



Starlight

8

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Student's Book




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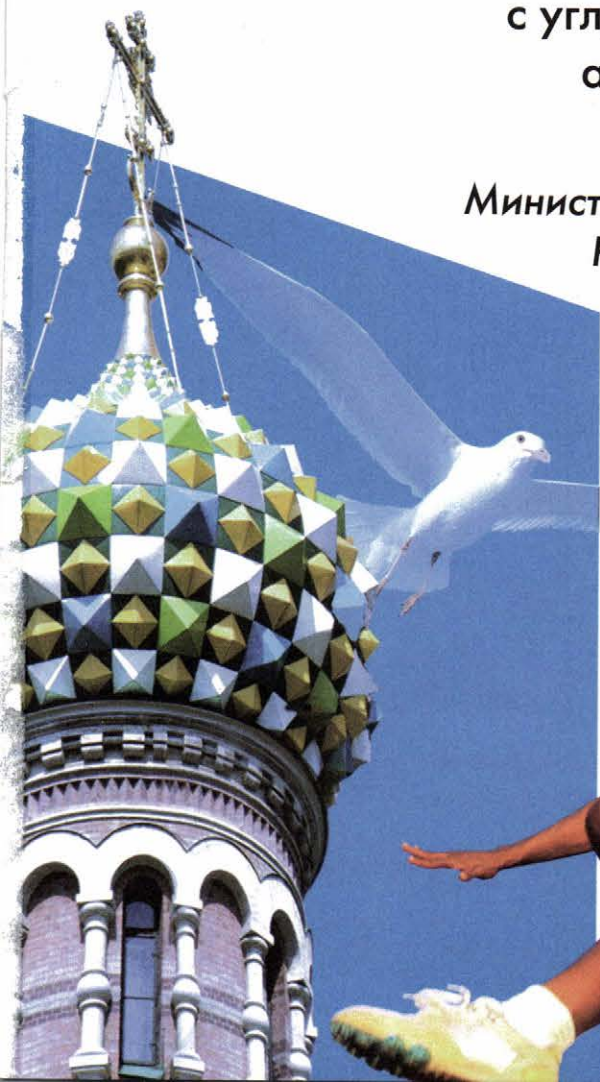
АНГЛИЙСКИЙ ЯЗЫК

8 класс

Учебник для общеобразовательных
организаций и школ
с углублённым изучением
английского языка

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Starter module

Jobs

1 a) Match the words to form jobs.

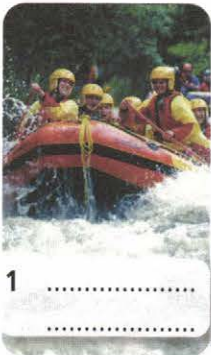
1	video game	A	counsellor
2	flight	B	chaser
3	secret	C	walker
4	sales	D	attendant
5	camp	E	shopper
6	police	F	coach
7	dog	G	assistant
8	storm	H	tester
9	sports	I	officer

b) What job would you like to do?

Extreme Sports

2 Label the pictures.

- street luge • speed skiing • windsurfing
- mountain biking • paragliding • motocross
- whitewater rafting • rock climbing



Entertainment

3 Fill in: *audience, scene, scenery, lighting, performance, curtain, stage, props, fame, icon.*

- 1 Kylie Minogue is still a reigning in the world of pop music.
- 2 He's in charge of painting the for the play.
- 3 The twist at the end of the play was a complete surprise for the
- 4 A lot of child actors achieve at a very young age.
- 5 The lead actor gave an excellent
- 6 Actors need to know the plan so they know where to stand.
- 7 At the beginning of the play there were no actors on the
- 8 They brought down the at the end of the play.
- 9 The final of the film was very dramatic.
- 10 When the curtain rose the only on stage were a table, a chair and a glass.

The Internet

4 Fill in: *interface, engine, account, login, profile, browse, sign up, community.*

- 1 Alex set up an email so that we could keep in touch.
- 2 My favourite search is Google.
- 3 This social network seems to be a very tight-knit
- 4 You have to type in your name to open your account.
- 5 You can personalise your in a number of ways.
- 6 You can to get their e-newsletter.
- 7 This program has a much more user-friendly than a lot of others I've used.
- 8 You can for new contacts by name or location.

Starter **module**

The Weather

5 Circle the odd one out.

- 1 **SNOW:** blizzard – breeze – hail – sleet
- 2 **RAIN:** tornado – flood – shower – drizzle
- 3 **WIND:** gale – tornado – breeze – storm
- 4 **TEMPERATURE:** boiling hot – chilly – sunny spells – freezing cold

Health Issues

6 Fill in: *strain, loss, thumb, swelling, rash, infection, shoulder, upset, immune, insomnia, watery, sickness.*

- 1 We need a healthy system to fight off infections.
- 2 The went down after he put an icepack on the injury.
- 3 My mum gets terrible travel, so she rarely goes anywhere.
- 4 Jean gets eyes and a runny nose because of her hay fever.
- 5 We should take regular breaks from the computer screen to prevent eye
- 6 Roland got a strain playing tennis last week, now he can't move his arm.
- 7 My uncle suffered hearing because he worked with loud machinery.
- 8 I got an itchy on the side of my face after I borrowed my friend's mobile phone.
- 9 She's not getting enough sleep because she has
- 10 The cut from that rusty nail gave me a skin
- 11 He had a terrible stomach after he ate curry last night.
- 12 Sending a lot of SMS messages can cause arthritis.

Appearance & Character

7 Circle the odd one out.

- 1 middle aged – old – teenager – plump
- 2 well-built – overweight – skinny – medium
- 3 neck – beard – moustache – hair
- 4 curly – wavy – pierced – straight
- 5 wrinkles – freckles – tattoo – eyebrows
- 6 patient – generous – outgoing – blonde

The Environment

8 Fill in: *global, fossil, greenhouse, lose, caps, threat, temperature, extinct.*

- 1 Sea levels will rise and cause widespread flooding if the polar ice melt.
- 2 A rise in will cause more heatwaves.
- 3 warming is one of the biggest issues facing our planet today.
- 4 We will need to find an alternative power source when fuels run out.
- 5 Carbon dioxide is a gas which traps heat above the earth.
- 6 Our way of life is under because of the changing climate.
- 7 Deforestation is causing a number of species to their habitats.
- 8 Soon a number of plants and animals could become like the dinosaurs.

Everyday English

9 Choose the correct response.

- 1 A: What was the performance like?
B: a Not really. b It was fantastic.
- 2 A: What seems to be the problem?
B: a It's my shoulder. b I'm afraid it's infected.
- 3 A: What does he do for a living?
B: a He works shifts. b He works as a nurse.
- 4 A: I'll make sure it doesn't happen again.
B: a You're welcome.
 b Thanks. I'd really appreciate that.
- 5 A: If we offer you the job, when can you start?
B: a I'll be in touch. b Immediately.
- 6 A: Do you want to go out later?
B: a Sure! b It was nothing special.
- 7 A: Hello. I'd like to book a room, please.
B: a Your booking reference is 2223344.
 b Certainly. Which dates, please?
- 8 A: Should I come and see you again?
B: a Yes, it's very red. b Only if it gets worse.
- 9 A: What day?
B: a 12 Merton St. b 19th July.
- 10 A: You look nice. Is something different?
B: a I got a new haircut.
 b You've grown your hair.

Module 1

Breaking news

Vocabulary: world events, volcanic eruptions, accidents & injuries, types of TV programmes, weather phenomena, disasters

Grammar: present & past tenses (revision); past perfect & past perfect continuous; quantifiers

Everyday English: deciding what to watch on TV

Intonation: echo questions

Phrasal verbs: *back, call, carry*

Word formation: compound adjectives

Writing: a story

Culture Corner: Hurricane Katrina: The tragedy of New Orleans

Curricular (Geography): Tsunamis

Russia 1: Yuri Gagarin

Vocabulary

World events

1 Listen and say.

- technological invention
- volcanic eruption
- huge tropical storm
- mine collapse
- earthquake
- tsunami

2 a) Look at the events in the pictures and complete the sentences with: *hit, rescued, launched, caused, erupted.*

b) Match the events in Ex. 1 to the pictures (A-E).

3 Listen to extracts from two news reports. Which of the events in the headlines is each about?

OVER TO YOU!

Close your books and say a few things you remember about the events that have happened in the 21st century so far.



In 2012, the Microsoft Corporation 1) the first ever tablet PC.

In 2010, 33 men were 2) from a collapsed mine in the Atacama Desert, Chile.



In 2005, Hurricane Katrina 3) massive flooding and loss of life in New Orleans, USA.



In 2010, the Eyjafjallajökull volcano in Iceland 4) and people had to evacuate.




In 2011, a 9.0 earthquake 5) Japan followed by a huge tsunami that killed thousands of people.


1a Volcano chasers

Vocabulary

Volcanic eruptions

- 1  Listen and say. Use the picture and the captions to tell the class what happens when a volcano erupts.

Listening & Reading

- 2 a) Read the title of the text, the introduction and the first sentence in each paragraph. What is the text about?
 Listen, read and check.

Check these words

volcano, erupt, grab, heat, burn, gas mask, lava flow, ground is shaking, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, be worth it, be on the scene, spectacular shot, lava fountain, jet of lava, shoot up, shelter, boulder, take precautions, poisonous gas, sharp, admit, matter of survival

In the Heat of the Moment

When a volcano erupts, most people want to get as far away as possible, as quickly as they can! German engineer Martin Rietze, on the other hand, grabs his camera and tries to get as close as he can and stay alive at the same time!

He's so close that he can feel the heat burning his face even through his gas mask. The lava flow is about a metre away and it's getting closer every second. The **ground** beneath his feet is **shaking** and there is a deafening roar like a plane taking off. He can't stay this close for too long because the gases and acids will destroy his camera, but Martin Rietze waits just long enough to see flaming hot lava and ash explode out of the nearby crater – and gets the perfect shot.

Martin is a **freelance** photographer whose stunning photographs of volcanic eruptions are in high demand with newspapers and magazines all over the world. He is one of a small but **dedicated** group of volcano chasers. When a dormant volcano becomes active, they book the first flight to be as near as possible to it, set up camp and wait, sometimes for as long as two weeks. It takes a lot of patience as a volcano can erupt at any time, night or day and clouds, fog and steam often **block** the view. The final results though, like Martin's shots of volcanic lightning – a phenomenon that still **mystifies** scientists – are definitely worth it!

When the Eyjafjallajökull volcano in Iceland erupted in 2010 and ash clouds closed airspace over Northern Europe, Martin was already on the scene for some of his most spectacular shots. After spending three sleepless nights in freezing temperatures, Martin got within three feet of the lava flow and even took photos of lava fountains – jets of lava that shoot up as high as a thirty-storey building! He didn't get any sleep because the volcano was throwing out rocks the size of cars, so for most of the time he was **sheltering** behind a large **boulder**!

Martin says that he's had more accidents when mountain climbing than volcano chasing, but that doesn't stop him from taking **precautions** because this is a job where safety is a priority. Goggles and a gas mask provide protection from poisonous gases, but gloves are just as important because fresh lava can be as sharp as a knife. Volcano chasing is quite risky. As Martin admits, "One has to know when it is safe to come near and when it is a matter of survival to stay away – sometimes many kilometres away!"

Ash and gas fly up into the atmosphere.

Rocks and lava erupt out of the crater.

Lava pushes through vents in the side of the volcano.

b) Now read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- 1 Martin Rietze can't stay near a volcano for a long time because ...
 - A it's bad for his equipment.
 - B he can't stand the heat.
 - C it's too loud.
 - D it's dangerous for his health.
- 2 Volcano chasers have to be ...
 - A very active.
 - B talented scientists.
 - C patient.
 - D freelancers.
- 3 When the Eyjafjallajökull volcano erupted, it was difficult for Martin to ...
 - A get a flight to Iceland.
 - B find somewhere to stay.
 - C get close enough to take good photos.
 - D protect himself from flying rocks.
- 4 It seems that Martin ...
 - A doesn't take enough safety precautions.
 - B understands the risks he's taking.
 - C often gets injured.
 - D underestimates the dangers of volcano chasing.
- 5 Martin suggests that ...
 - A he sometimes takes photos when he knows it's too dangerous.
 - B volcano chasing is for anyone.
 - C volcanoes aren't as dangerous as people think.
 - D a volcano is sometimes too dangerous to photograph up close.

3 Match the words in bold in the text to their synonyms. What part of speech is each? *rock, earth, devoted, puzzles, moving up and down, not employed by others, prevent you from seeing, hiding, safety measures.*

4 Use words from the **Check these words** box in the correct form to complete the sentences.

- 1 The 3300 ft Chilean Chaiten v..... e..... last Thursday for the first time after thousands of years of causing earth tremors.
- 2 The d..... r..... scared people who hurried to evacuate the area.
- 3 The d..... v..... awoke after 9,000 years of silence.
- 4 P..... g..... caused breathing problems for residents.
- 5 F..... h..... l..... started flowing down the volcano.
- 6 Clouds of steam and ash b..... the v..... for miles, making it difficult to see.

Grammar

Tense revision

see pp.
GR 1-4

5 Put the verbs in brackets in *present simple, present continuous, past simple, past continuous or present perfect*. Give reasons.

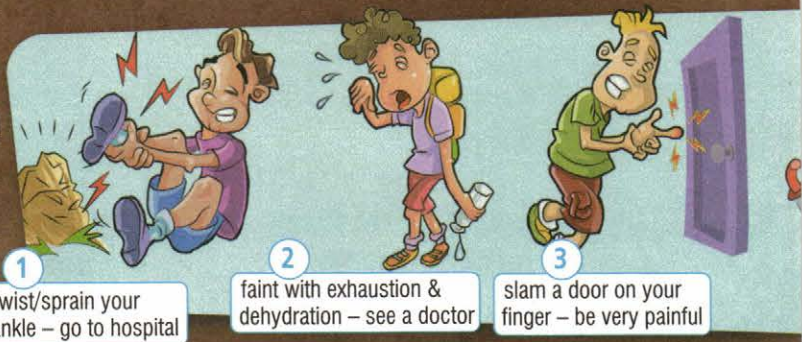
- 1 John (trip) and (cut) his knee as he (walk) up the volcano.
- 2 Martin (not/reach) the crater yet.
- 3 Look at the volcano. Huge rocks (explode) out of the crater!
- 4 They (go) volcano surfing tomorrow.
- 5 Luke (work) hard for the last three weeks.
- 6 We (leave) for Chile next Monday.
- 7 People (look) at the volcano as lava (flow) down during the eruption last night.

6 Use the adverbs to make sentences about you: *every day, last week, at this time last Monday, ago, yet, now, for a month, already, since last weekend.*

Speaking & Writing

- 7 **THINK!** Imagine you are Martin Rietze and you are close to an erupting volcano. What has happened? What can you hear and see? How do you feel? In three minutes write a few sentences on the topic. Read them to the class or your partner. Start like this: *The volcano has just erupted. I can hear ...*

1b Amazing escape



1 twist/sprain your ankle – go to hospital

2 faint with exhaustion & dehydration – see a doctor

3 slam a door on your finger – be very painful

Vocabulary

Accidents & injuries

- 1 a) Listen and say.
b) Have you ever had any accidents similar to these? Tell the class what happened.

I once slammed a door on my finger at home. I had to go to hospital.

Reading

- 2 a) Look at the picture and read the title and the introduction. What sacrifice do you think Aron had to make? Read to find out.

Trapped!

When 27-year-old Aron Ralston set out to climb in the remote Blue John Canyon in Utah one Sunday in May 2003, he had no idea that he would have to make an incredible sacrifice to stay alive.

Aron had gone climbing alone many times before, only this time, he hadn't told anyone where he was going and he didn't even take his mobile phone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one litre of water, and a few snacks. **1**

Aron had been climbing all day and was about to stop, but as he was crossing a 1-metre wide crack in the canyon, disaster struck; a 365-kilo boulder moved and trapped his arm against the canyon wall. **2** There was no way he could move.

At first Aron hoped that help would arrive, but nobody came. He struggled to get free, and using his penknife, tried to chip away at the boulder without success.

3 Aron used his video camera to keep a video diary and then to record a goodbye message to his parents. Fighting exhaustion and dehydration, Aron became more and more delirious.

On the fifth day, Aron reached a decision to do the one thing – the only thing – that could save his life:

to cut off his own arm. **4** He administered first aid to himself, then he climbed down nearly 21 metres to the canyon floor. After hiking 8 km, he came across a Dutch family who gave him water and helped him to walk on.

Meanwhile, Aron's friends and family had realised he was missing and notified authorities who found out Aron had used his credit card to buy groceries in Moab, Utah. When a rescue helicopter crew finally spotted him, the rescuers were amazed to see Aron walking back to his truck. He hardly needed them to rescue him!

5 With his prosthetic arm, he has become a better climber than before his accident. He also works as a motivational speaker, helping disabled athletes and troubled teenagers. In 2010, a blockbuster film came out about his experience called *127 hours*, the exact amount of time he spent trapped. Aron still revisits Blue John Canyon to remember his desperate struggle to survive and return to his loved ones.

Check these words

remote, canyon, sacrifice, climbing gear, first aid kit, crack, disaster struck, boulder, trap, canyon wall, struggle, get free, chip away at, exhaustion, dehydration, delirious, administer first aid, be missing, notify authorities, rescue crew, live life to the fullest, prosthetic arm, motivational speaker, disabled athlete, troubled teenagers, desperate struggle, loved ones



4 badly gash your leg – have stitches

5 slip & break your arm – put on a cast

6 bang your head – put ice on it

see p. GR 4
Grammar
Past perfect & past perfect continuous

4 Read the theory and find examples in the text in Ex. 2.

We use the **past perfect** (had/hadn't + past participle) for an action that happened before another action in the past. *He **had left** before she arrived.*

Time expressions: before, after, until, by the time, already, yet

We use the **past perfect continuous** (had/hadn't + been + verb -ing) for an action that had been happening for a period of time before another action in the past. *She **had been waiting** for ten hours before help arrived.*

Time expressions: for, since

We can use the past perfect or the past perfect continuous for an action which finished in the past and whose results were visible in the past. *They were very happy because they **had managed** to reach the top of the mountain. He was very tired. He **had been hiking** all day.* (emphasis on duration)

b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Justify your answers.

- A It crushed Aron's arm so tightly he could only feel his fingertips.
- B If he didn't do it now, he knew he wouldn't have the strength to do it later.
- C It was a struggle for him to get free.
- D Aron hasn't let his accident stop him from living life to the fullest.
- E He felt sure he would be back before nightfall.
- F Four days and freezing cold nights passed with Aron in terrible pain and surviving on just sips of water and pieces of chocolate.

3 Complete the summary using words/phrases from the **Check these words** box in the correct form.

Aron Ralston, an experienced climber, went on a trip into the remote Blue John 1)
 He hadn't told anyone where he was going and he only had a knife, a small 2), a video camera and a few snacks with him. Unfortunately, 3) while he was crossing a three-foot-wide crack in the canyon. A 4) slipped and trapped his arm against the canyon wall. He 5) to get free, but he couldn't. He was trapped for five days and he suffered from 6) and 7) He decided to cut off his own arm. Meanwhile, his family had 8), who found him walking to his truck. Today, he has a 9) that helps him lead a normal life. He gives motivational speeches to disabled athletes and 10)

5 Put the verbs in the **past perfect** or the **past perfect continuous**.

- 1 By the time we arrived at the canyon, it (stop) snowing.
- 2 Jane's feet were aching because she (walk) since early that morning.
- 3 Most people (leave) before the volcano erupted.
- 4 Simon got lost because he (not/take) a map with him.
- 5 Julia and Amy were soaking wet because they (hike) in the rain.

6 Use the phrases to make sentences. Put the verbs in bold in the **past perfect** or the **past perfect continuous**. Use the adjectives in the phrases to talk about you.

- 1 Jeff/happy – win first prize; 2 Lucy/tired – work/all morning;
- 3 Betty/sad – fail the test; 4 they/exhausted – dig the garden/all day; 5 Mark/thrilled – graduate from college

I was happy because I had passed my test. I was tired because ...

Speaking & Writing

7 Listen and read the text. Imagine you are interviewing Aron for a TV show. Prepare questions and answers. Present your TV interview to the class.

TV Presenter: Aron, great to have you on the show! Now, was this the first time you had gone climbing alone? Etc

8 **THINK!** Did Aron's decision surprise you? Why? Do you agree with his decision? In three minutes, write a few sentences. Tell your partner or the class about it.

1 Culture Corner



HURRICANE KATRINA: THE TRAGEDY OF NEW ORLEANS

1 How do you think Hurricane Katrina affected New Orleans?
🎧 Listen and read to find out.

2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading. Compare with your partner. Which words helped you decide?


- A Surrounded by water
- B Gathering strength
- C Collapsing buildings
- D Moving on
- E The birth of the storm
- F Help at last
- G An awful situation

3 Match the words in bold with their meanings: **broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.**

4 Fill in: *threat, recovery, beg, declare, shelters, pump, tropical, level, rise, struggle, lose, eye.*

1 storm; 2 a state of emergency; 3 the of the storm; 4 be under from; 5 below sea; 6 in temporary; 7 waters; 8 for help; 9 to cope; 10 water out; 11 their lives; 12 make a slow

5 **THINK!** Imagine you lived through Hurricane Katrina. Use the phrases in Ex. 4 to narrate your experience to the class.

6 **ICT**  Find information about a disaster that happened in your/another country. Find out: *what kind of disaster it was, when/why it happened, what happened, what the situation is now.* Compare it to the disaster in New Orleans.

1

On Tuesday, 23rd August, 2005, a tropical storm formed over the Bahamas, about 560 km east of Miami, Florida. By August 25, the storm had strengthened and become Hurricane Katrina. Residents of the city of New Orleans had no idea that within days, 80% of their city would be underwater in one of the worst disasters in US history.

2

Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 270 km per hour. As it became stronger over the Gulf of Mexico, the mayor of New Orleans **declared** a state of emergency and started **evacuating** the city. When the eye of the storm missed the city by about 72 km, everyone thought the worst was over, but they were very wrong.

3

New Orleans has always been **under threat** from flooding. With the Mississippi River on two sides, Lake Pontchartrain to the north and most of the city 150-300 m below sea level, a series of high walls, called levees, protect it. As the hurricane **came ashore**, it brought an 800-metre-high storm surge that rode the rivers up to New Orleans, and **smashed** through the levees.

4

Over a million residents had already left the city, but tens of thousands, mainly **the elderly** and the poor, were in temporary shelters. As the waters rose, people were **begging** for help on roofs, and neighbourhoods were suffering from **looting** and violence. Emergency services struggled to **cope**.

5

Eventually, the military and the National Guard moved into the city and began to get food and water to the desperate few that remained. After 43 days, army engineers pumped the last of the flood water out of the city. Almost 1,500 people had lost their lives because of Hurricane Katrina in New Orleans alone.

6

These days, New Orleans is making a slow recovery. The city has improved the levees, the community is rebuilding itself, and everyone is working hard to make sure that nothing like this will ever happen again.

Check these words

strengthen, residents, declare, state of emergency, evacuate, eye of the storm, below sea level, come ashore, levee, storm surge, smash, looting, violence, emergency services, struggle to cope, the military, desperate, army engineers, pump, slow recovery, rebuild

	Channel 1	Channel 2	Channel 3
5.30	Backyardigans – children's programme	The Simpsons – cartoon	Jamie's 30-minute Meals – cooking programme
6.00	The Bold and the Beautiful – soap opera	2 Wild! – wildlife programme	Sportsline – sports programme
6.30	The Daily Show – talk show	Hurricane Katrina – documentary	How I Met your Mother – sitcom
7.00	American Idol – talent show	Big Brother – reality show	Deal or No Deal – game show
8.00	News & Weather	Grey's Anatomy – hospital drama	CSI: New York – police drama



4 Find sentences in the dialogue which mean: *Actually, I'm enjoying it.* – *Is there another option?* – *I think I'd enjoy that.* – *No problem.*

Intonation: echo questions

1 Look at the TV guide. Which are your favourite/least favourite TV programmes? Why? Use the adjectives/phrases *boring, interesting, educational, funny, relaxing, exciting, thought-provoking, silly, predictable, a waste of time,* and your own ideas and tell your partner.

I enjoy documentaries because I find them interesting and educational, but I hate ...

2 Listen and say. Pay attention to the intonation.

- What are you watching this for? • It's nearly finished.
- What's on later? • Why don't you look in the TV guide?
- I like the sound of that. • Isn't there anything else on?
- As long as we can change the channel at 8. • That's fine with me!

3 Listen and read the dialogue. What do Andy and Becky decide to watch on TV? What TV show starts at 8?

Andy: What are you watching this for? Documentaries are boring!

Becky: I happen to find it interesting. Anyway, it's nearly finished.

Andy: What's on later?

Becky: I don't know. Why don't you look in the TV guide?

Andy: OK. Well, after this there's a reality show on Channel 2 or a game show on Channel 3.

Becky: I can't stand game shows and I don't like reality shows either. Isn't there anything else on?

Andy: *American Idol* is on Channel 1. We can watch that.

Becky: What is it?

Andy: It's a talent show.

Becky: OK. I like the sound of that! As long as we can change the channel at 8. I want to see *CSI*.

Andy: OK. That's fine with me!

5 Replace the underlined words with *what, how much, how long, or what time.*

Listen and check. Listen again and say.

- 1 He's watching a horror film.
He's watching a what?
- 2 It's a documentary about floods.
- 3 The film's on at 10 o'clock.
- 4 He's paid \$10,000 a show.
- 5 *The Simpsons* have been running for over 20 years.

Speaking

6 It's 5:50. Decide what to watch on TV. Use the sentences in Ex. 2 and the TV guide to act out your own dialogue. Follow the plan.

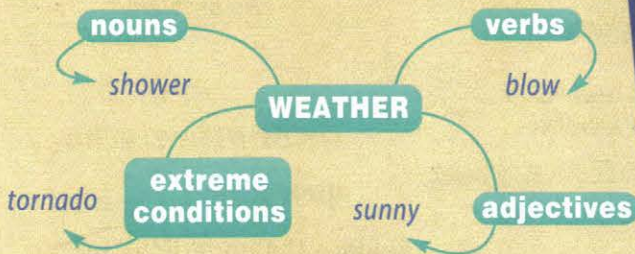


1e Weird weather

Vocabulary

Weather phenomena

- 1 In three minutes complete the word map with as many words as you can. Compare with your partner.



- 2 **THINK!** Close your eyes and listen to the music and sounds. What is the weather like? What can you hear, see, feel, smell? Tell the class.

- 3 Listen and say. Have you heard of any of these phenomena? Which can you see in the pictures?

- raining animals • giant hailstones • pink snow
- red rain • a never-ending lightning storm
- ball lightning • a fire tornado • blue moon
- a moonbow (lunar rainbow)

Reading & Listening

- 4 Read the title of the text and the subtitles. Which of the weather phenomena are they about?

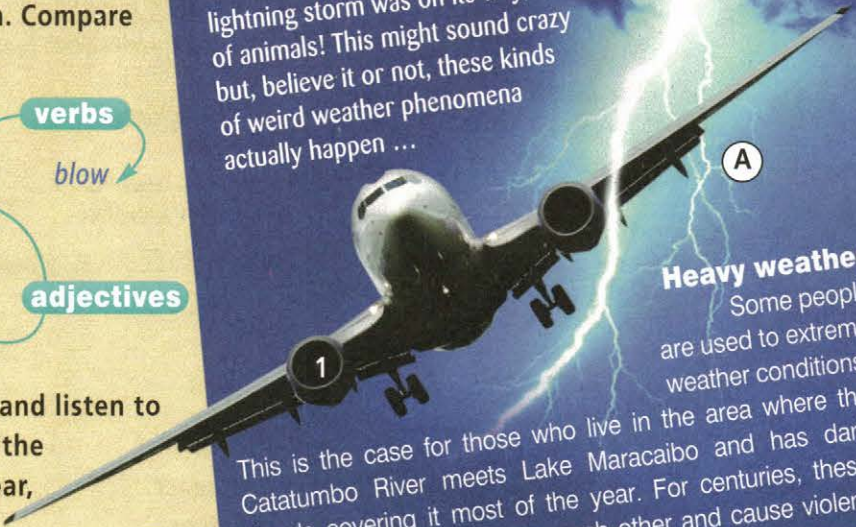
Listen and read to find out.

- 5 Read again and mark the sentences *T* (true), *F* (false) or *NS* (not stated). Justify your answers.

- 1 It rains a lot in Catatumbo, Venezuela.
- 2 It's possible that the Catatumbo lightning is helping the Earth.
- 3 Ball lightning appears for longer than normal lightning.
- 4 Fire tornados can happen when a fire is very hot and it's windy.
- 5 They don't happen very often.
- 6 The rain of fish is a new phenomenon.
- 7 Strong winds probably cause it.

Strange weather we're having!

Most of us are interested in the weather forecast; do we need to wrap up warm today or take an umbrella or our sunglasses when we go out? But imagine if you heard that a never-ending lightning storm was on its way, or a shower of animals! This might sound crazy but, believe it or not, these kinds of weird weather phenomena actually happen ...



Heavy weather

Some people are used to extreme weather conditions.

This is the case for those who live in the area where the Catatumbo River meets Lake Maracaibo and has dark clouds covering it most of the year. For centuries, these clouds constantly crash into each other and cause violent lightning storms that can last up to ten hours and occur between 140 and 160 nights a year. They call it 'the never-ending lightning storm'. However, every cloud has a silver lining; this lightning activity produces nitrogen oxide which probably helps to restore the ozone layer. Another kind of rare lightning is ball lightning. This is a ball of brightly coloured light which usually occurs during thunderstorms but lasts longer than a lightning bolt. Sometimes the ball even explodes and leaves behind a smell, but the true cause of this phenomenon is a mystery. One sighting hit the news in 1984 when ball lightning entered a Russian aircraft, flew above the shocked passengers, travelled through the aircraft and passed silently out again leaving two holes in the plane.

- 6 Complete the sentences using words from the **Check these words** box in the correct form.

- 1 According to the it will rain this evening.
- 2 If you are out in a, never take shelter under big trees.
- 3 The devastating tsunami in Japan made, shocking people everywhere.
- 4 Most tornadoes in the northern hemisphere in the opposite direction to the hands of a clock.
- 5 A broke out causing the whole area to flood.
- 6 Scientists are working hard to the ozone layer before it is too late.

2

B Fire from the sky

We're all used to hearing about tornados, but imagine if a tornado was a whirling fire storm instead of a wind storm. A fire tornado or a 'fire devil' can happen when high temperatures from a wildfire mix with strong winds. They are usually about 300-450 metres high, but they can sometimes reach 1.6 km in height! A fire tornado made world news in 2010 in Brazil when astonished motorists watched one spin and burn its way through fields by a highway. In 1923, the Great Kanto Earthquake in Japan ignited the largest fire tornado in history, killing 38,000 people in 15 minutes. Luckily, fire tornadoes are very rare.

C A watery tale

Have you ever heard the saying, 'it's raining cats and dogs'? Well, what about frogs, fish, jellyfish or even snakes? Believe it or not, there have been many stories throughout history of it raining animals. One explanation is that strong winds or a tornado could pick them up and drop them far away. The rain of fish has been happening every summer in the region of Yoro, Honduras, for over a century. Witnesses say that there is usually a violent storm, then afterwards there are hundreds of living fish on the ground which people take home, cook and eat! Many local people believe that this is a miracle, but some scientists disagree; they believe that the fish are from underground rivers and that the storms somehow bring them up above ground.



3



Study skills

Idioms

Learning idioms improves your ability to read in English and understand colloquial conversation. Compare idioms in the English language to idioms in your language. This will help you remember them.

Weather idioms

7 a) Match the idioms (1-5) with their meanings (A-E). Are there similar ones in your language?

- 1 raining cats and dogs
- 2 every cloud has a silver lining
- 3 fair-weather friend
- 4 in a fog
- 5 is under the weather

- A however bad the situation is, something positive always comes from it
- B confused, puzzled
- C someone who is only around when things are good
- D pouring with rain
- E feels a bit ill

Check these words

weather forecast, wrap up warm, never-ending, lightning storm, weather phenomena, constantly, crash into, violent, silver lining, nitrogen oxide, restore, ozone layer, occur, whirling, temperature, wildfire, (make) world news, astonished, spin, ignite, rare, region, witness, violent storm, miracle, underground river, above ground

b) Use the idioms to complete the gaps.

- 1 Take your big umbrella with you. It is outside!
- 2 Go help Bill. He's..... !
- 3 Jane always leaves when there's a problem, she's such a
- 4 I found a new job that I like better after losing my old one. You see,
- 5 Jill today. She's got a cold.

Speaking & Writing

8 Tell your partner four things you have learnt from the text.

9 **THINK!** Imagine you have experienced one of the weird phenomena in the texts. In three minutes write about your experience and feelings. Tell the class about it. Start like this: *I'm in the region of Yoro, Honduras. It has been raining since morning. Right now it's ...*

1 f Disasters

Vocabulary & Reading

- 1 a) Read the headlines and fill in: *CLOSED DOWN, WASHES AWAY, RUNNING WATER, UNDERSEA, STRIKES, FORCE, EVACUATED.*
- 🔊 Listen and check. Say the headlines in your language.

MASSIVE 1)
EARTHQUAKE 2)
OFF THE COAST OF JAPAN

10-METRE TSUNAMI
3) HOUSES & CARS

4) OF JAPAN QUAKE
MOVES ISLAND BY 2.4 METRES

NUCLEAR POWER STATIONS IN
QUAKE AREAS 5)

HALF A MILLION JAPANESE 6)
THEIR HOUSES & 1.4 MILLION WITHOUT
7)

- b) Use the headlines to tell the class what you think happened in Japan in March 2011.

In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, ...

- 2 Write down three questions you would like to ask about this disaster then read the text. Can you answer your questions?

The Day the Earth moved

On 11th March, 2011, at 14:46 local time, an undersea earthquake struck off the northeastern coast of Japan. The force of the earthquake, the most powerful in Japan's history, triggered a devastating tsunami. **1** The world faced a partial nuclear meltdown and the planet moved on its axis, shortening the length of every day by 1.8 milliseconds. It was a terrible national tragedy that the country will need a great deal of time to recover from.

In the days before the main earthquake, Japan had experienced quite a few foreshocks, some of which exceeded magnitude 7, but nothing could prepare the nation for the main shock, a magnitude 9 quake. It was strong enough to be felt hundreds of kilometres away in Tokyo where buildings shook violently and many office workers ran out onto the streets terrified. **2** Much worse was yet to come as the authorities issued a tsunami warning.

Frantic residents headed for high ground, rooftops or upper floors of buildings. Soon after, a wall of water, 10 m high in some places, rolled across the Pacific Ocean and crashed into the coast.

3 One giant wave even crashed through an airport in Sendai, leaving 1,300 people stranded on the upper floors. The waters reached up to 10 km inland before heading back out to sea, now loaded with debris and leaving a swamp-like landscape of landslides and mud. TV viewers couldn't believe their eyes as these scenes were broadcast around the world.

By this time, many areas were without electricity as pylons had crumbled which caused a major disaster at Japan's nuclear power stations. **4** The government immediately ordered an evacuation of hundreds of thousands of residents. Explosions rocked the plant as courageous technicians struggled to control the damage and prevent a nuclear meltdown.

Over the next few days, a large number of aftershocks continued to shake Japan, causing plenty of problems for rescue teams as they raced to find survivors. Several countries sent relief workers and the world held its breath while it waited to see how the tragedy would end. **5** Over 15,000 people died that day and thousands more were missing. Several amazing tales of survival came to the attention of the world's press, though. A 4-month-old baby girl was pulled alive from the rubble four days after the earthquake. A man was found clinging to his rooftop as it was floating 14 km out at sea 2 days after the tsunami. And there was the Japanese student in California, desperate for news of her lost family, who found them on a YouTube news clip. It showed her sister holding up a sign and sending a desperately-needed message of hope across the world: "We all survived."

Check these words

strike, devastating, nuclear meltdown, axis, foreshock, exceed, shake, epicentre, authorities, warning, head for, roll across, crash into, loaded (with), debris, landslide, mud, pylon, evacuation, explosion, courageous, technician, struggle, aftershock, relief worker, desperate, collapse, rip apart, blaze, force, sweep away, inland, slam into

3 Read the text again. Five sentences are missing. Match each sentence (A-F) to a gap (1-5). There is one extra sentence.

- A Closer to the epicentre, buildings collapsed, roads and railways were ripped apart and fires blazed.
 B The evacuation zone around the nuclear power plant was soon increased to 20 km.
 C Many thousands of people lost their lives and roads, buildings and entire villages were swept away.
 D Sadly, there were hardly any survivors.
 E Without power, the cooling system at the Fukushima No. 1 Plant failed.
 F It washed away houses and cars and hurled ships far inland, carrying them along and slamming them into whatever lay in their path.

4 Match the highlighted words with their meanings: *holding on tightly, panicked & frightened, broken into small pieces, started, incomplete, unable to leave, pieces of bricks, stones & other materials, very wet, violently threw.*

Grammar Quantifiers

see pp.
GR 4-5

5 a) Write C (countable), U (uncountable) next to each word.


- not any C/U, few, many, a few, most
- not many, some, a lot of, too many
- little, too much, very little
- not much, lots of, a little


b) Choose the correct words. Explain your answers, then make sentences using the other words.

- Were there **any/some** aftershocks after the earthquake?
 - Rescue workers found very **few/little** survivors in the rubble.
 - A lot of/Much** people lost loved ones in the earthquake.
 - There was only **a little/a few** water left.
 - Most/Too much** people in the town didn't have **some/any** electricity after the earthquake.
 - There wasn't **much/many** hope of finding **any/some** survivors in the burning building.
- 6** Read the sentences. Which phrase is not possible in each sentence? Which can be followed by: a countable, uncountable noun? Find more examples in the text in Ex. 2.
- There was a **large amount of/a great deal of/a number of/plenty of** rain in the days after the earthquake.
 - He heard **quite a lot of/quite a few/a little/plenty of** amazing survival stories after the disaster.
 - There were **no/hardly any/any/a small number of** survivors.
 - Much/A large number of/Several/A couple of** nuclear power plants were damaged during the earthquake.
 - All/Several/Every/Each** of them had lost their homes.
- 7** Fill in: *the whole of, both, neither, either, none*. Check in the Grammar Reference section.

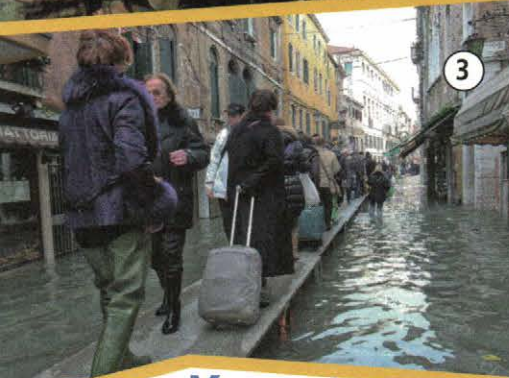
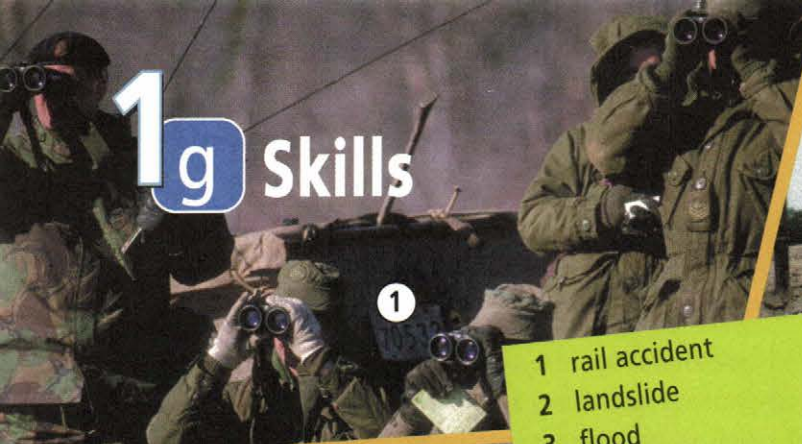
- Anna nor Steve were in Japan when the earthquake struck.
 - Sadly, the tsunami and the earthquake caused terrible damage.
 - the world was shocked.
 - we leave now or wait until they come.
 - Lots of people were in the building when the fire broke out, but fortunately of them got hurt.
- 8** Make sentences based on the text using: *the whole of, a large amount of, hardly any, most people, little hope, a few.*

Speaking & Writing

9 **THINK!**  Listen and read the text. Imagine you were in Japan on the day of the earthquake and tsunami in March 2011. Where were you? What did you see and hear? How did you feel? In a few minutes, write a few sentences. You can use the headlines in Ex 1a. Tell your partner or the class.

10  Draw a picture or find pictures to raise awareness of the victims of the disaster in Japan. Present it/them to the class.

1g Skills



- 1 rail accident
- 2 landslide
- 3 flood
- 4 factory explosion
- 5 road accident
- 6 plane crash
- 7 severe/freak storm
- 8 environmental disaster
- 9 tsunami
- 10 earthquake
- 11 war
- 12 avalanche



Vocabulary Disasters

A TRAIN COLLISION INJURES 50

B Violent Tremors Hit Capital City

C Oil Spill Blackens Coast

D 20 SURVIVORS RESCUED FROM AIRCRAFT

E Dangerous Blast At Chemical Plant

F CITY CENTRE BUILDINGS DAMAGED BY HURRICANE

G Rising River Waters Close Roads

H Side Of Mountain Collapses Onto Homes

1 a) Listen and say the types of disasters. Which are: *natural?* *influenced by man?* Which can you see in the pictures?

b) Which accident/disaster (1-12) best matches each of the headlines (A-H). Which words helped you decide?

2 a) Listen to some people describing the disasters in the pictures 1-4. Match the descriptions A-D to the disasters 1-4.

b) Choose a picture and describe it to your partner in as much detail as possible.

Speaking

Giving bad news & reacting

3 Use the headlines in Ex. 1b and the language in the box to make exchanges, as in the example.

Giving bad news	Reacting
• Did you hear? There's been ...	• It's awful, isn't it?
• Did you see/hear about the ... on the news?	• Oh no! That's awful/terrible!
• Have you heard?	• Really? How horrible!
• Guess what happened!	• I don't believe it!
• You'll never guess what's happened!	• That's so sad/depressing, etc.
• Look at this!	

A: *Did you hear? There's been a major train crash and 50 people have been injured.*

B: *It's awful, isn't it?*

Listening

4 You'll hear a radio news report. For questions 1-5, listen and tick (✓) T (true) or F (false).

- 1 The train crash happened at lunchtime.
- 2 No one died in the accident.
- 3 The reason for the lights' failure isn't known yet.
- 4 The flood is due to a burst water pipe.
- 5 The town suffered a worse flood last year.

	T	F
1		
2		
3		
4		
5		

5 Choose a disaster which was in the news last month. Prepare a short news report for the local TV station. Talk about: *place, date, event, what happened.*

1 What do you know about tsunamis? What else would you like to know? Write down three questions you would like to ask.
 Listen and read to see if you can answer your questions.


2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading.

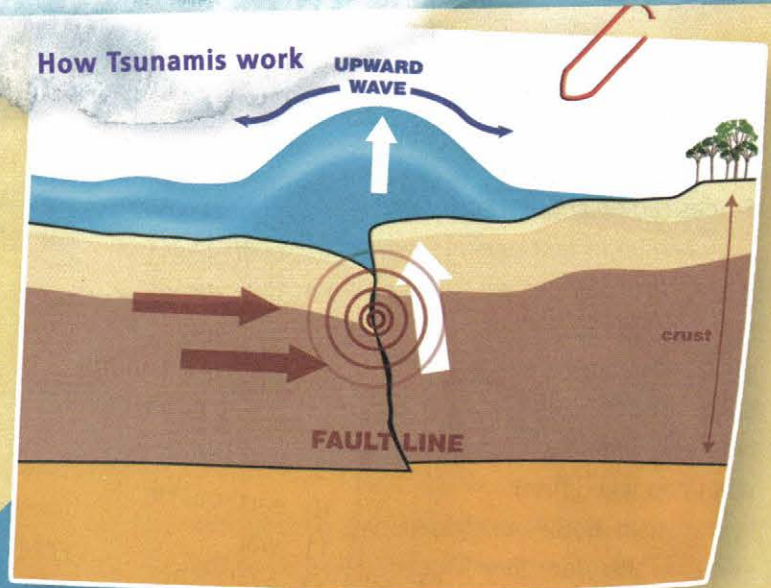
- A A frequent phenomenon
- B Happening one after the other
- C High tide
- D Deadly power
- E A sudden movement
- F Less by degree
- G Below the surface

3 Complete the sentences with words/phrases from the **Check these words** box.

- 1 A tsunami can be caused by a(n) underwater.
- 2 When the Earth's move suddenly, an earthquake happens.
- 3 A tsunami is similar to throwing a(n) into a lake, but on a much larger
- 4 When the water reaches the and comes it destroys everything in its
- 5 A tsunami can buildings and destroy ecosystems.

4 Tell your partner or write four things you have learnt about tsunamis.

5 **ICT**  Collect more information about tsunamis. Use the key word: **tsunami** Present your information to the class.



Tsunami:

A wave of disaster

1
 A tsunami is a large wave that travels at great speed towards land. They are usually caused by an undersea earthquake, but they can also happen after a large undersea landslide and an underwater volcanic eruption.

2
 When an undersea earthquake happens, the Earth's tectonic plates move suddenly downwards or upwards. This usually happens on a fault line and one plate slides below the neighbouring plate causing a large amount of water to be forced upwards.

3
 This water forms a wave. Just like when you throw a pebble into a lake, the water ripples outwards. It is the same with a tsunami, but the water doesn't stop moving until it reaches land.

4
 As the wave moves towards the land, it increases in speed and strength. Not all tsunamis are giant waves when they hit the shore, though. Many of them come inland as a strong and fast tide. However, the impact of the water often destroys everything in its path.

5
 After the initial tsunami hits land, there are often other waves following it, that can be just as big, which slowly get smaller over time. The same as the ripples from the pebble mentioned before, but on a much larger scale.

6
 Water is a very powerful force and can cause tremendous damage. As well as the loss of life that a tsunami can cause, it can flatten buildings and trees and destroy whole ecosystems.

Check these words
 speed, undersea landslide, volcanic eruption, tectonic plates, fault line, slide, force, pebble, ripple, outwards, shore, come inland, fast tide, impact, in its path, initial, on a larger scale, tremendous damage, loss of life, flatten, ecosystem

1 Writing

A story

Writing Tip

Writing stories

Stories can be about real or imaginary situations. They can be in first person (*I, we*) or third person (*he, she, they*). Before we start writing a story, we first decide on the type of story, the main characters and the plot.

In the **first paragraph** we set the scene (when/where it happened, main characters, weather, what happened first).

In the **main body paragraphs**, we describe the events in the order they happened leading to the climax event (the main event), and the main event.

In the **final paragraph** we write what happened in the end and how the character(s) felt.

We normally use **past tenses** and **time linkers** (*as, when, after, later, while, suddenly, finally*, etc) to help the reader follow our story. We can also use a **variety of adjectives** and **adverbs** and **direct speech** to make our story more interesting to the reader.

Study skills

Understanding rubrics

To plan your piece of writing you need to understand the rubric as it contains information on the imaginary situation, the imaginary reader which will help you decide what style you will write in, the type of writing and any specific details.

- 1 Read the rubric and look at the key words in bold. Answer the questions.

A travel magazine has asked its readers to send short stories describing a **nasty holiday experience** they had. The best story wins a three-day visit to London. Write your story for the competition (**120-180 words**).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your piece of writing be about?
- 4 How many words should you write in?
- 5 Will your narrative be in the first person or the third person.

- 2 Read the story and answer the questions.

- 1 How does the writer set the scene?
- 2 What is the climax event?
- 3 What happened in the end?
- 4 How did the characters feel?

The RUNAWAY Train

By John Brown

During my summer holiday, my friend James and I were travelling across the USA. One day, we decided to take a journey on a steam train which became a thrilling adventure. Little did we know that we were in for a terrifying experience.

We had been enjoying the smooth ride when something went terribly wrong. We had just come out of a tunnel and we were slowly making our way down a hill when suddenly there was a loud screeching noise. Then, instead of slowing down we began to speed up.

People started screaming frantically. As we all held onto our seats, the train started rocking dangerously from side to side. A man got out of his seat and ran quickly to the front of the train. A few minutes later, the train began to slow down. Soon after that, we pulled into the next station and we all got up anxiously to see what had happened. It seems the driver had hit his head and fallen unconscious.

Luckily, the passenger had got there in time to slow down the train and save the day. We were relieved to hear that no one had been hurt and that the driver was well.

- 3 Put the events in the order they happened. Compare with your partner.

- A We heard a screeching noise.
- B We pulled into the next station.
- C James and I went on a train journey.
- D A man ran to the front of the train.
- E The driver hit his head.
- F The train began to speed up.
- G The train started to slow down.
- H The driver was well.

- 4 Which adjectives has the writer used to describe the following?

- | | |
|-----------|---------|
| 1 | 2 |
| adventure | ride |
| | 3 |
| | noise |

5 Write the adverbs the writer has used to describe the following:

- 1 making our way
- 2 screaming
- 3 train rocking
- 4 ran
- 5 we got up

6 Fill in the sentences with a suitable adjective or adverb from the list.

- deafening • dark • rapidly
- carefully • terrified • violently
- massive • heavy

- 1 The thunder was and the windows were shaking
- 2 I felt absolutely when I saw the wave rushing towards us.
- 3 clouds filled the sky as the rain poured down.
- 4 Simon drove across the bridge.

7 Fill in: *suddenly, before, and then, eventually, as soon as, while, and.*

1) we reached London, we looked for somewhere to spend the night. 2) we came across a small cosy hotel. 3) we were waiting at the reception, a young man entered. He looked at us coldly then disappeared in the lift without saying a word. 4) we heard a scream. Minutes later the young man came down the stairs. He looked very scared 5) his hands were shaking. 6) we said a word he grabbed my hand and said, "I saw him. He is in my room waiting for me. Please, help me," 7) he fainted.

Study skills

Setting the scene

When we write a story, we start by setting the scene. To do so, we imagine we are looking at a picture and try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*), and what happens. We can use our **senses** to make the descriptions more vivid. We can describe what we **see** (e.g. *a cute dog*), **hear** (*barking*), **feel** (*soft grass*) or **smell** (e.g. *the scent of orange trees*).

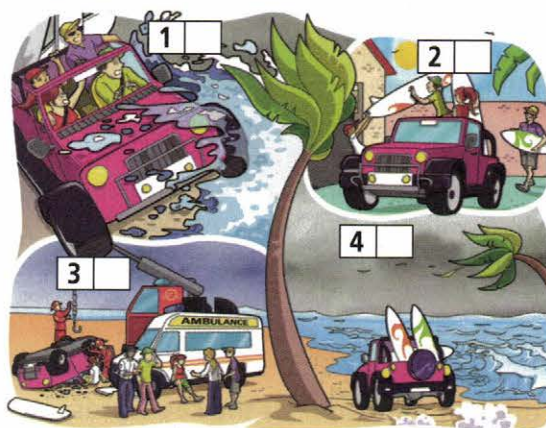
8 Look at the picture and use the prompts to set the scene. Start with the sentence given.



Steve could never expect his weekend trip would end like this.

9 Put the pictures in the correct order (1-4) to make the outline of a story.

Listen and check.



10 A magazine has asked its readers to send in stories (120-180 words) about a nasty experience. Use the pictures in Ex. 9 to write the story. Follow the plan.

Plan

- Para 1: set the scene: characters, when/where, weather (*One hot day, Matt & ... After they ...*)
- Paras 2/3: events in order they happened & climax event (*By the time they got ... Dark clouds ... All of a sudden, ...*)
- Para 4: what happened in the end, feelings (*Before long ... Everyone sighed with relief.*)

Reading (T/F/NS statements)

1 Read the rubric, then read the text through once. What is it about?

You are going to read a text about a strange news story. Choose which of the statements (1-5) are *T* (true), *F* (false) or *NS* (not stated).

LADIES AND GENTLEMEN, WE INTERRUPT OUR PROGRAMME ...

It was the night before Halloween, 1938, and families around the USA changed stations on their radios to find themselves listening to a radio programme featuring Ramon Raquello and his Orchestra.

Suddenly, a voice interrupted it with some breaking news. "A huge flaming object" had fallen out of the sky in Grover's Mill, New Jersey. The programme returned to the music, but then broke off almost immediately for another bulletin. Something was climbing out of the smoke-filled crater, something from another planet. Reporters presented eye-witness accounts, the authorities advised citizens and scientists gave informed opinions.

Listeners panicked. Some ran onto the streets using wet towels as gas masks and some raced to be with their families in their last moments. Others loaded guns and hid in cellars, preparing to defend themselves against whatever had landed! Also, phonelines were jammed as desperate citizens tried to find out exactly what was happening.

What these people didn't realise was that they were listening to Orson Welles' radio play of the science-fiction classic, *The War of the Worlds*. Welles' impressive production staged the events of the invasion as if they were really happening. It was an alien invasion! It was so realistic that thousands of listeners were convinced that a real alien invasion was taking place.

How were people fooled so easily? Seventy years ago, very few households had a television so people got their news from newspapers or the radio. They believed what they read or heard.

So when people found out that the invasion was just a radio play, they were furious. The following day Welles' name was all over the newspapers and there were calls for the government to pass laws to stop similar things ever happening again. Orson Welles went on to have a glorious film career, but he will never be forgotten as the man who convinced America that the Martians had landed!

- 1 The strange events take place on Halloween night, 1938.
- 2 Many families were listening to a play on the radio.
- 3 Many people believed that aliens were invading.
- 4 Orson Welles was upset that people had been tricked.
- 5 Afterwards, people were quite angry about what happened.

Listening (Multiple matching)

2 a) Read the rubric and the headings A-F. Think of words you expect to hear in each report.

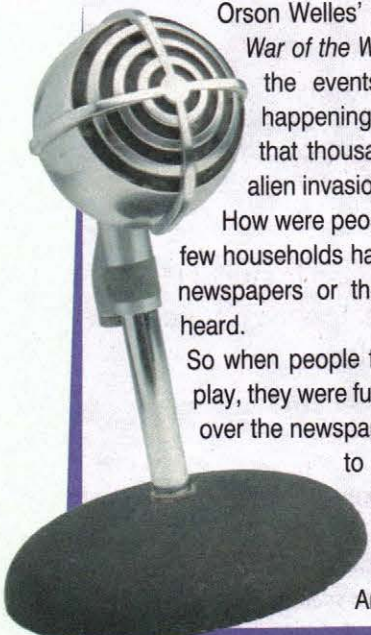
e.g. narrow escape – lucky, no one hurt ...

You will hear 5 different news reports from a radio programme. Match the speakers (1-5) to the news headlines (A-F). There is one extra news headline.

- A NARROW ESCAPE
- B DISASTER AT SEA
- C HOPE AFTER THE DISASTER
- D DISRUPTION TO DAILY LIVES
- E TAKEN BY SURPRISE
- F PAYING FOR A WRONG DECISION

1	2	3	4	5

b) Do the task. Which words helped you decide?



Reading (T/F/NS statements)

- 3 a) Read the rubric. Then read the title of the text and look at the picture. What could the text be about? Read through quickly and check to get the general idea.

You are going to read a text about a photojournalist. Choose which of the statements (1-5) are *T* (true), *F* (false) or *NS* (not stated).

LIFE through the LENS

I've been a photojournalist for the last twenty years and I'm frequently asked about the difference between what I do and what a(n) ordinary photographer does. Well, most photographers – paparazzi, wildlife photographers, sports photographers, to name but a few – use their images to illustrate an article; my photos don't have words. I take a series of pictures that, I believe, get to the heart of the story. It could be a conflict like Somalia or a disaster like Hurricane Katrina and it often means spending weeks away from home.

One of the things I love about my job is the diversity. Depending on the story, I might be dodging bullets in a war zone, staying in a village in India or walking the streets of Manchester with the homeless. I go where the story is. Is it dangerous? Sometimes, but it's worth it. I met a woman three weeks ago who told me that my coverage of war victims in Somalia had inspired her to become a doctor. She works for *Médecins Sans Frontières* and travels the world helping the injured. That's what good photojournalism can achieve!

The job is changing, though, with digital photography. Photographers used to wait days or weeks for the right moment to get the shot, but with an HD video camera, you can film continuously and then just freeze-frame to get the perfect picture. I'm old-fashioned, though, I still rely on my photographer's instincts and a camera that's been with me from Alaska to Zanzibar. It was with me when I took some of my most moving pictures – the ones of the 33 Chilean miners being rescued after two months trapped underground. The emotion on their faces and the faces of their families will stay with me for a lifetime - and I have the pictures to prove it!

- 1 The writer believes he is different to other photographers.
- 2 The writer doesn't like spending time away from home.
- 3 He says that he likes the variety of work that he gets to do.
- 4 He has recently adopted new digital photography techniques.
- 5 He has had his old camera for twenty years.

- b) Do the task. Compare your answers with your partner.

Speaking

(Personal questions)

- 4 a) Listen and read. Underline the words/phrases the person uses to express his likes/dislikes. What reasons does he give?

I enjoy watching a variety of TV programmes, but I just love police dramas like *CSI*. I find them really exciting and interesting. I'm not really a fan of soap operas, though, and I can't stand watching reality shows. I think both of these are silly and a waste of time.

Likes	Dislikes
• I really/quite like/enjoy ...	• I (just) hate ...
• I'm fond of ...	• I (really) don't like ...
• I (absolutely) love ...	• I'm not keen on ...
• I'm (really) keen on ...	• I'm not really a fan of ...
• I think that ... is/are really fascinating, etc	• I find ... boring/exciting, etc

- b) Read the rubric. In pairs, think of words related to the topic.

Give a 1.5-2 minute talk about TV.

Remember to say:

- what kinds of films and programmes you like and dislike
- what your favourite programmes are and why
- when and how many hours a week you watch TV

- c) Do the task.

Word formation

- 5 Read the text. Fill in the gaps with the proper lexical form of the capitalised words. Compare with your partner.

James Boole is an incredibly lucky man, jumped out of a helicopter at almost 2,000 m and lived to tell the tale. James was making a 1) about parachutists and was trying to get shots of an athlete jumping from a helicopter over an 2) volcano in Russia. When the athlete jumped, it was James' job to follow him out of the helicopter and get the footage – something that required all his 3) Falling through the smoke from the volcano, he suddenly saw snow which meant he was far too close to the ground. He pulled the cord on his parachute, but he knew it was too late. He hit the ground and blacked out. When James woke up, he was overjoyed to have survived, but 4) that he had broken his back. The helicopter crew found him in a 1m crater in the snow and took him straight to hospital. 5), his back was only fractured and after six months, he was able to jump again.

DOCUMENT

ACT

CONCENTRATE

TERRIFY

FORTUNATE

Key word transformations

- 6 Complete the gapped sentences so that they have a similar meaning to the original ones. Use two to five words including the word given. Accurate spelling and grammar is required.
- I had never flown through a thunderstorm before.
TIME It was
..... flown through a thunderstorm.
 - A lot has changed in earthquake prediction over the years.
MANY There
..... in earthquake prediction over the years.
 - Rescue teams were unable to find any survivors.
SUCCEED Rescue teams
..... any survivors
 - The mountaineers didn't take any notice of the avalanche warnings.
ATTENTION The mountaineers
..... the avalanche warnings.
 - A lot of newspapers want to print Martin's photographs.
HIGH Martin's photographs
..... with a lot of newspapers.

Writing (a story)

- 7 a) Read the rubric and underline the key words. Brainstorm for ideas under the headings: *characters, weather, where/when, events in order they happened, climax event, feelings at end*. Write your story.

Your college's English magazine is asking for readers to submit stories with the title 'An Amazing Rescue'. The best story will appear in the next edition of the magazine. Write your story (120-180 words).

- b) Go through the Checklist and make any necessary improvements to your story.

Checklist ✓

- Have you divided your story into paragraphs with a clear beginning, main body and ending?
- Does your beginning set the scene? (characters, where/when story happened, weather, etc.)
- Have you used a variety of past tenses?
- Have you presented the events in the order they happened in the main body?
- Have you used linking words to show the sequence of events?
- Have you used a variety of interesting adjectives and adverbs?
- Is your spelling, punctuation and grammar correct?

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

back away: move backwards from sth/sb
back down: give in, accept defeat
back up: make a copy of a file/programme, etc
back sb up: give support to sb
back out: decide not to do sth
call sb back: return sb's phone call
call off: cancel
carry on: continue
carry out: do sth as planned (a plan/order/threat, etc), perform or conduct (repairs, research, tests, etc)

- 1 The guard asked the passengers to **back away/down** from the edge of the train platform.
- 2 The school carried **on/out** a fire safety drill.
- 3 Despite his accident, Aron carried **on/out** climbing.
- 4 **Back up/out** your computer files regularly.
- 5 The match was called **off/back** due to heavy rain.
- 6 She backed **down/out** from the race in the end.

2 Choose the correct preposition.

- 1 Tsunamis travel **at/on** a great speed.
- 2 Aron Ralston lives his life **from/to** the fullest.
- 3 Martin's photos are always **at/in** high demand.
- 4 The tsunami destroyed everything **on/in** its path.
- 5 The man was begging **in/for** help.

Words often confused

3 Choose the correct word.

- 1 He tried hard to **stay/keep** alive.
- 2 The ground started to **shake/jump**.
- 3 The clouds **blocked/closed** the view.
- 4 The water **raised/rose** fast.
- 5 The tsunami **reached/arrived** land fast.

Word formation

4 Fill in the sentences with the correct word in the list.

Compound adjectives

We form compound adjectives with two words, usually joined by a hyphen. We often use **adjective/noun/number + noun + -ed** (*red-haired, two-faced*), **adjective/adverb/noun + past participle** (*short-tempered, well-known*), **adjective/adverb/noun + present participle** (*long-lasting, time-consuming*).

- well • thought • man • thirty • never

- 1 The lightning storm in Catatumbo is almost ending.
- 2 The children were very behaved for the babysitter.
- 3 I saw a provoking documentary about earthquakes last night.
- 4 Lava fountains can reach as high as a storey building.
- 5 Lives are lost every year through natural and made disasters.

Collocations

5 Fill in: *arm, flow, dormant, volcanic, take, struck, environmental, tectonic, emergency, freelance*.

- | | | | |
|--------------------|--------------|-------------------|-------------|
| 1 | plates | 6 | services |
| 2 lava | | 7 | |
| 3 | | | disaster |
| | photographer | 8 | volcano |
| 4 | eruption | 9 | precautions |
| 5 prosthetic | | 10 disaster | |

Quiz

Read through Module 1 and mark the sentences *T* (true) or *F* (false). Now write a quiz of your own. Give it to your partner. Check their answers.

- | | |
|--|---|
| 1 A lava fountain can shoot up to three feet. | 5 Fire tornadoes are rare. |
| 2 Aron Ralston was trapped for a week. | 6 Lake Portchartrain is in the north of New Orleans. |
| 3 Blue John Canyon is in Utah. | 7 Floods cause tsunamis. |
| 4 Hurricane Katrina hit New Orleans in 2005. | 8 In Honduras, it rains fish every summer. |



Reading & Listening

- 1 Look at the picture. What do you know about this man? Think of three questions.

🔊 Listen and read the text. Can you answer your questions?


- 2 Read the text and mark the statements *T* (true), *F* (false), or *NS* (not stated).

- 1 Yuri Gagarin made the announcement about his flight on Moscow Radio.
- 2 Yuri was the only person in the spacecraft.
- 3 Before his flight it was feared that people could not travel in space.
- 4 Yuri had already been famous in Russia before achieving his flight.
- 5 Yuri received many awards for his achievement.

- 3 Tell your partner three things that impressed you from the text.

- 4 **THINK!** Why do you think space exploration is important? Would you like to go to space? Why (not)? Explain.

Writing

- 5 **ICT**  In groups of three, find out more about the International Space Station. Make a poster. Present it to the class.



YURI GAGARIN

It was at 10 am on 12th April, 1961 when Radio Moscow interrupted scheduled broadcasting to announce something truly historic and magnificent. "Here is our special news," it stated. "The first cosmic spaceship named *Vostok 1* with a man on board has orbited around the Earth from the Soviet Union. He is an airman, Major Yuri Gagarin."

An hour earlier the spacecraft *Vostok 1*, with Yuri Gagarin as its only crew, was fired from a launch pad in Baikonur in Kazakhstan. It orbited the Earth once at a speed of 27,000 kilometres per hour for a total duration of 108 minutes. The ship's flight path took it up to space and over the Pacific Ocean, South America, across the equator, and the South Atlantic before re-entering the Earth's atmosphere and landing at Engels. His safe return put to rest worries that space flight could be fatal to humans and opened the doors to space travel.

The news quickly spread and the world was astonished. The Soviet Union had beaten the USA in the race to get the first man into space and Yuri Gagarin had become that man. The Soviet leader Nikita Khrushchev congratulated Gagarin on his achievement and sent him a message from his Black Sea holiday home in which he said that the flight opened up a new page in the history of mankind in its conquest of space. Major Yuri Gagarin, a previously unknown army officer, instantly became a national hero and an international icon.

Today, the landing site at Engels has become a monument park at the centre of which is a 25-meter tall sculpture of a silver metallic rocket ship and a three-meter tall statue of Yuri Gagarin. The space hero has not been forgotten and on the 50th anniversary of his voyage into space world cosmonauts honoured the hero when the Russian, American, and Italian crew of the International Space Station sent a special video message to wish the people of the world a 'Happy Yuri's Night'.

Check these words

interrupt, scheduled, broadcasting, cosmic, orbit, congratulate, mankind, conquest, hero, icon, honour

Vocabulary: shops & services, materials and substances, supermarket shopping, furniture & appliances, faulty products
Grammar: future tenses (*will, be going to*, present continuous, future continuous), comparisons, *-ing/(to)-infinitive* form, future perfect – future perfect continuous, clauses of concession
Everyday English: buying clothes
Intonation: exclamations
Phrasal verbs: *do, drop, get*
Word formation: verbs from nouns/adjectives
Writing: an email of complaint
Culture Corner: Famous products from the USA
Curricular (Citizenship): Responsible shopping
Russia 2: Moscow's flea market

Module 2

Consumer society

Vocabulary

Shops & services

1 Listen and say. In which of the shops would you hear sentences 1-12?

- shoe shop • clothes shop • supermarket
- chemist's • bookshop • optician's
- jeweller's • post office
- butcher's • baker's • florist's
- hair salon

- 1 "Have you got this in a smaller size?"
- 2 "Four chicken breasts, please."
- 3 "Excuse me, where are the biographies?"
- 4 "I'd like to get my eyes tested, please."
- 5 "Two bunches of daffodils, please."
- 6 "I take a size 6."
- 7 "Can I try these earrings on, please?"
- 8 "I'd like a cut and blow-dry, please."
- 9 "I've come to pick up my prescription."
- 10 "Can I send this first class, please?"
- 11 "Could you tell me which aisle the frozen foods are in?"
- 12 "Are these rolls freshly baked?"

2 Listen to the dialogues. In which shop does each take place?

- A C
- B

3 Choose a picture and say or write a short dialogue or a paragraph about it. Tell the class.



1

OVER TO YOU!

What kinds of shops do you have close to your home? Compare them with the shops in the city centre. Which do you visit most often and what do you buy?



2



3

4



2a Products of the future

Vocabulary

Materials & substances

- 1 Listen and say. Make sentences as in the example.



1 fabric (cotton, silk, wool, nylon, etc)



2 metal (aluminium, steel, etc)



3 glass



4 wood (oak, pine, etc)



5 plastic

The bag is made of silk.

Reading & Listening

- 2 Read the title, the introduction, and look at the pictures. What do you expect the text to be about?

Listen and read to find out.

- 3 Read and mark the statements T (true), F (false) or NS (not stated). Justify your answers.

- 1 Spray-on clothes don't last long.
- 2 Spray-on clothes can be recycled.
- 3 Many people are already buying spray-on clothes.
- 4 3D printers are very expensive to buy.
- 5 3D printers could be used in medicine.
- 6 The e-home is activated when you talk to it.
- 7 E-homes are already available.

Tomorrow's World

Think about a normal day. What do you usually wear? What technology do you use? What's your house like? Now let's see what everyday life will be like in the future.



What will we be wearing in the future? While some scientists are developing textiles that allow the wearer to generate electricity as they walk and others are working on clothes that monitor your fitness, Dr Manel Torres and Prof Paul Luckham have invented a

spray-on fabric. The spray contains minute cotton, wool, linen or acrylic fibres that dry instantly on your skin and turn into garments like T-shirts or tops. You can wear it, wash it and then wear it again – just like the rest of the clothes in your wardrobe. Then, when you get bored, you can dissolve it and use the material again to make something new. *Fabrican* took ten years to develop and when it goes on sale, it'll probably cost around £10 a can – cheap enough for trendsetters to wear something new every day. Dr Torres hopes that in the future there will be spray booths in stores where you can drop in to design something new. They are also looking into its use for spray-on bandages and furniture coverings.

Wouldn't it be great if you could just think of something you want and print it out on a computer? Well, believe it or not, you can. For the first time ever, scientists have found a way to print out fully-working machines using a 3D printer. The first item is a fully-functional bicycle made of nylon called the Airbike. It's as strong as steel but much lighter. It comes out as a complete bike with no assembly required. The possibilities for this new technology are endless. Medical researchers hope that with a special cartridge of human cells and bio-friendly gel, it can be used to print out skin grafts for burn victims. They have already managed to demonstrate the potential medical uses by printing out a copy of a human ear in 30 minutes.



see pp.
GR 5-6

Grammar

Future tenses (will, be going to, present continuous, future continuous)



As you arrive home with the shopping, Grace tells you who phoned while you were out. You put your groceries down on the kitchen counter and she gives you recipe ideas, tells you how to cook them, and gives you dietary advice. As you move into the living room she organises your evening entertainment. A window made of smart glass becomes a TV, wallpaper changes on demand and every surface doubles as a touch screen with instant Internet access. But Grace isn't a member of the family, at least not yet. She's a network of voice-activated computers that runs the e-home – the house of the future. Grace is the star of a show home by Microsoft that demonstrates much of this technology and all of it is going to be on the market within the next few years. So, before long we will be talking to the walls!

Check these words

develop textiles, generate electricity, monitor fitness, spray-on fabric, minute fibres, dry instantly, turn into, garment, dissolve, go on sale, trendsetter, booth, drop in, look into, bandage, furniture covering, fully-working machine, fully-functional, lighter, no assembly required, endless possibilities, cartridge, skin graft, burn victim, dietary advice, on demand, instant, voice-activated

Fill in: *turn into, access, instantly, endless, dissolve, assembly.*

- 1 Spray-on clothes contain minute fibres which dry
- 2 The Airbike is ready to ride as it doesn't require any
- 3 Dr Torres has developed a fabric that can any garment.
- 4 The possibilities of using the new spray are
- 5 A touchscreen gives you instant to the Internet.
- 6 Some supermarkets are using plastic bags which in water, leaving no trace.

5 Match the examples to the descriptions. Find more examples in the text in Ex. 2.

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | It's hot in here. I'll open the window. |
| 2 | <input type="checkbox"/> | She's going to buy a printer soon. |
| 3 | <input type="checkbox"/> | Don't worry. I won't be late. |
| 4 | <input type="checkbox"/> | Sarah's taking her driving test next week. |
| 5 | <input type="checkbox"/> | Our homes will be very different in the future. |
| 6 | <input type="checkbox"/> | I won't be studying tomorrow afternoon. |
| 7 | <input type="checkbox"/> | He's got the car keys. He's going to drive into the city. |

- a a promise
- b a fixed arrangement
- c a prediction based on what we believe/imagine
- d a plan or intention
- e an on-the-spot decision
- f an action in progress at a certain time in the future
- g a prediction based on what we see

6 Choose the correct verb form. Identify the reason for the use of each tense.

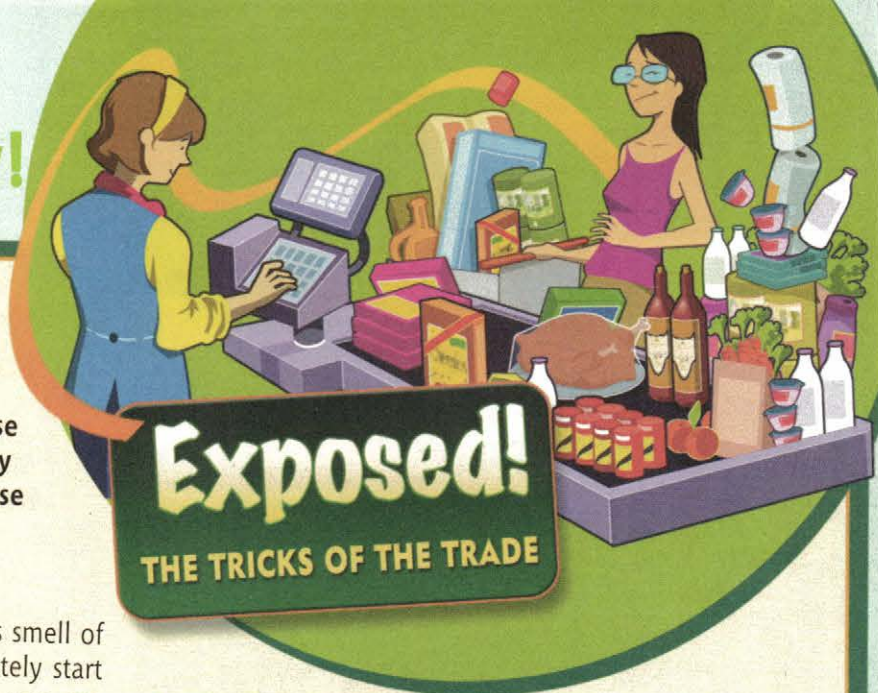
- 1 That's the phone. I **will answer/am answering** it.
- 2 I think he **is going to be/will be** happier there.
- 3 Now that I've got some money I **will be buying/ am going to buy** a new PC.
- 4 **Will you work/Are you working** tomorrow afternoon?
- 5 This time next week we are **travelling/will be travelling** to Chile.
- 6 Sorry! I **won't/am not going to** lie again.
- 7 He's wearing his T-shirt, shorts and trainers. He **will be playing/is going to play** football.

7 Say two things you: will be doing this time next week, are doing tomorrow evening, will do in the summer, are going to do this weekend.

Speaking & Writing

8 THINK! How do you think each invention in the text will improve our lives? In three minutes write a few sentences. Tell the class or your partner about it.

2b Buy, buy, buy!



Exposed! THE TRICKS OF THE TRADE

You only wanted some milk and a loaf of bread, so why is your basket overflowing by the time you get to the checkout? Well, the answer lies in the tricks supermarkets use to make you spend more. Let's grab a trolley and find out some of the secrets behind those sliding doors!

1

As you walk into the supermarket, the delicious smell of freshly-baked bread hits you and you immediately start feeling hungry. Then, right by the entrance, you see beautiful **displays** of fresh and colourful produce, making you feel even hungrier. This is all **intentional**, because every supermarket knows that hungry customers buy more fruit and vegetables. Also, starting your shopping by selecting healthy, fresh fruit and vegetables may make you feel less guilty about picking up a few extra treats later on.

2

Who can resist a 'buy one get one free' deal? Yet, with around one third of the food the world produces going to waste, is that second chocolate cheesecake really necessary? In the same way, '3 for £6' might sound like a great **bargain**, but always check how much an item costs individually. You might not be saving very much at all and you'll have two extra items that you don't really need.

3

Supermarkets know that customers tend to choose products that are at eye level, so the items on the middle shelves are usually the most expensive ones. Cheaper brands are on high shelves that are hard to reach. So, remember to give your neck a **workout** and check out what's on the top shelves.

4

Don't expect supermarkets to use packaging strategies that make it easy to work out which goods are the cheapest either. It may be easier to **grab** some pre-packaged apples, but they're also a lot more expensive than loose ones.

5

Have you ever noticed that just when you've learnt where the tomato ketchup is, the shop moves it? Supermarkets love doing this, so that you have to spend time walking up and down the aisles looking for what you want to buy. Then, when you finally arrive at the checkout, there are tempting displays of sweets and magazines to throw into your trolley while you're waiting in line.

6

If you think all these things are **sneaky**, look at what supermarkets are planning for the near future! Shops will scan your loyalty card as soon as you walk in and send money-off coupons to your mobile phone as you shop. 3D displays will address you by name and as you're walking out you might even get an SMS telling you that you've forgotten to buy milk!

Vocabulary

Supermarket shopping

1 a) Listen and say.

- supermarket aisle • trolley • checkout • cashier
- supermarket sections • customer • pre-packaged food

b) Use words/phrases from Ex. 1a to describe the picture in the text.

2 a) How often do you shop at a supermarket? Do you make a shopping list before you go? Do you stick to it? If not, what extras do you usually buy?

b) What tricks do supermarkets use to tempt us into spending more?

Listen and read to find out.

3 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra subheading. Justify your answers.

- A BUY NOW, PAY LATER
- B WRAPPING IT UP
- C SEARCHING THE SHOP
- D COOKING UP MORE TRICKS
- E TEMPTING YOU WITH SPECIAL OFFERS
- F APPEALING TO THE SENSES
- G LINE OF SIGHT

Check these words

expose, overflow, the answer lies, grab, sliding doors, freshly-baked bread, the smell hits you, fresh produce, intentional, resist, deal, go to waste, bargain, tempt, tend to, at eye level, brand, give your neck a workout, strategy, pre-packaged, loose, aisle, checkout, tempting display, wait in line, sneaky, scan, loyalty card, money-off coupons, address sb by name

4 a) Fill in: *sliding, tempting, pre-packaged, environmentally, eye, money-off, wait in, loyalty.* Use the phrases to make sentences, as in the example.

- 1 products; 2 coupons; 3 friendly; 4 card; 5 line; 6 doors; 7 level; 8 displays

I prefer to buy loose fruit and vegetables than pre-packaged products.

b) Match the words in bold to their meanings: **exhibitions, training, dishonest, planned, good buy, get.**

Grammar Comparisons

see p. GR 6

5 Read the examples. How do we form the comparative/ superlative forms of adjectives? Find more examples in the text in Ex. 2.

- Loose vegetables **are cheaper than** pre-packaged ones.
- That supermarket is **the most expensive** of all.
- This pack isn't **as big as** that one.
- The bigger** the supermarket, **the easier** it is to get lost.
- He spends **more and more** money every day.
- The fruit from my local market is **a lot better than** the fruit from the supermarket.
- These biscuits are **by far the best** I've ever tasted.

6 Put the adjectives in brackets into the correct forms.

- Organic products are much (expensive) than non-organic ones.
- That's (big) supermarket in town.
- Supermarkets' own brands can be just as (good) as well-known brands.
- The (long) customers stay in a supermarket, the (much) they spend.
- Summertown Superstore has by far (good) quality meat.
- The price of staple foods is getting (high) and (high) every month.
- Heinz is one of (good) known brands of tomato ketchup.

-ing/(to)-infinitive form

see pp. GR 6-7

7 Fill in *-ing* form, *to*-infinitive, or infinitive without *to*. Find examples in the text. Give one example for each category.

- avoid, consider, deny, miss, suggest +
- make, let +
- would like, would prefer, would have +
- enjoy, like/love, prefer, don't mind, can't stand, is used to +
- too/enough ... +
- ask, agree, hope, expect, refuse, promise +
- will, may, can, must, would +

8 Put the verbs in brackets into the (*to*)-infinitive or *-ing* form. How does each verb differ in meaning?

- a He forgot (buy) lemons.
b He'll never forget (shop) at Camden Market.
- a They stopped (get) coffee from a service station.
b They stopped (work) to have lunch.
- a I prefer (live) on my own.
b I'd prefer (go) to the market on my own.
- a We regret (spend) so much money on clothes.
b We regret (inform) you that you failed.
- a Try (cut) down on sweets. You'll feel better.
b Try (stick) to a list when you go shopping.

Speaking & Writing

9 **THINK!** What did you learn from the text? How will this information be helpful to you? In three minutes, write a few sentences. Tell your partner or the class.

2c Culture Corner



made in the USA

Who doesn't wear jeans, drink cola and eat potato chips? Almost everyone does! But have you ever wondered what the stories are behind these products?



JEANS

The story of jeans goes back to the 19th century when **sailors** from Genoa, Italy, wore durable cotton and wool denim trousers. Then, in 1853, 24-year-old Levi Strauss travelled to San Francisco from Germany and decided to design trousers for **manual workers** from this material. They were a **big hit**, and by the 1950s jeans had become very popular with a whole generation of young people. At first, many places such as theatres and restaurants **banned** them. Nowadays, jeans are a **staple** item of clothing in everyone's wardrobe!

POTATO CHIPS


In 1853, George Crum was working as a chef at a restaurant in New York. One day, a customer sent Crum's French fries back to the kitchen, saying they were too **thick**. Crum got very angry and decided to **take revenge** on the **fussy diner**; he made a new batch of fries so thin and **crispy** that the customer couldn't eat them with a fork! To George's surprise, the guest was **thrilled** with them and other diners began asking for them, too. Fast-forward to the 21st century and, in the US alone, sales of potato chips amount to over \$6 billion per year.

COCA-COLA

John Pemberton, a pharmacist from Georgia, invented the original Coca-Cola formula in a three-legged brass kettle in his backyard! The soft drink was first sold as a medicine in a chemist's on 8th May, 1886. Dr Pemberton sold about 9 **servings** each day. He made about \$50 in the first year, but unfortunately it cost him about \$70 to make the cola! In 1887, a businessman bought the **formula** and by 1900 sales had risen by over 4000%. Coca-Cola remains the most famous soft drink in the world, but its exact **ingredients** are still a trade secret!

Check these words

wonder, story, go back, durable cotton, manual worker, big hit, generation, ban, staple item, take revenge, fussy diner, batch of fries, crispy, fast-forward, formula, brass kettle, serving, sales rise, ingredients, trade secret

- 2 Read again. Which product or products:
 - 1 was originally homemade?
 - 2 was invented by someone in a bad mood?
 - 3 was a surprise hit with the public?
 - 4 became successful a year later?
 - 5 was originally designed for another purpose?
 - 6 wasn't allowed in some locations?
- 3 Match the words/phrases in bold in the text with their meanings: *difficult-to-please restaurant customer, very pleased, forbade, popular, punish, portions of food or drinks, men who work on a ship, people who work with their hands, not thin, recipe, basic, crunchy, components of a mixture.*
- 4 Make notes about each product under the headings: *when invented/by whom, how it became popular, the product today.* Present them to your partner or to the class.
- 5 **ICT**  Find out information about a well-known product from your country under the headings in Ex. 4. Tell the class.

Buying clothes

- 1 a) Listen and say.
- b) The sentences are from a dialogue between a shop assistant and a customer. Who says each sentence?
- Listen, read, and check.

1 What size are you?

2 Any good?

3 Can I try them on, please?

4 We've almost sold out.

5 Can I pay by credit card?

6 Your receipt is in the bag.

7 Do you need any help?

8 Could I have your ID, please?

9 They're on sale at the moment, aren't they?

10 Yes, they fit me really well.



A: Do you need any help?
 B: Oh, yes please. I'm looking for the slim-fit jeans that are in the window. They're on sale at the moment, aren't they?
 A: Yes, they are, but we've almost sold out. What size are you?
 B: I'm a size 10.
 A: Let me take a quick look ... OK, you're in luck. These are the last pair in your size.
 B: Great. Can I try them on, please?
 A: Sure, the fitting rooms are over there. ... Any good...?
 B: Yes, they fit me really well. I'll take them. Can I pay by credit card?
 A: Yes, that's no problem. That's £38 then, please. Can I have your ID, please?
 B: Here you are.
 A: Just sign here, please. Here's your credit card and ID back. Your receipt is in the bag.
 B: Thank you very much. Goodbye.
 A: Goodbye.

- 2 Find sentences in the dialogue which mean:
Is it alright if I use my credit card to pay? – They are reduced in price right now, aren't they? – Could you please give me your ID card? – Are they the right size? – We don't have many left.

Intonation: exclamations see p. GR 7

- 3 a) Listen and read the examples. Does the speaker use falling or rising intonation at the end of the exclamation?

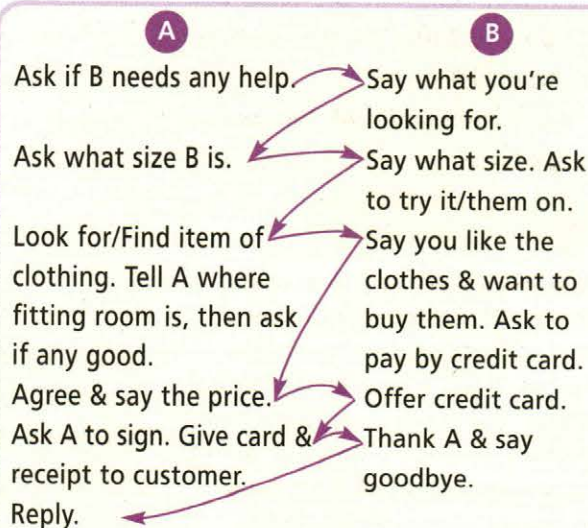
<i>What a/an + countable noun</i> What a nice dress!	<i>How + adjective/ adverb</i>
<i>What + uncountable or plural noun</i> What great weather!	<i>How silly of me!</i>
	<i>How quickly the time passes here!</i>

- b) Fill in *what (a/an)* or *how*.
 Listen and check, then say.

- 1 nice jacket!
 2 beautiful sunglasses!
 3 great you look in those jeans!
 4 kind you are!

Speaking

- 4 Use the sentences in Exs. 1 & 2 to act out a dialogue in a shop. Follow the plan.



2e The good old days

Living in a time warp

Vocabulary & Reading Furniture & appliances

- 1 a) In a minute write as many words as possible under the headings.



- b) Look at the picture. What does it tell us about life in the 1950s?
- c) Think of the kitchen in your house. Compare it with the one in the picture.

The kitchen in my house has a lot of modern electrical appliances whereas the ...

- 2 Read the title and the introduction of the text. What do you think Joanne Massey's life is like?

🔊 Listen and read the text to find out.

Check these words

rule, long, time warp, era, values, cherish, time capsule, retro décor, second-hand, vintage, authentic, lipstick, tight, convention, trilby hat, bland, make do, mend, throwaway fashion, pension, distressing, admit, conveniences, out of sight, spoil, in retreat from, violence, greed, materialism, shudder



Life in the 21st century is fast-paced and ruled by mobile phones, the Internet and gadgets, so it's easy to understand why some people long to go back to the simpler times of the past. Meet Joanne Massey who is living in a 1950s time warp!

The 1950s were an era of colourful homes, clothes and accessories, black and white TVs, rock and roll music and traditional values. Joanne Massey, from Birmingham, England, not only cherishes these times, but has also chosen to live as people did back then! Her home is just like a 1950s time capsule with retro décor and second-hand vintage appliances. Her cooker, which she bought from a farmer for £32, her radio, bright pink telephone, and metal kitchen units are all authentic 1950s appliances. Joanne also loves 1950s fashion and never leaves the house without her 50's-style bright lipstick on. "I only ever wear 1950s clothing, such as tight pencil skirts, with a white blouse and a wide belt," she says.

- 3 Read the text again and for questions 1-5 choose the best answer (A, B, C or D). Compare with your partner.

- 1 In the first paragraph, we learn that ...
 A Joanne lives as cheaply as she can.
 B Joanne was born in the 1950s.
 C Joanne doesn't like modern technology.
 D Joanne's husband shares her love of the 50s.
- 2 One thing Joanne admires about people in the 50s is that they ...
 A always dressed well. C didn't waste things.
 B were always cheerful. D didn't worry about their appearance.
- 3 She tries to copy the 1950s spirit by ...
 A baking every day. C repairing and reusing things.
 B helping others. D living life at a slower pace.

While Joanne's husband Kevin (whom she met at a **convention** for 50s fans) has to wear modern clothes for work, he too likes to relax in a stylish suit and **trilby** hat at the weekends. Joanne and Kevin can also be seen driving around in a 45-year-old Ford Anglia! But why do Joanne and Kevin live this way?

"I feel I was born in the wrong time," says Joanne. "When I was young I'd watch all the old singing stars in the cinema and dream that I could be like that one day. Everything modern just seems **bland** in comparison." Joanne says that she also really respects the **values** of the 50s, the "make do and mend" attitude that is so different from our age of **throwaway** fashion and ever-changing technology. "I do think the 50s were happier times," she says. "Everyone knew everyone else and they all **looked after** each other." Joanne tries hard to bring this **spirit** into the 21st century; she bakes cakes for friends and does shopping and collects **pensions** for elderly neighbours. Joanne also can't stand shopping in supermarkets and she doesn't read newspapers as she finds them too **distressing**.

While Joanne says she's happy to be a traditional 50s housewife, she doesn't spend all day at home baking biscuits. She has a successful singing career touring the UK as a 1940s-style singer called Lola Lamour and she writes a blog giving 40s and 50s-style shopping and cleaning **tips**! She **admits** to owning some 21st century **conveniences**, too, though. Joanne and Kevin have a laptop, a microwave, a DVD player and a washing machine, although Joanne tries to keep all these things **out of sight** so that they don't spoil the 1950s feel. Even the modern TV is hidden inside a 1950s cabinet and they only watch things like Agatha Christie's Miss Marple and Poirot!

"I admit I am **in retreat from** the 21st century," Joanne says. "When I look at the reality of the world today, with all the violence, **greed** and **materialism**, I **shudder**. I don't want to live in that world. Living like this makes me happier."

4 a) **Fill in:** *bright, TVs, conveniences, fashion, music, career, back, warp, values, appliances, stylish, tips.* Use the phrases to make sentences based on the text.

- | | |
|-------------------------|----------------------|
| 1 time | 7 |
| 2 black and white | 8 throwaway |
| 3 rock and roll ..... | ..... |
| 4 traditional | 9 singing |
| 5 21st century | 10 cleaning |
| ..... | 11 second-hand |
| 6 lipstick | 12 then |

b) **Match the words in bold in the text to their meaning.**

- desire to have more of sth than you need
- a hat made of felt
- advice
- hidden
- moral principles
- adores
- took care of
- money for retired people from the state
- dull
- large meeting
- energy
- antique
- disposable
- upsetting
- confesses
- running away from
- useful equipment
- shake in disgust
- culture of valuing shopping and goods

Study skills

Web diagrams

Using web diagrams helps you to organise your ideas and take better notes.

Speaking & Writing

5 Read the text again and complete the web diagram to take notes about Joanne Massey's life. Then use your notes to describe Joanne's life to your partner.




6 **THINK!** What kind of person do you think Joanne is? Tell the class. Give reasons from the text.

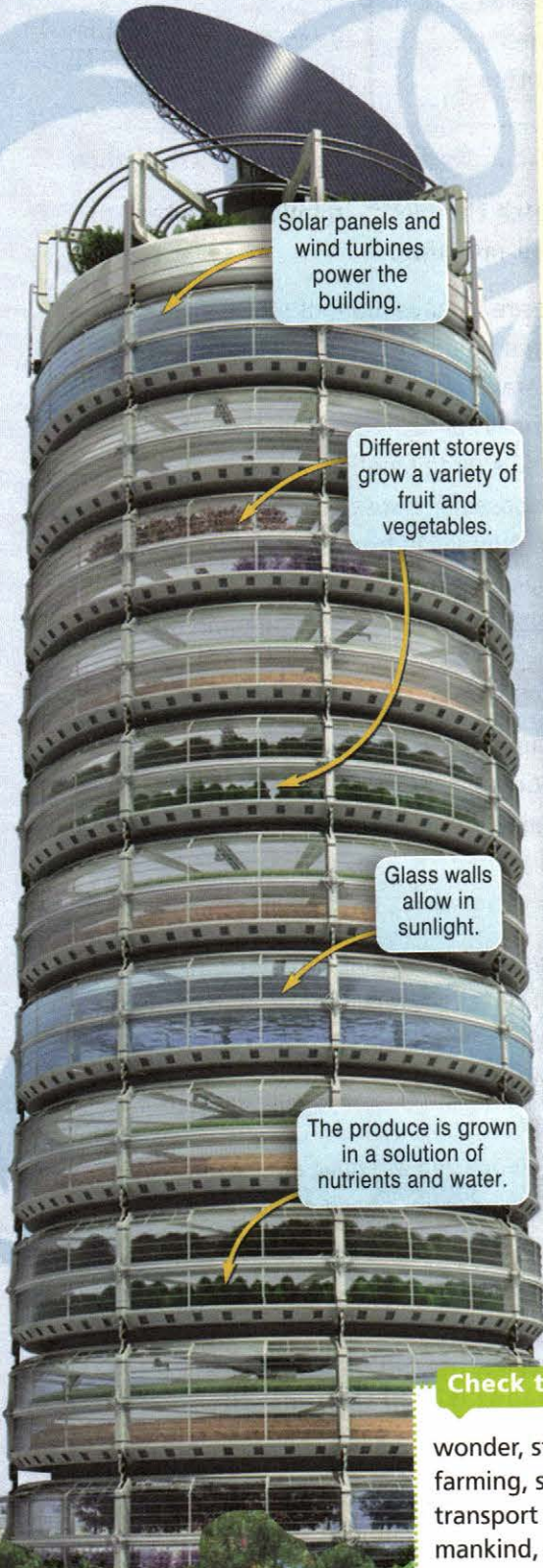
7 **THINK!** Compare your lifestyle to Joanne's. In three minutes write a few sentences on the topic. Read them to your partner or to the class.

- 4 Regarding modern technology, Joanne ...
- A refuses to use it.
 - B only uses it when it's necessary for her work.
 - C is getting used to it.
 - D uses it, but doesn't want it to be seen.
- 5 The quote from Joanne in the final paragraph expresses her belief that ...
- A the world was a better place in the 50s.
 - B people were happier in the 50s.
 - C there is nothing good about the 21st century.
 - D more people should live as she does.

2f Skyscraper farms

Reading & Listening

- 1  Look at the picture, then listen and say. What do you think a skyscraper farm is? How does it work? Read the text to find out.



Solar panels and wind turbines power the building.

Different storeys grow a variety of fruit and vegetables.

Glass walls allow in sunlight.

The produce is grown in a solution of nutrients and water.

Growing Up

Stories of The Hanging Gardens of Babylon, one of the seven wonders of the ancient world, tell of a structure with lush green gardens on different levels many metres high. These are long gone, but as our modern consumer society continues to drain the world of its resources, the population rises and food prices soar, a modern-day equivalent may soon be springing up in your neighbourhood!

According to UN statistics, by the year 2050, the population of planet Earth will have risen to over 9 billion and feeding 1) these people will require extra farmland the size of Brazil! Finding this agricultural land will be a 2) challenge, but one that some creative scientists believe they have solved with the idea of vertical farming. The idea is actually very simple. Just as an apartment block has different storeys, a vertical farm will have many different floors growing a variety of fruit and vegetables. On one floor there will be lettuces, on the next floor carrots and on another tomatoes, and so on. The walls will be made of glass to allow in sunlight and instead of soil, the produce will be grown in a solution of nutrients and water.

Dr Dickson Despommier, a professor at Columbia University, points out that just one 30-storey building could provide food for 10,000 people. "With about 160 of these buildings, you could feed all of New York," he says. But as 3) as offering a solution to possible food shortages, this idea is environmentally friendly. Often, by the time food 4) on your plate, it will have been travelling for days or even months! Vertical farms, however, will go up in the centre of the city and will be powered by solar and wind power so we'll save on transport costs, burn less fossil fuels and we'll all be eating fresh local produce from the skyscraper next door!

The idea isn't without its problems, though. Crops nearer the glass would get more light which means they would grow quicker than crops farther away. The only whole floor to get 5) sunlight would be the top one. Possible solutions include having a permanent light source on every floor like the ones we now have in industrial greenhouses. At the moment, the 6) of building and lighting these modern Hanging Gardens of Babylon is far too high, but that doesn't mean we won't be able to do it soon.

Mankind has been farming horizontally for over 15,000 years, but now almost 80% of our farmland is already in use. Isn't it about time we started growing up?

How to consume less and produce more

- Convert the rooftop of your block of flats into a garden and grow your own vegetables.
- Use window boxes to grow fruit and veg like tomatoes, peppers and strawberries.
- Some communities are getting together and starting their own community farms on pieces of wasteland. You could get involved in a local project like this or even start one of your own!

Check these words

wonder, structure, lush, long gone, drain, rise, soar, equivalent, spring up, vertical farming, solution, nutrients, food shortage, environmentally friendly, powered, transport costs, local produce, permanent light source, industrial greenhouse, mankind, horizontally, consume, convert, wasteland

2 Read the text again and for each gap (1-6) choose the word that best fits. Give reasons.

- | | |
|---------------|------------|
| 1 A every | C whole |
| B all | D each |
| 2 A real | C sincere |
| B true | D valid |
| 3 A long | C well |
| B much | D far |
| 4 A arrives | C arriving |
| B will arrive | D arrived |
| 5 A free | C equal |
| B straight | D direct |
| 6 A charge | C cost |
| B expense | D price |

3 Choose the correct word. Check in your dictionaries.

- Finding enough food for the world's growing population won't be easy; it'll be a big **challenge/test**.
- The population on Earth has **raised/risen** in recent years.
- Many new shops and businesses are **springing up/open up** in the area.
- We need to **save/conserve** on transport costs.
- The machine is **powered/controlled** by solar power.
- Harry's busy job sometimes **drains/exhausts** him of his energy.
- The farm shop sells fresh **produce/outlet** such as beans, strawberries and corn.
- Fuel prices are **advancing/rising** at the moment; prices have nearly doubled since last year.

4 Fill in: *costs, friendly, food, vertical, wind, real, local, direct*. Use the phrases to make sentences, as in the example.

- | | |
|-------------------------|-------------------|
| 1 <i>food</i> shortages | 5 farming |
| 2 environmentally | 6 produce |
| 3 challenge | 7 transport |
| 4 turbines | 8 sunlight |

If the population continues to rise, there might be food shortages.

Grammar see p. GR 8

Future perfect – Future perfect continuous

5 Read the theory and find another example of each tense in the text in Ex. 1.

We use **future perfect** (will have + past participle) to describe an action that will be finished before a stated future time. *They **will have finished** making the roof garden before the end of next week.*

Time expressions used with future perfect: before, by, by then, by the time, until/till (in negative sentences)

We use **future perfect continuous** to emphasise the duration of an action up to a certain time in the future.

*By next month, James **will have been working** at the farm for five years.*

Time expressions used with future perfect continuous use: by ... for

6 Put the verbs in brackets in *future perfect* or *future perfect continuous*.

- By the end of the year, we (live) in this house for 10 years!
- Simon hopes he (start) his own business by next year.
- Sam (work) as a gardener for 30 years by the time he retires.
- I can't meet you at 6 o'clock. I (not finish) work by then.
- (we/find) a solution to food shortages by 2050?

7 Write: *two things you hope you will have done by the time you're 30, two things you will have been doing for over five years by the end of this year*. Tell your partner.

Speaking & Writing

8 Listen and read. What did you learn from the text? Tell your partner.

9 **THINK!** Why are vertical farms a good idea? How can they benefit society? In three minutes write a few sentences on this topic. Read your sentences to the class.

2g Skills



Vocabulary Faulty products

- 1 a) Match the problems with the products.
 Listen and check. Listen again and say.

- | | |
|---|-------------------------------|
| 1 | The heel is broken. |
| 2 | The strap is torn. |
| 3 | A button is missing. |
| 4 | The lens is scratched. |
| 5 | The lid is cracked. |
| 6 | There's a chip in it. |
| 7 | There's a hole in the sleeve. |
| 8 | The earphones are damaged. |

- b) Have you ever bought any products that were faulty? What was the problem? What did you do? Use the phrases below to tell your partner.

- take it back to the shop
- get it repaired
- get a refund
- exchange it for another one

I once bought a dress and there was a hole in it. I took it back to the shop and exchanged it for another one.

Listening

- 2 a) Listen to five people who have ordered goods online/by post and match the problems to the speakers. There is one extra problem.

- A An item is damaged.
- B There was something missing.
- C The customer has changed their mind.
- D The goods haven't arrived.
- E There is a payment problem.
- F The wrong item was sent to the customer.

1	2	3	4	5

- b) Listen again. What did each person ask for?

Speaking

Making complaints & requesting action

- 3 Use the language in the box and the products & problems in Ex. 1 to act out exchanges, as in the example.

Making complaints	Requesting action
<ul style="list-style-type: none"> • I have a problem with this ... It's/The ... • There's something wrong with this. ... • I bought this/these ... and ... 	<ul style="list-style-type: none"> • Could I exchange it/them, please? • Could you give me a replacement, please? • Is it possible to get a refund?/I'd like to have my money back, please. • Can you take a look at it, please?
Responding to complaints	
<ul style="list-style-type: none"> • No problem. • Of course. Have you got the receipt? 	<ul style="list-style-type: none"> • Could I see your receipt, please?


A: I bought this coffee mug and there's a chip in it. Could you give me a replacement, please?

B: No problem. Have you got your receipt, please?



How to be... a responsible shopper

- 1 a) Which of these sentences best describe you?
- 1 I enjoy bargain-hunting.
 - 2 I always check where and how a product was made.
 - 3 I often shop online.
 - 4 I always choose fairtrade products.
 - 5 I prefer big chain-store retailers.
 - 6 I often buy second-hand.
 - 7 I never buy recycled products.
 - 8 I try to avoid unnecessary packaging.
 - 9 I never throw anything out.
 - 10 I usually buy things that are on sale.

- b) Do you know how to be a responsible shopper?
 Listen and read to find out.

- 2 Read the text and complete the sentences. Then explain the words in bold.

- 1 We can go online to find out where big companies
- 2 'Fairtrade' labels mean
- 3 It's a good idea to buy second-hand because
- 4 Instead of throwing things away, we should
- 5 Comparing prices helps us
- 6 The sales period is a good time

- 3 Fill in: *working, hard-earned, reduced, seasonal, take, human, wisely, child.* Make sentences using them.

- 1 rights
- 2 labour
- 3 conditions
- 4 prices
- 5 advantage of
- 6 cash
- 7 spend
- 8 retail shifts

In today's world of endless consumer choices, it's very easy to spend without thinking. Many people enjoy bargain-hunting, but our quest to pay less may have hidden dangers. The following is a guide to responsible shopping, which combines an awareness of human rights and green issues, as well as how to save our hard-earned cash!

Be ethical:

While you probably have no problem remembering where you bought your T-shirt from, do you actually know where and how it was made? Why not do some **research** on the **policies** of big chain-store retailers in order to be ethical when it comes to shopping? Find out where they manufacture their goods and in what conditions. How do they treat their employees? Are they involved in sweatshops or the use of **child labour**? These days, the Internet is a mine of information on big companies and how they **operate**. Also, you can always choose products labelled 'fairtrade', which is a guarantee the goods have been made under acceptable working conditions.

Be green:

First of all, choose products that use fewer natural resources, and avoid goods which come in unnecessary packaging. The goal is not to waste anything! Another great **option** is buying second-hand. You can find a treasure trove of quality second-hand items at low prices on Internet sites like eBay, as well as in traditional charity shops. It's really worthwhile, as second-hand goods are often much better quality than cheaply made new products for sale at similar prices. Then, of course, there's always recycling. Try to buy products that can be recycled, or products that are already made out of recycled materials. Also, think twice before you throw anything out: you could always try to recycle your belongings yourself!

Be smart:

Don't throw your money away! Spending **wisely** involves some thought and research as well. First of all, before you buy, be clear about what you want to buy to avoid unnecessary **purchases**. Then, compare prices so that you don't end up paying too much. One great way to save money is to take advantage of **seasonal** retail shifts, such as the January sales, or late July and August, when they sell summer products off at **reduced prices**.

Lastly, try to remember that responsible shopping isn't just about trying to spend as little as possible. The goal is to find a good balance between being ethical, being green, and using good money sense!

Check these words

bargain-hunting, quest, awareness, human rights, hard-earned cash, policy, ethical, manufacture goods, treat, sweatshop, child labour, mine of information, operate, guarantee, natural resources, treasure trove, purchase, seasonal retail shift, sell off, reduced prices, balance, money sense

- 4 **THINK!** Has the information in the text helped you see things from a different perspective? How might this help you become a responsible shopper? In three minutes, write a few sentences. Tell the class or your partner.

2 Writing

Letters/Emails of complaint

Writing Tip

We usually write letters/emails of complaint in a formal style.

In the **first paragraph**, we write our opening remarks, including our reason for writing and a brief description of the problem.

In the **main body paragraphs**, we present details about what the problem(s) is/are, including examples/reasons/justifications. We use a variety of linking words/phrases e.g., *although, despite, as a result, but, however*, to link the complaints to their examples/reasons.

In the **final paragraph**, we include the action we request to be taken e.g., *get a refund/a replacement/an apology* and our closing remarks.

We can use **mild** or **strong** language to express our complaints depending on our feelings or the seriousness of the complaint.

Mild Complaint: *I am writing to complain about .../I hope you will deal with the matter quickly.*

Strong Complaint: *I am writing to express my disgust at the .../I insist upon full compensation or I will be forced to take this matter further.*

- 1 a) Read the email and match the headings below (A-D) to the paragraphs (1-4).

- A details of your complaint
 B reason for writing & brief description of problem
 C action requested
 D closing comments

- b) Is it a **mild** or **strong** email of complaint?



Dear Sir/Madam,

1 I am writing to complain about an mp3 player order I placed through your website www.shop.com on 18th April. Unfortunately, I experienced a number of problems with the product, as detailed below.

2 I ordered a Cooltunes 1004 mp3 player and, despite the promise that I would receive the item within 5 working days, it did not arrive until 2nd May, over 10 days later. To make matters worse, when I eventually received the mp3 player, it was badly scratched. Furthermore, the product description on your site stated that a case was included. However, this was missing.

3 I would appreciate it if you could replace the mp3 player, and include a case. In addition, I feel I deserve an explanation for the delay. I am sending the item back to you together with my invoice.

4 I look forward to your prompt reply.

Yours faithfully,
Jane Morley

- 2 Complete the table with the complaints and their justifications.



Complaints	Justifications

- 3 Mark the sentences O for opening or C for closing remarks. Which are strong/mild complaints? Compare with your partner.

- I am writing to express my total dissatisfaction with the mp3 player I recently bought from
- I insist on an apology, as well as a full refund.
- I hope you will look into the matter promptly and replace
- I am writing to inform you that I was very disappointed with the product I recently bought from

Clauses of concession

- 4 a) Read the examples. see
p. GR 8

- **Although/Even though + clause**

Although I had ordered a size M black dress, I was sent a size L red one.

- **In spite of/Despite + noun/-ing form/the fact that**

Despite being assured of receiving a refund, I still have not been sent one.

Despite your assurance that I would receive a refund ...

Despite the fact that I was assured of receiving a refund ...

- b) Join the complaints to their examples/reasons, using the linking words/phrases in brackets.

- 1 The product description said the remote control would work with any TV. I tried it and it didn't work with my TV. (**despite**)
- 2 The dress I ordered still hasn't arrived. The website said I would receive it last week. (**in spite of**)
- 3 The webpage stated the DVD player was multi-regional. It can only play region-2 DVDs. (**however**)
- 4 The camera isn't in very good condition. The seller said it was as good as new. (**despite the fact that**)
- 5 The bag I received is plastic. I had ordered a leather one. (**in spite of**)

Linking words

- 5 Choose the correct word. Compare with your partner.

1) **Although/However** the bag was supposed to be delivered within three working days, I still have not received it.

2) **Furthermore/But**, when I tried to contact you, the person who answered the phone was very rude to me 3) **and/but** kept me holding the line for ten minutes before she aggressively said that my order had been dispatched and would be delivered the day after.

4) **In addition/However**, I still have not received anything. As a regular customer of yours I feel very disappointed with the way I have been treated. 5) **Therefore/Despite**, I would like to cancel my order and expect to receive a written apology.

- 6 Read the rubric, and answer the questions in the plan. Write your email of complaint (120-180 words). Use phrases from the *Useful Language* box.

You recently ordered an item from the website www.greatshopping.com, but you were very disappointed when it arrived. Write an email of complaint (150-200 words) explaining the reasons for your complaint and stating what you want the company to do.

Plan

- Para 1: What are your opening remarks/your reason for writing? (*I am writing to complain ... which I ordered ...*)
- Para 2: What exactly are your complaints? (*I ordered ... but ... To make matters worse ...*)
- Para 3: What do you want the company to do? (*I would appreciate it if you ...*)
- Para 4: How will you end your email? (*I look forward to ...*)

Useful language

Opening remarks: (Mild) I am writing to complain about/regarding/on account of/because of/on the subject of .../I am writing to draw your attention to .../I am writing to you in connection with ..., etc.

(Strong) I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about, etc.

Closing Remarks: (Mild) I hope/assume you will replace/I trust the situation will improve/I hope the matter will be resolved/I hope we can sort this matter out amicably, etc.

(Strong) I insist you replace the item at once/I demand a full refund/ I hope that I will not be forced to take further action, etc.

Reading

(Match headings to paragraphs)

Study skills

Match headings to paragraphs

Read the text quickly to get an idea of what it is about. Reach each paragraph to understand the main idea. Look at the headings and find words or information in the paragraphs that relate to them. Match the heading to the appropriate paragraph. Remember there is one extra heading. When you have finished the task check that the leftover heading doesn't go with any of the paragraphs.

- 1 Read the rubric, then read the text through quickly. What is it about?

Read the text and match the headings (A-F) to the numbered paragraphs (1-5) of the text. Use each heading once. There is one extra heading.

- 2 a) Read the headings and underline any key words. In pairs, try to find words/phrases in the paragraphs that relate to the headings.

- A No choice
- B Health risks
- C Doing my bit
- D Curious to see
- E Great journalism
- F Terrible work environment

- b) Do the task.

I'll Never Buy Cheap Fashion Again

Around me, factory workers, some only 12 years old, were bent over ancient sewing machines. The smell of chemicals was suffocating and the heat was intense. My supervisor held up the shirt I was sewing. "You have to work faster!" he told me.

1 Everyone loves a bargain and the high streets these days are full of the latest fashions at rock-bottom prices. Many times, I would buy a dress in the morning, wear it at a party that night and then hardly ever wear it again. The next week I might do the same again. I never thought about where it came from, who made it and why it was so cheap. But then I saw an advert in a local newspaper for young people to take part in a TV documentary. We would be working at a clothes factory in New Delhi, India, for two weeks to find out how manufacturers could make such cheap clothes. I was studying journalism at university, so this seemed perfect. And after all, how hard could making T-shirts be?

2 My first day in the factory began at 7:30 am. As I approached, I was immediately shocked by the dirty, rundown building. The supervisor showed me the basement where I would be working. It was a huge, noisy, boiling hot room where at least a hundred other people were already hard at work. I sat down at one of the old sewing machines. Today, I was sewing pockets onto shirts and my goal was fifty an hour, but after 30 minutes, I'd finished just four. My supervisor came over and told me disapprovingly that if I continued like that, I wouldn't get paid. I felt like crying.

3 I worked for 12 hours, with just fifteen minutes for lunch, but at the end of the day the factory owner handed me 100 rupees – about £1.50! Later, I went to buy some toothpaste, but found it cost more than a day's wages. By far the biggest surprise, though, was that just like the other factory workers, I would be sleeping on the factory floor every night! That evening, I spoke with some of the young girls. "Why aren't you angry about the conditions in the factory?" I asked one of them. "I am, but there is no other work here," she explained. "It's the factory or the street and if you say anything, you lose your job." The other girls nodded in agreement.

4 For two weeks, I worked 12 hours a day for 6 days a week and slept in the factory. It was the most exhausting time of my life. I never managed to work fast enough or well enough, so my wages were lowered and I was moved from sewing shirts to gluing parts of shoes together. The chemicals in the hot glue made it difficult to breathe and strange rashes appeared on my skin. Eventually, I was demoted to the lowest position in the factory – sewing on buttons. The only times I was happy were when I was talking to my friend Aleya after work. I started teaching her to read. Lack of education is a major problem here. Who has time for school when 12 hours' work can barely buy your family food?

5 Back home, I refuse to go in cheap high street shops anymore because they make me feel sick. How can people spend £15 on a T-shirt while Aleya slaves for £9 a week? So I've started campaigning for ethical fashion; I write letters to governments and big stores to complain about sweatshop labour. I still like fashion, but I've found fairtrade designers online. They're more expensive, but now I just buy one quality piece of clothing every few months. I hope that when people see the documentary, they'll think twice before grabbing that dirt-cheap pair of jeans in the future. We all need to understand the true cost of cheap clothes.

Listening (Multiple matching)

- 3 You will hear four short dialogues. Define where these dialogues take place. Use the places (A-E) from the list only once. There is one extra place in the list.



- A clothes shop D café
 B post office E shoe shop
 C electronics shop

1	2	3	4

Speaking (Buy clothes)

- 4 a) Read the rubric and the information. In two minutes, write down as many words/phrases as you can related to the theme. Compare with your partner.

You are staying at your English pen friend's house. His/Her sister is getting married and has invited you to the wedding. You are in a clothes shop looking for an appropriate suit/dress for the wedding. Ask the sales assistant for help.

Ask:

- for your size and preferred colour
- to try a dress/suit on
- for price, agree to purchase and ask about means of payment

- b) Read the questions below. Who would ask each: *the customer* or *the shop assistant*?

- Do you need any help?
- Can I try it on?
- How much is it?
- Have you got it in size ...?
- Can I pay by credit card?

- c) Do the task.

Writing

(a description of a place)

Writing Tip

Articles describing a place

Descriptions of places or buildings can be found in magazines, travel brochures or on websites. We usually use **present tenses** for descriptions of places and **past tenses** to write about historical facts or actions in the past. Use a variety of **adjectives** and **adverbs** and your **senses** to bring your description alive.

- 5 a) Read the rubric and underline the key words. What do you have to write and who will read it? What must you include?

An English magazine for tourists is looking for articles about interesting places to go shopping in your area e.g. a market, a shopping street, a department store, a mall. Write your article, describing the place and explaining why a tourist to your town might want to visit it (120-180 words).

- b) Write your article. Follow the plan.

Plan

- Para 1: name of place/location/reason for choosing
 Paras 2/3: description of place (history, what it's like, what you can do/see, facilities, atmosphere etc) & why a tourist would want to visit it
 Para 4: final comments/feelings

Phrasal verbs/Prepositions

1 Choose the correct particle.

do up: 1) fasten (clothes), 2) decorate (a room, a building)
 do sth over (again): repeat sth
 drop by/in: visit a place/person
 drop out: leave before the end (school, college)
 get across: make sb understand, communicate
 get along (with someone): be friendly with someone
 get ahead: do well in a career

- 1 Sam dropped **in/out** of his marketing course.
- 2 I've put on weight. I can't do **over/up** my jeans!
- 3 They don't get **along/across**.
- 4 Can we drop **up/by** the supermarket on our way to Darren's house? We need some bread.
- 5 This essay isn't good enough. I think you should do it **over/up** again.
- 6 He couldn't get the message **across/along**.

2 Fill in: to, on, at, of, for, from.

- 1 Shoppers often buy products that are on the shelves eye level.
- 2 Tracey always takes advantage special offers.
- 3 Amy exchanged the dress a T-shirt.
- 4 3D printers are already the market.
- 5 It's unbelievable how much food goes waste.
- 6 This T-shirt is made recycled material.
- 7 Cheese is made milk.

Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

Forming verbs from nouns/adjectives

We can form verbs from nouns and adjectives by adding the **prefix en-** or the **suffix -en-**: *danger - endanger, rich - enrich, length - lengthen, wide - widen.*

- 1 People often the name Coca-Cola to just Coke. (**SHORT**)
- 2 Exercise and eating healthily helps your body. (**STRENGTH**)
- 3 Please you have your receipt when returning faulty items. (**SURE**)
- 4 How much will it cost to these photographs? (**LARGE**)
- 5 We must consumers to shop responsibly. (**COURAGE**)

Collocations

4 Fill in: manual, medical, appliances, responsible, high-heeled, advice, loyalty, sliding.

- | | |
|-----------------|--------------------|
| 1 dietary | 5 shopper |
| 2 shoes | 6 card |
| 3 doors | 7 household |
| 4 worker | 8 researcher |

Words often confused

5 Do or make? Complete the phrases. Check in your dictionaries.

- 1 research; 2 sense; 3 the shopping; 4 sb feel hungry; 5 your best; 6 an offer; 7 your hair; 8 you good; 9 badly; 10 a mess; 11 an effort; 12 friends



Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.

- | | |
|--|--|
| 1 Fabrican took 20 years to develop. | 5 Products labelled 'fairtrade' mean they have been made by children. |
| 2 An e-home runs on a network of computers. | 6 Joanna Massey lives in a time capsule. |
| 3 Americans throw away half of the food America produces. | 7 Coca-Cola was first sold as a medicine. |
| 4 Levi Strauss used denim to design trousers for teenagers. | 8 Products are sold off at reduced prices in charity shops. |



Moscow's FLEA MARKET

Reading & Listening

1 a) Look at the picture and the title of the text. What do you know about the place? What would you like to know? Think of two questions.

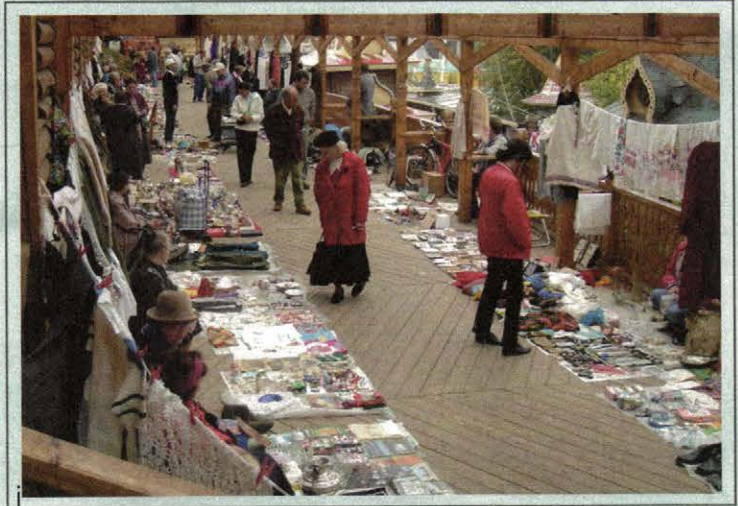
b) Listen and read the text. Does it answer your questions?

2 Read the text and mark the statements *T* (true), *F* (false) or *NS* (not stated). Correct the false statements.

- 1 Izmaylovo Market is the largest open-air market in Europe.
- 2 A lot of tourists visit the market.
- 3 Products sold at the market tend to be cheaper than in the centre of Moscow.
- 4 The fast food sold at the market can be expensive.
- 5 The weekend is the best time to visit the market.

3 Find words in the text that mean:

- 1 variety
- 2 a good deal
- 3 favourite
- 4 highest
- 5 used
- 6 street musician
- 7 very old
- 8 cheaper



Izmaylovo Market is a famous open-air flea market located near the lovely Izmaylovo Park in Moscow and is one of the city's top tourist attractions.

The market covers an area of 3 km² and is constructed on three levels. The ground floor has got many stalls selling folk art and souvenirs including a huge range of colourful matryoshka dolls and other traditional wooden carvings and is very popular with tourists. Fur hats, linens, pottery, chess sets, toys and beautiful hand-made rugs from the Caucasus and Central Asia can also be bought there. On the first floor of the market you can find a range of old and second-hand products from cutlery or CDs to vintage cameras and other odds and ends while the top level houses a number of antiques and artwork dealers. You can find just about everything Russian at Izmaylovo Market and people say that prices on a lot of items are a lot lower than in the city centre. There are also lots of food stalls serving fast food such as kebabs. Although the market is officially open every day from 9 am to 6 pm some sellers only come at the weekend so Saturday and Sunday is the best time to visit if you are looking for a bargain.

Izmaylovo Market is a great place to spend some time, have fun, and listen to buskers performing on the stage-set medieval palace just inside the entrance. Its beautiful surroundings also make it a great place to go for a walk with friends on a sunny day in Moscow.

Check these words

flea market, open-air, construct, level, cutlery, vintage, stall, officially, bargain, busker, medieval, surroundings

4 Use the words in the **Check these words** to present Izmaylovo Market to the class.

5 Think of another market in your town. Write a paragraph describing it. Present it to the class.

Module 3

Doing the right thing

Vocabulary: community action, members of society, world problems, raising awareness, space, environmental problems

Grammar: modals (revision), conditionals (type 0, 1, 2, 3), wishes, relative clauses, mixed conditionals

Everyday English: calling to make a donation to a charity

Intonation: polite requests

Phrasal verbs: hand, hang, join

Word formation: prefixes used with nouns to form nouns

Writing: an opinion essay

Culture Corner: Glastonbury Festival

Curricular (Geography): Deforestation

Russia 3: VITA is life

Vocabulary

Community action

- 1 Match the phrases to the pictures.
 Listen and check, then say.

- | | |
|---|--------------------------------------|
| 1 | recycle old materials |
| 2 | pick up litter in your neighbourhood |
| 3 | help the elderly |
| 4 | donate to charities |
| 5 | look after stray animals |

- 2 Use the vocabulary in Ex. 1 and the ideas below to make sentences, as in the example.

- have food to eat
- not so much rubbish
- neighbourhood/be clean
- help people in need
- improve their quality of life

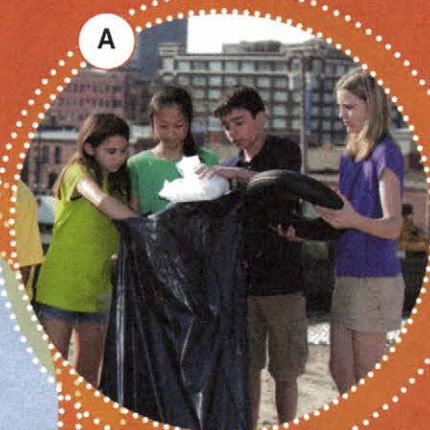
If we recycle old materials, there won't be so much rubbish.

OVER TO YOU!

In pair think of your community. What could you do to make it better? Tell another pair.

A: *If we built an animal shelter, there wouldn't be stray animals in the streets.*

B: *We could also
Then*



3a Life swap

Vocabulary Members of society

1 a) Listen and say.



b) Listen to four people talking. Which group does each belong to?

Pete Sandy Ann Bart

2 **THINK!** Choose one of the members of society from Ex. 1a. Say a few sentences about their lifestyle.

Reading & Listening

3 Look at the people in the pictures in the text. What can a typical day in their lives be like?

Listen and read to find out.

*"Before you abuse, criticise and accuse, walk a mile in my shoes."
(American singer/songwriter Joe South, 1969)*

A day in the shoes of ...



The city can be an unfriendly place at the best of times. Imagine then, how it might feel for the elderly or the homeless – people who are often marginalised by the rest of society. So to find out what it's really like to be in someone else's shoes, two reporters went undercover, one as an eighty-year-old and another as a homeless person. The results were eye-opening!

...an elderly lady by Tracy Bond

Turning 25-year-old me into an 80-year-old was no easy task; with the help of a make-up artist, I had to be covered with layers of prosthetic make-up. After putting on a shabby coat and holding tightly onto a walking stick, my transformation was complete – and very convincing! Then it was time to set out to see how the world would react.

Making sure that my voice sounded old and weak, I immediately tried to make small talk on the bus with the young woman sitting next to me. She stared straight ahead. She might not have heard, I thought. I tried again, but it was quite clear that the woman didn't want to talk to a chatty senior citizen. Then it was time for some shopping. At my favourite make-up counter, where the assistant usually laughs and jokes with me, she looked as if she couldn't wait to get rid of me. Later, in a music shop, my request for some CDs was met with laughter from sales assistants who couldn't believe an 80-year-old was interested in the latest chart hits! I felt incredibly embarrassed and lonely, as if nothing about me was important, except that I was old! All day, only one person seemed to want to chat to me – a homeless man, he too was invisible and unwanted by society.

As I finally took my make-up off, I couldn't help wondering how I would have treated 80-year-old me. Over the next 50 years, the number of elderly people in society will triple. Remember that the next time you're out and about and come across an elderly person. One day, it could be you!

...a homeless man by Sam Browne

Carrying a sleeping bag and wearing scruffy clothes, I headed for the spacious shop doorways where the homeless spend their nights. When I arrived there, I was shocked to see men and women already curled up in most of the doorways. I got into my sleeping bag in the large, well-lit doorway of a boutique, but I couldn't sleep. It wasn't just the biting cold, but I was constantly aware of people walking close to my head and the hard stone floor dug into my shoulder and hip. I finally dozed off, only to be woken up at about 5 am by the cleaners who arrived to wash the steps.

As I walked, people avoided looking at me and crossed the road. I walked into a café to use the toilet and I was angrily told I had to leave. At the public toilets I couldn't believe the reflection I saw in the mirror. My eyes were red and puffy, my skin pale and my hair was frizzy. I looked terrible.

Later, at a soup kitchen, I got a free hot meal and I spoke to people who were on the streets because of terrible debts or family break-ups. 19-year-old Rob told me that he couldn't get off the streets because he had no official identity. I suddenly remembered how many times I had walked past young homeless people and thought, "You should just get a job!" forgetting that you can't be employed without an address and ID.

My day as a homeless person has taught me how much the homeless need our help, not our judgment. These days, I donate money to a homeless charity and volunteer at a soup kitchen. Maybe you could do the same.

Check these words

abuse, criticise, accuse, marginalised, go undercover, eye-opening, prosthetic make-up, shabby, walking stick, convincing, set out, make small talk, chatty, senior citizen, get rid of, embarrassed, invisible, scruffy clothes, curled up, dig into, doze off, puffy eyes, frizzy hair, debt, family break-up, judgment, donate

4 Read again and complete the sentences with words/phrases from the text.

- 1 Tracy changed her looks in order to
- 2 Sales assistants made her feel
- 3 At the end of the day she felt
- 4 Sam couldn't sleep well on the streets because
- 5 Common reasons for homelessness are
- 6 The homeless often can't work because

5 Fill in: eye-opening, talk, senior citizen, invisible, frizzy, identification, debts, curled.

- 1 She has retired from work. She's a(n)
- 2 Living one day on the streets can be a(n) experience.
- 3 It seemed nobody could see him, he was
- 4 While waiting for the bus, he made small with the person next to him.
- 5 He up in his bed and slept.
- 6 The beggar's hair was dry and
- 7 He couldn't pay off his so he had to leave his flat.
- 8 Without any official you can't get a job.

Grammar

see pp.
GR 8-9

Modals (revision)

6 Rewrite the sentences. Use: can't, should, must, could, mustn't, didn't have to. Find examples of modal verbs in the text.

- 1 It's impossible for Mike to find a job. *Mike can't find a job.*
- 2 Is it OK if we go now?
- 3 It wasn't necessary for Ian to go.
- 4 It's a good idea to help the poor.
- 5 It's forbidden to enter the area.
- 6 It's your duty to inform John about it.

7 Take roles and act out an interview with the people in the texts.

Speaking & Writing

- 8 **THINK!** Imagine you spent a day as an unemployed person. Write a short account of what you did, how people treated you, and how you felt. Tell the class.

3b Giving your time

Vocabulary

World problems

- 1 a)   Listen and say.



- b) Are there any of these problems in your country? If so, what do you think can help the situation? Tell your partner.

There is a high rate of crime in our country. I think we need more police. This way the crime rate will drop.

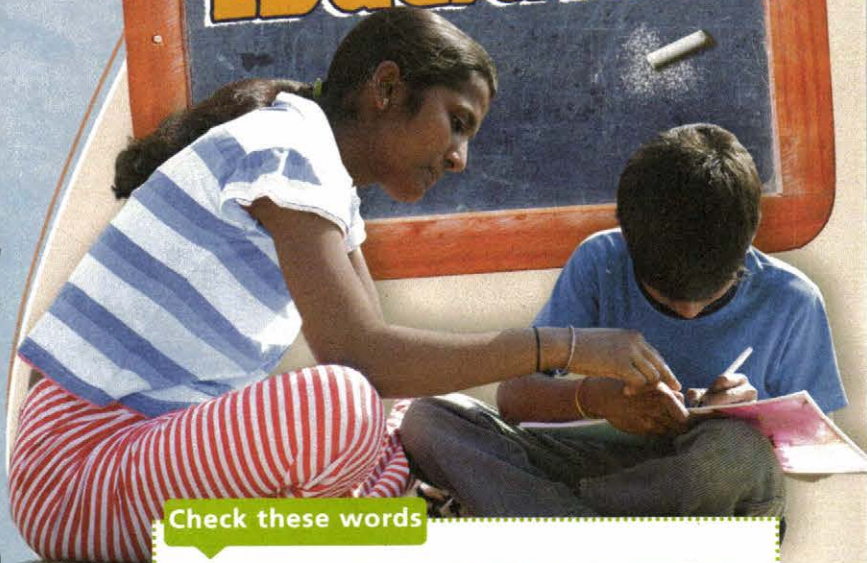
What would you do if you had three months to do whatever you wanted? Mitch McGregor spent his three months in Rio de Janeiro, Brazil, where he taught English to homeless street children. He told us all about his life-changing experience.

"Most of my friends were travelling the world during their summer holiday, but I wanted to do something worthwhile; I wanted to volunteer, but where and how? At the age of 20, I would say I'd had a privileged childhood. My parents had put me through school, fed and clothed me, and given me plenty of love and affection. So, after reading about the favelas, the slums of Brazil, where thousands of street children live in appalling poverty and often don't even reach the age of 18, I decided that I'd spend part of my summer helping these children in whatever way I could.

I set off for Rio de Janeiro where I would join a volunteer group that taught basic skills such as hygiene, literacy, English, and business skills in a makeshift school in the heart of the favelas. The residents of these slums, which stretch up the hillsides around and away from the wealthier city centre, make up about one fifth of the population of Rio de Janeiro. The poverty leads to many broken homes and, if they experience violence at home or their families can't look after them anymore, children end up on the streets. Those who can't survive by begging, selling newspapers, or shining shoes, often turn to crime to survive. I was going to work in a school which gave those kids a basic education.

My first day at school was really nerve-racking. I'd never taught before, I only knew a few words of Portuguese and I just didn't know what to expect. The ten children who turned

A STREET EDUCATION




Check these words

worthwhile, privileged, affection, slum, appalling, volunteer group, hygiene, literacy, makeshift school, wealthy, broken home, violence, beg, shine shoes, nerve-racking, turn up, eager, destitution, shack, leak, reputation, host family, adopt, unofficial, eye-opening, miss out

up to my first English lesson were really friendly and eager to learn. They only got one meal a day of just rice and beans and at night they slept under bridges and in doorways, but these children saw learning English as a possible way out of their lives of danger and destitution. As days went by, I got used to the place. The roof of the little shack leaked when it rained and there wasn't a schedule or textbooks; still, the kids trusted me and some of them made a lot of progress. During break times, we headed out into the tiny yard to kick a ball around and I found out why Brazilians have a reputation as the best football players! Then we cooked and ate together, but at the end of the day when they left to go back ... where? ... I often wondered whether I would ever see them again. The host family that I stayed with was marvellous. They adopted me as an unofficial "Carioca", which is the name for someone who was born and lives in Rio de Janeiro. It was the school, though, that made my time in Brazil truly special. Even though I was the teacher, the street children taught me a lot more. I learnt that no matter how bad conditions are, there is always hope for the future. My time in Brazil was eye-opening. If I hadn't gone, I would have missed out on the experience of a lifetime. If I could do it all again, I'd jump on a plane right now!"

Reading

- 2 Read the title of the text, the introduction, and the first sentence of each paragraph. What do you think Mitch's experience was like?

 Listen and read to find out.

3 Read the text again and for questions 1-4, choose the best answer A, B, C, or D. Justify your answers.

- 1 Mitch chose to volunteer in order to
 - A make his parents proud.
 - B do the same as his friends.
 - C help those less fortunate than himself.
 - D forget his own problems.
- 2 The favelas are a poor area
 - A close to city centre.
 - B five times larger than the urban centre.
 - C where four fifths are unemployed.
 - D situated on a mountaintop.
- 3 Mitch's job was difficult because
 - A many kids didn't come to class.
 - B he had to cook as well as teach.
 - C it wasn't easy for the kids to learn.
 - D he only had basic facilities.
- 4 Mitch's host family
 - A wanted him to stay in Rio.
 - B treated him like a native.
 - C gave him Portuguese lessons.
 - D have invited him back to Brazil.

4 Fill in: *poverty, host, eye, make, shine, privileged, basic, broken, truly, makeshift, eager, experience*. Choose five of the phrases and make sentences about Mitch.

- 1 childhood; 2 to live in;
 3 skills; 4 school; 5
 homes; 6 to shoes; 7 to be
 to learn; 8 progress; 9 family;
 10 special; 11-opening;
 12 of a lifetime

Grammar

Conditionals Type 0-3

see
p. GR 9

5 Read the examples. How do we form each type? Find more examples in the text.

- *When/If there is war, innocent people die.* (Type 0)
- *If you do volunteer work, you'll help those in need.* (Type 1)
- *If he had a job, he would earn money.* (but he doesn't – Type 2)
- *If I were you, I'd volunteer for a charity.* (Type 2 – advice)
- *If he had known, he would have helped.* (but he didn't – Type 3)

6 Put the verbs in brackets into the correct tense. Say what type conditional each sentence is.

- 1 If I (win) a lot of money, I'd donate it to charity.
- 2 If Sarah (learn) Portuguese, she would have enjoyed her stay in Brazil more.
- 3 When children (not/have) loving homes, they develop emotional problems.
- 4 If it rains tomorrow, we (not/play) football.
- 5 If I (be) you, I wouldn't do it.

Wishes

see pp.
GR 9-10

7 Read the examples. Which sentence refers to the present? past?

- *I wish I was/were in Rio.* (I want to go to Rio)
- *I wish I had gone to Rio.* (but I didn't go)

8 What could each person wish for?


- 1 Pete wants to travel abroad, but he doesn't have enough money. *I wish I had enough money.*
- 2 Kate didn't get into college because she hadn't studied enough.
- 3 She doesn't have any friends; she feels lonely.
- 4 Bob wanted to go to the party, but he was ill.
- 5 He didn't get the job because he doesn't speak Spanish.

Speaking & Writing


9 **THINK!** Complete the sentences.

- 1 If I were Mitch,
- 2 If Mitch hadn't gone to Rio,
- 3 If more people volunteer,
- 4 I wish I were
- 5 I wish I had experienced

10 **THINK!** Imagine you are Mitch in Rio.

- a)  Use the information in the text to call your family and talk to them about your experience.
- b) Write a letter to your family about your experience there. Write about: *the place, the school & the children you teach, the host family, your feelings*. Read your letter to the class.

3C Culture Corner

- 1 What do you know about the Glastonbury Festival? How are these names related to it: *Vale of Avalon, Arcadia, Glasto, The Arctic Monkeys, Oxfam?*
 Listen and read to find out.

Glastonbury Festival

1 If you follow the signs for Worthy Dairy Farm in Pilton, Somerset, you'll find the place where a music festival was first held in 1970, over 40 years ago! Now Glastonbury Festival is one of the largest, most popular greenfield music and performing arts festivals in the world, raising thousands of pounds for charity and attracting 150,000 or more people to see over 700 live performances every year! The organisers of Glastonbury have always considered it to be a special, mystical place; it takes place on a weekend in June around the time of the summer solstice, in the Vale of Avalon, a part of southwest England famous for its legends, mythology, and spiritual traditions.

2 The organisers compare a visit to Glastonbury to a visit to a new country! First things first; you pitch your tent in a huge (usually very muddy) field, or you rent a teepee. Then it's time to explore the huge, 900-acre site with nearly 20 different unique areas, each with their special attractions and loyal fans. Wander over to the Green Fields and you can get a massage and enjoy vegetarian food for free. Then there's Arcadia and its amazing fire shows, the Campo Pequeno, a huge amphitheatre with Mexican wrestling and Glasto's very own "La Tomatina", which is ... a huge tomato fight! Everywhere, there are food stands, performers, dance areas, and music performances. If in doubt, the organisers say, just wander around because Glastonbury is full of surprises.

3 The most familiar view at Glasto is the huge, steel Pyramid Stage where top musicians including U2, Shakira, Kylie Minogue, and The Arctic Monkeys have played. The festival organisers modelled it after the Great Pyramid of Giza in Egypt, choosing a pyramid shape to attract the energy of the sun and stars!

4 Glastonbury isn't just famous for music and mud! It's also about promoting green issues, humanitarianism, and freedom of expression, principles which the festival organisers have never left behind. Glastonbury supports many charities including WaterAid, Oxfam, and Greenpeace. Festival-goers are also encouraged to recycle and leave the site as tidy as possible, respecting the land and helping it to recover ... until the next Glastonbury weekend!

Check these words



performing arts, mystical, summer solstice, legend, spiritual tradition, muddy, teepee, loyal, fan, massage, amphitheatre, if in doubt, wander, familiar, pyramid, stage, promote, humanitarianism, freedom of expression, principles, respect, recover

2 Read again and match the headings with the paragraphs. There is one extra heading. Justify your answers.

- A Attracting Big Names
- B Making People Famous
- C Introducing Glasto!
- D Serving a Deeper Purpose
- E Spoiled for Choice

3 Fill in: *performing, loyal, music, solstice, raise, pitch, stands, live, muddy, attract, spiritual, vegetarian.* Use the completed phrases to make sentences about the festival.

- 1 festival
- 2 arts festival
- 3 money for charity
- 4 people
- 5 summer
- 6 traditions
- 7 a tent
- 8 fans
- 9 food
- 10 food
- 11 performances
- 12 field

4   Find information about an interesting festival in your country. Find out: *name, place/time, purpose, what you can do there.* Write a short text about it. Read it to the class.

Making a donation to charity

1 Listen and say.

- How can I help you?
- I'd like to make a donation.
- Would you like to make a single donation or a regular monthly donation?
- That's wonderful!
- Could I get your full name and address, please?
- Could you give me your credit or debit card number, please?
- And what's the expiry date?
- Thank you so much for your donation.
- You're very welcome.

2 The sentences above are from a dialogue between a representative working for a charity and a caller. Which sentences do the rep/caller say?

Listen, read, and check.

Rep: Hello, WaterAid. How can I help you?

John: Hi. I've been reading one of your leaflets and I'd like to make a donation to WaterAid, please.

Rep: OK, that's great. Would you like to make a single donation or a regular monthly donation?

John: I'd like to make a regular donation of £10 per month, please.

Rep: That's wonderful! Could I get your full name and address, please?

John: Sure, it's John Stafford. That's S-T-A-F-F-O-R-D. My address is 20, Dell Court, Charing Cross, London.

Rep: And a contact number?

John: 020-7730-1024.

Rep: Could you give me your credit or debit card number, please?

John: Certainly. It's 7654 3234 9456 3225.

Rep: And what's the expiry date?

John: It's June next year.

Rep: OK, that's all, Mr Stafford. Thank you so much for your donation.

John: You're very welcome. Goodbye.

Rep: Goodbye and thank you again.



3 Find sentences in the dialogue which mean: What can I do for you? – I want to give some money. – Great! – When does the card expire?

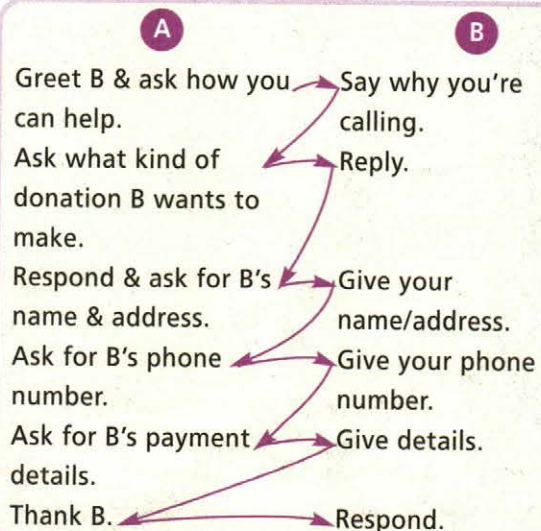
Intonation: polite requests

4 Listen and repeat. Pay attention to the intonation.

- How can I help you?
- May I speak to Mr Brown, please?
- Would you like to leave a message?
- I'd like to make a donation, please.
- Could you give me your name and address?
- Could you ask Mrs Smith to call me back, please?

Speaking

5 You've read the leaflet above and you want to make a donation. Act out your dialogue. Follow the plan.



3e At all costs

Vocabulary

Raising awareness

- 1 Listen and say.
 - 1 raise funds by organising a music festival or an art contest
 - 2 join a conservation/environmental group
 - 3 start a blog campaign
 - 4 organise a slide show or a lecture
 - 5 create informative window displays and posters
 - 6 make a video and upload it to YouTube
 - 7 walk through the Amazon Rainforest

Reading & Listening

- 2 Look at the picture in the text. Which of the activities in Ex. 1 do you think this man has done to help save the rainforest?
Listen and read to find out.

The Worst Place to Take a Walk!

On August 9th, 2010, Englishman Ed Stafford became the first man in history to walk the **entire** length of the Amazon River. To be exact, he walked 4,000 miles in 28 months! But this brave explorer faced some terrifying **hazards** along the way!

The source of the Amazon River is high in the Andes Mountains. At first, it's a gentle **trickle**, but then it gathers speed and widens, eventually rushing into the Atlantic Ocean at 58 million gallons a second. The Amazon runs through the world's largest jungle which is home to a tenth of the world's animal and plant species. It is also one of the planet's most dangerous and **hostile** habitats. **1** The dangers there are enough to **put** anybody **off**: floods, giant anacondas, jaguars, electric eels, drug smugglers, malaria, hostile tribes and sharp-toothed caiman crocodiles! So why did Ed want to walk there?

2 But his true inspiration was something even more important – the rainforest itself. Ed, who was a former army captain, used to lead jungle expeditions for a living, and saw how deforestation was destroying huge sections of rainforest. He desperately wanted to raise public awareness about the issue and knew that if he went on an adventure like this it would **grab** people's **attention**. So, on April 2nd, 2008, Ed set off from the jungles of Peru. From the start, he kept a video blog so viewers could follow his progress online. Ed recorded his many **hair-raising** moments – the bites and stings he suffered, encounters with angry locals and his unforgettable meeting with a deadly pit viper. The snake, ready to strike, backed off at the last moment: lucky for Ed! Ed faced endless challenges. After his GPS failed, he had to use a compass and a 60-year-old map to find his way. When he approached a village for supplies, he realised the village was no longer there so for a while he had to survive on piranha and turtles! **3** One time, a swarm of wasps attacked him and stung him over 30 times. Another time, he had to inject himself with antibiotics for 3 weeks to stop a face-eating bug he caught!

Relationships weren't always easy, either. Only three months into his journey, Ed and his walking partner argued over an iPod and his partner returned to the UK. But then, a Peruvian forest worker, Gadiel Cho Sanchez, offered to join Ed for a few days. He ended up staying with him for two years! One day, five canoes filled with an Amerindian tribe approached the pair. Some had their bows drawn; others even had shotguns. They were **furious** to find **foreigners** in their **territory**. Eventually, the chief let them go, but only if he could go with them. He became their guide for the next 47 days! The list of difficulties goes on and on.

4 He was determined to finish what he started. Finally, after 860 days and 50,000 mosquito bites, Ed reached his final destination; the Atlantic coast of Brazil. But the last part of his journey was also the hardest. In the last week, he collapsed with exhaustion, got an

agonising rash all over his body and then a fierce, 6-mile wide river nearly swept him out to sea. **5** He is so happy that his achievement succeeded in raising lots of money and drawing attention to the many threats to the Amazon rainforest: the spectacular lungs of the planet and a natural wonder we must **conserve** at all costs!

Check these words

entire length, face terrifying hazards, source, trickle, gather, electric eel, drug smuggler, malaria, hostile tribes, sharp-toothed caiman crocodile, true inspiration, former army captain, jungle expedition, deforestation, raise public awareness, grab attention, set off, hair-raising moments, pit viper, swarm of wasps, inject with antibiotics, forest worker, draw a bow, reach a destination, collapse with exhaustion, natural wonder, conserve, at all costs

3 Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Compare with your partner. Justify your answers.

- A He constantly struggled to stay healthy.
- B Crossing under or over fallen trees, **wading** through mud, and walking through razor-sharp grass made progress painfully slow, but Ed never considered giving up.
- C But, somehow, Ed finally made it.
- D European explorers sailed it in the 16th century, but no one was brave enough to walk it.
- E Ed nearly gave up.
- F Firstly, Ed wanted to prove that this walk was possible, simply because everyone said it couldn't be done!

4 Match the highlighted words with their meanings below. What part of speech is each word?

- very angry • frightening • dangers • small flow
- dangerous and threatening • attract interest quickly
- very painful • persuade to not do sth • protect
- area • whole • walking through water/a soft substance
- strangers

Grammar

Relative clauses

see
p. GR 10

5 Read the examples. Which relative pronouns/adverbs are for: *people?* *places?* *things?* *possession?* Find examples in the text.

- The rainforest **where** Ed's expedition took place is the largest in the world.
- Rainforests, **which** are home to many species, are in danger.
- Ed, **who** was a former army captain, walked through the rainforest.
- Ed, **whose** partner left him, continued his journey on his own.

Defining relative clauses are essential to the meaning of the sentence and are not put between commas. *People **who/that** destroy rainforests should be sent to prison.* Non-defining relative clauses give extra information not essential to the meaning of the sentences and are between commas. *Gadiel, **who** was a forest worker, joined Ed on his journey.*

6 Fill in: *who, which, where, whose.* Put commas where necessary.


- 1 Tropical rainforests cover about 7% of the Earth's surface are home to many animal and plant species.
- 2 The plants grow in rainforests are used to manufacture 25% of Western medicines.
- 3 Peter father is a doctor joined a conservation group.
- 4 Ed Stafford is the man walked through the rainforest.
- 5 The man fell into the river was saved by the villagers.
- 6 Frequent rainfall characterises the areas tropical rainforests exist.


7 Use the text to make sentences about the following using *who, which, where, or whose.*

- Ed Stafford • GPS
- Amazon Rainforest
- Amerindian tribe • pit viper
- Ed and Gadiel's guide • Ed's journey • Atlantic coast of Brazil

*Ed Stafford is the man **who** walked the entire length of the Amazon River.*

Speaking & Writing


8  **THINK!** Imagine you are Ed Stafford and your partner is a journalist. You've just finished your journey. Prepare questions and answers for a radio interview. Act out your interview.

9  **THINK!** Prepare a slide show or a lecture to raise awareness about rainforests.

3f Moving out

Vocabulary

Space

- 1 Say the names of the planets in our solar system.  Listen and check.

Reading

- 2 Read the title of the text and the quote. What could the problems of space colonisation be? How could these problems be solved? Read to find out.

"I don't think the human race will survive the next 1,000 years unless we spread into space."

Stephen Hawking,
English physicist & cosmologist



SPACE COLONISATION

Future or Fantasy?

Since Neil Armstrong stepped foot on the Moon on 20th July, 1969 and declared "One small step for man, one giant leap for mankind", people have been dreaming about creating futuristic communities in space. Science-fiction films such as *2001: A Space Odyssey* and *Star Wars* have filled our minds with images of spacecraft travelling at the speed of light to colonies on other planets in other solar system. Until now, these ideas have just been fantasy, but now leading scientists such as Stephen Hawking say that colonising space is the only answer for the future survival of mankind otherwise we will die out. **1** But is space colonisation really possible? One solution would be for us to move to space stations orbiting near Earth. After all, astronauts have already been living on NASA's International Space Station (ISS) continuously since 2000. The ISS gets its power from solar panels, it generates its own oxygen and even recycles water, but there's still a huge problem; all of its food and other supplies have to be sent from Earth.

2 So maybe colonising the Moon would be a better solution! The Moon has rich resources which could be used to construct a colony. Also, in 2009, scientists found water on the moon, which could be used to extract oxygen for breathing. **3** There is no atmosphere on the Moon and it is boiling hot during 13 days of sunlight and then freezing cold during 13 days of darkness. So any human colony there would have to live in a huge indoor biosphere*.

Mars would be another option, but the problems there would be similar to those on the moon. Scientists have suggested creating a more Earth-like atmosphere there by releasing carbon dioxide and warming it up, but this could take about 1,000 years!

Stephen Hawking believes that the best solution is to look for Earth-like planets to colonise. "If only 1% of the 1,000 or so stars within 30 light years of Earth had an Earth-sized rocky planet in just the right place for life, there would still be 10 planets for colonisation in our 'neighbourhood'," Hawking said. However, even if we found the perfect planet, we wouldn't be able to get there at the moment! Travelling on Voyager 1, the fastest spacecraft we've ever sent into space, it would take over 700,000 years to get to Alpha Centauri, the closest star system. Hawking, though, believes that new technologies could soon help us to travel just below the speed of light, reaching the next star to Earth in only 6 years.

If we had endless amounts of money for space exploration, we would have already overcome these problems and built the first space colonies. The fact is, it costs about £6,000 to put half a kilo of anything into near-Earth orbit. **4** Just imagine – if people hadn't given Columbus money for his voyage to America in 1492, NASA probably wouldn't even exist today!

So, although there are many challenges to overcome, Professor Hawking still believes it will only be a matter of time before we are living in space. **5** What do you think? Is space truly 'the final frontier'?

* an environment that supports life

Check these words

spread, colonisation, leap, mankind, futuristic community, orbit, solar panel, generate, supplies, resources, construct, colony, extract, atmosphere, carbon dioxide, warm sth up, endless, exploration, overcome, final frontier, self-sufficient, centuries, millenia, afford, harsh, wipe out, catastrophe, meteor, nuclear war

3 For each gap 1-5, choose from the sentences A-F the one that best fits each gap. One sentence is extra. Compare with your partner. Justify your answers.

- A Humans would need to be self-sufficient to survive in space long-term.
- B The only question is whether this happens in years, centuries or millennia.
- C Exploring space, however, is not without risk.
- D Nevertheless, Professor Hawking believes that we can afford to give 0.25% of the world's financial resources to colonise space.
- E Life there would be very harsh, though.
- F He believes that sooner or later we will be wiped out by a catastrophe such as a meteor or nuclear war.

4 Fill in: *self-sufficient, harsh, warm up, afford, release.*

- 1 Jupiter's moons have very climates with ice fields, storms and acid rain, so it would be impossible to live there.
- 2 The ISS isn't because it can't produce or make everything that it needs.
- 3 Climate change could the Earth by 3°C by 2100.
- 4 Power stations carbon dioxide and other greenhouse gases into the atmosphere.
- 5 Only the world's richest can to be a space tourist; it costs about \$20 million!

5 Choose the correct words. Check in your dictionaries.

- 1 **Supplies/Resources** such as food and equipment are sent to the ISS from Earth.
- 2 Hawking believes we can **pass/overcome** all the problems and colonise space.
- 3 Some scientists believe a huge asteroid or comet could **extract/wipe out** life on Earth.
- 4 There are many options for colonising space; the possibilities are **endless/continuous**.

see
p. GR 10

Grammar

Mixed conditionals

6 Study the table. Find examples in the text.

IF-CLAUSE	MAIN CLAUSE
(type 2) <i>If we had the technology to travel faster, (but we haven't)</i>	(type 3) <i>we would have colonised other planets by now. (we haven't)</i>
(type 3) <i>If Tim had studied Medicine, (but he didn't)</i>	(type 2) <i>he would be a doctor now. (he isn't)</i>

7 Rewrite the sentences using mixed conditionals, as in the example.

- 1 Angie doesn't like science-fiction films, so she didn't go to the cinema with the others. *If Angie liked science-fiction films, she would have gone to the cinema with the others.*
- 2 Sam doesn't have good eyesight, so he wasn't accepted on the astronaut training programme.
- 3 Mark didn't hand in his project, so he won't pass the astronomy course.
- 4 Greg was studying all night, so he's tired now.
- 5 He can't afford it, so he hasn't applied to study abroad.
- 6 Janet is interested in astronomy, so she visited the planetarium yesterday.

Speaking & Writing

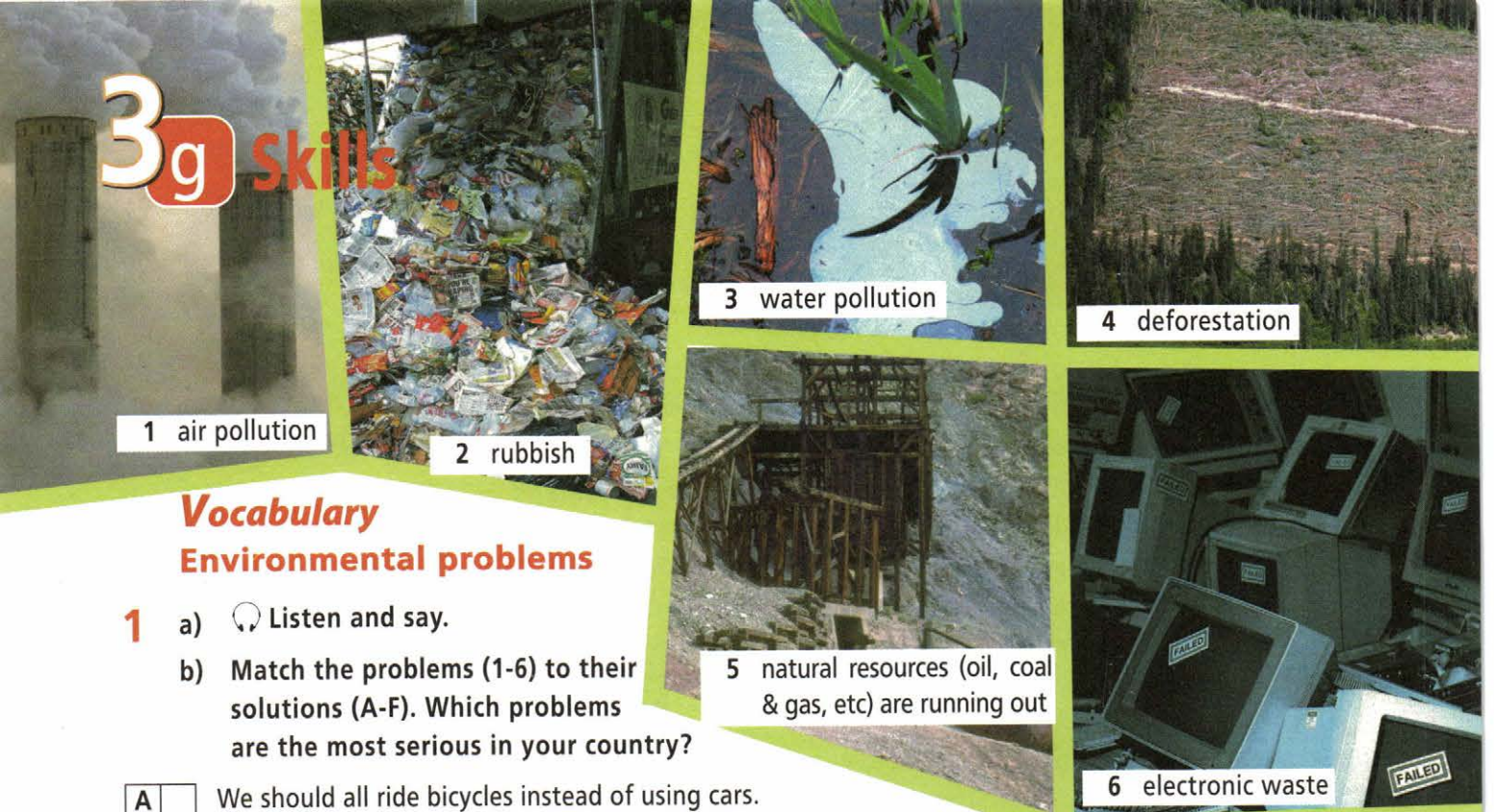
8 Listen and read the article in Ex. 3 again, then tell your partner three reasons why colonising space is difficult.

Colonising space is difficult because colonies would have to be self-sufficient.

9 **THINK!** Close your eyes and imagine you're in a spacecraft. What are you doing and what can you see and hear? How do you feel? Tell your partner.

I'm wearing a spacesuit and I'm floating around in the spacecraft. Out of the window I can see stars ...

10 **THINK!** Would you like to live in a space colony? Why/Why not? In a few minutes, write a few sentences on this topic. Read your sentences to the class.



1 air pollution

2 rubbish

3 water pollution

4 deforestation

5 natural resources (oil, coal & gas, etc) are running out

6 electronic waste

Vocabulary Environmental problems

- 1 a) Listen and say.
 b) Match the problems (1-6) to their solutions (A-F). Which problems are the most serious in your country?

- A We should all ride bicycles instead of using cars.
- B We should recycle at home and try to reuse things.
- C We must find new sources of renewable energy.
- D We should stop cutting down trees.
- E Manufacturers should be responsible for disposing of old electronic equipment.
- F We should use non-chemical biodegradable detergents.

Speaking Expressing your opinion

- 2 a) Read the table and the example.

Expressing your opinion	
• In my opinion, ...	• I (truly) think/believe that ...
• To my mind, ...	• The way I see it, ...
Agreeing	Disagreeing
• I (totally) agree with you.	• I (completely) disagree.
• You're (completely) right. Also, ...	• But don't you think ...?
• Yes, I think that too.	• On the other hand, ...
• I agree to a certain extent, but ...	• I don't really agree with you because ...

We should all ride bicycles instead of using cars. (*reduce air pollution, cheap way of commuting, exercise; BUT slow, impractical for the elderly, long journeys*)

A: *In my opinion, we should all ride bicycles because this would help reduce air pollution. It's a cheap way of commuting and exercising, too.*

B: *I agree to a certain extent, but don't you think that bicycles would be too slow and also impractical for the elderly to use? Also, for long journeys, you need a car.*

- b) Think of ideas for and against solution B in Ex. 1b. Use your ideas and the phrases for expressing opinion to discuss the topic.


Listening Predicting content

- 3 a) You're going to listen to Matt talking about an environmental project. Read the sentence stems (1-4) and the possible endings. What problem is the dialogue about?

- 1 Matt grew up in
 A a big city. B the country.
 C Lynton.
- 2 He started the tree-planting project because he wanted to
 A do some volunteer work.
 B bring the community together.
 C make his area look better.
- 3 The community's reaction to the project was
 A enthusiastic. B slow.
 C unexpected.
- 4 Now Matt hopes to
 A set up a website.
 B organise various community activities.
 C see more trees planted.

- b) Do the task. Justify your answers.

1 Read the title and subheadings in the text. Can you answer any of these questions?

 Listen and read the text and check.


2 Read again and complete the sentences in your notebook.

- 1 In 100 years, there might not be any ...
- 2 Farmers burn down forests because they want to ...
- 3 Many plants useful for making ... are only found in rainforests.
- 4 Greenhouse gases increase if ...
- 5 We should try not to eat meat that ...

3 Replace the highlighted words with the words in bold from the text.

- 1 Rainforests **accommodate** animals such as raccoons, giant salamanders and mountain beavers.
- 2 Plants **set free** oxygen into the atmosphere during photosynthesis.
- 3 Rainforests are **in danger**.
- 4 Coral reefs are very **easy to damage**.
- 5 Most of the plants **take in damaging** gases.
- 6 Sheep and cows **eat the grass and plants** in the field.

4 **THINK!** Imagine plants and trees could talk. What could they tell us about deforestation? In three minutes, write a few sentences. Tell your partner or the class.

5 **ICT**  Find out more information about deforestation. Use the key word: **deforestation**. Tell the class.

WHAT IS DEFORESTATION?

Deforestation occurs when people cut down whole forests of trees. Tropical rainforests are particularly **under threat**. Two thirds of the lowland tropical rainforests in Central America, for instance, have been turned into land for grazing since 1950.

Why is it happening?

Small farmers cut down a few acres of trees in order to grow crops or let their animals **graze**. They clear them in a process called "slash and burn". Loggers also cut down a lot of trees for wood and paper products and urban developers turn areas of forest into mines, new roads, homes, or factories. Natural factors such as wildfires sometimes contribute to deforestation, too.

Why is it such a problem?

Deforestation is a major threat to the **delicate** ecosystem of our planet. Basically, it destroys the homes of animal and plant species and many of them die out including many unique species that could be used to make medicines for some of the world's worst diseases. More than two thirds of all medicines with cancer-fighting properties, for example, come from rainforest plants. Also, trees **absorb harmful** greenhouse gases. When forests are cut down or burnt, most of these gases stay in the Earth's atmosphere, which speeds up global warming. In fact, in the next 24 hours, deforestation will be responsible for the **release** of as much CO₂ into the atmosphere as that from as many flights as it takes to carry 8 million people from London to New York!

How can we help to fight deforestation?

- Take part in tree-planting days to replace some of the lost trees.
- Recycle paper and buy recycled paper products such as notepads.
- Eat less meat or at least check where it has come from. If it's from rainforest areas, it's likely that rainforests were cut down in order to raise cattle.
- Encourage your family, friends, and neighbours to think about the rainforests too by telling them all about the issue and how they can help.
- Support charities and companies that support rainforest protection by donating money and buying wood products like furniture made from sustainable forests*.

*forests grown for commercial use

RAINFORESTS: FAST FACTS

- Tropical rainforests cover 6-7% of the Earth's surface. The largest are: 1) The Amazon, South America; 2) The Congo, Africa, 3) South East Asia, 4) New Guinea, 5) Madagascar.
- Areas of forest the size of 2 football fields are lost per second due to deforestation. If this rate continues, the world's rainforests will disappear within 100 years.
- Rainforests **are home to** over half the plant and animal species in the world. 137 species become extinct every day.

Check these words

tropical rainforest, turn into, slash and burn, logger, urban developer, mine, contribute, major threat, ecosystem, including, die out, unique species, disease, cancer-fighting properties, greenhouse gas, global warming, sustainable, commercial

3 Writing

An opinion essay

Writing Tip

An **opinion essay** is a formal piece of writing in which we present our personal opinion on a topic and support it with reasons and examples. An opinion essay consists of:

- an **introduction** in which we introduce the topic and clearly state our opinion;
- a **main body** consisting of three paragraphs. The first two present separate viewpoints, each supported by reasons/examples, and the third paragraph presents the opposing viewpoint supported by reasons/examples. Each paragraph starts with a topic sentence which summarises the main idea of the paragraph;
- a **conclusion**, in which we restate our opinion in different words.

We normally use present tenses. We link our ideas with appropriate linking words.

Adding more points: *Moreover, Furthermore, Also, Apart from this, In addition.*

Listing points: *To begin with, Firstly, In the first place, Secondly, Last, etc*

Introducing opposing viewpoints: *On the other hand, Although, However, etc*

Introducing examples/reasons: *For example/instance, Such as, Therefore, In particular, etc*

Expressing results: *As a result, Consequently, So, As a consequence, etc*

Concluding: *To sum up, All things considered, Taking everything into account, etc*

To express our opinion we use phrases such as: *I believe, In my opinion, I think, It seems to me that, To my mind, I strongly disagree with, I am totally against, I completely agree with, etc*

We do not use colloquial expressions, everyday language, short verb forms or chatty personal language. We use **formal expressions, longer sentences, full verb forms and formal linking words.**

We can also find this type of writing in the form of an article in newspapers, magazines, etc.

- 1 The number of private vehicles on our roads is constantly increasing and causing serious environmental problems. **In my opinion**, banning all private transport in our towns and cities could be a good idea, as it would reduce pollution levels and therefore improve our quality of life.
- 2 **Firstly**, our cities would be far healthier without constant streams of traffic. **For example**, fewer cars and motorcycles would vastly improve air quality; and harmful gases that contribute to global warming would be greatly reduced. **Also**, public transport systems would improve and everyone would get to their destinations much faster.
- 3 **Moreover**, we would be safer. More people would choose to walk or cycle to work or school. **As a result**, there would be fewer road accidents.
- 4 **On the other hand**, some people argue that a total ban on private transport restricts people's rights and freedom. Rather than a ban, they simply suggest encouraging the public to use buses and trains more, by making them cheaper to ride and more accessible.
- 5 **All in all**, after public transport is improved, I feel that a ban on private transport could be an effective way to create better towns and cities. People could commute more efficiently in a cleaner environment.

- 1 Read the rubric. Underline the key words and answer the questions.

You have had a class discussion about the following statement: "All private transport such as cars and motorcycles should be banned in cities to help protect the environment." Now your teacher has asked you to write an **essay** giving your opinion and reasons to support your views.

- 1 Who is going to read your essay?
- 2 Will you use colloquial expressions and short verb forms? Why? Why not?
- 3 What is your opinion on the topic? Give reasons.

- 2 a) Read the essay and match the paragraphs (1-5) to the headings A-E below.

- A restate opinion
 B second viewpoint & reasons/examples
 C state topic & opinion
 D first viewpoint & reasons/examples
 E opposing viewpoint & reasons/examples

- b) Answer the questions.

- 1 What is the writer's opinion?
- 2 What viewpoints and reasons/examples does he use to support his opinion?
- 3 What is the opposing viewpoint?

- 3 a) Read the essay again. Which of the linking words in bold:

- introduce an opinion?
- list points?
- add more points?
- show results?
- introduce an opposite viewpoint?
- introduce examples?
- conclude?

- b) Replace the words in bold in the essay with: *In addition, Consequently, To start with, For instance, In conclusion, In my view, However, Secondly.* Check with your partner.

Topic/Supporting sentences

- 4 Read the topic sentences. Use the phrases to write supporting sentences.

- 1 On the other hand, some people believe that space exploration is very important.
 - help resolve Earth's overpopulation
 - find natural resources
- 2 Riding bicycles instead of cars helps improve city life.
 - reduce air pollution
 - good form of exercise


- 5 Use phrases from the Writing Tip to express your opinion on the following. Use the ideas below.

- 1 we/help the elderly → quality of life improve
I strongly believe that we should help the elderly. If we do so, their quality of life will improve.
- 2 we/donate to charities → help those in need to have decent lives
- 3 we/recycle waste material → conserve our natural resources
- 4 we/join in clean-up days → cities look better

- 6 a) Read the essay topic and the viewpoints (1-3).

"It should be mandatory for all young people to volunteer to help protect the environment."

- 1 This work would benefit young people in the future.
- 2 It is unfair to force young people to give up their free time.
- 3 Young people contribute to environmental problems and should therefore help solve them.

- b)  Listen to Bill and Tina talking about the topic. What reasons/examples do they give to support the viewpoints?

- 7 Use ideas from Ex. 6 and the plan to write your essay (120-180 words). Use phrases from the *Useful Language box*.

Plan

- Para 1: state the topic, give your opinion (*Our Earth is threatened by ... I feel that all young people should ...*)
 Paras 2 & 3: present viewpoints & support them with reasons/examples (*Firstly, ... For example, ...*)
 Para 4: present the opposite viewpoint with reasons/examples (*On the other hand, ... It would be ...*)
 Para 5: restate your opinion in other words (*All in all, I believe ...*)

Useful language

In the first place ... ; Furthermore, it is essential ... ;
 On the other hand, it can be argued ... ; All things considered it seems to me that ... ; For example ... ;
 Moreover ... ; As a result, we ...

Reading

(T/F/NS statements)

- 1 a) Read the rubric and then read the text through once quickly. What is it about?

You are going to read a text about shark conservationist, Rob Stewart. Choose which of the statements (1-6) are *T* (true), *F* (false) or *NS* (not stated).

Study skills

True/False/Not stated

Read the statements and underline the key words. Skim the text looking for any words related to the key words; these words can be synonyms, antonyms or simply words that are related to the key words. Read the sentences in which the related word appears and compare it to the statement to see if it agrees or disagrees. If you cannot find any information that relates to the statement choose 'Not stated'.

- b) Do the task. Compare your answers with your partner.

- 1 Most people are not aware that the sharks are in danger.
- 2 Sharks kill more people every year than any other animal.
- 3 Stewart became interested in sharks after graduating from university.
- 4 Shark fins are a prized ingredient.
- 5 Stewart ran out of money while making the film.
- 6 Not everyone in Costa Rica was happy with what Stewart was doing.

Swimming with Sharks

When we talk about endangered species, we might mention the sea turtle or the giant panda or maybe even the Asian elephant, but we rarely consider the shark. That's not surprising when we see sharks in films, TV series and books portrayed as man-eating predators. In fact, the shark population has dropped over the last 30 years by 90%, mainly because of illegal fishing. Sharks may be at the top of the food chain, but they have a vital role in maintaining the ecosystem. When their numbers decrease, it disturbs the natural balance of the oceans.

One man, Rob Stewart, has dedicated himself to raising awareness about sharks, whose bad reputation is, he believes, completely undeserved. "Sharks kill about 5 people a year and yet they are loathed," he says. "Elephants kill at least 100 people but when a single elephant falls in Africa the world goes crazy."

Stewart first became fascinated by sharks as a child and after graduating with a degree in Marine Biology, he became a wildlife photographer. It was on an assignment to the Galapagos Islands, one of the world's most protected marine reserves, that he came across hundreds of dead sharks hanging from a 60 km length of commercial fishing line. If that kind of illegal fishing could happen there, what was happening in the rest of the world? He found that up to 100 million sharks are being killed every year and a third of the 500 species of shark are under threat of extinction. Shark fins are incredibly valuable as a luxury item particularly for use in shark fin soup. Dried fins go for as much as \$300 for half a kilo, but the rest of the shark is discarded. Yet, people aren't as concerned about the mass murder of sharks as they are about koala bears.

Stewart decided the best way to show the world what was happening was to make a documentary. After spending his life savings, watching DVDs on his laptop and learning the basics of film-making, he set off for Costa Rica where he swam with and even hugged the sharks while making his film. As sharks are afraid of humans, he spent an enormous amount of time underwater just hoping for the sharks to come near. Stewart learned how to control his heartbeat to avoid panicking the sharks. After coming into conflict with organised crime and local authorities, he had to escape by boat. Another time he caught a flesh-eating disease that led to a stay in hospital. Despite such difficulties, Stewart managed to produce *Sharkwater*, a powerful documentary about the cruel way mankind treats sharks. It has been a huge success, winning lots of international awards, but Stewart is carrying on with his mission to save the shark. "The oceans feed most of the planet. It's a system we can't mess with," Stewart says. "It's not just about saving sharks, it's about saving ourselves."


Listening

(Multiple choice)

- 2 a) Read the rubric and the questions and underline the key words.

You will hear a conversation between two friends, Rachel and Brendan. Choose the correct answer A, B or C for the questions (1-4).

- 1 How long did Brendan work?
A all summer B two weeks C six weeks
- 2 Brendan's job was to
A raise money for the shelter.
B conduct guided tours of the shelter.
C feed the animals and clean their enclosures.
- 3 Brendan says that to work in the shelter you have to
A work well in a team.
B be caring but strong.
C be a good manager.
- 4 Brendan thinks that
A anyone can volunteer.
B volunteers should be trained.
C there are enough volunteers.

- b)  Do the task. What information that you heard helped you decide on your answers? Compare with your partner.

Speaking

(Make decisions)

- 3 a) Read the rubric. In pairs, think of words related to the topic.

Give a 1.5-2-minute talk about **environmental problems** in your country.

Remember to say:

- what forms of pollution there are
- what damage they cause
- what possible solutions exist

- b) Do the task.

- 4 a) Read the rubric and brainstorm for various charities and events.

Charities: • homeless people • environmental groups

Events: • organise a clean up day • organise a bazaar



Your school would like to collect some money and donate it to a charity and is planning to organise a charity event. As a student leader, you have been asked for your opinion on which type of event to organise and to which charity or charities the money should go to.

Before making a decision, ask your teacher about:

- which charities the school is considering
- how the charities help people and society
- what events the school is considering

You start the conversation.

Remember to:

- be active and polite
- ask the questions and find out all the information you need
- decide on which event and charity and give reasons for your choice

Useful language

Expressing your opinion: I believe ..., I think ..., In my view ..., To my mind ..., The way I see it ...

Suggesting ideas: It would be a good idea to ..., Why don't we organise ...?, How about ...?, If we organised ..., we could raise ..., We should ..., We could also ...

Agreeing: I (totally) agree ..., You are right, also ..., I agree to a certain extent, but ..., Yes I think that too.

Disagreeing: But don't you think ...?, I don't really agree with you because ...

- b) Take roles and do the task.

Writing

- 5 a) Read the rubric and underline the key words.

Your teacher has asked you to write an opinion essay with the title: "Should we spend great amounts of money on space exploration?" Write your essay (120-180 words).

- b) Read the table. In pairs, try to think of reasons/ examples to support each viewpoint.

Should we spend money on space exploration?
✓
1 We need to explore other planets to ensure the survival of the human race.
2 The cost of space exploration is small compared to government spending on other things.
3 Important scientific discoveries made in space can help us here on Earth.
X
4 Some people believe it can be very expensive and the money could be better spent on other things.
5 It can be risky and space missions often fail.

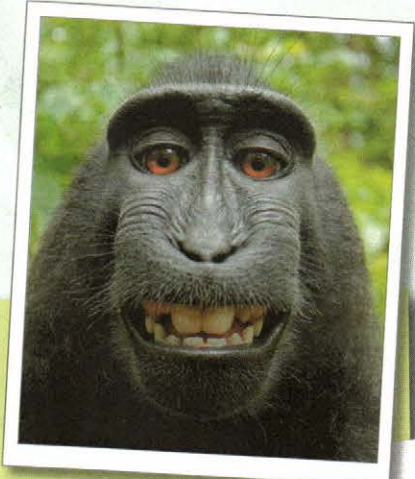
- c) Listen to Mark and Sarah discussing the topic. Did their reasons/examples match yours?

- 6 Do the task. Use ideas from Exs. 5b & 5c.

Word formation

- 7 Read the text. Fill in the gaps with the proper lexical form of the capitalised words.

Monkeying around



When photographer David Slater went to snap some black Macaque monkeys in Indonesia, he got a bit of a surprise! The black macaque is a rare, endangered species of monkey and is being studied in Indonesia by a team of scientists interested in 1) Macaques may be rare, but they aren't shy! While David was walking with them he began to notice that the monkeys were very interested in his photography 2) Finally, overcome by 3), one of the monkeys stole the camera from David's bag. When he caught 4) of his own reflection in the camera, the naughty macaque was fascinated. Clearly, the macaque was pleased with his 5) because he found the camera's button and began to snap photos of himself and his friends! "He must have taken hundreds of photos," says David "but not many were in focus. He obviously hadn't worked that out yet"!

CONSERVE

EQUIP
CURIOUS
SEE

APPEAR

Key word transformations

- 8 Complete the gapped sentences so that they have a similar meaning to the original ones. Use two to five words including the word given. Accurate spelling and grammar are required.
- John regrets not helping the homeless man.
WISHES John the homeless man.
 - He volunteered at an animal shelter.
WHERE The place an animal shelter.
 - Unless Bob pays his rent, he will lose his flat.
PAY Bob will lose his flat his rent.
 - Sally doesn't have enough money so she can't go on holiday.
MORE If Sally go on holiday.
 - It's a pity I can't go on holiday this year.
ABLE I wish on holiday this year.

Phrasal verbs/Prepositions

1 Choose the correct particle.

hand in: submit
 hand out: distribute
 hand over: give (usually without wanting to)
 hang out: spend time relaxing (usually with friends)
 hang on: wait a short time
 join in: become involved in an activity with others
 join up: become a member of (a club, etc)

- 1 Sam is planting trees in the park this weekend. Why don't we join **in/up**, too?
- 2 John found a wallet on the street yesterday and he handed it **out/in** at the police station.
- 3 Hang **on/out** a minute and I'll come with you.
- 4 Sally hangs **on/out** with friends on Saturdays.
- 5 The cashier handed **in/over** £100,000 in cash.
- 6 People were handing **out/over** leaflets about environmental protection in town today.

2 Choose the correct preposition.

- 1 Poverty can lead **in/to** crime.
- 2 He managed to survive **on/in** very little food.
- 3 The world's rainforests are **under/at** threat.
- 4 He donates money **for/to** the homeless.
- 5 Can success contribute **on/to** happiness?
- 6 He succeeded **in/on** raising money for charity.

Collocations

3 Fill in: *natural, walking, long-term, unique, solstice, hair-raising, vicious, toxic, badly, scruffy.*

- | | |
|-----------------|-------------------|
| 1 circle | 6 species |
| 2 aim | 7 moments |
| 3 waste | 8 resources |
| 4 behaved | 9 clothes |
| 5 stick | 10 summer |

Word formation

4 Complete the sentences with the correct word derived from the words in brackets. Use appropriate prefixes.

Prefixes used with nouns to form nouns

Some of the prefixes used to form new nouns in English are: **auto-(self)** (*automobile*), **co-(joint)** (*co-founder*), **ex-(former)** (*ex-chairman*), **inter-(between)** (*interchange*), **super-(more than)** (*superpower*), **tele-(distant)** (*telemarketing*).

- 1 Superman and Spiderman are (HEROES)
- 2 New technology has improved greatly. (COMMUNICATIONS)
- 3 He decided to write his (BIOGRAPHY)
- 4 She met her with his new wife at the children's party. (HUSBAND)
- 5 They need to make with the site easier. (ACTION)

Words often confused

5 Choose the correct word. Check in your dictionaries.

- 1 He **wondered/wandered** around Europe for months before he **settled/lived** in London.
- 2 A **school/swarm** of bees **attacked/struck** him.
- 3 He wanted to **grab/hold** people's attention and raise **public/private** awareness.
- 4 He **spent/passed** the night in the **chilling/biting** cold.
- 5 If you are in **question/doubt**, ask someone to help you.



Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 3 and write a quiz of your own.

- 1 In 50 years, there will be twice as many elderly people as there are now.
- 2 The Amazon jungle is in Peru.
- 3 About 20% of people in Rio de Janeiro live in slums.
- 4 The Glastonbury Festival takes place in the autumn.
- 5 Ed Stafford spent nearly 2½ years in the Amazon jungle.
- 6 Half of the world's animals live in the Amazon.
- 7 Rainforests cover 5% of the Earth.
- 8 "Carioca" means friend in Portuguese.



VITA *is life*

Reading & Listening

1 What do you know about VITA? What does it do?

🎧 Listen and read to find out.

2 Read again answer the questions in your own words.

- 1 What is VITA?
- 2 What are VITA's objectives?
- 3 What is its main activity?
- 4 What other activities is it involved in?
- 5 What has been a major success for VITA?

3 Match the words in bold in the text with their meaning.

- | | |
|---------------|-------|
| 1 wins | ..... |
| 2 proper | ..... |
| 3 help | ..... |
| 4 struggle | ..... |
| 5 walk around | ..... |

4 What did you learn about VITA? Tell the class.

5 **THINK!** What can we do to protect animals and make their lives better? Discuss in pairs.

Writing

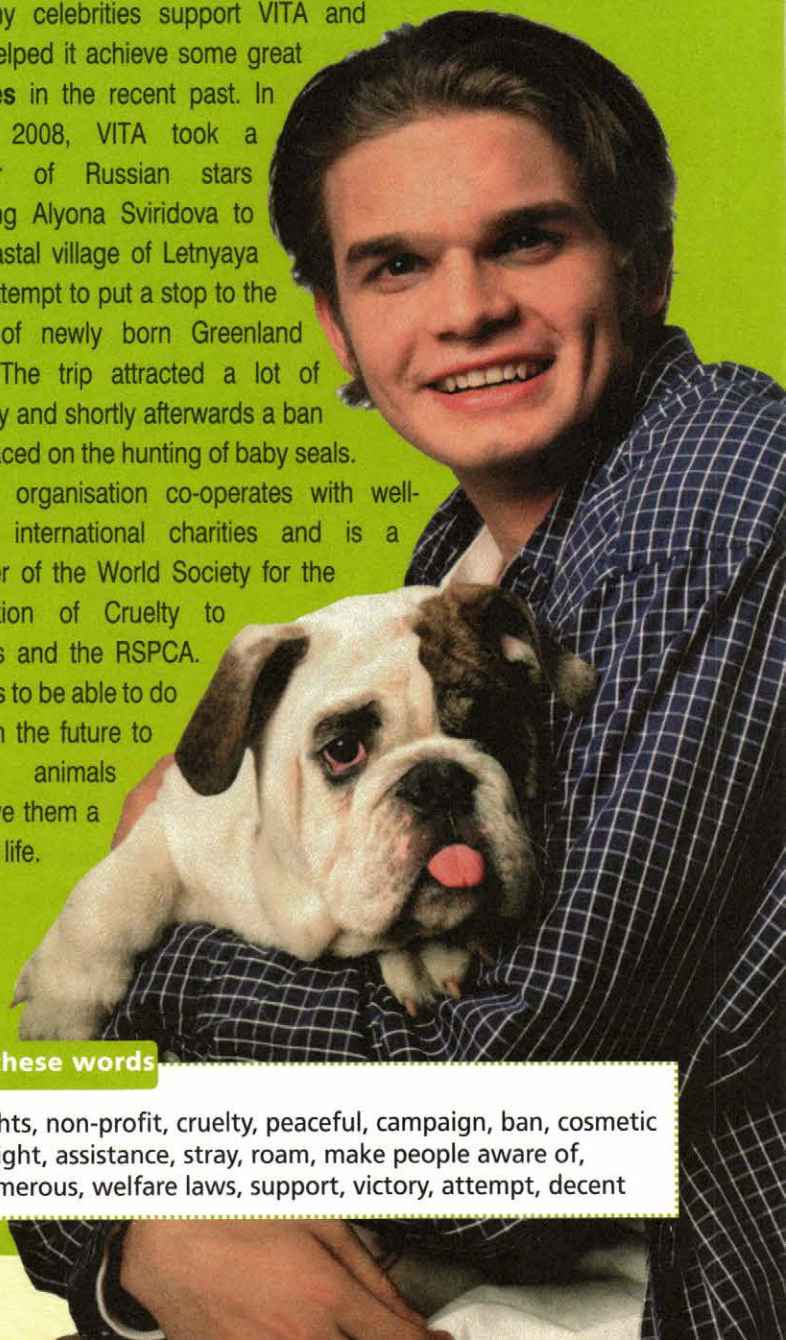
6 Use your answers from Ex. 2 to write a summary of the text. Present it to the class.

VITA animal rights centre is a non-profit charity organisation in Russia whose aim is to protect animals against cruelty through peaceful means. Its main activity involves campaigning for better conditions for farm animals and for a ban on the testing on animals of medicines and cosmetic products. VITA also fights for better living conditions for animals in zoos and circuses as well as providing food, shelter, and medical **assistance** for stray cats and dogs that **roam** the streets.

VITA works in a number of ways to protect and improve the lives of animals. One of its major roles in society is to try to make people aware of the **plight** of suffering animals and in order to achieve this takes part in numerous television and radio programmes, gives lectures on animal issues and organises special events. The organisation also works with the government to try to introduce new animal welfare laws.

Many celebrities support VITA and have helped it achieve some great **victories** in the recent past. In March 2008, VITA took a number of Russian stars including Alyona Sviridova to the coastal village of Letnyaya in an attempt to put a stop to the killing of newly born Greenland seals. The trip attracted a lot of publicity and shortly afterwards a ban was placed on the hunting of baby seals.

The organisation co-operates with well-known international charities and is a member of the World Society for the Prevention of Cruelty to Animals and the RSPCA. It hopes to be able to do more in the future to protect animals and give them a **decent** life.



Check these words

animal rights, non-profit, cruelty, peaceful, campaign, ban, cosmetic product, fight, assistance, stray, roam, make people aware of, plight, numerous, welfare laws, support, victory, attempt, decent

Module 4

Still a mystery

Vocabulary: mysterious events/places, UFOs, characteristics of strange creatures, ways of looking, unexplained phenomena, types of books
Grammar: the passive, personal & impersonal constructions, articles, reflexive & emphatic pronouns

Everyday English: booking tickets for a guided tour

Intonation: question tags

Phrasal verbs: *keep, let, pick*

Word formation: forming nouns from adjectives

Writing: a book review

Culture Corner: Haunted London

Curricular (Literature): *The Day of the Triffids* by John Wyndham

Russia 4: The Tunguska Event

Vocabulary

Mysterious events/places

1 Complete the descriptions with: *was assassinated, was built, was launched, have been reported, have crashed, is known, was captured.*

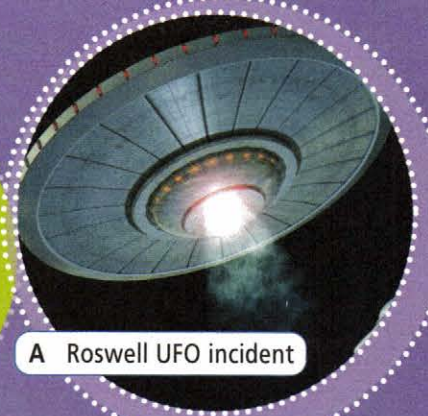
- 1 It between 3100 BC and 2800 BC. The reason is still unknown.
- 2 Many sightings of a large hairy ape-like creature in the Pacific Northwest, but no real proof exists.
- 3 The spacecraft on 11th April, 1970. Two days later the oxygen tank exploded. The crew returned safely to Earth on 17th April, 1970.
- 4 In 1947, an extraterrestrial spacecraft was reported to in New Mexico and its alien crew
- 5 Located in the western part of the North Atlantic Ocean, the region for mysterious disappearances of aircraft and ships.
- 6 The 35th American president in November 1963. To this day, no one is sure who killed him and why.

2 Match the descriptions to the images.

🔊 Listen and check.

OVER TO YOU!

Which three mysteries impressed you the most? Present them to the class.



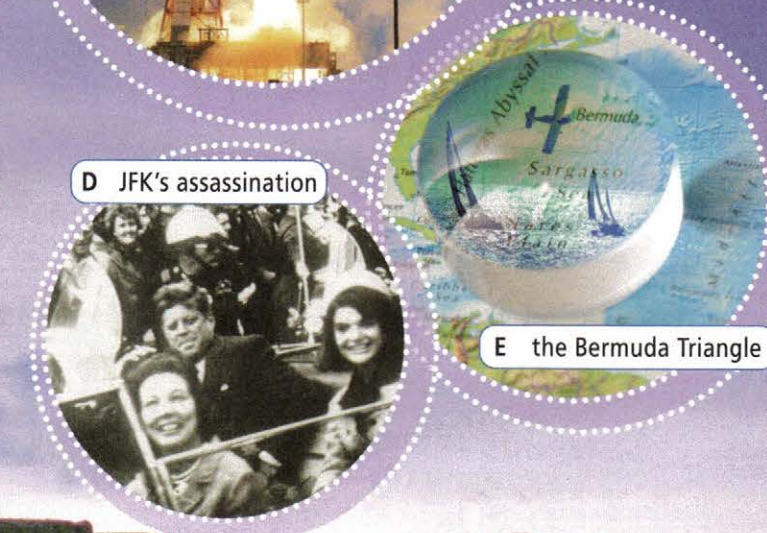
A Roswell UFO incident



C Apollo 13



B Bigfoot



D JFK's assassination

E the Bermuda Triangle



F Stonehenge (Wiltshire, England)

4a UFO tour

THE TRUTH ISN'T OUT THERE... OR IS IT?

The annual UFO festival in Roswell, New Mexico attracts thousands of visitors each year to this remote desert town. This year, we sent travel journalist Ruth Bradley to take part in a new UFO Discovery Tour to visit key sites in the area where the famous 1947 Roswell UFO case unfolded. Did her out-of-this-world experience make her a true believer?

When I was first asked by my editor to report on a UFO discovery tour, my heart sank. I just couldn't understand why I was being sent – me, a true sceptic!

A few days later, I was greeted at the airport in New Mexico by the tour's friendly guide and the other enthusiastic UFO-spotters in my group. We were driven to the hotel along busy freeways lined with UFO diners, UFO souvenir shops and even UFO motels. Little grey aliens stared down at us from billboards and road signs with huge insect eyes. **1** If nothing else, I had the feeling I would be having some fun on this assignment!

The following morning, we were taken to the spot in Roswell where a cattle farmer, Mak Brazel, came across some large pieces of metal and a huge hole in the ground on 8th July, 1947. Our guide told us that shortly after Mr Brazel reported what he had seen, the newspaper wrote that he had seen a flying saucer. The next day, however, they changed the story and reported that it wasn't a UFO at all, but simply a weather balloon. I **wandered away** from the group and looked around in the grass, half hoping to find one last piece of **debris** from the craft. **2** I had to admit, the story so far was fascinating and I found myself looking forward to the next stage of the tour where we would be shown 'Building 84'. This was the huge aircraft hangar on the old army base where the remains of the strange craft were taken to be examined. It was an impressive sight. Eye-witness accounts later described the craft as unlike anything that had ever been seen on Earth. They said it was made of a material as light as plastic, as strong as steel, impossible to burn and covered in strange

Check these words

unfold, report (on), sceptic, freeway, lined with, billboard, assignment, spot, cattle farmer, weather balloon, debris, aircraft, hangar, army base, remains, eye-witness account, hieroglyphics, autopsy, oval-shaped, burst, hotspot, weird, formation, doubtful, eerie, rattlesnake

Vocabulary & Reading

1 Listen and read the headlines. What do you think happened in these incidents?

A 8th July, 1947

FLYING SAUCER CAPTURED ON RANCH IN ROSWELL REGION

B Strange wreckage & Alien Bodies Examined At Roswell Army Base

C POLICE OFFICER REPORTS SIGHTING OF ALIEN SPACECRAFT IN SOCORRO, NEW MEXICO

D THOUSANDS WITNESS STRANGE LIGHTS OVER PHOENIX, ARIZONA

2 Now read the title of the text and the introduction. What do you expect to read about? Read through to find out.

hieroglyphics. Others described seeing alien bodies. The day ended with a visit to the UFO Museum and I was fascinated by some **creepy** sketches of alien bodies on autopsy tables which were drawn by a nurse working in the base hospital at the time. **3**

The next day, we visited the town of Socorro where, in 1964, Lonnie Zamora, a respected police officer, reported an oval-shaped object with two small creatures inside. As he drew near, blue flames burst from the craft and it **soared into the sky**. When Zamora came back with other officers, all that could be seen were burn marks on the ground and strange footprints. The locals in this area have many stories like this one and I asked whether we were going to go back home with a UFO story of our own. **4**

That night, we camped out in one of the Nevada Desert's UFO hotspots. As we looked up into the dark sky, one couple from Phoenix, Arizona, told me about the night in March 1997 when they saw a weird formation of lights **hovering** above the city. They weren't alone; the strange phenomenon had been witnessed by over 10,000 locals and there is even video footage of it. **5** What better souvenir to take back to the editor than a photo of a real UFO! I'm still doubtful whether UFOs and aliens exist. However, after spending a night under the stars in the **eerie** Nevada Desert, I have to admit that if intelligent life from a far-off world decided to land on Earth, I wouldn't be at all surprised if this was the place they chose to visit!

3 Read again. Five sentences are missing. Match each sentence (A-F) to the gaps (1-5). There is one extra sentence. Justify your answers.

- A Instead, I **disturbed** an enormous rattlesnake and quickly made my way back!
- B I was a bit **disappointed** that I saw nothing worth photographing that night.
- C "Wait until tonight," the tour guide told me.
- D I couldn't help smiling at these amusing sights.
- E I started to lose hope during the night.
- F As we headed back to the hotel, I stared up into the starry night and couldn't help wondering if anyone – or anything – was looking down!

4 **THINK!** Listen and read the text. What is the writer's purpose?

5 Choose the correct words. Make sentences using the other options.

- 1 The **trip/tour** down to New Mexico wasn't very long.
- 2 We were shown the exact **spot/mark** where the spacecraft crashed.
- 3 They lost their way around the **dessert/desert**.
- 4 The experts **examined/experienced** the remains of the spacecraft.
- 5 We had a great view of the crash **site/sight** from the hilltop.
- 6 The **locals/natives** in Roswell are used to UFO-spotters.
- 7 People disagree about the **events/facts** that took place in Roswell.

6 Match the words/phrases in bold with their meanings: **moved quickly up, bothered, felt unhappy, destroyed remains, walked without a purpose, strange & frightening, floating in the same position, scary.**

Grammar

The passive

see pp.
GR 10-11

7 a) Read the examples. When do we use the passive? How is it formed?

Active: *Some tourists **spotted** a UFO yesterday. The researchers **are investigating** the sighting.*
Passive: *A UFO **was spotted** by some tourists yesterday. The sighting **is being investigated**.*

b) Find examples of the passive in the text. Then rewrite the passive sentences into active sentences.

- 1 Steve put up the tent.
*The tent **was put up by Steve**.*
- 2 The mayor opened the UFO museum.
- 3 Lots of UFO-spotters visit Roswell, New Mexico.
- 4 People are making preparations for the town's first UFO festival.
- 5 Sam is starting a UFO tour in the area.
- 6 Locals have seen many strange lights in the desert.
- 7 They will publish Bill's book about local mysteries next month.

8 Rewrite the headlines in Ex. 1 in the passive.

Speaking & Writing

9 You went on the tour with Ruth. Write a paragraph about your experience. Read it to the class.

4b Strange creatures

Reading & Vocabulary

- 1 Look at the monsters in the pictures. Which creature: *looks like a dinosaur?* *has a long neck?* *is a large hairy ape-like creature?* Tell your partner.

The Loch Ness Monster looks like a dinosaur.

- 2 Read the title of the text and the first sentence of each paragraph. Who do you think Loren Coleman is and what does he do?

🔊 Listen and read the text to find out.

Bigfoot

Check these words

stand guard, plaster cast, sample, specimen, leading, cryptozoologist, legendary beast, countless, witness, scratch, screech, valued, hard evidence, sceptical, fake, hoax, footage, mobility, hips, virtually unknown, tales of sightings, native tribe, become extinct, prehistoric times, human settlement, secretive, panther-like, reluctant

In Search of Monsters

Outside the International Cryptozoology Museum, an eight-foot, **replica** Bigfoot stands guard. **Glancing** around the two rooms, visitors see plaster casts of Bigfoot and Yeti footprints, hair samples and a life-size model of a coelacanth*. Most of the 2,300 specimens of the weird and wonderful that can be found here come from the personal collection of Loren Coleman, the museum's owner and the world's **leading** cryptozoologist.

Loren first became fascinated by the study of cryptids or 'hidden animals' as a twelve-year-old after seeing a documentary on Yetis, but his teacher told him that it was all just nonsense. Unconvinced, he set about finding all there was to know about legendary beasts such as yetis, lake monsters, giant snakes and chupacabras. His interest led to a lifelong passion for monster-hunting and cryptozoology. To date, he has written over 30 books and has spent countless hours travelling and camping out all over the American continent and abroad, interviewing witnesses and examining possible **evidence** of cryptids' existence such as footprints, hair samples, scratches, audio tapes of screeches, videos and photos.

Not surprisingly, Loren is often the first person TV producers turn to when they want an expert on the unexplained. He holds a BA in Zoology and Anthropology, an MA in Social Work and has done post-graduate work in Sociology and Anthropology. His opinion is **valued** because even though he firmly believes cryptids exist, he still demands hard evidence. "Until I have a hair sample or footprint or twisted branch, I'm really kind of sceptical," he says. "80% of all accounts are ordinary animals – a few fakes, a few hoaxes. But it's that 20% of unknowns that keeps me going."

A particular interest of Coleman's is one of the most famous cryptids of all, Bigfoot or Sasquatch, which is said to **inhabit** forests mainly in the North-western United States. He believes that there is lots of convincing evidence of its existence, including the famous 1967 Patterson-Grimlin footage of a Bigfoot walking into the forest. Despite many people claiming they were 'the person in the suit', Loren points out that the creature walks the way an ape does, with little mobility in the hips and neck.

So why hasn't anyone found a real Bigfoot yet? Well, Loren points out that, until 150 years ago, it was believed by most in the western world that mountain gorillas didn't exist and before that the giant panda was **virtually** unknown. Tales of sightings were **taken with a pinch of salt**; they were thought to be legends told by native tribes. Respected scientists had to change their opinions, though, when these creatures were found high up in the mountains and deep in the forests. Similarly, the coelacanth is a huge 1.5-metre-long fish that was thought to have become extinct about 65 million years ago until it was rediscovered in 1938. But no one had mentioned this to islanders in the Indian Ocean, who had been happily eating it for ages! So if a fish from prehistoric times is still swimming around, why can't Bigfoot and other strange creatures be hidden away in a forest somewhere? Loren argues that cryptids are not monsters at all, just species of animal that are few in number, live far from human **settlements** and are highly secretive.

Cryptozoology is definitely Loren's life, but has he ever seen a cryptid himself? He admits that one dark night on the way home, he glimpsed a large panther-like creature, but he's **reluctant** to call it a cryptid. "Western science decides if animals exist or don't exist," he says. Loren isn't trying to prove anything to the world, he just wants to find out the truth.

*large fish once believed extinct

3 Read again and for questions 1-5, choose the best answer, A, B, C or D.

- What inspired Loren to study cryptids?
 - The books he read on Cryptozoology.
 - His teacher's encouragement.
 - A film he saw as a young boy.
 - His travels and camping trips.
- Loren is popular with TV producers because he
 - is well-liked by audiences.
 - demands proof and isn't easily convinced.
 - has lots of evidence that cryptids exist.
 - gets excited by cryptids.
- He believes the Patterson-Grimlin footage
 - appeared to show a real creature.
 - was a clever trick.
 - drew attention because of the costume.
 - should be more famous.
- The writer uses the highlighted phrase in the text to show that
 - people believed in the reports about pandas and gorillas.
 - stories about hidden animals come from tribal legends.
 - scientists often change their minds.
 - the western world knows little about hidden animals.
- In the last paragraph, Loren suggests that he
 - doesn't respect western science.
 - accepts that cryptids may not exist.
 - believes people should be more open-minded.
 - is certain he has seen a cryptid.

4 Match the words in bold to their meanings: **proof**, **live in**, **colonies**, **almost**, **model**, **top**, **respected**, **looking**, **unwilling**.

5 Read the definitions, then choose the correct word.

glance: look at quickly	glimpse: see for a short time, catch sight of
glare: look at angrily	peer: look at something with difficulty
stare: look at for a long time (rudely)	peep: look quickly, often secretly
gaze: look at for a long time	

- Matt only **gazed/glimpsed** the creature for a second so he wasn't sure what he really saw.
- We **peered/glared** into the dark forest, but we couldn't see much.
- Andrew **gazed/peeped** at the plane flying over his head.
- Simon **peeped/glared** at her angrily.
- The gorilla **peeped/glimpsed** through the trees at us.
- Jane **glared/stared** at the creature – she couldn't stop looking at it.
- Tom **glimpsed/glanced** at his watch and realised he was late.

Grammar

see
p. GR 11

Passive (impersonal/personal constructions)


6 Read the examples. How do the two passive constructions differ? Find similar constructions in the text. Then turn the sentences into the passive.

- People think** (that) he didn't see a Bigfoot. (active construction)
- It is thought** (that) he didn't see a Bigfoot. (impersonal passive construction)
- He is thought not to have seen** a Bigfoot. (personal passive construction)

- They believe the creature was a panther.
It is believed that the creature was a panther.
The creature is believed to be a panther.
- Experts say many frogs are becoming extinct.
- They report that Yeti footprints have been found.
- They think the photos are fakes.

Loch Ness Monster

Speaking & Writing

- 6  Find the main idea in each paragraph. Use them to write a summary of the text in your own words. Tell the class.

4c Culture Corner

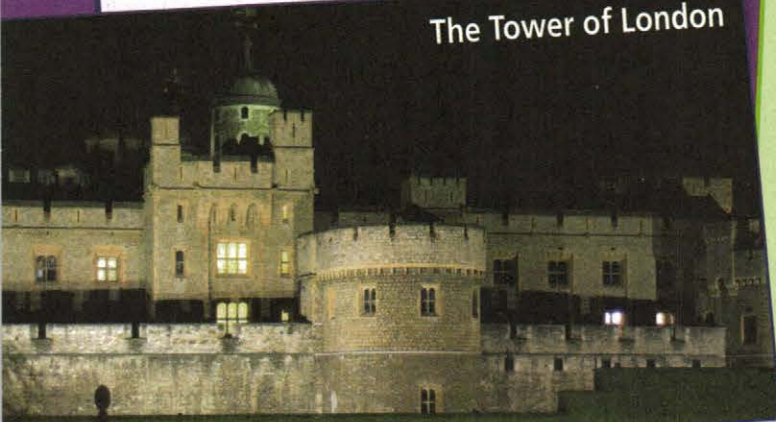
HAUNTED LONDON

London dates back to Roman times and has a long, often violent and tragic history. For this reason, it is believed by some to be one of the most haunted capital cities in the world. There are hundreds of stories of ghosts in old buildings, parks, streets, graveyards and even theatres and tube stations! If you aren't too afraid, read on ...

- 1 Read the title of the text and the headings. What kind of ghosts do you think there are in these places? Read to find out.

From Medieval times to the early 20th century, the Tower of London has had a long, cruel history of imprisonment, trials, executions and torture. It's no wonder then that 1) of ghosts are a common occurrence here! One of the most frequently 2) ghosts is the headless Anne Boleyn, the unlucky wife of Henry VIII who was beheaded at the Tower in 1536. There is also the white lady whose perfume 3) to fill the air surrounding the White Tower and who was once spotted waving to a group of children visiting the opposite building. Stories of ghostly goings-on at the Tower of London are numerous and still occur today.

The Tower of London



Check these words

graveyard, cruel, imprisonment, trial, execution, torture, occurrence, behead, spot, ghostly goings-on, occur, phantom, make presence felt, usher, clog dance, welcome addition

- 2 For gaps 1-6, choose the best answer, A, B, C or D. Find evidence in the text.

- | | | |
|-------------|---------------|--------------|
| 1 A views | 3 A says | 5 A of |
| B sightings | B said | B for |
| C pictures | C is said | C to |
| D scenes | D is saying | D with |
| 2 A viewed | 4 A uncovered | 6 A heard |
| B watched | B drew | B is heard |
| C noticed | C opened | C be heard |
| D seen | D unlocked | D be hearing |

The Theatre Royal, Drury Lane




This theatre first 4) its curtains to the public in 1663 and is therefore London's oldest working theatre. Many phantoms supposedly make their presence felt during the performances here. Some say that Joseph Grimaldi, a mischievous clown who died in 1837, often kicks actors, ushers and cleaners from behind as they work! Another clown, Dan Leno, who was famous 5) his clog dance, can sometimes 6) practising his routine over and over again. The theatre's most famous ghost, however, is the Man in Grey, who only appears at the beginning of a successful performance. Unlike most ghosts, he does not make people freeze in terror and is seen as a welcome addition to the theatre!

- 3 Fill in: *successful, freeze, cruel, capital, common, mischievous*. Use the phrases to make sentences based on the text.

- 1 city
 2 occurrence
 3 performance
 4 long history
 5 in terror
 6 clown

- 4 **THINK!** Listen and read. Imagine you saw a ghost while visiting one of these places. What did you see, hear, feel? In five minutes write a few sentences. Tell the class.

- 5  Are there similar places in your country? Collect information. Tell the class.

Booking tickets for a guided tour

- 1 a) Listen and say.
- This is the right place to get tickets for the Tower of London, isn't it?
 - Yes, it certainly is.
 - Could you tell me what the ticket price includes, please?
 - I'd like to book some tickets for this afternoon then, please.
 - How many tickets would you like?
 - My pleasure. Enjoy your visit.
- b) The sentences above appear in the dialogue below. Who says each, a *tourist* or a *ticket office attendant*? Listen and check.

- A: Good morning. This is the right place to get tickets for the Tower of London, isn't it?
 B: Yes, it certainly is.
 A: Could you tell me what the ticket price includes, please?
 B: Sure. It includes a guided tour by one of the Yeoman Warders and entry to see the Crown Jewels and other special exhibitions.
 A: That sounds great. I'd like to book some tickets for this afternoon then, please.
 B: Yes, of course. Tickets are valid for 7 days from the day of purchase. How many tickets would you like?
 A: 2 adults, please.
 B: OK. That's £39.60 then.
 A: Alright. Here you are.
 B: Thanks.
 A: Could you tell me where the guided tours start from?
 B: Sure. They start from just inside the gates every half an hour. So you can choose your own time.
 A: Thank you very much.
 B: My pleasure. Enjoy your visit.

LONDON GHOST BUS TOURS

Take a ride on the dark side

Tour includes:

- Stories of London's past, told by a spooky conductor
 - Onboard entertainment with real actors
- Tours run most days at 7:30 pm & 9 pm, departing from Northumberland Avenue (off Trafalgar Square)

Fares: Adults £18, Children £12, Family ticket £50
 Book now online or from our ticket office



- 2 Find sentences in the dialogue which mean:
That's right. – *What do you get for the price of the ticket?* – *You're welcome.* *Have a great time.*

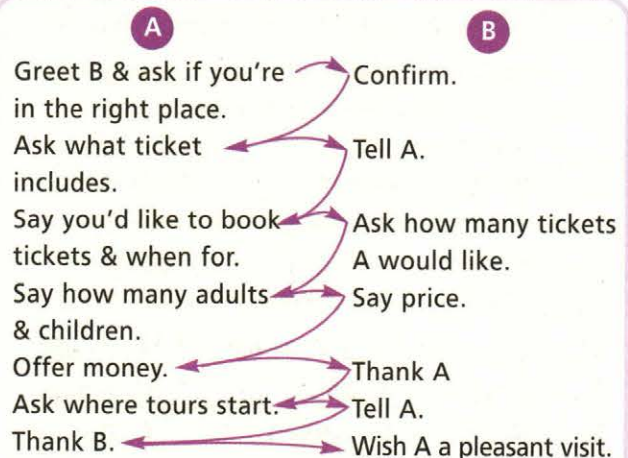
Intonation: question tags

see p. GR 11

- 3 a) Choose the correct question tags. Check in the Grammar Reference section.
- b) Listen and mark which questions expect an answer (↗) and which ask for confirmation (↘). Check in the Grammar Reference section.
- 1 Let's visit the castle, shall we/will we?
 - 2 You went on a ghost tour last summer, didn't you/weren't you?
 - 3 You won't tell him, won't you/will you?
 - 4 Sam likes history, does he/doesn't he?
 - 5 You couldn't lend me £20, could you/can you?
 - 6 Don't leave the flat unlocked, do you/will you?

Speaking

- 4 Act out a dialogue between a tourist and a ticket office attendant using the advert for the bus tour. Follow the plan.



4e Unexplained phenomena

Reading

- 1 Read the introduction of the text and the headings. What do you know about each place? What makes each a mysterious place?
 Listen and read to find out.

Study skills

Multiple matching

Read the questions and underline the key words. Scan the text for the information you need. As you are reading underline the parts related the questions. Read again and answer each question. Some information is paraphrased.

- 2 Read again and for questions 1-15, choose from the places A-D. Justify your answers.

Which place:

- 1 has an attraction that has no visible means of life support?
- 2 reports a phenomenon that gets worse at a particular time?
- 3 has reports of an event occurring in previous centuries?
- 4 do locals believe is protected by a god?
- 5 might someone experience health problems?
- 6 has a phenomenon that occurs annually?
- 7 has a phenomenon that could be caused by the human body?
- 8 has a phenomenon that makes no sound?
- 9 is where visitors are warned of dangers?
- 10 has an attraction that is far away from any other species of its kind?
- 11 has a phenomenon some believe is caused by a mythical creature?
- 12 has a phenomenon that does not affect everyone?
- 13 is where the frightening sounds are said to be from trapped people?
- 14 has a phenomenon witnessed by large crowds of people?
- 15 has a legendary animal that is said to kill people?

- 3 Match the underlined adjectives to their opposites in the list: *nearby, silly, shallow, low, tiny, light, artificial, loud, normal.*

Mysterious Places

We've found out about some places that have some extremely weird phenomena. Read on to find out about some of the strangest places on the planet.

A

The Hum – New Mexico, USA & Woodland, UK

Everyone knows how annoying constant, low level noise can be. The sound of a slow dripping tap, or someone repeatedly tapping their foot could drive a saint to distraction. So imagine what it must be like to live with that kind of irritating sound all the time.

In the 1990s, residents of the town of Taos in New Mexico began complaining about hearing a faint sound like a distant car engine. Not everyone hears the strange noise called 'The Hum', but many of the 'victims' **complain of** loss of sleep, dizziness, headaches and anxiety. Investigators have suggested that the noise is caused by sounds produced **naturally** by the ear or by waves crashing together on the ocean floor. Most recently, a Hum also struck the **tiny** English village of Woodland in 2011. "It's loudest on Sundays," says one resident. "It's a bit like a fridge, but it definitely isn't my fridge." For the moment 'The Hum' **remains** a mystery that continues to drive its victims mad!

B

The Tree of Life – Bahrain

Sitting majestically on a high sandy hill in the middle of the desert, two kilometres from Jebel Dukhan in Bahrain, is one of the most fascinating natural wonders of the world. The Tree of Life, an ancient mesquite tree, has survived in the desert for 400 years, miles from any other form of vegetation, and with no **apparent** source of water. Although the mesquite tree can develop a very wide and deep root system, scientists and biologists have been unable to locate the source of water that sustains the tree. This **baffling** enigma has made the tree a major tourist attraction in the Middle East.

But for the local Bedouin tribes, there is no mystery about the tree. They believe that the mythical god of water, Enki, has blessed the tree and has kept it alive and growing all these years.



Check these words

tap dripping, tap foot, drive sb to distraction, irritating sound, dizziness, anxiety, remain a mystery, drive sb mad, majestically, vegetation, apparent, sustain, baffling enigma, bless, glowing, gather, serpent, methane gas bubbles, river bed, labyrinth, maze, suffocating, eerie sound, drag, lair, intriguingly, resemble

C

The Naga Fireballs - Thailand & Laos


Every year, around the time of the October full moon and at the end of the Buddhist rains, hundreds of red glowing balls of light are seen shooting up from the Mekong River before silently **exploding** in mid-air. Sceptics put the phenomenon down to a **clever** hoax, but there are records written by monks who **witnessed** the mysterious fireballs hundreds of years ago.

To many of the thousands of believers who gather along the banks of the Mekong to view this amazing sight, the fireballs are the breath of Naga, a mythical serpent that lives in the river. "I've seen the Naga," says one local. "It was like a huge, silver snake swimming down the river." Others, however, believe that the fireballs are a **natural** phenomenon **caused by** methane gas bubbles escaping from the river bed.


D Black Mountain - Australia



Formed from volcanic magma around 260 million years ago, Black Mountain is made up of a labyrinth of **massive** black boulders. It's a wonderful, unique place but it has a **dark** history and locals claim visitors should **beware**. Explorers have described the maze of caves and narrow passageways in the mountain and some have reported an interior inhabited by vampire bats and gigantic pythons within pockets of suffocating bad air. Countless stories tell of the people who have walked into the caves never to return. Even a farmer and his herd of cattle are said to have disappeared into the mysterious caves. Some say that the eerie sounds of loud cries and banging are the lost trying to find their way out. Others insist it's the natural sounds of water and cracking stones in the caves. There is also a legend that a cat-like beast called 'the Queensland tiger' is responsible for the disappearances as it prowls the area and drags victims into its lair in the caves. Intriguingly, descriptions of the Queensland tiger closely resemble a species of lion which became extinct in Queensland about 20,000 years ago!

- 4  Explain the words in bold. What part of speech is each?

Sound verbs

- 5 a)  Listen to the sounds, then say.

blow buzz crack crunch patter rustle
scratch splash stamp whistle drip

- b) Use the verbs in Ex. 5a in their correct form to complete the gaps.

1 bees; 2 the wind; 3 dogs bones loudly; 4 dogs' nails the floor; 5 leaves in the wind; 6 rain the windows; 7 a tap; 8 children their feet on the floor; 9 one a tune; 10 children in the water; 11 tree branches


Grammar
Articles

see pp.
GR 11-12

- 6 Fill in *a*, *an* or *the* where necessary. Check in the Grammar Reference section.

Mysterious ghost lights are frequently seen near 1) town of 2) Marfa in 3) Chihuahua Desert in 4) Texas in 5) USA. They are basketball-sized balls of light that bounce around during 6) night and they have puzzled visitors and locals for more than 7) century. 8) first reported sighting dates back to 9) 1883 when Robert Ellison claims to have seen 'ghost lights' shining for days. Many people now believe that 10) 'Marfa Lights' are actually just reflections from car headlights. Some true believers still won't accept, however, that there is probably 11) ordinary explanation for 12) lights. There is even 13) viewing platform in 14) area where hopeful light spotters can go!

Speaking & Writing

- 7  Tell your partner two things you remember about each of the places in the text.
- 8 **THINK!** Now imagine you're in one of the places. What can you see, hear, sense? How do you feel? Write a few sentences to describe your visit, then read them to the class or to your partner.

BACK TO LIFE!

When the last Pyrenean ibex died, killed by a falling tree, the species officially became extinct. But scientists had already taken and carefully preserved DNA samples from this wild mountain goat. Using these samples and a domestic goat's ovary eggs, they were able to bring the Pyrenean ibex back to life. Even though the clone lived for only seven minutes, some scientists claim that advanced techniques could now be used to clone dinosaurs and unleash a real-life 'Jurassic Park' on the world!

Could a T-rex really walk the Earth again? Well, dinosaurs were roaming the Earth over 65 million years ago and dinosaur DNA doesn't last that long, even in teeth or bones. [1] Jack Horner, a world famous palaeontologist at Montana State University, however, disagrees. "Of course we can bring them back to life," he says. "The science is there."

In fact, in 2003, Jack and his team made a breakthrough that amazed scientists. While excavating the skeleton of a Tyrannosaurus rex at a remote site in Montana, its thigh bone broke in two as they were lifting it by helicopter. Back at the university, one of Jack's students was running tests on the bone when she suddenly found organic material. [2] It was an astonishing finding that suggests that DNA might last a lot longer than originally believed after all.

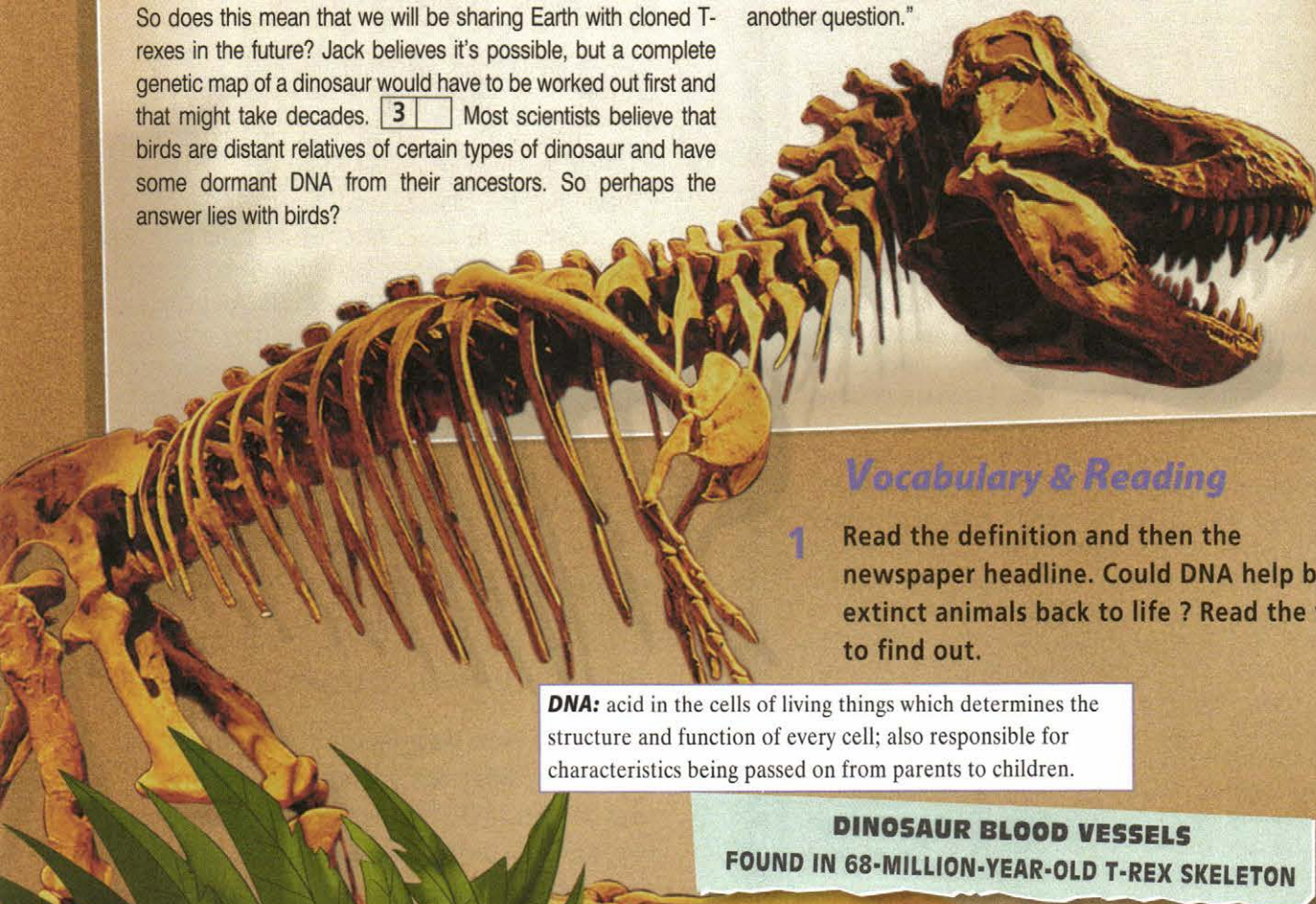
So does this mean that we will be sharing Earth with cloned T-rexes in the future? Jack believes it's possible, but a complete genetic map of a dinosaur would have to be worked out first and that might take decades. [3] Most scientists believe that birds are distant relatives of certain types of dinosaur and have some dormant DNA from their ancestors. So perhaps the answer lies with birds?

Jack is not the only one following this line of research. At McGill University in Canada, Hans Larsson has conducted experiments into reactivating dinosaur DNA in birds. He had been investigating the evolution of dinosaurs' long tails into birds' short tails more than 150 million years ago. Larsson noticed that as an embryo a chicken's tail has 16 small bones, but only five when it hatched out of the egg. [4]

Larsson found that by changing the genetic make-up of a chicken he could enlarge its tail by three more bones. [5] Larsson is convinced that this "reverse evolution" means that we could see a type of dinosaur within the next hundred years!

[6] The Tokyo researchers believe that they can bring the woolly mammoth back from the dead very soon. This distant ancestor of an elephant died out 8,000 years ago, so the chances of finding usable DNA are much higher. They intend to go on an expedition to frozen Siberia where they are optimistic that they will find the necessary organic material.

Scientists like Jack Horner are fascinated by the idea of unlocking the mysteries of a lost prehistoric world! He imagines himself teaching students on stage accompanied by what he calls a dino-chicken on a lead! [7] Jack says, "There is now nothing to stop us bringing back dinosaurs but ourselves." He continues, though, "Whether it is a good idea or not is another question."



Vocabulary & Reading

- 1 Read the definition and then the newspaper headline. Could DNA help bring extinct animals back to life? Read the text to find out.

DNA: acid in the cells of living things which determines the structure and function of every cell; also responsible for characteristics being passed on from parents to children.

**DINOSAUR BLOOD VESSELS
FOUND IN 68-MILLION-YEAR-OLD T-REX SKELETON**

Check these words

officially, preserve, domestic, clone, unleash, roam, last, make a breakthrough, excavate, remote, thigh bone, organic material, finding, genetic map, distant relative, dormant, ancestor, conduct experiments, reactivate, evolution, embryo, hatch, reverse, expedition, optimistic, prehistoric, lead, revive, impressive, alteration, magnify, ambitious, satisfying, blueprint, survive

2 Read again and choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence.

- A For this reason, he is also looking at other ways to revive dinosaurs.
- B This may not seem so impressive, but a series of alterations could result in a completely new kind of dinosaur.
- C After it was placed under a microscope and magnified 4,000 times, she realised she was looking at dinosaur blood vessels ... 68 million years old!
- D That seems a long time to wait, but some Japanese scientists are more ambitious.
- E Ignoring what the others said, he carried on with his research.
- F He thinks that would be the most satisfying lecture he could ever give.
- G It seemed that the embryo of a modern-day bird could contain the blueprint for a dinosaur.
- H It is generally accepted that it can survive 100,000 years at the most.

3 Fill in: *make, conduct, bring, become, break, hatch, roam, preserved, advanced, distant.*

- | | |
|---------------------------|-----------------------|
| 1 extinct | 5 samples |
| 2
back to life | 6 in two |
| 3
a breakthrough | 7 experiments |
| 4 the Earth | 8 out of an egg |
| | 9 techniques |
| | 10 relatives |

4 Replace the words/phrases in bold using words from the **Check these words** box in their correct form.

- 1 Do we want dinosaurs to **wander around** the Earth?
- 2 He **enlarged** the image of the thigh bone.
- 3 Most scientists believe DNA couldn't **continue to exist** for 68 million years.
- 4 Dinosaurs are believed to be **relatives** of birds.

see p. GR 12
Grammar
Reflexive/Emphatic pronouns

5 Fill in: *myself, yourself, him/her/itself, ourselves or themselves.* Check in the Grammar Reference section.

- 1 Jack introduced to the audience.
- 2 Jack and Hans don't know exactly how long it will take to recreate a dinosaur.
- 3 The student was very proud of when she uncovered the dinosaur bone.
- 4 Did you make this discovery
- 5 Jack Horner isn't sure whether bringing dinosaurs back is a good idea.
- 6 We really enjoyed at the museum.

Key word transformations

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

- 1 The scientists found the discovery astonishing. (BY)
The scientists the discovery.
- 2 Tom enjoyed himself at the exhibition. (GREAT)
Tom at the dinosaur exhibition.
- 3 Archaeologists report that they have found a dinosaur skeleton. (REPORTED)
A dinosaur skeleton been found.
- 4 Sarah likes being by herself. (MIND)
Sarah time alone.
- 5 People say that house is haunted. (SAID)
That house haunted.

Speaking & Writing


- 7 a) **THINK!** Listen and read. What information in the text did you find the most interesting? Tell your partner.
- b) **THINK!** Do you think it's a good idea to bring back dinosaurs and other extinct species? Why/Why not? In three minutes, write a few sentences. Read them to the class.

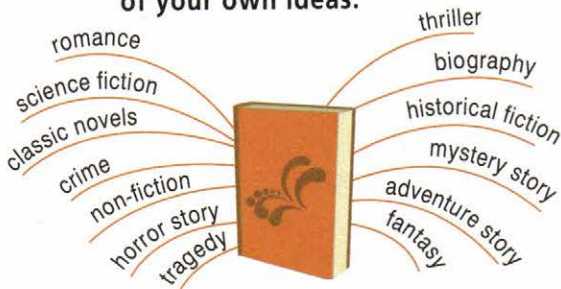
8 **ICT** Collect information about dinosaurs. Report to the class.

4g Skills

Vocabulary

Types of books


- 1  Which are your favourite/least favourite types of books? Why? Tell the class, using the ideas below and any of your own ideas.



😊	<ul style="list-style-type: none"> • make you think • fascinating • thrilling • exciting • relaxing • learn a lot about the past • interesting to read about others' lives & experiences • educational
😞	<ul style="list-style-type: none"> • a waste of time • unrealistic • boring/dull • predictable • silly • too frightening

I enjoy biographies because I find it interesting to read about other people's lives and experiences, I'm not so keen on science-fiction books as I find them boring and unrealistic.

Listening

- 2  You'll hear a young woman talking about a book she recently read. For questions 1-5, check T (true) or F (false).


- Ann mostly reads science-fiction novels.
- The novel is one of a series.
- The main character is accused of a crime.
- Ann thought the characters were poorly-developed.
- A previous job helps the author to write well.

	T	F
1		
2		
3		
4		
5		

Speaking

- 3 a) Look at the list of adjectives in the table. Which are: *positive, negative, neutral* in meaning?

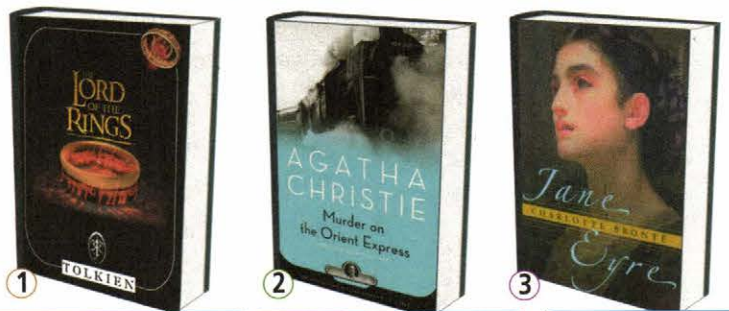
plot	mysterious, clever, interesting, exciting, gripping, well/poorly-developed, fast/slow-paced, predictable, weak, funny, unimaginative, original, brilliant, awful
characters	interesting, well-rounded, likeable, dull, evil, shallow, unusual
beginning/ending	confusing, flat, unexpected, disappointing, exciting, surprising, satisfying

- b)  Use the language to talk about books you have read, as in the example.

A: *I recently read 'The Curious Incident of the Dog in the Night-time'. It's about an autistic boy who decides to investigate the murder of a dog.*
 B: *What did you think of the plot? It's really clever and original. What about the characters? I found them unusual but likeable.*

- 4 a) Read the rubric, then do the task.

Look at pictures 1, 2 and 3. You are spending a week at your English pen friend's house. It's his birthday and you want to buy him a book as a present. Choose one of the three books below. Choose the book you think is the most suitable and justify your decision. Explain why you rejected the other two.



1 fantasy/adventure story 2 crime/detective story 3 classic romance

Useful language

*I think the best choice is... because/I would choose... because.../would be a good choice because.../it's a good read/interesting/fun, etc
 I don't think... would be a good idea because... doesn't really like this type of book. I don't think I'd buy... because it's boring/uninteresting, etc*

- b) Answer the questions.

- What is your favourite type of book? Why?
- What's your favourite book? What is it about?
- Which book character do you like the most? Why?

- 1 The picture shows some triffids. What is special about them?
🔊 Listen to find out.
- 2 Read the text. For each gap (1-5), choose from the sentences (A-F) the one that best completes each gap. There is one extra sentence you will not need to use.
 - A She realised that should not be so, and turned on the light.
 - B I crossed the bedroom on tiptoe, and pulled the window shut sharply.
 - C That was not difficult.
 - D It misted the goggles, and the first thing I did in the outhouse was to wash it off my face.
 - E They didn't try anything or do anything there.
 - F I took no risks when I went to fetch them.
- 3 Match the words in bold with: *the front part of your foot, hit sharply, invaders, violently, turned quickly.*
- 4 Write the adjectives the author uses to describe the following:
 - 1 stings
 - 2 sky
 - 3 darkness
 - 4 leaves
 - 5 clothing
 - 6 helmet
 - 7 knife
 - 8 spray
- 5 **THINK!** 🧐🔊 Listen and read the text. Imagine you are in a car surrounded by triffids. What can you hear and see? How do you feel? Tell your partner.

The Day of the Triffids

by John Wyndham

"I wish", I told Susan, irritably, "you'd not keep on saying 'they hear', as if they were animals. They're not. They don't 'hear'. They're just plants." "All the same, they do hear, somehow," Susan said. "Well – anyway, we'll do something about them" I promised.

As time went on the numbers collected along the fence continued to increase in spite of our traps. **1** They simply settled down, **wriggled** their roots into the soil, and remained. At a distance they looked as inactive as any other hedge. But if one doubted their alertness, it was only necessary to take a car down the lane. To do so, you had to battle through such **violently** slashing stings that it was necessary to stop the car at the main road and wipe the windscreen clear of poison.

Early one morning, Susan came running in to tell us that the things had broken in, and were all around the house. The sky outside her bedroom window was grey, but when she went downstairs, she found everything there in complete darkness. **2** The moment she saw leathery green leaves pressed against the windows, she guessed what had happened.

3 Even as it closed a sting whipped up from below and **smacked** against the glass. We looked down on a group of triffids standing ten or twelve deep against the wall of the house. The flame throwers were in one of the outhouses.

4 In thick clothing and gloves, with a leather helmet and goggles under a wire mask I hacked my way through the triffids with the largest carving knife I could find. The stings whipped and slapped at the wire mask so frequently that the poison began to come through in a fine spray. **5** I didn't dare use a thrower more than once to clear my way back for fear of setting the door and window frames on fire, but it moved them enough for me to get back unharmed.

... Two more days passed before Susan and I could be sure that we had searched every corner of the enclosure and accounted for the very last of the **intruders**. ... Four months later they broke in again ...

Check these words

irritably, trap, settle down, hedge, doubt, alertness, lane, slashing sting, wipe, break in, whip up, smack, flame-thrower, outhouse, wire, hack, unharmed, enclosure, account (for), mist

4 Writing

A book review

Writing Tip

A **book review** is a short description to inform readers of a magazine or website, etc about a book you've read. Present tenses are usually used as well as a variety of adjectives to make your description more specific and interesting.

A review usually includes:

- an **introduction** giving background information about the book, e.g. the title, type of book, the name of the author;
- a **main body** consisting of two paragraphs, one presenting the main points of the plot and the other with general comments on the plot, the main characters, the beginning/ending, etc;
- a **conclusion** in which you recommend/don't recommend the book, giving reasons.

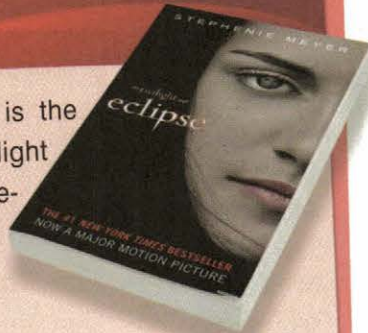
books

1 *Eclipse*, by Stephanie Meyer, is the third novel in the popular Twilight series. It is a gripping adventure-fantasy novel which continues the intriguing story of Bella Swan and Edward Cullen.

2 The story begins with a string of mysterious actions in Seattle. The main character, Bella, finds herself surrounded by danger and action must be taken immediately. Despite their differences, the vampires and werewolves join forces and attempt to combat this evil force. Meanwhile, Bella has to choose between her feelings for Edward and her friendship with Jacob. More importantly, will she choose life over death? Will she sacrifice her human existence in order to spend eternity with Edward?

3 The book's fast-paced plot is guaranteed to keep readers absorbed to the very end. It is full of thrilling moments and dark tension as the author creates the drama leading up to Bella's life-changing decision at the end of the book. The main characters are well-developed and believable and what adds to the novel's appeal is its realistic portrayal of young adults' relationships, struggles and anxieties.

4 I thoroughly recommend *Eclipse*. It is well worth reading. If you like romance and excitement and enjoyed the first two instalments of this series, this satisfying sequel will not disappoint you. Don't miss it!



1 Read the review and match the paragraphs (1-4) to the headings A-D below.

- A a summary of the plot
- B background information about the book
- C writer's opinion/recommendation with reasons
- D general comments on the book

2 Choose the correct words/phrases. Check in a dictionary.

- 1 The story is **set/based** at the beginning of the 20th century.
- 2 *Pride and Prejudice* **tells the story of/plays the part of** the Bennetts and their five daughters.
- 3 This is a fantastic read – I couldn't **put it down/throw it away**.
- 4 This book is **set in/is based on** the incredible life story of Martin Luther King Jr.
- 5 The exciting plot keeps the reader **absorbed/involved** from beginning to end.
- 6 The **main/chief** character is 12-year-old Artemis.
- 7 Overall, I found the book quite **thick/dull**, but it had an interesting **plot/twist** at the end.
- 8 This exciting novel is sure to be a **bestseller/box office hit**.

3 Which adjectives has the writer used to describe the following in the review in Ex. 1?

- 1 adventure-fantasy novel
- 2 story
- 3 force
- 4 plot
- 5 moments
- 6 tension
- 7 decision
- 8 portrayal
- 9 sequel

4 Fill in: *gripping, strong, well-developed, mysterious, predictable, heart-warming, likeable, surprising, original.*

- 1 The plot is so; you can guess what's going to happen right from the beginning.
- 2 This is an extremely story – I've never read anything like it before.
- 3 This is a story about a man who meets a strange woman dressed all in white.
- 4 This is an absolutely book – I just couldn't stop turning the pages.
- 5 It's a very story of a woman who moves to the Congo to help save endangered gorillas.
- 6 The characters are so that you feel like you know them personally by the end of the book.
- 7 The ending is very – I definitely wasn't expecting it!
- 8 The themes of love and faithfulness are very throughout the book.

Recommending

- 5 a) Complete the gaps with the phrases in the list.
- couldn't put it down
 - is definitely for you
 - make sure it's this one
 - in my opinion
 - I've ever read
 - you are looking for
 - won't regret it
 - would definitely recommend

A I 1) this book to anyone who enjoys beautifully-written, romantic stories. I 2) from the very first page.

B If 3) a fast-paced, gripping read, this novel 4) It's one of the most exciting and cleverly-written crime thrillers 5)

C If you read one book this year, 6) You 7) 8), it's the author's best book so far.

- b) Which sentences does the writer use to recommend the book in the review in Ex. 1?

Your turn

6 Read the rubric and underline the key words, then answer the questions.

A website is asking for book reviews. Write your review of an adventure fantasy story you have read, describing the plot, making general comments about it and giving your recommendation (120-180 words).

- 1 What do you have to write?
- 2 Who is going to read it?
- 3 What tense(s) will you use?
- 4 Which of the following should you include?

title & type of book	<input checked="" type="checkbox"/>
how the story ends	<input type="checkbox"/>
name of author	<input type="checkbox"/>
how many of your friends have read it	<input type="checkbox"/>
whether you recommend it	<input type="checkbox"/>
main points of plot	<input type="checkbox"/>
where you can buy it	<input type="checkbox"/>
general comments on characters/plot, etc	<input type="checkbox"/>

7 Use the plan and the phrases from the Useful Language section to do the task.

Plan

- Para 1: background information (*title, type, author*)
 Para 2: main points of the plot
 Para 3: general comments (*plot, chars, beginning/ending*)
 Para 4: recommendation & reasons

Useful language

Background: This is a well-written/fascinating/informative, etc book written by ...; The story is set in/takes place in ...; The book tells the story of ...

Main points of the plot: The story begins/is about ...; The plot/beginning/ending is (rather/quite) dull/boring, etc; The plot/beginning/ending is (absolutely) thrilling/gripping, etc; The plot has an unexpected twist (at the end) when ...

General comments: It is rather confusing/slow/dull, etc (in parts); The main character(s) is/are well-developed/shallow/very likeable, etc; The book has a tragic/surprising ending.; The beginning/ending is slow/exciting, etc; The book is full of thrilling/funny, etc moments ...

Recommendations: I thoroughly recommend this book with its ...; This is well worth reading as; This is bound to be a bestseller.; This is a highly entertaining/fantastic etc read. You won't be able to put it down!; Don't bother reading this. It's ...

Listening
(Multiple matching)

Study skills


Multiple matching

Remember that the words in the headings are unlikely to be used by the speakers in the audio. Think of synonyms for them and other related vocabulary before you do the listening exercise. This will help you to understand the content.

- 1 a) **Read the rubric and the headings. In pairs, brainstorm for vocabulary related to the key words in each heading.**

You will hear five people talking about theories for the reason for the building of Stonehenge. Match the headings (A-F) to the speakers (1-5). There is one heading that doesn't match any speaker.

- A DESTINATION FOR THE SICK
- B RELIGIOUS CENTRE
- C A GIANT CLOCK
- D LANDING SITE
- E FOR THE DEAD
- F OBSERVING THE STARS

- b)  **Do the listening task. Which words helped you decide?**

1	2	3	4	5

The Canterville Ghost

by Oscar Wilde



When Mr Hiram B Otis of America bought Canterville Chase, everyone told him he was doing a very foolish thing, as there was no doubt at all that the place was haunted. Indeed, Lord Canterville himself had seen it as his duty to mention the fact to Mr Otis.

"We have not lived in the place ourselves," said Lord Canterville, "since my great-aunt, the Dowager Duchess of Bolton, was frightened into an illness from which she never really recovered by two ghostly hands being placed on her shoulders as she was dressing for dinner, and the ghost has been seen by several living members of my family, as well as by the vicar. After the unfortunate incident with the Duchess, none of our younger servants would stay with us, and my wife often got very little sleep at night because of the mysterious noises that came from the corridor and the library."

"My Lord," answered Mr Otis, "I come from a modern country where we have everything that money can buy. I reckon that if there were such a thing as a ghost in Europe, we'd have it at home in a very short time in one of our museums, or on the road as a show."

"I fear that the ghost exists," said Lord Canterville, smiling, "even though it has avoided your travelling entertainers. It has been well-known for three centuries. If you don't mind a ghost in the house, it is all right. Only you must remember that I warned you."

A few weeks after this, the Otis family arrived on a lovely July evening. The air on their journey from the railway station was delicate with the scent of

Reading (Multiple choice)

- 2 **Read the rubric and then the text quickly. What is the extract about?**

Read the extract from *The Canterville Ghost* by Oscar Wilde. For questions 1-5, choose the correct option, A, B, C or D.

Study skills

Multiple choice

The questions are numbered in the same order that the answers appear in the text. Before attempting a question, try to identify exactly which part of the text relates to it. This will help you to focus on the relevant section of the text.

pinewoods. As they entered the grounds of Canterville Chase, however, the sky suddenly became overcast, despite a strange stillness in the air. A big group of black birds passed silently over their heads, and before they reached the house, some large drops of rain had fallen.

Standing on the steps to receive them was Mrs Umney, the housekeeper. She said in an old-fashioned manner, "I bid you welcome to Canterville Chase." Following her, they passed through the fine hall into the library, a long, low room of black wood. Mrs Otis caught sight of a dull red stain on the floor just by the fireplace. She said to Mrs Umney: "I am afraid something has been spilt there."

"Yes, madam," replied the old housekeeper in a low voice, "blood has been spilt on that spot."

"How horrid!" cried Mrs Otis; "It must be removed at once."

The old woman smiled, and answered in the same low, mysterious voice, "It is the blood of Lady Eleanore de Canterville, who was murdered on that very spot by her own husband, Sir Simon de Canterville, in 1575. Sir Simon survived her by nine years, and disappeared suddenly under very mysterious circumstances. His body has never been discovered, but his guilty spirit still haunts the house. The blood stain cannot be removed, no matter how hard you try. It has been much admired by tourists and others."

"Nonsense," cried Washington Otis, "Pinkerton's Stain Remover will clean it up in no time," and before the terrified housekeeper could interfere, he fell upon his knees and began to scrub the floor. Then a flash of lightning lit up the sombre room, a terrible roar of thunder made them all get to their feet, and Mrs Umney fainted. Mrs Umney came round after a few moments, but she was still extremely upset.

"I have seen things here, sir," she said, "that would make anyone's hair stand on end, and many a night I have not closed my eyes in sleep for the awful things that are done here." Mr Otis, however, and his wife warmly assured her that they were not afraid of ghosts.

3 a) Read the questions and the options. Find the part of the text each question relates to.

- 1 Lord Canterville believes the Dowager Duchess of Bolton

A became a ghost.	C scared the servants.
B saw a ghost.	D died because of a ghost.
- 2 Mr Otis tells Lord Canterville that America is

A full of rich people.	C interested in European culture.
B keen to find ghosts.	D an advanced society.
- 3 The weather at Canterville Chase on the family's arrival is

A summery.	B cloudy.	C windy.	D icy.
------------	-----------	----------	--------
- 4 Mrs Umney says the stain on the floor

A was put there for visitors.	B appeared when Sir Simon de Canterville disappeared.
C shows the scene of a crime.	D is the result of an accident in the 16th century.
- 5 Mrs Umney appears to

A be alarmed by Mr Otis's actions.	B have seen a ghost.
C have inspected the house thoroughly.	D feel like sleeping.

b) For each question, decide on an option that you believe is definitely wrong and explain why.

c) Do the task. Compare your answers with a partner's.

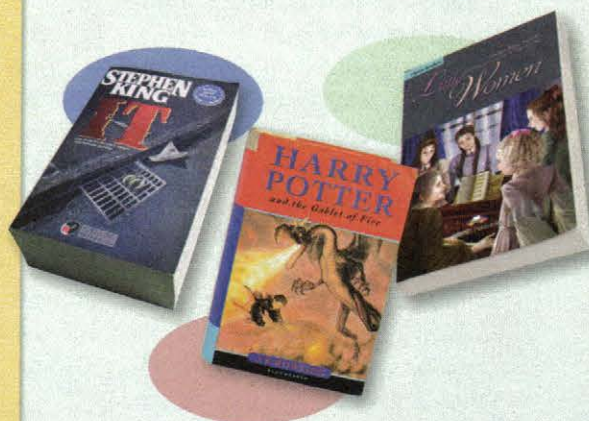
Speaking

(Decision-making)

4 Read the rubric. Then read the description. Which book is being described?

Look at pictures 1, 2 and 3. You are on holiday in a cottage. The three books below are available for guests to read. Decide which one you would most like to read.

- Decide which book you are likely to find the most interesting and explain why.
- Explain why you rejected the other books.



"I would choose it because it's a classic novel that would make me think and teach me a lot about the past. I might find it more slow-paced than a modern novel, but I think it would be a satisfying read with interesting characters."

5 Do the speaking task. Use language from the Useful Language box.

Useful language

Justifying preferences

I think it would be ...; It looks ...; I have a feeling I would find it ...; ... doesn't/ don't appeal to me; I'd rather read a ... than a ...; ... just isn't/aren't my cup of tea

Text completion

- 6 Read the rubric, then do the task. Compare with your partner.

Read the text. Fill in the gaps with the proper grammar form of the capitalised words.

Coincidences are those amazing little accidents of chance that seem like a one in a million. We've all experienced them at one time or another. But why do you think they 1)? Is it, as mathematicians say, just a matter of numbers? Or, is there some other force at work in the universe? Let's take a look at some amazing coincidences and you can decide what the answer is.

John Adams and Thomas Jefferson were both president's and Founding Fathers of the United States who 2) to write the Declaration of Independence. This document was signed on 4th July, 1776, which is Independence Day in the US. Adams and Jefferson both died on the same day. They died on 4th July, 1826, exactly 50 years after 3) the declaration they both helped to write.

In the early 70s, the famous actor Anthony Hopkins got a part in a film called *The Girl from Petrovka*, based on a novel by George Feifer. Anthony tried all over London to get hold of the book but no bookshop 4) it. Then as luck would have it, he found a copy on a bench in a train station. When he opened it, he realised that it was George Feifer's personal copy of the novel.

Is it just luck that many celebrities' names form anagrams that tell you a great deal about their lives? For instance, out of Albert Einstein's name you can find the phrase, 'ten elite brains'. It's also pretty spooky that Princess Diana's name turns into 'end is a car spin'. But there's no doubting that Sean Connery can 5) 'on any screen'.

The jury is still out on whether coincidences are anything more than just blind luck. What do you think?

- HAPPEN
- HELP
- SIGN
- HAVE
- FIND

Word Formation

- 7 a) Read the rubric, then read the text quickly. What is it about?

Read the text. Fill in the gaps with the proper lexical form of the capitalised words.

Life on Mars? Not Quite

It was like something from a sci-fi film. In 2007, a spacecraft sent to Mars by the American space 1) NASA photographed something that looked like a large gorilla-like creature. As the image seemed to show a figure with arms and legs walking down a hillside, it led to 2) with the legendary Bigfoot. However, there was a much more 3) explanation. NASA insisted that the photo showed merely a feature of the 4) Martian landscape. They said it was in fact a stone that had been carved by the wind. What's more, this Bigfoot was a 5) smaller one – at just 5 cm tall!

- AGENT
- COMPARE
- SCIENCE
- ROCK
- SURPRISE

- b) Do the task. Make sure your spelling is accurate. Check with your partner.

Writing (a story)

- 8 a) Read the rubric and underline the key words. What could your story be about? Decide on: *main characters, place, time*, then write a plot for your story.

Your favourite English-language radio station is running a short story competition on the theme of unexplained experiences. Write a story with the title *A Mysterious Occurrence* (120-180 words).

- b) Use your notes in Ex. 8a to write your story.

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

keep away: prevent access to, hold back
keep off: stay away, prevent from stepping/climbing on sth
keep on: continue
keep up with: move at the same speed
let down: disappoint
let out (of): release (from prison/captivity)
pick on: treat unkindly
pick out: choose
pick up: 1) lift with hands 2) take someone away in a car

- 1 Please keep **off/away** the grass!
- 2 Don't worry. Anna will never let you **out/down**.
- 3 The girls kept **up with/on** talking.
- 4 Sam has just been let **out/down** of prison.
- 5 I'll pick you **up/out** at 7:00 at the airport.

2 Choose the correct preposition.

- 1 They had lots of things **in/at** common.
- 2 He is an expert **for/on** strange creatures.
- 3 He blamed himself **for/on** the mistake.
- 4 Why is that man staring **to/at** us?
- 5 Some species of animals are few **in/at** number.

Words often confused

3 Choose the correct word.

- 1 The festival **attracts/draws** a lot of visitors.
- 2 Her heart **dropped/sank** as the plane took off.
- 3 They **wandered/wondered** away from the group looking for any remaining debris.
- 4 We all **admitted/accepted** the tour was great.
- 5 Is it possible to **take/bring** dinosaurs back to life?
- 6 They can't say where the answer **lies/lays**.

Word formation

4 Fill in the sentences with the correct word derived from the word in brackets.

Forming abstract nouns from verbs/adjectives

We can use **-ance** (*import – importance*), **-ence** (*occur – occurrence*), **-cy** (*accurate – accuracy*), **-ion** (*predict – prediction*), **-(i)ness** (*lazy – laziness*), **-ity** (*popular – popularity*) to form nouns from verbs/adjectives.

- 1 The of the strange lights over the city was reported on the evening news. (**APPEAR**)
- 2 The Smiths enjoy the (**QUIET**) and (**PRIVATE**) of their beautiful home in the country.
- 3 Loren Coleman owns a large of artifacts from strange creatures. (**COLLECT**)
- 4 What's the between an allosaurus and a T-rex? (**DIFFER**)
- 5 UFO-spotting is a popular in New Mexico. (**ACTIVE**)

Collocations

5 Fill in: *weather, lifelong, annual, demand, native, travel, video, full, welcome, drive, highly, closely.*

- | | |
|--------------------|-------------------|
| 1 festival | 8 secretive |
| 2 journalist | 9 a |
| 3 balloon | addition |
| 4 footage | 10 to |
| 5 passion | you crazy |
| 6 to | 11 moon |
| evidence | 12 resemble |
| 7 tribes | |

Quiz

Mark the sentences *T* (true) or *F* (false) and correct the false sentences. Read through Module 4 and write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|---|---|
| 1 The Roswell Incident happened in 1947. | 5 The Naga fireballs light up the sky every full moon. |
| 2 5,000 locals saw lights in the sky above Socorro. | 6 There are vampire bats in the Black mountain caves. |
| 3 Loren Coleman became interested in strange creatures after watching a documentary about Bigfoot. | 7 Dinosaurs died out around 150 million years ago. |
| 4 The coelacanth died out in 1938. | 8 JFK died of natural causes. |



4



The Tunguska event

“Suddenly ... the sky was split in two and high above the forest the whole northern part of the sky appeared covered in fire. At that moment, there was a bang in the sky and a **mighty** crash ... followed by a noise like stones falling from the sky, or of guns firing. The earth **trembled**.” This is how a witness described one of the most mysterious and frightening events to **occur** on the planet in history.

It was around 7 am on 30th June 1908 near Vanavara in Siberia and people were just waking up when suddenly there was huge explosion in the skies above the Podkamennay Tunguska River. The shock of the blast was so strong that it was recorded by instruments as far away as England. Millions of trees were flattened and thousands of reindeer and other wildlife were killed. Surprisingly, and fortunately, there were no human victims though. After the blast, thick clouds gathered in the skies over the region reflecting the sunlight away. At the time no one understood what had happened and local people thought that the god Ogdya had punished them.

The Tunguska region is so **remote** that it took over a decade for scientists to organise an expedition to investigate the event. Most experts now believe that a comet or asteroid was to **blame** for the destruction. They say that as it **ripped** through the sky it heated the air around it to 24,700 degrees Celsius and eventually exploded into a fireball at 8,500 meters above the ground, releasing energy equal to about 1000 times the atomic bomb dropped on Hiroshima. Recent studies of the area have revealed a pleasantly surprising fact though. The soil in the Tunguska area is richer than volcanic ash and the plant life is growing four times faster than it normally should. In fact, it seems the comet, meteor, or asteroid, may have been a gift from the heavens as the area is becoming like a Garden of Eden.

Check these words

- split, bang, mighty, tremble, witness, occur, explosion, blast, flatten, reindeer, gather, region, reflect, remote, expedition, comet, asteroid, blame, rip, release, reveal, volcanic ash, heavens

Reading & Listening

1 Look at the picture. What do you know about the Tunguska event? Think of three questions.
🔊 Listen and read the text. Can you answer your questions?

2 Read the text again and choose which of the statements (1-5) are **T** (true), **F** (false) or **NS** (not stated).

- 1 Millions of people saw the explosion in the sky.
- 2 People felt the blast as far away as in England.
- 3 The explosion killed many animals.
- 4 At first, the locals thought the blast was caused by a god.
- 5 The explosion was almost as powerful as the Hiroshima bomb
- 6 A lot of people were killed or injured in the explosion.

3 Match the words in the list to the words in bold in the text.

- 1 distant
- 2 be the cause of
- 3 shake violently
- 4 move rapidly
- 5 very powerful
- 6 happen

4 Tell the class four things that you have learnt about the event.

5 **ICT** Find out more about the Tunguska event. Write a short text about it. Read it to the class.

Module 5

Lifelong learning

Vocabulary: learning experiences, martial art skills, school subjects, technology in education, achievements, gap year experiences, higher education

Grammar: reported speech (statements, questions, commands), special introductory verbs, time clauses

Everyday English: borrowing library books

Intonation: word stress

Phrasal verbs: *pass, stick, think*

Word formation: abstract nouns

Writing: a for-and-against essay

Culture Corner: The Duke of Edinburgh's Award

Curricular (PSHE): Train your Brain (improving memory)

Russia 5: Yuri Rozun Foundation

Vocabulary

Learning experiences

- 1 Look at the pictures. Which of these influences have taught you the most at different stages in your life?

under 5 years old	12-16 years old
6-12 years old	18+ years old

When I was under 5 years old, I learnt the most from my family and home environment.

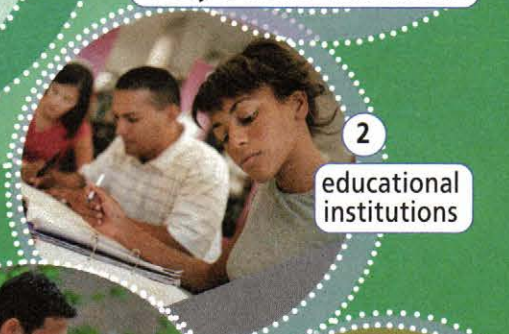
- 2 Listen to someone talking about different life skills. Then, discuss the saying, "Learning does not start and stop at the classroom door."



1 family & home environment

OVER TO YOU!

Do you think that school studies teach people everything they need to know? Why (not)? Discuss in pairs.



2 educational institutions



3 the mass media



5 peers



4 travelling



6 free-time activities



7 youth groups & social organisations




8 information technology



9 nature & the environment

5a Extraordinary skills

Vocabulary Martial art skills

- 1  Listen and say. Which of the actions can you see in the pictures?
- balance body on the tips of spears
 - lie on a bed of nails
 - break bricks on someone's body
 - throw oneself into the air
 - walk barefoot up a staircase of knives
 - fight blindfolded
 - do the splits
 - stand still with legs bent
 - crawl on hands and knees down a mountain
- 2 Which of these qualities does someone need to have to be able to do these actions: *courage, patience, discipline, pride, determination, inner strength, arrogance?*

I think that someone needs to have courage to be able to do these actions as they seem dangerous to me. I also think ...

Reading

Study skills

Predict content

Read the title and the first and the last sentence in each paragraph.

This will help you predict content of text.

- 3 Read the title, the first and the last sentence in each paragraph. What is the text about? Read through and check.

Training with the

Shaolin Monks

By Joseph Barnes

I watched in **awe** as the man threw himself into the air and spun across the stage. He landed gently and **crouched** down like a tiger ready to attack, with his sword held out in front of him. It was impressive, but nothing prepared me for what came next: a man balancing his body on tips of spears! I gasped in amazement all the way through this incredible performance of the Shaolin monks.

Trained in the art of Kung Fu at the world famous Shaolin Temple in China, these monks are so strong that they can break bricks on their bodies and so **skilled** that they can fight blindfolded without getting hurt! **1** So I did a little research and then last summer I travelled high into China's Yuntai Mountains, where the stunning scenery takes your breath away, for a month of **training** at a real Shaolin school.

I arrived late at night, exhausted by my long journey, but the next day I was woken up by a bell at 5:40 for a run to the top of a nearby mountain! I **struggled** slowly upwards, and by the time I reached the top, the Chinese students had **crawled** back down on their hands and knees to build their muscles and were back at the academy, warming up. I looked on in horror as students practised doing the splits! **2**

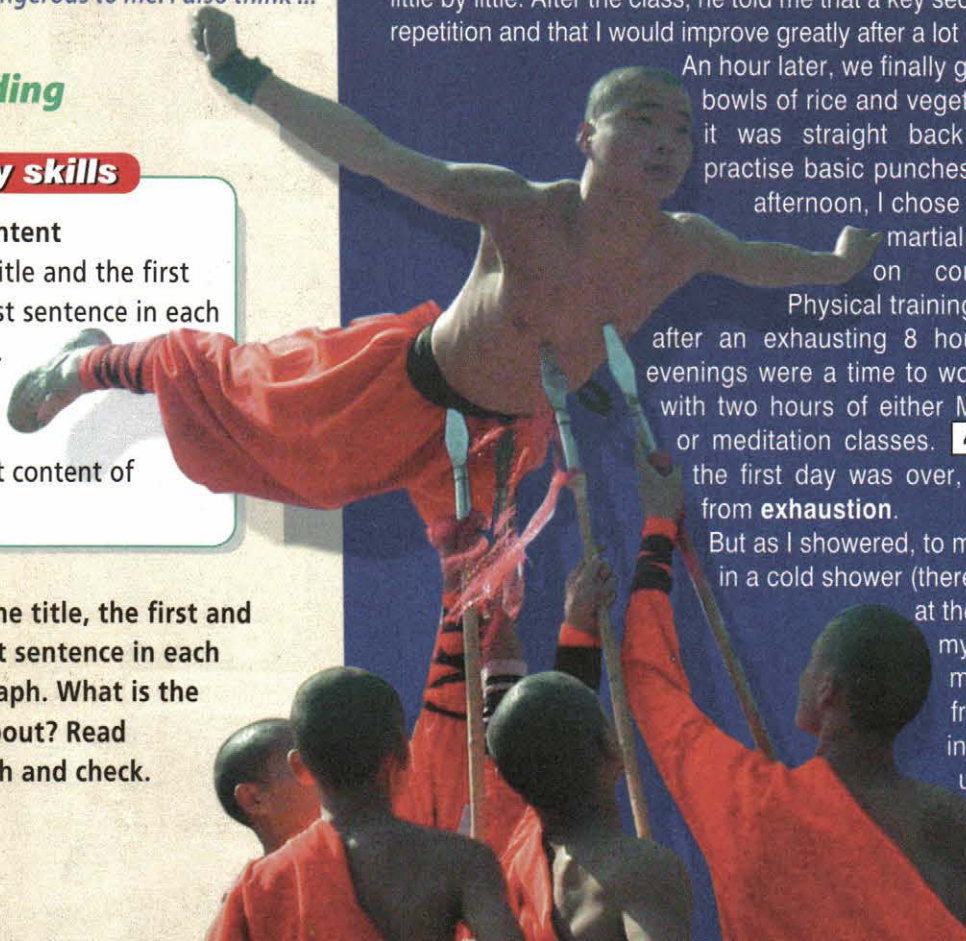
To my relief, I soon learnt that foreigners don't train with the Chinese students. And when my new 'Shi Fu', or teacher, Master Jin Long arrived, he was calm and patient, not **fierce** and proud, like I had imagined. We began by practising 'mabu', a basic Kung Fu position. For this, you stand with your legs bent, as if sitting on a chair. **3** I felt like a failure. Master Jin Long came over and told me that I would learn little by little. After the class, he told me that a key secret to Kung Fu was repetition and that I would improve greatly after a lot of practice.

An hour later, we finally got breakfast; large bowls of rice and vegetables. Afterwards, it was straight back to the gym to practise basic punches and kicks. In the afternoon, I chose to study Tai Chi, a martial art which focuses on controlling energy.

Physical training finished at 6 pm, after an exhausting 8 hours. Fortunately, evenings were a time to work out our minds, with two hours of either Mandarin Chinese, or meditation classes. **4** By the time the first day was over, I felt almost sick from **exhaustion**.

But as I showered, to my disappointment, in a cold shower (there is no hot water at the school!), I told myself that if Shaolin monks could train from 5 am until late in the evening under much

harsher



conditions with many of them beginning at the age of five, then I could survive a month here! Well, the month **flew by** and by the end, I felt incredible. **5** The monks constantly told us that we would build character and learn humility through **hardship** and discipline and that's exactly what I experienced. Although I couldn't quite break bricks on my head, I left the academy with a new inner strength and **determined** to work hard to achieve my goals in life. Still, upon my return, I couldn't wait for a hot shower and a relaxing sleep in my comfortable bed.



- A Building mental strength and control is an essential aspect of Kung Fu, too.
- B After the performance, I just knew I had to learn more about them.
- C I couldn't have imagined what a life-changing experience it would be.
- D It looks simple but I couldn't do it for more than a few seconds!
- E I could easily hold the 'mabu' position for a few minutes and I felt full of energy.
- F "How will I survive a whole month here?" I remember thinking.

Check these words

spin, land, spear, gasp in amazement, stunning scenery, take breath away, muscles, to my relief, bent, failure, punch, kick, martial art, meditation class, constantly, build character, humility, discipline, inner strength, mental strength

4 Read again and match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Which words helped you decide?

5 Fill in: *inner, goals, exhaustion, stunning, life-changing, gasped, character, failure, breath, energy.*

- | | |
|---------------------------|------------------------|
| 1
in amazement | 5 experience |
| 2 scenery | 6 feel sick from |
| 3 take your
away | 7 feel full of |
| 4 feel like a | 8 build |
| | 9 strength |
| | 10 achieve my |

6 Match the words in bold with their meanings below. What part of speech is each word?

- firmly decided • tired very hard • talented
- passed quickly • bent • tiredness
- difficulty • amazement
- moved forward on hands and knees
- preparation by doing exercises
- more difficult • aggressive

Grammar see p. GR 13
Reported speech (statements)

7 a) Study the examples. What is reported speech? How do direct statements differ from reported statements? Check in the Grammar Reference section.

DIRECT SPEECH	REPORTED SPEECH
"We went to a Shaolin monks performance last night ," said Joseph to Phil .	Joseph told Phil that they had gone to a Shaolin monks performance the night before .

b) Report the following, as in the example.

- 1 I'm leaving for China next Friday. (**next Saturday**)
I thought you said you were leaving on Saturday.
- 2 Jack is a Kung Fu teacher. (**karate**)
- 3 Sue has spent a month studying yoga. (**a year**)
- 4 Joseph left last week. (**a month before**)
- 5 We'll get up at 6 am tomorrow. (**5 am**)
- 6 I was planning to go for a run later. (**go to the gym**)
- 7 She is learning Chinese. (**Japanese**)

c) Find three reported statements in the text. Change them into direct speech.

Speaking & Writing

8 Listen and read. You're a radio presenter and your partner is a Shaolin monk. Prepare questions and answers for a radio interview about daily life at a Shaolin School. Act out your interview.

9 **THINK!** What did Joseph learn while he was training with the Shaolin monks? How do you think this experience will help him? In three minutes write a few sentences, then read them to your partner.

5b The way we learn



Vocabulary

School subjects

- 1 In a minute list as many school/university subjects as you can think of. Which are your favourite ones?

Chemistry – Maths – Medicine

Technology in education

- 2 a)  Listen and say.
- take an online course
 - watch lectures/educational videos online
 - complete an MBA through a Facebook application
 - have private lessons
 - enrol at a school/university
 - have lessons with interactive whiteboards
- b)  Listen to three people talking. Which of the learning methods in Ex. 2a is each talking about? What advantages does each mention?


Sam

Brian

Mary

Reading

- 3 Read the first two paragraphs of the text. How are the following related to Salman Khan? *Harvard University, Boston, YouTube, Nadia*

 Listen and read to find out.

Check these words

university graduate, converted, lecture, potential, tutor, admit, virtual, clip, at your own pace, attract attention, quit, principle, scribble, crash course, motivated, occasional error, approach, process, stumble, claim, teaching resource, negotiation skills, committed



Salman Khan, a Harvard University graduate, sits in a **converted** cupboard at home in Boston. He's studying for a lecture he's going to give, but it won't be a typical hour-long lecture in a lecture theatre for forty or fifty students. Salman's lecture will take place on YouTube, it won't last for more than ten minutes, and it will reach a **potential** audience of millions. He records up to eight lectures like this every day.

This all grew from a young girl's desire to do better at school. In 2006, Salman's 13-year-old cousin Nadia was having trouble with Maths, so she asked him if he could tutor her. Then when other relatives and family friends asked him when he could tutor them, too, he didn't want to keep explaining the same things over and over again, so he suggested creating videos and putting them on YouTube. To Salman's surprise, his cousin **admitted** that she preferred the virtual Salman to the real thing! She explained that on YouTube she could watch the clip whenever she wanted and repeat anything she didn't understand. She was learning successfully and Khan realised it was because she could go over and over something at her own pace without feeling embarrassed.

Salman's homemade video lectures soon attracted people's attention on the Net. As he recorded more and more videos, he eventually decided to **quit** his job as a financial analyst to create a free educational website, the 'Khan Academy'. Before long, tens of thousands of people were watching his lectures every month. In each video, he explains a principle of a subject **ranging** from Maths, Chemistry and Economics to History and Biology. The clips are far from high tech. Khan never appears in his videos. Instead, with just his voice and his scribbles on a digital sketchpad, he makes a **complicated** topic entertaining and easy to understand through his informal, chatty style. "My biggest goal is to try to deliver things the way I wish they were delivered to me," he says.

When Salman doesn't know anything about the subject he wants to teach, he gives himself a crash course in it first. He researches it until he feels he can explain it in his own words, step by step so that a motivated 7-year-old would understand it. Khan admits that he makes occasional **errors** with this learn-as-you-go approach, but he believes that students see the process better when they watch him stumble through a problem himself.

Bill Gates, chairman of Microsoft, claims that Khan is his favourite teacher and uses the videos, which now have about 2 million users, with his children. Some teachers are also using the videos as a teaching resource. They have told their students to use Khan's videos at home and have seen fantastic results. As for the future of the academy, Salman is planning to translate his videos into ten languages and he is even **thinking** of opening his own private school. He is full of new ideas such as not dividing classes by age, using board games to teach negotiation skills and even teaching history backwards. It seems he's **committed** to challenging and changing the way people learn. In the meantime, though, it's back to his cupboard to record more videos!

4 a) Read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- 1 Salman began recording videos in order to
 - A avoid tutoring his niece.
 - B help his niece with schoolwork.
 - C save himself some time.
 - D improve his tutoring skills.
 - 2 Salman believes students learn better when they
 - A can use multimedia resources.
 - B have a private tutor.
 - C are interested in what they're learning.
 - D don't feel under pressure.
 - 3 What seems to make Salman's videos popular is
 - A the simple way he communicates.
 - B his amazing knowledge.
 - C his use of advanced technology.
 - D their attractive design.
 - 4 Salman believes that his mistakes
 - A make his videos more fun.
 - B can help students.
 - C make students like him more.
 - D can be a problem for some students.
 - 5 Salman's plans for the future include
 - A encouraging more schools to use his methods.
 - B trying out new teaching methods.
 - C recording videos on new subjects.
 - D changing the education system.
- b) Match the words in bold to their meanings: *mistakes, confessed, varying, possible, considering, changed, give up, difficult, dedicated.*

5 Choose the correct words.

- 1 I'm **enrolling/studying** for exams at the moment.
- 2 Jane **admits/claims** that she sometimes bores her students.
- 3 Sam found the lecture **motivated/complicated**.
- 4 Khan's style is **chatty/talkative** and informal.
- 5 Kate **researched/investigated** her project online.
- 6 Margaret pays for her children to go to **private/individual** school.
- 7 Tom gives lectures to a(n) **crowd/audience** of thousands.

Grammar

see pp.
GR 13-14

Reported questions/commands


6 a) Read the examples. How do we report: *a yes/no question? a wh- question? the imperative?*

DIRECT SPEECH	REPORTED SPEECH
"Is he a teacher?" she said.	She asked if/whether he was a teacher.
"Where is he from?" she asked.	She asked where he was from.
"Make notes," he said to me.	He told me to make notes.
"Don't write on the screen," he said to me.	He told me not to write on the screen.

b) Fill in *said, told or asked*, then report the sentences.

- 1 "When does the class start?" Tim *asked* me. *Tim asked me when the class started.*
- 2 "Have you watched any of Salman Khan's video lectures?" Matt Sam.
- 3 "Call me tonight!" Jane to Tom.
- 4 "When will you be home from school?" I Danny.
- 5 "Can I borrow this book?" Kim Julie.
- 6 "Don't talk in the library!" she us .


Speaking & Writing

7  Work in groups of three. You're a radio presenter interviewing Salman Khan for your show. Your partner is Salman. Prepare four questions and answers based on the text. Act out your interview. The third member in the group reports the dialogue to the class.

8 **THINK!** Khan Academy's goal is to provide free education to anyone anywhere. How can it help people? In three minutes write a few sentences. Tell the class.


5c Culture Corner

1 What do you know about the Duke of Edinburgh's Award? Read through to find out.



2 Read again and for gaps 1-6, choose the best answer A, B, C or D. Give reasons.
 Listen and check.

3 Fill in: *different, pick, full, easy, charity, comes, skills, rescue, gold.*

- 1 potential
- 2 life
- 3 background
- 4 to achieve
- 5 animal centre
- 6 shop
- 7 an activity
- 8 awards
- 9 your way

4 a)  Listen and read. Explain the different types of this award.

b) **THINK!** How can this award help young people? In three minutes write a few sentences. Tell the class.

5   Find information about an award that young people can obtain or a youth organisation they can belong to in your country (e.g. *what it is, how it started, what it involves, why someone should do it/take part in it.*) Write a paragraph about it then read it to the class.

The Duke of Edinburgh's Award



The Duke of Edinburgh's Award (also called the D of E) is a very well-known and popular youth programme in the UK that aims to help young people aged 14-24 1) their full potential! It gives young people the chance to develop their character and their life skills as they take 2) in all kinds of exciting extracurricular activities. Started as a small all-boys programme in 1956 by the Duke of Edinburgh, today 275,000 young people from different backgrounds are working towards their D of E at any one time in the UK!

Participants can progress through three levels of the D of E, the bronze (challenging), the silver (more challenging) or the gold (extremely challenging and not for the faint-hearted). It's definitely not easy to achieve any of the awards. 3) have to take part in activities in four areas: Volunteering, which could mean volunteering at an animal rescue centre or working in a charity shop for six months; Physical, which might be getting a certificate in parachuting or flamenco dancing; Skills, which could be doing a jewellery-making, first aid or cookery course; and Expedition, which could be planning a rowing trip down the Danube in Germany. All this can take anything from three months to three years! The best thing is – young people can pick exactly which activities they want to do in 4) category. Ultimately, it's all worth it and all the gold awards 5) by the Duke of Edinburgh himself at a royal palace.

From beginning to end, it's great fun doing a D of E and employers, colleges and universities get excited if they see it on a person's CV.

The important thing though, is that, "You learn to love something, work hard, be focused and disciplined and then you will be ready for when the right opportunity comes your way," as opera superstar Katherine Jenkins said 6) her silver award.

- 1 A reach
B touch
C meet
D come
- 2 A action
B part
C place
D risk

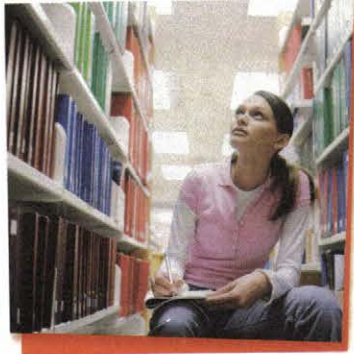
- 3 A Competitors
B Contributors
C Players
D Participants
- 4 A all
B every
C each
D many

- 5 A presented
B are to be presented
C are presented
D have presented
- 6 A about completing
B having completed
C to complete
D to have completed

Check these words

aim, full potential, extracurricular activity, progress, challenging, animal rescue centre, charity shop, parachuting, first aid, expedition, rowing trip, pick, ultimately, royal palace, focused, disciplined

Borrowing library books



- 1 How often do you use a library?
Where? What for?

I often use the school library to do research for a project.

- 2 a) Listen and say. Pay attention to the pronunciation.
- Do you know the title of the book and the author?
 - I'll check on the computer for you.
 - I'm afraid it's out right now.
 - Would you like to reserve it?
 - When will it be back in?
 - Can I take these two books out, please?
 - They're due back one week from today.
- b) Which of these sentences would a **librarian**, a **student** say? Decide in pairs.
 Listen and read to find out.

Jane: Hi, I wonder if you could help me.
Librarian: Of course. What's the problem?
Jane: I'm looking for a book for my First Aid class.
Librarian: Do you know the title of the book and the author? I'll check on the computer for you.
Jane: It's *First Aid Made Easy* by Sally Bryan.
Librarian: Alright. Just one moment ... Oh yes. I'm afraid it's out right now. Would you like to reserve it?
Jane: Yes please, that would be great. When will it be back in?
Librarian: It's due back in three days. Would you like to leave your name and number? I can call you when we have it.
Jane: Oh yes, thank you. That would be great. It's Jane Smith, 7463546. Also, can I take these two books out, please?
Librarian: Certainly. Can I see your library card, please?
Jane: Yes, here it is.
Librarian: OK, there you go. They're due back one week from today.
Jane: OK, thank you very much.
Librarian: You're welcome.

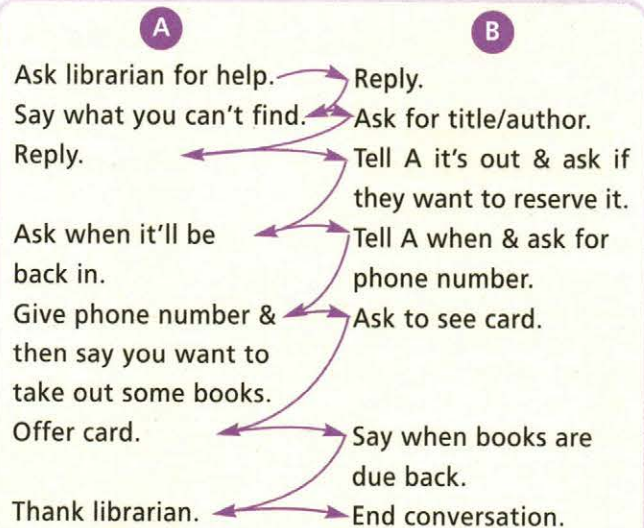
- 3 Find sentences in the dialogue which mean:
Someone has borrowed that book. – Would you like me to keep it for you? – Here you are. – You have to return the books in one week. – Let me have a look on my computer.

Pronunciation: emphatic stress

- 4 a) Listen and repeat. Which word/syllable is being emphasised in each sentence?
- 1 a Sam came to the library with me yesterday.
b Sam came to the library with me yesterday.
- 2 a You mustn't talk so loudly.
b You mustn't talk so loudly.
- b) Listen to two different ways of saying the sentences below. Which word/syllable is stressed each time? How does the meaning change?
- 1 I'd prefer to go to the library later.
2 John lent me this brilliant book.
3 The maths test was very difficult.


Speaking

- 5 Use the sentences in Ex. 2a to act out a similar dialogue at the library. Follow the plan.



5e Overcoming the odds


Vocabulary Achievements

- 1  Listen & say. Which would you most like to achieve in the future?
- get a degree
 - invent something to improve people's lives
 - pass your driving test
 - establish a successful business
 - win a scholarship to a college/university
 - learn to speak a foreign language
 - take part in a charity project
 - win a sports competition
 - do well in your exams/a test

I'd like to win a scholarship to a university and get a Law degree.

Reading

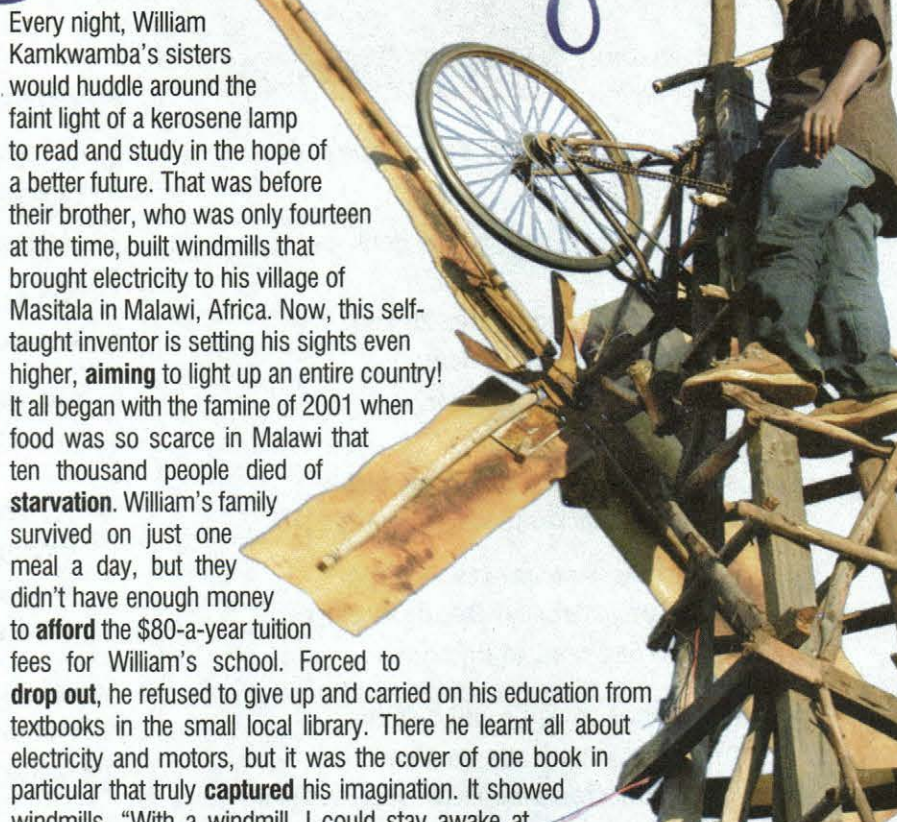
- 2 Look at the picture and the title of the article. Which of the things in Ex. 1 do you think William Kamkwamba has achieved?

 Listen and read to find out.

Check these words

huddle, faint, kerosene lamp, self-taught inventor, set one's sights high, famine, scarce, starvation, tuition fees, drop out, truly, capture, scrap metal, ignore, windmill, light bulb, have access to, miracle, irrigate, renewable energy, influential, real asset, scholarship, generous, donation, due to, tinfoil, hands-on method, shining example

The Boy Who Harnessed the Wind



Every night, William Kamkwamba's sisters would huddle around the faint light of a kerosene lamp to read and study in the hope of a better future. That was before their brother, who was only fourteen at the time, built windmills that brought electricity to his village of Masitala in Malawi, Africa. Now, this self-taught inventor is setting his sights even higher, **aiming** to light up an entire country! It all began with the famine of 2001 when food was so scarce in Malawi that ten thousand people died of **starvation**. William's family survived on just one meal a day, but they didn't have enough money to **afford** the \$80-a-year tuition fees for William's school. Forced to **drop out**, he refused to give up and carried on his education from textbooks in the small local library. There he learnt all about electricity and motors, but it was the cover of one book in particular that truly **captured** his imagination. It showed windmills. "With a windmill, I could stay awake at night reading instead of going to bed at seven with the rest of Malawi," William realised, "We'd finally release ourselves from the troubles of darkness and hunger." He set about building one from an old bicycle and pieces of scrap metal from tractors. Ignoring the other villagers (including his mother), who thought he was crazy, over two months he managed to assemble a 5-metre high windmill that supplied enough power to light four small light bulbs. In a country where only 2% of the population has access to electricity, this was like a miracle! Villagers came from all around to see the 'electric wind'. With the addition of another windmill that helped irrigate his father's crops, William was transforming his village through renewable energy all by himself. News of the boy who built windmills **spread** through blogs and newspaper articles. Bryan Mealer, an American journalist, had spent five years in Africa when he heard about William. He immediately knew that this was the story that he had been waiting for and in 2009, *The Boy Who Harnessed the Wind*, was published. Soon, influential people started to see that William was a real asset to his country and before long, he was invited to speak at conferences, he had documentaries made about him and universities abroad were offering him scholarships. William is **currently** studying for a degree in America, but he plans to return home with more ideas to help his village. Thanks to generous donations, Masitala now has clean drinking water and solar panels. William also finished a project to build new classrooms for his old primary school which is equipped with laptops that run on energy from his windmills. He still worries about his mother, though: "I haven't solved the problem of firewood. Each day, my mother has no choice but to walk three hours to collect a handful of wood to cook the family meal." It's a walk that gets longer every day as Malawi loses about 500 sq kilometres of forest every year due to illegal deforestation. Experiments with solar ovens made out of tinfoil haven't quite worked out yet, so for the moment William has turned to a more hands-on method – planting more trees. William Kamkwamba might not have the solution for everything just yet, but he's a **shining** example of all that can be achieved when just one person dreams of a better world.

3 a) Read again. Say what focus each question has, then choose the correct answers (A, B, C or D). Justify your choices.

- 1 William and his sisters used kerosene lamps because
 - A they wanted a better future.
 - B it was the only light source they had.
 - C it helped save electricity.
 - D they enjoyed reading at night.
- 2 Why did William leave school?
 - A He needed to work to help feed his family.
 - B He dropped out through lack of interest.
 - C He couldn't pay for his lessons.
 - D He was able to get a better education at the library.
- 3 In little more than 8 weeks William managed to
 - A produce small amounts of electricity for his village.
 - B provide two per cent of his country's electricity.
 - C build windmills all around his village.
 - D end the villagers' food and money problems.
- 4 How did Bryan Mealer hear about William?
 - A In a book written by an American journalist.
 - B At a conference he was invited to.
 - C From various reports in blogs and articles.
 - D In a documentary that was made about him.
- 5 In paragraph 4, 'asset' is used to show that William
 - A had impressed some important people.
 - B was an excellent public speaker.
 - C could be of good use to his country.
 - D would do very well at university.
- 6 At the moment William is
 - A installing solar panels in his village.
 - B building new classrooms at his old school.
 - C collecting donations for his projects.
 - D studying at a foreign university.
- 7 William's mother has to
 - A cook with a solar oven.
 - B plant trees for firewood.
 - C walk great distances daily.
 - D prepare only one meal a day.
- 8 The writer's purpose is to
 - A advertise William's inventions.
 - B relate an inspiring story.
 - C encourage others to become inventors.
 - D promote a book.

b) Match the words in bold to their meanings: *spare, caught, at present, bright, intending, stop, made known, lack of food.*

4 Choose the correct words. Check in your dictionary. Make sentences using the words you won't choose.

- 1 Sam **fell/dropped** out of university because he couldn't afford the high **tuition/teaching** fees.
- 2 After failing several times to get into university, Jim was ready to give **up/away**.
- 3 A picture of a windmill on the **cover/top** of a book **captured/caught** William's imagination.
- 4 Kerosene lamps provide a **faint/faded** light.
- 5 They **survive/remain** on one meal a day.
- 6 Solar panels **produce/supply** power to Masitala.
- 7 William was **offered/provided** scholarships.
- 8 William is a **shining/bright** example of what one person can do.

see
p. GR 15

Grammar Special introductory verbs

5 Use these verbs to report the sentences: *promise, suggest, complain, deny, remind, offer, apologise, explain.*

- 1 "I'll help you with your essay," she said.
- 2 "Why don't you study for a degree?" he said.
- 3 "My history lecturer is so boring!" Ann said.
- 4 "I didn't cheat in the exam," Phil told me.
- 5 "Don't forget to hand in your essay today," Ann told Jane.
- 6 "Would you like to share my book?" he said.
- 7 "I'm sorry I copied your work," Bill told her.
- 8 "I was late because I missed my bus," he said.

Speaking & Writing


6 Tell the class four things that impressed you from the text.

7 **THINK!** Imagine you are William. You have just put together the windmill and are about to test if it will light the bulbs. Write a few sentences describing your feelings. Tell the class.


5f Taking a gap year

Vocabulary

Gap year experiences

- 1 a)  Listen & say. Which of these experiences give the chance to: *help the environment?* *help a community?* *learn (a) new skill(s)?*
- work as a beekeeper
 - study opera in Italy
 - coach football at a school in Zambia
 - help rehabilitate injured animals
 - drive sled dogs in Siberia
 - help build an orphanage in China
 - learn to be a cowboy/cowgirl on a ranch
 - do a massage course in Thailand
 - help conserve coral reefs in Fiji
- b) Which ones can you see in the pictures?

Reading

- 2 Look at the pictures and read the first sentence in each text. What do you think each person's experience involved?
 Listen and read to find out.
- 3 Read again and for questions 1-15, choose from the people A-C. Compare with your partner.

Which person ...

- needed to get some practical experience?
- had just attained a qualification?
- set out to achieve a long held goal?
- could have stayed closer to home?
- took exercise classes?
- stayed near a major city?
- lived in a place far from a town?
- had to take a safety precaution?
- was impressed by their co-workers?
- put their university studies on hold?
- found the work physically demanding?
- had to pay to learn something?
- had found their studies very tiring?
- had to manage with few supplies?
- intends to return to the country they visited?

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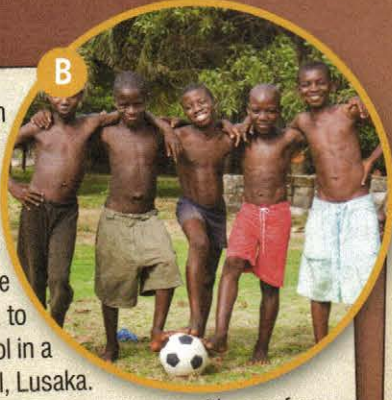
Take a break

Chelsea Toblin was feeling burnt out after so much hard work for her degree and so decided to take a break before starting her Masters. Almost as soon as she had made her decision, she was on a plane 'down under' to become a rancher for the next eight months on an isolated sheep station deep in the Australian outback hundreds of kilometres from its nearest neighbour. Training as a jillaroo was just the kind of excitement and sense of freedom that Chelsea had been looking for, but she soon learnt that it was back-breaking work too. Not long after she arrived, her work clothes were already grubby from grooming horses and cleaning out the stables. "The most challenging part of my first week was helping with the sheep shearing. It was a lot harder than I thought. It took all my strength to push the animal into the shearing shed. The shearers were absolutely brilliant, too. They work incredibly quickly and can shear a whole animal in less than a minute." By the time Chelsea left the farm, she had learnt a lot about looking after both horses and sheep, mending fences, lassoing and whip cracking, too. It wasn't all hard work, though "Many evenings, we toasted marshmallows over a campfire and I played my guitar and we all sang songs," Chelsea says. "Above us was the clearest and starriest sky I'd ever seen." So what did Chelsea miss most when she got home? Pulling on her cowboy boots, mounting her horse and riding out into the Australian outback, of course!

A

Check these words

Masters, sheep station, outback, groom, stable, sheep shearing, shearing shed, mend, whip cracking, lassoing, toast, marshmallow, starry sky, requirement, work-based, coach, resources, rolled up, sticky tape, football pitch, practice, eager, average wage, session, clap, kit, beat, poisonous, step back, grand, fall in love with, voice coaching lesson, rehearsal, breathing control



For **Paul Skarr** it all started with his Sports Science degree requirement to do a work-based learning project. "Most students find work locally, but I was keen to volunteer in a needy part of the world," says Paul. So off he went to Zambia to coach football at a school in a small village not far from the capital, Lusaka.

When Paul arrived he found a rundown school house with very few resources. He was amazed to see that the children were using rolled up plastic bags held together with sticky tape to play football! One of Paul's first tasks was to get the children to mark out a full-sized football pitch in a clearing in the woods next to the school. They erected goal posts made from tree branches, too. At the first practice, about 75 youngsters arrived, very eager to go! Some had even come from neighbouring villages. It was some of the children's first opportunity to play proper football, which isn't surprising when a football costs about \$60 and the average monthly wage is just \$40. The session was a great success. "After we'd finished practice the children clapped excitedly and then they all rushed to clean my boots, and get all the kit ready for the next day!" Paul told us.

One exciting part of each day for Paul was when he and the children beat the ground of the pitch before they started to play to chase away poisonous mamba snakes. But despite some difficulties because of the harsh living conditions, it was a great experience for Paul. "The kids are so happy to play and have a coach even though they have so little else... It really made me step back and think about what's important in life."

Ever since **Olivia Stewart** was a young girl, she has dreamt of singing in a grand concert hall. Her dream became a reality when she interrupted her Music degree to take a year off on sabbatical to get a taste of opera in Italy. Living with an Italian family and having language lessons each morning was an essential part of the experience. "Mastering the language takes your performance to an entirely different level when you learn not only how to pronounce the words properly, but also the deeper meaning of what you're singing," Olivia says. "Opera is like great literature set to beautiful music. You can't help falling in love with it."

Olivia spent her afternoons having private voice coaching lessons, performance rehearsals and even pilates classes to help develop muscles for better breathing control. The highlight of Olivia's stay, though, was performing opera at an open-air concert in a beautiful piazza.*

After she finishes her music degree, Olivia hopes to make it back to Italy and continue studying opera and, she says, "to sample more of the amazing Italian gelato,**which is to die for!"

*piazza = square
**gelato = ice cream



Grammar
Time clauses

see
p. GR 16

4 Read the examples. Which of the highlighted words is not a time word? Which sentences refer to the present/future? What tense do we use after a time word when the sentence refers to the future? When do we use commas to separate a time clause from the main clause?

- 1 **By the time** John arrived, they had left.
- 2 I'll take a gap year **when** I finish school.
- 3 **When** will she be back?

5 Choose the correct time word and put the verb in brackets into the correct tense. Put commas where necessary.

- 1 She spoke Italian well **by the time/since** she (leave) Italy.
- 2 **Until/As soon as** he (arrive) in Zambia he met the students at the school.
- 3 **Before/When** I (see) you I'll show you my photos.
- 4 Chelsea saddled her horse **since/after** she (groom) it.
- 5 They didn't play football **by the time/until** it (stop) raining.

6 Use these words/phrases to make sentences about your future plans: *when, as soon as, by the time, after, until.*

*I'll study Biology when I finish school.
When I finish school, I'll study Biology.*

Speaking & Writing

7 a)  Imagine you are one of the people in the text. Tell your partner all about your experience.

b) **THINK!** What do you think each person learnt from their experience? In five minutes write a few sentences. Tell the class.

8 **THINK!** Which of these experiences would you choose to have as part of a gap year? Why? Tell the class.

5g Skills

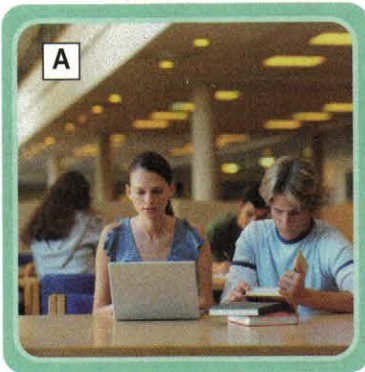
Vocabulary Higher education

1 Complete the word lists. Try to add more words of your own. Compare with your partner.

- librarian • Media Studies • lecture theatre
- classroom • Modern Languages
- online university • Philosophy
- hall of residence • Medicine • gym
- vocational college • professor • canteen
- lecture • tutor • head of department

Speaking

2 a) Describe the pictures.



b) Listen to someone comparing the photographs. How is each learning situation effective?

3 a) Now look at pictures C & D and describe them.



Study skills

Comparing photos

When comparing two photos, start with a general summary of the topic. Then move onto a comparison of the two photos. Finally, give your opinion with an explanation/examples.

Types of institution

- university
- college of further education
-
-

Buildings & facilities

- science lab
- library
-
-
-
-

Subjects

- Biochemistry
- History of Art
-
-
-

Types of learning

- seminar
- tutorial
-
-

People

- student
- lecturer
-
-
-
-

b) Compare the photos and talk about the pros and cons of learning. Use the ideas below and the language in the box to help you.

Lectures: gives an overview of main themes – guidance on how to research further – lecturer gives a reading list and raises questions to develop students' thinking – passive/not interactive – boring

Online learning: easy to access & convenient, students study when they want – isolates students, requires computer skills

Comparing	Speculating
<ul style="list-style-type: none"> • In picture A, ...; while/but/although in picture B ...; • However, ...; (in) both/neither of the pictures ...; • On the one hand ... on the other hand ... 	<ul style="list-style-type: none"> • It looks like ...; ... seem(s) to be ...; ... is/are probably ...; • It may/might/could be ...; • I'd say it/that ...; • Perhaps ...

4 Which way of learning do you think is the most enjoyable and why? Tell your partner.

Listening

5 You will hear students talking about their experiences in higher education. Match the speakers (1-5) to the headings (A-F). There is one extra heading.

- | | |
|-----------------------|---------------------------|
| A NOT FOR ME | D NEW CHALLENGES |
| B A SHAKY START | E THE BEST OF BOTH WORLDS |
| C THE TIME OF MY LIFE | F FITTING IT ALL IN |




1	2	3	4	5

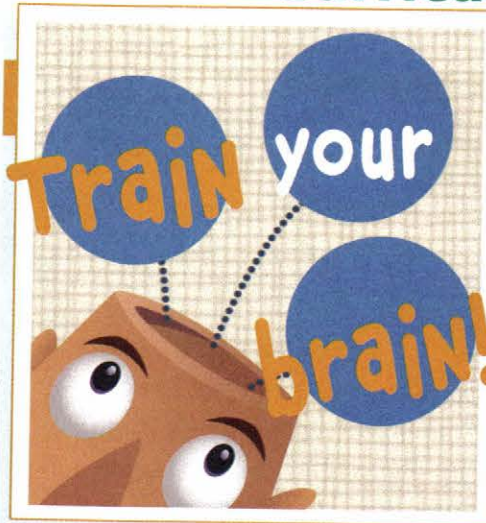
- 1 Read the title of the text, the introduction and the headings. How can we improve our memory? Read and check.

Study skills

Open cloze

Read the text once to get the general idea. Read again and try to identify what part of speech each missing word is e.g. verb, noun, conjunction, etc. Pay attention to the words before and after each gap. They will help you do the task. Read the completed text to see if it makes sense.

- 2 Read again and complete the gaps with the correct word. Compare with your partner.
- 3  Find all the phrasal verbs in the text. Make sentences using them.
- 4 Fill in: *remember, memorise, recall, remind.*
 - 1 me to call John tonight!
 - 2 to lock the front door!
 - 3 these 10 words for Monday.
 - 4 I can happy times playing in the park when I was young.
- 5 a)  Listen and read. Use the information in the text to explain how we can train our brains to remember things. Which techniques do you think can help you?
 - b)  Do some Internet research on other memory techniques you can use. Use the key words: **ways to improve your memory.** Tell the class.



You forgot someone's name, you left your essay at home or maybe you can't remember where you parked your car! Memory is your ability to store, retain and recall information in your brain, but sometimes our memories let us down. Fortunately, there are lots of creative tricks you can use to keep your memory in top form!

Chunking

Try breaking down strings of information, 0) *like* phone numbers, into smaller chunks. So instead of trying to remember 791845, remember it as 79 18 45. This works even 1) if you associate something meaningful with each chunk, too. Let's say you're 2) for a History degree at university. You could say 79 AD is the year Vesuvius erupted in Pompeii, 18 is your age and 45 is your room number in your hall of residence. Finding personal connections like this anchors information in your memory.

Thinking in pictures

Try thinking in images rather 3) words. Let's say you have a new part-time job and your boss's name is Alice Barker. To remind you 4) her name, make some connections: Alice with *Alice in Wonderland* and Barker with a huge barking dog. Now picture Alice falling down the rabbit hole closely followed 5) a snarling dog. The more vivid and weird the images, the better this technique works.

Word association

"Mnemonics 6) as '30 days has September, April, June and November ..." have long been used by people to help 7) remember tricky information. So the next time you need to remember the spelling of a difficult word or the names of some people you've just met, why not try coming 8) with your own silly rhyme, song or poem? The sillier and funnier the better!

Location, location, location!

The Romans used a visualisation technique called 'loci' to remember lists of things. Imagine a room in your house. Mentally place the things you need to remember on the furniture. When you want to recall the items, 9) an imaginary walk around the room. When you recall the furniture, which is easy because the room is familiar 10) you, you'll recall the objects easily, too.

Practice makes perfect

This is true, but psychologists say that we remember more effectively when we space out our learning. So don't cram for tests and exams! When 11) to memorise new words in a foreign language, for instance, repeat them a few times, then take a break. Then come back to them. Perhaps put flashcards around the house with words written on them ... you will 12) seeing them and they will be slowly burnt into your long-term memory.

These are just a few tips. Experiment to see what works best for you! Above all, eat well and get plenty of sleep and exercise. Staying healthy will give your memory the best boost of all!

Check these words

retain, recall, let sb down, keep in top form, chunk, break down, string of information, erupt, personal connection, barking, snarling, weird, mnemonics, tricky, rhyme, visualisation, mentally, effectively, space out, cram for, take a break, burnt into your memory, long-term memory, boost

5i Writing

A for-and-against essay

Writing Tips

Writing for-and-against essays

For-and-against essays present the advantages and disadvantages of a topic. They normally consist of:

- an **introduction** presenting the topic *without* giving an opinion;
- a **main body** presenting the points for and against the issue in separate paragraphs. Each argument is supported with justifications and examples. Each paragraph should start with a topic sentence that summarises the main idea of the paragraph;
- a **conclusion** presenting the writer's opinion or giving a balanced consideration of the topic.

For-and-against essays are written in a **formal**, impersonal style so short sentences, colloquial expressions and idioms are avoided. You can begin and end your essay with any of the following techniques:

- address the reader directly: *We all know how frightening it can be to sit an important exam.*
- include a quotation: *As Martin H Fischer said, "Any man who does not make himself proficient in at least two languages other than his own is a fool."*
- include a rhetorical question: *Isn't it amazing that you can now study subjects like video game engineering and surfing science?*

1 Read the rubric and answer the questions.

You have seen the following announcement in an international travel magazine:

"Should all school-leavers take a gap year before starting work or university?" Send us an essay discussing the pros and cons of this proposal.

Write your essay (200-250 words).

- 1 What type of essay do you have to write?
- 2 What style will you write it in?
- 3 Write A for advantage and D for disadvantage next to items 1-8 related to taking a gap year. Compare with your partner.

1 *welcome break after studying* ; 2 *can be a waste of time without good planning* ; 3 *teaches life skills & builds character* ; 4 *expensive & can create debt* ; 5 *chance to see the world/learn about different cultures* ; 6 *friends will have 'moved on' when you return* ; 7 *makes you more mature & responsible* ; 8 *more time to decide what you really want to do with your life*

2 Read the essay. Which techniques has the writer used to start/end the essay?



1 How would you like to take an entire year off to see the world? Many school-leavers choose to do just that by taking a gap year. They travel around, working to support themselves as they go, before returning to a permanent job or university studies. Is this really a worthwhile thing to do?

2 **Without a doubt**, there are many arguments in favour of taking a gap year. **To begin with**, it is a welcome break after finishing secondary school. Young people have time to stand back and consider the next step in their career. **Consequently**, they return home with more energy and a fresh outlook. **In addition**, a gap year can provide the chance to experience other cultures or be involved in a worthwhile volunteer project. **Lastly**, because it is often a young person's first taste of independence, it can help them develop a more mature and responsible character.

3 **On the other hand**, taking a gap year does have certain disadvantages. **Firstly**, travelling is not cheap. Paying for expenses such as flights, food and accommodation could easily get you into debt. **Moreover**, when young people return, their friends may have moved on to new jobs and new friends. **As a result**, it may be difficult to fit back into life at home.

4 **In conclusion**, I believe that taking a gap year can be an incredibly rewarding experience, despite the drawbacks. As Saint Augustine once wrote: "The world is a book and those who do not travel read only a page."

- 3 Which paragraph (1-4): gives the writer's opinion? presents the topic? gives the arguments against? gives the arguments for?

LINKERS

see
p. GR 16

To list/add points: Firstly, First of all, To start/begin with, Secondly, Finally, In addition, Furthermore, Moreover,

To introduce/list advantages: The first/Another advantage of ..., One point in favour of ..., Some people feel/argue that ..., Without a doubt/Certainly there are many arguments ...

To introduce/list disadvantages: The first/main/One/Another disadvantage of ..., One argument against ... is that ..., Some/ Many people are against ... because ...

To introduce examples/justifications: For example/instance, such as, like, because, as, since, as a result, therefore, etc.

To show contrast: On the other hand, However, In contrast, although, even though

To conclude: In conclusion, To conclude/sum up, All in all, Finally, Taking everything into account

To give your opinion: I think/believe that ..., I am strongly/totally in favour of ..., In my opinion/view, I am strongly/totally against ..., It seems/appears to me that ...

4 Choose the correct words, then replace the linkers in bold in the text with alternatives.

- 1 **As a result/To begin with**, there are many advantages to using the Internet in the classroom. **Furthermore/For example**, it has a lot more information than the average school library.
- 2 **Some people feel that/One argument against** students should be allowed to study subjects that interest them **therefore/because** they would learn more effectively.
- 3 **All in all/In contrast**, some people argue that online learning facilitates learning. **Moreover/For instance**, students must be well-organised to be able to keep up with the pace of the course.

5 Put the sentences in the correct order 1-5. Which is the topic sentence? Suggest an alternative.

- A These will be extremely valuable to students in their future careers.
- B For example, one school found that 30 minutes of exercise improved students' reading scores.
- C First of all, there is evidence that brain activity is enhanced by physical exercise.
- D There are many advantages to making PE a compulsory subject in schools.
- E In addition, sports teach skills such as teamwork and organisational skills.

Your turn

6 Read the rubric, underline the key words and answer the questions.


A website for students is asking for opinions on the following issue: *Should all teaching and learning take place online these days?* Write a for-and-against essay discussing the pros and cons of this proposal (120-180 words).

- 1 What do you have to write and who will read it?
- 2 What will each paragraph include?
- 3 How could you begin/end your essay?
- 4 Which sentence (1-3) is in favour of the proposal and which is against it? Match each viewpoint with a justification/example (A-C) below.

Students can participate in lessons from anywhere in the world. **1**

Online teaching and learning can be cold and impersonal. **2**

It is more convenient than traditional schools and classrooms. **3**

- A There are no fixed hours and students can log on and off when they want.
- B A computer cannot replace the face-to-face communication between a teacher and a class.
- C Students living in remote areas can still have access to an education.
- 5  Think of more advantages/disadvantages and justifications/examples to support them.

7 Use your ideas in Ex. 6 to write your essay. Follow the plan below. Use different techniques to start/end your essay.

Plan

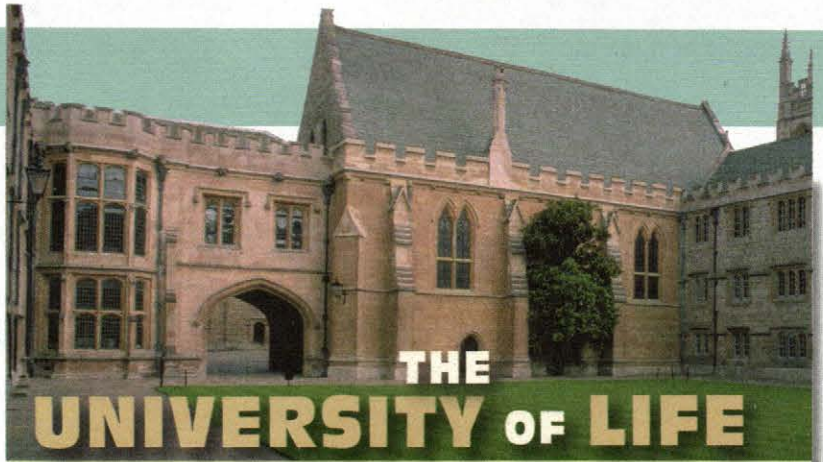
- Para 1: present topic
 Para 2: advantages with justifications/examples
 Para 3: disadvantages with justifications/examples
 Para 4: conclusion & own opinion

Listening

- 1 You will hear an interview between a radio presenter and a student. Choose the correct answer A, B or C for the questions (1-4).
- 1 Amy says she took a gap year to
 - A get some travel experience.
 - B get some work experience
 - C have a long holiday.
 - 2 How did Amy pay for her trip to Africa?
 - A Her parents gave her the money.
 - B An organisation funded it.
 - C She worked and saved up.
 - 3 What did Amy find difficult?
 - A the accommodation
 - B not being able to sleep
 - C the work
 - 4 What does Amy say she learnt in particular?
 - A first aid
 - B how to teach kids
 - C how to work in a team

Text completion

- 2 Read the text. Choose the proper grammar form of the capitalised words in bold. Fill in the gaps.



How would you like to attend a university that teaches you how to find inner peace in stressful times, or how to be happy without 1) money? For many students, doing a degree not only opens their minds to new academic ideas, but also to new ways of living as they meet people from different backgrounds and live independently at the same time. But why not address lifestyle choices in the lecture theatre too? That's the philosophy at Alfred University in New York, USA, where optional seminar-style classes in recent years 2) Movement and Stillness: Yoga and Meditation; Happiness and Stinginess, and the Good Life on a Dollar a Day. The latter 3) on the idea that capitalist society was built on a lie – that you will be happy if you spend money. Alfred students have also studied the reasons behind the success of popular culture hits such as the *Harry Potter* books and the TV show *The Sopranos* in the sessions, which are held in the evening. The classes have been popular with students. One 4) that they created an environment where learning for fun was put first, while another said he enjoyed 5) around people who knew not to take life too seriously, but took their studies seriously.

SPEND

INCLUDE

BASE

SAY

BE

Speaking

- 3 Read the rubric. Do the task.

Your school has recently decided it would like to introduce some new extra-curricular lessons and activities for students. As a student leader, you have been asked for your opinion on which subjects and activities students would enjoy most.

Before making a decision, ask your teacher about:

- what subjects and activities the school is considering
- the cost, if any
- what days and times they are offered

You start the conversation.

Remember to:

- be active and polite
- ask the questions and find out all the information you need
- decide on which extra-curricular lesson or activity and give reasons for your choice

Reading (Match headings to paragraphs)

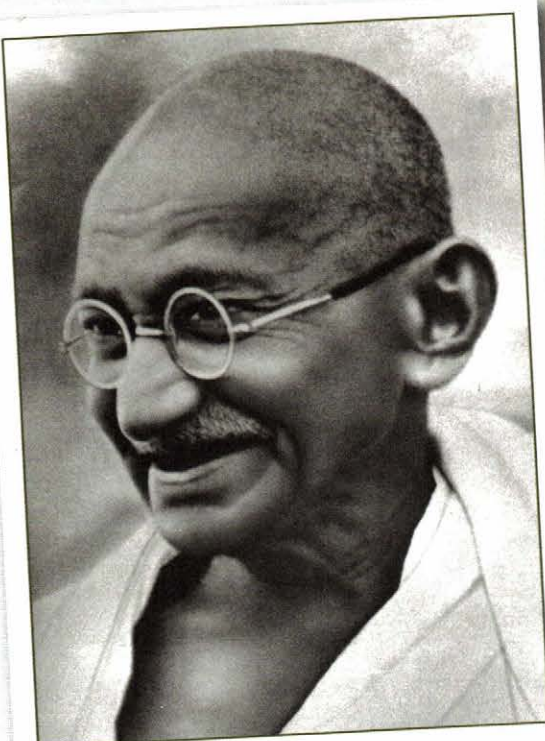
- 4 a) Read the rubric, then read the title and the introduction of the text. What is it about?

Read the text about Gandhi and match the headings (A-E) to the numbered paragraphs (1-4) of the text. Use each heading once. There is one extra heading.

- b) Read the headings and underline any key words. In pairs, try to find words/phrases in the paragraphs that relate to the headings.

- c) Do the task.

- A Victory against the odds
- B An everlasting influence
- C A religious man
- D Growing beliefs
- E The long walk



'My life is my message' Gandhi

In India he is remembered as 'the father of the nation' and he is famous the world over for his belief in peace and non-violent protest. Gandhi believed that people have the power to achieve positive change by walking the path of peaceful resistance. It's a path Gandhi walked all his life...

1 Gandhi was born Mohandas Karamchand Gandhi in India on 2nd October, 1869 into a merchant family. When he was 19, Gandhi broke with tradition and left India to study Law in London. Then, in 1891, he accepted a job at an Indian law firm in Durban, South Africa, where he remained for twenty years. Gandhi was shocked by the discrimination against Indian immigrants in South Africa and headed a campaign for their civil rights. During this time, Gandhi developed his principle of 'satyagraha' which means 'devotion to truth' through non-violent action. Gandhi was sent to prison many times for leading peaceful campaigns of civil disobedience. Before he left the country, though, the South African government made many of the changes he had called for.

2 In 1914, Gandhi returned to a troubled India which was occupied by the British Empire. Gandhi felt that India could never truly be free as long as it remained under British rule. He wanted to work towards Indian independence and create greater understanding between all classes and religious faiths across the country. In 1919, he joined the new Indian National Congress Party and launched a policy of peaceful non-cooperation with the British, including a boycott of British goods and institutions. One of Gandhi's most famous protests was against the tax on salt imposed by the British authorities. He led thousands of people on a 320 km 'march to the sea' to make their own salt from seawater. Because of his various campaigns, Gandhi was imprisoned four times: in 1922, 1930, 1933 and 1942.

3 Nevertheless, as a result of Gandhi's talks and negotiations with the British government, India won independence in 1947. However, there remained fierce tension between different religious groups in the country. On 30th January 1948, Gandhi, then aged 78, was assassinated. The assassin could not accept Gandhi's belief that all faiths were of equal value. Gandhi was on his way to a prayer meeting when he was shot three times in the chest.

4 Gandhi maintained his life-long belief in peace, non-violence and that all people were created equally. His beliefs informed all areas of his life; in meetings he always wore the simple clothes of an Indian villager, while the politicians around him dressed in formal suits. He also followed a vegetarian diet and lived a simple life. In India, he was called 'Mahatma' Gandhi which means 'great soul'. There, his birthday is celebrated as an official holiday and also as an international day of non-violence. Gandhi spoke to everybody, everywhere when he said, "Be the change you want to see." And indeed, his achievements remain an inspiration to people all over the world; his life truly was his message.

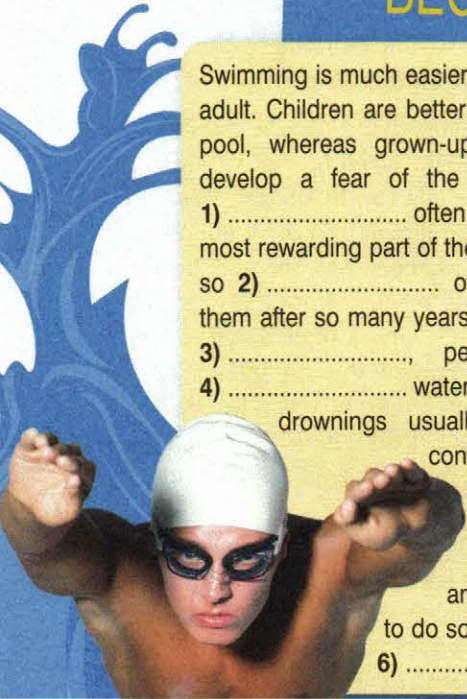
Word formation

5 Read the text. Fill in the gaps with the proper lexical form of the capitalised words.

IT'S NEVER TOO LATE TO BECOME A SWIMMER

Swimming is much easier to learn as a child than as an adult. Children are better able to relax and float in the pool, whereas grown-ups have had more time to develop a fear of the water. However, swimming 1) often say that teaching adults is the most rewarding part of their job. That's because they're so 2) of what the teacher does for them after so many years of unease around water. Not 3), people who have suffered 4) water-related experiences like near-drownings usually take longer to become confident in the water than others. Swimming teachers need to 5) they teach such pupils at their own pace and that they never feel forced to do something that makes them feel 6)

- INSTRUCT
- APPRECIATE
- SURPRISE
- TRAUMA
- SURE
- COMFORTABLE



Key word transformations

6 Use the words in capitals to rewrite the sentences, keeping the original meaning. Use two to five words including the word given.

- 1 The headteacher called a meeting of all the staff immediately on arriving.
SOON As, the headteacher called a meeting of all the staff.
- 2 The librarian said to me, "Don't talk so loudly!"
NOT The librarian so loudly.
- 3 I was really looking forward to starting my course.
WAIT I my course.
- 4 The village has clean water because of John's invention.
THANKS It is the village has clean water.
- 5 He didn't leave his job; he decided to study for a degree part-time.
INSTEAD He decided to study for a degree part-time his job.

Writing

(a for-and-against essay)

7 a) Read the rubric and underline the key words.

Write an essay (120-180 words) discussing the advantages and disadvantages of going on a school exchange visit to another country.

b) Use the list to complete the table. Add your own ideas.

- learn about another culture
- deal with cultural differences
- have new experiences
- get homesick
- expensive
- develop language skills

PROS	CONS

8 Do the writing task. Use ideas from Ex. 7 to help you. Try to use different techniques to start/end your essay.

Phrasal verbs/Prepositions

1 Choose the correct particle.

pass out: 1) distribute, hand out 2) lose consciousness
 pass up: not take advantage of
 pass away: die
 stick at: keep trying to succeed at sth difficult
 stick around: not leave
 think up: imagine, create
 think through/over: consider carefully

- 1 The course was tough but she was determined to stick **at/around** it.
- 2 They thought **up/over** a great way to raise money.
- 3 He passed **up/out** the essays he'd marked.
- 4 Don't go home yet; stick **at/around** for a while!
- 5 Ann's dog passed **up/away** yesterday.

2 Fill in: *to, in, with, of.*

- 1 They died starvation.
- 2 Helen fell in love her new house.
- 3 She gasped amazement.
- 4 She dreamt travelling abroad.
- 5 They don't have access electricity.
- 6 He is a real asset the company.

Words often confused

3 Choose the correct word.

- 1 He **took/held** a short break to have lunch.
- 2 He had the **opportunity/occasion** to work in an animal shelter.
- 3 Training to be a cowboy is hard **job/work**.
- 4 They set their **goals/sights** high.
- 5 He is a **shining/sparkling** example to everyone.

Word formation

4 Fill in the correct word derived from the word in brackets.

Word formation – abstract nouns

We can add the suffixes **-ship** (*relation – relationship*) and **-hood** (*adult – adulthood*) to the end of words to make abstract nouns.

- 1 Dan had a happy (CHILD)
- 2 He won a to study Art History. (SCHOLAR)
- 3 My with Brian began five years ago. (FRIEND)
- 4 There is a fantastic library in my (NEIGHBOUR)
- 5 Tom started his own business after doing a two-year as a mechanic. (APPRENTICE)

Collocations

5 Fill in: *course, activities, fees, halls, inner, occasional, negotiation, financial, energy, full, university, art.*

- | | |
|-------------------------|-----------------------|
| 1 skills | 7 martial |
| 2 graduate | 8 crash |
| 3 tuition | 9 analyst |
| 4 renewable | 10 potential |
| 5 extracurricular | 11 of residence |
| 6 strength | 12 error |



Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 5 and write a quiz of your own.

- | | |
|---|---|
| 1 The Shaolin monks are trained in the art of Kung Fu. | 6 Fees at Khan Academy are high. |
| 2 Salman Khan is a university lecturer. | 7 William Kamkwamba brought electricity to Africa. |
| 3 <i>The Boy who Harnessed the Wind</i> is about Bryan Mealer. | 8 Breaking down information helps you remember it. |
| 4 Tai Chi is a martial art. | 9 Jilaroos are opera singers. |
| 5 The Duke of Edinburgh's Award is for university students. | 10 'Down under' refers to Australia. |



5



YURI ROZUM FOUNDATION

Reading & Listening

1 What is Yuri Rozun Foundation?
🔊 Listen and read to find out.

2 Read the text again and choose which of the statements (1-5) are *T* (true), *F* (false) or *NS* (not stated).

- 1 Tchaikovsky and Rakhmaninov both got scholarships when they were young.
- 2 Yuri Rozum scholarships are for children of all ages.
- 3 Children seeking a scholarship have to perform before judges.
- 4 The scholarship has to be used to pay music school fees.
- 5 A lot of the money is raised through music events.

3 Match the words in bold in the text to their meanings.

- 1 deserving something
- 2 able to pay
- 3 keep
- 4 choose
- 5 ability
- 6 chance

4 Tell the class a short summary of the text.

5 **ICT** Find out more about the Yuri Rozum International Charity Foundation. Write a short text. Present it to the class.

Russia has always been known for its gifted musicians and the country has produced some of the greatest composers and performers in history including world famous Tchaikovsky and Rakhmaninov. Nowadays, in order to **preserve** and continue this great musical tradition many institutes and private individuals support talented children who hope to one day follow in the footsteps of their forefathers and become musicians.

The Yuri Rozum International Charity Foundation was created in 2005 to invest in the musical future of Russia. Since then, it has been awarding scholarships to children from the ages of 7 to 17 who wish to study music but whose parents cannot **afford** school fees. The idea behind the programme is that if a child is talented they should be given every **opportunity** to be able to develop their **skill**. To **select** the children who will be given an award, competitions are held every year in all of Russia's regions. Children are invited to come and perform before a jury of judges who decide whether they are **worthy** of an award or not. Those who are selected are given financial support to help them with their musical studies for one year. They can spend this money to buy instruments, pay school fees or private lessons and for travel and living expenses if they have to live away from home. At the end of the year judges review the participants' progress and if they believe that the child has worked well the scholarship can be renewed for another year.

Money to support the foundation is raised in different ways but the main fund-raising events are concerts. Every year on the UNESCO International Day for the Protection of Childhood the foundation holds a music festival in Moscow during which the winners of the previous years scholarship perform. It is a fantastic way to show what great work the foundation does and raise money to help even more young musicians.

Check these words

- gifted, composer, preserve, follow in sb's footsteps, forefather, invest, award, fee, jury, worthy, financial support, expenses, review, scholarship, foundation, fund-raising

Module 6

Getting to know you

Vocabulary: appearance & character, changing one's appearance, types of people, body language, body types, communication mistakes

Grammar: the causative, speculations, inversion, clauses

Everyday English: rearranging an appointment

Intonation: expressing sympathy

Phrasal verbs: *fill, hold, try*

Word formation: forming nouns from verbs

Writing: a description of a person

Culture Corner: Haka (New Zealand – ceremonial dance)

Curricular (Science): Animal communication

Russia 6: *The captain's daughter* by Pushkin

Vocabulary

Appearance

1 Fill in: *curly, early, casually, tanned, rosy, full, bushy, round.*

- 1 in her /mid-late teens/thirties/sixties, etc
- 2 /straight/wavy/hair, ponytail, shaven head
- 3 /smartly dressed
- 4 pale/dark-skinned/ complexion
- 5 /thin/plucked eyebrows
- 6 /chubby cheeks
- 7 square/oval/ face
- 8 goatee/ beard

🔊 Listen and check, then say.

Character

2 Match the adjectives to their synonyms.

🔊 Listen and check, then say.

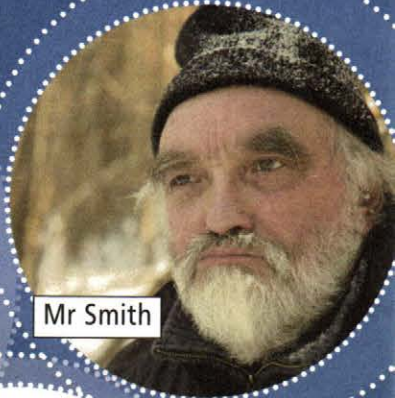
- | | | | |
|---|--------------|---|--------------|
| 1 | kind-hearted | a | eager |
| 2 | ambitious | b | shy |
| 3 | fun-loving | c | caring |
| 4 | introverted | d | outgoing |
| 5 | efficient | e | ill-tempered |
| 6 | trustworthy | f | organised |
| 7 | moody | g | reliable |
| 8 | rude | h | impolite |

3 What does each person in the photos look like? What does each person seem to be like? Use words/phrases from Exs. 1 & 2 to describe them.

OVER TO YOU!

Describe two people you know.

Lauren is our neighbour. She's in her mid-thirties and has straight brown hair and a tanned complexion. She seems to be trustworthy.



Mr Smith



Mr Harris



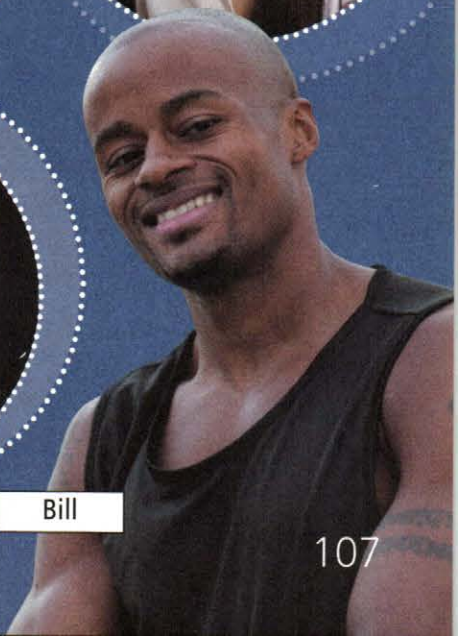
Tina



Jenny



Susan



Bill

Mr Smith is in his late sixties. He's got wrinkled skin, a full white beard and moustache and bushy eyebrows. He seems to be a kind-hearted person. He doesn't seem to be rude.

6a Changes

Vocabulary

Changing one's appearance



- 1 a) Listen and say.
- b) Which of these changes have you/your friends/family members made? Tell your partner.

I've had my ears pierced.

Reading

- 2 Read the title and the first sentence in each paragraph. What is the text about?
 Listen and read to find out.

You are what you think you are!

Check these words

muscular, spots, frizzy, convinced, rejected, unflattering, puberty, adjust, puppy fat, acne, flawless complexion, enhanced, inadequate, tease, bully, boost

Two teenagers, Joe and Kate, are standing in front of their mirrors getting ready for school. Joe thinks to himself: 'I'm too skinny. Why aren't I tall and muscular? It's not fair. And look at those spots — I look really awful!' A little inner voice tells Kate: 'You're fat and ugly in these jeans. Your legs should be longer. And your hair's horrible — all curly and frizzy. No one will look at you twice!' If these thoughts sound familiar, that's because Joe and Kate are far from being alone.

It's very common for teenagers to have a negative image of their own bodies. They insist they are hopelessly ugly, no matter how much their parents and friends tell them otherwise! Magazine problem pages and Internet blogs are full of agonised accounts. The young people who write them are convinced they are unattractive and therefore unloved and rejected by others.

Why do teenagers see themselves in an unflattering way? The fact is, puberty has a lot to do with it. During your early teens, the body is preparing itself for adulthood. New chemicals are moving around the body as it adjusts to adult hormone levels. The body alters its shape, sometimes resulting in puppy fat. Skin problems such as acne are also common. Teens are affected psychologically too. They become confused and anxious about their changing appearance. This in turn can lead to feelings of insecurity and low self-esteem.

Nor is the situation helped by the media. Young people are bombarded with images of the ideal body. Top fashion models in glossy magazines are all far taller and skinnier than the average woman. They have their hair and make-up done professionally. After a fashion shoot, magazine editors have the photographs airbrushed before they are published to give the models a flawless complexion. Male actors in

epic films flex beautifully toned rippling muscles. But more than likely, they have had them digitally enhanced, or 'photoshopped', as they call it in the trade. Not to mention the fact that many celebrities choose to have cosmetic surgery done to enhance their appearance. None of this reflects a realistic body image, so it's no wonder adolescents are made to feel inadequate and unsure of themselves.

The good news is that, however dissatisfied you are with your looks, the chances are it's only temporary! Those extra kilos and that spotty skin usually disappear by themselves in time. While your body is sorting itself out and 'settling into' its final form, you need to ride out the change! Resist the temptation to compare yourself with your peers. This is easier said than done when you are the tallest girl in your class or the only boy who has started growing a beard. You tend to feel the odd one out and may even get teased or bullied. Just remember that although teens' bodies change at different speeds, everyone ends up at more or less the same place in the end!

It's important to realise what things you can change about yourself and what things you can't. Correct diet and exercise can do wonders for your appearance. Having your hair restyled, your nails manicured or your teeth whitened will also help boost your self-confidence. The things you can't alter, like your height or your shoe size, should be seen as strengths and not weaknesses. They are, after all, the features that make you a unique individual!

So don't be like Joe and Kate! Stop worrying so much about the way you look and learn to accept yourself as you are. Tell yourself you are just as attractive, intelligent and cool as the next person. If you feel good about yourself, the chances are other people will feel good about you too!



3 Read again and for questions 1-5, choose the best answer A, B, C or D.

- The first paragraph of the text implies that
 - no one has a perfect body.
 - many teenagers worry about their appearance.
 - being unattractive is unfair.
 - boys and girls compete to look good.
- According to the text, puberty is a time
 - when you are sure to gain weight.
 - that is difficult to prepare for.
 - that influences your mental well-being.
 - to seek help from an adult.
- Fashion models
 - travel with their own personal make-up artist.
 - are a source of inspiration to the average woman.
 - are as keen as film stars to have cosmetic surgery.
 - have their appearance improved artificially.
- Teens are advised not to compare themselves with others because
 - they may end up getting bullied.
 - it will upset their classmates.
 - it's difficult to make accurate comparisons.
 - everyone develops at a different rate.
- Joe and Kate are examples of teenagers who
 - try hard to be accepted.
 - don't make the most of their good points.
 - are unattractive to their peers.
 - don't worry about the right things.

Grammar

The causative

see pp.
GR 16-17

- 4 a) Read the example sentences. Which suggests that the action is done by another person?

Wendy **is painting** her nails. Sue **is having** her nails **painted**.

b) Rewrite the sentences in the causative.

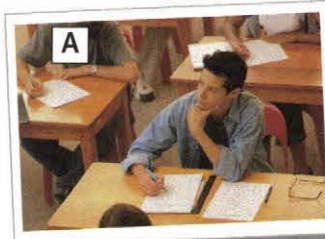
- Mrs Jones is making a dress for Jo.
- The hairdresser has dyed Anne's hair.
- Steve will shorten Tom's trousers.
- Someone should re-heel your shoes.

Speculating & making assumptions

see
p. GR 17

- 5 a) Read the sentences. Which sentence: *refers to the past? expresses duration?*
- He **must** be tired. He's gone to bed early. (I'm sure he is.)
 - That **can't** be Tom. He's got short hair. (I'm sure it isn't.)
 - She says she **might/could/may** get a tattoo. (It's possible)
 - Suzu's hair is curly. She **must have had** a perm. (I'm sure she did.)
 - It's 10:00 pm. He **can't be working**. (I'm sure he isn't.)
- b) Rewrite the sentences using *might/may/could, must or can't*, as in the example.
- I'm sure Andy hasn't gone to the hairdresser's.
Andy can't have gone to the hairdresser's.
 - I'm sure that Sandra is talking to Steve.
 - I'm certain James didn't get a tattoo.
 - Perhaps Jane borrowed your coat.
 - I'm sure she had a facelift.
 - I don't believe Carol is having surgery again.

- 6 Make as many assumptions about the pictures as possible. Use the phrases.



- sit exam • stressed
- know answers
- revise properly

He must be sitting an exam.



- be on holiday
- feel happy • work
- cruise around the Mediterranean

Speaking & Writing

- 7 Make notes on each paragraph of the text, then use them to tell your partner a summary of it.

- 8 **THINK!** The writer says that we should learn to accept ourselves as we are. In three minutes write a few sentences expressing your opinion. Read them to the class.

6b Negative personality types

Vocabulary Types of people

1 Match the types of people to the definitions and make sentences.

🔊 Listen and check.

1	N	gossip	A	walks all over others
2		bully	B	likes to cause problems
3		whinger	C	is easily disorganised
4		killjoy	D	likes hurting others
5		snob	E	loves having a good time
6		troublemaker	F	exaggerates their emotions
7		scatterbrain	G	just won't stop talking
8		know-it-all	H	thinks they're better than others
9		chatterbox	I	complains about everything
10		bighead	J	is always telling others what to do
11		drama queen	K	thinks they know more than others
12		party animal	L	stops others enjoying themselves
13		nosy parker	M	thinks they are very important
14		bossy boots	N	enjoys talking about other people
15		steamroller	O	pries into other people's business

A gossip is someone who enjoys talking about other people.

Reading & Listening

2 Look at the pictures in the text. What type is each person? How can we deal with each?

🔊 Listen and read to find out.

3 a) Read again and for questions 1-15, choose from the people A-F. Justify your answers.

Which person/people ...

could appear more innocent than they really are?	1	
may respond well to some kind words?	2	
make things seem worse?	3	4 5
could be made worse by your behaviour?	6	7
have positive aspects to their character?	8	9
do not let you take part in the conversation?	10	11
wants you to feel less important?	12	
should you refuse to listen to?	13	
doesn't seem open to being helped?	14	
tries to get you to have negative emotions?	15	

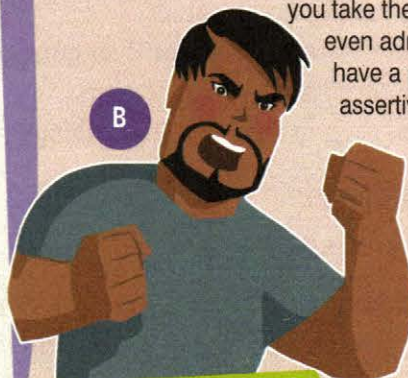
b) What is the author's purpose?

Dealing with Difficult People

The **gossip** might seem harmless, but when they're talking about you, it can be extremely upsetting and embarrassing. Gossips take great delight in passing on bad news: "Did you hear about poor ...?" They are not that worried about the truth either. As long as it sounds good, they're more than willing to pass the story on, usually exaggerating it in the process. The gossip will often try to find out what you know in order to tell someone else later on, but avoid getting involved. If necessary, be direct: "Sorry, I'm just not interested in gossip!" Gossip usually dies down quickly when no one wants to listen or contribute.



The **steamroller** can be very hostile and aggressive and will walk all over you without a second thought. They may shout, make threats and even physically intimidate their victims to get what they want. It is essential to be calm when dealing with a steamroller so that they don't get even angrier. Don't shout back or appear scared or nervous as this is what they want – for you to be afraid of them. Let the steamroller see that



you take them seriously, even admit they may have a point, but be assertive and firmly state your case. Sometimes you have to stand up for yourself and not back down.

Check these words

harmless, take delight in, exaggerate, process, direct, die down, contribute, hostile, aggressive, without a second thought, intimidate, admit, assertive, back down, dominate, neutral, issue, drag, couldn't care less, trivial, bizarre, downside, dismiss, moan, handle, interrupt, firmly, life-threatening, take an interest, triumph, tragedy

The **know-it-all** ... well, thinks they know it all! They can have valuable opinions to offer, but the problem is, they can't stand being wrong. The know-it-all tends to dominate conversations and often tries to make other people feel small because of their lack of knowledge. One way to deal with these kinds of people is to not get involved in whatever they are talking about: stay neutral or admit to seeing both sides of an issue. Don't forget that the most important thing for know-it-alls is winning an argument. If they try to drag you into one, let them know that you couldn't care less about winning. They'll soon get bored if they can't show off!



The **whinger** complains about absolutely everything! It doesn't matter how trivial or bizarre the complaint ("The ice cream was far too cold!"), the whinger will go on and on about it as if it's the end of the world. They see the downside of everything and dismiss every solution you come up with. The problem is, deep down they love moaning. One way to handle a whinger is to agree with them completely: "You're absolutely right. I don't know how you put up with it all." Whingers often just want a little bit of sympathy; once they get it, they should complain less. Okay, they *might* complain less!



No matter what you do, you cannot get a word in edgeways; the **chatterbox** talks on and on ... and on! These people are sociable and often have big hearts, but they don't listen to what you have to say and as a result it's impossible to get anything done around them! Try taking control by interrupting them firmly and saying something like "Wait a minute, let me ask you a question about that." You can also try listening to these people for a while – after all, they may just be lonely – and then say, with a smile, "Ok, well nice talking to you but I really have to get back to this now," and hope they get the message!



When a **drama queen** stubs a toe, it's a life-threatening injury, but when they find a plaster it's as if they've won an Oscar! They exaggerate everything that happens to them and share it with the world through tears of pain and joy.

The thing to do is react as little as possible. By taking an interest in their latest triumph or tragedy, you are just encouraging them to keep blowing things out of proportion.



Grammar

see pp.
GR 17-19

Clauses (purpose, result, reason & manner)

- 4 Read the examples. Which words do we use to introduce each type of clause? Find examples in the text.

Clauses of purpose

Amy moved seats **so as to/in order to /so that she could** avoid Sue.

She'll leave early **so that** she won't be late.

Clauses of result

He's **so talkative/such a talkative person that** I can't get any work done.

He talks a lot. **As a result**, I can't work.

It was **such** bad weather **that** we stayed in.

Clauses of reason

He avoids Tracy **because** she's a gossip.

Since/As Tracy is a gossip, he avoids her.

The reason why he avoids/His reason for avoiding Tracy is she's a gossip.

Clauses of manner


She behaves **as if** she **was** the boss. (but she isn't)

He looked **as if** he **had seen** a ghost. (but he didn't)

- 5 Choose the correct words.

- 1 Sue couldn't work **the reason why/due to the fact that** Tanya wouldn't stop talking.
- 2 Simon can be **so/such** a whinger that no one wants to work with him.
- 3 We sat far away from Harry **in order to/due to** avoid speaking to him.
- 4 He behaves **since/as though** he owned the place.
- 5 Ann tried to stay calm **so as to/so that** Tony wouldn't get even angrier.

Speaking & Writing

- 6  Imagine you know someone who behaves as described in the text. Describe him/her to your partner. Your partner advises you how to deal with them.
- 7 **ICT** Choose another of the types of people in Ex. 1. Find out what these people are like and how to deal with them. Write a short paragraph. Tell the class.

HAKA!

1 Listen to the chant and look at the picture. What do you think Haka is? What special features does it have? When do you think the Haka is performed? Read the text to find out.

2 Read again and complete the gaps with the correct word. Compare with your partner.

3 Match the words in bold with their meanings: *running away, fewer in number than another group, one of a kind, violent, frightening.*

4 Fill in: *welcome, stamp, physical, body, outfit, stick out, native, tribal.*

- 1 inhabitants
- 2 dance
- 3 to guests
- 4 movements
- 5 to your feet
- 6 to your tongue
- 7 traditional
- 8 chief

5 Listen and read. Tell your partner four things you remember from the text about the Haka.

The Haka originates from the native inhabitants of New Zealand, the Maori people. It is a very physical dance with chants **0** which were traditionally performed as war cries. Nowadays, it is performed to welcome important guests, to recognise great achievements **1** simply to entertain. If you ever watch New Zealand playing rugby, you **2** also see the team, the All Blacks, performing the Haka. They do this to show respect **3** past and present players, the supporters and New Zealand and ... to scare their opponents. The All Blacks performed **4** first Haka in 1888 in Britain, but it is now recognised all over the world.

The dancers imagine that their body is an orchestra in **5** their hands, feet, legs, body, voice, tongue and eyes all represent musical instruments. The Haka involves a lot of powerful body movements; slapping your hands **6** your body, showing the whites of your eyes (pukana), sticking out your tongue (whetero) and stamping your feet – imagine a tribe of Maoris doing all this holding weapons **7** preparing to go into battle!

The Maori people perform in a traditional outfit called a kakahu. The costume is **8** up of a grass skirt and a belt with **unique** engravings. The Maori people are also famous **9** their tattoos or Ta Moko, which cover their faces, making this dance look even more **ferocious**!

The most well-known Haka is called Ka Mate. The story goes that the most **feared** tribal chief, Te Rauparaha, was **fleeing** from his enemies. As he **was** greatly **outnumbered**, he hid in a pit protected **10** another chief and his wife. The chant below is about the moment the enemy tribe passed near the pit to look for him and his thoughts switched between living and dying. The 'hairy man' is the chief who hid him and **11** sure he saw the sun again. It is said that he came up with this chant while in hiding and that he performed it as **12** as he returned to his village. Now, the Ka Mate is performed as a celebration of the triumph of life over death.

Ka mate, ka mate! Ka ora, ka ora! I die! I die! I live! I live!
 Ka mate, ka mate! Ka ora, ka ora! I die! I die! I live! I live!
 Tēnei te tangata pūhuru
 Nāna nei i tiki mai whakawhiti te rā And caused it to shine again
 Ā, upane! Ka upane! One upward step! Another upward step!
 Ā, upane, ka upane, whiti te rā! An upward step, another ... the sun shines!
 Hi!

Why don't you take a look at a Haka on YouTube?


Check these words

originate, native, chant, war cry, supporter, opponent, slap, stick out your tongue, stamp your feet, tribe, weapon, go into battle, grass skirt, engraving, pit, enemy, switch, triumph

6 Research a traditional dance or ceremony in your country. Find out: *how it originated, when it's performed, what performers look like, any other interesting information.* Compare and contrast it with Haka dances.



Rearranging an appointment

1  Have you ever had to cancel or rearrange an appointment? Why? Tell your partner, using ideas similar to the ones below or your own ideas.

- stuck in traffic and can't get there on time
- not feeling well
- twisted ankle and too painful to walk on
- had a family emergency
- had to work late at short notice
- had forgotten about something more important

I recently had to rearrange a dentist's appointment because I didn't feel well.

2 a)  Listen and say the sentences.

- I'm calling to see if I can rearrange my dance lesson.
- I'm sorry to hear that.
- What time was your lesson supposed to be?
- When would you like to rearrange it for?
- I'm afraid that time isn't available.
- Could you make it on Saturday the 11th at 10 am?

b) Which of the sentences would a receptionist, a caller say?


 Listen and read to find out.

- R: Good morning, Swan Lake Dance Studios.
 C: Oh, hello, this is Fiona Simpson. I'm calling to see if I can rearrange my dance lesson. I twisted my ankle yesterday morning and it's painful to walk on today.
 R: I'm sorry to hear that. What time was your lesson supposed to be?
 C: It was supposed to be at 5:30 pm today. It's a private flamenco dancing lesson with Laura.
 R: OK. When would you like to rearrange it for?
 C: How about Thursday next week at the same time? My ankle should be fine by then.
 R: I'm afraid that time isn't available. Could you make it on Saturday the 11th at 10 am?
 C: Erm ... yes, that should be fine.
 R: OK. So see you on the 11th.
 C: Great. Thank you very much.
 R: You're welcome. Goodbye.




3 Find sentences in the dialogue which mean: *That's too bad.*
 – When was the lesson scheduled for? – I'm sorry, but that time is booked.

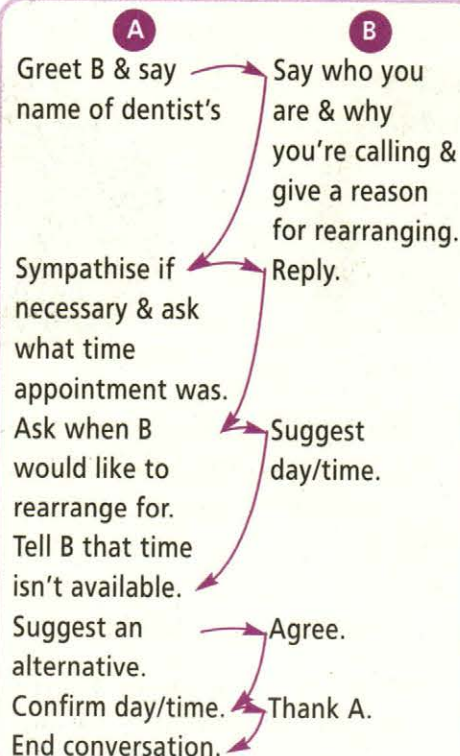
Pronunciation: Expressing sympathy

4  Listen and say. Listen again and underline the stressed words.

- 1 I'm so sorry to hear that!
- 2 Oh no, that's awful!
- 3 That's such a shame!
- 4 I really hope things get better soon.
- 5 Oh dear!

Speaking

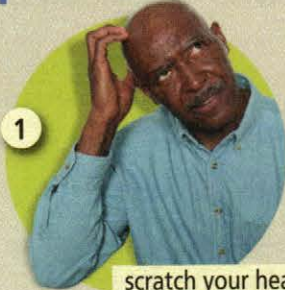
5  Imagine you want to call and rearrange a dentist's appointment. Use the sentences in Ex. 2a and the ideas in Ex. 1 to act out a dialogue.



6e Body talk

Vocabulary Body language

1 a) Listen and say.



1 scratch your head



2 raise your eyebrows



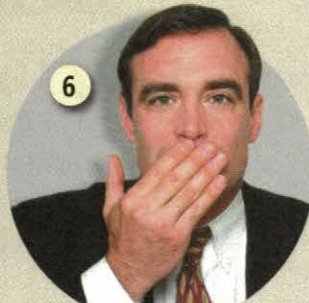
3 wrinkle your nose



4 show your teeth



5 look right & bite your nails



6 cover your mouth



7 frown



8 open your eyes & mouth wide

b) How do you think each person feels:
*embarrassed, confused, scared, worried,
disgusted, annoyed, surprised, shocked?*

I think the person who is scratching his head is confused.

Reading & Listening

2 Which of the gestures in Ex.1 could suggest that someone is lying?

Listen and read to find out.

Liar, liar!

Craig smiles confidently and answers 'yes' to the question while rubbing the back of his ear. The interviewer continues to ask him questions about his CV. Darren Stanton is sitting quietly next to the interviewer throughout the interview. Mr Stanton says nothing, but intensely studies Craig as he answers each question. Little does Craig know, but he has been hired by the company to tell them when interviewees are lying. After Craig has left, Mr Stanton points out which of his answers were lies and which were truthful. By analysing Craig's body language, such as when he rubs his ear, he is able to distinguish between lies and the truth. Stanton, now known as 'the human lie detector', picked up these skills during the time he was working as a forensic psychologist and a police officer. Studies have shown that in an average 10-minute conversation, people tell at least 3 'lies'. Our bodies give off a mixture of subconscious signals and signs which cannot be concealed even by the most clever of liars. According to Stanton, most of these lies are told to avoid hurting someone's feelings or in awkward situations. They are simply a part of human nature. If this is true, what can the average person do to know if they are being spun a yarn? Mr Stanton gives his top tips for spotting a fibber in action!

• Look me in the eye, but not for too long...

It is often said that liars are unable to look you straight in the eye. This can be true and they may rub their eyes, for instance, to avoid eye contact. But it may surprise you to know that really good liars often overcompensate by maintaining eye contact longer than normal in order to convince you they're telling the truth. If they hold eye contact for longer than six seconds, be suspicious about what they are telling you.

• Busy hands...

While telling a lie, people often instinctively use their hands to touch their faces, scratch their heads or cover their mouths which show their discomfort. Sometimes they will even hold an object in front of them such as a book to create a subconscious barrier to hide behind.

• Stalling for time...

When faced with a question a person doesn't want to tell the

Check these words

confidently, rub, intensely, hire, truthful, distinguish [between], lie detector, forensic psychologist, subconscious signal, conceal, awkward, human nature, spin a yarn, fibber, eye contact, overcompensate, convince, suspicious, instinctively, discomfort, barrier, stall, mirror, telltale sign, twitch, muscle spasm, flash [across], eyelid, droop, tricky, spot, instinct, pull the wool over someone's eyes, itchy

truth about, they often mirror or repeat the language of the person asking the question so as to buy time to think. For instance, if a truthful person is asked, "Did you go to the cinema instead of studying?" they will 40 reply "No, I didn't", whereas a liar, having no time to think, will mirror the question by saying, "No, I didn't go to the cinema instead of studying." There may also be an increase in the number of 'ums' and 'ahs' 45 they use, again showing that they are thinking while talking.

• Right- or left-handed...

Whether a person is right-handed or left-handed also plays a role when telling lies. Right-handed people tend to look right 50 when lying while left-handed people tend to look left.

• Face to face...

Most liars will have a telltale sign on their face such as going as white as a sheet or the exact opposite – blushing. Such changes 55 are subconscious responses to stress brought on by lying. Also, look out for micro-expressions, little nervous twitches or muscle spasms around the eyes, cheeks or neck which flash across people's faces, 60 giving away their true emotions. Someone may be smiling at you, for example, but suddenly you spot their eyelids, eyebrows and the corners of their mouths drooping. This could mean they are actually feeling 65 sad. Be warned, though – micro-expressions last for less than a second, so they're really tricky to spot.

Above all, trust your instincts! If you think someone is trying to pull the wool 70 over your eyes, you're probably right. Having said that, don't take things too far. Your friend might scratch their head while they're talking to you, but maybe it's just itchy! 75

3 Read the text and mark the statements T (true), F (false) or NS (not stated).


- 1 It takes Mr Stanton ten minutes to decide who is lying.
- 2 Mr Stanton has used a lie detector for many years.
- 3 We all tell lies.
- 4 Rubbing your eyes suggests you are telling the truth.
- 5 People tend to use their hands when telling lies.
- 6 A short reply to a question suggests the person is telling the truth.
- 7 Only right-handed people tell lies.
- 8 A change in the colour of our face shows if we are lying.
- 9 A smile doesn't always suggest someone is happy.
- 10 Body gestures always reveal the person's feelings.

4 Fill in: intensely, forensic, hurt, spin, confidently, signals, spasms, body, nature, contact.

- | | |
|----------------------|---------------------------|
| 1 smile | 6 to one's feelings |
| 2 study | 7 human |
| 3 language | 8 to a yarn |
| 4 psychologist | 9 eye |
| 5 subconscious | 10 muscle |




Body idioms

5 Fill in: chest, feet, eyes, hand, eye, leg.

 **Listen and check. Are there similar idioms in your language?**

- 1 We asked our neighbours to **keep a(n)** on our house while we were on holiday. (**watch to protect**)
- 2 Don't let Tom **pull the wool over your**; ask him where he really was last night. (**trick/deceive you**)
- 3 Just before her wedding, Jane started to **get cold** (**feel nervous before an event**)
- 4 Can I **give you a** with the housework? (**help you**)
- 5 I'm not really a police officer; I'm just **pulling your**! (**joking**)
- 6 Thanks for listening to my problem; I just needed to **get it off my** (**talk about it**)

Speaking & Writing

- 6  Use the text to tell your partner how one can detect a liar.
- 7  **ICT**  Do research to find out more about body language and what it tells you about someone. Tell the class.

6f Animal talk

Do you speak dolphinese?

Dr Denise Herzing knows the names of all the members of the pod of wild spotted dolphins she studies. She knows who the grandparents are and when their grandchildren were born. She recognises scars on flippers and can remember when the wounds first appeared. When the dolphins appear, she **mimics** their behaviour by swimming upside down to say hello. She is very familiar with each individual dolphin. This isn't surprising as she has shared 27 summers off the Florida coast and has had over 2,600 **encounters** with dolphins. She has spent more time with dolphins than anyone else on Earth. But this is still not enough for Denise. **1** In fact, Denise has already spent years **experimenting with** communicating with the dolphins, but her greatest wish is that one day very soon the dolphins will be able to speak back and tell her what's on their minds.

Dolphins have the second most **evolved** brain on the planet after the human race and they are highly sociable and intelligent and remarkably skilled at problem solving. They live in a complex society in which, together with friends and relatives, they raise their young, share responsibilities and **resolve** conflicts. So clever are these aquatic mammals that they can understand up to two hundred human words using gestures and symbols and even the difference between a statement and a question. **2** "Many studies ask dolphins to respond to human commands, using fish as a reward, but rarely do we ask dolphins to seek something from us," says Dr Herzing.

Denise knows that it won't be easy to get dolphins to 'speak' to us. Both the vocal chords of humans and dolphins and the sounds they produce are extremely different. Dolphins communicate with whistles, clicks and other sounds, some of

which are too high-frequency for humans to **make out**. **3** Her elegant solution, therefore, was to come up with a new simple language that both humans and dolphins could share. Her **latest** experiment involves a small waterproof computer that divers will wear called CHAT (Cetacean Hearing and Telemetry). It will send out one of eight signals that correspond to something in the undersea world, seaweed for example. The computer will listen to see if the dolphins mimic the signals. After the system has 'learnt' dolphin, all the sounds the dolphins make will then be put through the computer which will try to work out patterns in them in order to **decode** the vocabulary and grammar of 'dolphinese'. **4** This underwater translator is only at the trial stage at the moment, but if it is successful, it could have a huge **impact**. Not only would it delight marine biologists such as Denise Herzing, but it may be possible to adapt the system to enable two-way communication with other animal species, too. Scientists working at SETI (The Search for Extraterrestrial Intelligence) have also expressed a lot of interest in the device! They hope that CHAT could be used to make contact with life in distant galaxies! Herzing says that her research "may be our best training ground for exploring the cosmos for other life, because if we can't understand life on this planet then there is no hope for our exploration of the galaxy."

5 The only question is, what on Earth are they going to say to us?

Check these words

pod, scar, flipper, wound, mimic, encounter, evolved brain, remarkably skilled, resolve conflicts, aquatic mammal, vocal chord, whistle, high-frequency sound, seaweed, impact, delight, adapt, make contact with, distant galaxy, training ground

Reading

- 1 a) What do you know about dolphins? Tell the class.
b) How do dolphins communicate? Why are scientists trying to decode their language? Read to find out.

2 Read again. Five sentences are missing. Match each sentence (A-F) to the gaps (1-5). There is one extra sentence. Justify your answers.

- A Then scientists can learn how to 'reply' with dolphin-like signals themselves.
- B Denise has come a long way since then.
- C "I want to know what they're thinking," she says.
- D "They live in a sensory world we can only imagine, full of different sounds, sights and tastes," Dr Herzing explains.
- E Scientists like Denise Herzing hope that it's only a matter of time before we can speak to dolphins.
- F So far, however, attempts to talk with dolphins have been mostly one-way.

- 3 a) Choose the correct words, then make a sentence with the other word. Compare with your partner.

- 1 Denise is **familiar/common** with all the dolphins; she knows all their names.
- 2 There are dolphins off the **shore/coast** of Florida.
- 3 Dolphins can **conclude/resolve** conflicts.
- 4 Dolphins send out high-frequency **signals/signs** that humans can't hear.
- 5 Denise is **investigating/experimenting** with different ways to communicate with dolphins.
- 6 CHAT could have a huge **impression/impact** on the search for extraterrestrials.
- 7 SETI wants to make **touch/contact** with aliens.

- b) Match the words in bold to their meanings: *trying to, sort out, meetings, understand, imitates, developed, interpret, consequence, most recent.*

Collective nouns – animals

- 4 Fill in the phrases with the words in the list.
- pack • pod • colony
 - shoal • swarm • pride • herd
 - flock • litter
- 1 a of cows/elephants
 - 2 a of wasps/bees
 - 3 a of fish
 - 4 a of birds/sheep
 - 5 a of puppies/kittens
 - 6 a of lions
 - 7 a of dolphins
 - 8 a of ants
 - 9 a of dogs/wolves

🔊 Listen and check.

Grammar

see p. GR 19

Inversion

- 5 Read the theory box, then find examples in the text.

We can invert the subject and the auxiliary verb in a sentence to give emphasis:

- when the sentence starts with **rarely, seldom, so, such**, etc. ***Rarely does** Andrea **stop** talking. **Such a long time has** Denise **worked** with the dolphins **that** she knows them all by name.*
- with **so, neither, nor** to express agreement/disagreement. *John loves animals and **so does** Hannah.*
- with **should, were, had** when they come at the beginning of an if-clause instead of if. ***Had she** done better at school, she'd have studied *Marine Biology*.*
- in the main clause when the expressions **only after/by/if/when, not until** start a sentence. ***Only if** the dolphins mimic the signals, **will** the experiment **work**.*

- 6 Use the words in brackets to rewrite the sentences, using inversion.

- 1 She didn't know dolphins would become her life's work. (**little**)
Little did she know (that) dolphins would become her life's work.
- 2 Anna has never been diving and Tom hasn't either. (**not only**)
- 3 If you see Mike today, ask him if he wants to go diving on Saturday. (**should**)
- 4 Swim with dolphins and you will realise how amazing they are. (**only if**)
- 5 Greg had a tiring day so he fell asleep on the bus home. (**such**)

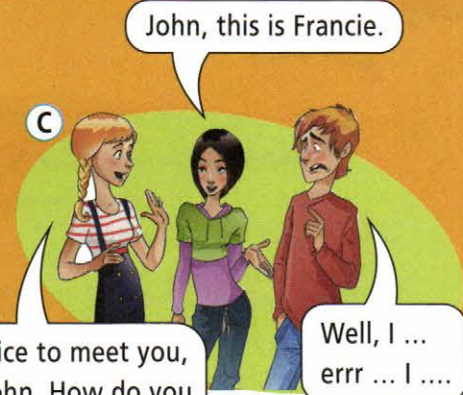
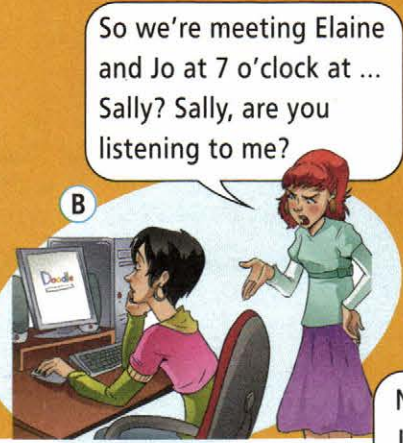
Key word transformations

- 7 Complete the second sentence so that it means the same as the first. Use two to five words including the word given.

- 1 Sam had just dived into the water when the dolphins appeared. (**SOONER**)
No into the water than the dolphins appeared.
- 2 We won't swim here under any circumstances. (**WILL**)
Under swim here.
- 3 Jo was happy and she couldn't stop smiling. (**WAS**)
So she couldn't stop smiling.
- 4 They can only see if CHAT works if they test it. (**TESTING**)
Only see if CHAT works.

Speaking & Writing

- 8 🎧 Listen and read the text. Imagine you are Denise Herzing and you are giving a talk about your life's work. Make notes on each paragraph of the text, then use your notes to give your talk.



Vocabulary Communication mistakes

1 a) Listen and repeat. What are these phrases in your language? Can you add any more communication mistakes to the list?

- not allow the other person to speak
- be argumentative and aggressive
- put your foot in it (say the wrong thing)
- interrupt the speaker
- not make eye contact
- talk down to someone
- not pay attention
- talk too fast
- get tongue-tied (not know what to say)
- have negative body language
e.g. scratch, fidget, crack your knuckles
- insist on your own way
- talk too loudly

b) Read the cartoons. Which mistakes are the people in each cartoon making?

2 **THINK!** How do these things make you feel: **annoyed, angry, confused, embarrassed?** Tell your partner.

I feel annoyed when someone interrupts me when I'm speaking.

Listening

3 You're going to listen to a man talking about solving problems through effective communication. Listen and for questions 1-4, choose the correct answers (A, B, C or D).

- 1 Brendan begins by saying that arguments
 - A are usually a result of bad communication.
 - B can be solved through good communication.
 - C can usually be avoided.
 - D can be healthy.
- 2 Brendan says you should repeat what someone has said to
 - A show that you've been listening.
 - B make sure you heard correctly.
 - C give you time to think what to say next.
 - D avoid misunderstanding.
- 3 Brendan advises using 'I' messages in order to
 - A be more direct.
 - B avoid annoying the other person.
 - C emphasise your point.
 - D encourage the other person to talk.
- 4 He says a common mistake is
 - A accepting all the blame.
 - B not telling the truth.
 - C not speaking clearly.
 - D not admitting being wrong.

Speaking Criticising & responding

4 Use the phrases in Ex. 1a and the language in the box below to act out exchanges, as in the example.

Criticising	Responding
<ul style="list-style-type: none"> • You're always ... / Do you mind not ... / Could you please stop ...? (+ verb + -ing) • Please don't ... It's so annoying/irritating/disrespectful, etc! 	<ul style="list-style-type: none"> • I'm really sorry. I'll try not to do it again. • Oh, I'm sorry, I didn't realise I was doing that. • Sorry, I don't mean to do that.

A: *You're always interrupting me when I'm speaking!*

B: *Oh, I'm sorry, I didn't realise I was doing that.*

Nature speaks

1 Read the introduction of the text and the headings. How do you think these animals/plants communicate?


👂 Listen and find out.

2 Read and match the sentences to the correct animal
A (ant), B (bee), C (cuttlefish) or P (plant).

- 1 Physical contact passes on a message.
- 2 They dance to indicate where others can find something to eat.
- 3 A change in colour helps them to protect themselves.
- 4 They attract their enemy's enemy.

3 Fill in: *warning, display, rub, signal, release, pile, nervous, pass on*. Use the phrases to make sentences based on the text.

- 1 to noses
- 2 to chemicals
- 3 to alarm
- 4 a of crumbs
- 5 to the news
- 6 signals
- 7 system
- 8 of colours

4 **ICT**  Find information about the ways other wildlife communicates, e.g. *whales, elephants*. Present your information to the class.

Gorillas stick out their tongues to show anger, horses rub noses as a sign of affection and dogs stretch their front legs out in front of them and lower their bodies when they want to play. Wildlife may not literally 'speak', but communicate in some pretty amazing ways!

Bees: May I have this dance?

Bees make a series of dance-like movements to communicate the quality and location of food. If a food source is near the hive, a circular dance is performed. A 'tail-wagging' dance in a figure-of-eight movement indicates that it is more than 80 metres away.



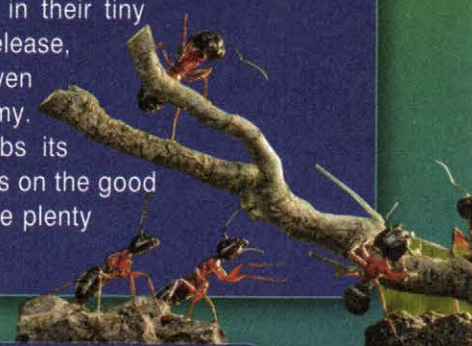
Plants: Silent communicators

It might seem that all plants do is grow leaves and look pretty, but many types of trees and plants send out chemical signals in order to communicate with other trees and plants and even with animals. For example, when invaded by caterpillars, corn and cotton plants send chemical messages that attract the caterpillar's worst enemies, wasps. Various trees also send out warning signals to other trees when attacked by fungi and insects.



Ants: Masters of organisation

Imagine organising thousands of people without saying a word. Ants have up to 20 different chemicals in the many glands in their tiny bodies. Depending on which chemical they release, they can signal alarm, invite friends to eat or even organise a military campaign to attack an enemy. Also, if an ant finds a pile of crumbs, it rubs its antennae and front legs on its neighbour to pass on the good news. Ants may be small but they certainly have plenty to say!

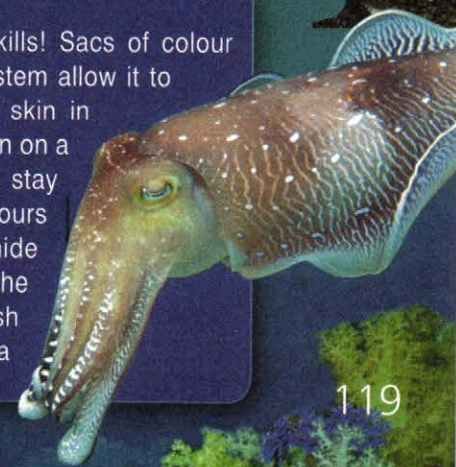


Check these words

affection, hive, tail-wagging, invade, caterpillar, wasp, fungi, gland, release chemicals, signal, alarm, military campaign, enemy, pile of crumbs, antennae, pass on, sac, nervous system, pattern, texture, prey, predator

Cuttlefish: Say it with your skin!

This sea animal has the world's best camouflage skills! Sacs of colour under its skin which are controlled by its nervous system allow it to change the colour, pattern, and even texture of its skin in seconds when it has something to say. A zebra pattern on a male cuttlefish, for example, warns other males to stay away. Cuttlefish put on an amazing display of colours and even lights to attract their prey or hide from predators. Whatever the message, the cuttlefish says it with quite a show.



6 Writing

An article describing a person

Writing Tip

An article describing a person should consist of:

- an **introduction** giving brief general information about the person, e.g. name/relationship to us/how & when we met, etc;
 - a **main body** of 2-3 paragraphs in which we describe the person's physical appearance & personality/hobbies/interests/activities/achievements, etc in separate paragraphs. We start each paragraph with a topic sentence summarising the paragraph;
 - a **conclusion** including our final comments & feelings about the person.
- We use **present tenses** to describe **someone we know well/see often** (*a relative, a good neighbour/ friend*) and past tenses for someone who's no longer alive or who we don't see any more (*our best friend from primary school, a relative who has passed away*);
- When describing personality, we use a variety of character adjectives and justify them with an explanation or example. *Matt is very sociable. He loves going out and meeting new people.* We use mild language to describe negative qualities, e.g. *tend to, seems to, is rather, can sometimes be, etc.* *Amanda can sometimes be rather lazy.*
- We link qualities with appropriate linkers: similar qualities (*also, and, both ... and, moreover, as well as,*) contrasting qualities (*but, on the other hand, nevertheless, in spite of this, although, etc*) *Sarah is both cheerful and considerate. However, she is sometimes very stubborn.*

1 Read the model, then match the headings to the paragraphs (1-5).

- A physical appearance/clothes
 B comments & feelings
 C personality & justifications
 D achievements/reason for admiration
 E name/relationship to writer & when/where/how met



- 1 Laurie and I are cousins, but I first got to know her after we met at my grandfather's 80th birthday. We have been good friends ever since.
- 2 Laurie is in her late twenties and attractive. She's tall and dark-skinned with short dark hair, a warm smile and dark brown eyes that sparkle when she laughs. She also has a great sense of style and always looks well-dressed, whether it's in an evening dress or casual sportswear.
- 3 Laurie has a great personality. She's a very popular, sociable person who loves meeting new people and who everyone seems to like. She lights up the room with her bubbly personality and always seems to get everyone smiling and laughing. She also has a fantastic sense of humour. She can see the funny side of any situation and is always making me laugh. She tends to be rather bossy, though, and loves telling everyone what to do!
- 4 My cousin is an incredibly ambitious person. She has achieved her goal of working for the United Nations and is a highly respected development manager. She is very dedicated to her job and often works late. Despite this, she always has time for other people and never refuses to help if there is a problem.
- 5 Although we don't see each other often, Laurie is a very important person to me. Her kindness and great sense of humour make her a very special friend.

2 List the words/phrases below under the headings, then add more from the article. Compare with a partner.

- often wears her hair in a ponytail
- in his mid-twenties
- is a bookworm
- in her early forties
- loves to have fun
- of medium height
- no sense of style
- good-natured
- beautiful almond-shaped eyes
- sensitive
- absent-minded
- always smartly dressed
- doesn't let difficulties get him down
- loves being outdoors
- always does what he says he will
- often looks a bit scruffy
- looks younger than she is
- long blond hair
- pale-skinned
- has lots of tattoos
- wrinkles around her eyes
- shy
- good-looking
- keen on water sports

Physical Appearance

Personality

Hobbies/Interests

of medium height

loves to have fun

is a bookworm

Writing Tip

Making descriptions interesting

Link your sentences together with a variety of structures to avoid writing a boring description.

*He is a handsome man. He has tanned skin. He is a handsome man **with** tanned skin.*

*He has grey hair. It makes him look older. He has grey hair **which** makes him look older.*

She is fashionable. She always wears the latest trends.

*She is a fashionable woman **who** always wears the latest trends.*

She has long hair. She wears it in a ponytail. She wears her long hair in a ponytail.

*She has short fair hair. She looks sophisticated. Her short fair hair **makes her look** sophisticated.*

3 Link the sentences together using a variety of structures from the table above.

- Hayley is short and a little plump. She has piercing blue eyes. They sparkle when she smiles.
- Mike is well-built. He has curly blond hair. He has a lot of tattoos. He looks tough.
- Sally is a beautiful lady. She has dyed red hair. She wears it in a bob.

4 Fill in: *pessimistic, reserved, supportive, cheerful, easy-going, disorganised, confident, considerate.*

- Jane tends to be a bit
She's always running late and losing things.
- Mary is always so She's always ready to listen and help me.
- I've never met anyone as as Tanya. I don't think I've ever seen her without a smile on her face!
- James can sometimes be quite
He always points out how something could go wrong!
- Karl is a very person.
He always seems to be thinking about other people's needs.
- Joe is a(n) guy. He always seems to be relaxed and doesn't get annoyed easily.
- Beatrice is a(n) person. She's fairly quiet and keeps her feelings hidden.
- Jennifer is quite She seems very sure of herself and what she can achieve.

5 Choose the correct words.

- He is intelligent **both/and** kind-hearted, **despite/ but** he can sometimes look rather scruffy.
- As well as/Moreover** being hardworking, Anna is also very determined. **Nevertheless/However**, she tends to be quite stubborn.
- He is **and/both** trustworthy and honest.

Your turn

6 Read the rubric. Who could you describe? How many paragraphs will you write and what will you include in each?

You have just read the following on an international student website:

Describe someone you admire and win a trip to London for two! Describe what they are like and why you admire them (120-180 words).

7 Write your article. Follow the plan. Use words from the *Useful Language* box.

Plan

- Para 1:** name/relationship to you/how & when you met him/her
- Paras 2-4:** physical appearance, personality, achievements
- Para 5:** final comments & feelings

Useful language

Physical appearance: tiny/short/tall/of medium height (height); thin/slim/skinny/of average build/well-built/plump/overweight (build); oval/round/long/freckled skin/tanned skin/fair-skinned/dark-skinned/wrinkled (face); dark brown/piercing blue/almond-shaped (eyes); straight/curly/wavy/dyed/light brown/blond/long/short cropped/spiky (hair); crooked/upturned/straight (nose); shabby/smartly-dressed/scruffy/fashionable/casual/smart clothes/great sense of style/badly-dressed/ elegantly-dressed (clothes)

Personality: I've never met anyone as ... (shy/hard-working/sociable, etc) as (Tom).; (Terry) is always so/I find (Terry) very/(Terry) is very/extremely ... (cheerful/ selfless/ lazy/reliable, etc).; (Jane) is a very ... girl. She ...

Achievements: He/She is a skilled/professional ... He/She has won/achieved ... He/She has successfully ...

Expressing negative qualities: He/She can sometimes be/tends to be/is sometimes rather/can be ... (at times).

Just Whistle it!

Imagine you lived high on a mountain with no mobile phone or fixed line. What's the best way to tell your dad at the bottom of the mountain to bring home some milk? By whistling, of course! That's how some communities around the world communicate – through a whistled language.

Linguists believe there are about 70 whistled languages still in use today, although only 12 are fully understood. Most are found in isolated areas with difficult terrain, such as mountains or canyons, where communication over distances is difficult. The obvious advantage of whistled speech is that it allows the speaker to communicate over larger distances (up to 5 km) than ordinary speech. The whistler also has the benefit of reaching a number of people at once. Although this is not practical for those wanting a private conversation, it is a convenient and efficient way to spread news fast.

Most whistled languages are based on actual spoken languages and are not secret codes. They express the same information as the spoken language through the tone, length and stress of the whistle. Speakers of whistled languages can even switch from whistles to speech in mid-sentence, like many of the residents of the small island of La Gomera in the Canary Islands. Several hundred years ago, the people of this mountainous island developed a whistled language called 'El Silbo'; the name comes from the Spanish verb *silbar* which means 'to whistle', and it developed out of the islanders' need to communicate over inaccessible valleys and towering cliffs. Traditionally, when one person heard a whistle, they passed it on. Islanders became so skilled that messages were successfully spread from one end of the island to the other. El Silbo has played a vital role in the island's history. It was the main form of communication during invasions, wars and immigration. With the advent of

modern forms of communication, such as the telephone and the mobile phone, though, the use of the whistled language slowly declined.

Today, El Silbo is rarely used in everyday communication; however, it is still used to announce community events among the farming communities. In order to protect the language from dying out, the authorities in La Gomera have made El Silbo a part of the school curriculum. The young people have embraced the idea of learning the language and even see some advantages in it. "It's less expensive than a mobile phone and it's fun," says nine-year-old Andrea.

The people of La Gomera are fiercely proud of their linguistic heritage. The same pride can be seen in Kuskoy, Turkey – known as the 'bird village.' About 1,000 residents in and around the village also use a whistled language to communicate across the rocky valleys. They have 29 whistles, one for each letter of the Turkish alphabet. The whistled language is a direct translation of Turkish words and has been passed down from generation to generation in this rural community. Locals are determined not to let their bird language die out as they face the onslaught of modern technology. "Most people here are farmers and still whistle across the valleys to communicate with their neighbours," explains one of the residents. The village even holds an annual festival for the best whistler. It's an event that brings out the entire community to celebrate their unique linguistic heritage. The message from Kuskoy is simple: despite all the advances that have been made in the field of communication, sometimes the old ways are still the best.

Reading (T/F/NS statements)

- 1 a) Read the rubric and the title of the text. What is the text about? Read to find out.

Read the text again and choose which of the statements (1-6) are T (true), F (false) or NS (not stated).

- b) Do the task. Compare your answers with your partner. Justify your answers.

- | | |
|--|-------|
| 1 Whistled languages often consist of secret codes. | ..... |
| 2 <i>Silbar</i> is the Spanish word for 'to whistle'. | ..... |
| 3 It is very difficult to learn El Silbo. | ..... |
| 4 El Silbo has been very useful in wartime in the past. | ..... |
| 5 In the Canary Islands many school children learn El Silbo. | ..... |
| 6 The village of Kuskoy is named after a local bird. | ..... |

Listening

- 2 You will hear four short dialogues (A-D). Define where these dialogues take place. Use the places (A-E) from the list only once. There is one extra place in the list.

- A school D dentist's
 B beauty salon E gym
 C café

1	2	3	4

Speaking (a talk)

- 3 a) Read the rubric. In pairs, think of words related to the topic.

Give a 1.5-2 minute talk about someone who inspires you.

Remember to say:

- what the person looks like
- what kind of personality the person has
- why you like them and why they inspire you

- b) Do the task. Make sure you include all points in the rubric.

Text completion

- 4 Read the rubric, then do the task.

Read the text. Fill in the gaps with the proper grammatical form of the capitalised words in bold.

Coming of Age

In Japan, Seijin no Hi, the coming-of-age day, is a highly anticipated day in a young person's life. It is celebrated every January by those who 1) 20, the legal age of adulthood in Japan. It is an elaborate celebration. Young women wear extravagant traditional kimonos 2) furisode which can cast up to \$10,000! These kimonos are so complicated to put on that the girls often go to a special beauty salon, which also does their hair and make-up in intricate detail. Although the young men can wear a male-style kimono called hakama, many choose a smart suit nowadays. At the end of the ceremony, small gifts are handed out to the newly-recognised adults followed by lots of photos! Later, the new adults head off to parties that last late into the night.

TURN

CALL

In America, the day on which a young person receives their high school diploma at around the age of 18 is an important celebration on the way 3) an adult. There is a graduation ceremony at which graduates wear specially-designed robes and a black square-shaped cap called a mortarboard. The most important moment is when the graduate walks across the stage, receives their diploma and shakes the principal's hand. Later on, speeches 4) by school officials and previous graduates of the school, but the most important speech is by the valedictorian – a graduate who has achieved great academic success. The valedictorian 5) about the graduating class's future in order to inspire the other graduates. After the ceremony, graduates change out of their robes into formal dresses and suits and go to graduation parties and dances.

BECOME

MAKE

TALK



Word formation

5 Read the text. Fill in the gaps with the proper lexical form of the capitalised words.



'Hear ye, hear ye!' bellows a man standing on the street corner. He's dressed in elaborate eighteenth century clothes – a black, red and gold coat, knee-length trousers, black buckled shoes and a three-cornered hat. He could be an actor with a role in a 1) drama, but he is actually the 'town crier' in a British town!

In Medieval Britain, town criers were employed to make public 2) in the streets, like a newspaper for those who could not read. They used to walk around the town centre and draw the public's attention using a hand bell, and, of course, their loud voice! They would publicise market days, local news, adverts and sometimes even the price of groceries. They would also sometimes have to give 3) news such as tax increases, so they were protected by law in case anyone reacted 4)

Nowadays, town criers can still be heard in some towns. Every year in the United Kingdom there is also an annual town crying 5), which includes categories such as 'loudest town crier' and 'best-dressed town crier'. Liverpool in northwest England has recently appointed a town crier after 200 years without one so it looks like the tradition will live on for generations to come.

HISTORY

ANNOUNCE

POPULAR

ANGER

COMPETE

Key word transformations

6 Complete the gapped sentences so that they have a similar meaning to the original ones. Use two to five words including the word given. Accurate spelling and grammar is required.

- Other scientists are interested in Dr Herzing's research.
EXPRESSED Other scientists Dr Herzing's research.
- Although ants don't talk, they can communicate.
DESPITE Ants can communicate talk.
- Amy had no idea Susan had been gossiping about her.
KNOW Little Susan had been gossiping about her.
- Erica arranged for a famous cosmetic surgeon to fix her nose.
HAD Erica by a famous cosmetic surgeon.
- I expect you were relieved to avoid the office chatterbox.
BEEN You relieved to avoid the office chatterbox.

Writing

(an article describing a person)

7 a) Read the rubric and underline the key words, then answer the questions.

A magazine wants to publish a series of articles about influential people throughout history. Write an article for the magazine describing a person you admire from history. Include: *who they were & what they were famous for, what they were like (appearance, character, achievements, etc.), why you admire them.* (120-180 words)

- 1 What exactly do you have to write?
- 2 What tense(s) will you use?
- 3 How many paragraphs will you write?
- 4 Who could you write about?
- 5 What information could you include in each paragraph?

b) Write your article following the plan below.

Plan

- Para 1: brief information about the person you chose (name, when/where born/died, what famous for, etc)
- Paras 2-4: what the person was like (appearance, personality, achievements, etc)
- Para 5: why you admire this person

Phrasal verbs/Prepositions

1 Choose the correct particle.

fill out/in: complete (official documents)
fill up: put as much in sth as possible
hold up: 1) delay 2) commit a robbery using guns
hold on: wait
hold off: not start or do sth immediately
try on: put on clothing to see if it fits
try out: compete for a place (on a team)
try sth out: use sth to see if it works/you like it

- 1 We filled **in/up** with petrol before starting the long drive.
- 2 I hope the rain holds **on/off** until after the picnic!
- 3 Dan tried the jacket **on/out** in the shop before he bought it.
- 4 Hold **off/on!** I'll be back in a minute.
- 5 The robbers held **up/off** the bank and got away with £50,000.
- 6 Emily's trying **out/on** for the basketball team.

2 Choose the correct preposition.

- 1 Jon called me last night out **of/from** the blue.
- 2 CHAT may have a huge impact **at/on** other research.
- 3 The office bully left Jane **to/in** tears.
- 4 Rachel is ashamed **from/of** her mother's behaviour.
- 5 It can be hard to distinguish **over/between** a lie and the truth.
- 6 You could see she was **at/in** agony.

Words often confused

3 Choose the correct word.

- 1 She doesn't **regret/deny** changing her appearance.
- 2 Sam **admitted/agreed** gossiping about Faye.
- 3 Her appearance had radically **adjusted/alterd** since the last time I saw her.
- 4 The All Blacks' **supporters/viewers** cheered and chanted throughout the match.
- 5 It was a rather **clumsy/awkward** situation.

Word formation

4 Fill in the correct word derived from the word in brackets.

Forming nouns from verbs

We can change verbs into nouns by adding **-y** (*recover* – *recovery*), **-ure** (*please* – *pleasure*), **-ication** (*simplify* – *simplification*), **-ency** (*tend* – *tendency*) or **-ing** (*grow* – *growing*).

- 1 We're taking of our new TV tomorrow. (**DELIVER**)
- 2 Betty called the doctor as a matter of (**URGE**).
- 3 His attempt to climb the mountain ended in (**FAIL**).
- 4 Dr Herzing is only at the of her experiments with CHAT. (**BEGIN**)
- 5 Ann put her job in the post this morning. (**APPLY**)

Collocations

5 Fill in: *cosmetic, plucked, chubby, stamp, bite, eye, conflict, tongue, go, muscle*.

- 1 eyebrows
- 2 surgery
- 3 cheeks
- 4 stick out your
- 5 your nails
- 6 maintain contact
- 7 resolve a
- 8 pale
- 9 spasm
- 10 your feet

Quiz

Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 6 and write a quiz of your own.

- 1 According to studies, in a 10-min conversation people tell at least 5 lies
- 2 Dolphins speak a special language.
- 3 The Haka originated in Australia.
- 4 Bees dance to indicate where an enemy is.
- 5 Maintaining steady eye contact suggests the person is telling the truth.
- 6 Ta mok is a type of Haka.
- 7 Gorillas stick out their tongues when they're feeling playful.



6

The Captain's Daughter



My reflections upon the road were not of the pleasant kind. The loss at play was according to my circumstances, not inconsiderable. I was to acknowledge to myself, that my behaviour in the hotel at Simbirsk was very foolish. I also felt wrong and **unjust** in regard to Savelitch. All these reflections tormented me. The old man sat and silent, sighing only from time to time. I wanted absolutely to make it up with him, but did not how to begin it. At last, I said to him: "Well Savelitch, **let bygones be bygones**, and let us make peace; I was wrong, I see it myself. I played stupid tricks yesterday, and insulted you today without reason. I promise you, however, to act **henceforth** more reasonably, and to take your advice. Do not be angry any more, we will be friends."

"Ah, my dear Peter Andreitch," he answered with a deep drawn sigh, "I am angry against myself; it is I who have committed a thorough **blunder**. How could I leave you alone in the hotel? Alas! If it is a man's destiny to sin, he will do it. How came it into my head to visit my god-mother, the wife of the sexton? I am just situated as the proverb says:

Went his god-mother to see,
To the gibbet finally came he.

I am a lost man! How shall I again show myself before my master and mistress?"

In order to **console** poor Savelitch, I made him the promise not to dispose in future of a single kopek without his acquiescence. By and by, he got a little consoled,

although still shaking his head from time to time, and muttering now and then "hundred roubles – a trifle!"

I approached my destination. Around me, as far as I could see, was nothing but a dull wilderness, crossed by hills and gulfs. Everywhere was deep snow. Our kibitka drove along the small road, or rather along the track made by the sledges of the peasants. At last the coachman began to look sideways and finally taking off his hat and turning to me, said, "Master, shall we not return?"

"What for?"

"The weather begins to be threatening. The wind rises visibly. Do you see how it drives the snow away?"

"What then?"

"But do you not see there?" pointing with his whip to the east.

"I see nothing beside the white steppe and the clear heavens."

"Yonder, that small cloud."

I now began to **perceive** on the horizon, a little white cloud, which I had mistaken at first for a distant hill.

Check these words

reflection, inconsiderable, torment, sigh, sin, dispose, mutter, peasant, whip

Reading & Listening

1 What do you know about Pushkin? Tell the class.

2 Read the adapted extract from the novel *The Captain's Daughter*. What is happening in it?

3 Read the text again and choose which of the statements (1-5) are *T* (true), *F* (false) or *NS* (not stated).

- 1 Peter is enjoying his trip.
- 2 Peter blames himself for upsetting Savelitch.
- 3 They had both been staying in the hotel.
- 4 Peter agrees to get Savelitch's permission in the future.
- 5 The cloud in the distance is a snow storm.

4 Match the words/phrases in bold in the text with their meaning.

- 1 from now on
- 2 see
- 3 unfair
- 4 the past stays in the past
- 5 mistake
- 6 cheer up

5 **ICT** Find out about Alexander Pushkin and his novel *The Captain's Daughter*. Write a few sentences. Present it to the class.

1 Fill in: *predictable, demand, collapsed, grabbed, fainted, administer, remote, stable, survivors.*

- 1 33 men were trapped underground when a mine in Chile.
- 2 Annie with exhaustion after walking all day in the hot sun.
- 3 I slipped and John's arm to stop myself from falling.
- 4 The Blue John Canyon is very; no one lives nearby and it's difficult to get to.
- 5 There were five of the plane crash; it's amazing!
- 6 You always know what's going to happen in that soap opera; it's so
- 7 His photographs are in great all over the world.
- 8 The ground beneath us isn't; it's moving all the time.
- 9 It was very difficult for him to first aid to himself.

9x2=18 marks

2 Put the verbs in brackets into the correct present or past tense forms.

- 1 Amy (sleep) when the earthquake happened.
- 2 They (travel) to Iceland next week.
- 3 Billy (go) climbing every weekend.
- 4 Hundreds of people (lose) their lives as a result of the earthquake so far.
- 5 Sam (read) at the moment.
- 6 They (look) at the fire as it was quickly spreading.
- 7 Brian was angry because he (wait) for Hannah for an hour.
- 8 By the time we arrived at the beach, it (start) to pour with rain.

8x2=16 marks

3 Choose the correct item.

- 1 The **all/whole** world joined in to help the victims.
- 2 **Both/Neither** Sandy nor Sam went to Japan.
- 3 They had **hardly any/several** money with them.
- 4 **A large number of/A great deal of** residents left their houses.
- 5 There was very **few/little** to be done.
- 6 There is **quite a number/plenty** more to come.

6x1=6 marks

4 Choose the correct item.

- 1 The meeting was called **back/off** due to the accident.
- 2 The tsunami travelled **with/at** a great speed.
- 3 No one backed him **down/up** and he was very disappointed.
- 4 He begged **for/in** money to support his family.
- 5 His photos are **on/in** great demand.

5x2=10 marks

5 Match the exchanges.

- | | | | |
|----------------------------|---|---|---|
| <input type="checkbox"/> 1 | Can't we watch CSI? | A | It's nearly finished. |
| <input type="checkbox"/> 2 | Do we have to watch this? | B | I don't like the sound of that. |
| <input type="checkbox"/> 3 | There's a documentary about whales on Channel 2 at 5. | C | Sure, here you are. |
| <input type="checkbox"/> 4 | Did you hear about the landslide? | D | Yes, isn't it awful? |
| <input type="checkbox"/> 5 | Can you pass me the TV guide? | E | OK, but then we're switching over to Channel 3. |

5x4=20 marks

6 Complete the sentences with the correct word derived from the words in bold.

- 1 A storm formed above the islands. (**TROPIC**)
- 2 The earthquake was very (**POWER**)
- 3 The city is making a slow (**RECOVER**)
- 4 Aron helps athletes. (**ABLED**)
- 5 He spent three days in temperatures before they found him. (**FREEZE**)

5x2=10 marks

7 Write a story called 'A lucky escape' (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about disasters _____
- talk and write about accidents and injuries _____
- decide what to watch on TV _____
- give bad news & react _____
- write a story _____
- talk about tsunamis _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

2 Revision

1 Fill in: *hits, tempting, address, aisle, designer, banned, revenge, values, scratched, carried away.*

- We should uphold traditional family
- Holly often gets on shopping trips and spends far too much money.
- Jim took his new camera back to the shop because the lens was
- Many teenagers can't wear jeans to school because their school has them.
- Jane only wears clothes especially Gucci, Versace and Calvin Klein.
- The smell of freshly-baked cakes you as you enter the bakery.
- The frozen foods are in 10.
- There are displays of sweets at the checkout.
- Please him by name when he arrives.
- He was so angry with John he decided to take

10x2=20 marks

2 Choose the correct item.

- I think Tom's new invention **will make/will be making** him rich.
- That checkout has by far the **longer/longest** queue.
- Two for the price of one seems **to be/being** a bargain.
- This time next week, Dan **will move/will be moving** into his new flat.
- These reduced-price biscuits aren't as **tasty/tastier** as the brand-name ones.
- This time next month we **will be travelling/will have travelled** to Spain.
- The **hungriest/hungrier** I am when shopping, the more I spend.
- Gary doesn't mind **to pay/paying** more for quality goods.
- We're **going to buy/buying** a 3D TV during the winter sale.
- Frampton's sells the **best/better** sausages in town. Nothing else compares.

10x1=10 marks

3 Match the exchanges.

- | | | |
|----------------------------|-----------------------------------|---|
| 1 <input type="checkbox"/> | I'd like to exchange this camera. | A I'm a size 10. |
| 2 <input type="checkbox"/> | Any good? | B Could I see your receipt, please? |
| 3 <input type="checkbox"/> | Do you need any help? | C The fitting rooms are on the left. |
| 4 <input type="checkbox"/> | Where can I try these on? | D I'm looking for a pair of sunglasses. |
| 5 <input type="checkbox"/> | What size are you? | E Yes, they fit me really well. |

5x4=20 marks

4 Complete the gaps with the correct word derived from the words in brackets.

- Can you this skirt? (**SHORT**)
- We should everyone to buy fresh local produce. (**COURAGE**)
- I like lettuce. (**CRISP**)
- They grow a of fruit. (**VARY**)
- The situation may (**WORSE**)

5x2=10 marks

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

- This dress is more expensive than that one.
AS That dress this one.
- I've never seen such beautiful tulips.
MOST These are have ever seen.
- They made her pay £200.
WAS She £200.
- Could you carry the bags?
MIND Would the bags?
- We can't wait to go shopping.
LOOKING We shopping.

5x4=20 marks

6 Write an email of complaint about a watch you bought online from a site called **supergoods.com** (120-180 words). 20 marks

Total: 100 marks

Check your Progress

- talk and write about products of the future _____
- talk about shops and shopping _____
- buy clothes _____
- complain about faulty products _____
- write an email of complaint _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

- 1 Fill in:** *source, raise, hair-raising, conserve, reach, inspiration, grabbed, faced, wandered, donate.*
- 1 His lecture was a true to us.
 - 2 The of the river is in the mountains.
 - 3 Greenpeace aims to public awareness of ecological issues.
 - 4 His speech people's attention.
 - 5 Facing crocodiles was a experience he won't forget.
 - 6 Despite the challenges he, he continued his journey.
 - 7 He took a month to his destination.
 - 8 We should all help our forests.
 - 9 We money to animal charities.
 - 10 He around the festival to see what was going on.

10x2=20 marks

2 Choose the correct words.

- 1 Mark's the student **who/whose** raised the money.
- 2 Sally **mustn't/didn't have to** wash her car; her dad did it for her.
- 3 You **can't/shouldn't** use chemical cleaners; they're bad for the environment.
- 4 The Amazon is a place **that/where** jaguars live.
- 5 That's the boy **who/whose** father is a professor.

5x2=10 marks

3 Put the verbs in brackets in their correct form.

- 1 I wish I (**be**) more patient.
- 2 If I (**be**) you, I'd leave.
- 3 If you apply for this job, you (**get**) it.
- 4 I wish I (**go**) to the party last night.
- 5 What (you/do) if you got lost in the jungle?

5x2=10 marks

4 Complete the sentence with the correct word derived from the words in bold.

- 1 She looked at her in the mirror. (**REFLECT**)
- 2 He lacks a basic (EDUCATE)
- 3 My time there was special. (**TRUE**)
- 4 The festival promotes of speech. (**FREE**).
- 5 The possibilities are (END)

5x2=10 marks

5 Complete the sentences using the words in bold. Use two to five words. Don't change the word in bold.

- 1 Recycling regularly is a good idea.
SHOULD We regularly.
- 2 It's a pity you didn't come with us.
WISH I us.
- 3 She can't travel abroad because she can't afford it.
WOULD If she could abroad.
- 4 He failed his exams because he hadn't studied.
HAVE If he had studied, his exams.
- 5 He doesn't ride a bike so he didn't join the tour.
JOINED If he rode a bike, he the tour.

5x2=10 marks

6 Match the exchanges.

- | | |
|----------------------------|---|
| <input type="checkbox"/> 1 | Hello how can I help you? |
| <input type="checkbox"/> 2 | Could you give me your credit card number? |
| <input type="checkbox"/> 3 | What's the expiry date? |
| <input type="checkbox"/> 4 | I believe that cars should be banned. |
| <input type="checkbox"/> 5 | I'd like to make a donation of £20 per month. |

- A It's May, 2014.
B I'd like to make a donation, please.
C I totally agree with you.
D That's wonderful!
E Certainly. It's 8987 6574 6534 2314.

5x4=20 marks

7 Write an opinion essay on the topic 'All zoos should be banned' (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about social problems _____
- call to make a donation _____
- talk about environmental problems _____
- write an opinion essay _____

GOOD ✓ VERY GOOD // EXCELLENT ///

4 Revision

1 Fill in: *conduct, gripping, countless, predictable, valued, whistling, debris, glared, sank, gathered.*

- 1 The from the crash was scattered all over the desert.
- 2 They decided to some experiments on the bones.
- 3 My heart when Tom said he would leave.
- 4 A lot of people to watch the mysterious fireballs.
- 5 The novel was; from the beginning I knew what was going to happen.
- 6 His opinion is highly
- 7 The plot was so I couldn't put it down.
- 8 Ann angrily at Susan.
- 9 Mike has been that tune to himself all day!
- 10 There have been sightings of Bigfoot in North America.

10x1=10 marks

2 Rewrite the sentences in the passive.

- 1 People can hear a strange noise in Taos.
.....
- 2 Scientists haven't found an explanation for the Hum.
.....
- 3 They say that Yetis live in the mountains.
.....
- 4 Many people saw the Naga fireballs last night.
.....
- 5 They believe the lights were UFOs.
.....

5x4=20 marks

3 Complete the sentences with the correct question tag.

- 1 He's a world famous UFO expert,?
- 2 We got a photograph of the monster,?
- 3 Don't go into the woods alone,?
- 4 Let's camp out tonight,?
- 5 You're not frightened of the dark,?

5x2=10 marks

4 Join the sentences with the correct reflexive/emphatic pronouns.

- 1 Loren thinks he once saw a cryptid.
- 2 We photographed on the banks of Loch Ness.
- 3 They really enjoyed on the UFO tour.
- 4 Help to snacks from the fridge!

4x2=8 marks

5 Complete the sentences with *a, an, the* or *-*.

- 1 spacecraft is believed to have crashed in Nevada Desert.
- 2 coelacanth was thought to be extinct species.
- 3 Big Ben is in capital city of England.
- 4 Some say Yeti lives on Mount Everest.
- 5 Residents of Phoenix saw UFOs in 1997.
- 6 sound known as the 'Taos Hum' was first heard in 1990s.

6x2=12 marks

6 Match the exchanges.

- | | | |
|----------------------------|---|--|
| <input type="checkbox"/> 1 | When do the guided tours start? | A My pleasure. |
| <input type="checkbox"/> 2 | Is this the right place to buy tickets? | B It's really fast-paced and exciting. |
| <input type="checkbox"/> 3 | Thank you very much. | C Two adults, please. |
| <input type="checkbox"/> 4 | What did you think of the plot? | D They start every half hour. |
| <input type="checkbox"/> 5 | How many tickets would you like? | E Yes, it certainly is. |

5x4=20 marks

7 Write a review of your favourite book for a magazine (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about UFOs _____
- talk and write about strange creatures _____
- book tickets for a guided tour _____
- talk and write about mysterious places _____
- talk about books you've read _____
- write a review of a book _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

1 Fill in: *relief, dropped out, skilled, crash, burnt out, awe, asset, focused, stumbled, fees.*

- 1 Steve realised university wasn't for him so he
- 2 Sandra is a real to the company.
- 3 The Shaolin monks are highly in Kung Fu.
- 4 You have to be to get a D of E Award.
- 5 He took a course in English.
- 6 We watched in as he performed his tricks.
- 7 To Simon's, he passed his driving test when he took it for the third time.
- 8 Jane had spent three months studying hard for her exams and was
- 9 The tuition were too high for him to afford.
- 10 He forgot his notes so he through his presentation. 10x2=20 marks

2 Rewrite the sentences in reported speech.

- 1 "You must practise hard every day," my Kung Fu teacher told me.
.....
 - 2 "Can you show me the way to the library?" Tom asked me.
.....
 - 3 "Don't be late for the lecture," said Liam.
.....
 - 4 "I'm doing a Biochemistry degree at Oxford," said Henry.
.....
 - 5 "What time is it?" she asked.
.....
- 5x2=10 marks

3 Rewrite the sentences in the reported speech. Use the verbs in brackets.

- 1 "Hand in your essays before Friday," he said. (reminded)
 - 2 "You broke the printer," Ann said to Steve. (accused)
 - 3 "I didn't take your library card," Sue said. (denied)
 - 4 "Let's go to the theatre," Ben said. (suggested)
 - 5 "I'm sorry I lied to you," he said. (apologised)
- 5x4=20 marks

4 Put the verbs into the correct tense and choose the correct time phrase.

- 1 Dan will travel across Asia **until/by the time** he (run) out of money.
- 2 I'll go on holiday **since/when** I (finish) my exams.
- 3 **By the time/As soon as** they (arrive) at the party, their friends had left.
- 4 I'll call you **after/while** I (get) back from the library.
- 5 John wants to take a gap year **until/before** he (go) to university.

5x2=10 marks

5 Match the exchanges.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 <input type="checkbox"/> When will the book be back in? 2 <input type="checkbox"/> I wonder if you could help me. 3 <input type="checkbox"/> This book is due back four days from today. 4 <input type="checkbox"/> Can I take this book out, please? 5 <input type="checkbox"/> I can't seem to find one of the books I need. | <ol style="list-style-type: none"> A Yes, can I see your library card, please? B What's the title of the book and the author? C Ok, thank you very much. D It is due back in four days. E What's the problem? |
|--|--|

5x4=20 marks

6 Write a for-and-against essay about going to university or college (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- write and act out an interview _____
- talk and write about a youth organisation _____
- talk about gap year experiences _____
- compare photographs _____
- write a for-and-against essay _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

6 Revision

1 Fill in: *stamped, goatee, raised, packs, fidgeting, convince, delight, cosmetic, exaggerates, signal.*

- I almost didn't recognise you. When did you grow a beard?
- Tony his eyebrows in disbelief.
- of wolves still roam the countryside in some countries.
- Some people take great in arguing with others.
- Harry problems and makes them seem worse.
- He didn't us that he was telling the truth.
- He was very nervous and kept in his chair.
- Ants release chemicals to alarm.
- Tom his feet to keep warm.
- She turned to surgery to change the shape of her nose.

10x2=20 marks

2 Choose the correct words.

- Bees dance **in order to/so that** pass on information.
- He **might/must** have been telling the truth, but I'm not sure.
- Darren knew Craig was lying **due to/as** he avoided eye contact.
- That **can't/mustn't** have been Sally you saw; she's on holiday.
- Sienna acts **so that/as though** she's very important.
- There was **so/such** a lot of noise in the room that I couldn't work.
- I felt upset yesterday **because of/as a result** the argument I had.
- The email **can't/mustn't** be from Tom; he doesn't have a computer.
- Jo's crying. She **must/could** be upset.

9x2=18 marks

3 Rewrite the sentences in the causative.

- My new phone will be installed tomorrow.
.....
- Someone will pierce Stacey's ears for her.
.....
- A plastic surgeon is fixing Danny's nose.
.....
- The hairdresser has shaved John's head.
.....

4x3=12 marks

4 Rewrite the sentences using the words in brackets to start the new sentence.

- People will like you if you like yourself. (ONLY IF)
- If he hadn't gone out every night, he might have passed his exams. (HAD)
- He's a good liar and everyone believes him. (SUCH)
- He had just left when it started raining. (NO SOONER)
- She's so familiar with the dolphins that she calls them by name. (SO)

5x2=10 marks

5 Match the exchanges.

- | | | |
|----------------------------|--|---|
| <input type="checkbox"/> 1 | Could you please stop interrupting me? | A Thank you very much. |
| <input type="checkbox"/> 2 | I'm stuck in traffic. | B Yes, that should be fine. |
| <input type="checkbox"/> 3 | Could you make June the 5th? | C How about Friday afternoon? |
| <input type="checkbox"/> 4 | See you on the 22nd. | D I'm sorry. I'll try not to do it again. |
| <input type="checkbox"/> 5 | When would you like to rearrange it for? | E I'm sorry to hear that. |

5x4=20 marks

6 A magazine is asking for articles about a friend or relative who has played an important role in your life. Write an article for the magazine (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk & write about difficult people _____
- talk about changes to your appearance _____
- rearrange an appointment _____
- talk and write about body language _____
- criticising & responding _____
- write a description of a person _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Natural disasters

1 Label the pictures.

- volcanic eruption • hurricane
- earthquake • avalanche • lightning bolt
- landslide • drought • hailstorm
- flooding • tropical storm



1



2



3



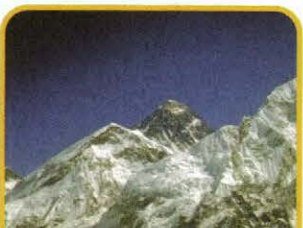
4



5



6



7



8



9



10

2 Choose the correct word.

- 1 The avalanche victim stayed **live/alive** by creating an air pocket near his nose and mouth.
- 2 The photographer got a perfect **shot/shoot** of the volcanic eruption.
- 3 After the flood warning, evacuating the local community became a **matter/case** of urgency.
- 4 Jon **caught/grabbed** his camera and took a picture of the breathtaking sunrise.
- 5 It's important to **take/make** precautions when going ice-climbing.
- 6 The flood waters kept **raising/rising** so we headed for higher ground.

3 Fill in the correct preposition: *from, in, on, under, to.*

- 1 After the earthquake, food supplies were high demand.
- 2 The news reporters were the scene within minutes.
- 3 The trapped caver was suffering exhaustion and dehydration.
- 4 The homeless hurricane victims spent the first few days temporary shelters.
- 5 There was a freak storm and hundreds of people were stranded the island.
- 6 It came my attention that Joe was still shaking hours after the earthquake.
- 7 The woman was clinging her rooftop, waiting for the rescue crew to arrive.
- 8 The tornado destroyed everything that lay its path.
- 9 The area remains threat of flooding.

4 What is the worst natural disaster you have read about? Where and when did it happen? What happened? Write a short paragraph about it.

- 5 a) Fill in: *lava, crater, ash, block, gases, event, predict, erupt, explosion, destroy* in the correct form.

A DAY TO REMEMBER

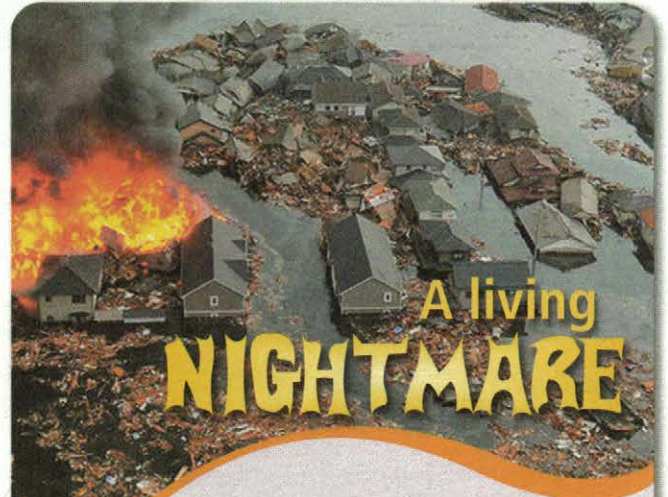
On a clear Sunday morning, on the 18th May 1980, Mount St Helens 1) after 123 years of silence. The eruption was the deadliest volcanic 2) in the history of the United States. At exactly 8.32am, a(n) 3) so huge it was heard hundreds of miles away, occurred. Tons of red hot 4) emerged from the volcano's 5) and raced down the mountainside. Every building within a 600 m radius 6) Over 1.5 million tons of poisonous 7) were released into the atmosphere. 8) clouds darkened the sky and 9) out the sun. Geologists and volcanologists did not 10) the disaster.

- b) Fill in: *flatten, storm, threat, reaches, flooding, evacuated, releases, winds, destroy.*

AN ANGRY STORM

When a 1) at sea becomes a hurricane and 2) shore, it poses a serious 3) to public safety. Once a hurricane 4) its full power, it will 5) everything in its path. Strong 6) and torrential rainfall uproot trees, 7) buildings, and cause serious 8) Communities must be 9) if fatalities are to be avoided.

- c) Fill in: *destroy, tectonic plate, collapse, shelter, cause, evacuate, measure, rubble, shake* in the correct form.



A living NIGHTMARE

The Great East Japan Earthquake of 2011, was the fifth most powerful quake on Earth in more than 100 years. It 1) 9.0 on the Richter Scale. The quake triggered strong tsunami waves which 2) everything in their path, leaving piles of 3) behind. Homes and buildings 4) in an instant. Over fifteen thousand people were killed. Survivors, stunned and 5) , 6) the area hoping to find 7) until the nightmare ended. Geologists stated that this disaster was 8) by one 9) being pushed under another.

- 6 Match the words, then use the phrases to make sentences.

1	breaking	A	flooding
2	massive	B	roar
3	deafening	C	news
4	dormant	D	services
5	emergency	E	volcano
6	poisonous	F	shelter
7	temporary	G	gases
8	flaming	H	winds
9	fault	I	lava
10	violent	J	line

Health/Accidents/Injuries

1 Label the items with: *twist, sprain, gash/wound, bang, faint, break, cut, bruise, dehydrated, graze, concussion, dislocate, scratch, scald.*



1



2
your knee



3 get a



4 be/get



5
your eye



6
your shoulder



7 get a



8
your arm



9
your wrist



10
your hand



11
your head



12
your ankle



13
your hand



14
your finger

2 Have you ever had any of the accidents above? What happened?

.....
.....
.....

3 Fill in: *reduce, apply, treat, injured, raise, crutches, wrapping, ease, pain, go down.*



R-I-C-E

You've just sprained your ankle and you're experiencing a shooting
1) up your leg. What do you do? You can
2) your ankle using the RICE Method.

R is for rest. You need to rest the injured ankle in order to reduce the pain and avoid further injury. Your doctor may advise you to use 3) so that you don't place any weight on your foot.

I is for ice. You can 4) an ice pack to the ankle for 15 minutes which will help 5) the pain and 6) the swelling. Repeat the procedure every 2 hours.

C is for compression. 7) your ankle up with a bandage provides support and helps the swelling 8)

E is for elevation. Put your foot up and let someone else wait on you! If you 9) your foot, it reduces bleeding and swelling by allowing fluid to flow away from the 10) area.

4 Choose the correct word.

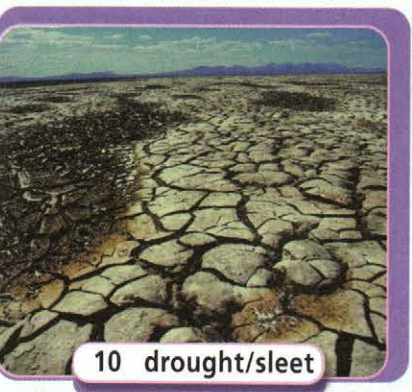
- 1 Harry broke his leg and was in a lot of **pain/ache**.
- 2 Disaster **attacked/struck** when two of the climbers in our group fell into a gorge.
- 3 After 3 weeks, the rescue crew **came/formed** to the difficult decision to abandon the search.
- 4 If Robert's surgery is successful, he will be able to **hold/lead** a normal life.
- 5 She only took a small **sip/swallow** of water as she didn't have much left.
- 6 We realised Oliver was **misplaced/missing** when he hadn't returned by nightfall.
- 7 **Disabled/Unable** athletes participate in the Special Olympics.

5 Fill in: *struggle, save, notify, administer, rescue, survive, ache, hurt, injure, cure, suffer, heal, catch, operate, prescribe, treat in the correct form.*

- 1 His legs were from skiing all afternoon.
- 2 Nurses know how to first-aid treatment.
- 3 The first-time marathon runner was from exhaustion and dehydration.
- 4 The doctor painkillers to ease my back pain.
- 5 Unfortunately, some diseases cannot be
- 6 Army personnel the survivors of the plane crash.
- 7 Emergency services to cope with the large number of casualties after the storm.
- 8 The authorities are concerned that the flood victims might water-borne diseases.
- 9 Emergency aid has the lives of millions of people.
- 10 Only 15 of the 50 passengers the plane crash.
- 11 It was difficult to all the victims as there was a shortage of medicine.
- 12 We the authorities as soon as we realised that John was missing.
- 13 David his back while climbing up a cliff face.
- 14 Doctors had to on Paul's knee.
- 15 I banged my head on a branch and it really
- 16 Mary's scar is slowly.

Weather

1 Choose the correct word.



2 Match the words to make phrases.

1	weather	A	sky
2	lightning	B	layer
3	ozone	C	hot
4	blue	D	winds
5	clear	E	conditions
6	boiling	F	moon
7	hurricane	G	bolt
8	strong	H	warning

3 Fill in: glow, freeze, hail, pour, shine, snow in the correct form.

- 1 It was so cold that the lake had overnight.
- 2 The evening sun in the sky.
- 3 When it, the children have snowball fights.
- 4 It was down with rain and we had to find shelter.
- 5 She put on her sunglasses because the sun was brightly.
- 6 It's windy and and the street is covered in ice.

4 Fill in: bolt, gust, ray, thunder, flake, drop, strong, extreme, dark, light.

- 1 a of sunshine
- 2 a of rain
- 3 weather conditions
- 4 a of lightning
- 5 a bolt
- 6 a of wind
- 7 a snow
- 8 winds
- 9 shower
- 10 clouds

5 a) Complete the text. Use: temperatures, snowfall, chilly, frostbite, showers, drop, freezing, forecast.

Hi, I'm Tyler Wales and this is your weekend weather report. It's quite 1) this morning and for most of us it will be cloudy with a few 2) which will be heavier in the north of the country. Overnight, 3) will probably 4) to at least minus two. Tomorrow's 5) is for quite a bit of 6) with a high of zero and a low of minus three. Conditions are perfect for skiing this weekend, so if you're heading out to the slopes tomorrow remember it's 7) cold so wrap up to protect yourself from 8)

b) Complete the text. Use: rain, windy, heatwave, scorching.

Good morning, this is Ken McKenzie with your Monday weather report. The 1) that slowed everybody down this weekend is here to stay. Today's temperature could climb to a 2) 40°C by early afternoon. Unfortunately, no 3) is forecast for the next five days. It will, however, become 4) in the north which is bad news for the forest fires that are raging across this part of the country.

6 Choose the correct word.

- 1 My kids love playing in the **snow/snowfall**.
- 2 During the summer, the **humidity/mist** in the air is higher than the winter.
- 3 Every time it pours, our basement **floods/rises**.
- 4 The forecast for the next couple of days is sunny, but extremely **windy/rainy**.
- 5 A **hurricane/shower** is a very powerful and dangerous storm.
- 6 The plane couldn't take off because of the **blizzard/cold**.
- 7 We couldn't see the bridge because there was too much **fog/wind**.
- 8 On a **clear/muggy** night, you can see many stars.

7 Collect information from the Internet then write a short weather forecast for tomorrow. Read it to the class.

Shops & Services

1 Match the names of the shops (A-T) to the pictures (1-20).

A shoe shop

E jeweller's

I confectioner's

M bookshop

Q newsagent's

B optician's

F antique shop

J chemist's

N florist's

R petrol station

C hardware shop

G supermarket

K baker's

O laundrette

S flea market

D clothes shop

H butcher's

L greengrocer's

P hairdresser's

T fishmonger's



2 In which of the shops in Ex. 1 can you buy/do the following?

Products

- mincemeat • bunch of tulips • a birthday cake • salmon • a screwdriver • a box of chocolates
- a jacket • a pair of sunglasses • a mystery novel • a gold bracelet • cough syrup • a pair of stilettos
- a fashion magazine • get a haircut • motor oil • milk • old records • old silver candlestick
- wash and dry clothes • organic fruit

You can buy mincemeat at a butcher's/supermarket.

3 What shops are there in your neighbourhood? How often do you visit them? What do you usually buy?

At the supermarket

1 a) Match the products to the supermarket sections.

- DRINKS • BAKERY • PAPER PRODUCTS • FRUIT & VEGETABLES • CRISPS & SNACKS
- HOME BAKING • FROZEN FOOD • TINNED GOODS • DAIRY
- HOUSEHOLD PRODUCTS • PET FOOD • MEAT & FISH

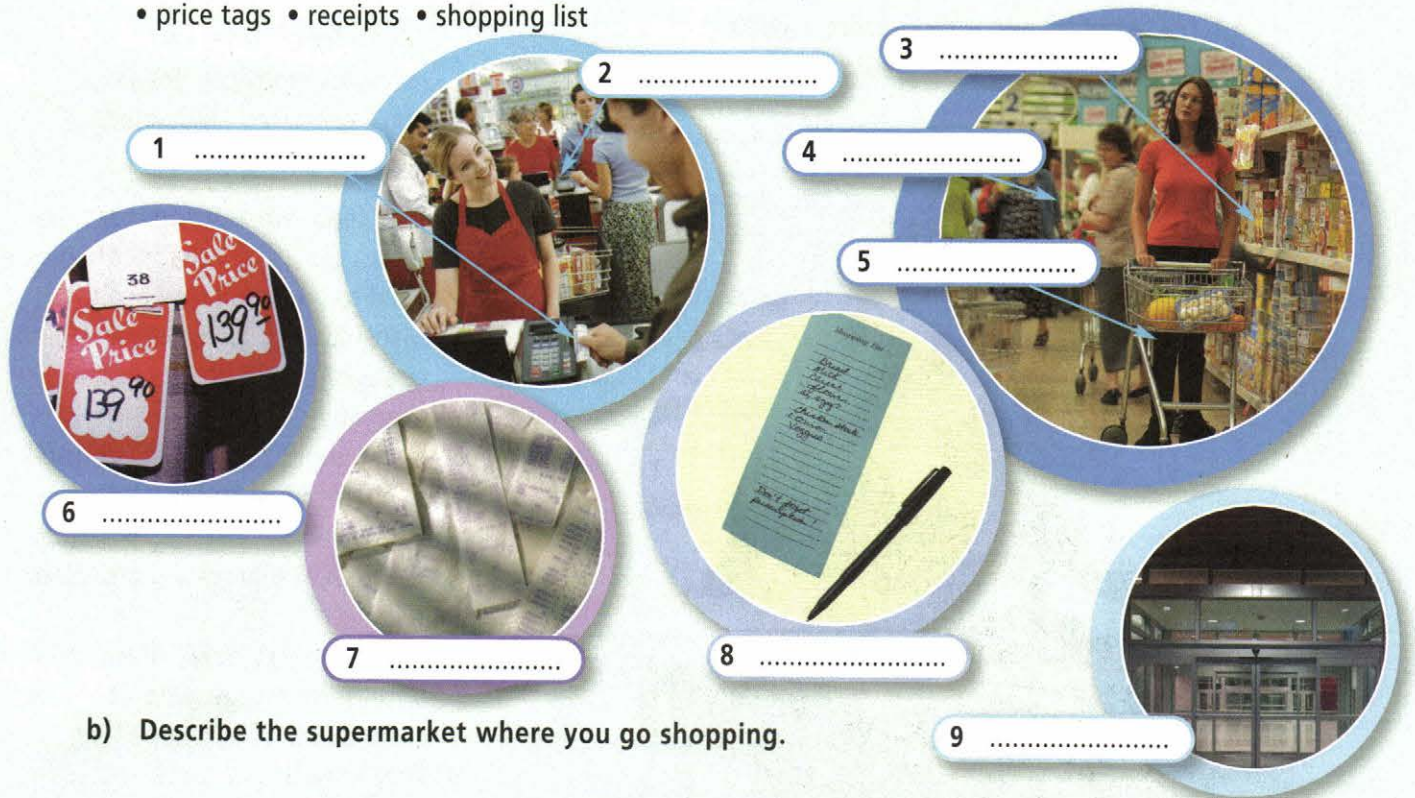


b) Write two things you can buy in each supermarket section.

c) How often do you go to the supermarket? What do you usually buy?

2 a) Label the pictures.

- shopping trolley • aisle • checkout • shelves • sliding doors • credit card
- price tags • receipts • shopping list



b) Describe the supermarket where you go shopping.

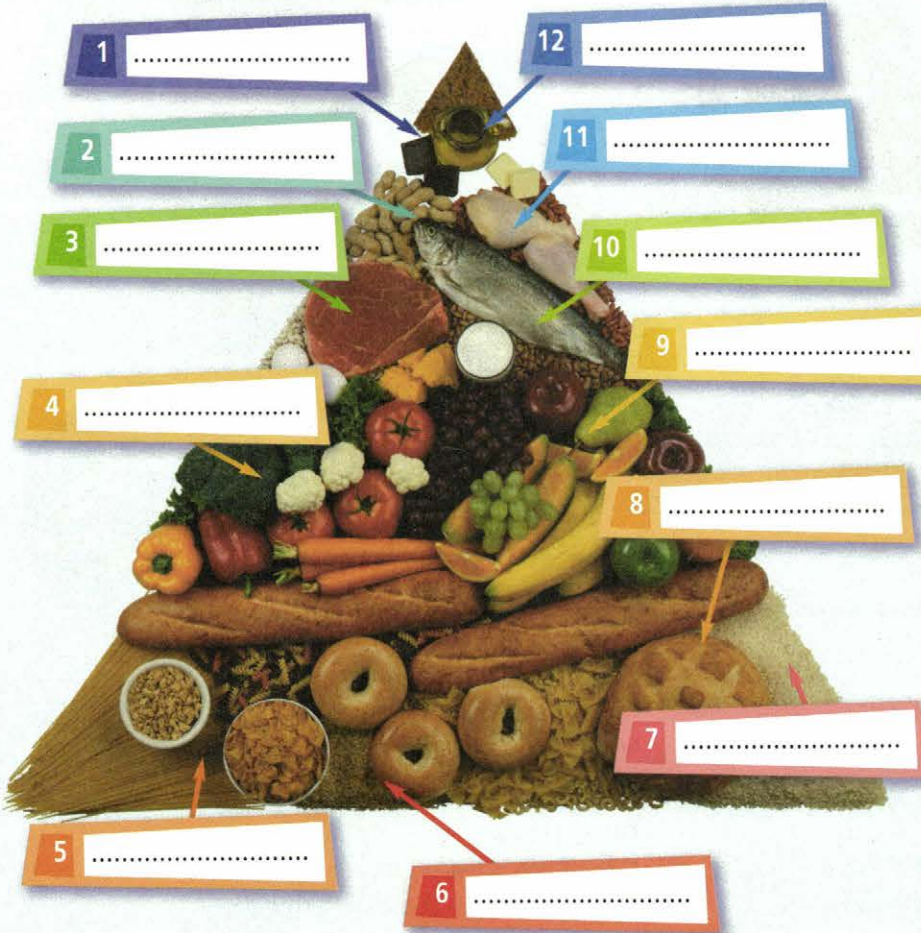
3 Fill in: *bargain, discount, credit, cash, pre-packaged, display, queue, coupon, money off, offered, changed the packaging, waste, lower price, save, resources, shift, reduced, offer.*

- | | |
|--|---|
| <p>1 Every Tuesday, my local supermarket has a on freshly-baked goods.</p> <p>2 I got this in the newspaper which gives £5 off CDs at Harper's music shop.</p> <p>3 I always prefer paying in when I go shopping.</p> <p>4 We are using all of the Earth's natural and one day we will regret not being more careful.</p> <p>5 I prefer cooking with fresh food rather than food.</p> <p>6 Don't money buying things you don't need.</p> <p>7 James is trying to money to buy a new car.</p> <p>8 The shoe shop has drastically the prices of summer sandals.</p> <p>9 Many companies have of their products to more recyclable materials.</p> | <p>10 This shop's window really encourage customers to go in.</p> <p>11 Every time I go to the post office, I end up waiting in a for over an hour.</p> <p>12 The local hairdresser's has a special on haircuts every Tuesday.</p> <p>13 Tom's boss him a promotion.</p> <p>14 The jumper I purchased at half price was a real</p> <p>15 Hackers who steal card details and other personal information should be prosecuted.</p> <p>16 I asked for some the computer because it was damaged.</p> <p>17 One way to products you can't sell is to lower their price.</p> <p>18 You can usually buy books online for a much than at bookshops.</p> |
|--|---|

Food & Drinks

1 a) Label the picture.

- fats and oils • nuts • oil • pasta • poultry
- meat • chocolate • fruit • fish • grains • rice
- vegetables • bread



b) Write two foods in each category.

2 a) Write in the correct section:

- eggs • beef • chicken • potatoes • carrots • pasta
- broccoli • fish • rice • beans • peppers • peas
- sausages • corn

<i>fried</i>	
<i>baked</i>	
<i>boiled</i>	
<i>roast</i>	
<i>grilled</i>	
<i>poached</i>	
<i>steamed</i>	

b) How do you like the foods in Ex. 2a cooked?

3 Fill in: *feed, starve, soar, nutrients, shortages, produce, grow, consumer, raw, rotten, unripe.*

- The food we eat provides the that our bodies need to grow and stay healthy.
- Mankind produces more than enough food to everyone on earth.
- Never, ever yourself in order to lose weight.
- Eating fresh is healthier than eating processed food.
- Many farmers spray their crops with fertilizer in order to help them
- Bread prices whenever there is a wheat shortage.
- I dislike cooked carrots, but I love them
- The best way to tell if an egg has gone is to crack it open and smell it.
- avocados can take 4-5 days to ripen at room temperature.
- One in six countries in the world faced food in 2005 because of droughts.
- We live in a society.

UK Currency

1 a) Study the table. Read the prices.

• £3.28 • £8 • £1.35 • £10.02 • £2.01 • £6.50

50 pounds

20 pounds

Notes

a tenner

NOTES

£5 = five pounds/quid (a fiver)
 £10 = ten pounds/quid (a tenner)
 £20 = twenty pounds/quid
 £50 = fifty pounds/quid

a fiver

Coins



COINS

1p = one/a penny
 5p = five pence
 10p = ten pence
 20p = twenty pence
 50p = fifty pence
 £1 = one/a pound/quid
 £2 = two pounds/quid

b) What is the currency in your country?

Money

2 Fill in: *bonus, earnings, income, gross income, profits, rise, salary, wages, currency, debt, bill, cost, expense, bargains, installments, price, receipt, refunds, save, spend, waste, owes, pay, withdraw, borrow, lend, playing.*

- 1 Many companies are cutting employees' due to the economic crisis.
- 2 Women usually a lot more money on clothes than men.
- 3 The of oil has risen significantly in recent years.
- 4 I am sure Sally will give me back the money she me.
- 5 May I your car?
- 6 Can you me your black dress for my dinner party tonight?
- 7 If I really hard, I will be able to buy a new PC in two months' time.
- 8 The of living has skyrocketed over the past 5 years.
- 9 My company did really well this year so the boss is giving everyone a Christmas
- 10 It is store policy that you have to produce your in order to return a product.
- 11 People with a low do not pay taxes.
- 12 The dollar is the unit of in the United States.
- 13 My sister got herself into after making expensive purchases online.
- 14 I'm not looking forward to my electric this month, as I've had the heating on a lot.
- 15 Our cousins made a lot of money the stock market.
- 16 The bookshop does not give on used books.
- 17 Samantha worked part-time to help for her university fees.
- 18 I didn't find any in any of the clothes shops I went into.
- 19 John went to the bank to £800 from his savings account.
- 20 His father spared no when it came to his education.
- 21 He earns a monthly of £2000.
- 22 The company's dropped 10% in the first quarter.
- 23 My mum thinks it's a of her money to go to a hairdresser's to get her hair dyed so she does it herself.
- 24 Unemployment figures continue to
- 25 Supermarkets are slowly increasing their prices in order to increase their
- 26 I wanted a high career so I chose to be a doctor.
- 27 The shop is letting us pay for the washing machine by monthly

World problems

1 Label the pictures.

- illiteracy • war • crime • population growth
- pollution • hunger • racism • resource depletion
- homelessness • global warming • poverty
- disease • water scarcity • ageing population



3



4



1



2



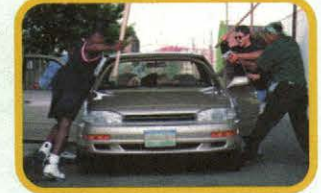
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8



5



6



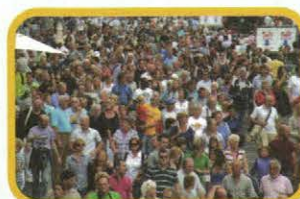
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10



11



12



13



14

2 Fill in: face, affect, suffer, drop out, volunteer, survive, trust, adopt, abuse, make, gain in the correct form.

- | | |
|--|---|
| <p>1 He is thinking of of school and getting a job to help his family.</p> <p>2 is an important factor in every relationship.</p> <p>3 We went to the dog shelter and a 4-month old puppy.</p> <p>4 Children who go through physical or mental are severely traumatised.</p> <p>5 Dr Harris has a reputation as an authority on global warming.</p> <p>6 At weekends, he at a retired person's home.</p> | <p>7 He managed to the earthquake.</p> <p>8 A lot of countries from water scarcity.</p> <p>9 WWF has good progress protecting sea turtles.</p> <p>10 Black people continue to racial discrimination in many areas of life.</p> <p>11 Climate change is already marine life.</p> |
|--|---|

Raising awareness

- 1 Fill in: *raise, join, start, change, provide, gain, grab, promote, fight, draw* in the correct form.
- My friends and I have a fundraising campaign to save the Asian tiger.
 - The charity asked the celebrity if he would help them the cause.
 - The poorest children in Africa have little hope of any secondary education.
 - The United Nations World Food Programme was set up to hunger worldwide.
 - That newspaper headline really my attention.
 - If you want to do something about ocean pollution, why not an organisation that is trying to stop it?
 - Volunteering really my life for the better.
 - Many parents in poor countries can't even afford to their children with one decent meal a day.
 - Organisers hope the campaign will awareness of the issue of air pollution.
 - The purpose of the documentary is to people's attention to the issue of global warming.

2 Match the words to make phrases.

- | | |
|---|--------------|
| 1 | natural |
| 2 | public |
| 3 | window |
| 4 | endless |
| 5 | true |
| 6 | hair-raising |

- | | |
|---|-------------|
| A | challenges |
| B | moments |
| C | awareness |
| D | displays |
| E | wonder |
| F | inspiration |

- 3 Fill in: *ingredients, atmosphere, logging, dense, produce, destroyed, habitat, estimate, deforestation, grow*.
- The rainforest's canopy was so, sunlight couldn't penetrate it.
 - Tragically, the world's rainforests are being at a staggering rate.
 - is the permanent destruction of forests and woodlands.
 - Too much carbon dioxide in the earth's will cause our planet to heat up.
 - Perhaps the greatest threat to biodiversity is loss.
 - Fruits that in the Amazon rainforest include pineapples, oranges and bananas.
 - The key in many life-saving drugs are derived from rainforest plants.
 - Rainforests about 20% of the planet's oxygen.
 - Scientists that more than half of all the world's plant and animal species live in tropical rainforests.
 - companies are cutting down some of the most endangered forests on the planet just to make wood and paper products.
- 4 Choose the correct word.
- An advertiser's aim is to instantly **grab/hold** the attention of viewers.
 - They **face/meet** a difficult challenge getting the bank loan approved.
 - The children were **determined/fixd** to finish the puzzle.
 - We should **reach/arrive** our destination in 15 minutes.
 - After running for over an hour, he **collapsed/dropped** with exhaustion.
 - Tom finally **succeeded/managed** in rising to management level.
 - It's important to **conserve/protect** water during times of drought.

Space

1 Match the pictures to definitions.

- 1 a collection of billions of stars, gas, and dust bound together by gravity
- 2 the star that is at the centre of our solar system
- 3 the celestial body which orbits the Earth
- 4 a large, round-shaped celestial body that orbits a sun
- 5 a bright streak of light in the night sky caused when a rock enters the Earth's atmosphere and burns
- 6 a small body that orbits the Sun, is composed of ice, and has a 'tail'
- 7 a round-shaped celestial body that orbits the Sun, but is not big enough to be a planet
- 8 small pieces of rock/metal that orbit the Sun
- 9 a ball of gas, that generates its own light and heat, and is visible in the night sky



A The Sun



B galaxy



C comet



D The Moon



E meteor



F star



G planet



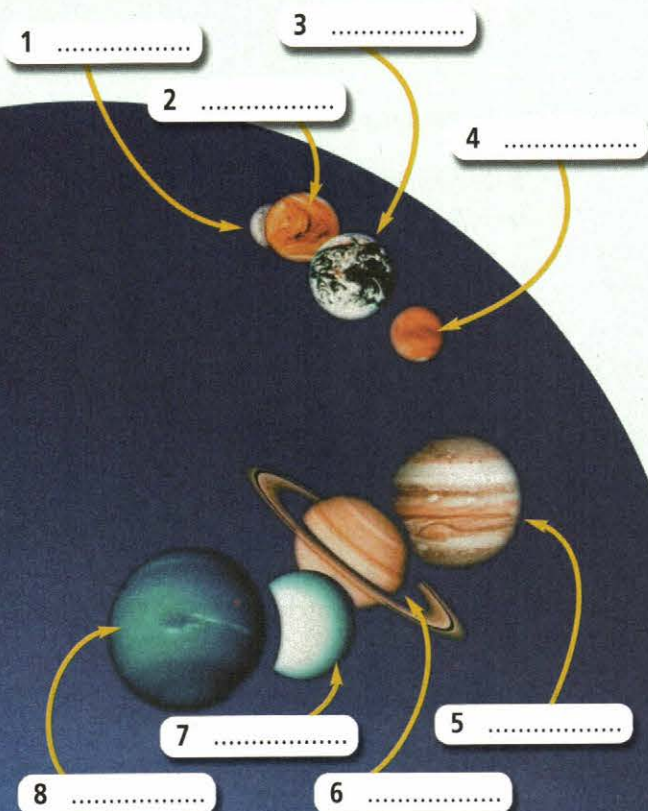
H asteroids



I dwarf planet

2 Label planets in our solar system.

- Mercury • Venus • Earth • Mars • Jupiter
- Saturn • Uranus • Neptune



3 Fill in: *orbits, generate, colonise, releases, overcome, rotates, farms, survive, exploring, take off.*

- 1 The Earth on its axis once every 24 hours.
- 2 The Earth the Sun.
- 3 The space shuttle is scheduled to at 11.30 GMT.
- 4 In my opinion, governments shouldn't be spending money space when there are people starving here on earth.
- 5 One day, the human race may other planets.
- 6 Many problems must be before space colonisation becomes a reality.
- 7 When a star explodes it a huge amount of energy.
- 8 Rubbing your hands together will heat on your palms.
- 9 One day, it may be possible to put in space so astronauts can grow their own food.
- 10 Astronauts cannot in space without wearing special spacesuits.

UFOs

- 1 Fill in:** *unidentified flying object, saucer, alien, wreckage, debris, spacecraft, witness, encounter, space, autopsy, footprints, footage, disclosure.*
- Recently there have been reported sightings of spacecraft in Phoenix, Arizona.
 - Several locals claim to have spotted an hovering in the night sky.
 - The journalists demanded full of the facts.
 - David's ambition was to become an astronaut and travel into outer
 - Justin said the object in the sky was flat and round like a flying
 - The couple had a mysterious with an alien creature.
 - Hundreds of people came to see the site and the left in the soil.
 - The crash left large pieces of all over the field.
 - Scientists examined the strange creature on the table.
 - John Smith was not the only eye to the strange event.
 - Firefighters rushed to the scene of the crash to pull any survivors from the
 - The man claims to have video of an alien.
 - The Apollo 11 landed on the moon in 1969.

2 Choose the correct word for each sentence.

• foreigner • alien • stranger • outsider

- When I first started at my new school, it was hard to fit in because I felt like a(n)
- He was a(n) and could not speak the language.
- Susan had never met the man before. He was a complete to her.
- Some people believe that creatures have visited Earth many times in the past.

• abductions • kidnapping • seizure • hijacking

- The of the plane by a group of terrorists was broadcast worldwide.
- Many people believe alien have occurred.
- Every newspaper covered the of the wealthy businessman's child.
- The of land and property by the rebels left many citizens homeless.

• sightings • sites • sights • incident

- Leo can hardly remember anything about the
- We had a fabulous time in Rome and saw all the
- The Mars Exploration Program has identified a number of landing for future missions.
- There were some unconfirmed of flying saucers in the area.

3 Choose the correct word.

- Apollo 17 was the eleventh spacecraft to **land/park** on the moon.
- The Earth **revolves/rotates** around its axis once every 24 hours.
- The raft **sank/dropped** and the survivors swam to the shore.
- The helicopter **floated/hovered** over the crash site, looking for survivors.
- The local TV station sent a journalist to **mention/report** on the UFO sightings.
- A bright light, which was **shining/lighting** through the clouds, blinded us.
- The eagle **soared/raised** gracefully into the sky.
- The children **camped/based** out on the mountainside all night in the hope of spotting a UFO.
- She lay down on the grass and watched the clouds **floating/swimming** across the sky.
- The police found the man **departing/wandering** aimlessly about.
- The satellite **burst/split** into flames as it re-entered the Earth's atmosphere.

Strange Creatures

1 Match the words to form phrases.

1	legendary	A	fairy
2	abominable	B	ape-men
3	leading	C	beast
4	hairy	D	monster
5	tiny	E	snake
6	sea	F	cryptozoologist
7	lake	G	serpent
8	giant	H	snowman

2 Fill in: *lifelong, convincing, virtually, highly, countless.*

- The saola, an antelope-like creature found in Vietnam, was unknown to the outside world until 1992.
- Timothy has had a passion for hunting mysterious creatures.
- Patricia spent hours studying the rare animal's behaviour.
- There is no evidence that cryptids exist.
- The yeti is a secretive creature that avoids human contact.

3 Fill in: *existence, living, eyewitness, extinct, cryptids, legends, evidence, pastime, study, science.*

Cryptozoology, which literally means 'the 1) of hidden animals,' refers to the search for animals whose 2) hasn't been proven. Cryptozoology includes looking for 3) examples of animals that are considered 4) (e.g. dinosaurs), as well as animals whose existence lacks physical 5) but which appear in myths and legends (e.g. Bigfoot; the Loch Ness Monster). The animals that cryptozoologists study are referred to as '6)'. Cryptozoologists rely heavily on alleged 7) accounts and popular 8) It goes without saying that cryptozoology is not a recognised branch of zoology or a discipline of 9) It is, however, a very fun 10)

4 Choose the correct prepositions.

- Perry was fascinated **in/by** the discovery of a giant squid.
- Only half the scientists invited to the conference have responded **to/in** date.
- Henry Osborn was an expert **on/in** the field of paleontology.
- Scientists are sceptical **in/about** the existence of cryptids.
- The BBC has produced a great series of documentaries **for/about** dinosaurs.
- Sam is convinced **of/in** the existence of a beast in the lake near his house.
- The lack of convincing evidence raised doubts **to/about** the truth of the reports.
- Loren Coleman has spent many years **at/in** search of legendary monsters.
- This octopus lives **at/in** extreme depths.
- The scientific community does not believe **at/in** cryptozoology.
- There is a growing demand **for/of** scientists skilled in computer technology.

5 Choose the correct word.

- Did you hear that noise, or was it a **figment/sign** of my imagination?
- The issue has received serious **attention/concentration** from scholars.
- After **examining/weighing** the evidence, the researchers concluded that the account was a hoax.
- They could not match the hair **sign/sample** to any known animal.
- I really **value/estimate** his opinion.
- The quagga, which was half zebra and half horse, was officially declared **disappeared/extinct** in 1883.
- Wild creatures inhabit areas far from **humane/human** settlements.
- The much **disputed/argued** photograph was eventually proved to be authentic.

Prehistoric Creatures

- 1 Fill in: *preserved, dormant, generally, distant, lost, optimistic, astonishing*.
- Completely intact DNA can only be extracted from a carefully specimen.
 - The scientists rushed to publish their findings.
 - It is accepted that modern humans evolved in Africa.
 - Scientists say the fossil foot bone they found confirms man's ancestor could walk upright.
 - Paleontologists are they will find dinosaur fossils in the area.
 - Some people believe that a world lies buried deep beneath the Atlantic ocean.
 - The scientists hope to reactivate the gene.

2 Match the words to make phrases.

1	prehistoric	A	map
2	organic	B	experiments
3	genetic	C	relative
4	distant	D	world
5	blood	E	material
6	conduct	F	vessels

3 Choose the correct word.

- The woolly mammoth, extinct for over 5000 years, could be **brought/carried** back to life thanks to a breakthrough in cloning technology.
- The analysis was done by trained biologists, using **advanced/forward** techniques.
- Scientists are **running/walking** tests on the sample.
- Researchers believe the answer to these questions may **sit/lie** in our DNA.
- This new **line/row** of research will hopefully lead to many breakthroughs.

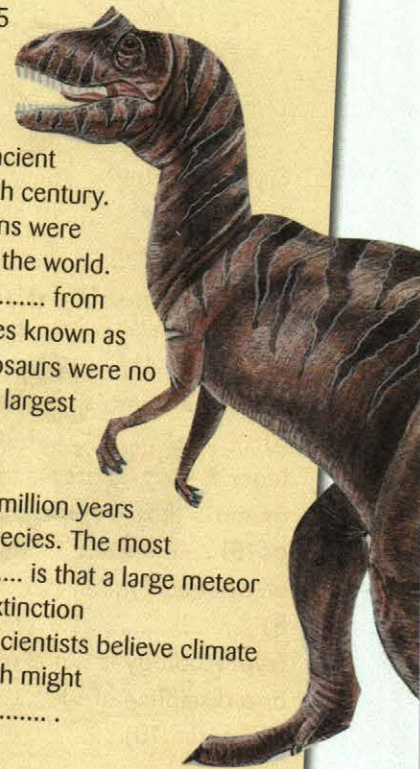
4 Fill in: *roam, clone, unleash, excavate, conduct, revive, evolve, hatch* in the correct form.

- Scientists think plants from green algae.
- Dinosaurs the earth for over 165 million years.
- Archaeologists are currently an Iron Age settlement in Wales.
- Scientists have successfully many animals, including sheep and mice.
- I'm not in favour of extinct species such as the dodo.
- The students are an experiment in the lab right now.
- The decision to proceed with research into human cloning a wave of protest.
- Sea turtle eggs usually at night.

5 Read the text and fill in the gaps with the words in the list.

- event • extinct • primitive • mystery
- evolved • reign • theory • existence

Dinosaurs are one of the most successful groups of animals ever to have lived. Their 1) lasted from the late Triassic period (about 230 million years ago) until the end of the Cretaceous period (about 65 million years ago). The first evidence suggesting the 2) of dinosaurs was the discovery of their ancient footprints in rocks in the 19th century. Later, their fossilised skeletons were found in locations all around the world. Dinosaurs 3) from more 4) reptiles known as archosaurs. The smallest dinosaurs were no larger than a chicken, but the largest reached lengths of 150 feet. Dinosaurs suddenly became 5) about 65 million years ago, along with many other species. The most widely-accepted 6) is that a large meteor hit the earth causing a mass extinction 7) But some scientists believe climate change was to blame. The truth might always remain a 8)



Martial Arts Skills

1 Label the pictures: *land, bend, punch, kick, balance, break, lie, stand, throw, walk, do, fight.*



1 blindfolded



2 legs



3 kung fu high



4 on nails



5 gently



6 kung fu



7
yourself in the air



8 body
on tips of swords



9
barefoot on knives



10 bricks



11 the splits



12 on one leg

2 Fill in: *crouch, attack, gasp, struggle, crawl, build, defend, achieve* in the correct form.

- 1 I in amazement as the Kung Fu master broke bricks on his head.
- 2 They their goal of building up their stamina and strength.
- 3 Terry down to avoid being kicked in the face by his opponent.
- 4 The obstacle course involved through a muddy tunnel on your hands and knees.
- 5 In these classes you will learn important tactics for yourself against attackers.
- 6 We to complete the rigorous training programme.
- 7 They lift weights regularly to their muscles.
- 8 Susan was while walking home, but she was able to get away unharmed.

3 Choose the correct preposition.

- 1 The view from the mountain top will take your breath **away/off**.
- 2 The students looked **on/at/in** horror as the man lay on a bed of nails.
- 3 **In/To** my disappointment, I was unable to master the techniques right away.
- 4 Marital arts focus **on/in** personal discipline.
- 5 **To/In** my relief, I wasn't expected to get the moves right on the first day.
- 6 The Shaolin monks train **over/under** harsh conditions.

4 Read the definitions then complete the sentences using the verbs in the correct form.

stagger /stægə/ (v): to walk unsteadily, almost falling over

step /step/ (v): to bring your foot down on something

stroll /strɔ:l/ (v): to walk in a slow, relaxed way

pace /peɪs/ (v): to walk up and down, especially because you are nervous

drag /dræg/ (v): to move with difficulty, especially because you are ill, tired, or unhappy

hop /hɒp/ (v): to jump (forwards or upwards) on one foot

slip /slɪp/ (v): to lose your balance and slide or fall

march /mɑ:tʃ/ (v): to walk quickly with firm regular steps

sprint /sprɪnt/ (v): to run very quickly for a short distance

crawl /krɔ:l/ (v): to move along on your hands and knees

- 1 They along the beach, enjoying the afternoon sun.
- 2 I saw Frank down the street trying to catch the bus.
- 3 As we were practising the techniques, I on my partner's foot.
- 4 I myself to the gym even though I was feeling sick.
- 5 The students had to through barrels on all fours as part of the exercise.
- 6 After being punched in the stomach, he backwards.
- 7 Terry on the ice and sprained his ankle.
- 8 Kylie up and down the corridor as she waited for the results of the competition.
- 9 After spraining his ankle, he had to around on one leg for a week.
- 10 They around the courtyard all day as part of their training.

Education

1 Fill in: *take, enrol, attend, sit, fail, research, graduate, master, retake, cheat, qualify* in the correct form.

- 1 The students were a topic for their history project on the Internet.
- 2 More and more people are online courses to save time travelling to college.
- 3 It took Jane four years to the language.
- 4 Students who wish to in the course must do so by the end of the week.
- 5 The student who on the test was suspended.
- 6 Rachel her Maths exam, but passed her other exams.
- 7 She is considering some of the courses she got low grades in.
- 8 I was obliged to seminars three times a week.
- 9 His degree him for the job.
- 10 Do you have to an exam for your drama class or is it a practical test?
- 11 Francis from law school last month.

2 Fill in: *tutor, teacher, instructor, graduate, postgraduate, trainer, librarian, coach, professor, examiner.*

- 1 I passed the driving test on my first attempt, thanks to my fantastic driving
- 2 Exam papers are assessed by an external
- 3 The children were home-schooled by a private
- 4 James is a student studying for a Masters degree in Civil Engineering.
- 5 Our school hired a professional football to train the team.
- 6 Fiona is a of Leeds University.
- 7 My History always gives intriguing lectures.
- 8 The helped me to find a reference book for my English project.
- 9 My favourite at primary school was Mrs Patterson.
- 10 He had a personal to help him get fit.

3 Match the phrases.

1	crash	A	resources
2	private	B	year
3	gap	C	website
4	video	D	lesson
5	teaching	E	fees
6	boarding	F	lectures
7	tuition	G	course
8	educational	H	school

4 Match the acronyms to their full forms.

1	MBA	A	Doctor of Philosophy
2	BA	B	Master of Arts
3	MA	C	Master of Science
4	BSc	D	Bachelor of Arts
5	MSc	E	Bachelor of Science
6	PhD	F	Master of Business Administration

5 Fill in: *degree course, marks, tests, qualification, scholarship, certificate, curriculum, career, term, course.*

- 1 She won a to study Medicine at university.
- 2 Tracy is doing a short in Journalism for two months.
- 3 Maths and English are an essential part of the school
- 4 She was accepted onto a in Accounting.
- 5 Vince would like to pursue a in marketing.
- 6 The spring ends in May.
- 7 Applicants for the job should have a teaching
- 8 John's have improved this term.
- 9 After a two-year course in Business Studies, he was awarded a national
- 10 Some schools have entry which are used to select students for admission.

Appearance & Character

1 Label the pictures with: *spiky hair, sideburns, dark-skinned, flat nose, wrinkles, moustache, beard, curly hair, chubby cheeks, full lips, freckles, bun, ponytail, grey hair, fringe*.

1
2
3

4
5

6

7
8

9

10
11

12
13

14
15

2 Fill in: *moody, sad, angry, organised, grumpy, mean, rude, aggressive, fun-loving, embarrassed*.

- | | |
|---|---|
| <p>1 Mary's with John because he took her car without asking.</p> <p>2 When anyone criticises him, he becomes and loses his temper.</p> <p>3 Tanya was a teenager who spent a lot of time alone.</p> <p>4 When I haven't had enough sleep I feel and unsociable in the morning.</p> <p>5 The students were very and finished their project on time.</p> | <p>6 Daniel looked and worried as I told him I'd lost my job.</p> <p>7 It was very of Max to speak like that to his best friend.</p> <p>8 She can be at times and picks on her younger brother.</p> <p>9 Harry felt about singing in front of the whole class.</p> <p>10 Katy is a girl who loves going to parties.</p> |
|---|---|

3 Match the opposites.

1	□	puny	A	dark
2	□	slim	B	thin
3	□	wrinkled	C	muscular
4	□	plump	D	straight
5	□	curly	E	overweight
6	□	pale	F	smooth

4 Fill in: graceful, plain, ugly, elegant, handsome, smart, attractive, scruffy.

- 1 She moved in a(n) manner, just like a dancer.
- 2 My parents think I look in these torn jeans, but I like them.
- 3 Alice looked in her long silk evening gown.
- 4 Charles was a tall, man with dark hair and a beard.
- 5 He wasn't good-looking, but he wasn't either.
- 6 Susan was a tall, slim and woman in her mid-thirties.
- 7 Jean, who had been as a child, was now a beautiful slender woman.
- 8 Jack looks very in his black suit, doesn't he?

5 Complete the table with the words in the list.

- of average height • tanned • toddler
- obese • in his/her 20s • fat • short
- overweight • dark-skinned • baby • freckled
- well-built • average build • tall • light
- slim • thin • elderly/old • skinny
- olive-skinned • middle-aged • teenager
- rosy • in his/her late 30s • in his/her early 60s

Height of average height,

Build obese,

Age toddler,

Complexion tanned,

6 Fill in: trustworthy, ambitious, generous, modest, friendly, confident, selfish, shy, stubborn, reliable, independent, cheerful.

- 1 Andrew is an man – he is determined to become a famous businessman.
- 2 He's so! He doesn't care about anyone's feelings except his own.
- 3 Mark is very – he never tells anyone he is a self-made millionaire.
- 4 I told Frank that the plan wouldn't work, but he's so that he just wouldn't listen.
- 5 Esther is the most person I know. She would never let me down.
- 6 John is a person. He never betrays a confidence.
- 7 My mother's very; she's always buying little gifts for her friends.
- 8 Leo was too to ask Mandy out on a date.
- 9 As children grow up, they become more and less reliant on their parents.
- 10 She was a girl – always smiling and singing.
- 11 The children at my new school are and made me feel welcome immediately.
- 12 He was of his musical abilities and knew that he'd win the talent contest.

7 Answer the questions.

- 1 What do(es) you/your best friend look like?
.....
.....
- 2 What are your best/worst character traits?
.....
.....
- 3 What character traits annoy you?
.....
.....

Body Language

1 a) Fill in: *scratch, bite, raise, frown, shrug, wink, cross, wrinkle, pull out, drum, purse, open.*



1
mouth wide



2
head



3
one's shoulders



4
fingers



5
lips



6
nails



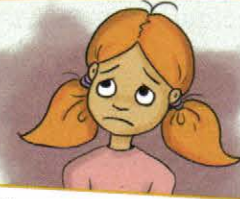
7



8
arms and legs



9



10
eyebrows



11
up one's nose



12
one's hair

b) Complete the sentences to say which feeling each gesture shows.

- nervous • uncertain • confused
- annoyed • frustrated • surprised
- disgusted • impatient • shocked
- cheeky • defensive • unhappy

- 1 Someone may scratch their head when they feel
- 2 Someone may shrug their shoulders when they feel
- 3 Someone may bite their nails when they feel
- 4 Someone may purse their lips when they feel
- 5 Someone may wrinkle up their nose when they feel
- 6 Someone may pull out their hair when they feel
- 7 Someone may drum their fingers when they feel
- 8 Someone may frown when they feel
- 9 Someone may wink when they feel
- 10 Someone may open their eyes and mouth up wide when they feel
- 11 Someone may cross their arms and legs when they feel
- 12 Someone may raise their eyebrows when they feel

2 Choose the correct word.

- 1 Most people tell white lies so as not to **hurt/pain** other people's feelings.
- 2 In a job interview, it's a good idea to **continue/maintain** good eye contact with the interviewer.
- 3 I don't think Claire was **saying/telling** the truth because she was rubbing her ear.
- 4 There's been a(n) **raise/increase** in the number of people having plastic surgery.
- 5 Stella felt as if she was **starring/playing** a role rather than being herself.
- 6 Mary never reveals her **true/real** feelings.
- 7 Wendy was so tired that her eyelids began to **fall/droop**.
- 8 You should always **trust/believe** your instincts.

Stories

Stories can be written either in the first or the third-person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introductory paragraph** which **sets the scene** (*describes the time, place, people, activity, weather, etc*);
- **main body paragraphs** (*describing incidents leading up to the main event, the main event itself and its climax*);
- a **concluding paragraph** (*describing what happens in the end, people's reactions/feelings, etc*).

Stories are characterised by:

- **the use of past tenses** (*The sun was shining brightly when they set out. She put on her coat, opened the door and went outside. When the waiter brought the bill, Mr Bartlett was embarrassed to find he had forgotten to bring his wallet.*);
- **linking words/phrases that convey time and sequence of events** (*first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc*);
- **descriptive adjectives/adverbs** to make the story more interesting (*elegant, pleasant, breathtaking, fast, politely, softly, etc*);
- **direct speech** to make the story more dramatic (*"What are you doing?" she yelled.*).

Useful Language

Starting a story/Setting the scene

- Karen felt (*exhausted*) as she had been (*studying hard for her exams for six months*).
- The birds were singing happily when Tom woke up on Saturday.

Leading up to the main event

- At first, we didn't notice (*anything strange*).
- The (*party*) had only just (*started*) when ...
- The next thing (*Tom*) knew, (*he was ...*).

The main event/climax of the story

- They started (*screaming and shouting in panic*).
- I felt sure (*the plane*) was going to (*crash*).

Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their (*surprise/disgust/horror, etc*) ...
- Imagine our (*disappointment*) when ...

Ending a story

- I've never felt so (*relieved/scared, etc*) in my whole life.
- He knew he would never (*go*) again.
- It was the most (*embarrassing*) moment I've ever experienced.

An English magazine has asked its readers to send in short stories with the title: 'A Lucky Escape'. The best story wins £250. Write your story for the competition (120-180 words).

A Lucky Escape by Jane Lucas

1 One Friday afternoon, last winter, I was travelling home on the bus. It was very cold and the rain was pounding heavily against the windows. I was looking forward to having a hot bath and a cooked meal to warm myself up once I got home. I had no idea that I would have a very lucky escape.

2 The bus was making its way along the high street when something went terribly wrong. We were only about five minutes away from my house when suddenly the driver slammed his brakes on. Everyone on the bus was thrown forwards and then the bus skidded, spun around and veered off the road. The last thing I remember is spinning over and over.

3 When I came round, people were moaning. My head was throbbing and there was blood running down the side of my face. I realised I was trapped in the bus which was on its side, but I could hear the sound of sirens in the distance. Soon after that, the emergency services were cutting us out of the vehicle and taking people to hospital.

4 Fortunately, a couple of hours and three stitches later, I was able to go home. I was extremely relieved that no one was seriously injured and very happy to finally make it home.

Practice

1 Answer the questions.

- 1 How has the writer set the scene?
- 2 What senses has the writer referred to?
- 3 What is the climax event?
- 4 What adjectives/adverbs has the writer used?
- 5 What time words has the writer used to show the sequence of events?

Formal letters/emails

Formal letters/emails are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith*);
- an **introduction** with our opening remarks and the reason for writing;
- **main body paragraphs**, one for each separate topic;
- a **conclusion** with our closing remarks;
- a **formal ending** (*Yours faithfully, when you don't know the person's name/Yours sincerely, when you know the person's name*) + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences** (*I am available for an interview at any time convenient for you.*)
- **formal linking words** (*However, In addition*)
- **full verb forms** (*I am writing to ...*)
- **use of the passive** (*I can be contacted ...*)

Useful Language

Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's 'Evening Post'*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*)
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.
- I look forward to a prompt reply.

You recently ordered an item online from www.gifts4all.com but you were very disappointed with it. Write an email of complaint explaining why you are dissatisfied and what you would like the company to do (120-180 words).

Dear Sir/Madam,

1 a) I want to complain about an X360 camera which I ordered through your website on 25th November. Unfortunately, I have experienced **b**) lots of problems.

2 To start with, I ordered the camera in blue but the one I received was black. Secondly, **c**) although your website said batteries were included, there were no batteries in the camera. Also, I did not receive the free case that was supposed to come with the camera.

3 I am very disappointed. **d**) You have to replace the camera for the correct colour and include the case and batteries **e**) right away. In addition, **f**) I want you to say sorry for the trouble you've caused. I am sending the item back to you together with my invoice. **g**) You have to pay me back for the cost of the stamps.

4 h) Write back soon.

Yours faithfully,
Sasha Cohen

Practice

1 Read the email and replace the informal expressions in bold with the formal ones below.

- | | | |
|---|--|--|
| 1 | | despite the fact that your advertisement stated |
| 2 | | I look forward to a prompt reply. |
| 3 | | I would like you to |
| 4 | | I expect the postage to be refunded. |
| 5 | | as soon as possible |
| 6 | | a number of problems with the order. |
| 7 | | I am writing to complain about |
| 8 | | I would appreciate an apology for the inconvenience. |

Opinion essays

Opinion essays are discursive essays in which we present our personal opinion on a particular topic. Our opinion must be stated clearly and supported by justifications. We should also present the opposing viewpoint(s) in a separate paragraph.

An opinion essay normally consists of:

- an **introduction** in which we introduce the subject and state our opinion clearly;
- a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples), including a paragraph giving the opposing viewpoint supported by reasons/examples;
- a **conclusion** in which we restate our opinion using different words.

We normally use **present tenses** in this type of writing, and phrases such as *I believe, In my opinion, I think, It seems to me that, I strongly disagree with, etc* to express our opinion. We list our viewpoints with *Firstly, Furthermore, Moreover, Also, etc*, and introduce the opposing viewpoint using *However, On the other hand, etc*.

Opinion essays are normally written in a formal style, therefore we should avoid using colloquial expressions, short forms or personal examples. We can find this type of writing in the form of an article in newspapers, magazines, etc.

Useful Language

For giving opinions

- I believe/think/feel (that) ...
I strongly believe ...
- In my opinion/view, ...
- The way I see it, ...
- It seems/appears to me (that) ...
- To my mind, ...
- I (do not) agree that/with ...
- My opinion is that ...
- As far as I am concerned, ...
- I (completely) agree that/with ...
I (strongly) disagree that/with ...
- I am totally against ...
- I couldn't agree more that/with ...
I couldn't disagree more that/with ...

Your teacher has asked you to write an essay giving your opinion on the following statement: 'We should ban the use of plastic bags completely to help the environment.' Justify your opinion (120-180 words).

1 The number of plastic bags in landfill sites and oceans is continually increasing and damaging the environment. In my opinion, banning plastic bags altogether would be a good idea as it would help solve a serious environmental problem and prevent further damage to the environment.

2 **1) Firstly/Also**, it would save energy. **2) For example/Therefore**, producing plastic bags uses a lot of electricity. By not producing any more plastic bags we could reduce energy consumption. **3) Although/Secondly**, it would reduce pollution. **4) Moreover/For instance**, the production of plastic bags creates chemical waste products, which are harmful to the environment.

3 **5) Therefore/Moreover**, wildlife would be safer. Plastic bags are light and can be blown by the wind into trees, rivers and lakes. They damage natural habitats and can cause a choking hazard for many animals. The handles can also get caught around animals' legs and beaks. Removing them from the environment would remove the danger they pose to animals.

4 **6) On the other hand/Besides**, some people argue that a total ban on plastic bags is unnecessary. They state that there are types of plastic bags that can be recycled and rather than a ban, they simply suggest encouraging people to reuse their plastic bags as much as they can and then dispose of them safely.

5 **7) To start with/All in all**, I feel that a ban on plastic bags could be an effective way to improve the environment. People, animals and natural habitats would all benefit immensely.

Practice

1 Read the model and choose the correct linker.

2 Match the paragraphs to the headings.

- | | | |
|----------|--------------------------|-----------------------------|
| A | <input type="checkbox"/> | second viewpoint & examples |
| B | <input type="checkbox"/> | restate opinion |
| C | <input type="checkbox"/> | first viewpoint & examples |
| D | <input type="checkbox"/> | subject & opinion |
| E | <input type="checkbox"/> | opposing viewpoint |

3 Replace the topic sentences in the main body paragraphs with other appropriate ones.

Reviews

Reviews are short descriptions of books, films, plays, TV programmes, etc. They are written to inform readers and viewers, and to give them our opinion/recommendation about whether (or not) they should read a book or see a film/play/etc.

A review consists of:

- an **introduction** in which we summarise all the background information about the book/film/etc (e.g. title, name of author/director, type, setting, etc);
- a **main body** consisting of two paragraphs: one about the main points of the plot, presented in chronological order, and another including general comments on the plot, the main characters, the acting, the directing, etc.

Note: We normally don't reveal the end of the story to the reader.

- a **conclusion** in which we recommend or do not recommend the book/film/play/etc, giving reasons to support our recommendation.

Reviews are normally found in newspapers, magazines or as part of a letter. The style we use depends on the publication and the intended reader and can be formal or semi-formal.

We normally use **present tenses** and a variety of adjectives to describe the plot and make our comments more clear and to the point.

Useful Language

Background

- The film/book tells the story of ...
- The film/story is set in ...
- The book/novel was written by ...
- The film is directed by ...
- It is a comedy/horror film/love story.

Main points of the plot

- The story concerns/is about/begins ...
- The plot is (rather) boring/thrilling.
- The plot has an unexpected twist.

General Comments

- It is rather boring/confusing/slow/thrilling.
- The cast is excellent/awful/unconvincing.
- The script is dull/exciting.
- It is beautifully/poorly/badly written.
- It has a tragic/dramatic end.

Recommendations

- Don't miss it. It is well worth seeing.
- I wouldn't recommend it because ...
- I highly/thoroughly recommend it.
- It's bound to be a box-office hit.
- Wait until it comes out on DVD.
- It is a highly entertaining read.
- It's a bore to read.

Your English teacher has asked you to write a review of a book you have recently read. Write your review giving a summary of the plot and saying why you think other readers might enjoy it (120-180 words).

1 *The Hunger Games* by Suzanne Collins is the first novel in a best-selling trilogy. It is a fast-paced science fiction novel which tells the exciting story of 16-year-old Katniss Everdeen.

2 The story is set in District 12 in the future world of Panem. Every year, the Capitol holds a lottery to select a boy and girl from each of the twelve districts to fight to the death in the Hunger Games on live TV. When Katniss' 12-year-old sister is selected, she volunteers to take her place. She will have to fight for her life against others who have trained for the Games all their lives. Will she survive?

3 The book's original story, interesting characters and fast-paced plot are guaranteed to keep readers completely absorbed right from the start. It is full of thrilling action and nerve-racking tension as well as touching moments as we follow Katniss' journey through the Games. The characters are strong and well-developed and the reader becomes quickly interested and attached to them.

4 I totally recommend *The Hunger Games*. It is a thoroughly enjoyable read that will completely engross readers from the first page. If you like fast-paced action and a creative, exciting and original plot then this is the book for you. Don't miss it!

Practice

- 1** Read the model. What is each paragraph about?
- 2** How does the writer recommend the book? Replace the sentences with other appropriate ones.
- 3** Which adjectives does the writer use to describe *the story, the characters and the plot*?

For-and-against essays

For-and-against essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is included at the end of the essay.

For-and-against essays include:

- an **introductory paragraph** introducing the topic and its two sides;
- **two main body paragraphs** – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples;
- a **concluding paragraph** which summarises the arguments and gives the writer's opinion.

Note: in for-and-against essays, each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph.

For-and-against essays are characterised by:

- **formal/semi-formal vocabulary and some longer sentences** (*Although some people may disagree, in my view, the advantages far outweigh the disadvantages.*);
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*);
- **full verb forms** (*It is well worth ...*);
- a **mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Renting a home is thought by some people to be a better solution than buying one.*).

Useful Language

Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

Introducing advantages

- One/An important/The main advantage of ...,
- Another/An additional benefit of ...,
- Some/Many people are in favour of ...,

Introducing disadvantages

- A serious drawback/major disadvantage of ...,
- Some/Many people are against ...,

Justifying points and giving examples

Justifying a point:

- This is because ... • The reason for this is ...
- This means that ... • After all,

Giving examples:

- For instance,/For example, • such as

Contrasting ideas

- On the other hand, • However,/Nevertheless,
- Despite/In spite of (*the fact that*) ...

Expressing opinion

- In my opinion/view, • I believe/think/feel ...,

Concluding

- In conclusion, • All things considered,

Write an essay (120-180 words) for a student website discussing the pros and cons of working part-time while studying at university.

1 ▶ Have you thought about working part-time while going to university? Many young people do, but is it sensible to try and work and study at the same time?

2 ▶ Without a doubt, there are a number of advantages to working part-time while studying. **1) To start with**, the money you earn can help pay towards your living expenses. **2) In this way**, you may not have to get a student loan and so will leave university without huge debts. **3) Furthermore**, work experience can greatly improve your chance of finding employment once you have finished studying. It will give you an advantage over other graduates.

3 ▶ **4) On the other hand**, there are also a number of drawbacks to working while studying. **5) To begin with**, it takes away from your study time. You will have fewer hours to study and your grades may suffer as a result. **6) In addition**, your work life may interfere with your university life. You may miss out on social or other events because you have to work. **7) Also**, work problems may affect your ability to concentrate on your studies.

4 ▶ **8) All in all**, there are both advantages and disadvantages to working while studying at university. It does not suit everyone and I think anyone considering doing it should carefully decide for themselves if the negative aspects outweigh the benefits.

Practice

- 1 Read the model. What is each paragraph about?
- 2 Replace all the topic sentences in the essay with other appropriate ones.
- 3 Replace the linking words in bold in the essay with suitable alternatives.

Descriptive articles

- A descriptive article about a person should consist of:
 - an **introduction** in which we give general information about the person, saying when, where and how we first met them;
 - a **main body** in which we describe their physical appearance, personal qualities and hobbies/interests. We start a new paragraph for each topic;
 - a **conclusion** in which we write our comments and/or feelings about the person.
- When describing someone we know well or see often (e.g. a friend, a neighbour, etc), we use present tenses. When describing someone who is no longer alive, or someone we knew a long time ago and we do not see any more, we use past tenses.
- Descriptions of people can be found in articles, letters, narratives, etc.
- When we describe someone's **physical appearance** we start with the general features (e.g. height, build, age) and move on to the more specific ones, such as hair, eyes, nose, etc. We can also add a description of the clothes the person likes to wear. *Laura is a tall, slim woman in her early twenties. She has got red hair, green eyes and freckles. She usually wears smart suits.*
- When we describe someone's personal qualities we support our description with examples and/or justifications. *Wayne is very shy. For example, he finds it difficult to make new friends.*

We can also describe someone's personality through their **mannerisms** by:

- referring to the way they speak:
He speaks in a soft voice as if he were whispering.
- describing the gestures they use:
She constantly uses her hands when she speaks.
- mentioning a particular habit they have:
Jason always bites his nails when he is nervous.

Note: When we mention someone's negative qualities we use mild language (*seems to, can be rather, etc*). For example, instead of saying *Paul is lazy*, it is better to say *Paul can be rather lazy at times*.

- To make our piece of writing more interesting, we can use a variety of linking words and phrases to join sentences or ideas together.

Joyce has got red hair. She's got freckles. → Joyce has got red hair and freckles.

David is a tall man. He is in his late forties. → David is a tall man who is in his late forties.

Bridget is an attractive woman. She's got shoulder-length hair. → Bridget is an attractive woman with shoulder-length hair.

She is tall. She is thin. → She is both tall and thin.

Your English teacher has asked you to write an article describing someone whose company you enjoy. Write your article and describe their appearance, character and why you like them (120-180 words).

1 Harry is my neighbour. He moved in next door thirteen years ago and went to the same primary school as me. We are very close and he is like a brother to me.

2 He is eighteen, a year older than me, and he is quite handsome. He's tall and slim with pale skin and blonde hair. He has a casual style and always wears sportswear and trainers.

3 Harry is a very outgoing person. He is always friendly and chatty and loves to have fun. He has a great sense of humour and likes nothing better than making people laugh. However, he can be a bit childish at times and sometimes he takes a joke too far so that he upsets someone.

4 Harry loves team sports. He likes football and rugby and spends a lot of time either playing or watching matches. He enjoys reading science fiction too and is a bit of a comic book fan.

5 All in all, I really like spending time with Harry. He's great fun to be with and I really enjoy his company. I'm sure we'll always have a close relationship.

Practice

1 Match the paragraphs to the headings.

- | | |
|----------------------------|-----------------------------------|
| <input type="checkbox"/> A | hobbies/interests |
| <input type="checkbox"/> B | name/when/where/how they met |
| <input type="checkbox"/> C | feeling/comments |
| <input type="checkbox"/> D | physical appearance & dress style |
| <input type="checkbox"/> E | personal qualities |

2 Answer the questions.

- 1 What tenses has the writer mainly used?
- 2 In which paragraph does the writer say when and where they met the person?
- 3 What style of writing has the writer used? Give examples.

МОДУЛЬ 1

Present simple (Настоящее простое время)

УТВЕРЖДЕНИЕ	I/You/We/They run. He/She/It runs.
ОТРИЦАНИЕ	I/You/We/They do not/don't run. He/She/It does not/doesn't run.
ВОПРОС	Do I/you/we/they run? Does he/she/it run?
КРАТКИЕ ОТВЕТЫ	Yes, I/you/we/they do. Yes, he/she/it does.
	No, I/you/we/they don't. No, he/she/it doesn't.

Правила правописания (3-е лицо единственного числа)

- К большинству глаголов в 3-м лице единственного числа добавляется **-s**:
I sit – She sits
- К глаголам, оканчивающимся на **-ss, -sh, -ch, -x** и **-o**, добавляется **-es**:
I pass – he passes, I wash – he washes, I teach – he teaches, I fix – he fixes, I do – he does
- У глаголов, оканчивающихся на согласную + **y, -y** заменяется на **-i** и добавляется **-es**:
I fly – he flies
- К глаголам, оканчивающимся на гласную + **y**, добавляется **-s**:
I say – he says

Употребление

Present Simple используется, когда речь идёт:

- о повседневных действиях:
She starts work at 9 am.
- о привычках: *They always do their shopping on Friday.*
- о постоянных действиях: *He works as a teacher.*
- о расписаниях/программах:
The museum opens at 10 am.
- об общеизвестных фактах или законах природы:
Water boils at 212 °F.
- об интервью/спортивных комментариях/повествованиях:
The young actor gives an excellent performance in Cats.

Указатели времени (сигналы), употребляемые с present simple: every hour/day/week/month/year/etc, usually, always, every morning/afternoon/evening/night, at noon, at night, in the morning/afternoon/evening и т. д.

Adverbs of frequency (Наречия частотности)

- Наречия частотности показывают, как часто что-то происходит. К ним относятся:
always – всегда (100%), sometimes – иногда (25%)
usually – обычно (75%), rarely/seldom – редко/эпизодически (10%)
often – часто (50%), never – никогда (0%)

- Наречия частотности ставятся в предложении перед смысловым глаголом после вспомогательного глагола и глагола to be. *He usually sleeps early on Sundays. They are usually at work at this time of day.*

Present continuous (Настоящее продолженное время)

Формообразование:

Present continuous образуется при помощи вспомогательного глагола **to be (am, is, are)** и смыслового глагола с окончанием **-ing**.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I'm eating.	I'm not eating.
You're eating.	You aren't eating.
He/She/It's eating.	He/She/It isn't eating.
We/You/They're eating.	We/You/They aren't eating.
ВОПРОС	
Am I eating?	Is he/she/it eating?
Are you eating?	Are we/you/they eating?
КРАТКИЕ ОТВЕТЫ	
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

Правила правописания

- У большинства глаголов окончание **-ing** добавляется к начальной форме глагола: *ask – asking, spend – spending*
- У глаголов, оканчивающихся на **-e**, опускается **-e** и добавляется **-ing**:
wake – waking, dance – dancing
- У глаголов, оканчивающихся на гласную + согласная, с ударением на этом слоге, согласная удваивается и прибавляется **-ing**: *stop – stopping, regret – regretting*
НО: *happen – happening* (ударение на первом слоге)

Употребление

Present continuous употребляется, когда речь идёт о:

- действиях, происходящих сейчас, в момент речи:
Tim is swimming right now.
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи:
They are painting their house these days.
- запланированных действиях в будущем: *I'm travelling to London on Sunday.* (согласно плану)
Ben is having a party on Saturday.
- временных ситуациях:
Patty is working at her uncle's shop this summer.
- изменяющихся и развивающихся ситуациях:
He is getting better at tennis.
- с такими наречиями, как **always, constantly, continually**, для выражения эмоционального состояния (часто раздражения) по поводу часто повторяющихся действий:
He's always forgetting his wallet.

Некоторые глаголы состояния (**stative verbs**) обычно не имеют форму **present continuous**. Среди них: **have**

(= *possess*), *like, love, hate, want, know, remember, forget, understand, think, believe, cost* и т. д. *I want to ask you something.*

Указатели времени (сигналы), употребляемые с *present continuous*: now, at the moment, at present, nowadays, these days, today, tomorrow, next month и т. д.

Present simple vs present continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
timetables <i>The film starts at 6.</i>	future arrangements <i>I'm going out on Sunday.</i>
permanent states & facts <i>They live in the country.</i>	temporary situations <i>He's working from home this week.</i>
habits/routines <i>He goes jogging every morning.</i>	actions happening now/ around the time of speaking <i>She's sleeping at the moment.</i>

Stative verbs (Глаголы состояния)

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

- глаголы чувственного восприятия (*appear, feel, hear, look, see, smell, sound, taste* и т. д.):
I feel happy.
- глаголы, описывающие мыслительную деятельность (*believe, forget, know, understand* и т. д.):
I don't understand what the problem is.
- глаголы, выражающие чувства и эмоции (*desire, enjoy, hate, like, love, prefer, want* и т. д.):
I like swimming.
- некоторые другие глаголы: *belong, contain, cost, fit, have, keep, need, owe, own* и т. д.:
She owes me £25.

Некоторые из этих глаголов могут употребляться в *present continuous*, но в другом значении.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think he's lying.</i> (= I believe)	<i>I am thinking of moving.</i> (= am considering)
<i>He has a sports car.</i> (= owns, possesses)	<i>I am having dinner.</i> (= eating) <i>She is having a break.</i> (= taking)
<i>I can see the river from my room.</i> (= it is visible) <i>I see what your point is.</i> (= understand)	<i>He's seeing a new client tomorrow.</i> (= meeting)
<i>This tea tastes very sweet.</i> (= it is/has the flavour of)	<i>Tom is tasting the sauce to see if it has enough pepper.</i> (= is trying)
<i>These flowers smell nice.</i> (= have the aroma)	<i>The cat is smelling its food.</i> (= is sniffing)
<i>You appear to be angry.</i> (= seem to)	<i>Liz is appearing in New York this week.</i> (= is performing)

Примечание: Глагол *enjoy* может использоваться в *present continuous* для выражения предпочтения:

I really enjoy eating out. (общее предпочтение)

НО:

I'm enjoying a nice dinner at home. (определённое предпочтение)

Глаголы *look, feel, hurt* и *ache* могут использоваться в *present continuous* без разницы в значении:

Beth looks very elegant tonight. = *Beth is looking very elegant tonight.*

Past simple (Прошедшее простое время)

Формообразование

Правильные глаголы

Past simple правильных глаголов образуется путём добавления **-ed** к начальной форме глагола без частицы **to**:

УТВЕРЖДЕНИЕ

I/You/He/She/It/We/They stayed/ran.

ОТРИЦАНИЕ

Полная форма	Краткая форма
I/You did not stay/run. He/She/It did not stay/run. We/You/They did not stay/run.	I/You didn't stay/run. He/She/It didn't stay/run. We/You/They didn't stay/run.

ВОПРОС

Did
I/you/he/she/it/we/they stay/run?

КРАТКИЕ ОТВЕТЫ

Yes, I/you/he/she/it/we/they did?
No, I/you/he/she/it/we/they didn't?

Правила правописания:

- В глаголах, оканчивающихся на **-e**, добавляется только **-d**: *I live – I lived*
- В глаголах, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-ed**: *I try – I tried*
- В глаголах, оканчивающихся на гласную + **y**, добавляется **-ed**: *I enjoy – I enjoyed*
- В односложных глаголах с гласной между двумя согласными удваивается последняя согласная и добавляется **-ed**: *I admit – I admitted*

Употребление

Past simple употребляется для рассказа о:

- действиях, которые произошли в определённый момент времени в прошлом:
Sue came home at 7 pm. (Когда? В 7 вечера.)
- прошлых привычек: *Mum often took me to the park when I was little.*
- последовательных действиях в прошлом: *Brad, had breakfast, read the morning paper, and left for work.*

Указатели времени (сигналы), употребляемые с *past simple*: yesterday, yesterday morning/evening и т. д., last night/week etc, two weeks/a month ago, in 2010 и т. д.

Grammar Reference

Past continuous (Прошедшее продолженное время)

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/He/She/It was walking. We/You/They were walking.	I/He/She/It wasn't walking. We/You/They weren't walking.
ВОПРОС	КРАТКИЕ ОТВЕТЫ
Was I/he/she/it walking?	Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, we/you/they were. No, we/you/they weren't.
Were we/you/they walking?	

Употребление

Past continuous употребляется для:

- описания действия, которое происходило в определённое время в прошлом. При этом не указывается, когда действие началось или закончилось:
Tom was watching a film at 9 pm last night.
- описания действия, которое происходило в прошлом и которое было прервано другим действием:
He was sleeping when a loud noise woke him up.
- описания двух или более одновременных действий, происходивших в развитии в прошлом:
We were taking notes while the teacher was talking.
- описания атмосферы, обстановки и т. п., а также во вступлении к рассказу: *The sun was shining and the birds were singing when Emma got up that morning.*

Указатели времени (сигналы), употребляемые с past continuous: while, when, as, all day/night/morning, yesterday и т. д.

Past simple vs past continuous

PAST SIMPLE	PAST CONTINUOUS
действие, которое произошло в указанное время в прошлом: <i>The accident happened at 4:30 pm.</i>	действие, которое происходило в определённое время в прошлом. При этом не указывается, когда действие началось или закончилось: <i>He was watching a hockey game at 8 in the evening.</i>
последовательные действия в прошлом: <i>They paid the bill and left the restaurant.</i>	два или более одновременных действия, происходивших в развитии в прошлом: <i>Ellie was checking her recipe while she was preparing the dish.</i>

Used to / Would / Past simple

УТВЕРЖДЕНИЕ	I, You, He/She/It, We, They used to play football.
ОТРИЦАНИЕ	I, You, He/She/It, We, They didn't use to play football.

ВОПРОС	Did I, you, he/she/it, we, they used to play football?
КРАТКИЕ ОТВЕТЫ	Yes, I, You, he/she/it, we, they did.
	No, I, You, he/she/it, we, they didn't.

- Used to / past simple** употребляются для обозначения привычек и регулярных действий в прошлом: *He used to drive/drove to work.* (He doesn't do that any more.)
- Would / used to** употребляется, когда речь идёт о повторяющихся (рутинных) действиях в прошлом. **Would** не употребляется с глаголами состояния: *She used to wake up/would wake up early every day.* **НО:** *She used to have long hair.* (Неправильно: ~~He would have long hair.~~)
- Past simple** употребляется, когда речь идёт о действиях, которые произошли в определённый момент времени в прошлом: *He went to work early yesterday.* (Неправильно: ~~He used to go to work yesterday.~~)

Present Perfect (Настоящее совершенное время)

Формообразование:

Present perfect образуется при помощи вспомогательного глагола **have/has** и причастия прошедшего времени основного глагола.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/We/They've passed. He/She/It's passed.	I/You/We/They haven't passed. He/She/It hasn't passed.
ВОПРОС	КРАТКИЕ ОТВЕТЫ
Have I/you/we/they passed?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.
Has he/she/it passed?	

Употребление

Present perfect употребляется, когда речь идёт:

- о действии, начавшемся в прошлом и продолжающемся до сих пор, особенно с глаголами состояния: **be, have, like, know** и т. д.: *Eddie has lived on this street for ten years.* (= He moved to this street ten years ago and he's still living here.)
- о действии, произошедшем в прошлом, но имеющем видимый результат в настоящем: *Someone has crashed into my car and it has a big dent in the door.*
- о действиях, произошедших в неуставленное время в прошлом. При этом действие более важно, чем время: *She has quit her job.* (When? We don't know; it's not important.). **Present Perfect** также употребляется с **today, this morning/afternoon/week, so far** и т. д., когда эти периоды времени не закончены к моменту речи: *Nathan has called you three times today.* (The time period – today – is not over yet. He may call again.)
- о недавно завершённых действиях: *Mum has just*

served dinner. (The action is complete. The dinner is now served.)

- о личном опыте, переживаниях, изменениях, которые произошли: *I have never done anything as exciting.*

Указатели времени (сигналы), употребляемые с present perfect: just, already, yet, for, since, ever, never и т. д.

Have gone (to)/Have been (to)/Have been in

- *Lisa has gone to the shop.* (She's on her way to the shop or she's there now. She hasn't come back yet.)
- *Linda has been to Hawaii.* (She went to Hawaii but she isn't there now. She's come back.)
- *We have been in Los Angeles for three weeks.* (We are in Los Angeles now.)

Present perfect continuous (Настоящее совершённое продолженное время)

Формообразование: подлежащее + *have/has* + *been* + глагол с окончанием *-ing*.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/We/They have/'ve been working. He/She/It has/'s been working.	I/You/We/They have not/haven't been working. He/She/It has not/hasn't been working.
ВОПРОС	КРАТКИЕ ОТВЕТЫ
Have I/you/we/they been working? Has he/she/it been working?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

Употребление

Present perfect continuous употребляется, когда:

- подчеркивается значение длительности действия, которое началось в прошлом и продолжается до настоящего времени:
She has been waiting for her friends for over an hour.
- обозначается действие, начавшееся в прошлом и продолжающееся некоторое время. Оно может ещё длиться или быть завершено, но обязательно имеет видимый, осязаемый результат в настоящем:
It has been raining all day and the streets are flooded.

Указатели времени (сигналы), употребляемые с present perfect continuous: since, for, how long (чтобы сделать акцент на длительности действия)

Present perfect vs past simple

PRESENT PERFECT	PAST SIMPLE
действие, произошедшее в неустановленное время в прошлом: <i>She has bought a car.</i> (We don't know when.)	действие, произошедшее в определённое время в прошлом: <i>Sarah went to Spain last year.</i> (When? Last year. The time is mentioned.)

действие, начавшееся в прошлом и продолжающееся до сих пор: <i>Pete has had the same car for ten years.</i> (He still has the same car.)	действие, которое началось и закончилось в прошлом: <i>He worked in a bank for three years.</i> (He doesn't work in a bank anymore.)
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Past perfect (Прошедшее завершённое время)

Формообразование: подлежащее + *had* + *past participle*.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/He/etc had eaten.	I/You/He/etc had not/hadn't eaten.
ВОПРОС	КРАТКИЕ ОТВЕТЫ
Had I/you/he/etc eaten?	Yes, I/you/he/etc had. No, I/you/he/etc hadn't.

Употребление

Past perfect употребляется, когда речь идёт о:

- действии, которое произошло перед другим действием в прошлом или до обозначенного момента в прошлом: *The children had finished all their chores before their mother got home. The meeting had ended by 11 o'clock.*
- действии, которое завершилось в прошлом, при описании его результата: *He had missed his bus so he was really late.*

Указатели времени (сигналы), употребляемые с past perfect: before, after, already, just, for, since, till/until, when, by the time, never и т. д.

Past perfect continuous (Прошедшее совершённое продолженное время)

Формообразование: *had* + *been* + *present participle*.

УТВЕРЖДЕНИЕ	
I/You/He/She/It/We/They had been playing.	
ОТРИЦАНИЕ	
I/You/He/She/It/We/They had not/hadn't been playing.	
ВОПРОС	КРАТКИЕ ОТВЕТЫ
Had I/you/he/etc. been playing?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

Past perfect continuous употребляется, когда:

- подчеркивается длительность действия, которое началось и закончилось в прошлом перед другим действием в прошлом, обычно с **since** или **for**:
I had been looking for my camera for half an hour, when I remembered I had loaned it to a friend.
- обозначается действие, которое длилось некоторое время в прошлом, и описывается его результат (в прошлом): *They had been walking around the town all day and they were tired.*

Указатели времени (сигналы), употребляемые с past perfect continuous: for, since, how long, before, until и т. д.

Quantifiers (Выражение значения количества)

	ИСЧИСЛЯЕМЫЕ	НЕИСЧИСЛЯЕМЫЕ
УТВЕРЖДЕНИЕ	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
ОТРИЦАНИЕ	(not) many	(how) much
ВОПРОС	not many/any	not much/any

- **A lot/lots of** употребляется в утвердительных предложениях с неисчисляемыми и исчисляемыми существительными во множественном числе. Предлог **of** опускается, если после **a lot/lots** нет существительного:
Are there lots of books in the library? Yes, there are lots.
- **Much** и **many** употребляются в отрицательных или вопросительных предложениях. **Much** употребляется с неисчисляемыми существительными, а **many** – с исчисляемыми существительными во множественном числе: *I haven't got much time. Are there many paintings in the exhibition?*
- **How much** употребляется с неисчисляемыми существительными в вопросах о количестве чего-либо: *How much milk do you need? A kilo.* (=количество)
- **How many** употребляется с исчисляемыми существительными в вопросах о числе людей/предметов: *How many visitors does she expect?*
- **A few** означает «немного, но достаточно» и употребляется с исчисляемыми существительными во множественном числе: *There a few apples in the fridge. I can make an apple pie.*
- **A little** означает «немного, но достаточно» и используется с неисчисляемыми существительными: *He put a little money aside so as to go on holiday this summer.*

Примечание: **Few/little** означает «почти нет, недостаточно» и может использоваться с **very** для усиления смысла: *(Very) few people go to work by bike. We've got (very) little time left. Hurry up!*

- **A couple of, several, a few, many, both, a (large/great/good) number of** употребляются с исчисляемыми существительными: *There were several people at the meeting.*
- **(Too) much, a little, a great/good deal of, a large/small amount/quantity of** употребляются с неисчисляемыми существительными: *She has made a good deal of progress in her studies.*
- **A lot of, lots of, hardly, any, some, no, plenty of** употребляются как с исчисляемыми, так и с неисчисляемыми существительными:
*She has bought a lot of dresses.
We've had plenty of rain this year.*

Both – Either/Neither – All – None – Every – Each – Whole

- **Both** относится к двум людям, предметами или

группам. **Both** несёт в себе положительное значение и употребляется с глаголом в форме множественного числа. **Both** противоположно **neither/not either** по значению:

Mark and Bob are businessmen. Both Mark and Bob are businessmen. They are both businessmen. Both of them are businessmen. Both men are businessmen.

- **Either** (= любой из двух)/**Neither** (= ни один из двух) относятся к двум людям, предметами или группам и употребляются с глаголом в форме единственного или множественного числа:
Neither car is cheap enough for me to buy.
Neither of/Either of употребляются с глаголом в форме единственного или множественного числа:
Neither of the boys like/likes football.
 - **All** употребляется, когда речь идёт о более чем двух людях, предметах или группах. **All** несёт в себе положительное значение и употребляется с глаголом в форме множественного числа. **All** противоположно **none** по значению: *All the students passed the exam. All of them passed the exam. They all passed the exam.* **All + that-clause** употребляется с глаголом в форме единственного числа: *All that she did was complain about everything.*
 - **None** употребляется, когда речь идёт о более чем двух людях, предметах или группах. **None** несёт в себе отрицательное значение и не употребляется с существительным: *"Is there any juice left?" "No, none."*
None of употребляется с глаголом в форме единственного или множественного числа. **None of** противоположно **all** по значению: *None of the students/they has/have finished the project.*
- Примечание:** **no + существительное.** *There's no time to study.*
- **Every** употребляется с исчисляемыми существительными в единственном числе. **Every** относится к группе людей или предметов и означает «все» или «каждый»:
She has to pay a rent every month.
 - **Each** употребляется с исчисляемыми существительными в единственном числе. **Each** обычно употребляется значении «каждый из двух»: *Each member of the winning team was awarded a medal.*
- Примечание:** **Every one** и **each (one)** употребляются с предлогом **of**.
Every one of/Each (one) of the students was invited to the graduation ceremony.
- **Whole** (= весь) употребляется с исчисляемыми существительными: **a, the, this, my** и т. д. + **whole + исчисляемое существительное:** *the whole day = all day*
 - **Both ... and** употребляется с глаголом в форме множественного числа: *Both Julie and Debbie are nurses*
 - **Neither ... nor/Either ... or/Not only ... but also ...** употребляются с глаголом в форме единственного или множественного числа в зависимости от того, в каком числе стоит подлежащее после **nor, or** или **but also:**

Neither Mary nor Jessica is computer literate. Either Tom or his parents are going to meet you at the airport.

МОДУЛЬ 2

Future simple (Будущее простое время)

Формообразование: will + инфинитив без частицы to

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/He/She/It/We/They will/'ll stay.	I/You/He/She/It/We/They will not/won't stay.
ВОПРОС	КРАТКИЕ ОТВЕТЫ
Will I/you/he/she/it/we/they stay?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Употребление

Future simple употребляется, когда речь идёт:

- о сиюминутных решениях: *I like these shoes. I'll buy them.*
- о прогнозах и предсказаниях на будущее обычно с выражениями *I think, I hope, I believe, I expect*; наречиями *probably* и *perhaps*: *I think they will be able to solve the problem. Perhaps Frank will change his mind about it.*
- об обещаниях (обычно с глаголами *promise/swear* и т. д.): *I promise I'll take you to the museum tomorrow.*
- об угрозах: *Lie to me again and it will be the end of our friendship.*
- о предупреждениях: *Drive more carefully or you'll have an accident.*
- о надежде: *He hopes they will choose him for the job.*
- о предложениях: *I'll make you some coffee.*
- об информации о будущем действии: *It will be spring soon.*

Указатели времени (сигналы), употребляемые с future simple: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year и т. д.

Be going to

Формообразование: подлежащее + to be (am/is/are) + going to + неопределённая форма глагола.

УТВЕРЖДЕНИЕ	I am He/She/It is We/You/They are	going to swim.
ВОПРОС	I am not He/She/It is not We/You/they are not	going to swim.
ВОПРОС	Am I Is he/she/it Are we/you/they	going to swim?
КРАТКИЕ ОТВЕТЫ	Yes, I am./No, I'm not. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Употребление

Be going to употребляется, когда речь идёт о:

- планах на будущее и намерениях: *Paul is going to travel abroad next month.* (He's planning to ...)
- прогнозах, основанных на том, что мы видим или знаем: *Look out! You're going to fall into the pool.*
- принятых решениях по поводу действий в ближайшем будущем: *Sally is going to look for a new job.* (She has already decided to do this.)

Present simple/present continuous

в значении будущего времени

- **Present simple** употребляется, когда речь идёт о расписании/программе: *His plane lands at 7:00 am.*
- **Present continuous** употребляется, когда речь идёт о запланированных действиях в будущем, особенно, когда известно время и место действия: *The Millers are coming to dinner tonight. I invited them last week.*
- **Present continuous** употребляется, когда речь идёт об изменяющихся или постепенно развивающихся событиях/ситуациях: *More and more students are applying to several colleges.*

Future continuous (Будущее продолженное время)

Формообразование: подлежащее + will + be + глагол с окончанием -ing.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/He/She/It/We/They will be sleeping.	I/You/He/She/It/We/They will not/won't be sleeping.
ВОПРОС	КРАТКИЕ ОТВЕТЫ
Will I/you/he/she/it/we/they be sleeping?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Future continuous употребляется, когда речь идёт о будущем действии в процессе его совершения в определённый момент в будущем: *This time on Friday I'll be driving my new car.*

Comparatives/superlatives (Степени сравнения прилагательных)

- **Сравнительная степень** используется для сравнения двух людей, животных, предметов, мест и т. д. В этих случаях обычно используется *than*: *This box is heavier than that one. Ben is younger than Jim.*
- **Превосходная степень** указывает на высшую степень качества у того или иного лица или предмета в группе подобных. Для выражения превосходной степени используется *the ... of/in*: *It's the heaviest of all.*

Правила правописания прилагательных и наречий

Прилагательные

- К односложным прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для образования превосходной степени:
old – older – the oldest

Grammar Reference

Примечание: У односложных прилагательных, оканчивающихся на **гласную + согласную**, эта согласная удваивается:

sad – sadder – the saddest

- У прилагательных, состоящих из двух или более слогов сравнительная и превосходная степени образуются при помощи **more (более)/most (наиболее)**: *famous – more famous – the most famous*

Примечание: У прилагательных, оканчивающихся на согласную + **у, -у** заменяется на **-i**:

happy – happier – the happiest

Некоторые **двусложные прилагательные**, такие, как **clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid** и т. д. образуют сравнительную и превосходную степени сравнения как с **-er/-est**, так и при помощи **more/most**: *simple – simpler/more simple – the simplest/the most simple*

Наречия

- К наречиям, которые по форме совпадают с прилагательными (**hard, fast, free, late, high, low, deep, long, near, straight**) для образования сравнительной и превосходной степеней добавляется **-er/-est**: *fast – faster – the fastest*
- У наречий, оканчивающихся на **-ly**, сравнительная и превосходная степени образуются при помощи **more/most (наиболее)**: *slowly – more slowly – the most slowly*

IRREGULAR FORMS		
Adjective/Adverb	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>much/many/a lot of</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>

Примечание: **Elder/eldest** употребляется, когда речь идёт о членах одной семьи: *Her elder/eldest sister is a doctor.*

Изучите примеры:

- very + прилагательное/наречие:** *Jason is a very kind man.*
- much + сравнительная степень прилагательного/наречия:** *Liz is much taller than her sister.*
- (not) as + прилагательное/наречие + as:** *Their house is as big as ours. Lions aren't as fast as cheetahs.*
- a bit/a little/far/slightly + сравнительная степень прилагательного/наречия:** *I feel a bit better now that I've had some rest.*
- by far + превосходная степень прилагательного/наречия:** *Steven is by far the kindest person I've ever met.*

-ing form (-ing форма глагола)

-ing форма глагола употребляется:

- в роли подлежащего: *Swimming is an enjoyable activity.*
- после глаголов: **admit, appreciate, avoid, consider, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, prevent.** *Have you considered moving to a bigger house?*
- после глаголов: **love, like, enjoy, prefer, dislike** для

выражения общего предпочтения. *She prefers walking to work.* **HO:** для выражения определённого предпочтения (с **would like/would prefer/would love**) употребляется инфинитив с частицей **to**: *She would prefer to take the bus to work today.*

- после таких выражений, как: **be busy, it's no use, it's (not) worth, there's no point (in), what's the use of, can't help, can't stand, have difficulty (in), look forward to, object to, prefer (doing sth to doing sth else):** *It's not worth arguing with him.*
- после глаголов **spend, waste** или **lose** (time, money и т. д.): *He spends two hours exercising every day.*
- после предлога **to** с такими глаголами и выражениями, как: **look forward to, be used to, in addition to, object to, prefer (doing sth to doing sth else):** *He's looking forward to starting his new job.*
- после предлогов: *He was nervous about meeting his future in-laws.*

Infinitive (Инфинитив)

Инфинитив с частицей **to** употребляется:

- для выражения цели: *He's joined a gym to get into shape.*
- после глаголов, относящихся к будущему: **agree, appear, decide, expect, hope, plan, promise, refuse** и т. д.: *She agreed to help them.*
- после **would like, would prefer, would love** и т. д. для выражения определённого предпочтения: *We would like to visit the most popular sights.*
- после прилагательных, описывающих чувства/эмоции (**happy, glad, sad** и т. д.), желание/нежелание (**eager, reluctant, willing** и т. д.) или характер людей (**clever, kind** и т. д.), а также после прилагательных **lucky** и **fortunate**: *It was kind of you to lend us your car.*
- после **too/enough**: *Are you old enough to drive?*
- после выражений **to tell you the truth, to be honest, to sum up, to begin with** и т. д.: *To be honest, I forgot it was your birthday today.*

ВРЕМЕННЫЕ ФОРМЫ ИНФИНИТИВА

	Active voice	Passive voice
Present	(to) write	(to) be written
Present continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect continuous	(to) have been writing	—

present simple/will ⇒ present infinitive

present continuous/future continuous ⇒ present continuous infinitive

past simple/present perfect/past perfect ⇒ perfect infinitive

past continuous / present perfect continuous / past perfect continuous ⇒ present perfect continuous

Инфинитив без частицы **to** употребляется:

- после модальных глаголов:
They might go to Rome.
- после глаголов **let, make, see, hear и feel**:
They made him leave the room.
НО: после выражений **be made, be heard, be seen** и т. д. (в форме страдательного залога) употребляется инфинитив с частицей **to**:
He was made to leave the room.
- после **would rather (not)/had better (not)**:
I would rather have a sandwich for lunch.
- после слова **help** может употребляться инфинитив с частицей **to** и без частицы **to**:
She helped me (to) put away the dishes.

Различия в значении между инфинитивом с частицей **to** и **-ing** формой

После некоторых глаголов может употребляться инфинитив с частицей **to** и **-ing** форма с разницей в значении

- forget + to-infinitive = not remember
She forgot to pick up the dry cleaning.
- forget + -ing form = not recall
I'll never forget travelling abroad for the first time.
- remember + infinitive = not forget
Did you remember to bring me my CD?
- remember + -ing form = recall
I remember telling you about the party yesterday.
- mean + to-infinitive = intend to
He didn't mean to insult you.
- mean + -ing form = involve
Getting a second job means having less free time.
- regret + to-infinitive = be sorry to (normally used in present simple with verbs such as say, tell, inform)
I regret to inform you that your application was rejected.
- regret + -ing form = feel sorry about
He regrets dropping out of college.
- try + to-infinitive = attempt, do one's best
I tried to tell him the truth, but he wouldn't listen.
- try + -ing form = do something as an experiment
If you can't sleep, try drinking some warm milk.
- stop + to-infinitive = stop temporarily in order to do something else
While he was jogging, he stopped to tie his shoelaces.
- stop + -ing form = finish doing something
Mr. Jones stopped working at the age of 65.
- would prefer + to-infinitive (specific preference)
I'd prefer to eat out tonight. It's such a lovely evening.
- prefer + -ing form (general preference)
I prefer eating home-made food to eating junk food.

Exclamations (Восклицания)

Восклицания — это слова или предложения, употребляемые для выражения восхищения, удивления и т.п. Для образования восклицательных предложений используются обороты со словами **what (a/an), how, such, so** или вопросы с отрицанием:

- **how + прилагательное/наречие**:
How expensive these shoes are! How well she sings!

- **what + a/an (+ прилагательное) + исчисляемое существительное в единственном числе**:
What a boring book! What a day!
- **what (+ прилагательное) + неисчисляемое существительное или существительное во множественном числе**:
What amazing paintings! What stylish furniture!
- **so + прилагательное/наречие**:
She is so helpful! He talked to me so rudely!
- **such a/an (+ прилагательное) + существительное в единственном числе**:
Mr. Adams is such a good teacher!
- **such (+ прилагательное) + неисчисляемое существительное или существительное во множественном числе**:
They are such polite children!
Laura has such lovely hair!
- вопросы с отрицанием:
Weren't they excellent hosts?!
Isn't that a great suggestion?!

Примечание: Восклицания не употребляются в официальных письмах.

Future perfect (Будущее совершенное время)

Формообразование: **will have + причастие прошедшего времени (3-я форма) смыслового глагола.**

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/He/She/It/We/They will have left.	I/You/He/She/It/We/They will not/won't have left.

ВОПРОС	КРАТКИЕ ОТВЕТЫ
Will I/you/he/she/it/we/they have left?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Future perfect употребляется, когда речь идёт о действии, которое совершится до определённого момента в будущем: *Jenny will have moved house by the end of the week.*

Future perfect continuous (Будущее совершенное продолженное время)

Формообразование: **will + have been + смысловой глагол с окончанием -ing.**

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/He/She/It/We/They will have been studying.	I/You/He/She/It/We/They will not/won't have been studying.

ВОПРОС	КРАТКИЕ ОТВЕТЫ
Will I/you/he/she/it/we/they have been studying?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Future perfect continuous употребляется, когда необходимо сделать акцент на процессе совершения будущего действия до определённого момента в будущем. **Future**

Grammar Reference

perfect continuous обычно употребляется с конструкцией **by ... for**.

By the time he retires, he will have been teaching for twenty years.

Указатели времени (сигналы), употребляемые с **future perfect** и **future perfect continuous**: before, by, by then, by the time, until/till (only in negative sentences) и т. д.

Clauses of concession (Придаточные уступки)

Придаточные уступки выражаются следующим образом:

- **Although/Even though/Though** + придаточное предложение: *Although she studied hard, she failed the exam.* **Though** может также ставиться в конце предложения. *She studied hard. She failed the exam, though.*
- **Despite/In spite of** + существительное/**-ing** форма: *Despite the rain/raining, they continued the football game.*
- **Despite/In spite of the fact (that)** + придаточное предложение: *In spite of the fact that it was raining, they continued the football game.*
- **While/Whereas/But/On the other hand/Yet** + придаточное предложение: *They did their best, yet they lost the match.*
- **Nevertheless/However** + придаточное предложение: *He has lots of experience; however he didn't get the job.*
- **However/No matter how** + прилагательное/причастие + подлежащее (+**may**) + смысловый глагол: *However hard he tried, he didn't finish the race.*
- Две части предложения, содержащего придаточное уступки, разделяются запятой: *Even though it was snowing, we went for a walk. We went for a walk, even though it was snowing.*

МОДУЛЬ 3

Modals (Модальные глаголы)

К модальным глаголам относятся **can/could, may/might, must/have to, ought to, shall/should, will/would**.

- Форма модальных глаголов, кроме **have to**, не изменяется.
- После модальных глаголов следует инфинитив без частицы **to**.
- Модальные глаголы употребляются перед подлежащим в вопросительных предложениях. В отрицательных после них употребляется частица **not**.
- Когда за модальным глаголом следует инфинитив смыслового глагола, он относится к действию в настоящем или будущем. Когда за модальным глаголом следует перфектный инфинитив, он относится к действию в прошлом.

Формы инфинитива образуются следующим образом:

Present: (to) go
Present continuous: (to) be going
Perfect: (to) have gone
Perfect continuous: (to) have been going

Обязательство/долг/необходимость (**must, have to, should/ought to**)

- **Must** выражает долг/строгое обязательство сделать что-либо, показывает, что какое-либо действие крайне необходимо: *If you witness an accident, you must report it to the police. You must apologise to her for being so rude.* (It is your duty./You are obliged to do sth.)
- **Have to** выражает обусловленную обстоятельствами необходимость: *Mum says that we have to walk the dog every day.* (It's necessary.)
- **Had to** – форма прошедшего времени для **must** и **have to**.
- **Should/ought to** выражает обязательство, рекомендацию:
You should help your little brother with his homework. (It's your duty. – less emphatic than must)

Отсутствие необходимости (**don't have to/don't need to/needn't**)

- **Don't have to/don't need to/needn't** выражает отсутствие необходимости делать что-либо в настоящем или будущем: *He needn't water the garden today.*
- **Didn't have to** выражает отсутствие необходимости в прошлом. Неизвестно, было это сделано или нет: *They didn't have to confirm their reservation.* (We don't know if they took them out. It wasn't necessary.)

Разрешение/запрет (**can, may, mustn't, can't**)

- **Can/may** употребляются для того, чтобы попросить/дать разрешение на что-либо. **May** является более официальным, чем **can**: *May is more formal than can. Can/May I ask you something? Yes, you can/may.* (Is it OK if ...?)
- **Mustn't/can't** употребляются, когда запрещается что-либо делать (правилами, законом): *You mustn't/can't drive without wearing your seatbelt.*

Возможность (**can, could**)

- **Can** + инфинитив употребляется для обозначения общей, теоретической возможности действия. Не используется для конкретной ситуации: *Our teacher can be quite strict.* (general possibility – it is theoretically possible)
- **Could/may/might** + инфинитив употребляется для выражения возможности действия в определённой ситуации: *We might go out in the afternoon, so come in the morning.* (It is possible./It is likely./Perhaps.)

Примечание: **can/could/might** может употребляться в вопросительных предложениях, но **may** не может: *Who could I ask for professional advice?*

- **Could/might/would** + перфектный инфинитив употребляется, когда речь идёт о действии в прошлом, которое было возможно, но не произошло: *I would have gone to the beach with them, but I was too busy.*

Способность/неспособность (**can, could, was able to**)

- **Can('t)** выражает умение (неумение), способность

(неспособность) сделать что-либо в настоящем или будущем: *She can run very fast.* (She is able to ...)

- **Could** выражает способность делать что-либо в прошлом: *He could work very long hours before he retired.* (He was able to ...)
- **Was(n't) able to** выражает (не)способность сделать что-либо в прошлом: *He was(n't) able to fix his computer.* (He (didn't) manage to ...)
- **Couldn't** выражает неспособность выполнить действие в прошлом: *Emma couldn't cook when she was a teen.* (past repeated action) *Emma couldn't/wasn't able to cook yesterday, because her stove wasn't working.* (past single action)

Предложения (*can, would, shall, could*)

- **Can:** *Can I help you with something?* (Would you like me to ...?)
- **Would:** *Would you like to sit down?* (Do you want ...?)
- **Shall:** *Shall I return these books to the library for you?* (Would you like me to ...?/Do you want me to ...?)
- **Can/Could:** *We can go mountain climbing. You could take out a loan.* (Let's ...)

Вероятность (*will, should/ought to*).

- **Will:** *He will get a promotion.* (100% уверенность)
- **Should/Ought to:** *They should/ought to replace your faulty MP3 player.* (90% уверенность; только будущее время; это вероятно)

Совет (*should, ought to, shall*)

- **should:** совет общего характера: *You should take up a hobby.* (It's my advice./I advise you to ...)
- **ought to:** совет общего характера: *You ought to be on time for work.* (It's a good thing/idea to do.)
- **shall:** просьба о совете: *Shall I cut my hair short?* (Do you think it's a good idea to ...?)

Conditionals: types 0/1/2/3 (Придаточные предложения условия – типы 0, 1, 2 и 3)

Условные предложения состоят из двух частей: условного придаточного предложения с союзом **if** (условие) и главного предложения (результат). Если придаточное предложение условия стоит перед главным предложением, эти два предложения отделяются запятой: *If I go to Paris, I will send you a postcard. – I will send you a postcard if I go to Paris.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
тип 0 Общеизвестная истина/научный факт	if/when + present simple <i>If you drop ice in water, it floats.</i>	present simple
Тип 1 Реальная ситуация, которая, скорее всего, произойдёт в настоящем/будущем	if + present simple <i>If it rains, we will stay home.</i>	simple future, imperative, can/must/may, etc + bare infinitive

Тип 2 ● нереальная ситуация в настоящем/будущем ● совет	if + past simple <i>If I lived by the beach, I would go swimming every day. HO: I don't live by the beach. (untrue in the present). If I were you, I wouldn't believe those lies.</i>	would/could/might + bare infinitive
Тип 3 ● нереальная ситуация в прошлом ● сожаление ● критика	if + past perfect <i>If you had booked tickets, we wouldn't have stayed home. (but you didn't) If you had been honest from the start, none of this would have happened.</i>	would/could/might have + past participle

- **Were** может употребляться вместо **was** для всех лиц в условном придаточном предложении с союзом **if**: *If he weren't/wasn't so stressed all the time, he would enjoy life more.*
- С **conditional type 1** может употребляться **unless** (если не) + глагол в утвердительной форме вместо **if...not**: *They will not hire you unless you have great experience.* (They will not hire you if you don't have great experience.)

Wishes (Выражение желания)

Wish/if only используются для выражения желания.

WISH/IF ONLY	УПОТРЕБЛЕНИЕ
+ past simple/ past continuous <i>He wishes he was/were on vacation now. (but he isn't) If only the bus wasn't/weren't running so late. (but it is)</i>	для выражения желания изменить что-либо в конкретной ситуации
+ past perfect <i>I wish I had accepted their offer. (but I didn't) If only I hadn't bought those books. (but I did)</i>	для выражения сожаления о чём-либо, что произошло/не произошло в прошлом
+ subject + would + bare infinitive <i>I wish you would stop interrupting me all the time. If only mum would allow me to stay out later.</i>	для выражения: ● требования в вежливой форме ● желания изменить ситуацию/поведение собеседника

Примечание:

- Конструкция **if only** используется так же, как и **wish**, но придаёт высказыванию большую экспрессивность и яркость.
- **Were** может употребляться вместо **was** после **wish** и **if only**: *I wish I weren't/wasn't so busy.*

Relatives – Relative Clauses

(Определительные придаточные предложения)

Употребление

- Определительные придаточные предложения начинаются с относительных местоимений (**who/whose/which/that**) или наречий (**where/when/why**)

Relative Clause

The man who won the award is our neighbour.

- **Who(m)/that** употребляются по отношению к людям: *The students who/that were late for class had to stay back an extra hour.*
- **Which/that** употребляются по отношению к вещам, предметам или животным: *The package which/that is on my desk arrived for you this morning.*
- **Where** употребляется по отношению к месту: *That's the shop where they serve frozen yoghurt.*
- **Whose** употребляется по отношению к людям, животным или предметам, чтобы обозначить принадлежность: *She's the woman whose sons are in a rock band.*
- **Why** выражает причину: *Chris won't tell anyone why he's upset.*
- Определительные придаточные бывают 2 типов 1) ограничительные (Defining clauses) и 2) неограничительные придаточные (Non-defining clauses)
- Ограничительные определительные придаточные предложения дают необходимую информацию, которая является существенной для значения главного предложения. Такие предложения не обособляются запятыми. Они вводятся словами **who, which, that, whose, where, when** или **why**: *The girl who sits next to me in class is from Thailand.*
- Неограничительные определительные придаточные предложения дают дополнительную информацию, которая не является существенной для главного предложения. Такие предложения обособляются запятыми. Они вводятся словами **who, whom, which, whose, where** или **when**: *My brother, who is 15, is taking driving lessons.*

Mixed Conditionals (Смешанные типы условных предложений)

Смешанные типы условных предложений образуются при помощи придаточного условия одного типа и главной части предложения другого типа (если позволяет контекст).

IF-CLAUSE	MAIN CLAUSE
Type 2	Type 3
<i>If he were a fast runner, he would have won the race.</i>	

IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
<i>If she had invited me, I would go to her party tonight.</i>	

МОДУЛЬ 4

The passive (Страдательный залог)

Формообразование: подлежащее + **to be** (в нужной временной форме) + **past participle**.

Изучите таблицу:

	ДЕЙСТВ. ЗАЛОГ	СТРАДАТ. ЗАЛОГ
Present simple	<i>Ben plants a tree.</i>	<i>A tree is planted by Ben.</i>
Present continuous	<i>Ben is planting a tree.</i>	<i>A tree is being planted by Ben.</i>
Past simple	<i>Ben planted a tree.</i>	<i>A tree was planted by Ben.</i>
Past continuous	<i>Ben was planting a tree.</i>	<i>A tree was being planted by Ben.</i>
Present perfect simple	<i>Ben has planted a tree.</i>	<i>A tree has been planted by Ben.</i>
Past perfect simple	<i>Ben had planted a tree.</i>	<i>A tree had been planted by Ben.</i>
Future simple	<i>Ben will plant a tree.</i>	<i>A tree will be planted by Ben.</i>
Infinitive	<i>Ben has to plant a tree.</i>	<i>A tree has to be planted by Ben.</i>
Modal verbs	<i>Ben might plant a tree.</i>	<i>A tree might be planted by Ben.</i>

Употребление

Страдательный залог употребляется:

- когда очевидно или, напротив, неважно, кто выполняет действие: *The vase was broken.* (We don't know who broke it).
The package will be delivered today. (Who will deliver it is unimportant).
Our exam papers have been corrected. (It's obvious that the teacher has corrected our exam papers).
- когда само действие важнее, чем субъект, выполняющие его, например, в заголовках новостей, газетных статьях, заметках, рекламе, инструкциях и т. п.: *Cell phones must be turned off during the examination.*
- когда мы хотим избежать ответственности за какое-либо действие или когда говорим о неприятном событии и не хотим говорить, кто виноват: *They were cheated out of their money.*
- когда делается акцент на действующее лицо: *The announcement was made by the Prime Minister himself.*
- чтобы сделать высказывание более официальным или вежливым: *My book has been torn.* (More polite than saying "You tore my book.")

Соотнесение предложений в действительный и страдательный залог:

- Дополнение предложения действительного залога становится подлежащим в страдательном залоге.
- Смысловый глагол не изменяется по времени, но фор-

ма его изменяется на форму страдательного залога.

- Подлежащее предложения в действительном залоге становится дополнением, указывающим на исполнителя действия, и употребляется с предлогом **by** или без него.

Действ. залог	Существ. Mary	Глагол cooked	Дополнение dinner.
Страдат. залог	Существ. Dinner	Глагол was cooked	Дополнение by Mary.

- Только переходные глаголы (глаголы, имеющие прямое дополнение) могут иметь форму страдательного залога: *A house collapsed in the earthquake.* (непереходный глагол; нет формы страдательного залога).

Примечание: Некоторые переходные глаголы (*have, fit, exist, seem, suit, lack, resemble*) не имеют формы страдательного залога: *The blue shirt suits you.* (Неправильно: *You are suited by the blue shirt.*)

- В страдательном залоге **let** становится **be allowed to**: *They let us leave early. – We were allowed to leave early.*
- В повседневной речи при обсуждении событий, произошедших неожиданно или в результате происшествия, вместо глагола **to be** употребляется глагол **to get**: *The window got smashed in the storm.* **By + исполнитель действия** употребляется для того, чтобы обозначить, кем было совершено действие. **With + инструменты/материалы/ингредиенты** употребляется для того, чтобы обозначить, что использовалось при совершении действия: *This sculpture was created by a young artist. It was made with recycled materials.*
- Существительное, обозначающее исполнителя действия, может быть опущено, если подлежащее в предложении действительного залога выражено словами **they, he, someone/somebody, people, one** и т. д.: *A lot of money was raised for the charity.* (= They raised a lot of money for the charity.)
- Существительное, обозначающее исполнителя действия, не может быть опущено, если исполнитель действия является существенным для значения предложения: *Comedies are enjoyed by people of all ages.*
- У глаголов, имеющих два дополнения, таких, как **bring, tell, send, show, teach, promise, sell, read, offer, give, lend** и т. д. можно образовать две модели страдательного залога:
She sent me an email. (active) *I was sent an email.* (passive, more common) *An email was sent to me.* (passive, less common)
- в вопросах в страдательном залоге с **who, whom** или **which by** не опускается: *Who wrote this song? Who was this song written by?*
- После **hear, help, make** и **see** в **Passive Voice** следует инфинитив с частицей **to**.
Mum made me vacuum the rug. (active)

I was made to vacuum the rug. (passive)

Impersonal/personal passive constructions (Личные/неличные конструкции в страдательном залоге)

- Глаголы **think, believe, say, report, know, expect, consider, understand** и т. д. используются в форме страдательного залога в следующих личных и неличных конструкциях:
действ. залог: *People expect that he will win the contest.*
страдат. залог: *It is expected that he will win the contest.* (impersonal construction)
He is expected to win the contest. (personal construction)
действ. залог: *They say that he lost all his money.*
страдат. залог: *It is said that he lost all his money.* (impersonal construction)
He is said to have lost all his money. (personal construction)

Question tags (Разделительные вопросы)

- Разделительный вопрос представляет собой вопрос в конце высказывания. Обычно он употребляется в речи, чтобы подтвердить что-либо или убедиться в правильности или ошибочности утверждения.
- Разделительные вопросы образуются при помощи **вспомогательного глагола, соответствующего сказуемому** основного предложения, и **личного местоимения, соответствующего подлежащему**. Если глагол в предложении стоит в настоящем времени, то в вопросе в конце употребляется **do (not)/does (not)**, если в прошедшем – то в вопросе в конце употребляется **did (not)**:
Will plays hockey, doesn't he?
- Если предложение **утвердительное**, то вопрос в конце будет **отрицательным**. Если предложение **отрицательное**, то вопрос в конце будет **утвердительным**: *Andrew is allergic to seafood, isn't he?* *They haven't given you an answer, have they?*
- Если в предложении используются отрицательные наречия (**never, hardly, seldom or rarely**), вопрос в конце будет утвердительным: *Pam never goes to the opera, does she?*

Примечание:

- В предложениях с **Let's** вопрос в конце содержит **shall we**:
Let's have some coffee, shall we?
- В предложениях с **Let me/him** вопрос в конце содержит **will you/won't you**:
Let me explain, will you/won't you?
- В предложениях с **I have got** (в значении обладания) вопрос в конце содержит **haven't I**:
НО: В предложениях **I have** (в идиоматических выражениях) вопрос в конце содержит **don't I**:
They have a boat, haven't they?

Grammar Reference

She has dinner with her friends every Saturday, doesn't she?

- В предложениях с **This/That** вопрос в конце содержит **isn't it**:
That's Sam's bike, isn't it?
- В предложениях с **I am** вопрос в конце содержит **aren't I**: *I am late, aren't I.*
- В утвердительных повелительных предложениях вопрос в конце содержит **will/won't**: *Stop complaining, will/won't you?*
- В отрицательных повелительных предложениях вопрос в конце содержит **will you**: *Don't drive so fast, will you?*

The indefinite article (Неопределённый артикль)

- Неопределённый артикль **a/an** употребляется с существительными, когда речь идёт о неопределённом предмете: *She bought a new laptop.*
- Неопределённый артикль **a** ставится перед существительными, которые начинаются с **согласного** звука (*a dog, a uniform*). Неопределённый артикль **an** ставится перед существительными, которые начинаются с гласного звука (*an orange, an hour*).
- Неопределённый артикль **a/an** не употребляется с неисчисляемыми существительными или существительными во множественном числе. В этом случае употребляется **some** (*some soup, some grapes*).

Неопределённый артикль употребляется:

- с исчисляемыми существительными в единственном числе: *a pencil, an apple*
- когда речь идёт о вещах в целом:
I want to buy an i-pad. (any i-pad).
- с определёнными фразами и выражениями, когда надо уточнить, как часто кто-либо делает что-либо:
They go shopping twice a month.

Неопределённый артикль не употребляется:

- с неисчисляемыми существительными или с существительными во множественном числе. В этом случае употребляется **some**: *some rice, some pasta, some CDs*
- перед прилагательными, когда после них не стоит существительное. В случае, когда после прилагательного стоит существительное, перед прилагательным ставится неопределённый артикль **a**, если прилагательное начинается с согласного звука, и **an**, если прилагательное начинается с гласного звука:
She a fashion model. She's famous. She's a famous fashion model.

The definite article (Определённый артикль)

Определённый артикль **the** употребляется перед:

- существительными, если они были упомянуты ранее или из контекста ясно, о ком/чём идёт речь: *Are the red gloves yours?* (The listener knows what gloves we're talking about. The red ones.)

- существительными, обозначающими объекты, единственные в своём роде (*the moon, the Parthenon, the London Eye*).
- названиями рек (*the Nile*), морей (*the Aegean*), океанов (*the Atlantic*), горных цепей (*the Alps*), пустынь (*the Gobi*), групп островов (*the Canary*), каналов (*the Bridgewater*), стран, если в названии есть слова: **'state', 'kingdom'**, и т. д. (*the United States*), географическими названиями (*North Pole/Arctic/Amazon, the south of England, the North/East/South/West*).
- названиями музыкальных инструментов (*the piano, the guitar*) и танцев (*the tango*).
- названиями отелей (*the Ritz Hotel*), театров/кинотеатров (*the Royal Opera House*), кораблей (*the Titanic*), организаций (*the UN*), газет (*the Guardian Weekly*) и музеев (*the National British Museum*).
- национальностями, заканчивающимися на **-sh**, (*the Turkish*), **-ch** (*the Dutch*) или **-ese** (*the Portuguese*) и фамилиями в значении «семья, семейство» (*the Simpsons*).
- существительными, обозначающими глав государств, без указания имён (*the Prince, the Prime Minister*).
- перед существительными **morning, afternoon** и **evening**: *She starts work at 8 o'clock in the afternoon.*
- перед прилагательными в превосходной степени: *I'm the oldest in my family.*
- перед словами **station, shop, cinema, village, world** и т. д.: *She went to the shop to buy new clothes.*
- перед названиями исторических событий или периодов: *The Middle Ages*
HO: *World War II.*
- со словами **only, last, first** (в качестве прилагательных):
She was the first runner to win a medal in the race.

The не употребляется перед:

- неисчисляемыми существительными и существительными во множественном числе, представляющими какую-либо группу: *Dogs are loving animals.*
- личными именами: *Marta is twelve years old.*
- названиями стран (*Italy*), городов (*Tokyo*), улиц (*Wall Street*), парков (*Hyde Park*), отдельных гор (*Everest*), отдельных островов (*Hawaii*), озёр (*Loch Ness*) и континентов (*Africa*).
- названиями приёмов пищи (*dinner*), игр и видов спорта (*volleyball, football*). *I love having lunch early. / I play tennis at 7 every afternoon.*
- указательными местоимениями **this/that/these/those**:
This hat is my mum's.
- притяжательными местоимениями или существительными в притяжательном падеже: *That isn't your pen. It's Jake's.*
- словами **school, church, bed, hospital, prison** или **home** в своём прямом значении: *John goes to school every day.* (John is a student.) **HO:** *John's mum wants to go to the school to ask John's teacher about his marks.* (John's mum is a visitor, not a student.)
- названиями языков: *I speak Turkish.* **HO:** *The French language is difficult.*

- названиями болезней: *He's got pneumonia.* **НО:** *flu/the flu, measles/the measles*

Примечание: *The* употребляется перед прилагательными, перешедшими в разряд существительных и имеющими собирательное значение: *poor, rich, sick, old, blind, young* и т. д.

The old sometimes feel neglected.

Reflexive/Emphatic pronouns (Возвратные местоимения)

Употребление

Возвратные местоимения употребляются:

- после некоторых глаголов (*behave, burn, cut, enjoy, hurt, kill, look at, laugh at, introduce, dry, teach*

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

и т. д.), когда подлежащее и дополнение являются одним лицом:

He (subject) introduced himself (object) to everyone in the room.

- с такими выражениями, как: *enjoy myself/yourself* (have a good time), *behave myself/yourself* (be good), *by myself/yourself* (without company or without help), *make myself/yourself at home* (feel comfortable), *help myself/yourself* (to take something freely):

Help yourself to some cookies; I've made a fresh batch.

Усилительные местоимения употребляются:

- с предлогом *by*, когда действие совершается самостоятельно, без чьей-либо помощи или участия: *He lifted the heavy couch by himself/on his own.*
- чтобы выделить подлежащее или дополнение: *Cindy drew this picture herself.* (Cindy drew the picture. No one else drew it.)
Bob was congratulated by the president himself. (The president congratulated Bob, not someone else.)

Примечание:

- Некоторые глаголы в возвратном значении обычно употребляются без возвратных местоимений, например: *concentrate, feel, get up, meet, relax, remember, sit down, wake up, wonder, worry* и т. д.: *If you don't feel well, go home.* (Неправильно: *If you don't feel yourself well go home.*)
- Возвратные местоимения обычно не употребляются с глаголами *wash, dress, shave* и *change* (She washed and had breakfast.), но когда описываемое действие вызывает затруднения у исполнителя, употребляется возвратное местоимение: *Despite having a broken arm, Ron managed to dress himself.*

МОДУЛЬ 5

Reported speech (Косвенная речь)

Прямая речь – это чьи-либо цитируемые, точные слова. На письме прямая речь заключается в кавычки.

Косвенная речь передаёт точное содержание чьего-либо высказывания, но не точные слова. В косвенной речи на письме кавычки не используются. После глаголов *say, tell* используется или может быть опущено *that*.

Say – Tell (сказать – рассказать)

- *Say* без частицы *to* используется в косвенной речи при отсутствии дополнения, обозначающего адресата:

Alex said (that) he was tired.

- *Say to* используется в косвенной речи при наличии дополнения, обозначающего адресата:

Alex said to me (that) he was tired.

- *Tell* без частицы *to* используется в косвенной речи при наличии дополнения, обозначающего адресата:

Alex told me (that) he was tired.

- употребляется *say* + **инфинитив с частицей to**, но не *say about*. Вместо этого используются *speak/talk about*:

Adam said to meet him outside the cinema.

She told us/spoke/talked about her future plans.

SAY	hello, good morning/afternoon, etc something/nothing, so, a few words, no more, for certain/sure, sorry и т. д.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune и т. д.
ASK	a question, a favour, the price, about somebody, the time, around, for something/somebody и т. д.

Reported statements (Высказывания в косвенной речи)

- В косвенной речи личные/притяжательные местоимения изменяются соответственно значению предложения:
Sarah said, "I've lost my keys." (direct statement)
Sarah said (that) she had lost her keys. (reported statement)
- Косвенной речью передаются чьи-либо высказывания, совершённые давно (передача высказываний, совершённых в прошлом) или недавно (передача высказываний, совершённых недавно).

Передача высказываний, совершённых недавно

В косвенной речи времена могут изменяться или оставаться прежними.

Прямая речь: *Tony said, "I went to the theatre."*

Косвенная речь: *Tony said that he went/had gone to the theatre.*

Передача высказываний, совершённых в прошлом

Глагол, вводящий косвенную речь употребляется в **past simple**, а времена изменяются следующим образом:

ПРЯМАЯ РЕЧЬ	КОСВЕННАЯ РЕЧЬ
Present simple ⇒ Past simple	
"I like cooking."	She said (that) she liked cooking.
Present continuous ⇒ Past continuous	
"He is reading a book."	He said (that) he was reading a book.
Present perfect ⇒ Past perfect	
"I have changed schools."	She said (that) she had changed schools.
Past simple ⇒ Past simple or Past perfect	
"We won the game."	They said (that) they won/had won the game.
Past continuous ⇒ Past continuous or Past perfect continuous	
"I was surfing the Net."	She said (that) she was surfing/had been surfing the Net.
Will ⇒ Would	
"I will close the door."	He said (that) he would close the door.

- При этом слова и выражения, обозначающие время, изменяются следующим образом:
 now ⇒ then, immediately; today ⇒ that day; yesterday ⇒ the day before, the previous day; tomorrow ⇒ the next/following day; this week ⇒ that week; last week ⇒ the week before, the previous week; next week ⇒ the week after, the following week; ago ⇒ before; here ⇒ there

Reported Questions (Вопросы в косвенной речи)

- Вопросы в косвенной речи обычно образуются при помощи глаголов **ask, inquire, wonder** или с выражением **want to know**.
- Когда вопрос в прямой речи начинается с вопросительного слова (**who, where, how, when, what** и т. п.), вопрос в косвенной речи начинается с того же вопросительного слова:
 "What did you put in the salad?" he asked. (direct question)
 He asked what I had put in the salad. (reported question)
- Когда вопрос в прямой речи начинается со вспомогательного глагола (**be, do, have**) или модального глагола (**can, may**), вопрос в косвенной речи образуется при помощи **if** или **whether**:
 "Do you like jazz?" he asked her. (direct question)
 He asked her if/whether she liked jazz. (reported question)
- В косвенных вопросах глагол употребляется в утвердительной форме. Вопросительный знак и такие слова/выражения, как **please, well, oh** и т. п., опускаются. Время глагола, местоимения и указатели времени изменяются так же, как в утвердительных предложениях:
 "Can you do the dishes, please?" he asked her. (direct question)

He asked her if she could do the dishes. (reported question)

Indirect questions (Косвенные вопросы)

- Косвенные вопросы образуются при помощи выражений: **Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...** и т. д., а глагол имеет утвердительную форму. Если косвенный вопрос начинается с **I want to know ..., I wonder ...** или **I doubt ...**, знак вопроса опускается.

Прямая речь "How far is it to the beach?"
Косвенный вопрос Do you know how far it is to the beach?

Reported commands/requests/suggestions/orders (приказы/распоряжения/просьбы/предложения)

- Приказы/просьбы/предложения в косвенной речи вводятся с помощью глаголов (**advise, ask, beg, suggest**), после которых следует инфинитив с частицей **to, -ing**-форма глагола или придаточное относительное с **that** в зависимости от используемого глагола.
 "Put your things over there," he told us. ⇒ He told us to put our things over there. (command)
 "Return to your seat, please," she said. ⇒ She asked me to return to my seat. (request)
 "Let's go to the movies," he said. ⇒ He suggested going to the movies. (suggestion)
 "You'd better wear something warmer," she said. ⇒ She suggested that I (should) wear something warmer. (suggestion)
- Приказы, распоряжения и указания в косвенной речи вводятся с помощью глаголов **order** или **tell + sb + (not) to-infinitive**.
 "Stop talking," she told them. (direct order)
 She told them to stop talking. (reported order)
 "Don't move," the policeman told the thief. (direct order)
 The policeman ordered the thief not to move. (reported order)

Modal verbs in reported speech (Модальные глаголы в косвенной речи)

В косвенной речи модальные глаголы изменяются следующим образом:

will/shall ⇒ would, can ⇒ could (в значении настоящего)/**would be able to** (в значении будущего), **may ⇒ might/could, shall ⇒ should** (выражение совета/просьба предоставить информацию)/**offer** (выражение предложения), **must ⇒ must/had to** (обязанность) (***must** не изменяется, если означает возможность или вывод), **needn't ⇒ didn't need to/didn't have to** (в значении настоящего)/**wouldn't have to** (в значении будущего). **Would, could, used to, mustn't, should, might, ought to** или **had better** не изменяются в косвенной речи.

ПРЯМАЯ РЕЧЬ	КОСВЕННАЯ РЕЧЬ
He said, "I will call you later."	⇒ He said (that) he would call me later.
He said, "I can't do this."	⇒ He said (that) he couldn't do that. (present)
He said, "I can come next week."	⇒ He said (that) he would be able to come the following week. (future)
He said, "I may leave early."	⇒ He said (that) he might leave early.
He said, "Where shall I put this?"	⇒ He asked me where he should put that. (information)
He said, "Shall I offer to help her?"	⇒ He asked (me) if he should offer to help her. (advice)
He said, "Shall I help you carry the bags?"	⇒ He offered to help me carry the bags. (offer)
He said, "You must be here at 10."	⇒ He said (that) I had to be there at 10. (obligation)
He said, "They must be at work."	⇒ He said (that) they must be at work. (deduction)
He said, "He had better tell the truth."	⇒ He said (that) he had better tell the truth.
He said, "You needn't walk the dog today."	⇒ He said (that) I didn't need to/didn't have to walk the dog that day.
He said, "I needn't go to school tomorrow."	⇒ He said (that) he wouldn't have to go to school the next/following day. (future)
He said, "I should apologise to her."	⇒ He said (that) he should apologise to her.

Grammar Reference

ВВОДНЫЕ ГЛАГОЛЫ		
ВВОДНЫЙ ГЛАГОЛ	ПРЯМАЯ РЕЧЬ	КОСВЕННАЯ РЕЧЬ
agree + to-inf demand offer promise refuse threaten claim	"Yes, I'll lend you some money." "Tell me the truth!" "Would you like me to cook something?" "I'll try harder." "No, I won't lend you my car." "Leave the building or I'll call the police." "I saw him take the money."	He agreed to lend me some money. He demanded to be told the truth. He offered to cook something. He promised to try harder. He refused to lend me his car. He threatened to call the police if I didn't leave the building. He claimed to have seen him take the money.
advise + sb + to-inf allow ask beg command encourage forbid instruct invite order permit remind urge warn want	"You should get more sleep." "You can go to the concert." "Please, turn the volume down." "Please, please stop laughing at me." "Surrender!" "Go ahead, try it." "You mustn't stay out late." "Type your password and press 'enter'. "Would you like to come to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Eat your dinner." "Don't dive in the lake." "I'd like you to take extra lessons."	He advised me to get more sleep. He allowed me to go to the concert. He asked me to turn the volume down. He begged me to stop laughing at him. He commanded the enemy to surrender. He encouraged me to try it. He forbade me to stay out late. He instructed me to type my password and press 'enter'. He invited me to go to the beach with them. He ordered me to go to my room. He permitted me to sit there. He reminded me to lock the door. He urged me to eat my dinner. He warned me not to dive in the lake. He wanted me to take extra lessons.
accuse sb of + -ing form apologise for admit (to) boast about complain to sb about deny insist on suggest	"You scratched my CD!" "I'm sorry I was late." "Yes, I failed my exams." "I sing better than Jake." "You never help out." "No, I didn't cheat in the test." "You must take your medicine." "Let's watch a DVD."	He accused me of scratching/having scratched his CD. He apologised for being/having been late. He admitted (to) failing/having failed his exams. He boasted about singing better than Jake. He complained to me about my never helping out. He denied cheating/having cheated in the test. He insisted on me/my taking my medicine. He suggested watching a DVD.
agree + that-clause boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a great idea." "I'm an expert chef." "I won three awards." "You never do the dishes." "I've never lied to her." "It's amazing!" "It is a simple set of instructions." "Your flight will be delayed." "I won't make noise." "You ought to make reservations."	He agreed that it was a great idea. He boasted that he was an expert chef. He claimed that he had won three awards. He complained that I never did the dishes. He denied that he had ever lied to her. He exclaimed that it was amazing. He explained that it was a simple set of instructions. He informed me that my flight would be delayed. He promised that he wouldn't make noise. He suggested that I make reservations.
explain to sb + how	"This is how you save a file."	He explained to me how to save a file.
wonder where/what/why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	He asked himself, "How will they get to the airport?" He asked himself, "Where is everyone?" He asked himself, "Why are they shouting?" He asked himself, "What is she writing?" He asked himself, "Shall I invite them over?"	He wondered how they would get to the airport. He wondered where everyone was. He wondered why they were shouting. He wondered what she was writing. He wondered whether to invite them over. He wondered whether he should invite them over.
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "When can I call them?" He asked himself, "What should I say?" He asked himself, "How can I explain this?"	He wondered when to call them. He wondered what to say. He wondered how to explain that.

Clauses of time (Придаточные предложения времени)

● Придаточные предложения времени вводятся при помощи таких слов и выражений, как **after, as, as long as, as soon as, before, by the time, every time, immediately, just as, once, the moment (that), until/till, when, while** и т. д.:

They waited for three hours before the bus finally arrived.

● Когда глагол в главном предложении стоит в настоящем или будущем времени, глагол в придаточном предложении времени тоже стоит в настоящем времени. В придаточных предложениях времени форма будущего времени **не употребляется**:

I'll call you as soon as I get home. (Неправильно: *as soon as I will get*)

● Если придаточное предложение времени стоит перед главным предложением, после придаточного предложения ставится запятая:

When you see him tell him to call me.

НО:

Tell him to call me when you see him.

Linking words (Слова-связки)

Слова-связки используются для того чтобы объединить предложения или идеи.

Положительное дополнение

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/that), furthermore и т. д.

She is both creative and imaginative.

Отрицательное дополнение

neither ... nor, nor, neither, either

Neither Mum nor Dad can use a computer.

Выражение разницы

but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still и т. д.

Beth is hardworking, but not very social.

Приведение примеров

such as, like, for example, for instance, especially, in particular и т. д. – *I like all James Bond films, especially 'Never say never'.*

Выражение причины

as, because, because of, since, for this reason, due to, so, as a result (of) и т. д.

They were late because their car broke down.

Выражение условия

if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that) и т. д.

I'll lend you my car provided you drive carefully.

Выражение цели

to, so that, so as (not) to, in order (not) to, in order that, и т. д.

I went to bed early so that I wouldn't be tired during the exam.

Выражение результата

such/so ... that, so, consequently, as a result, therefore,

for this reason и т. д.

It snowed all day, therefore we didn't go out of the house.

Выражение времени

when, whenever, as, as soon as, while, before, until/till, after, since и т. д.

I'll leave when I'm ready.

Выражение места

where, wherever

I'd like to live in a place where it's quiet and remote.

Выражение исключения

except (for), apart from

Everyone attended the meeting, apart from Dennis.

Относительные местоимения

who, whom, whose, which, what, that

The woman over there is the one who lives across the street.

Перечисление фактов/событий

Начало: initially, first, at first, firstly, to start/begin with, first of all и т. д. – *First, heat the oil.*

Продолжение: secondly, after this/that, second, afterwards, then, next и т. д.

Then, pour the ingredients into the hot oil.

Заключение: finally, lastly, in the end, at last, eventually и т. д. – *Finally, serve the food.*

Подведение итогов

in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short и т. д.

All in all, I enjoyed the film, although I found the plot hard to follow at times.

МОДУЛЬ 6

The Causative (Каузативная форма)

Формообразование: have + прямое дополнение + past participle

● Данная конструкция используется для обозначения действия, выполняемого кем-либо для лица, обозначенного подлежащим: *Mr Benson had his house painted.* (He didn't paint it himself.)

● В каузативной форме глагол **to have** употребляется в отрицательных и вопросительных предложениях с вспомогательным глаголом **do/does/don't/doesn't (present simple)** или **did/didn't (past simple)**:
When did you have your hair cut?

	ACTIVE	CAUSATIVE
Present simple	He paints his room.	He has his room painted.
Present continuous	He is painting his room.	He is having his room painted.
Past simple	He painted his room.	He had his room painted.
Past continuous	He was painting his room.	He was having his room painted.
Present perfect simple	He has painted his room.	He has had his room painted.
Past perfect	He had painted his room.	He had had his room painted.
Simple future	He will paint his room.	He will have his room painted.

Grammar Reference

Примечание:

- Каузативная форма также употребляется для того, чтобы сказать о неприятном или неожиданном событии, которое произошло с кем-либо. *Steven had his laptop stolen last week.*
- В разговорной речи вместо **have** может употребляться **get**: *You should get those jeans shortened.*

Модальные глаголы, выражающие предположение

- **Must** = практически полная уверенность: *This diamond ring must be very expensive. Jim isn't home; he must have left for football practice.* (I'm sure/certain that sth is true.)
- **May/Might/Could** = возможно, вероятно: *I have the day off tomorrow, so I might visit some friends. He may have sent the invitation to the wrong address; you'd better check.* (It is possible./It is likely./Perhaps.)
- **Can't/Couldn't** = практически полная неуверенность: *This can't be Joe's car; he sold his a month ago. She couldn't have made this delicious cake; she's hopeless at baking.* (I'm sure that sth isn't true, real, etc.)

Infinitive (Инфинитив)

Инфинитив с частицей **to** употребляется

- для выражения цели: *He's saving money to buy a car.*
- после глаголов, относящихся к будущему: (**agree, appear, decide, expect, hope, plan, promise, refuse** и т. д.). *I promise to return the money soon.*
- после **would like, would prefer, would love** и т. д. для выражения определённого предпочтения: *I would love to go to the theatre tonight.*
- после прилагательных, описывающих чувства/эмоции (**happy, glad, sad** и т. д.), желание/нежелание (**eager, reluctant, willing** и т. д.) или характер людей (**clever, kind** и т. д.), а также после прилагательных **lucky** и **fortunate**: *He's always eager to help out.*
- после **too/enough**: *It is too cold to go swimming.*
- после выражений **to tell you the truth, to be honest, to sum up, to begin with** и т. д.: *To tell you the truth, I didn't really think they'd win.*

ВРЕМЕННЫЕ ФОРМЫ ИНФИНИТИВА

	Active voice	Passive voice
Present	(to) play	(to) be played
Present cont.	(to) be playing	—
Perfect	(to) have played	(to) have been played
Perfect cont.	(to) have been playing	—

present simple/will	⇒ present infinitive
present continuous/future continuous	⇒ present continuous infinitive
past simple/present perfect/past perfect	⇒ perfect infinitive
past continuous/present perfect continuous/past perfect continuous	⇒ present perfect continuous

Инфинитив без частицы **to** употребляется:

- после модальных глаголов: *He should see a doctor.*
- после глаголов **let, make, see, hear** и **feel**: *They made him pay extra.* **НО:** после выражений **be made, be heard, be seen** и т. д. (в форме страдательного залога) употребляется инфинитив с частицей **to**: *He was made to pay extra.*
- после **would rather (not)/had better (not)**: *You had better book early.*
- после слова **help** может употребляться инфинитив с частицей **to** и без частицы **to**: *I helped her (to) move the sofa.*

Различия в значении между инфинитивом с частицей **to** и **-ing** формой

После некоторых глаголов может употребляться инфинитив с частицей **to** и **-ing** форма с разницей в значении

- forget + to-infinitive = not remember
He forgot to take his wallet with him.
- forget + -ing form = not recall
I'll never forget skiing down the Alps.
- remember + to-infinitive = not forget
Did you remember to wish Sue a happy birthday?
- remember + -ing form = recall
I remember going bungee jumping for the first time.
- mean + to-infinitive = intend to
I didn't mean to hurt her feelings.
- mean + -ing form = involve
If we go there by car, it will mean spending a lot on petrol.
- regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as say, tell, inform)
I regret to inform you that your flight is delayed.
- regret + -ing form = feel sorry about
I regret spending so much money.
- try + to-infinitive = attempt, do one's best
I tried to open the drawer but it was stuck.
- try + -ing form = do something as an experiment
He should try cutting down on fatty foods.
- stop + to-infinitive = stop temporarily in order to do something else
On our way to the beach, we stopped to take some photos.
- stop + -ing form = finish doing something
He stopped talking when the teacher walked in.

Clauses (purpose/result/reason/manner) Придаточные предложения (цели/следствия/причины/образа действия)

Clauses of purpose – Придаточные предложения цели

Придаточные предложения цели употребляются для того, чтобы объяснить, зачем кто-либо сделал что-либо.

Придаточные предложения цели с положительным оттенком:

- **to + infinitive** *He's studying to be an architect.*
- **in order to/so as to + infinitive (formal)** (в значении настоящего/будущего) *She left early so as to (be) on time.*
- **so that/in order that + can/will** (в значении настоящего/будущего)
I'll write down my PIN number so that/in order that I will remember it at all time.
- **so that/in order that + could/would** (в значении прошлого)
I drove my car to work so that/in order that I could be on time for the meeting.
- **in case + present tense** (в значении настоящего/будущего)
Take some cash with you in case you need it.
- **in case + past tense** (в значении прошлого)
She took an umbrella in case it rained.

Примечание: *In case* никогда не употребляется с **will** или **would**.

I'll pack some juice for the picnic, in case we are thirsty later. (Неправильно: ... ~~we will be~~)

- **for + noun** (выражение цели поступка)
I've bought a new camera for photography class.
- **for + -ing form** (выражение цели чего-либо или его функцию)
This cream is used for polishing silver.
- **with a view to + -ing form**
They started saving up with a view to buying a car.

Придаточные предложения цели с отрицательным оттенком:

- **in order not to/so as not to + infinitive**
He asked for a ride in order not to/so as not to be late.

Примечание: *Not to* никогда не используется для выражения отрицательного оттенка в придаточных предложениях цели.

- **prevent + noun/pronoun (+ from) + -ing form**
They put up notices to prevent people (from) walking on the grass.
- **avoid + -ing form**
He bought a GPS to avoid getting lost.
- **so that + can't/won't** (в значении настоящего/будущего)
I'll call her so that she won't feel lonely.
- **so that + couldn't/wouldn't** (в значении прошлого)
She took a taxi so that she wouldn't be late for the meeting.

Примечания:

- Придаточные предложения цели не следует путать с придаточными предложениями следствия.

Придаточные предложения цели вводятся при помощи **so that/in order that ...**

He studied hard so that he would pass the exam. (показывает цель)

Придаточные предложения следствия вводятся при помощи **so/such ... that**

- Придаточные предложения цели следуют правилу согласования времён, как и придаточные предложения времени:

I'll turn the lights on so that I can see clearer.

I took a jacket with me so that I wouldn't get cold.

Clauses of Result – Придаточные предложения следствия

Придаточные предложения следствия употребляются для того, чтобы выразить результат какого-либо действия.

Они вводятся следующим образом:

- **as a result/therefore/consequently/as a consequence**
He was ill. As a result/Therefore/Consequently/As a consequence, he didn't go to work.
- **such a/an + adjective + singular countable noun ... that**
He's such a rude person that nobody likes him.
- **such + adjective + plural/uncountable noun ... that**
They lived in such terrible conditions that the local community decided to build them a house.
We were having such bad weather that we decided to postpone the picnic.
- **such a lot of + plural/uncountable noun ... that**
There were such a lot of people at the restaurant that we couldn't get a table. There was such a lot of snow that he couldn't move his car.
- **so + adjective/adverb ... that**
The book was so boring that I couldn't keep my eyes open. She sings so beautifully that I listen to her for hours.
- **so + adjective + a(n) + noun ... that**
It was so bad a day that we stayed in.
- **so much/little + uncountable noun ... that**
He spends so little time studying that he'll fail his exams.
He had so much luggage that he couldn't carry it.
- **so many/few + plural noun ... that**
There are so many applicants for the job that I don't think I'll get the job.
There are so few tickets left that we'll be lucky to find any.

Clauses of Reason – Придаточные предложения причины

Придаточные предложения причины употребляются для того, чтобы выразить причину чего-либо. Они вводятся с помощью **because, as/since, the reason for/why, because of/on account of/due to, now (that), for** и т. д.

- **because**
I didn't invite him because I don't like him.
Because I don't like him, I didn't invite him.
- **as/since (= потому что)**
We can't visit Stella as/since she's away on holiday.
As/Since she's away on holiday, we can't visit Stella.

Grammar Reference

- **the reason for + noun/-ing form**
The reason for his delay was the stormy weather.
The reason for his being late was the stormy weather.
the reason why + clause
The accident on the motorway was the reason why he was late.
The reason why he was late was the accident on the motorway.
- **because of/on account of/duе to + noun**
Some power lines fell down because of/on account of/duе to strong winds.
- **because of/on account of/duе to the fact that + clause**
They couldn't concentrate because of/on account of/duе to the fact that there was a lot of noise.
- **now (that) + clause**
Now (that) we have graduated we can get a job.
- **for** (= потому что) (формальный стиль письма).
Придаточное предложение цели, начинающееся с **for** всегда следует за главной частью предложения: *She was very quiet all day, for she had a lot on her mind.*

Clauses of Manner – Придаточные предложения образа действия

Придаточные предложения образа действия употребляются для того, чтобы выразить то, каким образом что-либо сделано, сказано и т. д. Они вводятся с помощью **as, how, as if/as though, (in) the way (that), (in) the same way (as)**.

- **As if/as though** употребляются после глаголов **act, appear, be, behave, feel, look, seem, smell, sound, taste** для того, чтобы выразить то, как кто-либо или что-либо выглядит, ведёт себя и т. д.:
The air is humid. It feels as if/as though it's going to rain.
As if/as though также употребляются с другими глаголами для того, чтобы выразить то, как кто-либо делает что-либо: *She sounds as if/as though she's really hurt by what you said.*
- **As if/as though + past tense** используются в нереальной ситуации в настоящем. **Were** может употребляться вместо **was**:
He acts as if/as though he knew everything. (but he doesn't)
He behaves as if/as though he were a child. (but he isn't)
- **As** может употребляться в придаточных предложениях образа действия в значении «так/таким образом, как...»: *Try to do it as I've showed you.*

Примечание: В разговорном английском **like** может употребляться вместо **as if/as though**:

You look like you need a holiday. (informal spoken English)

Inversion (Инверсия)

модальный/вспомогательный глагол + подлежащее + смысловой глагол

Инверсия употребляется:

- в вопросах:
Can you come to the meeting?
- после следующих слов и выражений, если они стоят в начале предложения:

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	So/Such
	Not since, etc.

Never (before) have I watched such an interesting film.
Not only did I write the report but I (also) sent it to the manager.

Seldom does this restaurant get so crowded.
HO: *This restaurant seldom gets so crowded.* (Здесь инверсия отсутствует, так как наречие **seldom** стоит не в начале предложения.)

Примечание: Если предложение начинается с **only after, only by, only if, only when, not until/till**, инверсия употребляется в главной части предложения:

Only after I waved to him did he speak to me.
Only if you speak English will he understand you.

- с **with so, neither, nor** для выражения согласия:
"I love fresh fruits." "So do I." (**So** употребляется в утвердительных предложениях)
She was an excellent singer, as was her mother/and so was her mother.
"Neither/Nor can I." (Neither/nor употребляется в отрицательных предложениях.)
"I don't speak Spanish well. "Neither/Nor do I."
- с **should, were, had**, когда они стоят в начале условных предложений.
Тип 1: *Should he call, tell him to come here.* (= If he should call ...)
Тип 2: *Were I you, I would go to the doctor.* (= If I were you ...)
Тип 3: *Had I been invited, I would have gone to the wedding reception.* (= If I had been invited ...)

main verb + subject (смысловый глагол + подлежащее)

Инверсия употребляется:

- после глаголов движения или наречий места, когда они стоят в начале предложения:
Inside the house run the little boy.
On the sofa slept the cat.
Here comes the bride.
There goes the last bus.
Инверсия не употребляется, если подлежащее выражено местоимением.
Here he is. (NOT: Here is he.)
Off you go. (NOT: Off go you.)
- в прямой речи, когда подлежащее при вводном глаголе выражено существительным:
"I love comedies," said Jenny.
(or ... Jenny said.)
"Open your notebooks," said the teacher.
(or ... the teacher said.)
HO: *"What can I do for you?" he asked.*
(Неправильно: ~~asked she~~, так как подлежащее при вводном глаголе выражено местоимением.)

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
Here we are.
 - for days of the week, months and public holidays.
Friday, August, New Year
 - for names of people and places.
My teacher's name is Sally and she's from Chester, Vermont.
 - for people's titles.
Mr and Mrs Parker; Dr Mortimer; Professor Riggs; etc.
 - for nationalities and languages.
They are Chilean.
He's fluent in German and Russian.
- Note:** The personal pronoun I is always a capital letter. *Gus and I are going on holiday together.*

Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.
We're having a great time. You can never get bored here in Rio.
- after abbreviations. *Mr Jones is a great teacher.*

Comma (,)

A comma is used:

- to separate words in a list.
We need sugar, milk, tomatoes and apple juice.
 - to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Tony, who is a doctor, lives in Africa.
 - after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc).
Moreover, Jenny is very patient with children.
 - when if-clauses or other dependent clauses begin with compound or complex sentences.
If you have any questions, don't hesitate to ask.
- Note:** No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Mr Stevens is your maths teacher, isn't he?
 - before the words asked, said, etc when followed by direct speech.
"Turn down the music," said Sarah.

Question Mark (?)

A question mark is used:

- to end a direct question.
Where are the children?

Exclamation Point (!)

An exclamation point is used:

- to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).
That's a lie!
What awful weather!

Quotation Marks (' ' " ")

Single quotes are used:

- when you are quoting someone in direct speech (nested quotes).
"Then Helen said, 'Are you sure this is the right address?'"

Double quotes are used:

- in direct speech to report the exact words someone said.
"What's your name?" she asked him.

Colon (:)

A colon is used:

- to introduce a list.
There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence.
The most popular newspapers (i.e. The New York Times, The Observer, etc) can be found almost anywhere in the world.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) writing to complain about ...
She left for Italy in the winter of '98. (=1998)
- before or after the possessive -s to show ownership or the relationship between people.
Tom's car, my friend's husband (singular noun + 's)
my parents' friends (plural noun + ')
women's dresses (irregular plural + 's)

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C call/phone can candy check closet connect (telephone) cookie corn crazy	ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
L lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
N newsstand	newsagent	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		program realize tire trave(l)ler	
		Expressions with prepositions and particles	
		different <u>from/than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ɜ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/eə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔ:/	court, bought, brought
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

anti- = against (*anti-social*)

bi- = two (*bi-monthly*)

co- = with (*co-star*)

counter- = in the opposite direction (*counter-argument*)

ex- = previous, former (*ex-wife*)

inter- = between (*intercontinental*)

mis- = done wrongly or badly (*misjudge*)

mono- = one (*monorail*)

multi- = many (*multimedia*)

non- = not (*non-verbal*)

out- = more, better (*outrun*)

over- = (done) to a great extent (*overcook*)

post- = after (*post-war*)

pre- = before (*pre-war*)

pro- = in favour of (*pro-European*)

re- = again (*redo*)

semi- = half (*semi-circle*)

sub- = under, less (*sub-zero*)

super- = big, more (*superhuman*)

trans- = (travel) from one side, group etc to another (*transatlantic*)

tri- = three (*tripod*)

under- = not enough (*underdeveloped*)

uni- = one (*unidirectional*)

The prefixes below are used to express opposite meanings.

de- *deforest, desensitise*

dis- *disagree, dissimilar*

in- *insincere, incomplete* BUT **il-** (before l) *illegible* **im-** (before b, m, p) *impolite, imbalance* BUT **unpopular** **ir-** (before r) *irrational*

non- BUT *unrest, unrestricted*

un- *non-existent, non-stop, uncomfortable, unlucky*

Some prefixes are added to words to form verbs.

en- *rich – enrich*

BUT **em-** (before b, m, p) *power – empower*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

– **Nouns referring to people**

• verb + **-er/-or/-ar** (*drive – driver, conduct – conductor, lie – liar*)

• noun/verb/adjective + **-ist** (*novel – novelist, cycle – cyclist, social – socialist*)

• verb + **-ant/-ent** (*claim – claimant*)

• noun + **-an/-ian** (*Rome – Roman, politic – politician*)

• verb + **-ee** (passive meaning) (*escape – escapee*)

– **Nouns formed from verbs**

-age *break – breakage*

-al *arrive – arrival*

-ance *perform – performance*

-ation *represent – representation*

-ence *confide – confidence*

-ion *complete – completion*

-ment *pay – payment*

-sion *extend – extension* (verbs ending in -d/-t)

-sis *diagnose – diagnosis*

-tion *delete – deletion*

-ure *seize – seizure*

-y *discover – discovery*

– **Nouns formed from adjectives**

-ance *arrogant – arrogance*

-cy *accurate – accuracy*

-ence *confident – confidence*

-ion *perfect – perfection*

-iness *happy – happiness*

-ness *shy – shyness*

-ity *equal – equality*

-ty *safe – safety*

-y *jealous – jealousy*

– **Adjectives formed from nouns**

-ous *courage – courageous*

-al *person – personal*

-ic *hygiene – hygienic*

-ical *myth – mythical*

-ish *girl – girlish*

-ive *excess – excessive*

-ful (with) *meaning – meaningful*

-less (without) *meaning – meaningless*

-ant *importance – important*

-able *comfort – comfortable*

-y *hand – handy*

-ly *time – timely*

– **Adjectives formed from verbs**

-able *count – countable*

-ible *comprehend – comprehensible* (verbs ending in -d/-t)

-ive *dismiss – dismissive*

-ate *consider – considerate*

-ent *depend – dependent*

– **Verbs formed from adjectives**

-en *bright – brighten*

-ise *immobile – immobilise*

– **Verbs formed from nouns**

-en *length – lengthen*

Word Formation

Use the word given in capitals to form a word that fits in the gap.

- | | |
|---|------------|
| 1 The magazine comes out every other week, so it is | WEEK |
| 2 You have to leave the clay to for at least two hours. | HARD |
| 3 These shoes are very I can wear them all day long. | COMFORT |
| 4 Can you take the meat out of the freezer so it can, please? | FROST |
| 5 There was extensive of the royal wedding in the media. | COVER |
| 6 The doctor told him to take his every six hours. | MEDICATE |
| 7 Mr Harris handed in his due to personal reasons. | RESIGN |
| 8 Swine flu is an disease and can spread very quickly. | INFECTION |
| 9 I think Meryl Streep is an actress. | EXCEL |
| 10 When did end in the USA? | SLAVE |
| 11 Can I please talk to the of the hotel? | MANAGE |
| 12 J. K. Rowling is the of the Harry Potter books. | WRITE |
| 13 We went to see the <i>Cats</i> in the West End on Friday. | MUSIC |
| 14 She had no problems during her | PREGNANT |
| 15 Darren knocked the vase over | ACCIDENT |
| 16 I find your behaviour completely Please apologise! | ACCEPTABLE |
| 17 My mum this dress for me. It was too long | SHORT |
| 18 Playing team sports teaches you how to with others. | OPERATE |
| 19 Don't believe a word she says as she's of telling the truth. | CAPABLE |
| 20 The boss decides to give all his a raise. | EMPLOY |
| 21 I have a dentist's in the afternoon. | APPOINT |
| 22, he didn't know anything about the earthquake. | APPARENT |
| 23 He has no friends and feels very | LONE |
| 24 She has working hours, which helps her take care of her children. | FLEX |
| 25 We had to all the words of the poem. | MEMORY |
| 26 What are you looking for? | EXACT |
| 27 I'm surprised by his as he is usually polite to people. | RUDE |
| 28 Scientists have discovered the of a new dwarf planet. | EXIST |
| 29 The company were surprised by how few there were for the job. | APPLY |
| 30 Mrs Holland gave a very generous to the charity. | DONATE |
| 31 The company develops computer games for children. | ACTIVE |
| 32 The doctor said the brain damage was and he'd never improve. | REVERSIBLE |
| 33 I went to my this morning to have my eyes tested. | OPTIC |
| 34 It was perhaps the most tsunami in history. | DESTROY |
| 35 He is known for his and is always breaking things. | CLUMSY |
| 36 Paul made a good on her parents. | IMPRESS |
| 37 He's to chocolate. He can't stop eating it. | ADDICT |
| 38 Tanya the cost of the holiday and ran out of money. | CALCULATE |
| 39 It is to steal even very small amounts of money. | MORAL |
| 40 He first came to Britain as a during World War II. | REFUGE |
| 41 Carl was threatened with for being disruptive in class. | SUSPEND |
| 42 This soup is, it needs more salt! | TASTE |
| 43 The children played videogames to relieve the of the long journey. | BORE |
| 44 The music at the party was so loud it was | BEARABLE |
| 45 The policeman said the emphasis was on first. | SAFE |
| 46 There is no doubt that is becoming a widespread problem. | OBESE |

Word Formation

- | | |
|---|------------|
| 47 This sun cream is specially formulated for skin. | SENSE |
| 48 His small business grew into a huge chain and now he's a | MILLION |
| 49 We should protect species. | DANGER |
| 50 Air can be a serious health threat in big cities. | POLLUTE |
| 51 My grandmother her husband by twenty five years. | LIVE |
| 52 I couldn't tell the between the twins. | DIFFER |
| 53 Vitamin C improves blood | CIRCULATE |
| 54 It is to wear a uniform at the school. | COMPEL |
| 55 It is very hard to breed giant pandas in | CAPTIVE |
| 56 He suffers from | DEPRESS |
| 57 Julia broke up with her boyfriend because of his | JEALOUS |
| 58 This meat is ! It needs another 15 minutes in the oven. | COOK |
| 59 Your behaviour at the dinner party was | DISGRACE |
| 60 I would that you buy this flat screen TV, not that one. | COMMEND |
| 61 He became from running up three flights of stairs. | BREATH |
| 62 The child became when he hit his head falling off the slide. | CONSCIOUS |
| 63 I can't stand Nigel's | ARROGANT |
| 64 I wish I lived in a quieter away from the city centre. | NEIGHBOUR |
| 65 He's very about ancient Greek history. | KNOWLEDGE |
| 66 The make-up artist the actress's beautiful face into an old lady's. | FORM |
| 67 You really are very Stop telling me what to do! | BOSS |
| 68 If you can't withdraw money from ATM, ask for the of a cashier. | ASSIST |
| 69 We're meeting the company's at 5 o'clock. | REPRESENT |
| 70 We get a paper delivered to the house on a basis. | DAY |
| 71 It's rude to point at people. | EXTREME |
| 72 I don't believe in ghosts or other beings. | NATURAL |
| 73 I spent a small fortune on costs when I bought some books online. | POST |
| 74 Visiting Venice is a experience. | MEMORY |
| 75 A growing global food has caused prices to double. | SHORT |
| 76 Her appearance had changed since the last time I saw her. | DRAMATIC |
| 77 The new micro-fibre cloths are very | ABSORB |
| 78 They will the phone if you don't pay the bill. | CONNECT |
| 79 Human rights are important in all | DEMOCRAT |
| 80 I don't think she means what she says. She sounds very | SINCERE |
| 81 This drink will you and you won't feel so tired. | ENERGY |
| 82 When we saw the manor house we had an desire to see its interior. | RESIST |
| 83 Will any of your from the USA be coming to the wedding? | RELATE |
| 84 He watched an amazing wildlife on TV last night. | DOCUMENT |
| 85 She's a very person and likes going out. | SOCIAL |
| 86 Heathrow is Britain's largest airport with flights going all over the world. | NATIONAL |
| 87 His lack of success was a source of great to him. | DISAPPOINT |
| 88 I don't understand why anyone would want to become a | POLITICS |
| 89 There's no doubt that climbing Everest so young is quite an | ACCOMPLISH |
| 90 It is a very country club and has a three-year waiting list. | EXCLUDE |
| 91 She couldn't hide her and blushed when he spoke to her. | SHY |
| 92 I him. I thought he was honest and kind but I was wrong. | JUDGE |
| 93 After leaving her child alone all day she was charged with | NEGLIGENT |

Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence. Use two to five words including the word given.

- 1 You shouldn't buy clothes made in sweatshops.
WRONG It
..... made in sweatshops.
- 2 The doctor shone a light in her mouth in order to see her throat properly.
SO The doctor shone a light in her mouth
..... her throat properly.
- 3 "I think it would be a good idea if you learned a foreign language", my teacher said to me.
ADVISED My teacher
..... a foreign language.
- 4 You really must learn to drive a car.
TIME It's
..... to drive a car.
- 5 Harry had never eaten spinach before.
FIRST It
..... Harry had ever eaten spinach.
- 6 Luckily, a local shopkeeper told me how to get to the airport.
DIRECTIONS Luckily, I
the airport by a local shopkeeper.
- 7 Fiona hasn't come to a decision about taking a gap year.
MIND Fiona has
..... about taking a gap year.
- 8 Not many people came to the party.
HARDLY There
..... at the party.
- 9 These old photos remind me of my childhood.
BRING These old photos
..... of my childhood.
- 10 Everyone says that Melissa cheated in her exams.
SAID Melissa
..... cheated in her exams.
- 11 My mother doesn't like some of my friends.
APPROVE My mother
some of my friends.
- 12 We'd better hurry if we want to catch that train.
WILL If we
..... miss the train.
- 13 "I stole the ring from the shop," said the woman.
ADMITTED The woman
..... from the shop.
- 14 All flights are cancelled because the air traffic controllers are on strike.
DUE All flights are cancelled
..... the air traffic controllers are on strike.
- 15 Even though she felt unwell, she went to work.
OF In
....., she went to work.
- 16 You'll get into trouble if you don't keep up with your school work.
BEHIND You'll get into trouble if
..... your school work.
- 17 Many young professional people really like this new smartphone.
POPULAR This new smartphone
..... many young professional people.
- 18 Getting a promotion depends on your doing the job well.
PROVIDED You should get a promotion
..... the job well.
- 19 Darren couldn't go on the trip because of his broken leg.
ABLE Darren
..... on the trip because of his broken leg.
- 20 Clara spent ages writing her essay on Shakespeare.
TOOK It
..... her essay on Shakespeare.
- 21 Her car is much faster than Tom's.
NEARLY Tom's car isn't
..... hers.
- 22 He saved his money in order to travel the world.
VIEW He saved his money
..... the world.
- 23 In Ireland, we visited the place they filmed *Braveheart*.
WHERE When we were in Ireland we visited the
..... filmed.
- 24 I have never eaten such a delicious meal.
FAR This is
..... meal I have ever eaten.

Key Word Transformations

- 25 My mum washed my jeans.
HAD I
 by my mum.
- 26 She doesn't really want to go shopping.
PREFER She
 shopping.
- 27 It was a mistake for me to take your car.
SHOULD I
 your car.
- 28 The cupboards are totally bare.
LEFT There
 in the cupboards.
- 29 It's your duty to walk the dog.
RESPONSIBLE You
 the dog.
- 30 She described the party in great detail.
DESCRIPTION She
 the party.
- 31 As long as you inform Bill in advance, there shouldn't be a problem.
LET Provided
 in advance, there shouldn't be a problem.
- 32 If you want to keep fit, you need to exercise more.
OUT Only by
 keep fit.
- 33 All this cleaning has exhausted her.
WORN She
 all this cleaning.
- 34 Everyone came to the picnic except Stella.
WHO Stella
 didn't come to the picnic.
- 35 Milly intends to travel across Europe next year.
INTENTION It
 to travel across Europe next year.
- 36 It wasn't necessary for you to make dinner.
MADE You
 dinner.
- 37 My excuse failed to reassure my mother.
SUCCEED I
 my mother with my excuse.
- 38 You should have called first.
BETTER It
 if you had called first.
- 39 My sister will let me wear her new dress.
OBJECTION My sister
 wearing her new dress.
- 40 They would never have gone to the film if I hadn't recommended it.
FOR But
 they would never have gone to the film.
- 41 Nancy will probably pass the exam.
LIKELY Nancy
 the exam.
- 42 I can't make you a sandwich because there's no bread left.
RUN I can't make you a sandwich because I
 bread.
- 43 You can beg all you want, but I'm not giving you any money.
MATTER I am not giving you any money,
 you beg.
- 44 The doctor made Mum wait for four hours before he saw her.
KEPT The doctor
 hours before he saw her.
- 45 She just stood staring out of the window.
NOTHING She
 and stare out of the window.
- 46 He'll have no difficulty passing the exam.
EASY He'll
 the exam.
- 47 Bill was in his late thirties when he decided to take up photography.
BECOME Bill didn't
 he was in his late thirties.
- 48 You should have asked for your friends' advice.
PITY What
 ask for your friends' advice.
- 49 "I'm sorry I didn't visit you in hospital," she said to me.
VISITING She
 me in hospital.
- 50 This suitcase is too heavy to put on the luggage rack.
ENOUGH This suitcase
 put on the luggage rack.

Key Word Transformations

- 51 Suzy and her twin sister Lucy look exactly the same to me.
TELL I between Suzy and her twin sister Lucy.
- 52 I'm sure you didn't see Tom this morning; he's away on holiday.
SEEN You Tom this morning; he's away on holiday.
- 53 Jack's mother made him tidy up his room.
WAS Jack his room.
- 54 They cancelled the football match because of the snowstorm.
OFF The football match to the snowstorm.
- 55 There's no chance of us going skiing this winter.
POSSIBLE It won't be skiing this winter.
- 56 Your rude behaviour at the party disappointed your parents.
LET Your parents your rude behaviour at the party.
- 57 When she arrived home, she started cooking dinner.
SOON She started cooking dinner home.
- 58 Matt is proud of his vegetable garden.
PRIDE Matt his vegetable garden.
- 59 You should wear sun cream to avoid getting sunburnt.
AS You should wear sun cream sunburnt.
- 60 I've never been to such an exciting match.
MOST It's the ever been to.
- 61 As food prices increase, the cost of living becomes higher.
UP The, the higher the cost of living becomes.
- 62 It is forbidden to take photographs in the museum.
ALLOWED You photographs in the museum.
- 63 The decorators are painting our house this weekend.
DECORATED We are this weekend.
- 64 "Can I afford such an expensive ring?" she asked herself.
WONDERED She such an expensive ring.
- 65 Pam didn't play in the tennis match because she sprained her wrist.
WOULD If Pam hadn't sprained her wrist, in the tennis match.
- 66 You shouldn't miss the lecture under any circumstances.
NO Under lecture be missed.
- 67 Frank helped me with my gardening, which was kind of him.
GIVE It was kind of Frank with my gardening.
- 68 Max and Sally didn't take part in the marathon.
NOR Neither Max the marathon.
- 69 I had just woken up when the phone rang.
THAN No sooner the phone rang.
- 70 "You should eat less fast food," the doctor said to Bruce.
DOWN Bruce was advised amount of fast food he eats.
- 71 Unfortunately, I can't speak Polish very well.
GOOD Unfortunately, I'm not very Polish.
- 72 Catherine asked to borrow my camping gear at the weekend.
COULD Catherine asked if I my camping gear at the weekend.
- 73 You can visit the art gallery free of charge on Sundays.
COSTS It visit the art gallery on Sundays.

Word List

Abbreviations	(adj)	(det)	(phr)	(pl n)	(prep)	(sth)
	(adv)	(esp)	(phr v)	(pp)	(pro)	(usu)
	(conj)	(n)			(sb)	(v)

A

absent-minded – /æbsənt 'maɪndəd/ – (adj) – рассеянный
 absorb – /əb'sɔ:b, əb'zɔ:b/ – (v) – поглощать
 abuse – /ə'bjuz/ – (v) – использовать
 abused – /ə'bjuzd/ – (adj) – использованный
 accessible – /ək'sesəbəl/ – (adj) – доступный
 account (for) – /ə'kaʊnt/ – (v) – учитывать
 accuracy – /ækjərəsi/ – (n) – аккуратность
 accuse (of) – /ə'kjuz/ – (v) – обвинять (в)
 acid – /'æsid/ – (n) – кислота
 acne – /æknɪ/ – (n) – угри, прыщи
 active – /æktɪv/ – (adj) – действующий
 adapt – /ə'dæpt/ – (v) – адаптировать
 adjust – /ədʒʌst/ – (v) – привыкать
 admit – /əd'mɪt/ – (v) – признавать
 adopt – /ə'dɒpt/ – (v) – усыновлять, удочерять
 adulthood – /'ædʌlt,hʊd, ə'dʌlt,hʊd/ – (n) – зрелость
 advance – /æd'vɑ:ns/ – (v) – наступать
 advent – /əd'vent/ – (n) – приход, наступление
 affection – /ə'fekʃən/ – (n) – привязанность, симпатия, любовь
 afford – /ə'fɔ:d/ – (v) – позволить себе
 aftershock – /'ɑ:ftəʃɒk/ – (n) – толчок после основного землетрясения
 aggressive – /ə'gresɪv/ – (adj) – агрессивный
 agonising – /ægənaɪzɪŋ/ – (adj) – мучительный
 agreement – /ə'ɡri:mənt/ – (n) – соглашение
 aim – /eɪm/ – (v) – целиться
 air pollution – /eə pə'lu:ʃən/ – (n) – загрязнение воздуха
 aircraft hangar – /'eəkrɑ:ft 'hæŋə/ – (n) – ангар для воздушных судов
 aisle – /aɪl/ – (n) – проход
 alarm – /ə'lɑ:m/ – (n) – тревога, предупреждение об опасности
 alertness – /ə'lɜ:tnəs/ – (n) – бдительность
 alien – /'eɪlɪən/ – (adj) – внеземной, инопланетный
 alteration – /:ɔ:l'teəriʃən/ – (n) – модификация, изменение
 aluminium – /,ælə'mɪnɪəm/ – (n) – алюминий
 ambitious – /æm'bɪʃəs/ – (adj) – амбициозный
 amicably – /'æmɪkəbli/ – (adv) – мирно, по-дружески
 amphitheatre – /'æmfəθɪətə/ – (n) – амфитеатр
 anagram – /'ænəgræm/ – (n) – анаграмма
 ancestor – /'ænsəstə, -ses-/ – (n) – предок
 animal rescue centre – /,ænəmə'l 'reskju: ,sentə/ – (n) – центр по спасению животных
 antennae – /æn'teni:/ – (n) – антенны
 anxiety – /æŋ'zaiəti/ – (n) – тревога, беспокойство
 appalled – /ə'pɔ:ld/ – (adj) – потрясённый
 appalling – /ə'pɔ:lɪŋ/ – (adj) – ужасающий
 apparent – /ə'pærənt/ – (adj) – видимый
 approach – /ə'prəʊtʃ/ – (n) – подход
 aquatic mammal – /ə,kwætɪk 'mæməl/ – (n) – водное млекопитающее
 army base – /,ɑ:mɪ 'beɪs/ – (n) – военная база
 artefact – /'ɑ:tɪfækt/ – (n) – артефакт
 assassinate – /ə'sæsəneɪt/ – (v) – убивать
 assassination – /ə,sæsə'neɪʃən/ – (n) – убийство по политическим мотивам

assignment – /ə'saɪnmənt/ – (n) – задание
 assistance – /ə'sɪstəns/ – (n) – помощь
 assure – /ə'ʃʊə/ – (v) – уверять
 asteroid – /'æstəroɪd/ – (n) – астероид
 astonished – /ə'stɒnɪʃt/ – (adj) – поражённый
 atmosphere – /'ætməsfɪə/ – (n) – атмосфера
 attempt – /ə'tempt/ – (v) – пытаться
 authentic – /:θɒntɪk/ – (adj) – натуральный
 authorities – /:θɒrətɪz/ – (n) – власти
 autopsy – /'ɔ:tɒpsi/ – (n) – вскрытие
 avalanche – /'ævələ:ntʃ/ – (n) – лавина
 award – /ə'wɔ:d/ – (n) – награда
 aware – /ə'weə/ – (adj) – осведомлённый, осознающий
 awareness – /ə'weənəs/ – (n) – осведомлённость, знание
 awkward – /'ɔ:kwəd/ – (adj) – неловкий
 axis – /'æksɪs/ – (n) – ось

Phrases

a waste of time – (phr) – трата времени
 above ground – (phr) – над землёй
 address (sb) by name – (phr) – обращаться (к кому-либо) по имени
 administer first aid – (phr) – оказать первую помощь
 adventure story – (phr) – приключенческий рассказ
 ageing population – (phr) – стареющее население
 answer lies – (phr) – ответ в том, что...
 ape-like creature – (phr) – обезьяноподобное существо
 army engineers – (phr) – военные инженеры
 ash and gas – (phr) – пепел и газ
 at all costs – (phr) – всеми силами, во что бы то ни стало
 at eye level – (phr) – на уровне глаз
 at your own pace – (phr) – в своём собственном темпе
 attract attention – (phr) – привлекать внимание
 average wage – (phr) – средняя зарплата

B

baker's – /'beɪkəz/ – (n) – булочная
 balance – /'bæləns/ – (n) – баланс
 ban – /bæn/ – (v) – запрещать
 bandage – /'bændɪdʒ/ – (n) – пластырь
 bang – /bæŋ/ – (n) – взрыв
 bargain – /'bɑ:gɪn/ – (n) – сделка
 bargain-hunting – /'bɑ:gɪn ,hʌntɪŋ/ – (n) – охота за скидками
 barking – /'bɑ:kɪŋ/ – (adj) – лающий
 barrier – /'bæriə/ – (n) – барьер
 base – /beɪs/ – (v) – основываться
 basement – /'beɪsmənt/ – (n) – подвал
 batch of fries – /,bætʃ əv 'fraɪz/ – (n) – порция картофеля фри
 (be) worth it – /'wɜ:θɪt/ – (adj) – стоить того
 beat – /bi:t/ – (v) – бить, ударять
 beg – /beg/ – (v) – умолять, просить
 behead – /'bi:hed/ – (v) – отрубить голову
 believable – /'bi:lɪvəbəl/ – (adj) – вероятный, правдоподобный
 benefit – /'benəfɪt/ – (v) – получать выгоду
 bent – /bent/ – (adj) – согнутый
 bestseller – /'best'selə/ – (n) – бестселлер
 big hit – /'bɪg 'hɪt/ – (n) – большой хит

bighead – /'bɪghed/ – (n) – человек с большим самомнением, хвастун

billboard – /'bɪlbɔ:d/ – (n) – рекламный щит

Biochemistry – /'baɪəʊ'keməstri/ – (n) – биохимия

biodegradable detergent – /'baɪəʊdɪ'greɪdəbəl dɪ'tɜ:dzənt/ – (n) – биологически разлагающееся моющее средство

biography – /'baɪ'ɒgrəfi/ – (n) – биография

bizarre – /'bɪ'zɑ:/ – (adj) – странный

blacken – /'blækən/ – (v) – делать чёрным, пачкать

blame – /'bleɪm/ – (v) – винить

bland – /'blænd/ – (adj) – пресный, пустой

blast – /'blɑ:st/ – (n) – взрыв, ударная волна

blaze – /'bleɪz/ – (v) – гореть ярким пламенем

bless – /'bles/ – (v) – благословлять, освящать

blood – /'blʌd/ – (n) – кровь

blow – /'bləʊ/ – (v) – дуть

blow-dry – /'bləʊ draɪ/ – (n) – укладка феном

blueprint – /'blu:prɪnt/ – (n) – чертёж

bombard – /'bɒm'bɑ:d/ – (v) – засыпать, забрасывать

bookshop – /'bʊkʃɒp/ – (n) – книжный магазин

bookworm – /'bʊkwɜ:m/ – (n) – книжный червь

boost – /'bu:st/ – (n, v) – 1) прирост, стимулирование;

2) увеличивать

booth – /'bu:ð/ – (n) – будка

boring – /'bɔ:ɪŋ/ – (adj) – скучный

bossy boots – /'bɒsɪ bu:ts/ – (n) – человек, который любит командовать

boulder – /'bəʊldə/ – (n) – валун

boycott – /'bɔɪkɒt/ – (n) – бойкот

brand – /brænd/ – (adj) – марка, бренд

brass – /'brɑ:s/ – (adj) – медный

broadcast – /'brɔ:dkɑ:st/ – (v) – транслировать

buckled – /'bʌkəld/ – (adj) – застёгнутый на пряжку

bug – /'bʌg/ – (n) – вирусное заболевание

bully – /'bʊli/ – (n, v) – 1) задира; 2) задирать

bunch – /'bʌntʃ/ – (n) – букет

burn – /'bɜ:n/ – (v) – обжигать

burst – /'bɜ:st/ – (v) – вспыхнуть, извергаться

burst pipe – /'bɜ:st 'paɪp/ – (n) – лопнувшая труба

bushy – /'bʊʃi/ – (adj) – густой

busker – /'bʌskə/ – (n) – уличный музыкант

butcher's – /'bʊtʃəz/ – (n) – мясной магазин

button – /'bʌtn/ – (n) – пуговица

buzz – /'bʌz/ – (v) – жужжать

Phrasal verbs

back (sb) up – /'bæk 'ʌp/ – (phr v) – поддержать кого-либо

back away – /'bæk ə'weɪ/ – (phr v) – отходить назад

back down – /'bæk 'daʊn/ – (phr v) – сдаваться

back out – /'bæk 'aʊt/ – (phr v) – отступать, пойти на попятную

back up – /'bæk 'ʌp/ – (phr v) – выполнять резервное копирование

black out – /'blæk 'aʊt/ – (phr v) – потерять сознание, отключиться

break down – /'breɪk 'daʊn/ – (phr v) – ломаться

break in – /'breɪk 'ɪn/ – (phr v) – незаконно вторгаться, вламываться

break off – /'breɪk 'ɒf/ – (phr v) – прерываться

Phrases

bad reputation – (phr) – плохая репутация

(badly) grass your leg – (phr) – (сильно) порезать ногу

baffling enigma – (phr) – загадочное явление

balance body on the tips of spears – (phr) – держать равновесие на острие копий

ball lightning – (phr) – шаровая молния

bang your head – (phr) – удариться головой

be argumentative and aggressive – (phr) – быть скандальным и агрессивным

be home to – (phr) – стать домом для

be missing – (phr) – потеряться

(be) on the scene – (phr) – (быть) на месте событий

(be) under threat – (phr) – (быть) под угрозой

become extinct – (phr) – вымереть

below sea level – (phr) – ниже уровня моря

biting cold – (phr) – сильный холод

block the view – (phr) – загромождать вид

blog campaign – (phr) – кампания, проводимая в блогах

blue moon – (phr) – что-либо, происходящее очень редко

blunt penknife – (phr) – тупой перочинный нож

box office hit – (phr) – хит по кассовым сборам

break bricks on someone's body – (phr) – разбивать кирпичи о чье-либо тело

breaking news – (phr) – последние новости

breathing control – (phr) – контроль за дыханием

broken home – (phr) – неполная, распавшаяся семья

bubbly personality – (phr) – энергичная личность

build character – (phr) – воспитывать характер

burn victim – (phr) – жертва пожара

burnt into your memory – (phr) – врезаться в память

C

cabinet – /'kæbɪnət/ – (n) – шкафчик, комод

campaign – /'kæmpəɪn/ – (n, v) – кампания, проводить кампанию (акцию)

cancel – /'kænsəl/ – (v) – отменять

canteen – /'kæn'ti:n/ – (n) – столовая

canyon – /'kænjən/ – (n) – каньон

capitalist – /'kæpətlɪst/ – (adj) – капиталистический

capture – /'kæptʃə/ – (v) – захватывать

carbon dioxide – /'kɑ:bən daɪ'ɒksaɪd/ – (n) – углекислый газ

cardigan – /'kɑ:dɪgən/ – (n) – кардиган, кофта на пуговицах

caring – /'keərɪŋ/ – (adj) – заботливый

cartridge – /'kɑ:trɪdʒ/ – (n) – картридж

case – /'keɪs/ – (n) – чехол

cashier – /'kæʃɪə/ – (n) – кассир

catastrophe – /'kætə'strəfi/ – (n) – катастрофа

category – /'kætəgəri/ – (n) – категория

caterpillar – /'kætə'pɪlə/ – (n) – гусеница

cattle farmer – /'kætl fɑ:mə/ – (n) – владелец животноводческой фермы, скотовод

cause – /'kɔ:z/ – (v) – вызывать

cellar – /'selə/ – (n) – подвал

centuries – /'sentʃərɪz/ – (n) – века

challenge – /'tʃælɪndʒ/ – (n) – испытание

challenging – /'tʃælɪndʒɪŋ/ – (adj) – представляющий сложность

chant – /tʃɑ:nt/ – (n) – песенка

character-building – /'kærɪktə,bɪldɪŋ/ – (adj) – воспитывающий характер
 charity shop – /'tʃærəti ʃɒp/ – (n) – магазин, торгующий поддержанными вещами и отдающий выручку на благотворительные цели
 chatterbox – /'tʃætəbɒks/ – (n) – болтун
 chatty – /'tʃæti/ – (adj) – разговорчивый
 cheap – /tʃi:p/ – (adj) – дешёвый
 checkout – /tʃekəʊt/ – (n) – касса
 chemical plant – /'kemɪkəl plɑ:nt/ – (n) – химический завод
 chemicals – /'kemɪkəlz/ – (n) – химикаты
 chemist's – /'kemɪsts/ – (n) – аптека
 cherish – /'tʃerɪʃ/ – (v) – чтить, дорожить
 child labour – /tʃaɪld 'leɪbəl/ – (n) – детский труд
 chip – /tʃɪp/ – (n) – щепка, стружка
 chunk – /tʃʌŋk/ – (n) – порция
 citizens – /'sɪtəzənz/ – (n) – жители
 claim – /kleɪm/ – (v) – заявлять
 clap – /klæp/ – (v) – хлопать в ладоши
 classroom – /'kla:srʊm, -ru:m/ – (n) – классная комната
 climax – /'klaɪmæks/ – (n) – высшая точка, кульминация
 cling – /klɪŋ/ – (v) – цепляться
 clip – /klɪp/ – (n) – видеоролик
 clog dance – /'klɒŋ dɑ:ns/ – (n) – сельская чечётка (танец в деревянных башмаках)
 clone – /kləʊn/ – (n) – клон, копия
 coach – /kəʊtʃ/ – (v) – тренировать
 coal – /kəʊl/ – (n) – уголь
 coffee mug – /'kɒfi mʌŋ/ – (n) – кружка для кофе
 coin – /kɔɪn/ – (n) – монета
 coincidence – /kəʊ'ɪnsɪdəns/ – (n) – совпадение
 collapse – /kə'leɪps/ – (v) – рушиться
 college of further education – /'kɒlɪdʒ əv fɜ:ðər edʒu'keɪʃən/ – (n) – колледж дальнейшего образования
 collision – /kə'liʒən/ – (n) – коллизия, столкновение
 colonisation – /kə'lɒnəɪ'zeɪʃən/ – (n) – колонизация
 colony – /'kɒləni/ – (n) – колония
 combat – /'kɒmbæt/ – (v) – драться
 comet – /'kɒmət/ – (n) – комета
 commercial – /kə'mɜ:ʃəl/ – (n, adj) – 1) рекламный ролик; 2) рекламный, коммерческий
 committed – /kə'mɪtəd/ – (adj) – преданный идее
 community – /kə'mju:nəti/ – (n) – сообщество
 commute – /kə'mju:t/ – (v) – совершать регулярные поездки на работу в город из пригорода
 complain – /kəm'pleɪn/ – (v) – жаловаться
 complexion – /kəm'plekʃən/ – (n) – цвет лица
 composer – /kəm'pəʊzə/ – (n) – композитор
 compulsory – /kəm'pʌlsəri/ – (adj) – обязательный
 conceal – /kən'si:l/ – (v) – скрывать
 conditions – /kən'dɪʃənz/ – (n) – условия
 conduct – /kən'dʌkt/ – (v) – выполнять
 conference – /'kɒnfərəns/ – (n) – конференция
 confidently – /'kɒnfədəntli/ – (adv) – конфиденциально
 congratulate – /kən'grætʃuleɪt/ – (v) – поздравлять
 conquest – /'kɒŋkwɛst/ – (n) – завоевание
 conservation group – /kɒnsə'veɪʃən ,gru:p/ – (n) – общественная группа, выступающая за сохранение природы

conserve – /kən'sɜ:v/ – (v) – сохранять
 considerate – /kən'sɪdəət/ – (adj) – внимательный, заботливый
 constantly – /'kɒnstəntli/ – (adv) – постоянно
 construct – /kən'strʌkt/ – (v) – строить
 consume – /kən'sju:m/ – (v) – потреблять
 contribute (to) – /kən'trɪbjʊt/ – (v) – вносить вклад (в)
 controlled – /kən'trəʊld/ – (pp) – управляемый
 conveniences – /kən'vi:nɪənsəz/ – (n) – удобства
 convention – /kən'venʃən/ – (n) – конвенция
 conversation – /kɒnvə'seɪʃən/ – (n) – разговор
 convert – /kən'vɜ:t/ – (v) – превращать, переделывать
 converted – /kən'vɜ:təd/ – (adj) – переоборудованный, переделанный
 convince – /kən'vɪns/ – (v) – убеждать
 convinced – /kən'vɪnst/ – (adj) – убеждённый
 convincing – /kən'vɪnsɪŋ/ – (adj) – убеждающий, убедительный
 cope – /kəʊp/ – (v) – справляться
 cord – /kɔ:d/ – (n) – шнур
 corporation – /kɔ:pə'reɪʃən/ – (n) – корпорация
 cosmetic product – /kɒzmetɪk 'prɒdʌkt/ – (n) – косметический продукт
 cosmic – /'kɒzmɪk/ – (adj) – космический
 cotton – /'kɒtn/ – (n) – хлопок
 countless – /'kaʊntləs/ – (adj) – бесчисленный
 courageous – /kə'reɪdʒəs/ – (adj) – смелый
 coverage – /'kʌvərɪdʒ/ – (n) – репортаж
 crack – /kræk/ – (n, v) – трещина, треснуть
 crater – /'kreɪtə/ – (n) – кратер
 crime – /kraɪm/ – (n) – преступность, преступление
 crispy – /'krɪspi/ – (adj) – хрустящий
 criticise – /'krɪtɪsaɪz/ – (v) – критиковать
 cruel – /kru:əl/ – (adj) – жестокий
 cruelty – /kru:əlti/ – (n) – жестокость
 crumble – /'krʌmbəl/ – (v) – разрушаться
 crunch – /krʌntʃ/ – (v) – скрипеть
 crust – /krʌst/ – (n) – земная кора
 cryptid – /'krɪptɪd/ – (n) – криптид (животное, считающееся давно вымершим, или не существовавшее вообще)
 cryptozoologist – /'krɪptəʊzʊ:'blɒdʒəst/ – (n) – криптозоолог
 curly – /'kɜ:li/ – (adj) – кудрявый
 customer – /'kʌstəmə/ – (n) – клиент, посетитель
 cut – /kʌt/ – (n) – стрижка
 cutlery – /'kʌtləri/ – (n) – столовые приборы

Phrasal verbs

call (sb) back – /kɔ:l 'bæk/ – (phr v) – перезвонить (кому-либо)
 call off – /kɔ:l 'ɒf/ – (phr v) – отменять, отзывать
 carry on – /'kæri 'ɒn/ – (phr v) – продолжать делать что-либо
 carry out – /'kæri 'aʊt/ – (phr v) – выполнять, реализовывать
 chip away (at) – /tʃɪp ə'weɪ/ – (phr v) – откалывать
 close down – /'kləʊz 'daʊn/ – (phr v) – закрыться
 crash into – /'kræʃ 'ɪntə/ – (phr v) – сталкиваться с
 curl up – /'kɜ:l 'ʌp/ – (phr v) – свернуться калачиком

Phrases

cancer-fighting properties – (phr) – направленный против рака
 canyon wall – (phr) – стена каньона
 casual sportswear – (phr) – повседневная спортивная одежда
 casually dressed – (phr) – одетый в неформальную одежду

catch sight of – (phr) – заметить что-либо
 change the channel – (phr) – переключить канал
 chicken breasts – (phr) – куриные грудки
 chubby cheeks – (phr) – пухлые щёки
 civil rights – (phr) – гражданские права
 classic novel – (phr) – классический роман
 clean neighborhood – (phr) – чистый район, квартал
 climbing gear – (phr) – оборудование для скалолазания
 clothes shop – (phr) – магазин одежды
 coach football in a school in Zambia – (phr) – работать
 футбольным тренером в школе в Замбии
 collapse with exhaustion – (phr) – упасть от истощения
 collapsed mine – (phr) – рухнувшая шахта
 come ashore – (phr) – добраться (дойти) до берега
 come inland – (phr) – обрушиться на внутреннюю территорию
 come into conflict – (phr) – вступить в конфликт
 complete an MBA through a Facebook application – (phr) –
 получить степень магистра через приложение на сайте
 Facebook
 conduct experiments – (phr) – проводить эксперименты
 consumer society – (phr) – общество потребления
 couldn't care less – (phr) – наплевать
 cover your mouth – (phr) – прикрывать рот
 crack your knuckles – (phr) – щёлкать пальцами
 cram for – (phr) – натаскать (к экзамену)
 crash course – (phr) – интенсивный курс
 crawl on hands and knees down a mountain – (phr) – ползти на
 карачках с горы
 create window displays & posters – (phr) – создавать
 оформление витрин и плакаты
 credit/debit card number – (phr) – номер
 кредитной/дебетовой карты

D

daffodil – /dæfədɪl/ – (n) – нарцисс
 damage – /dæmɪdʒ/ – (n, v) – разрушение, наносить ущерб
 dangerously – /deɪndʒərəsli/ – (adv) – опасно
 dark-skinned – /dɑ:k'skɪnd/ – (adj) – смуглый
 dead – /ded/ – (adj) – мёртвый
 deafening – /defəniŋ/ – (adj) – оглушающий
 deal – /di:l/ – (n) – сделка
 debris – /deɪbrɪ: 'deɪ-/ – (n) – осколки, обломки, мусор
 debt – /det/ – (n) – долг
 decent – /di:sənt/ – (adj) – достойный
 declare – /di'kleə/ – (v) – объявлять
 decline – /di'klaɪn/ – (v) – отрицать
 décor – /deɪkɔ:/ – (n) – внутренняя отделка
 decrease – /di'kri:s/ – (v) – уменьшать
 dedicate – /dedɪket/ – (v) – посвящать
 dedicated – /dedɪkətəd/ – (adj) – преданный
 defend – /di'fend/ – (v) – защищать
 deforestation – /di:frə'steɪʃən/ – (n) – обезлесивание, вырубка
 лесов
 degree – /di'ɡri:/ – (n) – градус; степень
 dehydration – /di:hai'dreɪʃən/ – (n) – обезвоживание
 delay – /di'leɪ/ – (n) – задержка
 delicate – /delɪkət/ – (adj) – деликатный
 delight – /di'lait/ – (v) – приводить в восторг, восхищать

delirious – /di'lɪrɪəs/ – (adj) – находящийся в бреду
 depressing – /dɪ'presɪŋ/ – (adj) – депрессивный, удручающий
 desperate – /despə'reɪt/ – (adj) – отчаянный, доведённый до
 отчаяния
 desperately – /despə'reɪtli/ – (adv) – отчаянно
 destination – /destɪ'neɪʃən/ – (n) – пункт назначения
 destitution – /destə'tju:ʃən/ – (n) – нужда, нищета
 devastating – /devə'steɪtɪŋ/ – (adj) – разрушительный
 development manager – /di'veləp'mənt,mænɪdʒə/ – (n) –
 директор по развитию
 digital camcorder – /dɪdʒɪtl'kæmkɔ:də/ – (n) – цифровая
 видеокамера
 direct – /də'rekt,'daɪ'rekt/ – (adj) – прямой
 dirt-cheap – /dɜ:t'tʃi:p/ – (adj) – очень дешёвый
 disabled – /dɪ'seɪblɪd/ – (n) – инвалид
 disappearance – /dɪsə'pɪərəns/ – (n) – исчезновение
 disapprovingly – /dɪsə'pru:vɪŋli/ – (adv) – неодобрительно
 discard – /dɪs'kɑ:d/ – (v) – браковать, выкидывать
 discipline – /dɪ'seɪplɪn/ – (n) – дисциплина
 disciplined – /dɪ'seɪplɪnd/ – (adj) – дисциплинированный
 discomfort – /dɪs'kʌmfət/ – (n) – неудобство, неловкость
 discrimination – /dɪ'skrɪmɪ'neɪʃən/ – (n) – дискриминация
 disease – /dɪ'zi:z/ – (n) – болезнь
 dismiss – /dɪs'mɪs/ – (v) – отклонять
 disorganised – /dɪs'ɔ:gənəɪzd/ – (adj) – неорганизованный
 dispose (of) – /dɪ'spəʊz/ – (v) – избавляться (от)
 disruption – /dɪs'rʌpʃən/ – (n) – разрушение, дестабилизация
 dissolve – /dɪ'zɒlv/ – (v) – раствориться
 distinguish between – /dɪ'stɪŋɡwɪʃ/ – (v) – отличать, различать
 distressing – /dɪ'stresɪŋ/ – (adj) – огорчающий, неутешительный
 dizziness – /dɪ'zɪznəs/ – (n) – головокружение
 documentary – /dɒkjə'mentəri/ – (n) – документальный фильм
 domestic – /də'mestɪk/ – (adj) – домашний
 dominate – /dɒməneɪt/ – (v) – преобладать, доминировать
 donate – /dəʊ'neɪt/ – (v) – давать деньги на благотворительность
 donation – /dəʊ'neɪʃən/ – (n) – пожертвование
 dormant – /dɔ:mənt/ – (adj) – дремлющий
 doubt – /daʊt/ – (v) – сомневаться
 doubtful – /daʊtful/ – (adj) – сомневающийся
 dowager – /daʊədʒə/ – (adj) – вдова
 downside – /daʊnsaɪd/ – (n) – обратная сторона
 drag – /dræg/ – (v) – тащить, затащить, втянуть
 drain – /dreɪn/ – (v) – осушать
 drama – /drɑ:mə/ – (n) – драма
 drama queen – /drɑ:mə'kwɪ:n/ – (n) – человек, склонный к
 наигранным реакциям
 drawback – /draʊ'bæk/ – (n) – недостаток
 drip – /drɪp/ – (v) – капать
 droop – /dru:p/ – (v) – обвисать, опускаться
 drop in – /drɒp 'ɪn/ – (v) – заходить
 drug smuggler – /drʌg'smʌglə/ – (n) – перевозчик наркотиков
 durable – /djʊərəbəl/ – (adj) – долговечный, прочный

Phrasal verbs

die down – /daɪ'daʊn/ – (phr v) – увядать, исчезать
 die out – /daɪ'aʊt/ – (phr v) – вымирать
 dig (sth) into (sb/sth) – /dɪg'ɪntə/ – (phr v) – врезаться во что-
 либо
 do (sth) over – /du:'əʊvə/ – (phr v) – делать заново

doze off – /ˈdɔʊz ɒf/ – (phr v) – задремать
 do up – /duː ʌp/ – (phr v) – застёгивать одежду, украшать (комнату)
 drop by/in – /drɒp baɪ, ɪn/ – (phr v) – навестить кого-либо
 drop out – /drɒp aʊt/ – (phr v) – бросать (учёбу)

Phrases

deafening roar – (phr) – оглушающий рёв
 desperate struggle – (phr) – отчаянная борьба
 develop textile – (phr) – разрабатывать ткань
 dietary advice – (phr) – совет по питанию
 disabled athlete – (phr) – атлет с ограниченными возможностями
 disaster struck – (phr) – приключилось несчастье
 distant galaxy – (phr) – отдалённая галактика
 distant relative – (phr) – дальний родственник
 do a massage course in Thailand – (phr) – пройти курс массажа в Тайланде
 do the splits – (phr) – садиться на шпагат
 do well in your exams/a test – (phr) – хорошо сдать экзамены/написать тест
 dodging bullets – (phr) – уклоняться от пуль
 donate to charity – (phr) – жертвовать деньги на благотворительность
 dormant volcano – (phr) – спящий вулкан
 draw a bow – (phr) – держать лук наготове
 drive sb mad – (phr) – злить кого-либо
 drive sb to distraction – (phr) – довести кого-либо до безумия
 drive sled dogs in Siberia – (phr) – управлять собачьей упряжкой в Сибири
 dry instantly – (phr) – мгновенно высохнуть
 due to – (phr) – из-за

E

eager – /iːgə/ – (adj) – готовый (что-либо сделать)
 earth tremor – /ˈz:θ ˌtremə/ – (n) – дрожь земли
 earthquake – /ˈz:θkwɛɪk/ – (n) – землетрясение
 ecosystem – /iːkəʊsɪstəm/ – (n) – экосистема
 educational – /ˌedʒʊˈkeɪʃənəl/ – (adj) – образовательный
 educational institution – /ˌedʒʊˈkeɪʃənəl ɪnstəˌtjuːʃən/ – (n) – образовательное учреждение
 eerie – /iəri/ – (adj) – жуткий, мрачный
 effective – /ɪˈfektɪv/ – (adj) – эффективный
 effectively – /ɪˈfektɪvli/ – (adv) – эффективно
 efficient – /ɪˈfɪʃənt/ – (adj) – эффективный
 elaborate – /ɪˈlæbərət/ – (adj) – детальный, тщательно продуманный
 electric eel – /ɪˌlektɪk ˈi:l/ – (n) – электрический угорь
 electronic waste – /ɪˌlektɹɒnɪk ˈweɪst/ – (n) – электронный мусор
 embarrassed – /ɪmˈbærəst/ – (adj) – смущённый
 embryo – /ˈembriəʊ/ – (n) – эмбрион, зародыш
 enclosure – /ɪnˈklɔʊzə/ – (n) – огороженное место, замкнутое пространство
 encounter – /ɪnˈkaʊntə/ – (n) – встреча
 encouragement – /ɪnˈkʌrɪdʒmənt/ – (n) – поощрение
 endless – /ˈendləs/ – (adj) – бесконечный
 enemy – /ˈenəmi/ – (n) – враг
 engraving – /ɪnˈɡreɪvɪŋ/ – (n) – надпись
 enhance – /ɪnˈhɑːns/ – (v) – увеличивать
 entry – /ˈentri/ – (n) – вход

environmental group – /ɪnˌvaɪrənˈmentl ɡruːp/ – (n) – группа по защите окружающей среды
 epic – /ˈepɪk/ – (adj) – эпический
 epicentre – /ˈepɪsɛntə/ – (n) – эпицентр
 equivalent – /ɪˈkwɪvələnt/ – (adj) – аналог, эквивалент
 era – /ɪərə/ – (n) – эра
 erupt – /ɪˈrʌpt/ – (v) – извергаться
 eternity – /ɪˈtɜːnəti/ – (n) – вечность
 ethical – /ˈeθɪkəl/ – (adj) – этический
 evacuate – /ɪˈvækjuːeɪt/ – (v) – эвакуировать
 evacuation – /ɪˈvækjuːeɪʃən/ – (n) – эвакуация
 eventually – /ɪˈventʃʊəli, -tʃʊəli/ – (adv) – в конце концов
 evolution – /ɪˌvɔːluːʃən, ɛvə-/ – (n) – эволюция
 exaggerate – /ɪɡˈzædʒəreɪt/ – (v) – преувеличивать
 excavate – /ɪˈɛkskəveɪt/ – (v) – раскапывать
 exceed – /ɪkˈsiːd/ – (v) – превышать
 excessive rubbish – /ɪkˌsesɪv ˈrʌbɪʃ/ – (n) – избыточное загрязнение
 exchange – /ɪksˈtʃeɪndʒ/ – (v) – обменивать(ся)
 exciting – /ɪkˈsaɪtɪŋ/ – (adj) – захватывающий, увлекательный
 execution – /ɪˈkɛksɪˈkjuːʃən/ – (n) – казнь
 exhaust – /ɪɡˈzɔːst/ – (v) – выпускать
 exhaustion – /ɪɡˈzɔːstʃən/ – (n) – истощение
 exhibition – /ɪˌɛksɪˈbɪʃən/ – (n) – выставка
 expedition – /ɪˌɛkspəˈdɪʃən/ – (n) – экспедиция
 expenses – /ɪkˈspensɪz/ – (n) – расходы
 experienced – /ɪkˈspɪəriənst/ – (adj) – опытный
 explode – /ɪkˈspləʊd/ – (v) – взрываться
 exploration – /ɪˌɛkspləˈreɪʃən/ – (n) – исследование
 explosion – /ɪkˈsplɔːzən/ – (n) – взрыв
 expose – /ɪkˈspəʊz/ – (v) – выставлять напоказ
 extract – /ɪkˈstrækt/ – (v) – откачивать (газ)
 extraterrestrial – /ɪˌɛkstrətəˈrestriəl/ – (adj) – внеземной
 extravagant – /ɪkˈstrævəgənt/ – (adj) – экстравагантный
 eyelid – /ˈaɪlɪd/ – (n) – веко (глаза)
 eye-opening – /ˈaɪ ɔʊpənɪŋ/ – (adj) – очевидный

Phrases

early teens – (phr) – младший подростковый возраст
 eerie sound – (phr) – жуткий звук
 emergency services – (phr) – службы оказания помощи в чрезвычайной ситуации
 endless possibilities – (phr) – бесконечные возможности
 enrol at a state school/university – (phr) – поступить в государственную школу/университет
 entire length – (phr) – полная длина
 environmental disaster – (phr) – экологическая катастрофа
 environmentally friendly – (phr) – безвредный для окружающей среды
 establish a successful business – (phr) – основать успешный бизнес
 ethical fashion – (phr) – этическая обувь и одежда
 (every cloud has a) silver lining – (phr) – нет худа без добра
 evolved brain – (phr) – развитый мозг
 expiry date – (phr) – истечение срока действия карты
 extracurricular activity – (phr) – внеучебная деятельность
 eye contact – (phr) – зрительный контакт
 eye of the storm – (phr) – «глаз» бури
 eye-witness account – (phr) – показания свидетеля

F

fabric – /'fæbrɪk/ – (n) – материал, ткань
 failure – /'feɪljə/ – (n) – неудача
 faint – /feɪnt/ – (adj, v) – слабый, падать в обморок
 fake – /feɪk/ – (adj) – поддельный
 familiar – /fə'mɪliə/ – (adj) – знакомый
 family break-up – /fæməli 'breɪk ʌp/ – (n) – развод
 famine – /'fæmɪn/ – (n) – голод
 fan – /fæn/ – (n) – фанат
 fantasy – /'fæntəsi/ – (n) – фантазия
 fascinated – /'fæsəneɪtɪd/ – (adj) – восхищённый
 fast forward – /fɑːst 'fɔːwəd/ – (v) – перемотать вперёд
 fast-paced – /fɑːst 'peɪst/ – (adj) – быстро развивающийся
 faulty – /'fɔːltɪ/ – (adj) – бракованный, некачественный
 feared – /fiəd/ – (adj) – испуганный
 feature – /'fi:tʃə/ – (v) – делать гвоздём программы
 fee – /fiː/ – (n) – плата
 fertiliser – /'fɜːtəlaɪzə/ – (n) – удобрение
 fibber – /'fɪbə/ – (n) – выдумщик
 fidget – /'fɪdʒət/ – (v) – ёрзать, суетиться
 fiercely – /'fiəʃli/ – (adv) – неистово
 fight – /faɪt/ – (v) – бороться
 fin – /fɪn/ – (n) – плавник
 finding – /'faɪndɪŋ/ – (n) – находка
 fire (safety) drill – /'faɪə drɪl/ – (n) – тренировка
 противопожарных действий
 firmly – /'fɜːmli/ – (adv) – твёрдо
 first aid kit – /fɜːst 'eɪd kɪt/ – (n) – аптечка первой помощи
 flame-thrower – /'fleɪm θrəʊə/ – (n) – огнемёт
 flaming – /'fleɪmɪŋ/ – (adj) – пылающий
 flash (across) – /flæʃ/ – (v) – пронестись, промчаться
 flat – /flæt/ – (adj) – скучный, однообразный
 flatten – /'flætən/ – (v) – сравнять с землёй
 flatter – /'flætə/ – (v) – похвалить
 flea market – /'fliː mɑːkɪt/ – (n) – блошиный рынок
 flee – /fliː/ – (v) – спастись бегством
 flipper – /'flɪpə/ – (n) – дельфин
 float – /fləʊt/ – (v) – плавать
 flock – /flɒk/ – (n) – стая (птиц)
 flood – /flʌd/ – (n) – наводнение
 flooding – /'flʌdɪŋ/ – (n) – наводнение
 florist's – /'flɒrɪsts/ – (n) – цветочный магазин
 flying saucer – /'flaɪɪŋ 'sɔːsə/ – (n) – летающая тарелка
 focused – /'fəʊkəst/ – (adj) – сфокусированный
 fool – /fuːl/ – (v) – обманывать
 foolish – /'fuːliʃ/ – (adj) – глупый
 footage – /'fʊtɪdʒ/ – (n) – видеозапись
 footstep – /'fʊtstep/ – (n) – шаг
 force – /fɔːs/ – (n, v) – сила, заставлять силой
 forefather – /'fɔːfɑːðə/ – (n) – предок, прародитель
 foreground – /'fɔːgraʊnd/ – (n) – первый план
 foreigner – /'fɔːrɪnə/ – (n) – иностранец
 forensic psychologist – /fə'rensɪk saɪ'kɒlədʒɪst, -zɪk/ – (n) –
 судебный психолог
 foreshock – /'fɔːʃɒk/ – (n) – предварительный толчок
 землетрясения
 forest worker – /'fɒrɪst wɜːkə/ – (n) – лесничий
 formation – /fɔː'meɪʃən/ – (n) – конструкция

formula – /'fɔːmjələ/ – (n) – формула
 foundation – /'faʊn'deɪʃən/ – (n) – фонд
 fractured – /'fræktʃəd/ – (adj) – с трещиной
 frantic – /'fræntɪk/ – (adj) – безумный
 freak storm – /'friːk 'stɔːm/ – (n) – неожиданно налетевшая буря
 freckled – /'frekəld/ – (adj) – веснушчатый
 freelance – /'friːləns/ – (adj) – внештатный
 freeway – /'friːweɪ/ – (n) – шоссе
 freeze-frame – /'friːz freɪm/ – (v) – нажать на стоп-кадр
 frequent – /'friːkwənt/ – (adj) – частый
 fresh produce – /'frefʃ 'prɒdjuːs/ – (n) – свежая продукция
 freshly baked – /'frefʃli 'beɪkt/ – (pp) – свежеиспечённый
 freshly-baked bread – /'frefʃli beɪkt 'bred/ – (n) –
 свежеиспечённый хлеб
 frizzy – /'frɪzi/ – (adj) – кудрявый
 frizzy hair – /'frɪzi 'heə/ – (n) – кудрявые волосы
 frown – /fraʊn/ – (v) – хмуриться
 fully-functional – /'fʊli 'fʌŋkʃənəl/ – (adj) –
 полнофункциональный
 fund-raising – /'fʌnd ,reɪzɪŋ/ – (adj) – сбор средств
 fungi – /'fʌndʒaɪ, 'lʌŋgaɪ/ – (n) – грибы
 fun-loving – /'fʌn ,lʌvɪŋ/ – (adj) – любящий веселье
 funny – /'fʌni/ – (adj) – смешной, забавный
 furious – /'fjʊəriəs/ – (adj) – в ярости
 fussy diner – /'fʌsi 'daɪnə/ – (n) – придирчивый посетитель
 кафе/ресторана

Phrasal verbs

fill out – /'fɪl 'aʊt/ – (phr v) – заполнять (документы, анкету)
 fill up – /'fɪl 'ʌp/ – (phr v) – наполнять до краёв

Phrases

face terrifying hazards – (phr) – столкнуться с ужасной
 опасностью
 factory explosion – (phr) – взрыв на фабрике
 faint with exhaustion & dehydration – (phr) – потерять сознание
 от истощения и обезвоживания
 fair-weather friend – (phr) – друг, хороший только при
 благоприятных обстоятельствах
 fall in love with – (phr) – влюбиться в
 family emergency – (phr) – по семейным обстоятельствам
 fast tide – (phr) – быстрое течение
 fault line – (phr) – линия разлома, геологический разрыв
 feel sick – (phr) – плохо себя чувствовать
 fight blindfolded – (phr) – драться вслепую
 final frontier – (phr) – последний рубеж
 financial support – (phr) – финансовая помощь
 fire tornado – (phr) – огненный торнадо
 first aid – (phr) – первая помощь
 fixed line – (phr) – фиксированная связь
 flaming hot lava – (phr) – горячая огненная лава
 flawless complexion – (phr) – идеальный цвет лица
 flesh-eating disease – (phr) – болезнь, разрушающая плоть
 food chain – (phr) – пищевая цепочка
 food shortage – (phr) – нехватка еды
 football pitch – (phr) – футбольное поле
 former army captain – (phr) – бывший армейский капитан
 freedom of expression – (phr) – свобода выражения
 freeze in terror – (phr) – застыть от ужаса

frozen foods – (phr) – замороженные продукты
 full potential – (phr) – полный потенциал
 fully-working machine – (phr) – полностью работающее устройство
 furniture covering – (phr) – мебельное покрытие
 futuristic community – (phr) – футуристическое общество

G

garment – /'gɑ:mənt/ – (n) – предмет одежды
 gas – /gæs/ – (n) – газ
 gas mask – /'gæs mɑ:sk/ – (n) – противогаз
 gather – /'gæðə/ – (v) – собираться
 gaze – /geɪz/ – (v) – пристально смотреть
 generate – /'dʒenəreɪt/ – (v) – генерировать
 generation – /,dʒenə'reɪʃən/ – (n) – поколение
 generous – /'dʒenərəs/ – (adj) – щедрый
 gentleman (pl *gentlemen*) – /'dʒentlmən/ – (n) – джентльмен
 ghostly – /'gəʊstli/ – (adj) – призрачный
 giant – /'dʒaɪənt/ – (adj) – гигантский
 gifted – /'gɪftɪd/ – (adj) – одарённый
 glance – /glɑ:ns/ – (v) – бросить взгляд, взглянуть мельком
 gland – /glænd/ – (n) – железа
 glare – /gleə/ – (v) – свирепо смотреть
 glass – /glɑ:s/ – (n) – стекло
 glimpse – /'glɪmp/ – (v) – бросить быстрый, мимолётный взгляд
 global warming – /'glɒəbəl 'wɔ:miŋ/ – (n) – глобальное потепление
 glorious – /'glɔ:riəs/ – (adj) – великолепный, прекрасный
 glowing – /'gləʊɪŋ/ – (adj) – горящий, пылающий
 glue – /glu:/ – (v) – клеить, наклеивать
 goal – /gəʊl/ – (n) – цель
 gossip – /'gɒsɪp/ – (n) – слух
 GPS – /'dʒi: pi: 'es/ – (n) – спутниковая система навигации
 grab – /græb/ – (v) – хватать
 grand – /grænd/ – (adj) – грандиозный, большой
 grass skirt – /'grɑ:s 'skɜ:t/ – (n) – юбка из травы
 graveyard – /'greɪvja:d/ – (n) – кладбище
 graze – /greɪz/ – (v) – пастись
 greed – /gri:d/ – (n) – жадность
 green issues – /'grɪ:n 'ɪʃu:z/ – (n) – проблемы окружающей среды
 greenhouse gas – /'grɪ:nhaʊs 'gæs/ – (n) – газы, вызывающие парниковый эффект
 gripping – /'grɪpɪŋ/ – (adj) – захватывающий
 groom – /gru:m/ – (v) – жених
 guarantee – /'gærən'ti:/ – (v) – гарантировать
 guilty – /'gɪlti/ – (adj) – виновный
 gumball machine – /'gʌmbɔ:l mæʃi:n/ – (n) – автомат с жвачкой
 gym – /dʒɪm/ – (n) – спортзал

Phrasal verbs

get across – /get ə'krɒs/ – (phr v) – чётко изложить, объяснить
 get ahead – /get ə'hed/ – (phr v) – преуспеть, продвигаться вперёд
 get along (with) – /get ə'lɒŋ/ – (phr v) – ладить (с кем-либо)

Phrases

gasp in amazement – (phr) – задохнуться от удивления
 generate electricity – (phr) – генерировать электричество
 genetic map – (phr) – генетическая карта

get a degree – (phr) – получить степень
 get free – (phr) – освободиться
 get hair highlighted – (phr) – делать мелирование
 get rid (of sb/sth) – (phr) – избавляться (от кого-либо/чего-либо)
 get tongue-tied – (phr) – лишиться дара речи
 ghostly goings-on – (phr) – появления призраков
 giant hailstones – (phr) – гигантские градины
 give your neck a workout – (phr) – осмотритесь, посмотрите вокруг
 go crazy – (phr) – сходить с ума
 go into battle – (phr) – вступить в битву
 go on sale – (phr) – распродаваться
 go to waste – (phr) – пропадать впустую
 go undercover – (phr) – действовать скрытно, тайно
 goatee beard – (phr) – козлиная борода
 grab attention – (phr) – захватывать внимание
 ground shakes – (phr) – дрожь земли
 grow a beard – (phr) – отращивать бороду

H

hack – /hæk/ – (v) – рубить, разрубать
 hair salon – /'heə sælɒn/ – (n) – салон красоты
 hairy – /'heəri/ – (adj) – волосатый
 hall of residence – /'hɔ:l əv 'rezɪdəns/ – (n) – общежитие
 handle – /'hændl/ – (v) – справиться с кем-либо
 hard-earned cash – /'hɑ:d z:nd 'kæʃ/ – (n) – деньги, заработанные с большим трудом
 harmful – /'hɑ:mfəl/ – (adj) – вредный
 harmless – /'hɑ:mləs/ – (adj) – безобидный
 harsh – /hɑ:ʃ/ – (adj) – тяжёлый, сложный
 hatch – /hætʃ/ – (v) – вылупляться
 haunt – /hɔ:nt/ – (v) – посещаться призраками
 haunted – /'hɔ:ntɪd/ – (adj) – посещаемый призраками
 head of department – /'hed əv dɪ'pɑ:tmənt/ – (n) – заведующий кафедрой
 heartbeat – /'hɑ:tbi:t/ – (n) – сердцебиение
 heart-warming – /'hɑ:t 'wɔ:miŋ/ – (adj) – душевный, трогательный
 heat – /hi:t/ – (n) – жара
 heavens – /'hevənz/ – (n) – небеса
 hedge – /hedʒ/ – (n) – изгородь, преграда
 herd – /hɜ:d/ – (n) – стадо
 hero – /'hɪərəʊ/ – (n) – герой
 hieroglyphics – /'haɪrə'glɪfɪks/ – (n) – иероглифы
 high tide – /'haɪ 'taɪd/ – (n) – прилив
 high-heeled shoes – /'haɪ hi:l'd 'ʃu:z/ – (n) – туфли на высоком каблуке
 hips – /'hɪps/ – (n) – бёдра
 hire – /'haɪə/ – (v) – нанимать
 History of Art – /'hɪstəri əv 'ɑ:t/ – (n) – история искусств
 hit – /hɪt/ – (v) – ударять
 hive – /haɪv/ – (n) – улей; рой пчёл
 hoax – /'həʊks/ – (n) – подделка
 hole – /həʊl/ – (n) – дыра
 homelessness – /'həʊmləsnes/ – (n) – бездомность
 honour – /'ɒnə/ – (v) – чествовать
 horizontally – /'hɒrə'zɒntli/ – (adv) – горизонтально
 horrible – /'hɒrəbəl/ – (adj) – ужасный

horror story – /'hɒrə stɔ:ri/ – (n) – страшный рассказ
 host family – /həʊst 'fæməli/ – (n) – принимающая семья
 hostile – /'hɒstail/ – (adj) – враждебный
 hostile tribes – /hɒstail 'traɪbz/ – (n) – враждебные племена
 hotspot – /'hɒtspɒt/ – (n) – горячая точка
 housekeeper – /'haʊs,ki:pə/ – (n) – экономка, домоправительница
 housewife – /'haʊswaɪf/ – (n) – домохозяйка
 huddle – /'hʌdl/ – (v) – жаться, толпиться
 hug – /hʌg/ – (v) – обнимать
 human nature – /hju:mən 'neɪtʃə/ – (n) – человеческая природа
 human rights – /hju:mən 'raɪts/ – (n) – права человека
 human settlement – /hju:mən 'setlmənt/ – (n) – поселение людей
 humanitarianism – /hju:mənə'teərɪənɪzəm/ – (n) – человеколюбие
 humility – /hju:'mɪləti/ – (n) – смирение, покорность
 hunger – /'hʌŋgə/ – (n) – голод
 hurl – /hɜ:l/ – (v) – швырять, бросать
 hurricane – /'hʌrɪkən/ – (n) – ураган
 hygiene – /'haɪdʒi:n/ – (n) – гигиена

Phrasal verbs

hand in – /hænd 'ɪn/ – (phr v) – сдавать
 hand out – /hænd 'aʊt/ – (phr v) – раздавать
 hand over – /hænd 'əʊvə/ – (phr v) – передавать
 hang on – /hæŋ 'ɒn/ – (phr v) – ожидать на телефоне
 hang out – /hæŋ 'aʊt/ – (phr v) – тусоваться с друзьями
 head for – /hed fə, fɔ:/ – (phr v) – направляться к, в
 hold off – /həʊld 'ɒf/ – (phr v) – задерживать, откладывать
 hold on – /həʊld 'ɒn/ – (phr v) – ждать
 hold up – /həʊld 'ʌp/ – (phr v) – 1. откладывать; 2. совершать
 вооружённое нападение

Phrases

hair-raising moments – (phr) – ситуации, от которых волосы
 дыбом встают
 hands-on method – (phr) – практический метод
 hard evidence – (phr) – веское доказательство
 have a facelift – (phr) – делать подтяжку лица
 have a tattoo – (phr) – делать татуировку
 have access to – (phr) – иметь доступ к
 have ears pierced – (phr) – делать пирсинг в ушах
 have lessons with interactive whiteboards – (phr) – иметь уроки
 с использованием интерактивной доски
 have private lessons – (phr) – иметь частные уроки
 have stitches – (phr) – иметь наложенные швы
 help build an orphanage in China – (phr) – помогать в
 строительстве детского дома в Китае
 help conserve coral reefs in Fiji – (phr) – помогать в сохранении
 коралловых рифов Фиджи
 help people in need – (phr) – помогать нуждающимся
 help rehabilitate injured animals – (phr) – помогать в
 реабилитации раненых животных
 help the elderly – (phr) – помогать пожилым
 high frequency sound – (phr) – высокочастотный звук
 highly anticipate – (phr) – сильно предвкушать
 huge tropical storm – (phr) – сильная тропическая гроза
 human existence – (phr) – человеческое существование

I

icon – /'aɪkɒn/ – (n) – икона
 ignite – /ɪg'naɪt/ – (v) – воспламеняться

ignore – /ɪg'nɔ:/ – (v) – игнорировать
 illiteracy – /'ɪlɪtərəsi/ – (n) – безграмотность
 ill-tempered – /ɪl 'tempəd/ – (adj) – с плохим характером,
 сварливый
 illustrate – /ɪlə'streɪt/ – (v) – показывать, иллюстрировать
 immigration – /ɪmɪ'greɪʃən/ – (n) – иммиграция
 impact – /ɪmpækt/ – (n) – влияние, воздействие, ударная сила
 impolite – /ɪmpə'laɪt/ – (adj) – невежливый
 impose – /ɪm'pəʊz/ – (v) – облагать (налогом)
 impractical – /ɪm'præktɪkəl/ – (adj) – непрактичный
 impressive – /ɪm'presɪv/ – (adj) – впечатляющий
 imprison – /ɪm'prɪzən/ – (v) – заключать под стражу
 imprisonment – /ɪm'prɪzənmənt/ – (n) – заключение (в тюрьму)
 inaccessible – /ɪnək'sesəbəl/ – (adj) – недоступный
 inadequate – /ɪn'ædəkwət/ – (adj) – неадекватный
 incident – /ɪnsədənt/ – (n) – инцидент, случай
 include – /ɪn'klud/ – (v) – включать
 inconsiderable – /ɪnkən'sɪdərəbəl/ – (adj) – несущественный,
 незначительный
 influential – /ɪnflu'entʃəl/ – (adj) – влиятельный
 information technology – /ɪnfə'meɪʃən tek'nɒlədʒi/ – (n) –
 информатика
 informative – /ɪn'fɔ:mətɪv/ – (adj) – информативный
 ingredients – /ɪn'grɪdiənts/ – (n) – ингредиенты, состав
 initial – /ɪ'nɪʃəl/ – (adj) – первоначальный
 injure – /ɪndʒə/ – (v) – ранить
 inland – /ɪn'lænd/ – (adv) – на территории
 inspiration – /ɪnspə'reɪʃən/ – (n) – вдохновение
 instalment – /ɪn'stɔ:lmənt/ – (n) – выпуск, часть
 instant – /ɪnstənt/ – (adj) – мгновенный
 instinct – /ɪnstɪŋkt/ – (n) – инстинкт
 instinctively – /ɪn'stɪŋktɪvli/ – (adv) – инстинктивно
 intensely – /ɪn'tensli/ – (adv) – интенсивно
 intentional – /ɪn'tenʃənəl/ – (adj) – намеренный
 interfere – /ɪntə'fɪə/ – (v) – вмешиваться
 interrupt – /ɪntə'rʌpt/ – (v) – вмешиваться, прерывать, перебивать
 intimidate – /ɪn'tɪmɪdeɪt/ – (v) – запугивать, угрожать
 intricate – /ɪn'trɪkət/ – (adj) – замысловатый, затейливый
 intriguing – /ɪn'trɪ:ɡɪŋ/ – (adj) – интригующий
 intriguingly – /ɪn'trɪ:ɡɪŋli/ – (adv) – интригуяще
 introvert – /ɪntroʊvɜ:t/ – (adj) – интроверт
 intruder – /ɪn'tru:də/ – (n) – незваный гость, проникший в дом
 без разрешения
 invade – /ɪn'veɪd/ – (v) – захватывать
 invasion – /ɪn'veɪʒən/ – (n) – вторжение
 invest – /ɪn'vest/ – (v) – вкладывать деньги
 invisible – /ɪn'vɪzəbəl/ – (adj) – невидимый
 invoice – /ɪn'vɔɪs/ – (n) – счет
 involve – /ɪn'vɒlv/ – (v) – включать
 irrigate – /ɪrɪgeɪt/ – (v) – поливать, орошать
 irritably – /ɪrɪtəblɪ/ – (adv) – раздражённо
 isolate – /aɪsəleɪt/ – (v) – изолировать
 isolated – /aɪsələɪtəd/ – (adj) – изолированный
 issue – /'ɪʃu:, 'ɪʃju:/ – (n) – проблема
 itchy – /'ɪtʃi/ – (adj) – зудящий

Phrases

I would appreciate it – (phr) – Я был бы благодарен
 if in doubt – (phr) – если сомневаетесь

illegal fishing – (phr) – нелегальный лов рыбы
 impressive production – (phr) – поражающее производство
 improve (their) quality of life – (phr) – улучшать качество жизни
 in a fog – (phr) – в тумане
 in high demand – (phr) – пользоваться большим спросом
 in its path – (phr) – на своём пути
 in retreat from – (phr) – в уединении от
 industrial greenhouse – (phr) – промышленная теплица
 inject with antibiotics – (phr) – делать укол антибиотика
 inner peace – (phr) – внутренняя гармония
 inner strength – (phr) – внутренняя сила
 insist on your own way – (phr) – настаивать на своём
 interrupt the speaker – (phr) – прерывать выступающего
 invents something to improve people's lives – (phr) – изобретает что-либо, улучшающее жизнь людей
 irritating sound – (phr) – раздражающий звук

J

jammed – /dʒæmɪd/ – (adj) – перегруженный
 jeweller's – /dʒuːələz/ – (n) – ювелирный магазин
 journalism – /dʒɜːnlɪzəm/ – (n) – журналистика
 judgement – /dʒʌdʒmənt/ – (n) – суждение
 (jungle) expedition – /ˌɛkspə'dɪʃən/ – (n) – экспедиция (в джунгли)
 jury – /dʒʊəri/ – (n) – присяжные заседатели

Phrasal verbs

join in – /dʒɔɪn 'ɪn/ – (phr v) – присоединяться, вступать в компанию
 join up – /dʒɔɪn 'ʌp/ – (phr v) – стать членом (клуба)

Phrases

jet of lava – (phr) – поток лавы

K

kerosene lamp – /kerəsi:n 'læmp/ – (n) – керосиновая лампа
 kettle – /ketl/ – (n) – чайник
 kick – /kɪk/ – (v) – ударять
 killjoy – /'kɪldʒɔɪ/ – (n) – зануда, нытик
 kind-hearted – /kaɪnd 'hɑːtɪd/ – (adj) – добрый
 kit – /kɪt/ – (n) – форма (футбольная)
 know-it-all – /nəʊ ɪt ə:l/ – (n) – всезнайка

Phrasal verbs

keep away – /ki:p ə'weɪ/ – (phr v) – держаться в стороне
 keep off – /ki:p 'ɒf/ – (phr v) – держаться подальше от чего-либо
 keep on – /ki:p 'ɒn/ – (phr v) – продолжать делать что-либо
 keep up (with) – /ki:p 'ʌp/ – (phr v) – не отставать (от)

Phrases

keep in top form – (phr) – держать в отличной форме
 knock his head – (phr) – ударяться головой

L

labyrinth – /'læbərɪnθ/ – (n) – лабиринт
 lack – /læk/ – (n) – недостаток, нехватка
 lair – /leɪ/ – (n) – логово
 land – /lænd/ – (v) – пристать к берегу, приземлиться
 landslide – /'lændslaɪd/ – (n) – оползень, обвал

lane – /leɪn/ – (n) – узкая дорога
 lassoing – /lə'su:ɪŋ, 'læsəʊɪŋ/ – (n) – кидать лассо
 last – /lɑːst/ – (v) – длиться
 latter – /'lætə/ – (adj) – последний
 launch – /lɔːntʃ/ – (v) – запускать
 lava flow – /'lɑ:və fləʊ/ – (n) – течение лавы
 lava fountain – /'lɑ:və faʊntɪn/ – (n) – фонтан лавы
 laziness – /'leɪzɪnəs/ – (n) – лень
 lead – /li:d/ – (v) – вести
 leading – /'li:diŋ/ – (adj) – ведущий, лидирующий
 leaflet – /'li:flet/ – (n) – листовка
 leak – /li:k/ – (v) – утекать
 leap – /li:p/ – (n) – прыжок
 lecture – /'lektʃə/ – (n) – лекция
 lecturer – /'lektʃərə/ – (n) – лектор
 legend – /'ledʒənd/ – (n) – легенда
 lens – /lenz/ – (n) – линза
 levee – /'levi/ – (n) – дамба
 level – /'levəl/ – (n) – уровень
 librarian – /laɪ'brɛəriən/ – (n) – библиотечарь
 library – /'laɪbrəri, -brɪ/ – (n) – библиотека
 lid – /lɪd/ – (n) – крышка
 lie detector – /laɪ dɪ'tektə/ – (n) – детектор лжи
 life-threatening – /laɪf,θretnɪŋ/ – (adj) – угрожающий жизни
 light bulb – /laɪt bʌlb/ – (n) – электрическая лампочка
 lighter – /'laɪtə/ – (n) – зажигалка
 lipstick – /'lɪpstɪk/ – (n) – губная помада
 literacy – /'lɪtərəsi/ – (n) – грамотность
 litter – /'lɪtə/ – (n) – мусор
 loaded (with) – /'ləʊəd/ – (adj) – засорённый
 loathe – /ləʊð/ – (v) – ненавидеть
 lobster – /'lɒbstə/ – (n) – омар, лобстер
 logger – /'lɒgə/ – (n) – лесоруб
 long (to) – /lɒŋ/ – (v) – хотеть чего-либо
 long-term memory – /lɒŋ tɜ:m 'meməri/ – (n) – долговременная память

loose – /lu:s/ – (adj) – продающийся отдельно, неупакованный
 looting – /'lu:tɪŋ/ – (n) – мародёрство
 (loss of) habitat – /'hæbətæt/ – (n) – (потеря) место(а) обитания
 lowliest – /'ləʊliəst/ – (adj) – самый низкий
 loyal – /'lɔɪəl/ – (adj) – лояльный
 lunar rainbow – /'lu:nə 'reɪnbəʊ/ – (n) – лунная радуга
 lush – /lʌʃ/ – (adj) – роскошный; покрытый буйной растительностью
 luxury – /'lʌkjəri/ – (adj) – роскошный

Phrasal verbs

let down – /let 'daʊn/ – (phr v) – подводить, разочаровывать
 let out – /let 'aʊt/ – (phr v) – освобождать, выпускать
 let sb down – /let sɪmbədi 'daʊn/ – (phr v) – подводить кого-либо
 look into – /lʊk 'ɪntə/ – (phr v) – изучать

Phrases

landing site – (phr) – место приземления
 late sixties – (phr) – под семьдесят (лет)
 learn to be a cowboy/cowgirl on a ranch – (phr) – научиться быть ковбоем/девушкой-ковбоем на ранчо
 learn to speak a foreign language – (phr) – учиться говорить на иностранном языке

legendary beast – (phr) – легендарный зверь
 less fortunate than – (phr) – менее удачный, чем
 lie on a bed of nails – (phr) – лежать на доске с гвоздями
 life savings – (phr) – сбережения
 life-changing experience – (phr) – опыт, изменивший жизнь
 lightning storm – (phr) – гроза с молниями
 lined with – (phr) – с чем-либо расположенным по краям
 linguistic heritage – (phr) – лингвистическое наследие
 live life to the fullest – (phr) – жить полной жизнью
 long gone – (phr) – давно пропавший
 look after stray animals – (phr) – заботиться о бездомных животных
 look forward to – (phr) – ждать с нетерпением
 load a gun – (phr) – зарядить оружие
 local produce – (phr) – продукт местного производства
 look right & you're your nails – (phr) – смотреть в сторону и кусать ногти
 loss of life – (phr) – потеря жизни
 loved ones – (phr) – любимые
 loyalty card – (phr) – карта лояльности

М

magnify – /'mægnəfaɪ/ – (v) – увеличивать (о линзе, микроскопе)
 maintain – /meɪn'teɪn/ – (v) – сохранять
 majestically – /mə'dʒestɪklɪ/ – (adv) – величественно
 makeshift school – (n) – самодельная школа
 malaria – /mə'leəriə/ – (n) – малярия
 mandatory – /'mændətəri/ – (adj) – обязательный
 mankind – /'mæn'kaɪnd/ – (n) – человечество
 manual worker – /'mænjʊəl,wɜ:kə/ – (n) – рабочий
 manufacture goods – /'mænjʊ'fæktʃə,gʊdz/ – (v) – изготавливать товар
 manufacturer – /'mænjə'fæktʃərə/ – (n) – производитель
 marginalised – /'mɑ:dʒənəlaɪzd/ – (adj) – игнорируемый, изолированный
 marine reserve – /mə'ri:n rɪ'zɜ:v/ – (n) – морской резерват
 marshmallow – /mɑ:'fʌmələʊ/ – (n) – пастила
 martial art – /'mɑ:ʃəl 'ɑ:t/ – (n) – боевое искусство
 Martians – /'mɑ:ʃənz/ – (pl n) – марсиане
 massage – /'mæsɑ:ʒ/ – (n) – массаж
 massive – /'mæsɪv/ – (adj) – большой, массивный
 Masters – /'mɑ:stəz/ – (n) – степень магистра
 materialism – /mə'tɪəriəlɪzəm/ – (n) – материализм
 mature – /mə'tʃʊə/ – (adj) – повзрослевший, взрослый
 maze – /meɪz/ – (n) – лабиринт
 Media Studies – /'mi:diə 'stʌdɪz/ – (n) – исследование рекламных средств
 Medicine – /'medsən/ – (n) – медицина
 meditation class – /'medə'teɪʃən klɑ:s/ – (n) – урок медитации
 mend – /mend/ – (v) – чинить, штопать
 mentally – /'mentli/ – (adv) – умственно
 mention – /'menʃən/ – (v) – упомянуть
 metal – /'metl/ – (n) – металл
 meteor – /'mi:tə/ – (n) – метеорит
 mighty – /'maɪti/ – (adj) – мощный
 millennia – /'mi:lɪniə/ – (n) – тысячелетия
 mimic – /'mɪmɪk/ – (v) – имитировать, передразнивать

mine – /maɪn/ – (n) – шахта
 minute fibres – /maɪ'nju:t 'faɪbəz/ – (n) – мельчайшие волокна
 miracle – /'mɪrəkl/ – (n) – чудо
 mirror – /'mɪrə/ – (v) – отражаться
 mischievous – /'mɪʃɪvəs/ – (adj) – озорной
 mission – /'mɪʃən/ – (n) – миссия
 mist – /mɪst/ – (n) – туман
 mnemonics – /'ni:mənɪks/ – (n) – ассоциативное запоминание, мнемоника
 moan – /məʊn/ – (v) – стонать
 mobility – /'məʊbɪləti/ – (n) – мобильность
 Modern Languages – /'mɒdn 'læŋgwɪdʒəz/ – (n) – современные языки
 money sense – /'mʌni 'sens/ – (n) – разумная трата денег
 money-off – /'mʌni 'ɒf/ – (n) – скидка
 moody – /'mu:di/ – (adj) – человек настроения
 moonbow – /'mu:nbəʊ/ – (n) – лунная радуга
 motivate – /'mɔ:tɪveɪt/ – (v) – мотивировать
 mud – /mʌd/ – (n) – грязь
 muddy – /'mʌdi/ – (adj) – грязный
 murder – /'mɜ:də/ – (v) – убивать
 muscle spasm – /'mʌsəl ,spæzəm/ – (n) – мышечный спазм
 muscles – /'mʌsəlz/ – (n) – мускулы
 muscular – /'mʌskjʊlə/ – (adj) – мускулистый
 mutter – /'mʌtə/ – (v) – бормотать
 mysterious – /'mɪ'stɪəriəs/ – (adj) – таинственный
 mystery story – /'mɪstəri ,stɔ:ri/ – (n) – детективная история
 mystical – /'mɪstɪkəl/ – (adj) – мистический
 mystify – /'mɪstəfaɪ/ – (v) – озадачивать
 mythology – /'mɪ'θɒlədʒɪ/ – (n) – мифология

Phrasal verbs

miss out – /'mɪs 'aʊt/ – (phr v) – пропускать

Phrases

main character – (phr) – главный герой
 major threat – (phr) – большая опасность
 make a breakthrough – (phr) – делать прорыв
 make contact with – (phr) – вступать в контакт с
 make do – (phr) – довольствоваться чем-либо
 make presence felt – (phr) – делать присутствие ощутимым
 make sb's hair stand on end – (phr) – заставить встать дыбом (о волосах)
 make small talk – (phr) – завести беседу
 make world news – (phr) – попасть в мировые новости
 mass murder – (phr) – массовое убийство
 matter of survival – (phr) – вопрос выживания
 mental strength – (phr) – сила ума
 methane gas bubbles – (phr) – пузыри метана
 mid-thirties – (phr) – за тридцать (лет)
 military campaign – (phr) – военная кампания
 mine of information – (phr) – источник, кладёшь информации
 money-off coupons – (phr) – купоны на скидку
 monitor fitness – (phr) – определять физическую форму
 motivational speaker – (phr) – лектор-мотиватор
 mysterious circumstances – (phr) – загадочные обстоятельства

N

native – /'neɪtɪv/ – (adj) – местный, родной
 native tribe – /'neɪtɪv 'traɪb/ – (n) – дикое племя

natural resources – /ˌnætʃərəl rɪˈzɔːsəz, -sɔː-/ – (n) – природные ресурсы
 near-drowning – /ˌniəˈdraʊnɪŋ/ – (n) – практически утонуть
 nerve-racking – /ˈnɜːv ˌrækɪŋ/ – (adj) – действующий на нервы, выматывающий
 neutral – /ˈnjuːtrəl/ – (adj) – нейтральный
 never-ending – /ˌnevər ˈendɪŋ/ – (adj) – бесконечный
 nitrogen oxide – /ˌnaɪtrədʒɪn ˈɒksaɪd/ – (n) – окись азота
 non-fiction – /ˌnɒn ˈfɪkʃən/ – (n) – научно-популярная литература
 non-profit – /ˌnɒn ˈprɒfɪt/ – (adj) – некоммерческий
 nosy parker – /ˌnɔːzi ˈpɑːkə/ – (n) – человек, всюду сующий свой нос
 nuclear war – /ˌnjuːklɪə ˈwɔː/ – (n) – атомная война
 numerous – /ˈnjuːmərəs/ – (adj) – многочисленный
 nutrients – /ˈnjuːtriənts/ – (n) – питательные вещества
 nylon – /ˈnaɪlɒn/ – (n) – нейлон

Phrases

natural causes – (phr) – естественные причины
 natural wonder – (phr) – природный феномен
 negotiation skills – (phr) – умение вести переговоры
 nervous system – (phr) – нервная система
 newly-recognised – (phr) – только что признанный
 no assembly required – (phr) – не требующий сборки
 non-violent protest – (phr) – ненасильственный протест
 northern hemisphere – (phr) – северное полушарие
 not allow the other person to speak – (phr) – не позволять другому говорить
 not make eye contact – (phr) – не устанавливать зрительный контакт
 not pay attention – (phr) – не обращать внимания
 notify authorities – (phr) – уведомлять власти
 nuclear meltdown – (phr) – взрыв ядерного реактора

О

oak – /əʊk/ – (n) – дуб
 observe – /əbˈzɜːv/ – (v) – наблюдать
 occur – /əˈkɜː/ – (v) – происходить, случаться, появляться
 occurrence – /əˈkʌrəns/ – (n) – появление
 officially – /əˈfɪʃəli/ – (adv) – официально
 oil – /ɔɪl/ – (n) – нефть
 oil spill – /ɔɪl spɪl/ – (n) – утечка топлива
 online university – /ˌɒnlaɪn juːnəˈvɜːsɪti/ – (n) – интернет-университет
 onslaught – /ˌɒnslɔːt/ – (n) – наступление
 open-air – /ˌəʊpən ˈeə/ – (adj) – на открытом воздухе
 operate – /ˈɒpəreɪt/ – (v) – работать
 opponent – /əˈpəʊnənt/ – (n) – противник, конкурент
 opposing – /əˈpəʊzɪŋ/ – (adj) – противоположный
 optician's – /ˈɒptɪʃənz/ – (n) – оптика
 optimistic – /ˌɒptəˈmɪstɪk/ – (adj) – оптимистичный
 option – /ˈɒpʃən/ – (n) – выбор
 orbit – /ˈɔːbət/ – (n, v) – 1) орбита; 2) выходить на орбиту
 order – /ˈɔːdə/ – (v) – заказывать
 organic material – /ˌɔːɡənɪk məˈtɪəriəl/ – (n) – органический материал
 organised – /ˈɔːɡənəɪzd/ – (adj) – организованный
 originate – /əˈrɪdʒəneɪt/ – (v) – происходить, зародиться

outback – /ˈaʊtbæk/ – (n) – малонаселённый район
 outgoing – /ˈaʊtgəʊɪŋ/ – (adj) – общительный
 outhouse – /ˈaʊthaʊs/ – (n) – пристройка, флигель
 outlet – /ˈaʊtlət/ – (n) – торговая точка, магазин/склад
 outlook – /ˈaʊtlʊk/ – (n) – кругозор
 outnumbered – /aʊtˈnʌmbəd/ – (adj) – имеющий недостаточную численность
 outwards – /ˈaʊtwədz/ – (adv) – наружу, за пределы
 oval – /ˈəʊvəl/ – (adj) – овальный
 oval-shaped – /ˈəʊvəl ʃeɪpt/ – (adj) – овальной формы
 overcast – /ˌəʊvəˈkɑːst/ – (adj) – мрачный, хмурый (о небе)
 overcome – /ˌəʊvəˈkʌm/ – (v) – преодолевать
 overcompensate – /ˌəʊvəˈkɒmpənsɪt/ – (v) – компенсировать с избытком
 overflow – /ˌəʊvəˈfləʊ/ – (v) – перегружать
 overjoyed – /ˌəʊvəˈdʒɔɪd/ – (adj) – вне себя от радости

Phrasal verbs

open up – /ˌəʊpən ˈʌp/ – (phr v) – открывать

Phrases

occasional error – (phr) – случающаяся время от времени ошибка
 official identity – (phr) – официальное удостоверение личности
 on a larger scale – (phr) – в большом масштабе
 on demand – (phr) – по требованию
 open your eyes & mouth wide – (phr) – широко открыть глаза и рот
 organised crime – (phr) – организованная преступность
 out of sight – (phr) – вне поля зрения

Р

pack – /pæk/ – (n) – стая (волков)
 pale – /peɪl/ – (adj) – бледный
 panic – /ˈpænik/ – (v) – паниковать
 panther-like – /ˈpænthə laɪk/ – (adj) – подобный пантере
 paparazzi – /ˌpæpəˈrætsɪ/ – (n) – папарацци
 parachuting – /ˈpærəʃuːtɪŋ/ – (n) – прыжки с парашютом
 parachutist – /ˈpærəʃuːtɪst/ – (n) – парашютист
 partial – /ˈpɑːʃəl/ – (adj) – частичный
 party – /ˈpɑːti/ – (n) – вечеринка
 party animal – /ˈpɑːti ˌænɪməl/ – (n) – король вечеринок
 passionate – /ˈpæʃənət/ – (adj) – страстный
 path – /pɑːθ/ – (n) – тропа
 patience – /ˈpeɪʃəns/ – (n) – терпение
 patter – /ˈpætə/ – (v) – стучать, постукивать
 pattern – /ˈpætɪn/ – (n) – узор
 peaceful – /ˈpiːsfəl/ – (adj) – мирный
 peasant – /ˈpezənt/ – (n) – крестьянин
 pebble – /ˈpebəl/ – (n) – галька
 peer – /piː/ – (v) – подглядывать
 peer – /piə/ – (n) – ровесник
 peers – /piəz/ – (n) – ровесники
 pension – /ˈpenʃən/ – (n) – пенсия
 pessimistic – /ˌpesəˈmɪstɪk/ – (adj) – пессимистичный
 phantom – /ˈfæntəm/ – (n) – фантом
 phenomenon – /ˌfiːnɒməˈnæn/ – (n) – феномен
 philosophy – /ˌfɪləsəfi/ – (n) – философия

photojournalist – /ˈfəʊtəʊˈdʒɜːnəlɪst/ – (n) – фотокорреспондент
 photosynthesis – /ˈfəʊtəʊˈsɪnθəʊsɪs/ – (n) – фотосинтез
 pick – /pɪk/ – (v) – выбирать
 piercing – /ˈpɪəriŋ/ – (adj) – с пирсингом
 pine – /paɪn/ – (n) – сосна
 pinewood – /ˈpaɪnwɒd/ – (n) – сосновый лес
 pink snow – /ˈpɪnk ˈsnəʊ/ – (n) – розовый снег
 pit – /pɪt/ – (n) – яма
 pit viper – /ˈpɪt ˌvaɪpə/ – (n) – гремучая змея
 plane crash – /ˈpleɪn ˌkræʃ/ – (n) – авиакатастрофа
 plantation – /ˌplæntɪˈeɪʃən/ – (n) – плантация
 plastic – /ˈplæstɪk/ – (n) – пластик
 plight – /plaɪt/ – (n) – бедственное положение
 pocket – /ˈpɒkət/ – (n) – карман
 pod – /pɒd/ – (n) – стая (дельфинов)
 poison – /ˈpɔɪzən/ – (v) – травить
 poisonous – /ˈpɔɪzənəs/ – (adj) – ядовитый
 poisonous gases – /ˌpɔɪzənəs ˈgæzəz/ – (n) – ядовитые газы
 policy – /ˈpɒləsi/ – (n) – политика, стратегия
 ponytail – /ˈpɒnɪteɪl/ – (n) – хвостик (о причёске)
 popularity – /ˌpɒpjəˈlærəti/ – (n) – популярность
 portray – /pəˈtreɪ/ – (v) – изображать, описывать
 post office – /ˈpəʊst ɒfɪs/ – (n) – почтовое отделение
 potential – /pəˈtenʃəl/ – (adj) – потенциальный
 poverty – /ˈpɒvəti/ – (n) – бедность
 powered – /ˈpaʊəd/ – (pp) – питаемый энергией
 practice – /ˈpræktɪs/ – (n) – практика, тренировка
 prayer meeting – /ˈpreə ˌmiːtɪŋ/ – (n) – молитвенное собрание
 predator – /ˈpredətə/ – (n) – хищник
 predictable – /prɪˈdɪktəbəl/ – (adj) – предсказуемый
 prediction – /prɪˈdɪkʃən/ – (n) – предсказание
 prehistoric – /ˌpriːhɪˈstɔːrɪk/ – (adj) – доисторический
 pre-packaged – /ˌpriː ˈpækɪdʒd/ – (adj) – упакованный
 prescription – /prɪˈskrɪpʃən/ – (n) – рецепт
 preserve – /prɪˈzɜːv/ – (v) – сохранять
 prey – /preɪ/ – (n) – жертва
 pride – /praɪd/ – (n) – гордость
 principle – /ˈprɪnsəpəl/ – (n) – принцип
 priority – /praɪˈbrəti/ – (n) – приоритет
 private – /praɪvət/ – (adj) – частный, личный
 privileged – /ˈprɪvələdʒd/ – (adj) – привилегированный
 process – /ˈprəʊses/ – (n) – процесс
 professor – /prəˈfesa/ – (n) – профессор
 progress – /ˈprəʊɡres/ – (v) – продвигаться, делать успехи в обучении
 promote – /prəˈməʊt/ – (v) – продвигать
 prompt reply – /ˌprɒmpt riˈplai/ – (n) – быстрый ответ
 proof – /pruːf/ – (n) – доказательство
 puberty – /ˈpjʊːbəti/ – (n) – половое созревание
 publicise – /ˈpʌbləsaɪz/ – (v) – публиковать
 puffy eyes – /ˌpʌfi ˈaɪz/ – (n) – опухшие глаза
 pump – /pʌmp/ – (v) – откачивать
 punch – /pʌntʃ/ – (v) – ударять кулаком
 puffy fat – /ˈpʌfɪ fæt/ – (n) – детская пухлость
 purchase – /ˈpɜːtʃəs/ – (v, n) – 1) покупать; 2) покупка
 pylon – /ˈpaɪlən/ – (n) – опора линии электропередач
 pyramid – /ˈpɪrəˌmɪd/ – (n) – пирамида

Phrasal verbs

pass away – /ˈpɑːs əˈweɪ/ – (phr v) – умирать
 pass on – /ˈpɑːs ɒn/ – (phr v) – передать
 pass out – /ˈpɑːs ˈaʊt/ – (phr v) – 1) раздавать, передавать;
 2) терять сознание
 pass up – /ˈpɑːs ˈʌp/ – (phr v) – отказываться, отвергать
 pick on – /ˈpɪk ɒn/ – (phr v) – дразнить, задирает
 pick out – /ˈpɪk ˈaʊt/ – (phr v) – выбирать
 pick up – /ˈpɪk ˈʌp/ – (phr v) – 1) поднимать что-либо;
 2) заехать за кем-либо на машине, забирать
 pull into – /ˈpʊl ˈɪntə/ – (phr v) – заехать, въехать
 put (sb) off – /ˈpʊt ˈɒf/ – (phr v) – отбить желание, отпугнуть
 put sth down – /ˈpʊt sɪmθɪŋ ˈdaʊn/ – (phr v) – отложить

Phrases

pass your driving test – (phr) – сдать экзамен по вождению
 permanent light source – (phr) – постоянный источник света
 personal connection – (phr) – личная связь, ассоциативная связь
 pick up litter – (phr) – собирать мусор
 place an order – (phr) – сделать заказ
 pile of crumbs – (phr) – гора крупинок
 plaster cast – (phr) – гипсовый слепок
 plucked eyebrows – (phr) – выщипанные брови
 population growth – (phr) – рост населения
 prosthetic arm – (phr) – рука-протез
 prosthetic make-up – (phr) – искусственный протез
 pull the wool over sb's eyes – (phr) – пускать пыль в глаза
 put ice on it – (phr) – приложить лёд
 put on a cast – (phr) – наложить гипс
 put your foot in it – (phr) – сесть в лужу, влипнуть

Q

quality – /ˈkwɒləti/ – (adj) – качественный
 quest – /kwɛst/ – (n) – стремление
 quit – /kwɪt/ – (v) – бросать

Phrases

quality of life – (phr) – качество жизни

R

racism – /ˈreɪsɪzəm/ – (n) – расизм
 radio play – /ˈreɪdɪəʊ ˌpleɪ/ – (n) – радио-пьеса
 rail accident – /reɪl ˌæksədənt/ – (n) – железнодорожная катастрофа
 raise – /reɪz/ – (v) – поднимать
 rare – /reə/ – (adj) – редкий
 rash – /ræʃ/ – (n) – сыпь
 rattlesnake – /ˈrætlɪsneɪk/ – (n) – уж (змея)
 razor-sharp – /ˈreɪzə ˈʃɑːp/ – (adj) – острый как бритва
 reactivate – /riːˌæktɪveɪt/ – (v) – оживлять
 realistic – /ˌrɪəlɪˈstɪk/ – (adj) – реалистичный
 reality show – /riːˌæləti ʃəʊ/ – (n) – реалити-шоу
 rebuild – /riːˈbɪld/ – (v) – построить заново
 recall – /riːˈkɔːl/ – (v) – вспоминать
 recover – /riːˈkʌvə/ – (v) – выздоравливать
 reflect – /rɪˈflekt/ – (v) – отражать
 reflection – /rɪˈflekʃən/ – (n) – отражение
 refund – /rɪˈfʌnd/ – (n) – возврат денег
 region – /ˈriːdʒən/ – (n) – область, регион
 regular – /ˈregjələ/ – (adj) – регулярный

rehearsal – /rɪ'hɜːsəl/ – (n) – репетиция
 reindeer – /rɪ'ɪndɪə/ – (n) – олень
 rejected – /rɪ'dʒektɪd/ – (adj) – отвергнутый
 relationship – /rɪ'leɪʃənʃɪp/ – (n) – отношения
 relaxing – /rɪ'læksɪŋ/ – (adj) – расслабляющий
 release – /rɪ'liːs/ – (v) – отпускать (на свободу)
 reliable – /rɪ'laɪəbəl/ – (adj) – надёжный
 relief worker – /rɪ'liːf,wɜːkə/ – (n) – спасатель (при стихийных бедствиях)
 relieved – /rɪ'liːvd/ – (adj) – облегчённый
 religious – /rɪ'lɪdʒəs/ – (adj) – религиозный
 reluctant – /rɪ'lʌktənt/ – (adj) – с неохотой
 remains – /rɪ'meɪnz/ – (n) – остатки
 remote – /rɪ'məʊt/ – (adj) – отдалённый
 replace – /rɪ'pleɪs/ – (v) – заменять
 replacement – /rɪ'pleɪsmənt/ – (n) – замена
 report (on) – /rɪ'pɔːt/ – (v) – сообщать (о)
 representative – /rɪ'prezə'tentətɪv/ – (n) – представитель
 reputation – /rɪ'peɪtə'leɪʃən/ – (n) – репутация
 requirement – /rɪ'kwaɪəmənt/ – (n) – требование
 rescue – /rɪ'skjuː/ – (v) – спасти
 resemble – /rɪ'zembəl/ – (v) – напоминать
 reserved – /rɪ'zɜːvd/ – (adj) – замкнутый, серьёзный
 residents – /rɪ'zɪdənts/ – (n) – жители
 resist – /rɪ'zɪst/ – (v) – сопротивляться
 resources – /rɪ'zɔːsɪz, -sɜː-/ – (n) – источники, ресурсы
 respect – /rɪ'spekt/ – (v) – уважать
 responsibility – /rɪ'spɒnsə'bɪlətɪ/ – (n) – ответственность
 restore – /rɪ'stɔː/ – (v) – восстановить
 retain – /rɪ'teɪn/ – (v) – хранить в памяти
 retro – /rɪ'trəʊ/ – (adj) – старинный, ретро
 reveal – /rɪ'viːl/ – (v) – открывать
 reverse – /rɪ'vɜːs/ – (v) – обратный
 review – /rɪ'vjuː/ – (v) – делать обзор
 revise – /rɪ'vaɪz/ – (v) – повторять
 reward – /rɪ'wɔːd/ – (v) – награждать
 rhyme – /raɪm/ – (n) – рифма, стихотворение
 rip – /rɪp/ – (v) – прорываться
 ripple – /rɪpl/ – (v) – покрываться рябью
 rise – /raɪz/ – (v) – вставать, подниматься
 river bed – /rɪvə bed/ – (n) – русло реки
 road accident – /rəʊd,æksɪdɪnt/ – (n) – авария на дороге
 roam – /rəʊm/ – (v) – бродить
 rock – /rɒk/ – (v) – качаться, трястись
 roll – /rəʊl/ – (n) – булочка
 rolled up – /rəʊld'ʌp/ – (adj) – свёрнутый, скатанный
 romance – /rəʊ'mæns, 'rəʊmæns/ – (n) – любовный роман
 round – /raʊnd/ – (adj) – круглый
 rowing trip – /rəʊɪŋ, trɪp/ – (n) – прогулка на вёслах
 royal palace – /rɔɪəl'pæləs/ – (n) – королевский дворец
 rub – /rʌb/ – (v) – тереть
 rubbish – /'rʌbɪʃ/ – (n) – мусор
 rubble – /'rʌbəl/ – (n) – руины, обломки
 rude – /ruːd/ – (adj) – грубый
 rule – /ruːl/ – (v) – править, управлять
 rundown – /'rʌndaʊn/ – (adj) – ветхий, захудалый
 rupee – /ruː'piː/ – (n) – рупия (индийская валюта)
 rustle – /'rʌsəl/ – (v) – шелестеть, шуршать

Phrasal verbs

rip apart – /rɪp ə'pɑːt/ – (phr v) – разрывать, раскалывать
 roll across – /rəʊl ə'krɒs/ – (phr v) – катиться
 run out – /rʌn 'aʊt/ – (phr v) – кончиться

Phrases

raining animals – (phr) – дождь из животных
 raining cats and dogs – (phr) – лить как из ведра (о дожде)
 raise funds – (phr) – собирать средства
 raise public awareness – (phr) – формировать общественное мнение
 raise your eyebrows – (phr) – поднимать брови (от удивления)
 reach a destination – (phr) – достигать цели
 recycle old material – (phr) – перерабатывать старый материал
 reduced prices – (phr) – сниженные цены
 real asset – (phr) – настоящая ценность
 release chemicals – (phr) – выпускать химические вещества
 remain a mystery – (phr) – оставаться тайной
 remarkably skilled – (phr) – удивительно одарённый
 renewable energy – (phr) – возобновляемая энергия
 rescue crew – (phr) – команда спасателей
 resolve conflicts – (phr) – решать конфликты
 roar of thunder – (phr) – раскат грома
 rock-bottom prices – (phr) – самые низкие цены
 rosy cheeks – (phr) – розовые щёки
 rubbish on the streets – (phr) – мусор на улицах

S

sac – /sæk/ – (n) – мешочек, сумка
 sacrifice – /'sækrɪfəs/ – (n, v) – 1) жертва; 2) приносить в жертву
 sales rise – /seɪlz raɪz/ – (n) – повышение продаж
 sample – /sɑːmpəl/ – (n) – образец
 satisfying – /'sætɪsfɑɪɪŋ/ – (adj) – удовлетворительный
 save – /seɪv/ – (v) – сохранять
 scan – /skæn/ – (v) – сканировать
 scar – /skɑː/ – (n) – шрам
 scarce – /skeəs/ – (adj) – недостаточный, редкий
 scatterbrain – /'skætəbreɪn/ – (n) – разиня
 sceptic – /'skeptɪk/ – (n) – скептик
 sceptical – /'skeptɪkəl/ – (adj) – скептический
 schedule – /'ʃedjuːl/ – (n) – расписание
 scholarship – /'skɒləʃɪp/ – (n) – стипендия, грант
 school – /skuːl/ – (n) – школа
 school-leaver – /skuːl'liːvə/ – (n) – выпускник школы
 science lab – /saɪəns,læb/ – (n) – научная лаборатория
 scratch – /skrætʃ/ – (n, v) – 1) царапина; 2) царапать
 screech – /skri:tʃ/ – (n) – скрип, визг
 screeching – /'skri:tʃɪŋ/ – (adj) – пронзительный (скрип)
 scribble – /'skɪrɪbəl/ – (v) – каракули, писать неразборчивым почерком
 scrub – /skrʌb/ – (v) – чистить, скрести
 scruffy – /'skrʌfi/ – (adj) – неряшливый
 scruffy clothes – /'skrʌfi'kləʊðz, 'kləʊz/ – (n) – изношенная одежда
 seaweed – /siːwiːd/ – (n) – морские водоросли
 second-hand – /sekənd'hænd/ – (adj) – бывший в употреблении
 secretive – /siːkrətɪv/ – (adj) – скрытный

- section – /sekʃən/ – (n) – секция, отдел
 self-esteem – /self ɪ'sti:m/ – (n) – самоуверенность
 selfless – /selfləs/ – (adj) – бескорыстный, незгоистичный
 self-sufficient – /self sə'fɪʃənt/ – (adj) – самодостаточный
 seminar – /seminɑ:/ – (n) – семинар
 senior citizen – /si:nɪə 'sɪtəzən/ – (n) – пожилой житель
 sequel – /si:kwəl/ – (n) – сиквел, продолжение
 serpent – /sɜ:pənt/ – (n) – змея
 serving – /sɜ:vɪŋ/ – (n) – порция
 session – /seʃən/ – (n) – зд. тренировка
 set – /set/ – (v) – разворачиваться, происходить
 sewing machine – /'səʊɪŋ məʃi:n/ – (n) – швейная машинка
 shabby – /ʃæbi/ – (adj) – поношенный, потрёпанный
 shack – /ʃæk/ – (n) – лачуга, хибара
 shake – /ʃeɪk/ – (v) – трести
 shallow – /ʃæləʊ/ – (adj) – поверхностный, пустой
 sharp – /ʃɑ:p/ – (adj) – острый
 shearing shed – /ʃiəriŋ ʃed/ – (n) – загон для стрижки овец
 sheep shearing – /ʃi:p ʃiəriŋ/ – (n) – стрижка овец
 sheep station – /ʃi:p steɪʃən/ – (n) – овцеводческая ферма
 shelter – /ʃeltə/ – (n) – укрытие
 shoal – /ʃəʊl/ – (n) – косяк (рыб)
 shore – /ʃɔ:/ – (n) – берег
 shoulder bag – /ʃəʊldə bæɡ/ – (n) – сумка на плечо
 shower – /ʃəʊə/ – (n) – ливень
 shudder – /ʃʌdə/ – (v) – содрогаться, вздрагивать
 shy – /ʃaɪ/ – (adj) – скромный, застенчивый
 sigh – /saɪ/ – (v) – вздыхать
 sighting – /saɪtɪŋ/ – (n) – наблюдение
 signal – /sɪgnəl/ – (v) – давать сигналы, сигнализировать
 silk – /sɪlk/ – (n) – шёлк
 silly – /sɪli/ – (adj) – глупый
 sin – /sɪn/ – (n) – грех
 sitcom – /sɪtkɒm/ – (n) – комедия положений
 skyrocket – /'skaɪrɒkət/ – (v) – стремительно расти, взлететь
 slap – /slæp/ – (v) – шлёпать, бить
 slave – /sleɪv/ – (v) – работать как раб
 sleeve – /sli:v/ – (n) – рукав
 slide – /slɑɪd/ – (v) – скользить
 slide show – /slɑɪd ʃəʊ/ – (n) – слайд-шоу
 slim-fit – /slɪm 'fɪt/ – (adj) – приталенный, зауженный
 slum – /slʌm/ – (n) – трущобы
 smack – /smæk/ – (v) – шлёпать, щёлкать
 smash – /smæʃ/ – (v) – зд. разворотить, разрушить
 snarling – /sna:ɪŋ/ – (adj) – рычащий
 sneaky – /sni:ki/ – (adj) – хитрый, коварный
 snob – /snɒb/ – (n) – сноб, зазнайка
 soap opera – /səʊp ɒpərə/ – (n) – мыльная опера
 soar – /sɔ:/ – (v) – взлетать, повыситься
 social organisation – /səʊʃəl ɔ:ɡənaɪzeɪʃən/ – (n) – общественная организация
 solar panel – /səʊlə 'pænl/ – (n) – солнечная батарея
 solution – /sə'lu:ʃən/ – (n) – решение
 sombre – /sɒmbə/ – (adj) – тёмный
 source – /sɔ:s/ – (n) – источник
 spacecraft – /speɪskra:ft/ – (n) – космический корабль
 sparkle – /spɑ:kəl/ – (v) – блестеть
 spear – /spɪə/ – (n) – копьё
 specimen – /spesəˈmɪn/ – (n) – образец
 speed – /spi:d/ – (n) – скорость
 spin – /spɪn/ – (v) – вращать(ся), крутиться
 spiritual tradition – /ˌspɪrɪtʃʊəl kə'neɪʃən/ – (n) – духовная традиция
 splash – /splæʃ/ – (v) – брызгать, плескаться
 split – /splɪt/ – (v) – расколоться, разделиться
 spoil – /spɔɪl/ – (v) – портить
 spot – /spɒt/ – (v) – замечать
 spray-on fabric – /sprɛɪ ɒn 'fæbrɪk/ – (n) – ткань, наносимая на тело с помощью спрея
 spread – /spred/ – (v) – распространять(ся)
 square – /skweə/ – (adj) – квадратный
 stable – /steɪbəl/ – (n) – конюшня
 stage – /steɪdʒ/ – (n, v) – 1) сцена; 2) ставить (пьесу)
 stain – /steɪn/ – (n) – пятно
 stall – /stɔ:l/ – (n, v) – 1) прилавок; 2) тянуть (время)
 stamp – /stæmp/ – (v) – топтать
 staple item – /steɪpəl 'aɪtəm/ – (n) – главный элемент
 stare – /steə/ – (v) – пристально смотреть
 starvation – /stɑ:'veɪʃən/ – (n) – голод
 state – /steɪt/ – (v) – заявлять
 station – /steɪʃən/ – (n) – станция
 steam – /sti:m/ – (n) – пар
 steam train – /sti:m treɪn/ – (n) – паровоз
 steamroller – /sti:m,rəʊlə/ – (n) – нажим, давление
 steel – /sti:l/ – (n) – сталь
 sticky tape – /stɪki 'teɪp/ – (n) – клейкая лента, скотч
 stinginess – /stɪndʒɪnəs/ – (n) – скупость
 straight – /streɪt/ – (adj) – прямой
 stranded – /strændəd/ – (adj) – в затруднительном положении
 strap – /stræp/ – (n) – ручка (сумки)
 strategy – /strætədʒɪ/ – (n) – стратегия
 stray – /streɪ/ – (adj) – бездомный
 strengthen – /streŋθən, 'streɪnθən/ – (v) – усиливаться
 strike – /straɪk/ – (v) – ударять
 structure – /strʌktʃə/ – (n) – структура
 struggle – /strʌɡəl/ – (v) – бороться
 student – /stju:dənt/ – (n) – студент
 stumble – /stʌmbəl/ – (v) – заикаться
 suffocating – /sʌfəkeɪtɪŋ/ – (adj) – удушающий
 summer solstice – /sʌmə 'sɒlstɪs/ – (n) – летнее солнцестояние
 supermarket – /su:pəmə:kət/ – (n) – супермаркет
 supervisor – /su:pəvaɪzə/ – (n) – надсмотрщик, начальник
 supplies – /sə'plaɪz/ – (n) – продовольствие
 support – /sə'pɔ:t/ – (v) – поддерживать
 supporter – /sə'pɔ:tə/ – (n) – сторонник
 supportive – /sə'pɔ:tɪv/ – (adj) – поддерживающий
 surroundings – /sə'raʊndɪŋz/ – (n) – окружение
 survive – /sə'vaɪv/ – (v) – выживать
 suspicious – /sə'spɪʃəs/ – (adj) – подозрительный
 sustain – /sə'steɪn/ – (v) – поддерживать, подпитывать
 sustainable – /sə'steɪnəbəl/ – (adj) – экологически безопасный
 swamp-like – /swɒmp laɪk/ – (adj) – болотистый
 swarm – /swɔ:m/ – (n) – рой
 sweatshop – /swetʃɒp/ – (n) – мастерская, в которой работники получают низкую зарплату и работают в тяжёлых условиях
 switch – /swɪtʃ/ – (v) – переключаться

Phrasal verbs

sell off – /sel 'ɒf/ – (phr v) – распродавать
 set off – /set 'ɒf/ – (phr v) – отправляться
 set out – /set 'aʊt/ – (phr v) – пускаться в путь
 settle down – /setl 'daʊn/ – (phr v) – обосновываться
 shoot up – /ʃu:t 'ʌp/ – (phr v) – извергаться (о вулкане)
 slam into – /slæm 'ɪntə/ – (phr v) – швырять, ударять
 space out – /speɪs 'aʊt/ – (phr v) – растягивать
 speed up – /spi:d 'ʌp/ – (phr v) – ускоряться
 spring up – /sprɪŋ 'ʌp/ – (phr v) – быстро расти, вырастать
 step back /step 'bæk/ (phr v) отходить назад
 stick around – /stɪk ə'raʊnd/ – (phr v) – оставаться поблизости, не уходить
 stick at – /stɪk ət, æt/ – (phr v) – упорно работать над чем-либо
 sweep away – /swi:p ə'weɪ/ – (phr v) – сметать

Phrases

save the day – /seɪv ðə 'deɪ/ – (phr) – спасти положение
 science fiction – (phr) – научная фантастика
 scrap metal – (phr) – металлолом
 scratch your head – (phr) – чесать голову
 seasonal retail shift – (phr) – сезонные распродажи
 self-taught inventor – (phr) – изобретатель-самоучка
 set one's sights high – (phr) – ставить высокие цели
 set up a website – (phr) – запустить веб-сайт
 set up camp – (phr) – разбивать лагерь
 shaven head – (phr) – обритая голова
 shine shoes – (phr) – начищать обувь до блеска
 shoe shop – (phr) – магазин обуви
 show your teeth – (phr) – показывать зубы (от злости)
 shining example – (phr) – яркий пример
 slam a door on your finger – (phr) – прищемить палец дверью
 slash and burn – (phr) – подсечно-огневое земледелие
 slashing sting – (phr) – беспощадное жало
 sliding doors – (phr) – автоматические двери
 slow recovery – (phr) – медленное восстановление
 slip & break your arm – (phr) – поскользнуться и сломать руку
 smartly dressed – (phr) – нарядно одетый
 smoke-filled crater – (phr) – кратер, наполненный дымом
 spectacular shot – (phr) – эффектное фото
 spin a yarn – (phr) – рассказывать небылицы
 stamp your feet – (phr) – топтать ногой
 stand guard – (phr) – охранять
 stand still with legs bent – (phr) – стоять, не двигаясь, на согнутых ногах
 state of emergency – (phr) – чрезвычайная ситуация
 stay alive – (phr) – остаться в живых
 stick out your tongue – (phr) – показывать язык
 string of information – (phr) – цепочка информации
 struggle to cope – (phr) – бороться, чтобы справиться с чем-либо
 stuck in traffic – (phr) – застрять в пробке
 storm surge – (phr) – большая волна
 story goes back – (phr) – история начинается в
 study opera in Italy – (phr) – учиться оперному искусству в Италии
 stunning photograph – (phr) – поразительная фотография
 stunning scenery – (phr) – захватывающий вид
 subconscious signal – (phr) – подсознательный сигнал
 swarm of wasps – (phr) – осиный рой

T

talk show – /tɔ:k ʃəʊ/ – (n) – ток-шоу
 tanned – /tænd/ – (adj) – загорелый
 tap foot – /tæp 'fʊt/ – (v) – топтать ногой
 teapot – /ti:pɒt/ – (n) – чайник для заварки
 technician – /tek'nɪʃən/ – (n) – техник
 tectonic plates – /tek'tɒnɪk 'pleɪts/ – (n) – тектонические плиты
 teepee – /ti:pi:/ – (n) – вигвам
 temperature – /temprətʃə/ – (n) – температура
 tempt – /tempt/ – (v) – искушать
 tend (to) – /tend/ – (v) – иметь тенденцию что-либо делать
 tension – /tenʃən/ – (n) – напряжение
 terrain – /tə'reɪn/ – (n) – рельеф (местности)
 terrified – /terə'faɪd/ – (adj) – находящийся в ужасе
 territory – /terətəri/ – (n) – территория
 test – /test/ – (n) – эксперимент
 texture – /tekstʃə/ – (n) – текстура (характер поверхности)
 the blind – /ðə 'blaɪnd/ – (pl n) – слепые
 the Crown Jewels – /ðə ,kraʊn 'dʒu:əlz/ – (n) – королевские драгоценности
 the disabled – /ðə dɪs'eɪbld/ – (pl n) – нетрудоспособные (калеки)
 the elderly – /ði 'eldəli/ – (pl n) – пожилые
 the homeless – /ðə 'həʊmləs/ – (pl n) – бездомные
 the mass media – /ðə ,mæs 'mi:diə/ – (n) – средства массовой информации (СМИ)
 the poor – /ðə 'pɔ:/ – (pl n) – бедные
 the rich – /ðə 'rɪtʃ/ – (pl n) – богатые
 the unemployed – /ði ,ʌnəm'plɔɪd/ – (pl n) – безработные
 the young – /ðə 'jʌŋ/ – (pl n) – молодые, молодёжь
 (the) military – /'mɪlətəri/ – (pl n) – военные
 (the) ozone layer – /'əʊzəʊn ,leɪə/ – (n) – озоновый слой
 (the) performing arts – /pə,fɔ:mɪŋ 'ɑ:ts/ – (n) – исполнительские виды искусства
 thigh bone – /θaɪ bæʊn/ – (n) – бедренная кость
 thin – /θɪn/ – (adj) – худой
 thought-provoking – /θɔ:t prə,vʌʊkɪŋ/ – (adj) – наводящий на мысль, рассуждения
 thriller – /'θrɪlə/ – (n) – триллер
 thrilling – /'θrɪlɪŋ/ – (adj) – захватывающий
 throwaway fashion – /θrəʊəweɪ 'fæʃən/ – (n) – быстро меняющаяся мода
 thumbprint – /θʌmprɪnt/ – (n) – отпечаток большого пальца
 thunder – /θʌndə/ – (n) – гром
 tight – /taɪt/ – (adj) – узкий
 time capsule – /taɪm ,kæpsju:l/ – (n) – капсула времени
 time warp – /taɪm wɔ:p/ – (n) – искажение времени
 tinfoil – /tɪnfɔɪl/ – (n) – фольга
 tiptoe – /tɪptəʊ/ – (v) – идти на цыпочках
 toast – /təʊst/ – (v) – говорить тост
 toothpaste – /tu:θpeɪst/ – (n) – зубная паста
 tornado – /tɔ:'neɪdəʊ/ – (n) – торнадо
 torture – /tɔ:tʃə/ – (n) – пытка
 tractor – /træktə/ – (n) – трактор
 trade secret – /treɪd 'si:kret/ – (n) – коммерческая тайна
 tragedy – /trædʒədɪ/ – (n) – трагедия
 transformation – /trænsfɔ:'meɪʃən/ – (n) – перевоплощение
 translation – /træns'leɪʃən/ – (n) – перевод

trap – /træp/ – (n, v) – 1) ловушка; 2) попасть в ловушку
 traumatic – /trəʊ'mætɪk/ – (adj) – травматичный
 treasure trove – /treʒə, trəʊv/ – (n) – клад, сокровище
 treat – /tri:t/ – (v) – относиться
 tremble – /trembəl/ – (v) – дрожать
 tremor – /tremə/ – (n) – дрожь
 trendsetter – /trend,seɪtə/ – (n) – законодатель моды
 trial – /traɪəl/ – (n) – суд
 tribe – /traɪb/ – (n) – племя
 trickle – /trɪkəl/ – (n) – струйка
 tricky – /trɪki/ – (adj) – сложный, трудный
 trigger – /trɪgə/ – (v) – запускать, вызывать
 trilby hat – /trɪlbi 'hæt/ – (n) – фетровая шляпа
 triumph – /traɪʌmf/ – (n) – победа, триумф
 trivial – /trɪvɪəl/ – (adj) – банальный, обыденный
 trolley – /trɒli/ – (n) – магазинная тележка
 tropical rainforest – /trɒpɪkəl 'reɪnfɒrɛst/ – (n) – тропический лес
 troublemaker – /trʌbəl,meɪkə/ – (n) – смутьян, проказник, скандалист
 truly – /tru:li/ – (adv) – на самом деле
 trustworthy – /trʌst,wɜ:ðɪ/ – (adj) – внушающий доверие
 truthful – /tru:θfəl/ – (adj) – правдивый
 tsunami – /tsu'nɑ:mi/ – (n) – цунами
 tuition fees – /tju:'fɪn fi:z/ – (n) – стоимость обучения
 tutor – /tju:tə/ – (n, v) – 1) репетитор; 2) давать частные уроки
 tutorial – /tju:'tɔ:riəl/ – (n) – консультация, семинар, урок
 twitch – /twɪtʃ/ – (n) – судорога, дёрганье

Phrasal verbs

take off – /teɪk 'ɒf/ – (phr v) – взлететь
 think over – /θɪŋk 'əʊvə/ – (phr v) – обдумать
 think through – /θɪŋk 'θru:/ – (phr v) – обдумать, продумать
 think up – /θɪŋk 'ʌp/ – (phr v) – придумать, изобрести
 throw sth away – /θrəʊ smθɪŋ ə'weɪ/ – (phr v) – выкидывать что-либо
 try on – /traɪ 'ɒn/ – (phr v) – примерить
 try out – /traɪ 'aʊt/ – (phr v) – попробовать, участвовать в отборочных соревнованиях
 try sth out – /traɪ smθɪŋ 'aʊt/ – (phr v) – попробовать что-либо, испытать
 turn into – /tɜ:n 'ɪntə/ – (phr v) – превращаться в
 turn up – /tɜ:n 'ʌp/ – (phr v) – появиться

Phrases

tail-wagging – (phr) – виляние хвостом
 take a break – (phr) – сделать перерыв
 take action against – (phr) – принимать меры против
 take an interest – (phr) – проявить интерес
 take an online course – (phr) – проходить курс удалённо
 take breath away – (phr) – захватить дух
 take delight in – (phr) – находить удовольствие в
 take part in a charity project – (phr) – принимать участие в благотворительном проекте
 take precautions – (phr) – принимать меры предосторожности
 take revenge – (phr) – отомстить
 talent show – (phr) – шоу талантов
 tales of sightings – (phr) – истории о наблюдениях
 talk down to someone – (phr) – говорить с кем-либо снисходительно

talk too fast – (phr) – говорить слишком быстро
 talk too loudly – (phr) – говорить слишком громко
 tap dripping – (phr) – капающий кран
 technological invention – (phr) – техническое изобретение
 teaching resource – (phr) – образовательный ресурс
 telltale sign – (phr) – заметный знак
 tempting display – (phr) – искушающий прилавок
 the true cost of sth – (phr) – реальная стоимость чего-либо
 (the) smell hits you – (phr) – запах ударяет в нос
 think twice – (phr) – думать дважды
 throw oneself into the air – (phr) – подбрасывать себя в воздух
 to a certain extent – (phr) – до определённой степени
 to make matters worse – (phr) – и в довершение всего (всех неприятностей)
 to my relief – (phr) – к моему облегчению
 training ground – (phr) – тренировочная база
 transport costs – (phr) – транспортные расходы
 tremendous damage – (phr) – огромные повреждения
 troubled teenager – (phr) – трудный подросток
 true inspiration – (phr) – настоящее вдохновение
 twist/sprain your ankle – (phr) – подвернуть/растянуть лодыжку

U

ultimately – /ʌltəmətli/ – (adv) – в конечном счёте, в конце концов
 underestimate – /ʌndə'restɪmeɪt/ – (v) – недооценивать
 undersea – /ʌndə'si:/ – (adj) – подводный
 undeserved – /ʌndɪ'z:vd/ – (adj) – незаслуженный
 unfashionable – /ʌn'fæʃənəbəl/ – (adj) – старомодный
 unflattering – /ʌn'flætərɪŋ/ – (adj) – нелестный
 unfold – /ʌn'fəʊld/ – (v) – раскрывать
 unfortunate – /ʌn'fɔ:tʃənət/ – (adj) – неудачный
 unharmed – /ʌn'hɑ:md/ – (adj) – невредимый, целый
 unimaginative – /ʌnɪ'mædʒɪnətɪv/ – (adj) – лишённый воображения, скучный
 university – /ju:nə'vɜ:səti/ – (n) – университет
 university graduate – /ju:nəvɜ:səti 'grædʒuət/ – (n) – выпускник университета
 unknown – /ʌn'nəʊn/ – (adj) – неизвестный
 unleash – /ʌn'li:ʃ/ – (v) – высвобождать, выпустить
 unofficial – /ʌnə'fɪʃəl/ – (adj) – неофициальный
 upload – /ʌp'ləʊd/ – (v) – загружать
 usher – /ʌʃə/ – (n) – билетёр

Phrases

under the weather – (phr) – чувствующий недомогание
 under threat – (phr) – под угрозой
 underground river – (phr) – подземная река
 undersea landslide – (phr) – подводный обвал
 unique species – (phr) – уникальные виды животных
 urban developers – (phr) – строители городов, застройщики

V

valedictorian – /vælədɪk'tɔ:riən/ – (n) – выпускник университета, произносящий речь
 valuable – /væljuəbəl, -jəbəl/ – (adj) – ценный
 valued – /vælju:d/ – (adj) – ценный, высоко оценённый
 values – /vælju:z/ – (n) – ценности

vampire – /væmpaɪə/ – (n) – вампир
 variety – /və'raɪəti/ – (n) – разнообразие
 vastly – /vɑːstli/ – (adv) – широко
 vegetation – /vedʒə'teɪʃən/ – (n) – растительность
 vending machine – /vendɪŋ məʃiːn/ – (n) – автомат с едой
 vent – /vent/ – (n) – отверстие, канал
 vicar – /vɪkə/ – (n) – священник, викарий
 vicious – /vɪʃəs/ – (adj) – злобный, жестокий
 viciously – /vɪʃəslɪ/ – (adv) – угрожающе, жёстко
 victory – /vɪktəri/ – (n) – победа
 viewpoint – /vjuːpɔɪnt/ – (n) – точка зрения
 vintage – /vɪntɪdʒ/ – (adj) – винтажный
 violence – /vɪələns/ – (n) – жестокость
 violent – /vɪələnt/ – (adj) – сильный
 violently – /vɪələntli/ – (adv) бешено, сильно
 virtual – /vɜːtʃuəl/ – (adj) – виртуальный
 visualisation – /vɪʒuəlaɪ'zeɪʃən/ – (n) – наглядное представление, визуализация
 vital – /vaɪtəl/ – (adj) – жизненно необходимый
 vocational college – /vəʊ'keɪʃənəl kɒlɪdʒ/ – (n) – профессионально-техническое училище
 voice-activated – /vɔɪs 'æktəveɪtəd/ – (adj) – активирующийся голосом
 volcano – /vɒl'keɪnəv/ – (n) – вулкан
 volunteer – /vɒləntɪə/ – (v) – доброволец
 volunteer group – /vɒləntɪə grʊːp/ – (n) – группа добровольцев

Phrases

vertical farming – (phr) – вертикальное выращивание (растений)
 violent storm – (phr) – сильная гроза
 vital role – (phr) – важная роль
 virtually unknown – (phr) – практически неизвестный
 vocal chord – (phr) – голосовые связки
 voice coaching lesson – (phr) – урок пения
 volcanic ash – (phr) – вулканический пепел
 volcanic eruption – (phr) – извержение вулкана

W

walking stick – /wɔːkɪŋ stɪk/ – (n) клюка
 wander around – /wɒndə ɔ'raʊnd/ – (v) – бродить вокруг
 war – /wɔː/ – (n) – война
 war cry – /wɔː kraɪ/ – (n) – военный клич
 warning – /wɔːnɪŋ/ – (n) – предупреждение
 wasp – /wɒsp/ – (n) – оса
 wasteland – /weɪstlənd, -lænd/ – (n) – пустошь, пустырь
 water pollution – /wɔːtə pə'ljuːʃən/ – (n) – загрязнение воды
 watery – /wɔːtəri/ – (adj) – водянистый
 wavy – /weɪvi/ – (adj) – волнистый
 weak – /wi:k/ – (adj) – слабый
 wealthy – /welθi/ – (adj) – обеспеченный, богатый
 weapon – /wepən/ – (n) – оружие
 weather balloon – /'weðə bə,lʊ:n/ – (n) – метеорологический зонд
 weird – /wiəd/ – (adj) – странный

well-developed – /wel dɪ'veləpt/ – (adj) – хорошо развитый
 well-rounded – /wel 'raʊndəd/ – (adj) – плавный
 werewolf – /weəwʊlf, 'wiə-/ – (n) – оборотень
 whinger – /wɪndʒə/ – (n) – нытик, жалобщик
 whip – /wɪp/ – (n) – кнут
 whip cracking – /wɪp 'krækɪŋ/ – (n) – щёлканье хлыстом
 whirling – /wɜːlɪŋ/ – (adj) – кружащийся, вращающийся
 whistle – /wɪsəl/ – (v) – свистеть
 wildfire – /waɪldfaɪə/ – (n) – пожар
 windmill – /wɪndmɪl/ – (n) – ветряная мельница
 wipe – /waɪp/ – (v) – вытирать
 wire – /waɪə/ – (n) – проволока
 witness – /wɪtnəs/ – (n, v) – 1) свидетель; 2) выступать свидетелем
 wonder – /wʌndə/ – (n, v) – 1) чудо; 2) удивляться
 wonderful – /wʌndəfəl/ – (adj) – чудесный
 wood – /wʊd/ – (n) – дерево, древесина
 wool – /wʊl/ – (n) – шерсть
 work-based – /wɜːk beɪst/ – (adj) – без отрыва от производства
 worthwhile – /wɜːθ'waɪl/ – (adj) – полезный, оправданный
 worthy – /wɜːði/ – (adj) – стоит того
 wound – /waʊnd/ – (n) – рана
 wreckage – /'reɪkɪdʒ/ – (n) – крушение
 wriggle – /rɪɡəl/ – (v) – извиваться

Phrasal verbs

warm sth up – /wɔːm ʌp/ (phr v) – разогреть что-либо
 wash away – /wɒʃ ə'weɪ/ – (phr v) – смывать
 whip up – /wɪp 'ʌp/ – (phr v) – быстро подняться
 wipe out – /waɪp ˌaʊt/ (phr v) – стирать

Phrases

wait in line – (phr) – ждать в очереди
 walk barefoot up a staircase of knives – (phr) – идти босиком по лестнице из ножей
 watch lectures/educational videos online – (phr) – смотреть лекции/обучающие видеофильмы онлайн
 weather forecast – (phr) – прогноз погоды
 weather phenomena – (phr) – погодное явление
 welcome addition – (phr) – приятное дополнение
 win a scholarship to a college/university – (phr) – получить грант/стипендию для обучения в колледже/университете
 win a sports competition – (phr) – выиграть спортивное соревнование
 without a second thought – (phr) – без задней мысли
 work as a beekeeper – (phr) – работать пчеловодом
 wrap up warm – (phr) – закутываться
 wrinkle your nose – (phr) – морщить нос

Y

Yeoman Warder – /jəʊmən 'wɔːdə/ – (n) – бифитер

Phrases

youth group – (phr) – молодёжная группа

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	lead /li:d/	led /led/	led /led/
bear /beə/	bore /bɔ:/	born(e) /bɔ:ˈn/	learn /lɜ:rn/	learnt (learned) /lɜ:ˈnt (lɜ:ˈnd)/	learnt (learned) /lɜ:ˈnt (lɜ:ˈnd)/
beat /bi:t/	beat /bi:t/	beaten /bi:təˈn/	leave /li:v/	left /left/	left /left/
become /biˈkʌm/	became /biˈkeɪm/	become /biˈkʌm/	lend /lend/	lent /lent/	lent /lent/
begin /biˈɡɪn/	began /biˈɡæn/	begun /biˈɡʌn/	let /let/	let /let/	let /let/
bite /baɪt/	bit /bit/	bitten /bɪtəˈn/	light /laɪt/	lit /lit/	lit /lit/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	lose /lu:z/	lost /lɒst/	lost /lɒst/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mean /mi:n/	meant /ment/	meant /ment/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /mi:t/	met /met/	met /met/
burn /bɜ:rn/	burnt (burned) /bɜ:ˈnt (bɜ:ˈnd)/	burnt (burned) /bɜ:ˈnt (bɜ:ˈnd)/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜ:rst/	burst /bɜ:st/	burst /bɜ:st/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	read /ri:d/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /bɪn eɪbəl tə/	ride /raɪd/	rode /rəʊd/	ridden /rɪdɪd/
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
come /kʌm/	came /keɪm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /sed/	said /sed/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /si:/	saw /sɔ:/	seen /si:n/
deal /di:l/	dealt /delt/	dealt /delt/	sell /sel/	sold /səʊld/	sold /səʊld/
dig /dɪg/	dug /dʌg/	dug /dʌg/	send /send/	sent /sent/	sent /sent/
do /du:/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
dream /dri:m/	dreamt (dreamed) /dremt (dri:mɪd)/	dreamt (dreamed) /dremt (dri:mɪd)/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /drouv/	driven /ˈdri:vən/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
eat /i:t/	ate /eɪt/	eaten /ˈi:tən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
fall /fɔ:l/	fell /fel/	fallen /ˈfɔ:lən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fi:d/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fi:l/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	sleep /sli:p/	slept /slept/	slept /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	speak /spi:k/	spoke /spəʊk/	spoken /ˈspəʊkən/
forbid /fɔːˈbɪd/	forbade /fɔːˈbæd/	forbidden /fɔːˈbɪdən/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forget /fɔːˈɡet/	forgot /fɔːˈɡɒt/	forgotten /fɔːˈɡɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fɔːˈɡeɪv/	forgave /fɔːˈgeɪv/	forgiven /fɔːˈɡɪvən/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /fri:z/	froze /frouz/	frozen /ˈfrouzən/	steal /sti:l/	stole /stəʊl/	stolen /ˈstəʊlən/
get /get/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /ɡɪv/	gave /geɪv/	given /ˈɡɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /ɡəʊ/	went /went/	gone /ɡɒn/	swear /swear/	swore /swɔ:ˈ/	sworn /swɔ:ˈn/
grow /ɡrəʊ/	grew /gru:/	grown /ɡrəʊn/	sweep /swi:p/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	swim /swɪm/	swam /swæm/	swum /swʌm/
have /hæv/	had /hæd/	had /hæd/	take /teɪk/	took /tu:k/	taken /teɪkən/
hear /hɪə/	heard /hɜ:ˈd/	heard /hɜ:ˈd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hide /haɪd/	hid /hɪd/	hidden /ˈhɪdən/	tear /teə/	tore /tɔ:ˈ/	torn /tɔ:ˈn/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /təʊld/	told /təʊld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hurt /hɜ:rt/	hurt /hɜ:ˈt/	hurt /hɜ:ˈt/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
keep /ki:p/	kept /kept/	kept /kept/	understand	understood	understood
know /nəʊ/	knew /nju:/	known /nəʊn/	/ˌʌndəˈstænd/	/ˌʌndəˈstʊd/	/ˌʌndəˈstʊd/
			wake /weɪk/	woke /wəʊk/	woken /ˈwəʊkən/
			wear /weə/	wore /wɔ:ˈ/	worn /wɔ:ˈn/
			win /wɪn/	won /wɒn/	won /wɒn/
			write /raɪt/	wrote /rəʊt/	written /ˈrɪtən/



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Компоненты УМК:

✓ **Учебник**

- Рабочая тетрадь
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- Аудиокурсы
- Контрольные задания
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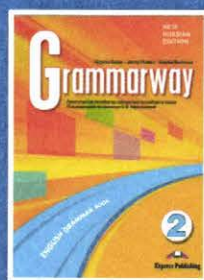
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