

Алгоритм успеха

# FORWARD



8

АНГЛИЙСКИЙ ЯЗЫК

класс

Рабочая тетрадь  
для учащихся общеобразовательных  
организаций

Под редакцией доктора филологических наук,  
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Москва

Издательский  
центр

«Вентана-Граф»

Pearson Education Limited

2016

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**Английский язык** : 8 класс : рабочая тетрадь для  
А64 учащихся общеобразовательных организаций /  
[М.В. Вербицкая, Л. Уайт, Р. Фрикер и др.] ; под ред.  
М.В. Вербицкой. — М. : Вентана-Граф : Pearson  
Education Limited, 2016. — 96 с. : ил. + 1 электрон.  
опт. диск (CD-ROM) — (Forward).

ISBN 978-5-360-06354-4

Рабочая тетрадь входит в состав учебно-методического комплекта «Forward» для 8 класса и дополняет учебник системой заданий, обеспечивающих комплексное развитие умений и навыков в аудировании, говорении, чтении и письме. В тетрадь включены тесты для самопроверки с ответами. В комплекте с рабочей тетрадью предлагается компакт-диск с аудиоприложением. Задания на аудирование отмечены специальным знаком.

УМК для 8 класса входит в систему учебно-методических комплектов «Алгоритм успеха».

Соответствует федеральному государственному образовательному стандарту основного общего образования (2010 г.).

ББК 81.2(Англ)я72

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# 01

# Who am I?

## GRAMMAR

### Present Simple

	Affirmative	Negative	
I/We/You/They	speaks English.	do not (don't)	speak English.
He/She/It	speaks English.	does not (doesn't)	

Yes/No questions			Short answers
Do	I/we/you/they	speaks English?	Yes, I/we/you/they do.
Does	he/she/it	speaks English?	No, he/she/it does not (doesn't).

We use the Present Simple for

- facts which are always true: *The sun **rises** in the east.*
- routines and habits: *I often **walk** to school.*

Adverbs, e.g. *always, sometimes, often, never* show the frequency of an activity.

### Present Continuous

Affirmative	Negative	
I am ('m)	am not ('m not)	eating dinner now.
We/You/They are ('re)	are not (aren't)	
He/She/It is ('s)	is not (isn't)	

Yes/No questions		Short answers
Am I	eating dinner now?	Yes, I am. No, I am ('m) not.
Are we/you/they		Yes, we/you/they are. No, we/you/they are not (aren't).
Is he/she/it		Yes, he/she/it is. No, he/she/it is not (isn't).

We use the Present Continuous for

- temporary situations: *I'm **working** in Paris at the moment.*
- changing situations: *My English **is getting better**.*
- things which are happening now: *I'm **reading** a book.*

Time expressions like *now, these days, at the moment* show the activity is happening now or around now.

### Spelling for third person s

- For most verbs, add s:  
*I smile → she **smiles***
- After -s, -x, -z, -ch, -sh, -go and -do, add es:  
*we watch → he **watches***  
*they go → it **goes***
- After consonant + y, change y to i, add es:  
*you fly → it **flies***
- After vowel + y, add s:  
*we play → she **plays***  
Remember *have* becomes *has*.

### Spelling

- After most verbs, add -ing:  
*go → **going**, sleep → **sleeping***
- After one vowel + one consonant, double the consonant and add -ing:  
*sit → **sitting***
- Verbs ending with consonant + e, remove the e and add -ing:  
*leave → **leaving***
- Verbs ending with ie, change ie to y and add -ing:  
*die → **dying***

1 Complete the sentences with the correct alternative.

- We \_\_\_ hard at the moment.  
a) are working b) work c) works
- My mother usually \_\_\_ in the morning.  
a) is working b) work c) works
- I \_\_\_ a lot of science fiction this year.  
a) read b) reading c) 'm reading
- We \_\_\_ more time in the library this term.  
a) 're spending b) spend c) 's spending

5 \_\_\_ they \_\_\_ in that big house? Yes, they do.

- a) Are/living b) Do/live c) Does/live
- I \_\_\_ to school this week.  
a) 'm not going b) don't go c) doesn't go
  - It's very late. \_\_\_ tired?  
a) Do you get b) Are you getting c) Do you getting
  - Jazz \_\_\_ from the USA.  
a) comes b) is coming c) come

- 2 Complete the sentences with the correct form of the verbs in brackets.
- Our cat always sleeps in the kitchen. (sleep)
  - My sister \_\_\_\_\_ the piano a lot these days. (play)
  - My mum usually \_\_\_\_\_ her car on Sundays. (wash)
  - My friend never \_\_\_\_\_ to the library during the holidays. (go)
  - Our neighbour \_\_\_\_\_ to work this week. His car is at the garage. (not drive)
  - Now my sister is three, she \_\_\_\_\_ very talkative. (get)
  - My British pen-friend \_\_\_\_\_ here today. (fly)
  - I \_\_\_\_\_ today because I'm ill. (not study)
  - \_\_\_\_\_ you \_\_\_\_\_ a good book at the moment? (read)

3 Put the words in the correct order to make sentences.

- do/live?/you/Where  
\_\_\_\_\_
- do/football/you/team /support?/Which  
\_\_\_\_\_
- studying/you/are/this year?/What  
\_\_\_\_\_
- nationality?/is/What/your  
\_\_\_\_\_

4 Complete the email with the correct form of the verbs from the box.

be do (x 2) not live not spend stay  
visit work (x 2) write (x 2)

5 There are five more wrong sentences. Find and correct them.

- We study for our exams at the moment. ~~X~~  
We are studying for our exams at the moment.
- Do you like Arsenal or Manchester United?
- It always is getting dark at night.
- My uncle regularly speaks French for his job.
- My sister never is reading science fiction.
- Do you sometimes walking to school?
- More girls are playing football these days.
- I always listening to music on the bus.
- My grandmother stays with us this week.
- My cousins visit us every summer.

\_\_\_\_\_

\_\_\_\_\_

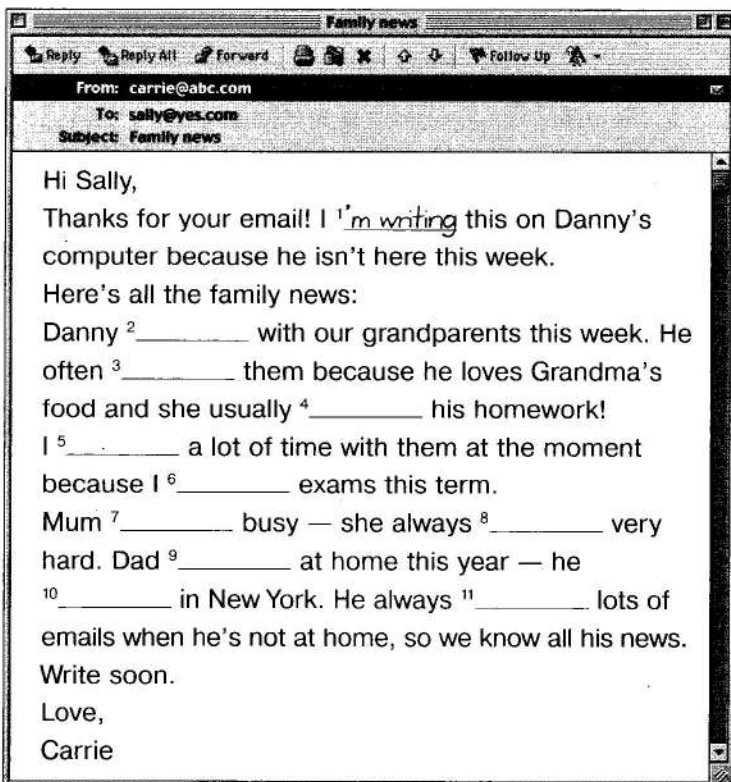
\_\_\_\_\_

\_\_\_\_\_

6 Complete the text with the correct form of the verbs in brackets. Use the Present Simple or the Present Continuous.



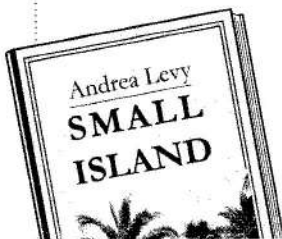
Parents and teachers often <sup>1</sup> say (say) that young people <sup>2</sup> \_\_\_\_\_ (not read) enough. <sup>3</sup> \_\_\_\_\_ (be) this true? These days children and teenagers <sup>4</sup> \_\_\_\_\_ (read) lots of books by authors like Meg Rosoff, J.K. Rowling and Philip Pullman. My teenage neighbour Ben says, 'I <sup>5</sup> \_\_\_\_\_ (read) a great book at the moment. It <sup>6</sup> \_\_\_\_\_ (be) a detective story by Henning Mankel.' His friend Sam adds, 'My favourite books <sup>7</sup> \_\_\_\_\_ (be) by science fiction writers, but I never <sup>8</sup> \_\_\_\_\_ (buy) books — I always <sup>9</sup> \_\_\_\_\_ (get) them from the library.' Sam's sister also says, 'My parents usually <sup>10</sup> \_\_\_\_\_ (give) me books for my birthday — this year I <sup>11</sup> \_\_\_\_\_ (read) lots of short stories.' Librarians say, 'It's great. These days more young people <sup>12</sup> \_\_\_\_\_ (use) libraries. They always <sup>13</sup> \_\_\_\_\_ (start) with the Harry Potter books when they are nine or ten years old, but then they <sup>14</sup> \_\_\_\_\_ (try) different books.'



1 Britain's multicultural society is bringing a lot of interesting new ideas to the arts these days. Young black and Asian authors are writing about their lives, and their books are very popular. There are plays and films about the life of Britain's ethnic communities and exciting music from many different cultures. Multiculturalism is making Britain a very lively place.



3 Parminder Nagra is the star of the popular football film, *Bend It Like Beckham*. She comes from the English town, Leicester, where there is a large Asian population. In the film she acts the part of a lively girl called Jess Bhanura. Jess decides to rebel against her family and to play football. This amusing film shows the problems of young British people growing up in two cultures. These days Parminder Nagra is starring in the American TV hospital drama, *ER*.



2 Andrea Levy is typical of these authors: she comes from Britain and all her books are set in London, but her parents are from the Caribbean. Her prize-winning novel, *Small Island*, is about people like her parents and their lives in Britain in the 1940s and 50s. In the book she writes about the experiences of Jamaican soldiers in World War 2 and their lives when they move to England in 1948.



4 Apache Indian (real name: Steven Kapur) is a world-famous musician from England's second city, Birmingham. His home city has large Jamaican and Indian populations and his music brings together reggae from the West Indies, bhangra from India and hip-hop. The words of his songs are about trying to understand his identity in a multicultural world. His most famous song, *Boom-Shack-A-Lack*, is in five Hollywood films and more than fifty TV advertisements.

## READING

7 Read the questions. Then quickly read the article and circle the correct answers.

- The article is about British ...  
 a society.            c history.  
 b culture.            d writers.
- Paragraph 2 is about an author who is ...  
 a bilingual.            c living outside Britain.  
 b writing now.            d writing in another language.
- Paragraph 3 is about ...  
 a an American star.            c a footballer.  
 b a comedian.            d a British actress.
- Paragraph 4 is about ...  
 a a musician.            c Indian music.  
 b a Hollywood actor.            d a man from Jamaica.

8 Complete the definitions with the correct underlined words from the article.

- amusing (adj) makes you laugh or smile
- \_\_\_\_\_ (n) the ideas and activities of groups of people
- \_\_\_\_\_ (n) music, theatre, film, etc., not science
- \_\_\_\_\_ (v) to fight authority, for example, the government, parents or teachers
- \_\_\_\_\_ (n) a type of music from Asia

9 Read the article again. Tick true and cross false.

- Cultural life in Britain is very boring.
- There are British writers, musicians and actors from ethnic communities.
- Andrea Levy is the only black British author.
- Andrea Levy writes about people living in London.
- Parminder Nagra is a footballer.
- Bend It Like Beckham* is a crime film.
- At the moment Parminder Nagra is working in an American hospital.
- Steven Kapur is from Jamaica.
- His music comes from different cultures.

10 Complete the sentences with the words from Exercise 8.

- Teenagers often rebel against their parents.
- When you travel you learn about different \_\_\_\_\_.
- You can listen to \_\_\_\_\_ on the Internet.
- My brother is a scientist and he isn't interested in \_\_\_\_\_.
- Bhaji on the Beach* is an \_\_\_\_\_ film about a group of Asian women on a journey.

11 Prepare a talk on multiculturalism in modern Russian art.

# GRAMMAR

## State and action verbs

Most verbs refer to actions or processes. We can use them in the simple and continuous form.

*I often **work** on Saturdays, but I'm **not working** today.*

Some verbs refer to states. We use these verbs only in the simple form. For example:

### Senses (often with can)

hear *I can hear the main road from my flat.*  
 smell *Can you smell petrol?*  
 see *I can see your house from the train.*  
 taste *This milk tastes bad.*

### Thoughts

agree *I agree with you.*  
 believe *We believe the world is round.*  
 forget *I always forget his name.*  
 know *We know London very well.*  
 promise *I promise to write to you.*  
 remember *He remembers my birthday every year.*  
 think *She thinks her answers are right.*  
 understand *He doesn't understand German.*

### Feelings

hate *I hate working on Saturday.*  
 like *They like chocolate cake.*  
 love *He loves crime novels.*  
 prefer *She prefers jazz to soul music.*  
 need *We need a holiday.*  
 want *I want a cup of coffee.*

**12** Read the short conversations and circle the correct form of the verbs.

- 1 **A** Can you see / Are you seeing the children?  
**B** No, but I can hear / I'm hearing them. They play / They're playing in the garden.
- 2 **A** I look / I'm looking for a CD for my new girlfriend.  
**B** What sort of music does she like?  
**A** I think / I'm thinking she likes hip-hop and reggae.
- 3 **A** Do you know / Are you knowing Tom and his sister?  
**B** I know / I'm knowing Tom, but I don't remember / I'm not remembering his sister.
- 4 **A** I don't believe / I'm not believing the world's climate is changing.  
**B** I don't understand / I'm not understanding you! The polar ice caps melt / are melting!
- 5 **A** Do you like / Are you liking Italian food?  
**B** No. I'm not liking / I don't like pasta or pizza very much. I prefer / I'm preferring Indian food.

**13** Complete the sentences with the correct form of the verbs in brackets.

- 1 My teacher wants (want) me to work harder.  
 2 I \_\_\_\_\_ (hate) soul music. Can we listen to rock instead?  
 3 I can't speak now. I \_\_\_\_\_ (make) dinner.  
 4 This coffee \_\_\_\_\_ (taste) great.  
 5 Look! Julia \_\_\_\_\_ (run) for the bus!  
 6 \_\_\_\_\_ you \_\_\_\_\_ (promise) to be home at 10.30?

**14** Complete the conversation with the correct form of the verbs from the box.



feel know look need not forget read  
 want not like not understand prefer

- Rose** What are you looking for?  
**Alex** I <sup>1</sup> need something to read on the train.  
**Rose** What about that detective story? It <sup>2</sup> \_\_\_\_\_ interesting.  
**Alex** No, I <sup>3</sup> \_\_\_\_\_ detective stories. I <sup>4</sup> \_\_\_\_\_ science fiction. What about you?  
**Rose** I don't like science fiction — I <sup>5</sup> \_\_\_\_\_ it! <sup>6</sup> \_\_\_\_\_ you \_\_\_\_\_ this crime author, Robert B. Parker?  
**Alex** No, I don't. Ask the assistant about him.  
**Rose** Excuse me. Is Robert B. Parker a good writer?  
**Assistant** Yes, he's brilliant! I <sup>7</sup> \_\_\_\_\_ one of his books at the moment.  
**Rose** That sounds good!  
**Assistant** <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ the book?  
**Rose** Yes, please. And a bottle of water — I <sup>9</sup> \_\_\_\_\_ thirsty.  
**Assistant** OK, that's £7.50.  
**Rose** Thank you. Goodbye.  
**Assistant** <sup>10</sup> \_\_\_\_\_ your bag!

## WORD LIST

agree	confident	Great Britain	nation	rude
always	confused	happen	nationality	science fiction
American	crime	hard-working	Northern Ireland	Scotland
argue	crisis	hate	now	Scottish
arrogant	culture	helpful	official	selfish
Asian	customer	home town	optimistic	sense of humour
at the moment	describe	identity	organisation	shy
band member	district	Irish	personality	society
be crazy about	diversity	island	pessimistic	sometimes
be interested in	do well	jealous	polite	spend time
believe in	drums	keep fit	political	statistics
belong to	England	language	popular	stupid
bilingual	English	lazy	population	surprising
boring	entertainment	library	possibility	talkative
bossy	ethnic group	lively	prefer	these days
Britain	European	Londoner	proud	tolerant
British	exciting	major	punctual	typical
careless	football match	mistake	quiet	uncomfortable
cheerful	friendly	modest	quite often	United Kingdom
citizen	funny	mother tongue	regularly	Vietnamese
clever	generation	multicultural	relationship	Wales
club	generous	multiculturalism	religion	website
come from	get better	musical	romantic	Welsh

## SPEAKING

**15** Read the conversation. Write the echo questions.

- Vera** What do you do, Ed?  
**Ed** I work for a travel company.  
**Vera** <sup>1</sup> Do you? That sounds great. Do you like travelling?  
**Ed** Yes, I love it. What sort of holidays do you enjoy?  
**Vera** I love cycling holidays. I am a very enthusiastic cyclist.  
**Ed** <sup>2</sup> \_\_\_\_\_? How far do you go?  
**Vera** Usually no more than ten kilometres. The countryside near my dacha is beautiful.  
**Ed** <sup>3</sup> \_\_\_\_\_? I haven't been to Russia.  
**Vera** <sup>4</sup> \_\_\_\_\_? Come and visit Moscow in May.  
**Ed** That sounds good, but in May I'll be on a business trip in Spain.  
**Vera** <sup>5</sup> \_\_\_\_\_? I'll be in Spain in June.  
**Ed** <sup>6</sup> \_\_\_\_\_? Sorry we can't make it this summer, but let's meet at Christmas!  
**Vera** Yes, that sounds great.



**16** Read Ben's answers and write your questions.

- You** (read a lot) <sup>1</sup> \_\_\_\_\_?  
**Ben** Yes, I do. I read all the time.  
**You** Really? (know a good book) <sup>2</sup> \_\_\_\_\_  
 \_\_\_\_\_ I can take on holiday?  
**Ben** Yes, I do. Read *The Da Vinci Code* — it's a mixture of history and crime.  
**You** Cool! (interested in films) <sup>3</sup> \_\_\_\_\_  
 \_\_\_\_\_?  
**Ben** Yes, but I don't like going to the cinema.  
**You** (belong/a DVD library) <sup>4</sup> \_\_\_\_\_  
 \_\_\_\_\_?  
**Ben** No, I don't. I always ask for DVDs for my birthday.  
**You** (got/a lot of DVDs) <sup>5</sup> \_\_\_\_\_?  
**Ben** No, I haven't. But I've got *Bend it Like Beckham*.  
**You** Great! (do/at the moment) <sup>6</sup> \_\_\_\_\_  
 \_\_\_\_\_?  
**Ben** Nothing much ... Why don't we watch it?  
**You** That sounds good. Thanks.



# VOCABULARY

17 Complete with the words from the Word List.

Noun	Adjective
1 arrogance	<u>arrogant</u>
2 carelessness	_____
3 cheerfulness	_____
4 cleverness	_____
5 _____	cultural
6 _____	entertaining
7 excitement	_____
8 optimism	_____
9 pessimism	_____
10 punctuality	_____
11 romance	_____
12 rudeness	_____
13 selfishness	_____
14 shyness	_____
15 tolerance	_____

18 Circle noun and adjective suffixes in each pair of words.

arrogance    arrogant

19 Read the Word List and tick all the adjectives denoting character traits. Then read the text below. Match the underlined parts of the text with the character traits from the Word List. In some cases, two adjectives can be used.

I've got many friends, but I like Linda and Mary best of all. Linda and Mary are twins and they are supposed to be alike, but in fact they are as different as can be. Linda <sup>1</sup>likes communicating with people, but Mary is usually <sup>2</sup>afraid to start a conversation. Linda <sup>3</sup>likes telling jokes and laughing and she <sup>4</sup>believes everything will be okay even if she has problems. However, it can be difficult sometimes to be friends with Linda because she <sup>5</sup>likes telling people what to do. In general, Mary is a much more pleasant person. She <sup>6</sup>always gives wonderful expensive presents and she <sup>7</sup>is ready to give a hand if her friends need help. She <sup>8</sup>studies hard and has excellent marks, but she <sup>9</sup>never boasts of her achievements. Surprisingly, Linda and Mary <sup>10</sup>never quarrel with each other!

20 Complete the definitions with the words from the Word List.

- My mum can speak fluent English and French — she's bilingual.
- The \_\_\_\_\_ of Britain is about 60 million.
- I live in Britain, but I'm not a British \_\_\_\_\_ I'm Spanish.
- We want a better world for the next \_\_\_\_\_ and their children.

5 I can speak German, but it isn't my \_\_\_\_\_ tongue.

6 She goes back to Liverpool whenever she can. It's her \_\_\_\_\_ town.

21 Circle the correct prepositions.

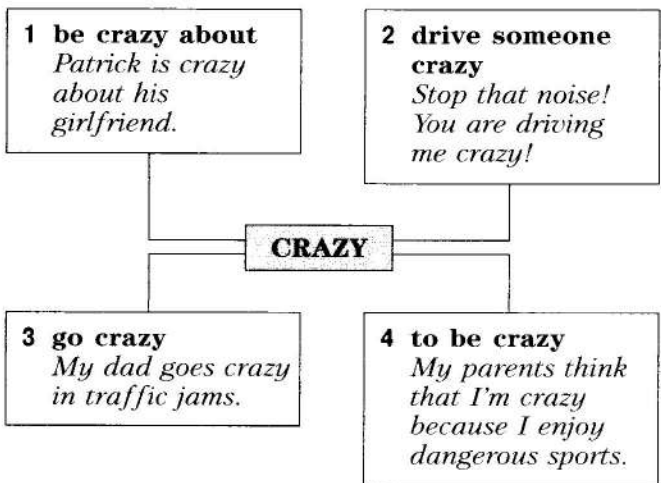
- I'm crazy about/up jazz music.
- We're all interested at/in science fiction books.
- I belong at/to a DVD library.
- Do you believe in/to UFOs?
- I agree with/to you.
- My friend's family comes from/over Ireland.

22 Complete the sentences with the adjectives you've used in Exercise 19 to describe Linda and Mary.

- I like people who are/aren't ...
- I don't mind people who are/aren't ...
- I don't like people who are/aren't ...

## Extend your vocabulary

\*23 Look at the expressions with the word *crazy*. Then write new sentences for 1–5. Use expressions with *crazy*.



1 I love playing videogames.  
I'm crazy about videogames.

2 When her football team loses a match she gets very angry and upset!  
\_\_\_\_\_

3 Ben is really **strange**. He wants to build a swimming pool in his small garden.  
\_\_\_\_\_

4 My sister **makes me very angry**. She always takes my CDs and she never tells me!  
\_\_\_\_\_

5 Susan **lives for tennis** — she plays every day.  
\_\_\_\_\_

## SPEAKING AND READING

- 24** Do you know what a personality test is? Have you ever taken a personality test? Do you believe in horoscopes or personality tests? Why do you think people are interested in personality tests?
- 25** Read a text about personality tests and formulate three main reasons why people enjoy taking personality tests according to the author. Do you agree with the author? Can you think of any other reasons?

### Personality tests

Personality tests are not new, but recently they have become very popular. There are numerous varieties of such tests and they have only two things in common. They ask us questions about ourselves and then they tell us about ourselves. But don't we know ourselves? Why do we need these tests to answer the question 'Who am I?' I think there are three main reasons.

First of all, teenagers and young adults need to create, or to find, their identity. Clear identity guides our behavior and helps us to take decisions about important things. Personality tests may give us useful information about ourselves.

Secondly, it feels good when we are seen in a way that matches what we think about ourselves. We like getting feedback that confirms our views of ourselves. People in general enjoy the process of gaining information that they already know. The same happens here. We like to hear or read what we already know about ourselves.

And then if our behaviour is less than ideal, personality tests may help us to find excuses for it. We start thinking that our actions are the result of certain personality traits while the real reason is that we do not want to control ourselves.

- \*26** To learn more about yourself you can do the following personality test. In each question you are asked to describe something. The things you should describe are not connected in any way. Close your eyes, imagine you are sleeping and having a dream. In your dream you are walking through the woods and ...

### Who am I?

#### *A personality test*

- 1 You see a house. Describe the house. How many rooms has it got? It is big? Is it light?
- 2 You see a ladder. Describe the ladder. What will you do — go upstairs or downstairs?
- 3 You find keys. How many are there? What are they made of? Will you take them with you?
- 4 You see some water (it can be a river, lake, sea, etc.). Describe it. Is the water moving or still? Is it light or dark? Are you ready to swim there?
- 5 You see a horse. What will you do to it?
- 6 You see a candleholder. What material is it made of?
- 7 You see a cube. Describe its material, size and whatever else comes to your mind.

- \*27** Read the key on page 90 and interpret your and your friend's answers. Do you think that's a good test?

- 28** Write out from the Word List three adjectives that characterise your best friend/mother/father/sister/brother. What his or her description of the house would be like in your opinion?

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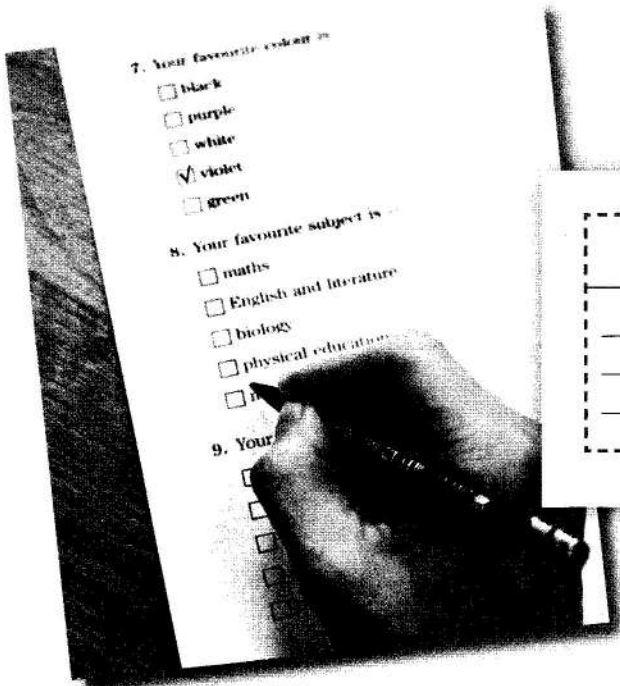
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- 29** Try another personality test. Write two words denoting animals and add three adjectives describing each animal. Then discuss in pairs what the animals symbolise and what the adjectives tell you about the writer. After that, read the key on page 90. Do you like this test? Which of the tests is better in your opinion? Why?

Animal	3 adjectives describing this animal



## GRAMMAR

### Present Continuous for future arrangements

Affirmative	Negative	
I am ('m)	am not ('m not)	driving to Paris tomorrow.
We/You/They are ('re)	are not (aren't)	
He/She/It is ('s)	is not (isn't)	

Yes/No questions	Short answers
Am I	Yes, I am. No, I am ('m) not.
Are we/you/they	Yes, we/you/they are. No, we/you/they are not (aren't).
Is he/she/it	Yes, he/she/it is. No, he/she/it is not (isn't).

### be going to for future intentions

Affirmative	Negative	
I am ('m)	am not ('m not)	going to buy a rucksack.
We/You/They are ('re)	are not (aren't)	
He/She/It is ('s)	is not (isn't)	

Yes/No questions	Short answers
Am I	Yes, I am. No, I am ('m) not.
Are we/you/they	Yes, we/you/they are. No, we/you/they are not (aren't).
Is he/she/it	Yes, he/she/it is. No, he/she/it is not (isn't).

We use the Present Continuous for definite arrangements and plans in the future:

*I'm seeing my friends tomorrow.*

Time expressions, e.g. *soon, tomorrow, later, next week/month/year, on Monday* show the activity is in the future.

#### Wh- questions

**What** am I studying next year?

**How** is he travelling to Greece?

**Where** are we meeting on Thursday?

We use *be going to* + infinitive for

- future intentions:

*They're going to get married.*

- ambitions:

*I'm going to buy a motorbike when I'm twenty.*

- unfinalised plans:

*I think I'm going to relax at the weekend.*

#### Wh- questions

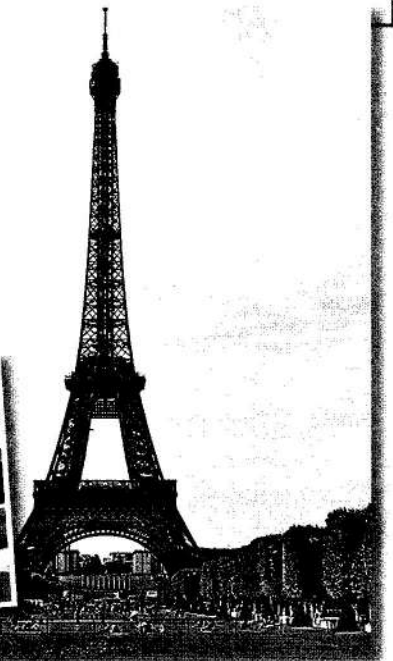
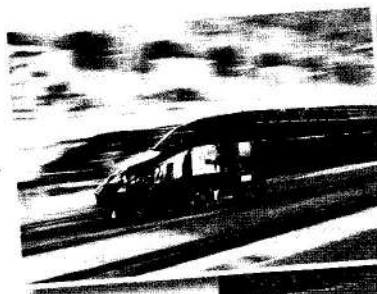
**What** am I going to do?

**Where** are you going to stay?

**Who** are they going to see?

1 Complete the text. Use *going to* and the verbs in brackets.

Next year, I <sup>1</sup> *am going to visit* (visit) my French pen-friend. I think I <sup>2</sup> \_\_\_\_\_ (travel) from London to Paris by train. I <sup>3</sup> \_\_\_\_\_ (find) a hostel in Paris for two nights and I <sup>4</sup> \_\_\_\_\_ (do) some sightseeing. After that I <sup>5</sup> \_\_\_\_\_ (catch) the train to the south coast. My pen-friend and her brother <sup>6</sup> \_\_\_\_\_ (meet) me at the station and then we <sup>7</sup> \_\_\_\_\_ (drive) to their house. I'm a bit nervous — I <sup>8</sup> \_\_\_\_\_ (not speak) English for two weeks!



2 Complete the short conversations. Use *going to* and the words in brackets.

- 1 A I'm going to have a big party when I'm eighteen.  
 B Who are you going to invite? (Who/invite)
- 2 A I've got a lot of money.  
 B \_\_\_\_\_ with it?  
 (What/do)
- 3 A We're planning to go to Spain.  
 B \_\_\_\_\_ there?  
 (How/get)
- 4 A I don't have time to get my ticket today.  
 B \_\_\_\_\_ it?  
 (When/get)
- 5 A We're going to visit Mexico for a holiday.  
 B \_\_\_\_\_ there?  
 (How long/stay)

3 Read and complete the notes. Use them to write four sentences about yourself.

study: languages  
 buy: a car  
 live: abroad/in \_\_\_\_\_  
 have: lots of children/money  
 work: for a big company/as a \_\_\_\_\_

I'm going to study languages.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4 Complete Ken and Andy's conversation. Use the Present Continuous.

- Andy Can we have lunch on Friday?  
 Ken I'm afraid I can't. I <sup>1</sup> 'm having (have) lunch with my girlfriend. We <sup>2</sup> \_\_\_\_\_ (meet) at the new café in town.  
 Andy Can we meet in the evening? What about dinner?  
 Ken No, sorry. I'm busy in the evening. I <sup>3</sup> \_\_\_\_\_ (play) football.  
 Andy <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) anything on Saturday?  
 Ken In the morning I <sup>5</sup> \_\_\_\_\_ (see) my cousins, but I <sup>6</sup> \_\_\_\_\_ (not do) anything in the afternoon.  
 Andy OK. Jon and I <sup>7</sup> \_\_\_\_\_ (go) to the cinema. Do you want to come with us?  
 Ken What time <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ (meet)?  
 Andy We <sup>9</sup> \_\_\_\_\_ (meet) outside the cinema at two o'clock.  
 Ken Great — see you there.

5 Use the information in Exercise 4 to complete Ken's diary. Remember to write notes, not sentences.

**January**  
FRIDAY 20

● \_\_\_\_\_ 12.20 p.m.:  
 ● \_\_\_\_\_ with Joanna  
 ● \_\_\_\_\_ 7.30 p.m.:  
 ● \_\_\_\_\_

**January**  
SATURDAY 21

● \_\_\_\_\_ 10.30 a.m.:  
 ● \_\_\_\_\_ Martin and Lily  
 ● \_\_\_\_\_ 2.00 p.m.:  
 ● \_\_\_\_\_

\*6 Complete the conversations. Use *going to* or the Present Continuous and the verbs in brackets.

- 1  
 Nigel Hi Joanna! What's up?  
 Joanna Nothing new. What about you?  
 Nigel I'm getting ready for my trip. We <sup>1</sup> \_\_\_\_\_ (leave) for France tomorrow afternoon.  
 Joanna Lucky you! Who <sup>2</sup> \_\_\_\_\_ (go) with?  
 Nigel A group of friends from school.
- 2  
 Bill What's wrong, David?  
 David My exam results are really bad this year. I <sup>3</sup> \_\_\_\_\_ (study) more next year.  
 Bill Good idea. I <sup>4</sup> \_\_\_\_\_ (go) to my study group this evening. Do you want to come with me?
- 3  
 Colin Hi John! Do you want to come to the match with us this evening? We <sup>5</sup> \_\_\_\_\_ (meet) outside the stadium at five o'clock.  
 John Oh, no, I can't! I <sup>6</sup> \_\_\_\_\_ (see) Nina at five thirty.
- 4  
 Joanna Do you know what you <sup>7</sup> \_\_\_\_\_ (do) when you finish school?  
 Kate I think <sup>8</sup> \_\_\_\_\_ (live) in France for a year.  
 Joanna Do you speak French?  
 Kate No, I don't! But I <sup>9</sup> \_\_\_\_\_ (start) French evening classes next week.

# RUSSIA

This is an international voluntary camp for young people aged 14–18 situated in the mountain and forest part of the South Ural, in the Bashkortostan Republic. The main work is cleaning and maintenance of the ecological path. <sup>1</sup> \_\_\_\_\_

The camp languages are Russian and English. This is an opportunity to make new friends and learn about the history of the area, the myths and legends of the Bashkir people.

Accommodation is in a small village on the River Belaya. Internet and mobile communication available.

For more information contact Dilara Kildyarova  
Dilara.K@bashkirworld.ru



# GERMANY

For this job you must enjoy working with children and speak good German. The work includes planning games and other activities for the children. Volunteers also cook lunch for the children every day.

Accommodation is in a youth hostel. There are two with shared bedrooms (one for men and one for women), two bathrooms, a kitchen and a games room. <sup>2</sup> \_\_\_\_\_

For more information contact Stefan Schmidt  
Stefanschmidt@summercamp.org



# FRANCE

A French environmental charity is looking for volunteers to work in central France. This year the volunteers are going to remove rubbish from the Seoule River. <sup>3</sup> \_\_\_\_\_

Accommodation is in tents at a local campsite. There is a free bus between the campsite and the river.

For more information contact Celine Debaene  
c.debaene@ourworld.org



## READING

7 Read the texts and match the people (1–4) with the best working holiday. There is one extra person.

- 1 Claire has got a German boyfriend, but she doesn't speak German.
- 2 Evan is going to be a German teacher and he likes working with children.
- 3 Greg loves history. Next year he's going to study Russian and history at London University.
- 4 Olivia is going to teach German in a university, but this year she wants to practise speaking French.

Russia  Germany  France

8 Complete the texts with sentence A, B, C or D. There is one extra sentence.

- A The beach is five kilometres from the campsite.
- B The work is near water, so volunteers must know how to swim.
- C Volunteers do not need to have any special skills or experience.
- D Volunteers eat lunch with the children but must cook breakfast and dinner for themselves.

9 Read the sentences. Write T for true, F for false and NS for not stated.

- 1 There is Internet access in the camp.
- 2 The volunteers in Russia live in tents.
- 3 The volunteers cook all the meals at the German camp.
- 4 Volunteers at the German camp all have a single bedroom.
- 5 The French charity organises a camp every year.
- 6 Volunteers in France sleep in tents next to the river.
- 7 The camp language is French.



# WORD LIST

- |                    |   |                     |                 |
|--------------------|---|---------------------|-----------------|
| abilities          | course  | holiday (brochure)  | response        |
| accommodation      | crazy   | honeymoon           | restaurant      |
| achieve            | delayed   | hotel               | rucksack        |
| activity           | depart from   | inspiration         | satisfied       |
| address book       | design  | journey             | scenery         |
| adventure          | disabled  | keep quiet          | silence         |
| airport            | dramatic  | leave for           | skills          |
| amazed             | electricity   | lecturer            | sleeping bag    |
| ambition           | equipment   | leisure activities  | sociology       |
| archaeological dig | excavate  | letter of complaint | sponsor         |
| arrive in/at       | excited   | level               | station         |
| available          | exciting  | motorbike           | stay            |
| babysit            | experience  | mountain shelter    | sunbathe        |
| be/keep fit        | extraordinary   | mountains           | tent            |
| bed and breakfast  | ferry   | near the sea        | ticket          |
| book a room        | flight  | nervous             | tiring          |
| camp               | fly (to)  | on foot             | tour            |
| campsite           | follow a high-protein diet  | organise            | train (v)       |
| cancelled          | fresh air   | pack (a suitcase)   | travel to       |
| caravan            | glacier   | paralysed           | trek            |
| catch (a train)    | go abroad   | peaceful            | trip            |
| challenge          | go backpacking/climbing/<br>camping/fishing/hiking/<br>skiing/sightseeing/<br>snorkelling | pick up             | unusual         |
| charity            | go for a drive  | plan                | view            |
| city centre        | go to the gym   | plane               | villa           |
| class              | guest house   | platform            | visit           |
| coach (bus)        | highlands   | proud               | volunteer       |
| collect money      | hold  | raise (money)       | wheelchair      |
| combine            |   | relax               | working holiday |
| contact (v)        |   | relaxing            | youth hostel    |
| cost               |   | reservation         |                 |

# VOCABULARY

15 Complete with the words from the Word List.

Noun	Verb
1 <u>accommodation</u>	accommodate
2 sponsorship	_____
3 _____	challenge
4 combination	_____
5 _____	volunteer
6 design	_____
7 excavation	_____
8 organisation	_____
9 departure	_____
10 _____	reserve

16 Complete the text with the words from Exercise 15.

My sister is going to do a charity trek in the Andes and I'm going to do a <sup>1</sup> sponsor her. She's going to raise money for an <sup>2</sup> \_\_\_\_\_ called Kids' Holidays. Her flight is <sup>3</sup> \_\_\_\_\_ from Heathrow Airport next Sunday morning. She has a <sup>4</sup> \_\_\_\_\_ in a hostel for the first night. After that she's camping. She's going to walk 100 kilometres in five days, so it's a great <sup>5</sup> \_\_\_\_\_. After the trek she's going to work as a <sup>6</sup> \_\_\_\_\_ at a children's home in Peru.

17 Label the types of accommodation.



guest house



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**18 Match the words to make compound nouns.**  
There are two extra words that don't match.

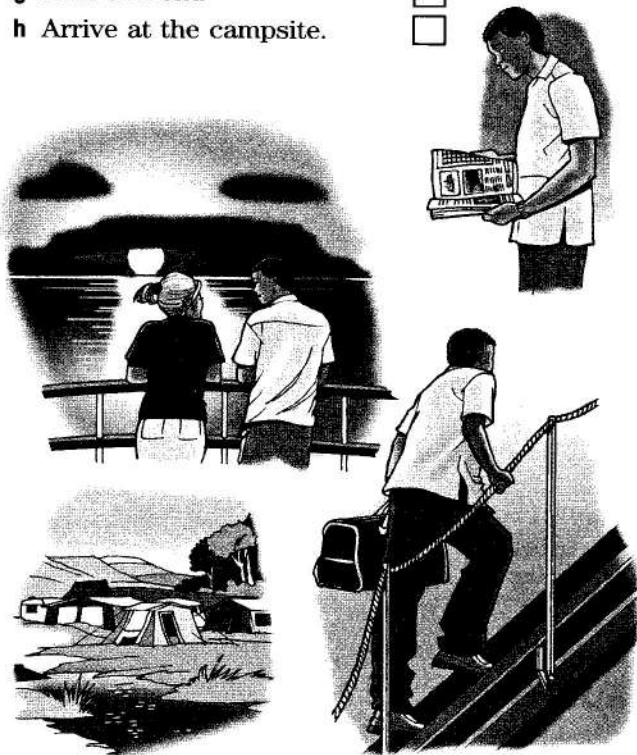
- |                  |            |
|------------------|------------|
| 1 address        | ferry      |
| 2 archaeological | bag        |
| 3 bed and        | diet       |
| 4 city           | book       |
| 5 leisure        | breakfast  |
| 6 fresh          | centre     |
| 7 camp           | air        |
| 8 high-protein   | dig        |
| 9 sleeping       | activities |

**19 Complete the sentences with the words from Exercise 18.**

- Please write your phone number in my address book.
- My brother loves history and he's working on an \_\_\_\_\_ this summer.
- Athletes need a \_\_\_\_\_ with lots of meat and fish.
- It's lovely day! Let's go for a walk and get some \_\_\_\_\_.
- My \_\_\_\_\_ are reading and going to the cinema.
- We're going to stay in a cheap \_\_\_\_\_ near the airport.

**20 Read this list and put it in the correct order.**

- |                             |                          |
|-----------------------------|--------------------------|
| a Get some brochures.       | <input type="checkbox"/> |
| b Relax and enjoy the view. | <input type="checkbox"/> |
| c Pick up your ticket.      | <input type="checkbox"/> |
| d Pack your rucksack.       | <input type="checkbox"/> |
| e Get on the ferry.         | <input type="checkbox"/> |
| f Book a ticket.            | <input type="checkbox"/> |
| g Find a friend             | <input type="checkbox"/> |
| h Arrive at the campsite.   | <input type="checkbox"/> |



**21 Write by, for, on or to.** Three sentences don't need prepositions.

- The sea's very warm. Let's go for a swim.
- We're going \_\_\_\_\_ coach to Amsterdam.
- When I visit a new city, I like going everywhere \_\_\_\_\_ foot.
- I want to go \_\_\_\_\_ abroad next year.
- I never go \_\_\_\_\_ the gym.
- They're going \_\_\_\_\_ backpacking next month.
- I'm going to fly \_\_\_\_\_ Canada in November.
- She's training \_\_\_\_\_ the big match at the weekend.
- We're arriving \_\_\_\_\_ home at midnight.
- He wants to travel \_\_\_\_\_ India and see the Taj Mahal.

### Extend your vocabulary

**22 Study the travel words below.**

**crossing** (n) a short journey on water: *The crossing from England to France takes about ninety minutes.*

**flight** (n) a journey by air: *There's a flight from London to Paris every hour.*

**journey** (n) the time spent travelling from one place to another: *It's a long journey from my home to work.*

**travel** (v) to go from one place to another: *I'm going to travel before I go to university.*

**trip** (n) a short journey to visit a place for pleasure or work: *a trip to the beach, a business trip to New York.*

**voyage** (n) a long journey on water: *We're going on a river voyage along the Rhine. The film 'Titanic' is about a ship's first (and last) voyage.*

**23 Complete the travel information with the correct words from Exercise 22 above.**

- The ferry crossing from Hong Kong to Kowloon takes only five minutes.
- She travels to work by car, train and tube. It's a very long \_\_\_\_\_.
- The \_\_\_\_\_ from Milan to London takes about two and a half hours.
- Our ship leaves Shanghai for the two week \_\_\_\_\_ to California.
- Next time you go on a business \_\_\_\_\_, stay at one of our international hotels.
- \_\_\_\_\_ overnight on the Orient Express, and wake up in Venice!

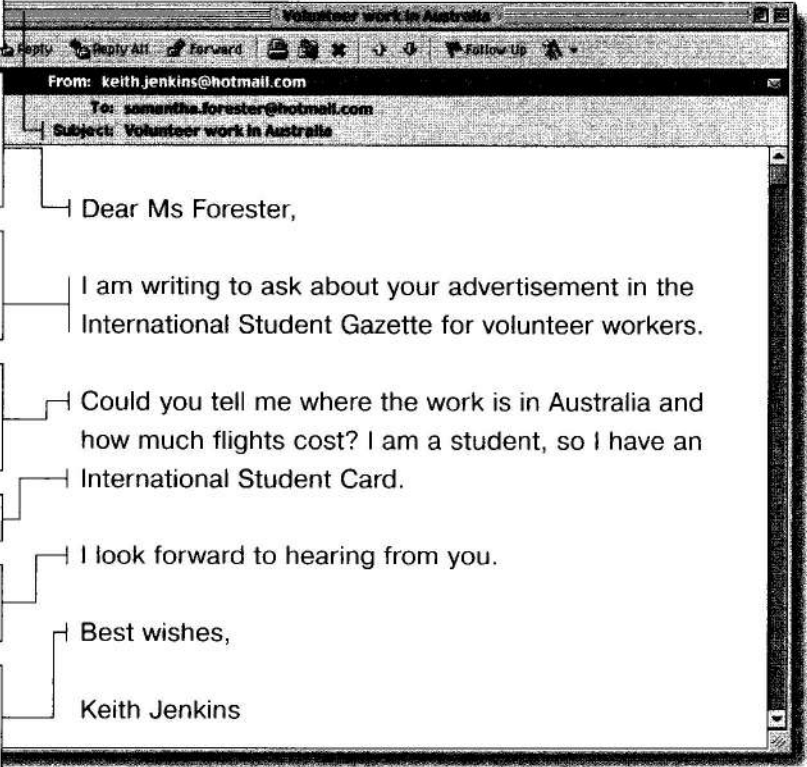


# WRITING

24 Quickly read the email and tick the correct box.

formal  informal

- 1 Subject box: Give a clear reason for writing.
- 2 Greeting (formal): If you know the person's name, write *Dear + title (Mr/Mrs/Ms) + name*. You don't need a greeting if you don't know their name.
- 3 Tell them why you are writing: *I am writing to ask about .../I am writing to ask for information about ...*
- 4 Explain your question in more detail. You can use indirect questions to be more polite.
- 5 Give any extra information.
- 6 Remind the person politely that you expect an answer.
- 7 Signature: use a polite phrase, e.g. *Best wishes/Regards* and give your full name.



25 Read the sentences about writing emails. Tick true and cross false.

- 1 Smileys and jokes aren't a good idea in formal emails.
- 2 You can start a formal email with *Hi*.
- 3 You can end an informal email with *Love*.
- 4 You don't need to write anything in the subject box.
- 5 Always use *Dear* in a formal email.
- 6 You can end a formal email with *Regards*.

Dear Mr Smolin,   
I hope to hear from you soon.

27 Look at page 13. Which advertisement is Sally interested in?

28 Look at the other adverts on page 13. Choose one and write a formal email to the camp organisers. Before you start, make notes about

- why you are writing
- why you want to go to the camp
- two questions you want to ask

Write your email.

26 A student wants to work as a volunteer at a summer camp. Put her email in the correct order.

I am writing to ask about the summer camp in Russia. I am interested in it because I am a history student.

From: sandrews@yahoo.com

I hope you can answer some questions.

Could you tell me how many hours we work each day?

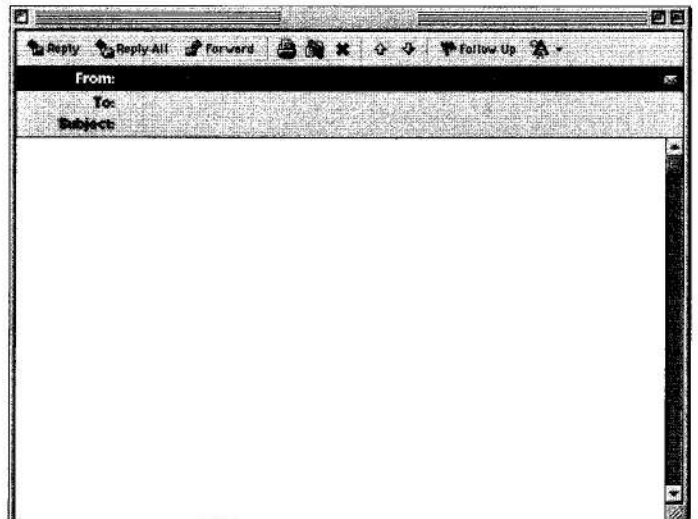
Best wishes,

Sally Andrews

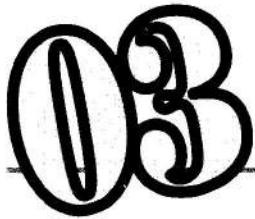
To: Sergey Smolin,

Subject: Information about summer camp in Russia

Could you also give me more information about the dates? When does the camp start and finish?







# Growing up

## GRAMMAR

### Past Simple

	Verb to be	Regular and irregular verbs*
<b>Affirmative</b>	I/He/She/It was late. We/You/They were happy.	I/You/He/She/It/We/They smiled. (R) I/You/He/She/It/We/They went out. (IRR)
<b>Negative</b>	I/He/She/It was not (wasn't) late. We/You/They were not (weren't) happy.	I/You/He/She/It/We/They didn't smile. I/You/He/She/It/We/They didn't go out.
<b>Questions</b>	Was I/he/she/it late? Were we/you/they late?	Did I/you/he/she/it/we/they smile? Did I/you/he/she/it/we/they go out?
<b>Short answers</b>	Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, we/you/they were. No, we/you/they weren't.	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.
*The Past Simple form is the same for all persons.		

We use the Past Simple to talk about things which started *and* finished in the past, including:

- single events: *I started school in 1993.*
- regular events: *I walked to school every day.*
- past states: *I didn't understand my teacher.*
- telling stories: *I heard a loud noise and I got up.*

We can add time expressions like *yesterday, yesterday morning/afternoon/evening, last night/ year/week/Saturday, when I was five, ten years ago.*

#### Past Simple Wh- questions

- Where** were you yesterday?  
**When** did he leave school?  
**Why** did they get bad marks?

#### Spelling for regular verbs

- For most verbs, add *ed*: *I walk → I walked*
- After *-e*, add *d*: *we decide → we decided*
- After a single stressed vowel and a single consonant, double the consonant and add *ed*: *they stop → they stopped*
- After *-y*, change *y* to *i*, add *ed*: *you study → you studied*
- In British English, after an unstressed vowel + *-l*, double the *l* and add *ed*: *I travel → I travelled*
- In American English: *I travel → I traveled*

To spell the past tense of irregular verbs you have to learn each new one by heart. Sorry! There is a list on page 139 in your Student's Book.

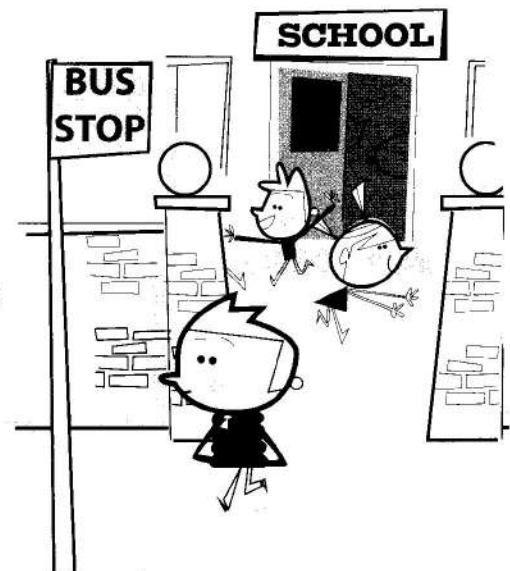
#### 1 Complete the text with the Past Simple form of the verbs in brackets.

My young cousin, Ben, <sup>1</sup> started (start) school last year. There <sup>2</sup> \_\_\_\_\_ (be) fifteen children in his class. In the first lesson the teacher <sup>3</sup> \_\_\_\_\_ (read) a story. Then the children <sup>4</sup> \_\_\_\_\_ (look) at some pictures and <sup>5</sup> \_\_\_\_\_ (write) the alphabet.

After the lesson the children <sup>6</sup> \_\_\_\_\_ (go) into the playground. They <sup>7</sup> \_\_\_\_\_ (wear) their coats because it was cold. My cousin <sup>8</sup> \_\_\_\_\_ (think) it <sup>9</sup> \_\_\_\_\_ (be) home time. He <sup>10</sup> \_\_\_\_\_ (walk) out of the playground and <sup>11</sup> \_\_\_\_\_ (look) for his mum. My aunt <sup>12</sup> \_\_\_\_\_ (not be) there, so he <sup>13</sup> \_\_\_\_\_ (sit) on the grass and <sup>14</sup> \_\_\_\_\_ (wait) for a bus. Luckily he <sup>15</sup> \_\_\_\_\_ (not have) any money and the bus driver <sup>16</sup> \_\_\_\_\_ (take) him back to school. That evening his parents asked him, <sup>17</sup> \_\_\_\_\_ you \_\_\_\_\_ (leave) the playground this morning?'

'Yes, I <sup>18</sup> \_\_\_\_\_ (do). How do you know?'

'Your teacher <sup>19</sup> \_\_\_\_\_ (phone) us!'



**2 Put the words in the correct order to make Past Simple questions.**

- 1 live with?/did Harry Potter/Who  
\_\_\_\_\_
- 2 write/Did/the Harry Potter books?/Agatha Christie  
\_\_\_\_\_
- 3 film?/the first/was/Harry Potter/When  
\_\_\_\_\_
- 4 did/live?/Oliver Twist/Where  
\_\_\_\_\_
- 5 did/write Oliver Twist?/Charles Dickens/When  
\_\_\_\_\_
- 6 his/live/Oliver Twist/family?/Did/with  
\_\_\_\_\_

**3 Match the questions in Exercise 2 with the short answers. There is one extra answer.**

- |                   |                          |                   |                          |
|-------------------|--------------------------|-------------------|--------------------------|
| a No, he didn't.  | <input type="checkbox"/> | e in London       | <input type="checkbox"/> |
| b in the 1830s    | <input type="checkbox"/> | f in 2001         | <input type="checkbox"/> |
| c Yes, they did.  | <input type="checkbox"/> | g his aunt, uncle | <input type="checkbox"/> |
| d No, she didn't. | <input type="checkbox"/> | and cousin        | <input type="checkbox"/> |

**4 Use the prompts to write Past Simple sentences.**

- 1 I/go/cinema on Friday.  
I went to the cinema on Friday.
- 2 They/see/their friends at the weekend.  
\_\_\_\_\_
- 3 She/speak/her friend at eight o'clock last night.  
\_\_\_\_\_
- 4 He/start/learning the guitar in July.  
\_\_\_\_\_
- 5 They/have/a party on 5th May.  
\_\_\_\_\_
- 6 Last year we/go/holiday in the autumn.  
\_\_\_\_\_
- 7 Yesterday I/do/my homework in the morning.  
\_\_\_\_\_

**5 Underline the prepositions and time expressions in Exercise 4.**

**6 Circle the correct prepositions.**

- 1 They went to a disco on /at/in Saturday.
- 2 Did you see your grandparents on /at/in the weekend?
- 3 We met at /on/in eight o'clock outside the cinema.
- 4 I learned to ski at /in/on 2001.
- 5 We did a test at /in/on the morning.
- 6 I had my birthday party at /in/on 17th June last year.
- 7 I love going walking in /at/on the spring and summer.

**7 Answer the questions. Use different time expressions.**

- 1 When did you start learning English?  
I started in 2003.
- 2 When did you last go on holiday?  
I \_\_\_\_\_ in \_\_\_\_\_.
- 3 When did you last read a newspaper?  
I \_\_\_\_\_ on \_\_\_\_\_.
- 4 When did you last clean your bedroom?  
I \_\_\_\_\_ on \_\_\_\_\_.
- 5 When did you last go to a friend's house?  
I \_\_\_\_\_ on \_\_\_\_\_.
- 6 When did you start this exercise?  
I \_\_\_\_\_ at \_\_\_\_\_.
- 7 What time did you get up this morning?  
I \_\_\_\_\_ at \_\_\_\_\_.

**8 Complete the student reporter's questions.**



- Paula** Hi, I'm Paula. Do you mind if I ask you some questions for our class magazine?
- Charlie** No, I don't mind.
- Paula** OK, first question: <sup>1</sup> \_\_\_\_\_ ?
- Charlie** My name's Charlie Hopper.
- Paula** Hi Charlie, I'm Paula. Now next question: <sup>2</sup> \_\_\_\_\_ ?
- Charlie** My last school was in Cambridge.
- Paula** <sup>3</sup> \_\_\_\_\_ ?
- Charlie** Yes, I did. I liked it very much.
- Paula** <sup>4</sup> \_\_\_\_\_ ?
- Charlie** I left in July after my exams.
- Paula** <sup>5</sup> \_\_\_\_\_ ?
- Charlie** My family moved here because my mother had a new job.
- Paula** Tell me a bit about your old school. <sup>6</sup> \_\_\_\_\_ ?
- Charlie** We studied the usual subjects — maths, English, French.
- Paula** <sup>7</sup> \_\_\_\_\_ ?
- Charlie** No, they weren't strict — but they were quite serious.
- Paula** One more question — have you got a girlfriend?
- Charlie** No, I haven't, but I'm looking for one.

# READING

1 Look at the pictures below. Match the people with their jobs.

film star singer

- 1 Charlotte Church is a \_\_\_\_\_.
- 2 Shirley Temple was a \_\_\_\_\_.

2 Read and match the photos (A-D) with the texts.

Text 1   Text 2



11 Complete the questions.

Which person, Charlotte Church (CC) or Shirley Temple (ST):

- 1 started her career when she was twelve? CC
- 2 left her first career when she was twelve? \_\_\_\_\_
- 3 changed to a different career? \_\_\_\_\_
- 4 was a singer when she was a teenager? \_\_\_\_\_
- 5 goes to lots of parties, nightclubs and restaurants? \_\_\_\_\_
- 6 entertained a US president? \_\_\_\_\_
- 7 worked for the US government? \_\_\_\_\_

12 Match the underlined words and phrases in the texts to their meanings.

- 1 \_\_\_\_\_: going to clubs, bars, restaurants and theatres and enjoying yourself
- 2 \_\_\_\_\_: the entertainment industry (e.g. TV, films)
- 3 \_\_\_\_\_: films
- 4 \_\_\_\_\_: the people who make films or TV shows
- 5 \_\_\_\_\_: a person who represents their country in another country

1 The singer Charlotte Church was born in Cardiff, Wales in 1986. In 1998 Charlotte introduced her aunt on TV's *Big Big Talent Show*, but the programme's producers asked the young girl to sing too. A show business manager heard her and got her a recording contract with Sony. Her career started with a CD of classical songs, *Voice of an Angel*, and she quickly became world-famous. She toured the world with her mother and she sang for world leaders including President Clinton and the Pope. Now she is a pop singer and there are often photographs in the newspapers of her out on the town. She is a lively young woman and despite her fame (and selling more than ten million records!), she doesn't seem arrogant.

2 In the 1930s the world's most famous child film star was Shirley Temple. She started work when she was only three years old and made more than forty films before she was twelve. When she became a teenager, her career in movies was over. As an adult she married, had children and worked in public service. In 1967 she tried unsuccessfully to win a seat in the US House of Representatives. However, she then had several jobs representing the US government and she was ambassador to the United Nations, Ghana and Czechoslovakia. Later she said, 'That was the best job I had.'

# GRAMMAR

## Used to

	Affirmative	Negative
I/You/He/She/ It/We/They	used to ride a bike to school.	didn't use to ride a bike to school.

We use *used to* to talk about habits and states in the past which are now finished. For example,

- *I used to read children's comics.* (Now, I read newspapers.)
- *I used to hate spinach.* (Now, I like it.)

### Wh- questions

**Where** did they use to play?

**What** did you use to do?

**How** did he use to get to school?

### Yes/No questions

Did	I/you/he/she/ it/we/they	use to ride a bike to school?
-----	-----------------------------	-------------------------------

### Short answers

Yes, I/you/he/she/it/we/they did.

No, I/you/he/she/it/we/they didn't.

### Mind the trap!

Don't confuse *used to* for habits in the past with the regular verb *to use*.

*She used to write with a red pen.*

*She used a red pen to mark my homework.*

13 Look at the pictures of Maria. Use the prompts to write sentences with *used to* and *didn't use to*.

1 have/long hair

*She used to have long hair.*

2 go/cheap cafés

3 wear/expensive clothes

4 go out with/rich boyfriend

5 drive/old car

6 wear/casual clothes



14 Write more questions to ask Maria.

1 Did you use to have a good job ?

Yes, I did. I was a lawyer in a big company.

2 Did \_\_\_\_\_ ?

Yes, I did. I used to earn €150,000 a year.

3 Did \_\_\_\_\_ ?

Yes, I did. I always ate in different restaurants.

4 Did \_\_\_\_\_ ?

No, I didn't. I'm happier now.

15 Use the prompts in brackets to complete the sentences.

1 I didn't use to eat cheese, but now I love it.  
(not eat/love)

2 We \_\_\_\_\_ with my dad's parents,  
but now we \_\_\_\_\_ our own home.  
(live/have)

3 My sister and I \_\_\_\_\_ each  
other, but now we \_\_\_\_\_ good friends.  
(not like/be)

4 Now I \_\_\_\_\_ good at English, but I  
\_\_\_\_\_ very bad at it. (be/be)

16 Translate the sentences. Which ones are about habits in the past?

- I used an English dictionary when I wrote my essay.
- When I started French lessons, I used to check every word in a dictionary.
- We didn't use to have a computer in each classroom.
- I didn't use your notes to finish my homework.

# WORD LIST

amazed/amazing	essay	leave school	sing songs
annoyed/annoying	excited/exciting	listen to	sit cross-legged
aquarium	experts	lunch break	smell (n)
arrive late	fascinated/fascinating	make friends	soap
astronomy	form tutor	maths	sound (n)
ballet lessons	frightened/frightening	mention	spell
bell	genetic	monster	start school
best friend	genius	nervous	statistically
bored/boring	get good/bad marks	noisy	strict
borrow	ghost	painting	study (n)
cartoon	grown up	pass/fail an exam	study (a subject) at university
cause	have a routine	phonograph	study for exams
check (your) email	have (sth) in common	play an instrument	successful
clap	hidden talent	play truant	surprised/surprising
classmate	history	playground	take the lift
classroom	house-warming party	pocket money	talented
clever	huge	primary school	taste (n)
cloakroom	imagination	promise	term
crayons	impressionist	record player	terrified/terrifying
creative	intelligent	register	test
crime novel	interested/interesting	reunion (party)	textbook
delicious	invention	ring (v)	theory of relativity
disability	inventor	satisfied/satisfying	timetable
disappointed/disappointing	keep a diary	scared	tired/tiring
discover	kids	school bus	toy
drop out (of school)	laugh at	school uniform	university course
dyslexia/dyslexic	laugh out loud	schooldays	unpleasant
education	lawyer	secondary school	wear lipstick
effect	leaf (p/ leaves)	shape	
embarrassed/embarrassing	learn by heart/memorise	side	

# SPEAKING

17 Complete the conversations.



- A** Can I sit here?  
**B** Sorry, y\_\_\_\_\_ c\_\_\_\_\_ — I'm travelling with a friend.
- A** I \_\_\_\_\_ i \_\_\_\_\_ OK if I open the window?  
**B** S \_\_\_\_\_ , no p \_\_\_\_\_ .
- A** D \_\_\_\_\_ y \_\_\_\_\_ m \_\_\_\_\_ if I use your phone? I promised to phone my dad.  
**B** N \_\_\_\_\_ , p \_\_\_\_\_ do.

18 Read the situations and complete the conversations with the phrases from Exercise 17.

- You want to share a table in a café.  
**A** \_\_\_\_\_ ?  
**B** Sure, no problem.

- You want to use a friend's bicycle.  
**A** \_\_\_\_\_ ?  
**B** No, I don't mind.
- You want to borrow a pen from your teacher.  
**A** \_\_\_\_\_ ?  
**B** I'm afraid not, I haven't got a spare one.

\*19 Read the instructions and write the conversations.

- A** (ask if you can park your car)  
**B** (say no and give a reason)  
**A** Is it OK if I park here? \_\_\_\_\_ ?  
**B** I'm afraid not. It's not allowed. \_\_\_\_\_
- A** (ask to use B's mobile phone)  
**B** (say no and give a reason)  
**A** \_\_\_\_\_ ?  
**B** \_\_\_\_\_
- A** (ask if you can borrow B's laptop)  
**B** (say yes)  
**A** \_\_\_\_\_ ?  
**B** \_\_\_\_\_
- A** (ask B if you can turn the radio off)  
**B** (say no and give a reason)  
**A** \_\_\_\_\_ ?  
**B** \_\_\_\_\_

# VOCABULARY

20 Complete with the words from the Word List.

Thing	Person
1 <u>astronomy</u>	astronomer
2 _____	impressionist
3 _____	educator
4 _____	historian
5 law	_____
6 invent	_____
7 _____	mathematician
8 _____	painter

21 Look at the pairs of words above and circle suffixes denoting persons.

astronomer

22 Complete the sentences with the words from Exercise 20.

- 1 Einstein was a mathematician.
- 2 Copernicus studied \_\_\_\_\_.
- 3 I never listened in \_\_\_\_\_ lessons, so I know nothing about Europe in the 19th century.
- 4 Murder is a \_\_\_\_\_ in all cultures.
- 5 George Stephenson was the \_\_\_\_\_ of the steam engine.
- 6 The \_\_\_\_\_ Dr David Starkey presented *The Six Wives of Henry VIII* on British TV.
- 7 The \_\_\_\_\_ of Venice by JM Turner is very famous.

23 Match the nouns (1-10) to make compound nouns. Remember, some are one word and some are two.

1 school	novel
2 record	room
3 pocket	book
4 university	days
5 play	course
6 crime	money
7 cloak	mate
8 text	ground
9 school	uniform
10 class	player

24 Complete the dictionary definitions with the compound nouns from Exercise 23.

- 1 \_\_\_\_\_ : a place in a public building where you leave your coat
- 2 \_\_\_\_\_ : a fiction book about criminals and illegal acts
- 3 \_\_\_\_\_ : a person who is in the same class as you at school
- 4 \_\_\_\_\_ : special clothes worn by school students
- 5 \_\_\_\_\_ : a book used by students to study a subject

25 Complete the sentences with adjectives ending with *-ed* or *-ing*.

- 1 I was very disappointed when I failed my driving test.
- 2 I hope my aunt doesn't bring her a \_\_\_\_\_ children with her. I really don't like them!
- 3 We haven't got any homework tonight. I'm a \_\_\_\_\_ !
- 4 It's s \_\_\_\_\_ that the whole class passed the exam.
- 5 He listened carefully because he was i \_\_\_\_\_ in what she said.
- 6 My brother's buying an e \_\_\_\_\_ new computer game next weekend.
- 7 Our hotel was d \_\_\_\_\_ — it was next to a busy road and a long way from the beach.
- 8 The children are e \_\_\_\_\_ about the party.
- 9 We were all s \_\_\_\_\_ when we won the competition.
- 10 I couldn't stop reading this book — it's very i \_\_\_\_\_.

## Extend your vocabulary

26 When you learn a new noun, learn the verb(s) that is usually used with it. A good dictionary will give an example of the correct verb to use. Tick the correct verb, *make* or *do*, for each noun.

	make	do	
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	a course of lessons
2	<input type="checkbox"/>	<input type="checkbox"/>	a decision
3	<input type="checkbox"/>	<input type="checkbox"/>	a journey
4	<input type="checkbox"/>	<input type="checkbox"/>	a mistake
5	<input type="checkbox"/>	<input type="checkbox"/>	a phone call
6	<input type="checkbox"/>	<input type="checkbox"/>	a reservation
7	<input type="checkbox"/>	<input type="checkbox"/>	dinner
8	<input type="checkbox"/>	<input type="checkbox"/>	homework
9	<input type="checkbox"/>	<input type="checkbox"/>	new friends
10	<input type="checkbox"/>	<input type="checkbox"/>	karate

27 Write 5 sentences about yourself using the word-combinations from Exercise 26.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



# VOCABULARY AND GRAMMAR

1 Circle the best word, a, b, c or d, to complete the statements. (5 points)

- 0 She's clever and attractive, but she's so \_\_\_\_\_ about it, nobody likes her.  
a confident c jealous  
**b arrogant** d exciting
- 1 My brother never thinks about other people. He's really \_\_\_\_\_.  
a selfish b helpful c shy d sensible
- 2 I like my young cousins, but they're very \_\_\_\_\_. I get really tired when I look after them.  
a rude b friendly c lively d popular
- 3 What a nice, \_\_\_\_\_ boy. He always says 'please' and 'thank you'.  
a confident b polite c punctual d helpful
- 4 My uncle always gives us money and nice presents. He's very \_\_\_\_\_.  
a friendly b proud c lazy d generous
- 5 My father doesn't like my clothes, my music or my friends, but my mother is more \_\_\_\_\_.  
a tolerant c confident  
b exciting d generous

2 Put the words in brackets into the correct form. (7 points)

- 0 I always go red when I am embarrassed (embarrass).
- 1 My brother is really \_\_\_\_\_ (annoy) when he's with his friends.
- 2 I was \_\_\_\_\_ (disappoint) because only three people came to my party.
- 3 I don't want to play tennis. It's \_\_\_\_\_ (bore).
- 4 I love going on holiday — packing is really \_\_\_\_\_ (excite).
- 5 I was \_\_\_\_\_ (terrify) when the lights went out.
- 6 You must read this story. It's \_\_\_\_\_ (amaze).
- 7 Why are you \_\_\_\_\_ (surprise) that you failed? You didn't do any work.

3 Complete the text with the verbs from the box in the correct form. (6 points)

agree hate want ~~remember~~ know  
understand belong

- 0 Look at these old photos. Do you remember this holiday in France?
- 1 Excuse me. I \_\_\_\_\_ . Could you say it again, please?
- 2 I \_\_\_\_\_ this swimming pool. It's cold and dirty!

- 3 That's your opinion, but I'm afraid I \_\_\_\_\_ with you.
- 4 Who \_\_\_\_\_ this bag \_\_\_\_\_ to? It's not mine.
- 5 \_\_\_\_\_ anybody \_\_\_\_\_ the answer to this question?
- 6 I \_\_\_\_\_ to go for a walk. It's too cold.

4 Put the verbs into the correct form. (6 points)

We're <sup>0</sup> going (go) on holiday tomorrow. I <sup>1</sup> \_\_\_\_\_ (love) the night before a holiday. We always <sup>2</sup> \_\_\_\_\_ (stay) up late, packing and talking. Tomorrow, we <sup>3</sup> \_\_\_\_\_ (fly) to Rome at 7 o'clock. It <sup>4</sup> \_\_\_\_\_ (be) a great holiday — I love Italy. I <sup>5</sup> \_\_\_\_\_ (not speak) Italian very well, but I <sup>6</sup> \_\_\_\_\_ (start) lessons next year.

5 Write a sentence which has the same meaning as the one given, using the word in capitals. (6 points)

- 0 I played the piano when I was young. PLAY  
I used to play the piano when I was young.
- 1 Every year we went on holiday to France. GO  
\_\_\_\_\_
- 2 We were never late for school. BE  
\_\_\_\_\_
- 3 I often listened to the radio with my grandfather. LISTEN  
\_\_\_\_\_
- 4 My grandmother always wore a hat on Sundays. WEAR  
\_\_\_\_\_
- 5 I used to be very shy. WAS  
\_\_\_\_\_
- 6 I didn't go to school on Saturdays. USE  
\_\_\_\_\_

**READING SKILLS**

Read the text and circle the correct answers: a, b or c. (5 points)

- 1 Leicester is ...
  - a the biggest city in England.
  - b the biggest city in the Midlands.
  - c the biggest city in the East Midlands.
- 2 33% of the population are ...
  - a from ethnic minorities.
  - b Asian.
  - c Indian.
- 3 The comedy festival ...
  - a attracts Asian comedians.
  - b attracts people from all over the world.
  - c lasts ten days.
- 4 The Diwali festival in Leicester is ...
  - a a Hindu festival.
  - b the biggest festival in England.
  - c a Caribbean festival.
- 5 Belgrave Road is famous for ...
  - a its market.
  - b its shops and restaurants.
  - c its beauty.

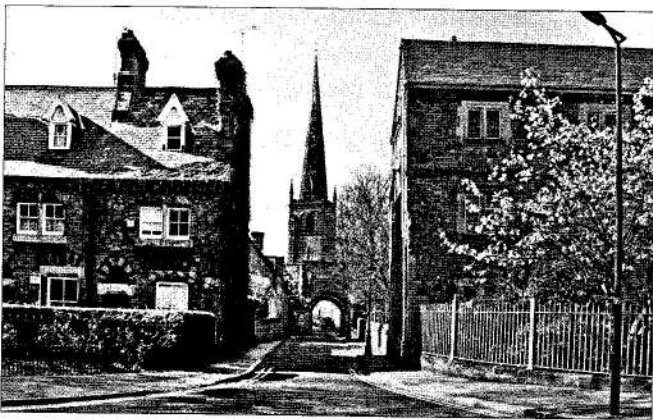
**COMMUNICATION**

Circle the correct words. (5 points)

- 0 Could you tell me what time my plane is / is our plane leaving?
- 1 Could you tell me how can I / do get to the beach?
- 2 Do you know how much does the holiday cost / the holiday costs?
- 3 I'd like to know how long the journey takes / does the journey take.
- 4 Could you tell me what are pirogi/pirogi are?
- 5 Do you know who this rucksack belongs / does this rucksack belong to?

Total /40

Welcome to Leicester!



Leicester is the biggest city in the East Midlands and the tenth biggest city in England with a population of 280,000. It is a historic city and dates back to Roman times. It is now one of the most multicultural cities in the country with 33% of the population coming from different ethnic minority groups. The biggest group is from India, but there are also Pakistani, Bangladeshi, Caribbean, African and Chinese communities. The Indian population is the biggest of any city in the country.

There is a lot going on in Leicester. Every year there is a ten day comedy festival which attracts up to 50,000 people and features comedians from all over the world. In July there is a 'mela', a festival of Asian music, dance, fashion, food and

crafts. In August there is a Caribbean carnival and in October or November it is Diwali, the Hindu Festival of Light. Leicester's Diwali is the biggest in England. The Diwali lights are switched on in Belgrave Road, one of the most famous roads in Leicester because of its amazing Asian shops and restaurants. You can buy a sari, an Indian dress, jewellery, Asian books and crafts, even Asian greetings cards. Many people come here to buy food in the shops and the smell of spices is beautiful. And, of course, if you want to eat a delicious curry, Belgrave Road is the place to come.

Of course, Leicester also has more traditional shops and restaurants and the best places are Stonegate, an area of small shops and galleries, and Leicester market which is 700 years old.



## GRAMMAR AND SPEAKING

### Past Continuous

	Affirmative	Negative
I/He/She/It	was working at eight o'clock yesterday.	was not (wasn't) working at eight o'clock yesterday.
We/You/They	were working at eight o'clock yesterday.	were not (weren't) working at eight o'clock yesterday.

#### Yes/No questions

Was	I/he/she/it	working at eight o'clock yesterday?
Were	we/you/they	working at eight o'clock yesterday?

#### Short answers

Yes, I/he/she/it was.
No, I/he/she/it wasn't.
Yes, we/you/they were.
No, we/you/they weren't.

#### Past Continuous Wh- questions

- What** was he doing yesterday?  
**Where** were you going last night?

We use the Past Continuous to

- talk about things which were happening at or around a fixed time in the past: *I was washing my hair at nine o'clock last night.*
- talk about temporary things in the past: *My grandmother was staying with us last month.*
- set the scene in a story or give background information: *I was walking along the road ...*
- emphasise a continuous activity: *It was raining all day yesterday.*

#### Past Continuous + Past Simple

We often use these two verb tenses together. The Past Continuous tells us the background information and the Past Simple tells us about a shorter action or an interruption:

*As I was walking along the street, I saw an old friend. I was reading my book when I heard a knock at the door.*

#### 1 Circle the correct verbs.

- The German composer Handel *lived/ was living* in England when he *composed/ was composing* his *Water Music*.
  - The 1950s singer Buddy Holly *travelled/ was travelling* in a plane when it *crashed/ was crashing*.
  - The singer Hayley Westenra *sang/was singing* in the streets of Christchurch, New Zealand, when she *made/was making* her first record.
  - Mick Jagger and Keith Richards of the Rolling Stones *met/were meeting* in 1961 when they *waited/were waiting* for a train.
  - Mozart *composed/was composing* music before he *was/was being* five years old.
  - Elvis Presley *did/was doing* national service for the US army in Germany when he *met/was meeting* his wife, Priscilla.
- 2 What do you know about the life of Beethoven, Chopin, George Gershwin? Prepare a talk about one of them.



Complete the text with either the Past Simple or Past Continuous form of the verbs in brackets.



This morning I <sup>1</sup> checked (check) my homework while I <sup>2</sup> \_\_\_\_\_ (eat) my breakfast. Then I walked to the bus stop. While I <sup>3</sup> \_\_\_\_\_ (wait) for the bus, I suddenly <sup>4</sup> \_\_\_\_\_ (remember) my homework. It was at home in the kitchen! As I <sup>5</sup> \_\_\_\_\_ (decide) what to do, the bus <sup>6</sup> \_\_\_\_\_ (arrive). As I <sup>7</sup> \_\_\_\_\_ (get on) the bus, I <sup>8</sup> \_\_\_\_\_ (get) a text message from my mum: 'I <sup>9</sup> \_\_\_\_\_ (find) your homework as I <sup>10</sup> \_\_\_\_\_ (clean) the kitchen. Wait at the bus stop.' It was too late, I was on the bus.

As I <sup>11</sup> \_\_\_\_\_ (think) about what to do, I <sup>12</sup> \_\_\_\_\_ (see) my mum's car behind the bus. She <sup>13</sup> \_\_\_\_\_ (drive) in her pyjamas and I <sup>14</sup> \_\_\_\_\_ (be) very embarrassed. At the next bus stop, she <sup>15</sup> \_\_\_\_\_ (stop) her car in front of the bus, got out and got on the bus.

It was terrible! She <sup>16</sup> \_\_\_\_\_ (walk) towards me in her pyjamas, so I <sup>17</sup> \_\_\_\_\_ (close) my eyes. When I <sup>18</sup> \_\_\_\_\_ (open) my eyes I <sup>19</sup> \_\_\_\_\_ (know) it wasn't a nightmare or even a dream. My mother <sup>20</sup> \_\_\_\_\_ (stand) on the bus in her pyjamas and holding my homework!

Use the prompts to write the police officer's questions to Leo.

1 What/do/8.30 yesterday?

**Officer** What were you doing at 8.30 yesterday?

**Leo** I was waiting for a friend.

2 Where/you?

**Officer** \_\_\_\_\_

**Leo** I was in a café near the station.

3 Were/sit/near the window?

**Officer** \_\_\_\_\_

**Leo** Yes, I was.

4 Tell me/exactly/where/sit

**Officer** \_\_\_\_\_

**Leo** I was sitting at a small table next to the door.

5 What/do?

**Officer** \_\_\_\_\_

**Leo** I was drinking a cup of coffee and looking for my friend's bus.

6 Did/hear/a loud bang?

**Officer** \_\_\_\_\_

**Leo** No, I didn't.

7 Did/see/a man/drive/at high speed?

**Officer** \_\_\_\_\_

**Leo** No, I didn't.

8 Did/see/anything unusual?

**Officer** \_\_\_\_\_

**Leo** Well, I saw a woman get onto a school bus in her pyjamas.

**Officer** That isn't a crime.

Complete the newspaper report with the correct form of the verbs from the box.

clap drive hear look phone sleep  
snow stop ~~travel~~ wait walk

## CITY IN DARKNESS, THOUSANDS WAIT IN UNDERGROUND, LIGHTS OUT IN LONDON

Yesterday's power cut brought chaos to London. Engineers were working on an electricity generator when it exploded.

Several thousand people <sup>1</sup> were travelling home on the Underground when all the trains <sup>2</sup> \_\_\_\_\_. One commuter told our reporter, 'I <sup>3</sup> \_\_\_\_\_, but I woke up because a child was crying. After an hour the driver said that rescue workers were on the train and everyone <sup>4</sup> \_\_\_\_\_. It was fantastic!'

Things weren't much better for people above ground. 'I <sup>5</sup> \_\_\_\_\_ for Christmas presents when the lights went out. When I left the shop, it <sup>6</sup> \_\_\_\_\_, so it was impossible to get a taxi. I <sup>7</sup> \_\_\_\_\_ to a bus stop, but hundreds of people <sup>8</sup> \_\_\_\_\_ for the bus. I <sup>9</sup> \_\_\_\_\_ my son for help, but he <sup>10</sup> \_\_\_\_\_ to Manchester in his car. Luckily a young woman <sup>11</sup> \_\_\_\_\_ me talking on the phone. Her boyfriend came in their car and they took me home.'



'Students are at their desks, but their brains are at home in bed.'



Why are typical teenagers never tired at 11 p.m., but they hate getting up in the morning? Are they lazy? No, the good news is that it's natural.

Everyone has a natural body clock which tells them when to wake up and fall asleep. In teenagers, the chemical that controls sleep, melatonin, is in their brains between 11.00 p.m. and 8.00 a.m. The result is that teenagers don't feel tired late in the evening, but when they get up before 8 a.m., their brain is telling them to sleep. This lack of sleep means they are often unhappy, angry, can't learn and get bad marks.

In the US a lot of high schools start at about 7.30 in the morning. This means the students are at their desks after only five or six hours' sleep. However, they

need 9–10 hours because their bodies and brains are still developing, so they are very tired. Tiredness means 20 percent of high school students fall asleep during their first two hours of school.

Sleep scientists are researching the problem. They say that it is crazy to fight nature, so the only answer is for schools to start later. As one scientist said, 'At 7.30 a.m. students are at their desks, but their brains are at home in bed.' Luckily, some head teachers listened to the new scientific advice and changed their school hours. The results are very interesting: teachers and parents say students behave better, learn more, get better marks and fewer students drop out.

## READING

6 Who says these things? Write parent (P) or teenager (T). What time are they said? Write night (N) or morning (M).

- 1 Didn't you hear me? It's time to get up. PM
- 2 Go to bed — you've got school tomorrow. \_\_\_\_\_
- 3 I was having a lovely dream. \_\_\_\_\_
- 4 No, I'm not tired. I'm going to watch this film. \_\_\_\_\_
- 5 Just five more minutes ... *Zzzz Zzzz* \_\_\_\_\_
- 6 But I'm reading and it's a really exciting bit. \_\_\_\_\_

7 Look at the pictures and quickly read the article. Choose the best title:

- a How much sleep everyone needs
- b Why teenagers are tired in the morning
- c School times in the USA
- d The effects of sleep on our brains

8 Complete the definitions with the underlined words from the article.

- 1 \_\_\_\_\_ (n) the feeling that you want to sleep
- 2 \_\_\_\_\_ (n) when there is not enough of something
- 3 \_\_\_\_\_ (v) to do things in a particular way
- 4 \_\_\_\_\_ (n) everything in the world not made or controlled by people

5 \_\_\_\_\_ (v) studying carefully to find new information

9 Read the questions. Then read the article again and choose the best answers.

- 1 Teenagers are tired in the morning because ...
  - a they are lazy.
  - b they don't want to go to school.
  - c they use computers late at night.
  - d they need more sleep.
- 2 It is difficult for teenagers to get up early because ...
  - a they don't have clocks.
  - b their beds are warm.
  - c their body clocks are different.
  - d they are unhappy.
- 3 Some teenagers are \_\_\_\_\_ because they are tired.
 

a irritable	c optimistic
b cheerful	d punctual
- 4 US school students \_\_\_\_\_ start school early.
 

a usually	b never	c sometimes	d always
-----------	---------	-------------	----------
- 5 Teenagers need a lot of sleep because they ...
 

a work hard.	c study a lot.
b go to school early.	d are growing.
- 6 \_\_\_\_\_ US high school students fall asleep at school.
 

a All	b Most	c Some	d A lot of
-------	--------	--------	------------
- 7 Some \_\_\_\_\_ head teachers changed the school hours.
 

a sensible	b tolerant	c selfish	d optimistic
------------	------------	-----------	--------------
- 8 The new school hours are ...
 

a successful.	c mysterious.
b disappointing.	d fascinating.

# LISTENING

**T04** Listen to a radio talk. What is its subject? What is the main idea? Suggest your title for the talk.

**T05** Read the questions. Then listen and choose the best answers.



- This is a radio ...
  - lesson.
  - phone-in.
  - discussion.
  - documentary.
- The guest talks most about ...
  - Samuel Taylor Coleridge.
  - William Wordsworth.
  - Dorothy Wordsworth.
  - the Romantic poets.
- The guest thinks Dorothy Wordsworth was ...
  - boring.
  - fascinating.
  - stupid.
  - popular.
- Dorothy wrote ...
  - novels.
  - plays.
  - diaries.
  - poetry.

**Read the sentences and listen again. Tick true and cross false.**

- The guest first read *Kubla Khan* at university.
- He wasn't interested in Dorothy Wordsworth when he was at school.
- Dorothy left her parents' home when she was twelve years old.
- Dorothy lived with William when she was a teenager.
- The diaries are interesting because they are about politics and international news.
- Dorothy Wordsworth's life was typical for an English woman in the eighteenth and nineteenth centuries.
- Dorothy was jealous of William because he was famous.
- William died before Dorothy.

**Complete the saying the radio interviewer uses.**

B \_\_\_\_\_ every great \_\_\_\_\_ there's a \_\_\_\_\_

Do you think this is true?

**T06** Listen again to Monica, Jonathan and Lee and fill in the gaps.

**Jonathan** We didn't really know <sup>1</sup> \_\_\_\_\_.  
We saw that the whole family  
<sup>2</sup> \_\_\_\_\_ for us.  
Then my dad <sup>3</sup> \_\_\_\_\_ our  
new colour TV.

**Lee** After that I ran home, <sup>4</sup> \_\_\_\_\_  
my computer and then I started surfing  
the <sup>5</sup> \_\_\_\_\_.  
It was an <sup>6</sup> \_\_\_\_\_ day.

**Monica** I just couldn't relax because I  
<sup>7</sup> \_\_\_\_\_ for my exam results.  
Finally, at the end of August it  
<sup>8</sup> \_\_\_\_\_ that I had the best  
results in the class.  
I felt really <sup>9</sup> \_\_\_\_\_.

**T07** Fill in the gaps. Then listen again to the story and check yourself. Explain the use of verbal forms.

In the summer of 1797 Coleridge <sup>1</sup> \_\_\_\_\_  
alone around southwest England.  
One evening he <sup>2</sup> \_\_\_\_\_ to spend the  
night in a lonely farmhouse.  
He <sup>3</sup> \_\_\_\_\_ very well and took some  
strong medicine.  
While he <sup>4</sup> \_\_\_\_\_, he had an amazing  
poetic vision.  
When he <sup>5</sup> \_\_\_\_\_, he found that he  
could still remember his fantastic dream.  
Coleridge <sup>6</sup> \_\_\_\_\_ a pen and some  
paper and <sup>7</sup> \_\_\_\_\_ to write.

## SPEAKING AND WRITING

**Describe a day when something frightening, amazing or embarrassing happened to you. Write what you say.**

Remember to:

- say when the story happened, how you felt and why it was important.
- use linking words, e.g. *then, next, after that, finally*.
- use the Past Continuous to say what you were doing at the time.

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# WORD LIST

after that	dramatic	invent (a story)	nineteenth	stay up late
amount	dream	investigate	century	step
appear	drop	IQ test	novel	story
arranged	drummer	irritated	on his own	stranger
asleep	event	irritating	operatic	stressed
at least	exotic	keep on	piano	the Moon
atom	fall (night)	knock	piano keys	then
author	fall asleep	laboratory	playful	thought
best/worst	famous for	last summer/in .../ later	poem	tidy up
biography	farmhouse	learn by heart	poet	title
blind	field	literature	poetry	try
brain	finally	look into	publish	turn out
catchy	find out	lucky/unlucky	realise	unforgettable
characters	first of all	make a mistake	revise	violin
chemical structure	fly (n)	masterpiece	rhapsody	vision
chemist	gravitation	melody/melodic	Romantic	wheel
circle	guitarist	memory	scientific	whistle
classic (adj)	have a bath/ good idea/ picnic	messy	scientist	whole
come up with	hit	moonlight	sentimental	win
complain	horror story	mysterious	shocked	work (art/music)
compose	improve	mystery	sleep (n)	worried
composer	inspiration	next	sleepy	write down
composition	intrigued		solitude	writer
concert			solve a problem	
crash			sonata	

17 Prepare a talk 'Why do people sleep?'

18 Pair work. Tell mini-stories as shown below. Student A begins with the word *Fortunately*. Student B continues the same story beginning with the word *Unfortunately*. Student A, in his/her turn, continues, '*Fortunately...*' and so on.

### Example

I looked out from the window — it was raining.

**Student A.** *I looked out from the window — it was raining. Fortunately, I could stay at home.*

**Student B.** *Unfortunately, when I was having breakfast, the phone rang. I needed to go outside to visit my friend.*

**Student A.** *Fortunately, my friend lives not far from me.*

**Student B.** *Unfortunately, I left my umbrella somewhere yesterday.*

### Beginnings

I got up at 9 o'clock — it was a weekday.

I didn't buy any food on my way home.

I left my umbrella in the bus.

19 Summarise the contents of the article on page 29 and give your opinion on it. Do you agree that school should start later in the morning? Are there any arguments against this?

# VOCABULARY

20 Complete the sentences with the phrasal verbs from the box. Remember to use the correct form of the verb. There is one extra verb.

come up with   find out   keep on   ~~look into~~  
stay up   tidy up   turn out   write down

- The police are looking into the crime.
- I need to \_\_\_\_\_ a good reason for being late.
- It \_\_\_\_\_ that I was waiting at the wrong station!
- Please \_\_\_\_\_ ! I can't find anything in here!
- He \_\_\_\_\_ phoning me — he rang eight times last weekend.
- Let's \_\_\_\_\_ all night on June 21st.
- Can you phone the station and \_\_\_\_\_ what time the train leaves?

21 Circle the 'odd one out'.

- |   |              |               |              |
|---|--------------|---------------|--------------|
| 1 | <u>lucky</u> | unlucky       | unsuccessful |
| 2 | creative     | tired         | sleepy       |
| 3 | exciting     | boring        | dramatic     |
| 4 | exotic       | normal        | strange      |
| 5 | modest       | mysterious    | shy          |
| 6 | unusual      | extraordinary | annoying     |

22 Complete with the words from the Word List.

	Thing	Person
1	_____ <i>biography</i> _____	biographer
2	chemistry/chemical	_____
3	composition	_____
4	drum	_____
5	_____	dreamer
6	guitar	_____
7	science	_____
8	poem/poetry	_____

**23 Complete the sentences with the nouns from Exercise 22.**

- 1 Jimi Hendrix was a famous singer, \_\_\_\_\_ and composer. He's number 1 on the list of the best guitar players.
- 2 Dmitry Mendeleev was an outstanding \_\_\_\_\_.
- 3 Marie Curie is the French name of the Polish \_\_\_\_\_ Marie Sklodowska.
- 4 Plutarch was an ancient Greek \_\_\_\_\_. He wrote about the lives of Alexander the Great and Mark Antony.
- 5 Robert Dallek wrote a very good \_\_\_\_\_ of John F. Kennedy.
- 6 Chopin was a classical \_\_\_\_\_.

**24 Complete the sentences with prepositions.**

- 1 Dorothy Wordsworth wrote down everything in her diary.
- 2 Wordsworth is famous \_\_\_\_\_ writing poetry.
- 3 Coleridge had a dream \_\_\_\_\_ an exotic palace.
- 4 Do you think *Kubla Khan* is a work \_\_\_\_\_ art?
- 5 William Wordsworth didn't live \_\_\_\_\_ his own.
- 6 First \_\_\_\_\_ all, you must read Wordsworth's romantic poems.

**25 Maggie and Pete both remember when they heard important news. Complete what they said.**

A <sup>1</sup> It was November 1963 and we <sup>2</sup> w\_\_\_\_\_ e\_\_\_\_\_ dinner with my family. A neighbour came in and said that President Kennedy was dead. I <sup>3</sup> w\_\_\_\_\_ a \_\_\_\_\_ ten years old, so I didn't really understand, but I still remember my parents' faces — they were shocked and I <sup>4</sup> f\_\_\_\_\_ frightened. <sup>5</sup> T\_\_\_\_\_ Mum switched on the TV news — I remember it was black and white! We watched the TV for a long time, but <sup>6</sup> f\_\_\_\_\_ Mum told me to go to bed. <sup>7</sup> T\_\_\_\_\_ t\_\_\_\_\_ d\_\_\_\_\_ I can remember exactly what I was doing when President Kennedy died!

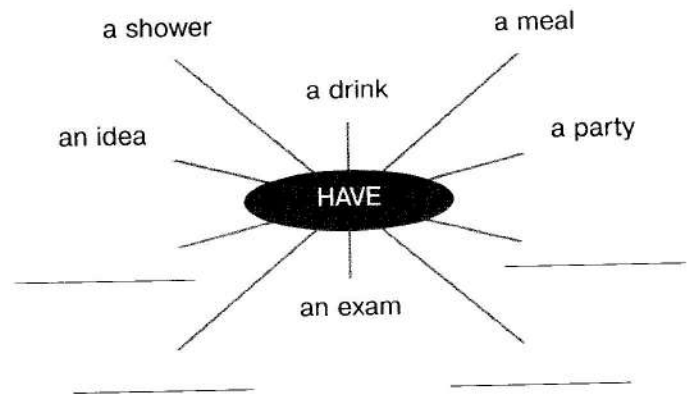
Maggie, 54

B <sup>1</sup> I \_\_\_\_\_ h \_\_\_\_\_ when I was about twenty-four years old. I <sup>2</sup> w \_\_\_\_\_ t \_\_\_\_\_ in a secondary school. We were in the teachers' room and a teacher <sup>3</sup> w \_\_\_\_\_ t \_\_\_\_\_ to his girlfriend on the phone. <sup>4</sup> T \_\_\_\_\_ he put the phone down and said, <sup>5</sup> 'I c \_\_\_\_\_ b \_\_\_\_\_ it! Sue says someone shot John Lennon.' I finished my classes for the day and <sup>6</sup> 'a \_\_\_\_\_ t \_\_\_\_\_ I went home and played all my Beatles and John Lennon music. It was an <sup>7</sup> 'u \_\_\_\_\_ d \_\_\_\_\_ because I felt a friend was dead.

Pete, 52

**Extend your vocabulary**

**26 Look at the nouns which go with the verb *have*. Add four nouns or phrases.**



**27 Complete the sentences with phrases with *have*.**

- 1 Sorry, Ben can't come to the phone. He's in the bathroom and I think he's \_\_\_\_\_.
- 2 I didn't eat anything, but I \_\_\_\_\_ of orange juice.
- 3 I \_\_\_\_\_ for my birthday next week. I hope you can come.
- 4 We \_\_\_\_\_ any \_\_\_\_\_ this week, so I'm relaxing.
- 5 I know I \_\_\_\_\_ an interesting \_\_\_\_\_ last night — but I can't remember it.

**28 Read the text about George Stephenson again and fill in the Fact file. Then tell his biography using only the Fact file without looking at the text.**

FACT FILE: GEORGE STEPHENSON	
Born in	_____
Family	_____
Education	_____
Job	_____
Hobby	_____
Inventions	_____





1 Use a new paragraph for each main idea.

2 Start by saying why the person is famous.

George Stephenson is known as The Father of the Railways. When he was born in 1781, his father was working in a coal mine. Like a lot of poor children at that time, George didn't go to school and he started working at the age of eight. While he was working, he went to evening classes and as a teenager he learnt to read and write.

3 Use the Past Continuous to explain the background.

4 Use adjectives to make your writing more interesting and to 'paint a picture' for the reader.

5 Use linking words to explain the relationship between the pieces of information.

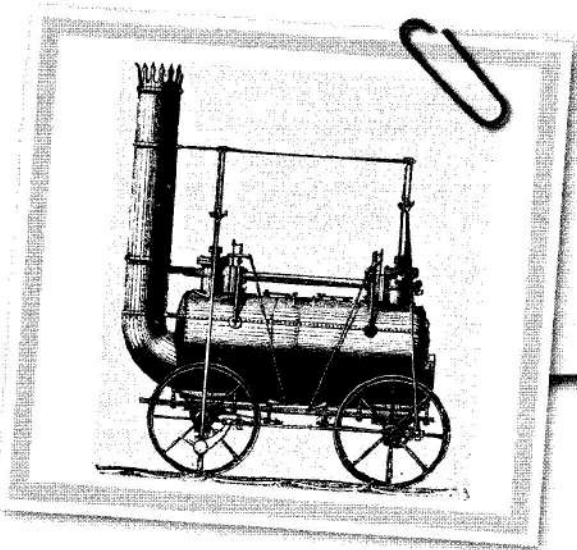
He was very good at making machines and mending things, and after several years he became the coal mine's main engineer. While he was working for the coal mine, he became interested in engines and developed his ideas for his famous train engine.

Finally, he left the coal mine and started working for himself.

Next, in the 1820s, he designed and built the very successful Stephenson's Rocket, a steam engine to pull trains. Then he built the first public railways.

Unfortunately, the day Stephenson opened his second public railway in 1830, the Rocket hit and killed a member of the government. However, until then the fastest transport was a horse, so railways quickly became popular. There are now railways everywhere: the invention of a clever, hard-working but poor, uneducated coal miner changed the world.

6 End with a sentence which sums up the main ideas of the text.



31 Read the notes about Marie Sklodowska Curie. Add anything else you know.

## WRITING

29 Read the text. Is it about:

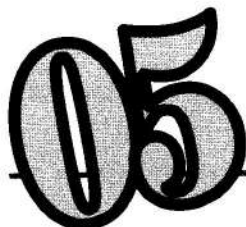
- a the history of travel?
- b a great engineer?
- c British transport?

30 Find and underline:

- 1 a sentence that explains the background (paragraph 2)
- 2 two adjectives that describe George Stephenson (paragraph 3)
- 3 two linking words (paragraph 3)

- Marie Sklodowska Curie (chemist): born Poland 1867
- father – teacher
- mother and sister died when she was a child
- worked very hard – sometimes forgot to eat or sleep
- age 24 went to France to study
- met Pierre Curie and they got married
- discovered the chemical elements polonium (Po) (named after Poland) and radium (Ra)
- won lots of international prizes – including 1903 Nobel Prize for Physics (shared with Pierre) and 1911 Nobel Prize for Chemistry

32 Use the notes and your own ideas to write about her life.



# No place like home

## GRAMMAR

### Comparison of adjectives

	Adjectives	Comparative	Superlative
Most one-syllable adjectives ending in -e one vowel + one consonant	young nice big	younger nicer bigger	(the) youngest (the) nicest (the) biggest
Two-syllable adjectives ending in a vowel sound ending in -y	narrow pretty	narrower prettier	(the) narrowest (the) prettiest
Two- or more syllable adjectives	useful attractive difficult	more useful more attractive more difficult	(the) most useful (the) most attractive (the) most difficult
Irregular adjectives	good bad far far	better worse farther further	(the) best (the) worst (the) farthest (the) furthest

#### Comparing two

- We use a comparative adjective + *than* to compare two things that are different:  
*Today is **colder than** yesterday.*  
*The blue dress is **more expensive than** the red one.*
- We can also use *not as* (adjective) *as*:  
*Yesterday was **not as cold as** today.*  
*The red dress is **not as expensive as** the blue one.*
- To compare two things which are the same we use *as* (adjective) *as*:  
*The green dress is **as expensive as** the red one.*

#### Comparing more than two

We use a superlative adjective to compare three or more people or things:  
*She's **the cleverest** person in our class.*  
*This is **the most expensive** mobile phone in the shop.*

#### Comparing with what's OK

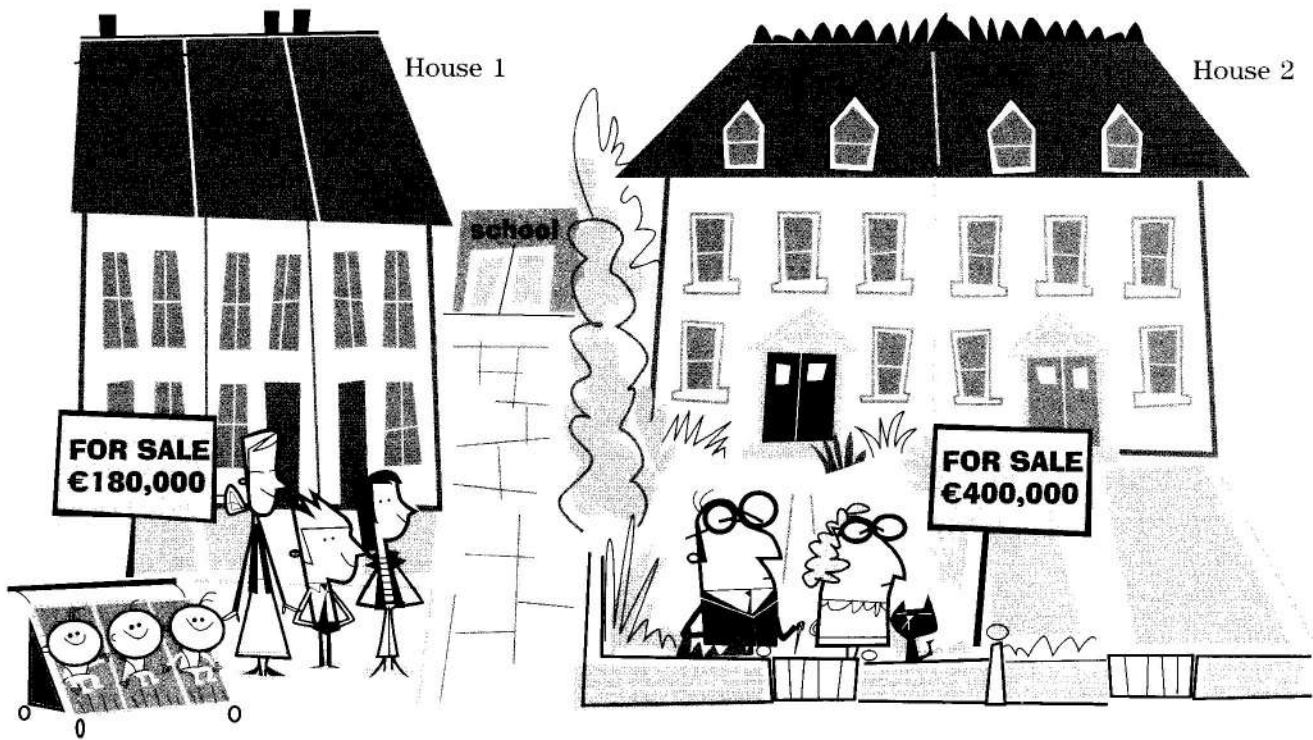
- too* means something is more than OK:  
*The blue shoes are **too big**.*
- enough* means something is OK:  
*The brown shoes are **big enough**.*
- not ... enough* means something is less than OK:  
*The black shoes are **not big enough**.*

#### 1 Use the information to answer the questions.

- Bill is older than Ben.  
Karen isn't as old as Ben.  
Who is the oldest? Bill
- Leo is quieter than Jack.  
Jack is louder than Ivan.  
Ivan is as quiet as Leo.  
Who is the loudest? \_\_\_\_\_
- The film is better than the book.  
The book is worse than the TV programme.  
The TV programme is better than the film.

Is the film, the book or the TV programme the best? \_\_\_\_\_

- The black trousers were too small.  
The jeans were too big.  
The shorts weren't big enough.  
Were the jeans, the shorts or the trousers the biggest? \_\_\_\_\_
- The train is more expensive than the plane.  
The car is as expensive as the train.  
The plane is less expensive than the train.  
Which is the cheapest? \_\_\_\_\_



2 Use the prompts to write sentences about the pictures.

- 1 House 1/expensive/house 2.
- 2 House 2/not cheap/house 1.
- 3 House 1/small/for the family.
- 4 House 2/big/for the family.
- 5 House 2/big/for the old couple.
- 6 House 1/big/for the old couple.
- 7 House 1/old/house 2.
- 8 House 2/modern/house 1.
- 9 The garden at house 1/tidy/the garden at house 2.
- 10 House 1/near/the school/house 2.

3 Complete the questions with the superlative adjectives.

- 1 What was the most expensive (expensive) thing you bought?
- 2 Which was \_\_\_\_\_ (bad) book you read?
- 3 What was \_\_\_\_\_ (happy) day for you?
- 4 Which was \_\_\_\_\_ (good) film you saw?
- 5 Who was \_\_\_\_\_ (nice) person you met?
- 6 What was \_\_\_\_\_ (boring) thing you watched on TV?
- 7 What was \_\_\_\_\_ (exciting) piece of news you heard?
- 8 Who had \_\_\_\_\_ (noisy) party?
- 9 What was \_\_\_\_\_ (far) you travelled?
- 10 What was \_\_\_\_\_ (unusual) thing you learnt?

4 Complete the conversation with the words from the box.



prettier larger too small ~~too long~~  
too expensive too short

**Anna** What do you think?

**Ben** I think the jeans are <sup>1</sup> too long.

**Anna** I like long jeans. The first pair were <sup>2</sup> \_\_\_\_\_. What about this T-shirt?

**Ben** It's <sup>3</sup> \_\_\_\_\_ for you.

**Anna** Yes, you're right. I'm going to try on a <sup>4</sup> \_\_\_\_\_ size.

(five minutes later)

**Anna** I like this one. It fits and the colour's <sup>5</sup> \_\_\_\_\_.

**Ben** You've decided! Are you going to buy the jeans and the T-shirt? Can we go now?

**Anna** No, I'm not going to buy anything. This shop's <sup>6</sup> \_\_\_\_\_.

## READING

Quickly read the question and the article. Choose the best answer.

The text is about Bill Gates and his  
**a** business.                    **c** home.  
**b** family.                      **d** money.

Read the phrases and put them in the correct places in the article.

- a** from all over the world
- b** he is also very generous
- c** while he is driving home
- d** with views of the lake from many of the windows
- e** a Utopian dream with perfect comfort

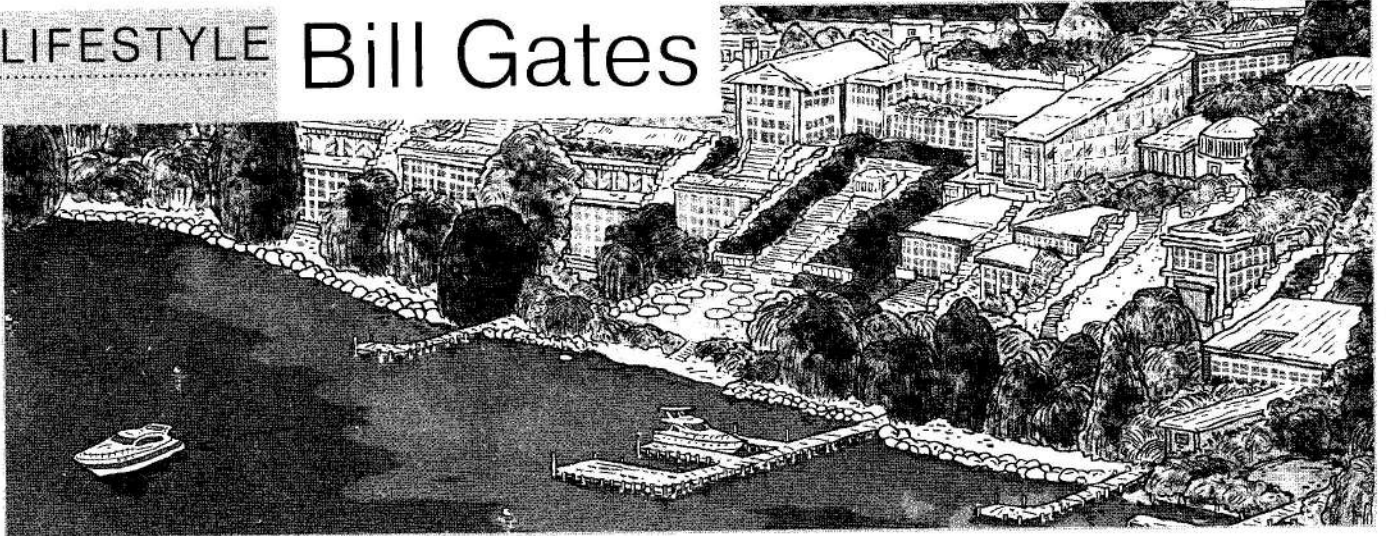
Match the underlined words with the definitions.

- 1 fortune (n) a very large amount of money
- 2 \_\_\_\_\_ (adj) suitable for serious occasions
- 3 \_\_\_\_\_ (adj) using the newest knowledge or materials
- 4 \_\_\_\_\_ (n) a frightening dream
- 5 \_\_\_\_\_ (n) a gift of money to charity
- 6 \_\_\_\_\_ (n) a hard, natural material
- 7 \_\_\_\_\_ (n) a piece of cloth to pull across a window

Read the article again. Write T for true, F for false and NS for not stated.

- 1 Bill Gates started Microsoft with another person.
- 2 Paul Allen is a close friend of Bill Gates.
- 3 It isn't surprising that the house is modern.
- 4 The house doesn't have normal rooms.
- 5 Bill Gates never buys old things.
- 6 A lot of guests come to visit Bill Gates.
- 7 Melinda Gates has an unusual wardrobe.
- 8 The writer thinks nobody wants a home like Bill Gates's.

## LIFESTYLE Bill Gates



**B**ill Gates, who started Microsoft in 1975 with Paul Allen, is the richest man in the world. He has \$45.3 billion! Although he is very rich, <sup>1</sup> \_\_\_\_\_; his charity, the Bill and Melinda Gates Foundation, is one of the most generous in the world. In 1999 the foundation gave \$3.2 billion to a health charity — the world's biggest donation to an aid organisation.

However, Bill Gates has spent some of his enormous fortune on himself and his family. In the 1990s he built a house next to Lake Washington near Seattle. The house, which cost \$97 million, is in a great place, <sup>2</sup> \_\_\_\_\_. It is (as you'd expect from a man whose money comes from computers) very modern and has all the latest computer equipment. It has all the normal things you find in a home like a kitchen, bedrooms and bathrooms. In addition, it has the things only very rich people can buy: a hall which is big enough for 200 people, a swimming pool that has an underwater music system, a sauna, a library where he keeps a sixteenth century Leonardo da Vinci notebook (which he bought for \$3.8 million), a theatre with state-of-the-art

technology, a formal dining room that's big enough for 24 guests, an underground garage, a boat house and a guest house for visitors. In fact, the guest house was built first to test the main house's technology.

The computer technology is remarkable: all the floors, the drive and the paths in the garden are heated, there are 52 miles of communication cables, Bill Gates can fill his bath at the correct temperature, <sup>3</sup> \_\_\_\_\_ and his wife's clothes are in a computerised wardrobe which brings the correct dress or jacket automatically.

The architects, builders and designers used the best materials that money can buy. There is wood on the floors and in the walls <sup>4</sup> \_\_\_\_\_. In one bathroom the shower 'curtain' is a 225 kilo piece of stone!

Most of us can't afford to live like the Gates family — but do we want to? It depends on your point of view: <sup>5</sup> \_\_\_\_\_ or a science fiction nightmare with computers controlling everything?

# GRAMMAR

## Relative pronouns

A relative pronoun introduces extra information about a person or thing in a longer sentence.

- For people, use *who* or *that*:  
*Mr Todd is the man **who/that** bought my car.*
- For things, use *which* or *that*:  
*That is the car **which/that** Mr Todd bought from my dad.*
- For places, use *where*:  
*This is the tree **where** Mr Todd crashed the car.*
- We use *whose* to join two sentences instead of *his*, *her*, *their* or *its*.  
*This is Ben. His sister is in your class. →*  
*→ This is Ben **whose** sister is in your class.*

Some words are no longer necessary when we join two sentences in this way.

*That is the car. Mr Todd bought it from my dad. →*  
*→ That is the car **which** Mr Todd bought from my dad. (#)*

*This is the tree. Mr Todd crashed his car here. →*  
*→ This is the tree **where** Mr Todd crashed his car. (here)*

You can miss out *who*, *which* and *that* when they are followed by a noun or pronoun.

*This is the man **who** I told you about.*  
*I'm going to the party **that** she invited me to.*

### Mind the trap!

*Whose* and *who's* = *who is* both sound the same, but the spelling is different and the words have different meanings.

*Who's looking after the children?*  
not *Whose looking after the children?*

9 Use the words in brackets to join the sentences. Make any other changes if necessary.

- 1 That's Mrs Gregory. She is my music teacher. (who)  
That's Mrs Gregory who is my music teacher.
- 2 That's my maths teacher. You spoke to her last year. (that)  
\_\_\_\_\_
- 3 This is my brother. He wanted to meet you. (who)  
\_\_\_\_\_
- 4 That's my cat. It caught a bird yesterday. (which)  
\_\_\_\_\_
- 5 Here's your iPod. You lost it last week. (that)  
\_\_\_\_\_
- 6 This is the house. I stayed here. (where)  
\_\_\_\_\_

10 Sanne took some photographs and showed them to her family in Rotterdam. Match the phrases and write what she says.

This is ...

- |              |       |                               |
|--------------|-------|-------------------------------|
| 1 George     | who   | the Colliers live.            |
| 2 the street | where | I take into central London.   |
| 3 Mrs Moore  | that  | baby I look after on Fridays. |
| 4 the bus    | whose | looks after the garden.       |



1 This is George who looks after the garden.



2 This is \_\_\_\_\_



3 This is \_\_\_\_\_



4 This is \_\_\_\_\_

11 Write true sentences.

I'd like to ...

- have a friend *who* ...
- go to a country *where* ...
- meet someone *whose* ...
- buy a car *that* ...
- do something *which* ...

12 Put the correct relative pronoun in each sentence.

- 1 Those are the stairs <sup>where</sup> I broke my arm.
- 2 That's the dog *that* ate our dinner!
- 3 There's a shop *where* you can buy DVDs.
- 4 The couple live next to us *who* have got five cats.
- 5 There's a shop near my home *that* sells cheap CDs.
- 6 She's the woman *who* was in the advertisement.

## WORD LIST

alarm clock  
appliance  
architect  
armchair  
at the bottom/top  
attic  
attractive  
average  
back/front door  
balcony  
basement  
bath  
bathroom  
bed  
bedroom  
block of flats  
boast  
book shelf (*p/ shelves*)  
bright  
build  
ceiling  
chair  
chest of drawers  
close/far  
colourful  
comfortable  
computer  
corkscrew  
cosy  
cottage

cupboard  
desk  
detached house  
dining room  
district  
doorbell  
drive  
dustbin  
DVD player  
elegant  
enormous  
exhibition  
fix  
flat (n)  
floor  
fountain  
freezer  
fridge  
furniture  
gadget  
garage  
garden wall  
get on with  
hall  
have a (good/bad)  
relationship with  
heating  
hedge  
housing estate

in the background/middle  
innovation  
inside/outside  
keep in touch with sb/  
an eye on sb  
kettle  
kitchen  
lawn  
letter box  
living room  
look after  
microwave  
modern  
move (n and v)  
neighbourhood  
nice  
on the right/left  
original  
paint  
pleasant  
plumber  
porch  
possession  
poster  
quiet  
remote control  
roomy  
rubbish  
semi-detached

shower  
sink  
skylight  
sofa  
spacious  
stairs  
statue  
study  
switch on  
table  
taps  
tasteful/tasteless  
technology  
terraced house  
tiny  
toilet  
ugly  
uncomfortable  
unfortunately  
unpack  
unusual  
upstairs/downstairs  
vacuum cleaner  
villa  
wardrobe  
warm  
washing machine  
water pipes  
window

## SPEAKING

**13** Describe briefly Bill Gates's house. Do you like it? Why or why not?

**14** Think of an ideal house for you and describe it in detail.

**15** Look at the picture and describe it, answering each question with 1–2 sentences.

- What does the picture show?
- Where do you think it might be?
- What are the boys in the foreground doing?
- What is the woman on the left doing?
- Do you think it looks like a nice place to live?
- Why?



**16** Look at the photo and think of 6–7 things to say about it. Use the questions from Exercise 15 to help you.




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# VOCABULARY

17 Complete the lists with the words from the box.

attic balcony ceiling desk doorbell  
drive floor garden wall hall hedge  
porch sink

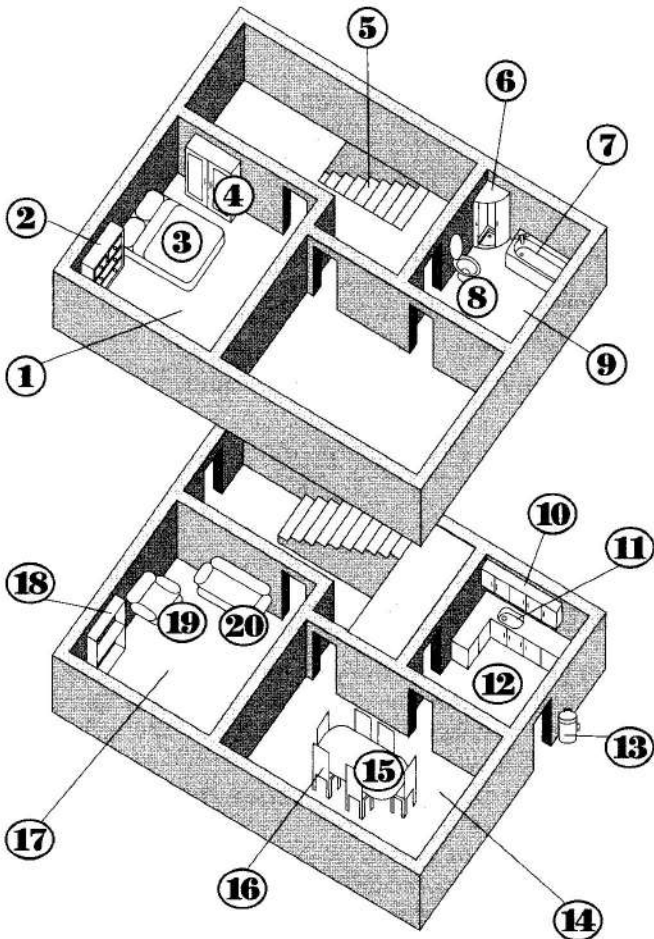
Inside the house

attic  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outside the house

balcony  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18 Write the names of items 1-20 in the picture.



1 bedroom	11 _____
2 _____	12 _____
3 _____	13 _____
4 _____	14 _____
5 _____	15 _____
6 _____	16 _____
7 _____	17 _____
8 _____	18 _____
9 _____	19 _____
10 _____	20 _____

19 Complete the sentences with *at, in, of, off* or *on*.

- We live in the house on the right.
- Remember to switch \_\_\_\_\_ the TV when you go to bed.
- When it's hot in the summer, we never switch \_\_\_\_\_ the heating.
- I keep all my clothes in a chest \_\_\_\_\_ drawers.
- When I get home, I put my coat \_\_\_\_\_ the bottom of the stairs.
- We get \_\_\_\_\_ with our neighbours.
- There's a comfortable sofa \_\_\_\_\_ the middle of the living room.
- There's a sink \_\_\_\_\_ the left of the fridge.

## Extend your vocabulary

\*20 Study the phrases with *keep* and their definitions. Use them to complete sentences 1-6.

- keep in touch:** to stay in contact with another person
- keep at something:** to continue to do something difficult
- keep something back:** to not tell someone something
- keep down:** to stop something increasing
- keep somebody in:** to make a child stay in the house as a punishment, to make a person stay in hospital
- keep off:** to stop someone or something causing damage
- keep up with the Joneses:** to compete with one's neighbours socially, especially by buying the same expensive new things that they buy

- I keep in touch with my friends by email.
- Please \_\_\_\_\_ the noise \_\_\_\_\_ we're trying to sleep!
- I know you aren't telling me everything. You are \_\_\_\_\_ something \_\_\_\_\_.
- In the summer I always wear a hat to \_\_\_\_\_ the sun \_\_\_\_\_ my head.
- Forget about \_\_\_\_\_. The people who matter in your life will respect and love you because of who you are, not because of what you've got or what sort of car you drive.
- If we talk in class our teacher \_\_\_\_\_ us \_\_\_\_\_ for fifteen minutes.
- It's difficult to learn another language, but you must \_\_\_\_\_ it!
- Karen bought that new microwave only \_\_\_\_\_.

# LISTENING AND SPEAKING

- 21 **0108** Listen to the text about an extraordinary house. Whose house is it? What did you know about this person? What have you learned about him from the text? What is so interesting about his house?
- 22 **0108** Listen to the text again and complete the sentences with dates and figures.
- 1 He started Microsoft in \_\_\_\_\_.
  - 2 He built a house for himself and his family near Seattle in the \_\_\_\_\_.
  - 3 The house cost \$ \_\_\_\_\_.
  - 4 The hall in the house is big enough for \_\_\_\_\_ people.
  - 5 Bill gates bought Leonardo da Vinci's notebook for \$ \_\_\_\_\_.
  - 6 The dining room is big enough for \_\_\_\_\_ people.
  - 7 There are \_\_\_\_\_ miles of communication cables in his house.
  - 8 In one bathroom there is a shower 'curtain' made of stone which weighs \_\_\_\_\_ kilos.

- 23 **0109** Listen to five people talking about their holiday plans. Mark the speakers as male (m) or female (f). What are their holiday plans?
- Speaker 1  Speaker 2  Speaker 3   
 Speaker 4  Speaker 5

- \*24 **0109** Listen again to these people and fill in the gaps in the sentences below. Then discuss what kind of house/flat/room these people have or what kind of accommodation they need for their holiday.

### Speaker 1

has to while away time in restaurant because \_\_\_\_\_.

is going to pay for lunch \_\_\_\_\_.

does not know how far \_\_\_\_\_.

has to wait until \_\_\_\_\_.

is concerned about her \_\_\_\_\_.



### Speaker 2

is going to spend his holidays this year \_\_\_\_\_.

likes \_\_\_\_\_.

has friends who like \_\_\_\_\_.

is going to take new camping equipment: \_\_\_\_\_.

### Speaker 3

is leaving \_\_\_\_\_ in an hour.

Before he drives on a ferry he'll have to \_\_\_\_\_.

Before he drives on a ferry his tickets \_\_\_\_\_.

When he gets on a ferry the first thing he'll do is \_\_\_\_\_.

For two weeks he won't have \_\_\_\_\_.

### Speaker 4

is going to book a holiday at \_\_\_\_\_.

is going to stay in India \_\_\_\_\_.

is planning to ride \_\_\_\_\_.

hopes to see \_\_\_\_\_ in the jungle.

### Speaker 5

is planning to have \_\_\_\_\_ in July.

is planning to paint the house and work \_\_\_\_\_.

doesn't want to leave England because he is \_\_\_\_\_.

is planning to \_\_\_\_\_ on weekends.

# READING AND SPEAKING

- 25 Do you know the story of the phrase 'to keep up with the Joneses'? Read about its origin and answer the questions.

- 1 What is a comic strip?
- 2 In what century did the phrase 'keep up with the Joneses' appear?
- 3 What facts of Arthur R. Momand's biography inspired him to coin the phrase?
- 4 Who are the Joneses?
- 5 Why did Arthur R. Momand give up the name Smiths in favour of the Joneses?
- 6 Is the phrase used in American English only?
- 7 What is the Russian for 'keeping up with the Joneses'?
- 8 What are the most common last names in Russia that you could use in a phrase like this?

The phrase 'to keep up with the Joneses' came into English only about a hundred years ago. It first appeared in a comic strip called 'Keeping up with the Joneses' in February 1913. It was a great success and ran for 28 years! It was published in various newspapers throughout the US. The author of the comic strip was Arthur R. Momand. He based it on his own family's experience. His





## VOCABULARY AND GRAMMAR

- 1 Circle the correct answers: a, b or c. (6 points)

Hyde Court is <sup>0</sup>\_\_\_ hotel in Springhope and it is <sup>1</sup>\_\_\_ any hotel in the world. It is also <sup>2</sup>\_\_\_ most five star hotels that you can find. What makes it special? The elegant decoration, the comfortable rooms and the excellent service. For those guests who are <sup>3</sup>\_\_\_ to come to the dining room for dinner, we can offer the <sup>4</sup>\_\_\_ wonderful choice of food in your room. We also listen to our guests. When one guest said that our baths weren't <sup>5</sup>\_\_\_ we changed them all and put <sup>6</sup>\_\_\_ baths in all the rooms.

Come to Hyde Court, where we look after you!

- |   |                |                |   |
|---|----------------|----------------|---|
| 0 | a the bigger   | b too big      | <input checked="" type="checkbox"/> c the biggest |
| 1 | a as better as | b as good as   | c as best as                                      |
| 2 | a cheaper as   | b cheaper than | c cheapest  |
| 3 | a too tired    | b more tired   | c the tiredest                                    |
| 4 | a too          | b most         | c more  |
| 5 | a enough big   | b too big      | c big enough                                      |
| 6 | a biggest      | b bigger       | c the biggest                                     |

- 2 Complete the text with one word from each box in the correct form. (6 points)

come find look keep stay turn write  
up up into out out on down

- 0 He thought for a long time and finally came up with an idea.
- 1 At the end of the book the boy \_\_\_\_\_ to be the woman's lost son.
- 2 My friend always \_\_\_\_\_ late before an exam and is always tired.
- 3 You can do it. Come on! \_\_\_\_\_ trying!
- 4 Where's that telephone number? I \_\_\_\_\_ it \_\_\_\_\_ on a piece of paper.
- 5 Don't do it! You know our teacher always \_\_\_\_\_ who it was.
- 6 In science lessons this week we are \_\_\_\_\_ the effects of sunlight on different plants.

- 3 Complete the sentences with one word in each gap. You can see the first letter of each word. (8 points)

- 0 Would you like a cup of tea? I'll switch the kettle on.
- 1 On a cold evening I like sitting in my warm, c\_\_\_\_\_ living room.

- 2 Oh, no! A gold fountain in the drive! How t\_\_\_\_\_ !
- 3 There's a lovely s\_\_\_\_\_ kitchen, where the whole family can eat together.
- 4 Wait a minute. Someone is ringing on the d\_\_\_\_\_ .
- 5 Your l\_\_\_\_\_ is very green and well-kept. Do you cut it every week?
- 6 'Mum! Where's my sweater?' 'Look in the c\_\_\_\_\_ of d\_\_\_\_\_ in your bedroom.'
- 7 I love this room. It's nice and b\_\_\_\_\_ when the sun shines through the window.
- 8 Why don't you take the r\_\_\_\_\_ outside and put it in the dustbin?

- 4 Circle the correct answers: a, b or c. (6 points)

I was never very good at sports. I remember one day, I <sup>0</sup>\_\_\_ cricket. I <sup>1</sup>\_\_\_ a long way from the other players when someone hit the ball to me. Everyone shouted, but I <sup>2</sup>\_\_\_ them. The ball <sup>3</sup>\_\_\_ me on the head! I <sup>4</sup>\_\_\_ down. Someone telephoned for an ambulance and while the ambulance <sup>5</sup>\_\_\_ me to hospital, I woke up. I was OK, but I <sup>6</sup>\_\_\_ cricket for a long time after that!

- |   |               |   |                      |
|---|---------------|---|----------------------|
| 0 | a played      | <input checked="" type="checkbox"/> b was playing | c used to play       |
| 1 | a stood       | b was standing                                    | c used to stand      |
| 2 | a didn't hear | b wasn't hearing                                  | c didn't use to hear |
| 3 | a hit         | b was hitting                                     | c used to hit        |
| 4 | a fell        | b was falling                                     | c used to fall       |
| 5 | a took        | b was taking                                      | c used to take       |
| 6 | a didn't play | b wasn't playing                                  | c didn't use to play |

## COMMUNICATION

- 5 Complete the sentences with one word in each gap. (7 points)

<sup>0</sup> Can I use your mobile phone, please?

Yes, of <sup>1</sup>\_\_\_\_\_ .

Is <sup>2</sup>\_\_\_\_\_ OK if I sit here?

Sure, no <sup>3</sup>\_\_\_\_\_ .

Do you <sup>4</sup>\_\_\_\_\_ if I listen to some music?

I'm <sup>5</sup>\_\_\_\_\_ I do. I'm trying to study.

Can I use my dictionary in this exam?

I'm <sup>6</sup>\_\_\_\_\_ , you can't. It's not allowed.

You're late again.

I'm sorry, but it wasn't my <sup>7</sup>\_\_\_\_\_. The train was late again.

# READING SKILLS

6 Read the adverts for four houses. Match the sentences to the correct text. (7 points)

Which advert

- 1 says there is more than one home for sale?
- 2 says there is no fridge?

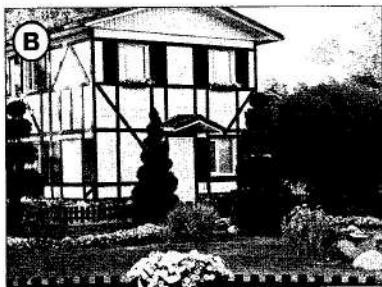
- 3 says there isn't any furniture?
- 4 doesn't say where the house is?
- 5 says the house is near the sea?
- 6 says there isn't a garage?
- 7 says there are nice views?


Total /40

## PROPERTY WEEKLY

This is a beautiful, detached house with a large garden. There are four spacious bedrooms upstairs and two bathrooms. The kitchen is modern with metal cupboards, cooker and fridge. There is an elegant dining room with a table and eight chairs and a large but cosy living room with a real fire. You can get to the garden from the living room and the kitchen. There is a downstairs toilet and a garage big enough for two cars. This is the perfect house for a family and a bargain at only **€350,000**.

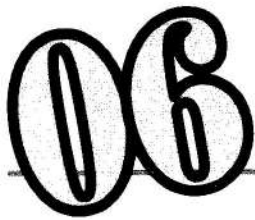


This beautiful cottage is situated in a small village next to the sea. The outside walls are white and covered with roses in the summer. There are two small bedrooms with views of the harbour and a bathroom with toilet. Downstairs, there is a small traditional kitchen. There isn't a fridge, but there is a cold room which is as good as a fridge, and much bigger. The living room is beautiful with comfortable old furniture, fitted bookshelves and a piano. The garden is small but full of flowers. The perfect home for a retired couple. There isn't a garage, but there is a parking space near the house. Only **€240,000**.

This terraced house is perfect for a young family who haven't got much money. It is near the centre of town and close to shops and schools. There are two bedrooms upstairs and a kitchen and living room downstairs. There's also a bathroom/toilet upstairs and a second toilet in the garden. The house hasn't got any furniture, so you can furnish it in your own style. It is very cheap and when it has got furniture, central heating, new windows upstairs and a new roof it will be perfect. Only **€124,000**.



These are some of the most exciting new homes we've got. Spacious, one-room flats in the centre of the city with views of the river with the most modern appliances available. Everything in the flats is computer controlled and you can change the temperature, switch on the lights, cook dinner and fill your bath without moving! These flats are selling quickly, so come today or you might be disappointed. From **€500,000**.



# Eat up!

## GRAMMAR AND SPEAKING

### Countable and uncountable nouns

#### 1. Countable nouns

Countable nouns are used for things which are separate and can be counted, *one, two, three*, etc. We can use articles and numbers with countable nouns: *a baby, four babies*.

Questions	Affirmative	Negative
Are there any apples? How many apples are there?	There are some apples. There are a few apples. There are a lot of apples. There are too many apples.	There aren't any apples. There aren't many apples.

#### 2. Uncountable nouns

Uncountable nouns are used for things which are a group and can't be counted. We can't use *a/an* or numbers with uncountable nouns: *rice* not *a-rice*, *ten-rices*.

Questions	Affirmative	Negative
Is there any butter? How much butter is there?	There is some butter. There is a little butter. There is a lot of butter. There is too much butter.	There isn't any butter. There isn't much butter.

#### 3. Quantifiers

Quantifiers	C and U nouns	C nouns	U nouns
any	✓		
a lot	✓		
some	✓		
many		✓	
too many		✓	
a few		✓	
few		✓	
much			✓
too much			✓
a little			✓
little			✓

### Mind the trap!

Watch out for these uncountable nouns: *hair, furniture, accommodation, homework, information, luggage*.  
We say: *The furniture in my mother's house is old.*  
not *The furnitures in my mother's house is old.*

Some uncountable nouns in English are plural: *trousers, jeans, scissors, clothes*.  
We say: *She wears trousers to school.*  
not *She wears a trousers to school.*

*A few/a little* means *not many/not much but enough* (несколько, немного).  
*Few/little* means *not enough* and corresponds to the Russian «мало».

Put the nouns in the correct list.

food fruit apple vegetable milk water  
red pepper cheese melon ham fruit juice  
bottle

#### Countable

apple

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---

#### Uncountable

food

---

---

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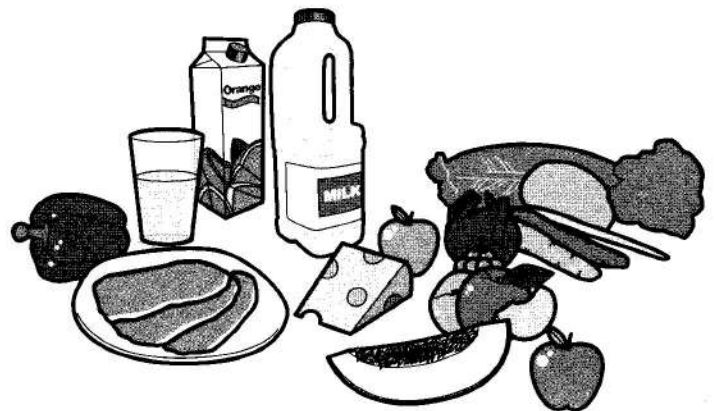
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Add two food nouns to each list.

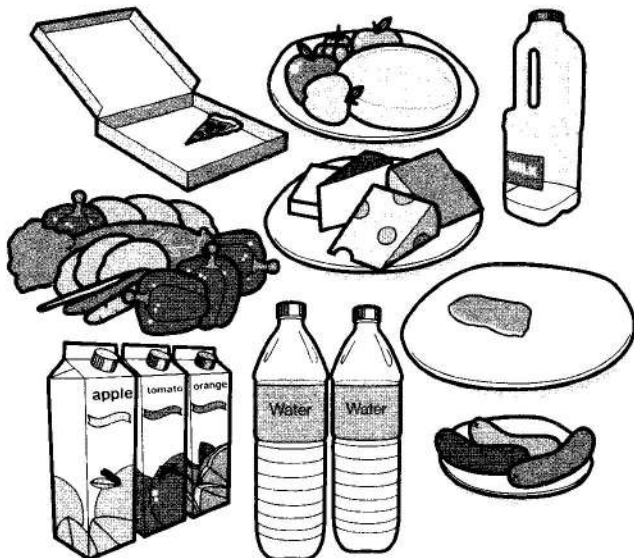
Read the questionnaire and complete the questions. Get ready to speak about your answers and ask your friend about his/her answers.

## YOU ARE WHAT YOU EAT

What does your fridge say about you?  
Do our questionnaire and find out.

- 1 How much convenience food is there?  
 some     a lot     too much
- 2 \_\_\_\_\_ vegetables \_\_\_\_\_ there?  
 a few     some     a lot
- 3 \_\_\_\_\_ fruit \_\_\_\_\_ there?  
 a little     some     a lot
- 4 \_\_\_\_\_ cartons of fruit juice \_\_\_\_\_ there?  
 a few     some     too many
- 5 \_\_\_\_\_ cheese is there?  
 a little     some     a lot
- 6 \_\_\_\_\_ milk is there?  
 a little     some     a lot
- 7 \_\_\_\_\_ melons \_\_\_\_\_ ?  
 1     2     3
- 8 \_\_\_\_\_ ham \_\_\_\_\_ ?  
 a little     some     a lot
- 9 H\_\_\_\_\_ bottles of water \_\_\_\_\_ ?  
 1-2     3-4     5-6
- 10 H\_\_\_\_\_ sausages \_\_\_\_\_ ?  
 a few     a lot     too many
- 11 Is your diet  
 very healthy?  
 healthy?  
 unhealthy?  
 very unhealthy?

Look at Eric's food and tick the correct answers for him in the questionnaire.



- 3 Choose the correct quantifier and put it in the correct place in the sentence.  
1 I've got a *very* sweet tooth. Can I have <sup>a lot of</sup> sugar in my coffee, please?  
a a few    b a lot of    c too much
- 2 Did you buy milk?  
a some    b a few    c many
- 3 How coffee do you drink every day?  
a many    b much    c some
- 4 There are grapes in the fruit bowl — only two.  
a a little    b few    c too many
- 5 There aren't avocados in the fridge.  
a some    b any    c much
- 6 There is fruit juice for one person.  
a too much    b too many    c a few
- 7 How glasses of water do you drink every day?  
a many    b much    c any

6 Complete the conversation.

**Doctor** Can you tell me about your diet? For example, 'how much convenience food do you eat?

**Patient** I have two or three pizzas a week and a burger with chips for lunch every day.

**Doctor** That's <sup>2</sup>t\_\_\_\_\_ m\_\_\_\_\_. What about sweet things? <sup>3</sup>H\_\_\_\_\_ m\_\_\_\_\_ sugar do you have?

**Patient** I always have four big spoons of sugar in my tea and coffee.

**Doctor** That is <sup>4</sup>t\_\_\_\_\_ m\_\_\_\_\_. Try to have only one spoon. Do you eat a lot of fruit and vegetables?

**Patient** I buy a <sup>5</sup>f\_\_\_\_\_ apples and I eat <sup>6</sup>a l\_\_\_\_\_ cabbage sometimes.

**Doctor** <sup>7</sup>H\_\_\_\_\_ m\_\_\_\_\_ apples do you eat each week?

**Patient** Two or three.

**Doctor** <sup>8</sup>H\_\_\_\_\_ m\_\_\_\_\_ broccoli do you eat?

**Patient** About a hundred grammes a month.

**Doctor** <sup>9</sup>H\_\_\_\_\_ m\_\_\_\_\_ cola do you drink?

**Patient** I have three or four bottles in the evening when I'm watching TV.


**Doctor** That's between 21 and 28 bottles a week. That's <sup>10</sup>t\_\_\_\_\_ m\_\_\_\_\_. I'm afraid you have a very unhealthy diet.

**Patient** What can I do?

**Doctor** Here's <sup>11</sup>s\_\_\_\_\_ diet information. Read it carefully and come and see me again next week.



## READING

13  Quickly read the article and choose the best title.

- a Schools sell water to students
- b Children love water
- c Drinks machines in schools
- d Too thirsty to learn

14 Complete the article with sentence A, B, C, D or E. There is one extra sentence.

- A The children had the last word on the subject
- B Mrs Williams whose son Billy is in Year Five said
- C The bottles are £1.00 and the parents give the school £5.00 a term for the water.
- D The school and parents are impressed by the results.
- E In Green Dale Primary School

15 Choose the correct answers.

1 British primary schools want children to drink \_\_\_\_\_ water.

- a a little
- b a lot of
- c more
- d too much

2 Scientists say \_\_\_\_\_.

- a water helps our brains
- b children must get water at school
- c it is difficult to make children healthier
- d it's easy to pass tests when you drink water

3 Teachers at Green Dale Primary School want the children to drink water because it's \_\_\_\_\_.

- a educational
- b free
- c healthy
- d nicer than cola

4 Mrs Harris says \_\_\_\_\_ causes bad behaviour.

- a mineral water
- b thirst
- c too many bottles of water
- d too much sugar

5 The Year Five teacher says children used to be 'ill' because they \_\_\_\_\_.

- a were naughty
- b went to the sick-room
- c were thirsty
- d were noisy

6 The children are \_\_\_\_\_ their parents and teachers about the water.

- a as enthusiastic as
- b more enthusiastic than
- c more excited than
- d less keen than



Some British primary schools are encouraging the children to drink more water. This is because scientists believe that our brains need water to send messages and make connections. They say that a bottle of water is the easiest way to improve children's health, behaviour, learning and test results.

<sup>1</sup> \_\_\_\_\_ all the pupils have a water bottle on their desk. They can drink as much water as they want and then fill up their bottle from the tap. Mrs Harris, head teacher, told our reporter, 'Everyone needs to drink a lot of water — it's good for our bodies, our brains and it's free. Some children drink too many fizzy drinks. Soft drinks and colas have too much sugar — they are unhealthy and they cause discipline problems.'

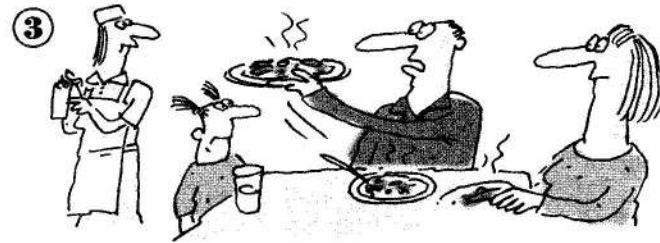
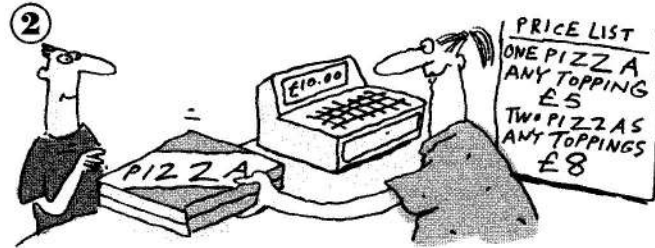
<sup>2</sup> \_\_\_\_\_ The Year Five teacher said, 'After only two weeks things were a lot better in my classroom. Now the children concentrate better and they are more awake in the afternoons. In the past, when they drank sugary drinks, they were much noisier and didn't behave well. Day after day I used to see tired and bad-tempered children who couldn't learn because they were thirsty. I also saw children going into the school sick-room with 'illnesses' which could be 'cured' with a glass of water.'

<sup>3</sup> \_\_\_\_\_, 'I think it's a very good idea. Water is better for the children and it doesn't cost anything. I now give the children more water at home and I think they are healthier and happier.' Another mother added, 'When you see the Prime Minister speaking, he always has a bottle of water next to him. Why can't our children have the same?'

<sup>4</sup> \_\_\_\_\_: 'It's OK, but I like cola more.' 'I don't like water very much, but I drink it.' 'Now we drink more water we need more toilets.' 'It's great — it's free and I like it.' 'I prefer fizzy mineral water — tap water is boring.'

# LISTENING

16 **OTI** Listen and match the conversations with the pictures.



17 **OTI** Listen again and check your answers.

18 **OTI** Read the sentences. Listen again and tick the phrases you hear.

- 1 Excuse me, you forgot to bring ...
- 2 Excuse me, the music is too loud.
- 3 I'm sorry about that. I completely forgot about it.
- 4 I'm sorry, but it's the wrong order.
- 5 I'm sorry, but it was an accident.
- 6 I'm very sorry about that. I made a mistake when I wrote down the order.
- 7 Excuse me, there's a mistake in the bill.
- 8 Excuse me, the pizza is too spicy.
- 9 I am sorry, I didn't realise.
- 10 I'm sorry, but it's the wrong price — it's too much.

# SPEAKING

19 Match the complaints with the apologies and say them.

### Complaint

- 1 Excuse me, there's a mistake in this bill.
- 2 My parcel still hasn't arrived.
- 3 You left the window open all night.
- 4 I'm afraid I can't eat this — I'm a vegan.
- 5 You're late again.
- 6 Someone has broken my mobile phone.
- 7 This custard tastes terrible!

### Apology

- a I'm very sorry. I forgot to close it.
- b Oh, no! I'm very sorry. I put salt in it by mistake.
- c I'm sorry sir, let me check it for you.
- d I'm really sorry. I sent it to the wrong address.
- e I'm sorry — it wasn't my fault. The train was delayed.
- f I'm sorry. I didn't realise. Have some vegetable curry instead.
- g I'm sorry, I dropped it. It was an accident.

20 Study the situations and complete the conversations.

- 1 Your friend lent you a dictionary. You left it on the bus.

**Friend** Have you got my dictionary? I need it this morning.

**You** I'm \_\_\_\_\_, I \_\_\_\_\_.

- 2 Your dog ate some of your homework.

**Teacher** Your homework looks terrible — it's wet and it's got teeth marks.

**You** \_\_\_\_\_

- 3 You gave a waiter €10. He gave you change for €5.

**You** \_\_\_\_\_  
**Waiter** I'm very sorry, I made a mistake. Here are the five euros.

- 4 You are in an Italian café and your spaghetti is cold.

**You** \_\_\_\_\_  
**Waitress** I'm sorry, I left it in the kitchen for too long.

- 5 You promised to meet your friend at the cinema and you forgot.

**Your friend** Where were you last night? I waited at the cinema for half an hour!

**You** \_\_\_\_\_

- 6 Your friend didn't send you a birthday card. She phones you to apologise.

**Your friend** I'm sorry I didn't send you a card. I was really busy and I forgot to post it.

**You** \_\_\_\_\_



## WORD LIST

alcohol	customer	look after one's health	salad
ancestors	dairy products	low fat	salmon
apple pie	date (romantic)	main course	sandwich
archaeologist	delicious	margarine	satisfied
attitude to life	dessert	meal	sausages
average	dish	melon	seeds
avocado	eat out	menu	service
balanced diet	eggs	mild	snack bar
banana	fast food restaurant	milk	soft drinks
bar/carton/tub of	filling	milkshake	spicy
beans	fish (and chips)	mineral water	spoon
beef	fresh	mostly	stale
beer	fruit	mushrooms	starter
bill	fruit/orange juice	nuts	steak
bitter	garlic (bread)	on a diet	sugar
boil	gender	on offer	suitable/unsuitable
bread	give up (e.g. meat)	onion	sweet (adj)
broccoli	goulash	order	sweets
butter	grapes	pasta	tasty/tasteless
cabbage	greasy	peanuts	tomato soup
cake	ham	pineapple	tuna
cappuccino	have a big appetite/ a sweet tooth	pizzeria	turkey
cereals	improve	quality	unhealthy
cheese	insects	range of products	vegan
chicken (curry)	keep healthy	recipe	vegetables
chips	lamb	red pepper	vegetarian
chocolate cake	lasagne	refuse	waiter/waitress
convenience food	lemonade	rice	white/red meat
cooking	lifestyle	roll	wine
crisps			yoghurt
cruel			

## VOCABULARY

**21** Label the different foods in the food pyramid on the next page. Use the words from the Word List.

**22** Complete the text with the the words from the box.

balanced diet bread dairy products fat  
fruit pasta sugar vegans vegetables  
vegetarians

The food pyramid shows what you need to eat to have a <sup>1</sup> \_\_\_\_\_.

**Group 1:** these have a lot of <sup>2</sup> \_\_\_\_\_ and sugar, so they aren't good for you. Don't eat much from this group.

**Group 2:** <sup>3</sup> \_\_\_\_\_ like milk and cheese have a lot of calcium, so you need them for a strong body.

**Group 3:** food like meat, fish and nuts contain vitamins, minerals and protein.

<sup>4</sup> \_\_\_\_\_ can eat fish and dairy products from Groups 2 and 3.

<sup>5</sup> \_\_\_\_\_ can eat nuts and beans.

**Group 4:** <sup>6</sup> \_\_\_\_\_, for example, cabbage and onions, are high in vitamins and low in fat and <sup>7</sup> \_\_\_\_\_. You need 3–5 pieces a day.

**Group 5:** <sup>8</sup> \_\_\_\_\_, for example, bananas and grapes, is high in vitamins and low in fat. You need 2–4 pieces a day.

**Group 6:** You need to eat most from this group. Food like rice, cereal, <sup>9</sup> \_\_\_\_\_ and <sup>10</sup> \_\_\_\_\_ gives you energy.

**23** Complete the sentences with the correct prepositions from the box.

after for to in up about of (x 3)

- A tub of ice cream.
- She gave \_\_\_\_\_ cheese and milk when she became a vegan.
- He gave me two bars \_\_\_\_\_ chocolate.
- You need to look \_\_\_\_\_ yourself — you are very unhealthy.
- I love going to the market because there is a good choice \_\_\_\_\_ vegetables.
- Your diet says a lot \_\_\_\_\_ your attitude to health.
- You need to have a diet which is suitable \_\_\_\_\_ your lifestyle.
- From time \_\_\_\_\_ time it's OK to have cakes or convenience food.
- We don't often eat \_\_\_\_\_ restaurants because they are expensive.

**GROUP 1**

crisps

**GROUP 2**

**GROUP 3**

**GROUP 4**

**GROUP 5**

**GROUP 6**

OATS

21 Complete the dictionary information with the food adjectives from the Word List.

**THESAURUS**

**hot:** with a lot of spices so your mouth burns

1 \_\_\_\_\_: a very good taste

**disgusting:** a very bad taste

2 \_\_\_\_\_: like sugar

**tasty:** having a nice taste

**sour or** 3 \_\_\_\_\_: like a lemon

**salty:** with a lot of salt

4 \_\_\_\_\_: with a lot of spices

**bland or** 5 \_\_\_\_\_: not having an interesting taste

25 Write true sentences.

- 1 I love \_\_\_\_\_ food.
- 2 I think blue cheese is \_\_\_\_\_.
- 3 The most delicious food in the world is \_\_\_\_\_.
- 4 I think \_\_\_\_\_ is bland.
- 5 \_\_\_\_\_ are very bitter.
- 6 Food from \_\_\_\_\_ is usually spicy.

**Extend your vocabulary**

26 Study the phrasal verbs with *look* and their definitions. Then complete the sentences.

**look after:** to take care of someone or something  
**look down on:** to think someone is less important than you

**look into:** to examine or study the facts of a situation

**look round:** to visit a place and look at things in it

**look through:** read something quickly for general information

**look up:** to search for information in a reference book or on a computer

- 1 He thinks people look down on him because he comes from a poor family.
- 2 I \_\_\_\_\_ recipe books to get ideas for healthy meals.
- 3 When I go on holiday, I like to \_\_\_\_\_ old castles and churches.
- 4 Can you \_\_\_\_\_ the children while I go to the shops?
- 5 You can \_\_\_\_\_ the meaning and use of new words in a dictionary.
- 6 The police are \_\_\_\_\_ the robbery.

## WRITING

27 Complete the questionnaire with answers that are true for you.

### — FOOD SHOPPING AND EATING HABITS

— Ms/Miss/Mrs/Mr .....

Address .....

— Telephone .....

— Read the questions. Tick your answers.

Do you like shopping? yes  no

① Who does the food shopping in your home?  
mother  father  you  other

② Where do you buy most of your food?  
supermarket   
local shops   
market   
other

— ③ How often do you eat convenience food?  
every day   
more than three times a week   
less than three times a week   
never

— ④ How much fruit do you eat every day?  
none  1-2 pieces  3-4 pieces   
more

⑤ How many vegetables do you eat every day?  
none  a few  some  a lot

# QUESTIONNAIRE

28 Match the notes with the correct parts of the questionnaire.

- A Ask for personal information first.
- B Give clear instructions.
- C Make sure your questions are grammatically correct.
- D Check that your multiple choice questions include all possible answers.
- E Only ask for information that you need.
- F Your title should say what the questionnaire is about.

\*29 You want to find out which café in your area serves the healthiest menu.

Think about:

- the information you need to know about the café and the owner/manager.
- what you want to ask about the menu.
- what you want to ask about the kitchen.
- how to write your questionnaire.

Write your questionnaire.

*Tip:* give four possible answers so lazy people don't just choose the middle one!

## READING AND SPEAKING

30 Look at the menu and answer the questions.

- 1 Which starter doesn't contain vegetables?
- 2 Which dishes are suitable for a vegetarian?
- 3 Which dish will a person who likes potatoes choose?
- 4 Which dishes will be best for a person on a slimming diet?
- 5 Which dishes will be a good choice for a person who does sports?
- 6 Which dish is spicy?
- 7 Which dessert contains a vegetable?
- 8 Which dessert is very sweet?
- 9 Which dessert must be quite fresh?
- 10 Which drink may have different flavours?

### Menu

#### Starters

- Sandwiches with cold beef
- Tomato soup
- Olives and cheese
- Garlic bread

#### Side dishes

- Beans with tomato sauce
- Seasonal vegetables (broccoli, carrots, red pepper)

#### Main courses

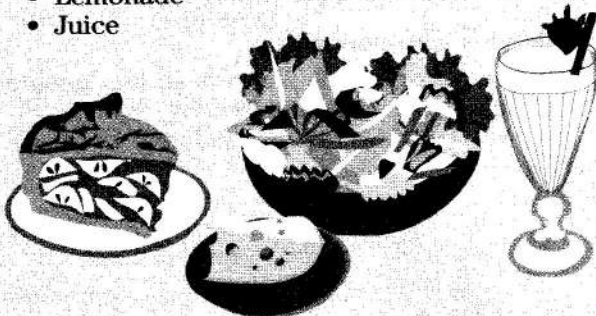
- Goulash
- Lasagne
- Fish and chips
- Thai chicken curry

#### Desserts

- Apple pie
- Fruit salad (kiwi, peaches, bananas with whipped cream)
- Carrot cake with chocolate sauce

#### Drinks

- Milkshake
- Mineral water (still or sparkling)
- Lemonade
- Juice



31 Pair work. Read the dialogue and complete the gaps with the phrases below. Compare your answers with another pair.

.....  
 slice to make an order something to drink  
 then to start have a sweet tooth  
 .....

**Man** So, what would you like?

**Woman** I think tomato soup <sup>1</sup> \_\_\_\_\_, followed by fish and chips.

**Man** Sounds good. I think I will have some garlic bread and <sup>2</sup> \_\_\_\_\_ Thai chicken curry.

**Woman** Do you like spicy food?

**Man** Oh, yes. Would you like some dessert?

**Woman** You know I <sup>3</sup> \_\_\_\_\_, don't you? Well, a <sup>4</sup> \_\_\_\_\_ of carrot cake with chocolate sauce will be fine.

**Man** I think I'll have the same. And I believe I'll need <sup>5</sup> \_\_\_\_\_. I'll have some cold mineral water — preferably still.

**Woman** And I'll have some fruit juice. Well, I guess we are ready <sup>6</sup> \_\_\_\_\_. Where's the waiter?

32 Pair work. Make up a similar dialogue using the menu.

33 Pair work. Student A reads the first part of the text about Russian names on world menus here and gets ready to tell Student B about it. Student B reads the second part of the text about Russian names on world menus in Exercise 34 on page 53 and gets ready to tell Student A about it.

### Russian names on world menus: Pavlova

**Pavlova** is a light meringue cake with whipped cream and fruit on top, usually strawberries and kiwis. It was named after the great Russian ballerina Anna Pavlova. It is believed that the dessert was created in honour of the dancer during or after one of her tours to Australia and New Zealand in the 1920s. The two countries argue as to where the cake originated and claim it as their national dish. But whoever created the wonderful cake, it was inspired by her dancing. The critics wrote about Anna Pavlova, 'She does not dance; she is flying as though on wings.'







# Look to the future

## GRAMMAR

### Future with (be) going to

	Affirmative	Negative
I	am ('m) going to be late.	am not ('m not) going to be late.
We/You/They	are ('re) going to be late.	are not (aren't or 're not) going to be late.
He/She/It	is ('s) going to be late.	is not (isn't or 's not) going to be late.

Yes/No questions		Short answers
Am I	going to be late?	Yes, I am. No, I'm not.
Are we/you/they		Yes, we/you/they are. No, we/you/they aren't.
Is he/she/it		Yes, he/she/it is. No, he/she/it isn't.

- We use *be going to* to talk about
- predictions based on evidence we can see, hear or feel now: *He's a metre from the end of the race ... he's going to win!*
  - future plans and intentions: *I'm going to buy theatre tickets when I'm in London.*

#### Wh- questions

- What** are you going to do at the weekend?  
**How** are you going to get there?  
**Who** is he going to invite to the party?

### Future with will

	Affirmative	Negative
I/You/He/She/It/We/They	will move to another country.	will not (won't) move to another country.

Yes/No questions		Short answers
Will	I/you/he/she/it/we/they move to another country?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use *will* for

- ideas and thoughts about the future:  
*I think I'll go to the cinema next week.*
- predictions based on opinions or beliefs:  
*People will live on Mars one day.*
- making offers and promises: *Don't worry, I'll drive you to school.*

#### Wh- questions

- Where** will we be in ten years?  
**Who** do you think will be at the meeting?

#### 1 Circle the correct future form of the verbs.

- I think next week *is going to/will* be hot and sunny.
- My sister *is going to/will* have a baby next month.
- I promise I'm *going to'll* give you some money for your birthday.
- I know she's *going to/will* fail her exams because she never does any work.
- Scientists think that cars *aren't going to/won't* use petrol in the future.

- My brother bought some new clothes because he's *going to'll* go to a party.
- Those boys are cycling too fast. They're *going to'll* hurt themselves.
- Look at the sky — it *is going to/will* be a lovely day.
- We *are going to/will* run out of petrol! There's only one litre in the car and it's 100 kilometres to the next petrol station.
- Tell me your secret! I promise I *am not going to/won't* tell anyone.

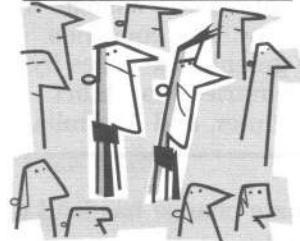
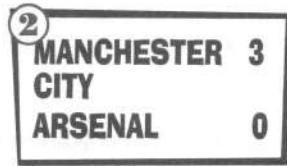
2 Complete the sentences with *will* or *going to* and the verbs in brackets.

- 1 Look at that big black cloud. It's going to rain. (rain)
- 2 My sister and her boyfriend \_\_\_\_\_ (get) married next Saturday.
- 3 I think I \_\_\_\_\_ (buy) a new mobile phone, but I'm not sure.
- 4 The score is Manchester 20 — Luton 0. Luton \_\_\_\_\_ (win)!
- 5 I don't want to see *Pride and Prejudice*. I don't think it \_\_\_\_\_ (be) very exciting.
- 6 Don't worry, I \_\_\_\_\_ (help) you do your homework.
- 7 He's very excited because he \_\_\_\_\_ (fly) to Australia next week.
- 8 I hope I \_\_\_\_\_ (see) the Taj Mahal when I'm older.

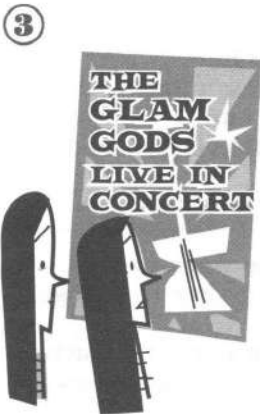
3 Look at the pictures and complete the predictions. Use *will* or *going to*.



Manchester City are having a good season. I think that they will win the match on Saturday.



See — I told you! They \_\_\_\_\_ win the match.



Why don't we go? It \_\_\_\_\_ be great!



It \_\_\_\_\_ be a terrible concert!

4 Anna and her friend Jane are going to London for the weekend. Complete the text with *going to* or *will* and the verbs in brackets.

Jane and Anna are at the station and they are waiting to buy their tickets. They

<sup>1</sup> are going to catch (catch) a train to London.

Jane is a big football fan and she bought a ticket for Arsenal on the Internet. She

<sup>2</sup> \_\_\_\_\_ (watch) a match while they're in London. Anna doesn't know what to do while Jane's at the match. Perhaps she

<sup>3</sup> \_\_\_\_\_ (write) some postcards.

After the match they <sup>4</sup> \_\_\_\_\_ (walk) along the River Thames, so they can see the Houses of Parliament and the London Eye.

After that they think they <sup>5</sup> \_\_\_\_\_ (go) for a meal. London taxis are quite

expensive, so they <sup>6</sup> \_\_\_\_\_ (travel) on buses or the Underground.

Anna's uncle lives in London. They

<sup>7</sup> \_\_\_\_\_ (stay) with him tonight. He has got tickets for a musical and they

<sup>8</sup> \_\_\_\_\_ (see) it tomorrow evening.

5 Complete Anna's postcard. Use the verbs from the box with *will* or *going to*.

buy do go ring not be see take

Saturday

Dear Oliver,

I'm writing this in a café in London! I'm here for a few days with Jane. We <sup>1</sup> \_\_\_\_\_ lots of nice things while we're here. Later today we

<sup>2</sup> \_\_\_\_\_ sightseeing. Perhaps we

<sup>3</sup> \_\_\_\_\_ some famous people too! My

uncle <sup>4</sup> \_\_\_\_\_ us to see a musical

tomorrow and on Monday Jane and I

<sup>5</sup> \_\_\_\_\_ new dresses for your party.

I hope they <sup>6</sup> \_\_\_\_\_ too expensive!

I <sup>7</sup> \_\_\_\_\_ you when I get home and tell you all about the musical.

Best wishes,

Anna



## WORD LIST

according to  
acid rain  
advantage  
air pollution  
air travel  
appearance  
astrology  
atmosphere  
believe in oneself  
bottle bank  
Canada  
car owners  
Central Europe  
certainly/definitely/  
perhaps/probably  
chance  
change  
climate  
communicate  
computer  
controversial  
create  
cut down forests  
decade/century  
democrat  
destroy  
disappear  
drug/medicine  
economy  
effect  
elections/election leaflet

emotion  
everyday life  
faint  
family car  
fortune teller  
fuel  
future generations  
gases  
get rid of  
get worse  
greenhouse effect  
guess  
heat  
horoscope  
improve  
in danger  
increase  
independent  
Industrial Revolution  
instead of  
introduce  
it is possible that  
key to (a problem)  
lake/river  
laptop  
laser technology  
lead-free petrol  
limit  
lower  
major  
make progress

may/might  
mobile phone  
monitor (v)  
national park  
pale  
party/leader of a party/  
join a party/  
vote for a party  
petrol  
pollution  
power stations  
prediction  
prison  
prohibit  
protect/destroy/help/  
save the environment  
public transport  
punishment  
queue (v)  
realistic  
record shops  
recycle  
recycling schemes  
reduce  
repair damage  
replace  
replant  
rescue  
retired  
revolution  
rise

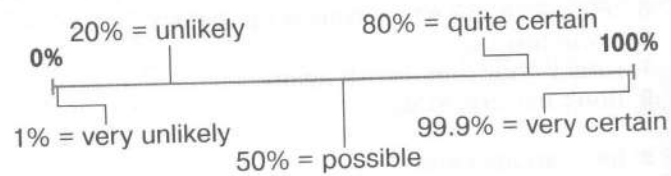
robot/nanorobot  
Scandinavian  
school report  
sea level  
second-hand bookshop  
slow down  
small business  
solar energy  
sort domestic waste  
space  
support  
swallow  
taxes  
temperature  
the Arctic  
the Earth/the Moon  
the Internet/Internet café  
trap (v)  
useful  
video-conferencing  
violent/antisocial  
(behaviour)  
virtual reality  
warn  
waste (n)  
weather forecast  
wildlife  
win/lose elections  
work from home  
worrying

## SPEAKING

**13** Choose the correct answers to complete the predictions.

- I think people \_\_\_\_\_ work in offices in the future because they will work from home.
  - will probably
  - probably won't
  - definitely aren't going to
- In the future \_\_\_\_\_ be public phones because everyone will have a mobile phone.
  - it's possible that there will
  - there may
  - there won't
- Every child in the world \_\_\_\_\_ have a computer on their school desk in 2015.
  - might
  - definitely won't
  - will certainly
- Most homes in Europe \_\_\_\_\_ have an Internet connection by 2010.
  - will possibly
  - certainly won't
  - will definitely
- In the developing world a lot of technology \_\_\_\_\_ use solar power.
  - definitely won't
  - probably won't
  - will probably

**14** Read the key and complete what the people say.



- Electrical appliances will probably be (80%) less expensive in the future.
- Scientists \_\_\_\_\_ (99.9%) find an alternative to petrol.
- \_\_\_\_\_ (50%) people won't have private cars in the future.
- \_\_\_\_\_ (80%) that more people will work from home in the future.
- Cities \_\_\_\_\_ (20%) safer in the future.
- \_\_\_\_\_ (50%) people will not write personal letters in the future.

**15** Prepare a short talk about Nostradamus.



# VOCABULARY

16 Complete with the words from the Word List.

	Noun	Verb	Adjective
1	<u>pollution</u>	pollute	polluted
2	_____	appear	-
3	_____	-	atmospheric
4	_____	-	climatic
5	_____	democratise	democratic
6	_____	predict	predictive
7	controversy	-	_____
8	creation	_____	creative
9	destruction	_____	destructive
10	independence	-	_____

17 Study the words from Exercise 16 and circle the parts of speech that can have these suffixes.

1	-ic	noun/adjective
2	-ance/-ence	noun/adjective
3	-ive	noun/adjective
4	-ion	noun/adjective

18 Complete the sentences with the words from Exercise 16.

- Scientists study climate changes to predict the world's weather.
- Pollution from industry and cars is damaging the Earth's \_\_\_\_\_.
- Scientists \_\_\_\_\_ that the world's weather will get worse.
- A lot of countries voted for the Kyoto Protocol, so it was a \_\_\_\_\_ agreement.
- The US government's \_\_\_\_\_ decision to stay out of the Kyoto Protocol caused a lot of disagreements between world leaders.
- Using solar energy helps to reduce \_\_\_\_\_ from coal power stations.
- If we don't stop the \_\_\_\_\_ of the rainforest, many rare animals and plants will die.
- The full moon \_\_\_\_\_ once a month.

19 Match the compound nouns. Remember they are either two words, hyphenated or one word. Then check your answers in the Word List.

1 acid	<input checked="" type="checkbox"/>	a levels
2 air	<input type="checkbox"/>	b phone
3 car	<input type="checkbox"/>	c station
4 lap	<input type="checkbox"/>	d conferencing
5 mobile	<input type="checkbox"/>	e rain
6 sea	<input type="checkbox"/>	f owners
7 power	<input type="checkbox"/>	g top
8 solar	<input type="checkbox"/>	h forecast
9 video	<input type="checkbox"/>	i energy
10 weather	<input type="checkbox"/>	j pollution

20 Complete the sentences with the compound nouns from Exercise 19.

- Acid rain contains chemicals from factories and cars and harms the environment.
- \_\_\_\_\_ is the damage chemicals do to the atmosphere.
- A \_\_\_\_\_ is a small, mobile computer.
- \_\_\_\_\_ are rising because the world is getting warmer.
- \_\_\_\_\_ comes from the sun.
- \_\_\_\_\_ means that businesspeople can see and talk to people on the other side of the world without travelling.

21 Circle the correct prepositions.

- According at/of/in/to researchers, the Earth is getting warmer.
- I'm not sure I believe at/of/in/to astrology.
- We need to get rid at/of/in/to large cars to reduce pollution.
- Some cities are at/of/in/to danger because sea levels are rising.
- People must use buses instead at/of/in/to cars.
- The key at/of/in/to this problem is to study climate change.
- Who is the leader at/of/in/to the Green Party?

## Extend your vocabulary

\*22 Study the phrasal verbs with *cut* and their definitions. Use them to complete the sentences.

**cut down:** to cut a tree or plant so it falls to the ground  
**cut off:** to stop the supply of, for example, electricity  
**cut out:** to stop doing or eating something, usually because it is bad for you  
**cut up:** to cut something into smaller pieces  
**cut short:** to end something sooner than planned

- My dad \_\_\_\_\_ the tree in our garden because it was too big.
- We \_\_\_\_\_ our holiday because the weather was terrible.
- If you \_\_\_\_\_ smoking, you'll save a lot of money.
- Can you \_\_\_\_\_ the onions for me? Thanks.
- The telephone company \_\_\_\_\_ our phone because I forgot to pay the bill.

## READING

**23** Read about these four inventions. Put the sentences A–H in the correct place in the text. There is one extra sentence.

- A It might be difficult to look the 'words' up, though!
- B And, because of the noise, everybody else knows too!
- C Well, in the future, they may get much smaller.
- D In seconds computer screening can match this to any similar photos held on their database.
- E We all know that we shouldn't eat too fast.
- F But how will you talk back?
- G Here are some that, in a few years, you may want to have in your home!
- H This is why it is so useful.

### WONDERFUL (AND NOT SO WONDERFUL) NEW INVENTIONS!

What is the most important invention ever? The wheel? Electricity? The computer? There are many important inventions and, in the future, there will be many more. <sup>1</sup>\_\_\_\_\_.

#### THE NOISY KNIFE

<sup>2</sup>\_\_\_\_\_. But sometimes, we put the food in our mouths and it goes, without us really thinking about it. Well, this knife helps you to eat properly. As you cut your food, an alarm is set in the knife. If you cut another piece of food too soon, the alarm rings to tell you that you are eating too quickly! <sup>3</sup>\_\_\_\_\_.

#### ANIMAL TRANSLATOR

The Americans are known for their animal beauty parlours, animal psychologists and animal cemeteries. They can now go one step further and talk to their animals. A company has spent years listening to dogs, cats, horses and other pets and has now released a dictionary with CD-ROM of animal noises. <sup>4</sup>\_\_\_\_\_.



#### EAR PHONE

What's the smallest mobile phone you know? <sup>5</sup>\_\_\_\_\_. German researchers are working on a phone that can be put inside your ear. When a call comes in, only you will be able to hear it as it goes from the ear directly to your brain. <sup>6</sup>\_\_\_\_\_.

#### SMART CAMERA

This camera is connected to a special Internet database. Whenever you take a photo, you can choose to send it for analysis. <sup>7</sup>\_\_\_\_\_. If it finds a match, a message will be sent to you, telling you exactly what your photo is of. It could be the name of a plant, a translation of a street sign, it may even be able to tell you a stranger's name.

## GRAMMAR

**24** Without looking into the text in Exercise 23 put prepositions in the following phrases. Then find these phrases in the text and check yourself.

- to be known \_\_\_\_\_ sth
- work \_\_\_\_\_ sth
- to be connected \_\_\_\_\_ sth
- a photo \_\_\_\_\_ sth
- send sth \_\_\_\_\_ analysis,
- match sth \_\_\_\_\_ sth
- photos held \_\_\_\_\_ their database
- without really thinking \_\_\_\_\_ it

**25** Complete the sentences with the adjectives from the box in the right form.

bad important small easy far

I really don't know what is the <sup>1</sup>\_\_\_\_\_ invention ever, but I think that the smart camera makes travelling <sup>2</sup>\_\_\_\_\_. I don't think I'd like to use the ear phone — the <sup>3</sup>\_\_\_\_\_ mobile phone in the world. I think it is bad for health, bad for the brain. Researchers say that using a mobile isn't safe, and ear phone is probably even <sup>4</sup>\_\_\_\_\_. As to the animal translator, I wouldn't call it 'one step <sup>5</sup>\_\_\_\_\_', I'd say it's going too far. You see, I'm a sceptic!

## SPEAKING

**\*26** Say what you will do if you have these inventions. Use *if* phrases.

*If I have an ear phone, I won't use my smart phone any longer.*

**\*27** Mime using one of these inventions. Then you repeat your pantomime and your partner describes your actions.

*You are eating. You are eating too quickly. The alarm starts to ring. Now you start eating properly.*

**28** Compare these inventions. Which one of them is the most important and why?

**29** Tell the class what you will or won't do when you are parents. Use the words from the box.

miss the lessons, play computer games, watch TV, play football, go to bed late, make them cry, shout at them, help them with their school work, go to parties, invite their friends to stay, eat junk food

*When I am a parent I won't let my children eat too much convenience food.*

## READING AND SPEAKING

**30** Read the forum discussion of the time machine and answer the following questions.

Who ...

- 1 wants to correct the mistakes made?
- 2 thinks that future is made today?
- 3 wants to become rich?
- 4 wants to meet their parents as kids?
- 5 wants to rub shoulders with the famous people?
- 6 is not sure of the choices made today?

**TIME MACHINE FORUM: Would you rather have a time machine that could take you to the past or the one that will take you to the future?**

**John** As for the future, I don't want to know my future — that's the mystery of life. :) What's the point of living when you already know the past, the present and the future? To be able to live today is important. The future has to be a mystery, we try our best now to have a better future. :)

**Peter** The past, of course. I can go and meet my dad when he was young. Of course, I wouldn't tell him I'm his son, but it will be cool just to have fun and go eat out and hang out.

**Ron** I would love to go to the past, because there are so many things I've done that I regret and I want to change it. For example, the way I ignored my sister when she needed help ... I'd obviously choose the past, and completely re-do my life, learn more, learn smarter, not make the stupid mistakes I made.

**Jim** The past, because there're so many time periods I want to visit. I want to go to ancient civilizations, if I can. I will meet all the world's greatest people from Newton to anyone you want.

**Mary** Future. I want to know if what I'm doing is right and my today dreams would come true.

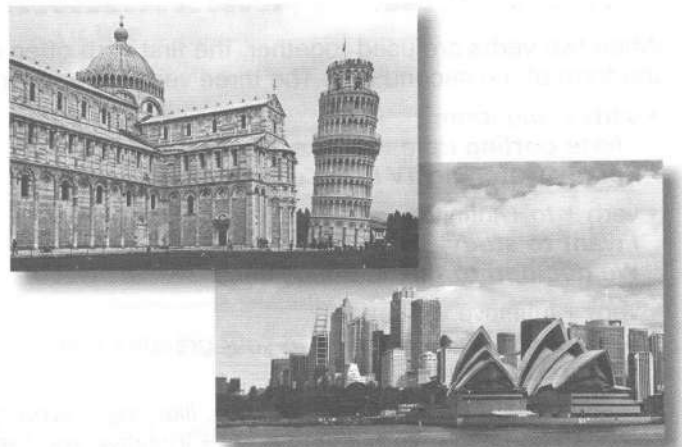
**Bob** Future ... That way I could find out what next week's winning Lottery numbers are, and then come back and buy the ticket with those numbers ... (I'm so clever!!!!)

**31** What about you? Would you rather have a time machine that could take you to your past or the one that will take you to future? Explain your choice.

**32** Pair work. Plan a holiday trip with your friend. Decide when, where and how you are going and what you are going to see. Then tell the class about your plans.

**33** Complete the sentences.

- 1 If we go to St. Petersburg, we \_\_\_\_\_.
- 2 If we go to Moscow, we \_\_\_\_\_.
- 3 If we go to London, we \_\_\_\_\_.
- 4 If we go to Paris, we \_\_\_\_\_.
- 5 If we go to Pisa, we \_\_\_\_\_.
- 6 If we go to Sydney, we \_\_\_\_\_.



**34** Read the first part of the text 'Time travellers among us?'. Do you agree that this is evidence of time-travelling or can you think of any other explanations.

### Time travellers among us?

In 2010 the Internet was all about talk of time travel — and it had nothing to do with the 25th anniversary of *Back To The Future* film. The big news was the discovery of some old Charlie Chaplin footage from the 1920s which appeared to show a woman talking on a cell phone. In 2013 another sensational black-and-white film shot in 1938 was discovered showing a group of young people, possibly factory workers, walking out of a building. A dark-haired girl in a light-coloured dress smiles into the camera, her hand pressed to her ear. She is holding what looks to be a large portable phone.

The newspapers reported it was clear proof that time travel had been invented, and that we were being monitored by people from the future at all times, probably even in the bathroom ...

*For your info*

The first hand held mobile phone was invented in the 1970s.

**35** Read the second part of the text on page 90 and prepare a talk on 'Are there really time travellers among us?'.

## GRAMMAR

### Verb patterns

1. Verb + <i>-ing</i> form	
avoid	miss
can't stand	not mind
enjoy	practise
hate	prefer
like	start
love	stop

2. Verb + <i>to</i> + infinitive	
agree	offer
decide	promise
hope	seem
learn	want
manage	wish
need	would like

3. Verb + infinitive without <i>to</i>
can could might must should

When two verbs are used together, the first verb often decides the form of the second one. The three verb patterns are:

- verb + *-ing* form:  
*I hate getting up early for school.*  
*I enjoy watching TV in the evening.*
- verb + *to* + infinitive:  
*I want to study Biology.*  
*We decided to talk to them later.*
- verb + infinitive without *to*:  
*You should be more polite to your grandmother.*  
*I can read French.*

Sentences with *begin, continue, hate, like, love, prefer* and *start* can use either verb + *-ing* or *to* + infinitive and the meaning is the same.  
*We started walking to the station. = We started to walk to the station.*

### Mind the trap!

Some verbs can be used in more than one pattern, but they change their meaning:  
*I remember posting her birthday card. = I remember putting the card in a letter box.*  
*I remember to post her birthday card. = Each year I remember to post the card, I don't forget.*  
*I stopped speaking to her. = I stopped being her friend.*



*I stopped to speak to her. = I stopped what I was doing and we had a conversation.*



- Read the sentences and put the verbs in the correct box.
  - You <sup>1</sup>should study science subjects if you <sup>2</sup>want to be a doctor.
  - I <sup>3</sup>love working with people, but I <sup>4</sup>don't like being in an office all day — I <sup>5</sup>prefer working outdoors.
  - You <sup>6</sup>can <sup>7</sup>learn to drive more easily when you are young.
  - I <sup>8</sup>hope to work in Scotland this summer, so I <sup>9</sup>need to <sup>10</sup>practise speaking English.
  - If you send them your CV, they <sup>11</sup>might <sup>12</sup>agree to help you.

+ <i>-ing</i>	+ <i>to</i> + infinitive	+ infinitive without <i>to</i>
		should

- Match the two parts of the sentences.

- I enjoy
  - You must
  - He promised
  - During the holidays, I miss
  - I could
  - We decided
  - She offered
- a seeing my schoolfriends.  
 b to help me find a holiday job.  
 c help you with your CV.  
 d to get jobs in the same town.  
 e to get a summer job.  
 f do your homework.  
 g going to the cinema.

9

**3 Circle the correct alternatives.**

- 1 She needs \_\_\_\_ a new suit for the job interview.  
a buy b buying **(c) to buy**
- 2 I could \_\_\_\_ a job in another country.  
a get b to get c getting
- 3 My friend might \_\_\_\_ French lessons next year.  
a drop b to drop c dropping
- 4 My uncle offered \_\_\_\_ work experience for me.  
a arrange b to arrange c arranging
- 5 My cousin is going to New York, so she must \_\_\_\_ a passport.  
a get b to get c getting
- 6 He hopes \_\_\_\_ in a bank one day.  
a work b to work c working
- 7 I hate \_\_\_\_ bored, so I don't mind \_\_\_\_ hard.  
a be/working  
b to be/to work  
c being/working

**4 Find four more wrong sentences and correct them.**

- 1 Librarians should liking books. **X**  
*Librarians should like books.*
- 2 International reporters need to travel a lot.
- 3 I don't mind to work away from home.
- 4 She can't be a teacher! She can't stand work with children.
- 5 He stops thinking about work when he leaves his office.
- 6 An actor might to work on TV or in the theatre.
- 7 Musicians practise playing every day.
- 8 My mother learned draw when she trained as an architect.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SPEAKING AND GRAMMAR**

- 5** Talk about the job you would like to get when you start working. Make up 5-6 sentences about it using active verb patterns where possible.

*When I grow up, I would like to be a teacher because I enjoy talking with kids. I think a teacher should love communicating with children ...*

**6 Complete the second sentence so it has a similar meaning.**

- 1 I must get a summer job.  
I need to get a summer job .
- 2 You must phone me after the meeting.  
Promise \_\_\_\_\_ .
- 3 Would you like working outside all the time?  
Could you \_\_\_\_\_ all day?
- 4 She needs to practise for her exams.  
She must \_\_\_\_\_ .
- 5 I learned to speak French when I was a child.  
I could \_\_\_\_\_ .
- 6 I prefer working in an office.  
I want \_\_\_\_\_ .
- 7 I hope to get a job next year.  
I'd like \_\_\_\_\_ .
- 8 He wants to work in a bank.  
He hopes \_\_\_\_\_ .
- 9 He never wants to go to interviews.  
He can't stand \_\_\_\_\_ .

**7 Complete the tips about looking for a job. Use the correct form of the verbs in the boxes.**

**Tips for first-time jobseekers**

**TIP 1**

- be
- decide
- sit
- work

Looking for your first job isn't easy. You need <sup>1</sup> to decide what you are interested in and what you are good at. For example, if you love <sup>2</sup> \_\_\_\_\_ outside and you can't stand <sup>3</sup> \_\_\_\_\_ at a desk all day, avoid <sup>4</sup> \_\_\_\_\_ in an office!

**TIP 2**

- apply
- be (x 2)
- include
- see
- send
- write

You will need <sup>5</sup> \_\_\_\_\_ your CV (Curriculum Vitae) to the company. This should <sup>6</sup> \_\_\_\_\_ typed and it shouldn't <sup>7</sup> \_\_\_\_\_ more than two pages. Remember <sup>8</sup> \_\_\_\_\_ information about your hobbies and interests because companies want <sup>9</sup> \_\_\_\_\_ that you have interests outside school. You must also <sup>10</sup> \_\_\_\_\_ a letter to go with your CV. In your letter explain why you decided <sup>11</sup> \_\_\_\_\_ for the job.

**TIP 3**

- ask
- get
- do

If you manage <sup>12</sup> \_\_\_\_\_ an interview, you should <sup>13</sup> \_\_\_\_\_ some preparation before you go. Also think about what you want <sup>14</sup> \_\_\_\_\_ them at the interview.

## READING AND SPEAKING

- 8 **OTB** Read the question. Quickly read the article and choose the correct answer.

The article is about

- a someone starting their career
- b careers advice for dancers
- c working for an Internet company

- 9 Read the questions and underline the key words. Match the questions to Heidi's answers in the article. Work in pairs and use these questions and answers to role-play an interview with Heidi.

- 1 What about the future?
- 2 What's a typical day in your job?
- 3 Why do you like your job?
- 4 Why did you take the job as a personal assistant?
- 5 What did you want to do when you moved to London?

- 10 Find the words (1-5) in the article and match them with the correct definition (a-f). There is one extra definition.

- 1 out-of-work
- 2 studio
- 3 job agency
- 4 performing artists
- 5 aspiring

- a hopeful
- b actors, singers, dancers, etc.
- c a person who answers the phone
- d a room where dancers practise
- e a company which matches people and jobs
- f without a job

- 11 Read the list. Put the events in order. Then use it to retell Heidi's story.

Heidi ...

- a got a job as a personal assistant.
- b got a job in a dance studio.
- c heard about an Internet agency.
- d moved to London.
- e worked as a waitress.
- f worked on a children's TV programme.
- g worked on a rock video.

## Dancer takes the right steps

It is very difficult for people who work in show business to find permanent jobs. Out-of-work actors, singers and dancers often work in bars or restaurants while they are looking for work.

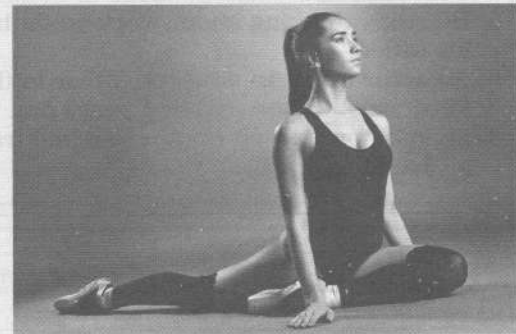
However, when 19-year-old Heidi Calver moved to London to build her career as a dancer, she decided not to be a waitress again. 'I hoped to get work as a full-time dancer, but I knew that was an impossible dream! I don't mind working in cafés and bars, but I prefer being in touch with other dancers and entertainers. I looked for jobs which are linked to show business and I was very lucky - I got a job as an evening manager for a small dance studio in north London.'

While Heidi was working for the dance studio, she learned that a lot of the teachers at the studio got their jobs through an Internet job agency for dancers. She applied for a job with the Internet company and a week later she was part of the sales team. After only a month the manager asked her to be his personal assistant. 'It was a promotion with a pay rise, so I said 'yes!' immediately.'

The company is one of Britain's largest agencies for performing artists, so Heidi is always very busy. 'I look after my boss's diary, make his travel arrangements, answer the telephone. In fact, I don't mind doing anything to help! I might take photographs of aspiring dancers for the website, look for twenty singers for a big London musical, find a pianist for an orchestra or help someone to write their CV.'

'I hate being bored, so this job is perfect for me - and it keeps me close to the world of dance. I hear about dancing jobs and my boss is very good at letting me have time off - last month I did a rock video and the month before I was in a children's TV programme.'

'I still want to make my career in dancing, but I'm happy to wait. I'm very lucky - I enjoy my job and every day is an adventure!'



# LISTENING AND SPEAKING

12 **OT14** Put the conversations in the correct order. Then listen and check your answers.

- A**
- a I'm sorry, Mr Brown isn't in the office today. Can I take a message?
  - b I'd like to speak to Mr Brown, please.
  - c His sister, of course. I'll leave a note on his desk.
  - d Good morning, Barrett's Engineering. How can I help you?
  - e Yes, please. Could you tell him his sister phoned?

- B**
- a Sorry, Naomi — you sound the same. It's Anna here — can I speak to Stella, please?
  - b Hi, is that Stella?
  - c No, it's her sister, Naomi.
  - d Has she got your email address?
  - e Yep, can you ask her to email our French homework to me?
  - f Cambridge 3428933
  - g I'm not sure, I'll give it to you now.
  - h Sorry, she's not here. Do you want to leave a message?

13 **OT15** Listen and write the messages.

①

**WHILE YOU WERE OUT**

For: \_\_\_\_\_

From: \_\_\_\_\_

Message: \_\_\_\_\_

② Stella, \_\_\_\_\_ called.


③ Tim, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

④



David, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Love, Maria x

\*14 'Translate' the email addresses.

① My email address is Helen dot Jenkins — all upper case — at mailnet dot net

HELEN.JENKINS@mailnet.net

② Please send it to Len underscore Parker at freepost dot com

③ Their new address is FamilyHarrod — upper case F, upper case H, at freenet dot com

④ jim.bevan@freebeemail.net *Jim dot Bevan — all lower case — at freebeemail dot net*

⑤ rd\_dawkins@bigfoot.com

⑥ Janey.Lewis@freepost.net

15 Complete the conversation with the phrases from the box.

Could I speak to \_\_\_\_\_ Could I take a message  
 Could you tell him \_\_\_\_\_ I'll ring back later

Mr Smythe Hove 4577125.

Caller <sup>1</sup>Could I speak to Jay, please?

Mr Smythe Jay?

Caller Sorry, I mean James.

Mr Smythe I'm sorry, James isn't here this evening.

<sup>2</sup> \_\_\_\_\_ ?

Caller Yes, please. <sup>3</sup> \_\_\_\_\_ Bee phoned.

Mr Smythe Bee?

Caller Sorry, Beatrice.

Mr Smythe Is there any message?

Caller No, it's OK thanks. <sup>4</sup> \_\_\_\_\_ .

Mr Smythe I'll tell him that you rang.

Caller Thank you, goodbye.

Mr Smythe Goodbye.

16 Complete the information. Write the conversation.

You phone your friend (*name*) to tell them about a film (*title*) at (*time*). They aren't at home. Leave a message with A (*their parent/brother/sister*).

- say who you are
- give them the information
- give your name and phone number

A Hello?

You Hello, \_\_\_\_\_ ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WORD LIST

accountant	earn money/a salary/ get paid	interview	receptionist
actor	education	job advert	reporter
aerobics	employer	judge	responsible
apply/application (for a job)	employment	keen on	routine
architect	engineer	lawyer	sack (sb)
artist	equal opportunities	leader	salesperson
audition	eventually	librarian	save money
avoid	experience	manager	secretary
banker	fascinate	marital status	seem
biologist	fashion designer	marketing manager	skills/social skills
boss	fill in (a form)	miss	social life
businesswoman	fireman	musician	staff
candidate	first aid	non-smoker	stressful
can't stand	fitness instructor	not mind	take/leave a message
career	flexible working hours	nurse	teacher
cashier	fluent	outside	team worker
certificate	fond of	pay rise	the centre of attention
checkout assistant	fruit picker	personal information	therapist
company director	full-time/part-time/ temporary job	pilot	translator
computer programmer	gardener	police officer	TV presenter
correspondence	get a few days off/ take a break	politician	unemployed
creativity/imagination	get a promotion	position	uniform
cruise ship	graduate	practical knowledge	vacancy
CV	guide	prefer	vet
delivery driver	independent	priest	waiter/waitress
designer	insurance agent	programmer	well (badly)-paid
director	interested in	psychologist	wish
DJ		qualifications	work
doctor		qualified	writer
driving licence			

## VOCABULARY

### 17 Complete with the words from the Word List.

Activity/Subject	Person
1 acting	_____ actor _____
2 accounting	_____
3 banking	_____
4 designing	_____
5 directing	_____
6 managing	_____
7 music	_____
8 politics	_____
9 programming	_____
10 psychology	_____
11 teaching	_____
12 therapy	_____
13 translation	_____

Underline the suffixes used to form nouns, e.g. actor

### 18 Complete the careers advice with the nouns from Exercise 17.

- If you are good at languages, you could be a translator.
- If you are interested in how a country is governed, you should be \_\_\_\_\_.

- \_\_\_\_\_ is a good job if you like children and don't mind marking homework.
- If you are extrovert, like being the centre of attention and want to be a film star, you should be \_\_\_\_\_.
- If you are interested in mental health, you should be \_\_\_\_\_ or \_\_\_\_\_.
- If you are good at maths and like money, you should be \_\_\_\_\_ or \_\_\_\_\_.

### 19 Circle the correct prepositions.

- Are you interested *at/for/in* working for a small, local company?
- Please phone and speak *at/of/to* the manager.
- Would you like to have a job *for/in/to* a café?
- Working *for/of/to* an international company might be interesting.
- A good knowledge *for/of/to* foreign languages is useful in a lot of jobs.
- You need to be good *at/of/to* typing if you have to use a computer a lot.
- If the manager phones, please take a message *at/for/in* me.
- Some companies have vacancies *in/to/for* students in the summer.
- We are looking for someone who is fond *at/in/of* children.
- Please fill *at/in/to* an application form.



20 Use the words from the box to complete the advertisements. There are two extra words.

promotion    aerobics    application form  
 company director    equal opportunities  
 flexible working hours    psychologist  
 teacher    qualifications    receptionist  
 secretary    social skills

Are you bored with your job  
 and ready for promotion ?

Visit  
[www.Jobs4U.co.uk](http://www.Jobs4U.co.uk)

1

### APPOINTMENTS

Our busy management team needs  
 a \_\_\_\_\_ to answer the phone, write  
 letters and make travel arrangements.  
 You must have secretarial \_\_\_\_\_  
 and be able to type 120 words a minute.

2

### LONDON'S TOP HOTEL

is looking for a part-time \_\_\_\_\_ to meet  
 guests and make bookings.

You will be working with the public, so you  
 must have good \_\_\_\_\_.

Please ring 0207 6372 2938 for an \_\_\_\_\_.

3

### Well-being Gym and Dance Studio

wants four \_\_\_\_\_ teachers to work  
 in our modern gym.

We are open from 6 a.m. to 11 p.m. and  
 offer \_\_\_\_\_.

4

A job agency in central Birmingham is looking for  
 a \_\_\_\_\_ to help them find exactly the right  
 person for the right job.

We are an \_\_\_\_\_ company and welcome  
 applications from all qualified candidates.

5

## Extend your vocabulary

21 Read the information from a dictionary.

### THESAURUS

Your **job** is work you do regularly to earn money.

*My first job was in a factory.*

**Work** is a general word to talk about employment or the activities involved in it.  
*I started work when I was 18.*

**Occupation** is used on official forms and it means 'job'.

*Please give your name, age and occupation.*

A **profession** is a job which needs special education and training.

*The legal and medical professions.*

Your **career** is the work you do or plan to do for your working life.

*I'm interested in a career in journalism.*

22 Circle the correct nouns.

- 1 My grandfather's first work / job / profession was in a coal mine.
- 2 My grandmother had a long job / profession / career as a biologist.
- 3 My parents want me to go into the teaching work / profession / job.
- 4 I need to get a job / work / career during the summer holidays.
- 5 I had to write my parents' work / occupations / careers on the form.
- 6 Occupation / Work / Career in factories is often boring and sometimes dangerous.

23 Complete the sentences with correct nouns.

- 1 Picasso had a long and successful career as an artist.
- 2 In the space marked '\_\_\_\_\_' she wrote 'secretary'.
- 3 Part-time workers often have low paid \_\_\_\_\_.
- 4 I want to find a \_\_\_\_\_ in a bar.
- 5 If you work in a \_\_\_\_\_, you usually earn a lot of money.
- 6 David Beckham's football \_\_\_\_\_ started with Manchester United.

## VOCABULARY AND WRITING

- 24** Tick all the jobs in the Word List. Find some jobs which have something in common. Compare your answers with other people in the class.

*a politician — a psychologist: both communicate with people.*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 25** Read an extract from a letter from your English-speaking pen-friend Max. Write a letter to Max and answer his questions. You must write 90–110 words. Remember the rules of letter writing.

... You know, last summer I worked as an assistant in the local zoo to earn some money. Next summer I'm going to look for a job as well. Do you and your friends think it's a good idea to get a summer job and why? What kinds of jobs are allowed for teenagers in Russia? What summer job you think you could do? ...

## READING AND SPEAKING

- 26** Pair work. Tick all the jobs in the Word List. Which of them are suitable for women only and which ones — for men only? Then compare your answers with another pair. What's the same? What's different? Give reasons for your opinion.
- 27** Read the first paragraph of the text in Exercise 28 and answer the following questions.
- What do you think 'gender crossover' and 'occupational segregation' mean?
  - What's the main idea of the paragraph?
- 28** Read the second part of the text and find two reasons why occupational segregation is no good for society.

### Traditional jobs for men and women

In the 1970s and 80s many women started working at what used to be men's jobs. In 1971 only 1 percent of all engineers in the USA were women. By 1981 the figure increased fourfold, to 4 percent. Now researchers think that the progress that once allowed the gender crossover in jobs may have stopped. They call this 'occupational segregation' and they are not happy about it. Why so? Why does society need to have a more equal workforce? Firstly, women earn 25% less than men do in general. The main reason for that is there are certain types of jobs that most women find themselves in. If a man works in a female oriented job, he ends up earning 12.5% less than his male counterparts, whereas a woman who works in a male dominated field earns 25.9% more than her

female peers. It's all about the job type that changes the average. Secondly, sometimes there is a shortage in certain professions and it would be easier to reach a balance if we could choose from both men and women.

- \*29** Pair work. Student A studies Table 1, Student B studies Table 2. Make your conclusions based on the statistics, then exchange your ideas and summarize them. Compare your analysis of the statistics with the one of another pair.

**Table 1** Highest percent of female workers

Occupation	% female	Annual salary
Pre-school teachers	97.7	\$ 22,000
Secretaries, administrative assistants	96.9	\$ 26,670
Speech pathologists	95.3	\$ 54,880
Nurses	94.2	\$ 35,230
Hairdressers, hair stylists and cosmetologists	93.4	\$ 20,610

**Table 2** Highest percent of male workers

Occupation	% male	Annual salary
Builders	99.3	\$ 32,000
Car mechanics	99.1	\$ 36,620
Electricians	99.1	\$ 50,150
Domestic appliance repairers	98.5	\$ 32,980
Crane and tower operators	98.5	\$ 38,870

- 30** Work in pairs or in small groups to discuss the following issues:
- Do you think there are jobs that only men or only women can do? Give examples and explain why.
  - What are typical male and female jobs in Russia?
  - Could you do a job which is not typical of your gender? Why/Why not?
  - Who do you think earns more — men or women? Why? Is it fair in your opinion?



# WRITING

**31** You want to apply for a summer job at Greenwood Camp. Complete the form for yourself. Use your imagination!

## APPLICATION FORM

**1** Read the instructions carefully.

Please circle the job you are interested in: sports instruction, camp cook, lifeguard, driver  
Please complete all sections in CAPITAL LETTERS.

**2** Mrs, Miss, Ms, Dr, etc.

### Personal information

Title \_\_\_\_\_  
Surname \_\_\_\_\_  
First name \_\_\_\_\_  
DoB \_\_\_\_\_

**3** DoB = date of birth

**4** Give your full address with area code.

Address for correspondence \_\_\_\_\_

**6** If you can't answer something, write n/a.

Contact telephone number: \_\_\_\_\_  
Mobile number: \_\_\_\_\_  
email address: \_\_\_\_\_

**5** Your contact number is the one you want them to use, for example, your home or mobile number.

**7** Don't leave any gaps in the list.

### Education

Please list all schools, dates attended and exams passed.

School	Dates	Qualifications

**8** Include skills which will help your application.

### Other skills

Please list all skills and training which are relevant to your application.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### Employment history

Please list all paid work and voluntary work done in the last three years.

Dates	Employer	Position

### Declaration

I certify that the above information is true.

**9** This declaration means you must be honest.

**10** Sign and date the form.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to: Ms L. Perry, Greenwood Summer Camp, Hamilton House, Basildon, Essex.

\*32 Read the advertisement and design the application form.

Small language school in the south of England needs friendly, easy-going student assistants for July and August.

- Must  be over 17.  
 have a clean driving licence.  
 speak two European languages including English.

To apply, download an application form from [www.learnenglish.co.uk](http://www.learnenglish.co.uk)

# VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words from the box in the correct form. There are three extra words.

(6 points)

replant reduce limit increase  
pollute ~~protect~~ recycle sort  
cut down save

- 0 The government promised to protect the environment.  
1 If we want a cleaner world, we will have to \_\_\_\_\_ pollution.  
2 This notebook is made out of \_\_\_\_\_ paper.  
3 We need more trees. We should \_\_\_\_\_ the forests.  
4 I get very worried when I hear that people are \_\_\_\_\_ the Amazon rainforest.  
5 With all the cars in the world, pollution is \_\_\_\_\_ every year.  
6 Can't you see that your factory is helping to \_\_\_\_\_ the environment?

- 2 Circle the correct answers: a, b or c.

(6 points)

Last summer I had a nice <sup>0</sup> \_\_\_\_\_ job in a restaurant. I worked four hours a day and <sup>1</sup> \_\_\_\_\_ €80 a week. The boss was very pleased with me and if I go back there next year, I'll get a <sup>2</sup> \_\_\_\_\_. He said I'll get €100 or more. It's not a <sup>3</sup> \_\_\_\_\_, it's the same job, a waiter, just more money. I think he was happy because he gets so many bad workers. Some of them don't <sup>4</sup> \_\_\_\_\_ on time, some of them take long <sup>5</sup> \_\_\_\_\_ when they should be working. Last year he <sup>6</sup> \_\_\_\_\_ three people because they were so bad.

- |                |            |             |
|----------------|------------|-------------|
| 0 a) part-time | b part-pay | c time off  |
| 1 a pay        | b earned   | c won       |
| 2 a pay for    | b pay rise | c pay up    |
| 3 a break      | b sack     | c promotion |
| 4 a turn up    | b turn out | c turn to   |
| 5 a holidays   | b rests    | c breaks    |
| 6 a sacked     | b earned   | c promoted  |

- 3 Complete the sentences using the words from the box. There are two extra words. (8 points)

delicious bitter mild low fat greasy  
tasteless fresh stale healthy sweet  
spicy

- 0 I can't eat sweet things like cakes.  
1 Can I have a \_\_\_\_\_ yoghurt, please?  
2 I want to eat \_\_\_\_\_ food like fruit and salads.  
3 Mmm. This pizza is \_\_\_\_\_. I'm going to have another one next time we come here.  
4 I don't like burgers. They're too \_\_\_\_\_.  
5 Why are you throwing that bread away? — Because it's \_\_\_\_\_.  
6 I don't like hot curries, but I like \_\_\_\_\_ ones.  
7 Are these cakes \_\_\_\_\_? Yes, I baked them this morning.  
8 This dinner is OK, but it's a bit \_\_\_\_\_.
- 4 Put the verbs in brackets into the best form, going to or will. (6 points)

- 0 Look at all these cars in front of us. We are going to be (be) late.  
1 Maybe one day my parents \_\_\_\_\_ (buy) me a new computer.  
2 It says in the paper that in the future we \_\_\_\_\_ (recycle) 80% of all waste.  
3 Why are they being so stupid? Mrs Green \_\_\_\_\_ (get) angry in a minute.  
4 Do you think it \_\_\_\_\_ (be) easy to find work when you leave school?  
5 Oh, dear. We \_\_\_\_\_ (not win) this game now. There are only five minutes left.  
6 The President says that in the future there \_\_\_\_\_ (not be) any pollution.

## READING SKILLS

- 5 Read the text about a concert. Then read the sentences 1–9. Write T for true, F for false and NS for not stated.

(9 points)

- 1 The girl was Aiden Jones's fan.
- 2 Aiden Jones used to correspond with the fans of the group.
- 3 The whole family wanted to go to the concert.
- 4 The girl's brother was asked to write about the band in a school magazine.
- 5 The girl's father didn't enjoy the reaction of the audience.
- 6 The girl's memories of the concert itself are vague.
- 7 At the concert the crowd shouted too loudly.
- 8 The girl's brother took her photos to embarrass her.
- 9 The girl enjoys showing these photos to her friend.

## COMMUNICATION

- 6 Complete the second sentence so that it has the same meaning as the first. (5 points)

- 0 People might recycle more in the future.  
Perhaps people will recycle more in the future.
- 1 I'm sure that you will pass your exams.  
You \_\_\_\_\_
- 2 I don't think our city will be cleaner in the future.  
Our city \_\_\_\_\_
- 3 It's quite certain that we will go to France next year.  
We \_\_\_\_\_
- 4 I'm sure that people won't live on the Moon in the next five years.  
People \_\_\_\_\_
- 5 They might play a concert here next year.  
It \_\_\_\_\_

Total /40

# YOUR EMBARRASSING STORIES!

When I was younger, I used to love boy bands and terrible pop music and my favourite group was High Five. I used to buy all of their CDs and my bedroom was covered in posters of them. I was in love with Aiden Jones, the lead singer of the group. I wrote to him once, but he didn't write back!

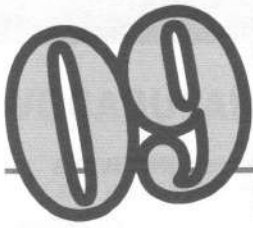
Once, when I was 10 or 11, they played a concert in my town. I asked my mum if I could go, but she didn't want me to. I asked and asked and finally she bought tickets for the whole family, my father, my brother and me. My brother was 15 then and he didn't want to go — he didn't want his friends to see him — but finally he agreed and he wrote about it for his school magazine. He was really rude about the concert and I was angry with him, but now I think that what he wrote was very funny.

At the concert I bought everything I could — posters, books, badges, a T-shirt — and we went to sit down. The hall was full of young girls. I think my father was a bit frightened because of the noise. He kept on looking at me and every time I started to cry or shout he told me not to be so stupid.

I don't remember the concert much, they sang and danced and we all screamed, so we couldn't hear the music. My brother took his camera and I thought he was taking photos of the band, but he wasn't, he was taking them of me. Now, seven years later, when I bring a boyfriend home, my brother always shows them his photos. It's so embarrassing!

This week:  
**MY BROTHER  
AND HIS  
PHOTOS!**





# Love and trust

## GRAMMAR

### Present Perfect

	Affirmative	Negative
I/We/You/They	have ('ve) won the race.	have not (haven't) won the race.
He/She/It	has ('s) won the race.	has not (hasn't) won the race.

#### Wh- questions

- What** have you bought for me?  
**Where** has he been?  
**Why** haven't you eaten anything?

Yes/No questions			Short answers
Have	I/we/you/they	won the race?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

#### Time expressions

We can use general time expressions with the Present Perfect.

*Already* (before now) affirmative only:  
*I've read that book already.*

*Never* (at no time) negative only:  
*I've never eaten horse meat.*

*Ever* (any time in your life) questions:  
*Have you ever climbed a mountain?*

*Yet* (now/this moment) questions and negative:  
*Have you done your homework yet?*  
*He hasn't spoken to his parents yet.*

The Present Perfect connects past events to the present. We use it for:

- news: *A train has crashed in London.* = It crashed in the recent past, the results can be seen now.
- recent actions: *The cat's played in the kitchen.* = The cat played in the past, now the kitchen needs cleaning.
- finished actions which are linked to the present: *I've worked in three countries.* = I worked abroad in the past, but it is important in my CV now.

### Mind the trap!

We cannot use exact time expressions with the Present Perfect.  
*I went to the bank yesterday.* not *I have been to the bank yesterday.*

#### 1 Complete the sentences with the Present Perfect form of the verbs in brackets.

- Have you ever written (write) to a film star?
- I \_\_\_\_\_ (meet) my boyfriend's parents once.
- My girlfriend and I \_\_\_\_\_ (not speak) today because we had an argument yesterday.
- \_\_\_\_\_ your sister \_\_\_\_\_ (get) engaged yet?
- We \_\_\_\_\_ (not choose) an engagement ring yet.
- Jim and Melanie aren't here today. They \_\_\_\_\_ (go) to their cousin's wedding.
- My aunt and uncle \_\_\_\_\_ (have) three babies in three years.
- My mum is furious because my dad \_\_\_\_\_ (forget) it's her birthday today.

#### 2 Circle the correct alternative.

- We \_\_\_\_\_ our first date on Valentine's Day last year.  
 a had    b have had
- He \_\_\_\_\_ her to marry him already.  
a asked    b has asked
- \_\_\_\_\_ she \_\_\_\_\_ 'yes' yet?  
a Did/say    b Has/said
- My mum \_\_\_\_\_ my dad to marry her when they were both five!  
a asked    b has asked
- He \_\_\_\_\_ 'yes' until he was twenty-seven.  
a didn't say    b hasn't said
- My grandparents \_\_\_\_\_ for fifty years and they are still very happy.  
a were married    b have been married
- Phone the vet! The dog \_\_\_\_\_ my ring!  
a ate    b has eaten

3 Write the questions. Use the Present Perfect and ever.



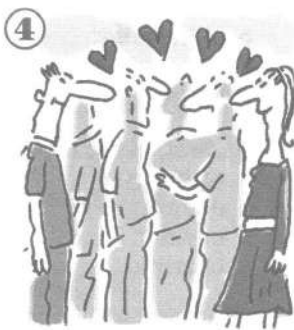
1 be/engaged?  
Have you ever been engaged?



2 see/an opera?  
\_\_\_\_\_



3 read a novel/in a foreign language?  
\_\_\_\_\_



4 fall in love/at first sight?  
\_\_\_\_\_



5 eat/snails?  
\_\_\_\_\_



6 win/a prize for running?  
\_\_\_\_\_

4 Complete the short answers and match them with the questions in Exercise 3.

- 1 No, I haven't. I haven't met the right person yet.
- 2 \_\_\_\_\_ . I've never been in a race.
- 3 \_\_\_\_\_ . I love classical music.
- 4 \_\_\_\_\_ ! I fall in love with every good-looking person I meet.
- 5 \_\_\_\_\_ ! I'm a vegetarian.
- 6 \_\_\_\_\_ , but I used a dictionary a lot.

5 Use the prompts to complete the conversation. Use the Present Perfect or the Past Simple.



8.00 p.m. Ann and Leo are having dinner together. It's their first date.

Leo <sup>1</sup>you/eat/here/before? Have you ever eaten here before?

Ann Yes, I have.

Leo <sup>2</sup>when/come/here? \_\_\_\_\_ ?

Ann My parents brought me here for my birthday last year.

Leo <sup>3</sup>what/eat? \_\_\_\_\_ ?

Ann I think I had fish with rice and vegetables. It was very nice.

Leo <sup>4</sup>I/not eat/Chinese food before. \_\_\_\_\_ . I think I'll have the chef's suggestion.

Ann That's a good idea, I'll have the same.

9.00 p.m.

Ann <sup>5</sup>how long/you/live in Brighton? \_\_\_\_\_ ?

Leo I moved here two months ago. <sup>6</sup>I/not meet/many people yet. \_\_\_\_\_ .

<sup>7</sup>I/join/a tennis club last month \_\_\_\_\_ , so I've played tennis a few times.

Ann I like tennis too, but <sup>8</sup>I/not play/ for a long time. \_\_\_\_\_ . <sup>9</sup>I/be/busy revising. \_\_\_\_\_ .

Leo <sup>10</sup>you/finish/your exams now? \_\_\_\_\_ ?

Ann Yes, I have! <sup>11</sup>I/finish/on 5th June. \_\_\_\_\_ .

Leo Have you got your results yet?  
Ann No, I haven't. A friend got hers this morning, so I hope mine will arrive in tomorrow's post.

9.45 p.m.

Ann Thank you, that was a lovely meal.  
Leo I'm glad you enjoyed it. <sup>12</sup>I/have/great time this evening. \_\_\_\_\_ .

Ann So have I! Let's do it again soon.

## READING

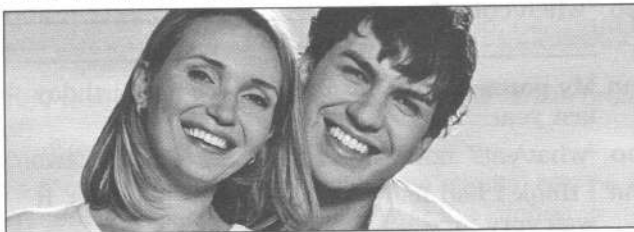
6 **116** Read the two sentences. Then read the article and choose the best answers.

- 1 The article is about  
 a going to college.                      c falling in love.  
 b being artists.                          d getting married.
- 2 They are  
 a friends.                                  c engaged.  
 b married.                                 d colleagues.

### WE'VE BEEN TOGETHER ...

Continuing our regular feature about couples.

'THAT'S WHEN EVERYTHING CHANGED — WE GOT TALKING AND AT ELEVEN O'CLOCK THE WAITERS TOLD US TO LEAVE!'



#### Greg Howes and Yolanda Drake

**Greg:** We first met ten years ago. We were both art students at Queen's Art School. At the time I was going out with someone else and I definitely wasn't looking for another girlfriend. Yolanda was just another person in my class — I liked her, but she was very quiet and <sup>1</sup> B. That all changed at the end of our second year. We were at the same party and we were both bored, so <sup>2</sup> \_\_\_\_\_. That's when everything changed — we got talking and at eleven o'clock the waiters told us to leave! We went back to her flat and talked all night. By the next day I knew she was the right woman for me — I split up with my long-term girlfriend and Yolanda and I have been together ever since. We've been married for seven years and we've never spent a day apart. I can't imagine ever wanting to be with anyone else.

**Yolanda:** I've been in love with Greg since day one! I saw him during my first week at college and I thought he was fantastic — but <sup>3</sup> \_\_\_\_\_, so it took a while to get to know him. When I found out he had a girlfriend, I was broken-hearted! <sup>4</sup> \_\_\_\_\_. We finally got together after two long years — I was at a friend's party and Greg suggested going for a coffee. We ended up talking all night and that was that! We've had small disagreements over the years, but we've never had a big fight — I think it's because we are so different. He still loves being the centre of attention and I'm happy to be the quiet one. I can't believe I've been so lucky — the man of my dreams fell in love with me and we've been happy for eight years. <sup>5</sup> \_\_\_\_\_!

7 Match the sentences to 1–5 in the article.

- A he's a great extrovert and I am quite shy  
 B I wasn't romantically interested in her.  
 C I went out with one or two men, but no one serious.  
 D We haven't had any children yet, but we're hoping.  
 E we left and went to a café.

8 Circle the correct alternative.

- 1 Yolanda and Greg have known each other since they \_\_\_\_  
 a met at a party.  
 b fell in love.  
 c were students.  
 d became artists.
- 2 Yolanda \_\_\_\_ Greg's first girlfriend.  
 a was  
 b didn't like  
 c wasn't  
 d looked like
- 3 At first, Greg thought Yolanda was \_\_\_\_  
 a ordinary.  
 b exciting.  
 c boring.  
 d horrible.
- 4 Greg and Yolanda left the party because \_\_\_\_  
 a they wanted to be alone together.  
 b it was very late.  
 c they weren't enjoying themselves.  
 d they wanted a cup of coffee.
- 5 Greg fell in love with Yolanda \_\_\_\_ the party.  
 a during                                      c at  
 b after                                         d before
- 6 Yolanda fell in love with Greg \_\_\_\_  
 a in the café.  
 b at first sight.  
 c after a few weeks.  
 d when they became friends.
- 7 Yolanda and Greg have \_\_\_\_ personalities.  
 a similar  
 b interesting  
 c introverted  
 d different
- 8 They have had \_\_\_\_ arguments.  
 a a lot of  
 b terrible  
 c a few  
 d serious
- 9 They \_\_\_\_ children.  
 a hope to have  
 b love having  
 c wouldn't like to have  
 d wouldn't mind having







## WORD LIST

accept	fall in love/be in love	just	roof
adult	fall out (with sb)	kiss	rule
against	feed	last (v)	sadness
already	footsteps	light up	sense of humour
bark	freedom	look after	share secrets
be in favour of	get an education	love at first sight	sigh
be in one's teens/ twenties/fifties	get married	married	sort sth out
beg	get on with sb	miss (sb)	split up with
blind date	glad	New Year's Eve	step out
call centre	go on a blind date	noise	sunshine
caring	go out with sb	partner	teenager
celebrate	gossip	passionate	tell a joke
come true	have a good/ successful relationship	piercing	tiny
concentrate	have a lot in common	pleased	tolerant of
control (v)	have an argument/argue	ray	trust
darkness	help with the housework	recently	turn back
depressed	hold hands	regret	turn round
district	hold on	responsibility	unfair
divorced	hug	retire	Valentine's Day
doorway	imagine	retired	wedding anniversary
engaged	interrupt	ridiculous	wedding ring
ever	irritate	romance	yet
		romantic	

## SPEAKING

- 20** Imagine you are Ian/Ian's father/Ian's mother/Ian's grandmother telling his/her friend about Ian's marriage plans (see page 76 in your Student's Book). Prepare the talk.
- 21** Prepare a short talk about Norm and Jean Sell (see page 78 in your Student's Book).
- 22** Use the phrases from the boxes to complete the conversations. There is an extra phrase in each box.



I agree with you. Don't you think ...  
In my opinion, ... You can't be serious!

- 1 Man** <sup>1</sup> \_\_\_\_\_ children should be seen and not heard.
- Woman** <sup>2</sup> \_\_\_\_\_ I want my children to have fun. <sup>3</sup> \_\_\_\_\_ it's important for children to be happy and free?
- Man** No, I don't. I totally disagree. When a child is in a public place it should be quiet and polite.



.....  
I agree with him totally. It seems to me ...  
I see what you mean ... I'm afraid not.  
If you ask me ... Personally, I think ...  
That's true ... What do you think ...  
.....

- 2 Ben** I haven't got very good marks. <sup>1</sup> \_\_\_\_\_ I should leave school now.
- Mum** <sup>2</sup> \_\_\_\_\_, but I don't think you should leave school.
- Ben** <sup>3</sup> \_\_\_\_\_, I'm wasting my time. I could get a job.
- Dad** <sup>4</sup> \_\_\_\_\_ you need to work harder at school. If you get better marks, you'll enjoy school more.
- Ben** <sup>5</sup> \_\_\_\_\_, but it's really boring.
- Dad** It seems to me that you are being lazy! <sup>6</sup> \_\_\_\_\_, dear?
- Mum** Dad's right. <sup>7</sup> \_\_\_\_\_

## VOCABULARY

23 Complete with the words from the Word List.

Noun	Adjective
1 romance	_____ <i>romantic</i> _____
2 divorce	_____
3 engagement	_____
4 marriage	_____
5 passion	_____
6 tolerance	_____
7 _____	_____ gossipy _____

24 Complete the sentences with the words from Exercise 23.

- 1 Lucy is a very *romantic* person. She reads novels and watches soap operas.
- 2 Have you heard the \_\_\_\_\_? Hannah and Dave have split up and she's going to marry his brother!
- 3 In the 1950s British society wasn't \_\_\_\_\_ of couples who lived together instead of getting married.
- 4 My aunt and uncle were married for four years, but sadly they are \_\_\_\_\_ now.
- 5 My grandparents were \_\_\_\_\_ for six years before they got married.
- 6 Steven Spielberg, the director, is very \_\_\_\_\_ about his new film.
- 7 In some societies \_\_\_\_\_ is arranged by the couple's families.

25 Tick all the phrasal verbs in the Word List and make sure you know their meanings. Then complete the sentences below with the phrasal verbs from the Word List.

- 1 My brother is unhappy because he *split up* with his girlfriend last week.
- 2 I \_\_\_\_\_ with my mum last weekend because she didn't let me go to an all-night party.
- 3 My best friend spends a lot of time at my house because he \_\_\_\_\_ well with my family.
- 4 I can't invite Anna and Erika to the same party because they \_\_\_\_\_ with each other.
- 5 Nina can't come out tonight because she \_\_\_\_\_ her baby brother.
- 6 Do you know Jack? I \_\_\_\_\_ with him last year.
- 7 When Patrick was leaving, he \_\_\_\_\_ and smiled. That was the last time I saw him.
- 8 Yesterday there was something wrong with my laptop, but Peter helped me to \_\_\_\_\_ the problems.

## Extend your vocabulary

\*26 Study the definitions of phrasal verbs with *get*. Then use them in the correct form to complete sentences 1–7.

**get about:** (1) to travel to lots of different places, (2) to move without difficulty

**get ahead:** to be successful in your work

**get away with (something):** to do something bad but avoid the punishment

**get into (something):** to be interested in a new activity or subject

**get on (US get along):** to like someone and have a good relationship

**get to (somebody):** to make someone upset or unhappy

- 1 I don't *get on* with my sister's boyfriend, so I never speak to him.
- 2 She works very hard because she wants to \_\_\_\_\_ and earn lots of money.
- 3 I \_\_\_\_\_ French literature when I had a French girlfriend.
- 4 She's very rude, but don't let her \_\_\_\_\_ you.
- 5 I broke my leg last month, so I can't \_\_\_\_\_ easily.
- 6 Don't let him \_\_\_\_\_ being so rude.
- 7 My uncle is a pilot, so he \_\_\_\_\_ a lot.
- 8 She soon found that it wasn't easy for a woman to \_\_\_\_\_ in politics.
- 9 It's quite easy to \_\_\_\_\_ London.
- 10 I'm under a lot of pressure at work, and sometimes it \_\_\_\_\_ me a bit.

# 10

# The media

## GRAMMAR

### The passive

	Affirmative	Negative
<b>Present Simple Passive</b>	Breakfast is served from 7 to 9.30 a.m. Lunch and dinner are served in the dining room.	Breakfast is not (isn't) served in the bar. Meals are not served in the guest rooms.
<b>Past Simple Passive</b>	Penicillin was discovered in the 20th century. Five people were killed in an accident yesterday.	The Titanic was not (wasn't) built in the USA. The roads were not (weren't) opened for four hours.
<b>Present Perfect Passive</b>	My bag has been stolen. The invitations have been sent by email.	My passport has not (hasn't) been found. The replies have not (haven't) been received yet.

Questions	Short answers
Is this magazine bought by young people?	Yes, it is. No, it is not (isn't).
Was the stolen car found at the station?	Yes, it was. No, it was not (wasn't).
Has the door been locked?	Yes, it has. No, it has not (hasn't).

### Wh- questions

**How** is pasta made?

**When** was America discovered?

**Why** has the music been turned off?

We form the passive with the verb *to be* and the past participle of the verb. We use the passive

- when the action or the object is more important than the person or thing which does the action: *English is spoken all over the world.*
- when we don't know the subject (the person or thing that does/did the action): *The painting was stolen from the museum.*
- to describe processes: *The milk is taken to the factory then it is made into butter and cheese.*

### Using by

We use *by* to say who or what did the action, when this fact is important:

*The best article was written by a French journalist. Have you been seen by a doctor?*

### 1 Circle the correct alternatives.

- The first British newspaper, *The Daily Courant*, \_\_\_\_\_ in London's Fleet Street in 1702.  
 a is published                      c has been published  
**b** was published
- Until the 1980s nearly all Britain's biggest newspapers \_\_\_\_\_ in Fleet Street.  
 a are produced                      c were produced  
 b have been produced
- In the past British newspaper production \_\_\_\_\_ by the printers' unions.  
 a is controlled                      c was controlled  
 b have been controlled
- The Sun*, Britain's biggest selling tabloid, \_\_\_\_\_ in 1969 by News Corporation.  
 a is started                              c has been started  
 b was started
- The Times* \_\_\_\_\_ by News Corporation since 1981.  
 a is owned                              c has been owned  
 b was owned

- In 2005 more than 170 newspapers \_\_\_\_\_ by News Corporation in different parts of the world.  
 a are owned                              c were owned  
 b have been owned
- Fifteen thousand people \_\_\_\_\_ News Corporation in different parts of the world.  
 a are employed by                      c were worked for  
 b employed by
- Forty million newspapers \_\_\_\_\_ worldwide by News Corporation every week.  
 a are printed                              c were printed  
 b have been printed
- Do you know how many newspapers \_\_\_\_\_ in India today?  
 a are published                              c were published  
 b have been published  
 (the answer is more than 5,000 — in more than 1,000 languages!)



2 Use the correct passive form to complete the second sentences.

1 The Nobel Committee has awarded the Nobel Prize for Literature each year since 1901.

The Nobel Prize for Literature has been awarded each year since 1901.

2 In 2005 the British playwright Harold Pinter won the Nobel Prize for Literature.

In 2005 \_\_\_\_\_

3 Two Polish writers have won the Nobel Prize for Literature.

The Nobel Prize for Literature \_\_\_\_\_

4 The Nobel Committee has given J.M. Coetzee the Nobel Prize for Literature twice.

J.M. Coetzee \_\_\_\_\_

5 Joseph Pulitzer started the Pulitzer Prize in 1917 to encourage good writing.

In 1917 the \_\_\_\_\_

Joseph Pulitzer to encourage good writing.

6 Each year Columbia University in the USA gives the Pulitzer Prize for Reporting to a journalist.

Each year \_\_\_\_\_

Columbia University.

7 Since the Pulitzer Prize started, the committee has increased the number of prizes to forty-one.

Since the Pulitzer Prize started, \_\_\_\_\_

8 Has an American president ever won the Pulitzer Prize?

Has the \_\_\_\_\_ ?

(Yes, President John Kennedy was given the 1957 biography prize for *Profiles in Courage*.)

3 Complete the text with the correct passive form of the verbs in brackets.

One of the first newspapers <sup>1</sup> was produced (produce) during the times of Julius Caesar. *The Acta Diurna (Events of the Day)* was a newsletter which <sup>2</sup> \_\_\_\_\_ (write) by hand and then put up in important places in Rome.

Newspapers <sup>3</sup> \_\_\_\_\_ (print) since the beginning of the seventeenth century. At first, they <sup>4</sup> \_\_\_\_\_ (publish) in Northern Germany, but soon the idea <sup>5</sup> \_\_\_\_\_ (copy) in other countries. These early newspapers usually had only one page and there were no pictures, advertising or even headlines.

The oldest daily newspaper in Britain which <sup>6</sup> \_\_\_\_\_ (print) today is *The Times*. It <sup>7</sup> \_\_\_\_\_ (publish) since 1785.

Today more than 18,000 different newspapers <sup>8</sup> \_\_\_\_\_ (sell) around the world.

4 Write similar sentences about great people from Russia. Use correct passive forms.

1 Boris Pasternak was awarded the Nobel Prize for Literature in 1958.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# READING

- 5 Read the sentences from the article.
- A In addition to news the World Service broadcasts drama, sports and educational programmes.
  - B In countries around the world where the news is tightly controlled or censored
  - C The BBC is known all over the world for its fair and informative reporting.
  - D World Service radio programmes are broadcast twenty-four hours a day, seven days a week.

Do you think the article will be about BBC:

- a television programmes
  - b radio broadcasts
  - c radio and television
  - d radio programmes
- 6 **Ⓢ** Quickly read the article and check your idea.
- 7 Match the sentences in Exercise 5 with the correct paragraphs.
- 8 Find the verbs (1–4) in the article. Match them with the correct definition (a–e). There is one extra definition.

- 1 fund  d
- 2 ban
- 3 evacuate
- 4 extend

- a to officially say something can't happen
- b to make longer
- c to give information
- d to give money
- e to move people from danger to safety

9 Read the article again. Tick true and cross false.

- 1 The BBC is famous for its independent news programmes.
- 2 In Britain BBC radio and TV aren't paid for by advertising.
- 3 The World Service is paid for by the British government.
- 4 You can listen to the World Service at any time.
- 5 You can only hear the World Service in Europe.
- 6 BBC staff stopped working in 1985 because they disagreed with the government.
- 7 Some governments don't allow their citizens to listen to the BBC.
- 8 You can only listen to news on the World Service.
- 9 The World Service has been used to send information to British people away from home.
- 10 After the tsunami, a few people looked for information on the BBC website.



1 \_\_\_\_\_. In the UK BBC radio and TV is paid for from the listeners' and viewers' licence fees. However, the World Service, which is broadcast to almost every country in the world, is funded by a government department called the Foreign and Commonwealth Office. Despite this, the World Service has editorial independence which means the government can't control what is broadcast.

2 \_\_\_\_\_. The programmes are in more than forty languages including Arabic, Greek, Mandarin Chinese, Polish, Romanian and Spanish and they are listened to by about 150 million people. The only time that the service has stopped was in 1985 when BBC workers went on strike. The strike was because the British government had wanted to ban a documentary which included an interview with a member of Sinn Fein (the political party which wants to unite Ireland).

3 \_\_\_\_\_, the BBC is trusted to be honest and truthful. Some governments try to stop their people listening by either blocking the radio signals or the BBC website.

4 \_\_\_\_\_. It is also used to send emergency messages to British people overseas. For example, in 1970 a message told British listeners in Jordan to evacuate the country immediately. More recently, when the tsunami hit Asia on 26th December 2004, programmes were extended to bring the latest news to the people in the disaster areas. Within hours of the tragedy online sites were giving information to the victims and their families and the message boards were looked at by more than two million people.





## WORD LIST

access the Internet	drama	measure	recommend
afterwards	earthquake	media	referee
age group	educational	message board	report (v)
although	encourage	negative effect	resemble
argument	excuse	news (sports/travel/world/ local/international news)	science
article	facilities	newsagent's	score a goal
astronomer	famine	newspaper (daily)	search engine
babysitter	finally	next	section
be disgusted with/ be shocked at	first of all	on the contrary	soap opera
broadcast	form (v)	on the other hand	social problem
campaigner	game show	organiser	star (v)
channel	generalisation	passive	stereotype
character	get out	penalty	tabloid
chat site (on the Internet)	glamour couple	phone-in	take part in
come out (be published)	gossip column	photograph (v)	talk show
comedy series/roles	harmful	photographer	the press
commercial	headlines	planet	trivial
completely	however	positive side	turn off TV
computer network/screen	I totally agree/disagree	print	TV addict
connect to the Internet	ignore	printing press	TV guide
constellation	in connection with	programme	unhelpful
convincing	in my opinion	pros/cons	version
cyber café/daily life	influence	publish	violence
Dear Sir/Madam/Editor	informative	quality paper	waste time
debate	joke (v)	quiz/newspaper quiz	what's more
discussion	journalist	radio drama/station	World Wide Web
documentary	leaflet	reality show	Yours faithfully/ Yours sincerely
download	magazine (weekly/ monthly)	reason	
dozen			

## VOCABULARY

### 15 Complete with the words from the Word List.

Noun	Verb
1 <u>argument</u>	argue
2 _____	babysit
3 broadcaster	_____
4 _____	campaign
5 _____	discuss
6 _____	penalise
7 recommendation	_____
8 resemblance	_____

### 16 Tick the three nouns which are people.

### 17 Complete the sentences with the correct form of the words from Exercise 15.

- My brother and I always argue about what to watch on TV. We never have a sensible \_\_\_\_\_ where we both quietly say what we think!
- There have been several \_\_\_\_\_ to improve the content of TV programmes.
- In Britain there are strict \_\_\_\_\_ if you don't buy a TV licence.
- The \_\_\_\_\_ between the twins is amazing.

- I watched the programme which you \_\_\_\_\_ — thank you, it was a good suggestion.

### 18 Circle the correct prepositions.

- I am shocked at/to/on some of the programmes which are on TV when children are watching.
- If you want to connect *at/on/to* the Internet, you will need a telephone line or broadband access.
- Would you take part *in/on/to* a documentary about family life?
- You say that young people are unhealthy. I say that, *at/on/to* the contrary, young people exercise a lot and eat healthy food.
- At/In/On* my opinion, there are too many advertisements on TV.
- I'm phoning in connection *by/over/with* your article about teenagers and money.
- We were all disgusted *on/to/with* the journalists who waited outside the victim's home.
- I agree that a lot of the news is horrible, but, *at/of/on* the other hand, we need to know what is happening in the world.
- If you don't like the programme, why don't you turn *on/off/up* the TV?
- First *at/of/on* all there was radio, then there was television.
- Have you ever written a letter *at/on/to* a magazine?



19 Circle the correct alternatives in the speech bubbles above.

20 Complete the sentences with the correct words from the box. There is one extra word.

article channels documentaries  
headlines leaflet broadcast magazine  
newspaper phone-in tabloid

- 1 Jake always buys a quality newspaper at the weekend and a \_\_\_\_\_ for the gossip.
- 2 When I picked up the magazine a \_\_\_\_\_ about an animal charity fell out.
- 3 I'll save that long \_\_\_\_\_ about Madonna and read it at the weekend.
- 4 My dad never reads the whole newspaper — he just looks quickly at the \_\_\_\_\_ to get a general idea of what's in the news.
- 5 Now we've got satellite TV I can watch more than fifty \_\_\_\_\_.
- 6 Most callers to radio \_\_\_\_\_ programmes don't have anything interesting to say.
- 7 When US radio \_\_\_\_\_ the drama *War of the Worlds* in 1938 a lot of listeners believed aliens were attacking the Earth.
- 8 Sometimes TV journalists film in secret to make \_\_\_\_\_.

21 Circle the 'odd one out'.

- 1 educational informative trivial useful
- 2 publish broadcast report star
- 3 campaign argument discussion debate

4 journalist photographer violence  
newsagent

5 drama diary documentary phone-in

6 headline article referee column

### Extend your vocabulary

22 Study the phrasal verbs with *come*. Then use them in the correct form to complete sentences 1–6.

**come across:** to find something by chance  
**come back:** to return to a place  
**come off:** to be removed  
**come out:** to be published  
**come round:** to visit someone in their home  
**come up:** to happen unexpectedly

- 1 The Sunday newspapers usually come out late on Saturday night.
- 2 I \_\_\_\_\_ my old school photographs last week.
- 3 We love having our holidays here, so we \_\_\_\_\_ every year.
- 4 I can't drive the car — the wheel has \_\_\_\_\_!
- 5 Would you like to \_\_\_\_\_ for dinner next Sunday?
- 6 I'm afraid I can't see you tomorrow — something has \_\_\_\_\_ at work and we've all got to work late.

# WRITING

32 High Field Flats  
Norwich Road  
Great Yarmouth  
Norfolk

12th December 2016

Director of Programming  
Radio X  
Broadcast Tower  
Wroxham Ave.  
Norwich

Dear Sir or Madam,

I am writing in connection with the Jan Turner programme, *Turner's Turning World*, which I listened to earlier today. I must say that I found her to be rude and ignorant.

First of all, Ms Turner didn't listen to a worried mother. ~~Although I didn't agree with the caller, I think Ms Turner should have helped this woman with her problem.~~ Then an expert in advertising phoned the show and she didn't listen to his opinions seriously. Next, I heard her talking to a young man about the tabloid newspapers and again she didn't listen to his arguments. Finally, she told the man he was 'silly', so I turned off my radio.

I agree that Ms Turner is sometimes amusing, but, on the other hand, she is sometimes rude. The phone-in is an opportunity for ordinary people to express their opinions. However, Ms Turner spoils it when she is impolite.

Yours faithfully,

Rupert Peters

Mr R. Peters

**23** Match the information with the correct parts of the letter.

- 1 End formally. Use *Yours faithfully* when you don't know the person's name, *Yours sincerely* when you do.
- 2 Give more details in the main paragraph.
- 3 Order your arguments with linking words, e.g. *First, Then, Next, Finally*.
- 4 Put the date when you are writing.
- 5 Sign the letter and write your full name.
- 6 Start by saying why you are writing.
- 7 Start formally. You can use *Sir* or *Madam* if you don't know the person's name. If you know the person's name, use it, e.g. *Ms Ellis, Mr Anderson, Dr Jacobs*.
- 8 Summarise your ideas in the last paragraph.
- 9 Use words like *Although* and *However* to compare ideas.
- 10 Write the name *and* the address of the person you are writing to on the left.
- 11 Write your address but not your name at the top right.

**24** Read paragraph 2 and circle the four linking words.

**25** Read paragraph 3 and underline the two words which introduce different ideas.

**26** Complete the notes about a programme you've seen or heard recently. If you can't remember one, use your imagination!

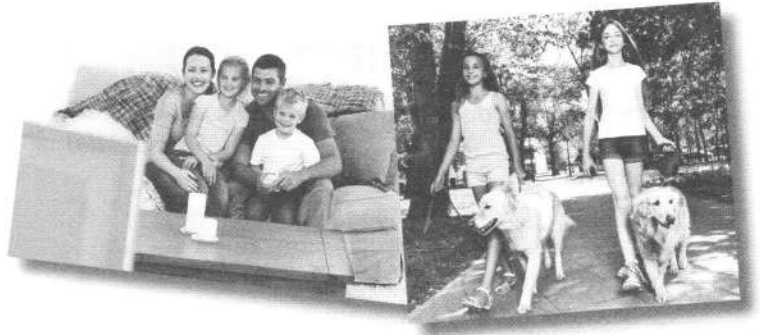
Programme title:  
When it was on:  
Reasons why you liked/disliked it:

- 1
- 2
- 3
- 4



## READING AND WRITING

**32** Read again the text 'TV or not TV?' on page 86 in your Student's Book. Find in the text and write out into the table alternatives to watching TV. Then read the 'Alternative Activities for Kids and Families' list on page 87 in your Student's Book and add to the table those which are not mentioned in the text. Tick the right column for each alternative.



Alternatives to watching TV	Mentioned in the text	Mentioned in the list	Mentioned in both
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

**\*33** Many people believe that social networks are the best way to keep in touch. Do you agree or disagree with this statement? Read the ideas below and tick the ones that can help you support your point of view.

- to communicate with people from other countries
- to take up all of your time
- to save money on telephone bills
- to leave little time for school friends
- to spend much time indoors
- to be able to see recent photos
- to be able to give comments
- to ruin privacy



**\*34** Write a paragraph stating your opinion and supporting it with 2 arguments. Use the ideas you've ticked or your own ones. You may start like this:

*In my opinion, social networks are/are not the best way to keep in touch. Let me explain to you why I think so.*

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# VOCABULARY AND GRAMMAR

## 1 Match the words with the definitions.

(6 points)

- 0 tabloid  b
- 1 channel
- 2 station
- 3 soap opera
- 4 documentary
- 5 gossip column
- 6 headline

- a a television series, usually about relationships and problems
- b a newspaper, smaller in size and, usually, with less serious stories
- c BBC, MTV and CNN are all examples
- d a programme which tells you something true and educational
- e a few words, printed in large type, at the start of a news story
- f an organisation that broadcasts radio programmes
- g a part of a newspaper with stories about people's private lives

## 2 Complete the sentences with one word from each box in the correct form.

(6 points)

.....  
 split fall get go look ~~fall~~ get  
 .....  
 out married on out after up in  
 .....

- 0 The minute I saw her, I fell in love with her.
- 1 I can't come out tonight. I have to \_\_\_\_\_ my younger brother.
- 2 I don't \_\_\_\_\_ with my sister. We argue all the time.
- 3 Sara and Karen \_\_\_\_\_ because they both liked the same boy.
- 4 You look very happy. \_\_\_\_\_ you \_\_\_\_\_ with Kevin tonight?
- 5 Jackie \_\_\_\_\_ with Dave last month. She really misses him, I think.
- 6 My parents \_\_\_\_\_ in 1981. The same year as Charles and Diana!

## 3 Put the verbs in capital letters into the correct form in the text. (7 points)

My uncle is a great traveller. He often tells us stories. Last week he <sup>0</sup>told us **TELL** about his adventures in the USA. He <sup>1</sup>\_\_\_\_\_ to the USA many times and **BE** he <sup>2</sup>\_\_\_\_\_ everything there is to see. **SEE** He <sup>3</sup>\_\_\_\_\_ the most amazing things. **DO** He <sup>4</sup>\_\_\_\_\_ famous film stars in **MEET** Hollywood, he <sup>5</sup>\_\_\_\_\_ dinner at the **EAT** White House with the President. The last time he <sup>6</sup>\_\_\_\_\_ was in 2013, but he **GO** wants to go back again next year. If he <sup>7</sup>\_\_\_\_\_ to the USA next year, **GO** I'd like to travel with him.

## 4 Complete each sentence in the passive so that it has the same meaning as the sentence given. (7 points)

- 0 Leo Tolstoy wrote 'War and Peace'.  
 'War and Peace' was written by Leo Tolstoy. \_\_\_\_\_
- 1 Vladimir Zvorykin invented television.  
 \_\_\_\_\_
- 2 The Soviet Union launched the first sputnik in 1957.  
 \_\_\_\_\_
- 3 Russian TV Channel One has broadcast the news programme 'Vremya' since 1995.  
 \_\_\_\_\_
- 4 Millions of people all over Russia watch this news programme every day.  
 \_\_\_\_\_
- 5 Channel One produces the best singing contest programme 'Golos'.  
 \_\_\_\_\_
- 6 People all over Russia enjoy this programme.  
 \_\_\_\_\_
- 7 Many of them have bought 'Golos' CDs.  
 \_\_\_\_\_

## READING SKILLS

- 5 Read about how film stars are fighting back against the paparazzi. Then read sentences 1–8. Tick true and cross false. (8 points)
- 1 When paparazzi photographers take someone's picture the person always sees them doing it.
  - 2 Paparazzi photographers don't take photos when the stars are angry.
  - 3 Princess Diana was with a paparazzi photographer when she died.
  - 4 George Clooney refused to do interviews because the magazines didn't pay him any money.
  - 5 At the opening of *The Peacemaker*, the photographers wouldn't take photos of George Clooney.
  - 6 The Personal Privacy Bill stopped photographers following stars.
  - 7 After 1999 paparazzi photographers couldn't use zoom lenses.
  - 8 Stars have got less protection now than they had in the past.

## COMMUNICATION

- 6 Circle the correct alternative to complete the conversation. (6 points)
- A <sup>0</sup> In my opinion / Personally the newspaper article about our group was completely unfair.
- B <sup>1</sup> *You can't be serious. I totally agree.* We should do something about it. We should go to the police.
- A <sup>2</sup> *Don't you think/Do you mean* that's a bit dramatic? The police can't do anything.
- B <sup>3</sup> *Of course not./Personally I think they can.* Newspapers can't lie about people.
- A <sup>4</sup> *It seems to me/That's true, but* I don't think the police will be interested.
- B <sup>5</sup> *I see what you mean./Excuse me.* You're saying that they've got more important things to do.
- A <sup>6</sup> *It seems to me/I'm not sure really* that we won't find out until we talk to them.

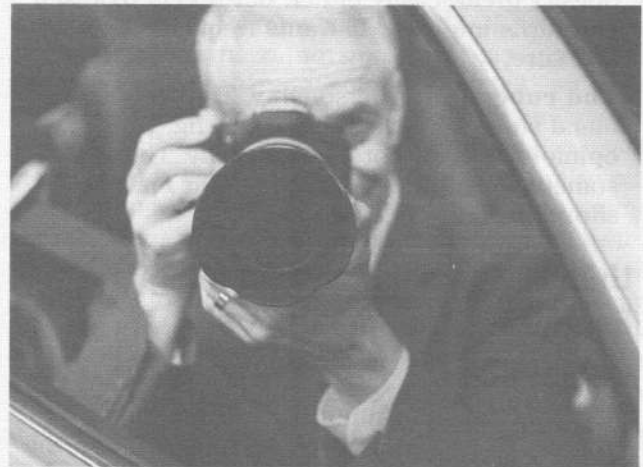
Total  /40

# Stars against the Paparazzi

The paparazzi are photographers who take photographs of the rich and famous, often from a long way away, so that the person who they are photographing doesn't know about it. When they are close to the people they are taking pictures of, they often do or say things to make them act in a way that makes a good photograph. They shout things to make them angry, the person turns round and, click, a nice photo to sell to the newspapers.

1997 changed everything when Princess Diana was killed in a car crash, trying to escape from paparazzi photographers with her boyfriend, Dodi Fayed. Since then stars have started to fight back.

George Clooney refused to do interviews with the magazines *Entertainment Tonight* and *Hard Copy* because they used paparazzi photographs of him and his girlfriend. Clooney felt that magazines like these should take some of the responsibility for the death of Princess Diana because they pay a lot of money for these photos. Then, when the film *The Peacemaker* opened in New York, the paparazzi photographers refused to take photos of Clooney, who starred in the film. Although film stars hate the paparazzi, they also need to have their photographs in the newspapers to give them and their films publicity. The difference is that the stars would like to see only 'nice' photos in the papers, but often the paparazzi photos are more interesting and more entertaining.



In 1998 a new law was introduced in the USA, the Personal Privacy Bill. Under this law, paparazzi could still take photos of stars and sell them to the newspapers, but the photographers couldn't follow stars or use zoom lenses to look into gardens, bedrooms or other private places. Zoom lenses can still be used if the stars aren't in a private place, so, if they are on a beach which they think is empty, there may be someone ready to take a photo at any time. In 1999 the law was made stronger and people can't be photographed if they are at a private event, such as a wedding.

The stars are still photographed, but they have got a little more protection than they had in the past.

## Student activities

### Unit 1, Speaking and Reading, Exercise 27, page 10

#### A personality test

##### KEY

- 1 **The house** is your idea of yourself. The number of rooms is the number of close people you need. The bigger the house, the higher your self-esteem. If the house is light, you are an optimist, if it's dark, you are a pessimist.
- 2 **The ladder** shows your career. The climb is associated with achievements and progress, the descent means the opposite.
- 3 **Keys** are your friends. Your answers show your relations with them.
- 4 This is your future. If **the water** is dark, you are pessimistic about your future. If it's still, you don't like changes. If you are ready to swim in the water, you are looking forward to your future.
- 5 **The horse** represents your best friend. Your answer reveals how you treat your best friend.
- 6 **The candleholder** symbolises the love you receive from others. Glass breaks easily. Crystal doesn't break so easily, it's more expensive and more valuable. Metal is something solid that doesn't break easily either, but it gets oxidised and turns into rust. It wants frequent cleaning and care.
- 7 **The cube** is your personality. The wood and metal show someone who is strong, with fixed opinions that do not change easily. The glass is something fragile. Any kind of soft material shows sensitive people.

### Unit 1, Speaking and Reading, Exercise 29, page 10

##### KEY

The first animal symbolises your opinion of yourself — that's how you see yourself and the qualities you think you have.

The second animal is what you would like to be like and what qualities you would like to have.

### Unit 5, Reading and Speaking, Exercise 27, page 41

#### What does your home look like?

##### KEY

- 1a You are clever and serious about your studies.
- 1b You like to work and use every minute of your life to learn and study.
- 1c You want to achieve a lot, but you are not hard-working enough.

- 2a You like things to be clean and neat and you will make a perfect wife/husband.
- 2b You don't like housework, but you understand that it's necessary.
- 2c You are not a domestic person and you don't care much about hygiene.
- 3a You don't like the way you look and you don't care about your appearance.
- 3b You know you are good-looking, but you don't pay too much attention to your appearance.
- 3c You worry too much about your looks.
- 4a You are well organised and punctual.
- 4b You are not well organized, you are often late for appointments.
- 4c You are careless and can't control your emotions.
- 5a You don't like taking care of others, perhaps you are a little selfish.
- 5b You can take care of someone who is dear to you.
- 5c You like taking care of others, you are really kind and helpful.
- 6a You are tolerant, confident and friendly.
- 6b You are cheerful, generous and modest.
- 6c You are clever, arrogant and optimistic.
- 6d You are pessimistic and lazy.

### Unit 7, Reading and Speaking, Exercise 35, page 61

Read the second part of the text and prepare a talk on 'Are there really time travellers among us?'

#### Time travellers among us? (Part 2)

They are not time travellers.

The young girl turned out to be Gertrude Jones, recognised by her grandchild. 'She was 17 years old', the grandchild writes. 'I asked her about this video and she remembers it quite clearly. She says *Dupont* (that is the company owns the factory in the video) had a telephone communications section in the factory. They were experimenting with wireless telephones. Gertrude and five other women were given these wireless phones to test out for a week. Gertrude is talking to one of the scientists holding another wireless phone who is off to her right as she walks by.' The grandchild also claimed to still have the phone in a glass box somewhere.

An old woman in Charlie Chaplin's film of 1923 is using something which looks like a cell phone, but is it a cell phone? *The New York Daily News* suggests it could be a hearing aid. They were invented in 1920 and were widely manufactured by 1928. Why is she talking into it? She could be testing the aid, talking to someone near her.



## EXAM STRATEGIES

В учебнике и в рабочей тетради «Forward» для 8 класса представлены задания разных типов, используемые в едином государственном экзамене и международных экзаменах по английскому языку (например, PET, KET, FCE). Большинство национальных и международных экзаменов включают задания по аудированию (пониманию звучащей речи), чтению, грамматике и лексике, созданию письменных текстов. Выполняя задания в рабочей тетради, вы сможете успешно подготовиться ко всем этим экзаменам, и в первую очередь к основному государственному экзамену (ОГЭ). Большую роль в подготовке к экзамену играет умение применять правильные стратегии выполнения разных заданий, которым и посвящён этот раздел.

### Общие рекомендации

#### ВСЕГДА

Внимательно читайте инструкцию! Стратегии выполнения заданий в рамках одного и того же вида речевой деятельности (аудирование, чтение, письмо, говорение) зависят от того, какая именно задача перед вами поставлена. В чтении и аудировании это может быть понимание общего содержания звучащего или написанного текста, понимание запрашиваемой информации или полное и детальное понимание текста. Ваш подход к выполнению этих заданий будет разным.

#### НИКОГДА

Не впадайте в панику, если вы не всё поняли в звучащем или написанном тексте. Для того чтобы правильно выполнить задание, совсем не обязательно понимать каждое слово. Постарайтесь понять общее содержание текста и догадаться о значении незнакомых слов по контексту, по их морфемному составу или по аналогии с международными словами.

Не тратьте много времени на вопросы, которые вызывают затруднения. К ним следует вернуться позже, выполнив более лёгкие задания. Помните, что время работы на экзамене ограничено.

Не оставляйте ни одного вопроса без ответа. Если вы не знаете ответа, используйте догадку, она может оказаться верной. На уроке попросите учителя разобрать задания, которые вам было трудно выполнить. Позже, дома, проанализируйте причины своих ошибок/затруднений и потренируйтесь выполнять подобные задания.

#### ПОМНИТЕ

Многое зависит от вашей внимательности, умения понять инструкцию и следовать ей и от выбора правильной стратегии выполнения задания.

## Аудирование (понимание звучащего текста)

### Общие рекомендации

Внимательно прочитайте инструкцию и вопросы задания до первого прослушивания аудиотекста. Постарайтесь понять, какого рода информацию вам надо извлечь из звучащего текста, чтобы ответить на эти вопросы.

При первом прослушивании просматривайте вопросы и отмечайте ответы, которые вам наиболее подходящими.

Перед вторым прослушиванием прочитайте ещё раз все вопросы, особенно те, на которые вы не ответили во время первого прослушивания. Слушая запись второй раз, проверьте выбранные вами ответы и постарайтесь найти ответы на вопросы, которые вызвали затруднения при первом прослушивании.

Помните, что вопросы следуют в том же порядке, что и информация в аудиотексте. Однако последний вопрос может касаться общего смысла высказывания или общей идеи текста, поэтому важно понять текст в целом.

### Задания на установление соответствия (Matching)

В первом задании по аудированию в контрольных измерительных материалах (КИМ) ОГЭ вам предлагается прослушать четыре коротких диалога и определить, где происходит каждый из них. В предлагаемом списке есть одно лишнее место действия. Это задание на установление соответствия: в нём надо определить соответствие между содержанием беседы и тем местом, где она происходит. Ваша задача — понять общий смысл разговора. До прослушивания, читая список мест действия, подумайте, какие типичные фразы могут звучать в этих местах. От вас не ожидается понимания каждого слова в беседе. Иногда одна характерная фраза помогает выбрать правильный ответ.

Во втором задании по аудированию в КИМ ОГЭ вам предлагается прослушать пять высказываний, схожих по тематике, и установить их соответствие предлагаемым утверждениям. В списке утверждений есть одно лишнее утверждение. Ваша задача — понять основное содержание каждого высказывания и то, чем они принципиально отличаются друг от друга. Для того чтобы правильно определить, какое высказывание соответствует тому или иному утверждению, необходимо до прослушивания внимательно прочитать утверждения и понять различия между ними. Полезно также после прослушивания сформулировать для себя основную мысль высказывания. Это поможет подобрать соответствующий ответ из предложенного списка. В заключение проверьте, что ответ, который остался неиспользованным, действительно не соответствует ни одному из утверждений.

## **Задания на выбор правильного варианта ответа из нескольких предложенных (Multiple choice)**

В третьем задании по аудированию в КИМ ОГЭ вам предлагается прослушать беседу и ответить на шесть вопросов к тексту, выбрав правильный ответ из трёх предложенных. Помните, что вопросы идут в том же порядке, что и информация в аудиотексте. Перед первым прослушиванием просмотрите вопросы.

Выбирая ответ из нескольких вариантов, относитесь с осторожностью к тем вариантам, в которых дословно повторяются фрагменты звучащего текста. Часто эти варианты оказываются неверными. Помните, что некоторые слова (даты, цифры, имена) из неверных ответов также могут звучать в аудиотексте, но не в связи с заданным вопросом и, соответственно, такие варианты ответов будут неверными. Обращайте особое внимание на синонимы и антонимы, встречающиеся в предложенных вариантах ответа и в звучащем тексте, а также на предложения с отрицанием. Иногда информация, необходимая для выбора правильного ответа, даётся не в прямой и открытой форме и вам нужно сделать логические умозаключения на основе услышанного. Если вы не уверены в выборе ответа, попробуйте пойти от обратного: определите явно неверные ответы — таким образом тоже можно прийти к правильному ответу.

## **Чтение**

### **Общие рекомендации**

Внимательно читайте инструкцию к заданию — стратегия чтения зависит от того, какая задача поставлена перед вами.

Помните, что заголовок помогает понять основную идею текста, а первое предложение каждого абзаца обычно выражает основную мысль или тему всего абзаца.

Читая текст, подчёркивайте ключевые слова, фразы, предложения или абзацы, которые напрямую связаны с заданными к тексту вопросами.

### **Задания на установление соответствия**

В первом задании по чтению в КИМ ОГЭ вам предлагается прочитать семь коротких текстов и установить соответствие между прочитанными текстами и предложенными к ним заголовками. Ваша задача — подобрать к каждому тексту соответствующий заголовок. В задании есть один лишний заголовок. Для того чтобы найти соответствия, необходимо понять основное содержание каждого текста. Можно сначала внимательно прочитать все заголовки из списка и понять различия между ними, а затем прочитать тексты. Можно использовать другой алгоритм выполнения этого задания: сначала прочитать тексты и сформулировать для себя основную мысль каждого, а затем подобрать

соответствующий ответ из предложенного списка. В заключение проверьте, что заголовок, который остался неиспользованным, действительно не подходит ни к одному из текстов.

## **Задания «Верно — Неверно — В тексте не сказано» (True — False — Not stated)**

Во втором задании по чтению сначала просмотрите (бегло прочитайте) текст, чтобы понять его общее содержание и определить, какие его части содержат ответы на поставленные вопросы. Большинство вопросов будут относиться к конкретному слову или предложению. Но отдельные вопросы (обычно они идут в конце списка) потребуют понимания текста в целом, его идеи, авторского отношения к проблеме и т. п.

Если вам предлагается выбрать ответ из трёх предложенных True — False — Not stated, следует внимательно отнестись к разнице между вариантами «Неверно» (False) и «В тексте не сказано» (Not stated). Ответ Not stated следует выбрать, если информация в тексте не подтверждает и не опровергает предложенное утверждение, т. е. на основании текста нельзя сделать вывод об истинности или ложности высказывания по отношению к тексту.

## **Грамматика и лексика**

### **Общие рекомендации**

Выполнение этих заданий начните с просмотрового чтения текста. Для того чтобы выполнить лексико-грамматические задания, надо понимать общее содержание текста. Не бойтесь незнакомых слов! Даже если они вам встретятся в тексте, они не являются определяющими для основного содержания и не понадобятся для выполнения заданий.

Внимательно читайте инструкцию к заданиям: в заданиях 18–26 требуется образовать нужную грамматическую форму от данного на полях слова, а в заданиях 27–32 надо образовать от данного на полях слова родственное слово, которое грамматически и лексически будет соответствовать контексту.

Имейте в виду, что ответ с орфографической ошибкой будет признан неверным.

## **Письмо (создание письменных текстов)**

### **Личное письмо**

КИМ ОГЭ включает одно задание — написание личного письма англоязычному другу по переписке. Вам даётся фрагмент письма этого друга, который содержит три вопроса, и вам необходимо написать ответное письмо с соблюдением всех правил оформления, структуры и стиля, принятых в

английском языке в личной переписке. Задания в рабочей тетради помогут вам научиться писать личные письма. Помните, что базовые умения и навыки — это фундамент для достижения дальнейших успехов.

Внимательно прочитайте предложенный фрагмент письма друга по переписке и поймите, на какие вопросы вам нужно ответить. При выполнении задания рассчитайте, сколько времени вам необходимо для написания личного письма, успеете ли вы за рекомендованные 30 минут написать черновик и переписать его в экзаменационный бланк. Если времени достаточно, напишите черновик. Если вы не укладываетесь в рекомендованное время, напишите ключевые фразы и слова для каждой части вашего будущего письма. Напишите полный текст письма и проверьте себя:

- вся ли необходимая информация включена в ваш текст;
- логичен ли ваш текст, правильно ли разделён на абзацы;
- правильно ли использованы в тексте средства связи;
- нет ли грамматических, лексических, орфографических и пунктуационных ошибок;
- соблюдены ли правила написания личных писем;
- соответствует ли ваш текст заданному объёму.

Не следует превышать объём текста, указанный в задании, так как часть текста, превышающая заданный объём, не оценивается. Старайтесь разнообразить лексику и грамматические структуры, которые вы используете в тексте.

## Говорение

### Общие рекомендации

Внимательно читайте инструкцию к заданию. Не забывайте, на какой вопрос вам следует ответить и какую задачу выполнить.

Не пугайтесь, если вы забыли или не знаете необходимые слова. Используйте близкое по значению слово или попробуйте объяснить другими словами, что вы имеете в виду.

Не повторяйте одни и те же слова и конструкции, старайтесь разнообразить свою речь, показывая высокий уровень владения языком.

Выполняя задание на чтение текста вслух, вдумайтесь в смысл читаемого — это поможет правильно расставить паузы, соблюсти фразовое ударение, в целом найти верную интонацию. Если вам встретилось незнакомое слово — читайте его по правилам. Отвечая на вопросы, используйте полные, грамматически правильные предложения. Следите за своим произношением и интонацией. Раскрывая устную тему, придерживайтесь предложенного плана — это поможет соблюсти логику высказывания и полностью раскрыть тему.

## ОГЭ по английскому языку

Информация об экзаменационных материалах размещается на сайте Федерального института педагогических измерений [www.fipi.ru](http://www.fipi.ru) в начале каждого учебного года. Основной государственный экзамен состоит из письменной и устной части.

Письменная часть экзаменационной работы по английскому языку состоит из четырёх разделов, включающих 33 задания. На выполнение заданий письменной части отводится 2 часа (120 минут).

В разделе 1 («Задания по аудированию») предлагается прослушать несколько текстов и выполнить восемь заданий на понимание прослушанных текстов. Это задание 1 на установление соответствия прослушанной беседе и места, где она происходит; задание 2 на установление соответствия между прослушанными высказываниями и предложенными утверждениями и задания 3–8 с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение этого раздела — 30 минут.

Раздел 2 («Задания по чтению») содержит девять заданий на понимание прочитанных текстов, из которых задание 9 — на установление соответствия и задания 10–17 с выбором одного правильного ответа из трёх предложенных (True — False — Not stated). Рекомендуемое время на выполнение этого раздела — 30 минут.

Раздел 3 («Задания по грамматике и лексике») содержит пятнадцать заданий, требующих краткого ответа. При выполнении заданий 18–32, требующих краткого ответа, вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение данного раздела — 30 минут.

В разделе 4 («Задание по письму») дано одно задание 33, предлагающее написать личное письмо. Рекомендуемое время на выполнение этого задания — 30 минут.

В устной части ОГЭ в 2016 г. планируются изменения — переход на компьютеризированную форму сдачи экзамена. Задания учебника и рабочей тетради «Forward» помогут вам подготовиться к успешной сдаче устной части ОГЭ, в которой планируются три задания: чтение небольшого текста вслух, условный диалог-расспрос (экзаменуемый отвечает на предложенные вопросы) и тематическое монологическое высказывание на основе предложенного плана.

# SELF-ASSESSMENT TESTS: ANSWER KEY

## TEST 1 | Units 1–3

### VOCABULARY AND GRAMMAR

- 1 1 a  
2 c  
3 b  
4 d  
5 a
- 2 1 annoying  
2 disappointed  
3 boring  
4 exciting  
5 terrified  
6 amazing  
7 surprised
- 3 1 don't understand  
2 hate  
3 don't agree  
4 does/belong  
5 Does/know  
6 don't want
- 4 1 love  
2 stay  
3 are flying  
4 is going to be  
5 don't speak  
6 am going to start
- 5 1 Every year we used to go on holiday to France.  
2 We never used to be late for school.  
3 I often used to listen to the radio with my grandfather.  
4 My grandmother always used to wear a hat on Sundays.  
5 I was very shy.  
6 I didn't use to go to school on Saturdays.

### READING SKILLS

- 6 1 c  
2 a  
3 c  
4 a  
5 b

### COMMUNICATION

- 7 1 I can  
2 the holiday costs  
3 the journey takes  
4 pierogi are  
5 this rucksack belongs

## TEST 2 | Units 4–5

### VOCABULARY AND GRAMMAR

- 1 1 b  
2 b  
3 a  
4 b  
5 c  
6 b

- 2 1 turns/turned out  
2 stays up  
3 Keep on  
4 wrote (it) down  
5 finds out  
6 looking into
- 3 1 cosy  
2 tasteless  
3 spacious  
4 doorbell  
5 lawn  
6 chest of drawers  
7 bright  
8 rubbish
- 4 1 b  
2 a  
3 a  
4 a  
5 b  
6 a

### COMMUNICATION

- 5 1 course  
2 it  
3 problem  
4 mind  
5 afraid  
6 sorry  
7 fault

### READING SKILLS

- 6 1 D  
2 B  
3 C  
4 A  
5 B  
6 B  
7 B/D

## TEST 3 | Units 6–8

### VOCABULARY AND GRAMMAR

- 1 1 reduce  
2 recycled  
3 replant  
4 cutting down  
5 increasing  
6 pollute
- 2 1 b  
2 b  
3 c  
4 a  
5 c  
6 a
- 3 1 low fat  
2 healthy  
3 delicious  
4 greasy  
5 stale  
6 mild  
7 fresh  
8 tasteless

- 4 1 will buy
- 2 will recycle
- 3 is going to get
- 4 will be
- 5 aren't going to win
- 6 won't be

### READING SKILLS

- 5 1 T
- 2 NS
- 3 F
- 4 NS
- 5 T
- 6 T
- 7 T
- 8 NS
- 9 F

### COMMUNICATION

- 6 1 will definitely/certainly pass your exams.
- 2 probably won't be cleaner in the future.
- 3 will probably go to France next year.
- 4 definitely/certainly won't live on the Moon in the next five years.
- 5 is possible that they will play a concert here next year.

## TEST 4 | Units 9–10

### VOCABULARY AND GRAMMAR

- 1 1 c
- 2 f
- 3 a
- 4 d
- 5 g
- 6 e
- 2 1 look after
- 2 get on
- 3 fell out
- 4 Are (you) going out
- 5 split up
- 6 got married

- 3 1 has been
- 2 has seen
- 3 has done
- 4 has met
- 5 has eaten
- 6 went
- 7 go
- 4 1 Television was invented by Vladimir Zvorykin.
- 2 The first sputnik was launched by the Soviet Union in 1957.
- 3 The news programme 'Vremya' has been broadcast by Russian TV Channel One since 1995.
- 4 This news programme is watched by millions of people all over Russia every day.
- 5 The best singing contest programme 'Golos' is produced by Channel One.
- 6 This programme is enjoyed by people all over Russia.
- 7 'Golos' CDs have been bought by many of them.

### READING SKILLS

- 5 1 F
- 2 F
- 3 F
- 4 F
- 5 T
- 6 T
- 7 F
- 8 F

### COMMUNICATION

- 6 1 I totally agree.
- 2 Don't you think
- 3 Personally, I think they can.
- 4 That's true, but
- 5 I see what you mean.
- 6 It seems to me