

Starlight

7

WORKBOOK

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Звёздный **английский**

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Рабочая тетрадь

7 класс

Пособие для учащихся
общеобразовательных
организаций и школ
с углублённым изучением
английского языка

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Vocabulary

- 1 a) ★ Match the words to form job titles.



1	taxi	A	counsellor
2	police	B	assistant
3	storm	C	attendant
4	sales	D	driver
5	camp	E	officer
6	delivery	F	shopper
7	flight	G	chaser
8	secret	H	person

- b) ★ Write a job title from Ex. 1a next to each description.

This person ...

- 1 supervises children at a camp.
- 2 makes sure people obey the law.
- 3 takes things to people's houses.
- 4 helps customers when they want to buy something.
- 5 follows tornadoes and photographs them.
- 6 shops in different places to see what the service is like.
- 7 looks after passengers on a plane.
- 8 takes people where they want to go in a car.

- 2 ★ Fill in: *put out, tough, average, busy, deep, part-time, shifts*.

- 1 Smokejumpers have a very job; they jump out of planes into burning forests!
- 2 The wage of a babysitter in the UK is £4.50 per hour.
- 3 A freediver takes a breath before jumping into the sea.
- 4 Many students work in the evenings or on weekends to help pay for university.
- 5 A firefighter's job is very risky because they fires.
- 6 He usually only works four-hour because he's a student.
- 7 Sara has a very life; she doesn't have much free time at all.

- 3 ★ Fill in: *organised, friendly, creative, caring, polite, patient, brave, honest*.

- 1 A police officer has to be because their job can be dangerous.
- 2 An interior designer is; they develop original ideas for decorating the inside of buildings.
- 3 A waitress/waiter needs to be because they take a lot of money from customers.
- 4 A social worker has to be; they work with people with serious problems.
- 5 A babysitter needs to be; they have to stay calm when the children don't behave.
- 6 A secretary must be because they speak to a lot of people on the phone.
- 7 A sales assistant must be; they come into contact with a lot of people during the day.
- 8 A sports coach needs to be; they need to plan their training programmes.

- 4 ★★ Choose a job from Ex. 1a and write a few sentences about it.

.....

Grammar

- 5 ★ Complete the sentences using the correct adverb formed from the adjectives in the list, as in the example.

• good • careful • late • easy • sudden
 • slow

- 1 A secretary must check letters and emails *carefully* for mistakes before sending them.
- 2 Experienced freedivers can hold their breath for a long time.
- 3 Taxi drivers have to know a city so they can find people's destinations.
- 4 The secretary types in order to avoid making mistakes.
- 5 Security guards often work at night guarding buildings.
- 6 Forest fires can start in very dry areas.

Vocabulary

1 a) ★ Match the words to form phrases.

1	ghost	A	fiction
2	tornado	B	plane
3	robot	C	detecting
4	unusual	D	object
5	science	E	chasing
6	military	F	hunting
7	metal	G	building
8	strange	H	hobby

b) ★ Complete the sentences with the phrases from Ex. 1a.

- Look, there's a(n) in the sky!
- Charles has a(n); he likes collecting old bicycles.
- Mary often goes in haunted houses.
- That's not a UFO in the sky; it's a
- Martin sometimes finds valuable jewellery when he goes
- I don't believe in UFOs; they are just
- We look for storms, so we can go
- Janet likes; she uses parts from old televisions to make them.

2 ★ Fill in: *investigate, analyse, record, spot, involve* in the correct form.

- UFO hunting looking for and proving the existence of UFOs.
- UFO hunters sightings of UFOs.
- John hopes to a UFO with his new telescope.
- Use this camcorder to anything strange you see in the sky.
- Let's the videos and photos of the sighting to see what it is exactly.

3 ★ Choose the correct preposition.

- I am fascinated **by/about** the idea of ghosts and haunted houses.
- Carla is curious **in/about** robots and how they work.
- All of the information is **on/at** my laptop.
- Andrew is interested **in/of** science fiction.
- Steve is enthusiastic **about/at** finding UFOs.

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

email

To: Erica

From: Tom

Subject: My new hobby!

Hi Erica!

How 1) (you/be)? I 2) (have) a great time at the moment because I've got a new hobby – metal detecting! I 3) (belong) to a club and we 4) (go) metal detecting every weekend. We 5) (use) special equipment that 6) (tell) us when there is metal under the ground. This Saturday we 7) (go) to the beach. People 8) (lose) things all the time at the beach so I 9) (think) we might find something valuable, like some coins or jewellery! 10) (you/want) to join us? We 11) (meet) at the library at 9 am. Write back and let me know.

Tom

5 ★ Choose the correct verb form.

- I am seeing/see Andy every day at work.
- Do you smell/Are you smelling something strange?
- Gary enjoys/is enjoying rock climbing in his free time.
- Ellie doesn't feel/isn't feeling like going out tonight.
- I think/am thinking of becoming a policeman.
- This soup tastes/is tasting fantastic. Try some!

Vocabulary

- 1 ★ Match the words to form phrases. Then, complete the sentences.

1 <input type="checkbox"/>	law	A money
2 <input type="checkbox"/>	part-time	B service
3 <input type="checkbox"/>	spending	C campus
4 <input type="checkbox"/>	average	D wage
5 <input type="checkbox"/>	customer	E job
6 <input type="checkbox"/>	university	F firm

- She is a secretary and works at a in the city centre.
- Ted is looking for a for the summer.
- Andy gets £10 a week
- A large number of students live on the
- The at the shop is £11 per hour.
- Ellen works as a manager in

- 2 ★ Choose the correct word.

- Janet doesn't **earn/win** much money being a teacher.
- A debt collector is not a very **popular/famous** job.
- Are there any jobs **available/free** at the newspaper?
- She likes to **spend/pass** time outdoors at the weekends.
- Jim works at a camp and gets **free/unpaid** room and board.
- Volunteering for a charity is a great **experience/knowledge**.

- 3 ★ Fill in: *graduate, internship, letter, experience, touch, wage,*

- Stephen makes a decent as a reporter.
- Emma is a of Madison University.
- She's presently doing her at the hospital.
- Joe needs a of recommendation from his boss.
- I'll be in soon!
- Lucy has got a lot of teaching

Everyday English

- 4 ★ Use the sentences (A-F) to complete the dialogue. One sentence isn't necessary.

- A I'll be in touch.
B Pleased to meet you, Matt.
C Well, I'm hard-working and energetic.
D If you get the job, when can you start?
E I'm studying computer engineering.
F Here's a letter of recommendation.

Matt: Hi. My name's Matt Ruskin.
Mr Draper: 1 ☐ Take a seat and tell me something about yourself.
Matt: Well, I'm 19 years old and I'm a first year university student. 2 ☐
Mr Draper: Right. Why do you think you'll be a good delivery person?
Matt: 3 ☐ I also think I'm friendly and would get along well with the customers.
Mr Draper: OK, that's great. 4 ☐
Matt: I can start whenever you want. I'm free most evenings.
Mr Draper: OK, then. I think that's all. 5 ☐
Matt: Thank you very much for your time.

- 5 ★★ Write an interview like the one in Ex. 4 for the job advertised below.

WANTED

Part-time dog walker needed at a location in the centre of town. £8 per hour.
Sat – Sun mornings.
Must be reliable and patient. Experience with animals necessary.



Vocabulary

- 1 ★ Choose the correct word.



1 windsurfing/
paragliding



2 rock climbing/
mountain biking



3 street luge/
motocross



4 freediving/white-
water rafting

- 2 ★ Fill in: *surface, tank, mermaid, record, distractions, campaign, silent, minute, meditation, goggles.*

- 1 A freediver doesn't use an air
- 2 It is totally underwater.
- 3 Freedivers dive as deep as they can and return to the all in one breath.
- 4 Sara practises to help her with her breathing.
- 5 James holds a world in skiing.
- 6 A has one large flipper.
- 7 Sara volunteers for an environmental
- 8 Shelly loves every of paragliding.
- 9 Speed skiers wear to protect their eyes.
- 10 Carol likes paragliding because it's so peaceful with no

- 3 ★ Choose the correct word.

- 1 Sara **takes/holds** a deep breath before she dives into the water.
- 2 Freedivers' lungs **shrink/reduce** as they dive deeper in the water.
- 3 Rock climbing **comes/appears** naturally to Sandra.
- 4 Our neighbours are always **making/doing** noise.
- 5 Terry really wants to win the **world/universe** championship in motocross.
- 6 Kelly **holds/keeps** a record in street luge.

Reading

- 4 ★★ Read the text and mark the statements (1-7) T (true) or F (false).

Sky High career

What's your idea of a dream job? Most people would love to do their favourite hobby or sport as a job. That's exactly what Niklas Daniel does. He combines his passion for skydiving with his work. Niklas is a skydiving aerial photographer. He earns a good wage and does his favourite sport at the same time. Niklas jumps from planes with a camera he attaches to his helmet and takes some amazing photographs. He places the camera on his head so he can use his hands to control his fall. He actually takes a photo by blowing into a tube which activates his camera. He wears special sunglasses to show him where his camera is pointing.

This job may sound thrilling and fun but it's not easy. Job skills include knowing how to take great photos and being an expert at skydiving. Niklas has years of training as a skydiver. He can control himself well as he flies in the air. There are additional risks and difficulties that come with carrying the camera equipment that only very experienced skydivers, like Niklas, can handle.

So what does he take pictures of? He usually photographs other skydivers and skydiver teams. Sometimes Niklas wears a special suit with wings that allows him to control how fast he falls. This way he can stay close to the other divers and take great shots.

It's not the danger or risk that attracts Niklas to skydiving. Niklas loves skydiving because, unlike other sports, it gives him absolute freedom to move in any direction. This freedom of movement and the ability to take pictures results in some very interesting and creative work. There are no limits to what he can create and do. For Niklas the sky is the limit!

- 1 Niklas makes little money as a photographer.
- 2 Niklas controls himself in the air with his head.
- 3 Niklas uses a tube to see the images in his camera.
- 4 Camera equipment can create problems for a skydiver.
- 5 Most of Niklas' photographs are of people.
- 6 Niklas uses wings to change his speed in the air.
- 7 Niklas enjoys skydiving because it's dangerous.

Vocabulary

- 1 ★ Match the words to form phrases. Then, complete the sentences.

1	dream	A vacancies
2	careers	B work
3	job	C language
4	volunteer	D job
5	body	E skills
6	computer	F handshake
7	firm	G centre

- Most jobs these days require some
- Make sure you greet the manager with a
- Sorry, the company has no at the moment.
- Karen's CV includes all her at the local animal shelter.
- Why don't you go to the to see what jobs are available.
- Watch your and sit confidently.
- Being an actress is Mary's

- 2 ★ Fill in: *match, work, communicate, accept, support, lean, apply, maintain*.

- Part-time work in a shop helps you learn how to with customers.
- Make sure to eye contact during an interview.
- Carl doesn't want to at a fast-food restaurant during the summer.
- During a job interview, give reasons and examples to your answers.
- Mary wants to for a job at the bank.
- forward and listen carefully.
- Janet doesn't criticism easily.
- This questionnaire helps you your personality with a career.

- 3 ★ Choose the correct word.

- Simon gets excellent marks/skills at school.
- A delivery person usually gets low cash/wages.
- He wants a career/profession in journalism.
- Dan is doing a two-month training/experience course.

- 4 ★★ Complete the text with the correct derivative of the word in brackets.



How to get the job?

You see an advert for a job vacancy at a company you really want to work for. Unfortunately, you don't have the 1)

(QUALIFY) they are asking for, but you are confident in your 2) (ABLE) to do the job. So, what can you do to get the job? First, send a CV and letter of application explaining why you want to be an 3) (EMPLOY) of the company. Don't be afraid to call and ask for an interview. This shows you are 4) (ENTHUSIASM) about the job. At the interview be a confident 5) (INTERVIEW) and explain that you can 6) (DEFINITE) do the job.

Grammar

- 5 ★ Fill in the gaps with the correct form of the *adjectives/adverbs*.

- Tom is (hard-working) employee in the company.
- It is (difficult) to find a job in the country than in the city.
- The (much) you practise typing, the (easy) it gets.
- It's getting (hard) and (hard) to find a top job these days.

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

- A: Andy can't stand (take) the bus to work every morning.
B: Then, he should (buy) a car.
- A: Do you fancy (go) to the cinema this afternoon?
B: I can't. My boss expects me (work) overtime tonight.
- A: John is really looking forward to (travel) to India on business.
B: I know! He can't (stop) talking about it.

Vocabulary

1 ★ Match the descriptions to the job.

- video game tester • lifeguard
- secret shopper • dishwasher • babysitter
- gardener • delivery person • dog walker

I gather information about products and services.

1

I bring goods to people's houses.

2

I check a particular product to see if it works.

3

I do a lot of washing up.

4

I take care of other people's children.

5

I go for a stroll with animals.

6

I take care of plants and flowers.

7

I work at the beach and help people in danger.

8

Asking for personal details

2 ★ Fill in the correct phrase to ask and answer questions.

- I enjoy swimming and travelling abroad.
- How old are you?
- What kind of experience do you have?
- I'm single.
- What qualifications do you have?

A: 1)

B: I'm 18 years old.

A: Are you married or single?

B: 2)

A: 3)

B: I've got a degree from London University.

A: 4)

B: I have experience working as a camp counsellor.

A: What are your hobbies and interests?

B: 5)

Reading

3 ★ Read the text. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence.

Ghost Writer

A horror novel is a fantasy world of ghosts and monsters. The stories aren't real, of course – or are they? Callum Calder writes ghost stories and his books sell thousands of copies. But Callum is also a ghost hunter and he bases all of his best-sellers on real experiences of real haunted houses. So what's it like to be a ghost hunter and writer?

Callum believes that writing is just like any other job, so he likes to be very organised. After breakfast, he goes up to the attic where he has a tiny office. **1** Usually, he writes for four hours, grabs a sandwich and then returns for another four hours. "I always stop at five o'clock." **2** That's what he does from Monday to Friday, but it's what he does on weekends that is the most interesting.

"The weekends are for investigating ghosts." **3** I take cameras and tape recorders as well as lots of other equipment. Sometimes a recording shows something that we miss. **4** They give me the history behind the ghosts. I'm quite creative, so it quickly turns into another book idea." But do ghosts really exist?

Callum is sure that they do. "Every time I step inside a haunted house, I get the feeling that there's something there. The ghosts aren't trying to hurt us; they're just trying to communicate." **5** Callum says, "When I find out, that book will be my best ever!"

- A Here, he creates his terrifying tales.
- B What are they trying to tell us, though?
- C "Eight hours of writing is enough for one day," he says.
- D Callum thinks ghosts are more frightened of us!
- E I get ideas from talking to witnesses.
- F I spend the nights at haunted houses all over the country.

Listening

4 ★★ You will hear Sam talking about his job at a summer camp. Listen and tick (✓) True or False.

- 1 The camp is in the countryside.
- 2 Each counsellor looks after 20 children.
- 3 Sam doesn't really enjoy sports.
- 4 He doesn't get paid very well.
- 5 All counsellors are university students.

True False

Writing (a letter of application)

- 1 ★ Read the letter and underline the correct phrases.

Dear Sir/Madam,

1) I am writing to apply for the position/I want to apply for the job of part-time garden centre assistant which you advertised in the Daily Herald on Thursday, 5th January.

2) I am in my final year of college, studying ecology, and 2) I think I'm going to/I am planning to start my own gardening business when I graduate. I 3) think/feel that a summer job at a garden centre would be 4) a valuable experience/really cool for me.

3) Last summer, I worked at a local flower shop in the evenings and during the weekends.

5) I believe I'm/I consider myself to be hard-working and reliable. I am also friendly with customers.

4) 6) Please find enclosed/I have sent you a copy of my CV. 7) I can come/I am available for an interview 8) whenever you want/at your convenience. I look forward to hearing from you.

9) Yours faithfully,
/Yours sincerely,
Theresa Fisher



- 2 ★ Which paragraph (1-4) contains ...

- 1 Theresa's personal qualities.
- 2 where she saw the advertisement.
- 3 when she can go for an interview.
- 4 the work experience she has.
- 5 what she is doing at the moment.
- 6 why she wants the job.
- 7 her reason for writing.
- 8 her education.

- 3 ★ Imagine you are applying for the job in the advert below. Answer the questions.

Wednesday, 24th August

THE DAILY COURIER

JOB ADVERTISEMENTS

WANTED

Swimming Pool Cleaner
for summer months.

£6 per hour.

Mon – Fri. 9 am – 3 pm

Must be energetic and friendly
with experience working with
customers. Full training provided.

Tel: Barry Stewart
(440) 595-3832



- 1 What job are you applying for and where did you see it?
- 2 What are your current activities? Why do you want the job?
- 3 What experience do you have?
- 4 What are your personal qualities?
- 5 When are you available for an interview?

- 4 ★★ Read the rubric and use your answers from Ex. 3 and the sentences from the Useful Language box to write your letter of application.

Write a letter of application (120-150 words).
Include:

- reason for writing
- current activity, qualifications, reason for wanting job
- previous work experience, personal qualities
- when available for interview

Useful Language

Reason for writing: I am writing to... which...

Qualifications: I am... years old and... degree, I am considering... / I feel that...

Work experience: I have..., I consider myself to be...

Availability: Please find..., I am available..., I look forward to ...

Vocabulary

1 ★ Choose the correct word.

- 1 There's no point being in a job that doesn't **suit/meet** your skills.
- 2 Can you **solve/answer** this problem?
- 3 Try and find the most **artistic/practical** solution to the problem.
- 4 Tracy is very caring; she should be a **public/social** worker.

2 ★ Fill in: *spontaneous, down-to-earth, realistic, creative*

- 1 Tonia is a person; she is very sensible and practical about everything.
- 2 Madeleine is so; you never know what she might do.
- 3 You're not being very about the situation. Your ideas aren't logical.
- 4 Use your imagination and be

3 ★ Choose the correct particle.

- 1 Theresa wants to bring **about/up** her children in a small town.
- 2 Make sure to lock all the windows and doors, so no one can break **in/out**.
- 3 Be confident and bring the interviewer **around/down** to your point of view.
- 4 Look at those clouds! I hope a storm doesn't break **off/out** while we are rock climbing.
- 5 The employees want to bring **about/round** a change in their working hours.
- 6 The printer at my office is always breaking **up/down**.

4 ★ Fill in the correct word derived from the word in brackets.

- 1 Steve wants to be a when he grows up. (SCULPT)
- 2 Janet is the at our office. (RECEPTION)
- 3 Charlie is a ; he is learning all about his new job. (TRAIN)
- 4 Her father is a famous (ACT)
- 5 I'm looking for a job as a research (ASSIST)

Notions & Functions

Choose the correct response.

- 1 A: I'm Jessie Evans.
B: a Nice to meet you.
b You will hear from me.
- 2 A: Tell me about yourself.
B: a I'm a student.
b Please have a seat.
- 3 A: Are you married or single?
B: a I'm 19.
b I'm single.
- 4 A: What qualifications do you have?
B: a I've got a university degree
b I enjoy travelling abroad.
- 5 A: When can you start?
B: a Oh, that's great.
b Immediately.
- 6 A: We'll be in touch.
B: a Thank you.
b Good morning.
- 7 A: Why will you be a good waitress?
B: a I've got a letter of recommendation.
b I'm hardworking and friendly.
- 8 A: Do you have any experience?
B: a Yes, I worked in a clothes shop last year.
b Yes, I understand.
- 9 A: Please have a seat.
B: a Thank you.
b I see.
- 10 A: What's your favourite hobby?
B: a English literature.
b Scuba diving.

Language & Grammar Review

Choose the correct answer.

- 1 Lee is very; he is always on time and works very hard.
A patient B reliable C honest
- 2 It is important to stay and not panic in an emergency.
A brave B polite C calm
- 3 You should never lies.
A tell B say C speak
- 4 How your weekends?
A do you spend B are you spending
C you spend
- 5 This book is I can't put it down.
A enthusiastic B fascinating C boring
- 6 Peter usually walks to work; he doesn't want to be late.
A carefully B well C quickly
- 7 Nick is in UFOs.
A interested B curious C enthusiastic
- 8 Astronomers use a to study the night sky.
A camera B telescope C camcorder
- 9 A pilot usually a lot of money.
A wins B earns C takes
- 10 Surgeons on people.
A consider B operate C apply
- 11 Freedivers take a breath before they jump in the water.
A deep B big C heavy
- 12 to the cinema with Rachel tonight?
A Are you going B Do you go
C You go
- 13 James is going to university to take a in history.
A grade B degree C training
- 14 Tom's car is old and often breaks
A down B up C out
- 15 Smokejumpers parachute out of planes to put out fires.
A easily B bravely C suddenly
- 16 Sally is a young mother and finds it hard to bring a child.
A into B up C out
- 17 Mike has a successful as a teacher.
A job B work C career
- 18 She has two years of working as a waitress.
A interest B internship C experience
- 19 An designs buildings.
A author B electrician C architect
- 20 Sarah is thinking of applying the job.
A to B for C in
- 21 John for work at 6:30 every morning.
A is leaving B leaves C leave
- 22 He has no work
A experience B qualification C duty
- 23 Sandra is looking forward on holiday next week.
A to go B go C to going
- 24 Bob is reliable than Joe.
A more B most C much
- 25 Do the questionnaire to find out what job you.
A suits B fits C matches
- 26 I of taking up a new hobby.
A thinks B think C am thinking
- 27 Nurses work
A duties B orders C shifts
- 28 No experience is necessary for this job. Full is provided.
A knowledge B training C explanation
- 29 She well.
A don't look B doesn't look C isn't looking
- 30 Matt wants to be a fashion
A designer B engineer C director

Vocabulary

1 ★ Choose the correct word.

- 1 There's no point being in a job that doesn't **suit/meet** your skills.
- 2 Can you **solve/answer** this problem?
- 3 Try and find the most **artistic/practical** solution to the problem.
- 4 Tracy is very caring; she should be a **public/social** worker.

2 ★ Fill in: *spontaneous, down-to-earth, realistic, creative*

- 1 Tonia is a person; she is very sensible and practical about everything.
- 2 Madeleine is so; you never know what she might do.
- 3 You're not being very about the situation. Your ideas aren't logical.
- 4 Use your imagination and be

3 ★ Choose the correct particle.

- 1 Theresa wants to bring **about/up** her children in a small town.
- 2 Make sure to lock all the windows and doors, so no one can break **in/out**.
- 3 Be confident and bring the interviewer **around/down** to your point of view.
- 4 Look at those clouds! I hope a storm doesn't break **off/out** while we are rock climbing.
- 5 The employees want to bring **about/round** a change in their working hours.
- 6 The printer at my office is always breaking **up/down**.

4 ★ Fill in the correct word derived from the word in brackets.

- 1 Steve wants to be a when he grows up. (SCULPT)
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Notions & Functions

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b I see.
- 10 A: What's your favourite hobby?
B: a English literature.
b Scuba diving.

Reading Task

(Matching headings to paragraphs)

Read the information about an unusual hobby. Match the paragraphs (1-8) with their correct heading (A-I). One heading does not match.

Geocaching: Join The Hunt!



Are you bored with your hobby? Do you want to do something adventurous for a change? Well, you're not alone. People all over the UK are discovering the unusual hobby of Geocaching. Take a look and let the adventure begin ...

- 1 Most children love a classic treasure hunt. They go back hundreds of years. The thrill of finding treasure is a passion for many people both young and old. Geocaching brings this passion to life in a hi-tech treasure hunt. Anyone with a little knowledge of high technology can play and enjoy the classic fun of a real treasure hunt.
- 2 Players of geocaching need a GPS (Global Positioning System) which is an electronic system (now available in most mobile phones) that locates a position on a map and guides you there. They also need access to the Internet to learn the locations of the various treasures or "caches" on the many geocaching websites that list them.
- 3 Geocachers or treasure hunters look up locations of caches on various websites and type their positions into their GPS. They then go in search of the cache in different places around the UK or even other countries. Hunters arrive within metres of the cache with the help of their GPS. Then, the old-fashioned search for the treasure begins.
- 4 So what are the caches? Usually they are small boxes that contain inexpensive toys and stuffed animals. All caches have a visitor book or 'log book' which visitors use to record their adventure. Sizes of caches range from tiny boxes, the size of a ring box, to large containers like a plastic ice cream tub.
- 5 It may sound easy to find caches with the use of a GPS, but don't be fooled. Caches are often in tricky spots and are not so easy to find. Websites rank the difficulty of a cache's location depending on how challenging the surrounding area is, such as climbing a mountain or crossing a river, and on how difficult it is to actually find the treasure once the hunter is in the location. Websites also provide clues to help the hunters in their quest.
- 6 These tricky spots and clever clues bring a sense of adventure to the game. The real joy of geocaching is the trail hunters follow and the new places they explore that makes it all worth it. It's not the contents of the caches that attract people to this hobby, but rather the adventure of finding them.

- A INSIDE THE TREASURE
- B THE HUNT
- C THE HIDING PLACES
- D HARMFUL HUNTING
- E A MODERN LOOK AT AN OLD GAME
- F TREASURE HIDERS
- G HIGH TECH TOOLS
- H HOW TO JOIN THE FUN
- I THE FUN IS IN GETTING THERE

7 Another aspect of the game is hiding the cache. Anyone can hide one. They just need to take an item and make a cache then hide it. Next they list the location and any clues they want to leave on one of the geocaching websites, so hunters can begin to search for the cache.

8 With all this adventure it's not hard to understand why so many people are choosing geocaching as their new hobby. So what do you need to know to start geocaching? First, visit one of the websites and sign up. Next, search for a cache and follow the instructions. Get a GPS and a few friends. You are now ready to go Happy Hunting!!

Vocabulary

- 1 a) ★ Match the phrases.

1	feed	A	in a horrible hotel
2	eat	B	on a boat trip
3	get bitten	C	friends with the locals
4	get caught	D	spicy food
5	make	E	the wrong bus
6	stay	F	backpack stolen
7	go	G	in bad weather
8	catch	H	seasick
9	get	I	by mosquitoes
10	get your	J	wild monkeys

- b) ★★ Use some of the phrases in the correct form to complete the blog.



Shannon's Blog > latest posts > travel plans

I'm thinking of booking two weeks in a hotel at Wavecrest Bay next month. Does anyone know what it's like there?

Comments (2)

I went there last year, Shannon, and I had the holiday of a lifetime. I'm a really sociable person so I

1) easily. They recommended that

I 2) to Seal Island. The water was a bit rough and I

3), but I felt much better when I arrived on the island and saw the amazing seals there. You have to go!

Posted by: Amy_B, 5/19, 10:41

You were lucky, Amy! We 4) The rooms were small, the service was terrible and the food was awful. When the sun went down, all the insects came out. We 5) every night! One day we went out for a walk and we 6) and had to walk back in the pouring rain. I won't go back to Wavecrest Bay ever again!

Posted by: Chrissy_K, 5/23, 17:54

- 2 ★ Choose the correct word.

- Conrad **divided/shared** some of his travel experiences with us.
- We **grabbed/caught** the wrong train and ended up in Paris.
- Let's go inside – the mosquitoes are **biting/stinging** me.
- The wind was **puffing/blowing** all night.
- It took me several hours to **reach/arrive** the town.

- 3 ★ Choose the correct preposition.

- Let's head back **at/to** the hotel.
- Our tour bus passed **by/on** some old ruins.
- The old temple is **at/in** the middle of nowhere.
- Suddenly, there were hundreds of mosquitoes **buzzing around/from** us.
- The monkey ran **at/into** the jungle.

Grammar

- 4 ★ Use the verbs in the list in the *past continuous* to complete the sentences.

• eat • drive • take • sleep • swim

- Yesterday at 2 o'clock, I in the sea.
- We all morning to get to the desert.
- Marsha lunch when her backpack got stolen.
- I pictures at the museum all day.
- They yesterday at 1 o'clock.

Listening

- 5 ★★ 🎧 Listen and match the statements (A-F) to the speakers (1-5). There is one extra statement.

- The speaker was surprised that they liked something.
- The speaker missed something they wanted to see.
- The speaker spent the whole holiday in the hotel.
- The speaker did something they don't want to do again.
- The speaker made a mistake but made some friends.
- The speaker had an unexpected stay somewhere.

1	2	3	4	5

Vocabulary

- 1 ★ Fill in: *investors, user-friendly, commitment, popularity, performance, headquarters, brainchild.*
- This amazing new website is the of two sisters from London.
 - Social networking sites are growing in
 - They both share a(n) to improving Internet safety.
 - The small business is looking for support from
 - I like this laptop because of its speedy
 - The company's new are in San Diego, California.
 - This mobile phone is very; anyone can understand it.

2 ★ Choose the correct word.

- A lot of friends **listed/supported** them in their effort to create a search engine.
- Tim's success is **showing/considering** no sign of fading.
- Gary **calculated/launched** a new website last month.
- A lot of film studios are now using Facebook to **start/promote** their films.
- Peter **received/responded** a lot of criticism for his actions.
- Use more than one social networking site to **inspire/expand** your list of contacts.
- The company **realised/managed** that it needed a trendy design for its website.
- They **decided/insisted** that it was their idea to create the website.

3 ★ Choose the correct preposition.

- It all started **at/with** a discussion about making the Internet easier to use.
- They listed the results according **to/with** popularity.
- They disagree **on/for** most issues about the Internet.
- The first ten results appeared **at/on** the webpage.
- John was inspired **by/with** a website he saw and started his own online business.
- She responded **by/to** my request with an email.

Grammar

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



In 2005, three young men, Chad Hurley, Steve Chan and Jawed Karim, 1) (**establish**) the company "YouTube". The men 2) (**meet**) while they 3) (**work**) at another Internet company. They 4) (**share**) ideas about the Internet when they 5) (**realise**) that it was not easy to post and share video clips on the Internet. So, the men 6) (**decide**) to create a website to do exactly that. In February 2005, they 7) (**register**) youtube.com and 8) (**go**) online. YouTube 9) (**become**) an instant success as it was user-friendly with a modern design. Everyday, while more and more people 10) (**upload**) videos to the site, even more people 11) (**watch**) the videos. After only a few months online, videos 12) (**attract**) more than 130 million viewers. In 2006, the three founders of YouTube 13) (**sell**) their company to Google for 1.65 billion US dollars! YouTube is the third most visited website on the Internet after Google and Facebook!

Vocabulary

- 1 ★ Look at the performances below and label the pictures.



- a play • a rock concert
- an opera • a musical
- a classical music concert • a ballet



- 2 ★ Fill in: *earned, grabbed, develop, followed, turning, started.*

1 Lady Gaga her dream of becoming famous.

2 The point came after people saw her website.

3 She soon the attention of a lot of people and had her own fan club.

4 She her living as a songwriter.

5 She worked hard to her own image.

6 Her luck to change when she began writing songs.

- 3 ★ Choose the correct preposition.

- 1 She can play the piano **by/on** ear.
- 2 She dreamed **for/of** fame.
- 3 She performed **in/for** clubs.
- 4 She has a talent **about/for** writing songs.
- 5 Her success shows no signs **of/in** slowing down.

Everyday English

- 4 ★ Complete the dialogue with the correct item. One sentence isn't necessary.

- It was fantastic • It was nothing special
- What did you do on Saturday
- I left early • I went to a play

Sarah: Hi Steven – it's Sarah. I tried calling you on Saturday night, but you were out.

Steven: Oh hi, Sarah! Yes. 1)

Sarah: Really? What was it like?

Steven: 2) The actors were amazing. 3)

Sarah: Oh, I stayed home and watched a DVD.

Steven: Did you enjoy it?

Sarah: Not really. 4) Listen, do you want to play tennis later?

Steven: Sure!

- 5 ★★ Write a new dialogue similar to the one in Ex. 4. Use the plan below.



Dancing Puppets On Water

2e

1

Puppet shows all over the world entertain both children and adults and are an important part of many countries' traditions. But there is no other show quite like the Vietnamese Water Puppet Theatre. As the puppets act out myths, legends and tales of everyday life, they appear to dance on a stage full of water!

2

Vietnamese Water Puppet Theatre has a very long history. It started around a thousand years ago when farmers discovered that flooded rice fields made a perfect stage for puppet shows. The flooded rice fields were perfect because they could hide the puppets' strings and bamboo rods under the water. Over the years, the puppet shows became more popular and there were competitions for the best one.

3

Nowadays, audiences don't need to go to rice fields to see a performance. There are moveable stages and buildings that have tanks specially designed for water puppets. The surface of the water in these tanks is more than just a stage for the puppets. Hidden behind a bamboo wall, the puppeteers can create splashes and waves that add to the excitement, just like special effects in the latest Hollywood blockbuster!

4

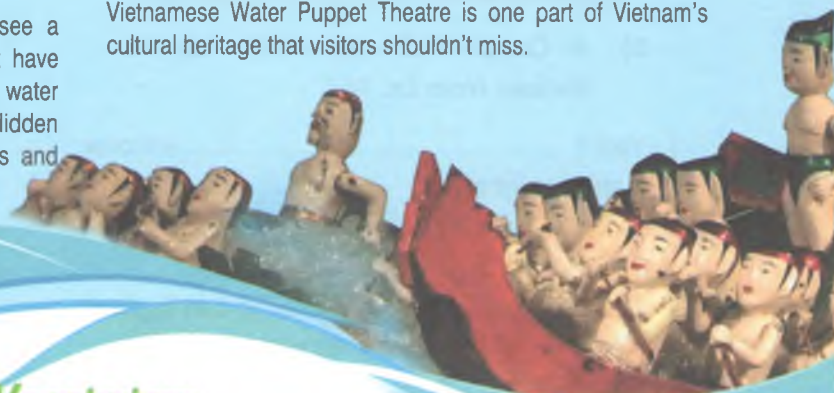
The handmade wooden puppets can be over 3 feet tall and weigh as much as 33 pounds. They often have a glossy finish to protect them from the water. Nothing protects the eight puppeteers standing behind the scenery, though – they spend the whole two-hour show up to their waists in a pool of water.

5

The puppeteers tell many different tales during a typical performance. Many are stories about fishing and farming, or legends and national history.

6

There is also a traditional orchestra to one side of the stage that accompanies the action and a firework display as a finale. Vietnamese Water Puppet Theatre is one part of Vietnam's cultural heritage that visitors shouldn't miss.



Reading

- 1 ★★ Read the text and match the paragraphs (1-6) with their correct heading (A-G). There is one extra heading.

- A WORKING WITH WATER
- B THE ORIGINS OF AN ART FORM
- C CARVING A CHARACTER
- D MUSIC AND LIGHTS
- E THE STARS OF THE SHOW
- F ONE OF A KIND
- G TRADITIONAL STORIES

- 2 ★ Read again and mark the statements T (true) or F (false).

- 1 The Water Puppet Theatre is relatively new.
- 2 The Water Puppet Theatre started in the countryside.
- 3 Only country people watch the shows.
- 4 The surface of the water is totally still.
- 5 There are fireworks at the beginning of each performance.

Vocabulary

- 3 ★ Label the picture with the words in the list.

- stage • lighting • curtain • actor • costume • props
- scenery



Grammar

- 4 ★ Make sentences about the theatre during the time of William Shakespeare using *used to* / *didn't use to* and these verbs: *perform, attract, pay, get, be*.

- 1 Plays up to 3,000 people.
- 2 The audience quiet and often shouted at the actors.
- 3 People just one penny to stand in front of the stage.
- 4 The Globe Theatre didn't have a roof and audiences wet when it rained.
- 5 Women ; the actors were all men.

Vocabulary

- 1 a) ★ Match the words to form phrases.

1	ghost	A	city
2	medieval	B	streets
3	ancient	C	story
4	cobbled	D	city walls
5	haunted	E	cathedrals

- b) ★ Complete the sentences with the phrases from Ex. 1a.

- York's are over 2 miles in length.
- Jane and Evan walked along the of the old town.
- The in England have beautiful stained glass windows.
- Tommy found the very frightening.
- The next time you find yourself in a like York, go on a ghost walk.

- 2 ★ Choose the correct word.

- Millions of tourists visit the **historic/historical** city for its rich architecture.
- Treasurer's House is a **popular/typical** tourist attraction.
- The Romans **created/founded** the city of York in 71AD.
- Tom and Marcy spent the day just **wondering/wandering** around the town.
- Tourists come to York to go on ghost **walks/marches** at night.
- Ryan wanted to visit the **ghostly/haunted** castle.
- Harry Martindale's **history/story** of the Roman soldiers is famous in York.
- After seeing a ghost the boys ran out of the house, **terrified/afraid**.
- The soldiers marched into battle **carrying/bringing** their weapons.
- The plumber screamed when he **observed/noticed** that the soldiers had no legs.

Grammar

- 3 ★ Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- A: Why was Jill so frightened last night?
B: Oh, she thought she (see) a ghost.
- A: How long (they/know) about the ghost before they finally moved?
B: About a year.
- A: Did you get to the cinema on time?
B: No, the horror film (already/start) by the time we got there.
- A: Jenny looked so scared when I saw her after the power cut.
B: That's because she (wait) for over an hour in the lift before someone came to help her.

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

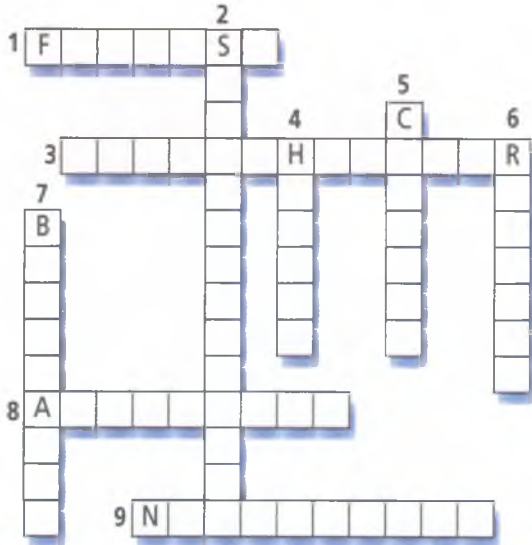


One rainy night last spring, Paul and his sister Karen

1) (drive) home from a concert when their car
2) (break down). They 3) (decide) to go for help. They 4) (walk) for about an hour when they 5) (arrive) at a large spooky house with lights on near the road. They 6) (rush) to the front door and 7) (ring) the doorbell. An old woman 8) (answer). She 9) (wear) a long grey dress and she 10) (smile). She 11) (look) at Paul and Karen and 12) (point) to the food on the dining room table. Paul and Karen 13) (not/eat) anything since lunch, so they 14) (feel) very hungry. Paul 15) (turn) to thank the lady but she 16) (disappear). Suddenly, the lights 17) (go) out and Paul and Karen 18) (hear) a loud scream. Terrified, they 19) (run) quickly out of the house. Afterwards, they 20) (find) out that no one 21) (live) in that house for over 50 years!

Vocabulary

- 1 ★ Complete the crossword with the type of books.



Across

A book ...

- 1 which is about a magical world.
- 3 that is about criminal activities.
- 8 which contains exciting, unexpected events.
- 9 that is about a true story.

Down

A book ...

- 2 about events that take place in the future.
- 4 that is very frightening.
- 5 which is quite old but still popular.
- 6 which is about a love story.
- 7 which is a story of someone's life.

Listening

- 2 ★★ You will hear an interview about a social networking site. Listen and mark the sentences *T* (true) or *F* (false).

- 1 Dave dislikes the fact that "tweets are short".
- 2 Dave uses twitter to meet new people.
- 3 Dave has his own blog.
- 4 Dave thinks businesses should use Twitter to advertise.
- 5 There are more "tweets" than twitter users per day.

True False

Everyday English

- 3 ★ Choose the correct exchange.

- 1 A: Do you recommend this book?
B: a Alright.
b Yes, it's great!
- 2 A: Are you enjoying the book?
B: a It's an adventure novel.
b I can't put it down.
- 3 A: Do you like to read comics?
B: a I don't really like them.
b It isn't that good, really.
- 4 A: Do you prefer science fiction novels?
B: a Yes, they're great!
b It's amazing!
- 5 A: Is your book good?
B: a I often read crime thrillers.
b It's a bit dull.

- 4 ★ Ask and answer questions with the correct phrase.

- I really love it.
- What's it about?
- What are you reading, Nancy?
- Is it good?

A: 1)

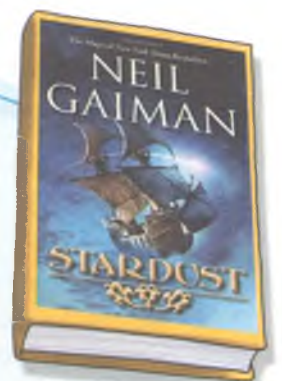
B: It's a fantasy novel called *Stardust* by Neil Gaiman.

A: 2)

B: It's about a young man who searches for a fallen star in order to win the girl of his dreams.

A: 3)

B: Yes, it's fantastic! 4)



Writing (a story)

- 1 ★ Read the story and put the events (A-E) in the order they happened (1-4).

A Friendly Ghost

by Steven Harper

1 ▶ One morning last spring, my class and I went on a tour of the Grand Opera House. When we arrived, it was raining hard, so we ran inside.

2 ▶ We walked through a dark corridor to the stage. The opera house was empty and quiet. My friend Roger and I were at the back of the group when we heard a loud noise at the bottom of the stairs. We ran quickly down the stairs but we didn't see anything. When we returned to the stage area our class had already left.

3 ▶ We wandered to the back of the stage to look for our class. Suddenly, Roger and I felt something push us and we fell forward. Next, we heard a loud crash and realised that a set of stage lights had fallen right where we had been standing. When we got up, we saw a dark figure wearing a long black cape. It

walked across the stage and disappeared through the wall. Roger and I looked at each other in shock. Just then we heard our teacher calling for us. We told our teacher about the stage lights and rejoined our class. Later, the opera guide told us about the opera's ghost, Count Ferguson! He was a great opera singer that performed at the opera house in the eighteenth century. The guide explained that he was a friendly ghost who wandered around the opera house in a long black cape.

4 ▶ Right then and there, Roger and I realised that we had seen a ghost! The ghost of Count Ferguson had saved us from the falling lights. We felt terrified and relieved at the same time. We'll never forget this experience.

- | | |
|---|--|
| A | We felt something push us. |
| B | He had saved us from the falling lights. |
| C | We ran quickly down the stairs. |
| D | We were in shock. |
| E | We went to the opera house. |

- 2 ★★ Read the story again and say which paragraph tells us:

- 1 when and where the story took place?
- 2 how the writer felt about what happened?
- 3 what the climax event was?

- 3 ★ Choose an appropriate adjective/adverb from the list to replace the words in bold in the paragraph.

- roaring • horrible • extremely • relaxing
- quickly • terrifying • chilly • heavily

We ran 1) **fast** into a(n) 2) **very** large living room in the haunted castle. It was a dark and 3) **scary** room with lots of antique paintings on the walls. The only light in the room came from the 4) **hot** fire in the fireplace. It was snowing 5) **a lot** outside and it was 6) **very** cold in the castle. We sat on a(n) 7) **comfortable** sofa next to the fireplace to warm up and hoped that the 8) **bad** ghost would never appear again.

- 4 ★★ Use the words/phrases to write a paragraph setting the scene for a story:
Sunday morning, My friend Jim and I, warm sunny day, visit History Museum.

- 5 ★ Put the events in the correct order.

- | | |
|---|--|
| a | We saw an older man wearing old-fashioned clothes./He was pointing to a painting. |
| b | We started shaking./We had seen a ghost. |
| c | He was the same man in the painting!/When we turned around he had disappeared. |
| d | Jim and I were walking around the museum./ Suddenly, someone tapped Jim on the shoulder. |

- 6 ★★ Read the rubric and use the paragraph you wrote in Ex. 4, the events in Ex. 5 and the sentences in the Useful Language box to write your story.

Write a story about a frightening experience with a ghost (120-150 words).

Para 1: set the scene: *characters, when/where*

Para 2: describe the events

Para 3: describe feelings/ending

Useful Language

Setting the scene: *Last Sunday morning, Jim and I..., It was a... day, We decided to...*

Events: *We were..., Suddenly..., we saw... then...*

Feelings: *Right then and there..., we felt...*

Vocabulary

1 ★ Choose the correct word.

- 1 Users can **personalise/build** their profile by adding a photo of themselves.
- 2 Before you can connect with others online you must **create/do** an profile.
- 3 Emma wants to **browse/post** for new contacts on Facebook.
- 4 You can **share/lend** information about yourself on MySpace.
- 5 Companies can **promote/help** their brands on social networking sites.

2 ★ Choose the correct particle.

- 1 Don't give **up/away** your personal information online.
- 2 Sarah tried calling customer service, but couldn't get **on/through**.
- 3 Their holiday plans fell **out/through** on account of the stormy weather.
- 4 Tom gets **away/along** with everyone because he is so understanding.
- 5 He must give **up/away** smoking; it's bad for his health.
- 6 Jill fell **into/out** with Bob and now they aren't speaking.

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

- 1 Many people use the Internet to search for opportunities. (EMPLOY)
- 2 Spending hours online can be harmful due to the lack of personal (INTERACT)
- 3 For hours of, try this new computer game. (AMUSE)
- 4 Membership is quick and easy online. (RENEW)
- 5 Peter's parents set up a website to inform people about the of their son. (DISAPPEAR)

Notions & Functions

Choose the correct response.

- 1 A: What did you do on Saturday?
B: a I tried calling you.
b I just stayed home.
- 2 A: Did you enjoy the ballet?
B: a Not really.
b No problem.
- 3 A: I went to a classical music concert.
B: a What was it like?
b It was nothing special.
- 4 A: What did you think of it?
B: a No way.
b It was great.
- 5 A: Do you want to go for a walk?
B: a Sure.
b I really love it.
- 6 A: What are you reading, Luke?
B: a I can't put it down.
b A crime thriller.
- 7 A: How's the book?
B: a It's a fantasy novel.
b It's boring.
- 8 A: Was the musical any good?
B: a I really enjoyed it.
b I don't believe it.
- 9 A: What do you think of the website?
B: a It's fantastic.
b I enjoy reading.
- 10 A: The dancers were amazing.
B: a Really?
b What's the problem?

Language & Grammar Review

Choose the correct answer.

- 1 She was tired because she on the computer.
A had been working B was working
C worked
- 2 Larry and Sergey at college when they met.
A were studying B studied C study
- 3 Bees were all around.
A stinging B biting C buzzing
- 4 Did you have a good time at the ballet?
A It was fantastic. B Yes, it's great.
C I couldn't put it down.
- 5 Terry to travel a lot when he was younger.
A didn't use B don't use C not use
- 6 Chinese opera started on the streets.
A over B out C up
- 7 Amy the wrong train home.
A found B made C caught
- 8 Our plans to travel abroad fell at the last minute.
A out B off C through
- 9 Sam left for the airport a hurry.
A in B at C on
- 10 Mary gets really well with her brother Mike.
A through B away C along
- 11 a shower when the phone rang?
A Were you having B Did you have
C Did you use to have
- 12 The rose and the performance began.
A stage B curtain C scenery
- 13 Larry and Sergey their office in a garage.
A got on B set up C put across
- 14 Sarah tried to call Andy, but she couldn't get
A through B off C on
- 15 Sue was listening to her Lady Gaga CD when Andy
A had called B called C was calling
- 16 I don't like novels. I prefer modern books.
A biography B classic C non-fiction
- 17 After lunch, we back to the hotel.
A headed B passed C changed
- 18 to watch a lot of cartoons when you were young?
A Did you use B Do you use C You use
- 19 Chinese opera began in times.
A historical B ancient C past
- 20 In the story, a snake in love with a human.
A caught B dropped C fell
- 21 Didn't you to love spicy food?
A used B use C using
- 22 He was upset because he a ghost!
A had seen B had been seeing
C was seeing
- 23 I felt when I finally found my hotel.
A relieved B outrageous C frustrated
- 24 Dad is trying to give smoking.
A up B out C away
- 25 What was the concert like?
A Not really. B Sure!
C It was nothing special.
- 26 The locals greeted us as we got the boat.
A off B through C away
- 27 Jamie usually friends with the locals on holiday.
A does B makes C gets
- 28 My trip to Venezuela was an amazing
A happening B event C experience
- 29 What's your name on Facebook?
A password B login C network
- 30 I don't like boats because I seasick.
A get B have C take



Reading Task (Multiple Choice)

Read the text. In each question choose the right answer A, B, C or D.

Welcome Aboard but Beware!

The Queen Mary is a floating piece of history, full of great stories about her travels. However, some of those who try to tell these stories are not your usual historians. In fact, they are not even alive – they are ghosts! Yes, many people believe that the Queen Mary is a haunted ship.

The construction of this 305 metre-long ship began in 1930 in a British shipyard. The Queen Mary made her first journey as a luxury passenger liner in 1936. As a luxury liner, the Queen Mary hosted many famous people from royalty to film stars. The British temporarily stopped her passenger service from 1940 to 1946 due to the Second World War. However, in World War II she served as a transport ship for troops to various military campaigns. Due to her great speed she was able to outrace enemy submarines. Towards the end of the war, she also transported 20,000 wartime brides and their babies to the US and Canada. During wartime, the British army painted the massive ship grey so she could go unnoticed by enemy ships. Hence, she earned the nickname the 'Grey Ghost'. At the end of the war, the mighty ship returned to work as a luxury cruise liner until her last voyage in 1967 to Long beach, California where the British sold

her to the Americans. Stories of ghosts on board were already common and the Americans permanently docked the ship in Long Beach. Today, it acts as museum and a luxury hotel.

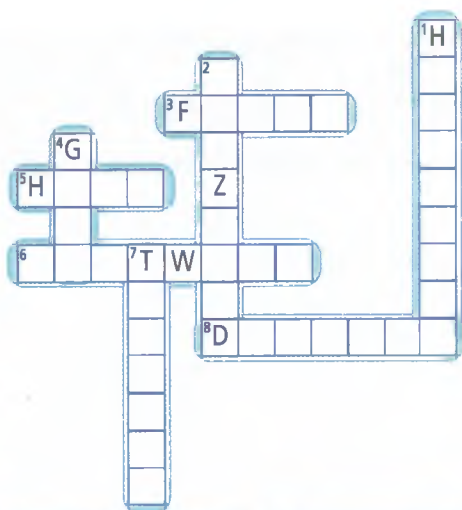
In the past 60 years, the ship has had 49 reported deaths on board. There are reports of as many as 150 ghosts on the ship, making the Queen Mary one of the most haunted places in the world. Some of the more famous haunted areas include the ship's swimming pools, where many visitors report sightings of female ghosts and sounds of voices and splashing coming from the pool. Various visitors to the ship describe seeing ghost children in the forward storage rooms. Guests to the hotel often see a beautiful female ghost in a white gown dancing in the Queen's Salon. At the bottom of the ship in the engine room there is 'door number 13'. It was the site of an unlucky accident where a young crewman by the name of John Pedder died. Door number 13 crushed him and visitors often witness Pedder's ghost running towards the door and then disappearing. Another very popular haunted spot on the ship is room B340. An unsolved murder occurred there years ago. Due to the strange activities that occur in the room, the hotel no longer offers it to visitors.

Chances of seeing a ghost are quite high on the Queen Mary and it is one of the reasons so many tourists visit the famous ship every year. The ghosts of the past await visitors who dare to board the 'Grey Ghost' and discover her amazing history and stories.

- The Queen Mary first sailed in
A 1930. B 1936. C 1940. D 1946.
- During WWII the Queen Mary
A was the home to many famous people.
B fought enemy submarines.
C carried soldiers to different locations.
D returned soldiers to the US and Canada.
- The Queen Mary got the name the "Grey Ghost"
A because of reports of various ghosts on board.
B due to the way the British disguised her in the war.
C because of her large size and slow speed.
D from the Americans as a new name for a hotel.
- There are many reports of ghost children in
A the storage areas.
B the swimming pools.
C the Queen's Salon.
D the engine room.
- 'Door number 13' is a haunted area because
A an unsolved murder took place there.
B someone murdered a crewman there.
C the door accidentally killed a crewman.
D a beautiful young woman died there.
- The text is typical of
A a History book. C a newspaper article.
B a travel advert. D a mystery novel.

Vocabulary

- 1 ★ Complete the crossword with the words related to weather in the pictures below.



- 2 ★ Look at the symbols, then read the weather forecast and fill in the gaps with the words from the list.

• clouds • spells • drizzle • severe • heavy • rise • dry
• warm • thick

Weather outlook



Today
18°C



Tomorrow am
15°C



Tomorrow pm
14°C



Weekend
22°C

Most parts of the country are enjoying sunny 1) today, but it's all going to change tomorrow as 2) blow in from the north. The day will start with 3) fog and a light 4) 5) rain will develop as the day goes on and then some areas will have 6) thunderstorms during the night. There will be a nice end to the week, though, as temperatures 7) on Friday. The weekend will be 8) and 9) – the perfect weather for a picnic!

- 3 ★ Choose the correct word.

- The sun **rises/raises** and sets every day.
- He **threatened/warned** us that a blizzard was on its way.
- The temperature will **drop/sink** below freezing tonight.
- Marine biologists are studying **threatened/extinct** species in the Arctic.
- Sometimes animals must **change/adapt** to their environment.

Grammar

- 4 ★ Fill in *will*, *be going to*, the *present continuous* or the *present simple* of the verbs in brackets.

- A: I need a hot drink to warm myself up.
B: I (make) you a nice cup of coffee.
- A: Look at that kite surfer!
B: Oh my, he (land) in the water!
- A: I think it (rain) tomorrow.
B: We shouldn't go on a picnic, then.
- A: When are you leaving for your adventure weekend?
B: The bus (set off) on Friday at six.
- A: My hands are cold.
B: I (lend) you my gloves.
- A: I (go) ice climbing tomorrow.
Do you want to come?
B: I (think) about it and let you know.

Vocabulary

1 ★ Choose the correct word.



2 a) ★ Match the words to make phrases.

- | | |
|---|------------|
| 1 | metal |
| 2 | short |
| 3 | smoking |
| 4 | world |
| 5 | protective |
| 6 | icy |

- | | |
|---|--------------|
| A | track |
| B | clothing |
| C | spikes |
| D | championship |
| E | flippers |
| F | volcano |

b) ★★ Use the phrases from Ex. 2a to complete the sentences.

- You must wear if you want to take part in volcano surfing.
- Ben won the in wok racing last week.
- The river buggie lost one of his when his foot hit a rock.
- Ryan heated up the bottom of his wok before speeding down the
- Ice climbing boots have for digging into the ice.
- The helicopter flew high over the mountain to take pictures of the

3 ★ Fill in: *craze, competitor, rapids, slope, gloves, boards, axe.*

- Volcano surfing is the latest in extreme sports.
- The young quad racing failed to show up for the event.
- River buggies speed along a river and down
- He drove his ice deep into the side of the snow-covered mountain.
- A large group of divers took their ironing underwater to set a world record.
- Ice climbing up a steep is quite challenging.
- Without webbed it is difficult to control your river bug.

Grammar

4 ★ Complete the sentences with the correct form of the verbs in brackets. What type of Conditional is each sentence, 0 or 1st?

- If you like extreme sports, you (love) extreme ironing!
- Unless the weather gets better, we (not/go) to the beach.
- When ocean waves (erode) cliffs, sea caves form.
- If you boil water, it (produce) steam.
- If sea levels rise drastically, low-lying islands (vanish).
- If Beth comes paintballing with us, she (have) a great time.

5 ★★ Complete the sentences using the 0 and 1st Conditionals and your own ideas.

- When it rains,
- If I have enough time today,
- If I
- Unless I

Vocabulary

- 1 ★ Fill in: *brehtaking, offer, rocky, footpath, natural, shelter, wildlife*.
- Book online to take advantage of our special of 2 nights for the price of 1!
 - Mark admired the view from the top of the mountain.
 - There is a path that leads to the lake.
 - They enjoyed the beauty of the waterfalls.
 - The girls ran to the wooden to avoid getting wet.
 - The Appalachian Trail has an abundance of such as deer and moose.
 - Beth followed the through the forest.

2 ★ Choose the correct word.

- The hikers **did/made** it all the way across the valley without stopping to rest.
- You will **get/come** lost if you don't stay on the hiking trail.
- The wooded area is **home/house** to deer, moose and black bears.
- The path **moves/passes** the forest and leads to an open field.
- Most domestic animals like cats and dogs are **harmless/safe**.

Listening

- 3 ★★ You will hear Cody talking about a trip he's going on to the Waitomo Caves in New Zealand. Listen and write T (true) or F (false).

- Cody is going to New Zealand in two weeks.
- Cody will visit the Waitomo Caves for more than one day.
- Cody will go through the caves in a raft.
- Cody will have to take his own rafting equipment.
- Cody is afraid of insects and spiders.



Everyday English

- 4 ★ Complete the dialogue with the correct phrases.

- Double, please.
- We look forward to seeing you.
- I'd like to book a room, please.
- How much is it per night?
- How can I help you?
- Yes, it does.
- What name, please?
- When for?
- Yes, we have a room on the 2nd floor.

R: Good afternoon – Black Bear Ski Lodge.
 1)
 D: Yes, hello. 2)
 R: Of course, Sir. 3)
 D: 10th January, for three nights.
 R: Will that be a single or double room?
 D: 4)
 R: All right, let me check what we have available.
 5)
 D: Great. 6)
 R: It's £110 per night.
 D: Does that include breakfast?
 R: 7)
 D: OK. Can I book it then, please?
 R: Certainly. 8)
 D: Tom Davidson.
 R: OK. Your booking reference number is 4685537.
 9)
 D: Thank you. Good bye.

- 5 ★★ Imagine you want to book accommodation at the Meridian Hotel. Write a dialogue similar to the one in Ex. 4. Use the information below.

MERIDIAN HOTEL

Rates per night

Single room – £79
 Double room – £130
 Breakfast included.

Vocabulary

- 1 ★ Fill in: melt, greenhouse, footprint, dissolve, patterns, threat, exhausts, extinct.

- 1 There aren't any wild wolves in Britain anymore. They became 250 years ago.
- 2 When the polar ice caps, the sea level rises.
- 3 Carbon dioxide is a(n) gas.
- 4 A lot of animals are losing their habitats and dying; the number of animals under is increasing all the time.
- 5 We should all try to reduce our carbon
- 6 Car produce gases that surround the earth.
- 7 Changing weather threaten a lot of animals with extinction.
- 8 Acid rain can even the stone we use for buildings.

- 2 ★ Choose the correct word.

- 1 Carbon dioxide is dangerous because it **traps/catches** heat in the Earth's atmosphere.
- 2 Arctic polar bears are in **danger/threat** of losing their natural habitat.
- 3 Global warming is causing the Earth to **heat/rise** up.
- 4 Power plants burn fossil **gases/fuels** like coal to create energy.
- 5 Dangerous gases like carbon dioxide **surround/hold** the Planet.
- 6 The ice **sheets/blankets** that cover Greenland and Antarctica are melting rapidly.
- 7 Scientists believe that global warming may be the cause of **hard/extreme** weather such as floods.

Reading

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

If you're having an outdoor party or a picnic, you don't want a storm to ruin it for you. In the same way, if you're a farmer, you need the sun to shine and the rain to pour at the right time for the best crops. **1** Well, some scientists believe that they can do just that!

One way to control the weather that scientists have already used is 'cloud seeding'. **2** When you do this, drops of water in the clouds attach to the particles to make raindrops. Believe it or not, in China there is a "Weather Modification Office" that often uses cloud seeding! **3** In 2008, it used 1,104 cloud-seeding rockets to keep the opening ceremony of the Olympic Games dry. It 'seeded' the clouds before they got to Beijing, so it didn't rain on the athletes. In other places, scientists have also 'seeded' clouds with dry ice to get rid of fog at airports. **4** In 2009, Chinese meteorologists were trying to create rain during a drought when a cold front arrived and turned the rain into a heavy snowstorm. Beijing froze and there was chaos on the roads!

Some scientists don't believe that we can really control the weather, but others think that in the future, we will be able to control it with 'nanobots' or microscopic robots. These nanobots could make changes in the atmosphere and stop storms before they form. **5** Until then, though, we'll have to keep an eye on the weather report and take an umbrella to our picnics, just in case!

- A This involves firing a rocket containing silver iodide into a cloud.
 B If this works, it will reduce the number of natural disasters like hurricanes and floods.
 C So imagine a world in which we could control the weather!
 D Cloud-seeding can go wrong, though!
 E It claims that it has stopped hailstorms, ended droughts and even put out fires.
 F If there's a clear blue sky, cloud-seeding won't work.

Vocabulary

1 ★ Find eight camping equipment items.

a	r	w	e	m	u	p	a	i	n
s	u	n	s	c	r	e	e	n	l
b	c	a	u	o	q	n	z	s	i
a	k	e	n	m	n	k	p	e	g
r	s	r	o	p	e	n	v	c	h
k	a	f	m	a	p	i	a	t	t
o	c	t	z	s	y	f	n	w	e
l	k	t	x	s	t	e	n	t	r

2 ★ Fill in: *wilderness, shelter, signal, rescue, supplies, strength, overhead.*

- 1 Luke and his friends saw a large bald eagle flying
- 2 All their fell into the river when their boat overturned.
- 3 The lost boys made a fire to alert rescuers.
- 4 Swimming is a great way to build up your physical
- 5 The Alaskan is made up of wild mountains and glaciers.
- 6 Bob taught his grandson how to build a out of leaves.
- 7 The pilot of the helicopter caught sight of the raft.

3 ★ Choose the correct word.

- 1 Ryan **missed/lost** his torch and wasn't able to explore the dark cave.
- 2 To their **horror/alarm**, their son had fallen into the river.
- 3 The man **moved/crawled** onto the piece of ice to get out of the cold water.
- 4 The strong current **sucked/drew** the swimmer underwater.
- 5 He lost control of his small plane and **cracked/crashed** into a tree.
- 6 Luckily, rescuers **spotted/recognised** the boy hanging from the side of a cliff.
- 7 When the diver **surfaced/appeared** he realised that the boat had left him behind.

Grammar

4 ★ Put the words in brackets into the correct conditional tense.

- 1 A: If I
(have) the time, I would take up white-water rafting.
B: Really? I'm too afraid.
- 2 A: James, you're all wet!
B: Well, if I had heard the weather forecast, I (take) an umbrella.
- 3 A: I'm not sure how to get back to the campsite now.
B: If we
(stay) on the trail, we wouldn't have lost our way.
- 4 A: Tom didn't win the swimming competition.
B: Well, if he had trained more, he
..... (win) a medal.
- 5 A: What would you do if you were lost in the wilderness?
B: I
(build) a signal fire.
- 6 A: I have a nasty cut.
B: If I (be) you,
I would see a doctor.

5 ★ Write what each person wishes for/ regrets.

- 1 We don't have a knife to cut the rope.
.....
- 2 Rick went hiking in the wilderness and got bitten by mosquitoes.
.....
- 3 She didn't eat breakfast and now she feels hungry.
.....
- 4 Bob is studying this weekend, but he'd like to go fishing with his friends.
.....
- 5 William left his lifejacket at home and now he can't go rafting.
.....
- 6 Alice stayed too long in the sun and got sunburnt.
.....

Vocabulary

- 1 ★ Fill in: *do, play or go* in the correct form.
- Every Sunday my friends and I paintballing in the country.
 - You should aqua aerobics; it's great exercise.
 - Yesterday she zip-lining at the jungle park.
 - Do you want to cards with us in the park?
 - Susan likes to bird watching in the forest.

Listening

- 2 ★★ You will hear an interview about an adventure park. For each question choose the right answer A, B, C or D.
- What does the radio host say about people and their free time?
 - People are scared of trying new things.
 - People lack new ideas of what to do.
 - People don't like doing adventure activities on Sundays.
 - People enjoy doing the same things over and over again.
 - The most popular activity at the adventure park is
 - mini golf.
 - paintball.
 - zip-lining.
 - bungee jumping.
 - A paint ball game lasts
 - half an hour.
 - forty-five minutes.
 - one hour.
 - two hours.
 - Scott suggests finishing a day at the park
 - with a meal at a park restaurant.
 - zip-lining through the forest.
 - by playing mini golf.
 - at the climbing wall.
 - What does Scott think about zip-lining?
 - It's not very safe.
 - It's not for people afraid of heights.
 - It's the most exciting of all activities.
 - It's quite a tiring experience.
 - At the adventure park children can't
 - go paintballing.
 - go zip-lining.
 - use the climbing walls.
 - go bungee jumping.

Reading

- 3 ★★ Read the text below and mark the statements T (true) or F (false).



The Ride of Your Life

Are you ready for the latest in outdoor fun activities? Just imagine yourself inside a large inflatable plastic ball and rolling down a hill at speeds of 15 km/h. Sound interesting? Then zorbing is for you. A zorb ball or "orb" is actually a ball inside another ball with a layer of air in between the balls. The air absorbs any nasty bumps on the way down, so there is no chance of getting hurt. A typical ball is 3 metres in diameter. Riders can strap themselves onto the ball for more safety or move freely inside the ball. Of course if that's not enough excitement, add a little water inside the ball and go aqua zorbing. It's a unique way to get wet!

- Zorbing goes back many years.
- There are two balls in an orb.
- Zorbing is quite a safe activity.
- Riders must use safety straps inside the orb.
- In aqua zorbing the orb rolls down a hill of water.

Speaking

- 4 ★ Look at the picture and complete the description with words/phrases from the list.

• a great time • in a park • summer clothes
• family • three people • picnic • green trees
• warm • next to them

In the photo, there are 1) sitting on a blanket on the grass. I think they are probably, a 2) and they are having a 3) It looks like they are 4) with all the 5) behind them. It's probably 6) outside as they are wearing 7) There is a dog lying 8) and they are playing with it. They are all laughing and smiling, so I think they are having 9) !



Writing (a semi-formal e-mail asking for information)

Cost?

Where from?

How many?

What extra activities?

CRUISE to ANTARCTICA

Take the voyage of a lifetime and experience the breathtaking scenery and amazing wildlife of the Antarctic.

Regular departures throughout the year with luxury accommodations available on modern cruisers.

Small groups accompanied by experienced qualified staff.

For more information and details of extra activities e-mail Tom at: tom@cruiseant.com.



1 ★ Read the advert and Ann's e-mail below and answer the questions.

- 1 What is the advert for?
- 2 What is the purpose of Ann's email?
- 3 What style is it in, informal, semi-formal or formal?
- 4 How does she start and end her email?

To: Tom
From: Ann Simms
Subject: Cruise to Antarctica

Dear Tom,

1) I **saw your advert** for cruises to Antarctica and 2) I **want to go**. However, 3) I **want to ask a few things** first. Could you please tell me how much the trip costs? Also, where are the departures from exactly? The advert mentions small groups and extra activities. How many people are in each group? Lastly, what extra activities are available?

4) Thanks. 5) Write back soon.

Best wishes,
Ann Simms

2 ★ Replace the phrases in bold in the email with the phrases A-E to correct the register.

- | | |
|---|---|
| A | I read your advertisement. |
| B | Thank you for your time. |
| C | I look forward to hearing from you. |
| D | I am thinking of joining the cruise. |
| E | I would like to ask a few questions about it. |

3 ★ Read again. Which paragraph(s) contain(s):

- 1 Ann's questions?
- 2 her reason for writing?
- 3 her closing comments?
- 4 her opening comments?

4 ★ Read the rubric, the advert and the notes. Then write the questions you want to ask in full.

Write an email asking for information. Include:

- reason for writing
- your questions
- your closing comments



Against the Tide Diving Centre

Where exactly?

Which water sports?

Days open

Type?

Come and enjoy an amazing diving experience off the coast of Cornwall. Diving for young & old, experienced divers & beginners.

Dive from the shore or from a boat. Also take part in a variety of different water sports.

Open six days a week.

Accommodation available.
e-mail Jane at: jane@atdc.com

- 1
- 2
- 3
- 4

5 ★★ Use the rubric and your answers in Ex. 4 and the sentences from the Useful Language box to write an email asking for information. Use the email in Ex. 1 as a model (120-150 words).

Useful Language

Reason for questions: I read... I would like to...

Questions: Could you please tell me..., Also..., The advert mentions..., Which days..., Lastly...

Closing comments: Thank you..., I look forward to...

Vocabulary

1 ★ Choose the correct word.

- 1 A large piece of ice broke off from the side of the **cliff/glacier** and fell into the ocean.
- 2 Acid rain slowly **dissolves/melts** limestone.
- 3 The columns found in caves take millions of years to **form/design**.
- 4 Rick dug a large **hole/crack** in the ground.
- 5 The course teaches people how to **survive/live** in the wilderness.
- 6 In early spring, water **drips/hangs** from melting ice.
- 7 The calcite in the caves **hardens/toughens** overtime.
- 8 The explorer got down on his knees and **climbed/crawled** into the cave.

2 ★ Choose the correct particle.

- 1 Let's go **around/over** the answers to these questions.
- 2 Jeff is looking **for/up** a t-shirt in his rucksack.
- 3 My alarm clock is set to go **off/over** at 7 am.
- 4 You should look **up/after** the definition in your dictionary.
- 5 A bomb went **off/over** and destroyed the building.
- 6 Don't worry, there is enough cake to go **around/off**.
- 7 The researcher looked **after/through** his files for the document.

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

- 1 He is very – nobody knows about his scientific experiment. (**SECRET**)
- 2 This is a list of marine animals in order. (**ALPHABET**)
- 3 The athlete is very and loves to train at the gym. (**ENERGY**)
- 4 Acid rain is to the environment. (**HARM**)
- 5 David is so; he doesn't think about anyone else but himself. (**SELF**)
- 6 They usually stay home on days. (**RAIN**)

Notions & Functions

Choose the correct response.

- 1 A: Does that include breakfast?
B: a Let me check what we have available.
b No, I'm sorry it doesn't.
- 2 A: How far away is the restaurant?
B: a It's about ten minutes by car.
b No, it isn't.
- 3 A: I'd like to book a room, please.
B: a OK. Can I book it then?
b Sure. When for?
- 4 A: How about joining me for a game of tennis?
B: a Yes, that's good!
b Sure, I'd love to!
- 5 A: Can I book it, please?
B: a It's £65.
b Certainly. What name, please?
- 6 A: How can I help you?
B: a I'd like to make a reservation.
b Single, please.
- 7 A: We look forward to seeing you.
B: a OK. Thank you.
b Yes, of course.
- 8 A: We have a room on the 2nd floor.
B: a How much is it per night?
b Your booking reference is 3545699.
- 9 A: Do you want a single or double room?
B: a 12th May for three nights.
b A double, please.
- 10 A: Can I have your name, please?
B: a Yes. We're two people.
b Yes, Mark Fullerton.

Language & Grammar Review

Choose the correct answer.

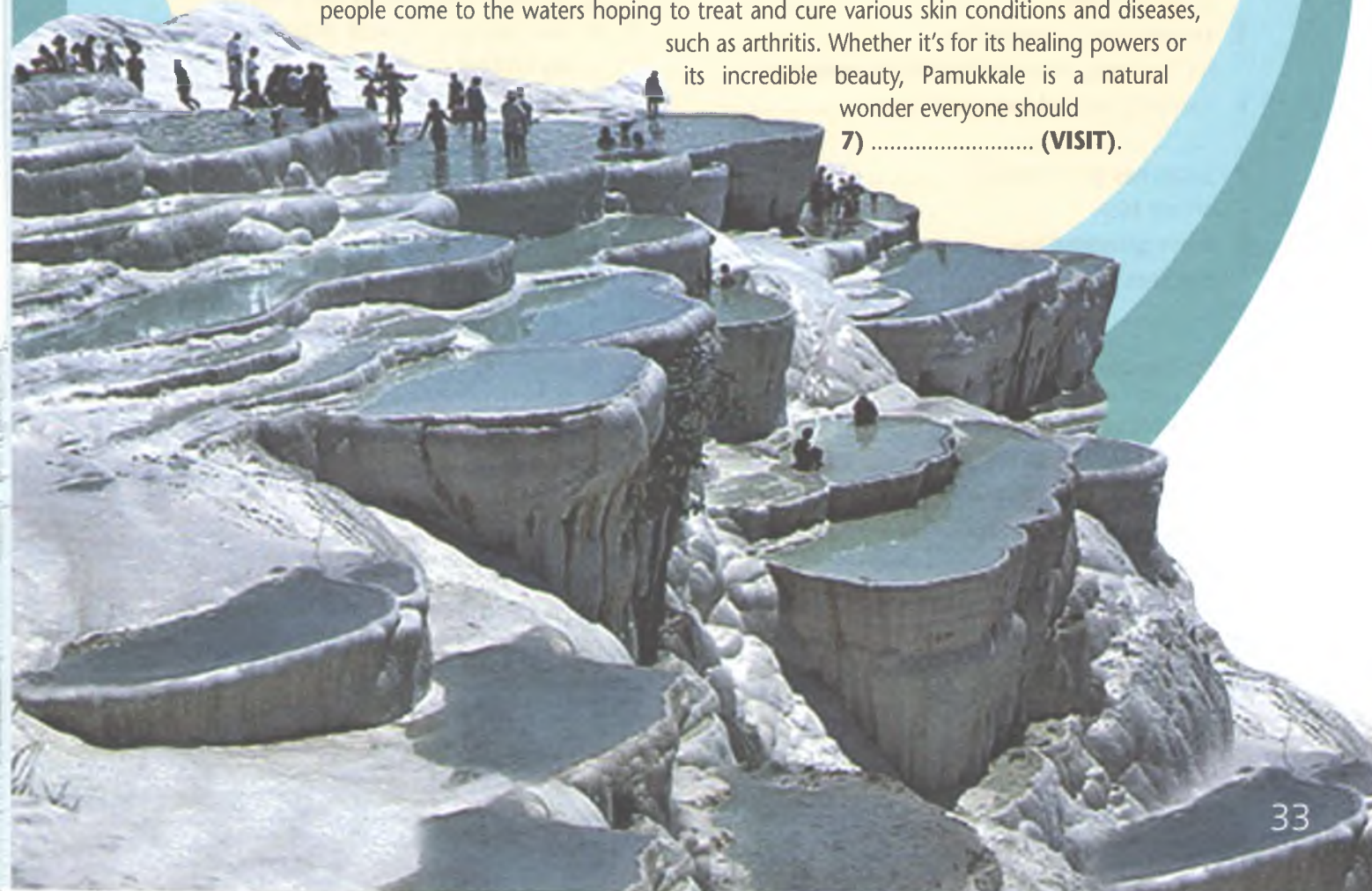
- 1 There was such fog that I could hardly see where I was driving.
A thick B hard C dark
- 2 It is cold today.
A freezing B mild C boiling
- 3 The leaves blew gently in the
A breeze B gale C storm
- 4 Sam's flight at 5 pm.
A leaves B is going to leave
C will leave
- 5 The burning of fossil produces carbon dioxide.
A gases B fuels C fumes
- 6 Unless Tom trains hard, he the surfing competition.
A will win B doesn't win C won't win
- 7 On the Appalachian Trail, there are lots of white signs so that you don't lost.
A get B be C have
- 8 Don't up the heat – wear more clothes instead!
A turn B put C push
- 9 There might not be any polar bears in 100 years, and many other animals may become , too.
A extinct B threat C trouble
- 10 Do you want to cards?
A do B go C play
- 11 A: I'd like to book a room.
B:
A Certainly. What dates? B That's fine.
C How can I help you?
- 12 If the temperature rises above 0 degrees Celsius, ice
A is melting B is going to melt
C melts
- 13 Deer are animals; they aren't dangerous at all.
A harmless B incredible C threatened
- 14 Stalactites grow from the ceiling as water from them.
A dissolves B melts C drips
- 15 Greenhouse gases the Earth like a blanket.
A trap B vanish C surround
- 16 Adélie penguins are danger in the Antarctic.
A at B in C under
- 17 If you like snowboarding, you volcano surfing!
A love B are loving C 'll love
- 18 Scientists hope to more troglodites in caves.
A adapt B discover C form
- 19 The sun never in the summer in Antarctica.
A sets B drops C falls
- 20 There is a when there is no rain for a long time.
A blizzard B thunderstorm C drought
- 21 Don't eat that meat; it's gone!
A over B down C off
- 22 When people burn fossil fuels, temperatures
A rise B are rising C will rise
- 23 I wish I my rucksack at home.
A don't leave B hadn't left
C didn't leave
- 24 If you protective clothing while volcano surfing, you wouldn't have hurt yourself.
A wear B had worn C wore
- 25 A is a short period of rain.
A shower B flood C drizzle
- 26 coyotes and bobcats – they're dangerous.
A Prevent B Escape C Avoid
- 27 If Sam his school project, he can go out.
A will finish B is going to finish C finishes
- 28 A: What kind of room would you like?
B:
A A single, please. B Yes, please.
C Two nights.
- 29 Amy can't come sailing with us. She's going her history essay.
A around B off C over
- 30 If I you, I would go camping.
A am B were C had been

Reading Task (Text Completion - Grammar)

Read the text. Choose the proper grammar form for the capitalised words. Fill in the gaps 1-7.

A Natural Wonder

As visitors approach the foothills of the Cokelez Mountains in Southwestern Turkey, their eyes meet an extraordinary site. A vast white cliff 200 metres above the brown valley stands out with white terraced pools that look like frozen waterfalls. It appears 1) (**BE**) a magical cloud or a giant ball of cotton. The Turkish people call this natural wonder "Pamukkale" 2) (**MEAN**) cotton castle. Calcite rich hot springs, that originate from a crack in the earth's crust, create fantastic shapes and forms in the side of the cliff. Fresh deposits of calcite give the pools of water and surrounding formations their white surface. To ancient societies such natural beauty meant the place was sacred to the gods. At the end of the 2nd century BC, the Romans 3) (**BUILD**) the spa city of Heirapolis around the thermal pools. Ruins of the ancient city's streets, temples and baths 4) (**STILL STAND**). Back then, people came from faraway places to bathe in the thermal pools which they believed had great healing powers. People today still believe this and come to bathe in the pools. At the top of the step-like terraces is a large pool called the 'Sacred Pool'. Here the water temperature ranges from 42-56°C. The pools on the lower level terraces are shallower and 5) (**COOL**) with water temperatures ranging from 36-38°C. Besides 6) (**ENJOY**) the warm waters and magical atmosphere of Pamukkale, many people come to the waters hoping to treat and cure various skin conditions and diseases, such as arthritis. Whether it's for its healing powers or its incredible beauty, Pamukkale is a natural wonder everyone should 7) (**VISIT**).



Vocabulary

1 a) ★ Match the words to form phrases.

1 <input type="checkbox"/>	frequent	A	loss
2 <input type="checkbox"/>	eye	B	arthritis
3 <input type="checkbox"/>	confined	C	infection
4 <input type="checkbox"/>	computer	D	breaks
5 <input type="checkbox"/>	hearing	E	space
6 <input type="checkbox"/>	blurred	F	strain
7 <input type="checkbox"/>	skin	G	screen
8 <input type="checkbox"/>	thumb	H	vision

b) ★ Complete the sentences with the phrases from Ex. 1a.

- Watching television for too long can cause
- Jeff loves to play on his games console but takes to rest his fingers.
- Employees who work in a all day can get shoulder strain.
- Don't text too much; you might develop a condition called
- You shouldn't stare at the for too long; it can be harmful to your eyes.
- Listening to loud music can cause
- Susan has got a terrible on her face.
- Tom's granddad has and sees spots.

2 ★ Choose the correct word.

- Athletes who **exercise/perform** regularly stay fit.
- Parents are there to help their children **do/make** ethical choices.
- When they **practise/exercise** meditation they sit up straight and focus on their breathing.
- Yoga helps Wendy **achieve/bring** piece of mind.
- Sarah likes to **solve/play** challenging crosswords.
- Practising yoga is a great way to **carry/manage** stress.

Grammar

3 ★ Circle the correct words.

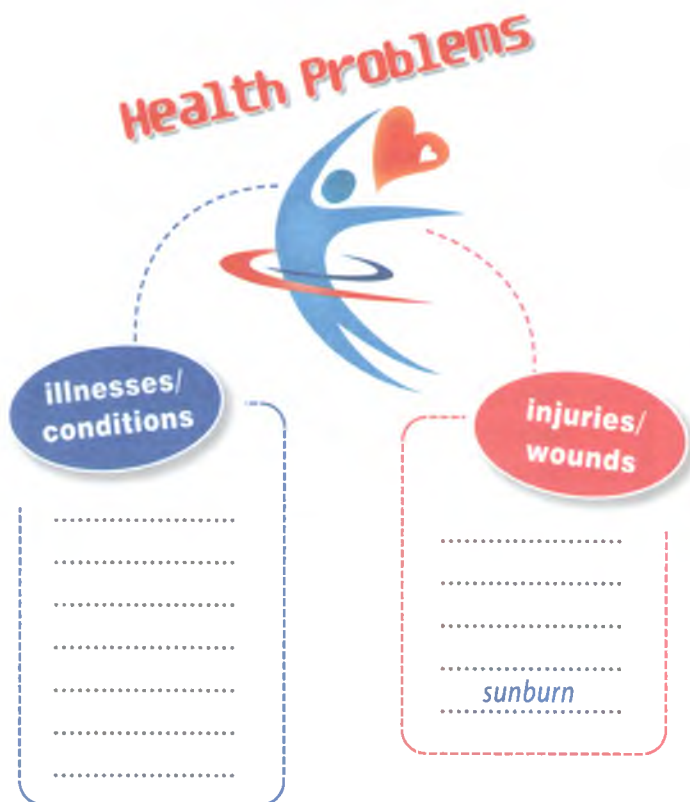
- A: You **don't have to / shouldn't** spend so many hours in front of the computer. It's bad for you.
B: I know, but I **have to / should** finish this report. My boss wants it by 9 am tomorrow.
- A: Is that my mobile phone ringing?
B: Leave it. You **mustn't / don't have to** talk on your mobile phone while you're driving.
- A: Sam! You almost knocked over that vase! You **must / ought to** be careful when you're playing the Wii!
B: Oops! Sorry.
- A: You **may / must** go now. We've finished for today.
B: Thanks. I'll see you tomorrow.
- A: I didn't get the chance to say goodbye to Zack before he left for the airport.
B: Then, you **have to / should** send him a text message.
- A: He's suffering from shoulder strain again.
B: He really **may / must** see a doctor.
- A: Ben **has to / should** share his laptop with his brother.
B: Oh, poor him!

4 ★ Rewrite the sentences using modals.

- I think it's a bad idea to surf the Net for hours.
.....
- It's forbidden to use the telephone in the teacher's office.
.....
- You don't need to work overtime.
.....
- It's my strong advice to see a dermatologist for your skin rash.
.....
- It's a good idea to clean your mobile phone often.
.....

Vocabulary

- 1 ★ Complete the word map with the words: *sunburn, insomnia, smelly feet, itchy rash, sore throat, headache, the flu, watery eyes, minor cut, hay fever, bad cough.*



- 2 ★★ Fill in: *remedy, cure, immune, soothe, swallow, indigestion, upset, vessels, sickness.*

- 1 A little baking soda added to water can help calm an stomach.
- 2 She uses many ingredients from plants to her health problems.
- 3 Add vinegar to your bath to your skin.
- 4 Gregory ate too fast at Meg's party and got
- 5 Do you know a natural for insomnia?
- 6 You can strengthen your system by taking vitamin C.
- 7 Mathew doesn't like to cough medicine.
- 8 Chewing on a piece of ginger before a trip is a great way to prevent travel
- 9 Caffeine helps open up blood in the brain.

Grammar

- 3 ★★ Rewrite the sentences using *can/can't, may/may not, or might/could.*

- 1 Don't go into this area. It's prohibited.
- 2 It's possible that warm milk and honey will help you sleep.
- 3 Do you mind if I open the window?
- 4 You aren't allowed to park here.
- 5 There's a slight possibility that you can get an ear infection from your mobile phone.
- 6 She isn't able to stop yawning.
- 7 I'm unable to sleep. I've got insomnia.
- 8 It's possible that I have some honey in the cupboard.
- 9 You aren't allowed to eat after taking this medicine.

- 4 ★★ Fill in the gaps with *had to/didn't have to, could/couldn't or was able to/wasn't able to.*

- 1 Peter finish first in the race.
- 2 She type very fast when she was a secretary.
- 3 Petra stay in because she wasn't feeling well.
- 4 She see the doctor because the spots disappeared.
- 5 We take him to the hospital because he had a very high temperature.
- 6 She swim when she was five years old but now she can.
- 7 I see a dentist for a toothache yesterday.
- 8 Melanie take the medicine because she felt better.
- 9 When Jill was young she see well, but now she wears glasses.
- 10 Fiona run in a marathon last month.

Vocabulary

- 1 ★★ Fill in: *self-defence, venom, backyard, deadly, pain, nasty, medical, bites, attack.*

Scorpions DOWN UNDER

If you live in Australia, you might find scorpions in your 1) or even inside your house. They can give you a very 2) sting, but these animals are not as 3) as you might think. They sting in 4) and rarely 5) unless you disturb them. Their 6) definitely causes 7), but it usually doesn't kill. As with all stings and 8), though, you should get 9) help as soon as possible.



- 2 ★ Fill in: *rare, painkillers, infection, needle, invisible, antibiotic, poisonous.*
- I'm taking for my bad back, but it still hurts a lot.
 - Some Australian snakes are the most in the world – you will be very ill if one bites you!
 - Bites from inland taipans are because they are shy snakes.
 - Mark put some cream on his cut.
 - Sara didn't see the jellyfish as it was almost in the sea.
 - I'm taking medication for an ear
 - Try to relax your arm so that the won't hurt.

- 3 ★ Circle the correct preposition.

- Some spiders can bite **through** / **out** clothing.
- The doctor injected medicine **into** / **on** her arm.
- Some jellyfish are difficult to see as they are nearly invisible **with** / **to** people.
- Bob suffers **with** / **from** hay fever and has itchy, watery eyes.
- Avoid the river **at** / **of** all costs. It is full of crocodiles!
- His rash may last **for** / **with** a few weeks.
- Please stay **away** / **out** from the water; there are sharks in the area.

Everyday English

- 4 ★ Use the sentences to complete the dialogue. One sentence isn't necessary.

- Let's take a look.
- It's really itchy and painful.
- Now, what seems to be the problem?
- What should I do?
- Put them in three times a day for five days.
- Please come in and take a seat.

A: Hello, Miss Havering.

1)

B: OK, thank you.

A: 2)

B: Well, I went swimming a few days ago and now my ear really hurts.

A: Oh dear. 3)
Oh, yes, it's red and swollen inside. I think it's infected.

B: Oh. 4)

A: I'll give you a prescription for some ear drops. 5)

B: OK, thank you, Doctor.

A: You're welcome. Goodbye.

- 5 ★★ Use the ideas below or your own ideas to write a dialogue similar to the dialogue in Ex. 4.



Vocabulary

1 ★ Choose the correct word.

- 1 Ken **gripped/grabbed** his coat and left.
- 2 He uses a **safety/security** net to climb tall buildings.
- 3 He wants to **rise/raise** awareness about environmental problems.
- 4 He **bends/hangs** from high ledges with his bare hands.
- 5 He **sighed/asked** with relief when he heard his son was safe.

Listening

2 ★★ Listen to Ian Marshall talking about his job as a lifeguard in Australia. For each question, choose the best answer A, B, C or D.

- 1 Ian works ...
 - A at a lake.
 - B at a swimming pool.
 - C at the beach.
 - D in different locations.
- 2 He wants to learn ...
 - A how to drive a powerboat.
 - B advanced first aid.
 - C how to teach fitness.
 - D beach management.
- 3 Ian says that he doesn't like ...
 - A observing the swimming area.
 - B checking the equipment.
 - C getting up early in the morning.
 - D the written work he has to do.
- 4 Lifeguards may soon ...
 - A not need to use whistles.
 - B know when sharks are nearby.
 - C use only high-tech equipment.
 - D be able to keep dangerous animals away.
- 5 Ian says that people are safer when they ...
 - A stay near the shore.
 - B know about dangers.
 - C are strong swimmers.
 - D have first aid skills.

Reading

3 ★ Read the text and choose the most appropriate title for each section. There is one extra title.

- Chilling Out • Learning a New Language • Finding it Easy
- Making Dangerous Friends

Real-life Super Heroes

1)

The freezing cold has no effect on Wim Hof. Also known as the "Iceman", Wim Hof climbed Mount Everest wearing only a pair of shorts in temperatures that can kill an ordinary person. He holds an incredible nine world records and often appears in various countries up to his neck in ice. Scientists can't explain Hof's superhuman ability to put up with below-zero temperatures, but believe it may be due to his skill at meditation. When most people face extreme cold, the blood in their bodies moves away from their fingers and toes to protect their inner organs. After years of meditating, Wim has complete control over his blood flow and can keep it moving to all parts of his body, no matter how cold it gets.



2)

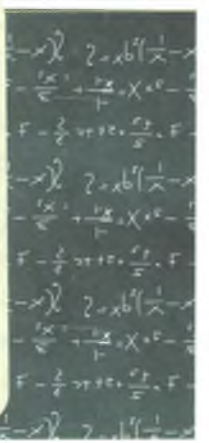
South African animal behaviourist Kevin Richardson first made friends with some lion cubs 12 years ago at a lion park, and now he is playing with, cuddling and even falling asleep next to lions! He says he can do this because he tries to know each animal's personality and develop understanding with them. Now Richardson, known as 'The lion whisperer', cares for 39 lions on his 1,800-acre wildlife reserve. Kevin uses his fame to raise awareness about lions under threat in the wild. "Numbers have dropped by up to 75% in the past decade," he says. Kevin also made a film using members of his adopted family called *White Lion: Home is a Journey*.



3)

32-year-old Daniel Tammet can solve the most difficult math problems in the time it takes most of us to remember where we put our calculator! He has an incredible mental ability to count and calculate. He doesn't see numbers in his head, though, he sees shapes. "When I multiply, I see two shapes. The image starts to change and a third shape appears. That's the answer." Daniel is an autistic savant* who has broken records with his unbelievable memory. Daniel can also speak 10 languages and learned Icelandic in just one week! In 2007, he also wrote his autobiography, *Born on a Blue Day*.

* autistic savant - somebody with a mental condition that prevents them from communicating well, but has a highly-developed talent in another area e.g., painting, calculating



4 ★★ Read the text again and write W (Wim), K (Kevin) or D (Daniel).

Who ...

- | | |
|---|--------------------------------------|
| 1 wants people to help fight for something? | 4 travels around the world? |
| 2 confuses scientists? | 5 does something very quickly? |
| 3 has a nickname? | |

Vocabulary

- 1 ★ Fill in: *beats, shake, sweat, feel, trigger, catch, miss, sense, rational, nightmare*.
- Alice's heart fast every time she gets into a lift.
 - Karen began to like a leaf when she saw the spider on her.
 - A bee sting can an allergic reaction.
 - She was so scared of flying that she started to as she boarded the aeroplane.
 - The sight of blood makes Kevin dizzy.
 - She tried to calm down and her breath.
 - She is going to out on the cruise because she's afraid of water.
 - Animals run away when they danger.
 - Jim has a terrible fear of heights; it's a for him to be high above the ground.
 - Her fear of mirrors is not; it's all in her mind.

2 ★ Circle the correct preposition.

- One of the most common phobias is the fear **from** / **of** heights.
- Jenny felt embarrassed **about** / **with** her phobia.
- Luke gets teased **by** / **from** his classmates because he is afraid of snakes.
- A solution **for** / **about** phobia sufferers is to slowly confront their fears.
- He is afraid **with** / **of** the dark and keeps a light on at night.
- William suffers **with** / **from** anthophobia, the fear of flowers.

Grammar

3 ★ Fill in the correct relative pronouns/adverbs. Write (D) for defining and (N) for non-defining. Add commas where necessary.

- She had catoptrophobia is the fear of mirrors as a child.
- Frank mum is a nurse is afraid of needles.
- This is the clinic he goes for treatment for his phobia.
- It was after that plane crash last month he started to fear flying.
- Rick lives on the 20th floor is afraid of heights.
- Paul is my friend dad treats people with phobias.
- Do you know the reason Tom didn't come to work?

4 ★ Fill in the gaps with the correct *relative pronoun* or *adverb*.

Arachnophobia, 1) is the fear of spiders, is quite common. People 2) suffer from this phobia experience panic attacks 3) they see spiders. Their heart rate goes up; they feel dizzy and start to shake. This phobia also interferes with their everyday lives. Arachnophobes check for webs 4) they enter a room. They are afraid to open wardrobes, get into the shower and even put on their shoes, places 5) spiders love to hide. Luckily, however, there is treatment. Sufferers can slowly confront their fear through pictures. Today, there are even video games with animated spiders 6) can help cure the phobia!



5 ★ Read the examples, then rewrite the sentences using *both ... and*, *neither ... nor* or *either ... or*.

- Helen isn't afraid of enclosed spaces. David isn't afraid of enclosed spaces.
.....
- Lucy wants to be a pilot or she wants to be a flight attendant.
.....
- My mum hates hospitals. My granddad hates hospitals.
.....

Vocabulary

- 1 ★ Fill in: *pressures, gossip, club, plan, stressed, ignore, part-time, stand, talk, ignore, friends.*

- 1 A: I'm new at school and it's difficult to make
B: Why don't you join a
2 A: Pauline is really out with her exams.
B: She should make a study
3 A: Those girls often about me.
B: Oh, just them.
4 A: I need some money.
B: You could get a job.
5 A: Nancy him to do things.
B: He should up to her then!
6 A: I've fallen out with my friends.
B: The best thing to do is it through with them.

- 2 ★ Look at the picture and complete the description with the words from the list.

- fallen out • whispering • upset • gossiping
• three girls • arms • behind them

In the picture there are 1) Two of them are standing together. The other girl is standing alone 2) The two girls are 3) to each other. They are probably 4) about the other girl. The other girl has her 5) folded in front of her and is staring at the two girls. She looks 6) The girls probably have 7) and they must feel very unhappy.

Everyday English

- 3 ★★ Choose the correct item.

- 1 A: I had an argument with my parents.
B: a You're right.
b You should work things out.
2 A: I'm worried about my exams.
B: a Oh, just ignore them.
b You could join a study group.
3 A: I don't have many friends.
B: a You should talk to them.
b You could find a hobby.
4 A: You should call her and talk about it.
B: a OK. I'll try that.
b Not really.
5 A: My classmates laugh at what I wear.
B: a That's a good idea.
b The best thing to do is ignore them.
6 A: Have you thought about visiting a dermatologist?
B: a Yes, I think that might help.
b You're right.

Listening

- 4 ★★ You will hear two people talking about a problem. Listen and mark the sentences *T* (true) or *F* (false). Tick (✓) the correct box.

- 1 Megan and Sara go to the same school.
2 Megan's friend is gossiping about Megan.
3 Sarah suggests that Megan ignore her friend.
4 Megan refuses to phone her friend.
5 Sara thinks Megan should tell her friend how she feels.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Writing (an article making suggestions for a solution to a problem)

- 1 ★ Read the article and answer the questions.

How To Stay Safe In The Streets

- 1 Unfortunately, these days there is a lot of crime in our towns and cities and the streets aren't as safe as they used to be. So how can you protect yourself from danger when you are out and about?
- 2 1) **Firstly**, if you are out alone, always walk in busy, well-lit areas, and walk fast and confidently. In this way, you can avoid an attack before it happens because attackers don't usually target confident looking people.
- 3 2) **Secondly**, it is important to keep your valuables such as an MP3 player out of sight and your handbag closed.
- 3) **This way**, you won't tempt thieves. 4) **Also**, by not wearing headphones, you will be able to hear traffic or someone approaching you from behind.
- 4 5) **Finally**, it is a very good idea to think about how you will get home in advance by travelling with friends or asking your parents to pick you up. 6) **By doing this**, you won't even have to risk walking home alone at night.
- 5 7) **In conclusion**, it can be risky these days to be out alone in the streets, but there are ways to protect yourself. If you learn how to protect yourself, you will stay safe.

- 1 What is the purpose of the article?
- 2 What problem does the writer state?
- 3 What style does the writer use: informal, formal, or semi-formal?

- 2 ★ Read again and complete the table.

Suggestions	Results/Consequences
1	1
2	2
3	3

- 3 ★ Match the paragraphs to their functions.

Paragraphs

Functions

- 1 ☐
- 2-4 ☐
- 5 ☐

- A a summary of writer's opinion
- B state the problem
- C suggestions & results

- 4 ★ Replace the linking words (1-7) in the article with the alternatives below.

- In addition, you should
- To sum up
- As a result
- To begin with
- Moreover
- Then
- Lastly, another helpful suggestion is

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | |

- 5 ★ Read the rubric. Match the suggestions to the results.

A student website is asking for articles suggesting ways of dealing with bullies. Write your article for the magazine (120-200 words).

- Para 1: state the problem
- Para 2-4: present the suggestions/results
- Para 5: summarise your opinion

Suggestions

- 1 ☐ Try to ignore them and avoid showing your feelings if they do or say something to hurt you.
- 2 ☐ Tell a teacher, a parent or someone else in authority what is happening.
- 3 ☐ Be brave and stand up for yourself by refusing to give in to bullies' demands.

Results

- A They will be able to tell the bullies that their behaviour is unacceptable and hopefully the bullying will stop.
- B This will show you are not an easy target and the bully will try to find a weaker target.
- C Bullies want a reaction, so acting like you don't care may stop their bad behaviour.

- 6 ★★ Use the answers in Ex. 5 and the sentences from the Useful Language box to write your article. Use the article in Ex. 1 as a model.

Useful Language

Stating the problem: *These days..., So, how can you...*

Suggestions/Results: *Firstly..., In this way..., Secondly..., This way..., Also..., Finally..., By doing this...*

Summarising: *In conclusion...*

Vocabulary

- 1 ★ Fill in: *temperature, rate, function, depression, immune, resting, grumpy.*

- 1 The normal heart for adults is between 60-100 beats per minute.
- 2 A lack of sleep can cause
- 3 Our system protects our bodies against disease.
- 4 Stress can cause our body to drop.
- 5 The brain is not in a state during REM; it's very active.
- 6 Peter stayed up late and felt in the morning.
- 7 Digestion is a bodily that slows down at night.

- 2 ★ Choose the correct particle.

- 1 Josh puts **off/on** going to the dentist because he's afraid.
- 2 Sam did some extra work to make up **for/out** his poor grade.
- 3 She can't make **up/out** the doctor's handwriting.
- 4 One moment, please; I'll put you **through/out** to the head nurse.
- 5 You shouldn't have to put **up/off** with their arguing.
- 6 John put **off/out** the fire and rescued a dozen people; he's a hero.

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

- 1 Exam stress is for your sleep problems. (**RESPOND**)
- 2 The schoolchildren had an time at the aquarium. (**ENJOY**)
- 3 Wendy was and eventually found a job. (**PERSIST**)
- 4 The superhero's abilities are quite (**IMPRESS**)
- 5 Kim, who is claustrophobic, is about going into a lift. (**HESITATE**)

Notions & Functions

Choose the correct response.

- 1 A: Why don't you join a club?
B: a It's OK.
b That's a good idea.
- 2 A: What seems to be the problem?
B: a Well, my leg is swollen.
b It's really itchy and painful.
- 3 A: Have you thought about getting a part-time job?
B: a Yes, I think that could help.
b Certainly, right away.
- 4 A: I'm afraid it's infected.
B: a OK. Thank you.
b Really! What should I do?
- 5 A: You could visit a dermatologist.
B: a Yes, I'll try that and see what happens.
b Yes, it's very swollen.
- 6 A: Well it's my ankle.
B: a I'm sorry to tell you.
b Let's take a look.
- 7 A: The best thing to do is stand up to them.
B: a Yes, you're right.
b Tell me what's wrong.
- 8 A: Should I come back and see you again?
B: a Only if it gets worse.
b That's a great idea.
- 9 A: Is there anything you can give me for it?
B: a I'm going to look at it.
b You should take some cough syrup.
- 10 A: Come in and take a seat.
B: a OK, thank you.
b Yes, I think that will help.

Language & Grammar Review

Choose the correct answer.

- 1 You can get eye if you watch too much TV.
A loss B strain C rash
- 2 You tell anyone your e-mail password.
A couldn't B mustn't C don't have to
- 3 He the ball and scored a goal.
A scratched B stung C kicked
- 4 Simon ride a bike when he was five.
A had to B could C was able
- 5 Don't from the tree – you'll fall!
A grip B hang C kneel
- 6 I not go to school tomorrow. I'm not sure yet.
A may B could C can
- 7 Put some cream on that cut.
A antibiotic B painkiller C infected
- 8 He along the ground on his hands and knees.
A crawled B hung C bent
- 9 Garlic and honey kill germs.
A must B can C might
- 10 Take frequent when you work on your PC.
A breaks B periods C spaces
- 11 Mary, is in my class, is afraid of heights.
A whose B which C who
- 12 Ted and Jim feel stressed out about their exams.
A Either B Both C Neither
- 13 Sue with relief when her son got down safely from the tree.
A shouted B breathed C sighed
- 14 I stop sneezing!
A may not B shouldn't C can't
- 15 Alain Robert climbs without a net to catch him if he falls.
A rope B safety C slippery
- 16 Margaret suffers terrible headaches.
A of B about C from
- 17 I go out last night. I didn't feel well.
A wasn't able to B didn't have to C mustn't
- 18 Alain Robert wants to awareness about climate change.
A lift B raise C advance
- 19 I can't put up my insomnia anymore.
A with B to C of
- 20 John has hay and has itchy, runny eyes.
A fever B sickness C rash
- 21 You listen to your MP3 player in class.
A don't have to B mustn't C couldn't
- 22 Jim and Mike had an argument last week but they've made now.
A up B off C on
- 23 Either Mike I will take you to the hospital.
A nor B and C or
- 24 Chewing ginger help you with your upset stomach. It's possible that you'll feel better.
A will B must C might
- 25 Firefighters their lives every day to save people from burning buildings.
A risk B dare C chance
- 26 A: I've got really bad spots.
B:
A Have you thought about rubbing garlic on them?
B You rubbed garlic on them.
C The best thing to do is garlic.
- 27 Box jellyfish are almost to swimmers. They're very difficult to see.
A deadly B rare C invisible
- 28 Jane often uses remedies to cure colds.
A physical B natural C real
- 29 Don't park here. It's
A illegal B bare C ugly
- 30 John is the boy father is a dentist.
A whose B where C which

Reading Task (Gapped text)

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

Could Your Computer Harm You?

As we all know computers can be a real pain – in the neck, back, wrist and eyes – with long-term use. **1** People are also ending up in emergency rooms with cuts, bruises, sprains and broken bones from computers. According to a recent study, there was a 732-per-cent increase in what researchers call “acute computer related injuries” during a 13-year-study from 1994 to 2006.

2 These acute computer related injuries are due to tripping over computer equipment, computer equipment falling on people and people hitting computer equipment. The study showed that the majority of these computer related injuries (93%) happened at home. More than half the injuries happened when people were moving their computers. The monitor was the computer part that caused the most injuries. **3** But by 2006 the injury rate associated to monitors had dropped

due to the introduction of smaller, lighter flat screen monitors. People mostly injured their hands, feet, arms and legs in the accidents. **4**

They got hurt most often by climbing or playing near computer equipment. It's important to also note that children had the highest injury rate of any other group. In regards to the rapidly increasing amounts of injuries, researcher Lara McKenzie said, “We never see such rapid increases like that, and we look at consumer products all the time.” She hopes the results will increase efforts to establish official safety standards for home offices.

5 Some simple suggestions include keeping computer equipment away from edges of desks, organising cords in a safe way and attaching heavy equipment to walls or floors. Such simple ideas can prevent injuries and turn a dangerous computer into a safe one.

- A For children on the other hand, head injuries were most common.
- B This increase is more than double the increase in household computer ownership in those same years.
- C But, it's not just these injuries that call for concern.
- D Her study did not include injuries from laptops.
- E Already information sheets and guidelines are available to create safer computer work areas.
- F The percentage of monitor-related injuries increased significantly until 2003.



Vocabulary

- 1 a) ★ Match the words to form phrases. Then use some of the phrases to complete the sentences.

1	get	6	have
2	start	7	move
3	retire	8	be late
4	gossip	9	buy
5	graduate	10	talk

A from university	F your own business
B bad table manners	G about others
C a promotion	H abroad
D for an appointment	I from your job
E loudly on a mobile	J your own house

- b) Complete the sentences with the phrases in their appropriate form.

- Many students who often take a gap year before they start work.
- Rick loves Europe so much that he is planning to next spring.
- Jane is so overjoyed; she after only 6 months at the company!
- Wendy is so nosy; she learns very personal information and then
- Fred; he often eats with his hands and talks with his mouth full.

- 2 ★ Fill in: *get on my nerves*, *lose my temper*, *feel really sorry for*, *laugh my head off*, *cheer me up* in the correct form.

- I completely when Andy arrived an hour late. I was so angry!
- The movie was so funny. I all the way through.
- I was feeling bored and grumpy last week, but Jo's wedding really
- A man shouted at Amy for talking in the cinema. I her!
- It really when people gossip about others.

Grammar

- 3 Complete the sentences with the *present perfect* or *past simple* form of the verbs.

- A:
(you/speak) to Susan yet?
B: Yes, she
(call) a few minutes ago.
- A: Steve
(just/invite) me to go to that new Chinese restaurant in town.
B: Really? I
(never/be) there before.
- A:
(Sam/ever/do) anything to get on your nerves?
B: Yes. Just yesterday, he
..... (borrow) my favourite jumper without asking.
- A: Oh no! I
(lose) my new magazine.
B: I think Bill
(take) it by mistake last night.

Listening

- 4 ★★ You will hear five people talking about annoying situations. Listen and match the sentences to the speakers. One sentence does not match.

This person:

- | | | | |
|---|---|-----------|--|
| A | lent something that he owned. | Speaker 1 | |
| B | missed part of something because of a friend. | Speaker 2 | |
| C | was annoyed at someone's behaviour. | Speaker 3 | |
| D | felt shocked about how someone acted. | Speaker 4 | |
| E | got annoyed because of gossiping. | Speaker 5 | |
| F | got ill because of someone. | | |

Vocabulary

- 1 ★ Fill in: *host, social, rewarding, spicy, struggle, patient, overwhelming, challenging, self-confident*.
- It is important to learn about etiquette and customs before travelling abroad.
 - William loves hot and food.
 - In the beginning, living in a foreign place can feel incredibly
 - Many foreigners with the Chinese language because pronunciation is difficult.
 - Ben found it quite trying to get used to the cold Alaskan weather.
 - Bob enjoyed staying with his family in Trinidad.
 - John has become more as a public speaker.
 - The language instructor is very with her students.
 - Learning a new language in a foreign country can be a(n) experience.

Grammar

- 2 ★★ Look at the picture below and make as many sentences as you can about it using *must, can't, may/might*, the prompts in the list and/or your own ideas.

- be in a restaurant
- be in their kitchen
- be celebrating something
- like sushi
- know how to use chopsticks
- not have cooked these herself



- They
- They
- They
- They
- Ann
- Sue

- 3 ★ Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.

- Sally and Tim (just/get married).
- How long (Brian/work) at the homeless shelter?
- John (sneeze) all day and now he has a red nose.
- I (travel) to the USA three times.
- Danny (look for) a new job for the last two months.
- Emma (not/graduate) yet; she's in her final year at college.
- (you/work) all day?

- 4 ★★ Put the verbs in brackets into the *present perfect*, the *past simple* or the *present perfect continuous*.

Jane's blog

14th April

Oops!

Hi! 1) anyone ever (take) something of yours without asking you first? Well, I 2) (study) for my exams in the school library for the last three weeks. Two days ago, I 3) (leave) my seat to talk to Mrs Jones, the librarian. When I 4) (get) back, I 5) (have) a nasty surprise. "Mrs Jones, someone 6) (steal) my cell phone!" I cried. "Oh, I think I 7) (see) a girl leave the library with it," the person sitting by me 8) (tell) me. That night at home, my friend Denise 9) (call) me. "Erm ... 10) (you/look for) your cell phone by any chance?" she asked me. "I'm sorry. I 11) (borrow) it while you were talking to Mrs Jones. When I 12) (come) to give it back, you weren't there anymore."

Vocabulary

1 a) ★ Match the words to form phrases.

1	throw	A	respect
2	show	B	eye contact
3	damage	C	your litter
4	make	D	our property
5	return	E	the gesture
6	talk	F	your hand
7	keep	G	with your mouth full
8	extend	H	a distance

b) ★ Complete the sentences with the phrases in the appropriate form.

- Sam politely tried to from people at the concert but it was too crowded.
- Please in the bin.
- If someone waves at you, you should and wave back.
- In England, it's polite to smile and with people.
- Did the neighbours when they dug the hole for their pool?
- Don't; it's incredibly rude!
- In Japan, people by bowing.
- Instead of pointing, which is rather impolite, why not

Everyday English

2 ★ Read and circle the correct option.

- A: I'm John Stevens. I'm your new neighbour.
B: a You're welcome, John.
b Pleased to meet you, John.
- A: Can I discuss something with you?
B: a Sure. What can I do for you?
b That's OK. I understand.
- A: You've been parking in front of our driveway.
B: a I'm really sorry about that.
b Don't worry about it.
- A: I'll make sure it doesn't happen again.
B: a Have a nice day.
b That would be great.

3 ★ Use the following sentences to complete the dialogue below.

- What can I do for you?
- I've just moved in next door.
- It's just that your kids have been playing on my lawn.
- Could I talk to you for a minute?
- I'll make sure it doesn't happen again.
- Oh, I'm really sorry about that.



Fred: Good morning. My name's Fred Thomson.
1).....

Laura: Pleased to meet you, Fred. I'm Laura Richards. Welcome to the neighbourhood.

Fred: Thank you, Laura. 2).....

Laura: Of course. 3).....

Fred: Well, I'm afraid I have a complaint. 4).....

Laura: 5)..... I didn't realize they were stepping on your property.

Fred: It's OK. They're kids just trying to have fun. It's just that I've planted some new flowers.

Laura: I see. 6).....

Fred: Thanks, I'd really appreciate that.

Laura: You're welcome. And sorry again.

Fred: It's alright. Have a good day.

4 ★★ Imagine that your neighbour lets their dog bark all day and night. Write a new dialogue using the ideas below and Ex. 3 as a model.





It's Not All about the Money

5e

I have always been interested in doing volunteer work so when I learnt about an opportunity that would let me do my part for wildlife and travel to one of the most beautiful countries on the planet, I thought, "Why not?"

Two years ago, I was working for a large advertising firm in the UK. I liked my job so when I was let go, I was very upset. Then I realised that it was probably one of the best things that could have ever happened to me.

A month or so before I found myself out of a job, a friend of mine was telling me about a volunteer project which was concerned with elephant conservation in Kenya. According to Peter, they needed someone with a background in advertising who could promote awareness of a large elephant sanctuary in Africa. It would be my job to attract visitors, and their money, to the sanctuary. I had the right qualifications and so a very short time later, I found myself living and volunteering my skills in Africa.

For those of you who don't know, it is a very sad fact that African elephants have reduced in number by almost half since the 1980s. And, as you know, they are huge creatures and they need very large areas of land in which to roam and find food to feed themselves and their young. What this means is that elephants often come into contact with humans who view elephants as a threat to their lives and livelihoods.

The Mwaluganje Elephant Sanctuary, where I went, had two targets. First, to offer the elephants a place away from illegal hunting, and second, to try and change the negative attitude held by the locals towards elephants. In what came as a pleasant surprise to myself, and the sanctuary's organisers, over 200 families volunteered to turn over their land so that elephants could live there.

What this pleasant turn of events meant was that many elephants could survive. It also meant that the locals could now earn a living, not by killing the elephants for their ivory, but by managing the sanctuary and earning money from the tourism that the sanctuary attracted.

Over a year has passed since I came to Kenya and the sanctuary and the elephants are flourishing. For my part, all I can say is that it makes me very proud that the volunteer work done by myself and hundreds of others has resulted in a place where the greatest beast on earth has found a place where it can live and roam safely and freely.

Reading

- 1 ★ Read the text and mark the sentences T (True), F (False) or NS (Not Stated).

- 1 The writer earned a lot of money from his work.
- 2 A friend of his told him about the volunteer project.
- 3 The writer was reluctant to go to Kenya at first.
- 4 The number of African elephants has dropped by fifty percent.
- 5 The sanctuary wants to raise awareness among the locals about elephants.
- 6 The sanctuary bought land to keep the elephants safe.
- 7 The Sanctuary is doing very well.
- 8 The writer has made a lot of friends at the sanctuary.

Vocabulary

- 2 ★ Match the words to form phrases.

1	win	A	my own food
2	move	B	a child from abroad
3	adopt	C	a scholarship
4	set up	D	a charity
5	grow	E	cosmetic surgery
6	have	F	into a camper

- 3 ★ Fill in: *homeless, determination, reach, social, award-winning, profits.*

- 1 He used the from his book to build a youth shelter.
- 2 Paul cares a lot about issues.
- 3 If you try really hard, you can your goals.
- 4 Mary lost her job and she was, living on the streets.
- 5 Her dad is a(n) author.
- 6 Sue went to university and through and hard work, she graduated with honours.

Vocabulary

- 1 ★ Fill in: *celebrations, prosperity, marching, garland, fairytale, ceremony, traditional.*

- 1 I want to have a
..... wedding, like a princess
in a castle.
- 2 A band passed
by us at the beginning of the
parade.
- 3 The bride wore a flower
..... around her neck.
- 4 She really enjoyed the various
wedding in India.
- 5 This design is a symbol of future
..... for the
married couple.
- 6 They served a variety of
..... Indian dishes at
the wedding.
- 7 The guests really enjoyed
watching the
.....

- 2 ★ Choose the correct word.

- 1 She **leapt/hopped** at the chance
to go on holiday to Brazil.
- 2 It's **simmering/steaming** hot
outside!
- 3 Our friends **greeted/waved** us at
the airport.
- 4 I love the hustle and **buzz/bustle**
of New York City.
- 5 The party **took/lasted** all night.
- 6 At first she felt a bit **awkward/**
clumsy when she spoke to the
crowd.
- 7 She made a spectacular
entry/entrance at the party.
- 8 Christine was thrilled to have
experienced/felt a traditional
Indian wedding.

Grammar

- 3 ★★ Choose the correct verb forms.

- 1 The guests appear **to be enjoying/to enjoy** the wedding.
- 2 After **having watched/to have watched** the ceremony, the
guests congratulated the happy couple.
- 3 It was too hot **having danced/to dance** at the wedding.
- 4 The bride expects everyone **wearing/to be wearing**
traditional clothing to the wedding.
- 5 The couple claims **having met/to have met** while on holiday.
- 6 I can't wait **eating/to eat** the traditional dishes at the wedding.
- 7 Look, the couple seems **having/to be having** a great time.
- 8 After **having danced/to have danced** for the first time, the
couple cut the wedding cake.

Reading

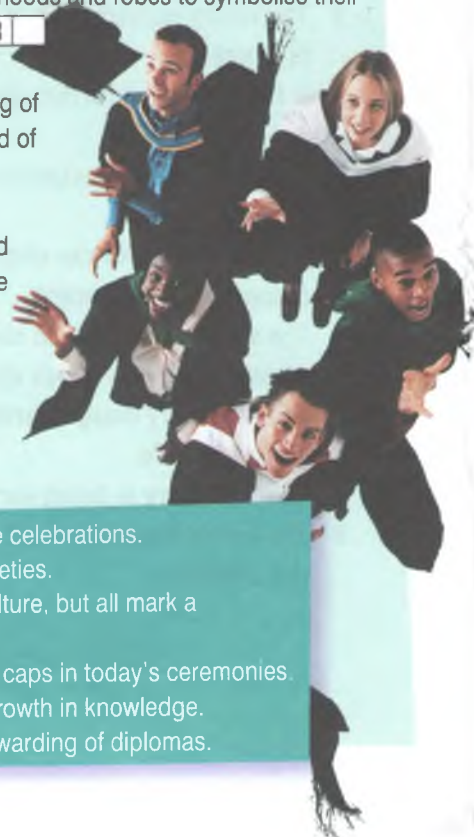
- 4 ★ Read the text. Five sentences are missing. Match each
sentence (A-F) to the gaps (1-5). One sentence is extra.

Graduation Day: a time to celebrate!

Cultures all over the world celebrate academic achievement through graduation ceremonies. [1] On the actual graduation day students enter the ceremony as "graduands" and leave as "graduates", thus passing into a new stage of their lives. The whole idea of graduation dates back to the 12th century when scholastic monks participated in various ceremonies. [2] Since then, graduation has evolved to suit each society. In medieval times, priests began to wear different coloured hoods and robes to symbolise their level of knowledge and specialisation. [3] Every graduation ceremony is different.

[4] A fairly popular ritual is the tossing of the graduation caps into the air at the end of the ceremony. [5] Graduation ceremonies occur not only at higher institutions of learning. Kids, 3-5 years old even go through graduation as they leave kindergarten and enter primary school. They start kindergarten knowing only how to talk and they leave knowing how to count and write letters. Now that calls for a celebration with some proud parents and teachers!

- A They wore hoods and robes in these celebrations.
- B Education is a valued part of all societies.
- C Ceremonies differ from culture to culture, but all mark a significant change in one's life.
- D Thus the use of different gowns and caps in today's ceremonies.
- E This symbolizes the excitement of growth in knowledge.
- F But, what remains the same is the awarding of diplomas.



Vocabulary

- 1 ★ Look at the pictures and choose the correct words.



- 1 She has **short/long**, curly brown hair, and a(n) **oval/square** face.
- 2 She's young, and she has **freckles/wrinkles**, pale skin, and **wavy/straight** red hair.
- 3 He wears a **cap/glasses** and he has a beard and a **moustache/freckles**.
- 4 He has **pale/dark** skin and he's **bald/long**.
- 5 She has **oval/pierced** ears, **long/short** grey hair, and a few **glasses/wrinkles**.
- 6 He's in his late **twenties/sixties**, he has **freckles/glasses**, and short **brown/grey** hair.

- 2 ★ Fill in: *patient, cheerful, honest, lazy, outgoing, rude, shy, generous, selfish, popular*.

- 1 David always has a smile on his face; he is such a person.
- 2 A good teacher is with her students and takes the time to explain difficult ideas.
- 3 Tom is so that he'd even give you the shirt off his back.
- 4 They assumed Betty wasn't lying and that she was being completely
- 5 There isn't a more person than Rick; he loves having friends over all the time.
- 6 How of Mike to burp at the dinner table!
- 7 My neighbour is awfully; she sits on the couch all day watching television.
- 8 He's incredibly and only thinks about himself.
- 9 It's hard for Tom to meet new people because he's terribly
- 10 Jenny is very; everyone at school likes her.

Everyday English

- 3 ★ Choose the correct exchange.

- 1 A: What's your brother like?
B: a He's short and plump.
b He's outgoing, but he can be impatient at times.
- 2 A: Mary looks different.
B: a She's lost some weight.
b She's in her mid-thirties.
- 3 A: Have you changed something?
B: a Yes, I'm wearing my new glasses.
b I use them to read.
- 4 A: What does Frank look like?
B: a He's honest and quite generous with his friends.
b He's short, has a round face and green eyes.
- 5 A: What have you changed?
B: a I cut my moustache.
b I should grow a beard.
- 6 A: You look great!
B: a Thanks!
b I didn't recognise you.

Writing (a for-and-against essay)

- 1 ★ Read the essay and complete the table.



1 These days, many people believe that all young people should go to university and that this is the only way to have a successful career. But is this true or are there other ways to be successful in life?

2 1) On the one hand, there are many advantages to going to university. 2) Firstly, it offers a chance to study something you are interested in and sometimes it is the only way to get the qualifications for the job you really want. If you want to be a doctor, for example, you can't do this without getting a degree. 3) In addition, students learn many life skills at university. They may learn how to cook for themselves, manage their own money and get along with different people, skills which they will use throughout their lives.

3 4) However, there are also disadvantages. 5) To start with, it is very expensive to go to university. Most graduates leave university owing a lot of money that takes years to pay back. 6) Moreover, university life doesn't suit everyone. For some people, it is better to do a practical course at a community college or on-the-job training, especially as a degree these days is no guarantee of a job.

4 7) In conclusion, there are both advantages and disadvantages to going to university. 8) To my mind, it is a valuable experience that provides a lot more than just a qualification, but it is not suitable for everyone.

Arguments for	Examples/Justification
.....
.....
Arguments against	Examples/Justification
.....
.....

- 2 ★ Read again and underline the topic sentences in the main body paragraphs and the writer's opinion.

- 3 ★ Replace the linkers in the essay with the following: *All in all, Without a doubt, To begin with, On the other hand, Secondly, Also, In the first place, In my opinion.*

1	5
2	6
3	7
4	8

- 4 ★ Match the arguments to the examples/justifications.

Arguments

- | | |
|---|---|
| 1 | You get to experience a different culture. |
| 2 | You develop your foreign language skills. |
| 3 | You can experience culture shock. |
| 4 | You might miss friends and relatives back home. |

Examples/Justifications

- | | |
|---|--|
| A | You may struggle with the language, different weather, food, etc. |
| B | This will teach you to understand different opinions & ways of thinking. |
| C | It may be difficult at first to make friends and you may feel lonely. |
| D | This will help you communicate with more people. |

- 5 ★★ Read the rubric and use the ideas in Ex. 4 and the sentences from the Useful Language box to write a for-and-against essay.

Write an essay called "Should all young people spend some time studying abroad?" (120-150 words).

Plan

- Para 1: state the topic
 Para 2: advantages, examples/justifications
 Para 3: disadvantages, examples/justifications
 Para 4: conclude & give your opinion

Useful Language

Stating the topic: *These days, many people believe...*
 Advantages: *On the one hand there are advantages..., Firstly...*
 Disadvantages: *On the other hand..., To start with...*
 Conclude & give your opinion: *All in all..., In my opinion...*

Language & Grammar Review

Choose the correct answer.

- 1 Hannah didn't turn at the party until 9 o'clock.
A down B over C up
- 2 Mike is so He only cares about himself!
A lazy B rude C selfish
- 3 Spanish for a long time?
A Do you study B You studied
C Have you been studying
- 4 Chile was great, but I my family.
A missed B lost C left
- 5 A: Sorry, we made so much noise last night.
B:
A I understand. B Don't worry about it.
C I didn't realise it was bothering anyone.
- 6 Brian is a really person. He never seems to be in a bad mood.
A patient B cheerful C honest
- 7 You aren't wearing a coat. You be really cold!
A can B must C may
- 8 Exercise increases heart
A muscle B flow C rate
- 9 James last year in Brazil.
A spent B has spent
C has been spending
- 10 Pete dusted his bedroom and now he can't stop!
A sneezing B snoring C blushing
- 11 I since this morning. I'm really hungry.
A haven't eaten B didn't eat
C haven't been eating
- 12 Kate her sister while her parents are at work.
A gives up B takes care C looks after
- 13 Can you turn the TV? No one is watching it.
A up B off C after
- 14 Sara be from Mexico, but I'm not sure.
A can B must C may
- 15 A smile is a sign of friendliness in the USA.
A long B high C wide
- 16 Jack around the world since January.
A has been travelling B travelled
C travels
- 17 Sam was when Sally took his iPod without asking. He really shouted at her!
A furious B demanding C passionate
- 18 Greet an American with a handshake.
A heavy B hard C firm
- 19 He has difficulty understanding social
A etiquette B behaviour C culture
- 20 Mr Smith next door his dog bark all night!
A lets B allows C leaves
- 21 Sam is always late. It gets my nerves.
A to B on C at
- 22 The tomatoes have gone bad. Throw them
A down B away C over
- 23 The service at that restaurant is second
A standard B rate C grade
- 24 Thinking of studying abroad? Go it!
A for B to C at
- 25 Sarah is a(n) person. She's sure of herself.
A outgoing B self-confident
C generous
- 26 Mary can't stand to country music.
A listen B to listen C listening
- 27 You be hungry again, Paul! You just had dinner.
A can't B mustn't C may not
- 28 My soup was cold so I to the waiter.
A complained B behaved C shouted
- 29 She seems a great time at the party.
A having B to have C to be having
- 30 They're tired. They all day.
A garden B gardened
C have been gardening

Vocabulary

- 1 ★ Fill in: *yawn, hiccup, cough, snore, sneeze, blush*.
 - 1 When you, your face becomes red and you feel embarrassed.
 - 2 People often when they eat or drink too quickly.
 - 3 Some people when they are asleep.
 - 4 The dust made him
 - 5 You should to clear your throat.
 - 6 People normally when they are tired or bored.
- 2 ★ Circle the correct particle.
 - 1 The gentleman took **off/up** his hat.
 - 2 Jerry didn't turn **up/down** on time for his meeting.
 - 3 Tom never turns **off/down** an invitation for lunch.
 - 4 Alex takes **over/after** his mother; they have the same eyes and nose.
 - 5 Don't forget to turn **off/down** the lights when you leave the house.
 - 6 Jill turned **up/down** the volume on her headphones so that she wouldn't hear Tom snoring.
- 3 ★ Fill in the correct word derived from the words in brackets.
 - 1 John was very to get back home; so he walked quickly. (**PATIENT**)
 - 2 Jeff strongly with Kim's statement; he didn't like it at all. (**AGREE**)
 - 3 It is to drive without wearing a seatbelt. (**LEGAL**)
 - 4 My dog has been very lately; he just lies on the sofa and sleeps all day. (**ACTIVE**)
 - 5 When we hiccup our breathing becomes (**REGULAR**)
 - 6 Larry's classmates tease him because he is very shy; they can be so (**KIND**)

Notions & Functions

Choose the correct response.

- 1 A: Could I talk to you for a minute?
B: a I understand.
b Sure.
- 2 A: Have you changed something?
B: a Yes I got a new haircut.
b I didn't recognise you.
- 3 A: We haven't met before; I'm David Brown.
B: a I'm sorry about that.
b Pleased to meet you.
- 4 A: I'm afraid I have a complaint.
B: a I didn't know it was a problem.
b What is it?
- 5 A: You look nice!
B: a Thank you!
b That's OK.
- 6 A: What's she like?
B: a She's very polite, but quite shy.
b She looks great.
- 7 A: Your dog has been barking all day.
B: a I'm sorry about that.
b Don't worry.
- 8 A: I'll make sure it doesn't happen again.
B: a You're welcome.
b Thanks, that would be great.
- 9 A: What does your friend Bill look like?
B: a He's cheerful and fun to be with.
b He's tall and slim.
- 10 A: You look different!
B: a Yes, I've lost some weight.
b It won't happen again.

Reading Task (Multiple Choice)

Read the text. In each question choose the right answer A, B, C or D.

Making A Difference

It was an ordinary morning. Craig woke up early and went into the kitchen to have breakfast. He reached for the newspaper on the table and flipped through the pages looking for the comic strips. Before he could get to the comic section, a photo of a 12-year-old boy named Iqbal Masih caught his eye. Craig began to read the article that would eventually change his life. Young Iqbal, who was the same age as him, had been protesting against child labour in Pakistan. For six years Iqbal had worked 14-hour days in a factory that made carpets for tourists. Craig was really upset and felt the need to do something. "If the bravest voice can live in the smallest body then I can help too," he thought. With that idea in mind he decided to take action. He held the article in his hand, and marched off to school. When he reached his school in Ontario, Canada, he discussed the matter with his teacher. With her support, he stood nervously in front of his grade 7 class, read the brave boy's story and asked for their help. "I was so scared ... I was always nervous about public speaking. Standing in front of the other students was definitely a challenge." Eleven students agreed to get involved. They had a meeting to decide what to do. Soon the group began to give talks in schools



about child labour. Then Craig and his friends went around the community and asked people to sign petitions against child work which they sent to companies and politicians. As they got more and more support and donations they decided to start their own charity, "Free the Children".

Next Craig decided to visit Pakistan to meet with child workers. There he saw that people lived in extreme poverty. He also realised that as long as people live in poverty, child labour would be a problem. So to end it, they had to battle poverty!

Today, Craig's charity, "Free the Children" is benefiting millions around the world. It is helping communities build schools, provide healthcare and clean running water. Craig travels around the world talking to young people and helping them speak out against child labour. He ends all his speeches with a well-known quote. "We can do no great things ... but we can do small things with great love."

- 1 The article got Craig's attention because it
 - A was in the wrong section of the paper.
 - B had a picture of a boy his own age.
 - C had to do with a young protestor.
 - D was about child labour.
- 2 After reading the article Craig decided to
 - A ask his teacher to get involved.
 - B tell his friends about Iqbal.
 - C get his classmates to help fight child labour.
 - D use the article as a topic for public speaking.
- 3 Craig and his friends visited schools to
 - A persuade students to join their group.
 - B let others know that child labour exists.
 - C get signatures for petitions.
 - D ask students and teachers to donate money.
- 4 Craig's visit to Pakistan helped him understand
 - A the life of poor children.
 - B what it means to be poor.
 - C how to end poverty.
 - D the best way to fight child labour.
- 5 This story is about
 - A child workers like Iqbal Masih.
 - B the history of "Free the Children" charity.
 - C how to stop child labour.
 - D how one boy's courage can bring change.

Vocabulary

- 1 ★ Match the type of art to its description.

1 <input type="checkbox"/>	pottery	6 <input type="checkbox"/>	painting
2 <input type="checkbox"/>	sculpting	7 <input type="checkbox"/>	computer graphics
3 <input type="checkbox"/>	photography	8 <input type="checkbox"/>	drawing
4 <input type="checkbox"/>	collage		
5 <input type="checkbox"/>	graffiti		

- A pictures made by hand using a pencil
 B pictures made by sticking pieces of paper and cloth onto a paper
 C objects that are made by carving a material such as stone
 D pictures that are drawn in public places
 E pictures created by using a camera
 F pictures made by brushing colour liquid onto a surface
 G objects made out of clay
 H images created by using high-tech equipment

- 2 ★ Fill in: *public, brighten up, crumbling, fair, phenomenon, transform, offensive, rundown.*

- He lives in a poor and neighbourhood.
- Colourful street art helps the community.
- She refuses to go to the gallery as she finds the artwork
- He repairs walls with colourful Lego bricks.
- This neighbourhood has its share of graffiti with lots of colourful walls.
- The artist became a worldwide and his work is recognised everywhere.
- opinion differs on what is street art and what is vandalism.
- Street artists want to public spaces into more attractive areas.

Grammar

- 3 ★ Complete the sentences with the *passive* form of the verbs in the brackets.

- This garden (plant) by guerrilla gardeners last year.
- Janet's paintings (exhibit) right now at the art gallery on Connor Street.
- Antonio (award) first prize in the art competition last month.
- His drawings (love) by people of all ages.
- The new sculpture gallery (complete) next week.
- Two young men (arrest) by police for spray painting a bridge this morning.

- 4 ★ Complete the text with the *passive* form of the verbs in brackets.

WATCH YOUR STEP!

Right now in cities around the world ordinary streets and pavements 1) (transform) into fantastical scenes such as sharks bursting from the cement or giant cracks splitting the earth apart. These are the creations of 3-D street artists. The 3-dimensional effects of these images are so realistic that viewers feel like they 2) (transport) inside the scene. These amazing scenes 3) (draw) first with chalk and then they 4) (paint) with acrylic paint. 3-D street artists, such as Edgar Mueller, work many days to create these temporary artworks. Mueller's work "Shark Attack" 5) (create) on a street in Hong Kong. Viewers 6) (amaze) by the image's realistic effect and often avoided stepping on it. Sometimes Mueller 7) (inspire) suddenly and will just start creating a scene in a street. You just never know when the next street 8) (cover) with a scene from Mueller's imagination!



Vocabulary

- 1 a) ★ Match the words to form phrases.

1	detective	A	child
2	seaside	B	police officer
3	crime	C	novels
4	retired	D	town
5	shy	E	writer

- b) ★ Complete the sentences with the phrases from Ex. 1a.

- Agatha Christie came from a in England.
- When Agatha was younger, she was a
- Raymond Chandler was a famous American
- The Hercule Poirot is a fictional character created by Agatha Christie.
- Agatha Christie started writing while working as a nurse in a hospital.

- 2 ★★ Fill in: *attend, hired, awarded, provide, expressing, lack*.

- In 1955, the Mystery Writers of America Agatha Christie their highest honour, the Grand Master Award.
- Agatha Christie didn't education as she was educated at home.
- Agatha's parents tutors to lessons in music, dance, Maths and French.
- As a child, Agatha had problems herself verbally.
- Agatha did not school but her sister Madge did.

- 3 ★★ Circle the correct particle.

- Agatha turned in / to music and writing to overcome her problems of shyness.
- Agatha started making about / up stories when she was a child.
- Hercule Poirot was first introduced to / with the public in 1920.
- Agatha passed away / off at the age of 85.
- By / In all, Agatha Christie's books have been translated into about 100 languages.

Everyday English

- 4 ★ Use the sentences to complete the dialogue. There is one extra sentence.

- Can you describe the man?
- Yes, it's 111 Beach Road.
- Where and when did you witness the incident, Ms Wheeler?
- It's nice to meet you, Karen.
- No, I don't think so.
- What happened next?

A: 1)

B: I was standing on the corner of Charles Street and Harbour Lane on Tuesday evening at about 7 o'clock.

A: And what did you see?

B: I saw a man trying to break into a house.

A: 2)

B: I shouted and the man ran away.

A: 3)

B: Yes, he was tall and wearing black clothes, a hat and gloves.

A: OK. So is there anything else you can tell me about the incident?

B: 4)

A: Can I have your address and phone number, please?

B: 5)

My telephone number is 555 369 7889.

A: Thank you very much.



- 5 ★★ Use the information in the news report to write a dialogue similar to the one in Ex. 4.

POLICE HUNT ROBBER

Police are searching for a masked man who held up a bank teller at gunpoint on Friday morning. Witness Gerry Franklin describes the man as short and slim and wearing athletic clothes ...

Vocabulary

- 1 a) ★ Match the words to form phrases.

1	security	A	methods
2	store	B	scientist
3	scientific	C	scene
4	forensic	D	chip
5	physical	E	detective
6	crime	F	guard
7	armed	G	evidence
8	silicon	H	microscope
9	electron	I	robbery

- b) ★★ Complete the sentences with some of the phrases from Ex. 1a.

- Max was caught shoplifting by the
- They found such as blood and fingerprints in the getaway car.
- \$200,000 was taken in a(n) at the National Bank this morning.
- Police detectives and scientists soon arrived at the

- 2 ★ Choose the correct preposition.

- The murder case was solved **in/at** record time.
- The day ended **at/with** an arrest of a suspect.
- Various people were involved **in/to** collecting evidence at the crime scene.
- He specialises **at/in** DNA analysis.
- The technician removed DNA **of/from** the hair sample.

- 3 ★ Fill in: *analyse, solved, present, identify, played*.

- The fibres found at the scene a role in catching the suspect.
- At the lab, technicians..... all the evidence collected from a crime.
- Karen was asked to evidence from her lab in court.
- The detectives the case with the help of an important witness.
- These machines chemicals left on evidence.

Grammar

- 4 ★★ Rewrite the sentences in the *passive*.

- The police didn't let reporters enter the crime scene.
- They made him give a DNA sample.
- He won't let her see the evidence.
- People believe the detectives will solve the crime.
- They think that the police have arrested the wrong man.

- 5 ★ Complete the sentences using the *causative*.

- A technician is installing a security camera at the shop. The shop
- Someone stole my wallet on the train. I
- Someone has broken into John's house. John
- The mechanic will put an alarm in Tina's car. Tina

- 6 ★ Write the correct *reflexive pronoun*.

- We changed the locks in the house
- John caught the thief
- I took the picture of the suspect
- Sally examined the fibres
- They found the stolen money



Vocabulary

- 1 ★ Fill in: *attempted, patrol, traced, squawked, sentenced, made, found, sent, reached, scratched, attend.*
- Mr Jacobs was to prison after the jury finally their verdict and him guilty of the attacks.
 - The burglars a quick getaway through the window of the house.
 - The cat the thief and frightened him away!
 - Several guard dogs the building's yard at night.
 - The hens loudly when we entered the farmyard.
 - The burglars were to two years in prison.
 - The thieves to rob the bank but they were caught by the police.
 - All jurors must court during a trial.
 - The police the thief from his fingerprints that were left at the scene.

2 a) ★ Match the words to form phrases.

1	gang	A	institute
2	quick	B	door
3	back	C	form
4	guard	D	ordered
5	research	E	of burglars
6	accidentally	F	dog
7	census	G	service
8	jury	H	getaway

b) ★ Complete the sentences with some of the phrases from Ex. 2a.

- The burglars made a through the window of the house.
- Fill out this with the names of all members of your family.
- At the they do experiments with different crops.
- The thieves left unnoticed from the

Grammar

3 ★★ Rewrite in *reported speech*.

- "The police caught the burglar today," the reporter said.
- "I lock my doors every night," said Mr Thompson.
- "Mary will be a witness in court," said her lawyer.
- "Put your hands behind your back," the policeman told the man.
- "Have the police arrested anyone yet?" Kelly asked us.
- "Don't move!" the policeman told the man.

4 ★★ Rewrite the orders and questions in *reported speech*.

- "Where were you at the time of the robbery?" the policeman asked me.
- "Stand against the wall!" the policeman told the man.
- "Did you phone the fire department?" Kelly asked us.
- "Go and see the judge immediately!" the lawyer said.

5 ★★ Report the sentences using the verbs in brackets.

- "We have new evidence that proves who did it," the detective said. (EXPLAINED)
- "You stole my bracelet!" she said to me. (ACCUSED)
- "I will call David as soon as I get home," she told us. (PROMISED)
- "I wasn't at the bank that day," he said. (DENIED)

Vocabulary

1 ★ Match the crimes with the sentences.

- | | |
|-----------------|-------------|
| A robbery | E arson |
| B shoplifting | F speeding |
| C mugging | G vandalism |
| D pickpocketing | H burglary |

- 1 ☐ They broke in and took my TV, computer, and all my jewellery.
- 2 ☐ He threatened her, grabbed her bag and ran away.
- 3 ☐ Two masked men entered the bank and stole over 2 million euros.
- 4 ☐ Tom was stopped by the police and given a ticket for driving too fast.
- 5 ☐ The teenager tried to take a CD from the store, but the security guard caught him.
- 6 ☐ Someone took John's wallet on the metro and he didn't even realise it had happened until much later.
- 7 ☐ The two men were seen going into the basement of the building and within half an hour, the whole building was in flames.
- 8 ☐ They covered the school walls with graffiti and broke lots of windows.

2 a) ★ Match the words to form phrases.

- | | |
|------------------------------------|------------|
| 1 <input type="checkbox"/> speed | A damage |
| 2 <input type="checkbox"/> public | B accounts |
| 3 <input type="checkbox"/> global | C jam |
| 4 <input type="checkbox"/> cause | D limit |
| 5 <input type="checkbox"/> online | E scale |
| 6 <input type="checkbox"/> traffic | F property |

b) ★ Complete the sentences with the phrases from Ex. 2a.

- 1 Slow down, you're driving over the
- 2 The virus's destruction was on a affecting computers around the world.
- 3 I was caught in a on the motorway.
- 4 Hackers to computer systems.
- 5 For safety reasons use different passwords for your
- 6 A group of people were seen destroying on main street.

3 ★ Choose the correct word.

- 1 It's easy for hackers to access **weak/thin** computer systems.
- 2 I work for a **personal/private** company that checks computer security.
- 3 The bank **hired/borrowed** a hacker to test the security of their computer system.
- 4 A programmer **won/gained** access to the company's records and deleted valuable information.
- 5 There are some computer viruses that try to access people's **confidential/classified** passwords.

4 ★ Fill in: *steal, robbed, commit, caused, infected, disrupt, crash.*

- 1 A virus our computer network and deleted all the hard drives.
- 2 The virus caused my computer to
- 3 Some cyber criminals target personal computers so they can people's identities.
- 4 Martin didn't the crime; he was at work at the time.
- 5 Police said the men they arrested had the Central Bank just hours earlier.
- 6 The computer virus a lot of problems for the company.
- 7 Hackers sometimes public services such as power stations and water supplies for fun.

5 ★ Choose the correct preposition.

- 1 The road signs displayed **to/on** drivers were all wrong.
- 2 So many essential public services **rely on/to** computers to operate.
- 3 The city had to resort **to/in** policemen directing traffic when the traffic computer system crashed.
- 4 Governments are very concerned about the threat **from/of** cyber terrorism.
- 5 There is a worm capable **of/at** stealing your computer passwords.

Writing (a letter to the editor making suggestions and giving your opinion)

- 1 ★ Read the letter and put the paragraphs in the correct order. What is the writer's reason for writing?

Dear Sir/Madam,

A In summary, I am totally in favour of tackling the traffic congestion problem in our town with practical solutions. I really hope that the city council will take my suggestions into consideration.

B I am writing in response to the article that I read about the terrible traffic congestion in the city centre, **I strongly agree with** doing something to improve this situation. **In my opinion**, there are a number of solutions to the problem.

C In addition, I would suggest introducing a bicycle rental system together with the construction of new bicycle lanes. Residents would be able to pick up a bike at various stations for a small fee, ride the bike around town, and then drop it off at another station near their destination. **This way**, many people would be happy to leave their cars at home as cycling is fun, cheap, and keeps you fit, too.

D First of all, I suggest that a congestion charge should be introduced that drivers have to pay before they can drive around town. **Consequently**, many drivers would be put off by this and not drive their cars; they would be encouraged to walk or use the town's excellent public transport system instead.

Yours faithfully,

Kirk Summers



- 2 ★ Match the words in bold in the letter in Ex. 1 with the alternatives below.

- 1 All in all
- 2 As a result
- 3 Consequently
- 4 To start with
- 5 Furthermore
- 6 I think that
- 7 I am totally in favour of

- 3 ★ Underline the writer's opinion(s) in the letter.

- 4 ★ Read the rubric and answer the questions.

You have just read a worrying article in your local newspaper about an increase in crime in residential neighbourhoods. Write a letter to the editor suggesting what could be done about this (150-200 words).

- 1 What's your reason for writing?
- 2 How will you begin/end your letter?
- 3 Which ideas would help the problem the most? Check (✓) the two ideas that you like the best.
 - more police on the streets ☐
 - installation of better street lighting ☐
 - Neighbourhood Watch programmes ☐
 - organising seminars about protecting your home ☐
- 4 What could be the results/consequences?
 - idea 1
 - idea 2

- 5 ★ Use the prompts below to write full sentences, as in the example.

- 1 I/strongly believe/neighbourhoods/benefit from/Neighbourhood Watch programs
I strongly believe that neighbourhoods would benefit from more Neighbourhood Watch programs.
- 2 In my opinion/people/need/install/burglar alarms
- 3 I/think/more police/patrol/our neighbourhoods
- 4 I/hope/my comments/take/into consideration

- 6 ★★ Use your answers in Ex. 4 and 5 and the sentences from the Useful Language box to write your letter.

Plan

Dear Sir/Madam,

Para 1: reason for writing/opinion

Para 2&3: suggestions & possible results/consequences

Para 4: restate of opinion/in different words

Yours faithfully,

Useful Language

Reason for writing: *I am writing in response to...*

Suggestions/possible results: *First of all..., This way...*

Restate opinion: *In summary..., I hope that... will take my suggestions into consideration...*

Vocabulary

- 1 a) ★ Match the words to form phrases.

1	high	A	bumps
2	traffic	B	ground
3	piles	C	crime rate
4	waste	D	transport
5	speed	E	of rubbish
6	public	F	congestion

- b) ★ Complete the sentences with the phrases from Ex. 1a.

- Be careful at night; this neighbourhood has a
- The new will prevent the cars from going too fast.
- In my neighbourhood, we don't have very good – only a local bus.
- Look at the on the street; it's awful and unsanitary.
- There is such terrible in the city centre that I hardly ever drive there anymore.
- The council needs to find good uses for the in our city.

Listening

- 2 ★★ You will hear Jodie talking about her job as a store detective. Listen and mark the sentences T (true) or F (false). Tick (✓) the correct box.

- | | T | F |
|--|------|------|
| 1 A store detective spends 100% of their time in the store. | | |
| 2 Jodie often pays attention to a shopper's clothing. | | |
| 3 She always approaches a shopper when she thinks they've taken something. | | |
| 4 She says she finds her job relaxing. | | |
| 5 She doesn't always feel happy when she catches a shoplifter. | | |

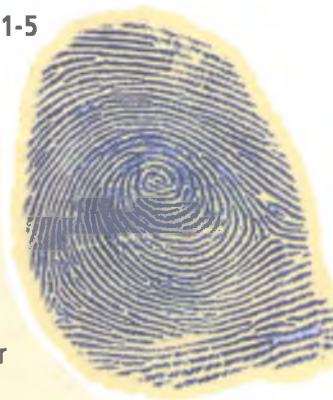
Grammar & Vocabulary

- 3 ★ Read the text and complete the gaps 1-5 with the words derived from the words in bold.

Fingerprinting has been around since 1892. Since then, we have been using it to identify criminals and unknown victims. Today a popular 1) (APPLY) of fingerprinting technology is in car theft 2) (PREVENT).

When a fingerprinting identification device is installed in a new car only those people whose fingerprints are entered in the system can start the vehicle. Seeing as no two fingerprints are 3) (LIKE), it is the most secure key in order to protect our vehicles from theft.

When Rick Evans learnt about this technology he was 4) (THRILL). "You don't have to worry about losing your keys or someone else taking them. All you need is your fingerprint." However, others like Mr Jeroen Keuning 5) (APPROVE) of this. They have certain identity theft concerns. "We leave over 25 almost perfect fingerprints lying around per day, what's to prevent someone from stealing one!" Others raise the question, "What were to happen if you burnt your fingers?" Yet, despite these concerns, fingerprinting technology is becoming more and more popular.



Everyday English

- 4 ★ Choose the correct exchange.

- | | |
|--|--------------------|
| 1 A: I got stuck in traffic.
B: a What a nightmare! | b Yes. Thank you! |
| 2 A: Someone stole my CD player.
B: a That's OK. | b You're joking! |
| 3 A: Someone sprayed graffiti on the school's wall.
B: a That's been happening a lot! | b Not really! |
| 4 A: I sprained my ankle.
B: a Of course! | b That's terrible! |

Language & Grammar Review

Choose the correct answer.

- 1 The hacker was arrested for computer viruses.
A downloading B spreading C disrupting
- 2 A Neighbourhood Watch programme has been in our area.
A set on B set off C set up
- 3 We weren't to touch the evidence.
A allowed B allowing C to be allowed
- 4 The store caught the shoplifter as she was leaving the shop.
A detective B guard C lawyer
- 5 Dan's house broken into last night.
A is B has been C was
- 6 The street cameras will record driving.
A dramatic B dangerous C unfair
- 7 Ken painted over the graffiti
A himself B ourselves C yourself
- 8 The suspect his house searched by the police.
A had B did C was
- 9 Harry a toast to the couple's future.
A released B traced C made
- 10 Did you know that Barry his new car stolen?
A have B has C had
- 11 The jury hasn't reached a yet.
A verdict B judge C court
- 12 Sam asked how much damage by the vandals.
A is caused B caused C was caused
- 13 When the aspirin wore, my headache came back.
A away B out C off
- 14 The fire is thought to be an act of
A pickpocketing B arson C mugging
- 15 Hackers weaknesses in computer systems.
A warn B exploit C gain
- 16 Amy asked we had spoken to the police yet.
A that B what C if
- 17 Sarah apologised breaking my camera.
A by B with C for
- 18 It the thieves escaped through the window.
A is thinks B is thought C is thinking
- 19 The burglars were to two years in prison.
A sent B attended C sentenced
- 20 The detective out who had committed the crime.
A solved B worked C identified
- 21 Amy told me the back door.
A to lock B for locking C lock
- 22 of rubbish lined the streets.
A Holes B Piles C Lack
- 23 Traffic adds to air pollution.
A congestion B disruption C segregation
- 24 Tony and Sue joining Neighbourhood Watch.
A promised B wanted C suggested
- 25 Hercule Poirot is a(n) fictional detective.
A famous B awarded C inspired
- 26 The vandals ran when they saw the police.
A to B out of C away
- 27 The new Museum next week.
A was opened B is opened C will be opened
- 28 Kelly works in the lab as a forensic
A detective B scientist C suspect
- 29 Agatha Christie was at home by tutors.
A educated B trained C informed
- 30 The city council has built more bumps on the roads.
A driving B traffic C speed

Reading Task (Gapped text)

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

Fighting for their Rights

At the end of the 19th century, the Suffragettes were fighting to change the law and give women the right to vote in the UK. Emmeline Pankhurst and her daughters Cristobel and Sylvia led the movement. Their middle-class position in society helped them make their voices and views heard. However, other women from less fortunate backgrounds also played a vital role in the fight: women like Alice Hawkins ...

Born in 1863 to working class parents, Alice left school at 13 to work as a machinist in a shoe factory in the city of Leicester, England. **1** While still a young woman, Alice took her first steps as an activist by joining the trade union movement for fairer conditions in the workplace.

Over the years, Alice became disappointed with the union. She felt that it neglected women's rights and was much more focused on male workers, who were still regarded as the 'breadwinners' in society. So, in 1907, Alice travelled to London to attend her first meeting of the Women's Social and Political Union (WSPU). On that same day, the group marched to the House of Commons to demand voting rights. **2** They arrested Alice and imprisoned her for the first time.

That first prison experience had a big impact on Alice. **3** In fact, she felt inspired to fight even harder for the cause by setting up a new branch of the WSPU in Leicester. She worked tirelessly with local shoe trade workers and would spend her Sundays cycling out to towns and villages to campaign for support. **4** Alice fought on. The highpoint of her campaigning years came in June 1908 when she spoke at a huge



rally in Hyde Park, London. The day became known as 'Women's Sunday' and over 250,000 supporters attended. The event made national news and Alice was singled out by The Times newspaper as one of the most notable speakers that day.

The days of the British suffragette movement came to an abrupt halt when the nation turned its attention to the Great War of 1914. **5** In 1920, British women were given their right to vote. Alice continued working with the local trade union up until her death in 1946 at the age of 83. Even today the memory of brave 'Alice the Suffragette' lives on.

- A But she had no regrets or thoughts of giving up the suffragette movement.
- B During this time, Alice was arrested a total of five times because of her activism.
- C But the cause of women like Alice had not been in vain.
- D Alice soon discovered that the working conditions and wages women received were inferior to those of their male colleagues.
- E But this dedicated woman never neglected her local community.
- F Police on horseback charged the women.

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> (= 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.*

Adverbs

- 1 Write the adverbs of the adjectives in the list. Place the adverbs in the correct box.

- strange ● easy ● comfortable ● enthusiastic
- hard ● creative ● lazy ● patient ● angry
- clumsy ● terrific ● magic ● fast ● terrible
- late ● reliable ● brave ● realistic

-ly	strangely,
consonant + y ⇒ -ily	easily,
-le ⇒ -ly	comfortably,
-ic ⇒ -ally	enthusiastically,
No change	hard,

- 2 Put the adverbs into the correct column:
bravely, gently, here, soon, often, quickly, away,
sometimes, now, slowly, far, lately, usually, well

How (manner)	Where (place)	When (time)	How often (frequency)

Present simple – Present continuous

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

- A: What.....
(you/do) tomorrow morning?
B: I (go) to a job interview.
- A: (James/like) babysitting?
B: Actually, he (love) it.
- A: Why (you/carry) a helmet?
B: I (go) whitewater rafting after class.
- A: (you/have) any experience with animals?
B: Yes, I (live) on a farm.
- A: What (Helen/do)?
B: She (work) as a lifeguard.

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

- John (train) the boys' football team every Monday but this week he (train) the girls' team.
- I (hang out) with my friends every weekend but this weekend I (visit) my cousins in London.
- Most Saturdays Nick (go) rock climbing but this Saturday he (learn) how to paraglide.
- Jane usually (look after) sick children but today she (prepare) a surprise party for them.
- We often (go) to the Mall at the weekend but this weekend we (study) for a test.
- David rarely (travel) abroad but he (fly) to Spain this week.

- 5 Put the verbs in brackets into the *present simple* or the *present continuous*. How do the sentences differ in meaning?

- a) The critic (taste) the food now.
b) This pizza (taste) delicious!
- a) She (appear) to like her job.
b) My favourite band (appear) in concert tomorrow.
- a) I (have) dinner with my parents tomorrow night.
b) I (have) a copy of my CV with me.
- a) Robert (think) of applying for the job.
b) Maggie (think) interviews are fun.
- a) You can (see) her paintings in the gallery.
b) They (see) each other at the motocross race tomorrow.

- 6 Put the verbs in brackets into the *present simple* or the *present continuous*. Then answer the questions about yourself.

- (you/like) doing extreme sports in your spare time?
- (you/build) a robot right now?
- (your dad/drive) a taxi?
- (you/do) anything exciting this weekend?
- (your brother/often go) to sports camp in the summer?
- (you/prefer) working on your own?
- (your mum/drive) carefully?
- (your friend/paint) a picture right now?

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 в сравнительной и превосходной степени

- К односложным прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для 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)** и **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.*

Comparisons

- 7 a) Complete the table with the correct **comparative** and **superlative** forms of the adjectives.

Adjective	Comparative	Superlative
brave	<i>braver</i>	<i>the bravest</i>
exciting		
difficult		
deep		
good		
young		
smart		
careful		

- b) Complete the sentences with adjectives from the completed table.

- Hillary is *braver* than her brother. She's not afraid of anything.
- The sports camp is of all the summer camps. It's thrilling.
- William's by far student in class. He always gets the best marks.
- You have to be a bit next time you go whitewater rafting so you don't fall out of the raft again.
- Sara can freedive than me. I can only make it to 10 metres.
- That mountain is of all for climbers to climb. Hardly anyone makes it to the top.
- Sam is much than the rest of his teammates. He's only 16 years old.
- Street luge is OK, and so is windsurfing, but I think that mountain biking provides by far exercise.

8 Put the *adjectives/adverbs* in brackets in the correct *comparative/superlative* form.

- 1 A smokejumper's job is much (**dangerous**) than a shop assistant's.
- 2 Jim is (**polite**) secretary in the office.
- 3 Interns usually make (**little**) money than workers with regular jobs.
- 4 This painting is slightly (**expensive**) than the one hanging over there.
- 5 Mr Gavin works (**hard**) of all the coaches.
- 6 Some young people think that finding a job is (**stressful**) than attending university.
- 7 Working as a video game tester sounds a bit (**interesting**) than working as a gardener.
- 8 Your interview skills are getting (**good**) and better, but keep practising.

9 Complete the questions with the correct *comparative/superlative* form of the words in brackets, and then choose the correct answer.

- 1 Which of the two mountains is (tall)?
A Mt Makalu
B Mt Everest
- 2 What age is (old) active lifeguard?
A 78 years old
B 86 years old
- 3 Who won (much) gold medals of all the countries in the 1896 Olympics?
A the United Kingdom
B the United States of America
- 4 Which of the two colours indicates a (hot) flame?
A blue
B pink
- 5 Which of these dogs is typically (heavy) than 50 kgs?
A English Mastiff
B Chihuahua
- 6 What is the world record for (long) television interview?
A 12 hours
B 24 hours

Quiz

10 Read the text about paragliding. For questions 1-6 choose the best answer (A, B or C).

The Paragliding Championships take place today to determine **1)** racer, and Kelly is checking the weather forecast. All of the racers hope today is **2)** than yesterday because poor visibility causes a "No Fly Day". The weatherman says there are no clouds and it is **3)** day so far this week. That's great news. The time to start arrives so Kelly begins strapping her backpack on and heading to the take-off point. She's nervous because she is **4)** experienced than some of the other competitors. Kelly checks the wind speed. It's **5)** now so she makes the necessary adjustments. Her goal is to fly **6)** of all the racers. It's time to start. Good luck, Kelly!



- | | | |
|--------------|---------------|-----------------|
| 1 A quicker | B faster | C the fastest |
| 2 A clearly | B clearer | C the clearest |
| 3 A warmer | B more warmer | C the warmest |
| 4 A little | B less | C the least |
| 5 A stronger | B strongly | C the strongest |
| 6 A highly | B higher | C the highest |

11 Circle the correct item.

- 1 Babysitting is the most popular job for teens in my area.
A farther B by far C as far
- 2 You seem prepared for the race today.
A much most B much more
C much a lot
- 3 Your CV isn't as bad Tom's.
A than B that C as
- 4 Vicky does very at answering questions in interviews.
A well B better C the best
- 5 The pizza delivery person takes longer and every time!
A long B longer C the longest
- 6 The basketball team is playing a better this season.
A bit B slightly C far

-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 глаголами в -ing форме

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.

Infinitive, -ing form**12 Underline the correct item.**

- A: Did you sign up for the rugby team?
B: Of course! I love to play/playing sports.
- A: Can you give/to give me some advice?
B: Sure. What's the problem?
- A: Is that new mountain bike yours?
B: No, but I plan to buy/buying one soon.
- A: Diving is thrilling. You should try/to try it.
B: I would like going/to go sometime, but I can't even swim.

5 A: It's no use to try/trying to fix this hang-glider, the hole is too big.

B: I'd better buy/to buy a new one.

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

Dear Alex,
Thank you for your email. I love 1) (read) all of your stories about camp. 2) (be) honest, they make me 3) (laugh) out loud. You should 4) (post) them on Facebook.
5) (work) as a counsellor sounds exciting and I'd like 6) (try) it, but I'm reluctant 7) (leave) home. I just have trouble 8) (move) somewhere for the whole summer, but next month I hope 9) (visit) you and see the camp for myself.
I must 10) (go) now. My favourite show is starting. Please write again soon!
Your friend,
Pat

14 Put the verbs in brackets into the *to-infinitive* or the *-ing* form. How do the sentences differ in meaning?

- 1 a) Stop (worry) about it. Everyone makes mistakes.
b) These hiking trails are terrific but I'm exhausted. Let's stop (rest).
- 2 a) I regret (inform) you that you didn't make the team.
b) Sam regrets (spend) the whole night looking for UFOs.
- 3 a) Remember (bring) the leads for the dogs.
b) I remember (try) to windsurf! I kept falling off the board.
- 4 a) Try (walk) to work instead. It's less stressful than driving.
b) Try (stay) calm. The fire department is on its way.
- 5 a) I don't mean (hurt) your feelings but you didn't make the team.
b) Becoming a professional athlete means (train) hard for many years.

15 Circle the correct item.

- 1 The coach made Adam after practice and do more drills.
A staying B stay C to stay
- 2 Michelle decided the UFO club.
A joining B join C to join
- 3 It's too hot hiking.
A going B go C to go
- 4 It wasn't windy enough kite surfing today.
A to go B going C go
- 5 I look forward part in the competition.
A to take B to taking C taking

16 Complete the sentences.

- 1 I would like
- 2 My friend enjoys
- 3 My parents let me
- 4 I look forward to
- 5 I hope
- 6 I am too tired

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

An amazing lady

Stephanie Gilmore is a professional surfer from Australia. She feels fortunate 1) (have) four world championship trophies and hopes 2) (win) another one next year. She practises very hard and loves 3) (spend) time at the beach. She also enjoys 4) (play) the guitar and going skydiving. Her unwillingness 5) (quit) and her relaxed attitude are a perfect combination. She thinks surfers should 6) (focus) on each performance, but not take it too seriously. Those other surfers had better 7) (listen) because this advice leads to victories.



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 определённое 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 .	Did I walk/go ?
You walked/went .	Did you walk/go ?
He walked/went .	Did he walk/go ?
She walked/went .	Did she walk/go ?
It walked/went .	Did it walk/go ?
We walked/went .	Did we walk/go ?
You walked/went .	Did you walk/go ?
They walked/went .	Did they walk/go ?

ОТРИЦАНИЕ

Полная форма	Краткая форма
I did not walk/go .	I didn't walk/go .
You did not walk/go .	You didn't walk/go .
He did not walk/go .	He didn't walk/go .
She did not walk/go .	She didn't walk/go .
It did not walk/go .	It didn't walk/go .
We did not walk/go .	We didn't walk/go .
You did not walk/go .	You didn't walk/go .
They did not walk/go .	They didn't 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 путём добавления **-ed**: *I come – I came*
- Вопросы**
- Вопросы в **past simple** образуются при помощи **did** + **подлежащего + основной формы глагола**:
Did you play golf yesterday? Did you go to the cinema yesterday?
- Отрицание**
- Отрицания в **past simple** образуются при помощи **didn't** + **основной формы 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: правильные глаголы в утвердительной форме

- В глаголах, оканчивающихся на **-e**, добавляется только **-d**: *I move – I moved*
- В глаголах, оканчивающихся 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 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 simple – Past continuous

1 Michael is on holiday in London. Look at his day planner for yesterday. What was he doing at:

● 8:45 ● 10:00 ● 12:45 ● 14:15 ● 16:30 ● 20:00

8:30 – 9:30	eat breakfast
9:45 – 12:15	see the sights
12:30 – 13:45	visit art gallery
14:00 – 15:30	have lunch
16:00 – 17:30	walk around the shops
19:30 – 21:30	watch a play

What was Michael doing at 8:45 yesterday?
He was eating breakfast.

- 5 A: It's no use **to try/trying** to fix this hang-glider, the hole is too big.
B: I'd better **buy/to buy** a new one.

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

Dear Alex,
Thank you for your email. I love 1) **(read)** all of your stories about camp. 2) **(be)** honest, they make me 3) **(laugh)** out loud. You should 4) **(post)** them on Facebook.
5) **(work)** as a counsellor sounds exciting and I'd like 6) **(try)** it, but I'm reluctant 7) **(leave)** home. I just have trouble 8) **(move)** somewhere for the whole summer, but next month I hope 9) **(visit)** you and see the camp for myself.
I must 10) **(go)** now. My favourite show is starting. Please write again soon!
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Pat

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- a) Stop **(worry)** about it. Everyone makes mistakes.

b) These hiking trails are terrific but I'm exhausted. Let's stop **(rest)**.
- a) I regret **(inform)** you that you didn't make the team.

b) Sam regrets **(spend)** the whole night looking for UFOs.
- a) Remember **(bring)** the leads for the dogs.

b) I remember **(try)** to windsurf! I kept falling off the board.
- a) Try **(walk)** to work instead. It's less stressful than driving.

b) Try **(stay)** calm. The fire department is on its way.
- a) I don't mean **(hurt)** your feelings but you didn't make the team.

b) Becoming a professional athlete means **(train)** hard for many years.

15 Circle the correct item.

- The coach made Adam after practice and do more drills.
A staying B stay C to stay
- Michelle decided the UFO club.
A joining B join C to join
- It's too hot hiking.
A going B go C to go
- It wasn't windy enough kite surfing today.
A to go B going C go
- I look forward part in the competition.
A to take B to taking C taking

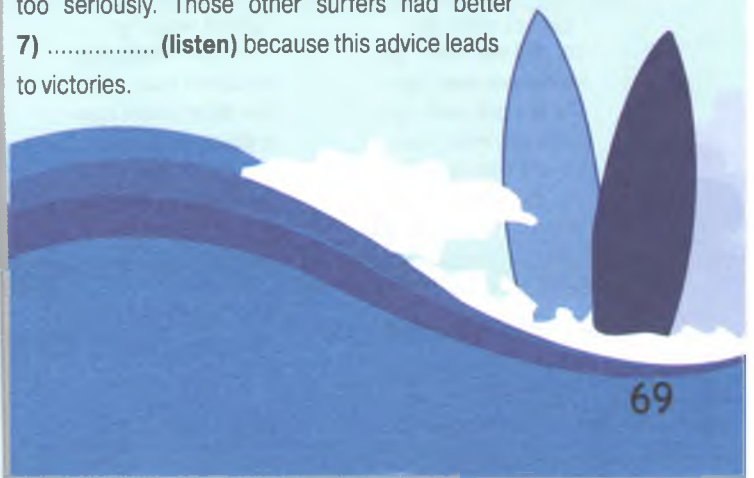
16 Complete the sentences.

- I would like
- My friend enjoys
- My parents let me
- I look forward to
- I hope
- I am too tired

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

An amazing lady

Stephanie Gilmore is a professional surfer from Australia. She feels fortunate 1) **(have)** four world championship trophies and hopes 2) **(win)** another one next year. She practises very hard and loves 3) **(spend)** time at the beach. She also enjoys 4) **(play)** the guitar and going skydiving. Her unwillingness 5) **(quit)** and her relaxed attitude are a perfect combination. She thinks surfers should 6) **(focus)** on each performance, but not take it too seriously. Those other surfers had better 7) **(listen)** because this advice leads to victories.



- 2 Use the prompts to write questions and answers, as in the example.

1 Jane/ride a camel/5 o'clock yesterday? – ride a horse.

A: *Was Jane riding a camel at 5 o'clock yesterday?*

B: *No, she wasn't. She was riding a horse.*



- 2 Tom and his grandfather/
swim at 4 o'clock yesterday?
– fish in the lake.

Tom and his grandfather

- 3 Pam/drive to work/at 8:00
yesterday? – go camping.



- 4 Louise/sing/at 9 o'clock
yesterday morning? – play
the guitar.



- 5 Tracy/visit/a museum/at
4:00 yesterday afternoon?
– visit a castle.



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

- We (walk) around the haunted house when, suddenly, we (hear) a strange sound.
- Randy (join) a rock band and (make) his first single last year.
- At 8:00 yesterday we (watch) a police drama.
- The pop singer (dance) on stage when she (fall) over.
- They (study) at university when they (design) the new computer program.
- The singer (warm) up while the audience (wait) to enter the stadium.

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

- A: Why (you/arrive) late?
B: I (wake) up late and (miss) the bus.
- A: Sandra (canoe) in the river when she (hit) a rock.
B: Oh no! (she/hurt) herself?
- A: I (call) you all afternoon yesterday but you (not/pick up).
B: I'm sorry. I (not/be) at home.

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

It 1) (rain) hard that Sunday morning. Vince and Andy couldn't go outside. They 2) (be) bored and 3) (not/know) what to do until Vince 4) (suggest) exploring the attic upstairs. They 5) (climb) the stairs slowly, 6) (open) the creaking wooden door and 7) (enter) the attic. They 8) (look) around the attic when suddenly they 9) (hear) a loud cry. They 10) (turn) round and 11) (see) a huge shadow. The boys 12) (scream) and 13) (run) out of the attic as fast as they could. As they 14) (run) out of the house, they 15) (look) back and 16) (spot) their brother in the attic window! He 17) (laugh) and 18) (point) at them. There 19) (be) no ghost after all!

- 6 Complete the sentences with your own words.

- I was hiking in the mountains when
- As I was walking home from school,
- When I turned on the TV,
- I was reading a book while
- I watched a film and then

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 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 привычках. 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 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)

Формообразование: **had + been + present participle**.

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.

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.

Used to

- 7 Write sentences about what Lady Gaga used to/didn't use to do when she was younger.

- | | |
|---|---------------------------|
| 1 | play the piano ✓ |
| 2 | compose classical music X |
| 3 | attend a music school ✓ |
| 4 | dance ✓ |
| 5 | have brown hair ✓ |
| 6 | live in Italy X |
| 7 | drive a car X |
| 8 | sing ✓ |



1 She used to play the piano.

- 2
- 3
- 4
- 5
- 6
- 7
- 8

Past simple — Past perfect — Past perfect continuous

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

- 1 A: Helen
(not/make) it to the pop concert.
B: Oh, what a shame! She
(look) forward to it for weeks.
- 2 A: What (happen) to you?
B: I (break) a glass and
(cut) my finger.
- 3 A: Julie (seem) tired yesterday.
B: She was. She
(write) a review all afternoon.
- 4 A: Gary (be) so excited when
I saw him last night.
B: I know! He
(just/get) a promotion.
- 5 A: How long (you/wait)
at the station before the train arrived?
B: So long that by the time I reached the
cinema, the film
(already/start).

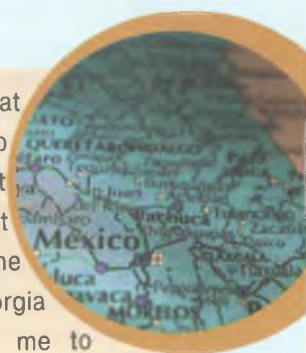
- 9 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 David was annoyed. He (lose)
his passport.
- 2 She (wait) for the bus
for 30 minutes before it arrived.
- 3 They went to a restaurant after they
..... (see) a play.
- 4 When we got to the airport, the plane
..... (already/leave).
- 5 He (not/book) a ticket
so he couldn't go to the concert.
- 6 Lisa was tired because she
(travel) all day.
- 7 The audience were excited. The singers
..... (give) an amazing performance.
- 8 Sam was out of breath. He
..... (work out) in the gym all afternoon.

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

Everyone looks forward to having a great time on holiday, but what do you do when your holiday turns into your worst nightmare? This is what

- 1) (happen) to me
last summer. My friend Georgia
2) (invite) me to
spend a month with her, so I 3) (book) a
flight for her home town – San Jose, California. I finally
4) (arrive) in San Jose. I stepped outside
the airport and, to my surprise, Georgia
5) (not/wait) for me. After
I 6) (wait) for forty minutes,
I 7) (ask) if I was in San Jose,
and they said I was. Where was she? Finally, an airport
official 8) (come) up to me and
9) (ask) me what was wrong. After
we 10) (talk) for a few minutes,
he 11) (start) laughing.
I 12) (get) more and more
annoyed when he finally 13)
(explain). I was in San Jose but in Southern Mexico!
I was 1,000 km away from my destination!



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	
Полная форма	Краткая форма
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 значении 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 тоже стоит в настоящем. 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.*

Future Tenses

1 Circle the correct answer, and then identify the use.

- 1 A: I love skiing in the mountains!
B: So do I. I expect the ski lodges **will start / are starting** to get busy soon; a lot of skiers go this time of year.
- 2 A: We **are going / go** quad racing this weekend.
B: Really? Can I come along?
- 3 A: Be careful. You **hurt / are going to hurt** yourself!
B: Relax! I've been riding a ski-doo for years.
- 4 A: Now that he has learnt to kite surf, he **will participate / is going to participate** in a competition on Sunday.
B: That's exciting. I think I'll **go / 'm going to go** watch him.
- 5 A: Jane's bus **arrives / is arriving** at 6:30.
B: We'd better leave now then.

2 Put the verbs into the correct *future tense*.

- A: Hey, Tony. What 1) (you/do) this weekend?
- B: I 2) (go) camping with Pedro and Sue.
- A: That sounds fun! I think I 3) (come) too. Do you mind?
- B: Of course not. I 4) (call) Pedro and Sue tonight to tell them.
- A: OK, great. So what's the plan? 5) (we/take) Pedro's jeep?
- B: No, unfortunately, I expect his brother 6) (need) it at the weekend. We've decided we 7) (get) tickets for the bus.
- A: That's fine. What time 8) (it/leave)?
- B: It 9) (leave) at 6:30 on Friday evening.
- A: Brilliant! I promise I 10) (not/be) late!

3 Circle the correct item A, B or C.

- 1 It's freezing cold! I a fire.
A light B am lighting C will light
- 2 Here, Mum. I your ski equipment for you.
A will carry B carry C am carrying
- 3 We to a ski lodge in The Rockies. Stan booked it last month.
A will go B are going C go
- 4 Look out! You yourself with that penknife!
A are going to cut B are cutting C cut
- 5 The train in half an hour.
A leaves B is leaving C will leave

4 Write:

- two things you will/won't do next week
.....
.....
- two things you are planning to do next week
.....
.....
- two things you are doing tonight
.....
.....

Clauses of time

5 Underline the appropriate time word and put the verbs in brackets into the correct tense.

- 1 Let us know till/as soon as you (arrive) at the research station.
- 2 Sheila was looking at the map until/while Matt (study) his compass.
- 3 We can't light a fire when/till you (collect) some wood.
- 4 Kay and Stu waited for over an hour before/by the time the rescue helicopter (pick) them up.
- 5 He can go paintballing as long as/just as he (wear) a helmet.
- 6 I promise I (email) you while/the moment I reach the camp.

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
<i>If + present simple</i>	<i>present simple</i>
<i>If the temperature drops below 0° C, water freezes.</i>	

Употребление

Conditional type 0 употребляется для выражения общеизвестных истин или того, 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
<i>If + present simple</i>	<i>will/can/must/etc + bare infinitive or imperative</i>
<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.
- С **conditional type 1** может употребляться **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
<i>If + past simple</i>	<i>would + bare infinitive</i>
<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.

Conditional type 3

Формообразование

IF-CLAUSE	MAIN CLAUSE
<i>If + past perfect</i>	<i>would have + past participle</i>
<i>If he had left earlier, he would have caught his flight.</i> (But he didn't.)	
<i>If you had studied harder, you wouldn't have failed the exam.</i> (criticism)	

Употребление

Conditional type 3 употребляется для описания нереальной ситуации в прошлом и для выражения сожаления или критики.

Wishes (Выражение желания)

Wish/if only используются для выражения желания.

FORM		USE
+ past simple	<i>I wish I was/were at home now.</i> (But I'm not.) <i>I wish my tooth didn't hurt.</i> (But my tooth hurts.)	to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I had called him earlier.</i> (But I didn't.) <i>If only they hadn't broken up.</i> (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.*

Conditionals: types 0, 1, 2, 3**6 Choose the correct item.**

- 1 If you like/liked/had liked extreme sports, you will love bungee jumping.
- 2 If you go to The Mona Foundation, you would see/would have seen/will see lots of rescued chimps.
- 3 If Greg had had/had/has a bigger room at the youth hostel, he would be happier.
- 4 If Bob hadn't been/won't be/not be so fit, he wouldn't have been able to walk the Appalachian Trail.
- 5 They would have stayed in a hotel if they had had/had/will have more money.
- 6 If I were you, I do/will do/would do something about global warming.
- 7 If you would put/put/had put water in the freezer, it turns to ice.
- 8 The girls had been/would have been/will be safe if they hadn't left the trail.

7 Put the verbs into the correct tense to form **conditionals**.

- 1 If Steve (check) the weather forecast, he wouldn't have decided to go sailing.
- 2 If I hadn't seen wok racing on TV, I (not/know) about it.
- 3 They (hurt) themselves unless they watch out for the rocks.
- 4 I (put) some salt on your icy steps if I were you.
- 5 If I were you, I (hire) a ski instructor to help me learn how to ski.
- 6 If I (listen) to you, I wouldn't have hurt myself ice climbing.
- 7 If Sue (have) a lot of money, she would buy her own yacht.
- 8 If you mix white and red, you (get) pink.
- 9 Whenever Marta flies in a plane, she (feel) sick.
- 10 If the campers (not/build) a fire, they'll get cold.

8 Put the verbs in brackets into the correct tense.

- 1 A: I haven't got any food or supplies.
B: If I (be) you, I
..... (go) shopping right now.
Supermarkets close in an hour.
- 2 A: Karen and I want to go camping on Sunday.
B: Well, if you (take) a first aid kit and a tent with you, I'm sure you won't face any difficulties.
- 3 A: (you/take) some photographs of the polar bears if you (visit) Alaska?
B: Yes, but from far away!
- 4 A: Unless he (wear) webbed gloves, he (not/go) very fast.
B: Oh, really? Does he know that?
- 5 A: Blake and Neil (never/crash) if they (not/decide) to go rafting.
B: True, but they had an amazing adventure!

Wishes

9 Put the verbs in brackets into the correct tense.

- 1 A: I wish they (stop) hunting Dodo birds before they became extinct.
B: Me too. It's very sad.
- 2 A: I wish I (save) more money.
I want to go skiing this weekend.
B: Don't worry. I'll lend you some.
- 3 A: If only we (bring) a torch with us!
B: I know. This cave is very dark.
- 4 A: I wish we (brought) some more food with us.
B: I wish I (not/have) the idea to come camping in the first place!
- 5 A: I wish Roger (not/do) extreme sports.
B: You shouldn't worry about him. He's always very careful.

10 Read the speech bubbles and make sentences, as in the example.

- 1 I hurt my head ice climbing this morning.
I should have worn a helmet.

I wish I had worn a helmet.

If I had worn a helmet, I wouldn't have hurt my head.

- 2 I moved to Alaska. I lost touch with most of my friends.

I wish
If

- 3 I got lost in the forest. I should have taken a map.

I wish
If

- 4 I didn't go volcano surfing with my friends.
I was sick last week.

I wish
If

Modals (Модальные глаголы)

К модальным глаголам относятся **can/could, may/might, must/have to, ought to, shall/should, will/would**.

- Форма модальных глаголов, кроме **have to**, не изменяется.
- После модальных глаголов следует инфинитив без частицы **to**.
- Модальные глаголы употребляются перед подлежащим в вопросительных предложениях. В отрицательных после них употребляется частица **not**.
- Когда за модальным глаголом следует инфинитив смыслового глагола, он относится к действию в настоящем или будущем: *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 sth.)
- **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. – менее обязательное, чем **must**)

Отсутствие необходимости (don't have to/don't need to, needn't)

- **Don't have to/don't need to/needn't** выражают 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, **NO may** не может: *Could he still be at work?* (Неправильно: ~~may~~)

- **Could/might/would + перфектный инфинитив** употребляется, когда речь идет 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 sing very well.* (She is 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(d) 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%-ая уверенность)
- **Should/Ought to:** *He should/ought to be here by noon.* (90%-ая 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 о совете: *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** выражают 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)

Modals

- 1 Fill in the gaps with the words/phrases below. Then, match the sentences to the responses.

● might ● couldn't ● should ● had to
● may ● wasn't able to

- 1 You wear sun screen and a hat when you go to the beach.
- 2 I borrow your camera for my field trip?
- 3 She speak to him before she left.
- 4 I get a filling yesterday when I went to the dentist's.
- 5 We go to Italy this summer.
- 6 He stand eating fish when he was younger.

- | | |
|---|--|
| a | That's too bad. |
| b | Me neither. |
| c | That's good advice. |
| d | What a pity, I know she wanted to say goodbye. |
| e | Of course. |
| f | That'll be nice. |

- 2 Match the modals to their meanings.

- | | | | |
|---|-----------------|----|----------------------|
| 1 | Shall I ...? | 7 | We could go... |
| 2 | You needn't ... | 8 | You mustn't ... |
| 3 | We must ... | 9 | May I ... ? |
| 4 | You should ... | 10 | He didn't have to... |
| 5 | He could ... | | |
| 6 | It might ... | | |

- a I advise you to ...
- b We are obliged to ...
- c Let's go...
- d He was able to ...
- e Would you like me to ... ?
- f It isn't necessary for you to ...
- g You are forbidden to...
- h It wasn't necessary for him to ...
- i It is possible...
- j Is it OK if I...?

- 3 Replace the words in bold with one of the modals in the list: *ought to, can, must, don't have to, wasn't able to, should, shall, can't, mustn't*.

- 1 It's not necessary for you to fill in the form.
You
- 2 It is a good idea for Paul to take a break from working on the computer.
Paul
- 3 He is **obliged to** finish that report for me by 5 o'clock.
He
- 4 It is **forbidden** for visitors to use their mobiles in the hospital.
Visitors
- 5 Is it OK if I leave early today?
.....
- 6 Vicky **didn't manage to** come to the party because she was ill.
Vicky
- 7 **Would you like me to** get you something to eat?
.....
- 8 Sarah **isn't able to** use the lift because she is claustrophobic.
Sarah
- 9 My optician **advised me to** rest my eyes.
My optician said I

- 4 Fill in the appropriate modal verb that matches the meaning in brackets.

- 1 you like another piece of cake? (Do you want ...?)
- 2 You have a holiday and relax. (I advise you to ...)
- 3 I come for a visit next month. (Perhaps)
- 4 Jane sleep during storms when she was younger. (She wasn't able to ...)
- 5 He sit so close to the TV. (It's a bad idea)
- 6 You bring me flowers, but thank you. (It wasn't necessary)

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 значения 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.)
- 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.*

Relatives

5 Fill in the correct relative pronoun or adverb.

- That is the hotel we stayed on our holiday.
- The computer I got for my birthday stopped working.
- I remember the time we went to Paris.
- Is it your Mum or Dad is afraid of cats?
- She asked me the reason you're upset with her.
- That's the woman desk is behind mine at work.
- People sit at a desk for long periods of time risk getting back pain.
- The book you lent me is very interesting.

6 Join the sentences using the correct relative pronoun or adverb.

- My home town is not far from here. My parents still live there.
.....
- The vase got damaged on the plane. They bought it in Spain.
.....
- Damian is an athlete. He broke his foot last week.
.....
- The family is Italian. I am staying with them.
.....
- The reason is unclear. They cancelled their order.
.....

Defining and Non-defining relative clauses

7 Look at the pictures and make sentences using the prompts.

- person/repairs cars in a garage
- actor/films are very popular
- place/people can borrow books
- flower/the national symbol of Scotland
- writer/wrote the Harry Potter books
- appliance/heats food very quickly



Johnny Depp



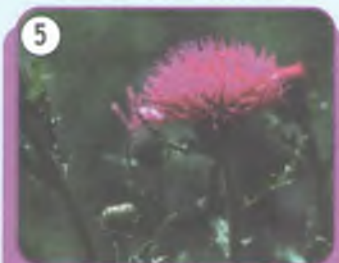
J.K. Rowling



microwave



mechanic



thistle



library

-
-
-
-
-
-

8 Fill in the *relative pronoun* or *adverb*. Put commas where necessary. Write *D* for defining or *ND* for non-defining.

- The photocopier is on the second floor is out of order.
- Craig is the one found the mistake.
- This is the restaurant I had my birthday party.
- I still remember the moment we met as if it was yesterday.
- The actress appears in this play won an award.
- He won't tell me the reason he is leaving the company.
- My best friend brother is captain of the school team is a great swimmer.
- The community centre I have my art class is closing down.
- I left my homework was due to be handed in today on the bus.
- We really enjoyed that summer we went camping.

Both/Neither – All/None – Either

9 Rewrite the sentences using *both ... and*, *neither ... nor*, or *either ... or*.

- Frank doesn't like enclosed spaces. Claire doesn't either.
.....
- Sara is starting university this year, as is Bill.
.....
- Grant is in the orchestra, as well as Gordon.
.....
- If Janet doesn't do the shopping, then Amy will.
.....
- Doug is a big football fan. Tom is too.
.....
- Jane forgot my birthday. And so did Claire.
.....
- Angela will help us put up the tent, or Alan will.
.....
- Brendan passed his exams and so did Matt.
.....
- I have never been abroad. My mum hasn't either.
.....

Present perfect (Настоящее совершенное 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	КРАТКИЕ 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. список неправильных глаголов).

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, etc.

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.)
- о 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.)
- о 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 совершенное продолженное время)

Формообразование: подлежащее + **have/has + been** + глагол с окончанием **-ing**.

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ
I/You/We/They have/'ve been playing .	I/You/We/They have not/haven't been playing .
He/She/It has/'s been playing .	He/She/It has not/hasn't been playing .

ВОПРОС	КРАТКИЕ ОТВЕТЫ
Have I/you/we/they been playing ?	Yes, I/you/we/they have .
Has he/she/it been playing ?	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 имеет видимый, осязаемый 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 (to place emphasis on duration).

Present perfect — Present perfect continuous — Past simple

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

- 1 A: (you/be) on a diet?
B: Yes. I (lose) 3 kilos.
- 2 A: We (not/see) Tom and Sue for ages. How are they?
B: They're fine. They (just/buy) a new flat.
- 3 A: My brother and his family (move) to Canada.
B: Wow! (you/visit) them yet?
- 4 A: (you/hear) from Peter lately?
B: Yes. He (finish) his course and he's looking for a job.
- 5 A: Oh no! I (forget) to bring my camera.
B: Don't worry, I (bring) mine.
- 6 A: I (not/be) on Twitter for ages.
B: Well, I (visit) my page recently.

2 Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.

- 1 A: I (try) to contact you all week.
B: Sorry. I (only just/return) from a trip to Sweden.
- 2 A: Sarah (practise) that piano piece for days.
B: Yes. She has an important concert next week.
- 3 A: I (read) a book called 'The Moneyless Man' all week.
B: I heard that the author (live) without money since 2008.
- 4 A: Mark (work) so hard, he's completely exhausted.
B: Oh, that's why he (not/play) football for a while.

3 Complete the sentences with the correct time word: *yet, for, since, already, never, ever*.

- 1 It's been years I rode a bicycle.
- 2 We have been to the opera before.
- 3 Have you been to a circus?
- 4 They haven't been to visit us weeks.
- 5 He has seen the new film.
- 6 Have you been to the new exhibition?
- 7 I haven't been bungee jumping
- 8 She has finished her assignments.

4 Complete the email with the *present perfect* or the *past simple*.

Hi Alex,

I **1** (**just/get back**) from a day trip to Agatha Christie's house. The weather was good and we **2** (**walk**) around the house and gardens all day. I'm tired but I'm not complaining, it **3** (**be**) a lovely day. My host family here in Devon **4** (**be**) so kind. They **5** (**take**) me to lots of beautiful places since I **6** (**arrive**). We all get on really well and my English **7** (**improve**) so much because we talk all the time. Sharing experiences gives us lots to talk about. We **8** (**see**) the film '127 Hours' last night. It's excellent! **9** (**you/see**) it? I'm looking forward to visiting you and your family at the end of the month.

Best wishes,
Kim

5 Write:

- two things you have had problems with this week
.....
.....
- two things that have changed in the area where you live
.....
.....
- two things you have been doing for the past few months
.....
.....

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
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 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.*

Logical Assumptions (must, may/might, can't)

- 6 Rewrite the sentences using **must**, **can't** or **may**.



- 1 I don't think they are at work.
They
- 2 I'm sure they are at school.
They
- 3 Perhaps they are discussing a maths problem.
They
- 4 I'm sure the students are tired.
They

- 5 I'm sure she's a scientist.
She
- 6 I don't think she is on holiday.
She
- 7 Perhaps she is doing medical research.
She
- 8 I'm sure she is very professional.
She



- 7 Complete the sentences using **must** or **can't**, as in the example.

- 1 I'm sure they are good friends.
They **must be** good friends.
- 2 I don't think Sue is at work today, it's Saturday.
Sue at work today, it's Saturday.
- 3 I'm certain Pete has a new phone number.
Pete a new phone number.
- 4 I'm sure you feel very happy about your exam results.
You very happy about your exam results.
- 5 I don't think Liam knows the secret.
Liam the secret.

Tenses of the infinitive/-ing form

8 Put the verbs in brackets into the correct infinitive or the -ing form. Mind the tenses.

- 1 A: Have you decided which university (apply) to?
B: Yes. I want (go) to Durham University.
- 2 A: Frances seems (work) late a lot these days.
B: Yes. She must (have) a heavy workload.
- 3 A: I'm so nervous about my exams, I can't (sleep).
B: There's no point in (worry); losing sleep won't help.
- 4 A: Did you have a good journey?
B: Not really. I arrived at the station only (find) my train had been cancelled.
- 5 A: We shouldn't (criticise) her. She tries her best.
B: You're right. She will soon (learn).
- 6 A: We'd better (collect) some money to buy him a retirement gift.
B: I'm sure everyone would (be) happy (do) that.
- 7 A: Will claims (meet) Jonny Depp.
B: You can never (tell) when Will is telling the truth.
- 8 A: It was good of Jane (give) me a lift home.
B: She knew you must (be) exhausted after the training.
- 9 A: They suggested (meet) at the cafe at 7.
B: Good idea! After such a long day, it will be good to unwind.
- 10 A: We seem (wait) here for ages.
B: I know, but we need (stay) until they tell us (go).

9 Complete the sentences with the correct infinitive.

- 1 Rosie is excited about her new job.
Rosie appears excited about her new job.
- 2 They have finished decorating the house.
They seem decorating the house.
- 3 The children have been enjoying themselves.
The children appear themselves.
- 4 Mike's new business is going well.
Mike's new business seems well.
- 5 Gail made lots of new friends when she was studying abroad.
Gail appears lots of new friends when she was studying abroad.

10 Complete the sentences using *must* or *can't* and the correct tense of the infinitive.

- 1 I'm certain Adam sent you an email.
Adam
- 2 I don't think Tina left the door unlocked.
Tina
- 3 I'm sure Keith paid the bill.
Keith
- 4 I don't think they are staying with Paul. He's away.
They
- 5 I don't think Jeff forgot their wedding anniversary.
Jeff
- 6 I'm certain Julie is waiting for us at the reception.
Julie
- 7 I'm sure Mary went to India for her gap year.
Mary
- 8 I'm sure Steven enjoyed living with his host family in Mexico.
Steven
- 9 I'm sure she's had cosmetic surgery.
She
- 10 I'm certain they grow their own food.
They
- 11 I don't think Jenny has won a scholarship.
Jenny

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.
- Смысловой 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. <i>Lisa</i>	Глагол <i>designed</i>	Дополнение <i>a dress.</i>
Страдат. залог	Существ. <i>A dress</i>	Глагол <i>was designed</i>	Дополнение <i>by Lisa.</i>

- 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:
active: *He offered me a deal.* (active) *I was offered a deal.* (passive, используется чаще)
A deal was offered to me. (passive, используется реже)
- 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 Passive

1 Put the verbs in brackets into the correct *passive form*.

- 1 A:
..... (the bank robbers/catch) yet?
B: Unfortunately, they're still free.
- 2 A: Did you get the art book you wanted?
B: No, it
..... (already/sell) when I got to the shop.
- 3 A: Can I take some photos of this painting, please?
B: I'm afraid not. Cameras
..... (not/allow) in the gallery.
- 4 A: Did you know Gandhi
..... (assassinate) in 1948?
B: Yes. It was a tragic loss.
- 5 A: Racial discrimination
..... (should/ban) all around the world.
B: I think you're right.
- 6 A: Who
..... (Four Dancers/paint) by?
B: Edgar Degas
- 7 A: I
(hurt) by what you said.
B: I'm sorry, I shouldn't have been so rude.
- 8 A:
(the security alarm/install) tomorrow?
B: Yes, they're coming to put it in at 10:00 am.

2 Fill in *by* or *with*.

- 1 Three suspects are being questioned the police.
- 2 Who was this sculpture made?
- 3 The office is fitted a high-tech security system.
- 4 The trapped woman was pulled out through a window the rescue team.
- 5 This work of art was made environmentally friendly material.
- 6 The statue is covered spray paint.

3 Rewrite the sentences in the *passive*, as in the example.

- 1 Hackers broke into the security system.
The security system was broken into by hackers.
- 2 A detective is following the thieves at the moment.
.....
- 3 You can see an exhibit of 'Lego repair work' in New York.
.....
- 4 Have they caught the burglar yet?
.....
- 5 Witnesses saw the thief leave the building.
.....
- 6 You should change your password every month.
.....
- 7 They have sentenced the vandal to six months in prison.
.....
- 8 Who stole the evidence?
.....

4 Rewrite the newspaper headlines in the *passive*.

A Police to take measures against car theft.

B Man charged with 20 bank robberies.

C Unknown local artist wins first prize in Modern Art Competition.

D Local Council to remove all graffiti from public places.

- A
- B
- C
- D

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?

PRESENT SIMPLE	He fixes his car.	He has his car fixed.
PRESENT CONTINUOUS	He is fixing his car.	He is having his car fixed.
PAST SIMPLE	He fixed his car.	He had his car fixed.
PAST CONTINUOUS	He was fixing his car.	He was having his car fixed.
PRESENT PERFECT	He has fixed his car.	He has had his car fixed.
PAST PERFECT	He had fixed his car.	He had had his car fixed.
FUTURE SIMPLE	He will fix his car.	He will have his car fixed.

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 poem. Nobody else wrote it.) *Chris met Ronaldinho himself.* (Chris met Ronaldinho, 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: *Mary's baby girl is three years old but managed to dress herself.*

The Causative**5 Complete the following exchanges using the causative.**

- A: Greta looks very pretty today.
B: Yes, she
..... (her hair/do) yesterday.
- A: Catherine is spending a lot of money on her wedding.
B: I know. She
..... (her dress/make) by a famous designer.
- A: My washing machine is acting up again.
B: You should call someone and
..... (it/repair).
- A: The team did really well winning the championship.
B: Yes. They
..... (their picture/take) for the local paper at the moment.
- A: Why is Harry so upset?
B: He
..... (his wallet/steal) on the way to work.
- A: When are they coming to sort out the air conditioning?
B: We
..... (the system/service) next week.
- A: Did you see the story about the computer hackers on the news?
B: Yes, the government
..... (their system/break into).
- A: What was Caroline doing when you called her?
B: She
..... (her nails/do).
- A: What's wrong?
B: Someone broke into my house, so I
..... (a burglar alarm/install).
- A: Is this your new sofa?
B: Yes, I
..... (it/deliver) at the weekend.

6 Read the situations and write sentences using the *causative*.

- 1 They are painting my parents' house. What are my parents doing?
.....
.....
- 2 Lance has arranged for his car to be repaired next week. What will Lance do?
.....
.....
- 3 The thief stole Edith's car. What happened to Edith?
.....
.....
- 4 When Sally arrived, the electrician was fitting security lights outside her house. What was Sally doing?
.....
.....
- 5 Bob has arranged for all his calls to be forwarded to his mobile while he is overseas. What has Bob done?
.....
.....

Reflexive pronouns

7 Fill in the correct *reflexive pronoun* where necessary.

- 1 A: Do you think Jeremy will behave when the new babysitter comes?
B: Oh, I hope so.
- 2 A: You should stop messing around and concentrate on your work.
B: I know, but it's so boring.
- 3 A: I think that was a success.
B: Yes, I think everyone enjoyed
- 4 A: Feel free to help to anything in the fridge.
B: Thank you. That's very kind of you.
- 5 A: Are you having a cake made for the party?
B: No, I'm going to bake it
- 6 A: We have to sort out the problem by
B: You're right.

8 Choose the correct item.

- 1 Lee bought the present
A itself B himself C myself
- 2 Keith his arm set this morning.
A had B has C has had
- 3 We our new kitchen installed tomorrow.
A have B are having C had
- 4 She her bag stolen on the underground last week.
A was having B had C had had
- 5 I burnt when I was making chips for dinner.
A myself B ourselves C yourself
- 6 They fixed the problem instead of calling a repairman.
A ourselves B themselves C yourselves
- 7 Where can I have my ears ?
A pierce B pierces C pierced
- 8 You should have hired a professional plumber instead of doing the job
A ourselves B myself C yourself
- 9 Jenny hurt when she fell down the stairs.
A himself B itself C herself
- 10 Martin had his portrait by a street artist in Paris.
A painted B paint C paints
- 11 Honest, the door opened all by
A herself B himself C itself
- 12 They the documents drawn up as we speak.
A have B have had C are having
- 13 I think I my dress dry-cleaned for the ball.
A am having B will have C have
- 14 Can you believe it — Fiona met Angelina Jolie
A himself B myself C herself

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.*
- 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."* (прямая речь) *James said (that) he had booked his ticket.* (косвенная речь)
- 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 go jogging every day."	He said (that) he went jogging every day.
Present continuous ⇒ Past continuous	
"She is cooking lunch."	He said (that) she was cooking lunch.
Present perfect ⇒ Past perfect	
"I have bought a new PC."	She said (that) she had bought a new PC.
Past simple ⇒ Past simple or Past perfect	
"We moved to a new house."	They said (that) they moved/had moved to a new house.
Past continuous ⇒ Past continuous or Past perfect continuous	
"I was watching TV."	He said (that) he was watching/had been watching TV.
Will ⇒ Would	
"I will rent a DVD."	He said (that) he would rent a DVD.

- 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)**

- 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)*

9 Fill in the gaps with *say* or *tell* in the correct form.

- 1 A: James to me that he had been called for jury service.
B: I think he everyone.
- 2 A: The boy he didn't paint the graffiti on the school wall.
B: Don't trust him. He lies all the time.
- 3 A: Have you Felicity about the robbery?
B: Yes. She she was shocked.
- 4 A: I'll you a secret if you promise not to anyone.
B: I swear! I won't anyone.
- 5 A: He asked me for the time and then he grabbed my bag.
B: That's terrible. Did you the police what he looked like?

10 Change from *direct speech* to *reported speech*.

- 1 "I don't use the same online password for everything," said Pete.
Pete said
- 2 Bob said to us, "Watch out for pickpockets on the underground."
Bob told
- 3 "Freedom of speech is a basic human right," the protesters said to the reporter.
The protesters told
- 4 "The case will be heard in court tomorrow," said the solicitor.
The solicitor said
- 5 "A pickpocket has stolen my wallet," the tourist said to the police officer.
The tourist told
- 6 "I will drive slowly," Jane said to her husband.
Jane told

11 Lucy is considering a career as a forensic scientist. She has asked Ben Langden some questions. Report Lucy's questions.

- 1 "Is the job anything like what we see on TV?" Lucy wanted to know
- 2 "What's a typical day like for you?" She wondered
- 3 "Can you tell me something about the scientific methods you use?" She asked Ben
- 4 "What kind of equipment is used?" Lucy also asked
- 5 "What are the best parts of your job?" She wanted to know
- 6 "Are there any parts of your job you don't like?" She also asked

12 Report the sentences. Use the verb/ expression in brackets.

- 1 "Please don't touch the exhibits," the guide said to the visitors. (asked)
- 2 "Keep away from the edge of the platform," the station master told the children. (ordered)
- 3 "When does the film start?" Olivia said. (wanted to know)
- 4 "Let's have a barbecue tonight," John said. (suggested)
- 5 "Do you know what happened in court?" the man said to the reporter. (asked)

Grammar Bank

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.

Introductory Verbs

13 Complete the gaps with the appropriate introductory verbs below.

- apologised ● commanded ● promised
● refused ● suggested

- 1 "I'll be back before midnight, Mum," Tanya said.
Tanya her mother
she'd be back before midnight.
- 2 "I will not lie for you," Glen said to Ian.
Glen to lie for Ian.
- 3 "Get in the car!" the police officer said to the robber.
The police officer the
robber to get in the car.
- 4 "I'm sorry I lost your book," Brenda said to Pete.
Brenda to Pete for
losing his book.
- 5 "Let's take the bus," Karen said.
Karen taking the bus.

14 Match the sentences (1-6) to the correct introductory verb (a-f). Then, report the sentences.

- | | | |
|---|---|--|
| 1 | e | "Stop that, or I'll tell Dad," Josh said to me. |
| 2 | | "Come on, Fran, run faster!" said the coach. |
| 3 | | "Don't forget your dentist appointment this evening," Kate told Tom. |
| 4 | | "I'd like you to clean your room," Dad said to me. |
| 5 | | "She ate all the cakes!" Hans said. |
| 6 | | "I can swim better than all of you," Julia said. |

a accuse	c encourage	e threaten
b boast	d remind	f want

- 1 *Josh threatened to tell Dad if I didn't stop.*
- 2
- 3
- 4
- 5
- 6

15 Complete the sentences.

- 1 "Let me take your bags for you," he told me.
He offered *to take my bags for me.*
- 2 "You should eat more fruit," Carol said to Ray.
Carol advised
- 3 "Why don't you come for dinner this evening?"
Larry said to me.
Larry invited
- 4 "I climbed Mount Everest," Grant said.
Grant claimed
- 5 "You can go in now," Ms Dean said to Kevin.
Ms Dean informed
- 6 "Please don't tell the teacher," Craig said to me.
Craig begged

16 Report the sentences using special introductory verbs.

- 1 "What a nice day!" said Aunt Dahlia.
Aunt Dahlia *exclaimed that it was a nice day.*
- 2 "You boil the potatoes before adding them to the soup," said the cooking instructor.
The cooking instructor
- 3 "You mustn't park here," the traffic warden said to the driver.
The traffic warden
- 4 "No, I didn't use your laptop without asking," Neil said to Jan.
Neil
- 5 "You never listen to anything I say," Vince said to me.
Vince
- 6 "Take two cold tablets and call me in the morning," the doctor said to Dean.
The doctor

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 Tom is a good basketball player, isn't he?
PLAYS Tom
....., doesn't he?
- 2 Our teacher will mark our exams.
BE Our exams
..... our teacher.
- 3 Have some biscuits, Marta.
HELP Marta,
..... to some biscuits.
- 4 'Are you travelling to Japan?' Jan said to me.
WHETHER Jan asked me
..... to Japan.
- 5 People say a dragon guards that cave.
SAID A dragon
..... that cave.
- 6 Her parents gave their permission for her to go out.
LET Her parents
..... out.
- 7 'Let's go to the cinema tonight,' Joe said.
GOING Joe suggested
..... night.
- 8 Greg is twelve years old. Joe is thirteen years old.
THAN Joe
..... Greg.
- 9 Fred has lived in Toronto for two months.
MOVED Fred
..... two months ago.
- 10 We haven't been out to eat for three weeks.
TIME The
..... to eat was three weeks ago.
- 11 Bob doesn't play football anymore.
USED Bob
..... football.
- 12 'Will I see you tomorrow?' John said to Nancy.
ASKED John
..... see her the next day.
- 13 Grant went to work on foot but now he drives.
GO Grant
..... on foot but now he drives.
- 14 After we finished dinner, Mum started the washing up.
HAD Mum waited
dinner before starting the washing up.
- 15 'Where did I put my wallet?' he said.
WONDERED He
..... his wallet.
- 16 We have never seen such a funny film.
THE It
..... we have ever seen.
- 17 Pam didn't come to my party because I didn't invite her.
IF Pam would have come to my party
.....
her.
- 18 Leave now or you'll miss your train.
NOT You'll miss your train
..... now.
- 19 The beautician is painting her nails.
HAVING She
..... by the beautician.
- 20 It would have been better if I had taken a map.
WISH I
..... a map.
- 21 'You're right. The exam was hard,' she said.
AGREED She
..... been hard.
- 22 If he runs faster, he'll win.
NOT He
..... he runs faster.
- 23 Tony has got the same number of CDs as I do.
MANY Tony
..... CDs as I do.
- 24 It isn't necessary to water the plants for me.
HAVE You
..... water the plants for me.
- 25 A designer won't make her dress.
BY She won't
..... a designer.
- 26 You should get more exercise.
WERE If
....., I would get more exercise.
- 27 That's the city Tolstoy was born in.
WHERE That
..... Tolstoy was born.
- 28 'I can't speak French,' Sam said to me.
TOLD Sam
..... speak French.

Word Formation

Complete the gaps with the word derived from the words in bold.

- 1 She is the most woman I've ever seen. (**BEAUTY**)
- 2 Going over the speed limit is (**DANGER**)
- 3 He was very to us and seemed to enjoy our company. (**FRIEND**)
- 4 Google gained quickly. (**POPULAR**)
- 5 He found her idea rather (**CONFUSE**)
- 6 The volcanic caused a lot of damage. (**ERUPT**)
- 7 The starts at 6 pm so we'd better hurry. (**PERFORM**)
- 8 The museum is a popular tourist (**ATTRACT**)
- 9 The guide was very and answered all our questions. (**HELP**)
- 10 He fought hard to stay (**LIVE**)
- 11 Some mushrooms can be so be careful when you pick them. (**POISON**)
- 12 This pie is too I can't eat it. (**SALT**)
- 13 That is too for me to buy. (**EXPENSE**)
- 14 The accident was caused by a driver. (**CARE**)
- 15 The crowd sighed with when the climber reached the roof. (**RELIEVE**)
- 16 Joan seems What's wrong with her? (**HAPPY**)
- 17 This surface is – you'd better not walk on it. (**SLIP**)
- 18 make me feel dizzy. (**HIGH**)
- 19 The village is not easily (**ACCESS**)
- 20 My skin is very to sun. (**SENSE**)
- 21 These shoes are very I can wear them all day long. (**COMFORT**)
- 22 They had a huge and haven't spoken since then. (**ARGUE**)
- 23 He seems to have put on a lot of (**WEIGH**)
- 24 She was happy because she had got a (**PROMOTE**)
- 25 I am sorry I was late for the (**APPOINT**)
- 26 Come here (**IMMEDIATE**)
- 27 You shouldn't talk on the phone. (**LOUD**)
- 28 I can't stand food. (**SPICE**)
- 29 Your is totally unacceptable. (**BEHAVE**)
- 30 Kelly won a to Cambridge university. (**SCHOLAR**)
- 31 Tina is a of mine; she's my cousin. (**RELATE**)
- 32 The dandidas is a dance. (**TRADITION**)
- 33 We were with the service, so we complained to the manager. (**SATISFIED**)
- 34 30% of women snore (**REGULAR**)
- 35 It is to point at people. They might get offended. (**POLITE**)
- 36 The information was and everyone got confused. (**ACCURATE**)
- 37 Most people's to the new measures were positive. (**REACT**)
- 38 They have moved to a bigger house. (**RECENT**)
- 39 They became of him when he was caught lying. (**SUSPECT**)
- 40 The blood showed he was innocent. (**ANALYSE**)
- 41 Peter is intelligent. (**HIGH**)
- 42 His parents were very of him. (**PRIDE**)
- 43 Our has got a lot of beautiful gardens. (**NEIGHBOUR**)
- 44 All people are entitled to of speech. (**FREE**)
- 45 The were very satisfied with the bonus they received. (**EMPLOY**)
- 46 Everyone agreed with the (**SOLVE**)
- 47 Petra works as a (**RECEPTION**)
- 48 He is a very hard-working and person. (**ENTHUSIASM**)
- 49 A firefighter's job is extremely (**DANGER**)
- 50 She joined a group and spent the summer protecting turtles and their eggs. (**CONSERVE**)

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	lead /li:d/	led /led/	led /led/
bear /beer/	bore /bɔ:/	born(e) /bɔ:n/	learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/
beat /bit/	beat /bi:t/	beaten /bi:tən/	leave /li:v/	left /left/	left /left/
become /bɪkʌm/	became /bɪkəm/	become /bɪkəm/	lend /lend/	lent /lent/	lent /lent/
begin /bɪɡɪn/	began /bɪɡən/	begun /bɪɡən/	let /let/	let /let/	let /let/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	light /laɪt/	lit /lɪt/	lit /lɪt/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	lose /lu:z/	lost /lɒst/	lost /lɒst/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mean /mi:n/	meant /ment/	meant /ment/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /mi:t/	met /met/	met /met/
burn /bɜ:n/	burnt (burned) /b_ʼnt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	read /ri:d/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /bɪn eɪbəl te /	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
come /kʌm/	came /kæm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /sed/	said /sed/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /si:/	saw /sɔ:/	seen /si:n/
deal /di:l/	dealt /delt/	dealt /delt/	sell /sel/	sold /səʊld/	sold /səʊld/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	send /send/	sent /sent/	sent /sent/
do /du:/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /draʊ/	drew /dru:/	drawn /draʊn/	sew /soʊ/	sewed /soʊd/	sewn /soʊn/
dream /drem/	dreamt (dreamed) /dremt (dremd)/	dreamt (dreamed) /dremt (dremd)/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
eat /i:t/	ate /et/	eaten /i:tən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fi:d/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fi:l/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	sleep /sli:p/	slept /slept/	slept /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spend /spend/	spent /spent/	spent /spent/
forbid /fəbɪd/	forbade /fəbæd/	forbidden /fəbɪdən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forget /fəget/	forgot /fəgɒt/	forgotten /fəgɒtən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
forgive /fəɡɪv/	forgave /fəɡeɪv/	forgiven /fəɡɪvən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
freeze /fri:z/	froze /froz/	frozen /frozən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
get /get/	got /ɡɒt/	got /ɡɒt/	swear /swear/	swore /swɔ:/	sworn /swɔ:n/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvən/	sweep /swi:p/	swept /swept/	swept /swept/
go /ɡəʊ/	went /went/	gone /ɡɒn/	swim /swɪm/	swam /swæm/	swam /swæm/
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	take /teɪk/	took /tʊk/	taken /teɪkən/
hang /hæŋ/	hung (hanged) /hʌŋ (hænd)/	hung (hanged) /hʌŋ (hænd)/	teach /ti:t/	taught /tɔ:t/	taught /tɔ:t/
have /hæv/	had /hæd/	had /hæd/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tell /tel/	told /təʊld/	told /təʊld/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hit /hɪt/	hit /hɪt/	hit /hɪt/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hold /həʊld/	held /held/	held /held/	understand	understood	understood
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	/ʌnderstænd/	/ʌnde'stʊd/	/ʌnde'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
			win /wɪn/	won /wʌn/	won /wʌn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/

Starlight 7

Компоненты УМК:

- Учебник
- ✓ **Рабочая тетрадь**
- Книга для учителя
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