



Spotlight

Student's Book

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11



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11 класс

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для общеобразовательных организаций

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 задание рекомендуется выполнять
в личной тетради учащегося

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READING	LISTENING, SPEAKING FUNCTIONS	WRITING
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a dialogue about a neighbour's complaint	making a complaint, apologising; inviting – accepting/declining	
	time expressions	
an extract from <i>The Devoted Friend</i>	a dialogue	
an article about a friend		descriptive writing (people)

Stressed Out!	a poem, a talk on stress	
a dialogue between teenagers	statements about peer pressure; expressing negative feelings/sympathising/encouraging; persuading/responding	
extract from <i>Jane Eyre: Gateshead Hall</i>	a story	a story
extracts from letters		informal/semi-formal letters/emails

Have you been the victim of a crime?	continue a story	
a dialogue about rude behaviour	dialogues expressing regret, outrage/disgust	
extract from <i>Great Expectations</i>	act out a dialogue	
an essay		opinion essays

Against all odds	prepare a radio interview	a paragraph describing a dangerous journey
a dialogue about an illness	a dialogue with a telephone health service operator; offering help, accepting/refusing; speculating, responding	
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READING	LISTENING, SPEAKING FUNCTIONS	WRITING
A life on the Streets	an interview	
dialogue about a rubbish problem	expressing annoyance; exclamations	
extract from <i>Tess of the d'Urbervilles</i>	listening and checking	
a report on improving an area		formal style; a report
Hello ... Is Anyone out there?	a talk about aliens	description of a day you made contact with aliens
a dialogue about a survey	breaking news/reacting; approving/disapproving	
extracts from <i>White Fang</i>	an extract from a story	
an essay on learning a compulsory language		an essay giving advantages/disadvantages
I have a dream ...	talking about achieving goals	
a dialogue about studies	talking about plans & ambitions; asking after friends; listening: taking information about a course	
poem 'If'	listening for stressed/unstressed syllables	verses of a poem; literacy techniques
formal letter; extracts from formal letters		a formal letter
Mystic Places	talk about a place you would like to visit	
a dialogue at an airport	requesting, agreeing/refusing; seeking permission/making a request	
extract from <i>Gulliver's Travels</i>	listen to a summary	write a summary of a story
My favourite place		an article/letter describing a perfect place for a trip

Module 1

Relationships

◆ Look at Module 1

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- an email
- an extract from a tale
- a pie chart

◆ Listen, read and talk about ...

- families & relatives
- relationships
- friends & neighbours
- friendship
- people's appearance, personality & behaviour

◆ Learn how to ...

- make a complaint, apologise
- invite, accept/decline
- use your senses in descriptive writing

◆ Practise ...

- idioms about families
- present simple/present continuous, present perfect, present perfect continuous
- past simple/past continuous, past perfect/past perfect continuous
- *will/going to*, future continuous
- *used to – be/get used to – would*
- phrasal verbs: *come*
- linkers joining similar/contrasting ideas

◆ Write / Make ...

- a short text about your family
- a dialogue between two characters
- a description of a person
- an article about ethnic groups in your country
- a programme for a 'Clean, Green Neighbourhood' day



- 1 Close your eyes and listen to the music. Think of your family at home on a cold, snowy, winter Sunday evening. What can you see, hear, smell? How does it make you feel?

study skills

Reading for specific information

Find the key words in the questions. Read the text(s) and find phrases that match the key words. The information may be paraphrased. This helps us do the task.

Reading

- 2 **RNE** Match texts A-G with headings 1-8. Put your answers into the table. Each number can only be used once. There is one extra heading.

- 1 Everyone helps bring up the children
- 2 Families and the law
- 3 Having a family comes first
- 4 Sharing time between parents
- 5 Having lots of siblings
- 6 When the whole family gets together
- 7 Living with an older relative
- 8 Family reputation is important

A	B	C	D	E	F	G

- 3 Listen to and read the text again. Explain the words in bold.

Vocabulary

- 4 a Complete the male/female equivalent.
- 1 stepfather, 2 brother-in-law,
 - 3 nephew, 4 half-sister,
 - 5 mother-in-law, 6 grandson,
 - 7 great-grandfather, 8 ex-husband,
 - 9 widow, 10 twin sister

- b Write five family names on a piece of paper. Swap papers. Find out how your partner is related to each person.

- *Who's Peter? He's my grandfather. He died before I was born.*

Family Ties

a World Apart

What makes a family in Moscow different from a family in Beijing? And what makes it the same? No matter where you come from, family is the cradle of life and love, the place where you feel special, secure and accepted.

A 'I am an **only child** because, in 1979, the government in my country introduced a one-child-per-family **policy** to control China's population explosion. In the countryside, several generations often live under one roof! In urban areas, however, housing is small and can only accommodate a nuclear family, so I live with just my parents. All my relations live close by. We care for and help each other and spend a lot of time together. Family **honour** is very important in Chinese society, as is respect for your **elders**.'

CHINA Cheung, 16

B 'I am an only child and I live with my parents and my grandma, or 'babushka' as we say here in Russia. My grandpa passed away last year so Babushka left her house in the country to come and live with us here in the city. When I was young I lived with my grandparents at their dacha and in many ways they were like parents to me. I don't see my parents as much as I would like, as they work long hours. Still, we've learnt to make the most of our time together, so there's never a **dull** moment in our house!'

RUSSIA Natasha, 15

C 'My parents are separated, so my sister and I live with our mum. We spend most weekends at our father's place though, as our parents think it is important that they both **remain** a big part of our lives. I don't see much of either of my grandparents as they live in different cities. I am very close to my **maternal** grandmother though, and I speak to her on the phone a lot.'

ENGLAND Thomas, 17

D 'My family is the centre of my life. Family **hierarchy** is very important in Jordan and the young show respect to the old at all times. Getting married and having a family is a top priority for me. My marriage will probably be arranged by my father, which is quite common here. I have a large family and my house is often full of relatives visiting us. Indeed, the **concept** of privacy is alien to us Jordanians!'

JORDAN Aalia, 17



E 'In Ghana, when we say family, it includes parents, grandparents, aunts, uncles, cousins. Children are raised by everybody, so we have very close relationships. When I was eight, my two brothers and I moved to the city with my parents, so we don't live in the same house as my grandparents and aunts and uncles and cousins anymore. I really miss them, but we always go back to the village on holidays.

GHANA Aban, 18

F 'The Japanese believe that the strength and **support** of the family is essential for reaching your full potential in life. Like all Japanese children, I was taught to **obey** authority and to be very polite, as poor behaviour would reflect badly on my family. Being a parent is considered a very important role. My sister and brother-in-law have just had their first child, so they have started calling each other 'Otoosan' and 'Okaasan' (Father and Mother) instead of their first names. This is very common here!'

JAPAN Takumi, 18


G 'My parents both come from large families, but in ours there's just my brother and me. Although the birth rate has **dropped** a lot here in recent years, family still **takes priority**. My parents make us feel special. We can express ourselves openly and have our opinions listened to. We have lots of family celebrations and we often share Sunday lunch with my grandparents, aunts, uncles and cousins. Meal times are really important to us, as they are to most Italians. After dinner, we often dress up and go out for a *passeggiata*, or evening stroll.'

ITALY Sylvia, 19

5 Complete the sentences with the words in brackets. Check in the Word List.

- 1 Weren't the vows beautiful at Anna and Nick's ? (**wedding/marriage**)
- 2 There are just four people in my family, but more than twenty in my family. (**extended/immediate**)

- 3 My grandmother lives in a little cottage. (**old/elderly**)
- 4 My who came to the family celebration spanned three! (**generations/relations**)
- 5 Some of ours recently gave us a photo album full of pictures of our (**ancestors/relatives**)
- 6 A family consists of father, mother and children whereas a family consists of one parent and children (**single parent, nuclear**)

6  **Compete with:** *engaged, married, divorced, separated, single, get, widow, foster, stepmother, in-laws.*

- 1 My sister is to be to a wonderful man.
- 2 When she from her husband, she moved to her parents' house.
- 3 It's difficult to be a parent.
- 4 Her parents didn't on well so they decided to get
- 5 Mrs Hams' husband died four years ago and she hasn't married again. She's a
- 6 When his parents were both killed in a car accident, he was placed with parents.
- 7 These are my husband's parents. They're my
- 8 When her mother died, her father got married to another woman. Her looked after her well.

Speaking

7 Answer the questions. Use your answers to tell your partner about your family.

- Who's in your immediate/extended family?
- How do you get on with your family members?
- What family cultural traditions are there in your country?
- What is important in your family?
- What does family mean to you?

Writing

8 Use your answers in Ex. 7 to write a short text about your family for "Teens" magazine. (60-80 words)

THINK! Do you agree with the statement below? Discuss in groups. Report to the class.

Words of Wisdom

The family is the nucleus of civilization.

William J. Durant, US historian

1b

Listening & Speaking Skills



Vocabulary

Relationships

1 Describe the pictures. How are the people related?

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

- 1 Mrs Jacobs is always **involving/interfering** in things that don't **concern/worry** her.
- 2 He's always **making/picking** fights with his neighbours! It's difficult to **make/have** friends with him.
- 3 My cousin really **gets/puts** on my nerves! He thinks he knows everything!
- 4 Josh is always **showing/telling** off and saying how good he is at everything.
- 5 It's **usual/typical** of him to put the **fault/blame** on others.
- 6 His parents are extremely **pleased/enjoyed** with his progress.
- 7 Sue is very **popular/famous** with her friends.
- 8 Our mum **gives/takes** good care of us. We are **close/near** to her.
- 9 I've got a great **connection/relationship** with my brother. We never **have/make** arguments.
- 10 When John **makes/gives** a promise he never **takes/breaks** it.
- 11 My parents didn't **allow/let** me stay out late when I was at school.
- 12 She always **depends/relies** on her family for help and support.
- 13 His grandparents don't **approve/agree** of the way he dresses.
- 14 Her parents **object/refuse** to her staying out late.
- 15 I don't really **know/recognise** Steve. We smile and **say/tell** hello but otherwise we **stick/keep** to ourselves.

3 Use the phrases to discuss your relationships with various family members, friends & neighbours. Use ideas from Ex. 2.

I think a lot of ...; I have a really good relationship with ...; ... supports me no matter what.; ...'s always on my side.; ...'s very special to me.

I'm not very close to ...; I have my ups and downs with ...; I often argue with my ...; We have almost nothing in common.; We don't often see eye to eye.

► A: *I have a really good relationship with my brother. We almost never argue.*

B: *Really? I often argue with my brother. We have almost nothing in common.*

Listening

4 Look at the form. What is it for? Now listen and complete the gaps (1-6).

Neighbours from Hell

24-hour
Help
line

Name of caller: Mary 1)


Complaint(s): • loud music & lots of noisy 2)
• throwing 3) in her garden

When problem(s) first started: 4) months ago

Advice given: • keep a 5) to record the facts
• Contact 6) if necessary

Everyday English

Making a complaint, apologising

- 5  Use the ideas below/your own ideas and the language in the box to act out exchanges.

drop litter in garden dog barks a lot/digs up plants
children make too much noise/damage property
have loud arguments at night

Making a complaint


- I'm afraid I have a complaint...
- I'm really unhappy/ annoyed/ upset/ angry etc. about ...
- Do you think you could do something about ...?
- I wonder if you could stop (+verb+-ing)...?
- Would you mind stopping ...?

Apologising

- Oh, sorry! I didn't mean to upset you!/I had no idea!
- I'm really/so/ extremely sorry. Please accept my apologies.
- I see/understand why you're upset. It won't happen again.
- Oh, I do apologise. I/We'll try to do something about it

- ▶ A: *I'm really upset about the litter that you keep dropping in my garden.*
B: *I'm really sorry. It won't happen again.*

Reading

- 6  Listen and read to answer the questions. Explain the underlined phrases.

- 1 How are John and Phil related?
- 2 What is John's problem?
- 3 What does Phil promise?
- 4 Who's having a party on Saturday?

John: *Hi, I'm John Sullivan from next door. I don't think we've met yet.*

Phil: *Oh, hi. I'm Phil. Pleased to meet you. Would you like to come in?*

John: *Oh, no thanks. I'm on my way to a lecture. I just wondered if I could have a quick word.*

Phil: *Sure, go ahead.*

John: *Well, it's just that your loud music has been keeping my housemates and me awake every night since you moved in. There's a lot of shouting going on too.*

Phil: *Oh ... yes, I suppose we've been a bit noisy.*

John: *Yes, I understand, but we're sitting exams in two weeks' time and need a good night's sleep.*


Phil: *Oh dear, I'm sorry. I'll make sure that we keep it down.*

John: *Thanks so much, Phil, I appreciate that.*

Phil: *You're welcome! Oh, by the way, we're having a party this Saturday! You and your housemates are all invited!*



John: *Oh, err... well, OK then, it's the weekend I suppose!*

Speaking

- 7  **Portfolio:** You have a problem with your new neighbour. Act out your dialogue. Use the dialogue in Ex. 6 as a model. Record yourselves.


Say it right

Inviting – accepting, declining

- 8   Choose the correct response. Listen and check.

- 1 A: Do come over for coffee some time.
B: a That would be nice.
b OK, that's fine.
- 2 A: Would you like to come for dinner tonight?
B: a I wouldn't like to.
b Oh, unfortunately I can't.
- 3 A: The party's on June 4th. Will you be able to make it?
B: a Yes, I can't miss it.
b I wouldn't miss it for the world!
- 4 A: How about going out?
B: a Sounds good, but I'm afraid I can't.
b That's unfortunate!

Idioms

- 9  Complete with: *black sheep, trousers, blood, apple*. Check in the Word List. Do you have similar idioms in your language?

- 1 Take care of your sister. She's your own flesh and
- 2 His mother wears the in the family. She is the boss!
- 3 My brother is the of the family. He's always in trouble.
- 4 Her younger daughter is the of her eye.

- 10 **THINK!** What makes friends different from family? In three minutes write a few sentences on the topic.

Present tenses ► Grammar Reference

- 1 ✎ Put the verbs in brackets into the correct present form. Explain the use of each tense. Which tense forms have a future meaning?

INBOX OUTBOX CONTACTS

LOG OUT

Hi Frances,
How are you? I 1) (be) so busy since I moved to London! And everything 2) (seem) so different here. I 3) (like) it but I still 4) (feel) quite nervous! London is so busy and everyone 5) (rush) around all the time. I 6) (always/get) lost! And it's cold! It 7) (get) colder and colder each day! My lectures at the university 8) (start) next Tuesday! I can't wait! As you know I 9) (stay) with Auntie Jo since I arrived in London and she 10) (help) me so much already. I 11) (really/enjoy) spending time with her! We often 12) (chat) for a while in the afternoon. I 13) (look) for a flat of my own since I got here but I 14) (not/find) one yet! As soon as I 15) (get) one, you must come and stay!
Write back soon.
Lots of love,
Fiona

- 2 ✎ Complete with the *present simple* or *present continuous*. Which verbs describe: *actions*? *states*? Explain the differences in meaning.

- 1 A: Why (you/smell) that towel?
B: It (smell) wonderful! What washing powder did you use?
- 2 A: I (see) my niece tonight.
B: I (see). So you won't be coming to the cinema with us then, will you?
- 3 A: I hear you (look) for a new job.
B: Yes, it (look) as if I'm going to lose my present one.
- 4 A: We (think) of moving house.
B: Oh, good for you! I (think) that's a great idea!
- 5 A: What's wrong with Tony? He (be) usually so cheerful!
B: I know. He (be) really moody today

Future tenses ► Grammar Reference

- 3 ✎ Complete the following sentences using the correct forms of the future tense of the verbs in brackets. What are the uses of each?

- Be careful! You (trip over) that rope!
- He's feeling a bit nervous because he (start) a new job tomorrow.
- She (finish) this book by the end of the day.
- Don't worry, Mum. I (not/be) late.
- This time next week, we (lie) on the beach!
- Are you going shopping today? I think I (come) too!
- Take a painkiller! It (make) your headache go away.
- We (visit) our parents this weekend.
- Dad can't come out with us tomorrow. He (work) all day long.

- 4 a Read the examples.

- The Queen **is to visit** Australia next month. (formal)
- Hurry up! The train **is about to leave**. (near future)
- Ann **is on the point of** resigning from her job. (near future)
- Our flight **is due to** take off at 7am. (timetables)
- Your plan **is bound/sure/certain to** work. (certainty about the future)

- b ✎ Use the expressions below to complete the text.

- are about to • is due to • on the point of
- are to • bound to

I am afraid that our local shoe factory is 1) closing down. The management 2) hold a public meeting to discuss the situation on Wednesday. The meeting 3) start at seven o'clock in the evening and I hope that they will find a solution because closure of the factory is 4) cause a lot of problems. It employs many people from the town and already the workers' union have said they 5) take industrial action.

Past tenses ► Grammar Reference

- 5 ✎ Put the verbs in brackets into the correct past tense. Explain your choices.

- A: What (happen) to Ann yesterday?
B: She (walk) home when a man (steal) her bag.

- 2 A: (you/go) out last night?
B: No, I (work) all day, so I (stay) in and (watch) TV.
- 3 A: (you/see) your brother this morning?
B: No, he (already/leave) the house by the time I (wake) up.
- 4 A: Why (you/run) when I (see) you yesterday?
B: Oh, I (chat) to a friend for ages when I (realise) I was late for school.
- 5 A: I (call) you at 10 o'clock yesterday morning.
B: Oh, we probably (not/hear) the phone.

Speaking

6 In teams, use the time expressions to make sentences.


- yet • still • already • before • ago • today • now
- at the moment • for a long time • since

Used to – be/get used to – would ▶▶ Grammar Reference

7 a Match the sentences to their meanings. Are there similar structures in your language?

- | | |
|---|--|
| 1 He used to/would wake up early when it was a holiday. | a A past state that is no longer true. |
| 2 He used to live in a small flat, but now he lives in a large house. | b An action that is in progress now. |
| 3 I've been doing it for so long that I'm used to walking to school. | c A repeated action in the past. |
| 4 It's not easy, but I'm getting used to the noise. | d An action that has become a habit |

b Complete with *used to*, *be/get used to* and/or *would* where possible.



When I was a child, my family **1** live in a little cottage in the countryside. The farmer across the road **2** keep cows and chickens and we **3** often buy milk and eggs from him. We **4** have two sweet little dogs. In the summer holidays, my brother and I **5** love playing with them in our huge garden. Sometimes we **6** wake up early in the morning and go on a bike ride in the woods until nightfall. When I was 10, we moved to Toronto. I **7** (not) living in a big city with so much noise and pollution. I missed my old friends and the friendly people. After some time I **8** the crowded streets and hurried people. I even **9** living in a small flat. Still, even now I miss my village.

c What did you/didn't you use to do on holiday when you were a child? Discuss.

Dependent prepositions

8 Complete with: *for*, *about*, *to*. Check in Appendix 1.

- I've always felt very close my older sister.
- He has great respect his grandparents.
- You should be ashamed your behaviour.
- She is very attached him.
- What are you arguing this time, you two?

Phrasal Verbs (*come*)

9 Complete with: *down with*, *across*, *up with*, *into*, *over*. Check in Appendix 2.

- We came a beautiful antique table at the flea market.
- Why don't you come tonight? We're having pizza.
- The symptoms show that you're coming the flu.
- They come at least once a week for a visit.
- The class came some great games for the party.
- She came a large inheritance and bought a house.

Sentence transformations

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

- I could run fast when I was young.
used I runner when I was young.
- When did they leave?
ago How leave?
- Their flight will arrive at 7:45.
due Their flight at 7:45.
- This new hairstyle still seems strange to me.
get I this new hairstyle.
- Mary will get a promotion.
sure Mary a promotion.

1 Oscar Wilde wrote some fairy tales with morals. Look at the title of the extract on the right along with the picture. What could the moral be in this fairy tale? Read the biography and check.

Oscar Wilde

(1854-1900)



was born in Dublin, Ireland. He was a playwright, essay and short story writer, poet and novelist, known for his clever wit and charming personality. His popular works include the plays *The Importance of Being Earnest* (1895) and *An Ideal Husband* (1895) and his only novel, *The Picture of Dorian Gray* (1891).

Wilde also wrote fairy tales for adults, some of which included a moral. Among them is *The Devoted Friend* (1888), a story about friendship and generosity, betrayal and hypocrisy. A linnet¹ (a small songbird) and a water-rat are two of the characters that tell the tale.

¹ linnet - Romo (in Russian)

2 Read the first paragraph of the extract. Do you think the Miller was really a devoted friend? Read to find out.

3 **RINE** Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra. Put the numbers marking the corresponding parts of sentences into the table.

- 1 and they should not be confused
- 2 and I am sure I am right
- 3 he was extremely lonely
- 4 he hung his head down
- 5 was always showing generosity towards others

The Devoted Friend

Little Hans had a great many friends, but the most devoted friend of all was big Hugh the Miller. Indeed, so devoted was the rich miller to little Hans, that he would never go by his garden without leaning over the wall and **plucking** a large bunch of flowers, or a handful of sweet herbs, or filling his pockets with plums and cherries if it was the fruit season. "Real friends should have everything in common," the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such **noble** ideas.

10 Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave little Hans anything **in return**, though he had a hundred sacks of flour stored away in his mill, and six cows, and a large flock of woolly sheep; but Hans never troubled his head about these things, and nothing gave him greater pleasure

15 than **A** about the unselfishness of true friendship.

So little Hans worked away in his garden. During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had no fruit or flowers to bring to the market, he suffered a good deal from cold and hunger, and often had to go to

20 bed without any supper but a few dried pears or some hard nuts.



- 6 to hear you talk about friendship
- 7 to listen to all the wonderful things the Miller used to say

A	B	C	D	E	F

4 Listen and read again. Match the words in bold in the text to their meaning.

- embarrassed • continues • picking • troubled
- jealous • bright red • better • ruin • sleepy • back
- seriously • morally good • dedicated • lures
- by instalments

In the winter, also, **B**, as the Miller never came to see him then. "There is no good in my going to see little Hans as long as the snow **lasts**," the Miller used to say to his wife, "for when people are in trouble they should be left alone, and not be **bothered** by visitors. That at least is my idea about friendship, **C** So I shall wait till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of primroses¹ and that will make him so happy."

"You are certainly very thoughtful about others," answered the Wife, as she sat in her comfortable armchair by the big pinewood fire, "very thoughtful indeed. It is quite a treat **D**"

"I am sure the clergyman himself could not say such beautiful things as you do, though he does live in a three-storied house, and wears a gold ring on his little finger."

"But could we not ask little Hans up here?" said the Miller's youngest son. "If poor Hans is in trouble, I will give him half my porridge, and show him my white rabbits."

"What a silly boy you are!" cried the Miller; "I really don't know what is the use of sending you to school. You seem not to learn anything. Why, if little Hans came up here, and saw our warm fire, and our good supper, he might get **envious**, and envy is a most terrible thing, and would **spoil** anybody's nature. I certainly will not allow Hans' nature to be spoiled. I am his best friend, and I will always watch over him, and see that he is not led into any **temptations**. Besides, if Hans came here, he might ask me to let him have some flour **on credit**, and that I could not do. Flour is one thing, and friendship is another, **E** Why, the words are spelt differently, and mean quite different things. Everybody can see that."

"How well you talk!" said the Miller's Wife, pouring herself out a large glass of warm beer; "really I feel quite **drowsy**."

"Lots of people act well," answered the Miller, "but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the **finer** thing also"; and he looked **sternly** across the table at his little son, who felt so **ashamed** of himself that **F**, and grew quite **scarlet**, and began to cry into his tea. However, he was so young that you must excuse him.

"Is that the end of the story?" asked the Water-rat.

"Certainly not," answered the Linnet, "that is the beginning."

¹ a small, pale yellow spring flower

5 Read the theory box. Find examples of verbal irony in the extract.

Verbal irony

Verbal irony is a device authors use to illustrate their characters more strongly and help the reader understand them better. Irony is when a person says one thing but means something else, usually the opposite.

6 Which of the characters, Hans, Hugh, the Miller's youngest son is: *lonely, compassionate, kind-hearted, selfish, polite, well-mannered, vain*? Give reasons.

7 Complete the gaps with the words below. Use a dictionary to find other words that they are used with.

- bunch sack pack herd gang
handful flock set swarm

- 1 a of potatoes 2 a of sweets 3 a of china plates 4 a of dogs 5 a of sheep 6 a of thieves 7 a of cows 8 a of bees 9 a of flowers

8 a Find the statements that are made in the text about friendship (e.g. line 7). Do you agree? Discuss in groups.

b **THINK!** "Good friends are like stars ... You don't always see them, but you know they are always there." Within three minutes, write a few sentences on the topic.

9 a **Portfolio:** In the next section of the story, the winter is over and the Miller goes to visit Hans. Write the dialogue between these two characters. Read out your dialogue to the class.

b Listen to the actual dialogue. How does it compare to yours?

THINK! Read the joke. Why does the other speaker call him 'stranger'?



Descriptive writing (people)

- 1 Read the theory box and the paragraph plan.

Descriptions of/Articles about people should consist of:

- an **introduction** giving brief general information about the person
name/relationship to you & how/when you met him/her.
- a **main body** of two to four paragraphs describing the person's physical appearance, personality and hobbies/interests/activities/achievements etc. in separate paragraphs. Start each paragraph with a topic sentence which summarises the paragraph.
- a **conclusion** with your comments & feelings about the person.

Descriptions of people can be found in articles, letters, narratives etc.

We use present tenses to describe someone we know well/see often (*a relative, a good neighbour*) and past tenses to describe someone who is no longer alive or who we don't see any more (*our best friend from primary school, a grandparent who has died*).

Introduction
(Para 1) <i>name/relationship to you & how/when you met him/her</i>
Main Body
(Paras 2-4) <i>physical appearance, personality, hobbies, interests, achievements</i>
Conclusion
(Para 5) <i>your comments & feelings</i>

- 2 a Read the model. Match the headings to the paragraphs:
A *personality & justifications*, B *comments & feelings*, C *name and when/where/how met*, D *physical appearance*, E *interests*

MY DEAREST FRIEND



- Sunny and I met on the first day of secondary school on a warm autumn day. After class I told her that her name described the weather perfectly that day. She laughed, and we became friends.
- Sunny is an attractive girl in her late teens. She is tall, slender and pale-skinned and she usually wears her shoulder-length brown hair in a ponytail, which highlights her high cheekbones and long oval face. When she smiles, her almond-shaped eyes sparkle and her whole face lights up. She wears light makeup and fashionable clothes.
- Sunny has an incredibly warm personality. She is supportive and knows how to encourage people when they're feeling down. However, she tends to be very stubborn and determined. Once she's made up her mind about something, no one can make her change it!
- Sunny always lives life to the full. In fact, she finds it very difficult to sit still for long! She's always humming her favourite songs, too, whatever she's doing! She's adventurous and loves discovering things about people and places.
- Sunny is a marvellous friend who really lives up to her name. I find it hard to imagine what my life would be like if I hadn't met her.

- b The topic sentences in the main body paragraphs summarise each paragraph. Suggest other topic sentences.

- 3 a Find words from the article in Ex. 2 which match the headings.

HEIGHT	short, of medium height, just under six foot
BUILD	skinny, overweight, well-built, petite
AGE	in his/her mid-twenties/thirties etc., middle-aged, elderly
COMPLEXION	pale-skinned, wrinkled, tanned, freckled/rosy/rough/dry skin
FACE	round, heart-shaped, triangular, oval, square
HAIR	curly, straight, long, blond, dyed, thick, medium-length, spiky, permed, neatly-combed, ponytail, bun, beard, moustache
EYES	deep blue, light brown, sparkling, piercing, sad, tear-filled, expressive, lively
NOSE	hooked, crooked, long, straight, upturned
CLOTHES	formal, casual, designer, fashionable

- b** Use adjectives from the table to complete Jane's description. Find pictures of your family members and describe them to your partner.



- 1 ▶ *Jane is quite good-looking. She's slim with ... and ... hair. She's pale-skinned with a ... nose. She always looks well-dressed in ... clothes.*

Personality and behaviour


- When describing someone's personality, use a variety of character adjectives and justify them with an explanation or example. *Lyn is very shy. She doesn't like going to parties.*
- If you describe negative qualities, use mild language. Use: *tend to, seem to, is rather, can sometimes be etc.* *Josh can sometimes be rather selfish.* (NOT: ~~Josh is selfish.~~)

- 4 a** Match the adjectives to their justifications. Make sentences, as in the example.

- 1 energetic 2 easy-going 3 talkative 4 lazy
5 bossy 6 optimistic 7 ambitious 8 selfish
9 hot-tempered 10 popular

- a always looks on the bright side of life
- b never stops chatting
- c is always telling people what to do
- d only cares about him/herself
- e is always on the go
- f has lots of friends and is liked by everyone
- g isn't easily annoyed, worried or upset
- h doesn't like working
- i has a strong desire to be successful in life
- j gets angry really easily

- ▶ *My dad is an energetic person who's always on the go.*

- b**  Complete with: *aggressive, pessimistic, generous, hard-working, outgoing, arrogant, sensitive, cheerful.*

- 1 Ben is so He believes that a job isn't worth doing unless it's done properly.
- 2 Alison is quite She often picks fights with people and gets angry really easily.
- 3 Jake is He's the life and soul of the party and loves meeting new people.
- 4 Joe is a person. He always expects the worst.
- 5 Tanya is She's always got a smile on her face and never lets anything get her down.
- 6 I've never met anyone as as Sally. She's always buying people gifts.
- 7 John is so! He thinks he's more important and better than everyone else.
- 8 Sam is a guy. He's a great listener and seems to understand when you're feeling down.

- 5** Rephrase the following using milder language.

- 1 Andy is very proud.
- 2 My sister always behaves immaturely.
- 3 He is terribly disorganised.

- 6** Match the descriptions (1-6) to the adjectives. Find two descriptions in the article in Ex. 2.

- shy • moody • confident • nervous
- impatient • sensitive

- 1 She looks people in the eye and smiles when meeting them for the first time.
- 2 He looks down at the floor and blushes when speaking to people he doesn't know well.
- 3 Sara's eyes often fill with tears when she watches sad movies.
- 4 Sam often sits with his arms folded and with a grumpy expression on his face.
- 5 Mike taps his foot and sighs when he has to wait.
- 6 As well as biting her nails constantly, Anna often fidgets a lot.

Linking words and phrases

- We can join descriptions of **similar** personal qualities by using: *in addition, also, and, both ... and, moreover, as well as etc.* *She is both kind and helpful. Moreover, she never loses her temper.*
- We can join descriptions of **contrasting** qualities by using: *but, on the other hand, however, nevertheless, in spite of this, although etc.* *She is independent and knows her own mind. However, she is sometimes very stubborn.*

7 Link the sentences using appropriate words/phrases.

- 1 She is outgoing. Occasionally she can be moody.
- 2 He is trustworthy. He is reliable.
- 3 She is sensitive. She tends to get upset easily.
- 4 She is helpful. She tends to be immature at times.
- 5 He is intelligent. He is sensible.
- 6 He's down-to-earth. He can sometimes be stubborn.

8 a Read the theory box, then find an example of this technique in the model in Ex. 3.

Using the senses in descriptions.

When describing a person, we can use our senses.

Sight: Instead of saying: *She is untidy* you can say: *As you enter her room you see her things lying everywhere; her clothes on the bed, her books on the carpet and all of her CDs on her desk.*

Sound: Instead of saying: *She is always talking* you can say: *You can always hear her chattering away. It's difficult to get a word in when you're with her.*

Smell: Instead of saying: *Uncle Harry had a great garden with lots of roses* you can say: *The scent of hundreds of roses filled the air of Uncle Harry's garden.*

Taste: Instead of saying: *She was an excellent cook* you can say: *You could tell she was an excellent cook from the first bite of her delicious, crunchy biscuits.*

Touch: Instead of saying: *She had nice skin* you can say: *Her skin was smooth and silky like a newborn baby's.*

b Use the ideas in brackets to rewrite the sentences.

- 1 Anna had a quiet voice. (speak in soft, gentle voice/sometimes hardly hear her)
 - ▶ *Anna spoke in such a soft, gentle voice that sometimes you could hardly hear her.*

- 2 Dave likes to be smart. (clean-shaven//neatly-combed hair/dress in suit, tie)
- 3 She wore nice perfume. (always smell beautiful/like sweet, fresh, summer flowers)
- 4 Sam is always happy. (have wide smile/make skin wrinkle around eyes)
- 5 I like my mum's hair. (love/run fingers through/soft, silky hair)
- 6 She is a very loving person. (always touch my arm/hug me)
- 7 Angie is an excellent dancer. (move expertly to rhythm/glide across floor/when dance)

Discuss and write

- 9 a Work in pairs. Read the rubric and discuss: *who you could describe; what tense you would use; how many paragraphs you would write and what you would include in each.*

You have read the following in a teenage magazine:

COMPETITION!

Describe someone you admire and win a ticket to a club! Explain why you admire him/her.

(120-180 words)



- b Write your answer. Answer the questions in the checklist before you hand it in.

Checklist for descriptions of people

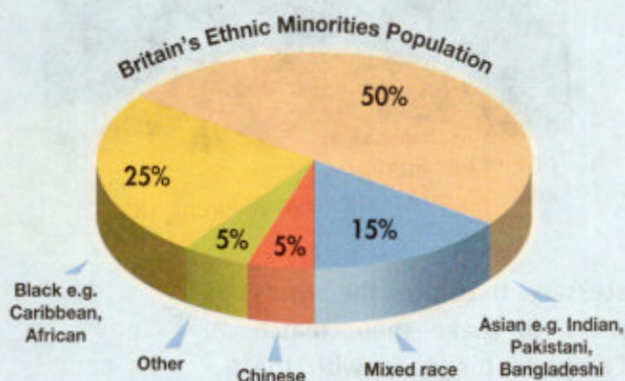
Organisation

- Does your article have an introduction, a main body and a conclusion?
- Have you included clear topic sentences to introduce the main body paragraphs?

Language

- Have you used the correct tense(s) throughout?
- Have you used a variety of adjectives and descriptive language?
- Have you justified the character adjectives you have used?
- Have you included appropriate linking words and mannerisms and used mild language for negative character descriptions?
- Have you used your senses to make your character more interesting?
- Have you checked your spelling and grammar?

Multicultural Britain



"My grandparents first came to Britain from India in 1962 to work in a factory, so I'm third generation British-Indian. I speak Gujarati with my family and enjoy going to huge Indian weddings at the community centre or taking part in Hindu festival celebrations such as Diwali, but I have a lot of friends and interests outside the **community**, too. I've heard recently that more than a third of people living in my city, Leicester, today are migrants¹ or second or third **generation** migrants. So, it's set to be the first city in the UK where ethnic minority groups will **make up the majority!**"

Rupa, 16

¹people moving from place to place to find work

"When people ask me where I'm from, I say I'm British, even though I'm of Chinese **origin**. I used to live in a small town and I got **picked on** a bit because I looked different, but now I live in Newham in East London, which is the most culturally **diverse** place in the United Kingdom. At school, half of the pupils speak English as a second language. Our next door neighbours are from Poland. They came to Britain with their 15 year-old boy just after Poland became part of the **E.U.**"

Li, 17

"My parents are from Jamaica, but they have been living in England since they were young. I was born and **brought up** in Birmingham, England. When the first Caribbeans were invited to come to Britain for work in the late 1940s, there was quite a lot of racism², and it was hard for Caribbeans to find well-paid work. Nowadays, the Caribbean community is one of the most **integrated** in Britain. Racism isn't **unheard of**, of course, but you only have to see how many **mixed-race marriages** there are now and how many second and third generation Caribbeans are **household names** on TV to understand how much things have changed."

Jerome, 18

²belief that people of some races are inferior to others



1 Look at the pie chart. What information does it give us about the ethnic population in Britain?

2 Read the text. Who (Rupa, Jerome or Li):

- 1 says their community experiences less racism now?
- 2 has experienced racism?
- 3 doesn't speak English at home?
- 4 says their community has fitted in well in Britain?
- 5 likes to join in with community events?

3 Explain the words in bold. Make sentences using them.

4 Listen to and read the text again. Work in groups of four. You are an interviewer, the others are the teens in the text (Jerome, Li and Rupa). Write questions and interview them.


5 **ICT** *Portfolio:* Work in groups. Collect information using the Internet and statistics about different ethnic groups in your country. Who are they? When did they come to your country? Why? Write a short article for an international school magazine.

1 The picture, taken by John Thomas in 1885, shows a Victorian family, a family that lived in Britain during the reign of Queen Victoria (1837-1901). Answer the questions.

- 1 Is it a working-class family? Why?
- 2 Where are they?
- 3 What are they dressed in: everyday clothes? best clothes? Why?
- 4 Who seems to be the head of the household? Why?



The Hughes Family
(husband, wife and twelve children), 1885

2 a  **RINE** Read the texts given below. If necessary, transform the words written in capital letters marked by numbers 1-7 to make them match grammatically with the content of the texts. Complete the gaps with the transformed words/phrases. Each gap corresponds with a separate task.

b Explain the words in bold.

Victorian Families

Upper & Middle-Class Families

Families were very important to Victorians. They were usually large, with an **average** family 1) (HAVE) at least five or six children.

The father, who perhaps worked in banking or insurance, was the head of the **household**. The children would speak politely to him, and call him "Sir". The mother was responsible for 2) (RUN) the household and would usually spend her time planning dinner parties or visiting her dressmaker or friends. Children saw very little of 3) (THEY) parents and spent most of the day in the **nursery** with a nanny¹ as Victorians firmly believed that a child should '4) (SEE) and not heard'!

Upper and middle-class families lived in large, comfortable houses and had **servants** such as a cook and kitchen maids to prepare the family meals, a butler to answer the door and wait on the family, and housemaids to carry out household chores such as washing clothes, cooking and cleaning.

For entertainment, families visited new parks and museums, such as the Victoria and Albert Museum.


¹ a woman paid by parents to look after children

Working-Class Families

Most of these families lived in small houses. Often several families lived in a single room. Houses had no **running water** and it was not uncommon for a whole street 5) (SHARE) two outside toilets and a water **pump**.

It was very common for poor families to have as many as nine or ten children, many of whom 6) (NOT GO) to school. Instead, they looked after their 7) (YOUNG) brothers and sisters or even worked. In Victorian Britain, children as young as three or four years of age worked up to 16 hours a day in **coal mines**, in **cotton mills** and as **chimney sweeps**. The father of the house often worked in a factory while the mother was responsible for all the household chores.

For entertainment, working-class families went to parks, cheap music halls or to gardens which had **fairgrounds**, sports matches and **fireworks displays**.

3  Listen to and read the text again. Compare and contrast the two types of Victorian families. Use *whereas*, *but*, *both*.

- ▶ *Upper/Middle-class families lived in large houses whereas working-class families lived in small ones.*

4 **THINK!** *Project:* Find a picture of your family. Compare it to the photograph above. How similar/ different are they? What do you think each family's lifestyle is like?

Be Neighbourly. Go Green!

Going Green

4

There's plenty you can do to make your neighbourhood a cleaner, greener place!

Recycling ... It starts with YOU!

As the saying goes, there is strength in numbers! So how about getting together with your neighbours and starting a community recycling programme? You could **set up** bottle, paper, plastic, aluminium and clothing recycling banks and **take turns** to take everything to a local recycling point. In this way, your community will be helping to save **limited raw materials**. You will also help **preserve landfill space** and **reduce the greenhouse gases** that they produce.



Bin it, don't drop it!

Have you ever considered how **time-consuming** it is for local councils to **remove** litter from our streets? Or how much money it **wastes** that could be better spent on other **services**? Organise a litter collection day in your neighbourhood. Get some bin bags and see who can fill the most! Once a few of you take action, others will quickly join in!



Get growing!

Sick and tired of living in a concrete jungle? Flowers, plants and trees make our communities more welcoming places to live in. They also improve air quality by **filtering out pollutants** and creating places for small animals and insects to live in. So, organise teams and get planting in your neighbourhood today! Ask your local council for permission to plant trees and flowers along roadsides. Don't forget, every little bit helps!



1 Close your eyes, listen to the music and think of your neighbourhood on Monday morning. What can you see, hear, smell? How does the scene make you feel?

2 Which adjectives best describe your neighbourhood? Use your own ideas as well. Give reasons.

- green • clean • crowded • dark
- polluted • dirty • pleasing • noisy
- quiet • peaceful

3 Look at the leaflet. What is it about? What is its purpose?

4 Explain the words in bold, then use some of them in sentences of your own.

5 **THINK!** Listen and read again. List some ways of making your neighbourhood greener. How does the writer support his suggestions?

6 **ICT** *Portfolio:* Work in groups. Imagine you are organising a 'Clean, Green Neighbourhood' day. Collect information using the Internet and plan the day's events & activities, e.g. *tree-planting 9-11am*. Present your ideas to the class.

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

GREEN wisdom

It is our responsibilities, not ourselves, that we should take seriously.


(Peter Ustinov, British actor, director and goodwill ambassador for UNICEF)

study skills

Text completion

Read the text through, then read the list of missing phrases. Start fitting the phrases into the gaps. Match the topic of the missing phrase with the topic of the phrase before and after each gap. Look for clues such as reference words (*he, there, etc*) or linking words before or after each gap. Check that the phrase you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

RNE Reading

 Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra. Put the numbers marking the corresponding parts of sentences into the table.

New York City Neighbourhoods ~ Upper West Side

The Upper West Side in New York stretches from 59th Street and Central Park West to Riverside Park, and is considered by many to be the most typical Manhattan neighbourhood.

The Upper West Side has had many famous residents in the past, including a member of the Beatles, John Lennon, **A**, a big castle-like structure which borders the west side of Central Park.

With generations of high-profile tenants putting down roots in the Upper West Side, it's no wonder rents and real estate prices continue to rise! However, bear in mind the benefits of living in this charming neighbourhood.

Elegant buildings, **B**, line the quiet streets and house the city's rich, intellectual and creative community.

Much of the area is protected by landmark status, which means **C**, It includes a jumble of chic spots, glamorous concert halls and the famous Lincoln Center for the Performing Arts where you can see fabulous theatre, ballet and opera productions, **D**

This area of New York is busy by day, with performers rushing to auditions and families taking strolls along the pavements. It is also an exciting place at night **E**, There are lots of things for kids to do in this neighbourhood, too! The American Museum of Natural History is a fantastic place, **F**, They can also enjoy a trip to the Children's Museum of Manhattan. So, whatever you are looking for, you will certainly find it in the Upper West Side!

- 1 which are known as brownstones
- 2 so there is plenty to satisfy the music lover
- 3 with its many restaurants and ethnic bars
- 4 who lived in the Dakota building
- 5 where young visitors can see dinosaur fossils
- 6 because everyone loves living there
- 7 that the buildings cannot be changed



A	B	C	D	E	F

RNE Listening

study skills

True/false/not stated

Read the statements and find key words to help you focus on what is important in the recording. Be careful to note if the statement is positive or negative. Think about the topic, use your own knowledge of the topic and predict what you might hear. Try to identify the correct answer on the first listening and confirm on the second listening.

  You will hear a dialogue. Decide which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text (3 – Not stated). Put the number of the chosen statement into the table. You will hear the recording twice.

- A Mike calls to find out information about the Neighbourhoods in Bloom project.
- B Mike already has lots of flowers in his garden.
- C They are going to plant the flowers only in some areas of the park.
- D Mike can choose from three types of bulbs.
- E Mike cannot get more than 500 bulbs.
- F The bulbs will probably arrive in seven days or less.
- G Mike has some friends who want some bulbs too.

Statement	A	B	C	D	E	F	G
Dialogue							

study skills

Text completion (multiple choice)

Read the text to get the gist. Read again and choose the best answer for each gap. Pay attention to the words before and after each gap. The task tests both lexis and grammar. Read the completed text to make sure it makes sense.

RNE Grammar & Vocabulary

Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose the correct answer, 1, 2, 3 or 4.

A Russian Primadonna



Alla Pugacheva was born in 1949 in Moscow, Russia, where she 1) her first public appearance at the age of five. In 1965, she was heard 2) the radio for the first time, performing one of her most popular song, 'Robot'. Her victory at an international contest in 1978 made her a Russian star. Pugacheva has performed and recorded 3) 300 songs. Through 4) work, she became the biggest star of the 5) Soviet Union. Not only is she loved by young pop music fans, 6) older generations respect and listen to her too. She is so admired that her name has been given to an ocean liner in Finland, a 7) of French perfume and a magazine, as well as to many little girls all over Russia!

- | | | | | | | | | |
|---|---|--------|---|----------|---|-----------|---|-------|
| 1 | 1 | made | 2 | did | 3 | had | 4 | gave |
| 2 | 1 | in | 2 | on | 3 | at | 4 | from |
| 3 | 1 | above | 2 | over | 3 | after | 4 | up |
| 4 | 1 | tough | 2 | firm | 3 | difficult | 4 | hard |
| 5 | 1 | former | 2 | previous | 3 | earlier | 4 | past |
| 6 | 1 | also | 2 | and | 3 | but | 4 | still |
| 7 | 1 | type | 2 | name | 3 | brand | 4 | mark |

RNE Writing

You have received a letter from your English-speaking pen-friend, Sue, who writes:

... I really like my new neighbourhood. The people here are great and I've made some new friends. Still, I miss you a lot. When can you come and visit me? How long will you be able to stay? What do you want us to do when you visit?

Write back and let me know.

Write a letter to Sue. In your letter:

- answer her questions.
- ask 3 questions about her new neighbourhood.

Write 100-140 words.

Remember the rules of letter writing.

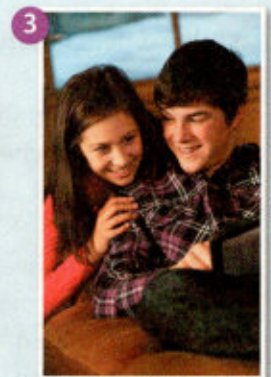
RNE Speaking

study skills

Describing pictures

When describing a picture, include details about the place, the weather, the people, their clothes and their feelings.

These are photos from your album. Choose one photo to describe to your friend.




You will have to start speaking in 1.5 minutes and you will speak for not more than 2 minutes (12-15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend


You have to talk continuously, starting with: "I've chosen photo number ...".

1 Progress Check

1  **Complete with:** *accommodate, devoted, priority, supportive, secure, appreciate, overweight, ambitious, essential, potential.*


- 1 It is that you study hard if you want to do well in your exams.
- 2 My parents have always been very and help me when I have problems.
- 3 I don't think my brother is very because he turned down an excellent job.
- 4 If you think you are you should go on a diet.
- 5 I think Mary has the to become a brilliant pianist.
- 6 The university has rooms to first-year students but after that you have to find a flat of your own.
- 7 She is a very daughter who spends all her time looking after her sick mother.
- 8 My is to enjoy life rather than working hard to make a lot of money.
- 9 I your offer of help, but I can fix the computer myself, thank you.
- 10 Even if a website claims to be, you should not send them important personal information.

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

2  **Fill in the gaps with the correct form of the verbs in brackets.**

- 1 We'd better hurry; our train (leave) in half an hour.
- 2 I think I should see the doctor because I (get) a lot of headaches recently.
- 3 Don't worry, I (buy) some milk on my way home.
- 4 I (go) to see Martin about buying his car yesterday afternoon.
- 5 The technician (do) something to your computer when I left the office last night.


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

3  **Complete the sentences using the words in bold. Use two to five words.**

- 1 I am sure Peter will help you.
bound Peter help you.
- 2 I find it difficult to get up so early in the morning.
used I getting up so early in the morning.
- 3 My parents have decided to buy a small cottage.
going My parents a small cottage.


- 4 I last saw Mary a month ago.
have I last month.
- 5 I started to learn French more than a year ago.
been I for more than a year.

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

4  **Complete the phrasal verbs with the correct particle.**


- 1 He couldn't come a good excuse for being late.
- 2 I came some good bargains in the antiques market.
- 3 Why don't you come to our place when you finish work?
- 4 He was able to start his own business when he came some money.
- 5 Oh dear! I think I'm coming a cold.

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

5  **Complete the gaps with the correct preposition.**

- 1 You should be ashamed what you did!
- 2 It's no good arguing it; the decision is final.
- 3 You should never become too attached material possessions.
- 4 I have no respect people who drop litter in the streets.
- 5 He is a shy person who never gets close others.

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

6  **Match to form exchanges.**

- | | |
|--|--|
| 1 Are you doing anything this evening? | a Not again! |
| 2 Would you like some help with that? | b That doesn't sound like a good idea. |
| 3 I think he is going to be late. | c I can manage, thanks. |
| 4 How about going to the cinema tonight? | d Nothing special. Why? |
| 5 I'm thinking of leaving my job. | e I'm afraid I can't. |

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

Now I Can ... (My score: $\frac{100}{100}$)

- talk & write about my family & friends
- talk about relationships
- write a descriptive article about a person

... in English

Module 2

Where there's a will, there's a way

◆ Before you start ...

- What does family mean to you?
- How would you describe your relationship with your family members?

◆ Look at Module 2

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a biography
- a diagram
- a dictionary extract
- a letter

◆ Listen, read and talk about ...

- stressful situations
- peer pressure
- patterns
- helpline
- the nervous system

◆ Learn how to ...

- express negative feelings/
sympathise/encourage
- persuade somebody & respond

◆ Practise ...

- relative clauses
- prepositions in relative clauses
- clauses of purpose, reason, result
- phrasal verbs: *put*
- idioms with numbers

◆ Write / Make ...

- an email giving advice
- informal & semi-formal letters/emails
- a quiz about the nervous system
- a short article about a helpline or charity that helps young people in your country



- 1 **THINK!** Listen to and read the poem. Do you agree with it? Discuss in pairs.

Stress *

A definition, friends, of stress:
Your own reaction to a mess.
Stress from pains to pleasures range,
The common element is change.
Adapt or die, and that's a fact,
And so our bodies must react:
The heart speeds up, the gut slows down,
Facial muscles snarl or frown.
The point is, stress is not unique,
It doesn't mean you're dumb or weak.
Common both to man and beast,
It proves you're still alive, at least!

from a poem by William Goldsmith, MD


**MD= (Doctor of Medicine)*

study skills


Gap filling

Read through the text to get an idea of what it is about. Read again and look at the words before and after each gap. Choose the word which fits best. Read through the completed text to check if it makes sense.

Reading

- 2 a  Read the text and complete the gaps 1-7 with the correct answer 1, 2, 3 or 4.

- | | | | | | | | | |
|---|---|-----------|---|----------|---|--------|---|----------|
| 1 | 1 | getting | 2 | having | 3 | doing | 4 | making |
| 2 | 1 | separated | 2 | alone | 3 | lonely | 4 | isolated |
| 3 | 1 | method | 2 | style | 3 | way | 4 | manner |
| 4 | 1 | still | 2 | although | 3 | so | 4 | however |
| 5 | 1 | up | 2 | back | 3 | over | 4 | away |
| 6 | 1 | ought | 2 | could | 3 | shall | 4 | would |
| 7 | 1 | face | 2 | manage | 3 | handle | 4 | deal |

- b  Listen and read again. What is the purpose of the text?



You're studying hard for your A-levels*, you've got a part-time job, your parents are in the middle of 1) a divorce and you're worried that your best friend is mad at you. Basically, you feel like you're losing control! Sound familiar? Well, you're not 2), because 92% of British teens feel stressed. So, as the pressure mounts in the run-up to exams, we thought we'd give you the lowdown on what stress is and does and, most importantly, what we can do about it!

The lowdown on stress

In a nutshell, "stress" is the 3) our bodies and minds react to life's changes. Not all stress is bad! In stressful situations, the nervous system causes muscles to **tense**, breathing to become **shallow** and adrenaline to be released into your bloodstream as your body gets ready to meet challenges with focus and strength. So, a little stress can keep you on your toes! But, in the long term, it can put too much strain on your heart and cause other physical and emotional symptoms such as headaches, depression, forgetfulness and low self-esteem. The good news, 4), is that you CAN deal with stress before it gets out of hand! So, take control and REMEMBER YOUR A-B-Cs ...

A is for ACTION

You can take action when stress is created by something you can control! If you have too many things to do, for example, try to break tasks down into smaller 'chunks', and deal with one thing at a time in order of priority. Perhaps it's just that you've taken on too much! If so, give 5) an after-school activity for a while, for example, or ask a friend or family member to help you lighten the load.

B is for BEAR IT

If there's nothing you can do, you'll just have to 'grin and bear it!' If, at first, you can't change your feelings, learn how to control your thoughts. When you feel overwhelmed, take slow, deep breaths and count to ten. Later, once you've calmed down, analyse the problem **rationally**. Perhaps you 6) repeat a saying to help you accept your situation, such as "One day I'll laugh about this". Also, try to keep things in perspective and don't be too dramatic! Saying that you're 'pulling your hair out' or that your workload 'is killing you' will only make you feel worse!

C is for COPE

Find ways to handle your stress! For a start, doing something relaxing, such as going for a walk or for a coffee with a friend, will help take your mind off the things that are bugging you. Or perhaps writing poetry or keeping a diary will help you to 7) with your negative emotions. Last but not least, getting enough sleep, exercising and eating regular, **nutritious** meals are all **essential** for coping with stress! Above all, try to keep a sense of humour and a **positive** attitude! You don't have to let your problems rule your life!

*Advanced Levels: Exams that pupils in the UK take at age 18

- 3 a** Match the underlined words/phrases in the text with their meanings: important information, make a difficult situation better, increases, time just before an event, cause you to remain alert/ready, unable to manage, basically, going crazy, over a long period of time, uncontrollable, judge how important something really is, accept it without complaining. Use each one in a sentence of your own.

b Explain the words in bold.

Speaking

- 4** *Portfolio:* Prepare a two-minute talk on stress. Include: • what it is and what causes it • how it affects our bodies • what stresses you out • what you do to relieve stress

Vocabulary

- 5** Choose the correct word. Check in the Word List.

- A: You look like you've been **under/with** a lot of stress lately.
B: I have. I'm totally **losing/missing** control!
- A: I can't **cope/face** with all this pressure.
B: **Take/keep** it easy. Things will get better.
- A: Is there something you want to get off your **chest/mind**?
B: I've **broken/taken** up with Sue.
- A: Let's meet on Sunday.
B: Sorry. I'm up to my **nose/eyes** in schoolwork.
- A: Stop it. He can't **take/cope** the stress.
B: A little pressure won't **harm/ hurt**.
- A: He's going through a really hard time.
B: I know. His parents' divorce has **caused/ brought** him great emotional stress.
- A: This workload is **killing/dying** me.
B: Cheer up. Two more weeks and then it'll be **over/up**.

- 6** Complete with: *giving, proportion, take, strain, temper, tired, building, getting*. Explain the phrases in bold.

- I'm just **sick and** of doing exams all the time!
- I'm so fed up with the way I look. It's really **me down!**
- I'm losing control. I **can't** **it any more!**
- Things aren't as bad as they seem, Tracy. Don't **get things out of**!
- Jo makes me so angry. I **lost my** with her again yesterday.
- I think he's **feeling the** of his parents' divorce.
- I haven't just started feeling stressed. It's been **up** for weeks.
- My parents are **me a hard time**.

- 7** Complete with: *snarl, stammer, whisper, sigh, groan* in the correct tense. Check in the Word List.

- "Don't do that again," he at me angrily.
- "I-I-I d-d-don't kn-know anything!" he nervously.
- "We've finished!" John with relief.
- She was so scared she could only her name in a low voice.
- "Oh, no! Not again!" Sally in agony.

- 8** Match the phrases. Mime the body movements. What are these phrases in your language?

- | | |
|----------------|---|
| 1 She shook | a her fists angrily |
| 2 She clenched | b her head in disbelief |
| 3 She shrugged | c with embarrassment at the sight of new people |
| 4 She folded | d her shoulders indifferently |
| 5 She blushed | e her feet angrily |
| 6 She stamped | f her arms and waited patiently |
| 7 She trembled | g her fingers nervously on the table |
| 8 She tapped | h in fear |

THINK!

Read the statement. What does Sydney Harris imply? Discuss in pairs.

Words of Wisdom

The time to relax is when you don't have time for it.
(Sydney J. Harris, American journalist)





Vocabulary

Peer pressure

- 1 Describe the picture. What is happening? How does the person feel? Why? Read the definition to find out.

peer pressure (phr): pressure from people of one's own age to behave in a way that is similar or acceptable to them.

- 2 a Choose the correct word. Check in the Word List.

- 1 A: Mike got arrested for **committing/permitting** a crime. Shoplifting, I think.
B: I know. He's been hanging **out/in** with a really **rough/ hard** crowd!
- 2 A: Did Tom ask you to **tell/say** a lie for him again?
B: Yes. I did it, but it **let/made** me feel guilty.
- 3 A: Why are you picking **at/on** her? She's really upset.
B: I know, I really **deny/regret** it. The others **made/let** me do it.
- 4 A: Her new boyfriend is a bad **effect/influence** on her. She's started smoking, you know!
B: Yes, she's been **missing/losing** lessons, too.
- 5 A: What's **come/gone** over Alex? She's totally changed her image!
B: She wants to **match/fit** in with her friends.

- b Complete with: *persuade, resist, give in, influence, discourage, dissuade*. Which are opposites?

- 1 Sam allows friends to his decisions too much.
2 I can't believe they managed to you to dye your hair green!
3 Sue wanted to start wearing black makeup like her friends, but I managed to her!
4 My friend Jane asked me so many times to go skiing with her that I finally had to
5 The constant teasing from his friends was starting to Phil.
6 You should peer pressure and stand up for what you believe.

Listening

- 3 **RINE** You will hear 6 statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. One of the statements is extra. You will hear the recording twice.

- 1 You must be strong and resist it.
2 It can make you do some strange things.
3 You can't avoid it.
4 It is sometimes a positive thing.
5 You need to be prepared.
6 It can hurt others.
7 It can lead to regrets.

Speaker	A	B	C	D	E	F
Statement						



Idioms

- 4 Complete the idioms with: *million, hundred and one, two, sixes, six*. Check in Appendix 3. Are there similar idioms in your language?

- 1 I can think of a reasons why you shouldn't do that.
2 He's in minds about going to the party.
3 To me he's the best friend ever, definitely **one in a**
4 Jason explained the rules of the game to Kate many times but she was still **at** **and sevens**.
5 They're both to blame! It's **of one and half** a dozen* of the other!

*twelve

Reading

- 5   Complete the dialogue with the sentences A-F. Listen and check.

Lucy: Hey Kim, I'm glad I've bumped into you! Do you fancy coming out to that new nightclub tonight?

Kim: 1)

Lucy: Oh, Kim! You'll be the odd one out! Everyone's going!

Kim: 2)

Lucy: Look, don't worry! You can spend the night at my house. Just tell your parents we're studying together.

Kim: 3)

Lucy: Oh, come on Kim! It's no big deal. I do it all the time!

Kim: 4)

Lucy: Well... it's your loss! Let me know if you change your mind.

Kim: 5)

Lucy: Well, suit yourself! I'll call you tomorrow.

Kim: 6)





- A I know, but my parents don't let me stay out so late on a school night.
 B No, I really can't. They trust me and I really don't want to let them down.
 C Oh no, Lucy, I couldn't lie to my parents.
 D Sure. Have fun!
 E Err... well, I was planning to study actually...
 F Thanks, but I'm not coming, no matter how hard you try to persuade me!

- 6 Match the underlined phrases with their meanings: do whatever you want, met unexpectedly, disappoint them, you'll regret not doing something, the person who is different from everyone else, it's nothing to worry about.

Everyday English

Expressing negative feelings/Sympathising – Encouraging


- 7   Use the language in the table to act out short exchanges for the following situations.

- You found out that your best friend is lying to you and you're angry.
- Your friends are trying to make you miss lessons from school but you don't want to.
- You didn't do well in your exams and you have problems with your friends.



Asking
• You don't look very well. What's up? • Are you all right? You look a bit nervous/worried, etc.
Expressing negative feelings
• Well, I could be better. • I'm (a bit/really) nervous/worried/fed up, etc. • Nothing's going right in my life.
Sympathising/Encouraging
• Cheer up! Things can't be that bad! • I'm sorry to hear that, but I'm sure everything will be all right. • I'm so sorry. You really need ... • I know what you mean.
Expressing extreme feelings
• I'm ready to explode! • ... is/are driving me crazy! • I'm just going mad. • I can't stand ... any more.

Say it right

Persuading, responding

- 8 a  Choose the correct response. Listen and check.

- 1 A: Please lend me some money. It would mean a lot to me.
 B: a) Oh, all right then, just this once!
 b) It's no big deal.
- 2 A: Come to football practice with me! Come on, it'll be fun!
 B: a) I'm busy then.
 b) Well, I suppose I could.
- 3 A: Can you tell Joe I like him? Oh go on, please!
 B: a) No, I'm afraid I really can't.
 b) OK, thank you.

- b   Use the phrases in Ex. 8a to try to persuade your partner to: *help you with your homework, go to a party with you, wash the dishes for you, go on holiday with you.*

- 9 Think of ten new words/expressions you have learnt during this lesson. Make sentences using them.

- 1 Read the example. Rewrite the sentences in a more informal style.

Note: where = in/at which, when = on which

- ▶ *This is the street where/in which he lives. (formal)*
This is the street (which) he lives in. (more usual)


- Do you know the company for which she works?
- The boys with whom we went out were my brother's classmates.
- The office in which she works is nearby.
- He's the man to whom we gave the parcel.
- Tomorrow is the day on which I go on holiday.

GAME

Think of people, objects in your classroom.
 Play in teams, as in the example.

- ▶ *Team AS1: I can see someone who's got long fair hair.*
Team BS1: Olga. I can see something which is black and white. etc.


Relative clauses ▶▶ Grammar Reference

- 2 a  Complete the sentences with the relative pronouns/adverbs, adding commas where necessary. Which clauses are defining, non-defining? In which could the relative be omitted?

- Buckingham Palace the Royal Family lives in is a popular tourist attraction in London.
- Jenny brother is in my class won the beauty contest.
- The boys were sitting behind us are in the same class as me.
- The suit he wore to the party was very expensive.
- People dress smartly make a good impression.



- London has a population of over 8 million is a multicultural city.
- The woman has just entered the room is our new teacher.
- The office my mother works is in the centre of the city.

- b  Complete the text with the relative pronouns/ adverbs.

The person 1) I remember most from my childhood is my grandfather. He was my mother's father and she used to take me to visit him every Thursday evening. The rooms in his house, 2) was a lot older than the one 3) we lived, were very small, so if he had a lot of visitors, I would go into the garden to play. I remember one day 4) my cousin Graham, 5) was older than me, was also there, and he suggested we pick some apples from the tree 6) was at the end of the garden. Unfortunately, Granddad saw us and he angrily demanded to know 7) idea it had been to take the apples without asking him first. Graham and I were terrified because we had never seen him so angry before. I never went near that apple tree again.

Clauses of purpose

- 3 Read the examples. Which words do we use to express purpose?

- I'll invite her so that she won't feel hurt.
- He switched on the TV to watch the news.
- I'll get my umbrella in case it rains.
- He is saving money with a view to buying a car.
- Scissors are for cutting paper.

- 4 a Join the sentences. Use the words in brackets.

- I'm taking a coat. It might get cold later. (in case)
 ▶ *I'm taking a coat in case it gets cold later.*
- He's going to bed early. He doesn't want to be tired tomorrow. (so that)
- He is whispering. He doesn't want to wake his brother up. (so as not to)
- We're trying to save up some money. We want to buy a house. (with a view to)
- These are nail clippers. You use them to cut toenails. (for)

b Choose three of the sentences in Ex. 4a and rewrite them in as many ways as possible.

▶ *I'm taking a coat so that I don't get cold later. I'm taking a coat so as not to get cold later etc.*

5 Paul and his friends are going on a mountain trip. Look at what they've taken and make sentences using "in case".

camera	tent	sandwiches
water	map	jackets

Clauses of result ▶▶ Grammar Reference

6 a Read the extract from Tom's diary. Which of the words in bold go with: *countable nouns, uncountable nouns, adjectives, adverbs, few/little/much/many/a lot of?*

5 April

... it was such a lovely spot that we decided to camp there. After we had put up our tent, we went to explore the area. There was such lovely scenery that we took lots of photos. The place was so peaceful with so few people around that we couldn't believe it. The birds were singing so beautifully that it was as if we were somewhere exotic. There were such a lot of wild flowers that the air smelled ...

b Use the ideas below to make up a story entitled *A Disastrous Party*.

- long way • noisy • many people • bored
- awful food • loud music • bad time • cold

▶ *S1: To start with, it was such a long way from ...*

Clauses of reason ▶▶ Grammar Reference

7 a Read the examples. Which words/phrases introduce clauses of reason? Which are followed by a clause/noun?

The flight was cancelled ...
due to/because of heavy rain,
because it was raining heavily,
since it was raining heavily,
due to/because of the fact that it was raining heavily.

b Form as many sentences as possible using the ideas below, as in the example.

- 1 They didn't go out – snow
- 2 She didn't enjoy the party – crowded
- 3 Ann couldn't walk – broken leg
- 4 He couldn't sleep – noise
- 5 The road was closed – accident
- 6 The trains were cancelled – strike
- 7 He didn't go to school – ill
- 8 He gave up his job – bad health

▶ *They didn't go out due to the fact it was snowing/because it was snowing/since it was snowing/due to snow.*

Phrasal verbs (put)

8 Complete with: *off, on, up, down, up with*. Check in Appendix 2. Make sentences using the phrasals.

- 1 He put me while I was in London. (*offer hospitality*)
- 2 Due to snow we put our trip. (*postpone*)
- 3 Put your jacket. It's cold. (*dress oneself*)
- 4 I can't put rude people. (*tolerate*)
- 5 Jon puts Mary in front of others. (*insult*)

Dependent prepositions

9 Complete with: *for, to, of, about or on*. Check in Appendix 1. Make sentences using the phrases.

- 1 She's a good influence me!
- 2 He never **pays attention** what I say.
- 3 Jo made quite an **impression** us at the meeting.
- 4 Paula **insisted** going to the disco.
- 5 He always **boasts** his achievements.

Sentence transformations

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

- 1 Larry was born in that house.
in That Larry was born.
- 2 We enjoyed our holiday a lot.
good We had while on holiday.
- 3 The suitcase is too heavy for me to lift.
such It's that I can't lift it.
- 4 Take your gloves, it may get cold.
gets Take your gloves cold.
- 5 The concert was postponed because it was snowing heavily.
off The concert was snow.

- 1 What do you know about Charlotte Brontë? Name some of her novels. What is *Jane Eyre* about? Read the biography and check.

Charlotte Brontë (1816-1855)



was born in Yorkshire, England. After her mother's death in 1821, Charlotte was sent away to school by her aunt. The poor conditions there affected her health badly. After finishing school, Charlotte first worked as a teacher and then as a governess for various families in Yorkshire. She wrote four novels, one of which, *The Professor* (1857), was published two years after her death. She also wrote *Shirley* (1849), *Villette* (1853) and her most popular novel, *Jane Eyre* (1847).

Jane Eyre tells the story of an orphaned girl who is brought up by her unkind aunt and cousins John, Eliza and Georgiana, until she is eventually sent away to an awful school. The book then follows Jane's difficult life until she finally finds love and happiness. *Jane Eyre* has been made into several successful films and TV series and is one of the most well-known and best-loved books in English literature.



Jane Eyre: Gateshead Hall

John had not much affection for his mother and sisters, and a strong dislike for me. He bullied and punished me; not two or three times in the week, nor once or twice in the day, but continually: every nerve I had feared him, and every morsel¹ of flesh in my bones shrank when he came near. There were moments when I was bewildered by the terror he made me feel, because I was helpless to do anything about his threats or his infirmities; the servants did not like to offend their young master by taking my side against him, and Mrs Reed was blind and deaf on the subject: she never saw him strike or heard him abuse me, though he did both now and then in her very presence, more frequently, however, behind her back.

¹very small piece

- 2 a Listen to the extract. Who is narrating the story?

- b Read the text and mark the statements (1-8) as *T* (true), *F* (false), or *DS* (doesn't say). Which words/phrases helped you decide?

- 1 John bullied Jane occasionally.
- 2 Mrs Reed chose to ignore John's bad treatment of Jane.
- 3 John usually bullied Jane when Mrs Reed wasn't looking.
- 4 John was angry because Jane had a book that he wanted to read.
- 5 The book that John threw at Jane hit her on the head.
- 6 Jane compares John to the Roman emperor Nero.
- 7 Mrs Reed came into the room after she heard John's shouts.
- 8 Jane was blamed for the incident.

- 3 a Match the underlined words/phrases with their meanings below:

- confused • soon • feelings of love/fondness
- feeling anxious/unhappy about sth that will/may happen • supporting me • doing sth without being seen or heard • used to
- shouted in a deep, angry voice • search for sth in a careless/hurried way • flow slowly

- b Use the dictionary to help you explain the words in bold.

- 4 Complete with: *trickle*, *hurl* or *grasp* in the correct form.

- 1 He the ball high into the air.
- 2 The baby was nervous and his mother's hand for security.
- 3 The water just out of the tap.

Habitually **obedient** to John, I came up to his chair: he spent some three minutes in thrusting out his tongue at me as far as he could, without damaging the roots: I knew he would soon strike, and while dreading the blow, I thought about the disgusting and ugly appearance of him who would shortly deal it. I wonder if he read that idea in my face; for, all at once, without speaking, he struck suddenly and strongly. I **tottered**, and on regaining my balance moved back a step or two from his chair.

“That is for your impudence² in answering mama a while ago,” said he, “and for your sneaking way of getting behind curtains, and for the look you had in your eyes two minutes ago, you rat!”

Accustomed to John Reed’s abuse, I never thought of replying to it. My worry was how to endure the blow which would certainly follow the insult.

“What were you doing behind the curtain?” he asked.

“I was reading.”

“Show the book.”

I returned to the window and fetched it.

“You have no right to take our books. You are a **dependant**, mama says. You have no money. Your father left you none. You ought to beg, and not to live here with gentlemen’s children like us, and eat the same meals we do, and wear clothes at our mama’s expense. Now, I’ll teach you to rummage through my bookshelves: for they ARE mine; all the house belongs to me, or will do in a few years. Go and stand by the door, out of the way of the mirror and the windows.”

I did so, not at first aware of his intentions, but when I

²rudeness, disrespect

saw him lift the book and get ready to hurl it, I instinctively moved aside with a cry of alarm: not soon enough, however; the volume was flung, it hit me, and I fell, striking my head against the door and cutting it. The cut bled, the pain was sharp. My terror had passed its climax, other feelings took over.

“Wicked and cruel boy!” I said. “You are like a murderer – you are like a slave-driver³ – you are like the Roman emperors!”

I had read *Goldsmith’s History of Rome*, and had formed my opinion of Nero, Caligula etc. Also I had drawn parallels in silence, which until now I had never thought to declare aloud.

“What! what!”, he cried. “Did she say that to me? Did you hear her, Eliza and Georgiana? I’ll tell mama! **but** first ...”

He ran headlong at me: I felt him grasp my hair and my shoulder. I really saw in him a tyrant, a murderer. I felt a drop or two of blood from my head trickle down my neck, and was aware of deep suffering: these sensations for the time **predominated** over fear. I don’t very well know what I did with my hands, but he called me “Rat! Rat!”, and bellowed out aloud. Help was near him: Eliza and Georgiana had run for Mrs Reed, who was upstairs: she now came upon the scene, followed by Bessie and her maid Abbot. We were parted: I heard the words:

“Dear! Dear! How disgraceful to fly at Master John!”

“Did ever anybody see such a picture of passion?”

Then Mrs Reed said:

“Take her away to the Red-room, and lock her in there.”

Four hands were immediately laid upon me, and I was taken upstairs.

³a supervisor of slaves at work

study skills

Using hyperbole

You can use hyperbole to express a point through exaggeration. This makes a narrative more interesting to the reader. *e.g. She was so hungry, she could eat a horse.*

5 a Find an example of hyperbole in the second paragraph.


b Use the words in brackets to rewrite the sentences using hyperbole.

- 1 He’s old. (than the hills)
He’s ▶ *older than the hills.*
- 2 She’s forgetful. (remind her of her name)
- 3 I’ve already told you. (million times)
- 4 He’s very funny. (nearly died laughing)

6 Listen to and read the extract. Which of the adjectives best describe John and Jane? Give reasons.

- cruel • educated • bad-mannered
- lonely • arrogant

7 Which sentence in the text best describes the picture? Explain your choice.

8 **THINK!**  **Portfolio:** Imagine the story is taking place today. Write your story. Think about: *where the characters are, what they wear, how John mistreats Jane and why, what other characters take part, what happens in the end.*

Read your story to the class.

Informal & semi-formal letters/emails

1 Read the theory box.

Informal & semi-formal letters/emails

We normally write **informal** (friendly) letters or emails to close relatives, friends, people of our own age or other people we know well. We write **semi-formal** letters or emails to people we do not know very well or when we want to be more polite and respectful *a friend's parents, a teacher etc.*

Semi-formal writing is characterised by a more polite tone than **informal**. It uses less colloquial language *Thank you very much for your letter* (NOT: ~~Thanks a lot for your letter~~), and fewer short forms (*I'll, can't*), phrasal verbs (*get on, settle in*) & idioms *Telephone me if I can help you with ...* (NOT: ~~Give me a ring if you need a hand with...~~)

2 a Read the extracts from some letters/emails (1-6) and match them to a description (A-F). There is one that you do not need to use.

1 Lastly, could you tell me what the weather will be like while I'm in England? This will help me decide which clothes to bring!
Looking forward to meeting you.
Best Wishes,
Sarah Holmes

2 Hi Sally!
It's Dave Carter here! Do you remember we met at Sean's party last week? Anyway, it was great to meet you and I was wondering if you fancied meeting up for coffee some time?

3 Dear Kate,
Regarding our recent telephone conversation about our makeup course, I would like to clarify a few details to help you decide whether or not to take the course. Firstly...

4 Anyway, I wanted to ask your opinion about something. I'm totally stressed out about my exams. I really need to do something. Any ideas?
Write back soon.
Lots of love,
Katy

5 Dear Mrs Carter,
I am writing on behalf of the students of class 11E to ask if it would be possible to organise an anti-bullying week at the end of term. We...

6 Hi Megan!
Sorry you're feeling so down! Look, just remember everyone gets depressed about the way they look from time to time. Why don't you...

- | | |
|--------------------------|----------------------|
| A giving advice | D asking for advice |
| B requesting information | E inviting someone |
| C requesting permission | F giving information |

b Which of the extracts 1-6 are from informal and which from semi-formal letters? How do you know?

3 Match the extracts in Ex. 2a to the recipients below. What type of letter, informal or semi-formal, would you send to these people?

- a good friend
- a school teacher
- a stranger you have spoken to on the phone
- a couple you are going to stay with in England
- a new friend of your own age

4 a Read letters A & B. What is the purpose of each? Which is to: *a friend? an agony aunt (a person who gives advice on readers' problems in a newspaper or magazine)?* How is the style different? Why?

Dear Sarah,

A

- 1 Hi! How are you? I've been so worried about you since I got your letter. Thought I'd drop you a line to help you out.
- 2 It's great that you've made some new pals, but they don't sound very good company, if you ask me. No one has the right to tell you how you should look and dress!
- 3 Also, I don't like the idea of you bunking off school just because your friends think it's cool. Why not tell them that you can meet up after school instead?
- 4 Well, I hope it all works out for you. Write back and tell me what happens!
Lots of love,
Katy

Dear Dr Kelly,

B

1 I am writing to you in the hope that you can help me. My name is Diana and I am sixteen years old. My problem is that I hate the way I look.

2 When I was younger, I was happy and did not worry so much about my appearance. I always had many friends and I had fun. Now I rarely feel like going out as I have no confidence. When I look in the mirror I can only see my faults and I think other people will see me like that too.

3 Also, I am really dissatisfied with my weight. What can I do? Maybe it would be a good idea to have cosmetic surgery.

4 I would really appreciate it if you could help me. I look forward to your reply.

Diana Smith

b How does each letter: *begin? end?* How many paragraphs are there? Which contain(s): *main subject(s) of the letter in detail? closing remarks? reason for writing/opening remarks?*

5 a Which letter contains the most: *short forms? colloquial language? phrasal verbs? idioms? polite language? full forms?* Find examples.

b Find phrases/words in letter B which have a similar meaning to the phrases in bold in letter A.

Informal and semi-formal style

6 Match the semi-formal sentences (A-G) below to the informal ones (1-7). Which pairs of sentences: *ask for information? give information? accept an invitation? refuse an invitation? thank? offer help? make a suggestion?*

Semi-formal

- A I hope you will find this information useful.
- B I really appreciated your help at the reception.
- C I would be happy to provide assistance.
- D I'm afraid I can't come on Tuesday night.
- E It would be a good idea if you joined a gym.
- F Could you tell me where I can find a good gym?
- G I would like to come to the party.

Informal

- 1 Do you know where I can find a good gym?
- 2 Hope this was what you wanted to know.
- 3 I'd love to come to the party.
- 4 I'm sorry but I can't make it on Tuesday night.
- 5 Thanks a lot for your help at the reception.
- 6 I don't mind giving you a hand.
- 7 Why not join a gym?

7 Rewrite the sentences 1-5 in a semi-formal style.

- 1 Hope my advice helps.
- 2 How about starting a diet?
- 3 Any ideas what to do?
- 4 I'm sorry I didn't turn up to the party.
- 5 I'd love to spend the weekend together.

8 Read the rubric and the letter. Find the key words, then answer the questions.

You have received a letter from your English friend's mum, Mrs Jacobs, who writes:

... and since you're Steve's best friend, I thought you could help me organise the surprise party I'm having for his 18th birthday. Who do you think I should invite? Would a theme party be a good idea? What can we do for entertainment? Thank you for your help, Matthew.

Write a letter to Mrs Jacobs. In your letter:

- answer the questions.
- ask 3 questions about the party.

Write 100-140 words.

Remember the rules of letter writing.

- 1 Who is sending the letter? To whom? How are they related?
- 2 What should you write?
- 3 What style should you use? Why?
- 4 What information should you include?
- 5 How could you start/end your piece of writing?

- 9 a Look at Matt's answer. Has he included all the necessary information? Is the letter written in an appropriate style? Why/Why not?

Hi!


What a cool idea to have a party for Steve! I'd love to help you out!

If I were you, I'd invite all Steve's friends from his class at school and from his football team, too. I'll send you all their email addresses if you like. I don't think a theme party's such a great idea. The kids are a bit too old for that! For entertainment, you can hire a DJ to play music. Steve will go nuts when he sees that!

I want to ask a couple of things too. Is the party going to be on Steve's birthday, which falls on a Thursday, or at the weekend? What time will it start? Do you want a hand with the food preparations?

That's all for now. See you at the party!

Lots of love,
Matt

- b  Rewrite the letter in a more appropriate style. Compare your letter with your partner's.

study skills


Rubric analysis

Always think about the situation in the rubric. This will help you plan your writing. Read the rubric carefully and find the key words. These indicate:

- the imaginary situation you will write about, who you are, and the reason why you are writing.
- the imaginary reader who is going to read your piece of writing.

This will help you decide on:

- the writing style you should use; formal, semi-formal or informal.
- the type of writing task.
- the specific topics you should include in your piece of writing.

- 10  Read the rubrics below and find the key words. Answer the questions.

- A You have received a letter from your English-speaking pen-friend, Arthur, who writes:

... A visiting speaker came to our school and gave a talk on peer pressure. Do you ever feel pressured by your peers? Why do you think teens pressure other teens into doing things? What's the best way to deal with this problem? In other news, I'm going camping with my family this weekend!

Write a letter to Arthur. In your letter:

- answer his questions.
 - ask 3 questions about the camping trip.
- Write 100-140 words.

- B You have received a letter from your old English teacher, Mrs Thomas, who writes:

I'm really happy working as a student counsellor at the new school. Would you ever trust your problems to a school counsellor? Would you rather seek advice from a friend or an older person? How do you think most teens deal with their problems these days?

Write a letter to Mrs Thomas. In your letter:

- answer her questions.
 - ask 3 questions about her new job.
- Write 100-140 words.

- 1 What are you going to write about?
- 2 Who is going to read it?
- 3 What style should you write in? Why?

- 11 Choose one of the rubrics and write your letter. Follow the plan below.

Introduction
(Para 1) <i>opening remarks, reason(s) for writing</i>
Main Body
(Paras 2-3) <i>development of the topic</i>
Conclusion
(Para 4) <i>closing remarks</i>

- 12 Swap papers and correct your partner's piece of writing. Use the checklist.



Checklist

- Does the reply contain all the information in the rubric?
- Is it written in the correct style?
- Are paragraphs clearly laid-out?
- Are there grammar/spelling and punctuation mistakes?



Sophie

I was being bullied at school but was afraid that telling a teacher would only make things worse. After I called ChildLine and spoke to one of their counsellors, I felt more confident about my right to ask for help and what I should say.

- 1 a Read Sophie's words. What do you think 'ChildLine' is?
 b Write down three questions you have about ChildLine. Read the text to see if you can answer them.

- 2 **RNE** Read and complete the gaps with the correct form of the word in brackets.

ChildLine
Home
Help & advice
Volunteer
Donate
News & media



0800 1111

About us

ChildLine is a free, 24-hour **confidential** helpline that children and young people in the UK can call when they feel they have nowhere else to turn. Our 1,400 **1)** (TRAIN) counsellors comfort, advise and protect children with a wide range of problems such as **bullying**, serious family problems and worries about friends. For over 20 years, we **2)** (SAVE) children's lives, helping homeless young people **3)** (LIVE) on the streets to find **shelter**, and simply giving hope to those who **4)** (THINK) no one cared.

Facts & Figures

- Every day, **5)** (MANY) than 4,500 children and young people call ChildLine.
- ChildLine has counselled around two million children and young people since 1986.
- ChildLine receives almost three times as many calls from girls as from boys.
- 22% of callers are aged 5-11, 60% are aged 12-15 & 18% are aged 16-18.
- About 550 teens per year call because of **6)** (PRESS) from exams.

Get Involved

Help beat bullying: Sadly, bullying is the **7)** (COMMON) problem that children call ChildLine about. We can send you an anti-bullying pack full of great activities, tips and ideas. Or why not **fundraise** for us during anti-bullying week and help us to raise money to answer calls from a **further** 1,000 children every day?

Start a peer support scheme: Young people can help each other! We can help you set up a 'peer support scheme' at your school and train volunteer pupils in **8)** (LISTEN), empathy¹ and problem-solving skills.

Help us take more calls: Only around half of the young people who call us every day get through. You can help by making a **9)** (DONATE) or even **volunteering** as a ChildLine counsellor yourself.

¹ability to share another person's feelings as if they were on your own

- 3 Match the words in bold to their meaning: extra, private, terrorising, protection/somewhere to live, collect money, offering unpaid help.

- 4 Listen to and read the text. Answer the questions. Use your answers to tell the class a short summary of the text.

- What is ChildLine?
- Where is it located?
- Who does it help?
- How can someone get involved?

- 5 **THINK!** Would you consider getting involved with ChildLine? Think of two reasons you would join it. In three minutes, write a few sentences on the topic.

- 6 **ICT** *Project:* In groups, collect information about a helpline or other charity that helps children and teens in your country. Use the Internet or newspapers, magazines etc. Use the questions in Ex. 4. Present it to the class.

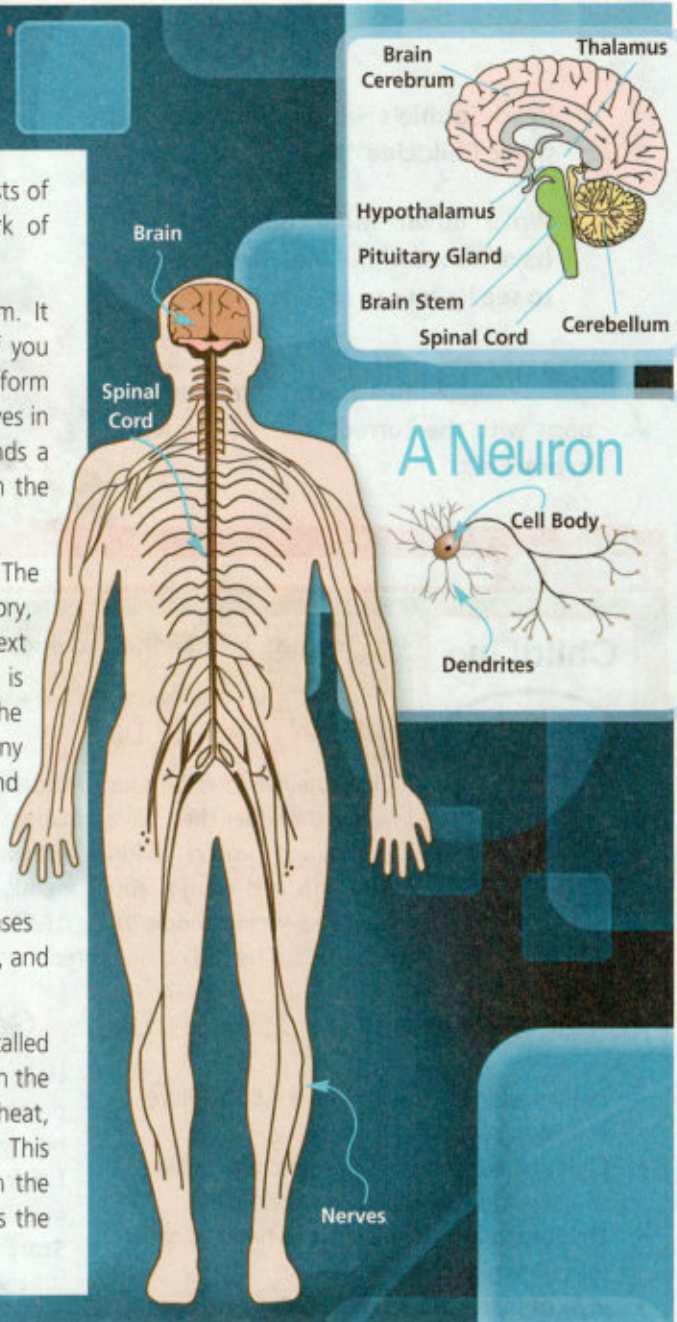
The Nervous System

The nervous system is the control centre of the body. It consists of the brain, the spinal cord, A, and a gigantic network of nerves.

The brain is like the central computer for the nervous system. It receives messages from different parts of the body, B If you touch a hot pan by accident, for example, the nerves in your skin form a message of pain. The message gets passed on C to the nerves in the brain. The brain takes this message, translates it, then sends a message back telling the muscles to pull your hand away from the heat. This all happens in less than a second!

The brain is a very complex organ with many different parts. The biggest part is the cerebrum, responsible for intelligence, memory, personality, emotion, speech and the ability to feel and move. Next is the smaller cerebellum, D, and the brain stem. This is responsible for taking in, sending out and coordinating all of the brain's messages - just like a secretary! It also controls many automatic body functions such as breathing, heart rate and digestion. The thalamus carries messages from the sensory organs like the eyes, ears, nose and fingers and the hypothalamus controls other automatic processes E Lastly, there is the tiny pituitary gland, which produces and releases hormones to control growth, metabolism, our response to stress, and many other things.

Nerve cells, or neurons, are like long, thin threads with fingers, called dendrites, at each end. The dendrites of one neuron almost touch the dendrites of the next neuron. When a neuron is stimulated, by heat, touch or sound, for example, or by some other message, F This releases chemicals that enable the signal to be passed on from the dendrites of one neuron to the next, until the message reaches the brain. The brain alone contains around 100 billion neurons!



1 **RNE** Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra. Put the numbers marking the corresponding parts of sentences into the table.

- 1 controlling balance, movement and coordination
- 2 it actually generates a tiny electrical signal
- 3 which runs from the brain and down through the backbone
- 4 a substance the brain needs to function well
- 5 through the nerves in the spinal cord
- 6 such as body temperature and appetite
- 7 and then tells the body how to react

A	B	C	D	E	F

2 Listen and read. Write down five new things you have learnt about the brain and nervous system. Tell your partner.

3 *Portfolio:* Use the information in the text to make up a quiz about the nervous system. Swap with a partner and answer the questions in each other's quiz.

The Wrap on Packaging!

Going Green

2

Products in supermarkets these days are so 1) (BEAUTIFUL) presented: bread is wrapped in a plastic bag, biscuits in cardboard boxes, apples on plastic trays. Have you ever bought a product simply because you liked the way it looked? Ask yourself what is more important – the contents or the wrapping!

Yes, we do need packaging. It preserves goods, protects them against damage and makes them 2) (PRESENT) to consumers. But there is a high price to pay. Did you know that anything between 10 – 50 % of the price of food today is down to its packaging? Or that packaging makes up 32% of the total weight of solid waste? This is bad news as most packaging is not recyclable, but dumped in landfills or burnt. This results in more 3) (POLLUTE), in addition to the pollution caused by the manufacture and transportation of packaging in the first place!

Thankfully, supermarkets are now working to cut back. As packages become smaller and lighter, less energy is needed to transport them. Lighter packaging means less waste. However, there is still a long way to go!


So, what's all this got to do with you, the consumer? Well, don't buy 4) (PRODUCE) simply because of the way they look! Instead...

IF WE ALL DO OUR BIT, THEN THE PROBLEM OF PACKAGING WILL BE A WRAP!





- Choose products that use minimal packaging or 'green' packaging that is reusable, e.g. glass jars for storing things in, recyclable (look for the recycling symbol!) or biodegradable.
- Avoid individually wrapped foods. Buy in bulk, not in small 5) (PACK)!
- Choose products that come in concentrated form, such as washing powders and fabric softeners, or those that do more than one thing, like shampoo and conditioner in one.
- Take cloth bags to the supermarket instead of asking for more plastic bags, which take around 400 years to break down!
- When large products are delivered to your home, ask 6) (MANUFACTURE) to take back the packaging (bubble wrap, boxes, etc) so they can reuse it.

1 Read the text. What is the purpose of the author?

2 a  **RNE** Read the text. Form cognates from the words in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with the transformed words. Each gap corresponds with a separate task from group 1-6.

b Explain the words in bold.

3 **THINK!**   Listen to and read the text again. What should someone have in mind when choosing a product? Tell your partner.

4 **Portfolio:** Work in small groups. Choose a product and design some 'green' packaging for it. Present it to the class, explaining why you designed it that way.

 **GREEN** wisdom



Good habits result from resisting temptation.
(proverb)

study skills

Multiple choice

Read the stems and the answer choices. Find the key words in each. As you do this, also think about what the interviewer and the interviewee are thinking about, because the content of the questions will contain clues to this.

RNE Listening

  You will hear an interview. In tasks 1-7 put number 1, 2 or 3 into the answer box that corresponds with the answer you have chosen. You will hear the recording twice.


- 1 Dr Hunt says that plastic surgery nowadays
 - 1 is not as popular as it was.
 - 2 is popular with teenagers.
 - 3 is changing.
- 2 According to Dr Hunt, today's society
 - 1 places too much importance on appearance.
 - 2 places more emphasis on beauty than before.
 - 3 helps teenagers to have a positive body image.
- 3 The two types of plastic surgery
 - 1 are similar.
 - 2 are different.
 - 3 repair injury.
- 4 Dr Hunt believes teens should have cosmetic surgery
 - 1 to cure low self-esteem.
 - 2 if a therapist agrees.
 - 3 for the right reasons only.
- 5 According to Dr Hunt, patients under the age of 18
 - 1 need their parents' permission.
 - 2 need a certificate.
 - 3 may have a problem finding a suitable surgeon.
- 6 Dr Hunt believes teenage years are a time to
 - 1 discover who we are.
 - 2 change who we are inside.
 - 3 find out what makes us happy.
- 7 The decision to have plastic surgery
 - 1 can make us happier.
 - 2 must be supported by a doctor.
 - 3 needs careful consideration.

study skills

Matching headings to paragraphs

Read the headings and find the key words. Read the texts quickly and find the key words there. Think about the gist of each text, and what it is trying to do. Then try to match the headings to the texts. Remember that the extra heading is there to catch you out.

RNE Reading

 Match texts A-G with headings 1-8. Put your answers into the table. Each number can only be used once. There is one extra heading.

- 1 Unrealistic expectations
- 2 Relationship ups and downs
- 3 Feeling the pressure
- 4 Dealing with bullying
- 5 Generation gap
- 6 Fashion conscious
- 7 Solving problems
- 8 Meeting the costs

A Being picked on at school is becoming more and more common and it has nothing to do with the kind of school you go to. It can happen at schools with both good and bad reputations. The difference lies in how schools deal with the situation. Some schools place a lot of emphasis on finding solutions to the problem, while other schools tend to ignore it and pretend it is not happening.

B Making and maintaining friendships can be one of the most fulfilling things in your life. It can also be really difficult to do, especially for teenagers, who are still not sure about what they are looking for or what they need in a friend. One thing is for certain, though. If you form a close friendship with someone, it can be very upsetting if things go wrong.

C Participants in peer mediation schemes have the opportunity to talk through their conflicts with the help of trained student mediators. Peer mediators do not take sides or blame anyone. They listen to all participants and help them to develop their own solution to the conflict. If you are feeling frustrated or angry with a friend but have not approached them about your feelings, mediation can help! It gives you the opportunity to confront a person you are in conflict with, in a non-violent way.

D More and more teenagers are becoming unhappy with the way they look, especially when they regard tall, thin, beautiful celebrities such as Victoria Beckham, as role models. It is very difficult, of course, for teenagers to be happy with their bodies when they feel they have to meet such unattainable standards.

E Most teenagers would claim that their parents don't understand their needs, while most parents believe that it is impossible for them to get through to their teenage children. The truth is probably somewhere in the middle. Both sides should try to be more understanding and open to the other's ideas and feelings.

F There are lots of things that teenagers are tempted to buy; CDs, mobile phone top-ups, computer games etc. Some teens get part-time jobs to cover their expenses, and this gives them a feeling of independence. Other teenagers get paid on a regular basis by their parents in return for doing chores around the house.

G Young people nowadays feel under so much stress that they sometimes find it hard to cope. Exams are a major cause of concern for teenagers. Teenagers need to learn how to deal with this kind of stress, so that they can be prepared for other kinds of pressures they will face in later life.


A	B	C	D	E	F	G

study skills

Text completion (word formation)

Read the title to get a general idea of what the text is about. Read the text once to get the gist. Read again, thinking about what kind of word is missing from each gap. Look at the word in capitals and choose the appropriate derivative of the word to fill the gap. Read the completed text to check it makes sense.

RNE Grammar & Vocabulary

 Read the text given below. Form cognates from the words in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.

The Changing Face of Tverskaya

Tverskaya Ulitsa, Moscow's main street, has seen many changes over the years. About three hundred years ago, it was a narrow street where you would find beautiful buildings with great **1** (ARCHITECT) and the residences of the rich. In the 20th century, the government decided to **2** (WIDE) the street and long queues outside state-run shops were a common sight. Today, it is known as one of the capital's most expensive **3** (RESIDENT) districts, but it is also a hub of entertainment with clubs, cafés, restaurants and **4** (DESIGN) boutiques. However, there is a price to pay for all this **5** (DEVELOP). The quiet areas around Tverskaya could be under threat due to the **6** (CONSTRUCT) of new shopping centres.

RNE Writing

You have received a letter from your English-speaking pen-friend, Fiona, who writes:

... We had an anti-bullying week at our school, like your school did last year. How did yours go? What did it involve? Do you think events like that are effective?
I'd better go now. I'm going to a party tonight to celebrate the end of exams!

Write a letter to Fiona. In your letter:

- answer her questions
- ask 3 questions about the party

Write 100-140 words.

Remember the rules of letter writing.

study skills

Comparing and contrasting photographs

Use the 1.5 minutes allowed to brainstorm and organise your thoughts before you begin speaking. Aim to find at least two similarities between the pictures and two contrasts. This will help you do the task.

RNE Speaking


Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the two pictures you'd use in an informational leaflet about dealing with teen problems
- explain why




You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.

2 Progress Check

1  Complete with: *dramatic, disgusting, attitude, tricky, persuade, tempted, pressure, trust, offend, symptom.*


- I didn't mean to you. I was trying to be nice!
- His entrance was so that everybody just stared at him.
- A sore throat is a of a cold or flu.
- The cakes looked so delicious that I was to eat them all!
- I don't care what you say, nothing will me to eat anything like that again.
- Peter's towards his teachers often got him in trouble.
- You can Mary to keep her promise.
- There were some very questions in the maths test, but I think I got them right.
- There was such a smell in the room that we had to open all the windows.
- You must be under a lot of at the moment, having so much work to do.

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

2  Complete the gaps with the correct relative pronoun.

- I'm not sure of these books to read next.
- This is the house I used to live.
- Peter's the person you should ask.
- Madrid, is the capital of Spain, is great.
- Can anybody tell me that car belongs to?


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

3  Complete the sentences using the words in bold. Use two to five words.

- There was such a lot of traffic that he was late. **because** He all the traffic.
- We'll have to take a taxi because it's too far to the station. **such** It's to the station that we'll have to take a taxi.
- Because there was ice on the runway, the plane's departure was delayed. **due** The plane's departure was delayed on the runway.
- My sister married an American and moved to California. **who** My sister,, moved to California.


- The house had to be demolished because it was badly damaged in the storm. **fact** The house had to be demolished it was badly damaged in the storm.

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

4  Complete the phrasal verbs with the correct particle.


- I'm afraid you will just have to put with the pain for a day or two.
- They put us in a terrible hotel for the conference.
- Due to bad weather they put the party for a week.
- Put your coat, it's cold.
- Don't you dare put me like that again!

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

5  Complete the gaps with the correct preposition.

- Pay attention the teacher's instructions.
- He keeps boasting winning the lottery.
- Television can have a bad influence children.
- Why do you always insist sitting here?
- The band didn't make much of an impression me.

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

6  Match to form exchanges.

- | | |
|---|---------------------------------------|
| 1 Can you help me with my homework tonight? | a I don't want to be late for school. |
| 2 Let's go and see that new film at the Rex. | b Sure. Let me carry it. |
| 3 Come on! It'll only take a minute! | c I suppose we could. |
| 4 Please let me borrow the car tomorrow. | d I'm afraid I'm busy tonight. |
| 5 Could you lend me a hand? This box is very heavy. | e Well, all right. Just this once. |

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

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

Now I Can ...

- talk about stress & peer pressure
- talk and write about waste & packaging
- offer sympathy & encouragement
- persuade and respond to persuasions

... in English

Module 3

Responsibility

◆ Before you start ...

- What do you do to relieve stress?
- Would you volunteer for a charity? Why?

◆ Look at Module 3

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a proverb
- a poem
- a biography
- a quiz

◆ Listen, read and talk about ...

- crime & the law
- rights & responsibilities
- *Great Expectations* by Charles Dickens
- Ellis Island and the Statue of Liberty
- The Universal Declaration of Human Rights
- How to be a green citizen

◆ Learn how to ...

- express regret
- express outrage & disgust

◆ Practise ...

- the *-ing* form, *to*-infinitive, infinitive without *to*
- phrasal verbs: *keep*
- words often confused: *offence/crime*, *taken/driven*, *unlawful/illegal*, *announce/find*, *sentence/imprisonment*, *witnesses/suspects*

◆ Write / Make / Give ...

- an opinion essay
- a short text about a famous monument
- a presentation about a charity organisation



Reading

study skills


Choosing headings

To choose the heading that best describes each paragraph, look for key words/phrases which are examples or synonyms of the words in each heading.

- 1 Read the title of the text and the headings below. What do you think the text is about?

🔊 Listen, read and check.

- 1 NASTY ATTACK 4 CAUGHT IN THE ACT
2 UNLUCKY MUGGERS 5 COMMON TRICK
3 FRAUD VICTIM


- 2  **RNE** Read again and match the texts (A-D) with the headings (1-5). Put your answer into the table. Each number can only be used once. There is one extra heading. Which words/phrases helped you to find the answers?

A	B	C	D

- 3 Match the underlined words/phrases with their meanings: got into by force; trusting/easily tricked; small/minor; take someone's attention away from something; was deceived; recently; in shock; remove it with a cloth; unexpectedly. Then, explain the words in bold.

Vocabulary

Crime & the law

- 4 a  Use words from the text to complete the table.

Crime	Criminal	Verb
bank robbery	bank robber	rob (a bank)
burglary	burgle (sb's house)
mugging	mug sb
shoplifting	shoplifter	shoplift
theft	steal (a car)
vandalism	vandal	vandalise (sth)
pickpocketing	steal (sb's purse)
kidnapping	kidnapper	kidnap (sb)

HAVE YOU BEEN THE VICTIM OF A CRIME? ?



A



Tue Oct 26 16:34:06

Debbie

A couple of months ago, I received a letter out of the blue saying I'd won a prize in an international **lottery**. I couldn't even remember buying a ticket! Anyway, I **contacted** the people the letter was from, who asked me to send them a 'fee' to **process** my **winnings**. Like an **idiot**, I fell for it and sent them the money. I realised it was a **scam** when I didn't hear from them again. So basically, the 'prizes' don't exist. These terrible fraudsters are just trying to trick gullible people (like me!) into sending them money. The police say they've been investigating this crime for a while now, but they haven't found the culprits yet.

B



Mon Nov 1 09:03:12

Steve

Burglars recently broke into our house while we were sleeping upstairs! My sister and I heard a noise, so we woke up our dad, who called the police. By the time the police arrived, though, the burglars had gone. While we were checking what they had taken, a neighbour reported a burglary at their house too. The police caught them red-handed! My dad's got to give evidence in court in a few weeks!

HOME

ABOUT US

GALLERY

CAREER

- b Which of the crimes is most serious? Compare with a partner, for which of these crimes would someone:

- go to court • pay a fine • go to prison
- get a warning • do community service

Perhaps you've been taken for a ride by a con artist or been the victim of some other petty crime? Or maybe the crime was something more serious? Let's see what our readers say.

C



Thur Oct 28 11:14:32

David

I used to think crime was just something that happened to other people until I got mugged on the way home from school last year. The attacker just **came out of nowhere**, **threatened** me with a knife, **grabbed** my mobile phone and ran away. Fortunately, I was able to **identify** the mugger from a photo at the police station. He was a well-known criminal in the area, so the police knew where to find him. Anyway, he confessed to the crime, the police arrested him, and he received a two-year prison sentence! I was shaken up and bruised, but it could have been a lot worse. I even got my phone back!

D



Sat Oct 30 20:11:54

Anna

I was out shopping in the town centre when suddenly, something that looked like **bird mess** landed on my shoulder! Immediately, a **so-called** passer by appeared with a cloth to wipe it off. It wasn't until I **reached for** my wallet to buy something that I **realised** it had been stolen. When I reported the crime to the police, I was told that this has been happening a lot lately. These people are professional pickpockets, who use any **means** they can to distract their victims!

5 Choose the correct words. Check in the Word List.

- 1 He went to court for a driving **offence/crime**.
- 2 The burglars were arrested and **taken/driven** to court.
- 3 It's **unlawful/illegal** to trespass on private property.
- 4 The judge **announced/found** him guilty of murder.
- 5 The murderer received a life **sentence/imprisonment**.
- 6 There were no **witnesses/suspects** to the accident.

6 Complete the exchanges with the verbs below in the correct tense/form.

• arrest • appear • confess • chase • pay • get
• let • find • make • sentence • convict • break

- 1 A: Have you ever the law?
B: Well, I once had to a fine for speeding!
- 2 A: Did the man to the burglary?
B: Yes, the police have him and he's in court on Thursday.
- 3 A: So the thieves didn't away with the robbery then?
B: No, they didn't. The security guards after them, so they didn't manage to off with the money.
- 4 A: Did the judge the man guilty of dangerous driving?
B: Yes, but he him off with a heavy fine.
- 5 A: Is it true that your neighbour has just been of fraud?
B: Yes, he has been to ten years in prison.

Speaking

7 Continue the story. Use these words: *out of the blue, mug, grab, attack, threaten, identify, criminal*



It was late and the streets were empty as I was going back home after work last Friday evening.

THINK! What does the proverb mean? Do you agree with it? Why/Why not?

Words of Wisdom

Crime doesn't pay.

(proverb)

3b

Listening & Speaking Skills



1 Match the list of rights to their responsibilities.


RIGHTS

- to be educated
- to be safe
- to be treated with respect
- to live & work in a clean, unpolluted environment

RESPONSIBILITIES

- to respect others regardless of sex, age, ethnic origin, nationality
- not to bully/harm others
- to obey the law
- to look after the environment


2 Think of yourself at school/home in your neighbourhood. What are your rights? What are your responsibilities? Discuss in pairs.

3 **THINK!**  Read the poem. What is 'responsibility' for the author? Do you agree with this point of view? Discuss.



"I am only one,
But still I am one.
I cannot do everything.
But still I can do something.
And because I cannot do everything
I won't refuse to do the something I can do"
(Eduard Everett Hale)

Vocabulary

Rights and responsibilities



4  Complete the sentences with the phrases: *have no right; have the right to; have the responsibility to; do their bit; take responsibility for; stand up for your rights*. Compare with your partner, then use each phrase in an example of your own.

- 1 You shouldn't let your employer make you work so many hours. You should
- 2 You to speak to me like that!
- 3 As the captain of the basketball team, I feel I go to all the practices.
- 4 We all freedom of speech.
- 5 Who's going to organising the picnic next week?
- 6 I think everyone should for the environment.

5   Use a dictionary to help you choose the correct verbs. Listen and check.

- 1 No one should be allowed to **violate/abolish** someone else's rights.
- 2 Jane has been **given/put** the responsibility of buying a birthday present for Kim.
- 3 Many people in the world are **rejected/denied** their basic human rights.
- 4 Matt knows he was to blame for the fire. He **accepts/receives** responsibility.
- 5 Ann often says nasty things to her sister. I think she **deals/treats** her very badly!
- 6 Lawyers **offend/defend** the rights of their clients.
- 7 I can't **tolerate/face** his attitude any more! I think it's disgraceful!

Listening

6  **RNE**  You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1- True), which do not correspond (2 - False) and which are not given in the text, (3 - Not stated). Put the number of the chosen statement into the table. You will hear the recording twice.


- A Max offers to help Daisy with her history project.
- B The words 'magna carta' come from Old English.
- C King John did not sign Magna Carta willingly.
- D There are similarities between Magna Carta and the US Constitution.
- E The war between the lords and the King did not last long.
- F Magna Carta has been of legal interest for centuries.
- G Some American museums have copies of Magna Carta.


Statement	A	B	C	D	E	F	G
Dialogue							

Reading

7 a Read the sentences (A-F). What do you expect the dialogue to be about?

- A Well, it's fine if you don't want to pay attention, but no one else can concentrate either if you're talking all the time.
- B Yes, sometimes! And it's really unfair on Miss Yates. She's doing her best to prepare us well for the exam, so the least you could do is let her teach.
- C I'm afraid so. You're always messing around in the lessons, for a start. It's not on, you know.
- D So you should! I'm sorry to get at you, but I feel quite strongly about this.
- E Tell me something I don't know!
- F Oh, that's a great idea. I think she'd really respect you for that.

b  Complete the dialogue with the sentences in Ex. 7a.

 Listen and check, then read out the dialogue. What right(s) is Adam violating? How is he going to put the situation right?

Adam: Phew, thank goodness that's over! I can't stand Geography!

Suzy: 1)

Adam: Oh ... is it that obvious?

Suzy: 2)

Adam: What's that supposed to mean?

Suzy: 3)

Adam: Oh. Am I really that bad?

Suzy: 4)

Adam: Oh dear ... I hadn't really thought of it like that. I feel really bad now.

Suzy: 5)

Adam: It's OK, you're totally right, as usual! I'll change, I promise. And maybe I could apologise to Miss Yates, too ...


Suzy: 6)

Adam: Well, ... I don't mind admitting it when I'm in the wrong!

8 Match the highlighted words/phrases in the dialogue with their meanings: *not right*; *that's the correct thing to do*; *criticise*; *it's not acceptable*; *I'm glad that's ended*; *easy to see*; *considered*; *behaving in a silly way*. Use each in an example of your own.

Everyday English

Expressing regret

9  Use the phrases in the language box to express regret for the situations (1-5), as in the example.

- 1 You've had an argument with someone.
 - ▶ A: *I feel really bad about the argument we had. I'd like to apologise.*
 - B: *Oh, it was nothing. Don't give it another thought!*
- 2 You said something that offended a friend.
- 3 You missed your cousin's birthday party.
- 4 You forgot to do the shopping for your mum.
- 5 You didn't help your sister when she needed you.


Expressing regret

- I'm sorry I ... I didn't mean to upset/hurt/etc you.
- I had no idea ... Please forgive me!
- I feel really bad about ... so please accept my apologies/ I'd like to apologise.
- I realise I was/it's wrong to ... I won't do it again.

Responding


- That's quite alright.
- Thanks, I (really) appreciate that.
- No problem. Apology accepted!
- Oh, it's/it was nothing. Don't worry about it/Don't give it another thought!
- It's OK, you really don't need to apologise.

Speaking

10  **Portfolio:** Imagine the conversation between Adam and Miss Yates when he apologises to her. Act out the dialogue for the class. Record yourselves.

Say it right

Expressing outrage/disgust

11  Listen to and repeat the sentences expressing outrage/disgust. What might the other speaker have said?

- 1 That's shocking!
- 2 That's so awful, I'm lost for words!
- 3 No one has the right to treat someone like that!
- 4 That's just not fair!
- 5 How outrageous!
- 6 That's totally disgraceful!

-ing form/to – infinitive/infinitive**without to** ► Grammar Reference**1** Read the text and find all the *-ing* and *infinitive* forms.

“You might think I’m mad, but I don’t mind helping with the housework. I quite enjoy cleaning in fact! Some teenagers get so upset about helping out, but I think we should do our fair share. In our family, my brother was always thinking up excuses to get out of his chores, so my mum drew up a chore chart! She’s reasonable, though. She wants us to take our responsibilities seriously, but if my brother or I are too busy to help because we have exams, for example, she lets us take it easy for a while!”



Which form do we use after:

prepositions? too/enough constructions?

verbs of preference e.g. like, hate?

modal verbs? look forward to? let/make?

can’t stand/help/imagine? don’t mind?

how about? to express purpose?

want? remind? can’t wait?

2 Put the words in brackets into the correct form of the *infinitive*, *-ing* form or *infinitive without to*. Give reasons.

- How about (order) a pizza tonight?
- I would like (be) a politician when I’m older.
- My mum made me (tell) her where I had been.
- It’s too late (apply) for the job. The closing date was yesterday.
- We love (play) board games as a family.
- She went to school without (eat) any breakfast.
- It was very unusual for Mum (shout) like that.

- There’s no point in (put) so many things into the bag. It will just break!
- I’d love (see) your new puppy!
- Dan keeps (forget) to do his chores!
- You must (report) the incident to the police, Charles!
- Do you fancy (go) to the cinema this evening?

3 Use appropriate *infinitive/-ing* forms to tell a partner something:

- you regret
- you’d like
- you’re looking forward to
- you can’t stand
- you avoid
- you’ve always wanted
- you’re used to
- you’ve stopped

► *I regret being unkind to my little brother yesterday.***GAME**

In teams, take turns to add a sentence to the story, using the verbs below.


- decide • look forward to • can’t wait • try
- forget • be afraid • stop • remember • see
- be happy

► *Team A1: Last summer, my friend and I decided to go on holiday together.**Team B1: We were really...*

Verbs taking infinitive or -ing form without a change in meaning ► Grammar Reference

4 a Compare the sentences. How do they differ in meaning?

- He continued explaining the theory.
 - He continued to explain the theory.
- He advised me to call the police.
 - He advised calling the police.
 - We were advised to call the police.
- You need to mow the grass.
 - The grass needs mowing.
 - The grass needs to be mowed.


- b**  Complete the gaps with an appropriate *-ing/infinite* form.

Your NEW Credit Card!



- Remember that some shops only allow you **1** (**pay**) by credit card if you have additional ID.
- We encourage you **2** (**sign**) your new card before you start **3** (**use**) it.
- In the event of your card **4** (**be**) stolen or lost, we advise **5** (**report**) the loss as soon as possible.
- The bank needs **6** (**notify**) immediately if you change your address.
- Banks do not permit you **7** (**exceed**) your credit limit.

Verbs taking infinitive or *-ing* form with a change in meaning Grammar Reference

- 5 a**  Read the pairs of sentences and discuss how they differ in meaning.

- a) I remember **locking** the front door.

b) He **remembered to pick up** his sister.
- a) Sam **forgot to take out** the rubbish.


b) I'll never **forget going** to London.
- a) We **stopped to eat** lunch.

b) I've **stopped watching** so much TV.
- a) Try **sharing** the household chores. It's much fairer.

b) I **tried to reach** the shelf, but I couldn't.
- a) I'd **prefer to go** to the cinema tonight.

b) I **prefer watching** soap operas.
- a) I washed the dishes, then **went on to vacuum** the carpets.

b) Adam **went on talking** for hours!

- b**  Put the verbs in brackets into the correct form. Give reasons.

- A: You haven't stopped (**use**) that credit card, have you?

B: I know. I really can't go on (**spend**) so much.
- A: Did you remember (**buy**) the meat for dinner?

B: Oops! I remembered everything else, but I completely forgot (**do**) that!
- A: I remember (**go**) to the bank to pay that bill, but I can't find the receipt.


B: Try (**call**) them to see if they have a record of the transaction.

- A: Could you stop (**buy**) some drinks for the party on your way home?

B: Sure! I'll try (**call**) Tim to invite him too. I couldn't reach him earlier.
- A: James is going on (**study**) law after he finishes school.


B: Oh really? I thought he preferred (**learn**) languages.

Phrasal verbs (*keep*)

- 6**  Complete with: *up with, back, on, down, away*. Check in Appendix 2. Make sentences using the phrasals.


- Can you keep the noise? I can't hear myself speak! (**cause to stay at lower level**)
- If you keep missing classes, you won't pass your exams. (**continue**)
- She kept some vital information from the police. (**hide/conceal**)
- Keep from that boy! He's nothing but trouble! (**avoid/stay far from**)
- I can't keep my school work and have a part-time job as well! (**manage to do/understand all**)

Dependent prepositions

- 7**  Complete the sentences with: *against, for, into, with, of*. Check in Appendix 1. Make sentences using the phrases.

- Julie is responsible watering the plants every morning.
- Littering is the law in Singapore.
- Jan was charged dangerous driving.
- What are the requirements the course?
- The con man tricked me giving him my credit card details.

Sentence transformations

- 8**  Complete the sentences using the words in bold. Use two to five words.

- We need to weed the garden this weekend. **needs** The garden this weekend.
- She has been learning to dance since last year. **began** She last year.
- I wish I hadn't told everyone Mary's secret. **regret** I everyone Mary's secret.
- No one was listening, but he continued speaking. **on** He even though no one was listening.
- We were advised by the police not to go outside. **stay** The police indoors.


- 1 What do you know about Charles Dickens? What else would you like to know about him? Write three questions. Read the biography and see if you can answer your questions.

Charles Dickens
(1812-1870)



was born in Hampshire, England, and is considered to be one of the greatest British authors of all time. During his lifetime, he used his great influence to comment on the social wrongs of the Victorian era, particularly those related to the poor in London. In fact, Dickens was no stranger to hardship himself. As a teenager, he was forced to finish school and work in a factory, while his family were in a debtors' prison. This had a profound effect on Dickens and his later writings. Some of Charles Dickens' most well-known and loved novels include *Oliver Twist* (1839), *David Copperfield* (1850) and *A Tale of Two Cities* (1859).

In *Great Expectations*, a poor 10-year-old orphan named Pip is confronted by a prisoner. This encounter would have a huge impact on Pip's future.

- 2 Look at the picture. Where are the characters? What do you think will happen in the extract? Read to find out.
- 3  Read the extract again carefully and complete the gaps with a suitable word or short phrase. Compare with a partner.

- Pip was afraid of the convict because he threatened to his
- The convict turned Pip upside down because he wanted to know what was in
- The convict threatened to eat Pip's
- Pip's were buried in the churchyard.
- Pip lives with
- The convict tells Pip to bring him



GREAT EXPECTATIONS

"**Hold your noise!**" cried a terrible voice, as a man jumped out from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A **fearful** man, all in **coarse** grey, with a great iron¹ on his leg. A man with no hat, and with broken shoes, and with an old **rag** tied round his head. A man who had been **soaked** in water, and **smothered** in mud, and **lamed** by stones, and cut by flints², and **stung** by nettles, and **torn** by briars³; who **limped**, and **shivered**, and **glared** and **growled**; and whose teeth **chattered** in his head as he **seized** me by the chin.

"Oh! Don't cut my throat, sir," I **pleaded** in terror. "Please don't do it, sir."

"Tell us your name!", said the man. "Quick!"


"Pip, sir."

"Once more", said the man, staring at me. "Speak up!"

"Pip. Pip, sir."

"Show us where you live", said the man. "Pint out the place!"

I **pointed** to where our village **lay**, on the flat in-shore⁴ among the alder-trees and pollards⁵, a mile or more from the church. The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself – for he was so sudden and strong that he made it go **head over heels** before me, and I saw the **steeple** under my feet – when the church came to itself, I say, I was seated on a high **tombstone**, trembling, while he ate the bread ravenously.

- 4 a  Listen to and read the text again. Match the highlighted words/phrases in the extract with their meanings below:

- covered completely
- grabbed
- walked with difficulty
- shyly
- shaking with fear or cold
- very hungrily
- moved so that one end/side is higher than the other
- upside down
- stared at angrily
- rough

"You young dog," said the man, licking his lips, "what fat cheeks you ha' got."

I believe they were fat, though I was at that time small for my years, and not strong.

"I could eat 'em," said the man, with a **threatening** shake of his head, "and I've half a mind to!"

I earnestly expressed my hope that he wouldn't, and held **tighter** to the tombstone on which he had put me; partly, to keep myself upon it; partly, to keep myself from crying.

"Now lookee here!" said the man. "Where's your mother?"

"There, sir!", said I.

He jumped, made a short run, and stopped and looked over his shoulder.

"There, sir!", I **timidly** explained. "Also Georgiana. That's my mother."

"Oh!" said he, coming back. "And is that your father alongside your mother?"

"Yes, sir," said I; "him too; late⁶ of this parish⁷."

"Ha!" he **muttered** then, considering. "Who d'ye live with - supposin' I kindly let you live, which I han't made up my mind about?"

"My sister, sir - Mrs Joe Gargery - wife of Joe Gargery, the blacksmith⁸, sir."

"Blacksmith, eh?", said he. And looked down at his leg.

After darkly looking at his leg and me several times, he came closer to my tombstone, took me by both arms, and **tilted** me back as far as he could hold me; so that his eyes looked most powerfully down into mine, and mine looked most helplessly up into his.

"Now lookee here," he said, "the question being whether I let you live. You know what a **file** is?"

"Yes, sir."

"And you know what wittles⁹ is?"

"Yes, sir."

After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger.

"You get me a file." He tilted me again. "And you get me wittles." He tilted me again. "You bring 'em both to me." He tilted me again.

"Or I'll have your heart and liver out." He tilted me again.

¹ prison chain, ² hard, greyish-black stone used for making tools ³ wild roses with long, prickly stems, ⁴ area close to a shore, ⁵ trees with their branches cut back, ⁶ used when referring to sb who lived or worked somewhere recently, ⁷ a village or part of a town with its own church & priest, ⁸ sb who makes things out of metal, ⁹ food


b Explain the words in bold. Choose some and mime or draw their meaning.

5 a Read the description of the convict again in the first section of the extract and make notes about how he: **walked, looked, spoke, acted**. Use your notes to describe him to your partner.

b Now close your eyes and imagine you are Pip sitting on the tombstone. What can you see, smell, hear, touch? How do you feel?

6 Explain the meaning of the underlined sections of the text in your own words.

7 **THINK!** How does the convict's way of speaking differ from Pip's? Find the parts of the convict's speech that show us this and say what they mean. Why do you think Dickens did this?

8  In pairs, take the roles of Pip and the convict and act out their dialogue in the graveyard. Change the ending.



Opinion essays

- 1 a Read the rubric and find the key words, then answer the questions (1-3).

Comment on the following statement.

All teenagers should have a part-time job.


What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

- 1 What will you write about?
- 2 Do you agree or disagree with the statement? Give reasons.
- 3 What is the opposing viewpoint? Try to think of one or two reasons to support it.

- b  In pairs, decide which of the following statements are *T* (true) and which are *F* (false) when writing an opinion essay. Read the theory box and check.

- 1 Express your own opinion before you start writing.
- 2 Write in formal style.
- 3 Disagree with opposing opinion.
- 4 State your opinion in the first paragraph only.
- 5 Use a variety of linking words.
- 6 State the topic in the introduction.
- 7 When presenting a new viewpoint, begin a new paragraph.
- 8 Never include a quotation.
- 9 Present the opposing viewpoint first.
- 10 Begin each paragraph however you like.
- 11 You don't have to support every viewpoint with reasons or examples.

Opinion essays require your clear opinion on a topic, supported by reasons and examples. They should contain: an **introduction** (stating the topic & your opinion), a **main body** (several paragraphs each with a topic sentence presenting a separate viewpoint supported by reasons/examples, and including a paragraph presenting the opposing viewpoint) & a **conclusion** (restating your opinion in other words).

Points to consider:

- Decide on your opinion before you start writing i.e. whether you agree/disagree and how strongly, as this will affect the structure of your essay.
- Use present tenses and **formal style**, avoiding colloquial expressions, short forms & personal examples.
- Include phrases to express your opinion, a variety of appropriate linking words and interesting techniques to begin/end your essay, e.g. *a quotation, a rhetorical question*.

Useful Language:

To express opinion: *In my opinion/view, It seems to me that, The way I see it, To my mind, I (strongly completely) agree/disagree/believe that, I am totally against*


To list points: *First of all, In the first place, Firstly/ Secondly, To start with, To begin with*

To add more points: *Also, Moreover, Furthermore, In addition, Besides, Apart from this, Another major reason*

To introduce contrasting viewpoints: *On the other hand, However, It is argued that, Opponents of this view say*

To introduce examples: *for example/instance, such as, in particular, especially*

To conclude: *To sum up, In conclusion, All in all, All things considered, Taking everything into account*

- 2 a  Read the essay on p. 55 and put the paragraphs (A-E) in the correct order (1-5). Listen and check. Which paragraph contains: *supporting viewpoints with reasons/examples? statement of topic and writer's opinion? opposing viewpoints with reasons/examples? the writer's opinion in other words? the writer's disagreement with opposing opinion?*

- b What is the writer's opinion? How is it expressed and in which paragraph(s)?

Paragraph structure

- 3 a Read the main body paragraphs (2-4) in the model essay again. What is the main idea of each paragraph? Which sentence is it in?

A However, this is not necessarily true. A teenager's schoolwork, state of mind or social life should not be affected if they make a schedule of their duties and activities and stick to it. Organisation and planning will not only help the working teenager manage their time effectively it will also provide a valuable skill for the future.


B To start with, getting a job teaches young adults how to become reliable individuals early in life. An employer expects you to do your job well, and when someone depends on you, you feel a sense of responsibility. Moreover, a part-time job can teach valuable skills essential for your future career, such as being punctual or handling money. In addition, teenagers who earn their own money are likely to be more careful when deciding how to spend it. In this way, they learn how to handle money responsibly.

C Is it a good idea for teenagers to have part-time jobs while they are still at school? In my view, teenagers should be strongly encouraged to get a part-time job, as they benefit from the experience.

D To conclude, I firmly believe that working part-time gives teenagers a sense of responsibility and independence. Why not learn some important life lessons at an early age? After all, as they say, *today's teenagers are tomorrow's adults*.


D On the other hand, some people argue that it is unwise for teenagers to work while still studying. In particular, they fear that having a job can take up too much time and cause a student's work to suffer. Besides this, it is said that taking on extra duties may cause a teen to suffer from great stress. Trying to manage school, work, home and also trying to find time for oneself and one's friends is no easy task for an adult, let alone a teenager.



b  Copy and complete the table for the model essay. Compare with your partner.

paragraph	viewpoint/main idea	reasons/examples
2	<i>A job teaches you how to become reliable individuals</i>	<i>When someone depends on you, you feel a sense of responsibility ...</i>

4 Find all the linking words/phrases in the essay in Ex. 2. Which: *list/add a point? introduce an example/reason? introduce an opposing viewpoint? conclude?* Suggest suitable alternatives.

5  Work in pairs. Suggest suitable supporting sentences for the topic sentences below. Include appropriate linking words/phrases.

- 1 Firstly, helping to look after younger siblings develops a teenager's character.
- 2 In addition, laws are essential because they protect people.

First & last paragraph techniques

First paragraph techniques:

Your first paragraph must attract and maintain your reader's interest. You can achieve this by:

- addressing the reader directly. *Have you ever wondered what the world would be like if there were no laws?*
- using a quotation/a saying/direct speech. *As the saying goes, 'All work and no play makes Jack a dull boy'.*

Last paragraph techniques:

As well as summarising and restating your opinion, a final paragraph may:

- give the reader something to consider. *The world would be a much more dangerous place if there weren't any laws.*
- end with a saying/quotation *As Ann Sanders once said, "The hard way is the right way."* or a rhetorical question. *Aren't teenagers part of society, after all?*

6 **a** Read the theory box. Say which of the paragraphs below are introductions and which are conclusions. Which techniques do they use? Which has the writer used in the model essay in Ex. 2?

A All things considered, I strongly believe that parents have a huge influence on the behaviour of a teenager. As the saying goes, *the apple doesn't fall far from the tree*.

B When was the last time you did something to protect the environment? I strongly believe that we all have a responsibility to look after our planet. As Marshall McLuhan said, "There are no passengers on Spaceship Earth; we are all crew."

C To sum up, whilst many teenagers are not very politically-minded, I believe that teenagers should be allowed to vote if they want to. After all, don't they represent the next generation of adults?

- b** In pairs, write a suitable introduction and conclusion for the essay title below, using appropriate techniques and expressing your opinion. Compare with another pair.

► *All teenagers should help to look after younger siblings.*

- 7** Read the study skills box, then express the viewpoints 1-4 below using milder language.

study skills

Expressing your viewpoints

Don't use strong personal expressions e.g. *I know, I'm sure/certain that* etc or over-generalisations e.g. *All teenagers are irresponsible* to express your viewpoints/opinions. Use milder language instead e.g. *In my view, It seems to me that, In my opinion/view, I tend to believe, I feel, Teenagers can/have a tendency to be irresponsible* etc. This will make your essay more balanced.

- 1 I am sure that teens should help out at home.
- 2 Teenagers should not have part-time jobs.
- 3 Teenagers' schoolwork will suffer if they get a part-time job.
- 4 All video games should be banned.

Discuss and Write

- 8 a** Read the rubrics and find the key words. What do you have to write about in each case? What is your opinion? Give reasons.

Comment on the following statement.

- A** *All teenagers should help with household chores.*

- B** *It is a good idea for a child to look after a pet from a young age.*

What is your opinion? Do you agree?

Write 200–250 words. Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

- b** Work in pairs. Think about rubric A again and match the possible viewpoints (1-4) with the reasons (A-D). What is the writer's opinion? Add more reasons/examples to the viewpoints where possible, and suggest one more viewpoint of your own with reasons/examples. Finally, suggest a suitable way to begin/end this essay.

viewpoints	
1	Helping out at home teaches teenagers valuable skills.
2	It is unfair to make teenagers do chores.
3	It makes sense to share household chores.
4	Doing chores will not put extra pressure on teens.
reasons/examples	
A	They are usually under great pressure at school.
B	Many parents lead busy lives and have no time to do everything.
C	If they plan their time effectively teenagers will not stress over doing chores.
D	They learn how to be neat and organised.

- c** Now think about rubric B. Decide on your opinion and make a similar table of possible viewpoints with reasons/examples. How could you begin/end the essay?

- 9** Use your answers to Ex. 8 to help you write one of the essays. Then, swap with your partner and check each other's work according to the checklist below.

Checklist for opinion essays

- Is the essay written in an appropriate style?
- Does the introduction attract the readers' interest, present the theme clearly and give your opinion?
- Does each paragraph have a topic sentence introducing the main idea of the paragraph?
- Is each topic sentence followed by clear reasons/examples to support it?
- Are all viewpoints expressed using mild language?
- Are appropriate linking words/phrases used throughout the essay?
- Does the final main body paragraph present the reasons you don't agree with the opposing opinion?
- Is the conclusion interesting and does it restate your opinion?

Ellis Island and the Statue of Liberty

Sail to Liberty and Ellis Islands in New York City's harbour and see the world's most symbolic monument to freedom and the 1) (HISTORY) gateway to America!

Ellis Island

Between 1892 and 1954, more than 12 million, mainly passengers sailing third-class from Russia, Italy, Ireland and many other 2) (EUROPE) countries, **passed through** the **immigration** station on Ellis Island in search of democracy, freedom and **opportunity**. In fact, about 50% of Americans have at least one ancestor who entered the USA through Ellis Island! Here, each **would-be** immigrant had to meet strict health and **legal** 3) (REQUIRE) before they were allowed to begin their new lives as American citizens.

Liberty Island and the Statue of Liberty

For millions of 4) (IMMIGRATE), the Statue of Liberty was the first 5) (SEE) they had of their new **homeland** as they sailed into New York Harbour. Given to America as a gift from the French in 1884, it stands 93m tall and **depicts** a woman dressed in a **loose-fitting robe** escaping oppression, symbolised by the shackles¹ which lie at her feet. In her right hand she holds a **torch**, representing liberty, and in her left she holds a **tablet** reading 'July 4th, 1776' – the date of the declaration of American Independence. She wears a **crown** with seven sun-like **rays** on her head, representing the seven **continents** and seas of the world. On your tour of Liberty Island, take a look inside 'Lady Liberty' and visit the museum to see a **life-size replica** of the statue's face and foot. Don't miss the 6) (FAME) inscription by Emma Lazarus which has come to symbolise the statue's message of hope for those coming to America or searching for freedom around the world!

¹chains around someone's wrists or ankles

"Give me your tired, your poor, your huddled masses¹ yearning² to breathe free... I lift my lamp beside the golden door."


(Emma Lazarus, American poet, 1883)

¹refers to the ordinary people in society


²wanting very much

1 What is the monument in the picture? Where is it? What else do you know about it?



2 Read the extract from the poem symbolising the message of the statue. What do you think the message is? Read the text and check.

3 a  **RINE** Complete the gaps with the correct words derived from the words in brackets.

b Explain the words in bold.

4  Listen to and read the text again. Imagine you are a tour guide. Use the text to give your guided tour to these two monuments.

► *As we get off the boat here at Ellis Island, imagine how the first immigrants felt as they...*

5 **ICT**   **Portfolio:** Collect information using the Internet or encyclopaedias and write a short text about a famous monument in your country. Include:

- what/where the monument is
- what it means/represents
- what a visitor can see/do there


1 Read article 1 of the Universal Declaration of Human Rights (UDHR) below, then discuss the questions (1-2) in small groups.

The Universal Declaration of Human Rights

"All human beings are born free and equal in dignity and rights."


(article 1)

- 1 What are human rights? Who are they for? Why are they important?
- 2 What is The Declaration of Human Rights?

2 a  **RNE** Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.

- 1 children work in unsafe conditions
- 2 it is against the law
- 3 without a good reason
- 4 say or write what you think
- 5 and many other things
- 6 that fight for human rights
- 7 that took place during the Second World War

A	B	C	D	E	F

b  Listen to and read the text again. Explain the words in bold.

3 **ICT** *Portfolio:* Work in groups. Use the Internet to collect information about a charity or organisation that protects human rights e.g. *UNICEF, UN, Amnesty International* and present it to the class. You could find out: *where its offices are, what it does, who it protects, how you can get involved etc.*

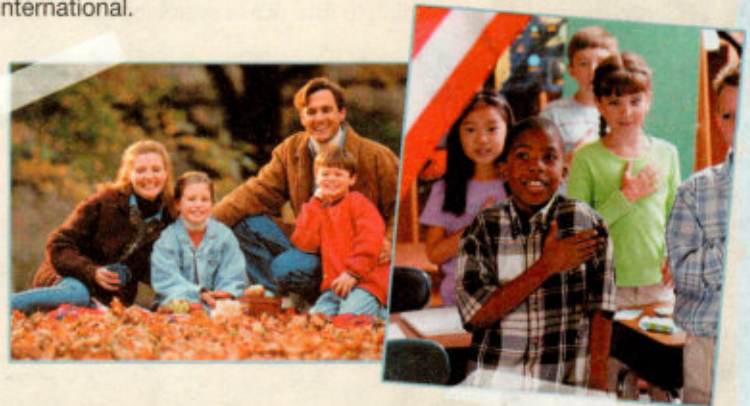
It's my right

1► Think about how often you drink clean water, eat food, go to school or university, **A**, and practise your religion (or not). These are all basic human rights, or things that you are **morally** or legally entitled¹ to do or have. They are the same for everyone, **regardless of** sex, age, **race**, nationality or social class. They are extremely important, as they are about recognising the **value** and **dignity** of all people, everywhere and at all times!

2► Human rights weren't **invented** recently! Discussion of them dates back to the earliest **civilisations**. It wasn't until after the **cruelties** and **injustices B**, however, that it was decided that protection of human rights should be an international **concern**.

3► On December 10th, 1948, the United Nations **adopted** the Universal Declaration of Human Rights (UDHR) in New York. It has thirty articles and protects the right to life, work, housing, free thought **C**, Since 1948, nearly every country in the world has signed one or more **agreements** designed to protect the rights in the UDHR.

4► Unfortunately, just because the UDHR exists, it does not mean that human rights are never **violated**! In some countries, for example, **D** or are denied the right to go to school. In others, people are in prison because of their political views. For this reason, there are many charities and organisations in the world **E**, Probably the most well known of these is Amnesty International.



Here are some simplified examples of some of the articles in the Declaration of Human Rights.

¹ have the right to

You have the right to:

- belong to a country • take part in politics • go to school
- live in freedom and safety • have a private life
- have opinions, speak them & share them with other people
- be **treated** equally by the law • follow the religion you want to

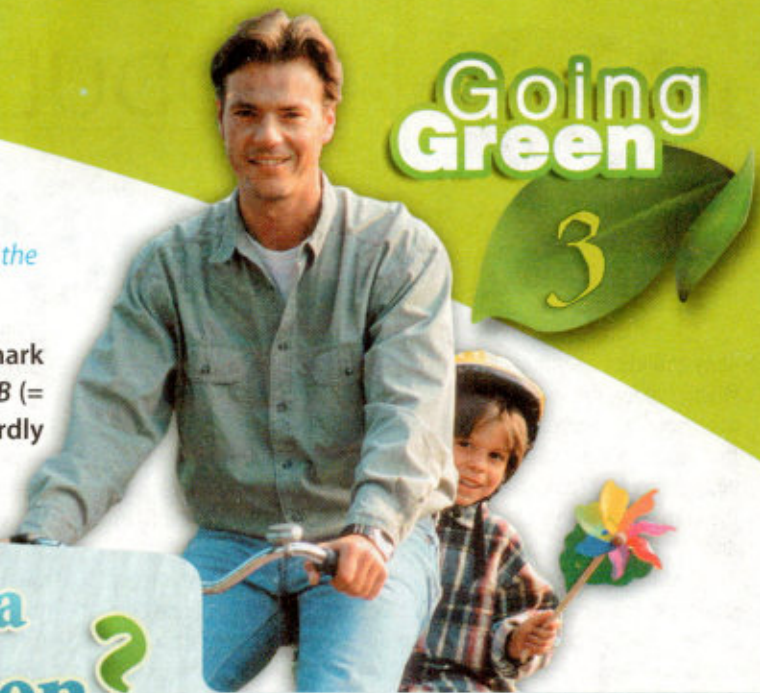
Nobody has the right to:

- treat you as his or her **slave** • **punish** you or put you in prison **F**
- take your things from you without a good reason
- **torture** you • take away your rights

1 What is a 'green citizen'? Read the introduction to find out.

- ▶ *S1: A green citizen conserves as much water as they can, for example by always turning off the tap when ... etc.*

2 Are you a green citizen? Do the quiz, then mark each sentence **A** (= always/very often), **B** (= sometimes/occasionally) or **C** (= never/ hardly ever). Explain the words in bold.



Are you a Green citizen?

We are all citizens of Planet Earth and **rely on** it for food, air, water and much more, so not only is it our responsibility to care for the environment, it's also **in our best interests!** So, how much effort are you making to **reduce your impact** on the environment? Are you a bright green citizen or more of an **embarrassing shade** of red?


- 1 I try to conserve water e.g. by taking short showers, not letting taps run, keeping water in the fridge instead of letting the tap run to let it get cold, etc.
- 2 I walk, ride my bike, rollerblade, carpool¹ or use public transport whenever I can.
- 3 I 'reduce, reuse, recycle' as much as I can!
- 4 I try to learn about nature by visiting wildlife reserves and/or national parks.
- 5 I put coffee grounds/fruit and **vegetable peels** etc on a compost heap.
- 6 I take part in local environmental projects e.g. litter collection/tree-planting/recycling projects etc.
- 7 I buy unprocessed, organic and locally-grown food.
- 8 I check that the products I buy, e.g. cleaning products, electrical equipment, are safe for the environment.
- 9 I turn off computers/lights/electronic equipment when I'm not using them.
- 10 I buy from environmentally responsible businesses.
- 11 I use **rechargeable** instead of **disposable** batteries.
- 12 I refuse plastic bags in the supermarket and use my own cloth bags instead.
- 13 We use energy-saving light bulbs at home instead of ordinary ones.
- 14 I buy products in bulk with as little packaging as possible.
- 15 I am generally interested in environmental issues and try to stay informed.

¹ sharing the use of one car

Mostly As You are **well on your way** to winning the 'green citizen of the year' award! Keep up the good work!

Mostly Bs Well ... not bad but you could do better! Remember, it's the **survival** of our planet we're talking about here!

Mostly Cs Come on, you can do better than that! Set yourself a few **achievable targets**. It's never too late to get started!

3  Compare your results with your partner. What can you do to become 'greener'? Discuss in pairs.

- ▶ *A: Well, I guess I could take shorter showers.*
 ▶ *B: Yeah, me too. Also, my dad often takes me to school in the car, so I could ...*

4 **THINK!** Do you agree with the statement? Why/Why not? Discuss.

GREEN wisdom

Don't blow it – good planets are hard to find.
 (Time Magazine)

Caught in the Act

Even if you're looking carefully, you might miss it; it's only a stray strand of hair, after all. But to me, as a forensic scientist, this is what I live for; this is the pot of gold at the end of the rainbow. This microscopic human trace might be the one vital piece of evidence that leads to the arrest and imprisonment of the criminal, the one who, without realising it, left his calling card behind at the scene of the crime. One single strand of hair contains all the criminal's DNA and, once matched, can lead all the way back to his door.

And that is my job. I'm a forensic scientist - 'forensic' just means relating to the legal system - and I collect and analyse evidence that is then used to catch a whole range of criminals committing any number of illegal acts. A member of the public might jump to the conclusion that all I work on are murders, but my field of investigation includes burglaries, arson, simple cases of forgery or more advanced Internet offences. Since time began, criminals have always found new ways of breaking the law, but I have complete faith in my subject. It doesn't matter what the crime is, science will get to the bottom of it and as technology continues to improve, the chances of getting away with it become slimmer and slimmer.

Perhaps the most famous forensic scientist of all was Sherlock Holmes. His methods of investigation, popularised in numerous books, films and television series, included close observation, rigorous examination of evidence and logical deduction. This is where I got my inspiration from. Reading the stories and watching the films fascinated me when I was younger and they still do today. I took all available science courses at school and then moved on to criminology at university. After graduating at the top of my class, it was then a small step to the police and I'm now head of the forensic investigation department.

In many ways the job hasn't changed all that much from the fog-filled streets of Holmes' London. The most useful tool for any scientist is still a keen mind, a good eye that connects the apparently unconnected and a skilful reading of the evidence. A crime scene is not that different to a story. It is a narrative with a beginning, in which the criminal enters the house; a middle, when the crime is

committed; and a climax, as the criminal leaves the crime scene. My job is to make sure that the ultimate end is the capture of the villain.

Of course, there is a new style of fictionalised forensics on television nowadays that uses the most cutting-edge technology available and suddenly the job is the focus of a huge amount of attention with relevant university courses filling up faster than ever before. But don't be fooled by what you see on television. The job is vastly different from the one seemingly done by the heroes of a weekly TV show. First of all, the forensic scientist isn't the first one at the scene of the crime; we're usually there much later. Also, forensics can be a time-consuming and lengthy procedure. TV takes one hour to solve the crime; we can take weeks, months, even years. DNA analysis takes a long time, no matter how technologically advanced we are. But having said all that, the basic methods we use are the same as our TV counterparts.

Take fingerprinting, for example. A person's fingerprint is unique; the lines and shapes that pattern the fingertips are individual and belong to no one else. The grease that comes off our skin at all times of the day leaves a patterned mark on everything we touch. We can make a copy of that mark and, hopefully, match it to the recorded fingerprints of known criminals. This is common knowledge and even the most simple-minded crook knows enough to wear a pair of gloves or wipe down everything he touches. But what about the traces that can't be seen, the traces that can't be wiped down?

At every second of every day your body is shedding microscopic pieces of skin; household dust is mostly made up of your dead cells. You are constantly renewing hairs, old ones fall and new ones grow back; the clothes you wear leave behind the smallest signs of where you've been and what you've been doing. This is called DNA fingerprinting and when gathered together, all of these things serve to build up a picture that is more conclusive than any eye-witness statement. Evidence doesn't lie when it faces a jury. Facts don't forget or get confused. Science states the case. And that is inescapable.

RNE Reading

study skills

Multiple choice

Read the text quickly to get an idea of what it is about. Read the statement stem, then find the part of the text which the statement refers to. Go through the choices and choose the one that fits best. The information might be rephrased.



Read the text and complete tasks 1-7. In each task write number 1, 2, 3 or 4 in the answer box provided.

- 1 In the first paragraph, the writer suggests that
 - 1 he is well-paid for the work he does.
 - 2 criminals are often forgetful.
 - 3 he follows criminals to their homes.
 - 4 criminals help in solving the crime.
- 2 What changes have occurred recently?
 - 1 There is more crime nowadays.
 - 2 His job is getting more difficult.
 - 3 More criminals are being caught.
 - 4 He has more work than ever before.
- 3 Why did the writer become a forensic scientist?
 - 1 Because he was good at science.
 - 2 Because of his enthusiasm for books.
 - 3 Because of a childhood role model.
 - 4 Because he wanted to be a policeman.

- 4 The writer compares a crime scene to a story to
 - 1 explain how events are connected.
 - 2 describe how he finds evidence.
 - 3 make him feel more like a hero.
 - 4 show how to commit a crime.
- 5 Watching crime shows on television, viewers get the idea that
 - 1 doing the job will make them famous.
 - 2 solving a crime takes very little time.
 - 3 the forensic scientist heads the investigation.
 - 4 forensic science is a popular university course.
- 6 What does the writer not say about fingerprinting?
 - 1 Most people understand the technique.
 - 2 Unwashed hands are easier to fingerprint.
 - 3 Criminals try to avoid leaving fingerprints.
 - 4 No two sets of fingerprints are the same.
- 7 The writer believes forensic science
 - 1 relies too much on the ageing process.
 - 2 is a reliable method of solving crime.
 - 3 often disagrees with personal accounts.
 - 4 is not used enough in criminal investigations.

- 1 I think all teenagers should do chores.
- 2 I have more responsibilities because I'm older.
- 3 Chores take up a lot of my free time.
- 4 I find cleaning relaxing.
- 5 I'm too busy to help out much.
- 6 You need to be prepared.
- 7 I don't mind doing outside chores.

Speaker	A	B	C	D	E	F
Statement						

study skills

Asking questions

When you need to ask questions based on key words, use the 20 seconds you have to form the questions clearly in your mind. Remember that the task asks for a direct question (What time does the show start?) and not an indirect question (I'd like to know what time the show starts.) You also need to:



- interpret the prompt correctly.
- use the correct grammar (question forms).
- use the correct intonation (rising).
- ask one question for each prompt.
- avoid irrelevant questions.

study skills

Multiple matching

Read the sentences before you listen and find the key words. Think of/listen for words that mean the same as the words in the sentences (synonyms) and related words. The exact words in the sentences will not be heard on the recording. When you listen, think of a word that sums up what the speaker is talking about. You will hear information which may make one or more answers seem appropriate. Listen for the key words and expressions that indicate the correct answer. When you hear the recording again, listen carefully to check your answers.

RNE Listening

  You will hear 6 statements. Match each speaker's statement A-F with the statements 1-7. Each statement can only be used once. One of the statements is extra.

RNE Speaking

Study the advertisement.

You are considering taking up a self-defence class and now you'd like more information. In 1.5 minutes, you are to ask five different questions to find out the following:

- 1 which martial arts are taught
- 2 length of class
- 3 availability of beginners' classes
- 4 number of students in each class
- 5 cost

You have 20 seconds to ask each question.


SELF-DEFENCE ACADEMY

martial arts classes
7 days a week




first lesson is free!

3 Progress Check

1  Complete with: *fee, scam, identify, suspect, grabbed, contacted, witness, seized, glared, disposable.*


- The boy the old lady's bag and ran off.
- Don't buy batteries, use rechargeable ones.
- Fraudsters use a to trick people and take their money.
- The police a stash of stolen goods during the course of the investigation.
- The kidnappers the family with their demands.
- I thought something was wrong when they asked me to pay a to process my claim.
- I have to go to court because I was a to a car accident.
- The man was attacked from behind so he was unable to who did it.
- She at her attacker as he was taken away.
- The police are holding a for questioning.

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

2  Put the verbs in brackets into the correct form.


- We enjoy (**walk**) in the park on sunny days.
- I might (**go**) away this weekend.
- You don't fancy (**watch**) TV tonight, do you?
- He has decided (**buy**) a new car.
- I refuse (**speak**) to him any more.
- He left without (**say**) goodbye.
- We want (**thank**) you for your help.
- Bob has (**work**) late tonight.
- Peter would (**enjoy**) this book.
- How about (**have**) a pizza for supper?

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

3  Complete the sentences using the words in bold. Use two to five words.


- Ryan has been learning to drive since last year.
began Ryan last year.
- We need to redecorate the lounge this year.
needs The lounge this year.
- If only I hadn't walked home alone last night.
regret I last night.
- The closing date for applications was yesterday.
late It's , the closing date was yesterday.
- She doesn't usually overreact like that.
unusual It is very like that.

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

4  Complete the phrasal verbs with the correct particle.


- If you don't keep the noise , I'll call the police!
- Keep from unlit areas at night!
- Tell me everything, don't keep anything
- If you keep driving like that, you'll have an accident.
- Paul couldn't keep the workload, so he got an assistant.

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

5  Complete the gaps with the correct preposition.

- Speeding is the law and if caught, you will get a fine.
- The boy was charged shoplifting.
- She tricked her little brother giving her his chocolate.
- Maggie is responsible looking after three small children.
- The main requirements the job are honesty and punctuality.

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

6  Match to form exchanges.

- | | |
|-----------------------------------|--|
| 1 That's totally disgraceful! | a Yes, I do. I feel really bad about it. |
| 2 I'm so sorry. I didn't mean it. | b That's shocking! |
| 3 My grandma was mugged. | c I agree! |
| 4 Am I really that bad? | d That's alright. |
| 5 You don't need to apologise. | e I'm afraid so. |

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

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

Now I Can ...

- talk about crime, criminals and the law
- talk about rights & responsibilities
- express regret
- write an opinion essay
- talk about being a green citizen

... in English

Module 4

Danger!

◆ Before you start ...

- Do you know your rights?
- What do you think are the most important laws a country should have?

◆ Look at Module 4

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a joke
- a dialogue
- a biography
- a sketch

◆ Listen, read and talk about ...

- health
- accidents & emergencies
- illnesses & injuries
- visiting the doctor
- *The Adventures of Tom Sawyer* by Mark Twain
- an amazing rescue
- water pollution

◆ Learn how to ...

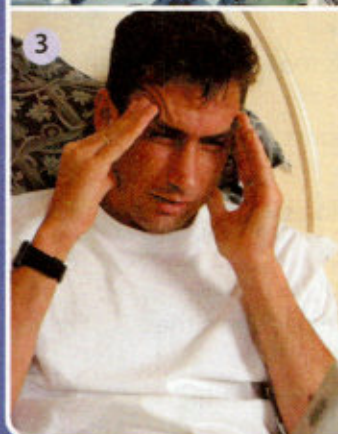
- offer help
- accept or refuse help
- speculate & respond to speculation


◆ Practise ...

- the passive
- the causative
- *make/get/have*
- phrasal verbs: *go*
- prepositional phrases related to health
- idioms related to health
- verbs for ways of moving
- narrative techniques

◆ Write / Make ...

- a paragraph describing a dangerous journey
- a diary entry as a character in a story
- a story
- a project about a person who has helped improve conditions
- a diary entry about the Great Fire of London
- a two-minute talk about water pollution




- 1  Imagine you are the person in the picture. Listen to the music and imagine the scene. What can you see, hear, touch, taste, smell? How do you feel?

Reading

- 2 The following phrases appear in the text. What do you think the text is about? Read to find out.

- life or death decision
- faced with an agonising decision
- send friend to certain death
- slipped
- incredible tale of survival
- against all odds
- British mountaineers
- 21,000-foot peak
- reached the summit
- frostbitten fingers
- lowered his friend over crevasse
- hold weight
- cut the rope
- determined not to die

- 3  **RNE** Read again and match each sentence (1-7) to a gap (A-F). There is one sentence that you do not need to use.

- 1 they simply had to get off the mountain quickly
- 2 because he was too far away from the rocks
- 3 he continued down the mountain alone
- 4 his determination stopped him from giving up
- 5 and the result of his decision
- 6 to crawl seven miles down the mountain to safety
- 7 it represented an irresistible challenge

Against all odds

Imagine having to make a life or death decision, but one that affected not only your own life, but someone else's as well! This is exactly what happened to Simon Yates. When he was just twenty-one years old, Simon found himself faced with an **agonising** decision: save his own life but in doing so send his friend, Joe Simpson, to almost certain death, or try to save his friend, but almost certainly die in the attempt to do so. The story of Simon's choice, **A**, is a truly incredible **tales** of survival!

In the summer of 1985, British mountaineers Joe Simpson and Simon Yates set out to climb *Siuja Grande*, a 21,000-foot **peak** in the Peruvian Andes. The mountain had never been **conquered** before. So for two adventurous and **bold** young men, **B**

Joe and Simon chose the most difficult way up the mountain for their ascent. Nevertheless, they reached the **summit** without any problems. For their descent, however, they decided to take an easier path. But it was on this **supposedly** simpler route that disaster **struck**. Joe slipped and broke his leg in three different places. In severe pain, he was completely **crippled**, unable to go on. Both climbers knew what this meant. With no food or water left and a real threat of **hypothermia**, **C**

So, **against all odds**, Simon decided to try to get his injured friend down to safety using a **rope**. He began lowering his friend down the mountain ... one hundred incredibly painful metres at a time.

At first, things went well. But then, after one particular drop, Simon got no sound or signal back from Joe. **Without knowing it**, in the **pitch black** of the night, Simon had lowered his friend over the **edge** of a deep crevasse¹. Hanging over the **cliff**, Joe's fingers were so **frostbitten** that he was unable to climb back up the rope. Neither could he **grab** hold of the cliff, **D**

Both climbers were too far away from each other to communicate. Simon held on to the rope for over an hour, trying to hold Joe's weight on the other end. But his strength grew weaker and weaker, and he felt himself being slowly pulled down towards the edge of the crevasse.

Simon knew he could not hold onto the rope forever without being pulled to his death himself. So, shaking with cold, he made the painful decision – later strongly **criticised** by some other mountaineers – to save his own life. He took a knife and cut the rope that tied him to his friend. Then, believing his friend would never have survived – the fall, **E**

But **miraculously**, Joe was not killed by his fall! He was badly injured, close to death in fact, and he had no food or water ... but he was alive! And he was determined not to die alone! In an unbelievable **display** of **willpower**, Joe managed **F**

It took him four days. Joe's great courage and extraordinary determination saved him.

If you want to learn more about Simon and Joe's extraordinary tale of adventure and survival, you can read Joe Simpson's book 'Touching the Void'. A film of the same name has also been made based on Joe's book!

¹ a large, deep crack in thick ice or rock



- 4 Use a dictionary to help you explain the words/phrases in bold.

Vocabulary

Injuries

- 5 In pairs, use a dictionary to help you choose the odd word which does not fit in each of the sentences (1-10). Add one more word to each group.
- 1 She's cut her **finger/bone/big toe/leg** and now it's bleeding.
 - 2 She tripped over the hosepipe yesterday and badly **bruised** her **knee/arm/shin/muscle**.
 - 3 Tom **broke** his **toe/arm/leg/lip** yesterday.
 - 4 My grandma recently fell down the stairs and **fractured** her **collarbone/throat/skull/hip**.
 - 5 Oh no, I think I've **sprained** my **waist/ankle/wrist/back**!
 - 6 I've got a **stiff neck/shoulder/leg/heel**.
 - 7 I think I've **done something** to my **back/thumb/knee/hair**.
 - 8 Amy **scratched** her **arm/face/brain/leg** really badly while she was cutting the roses.
 - 9 I've got a **swollen lip/head/ankle/foot**.
 - 10 He **hurt** his **nail/head/neck/back** in the car accident.

- 6 Choose the correct words, then check in a dictionary.

- 1 My eye really **pains/hurts**!
- 2 I've got a(n) **nagging/excruciating** pain in my shoulder. It's not serious, but it won't go away.
- 3 Andy is still in **harsh/severe** pain with that awful football **injury/wound**.
- 4 Ouch! This bruise is really **painful/hurtful**!
- 5 Brian had to be **cured/treated** for frostbite after his climbing expedition.
- 6 We had a **slim/narrow** escape when our car skidded on ice.
- 7 Ann had some **internal/inside** bleeding after the accident.
- 8 By the time the ambulance arrived, the boy was **unconscious/subconscious**.

Speaking

- 7 a Listen to and read the text again. Do you think Simon made the right decision? What would you have done? Why? Discuss in pairs.
- b In groups of three, take the roles of an interviewer, Simon and Joe and prepare questions and answers for a radio interview. Record your interview and play it to the class.

Writing

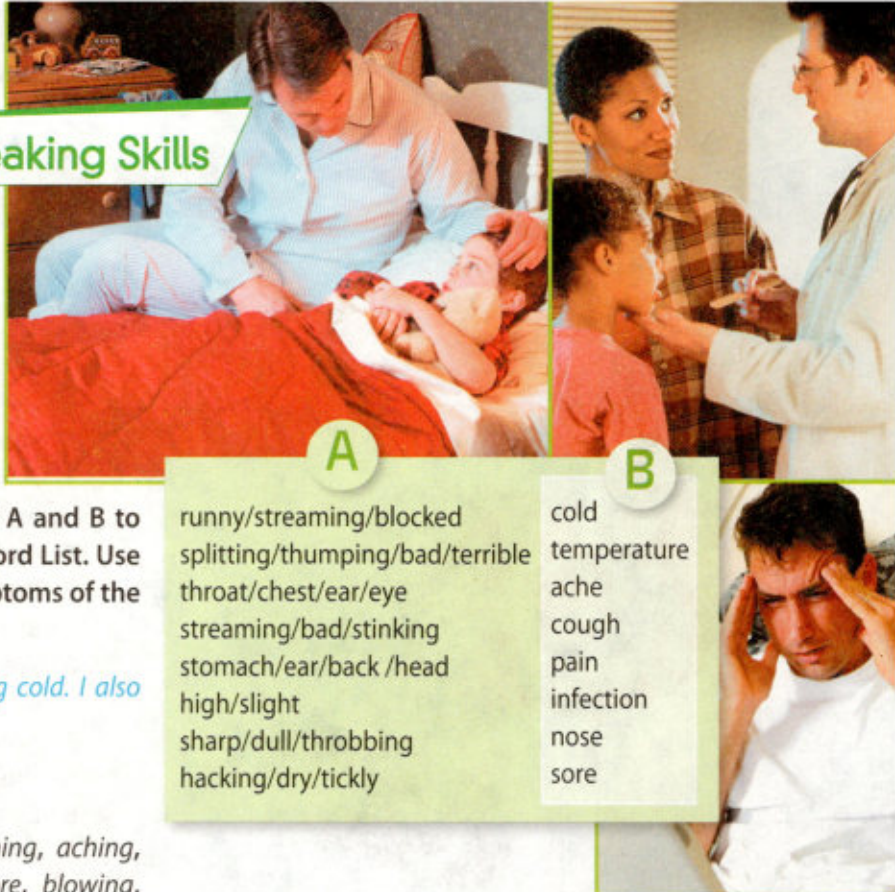
- 8 **Portfolio:** Imagine you are Joe. Write a paragraph describing what happened and how you felt during your journey down the mountain to safety (80-100 words).
- 9 **THINK!** Do you agree with the statement?

Words of Wisdom

Man cannot discover new oceans unless he has the courage to lose sight of the shore.
(André Gide, French writer)

4b

Listening & Speaking Skills



Vocabulary

Illnesses

1 Match the words in columns A and B to make collocations. Check in the Word List. Use some of them to describe the symptoms of the people in the pictures.

► *The boy looks like he's got a streaming cold. I also think he's got...*

2 Complete with: *caught, running, aching, rash, attack, allergic, breathing, sore, blowing, hoarse, wheeze, sneezing, dizzy, vomiting.* Check in the Word List.

- John's grandfather has just had a heart
- John was all night. He must have a stomach bug.
- I feel I think I'm going to faint.
- Are you ill? Your voice sounds
- I think I've a cold. My nose won't stop and I've got muscles.
- I've got a strange on my arm. Maybe I've had a(n) reaction to something.
- He has asthma so running makes him
- I had difficulty after I ran the race.
- My nose is because I've been it so much.
- My hay fever's bad today. I can't stop

Idioms

3 Complete with: *the weather, feet, colour, run, flies.* Check in Appendix 3. Are there any similar idioms in your language?

- Lots of people are off sick with the flu in our college. They're **dropping like**
- You look a little **off** today. Are you tired?
- Matt's really **under** He's got a terrible cold.
- Take it easy for a few days and you'll be **back on your** in no time.
- You should take some vitamins if you're feeling a bit **down**.

A

runny/streaming/blocked
splitting/thumping/bad/terrible
throat/chest/ear/eye
streaming/bad/stinking
stomach/ear/back /head
high/slight
sharp/dull/throbbing
hacking/dry/tickly

B

cold
temperature
ache
cough
pain
infection
nose
sore

Everyday English

Offering help – accepting/refusing

4 Work in pairs. Take turns to offer help (e.g. to buy some cough syrup, make a hot drink, call a doctor, help with the shopping etc.) to your partner who is not feeling well.

Offering help
<ul style="list-style-type: none"> You sound/look awful. Let me.../Why don't I.../Can I... (help you with.../get you... etc.)? Sorry you're not well. Would you like me to...? You don't look/sound very well at all. Shall I... for you?
Accepting
<ul style="list-style-type: none"> Yes, please. That's very kind of you. Would you? That would be great/a great help!
Refusing
<ul style="list-style-type: none"> Oh, no thanks, I'll be fine. That's really kind, but I think I can manage to do it/get it etc myself. Actually, I've already got/done etc it. Thanks anyway!



► A: *You look awful. Would you like me to make you a hot drink?*

B: *Oh, would you? That would be great!*

Reading

5 a Read the questions (a-g). Who would ask each of them, a doctor or a patient?

- a Do I need to come back and see you again?
- b Have you had chickenpox, Miss Andrews?
- c How long has it been bothering you?
- d What can I do for you?
- e Have you got a temperature?
- f Is there anything you can give me to make it go away faster?
- g Is that what I've got?

b   Complete the gaps (1-6) in the dialogue with the questions (a-g). There is one question you do not need to use. Listen and check.

Doctor: Good morning. It's Miss Andrews, isn't it?
1)

Patient: Well, I've had a headache and a sore throat for a few days and now I've got this strange rash with itchy spots.

Doctor: Hmm. 2)

Patient: Yes, I think I've got a slight one.

Doctor: OK, let's have a look at the rash. Ah ... just as I thought! 3)

Patient: Chickenpox! Well ... errr ... no, actually.
4)


Doctor: I'm afraid so. It's highly **contagious**, so you should stay away from others for about another week.

Patient: OK. 5)



Doctor: I'm afraid not, but I can give you a **prescription** for some ointment to help the itching. Put it on three times a day for five days. You should **make a full recovery** within a **fortnight**.

Patient: OK, thank you, doctor. 6)

Doctor: Only if you are worried for any reason. Here's your prescription. I hope you feel better soon!

6  Explain the words/phrases in bold. Then, in pairs, read out the dialogue.

Listening

7   Listen and complete the gaps (1-5). What does the operator think James might have?

Health Direct
TELEPHONE HEALTH SERVICE

24
HOUR

Name of caller: James 1)


Symptoms: severe 2) / high temperature /
loss of 3) / feeling dizzy

Information/Advice given:

- take up to 4) aspirin every four hours
- antibiotics may be necessary



Action taken: organised doctor's visit at home
on 5) at 10 am

Speaking

8  *Portfolio:* In pairs, take roles and act out James's appointment with the doctor. Use the notes in the form in Ex. 7 and the dialogue in Ex. 5 as a model. Record yourselves.

Say it right

Speculating – responding

9   Choose the correct response. Listen and check.

1 A: You've probably got a chest infection.

- B: a You could be right.
b That's a good idea.

2 A: I bet you'll feel fine in a few days.

- B: a I hope so!
b You bet!

3 A: It could be chickenpox.

- B: a I'm sure!
b I hope not!

4 A: You must have caught that virus that's going around.

- B: a I think you're right.
b I know what you mean.

10 Think of ten words/phrases you have learnt in this lesson. Close your book and tell a partner.

The passive ► Grammar Reference

We use the passive voice to give emphasis to the action rather than the person who did it.

All employees must sign the form. (Active)

The form must be signed by all employees.

(Passive)

- 1 a Read the text and list the passive forms in the text. What are the active forms?

Approximately £2 million pounds' worth of damage has been caused by a fire that broke out at Carson High School last night. The fire was still being fought in the early hours of this morning and Fire Chief Jack Bell said it was one of the worst fires he had ever seen. The debris is being cleared away today and an investigation into the cause of the fire will be started. Until the cause of the fire is discovered, the police are treating it as arson. Reports had been made the night before that two suspicious characters were seen in the area. Their identity has yet to be discovered. Anyone who has information which may help the police should contact their local police station.

- b Which word do we use to introduce the agent? (i.e. the person/thing that performed the action) When do we omit it? Find examples in the text.

- 2 Rewrite the sentences in the passive.

- Someone stole my brother's bike yesterday.
- I made this soup with carrots and coriander.
- Who is catering Pam's party?
- They will have finished their house by May.
- The police arrested the thieves.
- Sam hates people telling him what to do.
- Maria writes the 'Fifi Fairy' books.
- Jack should make an apology.

- 3 Form sentences using the passive.

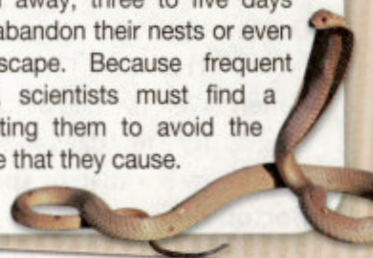
- I think there's somebody behind us. (we/follow)
► *We are being followed.*
- He's very angry. (hate/keep waiting)
- It's private parking. (parking/not allow)
- This is very serious. (something/need do/immediately)
- Please go now. (I want/leave alone)

- Have you heard the news? (Mayor/shoot)
- Stella didn't go to the party. (she/not/invite)
- Can I help you, sir? (No, thanks/I/serve)
- He hasn't received the parcel. (it may/send/wrong address)
- They pulled down the old factory. (cinema complex/build/by next May)

- 4 Change the text below into the passive. In which examples is the person who does the action (the agent) not needed?

Snakes Predict EARTHQUAKES!

Scientists in China have discovered an unusual way of predicting earthquakes – snakes! Experts are observing snakes at local snake farms to see if their behaviour changes before an earthquake. The scientists link cameras to a broadband Internet connection. They believe that the snakes can sense earthquakes from 120 km away, three to five days before they happen. They abandon their nests or even smash into walls to escape. Because frequent earthquakes strike China, scientists must find a reliable method of predicting them to avoid the terrible injury and loss of life that they cause.



- 5 Study the table below and say how personal and impersonal passive constructions are formed. Then, turn the sentences (1-7) into the passive, as in the example.

They think that she is very ill.

P: *She is thought to be* very ill.

I: *It is thought that* she is very ill.

They say that he was a genius.

P: *He is said to have been* a genius.

I: *It is said that* he was a genius.

- They believe that she is resting at home.
► *She is believed to be resting at home.*
It is believed that she is resting at home.
- The newspapers report that the doctor made a mistake in the diagnosis.
- Scientists expect the tsunami to hit at 8 am.
- They know that she has a difficult character.
- They say that a monster lives in a lake in Scotland.
- They believe that Andrea was treated very badly.
- Doctors think that the number of cases of asthma is rising.

The causative ▶ Grammar Reference

- 6** Match the sentences (a-b) to the pictures (1-2). Which of the sentences means that someone is doing something for someone else?



- a Tony is cleaning his cut.
b Tony is having his cut cleaned.

- 7** Write sentences in the causative, as in the example.

- A nurse took off Sean's cast this morning.
▶ *Sean had his cast taken off this morning.*
- The doctor is examining Sarah's hand. Sarah
- Greg's mum will shorten his jacket. Greg
- A hairstylist is going to do Sylvia's hair for the wedding. Sylvia
- My mum put a bandage on my ankle. I
- Liz has just been to the optician's for an eye test. Liz
- Someone comes to mow our lawn once a week. We
- Someone had repaired the roof before they moved in. They

make/get/have

- 8** Read the examples. Then rephrase the following using *have*, *get* or *make*.

- ▶ *Frank's mother made him go to the dentist. (insisted)*
Michelle got her friend to do her homework for her. (persuaded)
Mary had her brother collect her from the station. (asked)

- John persuaded Ann to see a doctor.
- Julie insisted that Tony have a blood test.
- The scientist asked his assistant to tidy up the laboratory.
- The nurse managed to convince the patient to swallow the medicine.

- Madeline will ask Mike to take her to the dentist.
- Sam asked the doctor to look at his injured leg.
- I'm going to convince Sarah to lend me her jacket.

Dependent prepositions ▶ Grammar Reference

- 9** Complete with: *of*, *in*, *for*, *from*, *to*. Check in Appendix 1. Make sentences using the phrases.

- Jo has been complaining back pain.
- She's allergic cats.
- It took him ages to recover the accident.
- We heard Mike was involved an accident.
- Pete had to be treated exhaustion after the expedition.
- Nancy! You're covered red spots!

Phrasal verbs (go)

- 10** Complete with: *on*, *away*, *into*, *through*, *ahead*. Check in Appendix 2. Make sentences using them.

- Dan didn't want to go the details of his illness. (**discuss in detail**)
- He went two painful operations after the accident. (**experience**)
- I wish this awful headache would go! (**disappear**)
- If you go driving without wearing your glasses, you will have an accident. (**continue**)
- Pat decided not to go with the operation. (**proceed**)

Sentence transformations

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


- Helen insisted that Bill drive after the party.
made Helen after the party.
- They reported that three people were killed in the accident.
have Three people were in the accident.
- They have knocked down the old factory at last.
been The old factory at last.
- She arranged for a tow truck to collect her car.
had She a tow truck.
- They will perform the operation tomorrow.
be The operation tomorrow.

- 1 What do you know about Mark Twain? What else would you like to know about him? Think of two questions. Read the biography to check if your questions are answered.

Mark Twain (1835-1910)



(born Samuel Langhorne Clemens) was born in Missouri, USA. He was the best-known American author of his day. He grew up in a port town on the Mississippi River that became his inspiration for the town of St Petersburg in his most famous works, *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1884). *The Adventures of Tom Sawyer* is a tale about an exciting series of events in the life of Tom Sawyer and his friend Huckleberry Finn. They include witnessing a murder, finding treasure and getting lost in a cave.

- 2  **RNE** Read the text carefully and for questions 1-7 choose the correct answer 1, 2, 3 or 4.

- 1 How did Tom find his way out of the cave?
- 1 He felt his way along the tunnel until he found the exit.
 - 2 He followed his kite-line.
 - 3 The sound of the Mississippi River guided him.
 - 4 He saw a light at the end of a tunnel.
- 2 At first, Tom couldn't convince Becky to follow him out of the cave because she
- 1 was angry with him.
 - 2 had lost all hope.
 - 3 was afraid of dying.
 - 4 was too confused to understand him.
- 3 The first people that Tom and Becky saw when they emerged were surprised that
- 1 they had managed to survive for so long without food.
 - 2 they had travelled so far from the mouth of the cave.

The Adventures of TOM SAWYER

Tom lay upon a sofa with an eager audience about him and told the story of the wonderful adventure, putting in many striking additions; and closed with a description of how he left Becky and went on an exploring expedition; how he followed two avenues as far as his kite-line would reach; how he followed a third to the fullest stretch of the kite-line, and was about to turn back when he glimpsed a far-off speck that looked like daylight; dropped the line and fumbled toward it, pushed his head and shoulders through a small hole, and saw the Mississippi rolling by! And if it had only happened to be night he would not have seen that speck of daylight and would not have explored that passage any more! He told how he went back for Becky and broke the good news and she told him not to bother her with such stuff, for she was tired, and knew she was going to die, and wanted to. He described how he laboured with her and convinced her; and how she almost died for joy when she had groped to where she actually saw the blue speck of daylight; how he pushed his way out at the hole and then helped her out; how they sat there and cried for gladness; how some men came along in a skiff¹ and Tom hailed them and told them their situation; how the men didn't believe the wild tale at first, "because," said they, "you are five miles down the river below the valley the cave is in" — then took them aboard, rowed to a house, gave them supper, made them rest till two or three hours after dark, and then brought them home. Before sunrise, Judge Thatcher and the handful of searchers with him were tracked out, in the cave, by the twine clews² they had strung behind them, and informed of the great news.

Three days and nights of hard work and hunger in the cave were not to be shaken off at once, as Tom and Becky soon discovered. They were ill all of Wednesday and Thursday, and seemed to grow more and more tired all the time. Tom got about, a little, on Thursday, was down-town Friday, and nearly as whole as ever Saturday; but Becky did not leave her room until Sunday, and then she looked as if she had passed through a wasting illness.

Tom learned of Huck's sickness and went to see him on Friday, but could not be admitted to the bedroom; neither could he on Saturday or Sunday. He was admitted daily after that, but was warned to keep quiet about his adventure. The Widow Douglas stayed by to see that he obeyed.

- 3 they were passing by when the youngsters emerged.
 - 4 the searchers hadn't managed to find them.
- 4 The expression 'tracked out' at the end of the first paragraph means
- | | |
|----------|-------------|
| 1 found. | 3 followed. |
| 2 heard. | 4 chased. |
- 5 Which of the following is NOT true about Tom and Becky during the week after the escape?
- 1 They felt worse before they began to feel better.
 - 2 It took Becky longer to get better than Tom.
 - 3 Tom wasn't completely better when he went into town.

At home Tom learned of the Cardiff Hill event; also that the man's body had eventually been found in the river near the ferry-landing³; he had **drowned** while trying to escape, perhaps.

About a fortnight⁴ after Tom's rescue from the cave, he started off to visit Huck, who had grown strong enough, now, to hear exciting talk, and Tom had some that would interest him, he thought. Judge Thatcher's house was on Tom's way, and he stopped to see Becky. The Judge and some friends got Tom talking, and someone asked him ironically if he wouldn't like to go to the cave again. Tom said he thought he wouldn't mind it. The Judge said:

"Well, there are others just like you, Tom, I've not the least doubt. But we have taken care of that. Nobody will get lost in that cave any more."

"Why?"

"Because I had its big door covered with iron two weeks ago, and triple-locked - and I've got the keys."

Tom turned as white as a sheet.

"What's the matter, boy! Here, run, somebody! **Fetch** a glass of water!"

The water was brought and thrown into Tom's face.

"Ah, now you're all right. What was the matter with you, Tom?"

"Oh, Judge, Injun Joe's in the cave!"

¹ type of small boat

² strings

³ place where people get on/off the ferry

⁴ two weeks





4 They had both made a full recovery by Sunday.

6 Tom didn't tell Huckleberry Finn about his adventure at first because


- 1 he had to keep it a secret.
- 2 he wasn't allowed to visit him.
- 3 he was told not to.
- 4 he didn't want to hear it.

7 Judge Thatcher threw water in Tom's face to

- 1 make him say where someone was.
- 2 punish him for going into the cave.
- 3 dissuade him from going into the cave again.
- 4 help him to recover from shock.

3   Listen to and read the text again. Match the words in bold to their meaning, then explain the meaning of the underlined phrases.

- let in • extent • bring
- took by boat • called • hung
- pushed under water and died
- struggled • caught sight of

4  Use the verbs expressing ways to move in the correct form to complete sentences 1-7. Then, mime their meanings. How did Tom and Becky move through the cave?

Ways to move

fumble /fʌmbəl/ (v) feeling your way through an area when you can't see

crawl /krɔ:l/ (v) move on hands and knees

creep /kri:p/ (v) move quietly and slowly

dawdle /dɔ:dl/ (v) walk very slowly


sprint /sprɪnt/ (v) run extremely fast

wander /wɒndə/ (v) walk without a particular destination

stomp /stɒmp/ (v) walk with heavy steps to show anger

- 1 With a final burst of energy, Mike towards the finish line.
- 2 Tom turned around and angrily out of the room.
- 3 Sue's baby is already. She'll be walking soon!
- 4 Don't Jane! We'll be late!
- 5 I out of the room so that I didn't wake Sam up.
- 6 After the lights went out, I had to my way across the room.
- 7 I love around flea markets. You never know what you will find!

Writing

5 **THINK!**  Imagine you are Tom or Becky. Write a short diary entry about your time in the cave. Read it to your partner.

Stories

- 1 What does a good story consist of? Read the theory box to check.

Stories describe a series of real or imaginary events that happened to either ourselves (first person narrative) or to other people (third person narrative). A good story should consist of:

- a) a **beginning** that sets the scene (who, where, when etc.) and attracts the attention of the reader.
- b) a **main body** describing the sequence of events.
- c) an **ending** that ends the story and refers to people's moods, reactions, feelings etc.

Stories are written using past tenses and are written in a personal, informal style. We can include detailed, chatty descriptions and direct speech to make them more lively.

Paragraph plan

Beginning Para 1 set the scene

Main Body Paras 2-3 develop the story, describing the events in the order they happen

Ending Para 4 end the story and describe the consequences, people's feelings etc

- 2 Look at the picture and read the title of the story and the first paragraph. Where does the story take place? Who do you think the main character(s) is/are? What do you think might happen?

🔊 Listen, read and check.

- 3 a Read again and answer the questions in pairs.

- 1 Which paragraph sets the scene? How?
- 2 What is the climax event and what happened before it?
- 3 How does the story end?
- 4 How does the writer begin/end the story in an interesting way?

- b Find examples of different tenses in the story. Explain their usage.

An Amazing Rescue

1 On that windy autumn day, Greg Gibson, a member of the helicopter rescue unit with the US coastguard, had just started his shift. He was drinking a steaming hot cup of coffee when a distress call came in.


2 A freighter with a crew of 26 onboard had run aground in the Bering Sea. Two helicopters including Greg's and a coastguard boat started a rescue operation to save the crew of the sinking ship. The sea was rough and strong gusts of wind rocked the helicopters, but despite the terrible weather, the rescue mission was going like clockwork and 18 people were quickly airlifted to safety. The helicopters refuelled and went back to pick up the final crew members, but just as the second chopper was ready to return something awful happened.

3 A gigantic wave hit the ship and sent a huge wall of water up into the air. Greg and the other rescue workers watched in horror as it swallowed the helicopter and sent it crashing into the sea. Greg leapt into action instantly. "Quick! Let's get them out of here!", he yelled. Hovering 150 feet above the water, Greg lowered the rescue basket with such accuracy that he was able to collect the survivors from the stormy sea without wasting a single second.

4 After an exhausting few hours, everyone was safe and sound and recovering in hospital. "I'm glad that's over," Greg said and he and his crew were relieved that they were all back on dry land and their friends and co-workers were alive. A few months later, Greg was awarded a gold medal in recognition of his skilful and brave performance under pressure.

- 4 a Read the theory box, then find the words in the model which show the sequence of events in the story. Suggest alternatives.

To describe the events in a story in chronological order, use a variety of linking/sequence words such as: first/at first, then/next, after/before, finally/in the end/eventually, within seconds/immediately, no sooner ... than/hardly ... when, just as ... , while, by the time ... etc.

- b  List the events below in the order they happened, then use them to tell your partner a summary of the story. Include appropriate sequence words.

- 1 Greg rescued the survivors one at a time.
- 2 A distress call came in.
- 3 The helicopters refuelled and returned.
- 4 A huge wave hit the ship.
- 5 rescue mission was going well.
- 6 The rescue operation started.
- 7 Greg started work.
- 8 The helicopter crashed into the sea.
- 9 Greg was awarded a medal.
- 10 The survivors went to hospital.

- c Read the story on p. 72 again. Find examples of:

- detailed chatty descriptions
- direct speech

Narrative techniques

- 5 Read the theory box, then find examples of some of the different narrative techniques used in the story in Ex. 2.


There are different narrative techniques that you can use to liven up your story. These include:

- using a variety of more **complex adjectives and adverbs** *The terrified man started to shake uncontrollably.*
- **avoiding simple verbs** e.g. ate, walked, said, looked. Try to use more descriptive, complex verbs instead e.g. *exclaimed, threatened, promised, shouted, stared, dashed, gobbled.*
- using your **senses** (sight, smell, touch, sound, taste) *The leaves crackled under my feet as I wandered around the forest.*
- using **alliteration**, or the repetition of a sound at the beginning or ending of words in a sentence *He finally got home, safe and sound at last.*
- using **metaphors/similes** to make a comparison between two things *He was as thin as a rake* (simile), *she has a heart of stone* (metaphor).
- using present or past **participles** to make longer, more sophisticated sentences *Shaking with cold, he wrapped a blanket around himself. Terrified, she ran away as fast as she could.*
- **Hyperbole** *After what seemed like an eternity... He was so hungry he could eat a horse.*
- use phrases which illustrate the characters' **feelings** *the little girl giggled with delight* (shows happiness).

Adjectives/adverbs

- 6 a Find the adjectives that have been used to describe the nouns below in the story. Suggest alternatives.

- coffee • weather • wave • sea • rescue
- performance

- b  Complete the sentences with the correct adverb from the box below.

- angrily • reassuringly • anxiously
- unbelievably • nervously • eagerly • happily

- 1 She hurried to the bus stop, worried that the bus would have left.
- 2 George shouted at the students, his face turning red.
- 3 Sally walked onto the stage, trying to remember her lines.
- 4 Realising how nervous I was, the doctor smiled at me.
- 5 Jane nodded when I suggested going to the beach.
- 6 He was tired at the end of his long day.
- 7 The girls laughed and joked on their way home.

Senses

- 7 Read the paragraph and find the words/phrases related to the senses. Which senses do they describe?

I felt the cold, stony ground under me as I lay motionless waiting for help to arrive. My heart was thumping wildly and my head was throbbing with pain. Suddenly, an ambulance screeched around the corner, lights flashing and siren wailing. The last thing I remember before I lost consciousness was a strange ringing sound in my ears and the salty taste of blood filling my mouth...

Verbs

- 8 a Copy the table and write the verbs in the correct box, then try to add some more of your own.

threaten glimpse grasp giggle yell
 crawl grin stumble roar exclaim
 grab beam whisper snatch dash
 swallow stare rush peer
 gobble munch

look/see	walk/run	say
▶ glimpse		
smile/laugh	eat	take

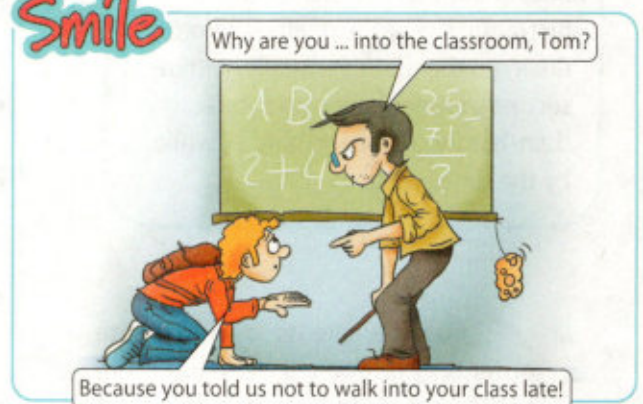
- b Complete the sentences with a suitable verb from Ex. 8a. Sometimes more than one answer is possible.

- "If you come any closer, I'll kill you!", he
- She nervously as Matt took her hand.
- Suddenly, the man my bag and ran.
- She the last of her breakfast as fast as she could.
- "I said be quiet!", the teacher
- John cheerfully as he skied down the mountain.

- The strange woman was at me from behind a tree.
- We across the dark field, trying not to fall over in the dark.
- "Shh! Don't make a sound!", John
- I to the shop, determined to get there before it closed.

- c Complete the joke with one of the verbs in Ex. 8a.

Smile



- 9 Improve the extract below by replacing the words in bold with more vivid/descriptive words. Use a dictionary and the ideas in Exs 6 & 7 to help you. Compare with a partner.

"Be careful!" my mum **said happily** as I left on that **nice** Friday morning, just like she always did. I **walked fast** towards the bus stop, **happy** about the **nice** day ahead. I had just arrived at the **busy** bus stop, when suddenly I **saw** a motorbike **coming** towards me! There was a **loud noise** and I **went** up into the air before **falling** down onto the ground...


Alliteration

- 10 Match the words in columns A and B, then use the alliterative phrases to complete the sentences (1-6).

A	B
feel	the wait
right	and learn
well worth	free
live	for joy
jump	as rain
the more	the merrier

- 1 Greg when he heard the good news.
- 2 to help yourself to a sandwich, Ann.
- 3 Why don't you invite Tim to the picnic, too.!
- 4 I couldn't believe they had cheated me. "Well, you!", my mum said.
- 5 You'll feel as in a few days.
- 6 The delicious dinner Mike cooked was

Similes

11  Complete with: *a dog, a sheet, day, a lark, a flash, a sieve.*

- 1 Matt was **as happy as** as he left school that day.
- 2 Jo looked **as white as** "Are you OK?", I asked.
- 3 "You've got **a memory like**", Emily joked.
- 4 **As quick as**, I dashed across the road.
- 5 I was **as sick as** the whole of the next day.
- 6 There was my missing ring, **as plain as**

Metaphors

12 Read the sentences and match the metaphors in bold with their meanings:

went quickly & with a lot of noise

explain **unable to move** **extremely upset**

came to my notice **unhappy expression**

- 1 I lost my grandmother's ring and I was **heartbroken**.
- 2 Sally **thundered** angrily into the room.
- 3 "Why the **long face**?", I asked.
- 4 Can you **throw some light on** the problem?
- 5 Suddenly, a letter on the table **caught my eye**.
- 6 I was **frozen with fear**.

Participles

13 Join the sentences using present or past participles, as in the example.

- 1 They were huddled around the fire. They finally felt warm again.
▶ *Huddled around the fire, they finally felt warm again.*
- 2 He was gasping for breath. He tried to tell Anna what had happened.
- 3 She was annoyed. She got up and left the room.
- 4 She was exhausted. She sank down onto the forest floor.

- 5 We were shivering with cold. We pulled our coats tighter around us.
- 6 She glanced down at her watch. She realised she was going to be late.
- 7 I was worried. I decided to try calling Sylvia one more time.

Hyperbole

14 Replace the words in bold with the words/phrases below to make sentences using hyperbole.

- ages
- about to burst
- snap my head off
- he was talking to the wall
- a ton
- my heart was in my mouth

- 1 This book weighs **a lot**.
- 2 I haven't seen Richard for **a long time**.
- 3 You don't have to **speak so angrily to me**.
- 4 He felt like **no one was listening**.
- 5 I've eaten so much I'm **feeling very full**.
- 6 I was **very afraid** as I opened the door.

Feelings

15 Rewrite the sentences using the words in brackets to express feelings, as in the example.

1 He **felt happy** as he wandered along the beach. (sigh/content)

▶ *He sighed with content as he wandered along the beach.*

2 Jim was **surprised** when they told him the news. (mouth/drop open)

3 Jane **felt sad** as she waved goodbye to James. (heart/sink)

4 Jim was **frustrated** when he saw that it was raining yet again. (sigh/heavily)

5 I was **angry** as Anna continued to lie to me. (feel/blood pressure/rise)

6 She was **afraid** as the man continued to yell at her. (shake/uncontrollably)



Beginnings/Endings

Ways to start a story

- creating atmosphere by describing the weather, people, setting the scene
- using direct speech
- expressing someone's feelings or mood

Ways of ending a story

- using direct speech
- asking a rhetorical question, that is a question that needs no answer
- describing others/your feelings, mood
- creating suspense/mystery

- 16 a** Read the possible beginnings and endings of a story entitled 'Lost in a Blizzard'. Which (A or B) are the most interesting? Why? Which techniques do they use?

1 Beginnings



- A** Do you know, when you just have a feeling deep down inside that you have made a terrible mistake? Well, that day, high up in the mountains, I couldn't help feeling anxious that we had made a terrible mistake leaving the main mountain path. "Are you sure you know the way back?", I shouted to Tom, uneasily, trying to be heard above the howling wind.
- B** I thought it was a bad idea that we had left the main mountain path. I asked Tom if he knew the way back, but I didn't know if he had heard me.

2 Endings

- A** In the end, I was lifted into the rescue helicopter. The rescue workers still hadn't found Tom. I didn't know if I would ever see him again.
- B** As I was lifted into the rescue helicopter, my eyes filled with tears as I thought about Tom still out there, shivering with cold and totally alone. Would I ever be able to forgive myself for leaving Tom? Would I ever see him again?

- b** Write an interesting beginning and ending for a story entitled 'Disaster at Sea!' Exchange stories with a partner and evaluate each other's work.

Discuss and write

- 17 a**   Work in pairs. Read the rubrics, find the key words, and answer the questions.

- **A** Your teacher has asked you to write a story called 'Trapped!' Write your story (200-250 words).
 - **B** You have decided to enter a short story competition in a magazine. The story must end with the sentence: 'What a miraculous escape!' Write your entry for the competition (200-250 words).
- 1 Who will read each story?
 - 2 What will each story be about?
 - 3 Who could the main characters be?
 - 4 How many paragraphs will you write and what will you write in each?

- b** Choose one of the rubrics and write your story. Follow the steps below.

Steps for writing stories

Decide

- when & where the story takes place
- who the main characters are & what they are like
- your basic plotline (make a list of the main events in the order they happen)
- what your climax event will be
- what you will include in each paragraph
- how the characters feel in the end

Write

- an interesting beginning that sets the scene and attracts the attention of the reader
- a main body that describes the development of your story
- an ending that will leave a lasting impression on your reader


Check that


- your story has a clear beginning, main body and ending
- you have used appropriate tenses throughout
- you have included appropriate linking/sequencing words
- you have used language that is vivid and descriptive i.e. more complex
- you have made use of some narrative techniques such as similes, metaphors, alliteration etc
- you have included some direct speech to liven up your story
- your spelling, punctuation & grammar are correct

Florence Nightingale – The Lady with the Lamp




- 1 a Look at the picture of Florence Nightingale and read the letter she wrote. What was this woman's profession and what is she describing?
- b Why do you think Florence was called 'The Lady With the Lamp'? Read the main text to check.
- c Explain the meaning of the underlined words/phrases. Use a dictionary.

- 2  **RNE** Read the texts again. If necessary, transform the words written in capital letters next to each gap marked by numbers 1-7 to make them match grammatically with the contents of the texts. Complete the gaps with the transformed words.

- 3  Read and listen to the text again. Make notes under the headings, then talk about Florence Nightingale.

- place/date of birth
- early years • later years
- achievements • date of death

THINK! How important was Florence Nightingale's work? In three minutes, write a few sentences on the topic.

- 4 **ICT**  **Portfolio:** Use the Internet to collect information about a person who has helped improve conditions in your country for the school magazine.

Barrack Hospital, Scutari
14th November, 1854

Not a sponge, nor a rag of linen, not anything I have left. Everything is gone to make pillows and shirts. These poor fellows **1)** (NOT HAVE) a clean shirt nor been washed for two months before they came here, and the state in which they arrive from the transport is literally crawling. I hope in a few days we shall establish a little cleanliness. But we have not a basin, nor a towel, nor a bit of soap, nor a broom – I have ordered 300 scrubbing brushes. But one half of the barrack is so out of repair that it is impossible **2)** (USE) a drop of water on the stone floors, which **3)** (LAY) on rotten wood, and would give our men fever in no time.

Florence Nightingale was born in 1820 to a rich family. Her parents expected her to marry and have a family. But Florence did not want a meaningless life. She wanted to help the sick and the poor. Eventually, she persuaded her father to let her **4)** (BECOME) a nurse.




In 1854, England, France and Turkey went to war against Russia (the Crimean War). Reports began to reach England of the terrible conditions soldiers were suffering in the army hospitals. Florence volunteered to go and help. When she arrived, she found thousands of ill and wounded soldiers **5)** (LIVE) in filthy conditions. The hospitals were crowded and unventilated. Soldiers lay without proper food, bedding and clothing. There was a lack of basic medical supplies like bandages and medicine. Rats and sewage filled the hospital corridors. Soldiers were dying in the thousands, not from their wounds but from the unsanitary conditions. Florence cleaned up the hospital, made sure the men **6)** (FEED) properly, and saw that supplies were available. She worked almost around the clock looking after the soldiers.

Florence soon became known as 'the Lady with the Lamp' for her dedication to **7)** (CARE) for her patients. News of her hard work in Crimea filtered back to London. She became a celebrity. By the time she arrived back in London, she was the most famous person in Britain after Queen Victoria.

After the war, Florence continued to work to improve conditions in hospitals. She even established a school for nursing and wrote an influential book on the profession. She also became an important consultant on health issues. In fact, it was her work after the war that changed medical care forever.

In her later years, Florence suffered from ill health. She died in 1910, at the age of ninety.

- 1 a  Look at the picture and listen to the rhyme. What do they tell us about the Great Fire of London?
- b How do you think the fire started and why did it spread so quickly? Read the first paragraph of the text to find out.

LONDON'S BURNING!

*"In sixteen hundred and sixty-six,
Old London burned like rotten sticks."*

In 1666, London was a city just waiting to burn. Narrow streets were **overcrowded** with buildings. Open fires and candles burned inside homes and businesses. A long, hot summer had just 1) to an end, and the wood-built city was **bone dry**. On the evening of Saturday, 1st September, Thomas Farynor, baker to King Charles II, went to bed without properly **putting out** the fire in one of his ovens. Sometime after 1:00 am on Sunday morning, a **spark** from the fire's **embers** ignited some straw on the bakery floor. Flames quickly **engulfed** the house in Pudding Lane. Neighbours attempted to put out the fire, but the flames were 2) fierce. The fire began to spread.

At 4:00 am, London's mayor, Sir Thomas Bloodworth, was woken up. He was advised to have all the neighbouring houses demolished, as this would stop the fire spreading, but the Mayor refused to give the order. He paid 3) for this decision. By early morning, three hundred houses were **on fire** and winds from the east were causing the fire to spread with frightening speed.

4) the next three days and nights, the fire raged out of control. It took until the evening of Wednesday, 5th




The Great Fire of London, 1666

September, when the 5) winds finally died down, to bring the fire under control.


When the fire was totally **extinguished** on Thursday, 6th September, five-sixths of the heart of the city had been destroyed. Over 13,000 houses, 87 churches and 4 bridges, 6) with many important buildings, such as St Paul's Cathedral, were gone. Astonishingly, however, it is thought that fewer than ten people died in the blaze!

If you visit London today, you can see a tall **column** – called The Monument – **commemorating** the Great Fire. It stands at 202 feet tall – the distance from its location to the site of Thomas Farynor's bakery – so if it fell over in the right direction, it would 7) to the exact spot where the fire started!



- 2  **RNE** Read the text, then choose the best word (A, B, C or D) for each gap (1-7).

- 1 1 come 2 turned 3 reached 4 brought
 2 1 more 2 too 3 a lot 4 enough
 3 1 greatly 2 badly 3 highly 4 dearly
 4 1 In 2 Until 3 Over 4 Across
 5 1 heavy 2 big 3 strong 4 hard
 6 1 plus 2 up 3 added 4 along
 7 1 arrive 2 show 3 point 4 direct

- 3  Listen to and read the text again. Explain the meaning of the words in bold. Use a dictionary.

- 4 Use the text to write a timeline of the main events during the Great Fire of London. Use your timeline to give the class a summary of what happened.

► *Saturday, 1st September (evening): Thomas Farynor (baker) forgot to put out the fire in one of his ovens.*

- 5 **Portfolio:** Imagine you lived in London in 1666. Write your diary entries for the days of the fire.

1 Look at the picture. What does it show? In what different ways do we pollute our water? Read the labels and check.

Rain or excess water can wash fertilisers into rivers and streams, causing excess weeds to grow. These use up the oxygen in the water that fish and other organisms need to breathe. Grass clippings & leaves also take oxygen out of water.



Litter that gets into rivers, streams and oceans can entangle wildlife or be mistaken by them for food. Pet waste can spread diseases to wildlife and humans.

Toxic substances such as oil or antifreeze, as well as air pollution from cars, can get into water and harm or kill aquatic plants and animals.

Excess water washes into storm drains, taking chemical substances such as soaps and detergents with it.

2 Suggest ways that we can minimise water pollution.
 Listen, read and check. Then, explain the words in bold.

Clean water is our most precious **resource**, yet every day we dump about two million tons of waste into the world's rivers, lakes and streams. This not only **spells bad news** for the animals and plants that live in them, but can also make humans ill when the pollution **floats** down into the oceans that we swim in!

There are several things we can do to **restore** our sick waterways back to health. First things first, make sure you NEVER throw anything that could be toxic down a **drain** or onto soil. Then, make sure that no litter, **grass clippings** or leaves are allowed to get washed into storm drains, as they could end up seriously harming **aquatic creatures**. Next, clean up after your dog!

Another way to reduce water pollution is to reduce **excess water runoff**. You can do this by making sure that your sprinkler is watering just your garden, not the **pavement** too! You can also try **sweeping**, not hosing, your paths and cleaning your car with a bucket of water instead of a **hosepipe**. Better still, take it to be cleaned in a car wash, as they know how to dispose of waste water properly. Finally, try to use products that aren't harmful to the environment, such as compost instead of chemical **fertilisers**.

Basically, remember that anything that gets onto the ground can **eventually** end up in a river, lake or stream! So, make sure you do not allow any chemicals or waste to go on the ground or down the drain.

3 **Portfolio:** Use the picture and the text to give a two-minute talk about water pollution. In the talk:

- explain why water pollution is a problem
- give some examples of ways that water is polluted
- explain how your audience can reduce water pollution

4 **THINK!** Do you agree with the statement? Discuss.

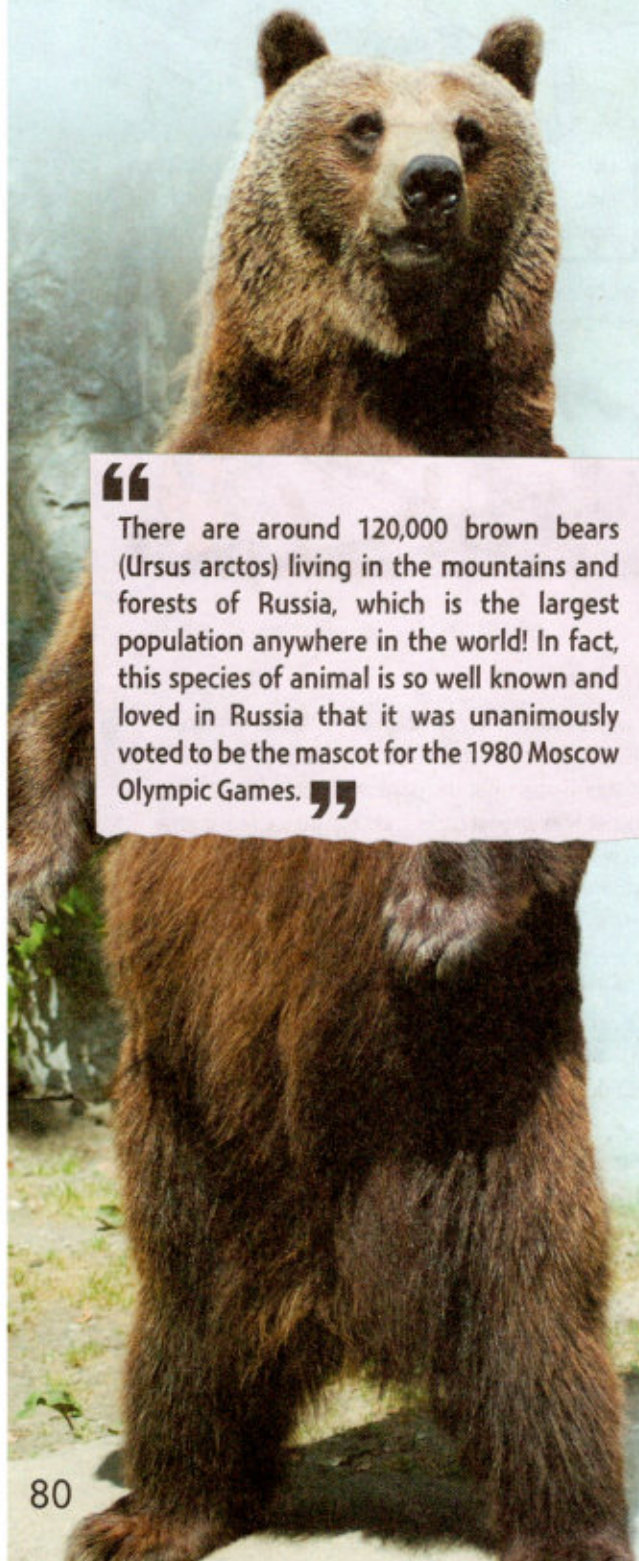
GREEN wisdom

We never know the worth of water till the well is dry. (Thomas Fuller, 1732)

RNE Reading

Read the text and fill in the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra. Put the numbers marking the corresponding parts of sentences into the table.

BROWN Bears



“ There are around 120,000 brown bears (*Ursus arctos*) living in the mountains and forests of Russia, which is the largest population anywhere in the world! In fact, this species of animal is so well known and loved in Russia that it was unanimously voted to be the mascot for the 1980 Moscow Olympic Games. ”

Indeed, brown bears are beautiful, powerful creatures **A** They are huge animals which have sharp claws up to 15 cm in length, and weigh up to 700 kg.

Contrary to popular belief, up to 90% of a brown bear's food is made up of vegetable matter, such as berries, roots and fungi. However, they also eat fish, insects, mammals such as squirrels and deer, and an enormous amount of moths in the summer, **B** However, bears are not always the cuddly animals **C**

People often don't realise just how dangerous brown bears can be. It is not unusual to see tourists in Russia walking along paths **D** Sometimes villagers also go out to gather berries from bushes which are within a few metres of a bear's territory.

Whilst it is relatively rare for bears to attack humans, they still kill ten people per year on average in Russia. Attacks only usually happen, however, either because a bear is injured or when a human encounters a mother bear with its cubs. They are also more common in years **E** At these times they are forced to come into human settlements to find food.



The population of the brown bear has declined drastically in recent years because of poaching for skins and fat. Every year, more than 5,000 are hunted in Russia for their furs. Many are also killed by hunters **F**

The Russian government is considering new laws that would ban the shooting of brown bears in the winter, as in some areas they are already extinct.

- 1 that are commonly portrayed in cartoons and fairy tales
- 2 sometimes as many as 40,000 in a day
- 3 with fur varying in colour from cream to almost black
- 4 because they are mostly solitary creatures
- 5 when there is a shortage of food in the wild
- 6 that bears commonly use
- 7 who pay a lot of money to shoot brown bears for trophies

A	B	C	D	E	F


RNE Listening

  You will hear a dialogue. Decide which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text (3 – Not stated). Put the number of the chosen statement into the table. You will hear the recording twice.

- A Megan has been smoking for a long time.
- B Megan has tried two different therapies so far.
- C Jim started smoking because of stress.
- D Jim used to be a heavy smoker.
- E Jim stopped smoking because someone threatened him.
- F Jim paid a lot of money to the acupuncturist.
- G In the end, Megan agrees to try the acupuncturist.

Statement	A	B	C	D	E	F	G
Dialogue							

RNE Grammar & Vocabulary

 Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Put number 1, 2, 3 or 4 into an answer box if it corresponds with the answer you have chosen.

It was the sound of the car brakes screeching 1) caught her attention first of all. The noise stood out from all the other noises that crowded into her ears – the car horns hooting, the sound of children's voices as they ran out of the school playground, mothers calling their children, 2) to get them home.

Then, it felt 3) someone had placed their hands on her and forcibly made her turn around and look. As soon as she did, her eyes 4) and her hands began to shake. Her legs seemed frozen to the spot. All she could do was watch 5) immobile, like it was all happening in slow motion, right there in front of her.

She opened her mouth, but no sound came 6) Then came the dull thud as the car hit the child, the shocked gasps of the 7) and the roaring of the car as it sped away.

1	1 who	2 that	3 whose	4 when
2	1 restless	2 nervous	3 impatient	4 worried
3	1 even if	2 as if	3 even though	4 as
4	1 opened	2 enlarged	3 broadened	4 widened
5	1 helplessly	2 uselessly	3 pointlessly	4 worthlessly
6	1 out	2 through	3 about	4 away
7	1 viewers	2 spectators	3 audience	4 onlookers

RNE Writing

Comment on the following statement:

Many people think that medical care should be free and available to all, whereas others believe that we should have to pay for the medical services we use.

What is your opinion? Do you agree with this statement? Write 200–250 words. Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

RNE Speaking

study skills

Reading aloud

When you read a text aloud, pay attention to:

- speed – don't go too fast or too slow.
- clarity – speak in a loud, clear voice.
- pronunciation – say the difficult words to yourself as you read the text silently.
- intonation – read with expression, not in a monotone
- rhythm – when you read with rhythm, the text flows

1 In 1.5 minutes, read the text in the Grammar & Vocabulary task silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

2 Study the two photographs. In 1.5 minutes, be ready to compare and contrast the photographs:


- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the ways of keeping healthy presented in the pictures you'd recommend to a friend
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.




Word Perfect 4

4 Progress Check

1  Complete with: *peak, agonising, crippled, miraculously, bruised, stiff, streaming, rash, allergic, internal.*


- 1 Tom was battered and, but alive.
- 2 I think I must be to something because my nose is running and my eyes are watery.
- 3, the mountaineers made it safely off the mountain after the blizzard.
- 4 Jane sat in a draught, so she has a neck.
- 5 Henry felt fantastic when he reached the of the mountain.
- 6 Fortunately, Kate had no bleeding after her fall.
- 7 The pain in his arm was
- 8 Oh dear! I've got a cold. Atishoo!
- 9 He was by the fall because both his legs were broken.
- 10 What is that strange all over your body? You should go to the doctor.

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

2  Complete the gaps with the correct passive form of the verbs in brackets.


- 1 The wound must (**clean**) before you put a plaster on it.
- 2 *The Adventures of Tom Sawyer* (**write**) by Mark Twain.
- 3 Jane (**see**) by the doctor right now.
- 4 Luckily, the driver of the car (**not/injure**) in the accident.
- 5 One day a cure (**find**) for cancer.

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

3  Complete the sentences using the words in bold. Use two to five words.


- 1 The surgeon will do the operation tomorrow.
be The operation tomorrow
- 2 The dentist cleaned her teeth.
had She by the dentist.
- 3 They have built a brand new hospital in our town.
been A brand new hospital in our town.
- 4 There are reports that 10 people died in the crash.
have Ten people are in the crash.
- 5 She insisted that they go to the hospital.
made She to the hospital.

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

4  Complete the phrasal verbs with the correct particle.


- 1 I don't want to go what my operation is for!
- 2 Tom wants to go with the plastic surgery.
- 3 If you go smoking, you will damage your health.
- 4 Why won't this toothache go?
- 5 I don't want to go pain like that again.

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

5  Complete the gaps with the correct preposition.

- 1 Jane recovered her illness very quickly.
- 2 How long has Tim been complaining headaches?
- 3 Kim is allergic nuts.
- 4 Paul was treated back pain by a chiropractor.
- 5 Tony was involved a terrible accident.

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

6  Match to form exchanges.

- | | |
|-------------------------------------|------------------------------|
| 1 You've probably got an infection. | a I hope it isn't! |
| 2 You'll feel better in a few days. | b Would you? Thanks! |
| 3 It could be chickenpox. | c Don't worry. I'll be fine! |
| 4 Can I make you a hot drink? | d You could be right. |
| 5 Sorry you're not well. | e I hope so. |

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

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

Now I Can ...

- talk about health, accidents & emergencies, illnesses & injuries
- talk and write about water pollution
- offer help and accept or refuse help
- speculate & respond to speculation

... in English

Module 5

Who are you?

◆ Before you start ...

- When was the last time you got ill?
- Have you ever had an accident? What happened?

◆ Look at Module 5

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a report
- a quotation
- a cartoon

◆ Listen, read and talk about ...

- homelessness
- types of houses
- problems in a neighbourhood
- a neighbour's complaint
- feng shui
- *Tess of the d'Urbervilles* by Thomas Hardy
- houses in Britain
- shanty towns
- green belts

◆ Learn how to ...

- express annoyance
- agree/disagree
- make exclamations
- make assumptions

◆ Practise ...

- modals (*probability, possibility, ability, necessity/obligation, lack of necessity, advice*)
- phrasal verbs: *do*
- prepositional phrases related to home repairs
- idioms related to parts of houses
- formal style
- linking words and phrases

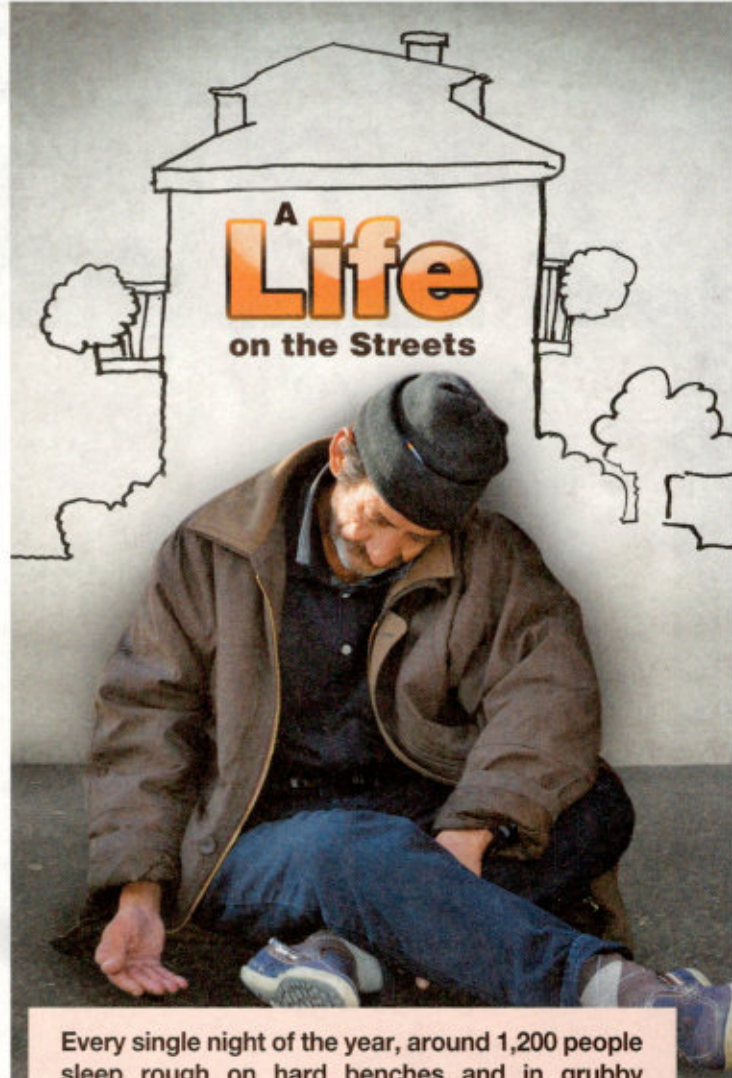
◆ Write / Make / Have ...

- a report making suggestions/recommendations
- a short article about homes in your country
- a proposal for the city council
- a class debate about green belts



Reading

- 1 **THINK!** Have you ever seen someone sleeping in a shop doorway, in a train station or on a park bench? Why do you think these people don't have a home?
- 2 Read the title of the text and the introduction. What do you think Jasmine's life is like? Discuss in pairs.
🔊 Listen and check.
- 3 **RNE** Read the text and choose the correct answer (1, 2, 3 or 4) to answer the questions. Explain the words in bold.
- Jasmine left home because
 - it was bad.
 - her parents died.
 - she wanted to be independent.
 - she wanted to live with her friends.
 - She moved to London because she thought
 - her friends didn't want her any more.
 - she would make new friends there.
 - she would get a job there.
 - life would be easier there.
 - She spent the first few nights in London
 - on the street.
 - in a B&B.
 - on a park bench.
 - at a fixed address.
 - The buildings she occasionally stays in
 - have plenty of room for the homeless.
 - are not used any more.
 - can be colder than the streets.
 - are used by others during the day.
 - Out in the street, the majority of people
 - give her a little money.
 - ignore her.
 - tell her to get a job.
 - take her to a soup kitchen.
 - Jasmine thinks the worst thing about being homeless is
 - having nothing to do.
 - the noise from the traffic.
 - asking for money from strangers.
 - the cold weather.
 - More than anything, Jasmine wants
 - a job.
 - her own home.
 - her self-confidence back.
 - to be taken seriously.



Every single night of the year, around 1,200 people sleep rough on hard benches and in grubby doorways on the streets of various English cities. Jasmine, twenty-two, is one of them. At first, huddled in a door entrance asking passers-by for money, she is reluctant to **open up**, but then she begins to talk. This is her story ...

- 4 a **Complete with:** *industrial, capital, boom, cosmopolitan, overcrowded, historic, market, shanty, new.*
- Manchester is a(n) city because there are many factories and warehouses there.
 - York is a(n) city because it dates from 71 AD.
 - Newcastle was a(n) town in the 19th century because of the mining industry.
 - Milton Keynes is a(n) town that was established in 1967.
 - Edinburgh is the city of Scotland.
 - London is a very city with people from lots of different cultures living there.
 - Dublin is a rather city and housing is scarce.
 - Preston is a famous town in the north of England with indoor and outdoor markets open six days a week.
 - Fortunately, there are no towns in Britain.
- b **Make similar sentences for towns/cities in your country.**

"I've been living on the streets ever since I was sixteen years old, when I ran away from my **foster** home. My parents died when I was very young so I went into foster care. It wasn't so bad but I wanted to make it on my own. I stayed on friends' **couches** at first, but eventually their parents grew tired of having me around. So, I caught a train to London, thinking that it would be easier to survive in the big city. How wrong could I be! I tried to find a job but no one would take me on without a fixed address. I slept in a cheap B & B for a few nights, but then my money ran out and I spent my first night in a sleeping bag on a park bench. I'll never forget how alone I felt that night. I lay awake, terrified and **shivering with cold**.

Living rough, you sort of go back and forth between temporary accommodation and the street. I spend the **odd night** in a hostel for homeless people, and there are loads of squats around the city centre too. These are usually in abandoned houses, empty office buildings, disused warehouses, places like that. Usually you share a **cramped** little room with around fifteen others. Some of these people are **drug addicts** or alcoholics, and usually the room's **filthy** and there's no running water or electricity. But at least it's a roof over your head, which can mean the difference between life or death when there are sub-zero temperatures outside. On the streets, the cold eats into your bones. I have my favourite doorways


and I try to stick to busy, well-lit streets. Sometimes traffic fumes almost **choke** me, the noise is deafening and there's no privacy whatsoever. But that's a small price to pay for safety ...

So how do I survive? Well, the government gives people like me money, but it's barely enough to eat. I just about **make ends meet** by begging, selling *The Big Issue** ... whatever I can really. I hate asking for money from people. Some take pity on me and **toss** me a few coins or buy me a sandwich or a hot drink. But most just rush past me and avoid looking me in the eye. They just want to get back to their **posh** houses in the suburbs, you know. Basically, you lose your identity, your **dignity**, everything, on the streets. It's so boring not having a job, having nothing to do during the day, until one of the soup kitchens opens in the evening. It destroys your soul.

I don't know what the future holds. Homelessness is a **vicious circle** that is very difficult to break out of. It's very hard to get work, because no one takes you seriously, and then you lose your confidence and your **self-esteem** and it becomes even harder. I'm on a council waiting list for a flat though. I want nothing more than to have a place of my own one day. A place that I can call home."

*a magazine sold by homeless people in the UK

Vocabulary


- 5**  Check these phrases in the Word List. Use the phrases to complete the sentences.

squat office disused fully-furnished run-down well-lit

posh rough residential pedestrianised abandoned


- 1 Always walk on streets at night to be safe.
- 2 The building was so that no amount of repair could do it any good.
- 3 He had no furniture, so he rented a house.
- 4 Wealthy people usually live in a big house.
- 5 I don't think his house is; I've seen people living there.
- 6 In the industrial part of the city there are a lot of warehouses because businesses have moved away.
- 7 A is a house where people live illegally.
- 8 In the business district there are a lot of huge buildings.
- 9 I live in a quiet area in the suburbs of a big city.
- 10 The shops in my town are located in a area where cars aren't allowed.
- 11 There is often a lot of crime and poverty in a neighbourhood, in a town or city.

Speaking

- 6**  Which adjectives best describe Jasmine's feelings? Give reasons.

- proud • lonely • abandoned • confused
- excited • anxious • delighted

- ▶ *A: I think Jasmine feels lonely because she has no family or friends to help her.*

- 7**  Work in pairs. Take the roles of the journalist and Jasmine. Conduct your interview. Record it.

- 8** **THINK!** Do you agree with the statement below? Why?/Why not?

Words of Wisdom

Just living is not enough. One must have sunshine, freedom and a little flower.

Hans Christian Andersen (Danish author)

5b

Listening & Speaking Skills

Vocabulary

Problems in neighbourhoods

- 1 Check these phrases in the Word List. Which of these problems can you see in the pictures?

rubbish on the streets lack of parks/trees

heavy traffic on the roads

street hawkers stray animals

overcrowded public transport

smells and noise graffiti

beggars dog/bird mess

cars/motorbikes parked on the pavements



1



2



6



3



4



5



7

Are there similar problems where you live?

- 2 Listen to three people talking about things they find annoying in the place they live. What is each person's problem?

Bob

Helen

Peter

Idioms

- 3 Complete with: *sink, path, drain, roof*. Check in the Word List. Are there similar idioms in your language?

- This house is in a very bad state, but at least we have a over our heads.
- Look how big her suitcase is! She's taking everything but the kitchen
- He lied about giving me my money back. He really led me up the garden
- He wastes all the money you give him. It's like throwing money down the

Everyday English

Expressing annoyance

- 4 a Listen again. Which of the phrases in the table did they use to express their annoyance?

Expressing Annoyance

- It drives me crazy.
- It makes me angry.
- I just can't put up with it any more.
- It's a disgrace!
- It really gets on my nerves.
- It really annoys me when ...
- It makes my blood boil!

Agreeing/Disagreeing

- Yes, it is annoying/irritating/awful/ridiculous etc.
- Yes, it gets on my nerves, too.
- That's a fair point. / • Well, actually, I don't mind it.
- It doesn't really bother me.

- b Use the following ideas to discuss, as in the example.

- You see someone dropping litter on the pavement.
 - ▶ A: It really gets on my nerves when people drop litter on the pavement.
 - B: Yes, it gets on my nerves, too. Why can't they use the bins?
- Your neighbour's dog has fouled the pavement in front of your house.
- You walk past an alley that stinks of rubbish.
- You have been asked to buy a pirate CD/DVD while you are at a café.
- You are on a busy bus/train squashed up against other people.

Reading

- 5 a** Read the first two exchanges in the dialogue. Where does the conversation take place? What do you think Bob wants? Listen and read to check.

Bob: Can I have a word with you for a minute, please?

Tom: Sure. What is it?

Bob: Well, it's about your rubbish bin actually.

Tom: What's the problem?

Bob: Well, I'm sorry to say this, but it stinks and I just can't put up with it any more.

Tom: It's full of rubbish! What do you expect?

Bob: You could put your rubbish in a bag first, so it smells less. That's what I do.

Tom: But bin bags cost money! It doesn't cost me anything to throw my rubbish straight into the bin.

Bob: Yes. I appreciate that, but the smell is offensive and very annoying. It drives me crazy!

Tom: I see. Sorry about that.

Bob: Also, the smell attracts flies and other insects, so it could become a health risk.

Tom: That's a fair point. OK. I'll use bin bags from now on.

Bob: Thanks.

- b** Read the dialogue again and answer the questions.

- 1 What is annoying Bob?
- 2 What is Tom's reaction to Bob's complaint?
- 3 What does Bob suggest as a solution?
- 4 What is Tom's first reaction to Bob's suggestion?
- 5 How does Bob persuade Tom to do what he wants?

Speaking

- 6** **Portfolio:** Work in pairs. Your neighbour's dog is keeping you awake at night. Act out a dialogue using phrases from Ex. 4. You can use the dialogue in Ex. 5 as a model.

Listening

- 7** **RINE** You will hear a conversation between two neighbours. Listen and choose the correct answer for each question.

- A** Jack lives further down the street.
1 True 2 False 3 Not stated
- B** Jane hasn't finished unpacking yet.
1 True 2 False 3 Not stated
- C** This is Jane's first home of her own.
1 True 2 False 3 Not stated
- D** Jane hasn't got a car.
1 True 2 False 3 Not stated
- E** Jane has been driving a long time.
1 True 2 False 3 Not stated
- F** Jane will buy a parking permit.
1 True 2 False 3 Not stated
- G** The Greens own a dog.
1 True 2 False 3 Not stated

Statement	A	B	C	D	E	F	G
Dialogue							

Say it right

Exclamations

- 8 a** Match the interjections to the statements. Listen and check.

- | | |
|----------|----------------------|
| 1 Phew! | a That's annoying! |
| 2 Er ... | b Stop that! |
| 3 Oh! | c That's disgusting! |
| 4 Yuk! | d What a relief! |
| 5 Oi! | e I don't know. |



- b** Use the interjections to complete the exchanges.

- 1 A:
B: I know. It smells awful, doesn't it?
- 2 A: I thought that car was going to hit us!
B: So did I.
- 3 A: When's the next bus into town?
B:
- 4 A: Look! That boy is throwing his rubbish on the pavement.
B: Put it in the bin!
- 5 A: There are roadworks in the high street again.
B: That means more delays!


- 9** Think of ten new words/expressions you have learnt in this lesson. Make sentences using them.

Modal verbs ▶ Grammar Reference

- 1 Read the text. Which of the modal verbs in bold expresses: *probability? possibility? ability? necessity/obligation? lack of necessity/obligation? advice? prohibition?*



Having trouble sleeping? Well, feng shui **may** be the answer! Feng Shui is the Chinese practice of arranging a space to achieve harmony and balance. You **can** easily apply the principles of Feng Shui to a room and what's more, you **don't need to** spend a lot of money to do it! In your bedroom, you **should** paint your walls and ceiling in a soft pastel colour and keep the lighting dim. Your bed **must** be positioned so that neither your feet nor head are facing the door. Also, your room **mustn't** be cluttered. This means that you **have to** get rid of the stereo, the TV, and any plants. Do all this and, according to the Chinese, you **should** attract good luck and prosperity, in addition to a good night's sleep!

- 2  Complete the sentences with the correct modal verb in the appropriate form.

must/have to mustn't/can't
 don't have to/needn't should/ought to
 can/may could/might can/could
 will/should can/would can/shall

- You stop at a red light. (**necessity/ strong obligation**)
- You park on double yellow lines. (**prohibition**)
- You use your car when there is a good public transport system. (**lack of necessity**)
- I give you a lift? (**offer**)
- We go to the cinema tonight. (**suggestion**)
- you help me carry the shopping? (**request**)
- The new road reduce the traffic in the city centre. (**future certainty**)

- The car fit in that parking space. (**inability**)
- People walk their dogs in the park as long as they clean up any mess. (**permission**)
- They decide to move house. (**possibility**)
- People walk in the town centre safely now that it has been pedestrianised. (**ability**)
- You get a job away from the city if you don't like living there. (**advice**)

- 3 Rewrite the sentences using an appropriate modal verb.

- It's a pity you didn't come to the party.
▶ *You should have come to the party.*
- You have an obligation to me not to tell anyone.
- I think it's a bad idea to go out on your own.
- It's prohibited to turn right here.
- I'm not sure if Pete will come to the party.
- It's possible that he is going to Greece in August.
- It was a bad idea to go out. The weather was awful.
- It's possible that Steve wasn't invited.
- It's a good idea to join a gym.
- It's against the law to ride a motorbike without a crash helmet.

- 4 Make sentences for the following situations. Use appropriate modal verbs.

- something you aren't allowed to do in class
▶ *I mustn't eat in class.*
- something you were able to do as a child
- something you are unable to do now
- something you think everyone should do
- something it isn't necessary to do on a Saturday
- something that is possible you will do tomorrow

- 5 Read the theory, then read the situations and write sentences using *didn't need to/have to* or *needn't have*, as in the example.

didn't need to/have to = It wasn't necessary for something to happen and it didn't happen. *There was no school yesterday so I didn't need to wake up early.*
needn't have = It wasn't necessary for something to happen but it did happen. *It was a lovely day yesterday so I needn't have taken an umbrella with me. (but I did)*

- It wasn't necessary for him to wash his car yesterday as it rained during the night.
▶ *He needn't have washed his car yesterday.*

- It wasn't necessary for Mike to catch the bus this morning because Tom gave him a lift.
- We bought more food than was necessary.
- They had lots of tomatoes, so they didn't buy any.
- Angie cooked last night but we took her out.

Logical deductions

6 a Read the sentences. Use them in your language.

- John has fallen asleep. He **must be** really tired. (I'm sure he is.)
- There's no answer. She **might/may/could be** out. (It's possible that she is.)
- That **can't be** Angie. She's got long dark hair. (I'm sure she isn't.)
- You **can't have finished** that task yet. You only started it an hour ago! (It's not possible you finished.)
- Someone let the cat out. It **might/may/could have been** Greg. (It's possible that it was.)
- Her light's still on. She **must have been studying** all night. (I'm sure she studied ...)

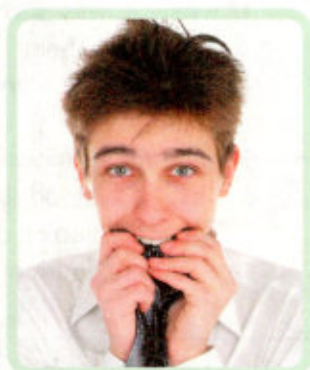
b Rewrite the sentences using *must*, *can't* or *might/may/could*.

- I'm sure Andy didn't do it.
▶ *Andy can't have done it.*
- I strongly believe that James is telling the truth.
- It's possible she has forgotten about the party.
- I don't think Kevin has left yet.
- I'm sure Mrs Brown made these biscuits.
- I don't believe that Adam is cheating again.

c Make as many assumptions about the pictures as possible.



▶ *She must have got hurt.*



7 Read the theory, then rewrite the sentences (1-5) using an appropriate expression.

be supposed to (= should) = expresses the idea that sb else expects sth to be done *I'm supposed to hand in my essay tomorrow.*

be to + infinitive (= must) = expresses the idea that sb else demands sth *They are to be there by one o'clock this afternoon.*

be supposed to/be to = express what sb expects about a previously arranged event *The meeting is supposed to/is to start in five minutes.*

- Jane wants me to pick up Sue from school.
- Mark said he would call me yesterday.
- John has told me to finish my report today.
- I should continue the medicine for a week.
- My mum says I have to clean my room now.

Dependent prepositions

8 Complete with: *at, of(x2), in, beyond*. Check in Appendix 1. Make sentences using the phrases.

- We're really **in need** a new fridge.
- This cooker can't be fixed. It's **repair**.
- The flat was really **bad condition**.
- My school is **within easy reach** my house.
- Can you **take a look** our central heating?

Phrasal verbs (do)

9 Complete with: *without, up(x2), in*. Check in Appendix 2.

- Fixing that sink has really done me! (**cause to become very tired**)
- We had to do a washing machine at first. (**manage despite the absence of**)
- I'm doing an old cottage. (**renovate**)
- Do your shoe lace, Anna! (**tie**)

Sentence transformations

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

- It's not necessary for you to come with me.
have You come with me.
- It wasn't necessary to buy a new TV.
need He buy a new TV.
- I'm sure that I left my mobile phone at home.
must I my mobile phone at home.
- I'm sure Robert didn't steal the money.
have Robert the money.
- He has probably arrived in London by now.
should He in London by now.

- 1 Have you ever heard of Thomas Hardy? Can you name two of his novels? Read the biography and check.

Thomas Hardy (1840-1928)



was born in Dorset, England. He studied as an architect before he went to King's College in London. London life didn't suit him, though, and he returned to Dorset five years later to devote himself to writing.

Although Hardy was a gifted poet and novelist, he did not have an easy start. He could not find a publisher for his first novel, *The Poor Man and the Lady* in 1867, and he almost gave up writing there and then. The next two were published under a different name and it wasn't until 1873 that he got his confidence back and published under his own name.

Most of his novels are set in the semi-fictional county of Wessex and describe his characters' efforts to overcome their circumstances and their desires. Far from the *Madding Crowd* (1874), *The Return of the Native* (1878), *The Mayor of Casterbridge* (1886) and *The Woodlanders* (1887) are some of his novels which are still loved and admired today for their colourful characterisation and moral messages. *Tess of the d'Urbervilles* (1891) tells the story of a poor young farmer's daughter and the events and misfortunes that shape her life. One day her father finds out he has noble ancestry and her life changes. She travels to Trantridge to ask for financial support from a distant relative.

- 2 Look at the picture. Which words best describe the house?

- red colour • greenhouses • forest land • pine trees • stables • huge lawn • evergreen oaks • gravel driveway

How is this house related to *Tess of the d'Urbervilles*? Read through to find out.

study skills

Completing a text


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



Tess of the d'Urbervilles

... As Tess grew older, and began to see how matters stood, she wished her mother hadn't thoughtlessly given her so many little sisters and brothers, **A** Her mother's way of thinking was that of a happy child: Joan Durbeyfield was simply another in a large family, waiting for help from **fate**.

Every day seemed to **throw upon her young shoulders** more of the family **burdens**, and that Tess should be the representative of the Durbeyfields at the d'Urberville mansion, was taken for granted. In this case it must be admitted that the Durbeyfields **B**

- 3  **RINE** Read again and match the sentences (1-7) to the gaps (A-F). There is one sentence/ phrase that you do not need to use.

- 1 one of the few remaining ancient woodlands in England
- 2 and now everything was the opposite of what she had expected
- 3 when it was such a trouble to nurse and provide for them
- 4 to find in such an old-fashioned part of the country
- 5 were putting forward their fairest family member
- 6 Tess still stood hesitating hardly knowing whether to go on or turn back
- 7 a country house built for enjoyment pure and simple

A	B	C	D	E	F

She got off the van¹ at Trantridge Cross, and continued on foot up a hill in the direction of the district known as The Chase, on the borders of which, as she had been informed, Mrs d'Urberville's estate, The Slopes, would be found. It was not a manor in the ordinary sense, with fields, and **pastures**, and a **grumbling** farmer, out of whom the owner had to squeeze an income for himself and his family **by hook or by crook**. It was more, far more; **C**, with not an acre of **troublesome** land attached to it beyond what was required for residential purposes, and for a little fancy farm kept by the owner, and **tended** by a bailiff².

The **crimson** brick lodge came first in sight, up to its eaves³ in thick evergreen **trees**. Tess thought this was the mansion itself, till passing through the side gate with some anxiety, and onward to a turn in the drive, the house itself stood **in full view**. It was built recently – indeed almost new – and of the same rich red colour as the lodge. Far behind the corner of the house, stretched the soft **emerald** landscape of The Chase – a truly impressive area of forest land, **D**, where mistletoe was still found on aged oaks, and where enormous yew trees had grown since their branches were cut for bows. All of which, however, though visible from The Slopes, was outside of the **estate**.

Everything on this property was bright, **thriving**, and well kept – acres of greenhouses stretched across the grounds

down to the trees. Everything looked like money – like the last coin issued from the Mint⁴. The stables, surrounded by Austrian pine trees and evergreen oaks, and fitted with every modern appliance, were as **dignified** as a church hall. On the huge lawn stood an **ornamental** tent, with its door facing her.

Simple Tess Durbeyfield stood gazing in apprehension on the edge of the gravel driveway. Her feet had brought her to this point before she had quite realised where she was; **E**


"I thought we were an old family; but this is all new!", she said, in her innocence. She wished that she had not **fallen in** so readily with her mother's plans for "claiming kin⁵," and had tried to find assistance nearer home.

The d'Urbervilles – or Stoke-d'Urbervilles, as they at first called themselves – who owned all this, were a somewhat unusual family **F**, Parson Tringham had spoken truly when he said that Tess's father, John Durbeyfield, was the only real **descendant** of the old d'Urberville family existing in the county, or near it. He might have added, what he knew very well, that the Stoke-d'Urbervilles were no more d'Urbervilles than he was himself. Yet it must be admitted that this family had a good basis upon which to attach a name which sadly needed restoring to a good position.

¹ horse-drawn cart, ² a person employed to look after land by the landowner, ³ the lower parts of the roof of a house, ⁴ place where official coins of a country are made, ⁵ a family relationship

4 Match the underlined words and phrases with their meanings: *red, agreed with, green, in any way whatsoever, force on a young person, elegant, where everyone can see something*. Then, explain the words in bold.




Types of buildings

5  Match the buildings to the definitions. Which ones are mentioned in the text?

- | | |
|-----------|--------------|
| 1 mansion | 5 manor |
| 2 cottage | 6 shed |
| 3 stables | 7 hall |
| 4 lodge | 8 greenhouse |

- a a large country house dating from the Middle Ages including the land and buildings around it
- b a very large house
- c a small house at the entrance to the grounds of a large house

- d a small house in the country
- e a large building used for public events
- f a building where horses are kept
- g a glass building where plants are grown
- h a small building for keeping garden tools in

6    Listen to and read the text again. Work in groups. Imagine Tess nowadays.

- What could her problem be?
- Where does she live?
- What's her family like?
- Who might she go to for help?

Present your story to the class.

Reports (making suggestions/ recommendations)

- 1 Read the extracts (A-C). Which of them is/are from a report? What helped you decide? Read the theory box and check.

Reports making suggestions/recommendations are normally written for someone in authority *e.g. an employer, a teacher etc.* They normally contain some description of something *e.g. what it's like in your area* and then present suggestions/recommendations about future actions *e.g. improvements to something.*

Reports usually consist of:

- information regarding who the report is written for and by, what its subject is and the date it was written in the top left-hand corner.
- a short introduction mentioning the purpose and content of the report. (*This report was carried out to comment on ... As requested, this report is to comment on ...*).
- a main body divided into sections, each with an appropriate heading. Short sentences should be used to make the information easy to understand and ideas should be linked with appropriate linking words/phrases.
- a conclusion in which you may summarise the main points, give a personal opinion and/or include a reference to future action.

Reports contain factual information and are written in a formal style (*advanced vocabulary, factual, impersonal language, full verb forms, passive voice, formal linking words/phrases etc*), usually using present tenses.

Introduction

(Para 1) *state purpose & content of report*

Main Body

(Paras 2-4) *summarise each point under subheadings*

Conclusion

(Para 5) *summarise main points, your opinion*

A Littlehampton Clean-up Day, Saturday 1st December

Are you sick and tired of Littlehampton's ugly, dirty streets? If so, join us for our clean-up day when we will be not only picking up litter and cleaning graffiti off walls, but also planting trees and flowers and ...

- B Lastly, you could hold a 'clean-up' day in the neighbourhood in order to pick up litter and clean graffiti off walls. In summary, I believe that the general appearance of the area will be greatly improved if these changes are implemented.

Yours sincerely,
Liz Baker

- C The purpose of this document is to suggest how the streets of Littlehampton could be made more pleasant for residents.

General Appearance

In general, the streets of Littlehampton are dirty and unattractive. Firstly, there is a great amount of litter and graffiti. Secondly, there is very little greenery.

Suggested Improvements

There are a number of improvements that could be made in order to...

- 2 Read the rubric and find the key words, then answer the questions in pairs.

- Your local council has been given a large sum of money by the government to improve your area in order to encourage more young professionals and families to live there. Students at your school have been asked by the head master to submit reports, making some suggestions.

Write your report.

- 1 Who is going to read your report?
- 2 What will he/she expect you to do?
 - a say why the young people in your area don't like living there
 - b suggest ways to attract more people to your area
 - c suggest improvements to your area to make more young professionals and families want to live there
 - d suggest ways to create more jobs in your area
- 3 Which of the following headings might you include in your report?

What To Do About The Houses

Introduction

My Description Of The Area

Beginning

Housing

General Environment

Conclusion

Facilities

What I Don't Like About My Area

3 a Read the model and complete the report with the appropriate headings from Ex. 3.

From: Samantha Murray
To: Ron Taylor, Mayor of Newtown
Subject: Suggested improvements to attract young professional residents
Date: 22nd October

1
The aim of this report is to suggest ways of improving the Newtown area in order to encourage more young people to live there.

2
There is a severe shortage of modern, comfortable housing in the area. Therefore, it would be appropriate to build some new apartment blocks to cater for young professionals and maybe a new housing estate for families. Space for this housing could be found by demolishing existing run-down buildings.

3
Some of the facilities in the area should also be improved. Firstly, I would strongly suggest that the council spend more money on the public transport network, so that people can commute easily to work. Secondly, more public facilities are needed, in particular a well-stocked library and a community centre offering activities and providing information about events in the area. In addition, some of the funding could also be used to create new playgrounds for children. Doing this would help to attract families to the area.

4
Unfortunately, our area has become quite run-down in recent years. In particular, there is much graffiti on the walls and the streets are full of old broken-down cars and litter. The cars should be towed away, the walls repainted and the litter collected. Another suggestion would be for trees and flowers to be planted along the footpaths in order to make the streets more attractive.

5
All in all, I feel that new housing, better public transport, more public facilities, new parks and a cleaner environment would make good use of the government funding. They would definitely make living in Newtown more attractive to young professionals and families.

b In which part of the report does the writer: *say what information the report will contain? make suggestions/recommendations? say who will read the report? state the purpose of the report? summarise the main points? offer a personal opinion? say who wrote the report?*

Linking words & phrases

4 a Read the table and find the linking words/phrases used in the model report. Suggest alternatives.


To list points: Firstly/To begin with/In the first place; Secondly/Also/Furthermore; Finally/Lastly etc.

To make concessions: Although/While/Despite the fact that... etc.

To emphasise: especially/in particular/particularly etc.

To express cause & effect: Therefore/For this reason.../By doing this, we would/could.../Doing this would.../In this way, we would.../...so that.../...in order to.../This (would) mean(s) that.../As a result etc.

To make suggestions/recommendations: I (would) (strongly) suggest/ recommend.../If we did this/were to do this.../One/Another suggestion would be to.../It would be a good idea to... etc.

b  Use appropriate linking words/phrases to fill in the gaps in the extracts below. Sometimes more than one answer is possible.

- many activities are organised at the community centre, they are poorly advertised., the centre is not being used as much as it could be.
- that pop concerts be held in the park in the summer there is something to interest teenagers too.
-, some of the windows on the first floor are cracked., the whole building badly needs repainting.
- The entrance hall also needs improving, the old-fashioned décor and poor lighting.
- repaint the community centre in a more modern style. encourage more young people to participate in activities.

Formal style

5 Use the words/phrases in brackets to rewrite the sentences in a more formal style.

- Someone should do up the flats. (be renovated)
▶ *The flats should be renovated.*
- I think this would make it a nicer place for students to hang out. (Doing this would/more appealing to students)
- I want to suggest how to make my school entrance hall better. (The purpose/report/suggest improvements to)
- No one lives in some of the old flats anymore, so someone should knock them down. (uninhabited/be demolished)

- 5 The last thing is, I really think that they should have language classes at the community centre. (**Finally/I would strongly suggest/be held**)
- 6 The library would bring in more people who live in the area, if it had more books. (**attract/residents/larger collection of books**)

6 Read the rubric and find the key words, then read the student's answer and the teacher's comments. Rewrite the report according to the teacher's instructions.

- The warden of your local park wants to make the park more attractive and popular. Write a report making some suggestions on how the appearance of the park and its facilities can be improved.



Inappropriate intro. Rewrite.

Information incomplete.

To: Mike Stephens, Shipton Park Warden

Subject: Suggestions for improving Shipton Park

Introduction

I'd really like to tell you about the things I've thought of to make the park better for people.

Appearance

The park is in need of more plants, flowers and trees. Therefore, I suggest that more gardeners be employed by the council. My dad has planted lots of flowers in our garden and it looks lovely. Also, there is a lot of litter in the park.

So? What should be done about it?

Playground

I feel that you could improve the facilities in the park. There is no children's playground, so you should build one. You could open a cafeteria and construct a small football pitch.

To sum up, I believe that these recommendations would improve the park immensely and encourage more people to use it.

Irrelevant, inappropriate information. Replace e.g. *In this way...*

Missing or inappropriate headings.

Use the passive in this section and add linking words/ phrases.

7 Work in pairs. Read the rubrics, find the key words, then discuss: *who each report will be to/from, what the purpose of each report will be, what style you will write in, what possible headings you might include, how you could begin/end each report.*

- A The warden of the flats where you live at university wants to improve them in order to make them safer and more pleasant to live in. He has asked different students to write a report making their recommendations. Write your **report** (200-250 words).
- B You attend an evening class at the local community centre. The director wants to make the centre more popular with young people and has asked you to write a report making some suggestions. Write your **report** (200-250 words).

8 a Read rubric A again, then read the list of suggestions for improving a block of flats. Add two more ideas of your own, then choose your favourite four or five.

- Redecorate and refurnish the interior in a more modern style.
- Renovate the exterior of the building e.g. *paintwork*.
- Install security doors with an intercom and burglar alarms.
- Make communal areas more welcoming e.g. *living rooms, kitchens*.
- Employ security guards to guard the building at night.

b Brainstorm for ideas for rubric B in the same way. Then choose either rubric A or B and write your report. Exchange with a partner and edit each other's work.



Home Sweet Home

Imagine living in a sweet little country house called 'Rose Cottage' or a huge Tudor¹-style house called 'Woodlands'. Sounds nice, doesn't it? Not all British people are **1)** (LUCK) enough to live in houses as nice as these, but they do live in a wide range of houses that can be newly-built or up to 500 years old.

Detached & Semi-detached Houses

A lot of British people live in detached or semi-detached **properties**. A detached house is not joined to another. A semi-detached is joined on one side to another house. They are brick houses built in **2)** (VARY) styles. They are made of either red or brown brick. Some of the houses were built in Victorian times between 1837 and 1901 were large villas. The **exteriors** are like works of art with steep **slate roofs**, **stained glass** panels in doors and windows, iron **railings**, tall chimney pots and large bay windows². They also had basements and attics. This type of house is often found in the suburbs, on the outskirts of a town or city or in villages.

Terraced Houses

Most people who live in or near town centres live in terraced houses. Most terraced houses were built to house people who came to towns and cities to work in the factories and mills during the **3)** (INDUSTRY) Revolution³. Rows of houses were built back-to-back and they were joined together to save space. Each row of houses is a terrace and they only have two rooms downstairs and two rooms upstairs.

Flats & Council Houses

In inner-city areas, you can often find huge tower blocks of flats, most of which were built during the 1950s and 60s. Some of these have been renovated and have **4)** (RECENT) become popular with wealthy young **5)** (PROFESSION). Others are council-owned or cheap-to-rent flats that were built after the Second World War to replace houses that had been destroyed or to clear urban slums⁴. Also, in many cities and towns there are large council house **estates**.

Bungalows

A bungalow is a house which is only on one floor with no stairs. It may be joined to another bungalow or it might stand alone. Some of them have an extra room in the loft⁵. These are called dormer bungalows. They are usually found in the suburbs or in villages. **6)** (RETIRE) or elderly people often live in these houses.



¹ 15th-century, ² window that sticks out from the outside wall, ³ time of rapid manufacturing growth in the mid 18th century, ⁴ areas where living conditions are very bad, ⁵ the space between the ceiling and the roof

1 What do you know about British houses? What else would you like to know? Write three questions. Read the texts and see if you can answer your questions.

2 a **RINE** Read again and complete the gaps (1-6) with the correct words derived from the words in brackets.

b Listen to .and read the text again. Explain the words in bold.

3 Imagine you have just returned from a trip to Great Britain. Use the information in the text to give a two-minute talk about British houses. Talk about:

types location characteristics cost

4 **ICT Portfolio:** A British school magazine has asked for some information about homes in your country. Collect information using the Internet to write a short article. Include: types, sizes, where they are (e.g. in the suburbs), who lives in them and what features they have.

GeoFactfile: Urbanisation in the Developing World:

Shanty Towns

What exactly is a shanty town?

A shanty town (or slum) is an overcrowded community of rough huts or poor quality houses which have **1)** or no access to basic services like clean water and electricity. Shanty towns are usually located on the outskirts of cities, or on dangerous or **worthless** land that no one else wants. Since shanty towns are illegal, governments don't have to provide the people who live in them with medical care, education, or other basic services and rights.

Why do they develop?

Every day, approximately 180,000 people around the world move from the countryside into cities. Some move to escape **poverty** or **conflict**, others are simply attracted by the **prospect** of a better life. Unfortunately, in many parts of the developing world, governments have not made plans to cope with the **vast** numbers of people arriving in their cities each year. In particular, they have failed to provide **decent** and **affordable** housing. As a result, many end **2)** living in terrible conditions: shanty towns.

What is life like in a shanty town?

Unemployment and poverty levels are high in shanty towns.



Malnutrition and child labour are common. Since shanty towns are overcrowded and usually without rubbish collections, clean water or **sanitation** facilities (in the Kibera slum in Nairobi, for example, 40,000 people share just 10 toilets), **3)** are polluted, filthy environments where disease **4)** quickly. Also, the high level of poverty often leads to organised crime and violence. However, these communities are full of life and residents have a high community spirit.

Is anything being done?

International agencies are working with governments of developing countries, and also residents themselves, to improve the situation. For example, charities sometimes offer residents **loans** so that they **5)** set up businesses and **6)** a decent living. In Rio de Janeiro, Brazil, the authorities have now officially accepted their country's shanty towns as **permanent** and are providing them with electricity, water and other amenities. But slum dwellers aren't just waiting for others to solve their problems! In Thailand, slum communities have worked together to resolve arguments over land and in some **7)** have gained legal ownership.

1 Look at the picture. What is a shanty town? How can these words be related to it?

- overcrowded community • basic services • illegal • medical care • unemployment • poverty
- malnutrition • child labour • clean water • disease • crime • legal ownership

Read and check.

2 a Read again and choose the correct word (1, 2, 3 or 4) for each gap (1-7).

- | | | | |
|-----------|-----------|-------------|------------|
| 1 1 few | 2 little | 3 small | 4 less |
| 2 1 up | 2 by | 3 with | 4 away |
| 3 1 those | 2 them | 3 that | 4 they |
| 4 1 flows | 2 covers | 3 spreads | 4 catches |
| 5 1 can | 2 shall | 3 would | 4 must |
| 6 1 win | 2 gain | 3 earn | 4 have |
| 7 1 cases | 2 matters | 3 incidents | 4 examples |

b Explain the words/phrases in bold.

3 Listen to and read the text again. Answer the questions.

- 1 How are shanty towns started?
- 2 What main problems do people living in shanty towns face?
- 3 What can be done to improve the situation?

4 Work in groups. Imagine you live in a shanty town. Prepare a proposal for the city council to improve conditions in the shanty town. Think about:

- housing • sanitation • services

1 Look at the picture on the web page. What could a green belt be?

🔊 Listen to and read the web page to check.

HOME

CONSERVATION

GREENBELTS

CONTACT US

www.natureissues.uk

Log In

Green Belts? What are they?

After World War II, town planners became alarmed by the way big cities were **spreading out**. Lines of new houses **stretched** along roads until they reached a town or village, **swallowing it up** into the big city. For this reason, in 1955, towns and cities were **surrounded by** 'green belts' or zones of land around **urban** areas where all housing and other development is forbidden or severely restricted. The problem

is... England's green belts are now **under threat**! Thousands of square kilometres are disappearing each year to make way for new housing estates, airports, roads and business parks. So... should green belts continue to be protected? Two of our readers, Suzy and Tim, have just done a school project on them. Read what they had to say before you make up your mind!

YES!

"I can't believe anyone would want to see England's historic towns and pretty countryside villages 'eaten up' by urban sprawl! Why don't city planners develop ugly derelict land in urban areas instead? People's lives are **enriched** by having green, open spaces close to their cities. They provide opportunities for sports and other outdoor **recreations**, and are visually pleasing. Who would rather look at a concrete jungle? Also, these spaces provide habitats for wildlife that has been **forced out** of our cities. The trees and plants in these open spaces clean city pollution from the air too. We should all oppose any plans that will give our green belts to developers!"

*the spreading out of towns & cities

No!

"England has a huge housing shortage problem, but unfortunately there simply isn't any more land in overcrowded towns and cities to build on. In my opinion, building on a very small proportion of green belt land – which is all that is needed – is the answer! In any case, some green belt land is very unattractive, so building on it would only improve it. Also, because of green belts, many **commuters** have to live **beyond** them and make very long and tiring journeys every day to work. This causes terrible **traffic congestion** and produces a lot of polluting CO₂! As for nature conservation, that is not why green belts were created. We have national parks and **nature reserves** for that!"

FAST FACTS

- There are 14 green belts in England, covering every region.
- Green belts cover 13% of England.
- London's green belt is the largest, at 5,133 km². **Established** in 1938, it is also the oldest!
- Development is also restricted in national parks & other areas of natural beauty. Altogether, 55% of England's land is protected!

[CLICK HERE TO HAVE YOUR SAY](#) ▼

2 Who (Suzy, Tim or both) mention(s): *that the country needs more of something? the relationship between green belts and conservation? that some areas of green belts are ugly? the effect that green belts have on pollution levels?* Who do you agree with the most? Why?

3 Match the highlighted words with their meanings: *on the other side of, disagree with/fight against, unused & in a bad state, limited, to create space, inadequate amount, afraid/anxious.*

Then, explain the words/phrases in bold.

4 **THINK!** Work in two groups: those for green belts and those against. Use the text to help you prepare a class debate.

GREEN wisdom

Suburbia is where the developer bulldozes out the trees, then names the streets after them.

(Bill Vaughn, US author)

RNE Reading

Match texts A-G with headings 1-8. Put your answers into the table. Each number can only be used once. There is one extra heading.

- | | |
|----------------------------|-----------------|
| 1 Bringing Greenery Inside | 5 Keeping Warm |
| 2 Danger in the Home | 6 Home Life |
| 3 Fire Protection | 7 Keeping Tidy |
| 4 Intelligent Homes | 8 Green Housing |

A Smoke detectors in homes have saved countless lives. They sense the presence of smoke in the house and alert the occupants by making a loud beeping noise, giving them time to escape. In order to be kept in good working condition, they should be tested at least once a month and cleaned once a year.

B A blazing log fire is an attractive but inefficient form of heating, since most of the heat disappears up the chimney. Open fires also produce lots of smoke which, pollutes the environment. From both a financial and environmental aspect, it is better to use other methods of heating.

C Most people strive to buy a house with a garden, but what happens if the budget just doesn't allow it? Well, those of you who live in an apartment can bring a bit of nature inside by placing some houseplants around your living space. All they need is a little care and attention! Be sure to check, for example, how often they need watering and what kind of conditions they prefer, such as bright or shady, warm or cool.

D Plans were announced today to build sixteen new homes in Brighton using 15,000 old car tyres. The developers claim that they will be so energy efficient that residents will have no utility bills at all! They will collect their own water and be powered by solar panels and wind turbines. The homes offer a way of tackling two of Britain's biggest environmental concerns: the growing mountain of discarded tyres and the high levels of carbon emissions from housing.

E In a few years, we might be living in a 'smart' house: a house where the appliances have a computer fitted inside them, so that they can 'communicate' with each other. For example, groceries are ordered when your fridge sees that you are low on essentials. When you enter your home, temperature, lighting and music are activated according to your personal preferences.

F Accidents in the home account for about 40% of all accidents and a third of all accidents treated at hospital. The most dangerous area of the home is the living room, followed by the garden, kitchen, stairs, bedroom and bathroom. The main factor is age, with young children having the greatest number of accidents. Falls are by far the greatest cause of fatal home accidents, causing more than 2,000 deaths in Britain annually.

G There's nothing more discouraging than spending hours at the weekend cleaning and organising your home, only to find it in a total mess again by Wednesday! So, why not set aside fifteen minutes per day for maintaining your living space, in order to minimise clutter as the week goes on? Good ideas include assigning one small, quick job to each member of the household each day, and putting something back where it belongs every time you leave a room.

A	B	C	D	E	F	G

RNE Listening

You will hear an interview. In tasks 1-7 put number 1, 2 or 3 into the answer box that corresponds with the answer you have chosen. You will hear the recording twice.

- The man says he decided to go to Africa because
 - he wanted to do something different with his life.
 - his daughter persuaded him to do it.
 - he had always wanted to do so.
- The man says that his boss
 - offered him more money to stay.
 - laughed at his reasons for going.
 - was concerned about filling his position.
- The event that stands out in the man's memory is
 - seeing the house he was to stay in.
 - meeting the villagers for the first time.
 - the view as he entered the village.
- The thing that most surprised the man about his new home was that
 - it was so basic.
 - it was nicer than he had expected.
 - it was considered to be nicer than the other houses in the village.

- 5 They had to cook before the sun set because
- 1 they could only get cooking water during the day.
 - 2 they had no electric lights.
 - 3 the fire had to be put out after dark.
- 6 The man slept so well in Uganda because
- 1 it was so quiet there.
 - 2 his bed was comfortable.
 - 3 he felt so safe and secure.
- 7 In the future, the man plans to
- 1 continue living in England.
 - 2 go back to Africa.
 - 3 try going somewhere else.

RNE Speaking

Imagine that you are preparing a project on homelessness with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.


There are three basic types of homelessness. The first is called 'situational' or 'transitional homelessness'. This is when someone loses their home because of uncontrollable circumstances, like loss of their job or the main breadwinner. Transitionally homeless people are usually younger people and are likely to be homeless for a short period of time. There's also 'episodic' or 'cyclical' homelessness, which is when a person falls in and out of homelessness. This often happens with drug addicts and people experiencing mental health issues. Finally, 'chronic' homelessness describes the state of having lived in the street for a long time. Chronically homeless people have very limited means at their disposal in order to change their situation, so they need great support from others. The streets and homeless shelters are more of a long-term arrangement for them. Chronically homeless individuals represent a much lower percentage of the population compared to the transitionally homeless.

study skills

Text completion (grammar)

Read the text quickly to get the gist. Read again and decide what is missing from each gap (it is often a verb form, but can be something else, like a pronoun). Pay attention to the words before and after each gap as well as time words and linkers in the sentence. They will help you decide which form to use. Read each completed text to make sure it makes sense.

RNE Grammar & Vocabulary

 Read the texts given below. If necessary, transform the words written in capital letters in brackets marked by numbers 1-7 to make them match grammatically with the contents of the texts. Complete the gaps with the transformed words.

An Unusual Mobile Home

A yurt is the traditional home of nomads from Mongolia, Siberia and Central Asia. The word 'yurt' comes from the Turkish word 1) (MEAN) 'dwelling place'. A yurt is circular in shape and easy to assemble, take down and transport. 2) (MAKE) of a wooden frame and covered with felt, it is a popular home for the summer. You will sometimes find it used in other countries too, as it is an inexpensive form of temporary housing. In Europe, variations on Mongolian and Central Asian-styled yurts 3) (CONSTRUCT) using other materials, such as local hardwoods.

Volunteering at a Homeless Organisation

Today we got a call that a homeless man living in the park looked severely ill. We rushed to the site but by the time we got there he 4) (DISAPPEAR). I was overcome by the familiar feelings of disappointment and guilt. "If I had got there sooner, I 5) (FIND) him. Am I doing all I can 6) (HELP) all these people in need?" Questions like these often haunt my thoughts. Although I 7) (DO) volunteer work with the homeless for ten years, I still have moments of self-doubt.

RNE Writing

You have received a letter from your English-speaking pen-friend, Amy, who writes:


*... Everyone in my new street is so nice! Do you get on with your neighbours? Is there anyone in your street you don't like? What do you think makes a good neighbour?
I've been helping my dad out in the garden lately!*

Write a letter to Amy. In your letter:

- answer her questions
- ask 3 questions about gardening


Write 100-140 words.

5 Progress Check

1  Complete with: *rough, run-down, warehouses, market, capital, roof, drain, full, stained, slate.*


- The door had a beautiful glass panel in it.
- Many people would be happy just to have a over their heads.
- An urban redevelopment scheme can turn disused into luxury flats.
- We turned the corner and the house came into view.
- The council has fixed up a lot of buildings in my town lately.
- The house had a steep roof.
- I come from a small town in the north of England.
- Don't just throw your money down the
- Unfortunately, lots of people sleep in many cities.
- Do you know what the city of Croatia is?

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

2  Complete with: *must, mustn't, can't, don't have to, should, might, would, shall, will, can.* In some cases more than one answer is correct.

- you hold the door open for me, please?
- You use public transport when you have a car.
- You drive through a red traffic light.
- Tom move to the country soon because he hates living in the city.
- The new bypass reduce traffic congestion in the town centre.
- Drivers stop at a 'stop' sign.
- Cyclists wear reflective clothing at night.
- Most people afford a house without a mortgage in the UK.
- we visit Jane in her new flat tonight?
- In the UK, you park on a single yellow line for one hour only.

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

3  Complete the sentences using the words in bold. Use two to five words.

- She has probably settled into her new home by now.
should She new home by now.
- There was no reason to worry about finding a parking space; it was easy.
need I finding a parking space; it was easy.
- It's not a good idea to go out alone at night.
go You alone at night.


4 It's against the law for drivers to park on double yellow lines in Britain.

not You double yellow lines in Britain.

5 It's possible that Pam will come to the party.


come Pam the party.

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

4  Complete the phrasal verbs with the correct particle.


- I could do taking the bus to work every day; it's a nuisance.
- Do your laces or you'll trip over them.
- Moving house completely did me
- We don't have much money, so we have to do a lot of things.
- My dad buys houses, does them and sells them for a profit.

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

5  Complete the gaps with the correct preposition.

- I am really need of a new car.
- I'm afraid this old fridge is repair.
- My house is within easy reach the town centre.
- The house is cheap because it is bad condition.
- I need to call a plumber to look this pipe.

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

6  Match the exclamations to their meanings.

- | | |
|----------|--------------------------|
| 1 Oi! | a It is really annoying! |
| 2 Oh! | b I'm not sure. |
| 3 Yuk! | c What a relief! |
| 4 Er ... | d Stop that! |
| 5 Phew! | e That's revolting! |

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

Now I Can ...

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

- talk about homelessness
- talk and write about houses
- express annoyance
- make exclamations
- use modals
- use formal style in reports
- write a report making suggestions
- write a proposal to improve a shanty town
- have a class debate about green belts

... in English

Module 6

Communication

◆ Before you start ...

- What sort of house do you live in?
- Do your neighbours do anything that annoys you? What exactly?

◆ Look at Module 6

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a biography
- an essay
- newspaper headlines

◆ Listen, read and talk about ...

- space technology
- the SETI programme
- newspapers and the media
- *White Fang* by Jack London
- a biography of Jack London
- languages of Britain
- means of communication
- ocean noise pollution

◆ Learn how to ...

- break news/react to news
- express approval & disapproval
- ask for confirmation/clarification
- repeat what has been said


◆ Practise ...

- reported speech (statements, questions, commands)
- reported modals
- phrasal verbs: *talk*
- prepositional phrases related to communication
- impersonal style

◆ Write/Make/Give ...


- a description of a day when contact with aliens is made
- a for-and-against essay
- a short article about languages in your country
- a short presentation about means of communication
- a two-minute talk about ocean noise pollution



- 1  Complete the sentences with: *planets, moons, comet, galaxy, solar system, satellite*. Check in the Word List.

*** Did you know?**


- 1 All the in our are 4.5 billion years old.
- 2 Jupiter has 63 The largest, Ganymede, is bigger than Mercury.
- 3 The stars in the Milky Way, the to which our Sun belongs, number in hundreds of billions.
- 4 The gas tail of a always points away from the sun.
- 5 The first communications orbited the Earth every 2 hours and 37 minutes.

- 2  Close your eyes and imagine you are in a spaceship. Listen to the music. What can you see? How do you feel?

▶ *I can see planets and millions of stars. I feel amazed.*

Reading

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

- b  **RNE** Read the text and match each sentence part (1-7) to a gap (A-F). There is one extra sentence part you do not need to use. Compare with your partner.

- 1 looking for flashes of laser light
- 2 at a group of stars in our galaxy 25,000 light years away
- 3 that we have found nothing after decades of looking
- 4 the search will go on
- 5 wondering is just not enough
- 6 have already taken part
- 7 SETI has received criticism

A	B	C	D	E	F

Hello...


Is Anyone Out There?

Have you ever read a story about someone who says they have been abducted by aliens? Or perhaps they claim to have seen a UFO? Most people don't take these tales seriously, but let's face it: most of us have at some point found ourselves gazing up into the starry night sky, wondering if we are alone in the universe or not. But for some people, **A** They point out that there are more stars in the cosmos than **grains of sand** on all the beaches of the world. They are convinced that ET¹ and his friends are indeed out there and if so, they are determined to establish contact!

In the 1960s, astronomers of the Search for Extraterrestrial Intelligence (SETI) programme began their high-tech **hunt** for extraterrestrial life that continues to this day. The scientists listen to radio waves by **sweeping the skies** with huge radio telescopes such as 'Arecibo' in Puerto Rico. They also comb the skies **B** that alien civilisations might be beaming across space. The searches are based on the hypothesis that aliens may be intentionally sending communication signals out across the universe, or that signals from their worlds could be escaping into space - just as our own radio, television and **military broadcast** signals escape into the cosmos.

Unfortunately, the scientists may have to face the fact that the possibility of finding what they are looking for is very small. For a start, even if these 'alien **civilisations**' do exist, they might

¹ extraterrestrial; name given to alien being

- 4  Listen to and read the text again. Match the underlined words/phrases in the text to their meanings below, then explain the words in bold.

- at an unspecified
- on purpose
- absolutely sure
- accept
- draw attention to the fact
- small amount
- wait doing nothing
- taken away



not be technologically advanced enough to communicate over long distances. The fact **C** is pretty discouraging. If they don't have radio, SETI won't find them. Also, with a hundred billion stars in our galaxy alone, and a billion possible radio channels to choose from, it might take a very long time for us to tune in to ET! So, why don't we send our own messages instead? Well, simply because it's just not that interesting for us. Even if the nearest civilisation was as close as 500 light years² away, we would have to sit around for 1000 years waiting for a reply! **All the same**, in 1974, we did broadcast a radio message containing basic information about **the human race**. It was directed **D** If there is intelligent life there, we will hear from them around the year 52,000!


So, how do you fancy joining in the search for intelligent alien life yourself? Well, the 'SETI@home' project allows you to do exactly that. After downloading a clever screensaver, your computer will **analyse** unknown or unusual signals from radio telescopes whenever you are not using it. Millions of people in over 200 countries **E**

So where do we go from here? Well, despite the fact that we have not yet found a shred of **convincing** evidence that alien life exists, one thing is for sure – **F**! But perhaps we're forgetting one important thing. We want to talk to aliens all right, but do the aliens want to talk to us? Only time, perhaps thousands of years, will tell!

² the distance light travels in a year

Vocabulary


Space technology

5  Complete the sentences with the words below. Are any of these words similar to those in your language?

- telescope • orbit • radio waves • antenna
- laser • beam • signals • satellite • cosmos

- 1 Can you see that of light? I think it's coming from a
- 2 The first was put into by the Russians in 1957.

- 3 The moon seemed so near when I looked at it through the
- 4 That radio doesn't work any more. The has broken off.
- 5 Can you see that flashing light in the distance? Maybe someone is sending
- 6 enable us to send out information through the atmosphere without wires.
- 7 No one can really know the size of the we live in. It's so huge!

6  Match the words to form collocations, then use the phrases in sentences of your own.

- | | |
|----------------------|-------------|
| 1 establish | a a message |
| 2 extraterrestrial | b advanced |
| 3 sweep | c race |
| 4 send communication | d life |
| 5 technologically | e signals |
| 6 human | f the skies |
| 7 broadcast | g contact |

Speaking

7 a Use the text to make notes under the headings below. Use your notes to give a 2-minute talk about searching for aliens.

- The SETI programme
- Problems of the SETI programme
- How you can take part

b In pairs, discuss whether or not you believe there is any point to SETI's activities. Give reasons.

Writing

8 Imagine you are a scientist working for the SETI programme. Write a description of the day that you finally made contact with aliens. Write: how it happened, what happened next, how you felt (60-100 words).

THINK! Do you agree with the statement? Discuss in groups.


Words of Wisdom

"To confine our attention to terrestrial matters would be to limit the human spirit."
Professor Stephen Hawking (British physicist)



Vocabulary


Newspapers & the media

- Describe the picture. What is the man reading: a *tabloid* (short articles, lots of pictures) or a *broadsheet* (larger, longer articles, more serious)? Do you have both of these types of newspapers in your country?
- Choose the correct words. Check in the Word List. Use the other words in sentences of your own.
 - Tom always scans the newspaper **headings/headlines** before he goes to work.
 - There are lots of articles about celebrities in the British **press/media**.
 - They interrupted normal programming with a news **bulletin/flash** about the tragedy.
 - There's an eight-page **article/feature** about recycling in today's paper.
 - TV stations showed live **covering/coverage** of the match.
 - We saw his picture on the **front/first** page of the newspaper.
-  **Complete with:** *running, gutter, top, unfold, shred, broadcast, updates, hit, comes, developments.*
 - My favourite magazine out once a month.
 - There are news every hour on that radio station.
 - I bet there isn't a of truth in that article about Tom Cruise!
 - The health service has the headlines again for the third time this year.
 - In just a moment, we'll be bringing you a live, exclusive from the White House.
 - I hate the press! All they print is gossip, scandal and lies!
 - The fire on the underground was the story on the news.
 - We'll bring you the latest as they throughout the day.
 - All of the newspapers are that story about the discovery of the dinosaur bones.



Everyday English

Breaking news – reacting

-  Use the language in the table and the headlines to act out exchanges.

- **A:** *Did you know that Steve Mars is close to a nervous breakdown?*
B: *Oh, come on! That's ridiculous!*

Breaking news
<ul style="list-style-type: none"> You're not going to believe this/I know it's hard to believe, but I read somewhere/somebody told me that ... You'll never guess what I heard/read!/Guess what?! Apparently, ... Did you know that...?
Showing surprise
Really?! That's unbelievable! Never?!/No! I can't believe it! What?! You've got to be kidding!/ You can't be serious?!
Expressing doubt
That can't be right! Are you sure? Where did you hear that? Oh, come on! That's ridiculous! Hmm... If I were you, I'd take that with a pinch of salt. Well, don't believe everything you hear/read!

Annister quits after blazing row with producer

Ronny Williams calls rival's restaurant "shameful"

STEVE MARS CLOSE TO NERVOUS BREAKDOWN

KASSIE TO SHAVE OFF ALL HER HAIR!

Reading

- 5 Read the first exchange from the dialogue. What is the dialogue about? Listen and read to find out.

Int: Hello, I'm from the local newsagents' association and we're doing a **survey** on people's reading habits. Would you mind answering a few questions?

Ann: Not at all.

Int: Great. So, what kind of newspaper do you read?

Ann: Well, I don't get one every day but I prefer broadsheet papers because they're well-written and **informative**.

Int: You don't read tabloids, then.

Ann: No, because you have to take everything they write with a pinch of salt. It's not really news.

Int: What about gossip magazines? Do you ever read them?

Ann: Oh, occasionally. Just for fun. I think everyone enjoys a bit of **scandal** now and then.

Int: Do you believe the stories in them?

Ann: Not really. You can't believe everything you read, can you?

Int: Did you know that nearly all the people who **took part** in our survey today said that they get most of their information about what's going on in the world from gossip magazines?

Ann: Really? That's unbelievable! But then truth is stranger than **fiction!**

- 6 a Complete the sentences.

- The interviewer works at
- The survey is about
- According to Ann, broadsheet papers are
- According to Ann, tabloids don't
- Ann thinks the stories in gossip magazines are
- Most of the people who were interviewed learn about the world

- b In pairs, read out the dialogue. Then, explain the words in bold.

Speaking

- 7 **Portfolio:** You are reading a gossip magazine, but your partner disapproves. Choose one of the headlines from Ex. 4 and act out your dialogue. Use the dialogue in Ex. 5 as a model. Record yourselves.

Listening

- 8 **RNE** You will hear six people talking about watching the news on TV. Match the speakers (A-F) with the statements (1-7). There is one extra statement.

- They don't tell you the whole truth.
- I just listen to the headlines.
- I find it depressing.
- I don't pay much attention.
- I always keep informed in other ways.
- The news doesn't interest me.
- It's important to know what's going on in the world.

Speaker	A	B	C	D	E	F
Statement						

Say it right

Approving & disapproving

- 9 Listen and repeat. Which of these replies express: approval? disapproval? Say what the other speaker could have said e.g. 1 *Apparently, the film star sacked his manager.*

- Serves him right!
- I can't believe she did that!
- Good for you!
- Oh Mike, you didn't!
- Oh, that's just not on!
- What? That's awful!
- Nice one!

Idioms

- 10 Complete the idioms with *talk* or *speak* in the correct form. Check in the Word List. Are there any similar idioms in your language?

- Why do I feel like I'm to the wall!
- I thought the worse was over but I too soon.
- Not all of us thought the party was boring; for yourself!
- It's no use trying to sweet- me, I won't change my mind.
- They say that money, but friendship lasts.
- Don't back to your teachers.
- She was so excited about the trip she my head off for hours!
- I think that actions louder than words.
- Jane likes to her mind.
- Watch out for her, she with a forked tongue.

Reported speech – Reported statements

▶▶ Grammar Reference

1 Read the theory and the examples. Are there similar structures in your language?

We can say what another person said, using:
Direct speech – we repeat the actual words someone said. *"I'm leaving on Monday," John said.*
Reported speech – we report the meaning of what someone said. *John said that he was leaving on Monday.*

In reported statements we change the verb tenses, pronouns and time expressions that were used in the direct speech.

- *"I play tennis every Sunday," Ann said.* (Present Simple)
Ann said she played tennis every Sunday.
- *"I'm feeling ill," Pat said.* (Present Continuous)
Pat said that she was feeling ill.
- *"She has moved house," Tony said.* (Present Perfect)
Tony said that she had moved house.
- *"He left last week," Sally said.* (Past Simple)
Sally said that he had left the week before.

Time expressions: *now* → *then*, *last week* → *the week before*, *tomorrow* → *the day after*, *tonight* → *that night*.

"Why don't you look for a new job, Sarah?" said her father.

Sarah's father

}	(that) she look for
	(that) she looked for
	(that) she should look for
	looking for

 a new job.

"Would you like me to help you, Mary?" he asked.
He **offered** to help Mary.

"Would you like a cup of tea, mother?" she asked.
She **offered** her mother a cup of tea.

"I did not take Sammy's pen!" he said.
He **denied** taking/having taken Sammy's pen.

2 Report the following, as in the example.

- The party's on Friday. (Saturday)
▶ *I thought you said it was on Saturday.*
- I'll have a cup of tea. (coffee)
- My dad can pick us up after school. (mum)
- Lisa is doing her homework. (watch TV)
- I was planning to go shopping later. (cinema)
- Tom has bought a car. (motorbike)
- He wants to meet you at 8. (9)
- I will cook fish for dinner. (beef)

3 Complete with *said* or *told*.

- "You can come with me," John me.
- He that he would be late.
- "She's leaving tomorrow," James
- "I've you a thousand times."
- "She's playing well," the coach
- He to us that it was raining.

Reported questions/commands

4 Read Deb and Ben's conversation. How do we report: a yes/no question? a wh- question? the imperative?



- Deb asked Ben if/whether he was going to German class.
- Ben asked her what time the lesson was.
- She told him to meet her at 4.
- She told him not to be late.

5 Complete with *said*, *told* or *asked*, then report the sentences.

- When will you be home?" Mum ▶ *asked* me.
Mum asked me when I would be home.
- "Don't talk on the phone for hours!" she to Julie.
- "What does the article say?" Paul Susan.
- "Text me later this evening!" he John.
- "Why don't we study Latin?" Sally the teacher.
- "Do you believe in aliens?" he me.

6 Rewrite the sentences below in reported speech using the verb given.

- 1 "How about going out for a meal on Saturday, Mary?", Paul said. (**suggest**)
- 2 "I never said anything to Janet about it!" Tom said. (**deny**)
- 3 "Would you like me to meet you after work, Sophie?" asked her mother. (**offer**)
- 4 "I think that you should wait for the doctor, Mr Jones," said the nurse. (**suggest**)
- 5 "I didn't spread those rumours!" he told me. (**deny**)
- 6 "I'll cook dinner if you like," he said. (**offer**)

7 Use the verbs in brackets to report the sentences. Check in the Grammar Reference.

- 1 "I'm the best player on the team," said Jenny. (**boasted**) ▶ *Jenny boasted that she was the best player on the team./Jenny boasted of/about being the best player on the team.*
- 2 "Mrs Smith always gives us a lot of homework," said Tim. (**complained**)
- 3 "You broke my window," the angry neighbour said to the children. (**accused**)
- 4 "Don't forget to call Paul," Tina said to Kim. (**reminded**)
- 5 "I won't do it again, Mummy," the little boy said. (**promised**)
- 6 "You must finish your homework before you go out with your friends," Helen's mother said to her. (**insisted**)
- 7 "Don't touch that! The paint is still wet," said the decorator. (**warned**)
- 8 Wendy said to the teacher, "Please, please give me another day to finish the project." (**begged**)
- 9 "I'm sorry I offended you," he said. (**apologised**)
- 10 "I was late because of an accident on the motorway," he told his boss. (**explained**)

8 Complete the sentences.

- 1 Our teacher insisted
- 2 My dad suggested
- 3 My friend denied
- 4 My mum offered
- 5 Our teacher complained

Reporting modals ▶ Grammar Reference

9 Read the theory, then rewrite the sentences in reported speech.

Will/would → **would**, may → **might**, must → **must/had to**, can → **could** (present), **would be able to** (future) (*would, could, used to, mustn't, shouldn't, might and ought to do not change*)

- 1 "You must apologise for your behaviour," he said.
- 2 "We can meet tomorrow," he told me.
- 3 "Jane'll send you the information," Rita said.
- 4 "I may come to the meeting," she said.
- 5 "I can speak many languages," he said to Tony.
- 6 "You shouldn't have lied to him," she said.

Phrasal verbs (talk)

10 Complete with: over, out of, down, back, into, round. Check in Appendix 2.

- 1 I was going to buy an expensive ring, but my mum talked me it. (**persuade sb not to do sth**)
- 2 Sam treats me like a child. He always talks to me. (**patronise**)
- 3 Tim was refusing to speak to me, but then I managed to talk him (**make sb change their mind**)
- 4 I didn't want to go to the concert, but Andy talked me it. (**persuade sb to do sth**)
- 5 Children shouldn't talk to their parents. (**speak rudely**)
- 6 Let's go for coffee and talk it (**discuss sth**)

Dependent prepositions

11 Complete with: about, for, on, of, to. Check in Appendix 1.

- 1 He insisted coming with us.
- 2 He complains headaches.
- 3 She complained to John his daughter's behaviour.
- 4 He assured us his help.
- 5 You'd better apologise her your rude behaviour.

- 1 What is the wild animal in the pictures? Read the biography to find out.

Jack London

(1876-1916)



was the most successful American author of the early 20th century. He was born in San Francisco into a very poor family and led an adventurous life before deciding to become a writer. Most of his novels and short stories, such as *Call of the Wild* (1903), *Love of Life* (1905) and *To Build a Fire* (1908), are about men and animals in harsh conditions and are based on his real-life experiences. *White Fang* (1906) is the story of a wild wolf-dog. It begins in the frozen north of Canada where White Fang has a very difficult life. He has to fight for survival every day and he is treated very cruelly. Finally, he is saved from his cruel owner by a kind man called Scott Wheedon, who loves him and tames him. In return, White Fang saves Scott's life when he is in trouble.



White Fang

"Home! Go home!" the master commanded when he had checked his injury.

White Fang didn't want to leave him. The master thought of writing a note, A Again he commanded White Fang to go home.

He regarded him sadly, started away, then returned and **whined** softly. The master talked to him gently but seriously, and he cocked his ears¹, and listened with painful **attention**.

"That's all right, old fellow, you just run along home," ran the talk. "Go on home and tell them what's happened to me. Home with you, you wolf. Get along home!"

study skills

Predicting content

Visual prompts such as pictures help us predict content.

- 2 Look at the pictures. What is the extract about? Read and check.

- 3 **RINE** Read the text and match each sentence part (1-7) to a gap (A-F). There is one extra sentence part you do not need to use.

- 1 avoided them and passed down the porch
- 2 while he struggled with all his body
- 3 looking back for them to follow
- 4 as he seized her dress in his teeth
- 5 but searched his pockets in vain for pencil and paper
- 6 he wagged his tail happily
- 7 and looked back over his shoulder

- 4 a Check these verbs in the Word List. Use them in the correct form to complete the sentences.

- growl • scream • shake • bark • stumble
- pant

- 1 The dog to get attention whenever he wanted something.
- 2 They ran very fast over the rocky hill and tried not to and fall.
- 3 The bear in a threatening way when it saw the people approaching.
- 4 When the man stopped running, he was from exhaustion.
- 5 When the two strangers were introduced, they hands politely.
- 6 The woman saw a shadow and with fear.



White Fang knew the meaning of “home,” and though he did not understand the **remainder** of the master’s language, he knew it was his will that he should go home. He turned and trotted reluctantly away. Then he stopped, undecided, **B**

“Go home!” came the **sharp** command, and this time he obeyed.

The family was on the porch, relaxing in the cool afternoon, when White Fang arrived. He came up to them, panting, covered with dust.

“Weedon’s back,” Weedon’s mother announced.

The children welcomed White Fang with glad cries and ran to meet him. He **C**, but they cornered him against a rocking-chair and the railing. He growled and tried to push by them. Their mother looked apprehensively in their direction.

“I confess, he makes me nervous around the children,” she said. “I have a fear that he will **turn upon them** unexpectedly some day.”

Growling savagely, White Fang sprang out of the corner, overturning the boy and the girl. The mother called them to her and **comforted** them, telling them not to bother White Fang.

“A wolf is a wolf!” commented Judge Scott. “There is no trusting one.”

“But he is not all wolf,” interposed Beth, standing up for her brother in his absence.

“You have only Weedon’s opinion for that,” replied the judge. “He only thinks that there is some **breed** of dog in White Fang; but as he will tell you himself, he knows nothing about it. As for his appearance —”

He did not finish his sentence. White Fang stood before him, growling fiercely.

“Go away! Lie down, sir!” Judge Scott commanded.

White Fang turned to the master’s wife. She screamed with fright **D** and **dragged on it** till the fabric tore. By this time he had become the centre of attention.

He had stopped his growling and stood, head up, looking into their faces. His throat **twitched**, but made no sound, **E**, shaking with the effort to rid himself of the unspeakable something that struggled for expression.

“I hope he is not going mad,” said Weedon’s mother. “I told Weedon that I was afraid the warm climate would not agree with an Arctic animal.” “He’s trying to speak, I do believe,” Beth announced.

At this moment speech came to White Fang, rushing up in a great burst of barking.


“Something has happened to Weedon,” his wife said **decisively**.

They were all on their feet now, and White Fang ran down the steps, **F**


For the second and last time in his life he had barked and made himself understood.

¹ try very hard to hear something


b Explain the words/phrases in bold from the text.

5  Match the verbs to the animals. What are these phrases in your language?

- | | |
|---------|---------|
| 1 quack | a wolf |
| 2 meow | b sheep |
| 3 hiss | c horse |
| 4 oink | d lion |
| 5 moo | e duck |
| 6 neigh | f cat |
| 7 croak | g pig |
| 8 howl | h snake |
| 9 baa | i frog |
| 10 roar | j cow |

6  Listen to and read the text again. Find parts in the text in which White Fang showed: *obedience, determination, anger, unwillingness, understanding, faithfulness.*

7 Explain the phrase: “the unspeakable something that struggled for expression.” Give examples from the text.

8  How did White Fang feel for his master? Why? How has his master gained White Fang’s affection? Discuss in pairs.

9 **THINK!** Which human qualities can be attributed to White Fang? How do they affect him? Explain your answer.

10 **THINK!** How can children benefit from having a pet? Spend three minutes writing about the topic.

For-and-against essays

For-and-against essays are essays in which the advantages and disadvantages (or 'pros and cons') of an issue are discussed. They consist of:

- **an introduction** in which the topic is presented generally (without giving an opinion).
- **a main body** consisting of three paragraphs, each presenting one advantage of the issue and the disadvantage. The arguments should be supported with justifications/ examples.
- **a conclusion** which states your opinion or a balanced summary of the topic.

For-and-against essays are written in a formal, impersonal style, avoiding informal language (short forms, colloquial language etc).

You can begin and end a for-and-against essay with any of the following techniques.

- Address the reader directly *e.g. We all know how frustrating it is not being able to understand the locals when we go abroad.*
- Include a quotation *e.g. As Goethe said, "Those who know nothing of foreign languages know nothing of their own."*
- Include a rhetorical question *e.g. Do you think it is entertaining to have your private life on camera 24 hours a day?*

1 Read the rubric.

Should it be compulsory to learn a foreign language at school?

Work in pairs. List the advantages of learning a foreign language at school. Your partner lists the disadvantages.

2 a Read the model essay. Were any of your ideas mentioned?



Should it be compulsory to learn a foreign language at school?

Did you know that there are about 7,000 languages in the world? In view of this, many people believe that all school pupils should be made to learn at least one foreign language. Others, however, argue that there are possible disadvantages to this notion.

One major advantage to making students learn a foreign language is that it could improve their future employment prospects. This would be useful as more and more businesses these days work closely with clients from other countries. However, many potential employers consider other skills, such as experience and academic qualifications, more important than a second language.

Secondly, knowledge of a foreign language is useful when travelling. Communication with the people in the host country is always more effective if it is done in the local language. On the other hand, it has been proven that most people who learn a foreign language at school tend to forget it not long after finishing their studies; so they may not necessarily be able to use this language to communicate successfully when travelling.

Lastly, learning a foreign language broadens a student's mental and academic horizons. Learners certainly benefit from learning about a different culture through studying its language. Nevertheless, the process of language learning can be confusing and stressful for some, which may lead them to feel added pressure on top of that which normally accompanies school studies.

Taking everything into account, I believe that while there are some disadvantages to being made to learn a second language at school, the advantages of doing so cannot be ignored. After all, as the English philosopher Roger Bacon said, "Knowledge of languages is the doorway to wisdom."

b What techniques has the writer used to begin/end their essay? Which paragraph contains the writer's opinion?

3 Copy and complete the table with ideas from the essay.


Advantages	Justifications/Examples
Disadvantages	Justifications/Examples

4 Read the table. Which linking words/phrases have been used in the model essay in Ex. 2? What is the function of each? Replace them with other appropriate ones.

to introduce points	firstly, first of all, one major advantage/disadvantage of/to ... is, one point of view in favour of/against ... is, in the first place
to add more points	in addition (to this), secondly, last but not least, lastly, furthermore, what is more, not to mention the fact that, moreover
to introduce examples	in particular, for example, such as, like, for instance
to introduce contrasting points	nonetheless, in contrast, on the other hand, however, although, even though, nevertheless
to conclude	in conclusion, finally, all things considered, on the whole, all in all, taking everything into account, to sum up

Topic and supporting sentences

5 a Find the topic sentences in the essay in Ex. 2a. Which sentences support them? What information do they include: *examples? details? reasons/justifications?*

b  Put the sentences in the paragraph below in the correct order. Which is the topic sentence?

- A Finally, you come home wiser and have many stories to tell your friends and family.
- B Firstly, it exposes you to new things.
- C There are many advantages to studying in a foreign country.
- D What is more, you have the opportunity to improve your language skills.
- E For example, you meet new people and learn all about another culture.

6 Expand the notes (1-4) into full topic sentences. In pairs, choose two and write appropriate supporting sentences for them.

- 1 however/some disadvantages/the press having freedom/print whatever they want
- 2 on the other hand/some benefits/using the Internet
- 3 a number of arguments/in favour of/text messaging
- 4 several major disadvantages/meeting new friends/on the Internet

Impersonal style

7 Use the phrases in brackets to make the sentences (1-4) more impersonal.

- 1 I really think that students can develop useful skills by learning an ancient language like Latin. (**Studies have shown that**)
- 2 In my opinion, famous people have every right to live their private lives without the intrusion of the media. (**Many are of the opinion that**)
- 3 I strongly believe that tabloid newspapers are more interesting to read than broadsheets. (**It can be argued that**)
- 4 In my view, English is not the only foreign language worth learning. (**Some believe that**)

8 Read the closing paragraphs (1-2) below. Which express: *the writer's opinion?* *a balanced consideration of the issue?* Which ending: *addresses the reader directly?* *includes a quotation?* *includes a rhetorical question?*

- 1 Taking everything into account, there are both advantages and disadvantages to making friends online. Shouldn't one decide for one's self whether it is a worthwhile activity or not?
- 2 To conclude, while some try to control the media for their own benefit, we must strive for freedom of the press if we are to provide the public with the knowledge they deserve. As Thomas Jefferson said, "Our liberty depends on the freedom of the press."

9 ✍️ Match the quotations (A-C) to the essay topics (1-3). Choose a topic and write a suitable ending for the essay. Include the quotation together with your opinion/balanced summary.

- A As someone once said, "99.99% of what happens is not on the news."
 B As Charles Lamb said in 1833, "Newspapers always excite curiosity. No one ever lays one down without a feeling of disappointment."
 C As a Czech proverb says, "Learn a new language and get a new soul."

- 1 Everyone in the world should speak the same language.
- 2 The pros and cons of watching the news on TV.
- 3 Now that we have the Internet, we should stop printing newspapers.

Discuss and write

10 😊😊 Work in pairs. Read the rubrics, find the key words and answer the questions.

- 1 Who are you writing for?
- 2 What do you have to write?
- 3 What will you include in each paragraph?
- 4 What points could you include for and against the issue?
- 5 How could you begin/end each essay?

A You have seen this announcement in an international student magazine.

"All children should learn English from a young age."

We are looking for essays discussing the pros and cons of this proposal. Write and tell us what you think.

Write your **essay** (200-250 words).

B You are taking a course in media studies. Your teacher has asked you to write an essay, giving the advantages and disadvantages of using a newspaper as your only source of news.

Write your **essay** (200-250 words).

11 Choose one of the rubrics (A or B) and write your essay. Then, exchange essays with a partner and use the checklist below to evaluate each other's work.



- Does the essay have paragraphs clearly laid out?
- Is it written in the correct style?
- Are the advantages and disadvantages discussed in three separate main body paragraphs?
- Does each main body paragraph have a clear topic sentence introducing the topic of the paragraph?
- Does each topic sentence have clear supporting sentences giving details/examples/justifications?
- Have appropriate linking words/phrases been used?
- Is there an interesting ending that gives an opinion or a balanced summary of the topic?



Languages of the British Isles

- 1 Look at the language family tree. How many languages are spoken in the British Isles? Which is the oldest? Read the texts to find out.

INDO-EUROPEAN LANGUAGES



CELTIC LANGUAGES

Welsh (Cymraeg) /kəmraɪg/

A language similar to Welsh, called Brythonic, was the historic native tongue of most of Britain during the Roman occupation and before the Anglo-Saxon invasion. Nowadays, modern Welsh is spoken by roughly 20% of the population in Wales, where it is the official language together with English. It is compulsory for students to study Welsh at school from the age of 5 to 16.

Interesting fact: There is a Welsh colony in Argentina where they still speak Welsh.

Say it! *Be' dy'ch enw chi?* (pronounced 'bay di'ch enoo ch'ee?') = What is your name?

Irish Gaelic (Gaeilge) /'gɛɪlɪk/

English only became the language of the majority in Ireland in the 19th century! Today, there are still a few areas in western Ireland where most people use Irish as their first language, while around a third of the population of Ireland overall can speak the language.

Interesting fact: Irish became an official language of the European Union in 2007.

Say it! *Is orm é an t-onóir* (pronounced 'iss urr-um aay on tonn ore') = Nice to meet you.

Scottish Gaelic (Gàidhlig) /'kɑɪlɪk/

Scottish Gaelic was introduced from Ireland about the 6th century AD, so it is closely related to Irish. Speakers of both languages are able to understand one another quite well. Scottish Gaelic is spoken primarily in the Highlands of Scotland and in the Western Isles, where in some areas over 50% of the population speak it. Unfortunately, however, the use of the language is continually declining.

Interesting fact: 'Slogan' is a Scottish Gaelic word.

Say it! *S mise...* (pronounced 'smih-shuh') = My name is...

Manx Gaelic (Gaelg) /'gɪlɡ/

Manx is the native language of the Isle of Man, an island of 84,500 people in the Irish Sea. Until the 18th century, the Isle of Man was totally Manx-speaking. Today, there are no native speakers of Manx left but about 2% of the population speak it as a second language.

Interesting fact: At five of the island's pre-schools and one primary school, the children are only taught in Manx.

Say it! *Kys ta shiu?* (pronounced 'Kus ta shoo?') = How are you?

Cornish (Kemewek) /'kɛr'nɛwɛk/

Cornish is the native language of Cornwall, a region in south-west Britain. Cornish died out as a spoken language sometime around the 18th century, but it has recently been revived. Today, around 560 people speak Cornish fluently. The language is taught in some schools and BBC Radio Cornwall has a regular Cornish news broadcast.


Interesting fact: Cornish is a direct descendant of Brythonic, the original native language of Britain.

Say it! *Py eur yw hi?* (pronounced 'pee urr you hee') = What time is it?

GERMANIC LANGUAGES

English


Two thousand years ago, everyone in the British Isles spoke Celtic languages! English only began to develop in the 5th century AD when Anglo-Saxon tribes invaded Britain from Northern Europe.

- 2  Listen to and read the text again. Then, ask and answer comprehension questions based on the text.

- ▶ A: *What used to be the native language of most of Britain?*
B: *Brythonic. What percentage ...*

- 3 Explain the underlined words. Use them in sentences of your own.

- 4 Close your book and tell your partner one thing you remember about each language.

- 5  **ICT Portfolio:** Work in groups. Collect information using the Internet about some of the languages spoken in your country e.g. *name, where spoken, number of speakers, interesting facts* etc. Write a short article.

Getting the message across

How do you prefer to contact **1)** (DISTANCE) friends? Mobile phone, instant messenger, email perhaps? Well, **take your pick**, because one thing is for sure – it's never been easier! But how did people get messages to one another in the past? Well, they didn't have modern technology, but they certainly had **2)** (CREATE)!

Stop that pigeon!

Did you know that a pigeon will return to its **loft**, **no matter** how far or long it is separated from its home? Or that until the 19th century, the pigeon, which can travel up to 60 miles an hour, was the fastest means of **3)** (COMMUNICATE)? Since the ancient Greeks used pigeons to announce the **4)** (WIN) of the Olympic games to the Athenians, pigeons have been used throughout history to deliver news about wars, battles and even the latest stock prices! In fact, probably the world's first regular **air mail** service was Mr Howie's Pigeon Post Service, which started in New Zealand in 1896. Later on, during World War I, one particularly **5)** (HERO) pigeon was even **awarded a medal** for delivering twelve important messages, despite being shot once!



Say it with fire

North American Indians used smoke signals to send messages. After lighting a fire on a hill, they would cover it with a **blanket** and then remove it, causing a puff of smoke to rise up into the air. They managed to change the number, size, shape and colour of the puffs and also the time between them in order to convey **6)** (DIFFER) messages such as 'Attention!', 'All's well!' or 'Danger!'. The messages could be seen from up to fifty miles away! The Indians, however, are not the only ones to have used fires to send messages. The Greeks learnt that the city of Troy had fallen in the 12th century BC, by using fires to **signal** from mountain **peak** to mountain peak and from island to island, until the message was carried nearly four hundred miles!






For crying out loud!

The ancient Egyptians, Romans and Greeks all used a highly **efficient** system involving a messenger running or riding to a 'station' with a message and then shouting or passing it on to another waiting messenger and so on, until the message reached its destination. A **7)** (VARY) on this system was a network of people shouting their message from field to field and from farm to farm! Or how about **whistling** to get your message across? On the island of La Gomera in the Canary Islands, Spain, before the **8)** (ARRIVE) of roads or telephones, the islanders discovered that whistles carried much further than shouting – up to 2.5 miles, in fact! This system became so popular that it developed into a whole language. A study in 1940 identified more than 3,000 different words!



1 How do you communicate with your friends? How did people communicate in the past? Read the text to find out.

2  **RNE** Complete the gaps with the correct words formed from the words in brackets.
 Listen to and read the text again. Then, explain the words in bold.

3  If we had no modern means of communication, which of the methods in the text would you choose to communicate by? Why? Discuss.

4 **ICT** *Portfolio:* Work in groups. Collect information using the Internet about other means of communication used in the past e.g. *signalling with mirrors, telegraphs*. Give a short presentation to the class.



killer whale



baby seal



TOXIC TONES OCEAN NOISE POLLUTION

Noise annoys all of us from time to time, but for some **marine** animals, too much noise can be deadly!

A Many ocean creatures, such as whales, seals, sea lions and dolphins, experience their whole world through sound. Whales, for example, use low-frequency sound waves to keep track of each other, tell others where food is available, and find each other to **breed**. Whales that are sometimes hundreds or even thousands of kilometres away must listen very carefully to hear the faint sounds of these 'whale songs'.

B Unfortunately, in the last one hundred years, humans have begun flooding the oceans with noise, from off-shore oil **drilling** and the use of explosives for underwater mining, to shipping traffic and military operations. In fact, the ocean is ten times noisier than it was in 1960! As a result, sea creatures can no longer hear and communicate with each other. A blue whale born in 1940, for example, was able to hear sounds from up to 1,000 miles away. Today, this 'hearing

'bubble' has been reduced to only 100 miles, making it much harder for it to locate a **mate**. Evidence is also growing that sound **blasts** from military sonar* are so intense that they cause bleeding of the eyes, ears and organs in whales and dolphins. Some also suspect that noise, even if it is quieter than the engine of an average motorboat, can cause whales and other mammals to swim miles away from breeding or feeding grounds, or even to become stranded.

C So, can anything be done about this? Well, environmentalists are currently campaigning for ships and oil companies to move away from areas where there are a lot of sea mammals. They also believe that there should be laws or at least international agreements to control noise levels at sea. However, they certainly haven't got an easy job! Many people don't even believe, or don't want to believe, that ocean noise can have such a drastic effect on animals.



dolphin

*equipment that uses sound waves to calculate the position of sth

1 a Listen and match the sounds 1-6 with the words. How does each sound make you feel? *e.g. anxious, upset, calm*

- waves • a ship's horn
- a boat engine • seagulls
- a drill • an explosion

b How might the noises you heard affect the animals in the pictures?

Listen to and read the text to find out.

2 **RNE** Read again and match the paragraphs (A-C) with the headings (1-4). Put your answers into the table. Each number can only be used once. There is one extra heading.

- 1 Deadly Noises
- 2 No Solution
- 3 A Difficult Job
- 4 A World of Sound

A	B	C

3 Match the underlined words/phrases to their meanings below. Then, explain the words/phrases in bold.

- strong • know where sth/sb is • weak
- unable to leave a place • extreme

4 **Portfolio:** Imagine you are an environmentalist trying to persuade a company to stop making noise near ocean animals. Give a two-minute talk. Include:

- why hearing is important to ocean mammals
- how noise affects them
- what you want the company to do

5 **THINK!** Discuss the statement.

GREEN wisdom

It appears to be a law that you cannot have a deep sympathy with both man and nature.

Henry David Thoreau, 1854
(American author and naturalist)



RNE Reading

Read the text and complete tasks 1-7. In each task write number 1, 2, 3 or 4 in the answer box provided.

Shhh... It's a Secret!

Throughout history and in every civilisation, people have felt the need to communicate in secret. In wartime, military secrets need to be transferred securely to commanders without being understood by the enemy. During revolutions, those plotting to overthrow the establishment need to ensure their communications remain undisclosed. The history of secret communication is long and fascinating. World events have changed on many occasions because of secret messages – secrets that were kept and secrets that were not!

There are two ways to communicate in secret; either you conceal the fact that you are sending a message at all, ('steganography') or you obscure the meaning of your message, rather than its actual existence ('cryptology'). Steganography is very old. In 440 BC, the Greek ruler Histiaeus sent a message to a fellow plotter in a revolt by shaving off the hair of his most loyal slave, tattooing a message on his head, allowing the slave's hair to grow back, then sending him to deliver the message. The slave passed through enemy lines easily since he seemed to be carrying no communication. Another very old form of steganography is invisible ink. Inks made of simple organic materials such as milk or lemon juice, which turn dark when held over a flame, were used as early as the first century AD for very serious communications. During the Second World War, both sides raced to create new secret inks and to find developers for the enemy's inks, although in the end this form of steganography became impractical due to the large amount of communications involved.

Although steganography is a very clever way to communicate in

secret, it does have an Achilles heel. If the messenger does not do a particularly good job concealing their message and someone finds it, all its secrets will be immediately revealed. This weakness soon led to the idea of hiding the actual meaning of messages, so that they could not be read, even if they were discovered. The result was the development of cryptology.


Cryptology hides the meaning of messages by using codes. Codes are essentially secret languages. Julius Caesar invented one. He replaced every letter in a word by the letter three places away from it in the alphabet. A was D, B was E, and so on. Later on, any code that used a system of letter replacement such as this was referred to as a 'Caesar code'. Of course, it doesn't take much brain power to figure out most of these codes! Today, code makers devise practically unbreakable codes using highly sophisticated mathematics and powerful computers.

Are cryptology and steganography used now? Well, you may be surprised to learn that secret communication is a part of everyday life! For example, every time you use your credit card to buy something from a company over the Internet, cryptology is employed. Very complicated codes turn your credit card number into a pile of gibberish that only the retailer can decipher, not anyone else. Steganography is also thriving in the digital world. Secret messages can easily be hidden in email, audio and image files. This is because most digital documents contain useless areas of data, so some of their information can be altered without obvious effect. This is of concern to governments as they fear that criminals may be concealing messages in files sent over the Internet.

One thing is certain – secret communication is still just as much a part of life today as it was millennia ago!

- 1 **Secret communication**
 - 1 was only used in the past.
 - 2 has altered the course of history at times.
 - 3 can lead to revolutions or wars.
 - 4 was first used by military commanders.
- 2 **In 440 BC, the Greek ruler Histiaeus**
 - 1 secretly communicated with the enemy.
 - 2 started a revolt by sending a hidden message.
 - 3 learnt of a plot through a secret message.
 - 4 sent a secret message past the enemy.
- 3 **Invisible ink**
 - 1 is the oldest form of steganography.
 - 2 was used the most effectively during WW2.
 - 3 must be made from organic materials.
 - 4 can sometimes be made visible with heat.
- 4 **Steganography does not**
 - 1 have any disadvantages.
 - 2 depend on the skill of the messenger.
 - 3 hide the meaning of a message.
 - 4 pre-date cryptology.
- 5 **'Caesar Codes'**
 - 1 were all invented by Julius Caesar.
 - 2 only use certain letters of the alphabet.
 - 3 are usually quite easy to break.
 - 4 use sophisticated mathematics.
- 6 **Internet credit card transactions**
 - 1 use steganographic techniques.
 - 2 are made secure by cryptology.
 - 3 make a retailer's job easier.
 - 4 are hidden in digital files.
- 7 **Steganography is still used a lot today because**
 - 1 secret communication is more important than ever before.
 - 2 governments use it to send information securely.
 - 3 it can help to catch criminals.
 - 4 it's easy to hide secret messages in digital documents.


RNE Listening

 You will hear a dialogue. Decide which of the given statements A-G correspond with the contents of the text (1- True), which do not correspond (2 - False) and which are not given in the text (3 - Not stated). Put the number of the chosen statement into the table. You will hear the recording twice.

- 1 Susan won't be able to let Mike know if she's going to be late.
- 2 Mike has never had a mobile phone.
- 3 Susan's grandparents have just bought a mobile phone.
- 4 Mike is usually at home when Susan calls.
- 5 Susan doesn't like sending emails.
- 6 Susan's mobile is always switched on.
- 7 Mike might buy a mobile phone.

Statement	A	B	C	D	E	F	G
Dialogue							

RNE Grammar & Vocabulary

 Read the texts given below. If necessary, transform the words written in capital letters in brackets marked by numbers 1-7 to make them match grammatically with the contents of the texts. Fill in the gaps with the transformed words.

What's in a name?

Your family name may say 1) (MUCH) about your ancestors than you think. Common English names, like Baker and Butcher, tell 2) (WE) what our relatives in the far past did for a living. Names like Hills, Fields and Rivers say where people used to live.

3) (GIVE) first names often refer to a characteristic that parents would like their children to have; for example, Sophia, which means 'wisdom', or Anna, meaning 'grace'. Perhaps something royal is 4) (PREFERABLE)? How about Stephen and Sara, meaning 'crown' and 'princess'? Whichever name you go by, one thing is certain: it's yours for life!

Discovering a Comet!

On the night of 23 July 1995, astronomer Alan Hale was out observing the sky through his telescope. About 400 miles away, Thomas Bopp, a factory worker and astronomy enthusiast, 5) (DO) the same thing. They saw a bright object in the sky. They both contacted a government organisation that is responsible for 6) (COLLECT) information on discoveries about space. A few hours later, Hale and Bopp received a call from the organisation informing them that what they 7) (SEE) was a comet. The comet was named Comet Hale-Bopp, in honour of the people who discovered it.

RNE Writing

Comment on the following statement:

Our lives would all be enriched greatly if we could have a chip planted in our brains enabling us to speak any language we wished. However, this idea could have some disadvantages too.

What is your opinion? Do you agree with this statement? Write 200-250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

RNE Speaking

Study the two photographs. In 1.5 minutes, be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the two ways of reading the news presented in the pictures you prefer
- explain why

You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



6 Progress Check

1 Complete with: *telescope, satellite, galaxy, human, shrug, wags, air, track, contain, raised.*

- I my shoulders when I don't know the answer to a question.
- The Moon is the Earth's biggest
- He his eyebrows in surprise.
- They were talking so fast it was difficult for me to keep of the conversation.
- We live in a called the Milky Way.
- I like to look at the stars through my
- NASA has sent messages into space with information about the race.
- When my mum her finger at me, I know I'm in trouble.
- He was so excited, he couldn't himself.
- It is quicker to send the parcel by mail rather than standard mail.

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

2 Report the following using the verbs in the list.

• apologise • beg • warn • suggest • deny

- "I didn't take the money," she said.
- "I'm sorry I broke your CD player," he said to her.
- "Please, please lend me the money," he said to her.
- "Why don't we meet later," she said.
- "Don't do that again or you'll be in trouble," his dad said.

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

3 Complete the sentences using the words in bold. Use two to five words.

- "Have you called your mother lately?" he asked me.
had He asked me my mother lately.
- "Let's text each other about it later?" he said.
texting He it later.
- "I didn't call because I was working late last night" said Jane.
been Jane told me she had not called late the night before.
- "Can you call me to confirm tomorrow?" asked Tom.
able Tom asked if I to confirm the next day.
- "Are you going to the party tonight?" he said.
asked He to the party that evening.

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

4 Complete the phrasal verbs with the correct particle.

- I never talk to anyone –it's not nice.
- Jack managed to talk Tim and now they are friends again.
- Talking to your teacher is rude.
- My friend talked me buying a new mobile although I didn't need one.
- I always talk my problems with my mum.

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

5 Complete with the gaps with the correct preposition.

- Our teacher insists correct punctuation.
- He has been complaining backache for several days now.
- The new employee assured his boss his complete honesty.
- Don't apologise breaking the vase. I didn't like it anyway.
- Danny's always complaining not having enough money.

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

6 Match to form exchanges.

- | | |
|---|---------------------------------|
| 1 Apparently, he saw an alien. | a They can't be serious! |
| 2 I got a promotion at work. | b I can't believe she did that! |
| 3 She said I broke the vase. | c Nice one! |
| 4 She was given a fine for speeding. | d That's ridiculous! |
| 5 Tom and Jen want to move to Antarctica. | e Serves her right! |

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

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

Now I Can ...

- talk and write about space technology
- talk about newspapers and the media
- apologise and accept apologies
- ask for repetition, confirmation and clarification
- use reported speech
- write a for-and-against essay
- write a short article about native languages
- give a presentation on means of communication

... in English

Module 7

In days to come

◆ Before you start ...

- Do you think there is life on other planets?
- In what ways do you communicate with people?

◆ Look at Module 7

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a poem
- a joke
- a webpage
- a filmstrip

◆ Listen, read and talk about ...

- hopes & dreams
- plans & ambitions
- *If* by Rudyard Kipling
- a biography of Rudyard Kipling
- voluntary work & positive actions
- university life
- Dian Fossey

◆ Learn how to ...

- talk about plans & ambitions
- ask after friends

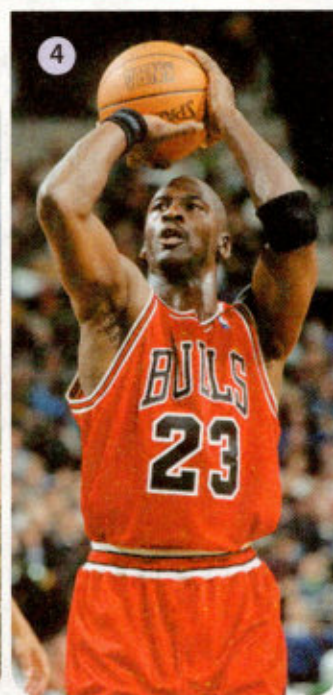
◆ Practise ...

- conditionals (type 1,2,3)
- inversion in conditional sentences
- unreal past
- phrasal verbs: *carry*
- prepositional phrases related to goals & ambitions
- idioms related to education
- phrases with 'hope'

◆ Write / Make ...

- a verse of a poem
- a formal letter/email
- a paragraph about a way to change the world


- a short article about university life in your country
- a presentation about an environmentalist




Reading

1 a Look at the pictures and read the title of the article. What do you think the people in the pictures have in common?

b Now read the subheadings in the text. What do you expect to read about? Read and check.

2  **RNE** Read again and choose the best word (A-D) for each gap (1-7).


 Listen to and read the text again. What is the author's purpose?

3 Match the underlined words with their meanings below. Use them in sentences of your own.

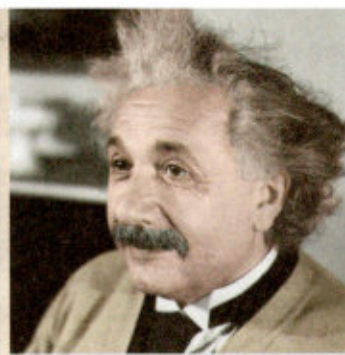
1 was a candidate 2 continuing with sth even when it's difficult 3 be faced with 4 at first
5 get rid of 6 so big that it cannot be solved
7 source of a new, creative idea 8 faults 9 lost
10 turned down

Vocabulary

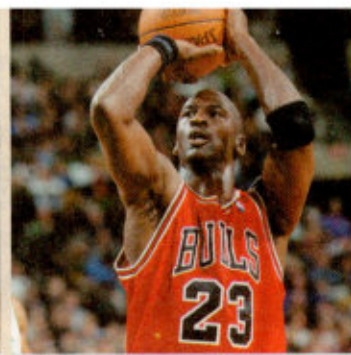
Hopes & dreams

4  Complete with: *achieve, come up against, overcome, come, long to, make, take, move, face, reach, reject.*

- 1 Ann managed to many difficulties and became a successful businesswoman.
- 2 Keep on trying until you your dream.
- 3 You may many obstacles but don't give up.
- 4 Kevin is determined to his goal of becoming a lawyer.
- 5 We all difficulties in life, but we can beat them if we stay focused on our goals.
- 6 The job opportunity was a dream true for Jane.
- 7 Don't an idea just because you think it is not good enough. Give it a try!
- 8 Matt wants to help people and a difference in their lives.
- 9 I be a professional ballerina.
- 10 Jack refuses to things as they come; he makes things happen.
- 11 If you reach a dead end, it's time to on in a different direction.



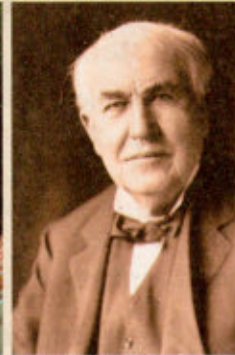
Einstein (1879-1955)
physicist



Michael Jordan
(1963-) basketball star



Beethoven
(1770-1827)
composer



Thomas Edison
(1847-1931)
inventor




George Lucas (1944-)
director/creator
of Star Wars



Abraham Lincoln
(1809-1865) 16th President
of the United States



Henry Ford (1863-1947)
inventor, founder of the Ford
Motor Company

5  Complete the sentences with the phrases: *dash one's hopes, in the hope that, hope for the best, get one's hopes up, give up hope, have high hopes of, pin one's hopes on in the correct form.* Use each phrase in another example of your own.

- 1 We might be able to go away this weekend, but don't - I may have to work.
- 2 He gave up his job he would find something better.
- 3 I hadn't changed a tyre before but I decided to have a go and
- 4 A terrible injury Greg's of reaching the Olympics.
- 5 Mike getting this job. He hasn't applied for anything else.
- 6 I never that I would become a famous singer one day.
- 7 Joanne going to university.

I have a Dream...

1 Did you know that it took Abraham Lincoln thirty years to achieve his dream of becoming President of the United States? After losing his mother at a young age, his first attempt at business ended in failure. Then he failed to 1) into law school, which he desperately wanted. He eventually became a lawyer, but then he was defeated for Congress three times and got less than one hundred votes when he ran for Vice-President. He was finally elected sixteenth President of the United States when he was fifty-two years old. He faced countless insurmountable obstacles, but he never gave up. He just kept on going until he reached his goal!

10 So what about you? You may not dream of being a world leader, but perhaps you long to become a lawyer, an astronaut or an inventor, to climb Mount Everest or perhaps simply to do something to help those less fortunate than yourself. At times, achieving these ambitions may seem impossible and, like Abraham Lincoln, you might come up against incredible difficulties. But 2) heart, because there are some very practical steps you can take to help make your dreams come true...

• Believe in yourself

Without a doubt, this is the first step on the road to achieving your dreams! And this means not listening to anyone who tells you, 'You can't.' Einstein, Beethoven and Edison all knew about this. Einstein was considered an 'unteachable fool' by his early teachers, Beethoven's music teacher told him he was a 'hopeless composer', and Thomas Edison's mother was told to 3) him from school because he was 'too stupid to learn'. Sometimes, though, it's not others that we have to worry about. Many times, we are our own worst enemy. We look at ourselves and all we can see are our weaknesses, failings and defeats. But when you banish self-doubt, you are capable of doing everything you

attempt to the best of your 4) because you believe you can succeed. As Henry Ford once put it, 'If you think you can or you think you can't, you're probably right.'

• Take steps to achieve your dreams

Remember, Rome wasn't built in a day! In other words, achieving your dreams is usually a process involving a lot of 40 5) work and perseverance. Therefore, read books, take courses, practise for hours or do whatever you need to do that will give you the skills to achieve your goals. After all, in the words of Thomas Edison, 'Genius is 1% inspiration and 99% perspiration.'

• Don't give up

Finally, don't be afraid of failure on the way to achieving your dreams. Michael Jordan is someone who understands this very well. 'I've failed over and over again in my life,' he once said, 'and that is why I succeed.' Thomas Edison's life proves to us 50 that this is true. After thousands of failures, each of which showed him how *not* to make a light bulb, he was able to achieve a success that would change people's lives for ever. In the same 6), George Lucas' script for *Star Wars* was initially rejected by various studios. If he had given up at this point, he would have never seen *Star Wars* become one of the most popular films of all 7)!

So, never say never. Believe you can climb that mountain, swim that ocean or reach that place, and surely one day you will. There 60 would be no Ford cars, *Star Wars*, light bulbs or Beethoven symphonies if this was not true!


1	1	accept	2	pass	3	get	4	succeed
2	1	take	2	have	3	make	4	find
3	1	pull	2	erase	3	cut	4	remove
4	1	power	2	skill	3	ability	4	gifts
5	1	strong	2	hard	3	heavy	4	tough
6	1	idea	2	way	3	method	4	means
7	1	years	2	moments	3	days	4	time

6 **THINK!** What do you think your future will be like? Write sentences about yourself.

- I see myself
- I might try and
- I'm thinking of
- If I can, I'll
- What I'd really like to
- I'm really dreading
- I've always dreamed of
- I desperately want to
- I long to become

How similar are your ideas to your partner's? Discuss.

Speaking

7  Read the quotations in the text again e.g. Henry Ford, line 36. What do they mean? Do you agree? Discuss.

THINK! Read the statement. What does it mean to you? In three minutes write a few sentences about the topic.

Words of Wisdom


The future belongs to those who believe in their dreams.
(Eleanor Roosevelt, American politician)

7b

Listening & Speaking Skills


Education (university) & training

1 Describe the pictures. Who: works as a cashier? Is at university? Is training to be a mechanic?

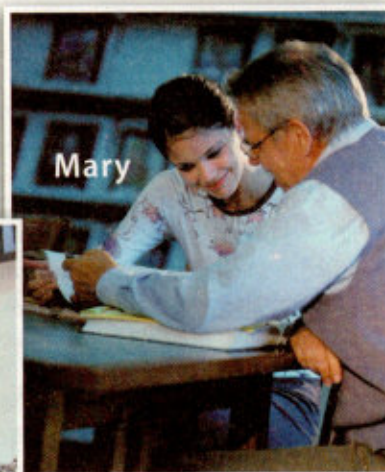
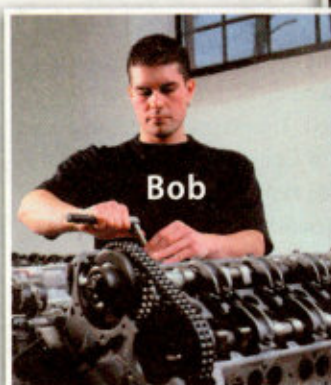
2  Use the verbs in the correct form to complete the sentences below.

- complete • drop out • apply for • graduate
- enrol • hand in • win • do • study • attend

- 1 John's parents were very upset when he of college and started working as a taxi driver.
- 2 The professor was annoyed because none of the students their essays on time.
- 3 Mary was delighted when she heard she had a scholarship to study in France for a year.
- 4 Susan has decided to a place at Birmingham University to study economics.
- 5 Once he had his degree at Oxford University, Peter went into politics.
- 6 I haven't been out recently because I am for my exams.
- 7 Although I from university with a good degree, I found it hard to get a decent job.
- 8 When David left school he decided to an apprenticeship as an electrician.
- 9 One of the things I hated about university was having to get up early to lectures!
- 10 My grandmother has just on a course to learn about computers!


3  Choose the correct word, then make a sentence using the other word.

- 1 John has just been offered a **place/position** at Leeds University.
- 2 Call the college and ask them to send you a **syllabus/prospectus**.
- 3 You need **qualifications/qualities** to become a nurse.
- 4 My tuition **fees/prices** have gone up this year.
- 5 My **classmates/colleagues** and I are all finding the course difficult.
- 6 What was your favourite **lesson/subject** at school?
- 7 The course didn't run this year as it had no government **pricing/funding**.
- 8 I've paid off my student **grant/loan**.



Everyday English

Talking about plans and ambitions

4  Work in pairs. Use the language in the box and the ideas below to ask and answer questions about the future.

- study a foreign language
- help homeless people • travel abroad
- learn to play a musical instrument
- join a (drama) club • apply for a job as ...
- get a job • go to university • join a charity

Asking
<ul style="list-style-type: none"> • Have you made any/What are your plans for ... (next year/after the exams etc)? • What are you planning/hoping/ going to do ... (next year etc)?
Responding
<ul style="list-style-type: none"> • I'm going/planning/ hoping to/thinking of ... • I've decided/made up my mind to ... • I guess/think I'll ... • If I can, I'd (really) like to/I think it would be great to ... • I've always wanted to ..

- A: *Have you made any plans for next year?*
 B: *Well, I think it would be great to get a job, but I haven't made up my mind yet. How about you?*
 A: *Well, ...*

Reading

- 5 a Look at the sentences (A-G) from the dialogue. What is the dialogue about?
- A Oh, well done.
 - B It's so much fun living in a student house and I'm really enjoying my course as well.
 - C Well, we're all different, aren't we?
 - D I'm doing a BA* in History and Political Science.
 - E It's difficult to keep up with all the essays you have to write though!
 - F I'm just home for the weekend.
 - G Well, feel free to come up and stay with me any time you like.

Josh: Hey Annie, is that you? I thought you were away at university!

Annie: Oh hi, Josh! Yeah, I am. 1)

Josh: Oh, OK! So how are you finding student life?

Annie: Oh Josh, I absolutely love it! 2)

Josh: That's so cool! What are you studying again?

Annie: 3) The lectures and seminars are really interesting.

Josh: That's good.

Annie: 4)

Josh: I can imagine! It certainly wouldn't be my cup of tea!

Annie: 5) So tell me, what are your plans?

Josh: I've decided to become an electrician and I've started an apprenticeship. It's going really well.


Annie: 6) That's great!

Josh: Yeah, thanks, I'm really happy. The course is practical but you learn plenty of theory, too. I miss all of you guys who have gone away to university, though.

Annie: 7) My flatmates won't mind. They're cool!


Josh: Thanks, Annie! I might just do that!

*BA=Bachelor of Arts (Arts degree e.g. English Literature),
BSc= Bachelor of Science (Science degree e.g. Physics, Engineering)



- b  Complete the dialogue with sentences A-G.

 Listen and check.

Speaking

- 6  **Portfolio:** You meet your friend a few months after you have both left school. Ask each other how things are going. Use the phrases in Ex. 4 to help and the dialogue in Ex. 5 as a model. Record yourselves.

Listening

- 7   Kayla is calling a college to ask for information about a course. Listen and fill in the gaps (1-6).

Legal Secretarial Course – My notes!

mention: saw course in 1) section of *The Guardian*, want more info!

Funding? government 2) and scholarships

Selection? Interview as important as 3)



Places available? 4)

Open day? 5)

Time left to apply? About 6)


Say it right

Asking after friends

- 8   Choose the correct response. Listen and check. Then, act out the exchanges.

- 1 A: How is Peter getting on at university?
B: a He always wanted to go.
b He's loving every minute!
- 2 A: How is your brother now?
B: a He's getting better slowly.
b He's still living with us.
- 3 A: Have you heard from Mary recently?
B: a She won't tell me.
b I got a card from her last week.

Idioms

- 9  Use the words in the list in the correct form to complete the idioms, then check in the Word List. Are there similar idioms in your language?

• learn • teach • beat • carry • dream

- 1 He never around the bush – you always know exactly what he is thinking.
- 2 It's a new idea the boss up yesterday.
- 3 Although it wasn't her fault, Sue the can for the accident.
- 4 My sister won't go back to college because she thinks you can't an old dog new tricks.
- 5 I had no idea you could study wine tasting at college – well, you live and

Conditionals

type 1, 2 & 3 ▶ Grammar Reference

- 1 Study the table and identify the three conditional types in the quotes below.

	If-clause	Main clause
Type 1 real present/future (a real or probable situation in the present or future)	If/When + present simple	future simple, imperative, can/must/may etc + bare infinitive
Type 2 unreal present (imaginary situations contrary to facts in the present and unlikely to happen in the future)	If + past simple/past continuous	would/could/might + present bare infinitive
Type 3 unreal past (imaginary situations contrary to facts in the past)	If + past perfect/past perfect continuous	would/could/might + perfect bare infinitive

The good life, as I conceive it, is a happy life. I do not mean that if you are good you will be happy – I mean that if you are happy you will be good.

Bertrand Russell, British philosopher, 1872-1970

If we were meant to talk more than listen, we would have two mouths and one ear.

Mark Twain, American writer, 1835-1910

If I'd known I was going to live this long, I'd have taken better care of myself.

Eubie Blake, American composer, 1887-1983

- 2 Put the verbs in brackets into the correct tense. Which conditional type is each?

- They were of great help. I don't know what I (do) if they hadn't helped me.
- If I could be anything I wanted, I (be) an astronaut.
- If he (not/waste) time playing computer games, he would have been able to study more.

- If I (be) in your position, I would apply for that job straight away.
- I would have sent a card if I (remember) it was your birthday.
- If I (have) enough time, I would do a Master's degree.
- If he doesn't dress smartly for the interview, he (not/stand) a chance of getting the job.
- If Tom has to work late today, he (call) his wife and tell her.
- If you (be) ever in my part of town, you should come and see me.
- If you have an appointment, Mr Carter (see) you.

Inversion in conditional sentences

- 3 Study the examples. Rewrite the sentences omitting 'if'.

- ▶ Should you come late, we'll stay in. (= If you come late, we'll stay in.)
- ▶ Were you to take this course, you would get an excellent qualification. (= If you took this course, you would get an excellent qualification.)
- ▶ Had he worked harder, he'd have met the deadline. (= If he had worked harder, he'd have met the deadline.)

- If you had asked me sooner, I would have been able to come.
- If you ordered all your books from us, we would give you a 25% discount.
- If we went to the same college, we would graduate together.
- If my exam results come in the post, call me straight away.
- Will you pick me up if you finish early?

- 4 Study the table and then rewrite the sentences, as in the example.


Conditionals can be mixed (the tenses possible depend on the context).

If-clause	Main clause
If he <i>wasn't</i> so lazy, (type 2)	Jo <i>wouldn't have got</i> angry with him. (type 3)
If I <i>had studied</i> law, (type 3)	I <i>would be</i> a lawyer now. (type 2)

- Tim lives far away so he was late for the meeting.
 - ▶ *If Tim didn't live so far away, he wouldn't have been late for the meeting.*

- 2 Paul doesn't listen to advice, so he didn't do what you suggested.
- 3 Sue doesn't do her job well, so she didn't get promoted.
- 4 You didn't hand in your project, so you won't pass the course.
- 5 The train left an hour late, so they won't arrive before noon.
- 6 Kate was studying all night, so she's exhausted now.

Wishes/Unreal past ▶▶ Grammar Reference

5  Study the examples. Then, put the verbs in brackets into the correct tense.

If I **were** you, I'd leave now. → If I **had known**, I would have attended the meeting.

I wish she **would come** earlier. → If only he **had been** on time.

Suppose you **won** £10,000, what would you buy? →

Suppose she **had stayed** longer, would you have told her?

It's time **we went**. I'd rather you **called** a taxi. → I'd rather you **hadn't lied** to me.

- 1 Suppose you (**not/pass**) your exams, what would you have done?
- 2 If only I (**not/stay up**) so late last night.
- 3 If she (**tell**) me she had an exam today, I wouldn't have made so much noise last night.
- 4 I'd rather you (**leave**) me alone.
- 5 It's high time you (**start**) acting more responsibly.
- 6 If you (**save**) some money last year, we would be able to afford to go on holiday this summer.
- 7 I wish he (**get**) a job instead of lying around the house all day.
- 8 I'd rather you (**not/copy**) my homework and did it yourself.
- 9 Suppose you (**get**) the promotion, how would you have felt?
- 10 If only you (**not/borrow**) my car last night.

6  Look at picture 1 and complete the sentences.




- 1 I wish I (**be**) twenty again.
- 2 If only I
- 3 If I had

What would the people in pictures 2 and 3 wish/regret? Write three sentences for each person.




Phrasal verbs (carry)

7  Complete with: *through, off, out, on*. Check in Appendix 2.


- 1 Tim wasn't prepared for the speech, but he managed to carry it (**do successfully**)
- 2 I told Anna to stop tapping her foot, but she carried doing it. (**continue**)
- 3 We don't know who carried the attacks yet. (**do**)
- 4 Adam's support carried me the awful experience. (**help to endure**)
- 5 Hugh Grant carried the award for Best Actor. (**win**)

Dependent prepositions

8  Complete with: *into, from, in*. Check in Appendix 1.

- 1 He graduated university with a degree in Physics.
- 2 Jo was expelled from school for cheating an exam.
- 3 She's doing research global warming.
- 4 She finally succeeded achieving her dream.

Sentence transformations

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

- 1 I think you should apologise to Mike.
were If apologise to Mike.
- 2 I didn't pass the course because I didn't work hard enough.
failed If I'd worked harder, I the course.
- 3 It's a pity she missed the party.
wish I to the party.
- 4 I suggest that you leave now.
rather I now.
- 5 I wish she wouldn't criticise me all the time.
stop If criticising me!

- 1 Rudyard Kipling's *If* is one of the best known poems. Read the first line in each verse and the two last lines of the poem. Who does Kipling address the poem to? Read the biography below to find out.

Rudyard Kipling

(1865-1936)



was a British author and poet, born in Bombay, India. He had a very happy childhood until, at the age of six, he and his sister were sent to England to be educated. His next six years were miserable. He was neglected and treated cruelly by the couple who were looking after him. At 12, he went to live with his aunt and only then spoke of what he had gone through. At the age of 16, he returned to his beloved India where he worked as a journalist. He wrote many poems and short stories, including *Mandalay* (1890) and *Gunga Din* (1892). These were published in the paper along with his news reports and later as collections.

He travelled extensively and married in 1892. Over the next few years Kipling wrote *The Jungle Books* (1894-1895), *Captains Courageous* (1897), *The Day's Work* (1898) and many more. He had two daughters and a son, and life was wonderful until his eldest daughter died of pneumonia at the age of 7. From then on, life was never the same again, and the family moved to the English countryside for a secluded life. Kipling was awarded the Nobel Prize for literature, but he turned down the honour of Poet Laureate¹ and a knighthood many times.

Kipling's most famous poem *If* (1909) is an inspiring, motivational poem about how to overcome difficulties. It emphasises the value of inner strength and the ability to not let your emotions get the best of you.

¹ a poet appointed by government to write poems for special occasions

- 2 Listen to and read the poem. What message does it convey?

- a overcome your problems and try to become an honourable and dignified person
b live your life and don't let problems and difficulties get in your way

If

- 1 If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
5 If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream – and not make dreams your **master**;
10 If you can think – and not make thoughts your **aim**;
If you can meet with **triumph** and disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves¹ to make a **trap** for **fools**,
15 Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one **turn** of pitch-and-toss²,
And lose, and start again at your beginnings
20 And never breathe a word about your **loss**;
If you can **force** your heart and nerve and sinew³
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the will which says to them: "Hold on!"

25 If you can talk with crowds and keep your virtue,
Or walk with kings – nor lose the common touch;
If neither foes⁴ nor loving friends can hurt you;
If all men count with you⁵, but none too much;
If you can fill the **unforgiving** minute
30 With sixty seconds' **worth** of distance run –
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

¹ a dishonest person (old fashioned usage) ² a gambling game played with coins ³ a cord connecting a muscle to a bone ⁴ enemies ⁵ are important to you (old fashioned)

- 3 a Read again and match the underlined words/phrases with their meanings below.


- 1 ability to identify with ordinary people
2 changed in meaning
3 things/people dishonestly pretending to be sth else
4 pile
5 old or damaged
6 stand/walk with shoulders bent forward
7 stay calm
8 determination to do sth
9 thinking and doing what's right
10 money won

- b Explain the words in bold.

Words related to character/personality

- 4 Which of the following does Kipling advise? Find references in the poem.

Verse 1	Verse 2
ignore doubt be patient be honest be courageous be modest	be imaginative be thoughtful don't be fooled accept that people lie be strong despite difficulties
Verse 3	Verse 4
take risks be positive be uncomplaining be determined	be polite be modest be tolerant be respectful be productive

- 5  Complete the sentences with the correct prepositions or particle *to* from the poem, then use each of the phrases in bold in an example of your own.

- I can't **bear** see Jackie ever again.
- My brother often used to do something naughty, then **blame it** me.
- We have to **make allowances** Tom's mistake. He's been quite ill lately.
- Don't **give way** anger, Tracy! Try to calm down.
- My dad **built** his business from scratch.
- You can tell me. I won't **breathe a word** it to anyone!
- I usually go to bed **long** everyone else.
- Ben found his course very difficult, but he managed to **hold** and finished it.

- 6 The poet uses opposites to emphasise what he says and convince the reader. In pairs, choose one of the verses and find the opposites.



▶ *verse 1 line 3 trust/doubt*

- 7 Look at the poem. How many verses are there? How many lines are there in each verse? How many syllables are there in each line? Now look at the last word in each line. Which line rhymes with the first line? the second line? Does the poem follow the same rhyming pattern in every verse?

study skills

Rhythm

Rhythm refers to the flow or 'music' of a poem. It is created with stressed and unstressed syllables.

- 8   Listen to the first four lines of the poem and find the stressed syllables. Listen again and repeat to feel the rhythm.

- 9 How does the poem make you feel? *bored? excited? depressed? encouraged? discouraged? inspired? motivated?* Explain your answers.


▶ *The poem makes me feel inspired to follow the advice given and try to become a better person.*

study skills

Literary techniques in poems

When writing a poem, we can use a number of techniques to attract the reader's attention ...

Literary techniques: **Similes** (to compare one thing with another (as ... as) e.g. *My love is like a red rose*), **metaphors** (to compare two unlike things e.g. *You are pure sunshine*) and **personification** (when objects are given human qualities e.g. *The moon smiled*) are some of the techniques used in poetry to help the reader 'see' or 'feel' what the writer means.

- 10  Read the Study Skills box, then identify some examples of these features of poetry in Rudyard Kipling's poem.

- 11 **Portfolio:** Work in groups. Write one or more new verses for *If*. Use any of the rhyming words below or your own ideas. Recite your new verse(s) to the class.

despair – care forgive – live
need – greed pain – gain

▶ *If you can feel sorrow yet never despair; If you can be kind to those without care etc.*

Formal letters/emails

Formal letters/emails are written in a formal style to people in official positions; e.g. a manager, a course director who you haven't met before or who you don't know well. There are various types of letters such as giving/requesting information, letters of complaint, letters of apology etc.

A formal letter should consist of:

- a **formal greeting** i.e. *Dear Sir/Madam* when you don't know the person's name, *Dear Mr/Mrs Wilson* when you do know their name.
- a **first paragraph** in which you write any opening remarks and clearly state the reason for writing.
- a **main body** (usually 1-3 paragraphs) which develops the subject. Begin a new paragraph for each main point.
- a **final paragraph** that sums up the topic, expresses what you want to be done or makes any other final comments.
- a **formal ending** i.e. *Yours faithfully* when you don't know the person's name, *Yours sincerely* when you know the person's name.

Formal letters can respond to written information (letters/adverts etc). In such cases, make sure all points asked for are included.

Introduction

(Para 1) opening remarks, reason(s) for writing

Main Body

(Paras 2-3) development of the subject

Conclusion

(Para 4) closing remarks, other comments

1 Look at the types of letters/emails (A-G) below. Who is each one written to? Which are formal? Why?

- A a letter of complaint to a course director
- B an email accepting your friend's invitation to a barbecue
- C a thank-you letter to your aunt
- D an email to a hotel owner asking for the return of some lost property
- E a letter to your friend telling her about a recent job interview you had
- F an email requesting information about an event
- G a letter making arrangements for a visiting speaker to come to a school

2 Read the extracts from some formal letters below. Which are beginnings and which are endings? Find the pairs. Which letter from Ex. 1 does each pair belong to?

1 Once again, I would like to thank you for agreeing to take part. Please do not hesitate to contact me if you have any questions or concerns.

2 I am writing to inquire about the Open Day you are holding at the university on Friday 6th May.

3 Thank you very much for agreeing to be one of the guest speakers at our school careers fair. Please allow me to give you some details about the day.

4 Thank you in advance for your help. I have enclosed a stamped, addressed envelope in which to return my driving licence if you find it.

5 Thank you very much for making my stay at your Bed and Breakfast which was so enjoyable. Unfortunately, when I arrived home I realised that I had left my driving licence behind.

6 Lastly, could you please send me directions to the university campus from the train station? Thank you in advance.

7 All in all, I am extremely disappointed and feel that I am entitled to at least a partial refund of the course fees that I paid. I look forward to your prompt reply.

8 I am writing to express my dissatisfaction with the web design course that I have just completed at your college.

3 Read the rubric and find the key words. Answer the questions. Then, read the model and check.

You are Anna Hughes, the director of a summer school in Oxford, England, and have received a letter from Olga Antonov, who writes:

I have seen your advertisement for summer English courses and I am interested in participating. Can you please tell me the cost of a six-week course? How many students are there normally in each class? As to accommodation, what else is available other than what is advertised? I would like to take the course some time in the middle of summer.

Write a letter to Olga Antonov. In your letter:

- answer her questions.
- ask 3 questions about her English studies so far.

Write 100-140 words.

Remember the rules of letter writing.

- 1 Who are you?
- 2 Who will you write to? Why?
- 3 What greeting/ending will you use?
- 4 What must you include in your letter?
- 5 How many paragraphs will you write, and what will you include in each?

Dear Ms Antonov,

I am writing in response to your letter requesting information on the summer courses.

First of all, I would like to inform you that the cost of each course depends on the level of the class you wish to enrol in. Please find a comprehensive pricelist enclosed. Secondly, the number of students in each class ranges between 10 and 15 people. With regard to accommodation, you can also stay with an English host family during your time in Oxford.

I would appreciate it if you could send me the following information regarding your English studies. How long have you been studying English? What is your purpose in studying the language? Do you wish to study abroad?

I look forward to your response. Please do not hesitate to contact me if you need further assistance.

Yours sincerely,
Anna Hughes

4 Read the letter in Ex. 3 again. What is each paragraph about? Have all the points in the rubric been addressed?

Formal style


5 In pairs, find formal words/phrases in the letter in Ex. 3 which mean the same as the more informal ones below.

- 1 can't wait to hear from you
- 2 about where to stay
- 3 Hey Olga
- 4 I want to let you know
- 5 tell me something about
- 6 for starters
- 7 lots of love
- 8 you can ask me anything else you want

6 Replace the underlined sections of the sentences (1-10) with the more formal words/phrases below.

- I would be grateful if you could
- Thank you for your generosity in spending
- with regard to your participation in
- Would it be possible for you to arrange for
- Could you please send me some more details
- we were served was appalling
- will be unable to attend
- We really appreciated your helpful advice
- was very impressed by
- am writing to inquire

- 1 Thanks for all the useful things you told us during our trip.
- 2 I am writing about you taking part in our upcoming careers fair.
- 3 The standard of food they gave us was horrible.
- 4 I really liked the friendliness of the hotel staff.
- 5 Can you send me a bit more info about the Open Day?
- 6 Unfortunately, I can't come to your daughter's wedding.
- 7 It'll be great if you can book a taxi to meet us at the airport.
- 8 You were so generous to spend so much time with me.
- 9 I want to ask about the computing course you offer.
- 10 Please replace the faulty product.

7 a  Match the introductory sentences (1-3) to the supporting details (A-B). There is one sentence you don't need to use.

- 1 Lastly, we have arranged for the exchange students to go on a weekend trip to the countryside.
- 2 I would be very grateful if you could send me a copy of your prospectus.
- 3 First of all, the standard of teaching on the course was excellent.

A The teachers were thoroughly prepared for the lessons and able to answer all the questions that students had. Moreover, students were given prompt and detailed feedback on their work.

B I would also appreciate a list of the course fees. Any other relevant information would also be appreciated.

b Write two or three appropriate supporting details for the remaining sentence from Ex. 7a. Compare with a partner.

Discuss and write

8 Read the rubrics (A&B) and find the key words. Then answer the questions in pairs.

- 1 Who are you and who are you writing to?
- 2 What kind of letter do you have to write?
- 3 What style will you write it in?
- 4 What must you include in your letter?
- 5 What will you include in each paragraph?
- 6 What greeting/ending is appropriate?

A You are Elsa Potter, the leader of Coburg High School's social committee, and have received a letter from Nick Clarke, an international sports star, who writes:

I would be happy to come and give a talk at your school. Would you rather I came on the 11th or the 12th of June? Can you give me some information on the students regarding their ages and the sports they are interested in? Is there anything in particular you would like me to include in my talk? If you are interested, I can bring a fellow athlete with me who can also talk to the students.

Write a letter to Nick Clarke. In your letter:

- answer his questions.
- ask 3 questions about the other athlete.

Write 100-140 words.

B You are Amanda Hills, a disappointed student of The Dawson Drama School, and have received a letter from Tim Evans, the director of the school, who writes:

Please provide some more information as to what you did not like about our school. Did you find the teaching staff efficient? Were the studios satisfactory? Was the accommodation offered comfortable? Our school would like to offer you a number of free lessons as a way of apologising for the inconvenience we have caused you.

Write a letter to Tim Evans. In your letter:

- answer his questions.
- ask 3 questions about the free lessons.


Write 100-140 words.

9 Choose one of the rubrics and write your answer. Swap papers and check your partner's writing against the checklist below.

Checklist

- Does the letter/email have a correct greeting/ending?
- Is it written in an appropriate style?
- Does the letter/email cover all the points asked for in the rubric/notes?
- Is the beginning/ending appropriate?
- Do the main body paragraphs have an appropriate topic sentence and supporting details?
- Are there any mistakes i.e. grammar, punctuation, spelling?



- 1 Look at the titles and picture on the website. Who do you think it is for?
What do you expect to learn from it?  Read, listen and check.



www.studentdays.com


UNIlife!

Home

University/College
profiles

Student life
in the UK

Life as a student is all about sitting through endless boring lectures, working all night to meet essay deadlines and of course scraping by on your meagre student loan, right? Well, sometimes, but it can also be a lot of fun!! We asked some first year students to give us the lowdown on student life in the UK!

Matthew Springer, University of Leeds (B.A. History and Political Science):

"One of the best things about the first year is 'Freshers' Week'¹. You hardly sleep all week – there are so many parties, concerts and other events! And then there's the 'Clubs & Societies Bazaar' where you get the chance to join any kind of club or society you can imagine. It's difficult not to get carried away – I signed up for the university newspaper, and the drama and canoeing clubs!"

Sylvie Legrange, Swansea University, Wales (B.Sc. Biological Sciences):

"I'm an overseas student from France. In my country, a lot of students live at home while studying, but here almost everyone goes to university in another town. This year, I got a place in halls² with most of the other first year students. It's so much fun hanging out in each others' rooms, drinking tea and ordering pizza at two o'clock in the morning! Next year, I'm going to rent a student house just off campus with four of my friends."

Sarah Miles, Keble College, Oxford (B.A. English and Modern Languages)

"I only have about ten hours of formal lectures every week, but I have to spend quite a few hours in the library doing research for essays. I also have to prepare for seminars, which are smaller interactive classes, and a weekly tutorial, which is basically a one-on-one discussion with my tutor³. Oxford is a lot more traditional than most other UK universities. We still have to wear a black academic gown when we do exams and when we attend formal dinners in the college dining hall!"

Steven Howard, University of Bradford (B.A. Media Studies)

"University is hard work and I'm always *skint* but the social life is *stormin'*! My favourite hangout is the Student Union⁴. There's always something going on there, like a big band playing or some kind of special theme night. After a big night out, my *mates* and I always stop off for a kebab or a curry on the way home!"

Student talk: our mini-guide

hole-in-the-wall = ATM
rank = awful
sorted = under control
stormin', kickin', slammin' = exciting
skint = having no money
mate = friend

1 week of events/activities to welcome first year students 2 halls of residence = shared university accommodation
3 university teacher 4 building on campus with facilities for social and organisational activities

- 2 Read again. Which student(s) mention(s):

1 getting involved in organised activities?
2 a nighttime snack? 3 a special dress code?
4 self-study? 5 lack of money?

- 3 Match the underlined words with their meanings: *involving only two people*, *loose formal robe*, *be overenthusiastic*, *managing to live with very little money*, *happening*, *allowing communication*, *very small*.


- 4 List all words related to university from the text in Ex. 1 under the headings:

• places • lessons • accommodation
• teachers • after-school activities

Imagine you are studying at Oxford University. Use the words to talk about university life.

- 5 **ICT Portfolio:** Collect information using the Internet about the most prestigious university in your country. Write a short article about it. Include: *where students live*, *academic life*, *social life* etc.

SMALL ACTIONS X Lots of People = BIG CHANGE!

- 1  Read the equation above. How can small actions change the world?
- 2 a Read the case study below to find out what Jacob does. Why does he do it? What does he feel that he achieves?

Case Study:



COMMUNITY VOLUNTEER

"I **volunteer** at a retirement **home** for a few hours each week. All I do is sit and chat with people for a while, read to them, tell them some **jokes**, but they really seem to look forward to my visits. I **get a lot back**, too. It makes me feel really great to know that I'm giving something and to see people's **faces light up** when I arrive. The elderly are **wise**. On more than one occasion they've given me advice that I just know I wouldn't have got anywhere else. I think volunteering in the **community** is one of the many things you can do to make the world a better place."

Jacob (17)



- b Read the case study again and explain the words in bold.

- 3   Read the suggested actions (1-6) and match them with the reasons (A-F). Suggest two more actions and their corresponding reasons. Compare your ideas with your partner.

10 Little Ways to Change the World

ACTION

- 1 Learn basic first aid.
- 2 Spend time with people from different generations.
- 3 Become a community or international volunteer.
- 4 Buy fair trade products.
- 5 Throw your rubbish in the bin.
- 6 Give your spare change to charity and pay more when you buy things at charity shops.

WHY?

- A Both you and the people you help will feel great.
- B It could save someone's life.
- C Even a small purchase can help and charity shops give all the money they make to people in need.
- D Rubbish on the streets is ugly and costs millions to clean up.
- E It will cheer you/others up and change the way you/they behave.
- F Producers get fair prices for their goods and their living & working conditions improve.

- 4 **THINK!** Consider the list of actions again. Which would you: *definitely do?* *definitely/probably not do?* *possibly do?* Discuss your answers in small groups, giving reasons.

- ▶ A: *I would definitely like to learn first aid.*
- B: *Yeah. Me too. I think it would be useful. I'd possibly become a community volunteer and help others feel well.*
- C: *That's a nice idea but I would probably not become a community volunteer, because I'm not good at socialising.*

- 5 **THINK!** **Portfolio:** Work in groups. Use the ideas from Ex. 3 to help you think of another project that, if a lot of people took part in, could really change the world e.g. *planting one tree each*. Think about the following:

- 1 What exactly would you do?
- 2 Who else would you get involved and how?
- 3 What results would you hope for from your project?

Write a paragraph about your idea, then present it to the class. The class votes for the best idea to change the world.

Dian Fossey (1932-1985)

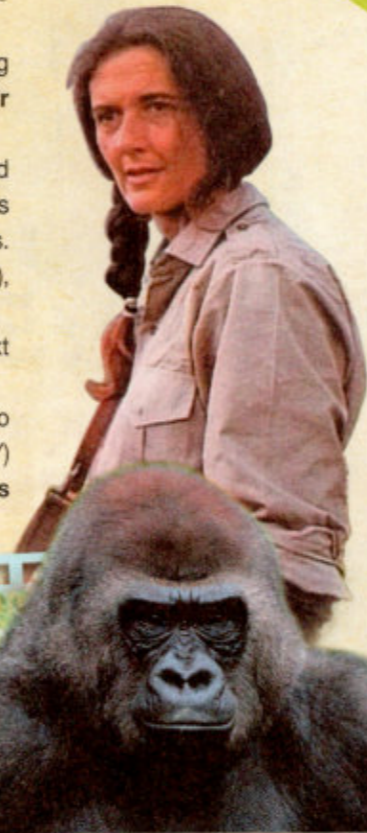
Dian Fossey loved animals, trained as an occupational **1** (THERAPY) and **worked miracles** with **disabled** children. However, she had always had a desire to see more of the world. After reading some books by George Schalles, she decided to **save up** and go to Africa for 6 weeks to see the wildlife. When she first saw some mountain gorillas she became **2** (FASCINATE) with them and began watching and recording their **behaviour**. She went home, studied to become a zoologist, and then returned to Africa to spend the rest of her life studying mountain gorillas.

Over time, Dian came to know the gorillas as individuals and gave them all names. One day, a young male gorilla she named Peanuts came over and touched her hand. After some time, Dian **earned their trust** and was able to sit with the gorillas and play with them and their babies.

Dian's favourite gorilla was a young male named Digit. Tragically, on New Year's Day, 1978, Dian found he had been killed by poachers. The poachers were locals making money from selling the hands, heads and feet of the gorillas. They sold their heads as wall **3** (DECORATE), and hands and feet as ashtrays. Several other gorillas **met the same fate**. Dian **declared war** on the poachers. **4** (UNFORTUNATE), she was so **outspoken** that she became a **target** for **5** (VIOLENT).

On December 26th, 1985, she was found **murdered** in her cabin. She was **buried** in the cemetery next to her beloved gorillas. She was 53 years old. Her killer, probably a poacher, was never found.

What happened to Dian's beloved gorillas is what can happen to all animals whose parts are used to make souvenirs. So, be aware and never bring back any exotic gifts along with your **6** (BEAUTY) memories. Buying souvenirs made from ivory, animal skins, teeth, bones, coral or turtle shells **endangers** animals and keeps poachers in business. Don't help drive innocent animals to **extinction**.



1 🎧 Close your eyes. Listen to the sounds. Where do you think you are? What is happening? How do you feel?

2 Describe the pictures. How do you think this woman made a difference to our world?

3 a ✍️ **RNE** Complete the gaps with the correct words derived from the words in brackets.

b Explain the words/phrases in bold.

4 **THINK!** 🎧 Listen to and read the text again. Which of these adjectives best describe Dian? Tell your partner. Give reasons. *sensitive, dishonest, caring, patient, nervous, determined.*


▶ *I think Dian was a very sensitive person because she worried a lot about the fate of animals.*

5 **ICT** **Project:** In groups collect information using the Internet about Dian Fossey or another environmentalist. Present it to the class.

GREEN wisdom

Animals share with us the privilege of having a soul.
(Pythagoras, Greek philosopher)

RNE Reading

 Complete the gaps (A-F) with the phrases (1-7). There is one phrase that you do not need to use.



Anyone for a McJob?

A McJob? What on earth is that? Well, according to a recently-added dictionary entry, a McJob is a low-paying job that requires little skill and provides little opportunity for advancement.

You're dreaming of a job like this, right? A monotonous, tedious job **A**? No? Then, why are thousands of educated young people spending hours each day folding jumpers, grilling burgers, serving cappuccinos and unpacking boxes of books?

Katie Underwood, a twenty-three-year-old university student, has had around twenty jobs just like this. She has worked night shifts, has been told she can't have a break or a day off **B**

Fast food adverts and movies may make us think that these jobs are held by pink-cheeked, trendy teens **C**, but in actual fact, most people in these jobs are in their late teens and twenties.

Like Katie, these youngsters are juggling these part-time jobs and university classes **D**


So, how sorry for yourself should you feel if you have to take a McJob? Well, perhaps you're actually one of the lucky ones! First of all, some well-known former McDonald's workers include Jeff Bezos, founder of Amazon.com and Carl Lewis, Olympic gold medallist, and according to a recent article, around 20 of the 50 top worldwide managers began by grilling burgers! Secondly, most young people who take these jobs have little or no previous work experience. Learning how to get to work on time, operate a machine, count change, serve customers politely, co-operate with fellow workers and accept orders from a boss are skills **E**

So, a McJob might be boring, tiring and badly-paid, **F** Undoubtedly, it will also make you appreciate just how lucky you are when you finally get your dream job!

- 1 so that they can pay for skyrocketing tuition fees and living expenses
- 2 which can give you valuable experience and maturity before you enter your chosen career
- 3 who have worked in factories, shoe shops, restaurants, bars and museums
- 4 who are just looking for a bit of extra spending money
- 5 but it can help prepare you better for the world of work
- 6 that involves washing dishes, delivering parcels or asking "Would you like fries with that?"
- 7 and has usually been paid no more than the minimum wage

A	B	C	D	E	F

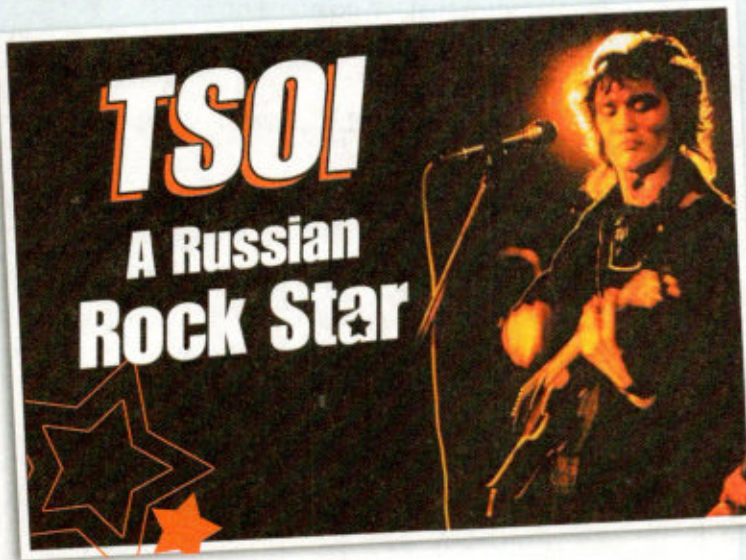
RNE Listening

 You will hear 6 statements, Match each speaker (A-F) with the statements (1-7). Each statement can only be used once. One of the statements is extra.

- 1 I realised what I wanted to do at a particular moment.
- 2 I want to do something that lets me see lots of different places.
- 3 I want to be my own boss.
- 4 I want to do something to fight unfairness in the world.
- 5 I'd like to run the family business.
- 6 I want to work for an environmental organisation.
- 7 It's difficult to earn enough money doing what I love.

Speaker	A	B	C	D	E	F
Statement						

Complete the text below by choosing the best word (1-4) for each gap (1-7).




Victor Tsoi was born in Leningrad in 1962. His mother was Russian and his father was Korean. 1) did they know that their son would grow up to be one of the pioneers of Russian rock music.

He started writing rock songs 2) he was 17, and by the time he was 20 he had formed a band called 'Kino'. They made their first recording in Tsoi's flat and the demo tape was passed 3) the city and then the country. Kino quickly 4) a large cult following. When their first album, '45', was released in 1982, the political 5) of their lyrics both excited a lot of Russian youth and angered the authorities. The band was the runaway winner of the Leningrad Rock Club Concert, mostly due to the popularity of their anti-war songs.

1985 proved to be a very important year for Tsoi and for Kino. Tsoi got married and had a son, Alexander. Social reforms allowed rock bands to be written about and 6) on TV, which up until then had not been allowed. Kino then quickly became the most popular rock band in Russia.

Sadly, Victor Tsoi died in a tragic car accident in 1990. Amazingly, a tape of his vocals for the next album survived the crash and the band made the album after his death. This album was called the 'Black Album' and it was the band's 7) Their music is still popular today and Victor Tsoi remains a cultural hero.

- | | | | | | | | | |
|---|---|----------|---|--------|---|-----------|---|------------|
| 1 | 1 | Few | 2 | Less | 3 | Small | 4 | Little |
| 2 | 1 | then | 2 | when | 3 | during | 4 | within |
| 3 | 1 | through | 2 | up | 3 | down | 4 | around |
| 4 | 1 | reached | 2 | caught | 3 | attracted | 4 | attained |
| 5 | 1 | essence | 2 | way | 3 | nature | 4 | method |
| 6 | 1 | happen | 2 | occur | 3 | see | 4 | appear |
| 7 | 1 | terminal | 2 | last | 3 | end | 4 | concluding |

 You have received a letter from your English pen-friend, Pete, who writes:

I can't believe we've both finished school now! How do you feel about it? Are you going to have a party to celebrate? What are your plans for next year? My brother, Michael, has just graduated from university and we all went to his graduation ceremony last week ...

Write a letter to Pete. In your letter:

- answer his questions.
- ask 3 questions about the graduation ceremony.

Write 100-140 words.


Imagine that you are preparing a project on choosing a place to study with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Your time spent at university should be a happy one. That's why it's important to choose the right course and academic institution for you. Three main factors come at the top of the list.

Course content is number one. You won't enjoy your course if the content doesn't interest you. Review course content closely. Courses with the same title often differ in content. Academic facilities also need checking. A university open day is a chance to inspect its library, IT suites or laboratories. You want to make sure they are up to date and will provide you with the necessary materials you need for your studies.


Finally, one main reason people go to university is to get a good job afterwards. Before you choose a place to study, check out its graduate employment rate. This shows how many graduates get employed after their course. Universities post this information on their website. If a university has close links with employers, this will enhance your prospects, too. Choose somewhere that offers placements or internships. It's an excellent way of learning work-ready skills.

7 Progress Check

1  Complete with: *achieve, overcome, reject, drop out, attend, dream up, triumph, worth, meagre, long* in the correct form.


- 1 Mike wants to the Royal Ballet School.
- 2 It takes a lot of courage to over adversity.
- 3 Sam to become a fire fighter.
- 4 Stan a plan to solve all his problems.
- 5 Jane many obstacles to succeed as an actress.
- 6 Oh no! I've lost my file. That was 3 hours' of work.
- 7 John's application was because the course was full.
- 8 Students often live off a amount of money.
- 9 You can your goal if you work hard.
- 10 A small percentage of students every year.

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

2  Put the verbs in brackets into the correct tense.

- 1 If I pass my exams, I (**go**) to university.
- 2 If Jane misses the bus, she (**take**) a taxi.
- 3 I (**apply**) for the course earlier if I had known the closing date was today.
- 4 If I were you, I (**revise**) a little every day.
- 5 If he (**not/be**) on time for the interview, he will not make a good impression.
- 6 If you hadn't helped me, I don't know what I (**do**).
- 7 If I (**be**) ready for the exam, would I be panicking like this?
- 8 I wish I (**go**) to college, but my parents couldn't afford to pay for me.
- 9 If she (**not/spend**) her weekend socialising, she would have been able to study more.
- 10 Tom wishes he (**get**) better exam results, but he didn't study hard enough.

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


3  Complete the sentences using the words in bold. Use two to five words.

- 1 I think you should apply for the course.
were If apply for the course.
- 2 It's a shame he failed his exam.
wish I his exam.
- 3 He didn't get a place on the course because he didn't apply in time.
got If he had applied in time, on the course.

- 4 Suppose you hadn't passed your exams, what would you have done?
hadn't What would you have passed your exams?


- 5 I suggest that we go home now.
rather I home now.

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

4  Complete the phrasal verbs with the correct particle.


- 1 James carried first prize in the essay writing competition.
- 2 Your friendship carried me a difficult time in my life.
- 3 If you carry staying out late every night, you will soon be exhausted.
- 4 Kim has the experience to carry any project she is asked to do.
- 5 I just have one or two errands to carry, then I'll be ready.

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

5  Complete the gaps with the correct preposition or particle.

- 1 Tom's doing research cultural differences.
- 2 You must never cheat an exam.
- 3 I graduated university with a first class degree.
- 4 Gail longs finish college and start earning money.
- 5 He succeeded becoming a professional athlete.

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

6  Match to form exchanges.

- | | |
|--|-------------------------------|
| 1 Have you made any plans for next year? | a I love it! |
| 2 I've decided to be an engineer. | b Really well, thanks. |
| 3 How's your course going? | c I can imagine! |
| 4 It's really hard work. | d I think I'll do a Master's. |
| 5 How's student life? | e Good for you! |

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

Now I Can ...

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

- talk about my hopes and dreams
- talk about plans & ambitions
- ask after friends
- use conditionals
- write a formal letter/email
- write a verse of a poem
- write a short article about university life
- give a presentation about an environmentalist & how to make a difference

... in English

Module 8

Travel

◆ Before you start ...

- What do you want to do for a living?
- Where do you see yourself in ten years' time?

◆ Look at Module 8

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- paintings
- a leaflet
- an author's biography

◆ Listen, read and talk about ...

- places
- airports and air travel
- *Gulliver's Travels* by Jonathan Swift
- a biography of Jonathan Swift
- manners in the USA
- landscape paintings
- Eco-tourism

◆ Learn how to ...

- seek permission
- make a request
- use emphatic phrases
- request help – agree/refuse

◆ Practise ...

- inversions
- *so, neither/nor*
- quantifiers
- countable/uncountable nouns
- phrasal verbs: *check*
- idioms related to the weather
- prepositional phrases related to travel

◆ Write ...

- a summary of *Gulliver's Travels*
- an article describing a place

- a leaflet giving advice on manners to foreigners visiting your country
- a short article on paintings by Paul Cézanne
- sentences about the damage tourists do to places of natural beauty



1 Look at the pictures. What do you know about these places? What do you think makes them mysterious?

🔊 Listen to and read the texts to find out.

2 Read again. Which place (A, B, C or D) ...

- 1 cannot be easily seen?
- 2 is in the middle of an ocean?
- 3 took about 150 years to create?
- 4 was discovered by an American?
- 5 includes a stadium?
- 6 is at the base of a mountain?
- 7 was discovered by a European?
- 8 includes a park?
- 9 was built for religious reasons?
- 10 has decorations below ground level?

3 Match the underlined words to their meanings.

- 1 praised the gods
- 2 not able to be seen
- 3 ask for advice
- 4 one of a kind
- 5 moved
- 6 achievement
- 7 designs to represent sth else
- 8 far away
- 9 kept in a good condition
- 10 qualities
- 11 soldiers who enter a country by force
- 12 gifts to the gods

4 How are the following related to each place?

Jacob Roggeveen	the Oracle
Lord Shiva	Hiram Bingham
Spanish invaders	the Pythia
	monks

► *Jacob Roggeveen found Easter Island and gave it its name.*

Mystic Places

There are certain places around the world that are surrounded by mystery because they contain the remains of lost civilisations. They may have strange buildings, unusual statues or interesting temples, but they are places of great architectural beauty and archaeological interest.



A

Easter Island

On Easter Sunday, 5th April, 1722, Jacob Roggeveen, a Dutch explorer, found and named a small island in the Pacific Ocean, 2,000 miles from South America. He was the first European to visit the world's most remote inhabited island. He noticed that the island had very few trees or animals, and there were only a few thousand people who lived there. He also could not fail to notice the hundreds of magnificent stone statues that stood proudly all over the island. These 887 statues, called 'moai', are up to 10 metres tall and weigh about 80 tonnes each. No one knows why they were built and how exactly they were carved and transported at least 14 miles across the island, or by whom. One theory is that a great civilisation built them and cut down the trees to transport them and when all the trees were gone, the animals died out and so did the people. Other researchers think climate change affected the island and its people. Perhaps we will never know the truth, and so Easter Island will remain a beautiful and mysterious place.



B

Kailasa Temple

The Kailasa Temple was cut by hand from a granite cliff in Ellora, about 300 km northeast of Mumbai. Generations of dedicated monks lived, worked and worshipped their gods there and created the largest structure in the world carved from a single rock. Built around the 8th century, it is believed to have taken 7,000 workers 150 years to carve it and remove 200,000 tonnes of rock from it. Every surface is covered with symbols and figures, and the temple is full of beautiful sculptures. It was built to honour the Hindu god, Lord Shiva. Around the base of the temple, some 90 metres below the surface, there are hundreds of carved elephants that look as if they are carrying the temple on their backs. This unique place brings the ancient culture of India to life.

C

Machu Picchu



Otherwise known as 'The Lost City of the Incas', Machu Picchu is an ancient Incan city located almost 2,500 metres above sea level in the Andes Mountains in Peru. Machu Picchu is invisible from below. No one knows when life in this city ended. It was forgotten by almost everyone until an American called Hiram Bingham found it in 1911. Unlike many other Incan ruins it has not been damaged by Spanish invaders, only by time. Many of the buildings are completely preserved. It is thought to have been a royal residence – a sort of holiday home. The walls of the houses, temples, parks and buildings are made from dry stone without any cement, and the stones fit together so perfectly, not even a knife edge can fit between them. It is an amazing feat of craftsmanship. According to legends, the mountain has magical properties and that's why the city was built there in the first place.

D

Delphi



Delphi, at the foot of Mount Parnassus, is one of the most amazing archaeological sites in Greece. In ancient times, it was thought to be the centre of the known world. It was also a spiritual centre for several thousand years, because it was the home of the Oracle. This was a mysterious force, said to be the spirit of the god Apollo, that spoke through the high priestess of the Temple of Apollo, called the Pythia. People made a long and difficult journey through the mountains to visit the temple and consult the Oracle, who predicted the future and answered people's questions. The success of the Oracle made the town very wealthy as the city states of Greece gave offerings for every victory they had in battle. Most of the ruins that you can see today, including the Temple of Apollo, the treasuries, the gymnasium, the stadium and the theatre date back to the 5th and 6th centuries BC. Some people also say that the Oracle is still there, and if you listen carefully enough, you may hear it!

Vocabulary

Geographical features

- 5 List the words under the headings. Make sentences about your country using them.

water land

- mountain range • lake • woods • stream
- canal • pond • dam • valley • glacier
- waterfall • hot spring • bay • desert
- swamp • grassland • forest • cliff • plain
- river • cave

- *Lake Baikal is located in Siberia near the Mongolian Border.*

6

Choose the correct word, then make a sentence with the other one.

- 1 The people who inhabited/lived the island had been there for centuries.
- 2 The statues were carved/cut in the 5th century BC.
- 3 What happened remains a mystic/ mystery.
- 4 The World Heritage Organisation works hard to preserve/conserv ancient sites.
- 5 The Aztecs and the Incas are two lost/ disappeared civilisations.
- 6 The city is now in ruins/remains, but still very beautiful.
- 7 If you go to Paris, you can't fail/miss to notice the Eiffel Tower.
- 8 Machu Picchu is an important archaeological/ antique site.
- 9 People thought Delphi was the centre of the familiar/known world.
- 10 The Oracle was used to predict/forecast the future by the ancient Greeks.
- 11 The Parthenon was built to honour/praise Athena.

Speaking

- 7 **THINK!** Which of the places in the text would you like to visit? Why? Tell your partner.

Words of Wisdom

THINK! Without mysteries, life would be very dull indeed. What would be left to strive for if everything were known?

(Charles de Lint, Canadian writer)

Vocabulary

Airports & air travel

- 1 Describe the pictures. How are the people in each picture travelling? Which means of transport do you prefer?



study skills

Building up vocabulary

Learn nouns which go together with other nouns. This helps you build up vocabulary.

- 2 Match the words to make collocations. Where can you find all these things? Use the collocations in sentences of your own.

- | | |
|--------------|---------------|
| 1 check-in | a lounge/gate |
| 2 baggage | b desk |
| 3 departure | c board |
| 4 departures | d reclaim |
| 5 duty-free | e shop |
| 6 conveyor | f control |
| 7 passport | g belt |

- 3 Complete with: *aisle, boarding, cabin, hand, delayed, take-off, air traffic, jet, short, poor.*

- 1 A: Hi! I heard you had a great time in America.
B: Absolutely, but it took me a day or two to recover from the lag.

- 2 A: Would you like a window seat?
B: No, I'd like an seat, please.
- 3 A: Did you manage to get a direct flight?
B: No, but it's only a stopover, so I don't mind.
- 4 A: How many pieces of luggage am I allowed?
B: Only one small bag, sir.
- 5 A: How much longer will we have to wait?
B: It shouldn't be much longer, sir. We're just waiting for the next available slot.
- 6 A: I heard there might be an control strike.
B: Oh dear! You'd better call the airport and find out.
- 7 A: May I see your pass and passport, please?
B: Certainly. Here you are.
- 8 A: All flights are cancelled because of the fog.
B: I know. They can't take off or land in such visibility.
- 9 A: The crew are really nice, aren't they?
B: Yes, and it makes the flight so much more enjoyable.
- 10 A: I expected you to arrive hours ago.
B: I'm sorry. I had a flight, so I missed my connection.

Everyday English

Requesting – agreeing/refusing

- 4 Use the language in the table to act out exchanges using the prompts, as in the example.

- help me with my luggage
- tell me where passport control is
- help me pack my luggage
- collect my ticket

Requesting
<ul style="list-style-type: none"> • Could/Can you please ...? • Have you got any ...? • Would it be OK if ...?
Agreeing/Refusing
<ul style="list-style-type: none"> • Yes, of course. It's • Yes. That's fine. / • I'm afraid • I'm sorry, but • I'd like to, but

- ▶ A: *Could you please help me with my luggage?*
B: *Yes, of course.*

Reading

5 Read the first two and the last two exchanges in the dialogue. Where are the speakers?

Listen, read and check.

- A: Good morning, can I have your ticket and your passport, please?
B: Sure. Here you are.
A: Thank you. Would you like an aisle or a window seat?
B: Aisle seat, please.
A: OK, and how many pieces of luggage are you checking in?
B: Just one suitcase.
A: Can you put it on the conveyor belt to be weighed, please?
B: Sure! I hope it's not too heavy!
A: No, it's fine! Did you pack your bag yourself, sir?
B: Yes, I did.
A: Now this is important. Could you have a look at this sign, please? Are you carrying any of these items in your hand luggage?
B: Err ... let's see ... no, none.
A: OK, that's fine. Here is your boarding pass. Boarding is at gate thirty-four at two fifteen. Enjoy your flight!
B: Thanks a lot. Bye.

6 Read the dialogue in Ex. 5. In which order is the passenger asked/told the following? Number the phrases below from 1 to 7. Then, in pairs, read out the dialogue.

- where/when to board?
- who packed his bags?
- where he would like to sit?
- to hand over his travel documents?
- to say whether he is carrying any forbidden items?
- how much luggage he has?
- where to put his suitcase?

Intonation (emphatic phrases)

7 a Read the sentences below and say what they mean in your language. Now listen. Which words/syllables are emphasised? Listen again and repeat.

- 1 It's not our flight that's been cancelled.
- 2 It's John who forgot his passport.
- 3 It's time we went through passport control.
- 4 What I need now is a coffee!

- 5 Was it Andrew who found a really cheap flight to Moscow?
- 6 Ann's passport had expired. That's why she got stopped at passport control.

b What could you say in each of the situations described below? Use the emphatic phrases in Ex. 7a. Use correct intonation.

- 1 You're not sure if it was Mike who went to Paris last year, or if it was someone else.
- 2 Ann missed her flight because she didn't get up early enough.
- 3 You really want your friend to come on holiday with you; you haven't done so for ages.
- 4 You're really tired and want to have a nap before you do anything else.

Listening

8 Listen to the speakers. For questions 1-3, choose A, B or C.

- 1 You overhear part of a conversation between a student and a travel agent. Why does the student like the idea of the round-the-world ticket?
A because the price is very good
B because the travel agent recommends it
C because the route is changeable
- 2 You hear a woman talking. How does flying make her feel?
A nervous B excited C bored
- 3 You hear a businessman talking about an airline. What is he disappointed about?
A It's not as reliable as it used to be.
B It doesn't provide the same quality of service any more.
C The flights have become too expensive.

Say it right

Seeking permission/making a request

9 Match the requests to the responses. Listen and check.

- | | |
|---|-----------------------------------|
| 1 Could I have a window seat, please? | a No, go ahead. |
| 2 Would it be all right if I check in two bags? | b By all means, sir. |
| 3 Do you mind if I squeeze past you? | c I'm afraid only one is allowed. |

Inversion ► Grammar Reference

1 Read the theory box. Are there similar structures in your language?

We can invert the subject and the auxiliary verb in a sentence to give emphasis:

- when the sentence starts with *rarely, seldom, so, such* etc. *Rarely does she travel on her own. So hard does he study that I'm sure he will pass his exams.*
- with *so, neither, nor* to express agreement. *"I like pasta." "So do I." "I can't find my seat." "Neither/Nor can I."*
- with *should, were, had* when they come at the beginning of an *if-clause* instead of *if*. *Were I you, I'd apologise.*
- when the expressions *only after, only by, only if, only when, not until* come at the beginning of a sentence the inversion is in the main clause. *Only when you meet her will you realise how well-behaved she is.*
- after adverbs of place, we can invert the subject and the main verb to give emphasis. *There goes the train.*

2 Complete the sentences using inversion. Make sure the meaning is the same.

- We can go ahead and book the holiday, but only if you agree.
Only if
- He only takes time off work when he is really exhausted.
Only when he is really exhausted
- If you had paid in advance, you would have got a discount.
Had, you would have got a discount.
- He took such a long holiday that he lost his job.
Such a long holiday that he lost his job.
- I didn't expect that I would have such a great time on holiday.
Little I would have such a great time on holiday.
- Refunds are not given for cancellations under any circumstances.
Under no for cancellations.
- We enjoyed our holiday in Spain so much that we booked again for next year.
So holiday in Spain that we booked again for next year.

3 Complete with *so, neither/nor* and the appropriate verb.

- A: I don't feel like going out tonight.
B: I. Let's rent a DVD and stay in.
- A: I will book my holiday early this year to get a good deal.
B: That's a good idea. I.
- A: We couldn't afford to go on holiday this year.
B: we. It's just so expensive.
- A: We booked direct flights.
B: we.
- A: We never go on holiday without travel insurance.
B: we. You never know when something might go wrong.

Plural/Singular nouns ► Grammar Reference

4 Choose the correct verb form. Which four nouns can take either a singular or plural verb? Why?

- The information I got **was/were** wrong.
- The traffic **is/are** very bad today.
- Let me give you **an/some** advice.
- Maths **is/are** my favourite subject.
- The cabin crew **is/are** very efficient.
- My luggage **has/have** been lost.
- Measles **is/are** usually caught by children.
- The team **is/are** warming up for the match.
- Her hair **is/are** very long.
- The sheep **was/were** in the field.
- People **wants/want** a new government.
- £150 **is/are** all you will need for the trip.
- The police **is/are** investigating the murder.
- Money **doesn't/don't** make you happy.
- The news **was/were** very depressing.
- These trousers **is/are** too big.
- The stairs **is/are** very steep.

Certain nouns can be used in the singular and plural with a different meaning.

- This is a glass of water. BUT He's wearing glasses.*
He has a few grey hairs. BUT Mary has brown hair.
There's some paper in that drawer. BUT The students handed in their papers on time.
It's a custom in our family to eat together on Sundays. BUT The ivory souvenirs were seized at customs.
She gets off work at 6. BUT Renoir's famous works are on display at the museum.
You don't need experience to apply for the job. BUT We all learn from our experiences.

5 Use the words in the singular or plural form to complete the sentences.

- experience • custom • hair • work • scale
- wood

- a My sister has beautiful long, blond

b Oh no! I've just found two grey
- a I had so many amazing while in Asia.

b It's difficult to get a job without
- a We enjoy going for walks in the

b The little house was made of
- a I've got a lot of to do today.

b Dickens wrote many amazing
- a Put your suitcase on the, please.

b How would you rate the flight, on a of one to ten?
- a He got his bag searched at

b The of bowing before royalty is still observed.

Quantifiers ▶ Grammar Reference

6 Choose the correct words. Give reasons for your answers.

- A: Are there **some/any** apples left?

B: Only **a few/a little**. I'll buy **some/any** more.
- A: Did you get **any/no** help from the embassy when your passport was stolen?

B: No, **none/no one** actually.
- A: **A lot of/Any** flights have been delayed.

B: I know. **A few/Few** have been cancelled too.
- A: I have **a little/little** money left.

B: Why don't you buy **some/many** clothes?
- A: There are **no/none** flights to Australia.

B: **Little/Few** airlines fly there from here.

7 Which phrase is not possible in each sentence? Which of the phrases can be followed by: *a countable noun?* *an uncountable noun?* Check in the Grammar Reference section.

- There's been a **great deal of/a large amount of/a number of/plenty of** rain this year.
- He drinks **too many/several/a lot of/a good deal of** cups of coffee each day.
- There were **no/several/much/hardly any** hotel rooms left.
- I've got a **lot of/hardly any/a couple of/plenty of** money.

8 Complete the gaps with the compounds of *some/any/no/ever*.

- Has seen Michael? I've been looking for him but he's to be found!
- knows me better than Amy.
- has stolen my luggage!
- Pete asked me if I knew about your problem but don't worry, I told him
- I've never been I like more than Barcelona.

Quantifiers ▶ Grammar Reference

9 Complete with: *all, every, whole, each, both, neither, either, none*.

- There's a bus ten minutes.
- These postcards are 25p
- I tried lots of hotels, but of them had any vacancies.
- I can't afford to pay for the holiday by myself.
- These two bags are cheap. Why don't you buy ?
- Tom nor James likes jazz.
- I'm sorry our single rooms are taken.
- you come with us or you stay here.

Phrasal verbs (check)

10 Complete with: *in, on, out, over, off*. Check in Appendix 2.

- Mr Smith isn't here. He checked on Monday.
- Have you checked all the items on your list?
- Frank checked his work before giving it to the teacher.
- Passengers check one hour before the flight takes off.
- My friend checks my dog while I'm on holiday.

Dependent Prepositions

11 Complete with: *with, by, of*. Check in Appendix 1.

- We were very dissatisfied the hotel.
- I've always dreamed going to Prague.
- We have a little cottage the sea.
- The museum was crowded people.
- The resort is typical many around the Mediterranean.

- 1 Look at the title and describe the picture. Have you read this novel? Who are the people who have caught Gulliver? Read the biography to find out.

Jonathan Swift

(1667-1745)



was born in Dublin, Ireland. At school, he was described as headstrong and not a very good student. Later, however, he became a popular satirical author and journalist, and one of the most important figures in literary and political life in London during the reign of Queen Anne (1702-1714). Some of his most famous works include *The Battle of the Books* (1697) and *A Tale of a Tub* (1704).

Swift's best known work is *Gulliver's Travels* (1726), the story of a surgeon's adventures in strange lands. Swift's descriptions of Gulliver's journeys often seemed so realistic that many readers believed that they were true! In the first part, Gulliver is shipwrecked on the island of Lilliput, where the people are only six inches tall.

- 2 Listen to the sounds. What do you think happened to Gulliver before he reached Lilliput?

- 3 **RINE** Read the text and complete the gaps (A-F) with the phrases (1-7). There is one phrase that you do not need to use.

- 1 but did not see any sign of houses or inhabitants
- 2 and I realised that I was being swept back towards the rock
- 3 which was the beginning of summer in those parts
- 4 but in the position I lay, could see nothing except the sky
- 5 which was long and thick



Gulliver's Travels

It would not be proper, for some reasons, to trouble the reader with the particulars of our adventures in those seas; let it suffice to inform him, that during our voyage to the East Indies, we were driven by a violent storm to the north-west of Van Diemen's Land. We found ourselves in the latitude of 30 degrees 2 minutes south. Twelve of our crew were dead due to over-work and poor food; the rest were in a very weak condition. On the 5th of November, **A**, the weather being very hazy, the seamen spied a rock within half a cable's¹ length of the ship; but the wind was so strong that we were driven directly onto it, and the ship immediately split. Six of the crew, including myself, having let down the boat into the sea, attempted to get clear of the ship and the rock. I estimate that we rowed about three leagues², till **10** we were able to row no longer, being already exhausted from our labour on the ship. We therefore trusted ourselves to the mercy of the waves, **B** What became of my companions in the boat, as well as of those who escaped on the rock, or were left in the vessel³, I don't know; but I must assume that they were all lost. As for me, I swam as **15** fortune directed me, and was pushed forward by wind and tide. I often let my legs drop, and could feel no bottom; but when I was almost gone, and able to struggle no longer, I found that I could touch the bottom; and by this time the storm had calmed. The slope was so small

¹ a cable = 185m ² almost 5km ³ ship

- 6 where I slept more soundly than I ever remembered having done in my life for about nine hours
- 7 and in about half an hour the boat was overturned by a sudden strong gust of wind from the north

A	B	C	D	E	F

- Listen to and read the text again. Which sentences best describe the picture?


- 4 **a** Match the highlighted words with their meanings below.
- blown • be enough • imagine sth to be true
 - spotted • moving downwards and forwards
 - attached • happened to • thin ropes • details.
 - tried • cracked or divided in two
- b** Explain the meaning of the underlined phrases in your own words. Check in the Word List.


that I walked almost a mile before I got to the shore, guessing that it was about eight o'clock in the evening. I then advanced forward nearly half a mile, **C**; at least I was in so weak a condition, that I did not notice them. I was extremely tired, and with that, and the heat of the weather, I found myself very much wanting to sleep. I lay down on the grass, which was very short and soft, **D**; for when I awoke, it was just daylight. I attempted to rise, but was not able to move: for, as I happened to be lying on my back, I found my arms and legs were strongly fastened on each side to the ground; and my hair, **E**, tied down in the same manner. I likewise felt several slender cords across my body, from my armpits to my thighs. I could only look upwards; the sun began to grow hot, and the light blinded my eyes. I heard a confused noise around me; **F** After a while, I felt something alive moving on my left leg, which advancing gently forward over my breast, came almost up to my chin; when, bending my eyes downwards as much as I could, I saw that it was a human creature not six inches high, with a bow and arrow in his hands, and a quiver⁴ on his back.

In the meantime, I felt at least forty more of the same kind following the first. I was in the utmost astonishment, and roared so loud, that they all ran back in fright; and some of them, as I was afterwards told, were hurt with the falls they got by leaping from my sides upon the ground. However, they soon returned, and one of them, who ventured so far as to get a full sight of my face, lifting up his hands and eyes by way of admiration, cried out in a shrill but distinct voice, "Hekinah degul". The others repeated the same words several times, but then I knew not what they meant. I lay all this while, as the reader may believe, in great uneasiness. At length, struggling to get loose, I had the fortune to break the strings, and wrench out the pegs that fastened my left arm to the ground; for, by lifting it up to my face, I discovered the methods they had taken to bind me, and at the same time with a violent pull, which gave me excessive pain, I loosened a little the strings that tied down my hair on the left side, so that I was just able to turn my head about two inches.

⁴ container for carrying arrows

Words related to weather


- 5**  Choose the correct word. Check in your dictionaries.
- 1 The boat got caught at sea in a **furious/violent** storm.
 - 2 **Strong/Heavy** winds are forecast for tomorrow.
 - 3 There was just a light **breeze/gale** blowing that day.
 - 4 It was a hot summer day with plenty of **hazy/misty** sunshine.
 - 5 We got soaking wet in that heavy **downpour/drizzle**.
 - 6 Sunshine and **showers/blizzards** are expected again today.
 - 7 Listen to the wind **howling/pouring** through the trees!

- 6**  Complete with: *stone, gust, drop, ray, bolt, clap, flake*. Make sentences using each phrase/word. Check in the Word List.
- 1 of thunder
 - 2 of lightning
 - 3 snow
 - 4 rain
 - 5 of sunshine
 - 6 of wind
 - 7 hail


Idioms

- 7**  Complete with: *thunder, storm, clouds, bolt, rain*. Check in Appendix 3. Are there similar idioms in your language?

- 1 I wasn't expecting it to happen. It was a out of the blue.
- 2 The problem seems much worse than it actually is. It's just a in a tea cup.
- 3 There's no way you can buy a house like that. You've really got your head in the!
- 4 Nothing will stop me going to the meeting tomorrow. I'll be there, come or shine!
- 5 Is Jenny angry about something? She has a face like!

- 8**  In which lines of the extract do we read about:

- a conflict of man against nature?
- an internal conflict?
- physical conflict?

- 9** **THINK!**  Listen to a summary of Part 1. Which adjectives best characterise the Lilliputians? Gulliver? Support your answers with examples.

- selfish • kind-hearted • proud • cruel
- gullible • helpful • pompous
- hypocritical • self-important
- well-mannered • well-intentioned

- 10** **THINK!** Work in groups. Imagine that the story takes place today. Write a summary of it. Think about:

- who Gulliver is
- what he does
- where he goes
- what happens
- who the Lilliputians are

Present it to the class.

Descriptions of places

- 1 Where can you read articles describing places? What tenses are they usually written in? Read the theory box to check.

Articles describing places can be found in newspapers, magazines or on websites. They normally consist of:

- an **introduction** giving the name, location and the reason for choosing the place;
- a **main body** (2-3 paragraphs) describing the main aspects of the place in separate paragraphs e.g. describe what it's like there, what you can do/see, the facilities, the atmosphere etc;
- a **conclusion** including your final comments/feelings.

We normally use **present tenses** for descriptions of places. We use **past tenses** to write about historical facts or actions in the past.

Introduction

(Para 1) *name/location/reason for choosing it*

Main Body

(Paras 2-3) *description, activities, facilities*

Conclusion

(Para 4) *final comments/feelings*

- 2 Read the rubric and list the key words. Who are you and who will read your article? What will you write?

You see the following notice in a travel magazine.

We are currently looking for articles with the following title: *My Favourite Place*.

Send us your article! Remember to describe your chosen place, telling us what you can see and do there and saying why you like it so much. We will publish the best article in next month's edition.

Write your article (100-140 words).

My Favourite Place

Everyone has a special place, somewhere they have happy memories of. Well, for me it's Osoyoos Lake in British Columbia, Canada. It's my favourite place in the world and I spent many happy summer holidays there as a child. The lake is in a truly spectacular location and there are many exciting things to see and do there.

The lake and the area around it are both unique and stunningly beautiful. Located in Canada's only desert, it provides a welcome break with its sandy shores and cool, shady trees. As you approach the lake area, through field after field of orchards stretching as far as the eye can see, you are struck by the wonderful scent of all kinds of fruit such as apricots, plums and cherries.

There are many interesting and fun activities to do at Osoyoos Lake. Water sports such as water skiing, boating and fishing are particularly popular. As kids, my brothers and I spent many long, hot afternoons swimming and jumping off the raft we made every summer! In the evenings, we would light a campfire, roast marshmallows and listen to the sound of crickets chirping loudly in the background.

Osoyoos Lake is a fantastic place! I have many unforgettable memories of the unique sights, sounds and smells there and the exciting things we did. It will always hold a very special place in my heart.

- 3 Read the model article. What is each paragraph about? What makes this place special to the author?

- 4 Read the theory box, then find examples in the article in Ex. 3.

To make your description vivid:

- use a variety of **adjectives** (*stunning view, exciting nightlife etc*) and **adverbs** (*walked slowly, answered calmly etc*).
- use **the senses** (*sight, sound, smell, taste, touch*) e.g. *You wake up every morning to the sound of the church bells ringing loudly (hearing).*

5 Which adjectives has the author used in the article on p. 146 to describe the following?

- holidays • lake • shores • trees
- water sports • afternoons • memories

Adjectives/Adverbs

6 Replace each simple adjective in bold with more interesting ones from the list.

- huge • fantastic • well-organised • safe
- excellent • long • sandy • ideal • large
- wooden • curved • cool • shady

Everyone who has been to Hanauma Bay in Hawaii says that it is a **1) good** place to go swimming. There is a **2) nice** beach which is **3) good** for sunbathing and relaxing. It is very **4) nice** as the **5) big** bay is well protected from the **6) big** ocean waves. Also, there are **7) good** picnic facilities with plenty of **8) nice** tables and **9) nice** trees.

Order of adjectives

If you use **more than one adjective** with a noun e.g. *long, cool, relaxing evenings*, remember that: opinion adjectives e.g. *beautiful, pleasant* go before fact adjectives e.g. *old, wooden*; when there are two or more fact adjectives, they usually go in the following order:

size	age/ temperature	shape	colour	origin	material	noun
<i>big</i>	<i>old/hot</i>	<i>round</i>	<i>grey</i>	<i>Scottish</i>	<i>stone</i>	<i>cottage</i>

7 Put the adjectives in the correct order, then write sentences using each group of words.

- 1 ancient/stone/ spectacular statues
- 2 long/hot/beautiful summer
- 3 stony/wide path
- 4 little/wooden/cute huts
- 5 brightly-coloured/ huge fields
- 6 French/wonderful/old bakery

8 a Choose the correct adverbs to complete the gaps.

- lazily • noisily • patiently • extremely
- happily

- 1 The Phi Phi Islands are beautiful.
- 2 There are always people sunbathing by the lake.
- 3 Children were playing in the fountain.
- 4 You can hear water falling down the stream.
- 5 The old man was waiting for his turn.

b Complete the text with the adverbs in the list.

- deafeningly • enthusiastically • leisurely
- incredibly • smoothly

As the ship **1)** pulled up to the dock, we looked out over the port. The view of the town with the mountains in the distance was **2)** beautiful. We got off and walked **3)** towards the town. Street vendors were shouting **4)** and children were jumping up and down **5)** trying to sell us souvenirs.

The senses

9 Match the phrases to the pictures. Which of the five senses (smell, sight, sound, taste, touch) is being used in each phrase? Talk about each picture using your senses.

- waves crashing onto the beach
- icy cold air burning your ears
- blazing heat of the sun on your skin
- the crunch of snow under your feet
- clear blue sky
- melting snow dripping from the rooftops
- seagulls crying loudly



- In the morning, you wake up to the sound of the waves crashing onto the beach and the sight of ... Later on, as you walk ... you can ...

Static/Moving features

10 a Read the theory box.

We can use **prepositional phrases** such as *all around, to the left/right of, at the top/bottom of, as far as the eye can see etc* to describe static features and **verbs** such as *flow, run, stretch, wind, curve, rise* to describe features suggesting movement. This makes our description more vivid.

- b** Read the extract and find the words/phrases used to describe moving features and those used to describe static features.

My grandma's house is situated at the end of a narrow road which climbs gently upwards. A trickling stream runs along the bottom of the garden. Beyond the house, green and yellow fields stretch for mile after mile. To the left there lies a dense wood with a footpath running through it, leading to the nearby little village.

- c** Think of your house. Use prepositional phrases to talk about its location.

Past Participles


Past Participles

The past participle can be used to introduce phrases with a passive meaning: e.g. *Tired after their long walk, the children soon fell asleep.* (*The children were tired after their long walk, so they soon fell asleep.*) Notice that the participle must refer to the subject of the main clause in the sentence.

- 11** Read the example. Then rewrite the sentences, beginning each with a past participle.

- The lake is surrounded by forest. The lake is in a stunning location.
▶ *Surrounded by forest, the lake is in a stunning location.*
- The beach is isolated from the rest of the island. The beach is popular for private parties.
- The village is situated near a river. The village is ideal for those who want a quiet break.
- Mykonos is found in the Cyclades group of islands. Mykonos is well-known for its nightlife.

Discuss & write

- 12**  Read the rubrics, find the key words and discuss the questions for each in pairs.

- Who are you?
 - Who/What are you writing for?
 - What will you write? What *must* you include?
 - How many paragraphs will you write?
- A** A travel magazine is looking for articles on popular tourist destinations in your country. Send in your article. Describe the place, explaining why it is so popular. (100-140 words)
- B** You see this in a newspaper travel supplement.

The Perfect Day Trip

Have you found the perfect place for a day trip? If so, we want to know about it! Write a letter of recommendation to the editor. (100-140 words)

- 13** Choose one of the rubrics and write your answer. Follow the steps below.

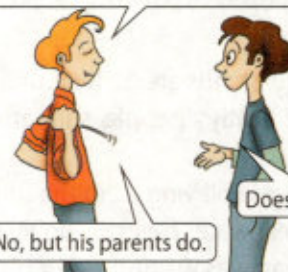
Steps

- Step 1:** Decide which place you are going to write about.
- Step 2:** Brainstorm for ideas – write down all the words that come to mind when you think of the place e.g. *Sherwood Forest Country Park: cool, shady trees; relaxing stroll; leaves rustling; families having picnics; thick tree trunks; beautiful wild flowers.*
- Step 3:** Decide which of your ideas you will use in each paragraph.
- Step 4:** Write your article/letter.
- Step 5:** Develop your paragraphs. Use techniques to bring your description alive.
- Step 6:** Check that you have included all the points in the rubric.

- 14** Swap papers with your partner and check that steps 1-6 have been followed. Also check grammar, punctuation and spelling.


Smile

Billy's parents have sent him to his penfriend in England for the summer.



Does he need a holiday?

No, but his parents do.

- 1 a Look at the leaflet. Who is it for? What does 'Mind your manners' mean?
- b Read the parts of the leaflet in bold. Discuss in pairs what you expect to read about these things.
 Listen, read and check. What is the author's purpose?



Going to the
USA?
 Remember...

- ★ **Make space!** Always maintain enough distance between you and someone you're talking to, even a friend! Personal body space is very important to Americans!
- ★ **It is NOT usually acceptable** to call someone before 9am or after 10pm.
- ★ **Never ask** for someone's **personal information**, such as age or salary details. It is considered very rude!
- ★ **Don't cut ahead** in a line. 'Cutters' are not tolerated!
- ★ **Yawning or sneezing** without covering your mouth or **burping** are considered very gross! Americans have very high hygiene standards.
- ★ **Opinions:** it's OK to have them!! This manner of direct speaking is often interpreted by foreigners as rude, but it isn't!
- ★ **Unexpected visits** aren't really 'the done thing' in America! Telephone beforehand.
- ★ **Remember to knock** before entering a room.
- ★ **Maintain eye contact** when speaking to someone. Not looking someone in the eye can be taken as a sign of dishonesty.
- ★ **Always try to be on time.** Punctuality is extremely important for Americans.
- ★ **Never forget to say 'please' and 'thank you'.** Not doing so means that you have bad manners!
- ★ **Names:** it's often OK for young people to call adults by their first names. It is not considered impolite or disrespectful. Rather, it is taken as a sign of equality, a highly valued American ideal!
- ★ **Eating before others** are ready to begin is considered very impolite.
- ★ **Remember to always tip** waiters, doormen, taxi drivers, hairdressers. It's a highly important social convention in the USA!
- ★ **Switch off your mobile phone** when at the movies or at a restaurant with others.

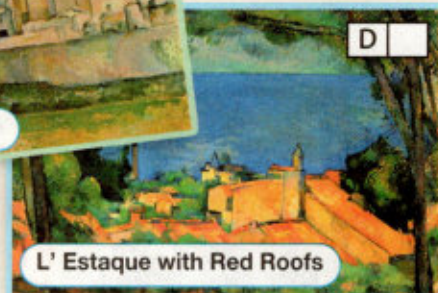
- 2 Read the pairs of words below and choose which word is used in American English and which in British English. Check in a dictionary.

- | | |
|--|-------------------------------|
| 1 gas/petrol | 8 chips/fries |
| 2 pavement/sidewalk | 9 lawyer/attorney |
| 3 trainers/sneakers | 10 fall/autumn |
| 4 freeway/motorway | 11 shop assistant/sales clerk |
| 5 drugstore/chemist's | 12 zip code/postcode |
| 6 counter-clockwise/
anti-clockwise | 13 bill/note (money) |
| 7 chips/crisps | 14 rubber/eraser |

- 3 **THINK!** Do you think it is important to learn about the customs of a country you are to visit? Why? In three minutes, write a few sentences on the topic.

- 4 Look at the leaflet again. Which pieces of advice would you also give to foreigners visiting your country? What other advice would you give? Make a list, then compare it with your partner's.

- 5 **ICT Portfolio:** Work in groups. Collect information using the Internet, then make a leaflet giving advice about good manners for foreigners coming to your country. Use your answers from Ex. 4 to help.



1 Look at the pictures. How do they make you feel? Do you think it is important for art to look realistic?

2 Read the descriptions and match them to the paintings.

- 1 This shows a sleepy seaside village that is made busy and vibrant by the bright contrasting colours.
- 2 In this painting, the viewer's eye is led in steps from the trees in the foreground to the valley, and then the mountain beyond.
- 3 This is a dark moody night scene which is made lively by the warm, comforting colours of the house.
- 4 The simple shapes and light colours in this painting make it charming and romantic.

3 **RINE** Read the text and choose the correct word (1-4) for each gap (1-7).
 Listen to and read the text again. Then, explain the words in bold.

4 The text is about Cézanne using 'shifting perspectives'. This means that when you look at the painting your eye does not focus just on one main thing in the picture. Look at the paintings again and say how you think the artist has used this technique.

Project

5 **ICT** Use the Internet and/or other available sources to find two more paintings by Paul Cézanne. Then, write a short article analysing his use of colour, shapes and perspective.

The Father of Modern Art

Paul Cézanne is regarded **1)** the artist who **bridged the gap** between the school of Impressionism of the late 19th century and the beginning of Modern Art in the early 20th century. Both Picasso and Matisse, two of the greatest Modern artists of the 20th century, **2)** to Cézanne as 'the father of us all'. Cézanne's greatest **contribution** to painting was his development of colour, **composition** and **perspective** in his search for the perfect balance of nature and art, and the way he changed forever how artists who followed after him approached a canvas.

Cézanne was born into a rich French family, so he never **3)** struggle for his art due to financial difficulties. In fact, it was his wealth that allowed him to continue to work on his own style of painting, even though it was largely ignored by the other French artists. It was not until the **4)** years of his life that the art world finally began to recognise his talent.

Not long **5)** his death, in 1906, a major exhibition of his paintings was held in Paris and it took the art world by **6)** Cézanne's art led to artists becoming more and more interested in using multiple views of the same subject. It also freed later artists from a dependence on natural and realistic forms in their **depiction** of the world around them.

Cézanne was, without **7)**, a titan of the art world. His **legacy** was to give the artists who came after him the opportunity to look at the world in a completely new light.

- | | | | |
|----------------|----------|--------------|-------------|
| 1 1 by | 2 with | 3 for | 4 as |
| 2 1 mentioned | 2 spoke | 3 referred | 4 called |
| 3 1 must | 2 would | 3 had to | 4 ought to |
| 4 1 lasting | 2 final | 3 conclusive | 4 latest |
| 5 1 after | 2 beyond | 3 behind | 4 past |
| 6 1 gale | 2 force | 3 heart | 4 storm |
| 7 1 difficulty | 2 doubt | 3 fear | 4 confusion |

Eco-Tourism

Going Green

8

- 1 Look at the pictures and the title of the text. What do you think you are going to read about? Read through quickly and check.

Green Places

There are many beautiful places in the world to go on holiday, but there is also the worry that your tourism is damaging them. The UNESCO World Heritage List features 830 sites which have 'outstanding 1) (UNIVERSE) value' around the world. It includes the Great Wall of China, the Galapagos Islands, the Florida Everglades and the Tower of London. Many of these places are officially endangered. However, UNESCO names four heritage sites which have been 2) (SUCCESS) restored and are no longer on the endangered list - making them fantastic holiday destinations! They are:

Angkor, Cambodia

Here you will see one of the world's most important 3) (ARCHAEOLOGY) sites. It is the remains of the ancient capital of the Khmer Empire, and dates from the 9th to the 15th centuries. You can still see brick towers and huge stone temples among the ruins. Recently, it has suffered from 4) (LEGAL) excavation and looting, but with the extensive preservation and 5) (RESTORE) work, it is no longer in danger.

The Old City of Dubrovnik, Croatia

In this lovely city you can see beautiful Gothic and Renaissance 6) (ARCHITECT) and an ancient fort whose walls run around the whole city. It was 7) (SEVERE) damaged in the war in the 1990s, but the fronts of the Franciscan and Dominican monasteries and churches have been restored and the palaces have been rebuilt, so the old city is once more a wonderful place to visit.

The Wieliczka Salt Mine near Cracow, Poland


This huge mine has been operating since the 13th century. It has got 300 km of natural galleries filled with works of art, statues sculpted from salt, animal and plant fossils, tools and pottery. 8) (PRESERVE) have been working for almost ten years to save them from the damp conditions. They were successful and the site is out of danger. Visitors can now go 135 metres underground.


The Ngorongoro Conservation Area, Tanzania

Here you will find a huge 9) (VOLCANO) crater 265 km² wide and 600 m deep, as well as the world's largest concentration of wild animals. It is one of the few places in the world where you can see rare black rhinos, lions and many bird species.

So when you visit one of these places of 10) (AMAZE) beauty and interest, you can feel proud knowing that they are well-preserved for future generations.



- 2  **RNE** Read the text again and complete the gaps with the correct words derived from the words in brackets.

- 3  Listen to and read the text again. Match the underlined words to their synonyms below.

- stealing • stronghold
- legitimately • digging
- collection • carved

- 4 **THINK!** In three minutes, write a few sentences on the topics. Remember to give reasons.

- How do you think tourists might cause damage to a holiday destination.
- How important is it to preserve places of natural beauty?

GREEN wisdom

The goal of life is living in agreement with nature.

(Zeno, Greek philosopher)

RNE Listening

You will hear an interview. In tasks 1-7 put number 1, 2 or 3 into the answer box that corresponds with the answer you have chosen. You will hear the recording twice.

- 1 The narrator's father encouraged him to take photographs as a child because
 - 1 he wanted him to keep up the family tradition.
 - 2 he wanted to introduce him to an enjoyable hobby.
 - 3 it was a way they could spend some time together.
- 2 The narrator entered a wildlife photography competition because
 - 1 his father sent in a photo he had taken.
 - 2 someone persuaded him to.
 - 3 he thought he could win it.
- 3 The narrator decided he wanted to be a photographer after
 - 1 he found out he had won the competition.
 - 2 he got back from Africa.
 - 3 he got the perfect shot.
- 4 The narrator got his job at the National Geographic Society immediately after
 - 1 leaving school.
 - 2 college graduation.
 - 3 winning the competition.
- 5 The narrator believes the key to good photography is
 - 1 mainly artistic talent.
 - 2 good technical knowledge.
 - 3 a combination of artistic talent and technical knowledge.
- 6 One disadvantage of being a professional photographer can be
 - 1 the long distances you have to travel.
 - 2 being away from loved ones.
 - 3 not having time for anything else.
- 7 The narrator believes that the most important thing he's learnt as a professional nature photographer is to appreciate
 - 1 how animals live in the wild.
 - 2 the diverse geography of the world.
 - 3 nature and the beauty of our planet.

RNE Reading

Match the headings (1-8) to the texts (A-G). Put your answers into the table. Each number can only be used once. There is one extra heading.

- | | |
|------------------------|----------------------|
| 1 A Hard Life at Sea | 5 Ancient Roads |
| 2 Magnificent Landmark | 6 Charting the Skies |
| 3 Help From Nature | 7 Wondrous Sights |
| 4 Paying the Price | 8 Every Bit Helps |

A The Indian summer monsoon is a heavy rainy season that occurs from June to September each year. It is caused by a major wind system that comes from the southwest bringing up to 10,000 mm of rain to some areas. The summer monsoon is welcomed in India as farmers completely depend on the rain to irrigate their crops. A strong monsoon season is celebrated as it means the harvest will be good.

B The 'Seven Wonders of the Ancient World' are a list of seven remarkable man-made constructions that existed in the Mediterranean area in ancient times. The Great Pyramid of Giza in Egypt is the only wonder that still stands today. There are many new lists of wonders. For example, there is the 'Seven Natural Wonders of the World' list, which includes Mount Everest and the Great Barrier Reef.

C In ancient Rome, wars at sea were fought on galleys - ships which relied on men to row them with oars. The men who rowed these galleys were typically slaves, prisoners of war, or criminals. Galley slaves lived in terrible conditions. They were whipped and beaten, they had very little food, and they were chained to their oars, which meant if their galley sank, they would drown. Most died at sea.

D The 'Silk Road' is the name given to a series of trade routes between the great ancient empires of China in the East and Rome in the West. The first of these routes began around 100 BC and eventually extended more than 4,000 miles. Silk, salt, exotic spices and many other items were traded along these routes. Merchants travelling along the Silk Road faced many dangers, as the routes were full of robbers and thieves.


E Ayers Rock, or Uluru, is an enormous rock formation in central Australia. It extends 348 m from the ground and is 9 km around its base. Depending on the weather conditions and the time of day, the rock can change colour dramatically. It can appear anything from blue to violet to glowing red. Uluru is sacred to Australia's native people, the Aborigines. 'Uluru', means 'meeting place' and they believe that it was formed by ancestral beings during the creation of the world.

F Your carbon footprint refers to the amount of carbon you personally produce in a year. Almost everything you do directly or indirectly releases carbon into the air, whether it's flying to the Caribbean on holiday or buying a packaged sandwich for lunch. As global warming is linked to the amount of carbon in the atmosphere, we should all try to reduce our carbon footprint. Even small changes, like not leaving your stereo on standby, can make a big difference.

G The earliest known maps were found in the Lascaux caves, in France. They date back almost 20,000 years and are maps of the stars in the night sky. One map is of three stars in an area of the sky we know as the 'Summer Triangle'. Another appears to be a map of the cluster of stars known as the 'Seven Sisters'. These maps show that humans have been fascinated by the heavens from very early times.

A	B	C	D	E	F	G

RNE Grammar & Vocabulary

 Complete the gaps (1-6) with the correct form of the words in bold.

The End of a Civilisation

Why the **1)** empire of the ancient Egyptian pharaohs collapsed into economic ruin remains one of history's many unsolved mysteries.

But recent **2)** have suggested that the answer may lie underneath Lake Tana in the Ethiopian highlands. Lake Tana supplies the water which makes the Nile Valley so fertile.

Samples of sediment taken from the lake show that the lake may have **3)** dried up around 4,200 years ago due to climate change.

As the Egyptian economy depended on **4)**, this is all that it would have taken to destroy it. In fact, it would have caused a **5)** famine lasting for two hundred years.

There are many other theories, however, about the pharaohs' demise, including **6)** from Asia and civil war.

POWER

FIND

VIRTUAL

FARM

DISASTER

INVADE

RNE Writing

Comment on the following statement:

Flying uses a lot of fuel and releases a lot of polluting CO₂ into the atmosphere. In light of this, some people feel that the number of flights that we are allowed to take each year should be limited.

What is your opinion? Do you agree with this statement? Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

RNE Speaking

Study the advertisement.




For more information call 0800-5167-9632

You are considering taking your family on a cruise and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1 duration of cruise
- 2 departure dates
- 3 number of stops
- 4 types of cabins
- 5 if pets are allowed


You have 20 seconds to ask each question.

8 Progress Check

1  Complete with: *feat, consults, symbols, unique, remote, conveyor, excavation, sculpted, boarding, aisle.*


- Hieroglyphics is an ancient writing system made of
- I always ask for an seat on an aeroplane.
- Easter Island is There is nowhere else like it in the world.
- Archaeologists took five years to complete the
- Tracey always her parents before making any big decisions.
- Many ancient temples are found in locations.
- The statues were from volcanic rock.
- The building of the ancient city of Machu Picchu was an incredible
- Luggage is collected from belt Number 23.
- You need a valid pass to get on the plane.

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

2  Complete with: *all, every, so, neither, nor, both, each, none, either.*


- Kim saw that of the hotels were suitable, so she decided to stay in another resort.
- Jack and Jane like to go on skiing holidays.
- flights have been cancelled due to bad weather.
- Neither I Jane like to lie on the beach all day. We'd rather see the sights.
- "I can't find a cheap flight." "..... can I. Let's change our dates."
- "I really need a holiday!" "..... do I. I'm tired."
- The flight costs £150 way.
- time I travel by train I feel sick.
- We can go this weekend or next weekend, but after that I'm busy.
- "I don't like long car journeys." "..... do I. They're very tiring."

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

3  Complete the phrasal verbs with the correct particle.


- Tom paid his bill and checked ... of the hotel.
- Have you checked everything on your packing list?
- I arrived at the hotel and checked
- I want to check that new restaurant in town to see if it's as good as people say.
- Tom checks on his son now and then to make sure he's studying hard.

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

4  Complete the gaps with the correct preposition.


- I was really happy the service the travel agent provided.
- Paul has always dreamed going to the States.
- This hotel is typical many in the area.
- I want to stay in a hotel the sea.
- The trouble the Costa del Sol is that it's overcrowded with tourists.

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

5  Complete the sentences using the words in bold. Use two to five words.

- We enjoyed our holiday so much that we are going to the same place next year.
enjoy So our holiday that we are going to the same place next year.
- If you had booked earlier, you would have found a flight.
booked Had, you would have found a flight.
- It isn't very often that I go away for the weekend.
do Seldom for the weekend.
- I didn't expect to enjoy myself so much on holiday.
expect Little enjoy myself so much on holiday.
- If my dad agrees, I can go on the trip.
can Only if go on the trip.

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

6  Match the statements (1-5) to the answers (a-e) to form exchanges.

- | | |
|--|-------------------------|
| 1 Can I take two pieces of hand luggage? | a I see. |
| 2 That's not what I meant to say. | b Not at all. |
| 3 Did you pack your bag yourself? | c Sure. Here you are. |
| 4 Would you mind opening the window? | d Only one, I'm afraid. |
| 5 Can I have your passport, please? | e I did. |

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

Now I Can ...


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

- talk and write about mystic places
- talk about travelling and airports
- write an article describing a place/a letter recommending a place

... in English




Listening Task 1

Preparing for the task

1  Read sentences 1-3 and look at the underlined words. Read sentences A-C and match them to sentences 1-3. Which words helped you decide?

- 1 I really wish I had a brother or a sister.
- 2 I love hanging out at my grandparents' house.
- 3 I had a huge fight with my sister.

- A My sister and I had a heated argument.
- B Having siblings would mean the world to me.
- C Spending time with elderly relatives is something I enjoy.


2    You will hear 6 statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. One of the statements is extra. You will hear the recording twice. Put your answers into the table.

- 1 Some aspects of exercise strike me as boring.
- 2 The goal is to lose as much weight as possible.
- 3 It was difficult to achieve my goals at first.
- 4 I mainly sit at work and I'm worried about the consequences.
- 5 I ignore my friends' concerns about my activities.
- 6 The future could be difficult if I don't exercise.
- 7 It's worth spending extra money if it ensures improvements.

Speaker	A	B	C	D	E	F
Statement						

Listening Task 2

Preparing for the task

3  Read the statements and the underlined key words. Then, read the extract from a dialogue and decide if the statements are T (true), F (false) or NS (not stated). Explain words/phrases in the dialogue helped you decide.

- A Nick doesn't want to go abroad this summer.
- B Lisa always books her holidays through the Internet.
- C Nick will ask Jane to help him look for a holiday destination.



Nick: Jane had the bright idea of going abroad for our summer holidays and she's asked me to suggest some destinations. But I've been so busy that I haven't even got around to looking yet.

Lisa: Oh come on! How can you not make time for something that's so much fun? All you have to do is go online, browse through travel sites and gaze at pictures of exotic places!

Nick: Or I can go to a travel agent and get some recommendations from a professional.

Lisa: You could, but picking and choosing on your own is half the fun, I think! A travel agent seems too impersonal.

Nick: I suppose you're right. I'll sit in front of my PC tonight and have a look, then. I'll get Jane to join in the search too!

- 4**  **RNE**  You will hear a dialogue. Decide which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text (3 – Not stated). Put the number of the chosen statement into the table. You will hear the recording twice.

- A Isla doesn't mind being late for a lesson.
- B Ben knows what clubs Isla wants to join
- C Isla is the school chess champion.
- D Joining the school paper could help them apply to university.
- E Isla doesn't feel comfortable talking to a lot of people.
- F Ben will not be taking part in any more athletics competitions.
- G Isla thinks Ben is putting too much pressure on her.

Statement	A	B	C	D	E	F	G
Dialogue							

Listening Task 3



Preparing for the task

- 5** Read the question, focusing on the underlined words. Now read the script. What is the correct answer? Which words/phrases helped you decide?

- 1 the high salary she earns
- 2 meeting famous people
- 3 the public recognition of her work

Interviewer: What do you like most about your job?

Millie: You'd think it's getting to be close to all those celebrities. That's what most people believe, anyway. Seeing the results of my work in public is what does it for me, though. Hearing actors and other celebs giving interviews all over the world, thanking their personal trainer – that's me! – for helping them stay healthy and in good shape is truly rewarding. The money is good too!

- 6**  **RNE**  You will hear an interview. In tasks 1-7 put number 1, 2 or 3 into the answer box that corresponds with the answer you have chosen. You will hear the recording twice.

- 1 Izzy is proud of her nickname because it shows
 - 1 how successful her business is.
 - 2 what an unusual person she is.
 - 3 that her products are of high quality.
- 2 Izzy wanted to start her business because
 - 1 organic produce was unavailable.
 - 2 she was young enough to try something new.
 - 3 she thought not enough people could afford organic food.
- 3 Izzy got the loan to start her business because she
 - 1 had support from her father.
 - 2 is a very lucky person.
 - 3 had good advice from the bank manager.
- 4 Izzy says one reason for the success of her business is that
 - 1 she doesn't have high bills.
 - 2 she has a lot of good publicity.
 - 3 her shops are very good.
- 5 Izzy would like to try to
 - 1 cook more organic food.
 - 2 get more local people contributing to the organic food trade.
 - 3 pay visits to more farms in the area.
- 6 Izzy thinks the cookery school
 - 1 will make people better cooks.
 - 2 will encourage people to eat less meat.
 - 3 will provide job opportunities for unemployed youths.
- 7 Izzy advises young people who want to get into business that they
 - 1 can't do it without their parents.
 - 2 will need to avoid making mistakes.
 - 3 shouldn't be over confident.


Reading Task 1

Preparing for the task

1 a) Read the first of the texts in Ex. 2, paying particular attention to the underlined words. Which of the sentences below best summarises the paragraph?

- a Older generations are starting to feel more comfortable with digital media.
- b Teachers and mental health professionals should monitor children's use of technology.
- c There is widespread concern over the fact that young people's obsession with the digital media may be damaging for them.

b) Now look at headings 1-8 and choose one that best matches the summary.

2  **RNE** Match texts A-G with headings 1-8. Put your answers into the table. Each number can only be used once. There is one extra heading.

- 1 Using technology earlier than ever before.
- 2 No place for smartphones in schools
- 3 The learning and concentration link.
- 4 An unexpected educational bonus.
- 5 New skills are equal to old skills.
- 6 Grown-ups feel worried.
- 7 Evolving differently but still evolving.
- 8 Maybe it's too soon for results.

A A common complaint among adults about the youth of today is the amount of time they spend using digital media and what harm this may be causing their brains. The worry, not just among parents, but also amongst many professionals, such as educators and psychologists, is that children are over-exposed to digital technology. This may mean that their intellectual skills could not develop as much as those of earlier generations, who were not addicted to smartphones and tablets.

B Recent studies suggest that young people's brains are developing differently because of the way they interact with modern technology. But perhaps too many people assume that this is a bad thing. In the long run, technology is here to stay and the young


people of today are adapting to this new reality. Young people of today are likely to be no less clever than people were in the past. They're just different.

- C** What are the issues and the facts that surround the growing use of technology by the very young? Of course, given that the rise of the Internet and related technologies are only a couple of decades old, the body of research into these issues is still quite limited. And, as you would expect, different researchers have different opinions. Some warn of the dangers and others point out the benefits. Perhaps the truth lies somewhere in the middle.
- D** Why might people have had better concentration in the past? Perhaps because people read longer texts, where the reader blocks out their surroundings and they had to use their imagination to create the world they were reading about. Young people today may not have the same skills as those in the past. But they have other ones instead. Evidence suggests that though they may not remember a fact, they know the best way to go about finding out where to find facts.
- E** Does the tendency for information overload has had an effect on children's ability to think and focus? There is no doubt that attention is very important to learning and deeper thinking. Observing, remembering and judging all require good attention spans and the ability to concentrate. Does smart technology slow down these processes?
- F** Research has shown that by using smart technology young children quickly learn to press buttons and swipe screens, and that interactive apps can actually help children to learn faster. This may come as a surprise to some, but smart technology apps can be a very good tool for learning.
- G** There is a trend whereby younger and younger children are using digital technology. It is said that the under 10s are going to come into more contact with digital technologies than any other generation. It is becoming increasingly common for even young toddlers, between the ages of 16 months to 2 years old, to already be familiar with digital media and playing games on tablets.

A	B	C	D	E	F	G



Reading Task 2

Preparing for the task

3  Match items 1-4 to items A-D in order to form complete sentences. Write *GR* (grammar), *P* (punctuation), *WA* (word association) or *L* (linker) to indicate what helped you pair up the items. Use the underlined words to help you.

- 1 The European Union labour law deals with two major areas:
- 2 Apart from defining and protecting workers' rights, the EU labour law also aims at
- 3 Other issues that are addressed by the labour law
- 4 The EU labour law is valuable because it not only ensures a healthy workforce,

- A improving the living conditions of the workforce.
- B but it also aids steady economic growth.
- C working conditions and informing workers of their rights.
- D include health and safety at work, youth employment and undeclared work.

4   Read the text and fill in the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra. Put the numbers marking the corresponding parts of sentences into the table.

The Gender Pay Gap

In order to raise awareness about the gender pay gap, the difference in how much men and women earn, the European Union has introduced a European Equal Pay Day. The aim of the event **A** The level of this kind of discrimination varies from country to country but not by very much. For instance, there is almost no difference between the levels in Germany and Greece, **B**

The average hourly wage for women in Europe is 16% lower than the rate for men. This means that women work 2 months a year for free, compared to men. Although this is unfair, **C**

In the first place, men are more likely to get better job positions **D** Only 4% of the top jobs, such as those in higher management, are held by women. One reason for this is that women take more time off work than men. Only women need maternity leave **E** or caring for relatives than men do. These factors can have long term effects on how much women earn and whether they get promoted.

Another problem is that some jobs are done mainly by women **F** The jobs thought of as women's work are often poorly paid. This is true even when jobs thought of as men's work require the same experience and level of qualification.

- 1 and be promoted than women colleagues
- 2 isn't something that's often discussed
- 3 is to raise awareness about pay discrimination
- 4 whereas others are male dominated
- 5 there are many complex reasons for it
- 6 and they also spend much more time looking after children
- 7 despite Germany being the richest country in the EU

A	B	C	D	E	F

Reading Task 3

Preparing for the task

5 Read question 1 and the possible answers. Then, read the first paragraph of the text below, paying attention to the underlined words. What is the correct answer? How has the information been paraphrased? Are all the incorrect options referenced in some way in the text?

- 1 In the past, people were told that they ought to
- 1 never eat eggs.
 - 2 always eat a lot of yoghurt.
 - 3 avoid using vegetable oil.
 - 4 try to eat low-fat dairy products.



Read the text and complete tasks 1-7. In each task write number 1, 2, 3 or 4 in an answer box if it corresponds with the answer you have chosen.

Mixed Food Messages

It's no wonder that so many people are confused about what it is or isn't healthy to eat when so much of the information given over recent years has been both confusing and contradictory. For years, we were warned that animal fats and dairy produce should only be consumed in small amounts because they were full of cholesterol and could lead to heart disease. So, people started cooking with vegetable oil, spreading margarine on their bread and eating eggs only occasionally. We were also warned of the dangers of fat in our food. That's why milk, yoghurt, cheese and other such products were made with low levels of fat, in the quest to keep people healthy.

Now, it turns out that what causes people to have high levels of cholesterol is much more complicated than previously thought. For one thing, the body doesn't convert the cholesterol in dairy and animal fats into cholesterol in the body in the way that scientists once believed. In fact, it seems that the cholesterol in food is just as likely to be good cholesterol that helps prevent bad cholesterol from developing in the body.

Not only were people wrong to give up butter and eggs, they may have done their health active harm by using margarine and vegetable oil as replacements for animal fats. This is because margarine uses hydrolysed oils; oils that have gone through a special chemical process so that they can help make margarine thicker and harder. A high number of scientists believe that vegetable oils, especially when hydrolysed, are much worse for human health than animal fats.

Many nutritionists also believe that the promotion of low-fat products such as milk, yoghurt and cheese has helped to drive the obesity crisis. They claim that people eat more food in the belief that it's healthier as it's low fat food and

they won't gain weight eating it. Surprisingly, eating smaller amounts of full-fat food may help weight loss as people feel fuller for longer when eating full-fat foods.

Another problem caused by having so much conflicting information about food is that it can lead to people having an unnatural relationship with food, encouraging them to be fussy about the food they eat. In recent years, there has been a tendency for people to mistake food allergies for food intolerance. Although food allergies are real and can even be life-threatening, food intolerance is much rarer and is often imagined. For instance, many people believe they are intolerant to gluten, which has led to the availability of gluten-free bread and other gluten-free products in supermarkets, yet only a very small proportion of people are actually gluten intolerant.


The health advice about how much fruit and vegetables people should eat has also led to another food fad. In an effort to get the required minimum of five different fruit and vegetables a day, many people are putting a lot of fruit and vegetables together into blenders or juicer machines in order to turn their daily vegetable intake into an easy to digest liquid form. This may seem like a healthy solution but destroys much of the fibre, vitamins and other nutrients in the fresh produce.

The best thing people could do to improve their health and relationship with food is to get back to home cooking with their families and having meals together around the table. Good home cooked food is always going to be healthier than anything produced in a packet or blended to a pulp in a machine. And not only would this time spent with family improve physical health but it would boost mental health too.

- 2 Nowadays, it is thought that
- 1 cholesterol in food might not be unhealthy.
 - 2 it's impossible to understand cholesterol.
 - 3 animal fats don't contain cholesterol.
 - 4 our bodies cannot convert cholesterol.
- 3 Some scientists claim that
- 1 margarine is healthier than butter.
 - 2 it's a good idea to avoid butter.
 - 3 animal fats are better than some vegetable fats.
 - 4 human health has got much worse in recent years.
- 4 Why do some people think low-fat foods contribute to obesity?
- 1 The food industry promotes them too much.
 - 2 They can encourage people to eat more.
 - 3 They make people feel too full.
 - 4 They are not really very low in fat.
- 5 The author says that food allergies
- 1 can be fatal some times.
 - 2 are something people imagine.
 - 3 are the same thing as food intolerance.
 - 4 make people not want to eat gluten.
- 6 Blending fruit and vegetables to a pulp
- 1 increases their vitamin content.
 - 2 is dangerous to human health.
 - 3 can reduce their nutritional value.
 - 4 makes food difficult to digest.
- 7 What is the main idea of the last paragraph?
- 1 People no longer know how to cook properly anymore.
 - 2 Families don't usually eat together nowadays.
 - 3 No one should ever eat packet food.
 - 4 Eating home-cooked food with family is important.

Grammar & Vocabulary Task 1


Preparing for the task

1 a)  Read the sentences and decide what is missing.

- 1 He is said the country years ago.
a present infinitive b perfect infinitive
- 2 They our new fridge tomorrow morning.
a future simple b future perfect
- 3 We to evacuate the building immediately.
a past simple b past simple passive

b) Now choose the option that best fits each gap.

- 1 a to have left b to leave
- 2 a will deliver b will have delivered
- 3 a told b were told

2  **RINE** Read the texts given below. If necessary, transform the words written in capital letters to make them match grammatically with the contents of the texts. Fill in the gaps 1-7 with transformed words. Each gap corresponds with a separate task from group 1-7.

Agafia Lykova

Agafia Lykova is 70 years old and lives entirely alone in the Siberian wilderness. Her family moved to the area and **1** (BUILD) a homestead in the 1930s and since then, Agafia **2** (NEVER/KNOW) any other life.


The last surviving member of her family died more than thirty years ago and a geologist who used to work near her homestead died 2 years ago. Unbelievably, **3** (WALK) is her only means of transport and it takes her two weeks **4** (REACH) the nearest human settlement.

Being a web designer


Web design can, and should be fun and exciting so 5) (NOT/BE) put off if your initial attempts are not very successful. You need to have confidence in your abilities and keep working. It is important to make sure web surfers enjoy using your site, but it is also important for you to enjoy 6) (YOU) while creating it and hosting it. Simply share what you know and think about the things that interest you. After all, if you create a site that you love, chances are that your visitors 7) (LOVE) it, too.

Grammar & Vocabulary Task 2


Preparing for the task

3 a)  Read the sentences and decide what is missing; a noun, a verb, an adjective or an adverb.

- 1 Environmental pollution the lives of countless plant and animal species.
- 2 Being a, Mark has a keen eye for detail.
- 3 You were right for being angry with him.
- 4 One of the things I love about Kate is her nature.

b)  Find a derivative of the word in capitals that fits each gap.

- 1 DANGER
- 2 PHOTOGRAPH
- 3 TOTAL
- 4 CHEER

4  **RNE** Read the text given below. Form cognates from the words written in capital letters to make them match the contents of the text grammatically and lexically. Fill in the gaps 1-6 with the words in brackets. Each gap corresponds with a separate task from group 1-6.

Scandinavian Cuisine

Scandinavian cuisine has now built a reputation as being one of the most innovative in the world. But up until quite 1) (**recent**), many people had no idea what it was.


Most people's 2) (**know**) of the food of the region extended only as far as Danish pastries and Swedish meatballs. But that is now changing as Nordic cooks introduce their fellow Europeans and the rest of the world to their 3) (**tradition**) dishes.

Top restaurants around the world are now serving Nordic food. One of the most 4) (**fashion**) ones is the Copenhagen restaurant Noma. It has been voted the world's number one restaurant three times. But don't expect to eat only herring and meatballs there. Some of the 5) (**good**) chefs in the world serve imaginative dishes with edible flowers and live ants too.


And to 6) (**sweet**) the experience, an amazing variety of desserts inspired by Nordic cuisine awaits diners.

Grammar & Vocabulary Task 3

Preparing for the task

5  Choose the correct word. Do the sentences test L (lexis) or G (grammar)?

- 1 The window was broken a brick.
1 by 2 from 3 of 4 with
- 2 I don't know her exact age but off the top of my I'd say she's 32.
1 brain 2 thought 3 head 4 mind
- 3 There's a documentary about the of pollution on local wildlife in TV.
1 effect 2 defect 3 affect 4 aspect
- 4 As a child, she very shy but she grew up to be a confident young woman.
1 would be 2 was being 3 used to be 4 has been

6  **RNE** Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7, which contain answers that are possibly correct. Choose the correct answer 1, 2, 3 or 4.

Antigua Whenever someone begins to talk about how idyllic their childhood was, most people listening to them are likely to be bored to death. They **1)** their eyes and try not to yawn. But how else could I describe the eighteen months I **2)** on the Caribbean island of Antigua in the late 1960s as a small child? This was before mass tourism had taken **3)** the region and the island really was a paradise. Its most famous beach, Half Moon Bay, was untouched. My brothers and I would build sandcastles on a virtually deserted beach. In those days, **4)** the very rich ever went on holiday to Antigua. They would leave their yachts in Nelson's Dockyard and gather round the busy tables to admire the **5)** Me and my brothers were there because of our father's work and the heat and beauty of the island definitely went to our heads. We ran around barefoot most of the time and spent **6)** time indoors. We showed no fear of any of the huge insects that terrified our mother and it was with heavy **7)** that we left the island early in 1970.

- | | | | | |
|---|-----------|----------|----------|-------------|
| 1 | 1 spin | 2 roll | 3 turn | 4 twist |
| 2 | 1 spent | 2 went | 3 wasted | 4 travelled |
| 3 | 1 through | 2 down | 3 up | 4 over |
| 4 | 1 hardly | 2 rarely | 3 only | 4 scarcely |
| 5 | 1 view | 2 scene | 3 vision | 4 spectacle |
| 6 | 1 few | 2 less | 3 little | 4 none |
| 7 | 1 hearts | 2 heads | 3 legs | 4 feet |

Writing

Preparing for the task

- 1** Read the rubric in Ex. 3 and find the key words.
- 2** Answer the following questions:
 - a Who are you writing to?
 - b What sort of style should you write in? Why?
 - c What do you have to write about?
 - d How long should your letter be?
- 3** You have received a letter from your English-speaking pen-friend, Sally, who writes:

... So now that exams are over and I have more free time, I'm thinking of taking up a sport. Since you love sports, can you recommend an outdoor sport for me? Do you think team sports are better than individual ones? What's your favourite sport? My brother and I went kayaking for the first time last weekend ...


Write a letter to Sally. In your letter:

- answer her questions.
- ask 3 questions about her kayaking trip.

Write 100-140 words.


Remember the rules of letter writing.

Preparing for the task

4  Read the rubric in Ex. 5 and choose the correct option.

- 1 The statement discusses whether school uniforms should be **compulsory/the same for all schools**.
- 2 I have to write **an essay/a report**.
- 3 My answer should consist of **four/ five** paragraphs.
- 4 The opposing viewpoints should appear in **all paragraphs/a separate paragraph**.
- 5 In the final paragraph, I need to **present a new viewpoint/ rephrase and repeat my personal opinion**.

Speaking Task 1*Preparing for the task*

1  Listen to the text. Then listen again and read the text aloud at the same time, copying the reader.

Travelling is certainly an enjoyable activity. It benefits the tourists, as they get to see extraordinary sights and learn different things about the places they visit. It also aids a country's economy. Every year, tourists spend large amounts of money on accommodation, food and drink, entertainment and so on. This means a significant boost in the host country's income.

5 Comment on the following statement.

All students should wear a uniform at school.

What is your opinion? Do you agree with this statement? Write 200–250 words.

Use the following plan:


- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

2 Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Ecotourism, ecotravel, ecolodges and generally being 'eco' have become popular tourism sales pitches. But what is ecotourism and why is it such a great thing, anyway? The International Ecotourism Society defines ecotourism as 'responsible travel to natural areas that conserves the environment and improves the welfare of local people'. The idea behind this type of tourism is to lessen the damage regular tourism causes to a place. Hotels, walking trails, transport facilities and other things that are built to cater for tourists' needs can harm the environment. Ecotourism tries to lessen these negative effects. It does so by using either recyclable materials or local building materials. Other ways ecotourism attempts to lessen the negative impact of regular tourism include the use of renewable energy sources as well as safe disposal of waste and rubbish. Also, when constructing tourist accommodation it is essential that the architectural design of the buildings is environmentally and culturally sensitive. Finally, ecotourism aims at educating both tourists and residents of tourist destination on how they can be environmentally responsible holidaymakers and hosts.

Speaking Task 2

Preparing for the task

3  Look at the prompts and choose the correct question (A or B). What is wrong with the other question?

- 1 length of journey
 - A How much does the journey cost?
 - B How long does the journey last?
- 2 number of students
 - A How many students are there in the class?
 - B I'd like to know how many students there are in the class.
- 3 point of departure
 - A Where does the tour depart from?
 - B Where the tour departs from?

4 Study the advertisement.



In Bloom
Brighten Up Your Day
With Flowers!
Same-day delivery


You want to send some flowers to an overseas relative and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1 opening days and hours
- 2 if they make overseas deliveries
- 3 average cost of bouquets
- 4 payment options
- 5 if online order is possible

You have 20 seconds to ask each question.

Speaking Task 3

Preparing for the task

5  Look at the photograph and copy and complete the sentences in your notebooks.

- 1 In this photo we see
- 2took the photo because
- 3 We are (at/in/ outside etc)
- 4 We have just
- 5 We are talking about
- 6 He feels because
- 7 Behind us, there are
- 8 I remember that after the photo was taken, we



6 These are photos from your photo album. Choose one photo to describe to your friend.




You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your photo album
- why you decided to show the picture to your friend

You have to talk continuously, starting with: "I've chosen photo number ...".

Speaking Task 4

Preparing for the task

7  Look at the pictures. Use words from the table to complete the gaps to compare and contrast the two activities.

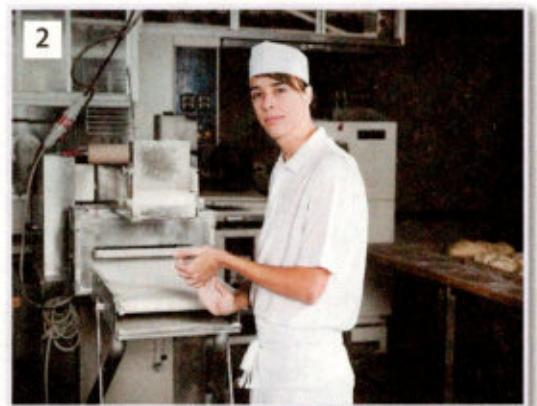


8 Study the two photographs. In 1.5 minutes, be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the jobs presented in the pictures you'd choose to work part-time in
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

In these two photos, we can see young people helping improve the community. **1)** of the activities are taking place outdoors. The girls in the first picture seem to be involved in a beach clean-up day, **2)** the men in the second picture are building what looks to be a small house. It could be a shelter for the homeless, or a house for people who have lost their home in a natural disaster. What the pictures have in **3)** is that they show volunteer activities. **4)**, picking litter from the beach litter from the beach seems a less physically demanding activity. Judging by the girls' smiles, it looks like a more enjoyable activity **5)** **6)**, constructing a house requires hard physical labour and it **7)** takes much more time to build a house than to clean a beach.

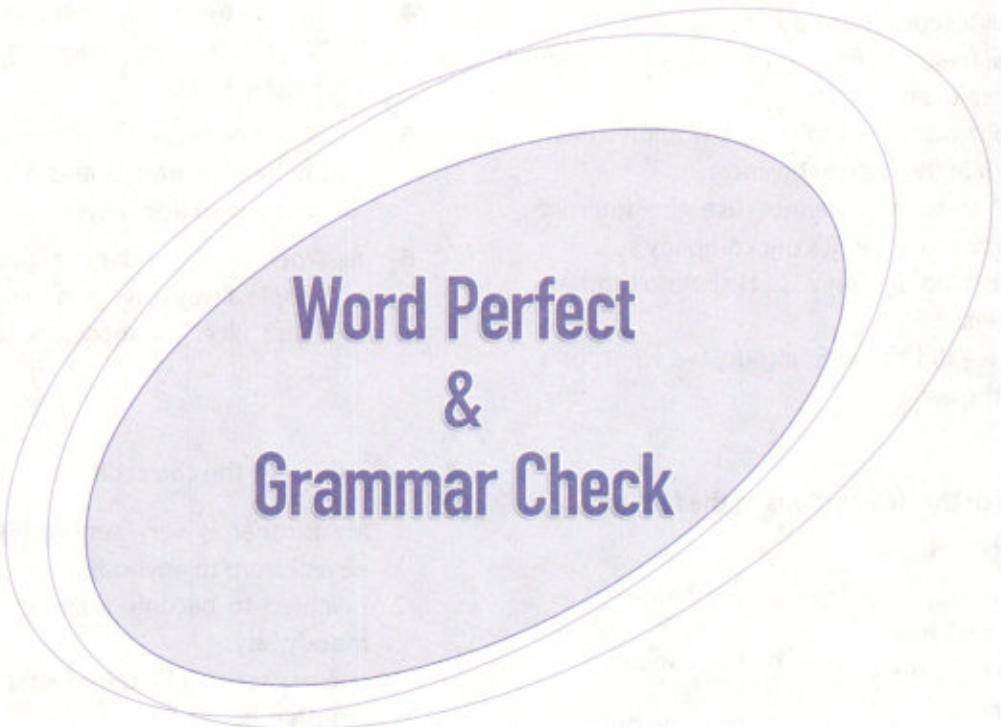


Comparing ideas

- also • too • as well • both • One/Another similarity is (that) ...
- What they both have in common is (the fact that) ...

Contrasting ideas


- however • but • rather than • while • on the other hand • whereas • instead (of) • in contrast to
- A/One main difference is (that) ...



**Word Perfect
&
Grammar Check**

Module 1


Family & Character

1  **Complete with:** *policy, stroll, concept, support, honour, priority, child.*

- 1 My schoolwork is my top
- 2 I can't understand the behind this machine. What is it supposed to do?
- 3 It is a great for me to be part of your research team.
- 4 Without my husband's, I wouldn't have made it in the fashion business.
- 5 We're sorry! You cannot use the Internet during work hours. It's our company's
- 6 My husband is an only, He has no brothers or sisters.
- 7 After we did the washing-up, we went for a in the park.

2  **Match the descriptions to the family members.**


- | | |
|---------------------------------------|---------------------|
| 1 He is the father of my grandfather. | a stepfather |
| 2 She is my sister's daughter. | b ex-husband |
| 3 He is my daughter's son. | c great-grandfather |
| 4 He used to be married to me. | d niece |
| 5 She is my husband's sister. | g sister-in-law |
| 6 He is my mum's new husband. | h grandson |

3  **Complete the exchanges with the words in the list:**

- married • divorced • engaged • single
- widowed • elderly

- 1 A: I had no idea that Paul is
- B: Unfortunately, his wife passed away last summer.

- 2 A: Tom's parents decided to get
- B: I know. They have been having problems for a while now.
- 3 A: Does your sister live alone?
- B: No, she lives with her husband. She's been for two years now.
- 4 A: They've been for three years.
- B: When are they planning on getting married?
- 5 A: Alice looks very tired. Does she ever rest?
- B: I highly doubt it. She is a parent and has no help from anyone.
- 6 A: When my grandfather gets on a bus, people always give him their seat.
- B: That's nice. It's important to respect the

4  **Choose the correct item.**

- 1 My brother is very **sensitive/stubborn**. He never listens to anybody.
- 2 I wanted to become a lawyer but I am too **moody/shy**.
- 3 She has beautiful **almond-shaped/shoulder-length** eyes.
- 4 Mrs Thompson always has her hair up in a **bun/perm**.
- 5 Clara likes to wear **formal/casual** clothes, like jeans and T-shirts.
- 6 I have very **dry/freckled** skin, especially in winter.
- 7 Lisa used to be very **overweight/skinny**. Now that she has put on some weight, she looks much better.
- 8 Don't be so **aggressive/pessimistic**! Everything will turn out just fine in the end.
- 9 Our boss is **confident/impatient** that we will have completed the project on time.
- 10 I'm very **nervous/grumpy**! I hope I do well on my exam.
- 11 I'm definitely the black **horse/sheep** of the family.
- 12 How can you be so kind to strangers but so cruel to your own flesh and **bones/blood**?

Module 2

Stress & Peer Pressure

1 Choose the correct item.

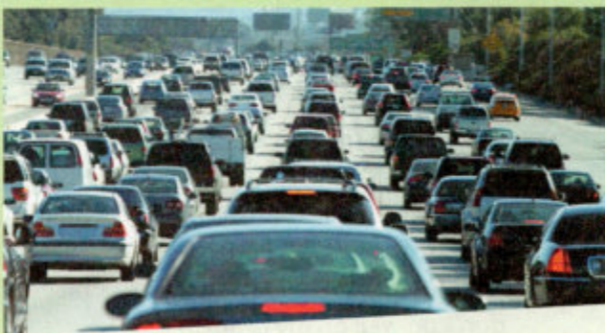
- 1 His father's death has **harmed/caused** him a lot of pain.
- 2 I can't wait for this project to be **over/up**. I have so many other things to do.
- 3 It is **positive/essential** that you keep working hard if you want to get a pay rise.
- 4 The child **stamped/tapped** his foot angrily and refused to go to bed.
- 5 She **groaned/whispered** something softly in his ear and then walked away.
- 6 His constant complaining is **hurting/killing** me. I can't put up with it anymore!
- 7 I have to be honest and tell them the truth. I have to get it off my **chest/head**.
- 8 This city is too noisy for me. I can't **take/find** it anymore!
- 9 Tom is definitely one in a **million/hundred**. He's my best friend in the whole world.
- 10 She feels bad for letting her parents **up/down**.

2 Complete with: *influence, persuade, give in, bumped, discouraged, dissuade, resist, pick*.

- 1 I managed to my father from smoking.
- 2 My sister asked me so many times to borrow my new jacket that I finally had to
- 3 When Peter saw that he hadn't lost any weight, he got very
- 4 I don't like it when people try to my decisions.
- 5 You should temptation and have a piece of fruit instead of chocolate.
- 6 You actually let them you to shave your head? That's unbelievable!
- 7 Don't on your sister. She's a bit low these days.
- 8 I into Mary at the post office yesterday.

3 Complete with: *get you down, building up, sick and tired, take it anymore, lose your temper*.

Enough!



Do you ever find yourself feeling **1)** of having to deal with all the noise and the traffic in this city? Do you feel the stress **2)** as you're sitting in your car in horrendous traffic jams? Do you find that you don't have patience with others anymore and you **3)** easily? If you have answered YES to any or all of these questions, now is your chance to put a stop to this chaotic situation. Don't let the traffic in our city **4)** a minute longer. Join the demonstration that's taking place on 15th May, at 10:00 am at People's Square. For those of us who just can't **5)**, now's the time to take action! United, we can make a difference!


4 Complete the exchanges with the verbs in the list. Mind the tenses.

• take • lose • be • break


- 1 A: What's wrong Amy? You look exhausted!
B: I under a lot of stress these past few months. I need a holiday.
- 2 A: I won't have time to study much before the exam.
B: it easy! I'm sure you'll do fine.
- 3 A: Sally up with her boyfriend.
B: Really? I didn't know that.
- 4 A: You have to be more patient with the children.
B: I can't. I feel that I control.

Module 3

Crime & Justice


1  Complete the gaps with the following verbs in the appropriate form: *contact, pay, shoplift, threaten, find, confess.*

- 1 If you are caught running a red light, you have to a big fine.
- 2 As soon as I realised that my house had been broken into, I the police.
- 3 The woman they arrested to the crime late last night.
- 4 The judge the three boys guilty of vandalising school property.
- 5 My mum to take away my MP3 player if I don't do well on my exams.
- 6 Mike was caught yesterday. He had stolen some batteries and a pair of gloves.


2  Complete the exchanges with the phrases in the correct form:

- have no right • have the right to
- have the responsibility to • do one's bit
- take responsibility for
- stand up for one's rights

- 1 A: The police officer informed him that he a lawyer.
B: That's only fair.
- 2 A: You to be here! Get out now!
B: Please, just listen to what I have to say.
- 3 A: Why do you work so late every day?
B: As the team leader of our project, I feel that I do so.
- 4 A: Who's going to sending out the wedding invitations?
B: I think Mary started sending some out already.
- 5 A: Anna's husband is very obsessive and controlling.
B: That's terrible! She should
- 6 A: We should all to protect the environment.
B: You're right! We should take responsibility immediately.

3  Choose the correct item.

- 1 The young man **shivered** / **pointed** in the cold.
- 2 The two dogs were **laying** / **growling** from behind the gate.
- 3 The burglar **pleaded** / **muttered** with the police officer to set him free.
- 4 I threw out the old **steeple** / **rags** that I found in the basement.
- 5 He will use any **means** / **winnings** he can to get what he wants.
- 6 It took them a while to **realise** / **identify** that their bags had been stolen.

4  Complete the text with the words in the list:

- broken • arrested • convicted • sentenced
- confess • chasing

My Neighbour the Convict



Last Sunday was a bad day for my neighbour, Mr Smith. At around 2 pm, I heard a lot of noise coming from the street in front of my house. I looked out the window, only to see six police officers 1) after Mr Smith all around our neighbourhood. The police officers finally caught up with him and 2) him on the spot. It was obvious that Mr Smith had 3) the law. Word has it that he has stolen government money. On that Sunday, Mr Smith was taken into custody until his court date. At first, he refused all charges, but after the evidence was presented to the judge, he had no other choice but to 4) to the crime. He was 5) of fraud against the state and 6) to five years of imprisonment.

Module 4

Injuries & Illnesses

1 Match the words to form phrases.

A	B
1 splitting	a infection
2 runny	b cough
3 eye	c headache
4 bad	d temperature
5 stomach	e ache
6 high	f pain
7 sharp	g nose
8 dry	h cold

2 Use the words in the list to complete the exchanges.

- dizzy • down • under • ankle • hoarse
- pain • back • rash • nose • finger

- A: What's wrong Julie? You don't look very well.
B: I'm feeling a bit the weather.
- A: Before Francine fainted, she felt all of a sudden.
B: Poor thing.
- A: I have to get better before the weekend. We have a very important game at the college.
B: Don't worry. If you take care of your cold, you'll be on your feet in no time.
- A: I'm feeling a bit run
B: I feel the same way too. It must be the weather.
- A: Why is your hand red?
B: I don't know. I've had a terrible since this morning.
- A: John's voice is so
B: I know. I barely recognised him this morning on the phone.
- A: I need to blow my again.
B: You really have a bad cold, don't you?

- A: I cut my as I was chopping some onions earlier today.
B: Ouch! That must have hurt.
- A: Oh no, I think I've sprained my again.
B: Be careful!
- A: What's wrong Tom?
B: I've got an excruciating in my stomach. I should go see a doctor.

3 Complete the gaps with the following words: *irresistible, hacking, crippled, severe, narrow, internal, thumping, agonising.*

- Ever since I sprained my wrist, I have been in pain.
- My company's offer was I had to accept.
- She had a escape when she lost control of her car.
- Mrs Bates uses a wheelchair because she was seriously in an accident.
- The bleeding has made his situation extremely critical.
- Could you please turn down the music? I have a headache.
- Martha is now facing (an) decision about her career.
- Peter's cough woke up the baby.

4 Choose the correct item.

- When somebody **hailed/stretched** us we realised that we were not alone.
- The moment he was **admitted/closed** to hospital, he knew that something was seriously wrong with him.
- The man **jumped/drowned** before the captain could send out an SOS.
- She **laboured/glimpsed** at an old man standing at the back of the room.
- The two young men **rowed/rested** as fast as they could to the nearest shore.
- The dog **tracked/fetched** the stick that his owner threw.

Module 5

People & Places

1


Complete with: *cosmopolitan, industrial, rough, abandoned, shanty, well-lit, posh, residential, fully-furnished, historic.*

- 1 Although they live near a(n) area, they are not affected by the pollution.
- 2 I'm looking to rent a flat in the city centre.
- 3 We saw two kittens coming out of that car yesterday.
- 4 I love studying in my bedroom because it is so
- 5 That man lives in a(n) old hut.
- 6 There was an explosion in a(n) area last night.
- 7 Montreal is a very city. People from many different cultures live there.
- 8 We're invited to a dinner party next Saturday.
- 9 I like to visit cities such as Athens and Rome.
- 10 Jason lives in a dangerous neighbourhood in the part of town.

2

a Match the words to form phrases.


A	B
1 lack	a on the pavements
2 heavy traffic	b of trees
3 stray	c mess
4 overcrowded	d public transport
5 bird	e animals
6 cars parked	f on the roads

b  **Use the phrases in Ex. 2a to complete the sentences below.**

- 1 I hate cleaning up the from my balcony.
- 2 A major disadvantage in our city is the There's no green anywhere.
- 3 I'm sorry I'm late. There was


- 4 I feel so sorry for that I sometimes end up taking them home.
- 5 Although is never pleasant, I never take my car to work.
- 6 People in wheelchairs cannot get around with all the

3

 **Choose the correct item.**

- 1 Everytime she goes on holiday she takes everything but the **kitchen/bathroom** sink.
- 2 She lied about helping me find a job. She led me up the garden **route/path** by telling me that she would help me.
- 3 They shouldn't be complaining. They are very lucky to have a roof over their **heads/eyes**.
- 4 When you lend Mike money, it's like throwing it down the **window/drain**.
- 5 There are nice cafés and restaurants in the **pedestrianised/rough** zones of our city.
- 6 I gave a **hawker/beggar** my sandwich today. He looked so thin and frail.


4

 **Complete with:** *fate, burden, pastures, graffiti, estate, market, squat, office.*

- 1 I like buying cheap clothes at an outdoor near my house.
- 2 If it's meant to happen, it will. I believe in
- 3 I don't want to be a, but can you put me up for a few nights?
- 4 My boss invited us over to his for a posh party.
- 5 The sheep were grazing in the
- 6 Suzan lives in a illegally. She doesn't pay rent or property taxes.
- 7 The on the walls of our school will be cleaned up this weekend.
- 8 I work on the fourth floor of that building.


Module 7

Hopes & Education

1  Use the words in the list to complete the exchanges.


- long • overcome • wait • face • reject • make
- come • achieve

- 1 A: Pete helped me the problems I had at work.
B: He is a great guy, isn't he?
- 2 A: Lots of people to change the world.
B: That is very promising.
- 3 A: Do you think it will be difficult to start my own business?
B: In the beginning, you may many obstacles, but you mustn't give up.
- 4 A: We will never have the money to buy a car.
B: Yes, we will. Just and see.
- 5 A: When I set goals for myself, I make sure I them.
B: Good for you!
- 6 A: If you up against any difficulties, give me a ring.
B: I'll be fine. Don't worry.
- 7 A: I don't think I would be a successful manager.
B: Don't the idea until you give it a try.
- 8 A: Tracey likes helping people in need.
B: I know, she likes to a difference in people's lives.

2  Use the verbs in the correct form to complete the sentences below.

- drop out • win • complete • attend
- graduate


- 1 If I hadn't a scholarship, I would never have been able to study abroad.
- 2 Once I my degree in civil engineering, I will move to Qatar.
- 3 My brother from university when he was twenty-two years old.
- 4 My dad of school when he was fourteen years old.
- 5 It was difficult for me to all lectures because I had to work.

3  Choose the correct item.

- 1 I am going to apply for the **subject** / **position** of senior manager at our company.
- 2 You need to have the necessary **quantities** / **qualifications** to succeed in the job.
- 3 My parents help me pay my tuition **fees** / **money**.
- 4 I usually have a French **lesson** / **subject** twice a week.
- 5 My student **loan** / **funding** amounts to £12,000.
- 6 Most of my **classmates** / **colleagues** have been working for a minimum of six years.

4 a) Match the words to form phrases.

A	B
1 in the hope	a hopes
2 dash one's	b that
3 hope for the	c up
4 get one's hopes	d hope
5 give up	e of
6 have high hopes	f on
7 pin one's hopes	g best

b)  Use the phrases from Ex. 4a in the correct form to complete the sentences below.

- 1 Mary shared a flat with her sister she would save up some money to buy a car.
- 2 Jonathan has his buying this flat. He hasn't looked around for anything else.
- 3 I had never worked abroad before but I decided to have a go and
- 4 We might be able to buy that DVD player that you liked, but don't your – it might be sold out.
- 5 They never that they would make it through all the hardships.
- 6 Jack becoming a millionaire.
- 7 A horrible snowstorm has our of going to the countryside for the weekend.

Module 8

Geographical Features & Air Travel

1 Choose the correct item.

- The hotel was located in a **remote/inhabited** area of the city. It took us about forty-five minutes to get to the closest restaurant.
- The ruins that were found in the archeological sites of Santorini are well **familiar/preserved**.
- The ancient Greeks gave **properties/offerings** to the twelve Gods of Olympus.
- The vase they bought us for our wedding anniversary is quite **unique/worshipped**.
- We hired a moving company to **transport/conserv**e our belongings to our new home.
- The surface of the Kailasa temple is covered with **feats/symbols**.
- We had to wait in the **departure/arrival** lounge for two hours before boarding the plane.
- I met my husband at the baggage **gate/reclaim** area at Heathrow Airport.

2 Use the words in the list to complete the sentences.

- stream • hot springs • mountain range
 - waterfall • swamp • cave
- The little bear cubs rushed into the when they heard the gunshot.
 - Although we got soaking wet, we managed to take some beautiful pictures by the
 - There was a small running along our garden.
 - can be found all over the world and are known to be therapeutic.
 - The world's longest is the Andes and is located between Chile and Argentina.
 - We were able to see some crocodiles in the

3 Use the words in the list to complete the exchanges.

- mystery • archaeological • predict • forecast
 - carved
- A: When I visit a new country, I love going to all the sites.
B: Really? I prefer to spend my time getting to know the culture of the locals.
 - A: What ever happened to Mr Stevens?
B: I have no idea.
His disappearance is a
 - A: Did you hear the weather ?
B: Yes, it's going to be mostly cloudy with a few showers tomorrow.
 - A: How did the ancient Greeks the future?
B: They consulted the oracle of Apollo at Delphi.
 - A: This statue has been with such detail that it almost looks real.
B: It's gorgeous, isn't it?

4 a) Complete the gaps with the correct word.

- conveyor • shop • passport • board
- check-in

- | | |
|--------------------|-------------------|
| 1 control | 4 desk |
| 2 departures | 5 duty-free |
| 3 belt | |


b) Use the collocations in Ex. 4a to complete the sentences.

- I always buy something nice from the before my flight.
- Jason took the wrong suitcase from the
- If we look at the, we'll know if our flight will be leaving on time.
- The lady at the gave us a seat by the window.
- They stopped us at to check our travel documents.

Grammar Check

Module 1

Present Tenses

- 1  Put the verbs in brackets into the correct present tense.



Dear Kate,


How are you? We 1) (have) a great time here in Japan.

We 2) (stay) at a nice hotel. Every day we 3) (have) breakfast at 7:30, then, we 4) (go) sightseeing.


We 5) (be) to a lot of museums and galleries so far but we 6) (not/do) any shopping yet. Tomorrow, we 7) (visit) Tokyo Disney Resort. I can't wait. Later in the evening, we 8) (attend) a concert. It's a pity you 9) (not/be) here. 10) (you/finish) with your exams?

We 11) (leave) this Saturday. Our flight 12) (reach) London at 7:30 pm.

I do miss you,
Lisa


- 2  Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: I (see) my aunt tonight.
B: I (see). So you won't be able to meet us in the afternoon then, will you?
- A: Why (you/smell) the milk?
B: I think it (smell) funny. I'm afraid it has gone off.
- A: I (think) of joining a gym.
B: I (think) that's a great idea.
- A: Why (Annie/be) so rude today?
B: I really (not/know). She (be) usually extremely polite.
- A: Is James all right? He (look) very pale.
B: Yes, I know. I (look) for the doctor's phone number right now.
- A: Why (you/taste) the chicken curry?
B: To see if I need to add more spices. But no, I think it (taste) delicious the way it is.


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

- 1 At present, I
- 2 My friend yet.
- 3 I always
- 4 My parents don't
- 5 I never
- 6 My uncle now.
- 7 Our teacher already
- 8 My friend doesn't
- 9 I so far.
- 10 My mum doesn't


Future Tenses

- 4  Use the appropriate future tense to complete what Mary might say, as in the example.

- 1 Her friend says she feels cold.
▶ "I'll close the window."
- 2 She hears a weather report predicting rain.
"It"
- 3 She has arranged to go shopping with her friend, Beth.
"Beth and I"
- 4 She wants her friend Ian to post a letter for her.
"Ian,?"
- 5 She's catching the 6 o'clock train to Brighton.
"My train"
- 6 Someone asks her about her plans for next July.
"This time next July, I"


- 5  Complete the gaps with *will* or *be going to* in the correct form.

- A: Your shirt is dirty.
B: I know. I wash it later.
- A: I'm a bit hungry.
B: I make you a sandwich.
- A: What are your plans for Saturday night?
B: We invite some friends over for dinner. Would you like to come?
- A: The doorbell is ringing.
B: I get it.
- A: What are your plans for summer holidays?
B: We travel to Spain. We've already booked our tickets.
- A: Try not to be late.
B: Don't worry. I be back by 7:00.

6  Complete the second sentence with a different future form so that it has a similar meaning to the first. Use up to three words.

- 1 The Prime Minister will visit Russia next week.
The Prime Minister Russia next week.
- 2 Look! The bus is going to leave.
Look! The bus leave.
- 3 Her flight arrives at 7:00 pm.
Her flight arrive at 7:00 pm.
- 4 The bad news are bound to anger Jim.
Jim angry when he hears the bad news.
- 5 The car factory will soon close down.
The car factory is closing down.

Past Tenses

7  Put the verbs in brackets into the correct past tense.

- 1 A: How (you/find out) about the cruise?
B: I (look) through a magazine when I (see) the advertisement.
- 2 A: Have you typed the contract yet?
B: Actually, I (just/start) it before you (walk) in.
- 3 A: We (go) to the flea market yesterday.
B: Really! (you/buy) anything?
- 4 A: Tonia performed really well yesterday.
B: Yes. She (practise) for months before the recital.
- 5 A: (you/enjoy) your flight?
B: Yes, although in the beginning I was a little nervous as I (never/fly) before.
- 6 A: Where (your sister/stay) when she (go) to London?
B: In a cheap youth hostel.
- 7 A: When (your dad/retire)?
B: Last month. He (work) for the same company for 25 years.
- 8 A: (you/have) a nice time at the concert last night?
B: No, it was terrible. The band (only/play) for ten minutes when it (start) to rain.
- 9 A: (your brother/be) at home when you (arrive)?
B: No, he (already/go out).

8 Use the time expressions below and present, past or future tenses to make sentences about yourself.

- tomorrow • yesterday • usually
- two weeks ago • these days • next week
- for six months • last week

► *This time tomorrow, I'll be having football practice.*


9 In pairs, use the ideas to talk about your childhood, as in the example. Use your own ideas as well.

- live in the countryside • play in the park
- ride a bicycle • go to parties • own a pet
- make tree houses • go fishing with your dad

► *A: Did you use to live in the countryside when you were a child?*

B: No, I didn't. I lived in the city. What about you?

A: I used to live in a small village by the sea.

10  Choose the correct answer.

- 1 When John was young, he usually walk to school.
A was used to B used to C would
- 2 Anne work in a shop, but now she works in a bank.
A used to B would C got used to
- 3 Jenny getting up early in the morning.
A didn't use to B isn't used to C used to
- 4 I don't think I'll ever wearing contact lenses.
A get used to B be used to C would
- 5 Although Tim has been living in the city for almost a year, he still it.
A wasn't used to B isn't used to C is used to
- 6 When Peter was in the army, he wake up at 6 o'clock in the morning.
A was used to B got used to C would

Grammar Check

Module 2

Relative clauses

1 Make sentences, as in the example. Make any necessary changes.

- place/borrow books **library**
▶ *A library is a place where you can borrow books.*
- animal/live in Australia **kangaroo**
- someone/fix people's teeth **dentist**
- place/see films **cinema**
- someone/put out fires **firefighter**
- something/make calls with **mobile phone**
- something/open and lock doors with **key**
- book/help you spell correctly **dictionary**

2 Join the sentences using relative pronouns. Omit the relative pronouns if possible.

- 1 The letter hasn't arrived yet. He posted it three days ago.
- 2 They are playing a song on the radio. It's my favourite.
- 3 The football match was very exciting. My friend played in it.
- 4 Let's go to Greece. The sun always shines there.
- 5 The sweets are delicious. We bought them yesterday.
- 6 Tom introduced me to Mr Smith. Mr Smith is his manager.
- 7 I am reading a book at the moment. It is very interesting.
- 8 This is Jane. Her sister is my coach.
- 9 A painting is hanging on the wall. It's an original Dalí.
- 10 My parents moved to the city to find work. They were born in a small village.

3 Match the phrases to make sentences.

- | | |
|------------------------------|--|
| 1 Scotland is a country | a who writes for the <i>Sun</i> . |
| 2 Sam is a journalist | b whose studio is in the city centre. |
| 3 Frank is a photographer | c where you can see a lot of lions. |
| 4 Kenya is a place | d who likes to help others. |
| 5 My mother is a kind person | e which is part of the United Kingdom. |

Clauses of Purpose

4 Choose the correct answer.

- 1 Please go to Customer Service a refund.
A for B to C in order to
- 2 I went to the dentist have one of my teeth filled.
A for B to C in case
- 3 Gabriel takes the bus avoid getting stuck in traffic jams.
A for B in case C in order to
- 4 I'm hungry. Let's stop a quick snack.
A for B to C in order to
- 5 Students go to the library they can study quietly.
A so that B in order to C in case
- 6 We took an umbrella it rained.
A so that B so as to C in case
- 7 They called us invite us over.
A so as to B so that
C with a view to
- 8 I'll buy some more juice Jimmy comes.
A so that B with a view to
C in case



- 5 Amanda is going on holiday. Why is she taking these objects with her? Make sentences using *so that, to, in case*.



▶ *She's taking sunscreen so that she won't get sunburnt.*

Clauses of Reason

- 6 Choose the correct word/phrase.

- I'm going to be late for work **because/ because of** this traffic!
- I can't lend you any money **because/because of** I don't have any.
- Due to/Since** you're going to the supermarket, could you buy me some milk, too?

- There will be no classes on Tuesday **due to/because** the national holiday.
- I couldn't see the sign **due to/since** it was too dark outside.
- I think I have this terrible headache **because/ due to** I was out in the sun too long yesterday.
- Because of/Since** we don't have to work today, why don't we go for a picnic?
- Tim won't be able to come with us **because/ because of** he has to study for his exams.

Clauses of Result

- 7 Complete with: *so, such, such a/an*.

- There were many people there that we waited in the queue for more than an hour.
- She is bad player that nobody wants her on their team.
- Susan is popular that she gets invited to parties all the time.
- They were lovely earrings that she bought them all.
- Bob was angry that he left without saying good bye.
- She is intelligent woman that everybody asks for her advice.
- It was cold weather that we stayed in.
- Her visit was pleasant surprise that I didn't know what to say.


- 8 Complete the sentences.

- She was sent home because
- Take some money in case
- There were so many people at the party
- He's been training at the gym in order
- She's such a boring person
- It was such nice weather
- They were all looking at her because
- They bought lots of food in case
- She earns so little money
- He doesn't have a mobile phone so


Grammar Check

Module 3


-ing form/to -infinitive/
infinitive without to

1  Put the verbs in brackets into the correct form (-ing form, to -infinitive or infinitive without to).


- 1 You should avoid (have) an argument.
- 2 Let me (stay) up a little longer. The film hasn't finished yet.
- 3 The bathroom needs (paint).
- 4 They didn't let us (pay) for the meal.
- 5 He's old enough (drive) a car.
- 6 Lie down and take a deep breath (feel) better.
- 7 I can't stand (watch) horror films.
- 8 My parents made me (stay) at home.
- 9 Will you help me (repair) my bike?
- 10 It's not worth (try) to convince him.
- 11 You should (be) very careful when you walk in dark streets at night.
- 12 She was advised (report) the crime to the police.
- 13 I can't wait (tell) Tina the good news.
- 14 I can't stand (be/told) lies.
- 15 He doesn't mind (help) with the housework.

2  Choose the correct answer.

- 1 Do you mind outside, please?
A wait B to wait C waiting
- 2 He's looking forward abroad.
A travelling B to travel
C to travelling
- 3 We've always wanted on a safari.
A go B to go C going
- 4 I'd love you again.
A see B to see C seeing
- 5 How about us for a skiing holiday?
A join B to join C joining
- 6 There's no point in He won't forgive me.
A apologise B to apologise
C apologising

3  Choose the correct item.

- 1 I love swim/swimming in the sea.
- 2 We decided to go/going ice skating.
- 3 You'd better not go/going snowbiking until you learn how to ski.
- 4 I enjoy to try/trying new and exciting sports.
- 5 Tony didn't expect to like/liking the new video game.
- 6 We would love seeing/to see you next weekend.
- 7 It's worth paying/to pay a little more money to get a good seat.
- 8 Jane can snowboard/to snowboard quite well.
- 9 I would rather go/going horseriding than kitesurfing.
- 10 We'd better stay/staying in tonight.
- 11 I'd rather not study/studying on a Saturday evening.
- 12 I promise trying/to try my best.

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

- 1 A: Is it easy (learn) gymnastics?
B: It's not too difficult.
- 2 A: I'm tired of (play) computer games!
B: Let's go out, then!
- 3 A: Let me (help) you carry the equipment.
B: That's very kind of you. Thanks.
- 4 A: Sue suggested (go) skiing on Sunday.
Do you want to come?
B: I'd love to.
- 5 A: You had better (not/play) tennis until your arm is better.
B: You're right. I'll wait.
- 6 A: I am looking forward to (watch) the Olympics on TV.
B: So am I.
- 7 A: The shop assistant refuses (give) me a refund.
B: You should talk to the manager, then.
- 8 A: Do you fancy (go) to the cinema with us?
B: Thanks, but I'd rather (stay) at home tonight.

- 9 A: What sports would you like (do)?
B: I'm interested in (learn) how to ski.
- 10 A: I can't stand (eat) meat.
B: Neither can I.
- 11 A: How's the training going?
B: Quite well. I am hoping (play) professionally next year.
- 12 A: Why didn't you come to the match?
B: I had to (study) for my exams.

5 Choose the correct word.

Online shopping



Many shoppers are considering online shopping. It's an excellent way of **1) purchase/purchasing** items without **2) have/having** to bother with long queues, searching desperately for a particular article or dealing with annoying sales assistants. And of course, you can **3) find/to find** inexpensive things by simply **4) use/using** the tips of your fingers.

However, beware. There are postage and packing expenses **5) to consider/ considering**, no one will help you **6) finding/find** what you are looking for and, of course, you must **7) rely/to rely** on pictures since it's impossible **8) to try/ trying** on what you choose. Once you have paid for an item, it's difficult **9) return/to return** it if you don't like it. Furthermore, it is risky **10) giving/to give** your credit card number online.

6 Put the verbs in brackets into the correct form (-ing form, or to-infinitive).

- 1 a Remember (buy) me a newspaper on your way home.
b I don't remember (see) him before.
- 2 a I'll never forget (visit) Moscow.
b I think I forgot (lock) the door.
- 3 a I regret (tell) you that you failed your exams.
b I regret (tell) you lies.
- 4 a Please try (be) on time.
b Why don't you try (add) some pepper?
- 5 a Stop (make) this noise.
b He stopped (have) a snack, then continue with his work.
- 6 a I meant (send) you a letter but I didn't remember the address.
b If you are to pass your exams, that means (study) a lot.

7 a) Put the verbs in brackets into the correct form. (ing form, to-infinitive or infinitive without to.)


- 1 She doesn't mind (work) late.
2 He likes (play) basketball.
3 He can't stand (wait) in long queues.
4 Her parents make her (study) French.
5 She wants (become) a pilot.
6 He's looking forward to (start) his new job.
7 She hates (travel) by bus.
8 I'd love (study) Medicine.
9 She enjoys (dance).
10 He always helps his brother (do) his homework.

b) Rewrite the above sentences so that they are true for you.

Grammar Check

Module 4

Passive Voice/Causative form

1  Complete the exchanges with the correct *passive tense* of the verbs in the brackets.

- A: The Great Sphinx in Egypt is an amazing sight!
B: It is indeed. It (build) thousands of years ago.
- A: Have you seen the new house down the street?
B: Yes, it (design) by Mike Smith.
- A: The Great Pyramid of Giza is the last remaining ancient wonder of the world.
B: Yes, and it (visit) by millions of people through the ages.
- A: The situation is very serious.
B: I agree. Something (must/do) soon.
- A: I think there's someone behind us.
B: Yes. We (follow).
- A: Where does the WWF find the money to pay for all its projects?
B: Money (donate) by people all over the world.

2 Rewrite the sentences in the *passive*.

- They will build a new hospital next month.
- They cleaned the room this morning.
- She didn't invite us to the wedding.
- You can't use cameras inside the museum.
- The Prime Minister will open the new hospital on Monday.
- Careless drivers can cause accidents.
- A loud noise woke them up last night.
- In the USA, they hold presidential elections every four years.
- They will translate his book into Portuguese.
- They found the minister guilty of fraud.

3 Write the headlines in full sentences. Use the *passive*.

Transport Minister to announce new traffic laws next Friday.

Famous actress taken to hospital.

19 dolphins found dead after being trapped in fish nets

Tsunami hit Bangladesh yesterday noon

Large quake detected off Oregon Coast.

School official suspended from duties.

Mr Jones sentenced to six months

US volleyball team defeats Puerto Rico.

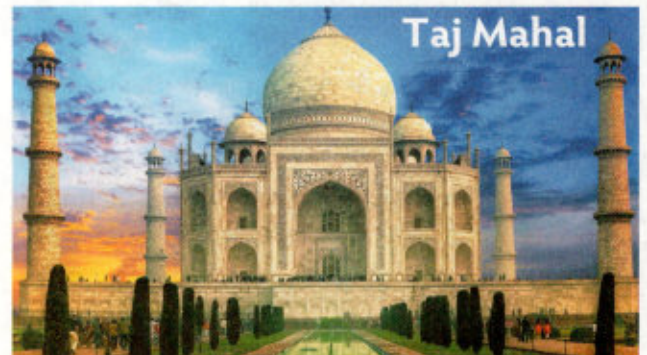
4 Read the information. Use it to form sentences in the *passive*.

Buckingham Palace



- located in Westminster, London
- converted into a palace in the 1820s by John Nash
- opened to public in the mid-1990s
- drawings by Leonardo Da Vinci kept there
- visited by millions of tourists every year

Taj Mahal



- located in Agra, India
- built by Shah Jahan for his wife
- set within gardens
- covered in marble
- visited by a lot of tourists every year

5 Rewrite the sentences starting as suggested.

- 1 People say that he has escaped from prison.
A He B It
- 2 People think that she is a very gifted person.
A She B It
- 3 The newspapers report that the two film stars were married.
A The two film stars
B It
- 4 People say that he has donated all his money to charity.
A He B It
- 5 Experts expect the number of casualties to rise.
A The number of casualties
B It

6 Rewrite the sentences in the *passive*.

- 1 Someone broke into the museum last night.
- 2 They stole ten paintings.
- 3 I had the feeling that someone was watching me.
- 4 You must take this matter seriously.
- 5 People are buying more and more cars every day.
- 6 Someone has damaged the statue.
- 7 He submitted the proposal in writing.
- 8 I'm afraid you can't use your mobile here.

7 Rewrite the sentences using *make, get or have* in the correct form.

- 1 Sue is asking her sister to help her clean up.
▶ *Sue is having her sister help her clean up.*
- 2 Jane insisted on her husband washing the car.
- 3 Tom will persuade his colleagues to start a recycling programme.
- 4 I asked the vet to check my dog's temperature.
- 5 Will Sarah persuade her brother to let her borrow his car?
- 6 Mike has insisted that the mechanic take a better look at his motorbike.
- 7 Sally asked Patricia to cook dinner for her.

8 Match the two halves of the conversation. Put the verbs in the *causative*.

- | | |
|------------------------------------|--|
| 1 I thought the fence was damaged. | a I ▶ <i>had it repaired.</i>
(have/repair) |
| 2 These windows are broken. | b I (redecorate) it. |
| 3 This door seems broken. | c I (fix/later today). |
| 4 The garden looks great. | d At the mechanic's. I (service) before you leave on tour. |
| 5 Where's my car? | e I (new ones/install/tomorrow). |
| 6 I don't like my bedroom. | f I (flowers/plant/last Tuesday). |

9 Emma moved to a new neighbourhood last week. Use the words and the pictures to write sentences.




1 ▶ *I can have my watch mended here.*


Grammar Check

Module 5

Modals

1  Rephrase the following sentences, as in the example.

- 1 It is possible that he will go to the party tonight.
▶ *He may/might/could go to the party tonight.*
- 2 It's necessary to have a visa to visit the USA.
- 3 I think it's a good idea for us to move to a house in the countryside, where there isn't so much pollution.
- 4 I'm not sure if he's coming with us tomorrow.
- 5 It isn't necessary for you to give me a lift home. I can take a taxi.
- 6 Perhaps he's sleeping.
- 7 I'm sure he isn't telling the truth.
- 8 You aren't allowed to eat in class.


2  Choose the correct word/phrase.

- 1 He **was supposed to be/must have been** back from Madrid last Monday but he decided to stay longer.
- 2 You **mustn't/shouldn't** have insulted him. He's always so kind to you.
- 3 That **mustn't/can't** be Peter. He is too tall.
- 4 I **needn't have fed/didn't need to feed** the dog because my brother had already done it.
- 5 You **can't/mustn't** have done well at your exams! You hadn't studied at all.
- 6 You **might/should** have asked me before you told him my secret. I didn't want him to find out the truth.
- 7 James **could/should** have got caught in traffic. That's why he's late today.
- 8 You **have to/should** start work at 9am every day.

3 Rewrite the underlined phrases using *must, have to, don't have to, should, may/might, need to, don't need to*.



The bathroom is one of the most dangerous areas of the home. You could easily fall and hurt yourself. However, there are a few things you can do to prevent such accidents. It's very easy to slip while you're having a shower so **1) it'd be a good idea to** put a non-slip mat in your shower. Although **2) it isn't necessary to** have a bath mat next to your shower, **3) you'll perhaps** find it very useful. Also, it **4) is necessary to** keep the floor clean and dry. If there is any water on the floor after you have had your shower, **5) you are supposed to** clean it.

4  Choose the correct word/phrase.

- 1 A: I've just bought a birthday cake.
B: You **didn't need to/needn't have**. I've just made one.
- 2 A: I'm really busy at the moment. **Should/ Could** I call you back later?
B: Yes, certainly.
- 3 A: **Shall/Will** I help you with the bags?
B: Yes, please.
- 4 A: **Shall/Will** you do the ironing for me, please?
B: I'm sorry, but I can't.
- 5 A: I can't find my mobile.
B: You **should/may** have left it at home.
- 6 A: She looks really tired!
B: She **should/must** have been working all night.
- 7 A: I don't know why Adam is upset with me.
B: He **might/can** have misunderstood what you told him the other day.
- 8 A: I have the flu.
B: You **mustn't/shouldn't** have come to work. You **must/should** have stayed at home.

- 5 Use *can*, *can't*, *have to*, *don't have to* and *need* with the phrases below to ask and answer questions about travelling by plane from London Heathrow. You can use your own ideas.



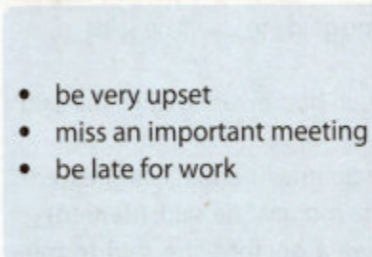
- buy tickets in advance
- have a passport
- check-in 5 hours before departure time
- take your luggage on board
- eat or drink on the plane
- take duty free goods on board

- ▶ A: *Do I have to buy tickets in advance?*
B: *Yes, you do.*

- 6 Make up sentences, as in the example. You can use the phrases given, as well as your own ideas.




- 1
- have no family
 - be homeless
 - feel very lonely
- ▶ *He may have no family.*



- 2
- be very upset
 - miss an important meeting
 - be late for work



- 3
- feel very sad
 - fail his final exams
 - study a lot

- 7  Complete the correct modal verbs to complete the list of laws in England.

Laws

- 1 You be 18 years old to drink.
- 2 In order to drive a car, you to be 17, but you drive a motorbike at 16.
- 3 All citizens vote after they've turned 18.
- 4 In most English schools, students wear uniforms.
- 5 You to stay in school until you turn 16.
- 6 You be 16 to be allowed to marry.

- 8 What are the rules in your country?

- 9 Write sentences to explain what each sign means. Use modals and the following verbs: *feed, fish, smoke, park, litter, ride, turn, enter.*



Grammar Check

Module 6

Reported Speech

1 Rewrite the statements in *reported speech*.

- 1 "You'll get sunstroke if you don't use sunscreen", he said.
- 2 "I'll definitely return it tomorrow", he said.
- 3 "Denise didn't come with us", he said.
- 4 "We will wait for you until you are ready", they said to us.
- 5 "I think you should talk to your parents about your problem", he said.
- 6 "That was the most difficult test I have ever written", she said.

2 Rewrite the questions in *reported speech*.

- 1 "When does the last train to Liverpool leave?" the woman asked.
- 2 "Have you ever been to China?" she asked me.
- 3 "Who is in charge of this project?" she asked.
- 4 "Will it take long to repair the engine?" he asked.
- 5 "How long is the journey going to take?" we asked.
- 6 "Did you see the sign, madam?" the policeman asked me.

3 Who said what? Match the 1-7 to the speakers A-G. Then, report what they said.

- | | |
|---|------------------------|
| 1 "Be careful with the wires." | A the teacher |
| 2 "Write your names at the top of the paper." | B the firefighter |
| 3 "Avoid eating chocolates." | C the children's nanny |
| 4 "Don't climb the fence, children." | D my best friend |
| 5 "Always lock the doors at night." | E the traffic warden |
| 6 "Help me with the exercise, please." | F the dentist |
| 7 "Don't park here." | G the policeman |

► 1 - B

The firefighter told us to be careful with the wires.

4 You have received a letter from a friend on holiday. Read the sentences 1-6, then complete your friend's letter, as in the example.

- 1 Angela said that she was in Italy.
- 2 She said that she had arrived there six days before.
- 3 She said that she was staying in a lovely hotel.
- 4 She said that she spent her mornings on the beach.
- 5 She said that she loved the food.
- 6 She said that she was coming home on the 10th.
- 7 She said that she would show me all the photos she had taken.
- 8 She said that she was bringing back a nice present for me.

Dear Joan,
How are you? 1) ► *I am* in Italy. I 2) It's really beautiful here. 3) with a huge swimming pool. 4), which is sandy and clean. It's great! I've been to some nice little restaurants and 5), it's delicious. 6)
When I get back, 7) And guess what! 8), I hope you'll like it.
See you soon.
Love,
Angela

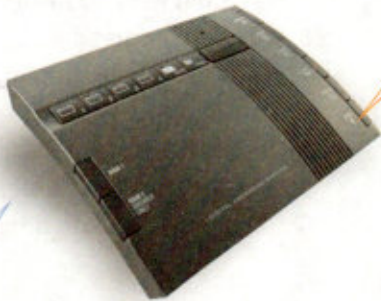
5 Report the sentences. Use the words in brackets.

- 1 "Don't swim in the lake," he said. (**warned**)
- 2 "How long are you going to stay?" he said. (**asked**)
- 3 "I've got too much homework to do", she said (**complained**)
- 4 "Let's go to the cinema," he said. (**suggested**)
- 5 "I didn't steal the money," he said. (**denied**)
- 6 "You'd better see a doctor," she said to me. (**advised**)
- 7 "Call us when you arrive," he said to Ann. (**reminded**)
- 8 "I won't do it," he said. (**refused**)
- 9 "OK, I'll help them," she said. (**agreed**)
- 10 "Please, please, don't tell anyone," she said. (**begged**)

6 Look at the messages on Kelly's answering machine. Report them to your partner.

John here! I got the tickets for the match. Call me when you are back.

Hi, Kelly. It's me Laura. I just want to remind you we have basketball practice at 7. Will you come?



Hi, it's Tony. I won't be able to come. My sister fell down the stairs and sprained her ankle. Call you later.

Sue here! Have you checked the report? I'll need it tomorrow. Thanks.

7 Complete the sentences. Use *reported speech*.

- 1 My friend asked
- 2 Someone told me
- 3 Our teacher asked us
- 4 My parents told me
- 5 I asked my friend
- 6 The maths teacher said
- 7 I asked the coach
- 8 My best friend told me


8 Read what Carmen said about her job, then report what she said, as in the example.

I work with a team of twelve doctors and medical assistants. We fly all over the world, wherever our help is needed. Last year, we were in Mozambique. We stayed there for six months. We set up a hospital and trained people how to treat minor injuries and illnesses. We also vaccinated a lot of children. This year, we are in Rwanda. We have been here for two months only but our work is already progressing. I find my job really rewarding.

► *Carmen is a doctor. She said that she worked with a team of twelve doctors and ...*

9 You just applied for a position as a salesperson at the local mall. Here are the questions you were asked during the interview.

- 1 How old are you?
- 2 Where do you go to school?
- 3 Where do you live?
- 4 Have you worked anywhere before?
- 5 Do you have any experience in sales?
- 6 What interests do you have?
- 7 Can you work during the holidays?
- 8 When are you available to start?
- 9 How will you be coming to work?
- 10 Do you have any other questions?

 Your friend has an interview at the same store tomorrow. Complete the email telling her what questions you were asked.

INBOX OUTBOX CONTACTS

To: Melinda Hart
From: Ashley Moore
Subject: Interview

Hey Melissa,


I've just got back from my interview and I think it went well. Here are some of the questions he asked me so you can prepare for tomorrow.

He asked me 1) He wanted to know which school 2) to and where 3) Then, he asked 4) before and 5) experience in sales. He also asked what interests 6) He wanted to know 7) during the holidays and 8) to start. He asked 9) to work and wondered 10) any other questions.

Grammar Check

Module 7

Conditionals/Wishes

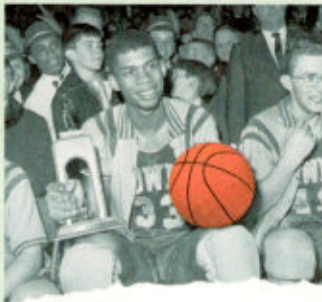
1  Put the verbs in brackets in the correct form.


Kareem Abdul-Jabbar, NBA all-time scoring champion, talks about his adolescence and achievements.

"I grew up in New York in the 50s with two parents who cared about me. If they 1) (not/support) me so much, I would have got into trouble. But they taught me about discipline.


My mum emphasised that school was a very important part of my life. If she hadn't wanted me so much to do well, I 2) (not/get) that message to heart.

The first time I stepped in a basketball court I didn't do well at all. But I kept trying. If I 3) (not/try) so hard, I would have never got the ball up to the rim level. I started to get good at the 7th and 8th grades. That's when I realised that basketball was going to play a big role in my life. However, if I wanted to become a good basketball player, I 4) (have) to work hard. I worked hard. It was difficult but this experience helped me in many ways: had I not been there, I 5) (not/become) what I am now."



2  Put the verbs in brackets into the correct tense.

- 1 If Brian (leave) now, he won't miss his flight.
- 2 If I were you, I (not/talk) to him again.
- 3 If I had gone with them, I (have) a great time.
- 4 The plane (not/take off) unless it stops snowing.
- 5 If she (listen) to the weather forecast, she wouldn't have left.
- 6 If Jenny had got up early, she (not/be) late for school.
- 7 If Timothy had some money, he (buy) a new bicycle.
- 8 We'll go to the beach unless it (rain).
- 9 If I (see) Richard, I'll tell him about the dinner party on Friday.
- 10 If Bridget is here by 6 o'clock, we (go) to the cinema.
- 11 If I (be) you, I would recycle more.
- 12 If Laura studies more, she (pass) her exams.

3  Complete the sentences.

- 1 If he calls,
- 2 If he had more free time,
- 3 If you don't like the present,
- 4 If they had had the money,
- 5 He would write to me if
- 6 You won't regret it if
- 7 Would you have apologised to him if?
- 8 I would have met her
- 9 If he had recognised me,
- 10 Unless you leave on time,

4 Make a conditional sentence for each headline.

1 **FIREFIGHTERS ARRIVE IN TIME TO SAVE FAMILY FROM FLAMES**

▶ *If the firefighters hadn't arrived in time, they wouldn't have saved the family from the flames.*

2 **Demand for Mobile Phones rises as Prices Fall**

3 **RIVER BURSTS BANKS AFTER HEAVY RAIN**

4 **FOOTBALL PLAYER BREAKS LEG - SPENDS NIGHT IN HOSPITAL**


5 **ROBBERS ARRESTED AFTER CAR CRASH**

5 Why did these things happen? Join sentences 1-6 to their causes A-F and make sentences, as in the example.

- | | |
|--|---|
| 1 My neighbour lost his parrot. | A She had no money to pay for the meal. |
| 2 I caught a cold. | B I walked in the rain for a long time. |
| 3 He had a miserable childhood. | C He left the cage door open. |
| 4 He wrote a best-selling book. | D She insisted on fulfilling her dreams. |
| 5 She became a very successful artist. | E He was invited to speak to the university. |
| 6 She lost her purse in the train. | F He didn't want to talk about his early years. |

▶ 1-C

If my neighbour hadn't left the cage door open, he wouldn't have lost his parrot.

6  Put the verbs in brackets into the correct tense.

- A: What do you think of the view from here?
B: It's amazing. I just wish I (have) my digital camera with me.
- A: Johnny never stops playing those new video games.
B: I wish we (not/buy) them.
- A: I wish I (find) a job.
B: Why don't you look in the newspaper?
- A: You were quite rude to Janet yesterday, you know.
B: You're right. I wish I (not/speak) to her like that.
- A: Karen is very upset.
B: I know. If only I (know) how to make her feel better.
- A: I wish the weather (change).
B: Yes. Then we could go to the beach.
- A: Your Internet connection is so slow.
B: If only we (have) broadband out here.
- A: People are always ringing me on my mobile phone!
B: Tell me about it! Sometimes I wish mobile phones (not/exist) at all!
- A: You look sick.
B: If only I (not/eat) so much.
- A: I wish you (stop) using my computer.
B: All right, I won't do it again.

7 Rewrite the following sentences to express either an *unreal situation in the present*, a *regret about a past event*, or a *desire for a situation or someone's behaviour to change*.

- I sent my text message to the wrong person.
▶ *I wish I hadn't done it.*
- My brother never helps with the housework.
- I didn't take any photos of the wedding.
- They stole my laptop.
- Our computer has a virus.
- My parents won't buy me the new games console.
- I haven't got a digital TV.
- You never stop talking about your new MP3 player.
- Sandra listens to loud music all day.
- It isn't summer yet.

8 What do the people in the pictures wish? Write sentences beginning:


▶ *I...*



Grammar Check

Module 8

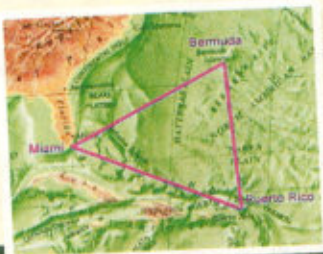
Inversion/Plural/Singular Nouns/Quantifiers


1  Choose the correct answer.

THE BERMUDA TRIANGLE

The Bermuda Triangle (or "Devil's Triangle") is a triangular area in the Atlantic Ocean defined by Miami, Bermuda and Puerto Rico. Legend has it that **1) not any/not only** people, but also ships and planes have mysteriously disappeared there. But exactly how many **2) depend/depends** on who is doing the locating and the counting. Some writers claim that **3) as many/ as few** as 1000 lives have been lost in the region, while others (like the US Coast Guard) say that this number is **4) either/both** totally imaginary or wildly overestimated.


A **5) great deal of/plenty of** theories have been given to explain the mystery of missing ships and planes. Evil extraterrestrials, the lost city of Atlantis, anti-gravity devices and even modern-day pirates have been blamed by **6) either/both** the media and the public over the years. However, very **7) few/little** research has actually been done into the matter and most of these theories are **8) nothing/anything** more than rumours passed on from generation to generation.




2  Complete the second sentence so that it means the same as the first. Use inversion and up to three words.

- We can go ahead with the plan only if you agree.
Only if you agree ahead with the plan.
- Edward won't leave the house under any circumstances.
Under no circumstances the house.
- If you'd arrived on time, you wouldn't have missed the beginning of the play.
Had time, you wouldn't have missed the beginning of the play.

- If I were you, I'd apologise.
Were, I'd apologise.
- He only asks for help when he's really desperate.
Only when he's really desperate, for help.
- Nicole didn't realise that her mother was so worried about her.
Little that her mother was so worried about her.
- She acted so well that she was offered the role.
So well that she was given the role.
- I only watch television when I don't have anything else to do.
Only when I don't have anything else to do, television.
- She was so nervous that she kept biting her nails.
Such that she kept biting her nails.
- I didn't expect that they would throw a surprise party for my birthday.
Little that they would throw a surprise party for my birthday.


3  Correct the mistakes in the sentences.

- Are there any water in the bucket?
- I'd like an information about the price of this computer, please.
- There is some evidences of crime in the area.
- She's got really bad headache.
- I can't hear word he's saying.
- I need an advice about where to stay.
- I haven't got many bread or milk.
- I'd like some jar of jam, please.
- You shouldn't eat too many fast food.
- There is very few time left.

4  Complete with *is* or *are*.


- Physics my favourite subject.
- The weather very nice today.
- Our luggage already in the car.
- His new clothes very trendy.
- The police questioning the two criminals at the moment.
- My advice that you have to find a new job.
- Where my glasses? Have you seen them?
- These earrings made of diamonds.
- The news on every evening at 8:00 pm.

- 10 Squash a game played by two or four people.
- 11 Chinese difficult to learn.
- 12 Her hair long and curly.
- 13 These trousers too small for me to wear.
- 14 Be careful! The stairs very slippery.

5  Complete the diagram with the words in the list.


- hair • police • traffic • meat • cheese • glass
- cake • paper • book • coffee • tea • chicken
- journey • luck • maths • advice • news
- trousers • sugar • knife • bread




6  Complete with *a, an* or *some*.

- 1 A: Do you want biscuits with your tea?
B: No, thank you. But I'd like milk.
- 2 A: Mary would like to know if you have ice cream.
B: Yes, I do. There's in the freezer.
- 3 A: Did mum bake a cake?
B: No, she baked oatmeal cookies and apple pie.
- 4 A: Jim's jacket looks very warm.
B: It must be, it's anorak.
- 5 A: Shall I buy rolls from the bakery?
B: Yes, please. And loaf of bread, too.
- 6 A: I'd like glass of orange juice, please.
B: Sorry, there isn't any left.

- 7 A: Did you buy anything while at the shops?
B: Yes, indeed! I bought fancy blouse and pair of black jeans.
- 8 A: Would you like chocolate cake?
B: Yes, please. Can I have glass of milk, too?

7  Choose the correct word.

- 1 Jenna found **a lot of/much** items on sale.
- 2 There's **too much/many** salt in the soup.
- 3 How **much/many** flour do we need for the muffins?
- 4 You haven't finished yet. There's still **a lot of/too many** food left on your plate.
- 5 Why did you add so **much/many** water to the mix?
- 6 We haven't got that **many/much** time before the shops close.
- 7 There are too **much/many** ribbons on this dress.
- 8 He doesn't drink **a lot of/many** milk.
- 9 How **much/many** did the outfit cost?
- 10 Mary bought **a lot of/much** pineapples at the market.

8  Complete the gaps with *a few/few/little/a little*.

- 1 Susan is going to be late for supper.
- 2 There are only slices left.
- 3 Very men learn to cook for themselves.
- 4 I ate very last night as I wasn't hungry.
- 5 Just sprinkle cheese on the pizza and it's ready to go into the oven.
- 6 I can't leave right now. There's more things I need to buy.
- 7 Very people came to the dinner party.
- 8 I have very money left. I can't buy this bag.
- 9 I'd like butter on my corn, please.
- 10 Fay has eggs left. She's going to make some pancakes.

Spotlight

ON **RUSSIA**

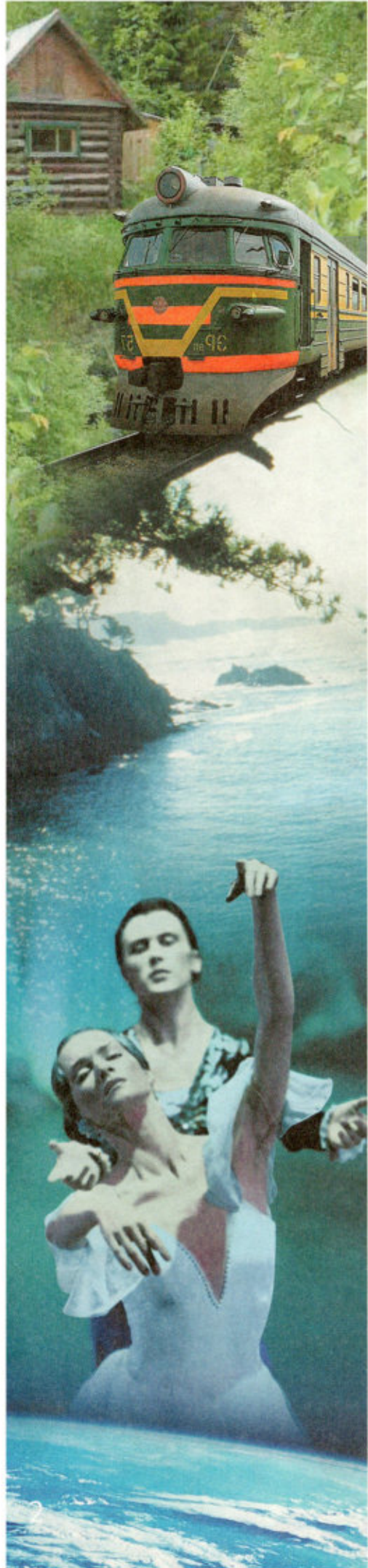
#Vol. 11

Irina Kolesnikova,
a famous ballet dancer *p. 9*

Fyodor Dostoyevsky *p. 5*

Mir Orbital Complex *p. 8*





Welcome to Spotlight on Russia!

Our names are Ann and Bill and we want to welcome you to this edition of **Spotlight on Russia**. We are both Year 11 students from Ridgeway Secondary School in Liverpool, England. We are very lucky to be living and studying in Russia this year as part of a student exchange programme.

Spotlight on Russia has invited us to work for the magazine as Guest Editors. This year we will be travelling across this amazing country and learning as much as we can about Russian culture, geography, environmental issues, free-time activities and much more. We'll share our impressions of life in Russia with you and we hope you'll tell us more about the different aspects of life in your great country!

We hope you enjoy our articles.

Bill *Ann*



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Russia is a huge country so, of course, the way of life can be very different depending on where people live.

Life

Spotlight on Russia looks at different ways of life in Russia

Village Life



A quarter of the population of Russia, about 40 million people, live in villages. Russia's size means village life has hardly changed in centuries and is still very traditional, although quite hard. People's livelihoods depend on crops and livestock. They must work in the fields and tend to their animals. The summer harvest has to last through the winter and often the only way for people to make money is to sell their produce at the market in the nearest town or city. However, the isolation and simplicity that makes village life difficult is also what makes it wonderful. There are no factories or traffic, only fresh air, clear streams and beautiful forests.

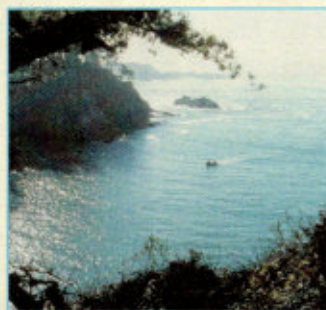
City Life

The majority of Russians live in the city. They usually live in multi-storey blocks of flats that can have up to 400 flats in them. The flats vary from 40 m² to 200 m². Many families of 4-5 people live in a 2 or 3-roomed flat. Often 2 or 3 generations live in the same flat, and so it can get overcrowded.



Life in the North

In the far north of Russia, conditions are harsh and life is very difficult. This is where you will find large oil fields and mining operations. Big companies attract people to work and live there by giving them high salaries and free housing. Even so, many people leave after a short time because they cannot cope with the freezing cold conditions and temperatures as low as -50°C.



Life on the Black Sea

The best stretch of coastline in Russia is in the south-east on the coast of the Black Sea. This is where many Russians go for their summer holidays. It is a densely populated area and the people who live there make their living from the tourists who come for their holidays between May and October. Every house has rooms to rent and the streets and beaches are crowded with people selling all sorts of souvenirs and refreshments. There are also many different types of water sports available.

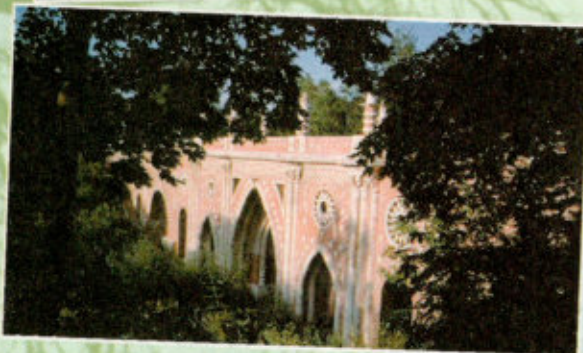
ACTIVITY

- Where do you live?
- Does your lifestyle depend on the place you live in? If yes, how? If no, why not?

Describe the place where you live. What is it like to live there? Write to *Spotlight on Russia* and tell us all about it!

Taking a walk in the park in Moscow has never been so good now that the Tsaritsyno Estate has even more to offer.

Spotlight on Russia visits Tsaritsyno



Twenty minutes from downtown Moscow, you will find the Tsaritsyno Estate. It is a huge palace and park whose official name is the State Historical, Architectural, Art and Landscape Museum Reserve Tsaritsyno. The park covers an area of over 700 hectares and has beautiful scenery. The waters of the Upper Tsaritsyno pond together with the Shipilovsky and Borisovsky ponds form the largest group of ponds in Moscow.

The palace was built as a royal residence for Catherine the Great by the famous Russian architect, Vasily Bazhenov in a romantic gothic style. However, after ten years of construction, the tsarina was unhappy and tore many of the buildings down when she saw them, in 1785. Another architect, Matvey Kazakov, was ordered to rebuild the palace, but it was not completed before Catherine's death. Over the next two hundred years the palatial estate turned into majestic ruins. Although it was abandoned, it became a favourite place for Muscovites to spend time outdoors. Finally, in 1984 a decision was reached to completely restore Tsaritsyno's architecture and park, and make it the home of the State Museum of Arts and Crafts of the Peoples of the USSR. The majority of the architectural monuments have now been restored and the grounds have been renovated.

Today visitors can see collections of modern arts and crafts including porcelain, glass, ceramics, decorative textiles, tapestries, leather, jewellery and more. Original creations from leading artists of various generations, national schools, and artistic orientations are on display. Excursions, educational programmes, concerts, festive events as well as the beauty of the park and ponds also await visitors.

The restoration of the Grand Palace was completed by the end of 2007. Large-scale restoration and landscaping of the park and the ponds were also carried out. Tsaritsyno, a jewel of Russian culture, has a grand future.

ACTIVITY

Explain the history of Tsaritsyno to your partner.

- Have you ever visited Tsaritsyno?
- After reading this would you like to? Give reasons why (not).

Which famous Russian authors have you read? We learnt about the most famous Russian novelist and his best known work.

Dostoyevsky

Spotlight on Russia presents Fyodor Dostoyevsky and 'Crime & Punishment'

Part 4 Chapter 4



Fyodor Dostoyevsky

(1821-1881) was a Russian novelist whose work has had a huge impact on world literature. He is still the most widely read author in Russia.

'Crime and Punishment' (1866) is the story of a young man, Raskolnikov, who believes that he can commit any crime because he has something worthy to offer humanity. He commits murder to try and prove his theory, but then he has to struggle with his guilty conscience. He tries to help a man he sees get hit by a carriage, but the man dies. He gives all his money to the man's widow and becomes attached to his daughter, Sonia. He sympathises with her and sees her suffering as noble. He finally confesses to Sonia and goes to a Siberian prison for eight years. Sonia follows him and helps him to reform.

"What's to be done, what's to be done?" repeated Sonia, weeping hysterically and wringing her hands.

"What's to be done? Break what must be broken, once and for all, that's all, and take the suffering on oneself. What, you don't understand? You'll understand later. ... Freedom and power, and above all, power! Over all trembling creation and all the ant-heap! ... That's the goal, remember that! That's my farewell message. Perhaps it's the last time I shall speak to you. If I don't come tomorrow, you'll hear of it all, and then remember these words. And some day later on, in years to come, you'll understand perhaps what they meant. If I come to-morrow, I'll tell you who killed Lizaveta. ... Good-bye."

Sonia started with terror.

"Why, do you know who killed her?", she asked, chilled with horror, looking wildly at him.

"I know and will tell... you, only you. I have chosen you out. I'm not coming to you to ask forgiveness, but simply to tell you. I chose you out long ago to hear this, when your father talked of you and when Lizaveta was alive, I thought of it. Good-bye, don't shake hands. Tomorrow!"

He went out. Sonia gazed at him as at a madman. But she herself was like one insane and felt it. Her head was going round.

"Good heavens, how does he know who killed Lizaveta? What did those words mean? It's awful!" But at the same time the idea did not enter her head, not for a moment! "Oh, he

must be terribly unhappy! ... He has abandoned his mother and sister. ... What for? What has happened? And what had he in his mind? What did he say to her? He had kissed her foot and said ... said (yes, he had said it clearly) that he could not live without her. ... Oh, merciful heavens!"

Sonia spent the whole night feverish and delirious. She jumped up from time to time, wept and wrung her hands, then sank again into feverish sleep and dreamt of Polenka, Katerina Ivanovna and Lizaveta, of reading the gospel and him ... him with pale face, with burning eyes ... kissing her feet, weeping.

On the other side of the door on the right, which divided Sonia's room from Madame Ressler's flat, was a room which had long stood empty. A card was fixed on the gate and a notice stuck in the windows over the canal advertising it to let. Sonia had long been accustomed to the rooms being uninhabited. But all that time Mr. Svidrigailov had been standing, listening at the door of the empty room. When Raskolnikov went out he stood still, thought a moment, went on tiptoe to his own room which adjoined the empty one, brought a chair, and noiselessly carried it to the door that led to Sonia's room. The conversation had struck him as interesting and remarkable, and he had greatly enjoyed it – so much that he brought a chair that he might not in the future, tomorrow, for instance, have to endure the inconvenience of standing a whole hour, but might listen in comfort.

- How do you feel about reading Dostoyevsky in English?
- Have you read 'Crime and Punishment'? If yes, what do you think of the novel? If no, why not?

ACTIVITY

Write a short biography of your favourite Russian author and describe their most successful novel. Send it to us at www.spotlightonrussia.ru

Tradition

We all know when New Year is, right? Well, actually, it depends which calendar you use. Russians are lucky, they celebrate twice.

Spotlight on Russia finds out about the Old New Year



People counted time in many different ways until the Romans changed everyone to their system of counting time from the date Rome was founded. After Rome conquered Egypt, Julius Caesar introduced a new calendar based on a Babylonian model. It had 365 days divided into 12 months with an extra day every fourth year.

Then, in 527 AD, a Roman abbot, Dionysius Exiguus, brought in the Anno Domini calendar numbering the years from Jesus' birth. However, every 131 years the calendar would be out by one day, since the distance the earth travelled around the sun grew shorter from 365,2422 to 365,2419 days. Over the centuries this became a problem, as Easter was later and later in the year.

Pope Gregory XIII used the calendar of astronomer Christopher Clavius to make reforms. Clavius used mathematics and astronomy to calculate the new calendar. Most countries accepted the calendar straight away, but Britain only adopted the modern calendar in 1752 and Orthodox Russia was forced to adopt the new changes when the Bolsheviks came to power, in 1918.

In many countries however, including Russia, both the Julian calendar and the Gregorian calendar are used. So, for the Russians, Christmas is on 7th January with Father Frost and other traditions and New Year is on 1st January, but they celebrate a second New Year on 13th January. The first one is the New New Year and the second one is the Old New Year.

New Year's Day on 1st January in Russia is a public holiday and is celebrated with fireworks and elaborate large meals and other festivities. The Old New Year by the Julian calendar is informally observed. For many this is a nostalgic family holiday ending the holiday season.

The Old New Year tradition also features in popular culture and art. Mikhail Roshchin wrote a comedy drama for the stage, in 1973, called *The Old New Year*, which played in theatres for many years. It was also a TV film released by Mosfilm studios in 1980 which featured famous actors and music by Sergei Nikitin, with lyrics by Boris Pasternak.

ACTIVITY

Describe how you celebrate the Old New Year and the New Year to your partner.

- Which celebration do you prefer? Why?
- Would you like to celebrate Easter twice? Why (not)?

How superstitious are you? We decided to investigate to see how superstitious Russian people are.

Luck

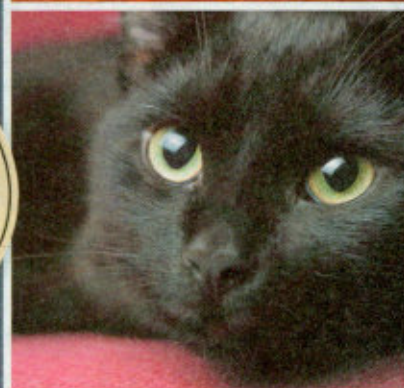
Spotlight on Russia looks at Russian superstitions

Some Russian people are very superstitious. Some of their superstitions are the same as in other countries, such as black cats being very unlucky, while others are peculiar just to Russia. Who would imagine that it's unlucky to give yellow flowers or an odd number of flowers?

Most of these weird superstitions come from folk stories or fairy tales. They are related to the pagan belief that there are spirits that live in woodlands, rivers, farmyards and houses. The house spirit is called *Domovoy* and he is supposed to live in the front doorway. There are many superstitions related to him, including the one that says it's bad luck to shake hands or kiss through a doorway because it will offend him.

Superstitious Russians are firm believers in knocking on wood and spitting to ward off bad luck and evil spirits. If anyone makes a comment hinting about something bad or unpleasant that might happen, some Russians believe that they are inviting bad luck and will rush to find some wood to knock on to counteract it. They may also spit over their left shoulder three times. They sometimes also do this if they receive a compliment in order to keep away the evil eye and avoid a change in their luck.

Apart from strange ways of avoiding bad luck, some of the things Russians believe to bring good luck are just as odd. For example, seeing a pig on the street is considered to be very good luck. Although that is quite rare these days!



- Are you superstitious?
- Which superstitions do you believe in?

ACTIVITY

Collect information about superstitions from another country and write an article about them.

It's almost 60 years since Russia sent the first artificial satellite into space. We decided to look at another milestone in space history.

Spotlight on Russia finds out about Mir

Russia has a long and distinguished history in space. It was the first country to send a satellite into space, the first country to send a man into space and the first country to launch a space station into space. Even when the International Space Station was launched in 1988, the Russians had already 'been there and done that'.

The Mir Orbital Complex was in orbit for fifteen years, three times longer than initially planned. During that time, there were many manned missions to and from it and many spacewalks.

Mir took ten years to build. The main piece, or module, weighing 20 tonnes, was launched into space in 1986. A further six modules were launched individually and added to the main module making a total weight of 130 tonnes. The main module contained the living quarters for two cosmonauts in tiny cabins with windows. The first two crew members were Leonid Kizim and Vladimir Soloviev.

Each module had a special purpose. Kvant was used for x-ray and UV astronomy, Kvant 2 was used as an experimental manoeuvring unit for space suited astronauts. Kristall was a micro-gravity research laboratory. Spektr and Priroda were Earth observation platforms.

Mir was taken out of orbit in 2001 because of financial reasons. What remains of the Mir Space Station is now somewhere at the bottom of the Pacific Ocean, but it will remain a huge achievement in space technology and a landmark in spaceflight history.



ACTIVITY

Do some research and make a timeline of the Mir Orbital Complex.

- With a partner, discuss anything you know about Mir that is not mentioned in the text.
- What other landmark events in space has Russia been involved in?

Irina Kolesnikova is the prima ballerina for the St Petersburg Ballet Theatre and has won many Russian and international prizes.

Success

Spotlight on Russia presents Irina Kolesnikova, who achieved success against all the odds

What do you dream of becoming? Whatever it is, you must follow your dream and never give up, no matter what life throws in your way. That's what a young Russian woman called Irina Kolesnikova did, and now she is the brightest star in ballet today. She has captivated audiences around the world with her performances as Odette and Odile in *Swan Lake*, Clara in *The Nutcracker*, Aurora in *The Sleeping Beauty*, *Giselle*, and many more.

Irina grew up in St Petersburg and the moment she saw *The Sleeping Beauty* on TV, she decided she wanted to become a ballerina. She enrolled at the Vaganova School, but her teachers were unkind and made her lose faith in her beauty and talent. She lost all her confidence, and after graduation she couldn't find a ballet company to hire her. She was rejected

by both the Kirov and the Mussorgsky Theatres, and didn't know what to do. Then, unexpectedly, she met an old school friend who advised her to audition for the recently formed St Petersburg Ballet Theatre, and she was accepted.

Irina quickly rose through the ranks and word of her talent and skill spread far and wide. People flocked to see her when the company toured England, Australia, South Africa, and Japan. She has also won many gold and silver medals in international competitions, and she was nominated by British critics for 'Best Female Dancer' at London's National Dance Awards.

Irina is a perfect example of why you should never give up on your dream. Success comes to those who keep on trying!



- What do you most admire about Irina Kolesnikova?
- What is your dream and how do you intend to achieve it?

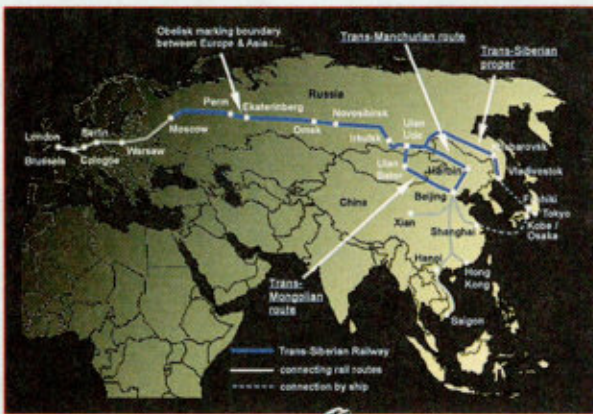
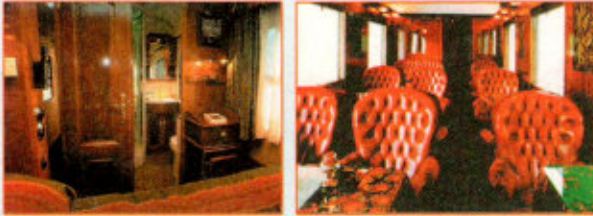
ACTIVITY

Write to *Spotlight on Russia* about a hero/heroine of yours who has achieved success through hard work and determination.

Exploring Russia

There are thousands of natural and cultural attractions in Russia and no better way to see them than by train.

Spotlight on Russia looks at the Trans-Siberian Railway



Many people say the only way to see Russia is by train. So, if you're going by train, you may as well go on the nicest and longest train journey there is – on the Trans-Siberian Railway. From start to finish the journey covers 6,000 miles, that's a third of the way around the Earth!

The best thing about this journey though, is that you don't have to make it continuous. There is a regular service, so you can get on and off the train to enjoy the many wonderful cities along the way. For example, you can stop at Yaroslavl, which is one of Russia's oldest cities and has many beautiful buildings to see. Then there is Krasnoyarsk, founded in 1628, where you can see the unusual cliffs at Stolby Reserve. Let's not forget Vladivostok, with its beautiful natural harbour and lively city centre.

The railway has three main routes. The Trans-Siberian line goes from Moscow to Vladivostok. The Trans-Manchurian line goes from Tarskaya to Beijing through China, and the Trans-Mongolian line goes from Ulan-Ude to Beijing through Mongolia. Whichever one you take though, you can be sure to pass through some of the most amazing landscapes in the world and visit some picturesque towns and cities. With the Trans-Siberian Railway, getting there is as much fun as being there!


- Talk with your partner about a place in Russia you would really like to visit.
- Have you ever been on the Trans-Siberian Railway? If yes, what was it like? If no, would you like to? Why (not)?

ACTIVITY

Write to *Spotlight on Russia* and tell us which Russian cities you have visited and which ones you would like to visit.

Song Sheets

Module 1

- 1  Look at the picture and the title of the song. What do you think the song is about? Listen, read and check your answers.



Family TIES

Take a look at your family tree
 Spreading back through history
 Learn the names and hold them dear
 Without them you would not be here
Family ties are the ties that bind
The strongest links you'll ever find
Through good and bad, it's plain to see
The closest bond is family
 Treasure all of your relations
 From all of the generations
 In the future, in the past
 Family will last and last

- 2 How important is family to the singer?


- 3 a **THINK!** How important is family to you? Give reasons.
- b What was the most important thing your parents taught you?

Proverbs

- 4  **THINK!** Discuss the following:

- To understand your parents' love, you must raise children yourself.
- An ounce of blood is worth more than a pound of friendship.
- Blood is thicker than water.

Module 2

- 1  Look at the title of the song. How could it be related to the phrases below? Listen, read and check your answers.

- aren't fun • on my own • leave me alone
- be yourself • sets you free • leave you behind

Peer Pressure

Friends who pressure me aren't fun
 I'm better on my own
 Please take me for who I am
 Or just leave me alone

I will be your greatest friend
If you're a friend to me
A good friend lets you be yourself
A good friend sets you free

I'm an individual
 I make up my own mind
 If you try to pressure me
 I'll just leave you behind



- 2 What makes someone a good friend according to the singer?

- 3 **THINK!** "To have a good friend you need to be a good friend." Do you agree with this statement? Give reasons.

Proverbs

- 4  **THINK!** Discuss the following:

- If you can buy a person's friendship, it's not worth having.
- True friends have hearts that beat as one.
- Make friends before you need them.

Module 3

- 1 🎧 Read the title of the song. Which rights can a person stand up for? Listen, read and check which of your ideas are in the song.



Stand up for your rights

Everyone is equal
That's what we should all believe
But a perfect and a fair world
Is not easy to achieve
To be safe and to be happy
To be treated with respect
These are just the basic rights
Which we should all expect

*Stand up for your human rights
Defend them with your heart
Stand up for your human rights
We all must do our part
Join the fight for freedom
It belongs to me and you
And find the strength inside you
To stand up for others, too*

There are people in the world
Who have their rights denied
They're not free to live their lives
To choose or to decide
We take our rights for granted
We are used to being free
And we forget those people
Who don't live as happily

- 2 Why should we defend our human rights according to the singer?

- 3 **THINK!** If the whole world were listening to you, what would you tell them about human rights?

Proverbs

- 4 🗣️ **THINK!** Discuss the following:
- Live and let live.
 - United we stand, divided we fall.

Module 4

- 1 🎧 Read the title of the song. How are these key words related to it? Listen and read to find out.

- disaster strikes • risks and challenges • dangers
- may face • survive • get me down • be alive
- get through • take them in my stride
- conquer me • run and hide • determination
- give it up easily • win • beat me

Against all Odds

Sometimes in life, disaster strikes
It happens every day
Life brings risks and challenges
And troubles come your way
Whatever dangers I may face
I know that I'll survive
I'll never let life get me down
I'm glad to be alive

*I'll survive against all odds
I know that I'll get through
As long as I stay positive
There's nothing I can't do*

No matter what my problems are
I'll take them in my stride
I'll never let them conquer me
I'll never run and hide
I've got determination
I don't give up easily
I'd take on the world and win
No problem can beat me



- 2 How does the singer face the problems? Is he a fighter or not? Give reasons.

- 3 **THINK!** How would you describe motivation? What do you do to keep yourself motivated?

Proverbs

- 4 🗣️ **THINK!** Discuss the following:

- Something is better than nothing.
- Strike while the iron is hot.
- The first step is the hardest.
- The proof of the pudding is in the eating.
- Lightening never strikes twice in the same place.

Module 5

- 1 How does the picture make you feel? How can it be related to the song? Listen and read to find out.

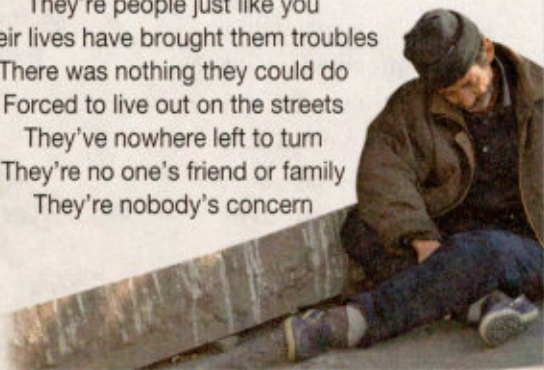
On the Streets

Take a look around you
As you hurry home tonight
See the huddled figures
In the fading evening light
They've got no place to call their own
They've got nowhere to go
A park bench or a doorway
Is the only home they know

*People on the streets
Are lonely people we don't see
Living on the streets
But they are just like you and me
Feeling cold and scared
So many dangers everywhere
Feeling all alone*

They need our help, they need our care

*They're not so very different
They're people just like you
Their lives have brought them troubles
There was nothing they could do
Forced to live out on the streets
They've nowhere left to turn
They're no one's friend or family
They're nobody's concern*



- 2 How does the singer feel for those living on the streets?

- 3 **THINK!** Imagine yourself living on the streets. What would it be like?

Proverbs

- 4  **THINK!** Discuss the following:

- A friend in need is a friend indeed.
- A man's home is his castle.
- A rolling stone gathers no moss.
- Beggars can't be choosers.
- Charity begins at home.

Module 6

- 1 In a minute, write as many words as possible related to space. Listen, read and say which of these words are in the song.

Is there anyone out there?

Spaceships cross the galaxy
To planets strange and new
Searching for a sign of life
Searching for a clue
In this massive universe
Could other life exist?
Perhaps they've sent us messages
A signal that we've missed

*Is anyone else out there?
In the vast and great unknown
Is anyone else out there?
Can we really be alone?*

*Where could these new life forms be?
Are they like you and I?
Do they have great intelligence?
Do they laugh and cry?
Do they live in families?
Do they work and play?
Are they searching for us, too?
I hope we'll meet someday*



- 2 Does the singer believe there is life on other planets?

- 3 **THINK!** If you could choose to live on another planet, which one would you choose? Why?

Proverbs

- 4  **THINK!** Discuss the following:

- Seeing is believing.
- The more one knows, the less one believes.
- There are two sides to every question.

Module 7

- 1 Read the title of the song. What do you think the song is about? Listen and read to find out.

Hold on to your Dreams

Everybody has a dream
It may be great or small
Dreams can bring us joy and hope
To get us through it all
Every dream is quite unique
No two dreams are the same
Perhaps you dream of finding love
Perhaps you dream of fame

*You have to hang on to your dreams
Don't let them slip away
Believe in them and you will see
They will come true someday
Anything is possible
However hard it seems
Just be strong, think positive
And hold on to your dreams*

Everybody has a goal
That they hope to achieve
And you can make it happen
If you truly do believe
All the power is in your hands
It's really up to you
Picture it, imagine it
And make your dream come true

- 2 Why should we hang on to our dreams according to the singer?


- 3 **THINK!** If you could change something about your life, what would that be? Give reasons.

Proverbs

- 4  **THINK!** Discuss the following:

- If at first you don't succeed, try, try, try again.
- Where there's a will, there's a way.
- Success has many fathers, while failure is an orphan.

Module 8

- 1  Read the title of the song. In what context do you expect to find the phrases below? Listen, read and check your answers.

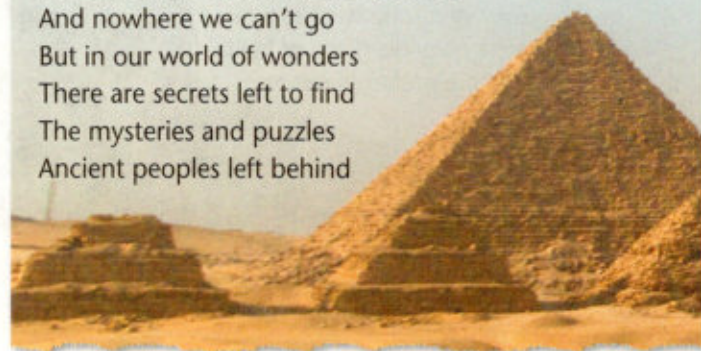
- mystic places • lost in history • ancient people
- world of wonders • secrets left • lost cities

Mysteries

We know of mystic places
Some in ruins, but not gone
Temples and lost cities
Where the magic still lives on
Monuments and statues
From so many years ago
How or why they came to be
We'll never really know

*The world is full of mysteries
And things we can't explain
The truth is lost in history
The magic will remain*

Science tells us many things
We never dreamed we'd know
It seems there's nothing we can't do
And nowhere we can't go
But in our world of wonders
There are secrets left to find
The mysteries and puzzles
Ancient peoples left behind



- 2 How do ancient places make the singer feel?

- 3 **THINK!** Imagine you could travel back in time. Where would you go? Give reasons.

Proverbs

- 4  **THINK!** Discuss the following:

- Wonders will never cease.
- Truth is stranger than fiction.

Grammar Reference Section

MODULE 1

Present Simple

Form: the main verb (V/Vs)

Spelling (3rd person singular affirmative)

- Most verbs take **-s** in the third person singular.
I talk – he talks
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I miss – he misses, I fish – he fishes, I match – he matches, I mix – he mixes, I go – he goes
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**.
I fry – he fries
BUT
Verbs ending in **vowel + y** take **-s**.
I pay – he pays

Use

We use the **present simple** for:

- daily routines.
We take a lunch break at 1:30 in the afternoon.
- repeated actions.
She goes to the gym every Wednesday.
- habits.
He always takes the train to work.
- reviews/sports commentaries/dramatic narrative.
Meryl Streep acts beautifully in this film.
- timetables/programmes (future meaning).
The play starts at 8:00.
- exclamatory sentences.
Here comes Elaine!
- permanent states.
He teaches Law at the university.

Time expressions used with the present simple: *every hour/day/week/month/summer/year, etc, every morning/evening etc*

Adverbs of Frequency

Adverbs of frequency tell us how often something happens:

always (100%), **usually** (75%), **often** (50%), **sometimes** (25%), **never** (0%)

Use

Adverbs of frequency go **before the main verb** but **after the verb to be** and **after auxiliary verbs**.

She's always late for everything.
They never go out on Mondays.
He has never travelled abroad.

Present Continuous

Form: verb "to be" (am/is/are) + main verb + **-ing**

Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb. *build – building, smell – smelling*
- Verbs ending in **-e** drop the **-e** and take **-ing**.
bake – baking, sunbathe – sunbathing
- Verbs ending in **vowel + consonant** which are stressed on the last syllable double the consonant and take **-ing**.
occur – occurring, begin – beginning
BUT *discover – discovering*
- Verbs with one syllable ending in **vowel + consonant** double the consonant and take **-ing**.
sit – sitting, stop – stopping

Use

We use the **present continuous** for:

- actions happening now, at the moment of speaking.
We are watching TV now.
- actions happening around the time of speaking.
We are painting the kitchen today.
- fixed arrangements in the near future, especially when we know the time and the place.
We're leaving for Moscow this evening.
- temporary situations.
She is living with her grandparents at the moment.
- changing or developing situations.
She is getting thinner and thinner.
- frequently repeated actions with *always, constantly, continually* expressing annoyance or criticism.
She's always complaining.

Note: The following verbs do not usually have a **continuous form**: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc. (see p. GR2 Stative Verbs)

I remember our holiday in Italy.

Time expressions used with the present continuous: *now, at the moment, at present, nowadays, these days, today, tomorrow, next month etc*

Present Simple vs Present Continuous

- We use the **present simple** for **permanent states**.
Richard speaks Polish.
BUT
- We use the **present continuous** for **temporary situations**.
She's using my car while hers is being repaired.
- We use the **present simple** for **repeated actions**.
She wakes up at 6:00 every morning.

BUT

- We use the **present continuous** for actions happening **around the time of speaking**.
She's washing her hair now.

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form. These verbs are:

- verbs of the senses (appear, feel, hear, look, see, smell, sound, taste etc).
It sounds fantastic.
- verbs of perception (believe, forget, know, realise, remember, understand etc).
I realise how difficult it is.
- verbs which express feelings and emotions (desire, detest, enjoy, hate, like, love, prefer, want etc).
Sarah enjoys cooking.
- and some other verbs (be, belong, contain, cost, fit, have, include, keep, matter, need, owe, own, weigh, wish etc). *The dress costs £500.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
I think she's a lovely girl. (= believe)	I am thinking about moving to Canada. (= am considering)
He has a hamster. (= owns, possesses)	She is having a difficult time at work. (= experiencing) He is having lunch now. (= eating) He is having a bath. (= taking)
You can see the volcano from the hilltop. (= it is visible)	I'm seeing Lisa in the afternoon. (= am meeting)
The chicken tastes salty. (it is/has the flavour of)	Paul is tasting the soup to see if it is warm enough. (= is testing)
The perfume smells flowery. (= has the aroma of)	She is smelling the roses. (= is sniffing)
She appears to be having a great time. (= seems to)	Ken is appearing in a new theatre production. (= is performing)
The trousers fit me perfectly. (= they are the right size)	Tim is fitting a new door in the garage. (= is attaching/installing)

Note: The verb **enjoy** can be used in **continuous tenses** to express a **specific preference**.

Jack really enjoys reading crime novels. (general preference)

BUT

He's enjoying the party very much. (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

She looks very beautiful. = She is looking very beautiful.

Present Perfect

Form: present tense of "to have" (have/has) + past participle of the main verb

We form the past participle of regular verbs by adding **-ed** to the verb. *complain – complained*

For irregular verbs see list of Irregular Verbs.

Use

We use the **present perfect**:

- for actions which started in the past and continue up to the present usually with the verbs *know, be, have, possess, own*.
He has had this computer for two years. (= He bought the computer two years ago and he still has it.)
- to talk about a past action which has a visible result in the present.
Look at Tom. He's sad because he has failed his exam.
- for actions which happened at an unstated time in the past. The action is more important than the time.
He has talked to Maria. (When? We don't know; it's not important.)
- with "today", "this morning/afternoon/week", "so far", etc when these periods of time are not finished at the time of speaking or to put emphasis on the number of times something has happened.
He has drunk two cups of coffee today. (It is still the same day.)
She has been to the gym seven times this week.
- for recently completed actions.
She has done the shopping. (The action is complete. The shopping is now done. The time was not important or we don't know it. We can see the result now.)
- for personal experiences/changes which have happened. *I have visited Paris.*

Time expressions used with the present perfect: *just, already, yet, for, since, ever, never etc*

Present Perfect Continuous

Form: present tense of "to have" + been + main verb + -ing

Use

We use the **present perfect continuous**:

- to put emphasis on the duration of an action which started in the past and continues up to the present.
*He **has been rearranging** the living room since Friday.*
- for an action which started in the past and lasted for some time. It may still be continuing, or have finished, but it has left a visible result in the present.
*She's happy because **she's been listening** to her favourite CD all day.*
- to express anger, irritation or annoyance/criticism.
*She **has been using** my computer without asking me.*
- for repeated actions in the past continuing to the present.
*He **has put on weight** because **he's been eating** junk food every day since last month.*

Time expressions used with the present perfect continuous: *since, for, how long* (to put emphasis on duration)

Present Perfect vs Past Simple

We use the **past simple** for:

- an action which happened at a stated time in the past.
*Liz **watched** a film yesterday. (When? Yesterday. The time is mentioned.)*
- an action which started and finished in the past.
*Paul **had** an earache for a week. (He doesn't have an earache any more.)*

We use the **present perfect simple** for:

- an action which happened at an unstated time in the past.
*Liz **has watched** a film. (We don't know when.)*
- an action which started in the past and is still continuing in the present.
*Paul **has lived** here for two years. (He still lives here.)*

Have gone to/Have been to/Have been in

- She **has gone to** work. (She's on her way to work or she's there now. She hasn't come back yet.)
- He **has been to** Berlin. (He has visited Berlin but he isn't there now. He has come back.)
- They **have been in** Athens for eight months. (They are in Athens now.)

Past Simple

Form: A regular past form ends in **-ed**. Some verbs have an irregular past form. (See list of Irregular Verbs)
The past simple is the same in all persons. The only exception is the past tense of "be".

Spelling (Past Simple affirmative of regular verbs)

- We add **-d** to verbs ending in **-e**. *I wave – I waved*
For verbs ending in **consonant + y** we drop the **-y** and add **-ied**. *I cry – I cried*
- For verbs ending in **vowel + y**, we add **-ed**.
I pray – I prayed
- For verbs ending in one stressed vowel between two consonants we double the last consonant and add **-ed**.
I skip – I skipped
- For verbs ending in **-l**, we double the **-l** and add **-ed**.
I travel – I travelled

Use

We use the **past simple** for:

- actions completed in the past.
*Bruce **called** Tina yesterday morning.*
- actions which happened at a specific time in the past.
*She **went** to the gym **at** 7 o'clock. (When? At 7 o'clock.)*
- past habits.
*We often **travelled** to London when we were students.*
- past actions which happened one immediately after the other.
*She **woke up, put** some clothes on and **ran** out of the house.*
- completed past actions not connected to the present with a stated or implied time reference.
*Henry James **wrote** many novels. (Henry James is dead; he won't write any more novels – period of time now finished – implied time reference)*

Time expressions used with the past simple: *yesterday, yesterday morning/evening, etc, last night/week, etc, two weeks/a month ago, in 1988 etc*

Past Continuous

Form: past form of the verb "to be" (was/ were) + main verb + **-ing**.

Use

We use the **past continuous**:

- for an action which was in progress at a stated time in the past. We do not know when the action started or finished.
*At 7 o'clock yesterday morning, we **were driving** to the airport.*

- for a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).
*He **was listening** to music when the doorbell **rang**.*
- for two or more actions which were happening at the same time in the past (simultaneous actions).
*I **was tidying up** while John **was ironing**.*
- to give background information in a story.
*The wind **was howling** and dark clouds **were gathering** in the sky. Paul **was standing** ... etc*

Time expressions used with the past continuous: *while, when, as, all day/night/morning, yesterday etc*

Past Simple vs Past Continuous

- We use the **past simple** for an action which happened at a stated time in the past.
*Fay **rang** Susan at 2 o'clock in the morning.*
BUT
We use the **past continuous** for an action which was in progress at a stated time in the past. We don't know when the action started or finished.
*At 3 o'clock in the afternoon, he **was taking** a nap in his room.*
- We use the **past simple** for actions which happened one after the other in the past.
*First she **packed** her bags and then she **ordered** a taxi.*
BUT
We use the **past continuous** for two or more actions which were happening at the same time in the past (simultaneous actions).
*She **was watering** the plants while he **was painting** the garage.*
- We use the **past continuous** to show that someone was interrupted in the middle of an action. We use the **past simple** to talk about an action that interrupted it.
*Molly **was walking** back home when it **began** to rain.*

Future Simple

Form: will + main verb

Use

We use the **future simple**:

- for predictions about the future. (usually with the **verbs**: *hope, think, believe, expect, imagine* etc; with the **expressions**: *I'm sure, I'm afraid* etc; with the **adverbs**: *probably, perhaps* etc)

*I believe he'll **have** to cancel his trip.
He'll probably **be** late.*

- for promises. *I promise I **won't forget** you.*
- for on-the-spot decisions.
*I'm so tired. I'll **take** a break.*
- for threats.
*If you don't put away your toys I'll **throw** them away.*
- for hopes, fears, offers, promises, warnings, predictions, requests, comments etc, especially with: **expect, hope, believe, I'm sure, I'm afraid, probably** etc.
*I'm afraid she **will be** busy tomorrow.*
- for things we are not yet sure about or we haven't decided to do yet.
*Maybe I'll **go** to the cinema later.*
Note: 'Shall I/we' is typically used in the interrogative form when making suggestions, offers and asking for advice.
*Shall we **go out** later?*

Time expressions used with the future simple: *tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year etc*

Future Continuous

Form: will be + present participle of the main verb

Use

We use the **future continuous**:

- for actions which will be in progress at a stated future time.
*This time next week, I'll **be sunbathing** in Barbados.*
- for actions which will definitely happen in the future as a result of a **routine** or **arrangement**.
*She **will be driving** to Cheshire tonight.*
- when we **ask politely** about someone's **plans** for the near future.
*Will you **be watching** the show tonight?*

Be going to

Form: verb "to be" (am/is/are) + **going to** + bare infinitive of the main verb

Use

We use **be going to**:

- to talk about our **future plans** and **intentions**.
*She's **going to do** the shopping tomorrow. (she's planning to ...)*
BUT
We use **will** for **on-the-spot decisions**.
*I'm thirsty. I think I'll **have** a glass of water.*
- to make **predictions** based on what we **see** or **know**.
*There are black clouds in the sky. It looks like it is **going to rain**.*

MODULE 2

Relative clauses

Relative clauses begin with a relative pronoun or a relative adverb.

We use:

- **who(m)/that** to refer to people.
*The girl **who/that** lives next door to Jan is my cousin.*
- **which/that** to refer to things.
*The shop **which/that** has just opened in Wendover Street is lovely.*
- **whose** with people, animals and objects to show possession.
*She's the girl **whose** father is a pilot.*
*That's the car **whose** interior was destroyed by fire.*

Who, which and **that** can be omitted when they are the object of the relative clause.

You met a woman. She's my auntie Mary.



*The woman (**who**) you met is my auntie Mary.*

Who, which or **that** are not omitted when they are the subject of the relative clause.

A girl lives next door. She's a famous actress.



*The girl **who** lives next door is a famous actress.*

Relative Adverbs

We use:

- **when/that** to refer to a time.
*That was the year (**when/that**) we got married.*
- **where** to refer to a place.
*The restaurant **where** we had dinner yesterday is very expensive.*
- **why** to give a reason.
*The reason (**why**) she was late is still unclear.*

Defining – Non-defining relative clauses

- A defining relative clause gives necessary information which is essential to the meaning of the main clause. We do not put it in commas. It is introduced with **who, whom, whose, which** or **that**.
*The bank **which** was burgled last week has reopened. (Which bank? The one which was burgled last week.)*
- A non-defining relative clause gives extra information which is not essential to the meaning of the main clause. We put it in commas. It is introduced with **who, whom, whose** or **which** (but not **that**).

*Cate Blanchett, **who** stars in 'The Lord of the Rings', is a great actress.* (The relative clause adds information about Cate Blanchett. If we omit it, the meaning of the main clause does not change.)

- In non-defining clauses we can use **which** to stand for the main clause.

*She has to wake up at 6 every day, **which** she doesn't like.* ('which' refers to the fact that she has to wake up at 6:00.)

Relative Pronouns

	Subject of the verb of the relative clause (cannot be omitted)	Object of the verb of the relative clause (can be omitted)	Possession (cannot be omitted)
used for people	who/that <i>That's the girl who is a famous actress.</i>	who/whom/that <i>The man (who/whom/that) you spoke to is my brother.</i>	whose <i>That's the boy whose father is a pilot.</i>
used for things/animals	which/that <i>I heard a song which/that was written by Justin Timberlake.</i>	which/that <i>The book (which/that) you borrowed is mine.</i>	of which/whose <i>That's the book of which/whose (the) first page is missing.</i>

- **Whom, which** and **whose** can be used in expressions of quantity with **of** (*some of, many of, half of* etc).
*She got a lot of job offers. **Most of them** were from investment banks. She got a lot of job offers, **most of which** were from investment banks.*
- **That** can be used instead of **who, whom** or **which** but it is never used after commas or prepositions.
*She's the girl **who/that** plays the piano very well.*
*The person to **whom** you were speaking is my brother. ('that' is not possible)*

Clauses of Purpose

Purpose is introduced with:

- **to/in order to/ so as to + inf.**
*He is running **to/in order to/so as to** catch the bus.*
- **so that + can/will** (present/future reference)
*She'll stay at the office late **so that** she **will** finish the report.*
- **so that + could/would** (past reference)
*Joe joined a gym **so that** he **could** become fitter.*

- **with the view to/with the aim of + -ing form**
He went to the bank with the aim of asking for a loan.
- **for + noun/-ing form**
Anne needs a special liquid for removing paint from furniture.
- **in case + Present (present/future reference)**
Leave earlier in case you run into traffic.
- **in case + Past (past reference)**
She kept a second set of keys in case she lost the first one.

Negative purpose is normally expressed with:

- **so as not/in order not + inf** (when the doer of the action in the main sentence and the clause are the same).
Chris took a taxi so as not to be late for work
- **so that + can't/won't** (present/future reference). (when the doer of the action in the main sentence and the clause are not the same).
He's put a password in his computer so that others can't use it.
- **so that + couldn't/wouldn't** (past reference).
They hid the truth from him so that he wouldn't be upset.
- **for fear/lest + might/should**
He called to say he'd be late for fear we might worry.
- **for fear of sth/of doing sth**
Peter kept his valuables in a safe for fear of someone stealing them.
- **prevent + noun/pronoun (+ from) + -ing form**
She drew the curtains to prevent the sunlight (from) coming in.
- **avoid + -ing form**
He takes the bus to avoid spending money on petrol.

Clauses of Result

- Clauses of result are introduced by: **that** (after **such/so...**), **(and) as a result**, **(and) as a consequence** (formal), **consequently** (formal), **so**, **therefore** etc. *It hadn't rained for two months and as a result the country was facing a water shortage.*
- **such a(n) + (adjective) + singular countable noun + that + clause** *Mrs Abbot is such a good teacher that all her students love her.*
- **such + (adjective) + uncountable/plural noun + that + clause** *They're such nice people that everybody likes them.*
- **such + a lot of + noun + that + clause** *He had such a lot of work to do that he had to cancel our dinner plans.*

- **so + adjective/adverb + that + clause** *They were talking so loudly that the librarian asked them to leave the library.*
- **so + few/little/many/much + noun + that + clause** *There was so much traffic on the streets that it took us an hour to drive home.*
- **so + adjective + a(n) + noun + that + clause** *It is so popular a restaurant that it's always crowded.*
- **as a result/therefore/consequently/so + that + clause** *We couldn't find a room to book on that island and therefore we had to look elsewhere.*

Clauses of Reason

- Clauses of reason are introduced by: **as**, **because**, **for**, **on the grounds that**, **the reason for**, **the reason (why)** *They fired him on the grounds that he wasn't doing his job properly.*
- **Because** usually answers a question beginning with **why**. "Why don't you like John?" "Because he's arrogant and rude."
For (= because) always comes after a comma in written speech or a pause in oral speech. *He made a formal complaint, for he was not satisfied with the service at the hotel.* (very formal)
- **Because of/Due to + noun/-ing form.** *The airport had to close due to the severe snowstorm. I caught a cold because of standing in the rain for hours!*
- **Because of/Due to + the fact that ...** *He failed his history test due to the fact that he hadn't studied much.*

MODULE 3

-ing form

The -ing form is used:

- as a noun in the function of the subject.
Exercising is good for your health.
 - after the verbs: **admit**, **appreciate**, **avoid**, **consider**, **continue**, **deny**, **fancy**, **go** (for activities), **imagine**, **mind**, **miss**, **practise**, **prevent**, **quit**, **save**, **suggest**.
You should avoid eating junk food.
 - after the verbs **love**, **like**, **enjoy**, **prefer**, **dislike**, **hate** to express general preference.
Brian prefers living alone.
- BUT**
- after expressions such as: **be busy**, **it's no use**, **it's no good**, **it's (not) worth**, **what's the use of**, **can't help**, **there's no point (in)**, **can't stand**, **have difficulty (in)**, **have trouble** etc.
I have difficulty (in) understanding what he says.

- after the verbs **spend, waste, lose** (time, money etc).

He spends an hour playing the guitar every day.

- after the preposition **to** with verbs and expressions such as: **think of, apologise for, object to, look forward to, be used to, in addition to.**

She's looking forward to receiving a full refund.

I was thinking of calling John.

He apologised for being late.

- after the verb **prefer** (doing sth to sth else).

She prefers walking to driving to work.

- after the verbs **hear, listen to, notice, see, watch** and **feel** to describe an incomplete action.

I saw Paul waiting for the bus. (I only saw part of the action.)

BUT

We use the infinitive without **to** with **hear, listen to, notice, see, watch** and **feel** to describe a completed action.

I didn't see Paul get on the bus. (The action was completed.)

Note: be/get used to + -ing form

I'm used to working very hard. (It's my habit.)

BUT

I used to work very hard. (I don't any more.)

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *She went to the supermarket to buy some cheese.*
- after certain verbs that **refer to the future** (**agree, appear, decide, expect, hope, plan, promise, refuse, want** etc).

I expect him to be here.

I want you to come.

- after **would like, would prefer, would love** etc to express a specific preference.

I would love to come to your party.

- after adjectives which describe **feelings/emotions** (happy, glad, sad etc), express **willingness/unwillingness** (eager, reluctant, willing etc) or refer to a person's **character** (clever, kind etc) and the adjectives **lucky** and **fortunate**.

I was sad to hear you were not feeling well.

Note: With adjectives that refer to character, we can also use an impersonal construction **it + be + adjective/noun**.

It was kind of you to lend me your laptop.

It was moving to see him again after so many years.

- after **too/enough**. *She's old enough to watch the film.*

- after **be + first/second/next/last** etc.

She was the first person to call me on my birthday.

- after verbs and expressions such as **ask, decide, explain, find out, learn, want, want to know** etc when they are followed by a question word.

She asked me when to get the tickets.

- in the expressions **to tell you the truth, to be honest, to sum up, to begin with** etc.

To sum up, the government needs to take measures to deal with unemployment more effectively.

Note: If two to-infinitives are linked by **and/or**, the **to** of the second infinitive is omitted.

I would love to go to Paris and see the museums.

- after certain nouns: **honour, goal, way** etc. *It's an honour to take part in this festival.*

You can find a better way to spend your time.

- with **so + adjective + as**. *Would you be so kind as to help me with the door?*

- with 'only' expressing an unsatisfactory result.

She drove all the way to the mall only to find it was closed.

- in the expression **for + noun/pronoun + to -inf**.

It was very unusual for John to speak so rudely.

Note: Dare expressing 'having the courage to do something' is used with an infinitive with or without **to**. *I don't dare (to) tell him the truth.* **Dare** expressing a threat, a warning or anger, is used with an infinitive without **to**. *Don't you dare talk to me like that.* **Dare** expressing a challenge is used with a to-infinitive.

I dare you to dive into the sea from the cliff.

The infinitive **without to** (also called bare infinitive) is used:

- after modal verbs.

Sally can speak Portuguese fluently.

- after the verbs **let, make, see, hear** and **feel**.

They let him travel on his own.

BUT

We use the **to-infinitive** after **be made, be heard, be seen** etc (passive form).

She was seen to steal goods from the greengrocer's.

Note: When **see, hear** and **watch** are followed by an -ing form, there is no change in the passive.

I heard her crying in her room.

She was heard crying in her room.

- after **had better** and **would rather**.

You had better put a jacket on.

Note: Help can be followed by either the **to-infinitive** or the **infinitive without to**.

She helped me (to) carry the desk.

Differences in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing** form with a change in meaning.

- **forget + to-infinitive** = not remember
She forgot to buy milk.
- **forget + -ing form** = not recall
I'll never forget visiting London for the first time.
- **remember + to-infinitive** = not forget
Did you remember to call Maria?
- **remember + -ing form** = recall
I remember meeting her in Paris.
- **mean + to-infinitive** = intend to
I apologise. I didn't mean to upset you.
- **mean + -ing form** = involve
Being a good doctor means devoting your life to helping others.
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**)
I regret to inform you that your application has been rejected.
- **regret + -ing form** = feel sorry about
I regret hurting your feelings.
- **try + to-infinitive** = attempt, do one's best
I tried to convince her that everything would be alright.
- **try + -ing form** = do something as an experiment
You should try exercising more often.
- **stop + to-infinitive** = stop temporarily in order to do something else
While I was driving to work, I stopped to buy a sandwich.
- **stop + -ing form** = finish doing something
I stopped drinking coffee months ago.
- **go on + to-infinitive** = finish doing sth and start doing sth else afterwards
She did the washing up, then went on to tidy up the kitchen.
- **go on + -ing form** = continue doing sth
She went on talking for hours.
- **want + to-infinitive** = wish
I want to travel to Africa.
- **want + -ing form** = sth needs to be done
My car wants cleaning.
- **be sorry + to-infinitive** = regret
I was sorry to hear you haven't been feeling well.
- **be sorry for + -ing form** = apologise for
I'm sorry for being so abrupt with you.
- **hate + to-inf** = not like what one is about to do
I hate to disappoint you but he's not coming.
- **hate + -ing form** = feel sorry for what one is doing

I hate troubling you, but could you help me with this?

- **be afraid + to-inf** = be too frightened to do sth; hesitate
She was too afraid to travel on her own.
- **be afraid of + -ing form** = be afraid that what is referred to by the -ing form may happen
When exercising, I'm afraid of injuring my back.

Verbs taking to-infinitive or-ing form without a change in meaning

- **begin, continue, intend, start + to-inf or -ing form**
We don't normally have two -ing forms together.
She began talking/to talk.
NOT: ~~*She is beginning talking.*~~
- **advise, allow, encourage, permit, require + object + to-inf**
He advised me to stay indoors.
- **advise, allow, encourage, permit, require + -ing form**
He advised taking two tablets.
- **need, require, want + to-inf/-ing form/passive inf**
You need to mow the lawn.
The lawn needs mowing. The lawn needs to be mowed.
- **be advised, be allowed, be encouraged, be permitted, be required + to-inf.** These are passive constructions and only to -inf is possible.
I was advised to take two tablets.

Expressing Preference

To express **general preference** we use:

- **prefer + noun/-ing + to + noun/-ing.**
I prefer vegetables to meat. I prefer painting to drawing.
- **prefer + to-infinitive + rather than + bare infinitive.**
He prefers to go out rather than stay at home on a Saturday.

To express **specific preference** we use:

- **would prefer + to-infinitive (+ rather than + bare infinitive).**
I would prefer to go to a restaurant (rather than eat in).
- **would prefer + noun (+ rather than + noun).**
"Would you like some tea?" "I'd prefer a glass of water, thank you."
- **would rather + bare infinitive (+ than + bare infinitive).**
Jake would rather go to the concert than stay at home.

MODULE 4

The Passive Voice

Form: We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Read the table:

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

We use the **passive**:

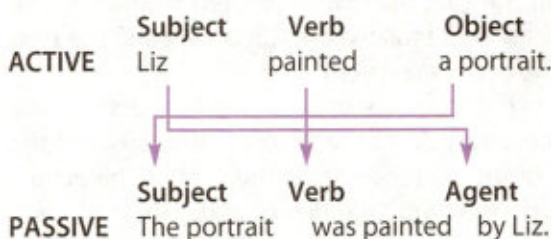
- when the person/people doing the action is/are **unknown, unimportant** or **obvious from the context**.
*The food **was cooked**.* (We don't know who cooked it.)
*The shirt **is being washed**.* (It's unimportant who is washing it.)
*The criminal **has been arrested**.* (It's obvious that the police arrested the criminal.)
- when the **action** itself is **more important** than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc.
*Trespassers **will be prosecuted**.*
- when we want to **avoid taking responsibility** for

an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
*Hundreds of people **were injured** in the train crash.*

- to emphasise the agent.
*The flowers **were sent** by the Queen herself.*
- to make statements more formal or polite.
*My bag **has been ruined**.* (More polite than saying 'you've ruined my bag'.)

Changing from the active to the passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into passive form.
- The subject of the active sentence becomes the agent, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive.
Active: *Paul swims every day.* (intransitive verb; **no passive form**).

Note: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive.

This colour suits you. (**NOT:** ~~*This colour is suited by you.*~~)

- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly.
*He **got hit** by a truck.*

By + the agent is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used.

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

- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one**, etc.
People have discovered the truth. (= *The truth has been discovered.*)
- The agent is **not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence.
*The novel was written **by Graham Greene**.*
- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend**, etc, we can form two different passive sentences.

Philip will **send** Sarah a gift. (active) Sara will **be sent** a gift. (passive, more usual) A gift **will be sent** to Sarah by Philip. (passive, less usual)

- In passive questions with **who**, **whom** or **which** we do not omit **by**.

Who gave you this book? Who were you given this book by?

- Hear**, **help**, **make** and **see** are followed by a to-infinitive in the passive.

*She made me lie. → I was **made to lie**.*

Note: **Hear**, **see** and **watch** can be followed by a present participle in the active and passive.

*We saw her stealing. → She **was seen** stealing.*

Causative

We form the causative with the verb **to have** in the appropriate tense followed by an **object** and the **past participle** of the main verb.

Whereas in active sentences the subject of the sentence is the doer of the action, in the causative the subject of the sentence is **not** the doer of the action, but the person who arranged or asked for the action to be done (by someone else).

	ACTIVE	PASSIVE
Present Simple	<i>She designs clothes.</i>	<i>She has clothes designed.</i>
Present Continuous	<i>She is designing clothes.</i>	<i>She is having clothes designed.</i>
Past Simple	<i>She designed clothes.</i>	<i>She had clothes designed.</i>
Past Continuous	<i>She was designing clothes.</i>	<i>She was having clothes designed.</i>
Future Simple	<i>She will design clothes.</i>	<i>She will have clothes designed.</i>
Future Continuous	<i>She will be designing clothes.</i>	<i>She will be having clothes designed.</i>
Present Perfect	<i>She has designed clothes.</i>	<i>She has had clothes designed.</i>
Present Perf. Cont.	<i>She has been designing clothes.</i>	<i>She has been having clothes designed.</i>

Past Perfect	<i>She had designed clothes.</i>	<i>She had had clothes designed.</i>
Past Perfect Cont.	<i>She had been designing clothes.</i>	<i>She had been having clothes designed.</i>
Infinitive	<i>She wants to design clothes.</i>	<i>She wants to have clothes designed.</i>
-ing form	<i>She likes designing clothes.</i>	<i>She likes having clothes designed.</i>

Use

We use the causative to say that someone else does something for us. *They hired a professional to decorate their country house. They **had their country house decorated**. (They didn't do it themselves. – A professional did it.)*

- The verb **to have** used in the causative forms its **negative sentences and questions** with the auxiliary verb **do/does/don't/doesn't** (Present Simple) or **did/didn't** (Past Simple).
*Adam **doesn't have** his jumpers dry cleaned. **Did you have** your eyes checked?*
- Get** is often used in the causative instead of **have**.
*Did Mary **have/get** her hair dyed?*
- The causative can be used instead of the passive to express **accidents and misfortunes**.
*George **had his car stolen** from the parking lot. (= His car was stolen from the parking lot.)*

Reflexive Pronouns

Form: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Use

Reflexive pronouns are used:

- after certain verbs (**behave, burn, cut, enjoy, hurt, kill, look at, laugh at, introduce, dry, teach**, etc) when the subject and the object of the verb are the same. *She taught **herself** how to play the guitar. He cut **himself** while he was chopping vegetables.*
- after the verbs **be, feel, look, seem**.
*Helen **doesn't seem herself** lately.*
- after prepositions.
*You need to take better care **of yourself**.*

BUT

We do not use reflexive pronouns after prepositions of place. *You can put these glasses in the cupboard **behind you**. (NOT: ~~behind yourself~~)*

Some verbs are not normally followed by reflexive pronouns. These are: **wash, shave, (un)dress, afford, complain, meet, rest, relax,**

stand up, get up, sit down, wake up, etc. *She should go on holiday to relax.* (NOT: ~~relax herself~~)

BUT

We can use a reflexive pronoun after **wash** or **dress** when we are talking about young children or animals. *She's been teaching her little daughter how to dress herself.*

Note these idioms: **Enjoy yourself!** (= Have a good time!) **Behave yourself!** (= Be good!) **I like being by myself.** (= I like being alone.) **She lives by herself.** (= She lives on her own, she lives alone.) **By myself, by yourself, by himself,** etc (= on my own, on your own, on his own, etc.) **Help yourself to some cake.** (= You're welcome to take some cake, if you want.) **Do it yourself.** (= Do it without anyone's help.) **Make yourself at home!** (= Feel comfortable.) **Make yourself heard.** (= Speak loudly enough to be heard by others.) **Make yourself understood.** (= Make your meaning clear.)

Absence of necessity: don't have to/need

- **Don't have to/Don't need to/Needn't:** Express something which isn't necessary to do in the present/future. *You **don't have to** dress formally today. You **don't need to** go if you don't want to. You **needn't** wear your best clothes.*
- **Needn't have done:** Expresses something which wasn't necessary to do in the past but it was done. *You **needn't have cooked** so much food. We **weren't hungry.** (It wasn't necessary for you to cook, but you did it.)*
- **Didn't have to:** Expresses something which wasn't necessary to do. We don't know if it was done or not. *He **didn't have to** invite everyone to the party. (We don't know if he invited everyone.)*

Permission/Prohibition: can-can't I?/may-mustn't I?

- **Can/May:** Are used to ask for/give permission. **May** is more formal than **can**. ***Can/May** I use your phone, please? Yes, of course, you **can/may**.*
- **Mustn't/Can't:** It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** park here.*

Possibility: can/could/may/might

- **Can + present infinitive:** Expresses general/theoretical possibility. Not usually used for a specific situation. *Going to the gym **can be** boring.*
- **Could/May/Might + present infinitive:** Express possibility in a specific situation. *She **should** take a map with her. She **might get** lost.*
- **Could/Might/Would + perfect infinitive:** Refers to sth in the past that was possible but didn't happen. *He **could have come** with us, if he **hadn't** missed the train.*

Note the forms of the infinitive:

Present simple: (to) play

Present continuous: (to) be playing

Present perfect simple: (to) have played

Present perfect continuous: (to) have been playing

Ability/Inability: can/could/was able to

- **Can** expresses ability in the present/future. *I **can** speak Italian fluently.*
- **Could** expresses general or repeated ability in the past. *I **could** sing quite well when I was younger.*
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *I **was able to** (wasn't able to) find all the answers to the questions.*

MODULE 5

Modals

Can/could, may/might, must/had to, ought to, shall/should, will/would:

- don't take **-s**, **-ing** or **-ed** affixes.
- are followed by the bare infinitive.
- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a normal bare infinitive, they refer to an uncompleted action or state (i.e. present or future); when followed by the bare perfect infinitive, they refer to a completed action or state.

Obligation/Duty/Necessity: must/have to/should/ought to

- **Must:** Expresses duty/strong obligation to do sth, shows that sth is essential. We generally use **must** when the speaker himself has decided that sth is necessary (i.e. subjective). *I **must** contact the school for further information.*
- **Have to:** Expresses strong necessity/obligation. We usually use **have to** when objective circumstances make us do something. *He **has to** get up early as his classes start at 7:30 am.*
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to:** Expresses duty or weak obligation. *We **should** clear away the mess in the kitchen.*

- **Couldn't** may be used to express any kind of inability in the past, repeated or specific.
*I **couldn't** read or write when I was four.*
*I **wasn't able to/couldn't** speak to him yesterday.*

Logical Assumptions/Deductions: must/might/could/may/can't

- **Must** = almost certain that this is/was true
*He **isn't** at work. So he **must be** on his way home.*
*John **hasn't** come yet. Something **must have delayed** him.*
- **May/Might/Could** = possible that this is/was true
*The computer is out of order. It **may be** broken.*
*They were lucky. They **could** have been killed.*
- **Can't/Couldn't** = almost certain that this is/was impossible
*That **can't be** Ian! Ian has blue eyes and blond hair.*
*Jim **couldn't** have cooked dinner. He's been at work since morning.*

Criticism: could/should

- **Could:** *You **could** at least be polite to her. (present)*
*You **could** at least have called to cancel it yesterday. (past)*
- **Should:** *You **should** call them back. She **should** have told us. (but she didn't)*

Offers/Suggestions: can I?/shall I?/can/could/would you?

- **Would:** ***Would** you like a cup of tea?*
- **Shall:** ***Shall** I give you a lift?*
- **Can/Could:** *We **can** go out. We **could** watch TV.*
***Can** I give you a lift?*

Probability: will/ought to/should

- **Will:** *He **will** call me tonight. (100% certain)*
- **Should/Ought to:** *The weather **should/ought to** get better tomorrow. (90% certain; future only)*

Advice: should/ought to/shall

- **Should:** I ought to general advice
*You **should** stop smoking.*
*You **ought to** abide by the rules.*
- **Shall:** asking for advice
***Shall** I enter the competition?*
- Certain verbs or expressions can be used with the same meaning as modals. These are:
need (= must), *You **need to** come as soon as possible.* **had better** (= should), *You'd **better** stay at home until you get over the flu.*
have (got) to (= must), *I've **got to** see the doctor.*
be able to (= can), *Will you **be able to** help me?*
used to (= would), *Whenever Emma was upset, she **used to** walk out of the room.*

MODULE 6

Reported Speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (**say, tell, etc.**).

Say – Tell

- **say + (that) + clause**
*She **said** (that) she was very happy.*
- **say + to + personal object + (that) + clause**
*She **said to me** (that) she was very happy.*
- **tell + personal object + (that) + clause**
*She **told me** (that) she was very happy.*
- we use **say + to-infinitive** but never **say about**. We use **speak/talk about** instead.
*Ann **said to** wake her up at 3:00.*
*He **spoke/talked about** the meeting.*

Note how the verbs **say/tell/ask** are used.

SAY	hello, good morning/afternoon etc, something/ nothing, so, a prayer, a few words, no more, for certain/sure, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *Helen said, "I'm having a party." (direct statement)* *Helen said (that) she was having a party. (reported statement)*
Sue said, "I always cook myself." (direct statement) *Sue said (that) she always cooked herself. (reported statement)*
- We can report someone's words either a long time after they were said (reporting the past) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech. Study the following table to see how they change.

Direct speech: *Stella said, "I've ordered pizza."*

Reported speech: *Stella said (that) she had ordered pizza.*

Reporting the past

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present Simple → Past Simple	
"I want to learn Japanese."	She said (that) she wanted to learn Japanese.
Present Continuous → Past Continuous	
"We are watching a film."	They said (that) they were watching a film.
Present Perfect → Past Perfect	
"I have brushed my teeth."	She said (that) she had brushed her teeth.
Past Simple → Past Simple or Past Perfect	
"I mowed the lawn."	She said (that) she mowed/had mowed the lawn.
Past Continuous → Past Continuous or Past Perfect Continuous	
"He was playing the piano."	She said (that) he was playing/had been playing the piano.
Will → Would	
"I will meet you at 7.00."	She said (that) she would meet me at 7:00.

- Certain words and time expressions change according to the meaning as follows:

now	→ then, immediately
today	→ that day
yesterday	→ the day before, the previous day
tomorrow	→ the next/following day
this week	→ that week
last week	→ the week before, the previous week
next week	→ the week after, the following week
ago	→ before
here	→ there

Tenses do not change in reported speech when:

- the reporting verb (*said, told, etc*) is in the present, future or present perfect.
"I **can't speak** French," he **says**. → He **says** (that) he **can't speak** French.
- the speaker expresses general truths, permanent states or conditions.
"The sun **sets** in the west," Mr Thom **said**. Mr Thom **said** that the sun **sets** in the west.
- the reported sentence deals with conditionals type 2/3, wishes or unreal past.
"I **wish I was** a film star," he **said**. → He **said** he **wished** he **was** a film star.
- the speaker is reporting sth immediately after it was said.
"The view **is** breathtaking," he **said**. → He **said** that the view **is** breathtaking.

Reported Questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder** or the expression **want to know**.
- When the direct question begins with a question word (**who, where, how, when, what, etc**), the reported question is introduced with the same question word.
"Where are you from?" she **inquired**. (direct question)
She **inquired where** I was from. (reported question)
- When the direct question begins with an auxiliary (**be, do, have**) or a modal verb (**can, may, etc**), then the reported question is introduced with **if** or **whether**.
He **asked**, "Do you **want** a ride to school?" (direct question)
He **wanted to know if/whether** I **wanted** a ride to school. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh, etc** are omitted. The verb tenses, pronouns and time expressions change as they do in statements.
"Could you **give** me a hand, please?" he **asked**. (direct question)
He **asked me whether** I **could give** him a hand. (reported question)

Indirect Questions

- **Indirect Questions** are used to ask for advice or information. They are introduced with: **Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...**, etc and the verb is in the affirmative. If the indirect question starts with *I want to know ..., I wonder ... or I doubt ...*, the question mark is omitted.

Direct question

"Where is the library?"

Indirect question

Do you know where the library is?

Reported Requests/Suggestions

- **Reported requests/suggestions** are introduced with a special introductory verb (**ask, beg, suggest**, etc) followed by a **to-infinitive**, an **-ing form** or a **that-clause** depending on the introductory verb.
 - "Please, don't go," he said to me. → He begged me **not to go**. (request)
 - "Let's watch a film," he said. → He **suggested watching** a film. (suggestion)
 - "You'd better take an aspirin," he said. → He **suggested that I (should) take** an aspirin. (suggestion)

Reported Orders/Commands

- To report orders, commands or instructions, we use the verbs **advise, order** or **tell + sb + (not) to-infinitive**.
 - "Be patient!" she said to me. (direct order) → She **told me to be patient**. (reported order)
 - "Don't go!" he said to her. (direct order) → He **ordered her not to go**. (reported order)
 - "Be careful," he said to me. → He advised me **to be careful**. (advice)

Modal Verbs in Reported Speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date.

Direct Speech	Reported Speech
He said, "I will always remember you."	⇒ He said (that) he would always remember me.
He said, "I can't see you."	⇒ He said (that) he couldn't see me. (present)
He said, "We can visit you soon."	⇒ He said (that) they would be able to visit me soon. (future)
He said, "It may rain."	⇒ He said (that) it might rain.
He said, "What time shall we call her?"	⇒ He asked what time we would call her. (information)
He said, "Shall I buy this car?"	⇒ He asked (me) if he should buy that car. (advice)
He said, "Shall I give you a hand?"	⇒ He offered to give me a hand. (offer)
He said, "You must send him a reply."	⇒ He said (that) I had to send him a reply. (obligation)
He said, "She must be upset."	⇒ He said (that) she must be upset. (deduction)
He said, "You needn't worry."	⇒ He said (that) I didn't have to/didn't need to worry. (present)
He said, "You needn't come that early tomorrow."	⇒ He said (that) I wouldn't have to go/come that early the next day. (future)
He said, "They should give me a receipt."	⇒ He said (that) they should give him a receipt.

Special Introductory Verbs

Introductory verb + to-inf	Direct Speech	Reported Speech
agree	"Yes, I'll call you."	⇒ He agreed to call me.
demand	"Show me everything!"	⇒ He demanded to be shown everything.
offer	"Would you like me to help you?"	⇒ He offered to help me.
promise	"I'll be nicer to Jenny."	⇒ He promised to be nicer to Jenny.
refuse	"No, I won't join you."	⇒ He refused to join me.
threaten	"Turn down the music or I'll call the police."	⇒ He threatened to call the police if I didn't turn down the music.
claim	"I saw her crying."	⇒ He claimed to have seen her crying.

Introductory verb + sb + to-inf	Direct Speech	Reported Speech
---------------------------------	---------------	-----------------

advise	"You should drink some water."	⇒ He advised me to drink some water.
allow	"You can wear my jacket."	⇒ He allowed me to wear his jacket.
ask	"Please, close the door."	⇒ He asked me to close the door.
beg	"Please, please listen to me."	⇒ He begged me to listen to him.
command	"March!"	⇒ He commanded the soldiers to march.
encourage	"Go ahead, open the door."	⇒ He encouraged me to open the door.
forbid	"You mustn't park here."	⇒ He forbade me to park there.
instruct	"Press the button and wait for the message to appear."	⇒ He instructed me to press the button and wait for the message to appear.

invite	"Would you like to come to my party?"	⇒ He invited me (to go) to his party.
order	"Stop shouting immediately."	⇒ He ordered me to stop shouting immediately.
permit	"You may go now."	⇒ He permitted me to go.
remind	"Don't forget to take the keys with you."	⇒ He reminded me to take the keys with me.
urge	"Eat your food."	⇒ He urged me to eat my food.
warn	"Don't go out in this rain."	⇒ He warned me not to go out in that rain.
want	"I'd like you to be quiet."	⇒ He wanted me to be quiet.

Introductory verb + ing form	Direct Speech	Reported Speech
------------------------------	---------------	-----------------

accuse sb of	"You ate my sandwich."	⇒ He accused me of eating his sandwich.
apologise for	"I'm sorry I disappointed you."	⇒ He apologised for disappointing me.
admit (to)	"Yes, I broke the vase."	⇒ He admitted (to) breaking/ having broken the vase.

boast about/of	"I am taller than you."	⇒ He boasted about being taller than me.
complain about/of	"I have a headache."	⇒ He complained of having a headache.
deny	"No, I didn't use your card."	⇒ He denied using/ having used my card.
insist on	"You must take care of yourself."	⇒ He insisted on me/my taking care of myself.
suggest	"Let's cook dinner."	⇒ He suggested cooking dinner.

Introductory verb + that-clause	Direct Speech	Reported Speech
---------------------------------	---------------	-----------------

agree	"Yes, that is a gorgeous dress."	⇒ He agreed that it was a gorgeous dress.
boast	"I'm a great painter."	⇒ He boasted that he was a great painter.
claim	"I know everything."	⇒ He claimed that he knew everything.

complain	"You always lie to me."	⇒ He complained that I always lied to him.
deny	"I've never met her."	⇒ He denied that he had ever met her.
exclaim	"It's splendid!"	⇒ He exclaimed that it was splendid.
explain	"It's not difficult at all."	⇒ He explained that it was not difficult at all.
inform sb	"You will be given a test."	⇒ He informed me that I would be given a test.
promise	"I won't do this again."	⇒ He promised that he wouldn't do that again.
suggest	"You can cope with this problem."	⇒ The doctor suggested that I could cope with that problem.

Introductory verb + how/ where/why/ what/whether + clause	Direct Speech	Reported Speech
explain to sb how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	<i>"This is how you write it."</i> He asked himself, "How can I win the award?" He asked himself, "Where is Paul?" He asked himself, "Why is she so upset?"	➔ He explained to me how to write it. ➔ He wondered how he could win the award. ➔ He wondered where Paul was.
wonder (when the subject of the introductory verb is not the same as the subject in the reported question)	<i>"Where is she heading to?"</i> He asked himself, "Will he leave?" He asked himself, "Where is she heading to?"	➔ He wondered why she was so upset. ➔ He wondered whether he would leave. ➔ He wondered where she was heading to.
wonder + whether + clause	He asked himself, "How can I stop this?" He asked himself, "Should I invite them?"	➔ He wondered how to stop that. ➔ He wondered whether he should invite them.

MODULE 7

Conditionals: type 1

- **Type 1 conditionals** are used to express a **real or very probable situation in the present or future.**

IF-CLAUSE	MAIN CLAUSE
If + present simple	→ future simple
<i>If she does well at the interview, she will get the job.</i>	

- When the hypothesis comes before the main clause, we separate the two parts with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.
Note: With type 1 conditionals we can use **unless + affirmative verb** (= if + negative verb).
*She will not speak to him **unless** he apologises. (If he doesn't apologise, she will not speak to him.)*

Conditionals: types 2 & 3

- **Type 2 conditionals (unreal present)** are used to express **imaginary situations which are contrary to facts in the present**, and therefore, are **unlikely to happen in the present or the future.** We can use either **were** or **was** for 1st and 3rd person singular in the if-clause. We can also use the structure *If I were you, ...* to give advice.

IF-CLAUSE	MAIN CLAUSE
If + past simple/ past continuous	→ would/could/might + bare infinitive
<i>If I had a good voice, I would become a singer.</i>	
<i>If Paul was not working today, we could go to the beach.</i>	
<i>If I were you, I would stay in tonight.</i>	

- **Type 3 conditionals (unreal past)** are used to express **imaginary situations which are contrary to facts in the past.** They are also used to express **regrets or criticism.**

IF-CLAUSE	MAIN CLAUSE
If + past perfect/ past perfect continuous	→ would/could/might + bare perfect infinitive
<i>If I had studied harder, I would have passed the exams.</i>	
<i>If he hadn't been studying that hard, he wouldn't have passed his exams.</i>	

- **Conditionals** are usually introduced by **if**. Other expressions are: **unless** (= if not), **providing**, **provided** (that), **as long as**, **on condition** (that), **but for** + -ing form/noun, **otherwise**, or **else**, **what if**, **supposing**, **even if**, **only if**.
Unless she starts training harder, she'll lose the race.
*Get up now **or else** you'll miss your appointment.*
*Put your sweater on, **otherwise** you'll get cold.*
*I'll buy that laptop I want, **supposing** it's still on sale.*
Note: When **only if** begins a sentence, the subject and the verb of the main clause are inverted.
***Only if** you are dressed formally, **will you be** allowed in.*
- When the if-clause precedes the main clause, we separate the two clauses with a comma.
If you are feeling tired, you must rest.
BUT: *You must rest if you are feeling tired.*
- In conditionals type 2 in formal English we normally use **were** instead of **was** after "if" for all persons.
*If he **were/was** here, things would have been different.*

- We do not normally use **will**, **would** or **should** in if-clauses.

*If you stay up late, you **can** get into trouble. (NOT: if you ~~will stay~~)* However **will**, **would** or **should** can be used in if-clauses to make a request or express annoyance, doubt, uncertainty or insistence.

*If she **should** need help, ask her to call me. (doubt/uncertainty – I doubt that she will need help.)*

*If you **will** stop arguing, we will find a solution. (request – Please stop arguing.)*

Omission of 'if'

If can be omitted in if-clauses. In this case **should** (cond. type 1), **were** (cond. type 2) and **had** (cond. type 3) come before the subject.

*If he **should** pass the exam, he will apply to university.*

→ ***Should** he pass the exam, he will apply to university.*

*If there **were** an election tomorrow, who would you vote for?* → ***Were** there an election tomorrow, who would you vote for?*

*If I **had** known, I would have told you.* → ***Had** I known, I would have told you.*

Wishes

- We can use **I wish/if only** to express a wish.

Verb form		Use
I wish/If only + past simple/past continuous	<i>I wish I was not working right now. (but I am) If only I were going to the concert tonight. (but I'm not)</i>	to say that we would like something to be different about a present situation
I wish/If only + past perfect	<i>I wish I had studied harder. (but I didn't) If only I hadn't been so foolish. (but I was)</i>	to express regret about something which happened or didn't happen in the past
I wish/If only + subject + would + bare inf.	<i>I wish you wouldn't be so rude to your sister. If only you would stop arguing.</i>	to express: <ul style="list-style-type: none"> a polite imperative a desire for a situation or person's behaviour to change

Note: **If only** is used in exactly the same way as **I wish** but it is more emphatic or more dramatic.

- We can use **were** instead of **was** after "wish" and "if only".

*I wish I **were** young again.*

- We never say **I wish I would ...**, he wishes he would ... etc.

Unreal past

The simple past can be used to talk about imaginary, unreal or improbable situations in the present and the past perfect can be used to talk about imaginary, unreal or improbable situations in the past. This is called unreal past. Unreal past is used as follows:

Past simple	Past perfect
<ul style="list-style-type: none"> Conditionals Type 2 (unreal in the present) <i>If I were you, I would book my holiday online.</i> 	<ul style="list-style-type: none"> Conditionals Type 3 (unreal in the past) <i>If they had asked us, we would have put them up for the weekend.</i>
<ul style="list-style-type: none"> wish (present) <i>I wish he were more punctual.</i> 	<ul style="list-style-type: none"> wish (past) <i>If only I had taken more pictures during my trip to Nepal.</i>
<ul style="list-style-type: none"> I'd rather/sooner sb (present) <i>I'd rather we caught the early flight to Madrid.</i> 	<ul style="list-style-type: none"> I'd rather/sooner sb (past) <i>I'd rather you hadn't booked such an expensive hotel room.</i>
<ul style="list-style-type: none"> Suppose/Supposing <i>Suppose someone offered you a job in Japan, would you take it?</i> 	<ul style="list-style-type: none"> Suppose/Supposing <i>Suppose the police hadn't recovered your stolen passport, what would you have done?</i>
<ul style="list-style-type: none"> as if/as though (untrue situation in the present) <i>She behaves as if she were the owner of the shop.</i> 	<ul style="list-style-type: none"> as if/as though (untrue situation in the present) <i>Although it was his first trip to Milan, he made his way around the city as if he had lived there for years.</i>
<ul style="list-style-type: none"> it's(about/high) time ... <i>It's time you started packing your suitcase.</i> 	

MODULE 8

Inversion

We can invert the subject and the auxiliary verb in the sentence to give emphasis. If there is no auxiliary verb, we use **do/does** (Present Simple) or **did** (Past Simple) in the interrogative.

Inversion occurs:

- after certain expressions when they are placed at the beginning of a sentence. These are: **Barely, Hardly (ever) ... when, In no way, In/Under no circumstances, Little, Never (before), Nor/Neither, No sooner ... than, Not even once, Not only ... but also, Not since, Not till/until, Nowhere, Only in this way, On no account, On no occasion, Only then, Rarely, Scarcely (ever) ... when, Seldom** etc.
Not even once has he offered to help us.
Rarely do we go out during the week.

Note: only after, only by, only if, only when, not since, not till/until used at the beginning cause inversion of the subject and the auxiliary verb in the main clause.

Not until he told me his full name, did I remember where we had met.

- in conditionals when **should, were, had** (past perfect) are placed at the beginning of the sentence. Note that "if" is omitted.
Should you decide to come by, give us a call first. (If you should decide ... - type 1). *Were he more honest with himself, he would admit his mistake. (If he were ... - type 2)* *Had I known about the reputation of the restaurant, I wouldn't have gone there. (If I had known ... - type 3)*
- after **so, such, to such a degree** (in result clauses) placed at the beginning of a sentence.
So angry was he, that he couldn't utter a word.
- after **as, neither/nor, so** to express agreement.
"I had chicken for dinner." "So did I." ("So" is used to agree with an affirmative sentence.) *"Peter isn't doing well at maths." "Neither/Nor is Joan." ("Neither/Nor" are used to agree with a negative statement.)* *George's parents spent a lot of money on his birthday present, as did his grandparents.*

In the following structures we invert the subject and the main verb:

- after **adverbs of place**.
There goes the last bus! BUT There it goes!
Here are your glasses! BUT Here they are!
- in **direct speech** when the reporting verb comes after the quote and the subject of the noun. *"That was a good film," said Bill.* ("Bill said" is also possible). **BUT** *"That was a good film," he said.*

So – Neither/Nor

- So + auxiliary verb + personal pronoun/noun** (positive addition to a positive sentence.)
Helen drives a sports car. So does Jack. (Jack drives a sports car too.) Sarah went to Spain last year. So did we. (We went to Spain too.)
- Neither/Nor + auxiliary verb + personal pronoun/noun** (negative addition to a negative sentence.)
Peter didn't come to the party. Neither/Nor did James. (NOT: So didn't James.)

Quantifiers: Some – Any – No – Every & their compounds

Some, any and no are used with uncountable nouns and plural countable nouns.

We need some eggs and some butter.

	POSITIVE	INTERROGATIVE	NEGATIVE
People	somebody/ someone, everybody/ everyone	anybody/ anyone	nobody/ no one not anybody
Things	something, everything	anything	nothing not anything
Places	somewhere, everywhere	anywhere	nowhere not anywhere

There's somebody at the door. Is anyone here?

There is no one here. = There isn't anyone here.

I've looked everywhere but I can't find him.

Note: *Would you like something to eat?* (offer)
What's wrong? Have you lost something? (expect a positive answer) *If anyone calls, tell them to leave a message. Anyone who wants to come must give me their names now. You can come any time.* (It doesn't matter who or what time.)

- We use **some and its compounds** (somebody, someone, something, somewhere, etc) in the affirmative.
My jacket must be near here somewhere.
- We also use **some and its compounds** in the interrogative for offers or requests.
Would you like some cake?
Can I have some milk with my tea, please?
- We use **any and its compounds** (anyone, anything, etc) in interrogative sentences.
Has anyone called?

- **Not any** is used in negative sentences.
There isn't any fruit in the basket.
- **Any and its compounds** can also be used with negative words such as **without, never, rarely**.
I have never met anyone like him.
- **Hardly any** is used in affirmative sentences, with uncountable nouns and plural countable nouns.
There is hardly any salt in the soup.
There were hardly any children at the park.
- When **any and its compounds** are used in affirmative sentences, their meaning is: it doesn't matter what/who/where.
You can say anything you want to the journalist. (it doesn't matter what)
Anyone can take part in the competition. (it doesn't matter who)
- **No and its compounds** are used instead of **not any** in negative sentences. The verb is then used in the affirmative:
They haven't got any money./They've got no money. They didn't buy anything./They bought nothing./There wasn't anybody in the room./There was nobody in the room.
- **Every** is used with singular countable nouns.
Every student in the class laughed with the teacher's joke.
Note: We use a singular verb with compounds of **some, any, no** and **every**.
There is someone in the room. Everything seems to be going fine.

Every – Each

- **Every** is used with singular countable nouns. It refers to a group of people or things and means 'all, everyone, everything', etc.
Every student has a library card. (= all students)
- **Each** is also used with singular countable nouns, but it refers to the members of the group separately.
Each visitor was given a day pass. (each visitor separately)
- **Every one** and **each (one)** can be followed by **of**. We normally use **each** when we talk about two people or things. We use **every** when we talk about three or more people or things.
She owns two flats and she decorated each (one) of them beautifully.
Paul has written many novels. Every one of them has been a bestseller.

A few/few – A little/little

A few and **few** are used with plural countable nouns.

- A little** and **little** are used with uncountable nouns.
- **A few** means 'not many, but enough'. *We have a few apples.* We can make an apple pie. **Few** means 'hardly any, almost none' and can be used with **very** for emphasis.
There were (very) few visitors in the museum.
 - **A little** means 'not much, but enough'. *It's a little cold – would you like me to close the window?*
 - **Little** means 'hardly any, almost none' and can be used with **very** for emphasis.
We have (very) little time left. We must hurry up.

A lot of/Lots of – Much – Many

- **A lot of/Lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. *There are a lot/lots of opportunities for young graduates.* **Of** is omitted when **a lot/lots** are not followed by a noun. *There's lots/a lot going on in town today.*
- **Much** and **many** are usually used in negative or interrogative sentences. **Much** is used with uncountable nouns and **many** is used with plural countable nouns. *There aren't many books on the shelf. Did you spend much money in the sales?*

Either – Neither – Both

- **Either** (= any of the two) / **Neither** (= not one and not the other) refer to two people or things and are used before singular countable nouns.
Neither actor won an award.
Either of/Neither of take a verb either in the singular or the plural.
Neither of two brothers is/are at school today.
- **Both** refers to two people or things. It has a positive meaning and takes a verb in the plural. It is the opposite of **neither/not either**.
Nick and Alex are musicians. Both Nick and Alex are musicians. They are both musicians. Both of them are musicians. Both men are musicians.

Whole – All – None

- **Whole** (= complete) is used with countable nouns. We always use **a, the, this, my** etc + **whole** + countable noun. *She spent the whole morning studying. (= all morning)*
- **All** refers to more than two people or things. It has a positive meaning and it takes a verb in the plural. It is the opposite of **none**.
All of us went to the cinema together. We all went to the cinema together. All four of us went to the cinema together.

All + that-clause (= the only thing) takes a singular verb. *All that she does is to criticise other people.*

- **None** refers to more than two people or things. It has a negative meaning and isn't followed by a noun. "Have you read any of the papers?" "No, **none**." **None of** is used before nouns or object pronouns followed by a verb either in the singular or plural. It is the opposite of **all**.
None of my friends called me on my birthday.

Other quantifiers

- **A couple of** (= a few, one or two) and **several** (= a number of) are followed by a countable noun in the plural.
I'll be leaving in a couple of minutes. We've been to Madrid several times.
- **A great deal of** (= a lot) is followed by an uncountable noun.
He's a brilliant scientist who deserves a great deal of respect.
- **Plenty of** (= much/many) is followed by a countable or uncountable noun.
There's plenty of room in the car for all five of us. Make sure you eat plenty of vegetables.

Countable – Uncountable Nouns

- Nouns can be countable (those that can be counted) *1 pen, 2 pens* etc or uncountable (those that can't be counted) *sugar, meat* etc.
- Uncountable nouns take a singular verb and are not used with *a/an*. *Some, any, much, no* etc can be used with them.

I'd like some information on ticket prices, please.

BUT

a help, a knowledge (of sth), a pity, a relief, a shame, a wonder. *Any information would be a great help. A good knowledge of the Russian language is necessary for the job. It was such a relief to hear that everyone was safe! What a pity you couldn't come! It's a shame to see all this talent go to waste.*

Uncountable nouns are:

- **Mass nouns** (fluids, solids, gases, particles): *beer, blood, bread, butter, air, oxygen, corn, flour* etc
- **Subjects of study:** *accountancy, chemistry, economics, history, literature, maths, physics* etc
- **Languages:** *Chinese, French, Italian, Japanese, Portuguese, Spanish* etc
- **Sports:** *baseball, billiards, cricket, cycling, darts, football, golf, rugby* etc

- **Diseases:** *chickenpox, flu, measles, mumps, pneumonia, tuberculosis* etc
- **Natural phenomena:** *darkness, fog, gravity, hail, snow, sunlight, shade,* etc
- **Collective nouns:** *family, flock, public, team, committee, clergy, company, enemy, group, government* etc
- **Compound nouns:** *countryside, homework, housework, seaside* etc
- **Abstract nouns:** *anger, beauty, fear, knowledge, love, trouble, truth, wealth, work* etc
- **Most common uncountable nouns:** *accommodation, advice, baggage, behaviour, crockery, cutlery, furniture, information, jewellery, luggage, machinery, money, news, progress, rubbish, stationery, traffic, travel, weather* etc
Note: With expressions of duration, distance or money meaning "a whole amount" we use a singular verb. *Three hundred pounds a night is too much to pay for this room.*

Many uncountable nouns can be made countable using a measurement and the word of:

a **piece** of advice/cake/furniture/information/paper; a **glass** of beer/water/wine; a **jar** of jam; a **rasher** of bacon; a **pint** of beer; a **box/sheet** of paper; a **packet** of tea; a **slice/loaf** of bread, a **kilo/pound** of meat; a **tube** of toothpaste; a **bar** of chocolate/soap; a **bit/piece** of chalk; an ice **cube**; a **lump** of sugar; a **bag** of flour; a **pair** of trousers; a **game** of soccer; a(n) **item/piece** of news; a **drop/can** of oil; a **can** of cola; a **carton** of milk; a **block** of wood; a **flash/bolt** of lightning; a **clap/peal** of thunder etc

Plural nouns

- objects of two parts: **garments** (*shorts, pyjamas* etc), **instruments** (*binocular, compasses* etc), **tools** (*scissors, pliers* etc)
- arms, ashes, barracks, clothes, congratulations, earnings, (good) looks, outskirts, people, premises, riches, stairs, surroundings, wages etc.
The premises are protected by security cameras.

Group nouns (army, audience, class, club, committee, company, council, crew, crowd, headquarters, family, jury, government, police, press, public, staff, team etc) can take either a singular or a plural verb depending on whether we see the group as a whole or as individuals.
His family lives in a mansion. (the family as a group)
My family are unable to agree on where we should all go on holiday this year. (each member of the family separately, as individuals)

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/, were /wɔːr/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔː/	born(e) /bɔːn/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /brɪkəm/	became /brɪ'keɪm/	become /brɪ'kæm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪɡɪn/	began /brɪ'ɡæn/	begun /brɪ'ɡʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /luːz/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /bluː/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	burnt (burned) /bɜːnt (bɜːnd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
choose /tʃuːz/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔː/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔː/	drew /druː/	drawn /drɔːn/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /fluː/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fə'ɡet/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /friːz/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /ɡet/	got /ɡɒt/	got /ɡɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /ɡɪv/	gave /geɪv/	given /'ɡɪvən/	swear /swɛə/	swore /swɔː/	sworn /swɔːn/
go /ɡəʊ/	went /went/	gone /ɡɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /ɡrəʊ/	grew /gruː/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔːt/	taught /tɔːt/
hear /hɪə/	heard /hɪəd/	heard /hɪəd/	tear /teə/	tore /tɔː/	torn /tɔːn/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /njuː/	known /nəʊn/	wear /weə/	wore /wɔː/	worn /wɔːn/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	learnt (learned) /lɜːnt (lɜːnd)/			

Reading

Reading for specific information

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

Answering multiple-choice questions

Read the text quickly to get the general idea of what it is about. Look at the first part of the question and underline the key words. Don't read options 1-4 yet. Find the part of the text the question refers to. Go through the choices and underline the key words. Choose the answer that fits best. Keep in mind that the information may be rephrased. Check your answer against the text.

Gap-filling

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

Completing a text

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

Writing

Understanding rubrics

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

Checking/Editing your work

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

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

Checking your writing

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

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

Writing main body paragraphs

Main body paragraphs should begin with a topic sentence which introduces or summarises the topic of the paragraph. This sentence is followed by supporting sentences which provide examples or details to support the topic sentence.

Speaking

Revising

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

Working in groups

When you work in groups, it is important to decide who will perform what task. Assigning group roles according to each person's character will help the group work better.

Using interjections

You can use interjections such as *well, oh, ah, er, hmm*, and exclamations such as *Oh dear! Huh? Yuck! Wow! Right!* to make your spoken English sound more natural.

Vocabulary

Understanding new words

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

Listening

Multiple-choice

Before you listen, read the questions and possible answers. Think of synonyms or similar expressions for the possible answers. This will help you do the task.

Word List

This Word List has been compiled to help you make the most of your course. The highlighted words are the ones which need to be learned as active vocabulary which is necessary to the level of the course. The rest of the vocabulary in the Word List will make it easier for you to understand the material in this coursebook. All phonetic transcriptions have been taken from Collins COBUILD Dictionary.

MODULE 1

1a

accommodate /ə'kɒmədeɪt/ (v) предоставлять жилье
affect /ə'fekt/ (v) влиять на, воздействовать на
alien to /ə'li:ən tə/ (adj) чуждый, несвойственный
ancestor /'ænsɪstə/ (n) предок
authority /ɔ:'θɒrɪti/ (n) власть, авторитет
behaviour /bɪ'heɪvjə/ (n) поведение
birth rate /bɜ:'θ reɪt/ (n) уровень рождаемости, коэффициент рождаемости
brother-in-law /brʌðə'ɪnlɔ:/ (n) зять (муж сестры), шурин (брат жены), деверь (брат мужа)
concept /kɒnsept/ (n) идея, понятие
control /kən'trəʊl/ (v) сдерживать, управлять, контролировать
cradle /kreɪd'əl/ (n) исток, начало
cultural traditions /kʌltʃərəl trə'dɪʃənz/ (n) культурные традиции
divorced /dɪ'vɔ:st/ (adj) разведенный
drop /drɒp/ (v) понижать, снижать
dull /dʌl/ (adj) скучный, унылый
elderly /'elɪdəli/ (adj) пожилой, преклонного возраста
elder /'elɪdə/ (n) старший, старшие
engaged /ɪn'geɪdʒd/ (adj) помолвленный
ex-husband /ek'shʌzbænd/ (n) бывший муж
extended /ɪk'stendɪd/ (adj) большой, огромный (о семье)
foster /'fɒstə/ (v) воспитывать, передавать на воспитание
generation /dʒɪnə'reɪʃən/ (n) поколение
grandson /grænd'sʌn/ (n) внук
great-grandfather /greɪt grændfɑ:də/ (n) прадед
half sister /hɑ:f 'sɪstə/ (n) сводная сестра (по одному из родителей)
hierarchy /haɪə'rɑ:kɪ/ (n) иерархия
honour /'hɒnə/ (n) честь
immediate /ɪ'mɪ:diət/ (adj) ближайший
in-laws /ɪn'lɔ:z/ (n) родня со стороны жены или мужа
marriage /mæ'rɪdʒ/ (n) свадьба, бракосочетание
married /mæ'rɪd/ (adj) женатый, замужем
maternal /mætə:'nəl/ (adj) по материнской линии
mother-in-law /mʌðə'ɪnlɔ:/ (n) теща, свекровь
nephew /nefjʊ:/ (n) племянник
nuclear /nju:'klɪə/ (adj) семья, состоящая из родителей и детей
nucleus /nju:'klɪəs/ (n) центр, ядро
obey /ə'beɪ/ (v) подчиняться, повиноваться
old /əʊld/ (adj) старый
only child /əʊnli tʃaɪld/ (n) единственный ребенок в семье
policy /'pɒlsɪ/ (n) политика
ranking /ræŋkɪŋ/ (n) ранг, положение в обществе

regard /rɪ'gɑ:d/ (v) уважать, считаться с
relation /rɪ'leɪʃən/ (n) родство
relative /rɪ'leɪtɪv/ (n) родственник
remain /rɪ'meɪn/ (v) оставаться
reputation /re'pjʊtɪʃən/ (n) репутация
role /rəʊl/ (n) роль, обязанность, назначение
senior /sɪ'nɪə/ (n) старшекурсник, старшеклассник, старший по званию или возрасту
separated /se'pəreɪtɪd/ (n) проживающий отдельно от супруга(и)
sibling /sɪ'blɪŋ/ (n) родной брат, сестра
single /sɪŋɡl/ (adj) неженатый, незамужем
single parent family /sɪŋɡl peərənt fæmɪli/ (n) семья, в которой только один из родителей (мать или отец)
stepfather /stepfɑ:də/ (n) отчим
stepmother /stepmʌðə/ (n) мачеха
stroll /strəʊl/ (v) неспешно прогуливаться
structure /strʌktʃə/ (n) структура
support /sə'pɔ:t/ (n) поддержка
twin sister /twɪn 'sɪstə/ (n) сестра-близнец
unique /ju:'nɪk/ (adj) уникальный, единственный
wedding /wedɪŋ/ (n) свадьба, венчание
widow /wɪdɒw/ (n) вдова

Phrasal verbs

care for (phr v) заботиться (о ком-либо), позаботиться
comply with (phr v) соответствовать, подчиняться правилам
dress up (phr v) изысканно одеваться, одеться для особого случая, наряжаться
get on (well/badly) (phr v) ладить
pass away (phr v) умереть, скончаться
reflect on (phr v) отражаться на, бросать тень на

Phrases

take priority (phr) пользоваться преимуществом, приоритетом
under one roof (phr) под одной крышей

1b

apology /ə'pɒlədʒi/ (n) извинение
appreciate /ə'pri:ʃieɪt/ (v) быть признательным, ценить
argue (with) /ɑ:'gju:/ (v) спорить
bark /bɑ:k/ (v) лаять
bighead /bɪ'ghed/ (n) хвастун
busybody /bɪ'zɪbɒdi/ (n) сплетник; человек, ввязывающийся не в свое дело
chatterbox /tʃætə'bɒks/ (n) болтун
complaint /kəm'pleɪnt/ (n) недовольство
concern /kən'sɜ:n/ (v) иметь отношение (к чему-либо), касаться
connection /kə'neɪkʃən/ (n) связь, отношения
damage /dæ'mɪdʒ/ (n) вред, урон

famous /f'eɪməs/ (adj) известный
 fault /fɔ:lt/ (n) вина
 glance /glɑ:ns/ (v) взглянуть
 interfere /ɪntə'fɪə/ (v) вмешиваться
 involve /ɪnvɒlv/ (v) вовлекать (кого-либо во что-либо)
 litter /lɪtə/ (n) мусор
 near /nɪə/ (adj) близкий
 noisy /nɔɪzi/ (adj) шумный
 nosy parker /nɔ:zi pɑ:kə/ (n) человек, всюду сующий свой нос
 peep /pi:p/ (v) заглядывать украдкой, подглядывать
 pleased with /plɪzd wɪð/ (adj) быть довольным
 popular /pɒpjələ/ (adj) популярный, известный
 property /prɒpə'ti/ (n) собственность
 recognise /re'kɒnnaɪz/ (v) узнавать
 refuse /rɪfju:z/ (v) отказываться
 relationship /rɪleɪʃnʃɪp/ (n) отношение
 smart Alec /smɑ:t ə'leɪk/ (n) умник
 troublemaker /trʌb'meɪkə/ (n) нарушитель порядка, проказник
 typical /tɪpɪkəl/ (adj) типичный
 usual /ju:ʒuəl/ (adj) обычный
 wonder /wʌndə/ (v) интересоваться
 worry /wʌri/ (v) беспокоиться

Phrasal verbs

agree to sth (phr v) соглашаться (с чем-либо)
 approve of sb/sth (phr v) одобрять, утверждать
 depend on (phr v) зависеть от
 dig up (phr v) выкапывать
 get away from (phr v) отделаться, удрать, ускользнуть
 go ahead (phr v) продолжать
 go on (phr v) случаться
 keep sth down (phr v) не увеличивать (звук)
 object to sth (phr v) возражать
 rely on (phr v) полагаться (на кого-либо)
 show off (phr v) хвастаться, красоваться
 take care of (phr v) заботиться (о ком-либо)
 tell off (phr v) отчитывать, бранить

Phrases

be close to sb (phr) быть близким к кому-либо (в отношениях)
 be sb's own flesh and blood (phr) быть плотью и кровью
 black sheep (phr) белая ворона, отщепенец
 break a promise (phr) нарушать обещание, не сдерживать слово
 get on like a house on fire (phr) быть в хороших отношениях
 get on one's nerves (phr) действовать на нервы, раздражать
 have a quick word (phr) перекинуться парой слов
 have an argument (phr) спорить
 have sth in common (phr) иметь что-то общее
 keep yourself to yourself (phr) быть не очень общительным человеком
 make a promise (phr) давать обещание, обещать
 make friends with sb (phr) становиться друзьями

on one's way (phr) встречный
 pick a fight (phr) ввязываться (во что-либо)
 put the blame on sb (phr) возлагать вину, сваливать вину
 say hello to sb (phr) здороваться (с кем-либо)
 see eye to eye (phr) полностью соглашаться, сходиться во взглядах
 see sth in sb (phr) видеть схожие черты, узнавать
 the apple of sb's eye (phr) зеница ока, очень любимый
 ups and downs (phr) превратности судьбы, взлеты и падения
 wear the pants (phr) верховодить, руководить, командовать

1c

argue /ɑ:gju:/ (v) спорить
 ashamed of /ə'ʃeɪmd əv/ (adj) пристыженный, стыдиться, стесняться
 attached to /ətætʃt tə/ (adj) привязанный к кому-либо (морально или эмоционально)
 bound /baʊnd/ (adj) непременный, готовый
 certain /sɜ:tɪn/ (adj) определенный, неизменный, постоянный
 crowded /kraʊdɪd/ (adj) переполненный (людьми)
 due /dju:/ (adj) должный, ожидаемый
 elderly /eldə'li/ (n) пожилой (человек)
 hurried /hʌrɪd/ (adj) спешащий
 lose /lu:z/ (v) терять
 move /mu:v/ (v) передвигать, переезжать
 painkiller /peɪnkɪlə/ (n) болеутоляющее, обезболивающее средство
 promotion /prəməʊʃn/ (n) продвижение (по службе)
 raise /reɪz/ (v) растить, возвращать
 realise /rɪ'ælaɪz/ (v) осознавать
 respect /rɪspekt/ (v) уважать
 rush /rʌʃ/ (v) торопиться, спешить
 steal /sti:l/ (v) украсть, стащить
 sure /ʃʊə/ (adj) уверенный
 washing powder /wɒʃɪŋ paʊdə/ (n) стиральный порошок

Phrasal verbs

trip over sth (phr v) споткнуться

Phrases

on the point of (phr) быть готовым что-либо сделать

1d

betrayal /bɪtreɪəl/ (n) измена, предательство
 bothered /bɒdə'd/ (adj) беспокойный
 bunch /bʌntʃ/ (n) букет
 charming /tʃɑ:ˈmɪŋ/ (adj) очаровательный
 clergyman /klɜ:ˈdʒɪmən/ (n) священник
 devoted /dɪvəʊtɪd/ (adj) преданный
 drowsy /draʊzi/ (adj) сонный
 envious /ɛnvɪəs/ (adj) завистливый, завидующий
 flock /flɒk/ (n) стая (птиц), стадо
 gang /gæŋ/ (n) банда
 generosity /dʒenərəsɪti/ (n) щедрость, великодушие
 handful /hæŋdful/ (n) горсть, пригоршня

Word List

herd /hɜːd/ (n) стадо (*животных*)
hunger /ˈhʌŋɡə/ (n) голод
hypocrisy /ˈhɪpəkriːsi/ (n) лицемерие
irony /ˈaɪrəni/ (n) ирония
last /lɑːst/ (v) длиться
noble /ˈnəʊbəl/ (adj) благородный
novelist /ˈnɒvəlɪst/ (n) романист (*автор романов*)
pack /pæk/ (n) стая (*собак или волков*)
pluck /plʌk/ (v) срывать
pour /pɔː/ (v) наливаться
rush /rʌʃ/ (v) спешить, торопиться
sack /sæk/ (n) большая сумка, саквояж
scarlet /ˈskɑːlət/ (adj) алый
set /set/ (n) набор, комплект
spoil /spɔɪl/ (v) портить
sternly /ˈstɜːnli/ (adv) строго, сурово
swarm /swɔːm/ (n) рой (*насекомых*)
temptation /ˈtempteɪʃn/ (n) соблазн, искушение, приманка
unselfishness /ˌʌnsɛlfɪʃnəs/ (n) бескорыстие
water rat /ˈwɔːtə ræt/ (n) водяная крыса
wit /wɪt/ (n) остроумие

Phrases

be in trouble (phr) быть в беде, иметь неприятности
in return (phr) взамен, в обмен
on credit (phr) в долг, займы

1e

accentuate /ˈæksəntʃueɪt/ (v) делать ударение, подчеркивать важность
aggressive /əˈɡresɪv/ (adj) агрессивный
almond-shaped /ˌɑːmənd ʃeɪpt/ (adj) миндалевидный
blush /blʌʃ/ (v) краснеть (*от стыда или гнева*)
bun /bʌn/ (n) пучок (*прическа*)
cheekbone /tʃiːkboʊn/ (n) скула
cheerful /tʃɪəˈfʊl/ (adj) веселый, жизнерадостный
clean-shaven /kliːn ʃeɪvən/ (adj) чисто выбритый
complexion /ˈkɒmplekʃən/ (n) цвет лица
constantly /ˈkɒnstəntli/ (adv) постоянно
dark-skinned /ˈdɑːk skɪnd/ (adj) темнокожий
desire /dɪˈzaɪə/ (n) желание
determined /dɪˈtɜːmɪnd/ (adj) решительный, непреклонный, твердый
down-to-earth /daʊn tə ˈzɜːθ/ (adj) практичный, приземленный
dyed /daɪd/ (adj) крашеный (*о волосах*)
expertly /ˈɛkspɜːtli/ (adv) умело, мастерски, со знанием дела
expressive /ɪksprɛsɪv/ (adj) выразительный
fidget /ˈfɪdʒɪt/ (v) ерзать, нервничать
freckled /ˈfrekld/ (adj) веснушчатый, конопатый
grumpy /ˈɡrʌmpi/ (adj) сердитый, сварливый
hooked /hʊkt/ (adj) крючковатый (*о форме носа*)
hot-tempered /hɒt ˈtempəd/ (adj) вспыльчивый
hug /hʌɡ/ (v) обнимать
hum /hʌm/ (v) напевать (*без слов*)
immature /ɪˈmætʃʊə/ (adj) молодой, незрелый
incredibly /ɪnˈkredɪbli/ (adv) невероятно, неслыханно,

неправдоподобно
marvellous /ˈmɑːvələs/ (adj) изумительный
moody /ˈmuːdi/ (adj) угрюмый, унылый
neatly-combed /niːtli kəʊmd/ (adj) аккуратно причесанный
occasionally /ˌɒkəɪzənʃli/ (adv) изредка, временами
optimistic /ˌɒptɪmɪstɪk/ (adj) оптимистичный
outgoing /ˌaʊtɡoɪɪŋ/ (adj) общительный, отзывчивый
pale-skinned /peɪl skɪnd/ (adj) белокожий
permed /pɜːˈmd/ (adj) кудрявый, завитой
pessimistic /peɪzɪmɪstɪk/ (adj) пессимистичный
petite /pəˈtiːt/ (adj) маленький, крошечный
piercing /ˈpɪəˈsɪŋ/ (adj) пронизывающий, пронзительный
ponytail /ˈpɒnɪteɪl/ (n) хвост (*прическа*)
rosy /ˈrəʊzi/ (adj) румяный
shoulder-length /ˌʃəʊldə ˈleŋθ/ (adj) до плеч (*о длине волос*)
sparkling /ˈspɑːklɪŋ/ (adj) сверкающий
spiky /ˈspaɪki/ (adj) стиль укладки волос с острыми прядями
stubborn /ˈstʌbən/ (adj) упрямый
supportive /səˈpɔːtɪv/ (adj) поддерживающий
tanned /tænd/ (adj) загорелый
tear-filled /tɪə ˈfɪld/ (adj) наполненный слезами
trustworthy /ˈtrʌstwɜːði/ (adj) надежный, заслуживающий доверия
upturned /ˌʌptɜːnd/ (adj) вздернутый (*о форме носа*)
wrinkled /ˈrɪŋkld/ (adj) морщинистый

Phrasal verbs

care about (phr v) заботиться
light up (phr v) засиять от счастья

Phrases

be on the go (phr) быть занятым
feel down (phr) быть расстроенным, унылым
fold one's arms (phr) скрестить руки на груди
make up one's mind (phr) надумать, решить

Culture Corner 1

community /kəˈmjʊnɪti/ (n) сообщество, община
diverse /daɪvɜːs/ (adj) различный, разнообразный
generation /dʒɛnəreɪʃn/ (n) поколение
household name /ˈhaʊshəʊld neɪm/ (n) широко известная личность
integrated /ɪnˈteɪɡreɪtɪd/ (adj) комплексный
migrant /ˈmɪɡrənt/ (n) переселенец, мигрант
mixed-race /ˈmɪkst reɪs/ (adj) люди смешанной расы
origin /ˈɒrɪdʒɪn/ (n) происхождение
racism /ˈreɪsɪzəm/ (n) расизм

Phrasal verbs

bring sb up (phr v) растить, воспитывать
pick on (phr v) дразнить

Phrases

be unheard of (phr) быть неизвестным
make up the majority (phr) составлять большинство

Across the Curriculum: History

average /ˈævərɪdʒ/ (adj) средний

chimney sweep /tʃɪmni swi:p/ (n) трубочист
 coal mine /kəʊl maɪn/ (n) угольная шахта
 cotton mill /kɒtən mɪl/ (n) хлопкопрядильная фабрика
 fairground /feə'graʊnd/ (n) ярмарочная площадь
 firework display /faɪə'wɜ:k displeɪ/ (n) показ фейерверка
 household /haʊshəʊld/ (n) семья, домохозяйцы, домашние
 nursery /nɜ:'səri/ (n) детская комната
 pump /pʌmp/ (n) помпа, насос (для откачки воды)
 running water /rʌnɪŋ wɔ:tə/ (n) водопровод
 servant /sɜ:'vʌnt/ (n) слуга
 share /ʃeə/ (v) делиться

Phrasal verbs

carry out (phr v) доводить до конца, выполнять

Going Green 1

concrete /kɒŋkri:t/ (n) бетон
 council /kaʊnsəl/ (n) совет, орган местного самоуправления
 greenhouse gas /grɪnhaʊs ɡæs/ (n) парниковый газ
 jungle /dʒʌŋɡl/ (n) джунгли
 landfill /lændfɪl/ (n) мусорная свалка
 limited /lɪmɪtɪd/ (n) ограниченный
 pollutant /pə'lu:tənt/ (n) загрязнитель окружающей среды
 preserve /prɪzɜ:'v/ (v) охранять, оберегать, хранить
 raw material /rɔ: mə'tɪəriəl/ (n) сырье
 reduce /rɪ'dju:s/ (v) понижать, снижать
 remove /rɪ'mu:v/ (v) убирать
 service /sɜ:'vɪs/ (n) сервис, обслуживание, услуга
 time-consuming /taɪm kən'sju:mɪŋ/ (adj) трудоемкий, требующий много времени
 waste /weɪst/ (v) тратить

Phrasal verbs

filter out (phr v) фильтровать, отсеивать
 set up (phr v) устанавливать

Phrases

be sick and tired (phr) надоест до смерти
 take action (phr) начинать действовать, принимать меры
 take turns (phr) делать поочередно

MODULE 2

2a

adapt /ədæpt/ (v) приспособлять
 alert /ə'lɜ:t/ (adj) тревога, сигнал тревоги
 attitude /æ'tɪtju:d/ (n) отношение, позиция
 bear /beə/ (v) выносить, терпеть
 beast /bi:st/ (n) зверь, животное
 bloodstream /blʌdstri:m/ (n) кровоток
 bug /bʌg/ (v) докучать
 challenge /tʃælɪndʒ/ (n) сложная задача, вызов
 chunk /tʃʌŋk/ (n) кусок
 clench /klenʃ/ (v) стискивать, сжимать
 cope (with) /kəʊp/ (v) справляться, управляться (с)
 depression /dɪpreʃən/ (n) депрессия, уныние

disbelief /dɪsbɪlɪf/ (n) неверие, недоверие
 dramatic /drə'mætɪk/ (adj) драматичный
 dumb /dʌm/ (adj) тупой, глупый
 element /'elɪmənt/ (n) элемент, составная часть, компонент

embarrassment /ɪm'bærəsmənt/ (n) смущение
 essential /ɪ'senʃl/ (adj) необходимый, главный

face /feɪs/ (v) сталкиваться

facial /feɪʃl/ (adj) лицевой

focus /'fəʊkəs/ (n) сосредоточение, фокус

frown /fraʊn/ (v) хмурить брови, супиться

groan /graʊn/ (v) стонать, охать

handle /hændl/ (v) обходиться, обращаться

harm /hɑ:m/ (v) вредить, причинять вред

hurt /hɜ:t/ (v) причинять боль, ранить

illogically /ɪ'lɒɡɪkli/ (adv) нелогично

indifferently /ɪndɪfərəntli/ (adv) безразлично, равнодушно

isolated /aɪsəleɪtɪd/ (adj) изолированный

judge /dʒʌdʒ/ (v) судить

lowdown /ləʊdaʊn/ (n) информация, факты

manage /mænɪdʒ/ (v) управляться, справляться

mess /mes/ (n) неприятность

mount /maʊnt/ (v) укреплять

muscle /mʌsəl/ (n) мускул

nutritious /nju:trɪʃəs/ (adj) питательный

overwhelmed /oʊvə'weɪld/ (adj) сокрушенный, пораженный

priority /praɪə'nti/ (n) приоритет, первоочередность

range /reɪndʒ/ (v) варьировать

rationally /ræʃənəli/ (adv) разумно, рационально

reaction /rɪ'ækjən/ (n) реакция

relieve /rɪlɪ:v/ (v) облегчать, снижать, ослаблять

run-up /rʌn ʌp/ (n) подготовка, преддверие

shake /ʃeɪk/ (v) трясти

shallow /ʃæləʊ/ (adj) неглубокий (о дыхании)

shrug /ʃrʌg/ (v) пожимать плечами

sigh /saɪ/ (v) вздох

snarl /sna:rl/ (v) ворчать, огрызаться

stammer /stæmə/ (v) заикаться

stamp /stæmp/ (v) топтать ногой

strain /streɪn/ (n) напряжение, нагрузка

symptom /sɪmptəm/ (n) симптом

tap /tæp/ (v) постукивать, стучать

temper /tɛmpə/ (n) нрав, характер, душевный склад

tense /tens/ (v) натягивать, напрягать

tremble /trembl/ (v) дрожать, трястись, трепетать

whisper /wɪspə/ (v) шептать

Phrasal verbs

break sth down (phr v) разбивать

break up with sb (phr v) прекращать отношения

build up (phr v) укреплять

deal with (phr v) вести дела

get at (phr v) критиковать, высмеивать

give away (phr v) отдавать

give back (phr v) возвращать

give over (phr v) передавать, вручать

give up (phr v) прекращать, бросать

Word List

speed up (phr v) ускоряться
take on (phr v) принимать
take up (phr v) браться за, начинать

Phrases

be fed up with sth (phr) пресытиться, быть сытым по горло
be killing sb (phr) изнурять (работой)
be over (phr) окончиться, завершиться
be under stress (phr) беспокоиться, быть в стрессовой ситуации
be up (phr) достигать, случаться, выходить
be up to one's eyes in sth (phr) быть занятым
feel the strain of sth (phr) быть в напряженной ситуации
get sb down (phr) унижать
get sth off one's chest (phr) облегчить душу, признаться в чем-либо
get things out of proportion (phr) преувеличивать, делать из мухи слона
get out of hand (phr) отбиться от рук
give sb a hard time (phr) издеваться, сурово обращаться
in a nutshell (phr) в двух словах, кратко
in the long term (phr) в перспективе, когда-нибудь
keep one on their toes (phr) держать в тонусе, не давать расслабиться
lose control (phr) терять контроль
lose one's temper (phr) потерять самообладание, выйти из себя
take one's mind off sth (phr) забыть, перестать думать
take sth easy (phr) не волноваться

2b

commit /kə'mɪt/ (v) совершать (преступление)
constant /kɒnstənt/ (adj) постоянный
deny /dɪnaɪ/ (v) отрицать
discourage /dɪskə'reɪdʒ/ (v) не одобрять, препятствовать
dissuade /dɪ'swɛɪd/ (v) отговаривать, разубеждать
effect /ɪ'fɛkt/ (n) эффект
explode /ɪk'spləʊd/ (v) взрывать
influence /ɪn'fluəns/ (n) влияние
let /let/ (v) позволять, разрешать
lose /luːz/ (v) терять
make /meɪk/ (v) заставлять
match /mætʃ/ (v) подходить по цвету (об одежде)
miss /mɪs/ (v) пропускать
odd /ɒd/ (adj) лишний
peer /pɪə/ (n) ровесник
permit /pə'mɪt/ (v) разрешать
persuade /pə'sweɪd/ (v) убеждать
regret /rɪ'grɛt/ (v) сожалеть
resist /rɪ'zɪst/ (v) сопротивляться, противиться
rough /rʌʃ/ (adj) грубый, шершавый
tough /tʌʃ/ (adj) грубый, жесткий
teasing /tɪ'zɪŋ/ (n) издевательство
vandalise /və'ndələɪz/ (v) бесчинствовать, хулиганить, разрушать

Phrasal verbs

bump into (phr v) натолкнуться на кого-либо
come over sb (phr v) охватить (об эмоциях)
fit in with (phr v) подходить, соответствовать чему-либо
give in (phr v) уступать, признавать
go over (phr v) изучать
hang out with (phr v) составить компанию
pick at (phr v) есть нехотя
pick on (phr v) придирается, издеваться
stand up for (phr v) отстаивать, противостоять

Phrases

make sb feel guilty (phr) заставлять чувствовать себя виноватым
tell a lie (phr) лгать

2c

achievement /ə'tʃi:vmənt/ (n) достижение, успех
attraction /ə'trækjən/ (n) привлекательность, прелесть, очарование
awful /ɔ:ful/ (adj) ужасный
boast /bəʊst/ (v) хвастаться
contest /kɒntest/ (n) конкурс, соревнование
hospitality /hɒspɪtə'lɪti/ (n) гостеприимство
insist /ɪn'sɪst/ (v) настаивать
insult /ɪn'sʌlt/ (v) оскорблять
multi-cultural /mʌltɪkʌltʃərəl/ (adj) многокультурный
omit /oʊmɪt/ (v) пропускать
postpone /pəʊspəʊn/ (v) откладывать
royal /rɔɪəl/ (adj) королевский
scenery /sɪ'nəri/ (n) пейзаж

2d

accustomed to /əkʌstəmd tə/ (adj) привыкать
abuse /əbju:z/ (v) оскорблять, ругать
affection /ə'fɛkjən/ (n) привязанность, любовь, влюбленность
arrogant /ə'grɔ:gənt/ (adj) высокомерный, надменный
bellow /bə'ləʊ/ (v) кричать, вопить
bewildered /bɪ'wɪldəd/ (adj) смущенный, озадаченный, сбитый с толку
blow /bləʊ/ (n) удар
climax /klaɪ'mæks/ (n) высшая точка, кульминация, кульминационный момент
cruel /kru:əl/ (adj) жестокий, безжалостный
declare /dɪk'lɛə/ (v) заявлять, провозглашать
dependant /dɪ'pendənt/ (n) иждивенец (живущий на деньги своей семьи)
disgraceful /dɪs'grɛsful/ (adj) позорный, бесчестный
dread /dred/ (v) бояться, страшиться, содрогаться от страха
endure /ɪn'djʊə/ (v) терпеть, переносить, выдерживать испытание
eventually /ɪ'ventʃuəli/ (adv) в конечном счете, в итоге
fling /flɪŋ/ (v) метать, швырять
governess /gə'vernəs/ (n) гувернантка
grasp /græsp/ (v) ухватиться
headlong /hedlɒŋ/ (adv) стремительно, опрометью, сломя голову

helpless /hɛlpɪləs/ (adj) беспомощный
 hurl /hɜːrl/ (v) бросать с силой, метнуть
 ignore /ɪɡnɔːr/ (v) игнорировать
 incident /ɪnsɪdənt/ (n) происшествие, инцидент
 infliction /ɪnfɪktʃən/ (n) нанесение ущерба
 instinctively /ɪnstɪŋktɪvli/ (adv) инстинктивно
 lay /leɪ/ (v) положить на место
 obedient /oʊbɪdɪənt/ (adj) послушный, покорный
 orphaned /ɔːrʃənd/ (adj) осиротевший
 passion /pæʃən/ (n) страсть
 predominate /prɪdɒmɪneɪt/ (v) преобладать, превалировать
 publish /pʌblɪʃ/ (v) публиковать
 rummage /rʌmɪdʒ/ (v) рыться, искать, копаться
 sensation /sɛnsɪʃən/ (n) ощущение, чувство
 sharp /ʃɑːp/ (adj) острый
 shortly /ʃɔːtli/ (adv) скоро, вскоре
 shrink /frɪŋk/ (v) усыхать, уменьшаться
 sneaking /sniːkɪŋ/ (adj) крадущийся
 strike /straɪk/ (v) бить, наносить удар
 terror /tɛrə/ (n) ужас, страх, террор
 threat /θreɪt/ (n) угроза
 thrust /θrʌst/ (v) толкать
 totter /tɒtə/ (v) ковылять, идти неровной походкой
 trickle /trɪkl/ (v) струиться, течь тонокой струйкой
 tyrant /taɪrənt/ (n) тиран, деспот
 wicked /wɪkɪd/ (adj) злой

Phrasal verbs

take over (phr v) перенимать

Phrases

draw a parallel (phr) сравнивать, провести параллель
 take sb's side (phr) принимать чью-либо сторону, поддерживать кого-либо

2e

clarify /klaɪəfaɪ/ (v) разъяснять, прояснять, пояснять
 cosmetic surgery /kɒzmetɪk sɜːʃəri/ (n) косметическая хирургия
 fancy /fænsi/ (v) нравиться, любить
 pal /pæl/ (n) друг, приятель, товарищ
 reception /rɪsɛpʃən/ (n) прием
 stranger /streɪndʒə/ (n) незнакомец
 tricky /trɪki/ (adj) трудный, мудреный, сложный

Phrasal verbs

bunk off (phr v) сбежать (*из дома, школы*)
 turn up (phr v) появиться

Phrases

on behalf of (phr) от имени кого-либо

Culture Corner 2

beat /bi:t/ (v) побить
 bully /bʊli/ (v) запугивать, издеваться
 comfort /kɒmfɔːt/ (n) утешение, поддержка
 confidential /kɒnfɪdəntʃəl/ (adj) конфиденциальный, доверительный, секретный
 counsel /kaʊnsəl/ (n) совет
 counsellor /kaʊnsələ/ (n) советник, консультант

donate /doʊneɪt/ (v) помогать, делать пожертвование
 fundraise /fʌndreɪz/ (n) сбор средств
 further /fɜːrðə/ (adj) дальнейший, дополнительный
 raise /reɪz/ (v) собирать (*о деньгах*)
 scheme /skiːm/ (n) схема
 shelter /ʃeltə/ (n) кров, пристанище, приют
 terrorise /tɛrəraɪz/ (v) терроризировать, устрашать
 tip /tɪp/ (n) совет, подсказка
 train /treɪn/ (v) тренировать
 volunteer /vɒlɒntɪə/ (v) доброволец, волонтер

Across the Curriculum: Science

appetite /æpɪtaɪt/ (n) аппетит
 backbone /bækbaʊn/ (n) позвоночник
 complex /kɒmpleks/ (adj) комплексный, составной
 coordination /kooɔːdɪneɪʃən/ (n) координация
 digestion /daɪdʒɛstʃən/ (n) пищеварение
 enable /ɪnɛɪbəl/ (v) давать возможность
 function /fʌŋkʃən/ (n) функция, назначение
 generate /dʒenəreɪt/ (v) создавать, генерировать
 gigantic /dʒaɪgəntɪk/ (adj) гигантский, огромный
 heart rate /hɑːt reɪt/ (n) частота сердцебиения
 hormone /hɔːmɒn/ гормон
 intelligence /ɪntɛlɪdʒəns/ (n) ум
 nervous system /nɜːvəs sɪstəm/ (n) нервная система
 organ /ɔːɡən/ (n) орган (*часть тела*)
 pan /pæn/ (n) сковорода
 process /prəʊses/ (n) движение, процесс
 release /rɪliːs/ (v) сбрасывать, освобождать, выпускать
 sensory /sɛnsəri/ (adj) чувствительный
 signal /sɪɡnəl/ (n) сигнал
 stimulate /stɪmjuleɪt/ (v) стимулировать
 tiny /taɪni/ (adj) крошечный, маленький, миниатюрный

Phrasal verbs

consist of (phr v) состоять из
 pass on (phr v) передавать
 send out (phr v) излучать, испускать
 take in (phr v) получать, принимать

Going Green 2

biodegradable /baɪoʊdaɪgrɛɪdəbəl/ (adj) биологически разлагаемый
 bubble wrap /bʌbəl ræp/ (n) пузырчатый упаковочный материал
 cardboard /kɑːrdbɔːrd/ (n) картон
 concentrated /kɒnsəntreɪtɪd/ (adj) концентрированный
 consumer /kɒnsjuːmə/ (n) потребитель, покупатель
 content /kɒntent/ (n) содержимое
 convenient /kɒnvɪniənt/ (adj) подходящий, удобный в использовании
 deliver /dɪlɪvə/ (v) доставлять
 dump /dʌmp/ (v) сваливать, выбрасывать, сбрасывать
 fabric softener /fæbrɪk sɒftənə/ (n) смягчитель ткани
 manufacture /mænʃʊfæktʃə/ (n) мануфактура, производство
 minimal /mɪnɪməl/ (adj) минимальный
 package /pækɪdʒ/ (n) упаковка, сверток
 packaging /pækɪdʒɪŋ/ (n) упаковочный материал

Word List

preserve /prɪzɜːv/ (n) сохранять
solid waste /sɒlɪd weɪst/ (n) твердые отходы
transport /trænsˈpɔːt/ (v) транспортировать, перевозить
tray /treɪ/ (n) контейнер, неглубокий ящик
wrap /ræp/ (n) оберточный материал

Phrasal verbs

break down (phr v) сломаться, разбиться на мелкие кусочки
cut back (phr v) уменьшать, сокращать, использовать меньшую часть
make up (phr v) формировать

Phrases

be down to (phr) быть основанием для чего-либо
in bulk (phr) большими партиями

MODULE 3

3a

announce /əˈnaʊns/ (v) объявлять, анонсировать
arrest /əˈrest/ (v) арестовывать
bruised /brʊːzɪd/ (adj) побитый, в кровоподтеках
(*синяках*)

burglary /bɜːˈgləri/ (n) кража со взломом
burgle /bɜːˈɡl/ (v) красть со взломом
chase /tʃeɪs/ (v) преследовать
confess /kənˈfes/ (v) сознаваться, признаваться
contact /kənˈtækt/ (v) контактировать, общаться
convict /kənˈvɪkt/ (v) выносить приговор, осуждать
court /kɔːt/ (n) суд

crime /kraɪm/ (n) преступление
culprit /kʌlˈprɪt/ (n) преступник, виновник
deceive /dɪsɪˈveɪv/ (v) обманывать, сбивать с толку
distract /dɪstrækt/ (v) отвлекать, уводить в сторону
evidence /eɪˈvɪdəns/ (n) доказательство, улика
fee /fiː/ (n) плата
fine /faɪn/ (n) штраф
fraud /frɔːd/ (n) обман, мошенничество
fraud victim /frɔːd vɪktɪm/ (n) жертва мошенничества, обмана

fraudster /frɔːdstə/ (n) мошенник, аферист
grab /græb/ (v) схватить, хватать
guilty /ˈɡɪlti/ (adj) виновный
gullible /ˈɡʌlɪbəl/ (adj) легковверный, доверчивый
identify /aɪˈdentɪfaɪ/ (v) опознавать, узнавать, идентифицировать
idiot /ɪˈdɪət/ (n) глупец, идиот, дурак
illegal /ɪˈlɪɡəl/ (adj) незаконный
imprisonment /ɪmˈprɪzənmənt/ (n) заключение (*в тюрьму*)
investigate /ɪnˈvestɪgeɪt/ (v) расследовать
judge /dʒʌdʒ/ (n) судья
kidnap /kɪdˈnæp/ (v) похищать
land /lænd/ (v) приземляться, причаливать
lately /leɪtli/ (adv) за последнее время, в последнее время
lottery /lɒtəri/ (n) лотерея
mess /mes/ (n) помет
means /miːnz/ (n) средство, способ
minor /maɪnə/ (adj) незначительный

mugging /mʌɡɪŋ/ (n) уличное ограбление
nasty /næsti/ (adj) ненастный, противный
offence /ɔːfens/ (n) нарушение
passer-by /pɑːsəˈbaɪ/ (n) прохожий
petty /peti/ (adj) незначительный
pickpocket /pɪkˈpɒkɪt/ (n) вор-карманник
process /ˈprəʊses/ (v) работать, обрабатывать
rob /rɒb/ (v) грабить, воровать
scam /skæm/ (n) афера
security guard /sɪkjʊərti ɡɑːd/ (n) охранник
sentence /ˈsentəns/ (n) приговор, судебное решение
shaken up /ʃeɪkən ʌp/ (adj) взволнованный, потрясенный
shoplift /ʃɒplɪft/ (v) воровать товары из магазинов
so-called /səʊ kɔːld/ (adj) так называемый
suspect /sʌspekt/ (n) подозреваемый
theft /θeft/ (n) кража, воровство
threaten /θretən/ (v) угрожать
trespass /ˈtrespəs/ (n) посягательство, нарушение владения
trick /trɪk/ (n) хитрость, обман
trusting /ˈtrʌstɪŋ/ (adj) доверчивый
unlawful /ʌnlɔːful/ (adj) незаконный, противозаконный
winnings /ˈwɪnɪŋz/ (n) выигрыш
witness /ˈwɪtnəs/ (n) свидетель

Phrasal verbs

break into (phr v) вламываться
reach for (phr v) потянуться (*за чем-либо*)
wipe sth off (phr v) протирать, стирать (*тряпкой*)

Phrases

break the law (phr) нарушать закон
by any means (phr) любым путем
by force (phr) силой
come out of nowhere (phr) появиться из ниоткуда
catch sb in the act (phr) поймать на месте
catch sb red handed (phr) поймать с поличным
drive sb (phr) подвозить кого-либо
fall for sth (phr) попасться на удочку, обмануться
find sb guilty (phr) признать кого-либо виновным
out of the blue (phr) ни с того, ни с сего; неожиданно, внезапно
take sb for a ride (phr) обманывать, провести, подшутить
take sb to court (phr) представить кого-либо перед судом

3b

abolish /əˈbɒlɪʃ/ (v) прекращать
attitude /əˈtɪtʃuːd/ (n) позиция, отношение
criticise /ˈkrɪtɪsaɪz/ (v) критиковать
deal /diːl/ (v) иметь дело
defend /dɪˈfend/ (v) защищать
deny /dɪˈnaɪ/ (v) не допускать, препятствовать
disgust /dɪsˈɡʌst/ (n) отвращение
ethnic origin /eθnɪk ˈprɪdʒɪn/ (n) этническое происхождение
face /feɪs/ (v) сталкиваться
glad /glæd/ (adj) радостный, довольный

mean /mi:n/ (v) иметь в виду
 obvious /'ɒbvɪəs/ (adj) очевидный
 offend /ə'fend/ (v) обижать, оскорблять
 outrage /'aʊtreɪdʒ/ (n) возмущение
 outrageous /'aʊtreɪdʒəs/ (adj) возмутительный,
 оскорбительный
 receive /rɪ'si:v/ (v) получать
 regardless /rɪ'gɑ:dələs/ (adv) невзирая на
 reject /rɪ'dʒekt/ (v) отвергать
 right /raɪt/ (n) право
 sex /seks/ (n) пол (*мужской или женский*)
 tolerate /tə'ləreɪt/ (v) терпеть, выносить
 treat /tri:t/ (v) обращаться (*с кем-либо*)
 upset /ʌpset/ (v) расстраивать
 violate /və'ɪəleɪt/ (v) нарушать (*правило, закон*)

Phrases

accept responsibility (phr) взять ответственность на
 себя, признать вину
 do one's bit (phr) делать свое дело, исполнять свой
 долг
 give sb the responsibility of sth (phr) возложить
 ответственность
 have the responsibility to do sth (phr) нести
 ответственность
 mess around (phr) бездельничать, хулиганить
 take responsibility for (phr) брать на себя
 ответственность за что-либо
 thank goodness (phr) Слава Бору!

3c

additional /ədɪ'ʃənəl/ (adj) дополнительный
 charge /tʃɑ:dʒ/ (v) обвинять в нарушении закона
 chart /tʃɑ:t/ (n) схема, диаграмма
 chore /tʃɔ:ə/ (n) рутинная работа, работа по дому
 conman /kɒnmæn/ (n) жулик, ловкач, мошенник,
 проходимец
 conceal /kən'seɪl/ (v) скрывать
 exceed /ɪk'si:d/ (v) превышать
 ID /aɪ di:/ (n) удостоверение личности
 loss /lɒs/ (n) потеря, утрата
 mow /maʊ/ (v) косить
 notify /nəʊ'tɪfaɪ/ (v) извещать, уведомлять
 record /rɪ'kɔ:d/ (n) записи, заметки
 requirement /rɪ'kwəɪə'mənt/ (n) требование
 shout /ʃaʊt/ (v) кричать
 transaction /trænzæk'tʃən/ (n) распределение
 vacuum /vækju:m/ (n) пылесос

Phrasal verbs

apply for (phr v) подавать заявление
 draw up (phr v) составлять список
 pick sb up (phr v) забрать, подобрать

Phrases

do one's fair share (phr) выполнять равную часть работы

3d

alongside /ə'lɒŋsaɪd/ (adv) рядом, бок о бок, около
 bury /bəri/ (v) хоронить

chatter /tʃætə/ (v) стучать зубами
 chin /tʃɪn/ (n) подбородок
 coarse /kɔ:s/ (adj) грубый (*о ткани*)
 comment /kɒment/ (v) комментировать
 confront /kən'frʌnt/ (v) столкнуться, стоять против
 convict /kɒnvɪkt/ (n) осужденный
 debtor /deɪtə/ (n) должник
 earnestly /ɜ:nɪstli/ (adv) искренне
 encounter /ɪnkaʊntə/ (n) встреча
 fearful /fiə'fʊl/ (adj) страшный, пугающий
 file /faɪl/ (n) напильник
 glare /gleɪ/ (v) смотреть свирепо
 growl /graʊl/ (v) ворчать, ругать
 hardship /hɑ:dʃɪp/ (n) невзгоды, сложности, трудности
 impact /ɪmpækt/ (n) влияние, воздействие, эффект
 influence /ɪnfluəns/ (n) влияние
 lame /leɪm/ (v) хромать
 lie /laɪ/ (n) лежать, располагаться
 lick /lɪk/ (v) облизывать, лизать
 limp /lɪmp/ (v) ковылять, хромать, двигаться с трудом
 liver /lɪvə/ (n) печень
 mud /mʌd/ (n) грязь
 mutter /mʌtə/ (v) бормотать
 nettle /netl/ (n) крапива
 plead /pli:d/ (v) просить, умолять, призывать
 porch /pɔ:tʃ/ (n) крыльцо
 profound /prə'faʊnd/ (adj) основательный
 rag /ræg/ (n) лоскут
 ravenous /ræ'veɪnəs/ (adj) прожорливый
 seize /si:z/ (v) хватать
 shiver /ʃɪvə/ (v) дрожать от холода
 soak /soʊk/ (v) промокать
 steeple /sti:pəl/ (n) колокольня, шпиль собора
 sting /stɪŋ/ (v) жалить
 tear /teə/ (v) рвать, разрывать
 tight /taɪt/ (adj) тугой, плотный
 tilt /tɪlt/ (v) наклонять, опрокидывать
 timidly /tɪmɪdli/ (adj) робко, запуганно
 tombstone /tu:mstəʊn/ (n) надгробие
 tremble /trembl/ (v) трястись, дрожать

Phrasal verbs

point to (phr v) указывать, показывать (*пальцем*)
 smother in (phr v) покрывать
 speak up (phr v) повышать голос

Phrases

hold your nose (phr) зажимать нос
 have half a mind to (phr) быть склонным сделать
 что-либо

3e

achieve /ə'tʃi:v/ (v) заслуживать
 address /ə'dres/ (v) обращаться
 alternative /ɔ:ltə'nətv/ (adj) альтернативный
 appropriate /ə'prəʊpɪət/ (adj) соответствующий,
 подходящий
 balanced /bælənst/ (adj) уравновешенный
 banned /bænd/ (adj) запрещенный
 colloquial /kələ'kwɪəl/ (adj) повседневный, обыденный

Word List

consider /kənsɪdə/ (v) обдумывать, принимать решение
contain /kən'teɪn/ (v) содержать
crew /kru:/ (n) экипаж
express /ɪks'pres/ (v) выражать
financially /faɪnænʃiəli/ (adv) финансово
independence /ɪndɪpɛndəns/ (n) независимость
individual /ɪndɪvɪdʒuəl/ (n) личность
lead /li:d/ (v) вести
mild /maɪld/ (adj) мягкий
opponent /ə'pɒnənt/ (n) противник, оппонент
opposing /ə'pɒzɪŋ/ (adj) противоположный
over-generalise /'oʊvər dʒenrəlaɪz/ (v) обобщать
passenger /'pæsɪndʒə/ (n) пассажир
pocket money /'pɒkɪt mʌni/ (n) карманные деньги
politically-minded /pə'lɪtɪkəl maɪndɪd/ (adj) политически направленный
quotation /kwɒtɪ'eɪʃn/ (n) цитата
restate /ri:'steɪt/ (v) утверждать
rhetorical question /rɪ'tɒrɪkəl kwɛstʃən/ (n) риторический вопрос
skill /skɪl/ (n) умение
struggle /'strʌɡl/ (v) бороться
suffer /sʌfə/ (v) страдать
summarise /sʌmərəɪz/ (v) подводить итог
topic /'tɒpɪk/ (n) тема
unwise /ʌnwaɪz/ (adj) неразумный
valuable /və'ljuəbəl/ (adj) ценный
viewpoint /'vjʊ:poɪnt/ (n) точка зрения
vote /vəʊt/ (v) голосовать

Phrasal verbs
take up (phr v) занимать (*время*)

Culture Corner 3

continent /kɒntɪnənt/ (n) континент
crown /kraʊn/ (n) корона
declaration /dek'lærɪ'eɪʃn/ (n) провозглашение
depict /dɪpɪkt/ (v) изображать
freedom /'fri:dəm/ (n) свобода
gateway /'geɪtweɪ/ (n) ворота, вход
homeland /'həʊmlænd/ (n) родина, место рождения
harbour /'hɑ:bə/ (n) гавань
huddle /'hʌdəl/ (v) толпиться
immigration /ɪmɪgrɪ'eɪʃn/ (n) иммиграция, переселение
inscription /ɪn'skrɪpʃən/ (n) надпись, посвящение
legal /li:ɡəl/ (adj) законный
liberty /lɪ'bɜ:ti/ (n) свобода
life-size /laɪf'saɪz/ (adj) в натуральную величину
loose-fitting /lu:sfɪtɪŋ/ (adj) свободно сидящий
monument /'mɒnjumənt/ (n) памятник
opportunity /ə'pɔ:tju:nɪti/ (n) возможность
oppression /ə'preʃən/ (n) угнетение
ray /reɪ/ (n) луч
replica /'replɪkə/ (n) репродукция, копия
robe /rəʊb/ (n) мантия
symbolic /sɪm'bɒlɪk/ (adj) символический
symbolise /sɪm'bəlaɪz/ (v) символизировать
tablet /'tæblət/ (n) мемориальная доска
torch /tɔ:ʃ/ (n) факел

would-be /wʊdbi/ (adj) мечтающий, претендующий

Phrasal verbs

pass through (phr v) пройти через

Across the curriculum: Citizenship

adopt /ə'dɒpt/ (v) принимать (*признавать*)
agreement /ə'grɪ:mənt/ (n) соглашение
charity /tʃæɪrɪti/ (n) благотворительность
civilisation /sɪvɪlaɪzɪ'eɪʃn/ (n) цивилизация
concern /kənsɜ:rn/ (n) беспокойство
cruelty /kru:əlti/ (n) жестокость
deny /dɪnaɪ/ (v) препятствовать, не допускать
dignity /dɪ'ɡnɪti/ (n) достоинство
injustice /ɪn'dʒʌstɪs/ (n) несправедливость
invent /ɪn'vent/ (v) изобретать
morally /mɒrəli/ (v) нравственно, морально
practice /'præktɪs/ (v) практиковаться, тренироваться
race /reɪs/ (n) гонимый
simplified /sɪm'plɪfaɪd/ (adj) упрощенный
slave /sleɪv/ (n) раб
torture /tɔ:ʃtʃə/ (v) пытать
treat /tri:t/ (v) обращаться с кем-либо
universal /ju:nɪvɜ:səl/ (adj) универсальный

Going Green 3

achievable /ə'tʃɪ:vəbəl/ (adj) достижимый, достигаемый
carpool /kɑ:pu:l/ (n) совместное пользование автомобилем
compost heap /kɒmpɒst hi:p/ (n) компостная куча
conserve /kənsɜ:v/ (v) сохранять, беречь
disposable /dɪs'pəʊzəbəl/ (adj) одноразовый
embarrassing /ɪm'bærəsɪŋ/ (adj) смущающий
ground /graʊnd/ (n) гуща (*кофейная*)
organic /ɔ:ɡæ'nɪk/ (adj) органический
peel /pi:l/ (n) кожура, шкурка (*у овощей или фруктов*)
rechargeable /ri:tʃɑ:ʃəbəl/ (adj) перезаряжаемый
refuse /rɪ'fju:z/ (v) отказываться
shade /ʃeɪd/ (n) оттенок
survival /sə'vaɪvəl/ (n) выживание
tap /tæp/ (n) кран (*на кухне, в ванной*)
target /tɑ:ɡɪt/ (n) цель
unprocessed /ʌn'prəʊsesɪd/ (adj) необработанный
wildlife reserve /waɪldlaɪf rɪzɜ:v/ (n) заповедник

Phrases
be in one's best interest (phr) быть заинтересованным в чем-либо
reduce one's impact on sth (phr) ослаблять влияние кого-либо на что-либо

MODULE 4

4a

agonising /æ'ɡɒnɪzɪŋ/ (adj) мучительный
ankle /æŋkəl/ (n) лодыжка
ascent /ə'sent/ (n) восхождение, подъем
attempt /ə'tempt/ (n) попытка, проба

bold /bəʊld/ (adj) храбрый, смелый
back /bæk/ (n) спина
bruise /bru:z/ (n) синяк, кровоподтек
cliff /klɪf/ (n) утес, отвесная скала
collarbone /kɒlə'boʊn/ (n) ключица
conquer /kɒŋkə/ (v) преодолевать, одолевать
crawl /krɔ:l/ (v) ползать, ползти
crippled /krɪp'ld/ (adj) покалеченный
cure /kjʊə/ (v) вылечить
descent /dɪsɛnt/ (n) спуск
display /dɪspleɪ/ (v) показывать
drop /drɒp/ (n) снижение
edge /edʒ/ (n) край
excruciating /ɪkskrʊ:ʃi'eɪtɪŋ/ (adj) мучительный
fracture /fræktʃə/ (n) трещина, разлом, пролом
frostbitten /frɒstbɪt'n/ (adj) обмороженный
harsh /hɑ:ʃ/ (adj) резкий
heel /hi:l/ (n) каблук, шпилька
hip /hɪp/ (n) бедро
hurt /hɜ:t/ (v) удариться, пораниться
hurtful /hɜ:t'fʊl/ (adj) болезненный
hypothermia /haɪpə'θɜ:miə/ (n) переохлаждение
injury /ɪndʒəri/ (n) рана, повреждение
inside /ɪnsaɪd/ (adj) внутренний
internal /ɪntɜ:'nəl/ (adj) внутренний, душевный
irresistible /ɪrɪzɪstɪb'əl/ (adj) неотразимый, непреодолимый
miraculously /mɪrə'kjʊləsli/ (adv) чудесным образом
mountaineer /maʊntɪniə/ (n) альпинист
muscle /mʌsəl/ (n) мускул
nagging /næɡɪŋ/ (adj) надоедливый, противный, ворчливый
nail /neɪl/ (n) ноготь
pain /peɪn/ (n) боль
painful /peɪn'fʊl/ (adj) болезненный
path /pɑ:θ/ (n) тропинка, дорожка
peak /pi:k/ (n) вершина горы
pitch black /pɪtʃ blæk/ (n) черный, как смоль
rope /rəʊp/ (n) канат, веревка
scratch /skrætʃ/ (v) царапать
severe /sɪvɪə/ (adj) сильный
shin /ʃɪn/ (n) голень
shoulder /ʃəʊldə/ (n) плечо
skull /skʌl/ (n) череп
slim /slɪm/ (adj) стройный, тонкий
slip /slɪp/ (v) скользить, сползть
sprain /spreɪn/ (v) рязянуть связки, сухожилия
stiff /stɪf/ (adj) одеревенелый, окостеневший
strike /straɪk/ (v) ударять
subconscious /sʌb'kɒŋʃəs/ (adj) подсознательный
summit /sʌmɪt/ (n) вершина (горы)
supposedly /sə'pəʊzɪdli/ (adv) возможно, якобы, предположительно
swollen /swɒl'n/ (adj) распухший, опухший
tale /teɪl/ (n) рассказ, история
throat /θrəʊt/ (n) горло
thumb /θʌm/ (n) большой палец
treat /tri:t/ (v) лечить
unconscious /ʌn'kɒŋʃəs/ (adj) бессознательный

void /vɔɪd/ (n) пустота
waist /weɪst/ (n) талия
willpower /wɪl'paʊə/ (n) воля
wound /waʊnd/ (n) рана
wrist /rɪst/ (n) запястье

Phrases

against all odds (phr) несмотря ни на что
hold on to (phr) держаться за
narrow escape (phr) быть на волосок от гибели

4b

allergic /ə'lɜ:ʃɪk/ (adj) аллергический
antibiotics /æntɪbaɪ'ɒtɪks/ (n) антибиотики
appointment /ə'pɔɪntmənt/ (n) встреча по договоренности
blocked /blɒkt/ (adj) заложенный (о носе)
blow /bləʊ/ (v) прочищать нос, сморкаться
bug /bʌg/ (n) вирус
chest /tʃest/ (n) грудная клетка
chickenpox /tʃɪkɪnpɒks/ (n) ветряная оспа, ветрянки
contagious /kɒntɪ'ɟɪəs/ (adj) заразный, инфекционный (о болезнях)
cough /kɒf/ (n) кашель
dizzy /dɪzi/ (adj) чувствующий головокружение
dull /dʌl/ (adj) тупая, ноющая (о боли)
faint /feɪnt/ (v) упасть в обморок
fortnight /fɔ:t'naɪt/ (n) две недели
hacking /hækiŋ/ (adj) сухой, отрывистый
hay fever /heɪ fi:və/ (n) сенная лихорадка, аллергия на цветочную пыльцу
heart attack /hɑ:t ə'tæk/ (n) сердечный приступ
hoarse /hɔ:s/ (adj) хриплый, осипший (о голосе)
infection /ɪnfek'ʃn/ (n) инфекция
itchy /ɪtʃi/ (adj) зудящий
ointment /ɔɪntmənt/ (n) мазь
prescription /prɪ'skrɪpʃn/ (n) рецепт
rash /ræʃ/ (n) сыпь
response /rɪ'spɒns/ (n) ответ
runny /rʌni/ (adj) мокрый, сопливый (о носе)
slight /slaɪt/ (adj) легкий
sneeze /sni:z/ (v) чихать
sore /sɔ:ə/ (adj) болезненный, воспаленный
splitting /splɪtɪŋ/ (adj) сильный (о головной боли)
spot /spɒt/ (n) прыщик
streaming /stri:mɪŋ/ (adj) сильный (о насморке)
temperature /temprətʃə/ (n) температура
throbbing /θrɒbɪŋ/ (adj) пульсирующий
thumping /θʌmpɪŋ/ (adj) обширный, гигантский
tickly /tɪk'li/ (adj) щекочущий
virus /vaɪərəs/ (n) вирус
vomit /vɒmɪt/ (v) тошнить, рвать
wheeze /'wi:z/ (v) сопеть, хрипеть

Phrases

catch a cold (phr) простудиться, заболеть
make a full recovery (phr) полностью выздороветь

4c

abandon /ə'bændən/ (v) покидать

Word List

arson /ɑːˈsɒn/ (n) поджог
bandage /ˈbændɪdʒ/ (n) повязка, бинт
broadband Internet connection /brɔːdbænd ɪntəˈnet kənekʃn/ (n) высокоскоростной Интернет
cast /kɑːst/ (n) гипс
cinema complex /sɪˈnɪmɑː kɒmpleks/ (n) кинокомплекс
convince /kənˈvɪns/ (v) убеждать, уверять
debris /deɪˈbrɪ/ (n) развалины
frequent /ˈfriːkwənt/ (adv) частый
genius /dʒiˈniəs/ (adj) гениальный
identity /aɪdɛntɪti/ (n) личность
insist /ɪnˈsɪst/ (v) настаивать
lawn /lɔːn/ (n) луг, лужайка
link /lɪŋk/ (v) соединяться, соединять
mayor /ˈmeɪə/ (n) мэр
monster /ˈmɒnstə/ (n) монстр, чудовище
nest /neɪst/ (n) гнездо
observe /əbˈzɜːv/ (v) наблюдать, замечать
operation /ɒpəˈreɪʃn/ (n) операция
predict /prɪˈdɪkt/ (v) предугадывать, предвидеть
rise /raɪz/ (v) повышать, увеличивать
sense /sens/ (v) чувствовать
shoot /ʃuːt/ (v) стрелять
smash /smæʃ/ (v) разбивать вдребезги
suspicious /səˈspɪʃəs/ (adj) подозрительный
swallow /swɒləʊ/ (v) глотать
tow truck /təʊ trʌk/ (n) буксир
tsunami /tsʊˈnɑːmi/ (n) цунами

Phrasal verbs

break out (phr v) внезапно начаться
pull down (phr v) сносить (*здание*)

4d

about /əˈbaʊt/ (adv) около, рядом
audience /ɔːˈdiəns/ (n) публика, зрители
avenue /ˈævɪnjuː/ (n) проспект, широкая улица
be admitted /bi ˈædmɪtɪd/ (v) быть допущенным
burst /bɜːst/ (n) импульс, порыв, пулеметная очередь
cave /keɪv/ (n) пещера
confused /kənˈfjuːzɪd/ (adj) смущенный, поставленный в тупик
drown /draʊn/ (v) утонуть, тонуть
eager /ˈiːɡə/ (adj) жаждающий, нетерпеливый, стремящийся к чему-либо
emerge /ɪmɜːdʒ/ (v) появляться, показываться, возникать
expedition /ɛkspɪdɪʃn/ (n) экспедиция
extent /ɪkˈstɛnt/ (n) объем, протяжение, размер, пространство
fetch /fɛtʃ/ (v) достать, принести что-либо
flea market /fliː mɑːˈkɪt/ (n) «блошинный рынок», барахолка
glimpse /glɪmp/ (v) мимолетный взгляд
grope /ɡroʊp/ (v) идти наощупь
guide /ɡaɪd/ (v) показывать путь, проводить, вести
hail /heɪl/ (v) окликать
inspiration /ɪnspɪˈreɪʃn/ (n) вдохновение
joy /dʒɔɪ/ (n) радость

labour /leɪbə/ (v) трудиться, работать
passage /ˈpæsɪdʒ/ (n) проход
rescue /ˈreskjʊ/ (n) спасение
row /rəʊ/ (v) грести
sheet /ʃiːt/ (n) простынь
speck /spek/ (n) пятнышко, крупинка
stretch /streɪtʃ/ (n) протяжение, отрезок
striking /straɪkɪŋ/ (adj) поразительный, удивительный
string /strɪŋ/ (v) натягивать
stuff /stʌf/ (n) вещи
supper /ˈsʌpə/ (n) ужин
valley /ˈvæli/ (n) долина
wasting illness /weɪstɪŋ ɪlˈnəs/ (n) изнурительная болезнь
wild /waɪld/ (adj) дикий
witness /ˈwɪtnəs/ (v) свидетель
youngster /jʌŋstə/ (n) подросток, молодой человек

Phrasal verbs

get about (phr v) начинать (вы)ходить после болезни
put in (phr v) добавлять
shake off (phr v) избавляться
track out (phr v) выслеживать

Phrases

at once (phr) немедленно, сразу же
break the good news (phr) сообщать хорошие новости
not have the least doubt (phr) быть совершенно уверенным в чем-либо

4e

accuracy /ækjʊrəsi/ (n) аккуратность
airlift /eəˈlɪft/ (v) перевозить пассажиров по воздуху
lively /ˈlaɪvli/ (adj) оживленный, веселый
award /əˈwɔːd/ (v) награждать
beam /biːm/ (v) радостно улыбаться
brave /breɪv/ (adj) смелый
chatty /tʃæti/ (adj) болтливый
chopper /tʃɒpə/ (n) вертолет
coastguard /kəʊstɡɑːd/ (n) береговая охрана
consequence /kɒnsɪkwens/ (n) следствие
content /kəntent/ (adj) довольный
crackle /krækəl/ (v) хрустеть
dash /dæʃ/ (v) стремительно двигаться куда-либо
delight /dɪlaɪt/ (n) восторг
distress call /dɪstres kɔːl/ (n) сигнал о помощи
eternity /ɪtɜːˈnɪti/ (n) вечность
evaluate /ɪvæljuːeɪt/ (v) оценивать
exclaim /ɪkskleɪm/ (v) восклицать
freighter /ˈfreɪtə/ (n) грузовое транспортное судно
frustrate /ˈfrʌstreɪt/ (v) расстраивать
giggle /ˈgɪɡəl/ (v) хихикать
gobble /ˈɡɒbəl/ (v) есть (*жадно и быстро*)
gratefully /ˈɡreɪtfuli/ (adv) благодарно
grin /ɡrɪn/ (v) широко улыбаться
gust /ɡʌst/ (n) порыв ветра
heartbroken /hɑːtˈbrəʊkən/ (adj) убитый горем
hover /ˈhɒvə/ (v) парить
illustrate /ɪləˈstreɪt/ (v) иллюстрировать, описывать
lark /lɑːk/ (n) жаворонок

lively /laɪvli/ (adj) живой, полный жизни
 medal /medəl/ (n) медаль
 merry /meri/ (adj) веселый
 miraculous /mɪrəkjələs/ (adj) чудесный, удивительный
 mood /muːd/ (n) настроение
 motionless /ˈmouʃnɪləs/ (adj) обездвиженный
 munch /mʌntʃ/ (v) жевать, чавкать
 peer /pɪə/ (v) вглядываться, всматриваться
 plotline /plɒtlaɪn/ (n) сюжетная линия
 rake /reɪk/ (n) грабли
 refuel /riːfjuːəl/ (v) дозаправиться, пополнить запасы топлива
 relieved /rɪˈliːvd/ (adj) облегченный
 rescue mission /ˈreskjʊː mɪʃn/ (n) миссия спасения
 rescue unit /ˈreskjʊː juːnɪt/ (n) спасательная группа, спасательный отряд
 roar /rɔːr/ (v) орать, реветь
 rock /rɒk/ (v) качаться
 screech /skriːtʃ/ (v) издавать визжащий звук
 sequence /ˈsiːkwəns/ (n) последовательность
 shift /ʃɪft/ (n) рабочая смена
 sigh /saɪ/ (v) вздыхать
 sinking /ˈsɪŋkɪŋ/ (adj) тонуций
 skilful /ˈskɪlfʊl/ (adj) мастерский, опытный
 snap /snæp/ (v) ломаться
 snatch /snætʃ/ (v) схватить, ухватить
 stare /steə/ (v) уставиться
 stride /straɪd/ (v) идти широким шагом
 stumble /ˈstʌmbəl/ (v) спотыкаться
 survivor /səˈvaɪvə/ (n) выживший, оставшийся в живых
 throb /θrɒb/ (v) стучать, пульсировать
 thump /θʌmp/ (v) глухо стучать
 thunder /ˈθʌndə/ (v) ворваться с грохотом
 ton /tʌn/ (n) тонна
 trapped /træpt/ (adj) захваченный, в ловушке
 vivid /vɪvɪd/ (adj) живой, яркий
 wail /weɪl/ (v) стонать, причитать
 yell /jel/ (v) вопить, визжать

Phrases

as happy as a lark (phr) веселый, жизнерадостный
 as plain as a day (phr) простой, очевидный
 as quick as a flash (phr) очень быстрый, как молния
 as sick as a dog (phr) плохо себя чувствовать
 as white as a sheet (phr) белый как лист; бледный
 catch sb's eye (phr) привлекать чье-либо внимание
 die to meet sb (phr) очень хотеть с кем-то увидиться
 frozen with fear (phr) замереть от страха
 gasp for breath (phr) хватать ртом воздух
 go like clockwork (phr) работать, как часы
 have a memory like a sieve (phr) иметь девичью память
 in recognition of (phr) в знак признания, признательности
 leap into action (phr) быстро начать делать что-либо
 long face (phr) унылое, мрачное лицо

lose consciousness (phr) потерять сознание
 on board /ɒnbɔːrd/ (phr) находиться на борту (*корабля, самолета*)
 run aground (phr) сесть на мель
 safe and sound (phr) в целостности и сохранности

Culture Corner 4

barrack /bæɾək/ (n) казарма
 basin /beɪsɪn/ (n) водоем
 broom /brʊm/ (n) метла
 celebrity /sɪlebrɪti/ (n) знаменитость
 consult /kənsʌlt/ (v) консультироваться
 crawl /krɔːl/ (v) ползти
 dedicate /dedɪkeɪt/ (v) посвящать, отдавать много времени на что-то
 establish /ɪstæblɪʃ/ (v) основывать, учреждать
 filter /fɪltə/ (v) фильтровать, отбирать (*о новостях / информации*)
 filth /fɪlθ/ (n) грязь
 issue /ɪʃjuː/ (n) проблема
 lack /læk/ (n) недостаток
 linen /lɪnɪn/ (n) белье
 literally /lɪtərəli/ (adv) буквально, дословно
 medical supplies /ˈmedɪkəl səplɑɪz/ (n) медикаменты; медицинское оборудование
 rotten /rɒtən/ (adj) прогнивший
 scrubbing brush /skrʌbɪŋ brʌʃ/ (n) жесткая щетка
 sewage /ˈsuːɪdʒ/ (n) нечистоты
 sponge /spʌndʒ/ (n) губка
 state /steɪt/ (n) состояние
 supplies /səplɑɪz/ (n) оборудование
 unsanitary /ʌnsænɪtri/ (n) антисанитария
 unventilated /ʌnventɪleɪtɪd/ (adj) непроветриваемый
 volunteer /ˈvɒləntɪə/ (v) пойти добровольцем; добровольно поступить на службу

Phrases

around the clock (phr) круглые сутки

Across the curriculum: History

astonishingly /əˈstɒnɪʃɪŋli/ (adv) удивительно
 blaze /bleɪz/ (n) пламя
 column /kɒləm/ (n) колонна
 commemorate /kəmeməreɪt/ (v) почтить память
 demolish /dɪmɒlɪʃ/ (v) сносить, разрушать (*здание*)
 direct /daɪrɛkt/ (v) показывать направление; указывать путь
 ember /ˈembə/ (n) уголь
 engulf /ɪŋɡʌlf/ (v) поглощать, захватывать
 extinguish /ɪkstɪŋɡwɪʃ/ (v) гасить, тушить (*огонь*)
 fierce /fɪə/ (adj) ожесточенный, дикий
 ignite /ɪɡnaɪt/ (v) зажигать, запаливать
 oven /ɒvən/ (n) печь
 overcrowded /ˌoʊvəˈkraʊdɪd/ (adj) переполненный (*людьми*)

Word List

rage /reɪdʒ/ (v) бушевать
spark /spɑːk/ (n) искра
spot /spɒt/ (n) место
spread /sprɛd/ (v) распространяться

Phrasal verbs

die down (phr v) затихать, утихать

Phrases

bone dry (phr) абсолютно сухой (*осушенный*)
on fire (phr) в огне
pay dearly (phr) дорого платить за что-то;
расплачиваться
put out (phr) тушить огонь

Going Green 4

aquatic /əkwætɪk/ (adj) водный
clippings /klɪpɪŋz/ (n) обрезки
compost /kɒmpɒst/ (n) компост, органическое
удобрение
drain /dreɪn/ (n) осушительная труба
entangle /ɪntæŋɡl/ (v) вмешивать, вовлекать
eventually /ɪvenʃuəli/ (adv) в итоге, в конце концов
excess /ɪkses/ (n) избыток, излишек
fertiliser /fɜːtɪlaɪzə/ (n) удобрение
float /fləʊt/ (v) плыть
hose /həʊz/ (v) поливать из шланга
hosepipe /həʊzpaɪp/ (n) шланг
pavement /peɪvmənt/ (n) тротуар
precious /preʃəs/ (adj) драгоценный, дорогой
resource /rɪzɔːs/ (n) ресурс
restore /rɪstɔːr/ (v) восстанавливать
runoff /rʌnoʊ/ (n) сточные воды
soil /sɔɪl/ (n) почва
sprinkler /sprɪŋklə/ (n) распыскиватель
storm drain /stɔːm dreɪn/ (n) ливневый дренаж
stream /striːm/ (n) поток
sweep /swiːp/ (v) подметать, мести
toxic /tɒksɪk/ (adj) токсичный, ядовитый
waterway /wɔːtərweɪ/ (n) водный путь
weed /wiːd/ (n) сорняк

Phrasal verbs

dispose of (phr v) избавляться, выбрасывать

Phrases

spell bad news (phr) означать плохие новости

MODULE 5

5a

abandoned /əbændənd/ (adj) заброшенный
addict /ædɪkt/ (n) приверженец
B & B /biː ən biː/ (n) номер в гостинице с включенным в
стоимость завтраком (*bed & breakfast*)
barely /beəli/ (adv) едва
beg /bɛɡ/ (v) просить, попрошайничать
bench /bentʃ/ (n) скамейка
boom town /buːm taʊn/ (n) быстро растущий город
capital /kæpɪtəl/ (n) столица
choke /tʃəʊk/ (v) задыхаться, душить

cosmopolitan /kɒzmpəlɪtən/ (adj) всемирный
couch /kaʊtʃ/ (n) диван, кушетка
cramped /kræmpt/ (adj) тесный
disused /dɪsjʊzd/ (adj) вышедший из употребления
doorway /dɔːrweɪ/ (n) дверной проем
drug addict /drʌɡ ædɪkt/ (n) наркоман
fixed address /fɪkst adres/ постоянный адрес
foster home /fɒstə həʊm/ (n) семья, принявшая на
воспитание ребенка
fully-furnished /fʊli fɜːnɪʃt/ (n) полностью
обставленный мебелью
government /gʌvənmənt/ (adj) правительство
hostel /hɒstəl/ (n) дешевый отель, хостел
industrial /ɪndʌstriəl/ (adj) промышленный
inner /ɪnə/ (adj) внутренний
load /ləʊd/ (n) множество, масса
odd /ɒd/ (adj) случайный
office building /ɒfɪs bɪldɪŋ/ (n) офисное здание
pedestrianised /pɪdɪstriənaɪzd/ (adj) закрытый для
автомобильного движения
posh /pɒʃ/ (adj) роскошный, пафосный
poverty /pɒvəti/ (n) бедность
privacy /prɪvəsi/ (n) уединение
reluctant /rɪlʌktənt/ (adj) вынужденный, неохотный
residential /rezɪdɪŋʃl/ (adj) жилой
rough /rʌf/ (adv) беспокойный, опасный (*о районе*)
run-down /rʌn daʊn/ (adj) пришедший в негодность,
обветшалый
scarce /skeɪs/ (adj) скудный, недостаточный,
дефицитный
self-esteem /self ɪstiːm/ (n) самоуважение, чувство
собственного достоинства
shanty /ʃæntɪ/ (n) хижина, хибара, лачуга
sort of (phr) вроде того
soup kitchen /suːp kɪtʃɪn/ (n) бесплатная столовая для
бедных
squat /skwɒt/ (n) приют, ночлежка
suburb /sʌbɜːb/ (n) пригород
sub-zero /sʌb zɪərəʊ/ (adj) ниже нуля
temporary /tɛmpərəri/ (adj) временный
toss /tɒs/ (v) бросать, кидать
vicious circle /vɪʃəs sɜːkəl/ (n) замкнутый круг, порочный
круг
warehouse /weəhaʊs/ (n) склад
well-lit /welɪt/ (adj) хорошо освещенный
whatsoever /wɒtsəʊevə/ (adv) какой бы ни

Phrasal verbs

break out of (phr v) вырываться
date from (phr v) берущий начало от
get back (phr v) возвращать, возвращаться
open up (phr v) открываться, рассказывать о своих
чувствах
run out (phr v) заканчиваться
stick to (phr v) придерживаться чего-либо
take sb on (phr v) нанимать кого-либо на работу

Phrases

make ends meet (phr) сводить концы с концами

take pity on (phr) сжалиться, жалеть кого-либо

5b

alley /æli/ (n) переулочек

beggar /beɡə/ (n) нищий, попрошайка

delay /dilei/ (n) задержка

disgusting /disgʌstɪŋ/ (adj) отвратительный, противный

foul /faʊl/ (v) гадить

graffiti /græfɪti/ (n) рисунки на стенах, граффити

lack /læk/ (n) недостаток

health risk /helθ rɪsk/ (n) риск для здоровья

mess /mes/ (n) помет

offensive /əfensɪv/ (adj) обидный, оскорбительный

overcrowded /oʊvə'kraʊdɪd/ (adj) переполненный

pavement /peɪvmənt/ (n) тротуар

permit /pɜ:'mɪt/ (n) разрешение

pirate CD/DVD /paɪrət si: di:/di: vi: di:/ (n) пиратская копия

public transport /pʌblɪk trænspɔ:'t/ (n) общественный транспорт

relief /rɪli:f/ (n) облегчение

roadworks /rəʊd'wɜ:kz/ (n) дорожные работы

stink /stɪŋk/ (v) вонять, плохо пахнуть

stray animal /streɪ ænɪmʰl/ (n) бездомное животное

street hawker /stri:t hɔ:kə/ (n) уличный продавец

Phrases

everything but the kitchen sink (phr) все подряд

have a roof over our heads (phr) иметь крышу над головой

heavy traffic /hevi træfɪk/ (phr) затрудненное движение транспорта

lead sb up the garden path (phr) водить за нос, обманывать

throw money down the drain (phr) тратить деньги попусту

5c

cluttered /klʌtəd/ (adj) захламленный, заставленный

crash helmet /kræʃ helmənt/ (n) защитный шлем

obligation /ɒblɪgeɪʰn/ (n) обязанность

prohibition /prəʊɪbɪʰn/ (n) запрет

prosperity /prɒsperɪti/ (n) достаток

renovate /renəveɪt/ (v) обновлять, улучшать

Phrasal verbs

get rid of (phr v) избавляться от

Phrases

give sb a lift (phr) подвозить кого-либо

5d

acre /eɪkə/ (n) акр (4047 квадратных метров земли)

ancestry /ænsɛstri/ (n) происхождение

anxiety /æŋzæti/ (n) нервозность, волнение

appliance /əplɑ:ns/ (n) бытовой электроприбор

apprehension /æprɪheŋʰn/ (n) дурное предчувствие

assistance /ə'sɪstəns/ (n) помощь

border /bɔ:'dɜ:/ (n) граница

bow /bəʊ/ (n) лук (для стрельбы)

branch /bræ:ntʃ/ (n) ветка

burden /bɜ:'dɜ:n/ (n) обязательство

characterisation /kæriktəraɪzeɪʰn/ (n) характеристика, описание

circumstance /sɜ:'kʌmstəns/ (n) обстоятельство

cottage /kɒtɪdʒ/ (n) коттедж, загородный дом

crimson /krɪmzʰn/ (adj) малиновый, темно-красный

descendant /dɪsɛndənt/ (n) потомок

desire /dɪzəɪə/ (n) желание

dignified /dɪgnɪfaɪd/ (adj) величественный, возвышенный, обладающий чувством собственного достоинства

distant /dɪstənt/ (adj) удаленный

district /dɪstrɪkt/ (n) район

elegant /elɪɡənt/ (adj) эlegantный

emerald /emərəld/ (adj) изумрудный, ярко-зеленый

estate /ɪsteɪt/ (n) поместье, имение, владение

evergreen /evə'grɪn/ (adj) вечнозеленый

fancy /fænsi/ (adj) дорогой

fate /feɪt/ (n) судьба

fit /fɪt/ (v) оснащать, экипировать

gaze /geɪz/ (v) пристально глядеть, вглядываться

gifted /gɪftɪd/ (adj) одаренный

gravel /grævəl/ (n) гравий

greenhouse /grɪnhaʊs/ (n) теплица, парник

grumbling /grʌmbəlɪŋ/ (adj) ворчливый

hall /hɔ:l/ (n) зал, павильон

innocence /ɪnəsəns/ (n) невиновность

issue /ɪʃu:/ (v) выпускать, издавать, публиковать

landscape /lændskeɪp/ (n) ландшафт

lodge /lɒdʒ/ (n) сторожка, будка

manor /mænə/ (n) поместье

mansion /mæŋʰn/ (n) особняк

misfortune /mɪsfɜ:'tʃu:n/ (n) неудача

moral /mɒrəl/ (adj) нравственный

ornamental /ɔ:'næməntəl/ (adj) декоративный

pasture /pæstʃə/ (n) пастбище

publisher /pʌblɪʃə/ (n) издательство

semi-fictional /semi'fɪkʃənl/ (adj) наполовину выдуманный

set /set/ (adj) расположенный

shape /ʃeɪp/ (v) придавать форму

shed /ʃed/ (n) сарай

somewhat /sʌm'hwɒt/ (adv) немного, в некоторой степени

squeeze /skwi:z/ (v) выжимать

stable /steɪbəl/ (n) конюшня

stretch /stretʃ/ (v) простираться, протягиваться

tend /tend/ (v) ухаживать, заботиться, присматривать

thrive /θraɪv/ (v) процветать, преуспевать

troublesome /trʌbəl'səm/ (adj) проблемный

Phrasal verbs

fall in with (phr v) соглашаться с чем-либо

Phrases

by hook or by crook (phr) всеми возможными путями

claim kin (phr) претендовать на родство

come in sight (phr) появляться

devote yourself to sb/sth (phr) посвящать себя

Word List

чему-либо
in full view (phr) в полной мере, в полном объеме
take sb/sth for granted (phr) принимать как должное
there and then (phr) немедленно
throw upon sb's shoulders (phr) сбрасывать на чьи-либо плечи

5e

aim /eɪm/ (n) цель
apartment block /əpɑːtmənt blɒk/ (n) жилой дом
communal area /kəmjʊnəl ɛəriə/ (n) совместная территория
community centre /kəmjʊnɪti sɛntə/ (n) общественный центр
commute /kəmjʊt/ (v) ежедневно ездить на работу и с работы
content /kɒntent/ (n) содержимое, содержание
crime rate /kraɪm reɪt/ (n) уровень преступности
decor /deɪkəː/ (n) декор, внутренний дизайн
document /dɒkjʊmənt/ (n) документ
exterior /ɪkstiəriəl/ (n) наружный, внешний
factual /fæktʃuəl/ (adj) фактический, основанный на фактах
funding /fʌndɪŋ/ (n) финансирование, субсидирование
greenery /grɪːnəri/ (n) зелень, растительность
housing estate /haʊzɪŋ ɪsteɪt/ (n) жилой массив, микрорайон, населенный пункт
immensely /ɪmɛnsli/ (adv) в огромной степени, чрезвычайно
implement /ɪmplɪmənt/ (v) выполнять, осуществлять
inhabitant /ɪnhæbɪtənt/ (n) житель
intercom /ɪntəˈkɒm/ (n) интерком, внутренняя телефонная связь
network /nɛtwɜːk/ (n) сеть
participate /pɑːtɪsɪpeɪt/ (v) участвовать
purpose /pɜːpəs/ (n) цель
refurnish /rɪfɜːnɪʃ/ (v) переоборудовать новой мебелью
resident /rezɪdənt/ (n) постоянный житель
submit /səbmɪt/ (v) представлять на рассмотрение
uninhabited /ʌnɪnhæbɪtɪd/ (adj) необитаемый, нежилой
warden /wɔːdɪn/ (n) смотритель, надзиратель, инспектор
well-stocked /wel stɒkt/ (adj) с большим выбором товаров

Phrasal verbs

carry out (phr v) исполнять
cater for (phr v) удовлетворять (*требования*)
do up (phr v) ремонтировать
tow away (phr v) эвакуировать, буксировать на место стоянки

Culture Corner 5

attic /ætɪk/ (n) чердак
crime rate /kraɪm reɪt/ (n) уровень преступности
basement /beɪsmənt/ (n) подвал, подвальное помещение
loft /lɒft/ (n) чердак
outskirts /aʊtskɜːts/ (n) окраина, окрестности

pattern /pætə'n/ (n) образец, пример, шаблон
property /prɒpə'ti/ (n) владение
railing /reɪlɪŋ/ (n) ограда
retire /rɪtaɪə/ (v) уйти на пенсию
row /rəʊ/ (n) ряд
slate /sleɪt/ (n) шифер, шиферная плитка
stained glass /steɪnd glɑːs/ (n) витражное стекло, витраж
steep /stiːp/ (adj) крутой, острый (*о крыше*)
terrace /terɪs/ (n) ряд стандартных домиков вдоль улицы

Across the Curriculum: Geography

access /ækses/ (n) доступ
affordable /əfɔːdəbəl/ (adj) допустимый по средствам, возможный
agency /eɪdʒənsi/ (n) агентство
amenity /əmɪnɪti/ (n) жизненные удобства
authority /ɔːθɒrɪti/ (n) полномочие, ответственность
conflict /kɒnflɪkt/ (n) конфликт
decent /diːsənt/ (adj) приемлемый
dweller /dwelə/ (n) обитатель, жилец
hut /hʌt/ (n) хижина, лачуга, хибара
labour /leɪbə/ (n) труд
loan /ləʊn/ (n) кредит, ссуда
malnutrition /mæl'njuːtrɪʃn/ (n) недоедание, недостаточное питание
permanent /pɜːmənənt/ (adj) постоянный
prospect /prɒspekt/ (n) перспектива
resolve /rɪzɒlv/ (v) решать
sanitation /sænɪteɪʃn/ (n) санитария, улучшение санитарных условий
slum /slʌm/ (n) трущоба
spirit /spɪrɪt/ (n) дух
urbanisation /ɜː'bæneɪzɪʃn/ (n) урбанизация, рост городов
vast /vɑːst/ (adj) огромный, громадный
worthless /wɜːθləs/ (adj) бесценный

Phrasal verbs

end up (phr v) оказываться
set up (phr v) основать, начать новое дело

Phrases

gain ownership (phr) стать владельцем

Going Green 5

bulldoze /bʊldoʊz/ (v) валить, расчищать бульдозером
commuter /kəmjʊtə/ (n) загородный житель, совершающий регулярные поездки в город (на работу)
conservation /kɒnsə'veɪʃn/ (n) сохранение
derelict /dɛrɪlɪkt/ (adj) брошенный, ненужный
enrich /ɪnrɪtʃ/ (v) обогащать
habitat /hæbɪtæt/ (n) естественная среда обитания, место жительства
inadequate /ɪnædɪkwət/ (adj) неподходящий, неадекватный
nature reserve /neɪtʃə rɪzɜːv/ (n) заповедник
oppose /əpəʊz/ (v) возражать, быть против
recreation /rekri'eɪʃn/ (n) место отдыха

region /rɪdʒən/ (n) регион, район
 restricted /rɪstrɪktɪd/ (adj) запрещенный, ограниченный
 suburbia /səbɜː'bɪə/ (n) пригород
 surrounded /səraʊndɪd/ (adj) окруженный
 town planner /taʊn plænə/ (n) градостроитель
 traffic congestion /træfɪk kɒŋdʒestʃən/ (n) автомобильная пробка, затор
 urban /zː'bæn/ (adj) городской

Phrasal verbs

force sb out (phr v) заставлять/принуждать кого-либо покинуть какое-либо место
 spread out (phr v) распространять

Phrases

swallow sth up (phr) исчезать, заглатывать
 under threat (phr) под угрозой
 visually pleasing (phr) приятный внешне

MODULE 6

6a

abduct /æbdʌkt/ (v) похищать
 advanced /ədvɑːnst/ (adj) развитый, продвинутый
 alien /eɪliən/ (n) пришелец
 analyse /ænəlaɪz/ (v) анализировать
 antenna /æntenə/ (n) антенна
 beam /biːm/ (v) испускать сигналы, светить
 beam /biːm/ (n) луч
 broadcast /brɔːdkɑːst/ (n) вещание, трансляция
 comb /kɒm/ (v) прочесывать, тщательно проверять
 comet /kɒmɪt/ (n) комета
 confine /kənfaɪn/ (v) ограничивать
 convincing /kɒnvɪnsɪŋ/ (adj) убедительный
 cosmos /kɒzmos/ (n) космос
 discouraging /dɪskʌrɪdʒɪŋ/ (adj) обескураживающий, смущающий
 download /daʊnloʊd/ (v) загружать информацию из Интернета
 extraterrestrial /ekstrətɛrɪstriəl/ (adj) внеземной
 flash /flæʃ/ (n) вспышка
 galaxy /gæləksi/ (n) галактика
 grain /greɪn/ (n) крупинка
 hunt /hʌnt/ (n) охота
 hypothesis /haɪpəθɪsɪs/ (n) гипотеза, предположение
 intelligence /ɪntelɪdʒəns/ (n) интеллект, разум
 intentionally /ɪntenʃənəlɪ/ (adv) намеренно, специально, умышленно
 laser /leɪzə/ (n) лазер
 military /mɪlɪtri/ (adj) военный
 moon /muːn/ (n) луна
 orbit /ɔː'bit/ (n) орбита
 planet /plænɪt/ (n) планета
 pretty /prɪti/ (adj) хорошенький, симпатичный
 radio wave /reɪdiəʊ weɪv/ (n) радиоволна
 sand /sænd/ (n) песок
 satellite /sætələɪt/ (n) спутник
 screensaver /skriːnseɪvə/ (n) экранная заставка (на компьютере)

shred /ʃred/ (n) клочок
 signal /sɪgnəl/ (n) сигнал, знак
 solar system /səʊləˈsɪstəm/ (n) Солнечная система
 telescope /teɪləskəʊp/ (n) телескоп
 the human race /ðə hjuːmən reɪs/ (n) человеческая раса, человечество

Phrasal verbs

point out (phr v) показывать, обращать внимание, рассказывать
 sit around (phr v) сидеть без дела, бездельничать
 tune in (phr v) настраиваться (на радиоволну)

Phrases

all the same (phr) без разницы, безразлично, все равно
 at some point (phr) в какой-то определенный момент
 face the fact (phr) смотреть фактам в лицо
 sweep the skies (phr) изучать небо через телескоп

6b

article /ɑː'tɪkəl/ (n) статья
 association /ə'səʊsiəʃən/ (n) ассоциация
 blazing row /bleɪzɪŋ raʊ/ (n) весомый аргумент
 broadsheet /brɔːdʃiːt/ (n) широкополосная газета
 coverage /kʌvərɪdʒ/ (n) репортаж, освещение события, трансляция
 covering /kʌvə'ɪŋ/ (n) оболочка, покрытие
 depressing /dɪpreʃɪŋ/ (adj) угнетенный, унылый
 development /dɪveləpmənt/ (n) развитие, рост
 exclusive /ɪksklʊ'sɪv/ (adj) эксклюзивный, единственный в своем роде
 feature /fiːtʃə/ (n) передовица
 fiction /fɪkʃən/ (n) вымысел
 first /fɜː'st/ (adj) первый
 front /frʌnt/ (n) лицевая сторона
 gutter press /gʌtəˈpreʃ/ (n) желтая пресса
 heading /hedɪŋ/ (n) заглавие, заголовок, рубрика
 headline /hedlaɪn/ (n) газетный заголовок, шапка
 interrupt /ɪntə'rʌpt/ (v) вмешаться, прекращать
 kid /kɪd/ (v) дразнить, подшучивать, шутить
 live /laɪv/ (adj) в прямом эфире
 media /miːdiə/ (n) средства массовой информации (телевидение, радио, Интернет)
 nervous breakdown /nɜːvəs breɪkdaʊn/ (n) нервный срыв, нервное расстройство
 newsagent /njuːz'eɪdʒənt/ (n) газетный киоск; магазин, продающий печатные издания
 news bulletin /njuːz bʊlɪtɪn/ (n) сводка новостей
 news flash /njuːz flæʃ/ (n) экстренное информационное сообщение
 press /preʃ/ (n) пресса
 rival /raɪvəl/ (n) конкурент, соперник
 sack /sæk/ (v) увольнять с работы
 scan /skæn/ (v) внимательно рассматривать, изучать
 scandal /skændəl/ (n) скандальное происшествие
 shameful /ʃeɪmfʊl/ (adj) позорный
 survey /sɜː'veɪ/ (n) опрос, обозрение, инспектирование
 tabloid /teɪblɔɪd/ (n) малоформатная газета (печатающая в основном сенсационный)

Word List

материал и уделяющая очень мало места текущим политическим событиям)

unfold /ʌnfəʊld/ (v) развертывать
update /ʌpdeɪt/ (n) свежие новости

Phrasal verbs

come out (phr v) выходить, становиться доступным
talk back (phr v) возражать, дерзить, огрызаться

Phrases

actions speak louder than words (phr) поступок говорит сам за себя, больше дела — меньше слов
hit the headlines (phr) попасть в заголовки
run a story (phr) помещать рассказ, печатать рассказ
speak of the devil (phr) легок на помине
speak the same language (phr) говорить на одном языке, понимать друг друга с полуслова
speak with a forked tongue (phr) говорить одно, а думать другое
speak one's mind (phr) высказывать свою точку зрения
sweet talk sb (phr) делать комплименты, умастить
take sth with a pinch of salt (phr) относиться к чему-либо с недоверием, скептически
talk in riddles (phr) говорить загадками
talk to the wall (phr) говорить в никуда; как об стенку
город

6c

accuse /ə'kju:z/ (v) обвинять, винить, придирается
assure /ə'ʃʊə/ (v) уверять
boast /bəʊst/ (v) хвастаться, хвалиться
motorway /'məʊtə'weɪ/ (n) шоссе, автомагистраль
patronise /'pætrənaɪz/ (v) покровительствовать, опекал

6d

absence /æbsəns/ (n) отсутствие
announce /ə'naʊns/ (v) оглашать, анонсировать
apprehensively /ə'prehensɪvli/ (adv) с опаской, предчувствуя недоброе
baa /bɑ:/ (v) блеять
bark /bɑ:k/ (v) лаять
benefit /'benɪfɪt/ (v) приносить /извлекать пользу
breed /brɪ:d/ (n) порода
cherish /tʃerɪʃ/ (v) лелеять, заботиться, ухаживать
command /kə'mɑ:nd/ (v) командовать
corner /'kɔ:nə/ (v) загнать в угол, припереть к стенке
croak /kroʊk/ (v) квакать
cry /kraɪ/ (n) крик
decisively /dɪ'saɪsɪvli/ (adv) решительно
determination /dɪ'tɜ:mɪneɪʃn/ (n) решительность
extract /ɪk'strækt/ (n) отрывок
fabric /'fæbrɪk/ (n) материал, ткань
faithfulness /'feɪθfʊlnəs/ (n) верность, преданность
fiercely /'fɪə'sli/ (adv) свирепо, жестоко
gently /dʒentli/ (adv) нежно
harsh /hɑ:ʃ/ (adj) суровый
hiss /hɪs/ (v) шипеть
howl /haʊl/ (v) выть
meow /miəʊ/ (v) мяукать

moor /mɪə/ (v) мычать
neigh /neɪ/ (v) ржать
oink /ɔɪnk/ (v) хрюкать
overturn /'oʊvə'tɜ:n/ (v) опрокидывать
pant /pænt/ (v) часто и тяжело дышать
quack /kwæk/ (v) крякать
regard /rɪgɑ:d/ (v) рассматривать
reluctantly /rɪ'lʌktəntli/ (adv) неохотно, скрепя сердце
remainder /rɪ'meɪndə/ (n) остаток
savagely /sə'veɪdʒli/ (adv) жестоко, свирепо, подобно дикарю
scream /skri:m/ (v) кричать, визжать
shadow /'ʃædəʊ/ (n) тень
sharp /ʃɑ:p/ (adj) отчетливый, резкий
stumble /'stʌmbəl/ (v) спотыкаться, оступаться
tame /teɪm/ (v) приручать, дрессировать
trot /trɒt/ (v) идти рысью
twitch /twɪtʃ/ (v) резко дернуть, дергаться
unwillingness /ʌn'wɪlɪŋnəs/ (n) нежелание
wag /wæɡ/ (v) качаться
whine /'waɪn/ (v) скулить, подвывать

Phrasal verbs

attribute to (phr v) приписывать кому-либо что-либо
drag on sth (phr v) тянуть что-либо с усилием
spring out (phr v) отпрыгивать

Phrases

be dear to (phr) много значить для кого-то
be of value (phr) иметь значение, быть важным, быть значимым
in vain (phr) зря, впустую
turn upon sb (phr) обращаться против кого-либо

6e

argue /ɑ:gju:/ (v) спорить
argument /ɑ:gjʊmənt/ (n) аргумент
client /klaɪənt/ (n) клиент
compulsory /kəm'pʌlsəri/ (adj) принудительный, обязательный
curiosity /kjʊə'ɪɪsɪti/ (n) любознательность, любопытство
deserve /dɪzə:'v/ (v) заслуживать
excite /ɪksaɪt/ (v) волновать
frustrating /frʌ'stɹeɪtɪŋ/ (adj) разочаровывающий
intrusion /ɪn'tru:ʒn/ (n) вторжение, появление без приглашения
proposal /prə'pəʊzəl/ (n) предложение
prospect /'prɒspekt/ (n) перспектива, возможность
proverb /'prɒvɜ:b/ (n) пословица, притча
rewarding /rɪ'wɔ:dɪŋ/ (adj) стоящий, полезный
source /sɔ:s/ (n) источник
vision /vɪʒn/ (n) видение, восприятие

Phrasal verbs

expose sb to sth (phr v) знакомить кого-либо с кем-либо

Phrases

in view of (phr) принимая во внимание, имея в виду

Culture Corner 6

colony /kɒləni/ (n) колония
 decline /daɪklaɪn/ (v) уменьшаться, снижаться
 fluently /flʊːəntli/ (adv) без запинки, бегло
 invade /ɪnveɪd/ (v) вторгаться, нападать
 invasion /ɪnveɪʒən/ (n) вторжение
 majority /mədʒɔːrɪti/ (n) большинство
 native /neɪtɪv/ (adj) родной, местный
 native tongue /neɪtɪv tʌŋ/ (n) родной язык
 occupation /ɒkjʊpeɪʃən/ (n) оккупация, захват
 overall /oʊvəɹɔːl/ (adj) общий, полный, всеобщий
 primarily /praɪmərɪli/ (adv) в первую очередь, главным образом
 revive /rɪvʌɪv/ (v) возрождаться, воскресать
 roughly /rʌfli/ (adv) приблизительно, в общих чертах
 tribe /traɪb/ (n) племя, род

Across the Curriculum: ICT

blanket /blæŋkɪt/ (n) шерстяное одеяло
 destined /dɛstɪnd/ (adj) назначенный, predetermined
 efficient /ɪfɪjənt/ (adj) рациональный, целесообразный
 identify /aɪdɛntɪfaɪ/ (v) опознавать, определять
 instant messenger /ɪnstənt mɛsɪndʒə/ (n) средство диалогового общения через Интернет
 loft /lɒft/ (n) голубятня
 messenger /mɛsɪndʒə/ (n) посыльный
 mirror /mɪrə/ (n) зеркало
 puff /pʌf/ (n) облако (дыма)
 signal /sɪgnəl/ (v) сигнализировать, посылать сообщение
 stock /stɒk/ (n) акции компании, ценные бумаги
 telegraph /tɛlɪgrɑːf/ (n) телеграф
 whistle /ˈwɪsəl/ (v) свистеть

Phrasal verbs

get sth across (phr v) передавать что-либо

Phrases

no matter how (phr) не имеет значения как
 take your pick (phr) выбирайте

Going Green 6

blast /blɑːst/ (v) оглушать
 breed /brɪd/ (v) размножать
 campaign /kæmpɛɪn/ (v) проводить кампанию
 drastic /dræstɪk/ (adj) сильный, глубокий
 drill /drɪl/ (v) сверлить, бурить
 explosive /ɪkspləʊsɪv/ (n) взрывчатка
 faint /faɪnt/ (adj) слабый, тусклый
 flood /flʌd/ (v) затоплять, наводнить
 hearing bubble /hɪərɪŋ bʌbəl/ (n) предел слышимости
 intense /ɪntɛns/ (adj) интенсивный
 low-frequency sound waves /loʊ frɪːkwənsi saʊnd weɪvz/ (n) низкочастотные волны
 marine /mərɪn/ (adj) морской
 mate /meɪt/ (v) спаривать (животных)
 offshore /ɒfʃɔː/ (adj) офшорный (на некотором расстоянии от берега)
 operation /ɒpəreɪʃən/ (n) операция
 stranded /strændɪd/ (adj) осевший
 sympathy /sɪmpəθi/ (n) сочувствие

Phrases

keep track of sth (phr) следить за чем-либо

MODULE 7

7a

achieve /ətʃɪv/ (v) добиваться
 banish /bænɪʃ/ (v) изгонять, выгонять
 candidate /kændɪdɪt/ (n) кандидат
 composer /kəmˈpəʊzər/ (n) композитор
 congress /kɒŋɡres/ (n) конгресс
 countless /kaʊntləs/ (adj) бесчисленный
 defeat /dɪfɪt/ (v) побеждать
 elect /ɪlekt/ (v) избирать
 failing /fɛɪlɪŋ/ (n) недостаток
 failure /fɛɪljə/ (n) провал, неудача
 fault /fɔːlt/ (n) недостаток, вина, ошибка
 goal /ɡoʊl/ (n) цель
 hopeless /həʊpləs/ (adj) безнадежный
 initially /ɪnɪʃəlɪ/ (adv) с самого начала, первоначально
 insurmountable /ɪnsəˈmaʊntəbəl/ (adj) непреодолимый
 long /lɒŋ/ (v) страстно желать, стремиться к чему-либо
 obstacle /ɒbstəkl/ (n) помеха, преграда
 overcome /oʊvəˈkʌm/ (v) преодолевать
 perseverance /pɜːsɪvərɪəns/ (n) упорство, настойчивость
 perspiration /pɜːspɪrɪʃən/ (n) потение, выделение пота
 process /prəʊses/ (n) процесс, ход, развитие
 prove /pruːv/ (v) доказывать
 reject /rɪdʒekt/ (v) не принимать, отвергать
 self-doubt /sɛlf daʊt/ (n) неуверенность в себе
 solve /sɒlv/ (v) решать, разрешать, находить решение
 symphony /sɪmfəni/ (n) симфония

Phrasal verbs

come up against (phr v) сталкиваться с
 end in (phr v) приводить к, оканчиваться
 run for (phr v) выставлять свою кандидатуру на выборах, баллотироваться

Phrases

a dream come true (phr) осуществление мечты
 dash one's hopes (phr) разбить чьи-либо надежды
 get one's hopes up (phr) успокаивать, подбадривать
 give up hope (phr) потерять надежду
 have high hopes of (phr) возлагать большие надежды на
 in the hope that (phr) в надежде, что
 pin one's hopes on (phr) возлагать надежды на кого-либо
 take steps (phr) предпринимать шаги, попытки
 take things as they come (phr) принимать как есть

7b

apprenticeship /əprentɪsɪp/ (n) период обучения
 attend /ətɛnd/ (v) посещать (уроки, занятия)
 classmate /klɑːsmet/ (n) одноклассник
 colleague /kɒliːg/ (n) коллега (по работе)
 course /kɔːs/ (n) курс (учебный)
 degree /dɪɡri/ (n) степень, звание

Word List

enrol /ɪnroul/ (v) зачислять в учебное заведение / на курсы
essay /eseɪ/ (n) очерк, набросок, эссе
fee /fi:/ (n) плата
flatmate /flætmeɪt/ (n) сосед по комнате
graduate /grædʒueɪt/ (v) заканчивать учебное заведение
grant /grɑːnt/ (n) стипендия
lecture /lektʃə/ (n) лекция
lesson /lesn/ (n) урок
loan /ləʊn/ (n) заем, кредит
place /pleɪs/ (n) возможность обучаться где-либо, место в университете или колледже
position /pəzɪʃn/ (n) положение, должность
price /praɪs/ (n) цена
prospectus /prɒspektəs/ (n) проспект (*учебного заведения, компании*)
qualification /kwɒlɪfɪkeɪʃn/ (n) квалификация
quality /kwɒləti/ (n) характерная черта
scholarship /skɒləʃɪp/ (n) стипендия
section /sekʃn/ (n) секция, часть
seminar /seminɑː/ (n) семинар
subject /sʌbdʒɪkt/ (n) предмет обучения (*литература, математика, физика и т. д.*)
syllabus /sɪləbəs/ (n) расписание занятий, программа курса лекций
tough /tʌf/ (adj) сложный

Phrasal verbs

go into (phr v) тщательно рассматривать, вникать, вступать
drop out (phr v) бросать обучение
hand in (phr v) сдавать

Phrases

beat around the bush (phr) ходить вокруг да около
carry the can (phr) нести ответственность, отдуваться за других
dream up an excuse (phr) придумывать оправдание
have the time of one's life (phr) отлично проводить время, наслаждаться жизнью, веселиться на славу
not be one's cup of tea (phr) не то, что нужно
you can't teach an old dog new tricks (phr) старого учить, что мертвого лечить
you live and learn (phr) век живи — век учишь

7c

cheat /tʃiːt/ (v) списывать
conceive /kənseɪv/ (v) постигать, понимать, осмысливать
contrary /kɒntrəri/ (adj) противоположный
post /pəʊst/ (n) почта
promote /prəməʊt/ (v) продвигать, способствовать, содействовать повышению

Phrases

meet a deadline (phr) успеть закончить работу к установленному сроку

7d

convey /kənveɪ/ (v) передавать информацию
despair /dɪspeə/ (n) отчаяние, беспомощность

extensively /ɪkstensɪvli/ (adv) подробно, тщательно
fool /fuːl/ (n) глупец, дурак
force /fɔːs/ (v) заставлять
greed /grɪd/ (n) жадность
heap /hiːp/ (n) куча, завал, ворох
honour /hɒnə/ (n) честь
impostor /ɪmpɒstə/ (n) обманщик, самозванец, мошенник
inspiring /ɪnspɪərɪŋ/ (adj) вдохновительный, вдохновляющий
knighthood /naɪthud/ (n) рыцарство, достоинство, рыцарское поведение
master /mɑːstə/ (n) хозяин
miserable /mɪzərəbəl/ (adj) несчастный, печальный, жалкий
motivated /məʊtɪveɪtɪd/ (adj) заинтересованный, целенаправленный
motivational /məʊtɪveɪʃənəl/ (adj) мотивационный, заинтересовывающий
neglect /nɪgлект/ (v) забывать, запускать, забрасывать
pile /paɪl/ (n) кипа, груда
rhyme /raɪm/ (v) рифмовать
secluded /sɪklyʊdɪd/ (adj) уединенный, изолированный, удаленный
stanza /stænzə/ (n) куплет, строфа (*в поэзии*)
stoop /stʊp/ (v) сутулиться, наклоняться
tool /tuːl/ (n) инструмент
trap /træp/ (n) ловушка
triumph /traɪʌmf/ (n) триумф
turn /tɜːn/ (n) очередь
unforgiving /ʌnfɔːgɪvɪŋ/ (adj) непростительный
verse /vɜːs/ (n) стих, строфа
virtue /vɜːtjuː/ (n) достоинство
will /wɪl/ (n) воля, сила воли
winnings /wɪnɪŋz/ (n) выигрыш, добыча
worn-out /wɔːn aʊt/ (adj) потертый, изношенный, отработанный
worth /wɜːθ/ (n) ценность, значение, достоинство

Phrasal verbs

build on (phr v) основывать
go through (phr v) выдержать (*испытание*), пройти через
hold on (phr v) не сдаваться, держаться

Phrases

breathe a word (phr) обмолвиться, сказать о чем-либо
give way to (phr) уступать
keep your head (phr) сдерживаться, оставаться спокойным
make allowance for (phr) учитывать, принимать во внимание
the common touch (phr) талант общения с людьми из разных слоев общества
twist the truth (phr) исказить истину

7e

actual /æktʃʊəl/ (adj) актуальный, значимый
appalling /əpɔːlɪŋ/ (adj) ужасный, отталкивающий
careers fair /kæriəz feə/ (n) ярмарка вакансий

contact /kɒntækt/ (v) общаться, контактировать
 draughty /drɑːfti/ (adj) продуваемый насквозь, расположенный на сквозняке (*о зданиях*)
 driving licence /draɪvɪŋ laɪsəns/ (n) водительские права
 enclose /ɪnkləʊz/ (v) ограждать, окружать
 enquire /ɪnkwɪə/ (v) спрашивать, наводить справки
 entitled /ɪntaɪtɪd/ (adj) уполномоченный, получивший право
 envelope /ɛnvəloʊp/ (n) конверт
 exchange student /ɪkstʃeɪndʒ stjuːdnt/ (n) студент по обмену
 expert /ɛkspɜːt/ (n) эксперт
 facility /fəˈsɪlɪti/ (n) оборудование
 faulty /fɔːlti/ (adj) ошибочный, работающий с ошибками
 feedback /fiːdbæk/ (n) ответная реакция, отклик, отзыв
 hesitate /hezɪteɪt/ (v) колебаться, сомневаться
 hold /həʊld/ (v) проводить мероприятие
 option /ɒpʃən/ (n) выбор, предмет выбора
 partial refund /pɑːʃəl riːfʌnd/ (n) частичное возмещение
 prompt /prɒmpt/ (adj) быстрый, проворный, исполнительный
 reference library /refərəns laɪbrəri/ (n) библиотека справочной литературы без выдачи книг на руки
 roughly /rʌfli/ (adv) в общих чертах, примерно
 social committee /səʊʃl kəmɪti/ (n) социальный комитет, общественная организация
 society /səˈsaɪti/ (n) общество
 staff /stɑːf/ (n) коллектив сотрудников
 standard /stændəd/ (n) стандарт
 trip /trɪp/ (n) поездка, путешествие
 upcoming /ʌpˌkʌmɪŋ/ (adj) предстоящий
 web design /web dɪzajn/ (n) дизайн веб-страниц

Phrases

in advance (phr) раньше времени, заранее
 on average (phr) в среднем
 on request (phr) в ответ на

Culture Corner 7

campus /kæmpəs/ (n) учебный городок, территория колледжа или университета
 endless /ɛndləs/ (adj) бесконечный
 gown /gaʊn/ (n) балахон, мантия
 hang-out /hæŋ aʊt/ (n) место для проведения свободного времени
 interactive /ɪntəˈræktɪv/ (adj) взаимодействующий
 lowdown /ləʊdaʊn/ (n) подноготная, истинная правда
 meagre /mɪːɡə/ (adj) скудный
 one-on-one /wʌn ɒn wʌn/ (adj) один на один
 society /səˈsaɪti/ (n) общество
 tutorial /tjuːtɪəriəl/ (n) занятие в университете или колледже

Phrasal verbs

scrape by (phr v) быть ограниченным в средствах на существование
 sign up (phr v) подписаться

Phrases

get carried away (phr) увлечься, восхищаться

Across the Curriculum: Citizenship

cheer /tʃɪə/ (v) ободрять, веселить
 equation /ɪkweɪʃən/ (n) формула, математическое уравнение
 first aid /fɜːst eɪd/ (n) первая помощь
 retirement home /rɪtaɪəmənt hoʊm/ (n) дом престарелых
 socialising /səʊʃəlaɪzɪŋ/ (n) социализация, вращение в обществе
 spare change /speəʃ tʃeɪndʒ/ (n) лишняя мелочь (*о деньгах*)
 wise /waɪz/ (adj) умный

Going Green 7

aware /əweə/ (adj) предупрежденный
 behaviour /biˈheɪvjə/ (n) поведение
 cemetery /semətəri/ (n) кладбище
 disabled /dɪseɪblɪd/ (adj) с ограниченными возможностями, нетрудоспособный
 endanger /ɪndeɪndʒə/ (v) подвергать опасности
 extinction /ɪkstɪŋʃən/ (n) исчезновение, вымирание
 fascinated /fəˈseɪnɪtɪd/ (adj) завороженный, очарованный
 ivory /aɪvəri/ (n) слоновая кость
 murdered /mɜːdəd/ (adj) убитый
 occupational therapist /ɒkjʊpeɪʃənəl θerəpɪst/ (n) специалист по терапии труда
 outspoken /aʊtspəʊkən/ (adj) прямой, откровенный
 poacher /pəʊtʃə/ (n) браконьер
 privilege /prɪvɪlɪdʒ/ (n) привилегия, преимущество
 soul /səʊl/ душа
 target /tɑːɡɪt/ (n) мишень, цель
 zoologist /zʊˌɒlədʒɪst/ (n) зоолог

Phrasal verbs

save up (phr v) копить деньги

Phrases

declare war on (phr) объявить войну
 earn sb's trust (phr) заслуживать доверие
 meet the same fate (phr) попасть в похожую ситуацию, встретить такую же судьбу
 work miracles (phr) творить чудеса

MODULE 8

8a

ancient /eɪnʃənt/ (adj) древний
 archaeological /ɑːˈkɪɒlədʒɪkəl/ (adj) археологический
 battle /bætl/ (n) битва
 bay /beɪ/ (n) залив, бухта
 border /bɔːdə/ (n) граница
 canal /kənəl/ (n) водный канал
 carve /kɑːv/ (v) вырезать, гравировать
 city state /sɪti steɪt/ (n) городское правительство
 cliff /klɪf/ (n) утес, скала
 craftsmanship /krɑːftsmənʃɪp/ (n) мастерство, тонкая

Word List

(искусная) работа

dam /dæm/ (n) дамба, плотина

edge /edʒ/ (n) лезвие

familiar /fə'mɪliə/ (adj) знакомый

feat /fi:t/ (n) подвиг, мастерство, достижение

figure /'fɪɡə/ (n) фигура

foot /fʊt/ (n) подножие

force /fɔ:'s/ (n) сила

forecast /fɔ:'kɑ:st/ (v) прогнозировать, предсказывать

glacier /glæ'si:ə/ (n) ледник

grassland /grɑ:s'lænd/ (n) пастбище, выгон, луг

gymnasium /dʒɪm'næʒiəm/ (n) тренажерный зал

high priestess /haɪ pri:stəs/ (n) верховная жрица

honour /'hɒnə/ (v) почитать, чтить

hot spring /hɒt sprɪŋ/ (n) горячий источник, гейзер

inhabit /ɪnhæbɪt/ (v) населять

inhabited /ɪnhæbɪtɪd/ (adj) населенный

invader /ɪn'veɪdə/ (n) захватчик

invisible /ɪn'vɪzɪbəl/ (adj) невидимый

known /nəʊn/ (adj) известный

legend /ledʒ'nd/ (n) легенда

lost /lɒst/ (adj) утраченный, пропавший, утерянный

magnificent /mægnɪ'fɪsənt/ (adj) великолепный, величественный

monk /mɒŋk/ (n) монах

mountain range /maʊntɪn reɪndʒ/ (n) горный хребет

mysterious /mɪ'stɪəriəs/ (adj) загадочный

mystery /mɪ'stəri/ (n) загадка, тайна

mystic /mɪ'stɪk/ (n) мистик

offering /'ɒfərɪŋ/ (n) подношение

otherwise /'ðə'waɪz/ (adv) иначе

plain /pleɪn/ (n) равнина

pond /pɒnd/ (n) пруд

praise /preɪz/ (v) хвалить, восхвалять

predict /prɪ'dɪkt/ (v) предсказывать

preserved /prezə'veɪd/ (adj) сохраненный

property /prɒpə'ti/ (n) свойство

remains /rɪ'meɪns/ (n) останки, развалины, руины

remote /rɪ'məʊt/ (adj) дальний, далекий

residence /re'zɪdəns/ (n) резиденция

ruin /ru:ɪn/ (n) руины

sculpture /skʌlptʃə/ (n) скульптура

spiritual /spɪrɪ'tʃuəl/ (adj) духовный

stadium /steɪ'diəm/ (n) стадион

statue /stætʃu:/ (n) статуя

stream /stri:m/ (n) ручей, поток

strive /straɪv/ (v) прилагать усилия, стараться

swamp /swɒmp/ (n) болото

symbol /sɪmbəl/ (n) символ, знак

temple /tempəl/ (n) храм

treasury /treʒəri/ (n) сокровищница

valley /væli/ (n) долина

victory /vɪktəri/ (n) победа

waterfall /wɔ:tə'fɔ:l/ (n) водопад

wood /wʊd/ (n) лес

worship /wɔ:'ʃɪp/ (v) поклоняться

Phrasal verbs

die out (phr v) вымирать

Phrases

bring sth to life (phr) оживлять

8b

air traffic control /eə'treɪfɪk kɒntrəʊl/ (n) диспетчерская служба воздушного транспорта

aisle /aɪl/ (n) проход между рядами

baggage re-claim /bæɡɪdʒ rɪkleɪm/ (n) отдел выдачи багажа

board /bɔ:d/ (v) подниматься на борт

boarding pass /bɔ:dɪŋ pɑ:s/ (n) посадочный талон

cabin crew /kæbɪn kru:/ (n) экипаж самолета, бортпроводники

check-in /tʃek ɪn/ (n) регистрация

conveyor belt /kən'veɪə'belt/ (n) ленточный транспортер багажа

departures board /dɪpɑ:tʃəz bɔ:d/ (n) доска информации о вылете, табло

departure gate /dɪpɑ:tʃə'geɪt/ (n) выход на посадку

duty free shop /dʒɪ'ti frɪ:ʃɒp/ (n) магазин беспошлинной торговли (в аэропорту)

expired /ɪk'spaɪəd/ (adj) просроченный, истекший

jet lag /dʒet læɡ/ (n) усталость от долгого перелета, чувство дискомфорта от перемены часового пояса

lounge /laʊndʒ/ (n) зал ожидания в аэропорту

nap /næp/ (n) короткий сон днем

overhear /'əʊvə'hɪə/ (v) подслушивать, нечаянно услышать

passport control /pɑ:spɔ:t kɒntrəʊl/ (n) паспортный контроль (в аэропорту)

route /ru:t/ (n) маршрут

stopover /stɒpəʊvə/ (n) промежуточная остановка в пути

strike /straɪk/ (v) бастовать

take-off slot /teɪk ɒf slɒt/ (n) время посадки

visibility /vɪzɪ'bɪləti/ (n) видимость

Phrases

squeeze past sb (phr) протискиваться

8c

bowing /baʊɪŋ/ (n) поклон

discount /dɪskaʊnt/ (n) скидка

embassy /embəsi/ (n) посольство

insurance /ɪnʃʊərəns/ (n) страхование

rate /reɪt/ (v) оценивать

resort /rɪzɔ:t/ (n) курорт

vacancy /veɪkənsi/ (n) незанятое место, свободное место

Phrases

take time off (phr) отдохнуть

8d

advance /əd'vɑ:ns/ (v) продвигаться, идти вперед

armpit /ɑ:'mpɪt/ (n) подмышка

assume /ə'sju:m/ (v) предполагать

attempt /ə'tempt/ (v) пытаться

bend /bend/ (v) нагибаться, сгибаться

bind /baɪnd/ (v) связывать
 blizzard /ˈblɪzəd/ (n) метель, буря, пурга
 bolt /boʊlt/ (n) молния
 breeze /briːz/ (n) легкий ветерок, бриз
 clap /klæp/ (n) хлопок
 cord /kɔːrd/ (n) веревка, канат
 distinct /dɪstɪŋkt/ (adj) ясный, отчетливый
 downpour /ˈdaʊnpɔːr/ (n) ливень, проливной дождь
 driven /driːvən/ (adj) гонимый
 drizzle /driːzl/ (n) мелкий моросящий дождь
 drop /drɒp/ (n) капля
 estimate /ˈestɪmeɪt/ (v) оценивать, давать оценку
 excessive /ɪksˈesɪv/ (adj) чрезмерный, излишний
 fastened /ˈfæstənd/ (adj) закрепленный, прикрепленный
 figure /ˈfɪɡər/ (n) фигура, персона
 flake /fleɪk/ (n) легкий или пушистый комок, хлопья
 furious /ˈfjʊəriəs/ (adj) разъяренный
 gale /geɪl/ (n) ураган, штормовой ветер
 gently /ˈdʒentli/ (adv) нежно
 hail /heɪl/ (n) град
 hazy /ˈheɪzi/ (adj) туманный, мглистый (о погоде)
 headstrong /ˈhedstrɒŋ/ (adj) упрямый, своевольный
 howl /haʊl/ (v) завывать (о ветре)
 internal /ɪnˈtɜːnəl/ (adj) внутренний
 latitude /ˈlætɪtjuːd/ (n) географическая широта
 leap /liːp/ (n) скачок, прыжок
 lightning /ˈlaɪtnɪŋ/ (n) молния
 likewise /ˈlaɪkwaɪz/ (adv) подобно, также, аналогично
 literary /ˈlɪtərəri/ (adj) литературный
 loosen /ˈluːsən/ (v) ослабить
 method /ˈmeθəd/ (n) метод
 misty /ˈmɪsti/ (adj) туманный
 overturn /ˌoʊvəˈtɜːn/ (v) переворачиваться
 particulars /ˈpɑːtɪkjələs/ (n) подробное описание
 peg /peg/ (n) колышек
 pompous /ˈpɒmpəs/ (adj) напыщенный, высокопарный
 pour /pɔːr/ (v) лить, хлестать (о дожде)
 proper /ˈprɒpər/ (adj) правильный, должный
 realistic /ˈriːəlɪstɪk/ (adj) реалистичный, настоящий
 satirical /səˈtɪrɪkəl/ (adj) смешной, насмешливый
 self-important /ˌselfɪmˈpɔːtənt/ (adj) важничающий, с большим самомнением, много о себе думающий
 shipwrecked /ˈʃɪprekəd/ (adj) потерпевший кораблекрушение
 shower /ˈʃaʊər/ (n) кратковременный ливень
 shrill /ʃrɪl/ (adj) пронзительный, громкий, визгливый
 slender /ˈslendər/ (adj) тонкий, стройный
 slope /sloʊp/ (n) склон
 soundly /ˈsaʊndli/ (adv) хорошо, умело
 split /splɪt/ (v) расщеплять, раскалывать
 spy /spaɪ/ (v) замечать
 stone /stoʊn/ (n) камень
 suffice /səˈfaɪs/ (v) удовлетворять, быть достаточным
 thigh /θaɪ/ (n) бедро
 thunder /ˈθʌndər/ (n) гром
 tide /taɪd/ (n) течение
 uneasiness /ˌniːzɪnəs/ (n) неудобство, дискомфорт
 venture /ˈventʃər/ (v) рисковать, отважиться, совершить попытку

violent /ˈvaɪələnt/ (adj) жестокий
 voyage /ˈvoɪdʒ/ (n) морское путешествие
 well-intentioned /ˌwelɪntənʃnd/ (adj)
 благожелательный, с добрыми намерениями

Phrasal verbs

become of (phr v) случаться, становиться
 get clear of (phr v) отделаться, разделаться
 get loose (phr) освободиться, вырваться на свободу
 get soaking wet (phr) промокнуть
 wrench out (phr v) дергать, рвать, вырывать

Phrases

as fortune directs you (phr) как угодно судьбе
 at length (phr) наконец, в конце концов
 be in the utmost astonishment (phr) быть пораженным, удивленным
 by way of admiration (phr) в восхищении
 run back in fright (phr) отступать, убежать
 trust yourself to the mercy of (phr) доверить себя на милость кого-либо

8e

blazing /ˈbleɪzɪŋ/ (adj) полыхающий
 break /breɪk/ (n) перерыв
 chirp /tʃɪˈp/ (v) чирикать, щебетать (о птицах)
 cricket /ˈkrɪkɪt/ (n) сверчок
 crunch /krʌntʃ/ (n) хруст, треск
 currently /kəˈrɛntli/ (adv) теперь, в настоящий момент
 curved /kɜːvd/ (adj) закрученный, закругленный
 dense /dens/ (adj) густой, плотный
 dock /dɒk/ (n) док, причал
 drip /drɪp/ (v) капать
 ideal /aɪˈdɪəl/ (adj) идеальный
 leisurely /ˈleɪʒəli/ (adv) неспешно
 lush /lʌʃ/ (adj) покрытый пышной растительностью
 marshmallow /ˈmɑːʃmæləʊ/ (n) зефир
 orchard /ɔːtʃəd/ (n) фруктовый сад
 pace /peɪs/ (n) шаг, походка
 raft /rɑːft/ (n) плот
 roast /rəʊst/ (v) жарить, поджаривать
 scent /sent/ (n) аромат
 shady /ˈʃeɪdi/ (adj) тенистый
 spectacular /ˌspektəˈkjələ/ (adj) впечатляющий, захватывающий
 struck /strʌk/ (adj) впечатляюще
 stunningly /ˈstʌnɪŋli/ (adv) потрясающе
 supplement /ˌsʌplɪmənt/ (n) добавка, дополнение
 trickling /ˈtrɪklɪŋ/ (adj) текущий, стекающий
 vendor /ˈvɛndər/ (n) продавец

Phrasal verbs

pull up (phr v) останавливаться, причаливать

Culture Corner 8

beforehand /ˌbɪfɔːˈhænd/ (adv) заблаговременно
 burp /bɜːp/ (v) рыгать
 convention /kənˈvɛnʃən/ (n) собрание, съезд
 disrespectful /ˌdɪsrɪspektfəl/ (adj) неуважительный

Word List

equality /'kwɒləti/ (n) равенство, равноправие
eye contact /aɪ kɒntækt/ (n) зрительный контакт
gross /grɒs/ (adj) грубый, вульгарный
ideal /aɪdɪəl/ (n) идеал, верх совершенства
maintain /meɪnteɪn/ (v) поддерживать, сохранять
manners /'mænzəz/ (n) манеры, поведение
punctuality /pʌŋktɪfʊələti/ (n) пунктуальность
salary /'sæləri/ (n) зарплата
tip /tɪp/ (v) оставлять на чай (*в ресторане*)
valued /vælju:d/ (adj) ценный
yawn /jɔ:n/ (v) зевать

Phrasal verbs

cut ahead (phr v) опережать

Phrases

the done thing (phr) принятая (традициями) вещь

Across the Curriculum: Art & Design

art establishment /ɑ:t ɪstæblɪʃmənt/ (n) влиятельные
круги в области искусств
canvas /kænvəs/ (n) холст
comforting /kɒmfə'tɪŋ/ (adj) успокаивающий
composition /kɒmpəzɪʃn/ (n) композиция,
расположение
contrasting /kɒntrə'stɪŋ/ (adj) контрастный
contribution /kɒntrɪbjʊ:ʃn/ (n) вклад, вложение
depiction /dɪpɪkʃn/ (n) отображение, изображение
emerging /ɪmɜ:ʃɪŋ/ (adj) восходящий, становящийся
известным
exhibition /ɛksɪbjʊ:ʃn/ (n) выставка
extraordinary /ɪkstrə:'dɔ:nri/ (adj) необычный,
экстраординарный
foreground /fɔ:rgraʊnd/ (n) передний план
Impressionism /ɪmpreʃənɪzəm/ (n) импрессионизм
(*стиль рисования, появившийся во Франции в
1860-е гг.*)
legacy /'legəsi/ (n) наследие
major /meɪdʒə/ (adj) важный, главный
multiple /mʌltɪplə/ (adj) разнообразный
perspective /pə'spektɪv/ (n) перспектива (*в искусстве*)
prestigious /pre'stɪdʒəs/ (adj) престижный, известный
prosperous /prɒsperəs/ (adj) богатый, состоятельный
revolutionise /revəlu:ʃənaɪz/ (v) менять, производить
коренные изменения
school /sku:l/ (n) школа
shifting /ʃɪftɪŋ/ (adj) непостоянный, меняющийся,
движущийся
vibrant /vəɪbrənt/ (adj) энергичный, живой
visionary /vɪʒənəri/ (adj) фантастический,
воображаемый, нереальный
widely /waɪdli/ (adv) широко

Phrases

bridge the gap (phr) заполнять промежуток
look at sth in a new light (phr) увидеть в новом свете
take by storm (phr) завоевывать, покорять

Going Green 8

concentration /kɒnsən'treɪʃn/ (n) концентрация,

скопление

damp /dæmp/ (adj) влажный
excavation /ɛkskə'veɪʃn/ (n) раскопки
feature /fi:tʃə/ (v) показывать
fort /fɔ:t/ (n) форт
fossil /'fɒsəl/ (n) ископаемое, окаменелые останки
gallery /gæləri/ (n) галерея
gothic /gɒθɪk/ (adj) готический (*относящийся к
стилю в европейском искусстве XII-XVII вв.*)
heritage site /'herɪtɪdʒ saɪt/ (n) место, представляющее
большую ценность
legitimately /lɪdʒɪ'tɪmətli/ (adv) законно
looting /lu:tɪŋ/ (n) грабёж, мародерство
monastery /mɒnə'stri/ (n) монастырь
officially /ə'fɪʃli/ (adv) официально
outstanding /aʊt'stændɪŋ/ (adj) выдающийся,
знаменитый
Renaissance /'renɪ'sɑ:ns/ (adj) ренессанс (*период в
европейском искусстве, относящийся
особенно к Италии в XIV-XVI вв., когда у людей
возрос интерес к искусству*)
sculpt /skʌlpt/ (v) ваять, лепить
species /spi:ʃi:z/ (n) вид (*животных или растений*)
stronghold /strɒŋhəʊld/ (n) крепость
value /vælju:/ (n) ценность

Proper Nouns

- Peter /pɪtə/ (p. 10)
 Moscow /mɒskəʊ/ (p. 10)
 Beijing /beɪdʒɪŋ/ (p. 10)
 China /tʃaɪnə/ (p. 10)
 Cheung /tʃɔŋ/ (p. 10)
 Russia /rʌʃjə/ (p. 10)
 Natasha /nətʃə/ (p. 10)
 Anna /ænə/ (p. 10)
 Nick /nɪk/ (p. 10)
 Italy /ɪtali/ (p. 11)
 Sylvia /sɪlvɪə/ (p. 11)
 England /ɪŋɡlənd/ (p. 10)
 Thomas /tɒməs/ (p. 11)
 Jordan /dʒɔːrdʒən/ (p. 11)
 Aalia /eɪliə/ (p. 11)
 Japan /dʒəpæn/ (p. 11)
 Takumi /təkuːmi/ (p. 11)
 Hams /hæmz/ (p. 11)
 William J. Durant /wɪljəm dʒeɪ djʊərənt/ (p. 11)
 Jacobs /dʒeɪkəbz/ (p. 12)
 Josh /dʒɒʃ/ (p. 12)
 Steve /stiːv/ (p. 12)
 Mary /meəri/ (p. 12)
 Phil /fɪl/ (p. 13)
 Sullivan /sʌlɪvən/ (p. 13)
 Frances /frænsɪs/ (p. 14)
 London /lʌndən/ (p. 14)
 Aunty Jo /ɑːntɪ dʒoʊ/ (p. 14)
 Fiona /fiəʊnə/ (p. 14)
 Tony /tɒni/ (p. 14)
 Australia /əstreɪliə/ (p. 14)
 Ann /æn/ (p. 14)
 Toronto /tɔːrɒntoʊ/ (p. 15)
 Oscar Wilde /ɒskəˈwaɪld/ (p. 16)
 Dublin /dʌblɪn/ (p. 16)
 Ireland /aɪəˈlænd/ (p. 16)
 Dorian Gray /dɔːriən greɪ/ (p. 16)
 Hans /hæns/ (p. 16)
 Hugh /hjuː/ (p. 16)
 Sunny /sʌni/ (p. 18)
 Jane /dʒeɪn/ (p. 19)
 Lyn /lɪn/ (p. 19)
 Ben /ben/ (p. 19)
 Alison /æɪlɪsən/ (p. 19)
 Jake /dʒeɪk/ (p. 19)
 Joe /dʒoʊ/ (p. 19)
 Tanya /tɑːniə/ (p. 19)
 Sally /sæli/ (p. 19)
 Sam /sæm/ (p. 19)
 Andy /ændi/ (p. 19)
 Sara /sɑːrə/ (p. 19)
 Mike /maɪk/ (p. 19)
 Uncle Harry /ʌŋkəl hæri/ (p. 20)
 Dave /deɪv/ (p. 20)
 Angie /ændʒi/ (p. 20)
 Britain /brɪtən/ (p. 21)
 India /ɪndiə/ (p. 21)
 UK /juː keɪ/ (p. 21)
 Rupa /rʊpə/ (p. 21)
 United Kingdom /juːnɪtɪd kɪŋdəm/ (p. 21)
 Newham /njuːəm/ (p. 21)
 East London /iːst lʌndən/ (p. 21)
 Poland /pəʊlənd/ (p. 21)
 E.U. /iː juː/ (p. 21)
 Li /liː/ (p. 21)
 Birmingham /bɜːrɪŋhəm/ (p. 21)
 Jerome /dʒəroʊm/ (p. 21)
 John Thomas /dʒɒn tɒməs/ (p. 22)
 Queen Victoria /kwɪːn vɪktɔːriə/ (p. 22)
 Hughes /hjuːz/ (p. 22)
 Peter Ustinov /pɪtər juːstɪnɒv/ (p. 23)
 New York /njuː jɔːk/ (p. 24)
 Riverside /rɪvəˈsaɪd/ (p. 24)
 Manhattan /mænˈhætən/ (p. 24)
 Beatles /biːtəlz/ (p. 24)
 John Lennon /dʒɒn lɛnən/ (p. 24)
 Lincoln /lɪŋkən/ (p. 24)
 Juilliard /dʒuːliərd/ (p. 24)
 Dakota /dəkəʊtə/ (p. 24)
 East Swinton /iːst swɪntən/ (p. 24)
 Russia /rʌʃjə/ (p. 25)
 Soviet Union /səʊviət juːniən/ (p. 25)
 Finland /fɪnlənd/ (p. 25)
 Sue /suː/ (p. 25)
 Martin /mɑːtɪn/ (p. 26)
 William Goldsmith /wɪljəm ɡəʊldsmɪθ/ (p. 28)
 Tracy /treɪsi/ (p. 28)
 Jo /dʒoʊ/ (p. 29)
 Sydney J. Harris /sɪdni dʒeɪ hæris/ (p. 29)
 Tom /tɒm/ (p. 30)
 Alex /æleks/ (p. 30)
 Lucy /luːsi/ (p. 31)
 Kim /kɪm/ (p. 31)
 Olga /ɒlgə/ (p. 32)
 Buckingham Palace /bʌkɪŋəm pælis/ (p. 32)
 Jenny /dʒeni/ (p. 32)
 Graham /ɡreɪəm/ (p. 32)
 Paula /pɔːlə/ (p. 33)
 Larry /læri/ (p. 33)
 Charlotte Brontë /ʃɑːlət brɒnti/ (p. 34)
 Yorkshire /jɔːkʃə/ (p. 34)
 Shirley /ʃɪːli/ (p. 34)
 Villette /vɪlet/ (p. 34)
 Jane Eyre /dʒeɪn eɪ/ (p. 34)
 Eliza /ɪlɪzə/ (p. 34)
 Georgianna /dʒɔːdʒɪənə/ (p. 34)
 Gateshead Hall /ɡeɪtshed hɔːl/ (p. 34)
 Reed /riːd/ (p. 34)
 Nero /nɪərəʊ/ (p. 35)
 Caligula /kəlɪɡjʊlə/ (p. 35)
 Bessie /besi/ (p. 35)
 Abbot /æbət/ (p. 35)
 Sarah Holmes /særə hoʊmz/ (p. 36)
 Dave Carter /deɪv kɑːtə/ (p. 36)
 Sean /ʃeɪn/ (p. 36)
 Kate /keɪt/ (p. 36)
 Katy /keɪti/ (p. 36)
 Megan /meɡən/ (p. 36)

Word List

- Kelly /keli/ (p. 37)
 Diana /daɪənə/ (p. 37)
 Smith /smɪθ/ (p. 37)
 Matthew /mæθjuː/ (p. 38)
 Pat Jacobs /pæt dʒeɪkəbz/ (p. 38)
 Matt /mæt/ (p. 38)
 Sophie /səʊfi/ (p. 39)
 Hunt /hʌnt/ (p. 42)
 Victoria Beckham /vɪktɔːrɪə beɪkəm/ (p. 42)
 Pushkin /pʊʃkɪn/ (p. 43)
 McDonald's /mækɒdn̩ldz/ (p. 43)
 Madrid /mædrɪd/ (p. 44)
 Spain /speɪn/ (p. 44)
 California /kælɪfɔːniə/ (p. 44)
 Rex /reks/ (p. 44)
 Charles Dickens /tʃɑːlz dɪkɪnz/ (p. 45)
 Ellis Island /elɪs aɪlənd/ (p. 45)
 Debbie /debi/ (p. 46)
 Eduard Everett Hale /edwəːd evənt heɪl/ (p. 48)
 Yates /jeɪts/ (p. 49)
 Adam /ædəm/ (p. 49)
 Suzy /suːzi/ (p. 49)
 Dan /dæn/ (p. 50)
 Charles /tʃɑːlz/ (p. 50)
 Tim /tɪm/ (p. 51)
 James /dʒeɪmz/ (p. 51)
 Julie /dʒuːli/ (p. 51)
 Singapore /sɪŋəpɔː/ (p. 51)
 Jan /dʒæn/ (p. 51)
 Hampshire /hæmpʃə/ (p. 52)
 Oliver Twist /ɒlɪvəˈtwɪst/ (p. 52)
 David Copperfield /deɪvɪd kɒpəˈfiːld/ (p. 52)
 Pip /pɪp/ (p. 52)
 Joe Gargery /dʒoʊ ɡɑːˈdʒəri/ (p. 53)
 Jack /dʒæk/ (p. 55)
 Ann Sanders /æn sɑːndəˈz/ (p. 55)
 Marshall McLuhan /mɑːˈʃl mæklʊən/ (p. 55)
 America /əˈmɛrɪkə/ (p. 57)
 Europe /jʊərəp/ (p. 57)
 USA /juː es ə/ (p. 57)
 Emma Lazarus /emə læzərəs/ (p. 57)
 Sherlock Holmes /ʃɜːlɒk hɒlms/ (p. 60)
 Kremlin /kreɪmlɪn/ (p. 61)
 Assumption /əˈsʌmpʃən/ (p. 61)
 St Basil /sˈnt bæzəl/ (p. 61)
 Ivan /aɪvən/ (p. 61)
 Bob /bɒb/ (p. 62)
 Ryan /raɪən/ (p. 62)
 Paul /pɔːl/ (p. 62)
 Maggie /mægi/ (p. 62)
 Tom Sawyer /tɒm sɔːjə/ (p. 63)
 Mark Twain /mɑːk tweɪn/ (p. 63)
 Simon Yates /saɪmən jeɪts/ (p. 64)
 Joe Simpson /dʒoʊ sɪmpsn̩/ (p. 64)
 Siula Grande /siːlə ɡrɑːndeɪ/ (p. 64)
 Peruvian Andes /pəʊvɪən ændɪz/ (p. 64)
 Amy /eɪmi/ (p. 65)
 Brian /braɪən/ (p. 65)
 Andre Gide /ɑːndreɪ ʒiːd/ (p. 65)
 Andrews /ændruːz/ (p. 67)
 Carson /kɑːsən/ (p. 68)
 Jack Bell /dʒæk beɪl/ (p. 68)
 Pam /pæm/ (p. 68)
 Maria /məˈrɪə/ (p. 68)
 Stella /stela/ (p. 68)
 Scotland /skɒtlənd/ (p. 68)
 Andrea /ændrɪə/ (p. 68)
 Greg /ɡreg/ (p. 69)
 Liz /lɪz/ (p. 69)
 Frank /fræŋk/ (p. 69)
 Michelle /mɪʃel/ (p. 69)
 Madeline /mædəlɪn/ (p. 69)
 Pete /piːt/ (p. 69)
 Nancy /nænsi/ (p. 69)
 Pat /pæt/ (p. 69)
 Helen /helən/ (p. 69)
 Bill /bɪl/ (p. 69)
 Samuel Langhorne Clemens /sæmjuel læŋhɔːn klemənz/ (p. 70)
 Missouri /mɪsuəri/ (p. 70)
 Mississippi /mɪsɪsɪpi/ (p. 70)
 St Petersburg /sˈnt piːtəˈzbuːrɡ/ (p. 70)
 Huckleberry Finn /hʌkˈlɛbri fɪn/ (p. 70)
 Becky /beki/ (p. 70)
 Thatcher /θætʃə/ (p. 70)
 Huck /hʌk/ (p. 71)
 Douglas /dɒɡləs/ (p. 71)
 Cardiff /kɑːˈdɪf/ (p. 71)
 Greg Gibson /ɡreg ɡɪbsn̩/ (p. 72)
 Bering Sea /beərɪŋ siː/ (p. 72)
 George /dʒɔːdʒ/ (p. 73)
 Emily /eməli/ (p. 75)
 Richard /rɪtʃəd/ (p. 75)
 Jim /dʒɪm/ (p. 75)
 Florence Nightingale /flɒrəns naɪtɪŋgeɪl/ (p. 77)
 Scutari /skutəri/ (p. 77)
 France /frɑːns/ (p. 77)
 Turkey /tɜːki/ (p. 77)
 Crimean War /kraɪmɪən wɔː/ (p. 77)
 Crimea /kraɪmɪə/ (p. 77)
 Thomas Farnor /tɒməs fɑːnɔː/ (p. 78)
 King Charles II /kɪŋ tʃɑːlz ðə sekənd/ (p. 78)
 Pudding Lane /puːdɪŋ leɪn/ (p. 78)
 Thomas Bloodworth /tɒməs blʌdwɔːθ/ (p. 78)
 Thomas Fuller /tɒməs fʊlə/ (p. 79)
 Ursus arctos /ɜːsəs ɑːktəs/ (p. 80)
 Henry /henri/ (p. 82)
 Tess /tes/ (p. 83)
 d'Urbervilles /dʒɜːˈbɜːvɪlz/ (p. 83)
 Thomas Hardy /tɒməs hɑːdi/ (p. 83)
 Jasmine /dʒæzɪmɪn/ (p. 84)
 Manchester /mæntʃɪstə/ (p. 84)
 York /jɔːk/ (p. 84)
 Newcastle /njuːkɑːsəl/ (p. 84)
 Milton Keynes /mɪltən kiːnz/ (p. 84)
 Edinburgh /edɪnbərə/ (p. 84)
 Preston /prestən/ (p. 84)
 Hans Christian Andersen /hæns kristʃən ændəˈsən/ (p. 85)
 Greens /ɡriːnz/ (p. 87)
 Greece /ɡriːs/ (p. 88)

- Kevin /keɪvɪn/ (p. 89)
 Brown /braʊn/ (p. 89)
 Robert /rɒbəʔt/ (p. 89)
 Dorset /dɔːtsɪt/ (p. 90)
 Wessex /wɛsɪks/ (p. 90)
 Casterbridge /kɑːstəˈbrɪdʒ/ (p. 90)
 Trantridge /trænrɪdʒ/ (p. 90)
 Joan Durbeyfield /dʒoʊn dɜːrbɪfiːld/ (p. 90)
 Stoke /stouk/ (p. 91)
 Tringham /trɪŋəm/ (p. 91)
 Littlehampton /lɪtˌlɪhæmptən/ (p. 92)
 Liz Baker /lɪz beɪkə/ (p. 92)
 Samantha Murray /səməŋθə mʌri/ (p. 93)
 Ron Taylor /rɒn teɪlə/ (p. 93)
 Newtown /njuːntʊn/ (p. 93)
 Mike Stephens /maɪk steɪvˌnɪz/ (p. 94)
 Shipton /ʃɪptən/ (p. 94)
 Tudor /tjʊːdə/ (p. 95)
 Great Britain /ɡreɪt brɪtˌn/ (p. 95)
 Kibera /kɪberə/ (p. 96)
 Nairobi /naɪroʊbi/ (p. 96)
 Rio de Janeiro /riːoʊ də ʒəniˈaɪroʊ/ (p. 96)
 Brazil /brəʒɪl/ (p. 96)
 Thailand /tʃaɪlənd/ (p. 96)
 Bill Vaughn /bɪl vɔːn/ (p. 97)
 Brighton /braɪtən/ (p. 98)
 Africa /æfrɪkə/ (p. 99)
 Uganda /juːɡændə/ (p. 99)
 Mongolia /mɒŋɡoʊliə/ (p. 99)
 Siberia /saɪbɪəriə/ (p. 99)
 Asia /eɪʃə/ (p. 99)
 Croatia /kroʊeɪʃə/ (p. 100)
 Jack London /dʒæk lʌndən/ (p. 101)
 Jupiter /dʒjʊːpɪtə/ (p. 102)
 Ganymede /ɡæniˈmiːd/ (p. 102)
 Mercury /mɜːˈkjʊəri/ (p. 102)
 Arecibo /æresɪˈboʊ/ (p. 102)
 Puerto Rico /pɔːrtoʊ rɪˈkoʊ/ (p. 102)
 Stephen Hawking /steɪvˌn hɔːkɪŋ/ (p. 102)
 Tom Cruise /tɒm kruːz/ (p. 104)
 Steve Mars /steɪv mɑːz/ (p. 104)
 Aniston /ænɪstən/ (p. 104)
 Ronny Williams /rɒni wɪljəmz/ (p. 104)
 Kassie /kæsi/ (p. 104)
 Tom Hanks /tɒm hæŋks/ (p. 105)
 Sammy /sæmi/ (p. 106)
 Lisa /liːsə/ (p. 106)
 Deb /deb/ (p. 106)
 Tina /tɪnə/ (p. 107)
 Rita /rɪtə/ (p. 107)
 San Francisco /sæŋ frænsɪskou/ (p. 108)
 Scott Wheedon /skɒt ˈwiːdən/ (p. 108)
 Beth /beθ/ (p. 108)
 White Fang /ˈwaɪt fɪŋ/ (p. 108)
 Federico Fellini /fedəˈrɪkɔʊ feˈlɪni/ (p. 110)
 Thomas Jefferson /tɒməs dʒɛfəˈsən/ (p. 112)
 Charles Lamb /tʃɑːlɪz læm/ (p. 112)
 British Isles /brɪtɪʃ aɪlz/ (p. 113)
 Welsh /welʃ/ (p. 113)
 Brythonic /brɪθnɪk/ (p. 113)
 Wales /weɪlɪz/ (p. 113)
 Argentina /ɑːˈdʒɛntɪnə/ (p. 113)
 Gaelic /ɡeɪlɪk/ (p. 113)
 European Union /jʊərəˈpiːən jʊˈniən/ (p. 113)
 Highlands /haɪləndz/ (p. 113)
 Manx /mæŋks/ (p. 113)
 Cornwall /kɔːnwoːl/ (p. 113)
 Athenians /əθɪˈniənz/ (p. 114)
 Howie /haʊi/ (p. 114)
 New Zealand /njuː zɪˈlənd/ (p. 114)
 Troy /troɪ/ (p. 114)
 La Gomera /lə ɡoʊməɾə/ (p. 114)
 Canary Islands /kənəˈri aɪləndz/ (p. 114)
 Henry David Thoreau /henri deɪvɪd θɔːroʊ/ (p. 114)
 Histiaeus /hɪstɪˈeɪs/ (p. 115)
 Achilles /əkɪˈliːz/ (p. 116)
 Julius Caesar /dʒjʊːliəs siːzə/ (p. 116)
 Susan /sʊːzən/ (p. 117)
 Baker /beɪkə/ (p. 117)
 Butcher /bʊtʃə/ (p. 117)
 Hill /hɪl/ (p. 117)
 Field /fiːld/ (p. 117)
 Rivers /rɪˈvəːz/ (p. 117)
 Johnson /dʒɒnsən/ (p. 117)
 Sophia /soʊˈfiːə/ (p. 117)
 Abbie Birthday /æbi bɜːθdeɪ/ (p. 117)
 Robin Banks /rɒbɪn bæŋks/ (p. 117)
 Danny /dæni/ (p. 118)
 Rudyard Kipling /rʌdʒəˈd kɪplɪŋ/ (p. 119)
 Dian Fossey /daɪn ˈfɒsi/ (p. 119)
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 Beethoven /beɪθhoʊvən/ (p. 120)
 Abraham Lincoln /æbrəˈhæm lɪŋkən/ (p. 120)
 Einstein /aɪnstəɪn/ (p. 120)
 Thomas Edison /tɒməs ɛdɪsən/ (p. 120)
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 Nobel /noʊbeɪl/ (p. 126)
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 Andrew /ændruː/ (p. 141)
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 Caribbean /kærəbiːən/ (p. 153)
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 Nile /naɪl/ (p. 153)
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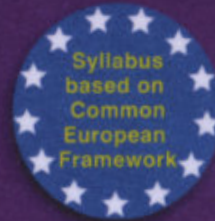


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