



Starlight

7

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Student's Book



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с углублённым изучением
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7 класс

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Starter module

Transport

- 1 Complete the sentences with the types of transport in the list. There are two words that you don't need to use.
- plane • bus • underground • ferry • bike
 - car • motorbike • taxi
- Mr Holmes is flying to Spain on a business trip. His leaves at 6:00.
 - The fastest way to travel in London is below the city on the
 - Hannah was very late for work and had to call for a
 - We went to the Isle of Man by last weekend. The sea was calm.
 - Tom loves riding his in the park every afternoon.
 - People don't often take their into the city centre because there is too much traffic.

Places in a city

- 2 Complete the table with the words.
- block of flats • petrol station • post office
 - traffic lights • tunnel • bungalow
 - semi-detached house • road sign • hospital
 - cottage • library • bus stop • bus lane
 - detached house • community centre

Types of Home	
Features of a Town/City	
Public Services/Facilities	

Household chores

- 3 Fill in: *do, lay, mop, iron, dust, make, take out, Hoover*.
- | | |
|-----------------------|------------------------|
| 1 the furniture | 5 the rubbish |
| 2 the bed | 6 the floor |
| 3 the clothes | 7 the washing-up |
| 4 the table | 8 the carpets |

Food & drinks

- 4 Complete the spidergram. Use these words. Add one to each category.
- tomatoes • yogurt • chicken • orange juice
 - cauliflower • bread • salmon • grapes
 - rice • lamb • milk • eggs • cherries • tuna
 - tea • peppers



Collocations

- 5 Fill in: *grow, raise, stuck, show, patrol, try, lose, put up, miss, make*.
- vegetables
 - the beach
 - posters
 - money for charity
 - get in mud
 - local food
 - a flight
 - my luggage
 - respect
 - a difference

- 6 Match the words in the two columns.

1	polluted	A team
2	child	B supplies
3	rescue	C waters
4	medical	D project
5	conservation	E lane
6	bus	F labour

Starter module

Cooking methods

7 Fill in: *pour, add, beat, slice, chop, stir, melt.*

Strawberry Shortcake

Strawberry Shortcake is delicious. Let's make it together!

First, we 1)



..... the strawberries, and then we

2)



..... the sugar. We 3)



..... the

strawberries and sugar until they 4)



..... into a sauce.

Next, we cut the biscuits and put them in a tray. Then, we add the

strawberry sauce. After that, we 5)



..... some cream

and a little sugar. We 6)



..... the cream onto the biscuits.

Finally, we 7)



..... some nuts

and put them on top! Your strawberry shortcake is ready!



Natural disasters

8 Match the comments with the natural disasters in the list. There are two items you don't need to use.

- drought • flood • earthquake • forest fire • tornado
- tsunami • hurricane

- 1 "We saw the sea coming towards us. We all ran for the hills to save our lives."
- 2 "I was in bed when the house started shaking. I could see the walls move, so I jumped out of bed and hid under the kitchen table."
- 3 "We planted potatoes in December, but the rain never came. The fields are empty. We hope it will rain very soon."
- 4 "The emergency services warned us to leave our house immediately. There was water on the first floor. We could not stop it. It was rising and rising."

6 5 "We could see and smell the thick smoke in the atmosphere."

Everyday English

9 Circle the correct response.

- 1 A: Hello, can I help you?
B: a I'd like two tickets to Brighton, please.
b No, you can't do that!
- 2 A: And what would you like to drink?
B: a I'm not very hungry.
b I'd like a cola, please.
- 3 A: Someone stole my bag.
B: a I don't believe you.
b Oh, you poor thing! I'm so sorry.
- 4 A: I went on a day trip to a wildlife park.
B: a Oh, really? I'd really like to go there too.
b That's not very exciting.
- 5 A: Would you mind helping me with this?
B: a Of course I would.
b No problem.
- 6 A: See you at 9 tomorrow!
B: a I'm free this morning.
b Great.
- 7 A: Can I give you a hand?
B: a Actually, I've nearly finished.
b Sure I can.
- 8 A: Did you have a nice weekend?
B: a Oh, I didn't do anything special.
b They had a nice time.
- 9 A: I think that's all, thank you.
B: a You're welcome.
b Just one more thing.
- 10 A: Would you like any side orders?
B: a I'd like a glass of orange juice, please.
b Not for me, thank you.

Vocabulary: jobs, character adjectives, hobbies, sports, student jobs

Grammar: adverbs of manner, present simple – present continuous, stative verbs, comparisons, infinitive/-ing form

Everyday English: an interview for a part-time job

Pronunciation: intonation in questions

Writing: a CV and cover letter

Culture Corner: Cash in hand (student jobs in the USA)

Curricular (PSHE): What's the job for you?

Phrasal verbs: break, bring

Word formation: person nouns

Russia 1: Ice Diving in Lake Baikal

Module 1

Work & Play

Vocabulary

Jobs

1  Listen and say.

2 What does each person do at work? Use the phrases to tell the class.

- make sure people obey the law
- follow and photograph tornadoes
- put out fires
- look after passengers on a plane
- help customers
- supervise children at a camp
- apply the law in a court
- operate on people

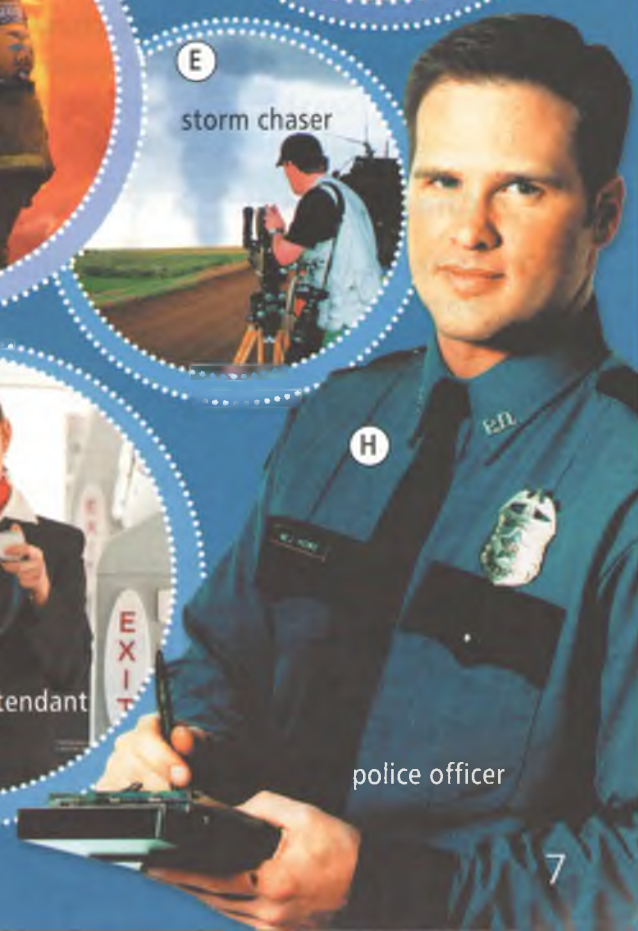
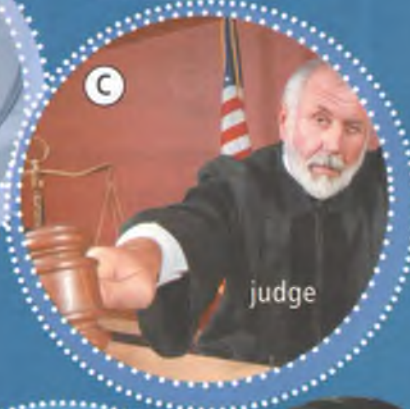
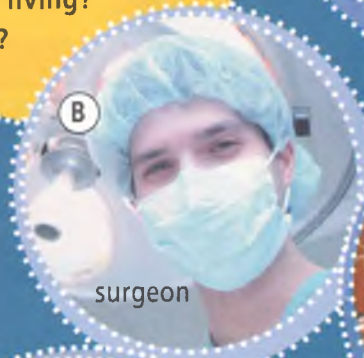
A camp counsellor supervises children at a camp.

3 Which job do you think is: dangerous? demanding? interesting? well-paid? easy? difficult?

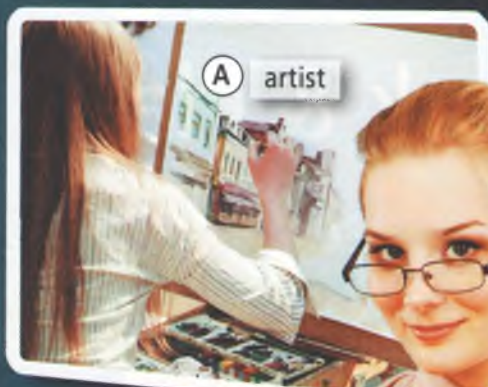
A storm chaser's job is dangerous because they follow tornadoes.

OVER TO YOU!

What do your parents do for a living? What would you like to do for a living? Why?



1a Hard at work



A artist



B sports coach



C taxi driver



D nurse



E secretary

Study skills

Predicting content

The key words of a text help you predict its content.

Vocabulary Work

- 1 a) In a minute think of as many jobs as possible.
- b) Look at the jobs in the pictures. Who works: 9-5? shifts? at the weekends? long hours? on their own? with a team? gets: paid well? low wages?

Character adjectives

- 2 Complete the sentences with a suitable job from those in Ex. 1.

- 1 A(n) has to be **brave**; they do dangerous things at work.
- 2 A(n) has to be **organised**; they need to plan their work well.
- 3 A(n) has to be **creative**; they need to develop original ideas.
- 4 A(n) has to be **caring**; they need to look after sick people.
- 5 A(n) has to be **patient**; they need to stay calm and not get **annoyed**.
- 6 A(n) has to be **polite**; they deal with people from different backgrounds.

Reading

- 3 a) The words in the **Check these words** box on p. 9 are the key words of the text. Read the words. What do you expect the text to be about?
 Listen, read and check.

- b) Read the text again and choose the correct answer A, B or C.

- 1 Smokejumpers travel to the fire zone
 A through forests B by road C by air
- 2 Before becoming a smokejumper, they must learn how to
 A train B parachute C work as a team
- 3 Smokejumpers are always trying to become
 A tough B fit C better
- 4 When smokejumpers parachute into a forest, they don't carry
 A tools B water C a backpack
- 5 Zach's favourite part of the job is
 A flying the aeroplane B parachuting
 C fighting the fire



F smokejumper

HOT jobs

1a

**When it comes to tough jobs,
nothing beats being a smokejumper!**

Check these words

tough job, beat, elite, risk, remote areas, bravely, parachute, put out, duty, training, fit, fire zone, padded, face mask, helmet, backpack, drop

Smokejumpers are elite firefighters who risk their lives fighting forest fires in remote areas. They bravely parachute out of aeroplanes into burning forests, where they quickly get to work putting the fire out.

A smokejumper's duties are not easy. They have to do long, tough training before they can become part of a team. Smokejumpers need to be very good parachutists, and know how to read maps to get out of a forest safely. "To be a smokejumper you need to be very fit, and able to work for long hours in difficult conditions," says Zach Meyers, a smokejumper at West

Yellowstone. "We train all the time and we're always trying to improve."

When they parachute into a fire zone they wear a padded jump jacket and trousers, boots, gloves, a face mask and a helmet. They also carry a backpack with some food and water, and a fire shelter. The aeroplane drops the tools and equipment they need to fight the fire.

"People think that smokejumpers have a very dangerous job, but we don't see it like that," says Zach with a smile. "This job keeps me happy. I love the feeling I get when I jump out of the aeroplane and fly through the air. I wouldn't want any other job in the world."

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

- 1 They tried to the fire with buckets of water until the firefighters arrived.
- 2 Smokejumpers parachute from aeroplanes into that can't be reached easily.
- 3 To be a firefighter you need to be and strong.
- 4 Firefighters go through difficult before they are ready to join the Fire Service.

Grammar see p. GR1 Adverbs of manner

5 Read the theory. Find examples in the text.

- Adverbs of manner describe how we do something. *She talks slowly.* (How does she talk? Slowly.)
- We usually form adverbs of manner by adding **-ly** to an adjective. *slow – slowly, sudden – suddenly, careful – carefully, quiet – quietly, etc*
- Sometimes, we need to change the spelling. *easy – easily, true – truly, gentle – gently*
- Some adverbs keep the same form as the adjective. *fast, hard, late, early, etc*
- Irregular form: *good – well*

6 Form adverbs. Use them to complete the sentences (1-6).

- | | |
|-----------------|---------------|
| 1 good | 4 happy |
| 2 brave | 5 quick |
| 3 careful | 6 hard |
- 1 The men check the area for fires.
 - 2 Smokejumpers have to train very
 - 3 They use aeroplanes to get to the fire
 - 4 Zach smiles when he talks about his job.
 - 5 They fought the dangerous fire and managed to put it out.
 - 6 Smokejumpers know the forest very


Speaking & Writing

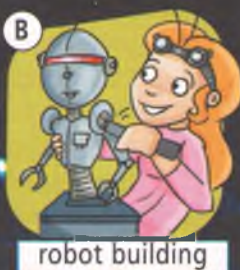
7 Read the text again and make notes under the headings: *job, duties, qualities needed, clothes & equipment, feelings.* Imagine you are Zach. Use your notes to present your job to the class.

8 **THINK!** Would you like to work as a smokejumper? Why? Why not? In three minutes write a few sentences about the topic. Read your sentences to your partner or the class.


1b Hobbies

Vocabulary Hobbies

- 1 a) In a minute write as many hobbies as you can think of. Compare your list with your partner's.
- b)  Listen and say. Do you know any of these activities (A-E)? Which one would you like to try? Why?/Why not?



Reading

- 2 a) Read the title and the introduction to the article.
What does Nick's hobby involve?
 Listen, read and check.

*UFO = unidentified flying object

- b) Read the article again and complete the sentences. Imagine you are Nick and use the words in the **Check these words** box to talk about your hobby to the class.

- 1 Nick Porter likes UFO hunting because
- 2 His UFO club members mainly
- 3 When they go out, they have with them.
- 4 If you want to take up UFO hunting, you need

UFO HUNTER!



A strange shape is moving across the sky. Is it a bird? Is it an aeroplane? Or is it a UFO*? Nick Porter is fascinated by the possibility of life on other planets, so in his free time he tries to find out what these objects are. We asked him some questions about his unusual hobby.

So, Nick, why are you so interested in UFOs?

Well, thousands of people see strange objects in the sky all over the world. Most of these are planets, meteors, or military planes – but what about the rest? I'm a very curious person, so I want to find an explanation!

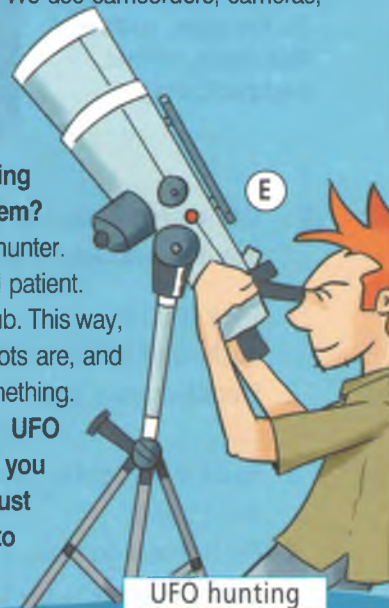
And what exactly does your hobby involve?

Well, I started a UFO club and we mostly investigate sightings. We interview witnesses and analyse videos and photos. Sometimes we go out to a UFO 'hotspot', too. In fact, we're going out tonight. We usually go high up on a rooftop or a hillside. If we see something strange, we record as much information as we can! We use camcorders, cameras, telescopes, and other devices. Then we analyse the information on our laptops.

Maybe some of our readers are thinking about taking up UFO hunting now! What advice do you have for them?

Well, anyone can become a UFO hunter. You just need to be enthusiastic and patient. You also need to join a local UFO club. This way, you find out where the UFO hotspots are, and you have witnesses if you spot something.

So, what are you waiting for? UFO hunting is a lot of fun, and you never know – you might just turn science fiction into science fact!



Check these words

fascinated, strange object, planet, meteor, military plane, curious, explanation, involve, mostly, investigate, sighting, interview witness, analyse, hotspot, rooftop, hillside, record information, camcorder, telescope, device, take up, enthusiastic, patient, find out, spot

3 **THINK!** Complete the sentences.

- 1 I find UFO hunting because
- 2 I ghost hunting because
- 3 My hobby is because

Grammar

see
p. GR1

Present simple – Present continuous

4 Read the table. Find examples in the text.

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

- permanent states & facts.
*Nick **comes** from the USA. The sun **rises** in the east.*
- habits/routines. *He **plays** tennis every Saturday.*
- timetables. *The train **leaves** at 7 pm.*

Time expressions: every day, on Mondays, often, etcWe use **present continuous** to talk about:

- actions happening now/around the time of speaking.
*Janice **is watching** a DVD now.*
*Tina **is studying** for her exams these days.*
- future arrangements. *I'm **going** out tomorrow.*
- temporary situations.
*Jane **is working** as a waitress for the summer.*

Time expressions: now, at the moment, at present, etc5 Put the verbs in brackets into *present simple* or *present continuous*.

- A: How often
(you/hang out) with your friends?
B: Every weekend. We usually
(go) to the mall or
(watch) a film.
- A: How
(Pete/spend) his free time?
B: He (surf) the
Net or (read) comics.
- A: What (you/do) now?
B: I (paint) my
model aeroplane.
- A: Where (Jane/be)?
B: She (prepare)
her bag. She
(go) UFO hunting.
- A: (you/come)
to the show tonight?
B: No. I (meet)
Brian for dinner.

Stative verbs

6 Read the table. Then put the verbs in brackets in *present simple* or *present continuous*. Give reasons.

Some verbs do not usually have continuous forms because they describe a state, thought, or feeling rather than an action (e.g., *see, feel, hear, look, smell, sound, taste, forget, remember, want, belong*, etc). *He **looks** good.*

Some verbs can have continuous forms but with a difference in meaning. *I **think** he's very clever.* (I believe)
*I'm **thinking** of going out.* (I'm considering)

- Mark (believe)
that UFOs exist.
- Sheila
(not/understand) the exercise.
- I (see) Paula
later today.
(you/want) to come?
- Martha (love)
reading science-fiction books.
- A: Look! The cook (taste)
the food! I think it's ready.
B: Great! It (smell)
delicious! I can't wait.
- What (you/look) at?

7 Complete the sentences using *present simple* or *present continuous*.

- Tonight, I
- I don't usually
- My friends often
- Right now, I
- Next weekend I
- I sometimes

Speaking & Writing

8 Answer the questions, and then use your answers to write a short paragraph about your hobby. Tell your partner.

- What's your hobby?
- What does it involve?
- How much time do you spend on it?
- Does it need any special equipment?

1_C Culture Corner

cash in hand!

These days in the USA, around 60% of all university students have a part-time job to help pay for university, or simply to earn some spending money. Students work in the evenings and at weekends. Their average wage is \$15 per hour.



ALL KINDS OF JOBS ...

Jobs such as waiting tables, making deliveries, cashier work and working in customer service are always very popular. There are also some jobs available on university campuses, such as a research assistant or a teaching assistant.



CAMP COUNSELLORS

During the summer holiday, a lot of university students choose to work at summer camps as camp counsellors. This way, they can spend time outdoors, organise sports and other activities, and have fun. There are many different kinds of camps, such as

sports camps, language-learning camps, and technology camps. Counsellors get free room and board and they also earn a good wage.



INTERNSHIPS

For students who know what they want to do when they graduate, a summer internship is ideal. The job can often be low-paid or even unpaid, but it's great experience in the student's chosen profession. For example, medical students often work as lab or

research assistants, ICT students work as computer lab assistants and law students work as clerks for a law firm. The company sometimes offers the intern a job after they graduate.

Check these words

cash, part-time, earn, average wage, waiting tables, delivery, cashier, customer service, available, campus, camp counsellor, internship, profession, experience, clerk, offer

- 1 Do university students in your country usually have a part-time job? What kind of jobs do they do?

Reading

- 2 a) Look at the pictures in the text. What part-time jobs do you think American university students have?

🔊 Listen, read and check.

- b) Read the text again and mark the statements as T (true), F (false) or NS (not stated). Correct the false statements.

- 1 Not many university students work to earn money.
- 2 The most common type of work is waiting tables in a café or restaurant.
- 3 Camp counsellors pay for their food and accommodation out of their wages.
- 4 Being a camp counsellor can help students get a job after they graduate.
- 5 Interns usually earn a low wage.

- 3 Match the highlighted words to their synonyms.

- | | |
|----------------------|--------------------------|
| 1 perfect | 4 food and accommodation |
| 2 usual | 5 helper |
| 3 finish your degree | |

- 4 **THINK!** What type of part-time work would you like to do as a university student? Why? In three minutes write a short paragraph. Read it to your partner or the class.

- 5 Compare the jobs university students do in the USA to those in your country. Tell the class.

In the USA, most university students work part-time. In my country ...

Everyday English

1d

A job interview

- 1 Read the job adverts. What kind of job is each one for? Who could apply?

WANTED: Part-time waiter/waitress for busy Italian restaurant. £7 per hour. Mon-Fri evenings. Must be hard-working & reliable. Experience preferred but not necessary. La Fiamma, 225 Rington Plaza, Cloverdale Tel. (0253) 743 984

(A)

Buzz Clothing is looking for a friendly & energetic part-time shop assistant to work evenings & weekends (10-15 hours a week). Full training provided. Apply to: Mr Andrews, PO BOX 21547 Application deadline: 20th September

(B)

- 2 a) Listen and repeat. The sentences appear in the dialogue below. Who says each: *an interviewer or a job applicant*?

- Please have a seat.
- Tell me a little about yourself.
- Why do you think you'll be a good shop assistant?
- Well, I think I'm hard-working and honest.
- Do you have any experience in this type of work?
- Here's a letter of recommendation.
- I can start immediately.
- Thank you very much for your time.

- b) Listen and read to find out.

Simon: Good morning. I'm Simon Jones.
Mr Andrews: Nice to meet you, Simon. Please have a seat.
Simon: Thank you.
Mr Andrews: So, Simon, tell me a little about yourself.
Simon: Well, I'm 18 years old, I'm a student, and I'm looking for a part-time job to help pay for university.
Mr Andrews: I see. Why do you think you'll be a good shop assistant?
Simon: Well, I think I'm hard-working and honest. People also say I'm friendly and helpful.
Mr Andrews: Do you have any experience in this type of work?
Simon: Yes. I worked in a surf shop last summer. Here's a letter of recommendation.
Mr Andrews: Oh, that's great! If we offer you the job, when can you start?
Simon: I can start immediately.
Mr Andrews: OK, Simon, I think that's all I need to know. I'll be in touch.
Simon: Thank you very much for your time.

- 3 Find sentences in the dialogue which mean: *Sit down, please.* – *I'd like to find out about you.* – *I understand.* – *You will hear from me.*

Intonation: questions

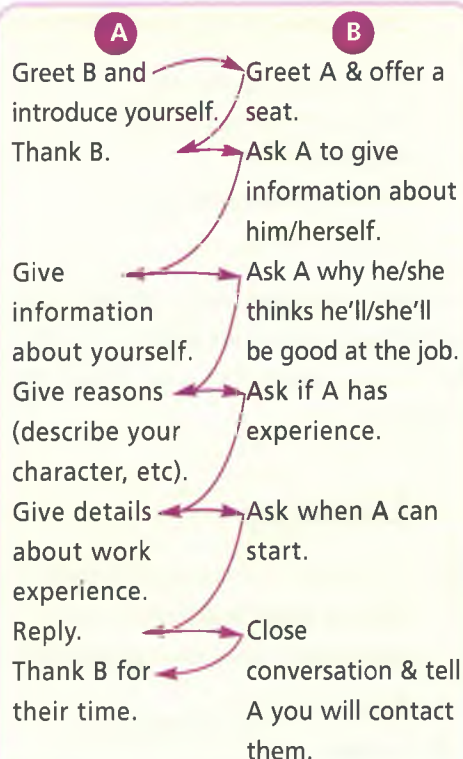
- 4 Read the theory, then listen and repeat.

Yes/No questions usually have rising intonation. *Wh-* questions usually have falling intonation.

- 1 What days can you work?
- 2 Are you a student?
- 3 Do you work on Saturdays?
- 4 What's your job?

Speaking

- 5 You are applying for the job in advert A. Act out your interview with the employer. Follow the plan.



1e Adventure sports

Vocabulary Sports

- 1 a) Match the sports (1-9) to the pictures (A-I).
 Listen and check, then say.

- | | |
|---|---------------------|
| 1 | mountain biking |
| 2 | street luge |
| 3 | motocross |
| 4 | speed skiing |
| 5 | windsurfing |
| 6 | freediving |
| 7 | paragliding |
| 8 | rock climbing |
| 9 | white-water rafting |

- b) Which of these sports can you do: *on land?* *on water?* *in the air?*

- 2 Have you tried any of the sports in Ex. 1a? Which ones do you want to try? Why? Use the ideas in the list and any of your own ideas to tell your partner.

- see amazing scenery
- try something thrilling
- go really fast
- spend time outdoors
- enjoy nature

I've tried mountain biking before. I really want to try windsurfing because I think it's fun to go really fast and spend time outdoors.

Listening

- 3 Listen to three people each talking about a different sport. What sport does each person do?

- | | |
|----------|-------|
| A Rob | |
| B Rachel | |
| C Luke | |



Reading

- 4 Read the title of the text and the first sentence in each paragraph. What do you think the text is about?
 Listen and read to check.

- 5 Now read the text again and for questions 1-4 choose the best answer (A, B, C or D). Find evidence in the text.

- Which of the following equipment does Sara use?
 A an air tank C a monofin
 B two flippers D a phone
- What happens to a freediver's lungs as they swim down?
 A They get a lot smaller. C They become twice as big.
 B They get 22% larger. D They don't change at all.
- Why can Sara hold her breath for so long?
 A She is taller and stronger than other women.
 B Other activities she does help her.
 C She has small lungs.
 D She meditates before she dives.
- What does Sara particularly enjoy when she's diving?
 A The thrill of doing something dangerous.
 B The sounds underwater.
 C The peace and quiet.
 D The excitement of trying to break a record.

Take a Deep Breath!

Sara Campbell takes a final **deep** breath and dives into the sea. She goes down into the blue water and carries on going down ... and down. Soon, the people on the surface can't see her any more. She doesn't have an air tank, just a wetsuit, goggles and a monofin – a large flipper that makes her look like a modern-day
 5 mermaid. Sara is a world champion freediver and uses only one breath to take her as deep as she can go and back again to the surface! She holds four world records and a world championship gold medal.

Freediving is one of the world's most **dangerous** sports. On the way down, a freediver's lungs **shrink** to the size of a lemon and on the way
 10 back they double in size. But to Sara, all this comes naturally. After years of practising yoga and meditation, she can hold her breath for over five minutes and her lungs are 22% larger than other women her size.

Sara feels completely comfortable underwater. "I just
 15 jump in and feel **terrific**. There are no distractions. Dogs aren't barking, phones aren't ringing, and nobody is making noise next door. It's totally silent."

Sara has a **busy** life and loves every minute of it. She's
 20 presenting a TV show, planning environmental campaigns, and training to set a **new** world record!

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

- 1 Freedivers' lungs as they swim down.
- 2 She as she dove into the cold water.
- 3 It's underwater. There's no noise at all.
- 4 Divers usually wear a(n) so that they can breathe at the bottom of the sea.
- 5 Nobody is better than her at freediving. She's the world
- 6 Her keep the water out of her eyes when she dives.


7 Match the words in bold with their opposites below.

- | | |
|------------------|-------------------|
| 1 expand ≠ | 4 awful ≠ |
| 2 old ≠ | 5 safe ≠ |
| 3 quiet ≠ | 6 shallow ≠ |

Check these words

final, deep breath, dive, carry on, surface, hold a record, air tank, wetsuit, goggles, monofin, flipper, mermaid, champion, lungs, shrink, double in size, come naturally, meditation, hold her breath, distraction, bark, totally silent, environmental campaign

Speaking & Writing

- 8 a)  You are a magazine journalist and your partner is Sara Campbell. Use the text to help you prepare questions and answers. Act out your interview in front of the class.
- b) **THINK!** Imagine you are Sara. You are swimming underwater. What can you see? How do you feel? In a few minutes write a few sentences on the topic. Read them to your partner or to the class.

1 **f** Voluntary work



take care of orphans



teach English



help protect an endangered species



build houses



plant trees

Voluntourism: how to make a difference!

More and more young people are taking on volunteer work nowadays. Some even travel to the other side of the world and do unpaid work for a charity or other non-profit organisation there. They help to build homes for poor families, teach children English, take care of orphans, or help to protect an endangered species. There is a wide variety of voluntary jobs to choose from.

A number of charity groups organise educational programmes for children around the world. Many students volunteer for these types of projects. They teach subjects like English and Mathematics to children while staying in their community and getting to know the people and their culture. It is also a great opportunity for them to work and train with local teachers and develop their own skills. It is a learning experience for both the children and the teacher.

Young people who are good with their hands or simply would like to help in a very practical way can participate in one of the many construction projects. Several charity organisations help build houses or schools for poor children around the world. In the village of Kamakwie in Sierra Leone, for example, a team of young volunteers built a secondary school for poor orphans.

Other similar projects are going on across poor villages of Africa, making sure that kids get an education.

For people interested in wildlife, conservation groups organise volunteer holidays throughout the world. You can help wildlife research in countries like Kenya and Botswana or protect turtles in Mexico, Zanzibar, or elsewhere. On Redang Island in Malaysia volunteers come from all over the world to help conserve the endangered green turtle. Participants monitor the turtles that come onto the beach and protect them and their eggs. They also get to enjoy the beach and even snorkel with the turtles sometimes.

A volunteer holiday is for people who want to make a difference in the world and are prepared to give up their own time, money, and effort to do it. Volunteers have to be realistic though and understand that they cannot change the world in two or three weeks. To some volunteers it seems that they are not doing much by helping out for only a couple of weeks but, in fact, every bit of help counts. Thanks to young volunteers, the lives of millions of people around the world are improving and, in their eyes, the sun is probably shining brighter than it used to.

Check these words

volunteer work, unpaid work, charity, non-profit, organisation, orphan, endangered species, project, community, develop skills, practical, participate in, conservation, wildlife research, protect, conserve, monitor, effort, improve

Reading

1 a) Listen and say.

b) How can the activities in the pictures be related to a volunteer holiday?

Listen and read to find out.

2 Read the text again and mark the sentences below *T* (true), *F* (false) or *NS* (not stated).

- 1 Voluntourism has always been popular with young people.
- 2 You don't need any qualifications to participate in voluntourism.
- 3 Volunteers get paid a small sum in return for their help.
- 4 Teaching English is a popular form of voluntourism.
- 5 Some volunteers don't feel that they give enough.

3 What types of volunteer holidays is the text about? Tell you partner or the class.

4 Complete the sentences with: *difference, community, foreign, improve, monitor, non-profit, research, volunteer.*

- 1 The International Red Cross is a well-known organisation.
- 2 A team of aid workers are trying to the lives of the people in the village.
- 3 You can make a in the world by working for a charity.
- 4 Lots of young people are ready to to help clean up the beach.
- 5 Everyone living in the would like to make it a better place to live.
- 6 The students the turtles and try to protect their eggs.
- 7 Working in a country can be a very worthwhile experience.
- 8 Environmental organisations are doing wildlife all over the world.

Grammar

Infinitive/-ing forms

see
pp. GR1-
GR2

5 Put the verbs in brackets into the correct *infinitive* or *-ing* form.

- 1 He's looking forward (start) his new job on Monday.
- 2 I'd love (do) a course on interior design.
- 3 He loves (work) with kids.
- 4 It's getting difficult (find) a job nowadays.
- 5 They didn't let her (go) out.
- 6 He isn't used (work) long hours.

6 Write sentences about you and your friends/relatives.

enjoy
would love
(not) want
hope
hate
not mind
be used to

meet new people
get a top job
go to university
start my/his etc own business
get a summer job
dress smartly
have job interviews
work in an office

I enjoy meeting new people.

Comparisons

7 Read the examples. How do we form the comparative/superlative forms? Find more examples in the text.

- 1 Sam is **more organised than/braver than** Jo.
- 2 Harry is **the most organised/the bravest** of all.
- 3 A nurse's job isn't **as dangerous as** a firefighter's.
- 4 Lucy is becoming **busier and busier** at work.
- 5 Holly is **a bit/a little/slightly/much/a lot** more creative than Jane.

8 Fill in the gaps with the correct form of the adjectives in brackets.

- 1 Henry's job is (interesting) than Jack's.
- 2 A: Thanks for your help with my CV, Angie.
B: It's (little) I can do.
- 3 It's getting and (hard) for young people to get their first job.
- 4 Which job is (tiring), a shop assistant, a waiter or a delivery person?
- 5 My student days were some of (happy) of my life!
- 6 The (much) you prepare for an interview, the (good) you'll do.
- 7 It's (easy) to get a good job if you prepare well before.

Key word transformations

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

- 1 Jo organises parties really well. (GOOD)
Jo is parties.
- 2 Mark found it difficult to write his CV. (HAD)
Mark his CV.
- 3 Ann can't wait to go to university. (FORWARD)
Ann is to university.
- 4 Dave's job is better than John's. (GOOD)
John's job as Dave's.

Writing

10 **THINK!** Which of the volunteer holidays in the text would you like to go on? In three minutes write a few sentences. Tell your partner or the class.

1g Skills

Vocabulary Student jobs



1 a) Listen and say.

b) Which of the jobs in Ex.1a are popular in your country? Which would you like/not like to do? Why?

Babysitting is a popular job for students in my country. I'd like to be a gardener or a dog walker because I'd like to work outdoors.

2 Read the text below. What is it? What is it for? Fill in: travelling abroad, degree, lifeguard, interests, university, shop, grades, waitress.

Curriculum Vitae

Ruth Boswell,
234 Park Road, Melbourne
ruthb@hotmail.com
Date of Birth: 05/08/1990

Education

2008-2012
1) in English Literature & French,
2) of Melbourne, Australia
2006-2008
Melbourne College
Exam subjects and 3) : English Literature
(A), History (B), French (A)

Work Experience

2010-2011
4) , Aquatics Centre, Melbourne
2007-2008
5) , Piper's Pizzas, Melbourne
2006
6) assistant, Casual Clothing, Melbourne

Hobbies & 7)
Learning foreign languages, swimming, scuba diving and
8)



Study skills

Identifying key information

Read the two lists of items to familiarise yourself with the content of the conversation. This will help you do the task.

Listening

3 Listen and match each person (1-5) to the summer job (A-H) they have. There are two extra jobs.

PEOPLE

0	F	Sandy
1		Shane
2		Fiona
3		Bridget
4		Tony
5		Andrea

JOBS

- A shop assistant
- B animal shelter volunteer
- C lifeguard
- D camp counsellor
- E waitress
- F dog walker
- G conservation group volunteer
- H swimming pool cleaner

Speaking

Asking for personal details

4 You are an interviewer and your partner is Ruth. Use the language in the box to ask and answer questions.


- How old are you?
- Are you married or single?
- What qualifications do you have?
- What kind of experience do you have?
- What are your hobbies and interests?

A: How old are you, Ruth?

B: I'm ...

5 Write your own CV. Use Ruth's CV in Ex. 2 as a model.

A cover letter

- 1 Read the letter. What is the writer's purpose?
- 2  Which of the following does Ruth include in her letter? Which paragraph is each in?

- 1 previous work experience
- 2 her favourite college subject
- 3 her personal qualities
- 4 what she looks like
- 5 where she likes going on holiday
- 6 her age and current position
- 7 where she saw the advertisement
- 8 when she can start work

Writing Tip

Letter writing – formal style

To write a formal letter you need to use:

- full forms *I am writing to ...*
(NOT: ~~I'm~~ writing to ...)
- advanced vocabulary and set phrases
Please find enclosed a copy of my CV.
- formal greetings and endings *Dear Sir/Madam* → *Yours faithfully* (when you don't know the name of the person you are writing to) *Dear Mr/Mrs/Miss Smith* → *Yours sincerely* (when you know the name of the person you are writing to)

- 3 Correct the register in Ruth's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- | | |
|----------------------------|--|
| <input type="checkbox"/> A | I look forward to your reply |
| <input type="checkbox"/> B | Yours faithfully |
| <input type="checkbox"/> C | I am writing to apply for the position |
| <input type="checkbox"/> D | Please find enclosed |
| <input type="checkbox"/> E | I consider myself to be |
| <input type="checkbox"/> F | I am available |
| <input type="checkbox"/> G | which was advertised |
| <input type="checkbox"/> H | would be a useful experience |
| <input type="checkbox"/> I | I recently obtained |

Dear Sir/Madam,

1) **I want to apply for the job** of part-time lifeguard 2) **that I read about** in the Daily Gazette on Tuesday, 3rd April.

I am in my final year at sixth form college and am considering a career as a PE teacher. 3) **I just got** a certificate in lifesaving and first aid and I feel that a summer job as a lifeguard 4) **is a good idea** for me.

Last summer, I worked as a receptionist at my local swimming pool and as a delivery person in the evenings.

5) **I think I'm** hard-working and enthusiastic. I am also good at working with people.

6) **Here's** a copy of my CV. 7) **I can come** for an interview at your convenience. 8) **I can't wait to hear from you.**

9) **Best regards,**

Ruth Boswell

Writing (a cover letter)

- 4 **Portfolio:** You see this job advert on your college website and decide to apply. Write a cover letter (120-150 words). Follow the plan below. Check your work.

WANTED

Student to work part-time in bookshop Mon-Fri evenings. Are you friendly and patient? Do you enjoy working with the public? Send cover letter and CV to: thebookshop@barns.ac.com

Plan

- Para 1: opening remarks, reason for writing (*I am writing to... which...*)
 Para 2: current activity, qualifications, reason for wanting the job (*I am... years old and... degree, I am considering.../I feel that...*)
 Para 3: experience
 Para 4: personal qualities (*I have..., Last..., I consider myself to be...*)
 Para 5: when available for interview, closing comments (*Please find..., I am available..., I look forward...*)

Study skills

Checking your work

Look through your letter when you have finished to check that:

- you have used a formal writing style.
- you have given a good description of your experience and abilities.
- you have included all the important information.

1 Curricular: PSHE

- 1 **THINK!** Read the dictionary entry. Why do you think it is important to choose the right career?

career /kəˈrɪə/ (n) a job or profession that someone does for a long period. Jack has a successful career in sales and marketing.

- 2 a) What career do you want to have? Do the test to find out what type of career suits you the best.
- b) **THINK!** Do you agree with your result? Why? Why not? Tell the class.
- c) **THINK!** Do you think certain personality types are suited to certain jobs? In three minutes write a few sentences. Read them to the class.

- 3 Complete the sentences with words from the

Check these words box.

- 1 She's very and practical.
- 2 What do you need to be a social worker?
- 3 Dan always surprises me. He's so
- 4 Do you know the who built the new bridge?
- 5 I enjoy hanging out with my friends, but I don't mind spending time either.

- 4 **ICT** Choose a career that you think would suit you. Collect information about qualifications, qualities, duties, wage, etc. Present the job to the class and tell them why you like it.

What's the job for you?

Check these words

key, suit, skills, interest, useful, blanket, comfort, mood, by myself, agree on, spontaneous, down-to-earth, engineer, electrician, social worker, psychologist, film director

One of the keys to a happy life is enjoying the job you do. That's why finding the right job is very important. Take this test to help find a career that best suits your skills and interests!

- 1 Which item would you describe yourself as?
 - A A computer – I am very helpful and useful.
 - B A blanket – I comfort people.
 - C A TV – I have many different moods.
- 2 Which of these activities do you enjoy the most?
 - A fixing and building
 - B talking and listening
 - C painting and drawing
- 3 How do you prefer to work?
 - A I like to be part of a team.
 - B I prefer to work by myself.
 - C I'm fine either in a team or alone.
- 4 How do you usually solve a problem?
 - A I look for a practical solution.
 - B I try to find a solution everyone agrees on.
 - C I often think of a simple solution no one else thought of.
- 5 Which colour describes your personality best?
 - A Green – I am relaxed and calm.
 - B Yellow – I make people happy.
 - C Red – I am spontaneous.

Mostly As

You are a realistic, down-to-earth person who likes to work with materials. You would make a good engineer, electrician, or surgeon.

Mostly Bs

You are a caring and helpful person who likes to work with people. You would be a good nurse, social worker, or psychologist.

Mostly Cs

You are an artistic and creative person who is also good at solving problems. You like coming up with new ideas, and you would be a good architect, film director, or interior designer.



Language in Use

1

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

break down: 1) stop working; 2) lose control of feelings
break in: enter by force (+ break into a building)
break out: 1) begin suddenly (storm, war); 2) escape
break off: break a piece from something
bring about: cause to happen
bring sb round: 1) regain consciousness; 2) persuade
bring up: raise a child

- The machines at the factory where Dan works often **break down/up**.
- Michael's grandparents brought him **up/about** on a farm.
- Ann **broke out/down** and started crying when she heard she didn't get the job.
- The nurse brought him **about/round** gently after the operation.
- The police are still looking for the prisoner who **broke down/out** of prison yesterday.
- When Sally dropped her cup, the handle **broke up/off**.
- Thieves **broke into/out** our house while we were at the cinema.

2 Choose the correct preposition.

- I don't mind working on my own, but I prefer working as part **in/of** a team.
- Students often get a job to help pay **about/for** university.
- Harry wants to apply **to/for** a job as a lifeguard.
- Smokeyjumpers jump **out of/for** aeroplanes **into/by** burning forests.

Word formation

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

Word Formation – Person Nouns

We use **-er** (*work – worker*), **-or** (*sculpt – sculptor*), **-ist** (*art – artist*), **-ian** (*magic – magician*), **-ee** (*employ – employee*) and **-ant** (*assist – assistant*) to form person nouns.

- It takes a great to make a great film. (**DIRECT**)
- A can learn a lot about the country they stay in. (**TOUR**)
- An should always be pleasant, polite and well-prepared. (**INTERVIEW**)
- The flight asked everyone to stay in their seats after the aeroplane landed. (**ATTEND**)
- Sue is paying an interior to decorate her new flat. (**DESIGN**)
- The is fixing the light in the dining room at the moment. (**ELECTRIC**)

Collocations

4 Fill in: zone, breath, shifts, long, put out, read, hold, wages, part-time, double. Use the completed phrases in sentences of your own.

- | | |
|---------------------|----------------------|
| 1 work hours | 6 work |
| 2 get low | 7 have a job |
| 3 fire | 8 to a map |
| 4 the fire | 9 in size |
| 5 take a deep | 10 to a record |



Mark the sentences *T* (true) or *F* (false). Correct the false statements. Read through Module 1 and write a quiz of your own.

- | | |
|--|---|
| 1 A smokejumper is a type of firefighter. | 4 A freediver's lungs get smaller as they swim down. |
| 2 UFO stands for Unusual Flying Object. | 5 Sara Campbell was the first woman to dive to a depth of 90 metres. |
| 3 Over half of all university students in the USA have a part-time job. | 6 You shouldn't give your address on your CV. |

Listening

(Multiple matching)

- 1 Read the rubric. Think of health problems related to working in different jobs, e.g. *dentist: suffers from backache*, etc. Compare with your partner.

You will hear five people talking about their jobs. Match the sentences (A-F) to the speakers 1-5. There is one extra sentence that does not match.

- A The speaker has an exciting job, but requires endurance.
- B The speaker sometimes feels their work is never done.
- C The speaker feels lost without their voice.
- D The speaker feels that on the whole the risks are low.
- E The speaker needs to be careful not to get hurt while practising.
- F The speaker often suffers from upper back problems.

1	2	3	4	5

- 2 Do the listening task. Which words helped you decide?

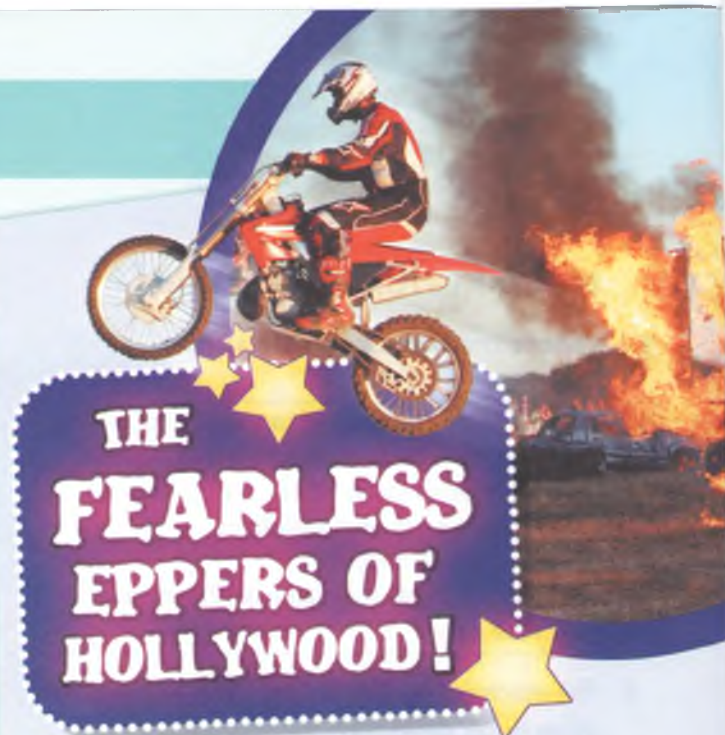
Reading

(T/F/NS statements)

- 3 a) Read the title and look at the picture. What is the text about?
- b) Read the rubric, then do the task.

You are going to read a text about a dangerous job. For each statement decide if the sentences are T (true), F (false) or NS (not stated).

- 1 Matt is the youngest member of the Epper family.
- 2 Matt doesn't have much experience.
- 3 Matt's great-grandmother is recognised for her talents.
- 4 Matt's great-grandmother retired recently.



Ten-year-old Matt is standing on the edge of the roof. His family and relatives are calling out to him from below. He can't hear what they're saying because his heart is beating louder than their calls. Matt is afraid. Suddenly, he hears his mother's voice. "Just jump, Matt!"

You're probably wondering what's going on. Why would a mother be telling her son to jump off a building? Well, in Matt's family it's a phrase you hear all the time and Matt's jump is his initiation into the family business.

Matt was born into a family of stuntmen. In fact, the Epper family has been doing death-defying stunts since the 1930s. They are the fearless Eppers of Hollywood and danger is their middle name. Matt is the fourth generation of Eppers who might carry on the business. If you're watching someone hanging from a helicopter or a dangerous car stunt, it's probably an Epper doing a hard day's work. They have appeared in films like *Die Hard*, *Commando* and *Transformers*. Of all the crazy risk-takers in this family, there is one name that stands out as being the toughest of the bunch. Her name is Jeannie Epper who happens to be Matt's great-grandmother. She is considered to be the greatest stuntwoman who's ever lived and has received a Lifetime Achievement Award at the Oscars. She has been in the business for over 60 years and is still going strong. She worked as a stunt double for Linda Carter in *Wonder Woman* and Linda Evans in *Dynasty*.

So what's it like living with the Eppers? Well, with all the banged-up body parts, you might hear a lot of creaky bones. Every day, somewhere in Hollywood there is an Epper flipping a car or setting themselves on fire. According to Matt's great-grandmother, "When we do stunts, there's just no room for fear. You just have to close your eyes and jump!"

Speaking

(Make decisions)

- 4 a) Read the rubric, then do the task. Use the phrases in the Useful language box.

Look at Picture 1, Picture 2 and Picture 3.

Your English friend, Laura, who is 18, is thinking of getting a summer job but she can't decide what she wants to do. She is very good with children and is a star athlete at school. She wants your advice. Choose one of the three summer jobs below.

- Choose the summer job which, according to you, is the most suitable for her, and give a reason for your decision.
- Explain why you rejected the other two.



Useful language

I think/To me the most suitable job is ... because ... /In my opinion ... would be a good job because ... /... seems the best option because ... /I don't think ... would be appropriate because ... /I wouldn't decide to work as a ... because ...

Cashier: responsible job, meet lots of people, work shifts, repetitive job, work indoors all the time, earn a salary, have evenings free

Babysitter: mostly work in evenings, need to be good with children, responsible job, not earn good money, not steady job

Lifeguard: good at swimming, physically fit, spend time by the sea, have evenings free, demanding & responsible job, earn good money

- b) Listen to someone doing the task. Which job does the speaker choose? What reasons does she give to support her choice?

Grammar - Text Completion

- 5 Read the text. Fill in the gaps with the proper grammar and lexical form of the capitalised words.

When the summer 1), many of us think of getting our swimsuits out and heading for the nearest beach. Some even plan a holiday to some exotic location. For many others, however, it's time to think about working.

2) a summer job isn't always easy though, especially if you don't have experience in the particular field. Here's some simple advice that 3) you get that badly needed summer job. The most important thing is 4) sure you start looking early. Employers plan the summer well ahead and recruit early, so the 5) you apply, the more organised you look. Think about the areas of work that you are interested in and focus on the ones that tend 6) students during the summer period. Have a look in the local newspaper classifieds section but remember that summer jobs are not always advertised in the newspaper so it is a good idea 7) and visit companies in person.

COME

FIND

HELP

MAKE

EARLY

TAKE ON

GO

Writing (a letter of application - p. WB1)

- 6 Read the rubric, then do the task.

You have seen an advert for a chef training course and want to apply. Write a cover letter to apply for the course. In your letter write where you saw the advert, why you think you could be a good chef and ask questions about the course (120-150 words).



Ice Diving in Lake Baikal

Lake Baikal in Russia is not only the world's oldest and deepest freshwater lake, it is also one of its top ice diving destinations. It is truly an amazing place of natural beauty and biodiversity and going there is the dream of many divers. The lake is host to 1085 species of plants and 1550 species and varieties of animals including the freshwater Baikal seal.

However, the attraction here is not only the marine flora and fauna as many of it is very small or almost invisible. Divers come to Lake Baikal to see the beauty of the ice that covers the lake in winter. They need to prepare their dives carefully though because diving under sheets of ice can be very dangerous. If something goes wrong you can't just surface anywhere you like. At Lake Baikal, divers cut a large hole in the ice as an entrance and exit point. They also draw lines in the ice that they can see from underwater. This will help them to find their way back to the hole. When they are sure everything is ready and safe, they dive into one of the most spectacular experiences in their life.



Check these words

diving, freshwater, lake, destination, truly, natural beauty, biodiversity, host, flora, fauna, invisible, dive, sheet of ice, surface, entrance, exit point

Reading & Listening

- 1 a) What do you know about Lake Baikal?
What lives there?

- b) How can someone ice dive there?
🔊 Listen and read to find out.

- 2 Read the text. Mark the sentences *T* (true), *F* (false) or *NS* (not stated). Correct the false statements.

- 1 Lake Baikal contains salty water.
- 2 A great variety of species live there.
- 3 It is expensive to ice dive in Lake Baikal.
- 4 Diving under the ice should be planned very carefully.
- 5 Lake Baikal attracts a lot of divers all year round.
- 6 Lines on the ice help divers see while they are under the ice.

- 3 Use words from the **Check these words** section in the correct form to complete the sentences.

- 1 Lake Baikal is the oldest in the world.
- 2 It's not easy to see some of the creatures that live in the lake; they are almost
- 3 In winter, thin cover the lake.
- 4 The lake is to about 2,500 species of plants and animals.

- 4 Use the information in the text to explain how an ice diver can dive in Lake Baikal.

- 5 What is your favourite sport? How often do you practise it? Where do you practise it? Write a paragraph. Present it to the class.

Vocabulary: cultural activities, travel experiences, cultural icons, types of music performances, types of reading material and books

Grammar: past continuous, past continuous vs past simple, *used to*, past perfect/past perfect continuous

Everyday English: expressing opinions

Pronunciation: intonation when expressing emotions

Writing: a story

Culture Corner: Lady Gaga: The queen of pop

Curricular (ICT): Social Networking

Phrasal verbs: *fall, get, give*

Word formation: abstract nouns from verbs

Russia 2: Russian Sounds: The Balalaika

Module 2

Culture & Stories

Vocabulary

Cultural activities

- 1 Match the phrases (A-F) with the pictures (1-6).

🔊 Listen and check, then say.

- A ☐ taking a guided tour of a museum
- B ☐ attending a rock concert
- C ☐ having a ballet lesson
- D ☐ reading a classic novel
- E ☐ practising playing the flute
- F ☐ watching traditional dancing

- 2 The pictures were taken yesterday at 6 o'clock in the evening. What were the people doing in each picture (1-6)?

1 He was reading a classic novel.

2 They were ...

1



OVER TO YOU!

What did you do last weekend?

Last weekend I went to a rock concert. It was great.

3



2



4



6



5



2a Seeing the world



Vocabulary Travel experiences

- 1 a) Fill in: *got bitten, got stolen, went on, tried, got caught, made, travelled, caught.*
 ☞ Listen and check, then say.
- b) Have you had any of these experiences while travelling? Tell your partner.

A: *I once got caught in bad weather in Ireland. It rained a lot and it was very windy. What about you?*

B: *I went on a boat trip around the Caribbean once and I got seasick! It was horrible.*

Reading

- 2 Look at pictures 1-8. What do you think happened to John in India and Thailand?
 ☞ Listen, read and check.

- 3 Read again and complete the sentences.

- 1 In India, John wanted to visit but he went to by mistake.
- 2 He went back to Delhi by
- 3 It took John to get back to Delhi.
- 4 During his boat trip, John felt
- 5 He lost his passport because

- 4 Choose the correct word. Check in your dictionaries.

- 1 He **shared/divided** his adventures with his friends.
- 2 We **grabbed/caught** the first train home.
- 3 I can't stand mosquitoes **biting/stinging** me.
- 4 The wind started **puffing/blowing** strongly as we were going to the village.
- 5 We took an hour to **reach/arrive** the village.

Grammar see p. GR3 Past continuous

- 5 Read the table. Find examples in the text.

We use past continuous to talk about actions in progress at a certain time in the past.

Form: **was/were + main verb + -ing**

AFFIRMATIVE

*I **was** travelling.*

*He/She/It **was** travelling.*

*You **were** travelling.*

*We/You/They **were** travelling.*

Time expressions used with past continuous: *while, when, as, all day/morning/year, etc., at 8 o'clock yesterday morning, etc.*

Spelling:

- verb + -ing *talk – talking*
- verb -e + -ing *make – making*
- one-syllable verb ending in vowel + consonant → double consonant + -ing *swim – swimming*
- a stressed vowel between two consonants → double consonant + -ing *begin – beginning*

Hi, I'm John Thompson from Chicago, USA. I'm 19 years old, and I was travelling around the world all last year. I learnt so much about different cultures and I had some crazy experiences, too. I thought I'd share some of my adventures with you. I hope you enjoy them!

Travelling by oxcart!

I was travelling in India last September. One day, I somehow caught the wrong bus while trying to get from Delhi to Agra to see the Taj Mahal. I ended up in a small village in the middle of nowhere! "Next bus back to Delhi... tomorrow," the bus driver told me. Just then, a man was passing by with an oxcart. The bus driver stopped him. Before I knew it, I was sitting on top of some sacks on the man's cart, and we were heading back to the city. Most of the way, it was raining, and mosquitoes were buzzing around the ox and biting me. Sanjit only spoke Hindi, but he was smiling and laughing all the way, and he even shared his lunch with me. It was very spicy but delicious. It took us four hours to reach Delhi! Despite the rain and mosquitoes, it was a lot of fun.

Big waves and little monkeys!

I had another crazy day while I was visiting the Phi Phi Islands in Thailand in March. One morning, I decided to go on a long-tail boat trip around the islands. Unfortunately, the wind was blowing strongly that day and before long, I was feeling very seasick. So, I was very relieved when we stopped at a place called 'Monkey Beach'. Hundreds of monkeys were running towards us as we got off the boat. But then, as I was feeding a piece of pineapple to one monkey, another grabbed my small backpack and quickly ran into the bushes with it! I tried to run after it, but it was too fast. The bag had my passport in it! I never saw my passport again. I had to get a new one from my embassy in Bangkok!

Check these words

culture, experience, adventure, end up, in the middle of nowhere, pass by, sack, head back to, buzz around, bite, share, long-tail boat, grab, bush, run after, passport, embassy



[Click here for more travel stories!](#)

6 Use the verbs in the list in the *past continuous* to complete the sentences.

• write • buy • ride • take (x2)

At 11 o'clock yesterday morning...

- John a camel in the desert.
- Harry and Suzy photos of the Pyramids.
- Peter a boat trip on the Nile River.
- Kim and Sam souvenirs.
- Megan some postcards.

Speaking

7 Tell your partner what you were doing: at 9 o'clock last night, yesterday morning, at 10 o'clock this morning.

At 9 o'clock last night, I was writing emails.

Listening, Speaking & Writing

8 a) Listen to Sarah talking about her experience while travelling in Ecuador, and put the events in the order they happened.

- | | |
|----------------------------|--|
| <input type="checkbox"/> A | She realised it was just a branch. |
| <input type="checkbox"/> B | Her kayak hit a rock and she fell out. |
| <input type="checkbox"/> C | It was moving closer to her. |
| <input type="checkbox"/> D | She decided to go on a kayaking trip. |
| <input type="checkbox"/> E | She saw a crocodile in the water. |

b) Use the sentences from Ex. 8a to write a short account of the story for Ann's travel website. Tell the class.

I was travelling in Ecuador and I decided...

THINK! Which of the two adventures in the text did you enjoy most? Why? In three minutes write a few sentences. Tell the class.

2b Times change



The Story of Google™

Google was the brainchild of Larry Page and Sergey Brin. They met in 1995 at Stanford University, USA, while they were studying Computer Science. You could say Google started with an argument as, at first, Sergey and Larry didn't really get on! In fact, they argued and disagreed on just about everything. However, there was one thing they did share: a commitment to making the Internet more user-friendly.

At that time, Internet search engines were slow and complicated. They listed search results according to the number of times the search term appeared on a page. Larry and Sergey found this frustrating. An idea came to them: why not list search results according to a website's popularity?

So, they set about creating a search engine that could calculate how important a particular web page was. At first, their research received a fair amount of criticism from experts, but the two friends didn't give up and managed to raise enough money from investors, family and friends to support themselves.

While they were developing the search engine, Larry and Sergey realised it needed a catchy name. They were inspired by a mathematical word, 'googol' which means '1 followed by a hundred zeros'. They thought it was a really good name, considering the endless amount of information available on the Net, and so 'googol' became 'google'.

In 1998, Larry and Sergey set up their office in a friend's garage and Google went online. Soon, they were answering thousands of search requests per day. People really liked Google's simple, neat design and, of course, its speedy performance! Before long, Sergey and Larry moved their operations to a new headquarters they called Googleplex.

In 2000, Google introduced ten foreign language versions and officially became the world's most popular search engine. Google now responds to about a billion search requests per day and its success shows no signs of fading. For most people seeking information, Google is the place to go!

Check these words

brainchild, argument, search engine, commitment, user-friendly, complicated, frustrating, popularity, calculate, a fair amount, criticism, investor, catchy, inspired, neat, performance, headquarters, respond, fade

Reading & Speaking

1 What is Google? What does its name mean? How do you think it got started?
🔊 Listen and read to find out.

2 Read the text again and mark the sentences below T (true) or F (false).

- 1 Larry and Sergey usually shared the same opinions.
- 2 Google was the first search engine on the Net.
- 3 From the very beginning, everybody thought Google was a good idea.
- 4 It took a while for Google to become successful with Internet users.
- 5 Google is gaining popularity nowadays.

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

- 1 Google made the Internet more for everyone.
- 2 They thought of a name to attract attention.
- 3 It's very when you can't find the information you want on the Internet.
- 4 The company's new are in New York.
- 5 The company's plans received a lot of so they didn't go ahead.

- 4 a) Tell the class a short summary of the text.
- b) **THINK!** Imagine Google went down for a week. How would this affect the lives of those who use it every day? In three minutes write a few sentences. Tell the class.


Grammar see p. GR3

Past continuous (negative, interrogative & short answers)

- 5 Read the table. How do we form the negative and interrogative in *past continuous*?

NEGATIVE	
<i>I wasn't working.</i>	<i>He/She/It wasn't working.</i>
<i>You weren't working.</i>	<i>We/You/They weren't working.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Was I working?</i>	<i>Yes, I was./No, I wasn't.</i>
<i>Were you working?</i>	<i>Yes, you were./No, you weren't.</i>
<i>Was he/she/it working?</i>	<i>Yes, he/she/it was./No, he/she/it wasn't.</i>
<i>Were we/you/they working?</i>	<i>Yes, we/you/they were./No, we/you/they weren't.</i>

- 6 Form questions and full answers based on the text in Ex. 2, as in the example.
- Larry and Sergey/study/Maths in 1995?
Were Larry and Sergey studying Maths in 1995?
No, they weren't. They were studying Computer Science.
 - Search engines/list results/according to popularity/before Google?
 - Larry and Sergey/work/from their house in 1998?
 - People use Google/in 1998?

- 7  Use the words to ask and answer questions in pairs.

- you/study/9 o'clock yesterday evening?
A: *Were you studying at 9 o'clock yesterday evening?*
B: *No, I wasn't. I was watching TV.*
- you/walk in the park/last Sunday afternoon?
- you/chat on the phone/an hour ago?
- your friend/eat dinner/8 o'clock last night?
- your parents/work/last Saturday morning?

Past continuous vs past simple

- 8 Read the theory. Find more examples in the text in Ex. 2.

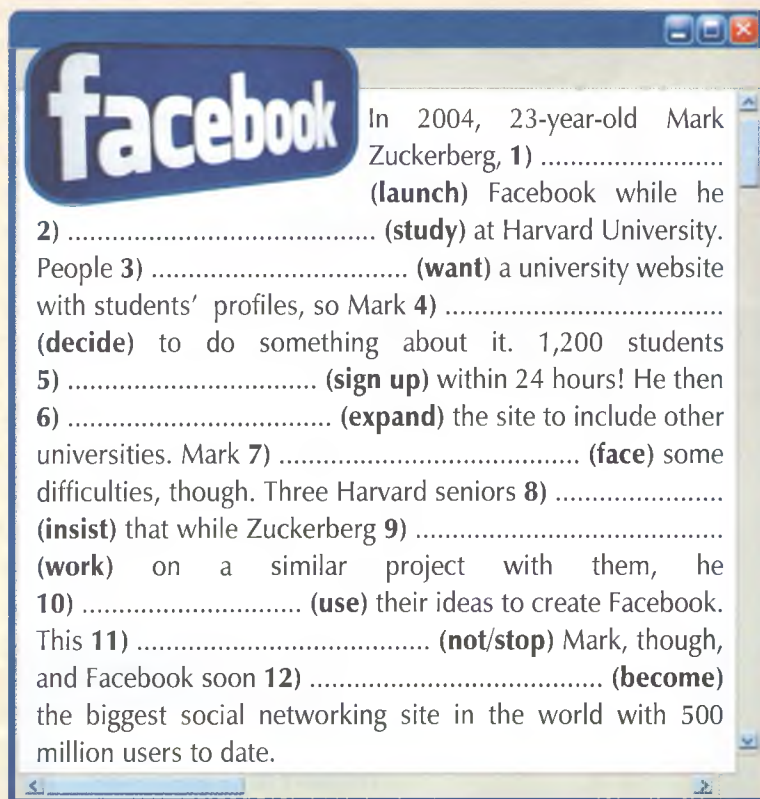
PAST CONTINUOUS

- for actions which were happening at a specific time in the past.
*We **were sleeping** at 2 o'clock yesterday afternoon.*
- for two actions happening at the same time in the past.
*Sam **was working** in the garden while I **was cooking** dinner.*
- for an action happening when another action interrupted it. *He **was reading** a book when the doorbell **rang**.*

PAST SIMPLE

- for completed actions in the past. *He **left** last Monday.*
- for actions which happened one after the other in the past. *He **went down** the cellar stairs, **opened** the door, and **walked** inside.*

- 9 Put the verbs in brackets into *past continuous* or *past simple*.



facebook

In 2004, 23-year-old Mark Zuckerberg, 1) (launch) Facebook while he 2) (study) at Harvard University. People 3) (want) a university website with students' profiles, so Mark 4) (decide) to do something about it. 1,200 students 5) (sign up) within 24 hours! He then 6) (expand) the site to include other universities. Mark 7) (face) some difficulties, though. Three Harvard seniors 8) (insist) that while Zuckerberg 9) (work) on a similar project with them, he 10) (use) their ideas to create Facebook. This 11) (not/stop) Mark, though, and Facebook soon 12) (become) the biggest social networking site in the world with 500 million users to date.

Speaking & Writing

- 10 **THINK!** Imagine you are Mark in Ex. 9. Describe the events leading up to your creation of Facebook. Tell your partner or the class.

2C Culture Corner

1 Who is Lady Gaga? How are these names related to her?

- Manhattan • Germanotta • Bach
- Britney Spears • Twitter
- Tisch School of Performing Arts

Listen and read to find out.

2 Read again and answer the questions.

- 1 What musical instrument does Lady Gaga play?
- 2 Who has she written songs for?
- 3 How did she help herself to become famous?
- 4 What does Lady Gaga use to create her image?

LADY GAGA

The queen of pop

With a string of No. 1 hits, an armful of awards and chart-topping albums, Lady Gaga is a worldwide sensation. How did it all start though, for the Italian-American girl from Manhattan, and how did she achieve such phenomenal fame?

Lady Gaga was born in 1986. Her real name is Stefani Joanne Angelina Germanotta. She could play the piano by ear from the age of four and later said her musical inspiration was the classical composer Johann Sebastian Bach.

Gaga always loved performing and dreamt of fame from an early age. At 17, she became one of the youngest students at the Tisch School of Performing Arts in New York. After that, she followed her

dream the hard way, moving out of her parents' home to a cheap flat, while trying to earn a living as a singer-songwriter. It wasn't easy. Gaga spent a few years performing in clubs without success. Then, her luck started to change.

She began writing songs for successful artists like Britney Spears and The Pussycat Dolls and music executives quickly spotted her talent for writing pop hits. Meanwhile, Gaga was developing her own image and performance style, wearing outrageous costumes, wigs and make-up.

Lady Gaga set up her own website, as well as MySpace, Twitter, YouTube and Facebook profiles to promote her music. This was the turning point. She grabbed the attention of the world. She even made her songs available as free downloads. Lady Gaga also used these social media sites to chat with fans about various things such as her latest fashion statement or the lyrics of a new song. In fact, Lady Gaga's Twitter page now has 7.5 million followers!

Lady Gaga shows no sign of slowing down. She writes songs, she sings and she dances, surprising audiences with her unusual clothes. Her talent and hard work have made her a reigning icon of today's pop culture.

Check these words

string, sensation, phenomenal, play by ear, outrageous, social media, lyrics, reigning, icon, pop culture

Quotation

You have to be unique and different and shine in your own way.

Lady Gaga

3 **THINK!** How is Lady Gaga an icon of today's pop culture? In three minutes write a few sentences. Tell the class.

4 **ICT** Find information about a popular musician in your country. This could include: *when/where born, how they became famous, type of music, image/performance style*. Write a short text. Read it to your partner.

Everyday English ^{2d}

Expressing opinions

- 1 Listen and say. Which type of performance did you last see? Did you enjoy it? Tell the class.

- 2 a) Listen and say. Which sentences: *ask for an opinion?*
express a positive (✓) opinion?
express a negative (X) opinion?

- What was it like?
- It was fantastic!
- The dancers were amazing!
- Did you enjoy it?
- Not really.
- It was nothing special.

- b) What did Julie and Mark do on Saturday? Did they like it?

Listen and read the dialogue to find out.

Mark: Hi, Julie – it's Mark! I tried calling you on Saturday night, but you didn't answer your phone.

Julie: Oh, hi Mark! Yes, sorry! I was at the ballet.

Mark: Really? What was it like?

Julie: It was fantastic! The dancers were amazing! What did you do on Saturday?

Mark: Oh, I just stayed home with my brother and we watched a film on TV.

Julie: Did you enjoy it?

Mark: Not really. It was nothing special. Listen, do you want to go for a walk later?

Julie: Sure!



1 an opera



2 a musical



3 a ballet



4 a play



5 a pop/rock concert



6 a classical music concert

- 3 Find sentences in the dialogue which mean: *Of course!* – *What did you think of it?* – *Did you have a good time?* – *It wasn't great.*

Intonation: expressing feelings

- 4 a) Listen and say.

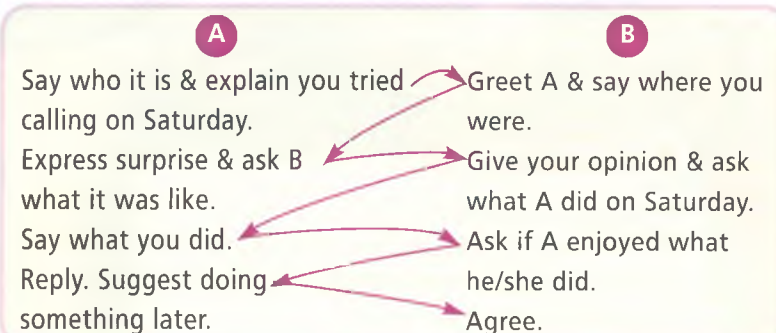
	Really? interest/surprise/enthusiasm		Really? disbelief/annoyance
--	---	--	--------------------------------

- b) Now listen and tick (✓) the adjective that best describes each speaker's feelings. Is each speaker's intonation rising or falling? Listen again and say.

- | | | | | |
|-----------------------|----------------|--------------------------|----------------|--------------------------|
| 1 I don't believe it! | a annoyed | <input type="checkbox"/> | b surprised | <input type="checkbox"/> |
| 2 What's the problem? | a interested | <input type="checkbox"/> | b annoyed | <input type="checkbox"/> |
| 3 Sure! | a enthusiastic | <input type="checkbox"/> | b disbelieving | <input type="checkbox"/> |
| 4 No way! | a surprised | <input type="checkbox"/> | b annoyed | <input type="checkbox"/> |

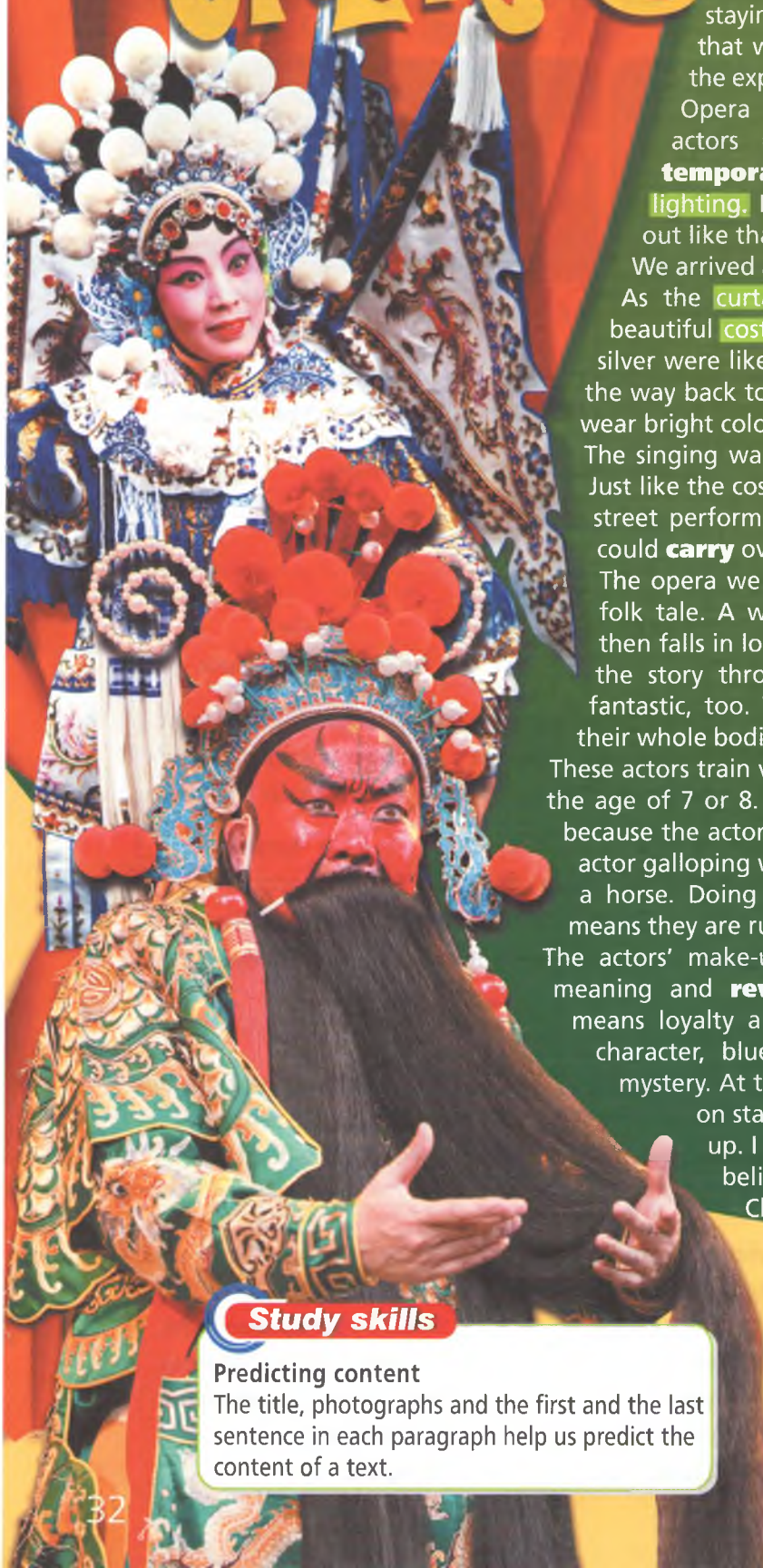
Speaking

- 5 Imagine you saw a performance last Saturday and your partner is asking you about it. Use the sentences in Ex. 2a to act out your dialogue. Follow the diagram.



2e Amazing performances

Chinese OPERA



If you want to watch a music performance that combines song, dance, and striking design, just forget about the latest pop video. Take a look at a truly original style of musical performance: Chinese opera. Last month I was on a trip in Shanghai. I was staying with my Chinese friend Mai-Li. She insisted that we go to the Chinese opera and I have to admit the experience was amazing from beginning to end.

Opera has a long history in China. In ancient times, actors performed the operas on the streets on temporary stages with only hanging lanterns for lighting. It's funny to think that such grand art started out like that!

We arrived at the theatre just before the lights went down.

As the curtain rose, the actors came on stage in their beautiful costumes; the fiery reds and ribbons of gold and silver were like a kaleidoscope of colour! The costumes go all the way back to the street show days, when the actors used to wear bright colours to stand out in the dark.

The singing was quite strange – very sharp and high-pitched. Just like the costumes, the singing style was really ancient. The street performers used to sing that way so that their voices could carry over the crowds who gathered to watch.

The opera we saw was 'Lady White Snake'; a classic Chinese folk tale. A white snake changes into a beautiful girl, and then falls in love with a human. But the actors didn't only tell the story through song; the dancing and acrobatics were fantastic, too. The actors used not only their faces but also their whole bodies to act out the story and show their emotions. These actors train very hard at opera schools for years from about the age of 7 or 8. There weren't a lot of stage props or scenery because the actors use a lot of symbols to help tell the story. An actor galloping with a whip, for example, means they are riding a horse. Doing somersaults from a table or a pile of chairs means they are running down a mountain.

The actors' make-up was incredible. Each colour has a special meaning and reveals something about their character; red means loyalty and bravery, black shows a warrior or a wild character, blue means cruelty and gold and silver means mystery. At the finale, it was breathtaking to see them all on stage together in their bright costumes and make-up. I didn't think that opera was for me, but I can't believe how much I enjoyed it. You must all see a Chinese opera one day!

Study skills

Predicting content

The title, photographs and the first and the last sentence in each paragraph help us predict the content of a text.

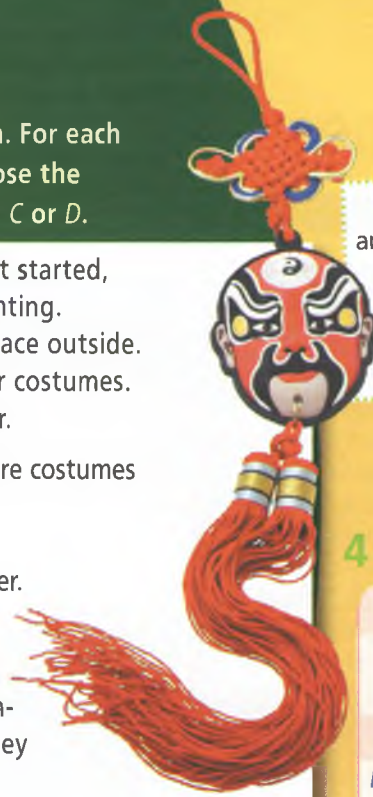
Reading

- 1 Look at the pictures and read the title and the first and last sentence of each paragraph of Iris' blog entry. What do you think Chinese opera is like?

🔊 Listen and read to find out.

- 2 a) Read the text again. For each question (1-5), choose the correct answer A, B, C or D.

- 1 When Chinese opera first started,
 - A it didn't have any lighting.
 - B performances took place outside.
 - C there was no stage or costumes.
 - D it wasn't very popular.
- 2 In the past, the actors wore costumes that were
 - A very simple.
 - B only red, gold, and silver.
 - C easy to see.
 - D easy to wear.
- 3 The actors sang in a high-pitched voice because they wanted to
 - A help the audience hear.
 - B follow tradition.
 - C make the audience laugh.
 - D attract more attention.
- 4 The audience mainly follow the story of a Chinese opera through the singing and
 - A a lot of props and scenery.
 - B the colours on the characters' costumes.
 - C changes in the lighting.
 - D the characters' movement and make-up.
- 5 At the end, we learn that Iris was
 - A planning to see the opera again.
 - B surprised that she enjoyed the opera.
 - C not interested in going to another opera.
 - D unsure if her readers would enjoy Chinese opera.



Check these words

ancient times, hanging, lantern, grand, start out, fiery, ribbon, kaleidoscope, sharp, high-pitched, crowd, gather, fall in love with, acrobatics, emotion, gallop, whip, somersault, reveal, loyalty, bravery, warrior, wild, cruelty

Grammar see p. GR4 Used to

- 4 a) Read and find examples in the text.

AFFIRMATIVE	NEGATIVE
I/You/He, etc used to go to musicals a lot as a child.	I/You/He, etc didn't use to go to the opera.
INTERROGATIVE	SHORT ANSWERS
Did I/you/he, etc use to go to the cinema?	Yes , I/you/he, etc did . No , I/you/he, etc didn't .

We use **used to** or past simple for past habits or actions that happened regularly in the past but do not happen now. He **used to have/had** short hair. **BUT** He **went to** the Opera yesterday. (NOT: He ~~used to go~~ to the Opera yesterday.)

- b) Write sentences about ancient Greek theatre using *used to/didn't use to*.

- 1 it/be/very popular (✓)
It used to be very popular.
 - 2 Women/perform (X)
.....
 - 3 They/perform in outdoor theatres. (✓)
.....
 - 4 The actors/wear masks (✓)
.....
 - 5 The actors/wear make-up (X)
.....
- 5 Write two things you used to do when you were 10 and two things you didn't use to do.

When I was 10, I used to go to the cinema every week.

Speaking & Writing

- 6 Make notes under the headings. Use them to present the Chinese opera to the class.

• costumes • singing • actors
• stage props/scenery • make-up

- 7 **THINK!** In three minutes write three reasons why someone should attend a Chinese opera. Tell another group or the class.

- b) Match the words in bold in the text with their meanings: *amazing & impressive, something I like, be clear, shows, there for a short time, be heard.*

- 3 Match the highlighted words in the text with their descriptions (1-7).

- 1 The people who take part in the performance.
- 2 This rises at the beginning of the performance and comes down at the end.
- 3 The actors & actresses wear these.
- 4 The objects or furniture used in a performance.
- 5 The performances take place on these.
- 6 The painted backgrounds that show where the story takes place.
- 7 The use of lights to give different effects during the show.

2f Haunted buildings

www.cultural-getaways.com

The Haunted City of York

If you like the idea of exploring historic places around the world, the city of York in northern England should definitely be on your list of places to visit. The Romans founded this city in 71 AD and it's full of fascinating history and culture. It's a lot of fun to go on a city tour of York and walk along the ancient city walls, visit York Minster, one of the largest medieval cathedrals in Europe and wander down the pretty cobbled streets. York is also famous for something else. It is one of the most haunted cities in the world, with about 140 ghosts! In fact, York's many night-time ghost walks are very popular with tourists as they are an entertaining and spooky way to learn about the city's history. One York ghost story, however, stands out above all the rest. It's the story of the Treasurer's House, one of York's many historic buildings ...

One day in February 1953, a plumber, Harry Martindale, had been in the cellar of the Treasurer's House since morning. He had heard lots of stories about the place being haunted. Just before midday, he was working when he heard a strange noise like a trumpet. He looked back and saw the helmet of a Roman soldier coming through the wall! Harry couldn't believe his eyes. Then, a whole soldier on a horse came through the wall and left through the wall on the other side! Twenty more Roman soldiers followed him. They were marching unhappily in pairs and they were carrying shields and spears. What Harry hadn't noticed was that the soldiers weren't walking on the floor of the cellar, because he couldn't see their legs. When he realised that, Harry ran out of the cellar, terrified. He found out later that some Roman soldiers had gone missing in York many centuries before.

Maybe the soldiers he saw were the missing soldiers and they were walking on the old Roman road below the cellar!

Want to know more? Visit www.visit-york.org for more information about York and its ghostly attractions!



Check these words

haunted, explore, historic, found, fascinating, ancient wall, medieval cathedral, wander, cobbled street, ghost, spooky, stand out, march, shield, spear, terrified, find out, go missing, ghostly attraction

Vocabulary & Reading & Speaking

- 1 a) Look at the pictures. Which shows:

- 1 a plumber working in a cellar?
- 2 a soldier on a horse coming through the wall?
- 3 Roman soldiers marching, carrying shields and spears?
- 4 a man running out of a cellar?

- b) Now listen to the sounds. What do you think the text is about? Tell the class.

- c) Listen, read and check.

- 2 Read again and number the events in the order they happened. Use the pictures to tell your partner a summary of the story.

- ☐ A He saw the helmet of a Roman soldier coming through the wall.
- ☐ B A horse with a Roman soldier on it walked through the cellar.
- ☐ C Harry ran out of the cellar.
- ☐ D Harry Martindale, a plumber, went to work in the cellar.
- ☐ E He heard a strange noise like a trumpet coming from the wall.
- ☐ F Twenty Roman soldiers marched through in pairs, carrying shields and spears.

- 3 Fill in: *medieval, city, cobbled, ghost, ancient*.
Use the phrases to make sentences.

1 tour; 2 city walls; 3
cathedrals; 4 streets; 5 story

- 4 Choose the correct word. Check in your dictionaries.

The 1) **historic/historical** city of York is a 2) **popular/typical** holiday destination in England. The Romans 3) **created/founded** York almost 2,000 years ago on the northeast bank of the River Ouse. Tourists enjoy 4) **wondering/wandering** York's narrow streets during the daytime and taking part in ghost 5) **walks/marches** at night. People believe that a lot of places there are 6) **ghostly/haunted**. One such place is the Treasurer's House whose 7) **history/story** is quite fascinating. A plumber working there heard a noise then saw Roman soldiers coming through the walls 8) **carrying/bringing** shields and spears. When the plumber 9) **observed/noticed** the soldiers had no legs he left the cellar 10) **terrified/afraid**.

Grammar

Past perfect/Past perfect continuous

see
pp. GR4-
GR5

- 5 Read the theory. Find examples in the text.

Past Perfect Continuous (*had been + verb -ing*)

AFFIRMATIVE	I/you/he, etc had been working .
NEGATIVE	I/you/he, etc hadn't been working .
INTERROGATIVE	Had I/you/he, etc been working ?
SHORT ANSWERS	Yes, I/you/he, etc had .
	No, I/you/he, etc hadn't .

- 6 Put the verbs in brackets into *past perfect* or *past perfect continuous*.
- They went to the museum after they
..... (**finish**) their homework.
 - They got lost because they
(**not/take**) a map with them.
 - She (**already/arrange**) to go
to Edinburgh so she didn't come with us to York.
 - Terry (**work**) in the cellar
since morning and he felt very tired.
 - He (**not/sleep**) for two
days and felt exhausted.
 - Her eyes were red. (**she/cry**)?
 - She (**live**) in York for ten
years before she decided to move to London.

- 7 Put the verbs in brackets into *past simple*,
past continuous, *past perfect* or *past
perfect continuous*.

A scary night!

Last summer, Jim and his friend Bob
1) (**decide**) to spend
the night in a haunted castle. They
2) (**travel**) since morning so
they 3) (**feel**) very tired when
they finally 4) (**arrive**) late in
the evening. After they 5) (**have**)
a light dinner, they 6) (**go**) straight
to their room. They 7) (**lie**) in their beds
for an hour, when suddenly they 8)
(**hear**) loud footsteps in the corridor. They 9)
(**try**) to open their door, but it seemed it 10)
(**get stuck**)! Eventually, the door 11)
(**open**) and a woman in a white dress 12)
(**appear**). She 13) (**walk**) slowly and
14) (**sing**) a sad song. They immediately
15) (**run**) out of the castle and never
16) (**go**) back again.

Key word transformations

- 8 Complete the second sentence so that it
means the same as the first. Use the word
in bold.
- He had lunch, then he visited the library. (**AFTER**)
He visited the library
..... lunch.
 - The museum closed before we arrived. (**TIME**)
The museum
..... we got there.
 - They waited at the bus stop for an hour, then
the bus came. (**UNTIL**)
The bus didn't come
..... for an hour at the bus stop.
 - She spent the whole morning in the garden and
she was tired. (**WORKING**)
She
in the garden since morning and she was tired.
 - They didn't take a compass with them and they
lost the way. (**TAKEN**)
They got lost because they
..... with them.

2g Skills

Vocabulary

Types of reading material

- 1 a) The bar chart shows what types of reading material UK teens prefer. Use the language below to read it.
- Most people/The majority (80% +)
 - A lot of (60%-70%) • Half of (50%)
 - Twenty percent of (20%) • A few (10%)
 - Very few (5%) • No one (0%)

Most people prefer reading books.

- b) What do you prefer reading?
How often do you read?

Types of Books



- 2 a) Listen and say. What do you enjoy reading?
- b) What's your favourite book? What is it about?

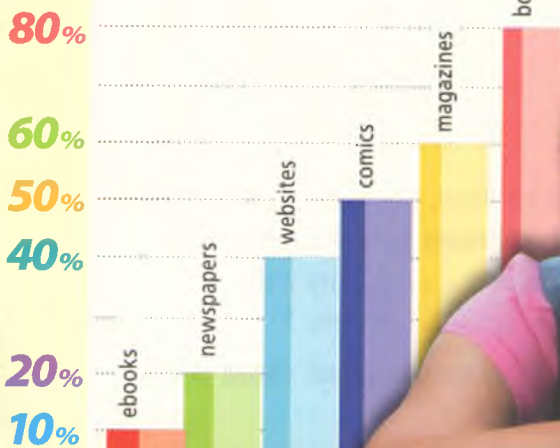
I enjoy reading fantasy novels. My favourite one is ... It's about ...

Listening

- 3 You'll hear Brian and Stacey talking about books they read recently. For sentences 1 to 6 listen and tick (✓) T (true) or F (false).

- Stacey has just read a biography.
- She really liked the book.
- She found the ending a bit slow.
- Others recommended this book to Brian.
- He liked it from the beginning.
- He has read lots of other similar books.

T	F



Speaking

- 4 a) Listen and repeat.

A: What are you reading, Suzy?

B: It's a **fantasy novel** called *The Golden Compass* by Philip Pullman.

A: What's it about?

B: It's about a girl who lives in a strange universe.

A: Is it good?

B: Yes, it's great. I can't put it down!

- b) Use the ideas below and the language in the box to replace the words in bold and act out similar dialogues. You can use your own ideas.

- adventure novel – *The Lost Symbol*, Dan Brown – a historian who must follow an ancient symbol
- fantasy novel – *Clockwork Angel*, Cassandra Clare – a teenager who tries to save the world

Expressing positive opinions ☺

- It's great/fantastic/amazing, etc.
- I really love it.
- I'm really enjoying it.
- I can't put it down.

Expressing Negative opinions ☹

- It isn't that good, really.
- I don't really like it.
- It's boring/slow-moving/dull, etc.
- I'm not really enjoying it.

- 5 Discuss the questions, then tell the class about your partner's reading habits.

- What do you usually read?
- How much time do you spend reading?
- Where do you read? (*at home, on the bus/train, in a café, etc*)
- What was the last book you read? What was it called? What was it about?

Anna often reads crime thrillers. She reads every day ...

A story

- 1 Read the rubric. What should you write? Should it be a first or a third person narrative?

Your college English club has asked its members to send in stories about strange experiences they had. Write your story in 120-180 words and submit it. The best story will appear in next month's club newspaper.

- 2 Read the story and answer the questions.

- 1 How does the writer set the scene?
character – place – time – weather
- 2 Which is the climax event in the story?
- 3 How did the characters feel in the end?

- 3 a) Read the Writing Tip.

Writing Tip

Using adjectives & adverbs

Use a variety of adjectives and adverbs to make your story more interesting.

A tall thin man walked slowly towards us.

- b) Which adjectives does the author use to describe the following?

- the rooms • the castle
- the floor • the man
- the man's clothes
- the workman • the guide

- c) List all the adverbs used in the story.

Study skills

Sequence of events in stories

Always write the events in a story in the order they happened. This helps the reader follow the story.

The Haunted Castle by Ben Smith

- 1 One afternoon last winter, my friend Danny and I decided to visit Holroyd Castle. When we arrived, it was freezing cold and starting to rain, so we quickly went inside.
- 2 We walked slowly through the dark, cold rooms and corridors. The castle was huge and empty and all we could hear was the sound of our footsteps on the stone floor. We wandered around for half an hour before we realised that we were lost.
- 3 Luckily, as we turned a corner, we saw a tall man wearing old-fashioned clothes and carrying a lantern. He asked for us to follow him. As we walked he told us about the paintings on the walls. He spoke in a strange, old-fashioned way and when I asked him a question, he didn't answer. Back in the entrance hall, we turned around to thank our guide, but he wasn't there any more. Outside, we chatted to a friendly workman about our visit and our helpful guide. "Ah, you met the castle's ghost, Lord Fredrick! He was an artist and the owner of the castle in the 18th century. He sometimes helps visitors and tells them all about his paintings," he told us excitedly.
- 4 Danny went white and I started shaking. We felt very shocked and scared. We'll never forget this experience.

- 4 Replace the adjectives and adverbs in the paragraphs below with: *quickly, roaring, horrible, extremely, heavily, relaxing, terrifying, chilly.*

It was a(n) 1) **very cold** evening. I was hurrying home and looking forward to a(n) 2) **good** night in front of a(n) 3) **nice** fire. Suddenly, it started raining 4) **a lot** and I decided to get a taxi.

We were 5) **very** lucky to escape and ran away as 6) **fast** as we could. It was a(n) 7) **scary** experience for all of us, and we promised never to go back to that 8) **bad** house again.

- 5 a) Listen to an experience Ben had while he was in Rio de Janeiro and answer the questions in the plan.


Plan

The Best Dancer

- Para 1: Who were the main characters? Where were they? What were they doing? What was the weather like?
- Paras 2 & 3: What happened? (The events of the story in the order they happened.) What was the climax event?
- Para 4: What happened in the end? How did the main character(s) feel?

- b) Imagine you are Ben. Use ideas from Ex. 5a to write his story for the college magazine (120-200 words).

2i Curricular: ICT

- 1 a) How do you communicate with your friends?
Do you use social networking sites such as Facebook, MySpace, Twitter, etc?
- b) How do social networking sites work?
 Listen, read and check.



Social Networks How do they work?

Do you use Facebook, MySpace, Twitter, Friendster or LinkedIn? If so, then you are part of a social network. Social networking sites allow us to see our social connections. We can see our friends and their friends through pictures and links in a user-friendly interface.


When you create a profile on a social networking site, you open up a huge range of possible social connections. You can look up old friends, make new friends and share music, photos and videos with them. You can also join groups based on your interests or hobbies, favourite TV shows or music. Setting up a social networking account is simple. You just create and post a personal profile. For this you need a login name, password and an email account. Then you add some personal information such as name, age, sex, location, interests, etc. You can also add a photo of yourself. You can personalise your profile and share as much information about yourself as you want. You can also control who sees your profile. For example, you can make sure that you only allow the friends that you have added to your

network to see it. The next step is to search the network for your contacts, browse for new ones and add them to your network. You can invite offline friends to join by email or search for friends who are already signed up by name, school, or workplace. Then you can search your friends' connections for anyone else you'd like to add to your network. Different social networking sites allow people to interact in different ways. There are straightforward sites that allow you to expand your personal community such as Facebook. Then there are ones that involve media sharing, such as YouTube, where members upload and look at other people's pictures and videos. There are also ones that specialise in sharing music, such as Last.fm, and finally, ones that allow bloggers to form online communities, such as Livejournal. The latest trend in social networking is to create your own independent social network. Companies do this to promote their brand and individuals can do it to create a very tight-knit community.

Check these words

social networking site, connection, user-friendly interface, post, profile, login name, personalise, contact, browse, interact, straightforward, expand, community, media, blogger, trend, independent, promote, tight-knit

- 2 a) Read the text and answer the questions.
 - 1 What is the purpose of social networking sites?
 - 2 What kinds of things can you do when you create a profile?
 - 3 How do you set up a social networking account?
 - 4 How can you personalise your profile?
 - 5 How do you build up your list of friends?
 - 6 What different kinds of social network sites are there?
 - 7 Why are some companies creating their own social networks?
- b) Use your answers and the words in the **Check these words** box to tell your partner about social networks.

- 3 **THINK!**  Why do you think social networks have become so popular? In three minutes write a few sentences. Tell another group or the class.

- 4 **ICT** In small groups, find out more information about a social network e.g. Twitter. Present your information to the class.

Language in Use

2

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

fall for: become attracted to
fall out: argue and stop being friends
fall through: not happen (plans)
get away: escape
get on/off: enter/leave a bus/train
get along with sb: have a friendly relationship
get through: reach by phone
give away: make known, give free of charge
give off/out: produce (smell, gas)
give up: stop a bad habit

- 1 I know you've already read the book, so don't give **up/away** the ending!
- 2 Emma tried to call the theatre, but she couldn't get **on/through**.
- 3 We got **off/on** the bus and sat down behind the driver.
- 4 John's plans to travel around Asia last month fell **out/through** at the last minute.
- 5 Mary gets **away/along** with Jo really well.
- 6 The fire gave **up/off** a lot of smoke.

2 Choose the correct preposition.

- 1 Harry dreamed **of/up** travelling the world.
- 2 The museum is popular **for/ with** tourists.
- 3 Peter went **in/on** a business trip to China.
- 4 I want to share my experiences **with/in** you.
- 5 He left the room **in/at** a hurry.
- 6 We went **to/on** a guided tour of the museum.
- 7 The actors all went **on/in** stage **in/with** their bright costumes for the finale.
- 8 The search results appear **on/in** the screen instantly.

Word formation

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

Word Formation – Abstract nouns from verbs

We use these endings to form nouns from verbs:

-ance (*annoy – annoy**ance***), **-(t)ion** (*act – act**ion***),
-ment (*enjoy – enjoy**ment***) and **-al** (*refuse – refus**al***).

- 1 The volcanic at the end of the film was amazing in 3D. (**ERUPT**)
- 2 The lead actress made a personal to promote the new film. (**APPEAR**)
- 3 Jack went to see the band's at the airport. (**ARRIVE**)
- 4 What time does the start this evening? (**PERFORM**)
- 5 The says the rock concert starts at 7:30. (**ADVERTISE**)
- 6 The Sydney Opera house is Sydney's most popular tourist (**ATTRACT**)

Collocations

4 Fill in: *spicy, grab, classic, search, officially, lead, bright, social, play, blow.*

- | | |
|-----------------|------------------------|
| 1 engine | 6 novel |
| 2 network | 7 by ear |
| 3 singer | 8 became |
| 4 colours | 9 strongly |
| 5 food | 10 the attention |

Quiz

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

- | | |
|---|---|
| 1 Larry Page studied engineering. | 6 In Chinese opera blue make up means mystery. |
| 2 The Taj Mahal is in Delhi, India. | 7 Googol means I followed by a thousand zeros! |
| 3 Lady Gaga's musical inspiration was Mozart. | 8 Lady Gaga was born in the 1980s. |
| 4 Google went online in 1998. | |
| 5 Chinese opera actors train from the age of 10. | |


Listening

(Multiple choice)

- 1 a) Read the rubric, then the questions and possible answers. What will the dialogue be about?

You will hear a conversation between two friends, Anthony and Clara, who have just finished reading a book. Choose the correct answer A, B, or C.

- 1 What type of book did Anthony and Clara read?
A fantasy B crime novel C romance
- 2 What did Clara dislike about it?
A The author's wording was annoying.
B The story was complicated.
C The language was too difficult.
- 3 Anthony thought the story was ...
A intensive. B exciting. C boring.
- 4 Clara recommends the book to ...
A children. B teenagers. C adults.

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

Reading

(T/F/NS)

- 2 a) Read the title and the first sentence in each paragraph. What is the text about?
- b) Do the reading task. Which words helped you decide? Compare with your partner.

You are going to read a text about an unusual place. Read and mark each sentence 1-5 T (true), F (false) or NS (not stated).

- 1 The Kungur Ice Cave is now open to the public.
- 2 Kungur Cave is the only ice cave in Russia.
- 3 There isn't much oxygen in the cave.
- 4 Some people have to leave the cave because they are so afraid.
- 5 You can visit the cave all year round.

KUNGUR ICE CAVE

Kungur Ice Cave is near the town of Kungur in the Ural Mountains in Russia. It is one of the biggest and most fascinating caves in the world and is the only cave in Russia that has been adapted for tourist excursions.

People say that Kungur Ice Cave is like a labyrinth 5 inside. It consists of a network of passages and a number of grottos of various sizes. Some of these grottos are fifty to a hundred metres in diameter and up to twenty metres in height. In all, the cave contains about 60 lakes, over 20 grottos, and around 6000 10 metres of passages. Currently, tourists have access to about 1.5 km of these passages.

The Kungur Ice Cave has become a very popular attraction over the years thanks to its impressive ice formations, and it now receives over 90,000 visitors a 15 year. An excursion through Kungur Cave is a truly unique experience. Visitors are amazed and delighted by its beauty and charm once they enter. As they continue into its depths they get a feeling of dizziness

because the high level of oxygen in the air and the thought of 20 getting lost in its labyrinths is frightening for some people.

The main grottos have their own names. The first one tourists get to see is the 'Brilliant'. It is full of breathtaking crystal formations of different shapes. Lights shine on them and make them sparkle with different colours. The Meteor Grotto is also 25 quite impressive and even scary for some visitors, as it is always in complete darkness. The 'Titanic' is famous for its big underground lake and is one of the most interesting grottos. The Long Grotto, as its name suggests, is the longest grotto in Kungur Ice Cave, measuring around 200 metres. It has a number 30 of small lakes with crystal clear water and an entrance to the reserved part of the cave where scientists carry out research. When leaving the cave visitors often get a feeling of returning from a long voyage to the centre of the Earth. The best time to visit Kungur Ice Cave is in late spring when the ice stalactites reach their maximum size. The cave is easy to reach from major towns and numerous travel agencies organise excursions.

Remember to wear warm clothes and comfortable footwear during the trip.

35

40

Study skills

Completing a text

Read the text once to get the gist. Read again carefully and try to understand what part of speech is missing in each gap, i.e. noun, adjective, etc. This will help you do the task. Read the completed text to see if it makes sense.

Word formation

- 3 Fill in the gaps with the proper grammar and lexical form of the words in brackets.

Gough's Cave, near the village of Cheddar in Somerset, where cheddar cheese 1) (**origin**), is a popular tourist attraction. The cave is part of Cheddar Gorge, a spectacular valley with breathtaking scenery. The cave reaches about 400 metres into the rock and contains a number of large chambers and 2) (**nature**) structures, such as stalactites and stalagmites. An underground river created the caves which feature some 3) (**interest**) historic remains. Explorers of the area have found cave paintings and carvings and also the grave of the 4) (**old**) complete human skeleton in the country, Cheddar Man. Scientists believe he died over 8,000 years ago and they have discovered, through DNA 5) (**test**), that his distant relative is a school teacher who still lives in Cheddar!

Speaking

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

Give a 1.5-2 minute talk on **social networking**.

Remember to say:

- whether you use social networking sites or not
- why you think social networking is so popular
- whether you think there are disadvantages to social networking

- b) Now use your list to talk for 1.5-2 minutes about the topic. Use the ideas below.

Useful language

- I usually log in to ... in the evening.

Pros:

- allow people to be in touch,
- help people stay in contact with friends & family,
- offer a great choice of activities: send messages, chat, exchange videos etc.

Cons:

- people may spend too much time in front of screen – unhealthy,
- can get addicted to,
- not socialise for real,
- dishonest people can trick users

Writing (stories - Writing Bank 2)

- 5 a) Read the rubric.
🔊 Listen to an experience someone had and make notes to answer the questions in the plan.

The college English club has asked its members to send in stories about strange experiences they had. Write your story in 120-200 words and send it to the editor. The best story will appear in next month's club newspaper.

Plan

- Para 1: Who were the main characters?
Where were they? What were they doing? What was the weather like?
- Paras 2 & 3: What happened? (The events of the story in the order they happened.)
What was the climax event?
- Para 4: What happened in the end? How did the main character(s) feel?

- b) Do the writing task.



RUSSIAN SOUNDS: THE BALALAIKA

When you think of Russian folk music, the balalaika immediately comes to mind. This wonderful triangular shaped string instrument from the 17th century is one of Russia's national symbols. The early balalaika was a very simple and cheap instrument to make and was very popular with poorer people who were living in the countryside. Many wealthy people looked down on the instrument and considered it more like a toy. However, in time more musicians began to like it and to take it seriously.

One 19th century musician by the name of Vasily Vasilievich Andreyev had become interested in the balalaika as a young boy and had learnt to play it. Later, when Andreyev was working as a musician in the salons of Saint Petersburg he began to write music for the balalaika and perform solo concerts with the instrument. He then created an orchestra with balalaikas of different sizes. It was so successful that the musicians performed at the World Exhibition in Paris in 1889. With this, the balalaika had found its place in modern music and had become popular even with the upper classes in Russia. It would soon become one of the country's national instruments and part of Russian identity.

Reading & Listening

- 1 Listen to the music. How does it make you feel? What does it make you think of? Tell your partner.

Shapes

- 2 a) Listen and say.



square



rectangular



triangular



round



oval

- b) Look at the picture. What do you know about the balalaika? What shape is it? How is Vasily Vasilievich Andreyev related to it?

Listen and read to find out.

Check these words

triangular, string, look down on, take seriously, salon, perform, solo concert, orchestra, exhibition, upper class, national, identity

- 3 Read the text again and answer the questions.

- 1 What does the balalaika look like?
- 2 When did people first start playing the balalaika?
- 3 How did rich people consider the balalaika?
- 4 When did Andreyev start writing music for the balalaika?
- 5 What happened in 1889?

Speaking & Writing

- 4 Tell your partner four things you have learnt about the balalaika.

- 5 Collect more information about the balalaika. Write a paragraph. Present it to the class.

Vocabulary: the weather, extreme activities, types of accommodation, verbs related to the weather, camping equipment, outdoor leisure activities

Grammar: future tenses (*will/going to/present continuous/present simple with future meaning*); conditionals typed 0, 1, 2, 3; wishes

Everyday English: booking accommodation

Pronunciation: stress in compound nouns

Writing: a semi-formal email asking for information

Culture Corner: The Appalachian Trail

Curricular (Geography): Caves

Phrasal verbs: *go, look*

Word formation: adjectives from nouns

Russia 3: Extreme Places: The Taiga

Module 3

Mother Nature

Vocabulary

Extreme weather

1 Listen and say.

2 Listen to the weather forecast and complete the sentences with the words from Ex. 1.

- 1 In Miami, USA, there will be
- 2 In Dublin, Ireland, there will be
- 3 In Edinburgh, Scotland, there will be
- 4 In Paris, France, there will be
- 5 In New Delhi, India, there will be

3 Choose a photograph and describe it to the class. Talk about:

- place • time of year • weather • people
- clothes • activities • feelings

OVER TO YOU!

Which of the extreme weather conditions are common in your country?

Complete the sentences.

Today, the weather is

Tomorrow, I think it will be

1



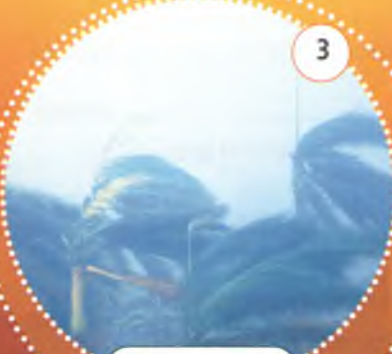
a storm

2



a blizzard

3



a hurricane

4

a heatwave

5

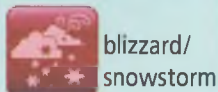


thick fog

3a Wild places

WEATHER

SNOW & ICE



blizzard/
snowstorm



hail



sleet

WIND



tornado



gale



breeze

RAIN



storm



flood



heavy
rain



shower



drizzle

SUN & CLOUDS



sunshine



sunny
spells



light
clouds



heavy
clouds

TEMPERATURE

boiling hot 35°C

hot 25°C

warm/mild 15°C

chilly/cold 0°C

freezing cold -20°C



Vocabulary The weather

- 1 Listen and repeat. Which of these weather conditions are common in your country in: winter? spring? summer? autumn?

In the winter, it's often chilly, but not freezing cold. There's sometimes heavy rain, but we don't have any blizzards ... etc

ABOUT ME

Matt of the Antarctic My year in Antarctica

Week 1 – My Antarctic adventure begins!

Hi, everyone!

Well, here I am at the scientific research station in Antarctica, the coldest, windiest, and driest continent in the world! It's summer right now, so the weather is quite 'mild' – it's 0°C today! There are still a lot of gales, though, and of course, the sun never sets in the summer, which is really weird! Despite the freezing cold, the scenery and wildlife here are incredible. There are seals everywhere and yesterday I saw a humpback whale.

Everyone is warning me about the winter here! The temperature will drop to about -40°C and the sun won't rise at all. There will only be 20 of us and we won't have any visitors for 7 months. It'll be difficult, but at least I'm going to be very busy. As a marine biologist, I'm going to study the way marine wildlife adapts to extreme temperatures. I'm also going to do a survey of the threatened Emperor Penguin. I can't wait to start!

Tomorrow, all the newcomers are going on a survival course for a week with ski-dos and sledges. We're going to camp in the snow and learn things like what to do if we fall down a crevasse*. I hope there won't be a blizzard like the one we had on my first day here.

Well, bye for now! I'll tell you all about the course when I'm back at the research station next week.

Matt

* Crevasse is a deep crack in the ice, sometimes covered by snow!

Reading & Listening

- 2 a) Look at Matt's blog. Where is Matt? Why do you think he's there? What is it like there?
Listen and read the blog entry to find out.
 - b) Read and mark the statements as T (true) or F (false).
- 1 Summers in Antarctica are warm.
 - 2 You can see the sun at night in the summer months in Antarctica.
 - 3 There is no wildlife there.
 - 4 There's no sun during the winter.
 - 5 Matt is on a business trip to Antarctica.
 - 6 It's Matt's first time in Antarctica.
 - 7 The survival course lasts a week.
 - 8 Matt is going to stay there for a month.

- 3 Fill in: humpback, drop, sets, research, marine, survival, freezing.

- 1 station
- 2 cold
- 3 whale
- 4 biologist
- 5 course
- 6 temperatures
- 7 the sun

- 4 Match the underlined words in the text to their opposites: set, common, hottest, boiling hot, shallow, idle, wettest, ordinary, intense.

The research station – this will be my home for the next year!

3 responses:

Great blog, Matt! I'll follow it with interest – from my nice cosy house!

PeteS, 10/12 at 11:35 am

Sounds amazing there, Matt, but so cold!

TimT, 12/12 at 5:35 pm

That's nothing, Tim! Inland, the temperature drops to -70°C in the winter.

Matt_S, 13/12 at 8:47 pm

Check these words

scientific, research station, continent, mild, set, scenery, seal, humpback whale, warn, drop, rise, marine biologist, adapt, survey, can't wait, newcomer, survival course, ski-doo, sledge, crack, covered

5 Choose the correct word. Check in your dictionaries.

- 1 The sun rises/raises in the east.
- 2 He threatened/warned us about the extreme weather conditions.
- 3 Temperatures fall/drop to -10°C here in the winter.
- 4 Animals can adapt/adjust to their environment to survive.
- 5 We should protect extinct/threatened species or they'll die out.

Grammar

Future tenses

see
p. GR5

6 Fill in the gaps with the verbs in brackets in the correct tense. Explain your choices. Check in the Grammar Reference.

- 1 A: What are your plans for the weekend, Dave?
B: I (go) hiking in the mountains.
- 2 A: It's really cold in here!
B: I (put) the heat on.
- 3 A: I've got so many things to do to prepare for my skiing trip next week!
B: Don't worry. I (give) you a hand.
- 4 A: When (you/be) free tonight?
B: I don't know. I'll call you when we (get) home.
- 5 A: Why are you buying that guidebook about Antarctica?
B: I (visit) Antarctica next month!
- 6 A: What time (the plane/take off)?
B: It (take off) at 8:15 pm.



Speaking & Writing

- 7 a) What did you know about Antarctica? What did you learn about it from the text? Make notes, then tell the class.

What I knew

What I've learnt

- b) **THINK!** Imagine you are one of the newcomers. You are back from the survival course. Send an email to your English friend. Write what you did and how you liked it. Read it to your partner or the class.

- 8 **ICT** Collect information about Antarctica, then present it to the class.

3b Extreme outdoors

Vocabulary

Extreme activities

1 Match each activity (A-H) with the equipment (1-8).

Listen and check, then say.

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | an inflatable armchair and flippers |
| 2 | <input type="checkbox"/> | a Chinese frying pan, a helmet and ladles |
| 3 | <input type="checkbox"/> | an ironing board and an iron |
| 4 | <input type="checkbox"/> | an ice axe and boots with metal spikes |
| 5 | <input type="checkbox"/> | a four-wheeled motorbike and a helmet |
| 6 | <input type="checkbox"/> | a board and protective clothing |
| 7 | <input type="checkbox"/> | a surfboard connected to a kite |
| 8 | <input type="checkbox"/> | an elastic rope |

You need an inflatable armchair and flippers to go river bugging.

Reading

- 2 a) Look at the text. What do you know about these three activities? How can you go faster when doing each one? Read to find out.



Check these words

weird, craze, erupt, ash, protective, slope, speed, world championship, competitor, tip, bottom, compete, melt, rest, rapids, control, webbed gloves, backwards

EXTREMELY WEIRD!

Volcano Surfing

If you want to try this new craze, you'll have 1) to Nicaragua's Cerro Negro volcano. When this active volcano erupts, it throws out ash that's perfect 2) surfing on. Hike for 45 minutes to the top of the mountain, walk around inside the smoking volcano, then put on some protective clothing and fly down the slope at 50 kmph! If you sit down on your board, you'll go even faster.

Wok Racing

Imagine speeding down an icy track at 60 kmph in a Chinese frying pan. Wok racing started as a joke on German TV, but it soon became very popular and now 3) is a world championship every year. For protection, competitors wear a special suit and helmet and they also put ladles on their feet! So how do you 4)? Well, here's a hot tip – if you warm the bottom of your wok before competing, it melts the ice and you go faster.

River Bugging

You can sit in it, but you won't get any rest in this inflatable armchair. A river bug speeds you along a river and down rapids. If you 5) to control it well, you'll need webbed gloves and short flippers. Go backwards to go faster. The only problem is that you can't see 6) is coming if you go backwards. Watch out for that rock!

b) Read the text and for each gap (1-6) choose the word that best fits.

- | | | | | |
|---|-----------------|--------------|---------|---------|
| 1 | A to travelling | C travel | | |
| | B to travel | D travelling | | |
| 2 | A in | B with | C at | D for |
| 3 | A it | B that | C their | D there |
| 4 | A win | B beat | C come | D earn |
| 5 | A see | B think | C feel | D want |
| 6 | A what | B that | C there | D it |



3 Fill in: *slopes, compete, clothing, track, melt, control, erupt, rapids.*

- 1 When did the volcano last
- 2 Never go volcano surfing without wearing protective
- 3 The of the mountain are very steep.
- 4 He went down the icy at 80 kmph.
- 5 Ten teams of ten people each will in the tournament.
- 6 They spread salt on the road to the ice.
- 7 The river offers beautiful scenery and challenging to those who seek adventure.
- 8 They tried to their canoe, but it tipped over and they fell into the water.

Grammar see p. GR6

Conditional types 0, 1

4 Read the examples. How do we form conditional types 0, 1?

- *If/When ice gets hot, it melts.* (Type 0)
- *If we visit Nicaragua, we'll go surfing.* (Type 1)
- *If you like extreme sports, try quad racing.* (Type 1)
- *Unless I train, I'll lose the game.* (= If I don't) (Type 1)

5 Write conditional type 0 sentences using the phrases.

- 1 you/fall into a river (you/get wet)
If you fall into a river, you get wet.
- 2 you/do river bugging backwards (you/go faster)
- 3 I/exercise (I feel better)
- 4 you/put an inflatable object in water (it/float)
- 5 you/heat water (it/boil)
- 6 we/go out on a hot day without sunscreen (we/get sunburnt)

6 Complete the conditional type 1 sentences with the correct form of the verbs in brackets.

- 1 If you (not/wear) protective clothing when wok racing, you (get) hurt.
- 2 Unless you (like) getting wet, you (not/enjoy) river bugging.
- 3 You (have) better control of your river bug if you (use) webbed gloves and flippers.
- 4 Unless you (wear) boots with spikes, you (not/be able) to go ice climbing.
- 5 He (should/not/try) river bugging unless he (know) how to swim.

7 Put the verbs in brackets into the correct tense. What conditional type is each sentence?

- 1 When the temperature (drop) below 0°C, water turns to ice.
- 2 If you like extreme sports, you (love) ice climbing.
- 3 Unless he (train), he won't be able to go ice climbing.
- 4 They always put on sunscreen when they (go) volcano surfing.
- 5 If you (not have) a four-wheeled motorbike, you (can/not/go) quad racing.
- 6 When iron gets wet, it (rust).

8 Complete the sentences.

- 1 Unless I
- 2 If the weather gets cold,
- 3 If I study late in the evening,
- 4 Unless my friends
- 5 Snow melts when it

Speaking & Writing

- 9** **THINK!** Listen and read the text on p. 46 again. Compare and contrast the three sports. In five minutes write a few sentences. Tell the class.

3c Culture Corner

Check these words

trail, hike, stunning, scenery, step, make it, footpath, run through, natural beauty, rocky, deer, moose, raccoon, coyote, bobcat, get lost, pile, hut, special offer

The Appalachian Trail

www.wildusa.com

Mountains/Hiking Trails

National Parks

Photos

Accommodation links



If you want to hike through some of the most stunning scenery in North America, then the Appalachian Trail is for you. It takes over five million steps to walk it and only 1 person in 4 makes it all the way.

► What is it?

The Appalachian Trail is a footpath that runs through 14 states from Mount Katahdin, Maine, in the north to Springer Mountain, Georgia in the south. It follows the Appalachian Mountains through over 3,200 km of incredible natural beauty.

► What can I see?

The trail passes through forests and valleys, across mountain tops and down rocky paths. It's home to some wildlife you'll want to see, and some you'll want to avoid! There are harmless deer, moose, and raccoons, but there are also dangerous black bears, coyotes and bobcats. Don't worry about getting lost. Every 400 metres, there are white signs called 'blazes' on trees, rocks, and posts. If you climb above the forest, you'll see a breathtaking view, but you'll also see piles of stones called 'rock cairns' to guide you.

► Where can I stay?

Most hikers stay at one of the 250 campsites and shelters (huts with an open front) along the trail.

Click on 'Accommodation links' for more information and special offers!

- 1 The website is about the Appalachian Trail, a hiking trail in the USA. Which sentences below are *T* (true) or *F* (false)?

- 1 It's easy to walk along all of the trail.
- 2 It covers five states.
- 3 It's over 3,200 km long.
- 4 You might see dangerous animals along the trail.
- 5 You can't camp along the trail.

🔊 Listen and read the text to find out. Correct the false sentences.

- 2 a) Match the words/phrases in bold to these definitions: *keep away from*, *the whole distance*, *heaps*, *show the way*, *not dangerous*, *amazing*, *not finding your way*.
- b) Name the animals in the pictures using words from the text.

- 3 Use words from the **Check these words** box to complete the sentences.

- 1 From the top of the mountain, there was a view of the valley.
- 2 The campsite only costs £10 per night. It's a
- 3 They tried to finish the trail, but they didn't
- 4 Take a map with you in case you

- 4 🗣️ Tell your partner three things you remember about the Appalachian Trail. Use words from the **Check these words** box.

- 5 🖥️ In small groups, collect information about an area of natural beauty in your country and create a short web page about it. Include: *what it is* (name, where it is, etc), *what you can see there*, *where you can stay*.

Everyday English 3d

Booking accommodation

- 1 Listen and say. Which of these types of accommodation have you stayed in? When? What was it like?



hotel



youth hostel



self-catering apartment

- 2 a) Listen and say. Pay attention to the pronunciation.
- How can I help you?
 - I'd like to book a room, please.
 - Single, please.
 - How much is it per night?
 - Does that include breakfast?
 - What name, please?
 - We look forward to seeing you.



ski lodge



bed & breakfast

- b) Listen, read and answer the questions.

- 1 What room is Mr Jones booking?
- 2 How much will it cost?
- 3 How long will he stay?
- 4 What floor is his room on?

- 3 Find sentences in the dialogue which mean: *May I help you?* – *I want to make a reservation.* – *Do you want a room for two people or for one person?*

Intonation: stress in compound nouns

- 4 Read the theory, then listen and repeat.

The stress in compound nouns usually falls on the first syllable: **double** room

bedroom campsite youth hostel ski lodge room service

- R: Good morning – Red Ridge Hotel. How can I help you?
 J: Hello. I'd like to book a room, please.
 R: Certainly. When for?
 J: 19th June, for two nights.
 R: Do you want a double or a single room?
 J: Single, please.
 R: Let me check what we have available ...
 Yes, we have a room on the 3rd floor.
 J: Great. How much is it per night?
 R: It's £85.
 J: Does that include breakfast?
 R: Yes, it does.
 J: OK. Can I book it then, please?
 R: Certainly. What name, please?
 J: Ethan Jones.
 R: OK. Your booking reference is 6793581.
 That's 6793581. We look forward to seeing you.
 J: Thank you. Goodbye.

Speaking

- 5 Imagine you are going on holiday with your friends and you want to book accommodation at the Sea View self-catering apartments. Act out your dialogue. Follow the plan.

A	B
Greet B, giving name of accommodation, offer to help.	Say you'd like to book a flat.
Ask date & how long they are staying.	State date & how many nights.
Ask how many bedrooms they want.	State number of bedrooms.
Check for vacancies.	Ask price.
State cost.	Agree and book it.
Ask for B's name.	Give your full name.
Give booking reference.	Thank & say goodbye.

3e Climate change

Reading

- 1 Read the definition and look at the diagram. What causes high temperatures?

global warming /ˌɡləʊbəl 'wɔːmɪŋ/ (n) the increase of the average temperature on Earth

- 2 Look at the photographs in the text. How can global warming affect life on our planet? What can we do?

🔊 Listen and read to find out.

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

- 1 Most of the world's mountain glaciers will melt in the next 100 years.

.....

- 2 It might not be possible to go on holiday to the Maldives in 2100.

.....

- 3 Ice in Greenland is melting more slowly than five years ago.

.....

- 4 Polar bears come from Greenland.

.....

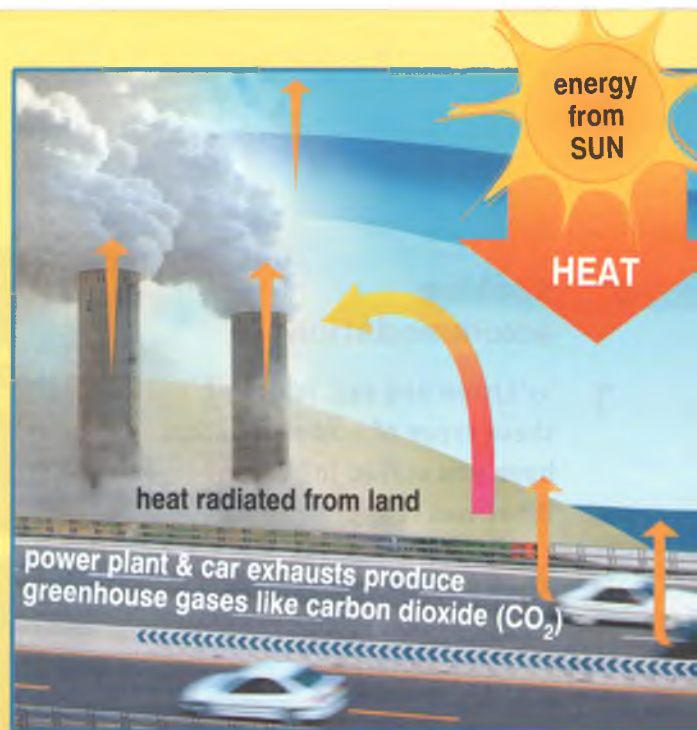
- 5 In a hundred years, polar bears may be extinct.

.....

- 6 Warmer seas cause more extreme weather.

.....

- 4 Match the words in bold in the text with their synonyms: *changeable, often, getting warmer, be all around sth, die out, in danger, die from hunger, make smaller, catches, disappear.*



Check these words

global warming, heat up, fault, fossil fuel, greenhouse gas, surround, blanket, trap, trouble, melt, climate, report, polar ice caps, vanish, low-lying, wave, coastal, under threat, cover, serious, in great danger, starve, drown, extinct, drought, unpredictable, reduce, energy-saving bulb, turn up, expert

animals are in danger of losing their habitats

Global Warning!

The Earth is **heating up** and most scientists believe that it's all our fault. When we burn fossil fuels, greenhouse gases such as carbon dioxide increase and **surround** the earth like a thick blanket. This **traps** heat and temperatures rise. Scientists say that in the next 100 years, average temperatures will rise by about 3°C. This doesn't sound like a lot, but it means **BIG** trouble! Ice is already melting, sea levels are rising and the climate is changing. How exactly is all this changing our world, and what will happen if we don't act in time?

Cities under the sea

According to recent climate reports, melting ice from the polar ice caps and mountain glaciers could cause sea levels to rise by about 1 metre by 2100. If this happens, whole countries such as the Maldives will **vanish** and millions in low-lying areas like parts of Bangladesh will lose their homes. Already, two small Pacific islands have disappeared under the waves. Coastal cities including Shanghai, Bangkok, New York and London will also be **under threat**. In Greenland, ice is melting three times faster than just a few years ago. If the ice sheets of Greenland and Antarctica ever melt completely, sea levels will rise about 60 m. That's enough to cover almost every major city on Earth!

extreme weather

heat trapped by CO₂ in the atmosphere

heat radiated
off the sea

burning of fossil
fuels (coal, oil, etc)
produces carbon
dioxide

Wildlife in great danger

Global warming is a serious threat to wildlife. In particular, Arctic polar bears are in great danger. The ice that they hunt from is melting very fast, so they have to swim further and further to find food. Many **starve** or drown. By 2100, summer ice may disappear completely in the Arctic, and polar bears probably won't survive. Changing weather patterns and rising sea levels threaten thousands of other species too. Some people believe that 30-40% of the world's species could **become extinct** because of climate change.

Wild wild weather!

Heavy rain and snow, storms, heatwaves, droughts, more powerful hurricanes and tornadoes ... these all happen a lot more **frequently** these days and more and more climatologists now believe this is because of global warming. When sea temperatures rise, there are changes in the atmosphere. If you live in a chilly place, you might think global warming sounds great. But climate change doesn't just mean hotter temperatures. It means more and more extreme and **unpredictable** weather!

animals may
become extinct

ice caps & mountain glaciers
melt and sea levels rise

- 5 Complete the summary with words from the **Check these words** box in the correct form. Compare with your partner.

Global warming happens because we burn
1) which produce
2) These will
3) our world by up to 3°C,
which means big 4)!
Mountain glaciers and the 5)
are 6) fast! Parts of the world
in 7) areas may 8)
completely in 100 years. Many animals are
also 9), like the polar bear,
which may become 10)
Extreme weather such as hurricanes and
11) will also become more
frequent.

Speaking & Writing

- 6 **THINK!** Why is global warming such a serious problem for our world? In three minutes write a few sentences. Read your sentences to the class.

- 7 **THINK!** If animals could speak, what would they tell us about the problems they face because of global warming? In three minutes write a few sentences. Tell the class.

- 8 **ICT** Find more facts about the effects of global warming. Present your facts to the class.

So ... what on earth can we do?

Reduce your carbon footprint*. Cycle, walk, or take a bus instead of travelling by car, use energy-saving bulbs, and wear more clothes instead of turning up the heat. Experts say we must do something **NOW!** If sea levels start rising even faster, it will be impossible to stop!

* how much CO₂ we personally produce due to our lifestyles!

3f Survivors

Vocabulary Camping Equipment

- 1 a) Listen and say.
- b) Which of these would you need if:
you had an accident? there were lots of mosquitoes? it was freezing cold? you wanted to light a fire? it was boiling hot? you wanted to go sailing? you got lost?

If you had an accident, you would need a first aid kit.



Reading

- 2 a) Read the title of the text and the introduction, then read the words in the **Check these words** box. What do you expect to read? Read through to check.

Check these words

wilderness, rafting, terrifying, set off, horror, crash into, fast-flowing, crawl, suck, sweep, bounce, surface, suffer from, shore, shelter, branch, scare off, alight, signal, overhead, pilot, spot, rescue helicopter, pick someone up

Trapped in the Wilderness

Blake Stanfield was so excited about his father's birthday surprise – a rafting trip in Alaska – but it turned into a terrifying 5-day fight for survival!

On a beautiful warm day in June 2003, Blake Stanfield decided to take his father, Neil, on a trip into the Alaskan wilderness. On their first morning, they **set off** together down the Koyukuk River on their raft.

They had only travelled a few miles down the river when, to their horror, they saw a huge wall of ice in front of them! Their raft crashed into the ice and the men fell into the freezing cold water. If the water hadn't been so fast-flowing, they would have been able to crawl onto the ice, but instead it quickly sucked them under and swept them along. **1**

"What have I done?" Blake thought at that point. But just then, he **surfaced** and saw his father holding onto an oar.

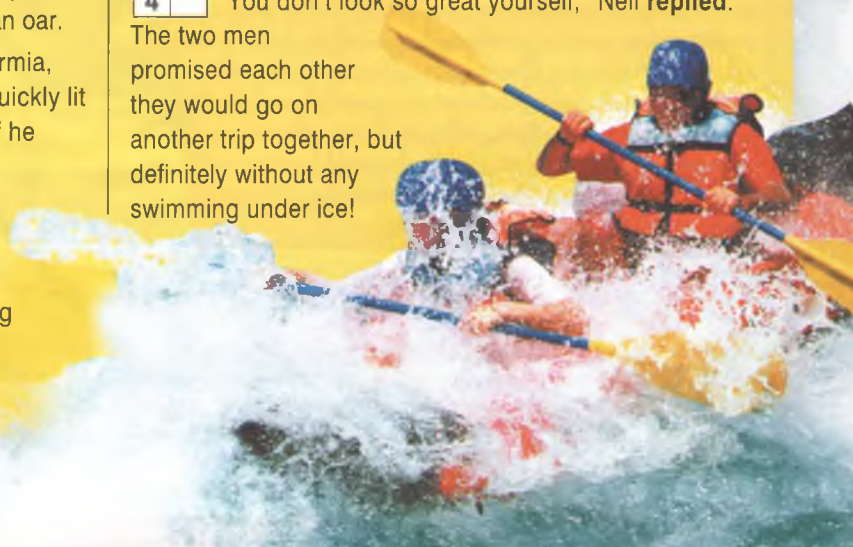
Freezing cold and with Neil suffering from hypothermia, the two men **made their way** to the shore. Blake quickly lit a fire. He knew his father would die from the cold if he didn't get warm soon. **2**

The next morning, Blake knew that he had to get help as they had lost all their supplies – their food, tent and clothes. He left his father and made his way towards a town 104 km away, singing loudly to **scare off** bears. He even caught and ate ants and spiders to give him **strength**. But there

was a problem. **3** Meanwhile, Neil was also fighting to stay alive. One time, he fell asleep and woke up just in time to keep his fire alight.

By Monday, both men were getting weaker and weaker from **lack** of food. "If only I hadn't left my father!" Blake thought. But then, he had an idea. If he built a signal fire, any planes flying **overhead** would hopefully see him. On Tuesday evening, a pilot finally spotted Blake. After a short while, a rescue helicopter **picked him up**. They quickly found Neil.

4 "You don't look so great yourself," Neil **replied**. The two men promised each other they would go on another trip together, but definitely without any swimming under ice!



- b) Read the text again. Four sentences are missing. Match the sentences (A-E) to the gaps (1-4). There is one extra sentence.

- A The river bounced Blake around and hit his head against the ice.
 B When he reached a river, he realised it was too wide for him to swim across without getting hypothermia!
 C An oar surfaced in the water near Neil, and he grabbed it.
 D "You look awful!" Blake said to Neil when he first saw him, laughing and crying with relief.
 E He also took a penknife and made a shelter out of branches.

- 3 Match the words in bold to their synonyms:
physical energy, in the sky, walked towards, arose, answered, started, frighten, shortage, collected him.

- 4 Choose the correct word.

- 1 Their boat **cracked/crashed** into the river bank.
- 2 To their **horror/alarm** the boat started to sink slowly.
- 3 He **moved/crawled** on his hands and knees towards the tent.
- 4 The storm **sucked/drew** their boat under the water.
- 5 They **missed/lost** their compass and didn't know which way to go.
- 6 Six days later the rescue team **spotted/noticed** them on an isolated island.

Grammar

see
p. GR6

Conditional types 2 & 3 - Wishes

- 5 Read the examples. How do we form conditional types 2 and 3, wishes? Find examples in the text.

If you **wore** some warmer clothes, you **wouldn't be** cold. If I **were** you, I'd **take** a first aid kit on your camping trip. (Type 2)

If we **had heard** the weather forecast, we **wouldn't have gone** on the trip. (but we did) (Type 3)

I **wish/if only** it **wasn't that** cold. (but it is - wish for the present)

I **wish/if only** I **hadn't left** my umbrella at home. (but I did - regret about the past)

- 6 Put the verbs in brackets into the correct tense. What type of conditional is each?


- 1 If Neil (not grab) the oar, he probably wouldn't have survived.
- 2 If you (do) more exercise, you would feel better.
- 3 If the river (be) narrower, Blake would have been able to cross it.
- 4 If it stopped raining, we (go) for a walk.
- 5 If I were you, I (not go) hiking in such bad weather.
- 6 If Neil and Blake hadn't slept by a fire, they (die) of cold.

- 7 a) Write what each person wishes for/regrets.

- 1 Jane didn't visit Tom in hospital because she didn't know he was there.
I wish/If only I had known Tom was in hospital.
- 2 She didn't bring her coat and now she's cold.
- 3 Matt went hiking in the rain and got ill.
- 4 We don't have a lighter to light a fire.
- 5 She ate too much and she's got stomachache.
- 6 Sally is working this weekend, but she'd like to go camping with her friends.

- b) Write two things you wish for the present and regret about the past.

Speaking & Writing

- 8  Listen and read the text again. Complete the sentences. Use the sentences to tell your partner a summary of the story.

- 1 Blake and his father went rafting
- 2 They left on
- 3 Unfortunately their raft
- 4 The two men fell
- 5 Blake helped his dad out of the river and
- 6 Neil was suffering from
- 7 Blake left his dad alone to
- 8 Blake lit a signal fire which helped

- 9 **THINK!** Imagine you were Neil. You are alone waiting for Blake to come back. In three minutes write a few sentences. Tell your partner or the class.



3g Skills

1
paintballing
in a forest



2 aqua aerobics



3 bird watching in a nature reserve



4 cards in the park



5
zip-lining
through the
jungle

Vocabulary

Outdoor leisure activities

- 1 a) Fill in *do*, *play*, or *go*.
🔊 Listen and check, then say.
- b) Which of these activities would you (not) like to try? Tell your partner.

Study skills

Describing pictures

When describing a picture to someone, imagine the person can't see it. Include details about the weather, the place, what people are doing, what they are wearing and how they are feeling.

Speaking

- 2 Look at the picture and complete the description with the words/phrases in the list.

- snow • freezing cold • the boy's father • a lot of fun
- behind them • warm winter clothes • ski lodge
- a young boy • at a ski resort • sunny



In the photo, there is 1) standing on a snowboard and a man. I think the man is probably 2) and he is teaching the boy how to snowboard 3) It looks quite 4), but there is a lot of 5) on the ground, so it's probably 6) They are both wearing 7) There is also a dog 8) and a wooden building like a 9) The boy is smiling so I think he's having 10)

- 3 🗣️ Describe picture 4 in

Ex. 1a to your partner.

Answer the questions.

- 1 Why do you think these friends are enjoying themselves?
- 2 How important is it for you to spend time relaxing with your friends? Why?
- 3 Talk about an outdoor activity that you tried for the first time. What was it like?

Listening

- 4 🎧 You will hear George talking on a radio programme about a trip he's organising. For each question choose the correct answer A, B or C.

- 1 The adventure camp will last for
A a weekend. B a week.
C the whole month of June.
- 2 What does George say about paintballing?
A It isn't for everyone.
B It can be uncomfortable.
C He doesn't really enjoy it.
- 3 For people who don't exercise a lot, George recommends
A yoga on the beach.
B zorbing.
C aqua aerobics.
- 4 Campers will stay in
A a tent. B a hotel.
C a self-catering flat.
- 5 Teens can sign up for the trip by
A calling George.
B going to the community centre website.
C going to the community centre.

Brampton
Community centre

invites you on our
Forest Adventure Weekend!

June 10th – 12th

A fun weekend of zip-lining,
paintballing ... and much more!

If you're 16-24 years old and you're interested in
joining us on the trip, email
Brian Smith at: brian@bramptoncommunity.com

where?
cost?
other
activities?
special
clothes?

A

Writing 3h

Would you like to learn
how to **sail?**

join us for a fun weekend!

• Teaching in small groups
• Comfortable accommodation

£££
399

Email John Brown –
johnb@gmail.com

B

A semi-formal email asking for information

- 1 a) The adverts above appeared in the local newspaper last week. What are they for? What information do they give?
- b) Sandra read advertisement A and decided to send an email asking for information. Use the phrases A-E to correct the wrong register.

- A** Dear Mr Smith
- B** Kind regards
- C** I am very interested in joining you on the trip.
- D** I look forward to hearing from you.
- E** What other activities will be available?

To: Brian Smith
From: Sandra Harvey
Subject: Forest adventure weekend

1) Hi, Brian,
I read your advertisement for the forest adventure weekend and 2) I'd love to come on the trip with you. However, I would like to ask you a few questions about it.
First of all, how much does the weekend cost? Also, where exactly is the weekend going to take place?
Secondly, your advert mentions some of the activities we will take part in on the trip, such as zip-lining. 3) What else can we do? Also, will I need to bring any special clothes or equipment with me?
Thank you very much for your time. 4) Can't wait to hear from you.
5) Love,
Sandra Harvey

Writing Tip

Semi-formal style in emails

We often write emails in a semi-formal style to people we don't know well. Semi-formal style includes:

- a polite greeting (*Dear + person's name*) & ending (*Kind regards/Best wishes + full name*)
- polite language and a respectful tone (*I would like to ... , Thank you for your time ...*)
- full forms (*I am interested in ...*)

- 2 Read the Writing Tip and find examples of semi-formal style in the email in Ex. 1b.

Writing (a semi-formal email asking for information)

- 3 **Portfolio:** Read advert B, then write an email asking for more information. Ask about: *when exactly it is, the cost, the number of people in each group, the type of accommodation.*

Write your email (120-150 words). Follow the plan below.

Plan

Dear

Para 1: opening comments, reason for writing (*I read ... I would like to ...*)

Paras 2 & 3: what information you would like/your questions (*First of all, when ... Also, ... Secondly, ... Also, ...*)

Para 4: your closing comments (*Thank you ... and ...*)

Kind regards,
(your full name)

3i Curricular: Geography

1 What do you know about caves? What would you like to know? Write down three questions.

Listen and read the text.

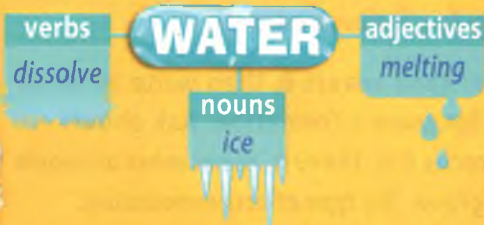
Can you answer your questions?

2 Read the text again and match the headings (A-E) with the paragraphs (1-4). There is one extra heading. Give reasons.

- A HOME TO STRANGE CREATURES
- B EXPLORE THEM
- C WHAT THEY ARE
- D AMAZING FORMATIONS
- E HOW THEY FORM

3 Match the words in **bold** with their definitions: *until now, remain alive, found, falls in small drops, becomes stiff, develop, changed, melts, eat away.*

4 Read the text again and find all the words related to water. Write them in the word map below. Compare your words with your partner.



Check these words

natural, hole, limestone, chalk, lava, acidic rain, cliff, glacier, formation, species, millipede, crab, scorpion, dark, blind, crayfish, crawl, abseil, rafting

stalactites

column

Caves

These natural holes in the Earth **form** over thousands or even millions of years! There are lots of different types of caves, such as ice, sea, limestone, chalk, salt, and even lava caves.

1

Different caves form in different ways. For example, limestone caves form as acidic rain **dissolves** rock. Sea caves form as ocean waves and heavy rain **erode** cliffs. Ice caves form as melting water runs under glaciers or through cracks in the ice.

2

In many limestone caves, stalactites grow slowly from the ceiling as calcite* from dripping water **hardens**. As water **drips** from them, similar formations called stalagmites grow up from the floor. When stalactites and stalagmites meet in the middle, they form columns.

3

Scientists have **discovered** over 7,700 'troglodites' **so far**. These are unique species of fish, spiders, millipedes, crabs, scorpions, and other creatures that live their whole lives in caves. They have often **adapted** to the dark conditions. Some are blind but have a great sense of smell. Others **survive** for a long time, such as the cave crayfish, which can live for 175 years!

4

Caving is an adventure sport that involves walking, crawling, climbing, abseiling, and even swimming and rafting through caves! It's popular and a lot of fun!

* a mineral

stalagmites

5

THINK! Imagine you are in a cave. What can you see, hear and smell? How do you feel? In three minutes, write a few sentences. Tell the class.

6

ICT Collect information about caves. Present your information to the class.

Language in Use

3

Phrasal verbs/Prepositions

1 Choose the correct particle.

go around: be enough for everyone
go off: explode (of bombs)
go off: ring (of an alarm)
go off: spoil (of food)
go over: examine (details)
look after: take care of
look for: search for
look through: read something quickly
look up: find information in a book or list

- 1 Can we go **around/over** the details of the booking again, please?
- 2 Alice was looking **for/up** a cheap hotel in the city.
- 3 This chicken has gone **over/off**. Don't eat it!
- 4 He looked **after/up** information on the Internet for his report on Antarctica.
- 5 Are there enough sandwiches to go **around/off**?
- 6 We heard the bomb go **over/off**, even though we were miles away.

2 Choose the correct preposition.

- 1 They adapted well **in/to** the new conditions.
- 2 The river passes **down/through** a forest.
- 3 Polar bears are **in/under** threat due to global warming.
- 4 Many animals are **in/under** danger because of climate change.
- 5 Before his visit, Sophie warned Brian **of/about** the cold weather in Canada.

Word formation

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

Word Formation – adjectives from nouns

We use **-ous** (*poison – poisonous*),
-al (*function – functional*), **-ic** (*allergy – allergic*),
-ical (*economy – economical*), **-ish** (*fool – foolish*),
-ive (*expense – expensive*), **-ful/less** (*care – careful/less*),
-able (*comfort – comfortable*) and **-y** (*salt – salty*) to form adjectives from nouns.

- 1 Emma really enjoyed the beauty of the Appalachian Trail. (**NATURE**)
- 2 Matt was surprised at how the penguins were. (**NOISE**)
- 3 Barry doesn't like extreme sports because he thinks they're (**DANGER**)
- 4 Warming the bottom of your wok is an way of going faster. (**EFFECT**)
- 5 Jake is very and loves outdoor activities like paintballing. (**ATHLETE**)
- 6 Extreme ironing is a sport at the moment. (**FASHION**)

Collocations

4 Fill in: fossil, global, sea, greenhouse, survival, marine, research, stunning, nature, youth.

- | | |
|-------------------|-----------------|
| 1 fuels | 6 warming |
| 2 gases | 7 reserve |
| 3 course | 8 scenery |
| 4 biologist | 9 hostel |
| 5 station | 10 levels |



Read through Module 3 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.


- | | |
|---|--|
| 1 Name three types of caves. | 5 How long does it take to hike to the top of the Cerro Negro volcano? |
| 2 How many states does the Appalachian Trail run through? | 6 What's a troglobite? |
| 3 What kind of wildlife can you see on the Appalachian Trail? | 7 How can you go faster when wok racing? |
| 4 What's the weather like in the summer in Antarctica? | 8 What's the difference between a stalactite and a stalagmite? |

Listening

(True/False statements)

- 1 a) Read the rubric. Underline the key words in the sentences (1-5). Think of synonymous words.

Listen to an interview about working holidays. For questions 1-5 mark the sentences *T* (true) or *F* (false).

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

- 1 Jiten's experience as a volunteer was rewarding.
- 2 Jiten got paid for his services by the locals.
- 3 Knowledge of Spanish isn't required in order to join the Surf School in Latin America.
- 4 In Sri Lanka volunteers work under guidance.
- 5 Families can't participate in volunteer holidays.

- c) **THINK!** Would you go on a volunteer holiday? Why/Why not?

Reading

(T/F/NS statements)

- 2 a) Read the first sentence in each paragraph. What is the text about? Read through and check.
- b) Do the reading task. Compare your answers with your partner's.

You are going to read about an animal shelter. Mark the statements 1-5
T (true), *F* (false) or
NS (not stated)

CARING FOR CHIMPANZEES

There are a lot of animal shelters in Spain which look after abandoned or neglected pets, like cats and dogs. But did you know there is also one that cares for rescued chimpanzees?

The Mona Foundation is based in Girona, Catalonia. Since 2000, it has provided a safe home for chimpanzees which were performing in circuses or being by photographers and film makers. The foundation was given some land by the local council and they had the chimps' houses and play areas specially designed. The chimps can run and climb, and they even have their own pond!

Although The Mona Foundation receives funding, it runs on volunteers. Those who live locally come whenever they can spare the time. The centre is often visited by community groups and also holds regular fundraising events. Volunteers help out on these occasions as well as doing routine maintenance and gardening at the centre. Volunteers also advertise the foundation's work and visit schools in the community.

There are other volunteers at the foundation, volunteer keepers, who stay for six months. They live in accommodation at the centre. The volunteer keepers are more closely involved in the daily care of the animals. They collect and prepare the chimpanzees' food and keep their sleeping areas clean. Once they have been working at the centre for a while, volunteers are given more responsibilities. The work is demanding and the hours are very long but the volunteers are getting the unique experience of working and playing with chimpanzees. Although, the chimps are encouraged to look after themselves as much as possible, sometimes the volunteers organise fun activities for them. What games would you play with a group of

- 1 The Mona Foundation provides shelter to wild chimpanzees.
- 2 The foundation was opened by the Mayor in 2000.
- 3 Only volunteers work there.
- 4 Volunteer keepers can spend half a year in the foundation.
- 5 Volunteers work 9-5.



Speaking

(Make decisions)

- 3 Read the rubric. Do the task. Use phrases from the Useful language box.

Your parents are planning a holiday by the sea for the whole family. You would like to find some reasonably priced hotels by the beach. Your parents would like to relax by the swimming pool and you and your teenage brother would like to do water sports. Your parents like to eat at restaurants with good seafood in the evenings.

Before making a decision, ask the travel agent about:

- hotel resorts in the area and the facilities they offer
- distance from the beach and closest town or village
- good restaurants in the area

You start the conversation. Your partner will play the part of the travel agent.

Remember to:

- be active and polite
- ask the questions and find out all the information you need
- decide on the hotel you will stay at and give reasons for your choice

Useful language

- A** Could I have some information, please?
What kind of hotel resorts are near the beach?
Are there any (water) sports facilities?
How far is it from the town?
Are there any good restaurants nearby?
Thank you very much for your help.
I think ... would be the best choice because ...
- B** It has got ... rooms, many with a seaview.
It's right next to the beach./It's ten minutes on foot from town.
It has got a wide variety of sports to do such as ...
It's not very big.
It's got a great range of dishes.

Word formation

- 5 Fill in the gaps with the proper grammar and lexical form of the words in brackets.

Public services

Public services are services provided by a 1) (GOVERN) to its citizens. These services are run by the federal government, a 2) (PROVINCE) or country council or a local city or town council. The most common public services provided by government agencies are health services, police and court systems, 3) (EDUCATE) systems and postal services. Depending on the number of citizens and the money available to the government, there can be other services provided as well such as public libraries, transport systems and parks and recreation areas for the locals.

Working for a public service can be very 4) (REWARD). Doctors, nurses and paramedics are popular positions and require intelligent, responsible people. Police officers and firefighters are also jobs that are in high demand.

If you're interested in pursuing a career in public services, check out the websites 5) (VARY) government agencies have.

Writing (a story – Writing Bank

p. WB2)

- 6 a) Read the rubric and brainstorm for ideas under the headings.

Your teacher has announced the school's annual English short story competition. Write your story entitled 'A holiday to remember' (150-200 words).

CHARACTERS

PLACE

DATE

EVENTS

FEELINGS

WEATHER

- b) Use your ideas to write a plot outline of the story. Make sure you write the events in the order they happened. Then write your story.

- 4 Listen to a person doing the task. What place does he choose? Why?



Extreme Places: The Taiga

Reading & Listening

- 1 Look at the pictures and the title? What is the weather like in the Taiga? What lives there?
🔊 Listen and read to find out.

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

- 1 The winters are very long in the Taiga.
- 2 Life is very difficult in the Taiga.
- 3 The Taiga is a good place for trees to grow.
- 4 There isn't a lot of animal life in the Taiga.
- 5 Cutting down trees helps the Taiga survive.

Speaking & Writing

- 3 Complete the table with information about the Taiga. Use the completed table to present the Taiga to the class.

Location	
Climate	
What lives there	
Reasons it is in danger	

The Taiga, which means 'forest' in Russian, is the world's largest biome. It consists of coniferous forests and covers a large part of Russia, Scandinavia, and North America. The Taiga has a subarctic climate with large differences in temperature between seasons. Winters are long and very cold with only snowfall, and temperatures can drop as low as -54°C . Summers are very short but warm and humid; sometimes temperatures reach 30°C .

The trees of the Taiga have adapted to the low levels of sunlight and the extreme conditions. Most of them are evergreen trees which means they keep their leaves all year round. The leaves are also a very dark green colour so that they can absorb more sunlight for photosynthesis. The cone shape of the evergreens helps snow slide off of them so the branches don't break from the weight of the snow. The environment of the Taiga encourages healthy tree growth and some of the trees there are thousands of years old.


The Taiga also hosts a wide variety of wildlife. It is home to Russia's largest populations of brown bear, wolf, moose, reindeer, and red fox. It also has as many as 300 species of birds including the golden eagle and the great grey owl. The Taiga, however, is in danger because of global warming and an increase in deforestation over the past decades. Fortunately, governments are now taking measures to protect this precious natural habitat.

Check these words

biome, coniferous, subarctic climate, drop, humid, reach, adapt, level, absorb, photosynthesis, cone, slide, encourage, growth, host, moose, increase, deforestation, decade, take measures



- 4 **THINK!** What do you think it would be like to live in the Taiga? Would you like to live there? Why?/Why not? Explain.

- 5 **ICT**  Collect more information about the Taiga and its wildlife. Make a poster. Present it to the class.

Vocabulary: health problems & technology, illnesses & ailments, remedies, action verbs, teenage problems

Grammar: modal verbs (*must, have to, should, can, could, may, might*), past modals (*had to, could, was able to*), relative clauses; *neither ... nor, either ... or, both ... and*

Everyday English: visiting the doctor

Pronunciation: rhyming words

Writing: an essay making suggestions for solutions to a problem

Culture Corner: Australia's most dangerous animals

Curricular (PSHE): Catch some zzzs (the importance of sleep)

Phrasal verbs: *make, put*

Word formation: adjectives from verbs

Russia 4: Banya: A Russian Tradition

Module 4

Healthy mind, healthy body

OVER TO YOU!

Which of these activities can help you have: a healthy body?
a healthy mind?

Vocabulary

Healthy activities

1 Listen and say.

2 Choose a picture and describe it to the class.



practise meditation to achieve peace of mind



make ethical choices



get the sleep you need



spend time in the sunshine



exercise regularly



solve crosswords & exercise your mind



manage your stress

4a Technology and health

Modern marvels or new nasties?

How would you cope without modern gadgets? What would you do if you didn't have your mobile phone, your MP3 player, or your games console? Believe it or not, you might be better off.

1

With new games consoles, you have to move around in front of the TV to control the action on-screen. When you make the same motion again and again in a confined space, the results can be quite serious. Repeated arm motions can cause strain to your shoulder. Doctors warn that you must not play for too long, and you should warm up first. Their advice is to prepare for the game like you would for the real thing.

2

Earphones play the music directly into your ear canal. The type of music doesn't matter, but the volume on your MP3 player does. It can cause hearing loss. Researchers recommend that you set the volume at a low level where you can still hear conversations around you. If people have to shout so you can hear them, the volume is too loud.

3

Sending text messages is as easy as moving your thumb. However, too much texting can cause thumb arthritis. This can lead to restriction of movement, swelling, and pain. To prevent this condition, known as texter's thumb, you should send fewer messages or use different fingers when you text.

4

A mobile phone is full of bacteria. When you press it against your face and ear, it can lead to skin problems such as acne, skin infections and rashes. Sharing your mobile phone makes these problems even worse. Dermatologists say that you should clean your phone before you use it. If someone borrows your phone, make sure to clean it after they finish.

5

Computers are useful tools for research and entertainment. However, staring at a computer screen for an extended period of time can cause eye strain. Some of the symptoms include blurred vision, dry eyes and a difficulty distinguishing between colours. Opticians warn that you mustn't spend too much time looking at the screen. Take frequent breaks. You don't have to leave the room – just close your eyes and let them relax.



Check these words

cope, be better off, motion, confined space, strain, ear canal, volume, hearing loss, lead to, restriction, swelling, pain, prevent, bacteria, dermatologist, borrow, extended period, blurred vision, distinguish, optician

Vocabulary Health problems

- 1 a) Listen and say.
b) Which of these gadgets do you have? How often do you use them?
 - laptop • mobile phone
 - games console
 - MP3 player

- 2 How can the problems in Ex. 1a be related to the gadgets?
 Listen and read to find out.

Reading

- 3 a) Read the text again and match the headings (A-F) to the paragraphs (1-5). There is one extra heading.

A SWITCH FINGERS

B KEEP IT DOWN

C CHANGE THE TECHNOLOGY

D PLAY IT SAFE

E SAVE YOUR SIGHT

F FACE THE CONSEQUENCES OF GERMS



b) **THINK!** What is the author's purpose: to inform? to entertain? to persuade? Give reasons.

4 Fill in: *skin, restriction, frequent, set, hearing, blurred, distinguish, confined, thumb, eye.*

- | | |
|--------------------|---------------------|
| 1 the volume | 6 of movement |
| 2 loss | 7 vision |
| 3 space | 8 between |
| 4 infections | 9 breaks |
| 5 arthritis | 10 strain |

Grammar

Must – Have to – Should

see
pp. GR6-
GR7

5 Match the sentences (1-7) to the descriptions (A-G). Find more examples in the text.

- | | |
|---|---|
| 1 <input type="checkbox"/> We must/have to switch our mobile phones off in class. | A It's my strong advice. |
| 2 <input type="checkbox"/> You must see a doctor. | B I'm not obliged./ I don't need to. |
| 3 <input type="checkbox"/> Tom has to go to an internet café to use a computer. | C It's the rule. |
| 4 <input type="checkbox"/> You mustn't bring your MP3 player to school. | D I think it's a good idea./It's my advice. |
| 5 <input type="checkbox"/> I don't have to share a computer at home – I have my own laptop. | E He needs to. |
| 6 <input type="checkbox"/> You should/ought to buy a Wii – they're great! | F I think it's a bad idea./It's my advice. |
| 7 <input type="checkbox"/> You shouldn't play video games for too long. | G It's forbidden./It's against the rules. |


6 Rewrite the sentences, using modals from Ex. 5.

- I think it's a bad idea to play computer games for hours.
You shouldn't play computer games for hours.
- It's a good idea to set the volume on your MP3 player at a low level.
- It's forbidden to enter the computer lab.
- You don't need to pay in cash.

Speaking & Writing

7 Use the pictures in Ex. 1a and the information in the text to talk about how to use our gadgets wisely.

We should warm up before we start playing a video game or we can get shoulder strain.

8 **ICT**  Collect information about other possible health problems caused when we use our gadgets for a long time. Write some rules using modal verbs. Present them to the class.

4b Home remedies

REMEDIES

From the kitchen cupboard

GARLIC

Garlic has a bad reputation because of its strong smell, but it's great for your immune system! If you have a cold or the flu, you can add chopped garlic to hot water with a little honey and lemon and make some tea. Got a few spots? You could try rubbing garlic on them. Garlic has antibacterial qualities so the spots will disappear in no time.

VINEGAR

People have used vinegar as a natural remedy for over 6,000 years! It's great for minor cuts or itchy rashes. Do you have a sunburn so painful you can't move? You could try adding one cup of white vinegar to a cool bath. This will soothe your skin.

HONEY

Next time you have a sore throat, try swallowing a spoonful of honey. Like garlic, honey helps destroy bacteria. If you have a cut or a graze, just put a little honey on it and cover it with a plaster. It might help you with insomnia, too. Drinking a glass of warm milk with some honey in it can help you sleep.

TEA

Can you feel a headache coming on? Boil some water and make yourself a nice cup of tea! The caffeine in the tea will open up the constricted blood vessels that cause a headache. Also, if you suffer from hay fever and have itchy, watery eyes all summer, put cold, wet tea bags over them. The tannin in the tea will really help!

BAKING SODA

Do you have smelly feet? Sprinkle some baking soda in your shoes and have odour-free feet all day long. Baking soda is a great natural antiperspirant. It can also help with indigestion because it neutralises stomach acid. Just mix a teaspoon into a glass of water and drink it slowly.

GINGER

Do you have an upset stomach? You could try chewing a piece of ginger. You can also do this before a journey if you suffer from travel sickness. Ginger may also help you if you have bad breath.

These are just a few of the natural remedies in our cupboards! There are hundreds more!

Vocabulary

Illnesses & ailments

- 1 Listen and say. When was the last time you suffered from any of these? What did you do? Tell the class.

- | | |
|-----------------------|-----------------------|
| 1 have a headache | 8 have a sore throat |
| 2 have a stomach ache | 9 have a bad cough |
| 3 get a sunburn | 10 have an itchy rash |
| 4 have a mouth ulcer | 11 have insomnia |
| 5 have smelly feet | 12 have bad breath |
| 6 have hay fever | 13 have a minor cut |
| 7 get a cold/the flu | 14 have watery eyes |

Reading

- 2 Look at the headings in the article. What health problems can these food items help?
- Listen and read to check.
- 3 Read again. Which remedy (or remedies):
- kills germs?
 - is extremely old?
 - helps you fight illness generally?
 - must you keep in your mouth for a while?
 - might make others around you feel better?

Check these words

natural remedy, cure, immune system, rub, soothe, swallow, insomnia, constricted blood vessels, tannin, sprinkle, odour-free, anti-perspirant, indigestion, neutralise, stomach acid, upset stomach, travel sickness, bad breath

4 Fill in: remedy, indigestion, rub, insomnia, stomach, immune, vessels, sickness.

- The system is designed to defend our bodies against bacteria.
- the cream on gently until it is absorbed.
- Honey is used as a natural to treat wounds, burns and cuts.
- is a sleep disorder in which a person can't sleep.
- Arteries are blood that carry blood from the heart to the rest of the body.
- Eating in a hurry can cause
- Drinking chamomile tea if you have overeaten can help soothe an upset
- Some people tend to get travel when they are in a moving car.

Grammar

Can/Could/May/Might

see
pp. GR6-
GR7

5 Rewrite the sentences using *can*, *can't*, *might*, or *may*.

- You aren't allowed to wear your shoes in here.
You can't wear your shoes in here.
- It's just possible that I'll go to the doctor's on Friday.
- You are allowed to go now.
- It's possible that a cup of tea will help get rid of your headache.
- It's just possible that some honey will help your sore throat.
- I'm not able to go out today. I've got a bad cold.
- If you have smelly feet, it's just possible that baking soda will help you.
- It's prohibited to enter this area.

Past modals

6 Study the table and find an example in the text, then complete the sentences.

had to/didn't have to

*She **had to** stay in last night. She had a stomach ache.*

(It was necessary.)

*I **didn't have to** go to the doctor's yesterday. My cough was much better. (It wasn't necessary.)*

could(n't) (general ability in the past)


*Mum **could** run really fast when she was young. (was able to)*

was/were(n't) able to (specific ability in the past)

*I **was able to** win the race last night.*


- I go to bed early last night because I had a terrible headache.
- I cure my upset stomach with some raw ginger. It really worked!
- In the past, people buy medicine and other remedies from an apothecary.
- Sam sprained his ankle this morning and go to the hospital.
- She cook dinner last night. Dan cooked it instead.

Listening

- 7  Listen to three people speaking. What problem did each have? What did they do about it?


Sally Greg Simon

Speaking & Writing

- 8  Use the information in the text to write suggestions about these health problems: *a headache, the flu, an itchy rash, a sore throat, watery eyes, an upset stomach, smelly feet*. Tell the class.

A: *I have a terrible headache! It really hurts!*

B: *You should/could have a cup of tea. That might/may help.*

- 9  **ICT** Do some research on the Internet and make notes on more home remedies. Present your findings to the class.

4c Culture Corner

Spiders

Australia has some of the most dangerous spiders in the world. The dark-coloured funnel-web spider is one of the most poisonous. Its teeth are so strong that it can even bite through a shoe! If one bites you, you need anti-venin very quickly. Another scary spider is the redback with the red stripe on its back. It hides in backyards, and sometimes homes, all over Australia and it can give a very nasty bite causing horrible pain, sweating and vomiting.

Redback spider

Funnel-web spider

Sea creatures

Watch out for Australia's many dangerous sea creatures ... especially the box jellyfish. It's almost **invisible** to swimmers and has caused more deaths than snakes, sharks and crocodiles put together. Each of its 3-metre-long tentacles has 500,000 needles for injecting venom into its victims. Although it's very small, the blue-ringed octopus is also **deadly**! This pretty octopus lives in rock pools and has enough venom to kill 10 men. Watch out for the 6-metre-long salt-water crocodile, too. They can go 240 km inland or out into the ocean and **attack** anything that moves, even sharks!

Blue-ringed octopus

Jellyfish

Check these words

poisonous, bite, anti-venin, scary, stripe, backyard, pain, sweating, vomiting, death, shark, tentacle, needle, inject, venom, victim, rock pool, inland, spike, self-defence

- 1 Which sentences below do you think are true about Australia's dangerous animals?
 Listen and read the text to find out.

- 1 The funnel-web spider doesn't have teeth.
- 2 Box jellyfish are easy to see.
- 3 There are crocodiles in Australia.
- 4 The eastern brown snake avoids people.
- 5 Only female platypuses are dangerous.

- 2 Read again and match the words/phrases in bold to their meanings: *impossible to see, creating, unpleasant, try to hurt, able to cause death, under any circumstances, unusual, pretty.*

Australia's MOST DANGEROUS Animals

Australia is a great country, but it has some of the most dangerous animals in the world. Here are some of the worst ... avoid them at all costs!

Snakes

The ten most poisonous snakes in the world all live in Australia! The inland taipan is the most dangerous in the world and its venom is 50 times stronger than an Indian Cobra's. The eastern brown snake is a long (up to 1.8 metres!), fast-moving snake and the second most dangerous in the world. Fortunately, both of these snakes usually stay away from humans so bites are quite rare.

Eastern brown snake

Inland Taipan snake

Around rivers

The platypus may look cute, but the males have a poisonous spike on their back legs that they use in self-defence. Victims suffer from terrible pain that can last for up to 3 months!

Platypus

- 3 Match the lists of nouns (1-4) to the verbs (A-D).

1	bees, jellyfish, wasps	A scratch
2	snakes, crocodiles, spiders	B sting
3	cats, parrots, guinea pigs	C kick
4	horses, donkeys, camels	D bite

- 4 **THINK!** Imagine you encountered one of these animals while in Australia on holiday. What were you doing? What did you see? What did you do? How did you feel? Tell the class.

- 5 **ICT** Collect information about a dangerous animal in your country. Write seven T/F statements about it. Exchange them with your partner.

Everyday English 4d

Visiting the doctor

- 1 a) Listen and say.
- b) What medical advice might a doctor give you if you have: an ear infection? a sprained ankle or wrist? a sore throat? an infected mosquito bite?

*You have an ear infection.
You should use some ear drops.*

- 2 a) Listen and say. Pay attention to the pronunciation.
- Come in and take a seat.
 - What seems to be the problem?
 - It's really swollen, itchy and painful.
 - Let's take a look.
 - I'm afraid it's infected.
 - What should I do?
 - I'll give you a prescription.
 - Should I come back and see you again?
- b) The sentences above are from a dialogue at a doctor's surgery. Who says each sentence, the doctor or the patient?
- Listen, read and check.

Doctor: Hello, Mr Hall. Come in and take a seat.
Patient: OK. Thank you.
Doctor: Now, what seems to be the problem?
Patient: Well, it's my shoulder. I got a mosquito bite a few days ago and now it's really swollen, itchy and painful.
Doctor: OK. Let's take a look. Hmm ... yes, it's very red. I'm afraid it's infected.
Patient: Oh no! What should I do?
Doctor: You should put some antibiotic cream on it three times a day. I'll write you a prescription.
Patient: Thank you. Should I come back and see you again?
Doctor: Only if it gets worse.
Patient: OK. Thanks again.
Doctor: You're welcome.



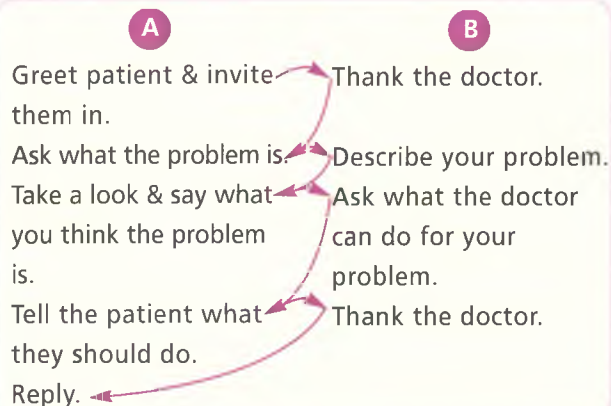
- 3 Find parts of the dialogue which mean: *I'm sorry to tell you.* – *Tell me what's wrong.* – *Enter and sit down.* – *I'm going to look at it.*

Pronunciation: rhyming words

- 4 Listen and circle the word that does not sound the same as the others. Listen again and say.
- 1 rough – tough – cough – enough
 - 2 two – flu – through – toe
 - 3 bought – drought – ought – caught
 - 4 round – wound – sound – ground

Speaking

- 5 Imagine you have one of the problems in Ex. 1b. Act out your dialogue at the doctor's surgery. Follow the plan.




4e Amazing abilities

Vocabulary

Action verbs

- 1  Listen and say.

Reading & Listening

- 2 a) Who is Spider-Man? What is he famous for?
b) The text is about a Frenchman named Alain Robert. Why do you think he is called 'The French Spider-Man'?
 Listen and read to find out.

The FRENCH SPIDER-MAN

While no one is looking, Frenchman Alain Robert jumps up an office building and starts to climb the wall. He hangs from balconies, crawls along ledges and grips the edges of the glass and concrete. There's no rope and no safety net – he's using only his bare hands! By the time he's halfway up, a crowd has gathered on the pavement below. After an hour, he reaches the top and the crowd sighs with relief.

Alain has climbed over 85 of the tallest structures in the world, including the Eiffel Tower, the Empire State Building and the Petronas Twin Towers in Malaysia. One of his first climbs was at the age of twelve. He didn't have his flat keys and his parents were out, but he was able to climb up the outside of the building – seven storeys high – and crawl through a window. Nowadays he can manage eighty storeys but, amazingly, Alain suffers from vertigo – he feels dizzy when he's up high! He has fallen seven



Check these words

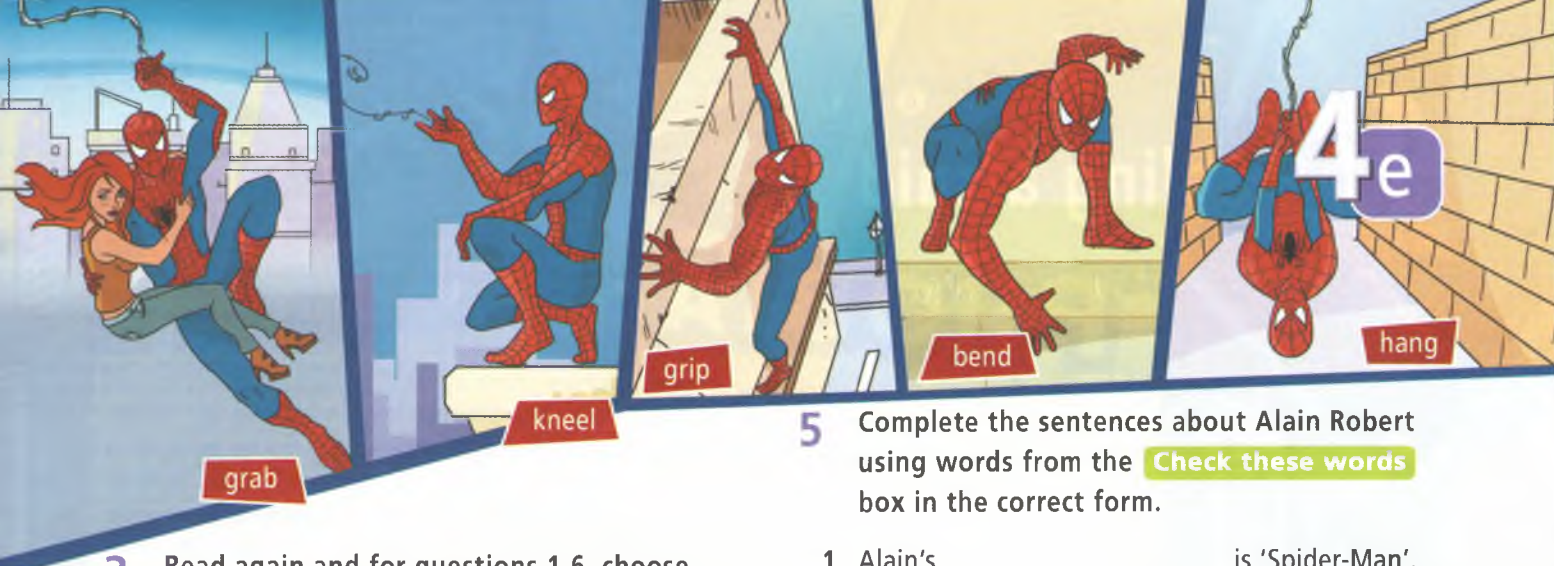
ledge, concrete, rope, safety net, bare hands, gather, sigh with relief, vertigo, broken bone, raise awareness, urban, illegal, get a fine, daredevil, slippery surface, get stuck, nickname

times, suffering dozens of broken bones, which has left him partly disabled. But this doesn't stop Alain. "I only think about what I can do, not what I can't do," he says.

So why does he do it? Apart from raising awareness about world issues such as climate change, Alain wants people to see their environment differently. He says, "Maybe they think their building is ugly, this big tower with lots of glass – the opposite of a natural landscape. But for me, it's a kind of urban mountain. So I use the place where they work, and I make it a kind of wonderland. Everywhere I climb, I see people who are happy."

After a climb, Alain often leaves in handcuffs. What he does is sometimes illegal, but most of the time he just gets a fine. The police say he can't climb public buildings, but the only thing that stops this daredevil is rain! When it's wet, Alain can't grip the slippery surfaces. In 2002, he got stuck on the 35th floor of London's Canary Wharf Tower when it started to rain. Alain risks his life every time he climbs a new building. His nickname may be Spider-Man, but he is no superhero. He's just an ordinary man living a very dangerous life!

You can see videos of Alain in action on YouTube.



3 Read again and for questions 1-6, choose the best answer, A, B, C or D. Find evidence in the text.

- 1 When Alain Robert climbs a structure,
A many people watch him begin.
B he rests on his way to the top.
C he enjoys looking down at the crowd.
D he doesn't use any safety equipment.
- 2 When he was young, Alain climbed up to his flat because
A his parents lost their key.
B he wanted to see if he could do it.
C it was the only way he could get in.
D his parents encouraged him to do it.
- 3 Alain has a problem with
A heights. C crowds.
B confidence. D doctors.
- 4 Alain climbs skyscrapers because he wants to
A shock people.
B challenge himself.
C make city life more exciting.
D change people's thinking.
- 5 Alain didn't reach the top of the Canary Wharf Tower because
A the police stopped him and arrested him.
B he slipped and injured himself.
C the weather stopped him.
D he felt too dizzy halfway up.
- 6 The purpose of this text is to
A criticise Alain Robert.
B stop people from trying dangerous activities.
C give information about Alain Robert.
D encourage people to support Alain Robert.

4 **THINK!** Imagine you are Alain Robert and you are climbing a skyscraper. What can you see, hear and touch? How do you feel? Tell your partner or the class.

5 Complete the sentences about Alain Robert using words from the **Check these words** box in the correct form.

- 1 Alain's is 'Spider-Man'.
- 2 Crowds of people to watch him when he climbs up a building.
- 3 The people when Alain reaches the top of a building safely.
- 4 Alain doesn't use a or rope to climb a building.
- 5 He wants to about climate change and other issues.
- 6 The police sometimes arrest Alain, but he doesn't usually go to prison – he
- 7 It's very dangerous to climb up a when it rains.
- 8 Alain is a – what he does is very dangerous, but he enjoys it!

Study skills

Collocations


To sound natural in English, learn what words usually go together. This will help you to become a fluent speaker.

6 Fill in: *broken, surface, net, awareness, relief, risks, public, suffers, issues, bare*. Use the phrases to make sentences about Alain Robert.

- | | |
|------------------|----------------------|
| 1 slippery | 6 sigh with |
| 2 raise | 7 safety |
| 3 bones | 8 from vertigo |
| 4 his life | 9 hands |
| 5 world..... | 10 building |

7 **THINK!** Which three adjectives would you use to describe Alain? Give reasons. In three minutes write a few sentences. Tell the class.

Speaking & Writing

8  Imagine you are a journalist and your partner is Alain Robert. Use the text to help you prepare questions and answers. Read your interview to another pair or the class.

4f Feeling afraid

PHOBIAS

1 As the doors of the lift close, your hands start to sweat. It's only a ten-second trip to the sixth floor, but your heart is beating fast, you're shaking like a leaf and you can't catch your breath. Everyone else in the lift seems calm, so what are you afraid of? Well, it sounds like you have claustrophobia, which is a fear of enclosed spaces. If you have a phobia like this, you're not alone.

2 People can have either common phobias, like a fear of insects, needles and the dark, or some very strange ones indeed! Vicki Larrieux's fear of vegetables, for example – lachanophobia – makes a trip to the supermarket a nightmare. There are many other cases of odd phobias such as ablutophobia (fear of washing), anthophobia (fear of flowers), catoptrophobia (fear of mirrors) and even phobophobia (the fear of phobias themselves)!

Some of these fears might sound ridiculous to you, but to a person who suffers from them, they are very real. Sufferers may miss out on opportunities, such as going on holiday because they are afraid of flying, feel embarrassed about their phobia and even get teased by their friends.

3 To understand the reason why some people have phobias, first we need to understand fear itself. When we sense danger,

our brain sends signals to pump adrenalin around our body. Our heart beats faster, our skin sweats to keep us cool and our muscles tense so that we are ready to escape the danger. This response is called 'fight or flight', which is necessary for our survival. If we met a bear while hiking, for instance, we would need to be ready to escape ... fast!

4 When someone suffers from a phobia, however, the danger is mostly in their minds ... it's neither real nor rational. Maybe someone who is afraid of bees, for instance, once got badly stung by a bee. Their brain now remembers the experience and triggers a fear reaction every time they see a bee, or sometimes even just a photo of a bee. The fear signal is very strong, so the person believes the situation that they are in is more dangerous than it really is.

5 So what's the solution for someone who has a phobia? Well, many try to avoid the places and situations which make them afraid, but this only keeps the fear strong. It's much better for the person to try to face their fear ... little by little. A person who is afraid of dogs, for example, could start by looking at a photo of a dog. Then they could stand near someone with a dog on a lead and slowly work up to the most difficult thing for them – maybe petting a dog. As they get used to the thing that they are afraid of, they will realise that their worst fear doesn't come true. In time, the brain will change how it reacts and their phobia will disappear for good!

Vocabulary Fears & phobias

1 Listen and say. Which of these can you see in the images?

- thunderstorms • spiders
- the dark • lifts • injections
- flying • snakes • heights
- crowds • going to the dentist

Are you afraid of any of these things? How do they make you feel: *heart beat fast, shake like a leaf, palms sweat, feel dizzy, feel sick, feel embarrassed, can't breathe?* Tell your partner.

I'm afraid of injections. When I have one, my heart beats fast and I feel dizzy.

Check these words

sweat, beat, shake, catch your breath, fear, enclosed, nightmare, odd, ridiculous, suffer from, miss out, sense, signal, pump, adrenalin, muscle, tense, rational, get stung, trigger, little by little, work up to

Reading

2 a) Think of three questions about phobias. Read the text. Does it answer your questions?

b) Read the text again and match the headings (A-F) to the paragraphs (1-5). There is one extra heading.

- | | |
|------------------------|-------------------|
| A Alone with your fear | D How to fix it |
| B Getting to know fear | E Affecting lives |
| C Not so rare | F Imaginary fears |

3 Fill in: *beating, nightmare, sensed, trigger, sweating, shaking, teased, rational*.

- 1 He was so scared he started
- 2 His heart was fast.
- 3 She was terrified, she was
..... like a leaf and crying.
- 4 The whole experience was a
.....; we'll never do it again.
- 5 She didn't want to wear a dress in
case her friends her.
- 6 The dog danger
and started barking.
- 7 It's a fear to be
afraid of snakes, as some of them
are poisonous.
- 8 Bacteria on your mobile phone
can an
allergic reaction and cause a rash.

4 Fill in: *miss out on, escape, pet, enclosed, tense, worst, embarrassed*.

- 1 spaces; 2
opportunities; 3 feel; 4 muscles
.....; 5 from danger;
6 to a dog; 7
fear come true

see
p. GR8

Grammar

Relative clauses

5 Read the examples. When do we use defining, non-defining clauses? Which are put between commas? Find examples in the text in Ex. 2.


- *The man has just bought a dog. He lives next door.*
*The man **who lives next door** has just bought a dog.* (defining relative clause)
- *This phobia makes my life very difficult. I've had it since childhood.*
*This phobia, **which I've had since childhood**, makes my life very difficult.* (non-defining relative clause) (NOT: ~~that I've had~~...)

6 Complete the relative clauses with the correct relative pronoun/adverb. Which are defining (D) and which are non-defining (N)? Add commas where necessary.

- 1 Ben lives next door is going to study Medicine.
- 2 Is it your brother is afraid of spiders?
- 3 This is the university I studied for four years.
- 4 My sister is ten years old got stung by a bee yesterday.
- 5 2006 was the year I moved abroad.
- 6 The reason I walk to work is to get some exercise.
- 7 Dan's house is in a good area is up for sale.
- 8 Mary is the girl mother is a doctor.

7 Join the sentences using *who, which, where, when* or *whose*, as in the example.

- 1 My aunt works at Byron Hospital. She is a nurse.
My aunt, who is a nurse, works at Byron Hospital.
- 2 The spider was very big. I saw it in the bathroom.
- 3 Ann is coming to the party. Her birthday's on the same day.
- 4 That is the Italian restaurant. We often eat there.
- 5 Ann has a phobia of dogs. A dog bit her when she was 8.

8  Make sentences using relative pronouns and adverbs for the following: *spiders, dentist, lift, plane, snake, doctor*.

both ... and, either ... or, neither ... nor

9 Read the examples, then rewrite the sentences (1-4) using *both...and, neither...nor* or *either...or*.


Both Sam and Brian are afraid of heights. (Sam is afraid of heights. So is Brian.)

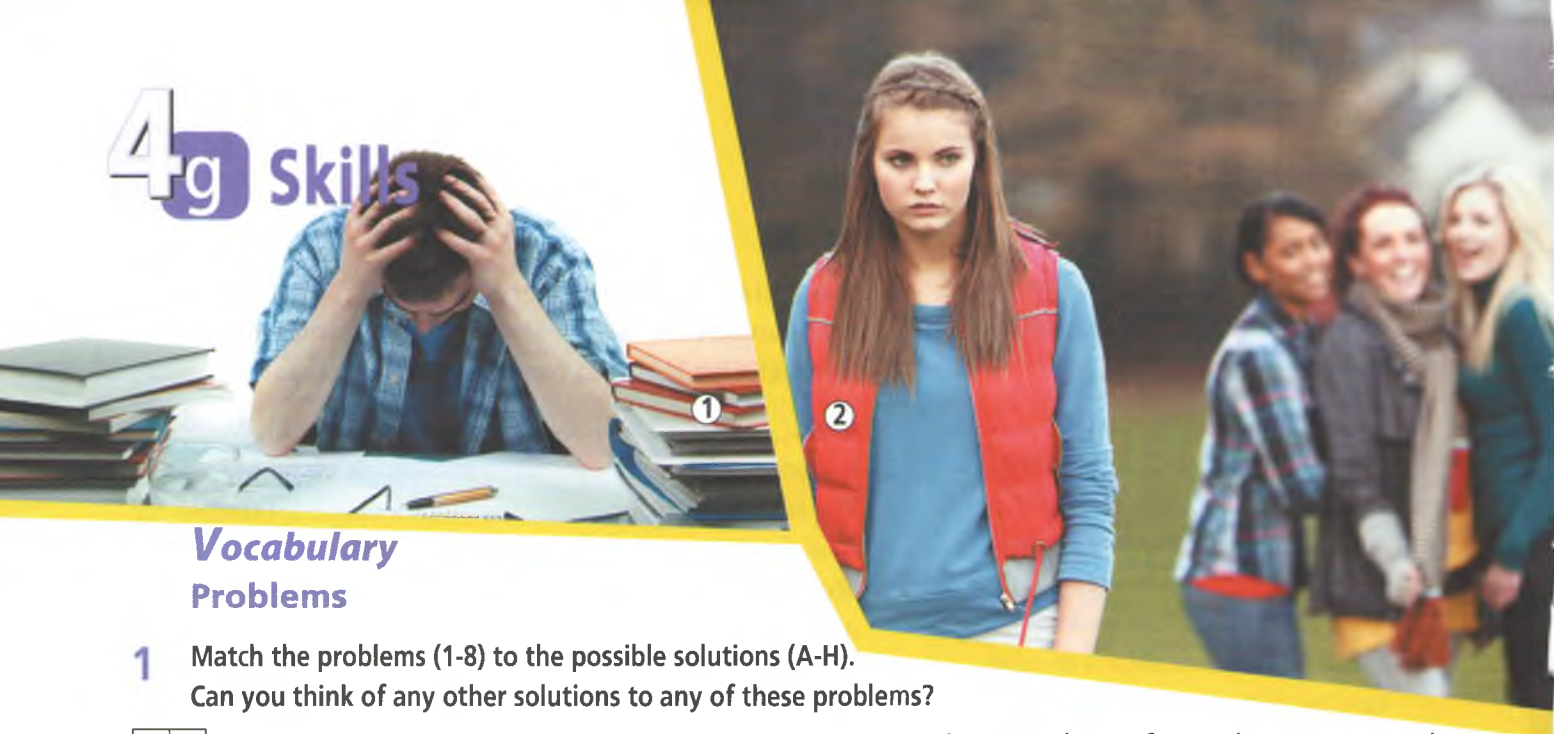
Neither Jill nor Sally likes flying. (Jill doesn't like flying. Sally doesn't either.)

Either Jane or Greg is coming with us. (Jane is coming or Greg is – one of the two.)

- 1 Meg used to be afraid of the dark. Amy used to be afraid of the dark.
- 2 Phil wants to be a doctor or he wants to be a dentist.
- 3 Mark isn't afraid of heights. Rob isn't afraid of heights.
- 4 My mum hates crowds. My grandma hates crowds.

Speaking & Writing

10  Listen and read the text again. In three minutes write four things you remember from the text. Tell your partner.



Vocabulary Problems

- 1 Match the problems (1-8) to the possible solutions (A-H).
Can you think of any other solutions to any of these problems?

- 1 ☐ I need money.
- 2 ☐ My parents are too strict and we're always arguing.
- 3 ☐ I've fallen out with my friend(s) and now they are gossiping about me.
- 4 ☐ My classmates laugh at what I wear.
- 5 ☐ I have lots of spots on my face.
- 6 ☐ My friends pressurise me to do things I don't want to.
- 7 ☐ I've moved to a new city and I'm finding it difficult to make friends.
- 8 ☐ I feel stressed out because of my schoolwork/exams.

- A Stand up to them. If you don't want to do something, then don't!
- B Try to get a part-time job.
- C Visit a dermatologist.
- D Find a hobby and join a club. It's easier to make friends with people who have similar interests.
- E Ignore them! You have the right to choose your own style.
- F Make a study plan.
- G Phone your friend(s) and try to work things out.
- H Talk it through and make compromises.

If you need money, you could/should try to get a part-time job.

- 2 Choose one of the pictures above. Describe: *the people, what you think the situation is, how you think the people feel.*

Study skills

Matching speakers to a description

Remember that in this kind of task, the descriptions are summaries of what the speakers say. Before listening, read each description very carefully and try to guess what words/phrases & ideas you might hear – e.g., *feels too busy: a lot to do, don't have enough time*

Listening

- 3 Listen and match the problems (A-F) to the speakers (1-5).
There is one extra problem.

- A The speaker feels too busy.
- B The speaker is unhappy with their appearance.
- C The speaker is worried about their health.
- D The speaker wishes they could do more with their friends.
- E The speaker is having problems with their schoolwork.
- F The speaker is worried about a change in their life.

1	2	3	4	5

Speaking Making suggestions

- 4 Use the problems and solutions in Ex. 1 to act out exchanges, as in the example.

Making suggestions

You could/should ...
The best thing to do is ...
Why don't you ...?
Have you thought about (+verb+ing)

Replying

That's a good idea. You're right.
Yes, I think that will/could/might help.
OK. I'll try that and see what happens.

- A: *I need money!*
B: *Why don't you try to get a part-time job?*
A: *That's a good idea.*

An essay making suggestions for solutions to a problem

Writing Tip

Writing essays making suggestions

We usually write an essay making suggestions in a formal or semi-formal style.

- The **first paragraph** states the problem.
- The **main body paragraphs** present our suggestions in separate paragraphs, together with the possible results or consequences.
- The **last paragraph** summarises our opinion.

We use linkers to organise our ideas:

To introduce suggestions: *To begin/start with/Firstly, it's important to; Another (helpful) suggestion is to; Secondly, you should; In addition/Lastly, it's a good idea to, etc*

To introduce results: *Consequently; As a result; In this way; By doing this; Then, etc*

To conclude: *All in all; To sum up; In conclusion, etc*

- a) Read the essay. In which paragraph(s) does the writer: **present their suggestions & results? state the problem? summarise their opinion?**
- b) Replace the linkers in the essay with other appropriate ones.

2 Match the suggestions (A-C) to the possible results/consequences (1-3).

- A Another suggestion is to find a team sport you like and join a club.
- B Lastly, you should try to save a little money each month.
- C Firstly, you should make a list of things you like about yourself.

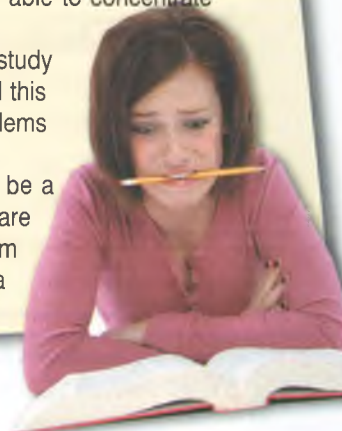
1 In this way, you will eventually have enough to go on a trip with your friends or buy yourself a treat.

2 By doing this, you will get fit doing something you enjoy.

3 As a result, you will focus on the positive and learn to respect yourself.

What Can You Do About Exam Stress?

- Exam stress is normal, but it can sometimes get out of control and make you unwell. What can you do, then, to reduce stress and study for success?
- To begin with, it's important to make a study timetable and stick to it. As a result, you will feel more organised and confident that you have time to prepare well for your exams.
- Secondly, you should take good care of yourself by eating healthy, getting enough sleep and taking regular breaks to do something fun. Consequently, your body and mind will stay healthy and you will be able to **concentrate** better when studying.
- Another helpful suggestion is to study with a friend. Some people might find this useful as they can discuss any problems that come up.
- All in all, I think exam stress can be a major problem. However, if you are organised and healthy and get help from others, exam stress will never be a problem for you again.



3 Read the rubric. Match the suggestions to the results.

The editor of your sixth form college magazine has invited you to write an article suggesting ways for students to resist peer pressure. Write your article for the magazine (150-200 words).

Suggestions

- ☐ Trust your own feelings and know your personal limits.
- ☐ Choose your friends carefully.
- ☐ Talk it through with someone you trust, such as a friend, teacher or parent.

Results

- A They might be able to give you helpful advice, as they probably have experience with peer pressure too.
- B You will feel more confident in your actions.
- C If your friends share your beliefs, you will reduce the amount of peer pressure you may experience.

4 Use your answers in Ex. 3 to write your essay. Follow the plan.

Plan

- Para 1: state the problem
- Paras 2-4: present the suggestions and results/consequences in separate paragraphs (*First of all, ... As a result, ... Another helpful solution...*)
- Para 5: summarise your opinion (*To sum up, ...*)

4i Curricular: PSHE

Catch Some Zzzs!

What is sleep?

Until quite recently, scientists believed that sleep was a simple, resting state, but it isn't like this at all! When we sleep, our body temperature drops, our heart rate and other bodily functions slow down, but our brains stay very active.

What are the different stages?

There are four different stages of sleep that repeat every 90 to 110 minutes. Stages N1 and N2 are light sleep and we can easily wake up. In stage N3, we sleep more deeply and it's harder to wake up. Some people may also sleepwalk or talk in their sleep. The last stage is REM* sleep. Our eyes move around, our brain is very active, and we have a lot of dreams.

Why do we need sleep?

While we sleep, our brain sorts through information, replaces chemicals, repairs cells, and solves problems. Lack of sleep seriously affects our mind and body. When we don't rest enough, we may feel grumpy, forgetful and unable to concentrate. Lack of sleep can also affect our immune system. Over a long time, it may cause depression and personality changes and eventually even shorten our life.

How much sleep do we need?

It's different for everyone, but on average, babies need 16 to 18 hours of sleep, teenagers about 9 and adults about 7 to 8.

* REM = rapid eye movement

1 How many hours of sleep do you get each night? Read the questions in the text. Do you know the answers to any of them? 🎧 Listen and read to check.

2 Read again and mark the sentences as *T* (true) or *F* (false).

- 1 We might feel colder when we're sleeping.
- 2 It isn't easy to wake someone during stage N3.
- 3 Our brain is less active during REM sleep.
- 4 Not getting enough sleep causes problems in the long run.
- 5 People who get enough sleep may live longer than those who don't.
- 6 Exercising before bedtime helps you sleep.

.....

.....

.....

.....

.....

.....

3 Tell the class three facts you remember from the text. Use words from the **Check these words** box.



Tips for getting a good night's sleep

- You should try to go to sleep and wake up at the same time every day. This helps your body to get into a routine.
- Avoid drinks like cola and coffee before bedtime - they contain caffeine that keeps you awake.
- Don't exercise or watch scary movies just before going to bed. This will wake your body up too much and you might find it difficult to fall asleep.
- Have a calming bedtime routine, such as having a warm bath or reading.

Check these words

resting state, drop, heart rate, bodily function, slow down, brain, active, stage, light, deeply, replace, repair, cell, lack of, affect, grumpy, forgetful, concentrate, immune system, depression, shorten, get into a routine, caffeine, keep you awake, fall asleep

4 Answer the questions.

- 1 Do you usually get enough sleep?
- 2 How do you feel the next day when you haven't slept well? How does it affect your day?
- 3 Which of the tips in the text do you already follow? Will you try any of them from now on?

5 **ICT** Collect more facts about sleep. Present your facts to the class.

Phrasal verbs/ Prepositions

1 Choose the correct particle(s).

make out: see clearly
make up: 1) invent (a story)
 2) become friends again
make up for: compensate
put off: postpone
put on: 1) increase (in weight)
 2) get dressed
put out: extinguish (a fire)
put sb through: connect by phone
put up with: tolerate

- 1 Put **up with/on** your scarf and hat. It's freezing outside.
- 2 Lucy couldn't put **up with/off** her toothache any more, so she went to the dentist.
- 3 Just wait a moment and I'll put you **out/through** to Mr Thomas.
- 4 Vera and Amy have made **for/up** after their huge argument.
- 5 David eats a lot of junk food and he has put **through/on** weight.
- 6 It took the firefighters three hours to put **off/out** the fire.

2 Fill in: *with, of, into, from*.

- 1 He suffers vertigo.
- 2 How can I get rid a bad cough?
- 3 We sighed relief as he reached the top of the building.
- 4 Watch out! You'll bump that streetlight!

Word formation

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

Word Formation – adjectives from verbs

We use **-able** (*accept – acceptable*), **-ible** (*access – accessible*), **-ive** (*create – creative*), **-ant** (*observe – observant*), and **-ent** (*depend – dependent*) to make adjectives from verbs.

- 1 In the past, many diseases weren't (CURE)
- 2 The blue-ringed octopus is very , but extremely poisonous. (ATTRACT)
- 3 It isn't to play computer games for hours. (SENSE)
- 4 We go through stages of sleep. (DIFFER)
- 5 Getting a jellyfish sting isn't very! (PLEASE)
- 6 I like wearing shoes. (COMFORT)
- 7 Her skin is very to the sun. (SENSE)
- 8 She's very; she never remembers names or dates. (FORGET)

Words often confused

4 Choose the correct words.

- 1 Sophie **gripped/grabbed** a sandwich for lunch.
- 2 Ouch! I've **sprained/pulled** my ankle and it really **pains/hurts**!
- 3 Alain can **hang/crawl** from balconies with his bare hands.
- 4 It's easy to get a(n) **injury/damage** from playing virtual sports.

Collocations

5 Fill in: *ulcer, home, confined, self, immune, itchy, poisonous, nasty*.


- | | |
|------------------|---------------|
| 1 system | 5 spike |
| 2 space | 6 rash |
| 3 remedies | 7 bite |
| 4 defence | 8 mouth |



Read through Module 4 and answer the questions. Then write a quiz of your own.

- | | |
|--|---|
| 1 What can happen to some people when they play video games? | 4 Which natural remedy is best for smelly feet? |
| 2 Why shouldn't you spend too much time texting? | 5 How long is an eastern brown snake? |
| 3 What can you put in a bath to soothe sunburn? | 6 Where does Alain Robert come from? |
| | 7 How many different stages of sleep are there? |

Speaking**(Describe a picture)**

- 1 Describe the photograph. Then answer the questions.
 - 1 How do you think the person in front feels about the exam?
 - 2 Do you think students should take exams? Why?/Why not?
 - 3 Are you stressed before an exam? What do you do to feel less stressed?
- 2  Listen to someone answering question 2 in Ex. 1. What reasons does he give to support his opinion?

**Reading****(T/F/NS sentences)**

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

You are going to read a text about a rescue. Read and mark the sentences *T* (true), *F* (false) or *NS* (not stated).

 - 1 Joe and Tommy didn't have any tools to fix the snowmobile.
 - 2 It was -20 degrees when they got stuck.
 - 3 Tommy spent two days alone on the ice floe.
 - 4 Rescuers parachuted onto the chunk of ice Tommy was on.
 - 5 Tommy was able to talk when the rescuers found him.
- b) Do the reading task. Compare your answers with your partner.

So Others Can LIVE

The near-miraculous rescue of a young Inuit boy makes for a heart-warming story. Our reporter Gayle Haines reports.

It all began on 10th November, when 15-year-old Tommy Nakaluk and his uncle Joe had started out on what was supposed to have been a routine weekend hunting trip. Unfortunately, while the pair were on their way back to their camp on the coast of Southampton Island, their snowmobile broke down.

If it hadn't been so cold, the two would have simply stayed where they were until help arrived. However, as the weather forecast had shown night temperatures falling to -20 degrees, Uncle Joe set off on foot for the settlement of Seal Harbour. It was at this point that things turned deadly for young Tommy. The area of ice he was standing on broke away from the main ice mass and he was suddenly afloat on an ice floe measuring approximately 50 m by 50 m. This was where he would spend the next forty-eight hours.

Luckily for Tommy, his uncle had made it back to Seal Harbour and raised the alarm. Immediately, the Joint Rescue Coordination Centre (JRCC), an organisation made up of members of the military and the coast guard, sprang into action. After a two-day search, Tommy was spotted by a JRCC helicopter and the dramatic rescue began. Searchers parachuted onto a nearby chunk of ice and then began making their way, jumping from ice floe to ice floe, to Tommy's location. When they finally reached the boy, they discovered he was suffering from both frostbite and hypothermia. Despite the boy's poor condition, he managed to thank the rescue team for coming to save him.

In an interview conducted on 13th November outside the hospital where Tommy was being treated, Kevin MacDonald, one of the searchers who took part in the rescue operation, stated that what he and his team members had done had been nothing out of the ordinary. "The way I see it," commented MacDonald, "if Tommy had been on that ice floe much longer, he might not have been so lucky. We were just doing our jobs, it's all a part of what we do. Our motto at JRCC is 'So Others Can Live' and we take those words very seriously."

Listening

(Multiple choice)

- 4 Read the rubric, then read the questions 1-5 and possible answers and underline the key words.

🔊 Do the task.

You are going to listen to a story about a special person. For questions 1-5 choose the answer A, B, C or D that fits best.

- 1 While the person is trying to tie his shoelaces
A he feels completely lost.
B he tries to persuade himself not to do it.
C he is on his own.
D he feels confident he can make it.
- 2 Frank's life completely changed
A when he was four years old.
B on his sixtieth birthday.
C while he was at work.
D when he retired from the factory.
- 3 After the accident, Frank
A lost his job.
B couldn't help himself.
C asked his wife to leave him.
D could still do some simple things.
- 4 Frank became able to use his hand again
A using artificial fingers.
B after he had a minor operation.
C with the help of a robot.
D after undergoing a nightmare.
- 5 Frank and his wife are planning
A to eat with friends next week.
B to go fly-fishing.
C to take a break.
D to have a party in a few years.

Word formation

- 5 Fill in the gaps with the proper grammar and lexical form of the word in brackets.

Some scientists think that humans are biologically programmed to be afraid of certain things, like the dark and 1) (POISON) insects. Others are convinced that a frightening event in the past lies behind many phobias.

A recent breakthrough in 2) (MEDICINE) research suggests that our memories can be rewritten and our fear erased. Scientists at New York University have found that a retrieved memory can be 3) (PERMANENT) changed. However, it appears that this is only possible within six hours of the memory emerging. After this time, the mind will simply form a second version of the memory. This means that in the future, in times of stress or anxiety, the 4) (ORIGIN) fear memory could resurface. Still, scientists are excited. Previously, they had thought that the human long-term memory was fixed and that the fears and phobias which hid inside it could only be treated with drugs. Now, they may have discovered a much 5) (SAFE) way to prevent the return of fear.

Key word transformations

- 6 Read the rubric, then do the task.

Complete the second sentence using the word in brackets.

- 1 That man helped us find our way.
WHO That was find our way.
- 2 They went on a very expensive trip.
WHICH The trip very expensive.
- 3 Her younger brother suffers from claustrophobia.
WHO Her brother, is younger than her.
- 4 Perhaps they are still at work.
BE They at work.
- 5 It's forbidden to take photographs in here.
MUST You in here.

Writing (an essay making suggestions - Writing Bank p. WB4)

- 7 Read the rubric.

🔊 Listen to two people discussing the topic and make notes. Use your notes to write your essay.

Your teacher has asked you to write an essay suggesting ways for teenagers to overcome conflict with their parents. Write your essay justifying your suggestions (200-250 words).



4

BANYA: A RUSSIAN TRADITION



Reading & Listening

- 1 Read the quote and the title of the text. How do you think they are related?

QUOTATION


I can't think of any sorrow in the world that a good hot bath wouldn't help, just a little bit.

Susan Glasee

 Listen and read to find out.

- 2 Read the text and complete the sentences.

- 1 The ancient Greeks used to in their cities.
- 2 The banya is very among Russians.
- 3 The banya usually rooms.
- 4 Bathers pour on hot stones to fill the room with steam.
- 5 Hitting the body with dry leaves helps blood

- 3  Ask and answer questions based on the text.

A: *Why have people always enjoyed bathing?*

B: *Because it's a way to keep clean and relax. Etc*



People have always enjoyed bathing, not only as a way to keep clean but also to relax. The ancient Greeks and Romans built elaborate and expensive bathhouses in their cities all over the world. Russian people enjoy bathing and the banya, or steam bath, is a very old and popular tradition in Russian culture. Even today, almost every village and town in Russia has its own banya. The banya can be in a small cabin or large building with several bathing areas. They usually have at least three rooms; an entrance, a washing room, and a steam room. The steam room is called the parilka. It has rows of benches, a stove with very hot stones in it, and large buckets of water. Bathers take a ladle of hot water and pour it on the stones, filling the room with hot, dry steam. Bathers immediately begin to sweat and relax as the steam opens up the pores in their skin. Russian people often hit themselves with bunches of dried branches and leaves from white birch to improve blood circulation. They also wear special hats to protect their head from intense heat.

Russian people believe that the banya is very good for them, and most health experts seem to agree. The banya helps remove toxins from the body, relieves stress, and may even prevent and heal a number of illnesses. Not surprisingly, they are growing in popularity all over the world.

Check these words

bathe, elaborate, steam, bath, cabin, row, bench, stove, bucket, bather, ladle, sweat, pore, bunch, dried, white birch, blood circulation, intense, toxin, relieve, prevent, heal

Speaking & Writing

- 4 Why is the banya good for your health? Tell your partner.
- 5   Collect more information about the banya or Greek and Roman baths. Write a paragraph. Present it to the class.

Vocabulary: annoying/bad habits, cultural difficulties/adjustments, problems with neighbours, life changes, appearance & character

Grammar: present perfect vs past simple, present perfect continuous, modals making deduction (*must, can't, may/might*); tenses of the infinitive/-ing form

Everyday English: complaining and apologising

Pronunciation: linking sounds

Writing: a for-and-against essay

Culture Corner: Social etiquette in the UK

Curricular (Science): Bodytalk (involuntary reflexes)

Phrasal verbs: *take, turn*

Word formation: forming negative adjectives

Russia 5: Ivan Kupala Day

Module 5

Life experiences

Vocabulary

Life events

1 Listen and say.

- move house
- get a promotion
- start a family
- get married
- get fired/lose your job
- get divorced
- move abroad
- get a job
- graduate from university
- start your own business
- have grandchildren
- retire
- buy your own house

2 a) Look at the pictures. Which of the events in Ex. 1 are they about?

b) Choose a picture and describe it to the class.

3 Listen to Andy talking about an experience he had. What was it?

OVER TO YOU!

Which of these events have you/your family or a friend of yours recently experienced? How did you/they feel?



5a How annoying!

Vocabulary

Annoying/Bad habits

- 1 a) Match the annoying habits (A-G) to the pictures (1-7).

🔊 Listen and check.

- | | |
|---|---|
| A | have bad body odour |
| B | gossip about others |
| C | talk in the cinema |
| D | talk loudly on a mobile phone |
| E | have bad table manners (e.g. slurp your soup) |
| F | be late for an appointment |
| G | take things without asking |

- b) Which of these do you find the most annoying? Discuss it in pairs.

A: It really annoys me when people gossip about others.

B: Me too. Also, I can't stand it/I hate it when ...

Reading

- 2 a) The blog entries are about annoying situations.

🔊 Listen and read. Who felt sorry for the waiter? What happened to Liam? What happened to Chris?

- b) Read again and mark the sentences below T (true), or F (false) or NS (not stated).

- Liam's friends were talking in the cinema.
- He felt very angry.
- The man in the restaurant was with his wife.
- Suzy's dad is a restaurant critic.
- The train Chris was on wasn't very crowded.
- Chris' journey took longer than usual.

- 3 Choose one of the titles below for each story. Can you think of an alternative title for each?

HEALTH WARNING

HOLD YOUR NOSE

THROWN OUT

A BAD NEIGHBOUR

- 4 Match the idioms in bold in the text with their meanings: *sympathised with, got angry, annoys me, I started to feel sad/worried, laughing a lot, releasing my anger, the thing that made me feel unable to accept a situation any more. Then use each idiom in a sentence of your own.*

Teen Blogspot > Liam Adams > latest posts >

It's annoying



1



2



3



4



5



6



7

Study skills

Idioms

An idiom is a group of words that have a different meaning when they are used together from the meaning the words have separately, e.g. *It's a piece of cake.* (It's very easy.) Recognising and learning to use idioms will make your English more lively and natural.

Check these words

usher, furious, be someone's fault, suffer from, complain, sneeze, cover, deal with, restaurant critic, plenty, pull into, press against, rail, break down, be stuck, polluted

6th March – Annoying Situations

- A** It always **gets on my nerves** when people talk in the cinema, but you won't believe what has happened to me tonight! I went out to the cinema with my friends to see a film I've wanted to see for ages. From the moment we sat down, a group of teenagers behind us didn't stop talking and laughing, and even chatting on their mobile phones. Anyway, eventually I **lost my temper**. I turned around and shouted at them. Almost immediately, an usher appeared and angrily told me to leave. My friends were **laughing their heads off** afterwards, but I'm still furious. It wasn't my fault! So anyway, here I am back at home, **letting off steam** on my blog! So, what about you? Have you suffered from people's bad habits recently? Tell me all about it and cheer me up!

Posted by: Liam, 6/03, 22:14

2 responses:

- B** Oh, that's awful, Liam. It's really annoying. What gets on my nerves is bad table manners. I've got a really funny story about this. A few months ago, I went to a restaurant with my family. While we were trying to decide what to order, we heard some strange noises coming from the table behind us. It was a man slurping his soup really loudly. When he finished, he started complaining to the waiter that his steak was tough and the potatoes were overcooked. We **felt really sorry for** the waiter. **The final straw** was when he sneezed loudly without covering his mouth and a piece of bread flew out of his mouth and onto our table. I've never seen anything like it. Anyway, about a week later, my dad read an article in the food section of a newspaper about difficult customers and the way restaurants deal with them. At the top of the page, there was a picture of the writer and ... you guessed it. It was the man in the restaurant with the bad manners! He was a restaurant critic.

Posted by: Suzy, 7/03, 13:15

- C** Well, I have to travel on public transport every day and there are plenty of things that annoy me. A few days ago, though, it was a boiling hot day and when my train pulled into the station and I saw the bodies pressed against the door, **my heart sank**. Everyone was pushing to get on and I found myself next to a man with terrible body odour. He was holding onto a rail with his arm up in the air and the smell was just terrible. Has this man never heard of a shower? Then, things got even worse. The train broke down in a tunnel and I was stuck there for an hour. When I got off the train, I took some huge deep breaths! I've never enjoyed the polluted air of the city so much.

Posted by: Chris_T, 8/03, 19:21

► POST YOUR COMMENT

Grammar see p. GR9

Present perfect vs past simple

- 5** Match the uses (1-4) to the sentences (A-D). Find examples in the text.

- | | |
|---|--|
| 1 | Ben has worked here for ten years. |
| 2 | Tom hasn't tidied his room. It's really messy. |
| 3 | I've been to this restaurant before. |
| 4 | They left the cinema an hour ago. |

- A** a life experience
B an action that began in the past and continues to the present
C actions that started in the past and we can see the result now
D an action that was completed in the past (at a stated or clearly implied time)

- 6** Complete the sentences with the *present perfect* or *past simple* form of the verbs.

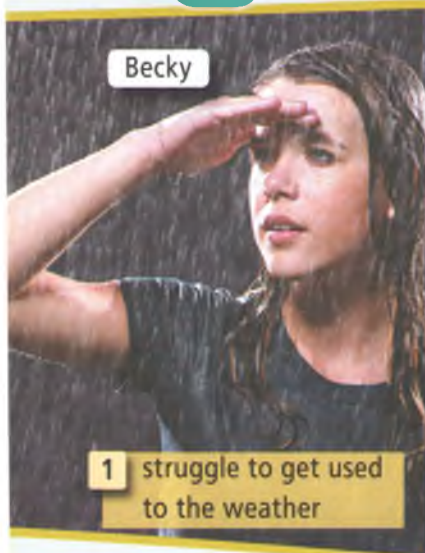
- 1 A: Apparently, Susan is angry because Mary (gossip) about her.
 B: Oh, that's old news. They (not speak) to each other for weeks.
- 2 A: (anyone/see) my box of cookies? I (put) them on the kitchen table yesterday.
 B: Oh, sorry! My friends (come) over yesterday and we (eat) them.
- 3 A: (you/visit) the new restaurant yet?
 B: Yes. We (go) there last Friday.
- 4 A: Sarah (arrive) late again today.
 B: I know. She (be) late every day this week!

Speaking & Writing

- 7** **THINK!** Which of the three situations in the text do you find the most annoying? Why? In three minutes, write a few sentences. Read them to the class.

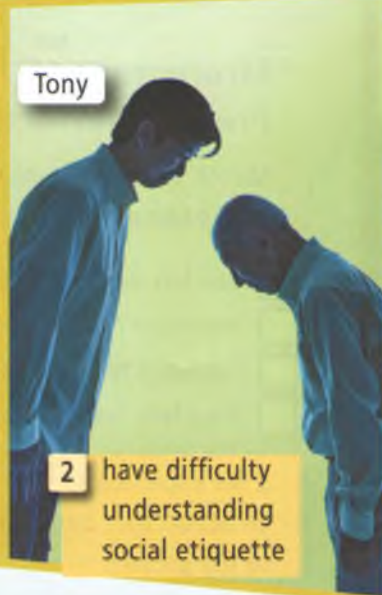
- 8** Think of an annoying situation that has happened to you. Write your post. Write: *who, when, where, what happened, how you felt.*

5b Culture shock



Becky

1 struggle to get used to the weather



Tony

2 have difficulty understanding social etiquette



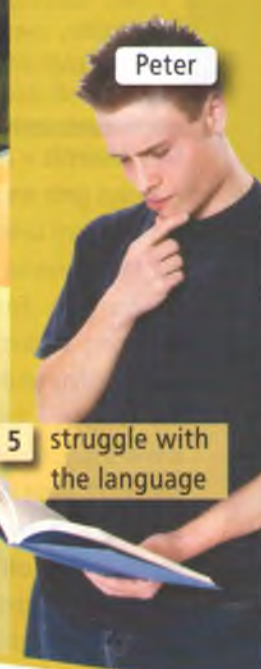
Rachel

3 find it hard to make friends



Laura

4 try to get used to the food



Peter

5 struggle with the language

Vocabulary Difficulties abroad

1 a) Listen and say.

b) The people in the pictures have been living abroad. What problems has each been facing?

Becky has been struggling to get used to the weather.

Reading

2 a) Look at the questions in the text. What is the interview about?

Listen, read and check.

b) Read again and mark the sentences *T* (true) or *F* (false).

- 1 Steven had gone to Mexico on holiday.
- 2 His host family is very friendly to him.
- 3 His host family doesn't speak English with him.
- 4 Daily life in Mexico is faster than back home.
- 5 He doesn't like spicy food.
- 6 Steven feels his experience has changed his character.

3 Fill in: *host, spicy, study, social, learning, know, get, improve*. Make sentences using the completed phrases.

- | | |
|-------------------------|-------------------|
| 1 opportunity | 5 food |
| 2 language skills | 6 etiquette |
| 3 family | 7 to abroad |
| 4 to the answer | 8 to lost |

Grammar

Present perfect continuous Have/Has been + verb -ing form

see
p. GR9

4 Find examples of *present perfect continuous* in the text. When do we use this tense? Which time adverbs are used with this tense?

5 a) Put the verbs in brackets into *present perfect continuous*.

- 1 Mike (study) abroad for a year.
- 2 Susan (work) all night!
- 3 How long (your brother/live) in Spain?
- 4 They (learn) English for six years.
- 5 You look really tired. What (you/do)?
- 6 It (snow) since this morning.

b) Use the verbs to ask questions.

study walk rain wait dig

- | | |
|---|--------------------------|
| 1 I'm really tired.
<i>Have you been studying?</i> | 3 His clothes are dirty. |
| 2 It's wet outside. | 4 They are annoyed. |
| | 5 My feet hurt me. |

Students abroad > Case studies >

Steven Marshall



Name: Steven Marshall

School: Concordia University,

Oregon, USA

Studying in: Puebla, Mexico

So, Steven, why did you decide to spend a year studying abroad?

Well, generally I thought it would be an adventure and a great learning opportunity to live in a totally different culture. I chose Mexico because I have been learning Spanish now for three years and I wanted to improve my language skills.

What have been the best parts of your experience so far?

It's very difficult to choose just a few, but one of the best things has definitely been the experience of living with a host family. Mexicans are very warm, outgoing people and my hosts have been treating me like part of their family. During my first week, they invited their whole family for dinner to meet me and it was fun but quite overwhelming trying to answer all their questions in Spanish. I've also been learning to slow down and relax and take an afternoon siesta after a big lunch, like the rest of the family! It's been fantastic living in one of Mexico's oldest cities, too, with its beautiful 16th century architecture. It's a great feeling when you start to feel like you belong in a foreign place. Little things like knowing the answer when strangers ask you for directions or getting around without getting lost are so rewarding.

And what about the challenging parts?

Well, I've been struggling a bit to get used to the hot weather, but now I wear a hat. It was also difficult to get used to the spicy food, but now I'm really enjoying it. I still have difficulty understanding social etiquette. Last week, for example, a new Mexican friend invited me for dinner and I turned up exactly on time. My host seemed a bit surprised. I found out later that Mexicans usually turn up for an appointment at least half an hour late.

What would you say to other young people considering studying abroad?

Go for it! Without a doubt, this has been the best experience of my life so far. I've become more self-confident, patient and outgoing, and my Spanish has improved even more than I expected.

Check these words

host family, outgoing, host, treat, overwhelming, foreign, rewarding, challenging, turn up, go for it, self-confident, patient

6 Put the verbs in brackets into present perfect, past simple or present perfect continuous.

- 1 A: How long (you/study) English?
B: I (start) taking lessons when I was 8.
- 2 A: (you/ever be) abroad?
B: Yes, I (go) to Spain a few years ago.
- 3 A: Sandra! We (wait) for you for an hour.
B: Sorry. I (get) lost!
- 4 A: (Dave/study) in Mexico all year?
B: Yes. He (go) there last January.
- 5 A: Ann (get back) from France yesterday.
B: I know. She (have) a great time.
- 6 A: (you/finish) your project yet, Mike?
B: No. I (work) on it all week, but I (not/finish) it yet.

Modals making deductions

7 Read the theory and say the examples in your language.

- We use **must/can't + bare infinitive** when we are sure about something. *Juan **must** be an overseas student. He **can't** be English.* (I'm sure that he is an overseas student. I'm sure he isn't English.)
- We use **may/might** when we aren't sure about something. *She **may/might** be from South America.* (I'm not sure if she is from there; it's possible.)

8 Look at the picture and choose the correct words.

- 1 They **must/can't** be lost.
- 2 They **must/can't** be in their home town.
- 3 They **may/can't** be tourists or overseas students.
- 4 The weather **must/can't** be hot. It **may/can't** be summer.
- 5 It **may/can't** be a big city.



Speaking & Writing

- 9 **THINK!** What problems has Steve been facing in Mexico? How has he coped with them? In three minutes write a few sentences. Tell the class.

Social Etiquette in the UK

Are you planning to visit the UK in the near future? Since every country has its own set of dos and don'ts, it's worthwhile to find out just what it means to be polite before getting on that plane. Here are a few of the most important rules of behaviour.



1 If you are meeting someone for the first time, extend a hand to say hello. Britons greet each other with firm handshakes. Hugs are rare, but kissing on the cheek is not unusual between friends or relatives. Also, it is important to make eye contact while speaking with someone; otherwise you will seem rude or insincere. Use titles, such as Dr Smith or Mr Norris, to show respect, unless someone invites you to use their first name. Address a woman as Ms (as in Ms Banks) if you aren't sure if she is married or not.

2 When Brits ask how you are, they don't expect a long reply about your recent headaches or your sore throat. "How are you?" is a typical greeting that asks for a simple answer such as "I'm fine." You may compliment a person on their new haircut or shirt, but never tell someone that they look tired or unwell unless you are really afraid that they may be ill. Don't ask someone how much money they make or how much money they've spent on something. Also, never talk loudly on a mobile phone in public and be aware that taking a phone call

during mealtimes is considered to be extremely rude. Also, you should say 'please' and 'thank you' in all situations.

3 Giving a thumbs up or okay sign are all positive gestures. Using your index finger to point at someone is impolite; instead, extend your entire hand, palm facing up. In the UK, a smile is a sign of friendliness and even politeness. So, if someone smiles at you, return the gesture! However friendly Brits may seem, though, they still prefer that you don't get too close to them. Keep a distance of about half a metre from people, unless you are in a crowded place.

4 Sharing a meal with Brits shouldn't be a stressful event. Nevertheless, there are a few things to remember when you find yourself at a dinner table. If someone invites you over for a meal, bringing a small gift, like flowers, is a nice token of thanks. Make sure to arrive on time and if you must be late, call your host to apologise. Always wait until everyone has food in front of them before you start eating and remember to keep your elbows off the table. Also, it is very important to keep your mouth closed while chewing; Brits think talking with a mouth full of food is rude and disgusting. If you eat in a restaurant, expect to pay your waiter a tip that is 10 percent of the bill, but not if the service is second-rate.

Check these words

extend, firm handshake, rare, hug, make eye contact, typical, greeting, in public, be aware, crowded place, token, elbow, second-rate

- 1** Have you ever been to the UK? Do you know the dos and don'ts of British etiquette?
🔊 Listen and read to find out.

- 2** Match the headings (A-E) to the paragraphs (1-4). There is one extra heading.

- A Learn the Gestures
- B Make Small Talk
- C Thank Your Host
- D Say Hello
- E Dine with Ease

- 3** a) Fill in: *firm, between, typical, extend, wide, talk (x2), index, token, return, kiss, sharing, make.*

- | | |
|-------------------|-----------------------|
| 1 with your | 7 the gesture |
| mouth full | 8 loudly |
| 2 of thanks | 9 friends |
| 3 a meal | 10 on the cheek |
| 4 greeting | 11 handshake |
| 5 a hand | 12 eye contact |
| 6 finger | |

- b) Use the phrases from Ex. 3a to make sentences giving advice to someone visiting the UK.

- 4** What are the dos and don'ts of your country? Compare the social etiquette of the UK with that of your country.

1 leave rubbish outside their house

2 children make a lot of noise/damage property

4 throw litter onto your property

3 play loud music

5 let their dog bark all day and night

6 park in front of your driveway

Complaining and apologising

- 1 Listen and say. Do you have/Have you had any of these problems with your neighbours? If so, what happened?

Our neighbour lets his dog bark all day and night. We complained once, but nothing has changed.

- 2 a) Listen and say.

- Could I talk to you for a minute?
- What can I do for you?
- I'm afraid I have a complaint.
- Oh, I'm really sorry about that.
- I'll make sure it doesn't happen again.
- Thanks, I'd really appreciate that.

- b) The sentences above are from a dialogue between neighbours. What do you think the problem is?

Listen and read to find out.

Alan: Excuse me. I don't think we've met yet. I'm Alan Jones. I've just moved in next door.

Ray: Pleased to meet you, Alan. I'm Ray Newton.

Alan: Pleased to meet you, Ray. Could I talk to you for a minute?

Ray: Sure. What can I do for you?

Alan: Well, I'm afraid I have a complaint. It's just that you've been playing your music really loud. My roommates and I are students, and we just can't study with so much noise.

Ray: Oh, I'm really sorry about that. I didn't realise it was bothering anyone.

Alan: That's OK. It's just that we have exams in a few weeks ...

Ray: I understand. Don't worry. I'll make sure it doesn't happen again.

Alan: Thanks - I'd really appreciate that.

Ray: You're welcome. And sorry again.

Alan: Don't worry about it. Have a nice day.

- 3 Find sentences in the dialogue which mean: How can I help you?

- I apologise. - Can I discuss something with you?
- I didn't know it was a problem. - That would be great.

Pronunciation: linking sounds

- 4 Read the theory, then listen and say.

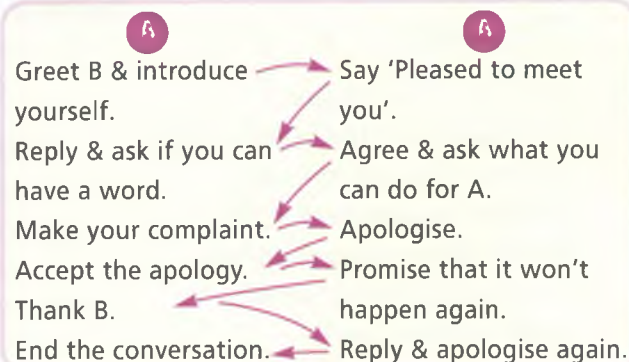
Linking sounds

In spoken English, words may be linked together when one word ends with a consonant sound and the next word begins with a vowel. The consonant is pronounced at the beginning of the next syllable.

- 1 Not at all.
- 2 What can I do for you?
- 3 Sam is always playing loud music.
- 4 I've just moved in.

Speaking

- 5 Imagine you want to complain to your neighbour about one of the problems in Ex. 1. Use the sentences in Ex. 2a to act out your dialogue. Follow the plan



5e Be the Change



win a scholarship to a top university



move into a caravan in the countryside



adopt a child from abroad



start your own business

A CHANGE FOR THE BETTER

Mahatma Gandhi once said 'Be the change you want to see in the world'. This is exactly what these three people have done. The changes they made took their lives in completely different directions and helped them to make the world a much better place.

A Liz Murray



Liz has shared the stage with world leaders like Mikhail Gorbachev and the Dalai Lama as an international speaker. It's hard to believe that at the age of 16 she was homeless and sleeping on park benches and underground trains! Liz's parents were drug addicts and couldn't **look after** her and her sister. She says, "We ate ice cubes because it felt like eating. We split a tube of toothpaste between us for dinner." When their mother died, their father moved to a homeless shelter and Liz and her sister were out on the streets of New York. At this point, Liz decided to try to **turn** her life **around**. She went back to school and through dedication and determination, she eventually won a scholarship to a top university. Since Liz graduated from Harvard in 2009, she has been speaking at events to teenagers about staying away from drugs and gangs. She wants them to understand that they can reach their goals, whatever they have had to face in their lives.

Vocabulary Life changes

- 1 a) Listen and say.
- b) Which of these changes would you (not) like to make in the future? Why?/Why not? Tell your partner.

• satisfying • exciting • difficult
• challenging • tiring • scary • risky

*I'd love to set up a charity to help other people. It would feel very satisfying.
I wouldn't like to have cosmetic surgery. It's too scary.*

Reading

- 2 Read the title and the introduction of the article. Then read the first and the last sentence in each text in the article. What changes do you think each of these people made in their lives?

Listen and read to find out.

- 3 Read the article again and write L (Liz), M (Mark) or N (Narayanan).

Which person ...

- 1 plans to live with people who share his/her ideas?
- 2 helps people to look better?
- 3 wanted to show people that something isn't necessary?
- 4 has appeared at events with famous people?
- 5 had an experience that changed his/her mind?
- 6 was in a difficult situation along with a family member?



set up a charity



grow your own food

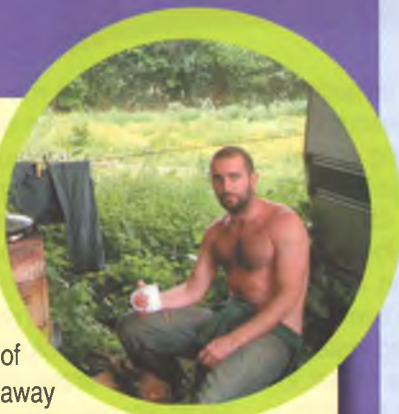


have cosmetic surgery

5e

B Mark Boyle

A few years ago, Economics graduate Mark was the manager of an organic food company. He has always been passionate about the environment and social issues, but he felt that he wanted to do even more. He argued that if we grew our own food instead of buying it, we wouldn't throw a third of it away while millions around the world go hungry. So, Mark **gave up** his job and decided to prove that we don't need money to survive, by living without it for a year. He **moved into** an old caravan in the countryside, **put in** solar panels for power, and started growing his own food and washing in a river. When he didn't have enough home-grown food, he went into the forest to pick wild food, like berries. Mark enjoyed the year so much that he has been living without money since then. Recently, he's written a book, *The Moneyless Man: A Year of Freeeconomic Living* and hopes to use the profits to create a whole community that lives without money.



C Narayanan Krishnan

Narayanan Krishnan was an award-winning chef who was about to **take up** a top job in Switzerland. Then, while visiting his parents at home in India, he saw an old man starving under a bridge. He says, "I fed that man and decided that this is what I should do for the rest of my life." He gave up his job and **set up** a charity called the Akshaya Trust. Every day, Narayanan now personally prepares and **hands out** 400 simple, tasty hot meals to the homeless. He also carries a comb, scissors and a razor so that he can give haircuts and shaves. Narayanan sleeps in Akshaya's kitchen, but he says he's enjoying his life. He has shown what one person can achieve when they set out to change the world!



Check these words

share the stage, homeless, drug addict, shelter, dedication, determination, win, scholarship, reach your goals, passionate, social issue, throw away, solar panel, home-grown, profits, community, award-winning, starving, shave, achieve

4 Match the headings to the texts. In pairs, think of alternative ones.

CARING FOR THE HUNGRY

A LIFE WITHOUT CASH

FROM HOMELESS TO HARVARD

5 a) Match the phrasal verbs in bold in the text with the meanings below.

- installed • gives • created
- started living in • change
- care for • started
- stopped doing

b) Choose five of the phrasal verbs and make sentences about the people in the text.

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

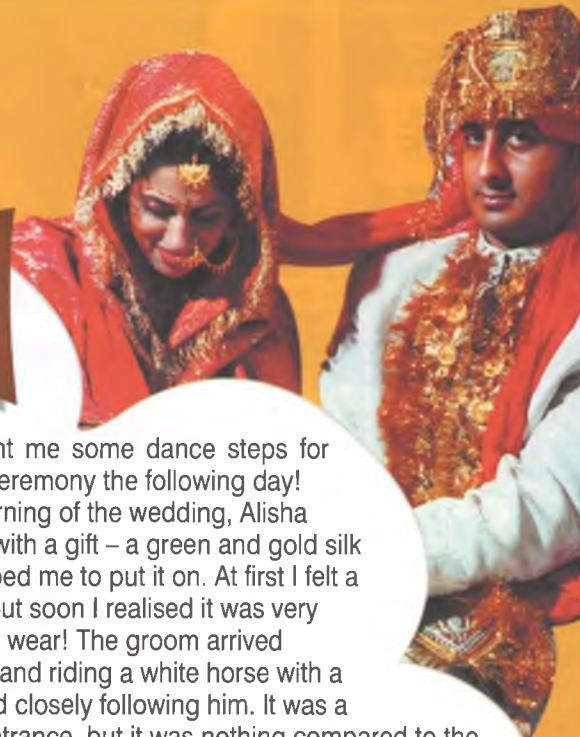
- 1 Some people are and live on the streets.
- 2 She decided to put in to reduce heating costs.
- 3 They worked hard to their goals and finally they made it.
- 4 such as bullying, racism and poverty are matters that affect members of a society.
- 5 He has enough food to last for months.

Speaking & Writing

7 **THINK!** Who do you admire the most – Liz, Mark or Narayanan? Why? Write a few sentences on the topic, then read them to the class.

5f Changes in life

Rite of Passage



When my best friend Alisha first invited me to go with her to her cousin's wedding in India, I leapt at the chance. A wedding is very important to Hindus because it signifies the marriage of two families, not just a couple. It sounded so exotic and I wanted to see it for myself!

When we walked out of the airport into the steaming hot day, a large group of Alisha's relatives were waiting excitedly to greet us. After having greeted grandparents, aunts, uncles and cousins, from the oldest to the youngest according to tradition, we caught a taxi and I got my first taste of the hustle and bustle of Jaipur. Bicycle rickshaws bumped along beside us as I admired the architecture of the pink city – Jaipur's nickname from the colour of its buildings.

That night was the Sangeet, the first night of the wedding celebrations. The garden at the bride's house was full of brightly-coloured decorations and women wearing beautiful multi-coloured saris. One of Alisha's aunts soon pulled me up to dance. Everyone seemed to know the steps – apart from me, that is! I really enjoyed watching the modern Bollywood* dances. My favourite of all was the dandidas, a traditional dance using sticks. In the past this party used to last for about ten days!

The following afternoon, it was the Mehndi party. Mehndi is the decoration of the hands and feet with a dye called henna. All of the women sat under a big tent and some artists drew amazing designs on our hands. The designs last for weeks and are a symbol of future prosperity and happiness. Later, Alisha and her

relatives taught me some dance steps for the wedding ceremony the following day!

On the morning of the wedding, Alisha surprised me with a gift – a green and gold silk sari – and helped me to put it on. At first I felt a bit awkward, but soon I realised it was very comfortable to wear! The groom arrived wearing white and riding a white horse with a marching band closely following him. It was a spectacular entrance, but it was nothing compared to the bride! She was wearing a magnificent sari of red and gold velvet with stunning gold jewellery. Then the bride and groom sat under a mandap, a decorated tent with a small fire in the middle. During the ceremony, they seemed to be doing lots of different symbolic things like walking around the fire or exchanging flower garlands. After the ceremony, we ate lots of traditional Indian dishes – the ones inside banana leaves were my favourite! Then, it was time for more dancing. Thankfully, this time I didn't seem to embarrass myself so much!

I feel lucky to have met such warm people and have experienced a traditional Indian wedding. It was like being at the fairytale wedding of an Indian prince and princess!

* Hindu cinema consisting mainly of musicals.

Check these words

leap at the chance, signify, steaming hot, greet, tradition, hustle and bustle, nickname, stick, last, dye, prosperity, silk, groom, marching band, entrance, stunning, ceremony, embarrass oneself, fairytale wedding

Vocabulary Stages in life

- 1 Listen and say. At which stage: are you? is your teacher? are your parents? is your uncle? are your neighbours' kids?



infant (1-12 months)
toddler (1-2 years)
child (2-12 years)
teenager (13-19 years)
adult (20+)
middle-aged (40+)
elderly (60+)



- 2 Use the phrases below to describe the pictures in Ex. 1.

- 1 get engaged/married/divorced/a job/a degree/ a promotion
- 2 have children/grandchildren/a baby/a wedding/a family reception/a birthday party/marital problems
- 3 buy a house/a car/a boat/land/property
- 4 go to kindergarten/school/college/university
- 5 attend someone's wedding/retirement party/funeral

Reading

- 3 What do you know about Hindu weddings? What would you like to know? Write down three questions.
 Now listen and read the text. Can you find the answers to your questions?

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

- 1 The writer wanted to go to the wedding because
 - A her best friend Alisha was the bride.
 - B she knew it would be interesting.
 - C Alisha needed someone to go with her.
 - D she had always wanted to go to India.
- 2 On the way from the airport, the writer
 - A got stuck in traffic.
 - B rode on a rickshaw.
 - C looked at the unusual buildings.
 - D chatted to Alisha's relatives.
- 3 At the Sangeet, the guests
 - A celebrate for ten days.
 - B take part in different dances.
 - C put up decorations.
 - D decorate each other's hands.
- 4 At the wedding, the writer seems to have been most impressed by
 - A the groom's entrance.
 - B the ceremony under the mandap.
 - C the food.
 - D the bride's appearance.
- 5 The writer suggests that by the end of the celebrations
 - A her dancing skills had improved.
 - B she felt awkward.
 - C it got very hot.
 - D she had good luck.

5 Choose the correct word. Check in your dictionaries.

- 1 He **leapt/hopped** at the chance of travelling to India.
- 2 It was such a **steaming/simmering** hot day that we decided to go to the beach.
- 3 She **greeted/waved** us with a big warm smile.
- 4 She isn't used to the hustle and **buzz/bustle** of the big city.
- 5 The party **took/lasted** until the early hours.
- 6 I felt very **clumsy/awkward** in the long red dress.
- 7 He made a spectacular **entry/entrance** on a white horse.
- 8 It was the best holiday we've ever **felt/experienced**.

6 Fill in: flower, steaming, wedding, future, hustle, fairytale, multi-coloured, marching. Use the completed phrases to make sentences about the wedding.

- | | |
|----------------------|--------------------|
| 1 hot day | 4 saris |
| 2 and bustle | 5 prosperity |
| 3 celebrations | 6 band |
| | 7 garland |
| | 8 wedding |

see
pp. GR9-GR10

Grammar to-infinitive/-ing form (Tenses)

- 7 a) In a minute write six verbs/phrases that go with: (to) infinitive, -ing form.
- b) Read the table. Find examples in the text.

	infinitive forms	-ing forms
present simple	(to) dance	dancing
present continuous	(to) be dancing	-
present perfect	(to) have danced	having danced
present perfect continuous	(to) have been dancing	-

8 Choose the correct verb forms.

- 1 Ann hopes **to go/going** to the wedding.
- 2 Sally seems **enjoying/to be enjoying** her new job.
- 3 The curry was too hot **eating/to eat**.
- 4 Mark claims **to have been/having been** away from home on the night of the fire.
- 5 Mike can't stand **dancing/to dance**.
- 6 John denied **to have told/having told** a lie.
- 7 They appear **to walk/to be walking** around the fire.
- 8 After **to have eaten/having eaten**, the wedding guests started to sing and dance.

Speaking & Writing

- 9 Look at the pictures in Ex. 1 and make speculations about them. Use *seem, tend, appear* and appropriate infinitive forms.
- 10 **THINK!** In three minutes write a few sentences comparing a typical wedding in your country to the Indian wedding in the text. Tell your partner.

5g Skills

Vocabulary Appearance & character

- 1 a) List the words under the correct headings.
🔊 Listen and check.

SPECIAL FEATURES

FACE AGE HAIR
BUILD HEIGHT

- middle-aged • fat
- short • old • well-built
- in her early twenties
- tattoo • curly • skinny
- wrinkles • moustache
- freckles • long • round
- of medium height • small
- oval • tall • overweight
- thin • beard • young
- wavy • straight • in her early forties • in his mid-thirties
- plump • dark/pale skin • pierced ears
- glasses • blond(e) • dark • bald • in her late teens

- b) Describe the people in the pictures.

Brian is well-built and probably of medium height. He's...

- 2 Fill in the correct character adjectives.

- patient • cheerful • honest • lazy • outgoing
- rude • shy • generous • selfish • popular

- 1 A(n) person always tells the truth.
- 2 A(n) person only cares about him/herself.
- 3 A(n) person doesn't mind waiting.
- 4 A(n) person is impolite and doesn't have good manners.
- 5 A(n) person likes meeting and talking to people.
- 6 A(n) person doesn't want to work.
- 7 A(n) person is always happy.
- 8 A(n) person is liked by many people.
- 9 A person is always giving people things.
- 10 A person feels nervous around others.



3 Jenny



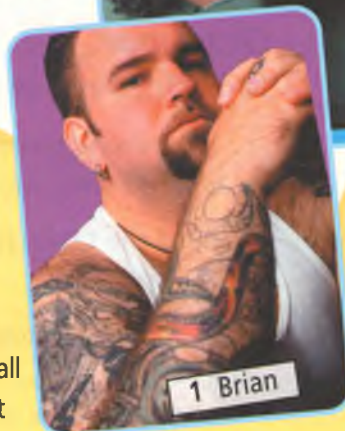
2 Debbie



4 Ted



5 Sandra



1 Brian

- 3 🗣️ Talk about your friends and family members.

- A: What does your sister look like?
B: She's tall and thin with...
A: What's she like?
B: She's funny, but she can be rather bossy.

Listening

- 4 🗣️ You'll hear an interview with a woman called Lesley about body image. For questions 1-5, tick (✓) T (true) or F (false).

- 1 Lesley talks to groups of teenagers.
- 2 She says body image affects behaviour.
- 3 She says a lot of celebrities have a poor body image, too.
- 4 She doesn't think teens should change their appearance.
- 5 She advises teens with poor body image to talk to a friend their own age.

T	F

Speaking

Commenting on changes in appearance

- 5 🗣️ Use the phrases and the prompts to act out exchanges, as in the example.

- lose some weight • just get new glasses
- get a haircut • grow a beard • grow my hair

- | | |
|---|---------------------------------------|
| • I didn't recognise you! Have you changed something? | • You've changed! You look different. |
| • You look nice! Is something different? | • What have you changed? |

- A: I didn't recognise you! Have you changed something?
B: Yes, I've lost some weight.
A: You look great!
B: Thanks!

A for-and-against essay

- 1 Read the Writing Tip, then read the essay and find the arguments for and against the topic. What examples/justifications does the writer use to support his arguments?

Writing Tip

Writing for-and-against essays

A for-and-against essay is a formal piece of writing which discusses the advantages and disadvantages of a topic.

In the **introduction** we introduce the topic.

In the **main body** we present the arguments for and against with examples/justifications in separate paragraphs. Each paragraph starts with a topic sentence that presents the main idea of the paragraph.

In the **conclusion**, we summarise the arguments and give our opinion (*I think, I believe, In my opinion*). We use linkers to join our ideas.

Linking words/phrases

- to list/add points: *Firstly, Secondly, In the first place, To start with, Finally, In addition, Moreover*, etc
- to introduce/list (dis)advantages: *The main/first advantage of ..., One/Another advantage of ...*
- to conclude: *In conclusion, All in all, Finally, Lastly*, etc
- to show contrast: *On the other hand, but, still, However*, etc

- 2 Find the topic sentences in the main body paragraphs. Suggest other appropriate ones.

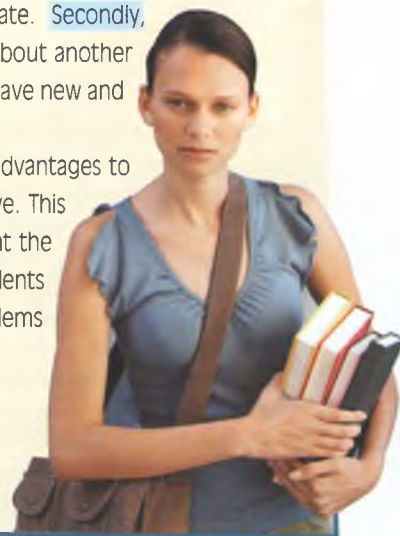
Is it a good idea to study abroad?

These days more and more people are deciding to study abroad. Some think this is a good idea because it is challenging and life enriching, but others believe it is not particularly beneficial and can cause certain problems.

Without a doubt, there are some advantages to studying abroad. **Firstly**, you can become fluent in the local language. This is a valuable skill that will improve your employment prospects when you graduate. **Secondly**, studying abroad allows you to learn a great deal about another culture. You can gain knowledge and friends and have new and valuable experiences that will enrich your life.

On the other hand, there are a number of disadvantages to studying abroad. To begin with, it is very expensive. This could mean that you have a huge debt to repay at the end of your studies. In addition, not all foreign students enjoy studying abroad. They may have problems adjusting or become and unhappy.

All in all, there are both advantages and disadvantages to studying abroad. **In my opinion**, people should consider all the pros and cons carefully before making the decision.



- 3 Which of the highlighted linkers in the essay: *introduce an opinion? show contrast? list/add points? conclude?* Suggest alternatives.
- 4 a) Listen to someone talking about extreme dieting and make notes under the headings. Which arguments are: *advantages? disadvantages?*

IS IT A GOOD IDEA TO GO ON AN EXTREME DIET?

ARGUMENTS

.....
.....
.....

EXAMPLES/JUSTIFICATIONS

.....
.....
.....

- b) Use your notes from Ex. 4a, and the plan below, to write a for-and-against essay about the pros and cons of extreme dieting. (150-180 words).

Plan

- Para 1: introduction to the topic (*These days, more and more people are ... Some people ... , but others ...*)
- Para 2: advantages & examples/justifications (*Without a doubt, there are some advantages ... Firstly, ...*)
- Para 3: disadvantages & examples/justifications (*On the other hand, ...*)
- Para 4: Summarise the topic & express your opinion (*All in all, ... In my opinion, ...*)

BODY TALK



YAWN

No one knows for sure why we yawn, but one theory is that when you're tired or bored, you don't breathe as deeply as usual, so yawning helps you to take more oxygen into the blood. Other scientists say that yawning stretches the muscles and lungs and increases the heart rate, helping us to stay more alert. Most people seem to agree about one thing, though ... yawning is contagious! Even animals and unborn babies yawn!



COUGH

A cough is an important way of clearing your airways, throat and lungs of irritations. When you cough, you breathe in and close your vocal cords. As you release the air, you make a barking noise – a cough.

We can't help it, but we all sneeze, yawn, blush, hiccup, cough or even snore from time to time. But what exactly is going on in our bodies when we do all these things?

It's no secret that we blush when we're embarrassed, but why? Well, when you feel self-conscious, your body releases **adrenalin** which increases the blood flow to your face. Babies don't blush. You only blush when you **become aware** of other people's thoughts and feelings.



BLUSH



HICCUP

We get hiccups when something irritates the diaphragm muscle below the lungs that helps pull air into them. When we eat or drink too much, or when we feel nervous or excited, the diaphragm pulls down air in a **jerky** way. When this air meets your voice box, you make a hiccup sound.

When something such as dust, pollen or a virus **irritates** the inside of our nose, a message goes to the brain. The brain then tells six different muscles including your eyelids to push air out through your nose at up to 160 kmph.



SNEEZE



SNORE

When you are asleep and air can't move freely through your mouth or nose, parts of your mouth and throat **vibrate** and cause snoring. Reasons why the air can't get through might include an allergy, a cold or being overweight. Studies say that about 45% of men and 30% of women snore regularly.

Check these words

stretch, muscle, lung, increase, airways, throat, vocal cords, release, adrenalin, flow, jerky, voice box, dust, pollen, virus, irritate, brain, vibrate, allergy

- 1 Read the headings in the text. What causes these to happen?

👂 Listen and read the text to find out.

- 2 Write: *sneeze, yawn, blush, hiccup, snore* or *cough* next to each sentence.

- 1 You may do this if you need to lose weight.
- 2 It might help you stay awake.
- 3 It happens when you think about what others think of you.
- 4 You might do this if you are worried about something.
- 5 It happens extremely fast.
- 6 You may sound like a dog when you do this.

- 3 Match the highlighted words with their meanings: *know about, shake, awake, sudden and fast, infectious, bothers, uncomfortable around others.*

- 4 Tell your partner one thing you remember about each of the reflex actions in the text.

- 5 **ICT** Find out more interesting facts about these reflex actions. Use textbooks, encyclopedias or the Internet. Present your facts to the class.

Phrasal verbs/ Prepositions

1 Choose the correct particle.

take after: look/act like a relative
take off: 1) remove (clothes)
 2) leave the ground (planes)
take up: start (a hobby)
turn down: 1) reject
 2) reduce volume (≠ turn up)
turn off: switch off (≠ turn on)
turn over: move to a new page
turn up: arrive/appear unexpectedly

- 1 John took **off/up** his jumper because he was too hot.
- 2 Can you turn **up/down** your music please, Sam? I can't hear the TV.
- 3 Now turn **down/over** the page and look at Exercise 3.
- 4 Fran turned **down/up** at the party at about 9 pm.
- 5 Matt turned **off/down** the job because he found a better one.
- 6 I take **after/over** my grandfather. We are both tall with green eyes.

2 Choose the correct prepositions.

- 1 I felt really sorry **for/about** her.
- 2 Tania is always gossiping **about/for** other people.
- 3 It gets **in/on** my nerves when people talk loudly **at/on** their mobile phones.
- 4 I enjoyed my time in Spain, but I struggled **of/with** the language.
- 5 Stop shouting **off/at** them.
- 6 People trust you more if you look them **in/to** the eye.

Word formation

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

Word Formation – forming negative adjectives

We use **non** (*existent – non-existent*), **un** (*happy – unhappy*), **dis** (*satisfied – dissatisfied*), **in** (*accurate – inaccurate*), **il** (before l) (*legal – illegal*), **im** (before b, m, p) (*polite – impolite*) and **ir** (before r) (*regular – irregular*).

- 1 The sales assistant was very so I didn't buy anything. (**HELPFUL**)
- 2 Steve never considers the results of his actions. He can be very (**RESPONSIBLE**)
- 3 I find it to sleep if someone snores! (**POSSIBLE**)
- 4 It's to keep the money if a sales assistant gives you too much change. (**HONEST**)
- 5 It was a(n) dinner party so we didn't need to dress up. (**FORMAL**)
- 6 Tony's arguments were They just didn't make sense. (**LOGICAL**)

Collocations

4 Fill in: *become, give, vocal, host, reach, lose, stay, take, homeless, social.*

- | | |
|-----------------------|--------------------|
| 1 my temper | 6 your goals |
| 2 a deep breath | 7 alert |
| 3 family | 8 cords |
| 4 a hug | 9 etiquette |
| 5 shelter | 10 aware |



Read through Module 5 and mark the sentences *T* (true) or *F* (false). Then write a quiz of your own.

- 1 Mexicans never take an afternoon siesta.
- 2 Brits appreciate punctuality.
- 3 Jaipur's nickname is the red city.
- 4 Adrenalin increases the blood flow to your face.
- 5 Yawning increases the heart rate.
- 6 You shouldn't tip in a restaurant in the UK.
- 7 Unborn babies yawn.
- 8 Studies say that women don't snore as much as men.

Reading

(Multiple choice)

- 1 Read the rubric, the questions and the possible answers and underline the key words. Do the reading task. Compare your answers with your partner.

You will read a text about a person's career. For questions 1-5 choose the best answer A, B, C or D.

- 1 Why did Milka decide on a career as a race car driver?
 - A To anger her parents.
 - B To feed her need for speed.
 - C She wanted to live in Miami.
 - D To satisfy her competitive spirit.
- 2 Milka believes that the male drivers
 - A work harder than her.
 - B look down on her.
 - C see her as one of them.
 - D give her special treatment.
- 3 What message does Milka want to portray as a role model?
 - A She thinks being an athlete is important.
 - B She wants to emphasise the importance of education.
 - C She wants young girls to become race car drivers like her.
 - D She thinks that family relationships are important.
- 4 What does the writer say about Milka's personal life?
 - A Her work is her main focus.
 - B Her main objective is to start a family.
 - C Her social life is extremely important to her.
 - D Her career is secondary.
- 5 What's the writer's main purpose for writing this article?
 - A To explain gender bias.
 - B To present family problems.
 - C To talk about determination and success.
 - D To explain how to stay in shape.



When Milka Duno told her parents that she wanted to be a race car driver instead of a naval engineer, they weren't very pleased with her new career choice. "What? Are you crazy? Why do you want to drive a race car?" they said. She had to explain that this is what she wanted to do and she was determined to be one of the best drivers in the world.

It was Milka's competitive spirit that made her change gears and become a race car driver. While she was working as a naval engineer, she was invited by a friend to participate in a Porsche Driving Clinic in her native Venezuela. The rest is history. "I got hooked immediately," she said. In a lesser way, her passion for speed motivated her to leave her career as a naval engineer, abandon four graduate degrees and move from Caracas to Miami. Since then, she has won several championships. She is the only Latina who races professionally and the first woman in history to win an international sports car race in North America. In 2004, Milka and co-driver Andy Wallace won first place in the Miami Grand Prix.

In perhaps the world's most masculine profession, it would seem strange if Milka had not encountered problems. In the beginning, she had to work very hard to earn the respect of the men and make them see her as an equal. "I don't get any special treatment because I am a woman. Once I put on my helmet, I'm just another driver. And I don't give anyone a break either."

If anything, her presence has attracted a whole new audience and she is seen as a role model for women. Milka is approached by a number of fathers and daughters after big races. The fathers come up to her all the time and say, "Milka, my daughter is going to grow up and be a race car driver just like you!" While Milka thinks that is great, she also reminds them how important an education is to people of all ages. In addition, she points out that being an athlete is temporary, but academic preparation lasts a lifetime.

When Milka is not racing she has a tough fitness routine – she spends several hours a day training and driving at high speeds. The most important thing for her right now is her career. She does not have time for a personal life. "I'm a driver," Milka says, "and one day, I want to have a family and children. But right now I am focused on racing."

Despite her achievements and growing fame, Milka Duno is a pleasant, soft-spoken and humble woman. She has a genuine love of racing and a competitive drive to win. Just do not get in her way on the track!



Listening

(True/False statements)

- 2 Read the rubric and do the listening task. Justify your answers.

You are going to listen to a strange coincidence. Listen and mark sentences 1-5 T (true) or F (false).

- 1 Meredith was taken to her new family when she was a toddler.
- 2 She had a rather difficult childhood.
- 3 Jim and his wife didn't have any children.
- 4 Jim found out about Meredith through the Internet.
- 5 The two girls haven't met yet.

Speaking

(Describe a picture)

- 3 Describe the picture. Then answer the questions.

- 1 How do you think the girl's mother feels?
- 2 Do you think higher education is necessary? Why?/Why not?
- 3 What are you planning to study? Why?



Writing (a for-and-against essay)

- 4 Read the rubric.
 Listen to two people discussing the topic and make notes. Use your notes to write your essay.

Your teacher has asked you to write an essay discussing the pros and cons of studying abroad. Write your essay in 200-250 words.

Word formation

- 5 Fill in the gaps with the proper grammar and lexical form of the words in brackets.

At 5:30 every morning, before he got on the school bus, 15-year-old Trevon Jenifer took his dog out for a walk. The 1) (DIFFER) between Trevon and any other early morning dog walker was that Trevon walked on his hands. He was born in 1988 in Maryland, USA without legs and life was challenging in every way. The family were poor, but they 2) (COURAGE) him to adopt the attitude that he could do anything he put his mind to. Even though he was given a pair of prosthetic legs, he preferred to do without them and use his arms and hands as his legs and feet instead.

He was a 3) (CHEER) boy and he was popular at school, always willing to help out and do whatever he could. His teachers were 4) (CONSTANT) amazed at his abilities.

Trevon is now a member of the wheelchair basketball team and has also published a book about his life. What annoys him is when reporters ask him if his life would have been different with legs. His 5) (RESPOND) to this is that he thinks the question is as pointless as asking, "What if the sun rose in the west?" His attitude is that he is the way he is and he is happy that this attitude inspires others to do better things in their lives.

Grammar - Text Completion

- 6 Read the text. Fill in the gaps with the proper grammar form of the capitalised words.

One evening, Ben 1) video games at Larry's house when suddenly a terrible storm struck. Larry's parents 2) that he stay until the storm was over but Ben decided to leave. He was only a few hundred metres down the road when he heard a voice 3) him. He was too scared to look around. Suddenly, Ben felt a hand 4) his shoulder and he screamed. "Ben! It's me, Larry," the voice panted. Larry looked around and saw his friend. "If you ever do that again, I 5) you." shouted Ben. "Sorry, but I 6) to catch up with you for the last ten minutes. You left your copybook at my place and you'll need it to do your homework," said Larry. "Larry, I 7) so scared in my life. I thought a ghost was chasing me." "A ghost? Come on! There are no such things as ghosts." said Larry and the two boys started laughing.

PLAY
SUGGEST
CALL
TOUCH
KILL
TRY
NEVER/BE



Ivan Kupala Day

Reading & Listening

- 1 Look at the pictures and the title of the text.
What do you know about this celebration?
 Listen and read to find out.

The sun is wonderful. It's the 'giver of life' and all living things on Earth depend on the energy that comes from it. It isn't surprising then that people have always celebrated the sun. In Russia, people honour the sun on Midsummer Day, or Ivan Kupala Day, one of the most exciting celebrations of the year.

Ivan Kupala Day is an ancient holiday still celebrated in a lot of countries, including Russia. It is a huge celebration of the sun and takes place every year around the summer solstice, the day the sun reaches its highest point in the sky. It is a popular and fun holiday filled with a variety of rites and ceremonies connected with water, fire, and plants.

On the evening before Ivan Kupala Day, people look through their gardens or wander around forested areas looking for fern flowers. People believe that these flowers only bloom for a few moments on the eve of the summer solstice. Legend also has it that when the fern flower blossoms, you can see all the treasures of the Earth. Finding a fern flower is thought to bring prosperity to the lucky finder.

On Ivan Kupala Day, the fun begins with children playing tricks and having water fights. Swimming on Ivan Kupala Day is also a popular custom. In the evening people light huge bonfires as part of the celebrations. They dance around them and jump over them. The person who jumps the highest is believed to be the happiest. In the past, many people thought that on this night, the shortest one of the year, evil spirits came out and so they would stay up all night performing different rites to keep the evil spirits away.

Check these words

ancient, summer solstice, rite, ceremony, wander, fern flower, bloom, blossom, prosperity, bonfire, spirit

- 2 Read the text again and decide which of the sentences (1-6) are T (true), F (false) or NS (not stated).

- 1 Ivan Kupala Day is a unique holiday only celebrated in Russia.
- 2 Russian people have celebrated Ivan Kupala Day for thousands of years.
- 3 People perform different rites and ceremonies on Ivan Kupala Day.
- 4 People say that if you find a fern flower on this day, you may become rich.
- 5 Not everyone believes the legends about Ivan Kupala Day.
- 6 People don't sleep on the night of Ivan Kupala Day.

- 3 Match the highlighted words to their meanings.

- | | |
|-----------------|--------------------------|
| 1 walk around | 4 arrive at a point |
| 2 wealth | 5 have a relationship to |
| 3 need, rely on | 6 have great respect for |

Speaking & Writing

- 4 Tell your partner three things you like about Ivan Kupala Day. Give reasons.

- 5 Collect information about how people in an English speaking country of your choice celebrate Midsummer Day. Write a summary. Present it to the class.

Vocabulary: types of crime, crime fighting, street art, cybercrime, the law, problems in the community

Grammar: the passive, impersonal/personal passive structures, *make/let*, the causative, reflexive pronouns, reported speech (statements, orders/commands & questions)

Everyday English: giving a witness statement

Pronunciation: epenthesis

Writing: a letter to the editor making suggestions

Culture Corner: Agatha Christie

Curricular (Citizenship): Neighbourhood Watch

Phrasal verbs: *run, set, wear, work*

Word formation: prefixes

Russia 6: GraFFest

Module 6

Crime & community

Vocabulary

Types of crime

- 1 Match each description (A-H) with a type of crime (1-8).

🔊 Listen and check then say.

- A** taking things from a shop without paying
- B** driving over the speed limit
- C** stealing things from people's pockets or bags
- D** causing damage to things, especially public property
- E** attacking someone in order to steal their money
- F** stealing money from a bank or company
- G** deliberately setting fire to something
- H** breaking into a house to steal things

OVER TO YOU!

Which of these crimes do you think are the most serious? Which are a problem in your town/city? Have you heard of/read about any of these crimes recently? Report it to the class.

1 burglary

2 robbery

4 shoplifting

3 speeding

5 mugging

6 arson

7 pickpocketing

- 2 🔊 Listen to three people talking about crimes they witnessed. Which type of crime did each see?

- 1 Sophie:
- 2 Jack:
- 3 Steve:

8 vandalism

6a Is it art?

Vocabulary Types of art

1 Listen and say.

- pottery • carving • painting
- computer graphics • sculpting
- drawing • graffiti
- photography • architecture
- print making • collage

What can artwork be about?
e.g. people, events, etc

Reading & Listening

2 a) The pictures in the text show different types of art. Describe the pictures.

b) How do you think people react to each type of street art?

Listen and read to find out.

3 Read the text again and mark the sentences T (true) or F (false). Correct the false sentences.

- 1 Some old ladies started the first graffiti knitting group.
- 2 You can only see Lego repair work in New York.
- 3 Many New Yorkers don't like the Lego repair work.
- 4 No one is certain who Banksy really is.
- 5 Banksy's work can only be seen on the streets.
- 6 Guerrilla gardeners have permission for what they do.
- 7 The police often arrest guerrilla gardeners.

Street art: Art or not?

Street Art divides public opinion; it is seen by some as a way to brighten up our communities while it is considered by others to be nothing but vandalism. So, is it art or not?



A It's a Woolly World

These days, it is not only grannies who knit. In cities such as New York, London and Berlin, community art groups are busy 'graffiti knitting', creating colourful decorations for lampposts, parking meters, cars and statues. The craze was started by Magda Sayeg in the USA, when she decided to brighten up the steel and concrete landscape of Austin, Texas with her knitted creations. Now knitting

needles are clicking worldwide and cities are inviting the knitters to transform their public spaces. Most people's reactions are positive and even though it isn't strictly legal, Sayeg says, "You'd have to be the most bored police officer to want to arrest me." So, next time you walk past a city statue, take a look – it might be wearing a scarf!

B We built this city... with LEGO® bricks

Most people remember playing with Lego bricks as a child. It seems, though, that toy towns aren't the only things they are used to construct. 'Lego repair work' was created by German artist Jan Vormann. Jan spent three years travelling the world, fixing crumbling walls and monuments with Lego. Jan took his project to New York and together with a team of volunteers, constructed Lego repairs all over the city, including at the Brooklyn Bridge and Central Park. Cracks in buildings soon disappeared and were replaced with bright Lego shapes. Most New Yorkers are pleased with the Lego-look.



4 Fill in: strictly, instantly, bulletproof, brighten up, crumbling, divided, immediate, neglected.

- 1 The local council is taking action to the town centre and improve its appearance.
- 2 Smoking is prohibited.
- 3 There are easy ways to fix walls so that they don't fall apart.
- 4 His style is so distinctive that it is recognisable.
- 5 Police officers wear vests to protect themselves.
- 6 His paintings are controversial so critics' opinions are
- 7 The park was It had broken benches and long grass.
- 8 The police were asked to take action.

5 THINK! Think of an alternative title for each section of the text.

C On the wall

Most big cities have their fair share of graffiti, but, like it or not, one British graffiti artist is now considered to be a worldwide phenomenon. The true identity of Banksy is surrounded in mystery, but his art is instantly recognisable. Some of his most famous images include a young girl with a heart-shaped balloon and a dove of peace wearing a bulletproof vest. Banksy's work has even been exhibited in art exhibitions and a lot of his works have been sold. Because of his striking images and comments on social problems, public opinion is divided. Some find Banksy's work offensive, while others think he is one of the most important artists today.

3

D Flower Power!

Guerrilla gardeners plant flower gardens and vegetable patches on neglected land without permission. They believe it improves inner-city communities. The designs are made as artistic as possible; flowerbeds are planted in skips and sunflowers down pavement grating! While some people see this as a way to bring new life to forgotten spaces, others point out that, pretty or not, it's still illegal. However, it seems that no action is usually taken by the public or the police. One group of guerrilla gardeners were busy on a rundown London street recently when an old lady called out her approval to them: "Thank you for the sunflowers. They were lovely!"



4

Check these words

divide, public opinion, brighten up, steel, concrete, transform, arrest, crumbling walls, volunteer, crack, fair share, worldwide phenomenon, bulletproof vest, exhibit, offensive, neglected, skip, grating, illegal, rundown, approval

Grammar
The passive

see
pp. GR10-
GR11

- 6 Read the examples and the theory. How do we turn an active sentence into a passive one? Find examples in the text.

Form: **to be + past participle** of the main verb

Active	^S Van Gogh ^V painted ^O Sunflowers.
Passive	^S Sunflowers ^V was painted ^{agent} by Van Gogh.

- We use the **passive** when we don't know who did the action, the action is more important than the person doing it or when we don't want to say who/what is to blame.

- 7 Complete the sentences with the passive form of the verbs in brackets.

- Graffiti (consider) to be offensive by some people.
- The new art gallery (open) next week.
- Two car thieves (catch) red-handed by the police yesterday.
- Many houses on my street (fit) with a burglar alarm.
- The Mona Lisa* (steal) from the Louvre in 1911.
- The streets of the city (cover) with litter.

- 8 Rewrite the facts in the passive.

Andy Warhol (1928-1987)

Did you know ... ?

- People consider him to be the father of pop art. *He is considered to be the father of pop art.*
- He often used bright colours in his paintings.
- He made 300 films.
- An actress shot and nearly killed him in 1968.
- The Andy Warhol Museum in Pittsburgh, USA, exhibits his images today.

Speaking & Writing

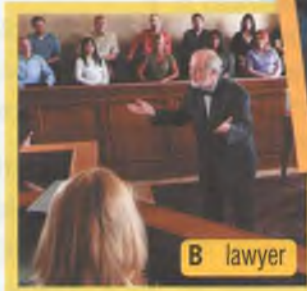
- 9 Say four things you remember from the text.

- 10 **THINK!** How would you react if you witnessed guerrilla gardeners planting flowers on neglected land? In three minutes write a few sentences. Tell your partner.

6b Crime fighters



A judge



B lawyer



C forensic scientist

Ben Langdon: Forensic Scientist

On popular crime drama series like *CSI: Crime Scene Investigation*, the latest scientific methods are used to collect and analyse physical evidence and solve horrible crimes in record time. But just how realistic is all this? We interviewed 26-year-old Ben Langdon to find out what the job of a forensic scientist is really like.

So, Ben ... is your job anything like what we see on CSI?

Well ... mostly no! On the show, investigators seem to end every work day with a dramatic arrest, but sometimes our cases aren't solved for months. Also, on CSI you see that everything is being done by one or two people. They go to the crime scene, do DNA analysis, then go and arrest the suspect. In reality, a lot of different specialised technicians, forensic scientists and detectives are involved in each case. I specialise in fibres and blood analysis, but others look at fingerprints, footwear and many other things.

So what's a typical day like for you, Ben?

There's no typical day because every case is different. A few days ago, I examined some evidence that had been collected from a crime scene. A ski mask had been found after an armed robbery at a pizzeria, so I had to search it for hair, blood and saliva. When a stain was found, I used chemicals to remove the DNA from it and then I had the DNA compared to samples from the suspects. Another time recently, I spent two whole days searching for fibres in a car. Sometimes, I might even be asked to present my evidence in court in front of a judge.

Can you tell us a little about the equipment and scientific methods you use?

Sure. As well as ordinary microscopes, we use powerful electron microscopes. We also use ultraviolet light to see traces of evidence like tiny fibres and spectrometers which identify chemicals. Our techniques are becoming more high-tech all the time. Soon, we will have a kind of 'lab on a chip'. DNA will be identified simply by putting a tiny amount of fluid on a silicon chip.

Finally, what are the best and the worst parts of your job?

Well, this job definitely isn't for everyone. Some crime scenes can be very distressing. On the other hand, it's wonderful when a case has been solved and your evidence played a role in that. You get to help the community, and that's a great feeling.



F prison guard



D police detective



E security guard



G store detective



H private detective

Vocabulary

Jobs related to fighting crime

- 1 Listen and say. Which person (A-H) ...
 - 1 is employed by a shop to catch shoplifters?
 - 2 advises people about the law and represents them in court?
 - 3 works in a prison supervising prisoners?
 - 4 uses scientific techniques to examine evidence?
 - 5 protects buildings such as banks or shops?
 - 6 decides how a criminal is punished in court?
 - 7 tries to find out what happened in a crime and to arrest the criminals?
 - 8 is paid to find out information about others?

A store detective is employed by a shop to catch shoplifters.

Reading

- 2 The text is about a forensic scientist. Read the questions in the article. Can you answer them? Listen, read and check.

Check these words

scientific method, analyse, physical evidence, solve crimes, in record time, dramatic arrest, crime scene, DNA analysis, arrest, suspect, fibre, blood analysis, examine, saliva, electron microscope, ultraviolet light, trace, identify, lab, silicon chip, distressing

3 Read the text and complete the sentences.

- 1 Ben Langdon works as
- 2 A case can take
- 3 Ben's specialised
- 4 Ben searched the mask for
- 5 Ben got the DNA from the mask
- 6 At work forensic scientists use
- 7 Ben likes his job because

4 Fill in: solve, crime, blood, ultraviolet, record, silicon. Make sentences about Ben using the completed phrases. Listen and check.

- | | |
|------------------|---------------|
| 1 crimes | 4 scene |
| 2 in time | 5 light |
| 3 analysis | 6 chip |

Grammar

Impersonal/Personal passive structures – make/let

see
p. GR11

5 Read the examples. Rewrite the following sentences in the passive.

- People **think** he escaped the country.
He is thought to have escaped the country.
It is thought that he escaped the country.

Note how, **make** and **let** change in the passive.

- He **made** me go out. – I **was made to** go out.
- They **didn't let** him enter. – He **wasn't allowed to** enter.

- 1 They let him search the scene of the crime.
- 2 People believe the police will catch the robbers.
- 3 They made him tell the truth.
- 4 They won't let us examine the evidence.
- 5 They announced the police have found the girl.

6 Rewrite the headlines in the passive voice.

1 **ROBBERS CAUGHT WITH £1,000,000**

2 **ONE-DAY STRIKE TO BE HELD NEXT MONDAY**

3 **MISSING SKIERS FOUND**

4 **NEW MUSEUM TO BE OPENED BY MAYOR**

5 **BANK ROBBERY COMMITTED YESTERDAY**

The Causative (have + object + past participle)

7 Read the theory. Then, rewrite the sentences using the causative.

We use the causative to say that we have arranged for someone to do something for us or when something is done to us. Compare:



Tom is installing a burglar alarm



Tom is having a burglar alarm installed.

- 1 The policeman took Bill's fingerprints.
Bill **had his fingerprints taken**.
- 2 Someone has stolen Ann's car. Ann ...
- 3 An electrician is fitting security lights outside our house. We ...
- 4 Tony will repair our broken lock today. We ...
- 5 Peter's house was burgled yesterday. Peter ...

Reflexive pronouns

8 Read the theory then complete the correct reflexive pronoun.

myself	–	ourselves
yourself	–	yourselves
himself/herself/itself	–	themselves

We use reflexive pronouns to emphasise the noun/pronoun of a sentence. *He installed the burglar alarm **himself**.* (on his own)

- 1 They repaired the locks
- 2 He fitted the window
- 3 She cleaned everything
- 4 We caught the burglar
- 5 I can do it

Speaking & Writing

- 9 **THINK!** Choose a job from Ex. 1 and in pairs act out an interview similar to the one in Ex. 2.

6C Culture Corner

CRIME WRITERS



Agatha Christie was a famous English crime writer who is best known for her detective stories featuring Hercule Poirot and Miss Jane Marple. Agatha was born in 1890 in the seaside town of Torquay in Devon, England to an American father and an English mother. Her family was well-to-do and conservative and she was the youngest of three children.

Although Agatha never attended school she didn't lack education. She taught herself how to read when she was only four and later her parents hired tutors to provide lessons in subjects such as music, dance, mathematics, and French. Agatha was a shy child and, having problems expressing herself verbally, she first turned to music and later to writing and became very good at making up stories. When she was eleven, her father died and she became very close to her mother with whom she started to travel a lot.

During the First World War, Agatha worked as a nurse in a hospital and it was during this time that Agatha Christie got the idea of writing a detective novel. Although she finished the story in a year it wasn't published until five years later. The Mysterious Affair at Styles introduced the retired Belgian police officer, Hercule Poirot, to the world and was a great success.

Following this, Agatha would write more than 30 novels featuring Poirot. In all she wrote over 66 novels, the most famous being *Murder on the Orient Express*, and according to the Guinness Book of records, Agatha Christie is the best-selling writer of her time with over four billion books sold throughout the world. In 1971, she was awarded the high honour of Dame of the British Empire before passing away peacefully on 21st January 1976.

Check these words

crime, writer, well-to-do, conservative, lack, hire, tutor, verbally, make up, award, pass away

- 1 What do you know about Agatha Christie? What more would you like to know? Write three questions.

👂 Listen, read and check. Did the text answer your questions?

- 2 Read the text again and decide which of the statements (1-6) are T (true), F (false) or NS (not stated). Justify your answers.

- 1 Agatha's parents were American.
- 2 Agatha had two sisters.
- 3 Tutors taught Agatha how to read.
- 4 Agatha wasn't a very outgoing child.
- 5 Agatha's first book was published during the war.
- 6 She sold more books than any other writer of her time.

- 3 Find words/phrases in the text that mean:

- 1 someone who investigates crimes
- 2 pretty wealthy
- 3 teacher
- 4 a book of fiction
- 5 invent

- 4 Say four things you have learnt about Agatha Christie.

- 5 **THINK!** Think of a famous writer from your county. Write a short biography about him/her. Present it to the class.

Giving a witness statement

1 Read the newspaper report extracts. What is each one about?

2 a) Listen and say. Below are questions a police officer asked a witness of a crime. Which report do they match, A or B?

- Where and when did you witness the incident?
- What exactly did you see?
- What happened next?
- Can you describe any of the gang?
- Is there anything else you can tell us about the incident?
- Can I take your address and telephone number, please?

b) Listen and read to find out.

- A: What's your name, please?
 B: Elliott Fisher.
 A: OK. Now, where and when did you witness the incident, Mr Fisher?
 B: I was crossing Murphy Street at about 9 o'clock on Saturday night.
 A: What exactly did you see?
 B: Yes. I saw a gang of boys shouting at another boy. Then they pushed him to the ground and took his bag.
 A: What happened next?
 B: I shouted at the gang to stop and they all ran away.
 A: Can you describe any of the gang?
 B: I noticed that one of them was very tall and was wearing a green baseball cap.
 A: OK. Is there anything else you can tell me about the incident?
 B: Erm ... No, I don't think so.
 A: Can I take your address and telephone number, please?
 B: Of course. My address is 7, Scarsdale Drive and my telephone number is 382736.
 A: Thank you very much.
 B: You're welcome.

3 Find sentences in the dialogue which mean:
What did you witness? – What took place after that? – Did you see what any of the gang looked like? – Not really. – I appreciate your help.

A MUGGING in town centre

Police in Harley are investigating a mugging which took place on Murphy Street at around 9 pm last Saturday. This was the sixth incident in a week ...

B Mystery Vandal

A masked vandal attacked the Town Hall on Shortland Street at 2 pm last Friday throwing glass bottles and rocks and breaking two windows. The reason is unknown ...

Pronunciation: epenthesis

4 Read the definition.

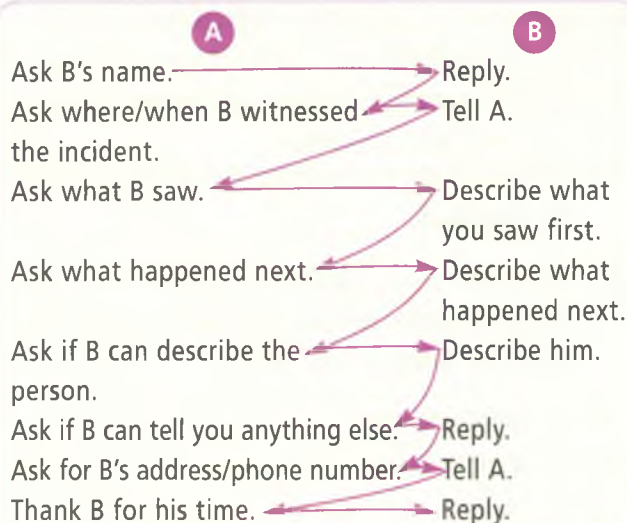
Listen to the words and find the added sound.

Epenthesis is the addition of one or more sounds to a word to make its pronunciation easier. The sound can be a consonant or a vowel.

- hamster • umbrella • dreamt • drawing
- warmth

Speaking

5 Imagine you are the witness, John Jones, in the incident in report B. Your partner is a police officer. Act out your dialogue. Follow the plan.



6e Crime & Technology

Vocabulary

- 1 In a minute list some positive and negative aspects of using the Internet. Compare your list with your partner's.

PROS: have immediate access to information

CONS: exposes users to security risks

- 2 Read in the list the dictionary entry. How are these words related to it? Check in your dictionaries.

cybercrime /saɪbəkraɪm/ (n) illegal activity committed on the Internet

- hacking • identity theft
- illegal downloading of music/films, etc
- online credit card fraud • phishing
- spreading computer viruses

Listening

- 3 Listen to four people who have been victims of cybercrime. Match the people to the crime.

- A phishing
- B identity theft
- C computer virus
- D illegal downloading
- E email spam

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Study skills

KWLH

Before reading a text, make a KWLH (know-want to know-learn-how) chart. This will help you use your prior knowledge, understand the text better and increase your knowledge.

Reading

- 4 Copy the chart below into your notebooks. Read the title of the text and complete the first two rows of the chart.

What I already Know	
What I Want to know	
What I Learnt	
How I can learn more	

Cybercrime

1

How would you feel if your computer was hijacked and used to send **nasty** emails to your friends, or if a virus destroyed all your data? Well, this happens more often than you might think. In fact, in the UK alone hundreds of thousands of private computers are hacked every year. The people behind these attacks are called 'crackers' or 'hackers'. Hackers are highly intelligent programmers who can easily **break into** computer systems. They use their expert knowledge and skills to gain access and can then steal data or infect computers with a virus or a worm. If you want to surf safely and protect your computer you need to protect yourself against these cybercrimes.

2

When creating an email account you should choose a good username for your email address. Don't use your own name and don't include anything in your username that could **indicate** your age or home address. Avoid usernames like *cool13yrs* or *nicegirl*. Instead use a word from the dictionary that appeals to you or a secret code that only means something to you. Choose a smart and difficult to guess password consisting of a **combination** of letters and numbers. Your date of birth or the name of your pet would be very bad choices. Finally, don't share your password with anyone and change it regularly.

- 5 Read the text and match the headings (A-E) to the paragraphs (1-4). There is one extra heading.

- A How they hack
- B Filter your mail
- C Criminal minds
- D Start right
- E Common mistake

3

Most people actually have their email account hacked due to their own fault. Allowing your computer to remember your password is one mistake that could cost a lot. Don't put yourself at risk. You should always set your account so that you have to type in your password each time and always log out properly so that if someone uses or steals your computer they can't access your email.

4

Some email providers give you the option of being listed in an online directory so they can contact you with offers. Don't list your email unless you want to receive lots of spam mail. Don't open any emails from people you don't know but delete them instead. Likewise, don't open any attachments unless they were run through an anti-virus program and never reply to spam or any offensive or harassing messages. Finally, keep your software updated and run anti-virus scans regularly. It's one of the best ways to protect your computer and stay safe.


Check these words

hijack, virus, expert, infect, worm, account, username, password, provider, directory, spam

6 Match the words in bold in the text with their meanings.

- 1 show
- 2 unpleasant
- 3 access illegally
- 4 causing pressure
- 5 quick searches
- 6 collection of different things

- 7** a) Complete the other two rows of the KWLH chart. Compare with your partner.
- b) Summarise the text in 80 words.

- 8** **ICT**  In small groups, find out more information about cybercrime. Make notes, then report your information back to the class.



6f Law Cases

Mark's Blog

Latest Posts

Other Posts

Photos

A So, you thought animals and crime didn't mix? Well, they can actually be more involved than you might think! Parrots often build strong friendships with their owners. That was unfortunate for one gang of burglars, when Jack, a pet shop's resident parrot, in Coventry, UK turned out to be no friend of theirs. One night, the burglars broke into the shop and attempted to steal Jack along with some other animals, but Jack scratched the thieves to pieces and the burglars had to make a quick getaway through the back door. The next morning, pet shop owner Caroline Hobday found Jack on top of his cage squawking loudly. Caroline said that it looked like Jack had spent the rest of the night patrolling and protecting the other animals like a guard dog. She added that she was very proud of him. A policeman later said that they would possibly be able to trace the thieves from DNA samples taken from the blood they left behind. Well, Jack, who's a clever boy then!

Post a comment

B That's quite a story. Well, in Egypt, a hungry donkey was actually sent to prison for stealing sweetcorn from a field! It all started when the owner of an agricultural research institute noticed that he had had some of his crops stolen. The police set up a checkpoint to catch a thief, but caught a donkey munching the corn. While the donkey's owner was given a fine of 50 Egyptian pounds, the donkey itself was sentenced to 24 hours in prison. The donkey refused to comment.

Posted by: Henry 17:30

C That's very funny. Last week I read that a court in Boston, USA, accidentally ordered a cat called Tabby Sal to do jury service! Tabby Sal's owner wrote to the court to explain the mistake. Mrs Esposito said that Sal was a member of the family, so she had put his name down on the last census form under 'pets'. She added that, clearly, there had been a mix-up. However, an official replied that the cat had to attend the court. Mrs Esposito then asked what the cat was supposed to say when the judge asked if the defendant was guilty or not guilty. Miaow? A verdict was eventually reached and Tabby Sal didn't have to do jury service after all.

Posted by: Andy 20:19

Reading

- 1 The texts in Mark's blog are about strange law cases. Read the **Check these words** box and try to guess what each is about.
 Listen, read and check.

Check these words

- A** parrot, gang of burglars, break into, steal, scratched to pieces, make a quick getaway, squawk, patrol, protect, trace, thieves, DNA samples
B hungry, donkey, sent to prison, set up, checkpoint, fine, be sentenced to
C cat, jury service, attend, court, judge, defendant, guilty, not guilty, reach a verdict

- 2 a) Read the texts and match them to the headings. One heading is extra.

- 1 EAT THE EVIDENCE
- 2 CLAW AND ORDER
- 3 MIAOW THE COURT'S DECISION
- 4 HIDE THE STOLEN GOODS

b) Which animal ...

- 1 was told to be somewhere at a particular time?
- 2 possibly helped to identify criminals?
- 3 spent some time in a different kind of cage?
- 4 was punished along with its owner?
- 5 was arrested at the crime scene by the police?

- 3 Fill in: *guilty, getaway, patrol, sentenced, caught, verdict, attempted, checkpoint, breaking into.*

- 1 The police set up a and the criminals before they left the country.
- 2 The robbers made their through the back door.
- 3 Police officers the streets at night.
- 4 The jury took three hours to reach a
- 5 The man to steal the purse.
- 6 The jury found him and him to six months in prison.
- 7 The thief was caught the building.

4 Choose the correct word. Check in your dictionaries.

- 1 Dogs **build/make** strong relationships with their owners.
- 2 The robbers **made/did** a quick getaway through the window.
- 3 Parrots **cry/squawk** loudly.
- 4 They managed to **discover/trace** the burglars from the fingerprints they found on the door.
- 5 Police **build/set up** a checkpoint in an effort to find the robbers.
- 6 He was very hungry so he **munched/crunched** an apple and some sandwiches.

5 Find words/phrases in the text which mean:

Text A: *unlucky, proved to be, entered by force, tried, escape, guarding, find*

Text B: *penalty, said "no", give his opinion*

Text C: *by mistake, charged, official survey, be present, gradually*

What part of speech is each?

6 In pairs write six T/F sentences based on the texts. Swap with your partner and mark your partner's statements T (true) or F (false).

Jack owns a pet shop. F Jack is a parrot.

7 **THINK!** Which story did you find most amusing? Why? In three minutes write a few sentences. Tell the class.

Grammar

see
pp. GR11-
GR12

Reported speech (statements, orders/commands & questions)

8 Find examples of reported speech in the text. Change them into direct speech. What special introductory verbs have been used to introduce the reported sentences?

Special introductory verbs

We can use a variety of other verbs to report a person's words e.g. *promise, offer, remind, agree, warn, explain, refuse.*

*"There's so much graffiti," Ann said. Ann **complained that** there was so much graffiti.*

*"I'll help," Steve said. Steve **offered to** help.*

9 Report the sentences.

- 1 The thieves took my new smartphone," said Tracey. *Tracey said that the thieves ...*
- 2 "You're staying in prison tonight," the judge said.
- 3 "Put your hands up!" the policeman told the man.
- 4 "The jury will reach a verdict," the lawyer said.
- 5 "Don't park in front of the gates!" he said.
- 6 "I locked the back door before I left," Ann said.
- 7 "My dog Paddy is a good guard dog," said Mike.
- 8 "How much did the robbers steal?" Fran asked.
- 9 "Did the vandals cause damage?" Andy asked.
- 10 "What time did the fire start?" Frank asked.
- 11 "Can you phone the police?" Jane asked.
- 12 "Has the murderer been caught yet?" Sam asked.

10 Use the verbs in brackets to report the sentences.

- 1 "Please, please let me go," Ricky said. (**BEGGED**)
- 2 "You broke into Harper's house," she said to the man. (**ACCUSED**)
- 3 "I'll tell the truth," he said. (**PROMISED**)
- 4 "Don't forget to call the police," Ann said to me. (**REMINDED**)
- 5 "I'm sorry I stole your wallet," she said (**APOLOGISED**)
- 6 "I didn't take your camera," he said. (**DENIED**)
- 7 "Let's talk to a lawyer," he said. (**SUGGESTED**)
- 8 "Don't go near this area," he said. (**WARNED**)
- 9 "I took the passport," he said. (**ADMITTED**)
- 10 "Leave or I'll call the police," he said. (**THREATENED**)

Speaking & Writing

11 a) **THINK!** Imagine you are the owner of the pet in the first story in the text. Your partner is a radio presenter. Prepare questions and answers and write a short interview. Read it to the class.

b) Imagine you heard the interview on the radio. Report it to your friend using reported speech.

The presenter asked why the thieves had broken into the pet shop. The owner said that ...

6g Skills

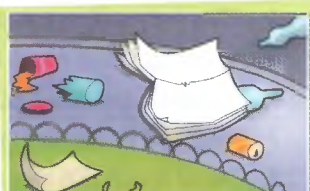
Vocabulary

Problems in the community

- 1 a) Listen and say. Which of these problems does your community have? Tell your partner.



1 high crime rate
e.g. burglary, car theft



2 litter in the streets & parks



3 dangerous drivers



4 vandalism & graffiti



5 traffic congestion



6 piles of rubbish outside houses



7 lack of green spaces



8 holes in pavements & roads

In my community there's litter in the streets and parks.

- b) What could the council do about these problems? Use ideas from the list and/or your own ideas and tell the class.

- install more litter bins
- build parks on waste ground
- start Neighbourhood Watch schemes
- collect rubbish more often
- put speed bumps on roads
- organise clean-up days
- make repairs
- improve public transport

If a community has high crime rates, the council should start Neighbourhood Watch schemes.

Listening

- 2 You will hear Sam talking about a Neighbourhood Watch scheme. For each question, choose the correct answer A, B or C.
- Sam started the scheme because ...
 - he had recently been burgled.
 - his son asked him to.
 - the police suggested it to him.
 - The main aim of Neighbourhood Watch is to ...
 - prevent crime before it happens.
 - catch criminals when the police aren't around.
 - patrol the streets of a neighbourhood.
 - Since Sam started Neighbourhood Watch, ...
 - other schemes have been started in different areas.
 - the council have agreed to improve street lighting.
 - there isn't as much crime in the area.
 - The first meeting is often held ...
 - in a public place in the neighbourhood.
 - at the local police station.
 - at the home of a group member.
 - Finally, Sam suggests that the police ...
 - should encourage more similar schemes.
 - can do a better job if the community helps.
 - aren't doing a good enough job.

Commenting

- 3 Use the prompts to act out exchanges.

- tripped – hole in the pavement – sprained ankle
- got stuck – traffic jam on the high street – an hour
- car – was broken into – stole my CD player
- someone – sprayed graffiti – wall of our house

Commenting

- Oh no! That's terrible!
- You're joking! How awful!
- What a nightmare!
- That's been happening a lot recently. Something should be done!

A: *What happened?*

B: *I tripped because of a hole in the pavement and sprained my ankle this morning.*

A: *Oh no! That's terrible!*

A letter to the editor making suggestions

Writing Tip

A letter to the editor is a formal piece of writing about a matter of public interest often written in response to a report in a newspaper.

- We start the letter with *Dear Sir/Madam* and end with *Yours Faithfully* followed by our full name.
- The **first paragraph** contains our reason for writing as well as our opinion.
- The **second and third paragraphs** contain our suggestions and the possible results/consequences.
- The **fourth paragraph** includes a summary of our opinion or a restatement of it in different words.

We use appropriate linkers to join ideas:

To state our opinion: *In my opinion, ... ; I (strongly) believe that/agree/disagree with ... ; I am (totally) opposed to/in favour of ... ; I think this is a marvellous/terrible idea ...*

To list points: *To start with, First of all/Firstly, What is more, In addition, Furthermore*

To express consequences/results: *In this way, As a result, Consequently*

To conclude: *In summary, To sum up, In conclusion, All in All*

1 Read the extract. What is it about?

Malton Daily

11th May

After years of complaints from residents, the local council has finally decided to renovate the abandoned factory on Willis Lane and the large area around it. The factory needs extensive repair, but the council now hopes to turn it into something that can be enjoyed by local residents.

2 Now read Thomas' letter. What is its purpose? Which paragraph(s) contain(s): Thomas' suggestions & results? his opinion? his reason for writing?

3 Read again and replace the linking words in bold with alternatives from the Writing Tip.

Dear Sir/Madam,

I am writing in response to the article in the Malton Daily on the 11th May about the council's decision to renovate the factory on Willis Lane and the area around it. **In my opinion**, this is a marvellous idea and I have some suggestions about what the council could do with the site.

Firstly, although it needs a lot of work, the factory would be great as a youth centre. A youth centre would provide young people with a place to get together and take part in different activities. **As a result**, they would be off the streets in a safe place doing something enjoyable.

Furthermore, the waste ground around the factory could be turned into attractive parkland. It could have trees, benches and sports facilities such as a football pitch and a basketball court. **Consequently**, members of the community of all ages would have somewhere pleasant to relax, play sport and come together. This would brighten up the area and contribute to a sense of community spirit.

All in all, I strongly agree with the decision to renovate the factory and believe that the council should turn it into a youth centre and parkland. I hope my suggestions will be taken into consideration.

Yours faithfully,
Thomas Alden



4 a) Read the rubric, then listen to a man talking on a radio programme about the issue. Make notes on his suggestions.

You read a report in Wednesday's Halford Herald about a recent increase in vandalism and graffiti on the high street. Write a letter to the editor making suggestions about what the police & local council can do to improve the situation (150-200 words).

b) Use your notes and the plan to write your letter.

Plan

Para 1: reason for writing/opinion (*I'm writing in response to ..., In my opinion ...*)

Para 2: suggestion 1 & results/consequences (*Firstly ..., As a result ...*)

Para 3: suggestion 2 & results/consequences (*Furthermore, ... Consequently ...*)

Para 4: summary/restatement of opinion (*All in all ..., I think ..., I hope my suggestions will be thought of ...*)

Check these words

proverb, neighbourhood, security, protect, crime, voluntary, community, burglary, install, vandalism

Neighbourhood Watch

1

The English language is rich in sayings and proverbs such as 'there's no place like home' that show just how important living in a nice, friendly, and safe place is to people. Unfortunately, not all neighbourhoods are so pleasant and peaceful and people often have to take security **measures** to protect their home and family against crime. In the UK, a citizens' movement, started in the nineteen-eighties, watches over and protects neighbourhoods throughout the country.

2

Neighbourhood Watch is the UK's largest voluntary organisation. Its objective is to prevent crime and make sure that no one has to feel afraid, vulnerable, or **isolated** in the community in which they live. It's primarily about keeping an eye on what's going on in the neighbourhood and watching out for you and your neighbours' safety and property. But it also tries to improve the quality of life in the community and can involve other activities such as caring for **elders** and environmental work.

3

Groups are organised by the people of the local community and each group decides on their own

actions. However, they always work closely with the police who provide advice and direct help when necessary. In some communities, people come together to **prevent** burglaries. With the help of a local blacksmith they make all the homes in the neighbourhood more **secure** by installing better locks and alarm systems. In other neighbourhoods, people fight vandalism and other antisocial behaviour by providing young people with alternative activities.

4

Since 1995, the Neighbourhood Watch Association has run the annual Neighbourhood Watch Awards. The awards give the millions of participants the opportunity to publicise their successes and celebrate the role that their organisation plays in keeping their community safe.


Reading & Listening

- 1 What types of crimes are committed in your neighbourhood? How do you think they could be prevented?
- 2 Look at the title of the text. What do you think it means? What is the text about?
🔊 Listen, read and check.
- 3 Read the text again and match the headings (A-E) to the paragraphs (1-4). There is one extra heading.

A Actions	D Answers
B A necessary service	E Aims
C Achievements	
- 4 Match the words in bold to their meanings.

1 safe	3 alone
2 a person of advanced age	4 actions
	5 stop sth from happening

Speaking

- 5 Imagine you are a member of Neighbourhood Watch. Try to persuade your neighbour to join the local group.
- 6  Find out more information about Neighbourhood Watch. Take notes. Present them to the class.



Phrasal verbs/Prepositions

1 Choose the correct particle(s).

run away: escape
run out (of): use all of sth
run into: meet by accident
set off: start a journey, firework, etc
set up: arrange sth; start a business, organisation, etc
wear off: no longer have an effect, gradually disappear
wear out: become thin or weak & unable to be used any more
work on: study, research or develop sth
work out: 1) take some exercise, 2) solve sth

- We've just set **off/up** a Neighbourhood Watch scheme in our neighbourhood.
- Expert hackers can work **out/on** a password very easily.
- I ran **into/out** John on the high street today.
- I need a new pair of jeans – my old ones have nearly worn **off/out**.
- Ann works **on/out** for an hour every day at the gym.
- The boy threw a stone at the window and then ran **away/into**.

2 Choose the correct preposition.

- Crime in the city is increasing **at/to** an alarming rate.
- The hacker got the password **for/in** record time.
- I've replaced my old password **with/for** a more difficult one.
- To/In** all, she wrote over 66 novels.
- The robbers will appear **to/in** court tomorrow.

Word formation

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

Word Formation – Prefixes

Prefixes are added at the beginning of words to make new words. We use: **re-** (= again) (*write* – *rewrite*), **super-** (big/more) (*market* – *supermarket*), **multi-** (= many) (*vitamins* – *multivitamins*), **over-** (= too much) (*eat* – *overeat*), **under-** (= not enough) (*value* – *undervalue*) and **pre-** (= before) (*book* – *prebook*) to make new words using prefixes.

- The (**national**) company had its website hacked into.
- Foxton council wants to (**design**) the city centre to make it a car-free area.
- The river (**flow**) and flooded the nearby village.
- We shouldn't (**estimate**) non-violent protest – it can achieve a lot.
- Ken wanted to (**pay**) his electricity bill before going on holiday.
- Batman is a (**hero**) who fights crime by night.

Collocations

4 Fill in: robbery, traffic, spam, public, spread, gain, stay, theft, computer, open.

- | | |
|-------------------|--------------------|
| 1 identity | 7 |
| 2 armed | congestion |
| 3 transport | 8 to |
| 4 to access | an attachment |
| 5 system | 9 to viruses |
| 6 mail | 10 safe |



Mark the sentences *T* (true) or *F* (false). Read through Module 6 and write a quiz of your own.

- | | |
|--|--|
| 1 Banksy is a guerrilla gardener. | 5 Crackers break into computer systems. |
| 2 Forensic scientists usually solve crimes very fast. | 6 Miss Jane Marple is a fictional character. |
| 3 Agatha Christie married Hercule Poirot. | 7 A donkey in Egypt was sentenced to one day in prison. |
| 4 Agatha Christie worked as a nurse. | 8 Graffiti knitting was started in Germany. |

Reading (Multiple matching)

- 1 Read the text about illegal music downloads. For questions 1-6 choose the correct option A, B, C or D.

DOWNLOAD NOW? THINK TWICE

The music industry is recovering from years of falling sales when CDs were replaced by MP3s. Thanks to legal downloading, UK music sales rose from £101.5 million in 2008 to around £154 million in 2010. However, the industry still has a big problem. More than three quarters of music downloaded in Britain today is obtained illegally – £218 million worth, in fact. So, now, faced with a whole generation of young people who have only ever downloaded music, how can the authorities persuade people that music should be paid for?

The record companies argue that for good music to survive, the writers and performers need to profit from their work. However, it seems the public and the record companies disagree as to how much income the artists and record companies deserve. The band Radiohead released their album *In Rainbows* online in 2008 and invited fans to pay whatever they thought it was worth rather than a set price. The average price paid was just £2.80, with three in five people paying nothing at all.

The American singer Tori Amos likens downloading music without paying for it to shoplifting. She said in 2009: "Listening to a song is like a wine tasting. I can taste the wine, I can decide if I like it or not ... but you don't then take a bottle and put it in your bag. If you don't support the wine producers you like, or the artists you like, then they're not going to be able to continue."

Politicians seem to share Amos's opinion that illegal downloading is theft. In 2009, the French parliament created an agency to monitor illegal file sharing. It also passed a law under which anyone who is caught sharing copyrighted material such as music receives a warning letter. If you are caught three times, you are cut off from the Internet. The Australian, New Zealand and British governments have announced plans for similar legislation, but there have been protests about the proposals in all those countries. Two British Internet service providers have argued in court that they are not responsible for the traffic on their services and it's unfair to expect them to take action against people who download illegally. In Ireland, meanwhile, a judge has ruled that people who download music illegally cannot be cut off from the Internet.

One thing seems certain – there will be plenty more debate until harmony is restored between record companies, governments, performers and music fans.

- 1 According to the article, the UK music industry's main problem is that
 - A young people have never paid for music.
 - B most music is now downloaded illegally.
 - C people have stopped buying CDs.
 - D it doesn't make enough money.
- 2 Radiohead's experiment suggested most music fans want music on the Internet to be
 - A free.
 - B cheap.
 - C legal.
 - D profitable.
- 3 Tori Amos thinks people should be able to
 - A tell musicians what they think of their music.
 - B have music sharing parties.
 - C decide how much music to download free of charge.
 - D sample only a small amount of music without paying for it.
- 4 The French created a law with the aim of
 - A counting the number of people downloading music illegally.
 - B following a suggestion by Tori Amos.
 - C making people want to download music legally.
 - D destroying illegal files online.
- 5 In Britain, Internet service providers have said they
 - A support the government's efforts to stop illegal downloads.
 - B cannot stop illegal downloads.
 - C don't want to stop illegal downloads.
 - D don't agree with the government's solution.
- 6 The writer thinks resolving the issue is
 - A important.
 - B simple.
 - C difficult.
 - D impossible.

Listening

(Multiple matching)

- 2 You will hear five people talking about crime. Match the speakers (1-5) to the statements (A-F). Use each statement once. There is one extra statement.

- A The speaker was the victim of cybercrime.
- B The speaker feels that punishment should be more severe.
- C Someone burgled the speaker's house.
- D The speaker thinks there are not enough police.
- E The speaker thinks the police do a great job.
- F The speaker is afraid at night.

1	2	3	4	5

Speaking

(Give a talk)

- 3 a) Read the rubric. Write down as many words as you can think of related to the topic under the headings, then do the task.

- Types of crime • Reasons
- Ways to prevent crime

Give a 1.5-2 minutes talk about crime in your community.

Remember to say:

- what type of crimes people commit in your community
- why you think people commit these crimes
- ways you think we can prevent crime

- b) Listen to someone doing the task. What ways does he suggest to prevent crime?

Grammar & Vocabulary

- 4 Fill in the gaps with the proper grammar and lexical form of the capitalised words.

The Internet 1) an important part of society and our everyday lives, but how did it start? Its history is quite interesting.

BECOME

The Internet 2) suddenly but was the result of many developments. The first form of the Internet, as we know it, 3)

NOT APPEAR

Arpanet. On 29th October 1969, two computers at the universities of Stanford and UCLA 4)

CALL

for the first time. Then in 1971, email 5) by Ray Tomlinson who decided to use the symbol @ 6) the username from the computer name. Email became popular very quickly and in 1975 the first email programme was born.

CONNECT
DEVELOP

The 1980s was a decisive period for the Internet. The USA wanted 7) their Internet system standard while European countries pushed for their OSI system. By 1987 the USA 8) and the Internet became the World Wide Web system. 1991 saw the creation of the first web page.

SEPARATE

MAKE

WIN

Word formation

- 5 Fill in the gaps with the proper grammar and lexical form of the words in brackets.

We've all seen heroes from 1) (ACT) films fight off gangs of bad guys, and many of us have seen similar acts of 2) (BRAVE) in the real world. But the story of 70-year-old Ann Timson is one of a kind! One afternoon Mrs Timson was in Northampton town centre with a friend. Suddenly, she saw six men trying to break into a jewellery shop. Mrs Timson, wearing a long red coat (although a long red superman cape might have been more 3) (SUIT)), ran towards the criminals and started hitting them with her handbag. The men tried to escape on their scooters but Mrs Timson managed to hit one of them so hard that he fell to the ground. Other bystanders 4) (EVENT) ran to help. Due to Mrs Timson's 5) (HERO) courage, the men were arrested and nothing was stolen.

Writing (an essay making suggestions)

- 6 Read the rubric.

Listen to two people discussing the topic and make notes of their suggestions and possible results. Use your notes to write your essay.

You have had a class discussion about ways to make the city's neighbourhoods safer. Write an essay in which you present your suggestions and possible results.



Reading & Listening

- 1 What do you know about St Petersburg?
- 2 Read the title and the first sentence in each paragraph. What do you think the text is about?
 Listen and read to find out.
- 3 Read the text and mark the sentences *T* (true), *F* (false) or *NS* (not stated).
 - 1 GraFFFest is the first graffiti festival to be held in Russia.
 - 2 The festival is only for graffiti artists.
 - 3 Artists from around the world come to the festival.
 - 4 During the festival several artists work on one piece of art.
 - 5 You don't have to pay to attend the festival.

Speaking & Writing

- 4 a) Complete the table with information from the text.

NAME	
PLACE	
DATE	
REASON	
ACTIVITIES	
ENTRANCE FEE	

GRAFFFEST

Graffiti may not be what first comes to mind when you think of Saint Petersburg but that may be changing. GraFFFest, The International Petersburg Graffiti Art Forum, is a new exciting and innovative art festival held in Saint Petersburg every summer. It is one of the few of its kind in Russia. The festival aims to promote street art and hopes to help people appreciate this growing art form. It brings together a variety of graffiti artists and hosts a range of events that mix graffiti with other arts such as photography, film, and computer animation.

Artists and designers from all over the world create their graffiti masterpieces in the streets of the city and the best ones appear on a website after the festival. The artists usually work together as a group on a common piece of art on a large wall somewhere in the city. The festival also organises many interesting events. There are hip-hop and other concerts in support of street art and documentaries and films about graffiti are shown to the public. GraFFFest is a great festival that brings people together. What is even better is that all the events are completely free of charge.

Check these words

innovative, aim, promote, appreciate, range, masterpiece, group, in support of

- b) Imagine you attended last summer's GraFFFest. Use the completed table to tell your partner what it was like.
- 5 **THINK!** What do you think of street graffiti? Do you think it is really art or vandalism? In three minutes write a few sentences. Tell the class.

1 Fill in: parachute, curious, earn, take, campus, enthusiastic, breath, carry, duty, champion.

- Sam is very and always asks lots of questions.
- I want to up street luge because it looks amazing.
- Sally is very about her work.
- I can get to the university library very quickly because I live on
- He jumped out of the burning aeroplane and opened his
- It's a doctor's to do his best to save a patient.
- I hold my every time I dive in the sea.
- on with your work. You must finish it before 5 pm.
- He's the world for the third time.
- Students often do odd jobs to extra money.

10x2=20 marks

2 Circle the correct word.

- Samuel does his job **good** / **well**.
- Be **carefully** / **careful** with my bag.
- Does Liam always arrive **lately** / **late** to school?
- Jim thinks that the task is **easy** / **easily**.
- Lola is great. She works **hardly** / **hard**.
- Smokejumpers are **brave** / **bravely** men.

6x2=12 marks

3 Complete the sentences with *present simple* or *present continuous* form of the verbs in brackets.

- Dan (go) to a job interview tomorrow.
- Patricia (want) to buy some old coins.
- Dean (not/believe) in ghosts.
- What (Claire/do) at the moment?
- Amy (think) her new job is great.

5x4=20 marks

4 Put the verbs in brackets into the correct (to) infinitive or -ing form.

- She's looking forward (go) to university.
- Peter has difficulty (find) an evening job.
- They don't let him (work) the night shift.
- He agreed (work) at weekends.
- I'd prefer (get) a part-time job at the university library.

5x2=10 marks

5 Put the adjectives in brackets into the correct form.

- He earns (much) money than his brother.
- Days are getting and (long).
- Ann's a lot (hard-working) than Sheila.
- Claire works (long) hours of everyone in the office.
- She's (friendly) person at work.

5x2=10 marks

6 Match 1-4 with A-D to make exchanges.

- | | | |
|---|-----------------------------|--|
| 1 | Do you have any experience? | A Thank you. |
| 2 | We'll be in touch. | B I can start immediately. |
| 3 | Please have a seat. | C Yes, I worked part-time last summer. |
| 4 | When can you start? | D Thank you very much for your time. |

4x2=8 marks

7 Write a cover letter for a job you would like to do (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about jobs and careers _____
- talk and write about hobbies _____
- talk about immediate plans for the future _____
- talk and write about part-time jobs _____
- act out a job interview _____
- ask for personal information _____
- write a cover letter _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

2 Revision

1 Fill in: *locals, biting, shared, seasick, caught, lighting, carried, audience, rose.*

- 1 Nicky got because there were big waves and the boat was moving up and down.
- 2 He got in bad weather.
- 3 Beth really enjoys meeting the when she's travelling.
- 4 The made the whole theatre look red and gold.
- 5 He his travel experiences with his friends.
- 6 Max had trouble sleeping because the mosquitoes were him all night.
- 7 The curtain and a beautiful actress appeared on stage.
- 8 The clapped loudly at the end of the performance.
- 9 The singer's voice over the sound of the crowd.

9x2=18 marks

2 Put the verbs in brackets in *past simple* or *past continuous*.

- 1 Gary was writing postcards while Laura (take) photos.
- 2 We (watch) a film at 8 o'clock yesterday evening.
- 3 Susan opened the door and (run) out of the house.
- 4 Larry Page and Sergey Brin (meet) in 1995.
- 5 (you/listen) to music when I called?

5x2=10 marks

3 Complete the sentences with *used to*.

- 1 In ancient times the actors (wear) brightly-coloured costumes in Chinese opera.
- 2 the ancient Greeks (perform) in outdoor theatres?
- 3 Lily (not/live) in the city when she was 5.
- 4 Harry (take) long walks in the countryside when he was young.

4x3=12 marks

4 Put the verbs in brackets into *past perfect* or *past perfect continuous*.

- 1 He (walk) for an hour before he reached the cabin.
- 2 She was tired because she (not/sleep) the previous night.
- 3 Greg (look) for his book for two hours before he found it.
- 4 They were lost because they (not/take) a map with them.
- 5 He (work) since morning on his computer and his eyes were red.

5x4=20 marks

5 Match 1-5 with A-E to make exchanges.

- | | |
|--|---------------------------------------|
| 1 <input type="checkbox"/> What was the concert like? | A Sure! I'll give you a call. |
| 2 <input type="checkbox"/> Do you want to go for a walk later? | B I watched a film on TV. |
| 3 <input type="checkbox"/> What did you do on Friday? | C Not really. It was nothing special. |
| 4 <input type="checkbox"/> Did you enjoy the concert? | D It was fantastic! |
| 5 <input type="checkbox"/> Is your book good? | E No, I'm not really enjoying it. |

5x4=20 marks

6 Write a story entitled "*A day to remember*" (120-200 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about travel experiences _____
- talk and write about Google and Facebook _____
- talk about actions in progress in the past _____
- talk and write about music and pop stars _____
- express positive and negative opinions _____
- write a descriptive email _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

1 Fill in: *melt, unpredictable, competitors, extinct, backwards, footpath, special offer, drizzle, self-catering, rise.*

- 1 Follow the that leads up to the top of the hill.
- 2 The weather is very these days. You never know what it's going to be like!
- 3 Many animals could become because of global warming.
- 4 These days, there are lots of in the World Wok Racing Championship.
- 5 We prefer staying in a apartment and cooking our own meals on holiday.
- 6 Global warming is causing ice to and temperatures to
- 7 There's a at the hotel at the moment – 3 nights for the price of 2.
- 8 The problem with going while river bugging is that you can't see where you're going.
- 9 I hate! It's only light rain, but you still get really wet!

10x1=10 marks

2 Complete the sentences with the correct future tense.

- 1 I promise I (go) on holiday with you next year.
- 2 Zoe doesn't believe it (be) possible to control the weather in the future.
- 3 Dan (meet) his friends in the park in half an hour.
- 4 Do you know where (you/stay) on the Appalachian Trail yet?
- 5 I (do) yoga on the beach when I'm on holiday next month.

5x2=10 marks

3 Complete the Conditional type 0 or 1 sentences with the correct form of the verbs in brackets.

- 1 When the weather gets warmer, ice (melt).
- 2 Unless you go to Nicaragua, you (not/be able to) go volcano surfing.
- 3 When water (drip) from rocks in caves, it slowly creates stalactites and stalagmites.
- 4 If you don't wear a coat today, you (be) cold.

4x5=20 marks

4 Put the verbs in brackets into the correct tense.

- 1 If I (be) you, I'd go to Chile this year.
- 2 If you had been more careful, you (hurt) yourself.
- 3 If they (come) earlier, we'd have gone out.
- 4 I wish I (not/take) their advice. I wouldn't be in trouble now.
- 5 I wish he (be) here. We'd go to the lake.

5x4=20 marks

5 Match 1-4 with A-D to make exchanges.

- | | | |
|-----------------------------------|---|--|
| 1 <input type="checkbox"/> | I'm playing golf today. How about joining me? | A Thanks, I'd love to! |
| 2 <input type="checkbox"/> | How can I help you? | B Yes, it's Joan Thompson. |
| 3 <input type="checkbox"/> | Can I take your name? | C It's about twenty minutes by car. |
| 4 <input type="checkbox"/> | How far away is the hotel? | D I'd like to book a room, please. |

4x5=20 marks

6 You have seen an advert for a weekend nature walk. Write an email asking for more information. Ask: when exactly it is, how long the walk will be, what it involves, what to bring (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about weather _____
- talk and write about extreme activities _____
- book accommodation _____
- talk and write about climate change _____
- write an email asking for information _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

4 Revision

1 Fill in: *concentrate, venom, upset, loss, slippery, sickness, soothe, cure, strain, blurred*.

- 1 Drive carefully! The roads are really after last night's rain.
- 2 A lot of teenagers suffer from hearing because they set the volume too high on their MP3 players.
- 3 Working long hours in front of a computer can cause vision.
- 4 Cold water will the pain if you burn your hand.
- 5 Take a break from the computer, Sam – you'll your eyes.
- 6 Some poisonous animals inject into their victims.
- 7 Eating all that spicy food yesterday gave me a(n) stomach.
- 8 Scientists haven't found a for the common cold yet.
- 9 Steve always gets travel when he goes on long car journeys.
- 10 I couldn't at work today because I didn't get enough sleep last night.

10x2=20 marks

2 Choose the correct word.

- 1 Max was ill yesterday so he **wasn't able to/ didn't have to** go to work.
- 2 You **might not/mustn't** climb public buildings – it's illegal!
- 3 A redback spider **must/can** give its victims a nasty bite.
- 4 People with hay fever **should/can** keep their windows closed in the summer.
- 5 Tom **mustn't/can't** play football next week. He's broken his leg.
- 6 People who share mobile phones **should/might** get skin infections.
- 7 If you sit in front of a laptop for too long, you **may/have to** get backache.
- 8 Alain Robert **had to/could** climb buildings from the age of twelve.
- 9 You **mustn't/don't have to** go to the doctor for minor health problems. You **can/must** try a natural remedy!

10x2=20 marks

3 Join the sentences using the words in brackets.

- 1 Dave lives in the flat upstairs. He is a firefighter. (who)
- 2 Lisa is afraid of spiders. Sarah is afraid of spiders too. (both ... and)
- 3 I think Jane called you or it might have been Katy. (either ... or)
- 4 My favourite restaurant is on the high street. It is closing down. (which)
- 5 Lyn isn't coming to the party. She is unwell. (why)

5x4=20 marks

4 Match 1-5 with A-E to make exchanges.

- | | |
|--|---|
| 1 <input type="checkbox"/> Should I come back and see you again? | A Oh no. What should I do? |
| 2 <input type="checkbox"/> I'm afraid it's infected. | B Well, it's my back. |
| 3 <input type="checkbox"/> Is there anything you can give me for it? | C Only if it gets worse. |
| 4 <input type="checkbox"/> What seems to be the problem? | D Yes, I think that might help. |
| 5 <input type="checkbox"/> Why don't you make a study plan? | E You should put some antibiotic cream on it. |

5x4=20 marks

5 Write an article making suggestions about how young people can stay healthy while leading such busy lives (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk about 21st century health problems _____
- talk and write about home remedies _____
- talk about someone with amazing abilities _____
- act out a dialogue at the doctor's surgery _____
- talk about teenage problems _____
- write an essay making suggestions _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

1 Fill in: *lost, sneeze, sank, reach, cheerful, bark, gossip, blush, overweight, look after.*

- 1 Anya is always so She's always smiling and I've never seen her in a bad mood!
- 2 Tom tried hard to his goals.
- 3 Narayanan Krishnan gave up a great job to homeless people.
- 4 Our neighbours let their dog all night. It's so annoying!
- 5 Sam is a bit; he should stop eating junk food.
- 6 A is a reaction to an irritation in the nose.
- 7 Some people when they are embarrassed.
- 8 It's annoying when people about me.
- 9 He his temper and started shouting.
- 10 When she saw him leave, her heart

10x2=20 marks

2 Fill in: *retirement, pale, marital, pierced, win, manners, late, reach, social, leap.*

- | | |
|--------------------------|----------------------|
| 1 ears | 7 to |
| 2 in his teens | 8 a scholarship |
| 3 at the chance | 8 to |
| 4 party | 9 your goals |
| 5 skin | 9 |
| 6 to have problems | 10 etiquette |
| | 10 to have bad |

10x1=10 marks

3 Choose the correct tense.

- 1 Maria **found/has been finding** it hard to make friends so far at college.
- 2 She **has changed/changed** her life completely since she moved abroad.
- 3 Julie has lost some weight. She **did/has been doing** a lot of exercise recently.
- 4 You're all wet! **Did you walk/Have you been walking** in the rain?
- 5 What has Mark **been doing/did Mark do** since he quit his job?

5x2=10 marks

4 Fill in: *may/might, must, can't.*

- 1 John be pleased. Look at his huge smile!
- 2 Alan doesn't wear glasses, so that be him.
- 3 Look at all of Sara's birthday cards. She be popular.
- 4 It rain later, so take an umbrella just in case.
- 5 Tessa change her career, but she isn't sure yet.

5x2=10 marks

5 Put the verbs in brackets into the correct (to)-infinitive or -ing form.

- 1 Peter seems (wait) for someone. He looks very nervous.
- 2 Ann appears (have) difficulty getting a job.
- 3 Laura can't stand (wear) long dresses.
- 4 Sue seems (lose) a lot of weight. Has she been on a diet?
- 5 They denied (take) the money.

5x2=10 marks

6 Match 1-5 with A-E to make exchanges.

- | | | |
|----------------------------|--------------------------|------------------------|
| 1 <input type="checkbox"/> | You look different. | A Pleased to meet you. |
| 2 <input type="checkbox"/> | Can I have a quick word? | B That's OK. |
| 3 <input type="checkbox"/> | I've just moved here. | C I have a complaint. |
| 4 <input type="checkbox"/> | I'm sorry about that. | D I've lost weight. |
| 5 <input type="checkbox"/> | What can I do for you? | E Sure. |

5x4=20 marks

7 Write a for-and-against essay on 'Is it a good idea to become a vegetarian?' (120-150 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about annoying habits _____
- talk about culture shock _____
- talk and write about social etiquette _____
- make deductions _____
- complain and apologise _____
- talk about appearance _____
- write a for-and-against essay _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

6 Revision

1 Fill in: *dangerous, evidence, brighten up, tutor, arrested, speeding, lawyer, fake, prevent, private detective.*

- 1 The robber refused to answer the policeman's questions until his arrived.
- 2 Neighbourhood Watch helps crime in the community.
- 3 Jane got a fine for on the motorway.
- 4 The policeman the graffiti artist and took him to the police station.
- 5 The council have been planting a lot of flowers to try to the town.
- 6 John has hired a(n) to find out where his brother is.
- 7 He was sentenced to two years in prison for driving.
- 8 Forensic scientists analyse found at a crime scene such as blood, hair and saliva.
- 9 Mary needed a to help with her Maths and Science lessons.
- 10 The shop assistant told Tim that he couldn't accept the £20 note as it was

10x2=20 marks

2 Complete the sentences with the correct passive form of the verb in brackets.

- 1 Agatha Christie (award) the honour of Dame of the British Empire.
- 2 An electron microscope (use) to examine things the eye can't see.
- 3 In the future, crime (fight) in different ways.
- 4 Your laptop (can/protect) with antivirus software.
- 5 Unfortunately, the bank robbers (not catch) yet.

5x2=10 marks

3 Rewrite the direct speech as reported speech.

- 1 "The mugger was sentenced to six months in prison," said Alex.
- 2 "Step out of your car," the policeman ordered the driver.
- 3 "Is there a Wi-Fi hotspot nearby?" Beth asked me.
- 4 "Everyone has the right to a safe neighbourhood," said the mayor.
- 5 "Did anyone disturb the evidence?" asked the forensic scientist.

5x2=10 marks

4 Match 1-5 with A-E to make exchanges.

- | | |
|---|---|
| 1 | Thank you for your time. |
| 2 | Is there anything else you can tell us? |
| 3 | What happened next? |
| 4 | My car has just been broken into! |
| 5 | Can you tell me what you saw? |

- A The thieves drove away.
- B You're joking? How awful!
- C I don't think so.
- D Two men were mugging another man.
- E You're welcome.

5x4=20 marks

5 Rewrite the sentences using the causative.

- 1 John's car was stolen last night.
.....
- 2 Jane will put a new lock on the door tomorrow.
.....
- 3 A thief is picking that man's pocket!
.....
- 4 Burglars broke into our house.
.....
- 5 Someone has vandalised the mayor's statue.
.....

5x4=20 marks

6 You recently read a newspaper article about not having enough green spaces in your town. Write a letter to the editor giving suggestions about what could be done to improve the situation (150-200 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about street art _____
- talk and write about jobs related to crime _____
- give a witness statement _____
- talk and write about cybercrime _____
- report what people said _____
- talk about neighbourhood problems _____
- write a letter to the editor _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Work

1 Use the words to complete the jobs (1-18).

- artist • trainer • controller
- expert • chaser • person
- walker • officer • director
- designer • decorator • assistant
- operator • driver • worker
- attendant • counsellor • tester



1 dog



2 shop



3 delivery



4 make-up



5 flight



6 bomb disposal



7 managing



8 taxi



9 graphic



10 air traffic



11 personal



12 crane



13 police



14 camp



15 storm



16 interior



17 social



18 video game

2 Choose the correct word.

- 1 I'm sure that working as a gardener is a pleasant way to **earn/win** a living.
- 2 Sue decided to **apply/ask** for the position of shop assistant.
- 3 The company **teaches/trains** all its new employees.
- 4 They are thinking of **promoting/advancing** him to manager.
- 5 Why do you want to **transport/transfer** him to another department?
- 6 They **fired/set off** Mike after he spoke rudely to his boss.
- 7 After Sally was made **redundant/unemployed** at work, she opened her own business.
- 8 They **took/offered** Dan the job once they saw his CV.

Vocabulary Bank

1

3 a) Match the descriptions to the jobs.

- | | | |
|----|--|---------------|
| 1 | | hairdresser |
| 2 | | biologist |
| 3 | | meteorologist |
| 4 | | caretaker |
| 5 | | TV presenter |
| 6 | | dentist |
| 7 | | artist |
| 8 | | librarian |
| 9 | | tailor |
| 10 | | secretary |
| 11 | | miner |
| 12 | | cashier |
| 13 | | lifeguard |
| 14 | | surgeon |

- A A person who looks after a large building, school or block of flats.
 B This person makes men's clothes.
 C This person can cut, style, colour and even curl your hair.
 D This person works underground and extracts substances like gold and coal.
 E A scientist who studies all living things.
 F This person works in an office, types letters, answers phone calls and arranges meetings.
 G A person in charge of a collection of books.
 H This person examines and treats people's teeth and gums.
 I A person who hosts or introduces a programme on TV.
 J This person studies the Earth's atmosphere and predicts the weather.
 K A person who paints or draws pictures, or creates sculptures for a living.
 L A doctor who operates on a patient.
 M A person in a bank or a shop who receives or pays out money.
 N Someone who is trained to save people from drowning in the sea or swimming pool.

b) Which of these jobs: *need a university degree?, are manual jobs?, are outdoor jobs?, involve shifts?, are dangerous?, offer high salaries?, involve contact with the public?*

4 Choose the correct word.

- Tim's got a **part-time/full-time** job delivering pizzas at the weekend.
- Gary's working overtime tonight because he's got so much **job/work**.
- The local swimming pool has a job **career/vacancy** for a lifeguard.
- She's got five years' **experience/qualifications** working with dogs.
- My company pays my **wages/salary** into my bank account every month.

5 Fill in: *perks, bonus, 9-5, qualities, profession, training, underpaid, application, recommendation.*

- The business made a profit this year and all the workers got a(n)
- Barry's father is a lawyer by
- I need to include two letters of from my old employers.
- Do you provide with this job?
- Tom hates shifts and just wants to work
- What skills and personal does the job require?
- I wrote a letter of saying why I wanted the job.
- Holly works harder than everyone else, but she's still
- A company car is one of the of Emily's new job.

Sports

- 1 Use the words to complete the table in your notebooks. Each sport can match more than one category.



TYPES OF SPORTS	
Indoor	
Outdoor	
Summer	
Winter	
Team	
Individual	
Water	
Land	
Air	
Extreme	

- 2 Choose the adjective that best completes each sentence.

- Sailing offers **peaceful/shallow** moments when the sea is calm.
- One of the most popular **competitive/relaxing** sports in the world is football.
- It must be a **boring/thrilling** experience to go skydiving.
- He enjoys doing **brave/dangerous** sports like rock climbing.
- A good game of squash is always **careful/challenging**.
- Hiking could be **tiring/fun** if a person is not fit enough.
- Surfing the waves is very **fearless/exciting**.
- Playing hockey for an hour is **gentle/exhausting**.

- 3 Complete the sentences about you and sports.

- I like because
- I don't really like because
- I prefer to because I find
- I hate because
- I enjoy because

The Internet

- 1 a) Match the words to form new words/phrases.

1	search	A software
2	email	B name
3	social	C network
4	user	D account
5	antivirus	E engine

- b) Complete the sentences with words/phrases from Ex. 1a.

- Internet users need to have to protect their computers.
- My is *penguin_7*, which isn't my real name of course.
- Jenny doesn't have a(n) so I can't send her the information she needs.
- Google has been the most popular since 2010 and 91% of all Internet users prefer it.
- Twitter is a very popular for people to send and read short messages.

- 2 a) Match the addresses. Use the key to read them.

1	http://twitter.com/ladygaga
2	http://www.englishgrammar.com
3	peter_allen17@yahoo.uk

- A email address
B social networking site
C web page/website

Key: . dot, / slash, @ at, _ underscore, : colon

- b) Do you know what these abbreviations stand for? Complete the phrases.

- FAQ frequently asked
- AWS As we
- AFAICT As far as I can
- AFC away from
- AIR As I
- ASAP As soon as
- TTYL Talk to you
- F2F Face to

- 3 Fill in: *website, link, password, blog, profile, hardware, forum, server*.

- The central computer from which other computers get information is called a
- You shouldn't tell anyone what your is.
- A is an online discussion site where a large group of people can exchange ideas on many topics.
- The parts you can actually see and touch on your computer are the
- Can you recommend a that has information I could use for my science project?
- The university's homepage contains a which takes you to the library web page.
- Jack has a lot of information about himself on his Facebook
- My friend has a and writes about his travels.

- 4 Fill in: *access, hack, browse, download, upload, scan, crash, go online*.

- A thief tried to into the bank's system and steal credit card numbers.
- A website can suddenly when too many people want to use it at the same time.
- You need a password to your email account.
- Mary took photos of her baby and she will them to her PC and share them with her friends and family.
- If you go to this website you can antivirus software for free.
- Tom likes to on the Internet in his free time.
- My friend and I live in different cities so we every night and chat.
- Please these pages so that we have them in digital form.

- 5 Answer the questions.

- How often do you go online and for how long?
- What websites do you usually visit?
- Do you use social networking sites? Why?/Why not?

Types of books

1 Match the types of books to the extracts.

1	crime thriller	5	adventure
2	non-fiction	6	romance
3	biography	7	science fiction
4	horror	8	fantasy

A Born in a tiny Welsh village in 1853, no-one expected Danny Wells to become the most important inventor of his time.

B When the fairy appeared before Alice, the little girl was crying. "Why are you crying Alice?" asked the fairy. "How do you know my name?" Alice replied.

C Climbing to the top of the bridge was the only way to escape without being seen. Jonathan tried not to think about what might happen if he didn't succeed.

D This is a complete guide to recycling at school. There are many helpful tips and ideas to make recycling fun.

E The thief had escaped once again leaving no fingerprints. This was the second robbery in a week.

F In deep space, Planet Oron is at war with Planet Nordid. The Galactic Government is sending spaceships to that far corner of the universe.

G Trevor said to Annie, "I'm glad you got home before I left. I wanted to say goodbye to you." "When will you be back?" Annie asked. "I won't be back," said Trevor with tears in his eyes.

H Jean had never felt so scared in her life. What was that thing chasing her? It was a kind of monster. Where did it come from?

2 Fill in: *set in, written, plot, twist, chapter, character.*

This crime thriller was **1)** by a young author, Andrew Watts. It's his first book and already it has become a bestseller. From the first **2)** you will find the **3)** gripping. It is **4)** the city of Rome. The main **5)** is a man who has lost his memory. The police suspect he has committed a terrible crime. I won't tell you any more, because I don't want to spoil the **6)** in the story. Highly recommended!

3 Fill in with: *a bore to read, an unexpected twist, a waste of time, a dull story, you'll love it.*

A *The Attic Light* is James Boyd's new book. **1)**! I couldn't put it down. The best thing about the story is **2)** which makes it very interesting.

B I used to like Mike Jameson's books. However, his last book is **3)** I have never read such **4)** in my life! Don't buy it because it's **5)** and money!

Music

4 Use words from the boxes to complete the sentences about your taste in music.

reggae pop jazz
dance garage hip hop
techno punk metal
heavy metal rock 'n' roll
classical music
R&B (rhythm and blues)

loud happy fast
enthusiastic lively
slow aggressive
boring emotional
monotonous
powerful

I love because it's
I like because it's
I can't stand because it's
..... isn't really my cup of tea
because it's

The weather

1 a) Choose the correct word.

			
1 flood/drizzle	2 shower/light clouds	3 blizzard/thunderstorm	4 sunny spells/heatwave
			
5 hurricane/tornado	6 sleet/hail	7 sunshine/breeze	8 snow storm/thick fog

b) Which of these weather conditions are common/rare in your country?

2 Fill in: *temperatures, cold, overcast, boiling, lightning, clear, winds, heavy.*

- We have to light a big fire; it's going to be freezing tonight.
- Whenever there is thunder and , our cat hides under the bed.
- Global warming is already causing more extreme worldwide.
- It's only spring and it's already hot; I wonder what summer will be like.
- On a day in Gibraltar, you can see all the way across to Africa.
- skies make me gloomy.
- Close all the shutters! We're expecting high this afternoon.
- Look at those clouds! It's going to start pouring soon.

3 Complete the sentences with the verbs: *set, pour, blow, drop, reach, wipe, gather, rise.*

- The temperature will a high of 19°C.
- The rising water level could out many coastal villages.
- The sun will at 6:54 pm this evening.
- I heard it's going to with rain all afternoon.
- Strong winds will in from the Atlantic later today.
- The sun will at exactly 5:58 am tomorrow morning.
- They're expecting the temperature to by 5°C at the weekend.
- Clouds will over the mountains bringing rain by the early afternoon.

The environment

1 Which of these environmental problems can you see in the pictures?

- burning fossil fuels • rising sea levels • overflowing landfill sites • industrial waste
- exhaust fumes • acid rain • deforestation • destruction of the ozone layer • overfishing
- extreme weather • water shortage • oil spills • noise pollution • global warming



A



B



C



D



E



F



G



H



I

2 Fill in the gaps with the correct form of the verbs in the list.

- become • add • rise • use • vanish • cut
- lose • reduce • melt • starve

- Sea levels could another 3 feet within 100 years.
- The polar ice caps at an alarming rate due to global warming.
- Pollution from power plants to poor air quality.
- If sea levels continue to rise, many animals their natural habitats.
- Scientists predict that a lot of animals extinct in the next 50 years.
- We have to reduce the amount of trees we down.
- Some islands under the waves already.
- Polar bears as food becomes harder to find.
- If we want to help this planet, we all have to our carbon footprint.
- We can make a difference if we less energy.

3 a) Fill in: *conserve, turn off, take, public, recycle, throwing, reduce, save, insulate.*

Go Green now!

Global warming is turning up the heat and we are starting to feel it. So what can we do? If we make a few alterations in our lifestyles and habits, we can save the planet before it's too late.

- Always 1) the lights when leaving a room.
- 2) water and 3) shorter showers.
- Leave the car at home and take 4) transport.
- 5) as much rubbish as possible instead of 6) it away.
- 7) our homes to keep them warmer in winter and cooler in summer, 8) energy and cutting bills at the same time.
- 9) the use of aerosols which destroy the ozone layer.

b) Which of these do you do to help protect the environment?

Sports & Equipment

1 a) Label the pictures with words from the list.

- mask • life jacket • bicycle • oars • snorkel • bow • helmet • poles • flippers
- raft • skates • racquet • kit • wetsuit • target • skis • arrows • ball • puck
- stick • net • gloves • boots • football



rafting

1 *life jacket*

2

3



football

4

5

6



ice hockey

7

8

9



snorkelling

10

11

12

13



skiing

14

15

16

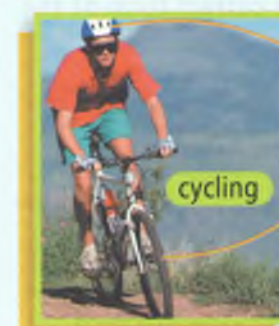


tennis

17

18

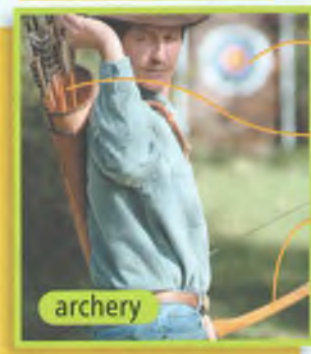
19



cycling

20

21



archery

22

23

24

b) Which of these sports do we: *go*? *do*? *play*?

2 Match the sports in Ex. 1a to the descriptions.

In this sport...

- 1 you need good balance and must always keep your eyes on the road or path ahead.
- 2 you need to be flexible, and have strong arms and legs to keep your balance on the hill.
- 3 you need to be in control in difficult conditions. If you aren't, you might fall in.
- 4 you need to have lots of stamina and be able to kick.
- 5 you need steady hands and a good eye to be able to hit your target.
- 6 you need to turn quickly and shoot without losing your balance on the slippery surface.
- 7 you need to run across the court to hit the ball with strength and accuracy.
- 8 you don't need to use your hands to move in the water; just let your legs do all the work.

3 Fill in: *break, hold, beat, score, points, take.*

- 1 The Chicago Bulls the record for the most wins in an NBA season.
- 2 You should check your fitness with a doctor before you up a new sport.
- 3 Sam is hoping to the record in his next marathon.
- 4 Anna me three times at chess yesterday.
- 5 Our team lost 12 in the last ten minutes.
- 6 Danny will keep the while we play.

Camping equipment

4 Label the pictures with: *tent, rucksack, penknife, first aid kit, insect repellent, matches, compass, map, rope, sleeping bag, sunscreen.*



1



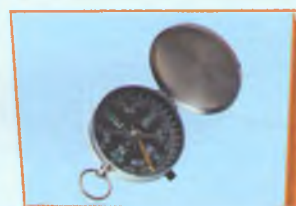
2



3



4



5



6



7



8



9



10

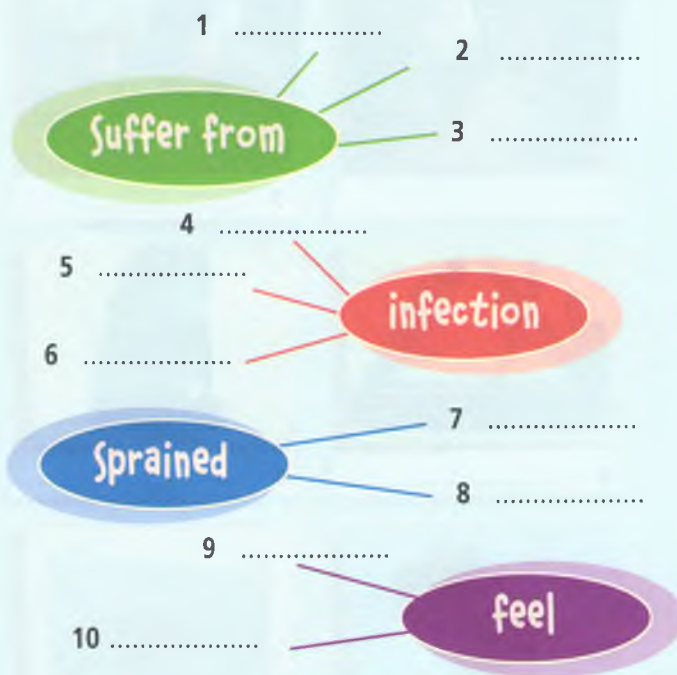


11

Health

- 1 a) Complete the spidergrams with words/phrases from the list.

• eye • sick • ear • wrist • dizzy • ankle
• a bad back • skin • insomnia • depression



- b) Complete the gaps with phrases from Ex. 1a in the correct form.

- Eva's got a(n) on her arm that's really red and itchy.
- People who find it hard to enjoy anything.
- A(n) is very painful, but rarely causes hearing loss.
- If you, you should either sit or lie down.
- I can't walk for a few days because of my
- Steve ate too much junk food at the party and
- Robby always looks tired because he
- She's wearing sunglasses because she has a(n)
- My made it impossible for me to write.
- Don't lift heavy weights if you

- 2 Choose the correct word.

- The doctor gave Janet a **recipe/prescription** for some cough medicine.
- John had a(n) **operation/surgery** to improve his eyesight.
- I have a sore throat and it is very **hurt/painful** to swallow.
- This skin cream helps to **disappear/remove** acne scars.
- The athlete just broke his arm and he's in terrible **pain/ache**.
- Tom's eye is swollen and he should **pour/use** some eye drops.
- Don't **itch/scratch** the rash because it will get worse.
- How can I **relieve/recover** sunburn?
- This is a very deep cut and it will take time to **cure/heal**.

Idioms

- 3 Fill in: *fit, picture, back, white, weather, rain*.

- Take this medicine and in a few days you'll feel as right as
- The injured man had lost a lot of blood and looked as as a sheet.
- Holly has recovered from the flu and now looks the of health.
- Even though Grandad's 73, he's as as a fiddle.
- Betty isn't coming to school today because she's feeling a bit under the
- Jake had an operation last month but he is on his feet now.

- 4 Circle the odd one out.

- pain – ache – illness
- germ – swelling – virus
- acne – infection – spots
- fever – wound – injury
- flu – cold – bruise
- cut – sneeze – cough
- pill – therapy – medicine
- bandage – plaster – remedy

5 a) Match the words to make phrases.

1	upset	A	nose
2	watery	B	cough
3	sore	C	sickness
4	itchy	D	throat
5	high	E	eyes
6	broken	F	stomach
7	runny	G	temperature
8	dry	H	strain
9	travel	I	rash
10	eye	J	bone

b) Fill in with the phrases from Ex. 5a.

- Some people suffer from when they go on a trip.
- When I touch this kind of plant, I get a(n)
- If you have a(n), a doctor has to put it in plaster.
- John, you feel warm. I'll get the thermometer and see if you've got a(n)
- A good way to prevent is not to watch TV in a dark room.
- Katy ate a lot of pizza and now she's got a(n)
- The baby caught a cold and has a(n), but no fever.
- When you have a(n) eating or drinking can be really painful.
- I've got (a) that feels like a tickle in my throat.
- Emma's not crying; she's just got

6 What is each person's problem? Match the pictures with the sentences.



A



B



C



D



E



F

- I ate far too much at Alex's birthday party.
- I stayed at the beach all day and didn't use sunscreen.
- I can't take it any more! I really must go to the dentist's.
- I need another pack of tissues because I've got a runny nose.
- I went for a walk in the park and now I can't stop sneezing.
- I shouldn't have played video games for four hours without a break.

7 Discuss these questions with a partner.

- How can we prevent sunburn?
- Have you ever been in hospital? What happened?
- Do you think everyone should know first aid? Why?/Why not?

Feelings

- 1 a) Label the pictures with: *exhausted, bored, confused, confident, depressed, furious, excited, surprised*.



1



2



3



4



5



6



7



8

- b) Use the words from Ex. 1a to complete the sentences.

- 1 "I've got nothing to do. I feel really today."
- 2 "I'm completely I need a good night's sleep."
- 3 "That exam was easy. I'm that I've passed."
- 4 "I didn't expect that to happen to me! I'm very"
- 5 "I don't know what to do next. I'm completely"
- 6 "How dare you tell lies about me! I'm absolutely"
- 7 "I'm so ! I've just won a holiday to Italy!"
- 8 "I've just argued with my best friend. I'm very"

Problems

- 2 Fill in: *peer, difficult, welcome, advice, approve, similar, right, distance, fit, common*.

Agony Aunt

a problem shared is a problem halved



- A** Dear Agony Aunt,
I've got a problem and I don't know what to do.
My family just moved to a new city and I had to change schools, but I'm finding it 1) to make new friends. My classmates keep their 2) and ignore me all the time. When I try to be friendly, they just walk away. It might be because they don't 3) of the clothes I wear. They all seem to dress differently from me. Should I buy some new clothes to 4) in?
Can you help me? What should I do?
Lonely

- B** Dear Lonely,
Try not to worry too much. This is a 5) problem when people change schools. First of all, don't try too hard. Everyone needs a little time to get to know someone else and this is true for both you and your classmates. Give it a couple of weeks and I think you'll find they'll get used to you and you'll feel more 6) In the meantime, what about joining a school club? It's a great way to meet people who have 7) interests. Now about your clothes, don't change a thing! You have the 8) to choose your own style. Don't fall into the trap of 9) pressure. We should all respect each other even if we are different. I hope my 10) helps.

Stages in life

1 Label the pictures.

- infant • toddler • child • teenager • adult
- senior citizen



1



2



3



4



5



6

2 Put these events in the correct chronological order.

- 1 get married/start a family/go on honeymoon/get engaged
- 2 get a promotion/leave school/find a job/retire with a pension
- 3 start primary school/go to kindergarten/go to high school/attend college
- 4 apply for university/graduate with a degree/take a gap year/go to university

3 a) Match the words to make phrases.

1	start	A	grandchildren
2	live	B	a wedding
3	buy	C	abroad
4	lose	D	to the countryside
5	have	E	your job
6	move	F	on a career
7	arrange	G	a business
8	get	H	a wedding anniversary
9	decide	I	divorced
10	celebrate	J	a house

b) Fill in the sentences with phrases from Ex. 3a in the correct form.

- 1 Harry can't stand renting and wants to as soon as he can.
- 2 Sarah's been so depressed since she at the factory.
- 3 Fran was a young grandparent and when she was just fifty.
- 4 They were married for ten years before they It's so sad.
- 5 When you, you get to experience another culture in depth.
- 6 The city was too much for John so he when he retired.
- 7 They this weekend. They've been married for five years now.
- 8 I need some advice because I'm finding it really difficult to
- 9 Dan's got a lot of courage to in this economic climate.
- 10 Mum would love to, but I'm not getting married yet!

4 Discuss these questions in class.

- 1 Do you remember your first day at school? How did you feel?
- 2 Was going to high school a major turning point in your life? Why?
- 3 What was the most important event in your life? Why?

A wedding

5 Label the pictures. Use the words in the list.

- bride • groom • bridesmaid • best man
- wedding dress • wedding ring • veil
- bouquet • tuxedo



Now describe the first photograph.

6 Choose the correct word.

- 1 The bride and her father entered the church and walked down the **corridor/aisle**.
- 2 The film actress decided to have her **marriage/wedding** on the beach.
- 3 Jason was getting married the next day so he had a bachelor **meeting/party**.
- 4 It is a custom in some countries for the couple to exchange **vows/promises** when they get married.
- 5 After the wedding ceremony, all guests were invited to the **reception/event**.
- 6 The bride's parents paid for the tickets to Hawaii where they're going on their **holiday/honeymoon**.
- 7 The best man **made/did** a toast to the couple and wished them a happy life.
- 8 If you catch the **bouquet/bunch** that the bride throws, it means you will be next to get married.

Character

7 Fill in: honest, hard-working, patient, ambitious, stubborn, optimistic, sensitive, sociable, modest, generous.

- 1 Charlie is top of his class because he is very and studies a lot.
- 2 Grandparents are usually very with their grandchildren and give them lots of presents.
- 3 Our teacher is a very person and never gets angry with us.
- 4 Although the scientist has a Nobel Prize, he is quite about his achievements.
- 5 Kate is really and loves being with other people.
- 6 He is so; I've never heard him tell a lie in all the time I've known him.
- 7 Betty is a very person and understands people's feelings and problems.
- 8 I like Jason because he is; he always looks on the bright side of things.
- 9 My father is so; when he makes up his mind about something he doesn't change it.
- 10 The young lawyer is very and wants to go to the top of his profession.

8 Match the opposites.

- | | |
|---|---------------|
| 1 <input type="checkbox"/> generous | A lazy |
| 2 <input type="checkbox"/> neat | B pessimistic |
| 3 <input type="checkbox"/> nice | C messy |
| 4 <input type="checkbox"/> optimistic | D demanding |
| 5 <input type="checkbox"/> humble | E nasty |
| 6 <input type="checkbox"/> easy-going | F mean |
| 7 <input type="checkbox"/> hard-working | G arrogant |

9 Write the opposites of these adjectives. Use *un-, im-, ir-, dis-, in-*.

- | | |
|-----------------------|------------------------|
| 1 selfish ≠ | 6 sensitive ≠ |
| 2 polite ≠ | 7 tidy ≠ |
| 3 honest ≠ | 8 reliable ≠ |
| 4 responsible ≠ | 9 patient ≠ |
| 5 considerate ≠ | 10 trustworthy ≠ |

10 Match the characteristics (A-H) to the descriptions (1-8).

- | | |
|--------------|---------------|
| A shy | E arrogant |
| B aggressive | F considerate |
| C reliable | G easy-going |
| D demanding | H vain |

- 1 ☐ Angela's parents have taught her to be polite and think about others.
- 2 ☐ Some people shout and become violent when they have an argument with others.
- 3 ☐ Who does he think he is? He thinks he is better than anyone else.
- 4 ☐ Some children are spoilt and are always asking for things from their parents.
- 5 ☐ Poor Ben! He always feels nervous when he meets new people.
- 6 ☐ John is a person you can always depend on. He will never let you down.
- 7 ☐ David spends far too much time checking his hair and clothes in the mirror.
- 8 ☐ My best friend is a person that gets along with anyone.

Appearance

11 Complete sentences 1-5 using words from the table.

Hair:	curly, wavy, straight, short, long, spiky, bald
Height:	tall, short, of average height
Weight:	thin, slim, plump, fat, overweight, well-built
Age:	in his late teens, middle-aged, in her early twenties, child
Face:	long, round, square, oval
Skin:	pale, dark, olive, fair
Special features:	mole, freckles, moustache, beard, glasses



- 1 This is Janet. She's six years old. She's got long black hair and skin.

- 2 Tom is He's of average height with short hair.



- 3 Mike is with short dark hair and a



- 4 Lisa is in her mid-twenties. She has, blonde hair, blue eyes and an face.



- 5 Mr Jones is my teacher. He wears and he's almost because he's lost a lot of hair.

12 Use the words in the table in Ex. 11 and describe your best friend.

Crime

- 1 Match the newspaper headlines (1-8) to the types of crime (A-H).

A	burglary	E	shoplifting
B	arson	F	smuggling
C	robbery	G	speeding
D	vandalism	H	kidnapping

- 1 Hollywood star arrested for driving his Porsche at 180 kmph!
- 2 Millionaire caught stealing clothes in department store
- 3 Girl disappears from home – ransom note found
- 4 Hooligans destroy playground
- 5 Man burns his house down to get insurance money
- 6 Thousands of exotic pets brought into the country illegally
- 7 Armed men steal £2 million from bank
- 8 House broken into while family on holiday

- 2 Complete the table.

Person	Noun	Verb
1	burglary	burgle
2	vandalism	3
robber	robbery	4
5	arson	set fire (to)
thief	6	7
8	smuggling	9
kidnapper	kidnapping	10

- 3 Fill in: *arrested, broke into, committed, broken, charged, stole, robbed, accused.*

- 1 The police him with murder and took him to prison.
- 2 Thieves Oscar-winning actress Mary Stone at gunpoint last night.
- 3 Dan's friends and family couldn't believe he'd a crime.
- 4 Someone smashed my window in the car park and my bag.
- 5 They waited until he left the shop and then him for shoplifting.
- 6 He wasn't of anything because the police didn't have enough evidence.
- 7 Gary's an honest person who's never the law in his life.
- 8 Thieves her flat when she was out and stole cash and jewellery.

The law

- 4 Choose the correct words.

- 1 The young man **pleaded/begged** not guilty to robbery.
- 2 After a 3-month trial James was **tried for/convicted of** arson.
- 3 The judge **examined/tested** the evidence/**proof** against the accused man.
- 4 The jury **got/reached** a verdict and the criminal was taken to prison.
- 5 The court **found/said** the accused guilty.
- 6 Jack is going to **witness/testify** against his friend in **court/jury**.
- 7 You have to **swear/say** to tell the truth in court.
- 8 The thief was **sentenced/charged** to ten years in prison.

5 Match the people (1-7) to the descriptions (A-G).



- A** ☐ The person who is accused of a crime.
- B** ☐ The person who saw or knows things about a crime.
- C** ☐ The person who represents the accused in court.
- D** ☐ The group of people who have to give a verdict in court.
- E** ☐ The person who makes the decisions in court.
- F** ☐ This is a person who takes the defendant from their cell to the courtroom.
- G** ☐ This is the person who investigated the crime.

6 a) Match the words to make sentences.

1 <input type="checkbox"/>	armed	A service
2 <input type="checkbox"/>	life	B sentence
3 <input type="checkbox"/>	death	C robbery
4 <input type="checkbox"/>	guilty	D penalty
5 <input type="checkbox"/>	crime	E station
6 <input type="checkbox"/>	court	F scene
7 <input type="checkbox"/>	jury	G verdict
8 <input type="checkbox"/>	police	H case

b) Fill in the sentences with phrases from Ex. 6a.

- Most countries do not have the and no prisoners are executed.
- The jury returned a
- The thief was arrested and taken to the
- Some citizens are asked to do in a court.
- The police are looking for evidence at the
- There was a(n) at the jeweller's and a man was shot.
- The murderer got a(n) and will never come out of prison.
- This was in the news for months.

Cybercrime

7 Fill in: *hacker, access, identity, piracy, spam, viruses*.

- Don't open emails because they could harm your laptop.
- A(n) broke into our company's computer system.
- The most common form of cybercrime is theft.
- My laptop has a software program to protect against
- You can't this account without the correct password.
- Illegally downloading computer programs is software

Writing Bank 1

Formal letters/emails

Formal letters/emails are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith,*),
- an **introduction** with our opening remarks and the reason for writing,
- **main body paragraphs**, one for each separate topic,
- a **conclusion** with our closing remarks,
- a **formal ending** (*Yours faithfully, when you don't know the person's name/Yours sincerely, when you know the person's name*) + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences** (*I am available for an interview at any time convenient to you.*)
- **formal linking words** (*However, In addition*)
- **full verb forms** (*I am writing to ...*)
- **use of the passive** (*I can be contacted ...*)

Useful Language

Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's 'Evening Post'*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*)
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.

You see an advert at your college in England for a part-time assistant in their children's daycare centre. Write a letter of application (120-150 words) in which you:

- say where you saw the advert and why you are interested in the job,
- state your age and any suitable qualifications you have,
- mention if you have previous experience and why you have a suitable personality for the job,
- say how many hours a week you can work and when you can come for an interview.

formal greeting

Dear Sir or Madam,

use of the passive

I am writing to apply for the position of part-time daycare centre assistant which was advertised on the college noticeboard. I am interested in this job since I enjoy working with children.

formal linking word

I am twenty-one years of age and am currently studying Child Psychology. In addition, I have a good command of both written and spoken English.

advanced vocabulary

Despite not having any formal work experience in childcare, I have often done babysitting for neighbours and friends. I feel I would be well suited for this position as I am enthusiastic, energetic and creative. I also consider myself to be patient when dealing with young children.

full verb form

I am available for work for up to 15 hours a week during the afternoons and would be glad to attend an interview at any time convenient to you.

longer sentence

I look forward to hearing from you.

formal expression

Yours faithfully,

formal ending

Eva Kowal

full name

Practice

1 Read the letter again and match the formal expressions in bold to the informal ones below.

- 1 I'm really good at
- 2 I'm sure I'd be great at this job
- 3 Whenever is good for you
- 4 Best wishes
- 5 I just wanted to ask about
- 6 Although I've never done anything quite like this before
- 7 I'd love to have a go at

Stories

Stories can be written either in the first or the third person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an introductory paragraph which **sets the scene** (describes the time, place, people, activity, weather, etc),
- main body paragraphs (describing incidents leading up to the main event, the main event itself and its climax),
- a concluding paragraph (describing what happens in the end, people's reactions/feelings, etc)

Stories are characterised by:

- the use of past tenses (The sun was shining brightly when they set out. She put on her coat, opened the door and went outside. When the waiter brought the bill, Mr Bartlett was embarrassed to find he had forgotten to bring his wallet.)
- linking words/phrases that convey time and sequence of events (first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc)
- descriptive adjectives/adverbs to make the story more interesting (elegant, pleasant, breathtaking, fast, politely, softly, etc)
- direct speech to make the story more dramatic ("Whatever are you doing?" she yelled.)

Useful Language

Starting a story/Setting the scene

- Karen felt (exhausted) as she had been (studying hard for her exams for six months).
- The birds were singing happily when Tom woke up on Saturday.

Leading up to the main event

- At first, we didn't notice (anything strange).
- The (party) had only just (started) when ...
- The next thing (Tom) knew, (he was ...).

The main event/climax of the story

- They started (screaming and shouting in panic).
- I felt sure (the plane) was going to (crash).

Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their (surprise/disgust/horror, etc) ...
- Imagine our (disappointment) when ...

Ending a story

- I've never felt so (relieved/scared, etc) in my whole life.
- He knew he would never ... again.
- It was the most (embarrassing) moment I've ever experienced.

Your school is holding a story-writing competition. You have been asked to write about a scary experience. Write your story (120-180 words) for the competition.

Traveller's Rest by John Smith

time One weekend last autumn, ^{place} my cousin Jack and ^{people} I ^{activity} went on a hiking trip in the countryside. We had planned to stay at a village hotel on Saturday night and return home on Sunday. As we were walking late on Saturday afternoon, we realised we had lost our way. It was getting dark and we were very tired. Then, ^{weather} it started to rain and we started to feel desperate. ^{time} The next moment, ^{sequence} we saw an old-fashioned stone cottage, so ^{linker} we decided to stop and ask directions. A little old lady came to the door. ^{descriptive} She was wearing a long dress and smiling ^{adverb} sweetly. When she heard that we were lost, she invited us inside. "You're welcome to stay the night," she said. "You can reach the village easily in the morning." We felt grateful for her hospitality and sat down to a hot tasty meal in her cosy kitchen. After that, she showed us upstairs to two clean comfortable beds. ^{descriptive} The next morning, the old lady was nowhere to be found. We left a thank-you note and set off towards the village. We stopped for a coffee at the village hotel. Imagine our amazement when the hotel owner told us who we had stayed with. "That's old Mrs Heron," he said. "She's been dead for sixty years. She used to put up travellers overnight." Jack and I looked at each other in horror. Did we imagine it or had we seen a ghost? I suppose we will never know.

people's reactions/feelings

Practice

1 Put the events in the story in the order in which they happened.

- | | |
|---|--|
| A | They reached the hotel. |
| B | An old lady came to the door. |
| C | They heard a scary story. |
| D | The writer and his cousin were out hiking. |
| E | They talked to the hotel owner. |
| F | They stopped to ask the way. |
| G | They went to bed. |
| H | They got lost. |
| I | They ate a meal. |
| J | She invited them to stay the night. |
| K | They saw a cottage. |

2 Underline all the time words and phrases in the story that show the sequence of events. Compare with your partner.

Writing Bank 3

Semi-formal letters/emails

Semi-formal letters/emails are usually sent to someone we know but not very well, e.g. a routine email to a business/website asking for or giving information, a thank-you letter to your friend's parents, etc. They include:

- a **formal greeting** (*Dear Ms Cole, Dear Mr and Mrs Jackson*),
- an **introduction** with your opening remarks and the reason for writing,
- **main body paragraphs** each containing a separate topic,
- a **conclusion** with your closing remarks,
- an **informal ending** (*Best wishes, Kindest regards, Yours, + your full name*).

Note: when we want to be brief and to the point, emails are usually preferred to letters.

Semi-formal style is characterised by:

- **relaxed, friendly language** (*Thanks so much for having me to stay with you.*)
- a **polite and respectful tone**, depending on the relationship you have with the person (*I'm really grateful for all your help.*)
- **some short verb forms** (*I'm writing to enquire about tennis lessons in my area.*)
- **full inclusion of pronouns** (*We'd be happy to answer your queries.*)
- **some use of idioms/colloquial expressions** but use with care (*I hope this information will come in handy sometime.*)
- **linking words/phrases for listing points** (*first of all, secondly, also, finally, etc*)

Useful Language

Opening remarks

- I hope you are well.
- I'm sorry I haven't been in touch sooner.
- I'm writing in connection with ...

Thanking

- I can't thank you enough.
- I don't know how to thank you.
- I really appreciate it.

Giving information

- I'd be glad to answer your questions.
- Another point to bear in mind (*is that*) ...
- I would also like to point out ...

Asking for information

- I'd like to (*ask/enquire/know* etc) ...
- Could you please inform me ... ?
- Will it be necessary to ... ?/Will I need to ... ?
- Is there an extra charge for ... ?
- What kind of (*equipment*) is provided?

Closing remarks

- Many thanks (*in advance*) for ...
- I'm looking forward to hearing from you.
- Please give my regards to ...
- I hope you find this information helpful.

You want to book a camping holiday online. You have found a campsite you like, but you want some more information. Write an email to Bill Forbes of Golden Sun Campsite in which you ask about:

- bringing a pet with you,
- the cost of parking,
- what cooking facilities are available,
- which water sports are offered in the area.

Dear Mr Forbes, *formal greeting*

I'm writing to enquire about staying at your campsite this summer. Can you please give me some further information? *polite respectful tone*

short verb form Firstly, I'd like to know about the cooking facilities. For example, is there a shared kitchen for cooking and if so, will I need to bring any equipment? Also, could you tell me if there is an extra charge for car parking and whether I can bring my dog along to the campsite?

linking word to list points Finally, your advert mentions the campsite is near the beach, but it doesn't say which water sports are available. *inclusion of pronoun* I am particularly interested in doing windsurfing and would like to know if this is possible.

relaxed friendly language Many thanks in advance for your help.

informal ending Yours, *full name* Aleksander Belinski

Practice

1 Read the model below. Compare and contrast it with the model above. Why isn't it appropriate? Think about:

- layout • the way it starts/ends • tone and style of language
- use of pronouns/linking words

Dear Bill Forbes,

Just writing to ask about staying at your campsite this summer. Unfortunately, quite a bit of information is missing from your website! I'd like to know if there is a shared kitchen for cooking. If there is, I'll probably need to bring some equipment, won't I? Do you charge extra for car parking? Furthermore, are pets prohibited from the campsite? It's great that you're just a stone's throw from the beach. However, your advert doesn't say which water sports are available. I would particularly welcome the opportunity to experience windsurfing for the first time.

Yours faithfully,

Aleksander

Essays suggesting solutions to a problem

Essays suggesting solutions to a problem are formal pieces of writing in which a problem is introduced and suggestions are made on how to deal with it. The expected result of each suggestion is mentioned, together with the writer's opinion at the end of the essay.

Essays suggesting solutions to a problem include:

- an **introductory paragraph** stating the problem,
- **main body paragraphs** (up to 3) each presenting a separate suggestion, a supporting sentence to develop the idea or give an example and the possible results,
- a **concluding paragraph** which restates the problem and summarises the writer's opinion.

Essays suggesting solutions to a problem are characterised by:

- **formal/semi-formal vocabulary and some longer sentences** (*If these suggestions are taken into consideration, I am convinced that the problem will be resolved.*)
- **formal linking words** to join ideas (*Moreover, Nevertheless, However, etc*)
- **full verb forms** (*There is no doubt that ...*)
- a **mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Most people would agree street litter is unpleasant.*)

Useful Language

Listing points

- Firstly,/In the first place, • Secondly,
- Furthermore, • In addition, • Finally,/Lastly,

Making suggestions

- One way of solving the problem ...
- Another helpful suggestion would be to ...
- We/People should ...
- It is important/It would be a good idea to ...

Adding supporting details

Developing a point:

- In other words,/In short, • This means that ...
- After all,

Giving examples:

- For instance,/For example, • In particular,

Presenting results

- As a result, • Consequently, • By doing this,
- In this way, • Therefore, • Then,
- If (people) ... , the (situation) will/would ...

Expressing opinion

- In my opinion/view,
- I believe/think/feel (that)...
- It seems to me/It is obvious (that)...

Concluding

- To conclude,/To sum up, • All in all,

Your teacher wants her class to write about a problem that affects your local community. You have chosen the topic of litter on the streets. Write an essay (120-180 words) suggesting ways that individuals can help to fight this problem and mentioning the possible results.

Fight litter now!

Para 1
states
problem +
possibility of
solving it

Nowadays, litter on the streets is a common problem in many cities and towns. There is no doubt that it is an unpleasant and annoying sight. The question is, what can we as individuals do about it? In fact, there are a number of solutions.

Para 2
1st suggestion
+ supporting
sentence +
result

In the first place, we should make sure we dispose of our own rubbish responsibly. In other words, we should all get into the habit of finding the nearest rubbish bin or taking it home with us for recycling. If everyone does this, the streets will be much cleaner and tidier.

Para 3
2nd suggestion
+ supporting
sentence +
result

Secondly, don't ignore litter that you see lying around – pick it up. It is important to set a good example for others. Then, when someone sees your concern for the environment, they will hopefully follow your example and do the same.

Para 4
3rd suggestion
+ supporting
sentence +
result

As a final idea, you can join or create a local litter group. You could not only get involved in litter picking but also work with the local council to give talks in schools. As a result, children will learn at an early age how important it is not to litter.

Para 5
restates
problem +
gives writer's
opinion

To sum up, it cannot be denied that street litter poses a problem in many neighbourhoods. It is an ugly nuisance that will not go away unless we do something about it. I believe we should do more as individuals to reduce the problem.

Practice

- 1 Find and replace all the linking words and phrases in the essay with different ones from the *Useful Language* box.
- 2 Find examples of formal vocabulary and mild impersonal style in the essay. Compare with your partner.
- 3 Write a supporting sentence and a sentence presenting results for the following suggestions. Use language from the *Useful Language* box.
 - 1 One way of solving the problem of graffiti is for the council to provide a graffiti park.
 - 2 People suffering from stress should take up yoga.

Writing Bank 5

For-and-against essays

For-and-against essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is included at the end of the essay.

For-and-against essays include:

- an introductory paragraph introducing the topic and its two sides.
- two main body paragraphs – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples.
- a concluding paragraph which summarises the arguments and gives the writer's opinion.

Note: in for-and-against essays, each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph.

For-and-against essays are characterised by:

- **formal/semi-formal vocabulary and some longer sentences** (*Although some people may disagree, in my view, the advantages far outweigh the disadvantages.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*)
- **full verb forms** (*It is well worth ...*)
- **a mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Renting a home is thought by some people to be a better solution than buying one.*)

Useful Language

Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

Introducing advantages

- One/An important/The main advantage of ...
- Another/An additional benefit of ...
- Some/Many people are in favour of ...

Introducing disadvantages

- A serious drawback/major disadvantage of ...
- Some/Many people are against ...

Justifying points and giving examples

Justifying a point:

- This is because ... • The reason for this is ...
- This means that ... • After all,

Giving examples:

- For instance,/For example, • such as

Contrasting ideas

- On the other hand, • However,/Nevertheless,
- Despite/In spite of (*the fact that*) ...

Expressing opinion

- In my opinion/view, • I believe/think/feel ...

Concluding

- In conclusion, • All things considered,

Write an essay (120-180 words) for publication in a home-and-garden magazine discussing the pros and cons of buying your own home.

To buy or not to buy?

Para 1
introduces topic
+ presents the
two sides

Many young people today, especially those planning to get married, dream of owning their own home some day. Some people would agree that home ownership is a good thing, while others believe it is not worth the trouble.

topic sentence

Para 2
1st advantage
+ justification

There are certain advantages to having a home of your own. To begin with, it can be considered a good investment. After all, you can sell it at any time and possibly make a profit. Furthermore, home ownership means you have greater freedom to please yourself. You can redecorate your house or keep a pet dog, for example, without having to ask the landlord.

topic sentence

2nd advantage
+ example

Para 3
1st disadvantage
+ justification

However, buying a house can also have a number of disadvantages. One major drawback is the high cost. This is because you need a large amount of money as a down payment before you can buy, in addition to the expense of maintaining and repairing your house. Secondly, a homeowner tends to be tied down to one place. This means that you can't just get up and move if you do not like the neighbourhood, because you will have to sell your house first.

2nd disadvantage
+ justification

Para 4
summarises the
arguments +
gives the
writer's opinion

All things considered, there are both advantages and disadvantages to buying your own home. It seems to me, though, that it is a good idea if you can afford it. It is something that belongs to you and can give you security in the future.

Practice

- 1 Find examples of longer sentences and formal/advanced vocabulary in the essay.
- 2 Rewrite the topic sentences in the main body paragraphs of the model. Use phrases from the *Useful Language* box to help you.
- 3 Write one additional advantage and one additional disadvantage of buying your own home, together with justifications/examples.

Letters to the editor making suggestions

Letters to the editor making suggestions are pieces of writing which appear in newspapers or magazines. They express the writer's ideas concerning issues of public interest at local, national and even international levels, e.g. improving community facilities, health issues, etc. Letters to the editor are often written in direct response to a published article or news item and are usually formal in style. They include:

- a **formal greeting** (*Dear Sir/Madam, Dear Editor, Sir,*),
- an **introduction** in which we refer to the article/news item we are responding to (when applicable), say when and where we read it, state our reason for writing (to make suggestions on a given topic), and briefly give our opinion.
- at least two **main body paragraphs**, one for each suggestion and the possible results/consequences.
- a **conclusion** which summarises our opinion/restates the topic,
- a **formal ending** (*Yours faithfully*, + your full name).

Letters to the editor making suggestions are characterised by:

- **formal vocabulary & some longer sentences** (*In view of the widespread extent of the problem, security systems should be upgraded frequently as a precaution.*)
- **formal linking words** to join ideas (*Furthermore, Nevertheless, For this reason etc*)
- **the use of full verb forms** (*It is important that we raise public awareness of this issue.*)
- a **mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Another point to keep in mind is that security systems need regular updating.*)

Useful Language

Listing points

- Firstly/In the first place • To begin with,
- Secondly, • Additionally, • Finally/Lastly,

Making suggestions

- One good idea is to ...
- We/You/People should/could ...
- Another helpful suggestion would be to ...

Presenting results

- By doing this, • In this way, • Therefore,
- If (people) ..., the (situation) will/would ...

Expressing opinion

- I believe/think/feel (that) ...
- It seems to me/It is clear (that) ...

Concluding

- To sum up, • All things considered,

You have just read an article in your local newspaper *The Daily Chronicle* about people who have had their computers hacked. Write a letter in response, suggesting ways that you can protect yourself (120-180 words).

Dear Sir/Madam, *formal greeting*

Further to your article in today's issue of *The Daily Chronicle* about cyber hacking, I would like to express my concern about this issue. Most of us are familiar with firewall and anti-virus protection. *However,* there are one or two other suggestions which I *hope* readers may find helpful. *formal linking word*

First of all, it is important for PC users to keep their security programs up-to-date. You should upgrade them frequently and regularly to ensure you have the latest versions of security software. These are often free over the Internet. As a result, your chances of being hacked will be reduced.

Another point to keep in mind is to change your personal password from time to time. Do this regularly, say, every 90 days, to keep your PC access secure. Consequently, you will make it more difficult for hackers to break into your account. *full verb form*

To conclude, cyber hacking can pose a serious security threat to information systems. Nevertheless, I believe a few simple suggestions like the ones above can considerably reduce our risk of a cyber attack.

Yours faithfully,

Edwina Goodwin

formal ending

*formal vocabulary/
longer sentence*

Practice

- 1 Underline the topic sentences in the main body paragraphs. Then, rewrite them using language from the *Useful Language* box.
- 2 Write two main body paragraphs making suggestions on how your local town council can improve road safety in your town/village.

Grammar Reference

MODULE 1

Adverbs (Наречия)

Формообразование

- наречия обычно образуются путём добавления **-ly** к прилагательному: *beautiful – beautifully*
- у прилагательных, оканчивающихся на **согласный + -y**, окончание **-y** меняется на **-ily**: *lucky – luckily*
- у прилагательных, оканчивающихся на **-le**, окончание **-e** меняется на **-y**: *simple – simply*
- некоторые наречия являются исключениями, они либо похожи, либо полностью отличаются от прилагательного, от которого образованы:
long › long, fast › fast, hard › hard, early › early, late › late

Примечание: *good › well*

Употребление

Наречия обычно описывают глаголы: *He walks slowly.*
Наречия показывают образ действия (как), место (куда), время (когда), частотность (как часто) и ставятся обычно после глаголов:

He speaks loudly. (How does he speak? Loudly. – образ действия)

He went upstairs. (Where did he go? Upstairs. – место)

She left early. (When did she leave? Early. – время)

He visits us every week. (How often does he visit us? Every week. – частотность)

Present simple vs present continuous

Употребление

Present simple употребляется, когда речь идёт о:

- постоянных действиях: *John lives in Russia.*
- повседневных действиях: *He works from 10 to 6 every day.*
- повторяющихся действиях: *He usually plays golf at the weekends.*

Present continuous употребляется, когда речь идёт о:

- действиях, происходящих сейчас, в момент речи: *Tony is watching TV right now.*
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи: *Laura is looking for a new job these days.*

Некоторые глаголы состояния (**stative verbs**) обычно не имеют форму **present continuous**. Среди них:

have (= possess), *like, love, want, know, live, remember, understand, believe, need, see, smell* и т. д.

I need a pen. (Неправильно: *I'm needing a pen.*)

I have a car. (Неправильно: *I'm having a car.*)

НО: *I'm having breakfast now.* (= I'm eating)

Stative verbs (Глаголы состояния)

В английском языке есть глаголы, которые обозначают состояние, а не действие предмета/лица. Эти глаголы не употребляются в **present continuous**. Среди них:

- глаголы чувственного восприятия (*appear, feel, hear, look, see, smell, sound, taste* и т. д.): *She sounds worried.*
- глаголы, описывающие мыслительную деятельность (*believe, forget, know, understand* и т. д.): *I don't believe what you're telling me.*
- глаголы, выражающие чувства и эмоции (*desire, enjoy, hate, like, love, prefer, want* и т. д.): *I hate dancing.*
- некоторые другие глаголы: *belong, contain, cost, fit, have, keep, need, owe, own* и т. д.: *This bag costs 75 pounds.*

Некоторые из этих глаголов могут употребляться в **present continuous**, но в другом значении.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think it's good.</i> (= believe)	<i>I am thinking of buying a car.</i> (= am considering)
<i>He has a motorbike.</i> (= own, possess)	<i>I am having lunch.</i> (= eating) <i>He is having a bath.</i> (= taking)
<i>You can see the park from my room.</i> (= it is visible) <i>I see what the problem is.</i> (= understand)	<i>He's seeing his friends tomorrow.</i> (= meeting)
<i>This pie tastes very good.</i> (= it is/has the flavour of)	<i>Ken is tasting the soup to see if it has enough salt.</i> (= is trying)
<i>The roses smell great.</i> (= have the aroma)	<i>The dog is smelling the bushes.</i> (= is sniffing)
<i>He appears to be upset.</i> (= seems to)	<i>Rihanna is appearing in Madrid this week.</i> (= is performing)
<i>The jacket fits him well.</i> (= it's the right size)	<i>They are fitting new windows in their house.</i> (= are installing)

Примечание: Глагол **enjoy** может использоваться в **present continuous** для выражения определённого предпочтения:

I really enjoy dancing. (общее предпочтение)

НО: *I'm enjoying a quiet afternoon at home.* (определённое предпочтение)

Глаголы **feel, hurt** и **ache** могут использоваться в **present continuous** без разницы в значении:

I feel hungry. = I am feeling hungry.

-ing form – (-ing форма глагола)

-ing форма глагола употребляется:

- в роли подлежащего: *Drinking milk is very good for your bones.*
- после глаголов: *admit, appreciate, avoid, consider, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, prevent.*
I suggest eating out tonight.
- после глаголов: *love, like, enjoy, prefer, dislike, hate*, чтобы выразить общее предпочтение. *I love watching*

old films. **НО:** для выражения определённого предпочтения (с **would like/would prefer/would love**) употребляется инфинитив с частицей **to**:

- после таких выражений, как: **be busy, it's no use, it's (not) worth, there's no point (in), what's the use of, can't help, can't stand, have difficulty (in), look forward to, object to, prefer (doing sth to doing sth else):** *I look forward to seeing you next week. He isn't used to getting up early.*
- после глаголов **spend, waste** или **lose** (time, money и т. д.): *Don't waste time trying to fix this.*
- после предлогов: *John is good at fixing computers.*

Infinitive (Инфинитив)

Инфинитив с частицей **to** употребляется:

- для выражения цели: *He's saving money to buy a car.*
- после глаголов, относящихся к будущему: **agree, appear, decide, expect, hope, plan, promise, refuse**, и т. д.: *I promise to return the money soon.*
- после **would like, would prefer, would love** и т. д. для выражения определённого предпочтения: *I would love to go to the theatre tonight.*
- после прилагательных, описывающих чувства/эмоции (**happy, glad, sad** и т. д.), желание/нежелание (**eager, reluctant, willing** и т. д.) или характер людей (**clever, kind** и т. д.), а также после прилагательных **lucky** и **fortunate**: *He's always eager to help out.*
- после **too/enough**: *It is too cold to go swimming.*
- после выражений **to tell you the truth, to be honest, to sum up, to begin with** и т. д.: *To tell you the truth, I didn't really think they'd win.*

TENSES OF INFINITIVE		
	Active voice	Passive voice
Present	(to) play	(to) be played
Present cont.	(to) be playing	—
Perfect	(to) have played	(to) have been played
Perfect cont.	(to) have been playing	—

present simple/will > present infinitive

present continuous/future continuous > present continuous infinitive

past simple/present perfect/past perfect > perfect infinitive

past continuous/present perfect continuous/past perfect continuous > present perfect continuous

Инфинитив без частицы **to** употребляется:

- после модальных глаголов: *He should see a doctor.*
- после глаголов **let, make, see, hear** и **feel**: *They made him pay extra.* **НО:** после выражений **be made, be heard, be seen** и т. д. (в форме страдательного залога) употребляется инфинитив с частицей **to**: *He was made to pay extra.*
- после **would rather (not)/had better (not)**: *You had better book early.*

- после слова **help** может употребляться инфинитив с частицей **to** и без частицы **to**: *I helped her (to) move the sofa.*

Различия в значении между инфинитивом с частицей **to** и **-ing** формой

После некоторых глаголов может употребляться инфинитив с частицей **to** и **-ing** форма с разницей в значении

- forget + to-infinitive = not remember
He forgot to take his wallet with him.
- forget + -ing form = not recall
I'll never forget skiing down the Alps.
- remember + to-infinitive = not forget
Did you remember to wish Sue a happy birthday?
- remember + -ing form = recall
I remember going bungee jumping for the first time.
- mean + to-infinitive = intend to
I didn't mean to hurt her feelings.
- mean + -ing form = involve
If we go there by car, it will mean spending a lot on petrol.
- regret + to-infinitive = be sorry to (normally used in present simple with verbs such as say, tell, inform)
I regret to inform you that your flight is delayed.
- regret + -ing form = feel sorry about
I regret spending so much money.
- try + to-infinitive = attempt, do one's best
I tried to open the drawer but it was stuck.
- try + -ing form = do something as an experiment
He should try cutting down on fatty foods.
- stop + to-infinitive = stop temporarily in order to do something else
On our way to the beach, we stopped to take some photos.
- stop + -ing form = finish doing something
He stopped talking when the teacher walked in.

Comparisons (Степени сравнения прилагательных и наречий)

Употребление

- **Сравнительная степень** используется для сравнения двух людей, животных, предметов, мест и т. д. В этих случаях обычно используется **than**:
Chris is taller than John.
- **Превосходная степень** указывает на высшую степень качества у того или иного лица или предмета в группе подобных. Для выражения превосходной степени используется **the ... of/in**:
Anne is the oldest of the three children.
Pedro is the best student in the class.

Правила правописания прилагательных и наречий

- К односложным прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для

Grammar Reference

образования превосходной степени:

cold – colder – the coldest

Примечание: У односложных прилагательных, оканчивающихся на **гласную + согласную**, эта согласная удваивается:

thin – thinner (than) – the thinnest

- У прилагательных, состоящих из двух или более слогов сравнительная и превосходная степени образуются при помощи **more (более)/most (наиболее)**:

Примечание: У прилагательных, оканчивающихся на согласную + **y, -y** заменяется на **-i**:

busy – busier – the busiest

- Некоторые двусложные прилагательные, такие, как **clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid** и т. д. образуют сравнительную и превосходную степени сравнения как с **-er/-est**, так и при помощи **more/most**: **quiet – quieter/more quiet – the quietest/the most quiet**
- Некоторые прилагательные полностью меняют свою форму в сравнительной и превосходной степенях: **good – better (than) – the best** (хорошо – лучше (чем) – самый лучший)
- К наречиям, которые по форме совпадают с прилагательными (**hard, fast, free, late, high, low, deep, long, near, straight**) для образования сравнительной и превосходной степени добавляется **-er/-est**: **hard – harder – the hardest**

Примечание: У наречий, оканчивающихся на **-ly**, сравнительная и превосходная степени образуются при помощи **more/most**: **quickly – more quickly – the most quickly**

Исключения		
Начальная форма	Сравнительная степень	Превосходная степень
good/well	better	best
much/many/a lot of	more	most
far	farther/further	farthest/furthest
bad/badly	worse	worst
little	less	least

Изучите примеры:

- very + adjective/adverb:** *Diego is a very nice person.*
- much + comparative form of adjective/adverb:** *Your hair looks much better now that you've cut it.*
- (not) as + adjective/adverb + as:** *David is as old as Carl. Tom isn't as polite as his sister.*
- comparative + comparative:** *The weather is getting colder and colder.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *I feel a bit better today.*
- by far + superlative form of adjective/adverb:** *This is by far the best meal you've ever cooked.*

MODULE 2

Past continuous (Прошедшее продолженное время)

Формообразование: **was/were + глагол с окончанием -ing.**

УТВЕРЖДЕНИЕ	I was standing, you were standing, he was standing, etc
ОТРИЦАНИЕ	I wasn't standing, you weren't standing, he wasn't standing, etc
ВОПРОС	Was I standing?, Were you standing?, Was he standing?, etc
КРАТКИЕ ОТВЕТЫ	Yes, I/he/she/it was. Yes, you/we/they were. No, I/he/she/it wasn't. No, you/we/they weren't.

Употребление

Past continuous употребляется для:

- описания двух или более одновременных действий, происходивших в развитии в прошлом: *I was reading a book while John was watching television.*
- описания действия, которое происходило в прошлом и которое было прервано другим действием: *She was leaving the house when the telephone rang.*
- описания действия, которое происходило в определенное время в прошлом. При этом не указывается, когда действие началось или закончилось: *Jane was watching television at 8 o'clock last night.*
- описания атмосферы, обстановки и т. п., а также во вступлении к рассказу: *It was snowing heavily when Tom left home yesterday morning.*

Указатели времени (сигналы), употребляемые с past continuous: while, when, as, all day/night/morning, yesterday и т. д.

Past simple (Прошедшее простое время)

УТВЕРЖДЕНИЕ		ВОПРОС	
I walked/went.	You walked/went.	He walked/went.	She walked/went.
It walked/went.	We walked/went.	You walked/went.	They walked/went.
Did I walk/go?	Did you walk/go?	Did he walk/go?	Did she walk/go?
Did it walk/go?	Did we walk/go?	Did you walk/go?	Did they walk/go?
ОТРИЦАНИЕ			
Полная форма		Краткая форма	
I did not walk/go.	You did not walk/go.	He did not walk/go.	She did not walk/go.
It did not walk/go.	We did not walk/go.	You did not walk/go.	They did not walk/go.
Did I walk/go?	Did you walk/go?	Did he walk/go?	Did she walk/go?
Did it walk/go?	Did we walk/go?	Did you walk/go?	Did they walk/go?

КРАТКИЕ ОТВЕТЫ

Did I/you/he/etc walk/go?

Yes, I/you/he/etc did.
No, I/you/he/etc didn't.

Формообразование

Утвердительные предложения

- **past simple** правильных глаголов образуется путём добавления **-ed** к начальной форме глагола без частицы **to**: *I play – I played*
- Другие (неправильные) глаголы образуют форму **past simple** не по правилам: *I come – I came*

Вопросительные предложения

- Вопросительные предложения в **past simple** образуются при помощи **did** + подлежащее + основная форма глагола:
Did you play golf yesterday? Did you go to the cinema yesterday?

Отрицательные предложения

- Отрицательные предложения в **past simple** образуются при помощи **didn't** + основная форма глагола:
I didn't watch a film on TV yesterday. She didn't sleep well last night.
- Краткие ответы в **past simple** образуются при помощи **did** или **didn't**:
"Did you call him?" "Yes, I did."
"Did you go shopping?" "No, I didn't."

Правила правописания правильных глаголов в утвердительной форме

- К глаголам, оканчивающимся на **-е**, добавляется только **-d**: *I move – I moved*
- К глаголам, оканчивающимся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-ed**:
I try – I tried
- В односложных глаголах с гласной между двумя согласными удваивается последняя согласная и добавляется **-ed**:
I drop – I dropped

Употребление

Past simple употребляется, когда речь идёт о:

- действиях, которые начались и закончились в прошлом:
I met Kobe Bryant and he gave me his jersey.
- действиях, которые произошли в определённый момент времени в прошлом. Время либо упоминается или подразумевается:
He moved to the US from England in 2003.
Beethoven composed a number of symphonies and concerts.

Примечание: **When/While/As** + **past continuous** (более длительное действие)
When + **past simple** (более короткое действие)

Past continuous vs past simple

Past continuous употребляется для:

- описания действия, которое происходило в определённое время в прошлом. При этом не указывается, когда действие началось или закончилось:
At eleven o'clock last night we were watching a film. (We don't know when the film started or finished.)
- описания действия, которое происходило в прошлом и которое было прервано другим действием:
She was cooking dinner when the phone rang.
- описания двух или более одновременных действий, происходивших в развитии в прошлом:
She was talking on the phone while he was having a shower.
- описания атмосферы, обстановки и т. п., а также во вступлении к рассказу:
Alex was driving to work. It was raining heavily.

Past simple употребляется, когда речь идёт о:

- действиях, которые произошли в определённый момент времени в прошлом. Время либо упоминается или подразумевается:
They travelled to India last summer. (When? Last summer. The time is stated.)
They had a great time. (The time is already known.)
- последовательных действиях в прошлом:
First, he had a shower. Then he had breakfast.
- прошлых привычек. В этих случаях может употребляться выражение **used to**:
Paul walked/used to walk to school every day last year.

Used to

- **Used to** + **инфинитив** или **past simple** употребляются для обозначения привычек и регулярных действий в прошлом. **Used to** не изменяется по лицам и числам: *I used to play/played the guitar in a band. (I don't play the guitar in a band anymore.)*
- Вопросы и отрицания с **used to** образуются с помощью вспомогательного глагола **did/did not (didn't)**, подлежащего и глагола **use** без окончания **-d**:
Did you use to go to the cinema very often?
Robert didn't use to eat junk food.
- **Past simple** употребляется, когда речь идёт о действиях, которые произошли в определённый момент времени в прошлом:
He went to Paris last month. (Неправильно: He ~~used~~ to go to Paris last month.)

Used to/past simple

- **Used to** употребляется для обозначения привычек и регулярных действий в прошлом. В этом случае вместо **used to** может употребляться **past simple** без разницы в значении:
She used to go/went to work by bus. (She doesn't anymore.)
- **Past simple** употребляется, когда речь идёт о действиях, которые произошли в определённый момент времени в прошлом: *He went to a rock concert last*

Grammar Reference

week. (Неправильно: He ~~used to go~~ to a rock concert last week.)

Past perfect (Прошедшее завершённое время)

Формообразование: подлежащее + **had** + **past participle**.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/He/etc had played.	I/You/He/etc had not/hadn't played.

ВОПРОС	КРАТКИЕ ОТВЕТЫ
Had I/you/he/etc played?	Yes, I/you/he/etc had. No, I/you/he/etc hadn't.

Past perfect употребляется, когда речь идёт о:

- действии, которое произошло перед другим действием в прошлом или до обозначенного момента в прошлом: **All the guests had left when she arrived at the party.** (past perfect: **had left** before another past action: **arrived**) **Tom had finished his work by noon.** (before stated time in the past: **by noon**)
- действии, которое завершилось в прошлом, при описании его результата: **She had passed her test and she was really happy.**

Указатели времени (сигналы), употребляемые с past perfect: before, after, already, just, for, since, till/until, when, by the time, never и т. д.

Past perfect continuous (Прошедшее совершённое продолженное время)

УТВЕРЖДЕНИЕ
I/You/He/She/It/We/They had been running.

ОТРИЦАНИЕ
I/You/He/She/It/We/They had not/hadn't been running.

ВОПРОС	КРАТКИЕ ОТВЕТЫ
Had I/you/he, etc been running?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

Формообразование: **had** + **been** + **present participle**.
Употребление

Past perfect continuous употребляется, когда:

- подчеркивается длительность действия, которое началось и закончилось в прошлом перед другим действием в прошлом, обычно с **since** или **for**: **I had been watching TV for an hour when I remembered I had forgotten to call my friend.**
- обозначается действие, которое длилось некоторое время в прошлом, и описывается его результат (в прошлом): **Sharon was very tired because she had been painting her room all day.**

Указатели времени (сигналы), употребляемые с past perfect continuous: for, since, how long, before, until и т. д.

MODULE 3

Future simple (Будущее простое время)

УТВЕРЖДЕНИЕ		ВОПРОС
Полная форма	Краткая форма	
I will play.	I'll play.	Will I play?
You will play.	You'll play.	Will you play?
He will play.	He'll play.	Will he play?
She will play.	She'll play.	Will she play?
It will play.	It'll play.	Will it play?
We will play.	We'll play.	Will we play?
You will play.	You'll play.	Will you play?
They will play.	They'll play.	Will they play?

ОТРИЦАНИЕ	
Long Form	Short Form
I will not play.	I won't play.
You will not play.	You won't play.
He will not play.	He won't play.
She will not play.	She won't play.
It will not play.	It won't play.
We will not play.	We won't play.
You will not play.	You won't play.
They will not play.	They won't play.

КРАТКИЕ ОТВЕТЫ	
Will I/you/he/etc play?	Yes, I/you/he/etc will. No, I/you/he/etc won't.

Формообразование: **will** + инфинитив без частицы **to**
Употребление

Future simple употребляется, когда речь идёт:

- о прогнозах и предсказаниях на будущее обычно с выражениями **I think, I hope, I believe, I expect**; наречиями **probably** и **perhaps**: **I expect he'll be here at 10 o'clock tomorrow morning.**
- о сиюминутных решениях: **This dress is beautiful. I'll buy it.**
- об обещаниях (обычно с глаголами **promise/swear** и т. д.): **I promise I won't be late.**
- об угрозах: **Don't do this again or I'll leave.**
- о предупреждениях: **Get down from the tree or you'll fall!**
- о надежде: **I hope I'll see you soon.**
- о предложениях: **I'll carry the bags for you.**
- об информации о будущем действии: **When we go to Athens, we'll visit the Acropolis.**

Be going to

УТВЕРЖДЕНИЕ	I am He/She/It is We/You/They are	} going to leave.
ОТРИЦАНИЕ	I am not He/She/It is not We/You/They are not	} going to leave.
ВОПРОС	Am I Is he/she/it Are we/you/they	} going to leave?
КРАТКИЕ ОТВЕТЫ	Yes, I am./No, I'm not. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are. No, we/you/they aren't.	

Употребление

Be going to употребляется, когда речь идёт о:

- планах на будущее и намерениях: *Kim is going to start her new job soon.* (She's planning to ...)
- прогнозах, основанных на том, что мы видим или знаем: *Look out! You're going to drive into that tree.*
- принятых решениях по поводу действий в ближайшем будущем: *Dylan is going to travel to China.* (He has already decided to do this.)

Present simple / present continuous в форме будущего времени

- **Present simple** употребляется, когда речь идёт о расписании/программе: *The last bus leaves at 9:00 pm.*
- **Present continuous** употребляется, когда речь идёт о запланированных действиях в будущем, особенно, когда известно время и место действия: *We're having dinner at an Italian restaurant tonight. I booked a table yesterday.*

Clauses of time (Придаточные предложения времени)

- Придаточные предложения времени вводятся при помощи таких слов и выражений, как **after, as, as long as, as soon as, before, by the time, every time, immediately, just as, once, the moment (that), until/till, when, while** и т. д.: *They waited for three hours before their plane took off.*
- Когда глагол в главном предложении стоит в настоящем или будущем времени, глагол в придаточном предложении времени стоит в настоящем времени. В придаточных предложениях времени форма будущего времени **не употребляется**: *I'll help you as soon as I finish my work.* (Неправильно: *as soon as I will finish*)
- Если придаточное предложение времени стоит перед главным предложением, после придаточного предложения ставится запятая: *When you get home, call Mr Smith.* **НО:** *Call Mr Smith when you get home.*

Conditionals: types 0, 1, 2, 3

(Придаточные предложения условия – типы 0, 1, 2 и 3)

Условные предложения состоят из двух частей: условного придаточного предложения с союзом **if** (условие) и главного предложения (результат). Если придаточное предложение условия стоит перед главным предложением, эти два предложения отделяются запятой:

If you don't leave now, you'll miss the bus. **НО:**
You'll miss the bus if you don't leave now.

Conditional type 0

Формообразование

IF-CLAUSE	MAIN CLAUSE
If + present simple	present simple
<i>If the temperature drops below 0°C, water freezes.</i>	

Употребление

Conditional type 0 употребляется для выражения общеизвестных истин или о том, что всегда случается в результате чего-либо. Вместо **if** может использоваться **when**.

If/When you heat water to 100°C, it boils. (law of nature)
I get seasick when I travel by boat. (always happens)

Conditional type 1

Формообразование

IF-CLAUSE	MAIN CLAUSE
If + present simple	will/can/must/etc + bare infinitive or imperative
<i>If you study hard, you'll pass the exam.</i>	
<i>If you don't like it, don't eat it.</i>	

Употребление

- **Conditional type 1** употребляется для выражения реальной или очень вероятной ситуации в настоящем или будущем.
- **Conditional type 1** может употребляться с **unless** (если не) + глагол в утвердительной форме вместо **if...not**:
If you don't do your homework, you'll be in trouble.
Unless you do your homework, you'll be in trouble.

Conditional type 2

Формообразование

IF-CLAUSE	MAIN CLAUSE
If + past simple	would + bare infinitive
<i>If I had more money, I would travel the world.</i> (But I don't have more money. – untrue in the present)	
<i>If I were you, I would ask for help.</i> (advice)	

Употребление

- **Conditional type 2** употребляется для выражения воображаемой или маловероятной ситуации в настоящем или будущем, а также для выражения совета.
- **Were** может употребляться вместо **was** для всех лиц в условном придаточном предложении с союзом **if**:
If Tony was/were here, he would help us.

Grammar Reference

Conditional type 3

IF-CLAUSE	MAIN CLAUSE
If + past perfect	would have + past participle
If he had left earlier, he would have caught his flight. (But he didn't.)	
If you had studied harder, you wouldn't have failed the exam. (criticism)	

Употребление

Conditional type 3 употребляется для описания нереальной ситуации в прошлом и для выражения сожаления или критики.

Wishes (Выражение желаний)

Wish/if only используются для выражения желаний.

FORM		USE
+ past simple	I wish I was/were at home now. (But I'm not.) I wish my tooth didn't hurt. (But my tooth hurts.)	to say that we would like something to be different about a present situation
+ past perfect	I wish I had called him earlier. (But I didn't.) If only they hadn't broken up. (But they did.)	to express regret about something which happened or didn't happen in the past

Примечание:

- Конструкция **if only** используется так же как и **wish**, но придаёт высказыванию большую экспрессивность и яркость.
- Were** может употребляться вместо **was** после **wish** и **if only**: *I wish I were/was on holiday now.*

MODULE 4

Modals (Модальные глаголы)

К модальным глаголам относятся **can/could, may/might, must/have to, ought to, shall/should, will/would**.

- Форма модальных глаголов, кроме **have to**, не изменяется.
- После модальных глаголов инфинитив следует без частицы **to**.
- Модальные глаголы употребляются перед подлежащим в вопросительных предложениях. В отрицательных после них употребляется частица **not**.
- Когда за модальным глаголом следует инфинитив смыслового глагола, он относится к действию в настоящем или будущем: *We should send them a gift for their wedding.* Когда за модальным глаголом следует перфектный инфинитив, он относится к действию в прошлом: *We should have sent them a gift when they got married.*

Обязательство/Долг/Необходимость (must, have to, should/ought to)

- Must** выражает долг/строгое обязательство сделать что-либо, показывает, что какое-либо действие

крайне необходимо: *If your licence expires, you must renew it. My room is a mess. I must tidy it.* (It is your duty./You are obliged to do it.)

- Have to** выражает обусловленную обстоятельствами необходимость: *Our teacher says we have to finish the report by Friday.* (It's necessary.)
- Had to** – форма прошедшего времени для **must** и **have to**.
- Should/ought to** выражает обязательство, рекомендацию: *You should send him a thank-you letter for all his help.* (It's your duty. – less emphatic than must)

Отсутствие необходимости (don't have to/need to, needn't)

- Don't have to/don't need to/needn't** выражает отсутствие необходимости делать что-либо в настоящем или будущем: *She doesn't have to book the tickets in advance. You don't need to bring anything to the party. I needn't take the dog for a walk again later.* (It isn't necessary.)
- Didn't have to** выражает отсутствие необходимости в прошлом. Неизвестно, было это сделано или нет: *They didn't have to take them out to dinner.* (We don't know if they took them out. It wasn't necessary.)

Разрешение/Запрет (can, may, mustn't, can't)

- Can/may** употребляются для того, чтобы попросить/дать разрешение на что-либо. **May** является более официальным, чем **can**: *Can/May I sit here? Yes, you can/may.* (Is it OK if ...?)
- Mustn't/can't** употребляются, когда запрещается что-либо делать (правилами, законом): *You mustn't/can't eat in the classroom.* (You aren't allowed.)

Возможность (can, could)

- Can + инфинитив** употребляется для обозначения общей, теоретической возможности действия. Не используется для конкретной ситуации: *Mary can be quite unfair at times.* (general possibility – it is theoretically possible.)
- Could/may/might + инфинитив** употребляется для выражения возможности действия в определённой ситуации: *It might rain later, so bring an umbrella.* (It is possible./It is likely./Perhaps.)

Примечание: **can/could/might** может употребляться в вопросительных предложениях, **НО: may** не может: *Could he still be at work?* (Неправильно: ~~may~~)

- Could/might/would + перфектный инфинитив** употребляется, когда речь идёт о действии в прошлом, которое было возможно, но не произошло: *She would have come to the meeting but no one had told her.*

Формы инфинитива образуются следующим образом:

Present: (to) do
Present continuous: (to) be doing
Perfect: (to) have done
Perfect continuous: (to) have been doing

Способность/Неспособность (*can, could, was able to*)

- **Can('t)** выражает умение (неумение), способность (неспособность) сделать что-либо в настоящем или будущем: *She can('t) sing very well.* (She is (not) able to ...)
- **Could** выражает способность делать что-либо в прошлом: *He could walk for hours when he was younger.* (He was able to ...)
- **Was(n't) able to** выражает (не)способность сделать что-либо в прошлом: *He was(n't) able to attend yesterday's meeting.* (He (didn't) manage to ...)
- **Couldn't** выражает неспособность выполнить действие в прошлом: *Sue couldn't ride a bike when he was three.* (past repeated action) *She couldn't/wasn't able to ride her bike yesterday because it was being repaired.* (past single action)

Предложения (*can, would, shall, could*)

- **Can:** *Can I get you more coffee?* (Would you like me to ...?)
- **Would:** *Would you like some coffee?* (Do you want ...?)
- **Shall:** *Shall I help you carry these?* (Would you like me to ...? / Do you want me to ...?)
- **Can/Could:** *We can go to the Thai restaurant. You could ask him for help.* (Let's ...)

Вероятность (*will, should/ought to*).

- **Will:** *She will agree to marry him.* (100% уверенность)
- **Should/Ought to:** *He should/ought to be here by noon.* (90% уверенность; только будущее время; это вероятно)

Совет (*should, ought to, shall*)

- **Should:** совет общего характера: *She should stop worrying so much.* (It's my advice. / I advise you to ...)
- **Ought to:** совет общего характера: *We ought to respect the others.* (It's a good thing/idea to do.)
- **Shall:** просьба дать совет: *Shall I look for another job?* (Do you think it's a good idea to ...?)

Past modals (Модальные глаголы в форме прошедшего времени)

- **Had to** выражает необходимость/строгое обязательство в прошлом. **Had to** – форма прошедшего времени для **must** и **have to**: *The students who failed the test had to take it again.*
- **Didn't have to/Didn't need to** выражает отсутствие необходимости делать что-либо в прошлом. Неизвестно, было ли что-либо сделано или нет: *They didn't have to take them out to dinner.* (We don't know if they did.)
- **Could** выражает способность делать что-либо в прошлом: *Joan could ride a bike when she was three.* (She had the ability.)
- **Was(n't) able to** выражает (не)способность сделать что-либо в прошлом: *He was(n't) able to attend yesterday's meeting.* (He didn't) manage to ...)
- **Couldn't** выражает неспособность выполнить действие в прошлом: *Sue couldn't ride a bike when she was three.* (past repeated action) *She couldn't/wasn't able*

to ride her bike yesterday because it had a puncture.
(past single action)

Relative clauses (Определительные придаточные предложения)

Употребление

- Определительные придаточные предложения начинаются с относительных местоимений (**who/whose/which/that**) или наречий (**where/when/why**)

Relative Clause

The woman who stars in this play is my aunt.

- **Who(m)/that** употребляются по отношению к людям: *The man who/that rescued the children from the fire is a local hero.*
- **Which/that** употребляются по отношению к вещам, предметам или животным: *The house which/that had the best-kept garden was photographed for a magazine.*
- **Where** употребляется по отношению к месту: *That's the town where they filmed the TV series.*
- **Whose** употребляется по отношению к людям, животным или предметам, чтобы обозначить принадлежность: *This is the man whose dog barks all night.*
- **When** употребляется по отношению ко времени обычно после слов **time, period, moment, day, year and summer**: *That was the year when they got married.*
- **Why** выражает причину: *He won't tell me why he quit his job.*

Defining and Non-defining relative clauses (Ограничительные и неограничительные определительные придаточные предложения)

- **Ограничительные определительные придаточные предложения** дают необходимую информацию, которая является существенной для значения главного предложения. Такие предложения не обособляются запятыми. Они вводятся словами **who, which, that, whose, where, when** или **why**: *The students who were noisy were asked to leave the classroom.*
- **Неограничительные определительные придаточные предложения** дают дополнительную информацию, которая не является существенной для главного предложения. Такие предложения обособляются запятыми. Они вводятся словами **who, whom, which, whose, where** или **when**: *My mum, who is an excellent cook, was asked to cater for a dinner party.*

Both/Neither-All/None-Either

- **Both** относится к двум людям, предметам или группам. **Both** несёт в себе положительное значение и употребляется с глаголом в форме множественного числа: *Both boys are playing basketball this season.* (Оба мальчика играют в баскетбол в этом сезоне.)

Grammar Reference

- **Neither** относится к двум людям, предметам или группам и несёт в себе отрицательное значение. Конструкция **Neither of + plural noun** употребляется с глаголом в форме единственного или множественного числа: **Neither of them is/are coming to the party.** (Никто из них не идёт на вечеринку.) **НО: Neither car is cheap enough for me to buy.**
- **All** употребляется, когда речь идёт о более чем двух людях, предметах или группах. **All** несёт в себе положительное значение и употребляется с глаголом в форме множественного числа: **All the students are taking part in the charity football game.** (Все студенты принимают участие в благотворительном футбольном матче.)
- **None** употребляется, когда речь идёт о более чем двух людях, предметах или группах. **None** несёт в себе отрицательное значение и употребляется с глаголом в форме единственного или множественного числа: **None of my students has/have finished the presentation yet.** (Ни один из моих студентов не закончил пока работать над презентацией.)
- **Either** относится к двум людям, предметам или группам и употребляется с исчисляемым существительным в единственном числе: **Do you want to order Italian or Chinese for dinner? Either is fine with me.** (Блюда какой кухни заказать на ужин, итальянской или китайской? Любой.)
Конструкция **either of + plural noun phrase** может употребляться с глаголом в форме единственного или множественного числа: **Either of these two CDs contain/contains all the latest hits.** (На обоих дисках есть все последние хиты.) **НО: Either CD contains all the latest hits.**
- **Both ... and** употребляется с глаголом в форме множественного числа: **Both Mum and Dad are coming to the school play.**
- **Neither ... nor/Either ... or** употребляются с глаголом в форме единственного или множественного числа в зависимости от того, в каком числе стоит подлежащее после **nor** или **or**: **Neither me nor my parents are computer literate.**
Either you or Mark has to help with the project.

MODULE 5

Present perfect (Настоящее совершённое время)

УТВЕРЖДЕНИЕ	
Полная форма	Краткая форма
I have worked.	I've worked.
You have worked.	You've worked.
He has worked.	He's worked.
She has worked.	She's worked.
It has worked.	It's worked.
We have worked.	We've worked.
You have worked.	You've worked.
They have worked.	They've worked.

ОТРИЦАНИЕ

Полная форма	Краткая форма
I have not worked.	I haven't worked.
You have not worked.	You haven't worked.
He has not worked.	He hasn't worked.
She has not worked.	She hasn't worked.
It has not worked.	It hasn't worked.
We have not worked.	We haven't worked.
You have not worked.	You haven't worked.
They have not worked.	They haven't worked.

ВОПРОС

КРАККИЕ ОТВЕТЫ

Have I worked?	Yes, I have./No, I haven't.
Have you worked?	Yes, you have./No, you haven't.
Has he worked?	Yes, he has./No, he hasn't.
Has she worked?	Yes, she has./No, she hasn't.
Has it worked?	Yes, it has./No, it hasn't.
Have we worked?	Yes, we have./No, we haven't.
Have you worked?	Yes, you have./No, you haven't.
Have they worked?	Yes, they have./No, they haven't.

Формообразование

- **Present perfect** образуется при помощи вспомогательного глагола **have/has** и причастия прошедшего времени основного глагола. Причастие прошедшего времени, образованное от правильных глаголов, образуется путём добавления **-ed** к глаголу: **play – played.**
- Причастие прошедшего времени, образованное от неправильных глаголов, образуется иначе: **feel – felt** (см. **List of irregular verbs**).

Употребление

Present Perfect употребляется, когда речь идёт:

- о действии, начавшемся в прошлом и продолжающемся до сих пор: **He has worked as a doctor for five years.** (He started working as a doctor 5 years ago and he is still working as a doctor.)
- о действии, произошедшем в прошлом, но имеющем видимый результат в настоящем: **She is happy. She has passed her exams.**
- о личном опыте, переживаниях, изменениях, которые произошли: **He has tried bungee jumping.**

Указатели времени (сигналы), употребляемые с Present perfect: already, yet, for, since, ever, never и т. д.

Already – Yet – For – Since – Never – Ever

- **Already** употребляется в утвердительных предложениях: **Jack has already watered the plants.**
- **Yet** употребляется в вопросах и отрицаниях: **"Has Ryan arrived yet?"**
"I haven't finished my homework yet."
- **For** употребляется для выражения длительности действия: **They've been in Rome for a week.**
- **Since** употребляется для указания на начальный момент действия: **They've been in Rome since last Friday.**

- **Ever** употребляется в утвердительных предложениях и вопросах:
This is the best film I've ever watched.
Have you ever been to Paris?
- **Never** употребляется в утвердительных предложениях с отрицательным значением: *We've never been to Japan.*

Present perfect vs past simple

Present perfect употребляется, когда речь идёт о:

- действиях, которые произошли в неопределённый момент в прошлом:
He has hurt his leg. (When? We don't know.)
- действиях, начавшихся в прошлом и продолжающихся до сих пор:
She has been in Cairo for ten years. (She went to Cairo ten years ago and she is still there.)

Past simple употребляется, когда речь идёт о:

- действиях, которые произошли в определённый момент времени в прошлом:
They went to Australia last summer. (When? Last summer.)
- действиях, которые начались и закончились в прошлом:
She was in New York for two years. (She lived in New York for two years. She doesn't live there anymore.)

Present perfect continuous (Настоящее совершённое продолженное время)

Формообразование: подлежащее + **have/has + been** + глагол с окончанием **-ing**.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/We/They have/'ve been playing. He/She/It has/'s been playing.	I/You/We/They have not/ haven't been playing. He/She/It has not/ hasn't been playing.

ВОПРОС	КРАТКИЕ ОТВЕТЫ
Have I/you/we/they been playing? Has he/she/it been playing?	{ Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

Употребление

Present perfect continuous употребляется, когда:

- подчёркивается значение длительности действия, которое началось в прошлом и продолжается до настоящего времени:
John has been trying to fix my computer for two hours.
- обозначается действие, начавшееся в прошлом и продолжающееся некоторое время. Оно может ещё длиться или быть завершено, но обязательно иметь видимый, ощутимый результат в настоящем: *He's tired because he has been working late at the office all week.*

Указатели времени (сигналы), употребляемые с present perfect continuous: since, for, how long (для уточнения длительности действия).

Modals must, may/might, can't: logical assumptions/deductions (Модальные глаголы must, may/might, can't – логические заключения/выводы)

- **Must** употребляется, когда есть полная уверенность в вероятности действия в настоящем или прошлом:
She must feel very relieved now that she knows she's passed all her tests. Pete isn't answering his home phone. He must have stayed at work. (I'm sure/certain that sth is true.)
- **May/Might/Could** употребляются, когда есть вероятность, что действие происходит или происходило:
My friend works at the shop so I might get a discount. He may have replied to your email. Check your inbox. (It is possible./It is likely./Perhaps.)
- **Can't/Couldn't** употребляются для выражения невозможности действия в настоящем или прошлом:
This painting can't be a copy. It's far too expensive. He couldn't have called you from home. His phone wasn't working all weekend. (I'm sure that sth isn't true, real, etc.)

Tenses of the infinitive/-ing form (Временные формы инфинитива/-ing формы)

	инфинитив	-ing форма
	ДЕЙСТВ. ЗАЛОГ	ДЕЙСТВ. ЗАЛОГ
PRESENT	(to) play	playing
PRESENT CONTINUOUS	(to) be playing	–
PERFECT	(to) have played	having played
PERFECT CONTINUOUS	(to) have been playing	–

Временные формы инфинитива	
ВРЕМЕНА ГЛАГОЛА	ФОРМЫ ИНФИНИТИВА
Present simple/future simple <i>she cleans/she will clean</i>	Present (to) clean
Present continuous <i>she is cleaning</i>	Present continuous (to) be cleaning
Past simple/present perfect/ past perfect <i>she cleaned/she has cleaned/she had cleaned</i>	Perfect (to) have cleaned
Past continuous/present perfect continuous/past perfect continuous <i>she was cleaning/she has been cleaning/she had been cleaning</i>	Perfect continuous (to) have been cleaning

Простая **-ing** форма относится к настоящему или будущему времени: *Swimming is an energetic form of*

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exercise. Перфектная **-ing** форма глагола показывает, что действие произошло до действия, которое выражено глаголом: *He denied having lied to his parents.* Простая **-ing** форма может употребляться вместо перфектной **-ing** формы без разницы в значении: *He admitted to having stolen/stealing the car.*

MODULE 6

The passive (страдательный залог)

Формообразование: подлежащее + **to be** (в нужной временной форме) + **past participle**

Изучите таблицу:

	ACTIVE	PASSIVE
PRESENT SIMPLE	<i>Sue bakes a cake.</i>	<i>A cake is baked by Sue.</i>
PRESENT CONTINUOUS	<i>Sue is baking a cake.</i>	<i>A cake is being baked by Sue.</i>
PAST SIMPLE	<i>Sue baked a cake.</i>	<i>A cake was baked by Sue.</i>
PAST CONTINUOUS	<i>Sue was baking a cake.</i>	<i>A cake was being baked by Sue.</i>
PRESENT PERFECT	<i>Sue has baked a cake.</i>	<i>A cake has been baked by Sue.</i>
PAST PERFECT	<i>Sue had baked a cake.</i>	<i>A cake had been baked by Sue.</i>
FUTURE SIMPLE	<i>Sue will bake a cake.</i>	<i>A cake will be baked by Sue.</i>
INFINITIVE	<i>Sue has to bake a cake.</i>	<i>A cake has to be baked by Sue.</i>
MODAL VERBS	<i>Sue might bake a cake.</i>	<i>A cake might be baked by Sue.</i>

Употребление

Страдательный залог употребляется:

- когда очевидно или, напротив, неважно, кто выполняет действие: *The vase was broken.* (We don't know who broke it).
The package will be delivered today. (Who will deliver it is unimportant).
Our exam papers have been corrected. (It's obvious that the teacher has corrected our exam papers).
- когда само действие важнее, чем субъект, выполняющий его, например, в заголовках новостей, газетных статьях, заметках, рекламе, инструкциях и т. п.: *Mobile phones must be turned off during the examination.*
- когда мы хотим избежать ответственности за какое-либо действие или когда говорим о неприятном событии и не хотим говорить, кто виноват: *They were cheated out of their money.*
- когда делается акцент на действующее лицо: *The announcement was made by the Prime Minister himself.*

- чтобы сделать высказывание более официальным или вежливым: *My book has been torn.* (More polite than saying *You tore my book.*)

Соотнесение предложений в действительный и страдательный залог:

- Дополнение предложения действительного залога становится подлежащим в страдательном залоге.
- Смысловый глагол не изменяется по времени, но форма его изменяется на форму страдательного залога.
- Подлежащее предложения в действительном залоге становится дополнением, указывающим на исполнителя действия, и употребляется с предлогом **by** или опускается.

Действ. залог	Существ. Lisa	Глагол designed	Дополнение a dress.
Страдат. залог	Существ. A dress	Глагол was designed	Дополнение by Lisa.

- Только переходные глаголы (глаголы, имеющие прямое дополнение) могут иметь форму страдательного залога: *A house collapsed in the earthquake.* (непереходный глагол; нет формы страдательного залога)

Примечание: Некоторые переходные глаголы (**have, fit, exist, seem, suit, lack, resemble**) не имеют формы страдательного залога: *This skirt doesn't fit me.* (Неправильно: *I am not fitted by this skirt.*)

- В повседневной речи при обсуждении событий, произошедших неожиданно или в результате происшествия, вместо глагола **to be** употребляется глагол **to get**: *Our luggage got stolen at the airport.*
By + исполнитель действия употребляется для того, чтобы обозначить, кем было совершено действие. **With** + инструменты/материалы/ингредиенты употребляется для того, чтобы обозначить, что использовалось при совершении действия: *This dress was designed by a local designer. It was made with environmentally friendly fabrics.*
- Существительное, обозначающее исполнителя действия, может быть опущено, если подлежащее в предложении действительного залога выражено словами **they, he, someone/somebody, people, one** и т. д.: *Someone has broken the window.* (= The window has been broken.)
- Существительное, обозначающее исполнителя действия, не может быть опущено, если исполнитель действия является существенным для значения предложения: *A decision was reached by the board of directors.*
- У глаголов, имеющих два дополнения, таких, как **bring, tell, send, show, teach, promise, sell, read, offer, give, lend** и т. д. можно образовать две модели страдательного залога:
He offered me a deal. (active) *I was offered a deal.* (passive, more usual)
A deal was offered to me. (passive, less usual)
- В вопросах в страдательном залоге с **who, whom** или

which by не опускается: *Who painted this portrait? Who was this portrait painted by?*

- После **hear, help, make** и **see** в **Passive Voice** следует инфинитив с частицей **to**.

active: *They saw him leave the building.*

passive: *He was seen to leave the building.*

Примечание: После **hear, see** и **watch** может употребляться причастие настоящего времени в действительном и страдательном залоге:

active: *They saw him running down the stairs.*

passive: *He was seen running down the stairs.*

Personal/Impersonal constructions (Личные/безличные конструкции)

Глаголы **think, believe, say, report, know, expect, consider, understand** и т. д. используются в форме страдательного залога в следующих личных и безличных конструкциях:

active: *People believe that he lied in court.*

passive: a) *It is believed (that) he lied in court.*

(безличная конструкция)

b) *He is believed to have lied in court.*

(безличная конструкция)

active: *They expect him to arrive soon.*

passive: a) *It is expected (that) he will arrive soon.*

b) *He is expected to arrive soon.*

The causative (Каузативная форма)

Формообразование: **have** + прямое дополнение + **Past Participle**

- Данная конструкция используется для обозначения действия, выполняемого кем-либо для лица, обозначенного подлежащим: *Mary had her hair dyed.* (She didn't dye it herself.)

- В каузативной форме глагол **to have** употребляется в отрицательных и вопросительных предложениях с вспомогательным глаголом **do/does/don't/doesn't** (**Present Simple**) или **did/didn't** (**Past Simple**):

Did he have his mail delivered yesterday?

	ACTIVE	PASSIVE
PRESENT SIMPLE	<i>He fixes his car.</i>	<i>He has his car fixed.</i>
PRESENT CONTINUOUS	<i>He is fixing his car.</i>	<i>He is having his car fixed.</i>
PAST SIMPLE	<i>He fixed his car.</i>	<i>He had his car fixed.</i>
PAST CONTINUOUS	<i>He was fixing his car.</i>	<i>He was having his car fixed.</i>
PRESENT PERFECT	<i>He has fixed his car.</i>	<i>He has had his car fixed.</i>
PAST PERFECT	<i>He had fixed his car.</i>	<i>He had had his car fixed.</i>
FUTURE SIMPLE	<i>He will fix his car.</i>	<i>He will have his car fixed.</i>

Reflexive pronouns (Возвратные местоимения)

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

Употребление

Возвратные местоимения употребляются:

- после некоторых глаголов (**behave, burn, cut, enjoy, hurt, kill, look at, laugh at, introduce, dry, teach** и т. д.), когда подлежащее и дополнение являются одним лицом: *She (subject) hurt herself (object) when she fell down.*
- с предлогом **by**, чтобы подчеркнуть, что действие совершено самостоятельно, без посторонней помощи: *He lives in that big house by himself/on his own.*
- с такими выражениями, как: **enjoy myself/yourself** (have a good time), **behave myself/yourself** (be good), **by myself/yourself** (without company or without help), **make myself/yourself at home** (feel comfortable), **help myself/yourself** (to take something freely): *They enjoyed themselves at the party.*
- чтобы подчеркнуть подлежащее или дополнение: *I wrote this poem myself.* (I wrote this essay. Nobody else wrote it.) *Chris met Ronaldino himself.* (Chris met Ronaldino, not somebody else.)

Примечание:

- Некоторые глаголы в возвратном значении обычно употребляются без возвратных местоимений, например: **concentrate, feel, get up, meet, relax, remember, sit down, wake up, wonder, worry** и т. д.: *You should concentrate on your work.* (Неправильно: *You should concentrate yourself on your work.*)
- Возвратные местоимения обычно не употребляются с глаголами **wash, dress, shave** и **change** (She washed and had breakfast.), но когда описываемое действие вызывает затруднения у исполнителя, употребляется возвратное местоимение: *Tom managed to shave himself.*

Reported speech (Косвенная речь)

Прямая речь – это чьи-либо цитируемые, точные слова. На письме прямая речь заключается в кавычки.

Косвенная речь передаёт точное содержание чьего-либо высказывания, но не точные слова. В косвенной речи на письме кавычки не используются. После глаголов **say, tell** используется или может быть опущено **that**.

Say – Tell (сказать – рассказать)

- Say** без частицы **to** используется в косвенной речи при отсутствии дополнения, обозначающего адресата: *Lisa said (that) she was hungry.*
- Say to** используется в косвенной речи при наличии дополнения, обозначающего адресата: *Lisa said to me (that) she was hungry.*
- Tell** без частицы **to** используется в косвенной речи при наличии дополнения, обозначающего адресата: *Lisa told me (that) she was hungry.*

Grammar Reference

- употребляется **say** + **инфинитив с частицей to**, но не **say about**. Вместо этого используются **speak/talk about**: *She said to meet her at the station. He told her/spoke/talked about his new idea.*

SAY	hello, good morning/afternoon, etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, sorry, etc
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

Reported Statements (Утверждения в косвенной речи)

- В косвенной речи личные/притяжательные местоимения изменяются соответственно значению предложения: *James said, "I've booked my ticket."* (direct statement) *James said (that) he had booked his ticket.* (reported statement)
- Косвенной речью передаются чьи-либо высказывания, совершённые давно (передача высказываний, совершённых в прошлом) или недавно (передача высказываний, совершённых недавно).

Передача высказываний, совершённых недавно

В косвенной речи времена могут изменяться или оставаться прежними.

Прямая речь: *Julia said, "I read an interesting book."*

Косвенная речь: *Julia said that she read/had read an interesting book.*

Передача высказываний, совершённых в прошлом
Глагол, вводящий косвенную речь употребляется в **past simple**, а времена изменяются следующим образом:

ПРЯМАЯ РЕЧЬ	КОСВЕННАЯ РЕЧЬ
Present simple ⇒ Past simple	
<i>"I go jogging every day."</i>	<i>He said (that) he went jogging every day.</i>
Present continuous ⇒ Past continuous	
<i>"She is cooking lunch."</i>	<i>He said (that) she was cooking lunch.</i>
Present perfect ⇒ Past perfect	
<i>"I have bought a new PC."</i>	<i>She said (that) she had bought a new PC.</i>
Past simple ⇒ Past simple or Past perfect	
<i>"We moved to a new house."</i>	<i>They said (that) they moved/had moved to a new house.</i>
Past continuous ⇒ Past continuous or Past perfect continuous	
<i>"I was watching TV."</i>	<i>He said (that) he was watching/had been watching TV.</i>
Will ⇒ Would	
<i>"I will rent a DVD."</i>	<i>He said (that) he would rent a DVD.</i>

- При этом слова и выражения, обозначающие время, изменяются следующим образом:
now ⇒ then, immediately; today ⇒ that day; yesterday ⇒ the day before, the previous day; tomorrow ⇒ the next/following day; this week ⇒ that week; last week ⇒ the week before, the previous week; next week ⇒ the week after, the following week; ago ⇒ before; here ⇒ there

Reported Orders/Commands

(Приказы/распоряжения/указания в косвенной речи)

- Приказы, распоряжения и указания в косвенной речи вводятся с помощью глаголов **advise, order, tell + sb + (not) to-infinitive**.
"Go away!" she said.
She ordered/told them to go away.

Reported Orders/Requests

(Приказы/распоряжения/указания в косвенной речи)

- Конструкция **order/tell + sb + (not) to-infinitive** используется для выражения приказа/распоряжения в косвенной речи: *"Go away!" she said.*
She ordered/told them to go away.
- Конструкция **order/tell + sb + (not) to-infinitive** используется для выражения приказа/распоряжения в косвенной речи: *"Turn off the TV!" she told them.* (direct order) *She told them to turn off the TV.* (reported order) *"Don't talk to me!" she said.* (direct order) *She ordered me not to talk to her.* (reported order)

Reported Questions (Вопросы в косвенной речи)

- Вопросы в косвенной речи обычно образуются при помощи глаголов **ask, inquire, wonder** или с выражением **want to know**.
- Когда вопрос в прямой речи начинается с вопросительного слова (**who, where, how, when, what** и т. п.), вопрос в косвенной речи начинается с того же вопросительного слова:
"Where does Ben live?" she wondered. (direct question)
She wondered where Ben lived. (reported question)
- Когда вопрос в прямой речи начинается со вспомогательного глагола (**be, do, have**) или модального глагола (**can, may**), вопрос в косвенной речи образуется при помощи **if** или **whether**:
"Do you have a spare pen?" he asked. (direct question)
He asked me if/whether I had a spare pen. (reported question)
- В косвенных вопросах глагол употребляется в утвердительной форме. Вопросительный знак и такие слова/выражения, как **please, well, oh** и т. п., опускаются. Время глагола, местоимения и указатели времени изменяются так же, как в утвердительных предложениях: *"Can you help me with my homework, please?" she asked him.* (direct question)
She asked him if he could help her with her homework. (reported question)

ВВОДНЫЕ ГЛАГОЛЫ		
ВВОДНЫЙ ГЛАГОЛ	ПРЯМАЯ РЕЧЬ	КОСВЕННАЯ РЕЧЬ
agree + to-inf demand offer promise refuse threaten claim	"Yes, I'll lend you some money." "Tell me the truth!" "Would you like me to cook something?" "I'll try harder." "No, I won't lend you my car." "Leave the building or I'll call the police." "I saw him take the money."	⇒ He agreed to lend me some money. ⇒ He demanded to be told the truth. ⇒ He offered to cook something. ⇒ He promised to try harder. ⇒ He refused to lend me his car. ⇒ He threatened to call the police if I didn't leave the building. He claimed to have seen him take the money.
advise + sb + to-inf allow ask beg command encourage forbid instruct invite order permit remind urge warn want	"You should get more sleep." "You can go to the concert." "Please, turn the volume down." "Please, please stop laughing at me." "Surrender!" "Go ahead, try it." "You mustn't stay out late." "Type your password and press 'enter'. "Would you like to come to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Eat your dinner." "Don't dive in the lake." "I'd like you to take extra lessons."	⇒ He advised me to get more sleep. ⇒ He allowed me to go to the concert. ⇒ He asked me to turn the volume down. ⇒ He begged me to stop laughing at him. ⇒ He commanded the enemy to surrender. ⇒ He encouraged me to try it. ⇒ He forbade me to stay out late. ⇒ He instructed me to type my password and press 'enter'. ⇒ He invited me to go to the beach with them. ⇒ He ordered me to go to my room. ⇒ He permitted me to sit there. ⇒ He reminded me to lock the door. ⇒ He urged me to eat my dinner. ⇒ He warned me not to dive in the lake. ⇒ He wanted me to take extra lessons.
accuse sb of + -ing form apologise for admit (to) boast about complain to sb about deny insist on suggest	"You scratched my CD!" "I'm sorry I was late." "Yes, I failed my exams." "I sing better than Jake." "You never help out." "No, I didn't cheat in the test." "You must take your medicine." "Let's watch a DVD."	⇒ He accused me of scratching/having scratched his CD. ⇒ He apologised for being/having been late. ⇒ He admitted (to) failing/having failed his exams. ⇒ He boasted about singing better than Jake. ⇒ He complained to me about my never helping out. ⇒ He denied cheating/having cheated in the test. ⇒ He insisted on me/my taking my medicine. ⇒ He suggested watching a DVD.
agree + that-clause boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a great idea." "I'm an expert chef." "I won three awards." "You never do the dishes." "I've never lied to her." "It's amazing!" "It is a simple set of instructions." "Your flight will be delayed." "I won't make noise." "You ought to make reservations."	⇒ He agreed that it was a great idea. ⇒ He boasted that he was an expert chef. ⇒ He claimed that he had won three awards. ⇒ He complained that I never did the dishes. ⇒ He denied that he had ever lied to her. ⇒ He exclaimed that it was amazing. ⇒ He explained that it was a simple set of instructions. ⇒ He informed me that my flight would be delayed. ⇒ He promised that he wouldn't make noise. ⇒ He suggested that I make reservations.
explain to sb + how	"This is how you save a file."	⇒ He explained to me how to save a file.
wonder where/what/why/ how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	He asked himself, "How will they get to the airport?" He asked himself, "Where is everyone?" He asked himself, "Why are they shouting?" He asked himself, "What is she writing?" He asked himself, "Shall I invite them over?"	⇒ He wondered how they would get to the airport. ⇒ He wondered where everyone was. ⇒ He wondered why they were shouting. ⇒ He wondered what she was writing. ⇒ He wondered whether to invite them over. He wondered whether he should invite them over.
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "When can I call them?" He asked himself, "What should I say?" He asked himself, "How can I explain this?"	⇒ He wondered when to call them. ⇒ He wondered what to say. ⇒ He wondered how to explain that.

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
Here we are.
 - for days of the week, months and public holidays.
Friday, August, New Year
 - for names of people and places.
My teacher's name is Sally and she's from Chester, Vermont.
 - for people's titles.
Mr and Mrs Parker; Dr Mortimer; Professor Riggs; etc.
 - for nationalities and languages.
They are Chilean.
He's fluent in German and Russian.
- Note:** The personal pronoun I is always a capital letter. *Gus and I are going on holiday together.*

Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.
We're having a great time. You can never get bored here in Rio.
- after abbreviations. *Mr Jones is a great teacher.*

Comma (,)

A comma is used:

- to separate words in a list.
We need sugar, milk, tomatoes and apple juice.
- to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Tony, who is a doctor, lives in Africa.
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc).
Moreover, Jenny is very patient with children.
- when if-clauses or other dependent clauses begin with compound or complex sentences.
If you have any questions, don't hesitate to ask.
Note: No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Mr Stevens is your maths teacher, isn't he?
- before the words asked, said, etc when followed by direct speech.
"Turn down the music," said Sarah.

Question Mark (?)

A question mark is used:

- to end a direct question.
Where are the children?

Exclamation Point (!)

An exclamation point is used:

- to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).
That's a lie!
What awful weather!

Quotation Marks (' ' " ")

Single quotes are used:

- when you are quoting someone in direct speech (nested quotes).
"Then Helen said, 'Are you sure this is the right address?'"

Double quotes are used:

- in direct speech to report the exact words someone said.
"What's your name?" she asked him.

Colon (:)

A colon is used:

- to introduce a list.
There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence.
The most popular newspapers (i.e. The New York Times, The Observer, etc) can be found almost anywhere in the world.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) writing to complain about ...
She left for Italy in the winter of '98. (=1998)
- before or after the possessive -s to show ownership or the relationship between people.
Tom's car, my friend's husband (singular noun + 's)
my parents' friends (plural noun + ')
women's dresses (irregular plural + 's)

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment B bathrobe bathtub bill billion=thousand million busy (phone) C call/phone can candy check closet connect (telephone) cookie corn crazy D desk clerk dessert downtown drapes drugstore/pharmacy duplex E eggplant elevator F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel) G garbage/trash garbage can gas gas station grade I intermission intersection J janitor K kerosene L lawyer/attorney line lost and found M mail make a reservation motorcycle movie movie house/theater N newsstand O office (doctor's/dentist's) one-way (ticket) overalls	bill/account aeroplane anywhere flat dressing gown bath banknote billion=million million engaged (phone) ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached aubergine lift autumn tap ground floor, first floor, etc torch chips reception rubbish dustbin/bin petrol petrol station/garage class/year interval crossroads caretaker/porter paraffin solicitor queue lost property post book motorbike/motorcycle film cinema newsagent surgery single (ticket) dungarees	P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse R railroad rest room S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway T truck two weeks V vacation vacuum (v.) vacuum cleaner vest W with or without (milk/cream in coffee) Y yard Z (pronounced, "zee") zero zip code	trousers tights car park road surface zebra crossing crisps state school handbag railway toilet/cloakroom shop assistant timetable pants pavement queue shop underground lorry, van fortnight/two weeks holiday(s) hoover hoover waistcoat black or white garden (pronounced, "zed") nought postcode
		Grammar	
		He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
		Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
		<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
		Spelling	
		aluminum analyze center check color honor jewelry practice(n,v) program realize tire trave(l)ler	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		Expressions with prepositions and particles	
		different <u>from</u> /than live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from</u> /to live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

anti- = against (*anti-social*)

bi- = two (*bi-monthly*)

co- = with (*co-star*)

counter- = in the opposite direction (*counter-argument*)

ex- = previous, former (*ex-wife*)

inter- = between (*intercontinental*)

mis- = done wrongly or badly (*misjudge*)

mono- = one (*monorail*)

multi- = many (*multimedia*)

non- = not (*non-verbal*)

out- = more, better (*outrun*)

over- = (done) to a great extent (*overcook*)

post- = after (*post-war*)

pre- = before (*pre-war*)

pro- = in favour of (*pro-European*)

re- = again (*redo*)

semi- = half (*semi-circle*)

sub- = under, less (*sub-zero*)

super- = big, more (*superhuman*)

trans- = (travel) from one side, group, etc to another (*transatlantic*)

tri- = three (*tripod*)

under- = not enough (*underdeveloped*)

uni- = one (*unidirectional*)

The prefixes below are used to express opposite meanings.

de- *deforest, desensitise*

dis- *disagree, dissimilar*

in- *insincere, incomplete* BUT **il-** (before l)

illegible **im-** (before b, m, p) *impolite,*

imbalance **ir-** (before r) *irrational*

BUT *unrest, unrestricted*

non- *non-existent, non-stop*

un- *uncomfortable, unlucky*

Some prefixes are added to words to form verbs.

en- *rich – enrich*

BUT **em-** (before b, m, p) *power – empower*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

– **Nouns referring to people**

• verb + **-er/-or/-ar** (*drive – driver, conduct – conductor, lie – liar*)

• noun/verb/adjective + **-ist** (*novel – novelist, cycle – cyclist, social – socialist*)

• verb + **-ant/-ent** (*claim – claimant*)

• noun + **-an/-ian** (*Rome – Roman, politic – politician*)

• verb + **-ee** (passive meaning) (*escape – escapee*)

– **Nouns formed from verbs**

-age *break – breakage*

-al *arrive – arrival*

-ance *perform – performance*

-ation *represent – representation*

-ence *confide – confidence*

-ion *complete – completion*

-ment *pay – payment*

-sion *extend – extension* (verbs ending in -d/-t)

-sis *diagnose – diagnosis*

-tion *delete – deletion*

-ure *seize – seizure*

-y *discover – discovery*

– **Nouns formed from adjectives**

-ance *arrogant – arrogance*

-cy *accurate – accuracy*

-ence *confident – confidence*

-ion *perfect – perfection*

-iness *happy – happiness*

-ness *shy – shyness*

-ity *equal – equality*

-ty *safe – safety*

-y *jealous – jealousy*

– **Adjectives formed from nouns**

-ous *courage – courageous*

-al *person – personal*

-ic *hygiene – hygienic*

-ical *myth – mythical*

-ish *girl – girlish*

-ive *excess – excessive*

-ful (with) *meaning – meaningful*

-less (without) *meaning – meaningless*

-ant *importance – important*

-able *comfort – comfortable*

-y *hand – handy*

-ly *time – timely*

– **Adjectives formed from verbs**

-able *count – countable*

-ible *comprehend – comprehensible*

(verbs ending in -d/-t)

-ive *dismiss – dismissive*

-ate *consider – considerate*

-ent *depend – dependent*

– **Verbs formed from adjectives**

-en *bright – brighten*

-ise *immobile – immobilise*

– **Verbs formed from nouns**

-en *length – lengthen*

Word Formation

Use the word given in capitals to form a word that fits in the gap.

- | | |
|--|-------------|
| 1 As her parents speak different languages she grew up to be | LINGUAL |
| 2 The students were asked to the main points in the article. | SUMMARY |
| 3 Don't him. He's cleverer than he looks. | ESTIMATE |
| 4 The manager was shocked by the amount of to his ideas. | RESIST |
| 5 May I introduce you to an of mine, Mr Moran? | ACQUAINT |
| 6 Our kitchen was flooded because of a in the pipes. | BLOCK |
| 7 I know a good tailor who could your trousers for you. | SHORT |
| 8 Emma couldn't help being of her friend's glamorous lifestyle. | ENVY |
| 9 He was a brilliant mathematician and helped many secret messages from the Germans during WWII. | CODE |
| 10 I have to wait in for a special from the postman today. | DELIVER |
| 11 It is that she is unhappy in her new job. | APPEAR |
| 12 He decided to with the police and tell them the truth. | OPERATE |
| 13 Despite his, Simon is excellent at playing sport. | ABILITY |
| 14 Pauline is a in a world famous cookery competition. | FINAL |
| 15 Anyone caught taking money from the till faces instant | DISMISS |
| 16 There is a lot of surrounding the government's plans for the banking industry. | SECRET |
| 17 Diana is very and enjoys playing lots of sport. | ATHLETE |
| 18 I think the price of this dress is very for such good quality material. | REASON |
| 19 I really do believe that travel will your horizons. | BROAD |
| 20 As an company, we do business all over the world. | NATIONAL |
| 21 Ben lost his job at the bank for being and lazy. | COMPETENT |
| 22 I'm having a meeting with my this afternoon about my tax return. | ACCOUNT |
| 23 at the meeting was lower than expected. | ATTEND |
| 24 Many politicians seem to think that is not always the best policy. | HONEST |
| 25 If you want to do well at school you must show a to learn. | WILLING |
| 26 Please hand in the calculations by midday tomorrow. | MATHEMATICS |
| 27 The police did not think her story was very | CREDIT |
| 28 Students who repeatedly during lessons will be kept after school for detention. | BEHAVE |
| 29 Due to compulsory education, there is now much less in society. | LITERACY |
| 30 It took months of to arrange her dream wedding. | PREPARE |
| 31 What a seeing you here! | COINCIDE |
| 32 She tearfully protested her to the court. | INNOCENT |
| 33 It was very to eat the rest of the cake and not leave any. | SELF |
| 34 This spray is an way to stop pests destroying garden plants. | EFFECT |
| 35 They're building a new in the city. It runs on only one track. | RAIL |
| 36 You can't walk in such high shoes. They're totally | PRACTICAL |
| 37 Carol has been working as a for over ten years. | LIBRARY |
| 38 John Kennedy's occurred in Dallas, Texas, in 1963. | ASSASSINATE |
| 39 You're always breaking things! I'm really fed up with your | CLUMSY |
| 40 John sounds very when he shouts and points his finger at people like that. | AGGRESSION |

Word Formation

- 41 It was of Kate to leave you waiting outside in the cold for so long. **CONSIDER**
- 42 Britain has become a society with lots of different cultures existing side by side. **CULTURE**
- 43 All company must make sure to use their swipe cards whenever they leave the building. **EMPLOY**
- 44 Buying property is always a good **INVEST**
- 45 It's absolute to say that I treated you badly. I did not and you know it. **SENSE**
- 46 An important aspect of environmental conservation is protecting plant and animal **DIVERSE**
- 47 On my university course, women men. There are at least twice as many women. **NUMBER**
- 48 Jane's behaviour in the restaurant was absolutely **DISGRACE**
- 49 If you again this month, I won't lend you any money. **SPEND**
- 50 Too many companies their employees. **VALUE**
- 51 Some women get depression after the birth of a baby. **NATAL**
- 52 The sound of the was heard over 10 miles away. **EXPLODE**
- 53 Britain is still an country and most people live in cities. **INDUSTRY**
- 54 There are a large of summer dresses in the shops. **VARY**
- 55 After a painful divorce Lisa decided there was little chance of her wanting to **MARRY**
- 56 Jumping off the 2nd floor balcony was an stupid thing to do. **BELIEVABLE**
- 57 The politician denied that there was any for the allegations made against him. **BASE**
- 58 Angela was after being hit on the head. She could hear her attackers talking, but she couldn't make out what they were saying. **CONSCIOUS**
- 59 Ever since Karl quit university, his life has been He needs to decide what he wants to do. **AIM**
- 60 It must be a bit strange working as a sailor on a and living so many metres under the sea. **MARINE**
- 61 A lot of people are very about politics and how democracy works. **IGNORANCE**
- 62 For your own, please do not carry heavy items in the lift. **SAFE**
- 63 It is the job of the police to the law. **FORCE**
- 64 Paul is waiting for a kidney donor so that he can have a **PLANT**
- 65 He will be remembered for the he showed to helping others less fortunate than himself. **DEDICATE**
- 66 This mobile phone is It doesn't work properly. **USE**
- 67 Our from the port was delayed because of a dangerous storm. **DEPART**
- 68 After months of not eating properly Suzannah was seriously **WEIGH**
- 69 I found the course I did on public speaking very and I gained a lot of confidence. **POWER**
- 70 Donald Trump is a very businessman. **WEALTH**
- 71 The are let into the yard for exercise for one hour a day. **PRISON**
- 72 Mr Minfry has been a of this village for ten years. **RESIDE**

Word Formation

- 73 The minister said that the unemployment figures were reported **ACCURATE**
in the media and that he had the real figures.
- 74 The fruit of this tree is not as it is poisonous. **EAT**
- 75 Kyle is very for his age. He acts like a three-year-old! **MATURE**
- 76 It's time you cleaned your room. It's very **TIDY**
- 77 One of the reasons you keep getting ill is because you don't eat **HEALTH**
enough.
- 78 Louisa is that she will pass her driving test today. **CONFIDENCE**
- 79 Don't people all the time. You're not perfect either! **CRITIC**
- 80 James claims to be a of King George III of England. **DESCEND**
- 81 The judge warned the witness not to the court by **LEAD**
withholding information about the case.
- 82 Rowan Atkinson is a famous British **COMEDY**
- 83 I'm absolutely that you kept me waiting here for over an hour! **FURY**
- 84 Oh, my mobile phone isn't working. I think I need to the battery. **CHARGE**
- 85 The investigation into the murder is being led by **INSPECT**
Varence of the Metropolitan police.
- 86 Why do some people think it's acceptable to other **VANDAL**
people's property?
- 87 Please let me know if you require any **ASSIST**
- 88 Kim and Dan's party was in of their fifth wedding anniversary. **CELEBRATE**
- 89 Our holiday was very luxurious. We even had a jacuzzi in the room. **ACCOMMODATE**
- 90 Jason is a very football player and he hopes **SKILL**
to play professionally one day.
- 91 Lady Carter works for charity to help people **TIRE**
who are not as fortunate in life as she is.
- 92 Perhaps you should your tie a bit, Chris. It looks very tight. **LOOSE**
- 93 I had a completely day at work today. Everything **DISASTER**
that could've gone wrong, did go wrong.
- 94 He lost his job and became homeless. Now, he's a **BEG**
on the streets of London.
- 95 In his speech, the director praised her for her **LOYAL**
to the company in her 30 years service as a manager.
- 96 The USA gained from Great Britain on 4th July, 1776. **INDEPENDENT**
- 97 The reserve the right to refuse admission to the **MANAGE**
premises.
- 98 Your first job will be to put all the files in the cabinet in order. **ALPHABET**
- 99 Bella is a for a popular national newspaper. **REPORT**
- 100 Thomas likes his sandwiches cut into rather than **ANGLE**
squares.

Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence.
Use the word given and other words to complete the sentence.

- 1 People say a ghost haunts the graveyard.
SAID A ghost
..... the graveyard.
- 2 Although it was snowing, we still went for a walk.
OF In
....., we still went for a walk.
- 3 He could talk by the time he was 6 months old.
ABLE He
..... by the time
he was 6 months old.
- 4 We really must close up the shop now.
TIME It's
..... the shop now.
- 5 I leave early so that I avoid the rush hour traffic.
ORDER I leave early
..... the rush hour traffic.
- 6 A nice man told us how to get to our hotel.
DIRECTIONS We
..... our hotel by a nice man.
- 7 You'd better hurry up or we won't catch the start
of the play.
WILL If you
..... miss the start of the play.
- 8 She had never been abroad before.
FIRST It
..... she had ever been abroad.
- 9 Frank is worried that he won't be able to keep up
with his work.
BEHIND Frank is worried he will
..... his work.
- 10 You shouldn't talk badly about your boss.
WRONG It's
..... about your boss.
- 11 James doesn't agree with what Carol did.
APPROVE James
..... Carol did.
- 12 Has Kerry decided to change jobs?
MIND Has Kerry
..... about changing jobs?
- 13 "It was me who took the last biscuit," said Ryan.
ADMITTED Ryan
..... the last biscuit.
- 14 He got the job because he could speak four
languages.
DUE He got the job
..... he could
speak four languages.
- 15 She didn't do the ironing in the hope of leaving
earlier.
SO She didn't do the ironing
..... earlier.
- 16 This food reminds me of my holiday in Rome.
BRINGS This food
..... of my holiday in Rome.
- 17 My friends all like the new café.
POPULAR The new café
..... my friends.
- 18 He spent ages repairing his old motorbike.
TOOK It
..... his old motorbike.
- 19 "You had better report it to the police," she said
to him.
ADVISED She
..... to the police.
- 20 As long as you practise your driving, you may
pass your test.
PROVIDED You may pass your test
..... your driving.
- 21 My sister cut my hair.
HAD I
..... by my sister.
- 22 In Scotland, we visited the place Robert Louis
Stevenson wrote *Treasure Island*.
WHERE When we were in Scotland we saw
the
..... was written.
- 23 I don't really want to go to the cinema.
PREFER I
..... to the cinema.
- 24 It was a mistake for me to change jobs.
SHOULD I
..... jobs.
- 25 It's your duty to call the supplier.
RESPONSIBLE You
..... the supplier.

Key Word Transformations

- 26 He described the event in great detail.
DESCRIPTION He the event.
- 27 As long as you inform him in advance there should be no trouble.
LET Provided in advance, there should be no trouble.
- 28 She put a lot of time and thought into finding him the perfect present.
EFFORT She into finding him the perfect present.
- 29 All this running around has exhausted me.
WORN I all this running around.
- 30 All my colleagues came to my party except Brian.
WHO Brian was the come to my party.
- 31 She intends to go back to work after a year.
INTENTION It back to work after a year.
- 32 It wasn't necessary for you to wrap the gift.
WRAPPED You the gift.
- 33 The film pitch failed to impress the producers.
SUCCEED The film pitch the producers.
- 34 You should have gone to the doctor.
BETTER It you had gone to the doctor.
- 35 My brother will let me use his computer.
OBJECT My brother using his computer.
- 36 We would never have gone to the restaurant if you hadn't recommended it.
FOR But we would never have gone to the restaurant.
- 37 They will probably buy the house.
LIKELY They the house.
- 38 I'm sorry but there is no sugar left.
RUN I'm sorry we sugar.
- 39 His room is much bigger than mine.
NEARLY My room isn't his.
- 40 He studied medicine in order to become a doctor.
VIEW He studied medicine a doctor.
- 41 I have never read such an interesting book.
FAR This is book I have ever read.
- 42 The biscuit tin is completely empty.
LEFT There in the tin.
- 43 You can plead all you want, but I am not letting you use the car.
MATTER I am not letting you use the car, ... plead.
- 44 The lawyer made me wait for three hours before he saw me.
KEPT The lawyer hours before he saw me.
- 45 They just sat watching television all day.
NOTHING They watch television all day.
- 46 You'll have no difficulty following the recipe.
EASY You'll find the recipe.
- 47 Sarah is very sorry she got her hair dyed.
REGRETS Sarah hair dyed.
- 48 When did you last hear from them?
SINCE How long heard from them?
- 49 I had never driven a car before.
FIRST It I had ever driven a car.
- 50 I apologised for breaking the vase.
SORRY I breaking the vase.
- 51 I might go to Spain this summer.
POSSIBILITY There go to Spain this summer.
- 52 I can't wait till the school holidays start.
FORWARD I'm really of the school holidays.
- 53 She made them go to the back of the queue.
WERE They the back of the queue.

Key Word Transformations

- 54 I can't meet you for coffee tonight.
IMPOSSIBLE It's
..... you for coffee tonight.
- 55 This car is cheap and efficient.
ONLY This car is
..... efficient.
- 56 Both parties agreed on the decision.
FULL Both parties were
..... the decision.
- 57 The critics said this is the best book ever written.
SUPPOSED This
..... the best book ever
written according to the critics.
- 58 Malcolm is very surprised he got the job.
THOUGHT Malcolm never
..... the job.
- 59 My parents said I could go to the concert.
PERMISSION My parents
..... to the concert.
- 60 It's a good idea to keep the cake in the fridge.
SHOULD The cake
..... in the fridge.
- 61 Considering that Alan is so short, you must admit
he's doing well in the basketball team.
ACCOUNT If you
..... short Alan is,
you must admit he's doing well in
the basketball team.
- 62 "I'm saving for a holiday so I shouldn't buy this
dress," Mary said.
BETTER "I'm saving for a holiday, so I
.....
this dress," Mary said.
- 63 Shall I make you a coffee?
TO Would
..... you a coffee?
- 64 His boss won't tolerate his tardiness any longer.
PUT His boss won't
..... any longer.
- 65 The two cats look the same to me.
TELL I
..... between the two cats.
- 66 This mistake wasn't his fault.
BLAME He
..... the mistake.
- 67 I drove at night because I didn't want to get stuck
in traffic.
AVOID I drove at night
..... stuck in traffic.
- 68 She posted her vote too late, so it didn't count in
the election.
RESULT She posted her vote too late,
..... it didn't
count in the election.
- 69 Richard definitely won't win the race.
CHANCE Richard has
..... the race.
- 70 I prefer sitcoms to documentaries.
PREFERENCE I have a
..... documentaries.
- 71 Fruit is not as fattening as chocolate.
LESS Fruit
..... chocolate.
- 72 Gary was responsible for tidying up the lab.
CHARGE Gary was
..... the lab.
- 73 We enjoyed ourselves a lot at the bowling alley.
TIME We
..... at the bowling alley.
- 74 She isn't as quiet as she was when she was
younger.
USED She
..... she is now.
- 75 It's possible that she didn't hear you.
MAY She
..... you.
- 76 I'm sure it wasn't Kate I saw at the cinema.
HAVE It
..... Kate I saw at the cinema.
- 77 They were delayed by a traffic jam for five hours.
HELD They
..... a traffic jam for five hours.
- 78 They enjoyed the day trip to the zoo very much.
FUN They
..... day trip to the zoo.
- 79 It was easy for him to replace the plug.
DIFFICULTY He
..... the plug.
- 80 It isn't worth seeing that film, it isn't any good.
POINT There is
..... that film, it isn't any good.

Abbreviations	(adj) adjective	(conj) conjunction	(phr) phrase	(pl n) plural noun	(pron) pronoun
	(adv) adverb	(n) noun	(phr v) phrasal verb	(prep) preposition	(v) verb

A

abandoned – /ə'bændənd/ – (adj) – покинутый, заброшенный
ability – /ə'bɪləti/ – (n) – способность
abroad – /ə'brɔ:d/ – (adv) – за границей
abseil – /'æbsaɪl/ – (v) – спускаться по верёвке
absorb – /əb'sɔ:b/ – (v) – поглощать
accept – /ək'sept/ – (v) – принимать
acceptable – /ək'septəbəl/ – (adj) – доступный
access to – /'ækses tə/ – (n) – доступ к
accommodation – /ə,kɒmə'deɪʃən/ – (n) – проживание
according to – /ə'kɔ:diŋ tə/ – (prep) – согласно (чему-либо)
account – /ə'kaʊnt/ – (n) – учётная запись, аккаунт
accurate – /'ækjərət/ – (adj) – аккуратный
ache – /eɪk/ – (v) – болеть
achieve – /ə'tʃi:v/ – (v) – достигать
acid – /'æsɪd/ – (n) – кислота
acidic rain – /ə'sɪdɪk 'reɪn/ – (n) – кислотный дождь
acne – /'ækni/ – (n) – прыщи
acrobatics – /'ækroʊ'bætɪks/ – (pl n) – акробатика
act – /ækt/ – (v) – действовать
action – /'ækʃən/ – (n) – действие
active – /'æktɪv/ – (adj) – активный
actor – /'æktə/ – (n) – актёр
adapt (to) – /ə'dæpt tə/ – (v) – адаптировать(ся) к
addictive – /ə'dɪktɪv/ – (adj) – вызывающий привычку
admit – /əd'mɪt/ – (v) – признавать
adrenalin – /ə'drenəlɪn/ – (n) – адреналин
adult – /'ædʌlt/ – (n) – взрослый
adventure – /əd'ventʃə/ – (n) – приключение
advertise – /'ædvətaɪz/ – (v) – рекламировать
affect – /ə'fekt/ – (v) – оказывать влияние, влиять
afternoon siesta – /,ɑ:ftənu:n sɪ'estə/ – (n) – послеобеденный отдых
agree (on) – /ə'gri: ɒn/ – (v) – соглашаться (с чем-либо)
aim – /eɪm/ – (v) – нацеливаться
air tank – /eə 'tæŋk/ – (n) – баллон со сжатым воздухом
airway – /'eəweɪ/ – (n) – дыхательные пути
alert – /ə'lɜ:t/ – (adj) – бдительный, настороже
alight – /ə'laɪt/ – (adj) – горящий
allergy – /'ælədʒi/ – (n) – аллергия
allow – /ə'laʊ/ – (v) – позволять
analyse – /'ænəlaɪz/ – (v) – анализировать
ancient – /'eɪnfənt/ – (adj) – старинный
ancient times – /'eɪnfənt taɪmz/ – (pl n) – древние времена
animal shelter – /'ænɪməl ʃeltə/ – (n) – приют для животных

annoy – /ə'nɔɪ/ – (v) – раздражать
annoyance – /ə'nɔɪəns/ – (n) – раздражимость
annoyed – /ə'nɔɪd/ – (adj) – раздражённый
annoying – /ə'nɔɪɪŋ/ – (adj) – раздражающий
antibacterial – /,æntɪ'bæktəriəl/ – (adj) – антибактериальный
antibiotic cream – /,æntɪbaɪ'ɒtɪk ,kri:m/ – (n) – крем-антибиотик
anti-perspirant – /,æntɪ 'pɜ:spərənt/ – (n) – дезодорант
anti-venin – /,æntɪ 'venən/ – (n) – противоядие
appear – /ə'piə/ – (v) – появляться
apply (for) – /ə'plai fə/ – (v) – подавать заявление
appointment – /ə'pɔɪntmənt/ – (n) – встреча
appreciate – /ə'pri:ʃiət/ – (v) – быть благодарным, ценить
approval – /ə'pru:vəl/ – (n) – подтверждение
aqua aerobics – /,ækwə eə'rəʊbɪks/ – (n) – аквааэробика
architect – /'ɑ:kətekt/ – (n) – архитектор
architecture – /'ɑ:kətektʃə/ – (n) – архитектура
argue – /'ɑ:gju:/ – (v) – спорить
argument – /'ɑ:gjəmənt/ – (n) – спор
armed robbery – /,ɑ:md 'rɒbəri/ – (n) – вооружённое ограбление
armful – /'ɑ:mfəl/ – (n) – большое количество
arrest – /ə'rest/ – (v) – арестовывать
arrive – /ə'raɪv/ – (v) – прибывать
arson – /'ɑ:sən/ – (n) – поджог
artificial finger – /,ɑ:təfɪʃəl 'fɪŋgə/ – (n) – искусственный палец
artist – /'ɑ:tɪst/ – (n) – художник, артист
artistic – /'ɑ:tɪstɪk/ – (adj) – артистичный
ash – /æʃ/ – (n) – вулканический пепел
ask – /ɑ:sk/ – (v) – спрашивать
assist – /ə'sɪst/ – (v) – ассистировать, помогать
assistant – /ə'sɪstənt/ – (n) – помощник
athlete – /'æθli:t/ – (n) – атлет
athletic – /æθ'letɪk, æθ-/ – (adj) – атлетический
attack – /ə'tæk/ – (v) – атаковать
attend – /ə'tend/ – (v) – принимать участие
attract – /ə'trækt/ – (v) – привлекать
audience – /'ɔ:diəns/ – (n) – аудитория, зрители
authorities – /,ɔ:θərətɪz/ – (pl n) – власти
available – /ə'veɪləbəl/ – (adj) – доступный
average – /'ævərɪdʒ/ – (adj) – средний
average price – /,ævərɪdʒ 'praɪs/ – (n) – средняя цена
average wage – /,ævərɪdʒ 'weɪdʒ/ – (n) – средняя зарплата
avoid – /ə'vɔɪd/ – (v) – избегать
award – /ə'wɔ:d/ – (n, v) – 1) награда; 2) награждать
award-winning – /ə'wɔ:d ,wɪnɪŋ/ – (adj) – отмеченный наградой

awkward – /'ɔ:kwəd/ – (adj) – неуклюжий, неудобный

Phrases

a fair amount (of) – (phr) – значительное количество

a pile of – (phr) – гора чего-либо

a sense of – (phr) – чувство (чего-либо)

a sign of – (phr) – знак (чего-либо)

adopt a child – (phr) – усыновлять/удочерять ребёнка

adopt an attitude – (phr) – занять позицию

against the rules – (phr) – против правил

all the way – (phr) – целиком

ancient wall – (phr) – старинная стена

appear in court – (phr) – предстать перед судом

apply the law – (phr) – применять закон

ask for directions – (phr) – спрашивать дорогу

at all costs – (phr) – во что бы то ни стало, любой ценой

at an alarming rate – (phr) – до тревожного уровня

at least – (phr) – как минимум, по крайней мере

at sb's convenience – (phr) – как кому-либо будет удобно

attract attention – (phr) – привлекать внимание

В

babysitter – /'beɪbɪsɪtə/ – (n) – няня

background – /'bækgraʊnd/ – (n) – задний план

backpack – /'bækpæk/ – (n) – рюкзак

backwards – /'bækwədz/ – (adv) – назад, в обратную сторону

backyard – /'bækjɑ:d/ – (n) – задний двор

bacteria – /'bæktəriə/ – (n) – бактерия

bad breath – /'bæd 'breθ/ – (n) – плохой запах изо рта

baking soda – /'beɪkɪŋ 'səʊdə/ – (n) – пищевая сода

bald – /bɔ:ld/ – (adj) – лысый

ballet – /'bæleɪ/ – (n) – балет

bandage – /'bændɪdʒ/ – (n) – пластырь

banged-up – /'bæŋd 'ʌp/ – (adj) – сломанный

bark – /bɑ:k/ – (v) – лаять

barking noise – /'bɑ:kɪŋ 'nɔɪz/ – (n) – лающий звук

bathe – /beɪð/ – (v) – мыться

(be) aware – /ə'weə/ – (adj) – знать

beard – /brəd/ – (n) – борода

beat – /bi:t/ – (v) – бить, ударять, побеждать

bed & breakfast – /'bed ən 'brekfəst/ – (n) – гостиница, где в стоимость входит «ночлег и завтрак»

behave – /br'heɪv/ – (v) – вести себя

belief – /br'li:f/ – (n) – вера

bench – /bentʃ/ – (n) – скамья

bend – /bend/ – (v) – сгибаться

billion – /'bɪljən/ – (n) – миллиард

biodiversity – /'baɪəʊdaɪvɜ:sɪtɪ/ – (n) – разнообразие форм жизни

biography – /baɪ'ɒgrəfi/ – (n) – биография

biome – /'baɪəʊm/ – (n) – биом (совокупность экосистем одной природно-климатической зоны)

bird watching – /'bɜ:d wɒtʃɪŋ/ – (n) – наблюдение за птицами

bite – /baɪt/ – (v) – кусать

blanket – /'blæŋkət/ – (n) – одеяло

blind – /blaɪnd/ – (adj) – слепой

blizzard – /'blɪzəd/ – (n) – метель, снежная буря

blog – /blɒg/ – (n) – блог

blogger – /'blɒgə/ – (n) – блоггер

blond(e) – /blɒnd/ – (adj) – светлый

blood analysis – /'blʌd ə'neɪləsɪs/ – (n) – анализ крови

blood circulation – /'blʌd sɜ:kjʊ'leɪʃən/ – (n) – кровообращение

blood vessel – /'blʌd 'vesəl/ – (n) – кровеносный сосуд

blossom – /'blasəm/ – (v) – цвести

blow – /bləʊ/ – (v) – дуть

blurred vision – /'blɜ:d 'vɪʒən/ – (n) – мутное зрение

blush – /blʌʃ/ – (n, v) – 1) румянец, краска смущения; 2) краснеть, смущаться

board – /bɔ:d/ – (n) – доска

boat trip – /'bəʊt trɪp/ – (n) – путешествие на лодке

bobcat – /'bɒbkæt/ – (n) – рысь

bodily function – /'bɒdəlɪ 'fʌŋkʃən/ – (n) – функция тела

body odour – /'bɒdɪ əʊdə/ – (n) – запах тела

body part – /'bɒdɪ pɑ:t/ – (n) – часть тела

boil – /bɔɪl/ – (v) – варить

boiling hot – /'bɔɪlɪŋ 'hɒt/ – (adj) – жаркий

bonfire – /'bɒnfɑɪə/ – (n) – костёр

book – /bʊk/ – (v) – бронировать

boost – /bu:st/ – (v) – повышать

borrow – /'bɒrəʊ/ – (v) – заимствовать, одолжить

bother – /'bɒðə/ – (n, v) – 1) беспокойство; 2) беспокоить

bottom – /'bɒtəm/ – (n) – дно

bounce – /baʊns/ – (v) – швырять, подкидывать

brain – /breɪn/ – (n) – мозг

brainchild – /'breɪntʃaɪld/ – (n) – идея, замысел

branch – /brɑ:ntʃ/ – (v) – ветка

brave – /breɪv/ – (adj) – смелый

bravely – /'breɪvli/ – (adv) – смело

bravery – /'breɪvəri/ – (n) – смелость

breakthrough (in) – /'breɪkθru:/ – (n) – прорыв

breathtaking – /'breθ'teɪkɪŋ/ – (adj) – захватывающий дух

breeze – /brɪz/ – (n) – бриз, лёгкий ветерок

brightly-coloured – /'braɪtlɪ 'klɒd/ – (adj) – яркий

broken bone – /'brəʊkən 'bəʊn/ – (n) – сломанная кость

browse – /braʊz/ – (v) – искать (информацию в Интернете)
 bucket – /'bʌkət/ – (n) – ведро
 bulletproof vest – /'bʊlət pru:f 'vest/ – (n) – бронежилет
 bullying – /'bʊli-ɪŋ/ – (n) – запугивание, буллинг
 bunch – /bʌntʃ/ – (n) – толпа
 bundle – /'bʌndl/ – (n) – связка
 bungee jumping – /'bʌndʒɪ dʒʌmpɪŋ/ – (n) – прыжки с канатом, «тарзанка»
 burglary – /'bɜ:gləri/ – (n) – кража со взломом, ограбление
 burn – /bɜ:n/ – (v) – сжигать
 bush – /bʊʃ/ – (n) – кусты
 business trip – /'biznəs ˌtrɪp/ – (n) – деловая поездка
 buzz (around) – /bʌz/ – (v) – мельтешить
 bystander – /'baɪstændə/ – (n) – зевака, очевидец

Phrasal verbs

break down – /ˌbreɪk 'daʊn/ – (phr v) – ломаться
 break in – /ˌbreɪk 'ɪn/ – (phr v) – взламывать, вторгаться
 break into – /ˌbreɪk 'ɪntə/ – (phr v) – вторгаться, вламываться
 break out – /ˌbreɪk 'aʊt/ – (phr v) – внезапно начаться, разразиться
 break up – /ˌbreɪk 'ʌp/ – (phr v) – разбивать
 brighten up – /ˌbraɪtn 'ʌp/ – (phr v) – разукрасить
 bring (sb) around – /ˌbrɪŋ sʌmbədi ə'raʊnd/ – (phr v) – 1) приводить (кого-либо) в чувство; 2) убеждать (кого-либо)
 bring about – /ˌbrɪŋ ə'baʊt/ – (phr v) – вызывать что-либо
 bring off – /ˌbrɪŋ 'ɔ:f/ – (phr v) – отламывать (кусок)
 bring up – /ˌbrɪŋ 'ʌp/ – (phr v) – воспитывать (детей)

Phrases

bare hands – (phr) – голыми руками
 (be) (sb's) fault – (phr) – быть (чей-либо) ошибкой
 (be) (totally) opposed to (sth) – (phr) – быть противоположного мнения
 (be) better off – (phr) – стать состоятельным, обеспеченным
 (be) for me – (phr) – на мой вкус, для меня
 (be) in favour of (sth) – (phr) – на чьей-либо стороне
 (be) in great danger – (phr) – быть в опасности
 (be) in high demand – (phr) – пользоваться большим спросом
 (be) in touch – (phr) – оставаться на связи
 (be) obliged to do (sth) – (phr) – быть обязанным делать что-то
 (be) obsessed with – (phr) – быть одержимым чем-либо

(be) on a tight budget – (phr) – иметь ограниченный бюджет
 (be) one of a kind – (phr) – быть единственным
 (be) sentenced to – (phr) – быть приговорённым
 (be) stuck – (phr) – застрять
 (be) under threat – (phr) – быть под угрозой
 become aware – (phr) – узнавать
 become extinct – (phr) – вымирать
 become stiff – (phr) – твердеть
 best regards – (phr) – с наилучшими пожеланиями
 between friends – (phr) – между друзьями
 book a room – (phr) – бронировать номер
 break a record – (phr) – побить рекорд
 breathe deeply – (phr) – глубоко дышать
 buy a house – (phr) – покупать дом
 by accident – (phr) – случайно
 by force – (phr) – силой
 by myself – (phr) – самостоятельно

C

cabin – /'kæbɪn/ – (n) – небольшой домик
 caffeine – /'kæfi:n/ – (n) – кофеин
 calcite – /'kælsait/ – (n) – кальцит, известковый шпат
 calculate – /'kælkjəleɪt/ – (v) – считать
 camcorder – /'kæm,kɔ:də/ – (n) – видеокамера
 camp counsellor – /ˌkæmp 'kaʊnsələ/ – (n) – вожатый
 campsite – /'kæmpsait/ – (n) – место разбивки лагеря
 campus – /'kæmpəs/ – (n) – территория (лагеря, школы, колледжа)
 car exhaust – /'kɑ:r ɪgˌzɔ:st/ – (n) – выхлопные газы
 carbon dioxide – /ˌkɑ:bən daɪ'ɒksaɪd/ – (n) – углекислый газ
 carbon footprint – /ˌkɑ:bən 'fʊtprɪnt/ – (n) – «углеродный» след
 card – /kɑ:d/ – (n) – карта
 care – /keə/ – (v) – заботиться
 career path – /kə'riə pa:θ/ – (n) – профессиональный рост, карьера
 careful – /'keəfəl/ – (adj) – осторожный
 careless – /'keələs/ – (adj) – беззаботный
 caring – /'keərɪŋ/ – (adj) – заботливый
 carry (over) – /ˌkæri 'əʊvə/ – (v) – распространяться (над)
 carving – /'kɑ:vɪŋ/ – (n) – резьба по дереву
 cash – /kæʃ/ – (n) – наличные деньги
 cashier – /kæʃɪə/ – (n) – кассир
 catchy – /'kætʃɪ/ – (adj) – легко запоминающийся
 cause – /kɔ:z/ – (v) – вызывать, быть причиной
 cave – /keɪv/ – (n) – пещера
 celebrity – /sə'lebrəti/ – (n) – знаменитость
 cell – /sel/ – (n) – клетка

census – /ˈsensəs/ – (n) – перепись
 century – /ˈsentʃəri/ – (n) – век
 ceremony – /ˈserəməni/ – (n) – церемония
 chalk – /tʃɔ:k/ – (n) – мел
 challenge – /ˈtʃæləndʒ/ – (n) – испытание
 challenging – /ˈtʃæləndʒɪŋ/ – (adj) – трудный, сложный
 champion – /ˈtʃæmpiən/ – (n) – чемпион
 change (into) – /tʃeɪndʒ ɪntə/ – (v) – превращаться (в)
 changeable – /ˈtʃeɪndʒəbəl/ – (adj) – изменчивый
 charity – /ˈtʃærɪti/ – (n) – благотворительность
 chart-topping – /ˈtʃɑ:t ˌtɒpɪŋ/ – (adj) – занимающий
 вершину хит-парада
 chat – /tʃæt/ – (v) – беседовать, болтать
 checkpoint – /ˈtʃekpɔɪnt/ – (n) – зд. засада
 cheerful – /ˈtʃiəfəl/ – (adj) – весёлый, живой
 chew – /tʃu:/ – (v) – жевать
 chilly – /ˈtʃɪli/ – (adj) – прохладный, зябкий
 chord – /kɔ:d/ – (n) – шнур
 chunk – /tʃʌŋk/ – (n) – глыба
 circumstances – /ˈsɜ:kəmstænsəz, -stənsəz/ – (n) –
 обстоятельства
 clap – /klæp/ – (v) – хлопать в ладоши
 classic novel – /ˈklæsɪk ˈnɒvəl/ – (n) – классический
 роман
 classical – /ˈklæsɪkəl/ – (adj) – классический
 classical music concert – /ˈklæsɪkəl ˈmju:zɪk ˌkɒnsət/ – (n)
 – концерт классической музыки
 claustrophobia – /ˌklɒstrəˈfəʊbiə/ – (n) –
 клаустрофобия (боязнь замкнутого
 пространства)
 clerk – /klɑ:k/ – (n) – секретарь
 click – /klɪk/ – (v) – щёлкать
 cliff – /klɪf/ – (n) – утёс, обрыв
 climate – /ˈklaɪmət/ – (n) – климат
 climate change – /ˈklaɪmət ˌtʃeɪndʒ/ – (n) – изменение
 климата
 climatologist – /ˌklaɪməˈtɒlədʒəst/ – (n) – климатолог
 cloud – /klaʊd/ – (n) – облако, туча
 club – /klʌb/ – (n) – клуб
 coastal – /ˈkəʊstl/ – (adj) – прибрежный
 cobbled street – /ˌkɒbəld ˈstri:t/ – (n) – булыжная
 мостовая
 cold – /kəʊld/ – (adj) – холодный
 cold virus – /ˈkəʊld ˌvaɪrəs/ – (n) – вирус простуды
 collage – /ˈkɒləʒ/ – (n) – коллаж
 column – /ˈkɒləm/ – (n) – колонна
 comb – /kəʊm/ – (n) – расчёска
 combine – /kəmˈbaɪn/ – (v) – сочетать
 comfort – /ˈkʌmfət/ – (v) – утешать, успокаивать
 commit – /kəˈmɪt/ – (v) – совершать
 commitment – /kəˈmɪtmənt/ – (n) – обязательство
 community – /kəˈmju:nəti/ – (n) – общество,

сообщество, общественность
 community centre – /kəˈmju:nəti ˌsentə/ – (n) –
 общественный центр
 community clean-up day – /kəˈmju:nəti ˈkli:n ʌp ˌdeɪ/ –
 (n) – День чистоты (общественное
 мероприятие)
 community spirit – /kəˈmju:nəti ˈspɪrɪt/ – (n) –
 общественный дух
 company – /ˈkʌmpəni/ – (n) – компания
 compass – /ˈkʌmpəs/ – (n) – компас
 compensate – /ˈkɒmpənsət/ – (v) – компенсировать
 compete (in) – /kəmˈpi:t ɪn/ – (v) – состязаться (в)
 competitive drive – /kəmˌpetətɪv ˈdraɪv/ – (n) –
 стремление соревноваться
 competitive spirit – /kəmˌpetətɪv ˈspɪrɪt/ – (n) –
 соревновательный дух
 competitor – /kəmˈpetɪtə/ – (n) – противник,
 конкурент
 complain – /kəmˈpleɪn/ – (v) – жаловаться
 complaint – /kəmˈpleɪnt/ – (n) – жалоба
 complicated – /ˈkɒmpləkeɪtəd/ – (adj) – сложный
 compliment – /ˈkɒmpləmənt/ – (v) – комплимент
 composer – /kəmˈpəʊzə/ – (n) – композитор
 computer graphics – /kəmˌpjʊ:tə ˈgræfɪks/ – (pl n) –
 компьютерная графика
 computer science – /kəmˌpjʊ:tə ˈsaɪəns/ – (n) –
 информатика
 concentrate – /ˈkɒnsəntreɪt/ – (v) – концентрироваться
 conclusion – /kənˈklu:ʒən/ – (n) – заключение
 concrete – /ˈkɒŋkri:t/ – (n) – бетон
 conditions – /kənˈdɪʃənz/ – (pl n) – условия
 confidence – /ˈkɒnfədəns/ – (n) – уверенность
 confident – /ˈkɒnfədənt/ – (adj) – уверенный
 confined space – /kənˌfaɪnd ˈspeɪs/ – (n) – закрытое
 пространство
 confirmation – /ˌkɒnfəˈmeɪʃən/ – (n) – подтверждение
 conflict – /ˈkɒnflɪkt/ – (n) – конфликт, ссора
 coniferous – /kəˈnɪfərəs/ – (adj) – хвойный
 connect – /kəˈnekt/ – (v) – соединять
 connected (to) – /kəˈnektəd tə/ – (adj) – соединённый
 (с)
 connection – /kəˈnektʃən/ – (n) – связь
 consequence – /ˈkɒnsəkwəns/ – (n) – последствие
 consequently – /ˈkɒnsəkwəntli/ – (adv) – в результате
 conservation – /ˌkɒnsəˈveɪʃən/ – (n) – сохранение,
 охрана природы
 conservation group – /ˌkɒnsəˈveɪʃən ɡru:p/ – (n) – группа
 по охране природы
 conservative – /kənˈsɜ:vətɪv/ – (adj) – консервативный,
 устаревший
 conserve – /kənˈsɜ:v/ – (v) – сохранять
 constricted – /kənˈstrɪktəd/ – (adj) – узкий (о сосудах)

consumer – /kən'sju:mə/ – (n) – покупатель
 contagious – /kən'teidʒəs/ – (adj) – заразный
 contain – /kən'tein/ – (v) – содержать
 continent – /kɒntənənt/ – (n) – континент
 control – /kən'trəʊl/ – (v) – контролировать
 conversation – /kɒnvə'seɪʃən/ – (n) – общение, разговор
 convict – /kɒnvɪkt/ – (n) – осуждённый
 cope (with/without) – /kəʊp wɪð, wɪðaʊt/ – (v) – справляться (с/без)
 copyright material – /kɒpraɪt mə'tɪəriəl/ – (n) – объект, защищённый авторским правом
 corridor – /kɒrɪdɔ:/ – (n) – коридор
 cost – /kɒst/ – (v) – стоить
 costume – /kɒstjəm/ – (n) – костюм
 cough – /kɒf/ – (n, v) – 1) кашель; 2) кашлять
 counselling – /kəʊnsəlɪŋ/ – (n) – консультирование
 court – /kɔ:t/ – (n) – суд
 cover (sth) with – /kʌvə ,sʌmθɪŋ wɪð/ – (v) – закрыть (чем-либо)
 cover – /kʌvə/ – (v) – покрывать
 coyote – /kəɪəʊt, kəɪəʊti/ – (n) – койот
 crab – /kræb/ – (n) – краб
 crack – /kræk/ – (n) – трещина
 cracker – /krækə/ – (n) – взломщик компьютерных сетей
 crash (into) – /kræʃ/ – (v) – врезаться (в)
 crawl (along/through) – /krɔ:l ə'lɔ:ŋ, 'θru:/ – (v) – карабкаться, ползти (вдоль/через)
 crayfish – /kreɪfɪʃ/ – (n) – лангуст, речной рак
 craze – /kreɪz/ – (n) – всеобщее увлечение, мания
 creaky – /kri:ki/ – (adj) – скрипучий
 creative – /kri'eɪtɪv/ – (adj) – творческий, креативный
 creature – /kri:tʃə/ – (n) – существо
 crevasse – /kri'væs/ – (n) – расщелина в леднике
 crime – /kraɪm/ – (n) – преступление
 crime scene – /kraɪm si:n/ – (n) – место преступления
 crime thriller – /kraɪm ,θrɪlə/ – (n) – криминальный триллер
 crime writer – /kraɪm raɪtə/ – (n) – автор детективов
 criticise – /kri'tɪsaɪz/ – (v) – критиковать
 criticism – /kri'tɪsɪzəm/ – (n) – критика
 crowd – /kraʊd/ – (n) – толпа
 crowded place – /kraʊdəd 'pleɪs/ – (n) – переполненное место
 cruelty – /kru:əlti/ – (n) – жестокость
 crystal – /kristl/ – (adj) – хрустальный
 culture – /kʌltʃə/ – (n) – культура
 curable – /kjʊərəbəl/ – (adj) – излечивающий
 cure – /kjʊə/ – (v) – лечить
 curious – /kjʊəriəs/ – (adj) – любопытный
 curly – /kɜ:li/ – (adj) – кудрявый

current position – /kʌrənt pə'zɪʃən/ – (n) – текущая должность
 curtain – /kɜ:tn/ – (n) – занавес
 customer – /kʌstəmə/ – (n) – клиент
 customer service – /kʌstəmə 'sɜ:vəs/ – (n) – обслуживание клиентов

Phrasal verbs

carry on – /kæri 'ɒn/ – (phr v) – продолжать
 carry out – /kæri 'aʊt/ – (phr v) – выполнять
 cheer up – /tʃiə 'ʌp/ – (phr v) – не падать духом, не унывать
 come up with – /kʌm 'ʌp wɪð, wɪθ/ – (phr v) – предложить (идею)
 cut off (from) – /kʌt 'ɒf/ – (phr v) – разъединять, отключать

Phrases

can't put it down – (phr) – нельзя оторваться (от книги)
 can't stand – (phr) – ненавидеть
 can't wait – (phr) – не могу дожидаться
 carry a lantern – (phr) – нести фонарь
 catch (sb) red-handed – (phr) – поймать на месте преступления
 catch the bus/train – (phr) – поехать на автобусе/поезде
 catch your breath – (phr) – затаить дыхание, перевести дух
 change gear – (phr) – изменить тактику
 collect rubbish – (phr) – собирать мусор
 come naturally – (phr) – даваться от природы
 crumbling walls – (phr) – крошащиеся стены

D

damage – /dæmɪdʒ/ – (n) – вред
 dangerous – /deɪndʒərəs/ – (adj) – опасный
 daredevil – /deədevəl/ – (n) – смельчак, сорвиголова
 (the) dark – /dɑ:k/ – (n) – темнота
 dark – /dɑ:k/ – (adj) – тёмный
 dark/pale skin – /dɑ:k 'skɪn, peɪl/ – (n) – смуглая/белая кожа
 deadly – /dedli/ – (adj) – смертельный
 death – /deθ/ – (n) – смерть
 death-defying stunt – /deθ dɪfaɪ-ɪŋ 'stʌnt/ – (n) – смертельный трюк
 debate – /dɪ'beɪt/ – (n) – дебаты
 decade – /dekeɪd/ – (n) – декада
 dedication – /dedɪ'keɪʃən/ – (n) – посвящение, верность
 deep breath – /di:p 'breθ/ – (n) – глубокий вдох
 deeply – /di:pli/ – (adv) – глубоко

deer – /dɪə/ – (n) – олень
 defect – /dɪˈfekt, diːfekt/ – (n) – дефект, изъян
 defendant – /dɪˈfendənt/ – (n) – защитник
 deforestation – /diːfɒrəˈsteɪʃən/ – (n) – вырубка леса, обезлесивание
 degree – /dɪˈɡriː/ – (n) – степень
 deliberately – /dɪˈlɪbəreɪtli/ – (adv) – намеренно
 delivery – /dɪˈlɪvəri/ – (n) – доставка
 delivery person – /dɪˈlɪvəri ˈpɜːsən/ – (n) – работник службы доставки
 demanding – /dɪˈmɑːndɪŋ/ – (adj) – требовательный
 depend – /dɪˈpend/ – (v) – зависеть
 depend on – /dɪˈpend ɒn/ – (v) – зависеть от
 dependent – /dɪˈpendənt/ – (adj) – зависимый
 depression – /dɪˈpreʃən/ – (n) – депрессия
 dermatologist – /dɜːməˈtɒlədʒɪst/ – (n) – дерматолог
 deserve – /dɪˈzɜːv/ – (v) – заслуживать
 design – /dɪˈzaɪn/ – (n) – дизайн
 destination – /ˌdestɪˈneɪʃən/ – (n) – пункт назначения
 determination – /dɪˌtɜːməˈneɪʃən/ – (n) – упорство
 device – /dɪˈvaɪs/ – (n) – устройство
 diameter – /daɪˈæmɪtə/ – (n) – диаметр
 diaphragm – /ˈdaɪəfræm/ – (n) – диафрагма
 difficult – /ˈdɪfɪkəl/ – (adj) – сложный
 directly – /dɪˈrektli, daɪ-/ – (adv) – напрямую
 directory – /daɪˈrektəri/ – (n) – директория
 disagree – /dɪsəˈɡriː/ – (v) – не соглашаться
 disbelief – /dɪsbəˈliːf/ – (n) – неверие, недоверие
 discover – /dɪsˈkʌvə/ – (v) – обнаруживать
 disgusting – /dɪsˈɡastɪŋ/ – (adj) – отвратительный
 dishonest – /dɪsˈɒnəst/ – (adj) – нечестный
 dishwasher – /ˈdɪʃwɒʃə/ – (n) – посудомоечная машина
 dissatisfied – /dɪˈsætəsfaɪd, dɪsˈsæ-/ (adj) – неудовлетворённый
 dissolve – /dɪˈzɒlv/ – (v) – растворять
 distinguish (between) – /dɪˈstɪŋɡwɪʃ bɪˈtwiːn/ – (v) – различать (между)
 distraction – /dɪˈstrækʃən/ – (n) – отвлекающий фактор
 distressing – /dɪˈstresɪŋ/ – (adj) – печальный, горестный
 dive – /daɪv/ – (n, v) – 1) погружение; 2) нырять
 divide – /dɪˈvaɪd/ – (v) – разделять
 dizziness – /ˈdɪzɪnəs/ – (n) – головокружение, тошнота
 DNA analysis – /diː en ˈeɪ əˈnæləsɪs/ – (n) – анализ ДНК
 DNA sample – /diː en ˈeɪ ˈsɑːmpəl/ – (n) – образец ДНК
 dog walker – /ˈdɒɡ ˈwɔːkə/ – (n) – человек, выгуливающий собак
 dome-shaped – /ˈdəʊm ʃeɪpt/ – (adj) – в форме купола
 double room – /ˈdʌbəl ˈruːm/ – (n) – двухместный номер
 dove of peace – /ˈdʌv əv ˈpiːs/ – (n) – голубь мира

download – /ˈdaʊnləʊd/ – (n, v) – 1) скачивание; 2) скачивать
 down-to-earth – /ˌdaʊn tʊ ˈɜːθ/ – (adj) – приземлённый, практичный
 dramatic arrest – /drəˈmætɪk əˈrest/ – (n) – яркий арест
 drawing – /ˈdrɔːɪŋ/ – (n) – рисунок
 dried – /draɪd/ – (adj) – сухой
 drip – /drɪp/ – (v) – капать
 driveway – /ˈdraɪvweɪ/ – (n) – подъездная дорожка
 drizzle – /ˈdrɪzəl/ – (n) – моросящий дождь
 drop – /drɒp/ – (v) – капать, падать, ронять
 drought – /draʊt/ – (n) – засуха, сухость
 drown – /draʊn/ – (v) – тонуть
 drug addict – /ˈdrʌɡ ˌædɪkt/ – (n) – наркоман
 dull – /dʌl/ – (adj) – скучный
 dust – /dʌst/ – (n) – пыль
 duty – /ˈdjuːti/ – (n) – служба
 dye – /daɪ/ – (n) – красить волосы

Phrasal verbs

deal with – /ˈdiːl wɪð, wɪθ/ – (phr v) – иметь дело с
 die out – /ˌdaɪ ˈaʊt/ – (phr v) – вымирать

Phrases

dangerous driving – (phr) – опасное вождение
 develop ideas – (phr) – развивать идеи
 develop skills – (phr) – развивать умения
 die from hunger – (phr) – умереть от голода
 discuss a problem – (phr) – обсудить проблему
 do a survey – (phr) – проводить исследование
 do stunts – (phr) – выполнять каскадёрские трюки
 double in size – (phr) – двойного размера

E

ear canal – /ˈɪə kəˈnæl/ – (n) – ушной канал
 earn – /ɜːn/ – (v) – зарабатывать
 easy – /ˈiːzi/ – (adj) – лёгкий
 eat away – /iːt əˈweɪ/ – (phr v) – разъедать
 economical – /ˌekəˈnɒmɪkəl, ɪː-/ – (adj) – экономный
 economy – /ˈiːkənəmi/ – (n) – экономика
 edge (of) – /ˈedʒ əv/ – (n) – край
 editor – /ˈedɪtə/ – (n) – редактор
 effect – /ɪˈfekt/ – (n) – эффект
 effective – /ɪˈfektɪv/ – (adj) – эффективный
 effort – /ˈefət/ – (n) – попытка
 elaborate – /ɪˈləbəreɪt/ – (adj) – отделанный, изысканный
 elastic rope – /ɪˌlæstɪk ˈrəʊp/ – (n) – эластичная верёвка
 elbow – /ˈelbəʊ/ – (n) – локоть
 elderly – /ˈeldəli/ – (adj) – пожилой
 electric – /ɪˈlektrɪk/ – (adj) – электрический

electrician – /ɪlɪk'trɪʃən/ – (n) – электрик
 electron microscope – /ɪˌlektɹən 'maɪkrəskəʊp/ – (n) –
 электронный микроскоп
 elite – /i'li:t/ – (adj) – эл. элитное (подразделение)
 email account – /i'meɪl əˌkaʊnt/ – (n) – учётная запись
 электронной почты
 embarrass (oneself) – /ɪm'bærəs/ – (v) – смущать(ся)
 embarrassed – /ɪm'bærəst/ – (adj) – смущённый
 embassy – /embəsi/ – (n) – посольство
 emerge – /i'mɜ:dʒ/ – (v) – появляться, всплывать
 emotion – /i'məʊʃən/ – (n) – эмоция
 Emperor Penguin – /empeərə 'peŋgwɪn/ – (n) –
 императорский пингвин
 employ – /ɪm'plɔɪ/ – (v) – нанимать на работу
 employee – /ɪm'plɔɪi:, em'plɔɪ'i:/ – (n) – работник
 empty – /'empti/ – (adj) – пустой
 enclosed – /ɪn'kləʊzd/ – (adj) – замкнутое
 (пространство)
 encourage – /ɪn'kʌrɪdʒ/ – (v) – поощрять
 endangered species – /ɪnˌdeɪndʒəd 'spi:ʃi:z/ – (n) – виды
 животных, находящиеся под угрозой
 вымирания
 ending – /'endɪŋ/ – (n) – заключение
 endless – /'endləs/ – (adj) – бесконечный
 energy-saving bulb – /enədʒɪˌseɪvɪŋ 'bʌlb/ – (n) –
 энергосберегающая лампа
 engineer – /endʒə'nɪə/ – (n) – инженер
 enjoy – /ɪn'dʒɔɪ/ – (v) – наслаждаться
 enjoyment – /ɪn'dʒɔɪmənt/ – (n) – наслаждение
 entertainment – /entə'teɪnmənt/ – (n) – развлечение
 enthusiasm – /ɪn'θju:ziæzəm/ – (n) – энтузиазм
 enthusiastic – /ɪn'θju:zi'æstɪk/ – (adj) – полный
 энтузиазма
 entrance – /'entrəns/ – (n) – вход
 entrance hall – /'entrəns hɔ:l/ – (n) – вестибюль, холл
 environmental campaign – /ɪnˌvaɪrən'mentl kæmˌpeɪn/ –
 (n) – кампания по защите окружающей среды
 equipment – /ɪ'kwɪpmənt/ – (n) – оборудование
 erode – /ɪ'rəʊd/ – (v) – разъедать
 erupt – /ɪ'rʌpt/ – (v) – извергаться
 eventually – /ɪ'ventʃuəli, -tʃəli/ – (adv) – в итоге, в
 конце концов
 examine – /ɪg'zæmən/ – (v) – изучать, исследовать
 exhibit – /ɪg'zɪbət/ – (v) – выставять напоказ
 exhibition – /ˌeksɪ'bɪʃən/ – (n) – выставка
 exist – /ɪg'zɪst/ – (v) – существовать
 existent – /ɪg'zɪstənt/ – (adj) – существующий
 exit point – /'egzɪtˌpɔɪnt/ – (n) – выход
 expand – /ɪk'spænd/ – (v) – расширять(ся),
 увеличивать(ся)
 expect – /ɪk'spekt/ – (v) – ожидать

expense – /ɪk'spens/ – (n) – трата
 expensive – /ɪk'spensɪv/ – (adj) – дорогой
 experience – /ɪk'spiəriəns/ – (n) – опыт
 expert – /'ekspɜ:t/ – (n, adj) – 1) эксперт; 2)
 экспертный, профессиональный
 explanation – /ˌeksplə'neɪʃən/ – (n) – объяснение
 explode – /ɪk'spləʊd/ – (v) – взрываться
 explore – /ɪk'splɔ:/ – (v) – исследовать
 extended period – /ɪk'stendəd 'pɪəriəd/ – (n) –
 длительный период
 extinct – /ɪk'stɪŋkt/ – (adj) – вымерший
 extinguish – /ɪk'stɪŋgwɪʃ/ – (v) – тушить, гасить (огонь)
 extraordinary – /ɪk'strɔ:dənəri/ – (adj) – необычный
 extreme activities – /ɪk'stri:m æk'tɪvətɪz/ – (pl n) –
 занятия экстремальными видами спорта
 extreme ironing – /ɪk'stri:m 'aɪrɪŋ/ – (n) –
 экстремальная глажка одежды
 extreme weather – /ɪk'stri:m 'weðə/ – (n) – погодные
 катаклизмы
 eye strain – /'aɪ streɪn/ – (n) – напряжение глаз
 eyelid – /'aɪlɪd/ – (n) – глазное веко

Phrasal verbs

end up – /end 'ʌp/ – (phr v) – заканчивать(ся)

Phrases

encounter problems – (phr) – сталкиваться с
 проблемами
 exceed the speed limit – (phr) – превышать
 скоростной режим
 exercise regularly – (phr) – регулярно тренироваться
 exercise your mind – (phr) – тренировать мозг
 extend a hand – (phr) – протягивать руку

F

face – /feɪs/ – (v) – сталкиваться
 face mask – /'feɪs mɑ:sk/ – (n) – маска для защиты
 лица
 fade – /feɪd/ – (v) – угасать
 fall out – /fɔ:l 'aʊt/ – (phr v) – разругаться
 fame – /feɪm/ – (n) – слава
 fan – /fæn/ – (n) – фанат
 fantasy – /'fæntəsi/ – (n) – фэнтези
 fascinated – /'fæsəneɪtəd/ – (adj) – зачарованный
 fascinating – /'fæsəneɪtɪŋ/ – (adj) – очаровательный
 fast-flowing – /fɑ:st 'fləʊɪŋ/ – (adj) – быстротекущий
 fat – /fæt/ – (adj) – толстый
 fauna – /'fɔ:nə/ – (n) – фауна
 fear – /fiə/ – (n) – страх
 fern flower – /'fɜ:n fləʊə/ – (n) – папоротник
 fibre – /'faɪbə/ – (n) – волокно, нить

fiery – /'faɪəri/ – (adj) – огненно-красный
 file-sharing – /'faɪl ʃeərɪŋ/ – (n) – совместный доступ к файлам
 film director – /'fɪlm dɪ'rektə, daɪ-/ – (n) – режиссёр фильма
 final – /'faɪnəl/ – (adj) – последний
 finale – /fi'na:li/ – (n) – завершение, конец (представления)
 fine – /faɪn/ – (n) – штраф
 fingerprint – /'fɪŋgəprɪnt/ – (n) – отпечаток пальцев
 Fire Service – /'faɪə ,sɜ:vɪs/ – (n) – пожарная служба
 fire zone – /'faɪə zəʊn/ – (n) – зона огня
 firefighter – /'faɪə,faɪtə/ – (n) – пожарный
 firm handshake – /,fɜ:m 'hændʃeɪk/ – (n) – крепкое рукопожатие
 first aid – /,fɜ:st 'eɪd/ – (n) – первая помощь
 first aid kit – /,fɜ:st 'eɪd kɪt/ – (n) – аптечка первой помощи
 fit – /fɪt/ – (adj) – в хорошей форме
 flashlight – /'flæʃlaɪt/ – (n) – карманный фонарик
 flat – /flæt/ – (n) – квартира
 flight attendant – /'flaɪt ə'tendənt/ – (n) – бортпроводник
 flip – /flɪp/ – (v) – переворачивать
 flipper – /'flɪpə/ – (n) – плавник
 float – /fləʊt/ – (v) – плавать
 flood – /flʌd/ – (n) – наводнение
 flora – /'flɔ:rə/ – (n) – флора
 flow – /fləʊ/ – (n) – приливать
 flu – /flu:/ – (n) – грипп
 fluid – /'flu:əd/ – (n) – жидкость
 flying – /'flaɪɪŋ/ – (n) – полёт
 focus (on) – /'fəʊkəs ɒn/ – (v) – сосредоточиться (на)
 follower – /'fɒləʊə/ – (n) – последователь, подписчик
 fool – /fu:l/ – (n) – дурак
 foolish – /'fu:lɪʃ/ – (adj) – глупый
 footpath – /'fʊtpə:θ/ – (n) – тропинка
 forbidden – /fə'bɪdn/ – (adj) – запрещённый
 foreign – /'fɒrən/ – (adj) – иностранный
 forensic scientist – /fə'rensɪk 'saɪəntɪst, -zɪk/ – (n) – судмедэксперт
 forest adventure – /,fɒrəst əd'ventʃə/ – (n) – лесное приключение
 forgetful – /fə'getfəl/ – (adj) – забывчивый
 form – /fɔ:m/ – (v) – формировать
 formal – /'fɔ:məl/ – (adj) – официальный
 formation – /fɔ:'meɪʃən/ – (n) – образование, формация
 fortunately – /'fɔ:tʃənətli/ – (adv) – к счастью
 fossil fuel – /'fɒsəl 'fju:əl/ – (n) – ископаемое топливо
 freckles – /'frekəlz/ – (pl n) – веснушки
 freediving – /'fri: ,daɪvɪŋ/ – (n) – ныряние без акваланга
 freezing cold – /,fri:zɪŋ 'kəʊld/ – (adj) – ледяной

freshwater lake – /,frefwɔ:tə 'leɪk/ – (n) – пресноводное озеро
 frostbite – /'frɒstbaɪt/ – (n) – обморожение
 frustrating – /frʌ'streɪtɪŋ/ – (adj) – раздражающий
 frying pan – /'fraɪɪŋ pæn/ – (n) – сковорода
 fuel – /'fju:əl/ – (n) – топливо
 full board – /,fʊl 'bɔ:d/ – (n) – полный пансион
 function – /'fʌŋkʃən/ – (n) – функция
 funding – /'fʌndɪŋ/ – (n) – финансирование
 furious – /'fjʊəriəs/ – (adj) – разъярённый, взбешённый
 furniture – /'fɜ:nɪtʃə/ – (n) – мебель
 further – /'fɜ:ðə/ – (adv) – далее

Phrasal verbs

fall for – /'fɔ:l fə/ – (phr v) – поддаваться, купиться на что-либо
 fall out with – /,fɔ:l 'aʊt wɪð/ – (phr v) – выпасть из (компании)
 fall through – /,fɔ:l 'θru:/ – (phr v) – терпеть неудачу, провалиться
 find (sth) out – /,faɪnd sʌmθɪŋ 'aʊt/ – (phr v) – выяснять, узнавать

Phrases

face the consequences – (phr) – сталкиваться с последствиями
 fairytale wedding – /'feəntɪl 'wedɪŋ/ – (phr) – сказочная свадьба
 fall asleep – (phr) – засыпать
 fall in love (with) – (phr) – влюбляться (в)
 falling sales – (phr) – падение продаж
 fashion statement – (phr) – икона стиля
 feel (sth) coming on – (phr) – чувствовать, как (что-либо) наступает
 feel better – (phr) – чувствовать себя лучше
 feel dizzy – (phr) – кружится голова
 feel sorry for – (phr) – жалеть (кого-либо)
 fight a fire – (phr) – бороться с огнём
 fight an illness – (phr) – бороться с болезнью
 find enclosed a copy of my CV – (phr) – прилагаю копию своего резюме
 find sth hard – (phr) – находить что-либо сложным
 fit a burglar alarm – (phr) – установить охранную сигнализацию
 fit security lights – (phr) – установить уличные сенсорные фонари
 follow a dream – (phr) – следовать за мечтой
 free of charge – (phr) – бесплатный

G

gale – /geɪl/ – (n) – сильный ветер, буря
 gallop – /'gæləp/ – (v) – скакать галопом

gang – /gæŋ/ – (n) – банда
 gang of burglars – /gæŋ əv 'bɜ:gləz/ – (n) – банда воров
 garage – /'gærɪdʒ, -ɑ:ʒ/ – (n) – гараж
 gardener – /'gɑ:dnə/ – (n) – садовник
 garland – /'gɑ:lənd/ – (n) – гирлянда
 garlic – /'gɑ:lk/ – (n) – чеснок
 gather – /'gæðə/ – (v) – собираться
 gender bias – /'dʒendə ,baɪəs/ – (n) – дискриминация по половому признаку
 generation – /,dʒenə'reɪʃən/ – (n) – поколение
 generous – /'dʒenərəs/ – (adj) – щедрый
 gently – /'dʒentli/ – (adv) – аккуратно
 germ – /dʒɜ:m/ – (n) – микроб
 ghost – /gəʊst/ – (n) – привидение
 ghost hunting – /'gəʊst ,hʌntɪŋ/ – (n) – охота за привидениями
 ginger – /'dʒɪndʒə/ – (n) – имбирь
 glacier – /'glæsiə/ – (n) – ледник
 glasses – /'glɑ:səz/ – (pl n) – очки
 global warming – /,gləʊbəl 'wɔ:miŋ/ – (n) – глобальное потепление
 goal – /gəʊl/ – (n) – цель
 goggles – /'gɒgəlz/ – (pl n) – очки для подводного плавания
 gold – /gəʊld/ – (n) – золото
 gossip (about) – /'gɒsɪp ə,bəʊt/ – (v) – распускать слухи (о чём-либо)
 grab – /græb/ – (v) – хватать
 grade – /greɪd/ – (n) – звание, степень
 gradually – /'grædʒuəli/ – (adv) – постепенно
 graduate – /'grædʒuət, -eɪt/ – (n, v) – 1) выпускник вуза, колледжа; 2) заканчивать вуз, колледж
 graffiti – /'græ'fi:tɪ/ – (n) – граффити
 graffiti knitting group – /'græ'fi:tɪ 'nɪtɪŋ ,gru:p/ – (n) – группа, занимающаяся вязаным граффити
 grand – /grænd/ – (adj) – величественный
 grate – /greɪt/ – (n) – решётка
 graze – /greɪz/ – (n) – царапина
 greenhouse gas – /,gri:nhaʊs 'gæs/ – (n) – газ, вызывающий парниковый эффект
 greet (sb) (with) – /'gri:t wɪð/ – (v) – приветствовать кого-либо чем-либо
 greet – /'gri:t/ – (v) – приветствовать
 greeting – /'gri:tɪŋ/ – (n) – приветствие, поздравление
 grip – /grɪp/ – (v) – хватать
 groom – /gru:m/ – (n) – жених
 grotto – /'grɒtəʊ/ – (n) – грот
 growing – /'grəʊɪŋ/ – (adj) – растущий
 growth – /grəʊθ/ – (n) – рост
 grumpy – /'grʌmpɪ/ – (adj) – сварливый, раздражительный

guard dog – /'gɑ:d dɒg/ – (n) – сторожевая собака
 guide – /gaɪd/ – (n, v) – 1) гид; 2) вести
 guided tour – /,gaɪdəd 'tʊə/ – (n) – экскурсия с гидом
 guilty – /'gɪltɪ/ – (adj) – виновный

Phrasal verbs

get along with (sb) – /get ə'lɒŋ wɪð/ – (phr v) – ладить с кем-либо
 get on – /get 'ɒn/ – (phr v) – ладить
 get on/off – /get 'ɒn, 'ɒf/ – (phr v) – садиться/выходить (о транспортных средствах)
 get through – /get 'θru:/ – (phr v) – дозвониться
 give away – /,gɪv ə'weɪ/ – (phr v) – раздавать
 give off/out – /,gɪv 'ɒf, 'aʊt/ – (phr v) – источать
 give up – /,gɪv 'ʌp/ – (phr v) – сдаваться, бросать
 go off – /,gəʊ 'ɒf/ – (phr v) – 1) взрываться; 2) звонить (о будильнике); 3) портиться (о продуктах)
 go over – /,gəʊ 'əʊvə/ – (phr v) – тщательно изучать
 go round – /,gəʊ 'raʊnd/ – (phr v) – обходить по очереди

Phrases

genuine love of (sth) – (phr) – истинная любовь (к чему-либо)
 get a certificate – (phr) – получить сертификат, свидетельство
 get a cold/the flu – (phr) – простудиться
 get a divorce – (phr) – разводиться
 get a fine – (phr) – получить штраф
 get a job – (phr) – устроиться на работу
 get a promotion – (phr) – получить повышение, продвижение
 get a sunburn – (phr) – обгореть на солнце
 get annoyed – (phr) – раздражаться
 get bitten (by) – (phr) – быть покусанным (кем-либо)
 get caught (in) – (phr) – быть пойманным
 get fired – (phr) – быть уволенным
 get into a routine – (phr) – привыкать к режиму
 get lost – (phr) – потеряться
 get married – (phr) – жениться/выйти замуж
 get on my nerves – (phr) – действовать мне на нервы
 get out of control – (phr) – выйти из-под контроля
 get paid well – (phr) – хорошо зарабатывать
 get rid of – (phr) – избавиться
 get seasick – (phr) – заболеть морской болезнью
 get sleep – (phr) – выспаться
 get stolen – (phr) – быть украденным
 get stuck – (phr) – застрять
 get stung – (phr) – быть ужаленным
 get used to – (phr) – привыкнуть к чему-либо

get wet – (phr) – промокнуть
ghostly attraction – (phr) – место, посещаемое призраками
give (sb) a hand – (phr) – помочь (кому-либо)
give a hug – (phr) – обнимать
give a prescription – (phr) – выписывать рецепт
give a witness statement – (phr) – давать свидетельские показания
go fly-fishing – (phr) – ловить рыбу на искусственную приманку
go for it – (phr) – Действуй! Не упusti свой шанс!
go missing – (phr) – пропасть
go on holiday – (phr) – ездить отдыхать
go on a course – (phr) – принять участие в курсе (на выживание)
go to hospital for an X-ray – (phr) – отправиться в больницу на рентген
go to the dentist – (phr) – идти к стоматологу
go under the knife – (phr) – «лечь под нож»
go white (as a sheet) – (phr) – побледнеть
graduate from university – (phr) – закончить университет
grow a beard – (phr) – отращивать бороду
grow food – (phr) – выращивать еду

Н

hack – /hæk/ – (v) – взламывать (компьютерную систему)
hacking – /'hækiŋ/ – (n) – хакерство
hail – /heɪl/ – (n) – град
halfway (up) – /'hæfwei 'ʌp/ – (adv) – на полпути (вверх)
handcuff – /'hændkʌf/ – (n) – наручник
hang – /hæŋ/ – (v) – висеть
hanging – /'hæŋiŋ/ – (adj) – висющий
happy – /'hæpi/ – (adj) – счастливый
harden – /'hɑ:dn/ – (v) – твердеть
harmless – /'hɑ:mləs/ – (adj) – безобидный
haunted – /'hɔ:ntəd/ – (adj) – посещаемый призраками
head (back to) – /hed/ – (v) – направляться
headquarters – /'hed,kwɔ:təz, 'hed'kwɔ:təz/ – (n) – главное административное здание, штаб-квартира
heal – /hi:l/ – (v) – излечивать
heap – /hi:p/ – (n) – куча
hearing loss – /'hiəriŋ ,lɒs/ – (n) – потеря слуха
heart rate – /'hɑ:t reɪt/ – (n) – пульс, частота сердцебиений
heart-warming story – /'hɑ:t wɔ:miŋ 'stɔ:ri/ – (n) – добрая история

heat – /hi:t/ – (n, v) – 1) жара; 2) греть
heating – /'hi:tiŋ/ – (n) – отопление
heatwave – /'hi:twerv/ – (n) – период сильной жары
heavily – /'heviili/ – (adv) – сильно
heavy clouds – /'hevi 'klaʊdz/ – (pl n) – тяжёлые тучи
heavy rain – /'hevi 'reɪn/ – (n) – сильный дождь
height – /haɪt/ – (n) – рост
heights – /'haɪts/ – (pl n) – высота
helmet – /'helmət/ – (n) – шлем
helpful – /'helpfəl/ – (adj) – готовый помочь, услужливый
henna – /'hena/ – (n) – хна (натуральная краска)
hiccup – /'hɪkʌp, -kəp/ – (n, v) – 1) икота; 2) икать
high street – /'haɪ stri:t/ – (n) – главная улица
high-pitched – /'haɪ 'pɪtʃt/ – (adj) – пронзительный
hijack – /'haɪdʒæk/ – (v) – похищать
hike – /'haɪk/ – (v) – ходить в поход
hillside – /'hɪlsaɪd/ – (n) – склон (холма)
hire – /'haɪə/ – (v) – нанимать
historic – /'hɪstɔ:rik/ – (adj) – исторический
hit – /hɪt/ – (n) – хит
hole – /həʊl/ – (n) – отверстие
home-grown – /'həʊm 'grəʊn/ – (adj) – доморощенный
homeless – /'həʊmləs/ – (adj) – бездомный
homeless shelter – /'həʊmləs 'ʃeltə/ – (n) – приют для бездомных
honest – /'ɒnəst/ – (adj) – честный
honey – /'hʌni/ – (n) – мёд
honour – /'ɒnə/ – (v) – чествовать
horror – /'hɒrə/ – (n) – ужасы
host – /həʊst/ – (n, v) – 1) принимающая сторона, хозяин; 2) принимать
host family – /'həʊst 'fæməli/ – (n) – принимающая семья
hot – /hɒt/ – (adj) – жаркий
hotel – /həʊ'tel/ – (n) – отель
hotspot – /'hɒtspt/ – (n) – популярное место
hug – /hʌg/ – (n) – объятие
huge – /hju:dʒ/ – (adj) – огромный
humid – /'hju:mid/ – (adj) – влажный
humpback whale – /'hʌmpbæk 'weɪl/ – (n) – горбатый кит, кит-горбач
hurricane – /'hʌrəkən/ – (n) – ураган
hurt – /hɜ:t/ – (v) – ранить
hut – /hʌt/ – (n) – хижина
hypothermia – /'haɪpəθə:miə/ – (n) – гипотермия

Phrasal verbs

hand out – /'hænd 'aʊt/ – (phr v) – раздавать
hang out – /'hæŋ 'aʊt/ – (phr v) – гулять, встречаться (с друзьями)
heat up – /'hi:t 'ʌp/ – (phr v) – нагревать(ся)

Phrases

have a baby shower – (phr) – устраивать вечеринку за три-четыре недели до рождения ребёнка
(have your) fair share (of sth) – (phr) – справедливая доля

have a bad cough – (phr) – сильный кашель
have a family reception – (phr) – семейный приём
have a headache – (phr) – головная боль
have a minor cut – (phr) – несильно порезаться
have a mouth ulcer – (phr) – язва рта
have a seat – (phr) – садиться
have a sore throat – (phr) – болит горло
have a stomachache – (phr) – болит живот
have access to – (phr) – иметь доступ к
have an itchy rash – (phr) – зудящая сыпь
have bad breath – (phr) – плохой запах изо рта
have control of – (phr) – держать под контролем, контролировать
have cosmetic surgery – (phr) – сделать косметическую операцию
have difficulty – (phr) – иметь сложность
have experience in – (phr) – иметь опыт в
have grandchildren – (phr) – иметь внуков
have hay fever – (phr) – сенная лихорадка
have insomnia – (phr) – бессонница
have similar interests – (phr) – иметь похожие интересы
have smelly feet – (phr) – плохо пахнущие ноги
have watery eyes – (phr) – слезящиеся глаза
hear the sound (of) – (phr) – услышать какой-либо звук
high crime rate – (phr) – высокий уровень преступности
hold a record – (phr) – удерживать рекорд
hold your breath – (phr) – задерживать дыхание
holes in pavements and roads – (phr) – дыры в тротуарах и на дорогах
hustle and bustle – (phr) – суматоха, суета

I

ice – /aɪs/ – (n) – лёд
ice climbing – /ˈaɪs ˌklaɪmɪŋ/ – (n) – ледолазание
ice cube – /ˈaɪs kjuːb/ – (n) – кубик льда
ice formation – /ˈaɪs fɔːmeɪʃən/ – (n) – образование льда
ice sheet – /ˈaɪs ʃiːt/ – (n) – ледяной покров
ice stalactite – /ˈaɪs ˈstæləktɪt/ – (n) – ледяной сталактит
ice tool – /ˈaɪs tuːl/ – (n) – ледоруб
icon – /ˈaɪkən/ – (n) – икона
idea – /aɪˈdɪə/ – (n) – идея

ideal – /aɪˈdɪəl/ – (adj) – идеальный
identify – /aɪˈdentɪfaɪ/ – (v) – идентифицировать
identity – /aɪˈdentɪti/ – (n) – идентичность, отличительные черты
identity theft – /aɪˈdentɪtɪ ˌθeft/ – (n) – кража персональных данных
ignore – /ɪɡˈnɔː/ – (v) – игнорировать
illegal – /ɪˈlɪːɡəl/ – (adj) – нелегальный, противозаконный
illegal downloading – /ɪˈlɪːɡəl ˈdaʊnləʊdɪŋ/ – (n) – незаконное скачивание информации
illogical – /ɪˈlɒdʒɪkəl/ – (adj) – нелогичный
immediately – /ɪˈmiːdiətli/ – (adv) – моментально, тут же
immune system – /ɪˈmjuːn ˌsɪstəm/ – (n) – иммунная система
impolite – /ɪmpəˈlaɪt/ – (adj) – невежливый
impossible – /ɪmˈpɒsɪbəl/ – (adj) – невозможный
improve – /ɪmˈpruːv/ – (v) – улучшать
inaccurate – /ɪnˈækjərət/ – (adj) – неаккуратный
income – /ˈɪŋkəm, ˈɪn-/ – (n) – доход
increase – /ɪŋkriːs/ – (n, v) – 1) увеличение; 2) увеличивать(ся)
incredible – /ɪnˈkredəbəl/ – (adj) – невероятный
independent – /ɪndəˈpendənt/ – (adj) – независимый
index finger – /ˈɪndeks ˌfɪŋɡə/ – (n) – указательный палец
indigestion – /ɪndrɪˈdʒestʃən/ – (n) – несварение
infant – /ˈɪnfənt/ – (n) – младенец
infect – /ɪnˈfekt/ – (v) – заражать
infected – /ɪnˈfektəd/ – (adj) – заражённый
infectious – /ɪnˈfekʃəs/ – (adj) – заразный
inflatable – /ɪnˈfleɪtəbəl/ – (adj) – надувной
informal – /ɪnˈfɔːməl/ – (adj) – неофициальный
initiation – /ɪˌnɪʃiˈeɪʃən/ – (n) – посвящение
inject – /ɪnˈdʒekt/ – (v) – делать укол
injection – /ɪnˈdʒekʃən/ – (n) – укол, инъекция
injure – /ɪndʒə/ – (v) – ранить
injury – /ɪndʒəri/ – (n) – травма
inland – /ɪnˈlənd/ – (adv) – внутри страны
innovative – /ɪnəˈvætɪv/ – (adj) – инновационный
insect repellent – /ɪnsekt rɪˈpelənt/ – (n) – средство от насекомых
insincere – /ɪnˈsɪnsiə/ – (adj) – неискренний
insist – /ɪnˈsɪst/ – (v) – настаивать
insomnia – /ɪnˈsɒmniə/ – (n) – бессонница
inspiration – /ɪnspəˈreɪʃən/ – (n) – вдохновение
inspired – /ɪnˈspaɪəd/ – (adj) – вдохновлённый
install – /ɪnˈstɔːl/ – (v) – устанавливать
instead (of) – /ɪnˈsted əv/ – (adv) – вместо (чего-либо)
intense – /ɪnˈtens/ – (adj) – интенсивный
interact – /ɪntərˈækt/ – (v) – взаимодействовать

interest – /'ɪntrəst/ – (n) – интерес
 interested (in) – /'ɪntrəstəd ɪn/ – (adj) – заинтересованный (чем-либо)
 interesting – /'ɪntrəstɪŋ/ – (adj) – интересный
 interior designer – /ɪn'tɪərɪə dɪ'zaɪnə/ – (n) – дизайнер интерьеров
 internet service provider – /ɪntənət 'sɜ:vəs prə'vaɪdə/ – (n) – интернет-провайдер
 internship – /'ɪntɜ:nʃɪp/ – (n) – стажировка
 interview – /'ɪntəvju:/ – (n) – собеседование
 interviewee – /ɪntəvju:'i:/ – (n) – человек, проходящий собеседование
 interviewer – /'ɪntəvju:ə/ – (n) – человек, проводящий собеседование
 introduce – /ɪn'trə'dju:s/ – (v) – представлять
 introduction – /ɪn'trə'dʌkʃən/ – (n) – вступление
 Inuit – /'ɪnjuɪt, 'ɪnuɪt/ – (adj) – эскимосский
 invent – /ɪn'vent/ – (v) – изобретать
 investigate – /ɪn'vestɪgeɪt/ – (v) – расследовать
 investor – /ɪn'vestə/ – (n) – инвестор, спонсор
 invisible – /ɪn'vɪzəbəl/ – (adj) – невидимый
 involve – /ɪn'vɒlv/ – (v) – включать, заключать(ся)
 involved – /ɪn'vɒlvd/ – (adj) – замешанный (в чём-либо)
 iron – /'aɪən/ – (n) – железо
 ironing board – /'aɪənɪŋ bɔ:d/ – (n) – гладильная доска
 irrational – /ɪ'ræʃənəl/ – (adj) – неразумный
 irregular – /ɪ'regjələ/ – (adj) – неправильный
 irresponsible – /ɪrə'spɒnsəbəl/ – (adj) – безответственный
 irritate – /ɪ'rɪteɪt/ – (v) – раздражаться
 irritation – /ɪrə'teɪʃən/ – (n) – раздражение

Phrases

I appreciate your help. – (phr) – Я благодарен/благодарна вам за помощь.
 in (sb's) early forties – (phr) – слегка за сорок лет
 in (sb's) early twenties – (phr) – двадцать «с хвостиком» лет
 in (sb's) late teens – (phr) – ближе к двадцати годам
 in (sb's) mid-thirties – (phr) – около тридцати-пяти лет
 in a lesser way – (phr) – в меньшей степени
 in fact – (phr) – в действительности
 in public – (phr) – на людях
 in record time – (phr) – в рекордный срок
 in response to – (phr) – в ответ на
 in support of – (phr) – в поддержку (чего-либо)
 in the middle of nowhere – (phr) – в глуши
 install a burglar alarm – (phr) – установить систему охранной сигнализации
 interview a witness – (phr) – опрашивать свидетеля

if anything – (phr) – во всяком случае, как бы то ни было

J

jellyfish – /'dʒelɪfɪʃ/ – (n) – медуза
 jerky – /'dʒɜ:ki/ – (adj) – двигающийся резкими толчками
 job applicant – /'dʒɒb ˌæplɪkənt/ – (n) – кандидат (на рабочее место)
 judge – /dʒʌdʒ/ – (n) – судья
 jury service – /'dʒʊəri ˌsɜ:vɪs/ – (n) – отправление функций присяжного заседателя

Phrases

join a club – (phr) – вступить в клуб

K

kaleidoscope – /kə'ləɪdəskəʊp/ – (n) – калейдоскоп
 kayaking – /'kaɪækɪŋ/ – (n) – каякинг
 keep away from – /ki:p ə'weɪ frəm/ – (phr v) – держаться подальше от
 keep off – /ki:p ɒf/ – (phr v) – держаться подальше
 kettle – /'ketl/ – (n) – чайник
 key – /ki:/ – (n) – ключ
 kick – /kɪk/ – (v) – пинать
 kite surfing – /'kaɪt ˌsɜ:fɪŋ/ – (n) – кайтинг
 kneel – /ni:l/ – (v) – становиться на колени
 knit – /nɪt/ – (v) – вязать

Phrases

keep (sb) awake – (phr) – бодрствовать
 kiss on the cheek – (phr) – целовать в щёку

L

lab – /læb/ – (n) – лаборатория
 labyrinth – /'læbərɪnθ/ – (n) – лабиринт
 lack (of) – /læk əv/ – (n) – недостаток, нехватка (чего-либо)
 ladle – /'leɪdl/ – (n) – весло
 language – /'læŋɡwɪdʒ/ – (n) – язык
 language skills – /'læŋɡwɪdʒ ˌskɪlz/ – (n) – языковые умения
 lantern – /'læntən/ – (n) – фонарь
 last – /lɑ:st/ – (v) – длиться
 laugh (at) – /læf ət/ – (v) – смеяться (над)
 launch – /lɔ:ntʃ/ – (v) – запускать
 lava – /'lɑ:və/ – (n) – лава
 law firm – /lɔ: fɜ:m/ – (n) – юридическая фирма
 lawyer – /'lɔ:jə/ – (n) – адвокат
 lazy – /'leɪzi/ – (adj) – ленивый

lead (to) – /li:d tə/ – (v) – приводить (к)
 leaking tap – /li:kiŋ 'tæp/ – (n) – текущий кран
 ledge – /ledʒ/ – (n) – выступ, край
 legal – /li:ɡəl/ – (adj) – легальный, законный
 legislation – /ledʒə'sleɪʃən/ – (n) – законопроект
 level – /'levəl/ – (n) – уровень
 life jacket – /laɪf 'dʒækət/ – (n) – спасательный жилет
 lifeguard – /laɪfgɑ:d/ – (n) – спасатель
 lift – /lɪft/ – (n) – лифт
 light – /laɪt/ – (adj) – светлый
 light clouds – /laɪt 'klaʊdz/ – (pl n) – перистые облака
 lighter – /'laɪtə/ – (n) – зажигалка
 lighting – /'laɪtɪŋ/ – (n) – освещение
 lightning – /'laɪtnɪŋ/ – (n) – молния
 liken (sb/sth to sb/sth) – /'laɪkən/ – (v) – любить, нравиться
 limestone – /'laɪmstəʊn/ – (n) – известняк
 limit – /'lɪmət/ – (n) – лимит, ограничение
 linker – /'lɪŋkə/ – (n) – связующее слово
 literature – /'lɪtərəʃə/ – (n) – литература
 location – /ləʊ'keɪʃən/ – (n) – местонахождение, местоположение
 lock – /lɒk/ – (n) – замок
 logical – /'lɒdʒɪkəl/ – (adj) – логичный
 login name – /'lɒɡɪn 'neɪm/ – (n) – имя пользователя
 long – /lɒŋ/ – (adj) – длинный
 long reply – /lɒŋ rɪ'plaɪ/ – (n) – длинный ответ
 long-tail boat – /lɒŋ teɪl 'bəʊt/ – (n) – удлинённая лодка
 low volume – /ləʊ 'vɒljəm/ – (n) – тихий звук
 low wages – /ləʊ 'weɪdʒəz/ – (n) – низкая зарплата
 low-lying – /ləʊ 'laɪɪŋ/ – (adj) – низменный
 loyalty – /'lɔɪəltɪ/ – (n) – преданность
 lung – /lʌŋ/ – (n) – лёгкое (орган)
 lyrics – /'lɪrɪks/ – (pl n) – слова песни

Phrasal verbs

look after – /lʊk ɑ:ftə/ – (phr v) – заботиться о ком-либо
 look down (on) – /lʊk 'daʊn ɒn/ – (phr v) – смотреть свысока (на)
 look for – /lʊk fə/ – (phr v) – искать что-либо/кого-либо
 look through – /lʊk θru:/ – (phr v) – просматривать (текст)
 look up – /lʊk ʌp/ – (phr v) – смотреть (слово в словаре)

Phrases

lack of green spaces – (phr) – отсутствие зелёных насаждений
 laugh my head off – (phr) – надорвать живот от смеха, кататься со смеху

leap at the chance – (phr) – ухватиться за возможность
 learn a language – (phr) – изучать язык
 let off steam – (phr) – «выпустить пар»
 letter of application – (phr) – письмо-заявление (о приёме на работу)
 letter of recommendation – (phr) – рекомендательное письмо
 litter in the street/park – (phr) – мусор на улице/в парке
 little by little – (phr) – понемногу
 long hours – (phr) – сверхурочно
 look your best – (phr) – выглядеть самым лучшим образом
 lose (their) habitat – (phr) – терять (свою) естественную среду обитания
 lose my passport – (phr) – потерять свой паспорт
 lose my temper – (phr) – вспылить, не сдержаться
 lose weight – (phr) – терять вес
 lose your job – (phr) – лишиться работы
 lose your temper – (phr) – вспылить, выйти из себя

M

magic – /'mædʒɪk/ – (n, adj) – 1) волшебство, магия; 2) волшебный
 magician – /mæ'dʒɪʃən/ – (n) – маг, волшебник
 main body – /meɪn 'bɒdi/ – (n) – основная часть
 major – /'meɪdʒə/ – (adj) – главный, основной
 majority – /mæ'dʒɔrəti/ – (n) – большинство
 make-up – /'meɪk ʌp/ – (n) – макияж
 mandar /'mʌndəp/ – (n) – шатёр, использующийся в свадебных церемониях в Индии
 map – /mæp/ – (n) – карта
 march – /mɑ:tʃ/ – (v) – маршировать
 marching band – /'mɑ:tʃɪŋ 'bænd/ – (n) – марширующий ансамбль
 marine biologist – /mə'ri:n baɪ'ɒlədʒəst/ – (n) – морской биолог
 married – /'mærid/ – (adj) – женатый/замужем
 masculine – /'mæskjələn/ – (adj) – мужской
 masterpiece – /'mɑ:stəpi:s/ – (n) – шедевр
 measure – /'meɪʒə/ – (v) – измерять
 media – /'mi:diə/ – (n) – мультимедийные данные
 medieval cathedral – /medɪ'i:vəl kə'ti:drəl/ – (n) – средневековый собор
 meditate – /'medəteɪt/ – (v) – медитировать
 meditation – /medə'teɪʃən/ – (n) – медитация
 melt – /melt/ – (v) – таять
 member – /'membə/ – (n) – зарегистрированный пользователь
 mermaid – /'mɜ:meɪd/ – (n) – русалка

metal detecting – /ˈmetl dɪˈtektɪŋ/ – (n) – искать с помощью металлодетектора
 meteor – /ˈmi:tɪə/ – (n) – метеор
 middle-aged – /ˌmɪdl ‘eɪdʒd/ – (adj) – среднего возраста
 mild – /maɪld/ – (adj) – умеренный
 military plane – /ˌmɪlətəri pleɪn/ – (n) – военный самолёт
 millipede – /ˈmɪləpi:d/ – (n) – многоножка
 mind – /maɪnd/ – (v) – возражать
 minor operation – /ˌmaɪnər ɒpəˈreɪʃən/ – (n) – несущественная операция
 miss out (on) – /ˌmɪs ‘aʊt/ – (phr v) – упускать (что-либо)
 monitor – /ˈmɒnɪtə/ – (v) – отслеживать, наблюдать
 monofin – /ˈmɒnəʊfɪn/ – (n) – моноласта – (разновидность ласт, представляющая собой единую конструкцию, приводимую в движение обеими ногами синхронно)
 mood – /mu:d/ – (n) – настроение
 moose – /mu:s/ – (n) – лось
 mosquito bite – /məˈskɪtəʊ baɪt/ – (n) – укус комара
 mostly – /ˈmɔ:stli/ – (adv) – в большинстве
 Mother Nature – /ˌmʌðə ‘neɪtʃə/ – (n) – мать-природа
 motion – /ˈməʊʃən/ – (n) – движение
 motocross – /ˈməʊtəʊkrɒs/ – (n) – мотокросс
 motorcycle racing – /ˈməʊtəsaɪkəl ˌreɪsɪŋ/ – (n) – гонки на мотоциклах
 motto – /ˈmɒtəʊ/ – (n) – девиз, лозунг
 mountain biking – /ˈmaʊntən ˌbaɪkɪŋ/ – (n) – катание на горном велосипеде
 mountain top – /ˈmaʊntən tɒp/ – (n) – вершина горы
 moustache – /məˈsta:ʃ/ – (n) – усы
 move (house/abroad) – /mu:v/ – (v) – переезжать (в дом/квартиру)
 movement – /ˈmu:vmənt/ – (n) – движение
 mugging – /ˈmʌŋŋ/ – (n) – уличное ограбление
 munch – /mʌntʃ/ – (v) – чавкать
 muscle – /ˈmʌsəl/ – (n) – мускул
 music executive – /ˈmju:zɪk ɪgˌzekjətɪv/ – (n) – музыкальный продюсер
 music industry – /ˈmju:zɪk ˌɪndəstri/ – (n) – музыкальная индустрия
 musical – /ˈmju:zɪkəl/ – (adj) – музыкальный
 musician – /ˈmju:zɪʃən/ – (n) – музыкант

Phrasal verbs

make out – /ˌmeɪk ‘aʊt/ – (phr v) – рассмотреть
 make up – /ˌmeɪk ‘ʌp/ – (phr v) – 1. изобретать, выдумывать; 2. мириться (с кем-либо)
 make up – /ˌmeɪk ‘ʌp/ – (phr v) – выдумывать, сочинять
 make up for – /ˌmeɪk ‘ʌp fɔ:/ – (phr v) – навёрстывать

Phrases

maintain eye contact – (phr) – держать зрительный контакт
 make a (quick) getaway – (phr) – сбежать
 make a complaint – (phr) – жаловаться
 make a delivery – (phr) – осуществлять доставку
 make an appointment – (phr) – назначать встречу
 make ethical choices – (phr) – делать этический выбор
 make eye contact – (phr) – устанавливать зрительный контакт
 make friends (with) – (phr) – подружиться (с)
 make it – (phr) – справиться
 make up your mind (about) – (phr) – решать
 manage stress – (phr) – справляться со стрессом
 miss family – (phr) – скучать по семье
 move into a caravan – (phr) – переехать в дом на колёсах

N

nasal passage – /ˈneɪzəl ˌpæsiʒ/ – (n) – носовой ход
 nasty – /ˈnæsti/ – (adj) – опасный
 national – /ˈnæʃənəl/ – (adj) – национальный
 native – /ˈneɪtɪv/ – (adj) – родной, коренной
 natural – /ˈnætʃərəl/ – (adj) – природный
 natural beauty – /ˈnætʃərəl ‘bju:ti/ – (n) – природная красота
 natural landscape – /ˈnætʃərəl ˌlændskeɪp/ – (n) – природный ландшафт, пейзаж
 nature reserve – /ˈneɪtʃə riˌzɜ:v/ – (n) – заповедник
 naval engineer – /ˌneɪvəl ˌendʒəˈnɪə/ – (n) – морской инженер
 near-miraculous rescue – /ˌniə məˌrækjələs ˈreskju:/ – (n) – чудесное спасение
 neat – /ni:t/ – (adj) – аккуратный
 necessary – /ˈnesəsəri/ – (adj) – необходимый
 needle – /ˈni:dl/ – (n) – игла
 negative – /ˈnegətɪv/ – (adj) – отрицательный, негативный
 neglected – /ˌnɪˈgлектəd/ – (adj) – оставленный, покинутый, заброшенный
 neighbourhood – /ˈneɪbəhʊd/ – (n) – окрестность
 Neighbourhood Watch – /ˌneɪbəhʊd ˈwɒtʃ/ – (n) – «присмотр за соседями» (добровольная организация, занимающаяся присмотром за домом или имуществом соседей для предотвращения преступлений)
 network – /ˈnetwɜ:k/ – (n) – сеть
 neutralise – /ˈnju:trəlaɪz/ – (v) – нейтрализовать
 newcomer – /ˈnju:kʌmə/ – (n) – новичок

newspaper report, extract – /ˈnjuːzpeɪpə riːpɔːt, ˌekstrækt/
– (n) – газетное сообщение /отрывок
nickname – /ˈnikneɪm/ – (n) – кличка
nightmare – /ˈnaɪtmɛə/ – (n) – кошмар
non-existent – /ˌnɒn ɪɡˈzɪstənt/ – (adj) –
несуществующий
non-fiction – /ˌnɒn ˈfɪkʃən/ – (n) – научно-популярная
литература
non-profit – /ˌnɒn ˈprɒfɪt/ – (adj) – некоммерческий
normal life – /ˌnɔːməl ˈlaɪf/ – (n) – нормальная жизнь
not guilty – /ˈnɒt ˈɡɪltɪ/ – (adj) – невиновный
notice – /ˈnəʊtɪs/ – (v) – замечать
nurse – /nɜːs/ – (n) – медсестра

Phrases

natural remedy – (phr) – природное средство
need extensive repair – (phr) – требуется серьёзный
ремонт
nothing special – (phr) – ничего особенного

O

oar – /ɔː/ – (n) – весло
objective – /əbˈdʒektɪv/ – (n) – цель
observant – /əbˈzɜːvənt/ – (n) – наблюдатель
observe – /əbˈzɜːv/ – (v) – наблюдать
obsessed – /əbˈsest/ – (adj) – одержимый
obtain – /əbˈteɪn/ – (v) – получать, приобретать
odd – /ɒd/ – (adj) – странный
odour-free – /ˌəʊdə ˈfriː/ – (adj) – без запаха
offensive – /əˈfensɪv/ – (adj) – грубый
offer – /ˈɒfə/ – (v) – предлагать
offline – /ˈɒflaɪn/ – (adj) – не в сети, оффлайн
old – /əʊld/ – (adj) – старый
old-fashioned – /ˌəʊld ˈfæʃənd/ – (adj) – старинный,
устаревший
online account – /ˌɒnlaɪn əˈkaʊnt/ – (n) – учётная
запись в интернете
online credit card fraud – /ˌɒnlaɪn ˈkredit kɑːd ˈfrɔːd/ – (n)
– интернет-мошенничество с кредитными
картами
opening comment – /ˌəʊpənɪŋ ˈkɒment/ – (n) –
вступительный комментарий
opera – /ˈɒpərə/ – (n) – опера
operate (on) – /ˈɒpəreɪt ɒn/ – (v) – оперировать (что-
либо)
operation – /ˌɒpəˈreɪʃən/ – (n) – операция
opportunity – /ˌɒpəˈtjuːnəti/ – (n) – возможность
opposed (to) – /əˈpəʊzd/ – (adj) – противоположный
(чему-либо)
optician – /ˈɒptɪʃən/ – (n) – окулист
orchestra – /ˈɔːkɛstrə/ – (n) – оркестр

organic food – /ˌɔːɡænɪk ˈfuːd/ – (n) – органическая еда
organised – /ˈɔːɡənəɪzd/ – (adj) – организованный
orphan – /ˈɔːfən/ – (n) – сирота
outgoing – /ˌaʊtˈɡəʊɪŋ/ – (adj) – общительный,
дружелюбный
outrageous – /aʊtˈreɪdʒəs/ – (adj) – эпатажный,
вопиющий
oval – /ˈəʊvəl/ – (adj) – овальный
overhead – /ˌəʊvəˈhed/ – (adv) – над головой
overweight – /ˌəʊvəˈweɪt/ – (adj) – грузный
overwhelming – /ˌəʊvəˈwelmɪŋ/ – (adj) – чрезвычайный
oxcart – /ˈɒkskɑːt/ – (n) – повозка, в которую
запряжён вол
oxygen – /ˈɒksɪdʒən/ – (n) – кислород

Phrases

of medium height – (phr) – среднего роста
on his own – (phr) – самостоятельно
on patrol – (phr) – на дежурстве
on stage – (phr) – на сцене
on the edge of – (phr) – на краю чего-либо
out of the ordinary – (phr) – необычный
obey the law – (phr) – соблюдать закон

P

padded – /ˈpædəd/ – (adj) – дутый
pain – /peɪn/ – (n) – боль
painful – /ˈpeɪnfəl/ – (adj) – болезненный
paintballing – /ˈpeɪntbɔːlɪŋ/ – (n) – пейнтбол
painting – /ˈpeɪntɪŋ/ – (n) – картина
palm – /pɑːm/ – (n) – ладонь
parachute – /ˈpærəʃuːt/ – (v) – парашют
paragliding – /ˈpærəˌɡlaɪdɪŋ/ – (n) – парапланеризм
park bench – /pɑːk ˈbentʃ/ – (n) – скамейка в парке
parkland – /ˈpɑːklænd/ – (n) – парковая зона
parrot – /ˈpærət/ – (n) – попугай
participate in – /pɑːˈtɪsɪpeɪt/ – (v) – участвовать в
part-time – /pɑːt ˈtaɪm/ – (adj) – на полставки
pass (through) – /pɑːs ˈθruː/ – (v) – проходить (через)
pass by – /pɑːs ˈbaɪ/ – (phr v) – проходить мимо
passenger – /ˈpæsəndʒə/ – (n) – пассажир
passionate – /ˈpæʃənət/ – (adj) – страстный
password – /ˈpaswɜːd/ – (n) – пароль
patch – /pætʃ/ – (n) – грядка
patient – /ˈpeɪʃənt/ – (adj) – терпеливый
patrol – /pəˈtrəʊl/ – (v) – патрулировать
pavement – /ˈpeɪvmənt/ – (n) – тротуар
peer pressure – /ˈpiə ˈpreʃə/ – (n) – давление со
стороны сверстников, влияние сверстников
penknife – /ˈpennaɪf/ – (n) – перочинный нож
perfect (for) – /ˈpɜːfɪkt fə/ – (adj) – идеальный (для)
perform – /pəˈfɔːm/ – (v) – выступать

- performance – /pə'fɔ:məns/ – (n) – производительность
- performance style – /pə'fɔ:məns ,stail/ – (n) – стиль выступления
- permission – /pə'mɪʃən/ – (n) – разрешение
- personal profile – /pɜ:sənəl 'prəʊfaɪl/ – (n) – личный профиль пользователя
- personalise – /'pɜ:sənəlaɪz/ – (v) – персонализировать
- personality types – /pɜ:sə'næləti ,taɪps/ – (n) – типы характера
- persuade – /pə'sweɪd/ – (v) – убеждать
- phenomenal – /fɪ'nɒmənl/ – (adj) – феноменальный
- phishing – /'fɪʃɪŋ/ – (n) – «фишинг» (вид банковского мошенничества в Интернете, используемый для кражи секретных банковских данных пользователя)
- photo – /'fəʊtəʊ/ – (n) – фотография
- photography – /fə'tɒɡrəfi/ – (n) – фотография
- photosynthesis – /fəʊtəʊ'sɪnθəsis/ – (n) – фотосинтез
- physical evidence – /fɪzɪkəl 'evɪdəns/ – (n) – улика
- pickpocketing – /'pɪk,pɒkətiŋ/ – (n) – карманная кража
- pierced ear – /pɪəst 'iə/ – (n) – проколотое ухо
- pile (of) – /paɪl əv/ – (n) – куча (чего-либо)
- pilot – /'paɪlət/ – (n) – пилот
- pineapple – /'paɪnæpəl/ – (n) – ананас
- plastic surgery – /plæstɪk 'sɜ:dʒəri/ – (n) – пластическая операция
- play – /pleɪ/ – (n) – пьеса
- pleasant – /'plezənt/ – (adj) – приятный
- please – /pli:z/ – (v) – доставлять удовольствие
- plenty (of) – /'plenti/ – (pron) – множество (чего-либо)
- plump – /plʌmp/ – (adj) – пухлый
- pointless – /'pɔɪntləs/ – (adj) – бессмысленный
- poison – /'pɔɪzən/ – (n) – яд
- poisonous – /'pɔɪzənəs/ – (adj) – ядовитый
- polar ice cap – /pəʊləɪ 'aɪs kæp/ – (n) – полярная ледниковая шапка
- police detective – /pə'li:s dɪ'tektɪv/ – (n) – полицейский детектив
- police officer – /pə'li:s ,ɒfɪsə/ – (n) – полицейский
- polite – /pə'laɪt/ – (adj) – вежливый
- pollen – /'pɒlən/ – (n) – пыльца
- polluted – /pə'lju:təd/ – (adj) – загрязнённый
- poor condition – /pɔ: kən'dɪʃən/ – (n) – плохое условие
- pop culture – /'pɒp ,kʌltʃə/ – (n) – поп-культура
- pop/rock concert – /'pɒp, 'rɒk ,kɒnsət/ – (n) – поп-/рок-концерт
- popular – /'pɒpjələ/ – (adj) – популярный
- popularity – /pɒpjə'lærəti/ – (n) – популярность
- population – /pɒpjə'leɪʃən/ – (n) – население
- pore – /pɔ:/ – (n) – пора (на коже)
- positive – /'pɒzətɪv/ – (adj) – положительный, позитивный
- possibility – /pɒsə'bɪləti/ – (n) – возможность
- possible – /'pɒsɪbəl/ – (adj) – возможный
- post – /pəʊst/ – (v) – опубликовать
- postpone – /pəʊs'pəʊn/ – (v) – откладывать
- pottery – /'pɒtəri/ – (n) – керамика
- power plant – /'paʊə plɑ:nt/ – (n) – электростанция
- practical – /'præktɪkəl/ – (adj) – практический
- press (against) – /'pres ə'ɡenst/ – (v) – прижимать (к)
- pressurise – /'prefəraɪz/ – (v) – давить, заставлять
- prevent – /prɪ'vent/ – (v) – предотвращать, предупреждать
- previous – /'pri:vɪəs/ – (adj) – предыдущий
- pride – /praɪd/ – (n) – гордость
- print making – /'prɪnt ,meɪkɪŋ/ – (n) – создание гравюр и эстампов
- prison guard – /'prɪzən ɡɑ:d/ – (n) – тюремный надзиратель
- private detective – /praɪvət dɪ'tektɪv/ – (n) – частный детектив
- produce – /prə'dju:s/ – (v) – производить
- profession – /prə'feʃən/ – (n) – профессия
- profile – /'prəʊfaɪl/ – (n) – профиль, страничка пользователя
- profit – /'prɒfɪt/ – (n, v) – 1) гонорар; 2) извлекать выгоду
- prohibition – /prəʊhə'bɪʃən/ – (n) – запрет
- project – /'prɒdʒekt/ – (n) – проект
- promote – /prə'məʊt/ – (v) – продвигать
- prop – /prɒp/ – (n) – реквизит
- property – /'prɒpəti/ – (n) – собственность
- prosperity – /prə'sperɪti/ – (n) – процветание, благополучие
- prosthetic leg – /prɒs'θetɪk 'leg/ – (n) – протез ноги
- protect – /prə'tekt/ – (v) – защищать
- protective – /prə'tektɪv/ – (adj) – защитный
- prove – /pru:v/ – (v) – доказывать
- proverb – /'prɒvɜ:b/ – (n) – пословица
- provider – /prə'vaɪdə/ – (n) – интернет-провайдер
- province – /'prɒvɪns/ – (n) – провинция
- psychologist – /saɪ'kɒlədʒɪst/ – (n) – психолог
- public building – /'pʌblɪk 'bɪldɪŋ/ – (n) – общественное здание
- public opinion – /'pʌblɪk ə'pɪnjən/ – (n) – общественное мнение
- public property – /'pʌblɪk 'prɒpəti/ – (n) – общественная собственность
- public transport – /'pʌblɪk 'træns'pɔ:t/ – (n) – общественный транспорт
- puff – /pʌf/ – (v) – дуть порывами
- pump – /pʌmp/ – (v) – качать

punctuality – /ˌpʌŋktɪfʊ'æləti/ – (n) – пунктуальность
purpose – /'pɜ:pəs/ – (n) – цель

Phrasal verbs

pass away – /ˌpɑs ə'wei/ – (phr v) – умирать
pick (sb) up – /ˌpɪk 'ʌp/ – (phr v) – поднимать кого-либо
pull into – /ˌpʊl 'ɪntə/ – (phr v) – въехать на станцию
put (sb) through – /ˌpʊt ˌθru:/ – (phr v) – соединить по телефону
с кем-либо
put in – /ˌpʊt 'ɪn/ – (phr v) – добавлять
put off – /ˌpʊt 'ɒf/ – (phr v) – откладывать
put on – /ˌpʊt 'ɒn/ – (phr v) – 1) набирать (вес); 2) надевать, одевать
put out – /ˌpʊt 'aʊt/ – (phr v) – тушить, гасить (огонь)
put up with – /ˌpʊt 'ʌp wɪð/ – (phr v) – мириться с чем-либо

Phrases

pass a law – (phr) – принять закон
peace of mind – (phr) – душевное спокойствие
per night – (phr) – за ночь
photograph tornadoes – (phr) – фотографировать торнадо
pick wild berries – (phr) – собирать дикие ягоды
pile of rubbish – (phr) – куча мусора
play a role – (phr) – играть роль
play by ear – (phr) – играть на слух
plus tax – (phr) – включая налоги
practise meditation – (phr) – заниматься медитацией
practise playing the flute – (phr) – практиковаться в игре на флейте
present evidence in court – (phr) – предъявлять улики в суде
pursue a career in – (phr) – делать карьеру в
push (sb) to the ground – (phr) – толкнуть (кого-либо) на землю
put (antiseptic/antibiotic) cream on it – (phr) – намазать (рану) противовоспалительным кремом/кремом-антибиотиком
Put your hands up! – (phr) – Руки вверх!
put your mind to (sth) – (phr) – захотеть, решить

Q

quad racing – /'kwɒd ˌreɪsɪŋ/ – (n) – гонки на четырёхколёсных велосипедах
qualification – /ˌkwɒləfə'keɪʃən/ – (n) – квалификация
quality – /'kwɒləti/ – (n) – качество
quarter-mile – /ˌkwɔ:tə 'maɪl/ – (n) – четверть мили

R

raccoon – /rə'ku:n, ræ-/ – (n) – енот
racism – /'reɪsɪzəm/ – (n) – расизм
radiate – /'reɪdiət/ – (v) – отходить, излучать
rafting – /'rɑ:ftɪŋ/ – (n) – рафтинг
rail – /reɪl/ – (n) – поручень
rain – /reɪn/ – (n) – дождь
range – /reɪndʒ/ – (n) – ряд
rapid eye movement – /ˌræpəd 'aɪ ˌmu:vmənt/ – (n) – быстрое движение глаз
rapids – /'ræpɪdz/ – (pl n) – пороги реки
rare – /reə/ – (adj) – редкий
rash – /ræʃ/ – (n) – сыпь
rational – /'ræʃənəl/ – (adj) – рациональный
raw – /rɔ:/ – (adj) – сырой
razor – /'reɪzə/ – (n) – лезвие
reach – /ri:tʃ/ – (v) – доставать, дотягиваться
realistic – /ˌri:əlɪstɪk/ – (adj) – реалистичный
reason – /'ri:zən/ – (n) – причина
recall – /rɪ'kɔ:l/ – (v) – вспоминать
recognise – /'rekəɡnaɪz/ – (v) – узнавать
recommend – /ˌrekə'mend/ – (v) – рекомендовать
record company – /'rekɔ:d ˌkʌmpəni/ – (n) – звукозаписывающая компания
recover (from) – /rɪ'kʌvə/ – (v) – восстанавливаться, оправляться, выздоравливать
recover – /rɪ'kʌvə/ – (v) – выздоравливать
recycling project – /rɪ'saɪklɪŋ ˌprɒdʒekt/ – (n) – проект рециркуляции
reduce – /rɪ'dju:s/ – (v) – сокращать, уменьшать
refusal – /rɪ'fju:zəl/ – (n) – отказ
refuse – /rɪ'fju:z/ – (v) – отказывать(ся)
regular – /'regjələ/ – (adj) – зд. правильный
reigning – /'reɪnɪŋ/ – (adj) – действующий, господствующий
reject – /rɪ'dʒekt/ – (v) – отказывать
relative – /'relatɪv/ – (n) – родственник
release – /rɪ'li:s/ – (v) – выпускать
reliable – /rɪ'laɪəbəl/ – (adj) – надёжный
relieve – /rɪ'li:v/ – (v) – облегчать, предотвращать
remote area – /rɪ'məʊt 'eəriə/ – (n) – удалённый район
remove – /rɪ'mu:v/ – (v) – удалять
renovate – /renə'veɪt/ – (v) – обновлять, реставрировать
repair – /rɪ'peə/ – (v) – восстанавливать
repair work – /rɪ'peə wɜ:k/ – (n) – ремонтные работы
repeat – /rɪ'pi:t/ – (v) – повторять
repeated – /rɪ'pi:təd/ – (adj) – повторяющийся
replace – /rɪ'pleɪs/ – (v) – заменять
report – /rɪ'pɔ:t/ – (n) – сообщение, отчёт
reputation – /ˌrepjə'teɪʃən/ – (n) – репутация

request – /rɪ'kwest/ – (n) – запрос
 requirement – /rɪ'kwaɪəmənt/ – (n) – требование
 rescue helicopter – /'reskjʊːˌhelɪkɒptə/ – (n) – спасательный вертолёт
 research – /rɪ'sɜːtʃ, 'riːsɜːtʃ/ – (n) – исследование
 research institute – /rɪ'sɜːtʃˌɪnstətjuːt, 'riːsɜːtʃ-/ – (n) – исследовательский институт
 research station – /rɪ'sɜːtʃˌsteɪʃən, 'riːsɜːtʃ-/ – (n) – исследовательская станция
 resist – /rɪ'zɪst/ – (v) – сопротивлять(ся)
 resolve – /rɪ'zɒlv/ – (v) – решать, разрешать
 respect – /rɪ'spekt/ – (n) – уважение
 respond – /rɪ'spɒnd/ – (v) – отвечать
 responsible – /rɪ'spɒnsəbəl/ – (adj) – ответственный
 rest – /rest/ – (n) – отдых
 restaurant critic – /'restərɒntˌkrɪtɪk/ – (n) – ресторанный критик
 resting state – /'restɪŋˌsteɪt/ – (n) – состояние покоя
 restore – /rɪ'stɔː/ – (v) – восстанавливать
 restriction – /rɪ'strɪkʃən/ – (n) – ограничение
 result – /rɪ'zʌlt/ – (n) – результат
 resurface – /ˌriː'sɜːfəs/ – (v) – появиться снова, всплыть
 retire – /rɪ'taɪə/ – (v) – уходить на пенсию
 retrieve – /rɪ'triːv/ – (v) – вернуть, восстановить
 reveal – /rɪ'viːl/ – (v) – открывать
 rewarding – /rɪ'wɔːdɪŋ/ (adj) – зд. достойный, стоящий того, оправдывающий себя
 ribbon – /'rɪbən/ – (n) – лента
 rickshaw – /'rɪkʃə/ – (n) – рикша (повозка (чаще всего двухколёсная), которую тянет за собой, взявшись за оглобли, человек)
 ridiculous – /rɪ'dɪkjələs/ – (adj) – нелепый, смешной
 ring – /rɪŋ/ – (v) – звонить
 rise – /raɪz/ – (v) – подниматься
 risk – /rɪsk/ – (v) – рисковать
 risky – /'rɪski/ – (adj) – рискованный
 rite – /raɪt/ – (n) – обряд
 river bugging – /'rɪvəˌbʌɡɪŋ/ – (n) – спуск по горной реке на надувном матрасе
 roaring – /'rɔːrɪŋ/ – (adj) – пылающий
 robbery – /'rɒbəri/ – (n) – кража
 robot building – /'rəʊbɒtˌbɪldɪŋ/ – (n) – роботостроение
 rock climbing – /'rɒkˌklaɪmɪŋ/ – (n) – альпинизм
 rock concert – /'rɒkˌkɒnsət/ – (n) – рок-концерт
 rock pool – /'rɒkˌpuːl/ – (n) – водоём, заполняемый во время прилива
 rocky – /'rɒki/ – (adj) – скалистый
 romance – /rəʊ'mæns, 'rəʊ-/ – (n) – любовный роман
 rooftop – /'ruːftɒp/ – (n) – крыша
 room and board – /ruːm əndˈbɔːd/ – (n) – проживание и питание

room service – /ruːmˌsɜːvəs/ – (n) – обслуживание номера
 rope – /rəʊp/ – (n) – верёвка
 round – /raʊnd/ – (adj) – круглый
 row – /rəʊ/ – (n) – ряд
 rub – /rʌb/ – (v) – втирать
 rucksack – /'rʌksæk/ – (n) – рюкзак
 rude – /ruːd/ – (adj) – грубый
 run (through) – /ˌrʌnˈθruː/ – (v) – тянуться, проходить (через)
 run down – /ˌrʌnˈdaʊn/ – (adj) – захудалый
 rust – /rʌst/ – (v) – ржавчина

Phrasal verbs

rely on (sb/sth) – /rɪ'laɪ ɒn/ – (phr v) – полагаться на (кого-либо/что-либо)
 run after – /ˌrʌnˌɑːftə/ – (phr v) – бежать за
 run away – /ˌrʌn ə'weɪ/ – (phr v) – убежать
 run into – /ˌrʌn ɪ'ntə/ – (phr v) – наткнуться
 run out (of) – /ˌrʌn ɔʊt/ – (phr v) – что-либо закончилось

Phrases

raise a child – (phr) – растить ребёнка
 raise awareness – (phr) – повысить осведомлённость
 raise the alarm – (phr) – поднять тревогу
 reach a verdict – (phr) – прийти к решению
 reach your goals – (phr) – достигнуть цели
 read a map – (phr) – читать карту
 record information – (phr) – записывать информацию
 regain consciousness – (phr) – приходиться в сознание
 remain alive – (phr) – оставаться в живых
 represent (sb) in court – (phr) – представлять (кого-либо) в суде
 return the gesture – (phr) – совершить ответный жест
 ride a camel – (phr) – ездить на верблюде
 risk my life – (phr) – рисковать жизнью
 run a business – (phr) – управлять бизнесом

S

sack – /sæk/ – (n) – мешок, сумка
 safety net – /'seɪftɪ net/ – (n) – сетка безопасности
 salary – /'sæləri/ – (n) – зарплата
 saliva – /sə'laɪvə/ – (n) – слюна
 salon – /'sælɒn/ – (n) – музыкальный салон
 salt – /sɔːlt/ – (n) – соль
 salty – /'sɔːltɪ/ – (adj) – солёный
 sari – /'sɑːri/ – (n) – сари (индийская национальная женская одежда)
 satisfied – /'sætəsfaɪd/ – (adj) – удовлетворённый
 satisfying – /'sætəsfaɪɪŋ/ – (adj) – удовлетворительный

- scar – /ska:/ – (n) – шрам
 scary – /'skeəri/ – (adj) – страшный, пугающий
 scenery – /'si:nəri/ – (n) – пейзаж, ландшафт, декорации
 scheme – /ski:m/ – (n) – схема, план
 scholarship – /'skələʃɪp/ – (n) – стипендия
 science fiction – /,saɪəns 'fɪkʃən/ – (n) – научная фантастика
 scientific – /,saɪən'tɪfɪk/ – (adj) – научный
 scientific method – /,saɪəntɪfɪk 'meθəd/ – (n) – научный метод
 scientific technique – /,saɪəntɪfɪk tek'ni:k/ – (n) – научная техника
 scissors – /'sɪzəz/ – (pl n) – ножницы
 scooter – /'sku:tə/ – (n) – скутер
 scorpion – /'skɔ:pɪən/ – (n) – скорпион
 scratch – /skrætʃ/ – (v) – царапать
 scuba diving – /'sku:bə ,daɪvɪŋ/ – (n) – подводное плавание с аквалангом
 sculpt – /skʌlpt/ – (v) – ваять скульптуру
 sculpting – /'skʌlptɪŋ/ – (n) – лепить скульптуру
 sculptor – /'skʌlptə/ – (n) – скульптор
 sea level – /'si:,levəl/ – (n) – уровень моря
 seal – /si:l/ – (n) – тюлень
 search engine – /'sɜ:tʃ ,endʒɪn/ – (n) – поисковая система
 search term – /'sɜ:tʃ ,tɜ:m/ – (n) – ключевое слово
 second rate – /,sekənd 'reɪt/ – (n) – второго сорта
 secondary – /'sekəndəri/ – (adj) – вторичный
 secret shopper – /,si:krət 'ʃɒpə/ – (n) – тайный покупатель
 secretary – /'sekrətəri/ – (n) – секретарь
 section – /'sekʃən/ – (n) – отдел
 security – /sɪ'kjʊərɪti/ – (n) – охрана
 security guard – /sɪ'kjʊərəti ,gɑ:d/ – (n) – охранник
 security risk – /sɪ'kjʊərəti ,rɪsk/ – (n) – угроза безопасности
 seek – /si:k/ – (v) – искать
 self-catering flat – /self ,keɪtərɪŋ 'flæt/ – (n) – квартира с кухней
 self-confident – /self 'kɒnfədənt/ – (adj) – самоуверенный
 self-conscious – /self 'kɒnfəs/ – (adj) – настороженный
 self-defence – /self dɪ'fens/ – (n) – самозащита
 self-image – /self 'ɪmɪdʒ/ – (n) – собственный образ, собственное «Я»
 selfish – /'selfɪʃ/ – (adj) – эгоистичный
 senior – /'si:nɪə/ – (n) – старший
 sensation – /sen'seɪʃən/ – (n) – сенсация
 sense – /sens/ – (v) – чувствовать
 sensible – /'sensəbəl/ – (adj) – разумный
 separate – /'sepəreɪt/ – (adj) – отдельный
 serious – /'sɪəriəs/ – (adj) – серьёзный
 set – /set/ – (v) – заходить, садиться (о солнце), устанавливать
 set price – /set 'praɪs/ – (n) – установленная цена
 settlement – /'setlmənt/ – (n) – поселение
 sex – /seks/ – (n) – пол (мужской/женский)
 shake – /ʃeɪk/ – (v) – трястись, дрожать
 shallow – /'ʃæləʊ/ – (adj) – мелкий
 shape – /ʃeɪp/ – (n) – форма
 share – /ʃeə/ – (v) – делиться
 shark – /ʃɑ:k/ – (n) – акула
 sharp – /ʃɑ:p/ – (adj) – острый
 shave – /ʃeɪv/ – (v) – бриться
 sheet of ice – /ʃi:t əv 'aɪs/ – (n) – ледяной покров
 shelter – /'ʃeltə/ – (n) – укрытие, шалаш, прибежище, убежище
 shield – /ʃi:ld/ – (n) – щит
 shift – /ʃɪft/ – (n) – смена
 shock – /ʃɒk/ – (v) – шокировать
 shop assistant – /'ʃɒp əsɪstənt/ – (n) – продавец
 shoplifter – /'ʃɒp,lɪftə/ – (n) – магазинный вор
 shoplifting – /'ʃɒp,lɪftɪŋ/ – (n) – кража в магазине
 shore – /ʃɔ:/ – (n) – берег
 short – /ʃɔ:t/ – (adj) – короткий
 shorten – /'ʃɔ:tn/ – (v) – сокращать, уменьшать
 shoulder strain – /'ʃəʊldə ,streɪn/ – (n) – напряжение в плече
 shout (at) – /'faʊt ət/ – (v) – кричать (на)
 shower – /'ʃaʊə/ – (n) – ливень
 shrink – /'frɪŋk/ – (v) – сжиматься
 shy – /ʃaɪ/ – (adj) – скромный
 sighting – /'saɪtɪŋ/ – (n) – случай наблюдения
 sign – /saɪn/ – (v) – знак
 signal – /'sɪgnəl/ – (n, adj) – 1) сигнал; 2) сигнальный
 signify – /'sɪgnəfaɪ/ – (v) – означать
 silent – /'saɪlənt/ – (adj) – тихий
 silicon chip – /sɪlɪkən 'tʃɪp/ – (n) – кремниевая пластина
 silk – /sɪlk/ – (n) – шёлк
 silver – /'sɪlvə/ – (n) – серебро
 similar – /'sɪmələ/ – (adj) – похожий
 single – /'sɪŋɡəl/ – (adj) – одинокий
 single room – /sɪŋɡəl 'ru:m/ – (n) – одноместный номер
 ski lodge – /ski: lɒdʒ/ – (n) – лыжная база
 ski resort – /ski: rɪ,zɔ:t/ – (n) – горнолыжный курорт
 ski-doo – /ski'du:/ – (n) – снегоход
 skill – /skɪl/ – (n) – умение, талант
 skin infection – /'skɪn ɪn'fekʃən/ – (n) – кожная инфекция
 skinny – /'skɪni/ – (adj) – тощий
 skip – /skɪp/ – (n) – мусорный контейнер

- sledge – /sledʒ/ – (n) – санки
 sleeping bag – /ˈsliːpɪŋ bæɡ/ – (n) – спальный мешок
 sleet – /sliːt/ – (n) – дождь со снегом
 slide – /slaɪd/ – (n) – скольжение
 slip – /slɪp/ – (v) – поскользнуться
 slippery surface – /ˈslɪpəri ˈsɜːfəs/ – (n) – скользкая поверхность
 slope – /sloʊp/ – (n) – склон холма
 slow-moving – /ˈsləʊ ˈmuːvɪŋ/ – (adj) – нудная (о книге)
 small – /smɔːl/ – (adj) – маленький
 smokejumper – /ˈsməʊkˌdʒʌmpə/ – (n) – пожарный-парашютист
 smoking volcano – /ˈsməʊkɪŋ vɒlˈkeɪnəv/ – (n) – дымящийся вулкан
 snake – /sneɪk/ – (n) – змея
 sneeze – /sniːz/ – (n, v) – 1) чихание; 2) чихать
 snore – /snɔː/ – (n, v) – 1) храп; 2) храпеть
 snow – /snəʊ/ – (n) – снег
 snow storm – /ˈsnəʊ stɔːm/ – (n) – снежная буря
 social etiquette – /ˈsəʊʃəl ˈetɪkət/ – (n) – этические нормы
 social issue – /ˈsəʊʃəl ˈɪʃuː/ – (n) – социальная проблема
 social network – /ˈsəʊʃəl ˈnetwɜːk/ – (n) – социальная сеть
 social networking site – /ˈsəʊʃəl ˈnetwɜːkɪŋ ˌsaɪt/ – (n) – социальная сеть (сайт)
 social worker – /ˈsəʊʃəl ˌwɜːkə/ – (n) – социальный работник
 soft-spoken – /ˈsɒft ˈspəʊkən/ – (adj) – любезный
 solar panel – /ˈsəʊlə ˈpænl/ – (n) – солнечная батарея
 solo concert – /ˈsəʊləv ˈkɒnsət/ – (n) – сольный концерт
 solution – /səˈluːʃən/ – (n) – решение
 somersault – /ˈsɒməsɔːlt/ – (n) – сальто
 soothe – /suːð/ – (v) – уменьшить
 sorry (about) – /ˈsɒri əˈbaʊt/ – (adj) – сожалеть (о чём-либо)
 sound – /saʊnd/ – (n) – звук
 spam – /spæm/ – (v) – нежелательная почта, спам
 sparkle – /ˈspɑːkəl/ – (v) – блестеть
 spear – /spɪə/ – (n) – копье
 special offer – /ˈspeʃəl ˈɒfə/ – (n) – специальное предложение
 specialise – /ˈspeʃəlaɪz/ – (v) – специализироваться
 species – /ˈspiːʃiːz/ – (n) – виды животных
 spectrometer – /ˈspekˌtrɒmətə/ – (n) – спектрометр
 speed (down) – /spiːd/ – (v) – съезжать на большой скорости
 speed skiing – /ˈspiːd ˌskiːɪŋ/ – (n) – скоростной спуск на лыжах
 speeding – /ˈspiːdɪŋ/ – (n) – превышение скорости
 speedy – /ˈspiːdi/ – (adj) – скоростной
 spicy food – /ˈspɑːsi ˈfuːd/ – (n) – острая еда
 spider – /ˈspaɪdə/ – (n) – паук
 spike – /spaɪk/ – (n) – шип
 spirit – /ˈspɪrɪt/ – (n) – дух
 spoil – /spɔɪl/ – (v) – портить
 spontaneous – /spɒnˈteɪniəs/ – (adj) – спонтанный
 spooky – /ˈspuːki/ – (adj) – страшный, жуткий
 sports coach – /ˈspɔːts kəʊtʃ/ – (n) – спортивный тренер
 spot – /spɒt/ – (v) – замечать
 spray – /spreɪ/ – (n) – спрей
 sprinkle – /ˈsprɪŋkəl/ – (v) – посыпать
 squawk – /skwɔːk/ – (v) – вопить
 stage – /steɪdʒ/ – (n) – сцена, этап
 stage props – /ˈsteɪdʒ prɒps/ – (pl n) – театральные реквизиты
 stain – /steɪn/ – (n) – пятно
 stalactite – /ˈstæləktɪt/ – (n) – сталактит
 stalagmite – /ˈstæləɡmaɪt/ – (n) – сталагмит
 stare (at) – /ˈstɛər æt/ – (v) – пристально смотреть (на)
 starve – /ˈstɑːv/ – (v) – голодать
 state – /steɪt/ – (v) – указывать
 steal – /stiːl/ – (v) – красть, воровать
 steam bath – /ˈstiːm bɑːθ/ – (n) – парилка
 steaming hot – /ˈstiːmɪŋ hɒt/ (adj) – очень жаркий
 steel – /stiːl/ – (n) – сталь
 step – /step/ – (n) – шаг
 stick (to) – /ˈstɪk tə/ – (v) – придерживаться чего-либо
 stick – /stɪk/ – (n) – палка
 sting – /stɪŋ/ – (n) – жалить
 stomach acid – /ˈstʌmək ˈæsɪd/ – (n) – желудочный сок
 store detective – /ˈstɔː dɪˌtektɪv/ – (n) – сотрудник службы безопасности магазина
 storey – /ˈstɔːrɪ/ – (n) – этаж
 storm – /stɔːm/ – (n) – шторм, гроза
 storm chaser – /ˈstɔːm ˌtʃeɪsə/ – (n) – исследователь торнадо
 stove – /stəʊv/ – (n) – печь, печка
 straight – /streɪt/ – (adj) – прямой
 straightforward – /ˌstreɪtˈfɔːwəd/ – (adj) – напрямую, прямой
 strain – /streɪn/ – (n) – напряжение
 street lighting – /ˈstriːt ˌlaɪtɪŋ/ – (n) – уличное освещение
 street luge – /ˈstriːt luːʒ/ – (n) – санный спорт
 strengthen – /ˈstreŋθən/ – (v) – усилить
 stressed out – /ˈstrest ˈaʊt/ – (adj) – находящийся в стрессе
 stretch – /stretʃ/ – (v) – растягивать
 strict – /strikt/ – (adj) – строгий

striking – /ˈstraɪkɪŋ/ – (adj) – поразительный
 string – /ˈstrɪŋ/ – (n) – вереница, ряд, струна
 stripe – /ˈstraɪp/ – (n) – полоска
 structure – /ˈstrʌktʃə/ – (n) – здание, строение
 struggle – /ˈstrʌɡəl/ – (v) – бороться
 study plan – /ˈstʌdi plæn/ – (n) – план занятий
 study timetable – /ˈstʌdi ˈtaɪmteɪbəl/ – (n) – расписание занятий
 stunning – /ˈstʌnɪŋ/ – (adj) – изумительный, потрясающий, ошеломляющий
 stunning scenery – /ˈstʌnɪŋ ˈsi:nəri/ – (n) – очаровательный пейзаж
 stuntman – /ˈstʌntmæn/ – (n) – каскадёр
 subarctic climate – /ˌsʌb ɑːktɪk ˈklaɪmət/ – (n) – субарктический климат
 success – /səkˈses/ – (n) – успех
 suck – /sʌk/ – (v) – засасывать, утягивать (под воду)
 suffer (from) – /ˈsʌfə/ – (v) – страдать (от)
 suggestion – /səˈdʒestʃən/ – (n) – предложение
 suit – /su:t, sju:t/ – (v) – подходить
 summarise – /ˈsʌməraɪz/ – (v) – суммировать, подводить итог
 summer solstice – /ˌsʌmə ˈsɒlstɪs/ – (n) – летнее солнцестояние
 sun – /sʌn/ – (n) – солнце
 sunny spell – /ˈsʌni ˌspel/ – (n) – переменная облачность
 sunscreen – /ˈsʌnskri:n/ – (n) – солнцезащитный крем
 sunshine – /ˈsʌnʃaɪn/ – (n) – солнечная погода
 supervise – /ˈsu:pəvaɪz/ – (v) – наблюдать, контролировать
 surface – /ˈsɜːfəs/ – (n) – поверхность
 surgeon – /ˈsɜːdʒən/ – (n) – хирург
 surround – /səˈraʊnd/ – (v) – окружать
 survey – /ˈsɜːveɪ/ – (n) – исследование
 survival course – /səˈvaɪvəl kɔːs/ – (n) – курс выживания
 survive – /səˈvaɪv/ – (v) – выживать
 suspect – /ˈsʌspəkt/ – (n) – подозреваемый
 swallow – /ˈswɒləʊ/ – (v) – глотать
 sweat – /swet/ – (v) – потеть
 sweating – /ˈswetɪŋ/ – (n) – потоотделение
 sweep – /swi:p/ – (v) – смывать, сметать
 swelling – /ˈswelɪŋ/ – (n) – опухоль
 swollen – /ˈswɒləʊn/ – (adj) – опухший
 symbol – /ˈsɪmbəl/ – (n) – символ
 sympathise (with) – /ˈsɪmpəθaɪz wɪð/ – (v) – сочувствовать
 symptom – /ˈsɪmptəm/ – (n) – симптом

Phrasal verbs

scare off – /ˌskeər ˈɒf/ – (phr v) – отпугивать
 set off – /ˌset ˈɒf/ – (phr v) – запускать, отправиться в путь

set up – /ˌset ˈʌp/ – (phr v) – устанавливать, назначать
 sign up – /ˌsaɪn ˈʌp/ – (phr v) – регистрироваться
 slow down – /ˌsləʊ ˈdaʊn/ – (phr v) – замедлять
 stand out – /ˌstænd ˈaʊt/ – (phr v) – выделяться
 start out – /ˌstɑːt ˈaʊt/ – (phr v) – начинать(ся)

Phrases

(sb's) heart sinks – (phr) – сердце замерло
 scratch to pieces – (phr) – зд. расцарапать
 send (sb) to prison – (phr) – отправить кого-либо в тюрьму
 set (sth) on fire – (phr) – поджечь что-либо
 set a record – (phr) – ставить рекорд
 set up a charity – (phr) – организовать благотворительность
 severe weather – (phr) – холодная погода
 severely burnt – (phr) – сильно обгоревший
 share (sb's) opinion – (phr) – разделять (чьё-либо) мнение
 share a meal – (phr) – разделять трапезу
 share the stage – (phr) – делить сцену
 show the way – (phr) – показывать путь
 sigh with relief – (phr) – вздыхать с облегчением
 sign up – /ˌsaɪn ˈʌp/ – (phr v) – регистрироваться
 slurp your soup – (phr) – хлебать суп
 so far – (phr) – пока
 social connection – (phr) – социальная сеть
 social media – (phr) – социальные сети
 solve a crime – (phr) – раскрыть преступление
 solve a crossword – (phr) – разгадывать кроссворд
 solve a problem – (phr) – решать задачу, проблему
 spare the time – (phr) – экономить время
 spend time in the sunshine – (phr) – проводить время на солнце
 sprain my ankle – (phr) – растянуть лодыжку
 spread computer viruses – (phr) – распространять компьютерные вирусы
 spring into action – (phr) – приступить к действиям
 start a business – (phr) – начать заниматься бизнесом, открыть дело
 start a family – (phr) – создать семью
 stay alert – (phr) – быть осторожным
 stay calm – (phr) – сохранять спокойствие
 steal (sb's) identity – (phr) – украсть персональные данные
 stone floor – (phr) – каменный пол
 strange object – (phr) – странный объект
 study abroad – (phr) – учиться за границей
 suffer from vertigo – (phr) – страдать от головокружения
 sun rises – (phr) – солнце встаёт (восход)
 sun sets – (phr) – солнце садится (закат)

T

- table manners – /ˈteɪbəl ˌmænəz/ – (pl n) – умение вести себя за столом
- take medication – /ˈteɪk medɪˈkeɪʃən/ – (n) – принимать лекарство
- talent – /ˈtælənt/ – (n) – талант
- tall – /tɔ:l/ – (adj) – высокий
- tannin – /ˈtænin/ – (n) – танин, дубильное вещество
- tattoo – /təˈtuː, tæˈtuː/ – (n) – татуировка
- taxi driver – /ˈtæksɪ ˌdraɪvə/ – (n) – водитель такси
- teenager – /ˈtiːneɪdʒə/ – (n) – подросток
- telescope – /ˈteləskəʊp/ – (n) – телескоп
- temperature – /ˈtempərətʃə/ – (n) – температура
- temporary – /ˈtempərəri/ – (adj) – временный
- tense – /tens/ – (adj) – напряжённый
- tent – /tent/ – (n) – палатка
- tentacle – /ˈtentəkl/ – (n) – щупальца
- terrific – /təˈrɪfɪk/ – (adj) – потрясающий, великолепный
- terrified – /ˈterəfaɪd/ – (adj) – испуганный
- terrifying – /ˈterəfaɪɪŋ/ – (adj) – ужасающий, пугающий
- theft – /θeft/ – (n) – кража
- thick fog – /θɪk ˈfɒɡ/ – (n) – густой туман
- thief – /θi:f/ – (n) – вор
- thin – /θɪn/ – (adj) – тонкий
- threat (to) – /θret/ – (n) – угроза (чему-либо)
- threaten – /θretn/ – (v) – угрожать
- thrill (of) – /θrɪl əv/ – (n) – нервное возбуждение
- thrilling – /θrɪlɪŋ/ – (adj) – волнующий, захватывающий
- thrill-seeker – /θrɪl ˌsi:kə/ – (n) – любитель острых ощущений
- throat – /θrəʊt/ – (n) – горло
- thumb arthritis – /θʌm ɑːˈθraɪtəs/ – (n) – артрит большого пальца
- thunder – /ˈθʌndə/ – (n) – гром
- thunderstorm – /ˈθʌndəstɔ:m/ – (n) – гроза
- tight-knit – /ˌtaɪt ˈnɪt/ – (adj) – сплочённый
- tip – /tɪp/ – (n) – подсказка, чаевые
- title – /ˈtaɪtl/ – (n) – зд. обращение
- toddler – /ˈtɒdlə/ – (n) – ребёнок, начинающий ходить
- toe – /təʊ/ – (n) – большой палец ноги
- token – /ˈtəʊkən/ – (n) – знак, символ
- tolerate – /ˈtɒləreɪt/ – (v) – терпеть, позволять
- tool – /tu:l/ – (n) – инструмент
- torch – /tɔ:tʃ/ – (n) – факел
- tornado – /ˈtɔːneɪdəʊ/ – (n) – торнадо
- tornado chasing – /ˈtɔːneɪdəʊ ˌtʃeɪsɪŋ/ – (n) – отслеживание торнадо
- totally – /ˈtəʊtəlɪ/ – (adv) – абсолютно
- tough – /tʌf/ – (adj) – жёсткий
- tough job – /ˌtʌfˈdʒɒb/ – (n) – сложная работа
- tower – /ˈtaʊə/ – (n) – башня
- toxin – /ˈtɒksɪn/ – (n) – токсин
- trace – /treɪs/ – (v) – следить
- tradition – /trəˈdɪʃən/ – (n) – традиция
- traditional dancing – /trəˈdɪʃənəl ˈdɑːnsɪŋ/ – (n) – традиционный танец
- traffic congestion – /ˈtræfɪk kənˌdʒestʃən/ – (n) – затор транспорта
- traffic jam – /ˈtræfɪk dʒæm/ – (n) – автомобильная пробка
- trail – /treɪl/ – (n) – путь, тропа
- train – /treɪn/ – (v) – тренироваться
- training – /ˈtreɪnɪŋ/ – (n) – тренировка
- transform – /ˈtrænsˈfɔ:m/ – (v) – изменять, трансформировать
- trap – /træp/ – (v) – задерживать
- travel (on) – /ˈtrævəl ɒn/ – (v) – путешествовать (на)
- travel sickness – /ˈtrævəl ˌsɪknəs/ – (n) – укачивание
- treasurer – /ˈtreʒərə/ – (n) – хранитель ценностей
- treat – /tri:t/ – (v) – угощать
- trend – /trend/ – (n) – тенденция
- triangular – /traɪˈæŋɡjʊlə/ – (adj) – треугольный
- trigger – /ˈtrɪɡə/ – (v) – приводить в действие
- trip – /trɪp/ – (v) – спотыкаться
- trouble – /ˈtrʌbl/ – (n) – неприятность, проблема
- true identity – /ˌtruː aɪˈdentəti/ – (n) – настоящая личность
- truly – /ˈtruːli/ – (adv) – действительно, по-настоящему
- tube of toothpaste – /ˌtjuːb əv ˈtuːθpeɪst/ – (n) – тюбик зубной пасты
- turning point – /ˈtɜːnɪŋ ˌpɔɪnt/ – (n) – поворотный момент
- tutor – /ˈtju:tə/ – (n) – репетитор
- typical – /ˈtɪpɪkəl/ – (adj) – типичный
- typical greeting – /ˌtɪpɪkəl ˈɡriːtɪŋ/ – (n) – типичное приветствие

Phrasal verbs

- take after – /ˈteɪk ɑːftə/ – (phr v) – быть похожим
- take off – /ˈteɪk ɒf/ – (phr v) – снимать одежду, взлетать
- take up – /ˈteɪk ʌp/ – (phr v) – начать – (заниматься чем-либо)
- talk (sth) through – /tɔ:k slmθɪŋ ˈθruː/ – (phr v) – обсудить, обговорить
- throw away – /θrəʊ əˈweɪ/ – (phr v) – выбрасывать
- throw out – /θrəʊ ˈaʊt/ – (phr v) – выбрасывать
- turn around – /ˌtɜːn əˈraʊnd/ – (phr v) – поворачивать

turn down – /tɜːn 'daʊn/ – (phr v) – отказать, делать тише

turn off – /tɜːn 'ɒf/ – (phr v) – выключать

turn over – /tɜːn 'əʊvə/ – (phr v) – переворачивать

turn up – /tɜːn 'ʌp/ – (phr v) – внезапно появляться

Phrases

take (sb's) fingerprints – (phr) – снимать отпечатки пальцев

take a class – (phr) – заниматься на курсах

take a deep breath – (phr) – сделать глубокий вдох

take a look – (phr) – посмотреть

take a seat – (phr) – сесть

take action (against) – (phr) – начинать действовать (против)

take care of – (phr) – заботиться (о)

take frequent breaks – (phr) – часто делать перерыв

take measures – (phr) – принимать меры

take risks – (phr) – рисковать

take seriously – (phr) – принимать всерьёз

take some (cough) syrup – (phr) – принять сироп от кашля

take some painkillers – (phr) – принять обезболивающее

talk loudly – (phr) – громко разговаривать

talk with my mouth full – (phr) – говорить с набитым ртом

the final straw – (phr) – последняя капля

there's (no) room for – (phr) – есть(нет) место(а) для...

to (sb's) horror – (phr) – к (чьему-либо) ужасу

token of thanks – (phr) – знак благодарности

travel abroad – (phr) – путешествовать за границу

trial and error – (phr) – пробы и ошибки

try spicy food – (phr) – пробовать острую еду

turn a corner – (phr) – повернуть за угол

U

UFO hunting – /juː ef əʊ 'hʌntɪŋ/ – (n) – охота на НЛО

ultra-violet light – /ʌltrə vaɪələt 'laɪt/ – (n) – ультрафиолетовый свет

undergo – /ʌndə'gəʊ/ – (v) – подвергаться, терпеть

undervalue – /ʌndə'veɪljʊ/ – (v) – недооценивать

unfortunately – /ʌn'fɔːtʃənətli/ – (adv) – к сожалению

unhappy – /ʌn'hæpi/ – (adj) – несчастный

unhelpful – /ʌn'hɛlpfəl/ – (adj) – бесполезный

unique – /juː'niːk/ – (adj) – уникальный

unpaid work – /ʌnpeɪd 'wɜːk/ – (n) – бесплатная работа

unpleasant – /ʌn'plezənt/ – (adj) – неприятный

unpredictable – /ʌnpri'dɪktəbəl/ – (adj) – непредсказуемый

upload – /ʌp'ləʊd/ – (v) – загружать

upper class – /ʌpə 'klaːs/ – (n) – высшие слои общества

upset stomach – /ʌpset 'stʌmək/ – (n) – расстройство желудка

urban – /'ɜːbən/ – (adj) – городской

useful – /'juːsfəl/ – (adj) – полезный

user – /'juːzə/ – (n) – пользователь

user-friendly – /'juːzə 'frendli/ – (adj) – удобный для использования

username – /'juːzəneɪm/ – (n) – имя пользователя

usher – /'ʌʃə/ – (n) – билетёр

Phrases

use some (eye/ear/nose) drops – (phr) – закапать капли (в глаз/ухо/нос)

user-friendly interface – (phr) – интерфейс, удобный в использовании

V

vandalism – /'vændəlɪzəm/ – (n) – вандализм

vanish – /'vænɪʃ/ – (v) – исчезать

venom – /'venəm/ – (n) – яд

verbally – /'vɜːbəlɪ/ – (adj) – устно

vertigo – /'vɜːtɪgəʊ/ – (n) – головокружение

vibrate – /vaɪ'reɪt/ – (v) – вибрировать

victim – /'vɪktəm/ – (n) – жертва

video – /'vɪdɪəʊ/ – (n) – видеоклип

video game tester – /'vɪdɪəʊ geɪm 'testə/ – (n) – человек, тестирующий компьютерные игры

vinegar – /'vɪnɪgə/ – (n) – уксус

virus – /'vaɪərəs/ – (n) – вирус

vocal cords – /'vəʊkəl kɔːdz/ – (pl n) – голосовые связки

vocalist – /'vəʊkəlɪst/ – (n) – вокалист

voice box – /vɔɪs bɒks/ – (n) – гортань

volcano surfing – /vɒl'keɪnəʊ 'sɜːfɪŋ/ – (n) – вулканосёрфинг

volume – /'vɒljəm/ – (n) – звук

voluntary – /'vɒləntəri/ – (n, adj) – 1) волонтёр, доброволец; 2) волонтерский, добровольный

volunteer work – /'vɒləntɪə 'wɜːk/ – (n) – волонтерская работа

vomiting – /'vɒmɪtɪŋ/ – (n) – рвота

W

waitress – /'weɪtrəs/ – (n) – официантка

wander – /'wɒndə/ – (v) – бродить

warm – /wɔːm/ – (adj) – тёплый

warn (sb) about – /'wɔːn əbaʊt/ – (v) – предупреждать (кого-либо) о

warrior – /'wɒriə/ – (n) – воин
waste ground – /'weɪst graʊnd/ – (n) – пустырь
wave – /weɪv/ – (n) – волна
wavy – /'weɪvɪ/ – (adj) – волнистый
weather – /'weðə/ – (n) – погода
webbed gloves – /'webd 'glʌvz/ – (pl n) – сетчатые перчатки
weird – /'wiəd/ – (adj) – странный
well-built – /'wel 'bɪlt/ – (adj) – хорошего телосложения
well-paid – /'wel 'peɪd/ – (adj) – хорошо оплачиваемый
well-to-do – /'wel tə 'du/ – (adj) – богатый
wetsuit – /'wetsuɪt/ – (n) – гидрокостюм
whip – /wɪp/ – (n) – кнут
white birch – /waɪt 'bɜːtʃ/ – (n) – белая берёза
white-water rafting – /waɪt wɔːtə 'rɑːftɪŋ/ – (n) – сплав по горной реке
whole – /həʊl/ – (adj) – весь
wide smile – /'waɪd 'smɪl/ – (n) – широкая улыбка
wig – /wɪɡ/ – (n) – парик
wild – /waɪld/ – (adj) – дикий
wilderness – /'wɪldənəs/ – (n) – глушь
wildlife – /'waɪldlaɪf/ – (n) – дикая природа
wildlife research – /'waɪldlaɪf rɪ'sɜːtʃ/ – (n) – исследование дикой природы
win – /wɪn/ – (v) – выигрывать
wind – /wɪnd/ – (n) – ветер
windsurfing – /'wɪndzɜːfɪŋ/ – (n) – виндсёрфинг
wine tasting – /'waɪn 'teɪstɪŋ/ – (n) – дегустация вин
witness – /'wɪtnəs/ – (v) – быть свидетелем
wok racing – /'wɒk 'reɪsɪŋ/ – (n) – катание на китайской сковородке «вок»
workplace – /'wɜːkpleɪs/ – (n) – место работы
world championship – /'wɜːld 'tʃæmpɪənʃɪp/ – (n) – чемпионат мира
world issues – /'wɜːld 'ɪʃuːz/ – (pl n) – мировые проблемы
worldwide – /'wɜːldwaɪd/ – (adj) – всемирный
worldwide phenomenon – /'wɜːldwaɪd fə'nɒmənən/ – (n) – всемирный феномен

worm – /wɜːm/ – (n) – червяк
worried (about) – /'wʌrɪd ə'baʊt/ – (adj) – взволнованный (из-за)
worrying – /'wʌrɪŋ/ – (adj) – волнующийся
wound – /wuːnd/ – (n) – рана
wrinkle – /'rɪŋkəl/ – (n) – морщина

Phrasal verbs

warm up – /'wɜːm 'ʌp/ – (phr v) – разогреться
watch out – /'wɒtʃ 'aʊt/ – (phr v) – остерегаться, быть начеку
wear off – /'weə 'ɒf/ – (phr v) – стираться
wear out – /'weə 'aʊt/ – (phr v) – изнашивать, истощать
work on – /'wɜːk ɒn/ – (phr v) – работать над чем-либо
work out – /'wɜːk 'aʊt/ – (phr v) – заниматься в спортзале; разгадывать
work out – /'wɜːk 'aʊt/ – (phr v) – наладить, решить

Phrases

wait tables – (phr) – работать официантом
What a nightmare! – (phr) – Какой кошмар!
win a scholarship – /'wɪn ə 'skɒləʃɪp/ – (phr) – получить стипендию, грант (на обучение)
with a team – (phr) – в команде
without a doubt – (phr) – без сомнения
witness an incident – (phr) – быть свидетелем происшествия
work up to – (phr) – развивать

Y

yawn – /jɔːn/ – (n, v) – 1) зевота; 2) зевать
young – /jʌŋ/ – (adj) – молодой
youth hostel – /'juːθ 'hɒstl/ – (n) – молодёжный хостел
zip-lining – /'zɪp laɪnɪŋ/ – (n) – катание на тросе
zorbing – /'zɔːbɪŋ/ – (n) – зорбинг

Phrases

Yours faithfully – (phr) – С уважением
Yours sincerely – (phr) – Искренне ваш

Pronunciation

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/ei/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/i/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ai/	ice, kite, white, shine, bite, high, kind
o	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ɜ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/ai/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/iə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/ei/	eight, freight, weight, vein
	/ai/	height
ai	/ei/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/ai/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔi/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔi/	boy, joy, toy, annoy, employ
ou	/ɔ:/	court, bought, brought
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank



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