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Syllabus based on Common European Framework

Spotlight

Student´s Book

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7

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Lifestyles

Module 1

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Before you start ...

- How did you spend your summer holidays? Did you have a nice time?
- Did you speak English during your holidays?

Look at Module 1

Find the page numbers for pictures 1-3.

Find the page numbers for

- dictionary entries ☐
- a map of the London Underground ☐
- a leaflet giving advice ☐
- a webpage ☐

Listen, read and talk about ...

- people's lifestyles
- urban life/country life
- safety
- free time activities
- landmarks of the British Isles

Learn how to ...

- express preferences
- ask for/give advice
- use dictionaries to look up phrasal verbs
- buy an underground ticket

Practise ...

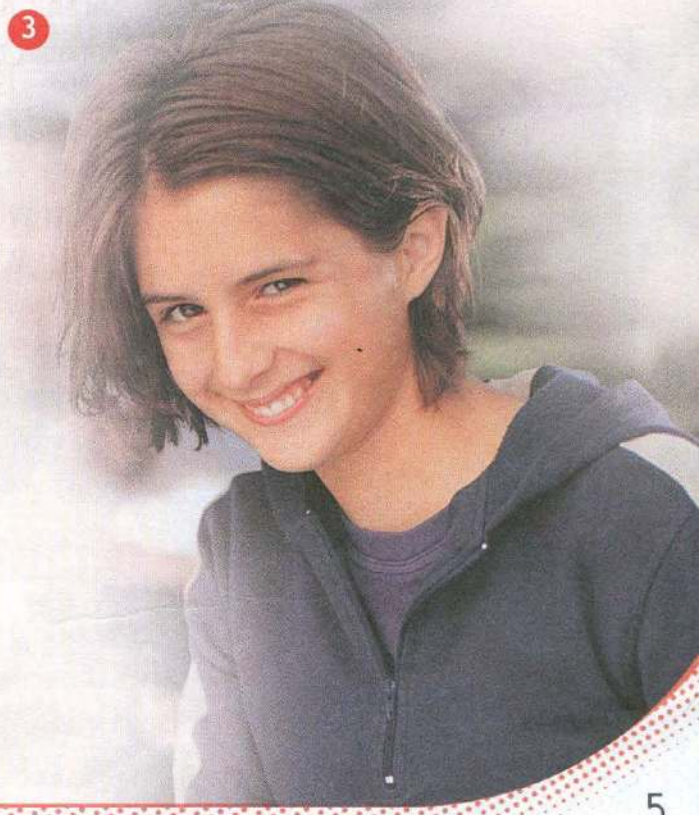
- present simple vs present continuous
- *should/shouldn't*
- phrasal verbs: *run*
- word formation
- pronunciation: /ɪ/, /iː/
- reading rules: ea, ee, i

Write / Make ...

- an e-mail to your penfriend
- a leaflet giving advice on how to protect yourself in the streets
- a short article about where you go in your free time
- a short text about landmarks in your town/country
- a report on your town/city







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1a A city mouse or a country mouse?

LEAD UNHEALTHY LIFESTYLE

HEAVY TRAFFIC

CONSTANT NOISE & POLLUTION

CONVENIENT PUBLIC TRANSPORT

SHOPS, CINEMAS AND THEATRES

CROWDED STREETS

HIGH COST OF LIVING

LOW RATE OF UNEMPLOYMENT

Vocabulary

♦ Lifestyles

1 a) Listen to the sounds. What can you see/smell/hear? How do they make you feel *(stressed? relaxed? free? worried? happy? lonely?)*?

b) Use the phrases and your own ideas to tell the class about your preferences.

😐 don't mind 🙂 very important to me ☹ can't stand

▶ *Peace and quiet are very important to me. I can't stand crowded streets, and heavy traffic! I think I'm a country mouse!*

Reading & Listening

2 Read the title of the unit and the headings on this page. What do you expect to read about in the text on p. 7? Listen, read and check.

3 a) Read the text and mark the sentences *T* (true) or *F* (false). Then explain the words in bold.

In Teenage Life Swap:

1 Annabel doesn't like staying in bed.
2 Sarah can't sleep at night.
3 Sarah's new school has lots of facilities.
4 Annabel travels five miles to reach the school.

b) Read the text aloud, as if for a radio programme.

HIGH QUALITY LIFESTYLE

FRESH AIR

FEELING ISOLATED

PEACE AND QUIET

FRIENDLY, HELPFUL PEOPLE

BEAUTIFUL LANDSCAPES

HIGH RATE OF UNEMPLOYMENT

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Teenage Life Swap

*Annabel and Sarah are **guests** on a reality TV show. Annabel lives in London. Sarah lives on a farm in the north of Scotland. They are **swapping** families and schools for a week.*



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Annabel (14)

Day 2

Everyone gets up at 5 am because there's a lot to do on the farm. Sarah's mum is very nice. She brings me a cup of tea in bed, but I just go back to sleep. Later, I go outside to the **farmyard** to help Sarah's family. Today we are **milking** the cows in the **barn** and **feeding** the chickens. The animals are lovely, but I can't stand the smell.

Day 4

Sarah's mum takes me to school every morning. We drive five miles to meet the school bus, which leaves at 7 am. Sarah's school is very small, but everyone's so friendly.

Day 6

Learning about farming is interesting, but I'm happy I'm going home tomorrow. The fresh air is nice but it's too quiet here. I also feel **isolated**. In the city, the streets are crowded but you have everything **close at hand**. I miss the **hustle and bustle** of London but I don't want to leave all my new friends.

Sarah (14)

Day 2

Everyone stays in bed late here. It's 8 am and Annabel's mum is making breakfast! In the afternoon, we're going shopping on Oxford Street and then we're going to the cinema! I'm so excited!

Day 4

I travel to Annabel's school by tube. Her school is **huge** with 1,500 students and her friends are very interesting and helpful. I'm enjoying the lessons, but most of all I love the **facilities**. The computer room and the swimming pool are my favourites.

Day 6

Today, I'm feeling a bit tired. It's always noisy here and you can hear the traffic all night. I think I'm getting a bit **homesick**, too. I **miss** the beautiful landscapes and the people from my **hometown**. I'm happy I'm going home tomorrow but I'm sure I'll visit London and see Annabel's **lovely** family again!

Speaking

4 **One of you works for a magazine. Interview Annabel or Sarah about their new lifestyle.**

Grammar Grammar Reference

♦ Present Simple vs Present Continuous

5 **Read the Grammar Reference Section. Explain the use of the verbs in bold. Find examples in the text above.**

Hi Steve,

Thanks very much for your e-mail. I always **love** hearing from you. At the moment **I am studying** really hard. **I'm sitting** my exams next week.

My lessons **start** at 8:30. After school, I go to my part-time job. **I am working** in a library for the next few months. Tonight **I am meeting** my friends.

Anyway, I'd better finish here. Write again soon.

Jim

6 **Put the verbs in brackets in the *present simple* or the *present continuous*. Give reasons.**

1 A: Why ..... **(you/be)** in such a hurry?
B: I'm worried. My exam ..... **(start)** in ten minutes.

2 A: I ..... **(think)** of changing school.
B: I ..... **(not/think)** it's a good idea. You'll be lonely.

3 A: Why ..... **(you/be)** angry?
B: My sister ..... **(always/take)** my clothes.

4 A: Tom .....·**(look)** very stressed.
B: Yes. He ..... **(study)** a lot these days.

5 A: Why ..... **(you/leave)** now?
B: My train ..... **(leave)** in an hour.

Writing (an e-mail)

7 ***Portfolio:*** **Write an e-mail to your English penfriend. Write about: *where you live, your daily routine, what you are doing these days/tonight.***

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1b Better safe than sorry

Vocabulary

♦ Safety rules

1 a) Look at the leaflet. What is it about?

Do you live in a big City?

PROTECT YOURSELF AND YOUR HOME FROM BURGLARS!



Always look through your peephole and put the door chain on the door before answering.

Take a mobile phone to bed and keep it switched on.





Check a stranger's ID. If you are not sure, don't let them in.

Don't leave your keys next to doors or windows.





Fit an alarm system and make sure it works properly.

Install dusk-to-dawn outside lights at least 2.5 metres high in the garden.



And remember that if a burglar breaks in, don't put up a fight. Hand over valuables. Never run after them. Call the police.

b) Match the underlined words/phrases.

1 give to someone 2 identification 3 a small hole to look through 4 machine that signals danger 5 connect or fix sth in position 6 turned on

Reading & Listening

2 a) Read the first exchange of the dialogue. Where are the speakers? Listen, read and check.

Dan: Hi, Jo. What's your dad doing?
Jo: He's installing an alarm system.
Dan: What for?
Jo: Well, there are burglars around here. They're stealing things from people's houses.
Dan: Really?
Jo: Yes, you should tell your parents.
Dan: You're right. They should probably install an alarm, too.
Jo: And you should be careful with your keys. Don't lose them, or leave them near an open window.
Dan: I didn't think of that.
Jo: You know there's a lot of crime in cities these days.
Dan: I think you're right. We should be careful.
Jo: Yeah, better safe than sorry!

b) Now answer the questions.

1 What is Jo's dad doing?
2 What problems do the burglars cause?
3 What advice does Jo give Dan?

♦ Word formation

3 Read the rule. Then make adverbs from the adjectives: *careful, safe, sure, bad.* Mind the spelling.

We normally form adverbs from adjectives by adding **-ly**, *real* → *really*, *proper* → *properly*.

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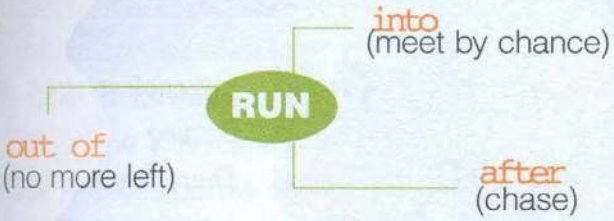
study skills

The meaning of a phrasal verb is different from the main verb. In a dictionary phrasal verbs are given in alphabetical order according to the particle.

run into sb /rʌn/ phr v. to meet sb by chance
I ran into an old friend in the street.

♦ Phrasal verbs (run)

4 Use your dictionaries to complete the sentences with the correct phrasal verb. Make your own sentences.



1 Dan ran ..... Jo on his way home.
2 He ran ..... milk, so he went to buy some.
3 The police are running ..... a robber.

Grammar Grammar Reference

♦ Should(n't)

5 a) Study the theory box. Find examples of *should* in the dialogue in Ex. 2.

We use **should/shouldn't** to give advice.
*You are tired. You **should** have a rest!*
*You **shouldn't** eat so much. It's bad for you.*

b) Use the phrases to give advice to:

1 a friend who has a splitting headache. (take a painkiller)
► *A: I've got a splitting headache.*
B: You should take a painkiller.
2 your brother who feels tired. (go to bed)
3 your sister who's got a toothache. (see a dentist)
4 a friend who always loses his keys. (keep them in your pocket)
5 a friend who is nervous about her exams. (not worry so much)
6 your aunt whose feet hurt. (take off your shoes)

Listening

6 Listen and complete the gaps.

STOP CRIME NOW!

- Walk in well-lit **1)** ..... .
- Always have your **2)** ..... with you.
- Keep your **3)** ..... close to you and don't carry a lot of cash.
- Don't leave expensive **4)** ..... or bags for all to see in your car.
- Join Neighbourhood Watch.[1]
- Get a **5)** ..... alarm.

[1] voluntary scheme to help people prevent crime

Speaking

Everyday English

♦ Asking for/Giving advice

7 Look at the phrases and the leaflet in Ex. 1. Talk in pairs as in the example.

► *A: What should we do before answering the door?*
B: We should look through the peephole and put the chain on the door. etc

Asking for advice	Giving advice
• What's should I/we do to ...?	• I think/don't think you should ...
• What's the best way to ...?	• You should (not) ...
• How can I/we ...?	• How about ... +ing
	• Why don't you ...?

Writing (a leaflet giving advice)

8 *Portfolio:* Write a leaflet giving advice on how to protect yourself in the streets. Use ideas from Ex. 6.

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1C Hanging out

study skills

Using mind maps
Make mind maps with words/ phrases. This helps you organise information and remember it when you need to.

Vocabulary

♦ Free time activities

1 Add ideas to the mind map. Which of these do you do...

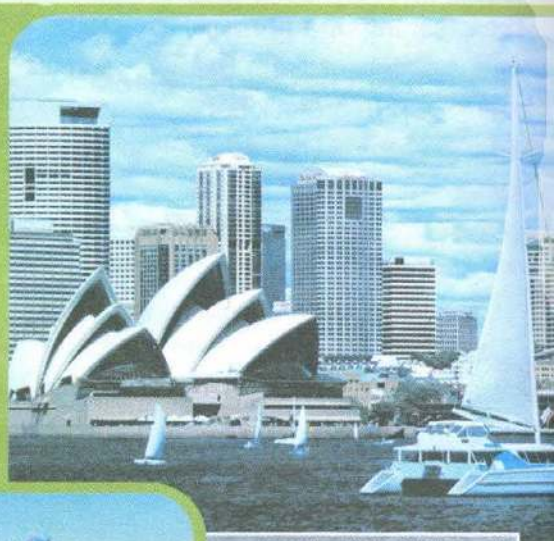


Reading & Listening

2 a) Look at the pictures and the introduction to the text. What city and country is the article about? What do you think you can do there? Read and check.

b) Fill in: *on, for, from, at, about, to.* Listen and check. Explain the words in bold.

Kelly and Jamie tell us about their coolest spots in Sydney, Australia.





*My coolest **spot** is Darling Harbour. There are plenty of activities to choose **1)** ....., such as a ride **2)** ..... the carousel, a film **3)** ..... the IMAX theatre, an exhibition at the Powerhouse museum or a visit **4)** ..... the fantasy world of Jacobs Toymaker. (Kelly)*



*Manly has lots of interesting attractions, **including** Oceanworld and the popular **surfing** beach, but I'm crazy **5)** ..... one thing ... Manly Skatepark! I love it there! I meet my friends and we skate all afternoon! Manly is also the best place to shop **6)** ..... **skating gear**. (Jamie)*

Speaking

3 *Portfolio:* Take the roles of Kelly and Jamie. Tell each other about your favourite place in Sydney, what you do there and how you like it. Record yourselves.

Writing (an article)

4 *Portfolio:* Write a short article about where you go in your free time (50-70 words). Write:

- where it is
- what you can do there
- why you like it
- how you feel there

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Landmarks of the British Isles



Malahide Castle is north-east of Dublin City, Ireland, and **dates back** to the 12th century. It is in the middle of a large park and was used as both a **fortress** and a family home. It is a **spooky** place because people often see **ghosts** there.



Edinburgh Castle is Scotland's most famous castle. It is very popular with tourists and around 1 million people visit it every year. It is a very **unique** castle as it was built on top of an **extinct volcano**.



Conwy Castle in Gwynedd, Wales, is a classical 13th century **fortress**. It is a masterpiece of **medieval** architecture that took seven years to build. It has eight big **towers** that offer great **views** of the nearby river and the Snowdonian mountains.



The Tower of London sits on the banks of the River Thames. The Tower is **guarded by** Yeoman Warders, or 'Beefeaters'. Eight big, black birds called **ravens** live in the Tower. There's a **legend** that says if they ever fly away, the Tower will fall down.

1 Look at the map. What is the capital of each country? What do you know about these countries?

Reading & Listening

2 a) Think of a question to ask about each landmark. Listen, read and see if you can answer them.

b) Read again and write down one unusual fact about each place. Compare it with your partner's.

3 Explain the words in bold. In groups ask and answer questions based on the text.

► *A: Where's Malahide Castle?*
B: It's north-east of Dublin City. etc

4 Tell your partner which castle you like and why.

Writing

5 *Portfolio:* Write a short text about landmarks in your country. Use a map of your country to give a talk to the class.

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English in Use 1

♦ Buying an underground ticket

1 How do you usually travel?

- by train/bus/motorcycle/plane/tube*/ bike/taxi/car/boat/ship
- on foot

*tube: the underground, metro

2 a) Listen and repeat. Who says each sentence/phrase: *a ticket seller*? *a passenger*?

- Next, please.
- Where to?
- Single or return?
- Return to Barbican, please.
- That's £6.00.
- Which line do I take, please?
- You're welcome.

b) Read and listen to the dialogues and check. Where does each person want to go?

A

TS: Next, please.
P: Two tickets, please.
TS: Where to?
P: St James's Park.
TS: Single or return?
P: Single, please.
TS: That's £6.00.

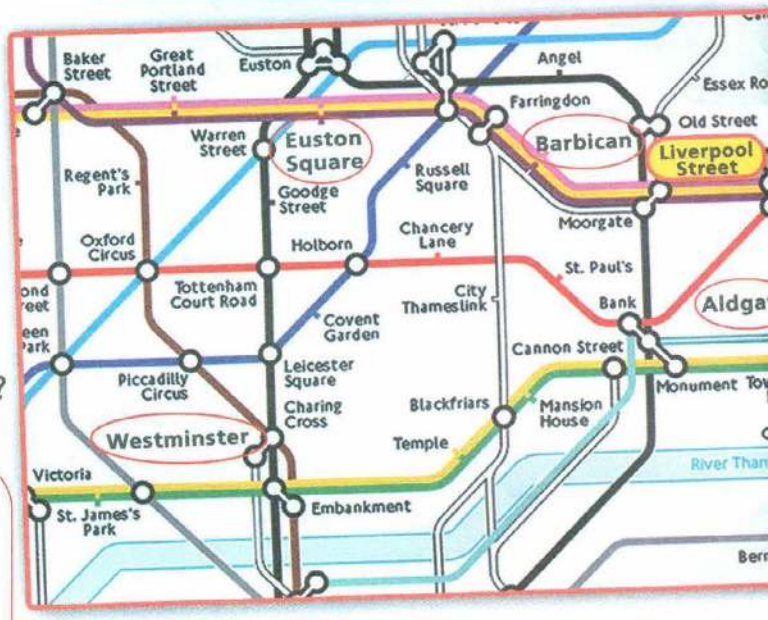
B

TS: Yes, please?
P: Two tickets, return to Barbican, please.
TS: That's £12.00.
P: Here you are. Which line do I take, please?
TS: Take the Circle line.
P: Thanks a lot.
TS: You're welcome.

3 *Portfolio:* Use the map and the fares chart to act out similar dialogues, between a ticket seller and a passenger. You want to go from Liverpool Street to:

- Westminster (2 adult* & 2 child*)
- Aldgate (2 adult & 1 child)
- Euston Square (3 adult)

Zone	Fares for the London Underground	
1	£3 Adult	£1.50 Child (5+)



= Circle Line

*2 adult = 2 adult tickets
*2 child = 2 child tickets

Pronunciation /ɪ/ - /iː/

4 Listen and tick (✓). Listen and repeat. Think of two more words with the same sounds.

Reading Rules
ea, ee /iː/ steal, seek
i /ɪ/ Nick

	/ɪ/	/iː/		/ɪ/	/iː/
Pete			beat		
pit			bit		
peal			slip		
pill			sleep		

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Extensive Reading 1

ACROSS THE CURRICULUM: GEOGRAPHY

@ Internet Explorer

GEO-KIDS SPECIAL REPORT:

home
what's new?
profiles
forums





Mexico City





Capital city of Mexico
CONTINENT: North America
POPULATION: 20 million
LANGUAGE: Spanish
CURRENCY: Peso

1 [ ]

Mexico City is one of the world's largest cities. It has got beautiful old buildings, green parks, museums and an exciting nightlife. It's a great place to visit. Nine million people visit it each year.

2 [ ]

Many people live in beautiful houses with gardens. Others live in **blocks of flats** near the city centre.

3 [ ]

Mexico City is a difficult city to drive in because of the heavy traffic. The city's fantastic metro network, however, has 11 **lines** and is very cheap. There are hundreds of buses, trolley buses and *peseros* (minibuses), too.

4 [ ]

In their free time, Mexicans shop at colourful street markets. They also enjoy going to the cinema and theatre. They even have street parties. Football and horse racing are the most popular sports.

5 [ ]

The people of Mexico City are very friendly. The food is excellent, too! The restaurants serve delicious local food like tortillas and *frijoles* (beans).

Click on FORUMS and tell us about your city. How is it different from Mexico City?

Reading & Listening

1 Listen to the sounds and look at the pictures. What do you think it is like there? *(noisy, quiet, crowded, busy, clean, dirty,* etc.*)*. Tell your partner.

▶ *I think it is busy.*

2 a) What would you like to know about living in Mexico City? Read the text. Can you answer any of your questions?

b) Read again and label sections 1-5 with headings A-E. Listen and check. Then explain the words in bold.

A Transport
B Food
C Tourism
D Homes
E Leisure

Speaking

3 In groups, make notes about your village/ town/city under the headings (A-E). Use your notes to present your talk to the class.

Writing

4 *Project:* Write a 'special report' on your town/city for the Geo-Kids website. Include positive and negative points.

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PROGRESS CHECK 1

1 Match the words.

1	alarm	A	landscapes
2	heavy	B	transport
3	beautiful	C	streets
4	crowded	D	traffic
5	public	E	system
6	door	F	isolated
7	feel	G	air
8	fresh	H	chain

(Points: 8X2 ___/16)

2 Choose the correct word.

1 John leads an **unhealthy/unwelcome** lifestyle.
2 We really like the **landscape/peace** and quiet in this village.
3 There is a low rate of **unemployment/living** in big cities.
4 It's a crime to **look/break** into a house.
5 I miss the hustle and **noise/bustle** of LA.
6 I love **saying/chatting** with my friends.
7 Public transport is **convenient/heavy** in my town.
8 You are **hometown/homesick** when you miss home.
9 He's **installing/inventing** outside lights in his garden.
10 I hate the **constant/crowded** noise in Paris.
11 He feels **lonely/friendly** away from his family.
12 Let's **check/rent** a DVD tonight.
13 On a hot day we **do/play** beach volleyball.
14 Everything is **close/easy** at hand in big cities.

(Points: 14X2 ___/28)

3 Choose the correct word.

1 Many young people hang **on/out** at shopping centres at weekends.
2 The police are running **into/after** a burglar.
3 There are lots of books to choose **from/in**.
4 He's crazy **of/about** football.

(Points: 4X3 ___/12)

4 Put the verbs in brackets into the *present simple* or the *present continuous*.

1 John ..... **(visit)** his parents this weekend.
2 He ..... **(take)** me to school every day.
3 Be quiet. The baby ..... **(sleep)**.
4 He ..... **(always/bite)** his nails.
5 Water ..... **(not/boil)** at 80°C.
6 The bus ..... **(leave)** at 6:30pm.
7 ..... **(he/do)** his homework now?
8 What time ..... **(you/start)** work?
9 He ..... **(not/watch)** TV now.
10 She ..... **(not/like)** flying by plane.
11 ..... **(they/leave)** next week?
12 I ..... **(not/think)** he's in.

(Points: 12X2 ___/24)

5 Fill in: *Which line do I take, please? Thanks a lot. One ticket please. That's £3.00. Return to Oxford Circus.*

A: Next, please.
B: 1) .....
A: Single or return?
B: 2) ..... How much is it?
A: 3) .....
B: There you are. 4) .....
A: Take the Circle line, then change at Baker Street and take the Bakerloo line.
B: 5) .....

(Points: 5X4 ___/20)

(My score: ___/100)

Now I Can ...

- talk/write about city/country life
- ask for/give advice about home safety
- write an article about where I go in my free time
- write a report about my town/city
- write a text about landmarks in my country

... in English



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Before you start ...

- Where do you live? Do you like living there? Why?
- What do you do in your free time?

Look at Module 2

Find the page numbers for pictures 1-3.

Find the page number(s) for

- an extract from a short story ☐
- a quote ☐
- an illustrated story ☐
- a quiz ☐

Listen, read and talk about ...

- authors/fictional characters
- an adventure story
- a mystery story
- storytelling in Ireland
- the Canterville Ghost

Learn how to ...

- talk about events in the past
- ask questions about the past
- narrate past events

Practise ...

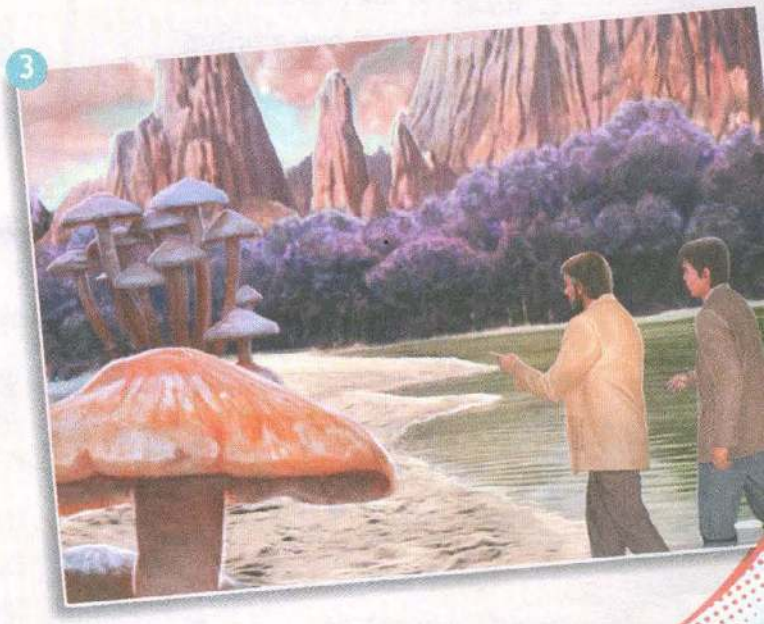
- past simple: irregular verbs & *used to*
- words showing sequence of events in the past
- pronunciation: /iː/, /ɪə/
- reading rules: ere, ear, eer

Write / Make ...

- a short article about your favourite author
- a plot
- a mystery/adventure/humorous story
- a folk tale







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2a Bookworms

Excitement, adventure, and mystery all make up the world of fiction. And here are some of the greatest names in fiction.



Who was the 'Queen of Crime'? Agatha Christie, of course, the world's best known mystery writer. Agatha Christie was born in Devon, England in 1890, and she created many fictional detectives. The most famous are Hercule Poirot and Miss Marple. Hercule Poirot is a Belgian detective, famous for his **neat appearance**, his **obsession** with **order** and his use of **psychology** in his **investigations** of crimes. Miss Marple, on the other hand, is nothing like a typical detective. **At first glance** she is an ordinary old lady who loves knitting and gossip but she can solve the hardest of mysteries and puts many criminals behind bars!

Vocabulary

♦ Literature

1 **Are you a bookworm? Do the quiz on literary genres. Check answers in a dictionary.**

Quiz

1 A(n) ..... story is an exciting story about a hero who goes on an unusual journey and does new and dangerous things.
A comedy **B** adventure
C suspense

2 A ..... story is about events that take place in the future or in space and usually describes strange creatures and robots.
A mystery **B** drama
C science fiction

3 A ..... is a serious and emotional play, written for the theatre, television or radio.
A drama **B** comedy
C novel

4 A ..... is a story about a crime or a strange event that is difficult to explain.
A mystery **B** legend
C fairy tale

5 A(n) ..... is a funny story with a happy ending.
A adventure **B** myth
C humorous story

6 A ..... is the story of a person's life written by another person.
A novel **B** biography
C history

Reading & Listening

2 **a) Who are the authors/characters in the pictures? What do they have in common?**

b) Think of two questions about these fictional characters: *Miss Marple*, *Hercule Poirot*, *Sherlock Holmes* and *Captain Nemo*. Read, listen and see if you can answer them.

3 **Read again. Who ...**

1 solves crimes with a partner?
2 always wants to be neat and tidy?
3 doesn't look like a detective?
4 wrote adventure novels?
5 travels in a submarine?

4 **a) Explain the words in bold. Then match the underlined adjectives to their synonyms.**

• well known • unusual • amazing • clever
• ordinary • loyal

b) Use the underlined adjectives to describe other fictional characters.

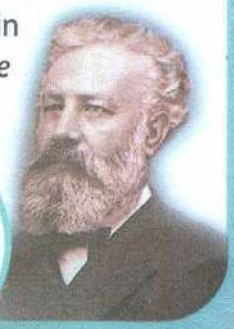
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Sir Arthur Conan Doyle was born in Edinburgh, Scotland in 1859. He studied medicine at the University of Edinburgh. It was one of his professors that **inspired** him to create the most **brilliant** detective ever, Sherlock Holmes. Holmes' extraordinary powers of observation help him **solve** the most **mysterious cases** with the help of his faithful companion, Dr Watson. Holmes is very logical and extremely intelligent. He wears a **cape** and hat, smokes a pipe and uses a **magnifying glass**.

Jules Verne lived in Nantes – on the west coast of France. He loved the sea, and when he was only 12, he tried to run away on a ship to the West Indies. Unfortunately for him, the sailors caught him and sent him home. Jules had a great **imagination** and wrote **several** adventure stories and created mysterious characters like Captain Nemo. *In Twenty Thousand Leagues Under the Sea,* Captain Nemo travels under the sea in his submarine, the *Nautilus*. On his journeys he meets strange sea creatures and finds an **underwater** city.





Speaking

5 You are one of the authors/characters in the texts. Introduce yourself and talk to the class about your life.

Grammar Grammar Reference

♦ Past Simple

6 a) Find the regular and irregular past forms in the text.

b) Complete the questions with the correct form of the verb. Mind the spelling rules. Then, answer them.

1 ..... (Arthur Conan Doyle/write) poems?
2 ..... (Agatha Christie/be) a famous writer?
3 What ..... (Arthur Conan Doyle/study)?
4 What ..... (Jules Verne/do) when he was 12?
5 Which characters ..... (Jules Verne/create)?
6 Where ..... (Agatha Christie/be born)?

c) Use verbs in the *past simple* to make sentences about your favourite writer and his/her fictional characters.

► *Tolstoy wrote 'War and Peace'.*

7 Complete the gaps with the *past simple* form of the verb in brackets.

1 H. G. Wells' *War of the Worlds* ..... (cause) panic when people first ..... (hear) it on the radio, in 1938.
2 Daniel Defoe ..... (use) the real adventures of sailor A. Selkirk to write *Robinson Crusoe*.
3 William Shakespeare often ..... (act) in his own plays.
4 The English poet, Byron ..... (fight) in the Greek war of independence in 1821.
5 Herman Melville ..... (travel) to many places before he ..... (write) *Moby Dick*.
6 Mary Shelley ..... (create) the monster in *Frankenstein* after she ..... (speak) with Lord Byron.

8 Ask and answer questions about the authors in the text or your favourite authors and their works. What is your favourite genre? When and where do you prefer to read?

Writing (an article)

9 *Portfolio:* Write an article for your school newspaper about your favourite author. Write:

- where he/she was born
- what he/she did before writing
- what famous character(s) he/she wrote about
- what the famous character(s) are like

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2b A classic read

The Plot: *'Journey to the Centre of the Earth' by* Jules Verne *is an adventure story about a professor, Otto Lidenbrock, and his nephew Axel. After they find a mysterious message from explorer Arne Saknussemm in an old book, they go on a dangerous journey to look for the centre of the earth. During their adventure, their raft is broken against rocks and they discover an amazing place ...*





While Hans repairs the raft, Axel and the Professor look around.

① Professor: Let's explore this area over here!
② Professor: What's that noise?
Axel: Quick! Hide!

The men hide behind some bushes.

③ Axel: Look! A man. And huge elephants.
Professor: But, they used to live thousands of years ago. When we get home, people will be amazed by what we saw.
Axel: But, will they believe us?
④ Professor: We must get back to Hans and the raft!
Axel: Wait! What's this?
⑤ Professor: It's a very old knife. It must be Arne Saknussemm's!

The Professor finds initials on a cave wall.

⑥ Professor: Saknussemm was here! The compass must be broken.
Professor: We found it! This must be the last part of Arne Saknussemm's journey!
⑦ Professor: Quick – let's find Hans and come back!

Reading & Listening

1 🎧 **Look at the pictures and listen to the sounds. What do you think the story is about? Read the plot to find out.**

2 **a) Read the story and complete the sentences with words from the text or your own words.**

1 Axel and the professor heard ..... .
2 The men hid ..... .
3 Then, they saw ..... .
4 Axel found a ..... .

b) 🎧 **Put the pictures a-g in the correct order. Listen and check.**

3 **Find words in the text which mean:**

1 look around 2 very big 3 surprised 4 the first letters of your name and surname 5 an instrument that shows direction 6 find sth 7 go somewhere you can't be seen

Speaking

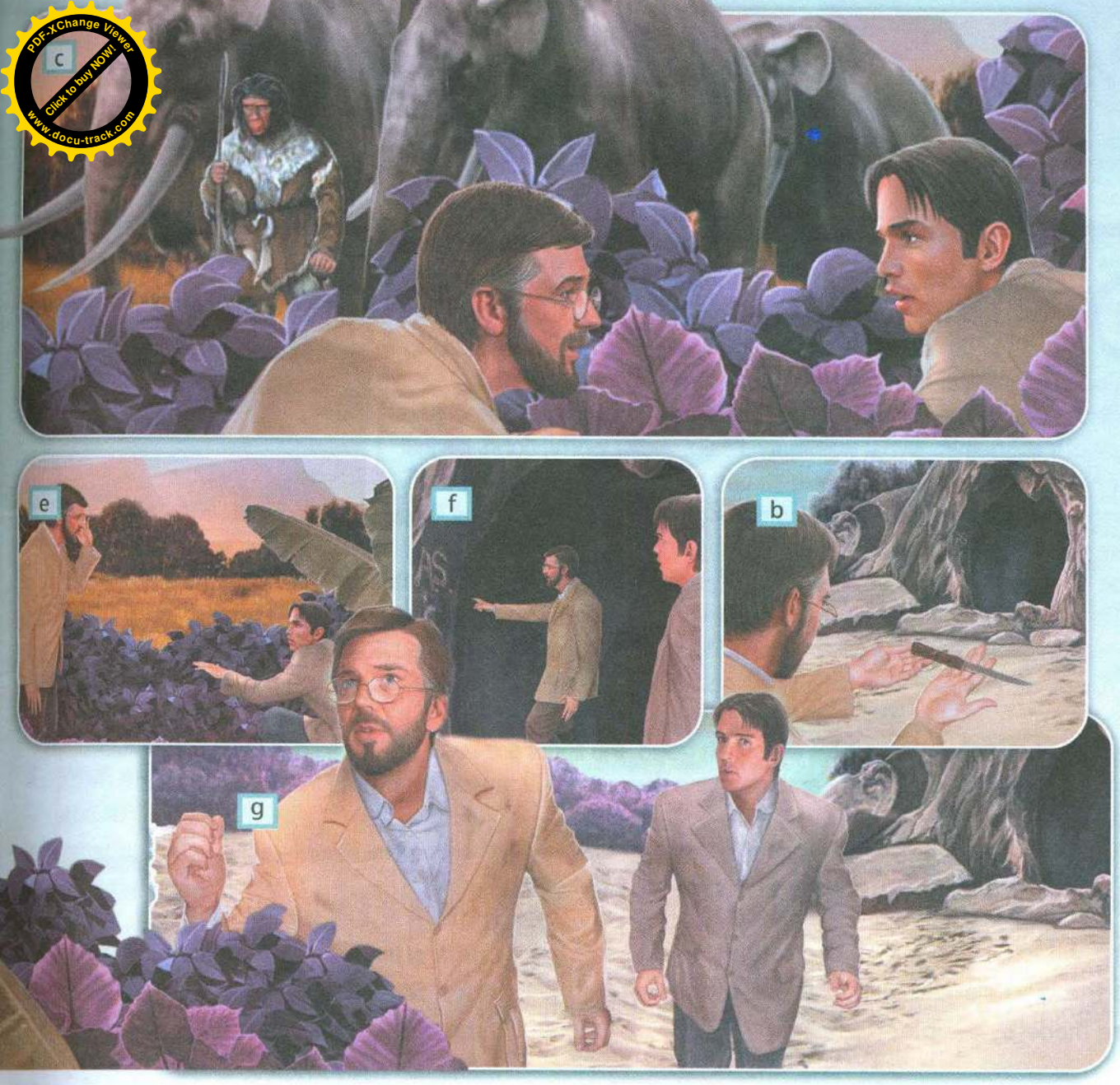
4 **a)** *Portfolio:* **Take roles and act out the dialogue in the story. Record yourselves.**

b) Use the pictures to narrate the story.

Grammar Grammar Reference

♦ Past Simple & used to

5 **a) Study the rule. Find examples of *used to* in the text.**



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We use **used to + infinitive** to talk about past states and habits.

*My grandad **used to tell** me stories when I was young.* (He doesn't anymore.) *He **didn't use to** wake up late in the mornings. **Did you use to** ride a bike when you were 5 years old?*

Sometimes we can replace **used to** with the past simple without any real difference in meaning.

*When he was a child, he **used to spend/he spent** his holidays in Sochi.*

b) Use the words to write sentences about what you used/didn't use to do when you were six. You can use your own ideas.

- read comics
- play with toys
- go to the park
- write stories
- watch cartoons
- drive a car
- play hide-and-seek

▶ *When I was six, I used to read comics.*

♦ Sequence of events

6 **Study the box. Then join the sentences with the words in bold.**

We use **as soon as**, **when**, **after**, **until** and **then** to introduce time and show a sequence of events.

*The phone rang **as soon as** he entered the room.*

1 Otto and Axel found a message. They decided to go on a dangerous journey. **(as soon as)**
2 They looked around. They heard a noise. **(until)**
3 They hid behind some bushes. They heard the noise. **(when)**
4 They went to meet Hans. Axel found an old knife. **(after)**

Writing (a short plot)

7 *Portfolio:* **Write a short plot for a book you read. Use the plot in Ex. 1 to help you.**

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2C Vanished!





One Saturday last winter, my best friends Amy, Maria, Greg, Andy and I decided to spend the weekend in my uncle's big, old house in the country. It was stormy outside, so we decided to spend a **cosy** evening chatting together in the living room downstairs.

Suddenly, there was a **powerful** gust of wind. The lights flickered and then **went out** altogether. 'What was that?' I said. 'Don't worry, John, it's just a **power cut**,' Greg reassured me. We carried on laughing and telling scary stories in the dark. After a while, there was a bright flash of lightning that lit up the whole room. There was a loud gasp. 'Andy is missing!' Amy cried.

We all looked at each other **confused** and scared, because no one had seen Andy leave the room. We felt our way around the house, calling Andy, but there was no reply. We went back to the living room and tried to think of what to do next. Just then, there was a loud snore from the corner of the room. At that moment, the lights came back on. There was Andy, **fast asleep** on a big, **velvet** sofa!

Andy sat up sleepily, **rubbing** his eyes. 'Oh good, the lights are back on!' he said. 'I was sleepy and felt like a **snooze**. I didn't want anyone to trip over me so I crawled over here.' We were all very **relieved**.

John, 13

Reading & Listening

1 **a) Listen and match the sounds 1-10 to the words a-j. Which of these sounds are made by people?**

a	☐ sigh	f	☐ chat
b	☐ snore	g	☐ storm
c	☐ cry	h	☐ gust of wind
d	☐ gasp	i	☐ whisper
e	☐ laugh	j	☐ yawn

b) Which of the words above can be both nouns and verbs? ▶ *a sigh - to sigh*

c) Look at the pictures. Can you tell the story? Read, listen and check. Is it a literary work or a true story?

2 **a) Read again and answer the questions.**

1 Where were the children?
2 What was the weather like?
3 What happened to Andy?
4 How did the children feel?
5 What happened when the lights came back on?

b) Explain the words in bold.

GAME

Chain story. **Play in teams. Continue the story. Start like this:**

John put on his coat, got his bag and left home ...

▶ *Team A S1: He walked down the street ...*

study skills

Sequence of events

Before you write your story, decide on the main character(s) and the events. Write the events in the order they happened. This helps the reader follow your story more easily.

Writing (a story)

3 ***Portfolio:*** **Your school magazine is holding a(n) adventure/humorous/mystery story competition. Write your story (about 100 words). Think about:**

- characters • place • time
- events in order • climax event
- feelings

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Reading & Listening

1 Listen to the music. Which country does it remind you of? How do you think it is related to the title of the text?

2 a) Look at the pictures and read the quote. What might the text be about? Listen, read and check.

b) Read the text again and answer the following questions.

1 What do Seanachais do?
2 What are the two types of stories people tell in Ireland?
3 What are these myths/legends about?
4 What characters do you find in Irish folk tales?

3 a) Find the adjectives the author uses for:

- beasts • champion • values
- characters • adventures
- obstacles • location

b) Explain the words in bold.

4 What information does the text give about: Finn Mac Cumhal, the Fianna, leprechauns?

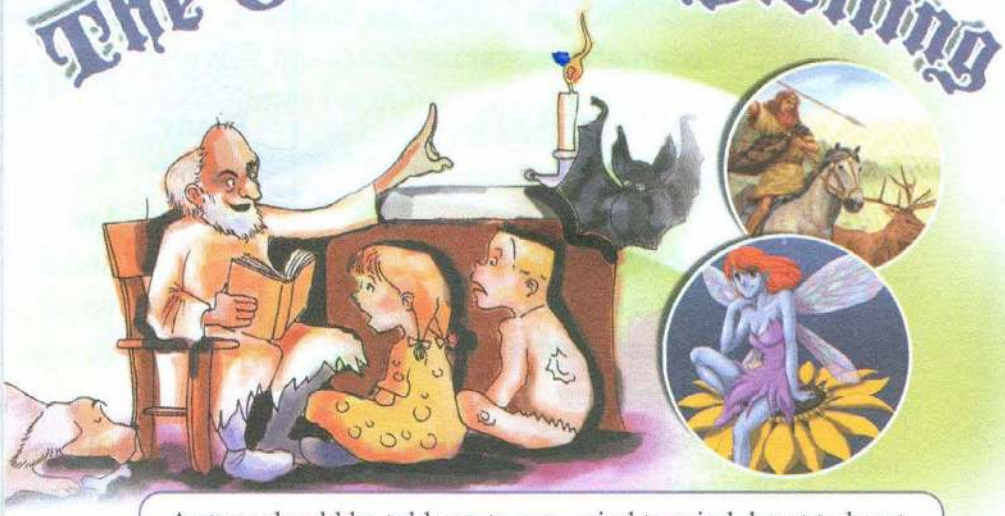
Project

5 Work in groups. Think of a popular folk tale in your country. Tell another group.

- What is it about?
- Who are the main characters?
- What happens in the story?
- What moral values does the text suggest?

Write a short version of it for an international English magazine.

The Gift of Storytelling



A story should be told eye to eye, mind to mind, heart to heart.
Stanley Robertson (storyteller)

Perhaps the best way to spend a cold, winter night in Ireland is to sit in front of the fire and enjoy the company of a Seanachai, a storyteller. Ireland has many stories to tell and they belong to two groups: myths and legends and folk tales. Throughout the years, people passed on stories to form a great **tradition**.

Myths and legends are stories about giants, **saints**, **warriors** and kings. They are tales of heroes who **overcome** great obstacles[1], fight with magical beasts and have incredible[2] adventures. One such legend is the story of the noble **champion** Finn Mac Cumhal and his group of warriors, the Fianna, who protected the High Kings of Ireland.

Folk tales entertain people while teaching them moral values. These stories have the most unusual characters: fairies, elves, leprechauns and many more. The Leprechaun is one of the most popular characters in Irish folklore. Its name means 'small body'. It is a type of fairy that makes shoes and has a hidden treasure: a crock[3] filled with gold. If you catch it, it must tell you the secret location of its treasure immediately. But be careful! It will try to trick you into looking away for a second, and then it will disappear!

1 an object/thing that makes it difficult to go where you want
2 something so unusual or surprising, that you can't believe it's true
3 a big old pot or jar

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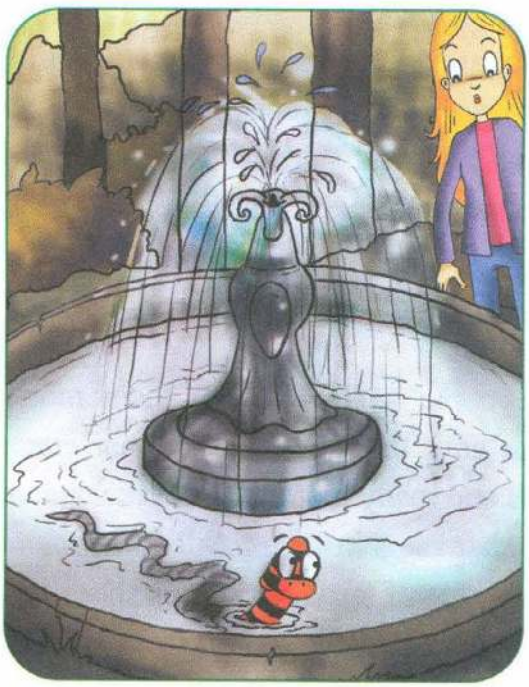
Reading & Listening

♦ Narrating past events

1 a) 🎧 **Listen and repeat.**

- You'll never guess what happened to me.
- What is it?
- You look a little upset.
- I had quite a shock.
- What on earth was it?
- Oh my goodness!
- What was going on?
- Oh dear!

b) 🎧 **The sentences in Ex. 1a are from a dialogue between two friends. Read the first two exchanges and look at the picture. What do you think happened to Penny? Listen and check.**



2 **Read the dialogue and list the events in the order they happened. Check with your partner.**

John: Hi, Penny.
Penny: Hi, John. You'll never guess what happened to me.
John: What is it? You look a little upset.
Penny: Oh dear. I had quite a shock.
John: Really! Why?
Penny: I was at the zoo, when I heard people shouting and screaming.
John: What on earth was it?
Penny: Everyone was around the fountain and they all looked really scared.
John: Oh my goodness! What was going on? Did someone fall in the water?
Penny: Not someone, but something. There was a long orange snake with black stripes swimming around in it.
John: Oh dear! Was anyone hurt?
Penny: No. The guards caught it quickly and put it back in its cage.
John: Well, well, well. You don't see that every day, do you?
Penny: No, you certainly don't.

Speaking

3 *Portfolio:* **You meet your English friend in the street. Tell him/her about something unusual that happened to you the previous day. Use the sentences/ phrases from Ex.1 to act out your dialogue. Record yourselves.**

Pronunciation /iː/ - /ɪə/

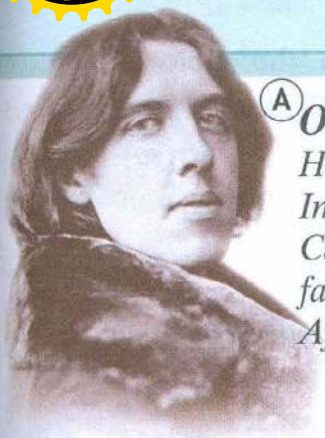
4 🎧 **Listen and tick (✓). Listen and repeat. Can you think of more words with these sounds?**

Reading Rules

e, ee, ea /iː/ me, see, bead
ere, eer, ear /ɪə/ here, beer, beard

	/iː/	/ɪə/		/iː/	/ɪə/
me			beer		
mere			knee		
bee			near		

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(A) ***Oscar Wilde (1854-1900)*** *was a popular Irish poet, novelist and dramatist. His most famous works include 'The Picture of Dorian Gray', 'The Importance of Being Earnest', as well as some excellent short stories like 'The Canterville Ghost'. This story is about an American ambassador and his family who buy a house although the locals warn them that ghosts live in it. After several incidents, the Otis family begin to notice the Canterville Ghost.*

1 Who was Oscar Wilde? Read text A to find out.

Reading & Listening

2 a) Read the title of the story and listen to the sounds. What do you think happens in this extract?

b) Listen, read and check.

3 Complete the sentences. Explain the words in bold.

1 Mr Otis was the ..... .
2 Mr Otis bought ..... .
3 People said that Canterville Chase ..... .
4 Mr Otis woke up because ..... .
5 Outside his bedroom, he saw ..... .
6 Mr Otis gave the ghost ..... .

4 What did the man Mr Otis met look like? Draw a picture.

Speaking

5 *Portfolio:* Act out a short dialogue between Mr Otis and the Canterville ghost.

Project

6 *Portfolio:* What do you think happened afterwards? In groups, continue the story. Then, listen and check.

(B)

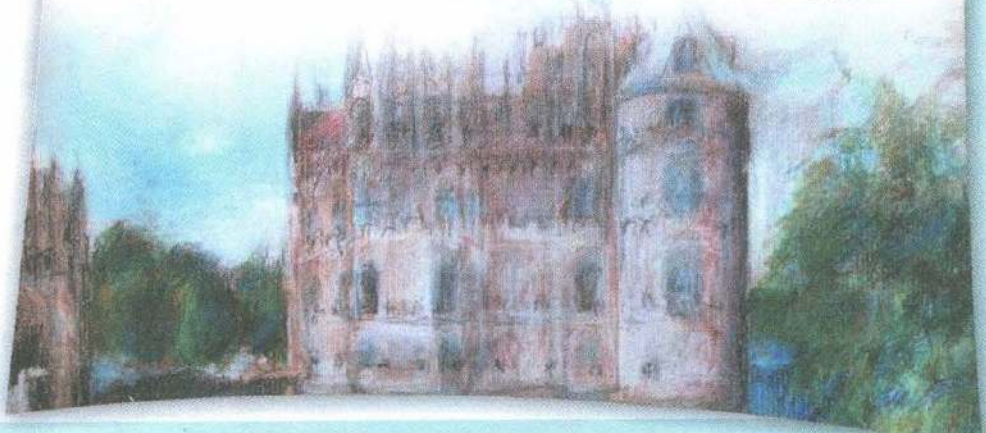
Oscar Wilde

The Canterville Ghost

When Mr Hiram B Otis, the American ambassador, bought Canterville Chase, every one told him it was a very foolish thing to do, as the place was haunted.

At eleven o'clock the family went to bed, and by half-past all the lights were out. Some time after, Mr Otis woke up because of a noise outside his room. It sounded like the **clank** of metal. He got up at once, **struck** a match, and looked at the time. It was exactly one o'clock. Mr Otis was quite calm. The strange noise continued, and with it he heard the sound of footsteps. He put on his slippers, took a small bottle out of his **dressing case**, and opened the door. Right in front of him he saw an old man. He looked terrible. His eyes were red; his hair was long and grey; his clothes were old-fashioned and dirty, and there were **handcuffs** and **rusty chains** on his wrists and ankles.

"My dear sir," said Mr Otis, "those chains need **oiling**. Here take this small bottle of lubricant. I will leave it here for you and I will give you more if you need it." With these words the ambassador put the bottle down on a marble table, and went back to bed, closing the door behind him.



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PROGRESS CHECK 2

1 **Choose the odd one out.**

1 scared – shocked – frightened – relieved
2 cape – uniform – pipe – hat
3 ordinary – typical – incredible – usual
4 comedy – mystery – science fiction – novel
5 mystery – drama – glance – myth

(Points: 5X2 ___/10)

2 **Fill in: *wear, tell, create, solve, smoke, use, overcome, put, play, explore.***

1 ..... a story; 2 ..... a magnifying glass; 3 ..... an area; 4 ..... a role; 5 ..... a character; 6 ..... criminals behind bars; 7 ..... a crime; 8 ..... a pipe; 9 ..... an obstacle; 10 ..... a hat

(Points: 10X1 ___/10)

3 **What did/didn't John use to do when he was six? Write sentences.**

1 play football (✗)
2 wake up early (✓)
3 play computer games (✓)
4 go to the seaside (✓)
5 play with toys (✗)

(Points: 5X3 ___/15)

4 **Choose the correct words.**

1 He waited in the airport **as soon as/until** the plane arrived.
2 Mary called her mother **until/as soon as** she got home.
3 He tried to find a good job **until/after** he graduated.
4 She was in bed **after/when** the phone rang.
5 He watched TV **when/after** he had dinner.

(Points: 5X3 ___/15)

5 **Put the verbs in brackets into the *past simple*.**

1 How ..... **(you/feel)** when you ..... **(see)** the film?
2 Hans ..... **(not/find)** the initials on the cave wall.
3 Where ..... **(Captain Nemo/travel)?**
4 "..... **(he/explore)** the cave?" "No, he ..... **(be)** afraid."
5 "When ..... **(he/arrive)?**" "An hour ago. He ..... **(bring)** Ann with him."

(Points: 5X4 ___/20)

6 **Write the *past simple* forms.**

1 catch		6 wake	
2 send		7 decide	
3 find		8 hear	
4 hide		9 leave	
5 break		10 put	

(Points: 10X1 ___/10)

7 **Match the sentences (1-4) with their responses (a-d).**

1 ☐ What was that?	a Really? Why?
2 ☐ I had quite a shock.	b It's a knife.
3 ☐ Are you afraid?	c Don't worry!
4 ☐ Wait. What's this?	d Of course not!

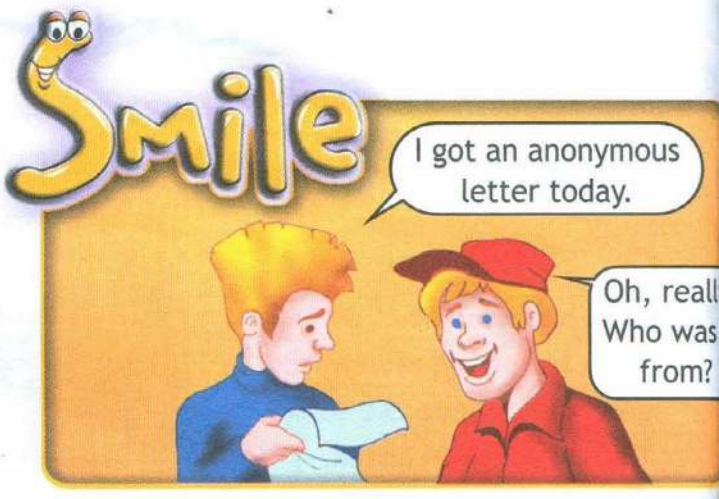
(Points: 4X5 ___/20)

(My score: ___/100)

Now I Can ...

- talk/ask about past events
- recognise literary genres
- write a short article about a fictional character
- use linkers in narration
- tell/write a mystery/adventure/humorous story
- talk about famous authors/fictional characters
- write a plot for a book

... in English



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Profiles

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Module 5

Before you start ...

- Do you know of any famous writers? What are they famous for?
- Which is your favourite story? When did you first read it?

Look at Module 3

Find the page numbers for pictures 1-3.

Find the page numbers for

- a painting ☐
- a descriptive article ☐
- people at work ☐
- storybook characters ☐

Listen, read and talk about ...

- hobbies
- physical appearance & character
- people you admire
- jobs
- Beefeaters
- children in the past

Learn how to ...

- describe people
- talk about people's jobs and hobbies

Practise ...

- relative pronouns & adverbs
- order of adjectives
- *-ed/-ing* participles
- multiple meaning words
- phrasal verbs: *give*
- pronunciation: /e/, /æ/
- reading rules: e, a

Write / Make ...

- an e-mail to your friend about a teenager you find interesting
- a paragraph describing your favourite book character
- a descriptive article about a person you admire
- an e-mail to your English penfriend about a popular tourist attraction in your country
- a short text about working children in the 19th century in your country



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3a Lead the way!

Vocabulary

♦ Hobbies

1 Listen and repeat. Which of these hobbies are not popular with teenagers today? *sewing, writing stories, skateboarding, ice-skating, knitting, collecting stamps, playing chess, boxing, fencing, football, painting, songwriting.* Discuss.

► *Sewing is not popular with teenagers nowadays but my granny used to sew when she was my age.*

♦ Character

2 What qualities do you need to have to do the activities above? *artistic, creative, daring, fit, patient, athletic, sociable, curious, determined, imaginative.*

► *You need to be fit to box.*

study skills

Multiple meaning words

Multiple meaning words are words that have several meanings depending on the context. *Don't break his toy. Let's break for lunch.*

Reading & Listening

3 a) Read the sentences. What does *drive* mean?

I admire her **drive** and enthusiasm.
Let's go for a **drive** in the country.

b) Read the title of the text. What does *drive* mean: *ambition* or *trip*? What is the text about? Listen, read and check.

4 Read the text again and answer the questions. Then explain the words in bold. Which teenager(s) ...

1 designed something? 2 can sell the things they make?
3 has a competitive hobby? 4 works with colours?
5 started their hobby as part of a school project?

Grammar Grammar Reference

♦ Relative pronouns & adverbs

5 a) Study the theory box and name the relative pronouns and adverbs in the text. What do they refer to?

Relative pronouns (**who, which, that, whose**) and relative adverbs (**when, where, why**) introduce relative clauses.

- **who/that** refer to people • **which/that** refer to things
- **whose** shows possession • **when** refers to time
- **where** refers to place • **why** refers to reason

b) Choose the correct answer.

1 This is the skate park **which/where** I skate regularly.
2 That's the girl **who/whose** mum works in a bank.
3 Arthur Conan Doyle was the author **which/who** created Sherlock Holmes.
4 2003 was the year **when/which** they visited the USA.

c) Say a noun. Your partner gives a definition using a relative pronoun/adverb.

► *A: doctor*
B: A doctor is someone who treats sick people.

Speaking

6 Imagine you are one of these teenagers. Talk about yourself. Say when and why you chose that hobby and what happened. Answer your classmates' questions.

Writing (an e-mail)

7 *Portfolio:* Which of these teenagers do you find interesting? Why? Write a short e-mail to your English penfriend about him/her. In your e-mail write: *name of person; country he/she is from; what he/she does; character qualities; why you find him/her interesting.*

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American TEENS with drive!

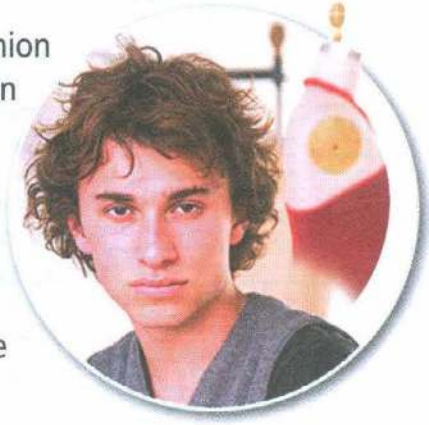
Some teenagers spend their whole lives playing computer games, watching TV or just complaining that they are bored! While some others get out there and do things! Meet America's new generation of dynamic teens!



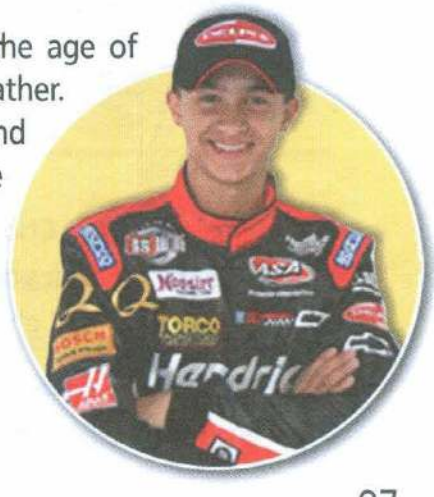
Akiane Kramarik is a girl from a small town in Idaho whose favourite hobby is painting. Akiane is very creative and learned how to use pastels when she was six. She **pays a lot of attention** to detail and her paintings are very realistic. She finished 40 paintings that sold for as much as $25,000.



In December 2001, Raynece Leader-Thomson, who was a student at Edison Middle School, had to do a science project. Her mother helped her **design** a game which makes learning maths simple as well as fun! Raynece got an 'A' grade for her project so her teacher gave it to some younger students to **try out**. Soon after that people started to ask for their own copy of the game. So they **set up** a company called, 'Math Works, LLC!'



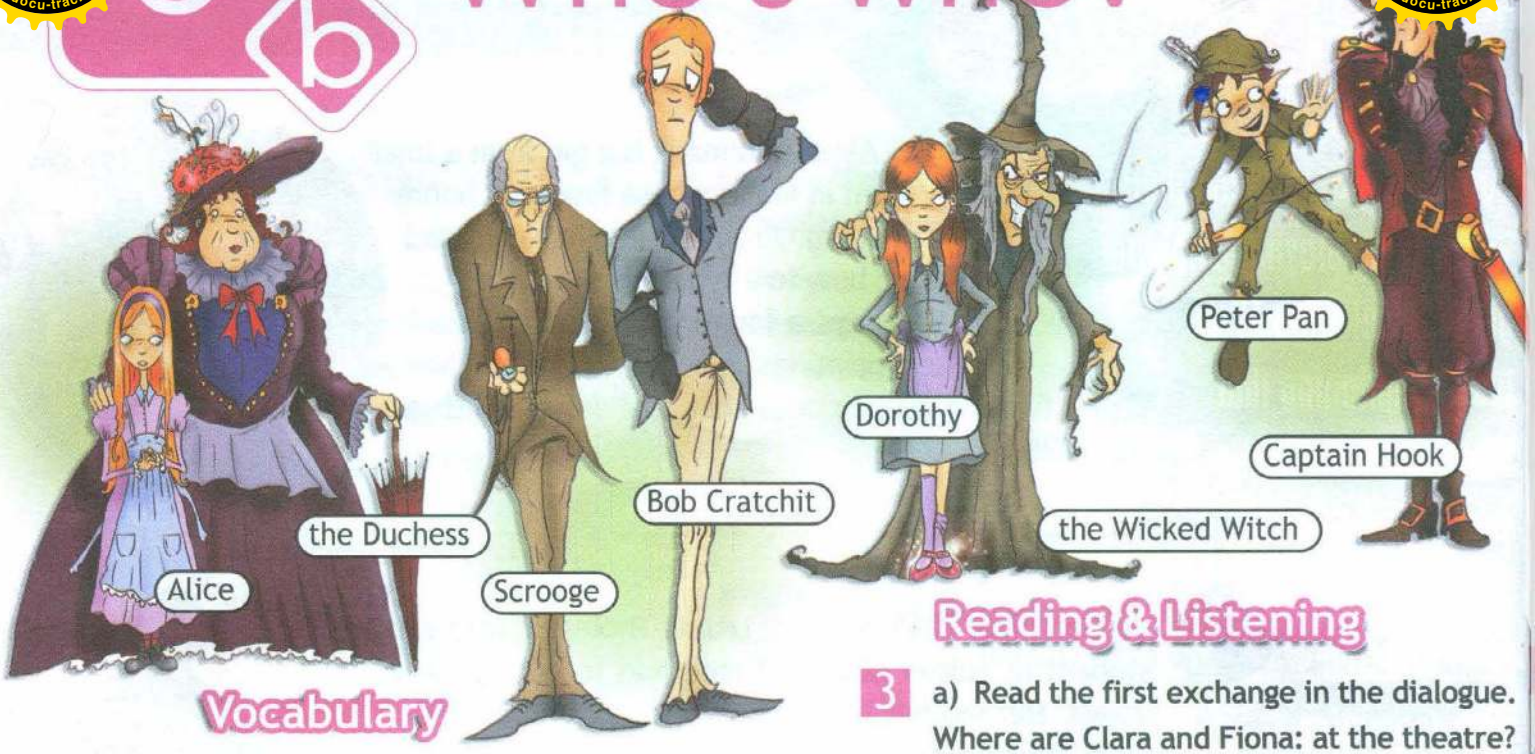
Esteban Cortezar is a young man whose love for fashion began when he was a child in Colombia. He began designing when he was ten. He used to take old clothes apart and then **staple** pieces back together again. Today Esteban is **in charge of** a growing fashion **empire**. He recently travelled to New York, where he showed his **latest** collection during fashion week. Esteban is **determined** to succeed and it looks like he is going the right way about it!



Chase Austin competed in his first race at the age of eight in a go-kart **pieced together** by his father. The 16-year-old certainly loves speed and already has a career which many people could be **jealous of**. This young man from Kansas is not **afraid of** hard work and that's why he has won so many **awards**.

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3 b Who's who?



Vocabulary

♦ Appearance

1 Look at the characters. Which books are they from? Listen and check.

2 a) Which words from the table below did you hear? Listen again and check your answers.

Build	slim, thin, skinny, well-built, plump, fat, heavily built
Age	baby, child, young, teenager, in his/her twenties / in his/her thirties, middle-aged, old, elderly
Hair	short, spiky, straight, shoulder-length, long, blond(e), red, brown, fair, dark, grey, curly, wavy, bald, pigtails
Height	short, of medium height, tall
Face	cute, pretty, ugly, round, thin
Special Features	dark tan, scar, beard, moustache, freckles

b) Choose a character. Your partner asks you *yes/no* questions to find out who the character is.

► *A: Does ... have long hair?*
B: No, ... has short hair.

Reading & Listening

3 a) Read the first exchange in the dialogue. Where are Clara and Fiona: at the theatre? at a party? Which characters in Ex. 1 were in the play? Listen, read and check.

Clara: Your school play was **exciting**, Fiona. Thanks for inviting me.
Fiona: I'm glad you enjoyed it, Clara. Everyone worked hard to **stage** *Alice in Wonderland*. Do you want to meet the actors?
Clara: Yes, I'd love to, but ... I **can't tell** who is who! I only remember them in their costumes on stage!
Fiona: OK, let me help you. Can you see the short boy over there with the spiky, **blond** hair and freckles?
Clara: The one with the spiky hair?
Fiona: Yes. That's Robert. He played the **part** of the White Rabbit!
Clara: Oh, really? He was very funny! What about the Duchess?
Fiona: Julie was the Duchess! She's the tall, well-built girl with the long, dark hair in the corner.
Clara: She looked huge in that big costume! And who played the Cheshire Cat?
Fiona: Oh, that was Matt, the boy next to the coffee table. The one with the short brown hair.
Clara: He's so **cute**! Come on! I want you to **introduce** me to him first!

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Read the dialogue again and mark the statements *T* (true) or *F* (false). Explain the words in **bold**. Mime or draw their meanings.

1 Clara didn't like the school play.
2 Clara doesn't know the names of the actors.
3 Robert has got curly hair.
4 Julie looked slim in her new costume.
5 Clara is interested in Matt.

c) Take roles and read out the dialogue.

Grammar Grammar Reference

♦ -ed/-ing participles

4 Study the box. Then choose the correct answer in the sentences.

We use **present** participles to **describe** something. *It was a **boring** film. (What was the film like? Boring.)*
We use **past** participles to speak about someone's feelings. *We are **bored**. (How do we feel? Bored.)*

1 Jack is **scared/scaring** of spiders.
2 I find the maths lessons really **bored/boring**.
3 Tonia is **interested/interesting** in football.
4 The trip was **tired/tiring**.
5 I'm **disappointed/disappointing** in you.

♦ Order of adjectives

5 Study the theory box. Use the adjectives to describe the people (1-3). Then make your own sentences.

When describing people, mind the order of adjectives. Do not use more than three adjectives before a noun.

Opinion	Height/Age	Origin	Noun
excellent	tall/young	American	athlete

Bob is an excellent, young, American athlete.

1 **Mr Brown:** teacher, elderly, kind, French
2 **Sandy:** colleague, patient, middle-aged, British
3 **Boris Schwartz:** tennis player, German, young, tall

Everyday English

♦ Describing people

6 Study the box. Then use the language from Ex. 2 and character qualities to talk about your family, friends and teachers.

Asking about people's appearance
- What does/do ... look like?
- What is/are ... wearing?
- What does/do ... usually wear/like wearing?

Asking about people's character/ personal qualities
- What is ... like?

► *A: What does your mum look like?*
B: She's ...

A: What is she like?
B: She's ...

Listening

7 Listen and choose the correct answer.

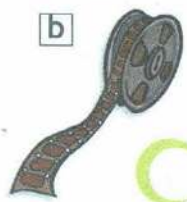
1 What has Mr Geller got?

a  b  c 

2 What is Lucy's hair like?

a  b  c 

3 Where is Ann going?

a  b  c 

Writing (a paragraph)

8 *Portfolio:* Write a short paragraph about your favourite character in a book. Write: *name; appearance; character; what is special about him/her.*

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3C Against all odds

Reading & Listening

1 Is the person in the picture a *famous scientist*? *inventor*? *actor*? *politician*? What is his name? What do you know about him? Listen, read and find out.

2 Which of these adjectives best describe Hawking? Give reasons.

- determined • brave • artistic
- imaginative • ingenious

3 a) Find the prepositions that follow these words in the text. Use them in sentences of your own.

- famous • work • cope
- lose control • give

b) Explain the words in bold.

The person I admire

by Jenny Smith



1 The person that I admire the most is scientist Stephen William Hawking. He was born on 8th January 1942, in Oxford, England. Stephen is famous for his work on the basic **laws of the universe**. He is also famous for the way he copes with having Motor Neuron Disease (MND).

2 Stephen studied Physics at University College, Oxford. He was **diagnosed** with MND while still at university. Stephen slowly lost control of his **muscles** and eventually he couldn't walk. Despite this, he finished his studies, got married and **started a career** at the university.

3 Some years later, he lost his voice completely. Unfortunately, he was in the middle of writing a book at the time and suddenly had no way to communicate other than **blinking**. Today, a computer system on his **wheelchair enables** him to speak. Of his many books, *A Brief History of Time* is Stephen's bestseller.

4 The reason I admire him is because he is very intelligent and brave, and he never **gives up on** life. When I think of him, I know that anything is possible as long as you really want it and work hard to **achieve** it.

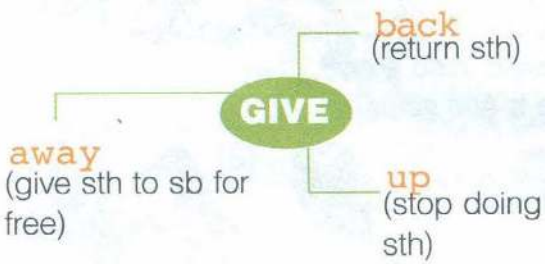
5 Use the headings to complete the paragraph plan.

- later years • the reasons Jenny admires him
- name, date/place of birth, profession • early years

Introduction	*Main Body*		*Conclusion*
Para 1	Para 2	Para 3	Para 4 .....

♦ Phrasal verbs (give)

4 Read the spidergram, then complete the sentences. Give your own examples.



1 They gave ..... their old toys to the poor children.
2 He ..... smoking last year.
3 ..... me ..... my book, please.

study skills

Organising your writing

The first paragraph introduces the topic by giving a short summary of it. The second and third paragraphs are the main body. Each paragraph introduces a new idea and explains it. The last paragraph is the conclusion which also gives a short summary of the topic in other words.

Writing (an article)

6 *Portfolio:* Write an article about a person you admir for the school magazine. Use the paragraph plan in Ex. 5 to help you and the text in Ex.1 as a model. (80-100 words)

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CULTURE CORNER

Reading & Listening

1 Look at the title and the pictures. Who are these men? Where do they work? Read through and check.

2 Read the text again. Choose the correct word to complete the gaps. Listen and check.

1	A who	B when
2	A that	B where
3	A that	B who
4	A who	B whose
5	A where	B when

3 Answer the questions *T* (true), *F* (false) or *DS* (doesn't say). Compare with your partner.

1 Beefeaters guard the Tower of London. .....
2 They have been around for over 500 years. .....
3 They don't help tourists. .....
4 They have two uniforms. .....
5 Beefeaters eat lots of meat. .....

4 Explain the words in bold.

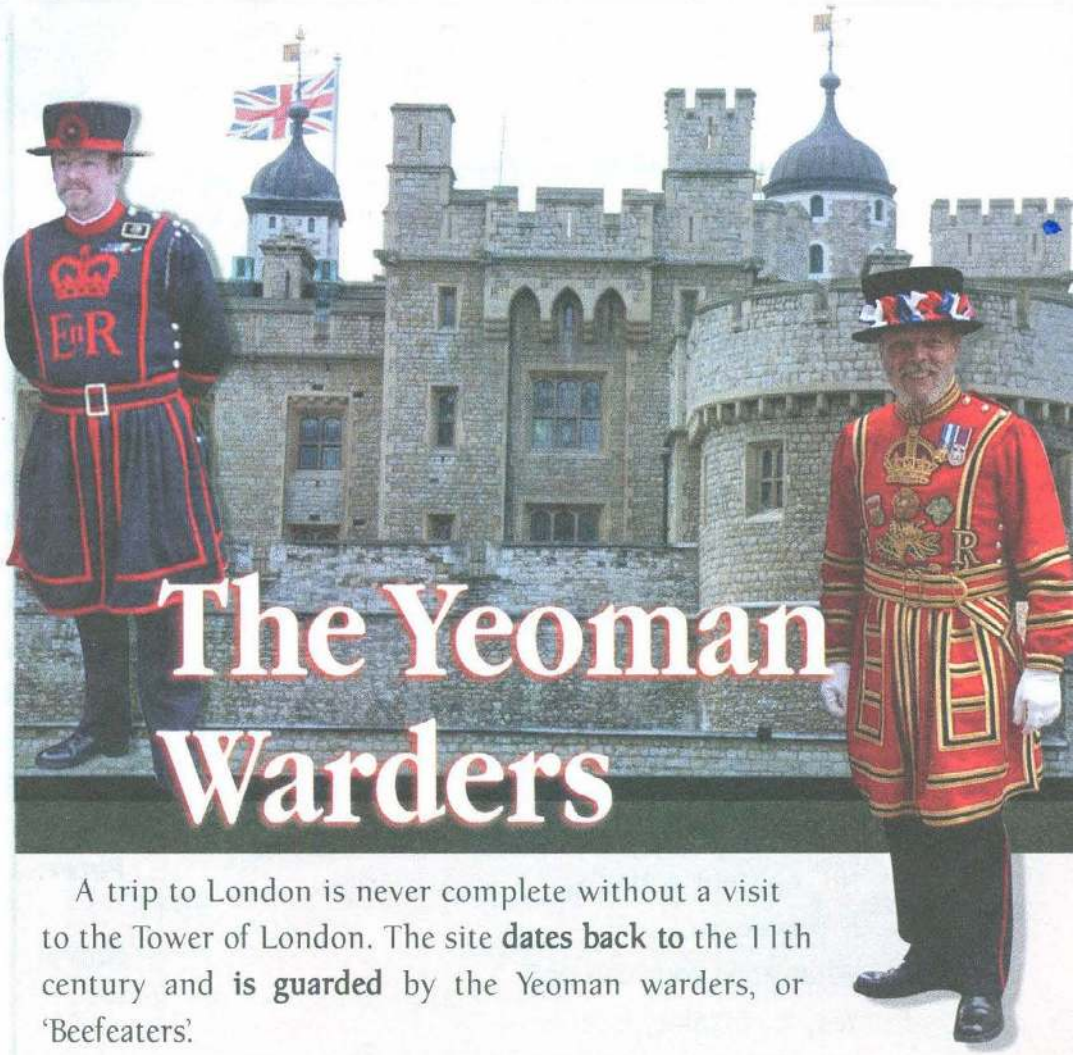
Speaking

5 Close your books. Tell your partner three things you remember about 'Beefeaters'.

Writing (an e-mail)

6 Write an e-mail to your English penfriend about a popular tourist attraction in your country where you can see people in special uniforms. Include:

- where it is
- who you can see there
- what they look like



The Yeoman Warders

A trip to London is never complete without a visit to the Tower of London. The site **dates back to** the 11th century and **is guarded** by the Yeoman warders, or 'Beefeaters'.

King Henry VIII first introduced Beefeaters in 1485 1) ..... he used them as **bodyguards**. Their **duties** included looking after the **prisoners** in the Tower and guarding the Crown Jewels. These days though, their main role is to act as **guides** for the many tourists 2) ..... visit the Tower every year. They also take care of the eight big black **ravens** 3) ..... live in the tower.

There are 36 Yeoman Warders at the Tower and they are all men 4) ..... were in the **armed forces** for 22 years or more. They live in the Tower with their families.

The Beefeaters are most famous for their **striking** red and gold **uniform**, but they actually only wear this on **formal occasions**. Most of the time they wear a dark blue uniform with red trimmings*.

No one is exactly sure 5) ..... the name 'Beefeater' comes from. One theory says that the warders used to be paid with meat instead of money! Others say that the name comes from the French word *buffetier*. Buffetiers were guards in the palace of French Kings. They protected the King's food.

*piece of material used to decorate clothing

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English in Use 3



Reading & Listening

♦ Talking about hobbies/jobs

1 a) Look at the pictures. What do you think these people do for a living?

b) Write down as many jobs as you can think of. Compare the list with your partner. Give short definitions for each job using *who*.

► *A vet is someone who helps sick animals.*

2 a) 🎧 Listen and repeat the sentences.

A What are your dad's hobbies?
B Not a lot really.
C No, he's not actually.
D If you say so.
E What does your dad do?
F Yes, it certainly is.

b) The sentences are from a dialogue between two friends. What are they talking about? Read through and check.

3 Read the dialogue and put the phrases A-F in the correct place. There is one extra phrase. Then listen, read and check.

Harry: Hi Peter! Where were you?
Peter: In my dad's office. I wanted to give him some papers.
Harry: 1) .....
Peter: He's a lawyer.
Harry: Mine is a vet.
Peter: Wow! It must be very rewarding.
Harry: 2) ..... Dad loves looking after the animals. He sometimes brings them home for the night!
Peter: Goodness me! Does he have any time for hobbies?
Harry: 3) ..... He plays golf every weekend though if he has the chance. 4) .....
Peter: He likes playing board games.
Harry: Board games! They're a bit boring, aren't they?
Peter: He doesn't seem to think so. He loves sitting by the fire playing chess.
Harry: 5) ..... But I'm not sure if I agree!

Speaking

4 *Portfolio:* What do your parents do? What do they do in their free time? Act out a similar dialogue with your partner. Use the plan below and the dialogue in Ex. 3 as a model. Add your own ideas. Record yourselves.

A	B
ask about job	state job
ask about hobbies	reply in detail
show interest	reply

Pronunciation /e/ - /æ/

5 🎧 Listen and tick (✓). Listen and repeat.

Reading Rules
e /e/ get
a /æ/ glad

Think of more words with these sounds.

	/e/	/æ/		/e/	/æ/
set			kettle		
sat			cattle		
bed			pet		
bad			pat		

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Extensive Reading

ACROSS THE CURRICULUM: HISTORY

Reading & Listening

1 Do teenagers work in your country? What jobs do they do?

2 The pictures show English children in Victorian times. What do you think their lives were like? Listen and read to find out.

3 a) Read the text and complete the sentences.

1 Children's work in cotton factories was ..... .
2 Chimney sweeps had to be ..... .
3 Children in mines pushed ..... .
4 Masters made children work ..... .
5 Lord Shaftesbury started ..... .

b) Explain the words in bold.

Speaking

4 Make notes under the headings. Then talk about children's lives in Victorian times.

- working conditions
- working hours • jobs
- wages • masters

5 Discuss the following.

1 Do you think it was right for children to do these kinds of jobs?
2 Why do you think children did these jobs? How did they feel?
3 Would you do any of these jobs? Why (not)?



Children in Victorian times

VICTORIA was the Queen of England, from 1837 to 1901. During early Victorian times, poor children worked from the age of five to feed themselves and their families. These jobs weren't easy and were often dangerous.



MANY CHILDREN worked as **chimney sweeps** because they were small and thin. They climbed up narrow chimneys to clean them. Street children or **orphans** usually did this job.



A LOT OF CHILDREN also worked in **cotton factories**. When the **cotton threads** broke, children went into the machines to **fix** them. This was very dangerous.



OTHER CHILDREN worked in coal mines. They pushed **trucks** of **coal** or they opened and closed doors to let air through **tunnels**.

THE **MASTERS** were often **cruel**. Children worked long hours for very low wages. A lot of children had health problems and accidents.

LORD SHAFTESBURY helped to stop **adults** from using young children at work. He started free schools for poor children. By the end of Victorian times all children went to school until the age of 10.

Writing (a short text)

6 *Portfolio:* Work in groups. Did children work in your country in the 19th century? Use your history books or the Internet to find out. Write a short text about what kind of jobs they did and what their lives were like.

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PROGRESS CHECK 3

1 **Fill in:** *fit, imaginative, sociable, determined, patient, creative.*

1 John doesn't get upset easily. He's ..... .
2 Jill is very ..... . She spends every afternoon at the gym.
3 Robert enjoys parties. He is very ..... .
4 She's a(n) ..... person; she designs and makes her own clothes.
5 Warren won't give up easily. He is ..... to succeed.
6 Mary's story was very ..... .

(Points: 6X2 ___/12)

2 **Choose the odd word out.**

1 bald – young – teenager – elderly
2 slim – plump – freckles – well-built
3 spiky – wavy – curly – middle-aged
4 pretty – ugly – tall – cute

(Points: 4X3 ___/12)

3 **Fill in:** *back, away, up, for, with, of.*

1 Don't give ..... even if you fail your test.
2 I gave Jim his toy ..... .
3 He can't cope ..... his problems.
4 He was famous ..... his music.
5 You must not give ..... your school books.
6 He lost control ..... his muscles.

(Points: 6X2 ___/12)

4 **Put the words in the correct order.**

1 a, German, student, young, kind
2 an, woman, imaginative, elderly, Russian
3 a, plump, short, teenager, British
4 a, basketball player, tall, American, skinny

(Points: 4X3 ___/12)

5 **Choose the correct word.**

1 That's the boy **whose/who** lives next door.
2 The people **which/whose** horse won the race come from Portugal.
3 2004 was the year **when/where** the Olympic Games were held in Athens.
4 This is the house **which/where** he was born.

(Points: 4X3 ___/12)

6 **Choose the correct word.**

1 The movie was really **scary/scaring**.
2 Kim was **tiring/tired** after the game.
3 He was **disappointed/disappointing** with the news.
4 The book was very **bored/boring**.

(Points: 4X5 ___/20)

7 **Complete the exchanges.**

- What does Lucy look like?
- What does your dad do?
- I'm glad you enjoyed it.
- Not a lot really.

1 A: .....
B: He's a vet.
2 A: Does he have much time for hobbies?
B: .....
3 A: .....
B: She has blonde hair and blue eyes.
4 A: Thanks for inviting me.
B: .....

(Points: 4X5 ___/20)

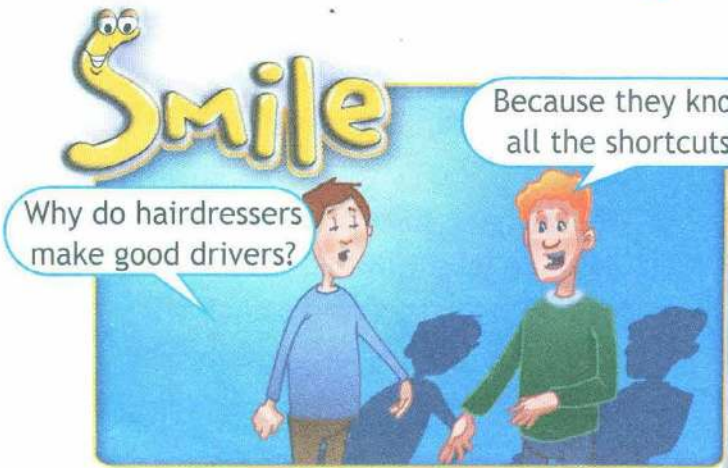
Now I Can ...

(My score: ___/100)

- talk/write about hobbies
- talk/write about physical appearance and character
- talk about people's jobs & hobbies
- write a description
- write an e-mail about a tourist attraction in my country
- write a short text about history

... in English

Smile



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the news

Module 4

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Before you start ...

- What do you look like?
- Who's your favourite person? What does he/she look like? What is he/she like?

Look at Module 4

Find the page numbers for pictures 1-3.

Find the page numbers for

- newspaper headlines ☐
- a news article ☐
- an interview ☐
- teen magazines ☐

Listen, read and talk about ...

- types of media
- emotions
- TV programmes
- teenage magazines

Learn how to ...

- remember grammar structures
- decide on what TV programme to watch
- give and react to news
- write headlines

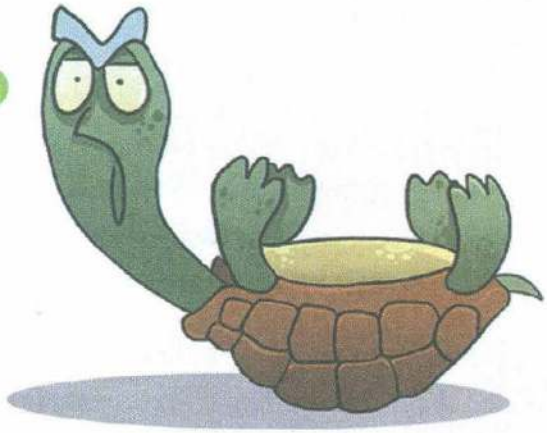
Practise ...

- past continuous vs past simple
- word formation: forming adjectives from verbs
- phrasal verbs: *go*
- pronunciation: /e/, /æ/, /eə/
- reading rules: a, ai + r + vowel

Write / Make ...

- a newspaper front page
- a news article
- a short radio programme
- a news story

1



2



3



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4a News stories



Vocabulary

♦ Types of media

1 James took the pictures 1-5 yesterday afternoon at 6 o'clock. What was each person doing? What type of media was each person using?

► *John was reading a text message on his mobile at 6 o'clock yesterday afternoon.*

2 What does each type of media provide us with?

- local/national/international news • daily horoscopes
- interviews • weather reports
- interesting articles • music
- TV guide • cartoon strips
- chat shows • advertisements
- celebrity gossip
- fashion and beauty advice
- documentaries

► *The radio provides us with news, weather reports, interviews ...*

Reading & Listening

3 a) Look at the layout and titles of texts A-D. Where could you see them?

b) Listen and read. Which text is about:

- a brave pet?
- an amazing success?
- an unwanted visitor?
- a beast and a brave man?

Explain the words in bold.

@ Internet Explorer

(A)

News 24

UK / INTERNATIONAL / SPECIAL / REPORTS / HOME

24 HOUR NEWS / UPDATES

THE BEAR NECESSITIES

A woman from Vancouver, Canada, came home from work one day to find herself in the middle of a real-life **nursery rhyme**! Paula Green is now called 'Goldilocks' by her friends after finding a hungry bear in her kitchen.

The two-year-old brown bear was eating Paula's **porridge**, so she quickly went into the next room and called for help. **Eventually**, the baby bear finished his meal and **ran off** into the forest. Luckily, there was no sign of a daddy or mummy bear!

(B)

SCORPION IN BUNCH OF GRAPES!

A deadly scorpion found on a kitchen table caused panic for a family in Wales.

Michelle Smith, 42, thinks the scorpion came into her house inside a bag of grapes she bought at the supermarket! While the rest of the family were hiding, Mrs Smith's husband **bravely** caught the **beast**.

(C)

REAL LIFE LASSIE SAVES BOY'S LIFE.

A dog was called a hero after he came to the rescue of his eight-year-old owner – just like in the film *Lassie*.

James Thomas broke his leg when he fell into a river. Realising he was badly hurt he called his dog 'Buddy' who amazingly pulled him to **safety**. James was **recovering** in hospital yesterday but can't wait to get home and say 'thank you' to Buddy!

(D)

News Text Alert: Sport

A player for a Lincolnshire football team **broke a record** when he scored 16 goals in a match yesterday. 'I was just playing my best for the team,' he said.

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Speaking

4 Use the headlines to make notes under the headings: *who - when - where - what*. Use your notes to tell the class what each news item is about.

study skills

Learning grammar structures

When you learn an English grammar structure, you can compare it to the grammar equivalent in your own language. This will help you learn the new structure more easily.

Grammar Grammar Reference

♦ Past Continuous (was/were + -ing)

5 Read the rule below. Is it the same in your language? Find examples of the uses in texts A-D.

We use the past continuous to describe: a) an action in progress at a specific time in the past, b) an action in progress when another action interrupted it.

*He **was watching** TV at 6 o'clock yesterday afternoon. (When? At 6.00 yesterday afternoon.)*

*He **was cooking** when there was a power cut.*

Time expressions used with the past continuous: ***while, when, as, all day, yesterday at 5*** o'clock etc.

6 Use the ideas to ask and answer questions about the people in pictures 1-5.

1 Laura/read the newspaper/6 o'clock?

► *A: Was Laura reading the newspaper at 6 o'clock?*

B: No, she wasn't. She was sending emails.

2 John/read magazine/6 o'clock?

3 Sue/send text messages on her mobile/6 o'clock?

4 Tony/send emails/6 o'clock?

5 Mary/watch TV/6 o'clock?

7 Ask and answer questions about what you were doing last Saturday at the times below.

- 7:00 am
- 12:30 pm
- 2:30 pm
- 5:00 pm
- 9:00 pm

► *A: What were you doing at 7 o'clock on Saturday evening?*

B: I was ... .

A: What were you doing at ...?

GAME

Choose a leader. The leader says where he/she was last Sunday. In teams, the class try to guess what he/she was doing there.

► *Leader: Last Sunday I was at the park.*

Team A S1: Were you having a picnic?

Leader: No, I wasn't. etc

Writing (a news story)

8 *Portfolio:* Write a news story about something important that happened in your area last week. Present it to the class.

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Did you hear about ...?



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Vocabulary

♦ Emotions

1 Read the headlines. How do they make you feel? *excited, surprised, sad, happy, worried, interested, curious, shocked.*

Brother rescues sister from fire

Flying turtle 'stops' taxi

Younger generation takes better care of the environment



Hollywood actress visits kids in hospital

Teenagers conquer Everest

School on Saturdays, says Minister



TWO PUPPIES NEED A HOME!

130 injured in train crash

▸ *I feel happy that a boy rescued his sister from a fire.*

Reading & Listening

2 a) Read the first exchange. What do you think the interview is about? Listen, read and check. Which of the headlines in Ex. 1 goes with it?

b) Read again and complete the reporter's notes. Compare them with a partner.

c) Use the notes to tell your partner what happened.

Reporter: Good evening, Mr Shiao. I'm from the Hong Kong Herald. Can you tell me what happened to you in your taxi today?

Mr Shiao: Well ... it was about 4 o'clock in the afternoon and I was driving home ...

Reporter: Go on ...

Mr Shiao: ... when suddenly something flew down from the sky and hit my car. I was surprised!

Reporter: Wow! What was it?

Mr Shiao: A huge turtle!

Reporter: That's unbelievable!

Mr Shiao: I know! I stopped the car and got out. The turtle was lying on the ground and two people were running towards it! They looked very worried!

Reporter: Who were the people?

Mr Shiao: The turtle's owners. It seems that the turtle was crawling on the balcony of their tenth floor apartment when it fell off onto my car.

Reporter: Oh dear! That's terrible! So how was the turtle ... and your car?

Mr Shiao: Well, the turtle was fine but my car was badly damaged.

Reporter: How do you feel now, Mr Shiao?

Mr Shiao: Well, I'm still a bit shocked!

Reporter: I'm not surprised! What a story, Mr Shiao! Thank you for sharing it with us!

When? *At* **1)** ..... .

Who? **2)** ..... .

What? *Turtle* **3)** ..... *onto a car.*

How? *Turtle was* **4)** ..... *when it*

5) ..... .

Result? *Car* **6)** ..... *but the turtle was OK.*

Mr Shiao feels **7)** ..... .

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Speaking

3 Choose a headline from Ex. 1 and make up an interview similar to the one in Ex. 2.

♦ Phrasal verbs (go)

4 Complete the sentences with the appropriate phrasal verb. Mind the tenses.

GO
- off (1 (of food) go bad, 2 make a loud noise)
- on (continue)
- with (match)

1 This sweater ..... really well ..... your trousers.
2 The cat jumped onto the car and the alarm ..... .
3 ..... . I didn't mean to interrupt.
4 Put the meat in the fridge or else it'll ..... .

Grammar Grammar Reference

♦ Past Simple vs Past Continuous

5 a) What are the verb forms in bold? Match the sentences with their uses (a-d).

1 [ ] He **was having** a bath when the phone **rang**.
2 [ ] She **left** the house at about 7 pm yesterday.
3 [ ] I **was cooking** while Tom **was reading**.
4 [ ] She **was sleeping** at 6 pm yesterday afternoon.

a two actions that were happening at the same time in the past
b an action happening when another action interrupted it
c an action which was in progress at a certain time in the past
d an action which happened at a specific time in the past

b) Find examples of uses (a-d) in the interview.

c) Complete the sentences with the *past simple* or *continuous* form of the verbs.

1 Mr Shiao ..... (drive) his taxi when a turtle ..... (fall) from a balcony and ..... (hit) his car.
2 Timmy ..... (fly) his kite while Bob ..... (eat) a sandwich.
3 At 6 o'clock yesterday they .... (fly) to Moscow.
4 She ..... (call) an hour ago.

Everyday English

♦ Telling/Reacting to news

Telling news	Reacting
• Did you hear about/that ...? • Listen to this ... • You won't believe this. • I've got some good news to tell you.	• Wow!/Really? • What a story! • That's amazing/unbelievable/great, etc.
	• Oh dear! That's terrible/scary!/How awful/horrible/dreadful! etc

6 Use the language box to discuss the headlines in Ex. 1, as in the example.

► *A: Did you hear that a boy rescued his sister from a fire?*
B: That's amazing. When was that?
A: Yesterday afternoon. etc

study skills

Writing headlines
Always use headlines when you write news reports. Headlines both catch the reader's attention and inform the reader about the subject of the report. We often use the present tense for headlines.

Writing (a front page)

7 *Portfolio:* Make a front page for your school newspaper. Write the headlines. Use the present simple. Include pictures.

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Take action!





Reading & Listening

1 a) Look at the pictures. What do you think the news article is about? Listen and check.

b) Read and match the topics to the paragraphs.

• summary of the event • comments • the facts in detail

1 A group of students **came up with** the idea of making a school club to help save the environment. Tanya Brunton, Alicia Morton, Gina Montgomery, Clive Forsyth, Jim O'Sullivan and Carl Johnson created the Nature Madness Club and won the **award** for the best student work.

At first their club only had 30 **members**, but **word soon got around** that Nature Madness was fun and less than a month later they had over 300 students. Now, they are thinking of **asking for** the help of students from other schools.

2 Nature Madness members **took part** in lots of after-school activities. They took classes to find out about **pollution**, recycling and **conservation**. The whole team helped to make the classes more interesting by using pictures and videos and so on. After that, the members organised different events and activities such as recycling or clean-up days, planting trees, and helping **stray** animals.

3 The **mayor** gave each student a gold medal for their good work. Their teacher, Barbara Mac Alpine, said at the **ceremony**, "I'm very **proud** of my students. They show that you don't have to wait until you're **grown up** to do important things."

2 a) Choose the best headline for the article.

Fun at the club

TEENS CREATE* SUCCESSFUL

Mayor honours teens for green work

b) Which things about these students impressed you? Explain the words in bold.

Listening

3 a) Listen to the reports. Which is about:

..... a pop concert?
..... a demonstration?
..... a fashion show?
..... football finals?

Number them in the order you hear them.

b) Listen again and make notes about the:

• people • place • highlights • atmosphere

Pick a report and give the class a short summary.

Speaking

4 Work in groups. Choose one of the events from Ex. 3. Take the roles of the *presenter*, *reporter* and *participant* of the event, and act out your dialogue.

Writing (a news article)

5 *Portfolio:* Skim through this week's local newspapers and find an interesting piece of news. Write a news article (80-100 words). Write:

• summary of the event • the facts in detail

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CULTURE CORNER

Teenage Magazines





Vocabulary

♦ Magazine features

1 Look at the covers of some typical UK magazines. Who are they for? What do they have inside?

2 Look at the feature titles (1-7). Match the titles to the categories (a-g). Think of more titles for each category.

1. This
2. Get Perfect Skin!
3. OUR TOP 10 SUMMER OUTFITS!
4. Win tickets to a Champion's League match!
5. Britain's hottest new boy bands!
6. Do your friends really know you?
7. The

a stars & celebrities
b health & beauty
c fashion
d regular features
e competitions & offers
f quizzes
g articles

Reading

3 Read and listen to the text and say what the underlined words refer to. Then explain the words in bold.

British Teenage Magazines

About half of British young people aged 12 to 16 read teenage magazines! Two of the most **popular** magazines for girls are 'Sugar' and 'Bliss'. They have **glossy**, colourful covers and include beauty and fashion, celebrity gossip, real life stories, horoscopes, quizzes and problem pages. Of course, boys don't usually find these magazines very interesting! **Instead**, they buy music magazines like 'NME' or magazines about sport, like 'Shoot' or 'Match'.

Usually, teenage magazines contain a lot of language that only teenagers use! They might use 'celeb' instead of celebrity, for example, or 'fave' instead of favourite. They also say 'lads' instead of 'boys', 'dosh' instead of 'money' and 'natter' instead of 'talk to your friends'! This makes the magazines more **attractive** to teenagers and easier to understand.

On a more serious note though, a lot of these magazines can help teens find solutions to problems they don't feel comfortable discussing with their parents. That's why the problem pages in these magazines are very popular. In fact, many teens buy them just for the problem page.

How about you? What do you like most in magazines?

Speaking

4 In groups, discuss your favourite teenage magazine. Compare it to those in the text.

Project

5 *Portfolio:* In small groups, do a survey on favourite teenage magazines for boys & girls in your class. Report the results.

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English in Use 4

Reading & Listening

♦ Deciding what to watch

1 Look at the TV guide. Where could you see it? What type of programmes can you watch? What similar programmes do you have in your country?

TV Guide Tuesday 16th February

CHANNEL 1	CHANNEL 2	CHANNEL 3	CHANNEL 4
6.30pm News & weather	6pm Dolphins: Wildlife documentary	6.15pm Jamie's School Dinners: Cookery programme	5.30pm Top of the Pops: Music show
7pm The Bill: Police drama	7pm Match of the Day: Sports programme	6.45pm The Weakest Link: Quiz show	6.30pm Friends: Comedy series
7.30pm Eastenders: Soap opera		7.30pm Parkinson: Chat show	7pm Big Brother: Reality show

2 Listen and repeat. Which sentences: *suggest an idea about what to watch (S)? agree (A)? disagree (D)?*

- Can't we watch the news?
- Do you fancy watching it?
- Oh no, I hate reality shows.
- Oh no, not that!
- Well, I suppose so.
- Do you want to watch that new reality show?
- Shall we watch that, too?
- Sure, I really like documentaries.
- Actually, I'd rather watch the other channel.

3 a) Read or listen to the dialogues. Who wants to watch: *a reality show? the news? a documentary? a sports programme? a soap opera?*

b) Read out the dialogues.

A
Becky: Hey, Sam! Do you want to watch that new reality show?
Sam: Oh no, Becky, I hate reality shows. Can't we watch the news?
Becky: I suppose so. What channel is it on?
Sam: Channel 1.

B
Pete: Julie, there's a documentary about dolphins on TV. Do you fancy watching it?
Julie: Sure, Pete. I really like documentaries.
Pete: There's a sports programme on after. Shall we watch that too?
Julie: Actually, I'd rather watch Channel 1.
Pete: Why? What's on?
Julie: Eastenders, my favourite soap opera.
Pete: Oh no, not that!

Speaking

4 *Portfolio:* Use the TV guide in Ex. 1 to discuss what you want to watch on TV. Record yourselves.

♦ Word formation

5 Read the box, then form adjectives from the words below. Check in your dictionary. Use them in sentences of your own.

We can use **-able, -ible, -ent** to form adjectives from verbs.

1 enjoy + able
2 differ + ent
3 believe
4 insist
5 consider
6 sense

Pronunciation /e/ - /æ/ - /eə/

6 Listen and tick (✓). Listen and repeat.

Reading Rules
a, ai + r + vowel - /eə/ Mary, hairy

Think of more words with these sounds.

	/e/	/æ/	/eə/		/e/	/æ/	/eə/
belly				lad			
Harry				ferry			
fairy				barely			
marry				dairy			

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Extensive Reading

ACROSS THE CURRICULUM: MEDIA STUDIES

1 a) Look at the picture. What are these students doing?

b) Do you listen to the radio? What type of shows do you like? Music? News? Chat? Sport?



Lots of universities in Great Britain have their own radio station. Students who are studying media courses or hope to work in the radio industry usually run the stations.

Reading & Listening

2 a) Look at the title of the article. What do you think it is about? Listen or read and check.

b) Read again and match the titles (A-E) to the paragraphs (1-4). One title does not match. Explain the words in bold.

A Good Work Experience
B Up-to-date News
C Music & Fun
D Different Roles
E Hard Work

[1] The radio stations entertain the students by playing all the latest music and **chart hits**. They also review bands, films and new CDs among other things.

[2] On a more serious note, the radio station informs the students about all the news on campus and in the local area.

[3] A radio station needs several people to run smoothly. Firstly, there's a DJ who presents the show and plays the music. There is a journalist who writes and then reads the news. A technician or engineer is always nearby in case the equipment **breaks down**. Lastly, the producer organises everything and **controls** the show.

[4] Working for the radio station is good for the students involved. They gain useful practical experience that may help them find a job in the future.

If you want to find out more about student radio, go to:
http://www.radiofeeds.co.uk/other.html
You can even listen to the stations online!

3 What does each person do at a radio station?

- DJ • Journalist
- Producer • Engineer

4 Listen to a radio programme.

- How does it start?
- What news does it present?

Project (a radio programme)

5 Work in groups of five. Make your own short radio programme on your latest school/local news. You must have:

- a producer - to organise the show & help the others
- a DJ/presenter - to introduce the show
- two journalists - to collect & write the news
- an engineer - to record the show

Record the programme and play it for the class.

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PROGRESS CHECK 4

1 Match the words.

1	interesting	A	reports
2	chat	B	strips
3	local	C	message
4	cartoon	D	advice
5	weather	E	horoscopes
6	text	F	shows
7	TV	G	articles
8	celebrity	H	news
9	daily	I	guide
10	beauty	J	gossip

(Points: 10X2 ___/20)

2 Choose the correct word.

• stray • members • idea • record • proud

1 Fred came up with a great ..... .
2 The Animal Watch club helps ..... animals.
3 Our teacher was very ..... of her students.
4 The athlete broke the world ..... for the 100 m race.
5 There are 200 ..... in our club.

(Points: 5X4 ___/20)

3 Fill in the gaps with *on, with, off*.

1 We must use those eggs soon before they go ..... .
2 Go ..... . I'm listening to you.
3 That blouse goes really well ..... your skirt.
4 My alarm clock went ..... at 7 o' clock.

(Points: 4X5 ___/20)

4 Put the verbs in the *past continuous*.

1 Bob ..... **(play)** football in the park at 10 am this morning.
2 Mark ..... **(send)** e-mails until 11 pm last night.
3 Tom ..... **(recover)** in hospital for two weeks after his fall.
4 Jane ..... **(read)** the newspaper when the phone rang.
5 Tom ..... **(watch)** TV when Jane arrived.

(Points: 5X2 ___/10)

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

1 Kate ..... **(cook)** breakfast when she ..... **(hear)** a noise in the garden.
2 Jim ..... **(read)** a newspaper when the fire ..... **(start)**.
3 My parents ..... **(watch)** TV while I ..... **(sleep)**.
4 When Joe ..... **(see)** the lion, he ..... **(run)** away.

(Points: 4X5 ___/20)

6 Choose the correct response.

1 A: Do you fancy watching Eastenders?
B: **a** Oh no, not that!
b Shall we watch that, too?
2 A: Can we watch the news?
B: **a** I don't like reality shows. **b** Sure.
3 A: I've got some good news.
B: **a** That's amazing! **b** Sure.
4 A: Do you fancy watching it?
B: **a** Why? What's on? **b** I suppose so.
5 A: Did you hear about the charity fun run?
B: **a** Yes. What a story! **b** That's scary.

(Points: 5X2 ___/10)

(My score: ___/100)

Now I Can ... ... in English

- tell/react to news
- decide what TV programme to watch
- write a narrative paragraph/a story
- write a news article
- write newspaper headlines
- make a short radio programme

Smile



What the future holds

Module 5

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Before you start ...

- What did you last watch on TV? What's your favourite programme?
- What were you doing yesterday evening at 7:00?

Look at Module 5

Find the page numbers for pictures 1-3.

Find the page numbers for

- an underwater city ☐
- children's predictions ☐

Listen, read and talk about ...

- predictions about life in 2100
- gadgets
- computers
- hi-tech teenagers

Learn how to ...

- make predictions about the future
- agree - disagree
- give instructions

Practise ...

- *will/won't* (future simple)
- 0 & 1st conditional
- infinitive of purpose
- phrasal verbs: *look*
- word formation of adjectives from nouns
- pronunciation: /ɑ:/, /ʌ/
- reading rules: a + lm, sk, lf; o + m, n, v

Write / Make ...

- predictions about the future
- an advertisement for a gadget
- an opinion essay
- a short questionnaire on gadgets
- a survey







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5a Predictions



I'm sure life in 2100 will **be very different**. The earth will **be so polluted** that we won't **be able** to live on it anymore. It will be difficult to find clean water and lots of animals and plants won't **exist** anymore. I think we will live in glass domes in underwater cities and will travel in special **mini-submarines**.

Mark (13)



I think life will change for the better in 2100. Everyone will have a robotic housemaid that will do all the housework and look after the kids. We will also have robotic teachers and if you don't want to go to school, you won't have to because there will be online schools.

Jennifer (13)



I think that we will be able to take holidays on the moon in 2100. A **moon shuttle** will travel from the Earth to the moon in only a few hours. There will be moon hotels where people can stay, and moon zoos where we will see strange creatures. People will wear special suits that keep them on the ground. But I'm not sure everyone will **have enough money** to go on a holiday to the moon.

Jake (14)



I **believe** we will have flying cars and we will be able to fly around cities. If we have flying cars, there won't be any **traffic jams**. I also think that there won't be any petrol left, so we will use another **fuel** that won't **cause pollution**. It will be better for the planet.

Brad (14)

Reading

1 a) Look at the pictures and the texts by school children. How are they related to the title of the unit?

b) Which of the following can you see in pictures (1-4)?

- online schools
- special suits
- glass domes
- flying cars
- underwater cities
- robotic housemaids

2 a) Read the texts and choose the best answer, A, B or C. Explain the words in bold.

1 Mark thinks that the earth will be
- A covered in water.
- B very dirty.
- C cleaner than today.

2 Jennifer believes there will be no robotic
- A teachers.
- B schools.
- C housemaids.

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Jake ...inks that not everyone will
... want to go on holiday to the moon.
B be able to go on holiday to the moon.
C live on the moon.

4 Brad thinks that flying cars will
A use a new kind of fuel.
B cause pollution.
C create traffic jams.

b) **Which prediction do you think will come true? Discuss with your partner.**

Grammar Grammar Reference

♦ Future Simple (will)

3 **a) Read the rules in the box.**

- We use **will** to make predictions about the future based on what we think or imagine. We often begin our sentence with the words: *I think, I'm sure, I believe.*
  ***I think** life **will be** very different in 2100.*
- We use the present simple after **if** and **when**, not the future simple.
- **if/when + present simple**
  ***If/When** I **go** to Spain, I will take lots of photographs.*

NOT: ~~*If/When I will go to Spain*~~, ...

b) List the predictions in the texts. Which are affirmative/negative?

Speaking

4 **Ask and answer questions.**

1 people/go on holiday/to the moon
► *A: Will people go on holiday to the moon?*
B: I (don't) think they will. They will ...
2 people/drive/flying cars?
3 computers/talk?
4 time travel/be/common?
5 people/live/in underwater cities?

5 **Put the verbs in brackets into the *future simple* or the *present simple*.**

1 If people ..... **(invent)** new fuel, cars ..... **(not/pollute)** the air.
2 When John ..... **(co...** we ..... **(go)** to the park.
3 If he ..... **(have)** a lot of money, he ..... **(buy)** a computer.
4 If you ..... **(exercise)** more, you ..... **(feel)** better.
5 If we ..... **(be)** lucky, we ..... **(go)** on a holiday to the moon one day.

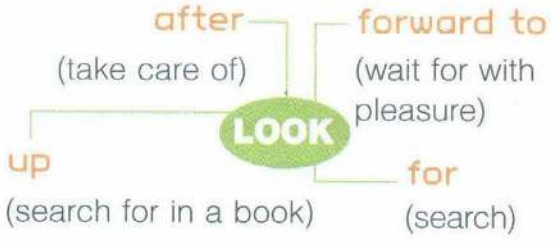
Listening

6 **Fill in sentences 1-4 with *will* or *won't*. Listen to John making predictions about the future and check.**

1 I'm sure robots ..... do most of the housework.
2 There ..... be many plants and animals left on the planet.
3 I think the earth ..... be very polluted in 2100.
4 If we continue to pollute the earth, there ..... be any clean water left.

♦ Phrasal verbs (look)

7 **Complete the sentences with the correct phrasal verb in the correct tense.**



1 We're really ..... our summer holidays this year.
2 Who will ..... your little brother when your parents are at work?
3 A: What are you .....?
B: My history textbook.
4 I'll get the dictionary and ..... the words I don't know.

Writing

8 ***Portfolio:* What are your predictions for the future? Use ideas from Ex. 1 as well as your own to write a short text similar to the ones on p. 46. You can draw pictures.**

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5b Gadget madness


1 e-book device

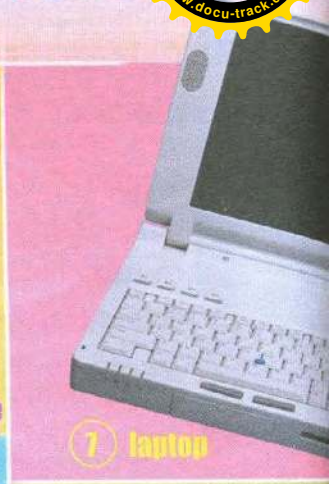

2 headphones


3 DVD player


4 MP3 player


5 mobile phone


6 digital camera


7 laptop


8 robot pet

Vocabulary

♦ Gadgets

1 Which of the gadgets 1-8 do you use? What for? Use the ideas to tell your partner. Mind the use of infinitive of purpose.

- listen to music • send e-mail
- surf the Net • take pictures
- watch films • play with it
- read electronic books
- talk to friends and family
- send text messages
- store music files

► *A: I use an e-book device **to read electronic books**. What about you?*
B: I use ...

Reading & Listening

2 a) Look at the picture in the dialogue. What type of gadget do you think this is? What is it used for?

b) 🎧 Read the first exchange in the dialogue. What is Bridget going to buy? In what kind of shop do you think she can find one? Listen and check.

3 a) Read the dialogue and complete the sentences. Then explain the words/phrases in bold.



Chris: Hey, Bridget! Where are you going?
Bridget: Hi, Chris. I'm on my way to buy a **virtual pet**.
Chris: What are you talking about? What is a virtual pet?
Bridget: Well, my mum says I can't have a real dog so I am going to get a **computerised** one.
Chris: A computerised dog?
Bridget: Yes, Chris, I'm going to buy a **puppy**, name it, feed it, and train it. All I have to do is press **buttons** on the gadget!
Chris: So when your virtual dog is hungry, you press a button that shows you are feeding it?
Bridget: Exactly! There is a button for walking it as well. It will be like having a real dog, because you have to **take care of** it every day.
Chris: Oh, **come off it!** It won't be like a real pet because it won't show you any **affection**!
Bridget: Well ... You **have a point** there. Still I like the idea.

1 Bridget is going to .....
2 A virtual pet is .....
3 When the virtual pet is hungry.....
4 A virtual pet can't .....

b) Read out the dialogue.

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Grammar Reference

♦ Future forms

4 a) **Read the sentences. What are the tenses in bold? Use the Grammar Reference section to say how they are used.**

1 It's very cold in here. **I'll turn on** the heating.
2 I think they'**ll win** the match tonight.
3 I promise I **won't be** late.
4 Now that I've got the money, I'**m going to buy** a new digital camera.
5 I'**m having** lunch with Jane tomorrow.
6 Look! He's in front. He'**s going to win** the race.

b) **What are your plans for tomorrow? next week? Tell your partner. Answer his/her questions.**

♦ Zero & 1st Conditional

- The **zero conditional** (for natural laws and general truths)

If/when + present simple + present simple

*When you **heat** ice, it **melts**.*
*If you **don't eat**, you **get** hungry.*

- The **1st conditional** (for hypothetical future actions)

If + present + will + infinitive

*If you **study** hard, you **will pass** your exams.*
*If we **get** a robotic maid, we **won't have** to do any housework.*

5 **Complete the sentences with the correct form of the verb in brackets.**

1 If it ..... **(not rain)**, the plants die.
2 If you run, you ..... **(catch)** the train.
3 I'm sure he'll come if you ..... **(invite)** him.
4 If you ..... **(drop)** ice in water, it floats.
5 I ..... **(call)** you if I finish work early.

Everyday English

♦ Agreeing/Disagreeing

6 **Read the box. What are these expressions in your language?**

Agreeing	Disagreeing
• That's true./That's right. • I agree (with that). • You're right. • You're dead right.	• I don't agree (with that). • I don't think that ... • That's not true. • I see what you mean, but ...

Speaking

7 **Look at the list below. Which arguments are in favour of virtual dogs/ real dogs? Use them as well as the language in Ex. 6 to discuss.**

- don't have to clean up after them
- can show you affection
- don't need a vet
- bark when hungry
- don't shed hair
- can protect you
- are expensive to keep



► *A: I prefer virtual dogs because you don't have to clean up after them.*
B: I don't agree. I prefer real dogs because ...

Listening

8 **Listen to the advertisement and complete the missing information.**

New
VIVO 500 Sport MP3 Player



- Splash-proof player and 1) .....
- Built-in 2) .....
- With 4 Gb memory, it stores up to 3) ..... songs!
- Only 4) .....
- Small, light and easy to carry!
- For further information call 5) .....

Writing (an advertisement)

9 **Make your own advertisement for a gadget. Think about: *name; price; what it can do.***

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5C What's your opinion?



Reading & Listening

1 Read the speech bubbles. Which opinion do you agree with? Why?

> Computers will replace teachers in the future.

> Teachers will never stop teaching children.

2 Read the title of the article. What do you think it is going to be about? Read, listen and check.

3 a) Read the article and list viewpoints for and against computers.

b) Look at the words in italics. Which ones are used to: *add points? show contrast? conclude?* What are they in your language?

4 a) Match the paragraphs to the headings.

- Conclusion (summary of the topic)
- Introduction (presentation of the topic)
- Viewpoints & examples
- Opposing viewpoints & examples

b) Explain the words in bold.

1 Many people believe that there won't be any schools in the future. Instead, students will learn at home with the help of a personal computer and the Internet.

2 It is true that technology plays a big part in learning today. In many parts of the world, students use personal computers to write their **school assignments** or **keep notes** of lectures. *What's more*, students **go online** to look up useful information or do an online course.

3 *However*, computers will never be able to replace teachers. Teachers **motivate** their students, help them out with difficult tasks, answer their questions and give clear explanations. *Moreover*, teachers show young children how to behave and act as **role models** for them.

4 *To sum up*, technology can help students learn things. Unfortunately, it cannot offer them the inspiration and support that teachers can.

study skills

Using topic/supporting sentences

Main body paragraphs should begin with a topic sentence which introduces or summarises the main topic of the paragraph. This helps the reader understand what the paragraph will be about. The topic sentences should be followed by supporting sentences which provide reasons or examples to support the topic sentences.

5 a) Underline the topic sentences. Replace them with other appropriate ones.

b) What supporting sentences does the writer give for each topic sentence?

Writing (an opinion essay)

6 a) Read the rubric. Use the topic sentences below to think of appropriate supporting sentences. Compare with your partner.

Your school magazine asked its readers to send in articles expressing their opinion on the following question. Computers: A blessing or a curse? (120-150 words)

- It is true that computers can save a lot of space and time.
- On the other hand, the use of computers can lead to problems.

b) *Portfolio:* Use your own ideas to write the essay.

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High-tech TEENS!

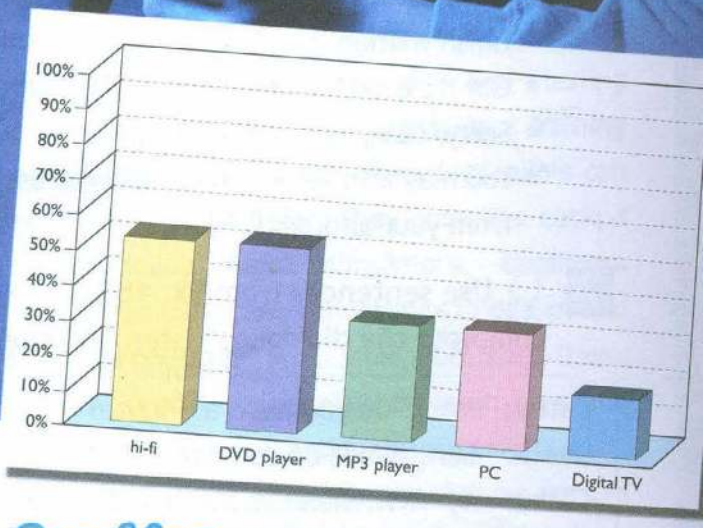
Teenagers spend a lot of time in their bedrooms ***hanging out*** *with their friends, but your* ***average*** *teenager's bedroom has changed a lot in the past few years.*

Up until recently, teenagers had teddy bears, dolls, sports **equipment**, tape recorders, board games and the odd radio in their bedroom. Nowadays, these traditional toys are all but gone and **innovations** such as MP3 music players and games **consoles** are popular instead!

A recent **survey** showed that seven out of ten British teens have a TV in their room and six out of ten have a games console. More than half the children have a DVD player or a hi-fi system, while around one in three have a digital music player (MP3) or a computer (PC), and 10% of teens have digital TV.

So, it's not surprising that around a third of the kids have **gadgets** worth up to £2000 in their rooms! How do they pay for them? Well, nine out of ten of them receive these hi-tech goods as Christmas or birthday presents, while others save their **pocket money** or earn the money through working.

Some parents might be shocked to find out that their son or daughter could be sleeping on a **gold mine**. It seems fair to say that as new technology increases so does the value of kids' bedrooms!



Reading & Listening

1 **Look at the graph and the title of the text. What do you think the text is about? Listen, read and check.**

2 **a) Read the text again and study the graph. Then, answer the questions.**

1 What percentage of teens own a DVD player?
2 What two items do 30% of teens own?
3 What item do most children have in their bedroom?
4 What percentage of kids own a digital TV?
5 How do they pay for the gadgets?

b) Explain the words in bold.

Speaking

3 **Use the graph to tell the class what high-tech gadgets British teenagers have in their bedrooms.**

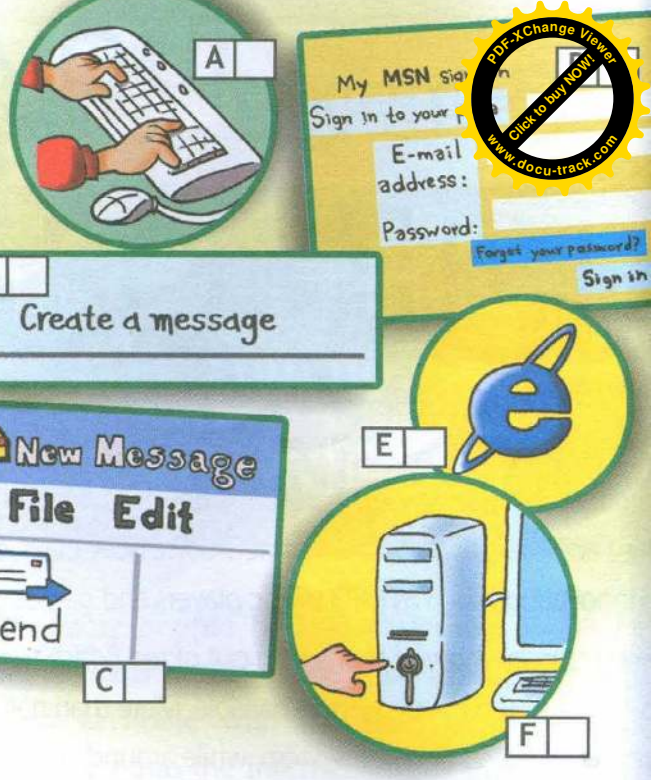
Writing (a survey)

4 ***Project:*** **Carry out a survey on what high-tech equipment your classmates own. Write a questionnaire and ask the rest of the class to complete it. Then make a bar graph like the one in Ex. 1 showing the results. Your graph should contain the following information.**

- type of items
- percentage of children

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English in Use 5



Reading & Listening

♦ Giving instructions

1 a) Look at the pictures. What do they have in common?

b) 🎧 Listen and repeat. Which of these sentences are used by: *a person asking for instructions*? *a person giving instructions*?

- Can you help me send an e-mail?
- This is how you can send an e-mail.
- That was easier than I thought.
- Now connect to the Internet.
- Make sure you click on 'send' when you finish writing.
- Got it! What's next?
- Sorry, can you say that again?
- You may also select an e-mail address from your address book.

2 🎧 Use sentences from Ex. 1b to complete the dialogue. Listen and check.

Cathy: Mark, do you have a minute?
Mark: Sure, what do you need?
Cathy: 1) ..... .
Mark: No problem, Cathy. First of all, turn on your computer.
Cathy: All right.
Mark: 2) ..... . Then access your e-mail account.
Cathy: 3) ..... .
Mark: Click on 'Create a message' and type it in. 4) ....
Cathy: Anything else, Mark?
Mark: Oh, yes. Include the e-mail address of the person you are sending it to!
Cathy: Thanks, Mark. 5) ..... .

3 a) Put the pictures in the correct order to show how to send an e-mail.

b) Use the pictures to help you ac out a dialogue similar to the one in Ex. 2.

Speaking

4 *Portfolio:* Use the instructions belov to act out a dialogue about sending an SMS Use Ex. 2 as a model. Record yourselves.

- SWITCH ON YOUR MOBILE PHONE
- GO TO THE MENU ON YOUR PHONE
- CHOOSE MESSAGES
- SELECT CREATE MESSAGE
- WRITE YOUR SMS
- SELECT SEND
- KEY IN THE MOBILE NUMBER OF THE PERSON YOU'RE SENDING THE TEXT TO AND CHOOSE SEND AGAIN.

Pronunciation /ɑ:/ - /ʌ/

5 🎧 Listen and tick (✓). Listen and repeat.

Reading Rules
a + lm, sk, lf /ɑ:/ half
o + m, n, v /ʌ/ some

	/ɑ:/	/ʌ/		/ɑ:/	/ʌ/
calm			son		
come			love		
harp			mother		
cup			monkey		

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Extensive Reading

ACROSS THE CURRICULUM: ICT



Reading & Listening

1 Look at the pictures and the title of the text. What do you think the text is about? Read through and check.

2 a) Read the text and choose the correct answer for each gap 1-5. Listen and check.

b) Answer the questions.

1 What is a computer simulation?
2 Why are simulations useful?
3 Who can use simulations?

c) Explain the words in bold. Are there any words in the text which are similar in your language?

Speaking

3 What impressed you most in the text? Discuss.

♦ Word formation (adjectives from nouns)

4 Form adjectives from the following nouns. Check in your dictionary. Use them in sentences of your own.

We use **-ous, -y, -al, -ful** to form adjectives from nouns, e.g. *rain – rainy*

1	danger	4	tradition
2	dirt	5	fame
3	education	6	use

SIMULATING REALITY

Do the names *Sim City, The Sims, MS Flight Simulator* mean anything to you? Well, they are all popular video games that simulate reality. In Sim City, for example, players have to build **1)** ..... city that looks and functions[1] much like a real one, with houses, shops and factories.

However, we **2)** ..... only use computer simulations for fun. **3)** ..... are many things that we cannot study or test in **real life** because it would be too difficult or dangerous. Computer simulations make such study and testing possible. In the past, for example, pilot **training** used to be very dangerous. Nowadays, pilots can practise their **skills** before they enter the cockpit **4)** ..... using flight simulators. **Engineers** **5)** ..... use computer simulations to design and test new products before people start using them. They can identify[2] dangerous **faults** in cars and buildings, for instance, and therefore save lives.

With the help of computer simulations we can develop new things without putting people's lives at risk during real life testing. They not only provide us with entertainment, but also play an important role in our future.

[1]operates [2]see

1	A one	B a	C the
2	A do	B have	C don't
3	A It	B There	C They
4	A on	B by	C from
5	A never	B also	C too

Project

5 Work in groups. Design your own city of the future. Draw it, then present it to the class.

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PROGRESS CHECK 5

1 **Complete the words.**

In 2100 ...

1 people will live in underwater c _ _ _ _ _.
2 it will be difficult to find c _ _ _ _ water.
3 people will travel in f _ _ _ _ _ cars.
4 there will be o _ _ _ _ _ schools.
5 people will live in g _ _ _ _ domes.

(Points: 5X4 ___/20)

2 **Fill in:** *listen, send, surf, watch, take, store, read.*

1 ..... pictures
2 ..... an e-mail
3 ..... the Net
4 ..... TV
5 ... text messages
6 ..... an e-book
7 ..... music files
8 ..... to music

(Points: 8X1 ___/8)

3 **Fill in:** *electronic, button, connect, send, store.*

1 Press the ..... and the light comes on.
2 ..... me a message after your class.
3 There's a problem. I can't ..... to the Internet.
4 My MP3 player can ..... up to 7000 songs.
5 I prefer reading ..... books on my laptop.

(Points: 5X2 ___/10)

4 **Fill in:** *forward, after, up, for.*

1 She looks ..... her mother when she's ill.
2 Sean is looking ..... to his holiday.
3 Look ..... the word in the dictionary.
4 I'm looking ..... Sam. Have you seen him?

(Points: 4X3 ___/12)

5 **Put the verbs into the correct future form.**

1 I ..... **(take)** a plane to St Petersburg tomorrow morning.
2 Look! He's too tired to continue. He ..... **(lose)**.
3 Sit down and I ..... **(get)** you a drink.
4 I'm sure she ..... **(be)** home soon.
5 Now that I have enough money, I .... **(buy)** some new DVDs.

(Points: 5X2 ___/10)

6 **Choose the correct verb.**

1 If I **will see/see** Harry, I'll tell him you called.
2 When we sleep, we usually **will dream/dream**.
3 If you **get/will get** home late, we won't go out.
4 If you **won't call/don't call**, he'll be upset.
5 She'll cook dinner if she **won't be/isn't** tired.

(Points: 5x4 ___/20)

7 **Choose the correct response.**

1 A: I think there will only be online schools in the future.
B: **a** That's not true. **b** I agree with you.
2 A: Do you like surfing the Net?
B: **a** I agree. **b** I love it.
3 A: This is a great website, isn't it?
B: **a** Yes, I agree. **b** I like the idea.
4 A: I think there is too much pollution.
B: **a** You're right. **b** I like it.

(Points: 4X5 ___/20)

(My score: ___/100)

Now I Can ... ... in English

- talk about the future/gadgets/computers
- make predictions/promises/on-the-spot decisions
- express agreement/disagreement
- write an advertisement
- write an opinion essay
- do a survey



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Having fun

Module 6

Before you start ...

- Do you use computers? What for?
- What gadgets will you use in the future? Why?

Look at Module 6

Find the page numbers for pictures 1-3.

Find the page numbers for

- a website ☐
- a postcard ☐
- a holiday camp advert ☐

Listen, read and talk about ...

- theme park activities
- teen camp activities
- holiday activities
- Legoland
- how to swim safely in a pool

Learn how to ...

- make, accept and refuse invitations
- reserve a place at summer camp
- use visual context clues

Practise ...

- present perfect with *ever*, *never*, *already*, *yet*, *just*, *before*
- word formation of opposite adjectives
- phrasal verbs: *come*
- words often confused: *real*, *true*
- pronunciation: /ɜ:/, /ɔ:/
- reading rules: u, i + r; o, oa + r

Write / Make ...

- an advert for a theme park
- a list of things you have already done/haven't done yet for your upcoming holiday
- a postcard from a holiday resort
- a radio advert for a theme park
- a talk about pool safety

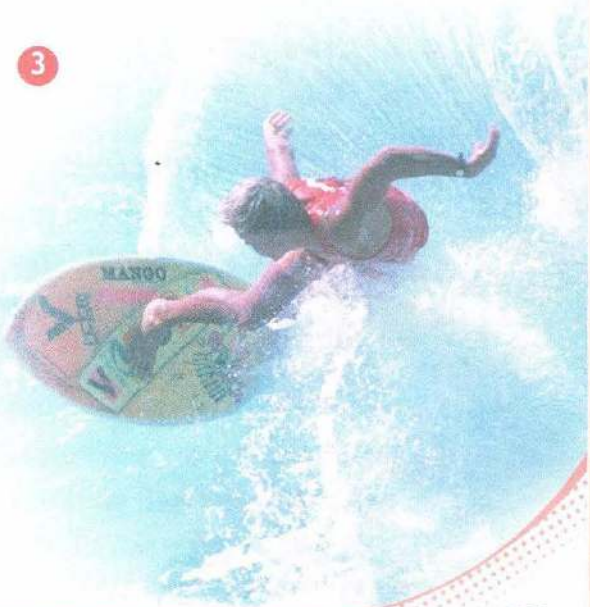
1



2



3



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6a The fun starts here!



Forget all about your real self and enter the world of fantasy at...

Disneyland Tokyo



Go on the Jungle Cruise, explore **tiny** worlds, go on a water ride at Splash Mountain and eat a **home-cooked** meal at Grandma Sara's Kitchen.

Before you return to the real world, make sure :

- you have shaken hands with your favourite cartoon characters,
- you have explored the Haunted Mansion and you've come across some **ghosts**,
- you have flown with Peter Pan in a pirate ship through the night skies,
- you have ridden the Toontown rollercoaster,
- you have gone on a rocket journey in a StarJet.

Vocabulary

♦ Fun activities

1 **Match the activities to places (A-C). How many have you tried? Discuss.**

- fly in a pirate ship • ride on the big wheel
- see trapeze artists • go on a water ride
- shake hands with cartoon characters
- see famous landmarks • meet a ghost
- explore a haunted mansion
- ride on a rollercoaster
- go on a rocket journey • eat candy floss
- go souvenir shopping
- see clowns performing tricks

▶ *A: Have you ever flown in a pirate ship?*
B: Yes, I have./No, I haven't.

2 **Listen to the music. What images come to mind? Where are you? Who with? What are you doing? What can you see, hear, taste, smell? Tell your partner.**

Reading & Listening

3 **Look at the texts. What kind of texts are they? Where can you find them? What do you think they are about? Listen, read and check.**

Microsoft Internet Explorer

Favorites | History | Search | Scrapbook | Page Holder

A World of Wonders!



✔ **Have you ever wished you could travel around the world in minutes?**
✔ **Have you ever dreamt of seeing the world's most famous landmarks all in one place?**

Then visit Tobu World Square in Japan, the most unusual theme park you've ever seen. See more than 100 tiny models of the world's most famous buildings, bridges and monuments.

Take a **stroll** around the Taj Mahal, the Colosseum, the Great Wall of China and London Bridge.

When you get tired of sightseeing, enjoy a meal in a restaurant or go souvenir shopping at World Shoppers "Mercado II".

Book now! You've never seen anything like it!

CLICK HERE

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a) Read the texts. Where can you... :

1 see famous landmarks?
2 have lunch?
3 have a scary experience?
4 see small buildings?
5 see funny characters?

b) Explain the words in bold. Which do you think is the most exciting place?

Grammar Grammar Reference

♦ Present Perfect

5 a) Read and complete the rule.

We use the **present perfect** to talk about our experiences, and to talk about actions that took place in the past and which have a result or evidence in the present.

*He **has travelled** around the USA. (He knows the USA.)*

*They **have come** home. (They are at home now.)*

We form the present perfect with the auxiliary verb ..... + the past participle of the main verb.

b) Find examples of the present perfect in the text. Which past participles are regular verbs and which are irregular verbs? Check with the list of irregular verbs.

6 Use the words to ask and answer questions about your personal experiences.

1 you/ever/be/abroad?
► A: *Have you ever been abroad?*
B: *Yes, I have./Yes, I've been to Poland. No, I haven't./No, I have never been abroad.*
2 your parents/ever/go/on a rollercoaster ride?
3 your family/ever/travel/by boat?
4 your best friend/ever/fly/in a helicopter?
5 you/ever/see/a ghost?

GAME

Play in teams. Make a statement about a past experience of yours. The other team asks you questions to find out more. Use the list of irregular verbs.

► *A: I've been to Disneyland.*
B: Have you been on a rollercoaster? etc

Speaking

7 *Portfolio:* Imagine you are in one of the two theme parks opposite. Call your friend on your mobile to tell him what you have(not) done so far and how you feel. Record yourselves.

8 Complete the sentences with real or true. Listen and check.

1 Your room is a ..... mess. Please, tidy it up.
2 Is this a ..... story or have you made it up?
3 I'm afraid this diamond isn't ..... .
4 I hope one day you will find ..... love.

♦ Phrasal verbs (come)

9 Study the spidergram. Complete the sentences with the correct phrasal verb in the correct tense. Make sentences of your own.



1 He ..... this chessboard in an antiques shop.
2 They ..... to their hometown because they missed it.
3 His new book ..... recently.
4 Mary ..... to see my new stereo.

Writing (an advert)

10 *Portfolio:* Work in groups. Write an advert for a theme park that you have visited or heard about. Include *its name, location,* and *what you can do and see there.* Use the texts in Ex. 3 as a model (40-50 words).

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6b Teen camps

Vocabulary

♦ Teen camp activities

1 a) Fill in the gaps with *play*, *make*, *have*, *go*. Then match the activities to the teen camps (A-D). Listen and check.

1 ..... dancing/acting/painting classes
2 ..... swimming
3 ..... hiking
4 ..... a video game
5 ..... a robot
6 ..... volleyball/basketball/football
7 ..... a webpage
8 ..... rafting
9 ..... an instrument
10 ..... IT classes
11 ..... a tree house

b) Choose one of the camps (A-D). Now, ask and answer questions about it.

► *A: What will you do if you go to Tech Camp?*
B: If I go to Tech Camp, I will learn how to make a webpage.

Reading & Listening

2 a) The following dialogue is between two friends. Read the first exchange, then read sentences A-H. What are the friends talking about? Read and check.

A No, I haven't.
B Where are you going?
C How?
D Of course!
E What's that all about?
F What time?
G Thanks, but I'm afraid I can't.
H That's a great idea!

b) Read again and fill in the missing sentences (some are extra). Listen and check.



John: Have you planned your summer holiday yet?
Sam: 1) ..... I'm leaving next Monday.
John: 2) .....
Sam: My parents have booked me a week at Campbell's Adventure Camp.
John: Adventure Camp? 3) .....
Sam: It's a teen camp in Redwood National Park.
John: Wow! You're lucky! I've never been to an adventure camp.
Sam: Well, do you **fancy** coming with me? If you come, you'll learn how to **put up** tents, build fires, make tree houses and **survive** in the forest!
John: 4) .....
Sam: Why not? Have you already made other plans?
John: 5) .....
I just don't think my parents will let me.
Sam: Well, if I talk to them, maybe they'll let you.
John: Really? Thanks, Sam! You're a true friend.
Sam: You know what they say. **A friend in need is a friend indeed.**

c) Explain the words/phrases in bold.

3 Choose one of the teen camps A-D and act out a dialogue similar to the model.

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Everyday English

♦ Inviting/Accepting/Refusing

4 Use the language in the box to act out similar exchanges using: *go to the cinema, go to a concert, go hiking, eat out, go to a play, go on a picnic.*

Inviting	Accepting/Refusing
• Would you like to ...? • How about (going/coming) ...? • Do you fancy (going/coming) ...?	• Yes, I'd love to! • That would be lovely! • That sounds great! • Thanks. Great idea!
	• I'm afraid I can't. I have to ... • That's very kind, but ... Sorry. • I'd love to, but ... • Maybe another time.

► *A: Do you fancy going to the cinema?*
B: Yes, I'd love to! What's on?
A: The new James Bond film. etc

Grammar Grammar Reference

♦ Present Perfect with already/yet/just/ever/never/before

5 Read the sentences and explain the words in bold in your own language.

1 She has **already** packed her suitcase. She is ready for the journey.
2 She hasn't called **yet**. We are worried.
3 You can't speak to her. She has **just** left.
4 Have you **ever** been to a theme park?
5 They have **never** seen an elephant.
6 Let's go to a Tech Camp this year. I've been to an Arts Camp **before**.

Speaking

6 You are leaving for a one-week holiday at a sports camp. Look at the list and act out similar exchanges.



✓ book your flight
✗ buy a new tracksuit
✗ finished packing your suitcase
✗ find your football boots
✓ pack sports equipment

► *A: Have you booked your flight yet?*
B: Yes, I have. or *Yes, I have already done it.*

7 Use the words in bold from Ex. 5 to complete the sentences.

1 Brian hasn't done his homework ..... .
2 Their new CD has ..... come out.
3 I have been in a hot-air balloon ..... .
4 I have ..... seen this film twice. Let's watch something else.
5 Have you ..... met a famous person?

Listening

8 Listen to Paul and Sally talking about the classes at Teen Camp. What class has each person chosen?

People		Activities	
1 ☐	Paul	A	painting
2 ☐	Sally	B	survival skills
3 ☐	Edward	C	web design
4 ☐	Jenny	D	hiking
5 ☐	Lisa	E	video game design
		F	acting
		G	rafting
		H	horse riding

Writing (a list)

9 Imagine you are going on holiday soon. What have you already done/haven't done? Write a list.

1 ► *I have booked my flight.*
2 ► *I have bought some sunscreen.*

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6C A whale of a time!



Hey Mike,

1 **Greetings** 1) ..... California! I'm having the time 2) ..... my life! I've been at Camp Pacific for a week now and I 3) ..... done **millions of** exciting things.

2 So far, I've met 4) ..... lot of interesting people and I've made some new friends! Together we've gone **sailing, wave riding** 5) ..... **water skiing!** The beaches are fantastic, so we've spent some time **sunbathing,** too. We 6) ..... visited Legoland, the famous theme park, and we've been 7) ..... some **hair-raising rides!** We haven't done any **souvenir** shopping 8) ....., but there's plenty of time for that.

3 I've taken a lot of beautiful pictures to show you when I **get back.** See you in two weeks. Take care!

Love,
Janet

Mike Simmons
33 Castle Street
EH2 3DN
Edinburgh
United Kingdom

Reading & Listening

1 **a) Look at the postcard. Who is sending it? To whom? Where is each person?**

b) What do you think the postcard is about? Read through and check.

2 **Read again and fill in the missing words. Listen and check. Explain the words in bold.**

3 **Match the paragraphs to the headings: *closing remarks - opening remarks - activities*.**

study skills

Using descriptive language

Use adjectives when you describe something. This makes your description more interesting to the reader.

4 **Find the adjectives in the text that describe the following nouns. Use these phrases in sentences of your own.**

1 ..... things 2 ..... people 3 ..... friends
4 ..... beaches 5 ..... theme park
6 ..... rides 7 ..... pictures

Grammar

Grammar Reference

5 **Read the examples. Then complete the sentences with has gone or has been.**

He has gone to the circus. (= he's still there)
He has been to the circus. (= he has already come back)

1 John isn't here. He ..... to the supermarket.
2 She ..... to the mountains twice.
3 Lucy ..... to a summer camp. She'll be back in a week.
4 Tony ..... to Legoland, but I haven't

Speaking

6 ***Portfolio:*** **List the activities Janet has/hasn't done yet at Camp Pacific. Imagine you are Janet. Act out a telephone conversation with Mike.**

Writing (a postcard)

7 ***Portfolio:*** **You are spending a week at a holiday resort. Write a postcard to your English penfriend. Write about where you are, what you have done so far and if you like it there. (60-80 words)**

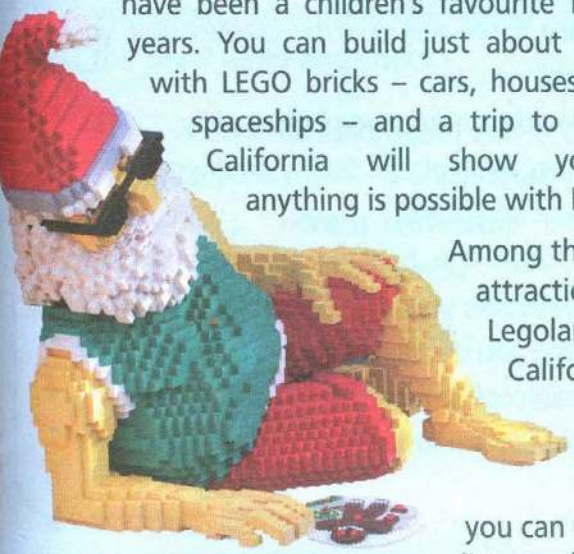
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CULTURE CORNER

Theme Parks



There can't be many people around the world who haven't heard of LEGO. These colourful plastic **bricks** have been a children's favourite for many years. You can build just about anything with LEGO bricks – cars, houses, castles, spaceships – and a trip to Legoland California will show you that anything is possible with LEGO.



Among the attractions at Legoland California is Dino's Island, where you can dig for dinosaur **bones** and **fossils**, or take a ride on the Coastersaurus roller coaster. Or why not visit Fun Town, where young visitors can drive a fire truck, fly a plane and get an official Legoland **driving licence**! Everyone's favourite is Knights' Kingdom, where you can ride the fantastic Dragon Coaster through the castle and **find out** what life was like in the past. At Explore Village, you can go on an African safari trek and see giraffes, zebras, lions and other animals made out of LEGO.

Before you leave Legoland California, be sure not to miss Miniland USA. Twenty million LEGO bricks form amazing models of American **landmarks** such as the Statue of Liberty and the Kennedy Space Center. This is certainly one of the most spectacular sights at Legoland California and will make your visit here unforgettable.

Reading & Listening

1 Look at the pictures and the title. What is Legoland? Which country is it in?

2 Which of the following can you do there? Listen, read and check.

- dig for dinosaur bones
- ride a camel
- swim in a pool
- go on a safari trek
- take a ride on a roller coaster
- drive a fire truck
- eat toffee apples
- see American landmarks
- fly a plane

3 Read the text again. What is each paragraph about? Write a paragraph plan. Then explain the words in bold.

Speaking

4 Imagine you are at Legoland. In pairs, have a telephone conversation. Talk about what you are doing there and how you like it.

♦ Word formation

5 Study the table. Form opposite adjectives. Check in your dictionary. Use them in sentences of your own.

We use un-, il-, im-, in-, ir- to form opposite adjectives.

1 logical 2 responsible; 3 believable 4 possible 5 active 6 balanced 7 forgettable

Project (a radio advert)

6 *Portfolio:* Make a radio advert about a famous theme park. Include *its name, location* and *the activities* offered. Record yourselves. Add background music and play it in class.



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English in Use 6

Reading & Listening

♦ Reserving a place at a summer camp

1 Listen and repeat. Which sentences ask for information? Which give information?

- How can I help you?
- I'd like to reserve a place at your camp.
- What's your name?
- And when would you like to come?
- Are there any specific classes you are interested in taking?
- I'm afraid there aren't any places left in photography.
- You need to send a deposit in order to reserve your place.
- Can I have your e-mail address?
- Looking forward to seeing you in July.

2 The sentences above are from a dialogue between a teenager and a receptionist at a camp. Who says each sentence? Listen and check.

3 a) Read the dialogue and complete the sentences.

1 Mark's surname is ..... .
2 Mark wants to make a reservation from ..... .
3 Mark is interested in ..... .
4 Mark will attend ..... .

b) Read the dialogue aloud.

R: Good morning, Kia Camp. How can I help you?
M: Oh hello! I'd like to reserve a place at your Art and Drama summer camp, please.
R: What's your name?
M: It's Mark Brown.
R: And when would you like to come?
M: From 1st to 16th of July, please.
R: OK, that's fine. Are there any specific classes that you are interested in taking?
M: Yes, I would like to do painting and photography.
R: I'm afraid there aren't any places left in photography.
M: OK, then. How about sculpture?
R: That's fine. I've made the booking. You need to send a deposit in order to reserve your place. Can I have your e-mail address so I can send you details of our bank account?
M: Of course. It's mark@coolmail.com.
R: Thanks, Mark. Looking forward to seeing you in July.
M: Thanks a lot. Bye!

Speaking

4 Look at the teen camp advert. You want to book a place there. Take roles and act out a dialogue similar to the one above. Use sentences from Ex. 1.

YMCA Camps

Rafting
Canoeing
Trekking
Cycling

and many more exciting programmes to keep teenagers happy and fit all summer long. 10 weeks of summer fun from June 21 to August 27.

To reserve a place call 907 276 4660

Pronunciation /ɜ:/ - /ɔ:/

5 Listen and tick (✓). Listen and repeat. Think of two more words for each sound.

Reading Rules
u, i + r /ɜ:/ purr, third
o, oa + r /ɔ:/ nor, oar

	/ɜ:/	/ɔ:/		/ɜ:/	/ɔ:/
burn			bird		
born			board		

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Extensive Reading

ACROSS THE CURRICULUM: PHYSICAL EDUCATION

Reading & Listening

1 How are the pictures related to the title of the text? Are they about swimming in the sea/pool?

2 Read the introduction to the text. What is it about? What do you expect to read in the rest of the text? Read and check.

3 a) Read the text again and match the headings (a-h) to the rules (1-7). There is one extra heading. Listen and check.

a DON'T SWIM AFTER EATING
b FOLLOW THE RULES
c NO GLASS BOTTLES
d NO DIVING
e DON'T RUN
f NO DIVE-BOMBING
g OBEY THE LIFEGUARDS
h NO PUSHING

study skills

Visual context clues
Pictures, drawings, charts and other types of visuals help the reader understand the meaning of words.

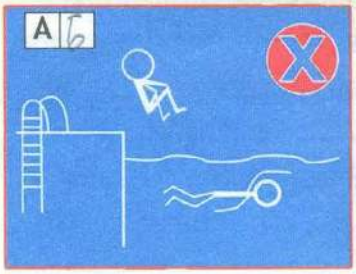
b) Match the instructions (1-7) to the pictures (A-G). Which words helped you? Explain the words in bold.

Project (a talk)

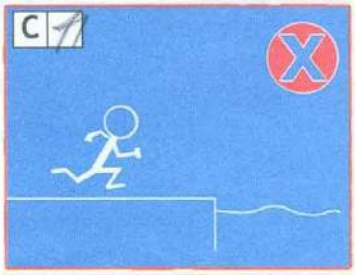
4 Imagine you are a lifeguard. Make notes from the text. Use your notes to give a talk to children at the pool.

► *You shouldn't play or run around the pool.*

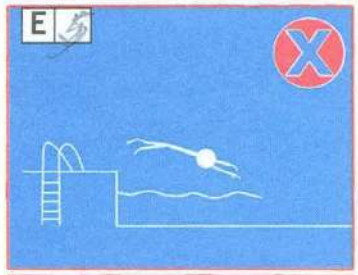
When it comes to sporting activities, swimming in the pool can be great exercise but also very dangerous. This simple **guide** *will show and explain the rules you need to follow in and around water.*

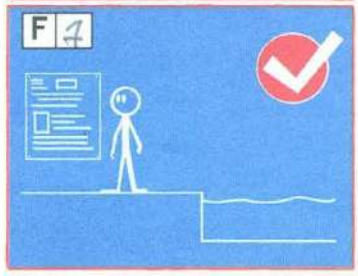


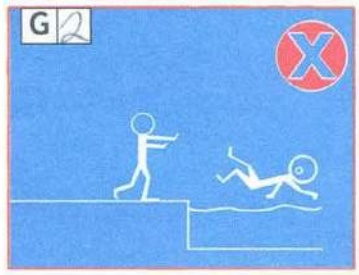












Safe Splashing

(1) Do not play or run around the pool. The surface is wet and you might **slip**.

(2) YOU probably know how to swim, but some people DON'T. Do not **push** anyone in because you can put them in **danger**.

(3) You shouldn't eat before swimming because it can **lead to stomach cramps** and a risk of drowning.

(4) Make sure you know where the **lifeguards** are and call them if you **get into trouble**. They are there to save lives so always do what they say.

(5) Always pay attention to the NO DIVING **signs** around the pool. ONLY dive in **designated areas**.

(6) NEVER jump in like this! Dive-bombing can be a lot of fun but it can also put other swimmers in a lot of danger.

(7) All pools have rules **displayed** on signs around the pool. Always read them before you start swimming. They are there to make sure you stay safe. Enjoy splashing!

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PROGRESS CHECK 6

1 **Complete the phrases:** *pirate, big, cartoon, shake, theme, famous, candy, rocket, perform, water.*

1 ..... hands 2 ..... landmarks 3 ..... park 4 ..... floss 5 ..... tricks 6 ..... ship 7 ..... wheel 8 ..... ride 9 ..... characters 10 ..... journey

(Points: 10X2 ___/20)

2 **Fill in:** *trapeze, safari, pool, jungle, obey, haunted, souvenir, address, models, reserve.*

1 I hate ..... shopping while on holiday.
2 We got scared in the ..... mansion.
3 Hello, I'd like to ..... a place at your camp.
4 We went on a ..... trek in Africa.
5 You must ..... the lifeguards.
6 Can I have your e-mail ....., please?
7 Did you see the ..... artists at the circus?
8 Did you read the leaflet about ..... safety?
9 My favourite ride at Disneyland is the ..... cruise.
10 There are some amazing ..... at Legoland.

(Points: 10X2 ___/20)

3 **Fill in:** *round, across, out, back.*

1 Come ..... to our house any time.
2 He came ..... this book at the market yesterday.
3 His new film is coming ..... next week.
4 He came ..... to the country a month ago.
5 Look! I came ..... this lovely old Lego in the old toy shop.

(Points: 5X2 ___/10)

4 **Put the verbs in brackets into the *present perfect*.**

1 ..... **(you ever/see)** this film?
2 He ..... **(never/fly)** an aeroplane.
3 ..... **(you/ever/visit)** a theme park?
4 John isn't here. He ..... **(go)** shopping.
5 ..... **(you/ever meet)** someone famous?
6 She ..... **(never/travel)** abroad.
7 I ..... **(already/read)** the letter.
8 They ..... **(not/play)** the game yet.
9 ..... **(you/ever/see)** a ghost?
10 We ..... **(already/pack)** our suitcases.

(Points: 10X3 ___/30)

5 **Complete the dialogue.**

- I'd like to reserve a week at your camp.
- Of course. It's peka@coolmail.com.
- That's fine. • Certainly.
- The first week of August.

A: Pacific Teen Camp. How can I help you?
B: Good afternoon. My name's Ann Smith. 1) .....
A: When would you like to come?
B: 2) .....
A: OK. Which courses would you like to take?
B: I'd like to take swimming and horse riding.
A: 3) .....
B: Can you send me an e-mail with the details?
A: 4) .....
Can you give me your e-mail address?
B: 5) .....

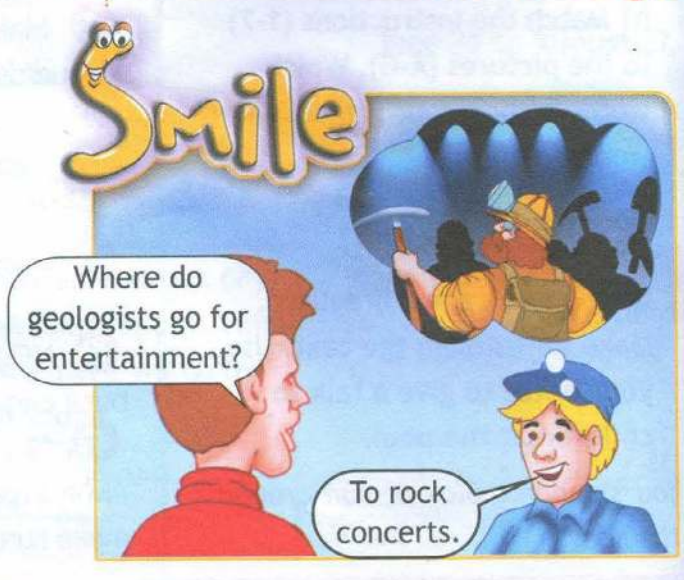
(Points: 5X4 ___/20)

Now I Can ...

(My score: ___/100)

- talk/write about theme parks/teen camps/ holiday activities
- invite/accept and refuse invitations
- reserve a place at a summer camp
- write a postcard from a holiday resort
- give a talk on swimming pool rules

... in English



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In the spotlight

Module 7

Before you start ...

- Have you ever been to a theme park? What was it like?
- What kind of holidays do you go on?

Look at Module 7

Find the page numbers for pictures 1-3.

Find the page numbers for

- a short article ☐
- a CD review ☐
- a quiz ☐

Listen, read and talk about ...

- celebrities
- types of films and music
- football in England
- musical clichés

Learn how to ...

- compare people
- describe people
- express preferences
- buy tickets at the cinema

Practise ...

- comparative/superlative forms of adjectives/adverbs
- present perfect vs past simple
- phrasal verbs: *turn*
- word formation of adjectives ending in -ful/-less
- pronunciation: /ɜ:/, /oʊ/
- reading rules: o, oa

Write / Make ...

- a quiz about famous people in your country
- a film review
- a CD review
- a short article about your country's most popular sport
- a project on musical clichés







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7a Walk of fame



How well do you know these stars?

Read the questions ... who are they talking about?

1 You have seen her face on the cover of a million magazines. Some say she's one of the most beautiful women in the world. She was born in Germany, in 1970, and has had one of the longest careers in modelling!

A Avril Lavigne B Cameron Diaz C Claudia Schiffer

2 He's one of the most handsome men in film. This blond-haired, blue-eyed boy is from England. You may know him from his roles in 'The Aviator' and 'Cold Mountain'.

A Jude Law B Bruce Willis C Brad Pitt

3 He's one of Russia's most successful athletes. He started skating when he was four. One of his greatest achievements was winning Olympic gold in 2006.

A Evgeni Plushenko B Mikhail Baryshnikov C Alexey Smertin

4 He's most certainly funnier than your average guy! He's a comedian, actor and director! If the films 'Meet the Parents' and 'Zoolander' are in your DVD collection, you'll know who we are talking about.

A Ben Stiller B Tom Cruise C Adam Sandler

5 He is one of Russia's most talented performers. He won the BBC's Singer of the World competition in 1989 and his career just keeps getting better and better.

A Luciano Pavarotti B Julio Iglesias C Dmitri Hvorostovsky

Ben Stiller/comedian


Renee Zellweger/ actress


Oprah Winfrey/ TV presenter

Dmitri Hvorostovsky/ opera singer


Cameron Diaz/ actress


Jude Law/actor


Evgeni Plushenko/ figure skater

Vocabulary

Celebrities

1 a) Use the adjectives below to make true sentences about each person in the pictures.

- beautiful
- handsome
- rich
- attractive
- famous
- successful
- great
- talented
- smart
- well-known
- funny
- clever
- intelligent

► *1 Claudia Schiffer is a beautiful model.*
2 Steven Spielberg is a successful film director.

b) Name some famous people in your country. What are they famous for?

Reading

2 a) What do you know about the stars in the pictures?

b) Read and answer the questions in the quiz. Compare your answers with your partner.

c) Listen and check.

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Grammar Grammar Reference

♦ Comparative/ Superlative forms

3 Read the sentences. How do we form the comparative/ superlative forms of adjectives/ adverbs? Find examples in the quiz on p. 66.

1 He is **the tallest** boy in the class.
2 It's **the funniest** film I have ever seen.
3 She is **more intelligent than** him.
4 Jude Law is **the most attractive** man in the world.
5 Betty is **more beautiful than** Eva.
6 He learns **quicker than** her.
7 She spoke **more quietly** than him.
8 She ran **the fastest** of all.

We use **(not) as + adjective + as** to show that two people or things are/are not equal.
*Frank is **as clever as** Jim.* (They are both equally clever.)
*Anna is **not as rich as** Bill.* (Anna hasn't got as much money as Bill.)
She can't run **as fast as** Laura.

4 Compare, as in the example.

1 snail/not/fast/rabbit/
► *A snail is not as fast as a rabbit.*
2 CD/expensive/DVD
3 Jamie/not/funny/Mark
4 Ben Stiller/not/well-known/ Tom Cruise

5 Use the adverbs to compare yourself to your friend and the rest of the class.

• run fast • dance well
• speak loudly • ride carefully

Listening

6 🎧 Put the adjectives in brackets in the correct comparative or superlative form. Decide if the statements are *T* (true) or *F* (false). Listen and check.



Famous Russian figure skaters

Find out if you are a true fan with our quick quiz!

1 Slutskaya and Gordeeva are two of the ..... ***(famous)*** skaters in Russia. .....
2 Irina Slutskaya is ..... ***(young)*** than Ekaterina Gordeeva. .....
3 Slutskaya is the ..... ***(talented)*** jumper of all female athletes. .....
4 Gordeeva and her husband won ..... ***(many)*** Olympic medals than Irina. .....
5 Gordeeva started skating at a ..... ***(young)*** age than Irina. .....

Speaking

7 Choose three people/characters and make notes about their appearance and personality. Use your notes to discuss with your partner.

Writing (a quiz)

8 *Portfolio:* Find information about famous people from your country. Make your own quiz. Use the one in Ex. 2 as a model.

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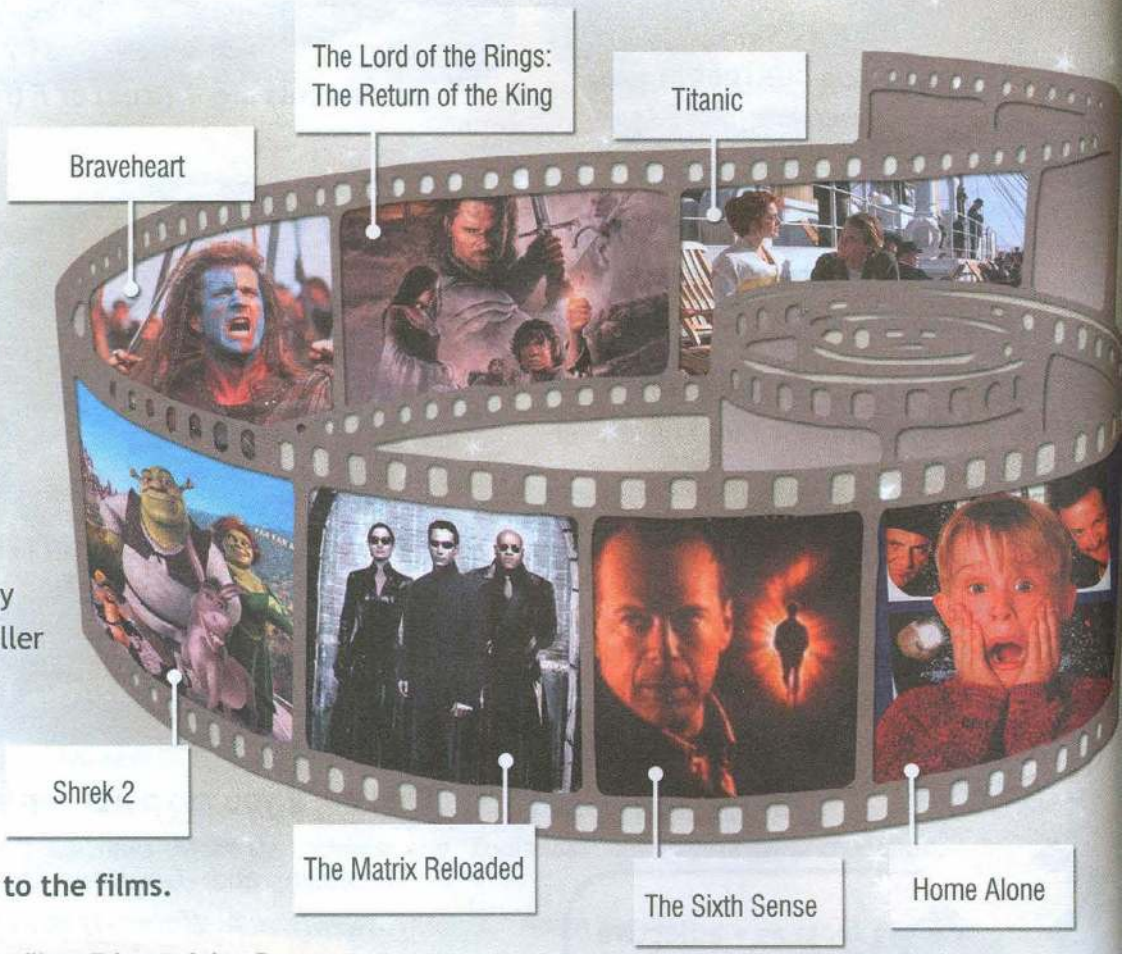
7b DVD frenzy!

Vocabulary

♦ Films

1 **Match the films to their types. Which of these films have you seen? What type of films do you like watching?**

- comedy • fantasy
- animation • thriller
- science fiction
- adventure
- romance



2 **Match the reviews to the films.**

1 "..... is a romantic film. Directed by James Cameron and starring Kate Winslet and Leonardo DiCaprio, the film is about a rich girl and a poor boy who meet on the first and last voyage of a ship. It is a beautiful but sad film, with amazing special effects. Don't miss it!"

2 "..... is a science fiction film directed by Andy and Larry Wachowski and starring Keanu Reeves. The film is about the fight between machines and humans in a strange world of dreams called the Matrix. It's full of suspense and action that will keep you glued to the screen."

Reading & Listening

3 **a) Read the first exchange of the dialogue. Where are the people? What are they doing? Listen, read and check.**

b) Complete the sentences. Then, explain the words in bold.

1 *Mrs Doubtfire* is a ..... .
2 *The Sixth Sense* is a ..... .
3 Adam and Tony decide to rent ..... .

c) **Act out the dialogue.**

Tony: Hey, Adam! I've found a great film for us.
Adam: About time! We've been here for hours. Which one?
Tony: *Mrs Doubtfire* with Robin Williams.
Adam: That's the funniest movie ever, but I saw it last weekend. Sorry!
Tony: Oh no! Any other suggestions, then?
Adam: Hmmm, let's see. How about *The Sixth Sense*? It's the **creepiest** thriller of all time **according to** the critics.
Tony: I don't like thrillers. I'd prefer something with more **action**.
Adam: Well, **do you fancy** a fantasy film like *The Lord of the Rings*? They say it's got the most **stunning** action **scenes** ever.
Tony: OK, that sounds good!

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Speaking

♦ Expressing preferences

4 **Read the box. You are in a DVD store. Pick some films and act out similar exchanges with your partner.**

Suggesting	Responding
• Would you like ...? • Do you fancy ...? • How about ...?	• I love/like/enjoy ... • I don't mind. • (I quite like ... but) I prefer ... • That's a great idea.
	• I don't really like ... • I'm not a big fan of ... • I hate/I can't stand ...

► *A: Would you like to watch Titanic tonight?*
B: I don't really like romantic films. How about The Mask?
A: That's a great idea!

Grammar Grammar Reference

♦ Present Perfect vs Past Simple

5 **Read the rules. Find examples of each tense in the dialogue.**

- We use the **past simple** to talk about actions that took place in the past. Time expressions used with the past simple are: *ago, yesterday, last Sunday, last week/month/year, the other day, 1990.*
  *We **moved** here in 1990.*
- We use the **present perfect** to talk about our experiences and actions that started in the past and have continued up to the present. Time expressions used with the present perfect are: *ever, never, always, twice, yet, already, just, since, for,* etc.
  *I **have had** this bike since 1990.*

6 **Put the verbs in brackets into the correct tense.**

1 We ..... **(hire)** a DVD last night.
2 ..... **(you/ever/watch)** a thriller?
3 They ..... **(not/finish)** making the movie yet.
4 We ..... **(see)** that film twice already.
5 He ..... **(start)** reading *The Lord of the Rings* again yesterday.

7 **Fill in *for* or *since*.**

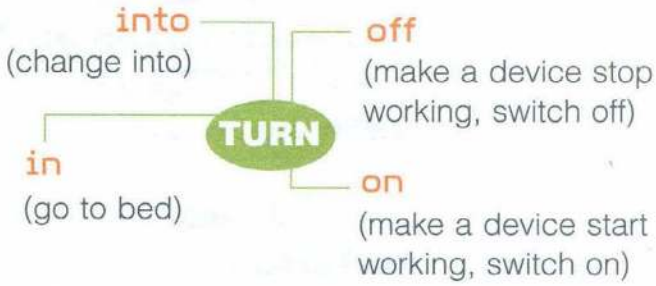
1 He has been an actor ..... twenty years.
2 She has known him ..... 1996.
3 Brian has lived in Oslo ..... he was a child.
4 They have worked in the film industry ..... fifty years.
5 She's been upset ..... last night.

8 **Write a list of chores you have to do today. Swap papers. Ask each other questions to find out about your partner.**

► *A: Have you done the shopping?*
B: Not yet./Yes, I've already done it.

♦ Phrasal verbs (turn)

9 **Complete the sentence with the correct phrasal verb.**



1 I'm very tired. I think I'll ..... .
2 ..... the lights when you leave, please.
3 In *Shrek*, Fiona ..... an ogre at midnight.
4 Please, ... the radio. I want to hear the news.

Writing (a film review)

10 ***Portfolio:*** **Think of a film you have seen recently. Answer the questions, then write a short film review of it. Use the texts in Ex. 2 as a model (30-40 words).**

- What is the name/type of the film?
- Who directed it? • Who stars in it?
- What is the film about?
- What do you think of the film?

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7C In the charts!



Vocabulary

♦ Music

1 🎧 **Listen to the extracts and match them to the types (genres) of music. Which is your favourite type?**

A	rock	E	rap
B	pop	F	funk
C	jazz	G	soul
D	classical	H	heavy metal

2 **a) Underline the words/phrases that refer only to music.**

- singer • script • acting
- plot • sound effects
- lyrics • music charts
- cast • role • special effects
- songwriter • variety of plot
- Top 5 • musical instruments
- catchy tunes • popular single
- powerful voice • latest album

b) Use the underlined words to make sentences about your tastes in music.

Reading

3 **a) Look at the text. Is it a CD cover? a review of a CD? the lyrics to a song?**

b) Read the text and complete the factfile.

Artist: ▶ *Avril Lavigne*
Genre: .....
Best single: .....
On the charts for: .....
Rating: .....

Avril Lavigne, Let Go

★★★★★

'Let go' is the new album by the young Canadian rock star Avril Lavigne. She is already very well-known in the USA and Canada and it is easy to see why! This talented singer and songwriter inspires teens all around the world with her great voice, powerful music and exciting lyrics. She is sure to be around for a long time.

The most famous song from the album so far is 'Complicated', a genuine song about life. It was in the music charts for 4 months and reached the top 5. The album is fantastic and full of catchy tunes.

Listen out for more from this bright, young star. She will rock your world!

Rating: ★★★★★

4 **a) What adjectives does the critic use to describe:**

- the singer • the singer's voice • the singer's music
- the lyrics • the song • the album

b) What are the synonyms and opposites of these adjectives? Make sentences with them.

♦ Word formation

5 **Study the table. Form adjectives ending in *-ful* or *-less* from the nouns (1-5). Check in your dictionaries. Use the adjectives in sentences of your own.**

noun + -ful = quality a person/thing has. *helpful advice*
noun + -less = quality a person/thing doesn't have. *useless speech*

1 success 2 care 3 thought 4 speech 5 beauty

Writing (a CD review)

6 ***Portfolio:*** **Think of your favourite CD. Complete a factfile like the one in Ex. 3b, then write a review of it. Use the review in Ex. 3 as a model (40-60 words).**

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CULTURE CORNER

Vocabulary

♦ Football

1 Match the words to their definitions. What do all these words have in common?

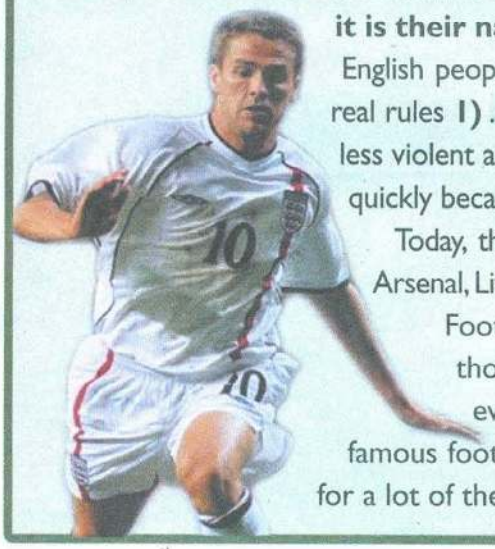
1 ☐ goalkeeper 2 ☐ defender 3 ☐ goalposts 4 ☐ striker 5 ☐ pitch 6 ☐ champion

A a player who tries to prevent the opponents from scoring
B a player who tries to score goals
C the place you play football
D the two poles that form the goal
E the player whose job is to guard the goal
F a player or a team that wins the top prize in a competition

Reading & Listening

2 a) Do you know any famous English football clubs or any famous English football players? Read through and check which ones are in the text.

The National Sport of England



Football is the most popular sport in England. In fact, a lot of English people say it is their national sport.

English people have played football for a very long time. However, the game didn't have any real rules **1)** ..... the 19th century. In 1815, Eton College created rules to make the game less violent and later, in 1848, Cambridge University made many of the modern rules. Football quickly became as popular **2)** ..... other games such as cricket.

Today, there are thousands of football clubs in England, and professional clubs, such as Arsenal, Liverpool and Manchester United are famous **3)** ..... over the world.

Football **4)** ..... become part of the cultural life in England and hundreds of thousands of fans support their favourite teams in stadiums around the country every weekend. Many English children have football lessons at school **5)** ..... famous footballers, such as David Beckham and Michael Owen have become role models for a lot of these children.

study skills

Completing a text (gap filling)

Read the title and the text quickly to get the gist. Read the text again, one sentence at a time, focusing on the words before and after each gap and think of the word that fits best. Read the completed text again to make sure it makes sense. This way, you will minimise the number of mistakes you make.

b) 🎧 Read the text and fill in the missing words. Listen and check.

Speaking

3 a) Make notes under the headings about football in England. Then tell the class.

• Clubs • Famous players

b) Now, make notes under the same headings about your country's popular sport. Talk to the class about it.

Writing (a short article)

4 *Portfolio:* Write a short article about your country's most popular sport.

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English in Use 7



Reading & Listening

♦ Buying tickets at the cinema

1 a) 🎧 **Listen and repeat the sentences.**

- Next, please.
- Two tickets for King Kong at 6 pm, please.
- I'm afraid it's sold out.
- Two tickets for 9 pm then, please.
- Is that for the 7 pm or the 10 pm showing?
- That's £12 altogether, then.
- Is there a discount for students?
- Here are your tickets and your change.
- Enjoy the movie!

b) 🎧 **The sentences are from dialogues between a ticket seller and a customer. Who says each? Write *T* for ticket seller and *C* for customer. Listen and check.**

2 **Read the dialogues. Which movies do the customers want to see? Which showing do they buy tickets for?**

A

Ticket seller: Next, please.
Andy: One adult and one child for Harry Potter, please.
Ticket seller: Is that for the 7 pm or the 10 pm showing?
Andy: 7 pm, please.
Ticket seller: That's £12 altogether, then.
Andy: Here you are.
Ticket seller: Thank you. Here are your tickets and your change.
Andy: Thanks.

B

Jane: Two tickets for King Kong at 6 pm, please.
Ticket seller: I'm afraid it's sold out.
Jane: Oh, right.
Ticket seller: We still have tickets for the 9 pm and the 11.30 pm showing.
Jane: Oh, OK. Two tickets for 9 pm then, please.
Ticket seller: That's £14, please.
Jane: Is there a discount for students?
Ticket seller: Yes. Tickets are £5 for students.
Jane: OK. Here you are.
Ticket seller: Thank you. Enjoy the movie!

Speaking

3 **Use the information to act out similar dialogues. Use the sentences from Ex. 1a as well as dialogue A as an example.**

Cineworld Cinemas

Now showing:

Screen 1			
King Kong	**6 pm**	**9 pm**	**11.30 pm**
Screen 2			
Grandma's Boy	**4 pm**	**7 pm**	**10 pm**
Screen 4			
The Family Stone	**4 pm**	**7 pm**	**10 pm**

Tickets: Adults £7, Children/Students £5

Pronunciation /ɜ:/ - /oʊ/

4 🎧 **Listen and tick (✓). Listen and repeat. Think of two more words with the same sounds.**

Reading Rules
o, oa /oʊ/ tone, boat

	/ɜ:/	/oʊ/		/ɜ:/	/oʊ/
burn			fir		
bone			foam		

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Reading & Listening

1 a) 🎧 **Listen to the following extracts of music. How do they make you feel? In which type of film would you expect to find them?**

- adventure • romance
- thriller • comedy

b) 🎧 **Describe the pictures. Listen again and match the extracts to the scenes below. What type of films are they?**



2 **Look at the headings and the title of the text. What is the text about? Read and check.**

- Listen out
- Stereotypical music sounds
- Before sound
- Music around the world
- Musical clichés

3 🎧 **Match the headings to the paragraphs. Listen and check. Which words helped you decide? Explain the words in bold.**

Does this sound familiar?



.....

Your grandparents may remember the old silent Charlie Chaplin comedy films. If so, they'll probably tell you that without the music that **accompanied** them these films wouldn't be much fun.

.....

Later, when films began to have sound, the music stayed because directors use pieces of music and sound to **create** particular **moods** and feelings. We call these musical clichés.

.....

In horror films and thrillers, for example, loud sounds let you know when something frightening is going to happen. Violin tunes accompany emotional scenes in romantic films, and in adventure films we use **sharp** and fast sounds for action scenes.

.....

Some musical clichés introduce specific places. Shots of Hong Kong, for example, often have xylophone music in the background while shots of Paris come with melodies played on the accordion. There are many musical clichés for a number of types of scenes.

.....

So, next time you watch a film, pay attention to the music in the **background**. You'll be surprised how many musical clichés you can **spot**.

4 **Make notes under the headings of Ex. 2. Use your notes to give the class a summary of the text.**

Project

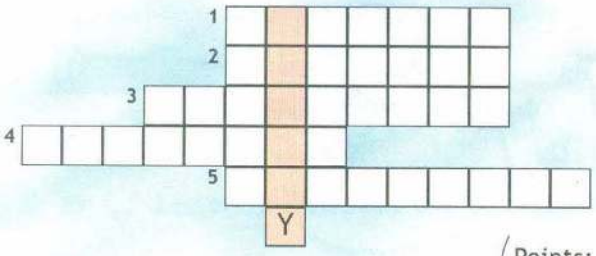
5 *Portfolio:* **Work in groups. Choose a piece of music. Find a picture and describe the scene to the class while playing the music extract.**

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PROGRESS CHECK 7

1 Complete the puzzle.

1 Star Wars is a classic ..... fiction film.
2 A ..... is a film about love.
3 Children love ..... films like *Finding Nemo*.
4 I get scared when I watch a ..... on TV.
5 ..... films are very exciting.



(Points: 5X2 ___/10)

2 Match the words to form collocations.

1 ☐	talented	A	effects
2 ☐	film	B	tune
3 ☐	sound	C	actress
4 ☐	catchy	D	music
5 ☐	rock	E	industry

(Points: 5X2 ___/10)

3 Write the synonyms of the following words.

1 well-known: f.....; 2 amusing: f.....;
3 clever: i.....; 4 skillful: t.....;
5 wonderful: g.....

(Points: 5X4 ___/20)

4 Fill in the comparative or superlative form.

1 Barcelona is ..... **(sunny)** London.
2 That's ..... **(bad)** film I've ever seen.
3 Mark learns ..... **(fast)** Lee.
4 He is ..... **(good)** Steve at sports.
5 She works ..... **(carefully)** the others.

(Points: 5X3 ___/15)

5 Complete the sentence with *past simple* or *present perfect*.

1 Henry ..... **(live)** here since he was a child.
2 They ..... **(go)** to the cinema yesterday.
3 ..... **(you/read)** *Lord of the Rings* yet?
4 She ..... **(always/love)** horror films.
5 He ..... **(direct)** his first film about ten years ago.

(Points: 5X3 ___/15)

6 Fill in: *always, ago, yet, for, since*.

1 Have you read this book .....?
2 She's ..... been a fan of Bruce Willis.
3 He's been famous ..... over fifty years.
4 I met David Beckham five years ..... .
5 I've been a fan of Jude Law ..... 2001.

(Points: 5X2 ___/10)

7 Put the sentences in the right order to form a dialogue.

☐ You're right. There's nothing worse than a boring film.
☐ Yes, they are. I think special effects are important in adventure films, don't you?
☐ I couldn't agree more. And the special effects are amazing.
☐ The *Lord of the Rings* is the best adventure film ever!
☐ Not always. I think a good story is more important than anything else.

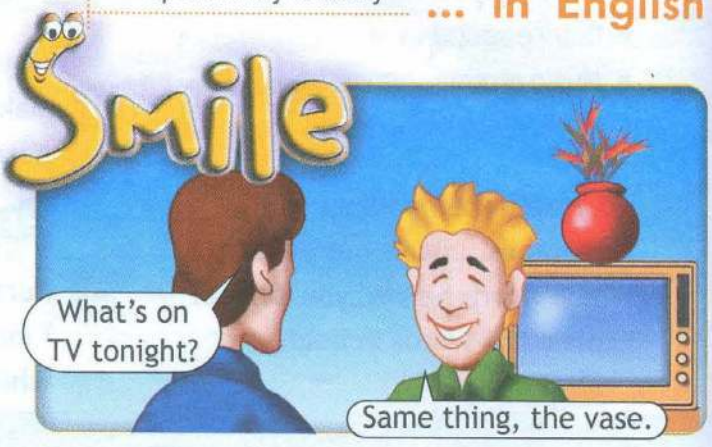
(Points: 5X4 ___/20)

Now I Can ...

(My score: ___/100)

- talk/write about celebrities/types of films/music
- express preferences
- write a film/CD review
- write a short article about the most popular sport in my country

... in English



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Green issues

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Before you start ...

- Have you ever met a celebrity? Where & when did you see them?
- What's your favourite type of film? What's your favourite film about?

Look at Module 8

Find the page numbers for pictures 1-3.

Find the page numbers for

- a magazine article ☐
- a donation form ☐
- a for-and-against essay ☐
- a webpage ☐

Listen, read and talk about ...

- pollution
- acid rain
- eco-helpers
- animals, habitats & zoos
- food chains
- nature reserves in Scotland

Learn how to ...

- offer/accept/refuse help
- use notes to give a talk
- make a donation

Practise ...

- present perfect continuous
- *have to/don't have to*
- question tags
- phrasal verbs: *make*
- words often confused: *leaves, lives*
- word formation: verbs ending in *-en*
- pronunciation: /aɪ/, /aɪə/
- reading rules: y, ie, i, ire

Write / Make ...

- a short article about how to solve the problem of acid rain
- a list of eco-activities for the weekend
- a for-and-against essay about keeping wild animals as pets
- an article about nature reserves in your country
- a food chain

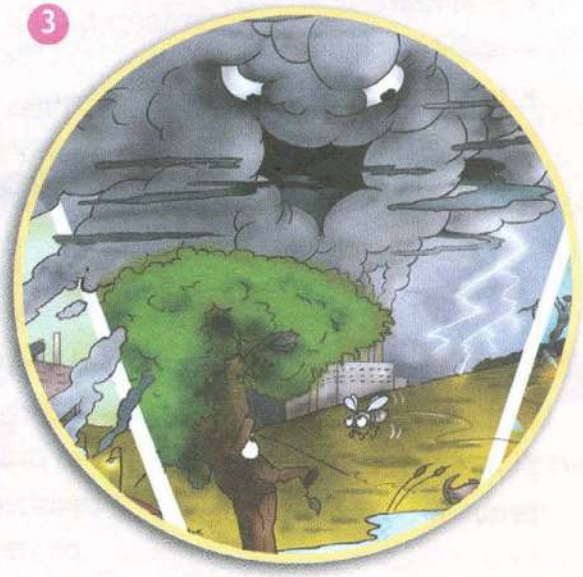
1



2

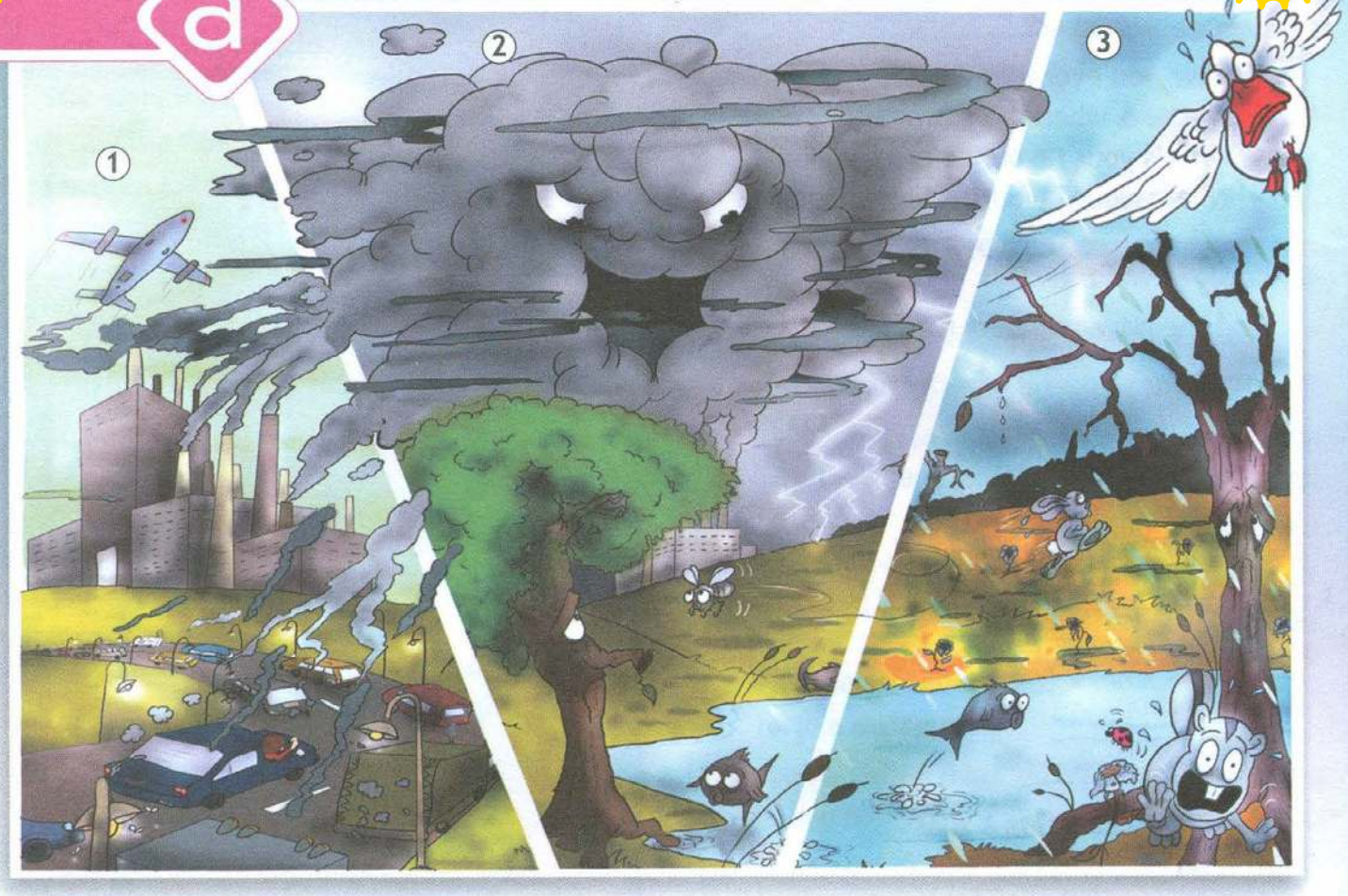


3



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8a Save the Earth



Vocabulary

♦ Pollution

1 Which of the following can you see in the pictures?

- a power station/factory
- toxic fumes
- factory waste
- acid rain
- polluted clouds
- loss of natural habitats
- air, water and soil pollution
- fish and plant species dying

Reading & Listening

2 a) Look at the pictures again and the headings in the text on p. 77. Can you explain the problem? Read and check.

b) 🎧 Read carefully and fill in the blanks with the best word *A*, *B*, or *C*. Listen and check. Then, explain the words in bold.

1	A over	B away	C to
2	A but	B so	C well
3	A as well	B too	C also
4	A No	B Any	C Some
5	A our	B their	C ours

Speaking

study skills

Using notes to give a talk

When you use notes to give a talk, look at your audience and use your notes to remind you of what you want to say. This will make your talk sound more interesting and natural.

3 Make notes under the headings and give a talk about acid rain.

- what acid rain is • what causes it • what effects it has
- what governments are doing • what we can do

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Acid Rain

1 The problem

The problem starts here. Cars **burn** petrol, factories and power stations burn coal and **emit** toxic fumes. So, the air that we breathe becomes polluted.

2 Air pollution & acid rain

This pollution is **gathered** in clouds and with the **oxygen** and water in the **atmosphere** it becomes acid. The winds carry the polluted clouds across long distances, far 1) ..... . When it rains, this pollution **lands** on trees, houses, buildings, cars, clothes, everywhere!!! This is called acid rain, 2) ..... there is actually 'acid fog', 'snow' and '**sleet**' in the same way!

3 Water and soil pollution

When acid rain falls into lakes, streams, rivers and seas, they become toxic. This is water pollution and it harms, kills or **wipes out** fish and plant species. When acid rain flows through the soil, it **poisons** trees and plants. Acid rain 3) ..... causes serious damage to important buildings and objects

4 Good news

The good news is that governments have been trying to **reduce** the air pollution that causes acid rain. 4) ..... industries have been using new technologies for some time to help make factory smoke less **harmful** to the environment. But we need to do more! We can help reduce the amount of acid rain by using 5) ..... cars less or by using **solar power** to **heat** our homes.

We all need to work together to stop this problem before it's too late.

Grammar Grammar Reference

♦ Present Perfect Continuous

4 **Read the rule. Find examples of the *present perfect continuous* in the text.**

We use the **Present Perfect Continuous** to talk about actions that began in the past and are still taking place with emphasis on duration.
I've been watching TV since 6 pm.
(I'm still watching TV now.)
They've been sleeping for hours.
(They're still sleeping at the moment.)
***How long** have you been studying?*
***Since** the morning/**For** five hours.*

5 **Listen to the sounds. Match the people to what they have been doing. Then complete the sentences.**

1 F	John	A	play football
2 B	the kids	B	listen to music
3 E	Grandad	C	watch TV
4 C	Ann	D	sleep
5 D	Steve	E	wash dishes

1 John ..... for an hour.
2 The kids ..... since 6:00 pm.
3 Grandad ..... for two hours.
4 Ann ..... for half an hour.
5 Steve ..... since 10 am.

♦ Phrasal verbs (make)

6 **Complete the sentences with the correct phrasal verb in the appropriate form.**

MAKE
- up (invent a story)
- up (with sb) (become friends again after a quarrel)
- out (manage to understand)

1 I can't ..... your handwriting.
2 It's not true. She ..... the whole story.
3 He has ..... with Tom after their quarrel.

Writing (a short article)

7 **Work in groups. Collect information about what we can do to solve the problem of acid rain and present it to the class. Draw pictures to show some of the things we can do.**

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8b Eco-helpers



Vocabulary

♦ Helping out

1 **Look at the picture. What is each person in the picture doing?**

- plant flowers • recycle cans
- collect rubbish • build nesting boxes
- teach the cycle of life • clean out a pond
- read a book about ecology

► *Dave is planting flowers.*

2 **Who is using the tools/equipment below? What are they using them for?**

- a ladder • a hammer and nails • a spade
- a watering can • a rake • a net
- gardening gloves • a plastic bag

► *Sally is using a ladder to collect rubbish from the tree house.*

Reading & Listening

3 **a) Look at the title and the picture. What does "eco-helpers" mean? Listen, read and check.**

Dave: Hi Tim. What's up?
Tim: Oh, hi Dave! What are you doing here?
Dave: Oh, I've **joined** the Eco-helpers club.
Tim: Oh yeah, I've heard about that. Sally collects rubbish for **recycling** in the park every Saturday morning, doesn't she?
Dave: That's right. She's been doing that for a month. I've been building nesting boxes.
Tim: Nesting boxes?
Dave: Well, there aren't many trees **left** in the city for birds to build their **nests**. If we don't help them, they will have to **leave** the city.
Tim: That's interesting. What else have you been doing?
Dave: We've been planting trees and cleaning out ponds for a week now that the **weather**'s good.
Tim: Your club sounds wonderful. I could **join** as well, couldn't I?
Dave: Of course you could. We really need **volunteers**, but you have to see Miss Jackson first. She'll tell you what to do.
Tim: Sounds great! I'll join first thing Monday morning.

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b) R[illegible]d the dialogue and complete the [illegible]tences. Then, explain the words in bold.

1 Sally ..... for a month.
2 Dave's been ..... .
3 The birds will leave the city if ..... .
4 Tim wants to ..... on Monday morning.

c) Read out the dialogue.

4 Fill in: leaves or lives.

1 He ..... for work at 7 am.
2 I don't know where she ..... .
3 She ..... everything till the last minute.

Speaking

Everyday English

♦ Offering/accepting/refusing help

5 Use the phrases in the box and ideas from Ex. 1 to make exchanges.

Offering help	Accepting
• Can I give you a hand + **-ing** form? • Can I help you to collect/make ...? • Would you like me to ...? • Do you need some help + **-ing** form?	• Yes, please. • Sounds great./Sure, thanks! **Refusing** • No, thanks. I'm fine. • No, I can manage, thanks. • No, it's OK, but thanks anyway!

▶ *A: Can I give you a hand cleaning out the pond?*
B: Sure, thanks!

Grammar Grammar Reference

♦ Question tags

6 Read the examples. How do we form question tags? Find examples in the dialogue in Ex. 3a.

1 *He works in the camp, doesn't he?*
2 *She can't come, can she?*

7 a) Fill in the question tags in sentences 1-6. Listen and tick (✓) the boxes. Which question tags show that:

1 the speaker is (almost) sure about what he says and doesn't expect an answer?
2 the speaker isn't sure and expects an answer?

		Rising →	Falling →
1	She isn't here, ...?		
2	They're late, ...?		
3	He arrived yesterday, ...?		
4	She is sleeping, ...?		
5	We can't go, ...?		
6	She hasn't left, ...?		

b) Listen and repeat.

♦ (don't) have to

8 a) Read the study box. Find examples of (absence of) necessity in the dialogue.

I **have to** take the dog for a walk before I leave. **(it is necessary)**
It's Saturday - I **don't have to** go to school today. **(it is not necessary)**

b) What does/doesn't Roger have to do? Add question tags.

1 order more trees done!
2 call the recycling centre
3 tidy the eco-library Sally & Andy
4 clean out the clubhouse
5 buy more wood and nails next week
6 give out membership cards

▶ *Roger doesn't have to order more trees, does he?*

c) What do/don't you have to do today?

Writing (a list)

9 *Portfolio:* Work in groups. Organise an Eco-helpers group. Write a list of activities for the group for next weekend.

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8C Born free



Vocabulary
♦ Animals & habitats

1 Match each animal 1-6 to its natural habitat.

- desert • polar regions • wetlands
- tropical rainforests • woods
- savannah (grassland)

► *Camels live in the desert.*

2 Read the statement below. Do you agree? Why/why not? Discuss.

"We should close all zoos and return the animals to their natural habitats."

Reading & Listening

3 a) Listen to and read the essay. Were any of your points from Ex. 2 mentioned? What other points for/against zoos are used?

b) Explain the words in bold.

4 a) Which paragraph (1-4): a) *introduces the topic?* b) *gives the writer's opinion?* c) *gives the advantages with reasons/examples?* d) *gives the disadvantages with reasons/examples?*

b) Look at the underlined words/phrases. Which: *give a personal opinion? give an opposite opinion? add reasons? introduce a conclusion? introduce an argument?*

5 Read the following statements. Which are pros/cons of keeping wild animals as pets? In groups think of reasons/examples.

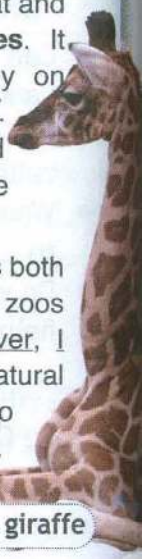
- Owners don't know how to look after them.
- They need special food/habitats.
- It is a good way to learn about them.
- You help conserve them.
- They can be dangerous.

1 We all like going to the zoo, but what about the animals? How do they feel? Should we keep animals in zoos, or is it wrong to take them out of their natural habitat?

2 On the one hand, zoos play an important **role** in nature conservation. Many natural habitats are **in danger**. By keeping **endangered species** in zoos, we make sure that they **survive**. In addition, a good zoo can be very educational as it teaches us how animals behave and how they **act** in their habitat. This way we learn how to protect them.

3 On the other hand, there are certain **drawbacks** to keeping animals in zoos. Zoos cannot **recreate** an animal's natural habitat and animals can be very unhappy in **cages**. It would be more useful to spend money on protecting habitats rather than zoos. Furthermore, there are a lot of good documentaries about animals so zoos are not really necessary for education.

4 To sum up, there are strong **arguments** both **for** and **against** zoos. Nowadays, most zoos do their best to protect animals. However, I believe that animals should live in an as natural **environment** as possible and we must do our best to protect them and their habitats.



Writing (a for-and-against essay)

study skills

Addressing the reader directly

Start your essay by addressing the reader directly with a question. That way you will grab his interest and he will want to read on.

6 Use the ideas in Ex. 5 to write an essay about the pros/cons of keeping wild animals as pets. Start your essay with a direct question.

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CULTURE CORNER

Scotland's National Nature Reserves

Reading & Listening

1 Read the introduction on the webpage and look at the pictures. Which of the following do you think you can see in Scotland's National Nature Reserves: *cliffs? seabirds? penguins? underwater caves? wildlife? bluebells? deer? swans? fieldmice? parrots?* Listen and check.

2 a) Read the text and correct the statements below.

1 St Kilda is ideal for surfing.
2 Loch Lomond is famous for its seabirds.
3 Don't miss the safari at Insh Marshes.

b) Find the words for: 2 habitats, 4 kinds of birds, 3 other kinds of animals, 2 plants. Then, explain the underlined words.

3 You work in a travel agency in Scotland. Make notes about each nature reserve under the headings: *location, famous for, what you can see there, best time to visit.* Use your notes to answer a customer's questions.

Project

4 *Portfolio:* Collect information under the headings from Ex. 3 about some *nature reserves* in your country. Write an article about them. Decorate it with pictures.

@ Internet Explorer

Scotland's natural world!

NNRs Home | Reserves | News & events | Contact us

Experience the amazing sights and sounds of Scotland's natural world!

Scotland's National Nature Reserves (NNRs) are magical places open for everyone to visit and enjoy. They protect spectacular wildlife and landscapes, including many rare species and habitats. Here are just a few of Scotland's 71 beautiful reserves ...

St Kilda

The St Kilda islands are in the most remote[1] part of Britain, 66 km west of Scotland's Outer Hebrides[2]. St Kilda has the highest cliffs in Britain, over 1 million seabirds, including puffins, and unique species of sheep and fieldmice. St Kilda is also one of the best places in Britain for diving because of its clear waters and amazing underwater caves and tunnels!

Best time to visit: May to July


puffin


Golden Eagle

bluebells

Loch Lomond

Loch Lomond is a beautiful lake in the west of Scotland. It's famous for its fantastic wildlife and woods. Come in the spring and you'll see the woods full of bluebells and wild garlic. You may even see some deer or a rare Golden Eagle.

Best time to visit: spring

Insh Marshes

The Insh Marshes are in the north of Scotland and are one of the most important wetlands in Europe. Hundreds of birds come here to nest in spring. When the marshes flood in winter, you'll see flocks[3] of swans and geese. Don't miss the fantastic bird watching hikes and nature trails[4] here!

Best time to visit: November to June


swan

Click here to read about more reserves!

1 far away from where people live
2 Scottish islands
3 groups
4 path through forests

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English in Use 8

Reading & Listening

♦ Donating money for a cause

1 Listen and repeat. The sentences are from a dialogue about donating money to an environmental organisation. Which sentences does the representative *(R)*/the caller *(C)* say? Listen and check.

- How can I help?
- I'm interested in making a donation.
- A monthly donation, please.
- Would you like to become a member?
- How much does it cost?
- How can I pay?
- Could I take your name and address, please?

Rep: Hello, WWF[1]. How can I help you?
Matt: Hi. I'm interested in making a donation.
Rep: That's great. Do you want to make a one-off donation or would you prefer to make a regular monthly one?
Matt: A monthly donation, please. Let's say £25 per month.
Rep: That's very generous. You know that includes free membership, don't you?
Matt: Oh really? And what are the benefits of membership?
Rep: You get our magazine every three months and regular post about our campaigns.
Matt: Good. That's great. How can I pay?
Rep: Let me give you our bank account details. It's Barclay's Bank, Account No. 39582957831. Could I take your name and address, please?
Matt: Certainly. My name's Matt Russell and I live at 34 Scarsdale Road, Bromley, Kent.
Rep: Thank you very much, Mr Russell. You'll receive the latest issue of the WWF magazine and a welcome pack soon.
Matt: Thanks a lot. Goodbye.

[1]World Wildlife Fund

WWF

Donations

(please tick ✓)
One-off ☐
Regular ☑ £ 1) ..... per 2) .....

Name: 3) .....
Address: 4) .....
Method of Payment (please tick ✓)
5) Credit Card ☐ Cheque ☐ Cash ☐
Direct Debit (Bank Account) ☐

2 Read the dialogue. Fill out the donation form.

Speaking

3 *Portfolio:* You have seen the advert below and want to make a donation. Use the sentences in Ex. 1 to act out a dialogue. Record yourselves.



♦ Word formation

4 Form verbs from the adjectives below. Use them in sentences of your own.

We can use **-en** at the end of some adjectives to form verbs. dark - darken

1 black 2 red 3 wide 4 short

Pronunciation /aɪ/-/aɪə/

5 Listen and tick (✓). Listen and repeat.

Reading Rules
y, ie, i - /aɪ/ shy, die, time
ire - /aɪə/ tire

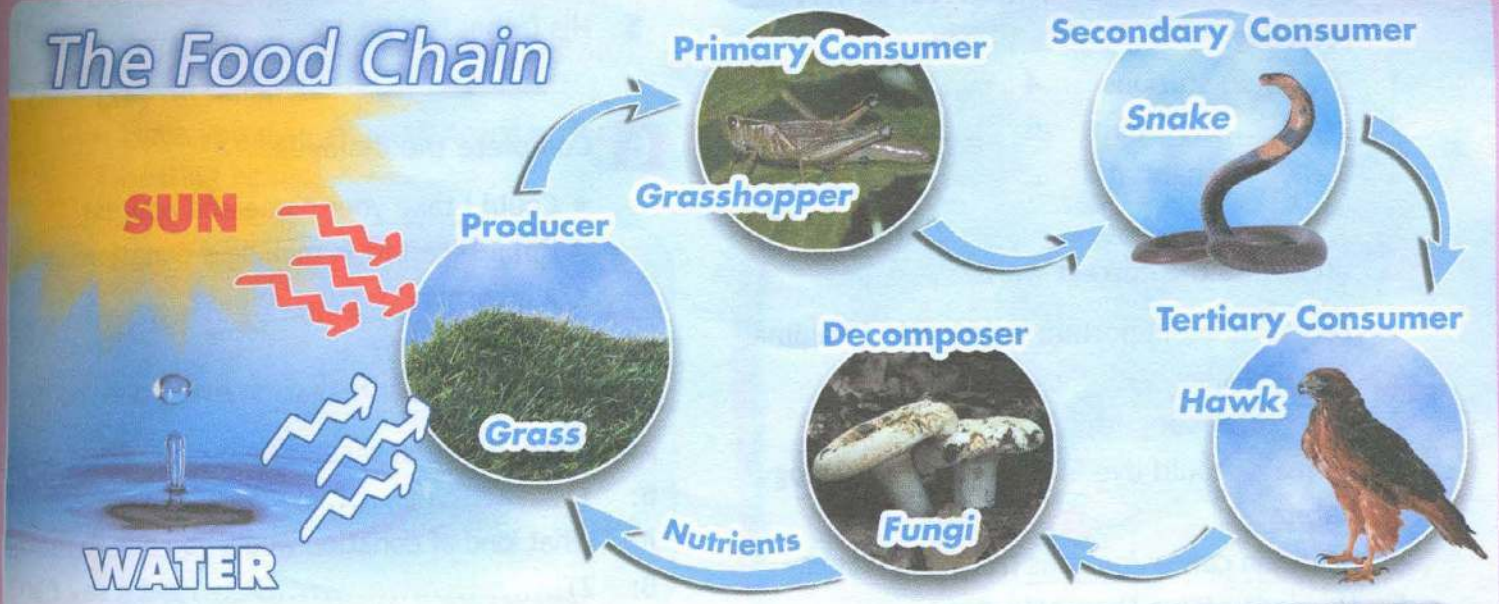
Think of more words with these sounds.

	/aɪ/	/aɪə/		/aɪ/	/aɪə/
my			pie		
mine			fire		
tied			why		
tired			hire		

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The Food Chain



1 Look at the pictures. Which animal only eats plants *(herbivore)*? eats other animals *(carnivore)*? eats both plants and animals *(omnivore)*?

Reading & Listening

2 Read the dictionary entry. How is it related to the diagram?

food chain: /fuːd tʃeɪn/ N-COUNT usu sing. a series of living things which are linked to each other because each thing feeds on the next one in the series

3 Read the text and fill in the gaps (1-8) with the correct word. Listen and check. Explain the words in bold.

4 Read again. Use the diagram to explain the food chain to your classmates.

Project (a diagram)

5 *Portfolio:* Make your own food chain. Draw a diagram and add pictures and labels. Present your food chain to the class.

What's a producer?

All energy originally comes from **1)** ..... sun. Green plants can't hunt or shop for food, so they simply use sunlight and water to make it. Green plants usually start food chains. They **2)** ..... called **producers**.

What's a consumer?

Animals such **3)** ..... grasshoppers get their energy from eating green plants like leaves. As they only eat plants, **4)** ..... are called **herbivores**. **Carnivores**, like lions or some birds, only eat meat. **Omnivores** eat plants *and* animals. Anything that eats another plant or animal to get energy is called a **consumer**.

What's a decomposer?

The food chain ends with dead animals that **fungi** and **bacteria** use as food. **5)** ..... organisms **break down** the complex organic **compounds** which then return to the soil so that plants can use **6)** ..... again. That's how the food chain starts **all over again**.

Why is the food chain important?

The food chain **provides** the energy that all living things need in order to **survive**. If **7)** ..... is a break in the link in the chain, then all organisms above this link are in danger of **extinction**. Imagine **8)** ..... world without plants. How would animals survive?

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PROGRESS CHECK 8

1 **Fill in:** *acid, natural, endangered, power, recycling.*

1 ..... stations
2 ..... bin
3 ..... habitat
4 ..... species
5 ..... rain

(Points: 5X2 ___/10)

2 **Underline the correct word.**

1 Zoos play an important **role/cycle** in animal conservation.
2 Cars **burn/emit** petrol.
3 Animals should live in their natural **ecology/habitat.**
4 Acid rain **causes/poisons** trees and plants.
5 He made **off/up** the whole story.

(Points: 5X2 ___/10)

3 **Complete with the *present perfect continuous* form of the verb in brackets.**

1 He ..... **(work)** here for over ten years.
2 Jill ..... **(swim)** in this lake since she was a child.
3 How long ..... **(you/take care)** of this injured bird?
4 They ..... **(study)** very hard for their exams.
5 My parents ..... **(donate)** to WWF for a long time.
6 The government ..... **(try)** to reduce pollution for years.

(Points: 6X5 ___/30)

4 **Fill in:** *have to, don't have to.*

1 I ..... do it tonight. It's urgent!
2 You ..... water the plants. I've done it.
3 Do you ..... leave so early?
4 He ..... go to school. He's ill.
5 You ..... pay £10 to become a member.

(Points: 5X3 ___/15)

5 **Fill in the correct question tag.**

1 They live in London, ...?
2 He didn't go to the park yesterday, ...?
3 The children are watching TV at the moment, ...?
4 She can't drive, ...?
5 His father is a doctor, ...?

(Points: 5X3 ___/15)

6 **Complete the dialogue.**

- Could I take your name and address
- I'm interested in making a donation
- A monthly donation, please
- How can I pay
- You'll get our magazine every two months

A: Hello, WWF. How can I help you?
B: 1) ..... .
A: What kind of donation would you like to make?
B: 2) ..... . Let's say £30.
A: Great! That includes free membership.
B: Really? What are the benefits of membership?
A: 3) ..... .
B: That sounds interesting.
A: 4) ....., please?
B: Certainly. My name is Ruth Brown and I live at 13 King Road. 5) ..... ?

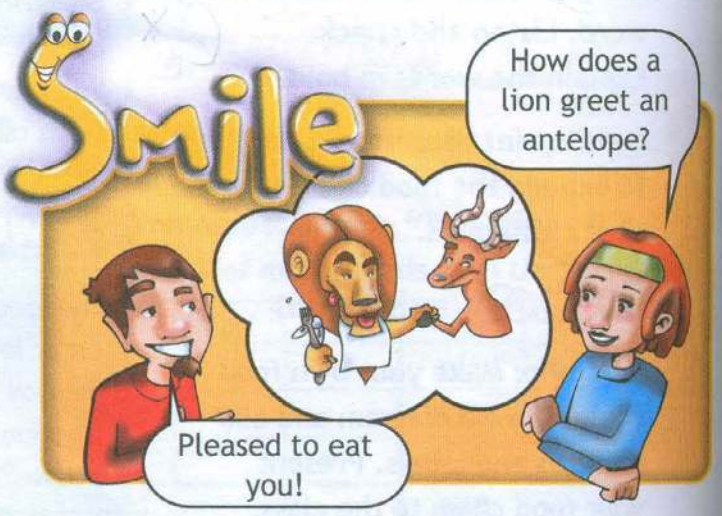
(Points: 5X4 ___/20)

(My score: ___/100)

Now I Can ...

- talk & write about pollution & acid rain
- offer/accept/refuse help
- make a list of eco-activities
- talk/write about nature reserves
- make a diagram about a food chain
- write a for-and-against essay

... in English



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shopping time

Module 7

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Before you start ...

- What have you done to help the environment?
- Have you ever planted trees or built nesting boxes?

Look at Module 9

Find the page numbers for pictures 1-3.

Find the page numbers for

- shopping lists ☐
- dictionary entries ☐
- an e-mail ☐
- an article ☐

Listen, read and talk about ...

- eating habits
- food, drinks & containers
- going shopping
- gifts
- idioms & sayings about food
- shopping choices

Learn how to ...

- describe objects
- buy necessities

Practise ...

- countable/uncountable nouns
- quantifiers
- present perfect simple vs continuous
- words often confused: *match*, *suit*, *fit*
- phrasal verbs: *take*
- pronunciation: /s/, /z/
- reading rules: c, s between vowels

Write / Make ...

- a paragraph about your diet
- an e-mail to a friend describing a trip and your shopping
- a quiz about idioms & sayings
- a survey about shopping habits

1



2



3



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9a You are what you eat!

Vocabulary

♦ Food & drink

1 a) Categorise the foods/drinks in Andy and Bill's shopping lists under the headings. Add one more to each category. Which of these foods are high in fat or sugar?

► *Low-fat yoghurt is a dairy product.*

vegetables meat fruit
poultry dairy products
nuts & seeds oils fish
cereal, grains & pasta
snacks beverages
herbs & spices sweets
fizzy drinks other

b) Look at the people's shopping lists. Which person has got a healthy diet?

♦ Containers

2 Fill in: *box, can, carton, bottle, cup, tin, packet, jar*. What other foods can you usually find in each container?

1 a ..... of cereal
2 a ..... of water
3 a ..... of honey
4 a ..... of tea
5 a ..... of sardines
6 a ..... of crisps
7 a ..... of cola
8 a ..... of milk

Reading

3 Look at the title of the quiz. Which of the phrases do you think best describes you? Complete the quiz and check. Then explain the words/phrases in bold.

Andy

Shopping List

low-fat yoghurt
olive oil
eggs
tuna
honey
wholemeal bread
cereal
chicken legs
bananas
lettuce
tomatoes
frozen peas
low-fat milk
brown rice
peanuts

Bill

Shopping List

white sugar
frozen chips
a bottle of cola
a packet of crisps
frozen pizza
a tub of ice cream
mayonnaise
lamb chops
white bread
a bar of chocolate
salt & pepper
butter
coffee
biscuits

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...e you a junk food junkie or a health food nut?

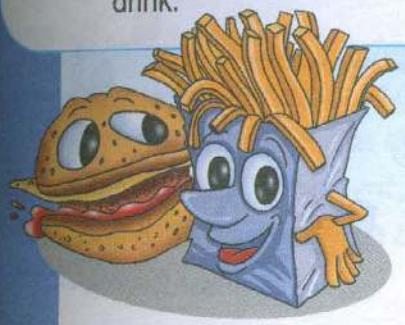


1 You're always **starving** when you get home from school! What snack do you choose?
- A A bowl of cereal or a banana.
- B It **depends**. One day a few biscuits, the next day a piece of toast!
- C A bar of chocolate or a *packet of crisps*.

2 You're having lunch in the school canteen today. What do you choose?
- A **Grilled** fish with rice and vegetables.
- B A tuna and mayonnaise sandwich and a small ice cream.
- C A hamburger, some chips and a can of fizzy drink.

3 There isn't any food in the house, so you decide to order a **takeaway**. What do you order?
- A A **grilled** chicken burger and a salad.
- B An Indian curry with rice.
- C A **family-sized** pizza and a bottle of cola.

4 *Your parents send you to the supermarket to buy a* **dessert**. *What's in your basket?*
- A Some yoghurt and a jar of honey.
- B A carton of **low-fat** ice cream.
- C Double chocolate cake and cream.



YOUR SCORE

Mostly A's: What a nut! You always make excellent food choices. Don't be afraid to **treat yourself** once in a while!

Mostly B's: You're neither a junkie nor a nut! You know that a little junk food **doesn't hurt**, but you don't **go over the top**!

Mostly C's: You're a total junk food junkie! Choose the healthy option from time to time **otherwise** your health will suffer!

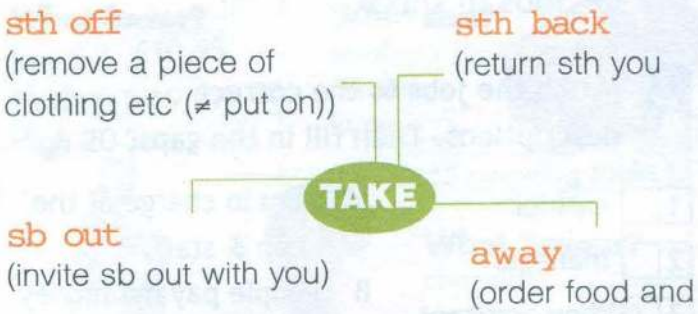
Grammar Grammar Reference

♦ Quantifiers

4 **a) Read the examples. Which words do we use with countable/uncountable nouns? Which do we use in affirmative, in negative sentences, and in requests? Make sentences using them.**

1 We've got **some** juice. We haven't got **much** sugar. We haven't got **many** apples.
2 There **aren't any/are no** apples.
3 There are **a lot of** bananas in the fridge.
4 Is there **any** milk?
5 Can I have **some** crisps?
6 I'll have **a little/some** cream with my cake.
7 Let's buy **a few/some** peppers.

♦ Phrasal verbs (take)



5 **Complete the sentences using the correct particle.**

1 Alan took ..... his sunglasses before he dived into the pool.
2 I'm taking you ..... for your birthday.
3 A burger to take ....., please.
4 There was a hole in the shirt so I took it ..... to the shop.

Speaking

b) **You want a snack. Discuss what there is to eat with your partner.**

► *A: Is there any milk?*
B: Yes, a little. Are there any ...? etc

Writing (a paragraph)

6 ***Portfolio:*** **List all the foods/drinks you have had in the last two days. Has your diet been healthy? Write a short paragraph about it.**

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9b Can I help you?

Vocabulary

♦ Products/Shops

1 **a) Where would you buy the items in the pictures? Fill in the table.**

b) Act out exchanges as in the example.

► *A: What do you need?*
B: Some crayons.
A: OK. Let's go to the stationery shop.


crayons


ring


hooded sweater


first aid kit


diary


basketball

Clothes shop:	.....
Stationery shop:	.....
Toy shop:	.....
Optician's:	.....
Sports shop:	.....
Chemist's:	.....
Jeweller's:	.....
Electronics shop:	.....


toothbrush


teddy bear


socks


camera


sunglasses


swimsuit

♦ Jobs in shops

2 **Match the jobs to the correct descriptions. Then fill in the gaps.**

1 ☐	cashier	A	I am in charge of the shop & staff.
2 ☐	manager	B	People pay me money.
3 ☐	shop assistant	C	I clean the shop.
4 ☐	security guard	D	I help customers.
5 ☐	cleaner	E	I protect the shop.

1 The ..... made sure the alarm system was working before he started his shift.
2 *The ..... had to wash the floor* after someone spilt some orange juice.
3 The ..... had to hire extra staff over the busy Christmas period.
4 The ..... went to find a larger size for a customer.
5 The ..... had a big queue of people waiting to pay.

Reading & Listening

3 **a) Read the first exchange. What do you think Dave needs for camp? Choose from the pictures in Ex.1. Listen, read and check.**

Mr Todd: Have you finished packing for camp?
Dave: Not yet.
Mr Todd: You've been packing all morning! Do you need any help?
Dave: Yes, please. I'm sure I've forgotten something.
Mr Todd: Have you packed your swimming trunks and towel?
Dave: *Oh bother! I forgot to pack my towel!*
Mr Todd: And did you buy sunscreen?
Dave: Yes. I put it in with my shampoo.
Mr Todd: Have you put in your toothbrush and that tube of toothpaste I gave you?
Dave: Actually, no.
Mr Todd: Here's £40 for snacks. And remember to buy a phonecard when you get there.
Dave: Sure. Thanks, Dad.

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b) Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).

1 Dave has packed lots of clothes. .....
2 Dave bought the shampoo. .....
3 Dave hasn't packed his trunks. .....
4 Dave hasn't got a phonecard. .....

Speaking

4 **Use some of the items on p. 88 to act out similar dialogues.**

Grammar Grammar Reference

♦ Present Perfect Simple vs Continuous

5 a) **Which example *emphasises: the length of an action, the results of an action, an action which started in the past and has continued to the present, an action that took place some time in the past, a repeated action?***

1 I've known her since primary school.
2 We've already seen that film.
3 He's been reading for two hours.
4 She has broken her arm. She has a cast.
5 I have been going to that café for 20 years.

b) **Fill in the blanks with the *present perfect simple* or *continuous*.**

Dear Diary
I'm really enjoying myself at camp. So far I **1)** ..... **(meet)** two boys, Mike and Tim, and a girl Jasmine. They're really nice. We **2)** ..... **(work)** together on a science project for the last two days. Tim **3)** ..... **(come)** to Education Camp since he was 6 so he helps us out all the time. I'm exhausted because we **4)** ..... **(swim)** all morning. Anyway, got to go. I **5)** ..... **(join)** the drama club and we've got a meeting now.

GAME

The leader makes a statement. In teams guess what he/she has been doing.

► *Leader: I'm tired (excited, nervous, etc).*
Team A S1: Have you been tidying your room?

Listening

6 **Listen to Robert and Marie talking about shopping. Where did each of the children buy their presents?**

1	Robert	A	sports shop
2	Marie	B	bookshop
3	Andy	C	jewellery shop
4	Natalie	D	shoe shop
5	Sara	E	toy shop
		F	clothes shop
		G	video shop

Everyday English

♦ Buying necessities

7 a) **Complete the dialogue. Listen and check.**



A: Hello. I'd like a phonecard, please.
B: Sure. What .....?
A: ....., please.
B: Here you are.
A: How much is it, please?
B: ..... .
A: Sorry, how much did you say?
B: ..... .
A: Here you are.
B: Thank you.

b) *Portfolio:* **Act out similar short dialogues for the rest of the items in the pictures. Record yourselves.**

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9C Gifts for everyone

Vocabulary

♦ Describing objects

1 Put the headings *material*, *pattern* or *shape* in the correct place in the table. Can you add to it?

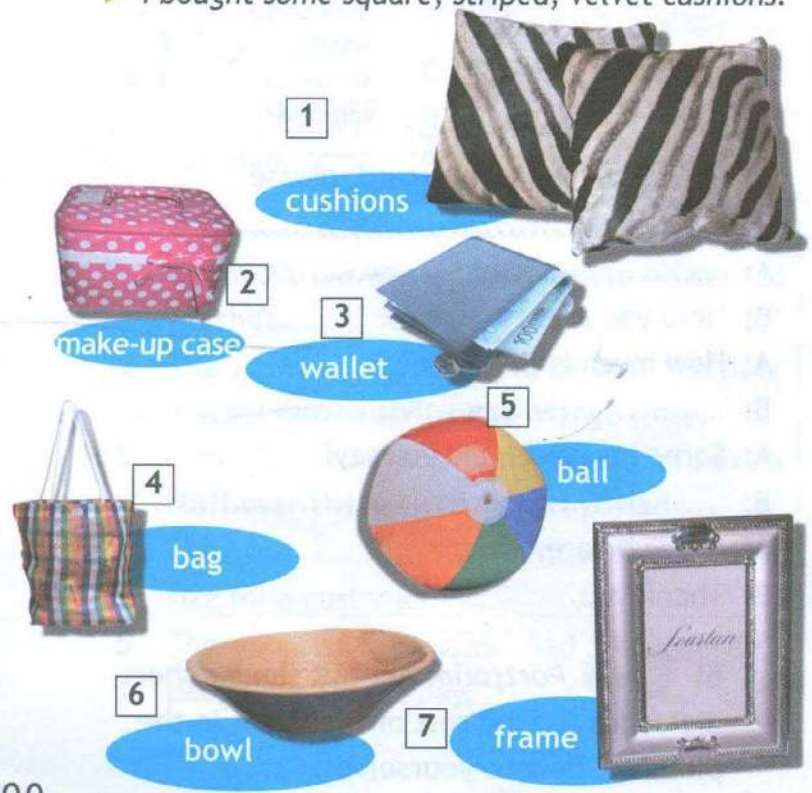
.....	round, square, rectangular, oval
.....	checked, polka-dot, striped, plain
.....	paper, wooden, plastic, metal, silver, leather, woollen, cotton, velvet

Speaking

When describing objects, take care with the order of adjectives. Do not use more than three adjectives before a noun.

2 Use the table in Ex. 1 to describe some of the items 1-7 you bought to your partner.

► *I bought some square, striped, velvet cushions.*



Reading & Listening

3 a) Who is the e-mail from/to? What is it about? Listen, read and check.

Previous Next Replay Replay all Print

Hi Wendy!

Greetings from New York. It's great here. I've be shopping all day and I'm really tired, but at least I ha finished buying presents now. It's so difficult to fi something for everyone!

The easiest person to buy for was my little brother, Tim bought him a silver robot. He'll love it! It walks, talks a does tricks! I had more trouble finding something for m dad, though. He seems to have everything already! In th end, I bought him a brown leather wallet. His old one falling apart. My mum likes everything I buy for her, so I g her a lovely silver picture frame. I've also found som striped cushions for my grandma. I hope she will like then

I've bought a present for you, too. I won't say what is though, as that would ruin the surprise.

See you in a few weeks,

Angela

b) Answer the questions. Then act out a telephone conversation between Angela and her mum about the presents she has bought for each member of her family.

1 What has Angela been doing?
2 What did she buy for her little brother?
3 Why did she buy for her dad a wallet?
4 Who doesn't mind what present they get?

► *A: Hi Mum. It's Angela.*
B: How are you sweetie? We've missed you.

Writing (an e-mail)

4 *Portfolio:* You are on holiday in England. Write an e-mail to a friend (50-60 words). In your e-mail write:

- where you are
- how you like it
- what you have been doing
- what presents & souvenirs you have bought
- when you are coming back

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CULTURE CORNER

Idioms and sayings about food

Reading

1 a) Read the dictionary entries. What's the difference between an *idiom* and a *saying*?

> **idiom** N a group of words that have a different meaning when used together from the one they have when used separately

> **saying** N a sentence that people often say and that gives advice or information about human life and experience

b) Look at the cartoons. Which show *idioms* and which show *sayings*? What do they mean?



2 Read the title and the first two sentences of the text. What is the quiz about?

3 a) Read through the idioms and sayings. How many do you know?

b) In pairs, choose the correct idiom or saying to complete the statements.

4 In which situations can you use the rest of the idioms/sayings? Make a sentence for each.

Project (a quiz)

5 *Portfolio:* Find some food idioms/sayings in your dictionary, or on the Internet and write a short quiz about them for your classmates. Draw pictures to go with your quiz.

Food is a big part of people's lives. That's why in many languages, including English, there are a lot of sayings and idioms related to it. How many of the following idioms or sayings **related to food** do you know?



Let's Talk Food!

1 Of course I can do that! .....
A It's a hot potato.
B It's a piece of cake.
C It's bread and butter.

2 The new Avril Lavigne CD .....
A is selling like hot cakes.
B is a bad egg.
C is as cool as a cucumber.

3 I didn't enjoy the film. Thrillers are not .....
A as easy as pie.
B full of beans.
C my cup of tea.

4 I'd rather do it by myself. .....
A An apple a day keeps the doctor away.
B You can't have your cake and eat it too.
C Too many cooks spoil the broth.

5 Forget about the broken vase! It's no use .....
A eating your words.
B crying over spilt milk.
C having a finger in every pie.

Score .../15

12-15: You know your idioms inside out!
6-9: You're an up and comer.
0-3: Keep an eye out for idioms.

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English in Use 9

Reading & Listening

♦ Expressing thanks and admiration

1 a) 🎧 Listen and repeat.

- This is for you.
- That's very kind of you.
- Try it on and see if it fits.
- What do you think?
- It matches the colour of your eyes.
- I hope you like it.
- Are they your size?
- They're too big.
- You can exchange them.
- Thanks.

b) The sentences are from two dialogues between an uncle and his nephew and niece. What do you think they are about? Listen, read and check.



2 Read again. Which present (1-7) needs to be exchanged?

Speaking

3 *Portfolio:* Take roles and act out similar dialogues for the rest of the items (1-7). Record yourselves.

Pronunciation /s/ - /z/

4 🎧 Listen and tick (✓). Listen and repeat. Can you think of more words with these sounds?

Reading Rules

c between vowels - /s/ nice
s between vowels - /z/ busy

	/s/	/z/		/s/	/z/
face			please		
phase			dice		
police			raisin		

Jim: Here's my present. I hope you like it.
Billy: Fantastic! I've always wanted trainers like these and they go with my new tracksuit.
Jim: I'm glad you like them. Are they your size?
Billy: Oh, no. They're too big.
Jim: That's all right. You can exchange them.
Billy: Thanks.
Jim: Don't mention it.

Jim: This is for you.
Shelley: That's very kind of you. What is it?
Jim: Open it and see.
Shelley: Wow. It's a lovely anorak.
Jim: Try it on and see if it fits.
Shelley: OK. Hang on a sec. There. It's just my size. What do you think?
Jim: It really suits you. It matches the colour of your eyes.
Shelley: Really? Thank you very much.

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Reading & Listening

1 a) When/Where was the last time you went shopping? What did you buy?

b) What makes you buy things? Would you say any of the sentences below?

It looks cool!
Everyone else has it.
It's good quality.
I saw it on TV/in an ad.
It was a bargain/on offer.
I only buy designer labels.
I needed it.

2 Read the title of the text. What do you think it is about? Listen, read and check.

CHOICES

You make them



People shop a lot. We buy clothes, food, music, mobile phones, and millions of other things – for what seems like a million different reasons. Obviously, we buy things because we need them. But sometimes it's just to **fit in**. Sometimes we buy **stuff** and we just don't know why. Everything we buy **affects** the environment, but some choices are better than others. We have the **power** to make those choices. We can:

Buy smart. Take some time to think before you buy something – maybe you don't really need it. Send a virtual **e-card** instead of a paper birthday card. Buy things that will last a long time, such as **rechargeable** batteries.

Share with friends. Maybe you and your friends like the same video games. Why don't you share or **swap** your games instead of buying one each?

Buy recycled. Fewer **natural resources** are used to produce recycled items, which helps the environment. Read the **labels** and choose recycled!

In 2002, 90% teenagers reported buying a product for a **good cause**. What have you been doing since?

Speaking

3 Make a list of the things you bought last week. Were they good choices? Say what you can do to make better shopping choices.

4 a) Explain the words in bold.

b) Use match, suit or fit to complete the sentences.

1 Do these sunglasses ..... me?
2 That shirt doesn't ..... your jacket.
3 These trousers don't ..... me. I can't button them up.
4 This top ..... perfectly. It's just my size.
5 Buy this belt to ..... your trousers.
6 Purple doesn't ..... you. Try beige.

Project (a survey)

5 Work in groups. Conduct a survey to find out what your classmates have bought lately and the reasons why they bought it. Present the results to the class.

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PROGRESS CHECK 9

1 **Put the foods/drinks into the correct category.**

• lamb chops • white bread • bananas
• brown rice • coffee • low-fat yoghurt
• green peppers • a bar of chocolate
• butter • a packet of crisps

Meat	
Fruit & Vegetables	
Dairy products	
Beverages	
Cereal, grains & pasta	
Snacks	

(Points: 10X1 ___/10)

2 **Choose the correct container.**

• packet • jar • cup • box • can

1 a ..... of tea
2 a ..... of cola
3 a ..... of crisps
4 a ..... of honey
5 a ..... of cereal

(Points: 5X2 ___/10)

3 **Underline the correct word.**

1 Is there **any/few** sugar in the cupboard?
2 There aren't **any/some** apples left.
3 I'll have **a little/few** ice cream with my pie.
4 We haven't got **many/much** bananas left.
5 There are **a lot of/little** eggs in the fridge.

(Points: 5X5 ___/25)

4 **Fill in: *away, off, out* or *back*.**

1 Why don't you take ..... your jumper if you're hot?
2 I am going to take you ..... for your birthday.
3 A chicken burger and fries to take ....., please.
4 It was the wrong size, so I had to take it ... . to the shop.

(Points: 4X5 ___/20)

5 **Use the *present perfect continuous* or the *present perfect* to complete the sentences.**

1 I ..... **(study)** all day. Time for a break!
2 Peter ..... **(join)** the school drama club.
3 Jane ..... **(cook)** for two days to prepare for the dinner party.
4 Mum ..... **(go)** to the shops. She'll be back soon.
5 I ..... **(swim)** all morning. I am so tired!

(Points: 5X5 ___/25)

6 **Choose the correct response.**

1 Are they your size?
a No, they're too big. **b** Thanks.
2 It really suits you.
a Thank you very much. **b** Hang on a sec.
3 This is for you!
a Oh no! **b** That's very kind of you.
4 How much is it?
a It's £39.99. **b** That's true.
5 £40 please.
a I'll take it. **b** Here you are.

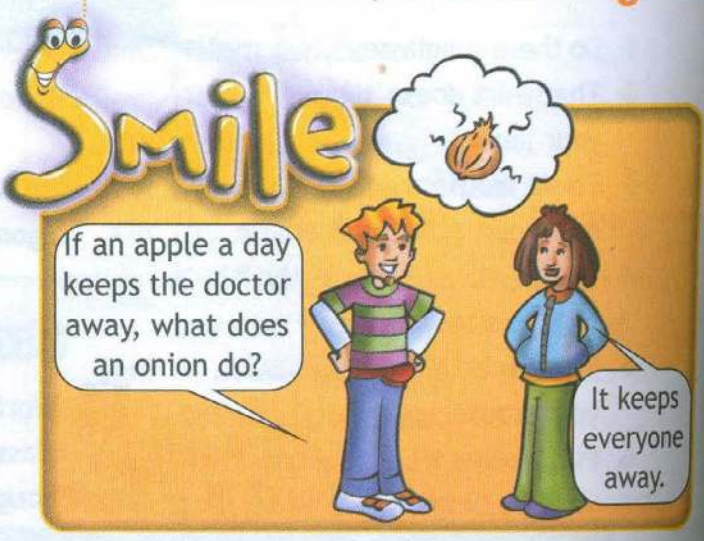
(Points: 5X2 ___/10)
(My score: ___/100)

Now I Can ...

- talk & write about food, drink & containers
- talk & write about shopping
- conduct a survey about shopping habits
- write a quiz about idioms & sayings about food

... in English

Smile



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Healthy body, healthy mind

Module 10

Before you start ...

- What are your favourite foods? Are they part of a healthy diet?
- Have you ever been camping? What did you pack? Where did you buy them from?

Look at Module 10

Find the page numbers for pictures 1-3.

Find the page numbers for

- a board game ☐
- a cartoon strip ☐
- a note ☐

Listen, read and talk about ...

- stress
- accidents
- health problems & advice
- medicine
- the Royal Flying Doctor Service of Australia

Learn how to ...

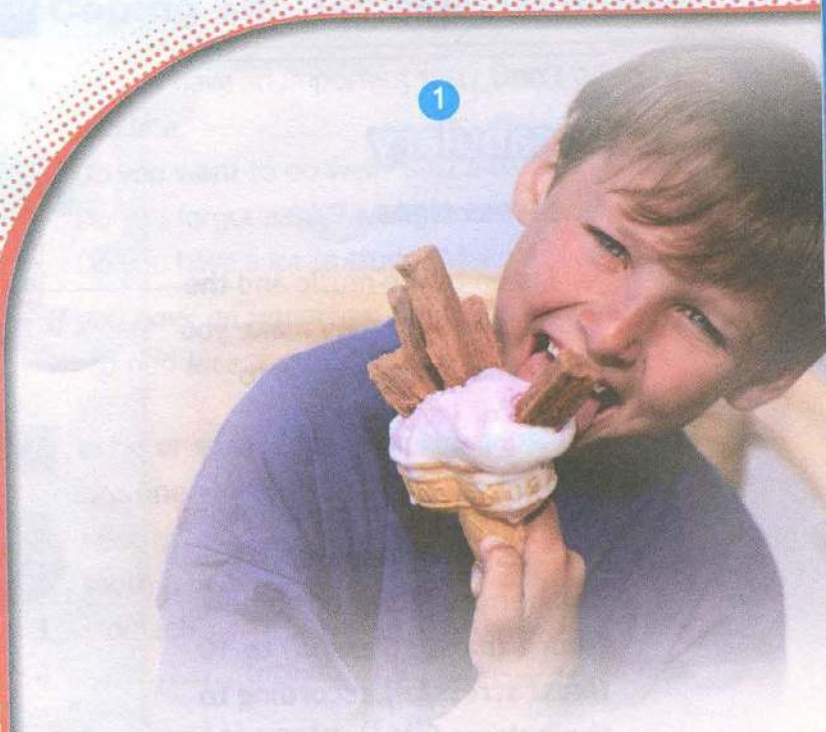
- talk about health problems & injuries
- understand puns
- ask about health & offer reassurance
- describe a health problem to a nurse

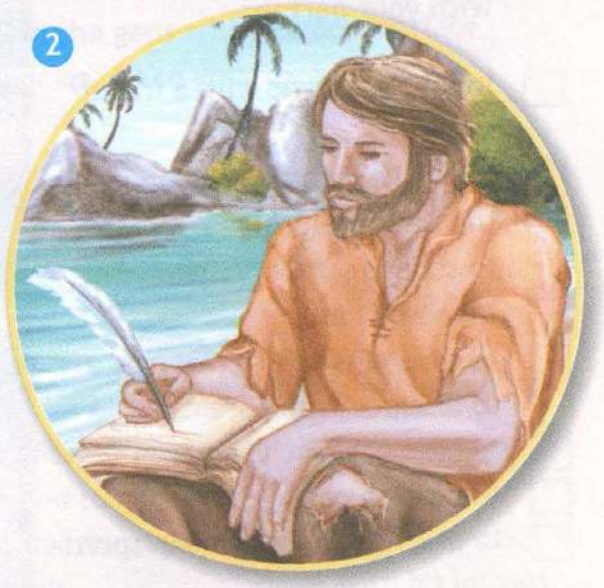
Practise ...

- reflexive pronouns
- pronunciation: /ʌ/, /əʊ/
- reading rules: ow, ou, u, o
- phrasal verbs: *fall*
- words often confused: *ache*, *sore*
- word formation of adjectives from verbs

Write / Make ...

- a story about an accident while on holiday
- a letter of advice
- a leaflet about how to cope with stress
- a short article about a charity in your country
- an adventure story







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10a Stress free

Vocabulary

♦ Stress signs

1 Listen to the music and the sounds. How do they make you feel? What images come to mind?

2 Which of the following stresses you the most? Number the situations below from 1 *(most stressful)* to 10 *(least stressful)* according to their stress factor. Discuss with your partner.

- ☐ to fall out/argue with a friend/ sibling
- ☐ to have a doctor's appointment
- ☑ to lose sth valuable
- ☐ to change schools
- ☐ to move house
- ☐ to sit exams
- ☐ to disagree with parents
- ☑ to have too much homework
- ☐ to throw a party
- ☐ to practise an instrument/sport

► *A: I find sitting exams the most stressful.*
B: I don't agree. I think losing something is more stressful.

Reading & Listening

3 a) Look at the title. What do you think the texts are about? Read and check.

b) Read and match texts (1-3) to (A-C). Listen and check. Then, explain the words in bold.



Take it easy!

A I don't have enough time to talk with my friends, watch TV or simply **sit around** and do nothing. I'm always studying, practising the guitar or doing sports. Help!

B My brother and I are always fighting about silly things and I always get the **blame** while Sam **gets away with** everything. What should I do?

C A new girl has come to our school. She's pretty and all my mates say she's a snob. They're spreading all kinds of **rumours** about her and no one will talk to her now. I think that's **unfair**. How can I help her?

1 C People like to **gossip**. Most of the time it is **harmless**, but it can also be **hurtful**. Break the chain! Don't spread gossip. Just say to your mates that you are not interested in **mean** gossip. Don't believe everything you hear. Introduce yourself, talk to her and form your own opinion.

2 A Time **management** is the answer. Make a weekly planner, and **separate** the have-tos from the want-tos. **Allow** some want-tos in your daily timetable.

3 B If you scratch my back, I'll scratch yours! You can't always **have it your way**. Learn to **co-operate**.

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Grammar

4 Use *should - shouldn't* and the ideas below to make sentences about each picture.

- argue with your friend
- eat too much ice cream
- take care of your pet
- spend too much time in front of the TV
- get enough sleep • get regular exercise



► 1 *You shouldn't argue with your friend.*

5 Rewrite the sentences using *unless*.

1 I won't take you to the party if you don't tidy your room. ► *I won't take you to the party unless you tidy your room.*
2 If the children don't behave themselves, they won't go to the zoo.
3 If Jim doesn't pay the electricity bill, it will get cut off.
4 If the students don't study, they won't pass their exams.

6 Use the notes to make sentences.

Coping with Tests. Don't Stress.

- Do you have an important test? Don't go to bed late.
- Do you want to do well? Revise early!
- Do you forget easily? Make notes as you read.
- Do you have a lot to study? Make a plan.

► *If you have an important test, you shouldn't go to bed late.*

7 ache or sore? Complete the gaps. Which are one word? Check in your dictionaries.

1 head ..... 5 back .....
2 tooth ..... 6 ear .....
3 stomach ..... 7 ..... eyes
4 ..... throat 8 ..... thumb

♦ Phrasal verbs (fall)

8 Fill in the gaps with the appropriate particles. Make your own sentences.

apart (to collapse)
behind (not able to do sth on time)
FALL
out with sb (to quarrel and stop being friends)

1 She has fallen ..... John because he lied to her.
2 He had to stay in hospital for two weeks, so he fell ..... with his lessons.
3 I've had this toy train since I was a child, but now it's falling ..... .

Writing (a leaflet)

9 *Portfolio:* Make a leaflet like the model below, giving advice on how to cope with stress. Use the examples in Exs. 2-4 as well as your own ideas.

Dos
exercise regularly

Don'ts
Don't argue with your friend

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10b Accident-prone

Vocabulary

♦ Accidents

1 Have you ever had any of the accidents below? How/ When did it happen?


break your leg


cut your finger


chip a tooth


bang your head


sprain your wrist

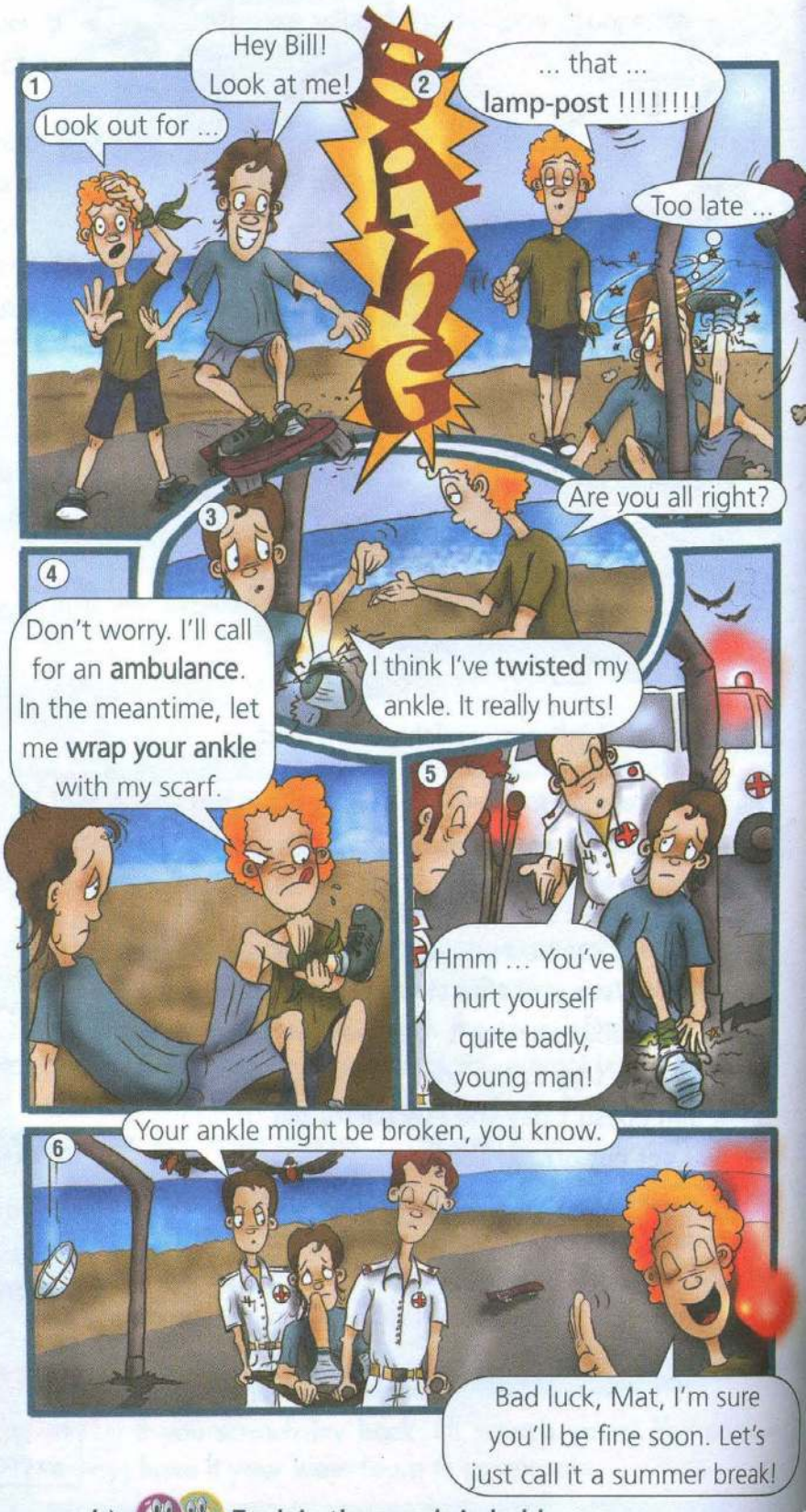

twist your ankle


hurt your back

► *A: Have you ever broken your leg?*
B: Yes, I have.
A: How did it happen?
B: I fell off my bicycle two years ago.

Reading & Listening

2 a) Where are the people in the cartoon strip? How is the cartoon strip related to the title? Listen, read and check.



b) Explain the words in bold.

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Study skills

Understanding puns

A pun is a clever and amusing use of a word or phrase with two meanings. Many jokes in English are based on puns. Understanding them will help you appreciate the British sense of humour.

3 a) Why is the last exchange funny? What is the pun? Find the puns in some of the jokes in this book and explain them.

b) Match the beginnings of the jokes (1-2) to the endings (A-B). Listen and check. Explain the puns.

1 ☐ Why did the boy throw the butter out of the window?

2 ☐ Which day of the week do fish hate?

A Friday *(fry day)*

B He wanted to see a butterfly. *(butter fly)*

4 Read the cartoon strip aloud.

Grammar Grammar Reference

♦ Reflexive pronouns

5 a) Read about reflexive pronouns in the box. How do we form reflexive pronouns? Find examples in the cartoon strip.

Singular	*Plural*
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

We use reflexive pronouns:

- when the subject and the object of the verb are the same.
  She cut herself.
- to emphasise the subject.
  I did it myself.
- with a preposition to mean 'without help'.
  She raises her children by herself.

b) Use reflexive pronouns to fill in the gaps.

1 Sarah made this sweater ..... .
2 My brother irons his shirts by ..... .
3 I cut ..... when I was cooking.
4 Jo and Tim hurt ..... while climbing.

c) Tell your partner three things you can do all by yourself.

Everyday English

♦ Asking about health/Giving reassurance

6 Use the language in the boxes as well as the vocabulary in Ex. 1 to act out similar exchanges.

Asking about health	Reassuring
• Are you feeling unwell?	• It's nothing serious.
• What's the matter?	• It's going to be all right.
• Are you all right?	• Don't worry.
• Is something wrong?	

► *A: What's the matter?*
B: I think I've twisted my ankle.
A: Don't worry. It's going to be all right.

Listening

7 a) What is the text below? Listen and fill in the missing information.

Order: bouquet of flowers

- St Patrick's 1) ..... .
- Room No 2) ..... • Mrs 3) .....
- card – Hope you feel 4) ..... soon!
- Must be at hospital before 5) ..... .

b) Have you ever sent someone a get well card? What did you write on the card?

Writing (a story)

8 Write a story about an accident you had, or one you have heard about, and draw pictures to go with it.

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10C Doctor, doctor!



Heads: Move 1 square



Tails: Move 2 squares

Miss a turn if you get an answer wrong!



GAME

Play the game. Use the phrases to give advice.

- take a painkiller
- lie down & get some rest
- eat a light meal • put drops in it • have a hot cup of tea
- wash with cold water
- put a cold pack on your forehead • drink plenty of fluids

► *If you have a headache, you should take a painkiller.*

Reading & Listening

1 **a) Look at the extracts. What kind of texts are they? What is each person's problem?**

It's one week before the school tennis tournament and I'm feeling very tired! I can hardly stay on my feet during training and I feel sleepy all the time! Please help!
WORN OUT

I'm writing to ask you for some advice. Lately, I've been suffering from terrible headaches and my eyes are sore. I work a lot on my computer. What can I do?
Computer Freak

b) Read the letter. Which extract does it match? Who is it to? Listen and check.

Dear .....,

1 ► It seems that you are exhausted. Here are a few things you can try in order to feel better and be able to take part in the tournament.

2 ► First of all, it's important to get some rest. Why don't you take a couple of days off training? This way, you'll give yourself the chance to relax. You should also think about your eating habits. Eat more fruit and vegetables and drink plenty of water. If you do this, you'll give your body the vitamins and energy it needs to perform well.

3 ► I hope my advice helps. Good luck in the tournament!

2 **Which paragraph gives advice? Which phrases does the writer use to give advice?**

3 **Which of the sentences (1-4) are *O* (opening) and which are *C* (closing) remarks for a letter of advice?**

1 I'm sorry you feel that way. I think I can help.
2 Let me know what happens.
3 I hope everything turns out for the best.
4 Here's what you can do.

Speaking

4 **You work for a teen magazine. What advice would you give to Computer Freak?**

Writing (a letter of advice)

5 ***Portfolio:*** **Use your answers in Ex. 4 to write a letter of advice to Computer Freak. (60-80 words)**

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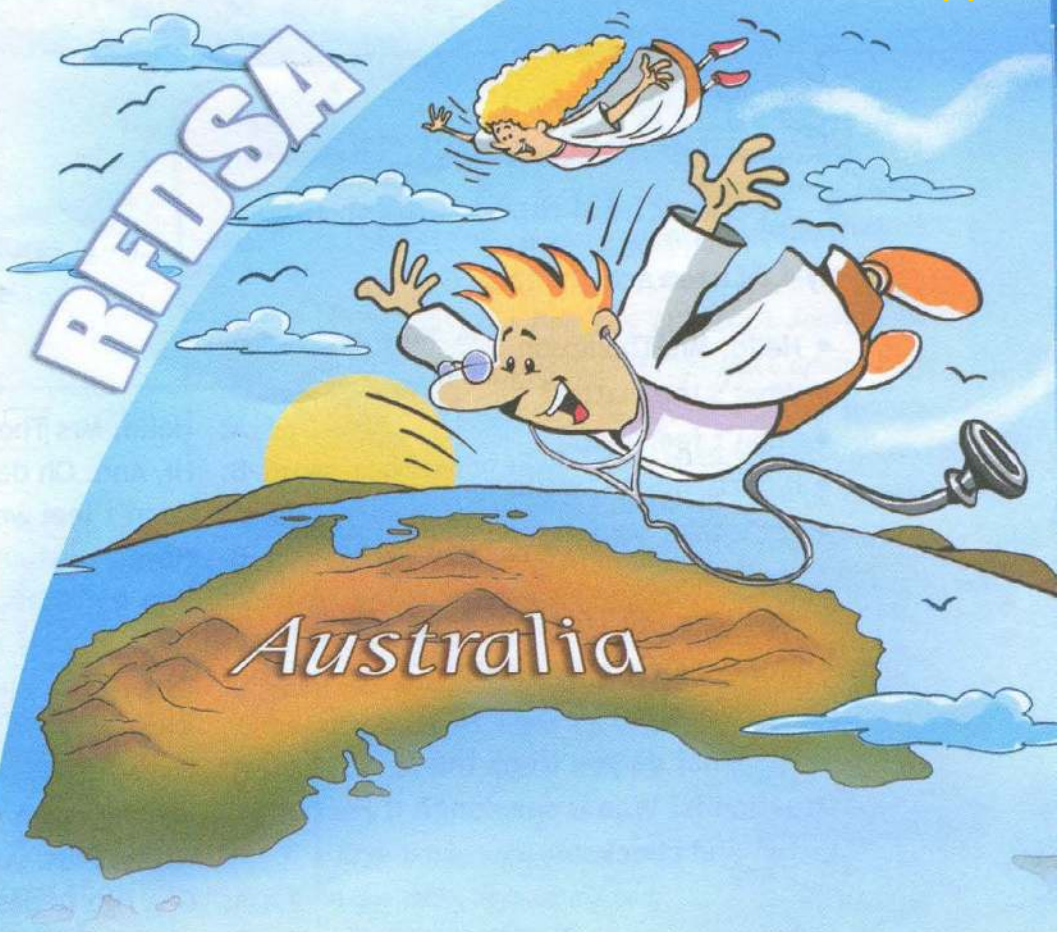
CULTURE CORNER

Reading & Listening

1 Look at the picture and the title. What do you think the text is about? Listen, read and check.

2 Read the text again and answer the questions.

1 Where is the RFDSA located?
2 What do the initials RFDSA stand for?
3 When did it start?
4 What have they been doing for over 70 years?



Imagine a job that involves helping 200,000 **isolated** patients over 7.5 million square miles of **The Australian Outback.** The job includes treating patients on **remote** sheep farms, **operating** with basic equipment. It also means dealing with the risks of flying in bad weather conditions and making emergency landings to save **critically ill** patients. This is the **daily life** of those working for the Royal Flying Doctor Service of Australia.

Living in The Outback means almost complete isolation for thousands of Australians. It's unusual to find homes or small villages within 60 miles of each other, let alone a hospital.

The RFDSA, which is a **non-profit charity, was set up** in 1928. Since then, it has been helping those who live in remote areas of Australia. Today it offers **primary health care** from an aeroplane, 24 hours a day, 365 days a year as well as educational assistance. If the doctors are unable to treat a patient, they will fly them to the nearest hospital to be treated there. To learn more about the RFDSA visit **http://www.flyingdoctor.net/default.htm.**

Speaking

3 Imagine you are a doctor working for the RFDSA. Give an interview to a teen magazine reporter. Talk about the charity itself – your duties – your feelings.

4 What might a typical day in the life of a flying doctor be like? Tell your partner.

♦ Word formation

5 Form adjectives from verbs 1-7. Check in your dictionary. Make sentences using them.

We use **-ive, -ative** to form adjectives from some verbs.

1 impress ► *impressive* 2 inform
3 protect 4 create 5 attract
6 act 7 imagine

Writing (a short article)

6 *Portfolio:* Write a short article about a charity in your country. Include: *the name, who/what the charity helps, what the charity does.*

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English in Use 10



Reading & Listening

♦ At the school nurse

1 a) 🎧 **Listen and repeat.**

- Hello, Mrs Thompson.
- What's the matter?
- I don't feel well.
- It hurts when I swallow.
- Let's take your temperature, shall we?
- How long will I feel like this?
- Bless you. Here's a tissue.

b) 🎧 **What do you think the situation is? Who is speaking? Listen and check.**

2 **Read the dialogue and complete the nurse's notes.**

To Mr & Mrs Ramsey

Friday 15th May,

Dear Mr & Mrs Ramsey,

Ann has got the flu. She should ....., ... and ..... .

She should feel better ..... .

Regards,
Mrs Thompson

A: Hello, Mrs Thompson.
B: Hi, Ann. Oh dear. What's the matter?
A: I don't feel well.
B: Have a seat and tell me what's wrong.
A: I've got a headache, I feel dizzy and my throat's sore. It hurts when I swallow.
B: I see. Let's take your temperature, shall we?
A: OK.
B: Hmm. You have a fever, Ann. That means you're coming down with the flu. It isn't serious so don't worry. Plus, you can go home early!
A: Can I go to basketball practice tomorrow?
B: I'm afraid not. You should get plenty of rest, have warm baths and drink lots of water.
A: How long will I feel like this?
B: You'll feel better in a couple of days.
A: Achoo!
B: Bless you. Here's a tissue.

Speaking

3 *Portfolio:* **You go to the school nurse because you are not feeling well. Use the sentences in Ex. 1 and your own ideas to act out similar dialogues.**

Pronunciation /ʌ/, /aʊ/

4 🎧 **Listen and tick (✓). Listen and repeat. Think of two more words with the same sounds.**

Reading Rules
ow, ou /aʊ/ bow, loud
u, o /ʌ/ mum, done

	/ʌ/	/aʊ/		/ʌ/	/aʊ/
bud			foul		
town			tonne		
noun			nun		
done			down		

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Extensive Reading

ACROSS THE CURRICULUM: LITERATURE

Vocabulary

♦ Medicine

1 Match the words (a-d) to the pictures (1-4). Have you ever taken any of these medicines? What for?

a syrup
b capsules
c tablets
d herbal remedies



Reading & Listening

2 a) What does the picture in the text show? Do you know which book the passage is from? Read the biography and check.

b) Read the first sentence in each paragraph. What is the text about? Listen, read and check.

3 a) Read again and give each paragraph a heading. Explain the words in bold.

b) Say a word: *woke up, refreshed, grilled, weak, miserable, roasted, smooth and calm, walk a short distance, cheerful, my stomach.* Your partner tries to remember a sentence from the text including the word.

A: woke up
B: I woke up after sleeping for two days.
refreshed
A: I felt quite refreshed. etc

Speaking

4 Imagine you have been shipwrecked on a desert island. Think of ways to: *build a hut, get food, keep warm.*



Daniel Defoe (1660-1731), an English novelist and **journalist,** is most famous as the **author** of *Robinson Crusoe* (1719), a story of a man **shipwrecked** alone on an island. Among his other works are *Moll Flanders* (1722), *A Journal Of The Plague Year* (1722) and *Captain Jack* (1722). His last great work of **fiction,** *Roxana*, appeared in 1724. Defoe **went into** politics and trade and travelled all over Europe. In 1684 he married Mary Tuffley; they had two sons and five daughters.



1 **June 28.** When I woke up after sleeping for almost two days, I felt quite **refreshed** so I got up and decided to prepare myself for the night ahead. The first thing I did was to fill a large bottle with water, and put it on the table, next to my bed; then I **grilled** some of the meat on the coals, but I only ate a little bit.

2 I walked about, but was still very weak, and I felt **miserable** about my sickness. At night I had three of the **turtle's** eggs, which I **roasted** in the ashes for supper.

3 After supper I tried to walk, but I felt so weak that I could hardly carry the gun (I never went out without that). So I walked a short distance and sat down on the ground, looking out to the **smooth** and calm sea in front of me. As I sat here, I thought about my life so far.

4 Not feeling sleepy, I decided to go back to my hut and make some medicine from green leaves and rum. I took some and went to bed. I must have been sleeping all the next day and the day after because when I woke up I felt refreshed, lively and **cheerful.** And when I got up, I was stronger than I was the day before, and I knew my stomach was better because I felt hungry.

Writing (a short story)

5 *Portfolio:* In groups, write a story about an adventure on a desert island for the school magazine short story competition.

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PROGRESS CHECK 10

1 **Fill in:** *cut, lose, chip, break, bang, throw, twist, practise, move, sit.*

1 ..... a party
2 ..... your leg
3 ..... house
4 ..... exams
5 ..... your finger
6 ..... sth valuable
7 ..... a tooth
8 ..... your head
9 ..... your ankle
10 ..... an instrument

(Points: 10X2 ___/20)

2 **Choose the odd word out.**

1 ankle – wrist – result – finger
2 sore throat – earache – symptoms – fever
3 chip – break – bang – react
4 syrup – breathing – capsules – tablets
5 exhausted – worn out – tired – worried

(Points: 5X2 ___/10)

3 **Fill in:** *high, sore, light, regular, doctor's.*

1 I've got a ..... throat.
2 Don't forget your ..... appointment at 3 pm.
3 He takes ..... exercise by riding his bike every day.
4 You should eat a ..... meal.
5 Do you have a ..... fever?

(Points: 5X3 ___/15)

4 **Fill in the correct preposition:** *apart, out, behind.*

1 It's hurtful when you fall ..... with friends.
2 If you revise regularly, you won't fall ..... at school.
3 That chair has fallen ..... . It needs fixing.
4 Jane has fallen ..... with Sue over a CD.
5 He fell ..... in Maths, so he had a few private lessons to catch up.

(Points: 5X2 ___/10)

5 **Fill in the correct reflexive pronoun.**

1 We always do the gardening ..... .
2 They painted the room by ..... .
3 He usually goes for a walk by ..... .
4 I used to go jogging by ..... .
5 Why don't you do it .....?

(Points: 5X2 ___/10)

6 **Put the verbs into the correct tense.**

1 If you tidy your room, I ..... **(take)** you to the cinema.
2 Unless Sean studies hard, he ..... **(fail)** his exams.
3 Unless you rest, you ..... **(feel)** better.
4 If you mix blue and yellow, you ..... **(get)** green.
5 Unless the children ..... **(behave)**, they can't go to the movies.

(Points: 5X3 ___/15)

7 **Put the sentences in the correct order to form a dialogue.**

☐ I've got a headache. I feel dizzy and my throat's sore.
☐ What's the matter?
☐ I see. Let's take your temperature, shall we?
☐ I don't feel well.
☐ Tell me what's wrong.

(Points: 5X4 ___/20)

(My score: ___/100)

Now I Can ...

- talk/write about stress and accidents
- talk/ask about health and give reassurance
- write a leaflet about coping with stress
- write a story about an accident/an article about a charity/an adventure story

... in English



Spotlight on RUSSIA

#Vol. 7

RSC Energia

Visit a museum that's out of this world! *p 7*

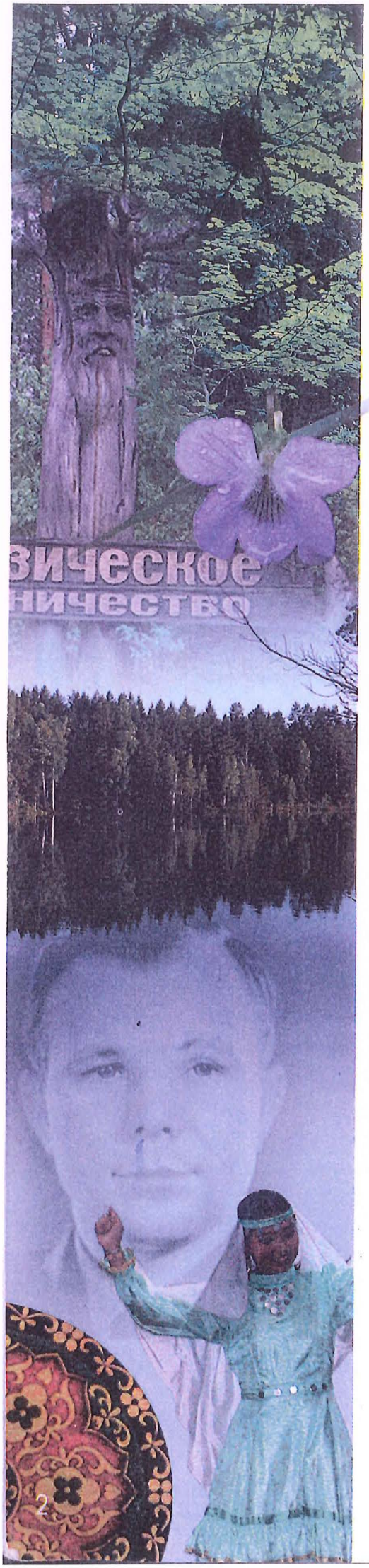
Chekhov

A classic Russian story *p 4*

International Children's Computer Centre

A world-famous computer camp *p 8*







A letter from the Editors

Welcome to *Spotlight on Russia*!



Our names are John and Sarah and we want to welcome you to this edition of ***Spotlight on Russia***. We are both Year 10 students from Ridgeway Secondary School in Liverpool, England. We are very lucky to be studying and living in Russia this year as part of a student exchange programme.

Spotlight on Russia invited us to work for the magazine as Guest Editors. This year we will be travelling across this amazing country and learning as much as we can about Russian culture, geography, environmental issues, free-time activities and much more. We'll share our impressions of life in Russia and we hope you'll tell us more about different aspects of life in your great country!

We hope you enjoy our articles.

John *Sarah*

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Two Russian teenagers who live in very different places

2 **Chekhov** 4
A classic Russian story

3 **Activity Time** 5
The kinds of after-school activities Russian teens like

4 **School Magazine** 6
The latest news from a school magazine in St Petersburg

5 **Space Museum** 7
Take a trip to the Space Museum of RSC Energia

6 **Computer Camp** 8
Visiting one of Russia's best computer camps

7 **TV** 9
Read about Russia's most popular TV shows

8 **Eco-camping** 10
Learn about Eco-camping at the Ugra National Park

9 **Party Time** 11
Traditional food and fun

10 **Health Matters** 12
Russian folk remedies

Teens

At *Spotlight on Russia* we get a lot of emails from children all over the country. Here are two that are from children in completely different parts of Russia.

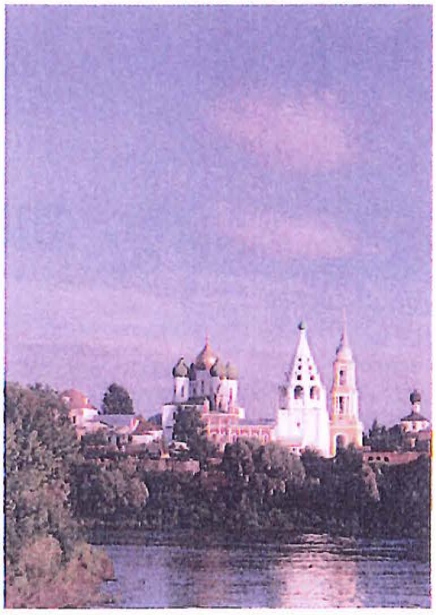
Spotlight on Russia hears from two young Russians from very different parts of the country



Hi. My name is Sergey Demidov and I'm 13 years old. I live in Yakutsk, which is the capital of the Republic of Sakha (Yakutia) in northern Siberia.

I love my city in the winter when the clean, crisp snow covers everything. The temperature often falls below -40 degrees, so we wear fur caps and coats, thick woollen mittens and *unty*, which are fur boots made of deer skin. Today it's bright and sunny. It's only -25°C outside, so I'm going skiing with my family for the first time this year.

I go to a Russian school, but we have lessons in our native Yakut language as well. My father plays the *khomus*, which is a traditional Yakut instrument, and my mother does embroidery with beads. She also makes hats and her friends sometimes ask her to make outfits for our national summer holiday. It's called *Yhyakh*, and it's a great chance for me to perform a dance called Ohuokhay and to drink *kumys* – a national drink that's made from mare's milk.



Hello, I'm Irina Smirnova. I'm 14 and I live in Kolomna, which is one of the biggest and most beautiful towns in the Moscow region. Kolomna is over 800 years old and a lot of tourists come here to see the old Kremlin, the churches and monasteries, as well as the museums and art galleries.

I love my town because there's so much to do here. In the summer, I like to go rowing and sailing on the Oka River, and we can go ice-skating at any time of the year in our new Ice Palace. Dmitry Dorofeev, the Olympic silver medallist, is from Kolomna and we have a long history of success in this sport.

There are more than 30 schools in Kolomna and mine is one of the new ones. In the spring and autumn, my class goes to the Park of Peace after lessons to look after the plants and flowers. Tomorrow is Sunday and we're going to see a play at the Maly Theatre in Moscow. It only takes us an hour and a half to get there by bus and I'm really looking forward to it.

DISCUSS

- How similar/different are the teens' lifestyles? Why?
- What does your lifestyle depend on?

ACTIVITY

- What is your lifestyle like? What is it like to live in your town/city/area? Write to *Spotlight on Russia* and let us know!

Chekhov

A good way to learn about the culture of a different country is to read the works of their greatest authors. Most of us can only read such works thanks to literary translation, which is hard work! On this page you can read an extract from an English translation of Anton Chekhov's story, *A Malefactor*.

Spotlight on Russia presents Chekhov



A very thin, small peasant, dressed in a rough striped shirt and patched trousers, stands before the investigating magistrate. His face is covered with hair and scarred from smallpox, and his eyes can just be seen under his thick, heavy eyebrows. The hair on his head is long and tangled. He wears no shoes and he looks miserable and depressed.

"Dennis Grigoryev!" the magistrate begins. "Come nearer, and answer my questions. On the seventh of July the railway watchman, Ivan Semyonovitch Akinfov, found you unscrewing one of the nuts that fix the rails. Was this so?

"Wha-at?"

"Is this true?"

"To be sure, it is true."

"Very good; well, what were you unscrewing the nut for?"

"Wha-at?"

"Stop saying 'wha-at' and answer the question; what were you unscrewing the nut for?"

"The nut? We make weights out of those nuts for our fishing lines."

"Who is 'we'?"

"We, people ... . The Klimovo peasants, that is."

"Listen, my man; don't play the idiot with me, but speak sensibly. It's no use telling lies here!"

"You must understand that the nut holds the rails to the sleepers!"

"We understand that ... . We don't unscrew them all ... we leave some ... . We don't do it thoughtlessly ... we understand ..."

"Last year the train went off the rails here," says the magistrate. "Now I see why!"

"What do you say, your honour?"

"I am telling you that now I see why the train went off the rails last year ... I understand!"

DISCUSS

- What do you think about reading Chekhov in English?
- Would you like to read other Russian authors' works in English?

ACTIVITY

- Have you ever tried to translate an English story or poem into Russian? Tell the class.

Activity Time

Yesterday we visited a secondary school in Volgograd where the students were signing up for after-school clubs. We met many new people and learned a lot about the hobbies and interests that Russian teens share. Take a look!

Spotlight on Russia casts an eye on school clubs



Foreign Language Club

Do you speak any languages besides Russian?

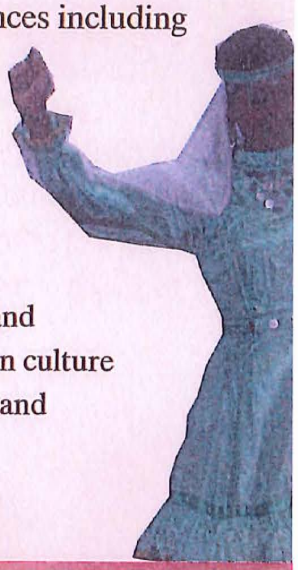
Do you need practice speaking your second language?

- Come and practise speaking your foreign language in a friendly and sociable atmosphere.
- Meet new people who share the same interests.
- Go on trips and attend cultural events.
- Learn about jobs and careers where you can use your skills in other languages.

We meet every Thursday in Classroom B after school from 3:00 – 4:30. Come and join the fun!

RUSSIAN FOLK DANCING

Learn traditional folk dances including the ***Troika***, ***Korobushka*** and ***Barynya***!



We need musicians too! ***Balalaika***, ***garmoshka*** and ***bayan*** players are welcome!

No partner needed. Come and learn about a part of Russian culture while getting some exercise and having a lot of fun!

Wear comfortable shoes!

The club meets every MONDAY and WEDNESDAY in the ATHLETICS CENTRE at 2:30.



Football Club

WHO: Boys and girls ages 12-15 who want to improve their skills on the football pitch.

WHAT: Learn from experienced coaches. Play against teams from local schools.

WHEN: Practice Tuesdays & Thursdays from 2:30 – 4:30 and matches every Saturday at 10:00 a.m.

WHERE: In good weather we meet on the football pitch, otherwise in the Athletics Centre.

DISCUSS

- What clubs are there in your school?
- Which one would you like to join? Why?

ACTIVITY

- Does your school have any after-school clubs or activities? What are they? What are the most popular ones? Why? Tell the class.

School Magazine

We wanted to know more about school life in Russia so we looked at some school magazines. Here are some of the pictures from our favourite one given to us by our friend, Igor from a school in St Petersburg.

Spotlight on Russia gets some ideas from school magazines!

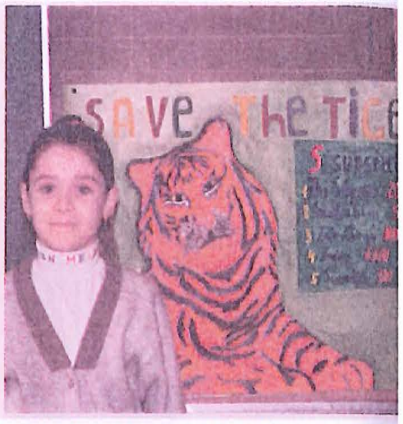


The school basketball team is improving and recently came third in a local competition. This picture was taken at one of the training sessions.

This looks like it was fun! The children had a fancy dress party to celebrate the beginning of the school holidays.



The school took part in an international campaign to save tigers from extinction. The children made posters and sent them to the United Nations. Other schools around the world sent posters as well.





The school regularly holds writing and poetry competitions. This competition was for poems written in English. Below is one of the winning poems.

The green leaves have fallen again,
and come to rest below these feet.
Their colour is darker and their colour darkens,
to brown shades and yellow gold
that are found upon this road.

The cold snow is touched by warmth.
The earth's love makes fire
to fill the woods with memories
of brighter days, warmer than before,
The green leaves are born again.

M. T. Age 16



This is a school trip to a forest. Year 7 got to spend a day exploring and learning all about the creatures and plant life of the forest. Our friend Igor went on this trip. He enjoyed it and learnt a lot about nature.

DISCUSS

- What news can you read about in a school magazine?
- Have you got a school magazine? What can someone read in it?
- What else would you put in your school magazine?

ACTIVITY

- Do you write poetry? Write one in English, or translate a Russian poem into English and read it to the class.

Space Museum

We arranged a journey to a space museum near Moscow. John loves space travel and was really excited about it. I didn't think I would like it that much, but it was a great experience.

Spotlight on Russia visits the RSC Energia Museum of Space



The Space Museum of RSC Energia contains an incredible record of Russia's history of space travel.

There are many things to see and do at the museum. You can touch the capsule in which Yuri Gagarin became the world's first cosmonaut, and you can see the Voskhod 2 spacecraft that Aleksei Leonov left behind when he made the first spacewalk. You can also view a space kitchen, a space shower and even a space toilet!

If you want to know what it's like to be in space, then this is your chance to find out. You can enter a replica of the Mir Space Station and sit in the crew commander's or the flight engineer's chair. When you enter the descent module of the Soyuz spacecraft, you can operate many of the important control handles. You will feel just like a real cosmonaut, floating in space, ready for re-entry into the Earth's atmosphere.

Wow! Going round the space museum was really fun and it shows how far space travel has come in the last 40 years. Maybe in another 40 years' time we'll be writing for Spotlight on the Moon!

DISCUSS

- What do you think it is like to travel in space? Describe your thoughts to your partner.
- What other interesting things about space would you like to see?

ACTIVITY

- What will people do in space in 1,000 years? Tell the class.

Computer Camp













Russian children have lots of fun at camps. We visited one last month and we had a great time.

Spotlight on Russia visits the International Children's Computer Centre.

The International Children's Computer Centre (ICCC) in Kukhmar in the Yaroslavl region is a world-famous camp for developing young people's computer skills. It started in 1986, and in 1988 it became a UNESCO associated school. Children come here from all over the world.

At the camp there are many activities such as horse riding and boating. Apart from the computer classes, there are classes in English, German and French, History, Art, Ethics, Ecology and even Zoology. There are plenty of sports to take part in too, such as badminton, hockey, football, skiing and tennis. Children can also take part in theatre and dance clubs, play in musical bands and go on excursions to the local town of Pereslavl-Zalessky.

The computer classes are for all levels of ability, from simple computer ABC's, such as using the Internet and sending emails, to computer algebra, digital sound editing, programming and advanced graphics.

All the children who visit the ICCC have a great time and make lots of new friends. Here is what some children said about their time there.

'I've learnt so much about computers during my time at the camp. Everyone was really friendly. Thanks!' ***John Gorman, Perth, Australia***

'Thank you so much for having me this summer. It was a great experience.' ***Dimitri Papadopoulos, Athens, Greece***

'Thanks very much for a life enriching experience. The friendships that I've made will stay close to my heart!' ***Jane Alder, Surrey, England***

'I don't really like computers so I thought that a computer camp would be really boring, but I had an amazing time! I met so many special people and there were so many fun things to do and learn. It is a magical place and I'd love to come again.' ***Polina Tumanova, St Petersburg, Russia***

DISCUSS

- Is a holiday at a camp like ICCC fun or is it work?
- What can you add to the camp description from the pictures?
- Imagine you are at the camp. What would you like to choose?

ACTIVITY

- What is the best camp you have ever been to? Write to us and describe it.

We decided to spend an evening watching TV. Here's what we found out about Russian TV.

TV

Spotlight on Russia looks at what's on television

Did you know that TV in Russia is similar to TV in other European countries? We didn't know what to expect when we read the programme guide. Then we saw Russian versions of lots of familiar shows like *Big Brother* and *Who Wants to be a Millionaire?*

Russian TV also has a few soap operas, as in almost every other place in the world, and we even recognised some soaps from the UK!

Russian television has over twenty channels on the air and these are both public and private. One of the most popular channels is Channel One, where you can see *Star Factory*. This is one of Russia's most popular reality shows.

We saw lots of adverts for variety shows and comedy shows. These are very popular. Russians really like to laugh and they enjoy watching funny sketches and stand-up comedians especially when they tell jokes about politics. One of these kinds of programmes is the popular *KVN*. It is one of the best programmes to watch if you want to understand Russian humour. Even though we didn't understand the language it was very funny to watch.

Of course there are also lots of American and European films on television. In fact, with so many different types of programmes we found it hard to choose!



DISCUSS

- Do you like watching television? Why or why not?
- What TV programmes are popular with your family/friends?
- What kind of programmes do you usually watch on TV?

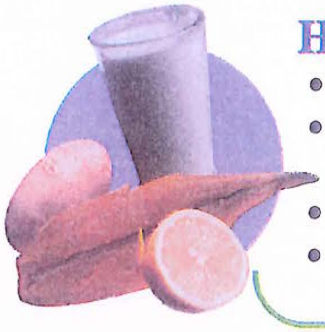
ACTIVITY

- Imagine there's a teens' channel on TV. Have you got any ideas for a TV programme? Write and tell us about it!

Health Matters

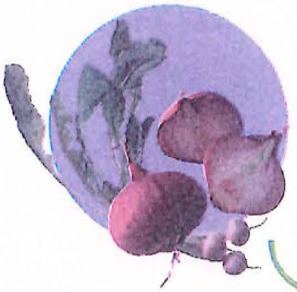
We met so many families in Russia and learnt so much about their habits and traditions, for example, many common foods and herbs are used to cure various illnesses. Here is a page from one of the books we found.

Spotlight on Russia examines traditional Russian folk medicine



Headache:

- Try rubbing your temples with some grated lemon peel.
- Slice a potato and place the slices around your head. Tie a scarf or a bandage around your head to hold the slices in place.
- If you think your headache is from thinking too hard, eat some herring.
- Boil some milk. Beat an egg and pour it over the milk. Stir it quickly and then drink it. You must repeat this for several days.



Toothache:

- Place a slice of fresh beet on the tooth that bothers you.
- Chop an onion into very small pieces. Wrap the onion in a gauze bandage and place it inside your ear on the opposite side of your head where the toothache is.
- Chop a turnip into small pieces. Pour one cup of boiling water over the turnip and boil for 15 minutes. Drink the mixture before bed.



Sore throat:

- Mix chopped onion, apples and some honey. Eat 2 teaspoons of the mixture 3 times per day.
- Boil a cup of milk. Add 2 tablespoons of honey and mix well. Drink the mixture while it is warm.
- Rinse your mouth and throat with a mixture of beet juice and vinegar. Do this 5-6 times per day.
- Chop 100 grams of garlic. Boil 1/4 cup of water. Add the garlic to the water after the water has cooled a bit. Cover the mixture and let it sit for 5-6 hours. Remove the garlic. Gargle with the liquid.

***Remember!** Always consult a doctor before trying any home remedies!

We wish you good health and hope to hear from you, or see you, next year.

DISCUSS

- Have you ever heard of any of these remedies? Where did you learn about them?
- Have you tried any of the remedies mentioned here? Did they work?
- What other folk remedies do you know? Tell your partner.

МОДУЛЬ 1

Present Simple (Настоящее простое время) и Present Continuous (Настоящее продолженное время)

Present Simple употребляется, когда речь идет о:

- постоянных действиях: *Mark **lives** in New Zealand.*
- непреложных истинах и законах природы: *The Moon **goes** round the Earth.*
- привычках и повседневных действиях (с always, usually, etc): *She always **cleans** the house at weekends.*
- расписаниях и программах: *The train **leaves** at 6:00 am.*
- чувствах и эмоциях: *I **love** skiing because it's a fun sport.*

Present Simple употребляется также в спортивных комментариях, обзорах, повествованиях: *Beckham **wins** the ball, then he **crosses** and Owen **scores**.*

Указатели времени (сигналы), употребляемые с Present Simple: *usually, often, always, every day/week/ month/year/etc, in the morning/ afternoon/evening, at night/the weekend, on Fridays.*

Present Continuous употребляется, когда речь идет о:

- действиях, происходящих в момент речи, в настоящий период времени: *Mum **is cooking** in the kitchen.* *He **is looking** for a new penfriend in England.*
- о запланированных действиях в будущем: *He **is playing** tennis this afternoon.*

Present Continuous употребляется также:

- в меняющихся и развивающихся ситуациях: *Mary **is getting** more and more beautiful.*
- с такими наречиями, как **всегда**, для выражения эмоционального состояния (часто раздражения) по поводу повторяющегося действия. *She **is** always **losing** her keys.*

Указатели времени (сигналы), употребляемые с Present Continuous: *now, at the moment, at present, these days, nowadays, still, today, tonight.*

Stative verbs — Глаголы состояния

В английском языке есть так называемые глаголы состояния, которые обозначают состояние, а не действие предмета/лица. Эти глаголы не употребляются в Present Continuous. Среди них:

- глаголы восприятия (appear, hear, see, seem, smell, sound, taste): *She **sounds** quite happy.*
- глаголы мыслительной деятельности (believe, forget, know, realise, remember, understand): *He **believes** in ghosts.*
- глаголы, выражающие чувства и эмоции (desire, enjoy, hate, like, love, prefer, want): *I **like** ice cream.*
- некоторые другие глаголы (be, belong, contain, cost, fit, have, include, matter, need, own, want, wish). *They **own** three cows.*

Некоторые из этих глаголов могут употребляться в Present Continuous, но с иным значением.

Present Simple	Present Continuous
THINK *I **think** she's beautiful.* (= думать, полагать)	*We **are thinking** about going to France.* (= обдумывать, обсуждать)
HAVE *She **has** twelve cats.* (= иметь, владеть)	*James **is having** a great time at school.* (= хорошо проводить время) *He **is having** a shower.* (= принимать душ) *They **are having** dinner.* (= обедать)
SEE *You can **see** the tree in my garden.* (= видеть) *I **see** what he means.* (= понимать)	*I'm **seeing** John this afternoon.* (= встречать(ся))
TASTE *This coffee **tastes** good.* (= быть ... на вкус)	*Ann **is tasting** the pudding.* (= пробовать на вкус)
SMELL *Her perfume **smells** sweet.* (= иметь запах, пахнуть)	*She **is smelling** the flowers.* (= нюхать, вдыхать аромат)
APPEAR *She **appears** to know the way.* (= казаться, производить впечатление)	She **is appearing** in a Shakespeare play. (= выступать, играть, появляться)
FIT *The dress **fits** her perfectly.* (= быть впору, нужного размера)	*Tom **is fitting** a new lock on the bathroom door.* (= устанавливать)

Примечание:

- Глаголы **look** (когда речь идет о чьей-либо внешности), **feel** (переживание определенных эмоций) и **ache** могут использоваться во временах Simple и Continuous без изменения значения.
  *She **feels** very stressed. = She **is feeling** very stressed.*

Модальный глагол should(n't)

Модальный глагол **should** не изменяется по временам, за ним следует глагол в неопределенной форме без частицы to (bare infinitive). В вопросительных предложениях он занимает место перед подлежащим, а в отрицательных к нему прибавляется частица not.

Should/shouldn't употребляется для выражения совета, рекомендации.
*You **should** see a dentist.*
*You **shouldn't** drive without your glasses on.*

МОДУЛЬ 2

Past Simple (Прошедшее простое время)

УТВЕРДИТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **worked/went.**
ОТРИЦАТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **didn't work/go.**
ВОПРОСИТЕЛЬНАЯ ФОРМА
Did I/you/he/she/it/we/you/they **work/go?**
КРАТКИЕ ОТВЕТЫ
Yes, I/you/he etc **did.** **No,** I/you/he etc **didn't.**

- Форма Past Simple для правильных глаголов образуется путем прибавления **-ed**.
  - К глаголам, оканчивающимся на **-e**, прибавляется только **-d**: *love – loved*.
  - В глаголах, оканчивающихся на согласную + **y**, **-y** меняется на **-i** и добавляется **-ed**: *try – tried*.
  - В глаголах с ударной гласной между согласными последняя согласная удваивается и добавляется **-ed**: *drop – dropped*.
  - В глаголах, оканчивающихся на **-l**, **-l** удваивается и добавляется **-ed**: *cancel – cancelled*.
- Past Simple неправильных глаголов образуется путем изменения формы этих глаголов: *go – went, see – saw, drink – drank* (см. список неправильных глаголов).
  Вопросы и отрицания образуются при помощи **did/did not (didn't)** и основной формы инфинитива смыслового глагола.
  *She went home. – **Did** she **go** home? – She **didn't go** home.*

Употребление

Past Simple употребляется для выражения действий, произошедших в прошлом, часто с указанием времени действия.
They left yesterday. (When? Yesterday.)

Указатели времени (сигналы), употребляемые с Past Simple: yesterday, last Monday/month/week, two days/weeks ago, in 2006, the other day.

Конструкция Used to и Past Simple

***Used to* + инфинитив глагола** употребляется, когда речь идет о привычках и регулярных действиях, имевших место в прошлом.
*He **used to** swim a lot when he was younger.*
В таких случаях конструкция **used to** может быть заменена на Past Simple без значительного изменения смысла. *When Ann was young she **spent/used to spend** her summer holidays with her parents.*
Однако для действия, произошедшего в определенное время в прошлом, необходимо употреблять **Past Simple**, а не **used to**. *He walked to work yesterday.* (NOT: ~~*He used to walk to work yesterday.*~~)
Used to также употребляется для описания действий, которые имели место в прошлом, но сейчас не происходят. *He **used to live** in Spain. Now he lives in Germany.*

МОДУЛЬ 3

Relative pronouns/adverbs — Относительные местоимения/наречия

Относительные местоимения и наречия используются для связи главного предложения с придаточным определительным.

- **who(m)/that** употребляются по отношению к лицам:
  A vet is someone **who/that** treats sick animals.
- **which/that** употребляются по отношению к неодушевленным предметам:

The book **that/which** he gave me is very boring.

– **whose** употребляется по отношению к людям, животным и предметам, чтобы выразить принадлежность (вместо притяжательных местоимений):
That's the boy **whose** father is a famous writer.

- **Who, which** и **that** можно опустить, если они относятся к дополнению в придаточном определительном:
He's the person (who) I find interesting to talk to.
- **Who, which** или **that** нельзя опустить, если они относятся к подлежащему в придаточном определительном.
The athlete who got the first prize is Russian.
- **Whose** никогда не опускается:
That's the boy whose brother is a football champion.

– **when/that** употребляются по отношению ко времени (могут быть опущены):
That was the year (when/that) we went on holiday to Greece.

– **where** употребляется по отношению к месту:
The camp **where** we first met is still our favourite place to go to.

– **why** выражает причину и обычно следует после слова *reason* (может быть опущено):
The reason (why) she went is still a mystery.

Причастия на -ing/-ed

Причастия на -ing употребляются для описания существительного и соответствуют по значению действительным причастиям в русском языке. Часто переводятся на русский язык прилагательными.

***amazing** — удивляющий, удивительный;*

Причастия на -ed употребляются для описания чьих-либо чувств и ощущений и соответствуют по значению страдательным причастиям в русском языке. На русский язык также часто переводятся прилагательными.

***shocked** — в шоке.*

*We were **amazed** at the costumes. (How did we feel? Amazed — поражённый, изумленный)*

Adjectives — Имена прилагательные

- **Имена прилагательные** обозначают признак предмета *(a big house)* и не изменяются по числам:
a small car – small cars
- **Имена прилагательные** занимают место перед именами существительными *(a beautiful village)*. Они также самостоятельно могут употребляться после глагола **to be** и таких глаголов, как **look, smell, sound, feel, taste**, etc. *Mary is young. You look tired.*
- **Имена прилагательные** могут обозначать:

– мнение о качестве предмета, отношение к нему *(beautiful, good)*

– объективные характеристики качества предмета *(long, strong, young)*. Они дают нам фактическую информацию о возрасте, размере, цвете и т.д.

Порядок имен прилагательных

- Прилагательные, выражающие мнение/отношения, предшествуют прилагательным, выражающим объективные характеристики.
a colourful summer dress
- Когда в предложении есть два и более прилагательных, обозначающих объективные характеристики, они обычно используются в следующем порядке: размер, возраст, форма, цвет, происхождение, материал.
He has a big green book.

	Size	Age	Shape	Colour	Origin	Material	
a	small	old	square	blue	Thai	silk	scarf

- Имя существительное обычно характеризуется не более чем тремя прилагательными.
a traditional Russian wooden doll.

МОДУЛЬ 4

Past Continuous — Прошедшее продолженное время

Past Continuous употребляется:

- для описания действия, которое происходило в прошлом и которое было прервано другим действием. Past Continuous употребляется для описания действия в развитии/процессе (длительное действие), а Past Simple — для описания действия, которое прервало его (краткое действие).
*They **were playing** football when their mother called them.*
- для описания двух или более одновременных действий, происходивших в развитии в прошлом.
*He **was reading** while his brother **was watching** TV.*
- для описания действия, которое происходило в определенное время в прошлом. При этом не указывается, когда действие началось или закончилось.
*At 8 o'clock last night I **was talking** on the phone.*

- для описания атмосферы, обстановки и т.п., а также во вступлении к рассказу. *The birds were singing and the sun was shining. I was sitting outside in the garden when something strange happened ...*

Примечание. Когда в предложении есть две формы Past Continuous, относящиеся к одному подлежащему, во избежание повторения глагол to be во втором случае опускается и употребляется лишь причастие настоящего времени с -ing.

He was walking along, and he was talking on his mobile phone. = He was walking along (and) talking on his mobile phone.

Указатели времени (сигналы), употребляемые с Past Continuous: while, when, as, all morning/evening/day/week, at 8 o'clock am.

Past Simple и Past Continuous

✓ **Past Simple** употребляется для описания действия, которое произошло в указанное время в прошлом.
*Laura **finished** her essay last week.*
Past Continuous употребляется для описания действия, которое происходило в определенный момент в прошлом.
*At ten o'clock this morning, she **was doing** the washing up.*

✓ **Past Simple** употребляется для описания последовательных действий в прошлом.
*They **played** chess and then they **discussed the game**.*
Past Continuous употребляется для описания одного или более действий, которые происходили в одно и то же время в прошлом (одновременные действия).
*Alice **was talking on the phone** while her sister **was sleeping**.*

- **Past Continuous** употребляется для описания действия в развитии/процессе, которое было прервано. **Past Simple** употребляется для описания действия, которое его прервало.
*Joyce **was walking her dog** when it **started** to rain.*

МОДУЛЬ 5

Future forms — Способы выражения будущего

Future Simple (will + инфинитив без частицы to) употребляется для:

- выражения решений, принятых в момент речи.
*It's hot in here — **I'll open** the window.*
- предсказания будущих событий, основанного на наших предположениях. Обычно используются глаголы **think, believe, expect**, а также выражения **be sure, be afraid** и наречия **probably, certainly, perhaps.**
*She **will probably call** me later.*
- выражения обещаний, угроз, предупреждений, просьб, надежд и предложений.
***Will you help** me clean the house?*
- выражения действий, описания событий, которые непременно произойдут в будущем и на которые мы не можем повлиять.
*Alex **will be** three years old in April.*

Be going to употребляется для:

- описания планов и намерений на будущее.
*He's **going to be** a medical student when he finishes school.*
*Jim **is going to sing** a song at the party tomorrow.*
- выражения предсказаний, имеющих объективные основания.
It's cloudy; it's **going to rain** tonight.

Present Continuous употребляется для:

- выражения действий, запланированных на ближайшее будущее, обычно с указанием времени.
They're going on holiday next week.
(They bought their tickets.)

Present Simple употребляется в:

- официально составленных расписаниях и программах.
*My flight to London **leaves** at 6 o'clock.*

Указатели времени (сигналы), употребляемые с формами, выражающими будущее время: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/ summer, in a week/month.*

Conditionals (type 0/1)/ — Придаточные предложения условия (тип 0/1)

Conditionals (type 0) используются для выражения общепринятых или научных фактов. В этом типе придаточных предложений условия можно использовать **when** вместо **if**.

Придаточное с If	Главное предложение
If/when + present simple – present simple	
If/When you mix blue and yellow paint, you get green.	

Conditionals (type 1) используются для описания реальной или вероятной ситуации в будущем.

Придаточное с If	Главное предложение
If + present simple – future simple, imperative, can/must/may etc + bare infinitive	
If he studies hard, he will/might/etc get very good marks.	

Если придаточное предложение стоит перед главным предложением, две части сложного предложения разделяются запятой. Если главное предложение стоит перед придаточным с if, запятая не ставится.

Примечание. С придаточными предложениями условия (тип 1) используется **unless (если не) + глагол в утвердительной форме** (= if + глагол в отрицательной форме).

*She will not finish her article in time **unless** she **works** hard.*

Time clause about the future – Придаточное времени, относящееся к будущему

В придаточных времени, относящихся к будущему, с такими союзами и выражениями, как **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time,** употребляется **Present Simple** или **Present Perfect**, а не будущее время.

By the time we get home dinner will be ready.
(NOT: ~~*By the time we will get home*~~ ...)

МОДУЛЬ 6

Present Perfect — Настоящее совершенное время

Present Perfect (have + Past Participle) употребляется для обозначения:

- законченного действия, произошедшего в прошлом в неустановленное время, связанного с настоящим через результат.
  I have seen this film.
  Я видел этот фильм.
  Natasha has been to the USA twice.
  Наташа дважды бывала в США.
- действия, начавшегося в прошлом и продолжающегося до сих пор, особенно с глаголами состояния, такими, как be, have, like, know, etc.
  I have known her for eight years.
  Я знаю ее восемь лет.
  I have (just/ already) finished my breakfast.
  Я (только что/уже) позавтракал.

Указатели времени (сигналы), употребляемые с Present Perfect:

already (уже) употребляется в утверждениях:
I have already been to the gym.
Я уже был в спортивном зале.
в вопросах (выражает удивление):
Have you finished shopping already?
Ты уже закончил(а) делать покупки?

yet (еще не, уже) употребляется в вопросах и отрицаниях:
Have you joined the drama club yet?
Ты уже записался в театральный кружок?
Steven hasn't come home yet.
Стив еще не пришел домой.

just (только что) употребляется, чтобы показать, что действие закончилось непосредственно перед моментом речи:
I have just finished my homework.
Я только что закончил свою домашнюю работу.

Другие указатели времени (сигналы), употребляемые с Present Perfect: *always, ever, never, so far, today, this week/month/etc, how long, lately, recently.*

Указатели времени (сигналы), употребляемые с Present Perfect и с Present Perfect Continuous):

since (= с определенного момента в прошлом)
I haven't seen Pat since last summer.
Я не видел Пэт с прошлого лета.

for (= в течение)
I've had this bike for 2 years.
Этот велосипед у меня уже 2 года.

МОДУЛЬ 7

Степени сравнения прилагательных и наречий

Сравнительная степень употребляется при сравнении людей или предметов. Превосходная степень указывает на высшую степень качества у того или иного лица или предмета в группе подобных. После прилагательного в сравнительной степени обычно используется **than (чем)**, а перед прилагательным в превосходной степени определенный артикль **the**.

She is taller than me. She's the tallest person in the room.

Образование сравнительной и превосходной степени прилагательных и наречий:

- к односложным прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для образования превосходной: *wide – wider – (the) widest.*

  Примечание: у односложных прилагательных с ударной гласной между согласными последняя согласная удваивается: *big – bigger – (the) biggest.*
- к двусложным прилагательным, оканчивающимся на **-ly, -y, -w,** также добавляется **-er/-est**: *narrow – narrower – (the) narrowest.*

  Примечание: у прилагательных, оканчивающихся на согласную + **y, -y** заменяется на **-i**: *ugly – uglier – (the) ugliest.*
- у прилагательных, состоящих из двух или более слогов сравнительная и превосходная степени образуются при помощи **more (более)/most (наиболее).**

  beautiful – more beautiful – (the) most beautiful.

  Примечание:. clever, common, cruel, friendly, gentle, pleasant, polite, simple, stupid, quiet образуют сравнительную и превосходную степени сравнения как с **-er/-est,** так и при помощи **more/most**: *clever – cleverer/more clever – cleverest/most clever*
- к наречиям, совпадающим по форме с прилагательными **(hard, fast, free, early, late, high, low, deep, long, near, right, wrong, straight),** добавляется **-er/-est.** *hard – harder – hardest*
- к двусложным или многосложным наречиям добавляется **more/most.**

  slowly – more slowly – most slowly
- **Исключения:**

  good/well – better – best
  bad/badly – worse – worst
  much – more – most
  many/lots – more – most
  little – less – least
  far – farther/further – farthest/furthest
  old – older/elder – oldest/eldest

Сравнительные конструкции:

- **as + прилагательное + as — такой же, как.** В отрицательных предложениях употребляется **not as/so ... as — не такой, как.**

  Mike is not as/so strong as his father.
- **less + прилагательное + than — менее ..., чем.** Противоположностью является **more ... than — более ..., чем.**

  I find comedies less interesting than thrillers.
- **the least + прилагательное + of/in — наименее из.** Противоположностью является **most ... of/in.**

  Claire is the least creative person in the class.
- **much/a lot/far (намного)/a little (немного)/ a bit (чуть-чуть)/ slightly (слегка) + прилагательное в сравнительной степени.**

  Jill is slightly younger than Gary.
- **the + прилагательное в сравнительной степени ... , the + прилагательное в сравнительной степени — чем ..., тем ... .**

  The harder she studies, the more easily she'll pass the exam.
- **by far + the + прилагательное в превосходной степени — самый... на данный момент.**

  Frank is by far the most talented player of the team.

Примечание

- ✔ **прилагательное в сравнительной степени + and + прилагательное в сравнительной степени** употребляется, чтобы показать увеличение или уменьшение какого-либо качества.

  The day is getting shorter and shorter.

Present Perfect vs Past Simple — Настоящее совершенное время и прошедшее простое время

- Past Simple употребляется для обозначения действия, которое произошло в указанное время в прошлом.

  She wrote her first novel in 1998.

  Она написала свой первый роман в 1998 году.
- Present Perfect употребляется для обозначения действия, произошедшего в неустановленное время в прошлом и связанного с настоящим через результат.

  She has written lots of novels.

  Она написала много романов.
- Past Simple употребляется для обозначения действия, которое началось и было завершено в прошлом.

  He played basketball for ten years. (He doesn't play any more.) Он играл в баскетбол 10 лет.
- Present Perfect употребляется для обозначения действия, которое началось в прошлом и все еще длится (для stative verbs).

  I've known her for five years.

  Я знаком с ней 5 лет.

МОДУЛЬ 8

Present Perfect Continuous — Настоящее совершенное продолженное время

- Present Perfect Continuous употребляется для обозначения длительности действия, которое началось в прошлом и продолжается в момент речи или в настоящее время.
  *We **have been cooking** since 10 o'clock am for my birthday party!*
  Мы готовим с 10 утра к моему празднику.
  I've been playing the piano for 3 years.
  Я играю на пианино 3 года.
- Present Perfect Continuous употребляется для описания действия, которое началось и закончилось в прошлом и косвенные результаты (побочное следствие) которого очевидны в настоящее время.
  *Your hands are dirty. **Have you been painting?***
  У тебя грязные руки. Ты рисовал(а)?

Указатели времени (сигналы) с Present Perfect Continuous: *since, for, how long.*

Примечание: с глаголами **live, work, teach** и **feel** Present Perfect или Present Perfect Continuous употребляются без изменения значения.

*He **has lived/has been living** in Suffolk for the last twelve years.*

Question tags — Разделительные вопросы

Употребление

Разделительные вопросы представляют собой вопрос в конце высказывания. Они употребляются в основном в разговорной речи.

He likes fruit and vegetables, doesn't he?
Он любит овощи и фрукты, не так ли?
He doesn't like junk food, does he?
Ему не нравится нездоровая пища, не правда ли?

Форма

- Разделительные вопросы образуются при помощи **вспомогательного глагола, соответствующего сказуемому** основного предложения, и **личного местоимения, соответствующего подлежащему.**
  *Peter **is** clever, **isn't he?***
  *You've got two brothers, **haven't you?***
  *This little girl can write her name, **can't she?***
- Если предложение **утвердительное**, то вопрос в конце будет **отрицательным.**
  *Ann **has phoned** everyone, **hasn't she?***
- Если предложение **отрицательное**, то вопрос в конце будет **утвердительным.**
  *He **didn't cheat** on the exam, **did he?***
- Если в предложении есть такие наречия, как **never, hardly, seldom** или **rarely**, то вопрос в конце будет утвердительным.
  *You never listen to what I say, **do you?***

Модальные глаголы must(n't) — (don't) have to

Must(n't) — (не) должен

- **Must/mustn't** употребляется для обозначения правил, обязанностей, долга.
  *You **must** wear a seatbelt. (It's the law.)*
- **Mustn't** употребляется для выражения запрета.
  *You **mustn't** eat in class. (You aren't allowed to.)*
- **Must/mustn't** также употребляется для того, чтобы дать настойчивый совет.
  *You **must** tell the truth. (It's very important that you tell the truth.)*

Примечание. Must имеет форму только настоящего времени. Для выражения этого значения в других временах используется **have to,** который может употребляться в различных временных формах.

*I **had to** go to the doctor yesterday. (past)*
Я должен был пойти к врачу вчера.

(Don't) Have to

- **Have to** употребляется для выражения необходимости (обусловленной обстоятельствами — «вынужден», «приходится»).
  *I **have to** be home by three o'clock. (= It's necessary.) Мне нужно быть дома к 3 часам.*
  I have to look after my younger brother.
  Мне приходится присматривать за моим младшим братом.
- **Don't/doesn't have to** употребляется для выражения отсутствия необходимости.
  *You **don't have to** stay at school late. (= It isn't necessary.) Тебе не нужно оставаться в школе долго.*

МОДУЛЬ 9

Выражение значения количества с исчисляемыми (countable) и неисчисляемыми (uncountable) существительными

ИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ

Единственное число

Утверждение:	*There is a book.*
	There is an umbrella.
Отрицание:	*There isn't a book.*
	There isn't an umbrella.
Вопрос:	*Is there a book?*
	Is there an umbrella?

Множественное число

Утверждение:	*There are some/a lot of/(a) few apples.*
Отрицание:	*There aren't any/many apples.*
Вопрос:	*Are there any apples?*

НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ

Утверждение:	*There's some/a lot of/(a) little butter.*
Отрицание:	*There isn't any/much butter.*
Вопрос:	*Is there any butter?*

- **Some** употребляется в утверждениях с исчисляемыми существительными во множественном числе или с неисчисляемыми существительными.
  We need some bananas and some milk.
  Примечание. Some употребляется в вопросах для обозначения предложения или просьбы.
  Would you like some tea? (offer)
  Can I have some apple juice, please? (request)
- **Any** употребляется в отрицаниях и вопросах с исчисляемыми существительными во множественном числе или с неисчисляемыми существительными.
  There isn't any cheese left. Are there any peppers left?
- **A/an** употребляется во всех формах (утверждение, отрицание и вопрос) с исчисляемыми существительными в единственном числе.
  There is a book on the shelf.
  There isn't an egg in the fridge.
  Is there a vase on the table?
- **A lot of/lots of** употребляется в утверждениях с исчисляемыми существительными во множественном числе или с неисчисляемыми существительными.
  She has got a lot of toys.
  There's still lots of rice in the bowl.
  We omit **of** when **a lot/lots** is not followed by a noun.
  A: Is there any lettuce?
  B: Yes, there's a lot./Yes, there's lots.
- **Much** и **many** употребляется в отрицаниях и вопросах. **Much** употребляется с неисчисляемыми существительными, а **many** — с исчисляемыми существительными во множественном числе.
  I don't drink much Coke.
  I haven't got many pens.
  Is there much tea in the pot?
  Have you got many watches?
- **Few** (= мало), **a few** (= несколько, немного) употребляется с исчисляемыми существительными во множественном числе.
  We've got few lemons. We need to buy some.
  We've got a few lemons. We can make a lemon pie.
- **Little** (= мало), **a little** (= немного) употребляется с неисчисляемыми существительными.
  You must be quick. You have little time.
  I can't decide now. I need a little time to think.

Выражение количества существительных, обозначающих продукты питания

bottle — a bottle of Coke / two bottles of ...
glass — a glass of water / two glasses of ...
carton — a carton of milk / two cartons of ...
cup — a cup of coffee / two cups of ...
bowl — a bowl of rice / two bowls of ...
packet — a packet of pasta / two packets of ...
slice — a slice of cheese / two slices of ...
loaf — a loaf of bread / two loaves of ...
kilo — a kilo of sugar / two kilos of ...
bar — a bar of chocolate / two bars of ...

Present Perfect vs Present Perfect Continuous — Настоящее совершенное время и настоящее совершенное продолженное время

Present Perfect употребляется:

- для обозначения действия, которое только что завершилось и чьи результаты очевидны в настоящее время.
  She has just bought a new dress.
  Она только что купила себе новое платье.
- для обозначения действия, которое произошло в неуказанное время в прошлом, и имеется результат.
  He has broken his leg.
- для обозначения действия, которое началось в прошлом и продолжается вплоть до настоящего момента, обычно с глаголами состояния (**like**, **know**, **have**, etc) и *for, since.*

I have known him for five years.
Я знаю его пять лет.

Present Perfect Continuous подчеркивает длительность действия, начавшегося в прошлом и продолжающегося до настоящего момента.

*They **have been swimming** all day.*
Они плавают весь день.

Present Perfect Continuous употребляется для:

- обозначения действия, которое началось и завершилось в прошлом и результаты которого очевидны в настоящее время.

  *He's got a tan. **He's been sunbathing**.*
  У него загар. Он загорал.

- выражения эмоционального (часто негативного) состояния.

  *Who **has been using** my computer?*
  Кто работал за моим компьютером?

МОДУЛЬ 10

Reflexive pronouns — Возвратные местоимения

ВОЗВРАТНЫЕ МЕСТОИМЕНИЯ		
myself	himself	ourselves
yourself	herself	yourselves
	itself	themselves

Употребление

- Возвратные местоимения употребляются, когда подлежащее и дополнение являются одним лицом.

  *Tim cut **himself**.*
  Тим порезался.

- Возвратные местоимения употребляются, чтобы подчеркнуть, что действие совершено самостоятельно, без посторонней помощи.

  *Karen will cut the cake **herself**. (No one else will be involved.)*
  Кэрин сама порежет торт.

- Чтобы подчеркнуть, что действие совершено лицом самостоятельно, перед возвратным местоимением употребляется **by**.

  *He did the shopping **by himself**.*
  Он сам ходил за покупками.

Примечание

Глаголы **dress, wash, hide** в возвратном значении употребляются без возвратных местоимений.

Have you dressed?
Hide behind the bush!

Irregular Verbs (Неправильные глаголы)

Infinitive	Past	Past Participle	Перевод
be	was/were	been	быть
bear	bore	born(e)	нести
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать
bite	bit	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt (burned)	burnt (burned)	гореть
burst	burst	burst	взрываться
buy	bought	bought	покупать
can	could	(been able to)	мочь, уметь
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
deal	dealt	dealt	иметь дело
dig	dug	dug	копать
do	did	done	делать
draw	drew	drawn	рисовать
dream	dreamt (dreamed)	dreamt (dreamed)	мечтать
drink	drank	drunk	пить
drive	drove	driven	водить
eat	ate	eaten	есть
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать
fight	fought	fought	сражаться
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать
get	got	got (gotten)	получать
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
hang	hung (hanged)	hung (hanged)	вешать
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hidden	прятать
hit	hit	hit	ударять
hold	held	held	держать
hurt	hurt	hurt	обижать
keep	kept	kept	хранить
know	knew	known	знать
lead	led	led	вести
learn	learnt (learned)	learnt (learned)	учить(ся)
leave	left	left	покидать
lend	lent	lent	одалживать
let	let	let	позволять
light	lit	lit	зажигать
lose	lost	lost	терять
make	made	made	делать
mean	meant	meant	подразумевать
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ride	rode	ridden	ехать
ring	rang	rung	звонить
rise	rose	risen	подниматься
run	ran	run	бежать
say	said	said	говорить
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	отправлять
set	set	set	устанавливать
sew	sewed	sewn	шить
shake	shook	shaken	трясти
shine	shone	shone	светить
shoot	shot	shot	стрелять
show	showed	shown	показывать
shut	shut	shut	запирать
sing	sang	sung	петь
sit	sat	sat	сидеть
sleep	slept	slept	спать
smell	smelt (smelled)	smelt (smelled)	пахнуть
speak	spoke	spoken	говорить
spell	spelt (spelled)	spelt (spelled)	произносить по буквам
spend	spent	spent	тратить
stand	stood	stood	стоять
steal	stole	stolen	воровать
stick	stuck	stuck	приклеивать
sting	stung	stung	жалить
swear	swore	sworn	клясться
sweep	swept	swept	подметать
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	учить
tear	tore	torn	рвать
tell	told	told	говорить
think	thought	thought	думать
throw	threw	thrown	бросить
understand	understood	understood	понимать
wake	woke	woken	просыпаться
wear	wore	worn	носить
win	won	won	выигрывать
write	wrote	written	писать

Song Sheets

Modules 1 & 2

1 Look at the pictures and the title. What do you think the song is about? Listen, read and check your answers.



Live IN STYLE

Living close to nature
Is a lovely way to be
Life is quiet and peaceful, too
It's so relaxed and free

But everyone is different
We all have different ways
Different thoughts of what to do
And where to spend our days
So find the place where you belong
The place that makes you smile
The place that gives you what you want
Where you can live in style

Living in the city
Is exciting and it's fun
There's always lots to do and see
Something for everyone



2 Where is the best place to be according to the singer?

3 Do you prefer living in the countryside or in a big city? Discuss in pairs.

Proverbs

4 Explain the proverbs. Are there similar ones in your language?

- A place for everything, and everything in its place.
- An Englishman's home is his castle.

Modules 3 & 4

1 Look at the title of the song. What do you think it is about? Listen, read and check your answers.

AGAINST ALL ODDS

The future's yours, just look and see
Be anything you want to be
Just remember who you are
A trailblazer and a star

Against all odds, you still can win
Don't give up and don't give in
Put your talents to the test
Make your mark and be the best

No matter what you want to do
You can make your dreams come true
Be determined, take control
And you can achieve your goal

2 How does the singer feel about the future?

3 How does the song make you feel about the future? Discuss.

Proverbs

4 Explain the proverbs. Are there similar ones in your language?

- Where there's a will, there's a way.
- The future belongs to those who prepare for it.

Modules 5 & 6

1 Read the title of the song. In what context do you expect to find the words below? Listen, read and check your answers.

- inventions • gadgets • cool machines
- online shops • technology



BRIGHTER EVERY DAY

The world is changing every day
As life improves in every way
New inventions make life fun
And easier for everyone

High tech gadgets, cool machines
Online shops and magazines
The future's really here to stay
And it looks brighter every day

Our whole lives are computerised
The world is much more organised
The magic of technology
Will help us all live happily

2 Why does the singer like new technology?

3 What do you think about new technology? Discuss in pairs.

4 Look at the list. Which do you think is the most important invention? Explain your choice.

- computers • the Internet • MP3s • CDs
- telephones • mobile phones • DVDs

Proverbs

5 Explain the proverbs. Are there similar ones in your language?

- Man is greater than the tools he invents.
- Time and tide wait for no man.

Modules 7 & 8

1 Read the title of the song. In what context do you expect to find the words below? Listen, read and check your answers.

- success • stardom • fortune • fame
- spotlight • star • front page • excite
- inspire

Shine Like the Sun



I want success, I want stardom
A life full of fortune and fame
I want to dance in the spotlight
With everyone calling my name

I want to live in the spotlight
I want to be number one
I want to be such a big star
I want to shine like the sun

One day I'll be on the front page
My work will excite and inspire
People will know all about me
And I'll set the whole world on fire

2 a) Why do you think the singer wants to be famous?

b) What do you think the singer means by the phrase '*set the whole world on fire*'?

3 Would you like to be famous? What would you like to be famous for? Discuss.

4 Which of the following would you prefer: *fame*, *wealth* or *happiness*? Discuss.

Proverbs

5 Explain the proverbs. Are there similar ones in your language?

- Better be born lucky than rich.
- A bird in the hand is worth two in the bush.
- A puff of wind and popular praise weigh alike.

1 Look at the pictures and the title. What do you think the song is about? Listen, read and check your answers.

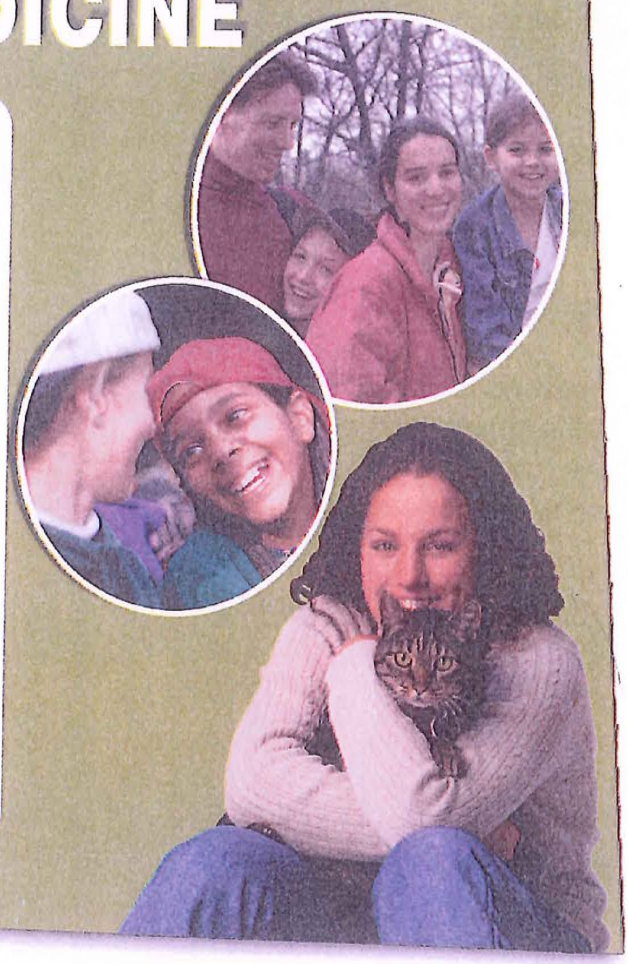
The Best MEDICINE

When I'm under the weather
Or when I'm feeling ill
There's one thing that works for me
Much more than any pill

You are the best medicine
You take away my pain
Whenever I am sad or blue
You make me smile again

I don't need tea or syrup
And tablets just won't do
The only cure for my disease
Is spending time with you

The doctors can't explain why
My symptoms disappear
And I'm in perfect health again
Whenever you are near



2 What makes the singer feel better?

3 What makes you feel better when you are under the weather? Discuss.

Proverbs

4 Explain the proverbs. Are there similar ones in your language?

- A friend is never known till needed.
- Friends are flowers in the garden of life.

MODULE 1

1a A city mouse or a country mouse?

barn /bɑːrn/ (n) сарай, коровник
facilities /fəsɪlɪtɪz/ (n pl) оборудование, приспособления
farmyard /fɑːrmjɑːrd/ (n) двор фермы
feed* /fiːd/ (v) кормить
free /friː/ (adj) свободный
guest /gest/ (n) гость
happy /hæpi/ (adj) счастливый
homesick /hoʊmsɪk/ (adj) тоскующий по дому
hometown /hoʊmtaʊn/ (n) родной город
huge /hjuːʤ/ (adj) огромный
interesting /ɪntrəstɪŋ/ (adj) интересный
isolated /aɪsəleɪtɪd/ (adj) изолированный, одинокий
landscape /lændskeɪp/ (n) пейзаж
lonely /loʊnli/ (adj) одинокий
lovely /lʌvli/ (adj) прекрасный, чудесный
milk /mɪlk/ (v) доить
miss /mɪs/ (v) скучать
noisy /nɔɪzi/ (adj) шумный
quiet /kwaɪət/ (adj) тихий
relaxed /rɪlækst/ (adj) расслабленный
stressed /strest/ (adj) подавленный
swap /swɒp/ (v) менять
tired /taɪərd/ (adj) уставший
worried /wʌrid/ (adj) обеспокоенный

close at hand (phr) близко, рукой подать
constant noise & pollution (phr) постоянный шум и загрязнение
convenient public transport (phr) удобный общественный транспорт
crowded streets (phr) переполненные улицы
heavy traffic (phr) оживленное движение
high cost of living (phr) высокая стоимость жизни
high quality lifestyle (phr) правильный образ жизни
high/low rate of unemployment (phr) высокий/низкий уровень безработицы
hustle and bustle (phr) толчея и суета
lead (un)healthy lifestyle (phr) вести (не)здоровый образ жизни
peace and quiet (phr) тишина и спокойствие

1b Better safe than sorry

alarm system /əlɑːrm sɪstəm/ (n) сигнализация
burglar /bɜːrglər/ (n) вор, взломщик
crime /kraɪm/ (n) преступление
danger /deɪnʤər/ (n) опасность
door chain /dɔːr ʧeɪn/ (n) дверная цепочка
identification (= ID) /aɪdentɪfɪkeɪʃn/ (n) удостоверение личности
install /ɪnstɔːl/ (v) устанавливать
leaflet /liːflət/ (n) листовка
peephole /piːphoʊl/ (n) глазок (в двери)
protect /prətekt/ (v) защищать
rob /rɒb/ (v) грабить, воровать
shoplift /ʃɒplɪft/ (v) совершать кражу в магазине
steal /stiːl/ (v) воровать
stranger /streɪnʤər/ (n) незнакомец
valuables /væljuəbəlz/ (n pl) ценности

hand over (phr v) передавать из рук в руки
run after (phr v) бежать за, преследовать
run into (phr v) сталкиваться, наталкиваться
run out of (phr v) истощить свой запас
switch on/off (phr v) включать/выключать
turn on/off (phr v) включать/выключать

better safe than sorry (phr) семь раз отмерь, один раз отрежь
dusk to dawn (phr) от зари до зари, от восхода до заката
How about … + ing (phr) Как насчет ...
I think/don't think you should … (phr) Я думаю/не думаю, что тебе стоит ...
Why don't you …? (phr) Почему бы тебе не ...?
You should (not) (phr) Тебе стоит/не стоит

1c Hanging out

activity /æktɪvɪtɪ/ (n) деятельность, занятие
attraction /ətrækʃən/ (n) аттракцион, привлекательное место
carousel /kærəsel/ (n) карусель
chat /ʧæt/ (v) болтать
choose /ʧuːz/ (v) выбирать
crazy /kreɪzɪ/ (adj) сумасшедший
exhibition /eksɪbɪʃən/ (n) выставка
hang out /hæŋ aʊt/ постоянно бывать, гулять
include /ɪnkluːd/ (v) включать в себя
museum /mjuːziːəm/ (n) музей
outdoors /aʊtdɔːrz/ (adv) вне дома
popular /pɒpjʊlər/ (adj) популярный
shop /ʃɒp/ (v) делать покупки
skating gear /skeɪtɪŋ gɪər/ (n) принадлежности для катания на роликах, скейтбордах, скутерах
spot /spɒt/ (n) место
surfing /sɜːrfɪŋ/ (n) серфинг
visit /vɪzɪt/ (v) посещать

chat with friends (phr) болтать с друзьями
do the gardening (phr) работать в саду
go surfing (phr) заниматься серфингом
hang out at the shopping centre (phr) гулять по торговому центру
have lunch outdoors (phr) обедать в кафе (не дома)
surf the Net (phr) бродить по сети Интернет

1d — Culture Corner

architecture /ɑːrkɪtekʧər/ (n) архитектура
castle /kɑːsəl/ (n) замок
century /sentʃərɪ/ (n) век
classical /klæsɪkəl/ (adj) классический
extinct /ɪkstɪŋkt/ (adj) потухший (о вулкане)
fortress /fɔːrtrɪs/ (n) крепость
ghost /goʊst/ (n) привидение
legend /leʤənd/ (n) легенда

* vocabulary for active/productive perception

masterpiece /mɑːstəˈpiːs/ (n) шедевр
medieval /mɛdɪˈiːvəl/ (adj) средневековый
mountain /maʊntɪn/ (n) гора
raven /reɪvᵊn/ (n) ворон
river /rɪvəˈ/ (n) река
spooky /spuːkɪ/ (adj) жуткий, страшный
tourist /tʊərɪst/ (n) турист
tower /taʊəˈ/ (n) башня
unique /juːnɪk/ (adj) уникальный
view /vjuː/ (n) вид
volcano /vɒlkeɪnoʊ/ (n) вулкан

date back (phr v) относиться к (о времени)
fall down (phr v) падать

English in Use 1

map /mæp/ (n) карта
passenger /pæsɪndʒəˈ/ (n) пассажир
ticket seller /tɪkɪt seləˈ/ (n) продавец билетов

Next please! (phr) Следующий, пожалуйста!
Return to London, please. (phr) Билет до Лондона и обратно, пожалуйста.
Single or return? (phr) Только туда или обратно тоже?
That's £6.00. (phr) Это стоит 6 фунтов.
travel by boat /baɪ boʊt/ на лодке
by bus /baɪ bʌs/ на автобусе
by car /baɪ kɑːˈ/ на автомобиле
by motorcycle /baɪ moʊtəˈsaɪkᵊl/ на мотоцикле
by plane /baɪ pleɪn/ на самолете
by ship /baɪ ʃɪp/ на корабле
by taxi /baɪ tæksɪ/ на такси
by train /baɪ treɪn/ на поезде
by tube /baɪ tjuːb/ на метро
on foot /ɒn fʊt/ пешком
You're welcome. (phr) Пожалуйста.

Across the Curriculum 1 — Geography

block of flats /blɒk əv flæts/ (n) многоквартирный дом
busy /bɪzɪ/ (adj) занятой
capital city /kæpɪtᵊl sɪtɪ/ (n) столица
cheap /tʃiːp/ (adj) дешевый
city centre /sɪtɪ sentəˈ/ (n) центр города
clean /kliːn/ (adj) чистый
colourful /kʌlərfʊl/ (adj) цветной
continent /kɒntɪnənt/ (n) континент
crowded /kraʊdɪd/ (adj) переполненный
currency /kʌrənsɪ/ (n) валюта
delicious /dɪlɪʃəs/ (adj) очень вкусный
dirty /dɜːˈtɪ/ (adj) грязный
excellent /eksələnt/ (adj) отличный, превосходный
fantastic /fæntæstɪk/ (adj) великолепный
horse racing /hɔːˈs reɪsɪŋ/ (n) скачки
language /læŋgwɪdʒ/ (n) язык
local food /loʊkəl fuːd/ (n) национальная кухня
metro network /metroʊ netwɜːˈk/ (n) сеть метрополитена
nightlife /naɪtlaɪf/ (n) ночная жизнь
population /pɒpjʊleɪʃᵊn/ (n) население
street party /striːtpɑːˈtɪ/ (n) уличный парад
trolley bus /trɒlɪ bʌs/ (n) троллейбус

MODULE 2
2a Bookworms

adventure story /ədventʃəˈ stɔːrɪ/ (n) приключенческий рассказ
amazing /əmeɪzɪŋ/ (adj) удивительный, поразительный
appearance /əpɪərəns/ (n) внешность
author /ɔːθəˈ/ (n) автор
biography /baɪɒgrəfɪ/ (n) биография
bookworm /bʊkwɜːˈm/ (n) «книжный червь»
brilliant /brɪlɪənt/ (adj) выдающийся, блестящий
cape /keɪp/ (n) накидка, плащ с капюшоном
character /kærɪktəˈ/ (n) персонаж
clever /klevəˈ/ (adj) умный
comedy /kɒ mədɪ/ (n) комедия
companion /kəmpænjən/ (n) товарищ
crime /kraɪm/ (n) преступление
criminal /krɪmɪnᵊl/ (n) преступник
dangerous /deɪndʒ ərəs/ (adj) опасный
detective /dɪtektɪv/ (n) детектив
drama /drɑːmə/ (n) драма
emotional /ɪmoʊʃənᵊl/ (adj) эмоциональный, волнующий
event /ɪvent/ (n) событие
excitement /ɪksaɪtmənt/ (n) волнение
extraordinary /ɪkstrɔːˈdənrɪ/ (adj) исключительный, чрезвычайный
faithful /feɪθfʊl/ (adj) верный, преданный
fairy tale /feərɪ teɪl/ (n) сказка
famous /feɪməs/ (adj) известный
fictional /fɪkʃənᵊl/ (adj) вымышленный
funny /fʌnɪ/ (adj) смешной
gossip /gɒsɪp/ (v) сплетничать
great /greɪt/ (adj) великий
history /hɪstərɪ/ (n) история
humorous /hjuːmərəs/ (adj) юмористический
imagination /ɪmædʒɪneɪʃᵊn/ (n) воображение
inspire /ɪnspaɪəˈ/ (v) вдохновлять
intelligent /ɪntelɪdʒᵊnt/ (adj) умный
investigation /ɪnvestɪgeɪʃᵊn/ (n) расследование
loyal /lɔɪəl/ (adj) верный, преданный
magnifying glass /mægnɪfaɪɪŋ glɑːs/ (n) лупа, увеличительное стекло
mysterious /mɪstɪərɪəs/ (adj) загадочный, таинственный
mystery /mɪstərɪ/ (n) детективный роман, рассказ
myth /mɪθ/ (n) миф
neat /niːt/ (adj) аккуратный, опрятный
novel /nɒvəl/ (n) роман
obsession /əbseʃən/ (n) одержимость
order /ɔːˈdəˈ/ (n) порядок
ordinary /ɔːˈdɪnrɪ/ (adj) обычный
poem /poʊɪm/ (n) стихотворение
psychology /saɪkɒlədʒɪ/ (n) психология
quiz /kwɪz/ (n) тест, викторина
science fiction /saɪəns fɪkʃᵊn/ (n) научная фантастика
several /sevrəl/ (adj) несколько
strange /streɪndʒ/ (adj) странный
tidy /taɪdɪ/ (adj) чистый, опрятный

typical /tɪpɪkəl/ (adj) обычный, типичный
underwater /ʌndəʳwɔːtəʳ/ (adj) подводный
unusual /ʌnjuːʒuəl/ (adj) необычный
well known /wel noʊn/ (adj) известный, знаменитый
writer /raɪtəʳ/ (n) писатель

a suspense story (phr) захватывающий приключенческий рассказ
at first glance (phr) на первый взгляд
humorous story (phr) юмористический рассказ
solve the mystery case (phr) расследовать загадочное дело

2b A classic read

adventure /ədventʃəʳ/ (n) приключение
bush /bʊʃ/ (n) куст
cave /keɪv/ (n) пещера
compass /kʌmpəs/ (n) компас
discover /dɪskʌvəʳ/ (v) обнаруживать, находить
explore /ɪksplɔːʳ/ (v) исследовать
explorer /ɪksplɔːrəʳ/ (n) исследователь
hide /haɪd/ (v) прятать(ся)
huge /hjuːdʒ/ (adj) огромный
initials /ɪnɪʃəlz/ (n pl) инициалы
journey /dʒɜːʳnɪ/ (n) путешествие
nephew /nefjuː/ (n) племянник
plot /plɒt/ (n) сюжет
raft /rɑːft/ (n) плот
rock /rɒk/ (n) скала

2c Vanished!

chat /tʃæt/ (n/v) разговор, беседа/болтать
confused /kənfjuːzd/ (adj) смущенный
cosy /koʊzɪ/ (adj) уютный, удобный
crawl /krɔːl/ (v) ползать
cry /kraɪ/ (v) кричать
gasp /gɑːsp/ (n/v) тяжелое дыхание/открывать рот (от удивления)
laugh /lɑːf/ (n/v) смех/смеяться
power cut /paʊəʳ kʌt/ (n) отключение электричества
powerful /paʊəʳfʊl/ (adj) мощный
relieved /rɪliːvd/ (adj) испытывающий облегчение
reply /rɪplaɪ/ (n) ответ
sigh /saɪ/ (n/v) вздох/вздыхать
sleepy /sliːpɪ/ (adj) сонный
snooze /snuːz/ (n/v) короткий сон, дремота/дремать
snore /snɔːʳ/ (n/v) храп/храпеть
storm /stɔːʳm/ (n) буря, гроза
stormy /stɔːʳmɪ/ (adj) бурный, ненастный
trip /trɪp/ (v) спотыкаться
velvet /velvɪt/ (adj) бархатный
whisper /wɪspəʳ/ (n/v) шепот/шептать
yawn /jɔːn/ (n/v) зевота/зевать

a gust of wind (phr) порыв ветра
a flash of lightning (phr) вспышка молнии
be fast asleep (phr) крепко спать

2d — Culture Corner

beast /biːst/ (n) зверь
champion /tʃæmpɪən/ (n) чемпион
crock /krɒk/ (n) горшок, кувшин
disappear /dɪsəpɪəʳ/ (v) исчезать
elf /elf/ (n) эльф
entertain /entəʳteɪn/ (v) развлекать
fairy /feərɪ/ (n) фея
fight /faɪt/ (v) бороться, сражаться
folk tale /foʊk teɪl/ (n) народная сказка
giant /dʒaɪənt/ (n) великан
gold /goʊld/ (n) золото
group /gruːp/ (n) группа
incredible /ɪnkredɪbᵊl/ (adj) невероятный
treasure /treʒəʳ/ (n) сокровище
king /kɪŋ/ (n) король
location /loʊkeɪʃᵊn/ (n) местонахождение
magical /mædʒɪkᵊl/ (adj) волшебный, магический
moral /mɒrᵊl/ (adj) моральный, нравственный
noble /noʊbᵊl/ (adj) благородный
obstacle /ɒbstəkᵊl/ (n) препятствие, преграда
overcome /oʊvəʳkʌm/ (v) преодолевать
saint /seɪnt/ (n) святой
story /stɔːrɪ/ (n) история, рассказ
storyteller /stɔːrɪteləʳ/ (n) рассказчик
tradition /trədɪʃᵊn/ (n) традиция
trick /trɪk/ (v) обманывать
upset /ʌpset/ (adj) расстроенный, разочарованный
value /væljuː/ (n) ценность
warrior /wɒrɪəʳ/ (n) воин

English in Use 2

Oh my goodness! (phr) Боже мой!
You'll never guess what happened to me! (phr) Ты никогда не угадаешь, что со мной произошло!

Across the Curriculum 2 — Literature

ambassador /æmbæsədəʳ/ (n) посол
ankle /æŋkᵊl/ (n) лодыжка
bottle /bɒtᵊl/ (n) бутылка
calm /kɑːm/ (adj) тихий, спокойный
chain /tʃeɪn/ (n) цепь
clank /klæŋk/ (n) лязг, бряцание
dramatist /dræmətɪst/ (n) драматург
dressing case /dresɪŋ keɪs/ (n) дорожный кейс
foolish /fuːlɪʃ/ (adj) глупый
footstep /fʊtstep/ (n) след
handcuffs /hændkʌfs/ (n pl) наручники
haunted /hɔːntɪd/ (adj) населенный привидениями
incident /ɪnsɪdənt/ (n) происшествие
local /loʊkᵊl/ (n) местный житель
lubricant /luːbrɪkənt/ (n) смазка, смазочный материал
marble /mɑːʳbᵊl/ (n) мрамор
match /mætʃ/ (n) спичка
metal /metəl/ (n) металл
novelist /nɒvəlɪst/ (n) писатель-романист
notice /noʊtɪs/ (v) замечать

oil /ɔɪl/ (v) смазывать
old-fashioned /oʊld-fæʃənd/ (adj) старомодный
poet /poʊɪt/ (n) поэт
rusty /rʌsti/ (adj) ржавый
slippers /slɪpəʳz/ (n pl) тапочки
warn /wɔːʳn/ (v) предупреждать
wrist /rɪst/ (n) запястье

strike a match (phr) зажечь спичку

MODULE 3

3a Lead the way!

afraid /əfreɪd/ (adj) испуганный
artistic /ɑːʳtɪstɪk/ (adj) артистичный
athletic /æθletɪk/ (adj) атлетический, спортивный
award /əwɔːʳd/ (n) награда
boxing /bɒksɪŋ/ (n) бокс
career /kərɪəʳ/ (n) карьера, профессия
chess /tʃes/ (n) шахматы
collect /kəlekt/ (v) собирать, коллекционировать
complain /kəmpleɪn/ (v) жаловаться
copy /kɒpi/ (n) копия
creative /krieɪtɪv/ (adj) творческий, созидательный
curious /kjʊəriəs/ (adj) любопытный
daring /deəɪɪŋ/ (adj) мужественный, отважный
detail /diːteɪl/ (n) деталь
design /dɪzaɪn/ (v) разрабатывать
determined /dɪtɜːʳmɪnd/ (adj) решительный
drive /draɪv/ (n) настойчивость, напористость
empire /empaɪəʳ/ (n) империя
enthusiasm /ɪnθjuːziæzəm/ (n) энтузиазм
fashion /fæʃᵊn/ (n) мода
fencing /fensɪŋ/ (n) фехтование
fit /fɪt/ (adj) (находящийся) в хорошей форме
football /fʊtbɔːl/ (n) футбол
go-kart /goʊ-kɑːʳt/ (n) картинг
ice-skating /aɪs-skeɪtɪŋ/ (n) катание на коньках
imaginative /ɪmædʒɪnətɪv/ (adj) одаренный воображением
jealous /dʒeləs/ (adj) завистливый
knit /nɪt/ (v) вязать
music /mjuːzɪk/ (n) музыка
painting /peɪntɪŋ/ (n) рисование
pastel /pæstᵊl/ (n) пастель, пастельный мелок
patient /peɪʃᵊnt/ (adj) терпеливый
realistic /riːəlɪstɪk/ (adj) реалистичный
sew /soʊ/ (v) шить
skateboarding /skeɪtbɔːʳdɪŋ/ (n) катание на скейтборде
sociable /soʊʃəbᵊl/ (adj) общительный
songwriting /sɒŋ raɪtɪŋ/ (n) сочинение песен
speed /spiːd/ (n) скорость
staple /steɪpᵊl/ (v) скреплять
succeed /səksiːd/ (v) преуспевать

piece together (phr v) соединять
set up (phr v) основывать, открывать
try out (phr v) пробовать, испытывать

be in charge of (phr) руководить чем-либо/кем-либо
pay attention to (phr) уделять внимание чему-либо

3b Who's who?

baby /beɪbi/ (n) малыш
bald /bɔːld/ (adj) лысый
beard /bɪəʳd/ (n) борода
blond(e) /blɒnd/ (adj) белокурый (блондин)
brown /braʊn/ (adj) коричневый (шатен)
child /tʃaɪld/ (n) ребенок
curly /kɜːʳli/ (adj) кудрявый
cute /kjuːt/ (adj) привлекательный, интересный
dark /dɑːʳk/ (adj) темный (брюнет)
elderly /eldəʳli/ (adj) пожилой
fair /feəʳ/ (adj) светлый
fat /fæt/ (adj) толстый, тучный
freckle /frekᵊl/ (n) веснушка
grey /greɪ/ (adj) седой
heavily built /hevɪli bɪlt/ (adj) крепкого телосложения
long /lɒŋ/ (adj) длинный
middle-aged /mɪdᵊl eɪdʒd/ (adj) средних лет
moustache /məstɑːʃ/ (n) усы
old /oʊld/ (adj) старый
pigtail /pɪgteɪl/ (n) косичка, хвостик (тип прически)
plump /plʌmp/ (adj) полный, пухлый
pretty /prɪti/ (adj) симпатичный, миловидный
red /red/ (adj) рыжий
round /raʊnd/ (adj) круглый
scar /skɑːʳ/ (n) шрам
short /ʃɔːʳt/ (adj) маленького роста
shoulder-length /ʃoʊldəʳ-leŋθ/ (adj) до плеч (о длине волос)
skinny /skɪni/ (adj) худой, тощий
slim /slɪm/ (adj) стройный
spiky /spaɪki/ (adj) колючий
straight /streɪt/ (adj) прямой
tall /tɔːl/ (adj) высокий
tan /tæn/ (n) загар
teenager /tiːneɪdʒəʳ/ (n) подросток
thin /θɪn/ (adj) худощавый
ugly /ʌgli/ (adj) безобразный, уродливый
wavy /weɪvi/ (adj) вьющийся
well-built /wel-bɪlt/ (adj) крепкий, хорошо сложенный
young /jʌŋ/ (adj) молодой

in his/her thirties (phr) в возрасте между 30 и 39 годами (за 30)
in his/her twenties (phr) в возрасте между 20 и 29 годами (за 20)
of medium height (phr) среднего роста

3c Against all odds

achieve /ətʃiːv/ (v) достигать, добиваться
actor /æktəʳ/ (n) актер
admire /ədmaɪəʳ/ (v) восхищаться
best seller /best seləʳ/ (n) бестселлер
blink /blɪŋk/ (v) моргать
brave /breɪv/ (adj) смелый
communicate /kəmjuːnɪkeɪt/ (v) общаться
computer system /kəmpjuːtəʳ sɪstəm/ (n) компьютерная система

cope (with) /kəʊp/ (v) справиться
diagnose /daɪəgnəʊz/ (v) ставить диагноз
disease /dɪziːz/ (n) болезнь
enable /ɪneɪbᵊl/ (v) давать возможность, позволять
eventually /ɪventʃuəlɪ/ (adv) в итоге, со временем
ingenious /ɪnʤiːnɪəs/ (adj) изобретательный, находчивый
inventor /ɪnventəʳ/ (n) изобретатель
law /lɔː/ (n) закон
muscle /mʌsᵊl/ (n) мышца
politician /pɒlɪtɪʃᵊn/ (n) политик
scientist /saɪəntɪst/ (n) ученый
universe /juːnɪvɜːʳs/ (n) мир, вселенная
university /juːnɪvɜːʳsɪtɪ/ (n) университет
wheelchair /wiːltʃeəʳ/ (n) инвалидная коляска

give away (phr v) отдавать, выдавать (тайну)
give back (phr v) возвращать
give up (phr v) отказываться

against all odds (phr) несмотря ни на что
lose control (phr) терять контроль
start a career (phr) начинать карьеру

3d — Culture Corner

armed forces /ɑːʳmd fɔːʳsɪz/ (n pl) вооруженные силы
Beefeater /biːfiːtə/ (n) бифитер, служитель охраны лондонского Тауэра
bodyguard /bɒdɪgɑːʳd/ (n) телохранитель
Crown Jewels /kraʊn ʤuːəlz/ (n pl) драгоценности из королевской казны
duty /djuːtɪ/ (n) обязанность
formal /fɔːʳmᵊl/ (adj) официальный
guard /gɑːʳd/ (v) охранять, сторожить
guide /gaɪd/ (n) гид, экскурсовод
occasion /əkeɪʒᵊn/ (n) случай
palace /pælɪs/ (n) дворец
prisoner /prɪzənəʳ/ (n) заключенный, узник
site /saɪt/ (n) место
striking /straɪkɪŋ/ (adj) замечательный, поразительный
tourist /tʊərɪst/ (n) турист
tourist attraction /tʊərɪst ətrækʃᵊn/ (n) место, привлекательное для туристов, достопримечательность
uniform /juːnɪfɔːʳm/ (n) форменная одежда, форма
Yeoman Warder /jəʊmən wɔːʳdəʳ/ (n) стражник лондонского Тауэра

look after (phr v) присматривать, следить за

take care of (phr) заботиться

English in Use 3

lawyer /lɔɪəʳ/ (n) юрист, адвокат
office /ɒfɪs/ (n) офис
vet /vet/ (n) ветеринар

Across the Curriculum 3 — History

accident /æksɪdənt/ (n) несчастный случай
adult /ædʌlt/ (n) взрослый
chimney /ʧɪmnɪ/ (n) труба
chimney sweep /ʧɪmni swiːp/ (n) трубочист
coal /kəʊl/ (n) уголь
conditions /kəndɪʃᵊnz/ (n pl) условия
cotton /kɒtᵊn/ (n) хлопок
cruel /krʊəl/ (adj) жестокий
factory /fæktrɪ/ (n) фабрика
fix /fɪks/ (v) ремонтировать, чинить
health /helθ/ (n) здоровье
master /mɑːstəʳ/ (n) хозяин
mine /maɪn/ (n) шахта, рудник
narrow /nærəʊ/ (adj) узкий
orphan /ɔːʳfən/ (n) сирота
poor /pʊəʳ/ (adj) бедный
queen /kwiːn/ (n) королева
thread /θred/ (n) нить
truck /trʌk/ (n) тележка
tunnel /tʌnᵊl/ (n) тоннель
Victorian /vɪktɔːrɪən/ (adj) викторианский (об эпохе)
wage /weɪʤ/ (n) заработная плата

work long hours (phr) работать долго

MODULE 4

4a News stories

advertisement /ædvɜːʳtɪsmənt/ (n) реклама
cartoon strip /kɑːʳtuːn strɪp/ (n) комикс
chat show /ʧæt ʃəʊ/ (n) беседа, ток-шоу
documentary /dɒkjəmentrɪ/ (n) документальный фильм
e-mail /iːmeɪl/ (n) электронная почта
horoscope /hɒrəskəʊp/ (n) гороскоп
interview /ɪntəʳvjuː/ (n) интервью
international news /ɪntəʳnæʃənᵊl njuːz/ (n) международные новости
local news /ləʊkᵊl njuːz/ (n) местные новости
magazine /mægəziːn/ (n) журнал
mobile phone /məʊbaɪl fəʊn/ (n) мобильный телефон
music /mjuːzɪk/ (n) музыка
national news /næʃənᵊl njuːz/ (n) новости страны
newspaper /njuːspeɪpəʳ/ (n) газета
nursery rhyme /nɜːʳsərɪ raɪm/ (n) детский стишок
panic /pænɪk/ (n) паника
porridge /pɒrɪʤ/ (n) каша
recover /rɪkʌvəʳ/ (v) выздоравливать, излечиваться
safety /seɪftɪ/ (n) безопасность
score /skɔːʳ/ (v) забивать
scorpion /skɔːʳpɪən/ (n) скорпион
television /telɪvɪʒᵊn/ (n) телевидение
TV guide /tiː viː gaɪd/ (n) ТВ-программа
weather report /weðəʳ rɪpɔːʳt/ (n) прогноз погоды

break a record (phr) побить рекорд

4b Did you hear about ...?

amazing /əmeɪzɪŋ/ (adj) удивительный, поразительный
awful /ɔːfəl/ (adj) ужасный
excited /ɪksaɪtɪd/ (adj) взволнованный
interested /ɪntrestɪd/ (adj) заинтересованный
marvellous /mɑːʳvələs/ (adj) чудесный, удивительный

sad /sæd/ (adj) грустный, печальный
scary /skeəri/ (adj) устрашающий, жуткий
shocked /ʃɒkt/ (adj) шокированный
surprised /səˈpraɪzd/ (adj) удивленный
terrible /terəbᵊl/ (adj) ужасный
unbelievable /ʌnbɪliːvəbᵊl/ (adj) невероятный
worried /wʌrɪd/ (adj) озабоченный

go off (phr v) 1. портиться 2. издавать громкий звук
go on (phr v) продолжаться
go with (phr v) подходить, соответствовать

4c Take action!

award /əwɔːˈd/ (n) награда
ceremony /serɪmənɪ/ (n) церемония
conservation /kɒnsəˈveɪʃᵊn/ (n) защита, сохранение
mayor /meəˈ/ (n) мэр
medal /medᵊl/ (n) медаль
member /membəˈ/ (n) член
nature /neɪtʃəˈ/ (n) природа
pollution /pəluːʃᵊn/ (n) загрязнение
proud (of) /praʊd/ (adj) гордый
stray /streɪ/ (adj) бродячий
recycling /riːsaɪkᵊlɪŋ/ (n) вторичная переработка

come up with (phr v) предлагать

take part in (phr) участвовать в
word soon gets around (phr) слухами земля полнится

4d — Culture Corner

attractive /ətræktɪv/ (adj) привлекательный
beauty /bjuːtɪ/ (n) красота
celebrity /sɪlebrɪtɪ/ (n) знаменитость
competition /kɒmpɪtɪʃᵊn/ (n) конкурс, соревнование
glossy /glɒsɪ/ (adj) глянцевый, блестящий
offer /ɒfəˈ/ (n/v) предложение/предлагать
real life story /rɪːl laɪf stɔːrɪ/ (n) история из жизни

English in Use 4

cookery programme /kʊkərɪ prəʊgræm/ (n) кулинарная программа
comedy series /kɒmədɪ sɪəriːz/ (n) комедийный сериал
music show /mjuːzɪk ʃəʊ/ (n) музыкальное шоу
news /njuːz/ (n) новости
police drama /pəliːs drɑːmə/ (n) детектив
quiz show /kwɪz ʃəʊ/ (n) викторина, игровое шоу
reality show /rɪælɪtɪ ʃəʊ/ (n) реалити-шоу
soap opera /səʊp ɒpərə/ (n) мыльная опера
sports programme /spɔːˈts prəʊgræm/ (n) спортивная программа
weather /weðəˈ/ (n) погода
wildlife documentary /waɪldlaɪf dɒkjəmentrɪ/ (n) документальный фильм о природе

Across the Curriculum 4 — Media Studies

campus /kæmpəs/ (n) кампус, территория школы, колледжа, университета
chart /tʃɑːˈt/ (n) список музыкальных хитов
hit /hɪt/ (n) хит
DJ /diː dʒeɪ/ (n) диск-жокей (диджей)
engineer /endʒɪnɪəˈ/ (n) инженер
equipment /ɪkwɪpmənt/ (n) оборудование
experience /ɪkspɪəriəns/ (n) опыт
journalist /dʒɜːˈnəlɪst/ (n) журналист
inform /ɪnfɔːˈm/ (v) сообщать, информировать
practical /præktɪkᵊl/ (adj) практический
presenter /prɪzentəˈ/ (n) ведущий, диктор
producer /prədjuːsəˈ/ (n) продюсер, режиссер
radio station /reɪdɪoʊ steɪʃᵊn/ (n) радиостанция
review /rɪvjuː/ (v) делать обзор

break down (phr v) ломать(ся)

MODULE 5

5a Predictions

believe /bɪliːv/ (v) верить
cause /kɔːz/ (v) служить причиной, вызывать
creature /kriːtʃəˈ/ (n) создание, существо
exist /ɪgzɪst/ (v) существовать
fuel /fjuːəl/ (n) топливо
glass dome /glɑːs dəʊm/ (n) стеклянный купол
housework /haʊswɜːˈk/ (n) домашняя работа
mini-submarine /mɪnɪ-sʌbməriːn/ (n) маленькая подводная лодка
online school /ɒnlaɪn skuːl/ (n) школа дистанционного обучения
petrol /petrəl/ (n) бензин
planet /plænɪt/ (n) планета
robotic housemaid /rəʊbɒtɪk haʊsmeɪd/ (n) робот - домашняя хозяйка
traffic jam /træfɪk dʒæm/ (n) дорожная пробка, затор
underwater city /ʌndəˈwɔːtəˈ sɪtɪ/ (n) подводный город

look after (phr v) заботиться о ком-либо, присматривать за кем-либо
look for (phr v) искать
look forward to (phr v) ждать чего-либо с нетерпением
look up (phr v) искать что-либо в книге, справочнике

5b Gadget madness

affection /əfekʃᵊn/ (n) любовь, привязанность
button /bʌtᵊn/ (n) кнопка, пуговица
computerise /kəmpjuːtəraɪz/ (v) компьютеризировать
digital camera /dɪdʒɪtəl kæmrə/ (n) цифровой фотоаппарат
e-book device /iː-bʊk dɪvaɪs/ (n) устройство для чтения электронных книг
file /faɪl/ (n) файл
headphones /hedfəʊnz/ (n pl) наушники
hungry /hʌŋgrɪ/ (adj) голодный
laptop /læptɒp/ (n) портативный компьютер, ноутбук
MP3 music player /em piː θriː mjuːzɪk pleɪəˈ/ (n) музыкальный MP3-проигрыватель
press /pres/ (v) нажимать
puppy /pʌpɪ/ (n) щенок

robot pet /rəʊbɒt pet/ (n) робот — домашнее животное
store /stɔːr/ (v) хранить
text message /tekst mesɪdʒ/ (n) текстовое сообщение

clean up (phr v) убирать(ся)

come off it (phr) забыть о, отказаться от идеи
Definitely. Точно/определенно.
have a point (phr) иметь смысл
take a picture of (phr) фотографировать
You're (dead) right. (phr) Ты (абсолютно) прав.

5c What's your opinion?

behave /bɪheɪv/ (v) вести себя
explanation /ekspləneɪʃn/ (n) объяснение
inspiration /ɪnspɪreɪʃn/ (n) вдохновение
lecture /lektʃər/ (n) лекция
role model /rəʊl mɒdl/ (n) пример (модель) поведения
motivate /məʊtɪveɪt/ (v) мотивировать
personal computer /pɜːrsənl kəmpjuːtər/ (n) персональный компьютер
replace /rɪpleɪs/ (v) заменять
school assignment /skuːl əsaɪnmənt/ (n) домашнее задание
technology /teknɒlədʒɪ/ (n) технология

look up (phr v) искать
help out (phr v) выручать, помогать

go online (phr) выходить в сеть Интернет
keep notes (phr) делать записи

5d — Culture Corner

afford /əfɔːrd/ (v) позволять себе
digital music player (Mp3) /dɪdʒɪtl mjuːzɪk pleɪər/ (n) цифровой музыкальный плейер (MP3)
doll /dɒl/ (n) кукла
games console /geɪmz kɒnsəʊl/ (n) игровая приставка
gold mine /gəʊld maɪn/ (n) золотой рудник, прииск
graph /grɑːf/ (n) график, диаграмма
hi-fi system /haɪ faɪ sɪstəm/ (n) hi-fi музыкальная система
high-tech /haɪ-tek/ (adj) высокотехнологичный
increase /ɪnkriːs/ (v) повышать
innovation /ɪnəveɪʃn/ (n) новшество, инновация
percentage /pərsentɪdʒ/ (n) процентное отношение
pocket money /pɒkɪt mʌnɪ/ (n) карманные деньги
radio /reɪdiəʊ/ (n) радио
receive /rɪsiːv/ (v) получать
survey /sɜːrveɪ/ (n) исследование, опрос
tape recorder /teɪp rɪkɔːrdər/ (n) магнитофон

English in Use 5

connect to the Internet. (phr) подключаться к сети Интернет
click on 'send' (phr) нажать «отправить»
select an email address (phr) выбрать адрес электронной почты

Across the Curriculum 5 — ICT

cockpit /kɒkpɪt/ (n) кабина (в самолете)
develop /dɪveləp/ (v) развивать
fault /fɔːlt/ (n) дефект, недостаток
flight simulator /flaɪt sɪmjʊleɪtər/ (n) устройство для имитации полетов
function /fʌŋkʃn/ (v) действовать, функционировать
identify /aɪdentɪfaɪ/ (v) определять
practise /præktɪs/ (v) упражняться
simulate /sɪmjʊleɪt/ (v) имитировать
train /treɪn/ (v) тренировать(ся)

MODULE 6

6a The fun starts here!

big wheel /bɪg wiːl/ (n) чертово колесо
candyfloss /kændɪflɒs/ (n) сахарная вата
cartoon character /kɑːrtuːn kærɪktər/ (n) персонаж мультфильмов
circus /sɜːrkəs/ (n) цирк
clown /klaʊn/ (n) клоун
explore /ɪksplɔːr/ (v) исследовать
fun fair /fʌn feər/ (n) ярмарка
home-made /həʊm-meɪd/ (adj) домашнего приготовления
landmark /lændmɑːrk/ (n) достопримечательность
mansion /mænʃn/ (n) особняк
perform /pərfɔːrm/ (v) показывать, представлять
pirate ship /paɪərət ʃɪp/ (n) пиратский корабль
ride /raɪd/ (v) кататься
rollercoaster /rəʊlərkəʊstər/ (n) американские горки
theme park /θiːm pɑːrk/ (n) тематический парк
tiny /taɪnɪ/ (adj) крошечный
trapeze artist /trəpiːz ɑːrtɪst/ (n) артист на трапеции
trick /trɪk/ (n) трюк

come across (phr v) натолкнуться, встретиться
come back (phr v) вернуться
come out (phr v) выходить, появляться
come round (phr v) заходить, заезжать

go on a rocket journey (phr) отправляться в путешествие на ракете
go on a water ride (phr) кататься на водной горке
go souvenir shopping (phr) покупать сувениры
shake hands with (phr) пожать руку кому-либо
take a stroll (phr) прогуливаться

6b Teen camps

book /bʊk/ (v) заказывать
instrument /ɪnstrəmənt/ (n) музыкальный инструмент
survive /sərvaɪv/ (v) выживать
teen camp /tiːn kæmp/ (n) лагерь для подростков
tree house /triː haʊs/ (n) домик на дереве
video game /vɪdɪəʊ geɪm/ (n) видеоигра
web page /web peɪdʒ/ (n) интернет-страница

build a fire (phr) разводить огонь
go rafting (phr) сплавляться на плотах
go hiking (phr) ходить в поход

go swimming (phr) плавать
have (acting) classes (phr) посещать уроки актерского мастерства
put up a tent (phr) ставить палатку

6c A whale of a time!

greeting /griːtɪŋ/ (n) поздравление, приветствие
hair-raising /heəʳ-reɪzɪŋ/ (adj) жутко страшный, ужасный
sailing /seɪlɪŋ/ (n) хождение на яхте
water skiing /wɔːtəʳ skiːɪŋ/ (n) катание на водных лыжах
wave riding /weɪv raɪdɪŋ/ (n) катание на волнах

get back (phr v) возвращаться

go sunbathing /sʌnbeɪðɪŋ/ (phr) загорать

6d — Culture Corner

active /æktɪv/ (adj) активный
attraction /ətrækʃᵊn/ (n) аттракцион
balanced /bælənst/ (adj) уравновешенный
believable /bɪliːvəbᵊl/ (adj) вероятный, возможный
bone /bəʊn/ (n) кость
brick /brɪk/ (n) кирпич
driving licence /draɪvɪŋ laɪsᵊns/ (n) водительское удостоверение, права
forgettable /fəʳgetəbᵊl/ (adj) легко забываемый
fossil /fɒsᵊl/ (n) ископаемое (остатки древних животных)
logical /lɒʤɪkᵊl/ (adj) логический
possible /pɒsɪbᵊl/ (adj) возможный
responsible /rɪspɒnsɪbᵊl/ (adj) ответственный
sights /saɪts/ (n pl) достопримечательности
spaceship /speɪsʃɪp/ (n) космический корабль
spectacular /spektækjʊləʳ/ (adj) впечатляющий, захватывающий
toffee apple /tɒfi æpᵊl/ (n) яблоко в карамели
unforgettable /ʌnfəʳgetəbᵊl/ (adj) незабываемый

find out (phr v) выяснять

fly a plane (phr) летать на самолете
go on a safari trek (phr) отправляться на сафари
ride a camel (phr) кататься на верблюде
take a ride on a rollercoaster (phr) прокатиться на американских горках

English in Use 6

reserve a place (phr) забронировать место
I'm afraid there aren't any places left in photography. (phr) Боюсь, что на курсах фотографии мест не осталось.
Looking forward to seeing you in July. (phr) Ждем с нетерпением нашей встречи в июле.
You need to send a deposit. (phr) Вам нужно внести задаток.

Across the Curriculum 6 — Physical Education

area /eəriə/ (n) пространство, площадь
cramp /kræmp/ (n) спазм, судорога
designate /dezɪgneɪt/ (v) обозначать, устанавливать
display /dɪspleɪ/ (v) показывать
diving /daɪvɪŋ/ (n) ныряние
dive-bombing /daɪv-bɒmɪŋ/ (n) ныряние с разбегу, «бомбочкой»
lead /liːd/ (v) (при)вести
lifeguard /laɪfgɑːʳd/ (n) инструктор-спасатель
obey /oʊbeɪ/ (v) слушаться, подчиняться
push /pʊʃ/ (v) толкать
sign /saɪn/ (n) знак
slip /slɪp/ (v) скользить, поскользнуться
splash /splæʃ/ (v) брызгать, плескать
surface /sɜːʳfɪs/ (n) поверхность

follow the rules (phr) следовать правилам
get into trouble (phr) попасть в беду
put sb in danger (phr) ставить кого-либо в опасное положение

MODULE 7

7a Walk of fame

actor /æktəʳ/ (n) актер
actress /æktrəs/ (n) актриса
athlete /æθliːt/ (n) спортсмен
attractive /ətræktɪv/ (adj) привлекательный
beautiful /bjuːtɪfʊl/ (adj) красивый
career /kərɪəʳ/ (n) карьера
comedian /kəmiːdiən/ (n) комедийный актер, комик
expensive /ɪkspensɪv/ (adj) дорогой
fast /fɑːst/ (adj) быстрый
figure skater /fɪgəʳ skeɪtəʳ/ (n) фигурист
film director /fɪlm daɪrektəʳ/ (n) режиссер
funny /fʌni/ (adj) смешной
handsome /hænsəm/ (adj) красивый (о мужчине)
intelligent /ɪntelɪʤᵊnt/ (adj) умный, сообразительный
model /mɒdəl/ (n) фотомодель
noisy /nɔɪzi/ (adj) шумный
opera singer /ɒpərə sɪŋəʳ/ (n) оперный певец
performer /pəʳfɔːʳməʳ/ (n) исполнитель
proud /praʊd/ (adj) гордый
rich /rɪʧ/ (adj) богатый
smart /smɑːʳt/ (adj) умный
successful /səksesfʊl/ (adj) успешный
talented /tæləntɪd/ (adj) талантливый
wise /waɪz/ (adj) мудрый

7b DVD frenzy!

adventure /ədventʃəʳ/ (n) приключение
animation /ænɪmeɪʃᵊn/ (n) анимация, мультипликация
comedy /kɒmədi/ (n) комедия
creepy /kriːpi/ (adj) вызывающий страх, леденящий душу
fantasy /fæntəzi/ (n) фэнтези
film review /fɪlm rɪvjuː/ (n) обзор фильма
movie /muːvi/ (n) кинофильм
romance /roʊmæns/ (n) романтический фильм, мелодрама

science fiction /saɪəns fɪkʃᵊn/ (n) фантастика
stunning /stʌnɪŋ/ (adj) ошеломляющий, сногсшибательный
suggestion /səʤestʃᵊn/ (n) предложение
thriller /θrɪlə^r/ (n) триллер

turn in (phr v) ложиться спать
turn into (phr v) превращать во что-либо
turn off (phr v) выключать
turn on (phr v) включать

according to (phr v) соответственно кому-либо
How about ...? (phr) Как насчет ...?
I don't mind. (phr) Я не возражаю.
I don't really like ... (phr) Мне на самом деле не нравится ...
I hate / can't stand ... (phr) Я ненавижу / не выношу ...
I love/like/enjoy ... (phr) Я люблю/Мне нравится ...
I (quite) like ... but I prefer ... (phr) Мне нравится ..., но я предпочитаю ...
I'm not a big fan of ... (phr) Я не большой поклонник ...
That's a great idea. (phr) Отличная идея.

7c In the charts!

acting /æktɪŋ/ (n) игра
album /ælbəm/ (n) альбом
artist /ɑ:^{r}tɪst/ (n) исполнитель, музыкант
bright /braɪt/ (adj) яркий
cast /kɑ:st/ (n) актерский состав
catchy /kæʧi/ (adj) притягательный
classical music /klæsɪkᵊl mju:zɪk/ (n) классическая музыка
funk /fʌŋk/ (n) фанк
genuine /ʤenju:ɪn/ (adj) истинный, настоящий
genre /ʒɒnrə/ (n) жанр
heavy metal /hevi metᵊl/ (n) тяжелый метал, хеви-метал
jazz /ʤæz/ (n) джаз
lyrics /lɪrɪks/ (n) слова песни, стихи
music chart /mju:zɪk ʧɑ:^{r}t/ (n) музыкальный хит-парад
musical instrument /mju:zɪkᵊl ɪnstrəmənt/ (n) музыкальный инструмент
plot /plɒt/ (n) сюжет
pop /pɒp/ (n) поп
rap /ræp/ (n) рэп
rating /reɪtɪŋ/ (n) рейтинг
rock /rɒk/ (n) рок
role /roʊl/ (n) роль
script /skrɪpt/ (n) сценарий
singer /sɪŋə^r/ (n) певец
songwriter /sɒŋraɪtə^r/ (n) автор песен
soul /soʊl/ (n) соул
sound effects /saʊnd ɪfekts/ (n) звуковые эффекты
special effects /speʃᵊl ɪfekts/ (n) спецэффекты
tune /tju:n/ (n) мелодия, мотив
voice /vɔɪs/ (n) голос

7d — Culture Corner

champion /ʧæmpiən/ (n) чемпион
defender /dɪfendə^r/ (n) защитник
footballer /fʊtbɔ:lə^r/ (n) футболист
football club /fʊtbɔ:l klʌb/ (n) футбольный клуб
goalkeeper /goʊlki:pə^r/ (n) голкипер, вратарь
goalpost /goʊlpoʊst/ (n) стойка ворот
opponent /əpoʊnənt/ (n) противник
pitch /pɪʧ/ (n) футбольное поле
professional /prəfeʃənᵊl/ (adj) профессиональный
stadium /steɪdiəm/ (n) стадион
striker /straɪkə^r/ (n) нападающий
team /ti:m/ (n) команда
top prize /tɒp praɪz/ (n) главный приз
violent /vaɪələnt/ (adj) жестокий

English in Use 7

Enjoy the movie! (phr) Наслаждайтесь фильмом!
Here are your tickets and your change. (phr) Вот ваши билеты и ваша сдача.
Is that for the 7pm or the 10pm showing? (phr) Это билеты на семичасовой или десятичасовой сеанс?
I'm afraid it's sold out. (phr) Боюсь, что все уже продано.
Is there a discount for students? (phr) Есть ли скидка для студентов?

Across the Curriculum 7 — Music

accompany /əkʌmpəni/ (v) сопровождать
accordion /əkɔ:^{r}diən/ (n) аккордеон
background /bækgraʊnd/ (n) фон
cliché /kli:ʃeɪ/ (n) клише
extract /ekstrækt/ (n) фрагмент, отрывок
feeling /fi:lɪŋ/ (n) чувство, ощущение
horror film /hɒrə^r fɪlm/ (n) фильм ужасов
introduce /ɪntrədju:s/ (v) представлять
melody /melədi/ (n) мелодия
mood /mu:d/ (n) настроение, расположение духа
scene /si:n/ (n) сцена
sharp /ʃɑ:^{r}p/ (adj) пронзительный, громкий
silent /saɪlənt/ (adj) тихий
sound /saʊnd/ (n) звук
specific /spɪsɪfɪk/ (adj) особенный, специфический
spot /spɒt/ (v) замечать, определять
violin /vaɪəlɪn/ (n) скрипка
xylophone /zaɪləfoʊn/ (n) ксилофон

MODULE 8
8a Save the Earth

acid rain /æsɪd reɪn/ (n) кислотный дождь
air pollution /eə^r pəlu:ʃᵊn/ (n) загрязнение воздуха
atmosphere /ætməsfɪə^r/ (n) атмосфера
breathe /bri:ð/ (v) дышать
burn /bɜ:^{r}n/ (v) сжигать
cloud /klaʊd/ (n) облако
distance /dɪstəns/ (n) расстояние
emit /ɪmɪt/ (v) выбрасывать, выделять

factory waste /fæktri weɪst/ (n) отходы производства
fog /fɒg/ (n) туман
gather /gæðəʳ/ (v) собираться
government /gʌvəʳnmənt/ (n) правительство
habitat /hæbɪtæt/ (n) естественная среда, ареал
harm /hɑːʳm/ (v) наносить вред
harmful /hɑːʳmfʊl/ (adj) вредный
heat /hiːt/ (v) обогревать
industry /ɪndəstri/ (n) промышленность
kill /kɪl/ (v) убивать
lake /leɪk/ (n) озеро
land /lænd/ (v) приземляться, садиться
oxygen /ɒksɪʤən/ (n) кислород
plant species /plɑːnt spiːʃɪz/ (n) виды растений
poison /pɔɪzᵊn/ (v) отравлять
pollute /pəluːt/ (v) загрязнять
power station /paʊəʳ steɪʃᵊn/ (n) электростанция
reduce /rɪdjuːs/ (v) сокращать
sleet /sliːt/ (n) дождь со снегом
snow /snoʊ/ (n) снег
soil pollution /sɔɪl pəluːʃᵊn/ (n) загрязнение почвы
solar power /soʊləʳ paʊəʳ/ (n) солнечная энергия
stream /striːm/ (n) ручей
toxic fumes /tɒksɪk fjuːmz/ (n pl) токсические выбросы
water pollution /wɔːtəʳ pəluːʃᵊn/ (n) загрязнение воды

make out (phr v) понять, разобрать
make up (phr v) выдумывать
make up with (phr v) помириться с
wipe out (phr v) истреблять, уничтожать

8b Eco-helpers

collect /kəlekt/ (v) собирать
ecology /ɪkɒləʤɪ/ (n) экология
gardening gloves /gɑːʳdᵊnɪŋ glʌvz/ (n) садовые рукавицы
hammer /hæməʳ/ (n) молоток
join /ʤɔɪn/ (v) присоединять(ся)
ladder /lædəʳ/ (n) лестница
leave /liːv/ (v) оставлять
nail /neɪl/ (n) гвоздь
net /net/ (n) сетка
plant /plɑːnt/ (v) сажать (растения)
plastic bag /plæstɪk bæg/ (n) пластиковый пакет
rake /reɪk/ (n) грабли
recycle /riːsaɪkᵊl/ (v) подвергать вторичному использованию
rubbish /rʌbɪʃ/ (n) мусор
spade /speɪd/ (n) лопата
watering can /wɔːtərɪŋ kæn/ (n) лейка

Can I give you a hand ...? (phr) Могу я помочь тебе ...?
No thanks, I'm fine. (phr) Нет, спасибо.
No, I can manage, thanks. (phr) Спасибо, я справлюсь сам(а).
No, it's OK, but thanks anyway! (phr) Нет, но в любом случае спасибо!

8c Born free

alligator /ælɪgeɪtəʳ/ (n) крокодил, аллигатор
black bear /blæk beəʳ/ (n) бурый медведь
camel /kæmᵊl/ (n) верблюд
desert /dezəʳt/ (n) пустыня
grassland /grɑːslænd/ (n) луг
parrot /pærət/ (n) попугай
penguin /peŋgwɪn/ (n) пингвин
polar region /poʊləʳ riːʤᵊn/ (n) полярный регион
savannah /səvænə/ (n) саванна
tropical rainforest /trɒpɪkᵊl reɪnfɒrɪst/ (n) влажный тропический лес
wetlands /wetlændz/ (n pl) заболоченные территории
woods /wʊdz/ (n) леса

8d — Culture Corner

bluebell /bluːbel/ (n) колокольчик (цветок)
cave /keɪv/ (n) пещера
cliff /klɪf/ (n) обрыв, скала
deer /dɪəʳ/ (n) олень
donation /doʊneɪʃᵊn/ (n) пожертвование
fieldmice /fiːldmaɪs/ (n pl) полевые мыши
flock /flɒk/ (n) стая
garlic /gɑːʳlɪk/ (n) чеснок
geese /giːs/ (n pl) гуси
golden eagle /goʊldᵊn iːgᵊl/ (n) золотой орел
marsh /mɑːʳʃ/ (n) болото
nature trail /neɪtʃəʳ treɪl/ (n) природная тропа
nest /nest/ (v) гнездиться
puffin /pʌfɪn/ (n) буревестник
rare /reəʳ/ (adj) редкий
remote /rɪmoʊt/ (adj) удаленный
reserve /rɪzɜːʳv/ (n) заповедник
seabird /siːbɜːʳd/ (n) морская птица
sheep /ʃiːp/ (n) овца
swan /swɒn/ (n) лебедь
wildlife /waɪldlaɪf/ (n) живая природа

English in Use 8

bank account /bæŋk əkaʊnt/ (n) банковский счет
cash /kæʃ/ (n) наличные
cheque /ʧek/ (n) чек
cost /kɒst/ (v) стоить
credit card /kredɪt kɑːʳd/ (n) кредитная карта
direct debit /daɪrekt debɪt/ (n) перевод (денежный)

Across the Curriculum 8 — Science

bacteria /bæktɪəriə/ (n pl) бактерии
carnivore /kɑːʳnɪvɔːʳ/ (n) плотоядное животное
compound /kɒmpaʊnd/ (n) смесь, соединение
consumer /kənsjuːməʳ/ (n) потребитель
decomposer /diːkəmpoʊzəʳ/ (n) вещество, разлагающее что-либо
energy /enəʳʤi/ (n) энергия
extinction /ɪkstɪŋkʃᵊn/ (n) вымирание
food chain /fuːd ʧeɪn/ (n) пищевая цепочка
fungi /fʌŋgiː/ (n pl) грибы
grass /grɑːs/ (n) трава
grasshopper /grɑːshɒpəʳ/ (n) кузнечик
hawk /hɔːk/ (n) ястреб

herbivore /hɜːrbɪvɔːr/ (n) травоядное животное
hunt /hʌnt/ (v) охотиться
omnivore /ɒmnɪvɔːr/ (n) всеядное животное
organic /ɔːrgænɪk/ (adj) органический
primary /praɪmərɪ/ (adj) первичный
producer /prədjuːsər/ (n) производитель
provide /prəvaɪd/ (v) обеспечивать
secondary /sekəndrɪ/ (adj) вторичный
sunlight /sʌnlaɪt/ (n) солнечный свет
tertiary /tɜːrʃərɪ/ (adj) третичный

break down (phr v) ломать

MODULE 9

9a You are what you eat!

bar /bɑːr/ (n) плитка
beverages /bevərɪʤɪz/ (n pl) напитки
biscuit /bɪskɪt/ (n) сухое печенье
bottle /bɒtəl/ (n) бутылка
box /bɒks/ (n) ящик, коробка
brown rice /braʊn raɪs/ (n) коричневый рис
butter /bʌtər/ (n) сливочное масло
can /kæn/ (n) консервная банка
carton /kɑːrtən/ (n) картонная коробка
cereal /sɪərɪəl/ (n) крупа
chicken burger /ʧɪkɪn bɜːrgər/ (n) куриная котлета
chicken leg /ʧɪkɪn leg/ (n) куриная ножка
chips /ʧɪps/ (n pl) чипсы
chocolate /ʧɒklɪt/ (n) шоколад
coffee /kɒfɪ/ (n) кофе
cola /kəʊlə/ (n) кола
cream /kriːm/ (n) крем
crisp /krɪsp/ (n) хрустящий картофель, чипсы
cup /kʌp/ (n) чашка
curry /kʌrɪ/ (n) карри
dairy products /deəri prɒdʌkts/ (n pl) молочные продукты
egg /eg/ (n) яйцо
family-sized /fæmɪlɪ-saɪzd/ (adj) семейный (размер для всей семьи)
fish /fɪʃ/ (n) рыба
fizzy drink /fɪzi drɪŋk/ (n) газированный напиток
fruit /fruːt/ (n) фрукты
grains /greɪnz/ (n pl) злаки, зерновые
grilled /grɪld/ (adj) приготовленный на гриле
hamburger /hæmbɜːrgər/ (n) гамбургер
health food /helθ fuːd/ (n) здоровая пища
herbs /hɜːrbz/ (n pl) зелень, травы
honey /hʌnɪ/ (n) мед
ice cream /aɪs kriːm/ (n) мороженое
jar /ʤɑːr/ (n) кувшин, стеклянная банка
juice /ʤuːs/ (n) сок
junk food /ʤʌŋk fuːd/ (n) нездоровая пища
lamb chop /læm ʧɒp/ (n) отбивная из баранины
lettuce /letɪs/ (n) салат-латук
mayonnaise /meɪəneɪz/ (n) майонез
meat /miːt/ (n) мясо
milk /mɪlk/ (n) молоко
nuts /nʌts/ (n pl) орехи
oil /ɔɪl/ (n) масло
olive oil /ɒlɪv ɔɪl/ (n) оливковое масло
packet /pækɪt/ (n) пакет
pasta /pæstə/ (n) паста, макароны
peas /piːz/ (n pl) горох, горошек
pepper /pepər/ (n) перец
pizza /piːtsə/ (n) пицца
poultry /pəʊltrɪ/ (n) домашняя птица
rice /raɪs/ (n) рис
salad /sæləd/ (n) салат
salt /sɔːlt/ (n) соль
sandwich /sænwɪʤ/ (n) бутерброд, сэндвич
seeds /siːdz/ (n) семена, семечки
snack /snæk/ (n) закуска
spices /spaɪsɪz/ (n) специи
sweets /swiːts/ (n pl) сладости
takeaway /teɪkəweɪ/ (n) еда на вынос, с собой
tin /tɪn/ (n) банка
toast /təʊst/ (n) тост
tomato /təmɑːtəʊ/ (n) помидор
tuna /tjuːnə/ (n) тунец
vegetables /veʤtəbəlz/ (n) овощи
white bread /waɪt bred/ (n) белый хлеб
white sugar /waɪt ʃʊgər/ (n) белый сахар
wholemeal bread /həʊlmiːl bred/ (n) хлеб с отрубями
yoghurt /jɒgərt/ (n) йогурт

take away (phr v) уносить с собой
take back (phr v) возвращать
take off (phr v) снимать
take out (phr v) приглашать с собой куда-либо

9b Can I help you?

basketball /bɑːskɪtbɔːl/ (n) баскетбол
camera /kæmərə/ (n) фотоаппарат
cashier /kæʃɪər/ (n) кассир
chemist's /kemɪsts/ (n) аптека
cleaner /kliːnər/ (n) уборщик
clothes shop /kləʊðz ʃɒp/ (n) магазин одежды
crayon /kreɪɒn/ (n) цветной мелок
diary /daɪərɪ/ (n) дневник
electronics /ɪlektrɒnɪks/ (n) магазин электроники и бытовой техники
first aid kit /fɜːrst eɪd kɪt/ (phr) аптечка первой помощи
hooded sweater /hʊdɪd swetər/ (n) свитер с капюшоном
jeweller's /ʤuːələrz/ (n) ювелирный магазин
manager /mænɪʤər/ (n) управляющий
optician's /ɒptɪʃnz/ (n) оптика
phonecard /fəʊnkɑːrd/ (n) телефонная карта
ring /rɪŋ/ (n) звонок
security guard /sɪkjʊərɪti gɑːrd/ (n) охранник
shop assistant /ʃɒp əsɪstənt/ (n) продавец
socks /sɒks/ (n) носки
sports shop /spɔːrts ʃɒp/ (n) магазин спортивных товаров
stationery shop /steɪʃənrɪ ʃɒp/ (n) магазин канцелярских товаров
sunscreen /sʌnskriːn/ (n) солнцезащитный крем
swimming trunks /swɪmɪŋ trʌŋks/ (n pl) плавки
swimsuit /swɪmsuːt/ (n) купальный костюм
toy shop /tɔɪ ʃɒp/ (n) магазин игрушек

9c Gifts for everyone!

bowl /bəʊl/ (n) миска
case /keɪs/ (n) чемодан
checked /tʃekt/ (adj) клетчатый
cotton /kɒtᵊn/ (n) хлопок
cushion /kʊʃᵊn/ (n) маленькая подушка
frame /freɪm/ (n) рамка
leather /leðəʳ/ (n) кожа
metal /metᵊl/ (n) металл
oval /əʊvᵊl/ (adj) овальный
paper /peɪpəʳ/ (n) бумага
polka dot /pɒlkə dɒt/ (adj) в горошек
plain /pleɪn/ (adj) однотонный
plastic /plæstɪk/ (adj) пластиковый
rectangular /rektæŋgjʊləʳ/ (adj) прямоугольный
round /raʊnd/ (adj) круглый
silver /sɪlvəʳ/ (n) серебро
square /skweəʳ/ (adj) квадратный
striped /straɪpt/ (adj) полосатый
velvet /velvɪt/ (n) бархат
wallet /wɒlɪt/ (n) бумажник
wood /wʊd/ (n) дерево
woollen /wʊlən/ (adj) шерстяной

9d — Culture Corner

a couch potato лежебока
cool as a cucumber спокойный как удав
don't cry over spilt milk что упало, то пропало
too many cooks spoil the broth у семи нянек дитя без глазу

English in Use 9

anorak /ænəræk/ (n) куртка с капюшоном
exchange /ɪkstʃeɪndʒ/ (v) обменять, поменять
fit /fɪt/ (v) подходить по размеру
match /mætʃ/ (v) подходить по цвету
trainers /treɪnəʳz/ (n) кроссовки
waistcoat /weɪskəʊt/ (n) жилет

Across the Curriculum 9 — Citizenship

affect /əfekt/ (v) влиять
bargain /bɑːʳgɪn/ (n) товар со скидкой
choice /tʃɔɪs/ (n) выбор
designer label /dɪzaɪnəʳ leɪbᵊl/ (n) известная марка
e-card /iːkɑːʳd/ (n) электронная открытка
label /leɪbᵊl/ (n) ярлык, этикетка
rechargeable battery /riːtʃɑːʳdʒəbᵊl bætərɪ/ (n) аккумуляторная батарейка
share /ʃeəʳ/ (v) делиться
stuff /stʌf/ (n) вещи
swap /swɒp/ (v) обмениваться

fit in (phr v) подходить

for a good cause (phr) по веской причине
on offer (phr) на распродаже

MODULE 10
10a Stress free

ache /eɪk/ (n) боль
allow /əlaʊ/ (v) позволять
argue /ɑːʳgjuː/ (v) спорить
co-operate /kəʊ-ɒpəreɪt/ (v) сотрудничать, взаимодействовать
daily /deɪlɪ/ (adj) ежедневный
disagree /dɪsəgriː/ (v) не соглашаться, противоречить
gossip /gɒsɪp/ (n) сплетня
harmless /hɑːʳmləs/ (adj) безвредный
headache /hedeɪk/ (n) головная боль
hurtful /hɜːʳtfʊl/ (adj) болезненный
lose /luːz/ (v) терять
mate /meɪt/ (n) товарищ
mean /miːn/ (adj) жадный
move /muːv/ (v) переезжать
opinion /əpɪnjən/ (n) мнение
rumour /ruːməʳ/ (n) слух, молва
separate /sepəreɪt/ (v) отделять
sibling /sɪblɪŋ/ (n) брат или сестра
snob /snɒb/ (n) сноб
stressful /stresfʊl/ (adj) стрессовый
unfair /ʌnfeəʳ/ (adj) несправедливый
valuable /væljuəbᵊl/ (adj) ценный
weekly planner /wiːklɪ plænəʳ/ (n) еженедельник

fall apart (phr v) разваливаться, ломаться
fall behind with sth (phr v) отставать
fall out with somebody (phr v) ссориться с кем-либо
sit around (phr) сидеть без дела

break the chain (phr) разорвать цепочку
get the blame (phr) оставаться виноватым
have an appointment (phr) назначить встречу
have it one's way (phr) поступать по-своему
He gets away with everything. (phr) Ему все сходит с рук.
scratch my back and I'll scratch yours (phr) око за око, зуб за зуб
sit exams (phr) сдавать экзамены
spread rumours (phr) распускать слухи
throw a party (phr) устраивать вечеринку

10b Accident-prone

ambulance /æmbjʊləns/ (n) скорая помощь
ankle /æŋkᵊl/ (n) лодыжка
bang one's head (phr) удариться головой
break one's leg (phr) сломать ногу
chip one's tooth (phr) сломать зуб
cut one's finger (phr) порезать палец
hurt /hɜːʳt/ (v) повредить, ударить
hurt one's back (phr) удариться спиной
sprain one's wrist (phr) растянуть запястье
twist one's ankle (phr) вывихнуть лодыжку
wrap /ræp/ (v) обертывать, окутывать

Are you all right? (phr) С тобой все в порядке?
What's the matter? (phr) Что случилось?

What's up? (phr) Что произошло?
Is something wrong? (phr) Что-то не так?
It's nothing serious. (phr) Ничего серьезного.
It's going to be all right. (phr) Все будет хорошо.
Let me help you. (phr) Позволь помочь тебе.
You don't look well. (phr) Ты выглядишь не очень хорошо.

10c Doctor, doctor!

advice /ədvaɪs/ (n) совет
drop /drɒp/ (n) капля
exhausted /ɪgzɔːstɪd/ (adj) истощенный
fluid /fluːɪd/ (n) жидкость
forehead /fɒrɪd/ (n) лоб
meal /miːl/ (n) еда, прием пищи
vitamin /vɪtəmɪn/ (n) витамин

lie down (phr v) ложиться, прилечь
turn out (phr v) закончиться

get some rest (phr) немного отдохнуть
have a headache (phr) ощущать головную боль
a sore throat (phr) ощущать боль в горле
a stomachache (phr) ощущать боль в желудке
a toothache (phr) ощущать зубную боль
an earache (phr) ощущать боль в ухе
high fever (phr) иметь высокую температуру
sore eyes (phr) ощущать боль в глазах
take a painkiller (phr) принимать обезболивающее

10d — Culture Corner

Flying Doctors

Nouns

assistance /əsɪstəns/ (n) помощь
basic /beɪsɪk/ (adj) основной
complete /kəmpliːt/ (adj) полный
emergency /ɪmɜːʳdʒənsi/ (n) критическое положение, непредвиденный случай
health care /helθ keəʳ/ (n) забота о здоровье
hospital /hɒspɪtᵊl/ (n) больница
isolation /aɪsəleɪʃᵊn/ (n) изоляция, уединение
landing /lændɪŋ/ (n) посадка, приземление
mile /maɪl/ (n) миля
non-profit charity /nɒn-prɒfɪt tʃærɪti/ (n) безвозмездная помощь
operate /ɒpəreɪt/ (v) оперировать
patient /peɪʃᵊnt/ (n) пациент
risk /rɪsk/ (n) риск
treat /triːt/ (v) лечить

deal with (phr v) иметь дело с
set up (phr v) основывать

let alone (phr) не говоря о

English in Use 10

dizzy /dɪzi/ (adj) испытывающий головокружение
swallow /swɒloʊ/ (v) глотать

come down with (phr v) заболеть, заразиться

Bless you. Here's a tissue. (phr) Будьте здоровы. Вот носовой платок.

Across the Curriculum 10 — Literature

ash /æʃ/ (n) зола
author /ɔːθəʳ/ (n) автор
capsule /kæpsjuːl/ (n) капсула
cheerful /tʃɪəʳfʊl/ (adj) бодрый
fiction /fɪkʃᵊn/ (n) художественная литература
grill /grɪl/ (v) жарить
gun /gʌn/ (n) пистолет
herbal remedy /hɜːʳbᵊl remədi/ (n) растительное лекарственное средство
journalist /dʒɜːʳnᵊlɪst/ (n) журналист
lively /laɪvli/ (adj) живой
miserable /mɪzərəbᵊl/ (adj) несчастный
roast /roʊst/ (v) запекать на огне
rum /rʌm/ (n) ром
shipwrecked /ʃɪprekɪd/ (adj) потерпевший кораблекрушение
sickness /sɪknəs/ (n) болезнь
smooth /smuːð/ (adj) гладкий
supper /sʌpəʳ/ (n) ужин
syrup /sɪrəp/ (n) сироп
tablet /tæblət/ (n) таблетка
weak /wiːk/ (adj) слабый

People

Adam /ædəm/
Alan /ælən/
Alice /ælɪs/
Alicia Morton /əlɪʃə mɔːʳtᵊn/
Amy /eɪmi/
Andy /ændi/
Angela /ændʒələ/
Ann /æn/
Anna /ænə/
Annabel /ænəbel/
Axel /æksᵊl/
Barbara Mc Alpine /bɑːʳbrə mək ælpaɪn/
Becky /beki/
Betty /beti/
Bill /bɪl/
Billy /bɪli/
Bob /bɒb/
Brad /bræd/
Brian /braɪən/
Bridget /brɪdʒɪt/
Buddy /bʌdi/
Carl Johnson /kɑːʳl dʒɒnsᵊn/
Cathy /kæθi/
Chris /krɪs/
Clara /klærə/
Clive Forsyth /klaɪv fɔːʳsaɪθ/
Dan /dæn/
Dave /deɪv/
Dino /diːnoʊ/
Dorothy /dɒrəθi/

Edward /edwəʳd/
Eva /iːvə/
Fiona /fɪoʊnə/
Frank /fræŋk/
Gina Montgomery /ʤɪnə məntgʌməri/
Greg /greg/
Hans /hænz/
Harry /hæri/
Henry /henri/
Jack /ʤæk/
Jake /ʤeɪk/
James Thomas /ʤeɪmz tɒməs/
Jamie /ʤeɪmi/
Jane /ʤeɪn/
Janet /ʤænɪt/
Jasmine /ʤæzmɪn/
Jennifer /ʤenɪfəʳ/
Jenny Smith /ʤeni smɪθ/
Jill /ʤɪl/
Jim /ʤɪm/
Jim O'Sullivan /ʤɪm oʊ sʌlɪvən/
Jo /ʤoʊ/
John /ʤɒn/
Julie /ʤuːli/
Kelly /keli/
Kim /kɪm/
Laura /lɔːrə/
Lee /liː/
Lisa /liːsə/
Lucy /luːsi/
Maria /məriːə/
Marie /məriː/
Mark /mɑːʳk/
Mary /meəri/
Mat /mæt/
Matt /mæt/
Matt Russel /mæt rʌsᵊl/
Michelle Smith /mɪʃel smɪθ/
Mike Simmons /maɪk sɪmənz/
Miss Jackson /mɪs ʤæksən/
Mr Brown /mɪstəʳ braʊn/
Mr Geller /mɪstəʳ gelərʳ/
Mr Ramsey /mɪstəʳ ræmzi/
Mr Shiao /mɪstəʳ ʃiɑːoʊ/
Mr Todd /mɪstəʳ tɒd/
Mrs Thomson /mɪsɪz tɒmsən/
Natalie /nætəli/
Paul /pɔːl/
Paula Green /pɔːlə griːn/
Penny /peni/
Pete /piːt/
Peter /piːtəʳ/
Robert /rɒbəʳt/
Roger /rɒʤəʳ/
Rose /roʊz/
Ruth Brown /ruːθ braʊn/
Sally /sæli/
Sam /sæm/
Sandy /sændi/
Sara /sɑːrə/
Sarah /seərə/
Sean /ʃɔːn/
Shelley /ʃeli/
Steve /stiːv/
Sue /suː/
Tanya Brunton /tɑːniə brʌntən/
Tim /tɪm/
Timmy /tɪmi/
Tom /tɒm/
Tonia /toʊniə/
Tony /tɒni/
Warren /wɒrən/
Wendy /wendi/

Famous People/Characters

A.Selkirk /eɪ selkɜːʳk/
Agatha Christie /ægəθə krɪsti/
Akiane Kramarik /ɑːkɪən krəmærɪk/
Andy Wachowski /ændi wɒʧaʊski/
Arne Saknussemm /ɑːʳn səknʊsem/
Arwel /ɑːʳwel/
Avril Lavigne /ævrɪl ləviːn/
Beefeater /biːfiːtəʳ/
Ben Stiller /ben stɪləʳ/
Bilbo /bɪlboʊ/
Bob Cratchit /bɒb krætʃɪt/
Boris Schwartz /bɒrɪs ʃwɔːʳʦ/
Byron /baɪrən/
Cameron Diaz /kæmᵊrən diːæs/
Canterville Ghost /kæntəʳvɪl goʊst/
Captain Hook /kæptɪn hʊk/
Captain Nemo /kæptɪn niːmoʊ/
Chase Austin /ʧeɪs ɒstɪn/
Cheshire Cat /ʧeʃəʳ kæt/
Claudia Schiffer /klɔːdiə ʃɪfəʳ/
Daniel Defoe /dænjəl dɪfoʊ/
Dmitri Hvorostovsky /dmɪtri hvɒrəstɒvski/
Dorian Gray /dɔːriən greɪ/
Dr Watson /dɒktəʳ wɒtsᵊn/
Esteban Cortezar /estebən kɔːʳtəzɑːʳ/
Evgeni Plushenko /evgeni pluːʃeŋkoʊ/
Faramir /færəmɪəʳ/
Fianna /fiːənə/
Finn Mac Cumhal /fɪn mək kuːl/
Frankenstein /fræŋkənstaɪn/
Frodo /froʊdoʊ/
Gandalf /gændɒlf/
Gimli /gɪmli/
Gollum /gɒləm/
Grima Wormtongue /griːmə wɜːʳmtʌŋ/
HG Wells /eɪʧ ʤiː welz/
Hercule Poirot /ɜːʳkjuːl pwɑːroʊ/
Herman Melville /hɜːʳmən melvɪl/
High Kings /haɪ kɪŋz/
Hiram B. Otis /haɪᵊrəm biː oʊtɪs/
Jacobs Toymaker /ʤeɪkəbz tɔɪmeɪkəʳ/
James Cameron /ʤeɪmz kæmᵊrən/
Jude Law /ʤuːd lɔː/

Jules Verne /ʤuːlz vɜːʳn/
Kate Winslet /keɪt wɪnzlət/
Keanu Reeves /kiːɑːnʊ riːvz/
King Henry VIII /kɪŋ henri ðɪ eɪtθ/
King Theoden /kɪŋ θeədən/
Lady Galadriel /leɪdi gəlædriəl/
Larry Wachowski /læri wɒʧaʊski/
Lassie /læsi/
Leonardo Di Caprio /liːoʊnɑːʳdoʊ di kæpriːoʊ/
Leprechaun /leprəkɔːn/
Lord Byron /lɔːʳd baɪrən/
Lord Shaftesbury /lɔːʳd ʃɑːftsbəri/
Mary Shelley /mæri ʃeli/
Merry /meri/
Miss Marple /mɪs mɑːʳpᵊl/
Moby Dick /mɒbi dɪk/
Nautilus /nɔːtɪləs/
Oprah Winfrey /oʊprə wɪnfri/
Oscar Wilde /ɒskəʳ waɪld/
Otto Lidenbrock /ɒtoʊ lɪdᵊnbrɒk/
Peter Pan /piːtəʳ pæn/
Pippin /pɪpɪn/
Queen of Crime /kwiːn əv kraɪm/
Queen of England /kwiːn əv ɪŋgland/
Raynece Leader-Thomson /reɪəns liːdəʳ tɒmsən/
Renee Zellweger /reneɪ zelwegəʳ/
Robinson Crusoe /rɒbɪnsən kruːsoʊ/
Saruman /seərəmən/
Seanachais /ʃænəkiː/
Sherlock Homes /ʃɜːʳlɒk hoʊmz/
Sir Arthur Conan Doyle /sɜːr ɑːʳθəʳ koʊnən dɔɪl/
Stanley Robertson /stænli rɒbəʳtsən/
Stephen William Hawking /stiːvᵊn wɪljəm hɔːkɪŋ/
Steven Spielberg /stiːvᵊn spiːlbɜːʳg/
the Duchess /ðə dʌʧɪs/
the Wicked Witch /ðə wɪkɪd wɪʧ/
Tom Cruise /tɒm kruːz/
Treebeard /triːbɪəʳd/
Victoria /vɪktɔːriə/
White Rabbit /waɪt ræbɪt/
William Shakespeare /wɪljəm ʃeɪkspɪəʳ/
Yeoman Warders /joʊmən wɔːʳdəʳz/
Michael Owen /maɪkᵊl oʊɪn/
David Beckham /deɪvɪd bekəm/
Charlie Chaplin /ʧɑːʳli ʧæplɪn/
Bruce Willis /bruːs wɪlɪs/
St Patrick /sᵊnt pætrɪk/
Mary Tuffley /mæri tʌfli/

Places

Aldgate /ɔːldgɪt/
America /əmerɪkə/
Athens /æθɪnz/
Australian Outback /ɒstreɪliən aʊtbæk/
Baker Street /beɪkəʳ striːt/
Bakerloo /beɪkəʳluː/
Barbican /bɑːʳbɪkən/
Barcelona /bɑːʳsɪloʊnə/
British Isles /brɪtɪʃ aɪlz/
Bromley /brɒmli/
California /kælɪfɔːʳniə/
Cambridge University /keɪmbrɪʤ juːnɪvɜːʳsəti/
Canada /kænədə/
Canterville Chase /kæntəʳvɪl ʧeɪs/
Colombia /kəlɒmbiə/
Colosseum /kɒləsiːəm/
Conwy Castle /kɒnwi kɑːsᵊl/
Darling Harbour /dɑːʳlɪŋ hɑːʳbəʳ/
Devon /devᵊn/
Disneyland /dɪznilænd/
Dublin City /dʌblɪn sɪti/
Edinburgh Castle /edɪnbərə kɑːsᵊl/
Edison Middle School /edɪsən mɪdᵊl skuːl/
England /ɪŋgland/
Eton College /iːtᵊn kɒlɪʤ/
Euston Square /juːstən skweəʳ/
Everest /evərɪst/
France /frɑːns/
Golden Eagle /goʊldən iːgᵊl/
Great Britain /greɪt brɪtᵊn/
Great Wall of China /greɪt wɔːl əv ʧaɪnə/
Gwynedd Wales /gwɪnəd weɪlz/
Hollywood /hɒliwʊd/
Hong Kong /hɒŋ kɒŋ/
Idaho /aɪdəhoʊ/
Insh Marshes /ɪnʃ mɑːʳʃɪz/
Ireland /aɪəʳlənd/
Japan /ʤəpæn/
Kansas /kænzəs/
Kent /kent/
King Road /kɪŋ roʊd/
LA /eɪ eɪ/
Legoland /legoʊlənd/
Lincolnshire /lɪŋkənʃəʳ/
Liverpool Street /lɪvəʳpuːl striːt/
Loch Lomond /lɒk loʊmənd/
London /lʌndən/
London Bridge /lʌndən brɪʤ/
London Underground /lʌndən ʌndəʳgraʊnd/
Malahide Castle /mæləhaɪd kɑːsᵊl/
Manly /mænli/
Manly Skatepark /mænli skeɪtpɑːʳk/
Mexico City /meksɪkoʊ sɪti/
Moscow /mɒskoʊ/
Nantes /nɑːnt/
New York /njuː jɔːʳk/
North America /nɔːʳθ əmerɪkə/
Oceanworld /oʊʃᵊnwɜːʳld/
Outer Hebrides /aʊtəʳ hebrədiːz/
Oxford /ɒksfəʳd/
Oxford Circus /ɒksfəʳd sɜːʳkəs/
Paris /pærɪs/
Poland /poʊlənd/
Portugal /pɔːʳʧʊgᵊl/
Powerhouse Museum /paʊəʳhaʊs mjuːziːəm/
Redwood National Park /redwʊd næʃənᵊl pɑːʳk/
River Thames /rɪvəʳ temz/
Scarsdale Road /skɑːʳzdeɪl roʊd/

Scotland /skɒtlənd/
Snowdonian Mountains /snoʊdoʊniən maʊntɪnz/
Spain /speɪn/
St James' Park /sᵊnt ʤeɪmz pɑːʳk/
St Kilda /sᵊnt kɪldə/
St Petersburg /sᵊnt piːtəʳzbɜːʳg/
Street /striːt/
Taj Mahal /tɑːʤ məhɑːl/
Tobu World Square /tɒbʊ wɜːʳld skweəʳ/
Tokyo /toʊkioʊ/
Toontown /tuːntaʊn/
Tower of London /taʊər əv lʌndən/
University College Oxford /juːnɪvɜːʳsɪti kɒlɪʤ ɒksfəʳd/
University of Edinburgh /juːnɪvɜːʳsɪti əv edɪnbərə/
USA /juː es eɪ/
Vancouver /vænkuːvəʳ/
West Indies /west ɪndiz/
Westminster /westmɪnstəʳ/

Others

A Brief History of Time /ə briːf hɪstəri əv taɪm/
Alice in Wonderland /ælɪs ɪn wʌndəʳlənd/
Arsenal /ɑːʳsᵊnəl/
Barclay's Bank /bɑːʳkliz bæŋk/
Bliss /blɪs/
Camp Pacific /kæmp pəsɪfɪk/
Campbell's Adventure Park /kæmbᵊlz ædventʃəʳ pɑːʳk/
Champion's League /ʧæmpiənz liːg/
Coastersaurus /koʊstəʳsaɪrəs/
Crown Jewels /kraʊn ʤuːəlz/
Dragon Coaster /drægən koʊstəʳ/
Eastenders /iːstendəʳz/
Finding Nemo /faɪndɪŋ niːmoʊ/
Geo-Kids /ʤiːoʊ kɪdz/
Goldilocks /goʊldilɒks/
Haunted Mansion /hɔːntɪd mænʃᵊn/
Hong Kong Herald /hɒŋ kɒŋ herəld/
Jamie's School Dinners /ʤeɪmiz skuːl dɪnəʳz/
Jungle Cruise /ʤʌŋgᵊl kruːz/
Kennedy Space Center /kenədi speɪs sentəʳ/
Kia Camp /kiːə kæmp/
King Kong /kɪŋ kɒŋ/
Knights' Kingdom /naɪts kɪŋdəm/
Leadership Project /liːdəʳʃɪp prɒʤekt/
Liverpool /lɪvəʳpuːl/
Manchester United /mæntʃɪstəʳ juːnaɪtɪd/
Match /mæʧ/
Matrix /meɪtrɪks/
Miniland /mɪnilənd/
Minister /mɪnɪstəʳ/
Motor Neuron Disease /moʊtəʳ njʊərɒn dɪziːz/
MS Flight Simulator /em es flaɪt sɪmjʊleɪtəʳ/
Nature Madness Club /neɪʧəʳ mædnəs klʌb/
Neighbourhood Watch /neɪbəʳhʊd wɒʧ/
Olympic Games /əlɪmpɪk geɪmz/
Peso /peɪsoʊ/
Royal Flying Doctor Service of Australia /rɔɪəl flaɪɪŋ dɒktəʳ sɜːʳvɪs əv ɒstreɪliə/
Shoot /ʃuːt/
Shrek /ʃrek/
Sim City /sɪm sɪtɪ/
Splash Mountain /splæʃ maʊntɪn/
Star Wars /stɑːʳ wɔːʳz/
Statue of Liberty /stæʧuː əv lɪbəʳti/
Sugar /ʃʊgəʳ/
The Sims /ðə sɪmz/
Titanic /taɪtænɪk/
World Shoppers Mercado II /wɜːʳld ʃɒpəʳz mɜːʳkeɪdoʊ tuː/

Spotlight 7

Syllabus based on Common European Framework

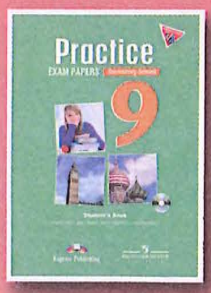
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- Книга для чтения («Питер Пэн», по Д. Барри)
- Аудиокурс к книге для чтения
- Книга для учителя
- Аудиокурс для занятий в классе
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Сборник устных тем для подготовки к ГИА. 5–9 классы

Интернет-сайт УМК: http://prosv.ru/umk/spotlight

ISBN 978-5-09-036101-9

Express Publishing

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