.

I don't really like shopping, **so** I think I'll stay here.

Complete the sentences using *and*, *but*, *so* or *because*.

- 1 In the day we go swimming and water-skiing _____ at night we go off to the hotel disco.
- 2 It's hot and sunny today, _____ last week the weather was terrible.
- 3 Katie's got to stay inside today _____ she got badly sunburned yesterday.
- 4 The sea was really rough yesterday, _____ we couldn't take the boat out.
- 5 I'm not really enjoying myself _____ I miss you so much.
- 6 Beach holidays are OK, _____ they're a bit boring.

Verb tenses

- 8 Complete the postcard using the correct form of the verbs in brackets. Use each of these tenses twice.

- present simple • present continuous • past simple
- present perfect • will future

Hi Barry,

Well, here we are in Paris again and we ¹ _____ (have) a great time. We ² _____ (stay) at the Madeleine Hotel in St Michel, which is great - in fact it ³ _____ (be) the same place we ⁴ _____ (stay) in when we ⁵ _____ (come) here last year. So far we ⁶ _____ (be) to a couple of museums and galleries (the Musée d'Orsay is great) and of course we ⁷ _____ (have) loads to eat and drink. They ⁸ _____ (know) how to cook in France. I ⁹ _____ (be) back at the end of the week - I ¹⁰ _____ (call) you then.

Love,
Gina

Writing a postcard

Understanding the task and planning

- 9 Imagine you are on holiday. You are going to write a postcard to a friend.

- 1 Who would you choose to write to?
- 2 What would they want to know about your holiday?
- 3 How formal or informal should your postcard be?

- 10 Number these notes in the correct order.

- a Finish the postcard in a suitable way. _____
- b Give a few details about who is with you and what the place is like. _____
- c Open the postcard in the correct way and say where you are. _____
- d Describe how you spend your time and some of the things you have done. _____
- e Tell your friend about any plans for other trips or visits you are going to make before you leave. _____

Writing

- 11 Write your postcard. Remember to use informal language. Use adjectives to make your postcard more interesting.

Checking

- 12 Read through your postcard and check that you have:
- used tenses correctly.
 - spelled words correctly.
 - used an informal, friendly style.

Nouns

- 1 Match the adjectives to the nouns. Sometimes more than one answer is possible.

Adjective	Noun
heavy	wind
high	breeze
strong	pressure
cool	fog
low	rain
light	floods
widespread	thunderstorm
	sun

- 2 Which of the nouns in 1 can you make into adjectives?

- 3 Complete the sentences using nouns from 1.

- There was a lot of heavy _____ last night. The area is flooded.
- The strong _____ knocked down the tree.
- Be careful of the strong _____. You might get sunburn.
- A cool _____ on a hot day stops you becoming hot.

A weather forecast

- 4 Underline the correct words to complete the forecast.

In the north there will be ¹ *strong / heavy* sun all morning, followed by ² *light / low* rain and a ³ *cool / low* breeze. The temperatures will be above average for the time of year.

In the south the weather picture is quite different. An area of low ⁴ *thunderstorm / pressure* will bring ⁵ *strong / heavy* rain. This ⁶ *heavy / high* thunderstorm will last all day. There will be ⁷ *widespread / high* flooding in low-lying areas. ⁸ *Heavy / Strong* winds will keep the temperatures down.

Extension

The environment

- 5 Match words 1–9 to their meanings a–i. Then use the words to complete the text.

- | | |
|------------------|------------------|
| 1 global warming | 6 polar ice caps |
| 2 fossil fuels | 7 carbon dioxide |
| 3 clean energy | 8 pollution |
| 4 to recycle | 9 sea levels |
| 5 waste | |
- the ice at the North and South Poles
 - to use something again
 - something you burn to get power, such as oil or coal
 - the rise in temperature of the Earth's atmosphere
 - dirty and dangerous stuff from cars, factories, etc.
 - the height of the sea
 - a form of energy that doesn't produce pollution
 - something that you throw away
 - a gas produced by burning fossil fuels

PLANET EARTH NEEDS OUR HELP! You probably know that the burning of ¹ _____ in our homes, factories and cars produces ² _____ in the atmosphere. This traps heat from the sun, and makes the air warmer. But humans are now producing more carbon dioxide than ever before, and this is creating a greenhouse effect, as the trapped warm air is making our planet's temperature rise. Scientists are now saying that ³ _____ is happening much faster than they thought. As the ⁴ _____ melt, ⁵ _____ are already rising in some parts of the world.

It's not only the Earth's atmosphere that is in trouble. Household ⁶ _____ and industrial chemicals are causing the ⁷ _____ of the oceans and land. This is destroying animals and fish.

We must act now! First, we need to stop using dirty fossil fuels, and change to ⁸ _____ from the wind, waves and sun. Second, we need to stop using our cars, and walk or cycle. And finally, we need ⁹ _____ as much as we can to reduce waste and pollution.

Geographical features

- 6 Which of these geographical features can you find in your country? Which can't you find? Do you know countries where you can find them?

- island • desert • valley • plain • mountain • lake
- river • beach • forest

- 7 Match the geographical features in 6 to these adjectives. Write sentences.

- rocky • treeless • covered in trees / snow / flowers
- dry • rich • green • steep • peaceful • deep

- 8 Describe your favourite region in Russia.

Грамматика и лексика

- 1 Read the newspaper article below. For each gap 1–7, select the best word or phrase: a, b, c, or d, to complete the text.

Animal art

Olly Williams and Suzy Winstanley are artists. They paint animals but not always in the traditional ¹ _____. Quite often they put some paint on their models and try to get the animals to leave ² _____ marks on the canvas. They have been working together for fourteen years ³ _____ they met at art school on a printmaking course.

Painting animals like this has often been quite dangerous as the artists prefer ⁴ _____

with wild creatures in their natural habitat. They've already painted polar bears at the North Pole, tigers in Nepal and white sharks in South Africa. Whenever they can, Olly and Suzy also get the animal to interact with the work which ⁵ _____ by Olly's brother, Greg. The artists frequently have exhibitions and these usually attract a great number of visitors all over the world. Now we are at Olly and Suzy's London exhibition where we are talking to Sue, a young student from Edinburgh about her impressions.

'What do you think ⁶ _____ this collection, Sue?'

'I simply love it. I feel I have entered a different world. ⁷ _____ picture tells me about both the exciting beauty and the brutality of nature.'

- 1 a) meaning
b) method
c) way
d) art

- 5 a) has filmed
b) is filming
c) filmed
d) is filmed

- 3 a) however
b) even though
c) since when
d) ever since

- 7 a) All
b) This
c) Their
d) Each

- 2 a) some
b) any
c) the
d) those

- 6 a) of
b) on
c) from
d) in

- 4 a) working
b) to work
c) work
d) being working

Говорение

- 2 Read the Speaking task in 3. Prepare some questions you could ask about the topic.

- 3 In pairs, talk about wild animals in different environments.

Remember to say:

- what dangers animals face in their natural habitat, and why,
- what you think the advantages and disadvantages there are for animals living in zoos or wildlife parks,
- what you think and how you feel about visiting zoos or wildlife parks, and why,
- what you would change in a zoo or wildlife park you have visited (or you know about) and why.



Student A: you have to talk for 2–2.5 minutes.

Student B: listen until your partner has finished, then ask some of the questions you prepared in 2.

- 4 Swap roles and repeat the task.

A golden opportunity



1 In pairs, look at the pictures and answer the questions.

- 1 What do you think the young people are doing?
- 2 If you had two months to do one of these jobs abroad, which job would you choose? Why?

Reading

2 Read the article on page 75. Which of the jobs in the pictures does it mention?

3 Read the article again and decide if these statements are true or false.

- 1 Volunteering is good for young people who have just left school.
- 2 You need to pass your final school exams to do this kind of volunteer work.
- 3 Volunteers must be happy to help others.
- 4 This experience will be different from anything else.
- 5 Volunteers will receive advice about future jobs.
- 6 Universities don't like students who have taken a year out.

Vocabulary

Opposites

4 Match the highlighted words from the text 1–6 to their opposites a–f.

- | | |
|---------------|-----------|
| 1 first | a few |
| 2 abroad | b rising |
| 3 falling | c last |
| 4 unique | d next |
| 5 last (year) | e common |
| 6 loads of | f at home |

What's the difference?

5 Choose the correct definition for the words, a or b.

- 1 job / work
 - a what you do to earn money (and is countable)
 - b the use of mental or physical energy (and is uncountable, and a verb too)
- 2 take up / take part in
 - a do as a hobby or job
 - b join with other people in an activity
- 3 build / build up
 - a become greater in amount or number
 - b construct
- 4 look after / look for
 - a try to find
 - b care for
- 5 protect / provide
 - a give or supply
 - b keep safe

VOLUNTEERS WANTED!

You've been studying hard for your final exams all year and finally they're over. It's time to start applying for your **first** job and earning money, or applying to go to university, or is it? Some people decide to do something quite different before they settle down to a full-time job or education.

Every year, thousands of young adults from all over the world take part in a once-in-a-lifetime adventure. Voluntary organisations such as the 'International Voluntary Service' and 'Operation Raleigh' offer young adults the chance to live **abroad**, and work on projects which help the community or the environment. Volunteers can be found in Greece helping to protect the **falling** numbers of black bears, working in residential homes in Portugal or even helping gorillas in Rwanda. There are no pre-conditions in terms of nationality, ability, qualifications or social background. Volunteers need only a passport, a reference, and enthusiasm.

According to Tim Grieve, who works with young adults on these projects, 'This is a **unique** learning experience for anyone

who takes part – and an opportunity to build up friendships all over the world. Each volunteer is looked after by someone from the host project, and every participating country provides support.'

Kate, a volunteer who worked in a children's home in India, told us why she decided to volunteer, 'I wanted to feel that I was going to do something really useful. I had an idea that I could make a difference.' Most volunteers are not paid wages or a salary, but are given accommodation and food, and sometimes receive an allowance. Training is usually offered to volunteers both before and during their time away – and they can get advice on finding other employment after their return to their own country.

So what do people get out of volunteering? Nick, who worked with elephants in Malawi **last** year, says, 'One day I was sitting in my bedroom in London looking at elephants on the TV, the next day I was staring into the eyes of an elephant and helping to scrub his back. I made **loads** of friends that I wouldn't have made in London, and had some incredible experiences. It changed my outlook on life.'

Volunteering can help you develop skills which are attractive to employers and universities, such as independence, initiative and social skills. So what are you waiting for? Anyone who is interested in volunteering, or wants further information, can contact their nearest volunteer agency, or look for opportunities on the many volunteer websites on the Internet.

6 Underline the correct word to complete the sentences.

- I need a *job* / *work* so that I can get some money to pay for my guitar.
- She decided to *take up* / *take part in* tennis to get fit.
- My father *built* / *built up* his own house.
- Can you *look after* / *look for* my goldfish while I'm on holiday?
- I *provided* / *protected* the policeman with my name and address.

Words connected with work

7 Find words in the text which mean:

- to write asking for a job
- to work to make money
- examinations you have passed or courses you have done
- a letter describing a person's character and ability
- cash or notes usually paid weekly for work done
- monthly or annual amount of money paid for work done
- teaching somebody how to do something which needs practice
- the people you work for.

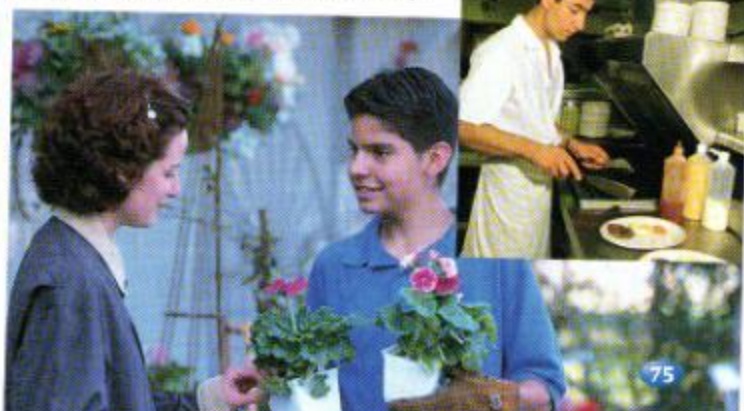
Time to talk!

Look at the pictures, which show part-time jobs students often do. Describe:

- who is in the picture.
- where they are.
- what they are doing.

Which of the activities in the pictures do you think are the best and worst-paid?

Which of the jobs in the pictures would you like and not like to do? Why?



The present perfect continuous

1 In pairs, look at the picture and answer the questions.

- 1 What sport does it show?
- 2 Would you like to do this sport? Why? / Why not?

2 Read the article and choose the best answer, a or b.

- 1 The article is written by
 - a a young person who has been taking part in the programme.
 - b a leader on the programme.
- 2 The writer
 - a is still on the course.
 - b did the course last summer.
- 3 The course has helped the writer
 - a worry about a lack of confidence.
 - b develop self-confidence through challenging activities.

Trinity Challenge self-development programme



Together with a group of young people from Europe, I've been experiencing what the Trinity Challenge programme has to offer for the last two weeks. In the programme, young people take part in a variety of backpacking, caving, climbing and rafting adventures throughout the summer. It's a wonderful experience for anyone who feels they lack confidence or social skills.

Since I arrived in California, I've been learning how to climb granite cliffs, raft through rapids and backpack through some of the most beautiful mountains in the United States. I've also been studying first aid and rescue. I think I can say that I've increased my ability to think clearly and stay calm in an emergency. But I've also been developing teamwork and leadership skills at the same time. I believe that by dealing with problems and finding out what we can and can't do, we can become more self-confident and self-disciplined. The course has helped me appreciate the qualities I have, rather than worry about those I don't have.

Grammar check

The present perfect continuous

Forms

1 Write the sentences in their negative and question forms.

1 Positive I've been learning how to climb granite cliffs.

Negative _____

Question _____?

2 Positive The writer has been learning to raft.

Negative _____

Question _____?

Uses

2 Look at these examples of the present perfect continuous, and match them with the explanations a-c.



1 I've been waiting for one hour.



2 She's been mending her bike.



3 He's been going to the gym recently.

- a To talk about an action which has happened over a period of time. The emphasis is on the activity, rather than on the number of times it has been done.
- b To talk about an action which has recently finished, and which has a result in the present.
- c To talk about how long an action has been going on, with *for* and *since*. The action is usually still going on, or has recently finished.

Three uses of the present perfect continuous

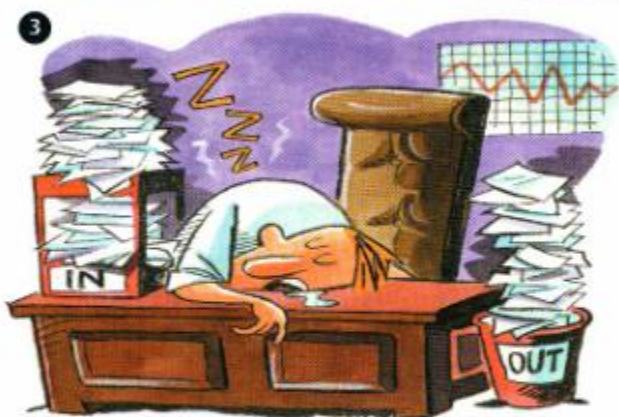
3 We use the present perfect continuous to talk about an action which has happened over a period of time. In pairs, ask and answer questions about what you have been doing in the last two weeks. Use these ideas to help you.

- go to the gym
- play a sport
- study for exams
- look after younger brother / sister
- earn money

Now work with another pair and find out what they have been doing. What have been the most popular activities?

4 We use the present perfect continuous to talk about an action which has recently finished and has a result in the present.

Work with a partner. Take turns to guess what led to the situations in the pictures. Think of as many possibilities as you can. Use the present perfect continuous.



5 We use the present perfect continuous to talk about an action which is still happening, or has recently finished. We use *for* and *since* to talk about the length of the action.

Complete using *for* and *since*.

We use (1) _____ to say when an action started and (2) _____ to say how long the action took.

6 Write sentences using *for* or *since* and the verb in the present perfect continuous form.

- 1 I / study / first aid (for / since) last year.
- 2 One student / not feel / well (for / since) a few days.
- 3 I / try / to ring my parents (for / since) ages.
- 4 What / you / do / in the library (for / since) so long?
- 5 We / learn / how to climb (for / since) 1st August.
- 6 I / wonder / what job to do (for / since) a long time.

The present perfect continuous or the present perfect simple?

Remember!

The present perfect continuous makes the **action** important, and says how long it's been continuing.

The present perfect simple makes the **result** important, and says how many times something has happened.

7 Compare these pairs of sentences. Is the action or the result important?

- 1 We've been writing letters.
We've written ten letters today.
- 2 I've been going to the theatre recently.
I've been to the theatre three times.

8 Underline the correct form of the verbs to complete these sentences.

- 1 Steven Spielberg *has directed* / *has been directing* over twenty films.
- 2 He *has worked* / *has been working* on a new film since February.
- 3 Oxford University Press *has published* / *has been publishing* thousands of books.
- 4 They *have published* / *have been publishing* for hundreds of years.
- 5 Madonna *has recorded* / *has been recording* albums for more than two decades.
- 6 She *has recorded* / *has been recording* at least ten hit records.

Let's activate

Diary

9 Write a short paragraph about what you've been doing at school in the last few weeks. Use these ideas to help you.

- study for a test
- learn about someone or something interesting
- practise something
- work on a special project

10 Swap paragraphs with a partner, and find out what they've been doing.

Survival



1 In pairs, answer the questions.

- Look at the picture. What does it show?
- Make a list of the comforts of modern life (for example, your TV or your bed). How difficult would it be to live without these comforts if you lived on a desert island?
- Which comforts of modern life would you miss the most / least?

Listening

2 Listen to someone talking about an experiment organised by a TV company and complete the notes.

- Length of time experiment took _____
- Name of television documentary _____
- Place where experiment took place _____
- What teenagers were given before they went _____
- One thing that was there when they arrived _____

3 Listen to four teenagers talking about their experiences during the experiment. Write what jobs the speakers did.

- Speaker 1 _____
- Speaker 2 _____
- Speaker 3 _____
- Speaker 4 _____

4 Listen again and match the speakers 1–4 to the statements a–e. There is one statement you do not need to use.

- It was difficult to forget the modern world.
- It was sometimes difficult to feel part of the community.
- It was a real learning experience.
- It was something he/she doesn't want to do again.
- It was a pleasure to escape from modern life.

Soundbites

5 Listen to *Pure shores* by All Saints, and fill in the gaps using these verbs in the correct form.

- call • cross • know • move • search • see
- swim • take • walk

Pure shores

I've _____ the deserts for miles
 Swam water for time, searching places to find
 A piece of something to call mine (I'm coming)
 A piece of something to call mine (I'm coming)
 (I'm coming, coming closer to you)
 Went along many moors
 _____ through many doors
 The place where I wanna be, is the place I can call mine
 (I'm coming) Is the place I can call mine (I'm coming)
 (I'm coming, coming closer to you)

Chorus

I'm _____, I'm coming
 Can you hear what I hear?
 It's calling you, my dear
 Out of reach (Take me to my beach)
 I can hear it _____ you
 I'm coming, not drowning, _____ closer to you
 Never been here before
 I'm intrigued, I'm unsure
 I'm _____ for more
 I've got something that's all mine
 I've got something that's all mine
 _____ me somewhere I can breathe
 I've got so much to see
 This is where I wanna be
 In a place I can call mine, in a place I can call mine
 Chorus
 Moving, coming
 Can you hear what I hear? (Hear it out of reach)
 I hear it calling you, swimming closer to you
 Many faces I have _____
 Many places I have been
 Walked the deserts, swam the shores (Coming closer to you)
 Many faces I have _____
 Many ways in which I've grown
 Moving closer on my own (Coming closer to you)
 I move it, I feel it, I'm coming, not drowning
 I move it, I feel it, I'm coming, not drowning
 Chorus

6 In pairs, read the lyrics and answer the questions.

- Do you think the song is happy or sad? Why?
- The song is about finding an ideal place. What's yours?

Speaking

Finding a part-time job

7 Read these advertisements for part-time jobs, and decide which job advert:

- wants someone who has done the job before.
- wants someone who likes children.
- asks for someone who is friendly.
- says the job pays weekly.

1 Waiter needed for fast-food restaurant. Must be outgoing and fit. Evenings until late and weekends. Telephone 01865 254682

2 Designer-clothes shop requires an assistant. Previous experience required. Write to Paul Rough, 8D Harnes Road, Oxford.

3 Stack supermarket shelves! no previous experience necessary night work available good wages offered email: personnel@boxes.com

4 Twins Tom and James need a babysitter, would suit student. Friday, Saturday and Sunday evenings, good hourly rate offered.

8 Read the dialogue. Then listen and fill in the gaps.

Giving advice and responding

Jane 1 _____ apply for the babysitter's job?
 Jim That's a good idea, but I'm not very good at looking after children.
 Jane 2 _____ work in a clothes shop?
 Jim I could never do that 3 _____ I couldn't sell anybody anything!
 Jane Well, 4 _____ stacking supermarket shelves? You don't need any experience for that.
 Jim Now that's more like it! And I 5 _____ do that because I could work nights!

- 9 Imagine you want a part-time job. Look at the jobs in 7 and make a list of reasons why you want or don't want each job.
- 10 Work with a partner. Give advice about which job in 7 would suit your partner. Respond to your partner's advice about which job would suit you. Use the dialogue box in 8 to help you.

11 Read the dialogue. Then listen and fill in the gaps.

Exchanging information

Manager Good morning. Ocean Fish Restaurant.
 1 _____?
 Jane Hello. I'm ringing for information about the advert for a waitress in the newspaper.
 Manager 2 _____?
 Jane 3 _____ how many hours would be required?
 Manager 30 hours per week.
 Jane Thank you. 4 _____ for you to send me an application form?
 Manager 5 _____ What's your address?

Role play

12 Read this advert for a part-time sales assistant. Work in pairs. One of you is Student A, the other is Student B. Follow your instructions. Student B: look at page 159.

Need a part-time job?
Extreme Sports
 High Road, Newtown
 require a part-time sales assistant.
 Interested?
 Then phone 0502 334 556 now.

STUDENT A

You are interested in the job advertised. Phone the number in the advert. Wait for your partner to speak first.

- Explain which job you are phoning about and say you'd like some information.
- Ask about the numbers of hours.
- Ask about the wages.
- Ask if experience is necessary.
- Request an application form.
- Thank the person for their help.

Education UK style

Going on to further (college) or higher (university) education is quite common in the UK. Most universities and colleges do not have entrance examinations. Students are accepted if they get the necessary grades in their GCSEs or A levels (school-leaving exams).

Many students take a year out (a gap year) and travel round the world or take a part-time or temporary job before they go to university or college.

Most students in the UK do not live at home. They often choose to go and study in another town or city. In the first year, many live in a 'hall of residence' (student accommodation which can be self-catering, or with food provided). After that, many prefer to rent a room or a flat with other students.

A large number of overseas students study in Britain. Most universities and colleges run language courses to help students study academic subjects in English.

Nowadays there is an exciting choice of subjects to choose from. You can even choose to study commercial (pop) music or the environment!



University students are called undergraduates and they spend three or four years studying for their degree, unless they want to be a doctor, which takes seven years.

Students in colleges of further education often take vocational qualifications to prepare them for a particular job they would like to do, such as computing or tourism.

At the end of their course, university students take their final examinations. Students who succeed in passing them graduate with a BA (Bachelor of Arts) or a BSc (Bachelor of Science) degree. The word 'bachelor' means 'a man who is not married'. It was first used many years ago when all university students were men and unmarried. Nowadays, there are as many women as men at universities in the UK, but we still use the word.

Lots of students join clubs and societies when they go to university, such as drama societies and sports clubs. Many students look forward to taking part in 'Rag Week', a time when students raise money for charity.

Nightlife is very important to students in Britain. Universities and colleges often invite pop bands to come and play, and students enjoy partying!

1 Read the text about education in the UK and decide if these statements are true or false. Correct the false statements.

- 1 Students need A levels to go to university.
- 2 Most university students in the UK live at home.
- 3 UK universities do not accept students from other countries.
- 4 Students need to pass their final examinations to get a degree.
- 5 Clubs and societies are very popular with students.

Talking about Russia

- 1 What kind of further or higher education is available in Russia?
- 2 Is there a university in your town? If so, how many students study there?
- 3 How popular is carrying on with your education in Russia?
- 4 How common is it for students to take a gap year?
- 5 Do university students usually live at home or in a hall of residence?
- 6 How long do most university courses last?
- 7 At the end of their further or higher education, what qualifications do students get?
- 8 How useful are these qualifications?

-ing forms**Nouns from verbs**

1 An *-ing* form is a noun made from a verb, for example *write* = *writing*. Underline the *-ing* forms in 1–3.

- 1 Socialising is very important to students in Britain.
- 2 Most students enjoy studying for a degree.
- 3 Most students succeed in passing their final examinations.

Which of the *-ing* forms you underlined comes:

- a after a verb?
- b after a preposition?
- c before a verb?

-ing forms after verbs

2 Look at these sentences. The verbs in *italics* are all followed by *-ing* forms. Match the verbs to their meanings a–f.

- 1 I *don't feel like* _____ this afternoon. I'm too tired.
- 2 I *don't mind* _____ dinner tonight. I'll make seafood pasta.
- 3 I *can't help* _____ that I've made the wrong decision.
- 4 I *enjoy* _____ to English people.
- 5 I *can't stand* _____ for people who are late.
- 6 Do you *fancy* _____ to the cinema tonight?

- a like (doing)
- b like the idea of
- c can't stop
- d have no objection to
- e don't want to
- f hate

3 Complete the sentences in 2 using these verbs.

- feel • wait • go • cook • talk • study

4 Write three sentences about yourself using three of the verbs in *italics* in 2.

Example

I don't feel like studying grammar today.

**-ing forms after prepositions**

5 Match words 1–6 to prepositions a–f. Then complete the sentences using the prepositions and the verbs in brackets.

- | | |
|----------------|--------|
| 1 interested | a at |
| 2 tired | b with |
| 3 keen | c of |
| 4 good | d in |
| 5 look forward | e to |
| 6 fed up | f on |

- 1 I'm tired _____ (watch) this TV programme.
- 2 We're looking forward _____ (go) on holiday.
- 3 Are you any good _____ (write) compositions?
- 4 Sally is really keen _____ (go) to university.
- 5 Paul isn't interested _____ (take) a gap year.
- 6 I'm fed up _____ (study) – I'm going for a walk!

-ing forms before verbs

6 Complete the sentences using *-ing* forms of these verbs.

- drink • smoke • learn • watch • listen • dance

- 1 I think _____ languages is difficult.
- 2 _____ to music is relaxing.
- 3 _____ too much alcohol can be bad for your health.
- 4 Experts say _____ damages your lungs.
- 5 _____ the behaviour of animals can teach us about the world.
- 6 My doctor says _____ keeps you fit.

Let's activate**What do you think?**

7 Work with a partner. Interview each other and find out:

- three things your partner enjoys doing.
- three things your partner can't stand doing.
- what your partner is keen on, interested in, fed up with, good at, tired of, looking forward to.

8 Find another pair and tell them what you found out about your partner in 7.

9 Write three sentences about your beliefs.

Example

I think achieving your dream is the most important thing in life.

I need a job!

- 1 In pairs, look at the pictures 1–3 of jobs. What jobs do they show? What sort of qualities do you think you need to do each job?

Studying the sample

- 2 Look at the advertisement for a drummer in a band. What special qualities is the band looking for?

WANTED DRUMMER

Talented drummer wanted for new band. Must have good rhythm, experience and your own drum kit, as well as lots of enthusiasm to get to the top in the music business.

Write with CV to Neil Johnson,
'The Sponge' Haymarket St, London SW1 3TZ



- 3 Read the CV and letter of application. Which things mentioned in the advert has Kelly forgotten to put in her letter?
- 4 Answer these questions.
- 1 Where did Kelly see the advert for the job?
 - 2 Where does Kelly say she has put her CV?
 - 3 Where is Kelly from?
 - 4 How many school-leaving exams has she got?
 - 5 Which band was she in for the longest time?
 - 6 What was the shortest time she was in a band?

CURRICULUM VITAE

General information

Name: Kelly Deane
Age: 20
Nationality: British
Permanent address: 18 Westgrove Lane, London NW12 3TR
Tel: 020 8720 2112
Email: kelly.d@worldnet.com

Education & qualifications

St Michael's College, Westminster, London
A levels in Music and English

Work experience

April 2004–August 2006	Drummer with Easy Street
March 2004–April 2004	Drummer with Groove Girls
June 2003–March 2004	Lead singer, and drummer with The Noise

Interests

Football and music

18 Westgrove Lane
London
NW12 3TR
3rd August

Neil Johnson
'The Sponge'
Haymarket Street
London
SW1 3TZ

Dear Mr Johnson,

I am writing in response to your advertisement in *Entertainment Weekly*. I would like to apply for the position of drummer in your band.

I enclose my CV with details of my qualifications and work experience. As you will see, I have more than three years' experience of working in bands. I am very ambitious. Please contact me if you require any further information.

I look forward to hearing from you.
Yours sincerely,

Kelly Deane

Kelly Deane

Steps to better writing

Formal phrases

- 5 Look again at Kelly's letter and answer the questions about a formal letter.
- 1 Where does the sender's address go?
 - 2 Where does the receiver's address go?
 - 3 Where does the date go?
 - 4 How do you start a formal letter if you know the name of the person you are writing to?
 - 5 How do you finish a formal letter if you know the name of the person you are writing to?
- 6 When you are writing a letter of application, it is best to use formal 'set' phrases. Rewrite the sentences in a formal style. Use the set phrases from Kelly's letter on page 82 to help you.
- 1 I will be happy when I receive a letter from you.
 - 2 The advertisement that I saw made me think of writing to you.
 - 3 Along with this letter I am sending my CV.
 - 4 I would like you to give me a job as a secretary.
 - 5 If you want to ask me anything, just ring me.

Writing a letter of application and a CV

Understanding the task and planning

- 7 You are going to write a letter of application for the job of sports camp instructor. Read the advertisement and answer the questions about what to include in your letter.

Wanted

SPORTS CAMP INSTRUCTORS

Enthusiastic sports instructors wanted for our summer camp in August, teaching groups of 11–14 year olds. No experience is necessary, but a knowledge of at least one foreign language is useful. Write with a CV to Ms Jean Robson, Sports Camp International, PO Box 231, Luton.

- 1 What are they looking for?
- 2 When is the job for? Is it permanent or temporary?
- 3 What skills or qualities do they need, and what do they not need?

Writing

- 8 Write your letter of application (120–150 words). Use these points to help you.
- Put your address, the receiver's address, and the date in the right places.
 - Use formal set phrases from Kelly's letter on page 76.

Checking

- 9 Read through your letter and check that you have:
- started and finished your letter correctly.
 - included all the information asked for in the advertisement.
 - used formal phrases.
 - spelled words correctly.

Writing a CV

- 10 Complete this CV with details about yourself.

CURRICULUM VITAE

GENERAL INFORMATION

NAME: _____

AGE: _____

NATIONALITY: _____

PERMANENT ADDRESS: _____

TEL: _____

EMAIL: _____

EDUCATION & QUALIFICATIONS

WORK EXPERIENCE

INTERESTS

Checking

- 11 Read through the CV and check:
- for mistakes (spelling or grammar).
 - that all the information you have given is correct.

Opposites

1 Complete the dialogues using the correct word or phrase from the pairs of opposites.

1 *abroad / at home*

a I've always wanted to go _____ and see other countries.

b Really? I've always enjoyed staying _____.

2 *unique / common*

a The colour of your jumper must be _____. I've never seen anything like it before.

b Yes, but the design is quite _____. I've seen it everywhere.

3 *first / last*

a This is the _____ time I've been to this dance club. I really like it.

b Well, it's the _____ time I come! I hate the music.

4 *loads of / few*

a I hope you invited _____ people to the party. I want to have a good time.

b Well, I invited a lot, but only a _____ said they would come.

5 *falling / rising*

a The number of students going to university is _____ because of all the exciting courses.

b That's not true in all subjects. The number of Maths graduates is _____.

6 *last / next*

a My brother is taking his exams _____ week.

b I feel sorry for him. My sister took hers _____ year and they were terrible.

What's the difference?

2 Underline the correct word to complete the sentences.

1 My brother would like to get a *job / work* in a sports centre.

2 I *took up / took part in* the school debating group last year.

3 I have *built / built up* my CD collection over the last couple of years.

4 I don't want to go to university. I am going to look *after / for* a job when I leave school.

5 A hat *protects / provides* you from the sun.

Starting out

3 Number these events in the order in which they might happen to someone leaving school.

- a Get references and apply for a job _____
- b Get the right qualifications _____
- c Look for employment _____
- d Earn a salary or wages _____
- e Train for a job _____

Extension

Exams

4 Explain the difference between these words and phrases.

1 an end of year exam / a course test

2 take an exam / revise for an exam

3 pass an exam / fail an exam

4 entrance exams / final exams

5 a degree / a diploma

6 vocational qualifications / academic qualifications

7 a high grade / a low grade

8 get into university / graduate from university

Phrasal verbs with look

5 Match these phrasal verbs to their meanings a-d.

• look back on • look through • look forward to • look up

a try to find information, e.g. in a dictionary

b wait with pleasure for something to happen

c read quickly

d think about something in the past

6 Complete the sentences using the phrasal verbs in 5.

1 Would you mind _____ my application to see if I have made any mistakes?

2 The teacher told us to _____ any words we don't know.

3 I'm really _____ going to university in October.

4 Why do some people enjoy _____ their schooldays?

7 Answer the questions.

1 When you look up words in a dictionary, what kind of information do you find about the words?

2 What are you looking forward to in the near future?

3 Why is it a good idea to look through your homework before you hand it in?

4 What kinds of things do you look back on with pleasure?



Entering the World of Work: Tips for teens

Congratulations – you're about to start your first job. Nervous? Afraid you won't know what to do? Calm down – your boss hired you because he or she thought you could do the job. Anyway, you won't have to worry when you're at work because your boss will tell you what you need to do to get paid. However, ¹ _____. That's what I'm here for and I'll do my best to help you.

My first job was a great learning experience for me, and yours can be one for you too. When I was 14 years old, I was hired to work at a day camp. I had to learn how to work well with my supervisors, children and parents, ² _____. If you're a teenager about to start your first job, this article will help you to be a success. And even if you have worked before, you may find something here you don't already know.

Tip 1: Speak clearly. Last week my husband and I went to a supermarket. The shop assistant who served us was a 16-year-old school student. He had long hair and several piercings, which weren't a problem for us at all. What we found annoying was ³ _____. Many of the customers in the store were senior citizens. I am sure they had even more problems understanding him than we did. Not all teenagers mumble when they speak, but many do! If you want, you can mumble to your friends, but please speak clearly to your customers.

Tip 2: Don't interrupt someone at work, unless you need to tell him or her something extremely important. Several years ago, I worked in a public library where one of my duties was supervising the teenage employees. This was the first experience of work for many of them, ⁴ _____. I needed to make sure they understood how to behave properly in the workplace. I hoped they would learn something that could help them in the future. One boy, Joe, always interrupted me while I was helping the library visitors. This happened so many times that finally I had to tell him, 'Please don't interrupt me unless my hair is on fire!' It worked.

Tip 3: Dress appropriately. Many people, including adults, are confused about what to wear to work. That's why I sometimes think ⁵ _____. However, that's the case for only a few jobs. Many employers simply tell you to 'dress appropriately'. What does that mean? Casual clothing is usually OK for most jobs teenagers do. Generally, jeans and T-shirts, or shorts and T-shirts are OK. Just make sure your clothes are clean and your jeans aren't torn.

Tips 4 and 5: I've saved what I feel are the most important tips for last. If you pay attention and listen to what others say, ⁶ _____. Good luck!

Задание

Read the article, where some parts of sentences have been removed. Fill each gap 1–6 with the best extract from A–G. There is one option you do not need to use. Write the correct letter in the table below.

- A but I have a lot more experience now – and that's what I'm going to share with you
- B it's easier if you have to wear a uniform
- C I'm sure you'll have an easier time remembering these rules
- D that he mumbled – we couldn't understand a word he said
- E you'll have a greater chance of succeeding in your new job
- F he or she may not tell you how to be a 'good' employee
- G so I took my job very seriously

1	2	3	4	5	6

Письмо

2 This is part of a letter from an English-speaking friend.

... I'd like to find out more about your plans. Are you planning to continue your studies when you finish school? What do you want to study? Where do you want to go to college? What job do you want to do? Are you thinking about learning another foreign language? I'd love to know everything!
Alex

Write back to Alex answering his questions. Write 100–140 words. Remember the rules of letter writing.

Grammar

- 1 Complete the dialogue using the *will* or *going to* future form of the verbs in brackets.

Jill I'm off to France tomorrow for a couple of weeks.
 Nina Really? Why?
 Jill I'm going to stay (stay) with a family in Paris. They don't speak any English so I think it
 1 _____ (be) good for my French.
 Nina Yes. It's the best way to learn. Have you bought your tickets for the boat?
 Jill No, I 2 _____ (not / take) the boat – I get very seasick. I 3 _____ (get) the train instead, and Madame Dubarry – that's the mother – 4 _____ (pick) me up from the station.
 Nina Well, have a nice time and let me know how you're getting on.
 Jill OK, I 5 _____ (give) you a ring in a week or so.

- 2 Complete the dialogue using *will* or the present continuous form of the verbs in brackets.

Anna Are you coming to Imogen's party on Friday?
 Gary No, I'm afraid I 1 _____ (not / be) able to make it. I 2 _____ (stay) at my grandmother's for a couple of days – it's something we arranged ages ago.
 Anna That's a pity – she 3 _____ (be) disappointed. What about making some other date to come over? She 4 _____ (want) to see you.
 Gary We've already made a date – we 5 _____ (meet) on Friday for a drink.
 Anna That's great.

- 3 Complete the sentences using *must*, *have to*, *not allowed to* or *must not* in the correct form.

- It's OK to use calculators in class, but we are _____ use them in school exams.
- This work of yours is full of mistakes. You really _____ learn to check your work much more carefully.
- Passengers _____ leave their luggage unattended at any time.
- I feel sorry for John – his job has moved to London, and that means he _____ get the train at 6.30 every morning.
- When the exam starts, you are _____ leave your seat without permission.

- 4 Complete the sentences using *for* or *since* and the present perfect form of the verb in brackets.

- Ted _____ (live) in London _____ three years now.
- Paula _____ (be) at this school _____ last year.
- My brother _____ (have) his new bicycle _____ 1st October.
- I _____ (know) John _____ ages.
- Madonna _____ (record) more than ten hits _____ the beginning of her career.
- I _____ (not / see) a good film _____ last month.

- 5 Underline the correct tense to complete the sentences.

- I've been visiting / I've visited Italy twice.
- I've been trying / I've tried to phone you all day!
- How long have you waited / have you been waiting for me?
- Steven Spielberg has been making / has made at least 15 successful films.
- What have you done / have you been doing recently?
- I've been learning / I've learned to ski for about a week now.

- 6 Complete the sentences using words a–f and the *-ing* form of the correct verbs in brackets.

- a feel
 b mind
 c help
 d stand
 e fancy
 f enjoy

- Do you _____ (visit / go) to the cinema this evening?
- I can't _____ (think / see) that I'm not going to enjoy the party!
- I don't _____ (walk / travel) to school but I prefer to go by bus.
- I can't _____ (watch / look) boring old films on TV.
- I _____ (meet / talk) new people.
- Do you _____ like _____ (go / have) out for a pizza tonight?

- 7 Complete the sentences using these prepositions and the *-ing* form of the verbs.

- in • at • with • on • to • of
 • watch • spend • go • do • study • write

- I'm fed up _____ every night.
- Are you interested _____ on holiday with my family next summer?
- I'm tired _____ the same old thing every weekend.
- Are you any good _____ compositions?
- Peter is very keen _____ football.
- We are all looking forward _____ our summer holidays in England.



Listening

- 8 Listen to four people talking about camping holidays. Match the speakers 1–4 to statements a–e. There is one statement you do not need.
- They all became very good campfire cooks. _____
 - He/She was able to use his/her skills to feed everybody well. _____
 - There was nowhere they could go to get away from the heat. _____
 - Even when something didn't go well, they thought it was funny. _____
 - The bad weather forced them to shorten their holiday. _____

Speaking

- 9 Write your own replies to these questions using complete sentences.

Example

Who are you going to invite to the end-of-term party?
I'm going to invite my brother.

- What do you hope to do when you leave school?

- Where are you going for your summer holidays?

- What would you like to do this evening?

- What will you probably do tomorrow?

- Which country would you really like to visit?

- What other language would you like to study?

- 10 Imagine you are talking to your friend, Pat, who needs your advice. Write your replies completing these phrases.

- Pat I don't know what to do during the summer holidays.
You Why don't you _____?
- Pat I don't know what I want to do when I leave school.
You Maybe you could _____.
- Pat I can't decide if I want to go to the job interview.
You You could _____.
- Pat What can I do about the homework I missed?
You How about _____?
- Pat Which shoes do you think I should buy?
You It would be a good idea to _____.
- Pat I don't know which job to apply for.
You Would it be possible to _____?

Writing

- 11 Rewrite the sentences, adding adjectives to describe the words in bold.

Example

We had some **food** in a **restaurant** near Jane's **flat** and then we saw a **film**.

We had some wonderful Chinese food in a lovely new restaurant near Jane's old flat, and then we saw a really scary horror film.

- Paxos is an **island** for a **holiday**. There are **beaches** and there are lots of **places to stay**.

- Helen's new boyfriend is a **man**. He has a **personality** and wears **clothes**.

- My brother goes to a **school**. He's got a few **teachers** and they have some **lessons**.

- I really liked the book. It's got some **characters**, a **story** and an **ending**.

- I went to a **party** the other day – there were lots of **people** and there was a **band** that played music.

The disappearing sea

- 1 Look at the photos in the article below, and answer the questions.
 - 1 How much do you know about the Aral Sea? What have you heard about it?
 - 2 What do you think is happening?
 - 3 What could be the reason for this?
- 2 Read the article quickly and check your answers in 1.
- 3 Read the article again, then match headings 1–5 to paragraphs A–E in the text.
 - 1 Part of the problem improves
 - 2 A natural process causes the waters to reduce
 - 3 Changing peoples' lives
 - 4 Taking water from the sea
 - 5 A different-looking landscape
- 4 Decide if the statements are T (true) or F (false).
 - 1 The Aral Sea lies between Kazakhstan and Uzbekistan.
 - 2 The sea has been getting larger since the 1960s.
 - 3 The water in the Aral Sea is less salty than in other seas.
 - 4 The northern part of the sea has less problems than the southern part.

- 5 Match the words 1–6 with their meanings a–e.
 - 1 irrigate
 - 2 evaporation
 - 3 abandoned
 - 4 livelihoods
 - 5 salt plains
 - 6 dam
 - a ways of making money for survival
 - b left behind unused
 - c provide water to the land to grow plants
 - d a wall built across a river to stop the water from flowing
 - e the process of liquid turning into gas
 - f flat land covered with salt, where nothing can live
- 6 What other environmental issues should people be worried about?

Projects

Choose one of the projects on page 89, A or B. Follow the guidelines to help you.

THE DISAPPEARING SEA



A _____
The Aral Sea, which lies between Kazakhstan and Uzbekistan, has been getting smaller. This is because, in the 1960s, people began taking water from the two rivers that feed it, to irrigate the surrounding cotton and rice fields. As a result, the sea, which was once as large as Ireland, has reduced in size by three-quarters.

B _____
One effect of the dropping water levels is that the sea has become far more salty than it used to be. Salt water is heavier than fresh water from the rivers, so it sinks to the bottom of the seabed. As the sun only heats up the top of the sea, evaporation is much quicker which means it speeds up the

process of the disappearance of the lake even more.

C _____
The saltiness of the water also means that most species of fish and other wildlife can't survive in it. This has had a terrible effect on the fishing industry. Thousands of people have given up their fishing livelihoods, and commercial fishing ended in 1982. Abandoned fishing boats lie on the dry land.

D _____
It's easy to see from aerial photos how the area has changed. In 1987, the continuing shrinkage split the lake into two separate bodies of water, the North Aral Sea and the South Aral Sea. In 2003, the South Aral Sea further

divided into two parts. As the sea has dried up, it has left behind huge salt plains creating massive dust storms. Incredible as it seems, the sea has rapidly been turning into a desert.

E _____
Since the 1990s, engineers have built several dams to stop the water loss in the northern part of the sea. They are also spending £48m on a project to restore this part of the sea. Already more than 750 square kilometres of the former seabed are once again covered with water. However, although there is hope for restoring the northern part of the Aral, hope that the entire lake could be restored is still far off. The southern portion depends on the Amu Darya river, which is still far too heavily used for irrigation.

Project A 'Environmental issues' poster

- 1 Work in groups. Think about environmental issues that affect your town, region or Russia in general and make a list.
- 2 Decide how you're going to do the project.
 - Choose the three most important problems for your poster. Decide who is going to find out about each issue. You may like to do the research in pairs.
 - Find information about the chosen issues and make notes about the most important information. Try encyclopaedias or the Internet. There may be some good ideas in newspapers or magazines, too. If you find information in Russian, you'll also need a good English dictionary to help you with translations.
 - Find pictures to illustrate your poster. If you can't find photos, you can make your own drawings. Use colours to draw attention to your poster.
 - Decide, when you have done your research, who will be in charge of the design and illustration on the poster and who will do the writing.
 - Create a poster that is attractive and clear. Give each issue plenty of space. Write the heading in large letters. Then write a paragraph about each issue. Stick your pictures around the text.
- 3 Complete the project and present your poster to the class. Take turns to explain why you have chosen these three issues and what you've found out about them. Then explain what the pictures show.

Follow-up

7A As a class, talk about the issues from the poster presentation. Discuss these questions:

- 1 How do the issues affect people's lives?
- 2 How concerned are you about them?
- 3 What do you think people should do about them?
- 4 What can young people do to help?

8A Choose one of the issues you discussed in class, and write a short composition explaining what the problem is and how you feel about it. Use the questions in 7A as a plan.

Project B A survey about teenagers' attitudes to studying and their plans for the future

- 1 Work in groups. Think back to what you read about education in Unit 6 (on page 80) and discuss your experience of going to school in Russia. Think about these questions:
 - How do you think teenagers feel about studying?
 - Which subjects are the most popular / the least popular?
 - What percentage of teenagers want to go to university?
 - What careers are teenagers dreaming of doing when they leave school?

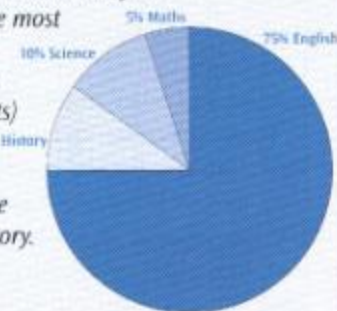
2 Decide how you're going to do the project.

- Prepare questions for the questionnaire. You can have yes/no questions (e.g. *Do you want to go to university?*) as well as *wh*-questions (e.g. *What's your least favourite subject?*).
- Agree on 6–10 of your most interesting questions, and, where possible, write them down with some answers that people can choose from (e.g. *What do you want to do when you leave school? a) go to university, b) get a job, c) travel*). Where there are too many possible answers, think of ways of limiting the results, for example by asking for one-word answers (e.g. Instead of asking *What subjects do you like?* you could ask *What's your favourite subject?*).
- Use your questions to interview the other students in your class. Make sure that each member of your group speaks to different people. Each person should write down the answers they are given.
- Summarise your findings, and also write down the most interesting answers. You could also draw a chart to illustrate your findings. See the example below. After you have written your summary, remember to check your writing for mistakes.

Example:

Question: *What's your favourite subject?*

Summary: *English is the most popular subject in our school. 75% of students (or 15 out of 20 students) chose English as their favourite subject. The other students chose Maths, Science and History.*



- 3 Complete the project and present your findings to the class. Keep your presentation interesting. Talk about answers that were typical of many students or answers that surprised you.

Follow-up

7B As a class, discuss the results of the surveys.

- 1 What ambitions do Russian teenagers have nowadays? Do these match the results of your class survey?
- 2 What, if anything, surprised you about the other students' answers?
- 3 What are your own feelings about school and your plans for the future? Are they similar or different from your findings?

8B Write a short composition about your feelings towards studying and your future plans, based on questions from the surveys and the class discussion in 7B.

The Jamaican bobsleigh team

Quick quiz

1 How much do you know about the Winter Olympics?

- 1 How often do the Winter Olympics take place?
- 2 Which of these Winter Olympic sports are shown in the pictures?
 - ski jumping • bobsleigh • ice hockey • snowboarding • skating
- 3 Which of these sports are popular in Russia?



- 1 In 1987, George Fitch and William Maloney, two businessmen from Jamaica, had a rather surprising idea. They had seen a local 'pushcart' race in Kingston, and they noticed that it looked a bit like a bobsleigh. So why not have an Olympic bobsleigh team?

There were some obvious problems. There was no ice, Jamaica was thousands of miles from the nearest snow, and there was very little money and nowhere to buy equipment. Lastly, although the country had plenty of cricket players, runners and other athletes, there were no bobsleighters.

These difficulties did not put Fitch and Maloney off, and they started to try and create a team. They found three men from the Jamaican Army and later got three others to join. The team moved to Austria to learn how to bobsleigh. At first they found practising cold, difficult and very painful. They crashed again and again, and the equipment kept breaking down. But things started to get better, and they hired an Austrian coach to train them. He chose Dudley Stokes as the driver, because he had experience as an army helicopter pilot!

Dudley's experience of helicopters was useful because you need skill and concentration to drive a bobsleigh. In the four-man event, the runners push the sled at the start of the mile-long run and jump on board. The sled flies down the icy track at 90 miles an hour, and the smallest mistake can be very dangerous.

At first, there were some people who didn't want the Jamaicans to take part in the 1988 Calgary Olympics. They felt that the 'beginners' were making fun of a serious and dangerous sport. But in the end, the Olympic Committee allowed them to enter. By the time the games started, the team were already famous. They had thousands of fans, and in the Olympic Village, skiers and bobsleighters from all

over the world danced to their song, 'Hobbin and a Bobbin' sung by team member and Reggae singer Freddie Powell.

The team did quite well at the games. On the last day, they managed to achieve the seventh fastest starting time of the competition! However, their race ended spectacularly in an mile-an-hour crash that was seen by thousands of spectators in the stadium and millions of TV viewers all around the world.



This wasn't the end of Jamaican bobsleighbing. Lots more people took up the sport in Jamaica, and set up teams, including a women's team. In 2000, the Jamaican team won a gold medal at the World Push Championships in Monte Carlo, beating other teams from snowy countries all over the world! Hopes are high that they will one day bring an Olympic medal back to Jamaica.

Reading

- Look at the photograph on page 90. What do you think the article is about? Read the article. Were any of your ideas mentioned?
- Read the text again and answer these questions.
 - What gave Fitch and Maloney the idea of setting up a bobsleigh team?
 - What country did the team travel to for their training?
 - What nationality was the team's coach?
 - Why was Dudley Stokes chosen to be the driver?
 - What kind of music was the team's song?
 - What was the team's best moment?

Vocabulary

Words connected with sport

- Find these words in the text and answer the questions.
 - take part in / join* Which word would you use with a) a club and b) a sport?
 - game / sport* Which word would you use with a) do and b) play?
 - win / beat* Which word can be used with a game?
 - train / practise* Which word can be used for the players and the coach?
 - fans / viewers* Which ones always love the sport they watch?
 - spectators / viewers* Who usually gets nearer to the sport?
- Choose the correct word to complete the sentences.
 - I want to get fit. I am going to *take part in / join* a health club.
 - John likes to do *game / sport* at school.
 - Manchester United *win / beat* Liverpool in the football match.
 - The coach *trained / practised* the players for their important match.
 - Many tennis *fans / viewers* go to Wimbledon every year.
 - I always *watch / look at* the Olympics.
 - The *spectators / viewers* in the stadium sang their team's song.

Compound nouns

- Match these words to make compound nouns, and explain their meanings.

life	ball
home	style
snow	coaster
jet	skiing
roller	work

Can you think of any more compound nouns?

Adverbs of degree

- Look at these phrases containing adverbs. Do the adverbs mean 'a little' or 'very'? Put them in the correct column.

	a little	very
it looked <i>a bit</i> like a bobsleigh		
their race ended <i>spectacularly</i>		
she was <i>slightly</i> embarrassed		
the exam was <i>rather</i> difficult		
the bungee jump made me <i>pretty</i> scared		
she was <i>extremely</i> happy to get home		

- Write sentences using these adjectives to describe the compound nouns in 6.

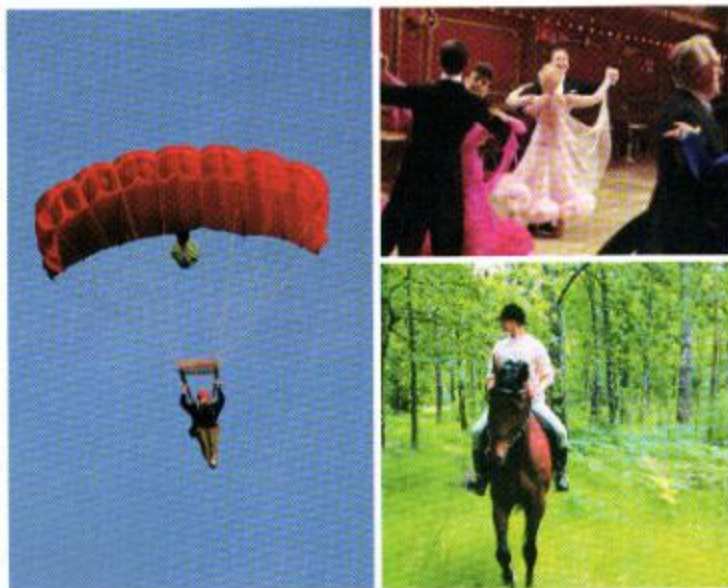
• dangerous • exciting • fast • relaxing • boring • easy

Time to talk!

Look at the pictures and describe:

- who is in the picture.
- where they are.
- what they are doing.

How do you feel about the activities in the pictures?
What activities do you like to do in your free time?



The past perfect



1 Look at the picture and answer the questions.

- 1 Who is in the picture and where are they?
- 2 What are they doing?
- 3 Would you like to do this?

2 Listen to a story about an accident. As you listen, number these events in the correct order.

- a They all ran up the beach as fast as possible. _____
- b Jenny started swimming towards the beach. _____
- c Andy and Tom followed Jenny. _____
- d They all saw a fin. _____
- e Jenny explored an underwater cave. _____

3 Listen again and complete the sentences using Tom's exact words.

- 1 One day we were all swimming about in the water as usual.
- 2 Jenny _____ an underwater cave.
- 3 I realised that Jenny _____ swimming as fast as she could.
- 4 We _____ just _____ to the shallow water when I _____ Jenny screaming.

Grammar check

The past perfect

Form

- 1 Look at sentence 3 above and complete the rule about the past perfect.

To create the past perfect we use _____ + _____.

Uses

- 2 We use the past perfect to describe an action which took place and finished before another action in the past.

PAST Andy swam I got to the beach NOW
_____! _____!

When I got to the beach, Andy had already had a swim.

Which action happened first? Tick the correct box.

Andy had a swim. ☐
I got to the beach. ☐

Compare this to what happens if we use the past simple in both parts.

PAST I got to the beach Andy went into the sea NOW
_____! _____!

When I got to the beach, Andy went into the sea.

Which of these two explanations is correct?

The actions happened one after the other. ☐
The actions happened at the same time. ☐

- 3 The past perfect is also the past form of the present perfect. Rewrite this sentence in the past.

I am nervous because I have never ridden a horse before.

I _____ nervous because I _____ ridden before.

The past simple or the past perfect?

4 Complete the sentences using the past simple or past perfect form of the verb in brackets.

- 1 The Jamaican team were excited about going to Austria because they _____ never _____ (see) snow before.
- 2 After the holiday, he was keen to see the photos that he _____ (take).
- 3 Anna _____ (come) first in the school cross-country race last week.
- 4 I missed the first goal because by the time I got to the stadium the game _____ (start).
- 5 The first time I tried skiing, I found it quite easy because I _____ (do) a lot of waterskiing.
- 6 After the accident, I phoned Andy's parents to say that he _____ (hurt) his arm.
- 7 Manchester United _____ (win) the championship last year.
- 8 My brother used to love scuba-diving, but he never _____ (go) swimming on his own.

5 In pairs, look at the pairs of sentences. Number the actions in order.

- 1 a When I got to the pick-up point, the coach left.
got to the pick up point ☒ 1
coach left ☒ 2
b When I got to the pick-up point, the coach had left.
got to the pick up point ☐
coach left ☐
- 2 a We all had supper when John came home.
all had supper ☐
John came home ☐
b We had all had supper when John came home.
all had supper ☐
John came home ☐
- 3 a When Barry saw his sister, he hadn't spoken to her for years.
Barry saw his sister ☐
he didn't speak to her ☐
b When Barry saw his sister, he didn't speak to her.
Barry saw his sister ☐
he didn't speak to her ☐
- 4 a When Jenny phoned, I went out.
Jenny phoned ☐
I went out ☐
b When Jenny phoned, I had gone out.
Jenny phoned ☐
I went out ☐

6 Complete these sentences with your own ideas, using *because* + past perfect or *so* + past simple.

Example

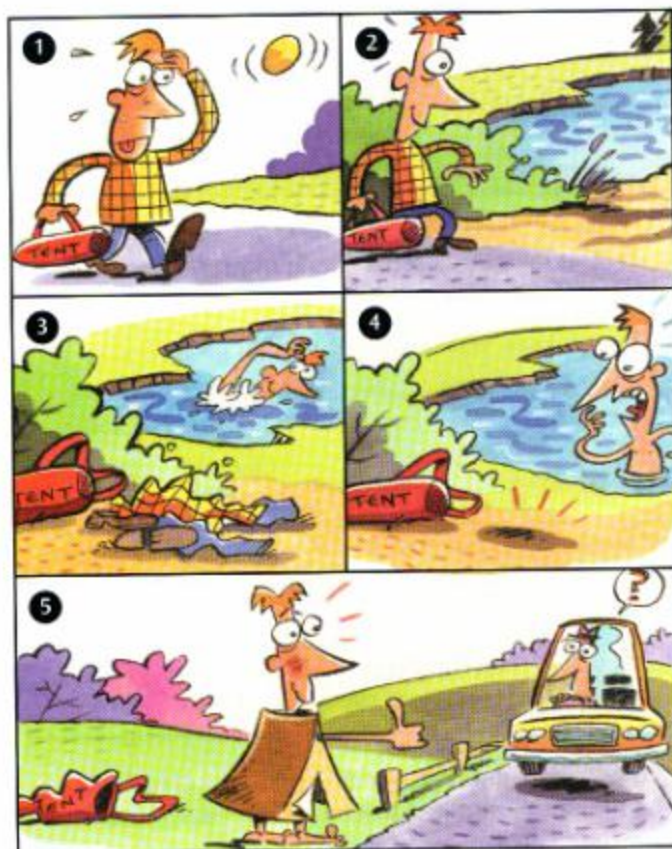
When I got home, I couldn't get in ...
... *because I had lost my keys.*
... *so I went to stay at a friend's house.*

- 1 I had no money ...
- 2 I missed the last train home ...
- 3 She was very worried about the exam ...
- 4 The team didn't play very well ...

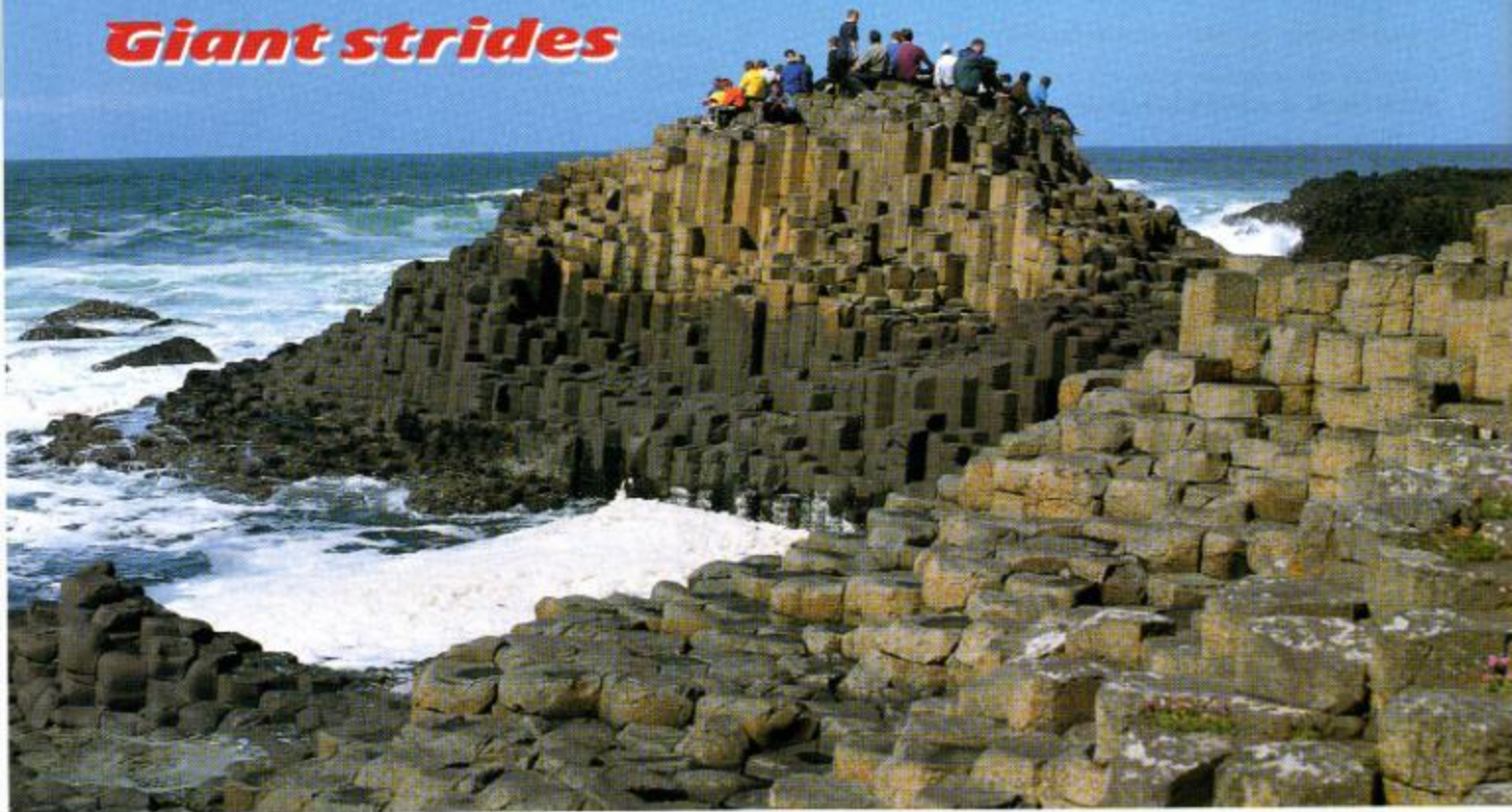
Let's activate

Picture story

- 7 Look at the pictures and write a story using the past simple, past continuous and past perfect. When you've finished, read your story to a partner.



Giant strides




- 1 Look at the picture. What does it show? Do you know where it is?
- 2 Do you know what a *giant stride* is?
- 3 Do you have any legends about giants in Russia?


Listening

Exam training

Sentence completion

Before you do a sentence completion exercise, read the sentences carefully. Decide what sort of word you are looking for, for example, is it a noun, verb or adjective?

- 4  7.2 Listen to a programme about the Giant's Causeway in Northern Ireland. As you listen, complete the sentences.
 - 1 The rock formation called the Giant's Causeway is a big _____ in Northern Ireland.
 - 2 People say that the causeway was created by the _____ of a giant called Finn McCool.
 - 3 A similar rock formation can be found in _____.
 - 4 The giant McCool is _____ to both Scottish and Irish people.

- 5  7.3 Listen to a programme about an ice hockey team, the Belfast Giants. Decide if these statements are true or false. Correct the false statements.
 - 1 The team members are all American.
 - 2 The team won nine home games at the beginning of the year.
 - 3 The Giants are the best-supported team in the world.
 - 4 Their slogan is 'In the land of the Giants everyone is equal'.
 - 5 Northern Ireland has thousands of public ice rinks.

Speaking

Talking about free time

- 6 Discuss these questions with a partner.
 - 1 What kinds of sports events are popular in Russia?
 - 2 Do you think sport can unite communities? How?
 - 3 What kinds of problems can sports fans create?
- 7 In pairs, look at the pictures on page 95. What activities are the people doing?
- 8 Which activities do you like? Which activities would you like to do?

9 Work with a partner. Interview each other to find out about free-time activities. Make notes about your partner's answers. Ask questions about these things.

- your partner's favourite free-time activity
- the length of time spent on that activity each week
- any other activities he/she enjoys
- any sport your partner does

0 Find another pair. Ask them your questions and answer theirs. Make a note of their answers and any other interesting information. Move around the class talking to different pairs until you have asked everybody.

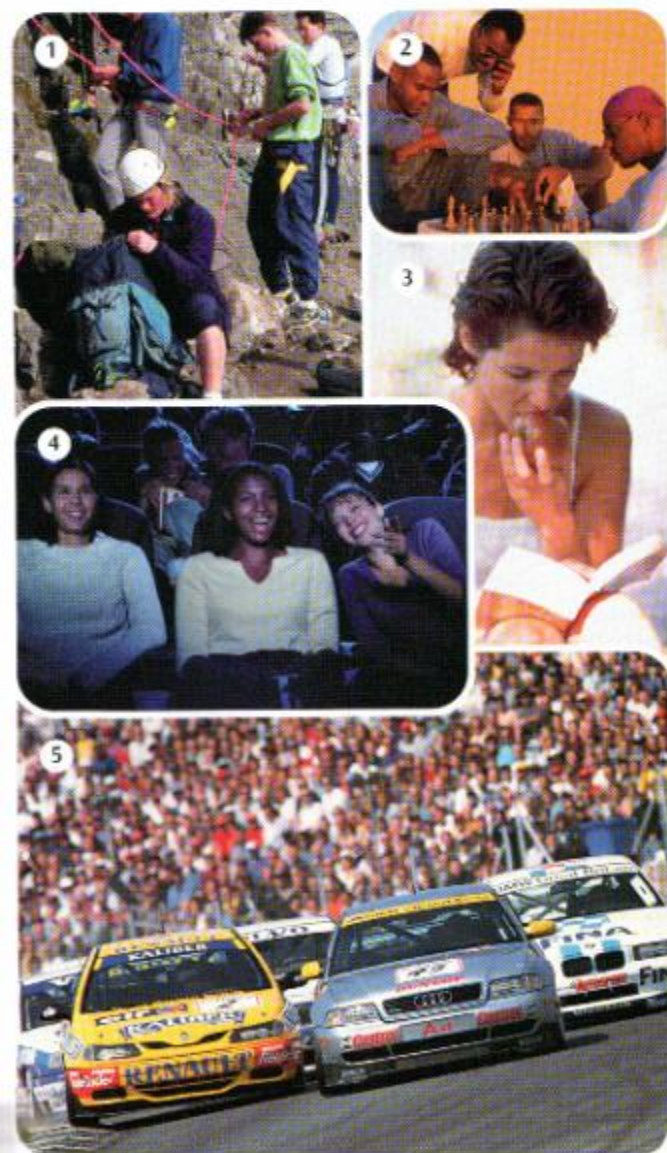
1 Report back to the class. Answer these questions, giving any extra information you found out.

What is the most popular free-time activity?

What is the least popular free-time activity?

What is the most popular sport?

What is the most unusual activity?



Soundbites

12 7.4 Listen to *I want to break free* by Queen, and fill in the gaps.

I want to break free

I want to break free

I want to break free

I want to break free from your lies

You're so self-satisfied, _____

I've got to break free

God knows, God knows I want to break free

_____ in love

I've fallen in love for the first time

And this time I know it's for real

I've fallen in love, yeah

God knows, God knows I've fallen in love

It's strange, _____

I can't get over the way you love me like you do

But I have to be sure

_____ out that door

Oh, how I want to be free, baby

Oh, how I want to be free

Oh, how I want to break free

But life still goes on

_____ living without, living without

Living without you by my side

I don't want to live alone, hey

God knows, got to make it on my own

So, baby _____

I've got to break free

I've got to break free

I want to break free, yeah

I want, I want, I want, I want to break free...

13 In pairs, read the lyrics and answer the questions.

- 1 The song is about freedom. What kind of freedom do you think it means?
- 2 Do you think the song has a positive or a negative message? Why?

Sporting superstitions

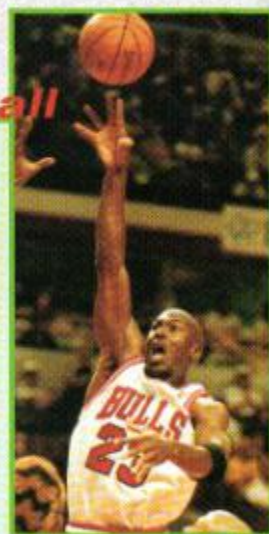
Football

Many players think that they'll play better if they follow certain rituals before a match. Some always tie the laces of their right boot first. Others kiss their football shirts before the match. Some people say that double numbers on a player's shirt could bring good luck. David Beckham wears a new pair of boots for every match!



Basketball

The last person to get the ball in the basket in a pre-match warm up will have a good game. If you wipe the soles of your sneakers, you will definitely have better luck. Michael Jordan always wore blue shorts under his uniform to bring him luck.



Rugby



The famous New Zealand rugby team, the All Blacks, perform an ancient Maori dance called the 'Haka' before each match. It's a very dramatic sight, and even if it doesn't help the All Blacks to win, it'll definitely frighten the opposing team!

Formula One

World-famous racing driver, Michael Schumacher, is one of many racing drivers who believes that a ritual will help him win. He always gets into his car in the same way before a race. For him the left-hand side of the car is the lucky side, but that is not enough: he makes certain that he puts his right foot into the car first! A strong superstition in the racing world is that the colour green is unlucky.



Tennis



Across the world tennis players believe that holding more than two balls while serving will probably bring bad luck. Some say that it might be unlucky to step on the court lines during a match. The famous tennis player Goran Ivanisevic has a strict pre-game ritual. When in London, he books the same table at the same restaurant and orders the same meal of fish soup, lamb, and ice cream with chocolate sauce. British number one, Tim Henman, has a favourite shower cubicle at Wimbledon, which he uses before and after his matches. He refuses to use any other shower cubicle.

1 In pairs, read the text about sporting superstitions and answer the questions.

- 1 Who always has a shower in the same cubicle at Wimbledon?
- 2 In which sport is the colour green considered unlucky?
- 3 If you want to have more luck in basketball, what should you do?
- 4 What is the name of the dance performed by the All Blacks rugby team?

Talking about Russia

- 1 What are the most popular sports in Russia?
- 2 Do any of the sports stars in Russia have any superstitions?
- 3 Apart from sports, what else are people superstitious about?
- 4 Do you have any superstitions or rituals that you believe will bring you good luck?
- 5 If you could go to ONE sporting event anywhere in the world, which would you go to? Why?

may, might, could, probably and definitely

may and might

- 1 We can use *may* or *might* to talk about the future. Look at these sentences.
Which two sentences mean the same? Which sentence has a different meaning?

Racing drivers think the colour green may bring bad luck.
Racing drivers think the colour green will bring bad luck.
Racing drivers think the colour green might bring bad luck.

In pairs, discuss what you think the difference is.

- 2 *May* and *might* both mean 'probably' or 'possibly'. We use *will* when we are sure of a future event. Match statements 1–6 to the correct meanings a–d.

- 1 We may travel to Mars in the next ten years. _____
 - 2 Brazil might not win the World Cup. _____
 - 3 I will be sixteen next month. _____
 - 4 Our team won't win the championships. _____
 - 5 It'll be warm in the summer. _____
 - 6 They might go away this weekend. _____
- a It's possible that this won't happen.
 - b This will certainly happen.
 - c It's possible that this will happen.
 - d This certainly won't happen.

could

- 3 We can use *could* to talk about the future. Like *may* and *might*, *could* means that we are not sure. Look at this example.

Double numbers on a shirt could bring good luck.
(= It's possible that double numbers will bring good luck.)

Write five sentences using *could* about things you think it's possible will happen next week.

Modal sentences

- 4 Rewrite the sentences using the modal verbs in brackets.

Example

Kate is thinking of taking up basketball. (may)
Kate may take up basketball.

- 1 It's possible it will rain tomorrow. (could)

- 2 I'm thinking about starting Spanish lessons. (might)

- 3 My sixteenth birthday is next month. (will)

- 4 It's possible that Mark will go to Spain next year. (may)

- 5 I'm not sure if he'll be famous. (could)

probably and definitely

- 5 We can use *probably* and *definitely* to say how sure we are about something. Look at the sentences. What do you notice about the position of the adverb?

We will probably win the match tomorrow.
We probably won't win the match tomorrow.
We will definitely win the match tomorrow.
We definitely won't win the match tomorrow.

- 6 Put the words in the correct order to make sentences. Sometimes more than one answer is possible.

- 1 all / tomorrow / probably / rain / it / day / will

- 2 film / Oscar / this / probably / American / win / won't / an

- 3 my / party / come / definitely / the / school / sister / won't / to

- 4 finish / definitely / I / tonight / homework / will / my

- 5 probably / exams / our / we / fail / won't

- 7 How sure are you about these things? Complete the sentences with your own ideas, using these words.

- may • might • could • probably will/won't
- definitely will/won't

- 1 Argentina _____ win the next football World Cup.
- 2 Madonna _____ stop making music soon.
- 3 I _____ try an extreme sport in the future.
- 4 Everyone _____ speak English in the future.
- 5 The weather _____ be good this weekend.
- 6 The colour orange _____ be in fashion next year.
- 7 Brad Pitt _____ star in a massive hit film next year.
- 8 Our teacher _____ give us some homework.

Compare your answers with a partner.

Let's activate

Talking about the future

- 8 Work in pairs or small groups. Choose three of these sports events and discuss who you think will win, using the language you have learnt in this lesson. Give reasons for your answers.

- The Formula 1 racing championship
- Wimbledon
- The football World Cup
- The national football championship
- The next world title heavyweight boxing match
- The next sports event you will take part in

Sports for the family

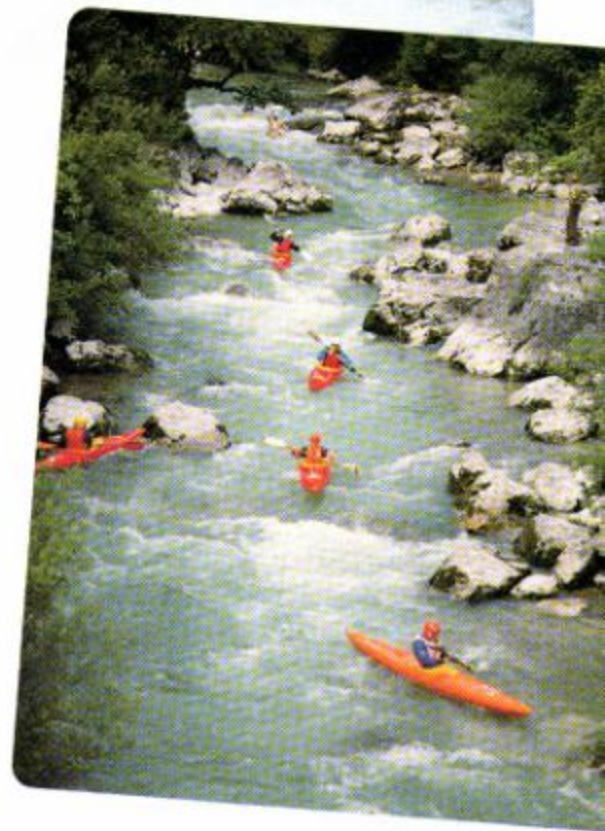
1 In pairs, look at the pictures and answer the questions.

- 1 Where are the people and what are they doing?
- 2 Would you like to do these sports?
- 3 What individual or small team sports do you enjoy?
- 4 What sports can all members of a family take part in?

Studying the sample

2 Look at the title of this magazine article about an exciting family sport. Answer the questions.

- 1 What is the title of this article? What do you think it means?
- 2 What is the purpose of a title?



TAKE TO THE

WATER

If you're looking for a sport that will drag your teenagers away from the computer, it's got to be fun and exciting. If golf is too dull and parachuting is too scary, why not have a go at kayaking? It's a great sport for all the family, and very exciting.

If you're a beginner, it's best to join a club and have lessons in a swimming pool. You can learn how to use the paddle, to steer and how to do an 'Eskimo roll' - this means turning the kayak upside down and coming up again. You might wonder why you have to bother, but when you get out, you'll realise it's a very important skill.

The real fun of kayaking comes when you combine it with camping. When we go as a family, we take our tents and have lovely weekends on lakes and rivers all over the country. The other great thing about kayaking is that animals aren't afraid, so you can get really close to them.

So if you don't feel like spending the whole of next summer in front of the TV, find out a bit more about kayaking now. It does take a bit of time and effort, but when you're out on the water in the fresh air, you won't regret it.

3 Read the article carefully, then answer the questions.

- 1 In this article, what sport is being described?
- 2 What do beginners need to do?
- 3 Where do the writer and her family sleep when they go on trips?
- 4 What is an 'Eskimo roll'?

Steps to better writing

Organising ideas



4 Look at the notes a–l about the sport of archery. Organise them into three paragraphs:

- 1 the history of archery
- 2 who can take part in archery
- 3 information about learning about archery
- a Archery has a very long history.
- b It's a great family sport.
- c People of any age can enjoy it.
- d Originally it was an important skill for soldiers.
- e It's fun for adults and children.
- f At the beginning, it's best to take some lessons.
- g In the 17th century, people began to enjoy archery as a sport.
- h You don't need to be tall or strong to enjoy it.
- i It doesn't take long to learn the basics.
- j It is now an event in the Olympic Games.
- k You can find out about lessons at your sports centre.
- l Archery courses are very good value.

5 Complete the paragraphs about archery. Use the notes from 4, linking them to form sentences using *and*, *but*, *because*, and so on.

Paragraph 1

- Archery has a very long history ...

Paragraph 2

- Archery is a great family sport ...

Paragraph 3

- At the beginning it is best to take some lessons, but ...

Ending

- So why not have a go? It's lots of fun!

Writing your article

Understanding the task

- 6 Read the instructions in 8, and answer the questions.
- 1 What sort of age will the readers of this magazine be?
 - 2 What sort of sports do you think they will probably already know?
 - 3 What sports from your country do you think might interest them?

Planning

- 7 Choose a sport or activity you want to write about and make notes. Think about:
- the history of the sport / activity: when it was invented, why it became popular, etc.
 - the main reason why the sport / activity is fun and why it is good for families / young people.
 - more information / advice about the sport / activity and whether people should have lessons, etc.

Writing

- 8 Write an article for a student magazine about a sport or other activity you enjoy (in 120–150 words). Use the tips below to help you.

- Choose a good title that explains what the article will be about.
- Decide what you are going to put in each paragraph and then write your article.
- Finish your article with a short sentence encouraging the reader to find out more about the sport/activity, or to try it.

Checking

- 9 Read through your article and check that you have:
- included all the points you thought of.
 - spelled words correctly.
 - used the correct grammar and punctuation.
 - written between 120 and 150 words.

A sports report

1 Choose the correct words to complete the text.

Yesterday was the last day of the national hockey championships. Lots of teams ¹ *took part in / joined* the tournament. In a very exciting ² *sport / game*, the Newlands team ³ *won / beat* last year's winners, the Wentworth team. The Newlands coach said that he knew they would ⁴ *win / beat* as they had done so well in ⁵ *practising / training*. The ⁶ *fans / viewers* in the stadium sang and cheered when the team scored the last goal. Nearly two thousand ⁷ *viewers / spectators* went to the sports ground to ⁸ *watch / look at* the game, the biggest crowd the championships have ever had.

2 Tell a partner about a sports event you enjoyed.

Sports, players and places

3 Complete the table.

sport	player	place
_____	footballer/football player	stadium
_____	_____	race track
_____	skater	_____
tennis	_____	_____
_____	_____	ski-slope
athletics	_____	track or field
_____	swimmer	_____
_____	cricketer	_____

Adverbs and adjectives

4 Each of these sentences contains a mistake. Find and correct the mistakes.

- Watching football is always excited for me.
- Jet-skiing takes a lot of skill. It's slightly difficult.
- He's very interesting in archery.
- The snowboarders came speeding down the hill very fastly.
- She was rather boring during the match, and fell asleep.
- I love football! I really love it a bit.

Extension

What's the difference?

5 Explain the difference between these pairs of words.

- | | |
|------------|----------|
| 1 a coach | a player |
| 2 kick | hit |
| 3 play | train |
| 4 practise | compete |
| 5 beat | lose to |

Free-time activities


6 What free-time activities do these pictures show?



7 Match the activities in 6 to these verbs. Write the activities in the correct column and add other activities you know.

play	watch	listen to	do	go	other

Аудирование

1  Listen to the following quiz show about *HMS Sussex*, a famous ship. For each question 1–7, select the best answer: a, b, or c. Listen to the recording twice.

- 1 Where did the *HMS Sussex* sink?
 - a Off the coast of Gibraltar.
 - b Just after it left Portsmouth.
 - c Near the Italian port where it was headed.
- 2 What did the ship carry?
 - a A huge amount of money in banknotes.
 - b Tons of silver coins.
 - c Plenty of gold.
- 3 Which country did the British want a Duke to act against?
 - a They wanted him to attack Italy in the South.
 - b They wanted him to stop supporting France in their war against Britain.
 - c They wanted the Duke to attack France.
- 4 How long did the ship remain under water before it was discovered again?
 - a 200 years.
 - b 300 years.
 - c 1000 years.
- 5 How much of any profits over \$500 million will the British Government receive?
 - a All the profits above \$500 million will be given to the Government.
 - b None, the Government only receives \$500 million.
 - c The Government will receive only part of the profit above \$500 million.
- 6 Why did some archeological groups criticise the British Government?
 - a Because the Government didn't want the exploration to begin.
 - b They didn't want to share the profits with the Government.
 - c They didn't like the Government's treasure-hunting policy.
- 7 What did the American company Odyssey do in 2006?
 - a They paid the Government \$500 million to allow them to start their work.
 - b They finally managed to find a solution to their diplomatic problems.
 - c They gave up the exploration project because they didn't get the final permission.

Говорение

- 2 Read the exam task in 3, and make a list for each of the four points mentioned.
- 3 Work in pairs. Your school is organising a sports competition for schools in your area. You want as many students as possible to take part. With your partner, agree on which three sports you want to include in your recommendation to the school.

Think about:

- sports popular with boys
- sports popular with girls
- team sports and individual sports
- facilities available at your school.

You have 4 minutes to come to an agreement.

Remember to:

- discuss each of the points above
- be polite when agreeing / disagreeing with your friend
- take an active part in the conversation:
 - explain the situation
 - come up with ideas
 - give good reasons
 - find out about your friend's views and take them into account
 - invite your friend to come up with suggestions
- come to an agreement.

- 4 Now join another pair of students and make your recommendations to each other. Do you agree?

8 Strange but true

Ghostly figures

- 1 Look at these pictures from a book of stories about ghosts from a part of Britain called Hertfordshire. What do they show?
- 2 Do you believe in ghosts or the supernatural? Why? / Why not?

Reading

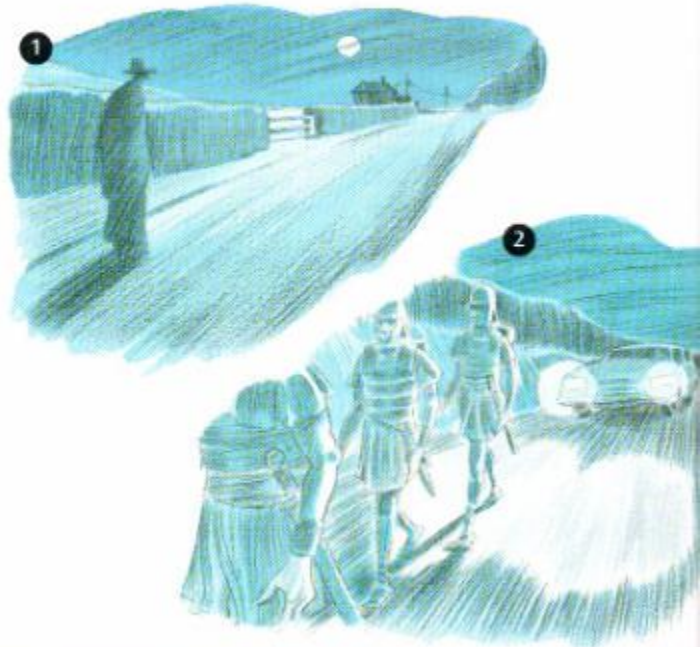
- 3 Read the texts about ghosts in Hertfordshire, and decide if these statements are true or false. Correct the false statements.

Text A

- 1 'Wayside' ghosts are usually seen driving a car.
- 2 There are very few 'wayside' ghosts.
- 3 'Wayside' ghosts often rush across the road in front of a car.

Text B

- 1 Ghosts of animals were seen outside an inn.
- 2 The Romans still live in Hertfordshire.
- 3 The Roman ghosts were silent.



GHOSTS OF HERTFORDSHIRE

A GHOSTS OF HERTFORDSHIRE

1 In the many types of ghost story that exist, there is one type of ghost that could be described as a road or 'wayside' ghost. These are shadowy forms sometimes half-seen wandering by the side of the road as you drive along a road late on a dark night.

Maybe you slow down, wondering if you should offer a lift to the lonely pedestrian who obviously has a long way to go on this quiet road. But if you stop the car, or look back, the road is empty. Puzzled and perhaps a little worried, you drive on.

If this has happened to you, you have probably met one of the many ghostly walkers that make mysterious journeys along Britain's country roads. Where do they come from, and where do they go? Nobody knows, but they are always unexpected. Some seem to be shadows, but others are more alarming and possibly dangerous. Sometimes one of these wayside figures rushes across the road, usually at night, just as a motorist is approaching. Sometimes there is a bump, and the shocked driver pulls up, convinced he has knocked over a pedestrian. The story is always the same. When the driver gets out, however hard he hunts around, there is no injured body lying there in the road, and no sign of damage to the car.

1 One old wayside inn in Hertfordshire apparently has customers who come back centuries after they should be dead. A letter in a local magazine told how a traveller had seen a coach and horses outside the inn on three occasions. On each occasion, a man, dressed in old-fashioned clothes and a three-cornered hat, had helped a lady in grey down from the coach. They crossed the road and disappeared into the inn.

Older ghosts also haunt the area. The Romans were in Hertfordshire for centuries, and some of them still are, if various sightings are to be believed! A local resident was returning to St Albans by car not long ago. It was a cold, misty November night, and she was surprised to hear the sound of marching feet, and a noise of banging metal. To her astonishment, the car's headlights lit up a marching column of Roman legionaries, led by a soldier carrying a flag. The others with her in the car heard the sounds, but saw nothing.

Another friend who lived nearby told me about the night he took his dog for a late run before bedtime. He sat down on the grass, smoking his pipe while the dog ran around. Suddenly he heard the sound of marching feet and men's voices talking. He turned and saw a troop of Roman soldiers approaching, the moonlight shining on their armour. As he watched in amazement, they marched past him and on into the mist!

Exam training

Matching information

To match information, read both extracts quickly until you find the information you are looking for. Underline the part of the text which gives you your answer.

- 4 Read the texts again and decide which story, A or B, mentions the information in 1–10. One statement refers to both stories.

- 1 what a man and his dog saw _____
- 2 ghosts that seem to cause damage to motorists' cars _____
- 3 what happens when motorists stop to give someone a lift _____
- 4 people who visit the old wayside inn (pub) _____
- 5 how long the Romans were in Hertfordshire _____
- 6 motorists who find what they have seen rather worrying _____
- 7 ghosts that are seen at night _____
- 8 drivers who think they have run over someone on the road _____
- 9 ghosts you feel sorry for _____
- 10 ghosts who seem to be going nowhere _____

- 5 Answer the questions about the two texts.

Text A

- 1 What sometimes happens to motorists as they drive along the road on dark nights?
- 2 What two types of ghostly walkers does the extract mention?
- 3 What happens to motorists as they drive up to these walkers?

Text B

- 1 Who did the traveller see outside the wayside inn?
- 2 What happened to a local resident one cold, November night?
- 3 What happened when the writer's friend took his dog for a walk one night?

Vocabulary

What's the difference?

- 6 Complete the sentences using the correct word from each pair of words.

puzzled / disturbed

- 1 a We were all _____ by what the answer to the question could be.
- b I was _____ when you didn't come home. Where were you?

quite / quiet

- 2 a This is a very _____ and peaceful part of the countryside.

- b You were _____ right when you said something strange was going on.

wonder / wander

- 3 a I _____ what time it is?

- b Don't _____ off the path when you are walking in the woods.

hunt / haunt

- 4 a Can you _____ around and see if you can find my car keys?

- b They say that a strange figure comes to _____ the house at midnight.

mist / missed

- 5 a I'm afraid I _____ the post so I couldn't send your letter.

- b A thick morning _____ covered the city.

shocked / surprised

- 6 a Everyone was _____ to hear the terrible news.

- b I was very _____ when you told me you had accepted the job.

Negative prefixes

- 7 Look at this sentence from the text. What does the prefix **un-** mean here?

Nobody knows, but they are always **un**expected.

Match these prefixes to the correct adjectives.

• un- • il- • ir- • in- • im- • dis-

• selfish • legal • practical • happy • possible • like
• regular • correct • tidy • polite • responsible

Which prefix is used most?

Time to talk!

Look at the pictures and describe them.

Do you believe in ghosts?

Have you ever seen a ghost, or do you know someone who has seen one?

Are there any famous ghosts or ghost stories in Russia?



Conditionals

1 Read the text and answer these questions.

- 1 Why did the Browns take up their floorboards?
- 2 What did they discover on the morning of their daughter's birthday?
- 3 How did they feel about what happened?



If you didn't have a cat and you heard a sad miaow coming from underneath the floorboards in your home, what would you do? Animal lovers Jane and Simon Brown took up their floorboards and spent two days trying to find the cat they were sure was trapped under their floor. They even called in the fire brigade!

Finally, Mrs Brown realised that the noise was coming from a bag. The bag was full of her daughter's unopened birthday cards. As her daughter Michelle opened one of the cards, which was shaped like a cat, on the morning of her birthday, it miaowed just like the real thing. It wasn't a real cat – just an electronic birthday card!

'We felt absolutely awful!' said Mrs Brown. 'We'd been moving the bag around the room to hide the cards from Michelle and we kept touching the bag. It's all so embarrassing. If we ever get a card like that again, we'll throw it straight in the bin!'

2 Look at this example of the first conditional from the text and answer the questions.

If we ever get a card like that again, we'll throw it straight in the bin.

- 1 Is it possible they will ever get a card like this again?
- 2 What will they do with it if they get one?
- 3 What tense is used after *if*?
- 4 What tense is used in the other part of the sentence?

3 Look at this example of the second conditional from the text and answer the questions.

If you heard a sad miaow coming from underneath the floorboards, what would you do?

- 1 Have you ever heard a noise like this?
- 2 Are you likely to hear a noise like this?
- 3 What tense is used after *if*?
- 4 What tense is used in the other part of the sentence?

Grammar check

Conditionals

Circle the correct information to complete the rules 1–4.

The first conditional: form and use

- 1 We use the first conditional to talk about *something which is unlikely to happen* / *a possible future event*.
- 2 We use the *present tense* / *will* after *if*, and the *present tense* / *will* in the other part of the sentence.
If I don't get any homework tonight, I'll go to the cinema.
I'll bring an umbrella if it rains.

The second conditional: form and use

- 3 We use the second conditional to talk about *something which is unlikely to happen* / *a possible future event*.
- 4 We use the *past simple* / *would* after *if*, and the *past simple* / *would* in the other part of the sentence.
If I were you, I'd go to the party.
I would buy a motorbike if I had enough money.

The first conditional

4 Complete the sentences using the correct form of the verbs in brackets.

Example

If we (get) a cat, you (have) to look after it!

If we get a cat, you'll have to look after it!

- 1 Who (look) after the cat if you (go) away on holiday?
- 2 (you / come) with me to choose a cat if I (decide) to get one?
- 3 If I (not / be) too busy this afternoon, I (take) the dog for a walk.
- 4 Where (you / put) the cat's basket if you (buy) a cat?
- 5 If we (hurry), we (get) to the pet shop before it closes.
- 6 What (you / do) with the fish if you (get) a cat?
- 7 I (not / be) happy if the shop (not / have) any left.
- 8 What (you / call) it if it (be) a male cat?

5 Complete the sentences so they are true for you.

- 1 If my friend asks me to look after her pet, _____.
- 2 If I have time this weekend, _____.
- 3 If I don't finish my homework, _____.
- 4 If my friend doesn't phone me tonight, _____.
- 5 If I don't go out this weekend, _____.
- 6 If it rains tomorrow, _____.
- 7 If it doesn't rain tomorrow, _____.
- 8 If everyone in the class passes the exam, _____.

The second conditional

6 Look at this example. What word is 'd short for?

If I had a million pounds, I'd buy a mansion.

7 Match the sentence beginnings 1–6 to the sentence endings a–f. Write what each sentence means.

Example

If I was rich, I'd buy a yacht.

Meaning: I'm not rich so I'm not going to buy a yacht.

- | | |
|--------------------------------|------------------------|
| 1 If he knew her phone number, | a he'd buy a castle. |
| 2 If I could drive, | b I'd buy a car. |
| 3 If I had a bike, | c we'd go on holiday. |
| 4 If we had a bigger house, | d I'd cycle to school. |
| 5 If he was rich, | e he'd phone her. |
| 6 If we had time, | f we'd have a party. |

8 Complete the sentences using the pairs of words and the second conditional.

- not bark / offer • be / do • keep / have • can / be
- have / go • be / train

- 1 If I _____ sing, I _____ a pop star.
- 2 If Brian _____ good at Maths, he _____ to be a pilot.
- 3 If we _____ time, we _____ for a pizza before the cinema.
- 4 If your dog _____ so much, I _____ to look after him for you.
- 5 We _____ a pet if we _____ a bigger flat.
- 6 If I _____ you, I _____ more exercise.

Remember!

In conditional sentences the *if* clause often comes first, but it can come second with no difference in meaning. If it comes first, you need a comma.

If it's sunny, we'll go out.

We'll go out if it's sunny.

The first or second conditional?

9 Rewrite the sentences in the first or second conditional using the correct form of the verbs in brackets.

- 1 If I (know) the answer to all these questions, I (tell) you!
- 2 If I (forget) to phone you, (you / ring) me tonight?
- 3 She (go) to China on holiday if she (can) speak Chinese.
- 4 If we (have) longer school holidays, I (try) to find a part-time job.
- 5 I (start) cooking if I (arrive) home before you.
- 6 If you (go) shopping, (you / buy) me a magazine?
- 7 I (do) more exercise if I (have) more time.
- 8 We (visit) you if we (come) to your town.

10 Each of these sentences contains a mistake. Find and correct the mistakes.

- 1 I would to buy a car if I had more money.
- 2 Will you be frightened if you saw a ghost?
- 3 If I had a dog, I call it Spot.
- 4 He would come on Saturday if he finishes work in time.
- 5 If you see Pat, will you asking him to call me?
- 6 I would go to the cinema if you come with me.

Let's activate

Imagine if...

11 Work with a partner. Ask and answer questions about what you would do if these things happened.

- you won a lot of money
- you saw a ghost
- you could travel to any country (Where?)
- you could have dinner with any famous person (Who?)

Example

A What would you do if you won a lot of money?

B I would go on holiday, and buy a car!



The falling cow



Listening

- 1 In pairs, look at the picture. What do you think is happening? What could be the reason for what is happening?

Exam training

True or false

Don't try to decide whether you think the statements are true or false before you listen.

- 2 B.1 Listen to a news item about the picture and decide if these statements are true or false. Correct the false statements.
- 1 The fisherman was fishing when a cow fell from the sky.
 - 2 The cow did not hit his boat.
 - 3 His insurance company believed his story.
 - 4 The cow had jumped out of a US Air Force aeroplane.
 - 5 The American Embassy bought the fisherman a new boat.

Multiple-choice questions

- 3 B.2 Listen to Gemma and Bob and choose the best answer, a, b or c.
- 1 What does Bob say about the news story?
 - a Most people will believe it.
 - b He doesn't believe it.
 - c He thinks it is a good story.
 - 2 What does Gemma feel about the story?
 - a It must be made up.
 - b It will amuse people.
 - c It may be true.
 - 3 Bob thinks that perhaps the fisherman
 - a fell asleep.
 - b had no fish on board his boat.
 - c said the cow fell so that he could get some money.
 - 4 What is Bob going to do this summer?
 - a go on a sailing holiday.
 - b go swimming in the Caspian Sea.
 - c buy a new sailing boat.

Your opinion

- 4 In pairs, answer the questions.
- 1 Do you believe the story? If not, what do you think really happened?
 - 2 Do you know any strange stories like this one?

Pronunciation

Same sound – different spelling

- 5 B.3 Listen to some parts of the recording again, and circle the word the speaker says.
- | | |
|---------|------|
| 1 see | sea |
| 2 where | wear |
| 3 by | buy |

Speaking

Good luck and bad luck

- 6 In pairs, look at the pictures on page 107 and answer the questions.
- 1 What do the pictures show?
 - 2 What do people in Russia think brings good or bad luck?
 - 3 Do you believe in things like this? Why? / Why not?



Giving an account

9 You are going to tell a story about a time when you were very lucky or very unlucky. First, make some notes to remind yourself about what you are going to say. Use the points below to help you.

- where it happened
- when it happened
- what happened
- how you felt about it
- what happened afterwards

10 8.5 Read the dialogue. Then listen and fill in the gaps. Can you guess what happens next in the story?

Making your story more interesting

Jane ¹ _____ what happened to me last Saturday!

Jim What?

Jane ² _____, I was on the bus coming home and ³ _____ that I'd lost my purse with all my money in it and my bus ticket.

Jim What did you do?

Jane ⁴ _____? I couldn't find it so I had to get off the bus and walk home! ⁵ _____.

Jim Poor you!

Jane ⁶ _____ what happened later. I got a phone call from my friend Sally. ⁷ _____ she had got on the same bus as me and ...

7 8.4 Read the dialogue. Then listen and fill in the gaps.

Discussing topics

Maria ¹ _____ the number 13 is lucky in Britain.

George Um, ² _____. I'm sure I heard that most people think it's unlucky.

Maria ³ _____, ⁴ _____ black cats?

8 Work with a partner. Look at these words and discuss whether you think they mean good luck or bad luck. Use the dialogue box in 7 to help you.

• horseshoe • ladder • chimney sweep • four-leaf clover

11 Work with a partner. Tell each other the stories you prepared in 9. Use the language in the dialogue box in 10 to help you make your story more interesting.

1 Do you know what the places in the pictures are and where they are?

Read the article and complete the missing information.

Uluru

Location: _____

Size: _____

Origin of the name Ayers Rock: _____

What happens at sunset: _____

What lies under the rock: _____

The importance of the rock: _____

The Crazy Horse Memorial

The importance of the statue: _____

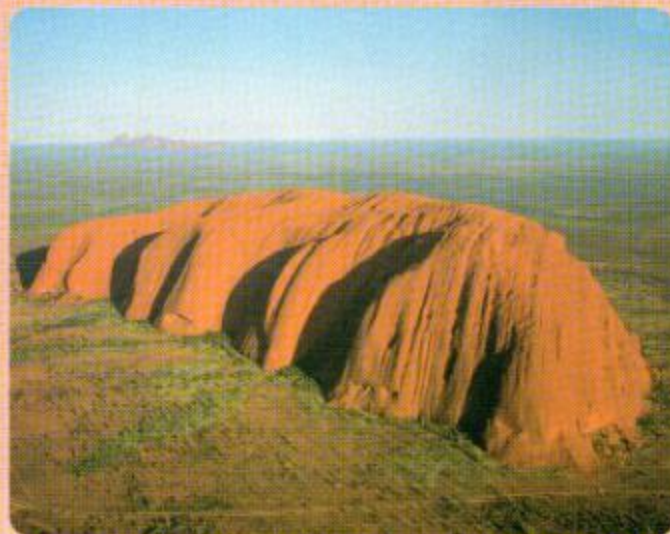
Location: _____

Size: _____

Sculptor: _____

When work started: _____

Who is finishing the work: _____



Uluru (Ayers Rock) – an Aboriginal holy place

A huge, oval, pink rock in the desert in the Northern Territory, Australia; 335m high and 9km round. The first European to see the rock was William Giles in 1872 and he named it Ayers Rock after the South Australia premier, Sir Henry Ayers. If you want to marvel at how the rock dramatically changes colour, you should visit the rock at sunset.

Most tourists, however, are unaware of the sacred land that lies below the rock. For Aboriginals, whose paintings decorate its caves, the rock has deep significance and it is an important holy site which they consider belongs to them.

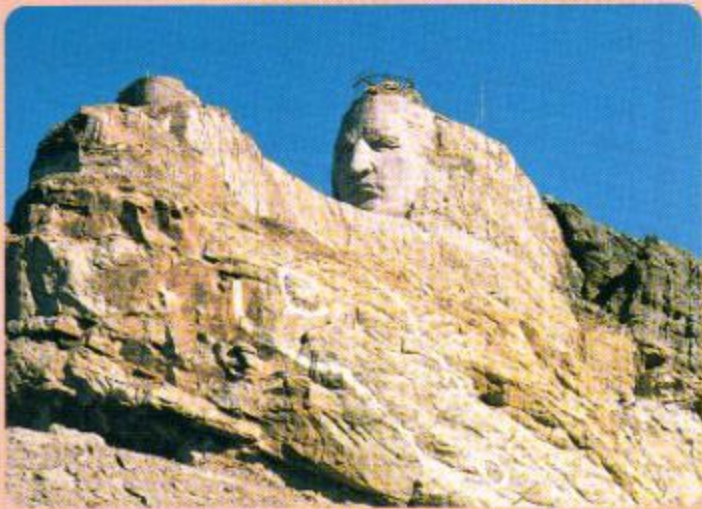
Black Hills – the land of the Sioux people

A giant sculpture of a Sioux Indian chief named Crazy Horse, who led the Sioux people in the fight to save their lands 100 years ago, is being carved into a mountain in South Dakota. It will be the largest statue made of an American Indian, and as tall as a nine-storey building. The outstretched arm will hold 4,000 people.

The sculptor, Korczak Ziolkowski, was born in Boston of Polish descent. He started work on the memorial in 1948. He had little money but never gave up. He believed that Crazy Horse ought to be remembered as a national hero. After Korczak died in 1982, his wife and several of their children decided that they must continue what he had started. Every year, 1,000,000 tourists visit the work in progress.

Wonderful places

Every country and culture has places that are sacred or important to them. Some of them are turned into places where people can visit and pray or just look, but other places get taken over by people who don't know how important the land is, and this can be very difficult for the original culture.



Talking about Russia

- 1 Are there any special places like these in Russia?
- 2 What are they?
- 3 Why are they important?

should, ought to and shouldn't**1** Look at the sentences and answer the questions.

1 If you go to Australia, you should try to see Uluru.
Does the speaker think it would be a good idea or a bad idea to see Uluru?

2 He believed that Crazy Horse ought to be remembered.
Did he think it was a good idea for people to remember Crazy Horse?

2 We use *should*, *ought to* and *shouldn't* to say that we think something is the right or wrong thing to do. There is no difference in meaning between *should* and *ought to*. *Should* is used more often.

We should travel more.

We ought to go to New Zealand one day.

We shouldn't always stay at home.

Complete the conversation using *should*, *ought to* or *shouldn't*.

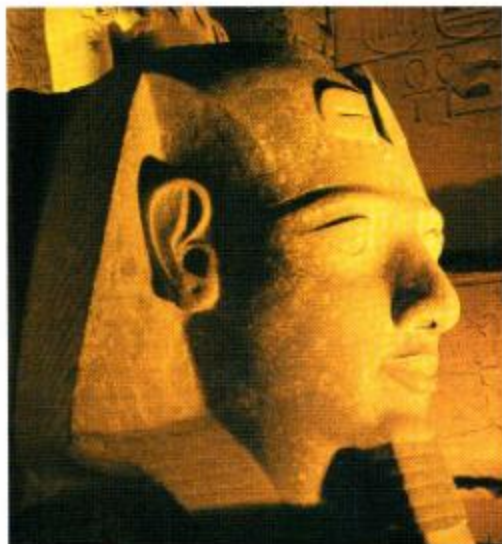
Daniel We ¹ _____ go somewhere exciting this summer. We always sit about getting bored. It's no fun.

Luke Yes, you're right. We ² _____ start saving up some money now so we can go somewhere.

Daniel Good idea! Do you think we ³ _____ go to America?

Luke No. Let's go somewhere more exciting, like Morocco or Egypt! We ⁴ _____ always go to the same old places.

Daniel OK. We ⁵ _____ to start planning our trip, then. Let's get some maps and see where we ⁶ _____ go first. How about starting off in Cairo?

**3** We often use *should*, *ought to* and *shouldn't* to give people advice.

You should get more sleep. You look tired.

You ought to take more exercise. You'll feel better.

You shouldn't eat too much sugar. It's bad for you.

Write advice using *should*, *ought to* and *shouldn't*.

1 Dana goes to parties every night. She's got exams soon.
(not go to parties every night) She _____
(study for exams) She _____

2 Judith is hungry. She hasn't had breakfast.
(eat something) She _____
(not miss breakfast) She _____

3 Irena always arrives late. She doesn't have a watch.
(not arrive late) She _____
(buy a watch) She _____

4 Andrew eats a lot of chocolate. He never does any exercise.
(do some exercise) He _____
(not eat so much chocolate) He _____

Let's activate**In a perfect world!****4** Think about your life. Write a list of things you think you should and shouldn't do. Use these ideas.

- school
- money
- the future
- home life
- exams

5 Work with a partner. Interview each other about what you feel you should and shouldn't do.**6** Make the world a better place! Work with a partner and make a list of all the things you think people should/ought to do and the things they shouldn't do.**Example**

People should care about the environment.

Drivers shouldn't drive so fast in towns.

7 Do you need advice? Invent a problem. Tell the class your problem and ask for advice.**Example**

A *I haven't got enough money to buy the things I want.*

B *You should get a part-time job.*

Ghosts

1 Answer the questions in pairs.

- 1 Have you read any good ghost or horror stories?
- 2 Do you like watching scary films at the cinema or on TV?
- 3 Do you know anyone who has seen a ghost or something that can't be explained?

Studying the sample

2 Read this story.



- A Many years ago, when I was renting a small house on a Scottish island, I saw something very strange and frightening.
- B I was lying in bed one night listening to a storm outside, and I thought I heard voices outside. I got up and went to the window, and saw a young man and woman walking towards the beach.
- C I felt that something was wrong, so I got dressed and ran outside. I called to them, but they had disappeared into the darkness.
- D A few days later at the local market, I met the farmer who owned the cottage and told him about the two people. He looked at me seriously and said: 'Those two are not ordinary visitors. A long time ago, those two were in love. But their families were enemies, so they decided to run away together. On the first night in December they met at the cottage and tried to cross the sea. But there was a terrible storm, and they drowned in the icy black waters...'
- E I smiled politely, because I do not believe in ghosts. But as I was walking home, I suddenly felt cold as I realised the night I had seen them had been the first of December.

3 Match the pictures 1-5 with the paragraphs A-E.

Steps to better writing

Verb tenses

4 What different tenses are used in stories...

- 1 to set the scene?
- 2 for events that happen one after the other?
- 3 to refer to an earlier time in the story?

5 Complete the opening to this story by choosing using the correct tense.

While I ¹ was walking / walked / had walked down the street the other day, I ² was meeting / met / had met an old friend that I ³ wasn't seeing / didn't see / hadn't seen for a long time. I ⁴ was running / ran / had run across the street to greet her and then we ⁵ were going / went / had gone to a coffee shop together to have a chat.

Sequencing

6 We can use linking words and phrases to show when things happened. Look at these examples.

- | | |
|---------------------------|-------------|
| sudden events | slow events |
| • Suddenly ... | • gradually |
| • Without any warning ... | • slowly |
| • All of a sudden ... | |

sequences

first of all → then / next / after that → finally / in the end

times

- a few minutes / hours / days later
- the next day / the following day

Use the words or phrases from above to link the pairs of sentences below. (There is more than one correct answer for each one).

Example

I was driving along the road. A woman ran out in front of car.

I was driving along the road. Suddenly, a woman ran out in front of the car.

- 1 I was driving through the dark forest. I began to feel more and more frightened.
- 2 The woman made me stop the car. She hammered on the window. She tried to open the door.
- 3 I drove off as fast as I could. I arrived at Cindy's house.
- 4 I told her what had happened. I began to feel better.

Speech in stories

- 7 Look at the punctuation we use when we write down what people say. Remember, we also start a new paragraph every time the speaker changes.

'What's the matter?' she said. 'You look terrible!'

'I saw something really scary,' I replied, 'but I don't know what it was.'

'Come in and tell me about it.'

'OK', I said, and we went inside.

Now punctuate the following passage.

I don't know who she was I said

I think I have an idea Cindy replied

Really I asked who was she

Listen carefully Cindy said I think you are in great danger

Writing your story

Understanding the question

- 8 Read the instructions in 10, and answer the questions.

- 1 How long does the story need to be?
- 2 What sort of words can you add to make the story frightening?
- 3 Who is going to read the story?

Planning

- 9 Base your story on the picture story. The story should have different paragraphs. You should write about:

- when this happened, where Angela went for the weekend and why
- the journey and the appearance of the ghost in the forest
- escaping from the ghost and getting to the house
- talking to the friend about what happened
- leaving a few days later and the journey home
- what happened when she got home

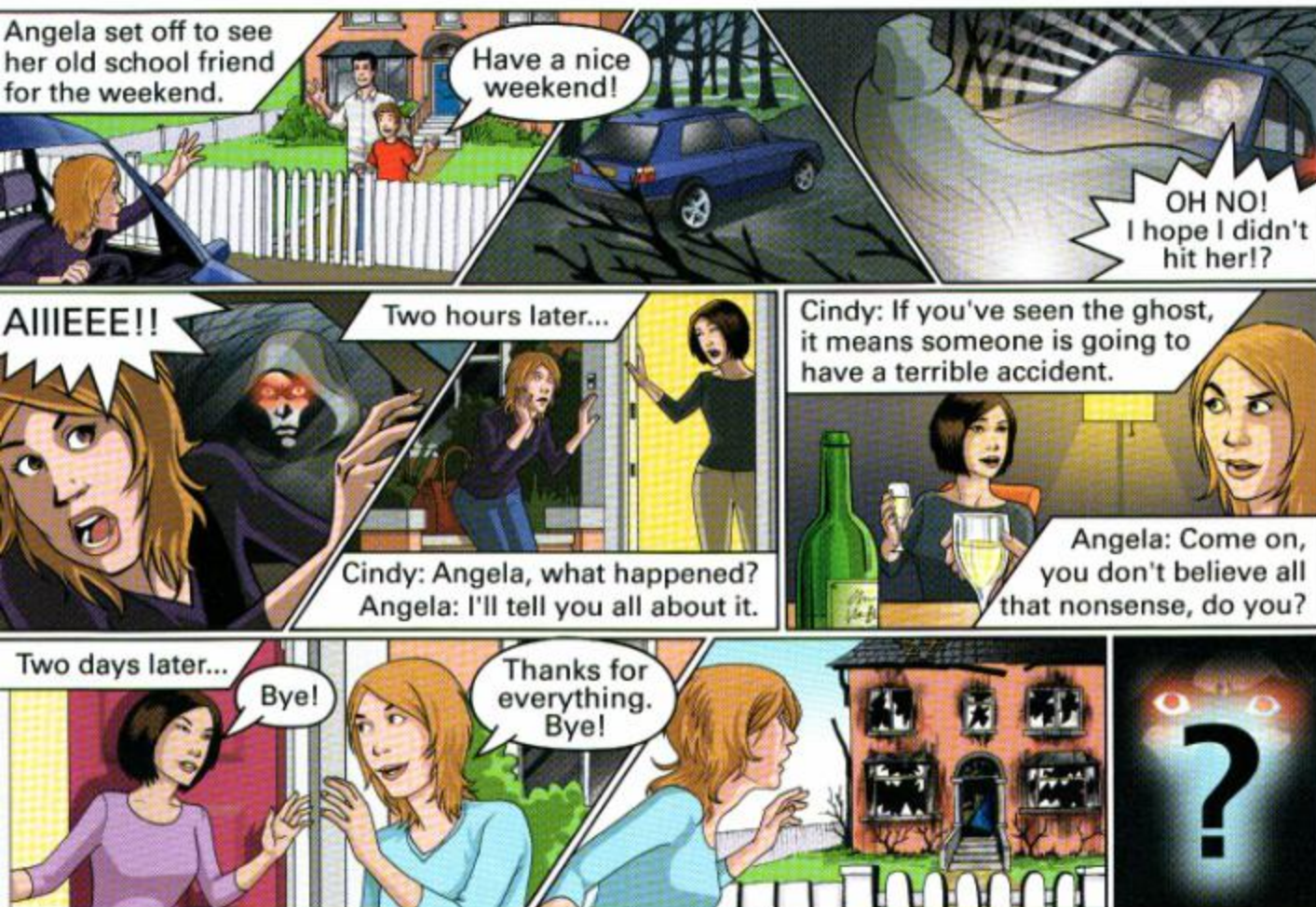
Writing

- 10 A student magazine is running a short story competition. They have asked readers to send in ghost stories. Write a story (120 words or more) for the competition.

Checking

- 11 Read your story carefully. Check:

- the simple past, past continuous and past perfect tenses.
- using adjectives to make the story more dramatic.
- the punctuation of speech, if you need it.



What's the difference?

1 Complete the sentences using the correct word.

- 1 puzzled / disturbed
The noise _____ the cat and he woke up.
- 2 quite / quiet
The room was _____ because the children had gone home.
- 3 hunts / haunts
A ghost _____ the old house and frightens people.
- 4 mist / missed
I fell asleep so I _____ the ending of the film.
- 5 shocked / surprised
She was very _____ and happy when he gave her the expensive gift.
- 6 wondered / wandered
They _____ through the forest.



Prefixes

2 Add these prefixes to the words in brackets to complete the sentences.

• un- • il- • ir- • dis- • im- • in-

- 1 Your room is very _____ (tidy). Please clean it.
- 2 Sarah is very kind and _____ (selfish).
- 3 Some people think alcohol should be _____ (legal).
- 4 Your answer to number ten is _____ (correct).
- 5 It is _____ (polite) not to say 'please'.
- 6 You shouldn't drink and drive, it's _____ (responsible).
- 7 My sister has been very _____ (happy) since her boyfriend left her.
- 8 I _____ (like) oranges. Yuk!

Extension

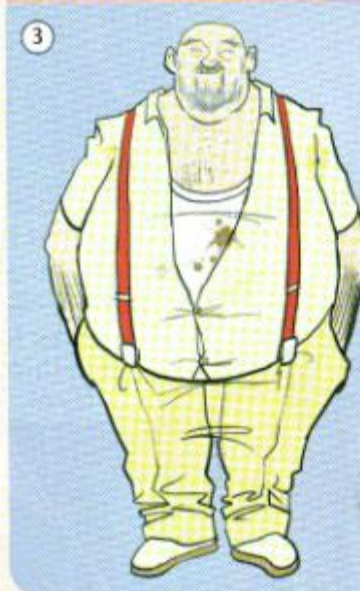
Describing people

3 Put the words in the correct column.

- trendy • muscular • moustache • beard
- in his / her twenties • broad shoulders • hair • pale skin
- dark skin • thin • old • skinny • young • slim
- youthful • plump • elderly • fat • middle-aged
- old-fashioned • shabby • neat • elegant

Build	Age	Appearance
		<i>trendy</i>

4 Write descriptions of the people in the pictures using words from 3.



Read the story below. For each gap 1–7, select the best word: a, b, c, or d, to complete the text.

The important guest

William Somerset Maugham, the famous British writer was well liked in many countries of Europe in his ¹ _____. On one occasion, he ² _____ quite a lot of money from the publication of his novels in Spain. He wanted to take the money back to Britain, but he was informed that he couldn't take money out of Spain. Maugham then decided to use it up to pay ³ _____ a luxury holiday there. He chose ⁴ _____ of the best hotels in town, and had big, extravagant meals every evening. When he thought he had spent most of the money, he decided it was time to leave. He told

Reception that he ⁵ _____ like to see the manager. The manager immediately came to meet him and even invited him for a drink. Maugham asked him if he could leave the following day. The manager said that was perfectly possible but quickly asked if Maugham had not changed his ⁶ _____ and whether he really wanted to go. Maugham replied he really did and asked ⁷ _____ he hadn't received his bill yet. The manager smiled at his famous guest. 'It has been an honour having you here, sir,' he replied. 'You have brought much good publicity to us. Therefore, there is no bill!'

- 1 a age
b region
c place
d time
- 2 a spent
b earned
c gave
d has got
- 3 a for
b to
c up
d –
- 4 a those
b one
c many
d that

- 5 a should
b must
c ought to
d would
- 6 a heart
b mind
c ambition
d feeling
- 7 a why
b because
c for
d how

Письмо

2 Read the following statement.

Young people who commit minor crimes should be educated, not sent to prison.

Do you agree? What can you say for or against the idea of re-educating young offenders? Write 200–250 words about the subject.

Use the following plan:

- 1 Introduction (what the situation is like for young offenders)
- 2 Arguments for re-education
- 3 Arguments against re-education
- 4 Conclusion (your views)

Grammar

- 1 Complete the sentences using one verb each in the past perfect, the past simple, and the past continuous.

Example

When the fire alarm went (go) off I was lying (lie) in bed trying to have an early night because I had had (have) a tiring day.

- While I _____ (walk) along the path, I suddenly _____ (notice) a coin that someone _____ (drop).
- He _____ (show) her the ring that he _____ (buy) while they _____ (have) dinner.
- I _____ (not / pay) attention, so I was a bit surprised when they _____ (tell) me that my train _____ (already / leave).
- I first _____ (meet) Anna when we _____ (both / live) in London, and she reminded me of someone I _____ (know) many years before.
- While I _____ (put) the cases into the car, John suddenly _____ (get) very worried because he _____ (lose) his wallet.
- I suddenly _____ (realise), while we _____ (drive) home from the airport, that I _____ (leave) my house keys on the plane.
- While Emily _____ (walk) through the woods, she _____ (see) the tiger that _____ (escape) from the zoo.
- While I _____ (wait) for the bus, I suddenly _____ (remember) that I _____ (forget) to post John's birthday card.
- While Peter _____ (check) his work, he _____ (notice) some careless mistakes that he _____ (make).
- While Sam _____ (put) the children to bed, Jack _____ (look) at the football results to see who _____ (win) the match.

- 2 Complete the sentences using *may*, *might* or *could* and your own ideas.

Example

A You haven't seen my keys, have you?

B No, but Sarah *might be able to* help you.

- Will you go to the party?
Yes, _____.
- What will the weather be like?
I'm not sure, but I think _____.
- Did Jenny phone yesterday?
No, but _____.
- How do you think the team will do in the competition?
They're playing quite well, so I think _____.
- Do you think we'll get to school on time?
I'm not sure with all this traffic. We _____.

- 3 Match 1–6 to a–f to make first conditional sentences.

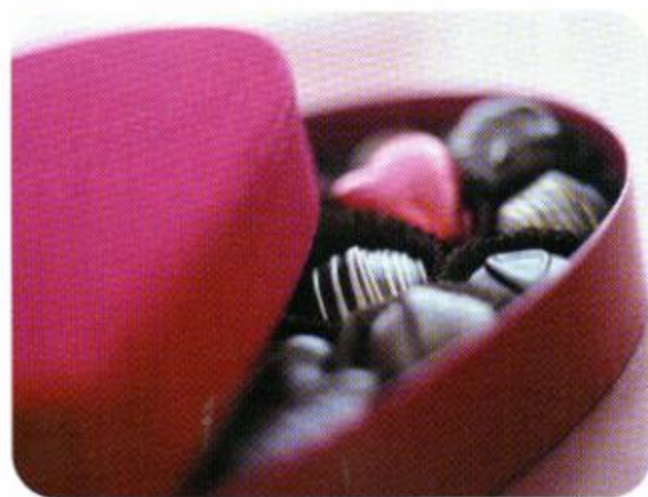
- If I don't get any homework tonight,
 - If it rains tomorrow,
 - I'll phone you tonight
 - We'll go for a pizza after school
 - If I can find the video you want to see,
 - If I have enough money,
- if we have enough money.
 - I'll lend it to you.
 - I'll go for a walk.
 - I'll wear my boots.
 - I'll buy that new CD.
 - if I have time.

- 4 Complete the sentences using the second conditional form of the verbs in brackets.

- If I _____ (can) dance and sing, I _____ (be) famous!
- If I _____ (know) how to do this Maths question, I _____ (help) you.
- If I _____ (have) enough money, I _____ (buy) a car.
- I _____ (be) happier if I _____ (be) a bit taller.
- _____ (you / marry) me if I _____ (ask) you?
- If I _____ (win) a lot of money, it _____ (not / make) me happy.

- 5 Complete using *should*, *ought to* or *shouldn't*.

- You _____ see a doctor about your headaches.
- You _____ try to do a little homework each night instead of leaving it all until the weekend.
- I don't think you _____ stay up so late every night.
- You _____ go to bed earlier at your age!
- _____ I do this Saturday job or not?
- You _____ cross the road here. It's too dangerous.
- You _____ never drive a car without wearing a seat belt.
- You _____ eat so much chocolate. It's bad for you!



Listening

6 Listen to a legend connected with the Yosemite Valley in the USA. As you listen, complete the sentences.

- Yosemite Valley is a _____ for visitors.
- Tesaiyak was very sad and crying when she _____ down the mountain to Mono Lake.
- Tesaiyak and her husband were turned into _____ by the powerful spirits of the Yosemite Valley.
- The Yosemite's Half Dome is well known by _____ all over the world.

7 Decide if these statements are true or false. Then listen again and check. Correct the false statements.

- The Yosemite Valley is mountainous.
- The legend is from the Mono people.
- Powerful spirits turned the people into two lakes.
- 'Half Dome' is the name of a mountain.

Speaking

8 Write questions to find out the following information.

- hobbies / interests
- favourite sport
- reasons for liking / disliking sport
- starting date at this school
- length of time in this class

9 Number the sentences in the correct order to make a conversation.

- What? _____
- What did you do? Keep the money? _____
- Guess what happened to me yesterday? _____
- Of course not. I took the purse and the money to the nearest police station. _____
- Was it empty? _____
- I was walking home last night when I saw a purse lying on the pavement. _____
- No. When I picked it up, it was full of money. _____

Writing

0 Match the punctuation marks in A to the words in B.

- | | |
|---|------------------|
| A | B |
| ? | comma |
| . | question mark |
| ! | exclamation mark |
| ; | hyphen |
| , | inverted commas |
| — | full stop |

Checking for mistakes

11 Read this letter to a friend, which has ten mistakes in it. Find and correct the mistakes.

Dear Jane

Thanks so much for your letter. It was lovely to hearing from you again. I'm sorry it has taken me so long to replied, but I've been very busy here.

Anyway, I'm just writing for to see if we can meet up again some time. My parents are away in the 19th and 20th, and they said I could have the friends over if I wanted. It shall be great if you could come over that weekend.

There are many of things we could do - there's a really good film on with the cinema, and if the weather are good, we could go for a picnic.

Anyway, do let me to know if you can make it. Hope to hear from you soon,

Love

Hans

12 Read through this passage. Rewrite it with the correct punctuation.

Jan was getting some bread from the village shop when she noticed the headlines about the murderer who had escaped. horrible business isn't it said the shopkeeper. and a bit too close for my liking. yes its very scary replied Jan. he could even be in the village. I don't think so joked the shopkeeper. I reckon people would notice a man with his arm hanging off. Jan paid for the bread and the paper and walked back home. as she turned off the road to her house door, she suddenly went as cold as ice. there on the garden path were marks of blood leading to her front door.

The stars of the Olympic Games

1 Work in pairs. Look at the names of the athletes 1–6. Use the words below to help you decide:

a which countries they are from.

• Britain • Russia • USA • Ethiopia • Norway

b which sports they are famous for.

• swimming • athletics • gymnastics • skating • tennis

- 1 Sonja Henie
- 2 Olga Korbut
- 3 Kelly Holmes
- 4 Kenenisa Bekele
- 5 Michael Phelps
- 6 Evgeny Kafelnikov

2 Read the article and check your answers in 1.

3 Read the article again and correct the statements with the right information.

- 1 Sonja Henie was famous as an ice skater and a ballet dancer.
- 2 Olga Korbut won three gold medals in Sydney.
- 3 Kelly Holmes won two bronze medals in 2004.
- 4 The Summer Olympics will take place in Sochi in 2014.
- 5 Kenenisa Bekele won the marathon at the 2004 Games.
- 6 Michael Phelps won six medals in 2004.

4 Match the words 1–6 from the text with their meanings a–f

- | | |
|-----------------|---|
| 1 participated | a competitions |
| 2 originality | b took part |
| 3 championships | c lucky |
| 4 triumphed | d achieved victory |
| 5 venue | e the location where an event takes place |
| 6 fortunate | f something new and fresh |

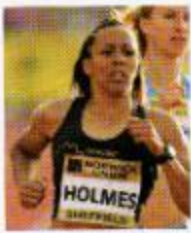
The stars of the Olympic Games – past and present

Ever since the first modern Olympic Games in 1896, successful sports men and women have become heroes in their countries. Here are a just a few of them through history.



Norwegian skating champion, Sonja Henie, participated in her first Olympic Games in 1924 when she was only 11 years old. Altogether, she took part in four

Olympics and won three gold medals. She became so popular that when she appeared, police had to control the crowds. After completing her sporting career, Henie started acting and became a Hollywood star.



Kelly Holmes took up athletics as a teenager and won many championships. She won a bronze medal at the 2000 Olympic Games, in Sydney and then

triumphed again at the 2004 Olympic Games, in Athens when she won gold in both the 800-metre and 1500-metre running events. She received a hero's welcome when she returned to Britain.



Athletics is very popular in Ethiopia and Kenenisa Bekele is one of the stars. When he was younger, he wanted to be a footballer, but then he became an athlete. This

was fortunate because he has become one of the most successful long-distance runners of all time. Among other achievements, he won the gold medal in the 10,000 metres and the silver in the 5,000 metres at the 2004 Olympic Games.



Olga Korbut was born in Russia in 1955. She showed great talent in gymnastics at a very early age and soon became successful in competitions. One of her

greatest achievements was in 1972 when she won three gold medals at the Munich Olympic Games. Olga became incredibly popular around the world. People loved her cheerful personality and the originality of her moves.



Evgeny Kafelnikov has won many great tennis tournaments including the US Open. Probably one of his most popular achievements was at the Sydney 2000 Olympic

Games when he became the first Russian to win the Olympic gold in the men's singles. Kafelnikov was born in Sochi which is the venue for the 2014 Winter Olympics in Russia.



Michael Phelps was only 15 when he took part in his first Olympics in Sydney in the year 2000. Afterwards, he became extremely popular, achieving awards for

USA Swimmer of the Year in both 2001 and 2003. It was at the 2004 Olympics that he amazed the world by winning six gold medals and two bronze medals in his swimming events.

Projects

Choose one of the projects below, A or B. Follow the guidelines to help you.

Project A An Olympic Games quiz

- 1 Work in groups. Discuss the kinds of questions you might find in a quiz about the Olympic Games. Think about the athletes, the venues, the events, world records broken, etc. Think of at least ten questions, e.g. *Where will the 2012 Summer Olympics take place? How many gold medals did Russia win at the 2004 Olympics?* It doesn't matter if you don't know the answers at this point.
- 2 Decide how you're going to do the project.
 - Choose your best ten questions and decide who's going to find out the answers to each one.
 - Find the answers by looking on the Internet or in books. If you find it difficult to find an answer, don't worry, just change the question.
 - If you decide to do a multiple-choice quiz, you should come up with two more possible answers, e.g. *Where did the first modern Olympics take place?* a) France, b) Greece, c) USA. (The correct answer is Greece, although it was a French man that revived them in 1896!)
 - Find pictures of the athletes, or events you mention to illustrate your quiz. If you can't find photos, you can make drawings that represent the Olympics, e.g. the five rings, the Olympic flame, etc.
- 3 When you have done your research, share your information and ideas for alternative answers. Ask each other for suggestions if you have had problems trying to think of alternatives. Agree on any final changes.
- 4 Each make a copy of the quiz, sharing your photos and pictures. Make it look clear and colourful.
- 5 Complete the project and give your quiz to other members of the class to complete. Find out who can give you ten out of ten correct answers.

Follow-up

5A As a class, talk about sportspeople you admire. Discuss these questions.

- 1 Which sportsperson do you most admire? Why?
- 2 What sport do they do? Is it an Olympic sport? How popular is it around the world?
- 3 How much do you know about the sportspeople you admire? What are their main achievements?
- 4 Why do you think they would be a good role model for young people?

6A Write a short composition about your favourite sportsperson who took part in the Olympic Games. Use the questions in 5A as a plan.

Project B The legend of a special place in Russia

- 1 Work in groups. Think back to the wonderful places you read about in Unit 8 (on page 108) and discuss legendary places in Russia. For example, you might know about these places:
 - Kamchatka and the myths about volcanoes
 - Karelia and The Stone Labyrinths
 - The legend of Teletskoye Lake
 - The legend of Chandalaz Mountain
 You might know about other places too.
- 2 Decide how you're going to do the project.
 - Agree on which legend you are going to write about.
 - Decide who is going to do what. For example, you need one or two people to do the research and to make notes; one person to collect photos or draw pictures of the chosen place; one or two people to do the writing. Before you start the research, discuss some ideas about where to look for information or photos.
- 3 When you have completed your research, discuss the legend in your groups. Decide what information you are going to include. The writer(s) then put the information together with the help and advice of other members of the group. Don't forget to use paragraphs and stick your photos or pictures onto your sheet.
- 4 Complete the project and present your legend to the class. Each person in the group could take turns to read a paragraph.

Follow-up

5B As a class, discuss this question:

How important are myths and legends to the culture of a country? Why?

6B Write a short description of a special place you have visited in Russia. Use the information from the projects, and the article on page 108 as a model.

9 Off to see the world

An unusual tour of London!

1 In pairs, answer the questions.

- 1 What do you think the people in the picture are doing?
- 2 Why do you think they might be travelling in this way?

Reading

2 Read the newspaper article and complete the missing information.

- 1 Type of transport _____
- 2 Price of tour _____
- 3 Driver's name _____
- 4 What driver was wearing _____
- 5 Travel speed _____
- 6 Only person who didn't smile _____



Bedknobs and broomsticks

1 It isn't the usual journey around London. In fact, the latest
tour of the capital is quite strange. Nowadays, people are
always looking for exciting and strange travel experiences to
mark special occasions, but this is the most unusual yet. It
takes place on a motorised four-poster bed! The tour, which
costs £200 for two, is part of a one-day package which also
includes a flight over London in a tethered balloon, and a trip
on a motorised sofa.

I was tucked up under a warm duvet and strapped in with
a friend and our driver, Edd China, who was wearing goggles
and a night cap. We set off along Piccadilly, and people
started to shout comments at us immediately: 'Where are
your pyjamas, love?' People stopped and pointed; an open-
mouthed businessman walked straight into a rubbish bin! If
you've ever wondered what it feels like to face newspaper
photographers, this is your chance. Camera flashes followed
us up to Soho and down to Westminster.

Sightseers stopped looking at Big Ben to take
photographs of our bed. 'You're going to be in people's

pictures, you're going to be famous for 15 minutes,' said
Edd, as another smiling taxi driver politely let him go past.

Depending on your personality, this tour with everybody
looking at you can be either a wonderful 'ego trip', or a
terrifying experience. As we made our way down the Mall at
40mph, I realised London looked very different. Everyone
grinned, traffic wardens stopped writing tickets and
strangers shouted encouragement.

The only person who didn't smile was a policeman who
stopped us as we drove down King's Road. He looked around
the vehicle for sometime and then said, 'What exactly is it?'
Edd replied, 'It's a different kind of Volkswagen, Officer.' The
officer did not look very happy when he said, 'To the best of
my knowledge, Sir, Volkswagen do not manufacture a four-
poster bed.' The police officer asked a lot of questions, but
Edd, who has a degree in engineering, was quite calm. He is
always being stopped by the police on his travelling bed. We
continued our journey.

based on an article in *The Observer*

3 Read the text again, and match these events to the places on the map.

- 1 They were stopped by a policeman.
- 2 They had more photos taken.
- 3 They travelled at a speed of 40mph.
- 4 They set off.
- 5 They had their photo taken for the first time.



7 Complete the sentences using these words.

• flight • tour • package • ride • sightseeing

- 1 I nearly missed my _____. The bus to the airport was late.
- 2 I went for a _____ on a horse when I was in Spain.
- 3 The hotel and tickets were all included in the _____.
- 4 The _____ of Egypt was wonderful, we saw the Pyramids and the River Nile.
- 5 I'm glad we took our cameras on holiday. We did a lot of _____.

8 Which of the nouns in 6 and 7 can be used as verbs with the same meaning?

Words connected with travel

9 Match these verbs to the correct forms of transport. Then complete the sentences using the verbs.

• park • drive • ride • catch • miss • get into
• get off / on • take • land

• bus • car • bike • plane • train

- 1 Cars are not allowed to _____ through the city centre.
- 2 You can _____ your car outside our house.
- 3 You should never _____ a bicycle without wearing a safety helmet.
- 4 The plane _____ on the runway at the airport.
- 5 I was late for school because I _____ the bus.
- 6 The policeman stopped me and asked me to _____ my bike.

Vocabulary

Verbs and phrasal verbs

4 Match the verbs and phrasal verbs 1–5 from the article to their meanings a–e.

- | | |
|------------------------------|------------------------|
| 1 to set off (line 11) | a to smile |
| 2 to face (line 15) | b to start a journey |
| 3 to make your way (line 24) | c to stand in front of |
| 4 to grin (line 26) | d to make |
| 5 to manufacture (line 33) | e to move |

Travel nouns

5 Match these nouns to their meanings a–c.

- journey • trip • travel
- a (countable) moving from one place to another (can be long or short)
 - b (uncountable) moving from place to place
 - c (countable) going to a place and coming back again (for pleasure or business)

6 Underline the correct word to complete the sentences.

- 1 My mother goes on a lot of business trips / journeys with her new job.
- 2 Travel / Journey introduces you to new cultures and ideas.
- 3 Did you have a good travel / trip?
- 4 I make the same journey / travel to work every day.

Time to talk!

Look at the pictures and describe the methods of travelling. Which do you think would be the most uncomfortable? What's your favourite method of travelling?



Reported speech

1 In pairs, look at the pictures and answer the questions.

- 1 What are the people doing and where are they?
- 2 Do Russian people usually go abroad for their holidays or stay in Russia?
- 3 If you could travel anywhere in the world for your holiday, where would you go? Why?



A radio holiday programme

2 3.1 Listen to four young people talking about holidays. As you listen, match the speakers 1–4 to the statements a–e. There is one statement you do not need.

- a He/She has always enjoyed going to different places. _____
- b He/She has always been afraid of flying. _____
- c He/She always goes on holiday with his/her parents. _____
- d He/She doesn't like spending too much money on a holiday. _____
- e He/She likes dancing and having a good time. _____

Grammar check

Reported speech

Form

Reporting statements

To report statements we:

- use a reporting verb, e.g. *said*
- change the pronoun or possessive adjectives
e.g. *I* to *she*, *my* to *her*
- change the tense in the direct statement
e.g. present simple to past simple

1 Complete the sentence.

'I always enjoy going to different places abroad,' said Paula.

Paula said that _____ always _____ going to different places abroad.

2 What changes would you make to these verbs in reported speech? Write the tense and an example sentence.

Present simple *go* → past simple went

She said that she went to work by bus. _____

Present continuous *is going* → _____

Future *will go* → _____

Present perfect *have done* → _____

Past simple *did* → _____

Reporting questions

When we report questions, we make similar changes to those in reported statements, but we also need to change the word order and the question form of the verb.

'How old are you?' Mary asked the child.

Mary asked the child how old he was.

3 When we report questions without a question word, we use *if* or *whether*. Complete the sentence.

'Are you old enough to go to school?' Mary asked the child.

Mary asked the child _____ he was old enough to go to school.

3 Rewrite these statements from 2 in reported speech.

Example

'I like finding out about different cultures.' – Julia
Julia said she liked finding out about different cultures.

- 'I'm going with my friends to Ibiza.' – Martin
- 'I've always loved visiting different countries.' – Julia
- 'I'm terrified of flying.' – Anne
- 'I enjoyed the flights and the weather.' – Greg
- 'We're going for the clubbing.' – Martin
- 'I've been cycling with a group of friends.' – Greg

4 Which of these do we change when we report statements using a reporting verb?

- the order of the words
- possessive adjectives
- pronouns
- the tense of the verb

5 Report these questions using the words in brackets.

Example

'What is your favourite country?' (Paul / Mary)
Paul asked Mary what her favourite country was.

- 'Do you like Spain?' (Simon / Greg)
- 'Where are you going?' (Karen / Jill)
- 'Do you travel a lot?' (Rosa / Peter)
- 'Is the train on time?' (Bob / man in the ticket office)
- 'Where did you buy this travel guide?' (Toby / his cousin)
- 'Will you call me at six?' (Ruth / John)
- 'Can you take me to the station?' (Lisa / Dan)
- 'Have you had a cup of coffee?' (Tim / Alison)

Remember!

It is not necessary to change *would*, *could*, *ought to* and *might* in reported speech.

6 Report the conversation.

Mike Where should we go this evening?
Katy We could go for a drive to the beach.
Mike I might be able to get my father's car.
Katy Maybe we ought not to borrow your father's car.
Mike Why shouldn't we borrow it?
Katy How could you forget? We used up all the petrol!

Spot the mistake!

7 Each of these sentences contains a mistake. Find and correct the mistakes.

- The students asked their teacher if they should have do any homework.
- The teacher asked the class they wanted to do any homework.
- The class said they will like to do a project on travel.
- The teacher told to the students that they had all passed the exam.
- One student said the teacher that he wanted to do a project on Scotland.
- The teacher asked whether the student has any books about Scotland.
- The student says he hadn't got any books on Scotland.
- The teacher told she would bring the student a book the next day.

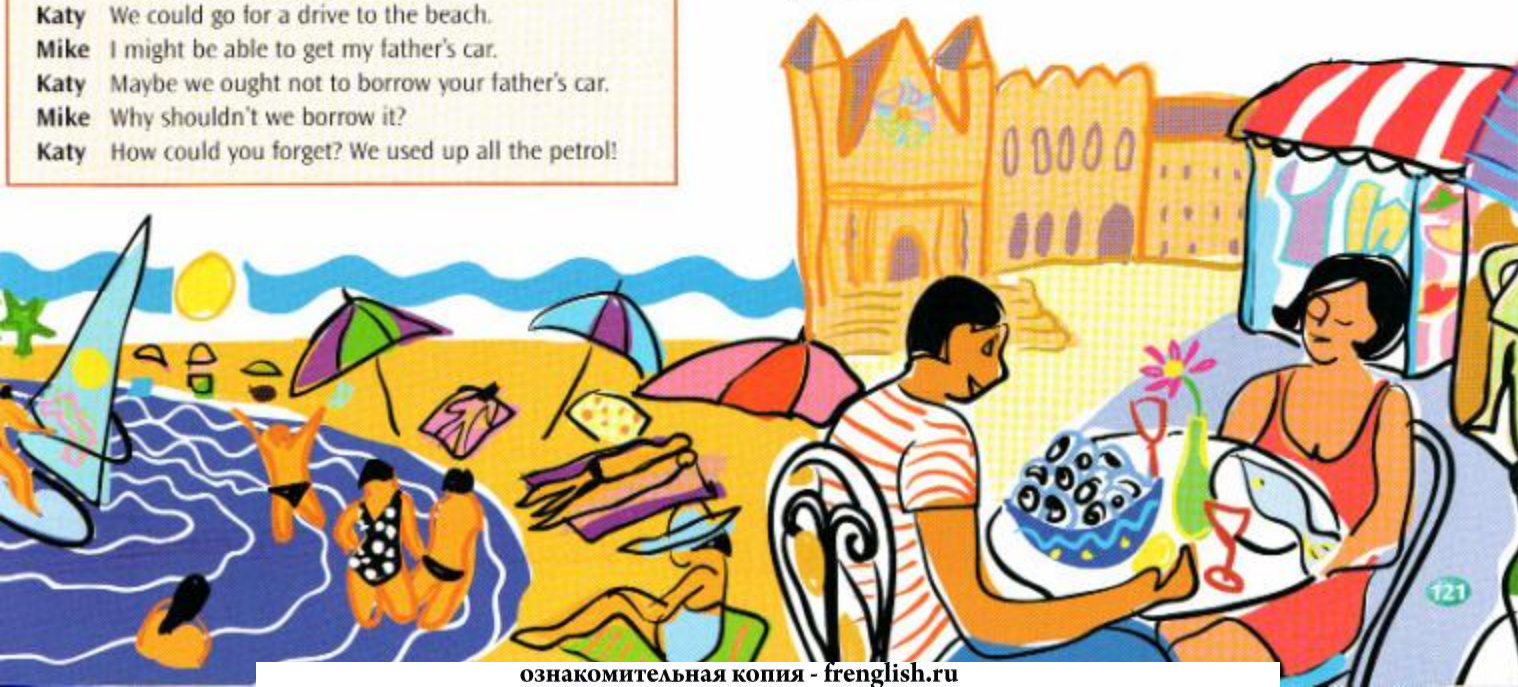
Let's activate

Using reported speech

8 Work with a partner. Interview each other to find out about your summer holidays. Make notes about your partner's answers. Ask questions about these things.

- your partner's favourite / usual holiday destination
- the usual means of travelling there
- the length of time spent there
- activities to do there
- his/her holiday companions
- the type of food he/she eats
- his/her feelings about the holiday

9 Find another partner and report what your first partner said. Use the verbs *say* and *tell*, and make all the other necessary changes in reported speech, such as tenses and pronouns.



Loud and clear?



- In pairs, look at the pictures. What two types of transport do they show?
- Match these words to the two types of transport shown in the pictures.
 - station • platform • gate • take off • depart
 - carriage • runway • track • board • airport
 - delay • signal • check-in
- What kinds of announcements might you hear when travelling on the two types of transport?

Listening

Note-taking

- Listen to the announcements at a railway station and an airport and complete the missing information.

King's Cross Station

Platform number: ¹ _____

Usual departure time: ² _____

Expected new departure time: ³ _____

Heathrow Airport

Destination: ⁴ _____

Gate number: ⁵ _____

Who should go to the departure gate: ⁶ _____

Multiple-choice questions

- Listen to three announcements on an aeroplane and choose the best answer, a, b or c.
 - The first announcement tells passengers that the plane has been delayed because of
 - bad weather conditions over Copenhagen.
 - problems with the aircraft when trying to take off.
 - a problem with the passengers' suitcases.
 - The second announcement tells passengers on board the flight to Kenya that they
 - will be served three meals throughout the flight.
 - can find information about entertainment in a magazine.
 - can pay to watch an evening in-flight movie.
 - The third announcement informs passengers that
 - all the information about the items for sale is in the in-flight magazine.
 - there are some interesting articles in the in-flight magazine.
 - they accept two types of payment.

Words which go together

- Match the words 1–7 with a–g to make phrases you hear on the tape.

1 departure	a delay
2 night	b cheques
3 welcome	c failure
4 slight	d gate
5 traveller's	e movie
6 in-flight	f aboard
7 signal	g flight

Talking about travelling

- Work with a partner. Tell your partner about the longest journey you've ever been on. Where did you go? What was it like?

Speaking

In pairs, take turns to explain what these words mean.

- single ticket • return ticket • bed and breakfast
- half board

Planning a holiday

Imagine that you and your partner have got £500 each to spend on a week's holiday. Look at the holiday adverts and decide where you want to go. You can go on more than one trip.

Use these phrases to help you.

- I'd like ...
- I prefer ...
- I'd rather ...
- Yes. But this one is more ... than ...
- I don't mind ...
- It looks ...
- We could ...

Booking a holiday

Divide these phrases into two groups: things a customer might say and things a travel agent might say.

- I'd like to book ...
- Certainly, when would you ...?
- I'm afraid that's not available, but you could ...
- I was wondering if ...?
- Could you tell me ...?
- That'll cost ...
- Can I pay by ...?

Now complete the phrases using suitable words.

Role play

Work with a partner. One of you is a travel agent, and the other wants to book the holiday you chose in 9. Act out the conversation, using the phrases in 10, and the information in the adverts.



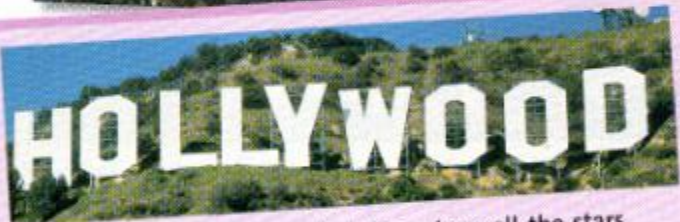
Spend a week on a barge in Amsterdam. Amsterdam has great nightlife and some of the best restaurants and cafés in the world. Just £300.

Telling someone about a holiday

12 Find another partner and tell them about the holiday you have chosen.

Three days in Paris

See the Louvre, the Eiffel Tower and the Champs-Élysées on this wonderful once-in-a-lifetime sightseeing tour to the capital of France. Two nights in a hotel with half board and a trip on the Eurostar are included in the price.
£200 per person.



Visit Hollywood in the spring! See where all the stars live, and walk on a real movie set. See the making of a film and have dinner in some of the restaurants where the stars eat. For three days live the life of a successful actor on the boulevards where Robert De Niro walks and works. £500 per person.

Four days in a cottage in the heart of the British countryside. See old English villages, sip tea in a café and experience the peace of country life. Five nights in a bed and breakfast just £250.



1 In pairs, answer the questions.

- 1 Have you ever visited Sydney, Australia? Would you like to go there? Why? / Why not?
- 2 What do you think you would enjoy about going there?
- 3 What kinds of things do you think you could see and do there?

2 Read the text from a travel guide to Sydney and complete the missing information.

- 1 Sydney is described as being _____.
- 2 If you travel around Sydney without a ticket, you could be fined _____.
- 3 If you want to use different forms of transport, buy a _____.
- 4 If you want to go to Bondi Beach, you must travel by _____.
- 5 If you book a taxi, you need to give taxi drivers _____.
- 6 If you're travelling by motorcycle, be sure to ride on _____.

Talking about Russia

- 1 Do you have any city rail networks in Russia? If so, where?
- 2 What forms of transport do people generally use in cities in Russia?
- 3 In some cities, all cars are banned from the centre. Do you think this is a good or a bad thing? Why?
- 4 How do you think people will travel around cities in the future?

Sydney

Facts about Sydney

Sydney is an outdoor city of bright waterways, sandstone cliffs and hilly, tree-lined streets. Everybody seems to be moving: they're yachting on the harbour, bush-walking through a national park, body-surfing at Bondi, or strolling round the Rocks. It still has a rough-and-ready energy which makes it an exciting place to visit.



Getting around

Trains, buses and ferries are generally convenient, reliable and good value. Be aware that you have to have a ticket. If you're caught without one, you could pay a \$100 on-the-spot fine!

Travel passes

The SydneyPass (3/5/7 days) offers bus, rail and ferry transport. You can travel on the Sydney Explorer and Bondi & Bay Explorer buses, harbour ferry and have a return trip on the Airport Express.



Travelling by subway

The suburban rail network is the fastest means of public transport around town. Trains run from around 4 a.m. until midnight. There are automatic ticket machines at most stations, but humans are usually on hand too!

Travelling by bus

Buses run almost everywhere, but they're slow compared to trains. Bondi Beach, Coogee and parts of the North Shore are only serviced by buses. You needn't worry about buying a ticket. They are available from newsagents, kiosks, and on the bus (you don't need to have the correct change, but it is appreciated).



Travelling by taxi

Taxis are available for hire when the light on top is lit up. They are easy to find in the city centre and the suburbs. There's sometimes an extra charge for large pieces of luggage, and booking costs \$1 extra.

Travelling by motorcycle

If you like excitement, what better way to tour around the city than by motorcycle? But remember that the city has a large, confusing one-way street system and parking is almost impossible; tow-away zones are common and private car parks are expensive. And remember to ride on the left-hand side of the road!

On foot

To see Sydney and get the feel of it, you really have to go about on foot. It's far cheaper, and of course you'll see much more of the city this way; plus, there are many walking tours available for visitors.

have to, don't have to, need to and don't need to

Expressing necessity

- 1 Look at the examples and underline the correct information to complete the rules.

have to / don't have to

1 You have to pay taxi drivers \$1 if you book.

2 You don't have to walk everywhere.

We use *have to* to say that something is necessary / isn't necessary.

We use *don't have to* to say that something is necessary / isn't necessary.

need to / don't need to

3 You need to have the correct change.

4 You don't need to worry about buying a ticket.

We use *need to* to say that something is necessary / isn't necessary.

We use *don't need to* to say that something is necessary / isn't necessary.

- 2 Match sentences 1–5 with comments a–e.

1 You need quite a lot of money to stay in Sydney.

2 You don't have to go everywhere on foot.

3 You need to pay taxi drivers extra when you book.

4 You have to drive on the left.

5 You don't have to visit Bondi Beach.

a But you should. It's a wonderful place!

b The cost of living is quite high.

c The usual price is \$1.

d Travelling by bus is cheap and easy.

e You could have an accident otherwise.

- 3 Complete the sentences using *have to* or *don't have to*.

1 If you don't want to walk everywhere, you _____.

2 In Sydney you _____ be careful of the traffic.

3 You _____ spend a lot of money on taxis. You can use public transport instead.

4 You _____ go very far to find a good place to eat. There are cafés and restaurants on every block.

5 If you want to fit all your sightseeing in, you _____ get up early!

- 4 Underline the correct words to complete the sentences.

1 You don't need to / have to see the Opera House. It's absolutely amazing!

2 You don't need to / need to to be quite fit to go body-surfing.

3 You don't need to / need to have a guidebook, but it's useful.

4 You don't need to / have to taste a 'submarine' sandwich – they are delicious!

5 We don't need to / need to visit the Harbour Bridge today. We can go tomorrow.

6 If you don't like travelling by car, you need to / don't have to. You can always hire a motorcycle instead.

7 While you're in any big city, you need to / don't need to look after your wallet carefully.

8 We have to / don't need to stay in an expensive hotel. There are plenty of youth hostels.

Let's activate

Travel factsheet

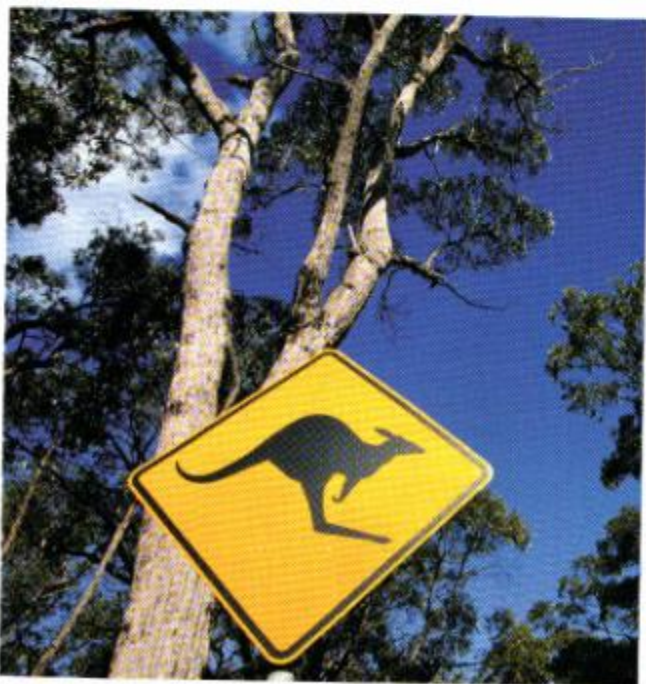
- 5 Work in pairs or small groups. Write a factsheet with information for visitors to your town. Use *need*, *don't need to*, *have to* and *don't have to*. Think about:

- travel
- sightseeing
- food
- leisure



Travel factsheet

You need to buy a ticket before you travel on the bus ...



Holiday!

1 In pairs, ask and answer the questions.

- 1 What kind of places do you like to go to for your holidays?
- 2 Are there any new places that you would like to visit?
- 3 Do you plan your holidays a long time ahead?
- 4 What could be good about leaving your plans to the last minute?
- 5 What problems could you have if you left your plans to the last minute?

Studying the sample

- 2 Sandra has seen a website for a villa in Spain. At the last minute, she and her friends have decided they would like to go. Look at the web advertisement and at Sandra's email.

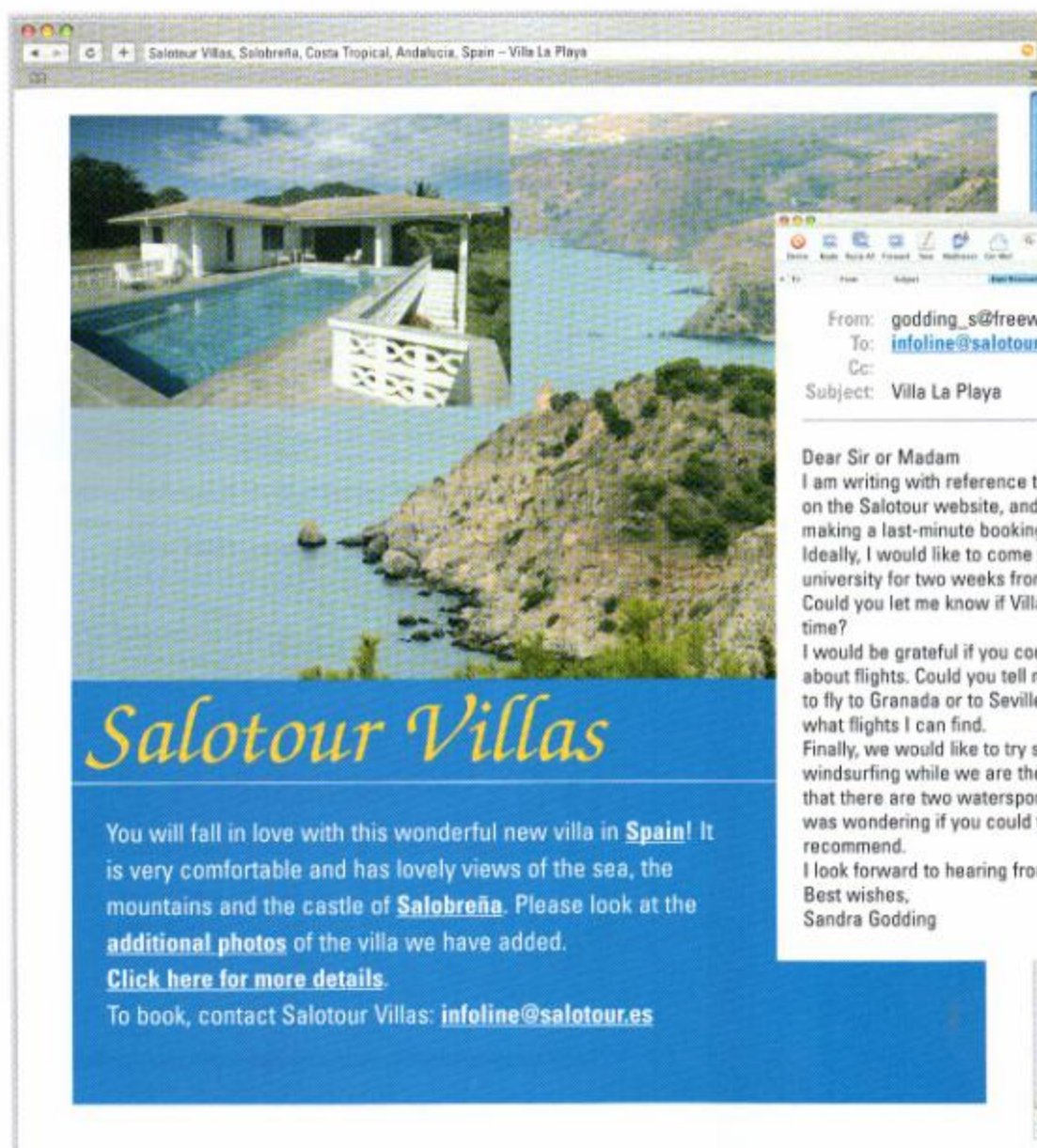
Exam training

Semi-formal emails

When you are writing a semi-formal email, use the same language and set phrases that you would use in a semi-formal letter.

3 Look back at the advertisement and email, and answer the following questions.

- 1 What is different about this email and an email to a friend (on page 14)?
- 2 What three basic questions does Sandra want to ask?
- 3 Does she know the name of the person she is writing to?



Salotour Villas, Salobreña, Costa Tropical, Andalucía, Spain – Villa La Playa

Salotour Villas

You will fall in love with this wonderful new villa in **Spain**! It is very comfortable and has lovely views of the sea, the mountains and the castle of **Salobreña**. Please look at the **additional photos** of the villa we have added. **Click here for more details**. To book, contact Salotour Villas: **infoline@salotour.es**



From: godding_s@freeweb.net
To: infoline@salotour.es
Cc:
Subject: Villa La Playa

Dear Sir or Madam

I am writing with reference to your villa in Spain advertised on the Salotour website, and would like to find out about making a last-minute booking. Ideally, I would like to come with two other friends from university for two weeks from next Saturday, May 15th. Could you let me know if Villa La Playa is available at that time?

I would be grateful if you could give me some information about flights. Could you tell me whether it would be better to fly to Granada or to Seville? I will then be able to see what flights I can find.

Finally, we would like to try some waterskiing and windsurfing while we are there. I have seen on the Internet that there are two watersports schools in the area, and I was wondering if you could tell me which one you would recommend.

I look forward to hearing from you.

Best wishes,
Sandra Godding

Steps to better writing

Set phrases

4 We often use set phrases in a semi-formal email or letter. Look at the examples below. Find the phrases by matching 1–5 with a–e.

- | | |
|-----------------------|------------------------|
| 1 Dear | a wishes |
| 2 I am writing | b if you could... |
| 3 I would be grateful | c hearing from you. |
| 4 I look forward to | d Sir or Madam, |
| 5 Best | e with reference to... |

Which two of these come at the beginning of a semi-formal email or letter? Which two of these come at the end of a semi-formal email or letter?

Embedded questions

5 Look through the notes about embedded questions.

In a semi-formal email or letter, we often avoid direct questions to sound more polite. For example, instead of saying:

How much will it cost? Can I book it online?

we might say:

Could you tell me how much it will cost? Please let me know if I could book it online.

We need to make changes for questions like these. Remember to:

- repeat question words like *when*, *where*, *why*, *how much*
- if there is no question word, use *if* or *whether* and use the same order as when reporting questions.

Now rewrite these questions as embedded questions.

- 1 Have you got any apartments free at that time?
- 2 Are there any direct flights from London?
- 3 Where do most people fly to?
- 4 Is it possible to come by train?
- 5 Would you recommend one of the ski schools?
- 6 Where could we hire ski equipment?
- 7 What are the restaurants like?
- 8 How much does an apartment cost per week?


Writing your email

Understanding the task

6 Read the instructions in 8, and the advertisement and the hand-written notes. Answer the questions.

- 1 Who are you writing to and why?
- 2 What information will you give in the email?
- 3 What information will you ask for?

SKI CHALETS



HAUS KRANKL

Enjoy your skiing holiday in a traditional farmhouse in Austria. Our farm is in the heart of Alpbach and has lovely views of the mountains. The farmhouse has 6 apartments with central heating, satellite TV, phone, dishwasher. Each apartment has 2 bedrooms, a bathroom and a kitchen, 3 minutes from the ski lifts and close to restaurants, shops and bus stop.

For more information, email Herbert Krankl: herbertkrankl@serwus.at

want to come next Saturday February 8th
1 week
apartment for 4 people
anything available?
which airport - Munich or Innsbruck?
which ski school? Schischule Alpbach or
Alpbach Aktiv?

Planning

7 Use the notes to help you plan and write your email. You can base your email on the sample.

- How many paragraphs will your email have?
- Do you know the name of the person you're writing to? What opening will you use?
- What is the main question in paragraph 2?
- What is the main question in paragraph 3?
- What is the main question in paragraph 4?
- How will you end the email?

Writing

8 You want to go on a last minute skiing holiday to Austria. You have seen the advertisement and made some notes. Write an email to the apartment owner giving details of your plans and asking for any information you need.

Checking

9 Read through your email. Check that:

- you have used the right words for any set phrases.
- you have used the correct word order in embedded questions with *Could you tell me...*, *Please let me know...*, etc.
- you have used the appropriate semi-formal language.

Verbs and phrasal verbs

1 Rewrite the sentences, using these verbs and phrasal verbs to replace the verbs in *italics*.

• face • grin • make (your) way • set off • manufacture

- The actress *stood in front of* the audience and waved.
- We *moved* along the road very slowly.
- The tourists *started their journey* at five o'clock in the morning.
- The Japanese *make* a lot of cars.
- The small child *smiled* as his mother gave him some chocolate.

Travel nouns

2 Complete the sentences using these nouns. You will need to use one noun twice.

• journey • trip • travel

- I am very lucky because my job involves business _____ all over the world.
- _____ introduces you to new people and places.
- I have quite a short _____ into school every day.
- I like to read books about _____.

Being a tourist

3 Complete the sentences using these words. Sometimes more than one word can be used with a phrase.

• tour • ride • flight • drive • catch • package • get on • sightseeing

- miss your _____ at the airport
- _____ a bike
- _____ a plane
- go on a _____ of Egypt
- go _____ and take pictures
- _____ a bus
- go on a _____ holiday
- _____ a car

4 Write a short paragraph saying what you like to do on holiday.



Extension

Getting around

5 Match these words to the correct picture. Some words go with both pictures.

• take off • platform • return • gate • station • land
• single • runway • airport • flight • track



6 Complete the text using these words.

• taxi • arrives • destination • time • travelling
• platform • delayed • park • depart • set • journey
• start

Trip to Oxford

I'm afraid it's an early ¹ _____ tomorrow morning. We shall ² _____ off at 7.30. The coach will ³ _____ from outside the hotel. The ⁴ _____ will take about an hour and a half from Central London, and we hope to arrive at our ⁵ _____ on ⁶ _____ at 9.30 – that is if we are not ⁷ _____ by traffic. We are going to ⁸ _____ the coach as near to the city centre as we can. For those of you who will be ⁹ _____ by train and joining us later in the day, please note that when the train ¹⁰ _____ at Oxford station, you will be on the ¹¹ _____ opposite the entrance, so you need go over the bridge to leave the station. You can pick up a ¹² _____ just outside the station and meet us in the city centre at about ten o'clock.

7 Underline the correct word to complete the questions.

- How do you *travel* / *voyage* to school each day?
- Do you ever go to school *by* / *on* foot?
- Is it easy to *catch* / *board* a bus where you live?
- Have you ever *lost* / *missed* a bus, train or plane?
- Have you ever travelled anywhere *by* / *with* ferry?
- Which do you think is safer: travelling *on* / *by* plane or train?
- What's your favourite way / *means* of transport?

8 Answer the questions in 7 in your own words.

Чтение

1 Read the article about Scotland. Choose the best heading A–H for each paragraph 1–7. Use each heading only once. There is one heading you do not need to use.

- A THE ISLAND OF RAIN
- B WHERE PRINCE CHARLIE STARTED OUT
- C WHY YOU SHOULD VISIT SCOTLAND
- D THE LIFE OF A SCOTTISH KING
- E THE BEST WAY TO SEE THE COUNTRYSIDE
- F PASSING BY THE PEAK
- G A RELIGIOUS CONFLICT
- H FOLLOWING IN FAMOUS FOOTSTEPS

Говорение

2 Read the list below. Tick (✓) the holiday activities you enjoy. You can add two ideas of your own.

- | | |
|--|--|
| sunbathing <input type="checkbox"/> | dance clubs <input type="checkbox"/> |
| museums <input type="checkbox"/> | classical music <input type="checkbox"/> |
| mountains <input type="checkbox"/> | nature walks <input type="checkbox"/> |
| horse-riding <input type="checkbox"/> | water sports <input type="checkbox"/> |
| sightseeing in cities <input type="checkbox"/> | |
| other: _____ <input type="checkbox"/> | |
| other: _____ <input type="checkbox"/> | |

3 You and a friend are planning to go on a one-week holiday together in the summer. Discuss your holiday plans. Decide:

- where you want to go
- where you want to stay
- what activities you want to do on the holiday
- how much you want to spend, for example, on food, on cultural programmes, etc.

You have 4 minutes to reach an agreement.

Remember to:

- discuss each of the points above
- be polite when agreeing / disagreeing with your friend
- take an active part in the conversation:
 - explain the situation
 - come up with ideas
 - give good reasons
 - find out about your friend's feelings and take them into account
 - invite your friend to come up with suggestions
- come to an agreement.

A holiday in history

If you're not afraid of the weather, Scotland can be one of the most beautiful and fascinating travel destinations.

- 1 A great way to see the highlands and islands of Scotland is by bike. Scottish roads are reasonably free of traffic, especially if you keep off the main routes, and because it's not a vast country, you can get around quite a lot of it in a couple of weeks by bike. A friend of mine and I did just that at the age of sixteen, and even though it rained most of the time we were there, we had a marvellous time. But the weather isn't always so bad. We made the mistake of going in August – the rainiest time of year. Apparently, the weather is generally better in spring and early summer.
- 2 The route we cycled along was more or less the same taken by the rebel Bonnie Prince Charlie when he escaped after his army was defeated by the English at the battle of Culloden in 1746. But instead of hiding in small farmhouses we stayed in well-equipped campsites and eye-catching old buildings that are now youth hostels.
- 3 We began our journey as Bonnie Prince Charlie had done, at Culloden battlefield. We gradually cycled around Loch Ness to the town of Fort William, passing Britain's highest mountain, Ben Nevis, on the way. It's not actually very high (1,343 metres) and we wanted to climb it, but we didn't because it was raining.
- 4 At Fort William we turned west and soon came to the charming village of Glenfinnan on the edge of a loch. There is a famous statue of Bonnie Prince Charlie here because this was the place where he arrived in Scotland. It is also where he began his fight against the English that eventually ended at Culloden.
- 5 The story is rather complicated and dates back to 1688. This was the year when Prince Charlie's grandfather, the English King James II, had to leave England because he was Catholic. James II and his son wanted to return to their kingdom and fought hard against the new Protestant rulers of England. Bonnie Prince Charlie had come to Scotland to continue that fight because many Scots supported him. Perhaps he got his rebellious spirit from the Polish blood that ran in his veins – his mother was a Polish princess.
- 6 At some point, Bonnie Prince Charlie went to the Isle of Skye. So, with our bicycles, my friend and I did the same. I don't know what Charlie thought of Skye, but I remember thinking it was rather like a wet sponge. I had wet shoes for the entire four days I was there. But it really is a beautiful island.
- 7 Since this bicycle tour I've been back to the Scottish highlands many times and I look forward to my next visit. The weather may sound threatening, but it's perfect for the dramatic scenery, and the mist and the mountains look amazing together. And anyway, the sun does come out sometimes.

The legal age

- 1 Answer the questions individually, then compare your answers with a partner.

In Russia, at what age can you

- 1 get a full-time job?
- 2 get a permanent tattoo?
- 3 be sent to prison?
- 4 leave school?
- 5 vote?
- 6 have a credit card?
- 7 gamble or go to a casino?
- 8 Are there any special conditions or exceptions to these laws?

- 2 In pairs, ask and answer the following questions giving your opinion.

- 1 When is the best age to get married?

under 16 16 21 25 30 +

- 2 When is the best age to leave home?

under 16 16 21 25 30 +

- 3 When should you be allowed by law to smoke?

under 16 16 21 25 30 +

- 4 When should you be allowed by law to drink alcohol?

under 16 16 21 25 30 +

- 5 When is the best time to have children?

under 16 16 21 25 30 +

Compare your answers with the class.

Reading

- 3 Read what Chris has written on an Internet discussion forum for teenagers. Say if these statements are true or false, according to the things that Chris says.

- 1 You can smoke when you are 16. ____
- 2 The legal age for buying alcohol in a pub is 18. ____
- 3 Mopeds that go fast are dangerous. ____
- 4 Cars are safer than mopeds. ____
- 5 Most politicians want to change the age limit for voting. ____

- 4 Read the replies to Chris' comments and answer the questions. Say if each person a) agrees with Chris, b) disagrees with him, or c) both agrees and disagrees. Tick (✓) the right box.

	a	b	c
1 Matt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Joe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 LeiLani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Lizzie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Nikki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5 Match the names with the questions. Use each name only once. There is one question that you cannot link to any of the five names.

• Matt • Joe • LeiLani • Lizzi • Nikki

- 1 Who thinks the laws on smoking and drinking should be kept as they are? ____
- 2 Who suggests making the laws much stricter? ____
- 3 Who wants the smoking age to be lowered to 16? ____
- 4 Who is already an experienced driver? ____
- 5 Who feels that young people's opinions are ignored? ____
- 6 Who comes from a country where 20-year-olds are not allowed to drink? ____

Exam training

Key words

In questions like this, don't expect the exact key words from the questions to appear again in the text. The first question in 5 contains the words *should be kept*, but to get the answer you need to find the comment that contains the words *should stay*.

Vocabulary

Phrasal verbs

- 6 Underline the correct meaning of these phrasal verbs as they were used in the website postings.

- | | |
|-----------------|----------------------------------|
| 1 call for | demand / telephone |
| 2 get (sb) down | depress / knock over |
| 3 run up | go quickly / accumulate (a debt) |
| 4 carry on | continue / complete |
| 5 come down | become ill / fall |
| 6 do away with | get rid of / meet |
| 7 run out of | use up / escape |
| 8 stand for | resist / tolerate |
| 9 come up with | think of / visit |
| 10 take up | start (a habit) / buy |

The legal age

Should the legal age for being able to drive, vote and drink alcohol be lowered to 16? You can add your comments to the bottom of the page.

6 of 84 comments displayed.

Chris, 16, Somerset, UK

It really annoys me that you have to be 17 to drive a car but only 16 to ride a moped. The problem with mopeds is you only have a top speed of about 30 mph. That is too slow, and if you were driving in a 50-mph zone, you could be putting yourself in danger. It would be much safer if we could drive a proper car at 16.

Another thing that you cannot do until you are 18 is vote, and a lot of politicians seem to think that 16 is too young. That may be true for some people, but I still think we should **call for** a change in the laws on drinking, driving and voting. Finally, I think it's unfair that you can't buy a drink in a pub until you were 18. And now they've raised the smoking age from 16 to 18, which really **gets me down**. Why didn't they just make it 16 for both?

Matt, 16, New Zealand

In New Zealand, the legal age to get your licence is 15. It works well over here and 17 seems much too old, although you do **run up** big bills when you have a car. On the other points, I think both the drinking and smoking age should stay at 18, like it is here. We should **carry on** the way we are, because I can see no benefit if the age **came down**.

Joe, 16, Corringham, UK

I'm not really bothered about the drinking age but the one thing that annoys me is the driving age, and I think we should **do away with** these restrictions. I have been able to drive since I was 11 and I am better than some adults. It's really annoying that I have to wait until I'm 17 because I still have to rely on my parents to get anywhere, and I'm **running out of** patience.

LeiLani, 20, Connecticut, USA

So the drinking age is 18, right? And smoking is now 18 too? Well if that's the case, I don't see why everyone is complaining. In the United States the drinking age is 21 – be happy that your age is a lot younger than ours.

Lizzi, 17, Shropshire, UK

I think we all knew about the different political parties when we were 9 years old, so why can't younger people vote too? It annoys me how we are never listened to. There are a lot of other people my age, I'm sure, who feel the same, and I don't think we should **stand for** it.

Nikki, 14, Australia

I think you are all wrong, and I've **come up with** the best idea. Drinking, driving and smoking should be raised to the age of 30. People would be much healthier by not **taking up** drinking or smoking in the first place, and there would be a lot fewer car crashes as well.

Next page >>

Click to add your comment.

7 Complete the sentences using the phrasal verbs from 6.

- I'd never smoke at home – my parents would not _____ it.
- If you _____ running, you'll start feeling a lot healthier.
- The teacher asked the students to _____ a solution to the problem.
- It _____ me _____ when I have no money – it's so depressing.
- If you go to a casino, you can _____ a big bill very quickly.
- If you _____ working hard, you'll do well in your exams.
- We'd better stop at the next garage or we'll _____ petrol.
- I think we should _____ exams and just have fun at school.
- Some politicians regularly _____ new laws to restrict teenagers' freedom.
- If smoking was banned, the number of people with health problems would _____.

Prepositions and time

8 Complete the sentences with the correct preposition.

• during • in • for • until • at • on

- In some places, you can't drive _____ you are 21!
- In the UK, women first got the right to vote _____ 1918.
- My brother learned to drive _____ the summer holidays.
- We went to New Zealand _____ three weeks last year.
- Let's meet _____ 8.30 and go for a meal.
- There's going to be an election _____ Monday 21st July.

Time to talk!

Look at the pictures which show different lifestyles. Talk about these questions.

Which ones do you associate with healthy lifestyles?

What are the main benefits of these?

Which ones do you associate with unhealthy lifestyles?

What are the main risks of these?

What do you do to keep fit and healthy?

Have you got any bad habits would you like to change?



The passive

1 Answer the questions and then read the text below.

- How do people in Russia celebrate finishing school or university?
- What will you do (or did you do) to celebrate the end of your school life?

Schoolies Week

SCHOOLIES WEEK is a holiday that takes place in Australia at the end of November, just after school leavers have taken their final exams. Tens of thousands of high-school graduates from all over the country travel to the East Coast, particularly to resorts like Surfers' Paradise, and the celebrations last for days and days.

The 'schoolies', as the graduates are called, are not accompanied by their parents, so they have the chance to do as they please, and the parties often go on all night long. For many of them, it will be the last time they are together as a group, and it gives them a chance to think about the years they have spent with each other.

The celebrations have been criticised by the newspapers and local residents, who feel that the students sometimes get out of control. There were problems again last year, when a number of schoolies were hurt in fights and others were arrested.

On the whole, however, most schoolies just have a lot of fun and return home safely without getting into trouble. And although Schoolies Week will probably always be criticised by some of the papers, many Australians see it as an important rite of passage, a traditional celebration that marks the change from childhood to adulthood.

2 Is Schoolies Week similar to the way you celebrate Last Bell Day?

3 Compare these two sentences below. In what ways are they different, and what is the focus of each one?

- Parents do not accompany schoolies.
- Schoolies are not accompanied by their parents.

4 Sentence b is in the present simple passive. Look back at the text and see if you can find examples of

- the simple past passive.
- the present perfect passive.
- the future passive.

Grammar check

The passive

Forms

1 Complete the rules about the passive.

We form the **present simple passive** by using the present simple form of the verb _____ and a past _____ (e.g. *made, broken*).

*Parties **are held** on the beach.*

***Are** the parties **held** in hotels?*

*The parties **aren't held** at home.*

We form the **past simple passive** by using the simple past tense of the verb _____ and a _____.

***Was** anybody **arrested** in the town last night?*

*No, a few young people **were stopped** by the police, but they **weren't arrested**.*

Other passive tenses are formed by using the verb *be* in the appropriate tense and a past participle.

present continuous passive

*Preparations **are being made** for the arrival of the schoolies next week.*

present perfect passive

*Schoolies **have been warned** that they must behave well.*

future passive

*Anyone who behaves badly **will be sent** home immediately.*

passive infinitive

*I think the law **should be changed**.*

*I wouldn't like **to be arrested**.*

Uses

2 The passive is often used to talk about processes.

*When the reservations **have been made**, the rooms **are prepared** for the guests. The sheets **are changed**, the rooms **are cleaned**, and new towels and soap **are put** in the bathroom.*

3 The passive changes the focus of a sentence. The focus changes from who or what performs an action to who or what is affected by an action.

*Jane **has invited** my sister to three parties.*

(= active: the focus is on Jane)

***My sister** **has been invited** to three parties.*

(= passive: the focus is on my sister)

4 We use the word *by* and the name of a person or thing when the information is important. We leave out *by* when this information is not known or not important.

*I **was given** some spending money **by** my uncle.*

*Three people **were arrested** last night.*

Gap years

- 5 Read the text about a company that organises gap year travel. Choose the correct tense.

Sandy Lawson ¹ runs / is run a travel company specialising in gap year travel. 'There are lots of advantages to using a company like ours,' she explains 'because everything ² organises / is organised for you. Every student who comes to us ³ interviews / is interviewed so that we know what he or she ⁴ wants / is wanted to do, and we can always find something to suit them. We ⁵ send / are sent people to all sorts of places – to teach football in Africa, to do voluntary work or maybe just to travel. The good thing is that because we ⁶ know very well / are very well known, we ⁷ contact / are contacted all the time by organisations who ⁸ need / are needed young people to join them.'

- 6 Read through the dialogue in pairs. Put the verbs into the present simple active or passive.

Reporter So am I right in thinking that some people ¹ _____ (pay) a salary and some people aren't?

Sandy Yes, that's right. If they have a real job, like teaching, we ² _____ (pay) them a salary like anyone else. If they are volunteers – maybe working for an environmental project in the jungle, for example – they ³ _____ (only/give) a very small amount – just pocket money, really.

Reporter And I suppose that all the food ⁴ _____ (provide), isn't it?

Sandy Yes, of course.

Reporter What about accommodation – ⁵ _____ (include/that) as well?

Sandy Yes, for all the volunteers anyway.

Reporter And what about the people who just want to travel?

Sandy Well, they ⁶ _____ (pay) us – and that's fair enough because everything ⁷ _____ (arrange) for them – air tickets, hotels, and so on, and of course all the expeditions are organised by us as well.

Reporter So what's the secret of your success?

Sandy We ⁸ _____ (give) young people what they want. They always feel that they ⁹ _____ (look after) really well, so they can really enjoy being in a different culture. They always learn, and for many of them, their gap years that we ¹⁰ _____ (arrange) are major milestones in their lives.

- 7 Read what some volunteers say about their gap years. Put the verbs into the past simple past active or passive.

Chris, 21 I had a great time on my gap year in the Amazon, but I did have one very scary experience in the jungle with a group of friends. I was bitten by a snake. We were a long way from any hospitals, but I ¹ _____ (take) to a village by the river, where I ² _____ (give) some traditional medicine. I ³ _____ (feel) very ill for a couple of days, but then I ⁴ _____ (get) better, and all of us ⁵ _____ (allow) to go back home.

Put the verbs into the present perfect active or passive.

Jayne, 19 I'm working with a group of volunteers in Uganda, and we're building a classroom for a village school. I ⁶ _____ (be) here for six months, and although there are one or two jobs that ⁷ _____ (not/do) yet, a lot of progress ⁸ _____ (make), and the classroom is almost ready to use. The people here are really friendly – we ⁹ _____ (invite) to lots of parties and we ¹⁰ _____ (take) on safari as well. I ¹¹ _____ (meet) so many nice people, and when I go back home, I'll never forget them.

Put the verbs into the infinitive – active or passive.

Aidan, 18 I'd like ¹² _____ (go) to a village in Thailand as an English teacher – it sounds like a great way ¹³ _____ (spend) a few months, and because then I can ¹⁴ _____ (travel) round South East Asia and Australia. I think the interviews may ¹⁵ _____ (hold) quite soon – perhaps in a month or so. In the meantime I've asked for the details ¹⁶ _____ (send) to me, because I need to know how much I'm going ¹⁷ _____ (pay) – and whether my air ticket will ¹⁸ _____ (buy) for me and things like that.

Let's activate

Seeing the world



- 8 Work in pairs. Discuss the questions about people who travel on package holidays, then about tourists who are alone in a country they don't know. What are
- the good things that (could) happen to them?
 - the bad or boring things that (could) happen to them?
- 9 Would you prefer to see the world on your own, with a friend or in a group? Why?

Time for a change

1 In pairs, ask and answer the following questions.

- How do you feel about change – for example going to a new school?
- Can you think of an example where a change in your life has been very good?
- Do you think younger people have different attitudes to change from older people? Why?

Listening


2 Read all of the questions and the possible answers in 3. Before you listen to the text, say whether you think these statements below are probably true or probably false.

- Mary went off on a long trip somewhere.
- Mary won the lottery before she went away.
- Mary has children who are still at school.
- Mary is married.
- Mary travelled alone.
- The whole family was arrested and spent a year in prison.

Exam training


Multiple choice

The question and possible answers can often give you a good idea of what the listening passage will be about. Before you listen to the text, read the questions carefully so that you get an idea of the subject of the passage.

3  10.1 Listen to an interview on the radio. As you listen, choose the correct answer, a, b, c or d.



- What does Mary say about the people who go off on long trips like hers?
 - Most of them are 18 or 19.
 - Almost none of them are families with children.
 - Some of them find jobs while they are away.
 - They come from different age groups.
- Where did they stay during their trip?
 - They usually slept on the bus.
 - In cheap places.
 - In expensive hotels with swimming pools.
 - In local people's homes.
- What happened when the children were off school for a term?
 - Their head teacher was worried.
 - They got behind with their school work.
 - They did their school work while they were away.
 - They failed their exams when they came back.
- Her husband managed to get the time to travel because
 - he had been working in the same place for a long time.
 - he had sold his own business.
 - his boss had young children.
 - his boss thought it was a good idea.
- Mary says that going on a trip like hers
 - is easier than most people think.
 - can be very expensive.
 - is not suitable for families.
 - is very difficult because of schools.

4  10.2 Listen to these extracts from the text. Which were the exact words used by the speakers?

- sitting comfortably at home with *the / her* family
- nervous about making changes in their *life / lives*
- taking a term *of / off* school, or even a year
- while the children *were / are* still quite young
- to meet local people, talk to them in *our / their* language
- they managed their exams *without too many / without any* difficulties
- I've been working here for 7 / 17 years
- I tell them they *must go / must have a* go



Talking about pictures

5 10.3 Read the text. Then listen and fill in the gaps.

Describing pictures

Jane ¹ _____ someone passing their driving test, and a child's first day at school. ² _____ important events in people's lives, events that change you. ³ _____ a small boy on his first day. ⁴ _____ frightened and alone. Starting school can be a very frightening and exciting experience.

6 Work with a partner. Each choose two pictures from 1–4 above to talk about. First, note down your ideas about the pictures. What important life events do they show?

7 Now describe your pictures to your partner, using these points and the phrases in the dialogue box to help you.

- Explain what the two pictures show.
- Say how you think the pictures are linked (by the topic).
- Give your own opinion of what the pictures show.

Discussing the topic

8 In pairs, discuss these questions.

- 1 How do you think the events in pictures 1–4 change our lives?
- 2 What other important events change our lives?
- 3 What event do you think has had the greatest effect on your life?

9 Work with a different partner. Each choose two pictures from a–d below to talk about. Listen to your partner. If they make a good point about a picture, note it down.



1 In pairs, ask and answer the questions about the European Union (EU).

- 1 How many countries in the EU can you name?
- 2 Are there many people from EU countries living in Russia?
- 3 Do people from Russia go to work in EU countries?

2 Read the text. What do the young people say about the advantages and disadvantages of working and living in other countries?

	From	Lives in	Advantages	Disadvantages
Nicole	France	UK		
Jason	UK	Greece		
Elena	Romania	Spain		
Adam	Poland	Poland		

Talking about yourself

- 1 Would you like to study or work in another country? Why? / Why not?
- 2 Do you know people who have moved to another country or moved to your country from abroad? Are their experiences similar to what you have just read? Or different?

The changing face of Europe

As the EU has grown, so have the opportunities for young people to live and work in other countries. With a few exceptions, the advantage of being an EU citizen is that you can go wherever you want to find a job. We set out to track down some young Europeans to see how they felt about moving to a new home.



We talked to Nicole Girard, 23, who lives in London but comes from France. Here's what she had to say about the capital.

'I think it's a really exciting city – there are so many different people here from all over the world. I had no problems getting a job, and I work for a big sandwich company. They're great to work for, because they organise social evenings, arrange parties and there's even a company magazine. There are lots of

differences between France and England. In England, you socialise with people from work, so it's easy to make friends and I get lots of invitations to people's homes. In France, you work during work hours, but you keep the same friends you had at school. You don't expect to make friends with workmates.'



Our next interview was with Elena Hetea, a 26-year-old Romanian, living in the remote Spanish village of Aguaviva in Spain. Aguaviva is in the middle of nowhere, more than 100 km from the nearest city. Like many other villages in Spain, its young people were moving away to find work in the cities, and only the old stayed behind. The Mayor travelled to Romania to find people who were interested in coming to the village to start a new life. Elena was one of them.

'It was a great opportunity for me, and I settled down here with no problems. My friends who came with me all have jobs, they're all working and buying houses. I'm very proud of what we have managed to do. At first I didn't speak the language, but I'm quite good at it now and it's easy to talk to Spanish people.'



The traffic is not all one-way into London. Jason Harris, 23, is one of the thousands of young Britons who pack up and leave for Europe. (We know that the UK is in Europe, but most British people talk about Europe as a separate place). With his teaching qualifications, it was easy to find work in a language school, so he travelled to Thessaloniki in northern Greece.

'There are lots of reasons for wanting to live here.

The weather is fantastic, the beaches are great, the cost of living is low and Thessaloniki is a wonderful university city with thousands of young people, so it's really lively. I'm learning Greek, but the only problem with that is that most of my Greek friends speak really good English, so it's quite hard for me to practise. I love the way of life and I'm fascinated by the culture. Will I ever go back to the UK? I'm not sure. If I did, I know it would be a big shock.'



Our last meeting was with Adam Wiśniewski, a 22-year-old student from Wrocław University. But at the moment, unlike the 500,000 Poles who moved to the West after joining the EU, he has no plans to emigrate.

'I've got a lot of friends who have moved to England or Ireland, and I can understand why. It's the time and the chance to earn some good money and bring it back home. But I'm worried about the future. I think

it's sad that so many people are leaving. These people are young, many of them are graduates from university – they are the people a country depends on. I'm not angry with them for leaving, but I think there's a danger that our villages and small towns will die if everybody goes. And if that happens, the people who leave to work in the West might find that, one day, there's nothing to come back to.'

So the new Europe brings opportunities and risks – change is on the way, and we can only wait and see what the continent will be like in twenty or thirty years from now.

Words and prepositions

Words followed by prepositions

1 Look at this example from the text.

I'm worried about the future.

Many adjectives, nouns and verbs are followed by a preposition. For a longer study list, see the Grammar reference in your Workbook.

Adjective + preposition

2 Complete the sentences with these adjectives.

- good • angry • interested • fascinated • proud
- worried

- 1 If you live in France, it helps if you're _____ at French.
- 2 Lots of people who are _____ in architecture travel to Venice.
- 3 Americans are _____ by the number of different languages in Europe.
- 4 I'm _____ of my country and culture and I don't want to leave.
- 5 The demonstrators shouting on the street were _____ with the government.
- 6 Are you _____ about large numbers of people leaving your country?

3 Complete these sentences so that they are true for you.

I'm interested ...

I'm good ...

I've always been fascinated ...

I feel proud ...

As far as the future is concerned, I'm worried ...

Noun + preposition

4 Complete the sentences with one of these prepositions.

- about • for • to • between • of • with

- 1 What are the main differences _____ the North of Italy and the South?
- 2 The advantage _____ speaking English is that you can travel almost anywhere.
- 3 My brother's main reason _____ leaving home was to find work.
- 4 Did you receive the invitation _____ the party?
- 5 The main problem _____ living in London is that it's expensive.
- 6 I would like to get some advice _____ scholarships to British universities.

Verb + preposition

5 Complete the sentences using either a verb from A in the correct form or a preposition from B.

A	B
depend	to
stay	away
work	back
socialise	behind
go	with
talk	for
come	on

- 1 I moved here from Slovakia, but my parents _____ behind.
- 2 In a new city, it's always good to have someone you can _____ to.
- 3 I've got a good job – I _____ for a big bank in Amsterdam.
- 4 In the evening I socialise _____ friends from work.
- 5 Maybe I'll go to London, maybe not. It depends _____ lots of things.
- 6 Lots of young people leave the village, but they always _____ back in the end.
- 7 When I leave university, I'd like to _____ away for a few years and see the world.

Which verb from A goes with which preposition from B?

Remember!

These are not phrasal verbs. With phrasal verbs, the meaning of the verb changes. With verb + preposition combinations, the basic meaning of the verb stays the same.

Let's activate

Class survey

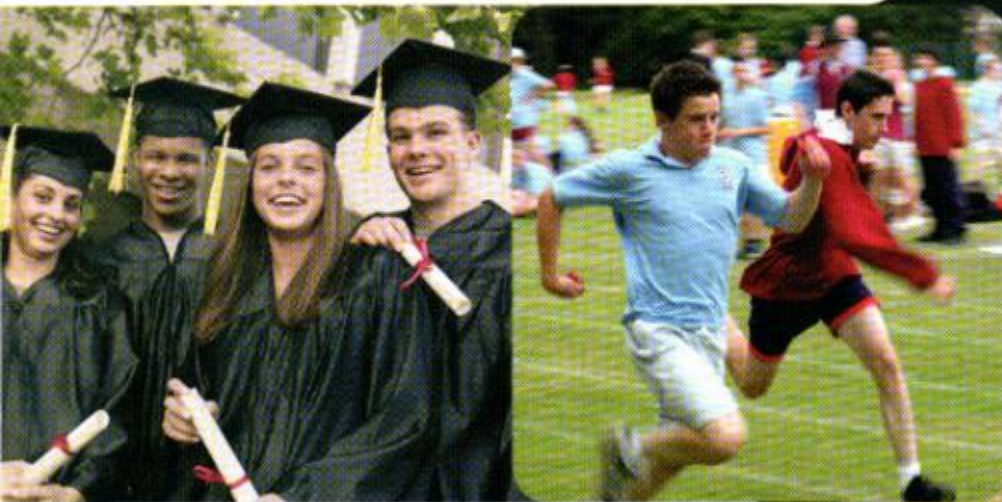
6 Ask other students in your class questions to find out:

- if they are interested in visiting other countries.
- if they would like to go away for five years or more.
- their main reason for leaving (or not leaving).
- what they think the main problem with living in a different country would be.
- what foreign languages they are good at.
- if they ever socialise with people from other countries.
- what they are most proud of in their own culture.

7 Tell the class what you found out.

An invitation

1 In pairs, ask and answer the questions.



- 1 What special events does your school have?
- 2 Are they for students, families or friends?
- 3 Have you ever visited a friend or relative at another school? What was the occasion?



Studying the sample



2 Read the letter that Annie has written to Joanne, her cousin at university. Then answer the questions.

- 1 Is this a letter to a friend or a stranger?
- 2 Is the language formal or informal?
- 3 What headings could you give to each of the paragraphs?
- 4 Can you find examples of:
 - an indirect question?
 - short forms?
 - informal intensifiers (words that make the meaning of the following word stronger)?
 - informal link words (words that connect ideas)?
 - adjectives?

Dear Joanne

Thanks very much for your letter. It was great to hear from you again, and I'm glad everything is going well.

Anyway, I'm writing to see if you'd like to come to our school play this year - it's a musical, *Cats*. We're doing it on July 15th and 16th I've got quite a big part, and it would be really, really special if you could be there. After the performance we're having a family party at home, and everyone would be so happy to see you.

I know it's kind of a long way for you, but if you take the train to Exeter, we can pick you up from the station. You could stay with us that night in the spare room, and we could take you back to the station the next day. Do you think you can come? Please say yes - it would be so nice to see you again. Do give me a ring or drop me a line if you think you can make it.

Lots of love

Annie
xx

Steps to better writing

Invitations

- 3 Look at these words and phrases connected with invitations. Arrange them in the five columns below.

I'd love to come...
 I'm afraid I can't come...
 The only thing is...
 I'm writing to accept...
 Many thanks for inviting me...
 Would you like to come...?
 I'm writing to invite you...
 Thank you so much for inviting me...
 The only problem is ...
 I'm afraid I won't be able to come...

Inviting	Thanking	Accepting	Refusing	Explaining
		<i>I'd love to come...</i>		

Suggesting arrangements

- 4 Look at the notes and examples below.

We often use *if* sentences (first or second conditionals) with *can* and *could* when we are suggesting arrangements.

Why don't you stay for the night? We will drive you back the next day. =
If you stay for the night, we can drive you back the next day. =
If you stayed for the night, we could drive you back the next day.

In sentences like this, the first and second conditionals have more or less the same meaning.

- 5 Rewrite these suggestions using conditionals. More than one answer is possible.

- Tell us when you're coming. We can pick you up from the station.
- How about staying for the whole weekend? We can see Bob and Jane on Sunday.
- Why don't we go out for the evening? We can see a film or go to a play.
- We'll get the spare room ready. You can stay as long as you like.
- Why don't you come to the party? You can catch up with everyone again.
- Why don't you bring the children? Annie can babysit for us.

Writing your informal letter

Understanding the task

- 6 Read the instructions in 8, and answer the questions.
- Who are you writing to?
 - What are you writing in response to?
 - What is the other purpose of the letter?
 - What kind of language will you use?

Planning

- 7 Make notes for your letter. Your letter should contain:

- an opening paragraph thanking them for the letter and asking how they are.
- a paragraph containing the invitation.
- details of what the special occasion is – possible ideas: your school-leaving party, a farewell party before you go off on your gap year, etc. Say how long it will last and when it will take place.
- a paragraph suggesting arrangements. Give some ideas about travel and where to stay.
- a final paragraph urging the friend to come.

Writing

- 8 An English-speaking friend recently wrote to you to ask how you were. Write back, thanking the friend for the letter and inviting them to a special occasion. Write your letter in about 120 to 150 words. Remember to

- begin and end the letter in a suitable way.
- use informal language.

Checking

- 9 Read through your letter. Make sure you have:
- included all the details your friend needs to know.
 - set the letter out correctly.
 - used conditionals correctly for suggesting arrangements.

Phrasal verbs

- 1 Replace the phrases in *italics* with one of these phrasal verbs in the correct form.

call for come up with do away with run out of
carry on come down get (sb) down take up

- The weather in England really *makes me depressed*.
- Why don't you *start doing* yoga?
- I think we should *get rid of* some of these stupid laws.
- We must *find* a solution to our problem.
- Some politicians *are demanding* action on global warming.
- It's rude to *continue* talking when a teacher comes into the room.
- The new MP3 players are expensive but they will *get cheaper* next year.
- We've *got no more* milk – could you go and get some?

Prepositions and time

- 2 Underline the correct prepositions to complete the sentences.

- Let's meet *in / at* 2 o'clock.
- The new computers won't get here *until / in* Tuesday.
- They had to leave the cinema *during / in* the film, so they didn't see the end.
- When I was a child, I lived in Kuwait *since / for* five years.
- Make sure you come back home *by / on* time.
- I'll see you *in / on* April.
- I haven't seen you *during / for* ages! How are you?
- At / In* the summer, we spend some time at the coast.
- I'll be back *at / on* lunchtime – I won't be late.

- 3 Complete the letter using these prepositions.

• at • by • during • for • in • on • until

Dear Jane

I'm writing to give you some information about Ken's leaving party. It's going to be ¹ _____ Saturday May 18th. It'll start ² _____ about 8 o'clock, and I imagine it will probably go on ³ _____ 1 or 2 o'clock in the morning – you know what these things are like.

At some stage ⁴ _____ the party, I'm going to have to give a short speech. I'm already feeling nervous, but he is going to be away ⁵ _____ two whole years, so I think someone ought to say something.

Anyway, could you let me know if you can come? I need to know ⁶ _____ Friday at the latest so that I can sort out the food and so on.

I'll see you ⁷ _____ a couple of weeks.

John

Extension

Meanings of get

- 4 Look at these sentences. In which sentence does the expression with *get* refer to

- obtaining something?
- moving?
- changing or becoming something?

- It wasn't difficult to *get* a job.
- It *gets* cold here in the winter.
- What time do you think you will *get* back?

- 5 Arrange the expressions into the three groups in 4, a, b or c.

get angry get a flat get there
get home get tired get fat
get a letter get away get an invitation

- 6 Say which expressions from 5 you could use to replace the words in *italics*.

- 1 This journey is so long. When are we going to *arrive*?

- 2 Don't *lose your temper* and shout at me!

- 3 If you carry on eating like that you'll *put on weight*.

- 4 When you arrive in London, you'll need to *find an apartment*.

- 5 I like to *have a holiday* for two weeks in the summer.

- 6 There's the postman – I wonder if I'll *hear* from Maria today.

- 7 Do you *feel exhausted* if you have to speak English all day?

- 8 I wonder if I'll *be invited* to Katya's party.

- 9 Make sure you *come back to the house* before 12.

Jobs and employment

- 7 Put the letters in the correct order to find the names of different jobs. Then complete the sentences with the jobs.

framer pmbuler mehancic poecinaml
eciaceinlrt tachere dctor potilcina

- 1 A _____ helps students, for example, to learn a language.

- 2 An _____ repairs lights, wires and other electrical items.

- 3 A _____ is a kind of builder who works with taps, baths, showers and heating.

- 4 A _____ makes sure people don't break the law.

- 5 A _____'s job is to make laws.

- 6 A _____ repairs cars and motorbikes.

- 7 A _____ makes you better when you are ill.

- 8 A _____ looks after sheep, cows or grows corn.

- 8 What would you like to be?

Read the anecdote below. Make a suitable word from the prompt at the end of each line to fill in gaps 1–7 so the sentence is grammatically correct. Write the words you have made in the gaps.

Enjoy your breakfast

- 1 André Previn is a famous American _____. In the early seventies, when the war in Vietnam had been going on for years, his family decided to adopt a Vietnamese orphan. They contacted an orphanage in Saigon and the
- 2 _____, Miss Taylor, visited their home to see if it was suitable for the child. They had prepared for Miss Taylor's weekend stay with great care because they wanted to make a good _____.
- 3 On the first morning they were all _____ at the table having breakfast together. Miss Taylor wanted to have some cereal. Eager to please, André Previn just
- 4 _____ out for the packet of cereal his two sons were having and filled his visitor's bowl from it.
- 5 While Miss Taylor was eating, Previn explained how _____ cereal was and he read out its nutritional value for her, too. Miss Taylor made no reply. She had eaten the whole bowl of cereal when she answered. 'To be quite honest,' she said, 'I'm not crazy about it.' Previn then took a closer look at the packet from which he had served Miss Taylor. 'I'm not surprised,' he said _____, 'I've just made you eat a large bowl of hamster food!'
- 7

COMPOSE

OWN

IMPRESS

SIT

REACH

HEALTH

SLOW

Говорение

- 2 Read the Speaking task in 3. Prepare some questions you could ask about the topic.
- 3 In pairs, talk about people's career ambitions at different stages of their lives.

Remember to say:

- what jobs young children dream about doing and why,
- what careers are popular with teenage school-leavers and why,
- what the advantages and disadvantages of the most popular careers are,
- what your career plans are for the next five or six years...

Student A: you have to talk for 2–2.5 minutes.

Student B: listen until your partner has finished, then ask some of the questions you prepared in 2.

- 4 Swap roles and repeat the task.



Grammar

- 1 Rewrite these statements in reported speech beginning *Jack said...*

Example

I like travelling.

Jack said he liked travelling.

- I've always wanted to be a pilot.
- We flew to the USA last year.
- My brother likes flying too.
- We're going to fly to Australia for our summer holiday.
- I'll tell you all about it when I get back.
- I'm really excited about it.

- 2 Mary asked Jack about his holiday. Rewrite Mary's questions in reported speech.

- Are you still keen on flying?
- Did your family have a good holiday?
- How long have you been back?
- Did you enjoy being in Australia?
- Where are you going for your next holiday?
- Would you go back to Australia?

- 3 Complete the sentences using *don't need to* or *have to*.

- You _____ fly if you don't want to – you can go by train.
- You _____ have a passport to travel abroad.
- In any big city, you _____ be careful when crossing the street.
- You _____ be rich to travel. You can do it quite cheaply.
- You _____ check in before you get on a plane.
- You _____ check in before you get on a bus.

- 4 Complete the text using the present simple active or passive form of the verbs in brackets.

In some countries, the first day in April, which is called (call) April Fool's Day, is a traditional day for playing tricks and practical jokes on your friends. People ¹ _____ (like) to try to make others believe in things that are not true. Newspapers also ² _____ (join) in the fun and, in Britain, made-up stories ³ _____ (print) in almost every newspaper. Of course, everybody ⁴ _____ (know) that some of the news reports are 'hoaxes', and so it's probably the only day when the papers ⁵ _____ (read) carefully.

- 5 Complete the text using the past simple active or passive form of the verbs in brackets.

One of the most famous April Fool's jokes of all time was played (play) by a TV station many years ago. The station ¹ _____ (make) a programme about Italian spaghetti trees. In the film, Italian farmers ² _____ (show) picking the pasta from spaghetti trees, and the film ³ _____ (explain) how the pasta ⁴ _____ (leave) in the sun to dry before being packaged and sold. The film was a great success and millions of people ⁵ _____ (believe) the story completely.

- 6 Match the words in A with the prepositions in B.

A	B
worried	at
proud	on
interested	into
damage	in
problem	about
crashed	between
depends	of
good	with
difference	to


- 7 Complete the sentences using a word from A and a preposition from B in 6.

Example

I don't like science very much, but I'm really interested in history.

- Margaret hasn't heard from her son for a month. She feels very _____ him because he usually rings home once a week.
- The car skidded on the icy road and _____ a wall.
- Anna was very _____ her elder brother because he won all the races at the school sports day.
- Maybe we can have a picnic outside tomorrow, maybe not – it all _____ the weather.
- The terrible winds and the flood did a lot of _____ our house and it will take a long time to repair everything.
- He's gone to see the doctor because he's got a _____ his back.
- The twins look exactly the same – none of the teachers can tell the _____ them.
- She's a great tennis player and she's _____ netball as well.

Listening

8  10.6 Listen to four people talking about their plans for next summer. Choose the correct answer, a, b, c or d.

- 1 What does the girl say about flying?
 - a She enjoys flying because it saves time.
 - b She finds flying much more comfortable than driving.
 - c She prefers other forms of transport to flying.
 - d She thinks train travel is much safer than flying.
- 2 What plans has the boy made for the summer?
 - a He's going to look for a job.
 - b He's going camping in Eastern Europe.
 - c He's going to a hotel with his family.
 - d He's going touring with a friend.
- 3 What does the girl feel about summer holidays?
 - a They should give you the chance to do something different.
 - b They should provide people with an opportunity to relax.
 - c They are simply an excuse for people to do nothing.
 - d They are all fantastic.
- 4 What is the boy looking forward to?
 - a eating in expensive restaurants
 - b lazing around doing nothing
 - c sunbathing in a hot climate
 - d travelling to his holiday destination

Speaking

9 In pairs, say whether you agree or disagree with these statements. Give a reason for your opinion.

- 1 Everybody should have a job they enjoy.
- 2 We do not need money to be happy.
- 3 Education is the most important thing in life.
- 4 Every country is different.
- 5 If you are happy at home, you are happy at school or at work.

10 Jane is talking to a travel agent. Complete the conversation using the prompts.

Assistant	Good morning. Can I help you?
Jane	1 (book / number of nights / place)
Assistant	Certainly. When would you like to travel?
Jane	2 (day and time)
Assistant	How much do you want to spend?
Jane	3 (cost)
Assistant	Do you want bed and breakfast or half board?
Jane	4 (type of accommodation wanted)
Assistant	How would you like to travel?
Jane	5 (type of transport)
Assistant	How many people are travelling with you?
Jane	6 (number of people)
Assistant	Right. This is what we can offer you.

Writing

11 Number the parts of the letter in order. The letter is a reply to this advertisement.

Apartment for rent

Holiday apartment in Nice, 2 beds, kitchen, bathroom, sitting/dining room. Beach 1 mile. Available all year £390 p.w. For details write to Mrs Hendridge, Box 332.

A Hendridge

B I would be grateful if

C I look forward to

D you could tell me whether it would be available that week.

E Dear Mrs

F I am writing to enquire about

G sincerely

H booking your apartment in Nice next April.

I The exact dates would be from

J hearing from you.

K April 11th to April 18th.

L Smith

M Yours

N Helen

Famous explorers

- 1 Look at the photos of these famous explorers. Can you match them to their discoveries or achievements?



Captain James Cook



Sir Edmund Hillary



Afanasy Nikitin



Roald Amundsen

Climbed Mount Everest
Explored India and wrote the first book on its culture
Reached the South Pole
Discovered Australia

- 2 Work in pairs. Discuss the questions. Use the ideas below and your own ideas.

- to find riches • to have an adventure
- to learn about new cultures • to discover new places
- to achieve a personal challenge
- to be the first to do something

- 1 Why do you think people explored the world hundreds of years ago?
- 2 What do you think motivates people to explore the world today?

- 3 Read the article quickly. Which of the ideas in 2 are mentioned in the text?
- 4 Read the text again carefully and answer the questions.
 - 1 What kind of things were explorers in the past looking for?
 - 2 How did Fedor Konyukhov get across the Azov Sea?
 - 3 How many times did Konyukhov row across the Atlantic?
 - 4 Apart from exploring, what other skills does Konyukhov have?
 - 5 Who gave Benedict Allen advice before he went on his expedition in southern Africa?
 - 6 What kind of land did Allen have to cross on the trip?
 - 7 What did Allen leave behind when he travelled across the Amazon basin?

- 5 Find words in the text that mean:

- 1 great riches
- 2 the lowest point
- 3 achieved something difficult
- 4 faraway
- 5 very difficult
- 6 land of a specific type

Hundreds of years ago, there were many famous explorers from places like England, Portugal, Italy, France and Spain. One of the reasons they travelled was to find wealth in other places such as gold, silver and spices. Others travelled to expand their king's lands. Since that time, people have continued to search the world for undiscovered places. They've been to the frozen land of Alaska, the deepest parts of the Amazon rainforest, the depths of the oceans and the tops of the highest mountains. They've even explored space. Here are two modern-day explorers that have continued the tradition.

Fedor Filippovich Konyukhov is a Russian explorer. He was born on 12 December 1951, on the coast of the Sea of Azov.

Since the days of his childhood, he wanted to travel and discover the world, but he didn't just want to visit new places, he wanted to have a challenge too. At the age of 15, he rowed across the Sea of Azov in a fishing boat. By the age of fifty he had accomplished more than forty amazing trips and climbs. These included crossing the Atlantic Ocean fourteen times, once in a rowing boat. Not only is Konyukhov an explorer, he's

an artist and a writer too. He's painted more than 3,000 paintings of his travels and he's been the author of many books.



Benedict Allen is a British explorer who visits remote places and learns about the people that live there. He became the first person to walk the Skeleton Coast of Namibia in southern Africa, preparing himself for the task by learning from the nomadic Himba tribe. The expedition took Benedict three and a half months, during which he walked about 2,000

kilometres with three unwilling camels. Together they survived extreme temperatures; went over the highest sand dunes in the world and crossed the rocky terrain of the north. During the last ten years, Benedict's explorations have included crossing the Northeast Amazonian on foot and by canoe. He has also crossed the Amazon Basin at its widest point, single-handed and without the help of a map or compass.

Projects

Choose one of the projects below, A or B. Follow the guidelines to help you.

Project A Brochure for a guided tour

- 1 Work in groups. Think back to what you read about visiting Sydney in Unit 9 (on page 124) and make a list of the places you think tourists would like to visit in Russia, e.g. St. Petersburg, Moscow, the Zolotoye Koltso, Sochi, etc.
- 2 Decide how you're going to do the project.
 - Choose two or three places from your list and make notes about the types of things tourists would do there. For example:
Moscow
sightseeing: Red Square, the Kremlin, the Vassily Blazhenny cathedral, etc.
shopping: in department stores (GUM), street markets, etc.
culture: museums (Tretyakov Gallery), the ballet, the theatre, etc.
eating: in traditional restaurants (Mu-Mu, Yolki Palki), etc.
 - Decide who is going to find out about each place. You might like to work in pairs, finding out about different aspects of the place you are researching. Use the Internet, library books and travel brochures to help you. Make brief notes.
 - Find photos to illustrate your poster. If you can't find photos, you can do your own drawings.
 - Decide, when you have done your research, who will be in charge of the design and illustration of the brochure and who will do the writing.
 - Create a brochure that is attractive and clear. Look at some real brochures to get ideas for folding the sheet of paper in creative ways. Give each place plenty of space. Write one big heading for the place, then use sub-headings for your information, e.g. sightseeing, eating out, shopping, etc. Remember you are trying to persuade people to visit these places so make sure you describe how wonderful they are.
- 3 Complete the project and present your brochure to the class. Take turns to explain why you have chosen the places and what things you think tourists would enjoy doing there.

Follow-up

6A As a class, discuss these questions:

- 1 Why do you think tourists like to visit Russia?
- 2 Where would you most like to visit? Why?
- 3 What are the advantages and disadvantages of tourism?

7A Write a short composition about a place you recently visited either in Russia or abroad. Describe the place, say what you did there and explain why you did or didn't enjoy yourself.

Project B Oral presentation: 'Russian teenagers abroad'

- 1 Work in groups. Think back to what you read about the changing face of Europe in Unit 10 (on page 136) and talk about the opportunities that there are for Russian teenagers to visit different countries. Make a list of the ways that teenagers might be able to live abroad for while, e.g. getting a scholarship to study at university, going on a language course, travelling, getting a job, doing voluntary work, etc. Make a list of countries where you think these opportunities might be possible.
- 2 Decide how you're going to do the project.
 - Choose an idea each. Each member of the group will collect information about their idea. This can include:
 - * writing notes about the organisations involved, e.g. a university in London,
 - * writing notes about practical information, e.g. travel arrangements, accommodation, fees, etc.,
 - * writing notes about any interesting information about the city that would appeal to young people, e.g. entertainment,
 - * collecting some pictures of the place or making some drawings.
- 3 When you have completed your research, share your ideas and help each other decide how best to orally present it. For example, each person might decide to hold up their pictures and ask the class to identify the place, then give some general information about the opportunities there for young people.
- 4 Complete the project and present your ideas to the class.

Follow-up

6B As a class, discuss these questions.

- 1 Which of the opportunities do you think would be most appealing to young people?
- 2 What are the disadvantages of leaving your country to live abroad for a while? What are the advantages?

7B Write a short composition about the advantages and disadvantages of living abroad as a young person. Use the ideas from the projects and the discussion to help you. If you have plans to visit or live in another country, write about this, as well.

Unit 1 / Урок 1

СУЩЕСТВИТЕЛЬНЫЕ

- answerphone** /ˈɑːnsəfəʊn/ [C] a machine that answers the telephone and records messages from the people who call: *I rang him and left a message on his answerphone.* ➤ **автоответчик**
- apology** /əˈpɒlədʒi/ [C,U] a spoken or written statement saying you are sorry for sth you have done: *Please accept our apologies for the delay.* ➤ **извинение**
- bathrobe** /ˈbɑːθrəʊb/ (esp US) = **dressing gown**
- billfold** /ˈbɪlfəʊld/ (US) = **wallet**
- chatroom** /ˈtʃætɹuːm/ [C] an area on the Internet where people can communicate with each other ➤ **Интернет-чат**
- the chemist's** /ˈkemɪsts/ (US **drugstore**) a shop that sells medicines, soap, camera film, etc ➤ **аптека**
- civilisation** /ˌsɪvɪlaɪˈzeɪʃn/ [C, U] a society which has its own culture and way of life: *Western civilisation* ➤ **цивилизация**
- community** /kəˈmjuːnəti/ [C] a group of people who have something in common: *the Asian community in Britain* ➤ **сообщество, община**
- dressing gown** /ˈdresɪŋ gaʊn/ (US **bathrobe**) [C] a piece of clothing like a loose coat with a belt, which you wear before or after a bath, before you get dressed in the morning, etc ➤ **домашний или купальный халат**
- drugstore** /ˈdrʌɡstɔː/ (US) = **the chemist's**
- earthquake** /ˈɑːθkweɪk/ [C] violent movement of the earth's surface: *Thousands of homes were destroyed in the earthquake.* ➤ **землетрясение**
- email** /ˈiːmeɪl/ [C] an electronic message that is sent from one computer to another: *I'll send you an email tomorrow.* ➤ **е-мэйл (электронное письмо)**
- emoticon** /ˈɪməʊtɪkən/ [C] a symbol showing an expression on a face such as a smile, which is written using the keys on a computer, etc to show how you feel about the message you are writing ➤ **«смайлик»**
- faucet** /ˈfɔːsɪt/ (US) = **tap**
- flag** /flæɡ/ [C] a piece of cloth with a special pattern on it joined to a stick. Every country has its own flag ➤ **флаг**
- flashlight** /ˈflæʃlaɪt/ (US) = **torch**
- lift** /lɪft/ (US **elevator**) [C] a machine in a large building that is used for carrying people or things from one floor to another: *It's on the third floor so we'd better take the lift.* ➤ **лифт**
- loneliness** /ˈlɒnɪnəs/ [U] the feeling of being unhappy because you are not with other people or have no friends adjective: *lonely* ➤ **одиночество**
- message** /ˈmesɪdʒ/ [C] a written or spoken piece of information that you send to or leave for a person when you cannot speak to him/her: *John is not here at the moment. Can I take a message? If he's not in, I'll leave a message on his answerphone.* ➤ **сообщение**
- Morse code** /ˈmɔːs ˈkəʊd/ [U] a system for sending messages, using combinations of long and short sounds or flashes of light to represent letters of the alphabet and numbers: *We sent the message in Morse code.* ➤ **азбука Морзе**
- natural disaster** /ˌnætʃrəl ˈdɪːzəːstə/ [C] an event caused by natural forces such as the weather, which hurt a lot of people and damage buildings, etc: *earthquakes, floods and other natural disasters* ➤ **природная катастрофа**
- pantyhose** /ˈpæntɪhaʊz/ (US) = **tights**

- penfriend** /ˈpenfrend/ [C] a person that you have become friendly with by writing letters to him/her, often a person you have never met ➤ **друг по переписке**
- phone call** /ˈfəʊn kɔːl/ [C] the act of speaking to sb on the telephone: *Could I make a phone call please?* ➤ **телефонный звонок**
- repetition** /ˌrepeɪˈtɪʃn/ [C,U] doing sth again; sth that you do or that happens again: *to learn by repetition verb: repeat* ➤ **повторение**
- semaphore** /ˈsemafoː/ [U] a system for sending signals in which you hold your arms or two flags in particular positions to represent different letters of the alphabet ➤ **сигнализация флажками (или руками)**
- sign language** /ˈsaɪn ˈlæŋɡwɪdʒ/ [U] a way of communicating used especially by people who cannot hear or speak, using the hands to make signs instead of spoken words ➤ **язык жестов (глухонемых и т.п.)**
- tap** /tæp/ (US **faucet**) a type of handle that you turn to let water, gas, etc out of a pipe or container: *Turn the hot/cold tap on/off.* ➤ **кран (для открывания воды, газа и т.п.)**
- tights** /taɪts/ [pl] (US **pantyhose**) a piece of thin clothing, usually worn by women, that fits tightly from the waist over the legs and feet: *a pair of tights* ➤ **колготки**
- torch** /tɔːtʃ/ [C] (US **flashlight**) a small electric light that you carry in your hand: *Shine the torch under the sofa and see if you can find my ring.* ➤ **карманный фонарик**
- vest** /vest/ (US) = **waistcoat**
- volcano** /ˈvɒlˈkeɪnəʊ/ [C] (pl **volcanoes, volcanos**) a mountain with a hole (crater) at the top, through which steam, hot melted rock (lava), fire, etc sometimes come out: *When did the volcano last erupt?* ➤ **вулкан**
- waistcoat** /ˈweɪskəʊt/ (US **vest**) [C] a piece of clothing with buttons down the front and no arms that is often worn over a shirt and under a jacket as part of a man's suit ➤ **жилет**
- wallet** /ˈwɒlɪt/ (US **billfold**) [C] a small, flat, folding case, usually made of leather, in which you keep paper money, plastic cards, etc ➤ **бумажник**

ГЛАГОЛЫ

- care** /keə/ care (about sb/sth) to be worried about or interested in sb/sth: *Money is the only thing he cares about.* ➤ **интересоваться чем-то, волноваться (в переносном значении)**
- change** /tʃeɪndʒ/ to become different or to make sb/sth different: *This town has changed a lot since I was young.* ➤ **меняться, измениться**
- chat** /tʃæt/ chat (with/to sb) (about sth) to talk to sb in a friendly, informal way: *The two grandmothers chatted about the old days.* ➤ **болтать**
- destroy** /dɪˈstrɔɪ/ to damage sth so badly that it can no longer be used or no longer exists: *The building was destroyed by fire.* ➤ **разрушить, уничтожить**
- dial** /ˈdaɪəl/ (dialling: **dialled**) to push the buttons or move the dial on a telephone in order to call a telephone number: *I dialled the wrong number.* ➤ **набирать (номер телефона)**
- disappear** /ˌdɪsəˈpiə/ to stop existing; vanish: *Plant and animal species are disappearing at an alarming rate.* ➤ **исчезать**
- memorise** /ˈmeməraɪz/ to learn sth so that you can remember it exactly: *Actors have to memorise their lines.* **поин: memory** ➤ **заучивать наизусть**

- phone** /fəʊn/ (informal) to speak to sb on the telephone: *Phone me when you get there.* ➤ **звонить по телефону**
- practise** /ˈpræktɪs/ to do an activity or train regularly so that you become very good at sth: *Practise your English by writing to a penfriend.* **noun: practice** ➤ **тренироваться, практиковаться**
- revise** /rɪˈvaɪz/ to read or study again sth that you have learnt, especially when preparing for an exam **noun: revision** ➤ **перечитывать, повторять пройденное (особенно для подготовки к экзаменам)**
- ring** /rɪŋ/ (pt **rang** /ræŋ/; pp **rung** /rʌŋ/) ring (sb/sth) (up) to phone sb/sth: *What time will you ring me tomorrow?* ➤ **звонить по телефону**
- save** /seɪv/ save sb/sth (from sth/from doing sth) to stop sb/sth from dying: *She saved the boy from drowning in the river.* ➤ **спасать**
- say** /seɪ/ (3rd pers sing pres **says** /seɪ/; pt, pp **said** /sed/) say sth (to sb); say that... to speak or tell sb sth, using words: *"Please come back," she said.* ➤ **сказать (что-то)**
- speak** /spiːk/ (pt **spoke** /spəʊk/; pp **spoken** /ˈspəʊkən/) (not used in the continuous tenses) to know and be able to use a language: *Does anyone here speak German?* ➤ **говорить на каком-то языке (владеть языком)**
- survive** /səˈvaɪv/ to continue to live or exist in or after a difficult or dangerous situation: *Only five passengers survived the plane crash.* ➤ **выжить**
- tell** /tel/ (pt, pp **told** /təʊld/) tell sb (sth/that...); tell sb (about sth); tell sth to sb to give information to sb by speaking or writing: *She told me that her mother was ill.* ➤ **говорить, сказать (кому-то что-то)**
- train** /treɪn/ to teach a person to do sth which is difficult or needs practice ➤ **тренировать, обучать**
- translate** /ˈtrænzˈleɪt/ to change sth written or spoken from one language to another: *This book has been translated from Czech into English.* **noun: translation** ➤ **переводить (на другой язык)**
- used to** /ˈjuːst tu/ Modal verb for talking about sth that happened often or continuously in the past: *She used to live with her parents (= but she doesn't now). We usually use **did** to form negatives and questions with **use to**: *I didn't use to like jazz. Did she use to be in your class?**

ПРИЛАГАТЕЛЬНЫЕ

- ancient** /ˈeɪnʃənt/ very old: *ancient civilisations* ➤ **древний, очень старый**
- common** /ˈkɒmən/ shared by or belonging to two or more people or groups: *We have a common interest in gardening.* ➤ **общий**
- convinced** /kənˈvɪnst/ (not before a noun) completely sure about sth: *He's convinced of his ability to win.* ➤ **абсолютно уверенный, убежденный**
- social** /ˈsəʊʃəl/ connected with meeting people and enjoying yourself: *She has a busy social life.* ➤ **общественный, светский (означает общительность, коммуникабельность)**

ФРАЗОВЫЕ ГЛАГОЛЫ

- die out** to stop happening or disappear: *Ten languages die out every year.* ➤ **вымереть, исчезнуть с лица земли**

ИДИОМЫ

in return as a reward or response ► **в ответ**

Unit 2 / Урок 2

СУЩЕСТВИТЕЛЬНЫЕ

achievement /ə'tʃi:vmənt/ [C, U] sth you have done successfully, especially through hard work or skill: *She felt that winning the gold medal was her greatest achievement.* ► **достижение**

action film /'ækʃn fɪlm/ [C] a film on the television, at the cinema, etc which contains a lot of exciting events ► **боевик, «экшн»**

adaptation /ˌædæp'teɪʃn/ [C] a play or film that is based on a novel, etc. ► **адаптация; фильм, мюзикл, книга, созданные по мотивам литературного произведения**

advertisement /əd'vɑ:tɪsmənt/ [also informal **advert** /'ædvɜ:t/; **ad** /æd/] [C] a piece of information in a newspaper, on television, a picture on a wall, etc that tries to persuade people to buy sth: *an advertisement for a fizzy drink* verb: **advertise** ► **реклама**

album /'ælbəm/ [C] a collection of songs on one CD, cassette, etc: *The band are about to release their third album.* ► **(музыкальный) альбом**

ambition /æm'bɪʃn/ [C] sth that you very much want to have or do: *It has always been her ambition to win an Oscar. He has achieved his ambition of becoming a film star.* ► **мечта, цель**

application /ˌæplɪ'keɪʃn/ [C, U] [an] application (to sb) (for sth) a formal written request, especially for a job: *Applications for the job should be made to the Personnel Manager. to fill in an application form* ► **заявление, заявка**

artist /'ɑ:tɪst/ [C] 1 a professional entertainer such as a singer, a dancer or an actor 2 somebody who produces art, especially paintings or drawings ► 1. **артист (музыкант, танцор и т.д.); 2. художник**

ballet /'bæleɪ/ [C] a performance or work which consists of a style of dancing that tells a story with music but without words ► **балет**

career /kə'reɪ(r)/ [C] the series of jobs sb has in a particular area of work: *Sarah is thinking about a career in politics.* ► **карьера**

charity /'tʃærəti/ [C, U] an organisation that collects money to help people who are poor, sick, etc. or to do work that is useful to society: *We went on a sponsored walk to raise money for charity.* ► **благотворительность, благотворительная организация**

comedian /kə'mi:diən/ [C] a person whose job is to entertain people and make them laugh, for example by telling them jokes ► **комик, комедиант, комедийный актер**

comedy /'kɒmədi/ [C] (pl **comedies**) a film, play, etc. that makes you laugh and that has a happy ending ► **комедия**

concert hall /'kɒnsəʔ hɔ:l/ [C] a building where people go to listen to music being played ► **концертный зал**

confidence /'kɒnfɪdəns/ [U] confidence (in sb/sth) trust or strong belief in sb/sth: *I have no confidence in his ability to do the job.* ► **уверенность**

debut /'deɪbjʊ:/ [C] a first appearance in public of an actor, etc: *She made her debut in London in 1959.* ► **дебют**

dedication /ˌdedɪ'keɪʃn/ [U] wanting to give your time and energy to sth because you feel it is important: *I admire her dedication to her career.* ► **призвание**

dream /dri:m/ [C] something that you want very much to happen, although it is not likely: *She finally achieved her dream of becoming a professional singer.* ► **мечта**

effect /ɪ'fekt/ [C, U] (an) effect (on sb/sth) a change that is caused by sth; a result: *Her shouting had no effect on him.* ► **эффект, влияние**

failure /'feɪljə/ 1 [U] the fact of not being able to get what you want: *Her plan ended in failure.* 2 [C] a person or thing that is not successful: *His first attempt at skating was a miserable failure.* opposite: **success** ► 1. **неудача; 2. неудачник**

fame /feɪm/ [U] being known or talked about by many people because of what you have achieved: *Pop stars achieve fame at a young age.* ► **слава**

goal /ɡəʊl/ [C] your purpose or aim: *This year I should achieve my goal of visiting all the capital cities of Europe.* ► **цель**

historical epic /hɪ'stɒrɪkəl 'epɪk/ [C] a long film or book that contains a lot of action and is based on things that happened a long time ago ► **фильм-или роман-эпопея**

horror film /'hɒrə fɪlm/ [C] a film that makes you feel frightened ► **фильм ужасов**

musician /mju:zɪ'n/ [C] a person who plays a musical instrument or writes music, especially as a job ► **музыкант**

noise /nɔɪz/ [C] a sound, especially a loud or unpleasant one: *Did you hear a noise downstairs?* ► **шум**

performance /pə'fɔ:məns/ [C] the act of performing sth in front of an audience ► **представление**

record /rɪ'kɒrd/ [C] a thin round piece of plastic which can store music so that you can play it when you want to: *He spent the evening listening to old records.* ► **(музыкальный) запис**

recording studio /rɪ'kɒdɪŋ stju:diəʊ/ [C] the place where the process of making a CD, cassette, etc takes place ► **студия звукозаписи**

release /rɪ'li:z/ [C] the act of making a book, film, record, piece of news, etc available to the public: *The film won't go on release until next year.* ► **выпуск (книги, фильма и т.д.)**

review /rɪ'vju:/ [C] a newspaper or magazine article, or an item on television or radio, in which sb gives an opinion on a new book, film, play, etc: *The film got a bad review.* ► **рецензия, отзыв**

science fiction /ˌsaɪəns 'fɪkʃn/ [U] books, films, etc about events that take place in the future, often involving travel in space ► **научная фантастика**

subtitles /'sʌbtائtɪz/ [pl] the words at the bottom of the picture on television or at the cinema. The subtitles translate the words of a foreign film or programme or help people with hearing problems ► **субтитры**

talent /'tælənt/ [C, U] (a) talent (for sth) a natural skill or ability: *She has a talent for painting.* ► **талант**

thriller /'θrɪlə/ [C] a film, book, etc with a very exciting story, often about a crime ► **триллер**

voiceover /'vɔɪsəʊvə/ [C] information, comments in a film, television programme, etc that are given by a person who is not seen on the screen: *She earns a lot of money doing voiceovers for TV advertisements.* ► **«голос за кадром»**

ГЛАГОЛЫ

apologise /ə'pɒlədʒaɪz/ apologise (to sb) (for sth) to say that you are sorry for sth you have done: *You'll have to apologise to your teacher for being late.* noun: **apology** ► **извиняться**

arrange /ə'reɪndʒ/ arrange to do sth; arrange (sth) with sb to make plans and preparations so that sth can happen in the future: *I've arranged to go to the cinema with Ian tomorrow night.* ► **организовать, запланировать что-то и сделать для этого необходимые приготовления**

benefit /'benɪfɪt/ benefit (from sth) to receive an advantage from sth: *Small businesses have benefited from the changes in the law.* ► **извлекать пользу, получать выгоду**

boo /bu:/ to make a sound to show that you do not like sb/sth: *The audience booed when the baddie came on stage.* ► **звук «бу-у» используется для выражения неодобрения**

clap /kleɪp/ (clapping, clapped) to make a noise by hitting your hands together to show that you like sth: *The audience clapped as soon as the singer walked on stage.* ► **хлопать в ладоши**

dub /dʌb/ (pres part **dubbing**, pt/pp **dubbed**) dub sth (into sth) to change the sound in a film so that what the actors said originally is spoken by actors using a different language ► **дублировать фильм**

fancy /'fænsi/ (3rd pers sing **fancies**; pt/pp **fancied**) (informal) to like the idea of having or doing sth; to want sth or to want to do sth: *I don't fancy going out in this rain.* ► **хотеть, иметь желание**

form /fɔ:m/ 1 to begin to exist or make sth exist 2 to make or organise sth: *to form a government* ► 1. **образоваться, образоваться; 2. сформировать**

lose /lu:z/ (pt, pp **lost** /lɒst/) not to win or be successful at sth: *We played well but we lost 2-1.* opposite: **win** ► **проигрывать**

nominate /'nɒmɪneɪt/ nominate sb/sth (for/as sth) to formally suggest that sb/sth should be given a job, role, prize, etc.: *The novel has been nominated for the Booker prize.* ► **выдвигать, номинировать**

receive /rɪ'si:v/ to get or accept sth that sb sends or gives to you: *to receive a phone call* opposite: **give** ► **получать, принимать**

record /rɪ'kɒrd/ to put music, a film, a programme, etc onto a CD or cassette so that it can be listened to or watched again later: *The band has recently recorded a new album.* ► **записывать (музыку, фильм и т.д.)**

spot /spɒt/ (pt **spotted**, pp **spotted**) to see or notice sb/sth: *I've spotted a couple of spelling mistakes.* ► **замечать, застать**

succeed /sək'si:d/ succeed (in sth/in doing sth) to manage to achieve what you want; to do well: *She succeeded in passing the exam.* opposite: **fail** noun: **success** ► **преуспевать, иметь успех в чем-то**

tour /tu:ə(r)/ /tɔ:ə(r)/ to travel around a place: *We toured southern Spain for three weeks.* ► **объехать какую-то территорию, путешествовать (дв-то)**

ПРИЛАГАТЕЛЬНЫЕ

- ambitious** /æm'brɪʃəs/ having a strong desire to be successful, to have power, etc. *You have to be ambitious to become a successful pop star.* noun: ambition ➤ честолюбивый
- ashamed** /ə'ʃeɪmd/ feeling guilty or embarrassed about sth/sth or because of sth you have done: *She felt ashamed of her bad behaviour.* opposite: proud ➤ стыженный, чувствующий стыд
- determined** /dɪ'tɜːmɪnd/ having firmly decided to do sth or to succeed, even if it is difficult: *She was determined to find a better job.* noun: determination ➤ твердо решивший что-то/решившийся на что-то
- different** /'dɪfrənt/ not the same: *The two houses are very different in style.* opposite: similar ➤ отличающийся, имеющий отличия
- disciplined** /'dɪsəplɪnd/ having the ability to train your mind and body so that you control your actions and obey rules: *You have to have a disciplined approach to your work.* noun: discipline ➤ дисциплинированный
- embarrassing** /ɪm'bærəsɪŋ/ making you feel uncomfortable or shy: *She asks too many embarrassing questions.* ➤ смущающий, ставящий в неловкое положение
- enormous** /ɪ'nɔːməs/ very big or very great: *an enormous building* opposite: tiny ➤ огромный, грандиозный
- exciting** /ɪk'saɪtɪŋ/ making you feel very interested and happy ➤ волнующий, захватывающий
- famous** /'feɪməs/ well known to many people noun: fame ➤ знаменитый
- fun** /fʌn/ amusing or enjoyable: *Jane is really fun* (= I enjoy being with her). ➤ забавный или приятный
- glamorous** /'glæməəs/ seeming more exciting or attractive than ordinary things or people: *the glamorous world of show business* ➤ эффектный, шикарный
- hard-working** /'hɑːd 'wɜːkɪŋ/ working with a lot of effort and energy noun: hard work ➤ усердный, работающий
- impressive** /ɪm'presɪv/ causing a feeling of admiration and respect because of the importance, size, quality, etc. of sth: *an impressive building* ➤ впечатляющий, производящий сильное впечатление
- lucky** /'lʌki/ (luckier, luckiest) (used about a person) having success and good things that come by chance: *He's lucky to be alive after an accident like that.* noun: luck opposite: unlucky ➤ удачливый, везучий
- poor** /puː/ not having enough money to have a comfortable life opposite: rich ➤ бедный, нищий
- positive** /'pɒzɪtɪv/ thinking or talking about the good things in a situation, in a way that makes you or sb else feel hopeful and confident: *Positive thinking will help you to succeed.* opposite: negative ➤ позитивный, оптимистический настроенный
- proud** /praʊd/ feeling pleased and satisfied about sth that you have or sth you have done: *They are very proud of their new house.* opposite: ashamed ➤ гордый, гордящийся чем-то
- romantic** /rəʊ'mæntɪk/ connected with love or a sexual relationship: *a romantic film* ➤ романтический, романтический

- short** /ʃɔːt/ (used about a person) less than the normal height for a man or woman opposite: tall ➤ маленького роста
- similar** /sɪmələ/ like sb/sth but not exactly the same: *Your handwriting is very similar to mine.* opposite: different ➤ похожий
- skinny** /'skɪni/ (used about a person) too thin opposite: wellbuilt ➤ тощий
- successful** /sək'sesfəl/ having achieved what you wanted; having become popular, rich, etc.: *a successful businessman* noun: success ➤ успешный
- talented** /'teləntɪd/ having a natural skill or ability: *She's a talented musician.* noun: talent ➤ талантливый
- tiny** /'taɪni/ (twice, times) very small: *the baby's tiny fingers* opposite: enormous ➤ крошечный
- tiring** /'taɪrɪŋ/ making you want to rest or sleep: *Teaching is a very tiring job.* ➤ утомительный
- well built** /wel 'bɪlt/ (used about a person) with a solid, strong body opposite: skinny ➤ атлетически сложенный, статный

ФРАЗОВЫЕ ГЛАГОЛЫ

- break up** to come to an end: *Their marriage has broken up.* ➤ развалиться, разрушиться, распасться

ИДИОМЫ

- get/go nowhere** to make no progress or to have no success: *We are getting nowhere arguing like this!* ➤ ничего не добиться, ни к чему не прийти
- keep in touch (with sb)** to stay in contact with sb by speaking or writing to him/her ➤ поддерживать контакт (с кем-то)
- make it** (used about arrangements) to be able to be present at a place: *I'm sorry, I won't be able to make it (for example to a party) on Saturday.* ➤ посвятить что-то, присутствовать где-то, прийти куда-то

Unit 3 / Урок 3

СУЩЕСТВИТЕЛЬНЫЕ

- accommodation** /əˌkɒmə'deɪʃn/ [U] a place for sb to live and stay in: *We lived in rented accommodation before buying this house.* ➤ жилье
- amenity** /ə'mɪnɪti/ [C] (pl amenities) something that makes a place pleasant or easy to live in: *Among the town's amenities are two cinemas and a sports centre.* ➤ удобства (радости, прелести, преимущества); объекты социальной инфраструктуры
- aunt** /aʊnt/ [C] the sister of your father or mother; the wife of your uncle ➤ тетя (сестра матери/отца)
- brother** /'brʌðə/ [C] a man or boy who has the same parents as another person ➤ брат
- carer** /'keərə/ [C] a person who regularly looks after sb who is unable to look after himself/herself because of age, illness, etc. ➤ сиделка (может быть и мужского пола)
- cousin** /'kʌzn/ [C] the child of your aunt or uncle ➤ двоюродный брат/сестра
- ex-partner** /eks 'pɑːtnə(r)/ [C] a person's former partner ➤ бывший партнер

- father-in-law** /'faːðə(r) ɪn lɔː/ [C] (pl fathers-in-law) the father of your husband or wife ➤ свекор или тесть
- flatmate** /'flætmeɪt/ [C] a person who shares a flat with one or more others ➤ сосед по квартире
- foster-family** /'fɒstə fæməli/ [C] a family who takes a child who needs a home into their family and cares for him/her without becoming the legal parent: *a foster-mother* ➤ патронатная семья
- grandchild** /'græntʃaɪld/ (pl grandchildren) (also granddaughters /'grændəʊtə/; grandson /'grænsən) [C] the daughter or son of your child ➤ внук/внучка
- grandfather** /'grænfɑːðə/ (also informal grandad /'grændəd/; grandpa /'grænpə/) [C] the father of one of your parents ➤ дедушка
- grandmother** /'grænmʌðə/ (also informal granny /'græni/) [C] the mother of one of your parents ➤ бабушка
- houseboat** /'haʊsbəʊt/ [C] a boat on a river, etc. where sb lives and which usually stays in one place ➤ «плавающий дом»
- housework** /'haʊswɜːk/ [U] the work that is needed to keep a house clean and tidy ➤ работа по дому
- husband** /'hʌzbənd/ [C] a man that a woman is married to ➤ муж
- igloo** /'ɪɡluː/ [C] (pl igloos) a small house that is built from blocks of hard snow ➤ иглу
- mother** /'mʌðə/ (informal mum /mʌm/) [C] the female parent of a person ➤ мама
- nephew** /'nefjuː/ /'nevjuː/ [C] the son of your brother or sister, or the son of your husband's or wife's brother or sister ➤ племянник
- niece** /'niːs/ [C] the daughter of your brother or sister; the daughter of your husband's or wife's brother or sister ➤ племянница
- notice** /'nəʊtɪs/ [C] a piece of paper or a sign giving information, a warning, etc. that is put where everyone can read it: *There's a notice on the board saying that the meeting has been cancelled.* ➤ записка, объявление, уведомление
- only child** /'ɒnli 'tʃɪld/ [C] a child who has no brothers or sister: *As an only child, I was quite lonely when I was growing up.* ➤ единственный ребенок в семье
- pressure** /'preʃə/ [C, U] worries or difficulties that you have because you have too much to deal with: *Peer pressure can force children to rebel against authority.* ➤ давление, гнет, нажим
- public transport** /'pʌblɪk 'trænsपोर्ट/ [U] (the system of) buses, trains, etc. that run according to a series of planned times and that anyone can use: *to travel by public transport* ➤ общественный транспорт
- relative** /'relatɪv/ [C] a member of your family ➤ родственник
- rent** /rent/ [U, C] money that you pay regularly for use of land, a house or a building: *She hasn't paid her rent for two months.* ➤ арендная плата
- sister** /'sɪstə/ [C] a girl or woman who has the same parents as another person ➤ сестра
- stepfather** /'stepfɑːðə(r)/ [C] the man who has married your mother when your parents are divorced or your father is dead ➤ отчим
- stepmother** /'stepmʌðə/ [C] the woman who has married your father when your parents are divorced or your mother is dead ➤ мачеха
- suburb** /'sʌbəb/ [C] an area where people live that is outside the central part of a town or city: *Most people live in the suburbs and work in the centre of town.* ➤ пригород

uncle /ˈʌŋkl/ [C] the brother of your father or mother; the husband of your aunt ➤ **дядя** (брат матери/отца)
wife /waɪf/ [C] a woman that a man is married to ➤ **жена**

ГЛАГОЛЫ

bully /ˈbʊli/ to use your strength or power to hurt or frighten sb who is weaker or to make him/her do sth: *They bullied her at school until she gave them her money.* ➤ **запугать, заставить угрозами** (что-то/кого-то)
divorce /dɪˈvɔːs/ to legally end your marriage to sb: *My parents got divorced when I was three.* ➤ **развестись**
envy /ˈenvi/ to want sth that sb else has; to feel jealous of sb because he/she has sth you want: *I envied her happy childhood.* ➤ **завидовать**
foster /ˈfɒstə/ to take a child who needs a home into your own family and to care for him/her without becoming his/her legal parent: *She fostered the child until he was eighteen.* ➤ **воспитывать, опека** (неродных детей)
miss /mɪs/ 1 to fail to go to or do sth: *She missed weeks of school because of the accident.* 2 to feel sad because sb is not with you any more: *He missed her desperately when she left.* ➤ 1. **пропускать что-то, 2. скучать** (по кому-то, чему-то)
separate /ˈsepəreɪt/ to stop living together as a couple with your wife, husband or partner: *His parents separated when he was still a baby.* ➤ **расставаться, расходиться**
share /ʃeə(r)/ **share** (sth with sb) to have, use, do, or pay for sth together with another person or other people: *I share a flat with four other people.* ➤ **делить что-то с кем-то, совместно с кем-то пользоваться чем-то/делать что-то**

ПРИЛАГАТЕЛЬНЫЕ

available /əˈveɪləbl/ (used about things) that you can get, buy, etc: *The room to rent is not available until next month.* ➤ **доступный, свободный**
caring /ˈkeərɪŋ/ showing that the feelings of other people are important to you: *We must work towards a more caring society.* ➤ **внимательный, заботливый, чуткий**
close /klaʊs/ (line to sb/sth) 1 near: *Is the hotel close to the beach?* 2 (used about a relative, friend, etc) knowing sb very well and liking him/her: *She and her father had never been very close.* ➤ 1. **близкий** (находящийся рядом); 2. **близкий** (друг и т.д.)
convenient /kənˈviːniənt/ suitable or practical for a particular purpose; not causing difficulty: *A small car is more convenient for parking in busy streets.* opposite: **inconvenient** ➤ **удобный**
difficult /ˈdɪfɪkəlt/ (used about a person) not friendly, reasonable or helpful: *He was always a difficult child.* ➤ **трудный** (ребенок, подросток), **тяжелый** (человек)
en suite /ɒn ˈswiːt/ (used about a bedroom and bathroom) forming one unit: *The bedroom has a bathroom en suite.* ➤ **смежный** (о комнатах)
expensive /ɪksˈpensɪv/ costing a lot of money: *Houses are very expensive in this area.* opposite: **cheap** ➤ **дорогой** (о цене)
heavy /ˈheɪvi/ (heavier; heaviest) weighing a lot; difficult to lift or move: *The piano was too heavy to lift.* opposite: **light** ➤ **тяжелый**

horrible /ˈhɒrəbl/ (informal) bad or unpleasant: *This coffee tastes horrible!* ➤ **ужасный**
independent /ˌɪndɪˈpendənt/ not needing or wanting help: *He left home to be independent of his parents.* ➤ **независимый, самостоятельный**
kind /kaɪnd/ kind (to sb); kind (of sb) (to do sth) caring about others; friendly and generous: *Everyone's been so kind to us since we came here.* ➤ **добрый**
noisy /ˈnɔɪzi/ (noisier; noisiest) making a lot of loud and unpleasant sounds: *full of noise* opposite: **quiet** ➤ **шумный**
patient /ˈpeɪʃnt/ able to stay calm and not get angry, especially when there is a difficulty or you have to wait a long time: *She's very patient with young children.* ➤ **терпеливый**
powerful /ˈpaʊəfl/ having great strength or force: *a powerful car/computer* ➤ **мощный**
relaxing /rɪˈlæksɪŋ/ pleasant; helping you to rest and become less worried ➤ **расслабляющий, успокаивающий**
reliable /rɪˈlaɪəbl/ (used about a person) that you can trust: *She's a very reliable babysitter.* ➤ **надежный, заслуживающий доверия**
responsible /rɪˈspɒnsəbl/ (used about a person) that you can trust to behave well and in a sensible way: *Maria is responsible enough to take her little sister to school.* ➤ **ответственный**
selfish /ˈselfɪʃ/ thinking only about your own needs or wishes and not about other people's: *I'm sick of your selfish behaviour – think of others for a change!* opposite: **unselfish** ➤ **эгоистичный**
smart /smɑːt/ fashionable and usually expensive: *a smart car/restaurant* ➤ **шикарный, «крутой»**
spoilt /spɔɪlt/ (used about a child) rude and badly behaved because he/she has always been given everything he/she wants ➤ **избалованный**
strict /strɪkt/ not allowing people to break rules or to behave badly: *strict parents/teachers* ➤ **строгий**
thoughtful /ˈθɔːtfl/ thinking about what other people want or need: *It was very thoughtful of you to send her flowers.* ➤ **чуткий, внимательный**
understanding /ˌʌndəˈstændɪŋ/ showing kind feelings towards sb; sympathetic: *She's very understanding about the problems teenagers face nowadays.* ➤ **понимающий**

ФРАЗОВЫЕ ГЛАГОЛЫ

bring sb up to care for a child, teaching him/her how to behave, etc: *He was brought up by his aunt.* ➤ **воспитывать, растить**
fall out (with sb) to argue and to stop being friendly (with sb) ➤ **поссориться** (с кем-то)
get into sth to become involved in sth; to start sth: *to get into a fight/an argument* ➤ **ввязаться во что-то**
get on/along with sb to have a friendly relationship with sb: *Do you get on well with your colleagues?* ➤ **ладить с кем-то**
grow up to develop into an adult; to mature: *What do you want to be when you grow up?* ➤ **вырасти, стать взрослым**
look after sb/sth/yourself to be responsible for or take care of sb/sth/yourself: *The old lady's son looked after all her finances.* ➤ **присматривать за кем-то/чем-то, заботиться о ком-то/чем-то**

put up with sb/sth to suffer sb/sth unpleasant and not complain about it: *I don't know how they put up with this noise.* ➤ **смириться, примириться с чем-то/ком-то**
split up (with sb) to end a marriage or relationship: *He's split up with his girlfriend.* ➤ **расстаться, разойтись с кем-то**
stay on (at...) to continue studying, working, etc somewhere for longer than expected or after people have left: *He stayed on at school after doing GCSEs.* ➤ **оставаться где-то дольше обычного срока**
take after sb to look or behave like an older member of your family: *He takes after his uncle.* ➤ **быть в кого-то/пойти в кого-то** (ж отца, в мать и т.д.)
tell sb off to speak to sb angrily because he/she has done sth wrong: *The teacher told me off for not doing my homework.* ➤ **отругать, отчитать, сделать выговор**

ИДИОМЫ

be/make friends (with sb) to be/become a friend of sb: *He finds it hard to make friends with other children.* ➤ **подружиться**
get into trouble get into a situation in which you can be criticised or punished: *He got into trouble with the police.* ➤ **попасть в беду, в неприятности, «влипнуть в историю»**
make sure (of sth/that...) to do sth in order to be certain that sth else happens: *We will make sure that you enjoy your visit.* ➤ **позаботиться о чем-то**
make up your mind to decide sth: *They're both lovely – I can't make up my mind.* ➤ **принять решение**

Unit 4 / Урок 4

СУЩЕСТВИТЕЛЬНЫЕ

ankle /ˈæŋkl/ [C] the part of your body where your foot joins your leg ➤ **лодыжка** (с кем-то)
back /bæk/ [C] the part of your body between the neck and the bottom ➤ **спина**
chest /tʃest/ [C] the top part of the front of your body ➤ **грудь** (грудная клетка)
chin /tʃɪn/ [C] the part of your face below your mouth ➤ **подбородок**
danger /ˈdeɪndʒə/ [U,C] the chance that sb/sth may be hurt, killed or damaged or that sth bad may happen: *When he saw the gun, he realised his life was in danger.* adjective: **dangerous** ➤ **опасность**
diet /ˈdaɪət/ [C] the food that a person usually eats: *I try to have a healthy, balanced diet* (= including all the types of food that our body needs). verb: **diet** ➤ **рацион, режим питания**
ear /ɪə/ [C] one of the two parts of the body of a person or an animal that are used for hearing ➤ **ухо**
elbow /ˈelbəʊ/ [C] the place where the bones of your arm join and your arm bends ➤ **локоть**
evil /ˈɛvl/ [U] a force that causes bad and harmful things to happen: *The play is about the good and evil in all of us.* ➤ **зло**
eye /aɪ/ [C] one of the two organs in your body that you use to see with: *He's got blue eyes.* ➤ **глаз**
eyebrow /ˈaɪbrəʊ/ [C] the line of hair that is above your eye ➤ **бровь**

fear /fɪə/ [C,U] the feeling that you have when sth dangerous, painful or frightening might happen: *This book helped me get over my fear of dogs.* ➤ **страх**

finger /'fɪŋɡə/ [C] one of the five parts at the end of each hand: *She wore rings on all her fingers.* ➤ **палец**

foot /fʊt/ [C] (pl **feet** /fi:t/) the lowest part of your body, at the end of your leg, on which you stand ➤ **стопа (часть ноги)**

hand /hænd/ [C] the part of your body at the end of your arm which has five fingers: *He took the child by the hand.* ➤ **кисть руки**

head /hed/ [C] the part of your body above the neck: *She turned her head to look at him.* ➤ **голова**

headache /'hedeɪk/ [C] a pain in your head: *I've got a terrible headache.* ➤ **головная боль**

heart /hɑ:t/ [C] the organ inside your chest which sends blood round your body: *Exercising makes your heart beat faster.* ➤ **сердце**

knee /ni:/ [C] the place where your leg bends in the middle: *She fell and hurt her knee.* ➤ **колено**

lip /lɪp/ [C] either of the two soft edges at the opening of your mouth: *to kiss sb on the lips.* ➤ **губа**

monster /'mɒnstə/ [C] (in stories) a creature that is large, ugly and frightening ➤ **чудовище, монстр**

mouth /maʊθ/ [C] the part of your face that you use for eating and speaking: *to open/close your mouth* ➤ **рот**

nail /neɪl/ [C] a thin hard layer that covers the end of a finger or toe: *to cut your fingernails/toenails* ➤ **ноготь**

neck /nek/ [C] the part of your body that joins your head to your shoulders: *She wrapped a scarf around her neck.* ➤ **шея**

nose /naʊz/ [C] the part of your face, above your mouth, that is used for breathing and smelling ➤ **нос**

pain /peɪn/ [C] the unpleasant feeling that you have when a part of your body has been hurt or when you are ill: *He had pains in his chest.* ➤ **боль**

panic /'pænɪk/ [U] a sudden feeling of fear that cannot be controlled and stops you from thinking clearly: *There was complete panic when the alarm went off.* ➤ **паника**

plaster /'plɑ:stə/ [C] a small piece of sticky material that is used to cover a cut, etc on the body: *Put a plaster on it until it stops bleeding.* ➤ **пластырь**

pulse rate /'pʌls reɪt/ [C, usually sing] the regular speed at which blood is pushed around your body by the action of your heart: *Your pulse rate increases after exercise.* ➤ **частота пульса**

shoulder /'ʃəʊldə/ [C] the part of your body between the neck and the top of your arm: *She fell asleep with her head on his shoulder.* ➤ **плечо**

soul /saʊl/ [C] the inner part of a person containing his/her deepest thoughts and feelings: *There was a feeling of sadness deep in her soul.* ➤ **душа**

stomach /'stʌmək/ [C] the organ in your body where food goes after you have eaten it ➤ **желудок**

stomach ache /'stʌmək eɪk/ [C,U] a pain in your stomach: *I've got (a) terrible stomach ache.* ➤ **боль в желудке**

therapy /'θerəpi/ [U] treatment to help or cure a mental or physical illness, usually without drugs or medical operations: *to have therapy* ➤ **лечение, терапия**

thigh /θaɪ/ [C] the top part of your leg, above the knee ➤ **бедро (верхняя часть ноги от колена)**

thumb /θʌm/ [C] the short thick finger at the side of each hand ➤ **большой палец**

toe /təʊ/ [C] one of the ten small parts at the end of each foot ➤ **палец ноги**

toothache /'tu:ðeɪk/ [U, C, usually sing] a pain in your tooth or teeth: *I've got such bad toothache, I can't open my mouth.* ➤ **зубная боль**

treatment /'tri:tment/ [U,C] treatment (for sth) the use of medicine or medical care to cure an illness or injury: *to need medical treatment* ➤ **лечение**

waist /weɪst/ [C] the narrowest part around the middle of your body: *He put his arms around her waist.* ➤ **талия**

wrist /rɪst/ [C] the narrow part at the end of your arm where it joins your hand ➤ **запястье**

ГЛАГОЛЫ

adore /ə'dɔ:ə/ to like sth/sb very much: *She adores chocolate.* ➤ **обожать**

beat /bi:t/ (pt **beat**, pp **beaten** /'bi:tn/) to make a regular sound or movement: *Her heart beat faster as she ran to pick up her child.* ➤ **биться, стучать**

break /breɪk/ (pt **broke** /brəʊk/, pp **broken** /'brəʊkən/) to separate, or make sth separate, into two or more pieces: *He broke his leg in a car accident.* ➤ **ломать**

detest /dɪ'test/ to hate or not like sb/sth at all: *I detest the smell of boiled cabbage.* ➤ **ненавидеть, не выносить**

disappear /,dɪsə'piə/ to become impossible to see or to find; to vanish: *He disappeared into a crowd of people.* ➤ **исчезать**

dislike /dɪs'laɪk/ to think that sth/sb is unpleasant ➤ **не любить**

fascinate /'fæsnɪt/ to attract or interest sb very much: *Chinese culture has always fascinated me.* adjectives: **fascinated, fascinating** ➤ **очень привлекать, завораживать, очаровывать**

heal /hi:l/ (vt) (up)over to become healthy again: *The cut will heal up in a few days.* ➤ **заживать**

hurt /hɜ:t/ (pt, pp **hurt**) to feel painful: *My leg hurts.* ➤ **болеть**

lend /lend/ (pt, pp **lent**) to lend sb sth, to lend sth to sb to allow sb to use sth for a short time or to give sb money that must be paid back after a certain amount of time: *Could you lend me £10 until Friday?* ➤ **одалживать**

love /lʌv/ to like or enjoy sth very much: *I love horror films.* ➤ **очень любить**

prepare /pra'peɪə/ to prepare (sb/sth) (for sth/sb) to get ready or to make sb/sth ready: *Bo helped me prepare for the exam.* ➤ **готовить, готовиться**

recover /rɪ'kʌvə(r)/ to recover (from sth) to become well again after you have been ill: *It took him two months to recover from the operation.* ➤ **выздоровливать**

scare /skeɪ/ to make a person or an animal frightened: *The sudden noise scared us all.* ➤ **пугать**

stand /stænd/ (used in negative sentences and questions, with *can/could*) to not like sb/sth at all: to hate sb/sth: *I can't stand being late for work.* ➤ **(не) терпеть, (не) выносить**

taste /teɪst/ to try a small amount of food or drink to see if you like it: *Can I taste a piece of that cheese?* ➤ **пробовать, дегустировать**

terrify /'terɪfaɪ/ (pres part **terrifying**, 3rd pers sing pres **terrifies**, pt, pp **terrified**) to frighten sb very much: *Spiders terrify me.* ➤ **(очень сильно) пугать**

twist /twɪst/ to bend or turn sth into a particular shape, often one it does not go in naturally; to be bent in this way: *He twisted his ankle playing squash.* ➤ **выгнуть, вывернуть, свернуть (что-то)**

vanish /'vænɪʃ/ to disappear suddenly or in a way that you cannot explain: *When he turned round, she'd vanished.* ➤ **исчезнуть, пропасть**

wonder /'wʌndə/ to want to know sth; to ask yourself questions about sth: *I wonder what the new teacher will be like.* ➤ **размышлять/думать над чем-то, интересоваться кого-то (Интересно, ...)**

ПРИЛАГАТЕЛЬНЫЕ

amusing /ə'mju:zɪŋ/ causing you to laugh or smile: *He's a very amusing person and he makes me laugh a lot.* ➤ **забавный**

annoying /ə'nɔɪɪŋ/ making you feel angry or slightly angry: *It's so annoying that there's no phone near here!* ➤ **раздражающий, досадный**

astounded /ə'stəʊndɪd/ to be very surprised: *I was astounded by the decision.* ➤ **изумленный, пораженный**

astounding /ə'stəʊnɪŋ/ very surprising: *His general knowledge is astounding.* ➤ **поражающий**

authentic /ə'θentɪk/ that you know is real or genuine: an authentic Chinese recipe opposite: **artificial** ➤ **настоящий, подлинный, аутентичный**

awful /ɔ:fl/ very bad or unpleasant: *We had an awful holiday. It rained every day.* ➤ **ужасный**

balanced /'bælənst/ keeping or showing a balance, so that different things, or different parts of things exist in equal or correct amounts: *A balanced diet is important for good health.* ➤ **сбалансированный**

bored /bɔ:d/ bored (with sth) feeling tired and perhaps slightly annoyed because sth is not interesting or because you do not have anything to do: *I'm bored with eating the same thing every day.* ➤ **скужающий, испытывающий скуку (Мне скучно...)**

boring /'bɔ:ɪŋ/ not at all interesting; dull ➤ **скучный**

brilliant /'brɪljənt/ 1 very clever, skilful or successful: *That's a brilliant idea!* 2 (informal) very good: *That was a brilliant film!* ➤ 1. **очень умный, гениальный**, 2. **замечательный**

cheap /tʃi:p/ low in price, costing little money opposite: **expensive** ➤ **дешевый**

dangerous /'deɪndʒərəs/ likely to cause injury or damage: *a dangerous animal/driver/illness* ➤ **опасный**

delicious /dɪ'lɪʃəs/ having a very pleasant taste ➤ **очень вкусный, изумительный на вкус**

disturbing /dɪs'tɜ:bɪŋ/ making you worried or upset: *I found the film very disturbing.* ➤ **огорчающий, беспокоящий; тяжелый (о фильме, книге)**

emotional /ɪ'məʊʃənl/ causing strong feelings: *He gave an emotional speech.* ➤ **эмоциональный, волнующий**

enjoyable /ɪn'dʒɔɪəbl/ giving pleasure: *Thanks for an enjoyable evening.* ➤ **приятный, доставляющий удовольствие**

exhausted /ɪg'zɔ:stɪd/ very tired ➤ **вымотанный, измученный, истощенный**

exhausting /ɪg'zɔ:stɪŋ/ making sb very tired: *Teaching young children is exhausting work.* ➤ **утомляющий, выматывающий**

fantastic /fæn'tæstɪk/ (informal) very good; excellent ➤ **великолепный, превосходный**

fascinated /'fæsnɪtɪd/ very interested in sth: *He was fascinated by snakes.* ➤ **привлеченный, очарованный, восхищенный**

freezing /'fri:zɪŋ/ (informal) very cold ➤ **ледяной (очень холодный)**

fresh /fref/ (used especially about food) produced or picked very recently; not frozen or in a tin: *fresh bread/fruit/flowers* ➤ **свежий**

frightened /'fraɪnd/ (frightened of sb/sth) afraid of a particular person, thing or situation. ➤ **испуганный**

frightening /'fraɪnɪŋ/ making you feel afraid or shocked: *a frightening experience* ➤ **пугающий, страшный**

healthy /'helθi/ (healthier, healthiest) helping to produce good health and keeping you free from illness: *a healthy diet/lifestyle* opposite: **unhealthy** ➤ **здоровый (полезный для здоровья)**

horrible /'hɒrəbl/ (informal) bad or unpleasant: *This coffee tastes horrible!* ➤ **ужасный, отвратительный**

hot /hɒt/ (hotter, hottest) (used about food) causing a burning feeling in your mouth; spicy: *a hot curry* opposite: **mild** ➤ **острый (о пище)**

interested /'ɪntrestɪd/ interested (in sth/sb); interested in doing sth; interested to do sth wanting to know or hear more about sth/sb. *They weren't interested in my news at all! I'm really not interested in going to university.* ➤ **заинтересованный, интересующийся чем-то**

interesting /'ɪntrestɪŋ/ enjoyable and entertaining; holding your attention: *an interesting person/job/book* ➤ **интересный**

low-fat /'ləʊ 'fæt/ (used about food) containing only a very small amount of fat: *a low-fat yoghurt* opposite: **full-fat** ➤ **с низким содержанием жира**

maximum /'mæksɪməm/ as large, fast, etc as is possible, or the most that is possible or allowed: *For maximum effect, do the exercises twice a day.* opposite: **minimum** ➤ **максимальный**

rotten /'rɒtn/ (used about food) old and not fresh enough or good enough to use opposite: **fresh** ➤ **испорченный, несвежий**

sad /sæd/ (sadder, saddest) unhappy or causing sb to feel unhappy: *a sad song* ➤ **грустный**

salty /'sɒlti/ having the taste of, or including too much salt: *I didn't like the meat. It was too salty.* ➤ **солёный (обычно в значении «пересоленный»)**

sick /sɪk/ feeling ill in your stomach so that you may vomit (= bring food up through your mouth): *I feel sick – I think it was the fish I ate.* ➤ **плохо себя чувствующий, испытывающий тошноту**

simple /'sɪmpl/ easy to do, understand or use; not difficult or complicated ➤ **простой**

sore /sɔː/ (used about a part of the body) painful, especially when touched: *My feet were sore after walking so far.* ➤ **причиняющий боль, воспаленный (о какой-то части тела) (У меня болит...)**

sorry /'sɒri/ sorry (to see, hear, etc ...) sad or disappointed: *I was sorry to hear your father was ill.* ➤ **огорченный, испытывающий сожаление (Мне жаль...)**

spicy /'spiːsi/ containing a substance, especially a powder, that is made from a plant and used to give flavour to food: *Do you like spicy food?* ➤ **острый, пряный**

surprised /sa'praɪzd/ feeling or showing surprise when sth happens that you do not expect: *I was very surprised to see Cara there. I thought she was abroad.* ➤ **удивленный**

sweet /swiːt/ containing, or tasting as if it contains, a lot of sugar: *The children love sweet things.* opposite: **savory** ➤ **сладкий**

tasty /'teɪsti/ (tastier, tastiest) having a good flavour: *a tasty mushroom sauce* opposite: **tasteless** ➤ **вкусный**

tender /'tendə(r)/ (used about food) soft and easy to cut or bite opposite: **tough** ➤ **мягкий, нежный (о пище)**

terrible /'terəbl/ very bad; of poor quality: *a terrible hotel/book* ➤ **ужасный, кошмарный, отвратительный**

terrified /'terɪfaɪd/ terrified (of sb/sth) very afraid: *He's terrified of rats.* ➤ **испытывающий сильный страх**

terrifying /'terɪfaɪɪŋ/ making you feel very afraid: *a terrifying film* ➤ **вызывающий сильный страх**

tired /'taɪəd/ feeling that you need to rest or sleep: *She was tired after a hard day's work.* ➤ **усталый, уставший**

tough /tʌf/ (used especially about meat) difficult to cut and eat opposite: **tender** ➤ **жесткий (о пище)**

НАРЕЧИЯ

anyway /'eniweɪ/ (used to change the subject or go back to a subject being discussed before): *Anyway, that's enough about my problems. How are you?* ➤ **в любом случае, во всяком случае**

ФРАЗОВЫЕ ГЛАГОЛЫ

get over sth to deal with a problem successfully: *You'll have to get over your fear of flying if you want to travel round the world.* ➤ **справиться (с чем-то)**

have a temperature (used about a person) to be hotter than normal because you are ill ➤ **иметь (повышенную) температуру**

keep on (doing sth) to continue doing sth or to repeat an action many times, sometimes in an annoying way: *He keeps on interrupting me.* ➤ **продолжать или все время что-то делать (иногда в значении жалобы на кого-то)**

ИДИОМЫ

can't stand to not like sb/sth at all; to hate sb/sth: *I can't stand that woman – she's so rude.* ➤ **не выносить, не терпеть (кого-то, что-то)**

(be/get) out of breath (to be/start) breathing very quickly, for example, after physical exercise ➤ **запыхаться, тяжело дышать**

Unit 5 / Урок 5

СУЩЕСТВИТЕЛЬНЫЕ

the atmosphere /'ætməsfɪə/ [C, usually sing] the mixture of gases that surrounds the earth or any other star, planet, etc: *the earth's atmosphere* ➤ **атмосфера (планеты)**

beach /biːtʃ/ [C] an area of small stones or sand beside the sea: *to sit on the beach* ➤ **пляж, морское побережье**

breeze /brɪz/ [C] a light wind, especially a pleasant one: *a summer breeze* ➤ **легкий ветерок, бриз**

campaign /'kæmpeɪn/ [C] a plan to do a number of things in order to achieve a special aim: *to launch an advertising/election campaign* verb: **campaign** ➤ **кампания (избирательная, рекламная и т.п.)**

carbon dioxide /'kɑːbən daɪ'ɒksaɪd/ [U] (symbol CO₂) a gas with no colour or smell that people and animals breathe out of their lungs ➤ **углекислый газ**

climate /'klaɪmət/ [C] the normal weather conditions of a particular region: *a dry/humid/tropical climate* ➤ **климат**

competition /'kɒmpə'tɪʃn/ [C] an organised event in which people try to win sth: *They hold a competition every year to find the best artist.* ➤ **соревнование, конкурс**

crop /krɒp/ [C, usually plural] all the plants that are grown on farms for food: *Rice and soya beans are the main crops here.* ➤ **злак, зерновая культура**

desert /'dezət/ [C,U] a large area of land, usually covered with sand, that is hot and has very little water and very few plants ➤ **пустыня**

drinking water /'drɪŋkɪŋ wɔːtə/ [U] water that is safe to drink ➤ **питьевая вода**

drought /draʊt/ [C,U] a long period without rain: *Drought has affected many countries in Africa.* ➤ **засуха**

entertainment /'entə'teɪnmənt/ [U,C] music, film, etc used to interest and amuse people ➤ **развлечение, развлекательное мероприятие**

the environment /ɪn'vaɪrənmənt/ [sing] the natural world, for example the land, air and water, in which people, animals and plants live: *We need stronger laws to protect the environment.* ➤ **окружающая среда**

event /'vent/ [C] a planned public or social occasion: *a school event* ➤ **мероприятие (встреча, вечер)**

fine /faɪn/ [C] a sum of money that you have to pay for breaking a law or rule: *a parking fine* ➤ **штраф**

flood /flʌd/ [C] a large amount of water that has spread from a river, the sea, etc and that covers an area which should be dry: *People have been forced to leave their homes because of the floods.* ➤ **наводнение, потоп**

flooding /'flʌdɪŋ/ [U] a situation in which a large amount of water covers an area which should be dry: *There will be heavy rain with local flooding in some areas.* ➤ **затопление**

fog /fɒg/ [U,C] a thick white cloud that forms close to the land or sea. Fog makes it difficult for us to see: *Patches of dense fog are making driving dangerous.* adjective: **foggy** ➤ **туман**

forest /'fɒrɪst/ [C,U] a large area of land covered with trees ➤ **лес**

fossil fuel /'fɒsl fjuːəl/ [C,U] a natural fuel such as coal or oil, that was formed millions of years ago from dead animals or plants in the ground: *Carbon dioxide is produced in huge amounts when fossil fuels are burned.* ➤ **ископаемое топливо**

gale /geɪl/ [C] a very strong wind: *Several trees blew down in the gale.* ➤ **буря, шторм**

global warming /'glɒbl 'wɔːmɪŋ/ [sing] the increase in the temperature of the earth's atmosphere, caused by the increase in certain gases ➤ **глобальное потепление**

the greenhouse effect /'grɪnhaʊs 'efekt/ [sing] the warming of the earth's atmosphere as a result of harmful gases, etc in the air ➤ **парниковый эффект**

greenhouse gas /ˈɡriːnhaʊs ˈɡæz/ [C] any of the gases that are thought to cause the greenhouse effect, especially carbon dioxide ► «парниковый газ» (газ, вызывающий парниковый эффект)

the ground /ˈɡraʊnd/ [sing] the solid surface of the earth: *We sat on the ground to eat our picnic.* ► земля, поверхность земли

heatwave /ˈhiːtweɪv/ [C] a period of unusually hot weather ► период сильной жары

hill /hɪl/ [C] a high area of land that is not as high as a mountain: *We live at the top of a hill.* ► холм

hurricane /ˈhʌrɪkən/ [C] a violent storm with very strong winds ► ураган

ice cap /aɪs kæp/ [C] a layer of ice permanently covering parts of the earth, especially around the North and South Poles: *the polar ice caps* ► (полярная) шапка льда

island /ˈaɪlənd/ [C] a piece of land that is surrounded by water: *the Greek islands* ► остров

islander /ˈaɪləndaɪ/ [C] a person who lives on a small island ► островитянин, житель острова

lake /leɪk/ [C] a large area of water that is surrounded by land: *They've gone sailing on the lake.* ► озеро

lightning /ˈlaɪtnɪŋ/ [U] a bright flash of light that appears in the sky during a storm: *The tree was struck by lightning during the storm.* ► молния

mountain /ˈmaʊntən/ [C] a very high hill ► гора

ocean /ˈəʊʃn/ [C] one of the five major areas of salt water that cover most of the earth's surface: *the Atlantic / Pacific Ocean* ► океан

patch /pætʃ/ [C] a part of a surface that is different in some way from the area around it: *Drive carefully. Fog patches are forecast.* ► пятно, участок, небольшая область

plain /pleɪn/ [C] a large area of flat land with few trees ► равнина

pollution /pəˈluːʃn/ [U] the action of making the air, water, etc dirty and dangerous: *Major steps are being taken to control the pollution of beaches.* ► загрязнение

pressure /ˈpreʃə/ [U] (used about the weather) the force of the atmosphere on the earth's surface: *A band of high/low pressure is moving across the country.* ► давление (атмосферное)

restriction /rɪˈstrɪkʃn/ *restriction (on sth)* [C] a rule or law that limits the number, amount, size, freedom etc. of sth: *parking restrictions in the city centre* verb: *restrict* ► ограничение

river /ˈrɪvə/ [C] a large, natural flow of water that goes across land and into the sea: *the River Nile* ► река

rumble /ˈrʌmbl/ [C] a deep heavy sound: *a rumble of thunder in the distance* ► грохот, раскат

sea /siː/ [U] the salt water that covers large parts of the surface of the earth: *The sea is quite calm/rough today.* ► море

sea level /ˈsiː levl/ [U] the average level of the sea ► уровень моря

shower /ˈʃaʊə/ [C] a short period of rain: *There'll be a few showers later.* ► ливень

source /sɔːs/ [C] a place, person or thing where sth comes or starts from or where sth is obtained ► источник (чего-то)

spell /spel/ [C] a short period of time: *a sunny spell* ► короткий промежуток времени, период

storm /stɔːm/ [C] very bad weather, with a lot of rain, strong winds, etc: *I think there's going to be a storm.* adjective: *stormy* ► буря, шторм

thunder /ˈθʌndə/ [U] the loud noise that you can hear when there is a storm. Thunder can usually be heard after a flash of lightning. ► гром

tin can /tɪn ˈkæn/ [C] a closed metal container in which food, paint, etc is stored and sold ► консервная банка

tornado /təˈnɛdəʊ/ [C] (pl. *tornadoes*) a violent storm with a very strong wind that blows in a circle ► торнадо

valley /ˈvælɪ/ [C] the low land between two mountains or hills, which often has a river running through it ► долина

weather /ˈweðə/ [U] the climate at a certain place and time, how much wind, rain, sun, etc there is and how hot or cold it is: *What's the weather like where you are?* ► погода

weather forecast /ˈweðə fəˈkɑːst/ [C] a description of the weather that is expected for the next day or next few days verb: *forecast* ► прогноз погоды

wedding /ˈwedɪŋ/ [C] a marriage ceremony and often the meal or party that follows it (the *reception*) ► свадьба

ГЛАГОЛЫ

affect /əˈfekt/ to make sb/sth change in a particular way; to influence sb/sth: *This disease affects the brain.* ► влиять, оказывать влияние

expand /ɪkˈspænd/ to become or to make sth bigger: *The oceans are expanding.* ► расширять, расширяться

melt /melt/ to change or make sth change from a solid to a liquid by means of heat: *All the snow had melted in the sun.* ► таять, плавиться; плавить

pollute /pəˈluːt/ to make air, rivers, etc dirty and dangerous: *Traffic fumes are polluting our cities.* ► загрязнять

predict /prɪˈdɪkt/ to say that sth will happen in the future: *Scientists cannot predict exactly when earthquakes will happen.* noun: *prediction* ► предсказывать

protect /prəˈtekt/ to protect sb/sth (against/from sb) to keep sb/sth safe, to defend sb/sth: *Parents try to protect their children from danger.* ► защищать

recycle /rɪˈsaɪkl/ 1 to put used objects and materials through a process so that they can be used again: *recycled paper* 2 to keep used objects and materials and use them again: *Don't throw away your plastic carrier bags – recycle them!* ► 1. перерабатывать для повторного использования; 2. сохранять для повторного использования

rise /raɪz/ (pt *rose* /rəʊz/, pp *risen* /ˈrɪzn/ to move upwards; to become higher, stronger or to increase: *The temperature has risen to nearly forty degrees.* ► расти, увеличиваться, подниматься вверх

spread /spred/ to affect a larger area or a bigger group of people: *The disease spread rapidly among the refugees.* ► распространяться

trap /træp/ to catch and keep or store sth: *Special glass panels trap heat from the sun.* ► улавливать, задерживать, удерживать

warn /wɔːn/ to tell sb about sth unpleasant or dangerous that exists or might happen, so that he/she can avoid it: *The weatherman warned us about the possibility of flooding.* ► предупреждать

ПРИЛАГАТЕЛЬНЫЕ

aggressive /əˈɡresɪv/ ready or likely to fight or argue: *an aggressive dog* ► агрессивный

biodegradable /ˈbaɪəʊdeɪrəˈɡeɪdəbl/ that can be absorbed back into the earth naturally and so not harm the environment ► биодegradуемый (способный к биологическому разложению)

chilly /ˈtʃɪli/ (chillier; chilliest) (used about the weather) too cold to be comfortable: *Take a jumper with you. It's a bit chilly outside.* ► прохладный, холодный (в отрицательном смысле)

cool /kuːl/ fairly cold; not hot or warm: *What I'd like is a long cool drink.* ► прохладный (в положительном смысле)

damp /dæmp/ a little wet, often in a way that is unpleasant: *the cold damp English climate* ► сырой

dark /dɔːk/ with no light or with very little light ► темный

deep /diːp/ going a long way down from the surface: *a deep river* ► глубокий

disgusting /dɪsˈɡæstɪŋ/ very unpleasant ► отвратительный

dry /draɪ/ (drier; driest) having little or no rain: *a hot, dry summer* ► сухой, засушливый

endangered /ɪnˈdeɪndʒəd/ (used about animals, plants, etc.) in danger of disappearing from the world: *The giant panda is an endangered species.* ► находящийся в на грани вымирания

environmental /ɪnˈvaɪrənˈmentl/ connected with the natural world, in which people, plants and animals live ► относящийся к окружающей среде (и/или ее охране)

extinct /ɪkˈstɪŋkt/ (used about a type of animal, plant, etc.) no longer existing: *Dinosaurs are extinct.* noun: *extinction* ► ископаемый, вымерший

extreme /ɪkˈstriːm/ not normal or usual; serious or severe: *extreme weather conditions* ► экстремальный, чрезвычайный, исключительный

great /ɡreɪt/ (informal) good; wonderful: *We had a great time in Prague.* ► замечательный, великолепный

heavy /ˈhevi/ (heavier; heaviest) stronger or more than usual: *heavy rain* ► сильный, интенсивный

high /haɪ/ above the usual or normal level or amount: *high wind/temperatures* ► высокий, сильный

light /laɪt/ not strong in amount, degree, etc: *a light wind/breeze* ► легкий

local /ləʊkl/ of a particular place near you: *Local flooding is expected.* ► местный, локальный

lovely /ˈlʌvli/ very nice; enjoyable and pleasant ► милый, очаровательный

marvellous /ˈmɑːvələs/ very good; wonderful ► чудесный, прекрасный, удивительный

miserable /ˈmɪzəbl/ unpleasant, making you feel unhappy: *miserable weather* ► неприятный, плохой

peaceful /ˈpiːsfl/ calm and quiet: *a peaceful village* ► мирный, тихий

perfect /ˈpɜːfɪkt/ completely good; without faults or weaknesses: *The holiday was perfect.* ► совершенный, великолепный

reasonable /ˈrɪznəbl/ quite good, high, big, etc but not very: *The food was reasonable.* ► приемлемый, осознанный, неплохой

rich /rɪtʃ/ (used about soil) containing the substances that make it good for growing plants in ► плодородный (о почве)

rocky /ˈrɒki/ covered with or made of rocks: *a rocky landscape* ► каменистый, скалистый

rude /ruːd/ not polite ► грубый, невежливый

smelly /'smeli/ (informal) having a bad smell

► вонючий, плохо пахнущий

steep /sti:p/ (used about a mountain, a hill, a road, etc) rising or falling quickly; at a sharp angle

► крутой, отвесный

stressful /'stresfl/ causing worry and pressure: a stressful job

► стрессовый, вызывающий стресс

strong /strɒŋ/ (used about a natural force) powerful: strong wind/sun

► сильный

sunny /'sʌni/ having a lot of light from the sun: a sunny day

► солнечный

treeless /'tri:ləs/ without trees

► безлесный, свободный от деревьев

wet /wet/ (wetter, wetter) (used about the weather) with a lot of rain

► дождливый

widespread /'waɪdspred/ found or happening over a large area; affecting a large number of people: The storm caused widespread damage.

► (широко) распространенный, обширный

windy /'wɪndi/ (windier, windiest) with a lot of wind: a windy day

► ветренный

НАРЕЧИЯ

absolutely /'æbsəlu:tli/ completely; totally: It's absolutely freezing outside!

► полностью, абсолютно

really /'ri:əli/ very; very much: I'm really tired.

► очень, крайне

ИДИОМЫ

green living a lifestyle aiming to protect the environment

► жизнь в согласии с природой

Unit 6 / Урок 6

СУЩЕСТВИТЕЛЬНЫЕ

accommodation /ə,kɒmə'deɪʃn/ [U] a place for sb to live or stay

► жилье

adventure /əd'ventʃə/ [C] an experience or an event that is very unusual, exciting or dangerous.

► приключение

allowance /ə'laʊəns/ [C] an amount of money that you receive regularly, for example from your parents

► (денежное) содержание, карманные деньги

babysitter /'beɪbəsɪtə/ [C] a person who looks after a child for a short time while the parents are out

► няня (любого пола и возраста)

cave /keɪv/ [C] a large hole in the side of a cliff or hill, or under the ground

► пещера

comfort /'kʌmfət/ [C] something that makes your life easier or more pleasant: the comforts of modern life

► удобство, комфорт

course /kɔ:s/ [C] a complete series of lessons or studies: I've decided to enrol on a computer course.

► курс (занятий, лекций)

CV /si:/ [sing] curriculum vitae /kə,rɪkjələm 'vɪtʌl/ a formal list of your education and work experience, often used when you are trying to get a new job

► резюме, биография

degree [C] /di:'ɡri:/ an official document gained by successfully completing a course at university or college: She's got a degree in Philosophy.

► диплом университета, колледжа (обычно предполагает получение ученой степени)

desert island /,dezət 'aɪlənd/ [C] an island, especially a tropical one, where nobody lives

► необитаемый остров

diploma /di'pləʊmə/ [C] a certificate that you receive when you complete a course of study, often at a college: I'm studying for a diploma in hotel management.

► диплом (обычно колледжа)

employment /ɪm'plɔɪmənt/ [U] the state of having a paid job: to be in/out of employment

adjective: employed ► занятость, наличие работы

enthusiasm /ɪn'θju:ziæzəm/ [U] a strong feeling of excitement or interest in sth and a desire to become involved in it: Jan showed great enthusiasm for the new project.

adjective: enthusiastic ► энтузиазм

exam /ɪg'zæm/ [C] (also formal examination) a written, spoken or practical test of what you know or can do: to take an exam

► экзамен

experience /ɪk'spiəriəns/ 1 [U] the things that you have done in your life; the knowledge or skill that you get from seeing or doing sth: She has five years' work experience. 2 [C] something that has happened to you (often sth unusual or exciting): She wrote a book about her experiences in Africa.

► 1. опыт (работы и т.п.); 2. событие, происшествие

experiment /ɪk'sperɪmənt/ [C] a scientific test that is done in order to get proof of sth or new knowledge: to carry out/do an experiment

► эксперимент

further education /fɜ:ðə edʒu'keɪʃn/ [U] (abbr FE) education for people who have left school (but not a university)

► дальнейшее профессиональное образование (не университетское)

gap year /'ɡæp jɪə/ [C] a year between school and university when some students earn money, travel, etc

► пропущенный год (между школой и институтом)

grade /ɡreɪd/ [C] a mark that is given for school work, etc or in an exam: to get high/low grades

► оценка, отметка, балл

higher education /haɪə edʒu'keɪʃn/ [U] (abbr HE) education and training at a college or university, especially to degree level

► высшее образование (обычно предполагает получение ученой степени)

horizons /hə'raɪznz/ [pl] the limits of your knowledge or experience: Foreign travel is a good way of expanding your horizons.

► кругозор, диапазон (знаний, возможностей)

hours /'aʊəz/ [pl] the period of time when sb is working: Employees are demanding shorter working hours.

► рабочее время, рабочий день

initiative /ɪ'nɪʃɪətv/ [U] the ability to see and do what is necessary without waiting for sb to tell you: Don't keep asking me what to do. Use your initiative.

► инициатива, самостоятельность

job /dʒɒb/ [C] the work that you do regularly to earn money: She got a job as a waitress.

► работа (источник средств к существованию)

knowledge /'nɒldʒ/ [U, sing] information, understanding and skills that you have gained through learning or experience

► знания, знание чего-то

loads /ləʊdz/ [pl] loads (of sth) (informal) a large number or an amount of sb/sth: She's got loads of friends.

opposite: few ► куча, множество

opportunity /,ɒpə'tju:nəti/ [C] a chance to do sth that you like to do; a situation or a time in which it is possible to do sth that you would like to do: I have a golden opportunity to go to America now that my sister lives there.

► возможность, шанс

project /'prɒdʒekt/ [C] a piece of work, often involving many people, that is planned and organised carefully: a major project to reduce pollution in our rivers

► проект

qualification /kwɒlɪfɪ'keɪʃn/ [C] an exam that you have passed or a course of study that you have completed: She left school at 16 with no formal qualifications.

► квалификация (официально подтвержденная дипломом, сертификатом и т.п.)

quality /'kwɒləti/ [C] (pl qualities) something that is typical of a person or thing: Vicky has all the qualities of a good manager.

► черта, качество

rate /reɪt/ [C] a fixed amount of money that sth costs or that sb is paid: What's the hourly rate of pay?

► ставка, тариф, цена

reference /'refrəns/ [C] a statement or letter describing a person's character and ability that is given to a possible future employer: My boss gave me a good reference.

► рекомендация

salary /sə'leəri/ [C] the money that a person receives (usually every month) for the work he/she has done

► оклад, заработная плата (обычно ежемесячная)

shift work /'ʃɪft wɜ:k/ [U] a period of time worked by a group of workers who start as another group finishes

► сменная работа

skill /skɪl/ [C] an ability that you need in order to do a job, an activity, etc well: management skills

► навык, умение

test /test/ [C] a short exam to measure sb's knowledge or skill in sth: to do a spelling test

► тест

training /'treɪnɪŋ/ [U] the process of learning the skills that you need to do a job: staff training

► тренировка, обучение

undergraduate /ˌʌndə'ɡrædʒuət/ [C] a university student who has not yet taken his/her first degree

► студент (обычно университета)

uniform /'ju:nɪfɔ:m/ [C,U] the set of clothes worn at work by the member of certain organisations or groups and by some schoolchildren: I didn't know he was a policeman because he wasn't in uniform.

► форма, униформа

volunteer /vɒlən'tiə/ [C] a person who offers or agrees to do sth without being forced or paid to do it verb: volunteer

► доброволец, человек, работающий на общественных началах

wage /weɪdʒ/ [sing] (also wages pl) the regular amount of money that you earn for a week's work

► заработная плата (недельная)

work /wɜ:k/ [U] the job that you do, especially in order to earn money: It's difficult to find work in this city.

► работа

ГЛАГОЛЫ

apply /ə'plai/ [pres part applying; 3rd pers sing pres applies; pt, pp applied] apply (to sb) (for sth) to ask for sth in writing: I've applied for that job.

► обратиться с письменным заявлением, просьбой

build /bɪld/ [pt, pp built; built] to make sth by putting pieces, materials, etc together: to build a house

► строить

contact /'kɒntækt/ to telephone or write to sb

► связываться с кем-то (по телефону, письменно)

earn /ɜ:n/ to get money by working: How much does a dentist earn?

► зарабатывать, получать (деньги)

enclose /m'klaʊz/ to put sth in an envelope, a package, etc with sth else: *I enclose my CV.*
 ► прилагать (к письму и т.п.), вкладывать (в письмо и т.п.)

fail /feɪl/ to not be successful in sth: *to fail an exam* opposite: pass ► потерпеть неудачу, провалиться (на экзамене)

graduate /'grædʒuənt/ graduate (in sth) (from sth) to get a (first) degree from a university, etc: *She graduated in History from Oxford University.*
 ► закончить учебное заведение (обычно университет)

provide /prə'vaɪd/ provide sb (with sth) to give sth to sb or make sth available for sb to use; to supply sth
 ► снабжать, обеспечивать

worry /'wɒri/ pt, pp worried worry (about sb/sth) to think that sth might happen or has happened: *He worries if I don't phone every weekend.*
 ► беспокоиться

ПРИЛАГАТЕЛЬНЫЕ

academic /ˌækə'demɪk/ connected with subjects of interest to the mind, rather than technical or practical subjects: *academic subjects such as History* ► гуманитарный (не технический), теоретический (не практический)

ambitious /æm'bɪʃəs/ having a strong desire to be successful, have power, etc ► честолюбивый

challenging /'tʃælɪndʒɪŋ/ forcing you to make a lot of effort: *a challenging task* verb: challenge
 ► сложный, требующий большого усилия

full-time /'fʊl 'taɪm/ for the whole of the normal period of work: *He has a full-time job.* ► полный (о занятости)

further /'fɜːdər/ more: *If you need any further information, please do not hesitate to contact me.*
 ► дальнейший, больший

part-time /'pɑːt 'taɪm/ for only a part of the working day or week: *a part-time job*
 ► частичный (о занятости)

temporary /'tempərəri/ lasting for a short time; not permanent: *a temporary job* ► временный, не постоянный

unique /juː'niːk/ not like anything else; being the only one of its type opposite: common
 ► уникальный, исключительный, единственный

useful /'juːsɪfl/ having some practical use; helpful
 ► полезный, имеющий практическую ценность

vocational /vəʊ'keɪʃənəl/ connected with the skills, knowledge, etc that you need to do a particular job: *vocational training/qualifications*
 ► профессиональный

voluntary /'vɒləntəri/ done or working without payment: *She does voluntary work at the local hospital.* ► благотворительный, на общественных началах (о работе)

НАРЕЧИЯ

abroad /ə'brɔːd/ in or to another country or countries: *She often goes abroad on business.*
 ► за границей, за рубежом

ФРАЗОВЫЕ ГЛАГОЛЫ

build up to become greater, more powerful or larger in number: *The pressure built up over the next few weeks.* ► расти, усиливаться, накапливаться

get into sth to be admitted to a university, school, etc ► быть принятым куда-то (в школу, университет и т.п.)

get on with sb to have a friendly relationship with sb
 ► ладить с кем-то

look after sb/sth to be responsible for or take care of sb/sth: *Could you look after the children this evening?* ► присматривать за кем-то/чем-то

look back (on sth) to think about sth in your past
 ► вспоминать (о чем-то)

look for sb/sth to try to find sb/sth ► искать что-то/кого-то

look forward to sth/doing sth to wait with pleasure for sth to happen: *I'm really looking forward to seeing my brother again.* ► ждать чего-то с нетерпением

look through sth to read sth quickly
 ► просмотреть, пробежать глазами (книгу, статью и т.п.)

look sth up to search for information in a book: to look up a word in a dictionary ► искать, смотреть что-то (в словаре, справочнике и т.п.)

take sth up 1 to start doing sth regularly, for example as a hobby: *I've taken up yoga recently.*
2 to start or begin sth such as a new job: *He takes up his duties next week.* ► 1. начать регулярно заниматься чем-то; 2. приступить к чему-то (новой работе и т.д.)

ИДИОМЫ

take part (in sth) to join with other people in an activity: *Everyone took part in the discussion.*
 ► принимать участие в чем-то

Unit 7 / Урок 7

СУЩЕСТВИТЕЛЬНЫЕ

archery /'ɑːtʃəri/ [U] the sport of shooting arrows
 ► стрельба из лука (вид спорта)

athlete /'æθliːt/ [C] a person who can run, jump, etc very well, especially one who takes part in sports competitions, etc ► спортсмен

basketball /'bɑːskɪtbɔːl/ [U] a game for two teams of five players. There is a net (basket) fixed to a metal ring high up at each end of the court and the players try to throw a ball through the other team's net in order to score points ► баскетбол

bobsleigh /'bɒbsleɪ/ [C] a racing vehicle for two or more people that slides over snow along a track
 ► бобслей

camping /'kæmpɪŋ/ [U] living in a tent, etc on holiday: *to go camping* ► поход, отдых на природе с проживанием в палатках

climbing /'klaɪmɪŋ/ [U] the sport or activity of climbing rocks or mountains ► альпинизм, подъем на гору

coach /kəʊtʃ/ [C] a person who trains people to compete in certain sports: *a tennis coach*
 ► тренер, инструктор

conclusion /kən'kluːʒn/ [C] an opinion that you reach after thinking about sth carefully: *I finally drew the conclusion that he did not want to be involved.* ► вывод

court /kɔːt/ [C] an area where certain ball games are played: *a tennis/squash court* ► корт

cricket /'krɪkɪt/ [U] a game that is played with a bat and ball on a large area of grass (a pitch) by two teams of eleven players ► крикет

crowd /kraʊd/ [C, with singular or plural verb] a large number of people in one place: *The crowd was/were extremely noisy.* ► толпа

cubicle /'kjuːbɪkl/ [C] a small room that is made by separating off part of a larger room: *a toilet/shower cubicle* ► кабинка (небольшое отдельное помещение)

encouragement /ɪn'kʌrɪdʒmənt/ [C,U] the act of giving hope, support or confidence to sb: *The teacher gave her students lots of encouragement.*
 ► поощрение, ободрение

equipment /'ekwɪpmənt/ [U] the things that are needed to do a particular activity: sports equipment ► оборудование

fan /fæn/ [C] somebody who admires or is very enthusiastic about a sport, etc: *football fans*
 ► болельщик, фанат

giant /'dʒaɪənt/ [C] an extremely tall, strong person
 ► великан, гигант

ice hockey /'aɪs hoʊki/ [U] a game that is played on ice by two teams who try to hit a small flat rubber object (a puck) into a goal with long wooden sticks
 ► хоккей с шайбой

jet-skiing /'dʒet skiːɪŋ/ [U] the activity of travelling across water on a vehicle with an engine, like a motorcycle ► катание на водных лыжах

kayak /'kaɪæk/ [C] a light narrow boat for one person, that you move through the water using a stick with a flat part at each end (a paddle)
 ► каяк, байдарка

legend /'ledʒənd/ [C] 1 an old story that may or may not be true 2 a famous person or event: *a baseball legend* ► 1. легенда (история); 2. (человек-) легенда

lifestyle /'laɪfstaɪl/ [C] the way that you live
 ► образ жизни

the Olympic games /ə'ɒlɪmpɪk 'geɪmz/ [pl] an international sports competition which is organised every four years in a different country
 ► Олимпийские игры

paddle /'pædəl/ a short pole that is flat and wide at one or both ends and that you use for moving a small boat through water ► весло

player /'pleɪə/ [C] a person who plays a game or sport ► игрок

ritual /'rɪʃjuəl/ [C] an action, ceremony or process which is always done in the same way: *He always follows the same ritual.* ► ритуал, обряд

rollercoaster /'rɒləkɔːstər/ [C] a narrow metal track that goes up and down and round tight bends, and that people ride on in a special vehicle for fun ► «американские» («русские») горки (аттракцион)

rugby /'rʌɡbi/ [U] a game that is played by two teams of 13 or 15 players with a roundish ball that can be carried, kicked or thrown ► регби

scuba diving /'skuːbə daɪvɪŋ/ [U] the sport or activity of swimming underwater using special equipment for breathing ► дайвинг, подводное плавание с аквалангом

skating /'skeɪtɪŋ/ [U] the activity or sport of moving on ice wearing special boots: *Would you like to go skating this weekend?* ► катание на коньках

ski-jumping /'skiː dʒʌmpɪŋ/ [U] the sport or activity of skiing down a hill that is covered with snow, to see how far you can travel through the air before hitting the ground ► прыжки на лыжах с трамплина

slogan /'sloʊɡən/ [C] a short phrase that is easy to remember and is often used in advertising or politics ► слоган, речовка

sneaker /'sniːkə/ (US) = trainer

snowboarding /ˈsnoʊbɔːrdɪŋ/ [U] the sport or activity of travelling across mountains covered in snow, on a type of board that you fasten to both feet

► сноубординг

spectator /spek'tetə/ [C] a person who is watching an event, especially a sporting event, as it happens

► зритель

stereotype /ˈsteriətaɪp/ [C] a fixed idea about a particular type of person or thing, which is often not true in reality. *In advertisements, women are often stereotyped as housewives.* ► стереотип

stride /straɪd/ [C] a long step ► (широкий) шаг

superstition /ˌsuːpə'stɪʃn/ [C,U] a belief that cannot be explained by reason or science ► суеверие

team /tiːm/ [C] a group of people who play a sport or game together against another group: *Are you in/on the team?* ► команда

tennis /ˈtenɪs/ [U] a game for two or four players who hit a ball over a net using a piece of equipment (a racket) that is held in one hand

► теннис

tent /tent/ [C] a small structure made of cloth that is held up by poles and ropes. You use a tent to sleep in when you go camping ► палатка

track /træk/ [C] a piece of ground, often in a circle, for people, cars, etc to have races on: *a running track* ► трек

trainer /ˈtreɪnə/ [usually pl] (US *sneaker*) a shoe that you wear for doing sport or as informal clothing

► кроссовок

viewer /ˈvjuːə/ [C] a person who watches sth on television ► телезритель

warm-up /ˈwɔːm ʌp/ [C] a short practice or a series of gentle exercises that you do to prepare yourself for doing a particular sport or activity: *warm-up exercises* ► разминка

ГЛАГОЛЫ

beat /biːt/ (pt *beat*; pp *beaten* /ˈbiːtn/) *beat sb sth* to defeat sb; to be better than sth: *He always beats me at tennis.* ► победить, разбить

compete /kəmˈpiːt/ *compete (in sth) (against sb)* to try to win or achieve sth, or to try to do better than anyone else: *The world's best athletes compete in the Olympics.* ► соревноваться

concentrate /ˈkɒnsntreɪt/ *concentrate (on sth/doing sth)* to give all your attention or effort to sth: *I need to concentrate on passing this exam.*

► сосредоточиться (на чем-то)

convince /kənˈvɪns/ 1 *convince sb (of sth/that...)* to succeed in making sb believe sth: *I couldn't convince her that I was right.* 2 *convince sb (to do sth)* to persuade sb to do sth: *The salesman convinced them to buy a new oven.* ► 1. убедить (заставить поверить); 2. уговорить (что-то сделать)

hit /hɪt/ (pres part *hitting*; pt, pp *hit*) to knock a part of your body against sb/sth: *to hit sb on the nose*

► ударить

join /dʒɔɪn/ to become a member of a club or organisation: *I've joined an aerobics class.*

► стать членом (клуба, организации)

kick /kɪk/ to hit or move sb/sth with your foot: *He kicked the ball wide of the net.* ► бить ногой, пинать

lose /luːz/ (pt, pp *lost* /lɒst/) to not win; to be defeated: *We played well but we lost 2-1.*

► проиграть

serve /sɜːv/ (in tennis, etc) to start play by hitting the ball: *He served two aces in that game.*

► подавать мяч (в теннисе и т.д.)

train /treɪn/ to prepare yourself, especially for a sports event, by practising: to help a person to do this: *I'm training for the London marathon.*

► тренироваться, тренировать

ПРИЛАГАТЕЛЬНЫЕ

superstitious /ˌsuːpə'stɪʃəs/ having a belief that cannot be explained by reason or science: *He's superstitious about the trainers he wears on the day of a big match.* ► суеверный

unlucky /ʌnˈlʌki/ (unluckier; unluckiest) having or causing bad luck: *Thirteen is often thought to be an unlucky number.* ► несчастливый; невезучий

НАРЕЧИЯ

extremely /ɪkˈstriːmli/ very: *Listen carefully because this is extremely important.* ► исключительно, очень

pretty /ˈpreɪtɪ/ (informal) quite; fairly: *I'm pretty certain he'll agree.* ► достаточно, вполне

rather /ˈrɑːðə/ quite; to some extent: *It was rather expensive.* ► довольно, до некоторой степени

slightly /ˈslaɪtli/ a little: *I'm slightly older than her.* ► слегка

spectacularly /spekˈtækjələli/ in a very great way: *It was a spectacularly impressive race.* ► исключительно

ФРАЗОВЫЕ ГЛАГОЛЫ

put sb off (sb/sth/doing sth) make sb not like sb/sth or not want to do sth: *The accident put me off driving for ages.* ► отвлечь кого-то (от чего-то/кого-то)

Unit 8 / Урок 8

СУЩЕСТВИТЕЛЬНЫЕ

beard /bɪəd/ [C] the hair which grows on a man's cheeks and chin ► борода

century /ˈsentʃəri/ [C] (pl *centuries*) any period of 100 years: *People have been making wine in this area for centuries.* ► век, столетие

chimney sweep /ˈtʃɪmni swiːp/ [C] a person whose job is to clean the inside of chimneys with long brushes ► трубочист

coach /kəʊtʃ/ [C] a large vehicle with four wheels pulled by horses, used in the past for carrying passengers ► карета, экипаж

cottage /ˈkɒtɪdʒ/ [C] a small and usually old house, especially in the country ► загородный домик, коттедж

figure /ˈfɪɡə/ [C] a person that you cannot see very clearly or that you do not know: *There were two shadowy figures in the photograph.* ► фигура (плохо различимые очертания человека или незнакомого человека)

four-leaf clover /ˌfɔː ˈliːf ˈklɔʊvə/ [C] part of a small wild plant that has four leaves, instead of the three it normally has, which is thought to bring you good luck ► четырехлистный клевер (хорошая примета)

ghost /ɡəʊst/ [C] the spirit of a dead person that is seen or heard by sb who is still living: *I don't believe in ghosts.* ► призрак, привидение

horseshoe /ˈhɔːʃuː/ [C] a U-shaped piece of metal that is fixed to the bottom of horse's foot (hoof). Some people believe that horseshoes bring good luck. ► подкова

inn /ɪn/ [C] a small hotel or old pub, usually in the country ► маленькая сельская гостиница или паб

insurance /ɪnˈʃʊərəns/ [U] *insurance (against sth)* an arrangement with a company in which you pay them regular amounts of money and they agree to pay the costs if you die or are ill, or if you lose or damage sth: *insurance against personal injury* ► страховка

ladder /ˈlædə/ [C] a piece of equipment that is used for climbing up sth. A ladder consists of two long pieces of metal, wood or rope with steps fixed between them: *Do you think it is unlucky to walk under ladders?* ► лестница (приставная, веревочная)

luck /lʌk/ [U] success or good things that happen by chance: *He says this necklace will bring you good luck.* ► удача

memorial /meˈmɔːriəl/ [C] a memorial (to sb/sth) something that is built or done to remind people of an event or a person: *a war memorial* ► памятник

mist /mɪst/ [C,U] a cloud made of very small drops of water in the air just above the ground, which makes it difficult to see: *The fields were covered in mist.* adjective: *misty* ► туман, дымка

motorist /ˈməʊtərɪst/ [C] a person who drives a car ► автомобилист, автолюбитель

moustache /məˈstaːʃ/ [C] hair that grows on a man's top lip, between the mouth and nose ► усы

pedestrian /peˈdestriən/ [C] a person who is walking in the street (not travelling in a vehicle) ► пешеход

resident /ˈrezɪdnt/ [C] a person who lives in a particular place: *local residents* ► (постоянный) житель

sailing /ˈseɪlɪŋ/ [U] the sport of being in and controlling small boats with sails ► парусный спорт

shadow /ˈʃædəʊ/ [C] a dark shape on a surface that is caused by sth being between the light and that surface: *The shadows lengthened as the sun went down.* ► тень (предмета)

sighting /ˈsaɪtɪŋ/ [C] an occasion when sb/sth is seen: *There have been several sightings of the ghost.* ► явление (буквально – случай, когда что-то видели)

the supernatural /ˌsuːpəˈnætʃrəl/ [sing] events, forces and powers that cannot be explained by the laws of science: *Do you believe in the supernatural?* ► сверхъестественное

thief /θiːf/ [C] (pl *thieves*) a person who steals things from another person ► вор

vehicle /ˈviːkl/ [C] sth which transports people or things from place to place, especially on land, for example cars, bicycles, lorries and buses

► транспортное средство

victim /ˈvɪktɪm/ [C] a person or animal that is injured, killed or hurt by sb/sth: *a murder victim* ► жертва

witness /ˈwɪtnəs/ [C] a person who sees sth happen and who can tell other people about it later: *There were two witnesses to the accident.* ► свидетель

ГЛАГОЛЫ

- approach** /əˈprəʊtʃ/ to come near or nearer to sb/sth: *The day of the exam approached.*
➤ приближаться
- haunt** /haʊnt/ (used about a ghost or a dead person) to appear in a place regularly: *The house is said to be haunted.* ➤ навязаться, бродить (о привидении)
- hunt** (for sb/sth) /hʌnt/ to try to find: *I was hunting around for my purse.* ➤ разыскивать
- march** /mɑːtʃ/ to walk with a regular step (like a soldier): *The troops marched past the building.* ➤ маршировать
- prevent** /prəˈvent/ prevent sb/sth (from) (doing sth) to stop sth happening or to stop sb doing sth
➤ предотвращать
- wander** /ˈwɒndə/ to walk somewhere slowly with no particular sense of direction or purpose: *He was found in a confused state, wandering the streets.*
➤ бродить, шататься (где-то)

ПРИЛАГАТЕЛЬНЫЕ

- alarming** /əˈlɑːmɪŋ/ that makes you frightened or worried ➤ тревожный, пугающий
- broad** /brɔːd/ wide: a tall man with broad shoulders
➤ широкий
- correct** /kəˈrekt/ with no mistakes; right or true
opposite: incorrect ➤ правильный
- dark** /dɑːk/ (used about colour) not light; nearer black than white
opposite: light or pale
➤ темный
- disturbed** /dɪˈstɜːbd/ very worried or upset
➤ встревоженный, расстроенный
- elderly** /ˈeldəli/ (used about a person) old: *an elderly lady* ➤ престарелый
- elegant** /ˈelɪɡənt/ having a good or an attractive style: *She looked very elegant in her new dress.*
➤ элегантный
- embarrassing** /ɪmˈbærəsɪŋ/ making you feel uncomfortable or shy: *an embarrassing question/mistake/situation* ➤ смущающий, вызывающий стыд, ставящий в неловкое положение
- ghostly** /ˈɡəʊstli/ looking or sounding like a ghost: *I saw a ghostly figure in the distance.*
➤ призрачный
- legal** /ˈliːɡl/ allowed by law
opposite: illegal
➤ законный
- lonely** /ˈlɒnli/ (lonelier, loneliest) far from other people and places where people live: *a lonely cottage on an island* ➤ уединенный
- middle-aged** /ˈmɪdl ˈeɪdʒd/ (used about a person) being between 40 and 60 years old: *a middle-aged man* ➤ среднего возраста
- muscular** /ˈmʌskjələ/ having large strong muscles
➤ мускулистый
- mysterious** /mɪˈstɪəriəs/ that you do not understand or cannot explain; strange: *a mysterious light in the sky* ➤ таинственный, загадочный
- neat** /niːt/ arranged or done carefully; tidy and in order: *a woman of neat appearance*
➤ аккуратный, опрятный, прибранный (о чем-то)
- old-fashioned** /ˌəʊld ˈfeɪnd/ usual in the past but not now: *old-fashioned clothes* ➤ старомодный
- pale** /peɪl/ (used about a person or his/her face) having skin that is light in colour, often because of fear or illness: *I felt myself go/turn pale with fear.*
➤ бледный

- plump** /plʌmp/ (used about a person or an animal) pleasantly fat: *the baby's plump cheeks*
➤ пухлый
- practical** /ˈpræktɪkl/ very suitable for a particular purpose; useful: *a practical little car, ideal for the city* opposite: impractical ➤ практичный
- puzzled** /ˈpʌzld/ not able to understand or explain sth: *I was puzzled by his behaviour.*
➤ озадаченный
- quiet** /ˈkwaɪət/ without much activity or many people: *a quiet country village* ➤ тихий, спокойный
- regular** /ˈregjələ/ having the same amount of space or time between each thing or part: *We have regular meetings every Thursday.*
opposite: irregular ➤ регулярный, постоянный, правильный
- shabby** /ˈʃæbi/ (used about people) dressed in an untidy way; wearing clothes that are in bad condition ➤ оборванный (о человеке)
- shadowy** /ˈʃædəʊli/ difficult to see because there is not much light: *A shadowy figure was coming towards me.* ➤ неясный, смутный
- shocked** /ʃɒkt/ unpleasantly surprised, offended or disgusted: *I was shocked by his bad behaviour.*
➤ шокированный, пораженный
- slim** /slɪm/ (slimmer, slimmest) thin in an attractive way: *a tall, slim woman* ➤ стройный, худой, тонкий
- strange** /streɪndʒ/ unusual or unexpected: *a strange noise* ➤ странный
- tidy** /ˈtaɪdi/ (tidier, tidiest) (used about a person) liking to keep things in good order; neat
opposite: untidy ➤ опрятный, аккуратный (о человеке)
- trendy** /ˈtrendi/ (trendier, trendiest) (informal) fashionable: *trendy new clothes* ➤ модный, стильный
- unexpected** /ˌʌnɪkˈspektɪd/ not expected and therefore causing surprise: *an unexpected visit*
➤ неожиданный
- youthful** /ˈjuːθfl/ seeming younger than you are: *She's still got a youthful appearance.*
➤ молодой, юношеский

НАРЕЧИЯ

- quite** /kwaɪt/ (used for emphasising sth) completely; very: *You're quite right. The film is awful!*
➤ полностью, совершенно

ФРАЗОВЫЕ ГЛАГОЛЫ

- believe in sb/sth** to be sure that sb/sth exists: *Most young children believe in Father Christmas.*
➤ верить во что-то
- knock sb over** to hit sb and make him/her fall to the ground ➤ обить с ног
- make sth up** to invent sth, often sth that is not true: *to make up a story* ➤ сочинять (историю и т.п.)
- run away** to escape from somewhere: *He's run away from home.* ➤ сбегать
- run sb/sth over** to hit a person or an animal with your vehicle: *The child was run over as he was crossing the road.* ➤ обить кого-то/что-то (машиной и т.п.)

ИДИОМЫ

- give sb a lift** to offer a free ride in a car, etc.
➤ подвезти кого-то (на машине)

on board on a ship or an aircraft: *All the passengers were safely on board.* ➤ на борту (корабля, самолета)

Unit 9 / Урок 9

СУЩЕСТВИТЕЛЬНЫЕ

- advert** /ˈædvɜːt/ [C] (informal) a piece of information in a newspaper, on television, a picture on a wall, etc that tries to persuade people to buy sth, to interest them in a new job, etc
➤ реклама, рекламное объявление
- airport** /ˈeəpɔːt/ [C] a place where planes can land and take off and that has buildings for passengers to wait in ➤ аэропорт
- announcement** /əˈnaʊnsmənt/ [C] a statement that tells people about sth ➤ объявление
- balloon** /bəˈluːn/ [C] a large balloon made of material that is filled with gas or hot air so that it can fly through the sky, carrying people in a basket underneath it ➤ воздушный шар
- bed and breakfast** /bed ən ˈbrekfəst/ (also B&B) [C,U] a service that provides a room for the night and a meal the next morning in private houses or small hotels; a place that provides this service
➤ «комната с завтраком» (в гостинице, частном доме)
- carriage** /ˈkærɪdʒ/ [C] one of the separate parts of a train where people sit: *a first-class carriage*
➤ вагон
- check-in** /ˈtʃek ɪn/ [C] 1 the act of going to a desk at an airport and telling the official that you have arrived: *Allow plenty of time for check-in.* 2 the place where you do this: *the check-in desk*
➤ 1. регистрация в аэропорту; 2. стойка регистрации
- delay** /dɪˈleɪ/ [C,U] a situation or period of time when you have to wait: *Delays are likely because of heavy traffic.* ➤ задержка (рейса); время задержки
- departure** /dɪˈpɑːtʃə/ [C,U] the act of leaving or going away from a place: *departure gate/time*
➤ отправление
- destination** /ˌdestɪˈneɪʃn/ [C] the place where sb/sth is travelling to ➤ место назначения
- ferry** /ˈferi/ [C] (pl ferries) a boat that carries people, vehicles or goods across a river or across a narrow part of the sea: *a car ferry* ➤ паром
- flight** /flaɪt/ [C] a journey by air: *They were on a night flight to Brazil.* verb: fly ➤ полет (самолета)
- four-poster bed** /ˌfɔːpɔːstə ˈbed/ [C] a large bed with a tall post at each of the four corners, a cover at the top and curtains around the sides ➤ кровать с пологом (на четырех столбиках)
- gate** /geɪt/ [C] the place in an airport where you get on or off a plane: *Please proceed to gate 12.*
➤ выход на посадку (в аэропорту)
- half-board** /ˌhaːf ˈbɔːd/ [U] a type of accommodation at a hotel, etc that includes breakfast and an evening meal ➤ полупансион
- journey** /ˈdʒɜːni/ [C] the act of travelling from one place to another, usually on land: *They made the journey overland to India.* ➤ поездка (обычно по суше)
- luggage** /ˈlʌɡɪdʒ/ [U] bags, suitcases, etc. used for carrying a person's clothes and things on a journey
synonym: baggage ➤ багаж

mistake /mi'steik/ [C] sth that you think or do that is wrong: *Try not to make any mistakes in your essays.* ➤ ошибка

package holiday /'pækɪdʒ 'hɒlədeɪ/ [C] a holiday that is organised by a company for a fixed price that includes the cost of travel, the hotels, etc: *Airport transfers are included in the package.* ➤ комплексный тур (организованная поездка, где дорога, гостиница и т.д. оплачены вперед)

passenger /'pæsɪndʒə/ [C] a person who is travelling in a car, bus, train, plane, etc. but who is not driving it or working on it ➤ пассажир

platform /'plætfɔ:m/ [C] the place where you get on or off trains at a railway station: *Which platform does the York train depart from?*

➤ (железнодорожная) платформа

return /rɪ'tʌ:n/ [C] a ticket to travel to a place and back again: *Is a return fare cheaper than two singles?* ➤ билет туда и обратно

runway /'rʌnweɪ/ [C] a long piece of ground with a hard surface where planes land and take off at an airport ➤ взлетно-посадочная полоса

sightseeing /'saɪtsi:ɪŋ/ [U] visiting the places of interest in a city, etc that are usually visited by tourists: *to go sightseeing* ➤ осмотр достопримечательностей

signal /'sɪgnəl/ [C] one of a set of lights used to give information to train drivers: *Trains were delayed due to a signal failure.* ➤ железнодорожный светофор или семафор

single /'sɪŋɡl/ [C] a ticket to travel to a place but not back again ➤ билет в одну сторону

station /'steɪʃn/ [C] 1 a building on a railway line where trains stop so that passengers can get on and off: *a railway station* 2 a building from which buses begin and end their journeys: *a bus station* ➤ 1. железнодорожный вокзал; 2. автовокзал

tour /tuə/ [C] a tour (of/around sth) 1 a journey that you make for pleasure during which you visit many places: *to go on a tour of Scotland* 2 a short visit around a city, famous building, etc: *a guided tour around St Paul's Cathedral* ➤ 1. тур, туристическая поездка; 2. экскурсия по какому-то месту, зданию и т.д.

track /træk/ [C] the two metal rails on which a train runs: *The train stopped because there was a tree on the track.* ➤ железнодорожные пути, рельсы

travel /'trævl/ [U] the action of going from one place to another: *air/rail travel* ➤ поездка, путешествие

trip /trɪp/ [C] a journey to a place and back again, either for pleasure or for a particular purpose: *He went on a business trip. Have a good trip!*

➤ поездка (для развлечения или деловая)

voyage /'vɔɪdʒ/ [C] a long journey by sea or in space ➤ морское путешествие, полет в космос

ГЛАГОЛЫ

board /bɔ:d/ to get on a plane, bus, train, etc: *Flight 312 to Paris is now boarding* (= ready to take passengers) *at gate 43.* ➤ подняться на борт (корабли, самолета), сесть (на транспорт)

book /bʊk/ to arrange to have or do sth at a particular time: *to book a seat; I've booked a hotel room for you.* ➤ заказать, забронировать (билет, гостиницу)

depart /dɪ'pɑ:t/ (formal) to leave a place, usually at the beginning of a journey: *The next train departs from platform 2.* ➤ отбывать

enquire /ɪn'kwɪə/ *enquire* (about sb/sth) to ask for information about sb/sth: *I am writing to enquire about hotels in Prague.* ➤ осведомиться, наводять справки

face /feɪs/ to have your face or front pointing towards sb/sth: *Can you all face the front please?*

➤ сидеть/стоять лицом в какую-то сторону

grip /grɪp/ *pres part* *gripping* *pt, pp* *gripped* to give a broad smile (so that you show your teeth) ➤ улыбаться

land /lænd/ to come down from the air or to bring sth to the ground: *The pilot landed the plane safely. Her flight lands at 3.15.*

➤ приземлиться, посадить самолет;

причалить к берегу

manufacture /ˌmænjuː'fæktʃə/ to make sth in large quantities using machines: *a local factory that manufactures cars* ➤ выпускать, производить

park /pɑ:k/ to leave the vehicle that you are driving somewhere for a period of time: *He parked the car outside the shop.* ➤ припарковать, припарковаться

ride /raɪd/ (*pt* *rode* /rɔ:d/; *pp* *ridden* /'rɪdn/) 1 to sit on a horse or other animal and control it as it moves: *to go horse riding* 2 to sit on a bicycle, motorbike, etc and control it as it moves: *She jumped on her motorbike and rode away* (= went away). *noun: ride* ➤ 1. ездить верхом (на лошади, другом животном); 2. ездить на велосипеде (мотоцикле и т.д.)

ПРИЛАГАТЕЛЬНЫЕ

amazing /ə'meɪzɪŋ/ very surprising and difficult to believe; incredible: *I've got an amazing story to tell you.* ➤ поразительный, невероятный

convenient /kən'vi:niənt/ 1 suitable or practical for a particular purpose; not causing difficulty: *I'm willing to meet you on any day that's convenient for you.* 2 close to sth; in a useful position: *Our house is convenient for the shops.* *opposite: inconvenient* ➤ 1. удобный; 2. находящийся недалеко, доступный

grateful /'ɡreɪtʃəl/ feeling or showing thanks (to sb): *I would be grateful if you could send me one of your brochures.* ➤ благодарный

in-flight /'ɪn flaɪt/ happening or provided during a journey on a plane: *in-flight movies/entertainment* ➤ происходящий в полете или предлагаемый на борту самолета

ФРАЗОВЫЕ ГЛАГОЛЫ

check in to go to a desk in an airport and tell an official that you have arrived: *We only had a few minutes to check in.* ➤ регистрироваться (на самолет)

get in/into sth to climb into a car: *We all got in and drove away.* ➤ сесть в машину

get off (sth) to climb down from a bus, train, bicycle, horse, etc ➤ сойти (с поезда, автобуса, лошади и т.д.)

get on/onto sth to climb onto a bus, train, bicycle, horse, etc: *I got on just as the train was about to leave.* ➤ сесть (в поезд, автобус, на лошадь, велосипед)

set off to leave on a journey: *We set off early in the morning.* ➤ выехать, отправиться (в поездку)

take off (used about a plane) to leave the ground and start flying: *The plane took off on time.* ➤ взлететь

ИДИОМЫ

make your way (to/towards sth) to move or get somewhere ➤ пробираться, пробраться

with reference to sb/sth (formal) about or concerning sb/sth: *I am writing with reference to your letter of 10th April....* ➤ что касается (чего-то), по поводу (чего-то), относительно чего-то

Unit 10 / Урок 10

СУЩЕСТВИТЕЛЬНЫЕ

adulthood /'ædʌlthud/ [U] the time in your life when you are an adult ➤ зрелость, зрелость

benefit /'benɪfɪt/ [U, C] an advantage or useful effect that sth has: *A change in the law would be to everyone's benefit.* *verb: benefit* ➤ польза, выгода

condition /kən'dɪʃn/ [C] sth that must happen so that sth else can happen or be possible: *One of the conditions of the job is that you agree to work on Sundays.* ➤ условие

credit card /'kredit kɑ:d/ [C] a small plastic card that allows sb to get goods or services without using money: *Can I pay by credit card?* ➤ кредитная карта

election /ɪ'lekʃn/ [C, U] (the time of) choosing a Member of Parliament, President, etc. by voting ➤ выборы

licence /'laɪsəns/ [C] a licence (for sth/to do sth) an official paper that shows you are allowed to do or have sth: *a driving licence* ➤ удостоверение (также водительское), разрешение, лицензия

limit /'lɪmɪt/ [C] the greatest or smallest amount of sth that is allowed or possible: *a speed/age/time limit* ➤ ограничение, предел

mayor /meɪə/ [C] a person who is elected to be the leader of the group of people (a council) who manage the affairs of a town or city ➤ мэр

milestone /'maɪlstəʊn/ [C] a very important event: *The concert was a milestone in the band's history.* ➤ веха

moped /'məʊpɪd/ [C] a type of small, not very powerful motorbike ➤ мопед

opportunity /ˌɒpə'tju:nəti/ [C, U] *pl opportunities* an opportunity (for sth/to do sth) a chance to do sth that you would like to do; a situation or time in which it is possible to do sth that you would like to do: *When we're finally alone, I'll take the opportunity to ask him a few personal questions.* ➤ возможность, шанс

patience /'peɪʃns/ [U] the quality of being able to stay calm and not get angry, especially where there is a difficulty or you have to wait a long time *opposite: impatience* ➤ терпение, терпеливость

spare room /'speɪə ru:m/ [C] a room that the family members do not normally use, and where guests can sleep when they visit ➤ свободная комната, комната для гостей (та, которой регулярно не пользуются)

ГЛАГОЛЫ

accompany /ə'kəmpani/ *(pres part accompanying; pt/pp accompanied)* to go together with sb/sth: He went to America accompanied by his wife and three children. ➤ **сопровождать**

arrest /ə'rest/ when the police arrest sb, they take him/her prisoner in order to question him/her about a crime ➤ **арестовывать**

bite /baɪt/ *(pres part biting; pt bit; pp bitten)* to cut or attack sb/sth with your teeth: Don't worry about the dog – she never bites. ➤ **кусать, кусаться**

complain /kəm'pleɪn/ *(complain (to sb) (about sth/that...))* to say that you are not satisfied or happy about sth: People are always complaining about the weather. ➤ **жаловаться**

emigrate /'emɪɡreɪt/ to leave your own country to go and live in another: They emigrated from Ireland to Australia twenty years ago. ➤ **эмигрировать**

gamble /ɡæmbl/ to bet money on the result of a card game, horse race, etc.: to gamble on horses ➤ **играть в азартные игры (в карты, на иглоподроме и т.д.)**

ignore /ɪɡ'noː/ to pay no attention to sb/sth ➤ **игнорировать, не замечать**

socialise /'səʊʃəlaɪz/ to meet people and enjoy yourself: We work together but we don't socialise. ➤ **общаться, быть коммуникабельным**

specialise /'speʃəlaɪz/ *(specialise (in sth))* to give most of your attention to one subject, type of product, etc.: This shop specialises in clothes for taller men. ➤ **специализироваться**

vote /vəʊt/ vote (for/against sb/sth); (on sth); vote to do sth to show formally a choice or opinion by marking a piece of paper or by holding up your hand: Who did you vote for in the last elections? ➤ **голосовать**

ПРИЛАГАТЕЛЬНЫЕ

full-time /'fʊltaɪm/ for a whole of the normal period (of work) opposite: part-time ➤ **полный (рабочий день)**

legal /li:ɡl/ allowed by law ➤ **законный**

one-way /'wʌn,weɪ/ moving in only one direction: a one-way street ➤ **односторонний (о движении) или имеющий одностороннее движение (об улице)**

permanent /pə'mænənt/ lasting for a long time or for ever; that will not change: Are you looking for a permanent or a temporary job? ➤ **постоянный**

remote /rɪ'məʊt/ 1 far away from where other people live: a remote island in the Pacific 2 far away in time: remote past/future ➤ 1. **далекий, отдаленный, удаленный (о месте); 2. далекий (о времени)**

strict /strikt/ 1 not allowing people to break rules or behave badly: Samir's very strict with children. 2 that must be obeyed completely: I gave her strict instructions to be home before 9.00. ➤ 1. **строгий, жесткий (о человеке); 2. суровый, строгий (о законе, правиле)**

ФРАЗОВЫЕ ГЛАГОЛЫ

call for to demand or need sth: The crisis calls for immediate action. ➤ **требовать, обзывать**

carry on with to continue: They ignored me and carried on with their conversation. ➤ **продолжать**

come down with to become ill with sth: I think I'm coming down with the flu. ➤ **заболеть чем-то**

come up with to find an answer or solution to sth: Engineers have come up with new ways of saving energy. ➤ **придумать, предложить (выход, решение, план и т.п.)**

depend on 1 to need sb/sth to provide sth: Our organisation depends on donations from the public for our activities. 2 to be decided or influenced by sb/sth: His whole future depends on these exams. ➤ **зависеть от чего-то**

do away with to get rid of sth: Most European countries have done away with their royal families. ➤ **избавиться от чего-то/кого-то, покончить с чем-то/кем-то**

get away to succeed in leaving or escaping from sb or a place ➤ **сбежать, выбраться (откуда-то)**

get sb down to make sb unhappy ➤ **огорчать кого-то**

run out of to finish your supply of sth; to come to an end: We've run out of coffee. ➤ **остаться без чего-то (когда что-то где-то/у кого-то кончилось)**

run up to allow a bill, debt, etc. to reach a large total: He's run up a huge bill on his credit card. ➤ **накопить (большой долг, счет), делать долги**

stand for to support sth (such as an idea or opinion): I hate everything that the party stands for. ➤ **поддерживать, выступать за что-то**

stay behind to not leave a place after other people have gone: I'll stay behind and help you wash up. ➤ **задержаться, остаться позже других**

take up to start doing sth regularly: I've taken up yoga recently. ➤ **начать регулярно чем-то заниматься**

track down to find sb/sth after searching for him/her/it ➤ **разыскать, выследить, напасть на след**

ИДИОМЫ

drop sb a line *(informal)* to write a letter to sb ➤ **черкнуть кому-то пару строк (написать письмо)**

get into trouble to get into a situation which is dangerous or in which you may be punished ➤ **попасть в беду/ в неприятности, «влипнуть в «историю»**

in the meantime in the time between two things happening: Our house isn't finished so in the meantime we're living with my mother. ➤ **пока, тем временем**

in the middle of nowhere a long way from any town ➤ **в глуши, черт знает где, «у черта на куличках»**

lose your temper to become angry opposite: keep your temper ➤ **выйти из себя**

out of control impossible to deal with ➤ **неуправляемый, неподконтрольный, вышедший из-под контроля**

Unit 2 page 21

Information exchange

STUDENT B

Complete the text using the past simple and past continuous.

Sarah ¹ _____ (drive) to France with her family last July. They ² _____ (go) on holiday for two weeks. Suddenly, her mobile phone ³ _____ (ring). She ⁴ _____ (answer) it. It ⁵ _____ (be) her grandmother. She ⁶ _____ (ring) to tell her that she had passed all her exams. She ⁷ _____ (feel) so excited that she ⁸ _____ (ask) her mother to stop the car at the next motorway services. To celebrate, she ⁹ _____ (buy) everyone in her family lunch!

Student A's story is called 'Michael's letter'.

Find out what happened by asking these questions.

- 1 Where was Michael when he got the letter?
- 2 What was he doing?
- 3 Did he have any problems getting the letter? Why?
- 4 What did he think when he got the letter?
- 5 What was in the letter?

Unit 6 page 79

Role play

STUDENT B

You work in the sports shop. You are taking phone calls about the job advertised. You speak first.

- Answer the phone (give the name of the company and the phone number).
- Ask how you can help.
- Explain about hours: a full day on Saturday.
- Money: depends on age.
- Experience: none necessary.
- Promise to put the application form in the post.
- Thank the person for the call.

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in
Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2008

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2008

2013 2012 2011 2010 2009

10 9 8 7 6 5 4 3 2

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press,
or as expressly permitted by law, or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the ELT Rights Department,
Oxford University Press, at the address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 439642 4

Printed in China

ACKNOWLEDGEMENTS

Additional materials by: Jenny Quintana.

*The authors and publisher would like to thank Danuta Gryca, Ferenc Kelemen, Olga
Kandryna and Victor N. Simkin for their contribution to the development of the
New Matrix series.*

*The authors and publisher are grateful to those who have given permission to reproduce
the following extracts and adaptations of copyright material:*
p50 'I feel fine' Words & Music by Lennon & McCartney © 1964 Northern
Songs, Sony/ATV Music Publishing Ltd. All Rights Reserved.; p78 'Pure shores'
Words and Music by Shaznay Lewis and William Orbit © 2000 Universal/MCA
Music Ltd. Rondor Music (London) Ltd. and T.C.F. Music Publishing Inc. All
Rights for Universal/MCA Music Ltd. controlled and administered in the
United States and Canada by Universal Music Corp.
All Rights for Rondor Music (London) Ltd. controlled and administered in
the United States and Canada by Almo Music Corp. All Rights Reserved.
Used by permission: 'I want to break free' Words by John Deacon © 1984
reproduced by permission of Queen Music Ltd/EMI Music Publishing Ltd.,
London WC2H 0QY.

Note: Wordlist definitions taken from the Oxford Wordpower Dictionary for
learners of English © Oxford University Press 2000 (first edition). ISBN 978 0
19 439924 1 (third edition).

Although every effort has been made to trace and contact copyright holders
before publication, this has not been possible in some cases. We apologize
for any apparent infringement of copyright and if notified, the publisher will
be pleased to rectify any errors or omissions at the earliest opportunity.

*The publishers would like to thank the following for their kind permission to reproduce
photographs and other copyright material:* Advertising Archives p. 22 (ex 1);
Alamy pp. 13 (tennis), 14 (email, classroom, letter, girl in hat), 35
(playground), 36 (houses), 42 (Rio, Venice), 51 (sushi), 60 (a, f, g, h, i), 67
(market), 73 (both), 74 (building), 82 (nanny, café), 122 (cabin crew, check-in),
126 (both), 127, 131 (man), 133 (tour), 135 (exam), 138 (play, actress); Anthony
Blake p. 60 (d, e); Art Directors and TRIP pp. 8 (man and woman symbols), 47
(tarantula), 62 (drought), 66 (fog, beach, lightning), 70 (Corfu), 75 (nanny,
café), 82 (photographer), 108 (Sioux memorial), 122 (train), 123 (cottage); BBC
p. 66 (maps); Blockbuster Video p. 31 (family); Capital Pictures p. 23 (films);
Corbis pp. 10 (text message, sign language), 18 (Gisele Bündchen, Sir Steve
Redgrave), 18, 24 (1, 4), 32 (c), 35 (exam), 40 (food), 42 (blossom, picnic), 62
(tornado), 67 (recycling bins), 74 (orangutans), 88 (scabed), 95 (climbing,
cinema), 96 (Schumacher), 119 (tandem, caravan), 135 (cycling, birthday), 138
(graduates), 144 (Cook, Hillary, Amundsen); Suki Dhanda p. 118: Education
Photos p. 138 (running); Eye Ubiquitous pp. 13 (drawing), 107 (phone booth);
Format Photographers pp. 57, 99; Fortean p. 103 (both); Fotolia p. 60 (b, c);
Getty pp. 8 (traffic lights, girl), 13 (squash), 22 (couple), 29 (autographs), 32
(A, D), 34 (girl and mum), 36 (flats), 38, 40 (parade), 47 (bungee, commuters),
51 (cake), 52 (sled, caribou), 62 (flood), 63 (island), 68 (giraffes), 70 (Taj Mahal,
cottage), 78, 80 (noticeboard, girls), 87, 90, 91 (dancers), 96 (Beckham,
Henman), 107 (cat), 117 (all), 119 (camel), 120 (mountain), 123 (Amsterdam),
124 (couple), 131 (woman), 133 (man), 134, 135 (baby, leaving school, driving
test, wedding), 136 (all), 144 (Konyukhov); Imagestate pp. 7 (music), 13
(painting, swimming, dancing), 51 (spaghetti), 62 (hurricane), 91 (horse), 94,
95 (chess), 98 (kayaking), 108 (Uluru), 123 (Hollywood), 124 (Sydney); Kyodo
News International p. 64; NASA via Wikipedia p. 88 (Aral Sea changing);
Network Photographers p. 74 (children); OUP pp. 7 (student), 10 (girl on
phone), 14 (talking, texting), 19 (graduate), 22 (Danny, Georgina), 30, 42
(fireworks), 45, 59, 76, 80 (students talking), 81 (both), 84, 105, 107 (dice), 109,
112, 114, 123 (Paris), 125, 128, 131 (cyclists); PA Photos p. 67 (electric car);
Pictor p. 119 (balloon); Popperfoto p. 96 (Jordan, rugby); Powerstock Zefa
pp. 10 (internet), 19 (dreaming), 52 (house), 75 (gardening), 91 (parachute), 95
(reading, car race), 107 (sweeps), 120 (seaside, pyramid), 122 (platform), 124
(bus); Punchstock p. 107 (winners); Retna p. 23 (bowling); Reuters p. 42
(Tomatina); Rex Features pp. 18 (Georg Solti, Anna Paquin), 19 (Nicole
Kidman), 21, 24 (5), 26, 27, 29 (Liz Hurley), 31 (shop), 32 (B), 51 (curry, chips),
144 (Allen); Zoltan Rezmues p. 61; Robert Harding pp. 7 (classroom), 23
(diner), 35 (father and son), 36 (countryside), 40 (Halloween), 66 (rain), 68
(lion, huts), 70 (skiing); Ronald Grant Archive pp. 24 (2, 3), 47 (Dracula);
Science Photo Library p. 67 (houses); Penny Tweedie p. 7 (Aborigine).

Illustrations by: Dominic Bugato p. 56; Paul Daviz pp. 11 (ex 6), 44, 46, 49, 112;
Maya Gavin p. 111; Mark Harrison p. 50; Ned Joliffe pp. 12, 25, 39, 82, 100,
106, 119, 141; Mark Ruffie p. 17; Adam Stower pp. 102, 110; Dave Whamond
pp. 37 (ex 4), 48, 65, 77, 93, 104; David Whittle pp. 37 (ex 8), 76; Moira Wills
p. 121



Английский язык

Учебник для 8 класса

New

Matrix

Компоненты

- Учебник
- Рабочая Тетрадь
- Книга для Учителя
- CD для работы на уроке
- Сборник Проверочных Тестов к каждому уроку и 2 обобщающих теста

Новое издание учебного комплекта по английскому языку для мотивированных учащихся средней школы, созданное и усовершенствованное специально для российских школ с учетом пожеланий российских учителей.

New Matrix:

- учит учащихся общаться на английском языке и готовит их к итоговой аттестации, в том числе Единому Государственному Экзамену;
- содержит познавательные для учащихся аутентичные тексты;
- построен на повышенных требованиях, позволяющих учащимся стать уверенными пользователями языка;
- акцентирует внимание на последовательном обучении продуктивным умениям говорения и письма;
- обеспечивает систематическое повторение изученного материала;
- активизирует знания грамматики при помощи коммуникативных заданий;
- обеспечивает систематическую подготовку к итоговой аттестации: Каждый урок содержит задания экзаменационного типа, учит стратегиям их выполнения. Разнообразные задания по лексике, грамматике, чтению, аудированию, говорению и письму в формате ЕГЭ включены после каждого урока. Это позволяет ознакомить учащихся с форматом экзамена и организовать последовательную подготовку к нему.
- включает раздел «Culture project» после каждых двух уроков, в котором представлена информация по различным аспектам культуры и разработаны проектные задания с целью сравнения родной культуры и культуры страны изучаемого языка, что способствует развитию творческих и интеллектуальных способностей учащихся.

Кроме этого:

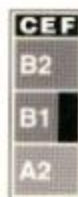
- усовершенствованы разделы по обучению грамматике;
- расширен спектр текстов для обучения письму;
- каждый урок включает лексический минимум, необходимый для подготовки к экзаменам (раздел «Word focus»);
- Учебник содержит поурочный англо-русский словарь;
- Рабочая Тетрадь включает грамматический справочник на русском языке.

OXFORD
UNIVERSITY PRESS

www.oup.com/elt



www.relod.ru



OXFORD ENGLISH
ISBN 978-0-19-439642-4



9 780194 396424