

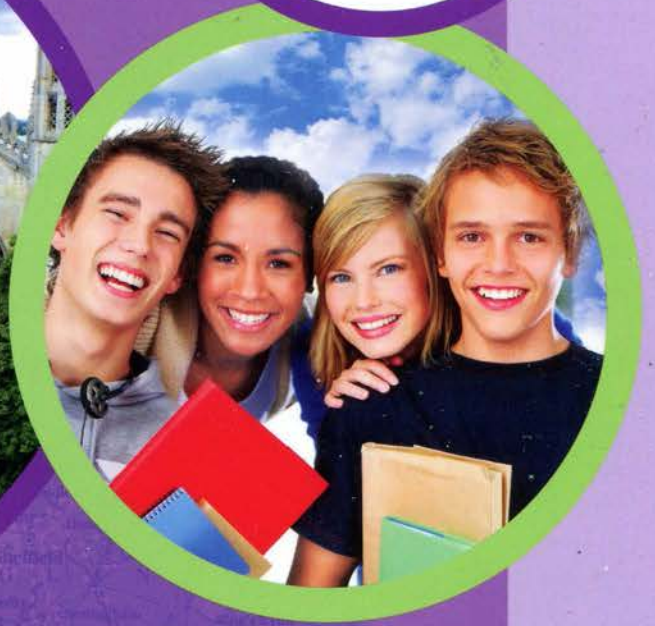
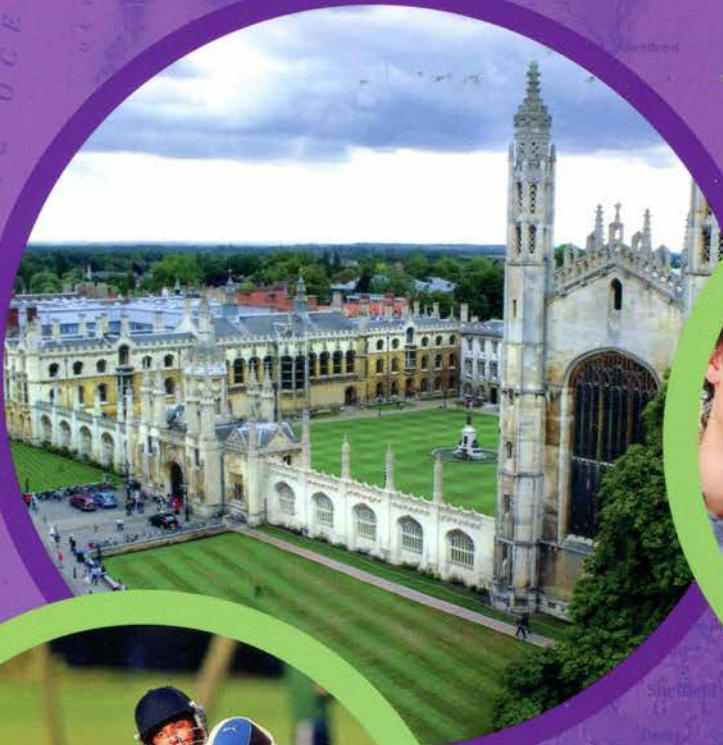
ИННОВАЦИОННАЯ
ШКОЛА

Ю.А. КОМАРОВА, И.В. ЛАРИОНОВА,
Р. АРАВАНИС, Дж. ВАССИЛАКИС

АНГЛИЙСКИЙ ЯЗЫК

10
класс

БАЗОВЫЙ УРОВЕНЬ



«РУССКОЕ
СЛОВО»



MACMILLAN

ИННОВАЦИОННАЯ ШКОЛА

Ю. А. Комарова
И. В. Ларионова
Р. Араванис
Дж. Вассилакис

АНГЛИЙСКИЙ ЯЗЫК

Учебник для 10 класса
общеобразовательных учреждений

Базовый уровень

2-е издание

Рекомендовано
Министерством образования и науки
Российской Федерации

Экспертное заключение № 10106-5215/513 от 12.10.2012 г. (научная экспертиза)

Экспертное заключение № 001448 от 25.01.2014 г. (педагогическая экспертиза)

Экспертное заключение № 786 от 10.02.2014 г. (общественная экспертиза)

Учебник соответствует
Федеральному государственному
образовательному стандарту

Москва
«Русское слово»


MACMILLAN

2014

УДК 373.167.1:811.111*10(075.3)
ББК 81.2Англ-9
К63

Авторы:

Комарова Юлия Александровна, доктор педагогических наук, профессор, заведующая кафедрой интенсивного обучения иностранным языкам Российского государственного педагогического университета им. А.И. Герцена;

Ларионова Ирина Владимировна, заведующая кабинетом иностранных языков Санкт-Петербургской академии постдипломного образования;

Араванис Розмари, преподаватель английского языка как иностранного, специалист в области повышения квалификации преподавателей английского языка, автор учебных пособий по подготовке к международным экзаменам по английскому языку;

Вассилакис Джордж, преподаватель английского языка как иностранного, эксперт в области подготовки к международным экзаменам по английскому языку, автор учебных пособий по английскому языку

Комарова Ю.А.

К63 Английский язык: учебник для 10 класса общеобразовательных учреждений. Базовый уровень / Ю.А. Комарова, И.В. Ларионова, Р. Араванис, Дж. Вассилакис — 2-е изд. — М.: ООО «Русское слово — учебник»: Макмиллан, 2014. — 208 с.: ил. — (Инновационная школа).

ISBN 978-5-00007-743-6

Учебник «Английский язык» для учащихся 10 класса (базовый уровень) является частью комплекта учебников по английскому языку для старшей школы и входит в систему «Инновационная школа». Соответствует Федеральному государственному образовательному стандарту общего образования.

Учебник предназначен для общеобразовательных учреждений: школ, гимназий и лицеев.































УДК 373.167.1:811.111*06(075.3)
ББК 81.2Англ-9



ISBN 978-5-00007-743-6

© Ю.А. Комарова, 2013, 2014
© И.В. Ларионова, 2013, 2014
© Р. Араванис, 2013, 2014
© Дж. Вассилакис, 2013, 2014
© ООО «Русское слово — учебник»,
Macmillan Publishers Limited, 2013, 2014

Student's Book contents

 1 At leisure	page 8	 7 Making the grade	page 86
 2 Coming and going	page 18	 8 Who I am	page 96
 CLIL Learn about history	page 28	 CLIL Learn about psychology	page 106
 Culture today ...	page 30	 Culture today ...	page 108
 Progress check Units 1 and 2	page 32	 Progress check Units 7 and 8	page 110
 3 Just the job for you!	page 34	 9 Relax and enjoy!	page 112
 4 The wrong side of the law	page 44	 10 Saying your piece	page 122
 CLIL Learn about geometry	page 54	 CLIL Learn about physics	page 132
 Culture today ...	page 56	 Culture today ...	page 134
 Progress check Units 3 and 4	page 58	 Progress check Units 9 and 10	page 136
 5 Spending money!	page 60	 11 Where in the world ...?	page 138
 6 What in the world ...!	page 70	 12 An apple a day ...	page 148
 CLIL Learn about geology	page 80	 CLIL Learn about health and diet	page 158
 Culture today ...	page 82	 Culture today ...	page 160
 Progress check Units 5 and 6	page 84	 Progress check Units 11 and 12	page 162

Quiz results	page 164
Speaking database	page 165
Writing database	page 166
Grammar database	page 170

Irregular verbs	page 192
Essential tips for the Unified State Exam in English language	page 193
Dictionary	page 199


Contents

Unit	Reading	Vocabulary	Grammar	Listening
1 At leisure page 8	<ul style="list-style-type: none"> ◆ Reading for gist and specific information ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Hobbies and interests ◆ Sports ◆ Adjectives describing feelings 	<ul style="list-style-type: none"> ◆ Present simple ◆ Present continuous ◆ Stative verbs ◆ Adverbs of frequency 	<ul style="list-style-type: none"> ◆ Predicting content ◆ Listening for specific information <p>Words you heard: <i>beat</i> and <i>win</i></p>
2 Coming and going page 18	<ul style="list-style-type: none"> ◆ Reading for gist and specific information ◆ Understanding text cohesion ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Travel ◆ Easily confused words ◆ Phrasal verbs 	<ul style="list-style-type: none"> ◆ Past simple ◆ Past continuous ◆ <i>used to / would</i> ◆ <i>when, while, during</i> and <i>ago</i> ◆ Possessive adjectives ◆ Possessive pronouns 	<ul style="list-style-type: none"> ◆ Listening for gist and specific information <p>Words you heard: prefixes <i>dis-</i> / <i>un-</i></p>
Learn about history page 28				
Culture today... page 30				
Progress check Units 1 and 2 page 32				
3 Just the job for you! page 34	<ul style="list-style-type: none"> ◆ Reading for gist and specific information ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Work and jobs ◆ Derivatives ◆ Easily confused words ◆ Phrasal verbs 	<ul style="list-style-type: none"> ◆ Present perfect simple ◆ Present perfect continuous ◆ Question tags ◆ Polite questions 	<ul style="list-style-type: none"> ◆ Listening for gist and detail <p>Words you heard: <i>job</i> and <i>work</i></p>
4 The wrong side of the law page 44	<ul style="list-style-type: none"> ◆ Predicting content ◆ Reading for gist and detail ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Crime and punishment ◆ Derivatives ◆ Easily confused words ◆ Phrasal verbs 	<ul style="list-style-type: none"> ◆ Past perfect simple ◆ Past perfect continuous ◆ Comparatives and superlatives 	<ul style="list-style-type: none"> ◆ Listening for gist and specific information <p>Words you heard: <i>bring</i> and <i>take</i></p>
Learn about geometry page 54				
Culture today... page 56				
Progress check Units 3 and 4 page 58				
5 Spending money! page 60	<ul style="list-style-type: none"> ◆ Reading for gist ◆ Understanding text cohesion ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Money and shopping ◆ Easily confused words ◆ Collocations with <i>go, do</i> and <i>make</i> 	<ul style="list-style-type: none"> ◆ Relative pronouns ◆ Relative clauses ◆ <i>I wish / If only</i> 	<ul style="list-style-type: none"> ◆ Listening for gist and detail <p>Words you heard: shopping</p>
6 What in the world ...! page 70	<ul style="list-style-type: none"> ◆ Reading for gist and specific information ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Environment ◆ Nature ◆ Phrasal verbs 	<ul style="list-style-type: none"> ◆ Talking about the future ◆ <i>as soon as, when, until, before</i> 	<ul style="list-style-type: none"> ◆ Listening for detail <p>Words you heard: <i>go</i> and <i>come</i></p>

Learn about geology page 80

Culture today... page 82

Progress check Units 5 and 6 page 84

Practise your English**Speaking****Writing** **Unified State Exam**

- ◆ Two-option text completion
- ◆ Sentence transformations

- ◆ Expressing surprise and interest

- ◆ Writing a personal profile: paragraphing and linking

- ◆ Reading B2
- ◆ Speaking

- ◆ Multiple choice text completion
- ◆ Sentence transformations

- ◆ Expressing preference

- ◆ Writing a story: style and organization

- ◆ Listening B1
- ◆ Reading B3
- ◆ Grammar and vocabulary A22–A28
- ◆ Speaking

- ◆ Word formation
- ◆ Multiple choice sentence completion

- ◆ Making suggestions
- ◆ Agreeing / Disagreeing

- ◆ Writing a letter / email of application: formal and informal register

- ◆ Listening A8–A14
- ◆ Grammar and vocabulary B11–B16
- ◆ Speaking

- ◆ Grammar transformations
- ◆ Multiple choice sentence completion

- ◆ Describing pictures
- ◆ Hesitating
- ◆ Correcting yourself

- ◆ Writing a story: paragraphing, using narrative tenses

- ◆ Listening A1–A7
- ◆ Reading A15–A21
- ◆ Grammar and vocabulary B4–B10
- ◆ Speaking

- ◆ Multiple choice text completion
- ◆ Multiple choice sentence completion

- ◆ Discussing options
- ◆ Suggesting / Rejecting ideas

- ◆ Writing a formal email of complaint: formal register, content and organization

- ◆ Listening A8–A14
- ◆ Reading B3
- ◆ Grammar and vocabulary A22–A28
- ◆ Speaking

- ◆ Multiple choice text completion
- ◆ Sentence transformations

- ◆ Explaining
- ◆ Giving reasons for opinion
- ◆ Solving a problem

- ◆ Writing an article: finding and supporting ideas

- ◆ Grammar and vocabulary A22–A28
- ◆ Speaking

Contents

Unit	Reading	Vocabulary	Grammar	Listening
7 Making the grade page 86	<ul style="list-style-type: none"> Reading for gist and specific information Spotting key words 	<ul style="list-style-type: none"> Types of school Exams Collocations with <i>have</i> and <i>take</i> Easily confused words 	<ul style="list-style-type: none"> Modals Indefinite pronouns 	<ul style="list-style-type: none"> Listening for specific information Words you heard: word patterns
8 Who I am page 96	<ul style="list-style-type: none"> Reading for gist and detail Spotting key words 	<ul style="list-style-type: none"> Relationships Describing people Personality Easily confused words 	<ul style="list-style-type: none"> Gerund and infinitive Past modals 	<ul style="list-style-type: none"> Listening for gist and specific information Words you heard: <i>tell</i> and <i>say</i>

Learn about psychology page 106.

Culture today... page 108

Progress check Units 7 and 8 page 110

9 Relax and enjoy! page 112	<ul style="list-style-type: none"> Reading to understand text type and details Spotting key words 	<ul style="list-style-type: none"> Cinema, theatre and television Places of entertainment Easily confused words 	<ul style="list-style-type: none"> The passive The causative 	<ul style="list-style-type: none"> Listening for gist and detail Words you heard: types of film
10 Saying your piece page 122	<ul style="list-style-type: none"> Reading for gist Understanding text cohesion Spotting key words 	<ul style="list-style-type: none"> Technology and communication Derivatives Phrasal verbs 	<ul style="list-style-type: none"> Conditional sentences <i>unless, as long as, what if</i> 	<ul style="list-style-type: none"> Listening for gist and specific information Words you heard: communication technology

Learn about physics page 132

Culture today... page 134


Progress check Units 9 and 10 page 136

11 Where in the world ...? page 138	<ul style="list-style-type: none"> Reading for specific information and detail Spotting key words 	<ul style="list-style-type: none"> City and countryside Giving directions Easily confused words 	<ul style="list-style-type: none"> Reported speech Reporting verbs 	<ul style="list-style-type: none"> Listening for gist and specific information Words you heard: <i>country</i> and <i>countryside</i>
12 An apple a day ... page 148	<ul style="list-style-type: none"> Reading for specific information Spotting key words 	<ul style="list-style-type: none"> Food Phrasal verbs Easily confused words 	<ul style="list-style-type: none"> Countable and uncountable nouns; plural nouns <i>much, many, a lot of</i> Articles <i>both ... and, neither ... nor, every, each, all and none</i> 	<ul style="list-style-type: none"> Listening for gist and specific information Words you heard: collocations

Learn about health and diet page 158

Culture today... page 160

Progress check Units 11 and 12 page 162

Practise your English**Speaking****Writing**** Unified State Exam**

- ◆ Multiple choice text completion
- ◆ Gapped sentences

- ◆ Comparing
- ◆ Expressing preference

- ◆ Writing an essay: paragraphing and organization, connecting and supporting ideas

- ◆ Reading B2
- ◆ Grammar and vocabulary A22–A28
- ◆ Writing C2
- ◆ Speaking

- ◆ Grammar transformations
- ◆ Multiple choice sentence completion

- ◆ Describing pictures
- ◆ Expressing opinions and impressions

- ◆ Writing an informal letter: finding ideas, giving advice

- ◆ Listening B1
- ◆ Reading A15–A21
- ◆ Grammar and vocabulary B4–B10
- ◆ Writing C1
- ◆ Speaking

- ◆ Word formation
- ◆ Multiple choice sentence completion

- ◆ Role-playing
- ◆ Asking for clarification

- ◆ Writing a review: paragraphing, positive and negative vocabulary, summarizing a plot

- ◆ Listening A8–A14
- ◆ Grammar and vocabulary B11–B16
- ◆ Speaking

- ◆ Multiple choice text completion
- ◆ Sentence transformations

- ◆ Interrupting another speaker
- ◆ Rejecting / Accepting interruptions

- ◆ Writing an article: paragraphing, content and organization

- ◆ Reading B3
- ◆ Grammar and vocabulary A22–A28
- ◆ Speaking

- ◆ Multiple choice text completion
- ◆ Multiple choice sentence completion

- ◆ Comparing
- ◆ Expressing similarity and difference

- ◆ Writing a report: paragraph headings, formal register, organizing ideas

- ◆ Listening B1
- ◆ Reading A15–A21
- ◆ Grammar and vocabulary B4–B10
- ◆ Speaking

- ◆ Word formation
- ◆ Multiple choice sentence completion

- ◆ Agreeing / Disagreeing
- ◆ Expressing opinion

- ◆ Writing an essay: paragraphing and supporting ideas

- ◆ Listening A1–A7
- ◆ Grammar and vocabulary B11–B16
- ◆ Writing C2
- ◆ Speaking

1

At leisure

Skills aims

- ◆ Listening to short extracts for specific information
- ◆ Expressing surprise and interest while talking
- ◆ Reading short texts for gist and specific information
- ◆ Writing a personal profile to practise paragraphing and linking

Dive in!


What do you think these hobbies involve?

blogging • calligraphy
gastronomy • herpetology
horticulture • lepidoptery
origami • philately

Reading

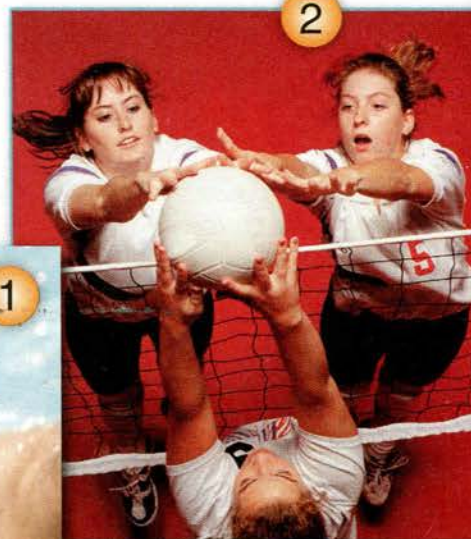
A How much free time do you think the teenagers in the pictures have? What do you think their hobbies might be?

B Read the texts quickly and match the people with the photographs.

C  Read the texts again and match them with the headings. There is one extra heading which you do not need to use.

- 1 Technology-based pastimes
- 2 Wide interests
- 3 Hobbies for the lazy
- 4 A shared interest
- 5 A professional hobby

Unified State Exam Reading B2 → p194



Sharon, 15 **(A)**

I can't say I do anything too exciting in my free time. I mean, I don't have any real hobbies. But I do spend a lot of time on the Internet, and especially on Facebook. I log on every afternoon after school. All of my classmates are on Facebook. We send virtual gifts to one another, we exchange music videos and we chat. It's a good place to make new friends and to stay in contact with the friends you already have.

Apart from that, I sometimes watch TV in the evening, especially the music channels, and on Saturdays I always go to the cinema. But I don't have any special hobbies like other people.

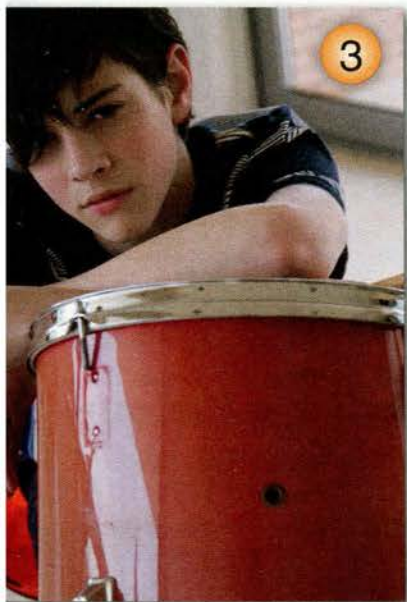
Tim, 16 **(B)**

I'm not the right person to ask about leisure time activities. You see, I never have any free time! I wake up at half past five every morning so that I can go to the pool and train for two hours. Believe me, it's no fun on a cold winter's day! Then I go to school, and sometimes it's hard not to fall asleep in class! In the afternoon, I have another two hours of training before I go home – and do my homework! These days, I'm training for the European championship, so it's even worse at the weekends. I wouldn't call swimming a hobby, though. Since I want to be a professional swimmer, I take it very seriously – it's the most important thing in my life right now. School comes second.

D Read the blurbs and match the books with the teenagers.

Hey presto! Make new friends

Find out all you need to know about blogs, MySpace, YouTube, and all other sites and technologies that help you meet people and stay in contact with them.



Julia, 13 **C**

I can't understand it when people my age say they don't have time for any hobbies. I think they're just lazy! I have a lot of things to do besides school. Even though I'm in the school theatre club, have French classes in the afternoon and go to the gym three times a week, I still do have lots of hobbies. I collect phone cards, and I already have more than 3000. I play basketball and volleyball with my friends at least once a week, I write poems, and I often cook for my family, and sometimes for friends too. In fact, at the moment, I'm baking a cake for my best friend – it's her birthday today.

Alex, 13 **D**

I spend almost all of my free time playing music. I play the drums. My parents don't like it very much because of the noise, but they know how much I enjoy it, so they hardly ever tell me to stop. Fortunately, my sister also likes music. She plays the electric guitar, so most evenings we play together. Actually, she's playing at the moment – the terrible noise you can hear comes from her room!

We've even written a few songs together, and we're thinking of making a demo for a CD. You never know, one day we might be a famous rock band.

The ultimate producer

This book explains how to set up your own home studio. You use your personal computer and some software you can easily download for free to make, record and mix your own music.

The world's strangest hobbies

The book is a catalogue of some of the strangest hobbies in the world. Got the time? Looking for a new hobby? This is the book for you!

The golden girl

Written by Rachel Reimes, the Olympic diving medallist, this book explains how she made her way to the top.

Words in context

E Complete each sentence with a word from the text or exercise D.

- 1 Dancers **t** ... for hours to keep in shape.
- 2 If we win this match, the **c** ... will be ours!
- 3 **P** ... athletes usually earn a lot of money.
- 4 I like websites where I can **c** ... with people.
- 5 I'm going to stay in **c** ... with Lisa when she moves to London.
- 6 After the competition, the gold **m** ... announced she would retire.

Quick chat

Which of the four teenagers is most / least like you? Why?

Vocabulary

Hobbies and interests

A Match the hobbies with the descriptions.

- You need a parachute to do this.
- You can save money if you do this in a library.
- You need a snow-covered mountain for this.
- Try this if you want to feel like a human kite.
- Using a remote control makes this easier.
- One day your work may be exhibited in a museum.
- You jump from a high place and elastic ropes hold you up.
- You need a special suit to fly in. And a parachute!
- If you like exploring mountains, you'll like this.
- Some favourite places are the cinema, a fast food restaurant or a friend's house.
- There are many kinds, such as *Monopoly*, *Cluedo* and *PlayStation 3*.
- Traditional items include stamps, matchboxes and football cards.

- | | |
|----------------------|-------------------|
| a hang gliding | g watching TV |
| b snowboarding | h sky diving |
| c drawing / painting | i wingsuit diving |
| d collecting things | j going out |
| e rock climbing | k reading |
| f playing games | l bungee jumping |

Sports

B How much do you know about sports? Do the quiz and find out!

QUIZ

- Basketball, volleyball and tennis are played on a
a pitch b court c field
- Water ballet and diving are done at a
a pool b pole c rink
- Football and cricket are played on a
a pitch b court c field
- An athlete who does a sport for pleasure and not as a career is a
a coach b pro c amateur
- In cricket and baseball, what do players hit the ball with?
a net b racket c bat
- In football, how do the players pass the ball around?
a throw b kick c hit
- The number of points a team has is called the
a score b result c total
- Dangerous sports are often called
a unusual b extreme c special



Adjectives describing feelings

C Copy and complete the table. Add more words.

Verb	-ed adjectives (how you feel)	-ing adjectives (how you describe sth / sb else)
1 excite	<i>excited</i>	<i>exciting</i>
2 thrill		
3 amaze		
4 satisfy		
5 frighten		
6 amuse	<i>amused</i>	
7 bore		

D Choose the correct answer.

I think that collecting things as a hobby is ¹**bored / boring!** And common hobbies, like reading or playing chess, aren't ²**satisfied / satisfying** to me. I'm ³**interested / interesting** in more ⁴**excited / exciting** things, like extreme sports. I feel a bit ⁵**frightened / frightening** about bungee jumping, for example, but I am also ⁶**excited / exciting** about trying it. Another ⁷**thrilled / thrilling** experience is wingsuit diving. I'm doing it on Saturday – wish me luck!

Quick chat

What's your opinion about the hobbies mentioned? Use adjectives from exercise C.

Present simple and present continuous

Find these sentences in the reading texts and answer the questions.

- a Fortunately, my sister also **likes** music.
- b I **wake up** at half past five every morning ...
- c I **collect** phone cards ...
- d In fact, at the moment, I'm **baking** a cake for my best friend ...
- e These days, I'm **training** for the European championship, ...

- 1 Which sentence talks about a routine (something that happens regularly at the same time)?
- 2 Which sentence talks about a state (something that is true all the time)?
- 3 Which sentence talks about a habit (something that happens again and again)?
- 4 Which sentence talks about something that is happening **right now**?
- 5 Which sentence talks about something that is happening **around now**?

We use the **present simple** to talk about

- a state
- a habit
- a routine

We use the **present continuous** to talk about

- an action that is happening now
- an action that is happening *around now*

Grammar database → p170

A Choose the correct form.

- 1 I **read / am reading** a great book at the moment.
- 2 I **don't enjoy / am not enjoying** watching TV — I don't even have one.
- 3 My sister and I **collect / are collecting** napkins.
- 4 How often **do you go / are you going** to the gym?
- 5 Most of my classmates **go / are going** to the cinema every Saturday.
- 6 He can't talk to you right now — he **does / is doing** his homework.
- 7 **Do you listen / Are you listening** to me? I'm trying to explain.
- 8 We usually **spend / are spending** every summer by the sea.

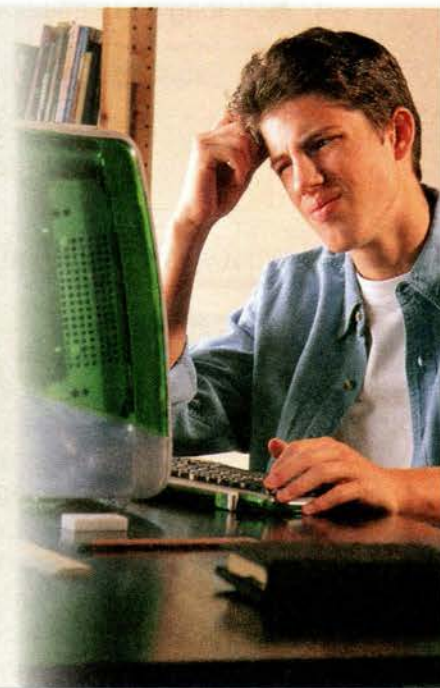
B Put the verbs in brackets in the correct form.

- 1 How often ... (you / go) skydiving?
- 2 Don't make a noise; my little brother ... (sleep).
- 3 What band ... (play) now?
- 4 Ellen ... (not read) magazines; she ... (prefer) books.
- 5 He ... (be) a collector; he ... (collect) old paintings and sculptures.
- 6 For the moment, we ... (stay) at my Aunt Tina's house.

C Complete the text with the correct form of the verbs in brackets.

I ¹... (spend) most of my free time playing games on the computer. On week days, I ²... (come) home from school and ³... (do) my homework. There ⁴... (not be) much time to play. On Saturdays and Sundays, though, I ⁵... (play) all day.

However, this time of year is rather difficult. I ⁶... (not have got) any free time at all, because I ⁷... (study) for my French exams.



D In pairs, make questions to help you find out about your partner. Then write sentences.

What time do you usually wake up on weekdays?

Varya usually wakes up at seven am on weekdays.

- 1 what time he / she usually wakes up on weekdays
- 2 what time he / she goes to school
- 3 when he / she does his / her homework
- 4 what he / she does in his / her free time

Listening

A What are the sports in the pictures called? Why are they called 'spectator' sports?



B You are going to listen to people talking about watching different sports. Look at the pictures in exercise C and decide which words and phrases you think you'll hear.

- 1 couple of hours
- 2 days
- 3 watch the game
- 4 ahead
- 5 win

- 6 lost
- 7 the score
- 8 the scoreboard
- 9 beat
- 10 get tickets

- 11 the pitch
- 12 huge screen
- 13 creative event
- 14 figure-skaters
- 15 the finals

02 Listen and check.

C 02 Listen again and choose the correct picture.

1 How long does this sport take to play?

(A) <table border="1" style="width: 100%;"><tr><td>Saturday</td></tr><tr><td>2.30-4.30</td></tr></table>	Saturday	2.30-4.30	(B) <table border="1" style="width: 100%;"><tr><td>Saturday</td></tr><tr><td>2.00-7.00</td></tr></table>	Saturday	2.00-7.00	(C) <table border="1" style="width: 100%;"><tr><td>Saturday</td></tr><tr><td>11.00-???</td></tr><tr><td>tomorrow</td></tr></table>	Saturday	11.00-???	tomorrow
Saturday									
2.30-4.30									
Saturday									
2.00-7.00									
Saturday									
11.00-???									
tomorrow									




2 What was the score at the end of the baseball game?

(A) <table border="1" style="width: 100%;"><tr><td>Dodgers</td><td>Mets</td></tr><tr><td>5</td><td>4</td></tr></table>	Dodgers	Mets	5	4	(B) <table border="1" style="width: 100%;"><tr><td>Dodgers</td><td>Mets</td></tr><tr><td>5</td><td>2</td></tr></table>	Dodgers	Mets	5	2	(C) <table border="1" style="width: 100%;"><tr><td>Dodgers</td><td>Mets</td></tr><tr><td>4</td><td>5</td></tr></table>	Dodgers	Mets	4	5
Dodgers	Mets													
5	4													
Dodgers	Mets													
5	2													
Dodgers	Mets													
4	5													

3 Where is Max planning to watch the Champion's League final?

(A) 	(B) 	(C) 
---	---	--

4 Which picture best shows the ice-dancing event as the speaker describes it?

(A) 	(B) 	(C) 
---	---	--

Words you heard

beat and win

Look at these questions from one of the listening texts. So the Dodgers ended up **beating** them?

Did they **win**?

- You *beat* someone or something you are playing against.
- You *win* a game, a competition, a prize, etc.

D Choose the correct answer.

- 1 I've **beaten** / **won** him in chess many times.
- 2 Who **beat** / **won** the latest Pop Idol competition?
- 3 Manchester United were **beaten** / **won** in last night's match.
- 4 Who **beat** / **won**?
- 5 I **beat** / **won** you again!

Give a 2-minute talk on **sport**.

Remember to say:

- what kind of sport you like and why
- which sports you enjoy playing and why

Unified State Exam Speaking → pp197, 198

- which sports are popular in your country
- who your favourite sportsmen / women are



Grammar 2

1

Stative verbs

Some verbs are not usually used in continuous forms, eg *believe, love, hear, like, hate, know, want, agree, seem, understand* and others.

I **like** this music! (not: I'm liking this music!)

Some verbs have a different meaning when they are used in a continuous form, eg *be, have, smell, taste, feel, think* and others.

I **think** they're just lazy!

(= In my opinion, they're lazy.)

We're **thinking** of making a demo ...

(= We are deciding about making a demo.)

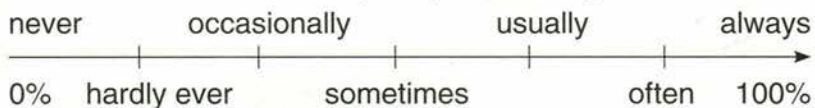
Grammar database → p171

A Decide which sentences are correct. Correct the wrong ones.

- 1 Don't worry, I'm believing you!
- 2 That soup is smelling delicious.
- 3 I'm knowing how to play *World of Warcraft*!
- 4 I'm liking the idea of trying an extreme sport.
- 5 I'm thinking of buying a new computer game. Which would you recommend?
- 6 I'm not feeling very well. I think I'd better go home.

Adverbs of frequency

Look at the adverbs of frequency on the diagram below.



Grammar database → p171

C Decide which sentences are correct. Correct those that are wrong.

- 1 We usually play tennis on Saturdays.
- 2 John always is early!
- 3 I sometimes go out shopping with my friends on Friday evenings.
- 4 Is often Pam so late?
- 5 Never I get up early on Sundays.
- 6 My mum lets me stay out late occasionally.

B Put the verbs in brackets in the correct tense, present simple or present continuous.

- 1 A: Hi, Anthony. What ... you ... (do) here?
B: I ... (help) Bill get ready for Monica's birthday party.
- 2 A: Right now I ... (make) biscuits.
B: They ... (look) great!
- 3 A: I ... (see) our friends coming. Can I help you?
B: Yes, please. I ... (need) soft drinks. Can you bring some?
- 4 A: Why ... you ... (smell) these flowers?
B: Sorry, but they ... (smell) too sweet. Can you take them outside?
- 5 A: I ... (think) I'm going to lose this game.
B: I ... (agree).
- 6 A: ... you ... (like) Jim?
B: He ... (seem) OK.
- 7 A: I ... (want) to teach you how to play tennis, but I can't.
B: What ... you ... (mean), you can't?
- 8 A: Mmm. That cake ... (smell) delicious!
B: It ... (taste) good too!

D Decide on the position of frequency adverbs in these sentences. Write the new sentences in your notebook.

- 1 He is very polite. (always)
- 2 They go to school by bus. (never)
- 3 I have travelled abroad. (never)
- 4 We exchange music and chat. (occasionally)
- 5 She cooks for her friends. (sometimes)
- 6 Wash your hands before the meal. (always)
- 7 My sister goes to the swimming pool. (hardly ever)

E In your notebook, write six true sentences about these people in your life.

best friend	• never
favourite team	• hardly ever
classmates	• occasionally
brother / sister	• sometimes
teacher	• often • usually
parents	• always

Practise your English

- A Look at the picture. What can you guess about Mark?
 B Read the text quickly to check your guesses.
 C Choose the correct answer.



Everyone ¹**thinks / is thinking** Mark is a ²**bored / boring** person because he collects things, and some people ³**feel / are feeling** that collecting things is one of the most ⁴**bored / boring** hobbies. Mark's collections are rather different, though: one is a collection of chocolate wrappers, while the other is aeroplane boarding passes!

'I know my collections ⁵**look / are looking** unusual, or even eccentric, but in fact there are quite a few people collecting these things,' he says. 'I now have 102 wrappers and 23 boarding passes, and both my collections ⁶**still grow / are still growing!** Whenever I'm

out, I ⁷**always / occasionally** keep an eye out for different wrappers and if I see a chocolate bar with a wrapper I haven't got, I buy it. As for boarding passes, I ⁸**rarely / sometimes** travel by plane myself, but I've asked all my friends and relatives to bring me some whenever they fly anywhere.

It's actually really fun and quite challenging to find different designs, though my mum ⁹**gets / is getting** more and more tired of the mess in my room; she is ¹⁰**always / sometimes** telling me she is going to throw everything out!

D Complete the second sentence so that it means the same as the first. Use no more than three words.

- It's the first time our team has won the World Cup.
Our team has ... won the World Cup before.
- I actually find extreme sports very interesting.
I am ... in extreme sports.
- Manchester United beat Real Madrid 2-0.
Manchester United ... the match with Real Madrid.
- Football practice was very tiring.
I was very ... after football practice.
- I usually watch TV after school, but not today.
I'm ... TV after school today.
- I may buy a PlayStation 3 – I haven't decided yet.
I am ... of buying a PlayStation 3.

Quick chat

Do you collect anything? What?
 Why do you think people collect things?

Speaking



Project: How my classmates spend their leisure time

Questions and reactions

A **03** Pam and her classmates are doing a class project about how they spend their leisure time. Listen and answer these questions.

- 1 How does Pam find the information for her project?
- 2 How do Pam and her classmates express surprise and interest? Which expressions from the Language chunks box do they use?

Language chunks

Expressing surprise and interest

- Wow!
- Really?
- How interesting!
- That's great!
- That sounds wonderful!
- Lucky you!
- How strange!

B How would you react to these statements? Use a Language chunk.

- 1 I love bungee jumping! The higher the better!
- 2 I enjoy reading. I read 30 books last year!
- 3 I help an environmental group clean the beaches every weekend.

C **03** Listen again and repeat Pam's questions.

D In pairs, ask and answer these questions. Add one of your own.

- 1 Do you watch a lot of TV in your free time?
- 2 Do you enjoy school?
- 3 ...

E Copy the table. Turn the statements in the table into questions. Then ask your classmates and complete the table.

Do you enjoy watching sports?

Yes, I do.

Really? Which ones?

Which classmate ...	Name	More information
enjoys watching a sport		(Which sport?)
does a fun leisure activity		(What?)
has an interesting hobby		(What?)
plays a sport regularly		(What?)
exercises and keeps fit		(How?)
enjoys a leisure activity on a weekday		(What?)
goes out most Saturday nights		(Where?)
spends time with his / her friends at weekends		(What do they usually do?)

F Share your results with the class. Did you find out anything about your classmates you didn't know? What?

Anna enjoys watching tennis, but no one does a fun leisure activity.

Speaking database → p165

Say it right! → WB p117

Writing: a personal profile

A In pairs, talk about why you might want to visit websites like these. Use these ideas or your own.

- meet new people
- watch videos
- listen to your favourite music
- chat with your friends

B Read the form Peter has filled in. What has he done wrong?



Musical Teenagers

Join themusicalteenagers.com to share music and music videos.

Fill out the form below to get started (Fields with an asterisk (*) are REQUIRED).

First Name*	Boddington
Surname*	Peter
Screen Name*	Peter in Brighton
Sex	<input checked="" type="checkbox"/> male <input type="checkbox"/> female
Country*	Brighton
Street Address:	
Zip code/Postcode*	
Telephone Number	
Mobile Phone Number	
Email Address*	17 New High Street
Birthdate*	Month <input type="text" value="January"/> Date <input type="text" value="1998"/> Year <input type="text" value="11"/>

What kind of music do you like? Please tick.

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> pop | <input checked="" type="checkbox"/> hip hop | <input checked="" type="checkbox"/> rock | <input checked="" type="checkbox"/> rap |
| <input checked="" type="checkbox"/> blues | <input checked="" type="checkbox"/> jazz | <input checked="" type="checkbox"/> dance | <input checked="" type="checkbox"/> other |

Write 100–140 words about yourself. These will be used as your profile on musicalteenagers.com.

I have read and agree to the Terms of Use and Privacy Policy.

About me

Hi, I'm 15 and I live in Brighton with my parents and my elder brother. ¹ ... , **so** I have a lot of school work, **but** I'm **also** working hard to get into the Academy of Contemporary Music. I want to be a music producer!

Music is my life! I spend most of my free time listening to CDs and watching music videos, especially rap and hip hop, which I'm really into. ² ... , though. I like sports **too**, especially snowboarding and basketball. I don't really enjoy dancing **though**, **that's why** I never go to dance clubs.

If you like rap and hip hop as much as I do, just email me. ³ ... and even exchange MP3s. I'm looking forward to hearing from you!

Skills development

Paragraphing and linking

C Read Peter's profile. In which paragraph does he ...

- 1 invite others to communicate with him?
- 2 say how he spends his day?
- 3 give information about himself and school?
- 4 say what he likes and doesn't like doing?

D Fill in the gaps in the model profile with these sentence parts. There is one extra part you don't need.

- a I can't stand jazz and classical music
- b We can write to each other, chat
- c But I do go out with my friends
- d I'm in secondary school

E Look at the words in bold in the profile. Match each one to another word or phrase in bold with a similar meaning.

Vocabulary: likes / dislikes

F Copy the table and tick the correct column. Use the model to help you.

Language chunks

	I like	I don't like
I'm into		
I can't say I like		
I can't stand		
I dislike		
I enjoy		
I hate		
I love		

Planning and writing

1

G Read this extract from a website. Then write your profile. Use the ideas from the exercises and language from the Language chunks box to help you. Write 100–140 words.

Teenage Friend Finder

New to Teenage Friend Finder?
Take a tour

Sign up

Video Music Photos Boxes +

Join www.teenagefriendfinder.com
to make new friends your age,
chat and share music.

Send us a profile about yourself (100–140 words).

Quick check!

Be sure to ...

- follow this plan:
 - give details about you and your family (paragraph 1)
 - talk about what you like and dislike (paragraph 2)
 - say how someone can contact you and what you can do together (paragraph 3)
- use a variety of words for likes and dislikes
- use some linking words to link your ideas
- write 100–140 words

② Coming and going

Skills aims

- ◆ Listening to short extracts for gist and specific information
- ◆ Expressing preference while talking
- ◆ Reading a narrative text for gist and specific information; understanding text cohesion
- ◆ Writing a story to practise style and organization

A How much do you know about travel? Do the quiz and find out!

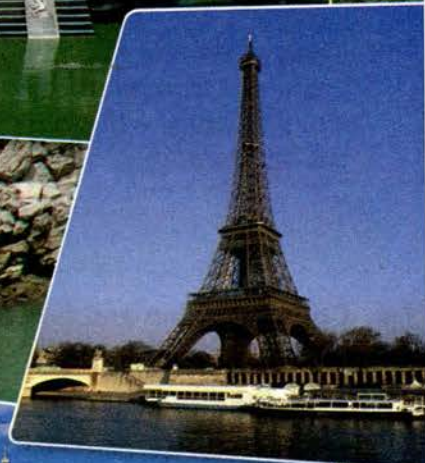
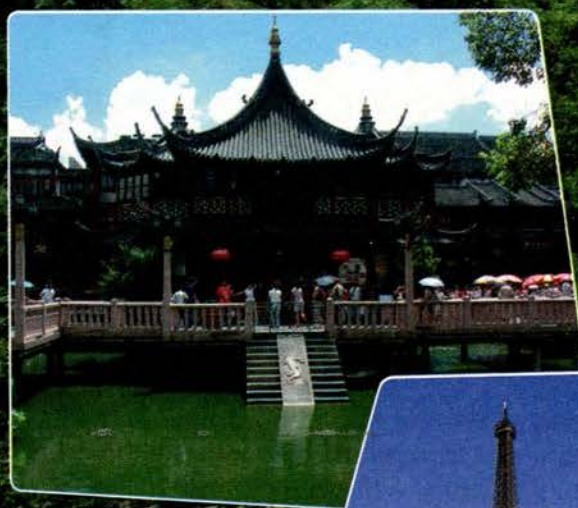
Quiz

- 1 What was the first form of transport to reach a speed of 200 kilometres per hour?
a a train b a motor car c an aeroplane
- 2 Where was the world's first underground railway built?
a in Paris b in Moscow c in London
- 3 How much does it cost to spend a night in the world's most expensive hotel suite?
a \$6500 b \$26 500 c \$65 000
- 4 Which two cities does the world's longest railway connect?
a Beijing–Guangzhou b Moscow–Vladivostok
c Toronto–Vancouver
- 5 Which country is visited by the most tourists?
a China b France c the USA
- 6 American Dennis Tito was the first ...
a space tourist. b US astronaut.
c man on the Moon.
- 7 Which land mass was named after one of the first Europeans to travel there?
a America b Asia c Australia
- 8 How does a train from London to Paris cross the sea between the UK and France?
a by bridge b by ship c by tunnel

Dive in!

Have you ever been on holiday to places like the ones in the pictures?

Where would you like to go on your next holiday? Why?



Reading

B Read the first paragraph of an article about a teenager who travels a lot.

- 1 How often do you think he travels? Why?
- 2 Where do you think he goes?

An extremely well-travelled teenager

C Quickly read the article and check your answers to the questions in exercise B.

Jared Thomas is only 15, but he's travelled more than most adults: he's already been to three continents and more than 20 different countries.

In fact, I started travelling abroad at a really early age. My mother lives in Paris, France, while my father lives in London, and they separated **A** ... I live with my mother, but I have spent at least one weekend a month with my father in London since I was six.

I went on my first trip on my own when I was seven! Before that, I used to travel between Paris and London with my mother or father. Then my mum found out about a British Airways service called Skyflyer Solo, **B** ... that unaccompanied children get to their destination safely, looked after by the ground staff and cabin crew. My mum would take me to the airport in Paris and hand me over to the ground staff. Whenever I arrived, the ground staff in London looked after me until I met my father. I didn't use to like it at first, even though they were all very kind to me, **C** ... I now get on with all of the airport staff and I know them all by their first names.

But it's not just between London and Paris that I travel. In summer, both of my parents like to travel abroad and they always take me with them. So I spend two or three weeks with my father in a beach resort and another fortnight with my mother, **D** ... It is with her that I have travelled to most European capitals, as well as New York, Los Angeles and San Francisco.

The most exciting of all my travels was last summer. I was just back from a holiday in Prague with my mother and was expecting to leave for the Greek islands with my dad a few days later. Actually, I was shopping for a new swimsuit **E** ... on my mobile and asked if I would like to go to China with him. I almost dropped the phone! China was the place I most wanted to go to!

A week later my dad and I were sailing down the Yangtze River! Everything looked so exotic compared to the places we usually visit. We stayed in China for three weeks, **F** ...! And even though for the first time in many years I didn't get to swim at all during the summer, I really didn't mind. I'd like to go back to China every year!

D Six sentence parts have been removed from the text. Choose from the list (1–7) the part which fits each gap (A–F). There is one extra sentence part which you do not need to use.

- 1 who never spend holidays together
- 2 but I soon got used to it
- 3 when my dad called me
- 4 who prefers what she calls a 'cultural holiday'
- 5 but I didn't think it was enough
- 6 which makes sure
- 7 when I was six

Unified State Exam Reading B3 → p194

Give a 2-minute talk on **holidays**.

Remember to say:

- why people go on holiday
- what people usually do on holiday

Words in context

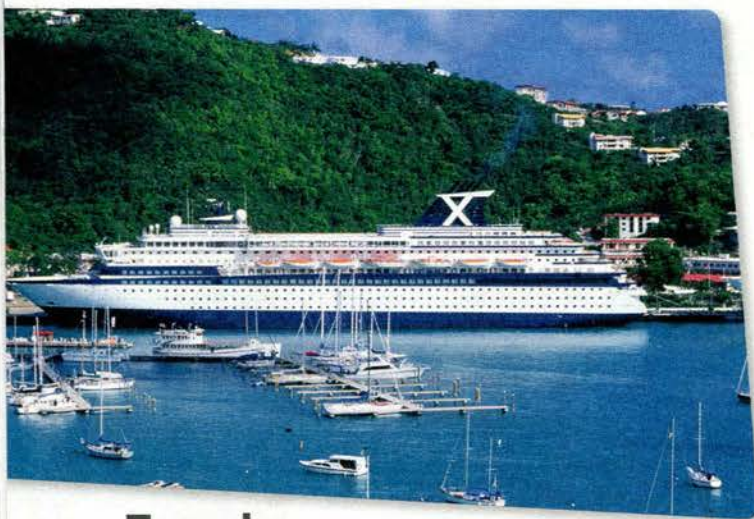
E Find underlined words in the text that mean the following.

- 1 alone, without their parents
- 2 a place where you go to relax on holiday
- 3 outside your own country
- 4 very unusual or different
- 5 the people who work in an aeroplane

Unified State Exam Speaking → pp197, 198

- what different kinds of holiday people go on
- what kind of holiday you enjoy and why

Vocabulary



Travel

A Choose the best answer.

- The money you pay for a ticket on public transport is the
a fee b fare c boarding pass
- The place where large ships stop is a
a port b station c terminal
- A boat that carries cars as well as people is a
a coach b ferry c tram
- A place where smaller boats stop is a
a terminal b border c harbour
- A holiday that includes the cost of hotel and transport is a(n) ... holiday.
a overseas b package c summer
- The place where one country ends and another begins is a
a station b terminal c border

B Complete the sentences with the words or phrases from the box.

attractions ▶ boarding pass ▶ guidebook
passport ▶ taxi rank ▶ terminal
traveller's cheques

- There's a(n) ... just outside the station. I'm sure you'll find a cab there.
- You need a valid ... to travel to the US.
- You can collect your ... at the check-in counter at the airport.
- Some people feel it's safer to carry ... rather than cash when they are travelling.
- Many airports have a special ... for low-cost airlines.
- Pavlovsk is only one of the many tourist ... in the area.
- Let me check my ... and I'll tell you how we can get to Kolomenskoye.

Easily confused words

live and stay

C Look at these sentences from the text. Then choose the correct answer.

... my father **lives** in London ...

We **stayed** in China for three weeks ...

- Live / Stay** means a short time only.
- Live / Stay** means where your home is.

travel, trip, journey and voyage

D Look at the sentences below. Then complete the definitions.

This guidebook gives you information about **travel** in Spain.

My first **trip** on my own was when I was seven!

She makes the long **journey** to Patagonia three times a year.

The Titanic sank on her maiden **voyage**.

- ... means a long journey by boat or into space.
- ... means a trip that is long and difficult.
- ... means going somewhere and coming back again.
- ... means the general activity of travelling to different places.

Phrasal verbs

E Choose the correct meaning for the verbs in bold.

- Hurry up! We have to **check out** by midday, and it's already 11.30!
a pay the bill and leave
b check the room
- I **saw** him **off** on his cruise, and then I went back home.
a took a flight with him
b went to the ship with him and said goodbye
- Our flight is at 14.00, so we need to **check in** by 13.00.
a buy our tickets
b arrive and show our tickets
- We're going to **set off** for our country house at seven.
a start our journey
b arrive

Grammar 1

2

Past simple and past continuous

Find these sentences in the reading text. Then match them with the uses (1–5).

- a ... they **separated** when I was six.
- b Whenever I **arrived**, the ground staff in London **looked after** ...
- c A week later my dad and I **were sailing** down the Yangtze River!
- d ... I **was shopping** for a new swimsuit when ...
- e Everything **looked** so exotic ...

We use the **past simple** to talk about

- 1 something that happened at a specific time in the past
- 2 something that happened again and again in the past
- 3 a state in the past

We use the **past continuous** to talk about

- 4 an activity that was happening at a point in the past
- 5 an activity in the past that was interrupted by something else

Grammar database → pp171, 172

A Choose the correct answer.

- 1 We **went** / **were going** to the country every summer when I was a child.
- 2 We **stayed** / **were staying** in a small hotel by the sea for ten days.
- 3 We **still packed** / **were still packing** when the taxi arrived.
- 4 I was driving along when I **realized** / **was realizing** my licence was at home.
- 5 We were **getting off** / **got off** the bus when I slipped and fell.
- 6 He rang me just as I **was getting on** / **got on** the plane.

B Complete the sentences with the correct form of the verb in brackets, past simple or past continuous.

When my mum was 19 years old, she ¹ ... (drive) across the whole US, from Los Angeles, California, to New York City. While she ² ... (travel), she ³ ... (meet) lots of interesting people and ⁴ ... (see) lots of fantastic places. She also ⁵ ... (have) some exciting adventures, like the time she ⁶ ... (drive) through the mountains and suddenly ⁷ ... (find) herself in the middle of thick fog. She could hardly see, but she ⁸ ... (make) it.

used to and would

We can also use *used to* and *would* to talk about the past.

Read the examples and complete the rules.

- a My mum **would take** me to the airport ... (a repeated event in the past)
- b I **used to travel** between Paris and London ... (a repeated event in the past)
- c I **didn't use to like** it at first. (a state in the past)

- 1 We use ... and ... for repeated events in the past.
- 2 We cannot use ... for a state in the past.

Grammar database → p172

C Complete the second sentence so that it means the same as the first. Use the word given. Use no more than three words.

- 1 We would spend the summer with our grandparents. (to)
We ... the summer with our grandparents.
- 2 I went swimming twice a day back then. (go)
I ... twice a day back then.
- 3 I never travelled by air – I was too scared. (didn't)
I ... to travel by air – I was too scared.
- 4 My dad used to take me on long walks by the sea. (would)
My dad ... on long walks by the sea.

D Choose the correct answer.


When I was a child, the only kind of holiday that ¹ **meant** / **was meaning** anything to me was a holiday by the sea. I ² **used to spend** / **was spending** the best part of my day swimming and playing beach volleyball. And in the evening, I ³ **would go** / **was going** out with my friends. By 9 pm, we ⁴ **danced** / **were dancing** and having fun at the beach club. And we ⁵ **didn't use to go** / **weren't going** to sleep until 11!



Listening

A Look at the pictures. Which way of going to school would you prefer? Why?




B  You will hear four people talking about how they used to go to school when they were younger. Match the speakers (1–4) with the statements (A–E). There is one extra statement.

04

- A** The speaker used to get to school earlier because of heavy traffic.
- B** The speaker couldn't enjoy many things and felt unhappy.
- C** The speaker didn't like walking in the morning.
- D** The speaker didn't use transport because it was late and crowded.
- E** The speaker used to get up early to walk to school.

Unified State Exam Listening B1 → p193

C  Listen again and choose the best answer.

Speaker 1

Why didn't he catch the 8.00 bus to school?

- a** It was usually 20 minutes late.
- b** It got there after school had started.
- c** It took more time than walking.

Speaker 2

Why did she choose to cycle to school rather than catch a bus?

- a** The bus service wasn't good enough.
- b** There were no cycle routes at the time.
- c** The school was very near her home.

Speaker 3

Why didn't she walk to school in the morning?

- a** Her mother insisted on giving her a lift.
- b** She didn't like walking, especially in the morning.
- c** She lived too far from the school.

Speaker 4

What didn't he like about the fact that he lived close to his school?

- a** He couldn't spend time with his friends on the way to school.
- b** The bus stop was too far away.
- c** He didn't have to wake up as early as his classmates.

Say it right! → WB p117

Words you heard

Word formation: *un-* and *dis-*

Look at these extracts from the listening text:
... the buses were ... completely **unreliable** ...
... so it wasn't really **unsafe**.

My mum **disapproved** at first, ...

We use the negative prefixes *un-* and *dis-* to form the opposite of certain words.

D Complete the sentences below using the correct form of the word in brackets with *un-* or *dis-*.

- 1** The bus drivers ... with what the Transport Minister said. (agreed)
- 2** ... , there was a lot of traffic, and I got to school late. (fortunately)
- 3** He felt he was ... because he couldn't spend time with his friends. (lucky)
- 4** I agree the underground is fast, but it has a lot of ... as well. (advantages)
- 5** I got on the wrong bus and found myself in a(n) ... place. (familiar)
- 6** The government is trying to ... people from driving into the city centre. (courage)

Quick chat

Are you happy with the way you go to school or college? Why / Why not?

Grammar 2

2

when, while, during and ago

Look at the words in bold in these sentences from the listening text. Then complete the rules.

- a I used to walk to school **when** I was very young ...
- b This was all more than 30 years **ago**.
- c ... I could comb my hair **during** the ride.
- d ... the funniest things happened to them **while** they were walking to school ...

- 1 ... and ... are used to join two parts of a sentence.
- 2 ... and ... are used in phrases referring to a period of time.
- 3 We usually use ... with the past continuous.

Grammar database → p173

A Choose the correct answer.

- 1 I think I lost my wallet **while** / **during** I was walking to school.
- 2 I was still packing my suitcase **while** / **when** the taxi arrived.
- 3 The underground station was flooded **when** / **during** last night's storm.
- 4 The new airport was built **during four years** / **four years ago**.
- 5 There was no place to park **while** / **when** I got to the port.
- 6 **While** / **When** the passengers were sleeping, a thief stole their luggage.

B Complete the sentences using when, while, during or ago.

- 1 He called me ... the weekend.
- 2 We used to live there about ten years
- 3 We visited Disneyland ... we went to Paris five years
- 4 I had a flat tyre ... I was driving to work.
- 5 I went swimming every day ... the summer.
- 6 The travel agent called ... you were out.

Possessive adjectives and possessive pronouns

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his / her / its	his / hers / its
our	ours
your	yours
their	theirs

Read the sentence and complete the rules.

His mum's a bus driver and **mine** is a flight attendant.

- 1 **Possessive adjectives** / **possessive pronouns** are used before a noun.
- 2 **Possessive adjectives** / **possessive pronouns** are used instead of a noun.

Possessive pronouns can also be used after of to show possession.
a friend of **mine** (= one of my friends).

Grammar database → p173

C Choose the correct answer.


- 1 A: Is this **your** / **yours** suitcase?
B: No, **my** / **mine** is red.
- 2 A: Jack can't find **his** / **its** mobile.
B: Can't he borrow **your** / **yours**?
- 3 A: What time does **their** / **theirs** flight arrive?
B: An hour after **our** / **ours**.

D Complete the sentences with possessive adjectives or pronouns.

- 1 I never used to travel without ... parents when I was younger.
- 2 When I went to Nina's party, a friend of ... came with me.
- 3 They said their holiday was more exciting than ... , but we disagreed.
- 4 We had dinner with a neighbour of
- 5 Ruth never goes anywhere without ... children.
- 6 The Wilsons paid a lot of money for ... new car.
- 7 I've lost my ticket – are you sure that one is ... ?
- 8 Ann invited some friends of ... to her flat.
- 9 Everybody said they enjoyed ... holiday.
- 10 Tell Mark that it's my problem, not

Practise your English

A What is Eurail? Read the first paragraph of the text below to find out!

B  Read the text and choose the correct answer.

Europe: getting around

Eurail passes are a great way for visitors to see Europe. The pass gives you unlimited ¹ ... on many European railroads for not very much money! Before these passes ² ... available, it was quite expensive to travel long distances by train through Europe. Passengers ³ ... pay the train fare in each of the countries they visited ⁴ ... their European holiday.

The Eurail pass, however, allows you to travel from one country to another and cross as many ⁵ ... as you want to. You can ⁶ ... off from wherever you like, stop and see the tourist ⁷ ... wherever you like and then catch the next train to your destination, or if you want to ⁸ ... somewhere you like for a few days, you can do that too! It's a really fun way to travel!

Samantha Hart, from New York, recently visited Italy, France, Germany and Austria, and used a Eurail pass. 'When I ⁹ ... planning my trip, I came across the Eurail information on the Internet. The pass was fantastic. I didn't have to worry about tickets – I just had to be at the ¹⁰ ... on time. I highly recommend it!'

- | | | | | |
|----|------------|-----------|-----------|---------------|
| 1 | A travel | B trip | C journey | D package |
| 2 | A used | B were | C would | D went |
| 3 | A would | B did | C used | D had |
| 4 | A while | B when | C during | D ago |
| 5 | A harbours | B ports | C borders | D stations |
| 6 | A see | B set | C check | D touch |
| 7 | A guides | B centres | C routes | D attractions |
| 8 | A sail | B live | C stay | D set |
| 9 | A used | B got | C was | D did |
| 10 | A border | B station | C coach | D ferry |

Unified State Exam Grammar and vocabulary A22–A28 → p196

C Complete the second sentence so that it means the same as the first. Use no more than three words.

- | | |
|--|--|
| 1 I was sleeping when our plane landed.
Our plane ... I was sleeping. | 5 We went out every evening when we were on holiday.
We ... go out every evening when we were on holiday. |
| 2 We used to go to the beach every Sunday in the summer.
We ... the beach every Sunday in the summer. | 6 My brothers came to the airport with me to say goodbye.
My brothers ... at the airport. |
| 3 My sister is going on holiday with one of her friends.
My sister and a ... are going on holiday. | |
| 4 I used to walk to school every morning.
I went to school ... every morning. | |

Quick chat

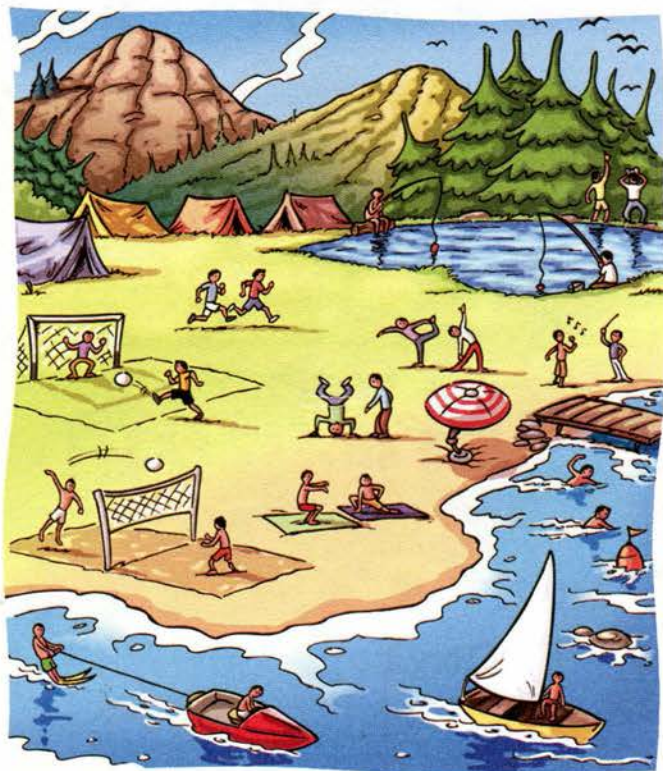
Have you been on a long train journey? Would you like to? Why / Why not?



Speaking

A What activities could you do at a summer camp by the sea?

B Look at the picture showing activities offered by a summer camp. In pairs, talk about which activities you would prefer to do and why.



C **05** Listen to two students talking about the activity programme at a summer camp. Choose the activities they decide to do.

Activity programme

9.00–10.00

aerobics
beach volleyball
jogging

10.00–13.00

swimming
sailing
football

14.00–16.00

dance lessons
yoga
singing lessons

18.00–20.00

fishing
bird-watching
water-skiing

D **05** Listen again. Which expressions from the Language chunks box do you hear?

2

Language chunks

Asking about preference

Do you prefer X or Y?

Where would you rather go, X or Y?

Which do you like best, X or Y?

Which do you prefer, X or Y?

Expressing preference

I'd prefer to ...

I prefer X to Y ...

I'd rather do X than Y ...

I'd rather not do ...

E Now rephrase the sentences.

1 Which do you prefer, the seaside or the mountain? (rather)

Where ... ?

2 I like travelling by train more than flying. (to)

I prefer ...

3 I wouldn't like to go fishing in the evening. (not)

I'd rather ...

4 Would you like to stay in a hotel or a campsite? (prefer)

Which ... ?

F **EFC** In pairs, do this task.

You and a friend are planning to go to a campsite which offers the activities shown below. Decide which one activity from each group you would both like to take part in.

9.00–10.00

aerobics / beach volleyball / jogging

10.00–13.00

swimming / sailing / football

14.00–16.00

dance lessons / yoga / singing lessons

18.00–20.00

fishing / bird-watching / water-skiing

Remember to:

- discuss **all** options
- be **polite**
- take **an active** part in the conversation
- **come up** with ideas
- give good **reasons**
- find out your **friend's attitudes** and take them into account
- **invite** your friend to **come up with suggestions**
- come to an agreement

Writing: a story

A In pairs, answer these questions.

- 1 Do you like surprises? Why / Why not?
- 2 Have you ever been surprised? Explain.

B Read the two stories and match them to the pictures.



1

Story 1

Surprise!

When I woke up that summer morning, I had absolutely no plans. It was a long, boring holiday. I had nothing to look forward to, so I thought I'd just spend the day watching TV or playing on my computer.

'Good morning,' said my mother, and I thought I saw a funny look on her face. 'Get ready, because we're leaving in less than an hour! We're going to Paris for the weekend!' At first, I thought she was joking. But when she showed me the tickets and my bags, and the vouchers for the hotel, I could not believe my eyes!

'Well,' she said, 'it's your birthday tomorrow and you really want to go to Disneyland Paris. So I thought I'd surprise you.'

She certainly did! And that birthday was probably the best in my life so far.



2

Story 2

Surprise!

It was my birthday, but I thought no one remembered it. None of my friends called to say happy birthday, and even my parents didn't say anything all day. So I went for a walk on my own in the afternoon and I didn't make any plans for the evening. When I got back home, it was very quiet. I thought everyone was out and I was alone. But then, a minute later, all the lights went on, and all my friends and family were singing, 'Happy birthday to you'. That's why no one said anything all day. They wanted to give me a surprise party. And they managed. It was a surprise. And it was also the best birthday party!

Skills development

Style and organization

C Look at story 1.

Which paragraph(s) contain the following?

- background information: Who? When? Where?
- the main events of the story
- conclusion: what happened in the end

D Look at story 2.

Which sentence(s) give you the background to the story?

Which sentence(s) give you the result of this?

How many paragraphs would you divide the story into?

E Look at story 2 again.

Where would you put the following sentences to improve it?

- 1 I was very disappointed. I thought nobody liked me.
- 2 I decided to watch TV all evening.
- 3 Nobody forgot about my birthday after all. And they did love me!

F Copy and complete the table in the Language chunks box with these phrases.

- 1 In the end, everyone ...
- 2 Later, we realized ...
- 3 Finally, we were ...
- 4 It was ...
- 5 At first, we thought ...
- 6 When I ...

Language chunks

Introduction
Main paragraph(s)
Conclusion

Planning and writing

2

G You are going to write a story called *A surprise holiday*. In pairs, think about the following:

- the type of holiday you want to write about
- why it was a surprise
- how you felt when you found out
- who you went with
- what you did while on holiday
- what you thought of it

H Write your story (100–140 words). Use the ideas from the exercises and language from the Language chunks box to help you.

Quick check!

Be sure to ...

- follow this plan:
 - give background information (paragraph 1)
 - describe the main events (paragraphs 2 and 3)
 - describe what happened in the end (paragraph 4)
- use direct speech
- write 100–140 words

Writing database → p166



The Golden Ring

The Golden Ring is a route that includes eight Russian cities to the north-east of Moscow. The eight cities are: Sergiyev Posad, Suzdal, Vladimir, Rostov Velikiy, Pereslavl-Zaleskiy, Yaroslavl, Kostroma and Ivanovo. These cities are part of the history of Russia. In fact, it was in this region, towards the end of the 9th century, that the first Slav tribes began to **settle**. Over the next few centuries many of the towers, gates, monasteries, churches and cathedrals that make these towns famous were built. The cities attracted builders and artists from as far away as Western Europe and these eight towns became the **spiritual** home of the Russian Orthodox Church. When you visit these towns it is almost like travelling back in time and many people talk of the towns as being like open-air museums.

Vladimir

There is some argument as to the date when this city was founded, but traditionally the date given is 1108. The city was built during the **reign** of Vladimir Monomakh, who was the grand prince of Kiev Rus. Under his grandson, Andrei Bogolyubsky, the city began what became a Golden Age. It was during this period that the Golden Gates and the famous Cathedral of Assumption were built. Unfortunately for the city, this Golden Age lasted less than a hundred years until the Mongol **invasion** and in 1238 fire destroyed a lot of the city. Vladimir never recovered its former power or status, but even today it has some of the jewels of Russian architecture, and the Golden Gates and the cathedral are both on the UNESCO World Heritage list.



Suzdal

The city of Suzdal was **founded** on the banks of the river Kamenka in 1024, almost one hundred years before Vladimir. During the reign of Yuri Dolgorukiy, a son of Vladimir Monomakh (1099–1157), the city became the centre of power in the Vladimir-Suzdal principality. Dolgorukiy was the founder of Moscow and he is buried in the Cathedral of the Nativity, which is one of eight White Monuments of Vladimir and Suzdal added to the UNESCO World Heritage list in 1992.

Nowadays Suzdal is an important place for tourism with its fine examples of old Russian architecture. It is particularly famous for the number of churches and monasteries, and with the unpaved streets, **stunning** medieval architecture and country setting it often feels like you are in an old Russian village.

Sergiev Posad

Originally a very small village, it grew bigger in the 15th century around one of the most important monasteries in all of Russia. The Trinity Lavra was founded in 1345 by St Sergius of Radonezh, one of the greatest figures in the history of the Russian Orthodox Church. Over the next four centuries more buildings were added, including the Assumption

A Read the text quickly and choose the correct answers.

1 This is the oldest of the Golden Ring cities.

Vladimir / Suzdal / Sergiev Posad

2 This city is also famous as the home of the painted Russian doll.

Vladimir / Suzdal / Sergiev Posad

3 Some very famous buildings were built in this city during the Golden Age.

Vladimir / Suzdal / Sergiev Posad

B Read the text again. Decide if these sentences are true or false. Find evidence.

1 The eight cities in the Golden Ring were built in the 9th century.

2 These cities are an important part of Russian culture.

3 Andrei Bogolyubsky built the city of Vladimir.

4 Many of the original buildings in Vladimir were destroyed by fire.

5 The city of Suzdal is built near a river.

6 The UNESCO World Heritage list includes buildings in both Vladimir and Suzdal.

7 Since it was first built in 1345, lots of new buildings have been built as part of the Trinity Lavra monastery.

8 When the Polish-Lithuanian armies attacked Sergiev Posad, Peter the Great hid in the monastery of Trinity Lavra.

C Match the words in bold in the text with these definitions.

1 very impressive or beautiful

2 started / first built

3 go or start to live in a particular place permanently

4 an occasion when the army of one country goes into another country to try and take control of it

5 hide in a place in order to protect yourself against something dangerous

6 a period of time when a king or queen rules a country

7 an attack when a castle or city is surrounded by the enemy army to stop food getting in and people getting out

8 religious / important for a religion or belief



Cathedral, built during the reign of Ivan the Terrible, and the Bell Tower built in the late 18th century. In the early 17th century the fortress and monastery at Sergiev Posad survived a famous sixteen-month-long **siege** by the Polish-Lithuanian armies, and at the end of the century the young Tsar Peter I – Peter the Great – took **refuge** in the monastery during a confrontation with his half-sister, Sophia. Today, apart from being a place of pilgrimage Sergiev Posad is also famous as the home of the Matryoshka, the painted Russian doll famous around the world.

Project

Do research on the Internet or at your school library, and write a short history of an important town or city in your country. You can write a history about one of the cities in the Golden Ring if you like.

Consider the following:

- What is the name of the town and where is it?
- How old is the town?
- What are some of the important historical events that took place in the town?
- What are some of the important historical buildings or landmarks in the town?



Many teenagers love to play sports, but while football, tennis, swimming and basketball are very popular there are a number of smaller sports that are beginning to attract a growing group of followers and players.

Ready, steady, game on!



Sports such as Ultimate, bandy and kabaddi are becoming popular around the world and not just in the countries where they started.

A

All three sports are about speed, **agility** and **thrills and spills**, and can be played by both men and women. However, only in Ultimate do both sexes play in the same team and against each other. There are a number of reasons for the popularity of the sports. All three are very exciting and both kabaddi and Ultimate have the advantage of requiring very little in the way of equipment. After all, the only things you need to play Ultimate are a plastic disc to throw and catch and enough space to run around in.

B

In bandy, also known as Russian hockey, the two teams have eleven players each. The game is played on ice and is **similar** to ice-hockey, although a round ball is used and not a flat puck. Players try to score by putting the ball into their opponents' net. They can move the ball using their stick or any part of their body apart from their hand, arm or head. The pace of the game is **frenetic** and only comes to a stop when the ball leaves the playing area or a foul is committed. The only player that can handle the ball is the goalkeeper, and they are also the only player without a stick.

C

Ultimate is played by two teams of seven and the aim of the game is to score by getting the disc into the 'endzone'. This is done by throwing the disc to your own players, while the other team try to **intercept** it. Ultimate is a non-contact sport, so players must not touch each other. When a player touches an **opponent** it is a foul. On the other hand, kabaddi is quite a physical sport. Again, teams are made up of seven players and the aim of the game is to tag opponents. A team sends a player, called a raider, into the other team's half. This player holds their breath and must try to get back to their own half before breathing again!



D

The three sports all clearly have national **origins**. Ultimate was first played in universities in the USA in the 1960s. Bandy has been played in Russia since the early 18th century and is often regarded as the national sport. There's even a story about Peter the Great playing the game on the frozen Neva River. Kabaddi originated in India and the name is actually a **combination** of two Indian words – *kai* meaning 'hand', and *pidi* meaning 'catch'. Nowadays, all three are played in many countries around the world, with international competitions taking place almost every year.

A Read the text and match the paragraphs (A–E) with the correct headings (1–6). There is one extra heading which you do not need to use.

- 1 You use a ball
- 2 A game for all
- 3 The cost of playing
- 4 Fourteen to play
- 5 Olympic dream
- 6 It started in ...

B Are these statements true or false? Find evidence in the text.

- 1 Ultimate can only be played by men.
- 2 You don't need a lot of expensive equipment to play kabaddi or Ultimate.
- 3 Bandy was first played in Russia.
- 4 Both Ultimate and kabaddi are physical sports.
- 5 There are more players on a bandy team than on a kabaddi team.
- 6 In bandy only the goalkeepers can use their hands.
- 7 Kabaddi is only played in Asia.
- 8 All three sports are already included in the Olympics.

E

Over the years the three sports have gained a **foothold** around the world and are no longer only played in the countries of origin. In fact, in 2011 there were 71 Ultimate teams in Russia and the sport is definitely becoming more popular there. Kabaddi is now part of the Asian Games and teams from Japan, India, Iran and China regularly compete against each other. In 2011 the Men's World Cup final was between India and Canada. In the same year, the bandy World Cup was held in Sweden, with Yenisey from Russia winning the final. All three sports are trying to gain **recognition** so they can be included in the Olympics. At Sochi Olympics, in 2014, bandy is part of the cultural programme.

C Match the words in bold in the text with their definitions.

- 1 someone who is competing against you
- 2 the place where something starts
- 3 done very fast and with a lot of energy
- 4 the ability to move your body easily and quickly
- 5 agreement that something is true or important
- 6 stopping, catching or taking control of something before it can reach the place it is going
- 7 exciting things that happen
- 8 a position from where you can improve your status or become more successful
- 9 something that is made of more than one thing connected together
- 10 like each other but not identical

D Your voice Work in pairs. Discuss these questions.

- 1 Which of the three sports would you like to play? Why?
- 2 If you were on the Olympic committee, which one would you choose to include in the next Olympic games and why?





Hobbies, interests and sports

1 Use the clues to find the words.

- You need to jump out of a plane to do this.
s ... d ...
- You need to jump off a cliff or bridge to do this.
b ... j ...
- Adventurous people enjoy these!
e ... s ...
- This hobby is for people who enjoy getting a lot of the same thing.
c ... t ...
- If you are artistic you will probably enjoy these.
d ... and p ...
- You do this in a rocky place.
r ... c ...
- You need these to see underwater when you are swimming.
g ...
- In football the players do this with the ball.
k ...
- Football and cricket are both played on this.
p ...
- To play volleyball you will need both of these.
c ... and n ...
- This hobby is for people who love growing and studying garden plants.
h ...
- You need special pens or brushes to do this.
c ...

Travel vocabulary

2 Complete the sentences with the correct form of the words and phrases from the box.

boarding pass > check in > check out
guidebook > passport > see off
set off > trip

- We ... on our holiday very early in the morning.
- The ... we bought had a lot of information about the sights, hotels and even restaurants in the city.
- When I left for England all my friends came to the airport to ... me ...



- We really enjoyed our ... to Kazan.
- When I got to the airport, I The woman gave me my ... and told me I had an hour before I needed to go to the gate.
- On our last day, we ... of the hotel early and went straight to the airport.
- You need to get yourself a You won't be allowed to travel to Switzerland from America without one.

Easily confused words

3 Choose the correct answer.

- I **live** / **stay** in a small house in a village with my parents, brother, dog and two cats.
- On our last trip to the city, we **stayed** / **lived** with some friends for a week.
- My grandmother told me that the **journey** / **voyage** from Europe to Australia used to take four weeks.
- The train **journey** / **trip** across the desert was so long and boring. There was nothing to look at.
- Foreign **travel** / **journey** never appealed to her until she retired.
- The ship sank on its maiden **travel** / **voyage**.

Negative prefixes

4 Use the negative forms of the words given in brackets to complete the gaps.

- We were really ... (lucky) that the trip was cancelled.
- We're never going on holiday together again. We ... (agree) about everything!
- The biggest ... (advantage) about travelling alone is that most of the time you don't have anyone to talk to.

- 4 The heating systems were ... (safe) to use.
- 5 My friend strongly ... (approve) of cheating.
- 6 Bad weather didn't ... (courage) us from coming along.

Adjectives describing feelings

- 5 Add **-ed** or **-ing** to the words given in brackets to complete the gaps.
- 1 I was very ... (excite) about my trip to Karelia.
- 2 A life without hobbies and interests is a ... (bore) life.
- 3 Our summer holiday was ... (amaze) this year.
- 4 The puppy looked cold and ... (frighten).
- 5 The horror film wasn't very ... (frighten).
- 6 Ken was ... (thrill) with his birthday presents.

Present simple and present continuous

- 6 Rewrite the wrong sentences.
- 1 I'm going to school every morning at 8 am.
- 2 At the moment, I training for the tennis championship.
- 3 I usually go out with my friends on Saturdays.
- 4 She's always complaining about something!
- 5 What do you do at the moment?
- 6 Where you go to school?
- 7 These biscuits are tasting fantastic!
- 8 Are you feeling OK? You look terrible!

Past simple and past continuous

- 7 Choose the correct answer.
- 1 What **were you doing** / **you were doing** between 8 pm and 10 pm last night?
- 2 I **used to** / **would** live in a village, but now I live in a big city.
- 3 Last year, while Jane was **travelling** / **travelled** in Europe, she **saw** / **was seeing** a lot of beautiful sights.
- 4 When I was younger, I **played** / **was playing** a lot of games.
- 5 Our city got a new metro system a few years **before** / **ago**.
- 6 Last night I finished my homework early so I **watched** / **was watching** my favourite show on TV.



used to and would

- 8 Choose the correct answer.
- 1 When my brother was a baby, he **would** / **used** cry all night.
- 2 When I was small, I **used to** / **would** live in another city.
- 3 The Pharaohs **used to** / **didn't use** rule Egypt.
- 4 **Did** / **Were** you use to wear glasses?
- 5 People **would** / **used to** think the earth was flat.
- 6 Did they **use to** / **used to** travel by boat?

Revision

- 9 Complete the second sentence so that it means the same as the first. Use no more than three words.
- 1 I think this book is yours.
This is ... , I think.
- 2 When I was younger, my dad took me fishing.
When I was younger, my dad ... take me fishing.
- 3 I walked to school this morning and on my way I saw Jane.
I saw Jane while ... to school this morning.
- 4 A friend of mine is playing in the national tennis championship.
One ... is playing in the national tennis championship.
- 5 Tony rarely walks to school.
Tony ... ever walks to school.
- 6 Joe was a teacher, but now he's a police officer.
Joe ... be a teacher.

3

Just the job for you!

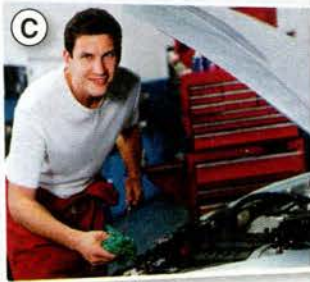
Skills aims

- ◆ Listening to an interview for gist and detail
- ◆ Making suggestions; agreeing and disagreeing while talking
- ◆ Reading biographies for gist and specific information
- ◆ Writing a formal email / letter to practise using formal language

Dive in!

Look at the pictures.

What job do you think each person does?
Who makes the most money?
Who likes a challenge?



A What job would suit you? Take the career test and find out.

- | | |
|---|--|
| <p>1 Are you interested in a job that requires further study or training?</p> <p>a Yes.
b No.
c It doesn't matter.</p> <p>2 Would you like a job where you have to know a foreign language?</p> <p>a Yes.
b No.
c It doesn't matter.</p> <p>3 Would you rather be a mathematician or an entertainer?</p> <p>a A mathematician.
b An actor.
c It doesn't matter.</p> <p>4 Would you like to work indoors or outdoors?</p> <p>a Indoors.
b Outdoors.
c It doesn't matter.</p> | <p>5 Do you prefer working with others or on your own?</p> <p>a With others.
b On my own.
c It doesn't matter.</p> <p>6 How important to you is a high salary?</p> <p>a Very important.
b Not very important.
c It doesn't matter.</p> <p>7 Do you enjoy challenges?</p> <p>a Yes.
b No.
c It doesn't matter.</p> <p>8 Would you like to do a job where you help others or animals?</p> <p>a Yes.
b No.
c It doesn't matter.</p> |
|---|--|

What job should I do?

Jim, Josh and Madeleine all asked the advice of a careers adviser and did a career test before deciding what job they should do. Here are their stories.

A

Jim Bancroft (USA)

When I tell people what I do, their first reaction is 'That's not a real job, is it?' What do I do? Well, I'm an ice cream flavour **inventor**. I work for a large ice cream company, and my job is to come up with and test new flavours of ice cream. After I have suggested a new idea, the company produces a number of different versions of the flavour. For example, if the idea is for an apple flavour, then we might produce a baked apple flavour, a candied apple flavour, an apple with cinnamon combination, and so on. Experience helps, but as you can imagine, you need creativity too! One of the reasons I went into the food **industry** was because of the career test I did while I was still at school. It showed I was a **creative** and confident person. Because I've always loved food and cooking, I decided to go on to study food science at university. I suppose I could have chosen to be a chef, but what I do is just as rewarding. I don't think I'll ever retire!

B

Josh Franks (New Zealand)

I've always been an **artistic** person, and the test I did when I was still at

Reading

B Quickly read each text and match each person to a picture.



school confirmed this. The test also showed that I was clever, which probably surprised my teachers as my marks at school were always quite low. As you can imagine, I was thrilled when I learnt I could do a job that would **suit** the sort of person I am and the skills I have. After school, I went on to study drawing and graphic design and then, with these qualifications, I got a job as an **animator** in a film production company. So far, I've worked with many different people, such as film directors, advertisers, even people who develop computer games. I usually create storyboards for the animations they would like to have in their films, advertisements or games. Then I draw them with the help of my computer. My job is a lot of fun and very exciting – I've just finished working on a major film with some big-name stars. I still can't believe that I'm paid for what I do!

C

Madeline Goddard (UK)

I took a career test when I was still in high school. The test told me something that I already knew: that I enjoyed a **challenge** and wanted lots of excitement in life. I have always been very athletic and, after talking to an adviser, I decided to study physical education (PE) at university. When I completed my course, I got a job as a PE teacher at a local high school. I was very excited about working with teenagers and playing lots of different sports. But, unfortunately, my job turned out to be rather boring because the students did all the physical activities! Then someone suggested that I become a stunt person in the film industry. I applied and they accepted my application! I've been doing **stunts** for three years now, and I still love jumping out of aeroplanes and all the other dangerous things I do in the films I'm in. I wouldn't change my job for all the money in the world!

What qualities did each person have according to the career test?

- 1 Jim
- 2 Josh
- 3 Madeleine

C Read the texts again to find the following information.

- 1 Who was not really helped by the career test?
- 2 Who says he / she could have trained to do a different job but didn't?
- 3 Who says other people are surprised by what he / she does?
- 4 Who says their job involves entertaining people?
- 5 Who says he / she has changed his / her job?
- 6 Who mentions using technology as part of his / her job?
- 7 Who does a job that could easily injure him / her?

Words in context

D Complete each definition with a word in bold from the text in the correct form.

- 1 Something that agrees with your personality / skills ... you.
- 2 ... people enjoy using their imagination to produce original work.
- 3 ... means a specific type of business (eg, food, film).
- 4 A(n) ... person is good at graphic design.
- 5 People who enjoy a(n) ... like putting themselves in difficult situations.
- 6 A(n) ... is a person who creates or designs new things.
- 7 A(n) ... is someone who draws cartoons.
- 8 Dangerous physical actions usually done for films are ...

Give a 2-minute talk on **jobs**.

Remember to say:

- which jobs are now popular in your country
- what important factors can influence your choice of job
- what job you would like to get and why
- what qualities you need for the job

Vocabulary

Work and jobs

A Look at the pictures. Then match each job with a description.

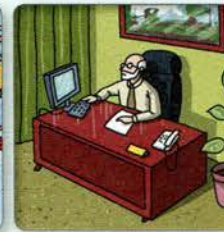
- 1 A ... works with very young children.
- 2 A ... serves people on planes.
- 3 A ... works in a factory.
- 4 A ... fixes cars.
- 5 A ... designs buildings, etc.
- 6 A ... fixes computers.
- 7 A ... works for the state.
- 8 A ... serves people in a shop.



1 computer technician



2 shop assistant



3 civil servant



4 factory worker



5 nursery teacher



6 mechanic



7 civil engineer



8 flight attendant

Derivatives

B Copy and complete the table.

Verb	Noun
1	retirement
apply	2
work (hard)	(hard) work
3	interview / interviewer
qualify	4
5	experience
6	employer / employee / employment

C Complete the text with the words from exercise B in the correct form.

Life stories

KATIE BROWN general manager

Katie Brown is general manager for Smart Chips, a computer hardware company that ¹ ... about 200 people. As part of her job, she manages ¹¹⁰ ² As a full-time worker, she has to work for about eight hours a day, but she often works at least ten. The ³ ... Katie needed to get this job were years of ⁴ ... in lower positions, a university degree and a lot of hard work. She loves her job and, at 41, does not plan to ⁵ ... for at least another 20 years.

Easily confused words

D Choose the correct word.

- 1 Did you **take** / **get** a job, or are you still looking?
- 2 Do you get a **salary** / **money**, or are you paid by the hour?
- 3 My **colleagues** / **staff** at work are all very difficult.
- 4 She **earns** / **wins** a lot of money as a businesswoman.
- 5 What job do you **do** / **make**, exactly?
- 6 As a fashion photographer, he **makes** / **takes** a lot of money.

Phrasal verbs

E Match to complete the sentences.

- 1 If a company takes on
 - 2 When you apply for a job you fill in
 - 3 If you set up
 - 4 If you take on
 - 5 If a business closes down,
- a it closes because it is not doing well.
 - b more work, you accept more work.
 - c an application form.
 - d a new business, you start one.
 - e more employees, it hires more people.

Grammar 1

3

Present perfect simple

Match these sentences from the texts with the descriptions (1–3).

- a ... I **have worked** with many different people, ...
 - b ... I **have just finished** working on a major film ...
 - c I **have always been** an artistic person, ...
- 1 It started in the past and is still true.
 - 2 The number of times it happened up to now.
 - 3 It happened very recently.

We often use these **time expressions** with the present perfect simple:
always, just, already, ever, never, yet, still, before, so far, for, since

Grammar database → pp173, 174



A Put the verbs in brackets in the present perfect simple.

¹ ... (you ever watch) a TV show and wondered where it was filmed? Well, my job is finding the perfect setting for films and TV shows. I ² ... (spend) hours doing research on the Internet and I ³ ... (travel) all over the world looking for sites. In fact, I ⁴ ... (just get) back from Mount Everest! I ⁵ ... (learn) about all the things that can affect shooting the film. I ⁶ ... (not found) the ideal place yet, but I'm working on it!

Present perfect continuous

Match the examples with the uses of the present perfect continuous.

- a I've **been doing** stunts for three years now, and I still love ...
 - b I'm tired because I've **been working** very hard.
- 1 actions that are still happening
 - 2 actions that have recently finished, but that we can still see evidence of

Remember!

Stative verbs are not usually used in the continuous form.

Grammar database → p174

C Complete the text with the correct form of the verbs in brackets. Use the present perfect simple, present perfect continuous or past simple.

Last year, when I ¹ ... (lose) my job, I ² ... (think) it was the end of the world. Instead, so far this ³ ... (turn out) to be one of the best years of my life! Since last year, I ⁴ ... (work) with the team that's protecting a nearby lake, and I ⁵ ... (never enjoy) anything so much. We ⁶ ... (keep) records for the last six months of all the birds that live near the lake, and we ⁷ ... (just prepare) a report about it for a local TV station. When I ⁸ ... (take) this job a year ago I ⁹ ... (think) it was just for a short time, but now I think I ¹⁰ ... (find) my ideal job!

B Choose the correct answer.

- 1 I've **been waiting** / **waited** for you for two whole hours. Where are you?
- 2 I haven't **worked** / **been working** before.
- 3 I've **been trying** / **tried** to phone Mandy all week, but she must be away.
- 4 I've **been driving** / **driven** since I was 18.
- 5 I'm wet because I've **been washing** / **washed** the car.
- 6 Have you always **been wanting** / **wanted** to be an actor?



Listening

A Read the dictionary entry for **volunteer**. When might someone become a volunteer?

Dictionary definition:

- a volunteer (*noun*) = a person who works for an organization without being paid
- (to) volunteer (*verb*)
- voluntary (*adjective*)
- volunteer work (*compound noun*)



Be a volunteer!

Youth volunteer service abroad

Self-development and learning through international volunteer work

Youth volunteer service abroad is a one-year overseas programme that provides an opportunity for young people to work in volunteer organizations in many developing countries around the world.



B Read the advertisement. What do you think working with **Be a volunteer!** would involve?

- 1 working in an organization in your own country
- 2 working overseas in any country other than your own
- 3 working in a developing country without being paid

C Listen to a radio interview about someone who is a volunteer. Which option in exercise B best describes the work Jan did?

D Listen to the interview again. Choose the best option to complete each sentence (1–6).

- 1 Jan is spending
 - a twelve months living and working in Ghana.
 - b two months as a volunteer teacher.
 - c 10 months as a volunteer in a primary school.
- 2 A gap year is
 - a a year away from home.
 - b a year spent volunteering for the VSO.
 - c time off between school and university.
- 3 Jan's Saturday morning job gave her
 - a some work experience.
 - b no work experience.
 - c some skills to teach.
- 4 Jan taught her own class
 - a as soon as she got there.
 - b only two months after she got there.
 - c ten months after she got there.
- 5 Jan taught her pupils
 - a how to write stories.
 - b how to write songs.
 - c how to read and write in English.
- 6 Betty says the VSO
 - a paid Jan a small salary.
 - b didn't cover any of Jan's expenses.
 - c paid only for Jan's accommodation and food.

Words you heard

job and work

These two sentences appeared in the listening text:

It was her Saturday morning **job** while she was at school.

I suppose I don't need to ask you if she's enjoying the **work**.

Job is countable.

I have two jobs / a job.

Work is not countable.

~~I have two works.~~

Sometimes we can use either one.

My **job** / **work** involves a lot of travel.

But when *work* means *something done or made*, it is countable.

The **works** of art hanging on that wall are by Levitan.

E Choose the correct answer.

- 1 I've got a new **job** / **work**, which I'm very excited about.
- 2 She's a great artist; her **jobs** / **works** are amazing!
- 3 What time do you start **job** / **work** in the morning?
- 4 Your story was excellent. Good **job** / **work**!
- 5 She works all day because she has two **jobs** / **works**.
- 6 The *Black Square* is Kazimir Malevich's most famous **job** / **work**.

Quick chat

Would you like to do any volunteer work? If so, what kind? Why?

Question tags

form	example
With <i>be</i> as a main verb	That's not a real job, is it?
With <i>have</i> as a main verb	Anna has a lovely voice, hasn't / doesn't she?
With auxiliary verbs and modals	She has worked before, hasn't she? We should work hard, shouldn't we?
With other verbs	She works all day, doesn't she? He didn't get the job, did he?

When we have a positive verb in a sentence, we use a negative question tag.
When we have a negative verb in a sentence, we use a positive question tag.

Grammar database → pp174, 175

A Complete each sentence with a question tag.

- You're not serious about this, ... ?
- We don't get any breaks, ... ?
- This job is boring, ... ?
- She can do the work, ... ?
- You'll be working abroad, ... ?
- He used to work for Coca-Cola, ... ?

B Listen to a woman asking a man some questions. Say if she is sure or not sure of the answer to her question.

- You've just started, haven't you?
- You're enjoying it, aren't you?
- You've been working with Jill, haven't you?
- She's lovely, isn't she?

Polite questions

phrase	question word; <i>whether</i> / <i>if</i>	subject + verb
I wonder if you would / could inform me	what	the working hours are.
I would be very interested to know	whether / if	my application is being considered.
Could / Would you please inform me	what	the working hours are?

Grammar database → p175

C Which question is a polite question? Which is a direct question?

- a Do you know how much the job pays?

b How much does the job pay?
- a Could you please let me know what the job involves?

b What will I be doing in this job?

D Correct the mistakes in the following sentences.

- Could you tell me where will I be working?
- Can I ask the job is full-time?
- I wonder if could you tell me how much I will be paid.
- Can tell me why you left your last job?
- Could I ask to fill in this application form?
- Do you think could you come to work on time?


E Complete the second sentence so that it means the same as the first.

- What kind of job would you like?
Can you tell me ... ?
- What are you going to do now that you have resigned?
Do you know ... ?
- Is a high salary important to you?
Can I ask you ... ?
- Have I got the job?
I wonder if ...
- What qualifications do I need for this job?
Could you let me ... ?



Practise your English

A Who is Pierre Tomas? Quickly read the text to find out.

B  Read and complete the text using the correct form of the words in capitals.

Engineers Without Borders

Most people have heard of Doctors Without Borders, but not many have heard of Engineers Without Borders (EWB).

I asked Pierre Tomas, a civil ¹... based in France, to tell us a little about the organization and how he got involved.

EWB is a non-governmental aid organization best known for its work in ²... countries around the world. Its members are all volunteers, which means we are not paid for the work we do. EWB was founded in 2000. Since then it has helped with thousands of building projects around the world. I got involved after a holiday I had in Brazil a few years ago. I visited a small village outside Sao Paulo, where I saw a lot of young girls carrying water from the river to the village. I found out that this was their job. All day they carried these ³ ... heavy buckets backwards and forwards. Because they had to work, they could not go to school. I decided to do something about it and I filled in an ⁴ ... form for EWB.

When I joined EWB we built a water pipe that brings water ⁵... to the village from the river. I am happy to say that since the pipe was built, the little girls have been going to school. Being a volunteer for EWB is hard work, but the jobs we do are always very ⁶ ...!

ENGINE

DEVELOP

EXTREME

APPLY

DIRECT

REWARD

Unified State Exam Grammar and vocabulary B11–B16 → pp195, 196

C Choose the best answer.

- 1 I was ... if you could tell me more about the work.
A wonder B wondering C ask D thinking
- 2 Could I ask you to tell me why ... to volunteer for our organization?
A would you like B you will like C could you like D you would like
- 3 Being a volunteer is so rewarding, ... ?
A isn't it B is it C be it D wasn't it
- 4 I ... for this opportunity for a long time.
A been waiting B waiting C have be waiting D have been waiting
- 5 Volunteer organizations ... around for a long time.
A have B have been C have being D are
- 6 My grandfather worked in the same job ... 45 years!
A since B ago C for D before
- 7 The hospital ... all have to wear special uniforms.
A people B employers C staff D works
- 8 Some jobs pay very high
A salaries B pays C money D earns
- 9 To ... money, you've got to work hard.
A do B get C take D make

Quick chat

Do you admire Pierre Tomas? Why / Why not?

Speaking

A Listen to two students discussing volunteer work. What sort of volunteer work are they talking about?

B Listen again. Which words and phrases from the Language chunks box do you hear?

Language chunks

Making suggestions

Let's ...
 We / You could ...
 Yes, and ...
 Wouldn't it be better if people didn't ...
 How about ...
 This looks like ... , doesn't it?

Disagreeing

Yes, but ...
 I disagree / don't agree ...
 I don't know ...
 I'm not sure that's a good idea.
 No, I don't think so!

Agreeing

You're right.
 True.
 Yes, ...
 I agree ...
 Absolutely!
 Good idea!

C In pairs, take it in turns to suggest three jobs your partner could do when he / she leaves school. Agree or disagree and give a reason why.

3

Why don't you become a dentist?

No, I don't think so! I can't stand looking into people's mouths!

D Read the information leaflet about a new project. Discuss the questions in pairs. Use exercise C and the Language chunks box to help you.

1 What does each job involve?

Picking up litter probably involves cleaning up the streets and beaches.

2 What could the students do in each job to help their community?

We could help make children who are in hospital feel better.

3 Which job would help the community most?

I think ... would help the community most because ...

Yes, but ...

What will you do to help your community?

Your local council has asked schools to participate in a project called *Volunteering in your community*. They would like secondary school students to take part for one hour a week. Here are some of the jobs young people can do.

job

benefits



make streets / beaches cleaner and healthier



keep air clean; make area beautiful



help elderly people with their shopping and cooking; keep them company; stop them from being lonely



feel happy; not feel bored and lonely in hospital



learn about recycling; save the environment

Speaking database → p165

Say it right! → WB p117

Writing: a formal email / letter of application

Skills development

Formal and informal register

- C** Read the email of application. Then choose the best answer to complete the gaps.



A What summer jobs for young people are shown in the photos?

B Read the job advertisement and answer the questions.

- 1 Do you have to write a formal email or an informal email? How do you know?
- 2 What information about yourself do you have to give?
- 3 What question(s) might you ask?

Summer job

Looking for something to do over the summer holidays?

- Do you speak English?
- Are you a hard-working person?
- Do you have any experience of working in a café?

On the Beach café is looking for someone to help out during the busy months of July and August.

If you are interested, apply in writing to Olga Andreou at ontheach@thenet.com

☺ ☹ ☺ ☹ ☺

To: _____
 From: _____
 Subject: _____

1 ...
 2 ...

I am 16 years old and in the sixth form of secondary school. ³ ... I am a very hard-working person, and I have excellent marks at school. I also speak English well and have just completed the intermediate class at school. This job will allow me to practise my English, which is something I would like to do.

4 ... I would also be grateful if you could tell me the days and times you would need me at the café.

Please do not hesitate to contact me if you would like any more information. I am available for an interview at any time.

I look forward to hearing from you soon.

5 ...

Matthew Bradbury

- 1 a Dear Ms Andreou,
b Dear Olga,
- 2 a Are you still looking for someone to work over the summer?
b I am writing to apply for the job in your café which was advertised in the Weekly Post on Friday 11th November.
- 3 a I have never worked in a café before, but I am willing to learn.
b I've never worked before, so you probably won't hire me.
- 4 a I wonder if you would let me know whether the job is full-time or part-time.
b How much time will I have to work, and when?
- 5 a Yours sincerely,
b Yours,

D Does Matthew mention everything in the job advertisement?

E A student used the following sentences in a formal letter. Rewrite them so that they sound more formal.

- 1 I can't wait to hear from you.
- 2 I'm extremely hard-working
- 3 Yours,
- 4 I want to apply for the job in your café.
- 5 Feel free to contact me if you want any more information.

Planning and writing

F Imagine you would like to apply for the job below. Write sentences describing ...

- 1 why you like meeting people.
- 2 why you are enthusiastic about working in a shop.
- 3 why you are reliable.
- 4 the work experience you have.

A summer job

Looking for something to do over the summer holidays?

- Can you speak any foreign languages?
- Are you a sociable and reliable person?
- Have you worked in a shop before?

The Sea Breeze gift shop is looking for someone to help out during the busy months of July and August.

If you are interested, apply in writing to Jim Manos j.manos@natgalshop.com

H Write your letter of application (100–140 words). Use the ideas from the exercises and language from the Language chunks box to help you.

Quick check!

Be sure to ...

- follow this plan:
 - use a greeting
 - say why you're writing and where you saw the job advertised (paragraph 1)
 - give information about all the items the advertisement mentions (paragraph 2)
 - use indirect questions to ask for additional information (paragraph 3)
 - end the letter politely (paragraph 4)
 - sign off
- use formal language
- write 100–140 words

Language chunks

Dear ... ,

I am writing to apply for ...

I would appreciate it if you would ...

Please do not hesitate to contact me ...

I look forward to hearing from you.

Yours sincerely,

G What would you like to know about the job? Write two polite questions.

Skills aims

- ◆ Listening to a conversation for gist and specific information
- ◆ Describing pictures; using fillers when hesitating; correcting yourself
- ◆ Reading a story for gist and detail
- ◆ Writing a story to practise paragraphing and narrative tenses

A How do you think these stories of unsuccessful criminals and crimes continue?

1 A young robber with a gun walked into a shop and told the cashier to give him all the money in the register. After the cashier had given it to him, he asked for a bottle of wine. The cashier said she couldn't give him the wine because she didn't believe he was 18. So he gave her his ID, which proved he was actually 19. As soon as he left, ...

2 When they were paying for some petrol, two bank robbers accidentally dropped a list of things they were going to do. The list said:

'buy ski mask, buy toy guns, steal a car, rob the bank, drive across the border.'

As soon as they left, ...

Dive in!

09 Listen to two police detectives talking about a burglary. What have the burglars taken? What do you think happened?

Reading

B You are going to read a story called *Burglary in the family*. Here are some extracts from the story. What do you think happens?

plasma TV set

dusted for fingerprints

terrible mess

owned up to what he'd done

C Quickly read the story to find out if you were right.



Burglary in the family

I was usually the first to come home in the afternoon. One day, I came home to find the gate open, but didn't think much of it. I just thought my father had finished work early. It's unusual, but it does happen occasionally.

But then I pushed the door and it just opened. That's when I knew that something was wrong, although I still didn't think we had been burgled. We had been living in the same neighbourhood since I was born, and there had been no burglaries anywhere near us in all those years.

When I saw the mess in the living room, there was no doubt someone had **broken into** our house. I knew I wasn't supposed to touch anything, thanks to all the crime series I used to watch on the telly. So, I called the

D  **Now read the story again and choose the best answer.**

- 1 Why did the writer find it difficult to believe there had been a burglary?
- a Their house had never been broken into before.
 - b There was no sign of a burglary.
 - c It had always been a quiet, safe area.
 - d The last burglary in the neighbourhood was before she was born.

police and my parents, and I just stayed put. I didn't even go upstairs to check if the burglars had been to my room.

My parents were there within a few minutes. My mother ran upstairs to their bedroom to check, while my father stayed with me and waited for the police. Even though the mess was terrible, it didn't look like anything was missing, which was strange, as some of the things we had in the living room were quite expensive, like the plasma TV set we had just bought the week before.

By the time the police arrived, we had been through the rooms and knew that only one thing had been **stolen**: my new laptop computer. My mum kept a bit of cash and her jewellery in her bedroom, but fortunately it was all still there. Apparently, the burglars had been looking for something downstairs, and when they didn't find it, they went straight up to my room, took my laptop and left.

The police asked us a lot of questions, dusted for **fingerprints**, but couldn't find any clues to how, when or why the burglars had broken into our house. They asked my father to sign a form and said they would **investigate** and tell us when (and if) they had **arrested** anyone!

My younger brother came home shortly after the police had left. Strangely, he didn't seem at all curious about the obvious mess that the house was in. 'What's up?' he asked, as if everything was normal. It was then that I became **suspicious**: there had been no burglary, this was all my brother's doing!

'Do you have any idea where my laptop is?' I asked (I didn't want to **accuse** him of anything). That did the trick. He immediately lost his cool, broke into tears and **owned up to** what he had done: he had accidentally dropped my laptop before going to school that morning and had broken the screen. Rather than face the consequences, he chose to get rid of the broken laptop, and stage a burglary!

My parents forgave him. As for me, I'm not sure I've completely forgiven him yet!

- 2 When she realized there had been a burglary, she
- a watched a crime series on TV.
 - b made some phone calls.
 - c panicked and stayed where she was.
 - d checked to see if the burglars were still upstairs.
- 3 The family thought that the burglars
- a had been looking for something, but didn't find it.
 - b were only interested in cash and computers.
 - c were only interested in the writer's things.
 - d had left fingerprints.
- 4 The writer first suspected her brother when he
- a asked about the mess that the living room was in.
 - b came home late from school.
 - c appeared immediately after the police had left.
 - d didn't ask any questions about the mess.
- 5 Why did the writer's brother stage the burglary?
- a He wanted to steal the writer's laptop.
 - b He was afraid to admit he had broken the laptop.
 - c He had taken the writer's laptop to school.
 - d He was jealous because he didn't have a laptop himself.

Unified State Exam Reading A15–A21 → p195

Words in context

E Complete each sentence with a word or phrase in bold from the text in the correct form.

- 1 The police ... him and ... him of the crime.
- 2 Many houses in New York are ... every week.
- 3 I thought someone had ... my wallet, but then I found it!
- 4 The thief finally ... what she had done.
- 5 The police had his ... on file, so it was easy to identify him.
- 6 Two detectives have been asked to ... the robbery.
- 7 I wasn't at all ... of him until he lied to me.

Quick chat

What do you think would be the best punishment for the boy in the reading text?

Vocabulary

Crime and punishment

A Match these crimes with their definitions.

- | | |
|---------------|---|
| 1 arson | a making someone a prisoner in order to get money |
| 2 burglary | b killing someone deliberately |
| 3 kidnapping | c taking things into a country illegally |
| 4 murder | d the act of stealing something |
| 5 robbery | e setting fire to something |
| 6 shoplifting | f breaking into a building in order to steal things |
| 7 smuggling | g stealing things from a shop |

B What do we call the people who commit these crimes? Copy the table and write the words.

murder	1 <i>murderer</i>
arson	2 ...
burglary	3 ...
kidnapping	4 ...
robbery	5 ...
shoplifting	6 ...
smuggling	7 ...

C Complete the sentences with the words from exercise B.

- The ... demanded a ransom of £1 000 000 to let the wealthy man go free.
- The police suspect the fire is the work of a(n) ...
- The ... must have taken place between 10 and 11 pm, when no one was home.
- The ... had stolen more than 20 CDs, which he had hidden under his shirt.
- They suspected he was a(n) ... because he flew to Amsterdam and back every other day, carrying a locked briefcase.

Give a 2-minute talk on **crimes**.

Remember to say:

- which crimes are the most / least serious where you live
- whether the crime rate is high where you live and why / why not

Easily confused words

D Read these examples. Then choose the correct answer.

Thieves **stole** a valuable painting from the museum. Police arrested the criminal just after he had **robbed** the shop.

- We use **steal** / **rob** with the object that a thief has taken.
- We use **steal** / **rob** with the person or place that was the victim of the robber.

E Choose the correct word.

- The police said he had **robbed** / **stolen** a man a few hours earlier.
- He was accused of **robbing** / **stealing** a woman's bag.
- They were suspected of **robbing** / **stealing** a bank.
- The police have now found the **robbed** / **stolen** car.

Phrasal verbs

F Match the phrasal verbs in bold with their meanings.

- He stole the jewels and **got away with** it because the police couldn't find him.
- She was arrested for shoplifting, but **got off** with a small fine.
- He was found guilty and **locked up** for five years.
- The police **let him off** because it was the first time he'd got into trouble.
- They ate all they could and then **made off** without paying.
- The clerk **ran off with** all the money they kept in the office.

- punish lightly
- leave quickly
- leave and take something with you
- do something wrong and not get caught
- not be punished for something
- be sent to prison

Unified State Exam Speaking → pp197, 198

- what should be done to decrease crime in your country
- whether you would like to become a police officer and why / why not



Past perfect simple and past perfect continuous

We use the **past perfect simple** to talk about a past action that happened before another past action.

We often use these time expressions with the past perfect simple to show the order of the actions: *before, after, for, since, when, just and already.*

For the second action that happened, we use the **past simple**.

My younger brother **came** home shortly after the police **had left**. (First the police left, then my brother came home.)

We use the **past perfect continuous** to talk about a past action that continued until another past action happened.

The burglars **had been looking** for something downstairs, and when they **didn't find** it, they **went** straight up to my room, **took** my laptop and **left**.

We often use these **time expressions** with the past perfect continuous to emphasize how long the action continued: *all morning / week / etc, for hours / days / etc and since.*

Grammar database → pp175, 176

A Choose the correct form.

- 1 The arsonist **removed / had removed** all the valuables before she set fire to the house.
- 2 They **robbed / had robbed** five different banks when they were arrested.
- 3 The shoplifter **was / had been** a regular customer for years before she was caught.
- 4 We **just got / had just got** back home when we realized someone was in the bedroom upstairs.
- 5 The burglars had left when we **came / had come** back home; the house was empty!
- 6 As soon as the police **arrived / had arrived**, they looked for fingerprints.

B Put the verbs in brackets in the correct tense. Use the past simple, past perfect simple or past perfect continuous.

- 1 He staged a burglary because he didn't want to admit that he ... (break) his sister's laptop.
- 2 The family ... (wait) for hours when the police finally ... (arrive).
- 3 When she opened the door, she realized that someone ... (break) into the house.
- 4 At first, it looked as though the burglars ... (not take) anything, but later she realized they ... (steal) all of her jewellery.
- 5 He said he ... (sleep) at the time of the murder, but in fact he ... (wait) outside the victim's door.

C Complete the text using the past simple, past perfect simple or past perfect continuous tense of the verbs in the box.

see > walk > hear > steal > scream
sit > (not) suspect



Detective Inspector Briggs needed time to think about the crime he was investigating, so he decided to take a long walk in the park. He kept walking and walking and before he knew it, he realized he ¹ ... for over an hour. He sat down on a bench and was making notes about the case when he ² ... a scream.

Then he ³ ... a young man running, holding a bag. A woman was running after him. He realized that the man ⁴ ... her bag and that she was the one that ⁵ ... Immediately he took out his badge and shouted, 'Freeze!' to the thief, who ⁶ ... that the quiet old man who ⁷ ... on the bench was actually a police officer!

Listening

A Look at the three advertisements. Which do you think would make the best home for a family with two children? Why?

B **10** There have been a lot of break-ins in the area where they live so this family has decided to move house. Listen to them talking about the advertisements. Which one do they not talk about?

C **10** Listen again. Decide if each statement is true, false or the information is not stated.

- The family cannot manage with fewer than two bathrooms.
a True b False c Not stated
- The advertisement they look at first looks fine, but does not mention the price.
a True b False c Not stated

- Where they live now is not large enough.
a True b False c Not stated
- The second advertisement they look at doesn't give enough information.
a True b False c Not stated
- Their son knew they were buying a new house.
a True b False c Not stated
- Their son hates the idea of moving to a new house.
a True b False c Not stated
- There is a big supermarket near the place where they live.
a True b False c Not stated

Unified State Exam Listening A1-A7 → p193

Words you heard

bring and take

Read these extracts from the listening text and the definitions.

Let me **bring** the paper.

Come on, Tom, you can **take** your stuff with you ...

You **bring** something or someone with you when you come to a place.

You **take** something or someone with you when you go to a place.

D Choose the correct word.

- I wanted to go on my own; I didn't want to **bring / take** my little brother with me.
- Grandma always **brings / takes** her favourite pillow with her when she comes to stay with us.
- She **brought / took** her cousin with her when she came to visit.
- The movers have **brought / taken** all our furniture to the new flat.

1 Detached house

3 bedrooms, 2 bathrooms,
2 other rooms, garden, private
balcony, gas central heating,
air conditioning,
1-car garage, quiet area.

call **646-831-0437**



2 Town house

3 bedrooms,
1 bathroom,
fully air conditioned,
near town centre.

€250 000

For more information, call

563-897-0216



3 Semi-detached house

3 bedrooms, study,
living area, open-plan
kitchen, playroom,
laundry room,
3 bathrooms, WC.

€270 000

For more information, call

988-098-3428



Quick chat

How would you feel about moving to a different area or town? In pairs, discuss some of the advantages and disadvantages. Use these ideas.

- your bedroom
- memories you have
- facilities in the area that you are used to
- friends that you have in the area school

A fish is taken from the farm

At a 2005 tasting in Granada international experts compared some of the world's most prestigious caviars, including three brands from Iran. The product from Riofrio carried off the gold medal.

Saturday Februar
with That Band
Sunday February 8th:

Grammar 2

Comparatives and superlatives

1 Look at these sentences from the listening text and answer the questions.

- a But it's definitely **much better than** where we live.
- b This must be **the most** dangerous area to live in!
- c ... all in all, it's **as big as** this house.
- d It has become **the worst** area, by far.
- e We've decided to move to a **quieter** area.
- f Maybe the bedrooms aren't **as big as** the ones we have now.
- g ... they're **more comfortable than** the tiny kitchen we have now.

- 1 Which compares two things that are the same?
- 2 Which compare two things that are different?
- 3 Which compare more than two things?

2 Complete the rules below about forming the comparative and superlative forms of adjectives.

We use ... + adjective + ... to compare two things that are the same.

If an adjective has only one syllable, we add:

... to form the comparative;

... to form the superlative.

If an adjective has two or more syllables, we usually put the word:

... before the adjective to form the comparative;

... before the adjective to form the superlative.

Some adjectives have irregular forms.
good - better - best
bad - worse - worst
far - farther / further - farthest / furthest
little - less - least
much / many - more - most

Grammar database → p176

4

A Choose the correct form.

- 1 This flat is much **cheaper / more cheap** than the old one.
- 2 The new house is **more / most** convenient for the city centre than the old one.
- 3 My bedroom is much smaller **than / as** yours.
- 4 The bedrooms are a little **cooler / coolest** than the living room.
- 5 At the **least / little** sign of trouble, he gets scared and quits.
- 6 This sofa is much **more / most** comfortable than our old one.
- 7 Balconies with lots of pot plants can look as **good / better** as gardens.
- 8 This neighbourhood is the **more / most** interesting in the city.

B Complete the sentences using the comparative or superlative form of the words in the box.


big ▶ expensive ▶ tall ▶ bad ▶ far

- 1 It was the ... accident in the company's history.
- 2 My parents' bedroom is ... than mine.
- 3 This is the ... house we've seen, but it's worth it; it really is beautiful!
- 4 Light from the ... stars takes millions of years to reach us.
- 5 It's a much ... building than the old one - we live on the 20th floor.

C Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 My clothes are not as fashionable as yours. Your clothes are ... mine.
- 2 Both our rooms have beautiful views. The view from your room is ... the one from mine.
- 3 I've never ridden my bike so fast before. This is ... ride on my bike I've ever had.
- 4 My sister isn't as old as you are. You ... my sister.
- 5 All the other parks in town are smaller than this one. This is ... park in town.

Practise your English

- A Do you enjoy visiting art museums? Explain why or why not.
- B Who was Vincenzo Peruggia? Read the text quickly to find the answer.
- C  Read the text again and complete it using the correct form of the words in capitals.



Stealing the *Mona Lisa*, 1911

Stealing works of art from heavily guarded museums and galleries is a popular theme for many adventure films and stories, just as popular as bank robberies! Think of films like *The Thomas Crown Affair* and *Ocean's Twelve*. But actually, sometimes fact is ¹ ... than fiction!

The *Mona Lisa*, perhaps the most famous painting in the world, ² ... by Leonardo da Vinci, in Italy, but has been kept in the Louvre Museum in Paris since the early 19th century. On the morning of August 20, 1911, however, the wall where the *Mona Lisa* usually hung was empty: someone ³ ... it.

The theft turned the whole country upside down and the police investigating the crime questioned everyone they could think of! But the months passed and they ⁴ ... anyone for the crime. Both the *Mona Lisa* and the person who had committed the crime were still missing; people began to be afraid that the painting ⁵ ... forever and something terrible had happened to it.

International police had been searching for the painting for two years before it finally ⁶ ... in Florence. It seemed that Vincenzo Peruggia, an Italian who had once worked at the Louvre, had made off with the painting! He had gone into the Louvre, found the painting unguarded and simply lifted it off the wall and walked out with it! A very easy robbery! He said he had taken it because he had wanted to return it to the country where it ⁷ In January 1914, the painting was returned to its home in the Louvre.

STRANGE

PAINT

STEAL

NOT ARREST

LOSE

TURN UP

CREATE

Unified State Exam Grammar and vocabulary B4–B10 → p195

D Choose the word or phrase that best completes each sentence.

- 1 The suspect was arrested, but was soon ... because there was no evidence.
A let off B held off C run off D got off
- 2 He was accused of ... cigarettes into the country illegally.
A stealing B bringing C taking D moving
- 3 I think you should ... to what you did and face the consequences.
A own up B get up C stand up D speak up
- 4 He was involved in the bank
A robbery B theft C shoplifting D arson
- 5 The burglars ... \$10000 in cash.
A robbed B lifted C stole D burgled
- 6 The ... demanded a huge ransom.
A murderers B burglars C shoplifters D kidnappers


Quick chat


Do you think Vincenzo Peruggia should have been punished for what he did? Explain why or why not.

Speaking

A Work in pairs. Describe your homes to each other and find out how similar they are. Talk about the following:

- Is it a house or an apartment?
- How many rooms are there?
- What kind of furniture is there in your bedroom?
- What colour are the walls?
- Is there anything special you would like to mention?

B  11 Listen to a student talking to his teacher about his home. How different is it from yours?

C  11 Listen again. Which expressions in the Language chunks box does the student use (a) when he needs some time to think and (b) when he wants to correct himself?

E Work in pairs. Describe one of the rooms in the pictures to your partner. See if he / she can guess which room you are talking about.

Language chunks

4

Hesitating

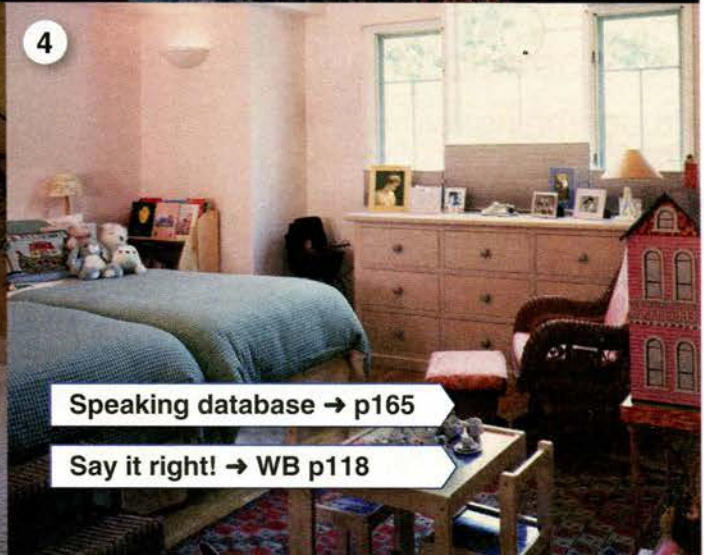
Now, let me think ...
 Just a moment ...
 What's the word for it, ... ?
 How shall I put it, ... ?
 What do you call it, ... ?

Correcting yourself

Let me try again.
 Or rather ...
 That is to say ...
 Sorry ...
 I mean ...
 That's not what I meant to say.

D Which of the phrases in the Language chunks box could you use instead of the words and phrases underlined?

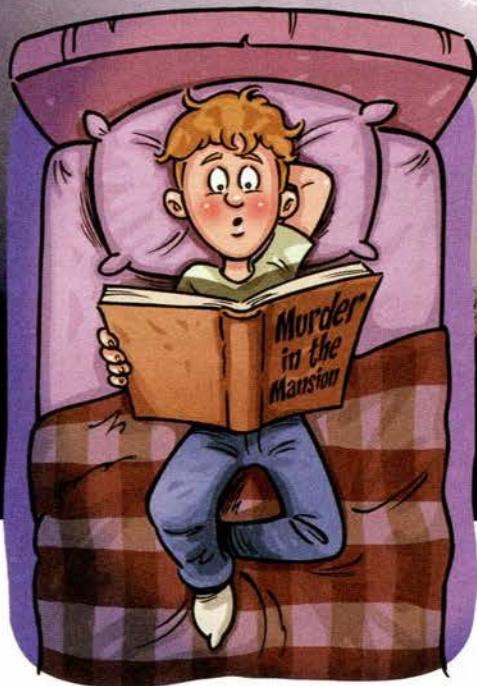
- 1 I am living, no, it's a mistake, I live in a flat.
- 2 I share my room with myself. No, I have my own room.
- 3 There's also a ... eeeeer ... a wardrobe.
- 4 The carpet is, hmmm, the carpet is deep blue.



Speaking database → p165

Say it right! → WB p118

Writing: a story



Facing the criminals

A I was reaching the end of the last chapter when I heard a strange noise downstairs in the living room. At first, I thought I was just imagining things, but then I heard the noise again, a bit louder this time. I put down my book and listened carefully. Someone was downstairs; it was probably a thief, or even worse, a murderer!

A You are going to read a story called *Facing the Criminals*. Here are some phrases from the story. What do you think happens?

late in the evening

strange noise

listened carefully

someone whispering

broomstick in my hand

B 'Good evening, Mark!' my mum said.
'Have you been reading crime novels again?'

B Read the story. Ignore the wrong order of the paragraphs. Were your answers to exercise A right? Who were the criminals?

C It was late in the evening and I was upstairs in my bed, reading a novel before going to sleep. My parents had gone out and wouldn't be back home until late.

Skills development

Paragraphing

C The paragraphs in the model have been mixed up. Put them in the correct order.

Paragraph 1 the background
Who? Where? When?

Paragraphs 2–3 the main events
that took place

Paragraph 4 what happened in
the end

D I wasn't going to be a coward! I tiptoed downstairs, after I had grabbed a broomstick from the cupboard. I could hear someone whispering in the kitchen. Slowly and carefully, I opened the kitchen door, the broomstick in my hand and shouted 'I've got you!'

Tenses for telling a story

D Read the story again and find all the past simple, past continuous and past perfect verb forms.

- 1 In which part of the story are there a lot of simple past forms, describing actions that took place?
- 2 What tenses are used to give the background to the story?

E Read these paragraphs from stories and put the verbs in brackets into the right tense.

It ¹ ... (be) early in the morning. My parents
² ... (not get) up yet and my sister ³ ... (still sleep).

I ⁴ ... (just come) home from school. My parents
⁵ ... (sit) in the living room watching TV.

I ⁶ ... (be) on my way to school. My best friend
⁷ ... (pick) me up and we ⁸ ... (walk) together through the park.

Planning and writing

F Read this advertisement in your school newspaper.

Are you a writer?

We're looking for stories about a crime, real or imagined.

Begin with this sentence:

It was a bright, sunny day and people were enjoying the good weather.

Send us your story (150–200 words).

The winning story will be published in the next issue of the magazine.

The lucky winner will receive a new laptop!

G Write your story (150–200 words). Use the ideas from the exercises and language from the Language chunks box. Think about:

- what kind of crime it is
- where / when it happened
- how it happened
- who was involved?
- what happened in the end?

Quick check!

Be sure to ...

- follow this plan:
 - give background information (paragraph 1)
 - describe what happened (paragraphs 2 and 3)
 - describe what happened in the end (paragraph 4)
- use appropriate tenses
- use appropriate language

Language chunks

I was ...
 Suddenly, ...
 I didn't know what to do!
 I decided to ...
 While I was ... ,
 (Un)fortunately, ...
 I felt ...

Writing database → p166



Text 1

Geometry in the real world

What do the following professionals all have in common?

- architect
- interior designer
- furniture designer / maker
- engineer
- physicist
- astronomer
- computer programmer
- mapmaker
- artist

The answer is simple. They all need to know about geometry to do their job.

Geometry is used extensively in all kinds of design and construction activities, including jobs that require measuring things. It is important for these professionals to be able to **measure** the length, width, height, depth and **area** of the **spaces** they design for and the constructions they make.

If you look closely enough, you will see many geometric **shapes** in all man-made structures. For example, buildings, cars, ships, windows, books, plates, glasses, to name just a few.

Nature also contains many geometric structures. For a start, the Earth is a big **sphere**, as is the moon and the other planets in our solar system. The whole universe is a geometric structure. Measurements on maps are also geometric, which shows nature contains geometric shapes and that geometry exists even in things we humans cannot see!

Text 2

Euclid and Pythagoras

Geometry has been important to man since ancient times. Two of the most important mathematicians from then are Euclid and Pythagoras.

Euclid

Euclid of Alexandria was a Greek philosopher and mathematician who lived around 300 BC. He wrote a famous textbook on geometry called *Elements*, which was used in schools until the early 20th century! Euclidean geometry is still taught in schools and deals with the measurement of **2D (two-dimensional)** and **3D (three-dimensional)** objects.

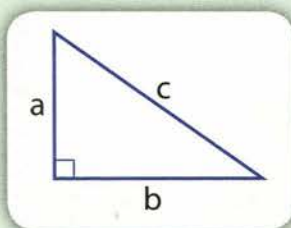
Two-dimensional shapes have **sides**. A square has four sides and a triangle has three. Where two sides meet they make an angle. A circle only has one side and the distance all the way around it is called the **circumference**. When we measure a circle, the distance across it is called the **diameter**. The distance from the side to the middle is called the **radius**.

Three-dimensional shapes are a little more complex because you can also measure **height, width** and **depth**. The surfaces on 3D shapes are called **faces**. The number of faces on a cube is six. Where two faces meet we have an **edge**. A cube has twelve edges. Where two or more edges meet we have a **corner**. A cube has eight corners.

With Euclidean geometry we can measure all of these aspects of 2D and 3D shapes.

Pythagoras

Pythagoras was born about 569 BC on the Greek island Samos. He was a philosopher and mathematician who came up with what we now call Pythagoras' Theorem. His theorem is all about **right-angled triangles** and with it we can work out the length of a side of a triangle by using the length of the other two sides.



This triangle is called a right-angled triangle because the **angle** on the inside of sides **a** and **b** is 90°. Now, imagine you know the **length** of side **a** and the length of side **b** but you don't know the length of side **c**. Is it possible to calculate the length of side **c** without measuring it?

The answer is, yes. And, you can do this by using Pythagoras' theorem. The theorem is expressed as follows: $a^2 + b^2 = c^2$. So, $c = \sqrt{a^2 + b^2}$.

A Read text 1 and answer the questions.

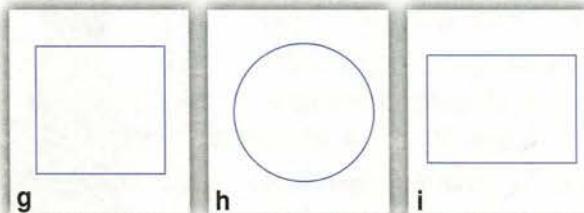
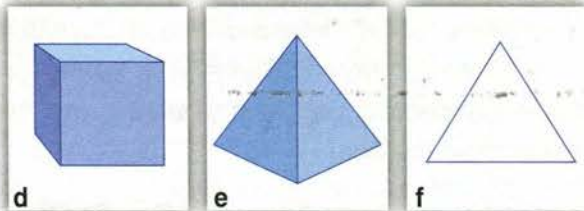
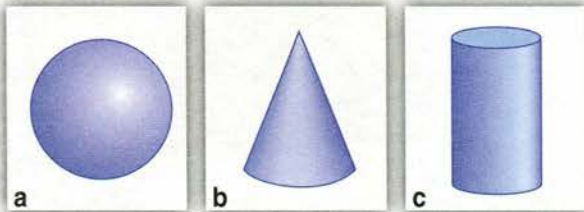
- 1 Why do many professionals need to know geometry?
- 2 Which of these professionals may not need to know any geometry to do their job?

clothes designer > carpenter
painter > flight attendant

- 3 What do man-made structures and nature have in common?

B Now read about Euclid in text 2 and answer the question.

Which of the following are 2D shapes and which are 3D shapes?



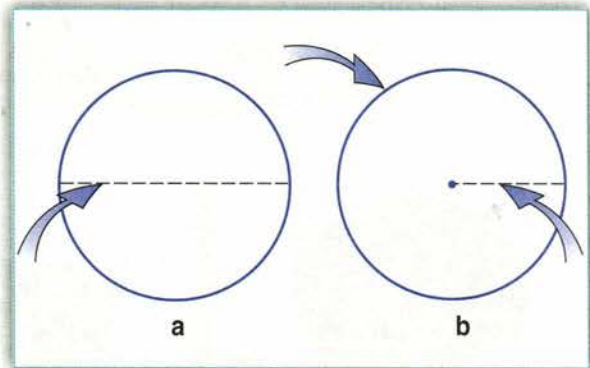
C Match the shapes in exercise B with the words from the box.

circle > cone > cube > cylinder > pyramid
rectangle > sphere > square > triangle

D How many angles and sides does a square have?

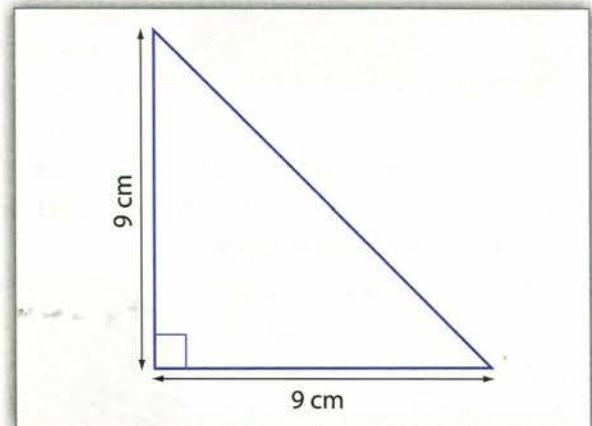
How many faces, corners and edges does a cube have?

E Label the diagram of a circle below.



F Now read about Pythagoras in text 2 and answer the questions.

- 1 What is the name of the different parts of a right-angled triangle? Copy and label the diagram.



- 2 In your notebook, find the length of side c in the triangle above.

Project

Look around your home and find different 2D and 3D geometrical structures. Write descriptions of these different structures and provide pictures. Label them with the name of the shape they are based on.

Consider the following:

- What are the names of the objects?
- What is their function?
- Does the shape help the objects achieve their function?



Don't copy Tony and Rob. You can get into trouble or be arrested.



Tony and Rob are 18 years old and come from London, UK. Last year, before going to university, they spent 3 months travelling across the USA from New York on the East Coast to San Francisco on the West Coast. During their trip they noticed that many of the places they visited had strange laws. Intrigued, they decided to write about some of the weirdest ones they came across.



Weird Laws



There are many strange laws in the USA. Our aim is to travel across the country and try and find the weirdest one in each state we cross. We start in New York and the first law we hear about is one that says that you mustn't throw a ball at someone's head! I wonder what happens if you do? Rob has a ball and he's going to throw it at people on the sidewalk just for fun. **A** ...



In Ohio we can't stop laughing. **B** ... 'What are you boys doing?' 'Fishing' we reply. 'You know you can't fish for whales, don't you?' 'Whales?' 'Yes, it's Sunday.' Now, I don't know about you, but I didn't expect to find any whales more than 500 miles from the sea!

We keep travelling and in Missouri Rob gets in trouble again. He's in a washroom in a restaurant and he decides to shave. **C** ... 'What permit?' asks Rob. 'You need a permit to shave', answers the policeman. This country is bizarre!



Next we go to the city of Philadelphia. Here Tony buys some pretzels for breakfast and puts them in a bag to carry back to our hotel for breakfast. The girl at the checkout tells him to be careful because it's against the law to put pretzels in a bag – how strange!

In Colorado and Utah we both spend a night in jail! In Colorado we were in the city of Boulder where it is against the law to roll a boulder onto public property. **D** ... We spent ten minutes arguing with a policeman that it wasn't a boulder, just a large rock. In Utah all we were doing was walking down the street. We were arrested for stepping on the cracks between the paving stones on the sidewalk!

A Complete the gaps (A–F) with the correct sentences (1–7).

- 1 A hunting license for mice!
- 2 Another possibility is to go to Asia as there are lots of strange laws over there.
- 3 'Don't do that. It's illegal'.
- 4 It's only when he throws it at a policeman's head that he gets in trouble!
- 5 There's a policeman next to him and he asks Rob to show him his permit.
- 6 We found a big rock and we rolled it down the street.
- 7 We're in a boat on a lake and two policemen start shouting at us.

B Read the text again and answer these questions.

- 1 Why did Rob get into trouble in New York?
- 2 Why did the two boys think it was funny to be asked about whales in Ohio?
- 3 How many times did they end up in jail?
- 4 Why did one of the boys want a mousetrap?
- 5 Where are they planning to go in the future?
- 6 How many different laws did the two boys find out about on their trip across the USA?
- 7 In which situations did the boys need a permit?

C Find the words in the text to match these definitions.

- 1 not allowed by law
- 2 strange and difficult to explain
- 3 where people walk next to the road (*American English*)
- 4 a line on a surface where something is beginning to break apart
- 5 money or a present you give to someone so they will help you do something wrong or illegal
- 6 a document that says you are allowed to do something
- 7 the place where you pay in a supermarket or other large shop

D Your voice Work in pairs. Discuss these questions.

- 1 Which of the laws did you think was the strangest? Why?
- 2 If you were asked to create a new law, what would it be?

We were just playing a game that we used to play as young children! You really have to be careful in the USA.

Finally, we arrived in California. There were mice in my room, but when I asked the receptionist in the hotel for a mousetrap to catch them he said, 'Do you have a hunting license?' **E** ... Now I know some laws are crazy, but ... this was one of the funniest trips I've ever taken and we're already planning our next trip.

So far, we aren't sure where we should go, but there are a few options. We could stay in Europe and visit the following countries: Finland, Switzerland and



Germany. In Finland we'll ask the taxi driver to play a CD because if he does he must pay the singer money. In Switzerland we'll offer to wash people's cars on Sunday – apparently this is illegal! And in Germany we will try to run out of petrol when driving down the autobahn. **F** ... For example, in South Korea all policemen must report any bribes they get from motorists – it would be great fun to drive too fast or park in the wrong place and then try to give the policeman some money. Or we could try to walk the wrong way around a park in Bangladesh – I wonder what would happen?



Jobs

1 Complete the gaps in the sentences with the right form of the words and phrases in the box. There are three extra words.

civil engineer > employment > flight attendant > interview > interviewer
qualification > retire > retirement > staff

- 1 You need a lot of ... to be the general manager of a company.
- 2 The ... who designed this bridge also designed the stadium.
- 3 The ... was kind enough to help us find our seats on the plane.
- 4 Most people have already ... by the time they're 65.
- 5 Miranda was very nervous during her job ...
- 6 The ... who work in the hospital all live in this town.

Crime

2 Rearrange these letters to find the crime. Then find the criminal. Copy and complete the table.

	Crime	Criminal
rmudre	1	
rbrglayu	2	
fsohlitngp	3	
npkinapigd	4	
naosr	5	
ggsimugln	6	
yrorbep	7	

Easily confused words

3 Choose the correct answer.

- 1 Thieves **robbed** / **stole** the Smiths twice last year!
- 2 He **wins** / **earns** a lot of **salary** / **money**.
- 3 I have a lot of **job** / **work** to do today.
- 4 Ruth **brought** / **took** a cake when she came over last night.
- 5 As a famous actor, he **makes** / **takes** a lot of money.
- 6 How much do you **earn** / **win** in your job?
- 7 It is a small company with a **staff** / **colleagues** of just over 50.
- 8 Who's going to **make** / **do** the cooking?

Phrasal verbs

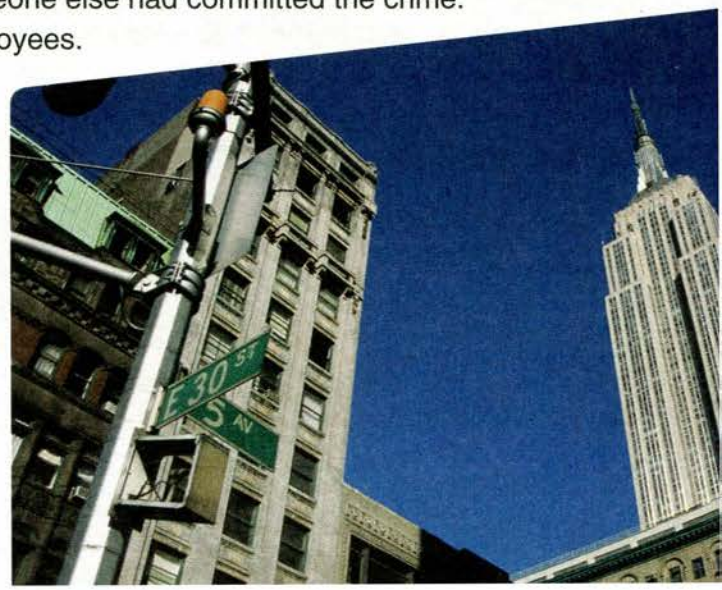
4 Match to complete the sentences.

- | | |
|----------------------------|--|
| 1 The company has taken on | a this application form. |
| 2 Please fill in | b with all of the company's money. |
| 3 The robber got away with | c the crime because he had left no fingerprints. |
| 4 Malcolm was let off | d because someone else had committed the crime. |
| 5 I wonder who ran off | e five new employees. |

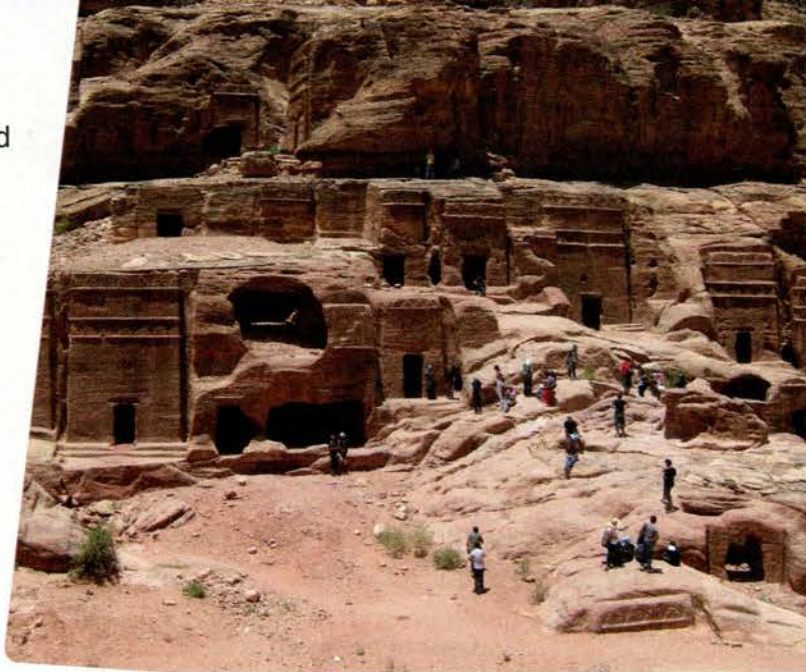
Comparatives and superlatives

5 Complete these sentences using the correct form of the words in brackets.

- 1 The ... building in the world is in Dubai. It is over 800 metres high! (tall)
- 2 The Empire State Building in New York is 125 metres ... than the Eiffel Tower. (high)
- 3 The ... building in the world is in Iraq. It is 4500 years old! (old)



- 4 Petra in Jordan contains the ... man-made structures in the world. All the buildings are carved into the rock! (impressive)
- 5 Most people find Paris ... than most other cities in the world. (beautiful)
- 6 I think the ... building I've ever seen is the crooked house in Poland. (strange)



Question tags

6 Complete each gap with a question tag.

- 1 Your house was burgled, ... ?
- 2 You didn't see the burglar, ... ?
- 3 They've caught him, ... ?
- 4 He'll go to jail, ... ?
- 5 Some criminals are never caught, ... ?

Present perfect simple and continuous; past perfect simple and continuous; past simple and continuous

7 Read the text and choose the correct answer.

I am a car mechanic and have ¹ ... doing this job ² ... two years now. Most people ³ ... it's strange that a girl would want to be a mechanic, but I think it's only natural. As a child, I ⁴ ... fixing toy cars, and I wanted a job where I could do that all the time. I'm very good at my job. Last week, someone ⁵ ... in an old Porsche that other mechanics ⁶ ... to fix but couldn't. The man had ⁷ ... when someone told him about me. I took one look at it and just ⁸ ... I could fix it. When he came back a bit later, he ⁹ ... very pleased to see that I ¹⁰ ... it.

- | | | |
|--------------------|----------------|---------------|
| 1 a had | b being | c been |
| 2 a since | b for | c go |
| 3 a have thought | b are thinking | c think |
| 4 a enjoyed | b have enjoyed | c had enjoyed |
| 5 a brought | b have brought | c had brought |
| 6 a had tried | b were trying | c tried |
| 7 a been giving up | b giving up | c given up |
| 8 a knew | b known | c knowing |
| 9 a is | b being | c was |
| 10 a had fixed | b have fixed | c fixed |



Polite questions

8 Complete the second sentence so that it means the same as the first.

- 1 What does this job involve?
Can you tell me ... ?
- 2 What will you do if you don't get the job?
Do you know ... ?
- 3 Does the job pay well?
Can I ask ... ?
- 4 When will the interview be?
I wonder if you could ...
- 5 Do I need to work on Saturdays?
Could you let me ... ?

5

Spending money!

Skills aims

- ◆ Listening to short conversations for gist and detail
- ◆ Suggesting and rejecting ideas; discussing options
- ◆ Reading an article for gist; understanding text cohesion
- ◆ Writing a formal email of complaint to practise using formal language, content and organization

A How do rich people get rich? Do most of them ...

- inherit a lot of money?
- work hard and earn a lot of money?
- win the lottery?
- marry someone rich?
- win money in a game?

B How much do you know about money? Do the quiz and find out!

- 
- 1 What is the name of the money used in China?
a yin b yang c yuan
 - 2 What is the colour of all paper money from the United States?
a pink b green c blue
 - 3 When did the European Union first use the euro?
a 2001 b 1998 c 1999
 - 4 Which was the first country in the world to use notes made from plastic?
a Australia b Japan c Brazil
 - 5 What were Roman soldiers sometimes paid with, according to a common belief?
a oil b salt c pepper
 - 6 Which popular game requires players to buy and sell property?
a Scrabble b Monopoly c Jenga
 - 7 Where are the oldest coins from?
a Asia Minor b Egypt c Persia
 - 8 How much did the USA pay Russia when it bought Alaska in 1867?
a \$72 million b \$720 million c \$7.2 million

Check your results on page 164!

Dive in!

What kind of places do the photos show?
Why do people go to places like these?
What can people do there?

Reading

C Read the article. What does it say the places in the two photos have in common?

Shopping: now and then

Many of us enjoy going shopping. We love the hustle of going to the high street, looking at shop windows, talking to shop assistants, examining various goods, comparing prices, trying clothes on and, finally, a few hours later, returning home exhausted, A Alternatively, we go to large department stores or shopping centers and spend half the day there, shopping to our heart's content. In fact, B ... they think of a one-stop visit to a shopping centre.

There are, however, quite a few people that don't really like going shopping. When they absolutely have to buy something, they plan carefully, choose what they want and where they can get it, go to the shop, swiftly buy what they want and rush back home. Others don't even go to the trouble of visiting the shops. They shop online or by mail order, C ... without having to leave the comfort of their home.






Most teenagers, though, really enjoy going to the shopping mall. This is a large shopping centre **D** ..., as well as other places where you can relax or have fun. For them, it's not so much a place where they can do their shopping as one where they can socialize and make new friends. As a result, teenagers often arrange to meet and hang out at the mall, even if they have no intention of going shopping.

This function of the shopping centre seems very much the same as the function of some of the oldest covered markets in the East, **E** These markets are known as bazaars, which in Persian means 'the place of prices'. The first covered market in the East was Isfahan's Grand Bazaar, whose buildings go back to the tenth century, while the Grand Bazaar of Istanbul, which was built in the 15th century, with its 58 streets and over 4000 shops, is still one of the largest covered markets in the world.

It seems that people's habits haven't really changed very much over the centuries. Going to the market was, and still is, a social networking event more than anything else. In the same way that people in the Middle East have always met, done business and had a cup of coffee in the traditional bazaars, contemporary teenagers meet **F** ... of the various malls.



D  Six sentence parts have been removed from the text. Choose from the list (1–7) the part which fits each gap (A–F). There is one extra sentence part.

- 1 and get everything delivered to them
- 2 which can be seen as the forerunner of the mall
- 3 carrying bags full of brand new things
- 4 which contains hundreds of different shops
- 5 and have fun in the multiplex cinemas and fast food restaurants
- 6 when going shopping is absolutely necessary
- 7 when most consumers these days think of shopping

Unified State Exam Reading B3 → p194

Words in context

E Find these words in the text and match them with their meanings.

- 1 goods
 - 2 consumers
 - 3 swiftly
 - 4 mail order
 - 5 socialize
 - 6 contemporary
- a present-day, in the present
 - b products
 - c fast, quickly
 - d buying things by post
 - e get together with other people
 - f people who buy things or use services

Give a 2-minute talk on **shopping**.

Remember to say:

- what kind of shops there are where you live
- whether you like to go shopping and why / why not
- who you like to go shopping with and why
- what you like to buy best

Unified State Exam Speaking → pp197, 198



Vocabulary

Money and shopping

Shopping quiz

A Do the shopping quiz!

1 When you go shopping do you pay ...

- a in cash?
- b by credit card?

2 When you buy clothes do you look for ...

- a bargains?
- b expensive brand names?

3 Do you prefer to ...

- a go to a shop?
- b buy from a catalogue?

4 If you are not happy with something you've bought, do you ...

- a ask for a refund?
- b do nothing – you've already thrown away the receipt?

5 When do you like to go shopping?

- a only during the sales
- b anytime

6 What do you do if you can't find what you want?

- a go home
- b buy something anyway

7 Do you ...

- a put your money into a bank account and save it?
- b spend it as soon as you get it?

8 What kind of shopper are you?

- a I'm a shopaholic!
- b I enjoy it, but I'm not addicted!

Check your results on page 164!

Easily confused words

borrow / lend / owe

When you **borrow** something from someone, they **lend** it to you and you **owe** it to them until you return it.

currency / coins / notes

Currency is the type of money that is used in a country. **Coins** are money in the form of small round metal pieces. **Notes** are pieces of paper money.

B Choose the correct word.

- 1 I **borrowed / lent / owed** him 1000 euros six months ago and he hasn't paid it back yet.
- 2 The euro has replaced several European **currencies / coins / notes**.
- 3 I have very little money left – actually, just a few small **currencies / notes / coins**.
- 4 She **borrow / lends / owes** a lot of money to the bank and needs to work very hard to pay it back.
- 5 He said that I shouldn't worry about money, as he can **borrow / lend / owe** me as much as I need.
- 6 Can you change this €20 **currency / note / coin** into two tens?

Collocations with go, do and make

C Make collocations and write them in your notebook.

go	the shopping > a profit
do	swimming > business > jogging
make	money > the washing-up
	excuses > shopping > a decision
	my homework > a living > a loss

D Fill in the gaps in the text using the correct form of go, make or do.



When Meg Brown decided she was going to ¹ ... her living by selling cakes she knew that people liked to go out for coffee, and with coffee there should be cake! 'I just had to ² ... a quick decision,' Meg told us. 'I knew I was going to ³ ... money. In fact, I ⁴ ... a good profit in the first month and I am ⁵ ... more and more business every day! The only trouble is I don't have time to ⁶ ... shopping myself!'

Relative pronouns and relative clauses

Relative pronouns

who	refers to people
that	refers to people or things in definitive clauses
that, which	refers to things
where	refers to places
why	refers to reasons
when	refers to time
whose	refers to possession

- 1 The pronoun **that** can only be used in defining relative clauses.
- 2 In defining relative clauses, you can leave out the pronoun if it is not the subject of the verb.

In a lot of cases, the mall is the first meeting point **that/which** they can think of.

Relative clauses

Find these examples in the reading text and match them to the descriptions.

- a There are, however, quite a few people **that don't really like going shopping**.
- b ... the Grand Bazaar of Istanbul, **which was built in the 15th century**, ... is still one of the largest covered markets in the world.

- 1 If we leave out the relative clause the sentence still makes sense. This is a **non-defining clause**.
- 2 If we leave out the relative clause the sentence doesn't make sense. This is a **defining clause**.

Grammar database → p177

A Match to complete the sentences.

- 1 This is the market
- 2 That's the sweater
- 3 I can't understand the reason
- 4 This is the shop assistant
- 5 That's the bank
- 6 I remember the time

- a I bought in Paris.
- b when we visited the Grand Bazaar.
- c where I cashed the traveller's cheques.
- d which the guide told us about.
- e who was rude to us.
- f why you don't like shopping.

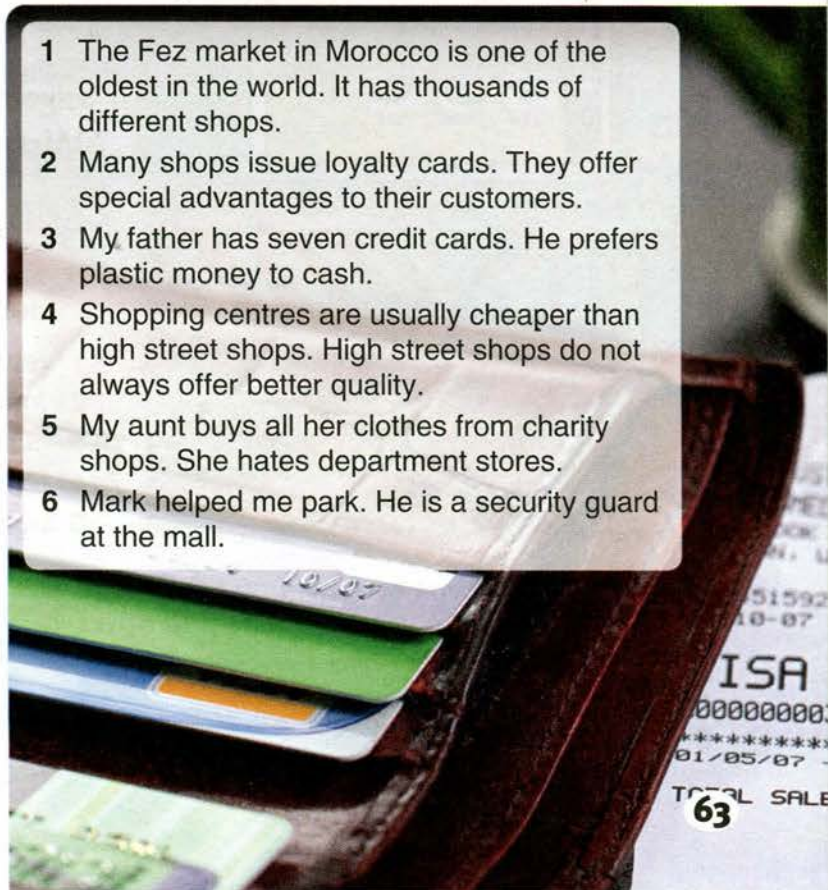
B Correct the wrong sentences.

- 1 This is the shop who I was telling you about.
- 2 I've just been to the new mall, that is much bigger than all the other ones.
- 3 That's the shop assistant I was telling you about.
- 4 The Grand Bazaar of Istanbul, that I visited last year, is one of the most exciting places I've been to.
- 5 The car park, who is supposed to be free for customers, charged us €15.
- 6 My new computer, which cost me £2000, has broken down!

- 7 The new shopping centre, that is in the town centre, is much more convenient than the other ones.
- 8 I've been wearing these shoes, I bought for only €20, for three years.

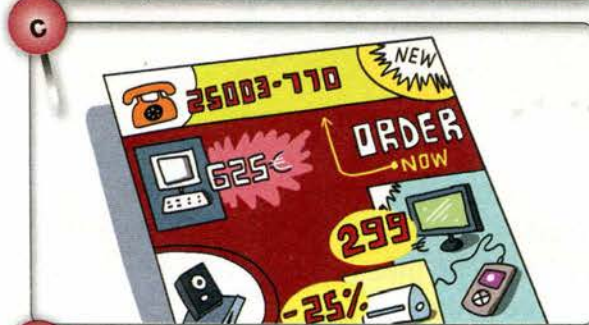
C Join the following sentences using non-defining relative clauses.

- 1 The Fez market in Morocco is one of the oldest in the world. It has thousands of different shops.
- 2 Many shops issue loyalty cards. They offer special advantages to their customers.
- 3 My father has seven credit cards. He prefers plastic money to cash.
- 4 Shopping centres are usually cheaper than high street shops. High street shops do not always offer better quality.
- 5 My aunt buys all her clothes from charity shops. She hates department stores.
- 6 Mark helped me park. He is a security guard at the mall.



Listening

A Match each picture with a description.



- 1 a shopping mall
- 2 an open-air market
- 3 online shopping
- 4 a mail order catalogue
- 5 a telemarketing infomercial

B **C12** You will hear four conversations. Listen and match the topics with the conversations. There is one extra topic you do not need.

- Conversation 1
- Conversation 2
- Conversation 3
- Conversation 4

- a buying brand names
- b shopping by mail order
- c shopping in the high street
- d shopping online
- e telemarketing

C **EFC** **C12** Listen again and choose the best answer.

Conversation 1

The problem with buying clothes online is

- a that you cannot return them.
- b that you are not allowed to try them on.
- c that you have to know your size.

Conversation 2

The MailStore mail order catalogue doesn't contain

- a descriptions of the products.
- b the prices of the products.
- c pictures of the products.

Conversation 3

Last time Mr Wylde bought something from the SuperTeleMarketing company,

- a he bought a mountain bike.
- b he wasn't satisfied with his purchase.
- c he was happy with what he bought.

Conversation 4

When she buys clothes, the girl

- a always chooses the best brand names.
- b chooses clothes that she looks good in.
- c chooses clothes that are not expensive.

Unified State Exam Listening A8-A14 → pp193, 194

Words you heard

Shopping

D Match the words from the listening text with their definitions.

- | | |
|---------------|--|
| 1 return | a not a famous brand |
| 2 merchandise | b getting back the money you paid |
| 3 customer | c sending / taking an item back to where it was bought |
| 4 refund | d things offered for sale |
| 5 no-name | e someone who pays for goods or services |

Quick chat

Which way of doing your shopping shown in the pictures do you enjoy most / least? Why?

Grammar 2

I wish / If only

Look at these sentences from the listening texts and answer the questions.

- a I really wish I **didn't have** to do it!
- b I wish they **would put** photos in the catalogue ...
- c I wish I'd never **bought** anything from you!

- 1 What tenses are used after **wish** in each sentence?
- 2 In which sentence is the speaker
 - referring to something in the present?
 - referring to something in the past?
 - complaining about something in the present?

If only can be used instead of wish.

Grammar database → p178

A Choose the correct answer.

- 1 If only you **are** / **were** here! There's a concert at the mall!
- 2 I wish I **know** / **knew** how to get a loan to open my own shop.
- 3 If only I **hadn't lost** / **didn't lose** all my money! My mum won't give me more!
- 4 I wish I **can** / **could** borrow my sister's designer bag!
- 5 If only you **would** / **will** stop spending so much money!
- 6 I wish I **hadn't ordered** / **didn't order** those trainers from the mail order catalogue.

B Put the verbs in brackets in the correct form.

- 1 I wish you ... (come) with us to the mall yesterday. We had a great time.
- 2 Oh, if only that shop assistant ... (stop) talking and help us!
- 3 I wish I ... (have) all the clothes I wanted.
- 4 I sometimes wish I ... (live) further from the high street.
- 5 If only we ... (not move). It's too difficult to get to the mall!
- 6 Don't you wish we ... (can) do all our shopping online?
- 7 I wish there ... (be) a mall near where I live.
- 8 I wish I ... (go) shopping with you. It wasn't much fun staying at home alone.

- C What do you think the people in the pictures are wishing? Use the tenses given in brackets.

5



1 (would)



2 (past perfect)



3 (past perfect)



4 (past simple)


- D Talk about your wishes and regrets. Use **I wish** or **if only**.

I wish I could play a musical instrument!

Practise your English

A Do you lend things to other people? Explain why or why not.

B What would you do if someone didn't return something they'd borrowed from you?

C  Read the text and choose the correct answer.

A helping hand

Traditional banks usually ¹ ... large amounts of money to people who can pay a lot of interest; in this way, banks can ² ... big profits over the years. They are not interested in making small ³ ... to poor people because they are afraid that the poor may not be able to ⁴ ... the money back.

Muhammad Yunus, a banker and economist from Bangladesh, realized that his country needed a different kind of bank, one ⁵ ... would be able to help those ⁶ ... had nothing, so he started the Grameen Bank in 1983. The Grameen Bank lends small amounts of money to poor villagers in Bangladesh, helping them to make a ⁷ More than seven million people have ⁸ ... money from the bank. The Grameen Bank has been so successful that people have started a number of other similar projects in poor countries. Yunus was given the Nobel Peace Prize in 2006 for his fight against poverty.



- | | | | |
|------------|-----------|------------|------------|
| 1 A borrow | B lend | C exchange | D owe |
| 2 A have | B get | C save | D make |
| 3 A loans | B cheques | C payments | D refunds |
| 4 A return | B refund | C pay | D send |
| 5 A who | B which | C where | D when |
| 6 A whom | B who | C which | D whose |
| 7 A loss | B gain | C profit | D living |
| 8 A owed | B loaned | C paid | D borrowed |

Unified State Exam Grammar and vocabulary A22–A28 → p196

D Choose the best answer.

- I'd like to have a look at the ... before I decide what kind of shelves to buy.
A list B menu C catalogue D index
- My uncle has a collection of gold ... from all over the world.
A notes B money C currencies D coins
- I'm finding it really difficult to ... a decision about which jacket to buy.
A get B do C find D make
- I wish I ... shopping every day.
A can go B could go C will go D go
- She didn't tell me the reason ... she didn't come.
A which B what C why D for
- If only you ... with us yesterday! We had such a great time!
A come B had come C were coming D have come


Quick chat


Do you agree with the statement
Neither a borrower nor a lender be?

Speaking

A In pairs, answer these questions about buying a gift for a friend.

- 1 What kind of gift might you buy for a friend? Something you like, or something your friend would like?
- 2 Would you spend more money than you'd planned if you found something your friend would really like?

B  13 Listen to a boy and girl discussing a gift for a friend of the girl. What does she decide to get in the end?

C  13 Listen again. Which expressions from the Language chunks box do they use?

Language chunks

Suggesting ideas

What about ... ?
 Why don't you ... ?
 I (don't) think you should ...
 If I were you, I'd ...
 You could ...
 A ... would be ...

Rejecting ideas

You must be joking!
 I don't think that's a good idea.
 I really don't think so.
 That sounds OK, but ...
 The problem with ... is that ...
 It wouldn't be suitable because ...

D A friend of yours has come up with the following ideas. How would you reject them? What reasons would you give?

What about taking her to dinner at a really expensive restaurant?

If I were you, I'd buy her a video game for her birthday.

I don't think we should buy her a gift. She already has everything.

Why don't you get her a pet, like a puppy or a kitten?

E Work in pairs. Read the information, look at the pictures, and then answer the questions.

5


Student A: You are in an electronics store. You want to buy a gift for a friend. You don't want to spend more than about £30. Ask the sales assistant for suggestions. Reply to each suggestion. Choose what you will buy.

Student B: You are a sales assistant in an electronics store. A customer wants your advice about a suitable gift. Make suggestions about some or all of the products shown below.



1 (*Student A*) Which of these gifts might your friend (not) like, and why? Which are too expensive for you?

2 (*Student B*) What is each of these products? Why might each one make a suitable gift?

F  In pairs, act out the situation in exercise E. Use your answers from exercise E and expressions from the Language chunks box.

Unified State Exam Speaking → p198

Speaking database → p165

Say it right! → WB p118

Writing: a formal email of complaint

A In pairs, answer these questions.

- 1 Have you ever bought something online?
- 2 What are some of the problems you might have with shopping online rather than face to face? Think about:
 - security
 - customer service
 - delivery



To: customerservice@virtualsupermall.com
From: anne@homestudent.com
Subject: Purchased music download problem

Dear Sir or Madam,

I am writing to complain about a problem with the music downloads section of your online shop.

Yesterday, I purchased 11 MP3 music files from your online shop and paid €11.20 for them using my father's credit card. After I had finished giving all my information, the site directed me to a page with links where I was supposed to download the music that I had purchased. However, none of the links worked. As a result, I have been unable to download anything, even though you have charged my father's credit card.

Could you please arrange for the MP3 files I purchased to become available to me as soon as possible, or arrange for me to receive a refund of €11.20, which is the amount I paid?

I look forward to hearing from you very soon.

Yours faithfully,

Anne Lawson

B Read the email which an online shopper sent to an online shop.

- 1 What problem did she have?
- 2 What does she ask for?

Skills development

Formal and informal language

C Anne Lawson doesn't know the person she is writing to, so she has used a formal style. Read her email again and find how she has said the following in a more formal way.

- 1 This email is about a problem ...
- 2 I bought 11 MP3 music files ...
- 3 When the job was done ...
- 4 I haven't managed to download anything ...
- 5 Give me the MP3 files that I bought ...
- 6 Give me back my €11.20 ...

Content and organization

- D** Here is another email message which the online shop received on the same day. What does this customer complain about?



To: customerservice@virtualsupermall.com
From: lee@homestudent.com
Subject: Shopping problems

Dear Mall,

I ordered some books from your website about two weeks ago and a box finally arrived today. So I opened the box and I found three books in it that I had ordered and three that I hadn't ordered. The other five books that I had ordered were not there. I don't know what happened, but it's clear that this is your fault. So I want you to send me my books as soon as possible, please.

Cheers,

Lee

- E** In pairs, improve Lee's email.

- 1 Could you improve the subject line?
- 2 How would you divide it into paragraphs?
- 3 What would you change to make it more formal?
- 4 What other information might you want to know to solve Lee's problem?

Planning and writing

- F** Anne Lawson received this reply to her email. She was not happy with it! Read it and write an answer (100–140 words) for Anne. Use the ideas from the exercises and language from the Language chunks box to help you.



To: anne@homestudent.com
From: customerservice@virtualsupermall.com
Subject: music download problems

Dear Customer,

Thank you very much for your feedback.

Should you need any further assistance, please do not hesitate to contact us again.

Best wishes,

The Virtual Super Mall Team

Quick check!

5

Be sure to ...

- ▶ follow this plan:
 - ▷ use an appropriate greeting
 - ▷ complain about the reply and the service (paragraph 1)
 - ▷ briefly explain what the problem is (paragraph 2)
 - ▷ ask for your money back; you are no longer interested in the download (paragraph 3)
 - ▷ use an appropriate closing expression
 - ▷ sign off
- ▶ use formal language
- ▶ write 100–140 words

Language chunks

Opening

Dear Sir or Madam,
Dear Mr/Ms ...
I am writing to ...

Making a request

Could you please ...
I would like ...
I would like a refund ...

Closing

I look forward to hearing from you very soon.
I look forward to your prompt reply.
Kind regards,
Yours faithfully,
Yours sincerely,

Writing database → p167

6

What in the world ...!

Skills aims

- ◆ Listening to short extracts for detail
- ◆ Explaining and giving reasons for opinion; solving a problem
- ◆ Reading short texts for gist and specific information
- ◆ Writing an article to practise being relevant, finding and supporting ideas

A Quiz How much do you know about environmental issues? Do this quiz and find out.

- 1 What is the population of the world now?
 a around 6.9 billion
 b around 2 billion
 c around 100 000 000
- 2 How long does it take for these to biodegrade*?
plastic bottle
 a 20 years
 b 1000 years
 c forever
aluminium can
 a 100 years
 b 10 years
 c 1000 years
glass bottle
 a 1 000 000 years
 b 1000 years
 c 100 years
paper bag
 a 5 days
 b 5 months
 c 5 years
- 3 Which of these cannot be recycled?
 a plastic cups
 b paper bags
 c aluminium cans
- 4 What is global warming?
 a a form of heating
 b a tropical area
 c an increase in the Earth's temperature
- 5 Which is not a natural disaster?
 a a tsunami
 b an earthquake
 c a thunderstorm

* be broken down by bacteria or other living things

B 14 Now listen and check your answers.

Did any of the environmental facts surprise you?

It's a fact!

The population of the world 2500 years ago was only 100 million. Current predictions say that by 2150, the population of the Earth will have reached approximately 9.5 billion!

Dive in!

How many different geographical features (eg rivers) can you think of?
 Can you think of any environmental problems connected with these?

Reading

What do you know about ...?

<p>a ice caps will melt</p> 	<p>b Big Bang theory</p> 
<p>c deserts will form</p> 	<p>d too many people</p> 

C These young readers' questions appeared in a science and nature magazine. Read them and match them to the pictures.

- 1 In our physics class today, our teacher told us about the CERN** experiment in Switzerland. Why is it so important?
 ** European Organization for Nuclear Research
- 2 My class is doing a project on the increase in the world population. Is that such a bad thing?
- 3 Our geography teacher told us to be careful about how much water we use, but can't we get water from the sea?
- 4 I've heard that global warming may cause the average temperature to increase by one degree in the next few years. It doesn't seem like very much. Is this really a problem?

D Quickly read the answers and match them to the readers' questions.

A

Not usually, but it can be. A good example is Easter Island in the South Pacific Ocean. The population of this tiny island increased so much that the ecosystem of the island could not supply enough food and water for the people living on it. Resources began to disappear and the forests were destroyed because the people cut down trees for farming. This led to an ecological disaster! Then, because the people had little to eat and drink, they started fighting over food and water. We depend on our environment for food, clean water, clean air, shelter and warmth. If there are too many people in one place, they may not be able to have all of these things.

B

One degree may seem very little. But it is creating big changes around the world. One obvious change is the rise in sea levels, which is causing some coastal areas to flood and sometimes even disappear! For instance the Maldives, which are a group of islands in the Indian Ocean, are at most only one metre above sea level. Scientists predict that in less than 50 years' time they will have disappeared if we don't do something to slow down global warming. Also, many animals in the world are going to die out because of the changes happening to the places where they live, their habitats. For instance, penguins in Antarctica and polar bears in the Arctic are already being affected by the melting of the icebergs.

C

We can, but the process of removing salt from sea water to make fresh water is very expensive, and it uses up a lot of energy! That's why most countries don't do it. It's much cheaper to get fresh water from rivers or lakes to drink or cook with. On the other hand, there are things that we can do in our day-to-day lives that can save water. For instance, we can take shorter showers and we can make sure we don't let the water run when we're brushing our teeth or doing the washing-up. By doing little things like that, we will be doing a lot to help save water.

D

What do you know about the Big Bang*? It's one of the greatest mysteries of the universe! Did it happen? How? What happened next? Most scientists believe it did happen and they hope that the CERN experiments will provide answers to these questions. In the main experiment, two particles travelling at close to the speed of light will crash into each other and recreate the exact environment of billions of years ago, a split second after the Big Bang.

* The Big Bang theory says there was an explosion that resulted in the beginning of the universe.

E Correct the wrong statements.

- 1 At some point the inhabitants of Easter Island did not have enough food and water to live.
- 2 Easter Island is covered in forest now.
- 3 Global warming is causing the Maldives to disappear.
- 4 Global warming does not affect animals.
- 5 Most countries do not get fresh water from rivers or lakes.
- 6 To help save water, take fewer showers.
- 7 The scientists at CERN created an environment in their laboratory similar to the environment in space before the universe was created.
- 8 The CERN experiments can help scientists understand more about the universe.

Words in context

F Find these words and phrases in the texts and match them with their meanings.

- 1 resources
 - 2 ecological
 - 3 sea levels
 - 4 coastal areas
 - 5 flood
 - 6 die out
 - 7 process
 - 8 split second
- a disappear
b less than a second
c places by the sea
d be covered in water
e how high the sea is compared to the land
f something that can be used to help people survive
g environmental
h a way of doing something

Quick chat

How do you find information about the world?

Vocabulary

The environment

A Complete the sentences with the words or phrases from the box.

climate change > exhaust fumes > go green
pollution > rubbish / litter / waste > solar > wind

- 1 Air, noise, water and air ... are all major problems in our world today.
- 2 The ... cars produce can cause serious health problems in big cities.
- 3 People who decide to ... often begin by recycling household waste like paper and glass.
- 4 ... and ... power are alternative forms of energy.
- 5 ... is the long-term difference in the weather of an area.
- 6 The more things we buy, the more ... we produce.

Nature

B Choose the correct answer. Are the facts true or false?

Fact or fiction?



- 1 Somewhere in the world a **volcano / hurricane** erupts every two minutes.
- 2 The most powerful **volcano eruption / earthquake** on record (9.3 on the Richter scale) occurred in Greece.
- 3 The city of Venice has been destroyed by **floods / heatwaves** more than twice in its history.
- 4 In Australia, **droughts / forest fires** are necessary for trees to reproduce.
- 5 The Sahara is the largest **river / desert** in the world.
- 6 The Amazon is the biggest **rainforest / forest** in the world.
- 7 The African elephant is an **endangered / dangerous** species.
- 8 All snakes are a protected **species / kind** in Australia, which means it is illegal to kill them.
- 9 The natural **place / habitat** of the tiger is Africa.
- 10 The Tasmanian Tiger, which became **extinct / died out** in the 20th century, is in fact a type of dog.

Global warming is the term we use to refer to the Earth's temperature heating up.

Climate change is the result of global warming.

Weather refers to the different events that happen in the atmosphere all over the world (rain, sunshine, etc).

Climate helps you understand the weather in your own part of the world (a warm / cool climate, a dry / wet climate, etc).

Phrasal verbs

C Match the phrasal verbs in bold with their meanings.

- 1 Factories and cars **give off** fumes.
- 2 If we go green, we will need to **give up** driving our cars and walk or take the bus.
- 3 To save the forests, we need to **cut down on** the amount of paper we use.
- 4 Dinosaurs **died out** about 65 million years ago.
- 5 Our school has **set up** an environmental awareness programme.
- 6 We need alternative energy sources because we'll soon **run out of** oil and coal.

- a release into the air
- b disappeared
- c stop
- d reduce / not use so much
- e not have any left
- f started

Talking about the future (1)

Find these examples in the texts.

will + bare infinitive ... the CERN experiments will provide ...	future simple for predictions we are sure about
be going to + bare infinitive ... many animals in the world are going to die out because ...	going to for predictions based on what we know or believe
will be + -ing ... we will be doing a lot to help save water.	future continuous for activities in progress at a certain time in the future
will have + past participle ... by 2150, the population ... will have reached ... 9.5 billion!	future perfect simple for activities that will be complete by a certain time in the future

For predictions we are not sure about we use *may, might* or *could*.
Other animals ... **may** also **be** in danger of dying out.
... in less than 50 years' time, they **may have disappeared** ...

Grammar database → pp178, 179

A Choose the correct answer.

- By 2050, the population of most countries **will be increasing / will have increased**.
- Recycling **will help / will be helping** reduce the amount of rubbish we produce.
- This beautiful weather means our holiday next week **is going to be / will have been** great.
- This time next year, we **will be / will have been** cruising around Antarctica.
- Do you think we will ever **solve / be solving** the problem of global warming?

B Correct the mistakes in the following sentences.

- I think the world be a better place in the future.
- This time next year I will working for an environmental group.
- By 2020, I will finished all my studies.
- Because we keep using our cars instead of public transport, global warming going to get worse.

C Complete the second sentence so that it means the same as the first. Use the word given.

- The world's population is certain to increase in the next 50 years. (will)
The world's population ... in the next 50 years.

- Not much rain means less fresh water to drink. (going)
There hasn't been rain, so there ... be less fresh water to drink.
- By 2100, there is a chance people will be living on Mars. (might)
By 2100, people ... on Mars.
- I plan to be back in two weeks' time. (will)
In two week's time I ... returned.
- Many animal species are sure to die out because of global warming. (will)
Many animal species ... because of global warming.

D Work in pairs. Talk about your lives in the future.

In five years' time
I'll be ...

In 20 years' time
I'm going to ...

In 20 years' time
I will have ...

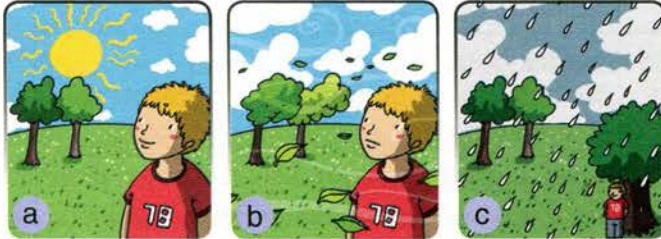
Listening

A Match nine of the words and phrases in the box to the pictures in exercise B. What do the others mean?

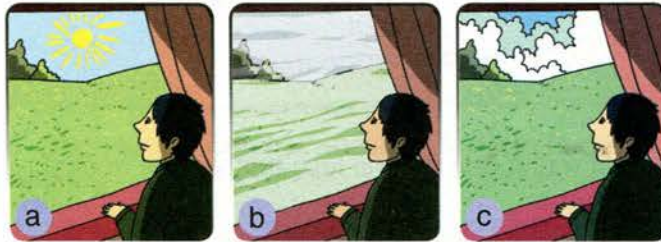
cold and wet > cool and cloudy > dry > foggy > forest fire > freezing > hurricane
icy showers > sunny / fine and mild > very windy > volcano erupting > wildlife

B **15** You are going to hear six short texts which relate to the pictures below. Listen and choose the correct picture for each question.

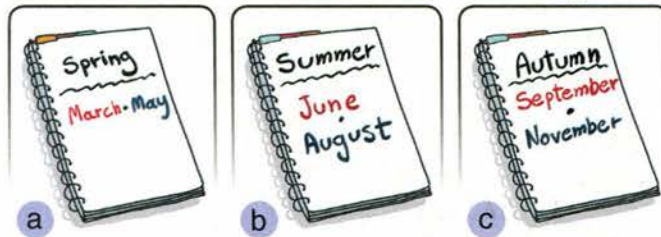
1 What's the weather going to be like over the weekend?



2 What will the weather be like tomorrow afternoon?



3 What season is the best time to visit Kenya?



C **15** Listen again and check your answers.

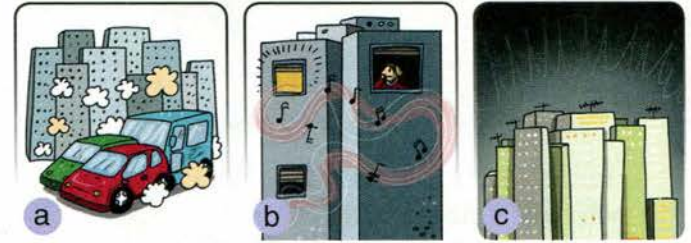
Words you heard

go and come

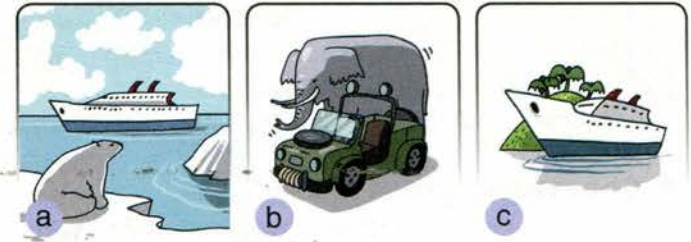
Look at these two sentences from the listening texts.
Do you want to **go** on an African safari?
Will Pete and Kath want to **come** with us, do you think?

go: move from one place to another; travel
come: 1) move or travel to a place that is near or familiar to the speaker; 2) join someone in an activity

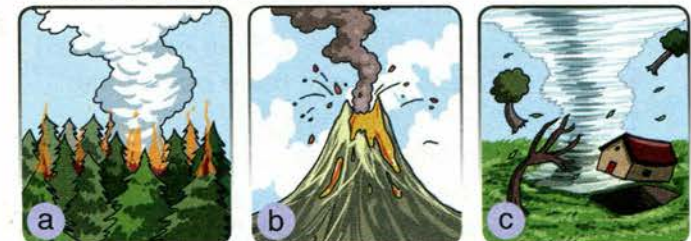
4 What will Stuart West talk about?



5 Which package holiday do the two speakers pick for their next holiday?



6 Which of the following disasters destroyed an entire city?



D Choose the correct answer.

A: I'm glad you were able to ¹ **come** / **go** over for dinner. Travelling again this year?

M: Absolutely!

A: Where are you ² **going** / **coming**?

M: I don't know. I've always wanted to ³ **go** / **come** to Africa.

A: Do you think you'll ⁴ **go** / **come**?

M: I might.

A: If you do, can I ⁵ **go** / **come** with you?

M: Yes, of course!

Give a 2-minute talk on **weather**.

Remember to say:

- what type of weather is your favourite and why
- what you like doing in different weather

Unified State Exam Speaking → pp197, 198



- how the weather changes during the year in the place where you live
- what problems the weather can cause

Grammar 2

6

Talking about the future (2)

Match the meanings with the examples.

- a decisions we have just made, offers or promises
- b intentions
- c arrangements
- d schedules / timetables

future simple	Is that the phone? Don't get up, I'll get it. I'll never eat so many sweets again!
present continuous	I'm meeting my friends at 8.00.
going to	I'm going to join Greenpeace.
present simple	The train leaves in a few minutes.

Grammar database → p178–180

as soon as, when, until, before

Do these sentences refer to the past, present or future?

I'll phone Heather **as soon as** I get home.

I'll let you know what happens **when** I speak to him.

I won't stop using my car **until** the public transport system improves.

Pick up your rubbish **before** you leave the park.

Grammar database → p180

C Correct the mistakes in the following sentences.

- 1 I will do it as soon as I will get the time.
- 2 When you will get the time, call me.
- 3 I won't let you have the money until you will show me you can pay it back.
- 4 You don't need to do it now. Do it when you will get time.
- 5 Mr Smith phone you as soon as he gets in.
- 6 As soon as I saw Joe, I'll tell him to call you.

A Choose the correct answer.

- 1 When I leave school, I'm **going to study / studying** environmental science.
- 2 I can't go out with you on Saturday. I'm **going / will go** to a wedding.
- 3 Look at this pollution! I **never use / 'll never use** my car again!
- 4 Hurry up! The documentary **will start / starts** in five minutes.
- 5 I think I'll **start / 'm starting** using plastic bags I already have again.
- 6 When is the town **going to have / having** a recycling programme?

B Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 I've arranged to leave on Saturday.
I ... on Saturday.
- 2 I intend to give some money to an environmental group.
I am ... give some money to an environmental group.
- 3 The train is scheduled to leave in an hour.
The ... in an hour.
- 4 We have arranged to go camping this weekend.
We ... camping this weekend.
- 5 I've just decided I'd like to help you.
I ... you.

D Complete the text with the correct form of the verbs in brackets.

Hi Irene,

I don't know anything yet about next weekend, but I ¹ ... (email) you as soon as I know. Have you spoken to Connie yet about the energy saving idea we ² ... (plan) to present on Environment Awareness Day? When you ³ ... (speak) to her about it, please tell me. I won't be able to start working on my part until I ⁴ ... (know) what you're both doing. Let's get together to talk about it before we ⁵ ... (start) working on it.

See you on Monday.

Love, Diane



Practise your English

A What is an environmentally-friendly home? Read the text quickly to find out.

B Read the text again and choose the correct answer.

Eco-homes: the homes of the future

Ever wondered what we're ¹... to do when the energy resources we use today ²... out? Will we ³... living in the same sort of houses we live in today when that ⁴...? The answer is: probably not. Our houses today rely on electricity from traditional energy resources. What we need are houses that make use of alternative forms of energy. Eco-homes will do exactly that. These environmentally-friendly homes ⁵... be able to heat and cool themselves. How, you ask? Well, simply with the help of the sun, wind and soil. For instance, instead of a traditional roof, eco-homes will ⁶... a layer of soil protecting the house from cold winter and hot summer temperatures. They will also use the sun to create electricity by having solar panels on the roof. Depending on where they are built, eco-homes could even use wind power to produce electricity. In an eco-home, we will also be able to ⁷... water, which will mean ⁸... down on the amount of water we use. Water used in the kitchen and shower will be collected and used for watering the garden. Sounds like fantasy, ⁹... it? Well, it shouldn't. Homes like this are being designed and built today. Perhaps in 20 years' time you ¹⁰... in one!



- | | | | | |
|----|--------------|--------------|-------------------|------------------|
| 1 | A going | B will | C doing | D are |
| 2 | A give | B set | C run | D go |
| 3 | A being | B do | C be | D have |
| 4 | A happen | B happens | C will happen | D happened |
| 5 | A going to | B might | C can | D will |
| 6 | A have had | B to have | C have | D be having |
| 7 | A run out of | B give off | C use | D recycle |
| 8 | A cutting | B running | C giving | D setting |
| 9 | A doesn't | B does | C do | D don't |
| 10 | A lives | B are living | C will have lived | D will be living |

C Complete the second sentence so that it means the same as the first. Use no more than three words.

- We need to reduce the amount of waste we produce.
We need to cut ... the amount of waste we produce.
- We are thinking of starting an environment awareness club at our school.
We might ... up an environment awareness club at our school.
- It will take me till the end of next week to finish the extreme weather project.
By the end of next week, I ... finished my project on extreme weather.
- The bus is scheduled to leave at 9 o'clock.
The bus ... 9 o'clock.
- I promise not to drop any more litter on the ground.
I ... any more litter on the ground.
- The minute I hear anything, I'll call you.
I'll call you ... as I hear anything.

Quick chat

Do you think homes like this will ever be built where you live? Why / Why not?

Speaking

6

B 16 Listen again. Which expressions in the Language chunks box do you hear the students use?

We're going green!
We'd like ideas from you about what our school can do to help the environment. You'll have an opportunity to present your ideas on Environment Awareness Day on 20th January.

Language chunks

Explaining
What I mean is ...
I mean ...
you know ...
in other words ...

Giving reasons for opinions
because ...
so that ...
It sounds ...

A 16 Listen to two students discussing an idea to present on Environment Awareness Day. What idea are they thinking about?

C In pairs, take turns to continue these sentences.

- I don't like the name. It sounds ...
- We need to put in some recycling bins so that ...
- Students will want to take part because ...
- I think going green is very important. What I mean is ...

I don't like the name. It sounds really boring.

D Your school wants to go green. Match the advantages and disadvantages to the pictures. Add an idea of your own.

A Tree planting



B New subject on the environment



C Solar energy



D Recycling programme



E No paper policy



F Save water



- no cutting down trees
 needs special knowledge
- less rubbish
 need a lot of room
- learn not to be wasteful
 people won't do it
- useful knowledge
 difficult
- help keep air clean
 need a lot of care
- save energy
 not in rainy weather

E In pairs, do this task.

You and a friend are planning to make a presentation about going green. Decide which two ideas in exercise D you would both like to present.

Unified State Exam Speaking → p198

Speaking database → p165

Say it right! → WB p119

Remember to:

- discuss **all** options
- be **polite**
- take **an active** part in the conversation
- **come up** with ideas
- give good **reasons**
- find out your **friend's attitudes** and take them into account
- **invite** your friend to **come up with suggestions**
- come to an agreement

Writing: an article



A Which of these environmentally-friendly things do you do?

- I don't drop litter.
- I recycle paper / glass / plastic / batteries.
- I save water.
- I switch off the lights when I leave a room.
- Anything else? What?

B Read this request for an article for a school newsletter.

- 1 What should the article be about?
- 2 Should it be formal or informal? Why?

Save the environment!

What do you plan to do to help the environment?

Write an article and tell us what you're going to do, and how you and the environment will benefit from it.

The best three articles will appear in the Environment Awareness Day newsletter.

Articles should be between 100–150 words long.

Skills development

Finding ideas

- C Decide which three ideas fit the topic.**
- 1 What I have done to help the environment.
 - 2 What I plan to do to help the environment.
 - 3 What I will learn from doing this.
 - 4 How the actions will benefit the environment.
 - 5 Why people should help the environment.
- D This article was given to the newsletter. In which paragraphs are the topics from exercise C?**

What I will do to help the environment!

What can a group of young teenagers do to help the environment? A lot! This year, my scout group is going to do something about the damage to Wilson National Park from the recent forest fire. We're worried that if trees aren't planted soon, nothing will ever grow in the park again. That's why we're planting 100 trees.

First, we're going to organize a raffle to raise money to buy the trees. After that, we're going to plant them, which will take us about two weeks. Then we'll need to water them and look after them. We hope that the trees will do well, and in a few years' time the forest will be healthy again.

We'll learn a lot from this experience. For instance, we'll feel good about ourselves because we'll know that we're doing something to save the environment.

E Is the article formal or informal?
How do you know?

F Now read this article and answer the questions.

What I will do to help the environment!

This year, with the girl scouts, we're going to plant 100 trees in Wilson National Park. It will be fantastic! Last year we set up a bottle bank outside Smith's supermarket. That was good too. I enjoy helping the environment because I think it is important for everyone to do what they can. Next year, with the scouts again, we're going to set up a paper-recycling bin in all the schools in the area.

It is important to help the environment because if we don't, things will only get worse. That is why I think everyone needs to do something.

- 1 Has this writer included the right ideas from exercise C?
- 2 What advice would you give the student who wrote this article?

Supporting your ideas

G In pairs, complete these sentences by adding something to support the ideas. The models will help you.

- 1 At our school no one is doing anything to recycle bottles. That's why we're going to set up ...
- 2 First, we'll get some big plastic bins from the town hall. After that we ...
- 3 A lot of students take their bottles to the bottle bank. As a result, we'll be able to recycle ...
- 4 Now we have raised money for a paper-recycling bin, which we'll put ...
- 5 I have learnt we can all do something to help and that if we work together, ...

Planning and writing

H Now write your article for the school newsletter. Use the ideas from the exercises and language from the Language chunks box. Write 100–150 words.

Quick check!

Be sure to ...

- follow this plan:
 - include a brief description of what you will do and why (paragraph 1)
 - give a more detailed description of what you'll do and its benefits (paragraph 2)
 - say what you'll learn from the experience (paragraph 3)
- start with an interesting first sentence/question
- use informal language
- include only ideas that fit the situation
- support your ideas
- write 100–150 words

Language chunks

What / How can ... ?

This week / month / year ...

... we have decided to do something about ...

First / After that / Then

We hope that ...

I'll learn a lot from this experience.

Writing database → p167

FOSSILS AND FOSSILISATION

- ① If you've ever been to a museum where dinosaur **remains** are on display, you will know just how amazing they are. How could the body of an animal that lived more than sixty-five million years ago survive until today? The answer, in a word, is fossilisation.

The word fossil comes from the Latin language. It means 'dug up from the Earth.' This is a clue to what fossils are. A fossil is the remains of any living thing that has been preserved in the Earth. Fossils can be formed from plants, animals and even tiny **microbes** such as bacteria. The oldest fossils of **complex** animals go back 600 million years, but there are also fossils of microbes that lived 3 billion years ago.

- ② Usually the only parts of an animal that get **preserved** are the hard bits. Fossils of shells or bones, for example, have often been discovered. The fossilised remains of softer parts, such as skin or hair, are very rarely preserved. However, in the 1980s the fossil of a sort of monkey was discovered in Germany. This remarkable fossil included the creature's **fur** and even the remains of its last meal.
- ③ Although all fossils are the preserved remains of living creatures, there are actually five different types of fossil. Each type is created in a different way. The best fossils are made by a process called 'unaltered preservation'. An example of this is when insects get trapped in the thick, sticky

resin of pine trees. Over millions of years, the resin changes into a type of transparent yellow stone. This stone is called amber. The insect is preserved perfectly inside the amber, just as it was the day it died millions of years earlier.



Another **common** form of fossilization is called 'petrification'. In this process, the animal or plant turns to stone. How does this happen? Well, let's take a dinosaur as an example.

One day, seventy million years ago, our dinosaur is eating by the side of a lake. Suddenly, she slips in the mud and slides to the bottom of the lake, where she drowns. Soil then comes into the lake from rivers and streams. This soil covers her body. Over time, the soft parts of her body disappear, leaving only the bones. Eventually, the amount of soil lying over her remains is extremely heavy. This pressure makes the soil near her **skeleton** very hot. The heat and the pressure change the soil into rock. Over time, water passes through this rock and washes her bones away. This process leaves gaps in the rock that are the same shape as the dinosaur's skeleton. Eventually, these gaps fill up with tiny bits of salt or other **minerals**. Over time, these minerals form new stone where the body used to be. The new stone is in the same shape as our dinosaur's skeleton. In other words, she has become a fossil.

A Read the text and match the sections (1–4) with the headings (A–D).

- A How are fossils made?
- B What parts become fossilised?
- C How are fossils discovered?
- D What are fossils?

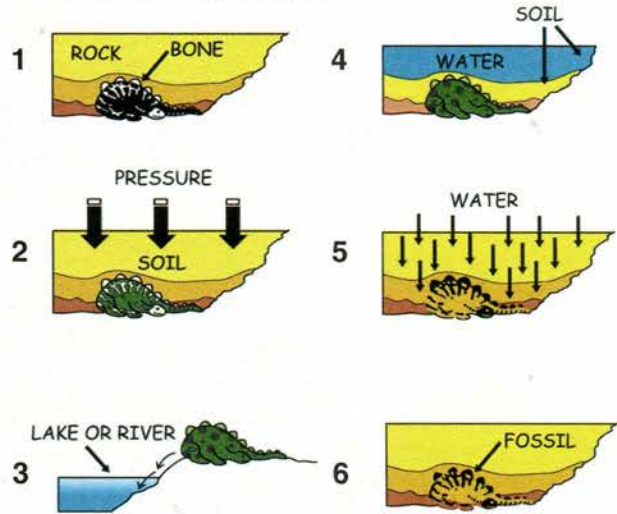
B Read the text again and decide if the statements below are true or false.

- 1 All fossils are made from animals.
- 2 The oldest fossils are more than a billion years old.
- 3 The soft parts of animals rarely become fossils.
- 4 All fossils are made by the same process.
- 5 In petrification, rocks replace the bones of the animal.
- 6 Erosion happens when farmers dig up their fields.

C Match the words and phrases in bold in the text with the definitions.

- 1 complicated
- 2 the hairy coat of an animal
- 3 what's left of something after a long time
- 4 something that happens quite often
- 5 kept in good condition
- 6 substances that are found in nature, like calcium or metals
- 7 all the bones inside a body
- 8 tiny living creatures

D These pictures show the process of 'petrification' described in section 3. Read section 3 again and put the pictures in the correct order.



Project

1 Use the Internet or school library to do research on one of the following.

- What was life on Earth like when the dinosaurs lived? (climate, other animals, types of dinosaur)
- What can we learn from fossils? (natural history, evolution)
- What else can we find underground? (types of rock, precious things, useful substances)

2 Write a short report about your findings. Add illustrations and diagrams to help explain your ideas.

- ④ Fossils are often discovered by farmers digging up their land. However, you can find fossils without digging if you know where to look. For example, you can find them on the beach or by a forest footpath. How do they get there? The answer is through a process known as erosion. Fossils form deep under the ground, but that ground is worn away by wind and rain. In other words, the weather erodes the surface rock. Over millions of years, erosion reveals the hidden fossils for you or me to find.





Around the world the cost of energy is increasing at an amazing rate. In the last few years the cost of heating and lighting a house in the UK has gone up by a **staggering** 46%. One of the biggest problems is that we rely on petrol, oil and gas for much of our energy needs, and yet these are all sources of energy that are expensive to **extract** and are fast running out. Some estimates say that the world will have exhausted supplies of oil by the year 2050 – not really that far off. So, what are the alternatives?

Natural Energy

A One blow for energy

In countries like the UK, one obvious answer is to **harness** natural resources to make electricity. Trying to use the sun is one possibility, but the UK is hardly the place to rely on sunshine, as it can often go weeks without a **glimpse** of the sun in the sky. However, one thing that the UK has plenty of is wind – especially on all the small hills that are found in many parts of the countryside. Wind farms, which consist of huge wind turbines placed on ridges and the tops of hills, are being set up across the country. These turbines look like giant sails or windmills with great big blades turning round. Some people think these structures look ugly and **spoil** the views in the countryside, but if it reduces the cost of energy bills, surely it's worth it.

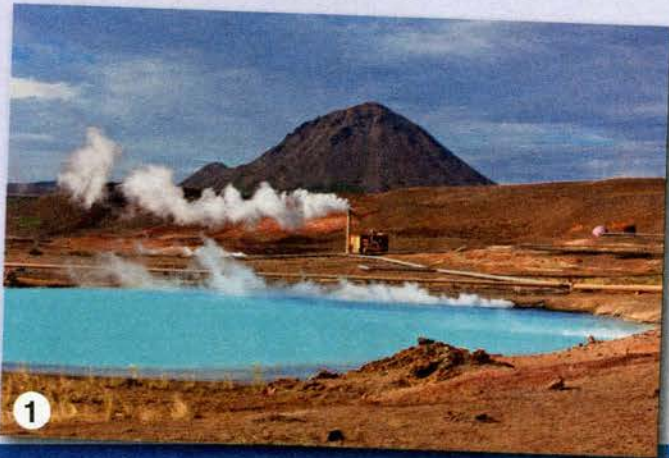
B Sun worship

The largest solar farms in the world are found in the west of the USA, in states like California, Arizona and New Mexico, but nowadays countries like China, India and even Germany are constructing equally big solar farms. Energy from the sun is nothing new – in fact many of our ancestors worshipped the sun, as they knew it was the source of energy and life. Solar panels try to harness the rays of the sun and **convert** these into usable energy. One clear advantage is that it's renewable energy – it's not going to run out. However, there are some disadvantages, and some of those are only just coming to light. The biggest of these is connected to the panels that are used. Most of these are constructed of silicon, which has a lifespan of around 25 years. The problem is what to do with the silicon and the panels once they are no longer **functioning**. Unfortunately the material is dangerous, and getting rid of it safely is starting to become a bit of a **headache**.

C Just hot water

In Iceland another source of energy is readily available and relatively cheap. Originally this source of energy was only seen as a tourist attraction and people would visit Iceland just to see these wonders of nature in action. Of course, what we are talking about are the geysers which currently provide 20% of all the country's electricity – and this is set to rise in the coming years. More than a century ago some farmers used the steam from the hot springs to heat their houses, but it wasn't until the oil **crisis** of the 1970s that the Icelandic government saw the **potential** and started investing in geothermal power. It's cheap, clean and reliable energy which will never run out – and perfect for the environment.

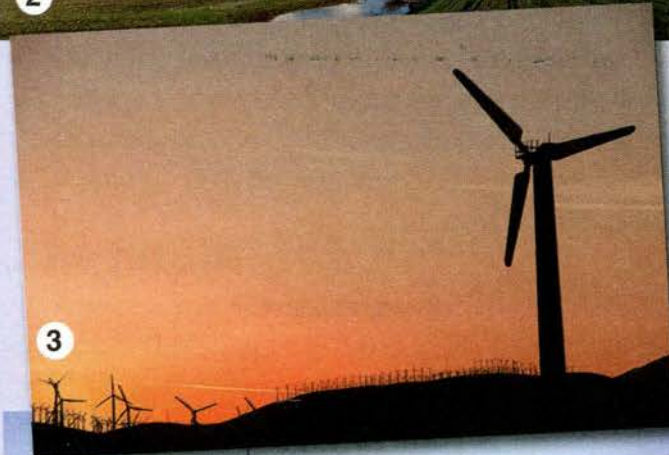
A Read the text and match the pictures (1–4) with the correct paragraphs (A–C). There is one extra picture.



1



2



3



4

B Choose the correct energy type for each of these sentences.

- 1 This type of energy is used a lot in Iceland.
geothermal / solar / wind
- 2 There might be some problems connected to this type of energy.
geothermal / solar / wind
- 3 This type of energy has been in use for more than 100 years.
geothermal / solar / wind
- 4 The best way to harness this energy is to build things on high places.
geothermal / solar / wind
- 5 According to the text, this type of energy is already popular in many countries.
geothermal / solar / wind
- 6 Not everyone is happy with the way this type of energy makes things look.
geothermal / solar / wind

C Match the words in bold in the text with these definitions.

- 1 change something from one system or use to another
- 2 make something worse or less attractive
- 3 possible or likely in the future
- 4 remove something from somewhere
- 5 something that causes you lots of problems
- 6 get control of something to use it for a purpose
- 7 working
- 8 see something for a very short amount of time or not completely
- 9 very surprising
- 10 a difficult or dangerous situation

D **Your voice** Work in pairs. Discuss these questions.

- 1 Why is it important to look at alternative sources of energy?
- 2 Which type of energy do you think is the best? Why?
- 3 What other types of energy do you know about?



Environment and nature

1 Choose the correct answer.

- The dodo ... out in the 16th century.
A ran B killed C died
- The Sahara ... is a very hot and dry place to live in.
A dessert B desert C oasis
- Because of global ..., the world's temperature is going up.
A heating B warming C gliding
- Dinosaurs became ... more than 160 million years ago!
A extinct B dead C exhausted
- It was a really strong It registered 7.5 on the Richter scale!
A earthquake B eruption C hurricane
- The exhaust fumes from cars create air
A combustion B pollution C emission
- The panda in China is a protected
A type B species C creature
- Stop dropping your ... on the ground! Use the bin.
A litre B letter C litter
- Did you know that ... power uses the sun's rays to produce electricity?
A sole B solar C soul
- My parents say they are going to ... up driving their car to work.
A give B throw C put



Shopping

2 Complete the gaps with the words from the box.

bargain > credit card > malls > market > online

- I don't have enough money on me. Can I pay by ... ?
- Do you ever use the Internet to do any ... shopping?
- Every Saturday, there is an open-air ... in our street.
- These jeans only cost me €20. They were such a(n) ... !
- I hate going to crowded shopping I prefer to shop in outdoor areas.

Collocations and easily confused words

3 Choose the correct word.

- Would you like to **go** / **come** over for coffee this afternoon?
- Who **does** / **makes** the cooking in your family?
- The harder you work, the more money you can **do** / **make**.
- You need to **do** / **make** a decision fast.
- I've always wanted to **go** / **come** to the Fez open-air market in Morocco.
- Have you **done** / **made** your homework for tomorrow?
- Mick **borrowed** / **lent** me the money to buy the new game.
- I **borrowed** / **lent** this book from the library.

Relative pronouns

4 Complete with a relative pronoun where necessary.

- 1 The shop on the corner, ... only opened last month, has closed already.
- 2 The woman ... helped me choose this dress said it would go better with black shoes.
- 3 I think the shoes ... we saw in the other shop were nicer.
- 4 Let's go to the same place ... we went to yesterday.
- 5 The person ... I spoke to this morning said I could get a refund.
- 6 Jane, ... works in the Jukebox, said she would ask about a job for me.

Relative clauses

5 Combine the following pairs of sentences using non-defining relative clauses.

The supermarket is very crowded on Saturdays. It's around the corner.

The supermarket, which is around the corner, is very crowded on Saturdays.

- 1 The local mall is very popular. It has hundreds of different shops.
- 2 Louise prefers to pay by cash. She has five credit cards.
- 3 Shopping centres are becoming very popular. They are often cheaper.
- 4 My sister buys her clothes at a local shop. She hates big department stores.
- 5 We finally got tickets for the concert. Getting them was very lucky.
- 6 Keira Knightley earned a Golden Globe nomination. She starred in *Pride and Prejudice*.
- 7 Parts of Buckingham Palace are open to the public. It is where the Queen lives.
- 8 *1984* was written by George Orwell. His real name was Eric Blair.

I wish / If only

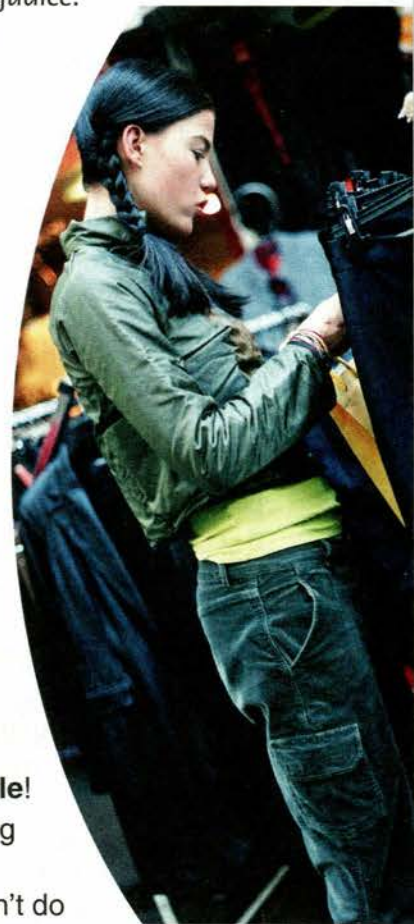
6 Put the verbs in brackets in the correct tense.

- 1 If only I ... (have) a lot of money!
- 2 I wish I ... (can) buy everything in that shop.
- 3 I wish I ... (not buy) those shoes yesterday. I don't really like them.
- 4 I wish everyone ... (turn off) their mobiles in the cinema.
- 5 If only I ... (tell) her the truth, everything would be all right now.

The future

7 Choose the correct answer.

- 1 I'll tell Tina about the party when I **see** / **will see** her next week.
- 2 She says she **calls** / **will call** me as soon as she hears anything.
- 3 I've decided I **am going to do** / **am doing** more to help the environment.
- 4 I think I'll **stop** / **'m stopping** using paper altogether.
- 5 Hurry up! Our flight **leaves** / **will leave** in 20 minutes!
- 6 In 20 years' time, the air pollution in big cities **will have doubled** / **will be double**!
- 7 This time next Saturday, we **will be taking part** / **will take part** in a tree planting exercise.
- 8 Look at that pollution! Things **are going to get** / **will be getting** worse if we don't do anything about it soon.
- 9 The destruction of the environment **might be** / **might have been** stopped if everyone does something to help.
- 10 What **are you doing** / **will you do** tomorrow? Want to meet me at the mall?



7

Making the grade

Skills aims

- ◆ Listening to a long extract for specific information
- ◆ Describing and comparing pictures; expressing preference
- ◆ Reading short texts for gist and specific information
- ◆ Writing an essay to practise paragraphing and organization, connecting and supporting ideas

Quiz

A How much do you know about schools and education? Choose the best answer.

- 1 The highest paid teachers in ancient Greece were ... teachers.
 - a philosophy
 - b mathematics
 - c music
- 2 The teachers in ancient Rome were ...
 - a very well paid.
 - b slaves from Greece.
 - c politicians and philosophers.
- 3 The world's oldest university is in ...
 - a England.
 - b Germany.
 - c Russia.
- 4 Einstein failed his ... examination.
 - a high school leaving
 - b university entrance
 - c primary school
- 5 The Dongzhong primary school in Miao village in China is ...
 - a in a cave.
 - b on a mountain top.
 - c in the middle of a lake.
- 6 What is the phrase, *Please excuse my dear Aunt Sally*, used to help students remember?
 - a how to speak politely
 - b the order of operations in maths
 - c how to apologize

86 Check your results on page 164!

Dive in!

What would you like to learn at school that you are not learning at the moment? Why? Choose from the subjects below.

- martial arts
- photography
- calligraphy
- cookery
- gardening
- woodwork



Reading

B These people would all like to learn something new. Quickly read about them. What would you suggest each one does?



Edwina works for a multinational company with **branches** in most European countries. She really needs to learn French and German, but she has very little spare time and thinks it could be difficult to find time.



Damian got his job as soon as he left school. He never had the chance to go to university. He isn't very happy with his job, but he knows he can't get a better one without a **degree**. He might try a part-time degree course if it's not too demanding.



Alice has a lot of time on her hands. She is a very creative person with a lot of imagination, which she really doesn't use very much right now. She already has a lot of hobbies, but she'd rather learn something new that would let her use her imagination.

C Match these schools / courses with the people in exercise B.

A The Language School

Take courses in more than just languages! You can learn about the culture and the history of the countries where the languages we teach are spoken! We specialize in less common languages spoken in Asia and the Far East.

B The Internet School

We offer a variety of courses in over a hundred different subjects from accounting to interior design. You don't have to attend classes: all courses are offered 100% online. A **certificate** is mailed to you when you finish.

C Professional Communication

Language courses in most European languages at all levels, from beginner to advanced. Most of the coursework can be done online and you only need to attend classes once a fortnight on any evening. Ideal for busy professionals.

D Access to Education

We have courses in economics, business administration and management, leading to a degree. The course programme is extremely flexible, ideal for working students, and uses a combination of online study and face-to-face **tutorials**. You may attend at a time that is convenient for you.

E The Writing Centre

The Centre offers creative writing courses and **workshops** for people who are interested in a career as a writer. Lessons are two or three times a week. You must choose between writing a short story or a novel.

F The Music Academy

We've just introduced part-time courses in Jazz singing and /or playing the guitar specially for adults! All lessons take place in the evening. Courses for both beginners and more advanced students available!

4



Paul doesn't work; he looks after the children while his wife goes to work. He would like to do something for himself, learn something new or take up a new hobby, but he needs to stay at home.

5



Rhona is a school teacher. She teaches mathematics, but has always been interested in art and culture. She takes a great interest in the philosophy and civilisation of the East. She may go to Vietnam next year.

6



Philip finds his life boring. He works nine to five, but has no other interests and would like to find something to do in the evening, maybe **enroll** on a course to learn something new, but nothing too demanding.

Words in context

D Match the words in bold in the text and the course information with their meanings.

- 1 lessons with a student or a small group of students to discuss a subject
- 2 a document to say you have completed a course successfully
- 3 the qualification you get after completing your studies at university
- 4 local shops or offices of a larger organization
- 5 put your name down to do a course
- 6 meetings in which people learn by discussing or taking part in activities

Quick chat

Who do you think will enjoy their course most? Which of these courses would you like to do?

Vocabulary

Types of school

A Match the types of school with their descriptions.

- 1 Children usually go there when they are five years old.
- 2 This is the first stage of compulsory education.
- 3 This is the second stage of compulsory education.
- 4 You don't have to pay to go to this kind of school.
- 5 This is a school where pupils not only study, but also live during term time.
- 6 This is not a school at all in fact; it refers to children attending classes at home rather than in a school.
- 7 This is an institution of higher education and research.



- | | |
|--------------------|-------------------|
| a university | e home school |
| b primary school | f state school |
| c secondary school | g boarding school |
| d nursery | |



Exams

B Choose the correct answer.

I'm ¹ **sitting for / having** my final history exam at university tomorrow and I'm very anxious. I've studied really hard, but I'm still not sure I will ² **succeed / pass** it. My friends say I'm very good ³ **at / in** history and shouldn't worry. But they don't understand. I don't just want to ⁴ **fail / pass**, I want to get top marks. I would prefer to ⁵ **take / have** the exam again. If I get an A, then I'll get a very good ⁶ **degree / certificate**. And after I ⁷ **graduate / leave**, I will do a Master's.

Collocations with *have* and *take*

C Read these sentences paying attention to the use of *have* and *take*.

- 1 ... she **has** very little **spare time** ...
- 2 He never **had the chance to** go to university.
- 3 Alice **has a lot of time on her hands**.
- 4 She **takes** a great **interest** in the philosophy and civilisation of the East.
- 5 **Take courses** in more than just languages!
- 6 All lessons **take place** in the evening.

D Fill in the gaps in the following sentences with the correct form of *have* or *take*.

- 1 Did you both ... a good time at the party?
- 2 Do your parents ... an interest in your school work?
- 3 He just refuses to ... risks.
- 4 I did all the work and she ... all the credit for it! It's not fair!
- 5 I didn't ... the chance to read the note you sent me.
- 6 The teacher ... nothing against you, she just wants you to study more.
- 7 Your teachers will help, but you have to ... responsibility for your own learning.

Easily confused words

learn and *study*

When you **learn**, you gain knowledge or skills through experience or as a result of practising, reading, or being taught.

When you **study**, you make an effort to learn a particular subject, by going to classes or reading and doing a research.

You **study** in order to **learn**.

E Choose the correct word.

- 1 I'm **learning / studying** to play the guitar.
- 2 He **studies / learns** geography at university.
- 3 If you want to **learn / study** English, you must **study / learn** hard.
- 4 I need to **study / learn** very hard to pass my exams.
- 5 He is **studying / learning** to be a lawyer.
- 6 I wanted to **study / learn** languages in the second form.



Modals

Look at these sentences from the text. Match the verbs in bold with their meanings to complete the grammar box.

- a ... she has very little spare time and thinks it **could** be difficult ...
- b He **might** try a part-time degree course if it's not too demanding.
- c You **can** learn about the culture and the history ...
- d You **don't have to** attend classes.
- e She **may** go to Vietnam next year.
- f You **must** choose between writing a short story ...

verb	meaning
1 ...	ability
2 ...	obligation
3 ..., 4 ..., 5 ...	possibility
6 ...	no obligation

Grammar database → pp180, 181

A Choose the correct verb.

- 1 He **can't** / **mustn't** take evening classes because he works in the evening.
- 2 Science **might** / **must** be difficult because my brother takes hours to do his homework.
- 3 You can study the next chapter if you want to, but you **mustn't** / **don't have to** do it.
- 4 I think you **should** / **have to** take it easy and stop worrying so much about your marks.
- 5 It says you **have to** / **ought to** be over 18 to take this course.
- 6 I am not sure which one is the right answer. It **could** / **should** be any of them.

B Correct the mistakes in these sentences.


- 1 This sentence **mustn't** be right. I'm sure there's another way of saying it.
- 2 You **don't have to** be late or you'll miss the first period.
- 3 You **mustn't** do it now, it can wait until later.
- 4 I can read when I was five.
- 5 He **could** be at home because I saw him go in five minutes ago.
- 6 I think you can study harder if you want to pass.

C Complete the second sentence so that it means the same as the first. Use the word given.

- 1 It's a good idea to do your homework as soon as you come home. (should)
I think ... your homework as soon as you come home.
- 2 I'm sure this is right, because all the other answers are wrong. (must)
This ... because all the other answers are wrong.
- 3 It's possible that I am wrong. (could)
I ... wrong.
- 4 He advised me to study harder. (should)
He told me that I ... harder.
- 5 It isn't necessary to do all the exercises now. (don't)
You ... do all the exercises now.
- 6 You must answer all the questions. (leave)
You ... any questions unanswered.
- 7 Is Mr Green your uncle? I'm sure you're joking. (can)
Mr Green ... uncle.


Listening

A Do all children in your country have to go to school? For how many years?

B  17 Copy and fill in the questionnaire about the educational system in your country. Then listen to a woman talking about the educational system in her country and complete the questionnaire.

Educational systems

		my country	Singapore
1	At what age do children begin primary school?		
2	How often do children have to take exams?		
3	Are there any national exams?		

C  17 Listen again and fill in the missing information.

Education in Singapore

Pre-nursery school

Starts at age 3 or 4

Kindergarten

Starts at age ¹... and lasts for two years

Primary school

Starts at age 7

Lasts for six years

² ... and compulsory: all children must attend

All lessons are done in ³...

Primary school-leaving exams at the end

Secondary School

Lasts for ⁴... years

GCE O-level exam tests students in ⁵... secondary school subjects

After secondary school

Junior college, polytechnic or ⁶... centre

Successful students can then go to university

Conditions

Very competitive environment

Many students go to private tuition centres in the evening.

Assessment books contain hundreds of additional ⁷...

Words you heard

Word patterns

D Complete the sentences with the words from the box.

with > to > for x 2 > on

- 1 You can go to university or a polytechnic, depending ... how well you do in the school-leaving exam.
- 2 You need to study really hard to prepare ... the university entrance exam.
- 3 He was admitted ... university at the age of 16!
- 4 I'm studying ... a degree in English literature.
- 5 Sometimes I find it difficult to cope ... all the work I have to do for school.

Give a 2-minute talk on **education**.

Remember to say:

- whether education is important and why / why not
- how the system of education in your country compares with education worldwide
- whether there are national exams in your country and what these are, if any
- whether you are a good learner and why / why not

Unified State Exam Speaking → p197, 198

Indefinite pronouns

Read these sentences from the listening text. Use the pronouns in bold to complete the rules below.

- a **Something** that can be difficult for many children is that all lessons are done in English.
 - b **Anyone** who fails must repeat the last year of primary school and then take the exam again.
 - c For a lot of students, **everything** depends on this exam, so they prepare for it for years.
- 1 When we're not being specific we use ...
 - 2 When we mean 'all' we use ...
 - 3 When we're being specific we use ...

Now check the Grammar database and copy and complete the grammar box with indefinite pronouns.

	person	thing
specific	someone	
non-specific		anything
general	everyone	
negatives		

Grammar database → p181

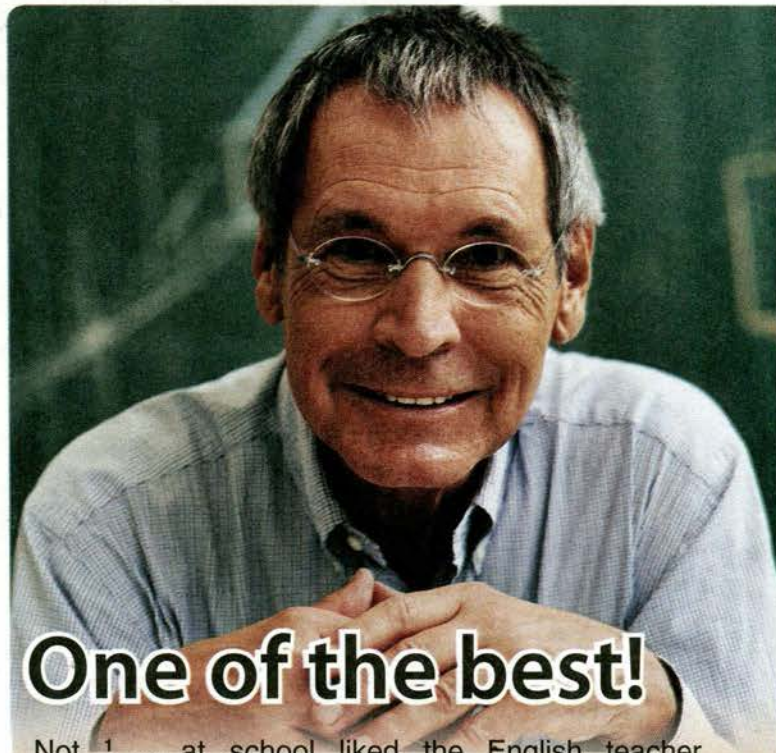
A Choose the correct answer.

- 1 Can you give me my glasses? I can't see **anything** / **everything**.
- 2 Believe it or not, **everyone** / **anyone** at the school party was my friend.
- 3 Your teacher will explain **everything** / **anything**, but it might take some time.
- 4 Hello? Is **anyone** / **everyone** there?
- 5 **Someone** / **Anyone** told me you missed school today.
- 6 Did **everyone** / **anyone** understand, or should I explain again?
- 7 I'm sure we had **anything** / **something** else as well as the essay for homework, aren't you?

B Correct the wrong sentences.

- 1 I can't go – I don't know someone there!
- 2 Don't worry, I'm sure you'll meet anyone you know.
- 3 I was so tired that I didn't do something all day.
- 4 The final exam covers everything that we've studied during the year.
- 5 There isn't nothing you can do about it now. You'll just have to do your best!
- 6 Nobody in the class can't remember how to spell that word! It's really difficult.
- 7 Has anybody seen my history file? Someone must have picked it up by mistake.
- 8 Doesn't no one know the answer?

C Fill in the gaps with indefinite pronouns.




One of the best!

Not ¹ ... at school liked the English teacher we had in our last year! That was because he was very strict and he didn't let us do ² ... that he didn't agree with during the lesson. He didn't have much of a sense of humour either, which ³ ... liked. ⁴ ... enjoys a joke sometimes after all! However, despite this, I think he was one of the best teachers I've ever had. He was able to explain ⁵ ... at all that ⁶ ... wanted to ask him and he seemed to know ⁷ ... there was to know about the English language and English literature. He was also very fair: if ⁸ ... in the class wasn't trying, they had a hard time, but ⁹ ... was his favourite. He treated ¹⁰ ... in the same way.

Practise your English

A What do you most / least enjoy about going to school?

B  Read the text and choose the correct answer.

Learning at home

In many countries, it is compulsory for children to go to school for a number of years. In some countries, however, children do not necessarily ¹ ... go to school; they ² ... be taught at home, rather than go to a ³ ... or private school. This is known as home schooling. The parents themselves usually teach their children, but professional ⁴ ... may also be hired to help.

The reason why some parents prefer home schooling is that they are not satisfied with the schools in their area. They think they can provide a better ⁵ ... at home, where their children can ⁶ ... in a safer environment.

Others, though, criticize home schooling and say that children ⁷ ... be allowed to socialize with other children, make friends and learn



how to live in society. Home schooling, they say, isolates children, who concentrate on their studies, but ⁸ ... not learn much else.

They say that school is about much ⁹ ... than studying a lot of different subjects. School is a small society of its own and it is at school that children ¹⁰ ... the chance to learn discipline and control as well as how to take ¹¹ ... and how to ¹² ... on with other people.

- | | | | | |
|----|------------------|-----------------|--------------|-------------|
| 1 | A must | B have to | C should | D can |
| 2 | A can | B must | C have to | D might |
| 3 | A primary | B state | C secondary | D good |
| 4 | A professors | B tutors | C assistants | D students |
| 5 | A school | B education | C lesson | D subject |
| 6 | A read | B work | C study | D play |
| 7 | A may | B can | C might | D should |
| 8 | A may | B don't have to | C should | D shouldn't |
| 9 | A most | B better | C more | D best |
| 10 | A take | B have | C make | D give |
| 11 | A responsibility | B interest | C chance | D time |
| 12 | A go | B take | C get | D have |

Unified State Exam Grammar and vocabulary A22-A28 → p196

C Complete the sentences with suitable words.

- My grandmother never had the ... to go to university, although she always wanted to study.
- Does ... know what time the class starts?
- Now that she's retired she has a lot of time on her ..., so she's started learning Chinese.
- Her lessons take ... at a language school, from eight to ten every morning.
- I'm sure there's ... I've forgotten. Did we have ... else to do for homework or is this ... ?
- Languages have always been my favourite ... at school.
- Right now, Tom's busy preparing ... his first exam.
- Tania's not having any trouble coping ... all her work.
- I intend to go to ... when I finish school.

Quick chat

Would you like to do your lessons at home instead of going to school? Explain why or why not.

Speaking

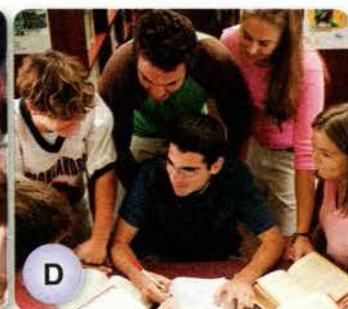
7



A In pairs, find the main similarities and differences between the two photos. Then say which way of learning you think is better.

B **18** Now listen to a student talking about the two photos. Which similarities and differences does she mention?

C Look at these photos. Then copy and complete the table using the ideas below. There is one extra idea.



high-tech equipment

a bit impersonal

blackboard

boring furniture

colourful, cheerful, motivating

lecture hall/
science lab

desks in rows

digital projector

interactive whiteboard

modern classroom

modern

nothing to motivate students

students sit around tables

students can't
interact

traditional classroom

working together on
something interesting

picture	type of room	furnishings / equipment	opinion
A	<i>traditional classroom</i>	<i>blackboard</i>	<i>students can't interact</i>
B			
C			
D			

D In pairs, compare the photos. You should speak for about a minute each. Use the ideas from exercise C and phrases from the Language chunks box.

- Student A:** Compare the different classrooms in photos A and B and say which one you would prefer.
- Student B:** Compare the different classrooms in photos C and D and say which one you would prefer.

Language chunks

Both photos show ...
 In the first / second photo, there is / are ...
 He / She / It / They is / are ...
 He / She / It / They seem / might be ...
 I think the ... in the ... photo is ... because ...
 I'd prefer the ... in the ... photo because ...

Writing: an essay

A Your class is involved in a debate on educational issues. Your teacher has asked you to give your views on this statement.

Everyone should take a school-leaving exam at the end of secondary school.

Think about:

- why a school-leaving exam may be necessary
- why a school-leaving exam is not a good idea
- your own opinions / reactions

B Read the essay below. Are any of the ideas you discussed mentioned?

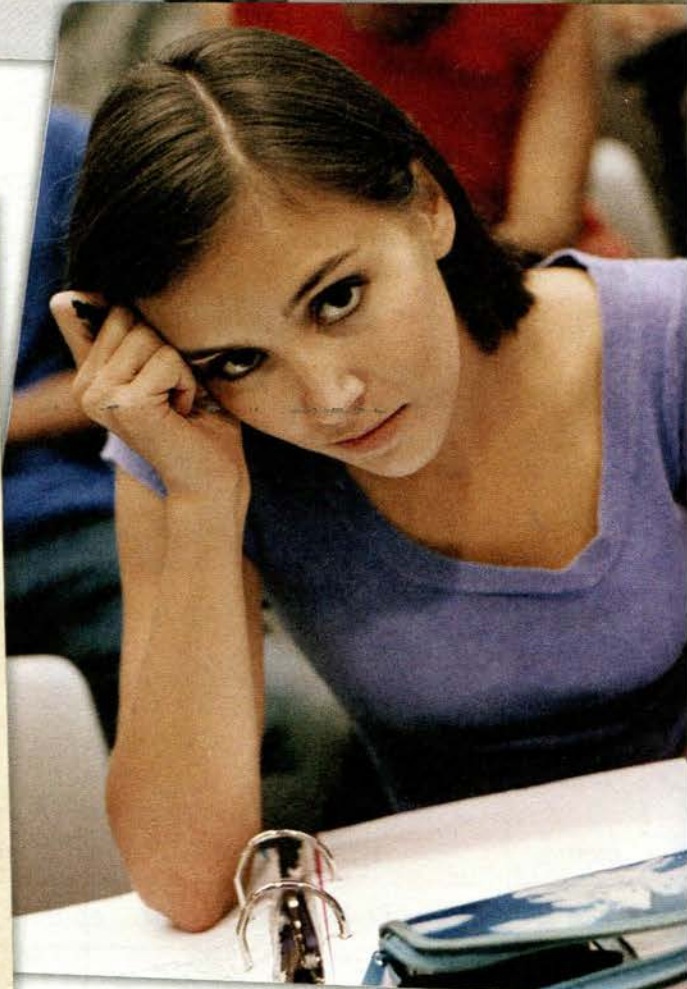
In most countries, students have to take an exam at the end of secondary school. The students who pass get a school-leaving certificate. **Although** school-leaving exams are generally regarded as a necessary thing, there is still a lot of discussion about the issue.

In my opinion, exams like these are necessary, **as** they are a way of checking if students have learnt what they should learn. **In addition**, they are a fair way of deciding if students should get a certificate which they can use as a qualification.

On the other hand, although they are usually very good, some students fail their school-leaving exams. **This is because** they may be too anxious. **As a result**, the exams may not be as fair as people think.

Though I also suffer from anxiety and exam-related stress, I would rather go for school-leaving exams as the only possibility to make the right decision about students' learning abilities. Anyway, the ability to cope with stress is another measure of overall success.

In summary, school-leaving exams are the best way to decide if a student is successful. I see the teachers' task here to create a comfortable atmosphere during the exam in order to relieve students' stress and help them do their best.



Skills development

Paragraphing and organization

C Read the essay again. How many paragraphs are there? In which paragraph has the writer put these ideas?

- their personal opinion
- points for the exams
- points against the exams
- a general statement about school-leaving exams
- reasons why they are against the exams

- D** Now read this essay on the topic *Students should pass an entrance exam in order to go to university*. Is it a good essay? Why / Why not?

Everyone should have the chance to go to university if they want. There shouldn't be a university entrance exam. University entrance exams are not fair. Only those who are lucky pass. And people are too young when they take these exams. The exams shouldn't decide their future. The system should be fairer and everyone who wants to go to university should go. It shouldn't matter how well they have done at school. And it shouldn't all depend on an exam. Exams are difficult and useless. They can only tell you if a student knew the answer to the exam questions. They cannot tell you how much they know in general. And they cannot tell you if a student is able to go to university. So I disagree. There should not be a university entrance exam.

- E** Read the essay again and answer these questions.


- 1 Does it look at both sides of the question? Does it give reasons for and against university entrance exams?
- 2 Is it organized into paragraphs?
- 3 Does it use connectors?

Connecting and supporting your ideas

- F** Copy and complete the table with the connectors in bold from the first essay.

Reason and result	Consequently ... So that
Contrast	However, ... Despite (this / the fact that)
Addition	Moreover, ... Besides, ... as well ...

Planning and writing

- G**  Comment on the following statement.

Many young people go to university after leaving school. However, a number of school-leavers feel that university is not for them and choose not to go.

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Unified State Exam Writing C2 → pp196, 197

Quick check!

Be sure to ...

- follow this plan:
 - state the problem (paragraph 1)
 - express your personal opinion and give 2–3 reasons for your opinion (paragraph 2)
 - express an opposing opinion and give 1–2 reasons for this opposing opinion (paragraph 3)
 - explain why you don't agree with the opposing opinion (paragraph 4)
 - make a conclusion restating your position (paragraph 5)
- use connectors
- use formal language
- write 200–250 words

Language chunks

The problem / issue of ... is / appears ...
It is a controversial / disputable question ...
One major advantage / disadvantage / drawback is ...
The downside of ... is ...
I personally believe / In my opinion, ...
In conclusion / summary, ...
All in all, ...

Writing database → p168

Skills aims

- ◆ Listening to a long extract for gist and specific information
- ◆ Describing and comparing pictures; expressing opinions and impressions
- ◆ Reading short texts for gist and detail
- ◆ Writing an informal letter to practise ways to give advice and finding ideas

Dive in!

What sorts of problems might teenagers have? Think about:

- school
- family and home
- friends



A How important are good relationships to you? Do this quiz and find out.

Which of these statements are true for you?

- 1 I have a positive self-image.
a True b False
- 2 Being trendy is not important to me.
a True b False
- 3 I hardly ever argue with my parents or my teachers.
a True b False
- 4 I have more than one close friend.
a True b False
- 5 I am a reliable person and can be trusted.
a True b False
- 6 I never tell lies.
a True b False
- 7 I usually get on well with people when I first meet them.
a True b False
- 8 Being popular at school is not important to me.
a True b False
- 9 I have never behaved differently to get someone to like me or accept me.
a True b False
- 10 I never / hardly ever feel lonely.
a True b False

Check your results on page 164!

Reading

B Read these extracts from an article quickly and match the teenagers with their parents.

C Read extract A again and choose the best options for questions 1 and 2.

- 1 Why did Christine not want to go to school?
 - A She was getting bad grades.
 - B Another student was causing her problems.
 - C She was often ill.
 - D She was embarrassed.
- 2 What do we find out about the bully?
 - A Christine tried to avoid her.
 - B Christine thought she was honest.
 - C Christine tried to make friends with her.
 - D Christine is now friends with her.

D Read extract B again and choose the best options to complete these sentences.

- 1 Peter says that in his first school,
 - A he wasn't allowed to wear a uniform.
 - B he was made to wear a uniform.
 - C the trousers of his uniform were too tight.
 - D they let him wear what he liked.
- 2 Peter says
 - A his parents made him see a life coach.
 - B the school made him see a life coach.
 - C he wanted to see a life coach.
 - D it was his friend's idea to see a life coach.
- 3 Peter says
 - A he feels better about himself now.
 - B he isn't happy about himself yet.
 - C his new school allows him to be himself.
 - D he likes the uniform at his new school.

Unified State Exam Reading A15–A21 → p195

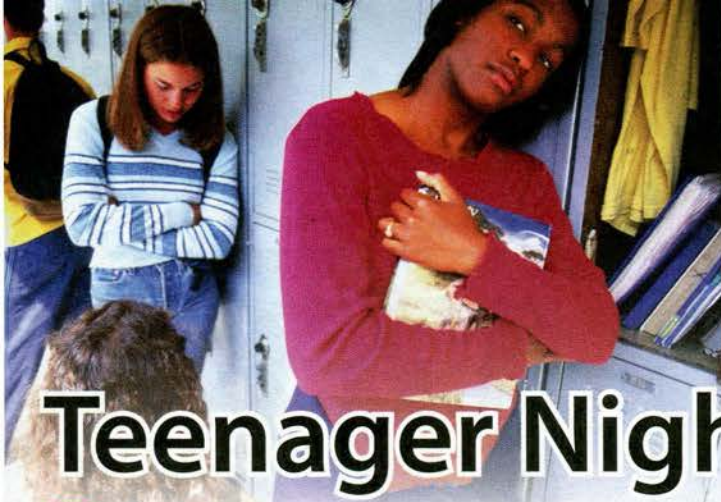
E Which of the following is the best description of the article these extracts appeared in?

A What parents can do to be more supportive of their children.

C A life coach can help teenagers through very difficult times.

B The problems teenagers have with their parents.

D Bullies and what you can do about them.



Teenager Nightmares

Teenagers

A

I had a problem with a bully at school and I wasn't doing well in class. I would come home upset and not want to go out with the other kids or do anything with my family. Sometimes I even pretended to be ill so that I could skip school – that's how much I hated going. My parents were worried about me, but I couldn't tell them the truth because I was ashamed. My teacher suggested meeting with a life coach, Miranda, and I did. Miranda helped me to think about my life and to decide what I wanted out of it. It was a great help. I realized, for example, that I was trying to make friends with all the wrong people – even the girl who was bullying me at school! Miranda helped me to see that I really wanted friends who were kind and honest, so now I spend my time with friends like that. I am much happier, and it's all thanks to Miranda.

B

I was going through a difficult time, and I was miserable everywhere and with everyone. I started to dress differently as a way to show how angry I was. I dyed my hair red and black, and wore earrings and a nose ring to school. I even made the trousers of my school uniform tighter. That's what did it for the headteacher. She had warned me about my hair and earrings, but when she saw what I had done to my uniform, she kicked me out of school. The life coach my parents got me to see really helped me. Patricia helped me understand that the main reason for my behaviour was that I wasn't happy about myself. I now realize how I can be who I am without pushing people away, which is what I was doing. I'm much happier and more confident about being myself now, and I really love my new school too.

Parents

C

We stood by Peter, but we didn't know how to help him. Perhaps we should have done more from the beginning, but we just thought, 'It's a phase, it will pass.' We only realized how serious the situation had become when he was asked to leave the school because of his appearance! The life coach we took him to see helped him a lot. She made him see that he can be who he is and express himself without going to extremes. He now has more friends and is much happier than he was a year ago.

D

We didn't know what Christine was going through because she would never talk to us. We were so pleased when the headteacher at school recommended she see a life coach. It helped Christine see what she wanted in life, and how to deal with her fears and insecurities. She really opened up. We now spend more time doing things together as a family, and Christine now has some close friends that she enjoys spending time with.

Words in context

F Find these words and phrases in the article and match them to their meanings.

- | | |
|------------------|--|
| 1 bully | a embarrassed |
| 2 pretended | b spoke or acted in an untrue way |
| 3 skip (school) | c someone who can help you to make decisions |
| 4 ashamed | d not go |
| 5 life coach | e someone who forces others to do things |
| 6 miserable | f a temporary period of time |
| 7 dyed (my hair) | g changed the colour |
| 8 phase | h very unhappy |

Quick chat

Do you think the problems in the articles are typical ones for teenagers? Why / Why not?

Vocabulary

Relationships

A Read the text and then complete the gaps in the sentences with the phrases in bold in the correct form.

A rocky relationship

Not all romances end well. Take the story of my cousin, Elizabeth. She started **going out with** Tony when they were still in high school. They met at the local mall where they used to go to **hang out with** their friends after school. The relationship had a lot of highs and lots of lows. They went from being madly in love to **breaking up** at least four times. But they always **made up** in the end. They did finally decide to **get married**, against my aunt and uncle's advice. As expected, their marriage had similar highs and lows, till finally they had to **get divorced**. It didn't surprise anyone!

- 1 Most people ... and start a family when they fall in love.
- 2 If your relationship with your boyfriend or girlfriend ends, you ... with them.
- 3 If your marriage ends, you ...
- 4 If you have an argument with a friend, you may later apologize and ... with them.
- 5 I'm ... someone is another way of saying I have a boyfriend or girlfriend.
- 6 If you ... your friends somewhere, it means you spend time together with them in that place.

Describing people

B Match the pictures with the adjectives in the box.

casual / informal ▶ formal ▶ smart
trendy / fashionable ▶ unfashionable



C Complete the gaps with the words from exercise B.

- 1 I try to keep up with the latest fashions, which is why I would consider myself quite ...
- 2 I work in a bank and I have to look ... in my job. I usually wear a suit and sometimes a tie.
- 3 I don't like going to weddings because I don't feel comfortable in ... clothes. I prefer to dress in a(n) ... way in jeans and a T-shirt.
- 4 I've never had good fashion sense. I suppose my friends think I'm ...

Personality

D Make the adjectives negative. Use *dis-* or *un-*.

- | | |
|------------|--------------|
| 1 kind | 4 respectful |
| 2 honest | 5 reliable |
| 3 friendly | 6 sociable |

Easily confused words

E Choose the correct word or phrase.

- 1 What was Sally **wearing** / **putting on** at the party?
- 2 I think I'll go and **wear** / **put on** a warm sweater.
- 3 Don't buy shoes without **trying** / **putting** them on first.
- 4 It's hot. Why don't you **take off** / **get off** your jacket?
- 5 Get **dressed** / **dressed up!** It's time to go.
- 6 Don't **dress up** / **dress** for the party. It's casual.

Give a 2-minute talk on **appearance and personality**.

Remember to say:

- whether appearance is important to you and why / why not
- which personal qualities you consider important
- how you would describe yourself
- who your best friend is and why you like him / her

Unified State Exam Speaking → pp197, 198

A Use the correct form of the verbs in brackets to complete the diary extract.

12th April

Dear Diary,

This morning I finished ¹ ... (work) on my history assignment and handed it in. I'm not really happy with it, though. After school, Pam called and suggested ² ... (see) a film. We agreed ³ ... (meet) at the cinema, but as usual she was late and we missed the start of the film. It was boring anyway – I've already forgotten the name of it! We decided ⁴ ... (grab) a shake at Mike's after the film. John was there, but I pretended not ⁵ ... (see) him. I've decided ⁶ ... (get) over him and move on. Dad promised ⁷ ... (help) me do my science project. Yes! I only hope he'll let me ⁸ ... (do) some things I like.

I'll write more tomorrow.

Good night!

-ing form or infinitive

Match the extracts from the article on page 97 with the verb patterns below.

- a ... I even pretended to be ill so that I could skip school ...
- b ... Christine now has some close friends that she enjoys spending time with.
- c She made him see that he can be ...

- 1 verb + -ing
- 2 verb + full infinitive (to)
- 3 verb + bare infinitive (without to)

Grammar database → pp181, 182

Verbs with both -ing form and infinitive

Some verbs can be followed by both an -ing form or the infinitive.

Verbs like *stop, forget, remember, regret, like, try* are followed by an -ing form or the infinitive with a difference in meaning.

Verbs like *begin, start, love, hate* are followed by an -ing form or the infinitive with little or no difference in meaning.

Grammar database → p182

B Choose the best answer.

- 1 I'm thirsty. Let's stop ... something to drink.
a to pick up b picking up c both
- 2 I saw him ... a tattoo!
a getting b to get c both
- 3 Do you remember ... your hair last year?
a to dye b dyeing c both
- 4 Oh, no! I forgot ... Jane.
a to call b calling c both
- 5 I began ... at a very young age.
a to sing b singing c both
- 6 I can't stand ... to pop music!
a to listen b listening c both

C Correct the wrong sentences.

- 1 Do you still want go to the cinema tonight?
- 2 I suggest seeing the new James Bond film.
- 3 I saw him eating the whole cake on his own!
- 4 I enjoy to spend time with my cousins.
- 5 Please remember picking up some coffee on the way home.
- 6 Edith's parents won't let her to go out with her friends.
- 7 The doctor told my dad to stop to smoke so many cigarettes.

Listening



A Work in pairs. Do you agree or disagree with the following statements? Why?

- 1 If you tell a lie and someone discovers it, you should never deny it.
- 2 Giving away a secret is the worst thing someone could do to a friend.
- 3 You should always admit when you're wrong.
- 4 If you regret a past mistake, do something about it.

B 19 You will hear part of a radio programme called *Ask the expert!* What type of programme do you think it is? Listen to the first part and check.

C 20 You will hear three emails read out on the show. Match each email with the correct statement. There is one extra statement.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Patricia's email 2 Annabel's email 3 Mario's email | <ol style="list-style-type: none"> A The speaker's friend has given away a secret. B The speaker wants to stop someone from lying. C The speaker regrets something done to a loved one. D The speaker blames their friend for telling lies. |
|--|---|

Unified State Exam Listening B1 → p193

D 21 Now listen to the first problem again and Amy's answer. Decide if these sentences are true or false.

- 1 Patricia didn't think that reading her sister's diary was wrong.
- 2 When her sister spoke to her about it, Patricia denied reading her diary.
- 3 Amy says Patricia's sister will not stay angry for long.
- 4 Amy says Patricia should speak to her sister at once.

Words you heard

tell and say

E Read these sentences and the definitions.

- 1 She swears she didn't **tell** him.
- 2 He **says** he hasn't done anything wrong.

tell somebody something – give information to someone

say something to somebody – express something using words

F Now make collocations with **tell** and **say**.

- 1 ... a lie
- 2 ... hello / goodbye
- 3 ... a story
- 4 ... a secret
- 5 ... sorry
- 6 ... the truth
- 7 ... a joke
- 8 ... yes / no

G Choose the correct word.

- 1 He **told** / **said** the funniest joke!
- 2 She didn't **tell** / **say** goodbye when she left.
- 3 People who **tell** / **say** lies aren't trustworthy.
- 4 A good friend knows when to **tell** / **say** sorry.
- 5 Debbie **told** / **said** everyone her secret.

Quick chat

Do you agree with Amy's advice? Why / Why not?

Past modals

These sentences appeared in the listening texts. Read them and match them with their meanings.

- | | |
|--|---|
| <p>a ... because I did something I shouldn't have done.</p> <p>b You should have trusted your instincts.</p> <p>c ... I know it must have been she who told him.</p> <p>d ... it can't have been anyone else because she ... knew about it.</p> <p>e ... by making it seem that I might have done it!</p> | <p>1 We're almost sure it did happen.</p> <p>2 It possibly happened.</p> <p>3 It was wrong not to do something.</p> <p>4 It was wrong to do something.</p> <p>5 We're almost sure it didn't happen.</p> |
|--|---|

Grammar database → p183

A Complete the gaps with the modal verbs from the box.

should ▶ shouldn't ▶ can't ▶ must
could / might / may

- 1 I'm not sure, but I think Jill ... have been right about John.
- 2 I ... have gone. I had a terrible time.
- 3 It ... have been his wife who called the police. It ... have been anyone else.
- 4 You ... have come last night. We had a fabulous time!
- 5 You ... have told me you weren't coming. I waited for two hours!

B Choose the correct form.

- 1 Barbara **might be** / **might have been** asleep when you called her.
- 2 Jane **must** / **must to** have been with Peter because Tom says he saw them together.
- 3 Jane can't have **been** / **be** with Tom because they broke up last week!
- 4 I shouldn't have **tell** / **told** everyone what Tania told me.
- 5 When I was at school, I **couldn't have swum** / **couldn't swim**, but now I can.
- 6 You must **be** / **have been** mad if you think George has changed!

C Complete the second sentence so that it means the same as the first.

- 1 I'm sure George told everyone my secret. (must)
George ... everyone my secret.
- 2 It is very unlikely that it was George, because he hasn't been at school all week. (have)
It ... George because he hasn't been at school all week.
- 3 Are you saying there is a possibility that it was someone else? (might)
Do you think it ... someone else?
- 4 I'm almost sure it was someone else. (have)
It ... someone else.
- 5 I wish I hadn't told anyone my secret. (should)
I ... told anyone my secret.
- 6 It wasn't as bad as you thought. (might)
It ... been worse.


D Work in pairs. Complete these sentence beginnings.

He must have left in a hurry
because he left his bag and coat behind.

- 1 She shouldn't have told her mum
- 2 She can't have told him
- 3 They might have got married



Practise your English

- A** Where would you normally find graffiti?
B Who is Pete Johnson? Read this article quickly to find out.
C  Read and complete the text using the correct form of the words in capitals.

Express yourself!

Graffiti used to be considered wrong. We ¹... to do it because it damaged buildings and other public places. But now some people are so good at it that they have become known as graffiti artists. Pete Johnson is one of ² ... artists.

'I began doing graffiti on walls and in streets only after I had already started working on paper. I've always enjoyed ³... and have always been good at it. Being a graffiti artist, though, is more than just drawing or painting. It's a way of life – the way I dress, the people I hang out with, the way I see the world. Graffiti art is all of that. Like ⁴ ... graffiti artists, I never expected to be asked to show my work. Some artist friends and I have taken part in what is known as legal graffiti – graffiti art in public places that isn't illegal. We've painted very large pictures on the walls of old buildings in the city – buildings that really should ⁵ ... down. People often tell us how beautiful an area or building has become because of our art. They want to see more of it in ⁶ ... city. Some graffiti artists, like the British artist Banksy, have had huge exhibitions in car parks and on the sides of buildings. Graffiti art ⁷ ... being a bad word. It has finally been recognized'.

NOT ALLOW

THIS

DRAW

MANY

PULL

THEY

STOP



Unified State Exam Grammar and vocabulary B4–B10 → p195

D Choose the word or phrase that best completes each sentence.

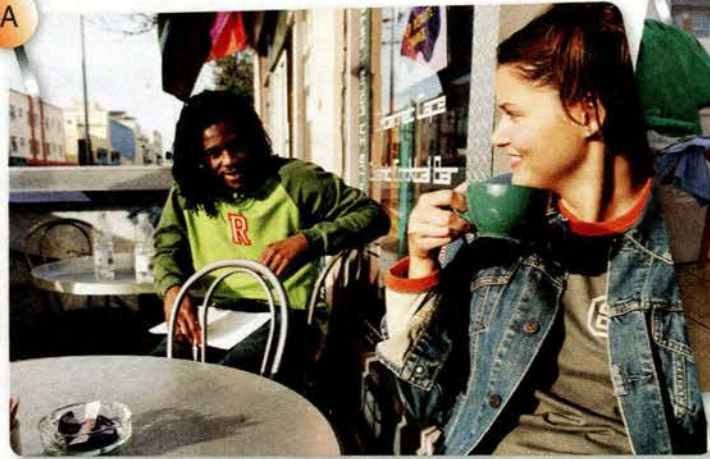
- Adrianna and Jason had a huge fight, but they've now
A made up **B** gone out **C** hung out **D** broken up
- Most people buy new clothes because they want to be ... not because they really need them.
A trendy **B** informal **C** formal **D** unfashionable
- You can't really trust anyone who has been
A honest **B** dishonest **C** reliable **D** insecure
- Heather is so She says she'll help, but she never does.
A insecure **B** unreliable **C** secure **D** reliable
- What are you going to ... to Kate's party?
A put on **B** wear **C** try on **D** dress
- A wedding is a formal occasion where people usually
A get dressed **B** dress **C** dress up **D** dress down
- Everybody hated Frank because he was the school
A student **B** cousin **C** uncle **D** bully
- Did you remember ... your classmates?
A to invite **B** invite **C** inviting **D** to inviting

Quick chat

Which of the following do you do to express yourself?

- go out with or call a friend
- draw or paint a picture
- listen to or play music
- something else (What?)

Speaking



A Look at the photos and answer the questions.

- 1 What are the people doing?
- 2 Do you and your friends do similar things?
- 3 Do you dress the way they do?

B **22** Listen to a girl talking about photo A. Choose the things she talks about. What tense does she use?

- a the people
- b what they're wearing
- c how they feel
- d where they are
- e what they're doing
- f her opinion of the photo

C **22** How does the speaker express her opinions and impressions? Listen again and match to make her comments.

- | | |
|--------------------|----------------------------------|
| 1 They might be | a school friends. |
| 2 It looks like | b at a café. |
| 3 They're probably | c they're enjoying themselves. |
| 4 They must be | d happy. |
| 5 They look | e talking about something funny. |

D Work in pairs.

- 1 **Student A:** Talk about photo B for about one minute. Use expressions from exercise C and the Language chunks box.
Student B: Listen to your partner and complete the checklist.
- 2 **Student B:** Talk about photo C for about one minute. Use expressions from exercise C and the Language chunks box.
Student A: Listen to your partner and complete the checklist.

Checklist

- Does your partner:
 - use expressions and modal verbs to express opinions and impressions?
 - use the present continuous tense when talking about what someone is doing in the picture?
 - talk about many aspects of the picture?

E In pairs, discuss these questions.

- 1 When was the last time you did something fun with your family or with your friends? What did you do?
- 2 When do you like to be alone?
- 3 What do you like to wear when you go out with your friends?

Speaking database → p165

Say it right! → WB p119

Language chunks

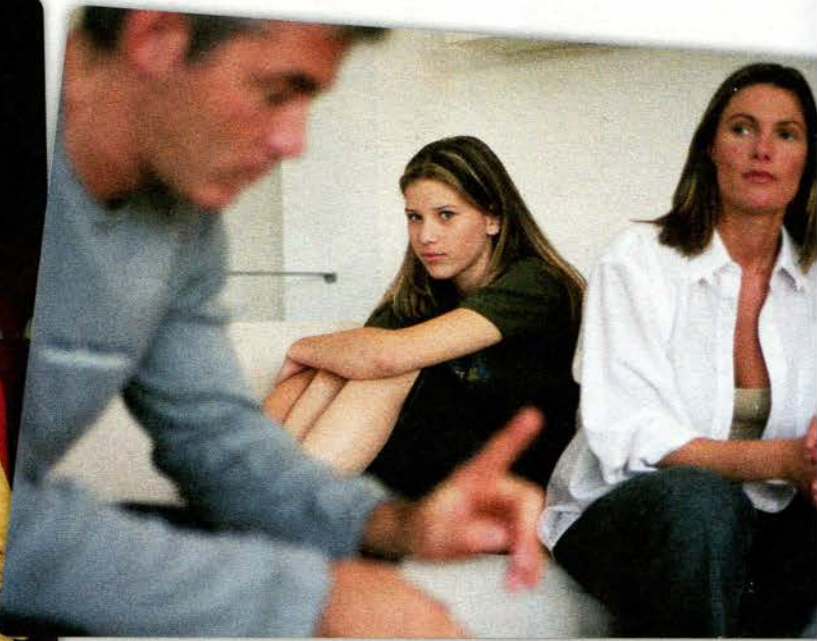
Describing pictures

- The picture shows ...
- I can see ...
- She / He is wearing ...

Expressing impressions

- They may / might / could / must have been ...
- They look / seem ...
- It looks like ...

Writing: an informal letter



A Do you ever give or ask for advice?
Why / Why not?

B Kathy has received a letter from her pen-
friend Connie who writes:

I'm having problems with my parents. All the girls my age at school go out on a Friday or Saturday night. They go to other friends' houses or to the cinema. My parents won't let me go anywhere. Why don't they trust me? They must have seen the other kids going out! What can I do to make them trust me?
As for my other news, I bought some great clothes last Sunday.

- What is her problem?
- What advice would you give Connie? Share your ideas with the class.

C Read Kathy's reply. Is her advice to Connie similar to yours?

London
May, 14th

Dear Connie,

Thank you for your letter. I was so happy to get it!

In your letter you write about your family problem and ask me for advice. Well, the reason your parents won't let you go out at night could be because they worry about you. This is understandable, after all, they love you.

But there are some things you can do to change their minds. Why don't you invite a few of your friends to your house one evening? When your parents meet them, they might let you go out with them on another night. You should also talk to your parents – together you can find a solution that you will all be happy with.

Anyway, if you buy new clothes, things aren't so bad! What have you bought this time? I bet it's something for your coming birthday party, isn't it? Could you send me the picture?

Best wishes,

Kathy

Skills development

Ways to give advice

- D** Look at Kathy's letter. Which of the expressions in the Language chunks box does she use to give advice?

Finding ideas

- E** You have received a letter from your English-speaking pen-friend Andy who writes:

I have a problem with my parents – they won't let me spend time on hobbies or do anything for fun, and they keep telling me to do my homework, even if I've already finished it. I'm really upset about all this. What can I do to change the way they treat me? What about you? Have you got any hobbies? How do your parents feel about them?

As for my other news, I've just finished reading a great book!

Read the ideas for advice. Which two ideas are not suitable? Add some advice of your own.


- 1 Parents want you to do well at school so that you'll be successful.
- 2 Don't study anymore; spend time on having fun instead.
- 3 A physical or fun activity will help relieve stress.
- 4 You'll be able to work better if you feel relaxed.
- 5 Get angry and say you'll run away from home.
- 6 Agree to finish your homework before doing something for fun.
- 7 Ask for a chance to show that you can do well at school and do things you enjoy.

F In pairs, describe your hobbies and your parents' attitude to them. Have you got a problem similar to Andy's?

G Now brainstorm ideas for questions to ask your friend about the book. Continue the list:

- 1 What kind of book is it?
- 2 What is it about?
- 3 ...

Planning and writing

H  Write a letter to Andy. In your letter

- answer his questions
- ask 3 questions about the book

Unified State Exam Writing C1 → p196

Quick check!

Be sure to ...

- follow this plan:
 - thank your pen-friend for writing (paragraph 1)
 - give advice / answer the questions (paragraph 2)
 - ask your three questions (paragraph 3)
 - sign off
- include relevant ideas
- use language for giving advice
- use informal language
- write 100–140 words

Language chunks

Giving advice

If I were you, I would ...
 Why don't you ... ?
 You should ...
 You could ...
 You really need to ...
 It's a good idea to ...
 The most important thing is ...

Writing database → p169

Multiple Intelligences

You're either clever or you're not. It's simple, isn't it? Some people are just more intelligent than others, aren't they? Well, it depends on what we mean by intelligence. You may think that intelligence is just another word for being clever, but according to the psychologist Howard Gardner things aren't so **straightforward**.

Gardner believed that the traditional measures of intelligence, such as IQ tests, are **flawed** because they measured only one kind of intelligence. He argued that there are many kinds of intelligence. Most of us, he said, are stronger in one kind of intelligence but weaker in others. Here are some of the intelligences Gardner described.

A Bodily-kinaesthetic Intelligence

People with this kind of intelligence are good at sport and dance, but also other physical activities such as acting or building things. This kind of intelligence involves muscle memory. While some people are good at **memorising** words or sounds, these people remember physical movements.

B Interpersonal Intelligence

This is all about understanding other people. If you have this kind of intelligence, you are sensitive to others' feelings and understanding their moods. You **co-operate** well with others, and you can persuade them to agree with you if necessary.

C Linguistic Intelligence

These people are clever with words, spoken and written. They remember words and stories well. They can also use words well to communicate. They are skilled at explaining things, telling stories and generally playing with words. If you have this kind of intelligence, you usually find learning foreign languages easy.

D Musical Intelligence

If you are musically intelligent, you are sensitive to pitch (how high or low a sound is) and to the quality of sound. You will also be aware of different rhythms and able to produce them. Those who are musically intelligent find it easy and enjoyable to play, sing and **compose**.

E Intrapersonal Intelligence

People who have strong intrapersonal intelligence know themselves well. They understand what they want, what they really need and what their

strengths and weaknesses are. They tend to spend a lot of time **mulling over** difficulties. They are good at dealing with philosophical ideas.

F Logical-mathematical Intelligence

This is what most people tend to think of as 'intelligence'. It includes the ability to do complicated **calculations** and to deal with numbers in general. However, those who have this kind of intelligence are also good at thinking logically and have a good understanding of cause and effect relationships.

G Visio-spatial Intelligence

People with this kind of intelligence have strong memories for **images**, colours and scenes. They are able to understand and create visual copies of real things, so they are usually artistic. They are good at reading maps or any skill that requires being able to notice visual details.

So we are all good at different things. Perhaps that's not such a surprising idea, but Gardner said much more than this. He argued that we learn everything better when we learn it using our strongest intelligence. Think of language learning, for example. Some people learn more quickly simply by hearing the language – perhaps by listening to pop songs. These people probably have a more developed musical intelligence. There are other people, though, who need to read the language and make written notes in order to remember words. These people prefer using their linguistic intelligence. So, what's the 'best' way to learn a language? The answer will be different for each of us.

What about you? What kind of intelligence do you have?

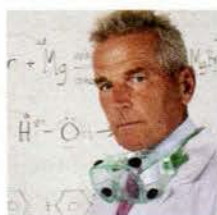


A Read the text about different types of intelligence. Then look at the photos below the text and decide what kind of intelligence or intelligences the people are using.

B Choose the best way to complete each sentence so that it summarises the information in the text.

- 1 The problem with intelligence tests is that they ...
 - a don't measure your 'whole' intelligence.
 - b are too difficult for most learners.
- 2 Gardner believed that ...
 - a there is more than one kind of intelligence.
 - b intelligence is impossible to measure.
- 3 Gardner believed that most people ...
 - a only have one kind of intelligence.
 - b have a preference for using one kind of intelligence.
- 4 The text suggests that each of us ...
 - a has our own way to learn something.
 - b learns some things better than others.

C What kind of intelligence do you need to do these jobs? Explain your answer.



D Match the words and phrases in bold in the text with the definitions below.

- 1 pictures
- 2 simple
- 3 storing in memory
- 4 sums
- 5 thinking about
- 6 full of problems
- 7 work with other people
- 8 write music

Project

A Conduct a survey of your friends, family or class to find out what kind of intelligence they have. Write a questionnaire that you can use to interview people. The questionnaire should find out what kind of activities people enjoy or dislike. Use ideas from the text to help you. For example:

- 1 I enjoy working in teams.
 - a This is never like me.
 - b This is usually like me.
 - c This is sometimes like me.
 - d This is always like me.

- 2 I know myself well.
 - a Totally agree
 - b Mostly agree
 - c Sort of agree
 - d Totally disagree

B Analyze your results for each person you interviewed. What is each person's strongest and weakest intelligence?

C Write a report about your findings. Organize your report like this:

- Introduction – what are multiple intelligences?
- How did you do your research?
- Results for each person
- Conclusions



Culture today ...

Remote schools

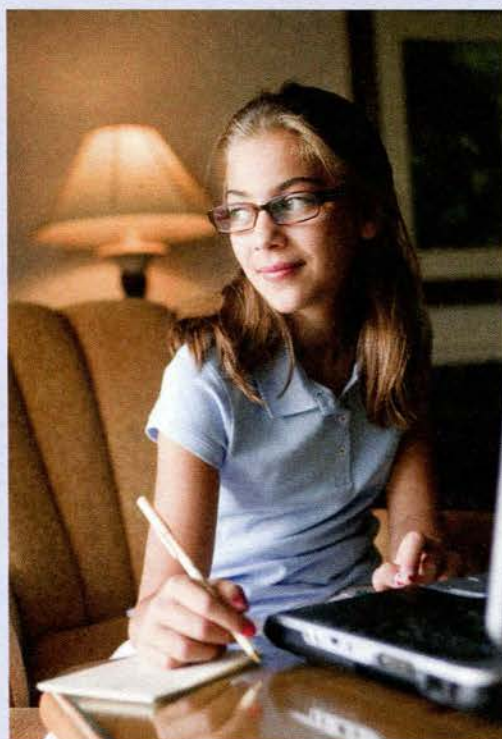
We all know that when you are young you go to school. In fact, many young people spend more time in school than they do anywhere else. Seven hours a day, five days a week are spent sitting at a desk listening to teachers and trying to learn things that might be useful later on in life – but then again, maybe not! But what happens if you live in a really remote place, somewhere far away from the nearest school? **A** ...

In this article we will look at three situations and the novel solutions that are being used to try and **ensure** that the kids who live in these places get the same education as anyone else.



A Scottish island

Imagine living on a small island with a total population of only thirty people, and just eight of those are children aged between six months and fourteen years old. **B** ... Well, this kind of situation is not **uncommon** on the small islands off the west coast of Scotland. For the children at primary level – up to the age of 11 – there is a small local school, usually with one teacher. But for the older children the only **option** is to go to one of the bigger islands or the mainland. The problem is that when the sea gets rough it's impossible to cross using the **ferry**. Another possibility is to fly, but even this can be a problem in bad weather. **C** ... Students can now watch the lessons live on the Internet or record them and watch them later.



An Indonesian answer

In some countries, even though the problems are the same the answers are not as easy, because of **lack** of money. For instance, in countries like Indonesia, with a population of over 238 million living on more than 6000 islands, using the Internet or taking the children to school would be too expensive. **D** ... and parents are worried about the safety of their children. The **solution** – unlike in countries like Scotland – is to take the school to the children.

E ... Each school has one teacher, but often other people volunteer to go and teach there. The results have been amazing and the government is spending as much money as it can on providing education for the young people of the country. It's good to see that everyone realizes just how important a good education is for a child's future.

A Read and complete the gaps (A–G) with the correct sentences or phrases (1–8). There is one extra sentence / phrase which you do not need to use.

- 1 Here children often have to walk more than ten miles to get to the local school,
- 2 The problem out here is that the nearest school can often be hundreds of miles away.
- 3 For some kids this is a reality.
- 4 What can be done?
- 5 Of course, nowadays the problem isn't as bad as it used to be, because of computers.
- 6 What kind of school would you go to?
- 7 They learn the same things as children who go to a regular school in a town or city,
- 8 Hundreds of small classrooms have been built in some of the remotest villages in the country.

B Choose the correct place for each of these sentences.

- 1 Money is being spent on building schools.
Scotland / Australia / Indonesia
- 2 Children have to travel to the schools.
Scotland / Australia / Indonesia
- 3 Even before the Internet, technology was used for education.
Scotland / Australia / Indonesia
- 4 This is only a solution for children who are older than eleven.
Scotland / Australia / Indonesia

5 Here the children live a long way from the nearest schools.

Scotland / Australia / Indonesia

6 Walking to school could be dangerous for the children.

Scotland / Australia / Indonesia

C Match the words in bold in the text with these definitions.

- 1 existing on computers or the Internet
- 2 the answer to a problem or a bad situation
- 3 a boat that makes short regular journeys between two or more places
- 4 unusual or rare
- 5 interrupt or prevent something from happening
- 6 make sure that something happens or is done
- 7 when you do not have enough of something
- 8 something that you can choose to do or use

D Your voice Work in pairs. Discuss these questions.

- 1 What are the differences and the similarities between the three countries in the article?
- 2 How are things changing and why?
- 3 Think of three advantages and three disadvantages of studying at home using the Internet.



The Australian outback

Out in the Australian outback there is little chance of wind and rain **disrupting** school life. **F** ... One option is to send the children to boarding school, where they stay while they are studying. But in Australia they have found another solution – using the radio. This is called School of the Air (SOA) and the children study at home using the radio to talk with their teacher and with other students. **G** ... but simply do it in their own home. Of course, in recent years the Internet has changed the way SOA works and the radio classes have started to be replaced by **virtual** classrooms.





Education

- 1 Fill in the gaps with suitable words.**
- In some countries, **s** ... school is also known as high school.
 - Some private schools in the UK are called **p** ... schools.
 - Most people in Britain **g** ... from university in their early 20s.
 - Arithmetic and geometry are studied in **m** ...
 - Children learn to read and write at **p** ... school.
 - When you complete your university studies you get a **d** ...
 - I only just **p** ... the physics test. I'll have to study harder next time.
 - Did you do **w** ... in the last maths test?

Collocations with *have* and *take*

- 2 Fill in the gaps with the correct form of *have* or *take*.**
- Now that I ... a lot of time on my hands, I'm thinking of taking up a new hobby.
 - I've decided to ... a course in cookery; I've always wanted to learn how to cook.
 - The lessons ... place every Tuesday and Thursday from 5 to 7 in the evening.
 - You should ... responsibility for your own actions.
 - She ... an interest in classical music from a very early age.

Prepositions

- 3 Choose the correct preposition.**
- I hear she's going **on** / **out** with her best friend's brother.
 - I only hang **in** / **out** with people my age.
 - He's depressed because he broke **off** / **up** with his girlfriend.
 - I had a fight with my best friend, but we made **up** / **to**.
 - I'm preparing **to** / **for** the exam.
 - He was admitted **to** / **in** university last year.



Describing people

- 4 Complete the gaps with the negative form of the words given in brackets.**
- I try to update my wardrobe every year. I don't want to look ... (fashionable).
 - She is a very ... (honest) person. She always lies.
 - Kate is so ... (respectful). She's rude to everyone.
 - I don't know why she was so ... (friendly).
 - Penny is an ... (sociable) person which is why she has very few friends.

Easily confused words

- 5 Choose the correct word.**
- I'm **learning** / **studying** a lot of new computer skills in this job.
 - She **learnt** / **studied** her lines by heart fairly fast.
 - You need to **learn** / **study** harder if you want to pass the exam.
 - Why don't you **wear** / **put on** your new dress to the party?
 - He didn't **say** / **tell** anything about it.
 - Pete **said** / **told** my secret – in fact, he gave it away to the whole school!
 - Say** / **Tell** hello to Lena for me.
 - They have **dressed** / **dressed up** as princes and princesses.
 - It took her ten minutes to shower and **dress** / **dress up**.

Modal verbs

6 Choose the correct modal verb.

- I know I ... come with you, but I want to come and help you.
a shouldn't b mustn't c don't have to
- I ... be wrong, but I think he really likes you.
a could b should c must
- You ... do exactly what your teacher says if you want to succeed.
a may b can c must
- You ... speak unless you are spoken to.
a don't have to b mustn't c cannot
- You ... park here; it's forbidden.
a shouldn't b can't c might not

Past modals

7 Fill in the gaps using the following modal verbs.

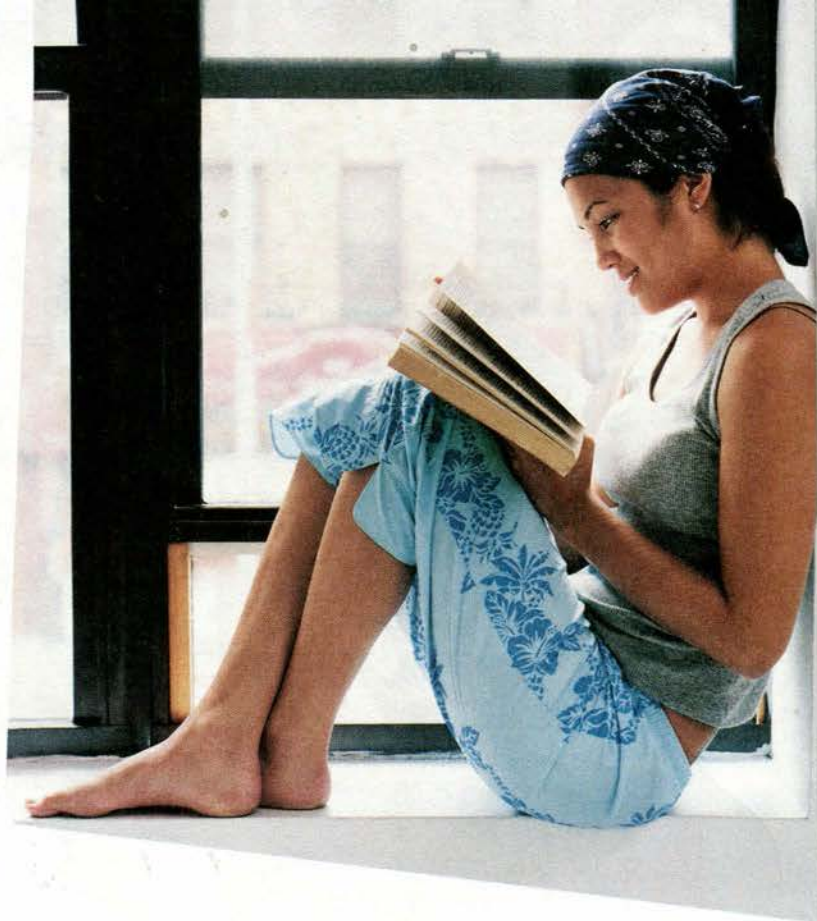
should > shouldn't > might > must > can't

- I know I ... have cheated. I'm really sorry.
- You ... have seen him yesterday because he was abroad.
- I never said anything like that. They ... have misunderstood me.
- I ... have met her many years ago, but I can't remember.
- You ... have told him the truth – it was a mistake to lie to him!

-ing form or infinitive

8 Put the verbs in brackets in the correct form, -ing or infinitive.

- Did you remember ... (turn) off the cooker?
- I can't believe you forgot ... (invite) your best friend to your birthday party.
- I think you should stop ... (talk) and listen to what everyone else has to say.
- I remember ... (visit) this place many years ago.
- I look forward to ... (see) you again next month.
- He refused ... (explain) why he had lied to us.



- I really enjoy ... (play) online games.
- She admitted ... (cheat) in the maths test.
- He went on ... (dance) until the music stopped.
- On my way home I stopped ... (get) a newspaper.

Indefinite pronouns

9 Fill in the gaps using the following pronouns.

everyone > everything > someone
something > anyone > anything > no one

- I can't pretend I know ... about politics, but I do know quite a lot.
- I'm not going to the party because I don't know ... there.
- There is ... I want to tell you, but you must promise to keep it a secret.
- I met ... yesterday that looked exactly like your sister.
- ... knows you shouldn't use the lift in case of fire.
- I don't know ... about computers.
- There was ... around.

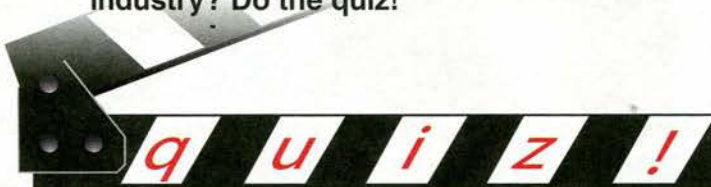
9

Relax and enjoy!

Skills aims

- ◆ Listening to a long extract for gist and detail
- ◆ Asking for clarification while talking; role-playing
- ◆ Reading short texts to understand text type and details
- ◆ Writing a film review to practise paragraphing, positive and negative vocabulary and summarizing a plot

A What do you know about the entertainment industry? Do the quiz!



- 1 Broadway in New York and The West End in London are both
 - a film studios.
 - b famous cinemas.
 - c theatre districts.
- 2 What kind of theatrical performance involves classical music and singing?
 - a an opera
 - b a musical
 - c a ballet
- 3 In which country is Leonardo da Vinci's *Mona Lisa* on exhibit?
 - a Italy
 - b France
 - c England
- 4 When were the first colour TVs made?
 - a 1974
 - b 1964
 - c 1954
- 5 What would you be seeing if you saw *Othello* at the Globe Theatre?
 - a a film
 - b a ballet
 - c a play

Check your results on page 164!

Reading

B Look at the texts (1–6) quickly and match each with a description (a–f).

Which text is:

- a a notice about tickets to a play?
- b a newspaper article?
- c part of a cover of a celebrity magazine?
- d a TV guide entry?
- e a film review?
- f an advertisement?

Dive in!

Before you watch TV, do you read a TV guide?

Before you watch a film, do you read a film review? Why / Why not?

PEOPLE



'Brangelina' and Co. An exclusive interview and photos

Brad Pitt and Angelina Jolie invite us into their home and offer us a close look at their family. The couple has recently had their home redecorated, so our report will be a special treat for fans.

C Read the texts. What does each one say?

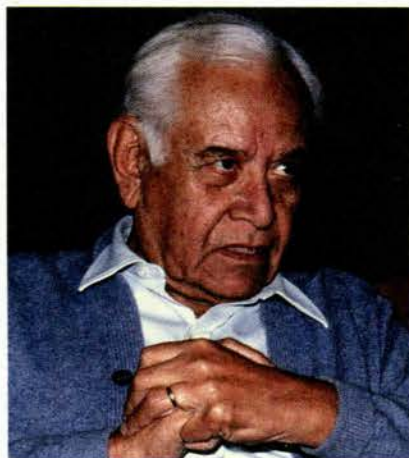
- 1
 - a You will see photos of celebrities only.
 - b You will see photos of their children only.
 - c You will see photos of all the family.
- 2
 - a Reserved tickets can be paid for after 5 pm.
 - b It is still possible to reserve tickets.
 - c Unpaid tickets will be resold today.
- 3
 - a In this episode, Mr Bennet dies.
 - b We will find out something about Mr Bennet.
 - c In this episode, Eric Roberts dies.
- 4
 - a A passerby had stolen the painting.
 - b We are not told who stole the painting.
 - c The painting was stolen recently.

Othello

Tonight's performance is sold out. If you have ordered a ticket and have not paid for it, please do so before 5 pm.

Any unpaid tickets will be resold at the box office.

Rubbish? Or painting worth \$1m?



Tres Personajes, (Three People) painted by Mexican artist Rufino Tamayo, has been found lying in a rubbish heap on a New York City street. The painting, which was stolen 20 years ago, was found by a passerby, on her way to buy a coffee. It is thought to be worth over US\$1m and will be sold at auction later this month.

The woman who spotted it said she was curious about the painting when she noticed it on the street. She said she had a feeling it was important even though she did not know it had been painted by a famous artist.



The Forbidden Kingdom

Critic's rating: ***

Director Rob Minkoff (*The Lion King*, *Haunted Mansion*, *Stuart Little 1&2*) lets Jackie Chan and Jet Li do enough of their high kicking thing to make this adventure comedy very enjoyable. The story – such as it is – is about a Boston teenager (Michael Angarano) who travels back in time to ancient China, where he has to return a magical stick to a monkey king who has been kept in 'carbonite'. Forget the plot. Enjoy the fighting.

HEROES



Monday

9 pm

Heroes

Tonight's episode:

Company Man

The Bennets are taken hostage by Matt and Ted Sprague, which leads to a tragic showdown – and some understanding of Mr Bennet's mysterious past. Eric Roberts guest stars.

Want to be a singer?

Singers

Our programme in vocal music will teach you not only how and when to use your voice, but how to manage the career in singing that you have always dreamt about.

Our next course begins March 3rd.



To book a place,
call us on
+44 (0) 121 4492341.

- 5 a The plot makes it a good film.
b The action makes it a good film.
c The plot and action make it a good film.
- 6 a You'll learn to sing and manage your career.
b You'll learn to sing only.
c You'll learn to manage your career only.

Words in context

D Find these words and phrases in the texts. In pairs, discuss what you think they mean. Use the context to help you.

- | | |
|--------------|------------|
| 1 interview | 4 heap |
| 2 sold out | 5 passerby |
| 3 box office | 6 be worth |

E Now complete the definitions.

- 1 A(n) ... is someone who happens to be walking by.
- 2 What something is ... is its value in money.
- 3 A(n) ... is the place where tickets for a performance are sold.
- 4 A(n) ... is a lot of things piled up together untidily.
- 5 When everything has been bought it is ...
- 6 A(n) ... is a meeting where one person asks another person questions about their life.

Quick chat

Does the story in text 4 surprise you? Why / Why not?

Vocabulary

Cinema, theatre and television

- A Complete the gaps with the words from the box. There are two extra words.**

review ▶ starring ▶ directed ▶ set ▶ actors ▶ screen plot ▶ action ▶ audience ▶ director ▶ performance

Film ¹ r ... : *The Orphanage*

² D ... by Juan Antonio Bayona

³ S ... Belen Rueda, Geraldine Chaplin, Fernando Cayo

The Orphanage is a supernatural thriller ⁴ s ... in a large house that used to be an orphanage. Laura (Belen Rueda) was raised there as a child. When she later returns, strange and terrifying things begin to happen. This is a film that will no doubt thrill even the most difficult-to-please ⁵ a ...

The ⁶ a ... are all terrific – Belen Rueda is especially good. Also good is the ⁷ a ... and the interesting ⁸ p It all makes for an exciting film which is perfect for the big ⁹ s

- B Choose the correct answer.**

- In the last **performance** / **episode** of *Lost*, the castaways are found.
- Can we **book** / **close** tickets in advance, or do we have to buy them at the door?
- The special **effects** / **plots** in the latest James Bond film were fantastic!
- I bought the **soundtrack** / **sound effects** for *High School Musical 3* and I can't stop listening to it.
- My favourite **sitcom** / **drama** was *Friends*. It really made me laugh.

Easily confused words

listen, watch, see, look and hear

- C Choose the correct word.**

- I like to **listen to** / **hear** all kinds of music.
- I love **looking at** / **watching** TV.
- Can you please **see** / **look at** me when I'm speaking to you?
- We went to the cinema to **see** / **look at** the new Brad Pitt film.
- Be quiet! I can't **listen to** / **hear** what she is saying.
- Millions **watched** / **saw** the match on TV with fascination.
- He **listened** / **heard** but **listened** / **heard** nothing.

Places of entertainment

- D Match the pictures with the words or phrases from the box.**

museum ▶ funfair ▶ aquarium
concert hall ▶ art gallery ▶ circus ▶ zoo



2



3



1



4



5



6



7

- E Complete the gaps with the words from exercise D.**

- An exciting exhibition of dinosaurs has just opened at the National
- An exhibition of paintings by local artists is showing at the Medusa
- Discover some of the ocean's most unusual creatures at the Seattle
- You can hear Beethoven's Ninth Symphony at the
- The pandas from China can be seen at the
- Catch an exciting performance of the Flying Zen acrobats at the ... Royale.
- Ride the thrilling roller coaster and other fun rides at the

The passive

The passive is used

- a to emphasize the person who does the action
The painting ... **was found** by a passerby ...
- b to be formal
Any unpaid tickets **will be resold** ...
- c when it isn't important to say who did the action or we do not know
Tres Personajes **has been found** lying in a rubbish heap on a New York City street.
Tres Personajes **was stolen** 20 years ago ...

Born is a verb that is always used in the passive.

Daniel Radcliffe **was born** in 1989.

We use *by* to say who did the action.

The Bennets are taken hostage **by** Matt and Ted Sprague.

We use *with* to talk about something used to do the action.

The picture was taken **with** a panoramic camera.

Grammar database → pp183, 184

A Correct the mistakes in the following sentences.

- 1 Russell Crowe born in New Zealand.
- 2 She hasn't be seen for a while.
- 3 That wedding dress will be wore by Scarlett Johansson in her next film.
- 4 The part will played by Drew Barrymore.
- 5 The difficult stunts will do by a professional.
- 6 The play was write by a young writer.

B Choose the correct word or phrase.

C Put the verbs in these news reports into the correct form, active or passive.

1

Scientists ... (discover) new things all the time. For instance, recently, in the Amazon rainforest, a new species of plant ... (discovered).

2

Famous actor, John Fitzgibbon, 29, ... (seen) arriving very late for his wedding on Saturday. The bride, local singer Brooke Jones, 23, ... (say) she was not worried and that he was always late!

3

Two people ... (rescued) from a burning house late last night. Firemen ... (say) the fire started in the kitchen.

4

Local celebrities, Rachel White and Robert Brown, will ... (marry) in St John's church this Saturday. The happy couple ... (say) they are expecting 500 guests at the wedding.



World's smallest snake

It ¹ **was reported** / **reported** on Sunday that an American scientist ² **has discovered** / **been discovered** the world's smallest species of snake on Barbados, a Caribbean island. It is so small that a full-grown snake ³ **measures** / **is measured** just ten centimetres. The scientist ⁴ **said** / **was said** the snake ⁵ **found** / **was found** beneath a rock near a small forest. He ⁶ **said** / **was said** the tiny snake is the smallest of the 3100 known snake species. It will ⁷ **introduce** / **be introduced** to the scientific world in the journal *Zootaxa* this week.

Listening


A What type of entertainment in New York do the pictures show?

Summer in New York City


Central Park

The Met

Bryant Park

B  Listen to a man talking about what's on this weekend in New York City. Which forms of entertainment in the box does he mention?

a festival > the ballet > a dance > an art exhibition
a concert > the opera > the cinema

C  Listen to the text about New York City again. Choose the best option to complete each sentence (1–6).

- 1 The film festival at Bryant Park
 - a will be showing old films only.
 - b will be showing new and old films.
 - c will be showing new films only.
- 2 When watching films at the film festival
 - a you can lie down.
 - b you can eat.
 - c you can talk.
- 3 At the Midsummer Night Swing
 - a only people who are good dancers can join in.
 - b you have to dance.
 - c you can have dance lessons before you join in.
- 4 The Picasso exhibition is on at
 - a the Lincoln Centre.
 - b Central Park.
 - c the Met.
- 5 This Saturday at Central Park
 - a you can hear jazz music.
 - b you can hear rock music.
 - c you can hear Spanish music.
- 6 *The X-Files* movie is playing
 - a at an outdoor cinema.
 - b at an indoor cinema.
 - c at the film festival.

Unified State Exam Listening A8–A14 → pp193, 194

Words you heard

Types of film

D The types of film below were mentioned in the listening text. Match them with the film titles (a–b). Two of them can be used to describe one of the films.

- | | |
|----------------------|----------------------------|
| a <i>Superman</i> | 1 adventure |
| b <i>The X-Files</i> | 2 science fiction (sci-fi) |
| | 3 mystery |

E Complete the definitions with the types of film from the box.

comedy > thriller > horror
drama > historical

- 1 A ... is funny and makes you laugh.
- 2 A ... has an exciting plot.
- 3 A ... is a serious film.
- 4 A ... film is a film set in the past.
- 5 A ... film is a scary film.

Give a 2-minute talk on **films**.

Remember to say:

- what kind of films you like
- where you like watching films
- why people enjoy cinema
- what your favourite film is and why

Unified State Exam Speaking → pp197, 198

The causative

subject	+ have / get	something	+ past participle
She	has had	her hair	styled.
She	gets	it	done.

We use the causative when we arrange for someone else to do something for us.

Nicole **has had** her hair **styled**.

Grammar database → p184

A Look at the two pictures and read the extract. Choose the best option.

1 Who styled Nicole's hair?

- a the hairdresser b Nicole herself

THEN AND NOW

Nicole Bradford has had a lot done. For starters, she has had her hair coloured – she gets it done at the Vidal Sassoon salon in Beverly Hills. She has also had her hair styled ...



Then



Now

B What else has / hasn't Nicole had done? Choose and make sentences.

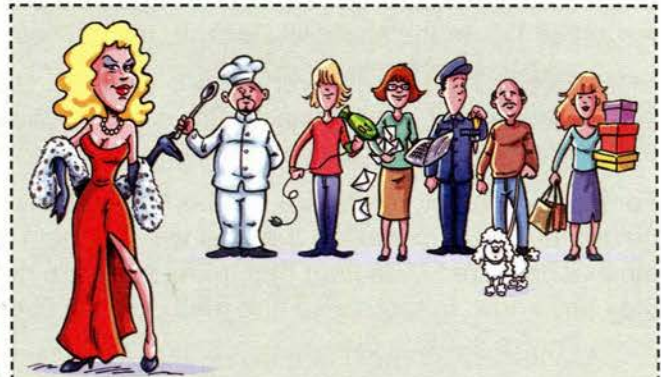
She has had her hair styled.

- | | |
|----------------------|-----------------|
| 1 teeth / straighten | 5 nose / pierce |
| 2 teeth / whiten | 6 ears / pierce |
| 3 nose / do | 7 hair / colour |
| 4 eyebrows / pluck | |

C Complete the second sentence so that it means the same as the first. Use no more than three words.

- The car mechanic repaired my dad's car.
My dad ... repaired.
- The dry cleaners are cleaning my new dress.
I ... my new dress dry cleaned.
- Tomorrow my ears will be pierced.
... my ears pierced tomorrow.
- The Smiths' house has been renovated.
The Smiths ... their house renovated.
- The painters are coming next week to paint our house.
We ... our house painted next week.

D Complete the text with the correct form of the causative.



Being a rich and famous celebrity is a lot of hard work. When you wake up in the morning you ¹ ... (your breakfast / prepare) by your personal chef. If you're planning to leave the house, then you ² ... (your hair / style) by your very own personal hairdresser. When the postman brings all your daily fan mail, you ³ ... (it / read) and answered by your personal assistant. What else do you get other people to do for you? Well, you ⁴ ... (your dogs / walk) every day by a professional dog walker, you ⁵ ... (your car / drive) by a chauffeur and ⁶ ... (your shopping / do) by your personal shopper. So what do rich and famous celebrities do for themselves you ask? Not very much, it seems!

E Which of these things do you usually do yourself? Which do you ask someone to do for you? Make sentences.


- cut your hair *I have my hair cut.*
 clean your room / house *I clean my room.*
 pizza (go and buy or delivered)
 letters (go and collect or delivered)
 repair broken machines
 wash / iron your clothes

F In pairs, compare your answers to exercise E.

Practise your English

A Read the text quickly and find answers to these questions.

- Are most actors naturally beautiful?
- What are two things actors do to become more attractive?

B  Read and complete the text using the correct form of the words in capitals.



Transformation!

Have you ever noticed how beautiful most film stars look up there on the big screen: their beautiful smiles, their hair, their figures? But is it really them? Well, we asked ¹ ... to the star, Bill Ross, to tell us their secrets.

'Being ² ... is high up on everybody's wish list. But being in the limelight means that every one of your physical flaws gets noticed. That's why many ³ ... are transformed by stylists and plastic surgeons before they become popular.

For starters, most actors are not born beautiful. In fact, they've had a lot done before they end up looking the way we see them in films or on TV. For instance, most people are ⁴ ... to hear that many stars are not born with the perfect features they have now. In fact, nose and teeth are the two features most actors get done when they're starting out.

Another way ordinary people are transformed into beauties is by the clothes they wear. ⁵ ... are dressed by stylists who advise about the clothes that would suit and flatter them more. But is it all worth it? I would have to answer 'Yes, it is.' The result is what we see on TV and in magazines: beautiful, ⁶ ... people'.

STYLE

FAME

ACT

SURPRISE

CELEBRATE

GLAMOUR

Unified State Exam Grammar and vocabulary B11-B16 → p195, 196

C Choose the best answer.

- There is an exhibition of local artists on at the moment at the Pink Art ...
A Circus **B** Gallery **C** Theatre **D** Hall
- We saw the most amazing sharks and tropical fish at the ...
A gallery **B** aquarium **C** zoo **D** funfair
- The music in the film was so good that the ... won an award.
A sound effects **B** special effects **C** CD **D** soundtrack
- I wonder which film will win the Academy ... for best film at the Oscars.
A Applaud **B** Screen **C** Prize **D** Award
- Clint Eastwood did not star in the film, he ... it.
A acted **B** directed **C** performed **D** booked
- Most actors ... by their own personal hairdresser.
A style their hair **B** get their hair styled **C** had hair done **D** has done their hair
- The review ... by a famous journalist.
A was written **B** was being written **C** wrote **D** was writing
- The ... loved the play.
A directors **B** viewers **C** audience **D** actors
- The roller coaster is my favourite ride at the What's yours?
A circus **B** zoo **C** funfair **D** opera
- I've ... two tickets for tonight's performance.
A closed **B** set **C** paid **D** booked

Quick chat

Are you surprised by the information in the article? Why / Why not?

Speaking

A Match the pictures of musical instruments with their names. Can you add another three instruments to the list?



- a acoustic guitar
- b cello
- c drums
- d electric guitar
- e flute
- f piano
- g trumpet
- h violin

B Which musical instruments ...

- 1 are used to play classical music?
- 2 are used to play rock music?
- 3 are made of metal?
- 4 are made of wood?
- 5 have strings?

C 24 Listen to two people talking about a musical instrument. What instrument do you think the boy is learning?

Speaking database → p165

Say it right! → WB p119

D 24 Listen again. Which of these phrases do the speakers use?

9

Language chunks

Asking for help

I don't know the English word for ...
Can you tell me ... ?

Asking for clarification

Can you repeat that, please?
Sorry, what did you say?
Did you say ... ?

Helping

Do you mean ... ?
Oh, I know. You mean ...

E In pairs, act out two dialogues like the one in exercises C and D. Choose a different instrument each time.

F Work in pairs. Read the information and then answer the questions.

Student A: You want to learn an instrument, so you go to a youth club to ask about available lessons. You can attend lessons only after 6 pm on Mondays, Wednesdays and Fridays. Check that you have heard the information correctly. Choose which instrument you will learn. Begin the conversation by saying: 'Excuse me – can you tell me ...?'

Student B: You are the secretary in a youth club. Someone wants information about lessons, but you have some difficulty understanding what the person says or means. You have this information about available lessons:

- * Flute: M 7–8, Th 7–8
- * Piano: M 7–8, F 7–8
- * Saxophone: M 5–6, W 6–7
- * Drums: M 7–8, F 6–7
- * Bass guitar: M 7–8, W 6–7
- * Guitar: Tu 7–8, Th 7–8

- 1 (*Student A*) Which instrument would you prefer to learn? If you can't attend lessons for this instrument, which two other instruments might you choose? What language could you use to check that you have heard the information correctly?
- 2 (*Student B*) When (days and times) are the lessons for each of these instruments? What language could you use to make sure that you understand *Student A*?

G In pairs, act out the situation in exercise F.

Unified State Exam Speaking → p198



Writing: a review

A Say how often you do the following things. Use time expressions from the box.

every week > once a month > never

- 1 buy a CD
- 2 see a film on DVD or at the cinema
- 3 read a book
- 4 buy a computer game

Do you read reviews to help you decide? Why / Why not?

Skills development

Paragraphing

B Read the request for reviews. Then do the tasks.

Reviews wanted!

We are looking for reviews of films to publish in the next issue of *Teen* magazine.

The best four reviews will be published in the next issue. Please write between 100 and 140 words.

This review was written for *Teen* magazine.

- a The paragraphs are not in a logical order. Read the review and order the paragraphs.
- b Say why the film was given **** (out of five).

Indiana Jones and the Kingdom of the Crystal Skull

A The film is set in Peru in 1957. Like the previous three Indiana Jones films, the world is in trouble again. Indy has to make sure that the crystal skull, which is believed to have powerful psychic powers, does not fall into the wrong hands.

B The *Crystal Skull* is a new adventure film which has been directed by Steven Spielberg and stars Harrison Ford, Shia LaBeouf, Ray Winstone and Cate Blanchett.

C Despite that, if you enjoyed the first three Indy films, you will enjoy this one. It is an entertaining film which I highly recommend.

D After waiting for 19 years for this fourth Indy film, I was expecting a lot from the makers. Overall, I was not disappointed. The action and special effects were very exciting and the characters were enjoyable to watch. There was, however, one disappointing thing: the plot. The story was not as interesting as I was expecting it to be.

Star rating: ****

Positive and negative vocabulary

C Read each extract and the Language chunks box. Find examples to add to the box.

1 This was supposed to be a comedy, but it wasn't very funny. In fact, I'd say it was very disappointing. Definitely a waste of money.

4 I thought this film was boring. The special effects and the music are OK, but the plot is ridiculous. I don't recommend it.

2 To my mind, this was not as good as the book. Only see it if you are a fan.

5 Every scene in this film is terrific. I highly recommend it.

3 I loved this film. I couldn't wait to see what happened at the end.

6 This is one of the most exciting films I've ever seen. Very entertaining and well worth seeing.

Language chunks

Positive phrases

well worth seeing /
reading / visiting ...
I highly recommend ...
... enjoyable to watch ...

Negative phrases

I don't / wouldn't recommend ...
I disliked / didn't like ...
It was very disappointing ...
One disappointing thing ...

Summarizing a plot

D Read this plot summary of the film *The Bourne Ultimatum*. Which three sentences are not necessary?

Once again, Jason Bourne is tracking down a secret! The film talks about his past too. This time he is trying to find out about a mysterious project called Blackbriar. He also goes to Spain and meets two people there. However, his enemies are never far behind him and he must not be caught! Will they reach him before he finds the secret? Jason Bourne is still trying to find out who he really is.

Planning and writing

E Read this notice from your school bulletin board. Then answer the questions below.

Reviews wanted!

Our school newspaper wants to know your opinion about a film you've seen recently. The best four reviews we receive will be published in the next issue. Please write 100–140 words.

- 1 What film will you write about?
- 2 What type of film is it?
- 3 Who were the stars and the director?
- 4 What was the plot?
- 5 What did you like / dislike about the film (eg acting, soundtrack, special effects, plot, etc)?
- 6 What's your overall opinion of the film?
- 7 Would you recommend it to others?

F Write your review. Use the ideas from the exercises and language from the Language chunks box. Write 100–140 words.

Quick check!

Be sure to ...

- follow this plan:
 - give details about the actors / director (paragraph 1)
 - give a summary of the plot (paragraph 2)
 - say what you liked / disliked (paragraph 3)
 - give your opinion / recommendation (paragraph 4)
- include a star rating
- use appropriate language
- write 100–140 words

Writing database → p169

10

Saying your piece

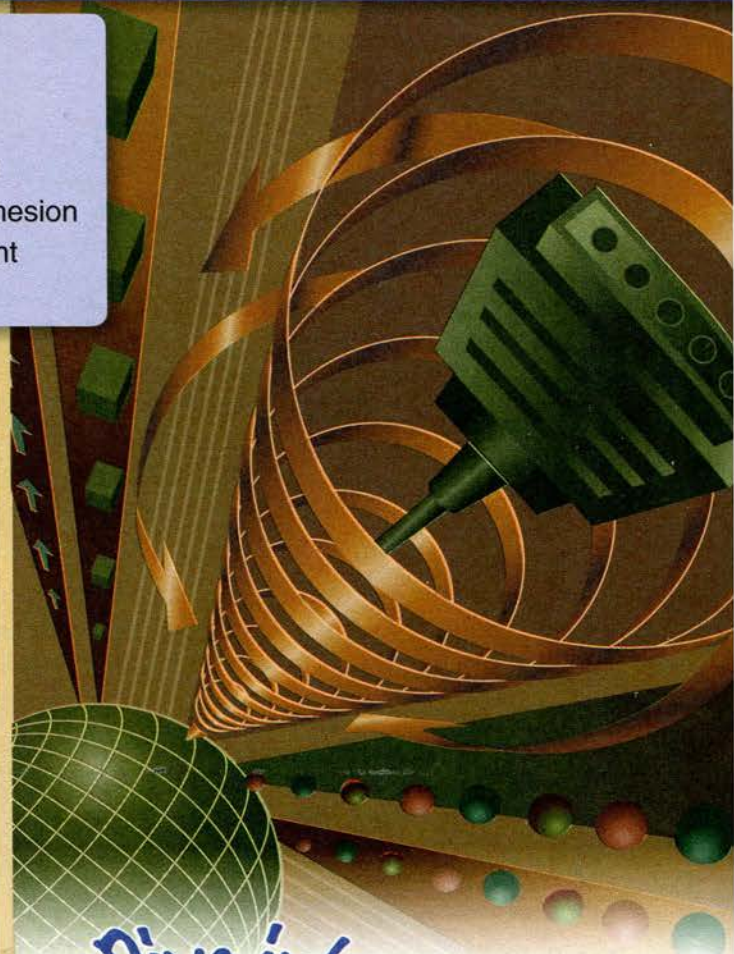
Skills aims

- ◆ Listening to a long extract for gist and specific information
- ◆ Interrupting; accepting and rejecting interruptions
- ◆ Reading an article for gist; understanding text cohesion
- ◆ Writing an article to practise paragraphing, content and organization

A How much do you know about computer technologies? Do the quiz and find out.

Quiz

- 1 When was the first programmable computer invented?
A about 50 years ago **B** about 75 years ago
C about 150 years ago
- 2 Which came first?
A emails **B** the World Wide Web
C the Internet
- 3 How much did the first general-purpose electronic computer weigh?
A 27 kilos **B** 270 kilos **C** 27 000 kilos
- 4 Which of these is not a type of computer keyboard layout?
A Dvorak **B** WYSIWYG **C** QWERTY
- 5 What does the mobile phone term '4G' stand for?
A fourth generation **B** four times greater
C four-point grid
- 6 What was the first computer mouse made of?
A wood **B** glass **C** hard rubber
- 7 What is the term for an unwanted email sent by an advertiser to your address?
A a worm **B** spam **C** Ctrl-Alt-Delete
- 8 What are computers' integrated circuits ('chips' or 'microchips') mostly made of?
A plastic **B** gold **C** silicon



Dive in!

Look at these notices from a hotel noticeboard and answer the questions.

- 1 Who might have written them?
- 2 What is wrong with them?

HOTEL GORGEOUS

Is forbidden to steal hotel towels please. If you are not a person to do such thing is please not to read notice.

HOTEL GORGEOUS

Guests are expected to complain at the office between 9 and 11 am every day.

Reading

B Quickly read the article about computer translation programs and find the answers to these questions.

- 1 When was the first electronic translation system demonstrated?
- 2 What was one of the problems with the Georgetown system?

The problem with computers!

If machines could just translate texts on the spot, international communication would be a piece of cake! When we travelled abroad, we would each just carry a pocket translator with us. We would be able to read books, magazines and websites in any language. And just think how much better people all over the world would understand each other.


It's not a new idea! The trouble is that no machine can produce a perfect translation yet. In fact, the first attempt to develop an electronic translation system, known as the Georgetown Experiment, was in 1954. When it was demonstrated, 60 Russian sentences were translated automatically into English by an IBM 701 mainframe computer. It was a great success! The audience was thrilled. If a machine can translate 60 sentences so accurately, **A** ... they thought.

But actually, things weren't so simple. The Georgetown system could only translate the 250 Russian words that the programmers had 'taught' it. And it only knew six grammar rules. In other words, it 'knew' less Russian than someone who had only been learning the language for a few weeks. And **B** ... the translations it produced were probably worse than a beginner's.

Now, more than 60 years later, there are hundreds of electronic translation software programs, as well as a lot of electronic translation services on the Internet. However, the translations they produce are not just incorrect, **C** Machines still haven't managed to produce really accurate translations in spite of the great progress that computer technology has made.

That's **D** ... much more than just choosing the right vocabulary from a dictionary. For example, the simple English phrase *please turn over*, which is used at the bottom of a page when the text continues on the next page. If you try translating it into another language and **E** ... , you'll see that the translation doesn't really make sense. Just like these translations of the phrase by an online translator: *please go back*; *please surrender*; *please turn to*; *please hang on!*

The main problem is that machines don't understand meaning. They can be programmed to link words, expressions and structures in one language with their equivalents in another language, **F** Thinking machines have not yet been invented. If you want a translation that you can understand, you need a human translator!

- C**  Six sentence parts have been removed from the text. Choose from the list (1–7) the part which fits each gap (A–F). There is one extra sentence part.

- 1 then back into English
- 2 they are often difficult to understand
- 3 then it can translate anything
- 4 because putting a message into words is
- 5 but they cannot really understand texts
- 6 but they are too long
- 7 because machines don't have brains

Unified State Exam Reading B3 → p194

Words in context

- D** Find these words and phrases in the article and match them with their meanings.

- | | |
|-------------------|--------------|
| 1 a piece of cake | 5 progress |
| 2 attempt | 6 message |
| 3 demonstrated | 7 equivalent |
| 4 accurate | |

- a trying to do something
- b move forward
- c something very easy
- d shown how it works
- e of the same meaning as something else
- f the idea that you want to express
- g correct, without mistakes

- E** Match these abbreviations used in SMS messages and online chatting with their meanings. When might you use each?

NP > B4 > HAND > IMO > BRB > K > PAW
IYKWIM > LOL > LMK

- | | |
|---------------------|---------------------------|
| 1 laughing out loud | 6 have a nice day |
| 2 before | 7 let me know |
| 3 be right back | 8 if you know what I mean |
| 4 in my opinion | 9 no problem |
| 5 OK | 10 parents are watching |

Give a 2-minute talk on **computers**.

Remember to say:

- what opportunities computers offer to people
- what advantages and disadvantages of using a computer are
- why you need a computer
- how much time you spend using a computer

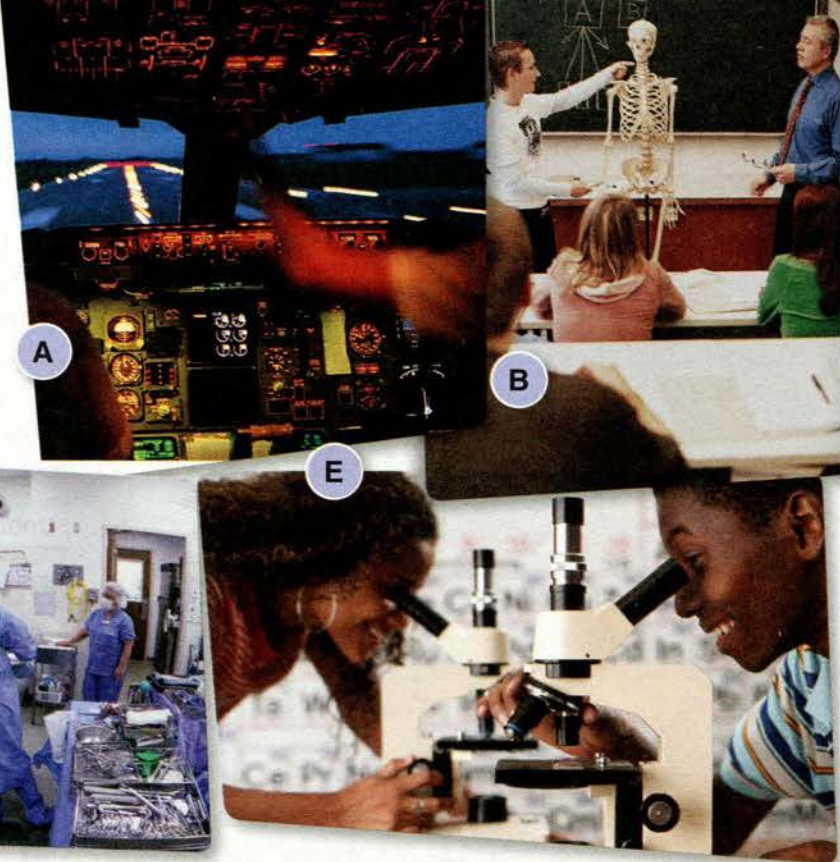
Unified State Exam Speaking → pp197, 198

Vocabulary

Technology and communication

A Look at the pictures. In what ways has technology made life easier? Think about the following areas:

- medicine
- communication
- transport
- education
- science



B Complete the sentences with the words from the box.

discovery ▶ invention ▶ laptop ▶ network
postcard ▶ software ▶ gesture

- 1 The ... of the Internet changed global communication.
- 2 Most people prefer ... computers to desktops because they are easy to carry.
- 3 Nodding your head is a(n) ... that means 'yes' in some countries.
- 4 You need to spend a lot of money on ... for your computer.
- 5 She didn't send me a letter; just a(n) ... with a few words on the back.
- 6 All the computers in my school are connected in a(n) ...
- 7 The ... that some bacteria produce electrical energy can help save the environment.

Phrasal verbs

D Match the phrasal verbs in bold with their meanings.

- 1 I tried calling her earlier, but I couldn't **get through**.
- 2 I said goodbye and **hung up** the phone.
- 3 **Hang on!** I'll be back in a minute.
- 4 George isn't in the office today; he **called in** sick.
- 5 She **called me up** last night and told me all about it.

- a telephone someone
- b manage to speak to someone on the phone
- c finish a telephone conversation
- d wait until someone comes back
- e telephone the place where you work to tell them where you are

E Fill in the gaps with the correct form of the phrasal verbs from exercise D.

- 1 We have no idea where Henry is. He hasn't ...
- 2 In the end, I managed to ... to the general manager and explained the situation to her.
- 3 Meredith ... on me while I was still talking.
- 4 I'm going to ... the shop ... and cancel the order.
- 5 ... a minute, I just want to turn off the TV.

Derivatives

C Copy and complete the table.

	Verb	Noun
1		translation
2	interpret	
3	communicate	
4	answer	
5		interruption

Zero, first and second conditional

Match the extracts from the article with the descriptions in the grammar box.

- a If machines could just translate texts on the spot, ... communication would be a piece of cake!
- b If you want a translation ..., you need a human translator!
- c If you try translating it into another language ..., you'll see that the translation ...

zero conditional (0) something that is always true	if + simple present + simple present
first conditional (1st) something that is likely to happen in the future	if + simple present + will + infinitive
second conditional (2nd) something that is unlikely or impossible to happen in the present or future	if + simple past + would + infinitive

Grammar database → pp184, 185

A Match to complete the sentences.

- 1 If you like learning languages so much,
 - 2 If your parents can't use a computer,
 - 3 If money wasn't a problem,
 - 4 If you won a lot of money,
 - 5 If you don't speak any foreign languages,
- a it's difficult to communicate when you travel abroad.
 - b how would you spend it?
 - c perhaps you will be able to help them.
 - d which mobile phone would you buy?
 - e try this online learning program.

B Choose the correct answer.

- 1 If you speak to them in English, they **will** / **would** understand.
- 2 I would explain everything to you if you simply **ask** / **asked** me.
- 3 It's faster if you **use** / **will use** an electronic dictionary.
- 4 If you **ask** / **will ask** the teacher, she'll explain the meaning of the word.
- 5 You need to study for years if you **want** / **wanted** to become a good translator.
- 6 If machines could translate well, English teachers **will lose** / **would lose** their jobs!

C Correct the mistakes to make conditional sentences.

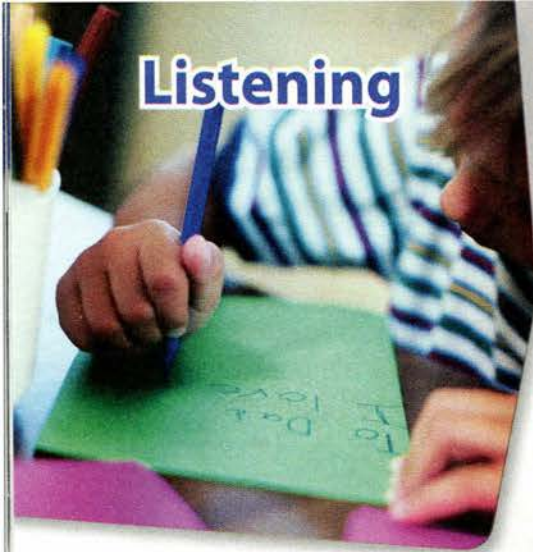
- 1 I'll buy a new laptop if I were you. (2nd)
- 2 The computer turns off if you pressed this button. (0)
- 3 You can't hear the music if you didn't turn up the volume. (1st)
- 4 I won't spend all that money on a translation program even if it were perfect. (2nd)
- 5 You can download music for free if you will buy that mobile. (1st)
- 6 I'll call you back if I will need anything else. (1st)

D Complete the sentences with the correct form of the verbs in brackets.

- 1 If I ... (not understand) something, I ask the teacher.
- 2 I'd feel more comfortable if you ... (check) this translation for me.
- 3 If you type your sentence here, the program ... (translate) it.
- 4 I ... (buy) the program if it wasn't so expensive.
- 5 If the manual ... (say) that, then it must be true.
- 6 I ... (call) you if I need help installing the software.




Listening



A What different ways of communicating do the pictures show? Discuss the advantages and disadvantages of each and decide which one you think is the best.

B Which of the following do you think were / were not possible 20 years ago?

- speaking to people abroad
- seeing the person you are talking to on the phone
- sending written messages by phone
- sending messages using your computer

C  25 Now listen to a radio interview with a journalist talking about how communication technology has changed. Check your answers.

D  25 Read the notes he made before his radio interview. Which words might fill the gaps? Now listen again and complete the notes.

Communication

Twenty years ago, the telephone was unreliable. The ¹ ... often went dead in the middle of a conversation.

Nowadays, modern mobile phones can do things that were impossible in the past:

- send SMS messages
- send ² ... and songs
- make ³ ... calls

Chatting online is ⁴ ... with young people everywhere.

Videoconferencing needs a(n) ⁵ ... internet connection and a computer with a ⁶ ... and a microphone.

Words you heard

Communication technology

E Match these words from the listening text with their definitions.

- | | |
|---------------------|--|
| 1 instant messaging | a putting a program in a computer so that you can use it |
| 2 download | b the exchange of messages via the Internet in real time |
| 3 install | c copy from the Internet onto your computer |
| 4 exchange files | d send a file to someone and receive another file |

Grammar 2

10

Third conditional

Look at this sentence from the listening text and answer the questions.

Back then, if someone **had told** me what communication would be like today, I **would have thought** they were crazy.

- 1 Is the speaker talking about the past or the present?
- 2 Did someone tell him what communication would be like 20 years later?
- 3 Did he think anyone was crazy?

Grammar database → p185

A Choose the correct answer.

- 1 If I **was able to** / **had been able to** find an internet café, I would have sent you an email.
- 2 If you hadn't downloaded that program, your computer **wouldn't have got** / **wouldn't get** a virus.
- 3 If you **didn't call** / **hadn't called** me up, I wouldn't have sent you the file by email.
- 4 If I had bought a faster computer, I **would have found** / **would find** it easier to run this program.
- 5 If you had asked me, I **would tell** / **would have told** you what to do.

B Complete the sentences with the correct form of the verbs in brackets.

- 1 If you ... (pay) attention in class, you would have known how to use the program.
- 2 I ... (add) you to my contacts list if I had known your email.
- 3 I would have got a faster computer if I ... (have) enough money.
- 4 If I ... (know) computer prices would fall so much, I would have sold my computers ages ago.
- 5 I ... (not ask) you to come and show me again if I had understood how it works.

C Make sentences about the events in the pictures. Use the third conditional and the ideas given.

- 1  call to say I'd be late / she not miss the film
- 2  buy a more expensive computer / not break down so many times
- 3  accept my sister's help / finish the translation

unless, as long as, what if

Look at these sentences from the listening text and answer the questions.

- a **Unless** you want a very sophisticated chat program, you can download your instant messaging software for free.
- b ... you can even try videoconferencing, **as long as** you have a fast internet connection.
- c ... **what if** you have no money?

Which word in bold

- 1 means 'if and only if'?
- 2 means 'if you don't'?
- 3 is only used in questions?

Grammar database → p185


D Choose the correct answer.

- 1 You can't send me the files **as long as** / **unless** you download this program.
- 2 **What if** / **As long as** there is a power cut?
- 3 You can play online games **unless** / **as long as** you have a fast internet connection.
- 4 You can't log on **unless** / **as long as** you remember your password.

E Complete the second sentence so that it means the same as the first. Use the word given.

- 1 He won't do it if you don't ask him to. (unless)
He won't do it ...
- 2 We can go together unless you have other plans. (if)
We can go together ...
- 3 I will call you unless I can do it on my own. (long)
I won't call you as ...

Practise your English

- A** How many foreign languages can you speak?
B Do you have a secret 'language' you use when talking to friends?
C  Read the text and choose the correct answer.

Pig Latin

We all know Latin is the ¹ ... which was spoken in ancient Rome. But what about Pig Latin? Is it a kind of Latin? Or is it a language spoken by pigs?

Actually, Pig Latin has nothing to do with the language of the ancient Romans or with pigs. It is simply a code used by children when they don't want their parents to ² ... them. Of course, their parents were children once and they probably used Pig Latin ³ ... so if they really wanted to, they could probably figure out what their children were ⁴ ... even if they were speaking in Pig Latin! But children don't know that! So they continue to speak in Pig Latin when they want to ⁵ ... secrets, and they continue to believe their parents don't know what's going on.

- | | | | |
|----------------|--------------|----------|-----------------|
| 1 A speech | B language | C code | D communication |
| 2 A hear | B understand | C follow | D listen |
| 3 A themselves | B ourselves | C myself | D oneself |
| 4 A telling | B speaking | C saying | D talking |
| 5 A change | B speak | C say | D exchange |
| 6 A straight | B simple | C easy | D light |
| 7 A hardly | B just | C nearly | D yet |
| 8 A learn | B know | C study | D comprehend |

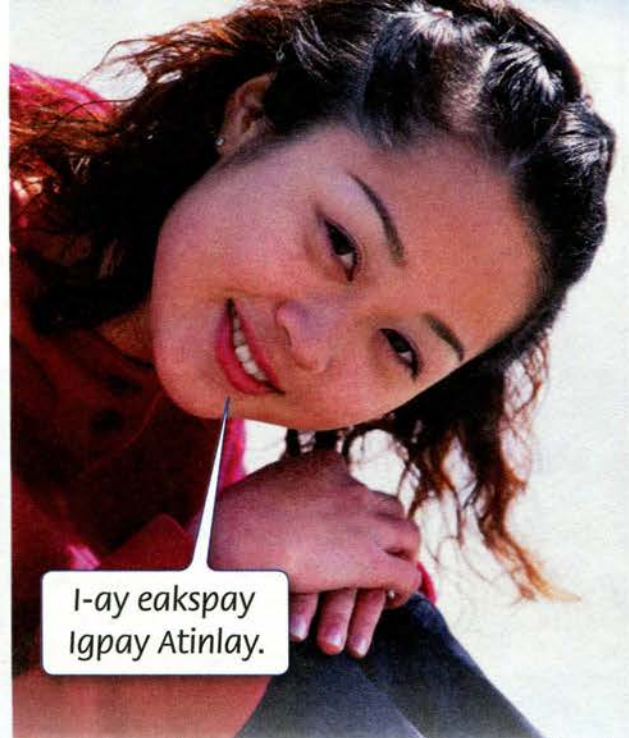
Unified State Exam Grammar and vocabulary A22–A28 → p196

- D** Complete the second sentence so that it means the same as the first. Use the word given.

- I didn't have a good dictionary so I wasn't able to finish the translation. (would)
If I had had a good dictionary, ...
- The machine will translate the text as long as it knows all the words. (unless)
The machine won't translate the text ...
- Press this button. Then the phone will turn itself off. (if)
The phone will turn itself off ...
- I didn't know where to go because I didn't get your message. (got)
I would have known where to go if ...
- My computer was slow, so I couldn't chat to my friends online. (faster)
I would have been able to chat to my friends online ...

Quick chat

How would you feel if people you were with spoke in a language you couldn't understand?



I-ay eakspay
Igpay Atinlay.

The rules of Pig Latin are ⁶ If a word begins with a consonant, you move it to the end of the word and add the ending -ay. If it begins with a group of consonants, you move the whole group. And you ⁷ ... add -ay at the end if a word begins with a vowel. So the sentence 'I speak Pig Latin' would be translated as 'I-ay eakspay Igpay Atinlay'. Even if you ⁸ ... the rules, though, it can be difficult to understand Pig Latin spoken quickly.

Speaking

A 26 Listen to Jan and Mark talking about what kind of mobile phone to buy. What kind of phone do they decide on?

- a one that can play music
- b one that can take photos
- c one that can surf the Internet

B 26 Listen again. Which expressions in the Language chunks box do they use?

Language chunks

- 1 ...
Excuse me,
I'm sorry, but ...
May I say something?
Sorry for interrupting, ...
- 2 ...
Of course.
Please do.
That's all right.
- 3 ...
Just a minute.
One moment, please.
Please let me finish.

C Match the headings with the groups in the Language chunks box.

- a Rejecting the interruption
- b Interrupting another speaker
- c Accepting the interruption

Speaking database → p165

Say it right! → WB p120

D In pairs, do this task.

10

You and a friend are discussing the advantages and disadvantages of the phones. Decide which one would be the best for you. Use the ideas in the table and expressions from the Language chunks box.

	Advantages	Disadvantages
	don't need a camera, can take pictures wherever you are	quality of pictures not very good
	no need for separate MP3 player	need to carry headphones
	can surf the Internet everywhere	can be expensive, large and heavy
	can do everything you want	very heavy, very expensive

Remember to:

- discuss **all** options
- be **polite**
- take **an active** part in the conversation
- **come up** with ideas
- give good **reasons**
- find out your **friend's attitudes** and take them into account
- **invite** you friend to **come up with suggestions**
- come to an agreement

Unified State Exam Speaking → p198

I think the internet phone is the best. You can surf the Internet with it wherever you are.

Please let me finish. You don't really need to buy a computer if you can surf the Internet using your phone, so it's not that expensive.

Yes, but it's very expensive.

I'm sorry, but I do more on my computer than just surf the Internet.

THE AQUEDUCT IN SEGOVIA

This is a building from ancient times. It is an aqueduct and was built by the Romans. It is very high and is made of stone. It carries water from the city to the fields. The aqueduct was used until very recently but now it is a museum and a place to visit.



Writing: an article

A Organize the following ways of learning English from most useful to you to least useful to you. Explain your decision.

- 1 chatting online / exchanging letters or emails
- 2 doing grammar exercises
- 3 doing pair or group activities / playing games
- 4 listening to my teacher explain the grammar rules
- 5 reading books and magazines
- 6 surfing the Internet
- 7 watching TV programmes and films in English

B Look at this advertisement. Maria and Yanna both wrote an article. Which one do you prefer? Why?

The Young Language Learner

Our magazine needs articles from young people who are learning foreign languages on the following topic.

The best way to learn a foreign language.

In your article, you should explain:

- What methods of learning a foreign language you have tried.
- Which one you thought was the best and why.

Articles should be 100–140 words.

1 The best way to learn a foreign language

Most people have tried learning a foreign language at some point in their lives. Some have been successful, others haven't.

Personally, I think I have been quite successful in my efforts to learn English. I have tried to learn in many different ways: I have attended English classes for a few years, where I studied grammar rules and vocabulary lists, I chat with English speaking people on the Internet, I regularly watch DVDs in English with the subtitles turned off and I try to read books and magazines in English in my spare time.

Although learning in a language classroom is useful, because there are rules that you cannot learn otherwise, I think the most enjoyable and fast way to learn a foreign language is by trying to communicate in it. You can then see for yourself how useful the language is and you can practise it until you become perfect!

2 The best way to learn a foreign language

It is well known that the best way to learn a foreign language is to go to a language school and study hard. You can't really learn by playing games and listening to songs. In a language school, the teachers can explain everything to you, including all the difficult grammar rules, the spelling, the pronunciation and the vocabulary that you need. Some teachers do not explain enough, but I would advise them to spend more time explaining the grammar rules and less time doing songs and games and fun activities. Teachers, your job is to help us learn the language and learning is never easy and never fun. Give us exercises, homework, tests, and in this way your efforts will be rewarded and we will learn.

C Read the two articles again.

- 1 Which article talks about the different ways of learning the writer has tried?
- 2 Which article gives reasons for the opinion it expresses?
- 3 Which article is clearly divided into paragraphs?
- 4 Which article would the readers of *The Young Language Learner* find more interesting?

Skills development**Paragraphing****D In which paragraph of article 1 does the writer:**

- introduce the topic of language learning?
- give us their opinion on the best way of learning?
- explain what other methods they have tried?

Content and organization**E How can you improve article 2? Think about the following:****1 Is it on the topic?**

The article should be about the ways of learning a language the writer has tried. Which part of the article is not about that?

2 Does it repeat ideas?

Some of the writer's ideas are repeated. What would you cross out?

3 Are the ideas supported?

The writer gives us opinions, but doesn't support them. What support could you add for the ideas?

4 Is the information in a clear order?

The article talks about different ways of learning, as well as the writer's opinion on which is the best. Is it clear where each one is talked about? How could you change the order of the information to make it clearer?

5 Are there any paragraphs?

There are no paragraphs in this article. Where would you put the paragraphs?

Planning and writing**F Now look at this request for articles.****The Young Language Learner**

The *Young Language Learner* magazine invites articles from young people on the following topic.

What's the most difficult thing about learning English?

In your article, you should explain:

- What you find difficult about learning English.
- What you think is the most difficult thing and why.

Articles should be 100–140 words.

G Now write your article.

Use the plan below, the ideas from the exercises and language from the Language chunks box to help you. Write 100–140 words.

Quick check!**Be sure to ...**

- follow this plan:
 - make a general statement about learning English and its difficulties (paragraph 1)
 - choose a few things you find difficult and say something about them (paragraph 2)
 - say what you think is the most difficult aspect of learning English and give reasons (paragraph 3)
- start with an interesting first sentence / question
- use informal language
- include only ideas that fit the situation
- support your ideas
- write 100–140 words

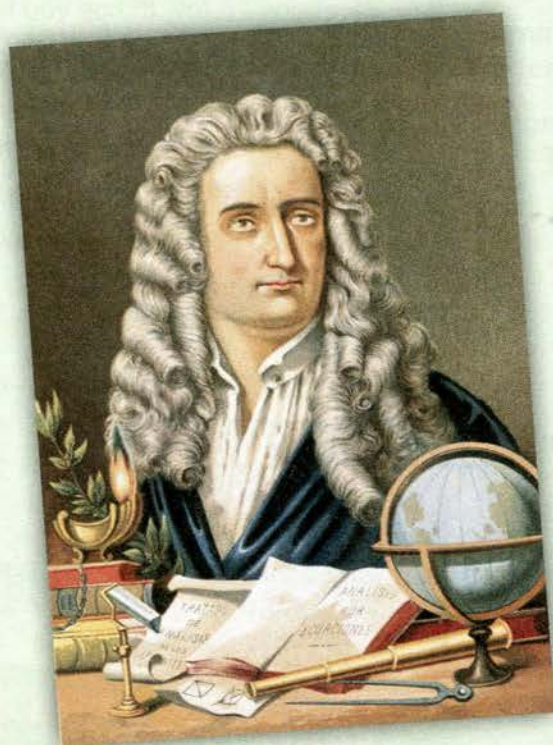
Language chunks

Giving your opinion
 Personally, I think ...
 In my opinion ...
 I have found that ...
 In my view, ...

Supporting your ideas
 ... because ...
 As a result, ...
 For this reason, ...
 This is why ...

Newton, needles and new technologies

① Only thirty years ago the home computer didn't even exist. Nevertheless, the science behind modern PCs goes back hundreds of years. We certainly wouldn't have our PCs and laptops if 18th century scientists hadn't discovered electricity. Likewise, a computer's colour screen works **thanks to** the ideas of a 17th century scientist called Sir Isaac Newton.



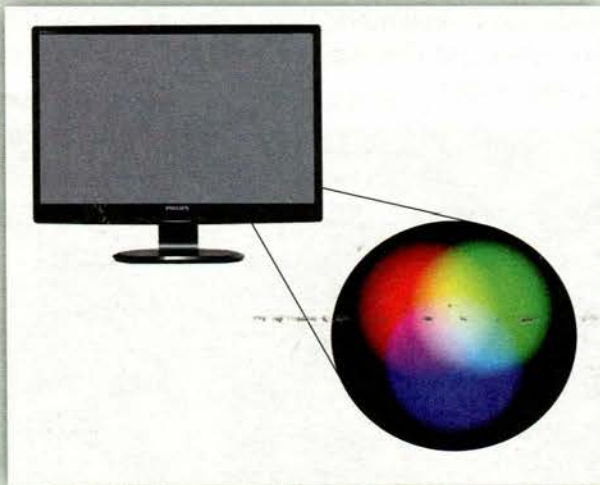
② Newton was one of the greatest scientists of all time. He is most famous for his theories about gravity. Gravity is the force that keeps us on Earth and that holds the universe together. However, Newton made many more important discoveries. One of these discoveries was how light and colour work. Newton was **mad about** light. He even put a needle behind his own eye to find out how we **perceive** colour! From his many experiments (sometimes painful!), he made some very important discoveries.

③ For example, he discovered that white light is made up of many colours. Have you ever noticed that white light often comes out of a glass object as a rainbow of different colours? The scientific name for this rainbow is the spectrum. Scientists before Newton thought that something in the glass made this spectrum of colours. Newton didn't agree. He **conducted** experiments with glass pyramids, called prisms. Through these experiments, he realised that white light was actually made up of seven different colours: red, orange, yellow, green, blue, indigo and violet. He also **proved** that you could mix these base colours again to form white light. His theory was very **controversial** then, but now everyone agrees it is a basic scientific truth.



④ Newton continued his work on colour. He proved that red, yellow and blue are the three basic colours. These are called primary colours and are special for two reasons. Firstly, you can mix these in different amounts to make any other colour. Secondly, you cannot make them from any of the other colours in the spectrum.

5 So what does all this have to do with computers? Well, computer screens use a system that is based on Newton's colour theory. Screens are made up of thousands of tiny dots, called pixels. Each pixel is the smallest piece of an image on the screen. However, each pixel is really made up of three even smaller dots called a triad. Every triad has one blue, one red and one green dot. So the colour of each pixel is a mix of the primary colours. So how does the computer show all the millions of colours that we see on the screen? Basically, the computer changes the strength of each red, blue or green dot in each triad. This creates the perfect colour for each pixel. The thousands of pixels on the screen join together like a jigsaw to make the picture.



Newton certainly was an amazing scientist and he knew that his discoveries were important. However, he never guessed that one day he would help you and me surf the Net!

A Read the text and match the sections (1–5) with the headings (A–E).

- A Who was Newton?
- B More about colour
- C How computers make pictures
- D Experiments with light
- E Old science for modern technology

B Choose the best way to complete each sentence so that it summarises the information in the text.

- 1 Modern computers are based on scientific discoveries made ...
 - a only a few years ago.
 - b hundreds of years ago.
- 2 Newton is most famous for his theories about ...
 - a light and colour.
 - b forces.
- 3 Newton showed that ...
 - a white light is made of many colours.
 - b glass changes the colour of light.
- 4 The primary colours ...
 - a make all other colours.
 - b are made from all other colours.
- 5 A pixel is really ...
 - a one colour.
 - b three colours.

C Match the words and phrases in bold in the text with the definitions below.

- 1 fascinated by
- 2 showed
- 3 see
- 4 causing argument
- 5 because of
- 6 did

Project

1 Use the Internet or school library to do research on one of the following:

- The life of Isaac Newton
- Newton's theory of gravity
- How a computer mouse works

2 Write a short report about your research. Use pictures or diagrams to illustrate your work.



When people think of **iconic** buildings around the world, the ones that usually come to mind are places like the Taj Mahal in India, St Basil's Cathedral in Moscow, the Opera House in Sydney, Australia or the Eiffel Tower in Paris. But there are four buildings and places where the architecture is definitely something special.

Iconic buildings

Burj al Arab*, Dubai

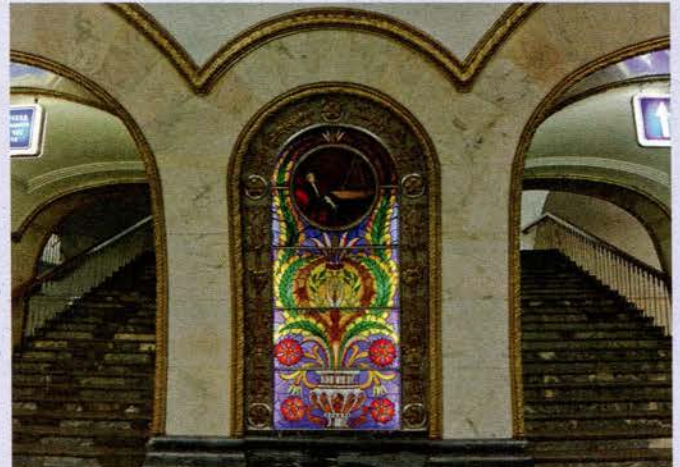


For many people the design of this building reminds them of the Sydney Opera House. Both are designed **A** ... – the Opera House because of the boats that came into the harbour, the Burj al Arab in Dubai to look like the sail of a dhow, the fishing vessel used throughout the Arab world.

Burj al Arab is a **luxury** hotel and took five years to build. Apart from the **unique** look, the hotel is also famous for two incredible restaurants. One, the Al Muntaha, is 200 metres up in the air and has some amazing views across the city. The other, the Al Mahara, is underwater **B** ... while eating some lovely food.

The Moscow Metro

This isn't one building, but a series of buildings and places that are a surprise to almost all visitors to the city. Go into many of the stations on the metro system and you are given a **spectacle C** These include the incredible Komsomol'skaya station with its arched yellow ceiling and chandeliers lighting up the space, the Ploshchad' Revolyutsii full of coloured marble and bronze statues, Novoslobodskaya with its thirty-two stained glass windows, and Elektrozavodskaya, which has mosaics of famous scientists like Franklin and Lomonosov. Many of the stations are more like works of art than places you go to catch a train.



Ponte Vecchio**

Of course bridges can often be quite beautiful and this one is **no exception**. We know that Italy has some lovely architecture so it's no surprise to find out that this bridge is in Florence, one of the most beautiful of all Italian cities. It's the oldest of the six bridges that **span** the river and the current bridge dates back to around 1345. The shops along the bridge were originally those of butchers, fishmongers and greengrocers, **D** ... by the goldsmiths', jewellers' and antique shops we find there today.

* ['bɜːg al 'əːrɑːb]

Shakespeare's Globe

Opened in 1995, this building is a **replica** of the original theatre where many of Shakespeare's plays were first performed. That building was destroyed by fire in 1611 during a performance of *Henry VIII*. The new building is close to the original site and based on the design of the first building. You can visit the building all year round, **E ...** between May and October as it is an outdoor theatre and so closed during the winter. One very interesting fact is that there are other replicas in Germany, Italy, the USA and even in Japan.

Clearly there are iconic buildings and architectural structures in many countries around the world. Often we focus on those that are famous around the world, **F ...**. The four here are amazing in their own way, but there are many more that **deserve** to be regarded as examples of the best architecture around the world.



A Read the text and complete the gaps (A–F) with the correct sentence parts (1–7). There is one extra part which you do not need to use.

- 1 and diners can watch lots of sea creatures
- 2 that will take your breath away
- 3 to represent the sails of a boat
- 4 but some of the less well-known places are definitely worth a mention
- 5 but the smell from these places was so bad that they were gradually replaced
- 6 to work out the purpose of the building
- 7 but plays are only performed

B Read the text again. Choose the correct answer for each of these questions.

- 1 Which of the buildings is similar in design to another famous building?
 - a Burj al Arab
 - b Ponte Vecchio
 - c Shakespeare's Globe
- 2 What is the main function of Komsomol'skaya?
 - a a work of art
 - b a bridge
 - c a train station
- 3 Which building has other versions in different countries?
 - a Burj al Arab
 - b Ponte Vecchio
 - c Shakespeare's Globe
- 4 What has changed about the Ponte Vecchio since it was first built?

- a the number of shops on it
 - b the type of shops on it
 - c the number of other bridges crossing the river
- 5 Which of the buildings is a copy of an older building?
 - a Burj al Arab
 - b Ponte Vecchio
 - c Shakespeare's Globe
 - 6 What can you find in Ploshchad' Revolyutsii?
 - a marble and bronze statues
 - b chandeliers
 - c stained glass windows

C Match the words in bold in the text with these definitions.

- 1 not any different
- 2 very special / not the same as anything else
- 3 be worth spending time on or visiting
- 4 very expensive and of the highest quality
- 5 very famous and well known / representing a particular idea
- 6 cross or cover an area of water
- 7 an accurate copy of something
- 8 an unusual, exciting or impressive sight

D Your voice Work in pairs. Discuss these questions.

- 1 Which of the buildings would you most like to visit? Why?
- 2 Think of a famous building. Describe the building, but don't say its name. Can the other students guess which building you are describing?



Entertainment

1 Fill in the gaps in the sentences.

- 1 It's my favourite series – I haven't missed a single **e** ...
- 2 The plot wasn't very exciting, but the special **e** ... were fantastic!
- 3 The film didn't get very good **r** ... , but I thought it was excellent.
- 4 The **a** ... couldn't stop laughing throughout the performance.
- 5 She got the best musicians to work on the **s** ... to her latest film.
- 6 I used to like the **c** ... when I was a child.
- 7 We can get over 100 TV **c** ... , but I only watch MTV!
- 8 I really like **h** ... films, especially with vampires and zombies.
- 9 Our opera house is also used as a(n) **c** ... hall.
- 10 There are over 4000 animals in the San Diego **z** ...

- 4 He called me **out** / **up** / **off** and asked me to meet him tonight.
- 5 She asked me to hang **in** / **on** / **out** for a bit, but I've been waiting for 20 minutes now.

Technology and communication

4 Match the words to the definitions.

- | | |
|------------|---|
| 1 chat | a a number of computers that are connected with one another |
| 2 desktop | b a personal computer that is not mobile |
| 3 laptop | c the programs used by a computer |
| 4 network | d communication on the Internet |
| 5 SMS | e text message on a mobile phone |
| 6 software | f a personal computer you can carry around |

Easily confused words

2 Choose the correct answer.

- 1 Julia Roberts won the Best Actress Academy **Award** / **Prize** in 2000.
- 2 I think I'll stay in and **see** / **watch** a DVD tonight.
- 3 We need to **book** / **close** tickets for the show at least a week in advance.
- 4 I like this song so much, I **hear** / **listen to** it all day.
- 5 It will work if you **download** / **install** a program from the Internet.

Phrasal verbs

3 Choose the correct word.

- 1 I think I'll call **on** / **in** / **up** sick today. I don't feel like going to work.
- 2 I managed to get **through** / **off** / **in** to him the fifth time I called.
- 3 She hung **down** / **up** / **off** the phone without saying a word.



- 5 Complete the gaps with the words from the box in the correct form (noun or verb). There is one extra word.

translate > interpret > communicate
answer > interrupt

Being fluent in a foreign language

Knowing a language means being able to ¹ ... in it. To do this well you need to 'think' in the language. Most people don't do this. Instead they 'think' in their own language and then ² ... what they want to say in a foreign language. This causes ³ ... to the flow and can annoy both you and the person you are speaking to. But what is the ⁴ ... ? Lots of speaking and writing practise. The more you speak and write in the foreign language, the more fluent you will become.

The passive

- 6 Put the verbs in brackets in the correct passive form.

- 1 The first personal computer ... (invent) by Steve Jobs and Steve Wozniak in 1976.
- 2 This picture ... (take) with a digital camera.
- 3 Cell phones ... (use) by billions of people all over the world.
- 4 The film ... (direct) by Gus van Sant.
- 5 The last episode ... (film) two months ago, but ... (show) next summer.
- 6 The song ... (record) live in New York.
- 7 The book ... (write) 50 years ago, but it has only just been made into a film.
- 8 In the film, the role of the politician ... (play) by Sean Penn.

- 7 Use the passive to complete the second sentence so that it means the same as the first.

- 1 The policeman gave them a ticket for speeding. They ... a ticket for speeding.
- 2 My sister will write the music for a short film. The music for a short film ... by my sister.
- 3 The journalist reported that a gorilla escaped from the city zoo. It ... that a gorilla escaped from the city zoo.
- 4 The academy has given the film three different awards for excellence. The film ... three different awards for excellence.
- 5 Our friend served us fried rice and spring rolls. We ... fried rice and spring rolls.

The causative

- 8 Complete the second sentence so that it means the same as the first.

- 1 My best friend pierced my nose for me. I had ... by my best friend.
- 2 The hairdresser styles my hair for me twice a week. I ... styled twice a week.
- 3 A decorator is going to paint my room tomorrow. I'm going to have ... tomorrow.
- 4 Has someone dyed your hair for you? Have ... your hair dyed?
- 5 The dentist has whitened my teeth. I have had ...
- 6 The gardener cuts our grass every day. We ... every day.
- 7 A mechanic repaired our car last week. We ... last week.
- 8 The hairdresser is cutting my mother's hair tomorrow. My mother ... tomorrow.
- 9 The computer programmer is installing new software in my computer tonight. I ... in my computer tonight.
- 10 Mum is dyeing my hair tonight. I ... tonight.

Conditionals

- 9 Put the verbs in brackets in the correct form.

- 1 If I were you, I ... (have) my hair cut really short.
 - 2 I ... (not tell) anyone unless you want me to.
 - 3 If I ... (read) the reviews, I would never have gone to see the film.
 - 4 As long as you do as I say, there ... (not be) any problems.
 - 5 I always take an umbrella if it ... (rain).
 - 6 What would you do if you ... (win) the lottery?
- 10 Make a second sentence so that it means the same as the first. Use the word given.
- 1 She will call you if she isn't busy. (unless)
 - 2 If she keeps practising, she will win the race. (as long as)
 - 3 Unless you get some sleep soon, you will be very tired tomorrow. (if)
 - 4 I will visit you for Christmas as long as I do not have to get on a plane. (if)
 - 5 We wouldn't have got there on time if he hadn't taken us with his car. (unless)

11

Where in the world ...?

Skills aims

- ◆ Listening to short extracts for gist and specific information
- ◆ Comparing pictures; expressing similarity and difference
- ◆ Reading an article for specific information and detail
- ◆ Writing a report to practise paragraph headings, formal register and organizing ideas

Dive in!

Look at the map and pictures. What do you know about these places?

QUIZ

A What do you know about world's most famous landmarks?

Where is ...

- 1 the Statue of Liberty?
 - a New York
 - b Los Angeles
 - c Washington DC
- 2 the Sydney Opera House?
 - a Canada
 - b South Africa
 - c Australia
- 3 the Great Sphinx of Giza?
 - a Cairo, Egypt
 - b Alexandria, Egypt
 - c Luxor, Egypt
- 4 the Taj Mahal?
 - a India
 - b China
 - c Bangladesh
- 5 the Leaning Tower of Pisa?
 - a England
 - b France
 - c Italy
- 6 Machu Picchu?
 - a Peru
 - b Mexico
 - c Argentina
- 7 the Amazon River?
 - a Argentina
 - b Chile
 - c Brazil
- 8 Mount Everest?
 - a the Himalayas
 - b the Alps
 - c the Rocky Mountains

Check your results on page 164!



Reading

B Read the first paragraph of this article. What do you think life for teenagers would be like in places like these?

Life in far-off places



About 50% of the world's population lives in cities, and most of those who don't, live within easy reach of one. But what's it like to be a teenager in a far-off, remote place? We asked two teenagers in rather different, isolated parts of the world to tell us about their lives.


Lisa Charles, 17 (Perth, Australia)

Perth may be a big city, but it is the most isolated city in the world, the nearest city being Adelaide, 2130 km away! So what is life like in Perth? Well, when we asked Lisa, she smiled and said she couldn't imagine living anywhere else. The climate and its location make it an ideal place for an outdoor lifestyle. No wonder sailing and other sea sports are very popular pastimes. Its population (around 1.9 million) and the available space (5386 km²) mean that its residents live in houses with large gardens. Many also have swimming pools and entertain a great deal in their homes. 'Barbecues have become a traditional way of life,' says Lisa.

'There's a lot to do in Perth,' Lisa told us. 'There are lots of cinemas and theatres. There are also different kinds of youth clubs, like sports clubs, sailing and rowing clubs, that sort of thing. You can learn to play a musical instrument or even attend dance lessons. I've just started attending Latin dance lessons. I'm learning to mambo and salsa. It's great fun and I really like it. You can, of course, go over to friends' houses or invite friends over to yours. There really is a lot to do here.'

C Scan the article, then copy and complete the table.

	Perth, Australia	Nisyros, Greece
What is the population?		
What makes this place isolated?		
What can teenagers do in these places?		

D  **Read the text about Lisa more carefully and choose the best options.**


- What makes Perth a good place to live?
 - the size of the city
 - the population of the city
 - the climate and location of the city
 - the fact that the city is so isolated
- Which of the following are not mentioned?
 - people's homes
 - the sea sports that are popular
 - how to get to Perth
 - the hobbies and interests of teenagers

Manos Roditis, 15 (Nisyros, Greece)

Most people have never heard of Nisyros, a volcanic island in the Aegean Sea. It is a small island with fewer than 1000 people. It is also geographically isolated and is not on any major shipping routes. In fact, to go to Athens by ship or even by plane, you first need to travel by boat to Kos, the nearest main island. Manos told us that as a child he had been allowed to run around the town with his friends, or swim all day in the sea. His big city cousins, who visited in the summer, were jealous of the freedom the island children had. In the city, they were stuck in flats or houses, as it was not safe for them to go out without an adult.

But there is a downside to living in such a small, far-off place. 'I would like to do other things, like go to the cinema or a football match or even a funfair, but I can't. Now it's me that's envious of my city cousins. As teenagers, they have opportunities to do things that I can only dream about. There are also very few teenagers on Nisyros. In my class, there are only eight students! But we do have a local football team, and we enjoy competing with teams from other nearby islands. At least it means I get to travel a bit.'



E  **Read the text about Manos more carefully and choose the best options.**

- To get to Athens from Nisyros
 - you take a ship from the island.
 - you fly by plane from its airport.
 - you take three ships.
 - you first have to travel to another place.
- According to Manos, being a teenager on Nisyros
 - is better than being a teenager in Athens.
 - is good because there are a lot of things to do.
 - is good because they are freer than teenagers in cities.
 - offers few benefits.

Unified State Exam Reading A15–A21 → p195

F What might Manos say to Lisa?

You would love being a teenager on Nisyros. ^a

Right now, I would love to live where you live. ^b

City life is not a good life for teenagers. ^c

Your city is too isolated. ^d

Words in context

G Match the underlined words and phrases in the text with their meanings.

- existing outside
- people who live in a place
- jealous
- far away from any other place (×2)
- a lot
- trapped, not able to move
- a disadvantage
- it is not surprising

Quick chat

What similarities and differences are there between your lifestyle in the place where you live and that of Manos and Lisa?

Reported statements

Read the reported statements and the rules that follow. Choose the correct options to complete the rules.

Direct speech		Reported speech
a 'I can't imagine living anywhere else.'	→	Lisa said she couldn't imagine living anywhere else.
b 'I was allowed to run around the town with my friends ...'	→	Manos told us that he had been allowed to run around the town with his friends ...

When we report what someone said in the past,

- 1 we **use the same verb tense** / **shift the verb one tense back**.
- 2 we **don't use** / **use** quotation marks ("").
- 3 we **often begin** / **don't begin** with *said* and *told*.

Grammar database → pp186, 187

Reported questions

Read the reported questions and the rules that follow. Match the questions to the rules.

Direct speech		Reported speech
a 'Can I leave?'	→	I asked if I could leave.
b 'How long <u>have you lived here?</u> '	→	I asked her how long <u>she had lived there</u> .
c 'Where <u>have you been?</u> '	→	She wanted to know where <u>I had been</u> .

Rules when reporting questions:

- 1 For *yes / no* questions, we use *if* or *whether*.
- 2 For *wh-* questions, we use the question word (eg *how*, *where*, etc).
- 3 We don't use a question mark.
- 4 We change the order of the subject and verb.

Grammar database → p188

A Complete each sentence using reported speech.

- 1 'Barbecues have become a traditional way of life.'
Lisa said ...
- 2 'There are lots of cinemas and theatres.'
Lisa told me ...
- 3 'When I was a child, I swam all day in the sea.'
Manos said ...
- 4 'Competing with other teams means I get to travel a bit.'
Manos told me ...
- 5 'My cousins were jealous of the freedom we had.'
Manos said ...

B Complete the text with the correct form of the verbs in brackets.

Lisa said that she ¹ ... (think) Nisyros ² ... (be) a nice place for someone to live. Manos told her he ³ ... (disagree). He said that there ⁴ ... (be) few opportunities for him. Lisa said that Manos ⁵ ... (can) visit her in Perth sometime, and Manos said he ⁶ ... (will) try. Lisa told him she ⁷ ... (think) of visiting Greece sometime too.

C Report the following questions. Begin with the words given.

- 1 'How often do you go out with your friends?' Maria asked Frank.
Maria asked ...
- 2 'Will you be moving to a big city in the future?' Fred asked Magda.
Fred asked ...
- 3 'Have you ever been to Australia?' Paula asked Tom.
Paula asked ...
- 4 'Where did you live as a child?' George asked Rhonda.
George asked ...

D Ask your classmates these questions. Then report the questions and answers.

- 1 What do you do in your spare time?
- 2 How much freedom do you have to do what you like?
- 3 What do you like about the city?
- 4 What do you like about the countryside?

When I asked Mark what he did in his spare time, he said he usually played computer games.



A Read the comments and answer the questions.

It's alive!

The people are friendlier.

I can't stand the noise and the pollution!

The people are narrow-minded.

- 1 Are these people talking about life in the city or in the countryside?
- 2 What are some other advantages and disadvantages of living in each place?

B 27 You will hear four girls talking about where they live. Listen to the first girl and answer the questions.

- 1 Does she live in the city or in the countryside?
- 2 Does she like living there?

C Now listen to the four girls and match the speakers with the statements. There is one extra statement.

- A The speaker complains about the people in the area where she lives.
- B The speaker likes the fact that she doesn't have to travel long distances.
- C The speaker lives in the city and absolutely hates it.
- D The speaker has changed her mind recently about living where she lives.
- E The speaker agrees with most of her family about where they should live.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Unified State Exam Listening B1 → p193

Words you heard

country and countryside

We can use the words *country* and *countryside* to talk about places away from towns and cities, such as farms, open fields and villages:

Well, I didn't think I was cut out for life in the **countryside**.

I could never understand why people choose to move to the **country**.

D In the following sentences, the words **country** and **countryside** are used with different meanings. Match the words in bold with their meanings.

- 1 Eighty per cent of this **country** is opposed to the new law.
- 2 They have a **country house**, of course, but they live in the city.
- 3 It's a small town in mountainous **countryside** in Switzerland.
- 4 Russia is the largest **country** in the world.

- a a large house outside the city
- b an area of land with specific characteristics
- c a nation
- d the people who live in a nation

Give a 2-minute talk on **where you live**.

Remember to say:

- what kind of building (house, flat, etc) you live in
- what the neighbourhood is like
- what you like and dislike about the place where you live
- where you would like to live in the future

Unified State Exam Speaking → pp197, 198

Reported commands and requests

Look at the sentences below. Which one gives a command and which one is a request?

'Please don't tell anyone.'
'Go away!'

Now choose the best way to report each one.

- 1 'Go away!'
 - a He asked me to go away.
 - b He told me to go away.
- 2 'Please don't tell anyone.'
 - a She asked me not to tell anyone.
 - b She told me not to tell anyone.

A Report the following commands and requests.

- 1 'Stop complaining!'
- 2 'Could you help me pack?'
- 3 'Call me as soon as you get home.'
- 4 'Please be quiet!'
- 5 'Don't ever speak to me again!'
- 6 'Please don't make so much noise.'

Grammar database → p188

Reporting verbs

Look at the two pairs of sentences below. What difference does the verb in bold make?

- a My dad said we should move there.
My dad **suggested** that we should move there.
- b My mum always said that I didn't know any better.
My mum always **insisted** that I didn't know any better.

We can often replace *say* and *tell* with other verbs that can give us more information about the way somebody said something.

'You should lose a little weight.'
She **advised** me to lose a little weight.

'I am not going to explain anything.'
He **refused** to explain anything.

Remember that some verbs are followed by an object, others are followed by a clause beginning with *that* and others are followed by the infinitive or the *-ing* form.

Grammar database → p188

B Match the reporting verbs with the statements.

advise ► invite ► offer ► promise
refuse ► suggest

- 1 'I'll never say anything like that again.'
- 2 'Will you come to our party?'
- 3 'I think you should tell him the truth.'
- 4 'No, I won't do anything about it.'
- 5 'I'll book the tickets for you.'
- 6 'Why don't we go to the gym together?'

C Now report the statements in exercise B.

- 1 She promised not ...
- 2 They invited me ...
- 3 He advised ...
- 4 He refused ...
- 5 She offered ...
- 6 She suggested ...


D Change the following sentences using the reporting verbs given.

- 1 She said that I should eat less. (advised)
- 2 She told me that she would help me. (offered)
- 3 He said that we should go to the Teen Café. (suggested)
- 4 He said that he would do anything he could to help us. (promised)
- 5 She said that I had to leave. (ordered)

Practise your English

A Do you think there are any differences between American culture and British culture? What are they?

B Read the text quickly and find three differences.

C  Read and complete the text using the correct form of the words in capitals.

A tale of two cultures

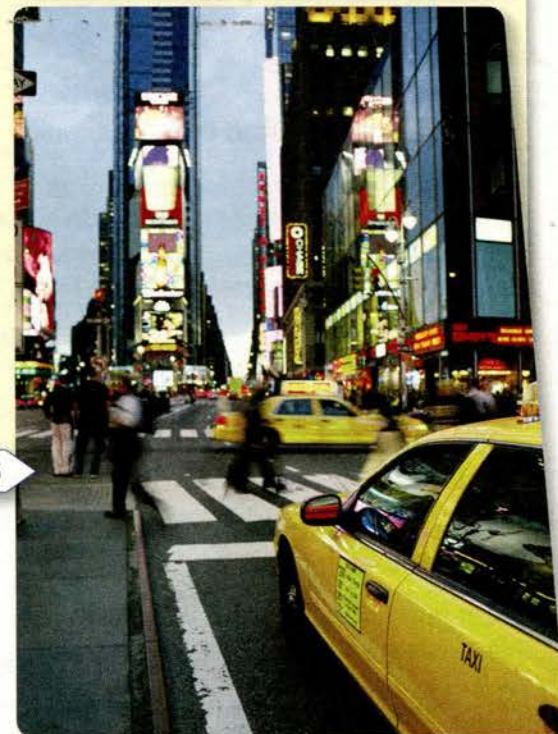
When Heather Sims moved from Britain to the USA she noticed some big differences between the two cultures. She told ¹ ... there were more differences than she had expected there to be. She admitted that she ² ... it might be difficult to understand ³ ... when they spoke to her because of the differences in accent and vocabulary, but she ⁴ ... to find more very distinct cultural differences too. I asked her what she meant, and she ⁵ ... that it was things like what people said to each other and the way they spoke to each other that were different. For instance, Americans would call her by her ⁶ ... name the minute they were introduced. She added that Americans also apologized ⁷ She admitted that even though they were more direct and seemingly less polite, Americans were in fact rather warm and likeable people.

- I
- THINK
- PERSON
- SURPRISE
- EXPLAIN
- ONE
- LITTLE

Unified State Exam Grammar and vocabulary B4-B10 → p195

D Complete the second sentence so that it means the same as the first. Use no more than three words.

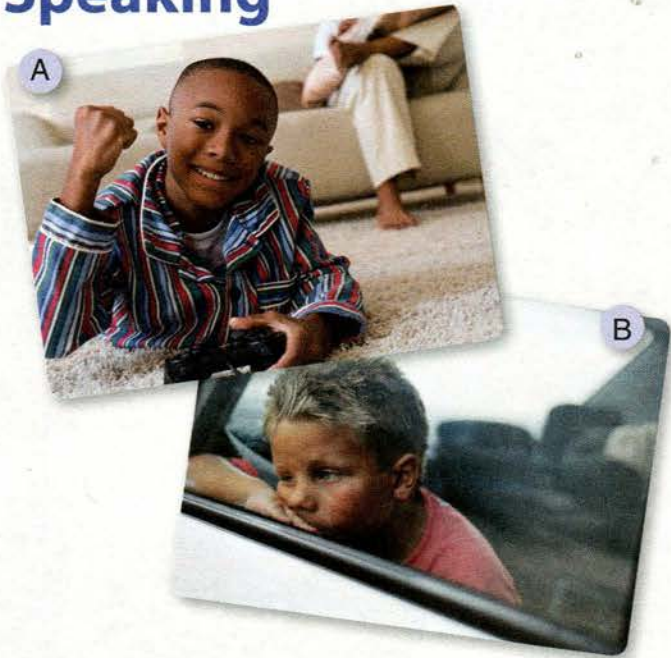
- 1 'I don't like living in such a crowded place.'
Mary said she ... living in such a crowded place.
- 2 'I have never been abroad.'
Mary said she ... abroad.
- 3 'What do you like about living in Mexico City?'
Pete asked Teresa ... about living in Mexico City.
- 4 'Have you ever been to the countryside?'
I asked Tom ... ever been to the countryside.
- 5 'I loved living in my village when I was a child.'
Harry told me ... living in his village when he was a child.



Quick chat

Have you ever noticed cultural differences between countries? What are they?

Speaking



A In pairs, compare the two photos above.

- 1 What are the main similarities and differences between them?
- 2 How do you think the people in the photographs feel? Why?

B **29** Listen to a student talking about the two photographs above. Then answer the questions.

- 1 Does she mention any similarities between the two photos?
- 2 Does she mention any differences?
- 3 Does she say if she thinks the boys are happy?
- 4 Does she say why she thinks the boys are or are not happy?

C **29** Listen again. Which expressions in the Language chunks box do you hear?

Language chunks

Expressing similarity

Both pictures show ...
 In both pictures there is ...
 The main similarity between the two pictures is ...

Expressing difference

The first picture shows ... , but the second ...
 In the first picture ... , while in the second ...
 In the first picture, ...
 In the second picture, ...
 however / on the other hand, ...

D Complete each sentence so that it has the same meaning as the sentence before it.

- 1 The first picture shows a house and the second picture also shows a house.
 The main similarity between ...
- 2 In the first picture the people look happy, but in the second they look miserable.
 In the first picture, the people look happy. In the second, however, ...
- 3 The woman in the first picture is working, but the woman in the other picture is watching TV.
 The woman in the first picture is working, while ...

E Make more sentences comparing the photos in exercise A.

F Look at the two sets of photos. Make notes in your notebook.



similarities and differences



similarities and differences

G In pairs, compare each set of photos. Use expressions from the Language chunks box.

Writing: a report

A In pairs, look at the picture and answer these questions.

- 1 What sorts of activities can you see?
- 2 Are you a member of a youth club or a sports club in your area?

B Look at the beginning of the report below and answer these questions.

- 1 Who has written the report?
- 2 Who will receive the report?
- 3 What is the subject of the report?

C Now read the whole report and answer these questions.

- 1 Is the youth club popular? Why not?
- 2 What recommendations does Tanya make?



To: Collingwood Council

From: Tanya Read

Subject: Collingwood Youth Club

1 ...

The aim of this report is to find out why the youth club is not very popular among students in the area. I interviewed a number of students to find out why they did not use the club. My findings are presented below.

2 ...

Most students said they were not pleased with the club because the building was in bad condition. A lot of students said the building should be redecorated. Quite a few of the older students said they would be happy to help with the redecoration.

3 ...

Most of the students said that the club could offer more sports than just basketball. For instance, tennis and squash. They also said they would like to see more activities offered, like music and dance lessons. Most students like the games room and the games available.

4 ...

I would recommend that the building is fixed up and that there are a few more sports and activities. In order to save money, students from local schools could help to redecorate the building.

Skills development

Paragraph headings

D Match the headings to the paragraphs in the model. There are two extra headings.

- a Conclusion
- b The facilities
- c The building
- d Introduction
- e What students like
- f What students don't like

Characteristics of reports

E Look at the model. Which of these statements are true about writing reports?

Reports should ...

- be informal and chatty in style.
- be fairly formal or neutral in style.
- have section headings to make it clear and easy to read.
- always begin with *Dear ...*
- make some recommendations.
- start with an introduction.

Formal and informal register

- F** Replace the underlined phrases with more formal ones from the model.

Most people said the sports club was terrible! They said they didn't think there were enough sports. They want to see a pool and some tennis courts added. Furthermore, some said it was too hot in the club. Why don't we have some air conditioners instal led?

Planning and writing

- G** Read the writing task and answer the questions that follow. Make notes.

Organizing ideas

Active sports club



We're looking for advice and ideas on how to improve what we offer you! We'd like a report telling us what members think about the facilities we offer now, what we can do to improve the ones they're not happy with, and any ideas for new facilities!

Please place your reports in the box provided before 20th April.



Facilities offered now

Basketball courts
Gym
Sauna
Showers

Possible new facilities

Tennis courts
Games room
Swimming pool

- 1 What is the aim of the report?
- 2 What facilities does the club offer? Choose two or three main ones.
- 3 Are the members pleased with the facilities?
 - If so, what are they happy with?
 - If they are not happy with any of them, what is the problem?
- 4 What recommendations could you make to improve the facilities that the members are not happy with?

- H** Now write your report. Use ideas from the exercises and language from the Language chunks box to help you. Write 100–140 words.

Quick check!

Be sure to ...

- ▶ follow this plan:
 - start the report in the correct way
 - use a clear layout with a heading for each section
 - include an introduction saying what the report is about (paragraph 1)
 - talk about both positive and negative things (paragraphs 2 and 3)
 - include some recommendations at the end (paragraph 4)
- ▶ use formal or neutral language
- ▶ write 100–140 words

Language chunks

The aim of this report is ...
My findings are presented below.
Most / Some people said ...
I would recommend that ...

Writing database → p168

Skills aims

- ◆ Listening to a conversation for gist and specific information
- ◆ Expressing opinion; agreeing and disagreeing
- ◆ Reading an interview for specific information
- ◆ Writing an essay to practise paragraphing and supporting ideas

A Which of these ways of keeping fit and healthy refer to diet and which to exercise? Which three do you think are the best?

- 1 Eating only fruit and vegetables
- 2 Going to the gym at least three times a week
- 3 Walking for at least 20 minutes a day
- 4 Eating five meals a day
- 5 Avoiding junk food
- 6 Eating meat every day
- 7 Becoming a vegetarian
- 8 Avoiding fried food
- 9 Sleeping for 12 hours
- 10 Having a hobby
- 11 Taking up a sport
- 12 Relaxing for at least one hour a day

Dive in!

Some teenagers made these comments. Do you agree with them? Why / Why not?

I don't like fruit and vegetables, so I don't eat them.

If I'm hungry between meals, I eat chocolate or sweets.

My favourite food is pizza.

I love fruit. I eat some at least once a day.

Reading

B You are going to read an article about 'super' food. Read the first paragraph. What is a super food?

C Which of these foods do you think are good for you? Read the text quickly to find out.

milk chocolate > burgers
olive oil > dark chocolate
tea > coffee

Super foods

We are always reading or hearing about a super food that is very nutritious and can help us look better, stay slim, live longer or just feel great. But is there any truth to these claims? We spoke to Dr Karani, a leading health specialist, who told us some very interesting things about these foods.

What are super foods, and why are they so good for us?

Well, some are very rich in vitamins. For example, the fruit from a tree found in tropical areas, called the baobab tree, is said to have three times as much vitamin C as an orange, and 50% more calcium than spinach! As we know, vitamins C and E are strong antioxidants – substances that slow down damage to our bodies. Some kinds of food that we eat regularly, such as dark chocolate, olive oil and fresh fruit and vegetables are also very rich in antioxidants. As of course is tea, and even coffee!



D Read the text and decide if the statements below are correct or incorrect. Correct the ones that are wrong.

- 1 The baobab fruit is very rich in both vitamin C and calcium.
- 2 Antioxidants are good for your skin.
- 3 Chillies may be a good way to keep your weight down.
- 4 Ginseng lowers blood pressure.
- 5 We should always eat at least one super food a day.
- 6 Eating too much junk food can affect your behaviour.

Words in context

E Find these words and phrases in the article and match them with their meanings.

- | | |
|--------------|----------------------------|
| 1 nutritious | a act / behave badly |
| 2 rich in | b make stronger |
| 3 healing | c good for your health |
| 4 strengthen | d making better |
| 5 tend to | e usually |
| 6 junk food | f food that is bad for you |
| 7 obvious | g have a large amount of |
| 8 misbehave | h easily noticed |



But what does that mean? How does that help us?

These foods can help you stay healthier because antioxidants are good at fighting disease. But they can also help you stay younger and look better. The more antioxidants we eat, the healthier we'll be, and the better our skin will look – that's why celebrities are always on diets that contain a lot of fresh fruit and vegetables.

I recently heard that chillies are also good for you. Is that true?

Yes, they are. Chillies can help you control your body weight, and they're helpful for people with diabetes. You see, they help control the level of sugar in the blood. High blood sugar is not only bad for people with diabetes, but it is believed to make you overweight! Of course, I'm not suggesting adding chillies to everything you eat, but eating more of them isn't a bad idea.

What about aloe vera and ginseng? Health food stores sell food that often contain them.

Well, aloe vera is good for healing the skin (for example, if it is applied to burns). If it is added to food or drink, it can help strengthen your bones and lower blood pressure. Ginseng does something different – it gives you energy.

Do we really need all of these super foods in our diet to stay healthy and live longer?

No, not if we eat a balanced diet that contains plenty of fresh fruit and vegetables. However, in the West, too many people tend to eat a lot of food that is high in sugar, salt and fat – foods such as pizza, milk chocolate, chips and burgers. Junk food makes people unhealthy and overweight. If you want to live longer, then my advice is to eat more fresh food and stay away from junk food. If this isn't always possible, then add a super food to your diet.

Is junk food as bad for children and teenagers as it is for adults?

Yes, of course. Apart from the obvious health problems, eating large amounts of junk food can cause skin and weight problems in children. It has also been observed that children who eat a lot of junk food can't concentrate for long periods in class. As a result, they misbehave, and are not learning what they could be.

Give a 2-minute talk on **food**.

Remember to say:

- what you usually eat in a day
- what your favourite food is

Unified State Exam Speaking → pp197, 198



- whether you need to make your diet healthier and in what way
- whether you need super foods in your diet and why / why not

Vocabulary

Food

A Choose the correct answer.



B 30 Now listen and check your answers.

Spanish omelette

Ingredients

four ¹ **eggs** / cucumbers
a red ² **strawberry** / pepper
four mushrooms
an ³ **onion** / olive
a clove of ⁴ **asparagus** / garlic
half a cup of cream
some salt and pepper
a little olive oil
some grated ⁵ **cheese** / meat
one ⁶ **sausage** / steak (optional)
some parsley

Method

⁷ **Slice** / **Cut** the vegetables and sausage if you are using it.
⁸ **Hit** / **Beat** the eggs and cream together. Add the vegetables, sausage and cheese to the egg mixture. ⁹ **Add** / **Stir** some salt and pepper. ¹⁰ **Pour** / **Throw** the ingredients into an oiled oven dish and ¹¹ **bake** / **fry** for 30 minutes in a medium oven.
¹² **Serve** / **Offer** with a salad.

Phrasal verbs

C Complete the gaps with the phrasal verbs from the box.

put on > take off > cut down on > working out
worked up > go off > given up

- 1 You should ... the fizzy drinks you drink every day.
- 2 Is there any vegetarian food? I've ... eating meat.
- 3 Eating healthy foods, like salads, will help you ... weight.
- 4 You'll ... weight quickly by eating high-calorie foods.
- 5 I keep in shape by ... at the gym three days a week.
- 6 I find that after an hour at the gym, I've ... a huge appetite.
- 7 Every time I start a new diet, I ... it by the second day.

Easily confused words

If you *hurt* yourself, then you do something to harm a part of your body. It will probably *hurt* you and you will feel a *pain* in that part of your body. You will have an *injury* if you suffer physical harm or damage (for example, after an accident).

If you are *ill* or *sick* a doctor will *treat* you with medicine, or *give* advice about diet or exercise in order to *cure* you. When you're *cured* you feel fine and you have *recovered*!

D Choose the correct answer.

What a day!



They told me to take more exercise so today I went to the gym. The first exercise I tried gave me a terrible ¹ **hurt** / **pain** in my arm so I went straight to the doctor! 'Oh!' he said. 'You've ² **hurt** / **cured** yourself. I can ³ **recover** / **treat** that with exercise or I can give you some pills to take.' 'Oh no, no more exercise,' I said. 'Will the pills ⁴ **cure** / **pain** me?' I asked. 'Let me tell you,' said the doctor, 'in two days you'll have ⁵ **treated** / **recovered** and be back at the gym!' 'Not me!' I thought ...

Quick chat

In pairs, talk about an accident or injury you've had.

A few years ago, I broke my toe. I was at home. I wasn't wearing any shoes and I walked into an armchair ...

Countable and uncountable nouns; plural nouns

Decide which group – a, b or c – each noun from the box belongs to.

- a Countable nouns
- b Uncountable nouns
- c Both

health ▶ strawberry ▶ money ▶ news
 hair ▶ food ▶ burger ▶ advice
 spaghetti ▶ suitcase ▶ luggage ▶ coin
 chicken ▶ paper

There are also nouns that are always plural and are followed by a plural verb.

The **police were** called in.

My **pyjamas are** in the wardrobe.

Grammar database → p189

A Correct the mistakes.

- 1 The furniture in here look expensive.
- 2 No news are good news.
- 3 The parcel was wrapped in a brown paper.
- 4 Traffic lights was first installed in 1868 in London.
- 5 In our bank your money are safe.
- 6 Spaghetti are a long, thin Italian pasta.

much, many, a lot of

Which sentences are correct?

- a I have **much** money on me.
- b I have **a lot of** money on me.
- c This recipe has **many** ingredients.
- d This recipe has **a lot of** ingredients.

We use *many* for countable nouns and *much* for uncountable nouns. They are usually used in negative statements and questions.

Do you have **much** money on you?
 I don't have **many** ideas.

We can use *a lot of* for both countable and uncountable nouns.

I have eaten **a lot of** food / strawberries today.

Grammar database → p189

B Complete the gaps with *many*, *much* or *a lot of*.

- 1 How ... does this cost?
- 2 How ... money do you have?
- 3 On the menu, there were ... dishes to choose from.
- 4 There aren't ... berries in the pie, are there?
- 5 How ... pairs of jeans did you buy?
- 6 Ice cream contains ... sugar.

Articles

When we are talking generally, we use the *zero article* (= no article).

Vitamins C and E are strong antioxidants ...

When we are talking about something specific, we use *the*.

... a tree found in tropical areas, called **the** baobab tree, ...

When we are talking about something for the first time, or when we are talking generally, we use *a/an*.

... is said to have three times as much vitamin C as **an** orange ...

Grammar database → p190

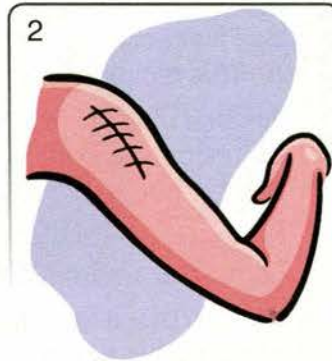
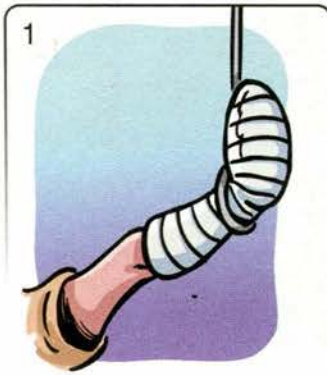
C Complete the sentences with *a*, *an*, *the* or *zero article*.

- 1 I work as ... personal trainer.
- 2 Some of the foods we eat were originally from ... Amazon rainforest.
- 3 In ... 21st century, keeping fit has become very popular.
- 4 Jack will be recovering in ... hospital for a week.
- 5 Mina has gone to ... hospital to visit him.
- 6 I usually go to school by ... bike.
- 7 I decided to go to the dietician recommended by ... friend.
- 8 Walking is ... easy way to get some exercise.

Listening

A Match the health problems with the pictures.

a wound > a broken bone > an accident > a fever



B **31** You will hear a conversation between two students, Lucy and Ben, about a medical problem. Listen and decide which two of the problems above Lucy mentions.

C **31** Now listen again and decide if each statement is true, false or the information is not stated.

- | | |
|---|---|
| <p>1 Ben has known Lucy for ages.
a True b False c Not stated</p> <p>2 Lucy says she has been away from school because of a serious problem.
a True b False c Not stated</p> <p>3 Lucy was hit by a tram.
a True b False c Not stated</p> | <p>4 Lucy remembers waking up in the ambulance on her way to the hospital.
a True b False c Not stated</p> <p>5 Lucy says she is fully recovered.
a True b False c Not stated</p> <p>6 Ben notices a wound on Lucy's arm.
a True b False c Not stated</p> <p>7 Lucy says she would rather be home than at school.
a True b False c Not stated</p> |
|---|---|

Unified State Exam Listening A1-A7 → p193

Words you heard

Collocations

D **31** Listen to the conversation again and match the words below to make collocations. Write them in your notebook.

- | | |
|--|---|
| <p>A feel</p> <p>B fully</p> <p>C seriously</p> | <p>1 better</p> <p>2 healed</p> <p>3 recovered</p> <p>4 injured</p> |
|--|---|

E Choose the correct word.

- 1 The diver required five stitches to a head **wound / injury**.
- 2 He had several **healed / broken** ribs and a suspected **healed / broken** leg.
- 3 They were seriously **injured / recovered** in a car **incident / accident**.
- 4 Tell your doctor immediately if you have a **fever / problem** or other signs of infection.

Quick chat

What advice would you give someone who rides a bike?

Grammar 2

both ... and, neither ... nor, every, each, all and none

Complete the rules using the words above.

- 1 We use ... when we mean 'not this and not that'.
- 2 We use ... when we mean 'this and that'.
- 3 We use ... when we mean 'not any'.
- 4 We use ... when we mean 'the whole of something'.
- 5 We use ... or ... when we mean 'each one of a group'.

Grammar database → p190

so / such and so many / so much

Read the sentences and complete the rules.

- a It was **so** bad **that** I had to go to hospital.
- b It was **such** a serious injury **that** I stayed in hospital for a month.
- c I was in **so much** pain that I had to take four aspirins a day!
- d There were **so many** bones broken.

countable noun ▶ uncountable noun
adjective ▶ noun

- so + ...
- so many + ...
- such + ...
- so much + ...

Grammar database → p191

too and enough

It's **too** expensive for me **to** buy!
There's **too** much food **to** eat.
It's not cheap **enough** for me **to** buy!
Have you got **enough** money?

Copy and complete the rule box with too or enough.

...	adjective / adverb	
not	adjective / adverb	...
...	noun	

Which sentence means 'It costs more than I can afford and so I will not buy it.'?

- a It's too expensive for me to buy.
- b It's expensive.

Grammar database → p191

12

A Choose the correct option. In one of the sentences both options are possible.

- 1 **Neither / Both** the salad nor the bread was fresh.
- 2 **None / Every** of the food was any good.
- 3 **Neither / Both** the cheesecake and the chocolate mousse were excellent.
- 4 **All / Every** the sweets were delicious.
- 5 **Each / Every** person there had a lot to eat.
- 6 He liked **neither / both** the chicken nor the salad in the restaurant.
- 7 **None / All** of the food last night had any meat.
- 8 **Each / Every** of us has a job to do.

B Complete the text with so, such, so many or so much.


Liz and I went to the new gym last week, but it was a disaster! It was Friday and the gym was ¹... crowded that we had to wait to use every piece of equipment. The trainer made us do ²... hard work that we could hardly walk. There were ³... people in the sauna that we had to stand up. We were ⁴... angry that we wanted to ask for our money back, but the manager was ⁵... a rude person that we didn't bother. Instead, we went to a café and foolishly ate ⁶... food that all our hard work was wasted.

C Correct the mistakes in the following sentences.

- 1 There were so much people there you would have loved it.
- 2 That is so many money!
- 3 It's enough much for me. I can't eat all that food!
- 4 You're tall enough. You won't fit into my car.
- 5 You are too beautiful. I wish I were as beautiful as you.
- 6 It is so hot day today that I think I'll stay in all day.
- 7 This is food enough to last me a week.
- 8 I'm going on a diet; I'm not enough thin!
- 9 I'm getting enough old for dangerous sports like hockey.
- 10 It's too cold sit outside.

Practise your English

A What is strange about the three restaurants in the photos? Read the article quickly and find out.

B  Read and complete the text using the correct form of the words in capitals.

STRANGER THAN FICTION

Most people go to a restaurant for its food. But some people go for the atmosphere. If you are one of these people, then these three restaurants are for you. Each restaurant prides itself on being unique. In fact, these restaurants are so unique that there is no other like them in the world.

Dinner in the Sky

This restaurant serves ¹ ... 50 metres off the ground for up to 22 people! The table and chairs are lifted by a crane, and you can have dinner anywhere in Belgium. Sound exciting? Before you book, be sure you have enough money in your bank account, because dinner at this restaurant will cost you almost €8000! You'll have to wear your seat belt, and whatever you do, don't drop anything!

DINE

Dark Restaurant

Located in Beijing, China, it's called Dark Restaurant because it's completely black inside! ² ... wearing night vision goggles meet customers in a brightly lit ³ ... hall. They need the goggles because it is too dark to see anything in the restaurant! Nothing that could be used as a light (like torches, mobile phones, and even watches) is allowed. It is claimed that, because you cannot see anything, your other senses will become activated and you'll ⁴ ... enjoy your meal!

WAIT
ENTER

Undersea Restaurant

This restaurant, in the Maldives, is the first ever undersea restaurant in the world. It is located five metres below the surface of the Indian Ocean. The view from the clear walls and ceilings is spectacular, as you are surrounded by a ⁵ ... coral reef. Each dish on the menu is, of course, a seafood dish. But if neither the sea nor seafood bring you ⁶ ... , then give this one a miss.

BEAUTY
EXCITE

Unified State Exam Grammar and vocabulary B11–B16 → p195, 196

C Choose the best answer.


- ... the desserts looked delicious.
A All B Each C Every D None
- It's dreadful that ... people don't take any exercise.
A so B such C so many D so much
- I can't eat this soup. It's ... for me.
A enough hot B too hot C very hot D hot enough
- ... the food and the service were excellent.
A Neither B Either C And D Both
- Your health ... the most important thing in your life.
A was B is C were D are
- Asparagus and ... are two vegetables I don't like.
A strawberries B peaches C melons D cucumbers
- Please use this knife to ... the bread.
A bake B slice C stir D fry
- You need to ... the sauce or it will stick and burn.
A cut B bake C fry D stir
- Jane has fully ... after her accident.
A recovered B healed C injured D felt better

Quick chat


Which restaurant(s) would you like to / not like to visit? Why?

A Decide if you agree or disagree with these statements. Explain why.

- 1 Children should never be allowed to eat fast food.
- 2 All fast food is junk food.
- 3 You are what you eat.
- 4 People should exercise every day.
- 5 Chewing gum should be banned.
- 6 Every child should learn to cook.
- 7 School canteens should only sell healthy food.

B  **32 Listen to two students talking about the first statement and answer these questions.**

- 1 What does Adam think at the beginning?
- 2 What does Joanna think at the beginning?
- 3 What do they both think at the end?

C  **32 Listen again. Which phrases in the Language chunks box do you hear?**



E Agree or disagree with the following statements. Use the phrases from the Language chunks box.

- 1 I think everyone should eat a big breakfast.
- 2 I don't think eating fast food every day is bad for you.
- 3 I think we should all learn how to cook healthy food at school.
- 4 I think soft drinks, like colas, should be banned.

F Work in pairs or small groups. Discuss your opinions about the statements in exercise A. Use some of the phrases from the Language chunks box.

Language chunks

Agree

So do I.

I do too.

Neither do I.

I don't either.

Disagree

Really? I don't.

Really? I do.

Expressing an opinion

I agree / disagree that ...

I (don't) think ...

I (don't) believe ...

D Look again at the phrases for agreeing in the Language chunks box.

- 1 Which ones are used to agree with a positive statement?
- 2 Which are used with a negative statement?

I agree that children should never be allowed to eat fast food.

Really? I don't. I think they should be allowed to eat it sometimes. It's not so bad if you don't eat it all the time.

Yes, but it's unhealthy.

Say it right! → WB p120

Speaking database → p165

Writing: an essay



A In pairs, answer these questions.

- 1 What food can you buy at school?
- 2 Is it good for you? Is it nutritious?
- 3 Do you think it is important that healthy food is sold at schools? Why?

B Read this notice from a school magazine. Do you agree? Why / Why not?

Schools should ban junk food from their canteens.

What do you think?

Is what we eat at school important?

We want to know, so send us your essay!

C Read this essay below. What does the writer think? Do you agree with him / her?

A

Too many people today eat unhealthy food. The problem usually begins when we are children, which is why some people believe that schools should ban junk food.

B

On the one hand, junk food contains a lot of fat and sugar. As a result, it can make people overweight and cause even more serious diseases like diabetes. In addition, junk food is like a drug – the more you eat it, the more addicted you become. I am sure, nothing is worse than this.

C

On the other hand, some people say that we should be able to eat what we like. They believe that what we eat at home is more important, and that is why the food sold at school canteens cannot really harm us.

D

But think how much time we spend at school and it becomes obvious that what we eat there is a substantial part of our daily menu. Therefore, I am sure that what we eat at the canteen should be both fresh and nutritious. Personally though, I prefer to rely on my lunchbox.

E

To conclude, I think that because we spend so much time at school, the habits we develop there, for example what we eat, are important. I believe schools should make sure that students eat healthily.

Skills development

Paragraphing

D In which paragraph ...

- 1 does the writer explain why they disagree with other people's opinion?
- 2 is the topic introduced?
- 3 does the writer express their opinion and give the arguments in favour of the statement?
- 4 does the writer say what other people think?
- 5 does the writer restate their position?

Supporting ideas

E Find words and phrases in the model to match these descriptions.

- | | |
|---|---------------------|
| 1 joining two different ideas | 4 giving an example |
| 2 talking about the result of an action | 5 giving an opinion |
| 3 giving a reason for something | 6 ending the essay |

F Read this notice and the ideas that follow. Which ideas agree with the topic and which disagree? Add two ideas of your own.

Let us know!

We would like to know your views on the following statement:

We should give up eating junk food.

Write what you think,

and the best essay will be published

in next week's edition of The School Voice!


- 1 Fatty foods have a lot of calories and can make you overweight.
- 2 Fruit and vegetables contain many vitamins.
- 3 Shopping for food and cooking it takes a lot of time.
- 4 Eating junk food has become a part of our lives.

G Match one support to each idea in exercise F. Then support your two ideas.

- a That is why we should eat more of them if we want to stay slim and healthy.
- b So buying and eating junk food solves that problem.
- c I believe it would be difficult to stop eating it completely, but we should avoid it when we can.
- d A slice of pizza, for example, has more calories than a sandwich and is less nutritious.

Planning and writing

12

- H  Now write your essay. Use ideas from the model, the exercises and the Language chunks box to help you. Write 200–250 words.

Unified State Exam Writing C2 → pp196, 197

Quick check!

Be sure to ...

- follow this plan:
 - make an introduction (state the problem) (paragraph 1)
 - express your personal opinion and give 2–3 reasons for your opinion (paragraph 2)
 - express an opposing opinion and give 1–2 reasons for this opposing opinion (paragraph 3)
 - explain why you don't agree with the opposing opinion (paragraph 4)
 - make a conclusion restating your position (paragraph 5)
- use linking words
- use more formal language
- write 200–250 words

Language chunks

Expressing opinions or beliefs
Some people argue / believe / say that ...

I think / believe that ...

In my opinion ...

Presenting ideas
On the one / other hand ...
To conclude,

Writing database → p168

Diet: then and now

Most people are aware of the high rates of obesity in western societies today. But this is only a recent trend. In the past, obesity was rare and was only found among the rich. Why? Because then people ate little or no processed food. Their diet consisted mainly of fresh fruit, vegetables, meat, dairy products and nuts. These foods are very nutritious because they are high in iron, protein, calcium, vitamins and, very importantly, fibre.

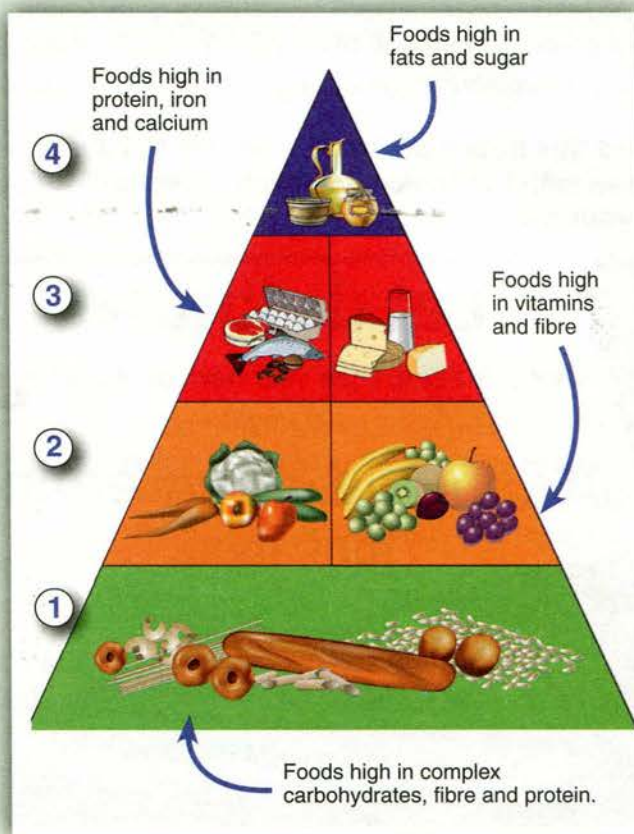
Today, many people in western societies, including children, eat a diet low in fresh food and high in processed foods, which are high in fat and sugar and contain very little nutritional content.

But why don't we eat more healthily? The answer is choice and lifestyle. Nowadays, there is a wide variety of different food types available, which makes it harder to eat healthily. But a healthy diet is not the only thing that is important for a healthy life. Physical activity is just as important. In the past, people did not need to take up sports or go to the gym to stay healthy. They exercised a lot in their everyday life. There were no washing machines nor were there any cars. People washed things by hand, they even fetched the water to do their washing with. Today, all of these things are done for us by machines. We don't do our own washing, the washing machine does it for us. We also don't walk as much as our ancestors did.

What does the future hold? Probably more of the same. People are unlikely to change their diet or lifestyles in the future. But what we need to keep in mind is that if we don't exercise more in our daily lives or choose to eat healthier foods, we will continue to have weight and health problems.

The health food pyramid and the food groups

What should my diet consist of? The food pyramid has been designed by health professionals to help us see what we should be eating and in what amounts.



The servings of food indicated should be spread across the day. A balanced diet of three meals a day and two snacks should ensure that this happens. Fruits and vegetables should be fresh and sweets should be eaten sparingly. Because we need to eat as much fibre as possible, it is also important that at least half the grains you eat should be whole (as in wholegrain).

Junk food or fast food

Can I ever have fast food? Eating sensibly does not mean never eating fast food. The occasional hamburger and chips is not a problem. The problem begins when you only eat junk food. Eat it as rarely as possible.



A Match the sections of the health food pyramid to the descriptions.

- A Meat and bean group (2 servings per day)
- B Vegetable group (5 servings a day)
- C Fats / oils and sweets (no more than 6 teaspoons per day)
- D Milk group / dairy products (3 cups / servings per day)
- E Grain group (6 servings per day)
- F Fruit group (4 servings a day)

B Read the text carefully and answer these questions.

- 1 Were people in the past as overweight as people today? Why / Why not?
- 2 Why do people today eat less healthily than people in the past?
- 3 In addition to diet, what else is making people overweight today?
- 4 Will people's diets and lifestyles change in the future?
- 5 Which food group should we eat the most of? Why?
- 6 When should we eat fast food?

C For a healthy diet, which food from each pair should we choose? Why?

- | | |
|---------------------|-----------------|
| 1 a canned peaches | b strawberries |
| 2 a chocolate | b nuts |
| 3 a wholegrain rice | b white bread |
| 4 a fried fish | b grilled fish |
| 5 a eggs | b potato crisps |

D Choose the best option to complete the health tips.

Health tips

Eat a variety of foods.

Balance the food you eat with ¹ **physical activity / fast food**.

Choose a diet with ² **plenty of / few** grain products, vegetables and fruit.

Choose a diet ³ **high / low** in fat, saturated fat, and cholesterol.

Choose a diet ⁴ **high / low** in sugar and salt.

Choose a diet that provides ⁵ **enough / little** calcium, iron and other important vitamins and minerals that your body needs.

Project

Write a description of your diet and lifestyle. Provide pictures to illustrate the food you eat (and the food you need to eat more of) as well as the exercise you do in a typical day.

Consider the following:

- How many meals do you eat in a day?
- What do you usually eat in a day?
- What do you need to eat more / less of?
- Do you exercise? If so, how much?
- What changes do you need to make in your diet and lifestyle to lead a healthier life?



'I love my food and I love trying to find out about different dishes from around the world. Some dishes are automatically associated with certain countries, such as pizzas and pasta from Italy, sushi from Japan or tacos and burritos from Mexico.'

Eat your way around the world!

Here are a few dishes that are probably less well known but no less linked to one particular place.

Kimchi is the national dish of Korea, although there are more than 150 different varieties of this spicy dish. It's usually made with **fermented** cabbage, and spices like garlic and chilli as well as fish stock. It's good to eat on its own as a starter, with rice and noodles, or with other dishes. Try it – if you like spicy food, you'll love kimchi.



Not really a national dish, but certainly associated with a particular day, pumpkin pie is definitely American. Of course, pumpkin and Thanksgiving are **synonymous** with each other and the pie is now traditionally served as a dessert during the Thanksgiving meal. However, it wasn't actually part of the menu until the end of the 19th century.



Most people would think of this as a typical Spanish dish, but ask any Spaniard and they will immediately tell you it came from Valencia, the autonomous community on the east coast of the country. The name of the dish – paella – actually **derives from** the name of the pan in which it is cooked. In Spain there are two traditional versions – one with meat and beans and the other with seafood. However, most people outside the country tend to eat a mixed **version** which includes seafood, chicken and chorizo, a spicy sausage.



Definitely seen as a national dish, haggis is also linked in particular with one day – January 25th, known as Burn's Day after one of Scotland's most famous poets. For some people the **ingredients** of haggis don't sound particularly tasty as it is made from heart, lungs and kidneys with onion, wrapped in the stomach of a sheep and then cooked. People often eat it with 'neeps and tatties' (parsnips and potatoes) but it's definitely not a dish for vegetarians.



A Read the text and match the dishes in the box with the sentences below. Be careful. There is one extra dish.

kimchi > pumpkin pie > paella > haggis
goulash > gulab jamun

- 1 People didn't originally eat this food on the day it is now associated with.
- 2 Some people wouldn't want to eat this because of what it is made from.
- 3 This dish has lots of spices in it.
- 4 This dish was originally eaten by a particular group of people.
- 5 This dish actually comes from a particular part of a country.

B Are these sentences true or false? Find evidence in the text.

- 1 There are lots of different types of kimchi.
- 2 People sometimes eat kimchi at the start of a meal.
- 3 People eat pumpkin pie as the main part of the Thanksgiving meal.
- 4 Only people from Valencia eat paella.
- 5 The ingredients of paella are not always the same.
- 6 If you don't eat meat then you wouldn't want to eat haggis.
- 7 'Tatties' is another name for parsnips in Scotland.

- 8 People add paprika to goulash to give it the particular flavour.
- 9 Gulab jamun is fried before it is covered in syrup.

C Match the words in bold in the text with these definitions.

- 1 with a very nice taste
- 2 the different items of food or liquid that you use to make a dish
- 3 something that people always think of whenever they think of another thing
- 4 a chemical change that happens to food if sugar or vinegar is added to it and left for some time
- 5 put something into a liquid and leave it there for some time
- 6 get something from something else
- 7 easy to recognise because of being different from other things
- 8 a form of something that is different from the other types or from the original

D Your voice Work in pairs. Discuss these questions.

- 1 In what ways do you think a dish and the country it comes from are linked?
- 2 If you could only choose one of these dishes to try, which one would it be and why?
- 3 What is your favourite dish? Why do you like it? Where does it come from? How is it made?

Now popular in many countries, goulash is one of Hungary's national dishes and almost a symbol of the country. Traditionally made with beef, it can be made with almost any meat, as well as lots of vegetables, potatoes and the paprika that gives the dish both its colour and **distinctive** flavour. The origins of the dish are clear from the name, which originally meant 'herdsmen' – in other words, the people who looked after the cattle and sheep.



If you have a sweet tooth, then you'll love this traditional Indian dessert. Gulab jamun is made from curdled milk which is rolled into balls and then deep fried. Once the balls are removed from the oil, they are **soaked** in light syrup that is flavoured with rosewater, saffron and cardamom. As you can tell from the ingredients gulab jamun tastes **delicious** but is probably not the healthiest dish.



'I don't know about you, but after reading about all that food I'm quite hungry. The question now is – which of the dishes do I want to try?'



City and countryside

1 Complete each gap with a word or phrase.

- 1 My dad works in a large **o** ... block in the town centre.
- 2 Pedestrians should use a **z** ... crossing to cross the road.
- 3 Between the hills lies a beautiful green **v**
- 4 That car **p** ... is expensive – it costs eight euros an hour to leave your car there.
- 5 We went to the **p** ... station to fill up the car.
- 6 The Niagara Falls are probably the most famous **w** ... in the world.
- 7 A large building divided into several flats is known as a block of **f**
- 8 A department **s** ... is a large shop with many different departments.

Food

2 Choose the correct answer.

Super Salad

Ingredients

- lettuce
- two tomatoes
- a ¹ **cucumber** / **asparagus**
- a red pepper
- a yellow pepper
- six mushrooms
- some olive oil
- an ² **onion** / **olive**
- a lemon
- some salt

Method

Wash some lettuce, but not too ³ **many** / **much** – two or three leaves should be enough. Put the leaves in a bowl. Next, you need to ⁴ **cut** / **slice** the vegetables into bite-sized pieces. Put them into the bowl, on top of the lettuce. ⁵ **Add** / **Stir** salt and olive oil. Finally, squeeze the juice of the lemon on top. Serve it with some freshly ⁶ **baked** / **fried** bread and some refreshing homemade lemonade.



Phrasal verbs

3 Choose the correct word.

- 1 I've **cut** / **given** up drinking soft drinks; there's too much sugar in them.
- 2 I started to **take** / **put** on weight when I stopped playing basketball regularly.
- 3 After hiking for three hours, I had **worked** / **made** up an appetite.
- 4 This is an easy diet to follow, so you won't **go** / **come** off it quickly.
- 5 Tim used to **work** / **try** out at a gym, but then he got lazy and stopped.
- 6 I **got** / **cut** down on bread by having one piece of toast instead of two for breakfast.
- 7 You should diet and exercise if you want to **take** / **lose** off some weight.

Easily confused words

4 Choose the correct answer.

- 1 Vatican City is the smallest **country** / **countryside** in the world.
- 2 I **would like** / **like** to have some pasta, I think.
- 3 I have a **pain** / **hurt** in my right shoulder.
- 4 When you have **treated** / **recovered** from your cold, call me.
- 5 The **countryside** / **country** in France is just as beautiful as its cities.



Reported statements

5 Complete the second sentence so that it means the same as the first.

- 1 'I'm not going anywhere,' he said.
He said that he ...
- 2 'This is the most beautiful place I have ever visited,' he explained.
He explained that it ...
- 3 He said that he could speak five foreign languages.
'I ... five foreign languages,' he said.
- 4 'I lived in a small village by the sea when I was a child,' she said.
She said that she ...
- 5 She told me that she had always wanted to go to Vladivostok.
'I ... to Vladivostok,' she told me.



Reported questions

6 Report the following questions. Begin in the way shown.

- 1 'How long have you lived here?' He wanted to know how long ...
- 2 'Did you go to school in London?' She asked me ...
- 3 'Who did you meet at the party?' He asked me who ...
- 4 'Is Arthur feeling sick?' She wanted ...

Reported commands and requests

7 Report the following commands and requests. Begin in the way shown.

- 1 'Please don't tell anyone.' He asked me ...
- 2 'Leave them alone.' She told me ...
- 3 'Could you open the door for me?' She asked me ...
- 4 'Give me your money!' The robber told us ...

Articles

8 Fill in the gaps using *a*, *an* or *the* if necessary.

- 1 There is ... bottle of wine in ... kitchen.
- 2 That's ... woman I told you about.
- 3 My father's ... accountant.
- 4 ... Mt Everest is in ... Himalayas.
- 5 ... computer is ... most important invention of ... 20th century.
- 6 I've got ... desktop computer and two laptops.
- 7 We ate ... spaghetti and drank orange juice.
- 8 I just have ... cup of ... tea and ... piece of ... toast for breakfast.



so / such, so many / so much

9 Choose the correct answer.

- 1 The coffee was **so / such** hot that I couldn't drink it.
- 2 There were **so many / so much** people in front of me that I couldn't see anything.
- 3 They made **so / such** much noise that I couldn't hear a thing.
- 4 Her clothes were **so / such** beautiful that everyone was envious.
- 5 It was **so / such** a boring film that I fell asleep.

Quiz results

Unit 3, page 34

Mostly a: You are logical / social / ambitious / helpful / motivated. You could choose from the following jobs: accountant, lawyer, architect, engineer, teacher, fireman, doctor, technician.

Mostly b: You are creative / calm / confident. You could choose from the following jobs: actor, writer, artist, web designer, journalist, hair stylist, fashion designer.

Mostly c: You are flexible. You will be good at anything you decide to do.

Unit 5, page 60

7–8 correct: You know a lot about money! Maybe you'll be a millionaire one day!

4–6 correct: Money's OK, but you're not crazy about it. You're more interested in other things.

1–3 correct: You're not interested in money at all! Maybe you'll give away all of your money to charity!

Unit 5, Vocabulary, exercise A, page 62

Mostly a: You're a sensible shopper and you know how to get value for your money. Well done!

Mostly b: You can't save money! Try to be more responsible when you go shopping.

Unit 7, page 86

5–6 correct: Either you are a walking encyclopaedia or you are very, very lucky!

3–4 correct: Congratulations! You really do know a lot about the history of education. You obviously have a very good memory.

0–2 correct: It seems you know next to nothing about education through the ages! You probably have better things to do than learn trivia!

Unit 8, page 96

8–10 a's: Congratulations! You are a confident, sociable person and a reliable friend. You generally have no problems making and keeping friends.

5–7 a's: You are a good friend, but you need to begin thinking a little more positively. If you do, more people will like you for who you are.

4 a's or fewer: You are feeling a little insecure. Remember you're a great person and others think so too!

Unit 9, page 112

5–6 correct: Wow! You are a real entertainment know-all. Perhaps you need to spend more time doing your homework!

3–4 correct: You know quite a lot about the media and the entertainment industry. There's room for improvement, though!

0–2 correct: You don't know much about the media or the entertainment industry, but there's time to learn!

Unit 11, page 138

7–8 correct: Congratulations! You have an excellent knowledge of world landmarks.

4–6 correct: Not bad, but there's room for improvement.

1–3 correct: Keep studying! You have a lot to learn about the world's great landmarks.

Expressing preference

Do you prefer X or Y?

Which do you like best,
X or Y?

I prefer X to Y ...

I'd rather / prefer to do X
than Y ...

I'd rather not do ... because

**Making suggestions /
Suggesting ideas**

Let's ...

We / You could ...

How / What about ... ?

Why don't you / we ... ?

A ... would be ...

Agreeing

You're right.

I agree ...

Good idea!

So do I.

I do too.

**Disagreeing / Rejecting
ideas**

I take your point, but ...

I see what you mean, but ...

That sounds OK, but ...

Yes, but ...

I disagree / don't agree ...

I'm not sure / I don't think
that's a good idea.

I (really) don't think so.

The problem with ... is
that ...

Expressing an opinion

It sounds ...

In my opinion, ...

I think / believe ...
because ...

As far as I'm concerned, ...

As I see it ...

In my view ...

**Hesitating / explaining /
clarifying**

What I mean is, ...

You know, ...

Let me try / start again.

That's not what I meant
to say.

Now, let me think.

Just a moment, please.

Can you repeat that, please?

Sorry, what did you say?

Do you mean ... ?

Oh, I know. You mean ...

Introducing arguments

Firstly, ... / First of all, ...

Secondly, ...

Another thing is that ...

Further, ...

What's more, ...

**Interrupting another
speaker**

Excuse me, ...

I'm sorry, but ...

May I say something?

Sorry for interrupting, ...

Accepting an interruption

Of course.

Please do.

That's all right.

Rejecting an interruption

Just a minute, please.

One moment, please.

Please let me finish.

Comparing

Both photos show ...

In both pictures there is ...

In the ... photo,
there is / are ...

The first picture shows ... ,
but the second ...

In the first picture ... , while
in the second ...

**Expressing certainty /
uncertainty / possibility**

It must be / can't be ...

It's definitely (not) ...

It's difficult to tell ...

I'm not really sure ...

It might / may / could be ...

Perhaps ...

Maybe ...

**Expressing surprise
and interest**

Wow! Lucky you!

Really?

How interesting / strange!

That's great!

A story (narrative)

The purpose of a narrative is to tell a story that your readers will want to read.

Be sure to:

- think about who the reader will be
- use some descriptive language
- describe the main events using appropriate past tenses
- also describe the characters' feelings and reactions
- use connectors that show the sequence of events
- give the background to your story at the beginning
- give the outcome at the end
- use phrases from this page.

Content	Useful phrases
Paragraph 1 Background: Who? When? Where?	It was [early in the morning / late at night / my birthday / etc] ... I was [at home, in the street, etc] ... My parents / best friend / etc had ...
Paragraph 2 The main events of the story and the characters' feelings and reactions	At first, we thought when I ... While I ... Then, ... I felt like ...
Paragraph 3 The outcome and how the characters felt about it	Finally, we were ... In the end, everyone ... At last we were ...

A formal application letter / email

The purpose of a formal application letter / email is to apply for a job that you would like to have.

Be sure to:

- think about who the reader will be
- make a favourable impression on the reader
- say why you are good for the job
- follow the plan on this page
- begin and end correctly
- use formal, polite language
- use indirect questions to ask for information
- use phrases from this page.

Content	Useful phrases
Begin your letter with a greeting.	Dear Ms / Mr (surname), Dear Sir / Madam,
Paragraph 1 Explain why you are writing.	I am writing to apply for the job which was advertised in the on (date).
Paragraph 2 Say something about yourself and say what qualifications you have.	I am (your age) years old ... I am in the (year) form of secondary school. I am a very hard-working person ... I also speak English well. This job will allow me ...
Paragraph 3 Ask any questions you may have.	I would appreciate it if you ... Could you please let me know ... I wonder if you would / could inform me ...
Paragraph 4 Say you are available for an interview.	Please do not hesitate to contact me if you would like any more information. I am available for an interview at any time.
End your letter.	I look forward to hearing from you soon. Yours sincerely, (if you know the person's name) Yours faithfully, (if you don't know the person's name)

A formal letter / email of complaint

The purpose of a formal letter / email of complaint is (1) to complain about a product you have bought or a service you have received and (2) to ask for something to be done about it.

Be sure to:

- think about who the reader will be
- use formal language
- explain when and where you bought the product or received the service
- explain what exactly is / was not satisfactory
- explain what you expect the reader to do
- follow the plan on this page
- begin and end correctly
- use formal, polite language
- use phrases from this page.

Content	Useful phrases
Begin your letter with a greeting.	<i>Dear Ms / Mr (surname), Dear Sir / Madam,</i>
Paragraph 1 Explain why you are writing.	<i>I am writing to complain about which I bought / purchased ... on (date).</i>
Paragraph 2 Say what the problem is: what doesn't / didn't work, why you are not satisfied.	<i>When I attempted to ... Unfortunately, ... I am afraid it didn't ... I discovered that it was ...</i>
Paragraph 3 Say what you expect.	<i>I would appreciate it if you could send me ... Could you please send me ... I would like a refund ... I would like a replacement.</i>
Paragraph 4 End your letter.	<i>I look forward to hearing from you very soon. I look forward to your prompt reply. Yours sincerely, (if you know the person's name) Yours faithfully, (if you don't know the person's name)</i>

An article

The purpose of an article is to discuss a topic in a way that will be interesting to the readers.

Be sure to:

- give your article a title
- have an interesting introduction
- present your ideas on all aspects of the topic
- keep your conclusion until the last paragraph
- follow the plan on this page
- use informal or neutral language
- use phrases from this page
- use appropriate connectors to give reasons and support your views
- avoid repeating the same words or ideas
- only include ideas relevant to the topic.

Content	Useful phrases
Paragraph 1 Introduce the topic with a general statement.	<i>It is well known ... Most people ... Many people think / believe / claim ...</i>
Paragraph 2 Describe in general the situation asked for in the topic.	<i>In addition, ... As a result, ... Moreover, ... That is why ...</i>
Paragraph 3 End your article. Give your views.	<i>In my view / opinion, ... I think / believe ...</i>

An essay

The purpose of an essay is to discuss ideas on a topic and to express your opinion.

Be sure to:

- ▶ think of ideas for and against the topic
- ▶ support your ideas with examples or explanations
- ▶ make your position clear in the last paragraph
- ▶ follow the plan on this page
- ▶ use informal or neutral language
- ▶ use phrases from this page
- ▶ use linking words to link your ideas.

Content	Useful phrases
Paragraph 1 Introduce the topic / State the problem.	Today, many people ... In most countries, ... Nowadays ... The problem / issue appears / is ... It is a controversial / burning question ...
Paragraph 2 Express your personal opinion and give 2–3 reasons for your opinion.	On the one hand, ... However, ... As a result, ... In addition, ... Moreover, / What is more, / Furthermore,
Paragraph 3 Express an opposing opinion and give 1–2 reasons for this opposing opinion.	On the other hand, ... Some people feel / argue that ... That is why ... That is because ...
Paragraph 4 Explain why you don't agree with the opposing opinion.	I am firmly opposed to the idea that ... I am totally against the idea that ... It is a shame / disgusting / terrible that, because (of) / as / since / due to ...
Paragraph 5 Make a conclusion restating your position.	To conclude, I think / believe ... In conclusion, ... To sum up, ... / In summary, ...

A report

The purpose of a report is to describe a situation and to make some recommendations.

Be sure to:

- ▶ think about who your readers will be
- ▶ give a clear, balanced account of the situation
- ▶ use a headings for each section
- ▶ make clear recommendations
- ▶ follow the plan on this page
- ▶ use informal or neutral language
- ▶ use phrases from this page.

Content	Useful phrases
Opening Say who the report is written for, who wrote it and what the subject is.	To: From: Subject:
Introduction Say what the report is about.	The aim of this report is to assess / recommend / describe / evaluate As requested, this report is to ...
Sections 2 and 3 Mention both positive and negative information about each thing.	Most ... said they were ... A lot of ... were ... Most ... were ...
Conclusion Summarize and make a recommendation.	In spite of the disadvantages, I would strongly recommend ... I have no hesitation in recommending ...

A film review

The purpose of a film review is to give the reader a clear idea of what the film is about and what your opinion of it is.

Be sure to:

- think about who your readers will be
- give a clear description of the film without giving the ending away
- make your opinion of the film clear
- follow the plan on this page
- use informal or neutral language
- use phrases from this page.

Content	Useful phrases
Paragraph 1 Say the name of the film and give details about the actors / director.	[the name of the film] is a new adventure film / comedy / horror film / thriller directed by ... starring ...
Paragraph 2 Write a brief summary of the plot.	The film is set in (place and time). The main character(s) ...
Paragraph 3 Say what you liked or disliked about the film.	I was expecting ... The characters / action / special effects were ... The story was ... This was supposed to be ...
Paragraph 4 Give your personal opinion and recommendations.	I thought this film was ... Every scene in this film is ... I loved this film. I highly recommend it.

EF3 An informal letter / email (of advice)

The purpose of an informal letter / email (of advice) is to give information (advice) to your pen-friend.

Be sure to:

- think about who the reader will be
- include your address and the date
- answer your pen-friend's questions (give information / advice)
- use informal, language
- ask for information
- use appropriate language to make suggestions and give advice
- follow the plan on this page
- begin and end correctly
- use phrases from this page.

Content	Useful phrases
Begin your letter / email with a greeting.	Dear (first name),
Paragraph 1 Thank your pen-friend for writing to you (and apologize for not writing for a while).	Thank you for your letter. Sorry for not writing for so long. I was so happy to get it! I'm very glad to get your letter / email. It was great to hear from you.
Paragraphs 2 Provide the requested information / give advice. In the latter case, make a general statement about the problem, then suggest possible solutions.	In your letter you ask me about ... To begin with ... What's more ... If I were you, I would ... Why don't you ... ? You really need to ... It's a good idea to ...
Paragraphs 3 Ask your three questions about the topic mentioned in the letter / email.	What about you? Is it true that you ...?
End your letter.	Keep in touch. Hope to hear from you soon. Best wishes, / All the best,

Unit 1

Present simple

+	I / You like chocolate. He / She / It likes chocolate. We / You / They like chocolate.
-	I / You do not like chocolate. He / She / It does not like chocolate. We / You / They do not like chocolate.
?	Do I / you like chocolate? Does he / she / it like chocolate? Do we / you / they like chocolate?

The present simple is used for ...

- a habit or routine.
He **plays** basketball every Saturday.
- a thing that is always true.
I **live** in Moscow.
It **rains** a lot every winter.
- states.
His hair **is** brown.

The present simple is often used with ...

- adverbs of frequency.
always, usually, often, sometimes, occasionally, hardly ever, rarely, never, etc
- frequency expressions.
once a month, every day, twice a week, etc

We can use the **emphatic present simple** to emphasize that an action or state is true or to disagree with what someone else says.
I **do** want to come! (= You may think I don't want to come, but the truth is, I do.)

subject	+ do / does	+ bare infinitive
---------	--------------------	-------------------

Present continuous

+	I am ('m) dancing. He / She / It is ('s) dancing. We / You / They are ('re) dancing.
-	I am not ('m not) dancing. He / She / It is not (isn't / 's not) dancing. We / You / They are not (aren't / 're not) dancing.
?	Am I dancing? Is he / she / it dancing? Are we / you / they dancing?

The present continuous is used for ...

- an action that is happening now.
He's **watching** TV at the moment.
- an action that is happening around now.
At the moment I'm **learning** how to drive.
- a temporary situation.
I'm **staying** with my sister until I move in to my new house.

The present continuous is often used with ...

- time expressions for now.
right now, at the moment, etc
- time expressions for this period.
this week, this year, these days, etc

The present continuous can also be used ...

- with *always* to emphasize that the action is annoying.
Pam **is always forgetting** her keys!
- with *more and more, better and better* to show that a situation is changing.
She's **getting better and better** every day.

Stative verbs

Stative verbs are not normally used in the continuous form because they don't describe actions. Stative verbs often refer to thinking, existence, emotions, the human senses, appearance, possession and relationships between things.

I **love** you. (✓) I'm ~~loving~~ you. (✗)

The most common stative verbs are: *agree, appear, believe, belong to, doubt, forget, hate, hear, imagine, impress, involve, know, like, love, mean, need, owe, own, possess, prefer, remember, seem, suppose, understand, want, wish.*

Some stative verbs have a different meaning when they are used in the continuous form.

verb	stative meaning	non-stative meaning
be	Paul is a boy. (= state)	Paul is being lazy. (= temporary behaviour)
have	I have three bikes. (= possession) I have three brothers. (= state)	I'm having breakfast at the moment. (= action)
think	I think you're beautiful. (= opinion)	I'm thinking about what to have for lunch. (= decision, consideration)
feel	I feel she's right about him. (= opinion)	I'm feeling bad. (= sensation, emotion)

The most common verbs that are stative with one meaning and not-stative with another meaning are: *be, feel, have, see, smell, taste, think, weigh.*

Adverbs of frequency

Adverbs of frequency tell us how often the action happens / happened.

The place where adverbs of frequency appear in a sentence depends on the verb and the adverb:

- after the simple tenses of *be*.
She is **always** / **never** / **sometimes** / **etc** late for class.
- before the simple tenses of other verbs.
He **never** / **always** / **hardly ever** / **etc** eats junk food.
- after the first verb in compound tenses.
He has **never** / **often** / **etc** travelled abroad.
I could **hardly** keep awake during the film.
They're **now** living in New York.
- occasionally, often and sometimes can also appear at the end of a sentence.
I play computer games **occasionally**.
- always and never appear at the start of an imperative sentence.
Always turn off the computer when you're not using it.
Never go to school without eating breakfast.

Unit 2

Past simple

+	I / You / He / She / It / We / You / They walked / went home.
-	I / You / He / She / It / We / You / They did not (didn't) walk / go home.
?	Did I / you / he / she / it / we / you / they walk / go home?

The past simple is used for ...

➤ an action that happened at a specific time in the past.

I **visited** the Louvre when I **was** in Paris last summer.

➤ an action that happened repeatedly in the past.

We **went** to Sochi every summer when I was young.

➤ a state that was true in the past.

I **lived** in Kazan until I was ten.

The past simple is often used with ...

➤ time expressions that show a period of time that is finished.

last year, last week, in February, in 2005, five months ago, etc

We can use the **emphatic past simple** to emphasize that an action or state was true or to disagree with what someone else says.

I **did see** Ronaldo at the airport! (= You may think I didn't see him, but the truth is, I did.)

subject	+ did	+ bare infinitive
---------	--------------	-------------------

Past continuous

+	I / He / She / It was dancing. We / You / They were dancing.
-	I / He / She / It was not (wasn't) dancing. We / You / They were not (weren't) dancing.
?	Was I / he / she / it dancing? Were we / you / they dancing?

The past continuous is used for ...

➤ an action that was in progress at a specific time in the past.

I **was flying** to New York at seven yesterday evening.

➤ an action that was interrupted by another action in the past.

I **was sleeping** when the phone rang.

The past simple and past continuous are often used with *when* and *while*.

The phone rang **while** I was sleeping.

I was sleeping **when** the phone rang.

used to and would

+	I / You / He / She / It / We / You / They used to live there.
-	I / You / He / She / It / We / You / They did not (didn't) use to live there.
?	Did I / you / he / she / it / we / you / they use to live there?

used to is used for ...

➤ a state in the past.

I **used to live** in the country when I was a child.

➤ a repeated action in the past.

I **used to go** swimming every day.

would is used for ...

➤ a repeated action in the past.

I **would go** swimming every day.

We can also express the negative of *used to* with *never*.

I **never used to** live there.

We cannot use *would* to talk about past states and situations.

I **would** hate horror films when I was younger. ✗

Don't confuse *used to* with two similar structures – *get used to* and *be used to*.

➤ *get used to* expresses the process of learning / doing something different.

British drivers living in other countries have trouble **getting used to** driving on the right side of the road.

➤ *be used to* expresses having previous experience / being familiar with a situation.

I **'m used to** waiting half an hour for the bus.

Both structures can be used in any tense, while *used to* can only be used in the past simple tense.

I **'m getting used to** living in Moscow.

I **wasn't used to** speaking English regularly.

I **used to live** in Paris.

when, while, during and ago

- We use *when* and *as / while* to join two parts of a sentence.
I used to walk to school **when** I was very young.
As / While I was waiting for the bus, it started to rain.
- We use *during* and *ago* in phrases referring to a period of time.
It started to snow **during** the night.
I saw that film two years **ago**!
- We usually use *as / while* with the past continuous.
I met an old friend **as / while** I was waiting in the queue.

Possessive adjectives, possessive pronouns

possessive adjectives	my	your	his / her / its	our	your	their
possessive pronouns	mine	yours	his / hers / its	ours	yours	theirs

Possessive adjectives are used just before a noun.

My house is the one with the white door.

Possessive pronouns replace a noun and cannot be used before nouns.

His mum's a bus driver and **mine** is a flight attendant.

Unit 3

Present perfect simple

+	I / You / We / You / They have ('ve) eaten. He / She / It has ('s) eaten.
-	I / You / We / You / They have not (haven't) eaten. He / She / It has not (hasn't) eaten.
?	Have I / you / we / you / they eaten? Has he / she / it eaten?

The present perfect simple is used to talk about ...

- something that happened recently.
I **have just finished** reading his new book.
- something that started in the past and is still true.
I **have always loved** living here.
- the number of times something happened up to now.
I've **been** to Paris three times!

We often use the present perfect simple with the superlative and with ordinal numbers.
This is **the best** burger I've ever **had**!
It is **the first** time I've **seen** him.

Be careful with the present perfect simple of *be* and *go*.
He's **been** to London. (= He went to London and came back.)
He's **gone** to London. (= He went to London and is still there.)

Present perfect continuous

+	I / You / We / You / They have ('ve) been reading. He / She / It has ('s) been reading.
-	I / You / We / You / They have not (haven't) been reading. He / She / It has not (hasn't) been reading.
?	Have I / you / we / you / they been reading? Has he / she / it been reading?

The present perfect continuous is used for ...

➤ actions that are still happening.

I've been reading an exciting thriller by Stephen King.

➤ actions that have recently finished, but that we can still see evidence of.

You look really tired. What have you been doing?

Stative verbs (*know, believe, hear, want, etc*) are not usually used in the continuous form (see Unit 1).

We do not use the **present perfect continuous** when we refer to numbers.

I've already written five letters! ✓

I've already been writing five letters. ✗

Time expressions

The present perfect simple and present perfect continuous are often used with the following time expressions:

since	I've been here since March. (= a particular point in the past)
for	I've lived in Moscow for five years now. (= a period of time)
ever never	Have you ever been to South Africa? No, I've never been there.
all day / today / this week / year / etc	I haven't seen him all day / today / this week .
so far	I haven't seen anyone I know so far .
just	I've just got here.
yet	Have you started yet ?
already	I've already eaten, thank you.
recently	I've been spending a lot of time with Tracy recently .

Question tags

Question tags are used to turn sentences into questions.

➤ If the main verb is positive, the question tag is negative.

Today is your birthday, isn't it?

➤ If the main verb is negative, the question tag is positive.

You don't like me, do you?

He never comes here, does he?

Remember words like *nothing, no, never, etc* make a sentence negative.

The intonation of a question tag shows the kind of answer we expect.

➤ If we expect the person to agree with the sentence, we use a **falling** intonation.

You don't like me, do you? (= I know you don't like me and I'm expecting you to agree with me.)

➤ If we are expressing surprise or concern that the sentence may not be true, we use a **rising** intonation.

She's coming, isn't she? (= I don't know if she's coming and I expect you to tell me.)

Polite questions

We use indirect questions to be more polite or more formal. In these questions the subject comes before the main verb, and there is no auxiliary verb.

		question word / phrase	auxiliary verb	subject	verb
Direct question		What time	does	the bus	leave?
Indirect question	Could you tell me	what time		the bus	leaves?

Some indirect questions need question marks and some don't. It depends on the phrase at the beginning.

with a question mark	without a question mark
Can / Could you tell me ...?	I wonder if you can / could tell me ...
Can / Could you let me know ...?	I wonder if you could let me know ...
Do you know ...?	I wonder if you know ...
Do you think you can / could tell me ...?	I would like to know ...
Would you mind telling me ...?	
Can / Could I ask ...?	

Unit 4

Past perfect simple

+	I / You / He / She / It / We / You / They had ('d) finished.
-	I / You / He / She / It / We / You / They had not (hadn't) finished.
?	Had I / you / he / she / it / we / you / they finished?

We use the past perfect simple to talk about a past action that happened before another past action.

For the action that happened after the past perfect action, we use the past simple.

I **had finished** my homework when my friend **came**.
(= First I finished my homework, and then my friend came.)

We often use these time expressions with the past perfect simple to show the order of the actions: *before, after, for, since, when, just, already*.

Past perfect continuous

+	I / You / He / She / It / We / You / They had ('d) been playing.
-	I / You / He / She / It / We / You / They had not (hadn't) been playing.
?	Had I / you / he / she / it / we / you / they been playing?

The past perfect continuous is used for ...

➤ actions continuing up to a moment in the past.
We **had been playing** for three hours when our parents arrived.

➤ actions stopping just before a moment in the past.
Sarah looked very tired because she **had been exercising** all morning.

We often use these time expressions with the past perfect continuous to emphasize how long the action continued: *all morning / week / etc, for hours / days / etc, since.*

Comparatives and superlatives

To compare two things that are different, we use **the comparative** of adjectives.

To form **the comparative** of adjectives ...

➤ we add *-er* if the adjective has only one syllable.

low → *lower*; *tall* → *taller*

➤ we use the word *more* before the adjective if the adjective has more than one syllable.
intelligent → *more intelligent*; *interesting* → *more interesting*

➤ we use *than*.

The basement is **safer than** the first floor.

To compare more than two things, we use **the superlative** of adjectives.

To form **the superlative** of adjectives ...

➤ we add *-est* if the adjective has only one syllable.

low → *lowest*; *tall* → *tallest*

➤ we use the word *most* before the adjective if the adjective has more than one syllable.

intelligent → *most intelligent*; *interesting* → *most interesting*

➤ we use *the*, *of*, and *in*.

She is the **tallest of** the three. (We use *of* to talk about the group we are comparing.)

He is the **most dangerous criminal in** the country.

(We use *in* to talk about the place where the persons or things are.)

(not) as ... as

To compare two things that are equal, we use *as ... as*.

She is **as tall as** he is. (= They are the same height.)

To compare two things that are different, we use *not as ... as*.

She is **not as tall as** he is. (= He is taller than her.)

Some adjectives have irregular forms.

good	–	better	–	best
bad	–	worse	–	worst
far	–	further / farther	–	furthest / farthest
little	–	less	–	least
much / many	–	more	–	most

Unit 5

Relative pronouns and relative clauses

who	refers to people
that	refers to people or things in defining relative clauses
which	refers to things
where	refers to places
why	refers to reasons
when	refers to time
whose	refers to possession (people and things)

There are two kinds of relative clauses.

1 Defining relative clauses define which person or thing we are talking about; the information they give is essential.

*The man **who answered the phone** was my father.*

2 Non-defining relative clauses contain extra information; the information they give is not essential.

*Mr Boddington, **who is my best friend's father**, won the lottery.*

Defining clauses are not separated from the rest of the sentence by commas.

In defining relative clauses we CAN ...

➤ always replace *who* or *which* with *that*.

*That's the man **who / that** I told you about.*

*That's the house **which / that** we bought.*

➤ leave out the pronoun *who*, *which* or *that* if it is not the subject of the verb in the relative clause.

That's the man ~~who / that~~ I told you about.

That's the house ~~which / that~~ we bought.

That's the man ~~who / that~~ helped me.

That's the house ~~which / that~~ costs €1 000 000.

Non-defining clauses are **always** separated from the rest of the sentence by commas.

In non-defining relative clauses we CANNOT ...

➤ use *that*.

➤ leave out the relative pronoun.

*Our coach, **who** is wearing a red jacket, won a gold medal in the Olympics.*

I wish / If only

	present time → past simple tense	past time → past perfect tense
I wish	I wish I knew the answer.	I wish I had studied harder.
If only	If only you were with us.	If only we had gone away.

We use *I wish* or *If only* to talk about:

- something we would like to happen in the present.

*I wish you **were** here.*

*If only I **had** a lot of money.*

- something we would like to have happened or not to have happened in the past.

*I wish you **had told** me.*

*If only I **had known**.*

We use *I wish* or *If only* with *would* if we are complaining about something.

*I wish you **wouldn't** say things like that!*

We usually use *were* instead of *was* with *I wish* and *If only*.
*If only I **were** rich!*
*If only he **were** in our team!*
 When we want to talk about something that could really happen or have happened, we use the verb *hope*.
*I **hope** it's hot tomorrow! I'm going to the beach.*

Unit 6

Talking about the future

Future simple

+	I / You / He / She / It / We / You / They will ('ll) walk.
-	I / You / He / She / It / We / You / They will not (won't) walk.
?	Will I / you / he / she / it / we / you / they walk?

The future simple is used to ...

- make predictions based on what we know or believe.

*I believe that one day I **will meet** Brad Pitt.*

- make promises.

*I'll **clean up** my room. I **won't go out** again tonight.*

- make offers.

*You don't need to take a taxi. I'll **give** you a lift if you like.*

- refer to decisions made at the moment of speaking.

*Thanks for the invitation. I'll **be** there.*

going to

+	I am ('m) going home. You are ('re) going home. He / She / It is ('s) going home. We / You / They are ('re) going home.
-	I am not ('m not) going home. You are not (aren't / 're not) going home. He / She / It is not (isn't / 's not) going home. We / You / They are not (aren't / 're not) going home.
?	Am I going home? Are you going home? Is he / she / it going home? Are we / you / they going home?

The structure **going to** is used to ...

➤ make predictions based on what we know or believe.

*Many animals in the world **are going to** die out because of the changes to their habitats.*

➤ make predictions based on what we can see or hear now.

*Look at those clouds. It's **going to** be another rainy day.*

➤ talk about intentions.

*I'm **going to** study art when I leave school.*

Future continuous

+	I / You / He / She / It / We / You / They will ('ll) be travelling.
-	I / You / He / She / It / We / You / They will not (won't) be travelling.
?	Will I / you / he / she / it / we / you / they be travelling?

The future continuous is used to talk about an activity that will be in progress at a certain time in the future.

*This time next year, I'll **be travelling** around Europe.*

Future perfect simple

+	I / You / He / She / It / We / You / They will ('ll) have left.
-	I / You / He / She / It / We / You / They will not (won't) have left.
?	Will I / you / he / she / it / we / you / they have left?

The future perfect simple is used to talk about an activity that will be complete by a certain time in the future.

*By 2020, I **will have finished** all my studies.*

More ways to talk about the future

Could, may and might are used to make predictions that we are less sure about.

*Tom **could** arrive at any time.*

*His second film **might** be better than his first.*

*By 2050, people **may** be living on the moon.*

The present continuous is used to talk about plans and arrangements.

*I can't this afternoon, I'm **seeing** the doctor.*

The present simple is used to talk about timetables.
The film **starts** at nine.

as soon as, when, until, before

If a sentence refers to the future, we use the present simple tense after conjunctions *as soon as, when, before* and *until*.
I'll do it **as soon as** I get home.

Unit 7

Modals

+			-			?		
I You He She It We You They	can could may might should must	walk.	I You He She It We You They	cannot (can't) could not (couldn't) may not might not should not (shouldn't) must not (mustn't)	walk.	Can Could May Might Should Must	I you he she it we you they	walk?

Modal verbs have the same form in all persons.
She **might** be late.

Modal verbs are followed by the bare infinitive.
She might **be** late.

The verb *have to* is different.

+		-			?		
I You	have to go.	I You	do not (don't)	have to go.	Do	I you	have to go?
He She It	has to go.	He She It	does not (doesn't)		Does	he she it	
We You They	have to go.	We You They	do not (don't)	have to go.	Do	we you they	have to go?

Modal verbs can express many different meanings. Here are the most common ones.

meaning	verbs	examples
ability	<i>can, could</i>	I can speak Arabic, but I can't read it. I could read and write when I was five.
obligation	<i>must, have to</i>	You must do your homework. You have to take an exam like everyone else.
prohibition	<i>mustn't, can't</i>	You mustn't speak during the test. You can't park here.
no obligation	<i>not have to</i>	You don't have to go if you don't want to.

meaning	verbs	examples
possibility	<i>could, may, might</i>	You could be lucky. It may rain this afternoon. You might win this time.
certainty	<i>must, can't</i>	The exercise must be easy because my sister did it in two minutes. It can't be too difficult.
advice	<i>should, shouldn't / ought to / ought not to</i>	You should lose a bit of weight. You ought not to eat so much.

Indefinite pronouns

	specific	non-specific	general	negative
person	someone / somebody	anyone / anybody	everyone / everybody	no-one / nobody
thing	something	anything	everything	nothing / none

Indefinite pronouns are used when we do not want to talk about a particular person or things. We use ...

➤ *someone / somebody* to talk about a person that we do not know or do not want to name.

There is **someone** in the room!

➤ *something* to talk about a thing that we do not know or do not want to name.

She said **something**, but I didn't hear her.

➤ *anyone / anybody* to talk about any person, not a specific one we have in mind.

It's so easy **anyone** can do it.

➤ *anything* to talk about any thing, not a specific one we have in mind.

I'm so hungry I **could** eat **anything**.

➤ *everyone / everybody* to talk about all people.

I've told **everyone** about it – they all know.

➤ *everything* to talk about all things.

In this book you'll find **everything** you want to know about photography.

➤ *no-one / nobody* to talk about not anyone.

There's **nobody** in the room.

➤ *nothing / none* to talk about not anything.

There's **nothing** left!

Unit 8

-ing form or infinitive

Verbs and verb phrases followed by the -ing form.

admit	appreciate	avoid	be capable of
be good / bad /etc at	be interested in	can't help	can't stand
consider	delay	deny	dislike
enjoy	feel like	finish	give up
imagine	involve	look forward to	mention
mind	miss	practise	succeed in
suggest	talk about	think of	

Verbs and verb phrases followed by the full infinitive.

afford	agree	appear	arrange
ask	attempt	be pleased / able /etc	choose
decide	expect	fail	happen
help	hope	intend	learn
manage	offer	plan	prepare
pretend	promise	refuse	seem
want	wish	would like	

The verbs *let* and *make* are followed by an object pronoun and the infinitive without *to*.
 My parents **let me go** out with my friends, but I *can't* stay out very late.

Verbs and verb phrases followed by both the *-ing* form and the full infinitive with very little difference in meaning.

begin	continue	love	hate	prefer	start
-------	----------	------	------	--------	-------

Verbs and verb phrases followed by both the *-ing* form and the full infinitive with a difference in meaning.

	verb + <i>-ing</i> form	verb + full infinitive
remember	not forget something that happened in the past Do you remember seeing Heather at the party?	not forget to do something later Please remember to buy some coffee on your way home.
forget	forget something that happened in the past I'll never forget meeting George Clooney. It was an amazing experience.	not do something you intended to do I forgot to buy the coffee you asked for.
stop	stop something / doing something I stopped eating ice cream.	stop doing something to do something else I stopped to eat an ice cream.
go on	continue doing something I'll go on playing till I reach the next level.	do something new/different I went on to become a computer games designer.
regret	be sorry about something that happened I regret eating so much food at the party!	be sorry about something you're going to say I regret to inform you that your application has not been successful.
like	enjoy Do you like being an actor?	think it is right to do something To stay healthy I like to eat three pieces of fruit a day.
try	sample or test something Try going in through the window.	see if you can do something difficult (usually it is not possible for you to do it) I tried to tell Penny that I couldn't help her, but she wouldn't listen.
hear	hear a part of something I heard her singing a new song.	hear something from start to finish I heard her sing a new song.

Past modals

We can use past modals to talk about the past.

possibility	may have might have could have	+ past participle
certainty	must have can't have couldn't have	
criticism	should have	
regret	shouldn't have	

➤ Possibility

I **may / might have made** a mistake telling her my secret.

➤ Certainty

That **must have been** Jane you saw because Penny is in Paris.

That **can't / couldn't have been** Penny you saw because she's in Paris.

➤ Criticism

You **should have told** me you would be late. I waited for two hours!

➤ Regret

I **shouldn't have told** Frank that you would be coming. He's probably going to cause problems.

Unit 9

The passive

The passive is formed by adding the verb *be* in the appropriate tense to the past participle of the main verb.

tense	active form	passive form
Present simple	The dog eats it.	It is eaten by the dog.
Past simple	The dog ate it.	It was eaten by the dog.
Present continuous	The dog is eating it.	It is being eaten by the dog.
Past continuous	The dog was eating it.	It was being eaten by the dog.
Present perfect	The dog has eaten it.	It has been eaten by the dog.
Past perfect	The dog had eaten it.	It had been eaten by the dog.
Future simple	The dog will eat it.	It will be eaten by the dog.
Future perfect	The dog will have eaten it.	It will have been eaten by the dog.
<i>be going to</i>	The dog is going to eat it.	It is going to be eaten by the dog.

See page 192 for a list of past participles of irregular verbs.

The passive is used when ...

➤ we want to emphasize the person who is doing the action.

The telephone **was invented** by Alexander Graham Bell.

➤ we want to be formal.

The event **was attended** by the Queen.

➤ it's obvious who is doing the action so it's not worth mentioning them.

He **was arrested** for murder. (clearly by the police)

➤ we don't know who is doing the action (or we don't care).

The shop **has been broken** into three times!

My friend **was attacked** on the street yesterday.

(The action is more important in these situations.

Also, we probably don't know who did the actions.)

If we want to say exactly who does an action, we use **by**.

The painting was stolen **by** the artist himself.

If we want to mention tools and equipment or things they use, we use **with**.

The cake was made **with** the freshest ingredients.

The causative

subject	have / get (in an appropriate tense)	object	+ past participle
I	will have / get	an extra key	cut.
I	am going to have / get	my ears	pierced tomorrow.

The causative is used ...

➤ when we arrange for someone else to do something for us.

She's **had** her hair **cut**.

We're **having** the house **painted**.

➤ for unpleasant situations.

They've **had** their house **broken into**.

I've **had** my car **stolen** twice this year!

If we want to say who did the action, we can use **by**.

Harry had his hair done **by** Vidal Sassoon himself.

If we want to mention tools and equipment or things they use, we can use **with**.

Jill is having her house painted **with** a special ecological paint.

Unit 10

Conditional sentences

zero conditional	if / when + simple present + simple present
first conditional	if + simple present + will + bare infinitive if + simple present + imperative
second conditional	if + simple past + would + bare infinitive
third conditional	if + past perfect + would have + past participle

The zero conditional is used to talk about general or scientific facts.

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

The first conditional is used to talk about something that is likely to happen in the present or the future.

If you **study** hard, you'll **pass** the test.

If you don't want to **miss** the bus, **walk** faster.

We can use other modals instead of will, depending on the meaning.

If you do your homework quickly, you **can** go out with your friends. (permission)

If you don't feel well, you **should** go to the doctor's. (advice)

If it rains tomorrow, we **may** go to the cinema. (possibility)

The second conditional is used to talk about ...

- something that is not likely to happen in the present or the future.

If you **studied** all five books, you **would pass** the exam.

- something that is not true.

If I **had** a lot of money, I **would buy** a new house.

We can use other modals instead of would, depending on the meaning.

If I won the lottery, I **could** travel around the world. (ability)

If you asked me politely, I **might** help you. (possibility)

We can use the phrases If I were you ... and If I was you ... to give advice.

If I **was** you, I'd eat less chocolate. (informal)

If I **were** you, I would join a gym. (formal)

The third conditional is used to talk about unreal situations in the past.

If I **had studied** harder, I **would have passed** the test.

We can use other modals instead of would have depending on the meaning.

If he hadn't been driving so fast, he **could have** avoided the accident. (ability)

If you had left the house earlier, you **might not have** missed your flight. (possibility)

- For all the conditionals, we can swap the two parts of the sentences.

The machine **turns off** if you **press** the button.

You'll **have to** buy a ticket if you **want** to go to the concert.

I **could play** World of Warfare if I **had** my own computer.

My dog **wouldn't have run away** if I **had closed** the gate.

- We don't use a comma when we swap the two parts of conditional sentences.

unless, as long as, what if

We can use *unless* and *as long as* in the first conditional instead of *if*.

- *as long as* means *if and only if*.

I'll help you **as long as** you tell me the whole truth.

- *unless* means *if not*.

I won't help you **unless** you tell me the truth.

- We use *what if* in the second and third conditionals when we ask hypothetical questions.

What if you had a lot of money? Would you buy that bike?

What if he had told you the secret? Would you have told me?

Unit 11

Reported statements

When we report what someone said in the past, we have to change several things.

1 We have to change the tense of the verb, including some modals.

direct speech	reported speech
present simple	past simple
'I live in London.'	He said (that) he lived in London.
present continuous	past continuous
'I am working .'	She said (that) she was working .
present perfect	past perfect
'I have lived in London all my life.'	He said (that) he had lived in London all his life.
present perfect continuous	past perfect continuous
'I've been working for ten hours.'	He said (that) he had been working for ten hours.
past simple	past perfect
'I saw him on Monday.'	She said (that) she had seen him on Monday.
past continuous	past perfect continuous
'I was sleeping .'	She said (that) she had been sleeping .
will	would
'I will go in a minute.'	She said (that) she would go in a minute
can	could
'I can speak five languages.'	He said (that) he could speak five languages.
must / have to	had to
'I must lose some weight.'	He said (that) he had to lose some weight.
may	might
'I may buy a new car.'	He said (that) he might buy a new car.

The past perfect and the past perfect continuous tenses do not change.
 'I had tried out for the team last year.' → He said he had tried out for the team last year.
 'I had been working in the garden all morning.' → He said that he had been working in the garden all morning.

We do not change these modal verbs when reporting speech:

should	ought to	might	could
--------	----------	-------	-------

2 We also have to change some pronouns and determiners.

direct speech	reported speech
I	he, she
'I usually take the bus to work,' said Jeff.	He said that he usually took the bus to work.
you	I, he, she, we and they (subject pronouns) or me, him, her, us and them (object pronouns)
'You'll set a new world record,' said the coach.	The coach said (that) I / he / she / we / they would set a new world record. The coach told me / him / her / us / them (that) I / he / she / we / they would set a new world record.
my	his / her
'I left my report at home,' Rick said.	Nick said that he had left his report at home.
mine	his / hers
'The red bag is mine ,' said Claire.	Claire said that the red bag was hers .
this, that, these and those	the, that and the, those or it, they
'I painted this / that picture,' said Lucinda. 'I've painted these / those pictures,' said Lucinda. ' This is the most exciting film I've ever seen,' said Steve. ' Those are the ugliest shoes I've ever seen,' said the customer.	Lucinda said (that) she had painted the / that picture. Lucinda said (that) she had painted these / those pictures. Steve said (that) it was the most exciting film he'd ever seen. The customer said (that) they were the ugliest shoes she'd ever seen.

3 We also have to change words which refer to time and place.

direct speech	reported speech
now, at the moment	then, at that moment
'The film is starting now ,' said Tim.	Tim said (that) the film was starting then .
today, tonight	that day, that night
'I'll meet you tonight at the theatre,' said Regina.	Regina said (that) she would meet me / him / her / us / them that night at the theatre.
tomorrow, yesterday	the following / next day, the day before / the previous day
'We really enjoyed the party yesterday ,' said Pete.	Pete said (that) they had really enjoyed the party the day before .
ago	before
'The national team won the championship two years ago ,' said Nick.	Nick said (that) the national team had won the championship two years before .
last week / month / year	the previous week / month / year or the week / month / year before
'I really enjoyed the English class last year ,' said Mandy.	Mandy said (that) she had really enjoyed the English class the year before .
here	there
'I'll never forget the concert I saw here last year,' said Mike.	Mike said (that) he'd never forget the concert he'd seen there last year.

Reported questions

When we report questions, we must also change the form of the question and make it look like a statement.

➤ If it's a Yes / No question, we begin the reported question with *if* or *whether*.

'Are you OK?' → She asked me **if / whether** I was OK.

'Do you know him?' → She asked me **if / whether** I knew him.

➤ If the question begins with a question word, we begin the reported question with the same question word.

'Where is the lab?' → He asked me **where** the lab was.

'When did you arrive?' → He asked me **when** I had arrived.

Reported commands and requests

When we report something expressed as a command, we use *tell*.

'Stop talking!' → He **told** us to stop talking.

When we report something expressed as a request, we use *ask*.

'Please stop talking.' → He **asked** us to stop talking.

Reporting verbs

We can often replace *say* and *tell* with other verbs that can give us more information about the way somebody said something.

'You should stop eating junk food.' → She **advised** me to stop eating junk food.

'I am not going to wear that ugly dress.' → She **refused** to wear the ugly dress.

verb patterns	examples
say something said + subject + correct form of verb ...	'It's true,' he said. He said (that) it was true.
tell someone something told + object + subject + correct form of verb ...	'It's true,' he told me. He told me (that) it was true.
tell someone to do something told / ordered + object + full infinitive ...	'Leave me alone,' she told me. She told me to leave her alone.
ask someone if / whether / when, etc asked + object + if / whether / etc ...	'What time is it?' he asked me. He asked me what time it was.
ask someone to do something asked + object + full infinitive ...	'Could you call a taxi for me?' he said. He asked me to call a taxi for him.
advise someone to do something advised + object + full infinitive ...	'I think you should relax,' she said. She advised me to relax.
offer to do something offered + full infinitive ...	'I'll wash the dishes,' he said. He offered to wash the dishes.
promise to do something promised + full infinitive ...	'I'll pay you back,' she said. She promised to pay me back.
refuse to do something refused + full infinitive ...	'I won't help you,' she said. She refused to help me.
suggest that someone should do something suggested + subject + should + bare infinitive ...	'Why don't you go to France?' she said. She suggested that we should go to France.

Unit 12

Countable and uncountable nouns; plural nouns

There are two main kinds of nouns:

➤ countable nouns (nouns that have a singular and a plural form and take a singular or plural verb).

I have **a pencil**. → I have three **pencils**.

➤ uncountable nouns (nouns that do not have a plural form and take a singular verb, even if they end in -s).

The **news was** a complete shock.

Some nouns are uncountable with one meaning and countable with another meaning.
Get me some **paper** when you go to the shops. (= a packet of paper to write on)
Get me a **paper** when you go to the shops. (= a newspaper)

There are also nouns that are always plural and are followed by a plural verb.

Your clean **clothes are** on the bed.

Your new **jeans look** great!

Among plural nouns are some tools, instruments, pieces of equipment and things we wear: *scissors, glasses, binoculars, scales, tights, pyjamas, clothes* etc.

Some other plural nouns are: *police, authorities, acoustics, headquarters, traffic lights, stairs* etc.

The **acousitcs** in the room **were** fantasic!

Some words look plural but are not: *series, means, news, spaghetti* etc.
Is there a cheap **means** of transport I could use to get there?

These are articles and determiners that we can use with countable and uncountable nouns.

article / determiner	singular countable nouns	plural countable nouns	uncountable nouns
a / an	✓		
some / any / a lot of / lots of		✓	✓
a few / few		✓	
a little / little			✓
many		✓	
much			✓
plenty of		✓	✓
a number of		✓	
an amount of		✓	✓

Articles

the is used ...

➤ with singular and plural nouns, when being specific.

I bought **the** dress I told you about.

➤ when we are referring to an object already mentioned earlier.

I bought a red dress and a brown dress. **The** red one is for the summer and **the** brown one is for the winter.

➤ when there is only one possible example.

The TV is in **the** living room.

➤ when we are speaking generally.

The mobile phone is a useful invention.

the is also used for talking about ...

➤ geographical areas (eg seas, mountains, rivers, etc).

the Aegean, **the** Himalayas, **the** Nile

➤ time.

in **the** 1960s

in **the** morning

a / an is used with ...

➤ singular nouns, when not being specific, or when talking about something for the first time.

There's **an** apple on the table.

I bought **a** red dress and **a** brown dress.

a / an is also used ...

➤ for talking about jobs.

My mother's **a** doctor.

➤ to mean one.

I've got **a** dog and two cats.

The zero article is used with uncountable nouns.

We ate pizza and we drank water. (= some pizza and some water)

both ... and, neither ... nor, every, each, all and none

We use a singular verb with every and each.

We use a plural verb with both and all.

We use a singular verb with neither ... nor and none.

Talking about two things

We use neither ... nor to talk about two things in a negative way.

Neither Pete **nor** Jane came to my party. (= Peter and Jane didn't come to my party.)

We use both ... and to talk about two things in a positive way.

Both Olivia **and** John enjoyed the party.

Talking about two or more things

Each person I know is a good person. (focuses on the members of a group)

Every person I know is a good person. (talks about members of a group in a general way)

All (of) the people I know are good people. (talks about all members of a group)

Most (of) the people I know are good people. (talks about a large number of a group)

None of the people I know are good people. (talks about all the members of a group as a whole, but in a negative way)

so / such ... that

so	+ adjective	that
such	+ noun phrase	

so / such ... that is used for emphasis.

She is **so** beautiful **that** I can't keep my eyes off her.

It was **such** a fun night **that** I've decided to go again.

We can use so / such alone when it means very / really.

She's **so** patient!

She's **such** a good teacher!

so many / much

so many	+ countable noun	(that)
so much	+ uncountable noun	

The structures so many and so much are also used for emphasis.

There were **so many** people there that there were no seats left.

I have never eaten **so much** food before.

too and enough

too

too	+ adjective, adverb, determiner	(+ to)
------------	---------------------------------	---------------

The word too means 'more than enough', 'more than necessary', or 'more than is wanted'.

It is different from very.

She is **too old to** work.

She walks **too quickly**. I can't keep up.

You've given me **too much** money.

There are **too many** people here. There's nowhere to sit.

enough

adjective / adverb	+ enough	(+ to)
--------------------	-----------------	---------------

She is **good enough to** pass.

She doesn't run **fast enough to** compete in the race.

We can say the same thing with enough as we do with too by making some changes to the sentence.

My coffee is **too hot** to drink!

My coffee is not **cool enough** to drink!

Irregular verbs

become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bite	bit	bitten	lie	lay	lain
bleed	bled	bled	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	show	showed	shown
dream	dreamt	dreamt	sing	sang	sung
drink	drank	drunk	sit	sat	sat
drive	drove	driven	sleep	slept	slept
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	spend	spent	spent
feel	felt	felt	stand	stood	stood
fight	fought	fought	swim	swam	swum
find	found	found	take	took	taken
fly	flew	flown	teach	taught	taught
forget	forgot	forgotten	tell	told	told
get	got	got	think	thought	thought
give	gave	given	understand	understood	understood
go	went	gone	wear	wore	worn
have	had	had	win	won	won
hold	held	held	write	wrote	written
keep	kept	kept			
know	knew	known			
learn	learnt	learnt			

РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ К ЕГЭ ПО АНГЛИЙСКОМУ ЯЗЫКУ

ESSENTIAL TIPS FOR THE UNIFIED STATE EXAM IN ENGLISH LANGUAGE

РАЗДЕЛ 1. АУДИРОВАНИЕ (LISTENING)

Раздел «Аудирование» содержит 15 заданий, из которых первое – на установление соответствия и 14 заданий – с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время выполнения заданий раздела – 30 минут. Максимальное количество баллов – 20.

Задание В1 (базовый уровень)

Проверяемое умение: понимание основного содержания прослушанного текста.

Тип задания: установление соответствия.

Характеристика задания

В задании В1 предлагается прослушать шесть высказываний на одну тему и установить соответствие между высказываниями и утверждениями. Одно утверждение лишнее. Запись звучит дважды.

Рекомендации

- Внимательно прочитайте и прослушайте задание.
- Используйте паузу после задания для ознакомления с утверждениями и для прогнозирования содержания аудиотекста.
- Как правило, утверждения близки по своему содержанию, поэтому искать необходимо различия.
- Помните, что утверждения никогда не копируют аудиотекст. В тексте, как правило, использованы синонимы для выражения той же самой идеи. Поэтому если вы видите в утверждении то же самое слово / выражение, которое прозвучало в аудиотексте, это, скорее всего, «ловушка».
- На экзаменационном билете вы можете делать любые пометки, лишь бы это было вам на пользу. Например, по мере установления соответствий вы можете вычёркивать утверждения, ставить рядом галочку или крестик. Тогда установить самое трудное соответствие можно методом исключения.
- Используйте паузу между первым и вторым прослушиванием для проверки ответов.
- При повторном прослушивании сосредоточьтесь внимание на тех говорящих, чьи высказывания вы не успели соотнести ни с одним утверждением.

Задания А1–А7 (повышенный уровень)

Проверяемое умение: понимание запрашиваемой информации в прослушанном тексте.

Тип задания: выбор ответа из трёх предложенных (Верно / Неверно / В тексте не сказано).

Характеристика заданий

В заданиях А1–А7 предлагается прослушать диалог и определить, какие из утверждений соответствуют тексту (являются верными), какие не соответствуют (являются неверными) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Запись звучит дважды.

Рекомендации

- Внимательно прочитайте и прослушайте задание.
- Используйте паузу после задания для ознакомления с утверждениями и для прогнозирования содержания аудиотекста.
- Помните, что порядок утверждений соответствует порядку изложения информации в тексте.
- Обращайте внимание на синонимичное оформление одних и тех же понятий в аудиотексте и утверждениях.
- Для определения ответа используйте строго информацию, данную в тексте, не додумывая за говорящего.
- Используйте контекст для того, чтобы определить значение новых слов.
- Используйте паузу между первым и вторым прослушиванием для проверки ответов.

Задания А8–А14 (высокий уровень)

Проверяемое умение: полное понимание прослушанного текста.

Тип задания: выбор ответа из трёх предложенных (множественный выбор).

Характеристика заданий

В заданиях А8–А14 предлагается прослушать аудиотекст и выбрать один из трёх вариантов ответов на вопросы к тексту. Запись звучит дважды.

Рекомендации

- Внимательно прочитайте и прослушайте задание.
- Используйте паузу для ознакомления с вопросами и для выделения в них ключевых слов.
- Помните, что порядок вопросов соответствует порядку изложения информации в тексте.
- Помните, что некоторые вопросы проверяют понимание отдельных деталей текста, а некоторые вопросы (которые, как правило, даются в конце) – понимание текста в целом.
- Опирайтесь исключительно на информацию, приведённую в тексте, а не на общепринятые представления.

- Используйте паузу между первым и вторым прослушиванием для проверки ответов. Вы можете отметить различными способами вопросы, в ответах на которые вы уверены, не уверены или на которые пока не знаете ответа.
- Привлекайте контекст для определения верного варианта ответа. Например, если в аудиотексте вы слышите те же слова, что даны в ответе, но при этом контекст совсем иной, то выбранный вариант ответа неверный.

РАЗДЕЛ 2. ЧТЕНИЕ (READING)

Раздел «Чтение» содержит девять заданий, из которых 2 задания – на установление соответствия и 7 заданий – с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время выполнения заданий раздела – 30 минут. Максимальное количество баллов – 20.

Задание В2 (базовый уровень)

Проверяемое умение: общее понимание текста.

Тип задания: установление соответствия.

Характеристика задания

В задании В2 предлагается прочитать семь коротких текстов и установить соответствие между текстами и заголовками (темами). Один заголовок (тема) лишний.

Рекомендации

- Внимательно прочитайте задание.
- Прочитайте варианты заголовков (тем) и постарайтесь предположить, о чём могло бы говориться в тексте под каждым из них.
- Обращайте внимание на ключевые слова, которые несколько раз повторяются в тексте и тематически соотносятся с лексикой заголовка (темы).
- Не опирайтесь на первое встретившееся подтверждение – следует найти несколько подтверждений правильному ответу.
- Старайтесь понять смысл текста, не обращая внимания на отдельные незнакомые слова.
- Будьте особо внимательны к сходным формам в тексте и в заголовках (темах), поскольку заголовки (темы) зачастую содержат ложные подсказки.

- Будьте особо внимательны к видовременным формам, так как лексическое наполнение заголовка (темы) может соответствовать тексту, но иметься в виду может другой период времени или характер действия.
- Используйте легко вычлняемые единицы в заголовке (теме) (имена собственные, числительные) для быстрого поиска соответствующей им информации в тексте.

Задание В3 (повышенный уровень)

Проверяемое умение: понимание структурно-смысловых связей в тексте.

Тип задания: установление соответствия.

Характеристика задания

В задании В3 предлагается прочитать текст и заполнить в нём пропуски, установив соответствие между отдельными его частями и фрагментами предложений. Один фрагмент является лишним.

Рекомендации

- Внимательно прочитайте задание.
- Прочитайте весь текст, стараясь понять его общее содержание.
- При подборе нужного фрагмента предложения руководствуйтесь комплексным лексико-грамматическим подходом: убедитесь, что фрагмент и по смыслу, и структурно соответствует как предшествующей части текста, так и последующей.
- Прочитайте текст ещё раз, но с уже заполненными пропусками.
- Убедитесь, что лишний фрагмент действительно не подходит.

Задания A15–A21 (высокий уровень)

Проверяемое умение: полное понимание прочитанного текста.

Тип задания: выбор ответа из четырёх предложенных (множественный выбор).

Характеристика заданий

В заданиях A15–A21 предлагается прочитать текст и выбрать один из четырёх вариантов ответов на вопросы к нему.

Рекомендации

- Внимательно прочитайте задание.
- Прочитайте текст, чтобы понять его основной смысл.
- Прочитайте вопросы и подчеркните в них ключевые слова.
- Помните, что вопросы расположены в том

же порядке, что и соответствующие им части в тексте.

- Не пытайтесь сэкономить время, читая только те части текста, которые соответствуют вопросам. Читайте весь текст целиком – это поможет понять контекст и ничего не упустить.
- Подчеркните в тексте тот фрагмент, который является подтверждением правильности выбранного вами ответа.
- Не пытайтесь найти в тексте те же слова, что и в вопросе. Ищите синонимичные способы выражения одной и той же мысли.
- Помните, что некоторые вопросы проверяют понимание отдельных деталей текста, а некоторые вопросы (которые, как правило, даются в конце) – понимание текста в целом.

РАЗДЕЛ 3. ГРАММАТИКА И ЛЕКСИКА (GRAMMAR AND VOCABULARY)

Раздел «Грамматика и лексика» содержит 20 заданий: 13 заданий с кратким ответом и 7 – с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время выполнения заданий раздела – 40 минут. Максимальное количество баллов – 20.

Задания B4–B10 (базовый уровень)

Контролируемые навыки: грамматические.

Тип задания: грамматическое преобразование.

Характеристика заданий

В заданиях B4–B10 даются два текста с семью пропусками. Справа от пропусков даются слова, напечатанные заглавными буквами, которые необходимо преобразовать так, чтобы они грамматически соответствовали содержанию текстов. Далее необходимо заполнить пропуски образованными грамматическими формами.

Рекомендации

- Внимательно прочитайте задание.
- Прочитайте текст целиком, обращая внимание на то, в каком времени идёт повествование и есть ли в нём прямая речь.
- Прочитайте текст ещё раз, делая предположения относительно возможных грамматических форм для заполнения пропусков.
- Определите, какой частью речи является опорное слово, и вспомните, какие грамматические формы оно имеет.
- Обращайте внимание на выбор правильных видовременных форм глаголов и форм причастия, на наличие отрицательной частицы в составе опорных слов.

- Заполнив пропуски, прочитайте текст медленно и внимательно ещё раз и проверьте, не нарушился ли его общий смысл.
- Старайтесь избегать орфографических ошибок.
- При занесении ответов в бланк ответов помните, что между словами пропусков быть не должно (пишите, например, *wasbuilt*).

Задания B11–B16 (базовый уровень)

Контролируемые навыки: словообразовательные.

Тип задания: лексико-грамматическое преобразование.

Характеристика заданий

В заданиях B11–B16 предлагается прочитать текст и образовать от слов, напечатанных заглавными буквами в конце строк, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Далее необходимо заполнить пропуски полученными словами.

Рекомендации

- Внимательно прочитайте задание.
- Прочитайте текст и определите, какими частями речи необходимо заполнить пропуски.
- Вспомните способы словообразования, характерные для этой части речи.
- Образую однокоренное слово, помните, что оно может иметь положительное или отрицательное значение в данном контексте.
- Помните, что для образования однокоренного слова вам может понадобиться и префикс и суффикс (*unbelievable*).

- Заполнив пропуски, прочитайте внимательно текст ещё раз.
- Не забудьте проверить орфографию.

Задания A22–A28 (повышенный уровень)

Контролируемые навыки: употребление лексических единиц в контексте.

Тип задания: выбор ответа из четырёх предложенных (множественный выбор).

Характеристика заданий

В заданиях A22–A28 предлагается прочитать текст и заполнить в нём пропуски словами, выбрав один из четырёх вариантов.

Рекомендации

- Внимательно прочитайте задание.

- Прочитайте текст и уясните общий смысл и логику развития сюжета.
- Прочитайте текст ещё раз, останавливаясь на каждом пропуске, – подумайте, какое слово вы бы здесь употребили. Посмотрите, есть ли этот вариант среди предложенных.
- Выбирая нужный вариант, определите разницу в смысловых оттенках и употреблении слов.
- Прежде чем выбрать вариант ответа, обратите внимание на лексическое и грамматическое окружение слова в тексте.
- Для успешного выполнения задания важно соблюдать правила сочетаемости слов, знать фразовые глаголы и идиомы.
- Прочитайте текст внимательно ещё раз после того, как выберете варианты ответов.

РАЗДЕЛ 4. ПИСЬМО (WRITING)

В разделе «Письмо» необходимо выполнить два задания: написать личное письмо и создать письменное высказывание с элементами рассуждения. Черновые пометки можно делать непосредственно на листе с заданиями или можно использовать отдельный черновик. Любые черновые пометки (черновик) не проверяются и не оцениваются. Оценке подлежит только вариант ответа, занесённый в бланк ответов № 2. Рекомендуемое время выполнения заданий – 80 минут. Максимальное количество баллов – 20.

Задание C1 (базовый уровень)

Проверяемые умения: умение решать коммуникативную задачу в письменной форме; умение организовать текст личного письма другу; умение правильно оформить текст с точки зрения языка.

Тип задания: письмо личного характера.

Характеристика задания

В задании C1 предлагается написать личное письмо другу в ответ на письмо-стимул. В тексте письма всегда требуется ответить на три вопроса друга и задать ему (ей) свои три вопроса. Объём письма составляет 100–140 слов.

Рекомендации

- Внимательно прочитайте задание и уясните, что именно должно быть отражено в письме.
- Перед началом работы вспомните, как должно быть организовано письмо:

Дата и адрес.

Приветствие.

Благодарность за письмо.

Ответы на вопросы.

Формулирование своих вопросов.

Завершение письма.

- Внимательно прочитайте не только инструкции, но и письмо-стимул. Выделите в нём те вопросы, которые следует раскрыть в ответном письме.
- Составьте свои три вопроса другу с учётом указанной в задании тематики.
- Составьте план, который будет включать в себя все пункты задания.
- В процессе написания письма важно:
 - написать свой адрес и дату в правом верхнем углу письма;
 - во вступительной части письма выразить благодарность за полученное письмо и, возможно, извинение, что не сразу написан ответ;
 - в основной части письма ответить на все заданные вопросы и задать необходимые вопросы другу по переписке;
 - в заключительной части письма упомянуть о будущих контактах, подписать письмо;
 - проверить как содержание, так и правильность организации текста;
 - проверить правильное стилистическое оформление текста.
- Написав письмо, убедитесь, что вы уложились в требуемый объём слов.
- Проверьте орфографию.

Задание C2 (высокий уровень)

Проверяемые умения: умение решать коммуникативную задачу в письменной форме; умение организовать текст-рассуждение; умение ис-

пользовать лексику и грамматику в соответствии с поставленной коммуникативной задачей; умение правильно оформить письменное высказывание с точки зрения орфографии и пунктуации.

Тип задания: письменное высказывание с элементами рассуждения по предложенной проблеме.

Характеристика задания

В задании С2 предлагается написать развернутое высказывание с элементами рассуждения по предложенной проблеме и в соответствии с приведённым планом. Объём письменной работы составляет 200–250 слов.

Рекомендации

- Внимательно прочитайте утверждение и вопросы, выделенные полужирным шрифтом. Ознакомьтесь с предложенным планом.
- Начинать введение следует с общего представления темы, отражения её проблемного характера. При этом важно перефразировать тему, данную в задании, не повторяя её дословно.
- Планируя свою работу, продумайте ключевую лексику для каждого абзаца.

- Делите текст на абзацы в соответствии с логикой и содержанием высказывания. Абзацы основной части, соответствующие пунктам 2 и 3 предложенного плана, стройте так: выразите в первом предложении основную мысль (мнение), а далее подкрепите её примерами и аргументами.
- Приводя контраргументы, желательно выражать своё мнение не теми же словами, что раньше, а использовать перифраз, синонимы.
- В заключительном абзаце необходимо ещё раз указать на проблемный характер темы, показать, что вы способны видеть и другие точки зрения, но тем не менее своя кажется вам более убедительной.
- Введение и заключение должны быть приблизительно одинаковы по объёму. Общий объём основной части не должен быть меньше общего объёма введения и заключения.
- Особое внимание следует уделить средствам логической связи текста.
- Помните, что в этой работе вы должны придерживаться нейтрального стиля изложения.

РАЗДЕЛ 5. ГОВОРЕНИЕ (SPEAKING)

Рекомендации по выполнению заданий раздела «Говорение» соотносятся с форматом ЕГЭ по английскому языку за 2008/09 г., который включал в себя два задания по говорению: монологическое высказывание по предложенной теме (С3) и диалог с целью обмена оценочной информацией (С4). Авторы также считают целесообразным рекомендовать учащимся подготовку к заданию «Ролевая игра», которое было исключено, но в дальнейшем может вернуться в контрольно-измерительные материалы наравне с заданиями С3 и С4.

Данная часть экзамена начинается со вступительной беседы между экзаменуемым и экзаменатором-собеседником с целью знакомства, за которой следуют экзаменационные задания.

Задание С3 (базовый уровень)

Проверяемые умения: умение строить монологическое высказывание по заданной теме; умение логично развивать мысли; умение использовать разнообразные лексико-грамматические структуры в соответствии с коммуникативной задачей.

Тип задания: монологическое высказывание.

Характеристика задания

В задании С3 экзаменуемый высказывается по предложенной теме в соответствии с планом в течение двух минут. Экзаменатор может задать один-три вопроса по теме высказывания.

Рекомендации

- Внимательно прочитайте текст задания, обращая особое внимание на элементы задания, выделенные полужирным шрифтом: тему, пункты плана и объём монолога (время).
- Помните, что высказывание необходимо строить в строгом соответствии с предложенным планом.
- Включите в свой ответ следующие структурные элементы: вступление (общее представление темы), основную часть (раскрытие всех аспектов, данных в задании), заключение (подведение итога сказанному, выражение своего мнения).
- Готовя ответ, продумайте и запишите ключевые фразы для каждого пункта. Составьте план ответа.
- Продумайте, что вы можете сказать по каждому из пунктов тремя-четырьмя предложениями и распределите время между высказываниями по всем пунктам задания.

- Дайте развёрнутую аргументацию, если в плане есть пункт, начинающийся с *why*.
- Избегайте упоминания избыточной информации, не отмеченной в плане. Не следует также увеличивать объём высказывания, так как в противном случае вам может не хватить времени на раскрытие одного или более из предложенных пунктов.
- Дайте развёрнутые ответы на два дополнительных вопроса по теме высказывания, заданные экзаменатором-собеседником. Если вы что-то не поняли в вопросе, обязательно попросите повторить его или пояснить то, что вам было непонятно; баллы за это не снижаются, а, наоборот, это является плюсом в вашем ответе, так как вы смогли продемонстрировать умение восстановить беседу в момент сбоя.

Задание С4 (высокий уровень)

Проверяемые умения: умение начать, поддержать и закончить беседу; предлагать варианты к обсуждению, выражать свою аргументированную точку зрения и отношение к обсуждаемому вопросу; соблюдать очерёдность при обмене репликами; выбирать адекватный стиль речи, употребляя формулы речевого этикета; принимать совместное решение.

Тип задания: диалог с целью обмена оценочной информацией.

Характеристика задания

Задание С4 предполагает диалог с целью обмена оценочной информацией. Экзаменуемому предлагается некая проблема и несколько вариантов её решения. Задача – обсудить предложенные варианты решения проблемы с экзаменатором-собеседником и найти оптимальное решение. Время на выполнение задания – 3–4 минуты.

Рекомендации

- Внимательно прочитайте описание проблемы и варианты её решения. Помните, что вам и вашему собеседнику (экзаменатору) необходимо обсудить *все* варианты.
- В ходе подготовки к этой части экзамена важно усвоить, что беседа по существу состоит из трёх этапов: инициация диалога, развитие диалога и завершение диалога.
- Помните, что беседу начинаете *вы*. Для этого на базе задания сформулируйте своими словами суть проблемы, что необходимо сделать и почему.
- Постарайтесь продемонстрировать владение разнообразными коммуникативными

умениями: вовлечь в разговор своего собеседника (например, иницируя переход к другому варианту и интересуясь мнением о нём своего собеседника); высказывать и аргументировать своё мнение, вежливо прерывать собеседника, соглашаться и не соглашаться с точкой зрения собеседника, восстановить беседу в случае сбоя и пр.

- Не переживайте, если вы забыли определённое слово – продолжайте говорить дальше, постарайтесь его перефразировать.
- Помните, что вы обязательно должны достигнуть договорённости в ходе обсуждения проблемы. Подведите итог беседы, сформулировав ваше совместное решение.
- Старайтесь говорить достаточно громко – экзаменатор-собеседник должен слышать каждое ваше слово.

Задание «Ролевая игра» (повышенный уровень)

Проверяемые умения: умение начать, поддержать и закончить беседу, предлагать варианты к обсуждению, выражать свою аргументированную точку зрения и отношение к обсуждаемому вопросу, соблюдать очерёдность при обмене репликами, корректно с точки зрения языковых норм оформлять своё высказывание.

Тип задания: комбинированный диалог.

Характеристика задания

Ролевая игра предполагает комбинированный диалог, в котором заранее (в карточке) определены коммуникативные роли экзаменуемого и экзаменатора-собеседника. В рамках заданной ситуации экзаменуемый и его собеседник решают свои коммуникативные задачи в строгом соответствии с пунктами предложенного плана.

Рекомендации

- Внимательно прочитайте текст задания, обращая особое внимание на предлагаемую ситуацию общения, роль, отведённую вам, пункты плана и объём (время).
- Помните, что беседу начинаете *вы*.
- Помните, что вам необходимо решить *все* задачи, изложенные в плане на вашей карточке.
- В ходе диалога вы должны продемонстрировать умение начинать, поддерживать и заканчивать беседу, восстанавливать общение в случае сбоя, соблюдать очерёдность при обмене репликами.
- Соблюдайте нормы вежливости.

Aa

abroad (adv) [ə'brɔ:d] за границей, за рубежом
access (n) ['ækses] доступ
accident (n) ['æksɪd(ə)nt] несчастный случай
accountant (n) [ə'kaʊntənt] бухгалтер
accurate (adj) ['ækjʊrət] точный
accused of (adj) [ə'kju:zd əv] обвиняемый в чём-л.
acoustic guitar [ə'ku:stɪk gr'ta:] акустическая гитара
addicted (adj) [ə'dɪktɪd] зависимый, пристрастившийся
admit (v) [əd'mɪt] 1) признавать, допускать; 2) признаваться (в чём-л.); 3) принимать (например, в университет)
advanced (adj) [əd'vɑ:nst] 1) продвинутый (уровень обучения); 2) владеющий (умением) на продвинутом уровне
adventure (n) [əd'ventʃə] приключение
agility (n) [ə'dʒɪləti] подвижность, ловкость
amateur (n) ['æmətə] любитель, непрофессионал
amazed (adj) [ə'meɪzd] изумлённый, удивлённый
amazing *Br E* (adj) [ə'meɪzɪŋ] удивительный, потрясающий
ambitious (adj) [æm'bɪʃəs] амбициозный, честолюбивый
amuse (v) [ə'mju:z] забавлять, развлекать
amused (adj) [ə'mju:zd] весёлый; довольный
amusing (adj) [ə'mju:zɪŋ] забавный, смешной
ancestor (n) ['ænsɛstə] предок
angle (n) ['æŋg(ə)] *геом.* угол
animator (n) ['ænɪ,meɪtə] (художник-) мультипликатор
antioxidant (n) [ˌænti'ɒksɪd(ə)nt] антиоксидант
applaud (v) [ə'plɔ:d] аплодировать
application (n) [ˌæplɪ'keɪʃ(ə)n] заявление (например, о приёме на работу)
aquarium (n) [ə'kwɛəriəm] аквариум, океанариум
architect (n) ['ɑ:kɪtekt] архитектор
arrest (v) [ə'rest] арестовывать
arson (n) ['ɑ:s(ə)n] поджог (*умышленный*)
arsonist (n) ['ɑ:s(ə)nɪst] поджигатель
art gallery (n) ['ɑ:t ,gæləri] художественная галерея
artist (n) ['ɑ:tɪst] художник
artistic (adj) [ɑ:'tɪstɪk] артистичный
ashamed (adj) [ə'ʃeɪmd] пристыженный
asparagus (n) [ə'sprægəgəs] спаржа
astronomer (n) [ə'strɒnəmə] астроном
athlete (n) ['æθli:t] спортсмен, атлет
attraction (n) [ə'trækʃ(ə)n] достопримечательность
audience (n) ['ɔ:diəns] публика, зрители
autobahn (n) ['ɔ:təʊba:n] автобан, автомагистраль
awareness (n) [ə'weənəs] осведомлённость
award (n) [ə'wɔ:d] (присуждённая) награда

Bb

bacteria (n) [bæk'tɪəriə] бактерия
bake (v) [beɪk] печь, выпекать
bandy (n) ['bændi] хоккей с мячом
baobab (n) ['beɪəbæb] баобаба
bargain (n) ['bɑ:gɪn] выгодная покупка
bat (n) [bæt] бита
bazaar (n) [bə'zɑ:] восточный базар
beach resort (n) ['bi:tʃ rɪ,zɔ:t] морской курорт
beat (v) [bi:t] 1) побеждать (*кого-л., что-л.*); 2) взбивать (*тесто, яйца*)
bill (n) [bɪl] счёт (к оплате)
biodegrade (v) [ˌbaɪəʊdɪ'greɪd] разлагаться, распадаться под воздействием микроорганизмов
bird-watching (n) ['bɜ:d ,wɒtʃɪŋ] наблюдение за птицами
bizarre (adj) [bɪ'zɑ:] странный, причудливый
block of flats (n) [ˌblɒk əv 'flætz] многоквартирный дом
blogging (n) ['blɒɡɪŋ] ведение блога
blues (n) [blu:z] блюз
boarding pass (n) ['bɔ:dɪŋ ,pɑ:s] посадочный талон
boarding school (n) ['bɔ:dɪŋ ,sku:l] школа-интернат, пансион (*школа с общежитием и полным содержанием учащихся*)
bodily-kinaesthetic intelligence (n) ['bɒdɪli ,kɪni:s'tetɪk ɪn'telɪdʒ(ə)ns] *психол.* телесно-кинестетический интеллект
book (v) [bʊk] заказывать, бронировать
border (n) ['bɔ:də] граница
bored (adj) [bɔ:d] скучающий
boring (adj) ['bɔ:rɪŋ] скучный
borrow (v) ['bɒrəʊ] брать на время, занимать
boulder (n) ['bəʊldə] большой камень; валун
box office (n) ['bɒks ,ɒfɪs] билетная касса
brand (n) [brænd] бренд, торговая марка
brand name (n) ['brænd ,neɪm] название (известной) торговой марки
break into (phr v) [ˌbreɪk 'ɪntə] взламывать, проникать со взломом
break up (phr v) [ˌbreɪk 'ʌp] разрывать отношения, расставаться
bribe (v) [braɪb] давать взятку, подкупать
broomstick (n) ['bru:m,stɪk] метла
bully (n) ['buli] задира, хулиган
bungee jumping (n) ['bʌndʒi: ,dʒʌmpɪŋ] банджи-джампинг (*прыжок с большой высоты на эластичном тросе, обвязанном вокруг щиколотки*)
burglar (n) ['bɜ:glə] взломщик
burglary (n) ['bɜ:gləri] кража со взломом
butcher (n) ['bʊtʃə] мясник, торговец мясом
by hand (adv) [ˌbaɪ 'hænd] вручную; руками

Сс

cabin crew (n) ['kæbɪn kruː] экипаж (самолёта)
calcium (n) ['kælsiəm] кальций
calculate (v) ['kælkjuleɪt] вычислять, рассчитывать
call in (sick) [,kɔ:l ɪn 'sɪk] сообщить по телефону о невыходе на работу (из-за болезни)
call up (phr v) [,kɔ:l 'ʌp] звонить по телефону
calligraphy (n) [kə'liɡrəfi] каллиграфия
calm (adj) [kɑ:m] спокойный
canned (adj) [kænd] консервированный
car park (n) ['kɑ: pɑ:k] парковка, автостоянка
carbohydrate (n) [,kɑ:bəʊ'hɑ:dreɪt] гидрокарбонат
cardamom (n) ['kɑ:dəməm] кардамон
careers adviser (n) [kə'ri:z əd,vaɪzə] консультант по трудоустройству
cash (n) [kæʃ] 1) деньги; 2) наличные деньги
cash (v) [kæʃ] обналичивать
castaway (n) ['kɑ:stə,weɪ] потерпевший кораблекрушение
casual (adj) ['kæʒuəl] неформальный, повседневный
catalogue (n) ['kætələɡ] каталог
cause and effect relationship [kɔ:z ənd ɪ'fekt rɪ'leɪʃ(ə)nʃɪp] причинно-следственная связь
cello (n) ['tʃeləʊ] виолончель
certificate (n) [sə'tɪfɪkət] сертификат, свидетельство
challenge (n) ['tʃælɪndʒ] сложная задача, проблема
champion (n) ['tʃæmpiən] чемпион
chandelier (n) [ˌʃændə'li:ə] люстра
charge (v) [tʃɑ:dʒ] взимать плату; списывать средства / деньги (например, с банковской карты)
check in (phr v) [ˌtʃek 'ɪn] регистрировать(ся), проходить регистрацию
check-in counter *Am E* (n) [ˌtʃekɪn ,kaʊntə] стойка регистрации
check out (phr v) [ˌtʃek 'aʊt] освободить номер и выехать из гостиницы
chef (n) [ʃef] шеф-повар
chilli (n) ['tʃɪli] перец чили, горький перец
cholesterol (n) [kə'lestərol] холестерин
chorizo (n) [tʃə'ri:zəʊ] чоризо (*испанская сухая колбаса с красным перцем и чесноком*)
circle (n) ['sɜ:k(ə)l] *геом.* круг
circumference (n) [sə'klɪmf(ə)rəns] *геом.* окружность
circus (n) ['sɜ:kəs] цирк
civil engineer (n) [ˌsɪv(ə)l ɛndʒɪ'nɪə] инженер-строитель
civil servant (n) [ˌsɪv(ə)l 'sɜ:v(ə)nt] чиновник, государственный служащий
close (adj) [kləʊs] 1) близко расположенный; 2) близкий, неразлучный; 3) внимательный
close down (phr v) [ˌkləʊz 'daʊn] закрывать(ся), ликвидировать(ся) (*о предприятии, компании*)
cloudy (adj) ['klaʊdi] облачный
clove (n) [kləʊv] зубок, долька (*чеснока*)
clue (n) [klu:ə] 1) подсказка; 2) улика
coastal (adj) ['kəʊst(ə)l] прибрежный
coin (n) [kɔɪn] монета
colleague (n) ['kɒli:ɡ] коллега

come up with (phr v) [ˌkʌm 'ʌp wɪð] предлагать (*идею*)
common (adj) ['kɒmən] распространённый, часто встречающийся
communicate (v) [kə'mju:nɪkeɪt] общаться
communication (n) [kə,mju:nɪ'keɪʃ(ə)n] 1) общение; 2) коммуникация
complex (adj) ['kɒmpleks] 1) сложный; 2) комплексный, составной
complicated (adj) ['kɒmplɪ,keɪtɪd] сложный; запутанный
concert hall (n) ['kɒnsət ,hɔ:l] концертный зал
conduct (v) [kən'dʌkt] проводить (например, опрос)
cone (n) [kəʊn] *геом.* конус
confident (adj) ['kɒnfɪd(ə)nt] уверенный в себе
consequence (n) ['kɒnsɪkwəns] последствие
consumer (n) [kən'sju:mə] потребитель
controversial (adj) [ˌkɒntrə'vɜ:ʃ(ə)l] спорный; противоречивый
convert (v) [kən'vɜ:t] превращать
cookery (n) ['kʊk(ə)ri] кулинария (*род занятий*)
cool (adj) [ku:l] прохладный
cope with (v) [kəʊp wɪð] справляться, совладать с чем-л.
corner (n) ['kɔ:nə] *геом.* вершина
countryside (n) ['kʌntri,saɪd] сельская местность
court (n) [kɔ:t] корт
crack (n) [kræk] трещина; щель
creative (adj) [kri'eɪtɪv] творческий
creature (n) ['kri:tʃə] 1) создание, существо; 2) животное
cricket (n) ['krɪkɪt] крикет
cube (n) [kju:b] *геом.* куб
curdled milk (n) ['kɜ:d(ə)ld mɪlk] кислое, свернувшееся молоко
cure (v) [kjʊə] излечивать, исцелять
currency (n) ['kʌrənsɪ] валюта
customer (n) ['kʌstəmə] клиент, посетитель
cut down on (phr v) [ˌkʌt 'daʊn ɒn] сокращать (*расходы, потребление чего-л.*)
(be) cut out for (phr v) [(bi:),kʌt 'aʊt fə] подходить, быть созданным для чего-л.
cylinder (n) ['sɪlɪndə] *геом.* цилиндр

Dd

dairy product (n) ['deəri ,prɒdʌkt] молочный продукт
deal with (v) [di:l wɪð] 1) преодолевать что-л., справляться с чем-л.; 2) рассматривать (*вопросы, тему*)
deep fried (adj) [di:p 'fraɪd] жаренный во фритюре
degree (n) [di'ɡri:ə] 1) градус (*температуры*); 2) (учёная) степень, диплом о высшем образовании
demanding (adj) [dɪ'ma:ndɪŋ] трудный, требующий больших затрат сил
department store (n) [dɪ'pɑ:tmənt stɔ:] универсам
depend on (v) [dɪ'pend ɒn] зависеть от чего-л., кого-л.
depth (n) [depθ] глубина

desert (n) ['dezət] пустыня
dessert (n) [dɪ'zɜ:t] десерт
dhow (n) [daʊ] доу, дхоу (традиционное арабское судно, обычно одномачтовое)
diameter (n) [daɪ'æmɪtə] диаметр
die out (phr v) [daɪ 'aʊt] вымирать, постепенно исчезать
dig up (phr v) [dɪg 'ʌp] вскапывать
dinosaur (n) ['daɪnə,sɔ:] динозавр
director (n) [daɪ'rektə] режиссёр
disadvantage (n) [dɪsəd'vɑ:ntɪdʒ] недостаток
disagree (v) [dɪsə'grɪ:] не соглашаться
disapprove of (v) [dɪsə'pru:v əv] не одобрять, осуждать что-л., кого-л.
discount (n) ['dɪs,kɑʊnt] скидка
discourage from (v) [dɪs'kʌrɪdʒ frəm] отговаривать от чего-л., мешать осуществлению чего-л.
discovery (n) [dɪ'skʌv(ə)rɪ] открытие
dishonest (adj) [dɪs'ɒnɪst] нечестный
disrespectful (adj) [dɪsrɪ'spektf(ə)] непочтительный, невежливый
disrupt (v) [dɪs'rʌpt] мешать; нарушать
distinctive (adj) [dɪ'stɪŋktɪv] характерный
dot (n) [dɒt] мат. точка
download (v) [daʊn'ləʊd] скачивать
downside (n) ['daʊn,sɑɪd] обратная сторона, недостаток
drama (n) ['drɑ:mə] драма
drawing (n) ['drɔ:ɪŋ] 1) рисование; 2) рисунок
dress up (phr v) [dres 'ʌp] наряжаться; надевать маскарадный костюм
drought (n) [draʊt] засуха
drown (v) [draʊn] тонуть
dry (adj) [draɪ] сухой
dye (v) [daɪ] красить, окрашивать (волосы, ткань)

Ee

earache (n) ['ɪərəɪk] боль в ухе
earn (v) [ɜ:n] 1) зарабатывать; 2) заслуживать, получать
earthquake (n) ['ɜ:θ,kweɪk] землетрясение
ecological (adj) [i:kə'lɒdʒɪk(ə)] экологический
eco-home (n) [i:kəʊ'həʊm] экологичное жильё
edge (n) [edʒ] геом. ребро
egg (n) [eg] яйцо
embarrassed (adj) [ɪm'bærəst] смущённый
employ (v) [ɪm'plɔɪ] нанимать
employee (n) [ɪm'plɔɪ'i:] служащий, сотрудник
employer (n) [ɪm'plɔɪə] работодатель
employment (n) [ɪm'plɔɪmənt] занятость (рабочей силы)
endangered (adj) [ɪn'deɪndʒəd] находящийся под угрозой исчезновения, вымирающий
engineer (n) [endʒɪ'nɪə] инженер
enroll (v) [ɪn'rəʊl] записывать(ся), зачислять
ensure (v) [ɪn'ʃɔ:] гарантировать, обеспечивать
envious (adj) ['enviəs] завистливый
environmentally friendly (adj) [ɪnvaɪrən,ment(ə)li]

'fren(d)li] экологически безвредный
episode (n) ['epɪsəʊd] 1) эпизод; 2) серия (телефильма)
equivalent (n) [ɪ'kwɪvələnt] эквивалент
erode (v) [ɪ'rəʊd] разъедать, разрушать
erosion (n) [ɪ'rəʊz(ə)n] эрозия
estimate (n) ['estɪmət] оценка, мнение
Euclidean geometry (n) [ju:'klɪdiən dʒɪ:'ɒmətri] евклидова геометрия
exchange (n) [ɪks'tʃeɪndʒ] обмен
exchange (v) [ɪks'tʃeɪndʒ] обмениваться
excited (adj) [ɪk'saɪtɪd] воодушевлённый, взволнованный, возбуждённый
exciting (adj) [ɪk'saɪtɪŋ] увлекательный, интересный
exhaust (v) [ɪg'zɔ:st] истощать
exhausted (adj) [ɪg'zɔ:stɪd] истощённый; изнурённый, измученный
exhaust fumes (n pl) [ɪg'zɔ:st fju:mz] выхлопные газы
exhibit (n) [ɪg'zɪbɪt] показ, выставка (be on exhibit – экспонироваться на выставке)
exhibit (v) [ɪg'zɪbɪt] выставлять, экспонировать
exhibition (n) [ɪksɪ'bɪʃ(ə)n] выставка
exotic (adj) [ɪg'zɒtɪk] экзотический
experience (n) [ɪk'spɪəriəns] 1) (жизненный) опыт; 2) случай, событие
experience (v) [ɪk'spɪəriəns] испытывать; знать по опыту
extensively (adv) [ɪk'stensɪvli] широко, в значительной степени
extinct (adj) [ɪk'stɪŋkt] вымерший
extract (v) [ɪk'strækt] горн. добывать

Ff

face (n) [feɪs] геом. грань
face (v) [feɪs] сталкиваться (с неприятностями)
face-to-face (adj) [ˌfeɪstə'feɪs] происходящий с глазу на глаз (face-to-face tutorial – индивидуальная консультация)
fare (n) [feə] стоимость проезда
fashion designer (n) [ˌfæʃ(ə)n dɪ,zɑɪnə] дизайнер одежды
fashionable (adj) [ˌfæʃ(ə)nəb(ə)l] модный
fat (n) [fæt] жир
fatty (adj) [ˈfæti] жирный (содержащий много жира)
fermented (adj) [fə'mentɪd] квашеный
ferry (n) [ˈferi] паром
fetch (v) [fetʃ] приносить
fever (n) [ˈfi:və] жар; лихорадка
fibre (n) [ˈfaɪbə] клетчатка, пищевые волокна
field (n) [fi:ld] 1) поле; 2) спортивная площадка
figure-skater (n) [ˈfɪgə ,skeɪtə] фигурист, фигуристка
fill in (phr v) [ˌfɪl 'ɪn] заполнять; вписывать, вносить
fine (n) [faɪn] штраф
fingerprint (n) [ˈfɪŋgə,prɪnt] отпечаток пальца
firefighter (n) [ˈfaɪə,faɪtə] пожарный
fishmonger (n) [ˈfɪʃ,mʌŋgə] торговец рыбой
fish stock (n) [ˈfɪʃ ,stɒk] крепкий рыбный бульон

flat (adj) [flæt] плоский
flavour (n) ['fleɪvə] 1) аромат; 2) вкус (*обыкн. приятный*)
flawed (adj) [flɔ:d] небезупречный, несовершенный
flexible (adj) ['fleksəb(ə)l] гибкий
flight attendant (n) ['flaɪt ə,tendənt] стюард, стюардесса; бортпроводник, бортпроводница
flood (n) [flʌd] наводнение
flute (n) [flu:t] флейта
foggy (adj) ['fɒgi] туманный
foothold (n) ['fʊt,həʊld] прочное, устойчивое положение
footpath (n) ['fʊt,pɑ:θ] (пешеходная) дорожка, тропинка
forerunner (n) ['fɔ:,rʌnə] предшественник
forest (n) ['fɒrɪst] лес
formal (adj) ['fɔ:m(ə)l] формальный, официальный
fossil (n) ['fɒs(ə)l] ископаемое, окаменелость
fossilization (n) [ˌfɒsələɪ'zeɪʃ(ə)n] фоссилизация, окаменение
foul (n) [faʊl] фол, нарушение правил (*игры, состязаний*)
found (v) [faʊnd] основывать
freezing (adj) ['fri:zɪŋ] ледяной; холодный
frenetic (adj) [frə'netɪk] неистовый; фанатичный
frightened (adj) ['fraɪt(ə)nd] испуганный, напуганный
frightening (adj) ['fraɪt(ə)nɪŋ] пугающий
funfair (n) ['fʌn,feə] парк развлечений
furniture (n) ['fɜ:nɪtʃə] мебель

Gg

gain (v) [geɪn] получать, приобретать
garlic (n) ['gɑ:lɪk] чеснок
gastronomy (n) [gæ'strɒnəmi] кулинария; гастрономия
geology (n) [dʒi:'ɒlədʒi] геология
geometry (n) [dʒi:'ɒmətɪrɪ] геометрия
geothermal (adj) [dʒi:əθ'θɜ:m(ə)l] геотермальный
gesture (n) ['dʒestʃə] жест
get away with (phr v) [ˌget ə'weɪ wɪð] сходить с рук, безнаказанно совершать что-л. запрещённое
get divorced (v) [ˌget dɪ'vɔ:st] развестись
get married (v) [ˌget 'mæɪrɪd] заключить брак; жениться; выйти замуж
get off (phr v) [ˌget 'ɒf] спастись, отделаться (*от наказания*)
get on well with (phr v) [ˌget ɒn 'wel wɪð] хорошо ладить с кем-л.
get rid of [ˌget 'rɪd əv] избавиться от чего-л., кого-л.
get through to (phr v) [ˌget 'θru: tə] дозвониться до кого-л.
geyser (n) ['gi:zə] гейзер
ginseng (n) ['dʒɪŋ,seŋ] женьшень
give a miss (v) [ˌgɪv ə 'mɪs] пропускать, избегать
give away (phr v) [ˌgɪv ə'weɪ] 1) выдавать (например, секрет); 2) раздавать (например, деньги)
give off (phr v) [ˌgɪv 'ɒf] выделять (например, вредные вещества)

give up (phr v) [ˌgɪv 'ʌp] отказаться от чего-л., бросить (*привычку*)
glimpse (n) [glɪmps] проблеск
global warming (n) [ˌglɔʊb(ə)l 'wɔ:ɪmɪŋ] глобальное потепление
go green (n) [ˌgəʊ 'ɡri:n] способствовать охране окружающей среды
goldsmith (n) ['gəʊld,smiθ] золотых дел мастер
go off (phr v) *Br E* [ˌgəʊ 'ɒf] перестать употреблять, любить
go out with (phr v) [ˌgəʊ 'aʊt wɪð] проводить время, встречаться (*с другом, подругой*)
goggles (n) ['gɒg(ə)lz] защитные очки
goods (n pl) [ɡʊdz] товары; продукция
gorgeous (adj) ['ɡɔ:dʒəs] великолепный
goulash (n) ['gu:læʃ] гуляш
grade (n) [ɡreɪd] оценка, отметка
graduate (v) ['ɡrædʒuət] окончить (*учебное заведение*)
grain (n) [ɡreɪn] зерно; хлебные злаки
grated (adj) ['ɡreɪtɪd] тёртый (*измельчённый на тёрке*)
gravity (n) ['ɡrævəti] гравитация
greengrocer (n) ['ɡri:n,ɡrəʊsə] продавец овощей и фруктов
guidebook (n) ['ɡaɪd,bʊk] путеводитель
gulab jamun (n) [ˌɡʊ,lɑ:b 'dʒɑ:mən] гулаб джамун (*традиционное индийское блюдо – сладкие шарики из сухого молока в сиропе*)

Hh

habitat (n) ['hæbɪtæt] ареал (*растения, животного*)
haggis (n) ['hæɡɪs] хаггис
hairstylist (n) ['heə ,stɑɪ(ə)lɪst] парикмахер, стилист
hang-gliding (n) ['hæŋ ,ɡlaɪdɪŋ] дельтапланеризм
hang on (phr v) [ˌhæŋ 'ɒn] ждать (*у телефона*), не вешать трубку
hang out with (phr v) [ˌhæŋ 'aʊt wɪð] общаться, проводить время с кем-л.
hang up (phr v) [ˌhæŋ 'ʌp] повесить телефонную трубку, прекратить телефонный разговор
harbour (n) ['hɑ:bə] гавань
harness (v) ['hɑ:nɪs] укрощать, покорять
headache (n) ['hedɪk] головная боль
heal (v) [hi:l] лечить(ся), излечивать
healing (adj) ['hi:lɪŋ] лечебный, целебный
health food (n) ['helθ ,fu:d] здоровая пища
heatwave (n) ['hi:t,weɪv] период сильной жары
height (n) [haɪt] высота
helpful (adj) ['helpf(ə)l] 1) полезный; 2) готовый помочь
herpetology (n) [ˌhɜ:pɪ'tɒlədʒi] герпетология (*раздел зоологии, изучающий пресмыкающихся и земноводных*)
high in (adj) [haɪ ɪn] богатый, с высоким содержанием чего-л.
high-tech (adj) [ˌhaɪ 'tek] высокотехнологичный, хай-тек
hip-hop (n) ['hɪp hɒp] хип-хоп
historical (adj) [hɪ'stɒrɪk(ə)l] исторический

home schooling (n) ['həʊm ,sku:lɪŋ] домашнее обучение, домашнее образование
honest (adj) ['ɒnɪst] честный
horror film (n) ['hɒrə fɪlm] фильм ужасов
horticulture (n) ['hɔ:tɪ,kʌltʃə] садоводство
hot spring [hɒt 'sprɪŋ] горячий источник
hurricane (n) ['hʌrɪkeɪn] ураган
hurt (v) [hɜ:t] ушибить; повредить
hustle (n) ['hʌs(ə)] толкотня

li

iconic (adj) [aɪ'kɒnɪk] культовый; легендарный
icy (adj) ['aɪsɪ] ледяной, холодный
illness (n) ['ɪlnəs] болезнь
indigo (adj) ['ɪndɪɡəʊ] тёмно-синий
infomercial (n) [ɪnfəʊ'mɜ:ʃ(ə)l] рекламный ролик в формате телевизионной программы
informal (adj) [ɪn'fɔ:m(ə)l] неформальный, неофициальный
inherit (v) [ɪn'herɪt] наследовать, получать в наследство
injury (n) ['ɪndʒəri] травма
insecure (adj) [ɪn'sɪ'kjʊə] неуверенный, сомневающийся
install (v) [ɪn'stɔ:l] устанавливать; монтировать
instant messaging (n) [ɪnstənt 'mesɪdʒɪŋ] мгновенный обмен текстовыми сообщениями
intelligence (n) [ɪn'telɪdʒ(ə)ns] ум, интеллект
intercept (v) [ɪntə'sept] перехватить
interest (n) ['ɪntrəst] 1) увлечение, интерес; 2) процент (*процентная ставка*)
interior designer (n) [ɪn'tɪəriə dɪ'zɑɪnə] дизайнер интерьера
interpersonal intelligence (n) [ɪntə'pɜ:s(ə)nəl ɪn'telɪdʒ(ə)ns] *психол.* межличностный интеллект
interpret (v) [ɪn'tɜ:prɪt] переводить (*устно*)
interrupt (v) [ɪntə'rʌpt] прерывать
interruption (n) [ɪntə'rʌpʃən] прерывание
interview (n) ['ɪntəvju:] 1) собеседование; 2) интервью
interview (v) ['ɪntəvju:] 1) проводить собеседование; 2) брать интервью
interviewee (n) [ɪntəvju:'i:] 1) лицо, проходящее собеседование; 2) дающий интервью
interviewer (n) ['ɪntə,vju:ə] 1) проводящий собеседование; 2) берущий интервью
intrapersonal intelligence (n) [ɪntrə 'pɜ:s(ə)nəl ɪn'telɪdʒ(ə)ns] *психол.* внутриличностный интеллект
invention (n) [ɪn'venʃ(ə)n] изобретение
investigate (v) [ɪn'vestɪgeɪt] расследовать
IQ (n) [aɪ 'kju:] (сокр. от intelligence quotient) коэффициент умственного развития
iron (v) ['aɪən] гладить, утюжить
issue (n) ['ɪʃu:] выпуск (*газеты, журнала и т.п.*)

Jj

jail (n) [dʒeɪl] тюрьма
jazz (n) [dʒæz] джаз

jeweller (n) ['dʒu:ələ] ювелир
jigsaw (n) ['dʒɪɡsɔ:] пазл, складная картинка, мозаика
job (n) [dʒɒb] работа; занятие
jogging (n) ['dʒɒɡɪŋ] бег трусцой
joke (n) [dʒəʊk] шутка
journalist (n) ['dʒɜ:nəlɪst] журналист
journey (n) ['dʒɜ:ni] поездка; путешествие (*сухопутное*)
junk food (n) ['dʒʌŋk fu:d] низкокачественная еда (*богатая калориями, но не имеющая питательной ценности*)

Kk

kabaddi (n) [kə'ba:di] кабадди
kick (n) [kɪk] бить по мячу (*в футболе*)
kick out (phr v) [kɪk 'aʊt] выгонять
kicking (adj) ['kɪkɪŋ] клёвый, классный
kid (n) [kɪd] ребёнок
kidnapper (n) ['kɪdnæpə] похититель людей
kidnapping (n) ['kɪdnæpɪŋ] похищение человека с целью выкупа
kidney (n) ['kɪdni] *анат.* почка
kimchi (n) ['kɪmtʃi] кимчхи, кимчи (*блюдо корейской кухни – остро приправленные квашеные овощи*)
kindergarten (n) ['kɪndə,ɡɑ:t(ə)n] детский сад

Ll

lawyer (n) ['lɔ:jə] юрист
lend (v) [lend] 1) давать взаймы, одалживать; 2) давать, предоставлять
length (n) [leŋθ] длина
lepidoptery (n) [ˌlepɪ'dɒptəri] собирание и изучение бабочек (*лепидоптерология – раздел энтомологии, изучающий бабочек*)
let off (phr v) [ˌlet 'ɒf] отпускать, освобождать от наказания
life coach (n) ['laɪf ,kəʊtʃ] инструктор по персональному росту (*помогающий человеку реализоваться в важной для себя сфере*)
lifespan (n) ['laɪf ,spæn] срок службы (*оборудования*)
likewise (adv) ['laɪkwɑɪz] подобно; также, тоже
linguistic intelligence (n) [lɪŋ'gwɪstɪk ɪn'telɪdʒ(ə)ns] *психол.* лингвистический интеллект
link (n) [lɪŋk] ссылка (*на сайт, для загрузки файлов*)
link (v) [lɪŋk] соединять, связывать
litter (n) ['lɪtə] сор, мусор
live (adv) [laɪv] вживую
loan (n) [ləʊn] заём, ссуда
lock up (phr v) [ˌlɒk 'ʌp] заключить в тюрьму
logical-mathematical intelligence (n) ['lɒdʒɪk(ə)l ,mæθə'mætɪk(ə)l ɪn'telɪdʒ(ə)ns] *психол.* логико-математический интеллект
long-term (adj) [ˌlɒŋ 'tɜ:m] долгосрочный
lose (v) [lu:z] 1) терять; лишаться; 2) проигрывать
loss (n) [lɒs] 1) потеря; урон; 2) убыток; проигрыш
low in (adj) [ləʊ ɪn] с низким содержанием чего-л.
lung (n) [lʌŋ] *анат.* лёгкое
luxury (adj) ['lʌkfəri] роскошный

Mm

- maiden voyage** ['meɪd(ə)n 'vɔɪdʒ] первое плавание (*нового корабля*)
- mail order** (n) ['meɪl 'ɔ:də] заказ товаров по почте
- mainland** (n) ['meɪn,lænd] 1) материк; 2) большой остров (*в группе небольших*)
- make off** (phr v) ['meɪk 'ɒf] удрать, скрыться
- make the grade** (v) ['meɪk ðə 'greɪd] добиваться успеха
- make up** (phr v) ['meɪk 'ʌp] мириться
- mall** (n) [mɔ:l] крупный торговый центр
- manage** (v) ['mænɪdʒ] управлять, руководить
- management** (n) ['mænɪdʒmənt] управление, руководство
- manager** (n) ['mænɪdʒə] руководитель; менеджер
- man-made** (adj) [ˌmæn 'meɪd] созданный руками человека
- mapmaker** (n) ['mæp,meɪkə] картограф
- martial arts** (n) [ˌmɑ:ʃ(ə)l 'ɑ:ts] боевые искусства
- matchbox** (n) ['mætʃbɒks] спичечный коробок
- mathematician** (n) [ˌmæθ(ə)mə'tɪʃ(ə)n] математик
- measure** (v) ['meɪzə] измерять
- measurement** (n) ['meɪzəmənt] измерение (*действие*)
- meat** (n) [mi:t] мясо
- mechanic** (n) [mi'kæni:k] механик
- merchandise** (n) ['mɜ:ʃ(ə)ndaɪz] товары
- message** (n) ['mesɪdʒ] 1) сообщение; 2) идея, замысел
- microbe** (n) ['maɪkrəʊb] микроб
- mild** (adj) [maɪld] мягкий (*о погоде*)
- misbehave** (v) [ˌmɪsbɪ'heɪv] плохо себя вести
- miserable** (adj) ['mɪz(ə)rəb(ə)l] жалкий, несчастный
- mood** (n) [mu:d] настроение
- motivated** (adj) ['məʊtɪ,veɪtɪd] мотивированный
- mousetrap** (n) ['maʊs,træp] мышеловка
- mull over** (phr v) [ˌmʌl 'əʊvə] обдумывать, размышлять
- multiple intelligences** (n) ['mʌltɪp(ə)l ɪn'telɪdʒ(ə)nsɪz] психол. множественный интеллект; теория множественного интеллекта Г. Гарднера
- multiplex** (n) ['mʌltɪ,pleks] многозальный кинотеатр
- murder** (n) ['mɜ:də] убийство
- murderer** (n) ['mɜ:dərə] убийца
- muscle** (n) ['mʌs(ə)l] мускул; мышца
- mystery** (n) ['mɪst(ə)rɪ] тайна

Nn

- narrow-minded** (adj) [ˌnærəʊ 'maɪndɪd] ограниченный, недалёкий, с предрассудками
- needle** (n) ['ni:d(ə)l] игла, иголка
- net** (n) [net] 1) спорт. сетка (*волейбольная, теннисная*); сетка ворот (*в футболе, хоккее*); 2) информ. (the Net) = the Internet
- network** (n) ['net,wɜ:k] информ. компьютерная сеть
- nightmare** (n) ['naɪtmɛə] кошмар
- noodles** (n pl) ['nu:d(ə)lz] лапша
- note** (n) [nəʊt] 1) заметка, запись; 2) записка; 3) примечание, сноска
- novel** (adj) ['nɒv(ə)l] оригинальный, нестандартный
- novel** (n) ['nɒv(ə)l] роман

- nursery** (n) ['nɜ:s(ə)rɪ] детское дошкольное учреждение
- nursery teacher** (n) ['nɜ:s(ə)rɪ ,tɪ:tʃə] педагог дошкольного образования
- nutritional content** [nju:,trɪʃən(ə)l 'kɒntent] пищевая ценность
- nutritious** (adj) [nju:'trɪʃəs] питательный

Oo

- obesity** (n) [əʊ'bi:səti] тучность, ожирение
- obvious** (adj) ['ɒbvɪəs] очевидный, ясный, явный
- occasionally** (adv) [ə'keɪz(ə)nəli] изредка; временами
- office block** (n) ['ɒfɪs blɒk] офисное здание
- olive oil** (n) [ˌɒlɪv 'ɔɪl] оливковое масло
- onion** (n) ['ɒnjən] лук; луковица
- open-air** (adj) [ˌəʊpən'eə] открытый, (находящийся) на открытом воздухе
- opera house** (n) ['ɒp(ə)rə haʊs] оперный театр
- operation** (n) [ˌɒpə'reɪʃ(ə)n] мат. действие
- option** (n) ['ɒpʃ(ə)n] выбор; возможный вариант
- order** (n) ['ɔ:də] 1) порядок; последовательность; 2) заказ
- order** (v) ['ɔ:də] 1) располагать по порядку; 2) заказывать
- origami** (n) [ˌɒrɪ'gɑ:mɪ] оригами
- origin** (n) ['ɒrɪdʒɪn] происхождение
- outback** (n) ['aʊt,bæk] отдалённые малонаселённые районы Австралии
- outdoor** (adj) [ˌaʊt'dɔ:] (находящийся или происходящий) вне дома, на открытом воздухе
- out loud** [aʊt 'laʊd] вслух
- overweight** (adj) [ˌəʊvə'weɪt] с избыточным весом (*о человеке, животном*)
- owe** (v) [əʊ] быть должным кому-л.
- own up to** (phr v) [ˌəʊn 'ʌp tə] признаваться (в дурном поступке)

Pp

- package holiday** (n) [ˌpækɪdʒ 'hɒlɪdeɪ] организованная туристическая поездка; отдых с полным комплексом услуг
- paella** (n) [pɑ:'elə] паэлья
- painting** (n) ['peɪntɪŋ] 1) живопись; 2) картина
- parsley** (n) ['pɑ:slɪ] петрушка
- parsnip** (n) ['pɑ:snɪp] пастернак
- pass** (v) [pɑ:s] 1) сдавать (*экзамен*); 2) выдерживать (*испытание*); 3) проходить (*о времени*)
- passer-by** (n) [ˌpɑ:sə'baɪ] прохожий
- password** (n) ['pɑ:s,wɜ:d] пароль
- path** (n) [pɑ:θ] тропа, тропинка
- patient** (n) ['peɪʃ(ə)nt] пациент, больной
- patient** (adj) ['peɪʃ(ə)nt] терпеливый
- paving stone** (n) ['peɪvɪŋ stəʊn] камень для мостовой, плитка
- pay** (v) [peɪ] 1) платить; 2) оплачивать (*работу*)
- pay back** (phr v) [ˌpeɪ 'bæk] возвращать (*деньги*)
- pepper** (n) ['pepə] перец
- perceive** (v) [pə'si:v] 1) воспринимать 2) различать

performance (n) [pə'fɔ:məns] представление; спектакль
permit (n) ['pɜ:mit] разрешение
persuade (v) [pə'sweɪd] 1) убеждать; 2) уговаривать
petrification (n) [ˌpɛtrɪfɪ'keɪʃ(ə)n] окаменение
petrol station (n) ['petrəl ,steɪʃ(ə)n] бензоколонка, бензозаправочная станция
phase (n) [feɪz] фаза, стадия, этап
philately (n) [fɪ'lætəli] филателия
physicist (n) ['fɪzɪsɪst] физик
pilgrimage (n) ['pɪlgrɪmɪdʒ] паломничество
pine tree (n) ['paɪn tri:] сосна
pitch (n) [pɪtʃ] поле (*крикетное, футбольное и т.п.*)
pixel (n) ['pɪks(ə)l] пиксель (*наименьший элемент изображений, отображаемых на дисплее компьютера*)
plot (n) [plɒt] фабула, сюжет
politician (n) [ˌpɒlə'tɪʃ(ə)n] политик
polluted (adj) [pə'lu:tɪd] загрязнённый, загазованный
pollution (n) [pə'lu:ʃ(ə)n] загрязнение (*окружающей среды*), загазованность
pool (n) [pu:l] (плавательный) бассейн
pour (v) [pɔ:] наливать
poverty (n) ['pɒvəti] бедность
prepare (v) [prɪ'peə] 1) готовить (завтрак, обед); 2) готовиться; 3) подготавливать (*что-л.*)
preserve (v) [prɪ'zɜ:v] сохранять
pretend (v) [prɪ'tend] притворяться, делать вид
pretzel (n) ['prets(ə)l] крендель
primary (adj) ['praɪməri] 1) основной (*о цветах спектра*); 2) начальный (*о школе*)
principality (n) [ˌprɪnsɪ'pælɪti] княжество
prism (n) ['prɪz(ə)m] *геом.* призма
processed (adj) ['prəʊsest] подвергшийся технологической обработке (*о пищевых продуктах*)
profit (n) ['prɒfɪt] доход, прибыль
programmer (n) ['prəʊ,græmə] программист
protein (n) ['prəʊti:n] протеин, белок
psychology (n) [saɪ'kɒlədʒi] психология
puck (n) [plʌk] шайба
purchase (n) ['pɜ:tʃəs] покупка
purchase (v) ['pɜ:tʃəs] покупать
put on (phr v) [ˌpʊt 'ɒn] надевать
pyramid (n) ['pɪrəmid] *геом.* пирамида
Pythagoras' Theorem (n) [paɪ'θæɡ(ə)rəsɪz 'θiəgəm] теорема Пифагора

Qq

qualification (n) [ˌkwɒlɪfɪ'keɪʃ(ə)n] квалификация

Rr

racket (n) ['ræktɪt] ракетка (*для тенниса*)
radius (n) ['reɪdiəs] радиус
rainbow (n) ['reɪn,bəʊ] радуга
rainforest (n) ['reɪn,fɔrɪst] тропический лес
rate (n) [reɪt] 1) уровень; 2) темп; скорость
receipt (n) [ri'si:t] квитанция; чек (*кассовый*)

recognition (n) [ˌrekəɡ'nɪʃ(ə)n] признание; одобрение
recover (v) [rɪ'kʌvə] выздоравливать, оправляться (*от болезни*)
recovered (adj) [rɪ'kʌvəd] выздоровевший
recovery (n) [rɪ'kʌv(ə)rɪ] выздоровление
rectangle (n) ['rek,tæŋɡ(ə)l] *геом.* прямоугольник
refuge (n) ['refju:dʒ] убежище
refund (n) ['ri:fʌnd] возмещение (*расходов*); возврат (*денег*)
register (n) ['redʒɪstə] 1) стиль речи; 2) кассовый аппарат
reign (n) [reɪn] царствование, правление
relationship (n) [rɪ'leɪʃ(ə)nʃɪp] 1) родство; 2) связь, отношение
relative (n) ['relatɪv] родственник
reliable (adj) [rɪ'laɪəb(ə)l] надёжный; заслуживающий доверия
remains (n pl) [rɪ'meɪnz] остатки, окаменелости
remote (adj) [rɪ'məʊt] отдалённый
remote control (n) [rɪ,məʊt kən'trəʊl] пульт дистанционного управления
renewable (adj) [rɪ'nju:əb(ə)l] возобновляемый (*о природных ресурсах*)
replica (n) ['replɪkə] точная копия
resident (n) ['rezɪd(ə)nt] (постоянный) житель
resin (n) ['rezɪn] смола
resources (n pl) [rɪ'zɔ:sɪz] ресурсы
respectful (adj) [rɪ'spektf(ə)l] почтительный; вежливый
retire (v) [rɪ'taɪə] увольняться
retirement (n) [rɪ'taɪəmənt] выход на пенсию
return (v) [rɪ'tɜ:n] 1) возвращаться; 2) возвращать; отдавать
review (n) [rɪ'vju:] 1) просмотр; проверка; 2) рецензия; критическая статья
rhythm (n) ['rɪðəm] ритм
rich in (adj) [rɪtʃ ɪn] с высоким содержанием чего-л.
ridge (n) [rɪdʒ] горный хребет
right-angled (adj) ['raɪt ,æŋɡ(ə)ld] прямоугольный
rink (n) [rɪŋk] каток
rob (v) [rɒb] грабить
robber (n) ['rɒbə] грабитель
robbery (n) ['rɒbəri] ограбление
rock climbing (n) ['rɒk ,klaɪmɪŋ] скалолазание
rough (adj) [rʌf] бурный (*о море*)
rubbish (n) ['rʌbɪʃ] мусор, хлам
run off (phr v) [ˌrʌn 'ɒf] убежать, удрать
run out (phr v) [ˌrʌn 'aʊt] кончаться, иссякать

Ss

saffron (n) ['sæfrən] шафран
salary (n) ['sæləri] оклад, заработная плата
sale (n) [seɪl] 1) продажа; 2) распродажа по сниженным ценам
salt (n) [sɔ:lt] соль
satisfied (adj) ['sætɪsfaɪd] удовлетворённый; довольный
satisfying (adj) ['sætɪs,faɪɪŋ] доставляющий удовлетворение, удовольствие

sausage (n) ['sɒsɪdʒ] колбаса; сосиска
science fiction (n) [ˌsaɪəns 'fɪkʃ(ə)n] научная фантастика
sci-fi ['saɪ ,faɪ] = science fiction
score (n) [skɔː] счёт (очков)
scoreboard (n) ['skɔː,bɔːd] (спортивное) табло (показывающее счёт)
screen (n) [skriːn] экран
secondary (adj) ['sekənd(ə)ri] средний (об образовании)
secure (adj) [sɪ'kjʊə] надёжный; верный
see off (phr v) [ˌsiː 'ɒf] провожать (уезжающего)
self-image (n) [ˌself 'ɪmɪdʒ] представление о самом себе
sell out (phr v) [ˌsel 'aʊt] распродать
sensitive (adj) ['sensətɪv] чувствительный; восприимчивый
series (n) ['sɪəriːz] 1) ряд, серия; 2) сериал
serious (adj) ['sɪəriəs] серьёзный; вызывающий опасения
serve (v) [sɜːv] подавать (на стол)
set off (phr v) [ˌset 'ɒf] отправляться в путь
set up (phr v) [ˌset 'ʌp] 1) устанавливать, ставить; 2) основывать, открывать (дело и т. п.)
shop assistant (n) ['ʃɒp ə,sɪst(ə)nt] продавец
shoplift (v) ['ʃɒp,lɪft] красть в магазине с открытых прилавков
shoplifter (n) ['ʃɒp,lɪftə] магазинный вор
shoplifting (n) ['ʃɒp,lɪftɪŋ] мелкое воровство (покупателей) в магазинах
shopping centre (n) ['ʃɒpɪŋ ,sentə] торговый центр
shopping mall (n) ['ʃɒpɪŋ mɔːl] торгово-развлекательный комплекс
sick (adj) [sɪk] больной
side (n) [saɪd] геом. сторона
siege (n) [siːdʒ] осада
sign up (phr v) [ˌsaɪn 'ʌp] зарегистрироваться (например, на интернет-сайте)
sit (for) an exam [ˌsɪt (fə) ən ɪg'zæm] сдавать экзамен
sitcom (n) ['sɪtkɒm] (сокр. от situation comedy) комедия положений
skip (v) [skɪp] пропускать (уроки)
skydiving (n) ['skaɪ,dɑɪvɪŋ] затажные прыжки с парашютом
slice (n) [slaɪs] ломтик (хлеба, ветчины и т.п.)
slice (v) [slaɪs] резать ломтиками, нарезать
smart (adj) [smɑːt] 1) изящный, элегантный; 2) умный; интеллектуальный
smuggle (v) ['smʌg(ə)l] заниматься контрабандой
smuggler (n) ['smʌg(ə)lə] контрабандист
smuggling (n) ['smʌg(ə)lɪŋ] занятие контрабандой
snowboarding (n) ['snəʊ,bɔːdɪŋ] сноубординг
soak (v) [səʊk] пропитывать
sociable (adj) ['səʊjəb(ə)l] общительный
social (adj) ['səʊʃ(ə)l] общественный, социальный
software (n) ['sɒf(t),weə] программное обеспечение
soil (n) [sɔɪl] почва; земля
solar (adj) ['səʊlə] 1) астр. солнечный; 2) солнечный, использующий энергию солнца
solution (n) [sə'luːʃ(ə)n] решение (проблемы)

sore (adj) [sɔː] воспалённый (о горле, глазах)
soundtrack (n) ['saʊn(d),træk] 1) саундтрек, музыка из кинофильма; 2) альбом с музыкой из кинофильма
span (v) [spæn] соединять берега
spare (adj) [speə] свободный, лишний
sparingly (adv) ['speərɪŋli] в небольшом количестве
species (n) ['spiːʃiːz] (биологический) вид
spectacle (n) ['spektək(ə)l] зрелище
spectator sport (n) [spek'teɪtə ,sprɔːt] зрелищный вид спорта
spectrum (n) ['spektrəm] спектр
sphere (n) [sfɪə] геом. сфера, шар
spiritual (adj) ['spɪrɪtʃuəl] 1) духовный; 2) религиозный
split second (n) ['splɪt ,sekənd] доля секунды, мгновение ока
spoil (v) [sprɔɪl] портить(ся)
square (n) [skweə] 1) геом. квадрат; 2) площадь; сквер
staff (n) [stɑːf] штат, персонал
stage (v) [steɪdʒ] инсценировать (например, инсценировать кражу)
staggering (adj) ['stægərɪŋ] ошеломляющий, шокирующий
steal (v) [stiːl] красть; воровать
steam (n) [stiːm] пар
stir (v) [stɜː] размешивать, помешивать
stomach ache (n) ['stʌmək eɪk] боль в животе; боль в желудке
straightforward (adj) [ˌstreɪt'fɔːwəd] простой, понятный
strawberry (n) ['strɔːb(ə)ri] клубника
strength (n) [streŋθ] 1) сила; 2) сильная сторона
strengthen (v) ['streŋθ(ə)n] укреплять; усиливать
stunt (n) [stʌnt] трюк
subject (n) ['sʌbdʒɪkt] 1) тема, предмет (разговора); 2) (школьный) предмет, дисциплина; 3) подлежащее
sunny (adj) ['slʌni] солнечный
supportive (adj) [sə'pɔːtɪv] готовый поддержать; участливый
surf (v) [sɜːf] информ. переходить с одного сайта на другой (surf the Internet – бегать / бродить по Интернету)
surface (n) ['sɜːfɪs] поверхность
suspect (n) ['sʌspekt] подозреваемый
suspect (v) [sə'spekt] подозревать
suspected (adj) [sə'spektɪd] предполагаемый
suspicious (adj) [sə'spiʃəs] подозрительный
synonymous (adj) [sɪ'nɒnɪməs] 1) синонимичный; 2) тождественный

Tt

take credit for [ˌteɪk 'kredɪt fə] ставить себе в заслугу
take off (phr v) [ˌteɪk 'ɒf] 1) снимать (одежду); 2) сбавлять (в весе)
take on (phr v) [ˌteɪk 'ɒn] 1) принимать на службу; 2) брать / браться за дополнительную работу
take place (v) [ˌteɪk 'pleɪs] иметь место, случаться, происходить

take responsibility for [teɪk rɪˌspɒnsəˈbɪləti fə]

брать на себя ответственность

take up (phr v) [ˌteɪk ˈʌp] браться (за что-л.),

заниматься (чем-л.)

taxi rank (n) [ˈtæksi ˌræŋk] стоянка такси

teaspoon (n) [ˈtiːspuːn] чайная ложка

technician (n) [tekˈniʃ(ə)n] техник

telemarketing (n) [ˈteliˌmɑːkɪtɪŋ] телемаркетинг

(продажа товаров или услуг по телефону)

terminal (n) [ˈtɜːmɪn(ə)] терминал

thief (n) [θiːf] вор

three-dimensional (adj) [ˌθriː daɪˈmenʃ(ə)nəl]

трёхмерный

thrilled (adj) [θrɪld] 1) взволнованный,

возбуждённый; 2) заинтригованный, захваченный

thriller (n) [ˈθrɪlə] триллер

thrilling (adj) [ˈθrɪlɪŋ] волнующий, захватывающий

thrills and spills [ˌθrɪlz ən ˈspɪlz] острые ощущения

throat (n) [θrəʊt] горло, глотка, гортань

throw (v) [θrəʊ] бросать

top mark [ˌtɒp ˈmɑːk] высший балл

transparent (adj) [trænsˈpærənt] прозрачный

trapped (adj) [træpt] заточённый

travel (v) [ˈtræv(ə)] путешествовать

traveller's cheque (n) [ˈtræv(ə)lɪz ˌtʃek] дорожный чек

trendy (adj) [ˈtrendi] ультрамодный, трендовый

triad (n) [ˈtraɪæd] комп. триада (субпиксели

красного, зелёного и синего цветов,
расположенные рядом в определённой
последовательности)

tribe (n) [traɪb] племя

triangle (n) [ˈtraɪæŋɡ(ə)] геом. треугольник

trip (n) [trɪp] поездка, путешествие

trumpet (n) [ˈtrʌmpɪt] труба (музыкальный
инструмент)

truth (n) [truːθ] правда

try on (phr v) [ˌtraɪ ˈɒn] примерять

tsunami (n) [tsuːˈnɑːmi] цунами

turn to (phr v) [ˈtɜːn tə] обратиться к кому-л.

tutorial (n) [tjuːˈtɔːriəl] консультация, встреча
с руководителем, семинар (в колледже или
университете)

two-dimensional (adj) [ˌtuː daɪˈmenʃ(ə)nəl]

двухмерный

Uu

ultimate (n) [ˈʌltɪmət] алтимат

unaccompanied (adj) [ˌʌnəˈkɒmpənɪd] без
сопровождения

unaltered (adj) [ʌnˈɔːltəd] неизменный;
неизменённый

undersea (adj) [ˌʌndəˈsiː] подводный, находящийся
под водой

unfamiliar (adj) [ˌʌnfəˈmɪljə] 1) незнакомый;
2) необычный; странный; 3) не знакомый (с чем-л.)

unfashionable (adj) [ʌnˈfæʃ(ə)nəb(ə)] немодный

unfortunately (adv) [ʌnˈfɔːtʃ(ə)nətli] к несчастью;
к сожалению

university (n) [ˌjuːnɪˈvɜːsəti] университет

unkind (adj) [ʌnˈkaɪnd] злой, жестокий

unlucky (adj) [ʌnˈlʌki] 1) несчастный; 2) неудачный

unreliable (adj) [ˌʌnrɪˈlaɪəb(ə)] ненадёжный; не
заслуживающий доверия

unsafe (adj) [ʌnˈseɪf] ненадёжный, опасный

unsociable (adj) [ʌnˈsəʊʃəb(ə)] необщительный;
замкнутый

Vv

valley (n) [ˈvæli] долина

violet (adj) [ˈvaɪələt] фиолетовый

violin (n) [ˌvaɪəˈlɪn] скрипка

visual-spatial intelligence (n) [ˈvɪʒʊəl ˈspeɪʃ(ə)l
ɪnˈtelɪdʒ(ə)ns] психол. пространственный
интеллект

vitamin (n) [ˈvɪtəmin] витамин

volcano (n) [vɒlˈkeɪnəʊ] вулкан

voluntary (adj) [ˈvɒlənt(ə)rɪ] добровольный

volunteer (n) [ˌvɒlənˈtɪə] волонтер; доброволец

voyage (n) [ˈvɔɪdʒ] (морское) путешествие

Ww

waste (n) [weɪst] 1) отбросы, отходы;

2) бесполезная трата (денег, времени и т.п.)

waste (v) [weɪst] тратить впустую, расточать
(деньги, время и т.п.)

wasteful (adj) [ˈweɪs(t)f(ə)l] расточительный

water skiing (n) [ˈwɔːtə ˌskiːɪŋ] воднолыжный спорт

waterfall (n) [ˈwɔːtəfɔːl] водопад

weakness (n) [ˈwiːknəs] 1) слабость; 2) слабое
место, недостаток

wear away (phr v) [ˌweə əˈweɪ] изнашиваться(ся)

web designer (n) [ˈweb dɪˌzɑɪnə] веб-дизайнер

weight (n) [weɪt] вес

weird (adj) [wɪəd] странный, чудной

wet (adj) [wet] 1) мокрый, влажный, сырой;

2) дождливый

wholegrain (adj) [ˈhəʊlgreɪn] цельнозерновой

width (n) [wɪdθ] ширина; широта

wildlife (n) [ˈwaɪldlaɪf] дикая природа, живая
природа

win (v) [wɪn] выигрывать

wind power (n) [ˈwɪnd ˌpaʊə] энергия ветра

wingsuit diving (n) [ˈwɪŋsuːt ˌdaɪvɪŋ] полёты в
костюме-крыле (разновидность парашютного
спорта)

woodwork (n) [ˈwʊd,wɜːk] столярное дело

work out (phr v) [ˌwɜːk ˈaʊt] тренироваться

work up (phr v) [ˌwɜːk ˈʌp] возбуждать, вызывать
(work up an appetite – нагулять аппетит)

workshop (n) [ˈwɜːkˌʃɒp] семинар; мастер-класс

worship (n) [ˈwɜːʃɪp] поклонение, почитание; культ

wound (n) [wuːnd] рана, ранение

wrapper (n) [ˈræpə] обёртка, фантик

writer (n) [ˈraɪtə] писатель

Zz

zebra crossing (n) [ˌzebrə ˈkrɒsɪŋ] пешеходный
переход «зебра»

zoo (n) [zuː] зоопарк

Учебное издание

Инновационная школа

Комарова Юлия Александровна
Ларионова Ирина Владимировна
Араванис Розмари
Вассилакис Джордж
Английский язык

Учебник для 10 класса общеобразовательных учреждений
Базовый уровень

Редакторы *М.А. Горетая, О.А. Гужновская, М.А. Панкина*
Дизайн-концепт *Katae Design*
Верстка *Е.А. Бреславского*
Обложка *В.В. Тырдановой*

Иллюстрации: Ilias Arahovitis, Panos Kapsaskis

Фотографии: Bananastock с. 8 (1), 15, 26 (слева), 34 (С), 89, 93 (верхняя слева), 94 (нижняя), 96, 106 (4), 118, 126 (слева), 129, 138 (статуя Свободы), 144 (нижняя), 145 (2), 155 (верхняя); Brand X с. 10 (В), 18 (карта), 37 (нижняя), 40, 42 (1), 51 (1), (3), (4), 56 (рогалик), 72 (верхняя), 78, 86 (2), 106 (1), 107 (строитель), (художница), 124 (В), 130 (нижняя справа), 162 (нижняя); Comstock Images с. 57 (мышеловка), 138 (девушка); Corbis/ Apeiron Photos с. 35 (3), 113 (4), 115, 124 (Е); Corbis с. 22 (велосипед), 24, 34 (D), 36, 48, 51 (2), 70 (а), 76, 86 (верхняя справа), (1), 87 (4), 88 (нижняя), 93 (D), 98, 107 (учёный), 138 (сфинкс), 145 (А), (D), 151 (нижняя), 156 (справа), 159, 162 (верхняя); Creatas с. 142; Design Pics с. 93 (В); Digital Stock/ Corbis с. 138 (оперный театр), (Тадж-Махал); Digital vision с. 42 (2), 94 (верхняя), 111, 124 (С), (D), 149, 151 (верхняя); Eyewire с. 93 (С); Fancy с. 81; Fotodom/ BERBAR HALIM/ SIPA с. 108 (справа); Fotodom/ Capital Pictures с. 114; Fotodom/ CORBIS - Flirt RM с. 108 (слева); Fotodom/ CORBIS RF с. 9 (3); Fotodom/ David Hancock/ Anzenberger с. 109; Fotodom/ MBK с. 80; Fotodom/ Rex Features с. 10 (А), 31; Fotodom/ Sipa Press с. 120; Getty с. 8 (2), 56 (мяч), 106 (2), (5), (6), 145 (С), 150; Goodshoot с. 18 (Франция); Grapheast с. 11; Hansil Brant с. 31; Image 100 с. 34 (А); Image China/ Apeiron Photos с. 154 (средняя); Image Source с. 9 (4), 16, 34 (В), 37 (верхняя), 39, 42 (3), 56 (верхняя слева), (верхняя справа), 58, 60 (слева), 63, 68, 70 (с), (d), 83 (3), 86 (3), 86 (верхняя слева), 88 (верхняя слева), (верхняя справа), 97 (справа), 100, 103 (В), (С), 104 (слева), 106 (3), 107 (вратарь), (официантка), 110, 126 (мобильный телефон), (справа), 130 (верхняя справа), 139, 144 (верхняя), 145 (1), (В), 155 (верхняя справа), 156 (слева), 160 (верхняя), (паэля), 163 (нижняя); ITAR-TASS/ PHOTAS/ Abaca Press с. 66; Jupiter Getty с. 92; Macmillan с. 107 (музыкант), 148 (слева); Macmillan/ Paul Bricknell с. 130 (слева); Macmillan New Zealand с. 83 (2), 158; Medio Images с. 21; Morguefile с. 116 (Нью-Йорк), 135, 18 (Китай), 19, 52, 59 (нижняя), 60, 61 (верхняя); Photoalto с. 22 (машина), 75, 85, 87 (6), 104 (справа); Photodisc с. 22 (автобус), 38, 82, 87 (5), 91, 97 (слева), 101, 128, 160 (пирог); Photodisc/ Getty Images/ Shakirov с. 122; Photodisc/ Getty Images с. 83 (4), 106 (7), 136; Pixtal с. 20, 22 (остановка), 139 (слева); Reuters/ Apeiron Photos с. 116 (Central Park), (Bryant Park); Rex Features/ Apeiron Photos с. 35 (1), (2), 116 (The Met), 154 (верхняя), (нижняя); Stockbyte с. 56 (набор для бритья), 93 (верхняя справа), (А), 103 (А), 108 (флаг Шотландии), 139 (справа); Stockbyte/ Punchstock с. 124 (А); Superstock с. 42 (нижняя), 108 (флаг Индонезии), 109 (флаг Австралии); 132 (слева); Tassphoto/ Mary Evans Picture Library с. 113 (3), (5); Горетая Мария с. 32; Панкина Мария с. 28 (верхняя); Фотобанк Лори/ Марковский Михаил с. 18 (Кизи); Фотобанк Лори/ Stockphoto с. 161 (слева); Фотобанк Лори/ Elnur с. 67 (DVD плеер); Фотобанк Лори/ Food And Drink Photos с. 160 (хаггис); Фотобанк Лори/ megastocker с. 26 (справа); Фотобанк Лори/ Monkey Business Images с. 59 (нижняя); Фотобанк Лори/ Monkey Business Images с. 161 (справа); Фотобанк Лори/ Wodicka Erwin с. 44; Фотобанк Лори/ Алёшина Оксана с. 102; Фотобанк Лори/ Борсов Михаил с. 134 (верхняя слева); Фотобанк Лори/ Волкова Наталья с. 29; Фотобанк Лори/ Дегтярёв Андрей с. 60, 61 (нижняя); Фотобанк Лори/ Заврашина Светлана с. 148 (справа); Фотобанк Лори/ Зарубин Алексей с. 134 (нижняя слева); Фотобанк Лори/ Золотницкая Анастасия с. 83 (1); Фотобанк Лори/ Кецяляйнен Андрей с. 67 (MP3 плеер); Фотобанк Лори/ Липунова Ольга с. 134 (справа); Фотобанк Лори/ Лисовская Наталья 10 (С); Фотобанк Лори/ Макаренко Денис с. 112; Фотобанк Лори/ Мироненков Олег с. 67 (микрофон и диск); Фотобанк Лори/ Михаил Марковский с. 33; Фотобанк Лори/ Насонов Даниил с. 138 (Перт); Фотобанк Лори/ Окунев Александр с. 138 (Нисирос); Фотобанк Лори/ Пашков Андрей с. 160 (кимчи); Фотобанк Лори/ Перов Станислав с. 70 (b); Фотобанк Лори/ Пухов Константин с. 30 (слева); Фотобанк Лори/ Филимонов Яков с. 28 (нижняя); Фотобанк Лори/ Филимонов Яков с. 67 (камера)

Подписано в печать 05.06.14. Формат 60x90 1/8. Печать офсетная.
Бумага офсетная. Усл. печ. л. 26. Тираж 10 000 экз. Заказ №1021/14.
Изд. № 23023.

ISBN 978-5-00007-743-6



9 785000 077436

ООО «Русское слово — учебник».
125009, Москва, ул. Тверская, д. 9/17, стр. 5.
Тел.: (495) 969-24-54, (499) 689-02-65.

Отпечатано в соответствии с предоставленными материалами
в ООО «ИПК Парето-Принт», 170546, Тверская область,
Промышленная зона Боровлево-1, комплекс №3А, www.pareto-print.ru



«РУССКОЕ СЛОВО»



MACMILLAN

1605018



2 050016 050184

У-33-7-2-7

1 шт | 235