

**BB**  
publications

# Student's Book



# ZNO Leader



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FUNCTIONS	LISTENING	READING	USE OF ENGLISH	WRITING
Talking about routines and current activities, describing physical appearance and personality, describing clothes, talking about personal interests	True/False Multiple choice	Multiple choice Missing phrases	Multiple-choice cloze Multiple-choice cloze	Informal email introducing oneself
Referring to location, describing a place, expressing feelings, giving news, inviting	True/False Multiple choice	Multiple matching Missing phrases	Multiple-choice cloze Multiple-choice cloze	Informal email of invitation
Referring to oneself and others, expressing possession, giving information, describing feelings, asking for information	Multiple choice True/False	Missing phrases Multiple choice	Multiple-choice cloze Multiple-choice cloze	Formal email requesting information
Expressing obligation, lack of obligation and prohibition, expressing preference, giving information, providing justification	Multiple choice True/False	Multiple choice Multiple matching	Multiple-choice cloze Multiple-choice cloze	Formal email of application
Referring to past events, thanking, apologising, inviting, declining an invitation and giving reason	Multiple choice Multiple choice	Multiple matching Multiple choice	Multiple-choice cloze Multiple-choice cloze	Informal letter refusing an invitation
Expressing quantity, making comparisons, identifying with somebody's emotions, talking about one's personal experiences, giving advice, providing encouragement	True/False Multiple choice	Multiple matching Missing phrases	Multiple-choice cloze Multiple-choice cloze	Informal letter giving advice
Referring to the future, giving information, making a complaint, expressing feelings, requesting a course of action	True/False Multiple choice	Multiple matching Multiple choice	Multiple-choice cloze Multiple-choice cloze	Formal email of complaint
Talking about things you have done, expressing feelings and justifying	Multiple choice Multiple choice	Multiple matching Missing phrases	Multiple-choice cloze Multiple-choice cloze	Informal email accepting an invitation
Defining and giving additional information about people/things/places, describing an event, expressing opinion, encouraging and convincing	True/False Multiple choice	Multiple matching Multiple choice	Multiple-choice cloze Multiple-choice cloze	Informal letter describing an event
Asking for information, apologising, explaining and giving reasons, expressing feelings, giving advice	Multiple choice Mutliple choice	Multiple choice Missing phrases	Multiple-choice cloze Multiple-choice cloze	Informal email describing an accident
Making hypotheses, making wishes, giving information, making a suggestion, asking for advice	True/False Multiple choice	Multiple matching Missing phrases	Multiple-choice cloze Multiple-choice cloze	Informal email asking for advice
Expressing opinion and justifying it, discussing advantages/disadvantages, giving examples, encouraging/discouraging	Multiple choice True/False	Multiple choice Multiple matching	Multiple-choice cloze Multiple-choice cloze	Informal email making a suggestion
Explaining and giving reasons, expressing purpose and result, making exclamations, giving information, warning, discussing future plans	Multiple choice True/False	Multiple matching Multiple choice	Multiple-choice cloze Multiple-choice cloze	Informal email expressing preference
Reporting, expressing opinion and justifying it, recommending a course of action	True/False Multiple choice	Multiple matching Missing phrases	Multiple-choice cloze Multiple-choice cloze	Formal email identifying a problem and suggesting solutions
Giving information, describing a place, describing an event, asking for information	True/False Multiple choice	Missing phrases Multiple matching	Multiple-choice cloze Multiple-choice cloze	Informal email giving an opinion

# INTRODUCTION

## Orientation and approach

This book has been meticulously designed to prepare students for the B1 level of the ZNO Examination. It is intended to be used in schools under a teacher's guidance and instruction. Its systematic and integrated approach helps build students' listening, reading and writing skills. *ZNO Leader* consists of a variety of tasks and exercises that have been specifically formulated in accordance with the specifications set by the Ministry of Education. The diverse, challenging and motivating nature of the material engages students' attention, enhances their learning and helps them prepare thoroughly for the exam. This preparation is further reinforced by the inclusion of practical tips and guidelines, which help students develop the exam skills and strategies which they require to excel in the exam. Although the primary objective of the book is to effectively prepare students for the ZNO Exam, its general educational orientation lies in providing them with the opportunity to acquire the language naturally so that it is of practical value and may be used in real-life situations. To achieve this, a communicative learning approach has been employed, which aims to provide students with the opportunity to apply what they are learning in meaningful contexts.

## The organisation of the units

*ZNO Leader* features 15 independent units of engaging content. All topics in the ZNO Syllabus are covered. Each unit is based on a different topic and is divided into seven sections:

- **Vocabulary Reference**

At the beginning of each unit there is a Vocabulary Reference, which lists all the necessary topic-related vocabulary. It has been divided into comprehensive categories and sub-categories, which makes it easy for students to locate topic-related vocabulary. Each lexical item is accompanied by a Ukrainian translation, which enables students to use this list as a quick and effective learning aid. Students are also provided with a Vocabulary CD, which includes all the words and phrases in the Vocabulary Reference, thus enabling students to listen to the pronunciation of all the lexical items on the list.

- **Vocabulary Practice**

The book places a lot of emphasis on vocabulary building. This has been achieved through the use of a variety of exercises which facilitate consolidation through the recycling and revision of key vocabulary items. These exercises deal with different lexical areas such as collocations, phrasal verbs and prepositional phrases, and include various tasks such as matching, gap filling, word building, grouping and multiple choice activities.

- **Listening Comprehension Practice**

This section includes topics for discussion and warm-up activities which prepare the ground for the examination tasks that follow. In this section, students are provided with tips which facilitate the acquisition of the strategies and skills essential for the effective execution of exam-oriented listening tasks. At the end of this section students are, in accordance with the communicative learning approach, given the opportunity to give a personal response and/or elaborate on the topic of the listening tasks.

### • Reading Comprehension Practice

This section also includes topics for discussion and warm-up activities, which put students in the right frame of mind and prepare them for the topics which are covered in the exam-oriented reading texts that follow. The exam tips that are provided in this section facilitate the acquisition of strategies and skills that are essential for the effective handling of reading tasks. Once again at the end of the section students are given the opportunity to give a personal response and/or elaborate on the topics covered in the reading texts.

### • Use of English

This section includes two exam-oriented tasks and gives students the opportunity to practise both the grammar and the lexical items that are covered in the unit.

### • Writing Practice

This section includes topics for discussion activity, which prepares the ground for the various writing activities that follow. Students are provided with a sample email or letter, which serves as a model and familiarises them with various aspects of writing such as purpose, audience, content, text organisation, register and style. Each unit has a specific learning objective in mind and the range of activities that follow provide students with the opportunity to practise aspects such as brainstorming, linking words/phrases and cohesion/coherence. Students are then given an exam-oriented writing task that follows the examination format. This task provides students with the opportunity to practise their writing skills, revise the language introduced in the unit and expand on the topic. Students are also provided with a suggested plan, which includes useful phrases/expressions and tips.

## Other sections in the book

### • Test

There is a complete test which is identical to the ZNO Examination to fully familiarise students with the format of the test.

### • Grammar section

This includes explanations of the particular grammatical structures, together with examples and tables. These are followed by exercises which provide students with additional practice on grammar.

### • Appendices

The three comprehensive appendices include numerals, prepositional phrases and verbs, adjectives and nouns with prepositions. They are to be used as a reference to aid and facilitate the learning process.

### • Listening transcripts

Students are also provided with the listening transcripts. These are intended to be used after the listening activities have been done in class. In their own time, students can use these transcripts to focus on or analyse vocabulary and/or structures that may have caused them difficulty when they were doing these listening activities in class.

## Components

### • Student's book + Student's CD

The numbers next to the symbol  throughout the book indicate the corresponding tracks on the Student's CD.

### • Teacher's book

### • Class CDs

# Unit 1: People

## Key Vocabulary 02

### Personal details

#### Персональні дані

- age вік  
 citizenship громадянство  
 date of birth дата народження  
 email address адреса  
 електронної пошти  
 first name ім'я  
 male/female стать чоловіча / жіноча  
 marital status: single/married/ separated/divorced/widowed  
 сімейний стан: неодружений(а), одружений(а), проживаю окремо, розлучений(на), вдівець (вдова)  
 name/surname ім'я / прізвище  
 nationality національність  
 permanent/temporary address адреса постійна / тимчасова  
 place of birth місце народження  
 place of residence місце проживання  
 telephone number номер телефону

### Appearance

#### Зовнішній вигляд

- a bald man лисий чоловік  
 a beautiful lady / a pretty girl прекрасна леді / гарна дівчина  
 a fair/dark/pale/tanned complexion світле / темне / бліде / засмагле обличчя  
 a girl with freckles дівчина з ластовинням  
 a good-looking / an attractive / an ordinary-looking woman красива / приваблива / звичайна на вигляд жінка  
 a handsome/well-built man гарний чоловік / чоловік з гарною статурою (дужий)  
 a man with a beard and a moustache чоловік з бородою та вусами

a middle-aged person людина середнього віку

a slim/skinny/thin girl стронка / худа / схудла дівчина

a tall/short man високий / низького зросту чоловік

a woman of average/medium height жінка середнього зросту

an elderly person літня людина

blond(e) блондин(ка)

chubby пухкий(а)

eyes: brown/blue/green/hazel очі: коричневі / блакитні / зелені / карі

face: round/oval/long/thin обличчя: кругле / овальне / витягнуте / схудле

hair: dark/fair/red/grey/short/ long/straight/curlly/wavy/spiky/ cropped/shoulder-length/ medium-length волосся: темне / світле / руде / сиве / коротке / довге / пряме / кучеряве / хвильсте / неслухняне (те, яке стирчить) / підстрижене / до плечей / середньої довжини

How much does he/she weigh?

Скільки він / вона важить?

in his/her (early/mid/late) 20s/30s у віці від 20 до 30

nose: big/small/long/snub/pointed ніс: великий / маленький / довгий / кирпатий / загострений

old старий

overweight із зайвою вагою

teenager підліток

toddler малюк

What does he/she look like? Який він / вона має вигляд?

young молодий

younger/older than he looks молодше / старше, ніж на вигляд

### Character traits

#### and personality

#### Риси характеру

- active активний  
 adventurous ризиковий, відважливий  
 aggressive агресивний  
 ambitious амбітний  
 boring нудний  
 brave хоробрий  
 calm/relaxed спокійний / розслаблений  
 caring турботливий  
 cheerful веселий  
 clever розумний  
 confident впевнений у собі  
 consistent поспідний  
 creative творчий  
 easy-going безтурботний, життєрадісний  
 flexible гнучкий  
 forgetful забудькуватий  
 friendly доброчесливий  
 funny смішний  
 generous щедрий  
 have a sense of humour із почуттям гумору  
 hard-working працьовитий  
 helpful корисний, який завжди допомагає  
 (dis)honest (не)чесний  
 indecisive нерішучий  
 independent незалежний  
 jealous ревнивий  
 kind добрий  
 lazy ледачий  
 mean підлій  
 messy безладний  
 moody похмурий  
 (im)patient (не)терплячий  
 (im)polite (не)уважливий  
 punctual пунктуальний

reasonable розважливий  
 rebellious непокірний  
 reliable надійний  
 reserved замкнений  
 (ir)responsible  
 (без)відповідальний  
 rude грубий  
 self-confident впевнений у собі  
 selfish егоїстичний  
 sensitive чутливий  
 serious серйозний  
 shy сором'язливий  
 sociable товариський  
 spoilt розбещений  
 sporty спортивний  
 strict суровий  
 stubborn впертий  
 talented талановитий  
 talkative балакучий  
 understanding той, який  
 ставиться із розумінням  
 unpredictable непередбачуваний  
 unreliable ненадійний

## Clothes Одяг

appropriate for the occasion відповідний до нагоди (події)

baseball cap бейсбольна кепка  
 belt ремінь  
 blouse блузка  
 boots чоботи  
 bracelet браслет  
 braces підтяжки, брекети  
 cap кепка  
 cardigan кофта (кардиган)  
 coat/jacket пальто / куртка  
 designer/expensive/  
 second-hand дизайнєрський /  
 дорогий / вживаний  
 earring сережка  
 evening dress вечірня сукня  
 everyday (casual) / comfortable повсякденний / зручний  
 flip-flops в'єтнамки  
 formal/smart/elegant офіційний /  
 гарний / елегантний  
 gloves рукавички  
 hat шапка

hooded sweatshirt светр з капюшоном  
 jeans джинси  
 jewellery ювелірні прикраси  
 necklace намисто  
 overcoat пальто  
 polo neck гольф  
 pyjamas піжама  
 ring каблучка, кільце  
 sandals босоніжки  
 scarf шарф  
 shirt сорочка  
 shoes черевики  
 shorts шорти  
 skirt спідниця  
 socks шкарпетки  
 suit костюм  
 sweater/jumper светр  
 swimming trunks плавки  
 swimsuit купальник  
 tie / bow tie краватка / метелик  
 tights колготки  
 tracksuit спортивний костюм  
 trainers кросівки  
 trendy/fashionable модний  
 trousers штани  
 underwear білизна

lonely самотній  
 nervous знервований  
 respect повага  
 sad сумний  
 surprised/amazed здивований /  
 вражений  
 sympathy співчуття  
 tired втомлений  
 unhappy нещасний  
 worried занепокоєний

## Phrases Вирази

argue / have an argument сперечатись / посваритись  
 be ashamed of соромитись  
 be attracted to sb тобі хтось подобається  
 can't stand не витримувати,  
 дуже не любити  
 fall in love закохатися  
 get on well with добре ладнати  
 lose one's temper розлютитися,  
 втратити самовладання

## Feelings and emotions Почуття та емоції

adore обожнювати  
 admire милуватися,  
 захоплюватися  
 angry/furious злий / лютий  
 annoyed роздратований  
 bored той, якому нудно  
 confused розгублений  
 delighted/pleased задоволений  
 depressed пригнічений  
 disappointed розчарований  
 embarrassed збентежений,  
 зніяковільний  
 excited схвилюваний  
 fancy гарний, модний  
 frightened (scared) / terrified зляканий / переляканий  
 grateful вдячний  
 hate ненавидіти  
 irritated роздратований

**A** Put the words below that describe physical appearance into the correct category.

attractive beard beautiful blond(e) chubby curly elderly fair freckles glasses good-looking handsome medium-height medium-length middle-aged moustache old ordinary-looking oval overweight pretty round slim straight teenager thin toddler wavy well-built young

Age	Hair	Face	Build	General appearance

**B** Talk in pairs. Choose one of the people in the picture without telling your partner. Describe (in detail) the person's appearance and the clothes he/she is wearing. Your partner has to guess which person you are describing. Then change roles twice. Which of these people would you like to talk to? Why?



**Suggested expressions**

The person I'm describing is (rather/quite)... / He/She has got... /

He/She is wearing... / is dressed in... / is in his/her teens...

I would like to talk to... because he/she seems to be...

**C** Match the adjectives (1–10) with the definitions (a–j) that describe people's character.

- |                   |                          |  |
|-------------------|--------------------------|--|
| 1. reliable       | <input type="checkbox"/> | a. someone who uses their imagination and has the ability to produce something new     |
| 2. sensitive      | <input type="checkbox"/> | b. someone who trusts, is sure about and believes in their own ability to do things    |
| 3. honest         | <input type="checkbox"/> | c. someone who is easily hurt and/or understands other people's feelings or needs      |
| 4. self-confident | <input type="checkbox"/> | d. someone who likes spending time with other people                                   |
| 5. lazy           | <input type="checkbox"/> | e. someone who is relaxed and happy to accept things without worrying or getting angry |
| 6. selfish        | <input type="checkbox"/> | f. someone who is very kind and helpful and gives a lot of attention to other people   |
| 7. caring         | <input type="checkbox"/> | g. someone who always tells the truth and never steals or cheats                       |
| 8. easy-going     | <input type="checkbox"/> | h. someone whom you can trust and rely on  |
| 9. creative       | <input type="checkbox"/> | i. someone who does as little as possible  |
| 10. sociable      | <input type="checkbox"/> | j. someone who cares more about themselves than other people                           |

**D** Use an appropriate word from the list below to complete each sentence.

unpredictable    irresponsible    flexible    rebellious    stubborn    independent    patient  
shy    punctual    reserved

- It was very \_\_\_\_\_ of the babysitter to sit inside watching TV while the children were outside playing in the swimming pool.
- You never know what Pete is going to do. He is totally \_\_\_\_\_.
- Susan, like most teenagers her age, is very \_\_\_\_\_. She doesn't listen to anybody and it is very hard to make her obey rules.

4. Ted is \_\_\_\_\_. He doesn't show his emotions or talk about his problems.
5. Young people today must be \_\_\_\_\_ if they want to get a good job. They need to be able to adapt to new situations.
6. When Mark turned twenty-one, he got a good job and became financially \_\_\_\_\_.
7. He was too \_\_\_\_\_ to talk to anyone at the party so he left early and went home.
8. I am not particularly \_\_\_\_\_, which is my biggest flaw. I find it really hard to get anywhere on time.
9. It's difficult to be \_\_\_\_\_ when you are stuck in traffic.
10. Meg is as \_\_\_\_\_ as a mule; although she knows she's wrong, she refuses to change her mind.

**E** Imagine the boy in the picture is your friend. Below is a description of him. Use the words in the box to complete the blanks.

handsome short sociable casual cheerful admire long ambitious wavy talkative

The boy in the picture is my friend Michael. As you can see he is quite (1) \_\_\_\_\_.

He is now in his late-teens. He is of medium height, with brown eyes and

(2) \_\_\_\_\_, (3) \_\_\_\_\_ hair. His face is rather

(4) \_\_\_\_\_. He loves (5) \_\_\_\_\_ clothes. He is very

(6) \_\_\_\_\_ as he smiles a lot and is usually quite (7) \_\_\_\_\_.

What I (8) \_\_\_\_\_ most about him is the fact that he is so

(9) \_\_\_\_\_. If he wants to achieve something, he'll work hard to make

it happen. What's more, he is very (10) \_\_\_\_\_; he enjoys meeting friends and going out with them. Michael is also a person I can always rely on!



**F** Label the items in the pictures using the words in the box.

blouse bracelet earrings flip-flops necklace pyjamas ring sandals  
belt scarf socks suit cardigan swimsuit tie tights tracksuit trainers



**G** Complete the gaps to make true sentences about yourself.

1. I am so excited about \_\_\_\_\_.
2. What makes me depressed is \_\_\_\_\_.
3. I'm really frightened of \_\_\_\_\_.
4. I was extremely surprised to hear that \_\_\_\_\_.
5. I was so embarrassed when \_\_\_\_\_.
6. I'm really irritated by \_\_\_\_\_.
7. My parents get worried when I \_\_\_\_\_.
8. Every time I \_\_\_\_\_, I feel unhappy.

**H** In pairs, act out the following role play. When you have finished, change roles.

Student A	Student B
A friend of yours is missing and you are reporting it to the police. Answer the police officer's (Student B) questions.	You are a police officer and you are asking Student A questions about the missing boy/girl. Use the following hints. What... name? What colour... ? How old/tall... ? What's... like? How much... ? What... wearing? What shape... face? Where... for the last time? When... for the last time?

## Listening Comprehension Practice

### PRE-LISTENING TASK

Before you do Exam Tasks A and B on the next page, read the statements below and tick True (T) or False (F). Then read the Exam Tip and check your answers. Which statements are false? Why?

	T	F
1. When you listen to the instructions, you should also read them to understand them better.		
2. After reading the options, you just sit and relax.		
3. When you listen to the recording for the first time, you try to get the general idea of each text.		
4. You don't have to listen to the recording the second time if you have already answered all the questions.		

### Exam Tip

- Read the instructions while listening to them to understand them better.
- Then read the questions and try to guess what you might hear.
- During the first listening, try to understand the main idea and choose the option (or write the answer) that seems the best.
- Check your answers during the second listening.

# Listening Comprehension Practice

Unit 1 – page 11

**A** Listen to the text. For statements (1-5), choose T if the statement is true according to the text and F if it is false.

03

	T	F
1. The painting shows an ordinary-looking young man.		
2. The man in the portrait is similar to the artist who painted it.		
3. The artist put a lot of his feelings and emotions into the portrait.		
4. Dorian Gray is a kind and gentle person.		
5. Lord Henry has a very positive effect on young people.		

**B** Listen to the speakers. For questions (1-6), choose the correct answer (A, B or C).

04

1. Why is the man upset?
  - A. Lucy is too artistic.
  - B. Lucy does not like parties.
  - C. Lucy is selfish.
2. Why is the woman angry with John?
  - A. He is too ambitious.
  - B. He doesn't pay much attention to her needs.
  - C. He has been thinking a lot lately.
3. Who does the man look like?
  - A. his mother
  - B. his father
  - C. his uncle
4. What do the two women have in common?
  - A. Their husbands are stubborn.
  - B. Their husbands are very bossy.
  - C. Their husbands love cars.
5. Who is the fastest swimmer?
  - A. Frank
  - B. Kelly
  - C. Mark
6. What does the woman think of Rita?
  - A. She's naturally talented.
  - B. She works very hard.
  - C. She's very creative.

## POINTS FOR DISCUSSION

- What do you admire in other people? Why?
- What do you really dislike in other people? Why?



**PRE-READING**

Group work: Teenage problems

Make a list of five problems that you consider the most important for teenagers. Then form groups of four and discuss your lists to come up with a common list for your group. Present your ideas to the rest of the class. Quickly read the text GIVE TEENS A BREAK to see which of your ideas are included in it.

**Exam Tip**

- Read the whole text quite quickly for general understanding.
- Then read the questions and try to find the parts in the text that answer the questions or complete the sentences. You may underline these parts.
- Now read the options and choose the one that best matches the idea in the text.
- Look for the words and phrases with similar meanings in the options and the text.

**A** Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).

# GIVE TEENS A BREAK

Teenagers experience all kinds of problems – lack of self-confidence, nagging parents, peer pressure, doing well in exams and getting into university. Some of their problems result from the emotional and physical changes they are going through.

Teenagers are extremely concerned about their appearance. So, it's no wonder they spend so much time in front of the mirror! They notice every single thing about themselves, such as their body changing shape and annoying spots breaking out. Teenagers are rarely happy about these changes, which can affect how they feel about themselves.



# Reading Comprehension Practice

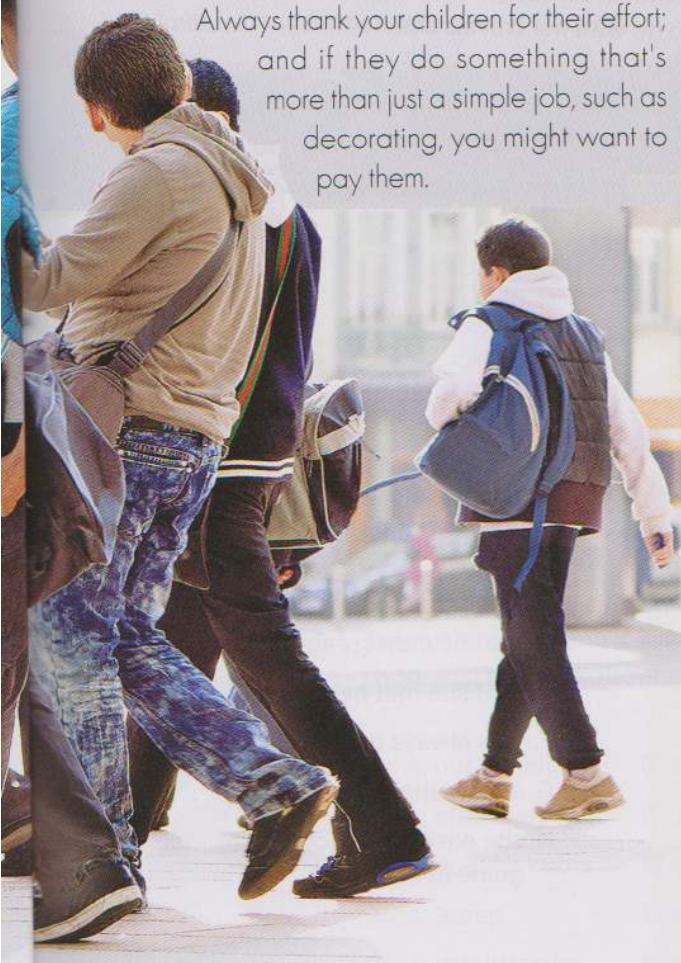
Unit 1—page 13

Sometimes, parents hurt their teenage children's feelings by making jokes about their appearance. They also tend to pay little attention to teenage worries and think of them as being silly. Your daughter may be convinced that her nose looks awful and that plastic surgery is the only solution, even though everybody else fails to notice the problem. By trying to explain that other people do not normally pay as much attention to our physical features as we do ourselves, we can help teenagers feel better about themselves and become more confident.

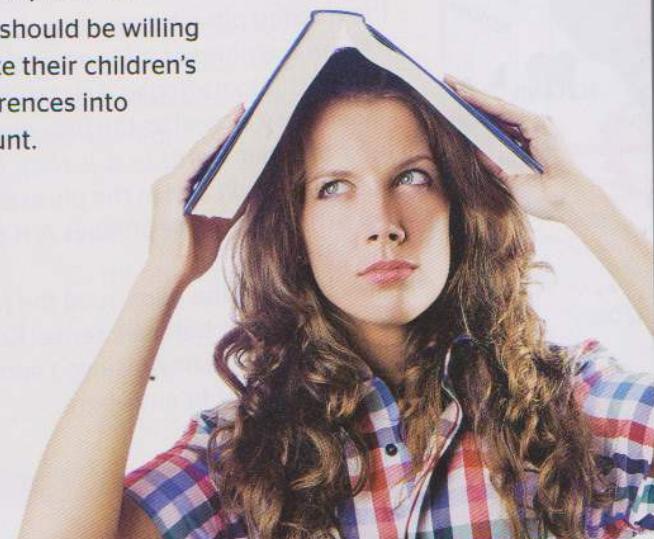
Teenagers also tend to avoid doing things they don't like, especially helping around the house. They are likely to try to get out of doing housework – and certainly don't respond well to orders. The more you discuss the type of housework your teenage son or daughter might not mind doing, the better. He or she, for example, may be happy to go to the supermarket, but hate the idea of doing the washing-up.

It also works better if your children can, at least to some degree, do things in their own way and time. This might seem annoying, but if all you do is order them around, you can be sure that next time they will not do a thing.

Always thank your children for their effort; and if they do something that's more than just a simple job, such as decorating, you might want to pay them.



1. What does the text say about teenagers?
  - A. They are very self-confident.
  - B. They pay little attention to how they look.
  - C. They are happy about the changes they are experiencing.
  - D. They are aware of the physical changes they are going through.
2. What does the writer advise parents to do?
  - A. support their children if they decide to have plastic surgery
  - B. give them tips on how to improve their appearance
  - C. ignore their concerns
  - D. tell them that they actually look better than they think they do
3. When it comes to housework, what do most teenagers do?
  - A. They help a lot with it.
  - B. They usually prefer going to the supermarket.
  - C. They expect something in return for helping around the house.
  - D. They find ways not to take part in it.
4. How can parents make their teenage children help around the house?
  - A. by giving them specific instructions about their duties
  - B. by making them feel responsible for their actions
  - C. by telling them that they have to become involved
  - D. by discussing with them what type of housework they prefer doing
5. Which of the following is NOT good advice to parents?
  - A. They should thank their children for their effort.
  - B. They should give their children some money for any job they do.
  - C. They should let their children do some things the way they want to.
  - D. They should be willing to take their children's preferences into account.



**B**

Read the text below. Choose from choices (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

# Flying South

Grace Baie was born in Marseille, on an autumn night when the sky was full of birds flying to Africa. Her aunt always said that was why she could never stay still for long. Her neighbours came from many different countries and by the age of seventeen, Grace spoke fluent French, Greek and Spanish and could sing popular songs from Naples in Italian. She was clever and confident and with all these languages and a pretty face, (1) \_\_\_\_\_.

In her thirties, she moved again, this time to teach French to sailors in Naples, although the real reason was to hear Italian songs up close. She returned to Marseille in her forties (2) \_\_\_\_\_ and opened a herb shop. It was there (3) \_\_\_\_\_, when he came into her shop looking for coffee. Grace didn't sell coffee, so he used to buy a small bag of mint tea every Friday afternoon. A year later, when they were married, he told her (4) \_\_\_\_\_ and he showed her the unopened bags in his cupboard.

In her last years, after Adrien died, Grace rarely left her flat and (5) \_\_\_\_\_. I met her when she was very old. I had a part-time cleaning job when I was a student and I went to her house for a few hours a week to help out. She always made me black tea with brown sugar and (6) \_\_\_\_\_. Some of them were about her childhood, but most of them had to do with her travels and her husband.

## Exam Tip

- Read the instructions and the title of the text carefully. This will help you to predict the text's content.
- Read the text quickly, without paying attention to gaps, so as to understand its meaning.
- Read the phrases A-H.
- Read the sentences in the text from which the phrases have been removed, and decide what the missing phrases could be about.
- Reread the phrases A-H and decide which of them fits into each gap. Pay attention to the vocabulary as well as the pronouns used to refer to other words (e.g. *it, they, this, there*), both in the text and in the phrases A-H.
- Note that two of the phrases A-H do not fit into any gap.
- After filling all the gaps, read the full text and decide whether it makes sense. Read the phrases that you haven't used and make sure that they do not fit anywhere.

- A. told me stories about her life
- B. to get married
- C. to be close to her family
- D. that he didn't really drink mint tea
- E. that she met her husband Adrien
- F. was always dressed in black
- G. always made me laugh
- H. she easily got a job as a tourist guide in Paris

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## RODNEY AND RODNEY

Today, two brothers, Rodney Lake and Rodney Ealing, are together (1) \_\_\_\_\_ almost forty years. Born at the same time, to the same mother, they look exactly (2) \_\_\_\_\_ each other. They both have red hair, green eyes and freckles. When the two Rodneys were two years old, they were separated and (3) \_\_\_\_\_ up in different cities. They didn't see each other again until today, their fortieth birthday.

The fact that they both wear glasses and a beard is also not that strange.

What is very unusual is that they were both married to a woman called Harriet, then they both got (4) \_\_\_\_\_ and married a second time. Both of their second wives are called Sandra and, unlike Harriet and Harriet, the Sandras have a good (5) \_\_\_\_\_ of humour. Equally strange is the fact that they share the same interests, have the same occupation and drive the same make of car.

- |             |                 |                  |
|-------------|-----------------|------------------|
| 1. A. after | 3. A. grew      | 5. A. feeling    |
| B. since    | B. raised       | B. emotion       |
| C. from     | C. came         | C. sense         |
| D. to       | D. lived        | D. understanding |
| 2. A. alike | 4. A. separated |                  |
| B. similar  | B. single       |                  |
| C. like     | C. divided      |                  |
| D. likely   | D. divorced     |                  |



## The Worried Shop Owner

To his neighbours, Mr Stewart is a reserved man in his fifties who (6) \_\_\_\_\_ to them very much. They (7) \_\_\_\_\_ him get in his car to go to work without saying a word to them. They (8) \_\_\_\_\_ how busy he is! He is an antique dealer and he has got a shop in the centre of town with very expensive pieces. Mr Stewart is very tired lately because he doesn't (9) \_\_\_\_\_ well. He is worried about someone stealing from his shop. That's why he (10) \_\_\_\_\_ a new sophisticated alarm system this weekend. The new system can connect to Mr Stewart's mobile and it will inform him immediately if anyone tries to break into his shop. Just thinking about it helps him feel more relaxed!

- |                      |                   |                     |                 |
|----------------------|-------------------|---------------------|-----------------|
| 6. A. not talking    | B. aren't talking | C. don't talk       | D. doesn't talk |
| 7. A. often see      | B. often sees     | C. are often seeing | D. see often    |
| 8. A. doesn't know   | B. aren't knowing | C. don't know       | D. not know     |
| 9. A. sleep          | B. sleeping       | C. sleeps           | D. to sleep     |
| 10. A. is putting in | B. put in         | C. putting in       | D. puts in      |



**POINTS FOR DISCUSSION**

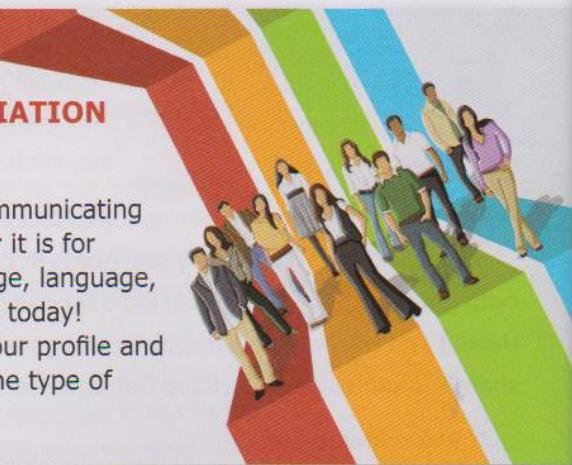
- Do you like meeting new people? Why? / Why not?
- Would you be interested in having a pen-friend or meeting other people online?
- What kind of information would you include about yourself on an online pen-friend site?

**A** Read the task and the response. Which of the things you mentioned in the previous activity can you find examples of in the profile?

You are interested in meeting different people from all around the world. You have found the following advertisement on the Internet.

### ONLINE PEN-FRIENDS ASSOCIATION (OPA)

If you are interested in communicating with other people, whether it is for friendship, cultural exchange, language, travel or education, join us today! Simply write and submit your profile and we will connect you with the type of people you want to meet.



11:00 AM Home

Hi OPA members!

My name is Sandy, I'm sixteen years old and I live in Glasgow. I am very friendly and love meeting new people. Some people say I'm too talkative, but I think I'm just sociable!

I'm also very sporty and adventurous. Besides being a member of a football team and going swimming four times a week, I've also just taken up rock climbing.

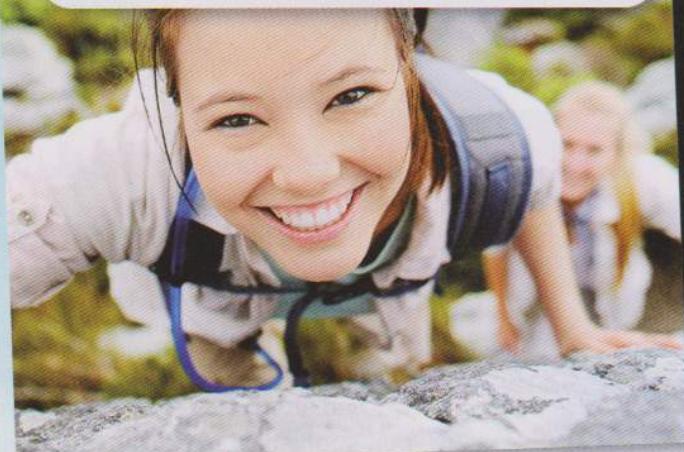
I'm looking for people who are equally adventurous and athletic to share our experiences. I can't wait to meet you!

Write your profile of 50-80 words in which you

- describe yourself
- write about personal interests
- explain why you want to join.

Begin like this:

Hi OPA members!



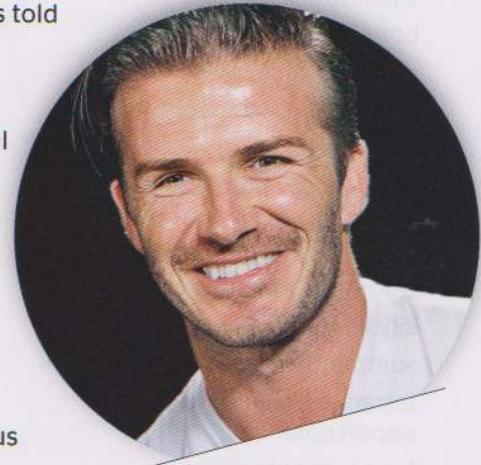
**B** Read the profile one more time and complete the table with the phrases that refer to the points below.

character traits	
personal interests	
reason she wants to join	

**C** Read an entry in a blog about famous people. Use the adjectives in the box to complete the blanks.

talented	young	hazel	caring	fair	ambitious	hard-working
kind		attractive		stubborn	tanned	

What makes David Beckham stand out is a combination of talent, good looks and personality. His (1) \_\_\_\_\_ complexion, (2) \_\_\_\_\_ eyes, (3) \_\_\_\_\_ hair and (4) \_\_\_\_\_ facial features are familiar to most of us as he has appeared on the cover of many sports and fashion magazines. Being one of the most (5) \_\_\_\_\_ football players in the history of the game, he has played for teams such as Manchester United, Real Madrid and AC Milan. His talent is, however, not the only thing that helped make him a football star. He was a very (6) \_\_\_\_\_, (7) \_\_\_\_\_ man, spending every minute he could practising. In his early teens, he was told that he would not be able to play professional football, but his (8) \_\_\_\_\_ nature would not let him give up. Time has proven those who doubted him wrong and after 20 years as a professional footballer the rest is, as they say, history. Or is it? Those who know him well think not. He is far too (9) \_\_\_\_\_ to sit back and let time pass him by, even now that his football career has come to an end. Success to him is not only what you can achieve on the football field, but also what you can achieve in other areas of your life. As a(n) (10) \_\_\_\_\_ and (11) \_\_\_\_\_ person he is now finding time to support various charities.



## Tip

When using more than one adjective before a noun, remember to use the following order:

opinion	size	age	type	colour	noun
good-looking	slim	young			man
beautiful	long		curly	black	hair

**D** You've read Sandy's profile on page 16 and you've decided to write to her.

Write an email to Sandy in which you

- describe yourself
- write about your personal interests
- explain why you want to be friends with her.

Write an email of at least 100 words. Do not write your own name, any dates or addresses. Start your email in an appropriate way.

## Exam Tip

When you want to write information about yourself,

1. group the information in categories so that it is easier to understand.
2. use appropriate tenses. Use the Present Simple for general truths and habits and the Present Progressive for actions happening at the moment of speaking and temporary states.
3. link your ideas so that your writing flows. Use:
  - *and* to join similar ideas
  - *but* to join opposite ideas
  - *so* to express result/consequence
  - *because* to show reason
  - *or* to show alternative.

# Unit 2: Houses

## Key Vocabulary 05

### Kinds of houses

#### Види будинків

- block of flats багатоквартирний будинок
- bungalow бунгало
- cottage котедж
- detached house особняк
- maisonette мезонет
- multi-storey house багатоповерховий будинок
- semi-detached house двоквартирний будинок
- skyscraper хмарочос
- summer house літній будинок
- terraced house будинок із верандою
- ten-storey block десятиповерховий будинок
- tower block багатоповерховий будинок

### Flat квартира

- flat/apartment квартира
- one-room flat / bedsit / bedsitter однокімнатна квартира
- three-room flat трикімнатна квартира

### Description in general

#### Загальний опис

- antique furniture антикварні меблі
- convenient/comfortable зручний
- cosy затишний
- functional функціональний
- (un)furnished (не)меблюваний
- in good/bad condition в гарному/поганому стані
- luxurious розкішний
- modern сучасний
- nicely-decorated гарно оформленний
- peaceful спокійний, мирний

spacious/large просторий / великий

sunny сонячний

tiny крихітний

well-equipped добре обладнаний

well-kept доглянутий

with a view of the lake з видом на озеро

with windows overlooking a busy street з вікнами, які виходять на жваву вулицю

### Equipment and decoration

#### Оснащення та оздоблення

- blind ролети
- carpet килим
- central heating центральне опалення
- curtain завіса, штора
- drinks/cocktail cabinet шафа для напоїв
- fitted carpet килимове покриття
- ornament прикраса
- pot plant кімнатна рослина
- radiator батарея
- rug килим
- shelf полиця
- vacuum cleaner пилосос
- kitchen** кухня
- cooker плита
- (wall) cupboard (настінна) шафа
- dishwasher посудомийна машина
- freezer морозильна камера
- fridge холодильник
- microwave oven мікрохвильова піч
- sink раковина
- bathroom** ванна кімната
- bath(tub) ванна
- cabinet шафа
- laundry hamper/basket кошик для білизни
- mirror дзеркало
- shower душ
- tap кран
- toilet вбиральня / туалет
- washbasin умивальник
- washing machine пральнна машина
- living room** вітальня
- armchair крісло
- bookcase книжкова шафа

bookshelf книжкова полиця

chest of drawers комод

coffee table журнальний столик

cushion декоративна подушка

display cabinet вітрина

fireplace камін

furniture меблі

rocking chair крісло-гойдалка

sofa / (corner) couch диван / (кутovий) диван

DVD player DVD-програмувач, плєєр

**study** кабінет

desk парта, робочий стіл

desk/swivel chair офісне крісло / крісло на колесах

wastepaper basket/bin кошик для сміття

**bedroom** спальня

bedside table / nightstand нічний столик / тумбочка

clothes shelf полиця для одягу

single/double bed односпальне / двоспальне ліжко

wardrobe шафа (для одягу)

do the cleaning/cooking/ironing/ washing-up прибирати /

готувати / прасувати / прати

electricity/telephone bill рахунок за електроенергію / телефон

estate agent/agency агент з нерухомості / агентство

flatmate співмешканець

for sale на продаж

housemate співмешканець

housing estate житловий масив

I live at 1 King Street, flat 1. Я живу за адресою 1 Кінг Стріт, квартира 1.

in the centre у центрі

in the suburbs в передмісті

landlord/landlady орендодавець (хазяїн) / хазяйка

live on the first/second floor жити на першому / другому поверсі

located in a residential area

розташований у житловому районі

lower/increase the rent знизити / збільшити оренду

neighbour сусід

on the ground floor на першому поверсі

on the outskirts на околиці

pay (high/low) rent платити (високу / низьку) орендну плату

pay the bills оплатити рахунки

rent a flat/room from sb здати в оренду квартиру / кімнату у когось

rent a flat/room to sb здати в оренду квартиру / кімнату комусь

rural сільський

share a room мешкати в одній кімнаті з ким-небудь

take the rubbish out виносити сміття

tenant орендар

There is a school in the neighbourhood. У мікрорайоні є школа.

urban міський

We had our house renovated / done up last year. Ми відремонтували наш будинок минулого року.

## Activities in the house

### Хатня робота

change a lightbulb міняти лампочку

clean/tidy up прибирати

decorate a room прикрашати кімнату

do housework робити хатню роботу

dust пил

house renovation ремонт будинку

mend ремонтувати / налагоджувати

move in/out в'їхати/виїхати

renovate / do up оновити, відремонтувати

## Other words and phrases

### Інші слова та вирази

accommodation проживання

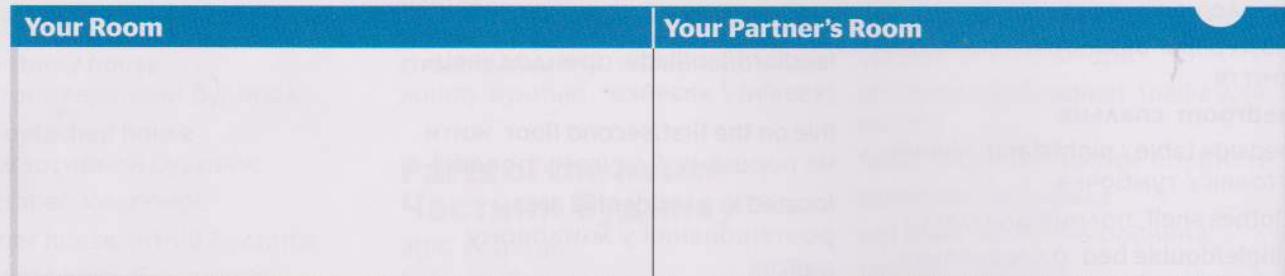
Croydon district район Кройдон (район на півдні Лондона)

**A** Read the description of a teenager's room and use the prepositions in the box to complete the gaps.

on      opposite      next to      over      in      on the left      above      under

I have got my own room. It's right (1) \_\_\_\_\_ my sister's room. It's rather small but very comfortable. There isn't a lot of furniture (2) \_\_\_\_\_ my room, just a bed, a table, a chair, a wardrobe and a television. There is a window (3) \_\_\_\_\_ the table. The television is (4) \_\_\_\_\_ my bed so I can watch it when I am in bed. The wardrobe is on the right and my bed is (5) \_\_\_\_\_. There is a computer (6) \_\_\_\_\_ the table and my books, pens and CDs are near the computer. (7) \_\_\_\_\_ the table there is a small wastepaper basket. (8) \_\_\_\_\_ my bed hangs a model of a space rocket. I'm really keen on space exploration!

**B** Work in pairs. In the frame below, draw a plan of your room (e.g. door, window, bed, desk, computer, etc.). Explain to your partner where the things are. Your partner should draw the room while you are describing it. Then exchange roles. When you have finished, correct each other's drawings if necessary.



**Useful phrases**

There is a... in the middle of my...  
On the right/left there are some...

In the right-hand corner, next to... there is...  
Opposite the... there is/there are...

**C** Look at the pictures and complete the description of the house. Use the words given in the appropriate form.



I live in a big yellow house in the (1) \_\_\_\_\_. Our house has many windows and a(n) (2) \_\_\_\_\_ that overlooks a big garden with some old trees. On the ground floor there is a kitchen, a hall, a cosy living room with antique furniture and an open (3) \_\_\_\_\_, a(n) (4) \_\_\_\_\_ where we have all our meals, a toilet and a(n) (5) \_\_\_\_\_ with a computer and lots of books in a bookcase. In front of the house there is a garden, a(n) (6) \_\_\_\_\_ where we park the car and a small pond with goldfish. On the first floor there are three (7) \_\_\_\_\_, a bathroom, and a toilet. On the second floor there is a(n) (8) \_\_\_\_\_ which has all kinds of old things. Behind the house there is a huge (9) \_\_\_\_\_ where we can have picnics. Our house is very spacious and (10) \_\_\_\_\_.

# Vocabulary Practice

Unit 2 – page 21

**D** Match the words 1–6 with the words/phrases a–f to form collocations.

- |                |                          |                              |
|----------------|--------------------------|------------------------------|
| 1. residential | <input type="checkbox"/> | a. bill                      |
| 2. share       | <input type="checkbox"/> | b. the rent                  |
| 3. pay         | <input type="checkbox"/> | c. heating                   |
| 4. electricity | <input type="checkbox"/> | d. area                      |
| 5. central     | <input type="checkbox"/> | e. a house / the living room |
| 6. do up       | <input type="checkbox"/> | f. a flat/room               |

**G** Word race. Do not look at the Key Vocabulary section. With a partner, as quickly as possible, make a list of:

- 8 things you can find in the kitchen
- 10 things you can find in the living room
- 5 things you can find in the bathroom
- 3 things you can find in the study
- 4 things that are common to all rooms

The first pair to complete the list of 30 things wins the race. Wait for the teacher to start the race.

**E** Your friend's family (parents, two boys, one girl) are going to move to your neighbourhood and are looking for a house to buy. Look at plans A and B, which show two different types of houses. In groups of three, discuss which house would be best for your friend's family. Give your reasons.

## Useful phrases

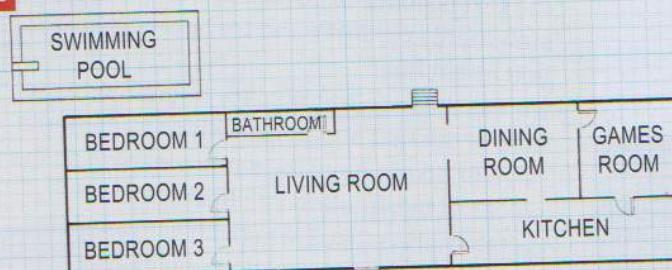
I believe... would be more suitable because...

House... has/hasn't got... so...

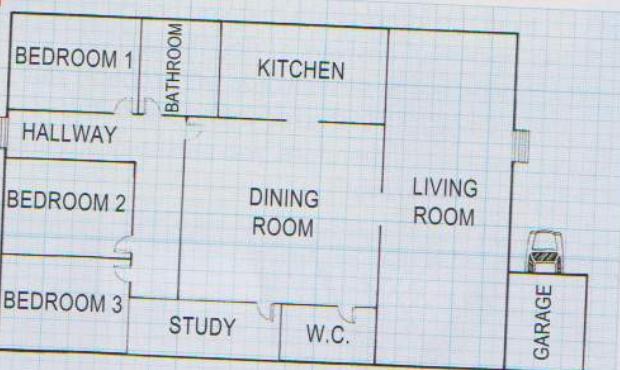
In my opinion...



A



B



**F** Complete the sentences with the correct word, a, b, c or d.

1. My landlord has decided to \_\_\_\_\_ my rent.  
a. grow      b. increase      c. go up      d. rise
2. The house is fifty years old and it's in really bad \_\_\_\_\_.  
a. condition      b. situation      c. state      d. damage
3. In London, Kensington is one of the nicest \_\_\_\_\_ to live in.  
a. centres      b. estates      c. parts      d. districts
4. Peter left his umbrella in the \_\_\_\_\_ when he entered the house.  
a. loft      b. attic      c. hall      d. basement
5. My friend lives in a(n) \_\_\_\_\_ house opposite the forest; his nearest neighbours are 500 metres away.  
a. terraced      b. detached      c. attached      d. semi-detached
6. He lives on the fourth \_\_\_\_\_ with no lift so, as he is an elderly man, he has to stop every so often when climbing the stairs.  
a. landing      b. ground      c. level      d. floor
7. Most of the rooms in her house are small, however, the hall is really \_\_\_\_\_.  
a. spacious      b. cosy      c. furnished      d. functional

# Listening Comprehension Practice

## PRE-LISTENING TASK

Before you do Exam Task A, read the Exam Tip and answer the following questions:

- Why do you need to read the instructions?
- When should you read the statements?
- What should you do during the first listening?
- What kind of statement is false?

### Exam Tip

- First, read the instructions to learn what the text is going to be about. Then read the statements carefully and try to predict what you might hear.
- During the first listening, try to get the main idea of the text and decide which statements have or do not have the same meaning as the pieces of information you hear.
- A statement is TRUE when it has the same meaning as the information you hear. A statement is FALSE when it differs in meaning from the information that you hear.
- Check your answers during the second listening. The same words will probably not be used both in the recording and in the statements; therefore, you must pay attention to the meaning!

**A**

Listen to the text. For statements (1–5) choose T if the statement is true according to the text and F if it is false.

 06

	T	F
1. The first skyscrapers were built to show that their owners were doing well.		
2. The Woolworth Building looks a lot like European Gothic churches.		
3. The lift was invented after the first skyscrapers were built.		
4. In 1883 William LeBaron Jenney built an office block for firemen.		
5. The Empire State Building was built at a speed of one floor a day.		

# Listening Comprehension Practice

Unit 2 – page 23

**B** Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).

07

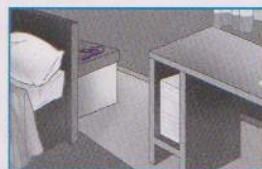
1. Where does the woman think the keys might be?



A



B



C

2. Where does the man finally decide they should put the new chairs?



A



B



C

3. On which floor is the available flat on Wool Street?



A



B



C

4. Why does the speaker have to move out of the flat?  
A. It is not conveniently located.  
B. The rent went up.  
C. He cannot make repairs.

5. What part of his grandparents' house does the speaker remember best?

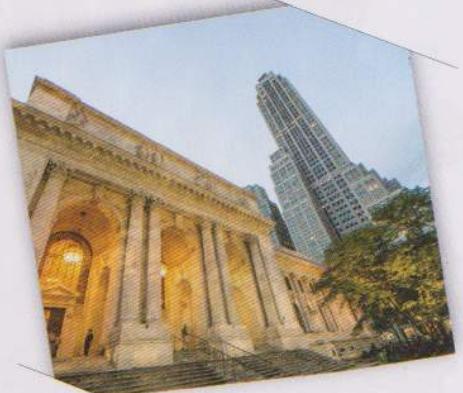
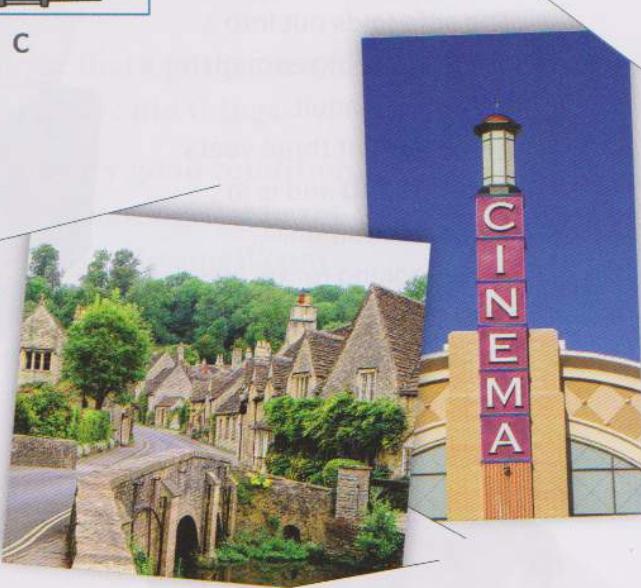
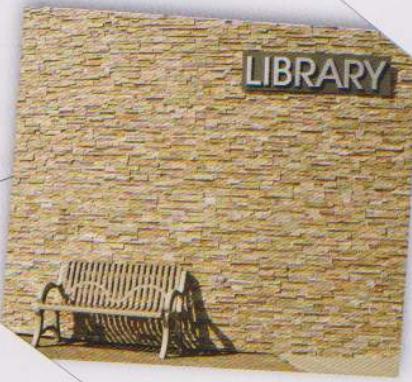
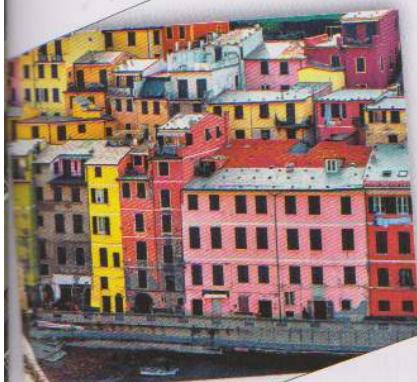
- A. the garden  
B. the ground floor  
C. the bedroom

6. What does the caller like about the flat?

- A. the apartment block  
B. the kitchen  
C. the location of the school

## POINTS FOR DISCUSSION

- What kinds of buildings can you find in cities? Describe them.
- What facilities (e.g. cinema, library, etc.) do you think an ideal city should have? Why?
- What do you like most/least about the city/town/village you live in?
- Would you like to live somewhere else? Why? / Why not?



**PRE-READING TASK**

Before you do Exam Task A, read the Exam Tip and answer the following questions:

- What do you have to do in this type of exam task?
- Why is it useful to underline the key words in the question?
- Why is it helpful to underline the parts of the text which express the same ideas as the questions?

**Exam Tip**

Read the instructions carefully. In this type of exam task, you have to match the questions with the paragraphs which give answers to them. Next, read the text for general understanding and then read the questions. Underline key words in the questions. Read the text one more time and underline the parts which answer the questions. Remember the ideas expressed must be the same, not just similar. Pay careful attention to the individual words used in both the questions and the text as there may be subtle differences in meaning! Note that there are three choices that you do not need to use.

**A** Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

**1**

## SOFA BED FOR SALE

It can seat three comfortably.  
The sofa folds out into a double bed, big enough for a fully grown adult.  
It was bought three years ago for £300 and is in perfect condition.  
We're looking for no less than £150.

**2**

## CHAIRDRESSERS

Do you have old chairs you love and don't want to throw away?

Chairdressers fixes or dresses old chairs to make them look brand new.

3

## BRISTOL

We are two students who share a flat in the city centre and we're looking for a flatmate. Your room will have a single bed, wardrobe, desk and desk chair. We will be sharing the kitchen and the bathroom. We don't allow pets in the flat.

**£450 per month**



4



## FREE DESK AND SWIVEL CHAIR!

I am moving abroad and I am giving away some things that I cannot take with me.

The desk is an antique that I got from a flea market – it is perfect for those who love old things.

The swivel chair is in very good condition.

You can pick them up from my flat in the Croydon area.

07382741253 - [andrewspall@email.com](mailto:andrewspall@email.com)

5

## YOU DON'T WANT IT? WE BUY IT!

We buy old sofas, armchairs, coffee tables, display cabinets, bookcases, desks, beds, carpets, rugs, mirrors, dishes, lamps, ornaments, clothes... and more!

Is it in good condition? We'll buy it!

Is it in bad condition? We'll buy it!

Look in your grandparents' attic and call

**Paul's Vintage Mall**

07026420102

[vintagemall@email.com](mailto:vintagemall@email.com)

24 Plot Street, Preston

Which ad will you answer  
if you want to \_\_\_\_\_?

- A. rent a room
- B. buy brand new furniture
- C. sell something
- D. buy something used
- E. shop at a mall
- F. renovate your furniture
- G. buy old dresses
- H. spend no money



**B** Read the text below. Choose from (A-H) the one which best fits each space (1-6).  
There are two choices you do not need to use.

# Getting our houses in order

Nowadays, more and more cities are facing a shortage of housing. The main reasons for this are a growing population and a lack of land which can be built on. Increases in sea level have not helped matters, and some places are actually (1) \_\_\_\_\_ to hold on to areas which are next to the sea.

One city that has decided to give up the fight and go with the flow is Amsterdam. Since 1997, authorities from the Dutch city have been (2) \_\_\_\_\_ called IJburg, which is located to the east of the city centre. IJburg consists of six man-made islands in the IJmeer lake, one of which is home to a community of floating houses. The first stage, completed in 2011, featured 93 such houses, but more will be added as long as there is enough interest from people (3) \_\_\_\_\_ to the area.

Possible inhabitants of the suburb can rent an area of water for fifty years at a price of around €360,000. They then order their (4) \_\_\_\_\_ and state any preferences they may have, such as the number of rooms or the layout of the interior. The house is built in a factory and when it is complete, it is towed along the river to the area that the owner has rented.

Inhabitants of the floating homes never need to worry about floods or rising waters again. The buildings are fixed at the side of the lake, but are free to move upwards or downwards (5) \_\_\_\_\_ of the water.

The area's first residents started (6) \_\_\_\_\_ back around 2010, and, so far, their opinions have been very positive. Rik Bos, who is a resident of IJburg, enjoys admiring the beautiful view from his new house. 'It was always an ambition of mine to live next to a lake, and now I'm actually living on a lake!' he says. 'It really is a dream come true.'



- A. floating house
- B. looking to move
- C. fighting hard
- D. becoming difficult
- E. living in their floating homes
- F. depending on the level
- G. keeping areas of land
- H. building a new suburb

## Exam Tip

- Read the instructions and the title of the text carefully. This will help you to predict the text's content.
- Read the text quickly, without paying attention to gaps, so as to understand its meaning.
- Read the phrases A-H.
- Read the sentences in the text from which the phrases have been removed, and decide what the missing phrases could be about.
- Reread the phrases A-H and decide which of them fits into each gap. Pay attention to the vocabulary as well as any pronouns used to refer to other words (e.g. *it, they, this, there*), both in the text and in the phrases A-H.
- Note that two of the phrases A-H do not fit into any gap.
- After filling all the gaps, read the full text and decide whether it makes sense. Read the phrases that you haven't used and make sure that they do not fit anywhere.

Read the texts below. For questions (1-10) choose the correct answer (A, B, C or D).

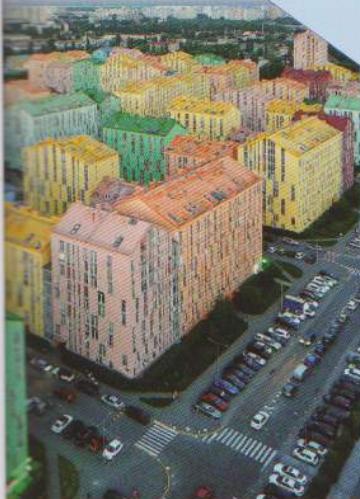
# THINK OUTSIDE THE BOX

What can you do with 300 million empty boxes? Well, if they are shipping containers, then you can put in (1) \_\_\_\_\_ furniture and windows and live in them. Shipping containers make modern, environmentally friendly and inexpensive houses, and empty ones—some (2) \_\_\_\_\_ very good condition—can be found at ports all around the world. In some places, they are a source of cheap housing (3) \_\_\_\_\_ young people and the homeless. For people who do not like the idea of living in a big box, there are some very beautiful and unusual homes made from containers, and several can



be joined to make a very spacious flat or house. In warm countries, many make use of the sun for heating and have balconies. Some people are choosing houses like (4) \_\_\_\_\_ because of their possibilities and not just because they are green and low cost. There are also those who live in just one container, who say they like living in a small space. One thing's for sure, there are (5) \_\_\_\_\_ empty containers around and it's amazing what you can do with a big box.

- |                 |          |             |           |
|-----------------|----------|-------------|-----------|
| 1. A. a few     | B. many  | C. some     | D. any    |
| 2. A. on        | B. at    | C. in       | D. of     |
| 3. A. for the   | B. to    | C. to these | D. for    |
| 4. A. those     | B. these | C. this     | D. it     |
| 5. A. plenty of | B. lots  | C. few      | D. little |



# COMFORT TOWN

Kyiv's nearly three million residents have a lot of different housing options to choose from, but the community of Comfort Town may be the most unique. Located in a (6) \_\_\_\_\_ area just outside the city centre, Comfort Town was built on the site of an old, abandoned factory, and the first residents arrived in 2012. The (7) \_\_\_\_\_ blocks of Comfort Town have been brightly (8) \_\_\_\_\_ in a rainbow of colours, making the neighbourhood easy to recognise. Inside the gated community, there are one-, two- and three-bedroom apartments, each with a separate kitchen and living area. The apartments (9) \_\_\_\_\_ central courtyards and the whole complex is child friendly, with lots of green spaces and playgrounds. The neighbourhood is complete with its own schools, sports (10) \_\_\_\_\_ and shops.

- |                |                |               |              |
|----------------|----------------|---------------|--------------|
| 6. A. local    | B. residential | C. rural      | D. community |
| 7. A. building | B. flat        | C. detached   | D. tower     |
| 8. A. drawn    | B. designed    | C. decorated  | D. painted   |
| 9. A. overlook | B. oversee     | C. overwhelm  | D. overtake  |
| 10. A. courts  | B. matches     | C. facilities | D. comforts  |

**POINTS FOR DISCUSSION**

- Do you write letters or emails to friends?
- What do you usually write to them about?
- What kind of information would you include if you were moving house or changing neighbourhoods?

**A** Read the email below. Why is Ben writing to Jason?

**New email**

Hi Jason,

**How have you been?** Guess what! I have some exciting news!

I've just recently moved house. Some friends of mine were looking for a housemate so I grabbed the opportunity to live in the suburbs for a change. I'm really happy, even though I now have to get up earlier to get to my classes on time.

The house is great! It's spacious and fully furnished and is located in a quiet, residential area. It's just been renovated so everything's new inside. The rent is also really low.

By the way, there's a spare bedroom so I can put you up for a weekend if you like. That way we can catch up on each other's news.

What's been happening in your life? Send me a reply as soon as you can!

**Speak to you soon!**

Yours,  
Ben



**B** Read the email again and answer the questions.  
In which paragraph (1-5) does Ben:

- ask for a reply?
- invite his friend over for the weekend?
- express his emotions about developments?
- describe the house and neighbourhood?
- give his news?

**C** Read the phrases 1-8 and the plan on the next page. In which part do they belong? Write the phrases in the plan. There is one extra phrase that you will not need.

- I'm looking forward to hearing from you.
- It was nice to hear from you again.
- Well, here's the latest.
- It is located...
- Sorry I haven't written for so long, but I've been busy.
- How about...
- Anyway, enough about me. What have you been up to?
- I felt so happy/excited/sad when...

## PLAN

### An email/letter to a friend

We write an informal email/letter to people we know, usually a family member or friend. Apart from giving personal information about our lives, an informal email/letter can also express our emotions (happiness, joy, sadness, etc.) and can include an invitation, apology, request for advice, etc.

### GREETING

Greet the person you are writing to.

Dear Bill, Hi Darin, Hello Mary, Dear Mum,

### OPENING PARAGRAPH

Begin your email/letter and say why you're writing.

Use set phrases like:

- How have you been?
  - Thanks for your last email.
  - I haven't heard from you for ages.
  - Sorry I didn't reply sooner, but...
  - I'm writing to tell you about...
  - Guess what! I have some exciting news.
- 

### MAIN PART

Give your news and express your emotions.

Use phrases like:

- The good news is...
  - I've (just) recently...
  - You won't believe it but...
  - I'm really glad/happy/sad/disappointed because...
- 

### Express your emotions.

Describe the area/place/etc.

- It has got...
  - It has just been decorated/renovated/mended.
  - There is/are...
  - It is in good/bad condition.
  - It is spacious/cosy/functional etc.
- 

### Extend an invitation.

- I was wondering if you would like to...
  - I was hoping you would...
  - Would you like to...
- 

### CLOSING PARAGRAPH

State anything you want to emphasise, ask for news and end your email/letter.

Use phrases like:

- What's happening in your life?
  - What about you? Do you still...?
  - Waiting for your email reply.
  - Make sure you write and tell me your news.
  - Well, that's all for now. I have to go.
- 

### SIGNING OFF

Use a signature ending and your first name below that.

- |          |              |                |                  |
|----------|--------------|----------------|------------------|
| • Yours, | • Take care, | • Bye for now, | • Keep in touch, |
| Ben      | Jill         | Frank          | Sue              |

## Exam Tip

When writing an email/letter to a friend:

- Use the appropriate layout.
- Organise it into paragraphs as shown in the plan.
- Use appropriate expressions/phrases to express your emotions, give news, extend/accept/refuse an invitation, etc.
- Use informal language and expressions (e.g. well, of course, anyway, you know, by the way).
- Use standard grammar and spelling conventions. Don't use forms such as wanna, CUL8R, etc.
- Use short forms (e.g. I'm, don't).
- Use exclamations (e.g. Guess what!) and direct questions (e.g. What have you been up to?).



You have received the following email from your friend Dave.

It's been a long time since we last spoke. How have you been? You mentioned in your last email that you were moving house. Well, what's your new place like? By the way, have you made any plans for the summer? Perhaps we can meet up and do something together.

Write back and tell me all your news.

Regards,  
Dave

Write an email to him in which you

- give your news
- describe your house
- invite your friend to spend a few days with you in the summer.

Write an email of at least 100 words.

Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

# Unit 3: School

## Key Vocabulary

### School subjects

#### Шкільні предмети

art	образотворче мистецтво
biology	біологія
business administration	управління (бізнесом)
business studies	підприємництво
chemistry	хімія
civic education	громадянська освіта
English	англійська мова
foreign languages	іноземні мови
French	французька мова
geography	географія
German	німецька мова
history	історія
ICT	інформаційні технології (інформатика)
mathematics/maths	математика
music	музика
physical education (PE)	фізичне виховання (фізкультура)
physics	фізика
religious education	релігійна освіта
science	природничі науки (біологія, хімія, фізика)
sport	спорт

### Types of schools

#### Типи шкіл

boarding school	школа-інтернат
college	коледж
evening classes	вечірні заняття
kindergarten	дитячий садок
language school	мовна школа
lower secondary school	гімназія
nursery school	ясла
police/military academy	академія поліції / військова академія
polytechnic	політехнічний заклад освіти

primary school

private school

secondary school

state school

technical college

university

vocational school

бути присутнім / відсутнім

broaden one's horizons / knowledge

розвивати навички

certificate

свідоцтво

cheat in the exam

обманювати під час екзамену

class tutor

класний керівник

cram all night for a test / before an exam

готуватися всю ніч до контролальної роботи / екзамену

develop skills

розвивати навички

do homework

робити домашнє завдання

enrol at an institution / on a course

вступити до школи, університету / на курси

enrolment

запис (до школи, на курси)

extracurricular activities

позакласні заходи

fail/pass an exam

не скласти / скласти екзамен

final exam

випускний екзамен

free period

вільний час

get a scholarship

отримати стипендію

get into university

вступити до університету

get marks

отримати оцінки

get nervous before an exam / a test

нервувати перед екзаменом / контролюю

роботою

grade

оценка

graduate from university

закінчити університет

high standards of teaching

високі стандарти викладання

learn by heart

вчити напам'ять

leave school

закінчити школу

make mistakes

робити помилки

make progress

робити успіхи

mock exam

пробний екзамен

motivation

мотивація

### Studying at school

#### Навчання в школі

absence

відсутність

attend lessons/classes

відвідувати уроки / заняття

attendance

присутність

be expelled from school

бути відрахованим зі школи

participate in a lesson брати участь під час уроку

pass to the next class перейти / бути зарахованим до наступного класу

play truant прогулювати

quick/short test коротке / швидке опитування

resit/retake a geography

examination перескладати

екзамен з географії повторно

revise for an exam повторювати перед екзаменом

school report табель

school trip шкільна подорож

school-leaving exams випускні

екзамени

set a lot of homework задавати багато домашніх завдань

skip/miss lessons/classes

пропустити уроки / заняття

student exchange обмін учнями

study hard сумінно навчатися

take/do a course in навчатися, проходити курс

take/sit an exam складати

екзамен

(new/modern) teaching methods (новітні / сучасні) методи

навчання

term семестр (чверть)

textbook/coursebook підручник

(school) timetable розклад

уроків (занять)

## Students and teachers

### Учні та вчителі

ambitious амбітний

(in)competent (не)компетентний

creative творчий

demanding вимогливий

fair/unfair справедливий /

ненсправедливий

messy безладний

motivated мотивований

motivating мотиваційний, той, що мотивує

organised організований

patient терплячий

punctual пунктуальний

strict суворий

systematic систематичний

understanding той, хто розуміє

## Violence at school Насильство в школі

bully цікувати

different forms of aggression різні форми агресії

physical and verbal abuse фізичне та вербалне насильство

victim жертва

## Other words and phrases

### Інші слова та вирази

bell дзвоник

classmate/schoolmate однокласник(ця) / той, хто навчається в одній школі

compulsory/optional classes обов'язкова / додаткова освіта

entrance exam вступний екзамен

examiner екзаменатор

have primary/secondary/higher/vocational education мати початкову / середню / вищу / професійно-технічну освіту

have/take private lessons in (chemistry) брати приватні уроки з (хімії)

I'm doing political science.

Я вивчаю політологію.

I'm in the third year of law/medical

school. Я на третьому курсі юридичного / медичного факультету

lecturer викладач

parent-teacher meeting батьківські збори

postgraduate studies післядипломна освіта

provide/offer lessons/classes забезпечувати /пропонувати

уроки / заняття

sit at a desk with someone сидіти за партою з кимось

## Adjectives + prepositions

### Прикметники з прийменниками

anxious about занепокоєнний (кимось / чимось)

bored with той, якому нудно

curious about зацікавлений (кимось / чимось)

excellent at досконалий (в чомусь)

(be) fond of захоплюватися (чимось / кимось)

good at вдало робити (щось)

(be) late for запізнитися на

nervous about занервований з приводу (чого-небудь)

patient with терплячий (з приводу чогось / когось)

pleased with задоволений (чимось / кимось)

qualified for кваліфікований для (чогось)

terrible at жахливо знати / розбиратися в (чомусь)

tired of втомлений від (чогось / когось)

useful for корисний для (чогось)

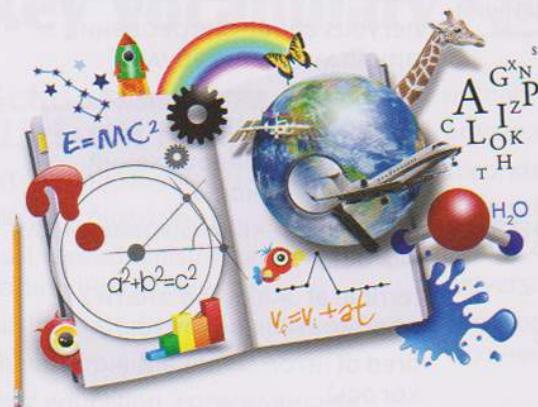
worried about занепокоєнний

чимось

(be) wrong about помилюватися щодо (чогось / когось)

**A** On the right, there is a student's answer to the question, 'What is your favourite subject?' Use the words in the box and complete it.

foreign languages learn  
teaching subject lessons  
communicate fair cheat  
motivated mark



**B** In pairs, explain the difference between the following pairs of words/phrases:

1. classmate - schoolmate
2. do homework - set homework
3. entrance exam - school-leaving exam
4. classroom - staffroom
5. free period - term

**C** Make true sentences about yourself and your school achievements by completing the gaps.

1. I go to a \_\_\_\_\_ school.
2. At school I'm really good at \_\_\_\_\_.
3. I'm interested in \_\_\_\_\_.
4. On the other hand, I'm bored with \_\_\_\_\_.
5. I'll probably pass my exams with \_\_\_\_\_ marks.
6. What stresses me most at my school is \_\_\_\_\_.
7. I like / don't like my school because \_\_\_\_\_.

My favourite (1) \_\_\_\_\_ at school is English. I find (2) \_\_\_\_\_ quite easy to (3) \_\_\_\_\_. I think that this is probably because I like to (4) \_\_\_\_\_ with other people. Another thing is that my English teacher enjoys (5) \_\_\_\_\_ the subject and his (6) \_\_\_\_\_ are well-prepared and interesting. He is also (7) \_\_\_\_\_; he would never give you an unjust (8) \_\_\_\_\_. So students feel very (9) \_\_\_\_\_ to study. The only time I have ever seen him lose his temper is when someone tried to (10) \_\_\_\_\_ on a test. It's hard work, but it pays off in the future!

**D** Complete the gaps in these sentences with do or make in the correct form.

1. My brother helped me \_\_\_\_\_ my history project.
2. I got a reward for \_\_\_\_\_ a lot of progress this term.
3. I keep on \_\_\_\_\_ the same mistakes; it really frustrates me!
4. I always \_\_\_\_\_ my homework after taking the dog for a walk.
5. Are you interested in \_\_\_\_\_ a course in technical drawing?

**E** Choose the words in the box that collocate with the words/phrases given (1-5). Some words may be used more than once.

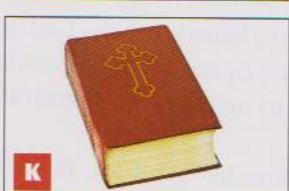
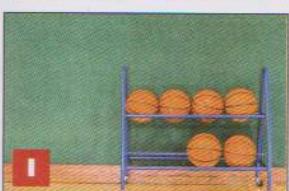
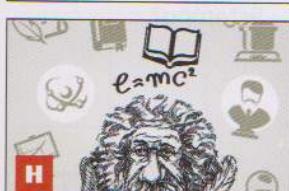
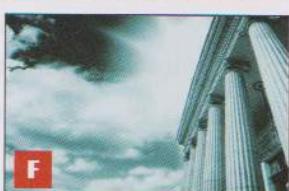
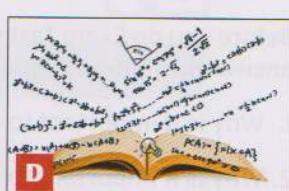
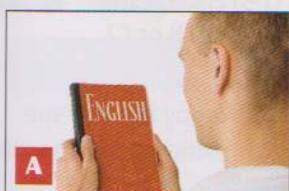
extra prepare for attend vocational nursery  
sit/take evening compulsory high public  
cheat in primary fail boarding secondary  
optional higher retake cram for

1. \_\_\_\_\_ an exam
2. \_\_\_\_\_ activities
3. \_\_\_\_\_ school
4. \_\_\_\_\_ classes
5. \_\_\_\_\_ education

# Vocabulary Practice

Unit 3 – page 33

**F** Match the school subjects 1-12 with the pictures A-L.



1. art
2. biology
3. chemistry
4. English

5. geography
6. history
7. information technology (IT)
8. maths

9. music
10. physical education (PE)
11. physics
12. religious education

**G** Work in pairs. Tell your partner what your first day at (primary / lower secondary / secondary) school was like. When you have finished, exchange roles.

## Useful phrases

I remember the day I went to... for the first time. I was...

On my first day at...

When I first entered..., I felt...

My teacher seemed to be... and my classmates were...

**H** Ask your parents, grandparents, aunts or uncles about their schooldays. How was their experience different from yours?

	THEN	NOW
school facilities		
teachers		
uniforms		
student-teacher relations		

## Useful phrases

There used to be...

When my parents went to school, the teachers / the students...

We have to / don't have to...

My (grand)parents had to / didn't have to...

They used to...

## PRE-LISTENING TASK

Before you do Exam Tasks A and B, read the Exam Tip and answer the following questions:

1. Why is it important to underline key words in questions?
2. Why is it important to listen carefully during the second listening?

**Exam Tip**

- Read the instructions to learn what the text will be about.
- Read the questions and options and underline key words. This will help you focus on the more relevant parts of the recording.
- During the first listening, listen for the key words. This will help you choose the correct option.
- Check your answers during the second listening. Remember: you must pay attention to the general meaning of what is said, not just to individual words!

**A**

Listen to the text. For questions (1-5) choose the correct answer (A, B or C).



1. What does Nancy believe she will probably end up being in the future?  
 A. a lawyer  
 B. a waitress  
 C. unemployed
2. What does Nancy suggest Sean should do?  
 A. study business administration  
 B. become a singer  
 C. study business administration and become a singer
3. When is enrolment?  
 A. 14<sup>th</sup> May  
 B. 20<sup>th</sup> April  
 C. 14<sup>th</sup> April
4. How long will it take to get to any one of the universities in the future?  
 A. 30 minutes  
 B. 20 minutes  
 C. 10 minutes
5. What will Nancy have to buy for her Arts and Crafts project?  
 A. glue  
 B. coloured paper  
 C. scissors



# Listening Comprehension Practice

Unit 3 – page 35

- B** Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.



T	F
---	---

1. Language schools in the UK give their students a chance to see the country.

2. Language schools stay open all year long.

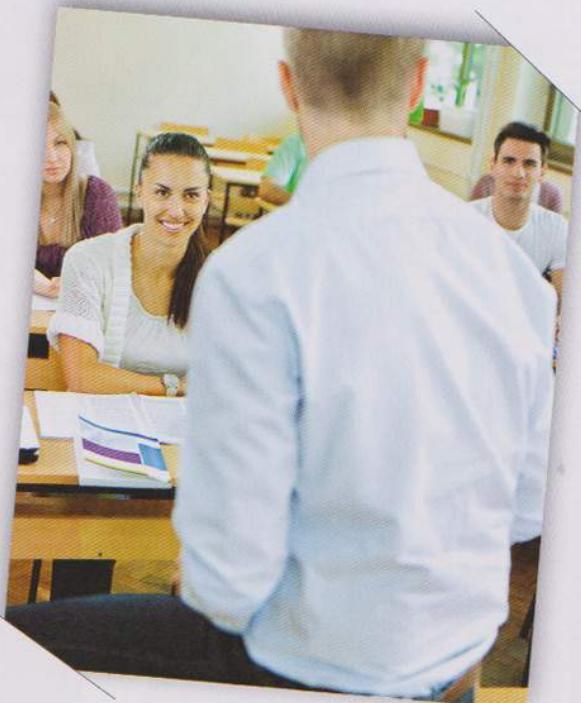
3. The courses can only be attended by young people.

4. The students spend most of their time in the classrooms.

5. The teachers come from various English-speaking countries.

## POINTS FOR DISCUSSION

- Why is knowing foreign languages important for young people nowadays?
- What is your favourite subject at school? Why?
- What is your least favourite subject at school? Why?
- What qualities should a good teacher have?



**PRE-READING TASK**

- What do you know about bullying?
- Where do you think bullying takes place?
- Have you or anyone you know ever been a victim of bullying?

Before you do Exam Task A, read the Exam Tip and underline the two things which you consider to be the most important. Compare and discuss your choices with your partner.

**Exam Tip**

- Read the text quickly for general understanding.
- Look through the list of phrases and read the text again, this time paragraph by paragraph.
- Pay special attention to the sentences before and after each gap. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- Take note of reference items (*he, she, it, there, etc.*) and identify what they refer to. This will help you understand the text.

**A** Read the text below. Choose from (A-H) the one which best fits each space (1-6).  
There are two choices you do not need to use.

# Anti-bullying week

Last year at Lanford High, many parents and teachers were worried about the rise in bullying. There was a PTA (Parent-Teacher Association) meeting and they invited the organisation NMB (NO MORE BULLIES) to attend. NMB works to help stop bullying in schools and also aims to create awareness about cyberbullying. This type of bullying occurs through the use of social media and (1) \_\_\_\_\_, especially among children.



NMB informed the PTA of some of the signs of bullying. The physical signs, such as cuts, bruises and torn clothes, are easy to spot. There are, however, also emotional and behavioural ones that need to be kept in mind. A child that acts strangely, stops eating or talking, is unhappy and cries or often loses money and other personal belongings is definitely going through something (2) \_\_\_\_\_. The organisation gave advice on how teachers and parents should talk to a child that they think (3) \_\_\_\_\_ and how best to deal with the bullies themselves. There was also a detailed discussion on cyberbullying. They placed emphasis on the importance of helping children understand what they need to look out for and (4) \_\_\_\_\_.

- A. bullies are often pupils who feel insecure
- B. is a victim of bullying
- C. that requires attention
- D. how to protect themselves from this type of bullying
- E. we must take action
- F. the teachers spoke to classes
- G. is increasingly common
- H. that may be used by anyone requiring help or advice about bullying

At the meeting, the school decided to have an Anti-Bullying Week, which turned out to be a huge success. The aim of this campaign was to raise awareness through discussion. Pupils were encouraged to speak out against bullying and (5) \_\_\_\_\_ to let victims of bullies know that they are there to help. One of the ideas that came from this campaign was to start a website and phone-line. These act as a support system (6) \_\_\_\_\_. There is also a link to the NMB website where students can reach online counsellors, 24 hours a day, seven days a week.



**B** Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).

# Taking exams



Taking exams will be one of the most stressful times of your life, especially when you have your parents and your teachers telling you all the time how important exams are. You will probably be under even more pressure if you have an older brother or sister who has already done well in their exams and your parents expect you to do so too. But don't worry, because it's natural to feel stressed before taking an exam. In fact, research has shown that a little stress in your life can motivate and energise you. However, when the level of stress is too high, it can cause health problems.

When preparing for exams, there are many things you can do to lower your level of stress. First of all, you should not leave revision to the last minute. When you give yourself plenty of time to revise, you will be more confident and less stressed out, since you know that you have prepared well. If you don't understand something, getting stressed out will not help. Talk to your teacher or your classmates and ask them to help you out. Now, if you find that you cannot concentrate when you are studying, it is probably because you are too tired; take a short break as this will refresh you. Other things you should make sure you do when preparing for your exams are eat healthily and exercise regularly. Eating the right kind of food will give your brain the nutrients it needs. Exercising regularly will give you more energy, clear your mind and make you feel less stressed. Most importantly, give yourself some time for fun and relaxation, otherwise you will be too tired to study.

On the day of the exam, there is no point in worrying any longer over whether you have studied hard enough. You should, therefore, try to remain calm and do your best. If you do not do well, it is not the end of the world, and remember, there is no shame in retaking an exam you have failed.

## POINTS FOR DISCUSSION

- What are some of the main rules in your school?
- Why is it important to succeed at school?
- Do you think that all subjects taught at school are of equal importance?
- What would your ideal school be like?

1. What makes students feel even more stressed out about taking exams?
  - A. teachers always telling their parents how important exams are
  - B. having a brother or a sister who is taking the same exam
  - C. pressure from their parents to do even better than their brother or sister
  - D. their parents' high expectations
2. What have scientists learnt about stress?
  - A. Even a little stress can be harmful to your health.
  - B. A lot of stress makes a person more energetic.
  - C. A little stress can have a positive effect on a person.
  - D. All unhealthy people have lots of stress.
3. What is one way to avoid feeling stressed out about taking an exam?
  - A. by revising for an exam up to the last minute
  - B. by starting your revision long before your exams
  - C. by doing plenty of revision exercises
  - D. by becoming more confident
4. What should you do if you can't concentrate?
  - A. Relax for a few minutes.
  - B. Eat some healthy food.
  - C. Get some exercise.
  - D. Go to sleep as you will awake refreshed.
5. What does the writer believe?
  - A. Failing an exam is not as embarrassing as retaking an exam.
  - B. There is no point in taking an exam if you haven't studied for it.
  - C. Life goes on even if you do badly in an exam.
  - D. Being calm will not help very much.

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## Foreign Languages

Many people say they would be (1) \_\_\_\_\_ in learning a new language, but they lack the talent. These people were probably discouraged by a bad experience in school. In fact, most people are able to learn foreign languages if they work hard and are dedicated to their goal.

It doesn't take special (2) \_\_\_\_\_ to be an efficient language learner, just an efficient method. Some people (3) \_\_\_\_\_ evening classes in language schools while others prefer to take an online course. With hard work, you can (4) \_\_\_\_\_ progress and achieve fluency in communication, which is the aim of learning to speak a foreign language. And don't forget that learning a foreign language helps you (5) \_\_\_\_\_ your horizons.

- |              |            |               |                |
|--------------|------------|---------------|----------------|
| 1. A. fond   | B. curious | C. interested | D. interesting |
| 2. A. tips   | B. skills  | C. activities | D. lessons     |
| 3. A. attend | B. do      | C. study      | D. pass        |
| 4. A. do     | B. make    | C. take       | D. set         |
| 5. A. open   | B. revise  | C. develop    | D. broaden     |



## Camping for Teenagers

When school finishes for the summer, most students like to go to places (6) \_\_\_\_\_ they can have fun. But not everyone has the same idea of 'fun'. There are teenagers who prefer going to special camps where they can learn survival skills. These camps, which can be found all over the world, usually accept teenagers aged between 16 and 18, and are often located near big cities.



At one such camp, teenagers spend (7) \_\_\_\_\_ days taking part in extreme sports, like rock climbing, and developing skills that will keep them alive if they find (8) \_\_\_\_\_ in danger. The campers are divided into groups and each group votes for a leader who will be in charge. The leader has to wake everyone up at six o'clock every morning. (9) \_\_\_\_\_ excursions to mountains, lakes and other places, where the campers learn to survive under difficult conditions, protecting not only themselves but also (10) \_\_\_\_\_. Towards the end of the camping period, there are events and competitions during which the groups can practice what they have learnt.

- |                   |               |              |                 |
|-------------------|---------------|--------------|-----------------|
| 6. A. which       | B. who        | C. where     | D. that         |
| 7. A. more        | B. their      | C. all       | D. the          |
| 8. A. them        | B. one        | C. out       | D. themselves   |
| 9. A. There is    | B. They're on | C. There are | D. There's some |
| 10. A. each other | B. each one   | C. another   | D. the other    |

**POINTS FOR DISCUSSION**

- Have you ever written a formal letter? If yes, who did you write to and why?
- How does a formal letter differ from an informal letter?
- What kind of information would you ask for if you were thinking of enrolling at a college or on a course?

**A**

Read the letter below and answer the questions by writing the letters A-E.

(A) Dear Sir / Madam,

(B) I am writing to you with reference to the advertisement for your college which I saw in 'English Speaking World' a week ago. I would appreciate it if you could send me some additional information about your college.

(C) I am a 19-year-old student from Ukraine and I have just passed my secondary school leaving exams with very good marks. I am interested in studying economics at your college and have various questions that I would like to ask. Firstly, I would like to know how much these studies cost. I would also be interested in knowing if there is a possibility of applying for a scholarship to cover the cost of studies. Moreover, I would be grateful if you could inform me in detail about what kind of documents I should send to your college and when the deadline is.

(D) I thank you in advance for your time and assistance, and look forward to hearing from you.

(E) Yours faithfully,  
David Horvath

**Which part of the letter:**

1. says why the person has written this letter?
2. functions as a greeting?
3. explains what the person wants to find out?
4. functions as a signature ending?
5. closes the letter in a polite way?
6. gives personal information?

**Exam Tip**

**When writing a formal email/letter to an institution or person you don't know personally:**

- use the appropriate layout.
- use appropriate expressions/phrases to start and end the email/letter, request information and make any other requests.
- organise it into paragraphs as shown in the plan on the next page.
- use the full form of verbs (e.g. I am, not I'm).
- use formal words and expressions.

## PLAN

### A formal email/letter requesting information

A formal email/letter requesting information is usually written to a company or organisation to ask for (additional) information about an advertisement you have seen or about the services they offer. You may also have to include personal information that is relevant to the situation (e.g. family background, education, skills and experience).

### GREETING

**Use a formal greeting, not first names.**

- Dear Sir/Madam, Dear Mr/Mrs/Ms/Miss + last name,

### OPENING PARAGRAPH

**Begin by saying why you are writing. Use phrases like:**

- I am writing to you in connection with...
- I am writing to you with regard to...
- I am writing to you with reference to...

**Remember to mention when and where you saw the advertisement or came across the information.**

**Use phrases like:**

- I saw/came across your advertisement in...
- I was informed of...
- I learnt about...

### MAIN PART

**Ask for information using indirect questions and make your requests in a formal and polite way. Use phrases like:**

- Could you please send me further information/details about...?
- I am writing for more information about...
- I would be grateful if you could inform me about...
- I would like to ask you for...
- I would like you to send me a brochure / a pamphlet.

**Remember to use linking words/phrases to list your questions:**

Firstly, First of all, To begin with, Secondly, What is more, Furthermore, In addition, Apart from that, Finally, Lastly

### CLOSING PARAGRAPH

**End by thanking the recipient(s) and saying that you'd like a reply as soon as possible. Use phrases like:**

- I look forward to hearing from you soon.
- I would appreciate a reply at your earliest convenience.
- Thanking you in advance for your time and assistance.
- Please send me a reply with any information as soon as possible.

### SIGNING OFF

**Use a formal signature ending and write your full name underneath it.**

- Yours faithfully,
- Yours sincerely,

**Remember:** When you start your email/letter with **Dear Sir/Madam**, you always finish it with **Yours faithfully**. When you start your letter with a person's name, e.g. **Dear Mr Jones**, finish it with **Yours sincerely**.

**B** Read the following paragraph. Change the questions in italics into indirect questions using expressions from the plan.

I am a 20-year-old Ukrainian student and I have decided to study in England. I am especially interested in languages and the tourist industry, so I want to study tourism. *How much are the studies at your college? Do you offer any scholarships for your students? What documents should I send to you? What is the deadline for sending the application?*

**C** You have found the following advertisement about a language school on the Internet:



The Centre for Languages & Communication offers full- and part-time foreign language courses to anyone who wants to improve their language skills. For more information about lesson hours and fees, please visit our website or send an email to our director of studies, Mr Heatherstone.

Write an email to the Centre for Languages and Communication in which you

- say how you found out about the language school and state your reason for writing
- write about your level of English
- ask about the cost and the number of students per class.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

# Unit 4: Work

## Key Vocabulary



### Jobs Робота, професії

accountant	бухгалтер
actor/actress	актор/акторка
architect	архітектор
baker	пекар
bank clerk	банківський працівник
bank manager	менеджер банку
businessman/businesswoman	бізнесмен (підприємець) / бізнес-леді
cashier	касир
chemist	хімік
clerk	службовець
computer/IT specialist	спеціаліст
computer programmer	програміст
cook	кухар
dentist	стоматолог
director	режисер
doctor	лікар
driver	водій
electrician	електрик
engineer	інженер
estate agent	агент з продажу нерухомості
farmer	фермер
fashion designer	модельєр
financial director	фінансовий директор
firefighter	пожежник
fisherman	рибалка
flight attendant	стюарт, стюардеса
hairdresser	перукар
insurance agent	страховий агент
journalist	журналіст
judge	суддя
lawyer	юрист
manager	керівник
mechanic	механік
musician	музикант
nurse	медсестра
optician	оптик
photographer	фотограф
police officer	офіцер поліції
postman	листоноша
priest	священник

receptionist	адміністратор
sales manager / director	менеджер з продажу
sales representative	торговий представник
salesman/saleswoman	продавець
salesperson / shop assistant	продажець, консультант
secretary	секретар
surgeon	хірург
teacher	вчитель
ticket inspector	контролер
travel agent	туристичний агент
vet	ветеринар
waiter/waitress	офіціант/ офіціантка

**job:** good/ideal/satisfying/  
responsible/profitable **робота:**  
хороша, найкраща,  
задовільняє, відповідальна,  
прибуткова  
**work/job:** boring/interesting/  
fascinating/easy/difficult/  
skilled/semi-skilled/unskilled/  
time-consuming **праця:**  
нудна, цікава, захоплива,  
легка, важка, кваліфікована,  
малокваліфікована,  
некваліфікована, відімає  
багато часу

### Duties at work

#### Обов'язки на роботі

cancel an appointment	скасувати зустріч
do clerical work	виконувати канцелярську роботу
do office work	виконувати офісну роботу
I'm in charge of ten other people.	Я керівник (відповідальний за) десятьох людей.
It's not my responsibility.	Це не входить у мої обов'язки.
make an appointment	назначати зустріч
My duties include typing letters.	В мої обов'язки входить Аркувати листи.
prepare documents	підготувати Документи
run a company	управляти компанією
send emails/faxes	відправляти електронну пошту / факси
the person in charge of sth	особа, яка відповідає за щось

### Kinds of jobs and work

#### Види робіт та професій

a dead-end job	безперспективна робота
a full-time/part-time job	робота на повний робочий день/неповний робочий день
a highly-paid/well-paid job	високооплачувана робота
a holiday job	робота на канікулах
a job with a future	перспективна робота
a low-paid/badly-paid job	низькооплачувана робота
a permanent/steady job	постійна робота
a temporary job	тимчасова робота
an extra job	додаткова робота
seasonal work	сезонна робота

### Adjectives describing jobs and work

#### Прикметники, які описують працю

**work:** stressful/physical/mental/  
dangerous/tiring/back-breaking/  
monotonous **робота:** напружена,  
фізична, розумова, небезпечна,  
виснажлива, монотонна

### Employment

#### Працевлаштування

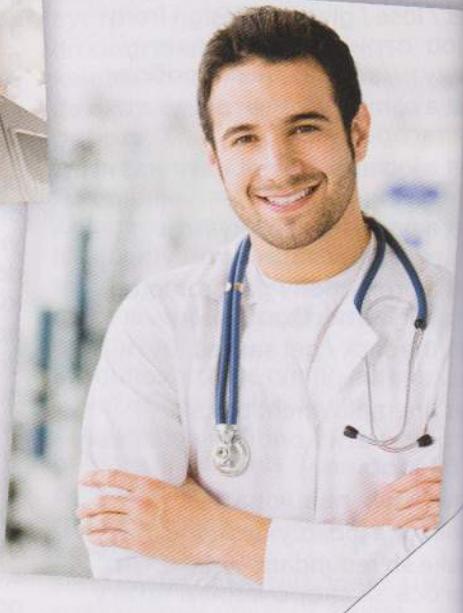
apply for a job	працевлаштовуватись
apply for the post/position of	подавати заяву на посаду
be employed/unemployed	прийнятий на роботу/ безробітний

be given three-months' notice /  
get notice подавати заяву на звільнення  
be on the dole допомога по безробіттю  
be out of work / a job без роботи  
be permanently/temporarily  
employed мати постійну / тимчасову роботу  
bonus / extra money премія / додаткова грошова винагорода  
change a job змінювати місце роботи  
company car службовий автомобіль  
day/night shift денна / нічна зміна  
dismiss/fire sb звільнити когось  
employ працевлаштовувати  
employee / worker працівник  
employer працедавець  
employment centre центр зайнятості  
employment contract трудовий договір  
find employment знайти роботу, працевлаштуватися  
get / lose / give up / resign from a job отримувати/втрачати/кинути/звільнитися з роботи  
get a commission отримувати винагороду  
get a job as a працювати на посаді  
get a pay rise отримувати підвищення зарплатні  
get a promotion / get promoted отримувати підвищення  
get the sack / get sacked бути звільненим  
get unemployment benefit отримувати допомогу у зв'язку з безробіттям  
have a job працювати  
look for a job шукати роботу  
make sb redundant звільнити когось за скороченням штату  
perks of the job додаткові бонуси  
place of employment / workplace місце роботи  
run one's own business управляти власною фірмою  
self-employed самозайнятість  
sign a contract підписувати контракт  
start/finish work at починати/закінчувати роботу  
unemployment безробітний  
unemployment rate рівень безробіття

work flexitime гнучкий графік роботи  
work in shifts працювати по змінах  
working hours робочий час  
**Employees and employers**  
**Працівники та працедавці**  
committed зацікавлений  
competent/qualified компетентний/кваліфікований  
conscientious сумінний  
devoted/dedicated відданий  
(in)experienced (не)досвідчений  
precise скрупульозний  
resourceful винахідливий  
respected той, якого поважають  
**Other words and phrases**  
**Інші слова та вирази**  
a job description посадова інструкція  
a letter of application заява про прийняття на роботу  
conditions/terms of employment умови праці  
cover for sb замінити когось  
curriculum vitae (CV) резюме  
difficult working conditions важкі умови праці  
do business with sb працювати з кимось  
do the job виконувати роботу  
do voluntary work виконувати волонтерську роботу  
earn/make a living заробляти на життя  
fill in an application form заповнювати заявку на роботу  
gain experience отримувати досвід  
go for an interview йти на співбесіду  
have a day off мати / взяти вихідний день  
have a sense of responsibility мати почуття відповідальності  
have an accident at work нещасний випадок на роботі  
have no work experience без досвіду роботи  
He is going to become a lawyer. Він збирається стати юристом.  
He performs his duties with devotion. Він віддано працює.

He phoned in sick. Він телефонував повідомити, що він хворий.  
How much / What do you think she makes? Скільки вона заробляє?  
I make 300 pounds a week. Я заробляю 300 фунтів на тиждень.  
I'm working to get enough money to buy a flat. Працую, щоб заробити на житло.  
In summer he did casual work picking strawberries. Влітку він працював на сезонних роботах зі збору полуниці.  
income tax податок на прибуток  
job centre центр зайнятості  
job creation створення робочих місць  
labour market ринок праці  
live off one's salary/pension жити на зарплату / пенсію  
pay плата  
pension пенсія  
qualifications кваліфікація  
qualify здобувати кваліфікацію  
retrain as перекваліфікуватися на  
salary заробітна плата  
skills навички  
support/maintain a family утримувати родину  
take a holiday / be on leave взяти відпустку / бути у відпустці  
The pay is good here. Тут гарна оплата праці.  
training course тренінг  
wages заробітна плата (виплачується за фізичну, виробничу, механізовану роботу)  
What's the pay like? Яка заробітна плата?  
work/do overtime понаднормова робота  
work in advertising працювати в рекламі  
workaholic трудоголік  
workmate / colleague from work колега з роботи

**A** What jobs are presented in the pictures? What character traits do the people need to have to do these jobs?  
You may also want to look at the Key Vocabulary in Unit 1 (Character traits).



### Useful phrases

I think a... should be...

Being a... requires having...

A... must have / be...

One of the character traits that a... should possess is...

If you want to be a... you have to be...

**B** Write the opposites of the following expressions.

- |                        |   |                           |   |
|------------------------|---|---------------------------|---|
| 1. badly paid          | - | 6. part-time job          | - |
| 2. find a job          | - | 7. physical work          | - |
| 3. day shift           | - | 8. a temporary job        | - |
| 4. make an appointment | - | 9. employ someone         | - |
| 5. a job with a future | - | 10. an experienced worker | - |

## C Circle the words or phrases in bold that complete the sentences correctly.

When I was 27, I started my first job. It really wasn't easy to find a(n) (1) **well-paid / extra** and interesting job then. I did a lot of casual work, however, I couldn't (2) **support / bring up** my family so I had to look for a better job. I worked as a kitchen helper for a while but soon I was (3) **sacked / self-employed** and my husband (4) **also got a commission / was also made redundant**, so we were both (5) **on the dole / dismissed**.

Not having any chances of finding a job with a future, as I didn't have either work experience or good (6) **qualifications / salary**, I had to go abroad to make a living. I did seasonal work picking strawberries.

The pay was good, but the (7) **workmates / working conditions** were really difficult. When I came back, my husband and I decided to (8) **start our own business / go for an interview** even though it would require a lot of hard work and dedication.

Now, we are 55 and we (9) **retired / got a pay rise** two years ago. Our son is (10) **in charge of the company / given notice** and we are living happily off our high pensions.

This just goes to show that you can be successful, provided you never give up hope.

## D Work in pairs. Think of as many jobs as you can that exist in the following places.

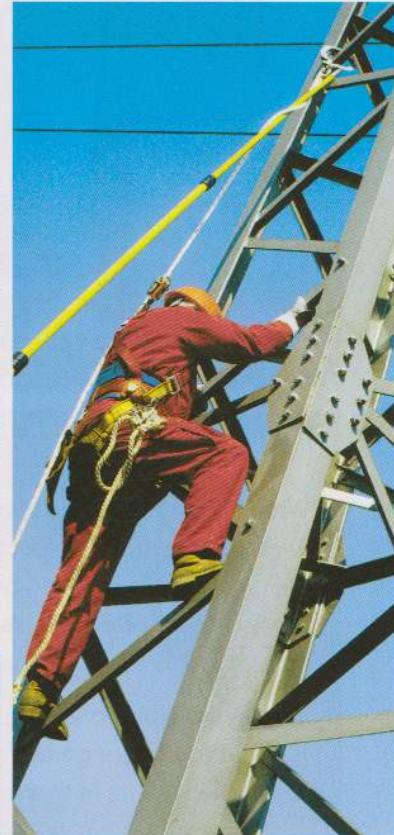
1. bank: \_\_\_\_\_
2. hospital: \_\_\_\_\_
3. hotel: \_\_\_\_\_
4. restaurant: \_\_\_\_\_
5. shop: \_\_\_\_\_

## E Work in pairs. Compare and contrast the pictures using the expressions given.

have to be precise  
special training required  
have specific tasks to do  
have to wear a uniform / safety helmet  
must dress smartly  
indoor/outdoor work  
shouldn't have a fear of heights  
special equipment/tools  
work alone  
self-employed  
contact with people  
steady income (wage)  
work under supervision  
skills required  
chances of promotion  
steady working hours  
pressured by time



work at one's own pace  
work in shifts  
have to be (computer) literate  
dangerous work



### Useful phrases

The job in the first / second picture shows / involves...

The job of the secretary / businesswoman working on the computer is...

A worker fixing cables should / shouldn't / must...

# Listening Comprehension Practice

**A**

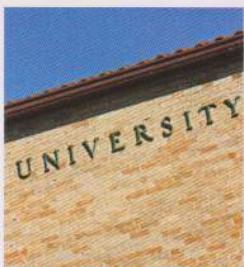
Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).



1. What job does the man do?

**A****B****C**

2. Where does the woman work?

**A****B****C**

3. What time does the shop close?

**A****B****C**

4. Why was the slogan used?

- A. to advertise the young man's desire to travel abroad
- B. to advertise the young man's desire to stay and work in his country
- C. to advertise the young man's desire to promote his skills in advertising

5. What is true about the man who got promoted?

- A. He knew what to expect at the meeting.
- B. He is used to working overtime.
- C. He doesn't often see his friends.

6. Who is the woman talking to?

- A. People who are going to be working in different departments.
- B. People who have to go through training before starting work.
- C. People who have already met the CEO of the company.

# Listening Comprehension Practice

Unit 4 – page 47

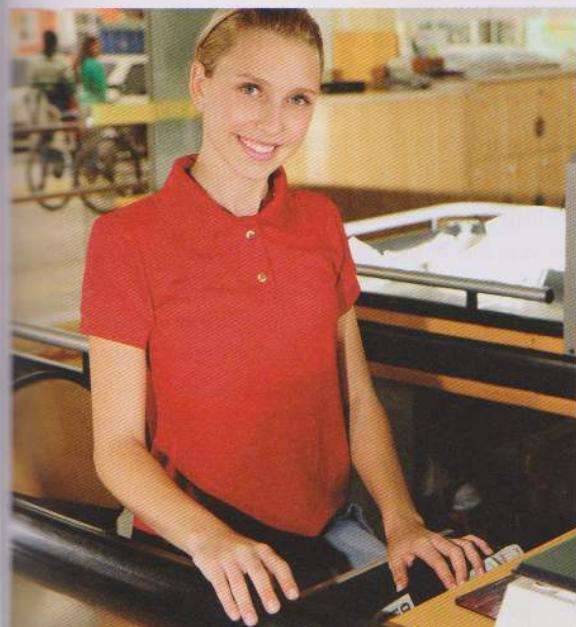
**B** Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

13

	T	F
1. Only school leavers will be interested in what Reg Nicholson has to say.		
2. It's not necessary to type application forms.		
3. School leavers haven't got much to include in their CVs.		
4. Employers can learn a lot about a candidate from their after-school activities.		
5. You shouldn't apply for a job without any references.		

## POINTS FOR DISCUSSION

- What are the most popular part-time jobs for young people? Why?
- What are the top five jobs in Ukraine? What makes them so popular?
- Are the jobs of a doctor/farmer/vet/pilot/politician/psychologist/sportsman easy or difficult? Why?



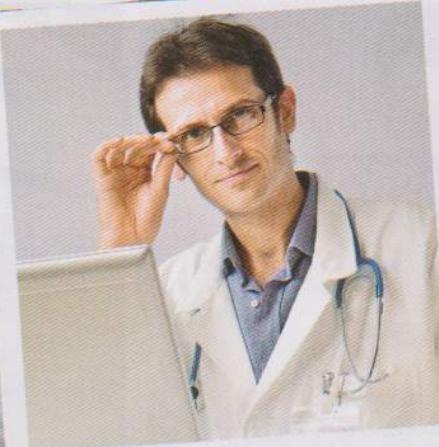
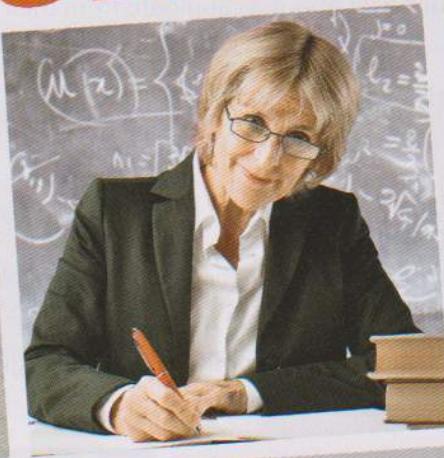
## POINTS FOR DISCUSSION

- What would your ideal job be? Why?
- What would it involve?

**A**

Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).

# CAREER CHOICES



I'm often asked the question 'How did you become a journalist?' You see, everybody expected me to follow in my father's footsteps and become a doctor. Well, during my last year of school I was given the opportunity to visit a career guidance counsellor and I drove her crazy with my choices.

My first choice was a chocolate tester. Although my counsellor wasn't very impressed, she got me the information. I discovered that chocolate testers earn a lot of money, so I was sure I had found my dream job. However, when I found out that chocolate testers don't just sit around eating chocolate all day, I lost my enthusiasm.

It seems that they are also brand managers, which means they are involved in the marketing and promotion of the product. I finally decided against it when I realised a university degree would be needed.

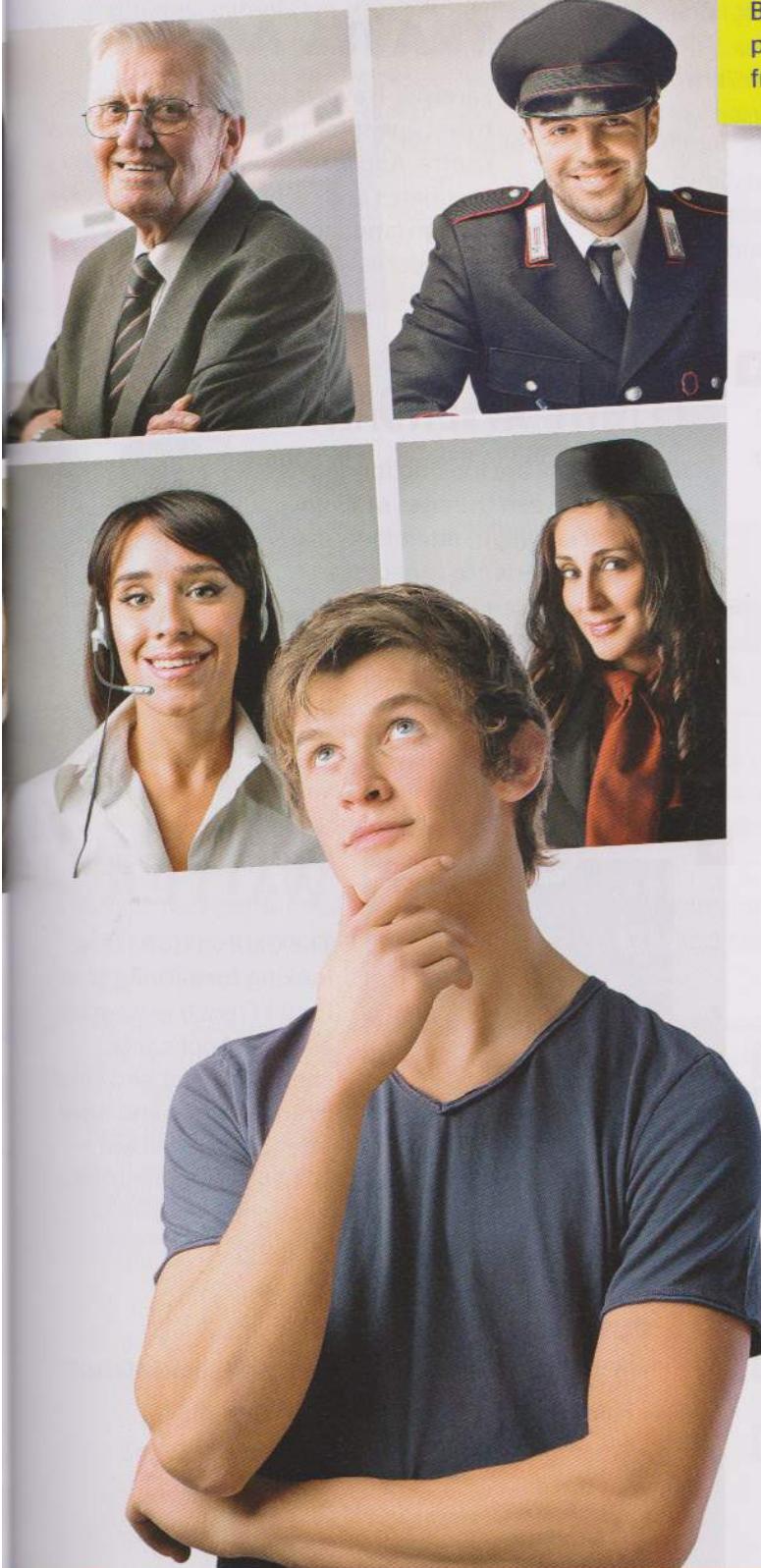
Next, I thought of becoming a football referee. I had loved football from a young age, but being a professional footballer was out of the question, as I couldn't play very well. Anyway, it seems that referees must be able to run two and a half miles in less than twelve minutes and they are required to take exams throughout their training. On top of that, only after many years of experience – and if they are lucky – do they get the chance to referee big professional matches. So, my dream of showing David Beckham a red card was shattered.

# Reading Comprehension Practice

Unit 4 – page 49

Finally, I had this brilliant idea of becoming a dog stylist. That was after I realised how much money our dog stylist, Shirley, was being paid every time we visited her with our Lhasa Apso, Philipo. However, once, while she was styling Philipo, I noticed that he tried to bite her. 'It happens all the time,' she told me. As you can imagine, that really put me off.

To cut a long story short, all this research made me realise I had a gift for investigation, so by the end of the school year I had decided to become a journalist.



## Exam Tip

In Exam Task B, Questions 4 and 5 check if you understand the text as a whole. In this type of question, you may be asked what kind of text it is, where it might appear, what the title of the text could be, etc. So, first, you must read the questions carefully. Then, read the text quickly and try to get a general understanding of it. Read the options for each question carefully to see which one best suits the text as a whole. Be careful with options which refer only to a part of the text or include words or phrases from the text but do not describe it globally.

1. What did the writer want to become when he was in his last year of school?
  - A. a doctor
  - B. a journalist
  - C. a career guidance counsellor
  - D. He wasn't sure.
  
2. What was the main reason why the writer decided not to become a chocolate tester?
  - A. He didn't want to become a brand manager.
  - B. He didn't want to study at university.
  - C. He didn't like marketing.
  - D. He didn't want to sit around eating chocolate all day.
  
3. Which of the following is **NOT** required in order to referee a big professional match?
  - A. being able to play football very well
  - B. having a lot of experience
  - C. being physically fit
  - D. having a bit of luck
  
4. Who is Philipo?
  - A. a dog stylist
  - B. Shirley's dog
  - C. the dog of the writer's family
  - D. the dog of one of Shirley's clients
  
5. What does the writer mean by the phrase 'a gift for investigation' in the last paragraph?
  - A. an ability to write good stories
  - B. a present which was not expected
  - C. a career in journalism
  - D. a talent at discovering facts

**B** Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

1

## HOTEL RECEPTIONIST

Have you got an outgoing personality? Can you speak two foreign languages reasonably well? Do you like working with people? If you answer yes to these three questions, then maybe you are the person we are looking for. We require a receptionist for our top-class tourist hotel. The job involves shiftwork, from 7am until 3pm, or from 2pm until 11pm. Candidates must also be available every second weekend.



3



## TRAVEL AGENT

Farewell Travel is looking for a trainee travel agent for their office in the town centre. Applicants must be university graduates and be fluent in at least one foreign language. Computer skills are also necessary for the job.

2

## TEACHER

Edenbridge Secondary Modern is looking for someone with a Master's degree in English Literature. The successful applicant should have at least five years teaching experience and also be in a position to teach history and geography at lower levels.



4

## FLIGHT ATTENDANT

SMOOTH AIR are looking for people between the ages of 18 and 35 to work as flight attendants. No previous experience is necessary as successful candidates will be given full training. Applicants must be over 1.65 metres tall and must enclose a recent photo of themselves with their application.



5



## WAITER

The Carlton Hotel is looking for serving staff for its French restaurant and bar. Applicants should be neat and smart in appearance and have some previous work experience. You will be required to work late nights and weekends. Salary according to experience plus good tips.

Which of the advertisements/positions \_\_\_\_\_?

- A. has age restrictions
- B. is a part-time job
- C. mentions earnings
- D. requires computer skills
- E. has to do with seasonal work
- F. offers opportunities for promotion
- G. requires a lot of past experience in the field
- H. requires knowledge of more than one foreign language

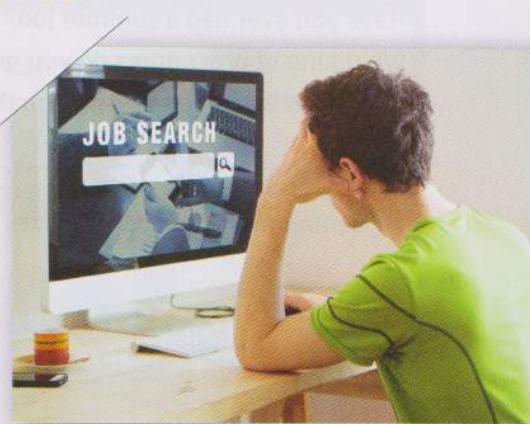

## POINTS FOR DISCUSSION

- What jobs do you think have a high social status?
- How important is work in a person's life?
- What jobs would you never like to do? Why?

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## ABOUT UNEMPLOYMENT

Unemployment is a strong indicator of a country's overall economic health and an unemployment (1) \_\_\_\_\_ of between 3.5% and 4.5% is normal even in a healthy economy. Unemployment can be divided into three categories: frictional, structural and cyclical. Frictional unemployment refers to people in the (2) \_\_\_\_\_ market who have left jobs voluntarily or are seeking work for the first time such as new graduates, parents returning from leave, or people who are moving to a new area. This type of unemployment is typically (3) \_\_\_\_\_, lasting only a few months. In contrast, structural unemployment affects people who have lost their jobs due to advances in technology or outsourcing, and is usually long term. These workers will often need to be (4) \_\_\_\_\_ if they want to re-enter the workforce. Finally, cyclical unemployment occurs when there is a decreased demand for products and services. This forces employers to make workers (5) \_\_\_\_\_ and is associated with economies in recession.



- |                  |               |               |                 |
|------------------|---------------|---------------|-----------------|
| 1. A. scale      | B. level      | C. force      | D. rate         |
| 2. A. labour     | B. employment | C. vocational | D. professional |
| 3. A. restricted | B. temporary  | C. committed  | D. unlisted     |
| 4. A. revised    | B. redirected | C. retrained  | D. recovered    |
| 5. A. profitable | B. monotonous | C. competent  | D. redundant    |

## Polar Press

Polar Press is the first Bradford free press. Sanjay Ray, one of the writers, who used to be employed by Bradford Evening News, explains, 'We wanted Polar Press to be free, so that everyone (6) \_\_\_\_\_ read it. We make money from the people or companies who advertise on our pages. Of course, they are all people or companies whose work we like.'

Polar Press produces a weekly magazine, has a website and (7) \_\_\_\_\_ be found on social media sites. The company is run by a team of young journalists and graphic designers with fresh ideas and a lot of imagination.

The magazine features stories about the latest in art, music, theatre and fashion, as well as stories from Bradford, such as the hairdresser whose shop turns into an informal music place after he stops cutting hair. It (8) \_\_\_\_\_ even include some stories from the surrounding area of Bedfordshire.

Annie Lee, one of the photographers, said, 'It's very (9) \_\_\_\_\_ to make a living doing something you like and working with friends. In the morning I look forward to what I'm going to do, instead of thinking, *I(10) \_\_\_\_\_ not go to work!*'

- |                     |              |               |                 |
|---------------------|--------------|---------------|-----------------|
| 6. A. should        | B. must      | C. could      | D. ought        |
| 7. A. may           | B. could     | C. can        | D. should       |
| 8. A. had better    | B. may       | C. must       | D. able to      |
| 9. A. satisfying    | B. satisfied | C. satisfy    | D. satisfaction |
| 10. A. would rather | B. ought     | C. had better | D. must         |

**POINTS FOR DISCUSSION**

- Have you ever had a summer job? What was it? How did you get it?
- What kind of procedures do you go through when you apply for a job?
- What kind of information do you think should be included in a letter of application?

**A** Read the letter of application which was written in response to the following advertisement. Then read the sentences 1-8 and tick the ones that apply to the letter.

**ASSISTANT GROUP LEADER REQUIRED TO WORK AT AN ENGLISH LANGUAGE CAMP**

- Must be responsible and reliable and have good communication skills
- Must be at least 16 years old
- Must be able to speak English fluently
- Previous experience in working with children preferred

Apply in writing to: English language camp, 34 Bond St., Cambridge, CB1 2TN, United Kingdom

Dear Sir / Madam,

I am writing in response to your advertisement which appeared yesterday in The Daily Newspaper. I would like to apply for the position of assistant group leader at the English language camp.

I am an 18-year-old student in my final year of secondary school. I have been learning English for 6 years and I have just passed the Cambridge FCE exam.

In addition, I have some experience in dealing with children since I worked as a volunteer at a children's home last winter. This job taught me how to be communicative and well organised. What is more, I am a creative and energetic person who likes being with people. Therefore, I believe I am a suitable candidate for the job.

I can work from June to August and I am available for an interview at your convenience. I look forward to hearing from you.

Yours faithfully,  
Daniel Holl

The writer:

1. knows the person he/she is writing to.
2. uses set phrases to begin and end the letter.
3. mentions where he/she saw the advertisement.
4. uses short forms and abbreviations.
5. describes his/her qualifications and skills.
6. describes some bad qualities he/she has.
7. talks about his/her previous experience and its benefits.
8. explains why he/she is suitable for the job.

**B** Read the following letter. It contains a lot of unnecessary information and it is not divided into paragraphs. Cross out the sentences which should not appear in this type of letter and divide it into paragraphs.

Dear Ms Jones,

I would like to apply for the position of summer staff advertised in *Sunny Day* on 1<sup>st</sup> of April. I am nineteen years old and I have just passed my secondary school leaving exams. I am fed up with books and learning. I am not very happy with my Maths exam since I have never been very good at Maths. I believe I possess a good command of English since I have passed my English exam with very good results. Moreover, I often have the opportunity to communicate in English because I have a lot of friends abroad. Martin from Scotland is especially handsome. I have some experience in working with children because my class cooperated with the local primary school and we organised a lot of parties and competitions for the pupils. However, the Christmas Carol Concert was a disaster because the children could not sing at all. This experience helped me realise that I am a responsible and patient person, and I can quickly gain children's attention and respect, which I think is necessary for the job you offer. I need the money because I am saving for a car, so I can start work in July. I am available for an interview at your convenience. I look forward to hearing from you. Yours sincerely,

Katalin Horváth

## PLAN

### An email/letter of application

An application for a job, scholarship, grant, etc. is a type of formal email/letter where your task is to persuade the addressee that you are the right person to receive thing that is offered. In this email/letter you give information about your education, experience and character in an effort to make a good impression.

### Greeting

Use a formal greeting, not first names.

- Dear Sir/Madam,
- Dear Mr/Mrs/Ms/Miss + surname,

### Opening paragraph

Say where and when you saw the job/scholarship/grant/etc. advertised and use set phrases to state what you are applying for.

- I am writing with regard to/concerning your advertisement in... (name of newspaper/magazine + date) / on... (website).
- I noticed your advertisement in... and I am writing to apply for the position of...
- I am interested in applying for the job/scholarship/grant... as advertised in...
- I am interested in working as...

### Main part

Describe your qualifications, skills and experience that are relevant to the job/scholarship/grant/etc. you are applying for. If applying for a job, provide a brief description of your previous/present job.

Include only important information, as the details are in your CV. Explain why you think you are suitable for the thing. Use phrases like:

- I have a degree in... / I will graduate at the end of the

year with a BA in...

- I have/hold a certificate in...
- I am fluent in... / able to... / good at... / familiar with...
- I have considerable experience in...
- As you can see from my CV, I...
- I am currently working/learning...
- At present I am...
- I worked full-time / part-time for/at...
- I am a responsible/hard-working person.
- I believe I am suitable for this job/position because...
- I strongly believe these qualities/qualifications/skills make me suitable for the job.

### Closing paragraph

Mention your availability and express your hope that your application will be taken into consideration. If relevant, state that you have attached/enclosed your CV. Use set phrases like:

- You will also find my CV enclosed.
- I am available for an interview at your earliest convenience.
- Should you have any questions, please do not hesitate to contact me.
- I hope my application will be taken into consideration.
- I look forward to hearing from you in the near future to schedule an interview at a time convenient to you.

### Signing off

Use a formal signature ending and write your full name underneath it.

- Yours faithfully,
- Yours sincerely,

**C** You have seen the following advertisement in the *Daily News* and have decided to apply for the job.

#### RECEPTIONIST WANTED

SUNRISE HOTEL is looking for a receptionist to work during the summer months. If you  
• are polite and friendly  
• are computer literate  
• can speak two foreign languages  
then this job is for you! Send us an email at:  
Sunrisehotel@gmail.com

Write an email of application in which you

- say why you are writing this email and write a short introduction of yourself
- provide information about your qualifications and skills
- say why you think you would be suitable for the job.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

#### Exam Tip

When writing a formal email/letter of application:

- use the appropriate layout.
- use formal language (don't use short forms or abbreviations).
- begin and end with appropriate phrases.
- mention the qualifications, skills and qualities that are required for the job/scholarship/grant/etc. and explain why you think you are suitable.
- write in a confident manner, describing your good qualities. Don't mention any bad qualities.
- be brief and to the point. Don't include unnecessary details/information.

# Unit 5: Family and social life

## Key Vocabulary

14

### Periods of time in people's lives

#### Етапи життя

adolescence юність  
adulthood зрілість/повноліття  
babyhood (раннє) дитинство  
be in one's teens у віці від 13 до 19 років  
be middle-aged середнього віку  
childhood дитинство  
in/during babyhood в дитинстві  
old age похилого віку  
retirement вихід на пенсію  
the teenage years підлітковий вік  
youth молодь

### Family members

#### Члени родини

baby / little/big brother/sister  
дитина/молодший/старший  
brother брат  
children/kids діти  
couple пара  
cousin двоюрідний брат/  
двоюрідна сестра  
daughter-in-law/son-in-law  
невістка/зять  
distant relatives далекі родичі  
extended family велика родина  
father/dad/daddy батько/тато/  
татусь  
godparents хрещені батьки  
granddaughter/grandson  
онучка/онук  
grandmother/grandfather  
бабуся/дідусь  
grandparents/grandchildren  
бабуся та дідусь/онуки  
great-grandparents прабабуся та  
прадід  
half-sister/half-brother зведена  
сестра/зведений брат  
husband/wife чоловік/дружина

immediate family найближчі  
родичі

in-laws рідня зі сторони  
чоловіка чи дружини  
mother/mum/mummy  
мати/мама/матуся  
mother-in-law/father-in-law теща/  
тесь, свекруха/свекор  
nephew племінник  
niece племінниця  
only child єдина дитина в сім'ї  
parents батьки  
relatives родичі  
siblings брати та сестри  
sister сестра  
sister-in-law/brother-in-law  
зовиця/дівер  
son/daughter син/дочка  
(identical) twins ідентичні  
близнюки

stepbrother/stepsister зведений  
брат/зведена сестра  
stepdaughter/stepson падчерка/  
пасинок  
stepmother/stepfather мачуха/  
вітчим  
uncle/aunt дядько/тітка

### Family events and festivals

#### Сімейні свята

anniversary party святкування  
ювілею (вечірка)  
birthday party святкування дня  
народження (вечірка)  
celebrate birthday/anniversary  
святкувати день народження/  
ювілей  
celebrate Christmas/Easter  
святкувати Різдво/Великдень  
christening party хрестили  
Christmas Різдво  
Christmas Eve Святвечір  
Easter Великдень  
family gathering/reunion  
возз'єднання сім'ї

fancy dress party костюмована  
вечірка

funeral ceremony похорон  
graduation випускний бал  
Halloween свято Гелловін  
name day (party) іменини  
(святкування іменин)  
national holiday національне  
свято

New Year's Day Новий Рік  
New Year's Eve Переддень  
Нового Року  
Thanksgiving День Подяки  
wedding anniversary річниця  
шлюбу  
wedding ceremony одруження  
wedding reception весілля

### Other words and expressions

**Інші слова та вирази**

adopted child прийомна дитина  
adult доросла людина  
be pregnant бути вагітною  
belong to a family належати до  
сім'ї

bride/bridegroom наречена/  
наречений

child abuse жорстоке  
поводження з дитиною

children's home / orphanage  
притулок для сиріт

cohabit with sb жити разом з  
кимось

cohabitant співмешканець

common-law marriage цивільний  
шлюб

expect a baby бути при надії,  
чекати на дитину

family tree сімейне дерево

fiancé/fiancée наречений/  
наречена

foster/loving/single-parent/broken  
family прийомна/любліча/  
неповна сім'я

foster home сімейний притулок

generation gap розрив поколінь  
 get divorced розлучитися  
 get engaged заручитися  
 get married / marry sb одружитися  
 get married in a registry office зареєструвати шлюб  
 head/breadwinner of the family голова сім'ї, годувальник  
 honeymoon медовий місяць  
 It runs in the family. Це - спадкове, сімейне.  
 Like father, like son. Який батько, такий і син.  
 marriage шлюб  
 my childhood home дім моого дитинства  
 neglected child занедбане дитя  
 newly-married couple молодята  
 orphan сирота  
 quarrel / argue / have an argument with sb сваритися  
 registry office wedding офіційний шлюб  
 resemble sb бути схожим на когось  
 retirement pension / be retired відставка / йти у відставку  
 start a family створення родини  
 striking resemblance виняткова схожість  
 take after бути схожим на когось  
 take in a foster child взяти дитину на виховання  
 teenager підліток  
 toddler дитина віком від 1 до 3 років  
 We are a family of four. Наша сім'я складається з чотирьох осіб.  
 well-brought up / spoilt child добре вихований/розважений  
 wife-to-be/husband-to-be майбутня дружина/майбутній чоловік

## Everyday activities Щоденні справи

do homework виконувати домашнє завдання  
 do the housework займатися хатніми справами  
 do the shopping/ironing/cooking/washing-up йти за покупками/ прасувати/готувати/мити посуд

get dressed вдягатись  
 go to bed/sleep лягати спати  
 go to work/school йти на роботу/в школу  
 have a bath/shower приймати ванну/душ  
 have a rest/nap відпочивати/ задрімати  
 have a snack перекусити  
 have breakfast/lunch/dinner/supper снідати/обідати/вечеряти  
 I leave home at 7. Я виходжу з дому о 7 годині.  
 It takes me 10 minutes to walk to school. Дорога до школи займає 10 хвилин.  
 make the bed заправляти ліжко  
 My dad gives me a lift to school. Мій тато підвозить мене до школи.  
 play computer games грati в комп'ютерні ігри  
 prepare/make meals готувати їжу  
 set/lay the table накривати на стіл  
 share housework розділяти хатні обов'язки  
 stay up late пізно лягати спати  
 take the dog for a walk гуляти з собакою  
 tidy/clean up прибирати  
 wake/get up прокидатись/ вставати (з ліжка)  
 watch TV дивитись телевізор

## Ways of spending free time Як провести вільний час

chat on the Internet спілкуватись в Інтернеті  
 do crosswords розв'язувати кросворди  
 do gymnastics/aerobics/judo займатися гімнастикою/ аеробікою/дзюдо  
 go camping ходити в походи  
 go for a walk йти на прогулку  
 go in for sports/mountaineering займатися спортом/альпінізмом  
 go in for photography/painting займатися фотографією, живописом  
 go rollerblading кататися на роликах

go skating кататися на ковзанах  
 go skiing кататися на лижах  
 go swimming/dancing/bowling/fishing займатися плаванням/танцями/боулінгом/рибалкою  
 go to a party / a concert / the cinema / the theatre / a club ходити на вечірки/концерти/в кінотеатри/театри/клуб  
 go to the gym відвідувати спортзал  
 horse riding їздити верхи  
 meet friends зустрічатися з друзями  
 play a musical instrument грati на музичних інструментах  
 play cards / board games грati в карти/настільні ігри  
 play chess грati в шахи  
 play computer games грati в комп'ютерні ігри  
 play in a band / the guitar грati в музичній групі/грati на гітарі  
 play tennis грati в теніс  
 practise yoga / tai chi займатися йогою/тай-чі

## Lifestyles Спосіб життя

change lifestyle змінювати спосіб життя  
 consumerist lifestyle споживчий спосіб життя  
 lifestyle: (un)healthy/modern/sedentary/comfortable спосіб життя: (не)здоровий, сучасний, сидячий, комфортний  
 She leads a very active life. Вона веде активний спосіб життя.

## Phrasal verbs Фразові дієслова

break up with розлучитися з кимось  
 bring up виховувати когось  
 fall out with сваритися з кимось  
 get on with добре ладнати з кимось  
 grow up ставати дорослим  
 hear from вислухати когось  
 let down підводити когось  
 make up with помиритися з кимось

**A** Complete the sentences with the correct word.

1. My brother's son is my \_\_\_\_\_.
2. My mother's brother is my \_\_\_\_\_.
3. My husband's sister is my \_\_\_\_\_.
4. My stepmother's daughter is my \_\_\_\_\_.
5. My sister's daughter is my \_\_\_\_\_.
6. My immediate and distant family are my \_\_\_\_\_.
7. My wife's parents are my \_\_\_\_\_.
8. My grandfather's mother is my \_\_\_\_\_.

**B** Use an appropriate word or phrase from the box to complete the text.

comes back cooking leaves meets gets up nap classes horse riding gym practises

Liz, like most students her age, is a very busy person. She (1) \_\_\_\_\_ as early as 5:30 to take her dog for a walk before she (2) \_\_\_\_\_ home. As it takes her an hour and a half to get to the university by train, not only does she have no breakfast, but she also has no time to prepare lunch to take with her. She usually has (3) \_\_\_\_\_ from 8 to 4. That means she (4) \_\_\_\_\_ home at about 6 p.m. She has a short (5) \_\_\_\_\_ – she knows she will go to bed late again because she has a lot of work to do for the next day. While she does her homework, her sister does the (6) \_\_\_\_\_. After dinner, they chat for a while and plan the weekend.

Strangely enough, Liz does find time to do what she likes; that is going (7) \_\_\_\_\_ and reading books. On Tuesdays, she goes to the (8) \_\_\_\_\_ or goes swimming. She also (9) \_\_\_\_\_ yoga and goes in for mountaineering. Plus, she (10) \_\_\_\_\_ her friends every Friday!

**C** Work in pairs. Take turns to ask and answer the questions below, using the prompts to help.

1. What are the daily routines of your family members?

*My father usually... My mother always...*

*My sister sometimes gets back home...*

*My brother always wakes up at...*

2. What jobs do the different members of your family do around the house?

*My father is responsible for...*

*My mother does the... As for me, I...*

3. Is the housework shared equally?

*Well, my... usually... and always... while my... does...*

*I usually... so I think it is / is not shared equally.*

4. What hobbies do you and the members of your family have?

*My sister really enjoys... and... while my father likes... My brother and I both... My sister loves...*

5. What do you do as a family in your free time?

*We often... On special occasions, we...*

**D** Imagine that the Jones family—Mr Jones, Mrs Jones, their son Robert and their daughter Margaret—have to do the four jobs shown. Look at the family's timetable for a day. Talk in pairs and decide which family member should do each of the jobs and when. Give your reasons. Make sure each member of the family is given a job to do. You can use some of the expressions suggested.

### Useful phrases

I think... should... because...  
I believe... is able to...  
Looking at the timetable, I think... can...  
... can do the... because ...  
I suppose... has some free time so...



Time	MR JONES	MRS JONES	ROBERT	MARGARET
7-8 a.m.				
8-9 a.m.				
9 a.m. - 3 p.m.	WORK			UNIVERSITY
3-4 p.m.		WORK		
4-5 p.m.			SCHOOL	
5-6 p.m.				
6-7 p.m.			PIANO LESSON	
7-8 p.m.		GYM	DINNER	DINNER
8-9 p.m.	DINNER	DINNER		
9-10 p.m.	NEWS ON TV			PART-TIME WORK

**E** Match the words (1-15) with the nouns/phrases (a-o) they collocate with.

- |                |                          |                 |
|----------------|--------------------------|-----------------|
| 1. wedding     | <input type="checkbox"/> | a. reunion      |
| 2. get         | <input type="checkbox"/> | b. office       |
| 3. bring up    | <input type="checkbox"/> | c. gap          |
| 4. extended    | <input type="checkbox"/> | d. pension      |
| 5. generation  | <input type="checkbox"/> | e. with someone |
| 6. family      | <input type="checkbox"/> | f. a shower     |
| 7. cohabit     | <input type="checkbox"/> | g. a family     |
| 8. take care   | <input type="checkbox"/> | h. reception    |
| 9. do          | <input type="checkbox"/> | i. of a child   |
| 10. retirement | <input type="checkbox"/> | j. a meal       |
| 11. belong to  | <input type="checkbox"/> | k. engaged      |
| 12. registry   | <input type="checkbox"/> | l. a child      |
| 13. spoilt     | <input type="checkbox"/> | m. the shopping |
| 14. prepare    | <input type="checkbox"/> | n. family       |
| 15. have       | <input type="checkbox"/> | o. child        |

**F** In pairs, speculate and talk about the people in the pictures below. Use the following prompts: age, family background, hobbies/interests, ways of spending free time, lifestyle.



### Useful phrases

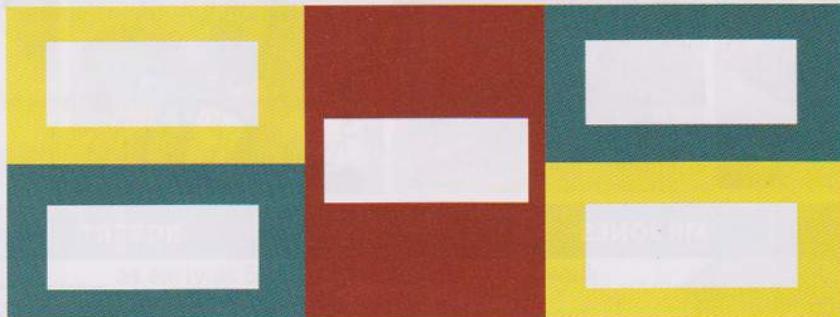
I think the man/woman in this picture is/has...  
He/She might be interested in...  
He/She must lead a/an... lifestyle.  
In his/her free time he/she probably...

# Listening Comprehension Practice

## PRE-LISTENING TASK

Write your name in the middle of the page and the names of four people who are important to you (family or friends) like this:

Millie	Sue	Jamie
Shirley		Michael



Work in groups of four. Tell your partners who the people are and why you have chosen them. Answer any questions your partners may ask you.

## A

Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).



1. Where is the man NOT going?



A



B



C

4. What is the girl's problem?

- A. She hasn't got many friends
- B. She doesn't like one of her friends.
- C. Her best friend hates her.

2. What does the man need advice on?



A



B



C

5. When did the speakers first meet?

- A. while boarding the A380
- B. when James fell over
- C. at a dinner in Hong Kong

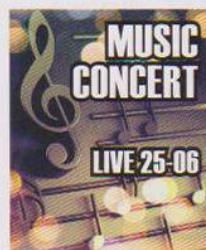
3. Where do the speakers decide to go tonight?



A



B



C

6. Why is the man's aunt bored?

- A. because she's doing an art history course
- B. because she's retired
- C. because she's tired of working

**B** Listen to the text. For questions (1-5) choose the correct answer (A, B or C).



1. Why has Dr Jolly been invited on the show?  
 A. to encourage young learners  
 B. to give advice  
 C. to talk about schoolwork
2. When do children feel valued?  
 A. when they are given difficult things to do  
 B. when they are told they should try harder  
 C. when their efforts are recognised
3. What does the interviewer say about his mother?  
 A. She sometimes found school boring.  
 B. She told him there was something wrong with him.  
 C. She helped him a lot with his schoolwork.
4. What did Dr Jolly's father do?  
 A. He encouraged her to become a psychologist.  
 B. He criticised her exam results.  
 C. He was very proud of her.
5. What should parents do, according to Dr Jolly?  
 A. They should encourage their children to read more.  
 B. They should let their children do anything they like.  
 C. They should respect their children's learning preferences.



## POINTS FOR DISCUSSION

- Who are the most important members in your family for you? Why?
- Do you like to take part in family celebrations? Why? / Why not?
- Do you have any happy childhood memories? What are they?



**POINTS FOR DISCUSSION**

- Have you ever attended a special event? If yes, what was it?
- What preparations do you think had to be made for this event?
- Do you think it was a success? Why / Why not?

**A**

Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

# Wedding Traditions

**1** Weddings in **Mexico** are an amazing mix of tradition and the latest international trends. One old custom that you still see today is that the groom offers the bride 13 gold coins during the church ceremony. This means that he trusts her with everything that is valuable and important to him.



**2** Traditional weddings in **Turkey** begin on a sad note, with the bride saying goodbye to her family and leaving her home. But that sad note soon turns joyful, as she is taken to her new home on a horse with the sound of drums and dancing in the street. When the couple arrives at the groom's home, his mother breaks a jug in front of the house as a symbol of leaving everything sad behind as they enter.



**3** Weddings in **Japan** have kept their ancient feel, though many Western traditions have now been added, such as rings and a wedding cake. For the bride and the groom, this means they have to change outfits several times throughout the ceremony, between the latest Western formal clothing and beautiful old-style Japanese kimonos, which are very expensive to rent and complicated to put on and take off.



# Reading Comprehension Practice

**4** Traditional **Nigerian** weddings are community affairs where everyone is invited, and often many hundreds of people show up for the lively party afterwards. The couple chooses brightly coloured fabrics which are used to make wedding clothes for their close relatives. These clothes are so exceptional that **Nigerian** weddings have recently caught the attention of the international fashion world.



**5** A traditional **Ukrainian** wedding ties together two families, but the ceremony has changed a great deal over the years. Among the few things which haven't changed is the traditional braided wedding bread, the korovai, which is decorated with flowers, birds and a whole lot more, and is divided among the guests.

**6** In the villages of **Vietnam**, red is the colour that defines a couple's wedding day, and it is believed to bring luck. Fireworks are an important element as well. They announce the arrival of the groom at the house of the bride and the arrival of the couple at the house where they will live from then on. This transfer is at the heart of the tradition.



**In which country do people** ?

- A. stick to all international trends in weddings
  - B. eat something special at weddings
  - C. face a problem because of a mix of traditions
  - D. mark the beginning and end of the couple's journey to their new home
  - E. invite very few people to weddings
  - F. give something useful to their relatives
  - G. send a message through money
  - H. associate weddings with an unhappy event

**B**

Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).

British couples have developed a system of 'shift-parenting' to cope with ever-longer working hours, according to a new study of how families are adapting to the demands of modern employers. Parents have learnt to fit their working hours around one another so that as one of them gets home, the other is able to leave for work. The study, by the National Centre for Social Research (NCSR), looked in detail at the hours and times worked by more than 1,000 families. Despite women's advances in the workplace, fathers remain less likely than mothers to be fully involved in bringing up their children.

Almost one-third are now working more than a 48-hour-week, with 12% clocking more than 60 hours per week. Almost half of working fathers found they didn't have enough time with their children, helping them read and do their homework. Based on a year-long project, the study – *Happy families? Atypical work and its influence on family*, by Ivana La Valle – finds unusual working hours becoming the norm.

The NCSR study highlights the demands placed on middle-class parents to work anti-social working hours. 'Shift-parenting' developed as a result of these demands. It enables both parents to pursue careers while spending some time with their offspring. It can, however, lead to couples communicating largely via notes stuck on the fridge door and dividing their lives into strictly scheduled chunks of work, family time and sleep. On some evenings they will be able to organise a nanny to do shifts with the children, enabling both parents to work late.



The study found that fathers were less able than mothers to reorganise their work lives around their children, said La Valle, explaining that professional men are 'very career-oriented, very highly motivated and working in environments where a long working-hours culture is very popular.' It also illustrates the radical changes that have taken place in the working life of British people, said Gary Cooper, Professor of Organisational Psychology and Health at the University of Lancaster. 'Britain used to be a nine-to-five culture,' he says. 'People have seen a major change in the quality of their lives. They are working longer hours with less balance between their work and their life.' However, there is evidence some fathers may no longer be willing to remain in the office late at the expense of spending time with their children.

1. What is true, according to the NCSR study?
  - A. Fathers are not able to bring up their children.
  - B. Fathers often sacrifice successful careers for their children.
  - C. Mothers usually have more responsibility for bringing up their children than fathers.
  - D. Both mothers and fathers bring up their children to an equal extent.
  
2. According to the text, how can shift-parenting help parents?
  - A. They can bring up their children in a better way.
  - B. They can combine family life with a career.
  - C. They can develop a closer relationship with their children.
  - D. They can save money on babysitters.
  
3. What does Professor Cooper point out?
  - A. People can now enjoy a better quality of life.
  - B. The number of professionally successful people has increased in the last twenty years.
  - C. Because of their demanding careers, many people don't have a normal personal life.
  - D. People no longer pay attention to culture.
  
4. What does the text offer readers?
  - A. advice
  - B. information
  - C. instructions
  - D. guidance
  
5. What would be the best title for the text?
  - A. Part-time parents
  - B. Demanding parents
  - C. Stay-at-home parents
  - D. Tired parents

#### POINTS FOR DISCUSSION

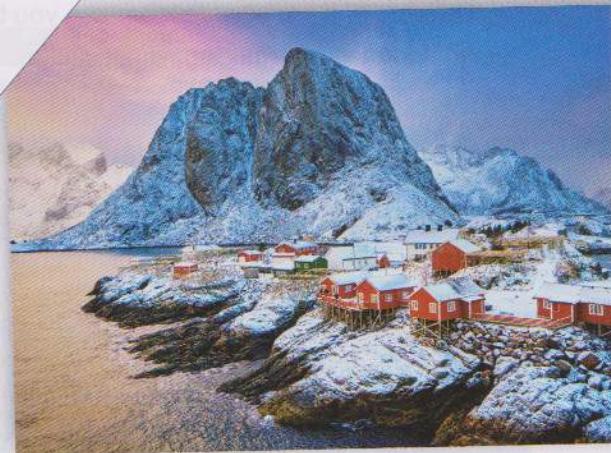
- How do young people in Ukraine spend their free time?
- How has a father's role in the family changed in recent years?
- What makes a family happy?

Read the texts below. For questions (1–10) choose the best answer (A, B, C or D).

# Family Holidays

Family holidays provide a collection of some of the most memorable moments in most people's lives. People usually remember these moments with a nostalgic feeling.

My mum and dad (1) \_\_\_\_\_ have a soft spot for caravan parks. As (2) \_\_\_\_\_ as I turned two, they introduced me to this kind of holiday and over the next sixteen years it never occurred to me that there was any other kind of holiday. We (3) \_\_\_\_\_ at various holiday camps in the east and north of the country, eventually selecting our favourite one, which we returned to year after year.



As an adult, I discovered the joy of hotels and foreign travel. Last spring, my husband and kids decided to set off on a family travelling experience across Sweden and Norway. While we (4) \_\_\_\_\_ past vast snow-covered fields, my thoughts returned to the holidays of my childhood. Still, (5) \_\_\_\_\_ we finally reached our destination, the picturesque village of Lofoten in northern Norway, we felt absolutely happy with our choice!

- |              |            |                  |                 |
|--------------|------------|------------------|-----------------|
| 1. A. could  | B. used to | C. had to        | D. didn't       |
| 2. A. far    | B. long    | C. soon          | D. early        |
| 3. A. stayed | B. staying | C. was staying   | D. were staying |
| 4. A. drove  | B. driving | C. used to drive | D. were driving |
| 5. A. when   | B. until   | C. while         | D. before       |



## MOTHER'S DAY

Mother's Day is one of the most widely (6) \_\_\_\_\_ holidays in the world. In fact, Mother's Day is so popular that over 40 countries have made it an official holiday. In the US, as in many other countries, the (7) \_\_\_\_\_ family gathers together to treat the mother to a special day of leisure. It is a chance for her to relax and have the household (8) \_\_\_\_\_ done by someone else.

Many countries all over the world have their own unique Mother's Day (9) \_\_\_\_\_. In the UK, 'Mothering Day' celebrations date from the Middle Ages. In Ethiopia, Mother's Day is such an important holiday that the entire (10) \_\_\_\_\_ family takes part in a celebration which lasts three days!

- |                 |               |               |              |
|-----------------|---------------|---------------|--------------|
| 6. A. partied   | B. celebrated | C. hosted     | D. applauded |
| 7. A. immediate | B. near       | C. related    | D. relative  |
| 8. A. jobs      | B. chores     | C. works      | D. devices   |
| 9. A. histories | B. cultures   | C. traditions | D. reminders |
| 10. A. removed  | B. spread     | C. distant    | D. extended  |

**POINTS FOR DISCUSSION**

- Have you ever sent an email or letter to a friend to refuse an invitation? If yes, what was the reason? If no, what reasons can you think of for turning down an invitation?
- What kind of information would you include in such an email/letter?

**A**

Read the invitation and the response. Then answer the question which follows.

Dear George,

How are you? I haven't heard from you for ages! I was thinking why don't you come and visit me during the winter break? I know you have always wanted to visit Ireland and I'd be more than happy to show you around.

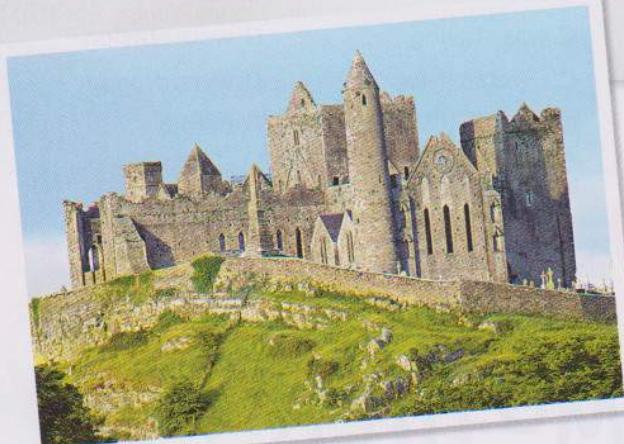
Anyway, I have to go now.

Give my regards to your parents.

Write back soon.

Take care,

Patrick



Dear Patrick,

Thanks for your letter. I'm sorry I haven't written for so long but I've been so busy with school lately.

Thanks for inviting me to visit you during the winter break. It is very nice of you, but I'm afraid I can't come to Ireland then. You see, my brother is getting married in February and I've promised to help him with all the preparations.

How about we meet up at Easter instead?

Think about it and let me know.

Regards,

George

Which of the following does George do?

- accepts Patrick's invitation
- apologises for having to turn down Patrick's invitation
- explains why he is unable to accept Patrick's invitation
- invites Patrick to visit him instead
- suggests visiting Patrick at another time



# Writing Practice

Unit 5 – page 65

**B** Read the following letter. Complete the gaps with the missing linking words *and, but, so or because*.

Dear Sandra,

Thanks for your letter. It was great to hear from you. I was so happy to read that you've left the hospital and you're OK now.

It was very nice of you to invite me to Dublin. I really can't wait to see Ireland (1) \_\_\_\_\_, unfortunately, I can't come during the winter break. My brother is getting married on 12<sup>th</sup> February (2) \_\_\_\_\_ I have to be in Ukraine then.

To tell you the truth, I'm a bit tired of all these preparations (3) \_\_\_\_\_ there's always something to do. My brother wants to have a big reception (4) \_\_\_\_\_ we are all very busy helping him. There are going to be 100 guests. Can you imagine?

Anyway, I hope I can come to Ireland some other time. What do you think about the beginning of May? Write soon (5) \_\_\_\_\_ give my regards to your family.

All the best,

Sue

## Useful phrases

### Phrases for the main part of the email/letter:

#### Refusing an invitation:

- I'm afraid I can't come because...
- It was nice of you to invite me but...
- I'm awfully/terribly sorry but I have other plans...
- I'd really like to, but I'm already tied up.
- Thanks for asking, but I'm afraid I'm busy.

#### Accepting an invitation:

- Thanks for inviting me...
- I'd love to come to...
- I wouldn't miss... for the world!
- Thanks for your invitation. I'd be delighted to...
- Yes, thanks. That would be great/wonderful.

#### Giving reasons:

- You see...
- The truth/reason/problem is...
- The fact that I have to... means that...
- This will involve... which means that...

#### Making a suggestion:

- What about...
- Instead of... why don't we...
- If you like, we could...
- What do you think about...
- How do you feel about...

**C** Your friend from England has invited you to visit him during the Easter break. Unfortunately, you are unable to accept his invitation as your brother is graduating from university and you are throwing a graduation party for him.

Write a letter to your friend, in which you

- thank him for inviting you and apologise for having to turn down his invitation
- explain why you are unable to accept his invitation
- give additional details about the arrangements you are making for the party.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

# Revision 1–5

## A Choose the correct answer (A, B or C).

1. Samantha is very busy taking care of her children as well as her \_\_\_\_ parents.  
A. reserved      B. elderly      C. flexible
2. Vaucluse is a luxurious \_\_\_\_ area in Sydney, Australia.  
A. suburb      B. spacious      C. residential
3. I'd like to \_\_\_\_ my appointment with Dr Richards because I have to work late tonight.  
A. make      B. finish      C. cancel
4. My mother is a great mother-in-law and I don't understand why my \_\_\_\_ doesn't like her.  
A. husband      B. brother      C. stepbrother
5. The weather is too hot for me to wear a \_\_\_\_.  
A. swimsuit      B. scarf      C. belt
6. John doesn't \_\_\_\_ his temper often. He is very calm and easy-going.  
A. lose      B. have      C. get
7. Just park your car in the \_\_\_\_.  
A. corridor      B. drive      C. porch
8. We have \_\_\_\_ the house and everything is new.  
A. renovated      B. mended      C. moved
9. Janice \_\_\_\_ sick today. She can't come to work.  
A. called up      B. phoned in      C. telephoned us
10. We wanted our wedding ceremony to be small so we only invited members of our \_\_\_\_ family.  
No friends or distant relatives were invited.  
A. extended      B. common-law      C. immediate

## B Choose the correct answer (A, B or C).

1. I try to avoid sugar but, now that we \_\_\_\_ Marica's birthday, I'll have a piece of cake.  
A. are celebrating      B. celebrate      C. will celebrate
2. The train for Southampton \_\_\_\_ every morning at 6:03 am.  
A. is leaving      B. leaves      C. will leave
3. Dover is a major ferry port in the UK and it faces \_\_\_\_ France across the sea.  
A. the      B. a      C. -
4. There was a loud noise that woke us up \_\_\_\_ midnight.  
A. at      B. in      C. during
5. The problem with Luke is that he likes talking about \_\_\_\_ too much.  
A. his      B. himself      C. him
6. It seems that we were wrong about \_\_\_\_.  
A. him      B. he      C. himself
7. She \_\_\_\_ finish everything today, because we only have to hand in the project in three days' time.  
A. couldn't      B. must      C. doesn't have to
8. I \_\_\_\_ get back to work or my boss will be angry with me.  
A. ought      B. would rather      C. 'd better
9. We \_\_\_\_ back home from school when we saw the smoke.  
A. were running      B. run      C. are running
10. I'd rather \_\_\_\_ something different this time.  
A. doing      B. do      C. to do

**C** Read the texts below. For questions (1-10) choose the correct answer (A, B, C or D).

## Teenagers

Teenagers and young people around the world are encouraged to attend career days, visit local businesses and talk to specialised councillors, all in an effort to find a profession that will suit (1) \_\_\_\_\_ personality and skills. A man in his late twenties in England, though, (2) \_\_\_\_\_ to do something a bit more challenging. He worked as a shop manager, but after (3) \_\_\_\_\_ accident forced him to stay at home for a few months, he realised it wasn't a job he wanted to do for the rest of his life. The solution? He (4) \_\_\_\_\_ try out 52 different jobs for a year and then decide which one was his dream job. He worked for a week at each place and donated the money he made to a charity that helps troubled youngsters. He tried out everything - from being a photographer and beef farmer, to journalist, film stuntman and special needs teacher. It was hard to be the new guy (5) \_\_\_\_\_ Monday and deal with getting to know new people all the time, but by doing so he was offered many opportunities he wouldn't have had otherwise.

- |               |                   |               |                 |
|---------------|-------------------|---------------|-----------------|
| 1. A. theirs  | B. their          | C. its        | D. them         |
| 2. A. decides | B. used to decide | C. decided    | D. was deciding |
| 3. A. a       | B. an             | C. the        | D. this         |
| 4. A. ought   | B. may            | C. is able to | D. could        |
| 5. A. on      | B. in             | C. at         | D. from         |

## Family

The basic concept of family structure refers to the organization of (6) \_\_\_\_\_, such as parents and children, living together in a common (7) \_\_\_\_\_. While the most typical family structure today consists of one or both parents living together with their (8) \_\_\_\_\_ children, in some societies larger, extended family groups continue to live together under one roof. Within the family, interactions among family (9) \_\_\_\_\_, including roles, birth order, hierarchy and relationships of power are referred to as family dynamics. Psychologists and other experts believe that the nature of these dynamics, especially with regards to power structures and (10) \_\_\_\_\_ interactions between brothers and sisters are strong indicators of whether people will be able to develop the skills necessary to achieve successful relationships in the future.

- |                  |                |              |                 |
|------------------|----------------|--------------|-----------------|
| 6. A. beliefs    | B. individuals | C. societies | D. folks        |
| 7. A. housing    | B. tenant      | C. household | D. unit         |
| 8. A. biological | B. organic     | C. exclusive | D. weaned       |
| 9. A. persons    | B. relatives   | C. members   | D. participants |
| 10. A. immediate | B. nuclear     | C. parental  | D. sibling      |

# Unit 6: Food

## Key Vocabulary

17

### Types of food

#### Види продуктів харчування

- bakery products хлібобулочні вироби
- cereals злаки
- dairy products молочні продукти
- drinks/beverages напої
- eggs яйця
- fish риба
- fruit фрукти
- meat м'ясо
- pasta макаронні вироби
- pulses бобові
- rice рис
- seafood/shellfish морепродукти/молюск
- snacks/nibbles (colloquial) перекус
- sweets солодощі
- vegetables овочі

### Fruit Фрукти

- apple яблуко
- apricot абрикос
- banana банан
- blackcurrant чорна смородина
- cherry вишня
- grapefruit грейпфрут
- grapes виноград
- kiwi ківі
- lemon лимон
- lime лайм
- mandarin мандарин
- nectarine нектарин
- orange апельсин
- peach персик
- pear груша
- pineapple ананас
- plum слива
- raspberry малина
- strawberry полуниця

### Dairy products

#### Молочні продукти

- butter вершкове масло
- cheese сир
- cottage cheese домашній сир
- cream вершки
- milk молоко
- yoghurt йогурт

### Bakery products

#### Хлібобулочні вироби

- roll булка
- white/brown bread білий/чорний хліб
- wholemeal bread цільнозерновий хліб

### Meat М'ясо

- beef яловичина
- chicken курка
- fillet філе
- ham шинка
- pork chop свиняча відбивна
- pork свинина
- poultry птиця
- sausage ковбаса
- steak: rare/medium/well-done стейк: з кров'ю/середнього смаження/добре просмажений
- veal телятина

### Seafood

#### Морепродукти

- crab краб
- lobster лобстер
- mussel мідії
- octopus восьминіг
- oyster устриці
- shrimp/prawn креветки
- squid кальмар

### Sweets Солодощі

- biscuits печиво
- cake торт
- chocolate шоколад
- sweet цукерки

### Drinks Напої

- (instant) coffee (розчинна) кава
- coffee: white/black/strong/weak кава з молоком/чорна/міцна/неміцна
- fruit juice фруктовий сік
- soft drink безалкогольний напій
- sparkling/fizzy (mineral) water вода (мінеральна) газована
- still (mineral) water негазована мінеральна вода
- tea: black/fruit/lemon чай: чорний/фруктовий/з лимоном

### Vegetables Овочі

- asparagus спаржа
- beetroot буряк
- broccoli броколі
- Brussels sprouts брюссельська капуста
- cabbage капуста
- carrot морква
- cauliflower цвітна капуста
- celery селера
- cucumber огірок
- garlic часник
- green bean зелена квасоля
- mushroom гриб
- onion / spring onion цибуля/зелена цибуля
- leek цибуля-порей
- lettuce листя салату
- parsley петрушка
- green/red pepper зелений/червоний перець
- potato картопля
- radish редис
- tomato томат
- turnip ріпа

**Preparing food****Приготування їжі**

add додавати  
 beat (the eggs) розбивати (яйця)  
 blend змішувати  
 bring soup to the boil доводити суп до кипіння  
 chop рубати  
 combine with sth поєднувати з cut різати  
 dice нарізати кубиками  
 grate терти на терці  
 melt розтоплювати  
 mince (meat) рублене м'ясо, фарш  
 mix перемішувати  
 peel чистити  
 pour наливати  
 preheat the oven to 220° розігріти піч до 200 градусів  
 scramble eggs яєчня  
 slice нарізати скибками  
 stir помішувати

**Cooking****Приготування**

bake пекти  
 boil варити  
 cook готувати  
 fry смажити  
 grill готувати на грилі  
 heat up підігрівати  
 roast запікати / смажити  
 season with salt and pepper to taste пріправити сіллю та перцем за смаком  
 sprinkle посыпати  
 steam готувати на пару

**Tastes Смаки**

bitter горкий  
 salty солоний  
 sour кислий  
 spicy гострий  
 sweet солодкий

**Meals Харчування**

breakfast сніданок  
 dinner вечеря  
 lunch обід  
 packed lunch сухий пайок, готовий обід  
 supper вечеря

**Places to eat/drink****Заклади харчування**

café / coffee house кав'ярня  
 cafeteria кафетерій  
 cocktail bar коктейль-бар  
 fast food restaurant/outlet/ counter ресторан швидкого харчування  
 ice cream parlour кафе-морозиво  
 school canteen школільна їdalня

**Other words and expressions****Інші слова та вирази**

appetite апетит  
 balanced diet збалансоване харчування  
 be on / go on / stick to a diet дотримуватись дієти  
 bon appetit Смачного!  
 burn fat/calories спалювати жир/калорії  
 carbohydrates вуглеводи  
 chef шеф-кухар  
 cookery book кулінарна книга  
 cut down on sth зменшити споживання чогось  
 cutlery столове приладдя  
 dessert десерт  
 diet pill пігулки для схуднення  
 diet rich in vitamins збагачене вітамінами харчування  
 dish страва  
 eating disorder розлад харчової поведінки  
 fatty/fattening food жирна їжа  
 food: delicious/excellent/ exotic/tasty/convenient/ genetically-modified/fresh/ takeaway/healthy/unhealthy/ tinned їжа: дуже смачна/ чудова/екзотична/смачна/ напівфабрикати/ГМО/свіжа/їжа з собою/здорова/нездорова/ консерви  
 frozen vegetables заморожені овочі  
 gain / put on / lose weight набирати / втрачати вагу  
 go bad / go/be off псуватися / викидати  
 go out for a meal ходити їсти в заклади харчування  
 have a sweet tooth ласун  
 Help yourself! Пригощайся!

helping порція

herbs and spices трави та спеції

ingredients інгредієнти

junk food нездорова їжа

leave a tip залишати чайові

low/high calorie food мало-багатокалорійна їжа

main course / fish course основна страва/страва з риби

menu меню

nutritional value енергетична цінність

pay the bill оплачувати рахунок proper nutrition правильне харчування

proteins білки

raw сирий

recipe рецепт

reserve/book a table at a restaurant резервувати столик в ресторані

restaurant ресторан

second helping друга (додаткова) порція

serve подавати (їжу)

skip breakfast не снідати

smoked копчений

stale черствий

Ukrainian/Greek cuisine українська/грецька кухня

vegetarian вегетаріанська їжа, вегетаріанець/вегетаріанка

We're having a barbecue tomorrow. Будемо завтра робити барбекю (шашлики).

What would you recommend? Що Ви порадите спробувати?

**Quantity and packaging****Кількість та пакування**

a bag of (sugar) мішок (цикру)

a bar of (chocolate) плитка шоколаду

a bottle of (water) пляшка (води)

a can of (tuna) бляшанка (тунця)

a carton of (milk) (картонна) коробка (з молоком)

a cup of (tea) чашка (чаю)

a glass of (juice) склянка (соку)

a jar of (jam) банка (варення)

a loaf of (bread) буханець (хліба)

a packet of (biscuits) пачка (печива)

a piece of (meat) шматок (м'яса)

**A** Put the words in the box in the correct group.

leek lime herbs sausage mayonnaise mushroom ketchup mandarin  
plum spinach cake nectarine olive steak egg biscuit honey  
chocolate cream cucumber cold meat spice crisps rice roll  
beetroot veal cauliflower poultry celery garlic kiwi  
red pepper sandwich grapefruit flour

Vegetables	Fruit	Meat	Sweets and Snacks	Others
a / an				
some				

**B** Choose the correct answer (a, b, c or d).



**C** Look at the table and tick the appropriate boxes for the food items given.

**D** Choose the right words to form collocations with the verbs 1–8. Some words will be used more than once.



1. grate: \_\_\_\_\_
2. beat: \_\_\_\_\_
3. melt: \_\_\_\_\_
4. slice: \_\_\_\_\_
5. peel: \_\_\_\_\_
6. dice: \_\_\_\_\_
7. chop: \_\_\_\_\_
8. pour: \_\_\_\_\_

**E** Find the odd one out.

1. dinner	breakfast	lunch	supper	cutlery
2. café	canteen	barbecue	cocktail bar	coffee house
3. boil	bake	slice	fry	roast
4. steak	oyster	sausage	ham	pork chop
5. sweet	heat	bitter	salty	sour
6. pineapple	blackcurrant	mushroom	cherry	raspberry

**F** Match the words in the columns to make phrases. There are many possible answers.

a	bag	cheese
	bar	biscuits
	bottle	rice
	can	bread
	carton	pizza
	cup	juice
	glass	chocolate
	jar	milk
	loaf	beans
	packet	coffee
	piece	cream
	slice	honey

of



**PRE-LISTENING TASK**

- Do you like watching TV shows about cooking?  
Why? / Why not?
- Can you cook? What is your speciality?

**A**

Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

**Exam Tip**

- Read the instructions and the statements.
- Underline the key words in the statements.
- Listen to the recording for the first time for general understanding.
- Decide which statements are true and which are false.
- Listen to the recording for the second time to check if your answers are correct.
- Justify your answers.

- |   | T | F |
|---|---|---|
| 1. The chef's first job was in the kitchen of a hotel.  |   |   |
| 2. The chef's restaurant in Dublin was very successful. |   |   |
| 3. The chef was discovered by a TV producer.            |   |   |
| 4. The chef appeared in more than a thousand shows.     |   |   |
| 5. The chef doesn't work anymore.                       |   |   |



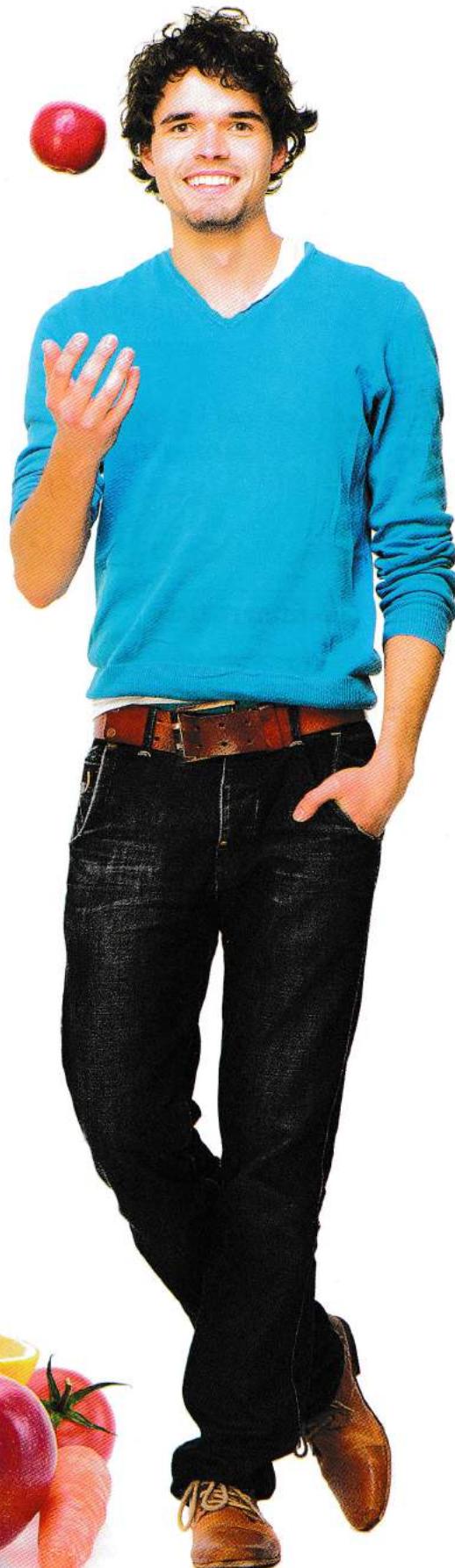
# Listening Comprehension Practice

Unit 6 – page 73

**B** Listen to the text. For questions (1-5) choose the correct answer (A, B or C).



1. What does Samantha do?
  - A. She organises Health and Fitness conferences.
  - B. She gives people advice on their diet.
  - C. She trains professional athletes.
2. What is true of Samantha?
  - A. She has her own gym.
  - B. She is in charge of a clinic.
  - C. She trains using fitness DVDs.
3. What is one of the reasons people are overweight?
  - A. They don't weigh their food.
  - B. They don't eat their meals when they should.
  - C. They eat too few meals.
4. How does Samantha feel about diet pills?
  - A. She isn't sure they work.
  - B. She is against the idea.
  - C. She approves of them.
5. How does eating at certain intervals each day benefit you?
  - A. It helps satisfy your hunger.
  - B. It helps you exercise more effectively.
  - C. It helps you burn calories.



## POINTS FOR DISCUSSION

- What do you think are some healthy eating habits?
- What do you think is an unhealthy diet?
- Is your diet healthy? Why? / Why not?



**POINTS FOR DISCUSSION**

- Do you often eat out? Why? / Why not?
- What are your favourite restaurants? Why?

**A**

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

**1**

# VESUVIO'S



*At Vesuvio's we offer you the finest Italian home cooking with the warmest Italian welcome. Every day our chefs head for the markets in search of the finest-quality meat, fish, fruit and vegetables.*

**Live music****No reservations required****Open**

**Monday - Thursday**  
11am - 12am

**Friday - Sunday**  
10am - 1am

**2**


**Come see why so many celebrities have chosen us as their favourite place to hang out. Our steaks are of prime beef. Our portions of pork, chicken and seafood are gigantic. And whenever the occasion calls for it, consider one of our private dining rooms. They easily accommodate up to 60 people and create the perfect setting for dining, business meetings or private parties.**

**Reservations essential - Open 24hrs a day 7 days a week**



3



# *Pierre's Place*



We offer a relaxed dining experience and gourmet French food.

Our veal dishes are among the best in the world.

We are the only restaurant in the city to be given the 'Restaurant of the Year' award two years in a row.

All major credit cards accepted

**Open Tuesday - Sunday, 5pm - 12am  
Reservations recommended**

4

# Tully's Fish House



We have made it our mission to prepare and serve the freshest and most superior seafood possible. We purchase fish directly from boats that have been to sea and back in a single day. We offer over 30 types of seafood, from shrimp and oysters to crab and lobster.

**Something for the whole family!**

*No reservations required*



**Open 7 days a week  
from 11am - 11pm**

5

**Tommy's  
Bar and  
Restaurant**

**Open Monday - Saturday  
11am - 11.30pm**



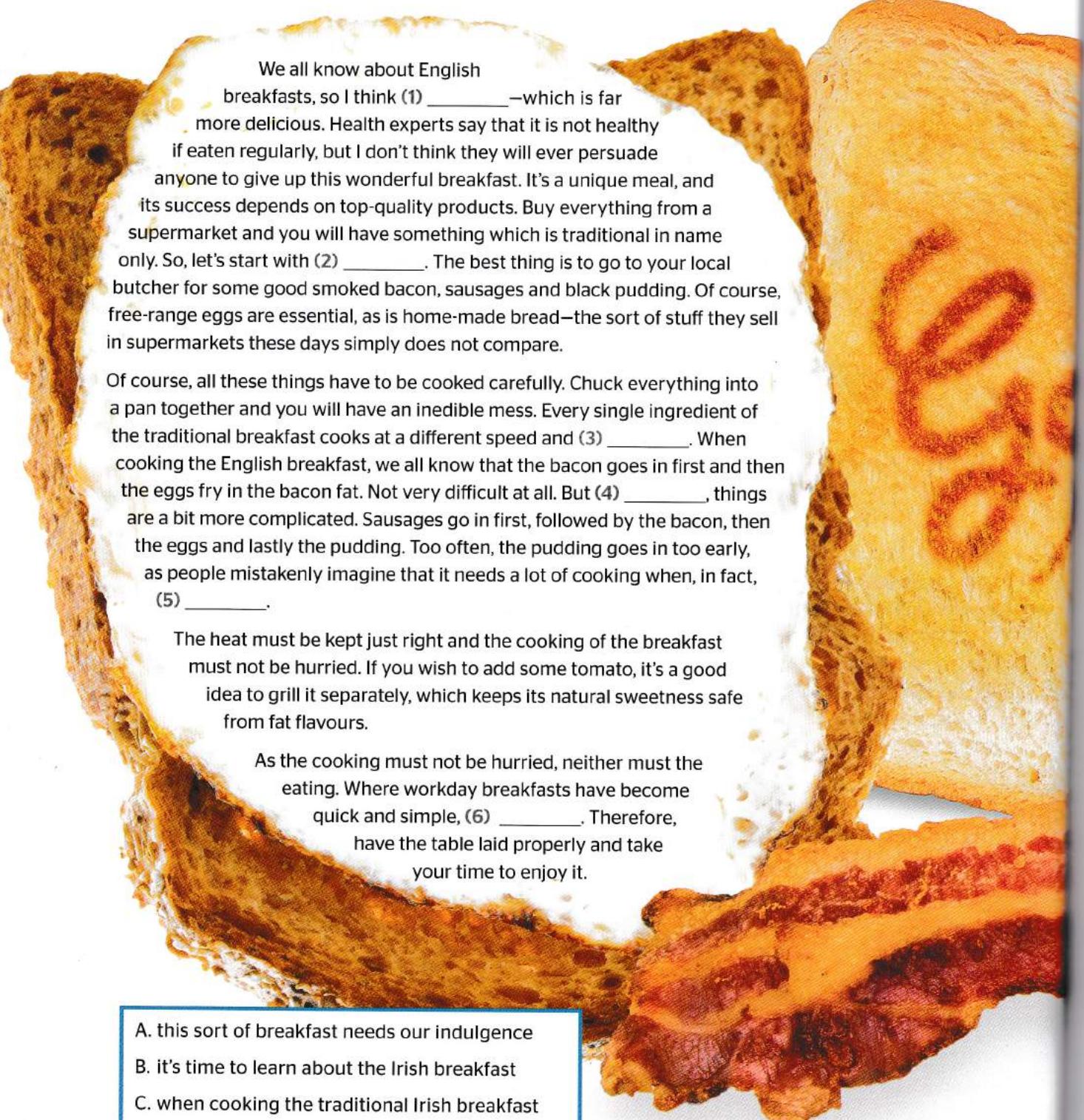
We offer a casual atmosphere and international cuisine, so there is always something to suit everyone's fancy. Come try our salads and our mouth-watering desserts. We offer a huge selection of vegetarian dishes as well. Our friendly staff will make sure your dining experience is an unforgettable one. To make sure you get a table, it's best to call first.

**Which restaurant \_\_\_\_\_?**

- A. has received recognition for its quality
  - B. was advertised on a TV show
  - C. claims to serve big meals
  - D. has chefs that go out and buy fresh produce every day
  - E. offers vegetarian dishes exclusively
  - F. mentions the number of different dishes it serves
  - G. is not open on Wednesdays
  - H. is likely to serve Asian dishes



**B** Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.



We all know about English breakfasts, so I think (1) \_\_\_\_\_ –which is far more delicious. Health experts say that it is not healthy if eaten regularly, but I don't think they will ever persuade anyone to give up this wonderful breakfast. It's a unique meal, and its success depends on top-quality products. Buy everything from a supermarket and you will have something which is traditional in name only. So, let's start with (2) \_\_\_\_\_. The best thing is to go to your local butcher for some good smoked bacon, sausages and black pudding. Of course, free-range eggs are essential, as is home-made bread—the sort of stuff they sell in supermarkets these days simply does not compare.

Of course, all these things have to be cooked carefully. Chuck everything into a pan together and you will have an inedible mess. Every single ingredient of the traditional breakfast cooks at a different speed and (3) \_\_\_\_\_. When cooking the English breakfast, we all know that the bacon goes in first and then the eggs fry in the bacon fat. Not very difficult at all. But (4) \_\_\_\_\_ things are a bit more complicated. Sausages go in first, followed by the bacon, then the eggs and lastly the pudding. Too often, the pudding goes in too early, as people mistakenly imagine that it needs a lot of cooking when, in fact, (5) \_\_\_\_\_.

The heat must be kept just right and the cooking of the breakfast must not be hurried. If you wish to add some tomato, it's a good idea to grill it separately, which keeps its natural sweetness safe from fat flavours.

As the cooking must not be hurried, neither must the eating. Where workday breakfasts have become quick and simple, (6) \_\_\_\_\_. Therefore, have the table laid properly and take your time to enjoy it.

- A. this sort of breakfast needs our indulgence
- B. it's time to learn about the Irish breakfast
- C. when cooking the traditional Irish breakfast
- D. its ingredients are actually very simple
- E. requires a different amount of time
- F. where to buy the ingredients
- G. just the opposite is true
- H. is sometimes known as a fry or fry-up

#### POINTS FOR DISCUSSION

- What are the differences between eating at home and eating in a restaurant?
- Do you think that eating meals with the family is important? Why? / Why not?
- What are some traditional Ukrainian meals? How do you prepare them?

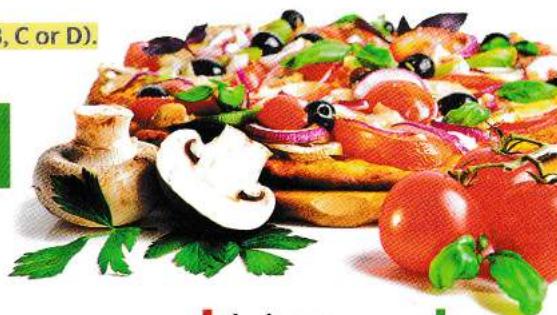
Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## Making a Meal of Pizza

Ever wondered who invented the first pizza? Well, it's actually hard to say. Ancient Sardinians baked bread over 7,000 years ago and ancient Greeks had a flat bread to which they added herbs, onions and (1) \_\_\_\_\_ garlic. The term 'pizza' first appeared in 997 AD in Gaeta, in southern Italy. Perhaps the oldest known pizza that is still eaten today is the Margherita pizza, named to celebrate (2) \_\_\_\_\_ visit Queen Margherita made to Naples in 1889. Topped with mozzarella, basil and pieces of tomato (which together resemble the colours of the Italian flag), this pizza actually dates back to the early 19th century.

This dish has become popular in many parts of the world. Over 5 billion pizzas are now sold every year with Norwegians eating (3) \_\_\_\_\_ amount of pizza per person in the world. Each country has its favourite toppings. Italians still love the classic Margherita and have a passion for *pizza quattro stagioni* ('four seasons'), a pizza with artichokes, olives, mushrooms, ham, mozzarella and tomato. Americans are crazy about pepperoni, Brazilians favour green peas while the Dutch like (4) \_\_\_\_\_ of cheese, meat and onions on theirs.

It is probably safe to say, then, that when making pizza, each nationality takes the ingredients they traditionally cook with, puts them on (5) \_\_\_\_\_ flat bread and then sticks the result into an oven. And yes, for those with a sweet tooth there are endless recipes for dessert pizzas, with toppings ranging from chocolate and marshmallows to caramel and fruit. Hungry, anyone?



1. A. any  
B. many  
C. a few  
D. a little
2. A. the  
B. that  
C. some  
D. his
3. A. larger  
B. largest  
C. the largest  
D. the larger
4. A. much  
B. lots  
C. many  
D. a little
5. A. any  
B. little  
C. some  
D. no

## Chocolate

One of the most popular foods worldwide, chocolate is also surprisingly (6) \_\_\_\_\_ in vitamins, minerals and antioxidants. The health benefits of chocolate are largely due to the presence of cocoa solids, and the darker the chocolate, the greater the benefits. A 100 g (7) \_\_\_\_\_ of dark chocolate contains more than 20% of the recommended daily values of riboflavin, B12, manganese, phosphorus and zinc, making it an excellent (8) \_\_\_\_\_ of these vitamins and minerals. Additionally, the antioxidants found in dark chocolate may improve brain function and help prevent conditions such as Parkinson's disease, diabetes and heart disease. However, health experts caution that even dark chocolate is high in sugar and fat, making it very high in (9) \_\_\_\_\_. Moreover, fat and sugar content varies widely from one manufacturer to another, and it is advisable to check (10) \_\_\_\_\_ values on labels before purchase.



- |                |               |             |             |
|----------------|---------------|-------------|-------------|
| 6. A. full     | B. rich       | C. complete | D. healthy  |
| 7. A. serving  | B. meal       | C. dish     | D. amount   |
| 8. A. source   | B. ingredient | C. value    | D. product  |
| 9. A. energies | B. benefits   | C. risks    | D. calories |
| 10. A. health  | B. fitness    | C. nutrient | D. fatty    |

**POINTS FOR DISCUSSION**

- Who do you usually turn to for advice? Why?
- When was the last time someone asked you for your advice? What advice did you give?

**A** Read the following part of a letter from Fay to her friend Jodie. What is Fay's problem? Then read Jodie's reply. What do you think of her advice?

I spent the summer holidays at home and I put on a lot of weight. I didn't eat very healthily. Instead, I went out to fast-food restaurants quite often and watched TV all day. I'm now finding it really hard to lose the weight and I feel so tired all the time. What should I do? Please help. Hope to hear from you soon.

Love,  
Fay

Hi Fay,

I read your letter and thought about your problem. You see, I know what it's like to suddenly put on a lot of weight. It happened to me, too. I love eating so I didn't think it would be easy to go on a diet. Then, a friend of mine inspired me by telling me that she lost weight not by eating less, but by cooking more often. She also stopped eating fast food and drinking soft drinks. I decided to follow her example and start eating better. I hardly ever eat out anymore and if I do, I go for a nutritious meal that is low in calories. I also eat healthy snacks between meals to keep my energy levels high. I suggest you do the same. It's going to be hard in the beginning because you have to plan your meals and spend more time cooking, but you are sure to enjoy the food more and lose weight without starving yourself! Go for it! Hope I've been of some help!

Love,  
Jodie



**B** Read Jodie's reply again and find the parts where she:

1. identifies with Fay's emotions and talks about her own personal experience.
2. suggests a course of action.
3. mentions the advantages and disadvantages involved.
4. provides encouragement.

**C** Read the expressions/phrases in the plan on the next page and then write an appropriate response to the situations 1–8 below.

1. I don't have time to prepare my own meals.
2. I feel tired and have no energy.
3. I often skip breakfast because I can't get up early enough in the morning.
4. I'm trying to lose weight, but my mum makes very fattening food.
5. I lose weight, but when I stop dieting I put it back on again.
6. I've got ten people coming over for dinner tonight and I don't have time to cook.
7. I'm going on a picnic and I don't know what to take with me.
8. I've been invited to a dinner party at my boss's house and I don't know what to take.

## PLAN

### An informal email/letter asking for or giving advice

#### Asking for advice

Begin your email/letter and say why you are writing. Use phrases like:

##### 1. Stating the problem

- I've been having problems with... and I'd like your advice.
- I hope you can help me with a problem.
- I've had difficulty...

##### 2. Saying how you feel

- I feel terrible/down/helpless and don't know what to do.
- I've lost hope because I've tried everything and nothing works.
- I'm desperate and need help to deal with the situation.

Ask for advice. Use phrases like:

##### 3. Asking for advice

- What should I do?
- What would you do if you were me / in my shoes?
- What do you suggest?
- Do you think I should...?

State anything you want to emphasise and end your email/letter. Use phrases like:

##### 4. Ending

- Hope to hear from you soon.
- Please reply ASAP.
- Let me know what you think.

#### Giving advice

Begin your email/letter and say why you are writing.

Use phrases like:

##### 1. Referring to the problem

- I'm sorry to hear that you are having problems with...
- This kind of problem is common among...
- I have thought about your problem and I think I can be of help.

##### 2. Identifying with emotions

- I know how you feel.
- I've had a similar experience.
- I understand what you are going through.
- I know what it's like to...
- I'm very sorry (to hear) that...

Give your advice and make various suggestions.

Use phrases like:

##### 3. Giving advice

- First of all, I don't think you should...
- You'd better (not)...
- If I were you / in your shoes, I'd...
- How/What about...?
- Why don't you...?
- Have you ever thought of...?

Encourage your reader and end your email/letter.

Use phrases like:

##### 4. Providing encouragement

- Don't worry. You'll get over it.
- Go for it!
- There's no need to worry.
- You can do it!
- You'll see that your efforts will pay off.

##### 5. Ending

- If you... you are sure to see results.
- I hope I've been of some help.
- I hope everything goes well.

## Exam Tip

When writing an informal email/letter giving advice:

- identify with the person's feelings by expressing sympathy, understanding, etc.
- address the recipient in a friendly way and use informal language.
- include various suggestions and say how these will help solve the problem.
- use appropriate expressions to give advice, make suggestions and provide encouragement.

D

You have received a letter from your English friend Mike, in which he asks for advice as to how he can improve his eating habits.

Write a reply to Mike in which you

- identify with his emotions and talk about your own personal experience
- suggest a course of action
- provide encouragement.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

# Unit 7: Shopping and services

## Key Vocabulary

### Types of shops and services

#### Види магазинів та послуг

baker's **пекарня**  
 bookshop **книгарня**  
 butcher's **магазин м'яса**  
 chemist's **аптека**  
 clothes shop **магазин одягу**  
 corner/local/busy/well-stocked/expensive/exclusive/duty-free **популярний/з великим вибором товарів/дорогий/ексклюзивний/магазин безмитної торгівлі**  
 shop **магазин на розі/місцевий/популярний/з великим вибором товарів/дорогий/ексклюзивний/магазин безмитної торгівлі**  
 department store **універмаг**  
 DIY shop **будівельний магазин**  
 dry cleaner's **хімчистка**  
 electrical shop **магазин електротоварів**  
 florist's **квітковий магазин**  
 furniture shop **магазин меблів**  
 garage **автомайстерня**  
 gift shop **суvenірний магазин**  
 greengrocer's **магазин овочів та фруктів**  
 grocer's **продовольчий магазин**  
 hairdresser's **перукарня**  
 laundry **пральня**  
 market square / marketplace **ринок**  
 music shop **магазин музичних інструментів**  
 newsagent's **газетний кіоск**  
 optician's **оптика**  
 outdoor market **відкритий ринок**  
 pet shop **зоомагазин**  
 photographer's **фотоательє, фотостудія**  
 post office **пошта**  
 public services **громадські послуги**

second-hand shop **магазин, де можна придбати вживані речі**  
 service shop **майстерня ремонту товарів**  
 shoe shop **магазин взуття**  
 shopping centre / mall **торговий центр**  
 sports shop **магазин спортивних товарів**  
 stall **стійка**  
 stationer's **магазин канцелярських товарів**  
 supermarket **супермаркет**  
 toy shop **магазин іграшок**  
 transport service **транспортні послуги**

### Products Товари

audio and video  
 equipment **аудіотехніка та відеотехніка**  
 beauty products **косметичні засоби**  
 electrical appliances **електроприлади**  
 groceries **продукти**  
 household/domestic appliances **товари для дому**  
 jewellery **ювелірні прикраси**  
 hardware **прилади, (комп'ютерна) техніка**  
 paper goods **паперові вироби**  
 stationery **канцелярські товари**  
 toiletries **товари особистої гігієни**

### Money and buying Гроші та покупки

(buy/sell) wholesale **(купувати/продажувати) гуртова торгівля**  
 afford **дозволити собі придбати щось**  
 available **у наявності**  
 bargain **вигідна покупка**

borrow **позичати в когось**  
 buy cheaply / at a high price **купувати дешево/дорого**  
 buy on credit **купувати в кредит**  
 buy online **купувати в Інтернеті**  
 buy sth on special offer **купувати щось за спеціальною пропозицією / ціною**  
 cash card **кредитна карта**  
 cash desk / cash register **каса**  
 cash machine / cashpoint **банкомат**  
 charge/debit card **платіжна картка**  
 checkout **каса**  
 cost **вартість**  
 counter **стійка, прилавок**  
 customer **покупець**  
 decrease prices **знижувати ціни**  
 dirt cheap **дуже дешево**  
 discount **знижка**  
 exchange sth for sth **обмінювати щось на щось**  
 fitting room **примірочна**  
 free of charge **безкоштовно**  
 get a refund on **отримати повернення коштів**  
 He charged the dinner bill to VISA. Він оплатив вечерю карткою VISA.  
 I bought this dress in the sales. Я придбала цю сукню на розпродажі.  
 I have no change. I'm afraid. На жаль, я не маю здачі.  
 label **етикуетка**  
 lend **позичати комусь**  
 Many shops hold sales in January or August. Багато магазинів виставляють товари на розпродаж в січні чи серпні.  
 means/forms of payment **способ оплати**  
 on sale **розпродаж**

pay by credit card / cheque  
платити кредитною карткою

pay in cash платити готівкою

price ціна

put up / increase prices піднімати ціни

queue черга

receipt чек

reduction зниження цін

run out of закінчитися /  
забракло (коштів)

sale items товари розпродажу

sale розпродаж

shop assistant продавець

shop owner власник магазину

shopaholic шопоголік

shopper покупець

shopping bag торба

shopping list список покупок

sold out розпроданий

spend money on витрачати гроши на

This washing powder was on special offer last week. Цей пральний порошок був за спеціальною ціною минулого тижня.

trolley візок

What size are you? Який у Вас розмір?

## Advertising and complaints

### Реклама та скарги

advertise рекламиувати

advertisement (advert/ad) реклама/оголошення

advertising agency рекламна агенція

advertising campaign рекламна кампанія

billboard білборд, рекламний щит

commercial break рекламна пауза

TV commercials are the most effective form of advertising. Реклама по телебаченню - найефективніший спосіб рекламиування.

(radio/TV) commercial реклама на радіо/реклама по телевізору

complain about скаржитись на щось

faulty product бракований товар

good/bad advertisement for sth хороша/погана реклама чогось

make a complaint залишити скаргу

place an advertisement розміщення реклами

promotion просування товару

quality якість

spot місце (для реклами)

This magazine is mainly made up of advertising. В цьому журналі переважно реклама.

## Other words and phrases

### Інші слова та вирази

closed for deliveries зачинено у зв'язку з прибуттям товару

chain of shops мережа магазинів

cheap place to shop місце, в якому можна придбати дешеві товари

department відділ

discount price ціна зі знижкою

do one's/the shopping / shop around / shop ходити за покупками

fair ярмарок

flea market блошиний ринок

get a discount on отримати знижку на

go into town їздити до міста

good/bad purchase вигідна/  
невигідна покупка

interest on sth відсоток/ відсотки

on display на вітрині

run a shop керувати магазином

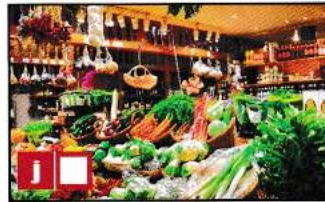
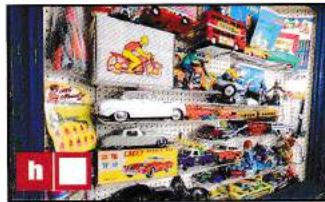
supermarket sections відділи в супермаркеті

supply goods to shops постачати товари в магазини

a wide range of products/services великий вибір товарів та послуг

window-shopping розглядання вітрин

**A** Match the questions 1-20 with the places a-t.



### Where do you go when:

1. you want to buy tea, coffee or sugar?
2. you want to buy strawberries, melons or carrots?
3. you want to buy sandals or slippers?
4. you want to buy pencils, paper clips or staples?
5. you want to buy travel guides or books?
6. you want to buy magazines or newspapers?
7. you want to buy bread or cakes?
8. you want to buy skirts, dresses or jackets?
9. you want to buy hamsters, rabbits or fish?
10. you want to buy roses or daffodils?
11. you want to buy aspirin, vitamins or bandages?
12. you want to buy teddy bears, dolls or board games?
13. you want to have your passport photo taken?
14. you want to send a parcel to your friend in Greece?
15. your car breaks down?
16. you want to wash your clothes?
17. you want to buy meat and poultry?
18. you need to change your glasses?
19. you want to clean your coat?
20. you want to change your hairstyle or have a haircut?

# Vocabulary Practice

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**B** Now match the shops below (1-20) to the pictures (a-t) in the previous exercise.

1. baker's
2. bookshop
3. butcher's
4. chemist's
5. clothes shop
6. dry cleaner's
7. florist's
8. garage
9. greengrocer's
10. grocer's
11. hairdresser's
12. laundry
13. newsagent's
14. optician's
15. pet shop
16. photographer's
17. post office
18. shoe shop
19. stationer's
20. toy shop

**C** Match 1-10 with a-j.

1. place
  2. buy on
  3. shopping
  4. household
  5. run
  6. get a
  7. factory
  8. buy in
  9. furniture
  10. shop
- |                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | a. special offer    |
| <input type="checkbox"/> | b. centre           |
| <input type="checkbox"/> | c. shop             |
| <input type="checkbox"/> | d. an advertisement |
| <input type="checkbox"/> | e. the sales        |
| <input type="checkbox"/> | f. appliances       |
| <input type="checkbox"/> | g. owner            |
| <input type="checkbox"/> | h. discount         |
| <input type="checkbox"/> | i. outlet           |
| <input type="checkbox"/> | j. a shop           |

**D** Complete the dialogue. Each underscore ( \_) stands for one letter.

**Alice:** What a nice blouse you have on!

**Kate:** Oh, thank you. I'm glad you like it.

**Alice:** Where did you buy it?

**Kate:** In the new (1) d \_\_\_\_\_ store that opened 3 months ago in the city centre. They have huge (2) r \_\_\_\_\_ there! And the blouse was a real (3) b \_\_\_\_\_!

**Alice:** Was it? Is there a shoe department there?

**Kate:** Of course there is. If you go there on a Monday at 9 a.m., you get a 10% (4) d \_\_\_\_\_ on any shoes you like and you can also get some shoe polish or a pair of shoelaces (5) f \_\_\_\_ of charge! And if after buying them, you decide you don't want them, you can (6) e \_\_\_\_\_ them within 7 days for something else, for example a pair of slippers or rubber boots.

**Alice:** That's great, but what if you can't find something you like?

**Kate:** Well, if that's the case, there's no need to worry because they'll give you a (7) r \_\_\_\_\_. Also, every day at 12, they have some special (8) o \_\_\_\_\_, which are usually a pair of tights or some other things you can get for half price...

**Alice:** Why are we wasting our time?! Let's go shopping!

**E** Work in pairs. Take turns to ask and answer questions, using the prompts below.

1. Do you ever go shopping? How often? Who do you go shopping with? What do you shop for?  
*Sometimes, with..., and we usually shop for...*  
Yes, every...      No, because...

2. Do you enjoy shopping?  
Yes, because...      No, because...

3. Do you consider shopping a chore or a leisure activity?  
*I consider it a... because...*

4. Who is the easiest / most difficult person to buy presents for in your family?  
*My... is the easiest / most difficult to buy a present for because...*

*I hate / love buying presents for my... because...*

5. What is the staff in the shops like?  
*In my opinion, it's... It depends on...*  
*The staff is very polite / rude and...*

6. What's the best / worst purchase you have made?  
Why did / didn't you like it?  
It was...      We liked it / didn't like it because...

**POINTS FOR DISCUSSION**

- Where do you usually shop?
- What are the advantages/disadvantages of shopping in a big supermarket?
- What are the advantages/disadvantages of shopping in an open-air market?

**A**

Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.



	T	F
1. The customer hasn't got a new catalogue.		
2. The customer is going to have his printer repaired.		
3. The customer is surprised because laser printers are quite cheap.		
4. The customer buys a mouse for his computer.		
5. The customer has to pay extra money for delivery.		



# Listening Comprehension Practice

Unit 7 – page 85

**B** Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).

22

1. Which shop is the man **NOT** going to visit?



A



B



C

2. How much did the woman pay for the scarf?

£45

A

£30

B

£50

C

3. What did the man want to buy?



A



B



C

4. What is the woman going to do?

- A. borrow a camera
- B. make an online purchase
- C. visit a shop

5. How did the man find out about the restaurant?

- A. He saw a billboard.
- B. He saw a TV commercial.
- C. He heard a radio commercial.

6. Why did the speaker go to the shop?

- A. She had forgotten to take the receipt.
- B. She wanted to get a refund.
- C. She wanted to exchange an item.



## POINTS FOR DISCUSSION

- What influences you when you are shopping?
- Is it a good idea to have a credit card on you when you go shopping?  
Why? / Why not?
- Do you think it's worth waiting for the sales to do your shopping?  
Why? / Why not?

## POINTS FOR DISCUSSION

- Do you enjoy shopping? Why / Why not?
- How do you usually do your shopping? Why?
- How can buying a product online be better than shopping for it at a shop?

**A**

Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

**1**

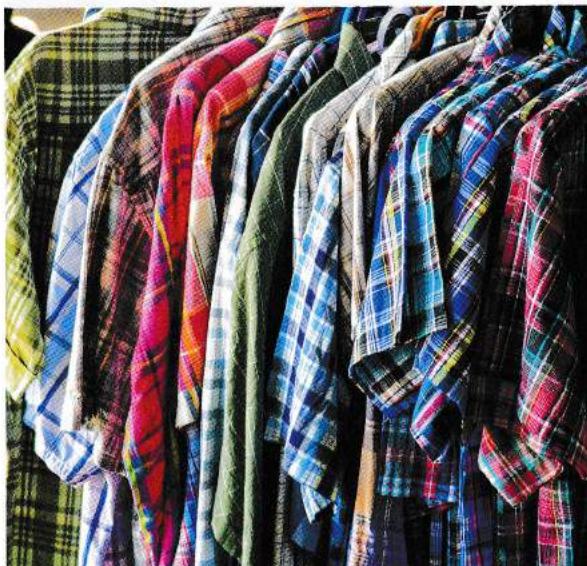
The Pryvoz Market in Odesa, Ukraine, is one of the largest markets in the world. It started as a farmer's market, but it's not only fresh fruit, vegetables, fish and meat that you can find there today. You can buy a variety of new and second-hand goods, from clothes and shoes to gadgets and tools. Travellers visit the Pryvoz Market for an authentic experience of the local culture!

**2**

If you're in Madrid on a Sunday or a public holiday, then you should definitely visit El Rastro. El Rastro is Madrid's most famous flea market, located in a neighbourhood called La Latina. More than 1,000 people sell things there. Handmade and second-hand items, clothes, toys, magazines, and jewellery are just some of the things you can find in El Rastro.

**3**

Portobello Market in London, UK, consists of six different markets that sell a wide variety of goods. On Saturdays, all of them are open from 9.00 to 19.00. You may want to visit Portobello Market early in the morning, as it can get very crowded later on. The Portobello Market stalls are closed on Sundays.



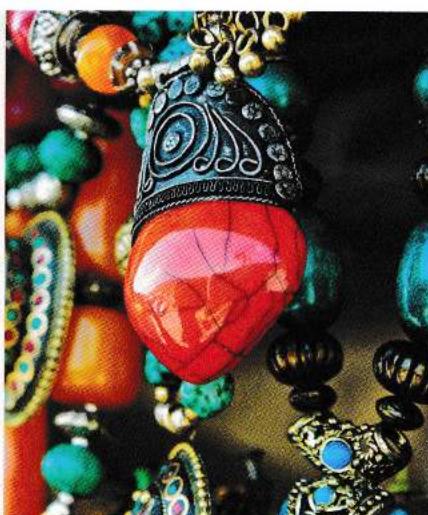
# Reading Comprehension Practice

Unit 7 – page 87

4



In New York City, there are many markets to visit. One of these is the Brooklyn Flea. Vendors—most of them local artists and designers—gather there to sell furniture, art, crafts, jewellery, second-hand clothes, antiques and souvenirs. From April to October it is an outdoor market, while from November to March—when it's colder—it moves indoors.



5



The Setagaya Boro-ichi in Tokyo is a flea market with a long history. It started in 1578 and got its name from the *boro*, the old pieces of cloth that were sold there. Today, about 700 vendors sell a wide range of products. One of those products is daikan mochi, a type of rice cake that people can enjoy while visiting the market.



6

If you're in Sydney, Australia, then you can visit The Rocks Markets. They are located in a beautiful and historic neighbourhood called The Rocks, near the famous Sydney Opera House. Local artists can sell their creations there. Visitors can enjoy delicious food while listening to live music. There are interesting events for the whole family at The Rocks Markets!



Which market \_\_\_\_\_?

- A. is open on national holidays
- B. changes its location twice a year
- C. is close to a popular cultural attraction
- D. has been around for hundreds of years
- E. is located outside a city
- F. is best when visited early
- G. is the largest in the world
- H. used to sell only food



**B** Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).

## × IS THERE LIFE × AFTER LEATHER?

Standing in the men's shoe department in Selfridges, happily looking at the new season's shoes, I remember my promise to stop wearing leather this winter. My mood becomes dark—none of the designer goods I like look leather-free.

I explain my problem to the shop assistant and I know from her face that she is thinking: you'll be lucky. Walking me over to a pair of Camper shoes, she says: 'These have an imitation-crocodile top. That's all I can think of.'

She suggests I try the other in-store shoe department, but it is the same story there, too—nothing. None of this comes as a great surprise. I have already tried and failed in Kurt Geiger, Hudson and Poste.

As a vegetarian I never know what to reply to friends, family or strangers who say that it is fine not to eat meat, but surely it is hypocritical to be walking around in leather.

For many vegetarians, myself included, the reason for wearing it is often based on the excuse that leather only comes as a result of the meat industry. However, this view conveniently ignores both the cruel way the animal is killed and the fact that 10% of an animal's value is in its skin. Supporting the leather industry means supporting the meat industry. And learning where the best and softest leather comes from made me feel like a criminal.

There is, however, another way of seeing this. By choosing plastic instead, aren't we damaging the environment? Perhaps, but leather is no more environmentally friendly because it needs a lot of dangerous chemicals to preserve it, all of which cause pollution.

Stella McCartney remains the only famous designer to pay real attention to vegetarianism. Having produced a whole range of must-have fashion wear, all suitable for vegetarians, she proves that it is possible to be a very stylish vegetarian. If you are a woman, that is.

Does McCartney have any plans for menswear? 'I have just started offering suits at the London store,' she says, 'and any future men's shoes and accessories collection will, of course, be suitable for vegetarians.'

For now, fashion-conscious men looking for something comfortable to wear on their feet are going to have to manage with specialist vegan companies. I warn you, this is not much of a comfort.

It is slightly easier with bags. I come across three that I not only like but are all leather-free; Helmut Lang's canvas bag comes with cool metal fasteners; Belstaff's weekend bag is waterproof and made from a leather-free material; and the best buy of the day, a fantastic, extremely chic APC leather-look shoulder bag. At £100, it's a bargain.

- What did the writer want to buy?
  - a pair of shoes that he had seen the year before
  - a specific pair of crocodile-skin designer shoes
  - a pair of leather-free women's shoes
  - a pair of shoes not made of animal skin
- Why do the writer's friends say that he is a hypocrite?
  - He doesn't eat meat.
  - He shops at Hudson and Poste.
  - He wears leather.
  - He never keeps his promises.
- What is true about most of Stella McCartney's products, according to the writer?
  - They are made of plastic.
  - They are only for women.
  - They are not fashionable.
  - They are very expensive.
- Where can male vegetarians get shoes that aren't made from animals?
  - from vegan companies
  - from Stella McCartney
  - nowhere
  - everywhere
- What is the writer doing?
  - reporting on a shopping trip
  - warning people against eating meat
  - reporting on a fashion collection
  - criticising people who eat meat

### POINTS FOR DISCUSSION

- Why are big shopping centres so popular?
- Do you think that people buy more than they need? Why? / Why not?

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

# SELFRIDGES & CO



Will you (1) \_\_\_\_\_ London anytime soon? Then you should definitely visit Selfridges. The famous department store has been a landmark of Oxford Street since it opened in 1909.

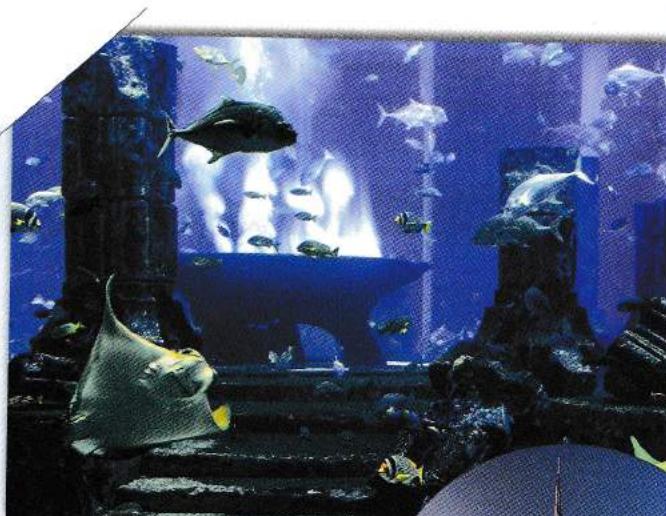
At Selfridges you can find a wide range of (2) \_\_\_\_\_ and services. However, lots of people enter Selfridges, even if they (3) \_\_\_\_\_ buy anything. The founder, Harry Gordon Selfridge, had a vision of bringing theatre to the shopping experience. The store's window displays are famous for combining fashion and art in impressive ways. In addition, performances are often held at Selfridges, and the building even includes a cinema. In 2011, a boating lake was created on the roof, while in 2012, a mini-golf course was built there.

Who knows what surprise Selfridges will have for its visitors (4) \_\_\_\_\_ week, month or year? Whatever it is, we're sure it (5) \_\_\_\_\_ be something extraordinary!

- |                |                    |                 |                   |
|----------------|--------------------|-----------------|-------------------|
| 1. A. go       | B. visiting        | C. be visiting  | D. going to visit |
| 2. A. produces | B. productions     | C. producing    | D. products       |
| 3. A. won't be | B. aren't going to | C. not going to | D. will           |
| 4. A. next     | B. last            | C. by           | D. following      |
| 5. A. going to | B. will be going   | C. will         | D. is going       |

# THE DUBAI MALL

Located at the base of Burj Khalifa, the world's tallest building, the Dubai Mall is one of the largest shopping (6) \_\_\_\_\_ in the world. It covers a(n) (7) \_\_\_\_\_ of over twelve million square feet and contains over 1,300 shops, including some of the world's most (8) \_\_\_\_\_ luxury brands. However, the Dubai Mall is more than just a place to shop. Attractions include the world's second-largest indoor aquarium, an Olympic-sized ice-skating rink and 22 cinema screens; there is even a real dinosaur fossil on (9) \_\_\_\_\_. All this has made the Dubai Mall an incredibly popular tourist (10) \_\_\_\_\_. In 2019 the mall received over 84 million visits—that's more than the number of visitors New York City welcomed in the same year.



- |                 |              |                |               |
|-----------------|--------------|----------------|---------------|
| 6. A. stores    | B. markets   | C. places      | D. centres    |
| 7. A. area      | B. distance  | C. range       | D. space      |
| 8. A. bargain   | B. retail    | C. rich        | D. exclusive  |
| 9. A. view      | B. display   | C. hold        | D. screen     |
| 10. A. location | B. invention | C. destination | D. foundation |



**POINTS FOR DISCUSSION**

- Have you ever bought something only to find out later that it was not what you expected?  
If yes, what did you do? / If no, what would you do in a situation such as this?
- What problems might occur when you buy something on the Internet?

**A**

**Read the instructions and the sample email of complaint carefully. Underline the parts in the email that correspond to the points given below.**

You recently bought a pair of trainers from an online shop. Unfortunately, when you received them, you found that they were neither the colour nor the size which you had ordered. There was also an extra charge for postage and packaging.

Write an email to customer service, in which you

- say why you are writing and provide details relevant to the purchase
- write about the aspects of the product and service which you are unhappy about
- state clearly what you expect them to do.

Dear Sir/Madam,

I am writing to make a complaint. It is with reference to a pair of AIR MAX SNAZZY3 trainers, which I ordered from your online department store on the 27<sup>th</sup> of January.

First of all, your site states clearly that there is no extra charge for postage and packaging. You can, therefore, understand my dismay when I was requested to pay an additional 20 euros for this service. To make matters worse, when I opened the box I found that the trainers were neither the colour nor the size which I had ordered. I ordered a pink pair size 38 and got a black pair size 36 instead.

As you realise, I am very disappointed as neither the service nor the product is that which I expected. I feel that, under the circumstances, I am entitled to a full refund.

I am confident this matter will receive your prompt attention. I thank you in advance.

Yours faithfully,

Amelia Holl

**B**

**Read the email again and answer the following questions.**

1. What information does the writer include in the first paragraph?
2. In which paragraph are the complaints made?
3. How many complaints does the writer make?
4. What course of action does he/she request?
5. Is this email formal or informal?  
How do you know?

**C**

**Find phrases or sentences in the email that mean the same thing as the more informal ones below.**

1. I am writing about...
2. On your site you say...
3. I was unhappy...
4. Also...
5. I think I have the right to get all my money back.
6. I am sure you will do something about this soon.

## PLAN

### An email/letter of complaint

An email/letter of complaint is an email/letter we write to somebody in authority (usually somebody we do not know) in a company, an organisation, etc., to express our dissatisfaction with goods or services which were not provided as promised or advertised. Such an email/letter may also be used to complain about an event such as a seminar, conference, fair, etc., that failed to meet the standards expected.

### Greeting

#### Use a formal greeting, not first names.

- Dear Sir/Madam,
- Dear Mr/Mrs/Ms/Miss + surname

### Opening Paragraph

#### Say why you are writing. Use phrases like:

- I am writing to complain / make a complaint about...
- I regret having to write to you about...
- I am writing to express my dissatisfaction with...
- I am writing to you regarding / in connection with...
- I feel I must complain about...

### Main Part

#### Refer to all the aspects of the product/service/event that you are unhappy with, comparing them to what had been offered or promised. Use phrases like:

- You failed to mention that...
- You led me to believe that...
- I would like to point out that...
- Your advertisement/brochure was misleading.
- In your advertisement/brochure you state otherwise.
- It was completely different from what you advertised.
- Unfortunately, it was not what I expected.
- To make matters worse...

### Express your emotions.

- I was shocked/surprised/speechless...
- To my amazement/surprise/horror/dismay/disappointment...

### Suggest actions on the part of the company to remedy the situation. Use phrases like:

- I suggest you...
- If I were you, I would...
- I strongly advise you to...
- It is in your (best) interests to...
- You would benefit greatly from...

### State what you expect to happen as a result of your complaint.

- I believe I am entitled to a partial/full refund.
- I demand a refund / immediate action / a replacement.

### Closing Paragraph

#### Express your hope or expectation that the matter will be resolved. Use phrases like:

- I would appreciate it if you would deal with this matter immediately.
- I have enclosed (copies of relevant documents, the product, etc)... so that you can deal with this issue as quickly as possible.
- I would appreciate your full cooperation in this matter.
- I am confident this matter will receive your prompt attention.
- I hope to hear from you as soon as possible.
- I trust you will get back to me on this matter.
- I thank you in advance.

### Signing off

#### Use a formal signature ending and write your full name underneath it.

- Yours sincerely,
- Yours faithfully,

## Exam Tip

When writing a formal email/letter of complaint:

- make sure you respond to all the points in the exam task.
- use formal language and expressions.
- do not use contractions.
- be polite but firm, not aggressive.
- do not insult the company/institution/organisation/etc., or its products and services.
- do not provide unnecessary details; rather get straight to the point.
- give all the relevant information clearly and concisely.

**D** You recently bought a digital camera from an online shop. Unfortunately, when you received it, you found that it was not only damaged but also not the model you had ordered.

Write an email to customer service, in which you

- say why you are writing and provide details relevant to the purchase
- write about the aspects of the product and service which you are unhappy about
- state clearly what you expect them to do.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

# Unit 8: Travelling and tourism

## Key Vocabulary

### Travelling Подорожі

(travel) guide book путівник  
 cycling/walking tour велосипедна екскурсія (прогулянка) / пішохідна екскурсія  
 go camping іти в похід, відпочинок у наметах  
 go hiking іти в піший похід  
 go on a cruise/journey/trip/expedition/excursion відправлятись в круїз/подорож/експедицію/на екскурсію  
 go on a round-the-world trip відправлятись в навколо світу подорож  
 go to the seaside/lake поїхати на море/на озеро  
 Have a safe journey/trip! Щасливої дороги!  
 hitchhike подорожувати автостопом  
 hitchhiker той, хто подорожує автостопом  
 hitchhiking подорож автостопом  
 set off (on a journey) відправлятись в подорож  
 She travels widely. Вона багато подорожує.  
 show the tourist group around the town показувати туристам визначні пам'ятки міста  
 sightseeing оглядати визначні пам'ятки  
 They're hitchhiking around Europe. Вони подорожують автостопом по Європі.  
 tour guide гід  
 travel/go/fly via London подорожувати/їздити/літати через Лондон  
 travel/go abroad подорожувати закордоном  
 Travel broadens the mind. Подорожі розширяють світогляд.  
 travel by rail/sea/air/road подорож за залізницею/морем/повітрям/дорогою

travel by train/ship/plane/car подорожувати потягом/кораблем/літаком/автомобілем  
 travel expenses витрати на подорож  
 travel light подорожувати з невеликим багажем  
 travelling conditions умови подорожі

### Means of transport Види транспорту

bicycle (bike) велосипед  
 boat човен  
 bus автобус  
 car автомобіль  
 canoe каное  
 coach автобус  
 ferry паром  
 helicopter гелікоптер  
 jet реактивний літак  
 lorry вантажний автомобіль  
 moped мопед  
 motorbike мотоцикл  
 plane літак  
 (motor) scooter скутер  
 ship корабель  
 train: intercity/international/slow/goods/fast / an express / direct потяг: міжміський/міжнародний/повільний/вантажний/швидкісний/прямий  
 tram трамвай  
 underground/tube метро  
 yacht яхта

### Kinds of holidays Види відпочинку

adventure holiday активний відпочинок  
 beach holiday пляжний відпочинок  
 camping holiday відпочинок на природі, у наметовому містечку  
 cruise круїз

family holiday сімейний відпочинок

hiking holiday пішохідний туризм  
 package holiday організована туристична поїздка  
 safari сафарі  
 seaside holiday відпочинок на морі  
 summer holiday літній відпочинок  
 winter holiday зимовий відпочинок

### Things to do on holiday Заняття на канікулах, у відпустці

go sightseeing/touring / see the sights / tour (around) оглядати визначні пам'ятки  
 go to a funfair відвідувати парк розваг  
 lie on the beach лежати на пляжі  
 see an exhibition / visit a museum/cathedral відвідувати виставку/музей/собор  
 scuba diving підводне плавання  
 snorkel плавати з трубкою  
 sunbathe засмагати  
 swim in the sea/lake плавати в морі/в озері  
 take photos робити фотознімки  
 visit different countries відвідувати різні країни  
 windsurf займатися віндсерфінгом

### Places to live/stay on holiday Розташування та розміщення

cabin будиночок для кемпінгу  
 caravan причіп, фургон, трейлер  
 guesthouse / boarding house пансіон

youth) hostel хостел  
молодіжний  
private rooms/accommodation  
акремі кімнати  
three-star hotel 3-зірковий готель

## Accidents and emergencies

### Нещасні випадки та надзвичайні ситуації

accident victim потерпілий  
ambulance швидка допомога  
car/road/plane accident ДТП  
дорожньо-транспортна  
пригода)  
cause an accident спричиняти  
аварію  
cause of an accident причина  
аварії  
collide with зіштовхнутись з  
crash one's car розбити машину  
crash into someone's car  
зіштовхнутись з іншим  
автомобілем  
emergency (case) нещасний  
випадок, надзвичайна ситуація  
crash (into) зіштовхнутись з  
кимось / чимось  
have a head-on collision лобове  
зіткнення  
have a knock/bump удар/  
зіткнення  
hit sth вдарити когось  
injury травма  
injured травмований  
person responsible for the  
accident винуватець ДТП

## Other words and phrases

### Інші слова та вирази

accommodation проживання  
airport аеропорт  
arrive at the station / at platform 6  
прибувати на станцію / на  
платформу 6  
arrivals/departure lounge зал  
прибуття/вильоту  
board a plane/ship сідати на  
літак / корабель  
book a ticket/holiday/flight  
бронювати білет/подорож/рейс  
bus stop автобусна зупинка  
buy souvenirs купувати сувеніри

campsite наметове містечко  
cancel a reservation скасовувати  
бронювання  
cancelled/delayed скасований/  
затримується  
car park стоянка / парковка для  
автомобілів  
catch/miss a train/bus сідати на /  
пропустити потяг/автобус  
change trains пересідати на  
інший потяг  
change (trains) three times  
з трьома пересадками  
check in / out of a hotel  
заселення / виселення з готелю  
drunk driving керувати  
автомобілем в нетверезому  
стані  
(valid/invalid) driving licence  
дійсне/недійсне посвідчення  
водія  
fasten one's seat belt пристебнути  
ремінь безпеки  
flight рейс  
full/half board повний пансіон/  
напівпансион (сніданок та  
вечеря)  
gate ворота в аеропорт  
get on/off a train/bus сідати на/  
виходити з потяга/автобуса  
get into/out of a car сідати в/  
виходити з автомобіля  
get/have a puncture пробити  
(колесо)  
get lost загубитись  
(hand) luggage багаж (ручна  
поклажа)  
go the wrong way піти  
неправильним шляхом  
holiday resort курорт  
holiday home at the seaside літній  
будинок на березі моря  
holiday season період відпусток  
holidaymaker турист  
land приземлятися (про літак)  
left luggage (office) камера схову  
make a reservation бронювати  
щось  
means of transport види  
транспорту  
motorway автомагістраль  
passenger пасажир  
passport control паспортний  
контроль  
platform платформа  
put up a tent ставити намет  
railway/bus station залізничний  
вокзал/автовокзал  
road check дорожній контроль,  
перевірка  
runway злітна смуга  
rush hour година-пік  
single/return ticket білет в одну/  
обидві сторони  
seaside/ski resort морський/  
лижний курорт  
sleeping car/carriage спальний  
вагон  
sleeping bag спальний мішок  
sleep in a tent спати в наметі  
suitcase валіза  
take driving lessons брати уроки  
водіння  
take off злітати (про літак)  
taxi таксі  
terminal термінал  
The train is running three hours late.  
Потяг затримується на три  
години.  
ticket office каса  
(flight/train/bus) timetable  
розклад (рейсу/потягу/  
автобусу)  
travel agency туристична агенція  
traffic jam затор  
tourist (information) office  
туристичне бюро  
(domestic/foreign) tourism  
внутрішній/зовнішній туризм  
tourist destination туристичний  
напрямок  
vacancy вільна кімната  
voyage подорож (морем)  
Excuse me, is this seat free/taken?  
Перепрошую, це місце вільне/  
зайняте?  
Excuse me, how can I get to...?  
Перепрошую, як дістатись до...?  
Is accommodation/insurance  
included in the price? Чи  
проживання/страхування  
входить у вартість?  
Where does this train go to? Куди  
відправляється цей потяг?  
When is the next train to  
Warsaw? О котрій годині  
відправляється наступний потяг  
до Варшави?  
wonderful view чудовий вид

**A** Put the words/phrases in the box in the correct category of transport below. Some words/phrases may be used more than once.

runway    traffic jam    motorway    platform    cruise    take off    board    station  
 get on    passport control    voyage    have a bump    get out of    rush hour    seat belts

rail / train	sea / ship	air / plane	road / car

**B** Choose the correct answer (a, b, c or d).

- The train now standing at \_\_\_\_\_ 3 is for Kharkiv.  
 a. station      b. stop      c. platform      d. runway
- Flight number BA 768 had to be \_\_\_\_\_ due to thick fog.  
 a. changed      b. cancelled      c. booked      d. set off
- The first thing you should do when getting into a car is to \_\_\_\_\_ your seat belt.  
 a. press      b. undo      c. fasten      d. get
- Today the most popular \_\_\_\_\_ of transport are the plane and the car.  
 a. processes      b. means      c. ways      d. methods
- Speeding was the main \_\_\_\_\_ of the accident that happened last week.  
 a. reason      b. problem      c. advantage      d. cause
- What I really dislike about camping holidays is putting \_\_\_\_\_ a tent.  
 a. up      b. away      c. off      d. on
- I'm looking for accommodation for two people for three nights. Do you have any \_\_\_\_\_ here?  
 a. places      b. vacancies      c. openings      d. free seats

**C** Work in pairs. With your partner, decide if the following sentences are true (T) or false (F) and say why.

	T	F
1. If you want to go on a package holiday, you usually go to a travel agency.		
2. The boarding house is the place where you wait for the bus.		
3. When you arrive at the hotel, you have to check in.		
4. You can live or spend your holiday in a caravan.		
5. A campsite is where you buy tickets for your trip.		
6. If you are really sleepy during your journey, you can arrange to have a sleeping car.		
7. Most students choose to stay at youth hostels for a night or two because it's quite cheap accommodation.		

**D** The pictures below show different types of holidays. In pairs, discuss these questions:

1. Where would you and your partner like to spend a holiday? Why?
2. What would you do there?

### Useful phrases

can be expensive	very few people around	need to be fit
can relax with friends	close to nature	adventurous
wear light clothes and swimwear	casual and warm clothes are necessary	tents / sleeping bags
chance to meet new people	escape from routine	A holiday at the seaside...
usually quite cheap	comfortable accommodation	During a camping holiday, we...
eat in restaurants	cook your own meals on a campfire	I like... so I would choose...
need good weather to enjoy it		I would prefer... because...



**E** Complete the sentences with the words in the box.

direct    emergency    resort    book    collision    included    hit    sunbathe

1. Last year we spent Christmas in a ski \_\_\_\_\_ in the Alps.
2. When Ann was on a package holiday in Italy, she found out that the day trips she wanted to go on were not \_\_\_\_\_ in the price.
3. It's dangerous to \_\_\_\_\_ between 11 a.m. and 3 p.m. especially for young children.
4. Although there was a very serious \_\_\_\_\_, nobody was hurt.
5. Excuse me, is there a(n) \_\_\_\_\_ train to Leeds? I've had enough of changing trains!
6. If it's a(n) \_\_\_\_\_, call for an ambulance immediately.
7. Brian lost control of his motorbike, \_\_\_\_\_ a tree and broke his arm.
8. If you want to fly to Dublin cheaply, you have to \_\_\_\_\_ a ticket at least 4 months in advance.

**POINTS FOR DISCUSSION**

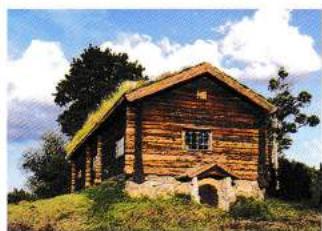
- Have you ever travelled by plane? Did you enjoy it? Why? / Why not?
- What procedures do you have to go through when you travel by plane?
- Have you ever experienced a dangerous situation on holiday? What happened?

**A**

Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).



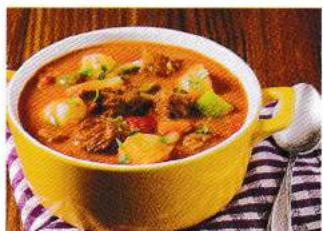
1. Where are the speakers staying on their holiday this year?

**A****B****C**

2. What time will the woman be at the airport?

**A****B****C**

3. What did the speaker enjoy most during his trip?

**A****B****C**

4. What was the main reason for the cancellation?

- the cost of the tickets
- a change in holiday plans
- an injury

5. What was the speaker's worst problem?

- the driving conditions
- the weather
- lack of insurance

6. How will the hotel guest visit Bath?

- by coach
- by van
- by rail



## Exam Tip

- Read the instructions and the questions.
- Underline key words in the questions.
- Predict what the speaker may talk about.
- Listen to the recording for the first time and write down the answer to each question, based on what you hear.
- For each question, compare your answer with the options and choose the best one.
- Listen to the recording for the second time to check if your answers are correct.
- Explain why the other options are incorrect.

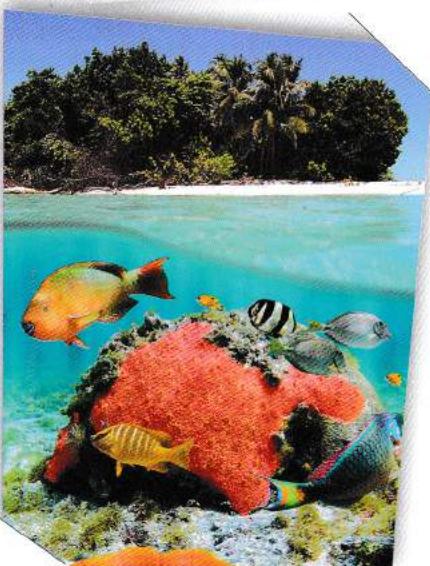
**B** Listen to the text. For questions (1-5) choose the correct answer (A, B or C).

25

1. Why did Roland decide to go to the Caribbean?  
A. The water there is always warm.  
B. He wanted to make sure he had an adventure.  
C. He wanted to be sure of good weather.
2. What made Roland take windsurfing lessons?  
A. boredom  
B. enthusiasm  
C. the teacher
3. Why shouldn't Roland have gone windsurfing on his own?  
A. It was nearly dark.  
B. There wasn't enough wind.  
C. He wasn't experienced enough.
4. When did Roland realise he had a problem?  
A. when he panicked  
B. when he decided to go back  
C. when the sun went down
5. How did Roland know he had reached land?  
A. when he saw some trees in front of him  
B. when his board touched the sand  
C. when he felt the wind blowing

## POINTS FOR DISCUSSION

- If you could go on holiday anywhere in the world, where would you go? Why?
- What are the advantages of different means of transport?
- What can go wrong when you are using different means of transport?



**POINTS FOR DISCUSSION**

- What different types of holidays can you think of?
- What are the advantages and disadvantages of the holidays you have mentioned?

**A** Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

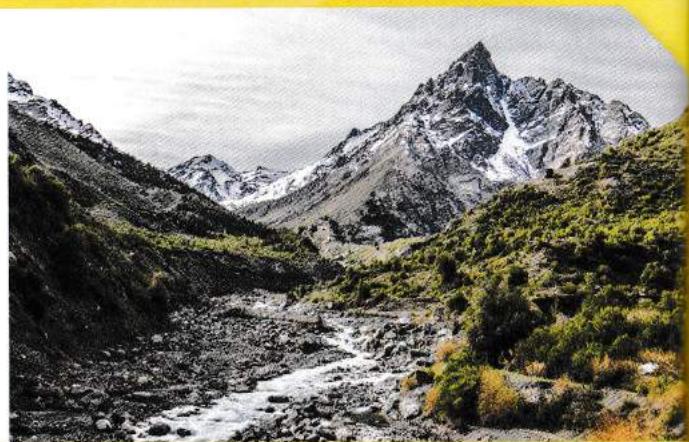
# HOLIDAY options

**1**

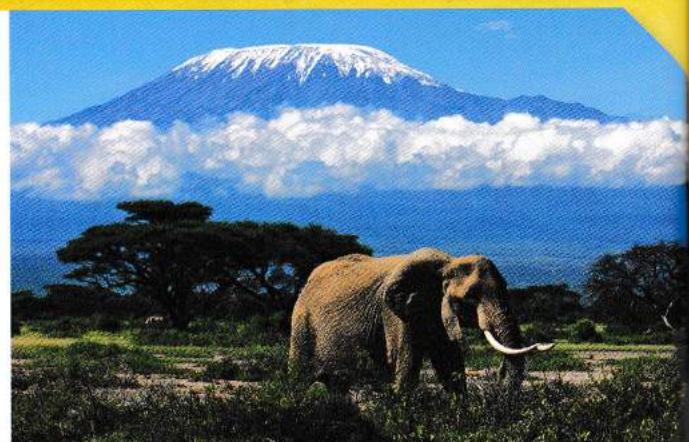
Jungles are not the most welcoming of places. They are hot, humid and full of insects. Yet, with a good guide, a jungle trip can be an experience of a lifetime. They offer the greatest variety of wildlife, and many of the world's most spectacular/impressive ruins can be found buried deep amongst the trees.

**2**

Trekking holidays are often very hard on the feet, but not this particular trekking holiday in Peru. Thanks to llamas—the traditional pack animal of the Incas—your four-day walk through the heart of the Andes will be much easier. The animals will carry part of your load while you admire the magnificent mountains that are all around you.

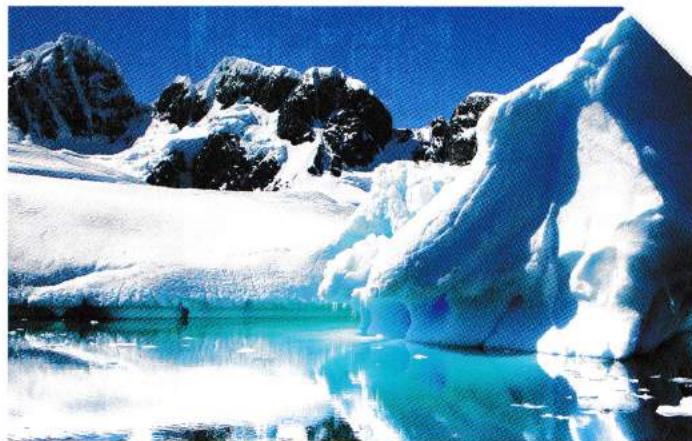
**3**

Africa's highest mountain is always covered in snow. You don't need technical climbing ability to reach the peak, but you must be a fit and healthy person as it takes several days to get there. Throughout the climb you are accompanied by a team of experienced mountain guides.



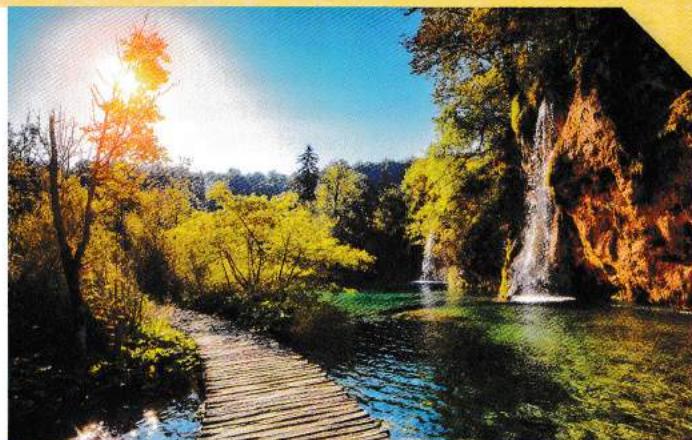
4

Come to Antarctica, where you can see the power and beauty of Mother Nature. On this holiday, you'll travel on a first-class ship and get to choose how you want to experience Antarctica: you can stay aboard and watch penguins, seals and whales; you can go on land with naturalists in search of interesting wildlife; or you can sit back and cruise among the icebergs.



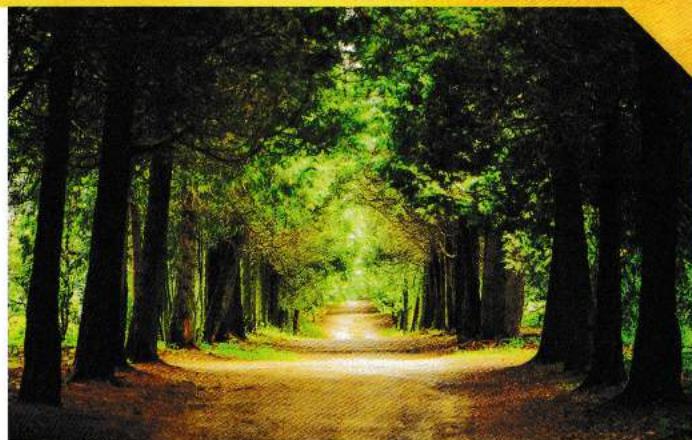
5

Each boat holds eight people. Eight get in at the beginning and eight get out at the end... but that doesn't mean that there will always be eight people in the boat! You might fall out and find yourself in the water. Don't worry; the guides will pull you out, and you'll be wearing a life jacket at all times.



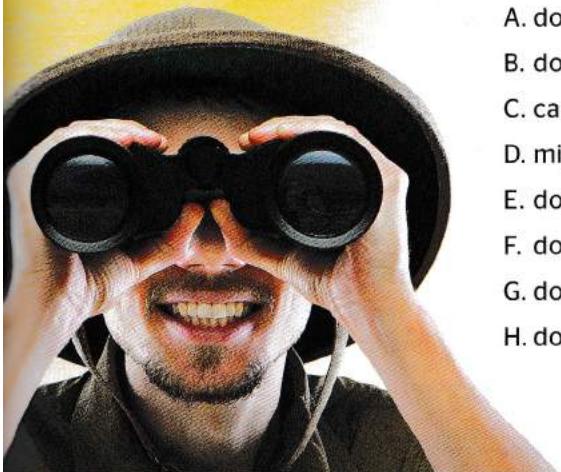
6

There is no better way to get to know a country's culture and landscape than by bike. There are different kinds of cycling holidays and we offer different programmes for both the occasional and the experienced cyclist. All you have to do is choose a trip that suits your level of ability and pedal away.



## On which holiday \_\_\_\_?

- A. do you have to wear special equipment
- B. do you have to be strong and in good health
- C. can you take an animal with you
- D. might you see the hidden remains of past civilisations
- E. do you travel on a luxurious ship
- F. do you travel on two wheels
- G. do you stay in a first-class hotel
- H. do animals carry your equipment



**B** Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

# Almost there!

It had always been my dream to climb Mount Everest, and last year I decided I wasn't going to put it off any longer. I started (1) \_\_\_\_\_, as I was determined not to let physical inability prevent me from standing on top of the highest mountain in the world. Several months later I was in the best shape of my life, so I boarded a plane and off I went to Nepal, where I met the other members of my group. They were from different parts of the world and everyone was very friendly.

Before we could actually begin the climb, we had to do some more training to get used to the altitude. So there I was in a town called Dingboche with twelve strangers who shared one common goal—to reach the top of Everest. After a week of that training, I realised just how difficult this journey was (2) \_\_\_\_\_. Without the support of the other group members, I might have given up and gone home. Another thing I realised was that even though I had only known these people for a few days, I had got really close to them.

A couple of days before (3) \_\_\_\_\_, we were told that all expeditions to the top of the mountain were cancelled because of a heavy snowstorm.

The groups that had left before us had to be turned back. Several other groups, however, got cut off and had to be rescued by helicopter. There were even rumours of some climbers (4) \_\_\_\_\_ in an avalanche. We were all heartbroken. We had trained so hard for this and now Mother Nature was not going to allow us to realise our dream.

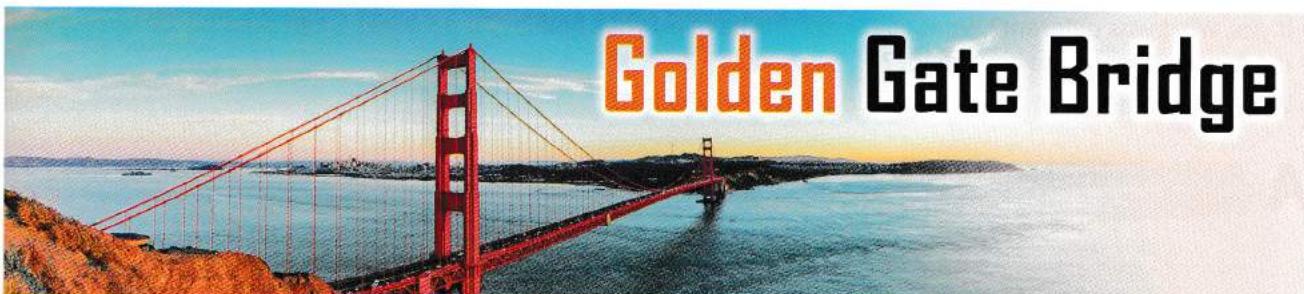
One night, as we were (5) \_\_\_\_\_ feeling miserable, our guide suggested we climb another great mountain called Ama Dablam. Some of us, myself included, were too disappointed to do anything and felt there was no point if we couldn't climb Everest. In the end, though, eight of us decided to go ahead and climb Ama Dablam. A week later, we reached the base camp. As we climbed higher, the snow got deeper and the terrain got icier, but over the next two weeks we went on to reach an altitude of over 6,800 metres. When we got to the top, I thought to myself: 'Here we are, eight people who only a month ago were strangers and are now (6) \_\_\_\_\_ each other on our accomplishment.' I am so glad I didn't stay behind because I would not have experienced that moment. I learnt that it's not the destination or even the journey that makes the adventure. It's your companions that make everything worthwhile.

- A. going to Nepal
- B. hanging around
- C. going to be
- D. training really hard
- E. hugging, kissing and congratulating
- F. being killed
- G. climbing up the mountain
- H. leaving for Everest

## POINTS FOR DISCUSSION

- Where do you usually spend your holidays? Why?
- How do you usually get there?
- What do you usually do when you are on holiday?
- What was the best/worst holiday you have ever had? What happened?

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).



The Golden Gate Bridge in San Francisco is considered one of the Seven Wonders of the Modern World. On its opening day, 27 May 1937, thousands of people (1) \_\_\_\_\_ across the bridge, and the next day it was opened for vehicles. Today, about 112,000 vehicles pass over the bridge daily, while pedestrians can walk on the pavements during the day. The bridge is a very popular tourist attraction, and visitors (2) \_\_\_\_\_ photos of it for years and years.

The colour of the Golden Gate Bridge, which is known as International Orange, (3) \_\_\_\_\_ the bridge stand out even on foggy days. However, (4) \_\_\_\_\_ 1937, the bridge has been closed three times because of the weather.

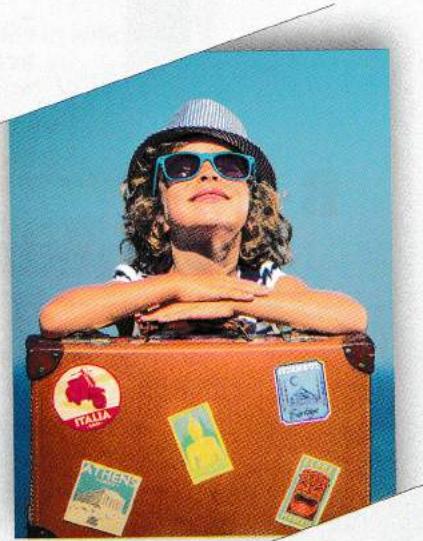
Lots of films feature the Golden Gate Bridge—in recent years, it (5) \_\_\_\_\_ in superhero and sci-fi films, like *Ant-Man* and *Bumblebee*. It has also made regular appearances in Star Trek films and TV series, starting with *Star Trek IV* in 1986!

- |                        |                       |                |                 |
|------------------------|-----------------------|----------------|-----------------|
| 1. A. have walked      | B. have been walking  | C. walking     | D. walked       |
| 2. A. have been taking | B. took               | C. were taking | D. are taking   |
| 3. A. helping          | B. has helped         | C. helped      | D. been helping |
| 4. A. for              | B. ever               | C. since       | D. in           |
| 5. A. has appeared     | B. has been appearing | C. will appear | D. appeared     |

## One bold step at a time

As a teenager, you may be thinking of going on holiday alone or in the company of friends. Although travel (6) \_\_\_\_\_ the mind and can be a wonderful learning experience for you, you must take certain things into consideration. First of all, before setting (7) \_\_\_\_\_ on an adventure holiday, you should inform your parents of your travel plans in detail, including where you will stay and when. Your parents' role should not be limited to paying the travel (8) \_\_\_\_\_. Many parents have travelled (9) \_\_\_\_\_ themselves, so it is actually worth getting them involved, as they can give you some very valuable advice.

In addition, you should seriously consider going on a package holiday instead of travelling independently. Besides being more economical—as accommodation, transport, entertainment, food and travel (10) \_\_\_\_\_ are usually included in the price—these [kinds of] holidays are also much safer. You can, as a result, expect fewer nasty surprises, such as getting lost in a dangerous area.



- |                  |           |                |               |
|------------------|-----------|----------------|---------------|
| 6. A. broadens   | B. widens | C. strengthens | D. closes     |
| 7. A. in         | B. up     | C. to          | D. off        |
| 8. A. amounts    | B. bills  | C. expenses    | D. money      |
| 9. A. scarcely   | B. fully  | C. widely      | D. completely |
| 10. A. insurance | B. guide  | C. destination | D. condition  |

**POINTS FOR DISCUSSION**

- Have you ever gone on holiday and found things were different to what you expected?
- If yes, what was different? What effect did this have on your holiday? If no, what could possibly go wrong with the arrangements you have made?
- Would you ever go on a package holiday? Why / Why not?

**A** Read part of Michael's email to his friend Jonathan and the advertisement below. Would you be interested in this holiday?

...found this great adventure holiday and thought you might be interested in going. Let me know what you think.

Michael

### Patagonia trekking adventure holiday



Explore one of the remotest and most beautiful mountain areas of the world! The tour is quite exhausting, but you will be rewarded with the most amazing views of the stunning, magnificent peaks of Patagonia! Definitely worth it!

**Price:** £1,800 (10 days) including flights

**Departure:** every Sunday from October to March

The price includes all meals (3 per day) as well as accommodation.

**B** Read Jonathan's reply and tick the statements that apply to Jonathan's email.

Dear Michael,

Thank you for the invitation; I'm definitely interested in going. You know I love exploring new places on foot and I have always wanted to visit Patagonia so this is the perfect trip for me. However, as I'm currently very busy studying for my exams, it would be ideal for me if we left after the New Year, say, the first Sunday of January. If this is OK with you too, let's go ahead and book our holiday.

That's all for now. I'm looking forward to exploring Patagonia with you. Take care!

Best regards,

Jonathan

1. Jonathan accepts Michael's invitation.
2. Jonathan suggests going on a different holiday.
3. Jonathan mentions why he is interested in the holiday.
4. Jonathan asks Michael to suggest a suitable date.
5. Jonathan says when he prefers to go and why.

**C** Read the writing task below and put the paragraphs of the email in the correct order (1–4).

You are at an adventure camp. Write an email to your cousin in England in which you

- express your overall opinion/feelings
- say what you have done so far
- say what else you plan on doing.

Dear Terry,

Tomorrow we're going canoeing. I've always wanted to try it and I'm so excited! We haven't tried mountain biking yet, but they told us the mountains are only five kilometres away and they might take us **there** on Thursday. On the last day, we're going sailing on the lake, if the weather is good, of course.

We went horse riding yesterday and I loved it. I hope they take us every day. Today, we went hiking and I'm exhausted. But **it** was a helpful experience because I now know how to use a map correctly.

Guess where I am! I'm at an adventure camp! I've been **here** since Sunday and I'm having a fantastic time. I'm staying in a small hut with five other boys and **they're** a great laugh.

That's all for now. It's late and I have to get up really early tomorrow.

Take care,  
Joe

**D** Read the email again. What do the highlighted words refer to?

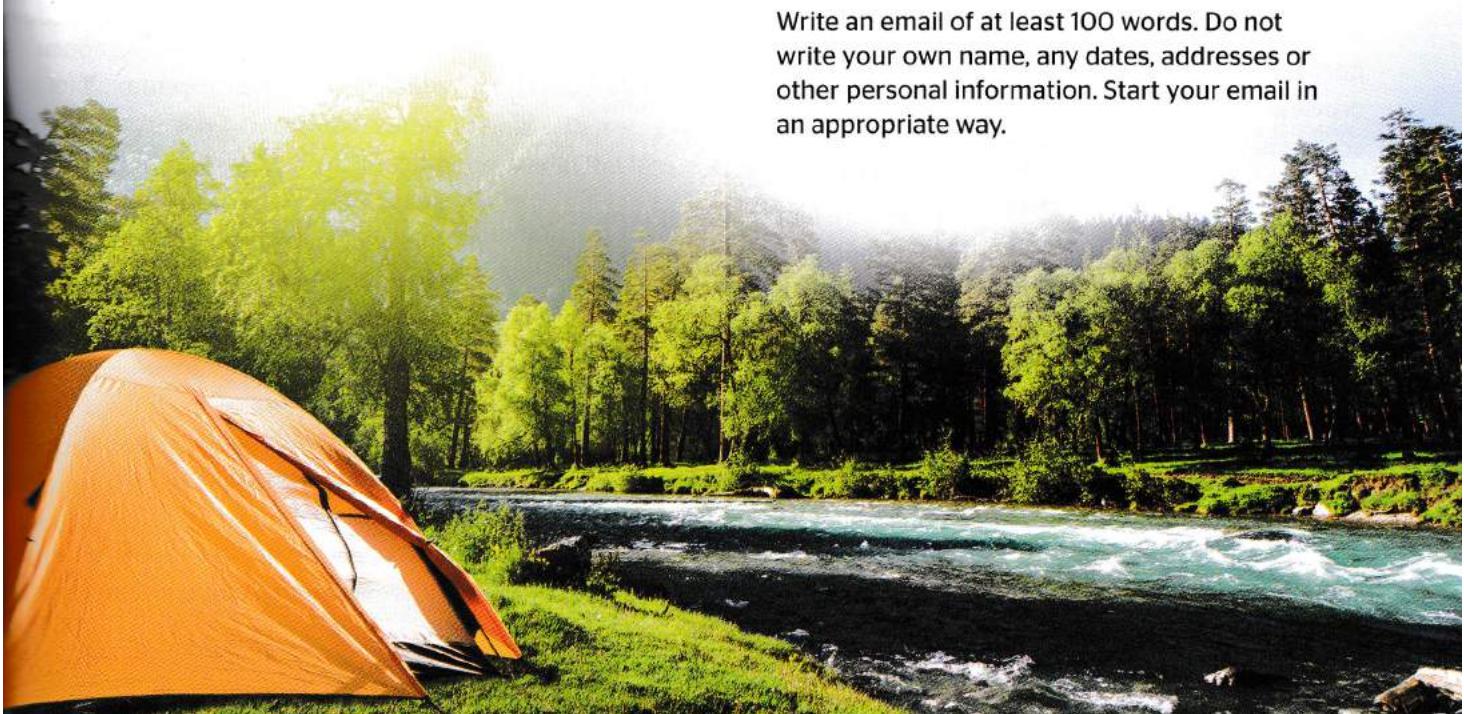
1. there \_\_\_\_\_
2. it \_\_\_\_\_
3. here \_\_\_\_\_
4. they \_\_\_\_\_

**E** You are studying in the US and your friend Linda has sent you an email inviting you to join her on a cycling adventure holiday, which will last for three days.

Write an email to Linda in which you

- accept the invitation
- say why you are interested
- ask for more information.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.



# Unit 9: Art and culture

## Key Vocabulary



### Art and culture

#### Мистецтво та культура

- (art) gallery художня галерея
- abstract art абстрактне мистецтво
- art festival фестиваль мистецтв
- art lover поціновувач мистецтва
- art мистецтво
- artist художник
- classic класичний
- collection колекція
- cultural centre центр культури
- cultural institution заклад культури
- exhibit експонат
- exhibition виставка
- historical історичний
- historical monument / see the monuments історична пам'ятка/ відвідувати пам'ятки
- landscape пейзаж
- masterpiece шедевр
- modern art exhibition виставка сучасного мистецтва
- museum музей
- photography фотографія
- portrait портрет
- preview попередній перегляд
- sculpture/sculptor скульптура/ скульптор
- statue статуя
- still life натюрморт
- work/piece of art витвір мистецтва

### Films Фільми

- director режисер
- receive an award отримувати нагороду
- scene сцена
- soundtrack саундтрек до фільму

the film is directed by режисер фільму

the film is set in (place) in (time)  
події в фільмі відбуваються в (місце) в (час)

Y stars in the film в ролі знімався

### Kinds of films

#### Види фільмів

- (auto)biographical film автобіографічний фільм
- action film бойовик, фільм-екшн
- adventure film пригодницький фільм
- cartoon мультфільм
- children's film дитячий фільм
- comedy комедія
- detective film детективний фільм
- documentary документальний фільм
- drama драма
- educational film навчальний фільм
- feature film художній фільм
- film based on a true story фільм, заснований на реальних подіях
- historical film історичний фільм
- horror (film) фільм жахів
- love story / romantic film романтичний фільм
- musical мюзикл
- nature film фільм про природу
- science fiction film науково-фантастичний фільм
- silent film німий фільм
- thriller трилер
- war film фільм про війну

### Books Книги

- a piece/work of literature літературний твір
- bookworm книголюб

classical/contemporary/modern literature класична/сучасна література

crime/detective story детектив drama драма

enjoy a book подобається книга

fairy tale казка

fantasy novel фантастика / фентезі

love story любовний роман

novel роман

science fiction book наукова фантастика

short story коротке оповідання

story історія

### TV programmes

#### Телевізійні програми

- current affairs поточні події
- entertainment programme розважальна програма
- live programme пряма трансляція програми
- news/sports programme новини/ новини спорту
- phone-in програма "Дзвінок-відповідь"
- political debate політичні дебати
- quiz show телевікторина
- series серіал
- sit com комедійне шоу
- soap opera мильна опера
- talk/chat show ток-шоу
- weather forecast прогноз погоди

### Theatre Театр

- applause оплески
- audience аудиторія
- backstage за лаштунками
- boo освистати
- children's theatre дитячий театр
- dressing room гардеробна

performance вистава  
 play п'єса  
 poster афіша  
 puppet theatre ляльковий театр  
 rehearsal репетиція  
 row ряд  
 stage сцена  
 stage/perform ставити  
 (виставу) / грati (у виставі)  
 stage fright страх перед  
 аудиторією  
 The show's been running for  
 a year. Вистава вже рік в  
 репертуарі театру.  
 What's on at the theatre? Що  
 зараз показують в театрі?

## Press Преса

article стаття  
 column колонка в газеті  
 daily newspaper/paper (informal)  
 щоденна газета  
 issue видання  
 letter to the editor лист  
 редактору  
 local/regional newspaper місцева/  
 регіональна газета  
 newspaper editor редактор  
 газети  
 news photographer фотокореспондент  
 newspaper with a TV guide газета  
 з телевізійною програмою  
 journalist журналіст  
 subscribe оформлювати  
 підписку  
 tabloid жовта преса  
 today's/yesterday's newspaper сьогоднішня/вчорашия газета  
 weekly/monthly magazine щотижневий/щомісячний  
 журнал

## Music Музика

band музичний гурт  
 choir хор  
 concert hall концертний зал  
 concert tour концертний тур  
 conduct/conductor диригувати/  
 диригент  
 give a concert давати концерт

He has strange taste in music.  
 В нього дивні уподобання в  
 музиці.  
 listen to music слухати музику  
 live concert живий концерт  
 lyrics текст пісні  
 music festival музичний  
 фестиваль  
 musical instrument музичний  
 інструмент  
 orchestra оркестр  
 piece of music музичний твір  
 play/sing out of tune фальшивити  
 play the piano/guitar/drums грati  
 на фортепіано/гітарі/барабані  
 release an album випускати  
 альбом  
 write/compose music писати/  
 складати музику  
**kinds of music** види музики  
 classical класична  
 dance/electronic танцювальна/  
 електронна  
 heavy metal важкий метал  
 jazz/blues/soul джаз/блюз/соул  
 Latin латино-американська  
 pop поп  
 punk панк  
 rap/hip-hop реп/хіп-хоп  
 R&B музика R&B  
 reggae регі (реггі)  
 rock рок  
 track аудіодоріжка

## Other words and phrases

### Інші слова та вирази

admission free вхід вільний  
 appear in the film з'являтись в  
 фільмі  
 audition прослуховування  
 box-office failure / a flop касовий  
 збій, провал  
 box-office hit/success касовий  
 успіх  
 box office каса в кінотеатрі  
 cameraman оператор  
 cast акторський склад  
 controversial book/film скандалний фільм/книга  
 dubbed film дубльований фільм

entertain/entertainment розважати/розваги  
 film premiere прем'єра фільму  
 film star зірка фільму  
 go to (see) a film дивитися фільм  
 в кінотеатрі  
 hero/character герой  
 newsreader диктор  
 plot сюжет  
 recommend рекомендувати  
 remote control пульт управління  
 review рецензія  
 screenplay/script сценарій  
 shoot/make a film знімати фільм  
 special effects спеціальні ефекти  
 stuntman каскадер  
 subtitles субтитри  
 the film/book tells the story of  
 у фільмі/книзі йдеться про  
 trailer трейлер, фрагмент фільму  
 TV programme/channel/station телевізійна програма/канал/  
 станція  
 TV viewer/audience телеглядач

## Literature Література

bestseller бестселер  
 chapter розділ  
 character герой  
 fiction/non-fiction художня/  
 наукова література  
 poetry поезія  
**kinds of literature** жанр  
 літератури  
 autobiography автобіографія  
 biography біографія  
 historical novel історичний роман  
 novel роман  
 science fiction book наукова  
 фантастика

## Dance Танці

ballet балет  
 ballroom танцювальний зал  
 hip-hop хіп-хоп  
 modern модерн

**A**

Write the words that match the following definitions.

1. The thing you use to change TV channels. \_\_\_\_\_
2. An article in which someone gives an opinion of a film, play, book, etc. \_\_\_\_\_
3. A newspaper or a magazine that comes out once a week. \_\_\_\_\_
4. All the actors that appear in a film or play. \_\_\_\_\_
5. A series of related events that make up the main story in a film, book, etc. \_\_\_\_\_
6. A performance that can be watched and listened to at the same time as it happens. \_\_\_\_\_
7. A traditional story for children in which some magic things happen. \_\_\_\_\_
8. A building where there are many valuable exhibits. \_\_\_\_\_

**B**

Choose the correct word/phrase from the box to complete the sentences.

masterpiece    appear    soundtrack    box-office hit    based on    row    character  
 awards    release    shoot

1. The film is \_\_\_\_\_ historical events.
2. The \_\_\_\_\_ to *The Last of the Mohicans* is one of my favourites.
3. The band will soon \_\_\_\_\_ their new album.
4. He is planning to \_\_\_\_\_ the whole film in Paris.
5. When I was a little girl, I always wanted to \_\_\_\_\_ in films.
6. This film is a real \_\_\_\_\_ of special effects.
7. We had front \_\_\_\_\_ seats at the theatre last night.
8. That film got five Oscar \_\_\_\_\_ last year. You just can't miss it!
9. Mickey Mouse, a famous cartoon \_\_\_\_\_ created by Walt Disney, was first seen in *Steamboat Willie* in 1928.
10. When he was making his new film, no one expected it was going to be such an incredible \_\_\_\_\_.

**C**

Work in groups of three or four. One student thinks of a film that has recently been on TV or in cinemas. The other students ask him/her yes-no questions to guess the title of the film. You may use the expressions given below. Be imaginative!

#### Suggested expressions

Does... appear in this film?  
 Is the director Ukrainian/Italian...?  
 Is it a(n)... film?  
 Was/Is it on TV / in cinemas?

## D Write true sentences about yourself.

- When I'm sad, I like to listen to \_\_\_\_\_.
- My most/least favourite TV programme is \_\_\_\_\_.
- I like books written by \_\_\_\_\_ because he/she \_\_\_\_\_.
- The magazine/newspaper I often read is \_\_\_\_\_.
- If I were an actor/actress, I would like to play the role of \_\_\_\_\_.
- The first book I read by myself was \_\_\_\_\_.

## E Match the words/phrases in the box with the categories given below (some words/phrases may be used in more than one category).

statue	based on	issue	controversial	gallery	character	editor	stuntman
exhibit	series	sculptor	bookworm	article	review	subscribe	monument

### Films / TV

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### Books / Literature

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### Art / Culture

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### Press

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## F What are the following?

- Hamlet* \_\_\_\_\_
- Newsweek* \_\_\_\_\_
- Titanic* \_\_\_\_\_
- The Beverly Hills 90210* \_\_\_\_\_
- Dracula* \_\_\_\_\_
- Jurassic Park* \_\_\_\_\_
- Star Wars* \_\_\_\_\_
- Chicago* \_\_\_\_\_

## G Imagine you and your partner are at a cinema complex. The three films below are being shown. Which one would you and your partner like to see? Discuss and decide, giving reasons for your choice. Then, say why you didn't choose the other two.

### Useful phrases

I would/wouldn't like to see...  
because it may be...  
I enjoy / don't enjoy watching...  
I really like/love/hate...  
because...  
I find... film...

Movie Descriptions		
He's determined to get the job done - no matter how!!!	Love is in the air...	We are not alone...
<b>A</b> 	<b>B</b> 	<b>C</b> 
<b>The Mission</b>	<b>Falling in Love</b>	<b>Unwelcome Visitors</b>

**POINTS FOR DISCUSSION**

- Do you like going to the theatre? Why? / Why not?
- Have you ever performed on stage? If yes, did you enjoy it?
- Have you ever been to a concert? What was it like?
- What things do you expect to see at a concert?

**A**

Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

 27

- |  | T | F |
|--|---|---|
| 1. Timothy knew about Kimberly's interest in the theatre.                            |   |   |
| 2. Kimberly decided to start acting when she went to the theatre for the first time. |   |   |
| 3. Kimberly has not gained much from joining a theatre group.                        |   |   |
| 4. Kimberly thinks acting can help Timothy.  |   |   |
| 5. Kimberly believes it is hard to succeed in show business.                         |   |   |



**B** Listen to the text. For questions (1-5) choose the correct answer (A, B or C).



1. What made the concert a success?
  - A. the fireworks
  - B. the music
  - C. a number of things
  
2. Why didn't the fireworks go off at the time planned?
  - A. There was a technical problem.
  - B. The concert was outdoors.
  - C. It was a surprise.
  
3. Why were T-shirts thrown to the crowd?
  - A. so that everyone could get one free
  - B. so that people would know that the band was coming on stage
  - C. so that people would get into the right mood
  
4. Why did the lights go out?
  - A. because of technical problems
  - B. as part of the show
  - C. to stop the crowd from screaming and shouting
  
5. What does Jane say?
  - A. The band will probably release a new album.
  - B. The band is not planning on releasing a new album.
  - C. She doesn't know if the band is working on a new album.

## POINTS FOR DISCUSSION

- Do you like listening to musicians playing music in public places? Why? / Why not?
- What kinds of cultural events are popular with young people in Ukraine? Why?
- What forms of entertainment are available in your area?



# Reading Comprehension Practice

## POINTS FOR DISCUSSION

- Do you enjoy attending cultural or artistic events? Why / Why not?
- How do you usually find out about the events you attend?
- Where do cultural and artistic events usually take place?

**A**

Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

**1**

The Colón Theatre is located in the centre of Buenos Aires, Argentina. It is one of the best opera houses in the world because of the way it is designed and the quality of sound it offers to audiences. Famous singers, such as Maria Callas and Luciano Pavarotti, as well as important composers, such as Igor Stravinsky, have performed there.



**2**

The National Centre for the Performing Arts in Beijing, China, has got a funny nickname because of its design: 'The Giant Egg'. Even though this magnificent building is located in the heart of the city, the man-made lake and the trees around it create a peaceful atmosphere. There, you can attend opera, dance, musical and theatrical performances, as well as traditional Chinese opera.

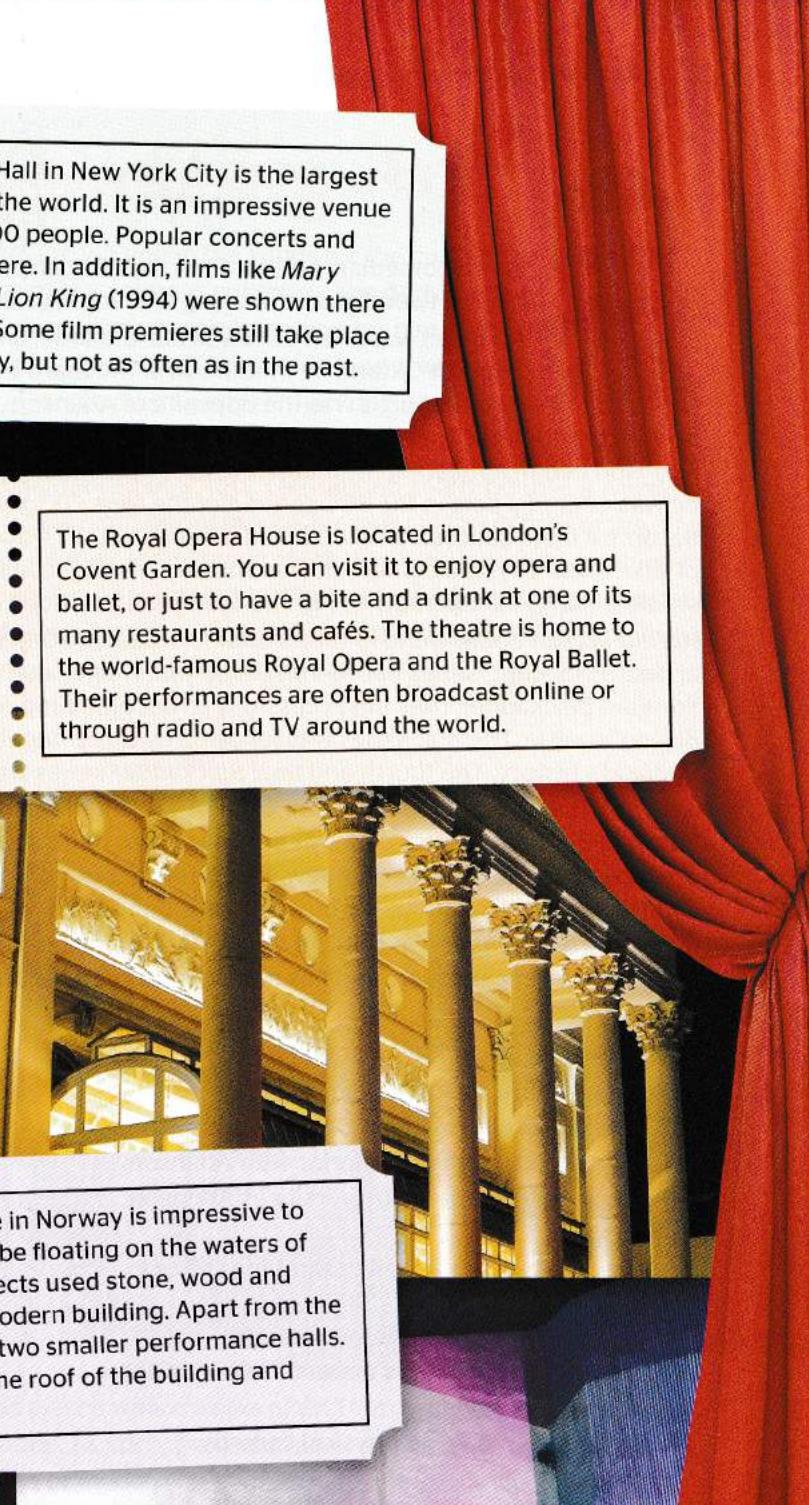
**3**

One of the most famous theatres in Kyiv is the Taras Shevchenko National Opera and Ballet Theatre of Ukraine. It is named after the important Ukrainian poet, Taras Shevchenko. Concerts, ballets and operas are staged there. The building first opened its doors in 1901, and has since been reconstructed twice; today it can hold 1304 people.

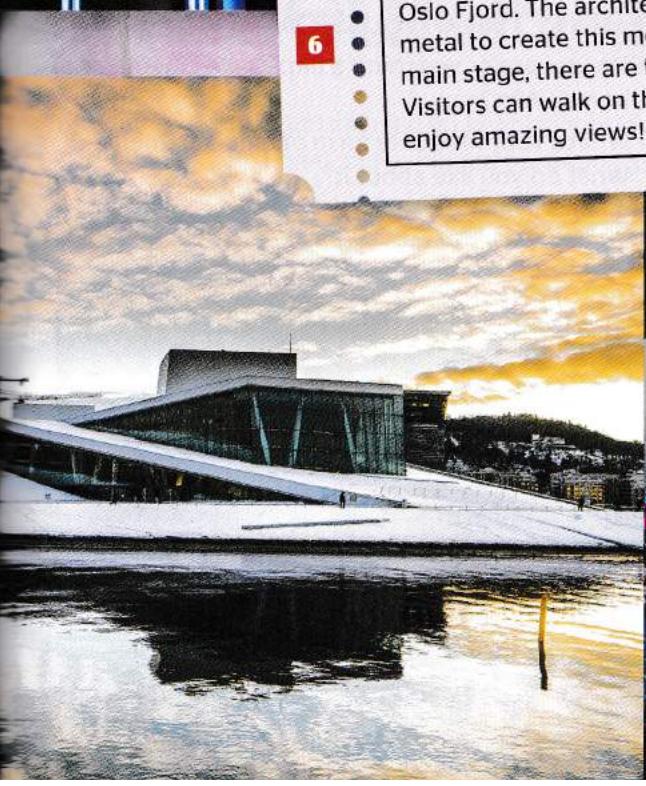




4 Radio City Music Hall in New York City is the largest indoor theatre in the world. It is an impressive venue that can hold 5,900 people. Popular concerts and shows are held there. In addition, films like *Mary Poppins* and *The Lion King* (1994) were shown there for the first time. Some film premieres still take place at Radio City today, but not as often as in the past.



5 The Royal Opera House is located in London's Covent Garden. You can visit it to enjoy opera and ballet, or just to have a bite and a drink at one of its many restaurants and cafés. The theatre is home to the world-famous Royal Opera and the Royal Ballet. Their performances are often broadcast online or through radio and TV around the world.



6 The Oslo Opera House in Norway is impressive to look at, as it seems to be floating on the waters of Oslo Fjord. The architects used stone, wood and metal to create this modern building. Apart from the main stage, there are two smaller performance halls. Visitors can walk on the roof of the building and enjoy amazing views!

Which venue \_\_\_\_\_ ?

- A. has functioned as a cinema
  - B. gives you the chance to see shows without being there
  - C. looks like something that can be eaten
  - D. welcomes poets on its smaller stages
  - E. provides an excellent listening experience
  - F. allows you to enjoy a meal near the water
  - G. has seen significant changes in design
  - H. allows visitors to stand on top of it
- 

**B** Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).



## Here comes Mr Bean!

He's a comedian, he's an actor, he's British and the whole world knows him as the silent, black-haired, tweed-jacket-wearing character Mr Bean. That's right, he's Rowan Atkinson.

Atkinson was born in Newcastle, England, and was educated at Newcastle University and Oxford. While at Oxford, he met the writer Richard Curtis, who was studying there too, and they became friends. Curtis was the opposite of Atkinson. He had a great love for words while Atkinson enjoyed non-verbal comedy. Together they began writing comedy reviews for the Oxford Playhouse. Shortly afterwards, Atkinson began appearing in smaller theatres in Edinburgh. After a show at the Hampstead Theatre in 1978, he was offered a part in the BBC series *Not the Nine O'Clock News*. This series got off to a slow start, but soon became a huge success, with Atkinson winning a BAFTA award for his work. While this series showed some of Atkinson's physical comedy, it also showed what he could do with the spoken word. However, being a very sensible man, Atkinson saw the whole acting job as a hobby, along with his growing interest in car racing.

His big-screen debut came in 1983's unofficial James Bond film, *Never Say Never Again*. That same year Atkinson appeared in a BBC series called *The Black Adder*. The main hero, a cowardly and cunning Tudor prince named Edmund Blackadder, tries unsuccessfully to become King of England after accidentally killing his uncle Richard III during a battle. The first series was followed by three hugely successful sequels, each set in a different era of England's history. The fourth and final *Blackadder* series was awarded the BAFTA for Best Comedy Series in 1990. Atkinson then went on to create Mr Bean. A walking disaster, Bean was purely physical comedy, the opposite of Edmund Blackadder. This clumsy character was a huge success and became another national treasure. In 1997 *Bean* came to the big screen. A few years later, *Scooby Doo* became a box-office hit in the US, followed in 2003 by *Johnny English*, a hilarious parody of James Bond films.

In his spare time Atkinson collects classic cars and takes part in races. He also writes for the British magazine *CAR*. He is a very shy man, and has managed to keep his private life private.

1. What is true about Richard Curtis?
  - A. He is Atkinson's childhood friend.
  - B. He has nothing in common with Atkinson.
  - C. He starred in the same series with Atkinson.
  - D. He went to the same university as Atkinson.
  
2. What did the BBC series *Not the Nine O'Clock News* do for Atkinson?
  - A. He became immediately successful.
  - B. It showed some of his weaknesses as an actor.
  - C. It brought him fame.
  - D. It made him give up physical comedy.
  
3. What did Atkinson do at the beginning of his career?
  - A. He started car racing.
  - B. He wrote comedies.
  - C. He had an argument with Curtis about comedy.
  - D. He only worked as an actor occasionally.
  
4. What is true about Mr Bean?
  - A. He was not a successful character.
  - B. He is different from Blackadder.
  - C. He is similar in many ways to Johnny English.
  - D. He was originally created for the theatre.
  
5. Which of the following is **NOT** mentioned as one of Atkinson's leisure activities?
  - A. collecting car magazines
  - B. collecting cars
  - C. writing articles
  - D. taking part in car races

### POINTS FOR DISCUSSION

- Do you prefer watching a film at the cinema or at home? Why?
- What's your favourite form of entertainment? What do you like about it?



Read the texts below. For questions (1-10) choose the correct answer (A, B, C or D).



## The Disappearing Act

It's opening night and the actors are waiting in the wings for the curtains to go up. The stage manager notices that one of the actors is not there. The person (1) \_\_\_\_\_ missing is the lead actor. The assistant stage manager goes looking for him. He finds the actor sitting on the floor of the toilets, his head in his hands. His face is white and he is shaking.

'I'm sorry,' he says, 'I feel terrible. I'm not (2) \_\_\_\_\_ to go on stage. I feel like I'm going to be sick.' Luckily, the assistant has seen it all before. It's classic stage fright.

Stage fright, (3) \_\_\_\_\_ can happen to the most experienced of actors, can happen at any point in a show, not just before a play starts, and it doesn't have to be a first-night performance. It can be in the middle of the play when a thought suddenly flies into an actor's head. He may, for instance, think that he is not performing up to standard and that he is boring the audience. Suddenly, he is too upset to continue. He just wants to run off the stage and hide. If you would like (4) \_\_\_\_\_ a performer, but are worried about stage fright, the good thing is you can use fear to your advantage, as feeling nervous can often lead to someone (5) \_\_\_\_\_ at their best.

- |                |               |                 |               |
|----------------|---------------|-----------------|---------------|
| 1. A. which is | B. who is     | C. whose        | D. is         |
| 2. A. so well  | B. too well   | C. well enough  | D. very well  |
| 3. A. who      | B. that is    | C. which        | D. whose      |
| 4. A. to be    | B. being      | C. be           | D. to being   |
| 5. A. perform  | B. to perform | C. will perform | D. performing |

## Modern Museums



Traditionally museums played an important role as places where works of art from around the world were (6) \_\_\_\_\_, preserved and exhibited for people to see. As such, the experience of visitors in these museums was primarily a(n) (7) \_\_\_\_\_ one. However, the role of modern museums is changing as they develop into more dynamic cultural (8) \_\_\_\_\_. with a focus on local cultural identity. In doing so, many museums are creating more (9) \_\_\_\_\_ exhibits which appeal to all the senses. In Qatar's new National Museum, visitors walk from one (10) \_\_\_\_\_ to the next over floors which rise and fall like sand dunes in the desert. The Taizhou Contemporary Art Museum in China highlights the cultural heritage of the region with a fishing village exhibit that allows visitors to feel the sea breeze and even smell dried fish.

- |                    |                    |              |                |
|--------------------|--------------------|--------------|----------------|
| 6. A. painted      | B. collected       | C. performed | D. released    |
| 7. A. historical   | B. controversial   | C. visual    | D. theatrical  |
| 8. A. institutions | B. transformations | C. reminders | D. landscapes  |
| 9. A. directed     | B. conventional    | C. classic   | D. interactive |
| 10. A. stage       | B. ballroom        | C. gallery   | D. conference  |

**POINTS FOR DISCUSSION**

- Have you ever attended a cultural or artistic event? If yes, what was it and what did you enjoy about it? If no, what kind of event would you like to attend?
- What do you think makes a cultural or artistic event a success?

**A** Read the task and letter below. Then answer the questions that follow.

You recently attended a very interesting event which you wish to tell an English friend about. Write a letter in which you

- tell him/her about the event
- give your general impression of the event and what other people you know thought of it
- encourage your friend to attend the event.

Dear Mike,

How are you? I recently went to a street event which was absolutely fantastic! It's the best event I've been to this year and I really want to tell you about it. It's called Pichaçao Blues and it's a street art event from São Paulo that a group of graffiti artists have brought to our city.

The graffiti was incredible to look at and it really got me thinking. My friend, Brian, who is a really good graffiti artist himself, was also impressed. The event also had some public participation. I even had a go at working on a mural with one of the graffiti artists. It was pretty cool! As well as the new graffiti, there's an exhibition, talks and workshops. Everyone's talking about this event, and guess what—they're touring five countries, including England! Don't miss the chance to go! I think you'll love it.

Yours,

Bradley

1. What kind of event did Bradley attend?
2. What was Bradley's impression of the event?
3. What did Bradley's friend think of the event?
4. What does Bradley do at the end of the letter?

**B** Read an informal letter about an art event. Use the words in the box to complete the gaps.

abstract collection exhibition recommend shots entertaining series advertised works

Dear Louise,

Let me tell you about Here Today, a photography (1) \_\_\_\_\_ in Sydney's Rennet Gallery, that I went to with a friend of mine. I saw it (2) \_\_\_\_\_ in our morning paper and was curious so I thought I'd give it a go. Let me tell you, it was definitely worth the visit.

The exhibition is a(n) (3) \_\_\_\_\_ of pieces from six photographers who expressed their own interpretation of the title Here Today. Some photos are (4) \_\_\_\_\_, but others thought provoking and controversial; what I liked most though were the more (5) \_\_\_\_\_ pieces. Sandy Adamson's photos stood out for me. She has a (6) \_\_\_\_\_ of black-and-white photographs of patterns of light that somehow gave me a feeling of time rushing by.

The photographs at that exhibition are real (7) \_\_\_\_\_ of art! There are also some amazing (8) \_\_\_\_\_ of nature in Australia taken from the air, such as the Great Barrier Reef.

I totally (9) \_\_\_\_\_ this exhibition! Trust me, you won't regret it.

Yours,  
Karen

**C** You recently went to an event which you enjoyed, and want to write a letter to an English friend telling him/her about it.

Write a letter in which you

- tell him/her what kind of event it is
- give your general impression of the event and what other people you know thought of it
- encourage your friend to attend the event.

Write a letter of at least 100 words.

Do not write your own name, any dates, addresses or other personal information.  
Start your letter in an appropriate way.



# Unit 10: Sport

## Key Vocabulary

29

### Kinds of sports and sportsmen / women

#### Види спорту/ спортсмени

##### combat sports єдиноборства

boxing/karate/judo/wrestling  
бокс/карате/дзюдо/боротьба  
(реслінг)

##### extreme sports екстремальні види спорту

bungee jumping банджі-джампінг, стрибати з мотузкою

##### individual sports індивідуальні види спорту

cycling/golf / horse riding  
велоспорт/гольф/їзда верхи

##### team sports командні види спорту

basketball/baseball/cricket/  
handball/football/volleyball  
баскетбол/бейсбол/крикет/  
гандол/футбол/волейбол

##### water sports водні види спорту

canoeing/rowing/sailing/

swimming / water polo / water

skiing / windsurfing/surfing

гребля на каное/веслування/

вітрильний спорт/плавання/

водне поло/водні лижі/

віндсерфінг/серфінг

##### winter sports зимові види спорту

ice hockey / (figure/speed)  
skating / ski jumping / skiing хокей  
на льоду/фігурне катання/  
стрибки на лижах з трампліна/  
катання на лижах

##### athletics легка атлетика

the long jump / the high jump / the  
relay race / the hurdles / the javelin /  
the discus / the hammer /  
the pole vault стрибок в  
довжину/стрибок у висоту/  
естафета/біг з перешкодами/  
метання списа/метання диску/  
молоту/стрибок з жердиною

### other sports інші види спорту

archery/athletics/fencing / motor  
racing / speedway/tennis / table  
tennis / weightlifting стрільба  
з лука/легка атлетика/  
фехтування/автоперегони/  
спідвей/теніс/настільний теніс/  
важка атлетика

### sportsmen / sportswomen спортсмен/спортсменка

archer/athlete/cyclist / hockey  
player / jumper/hurdler/  
parachutist / pole vaulter / racing  
driver / skater/skier/swimmer/  
weightlifter/windsurfer/wrestler  
лучник/атлет/велосипедист/  
хокеїст/стрибун/бар'єрист/  
парашутист/стрибун з  
жердиною/гонщик/фігурист/  
лижник/плавець/важкоатлет/  
віндсерфер/борець

### Sports events Спортивні події

competition змагання

event подія

field/track events змагання з  
легкої атлетики

final/quarter-final/semi-final  
фінал/чвертьфінал/півфінал

inter-school chess tournament  
міжшкільний шаховий турнір

marathon марафон

match матч

open competition відкриті  
змагання

Paralympics паралімпійські ігри  
race перегони

the Olympic Games / Olympics  
Олімпійські ігри

the UEFA Cup Кубок UEFA

the World Cup кубок світу

tournament турнір

world championship чемпіонат  
світу

### Sports equipment Спортивне спорядження

arrow стріла

basket кошик

(baseball / table tennis) bat  
бейсбольна бита, ракетка для  
настільного тенісу

ball: catch/kick/lose/pass/win

м'яч: ловити/забивати ногою/  
втрачати/передавати/здобувати

board дошка

golf club гольф-клуб

(boxing) gloves боксерські  
рукавички

goggles захисні окуляри

gym mat гімнастичний мат

helmet шолом

(hockey) stick ключка

kit інвентар

net сітка

pad вистілка, підкладка

paddle весло

pole жердина

(tennis/badminton) racket ракетка  
(тенісна/для бадміntonу)

sail вітрило

snowboard дошка для  
сноуборду

swimming cap шапочка для  
плавання

indoor/outdoor (swimming) pool  
критий/відкритий басейн

spikes / studded shoes / training  
shoes шиповане взуття/  
спортивне взуття

(running) track / racecourse  
(бігова) доріжка / іподром

sword шпага

### Parts of the body Частини тіла

ankle щиколотка

arm рука від плеча до зап'ястя

back спина  
bone кістка  
chest грудна клітина  
ear вухо  
elbow лікоть  
eye око  
finger палець  
foot стопа  
hand рука  
heart серце  
knee коліно  
leg нога  
lungs легені  
mouth вуста  
muscle м'язи  
shoulder плече  
stomach шлунок  
throat горло  
toe палець на нозі  
waist талія  
wrist зап'ястя

## Sports accidents Спортивні травми

bleed кровити  
break зламати  
bruise синець  
burn отримати опік  
cut поріз  
dislocate вивих  
fracture перелом  
hurt завдавати болю, болить  
injure травмувати  
sprain розтягнення зв'язок  
strain напруження  
tear розрив  
**other words related to sports accidents** інші слова, які пов'язані з нещасними випадками  
come round оговтуватись  
crash into зіштовхнутись з кимось  
have a leg/arm in plaster нога/рука загіпсована  
heal загоювати(ся)  
I ache all over. У мене болить все тіло.  
I've twisted my ankle. Я підвернув ногу.  
injury травма  
lose/regain consciousness втратити свідомість/прийти до тями  
pain біль

put a plaster/dressing/bandage on накладати гіпс/бінтування/  
накладати бандаж на  
sprained ankle вивих щиколотки  
swollen припухлий  
wound рана  
X-ray рентген

## Other words and phrases Інші слова та вирази

be held проводитися  
be in good/poor form/shape бути в хорошій / поганій формі  
break the record / set a new record / hold the record побити рекорд/встановити рекорда/ утримувати рекорд  
break the rules порушувати правила  
champion чемпіон  
coach тренер  
defeat (beat) / win зазнати поразки/виграти  
defeat поразка  
dope / take drugs допінг/приймати допінг  
doping test допінг-тест  
draw гра в нічию  
drug abuse зловживання допінгом, наркотиками  
eliminations дискваліфікація  
fair play чесна гра  
football pitch футбольне поле  
foul / commit a foul фол/вчинити фол  
game гра  
go to the gym ходити в спортзал  
goalkeeper воротар  
golf course майданчик для гри у гольф  
He took third place in the race. Він посів третє місце в забігу.  
I do / go to aerobics twice a week. Я займаюсь аеробікою двічі на тиждень.  
indoor/outdoor sports спорт в закритому приміщенні/спорт на свіжому повітрі  
Let's go for a swim. Ходімо поплаваємо.  
Let's have/play a game of chess. Пропоную зіграти в шахи.  
medallist медаліст

national/school team національна/шкільна команда  
Olympic sport Олімпійські види спорту  
player гравець  
practise a sport займатися спортом  
referee суддя  
round (of golf/cards) партія в гольф/карти  
score гол/рахунок  
shoot/score a goal забити гол  
ski slope / ski lift гірськолижний схил/підйомник (витяг)  
spectator глядач  
sporting facilities спортивне обладнання  
sports centre/complex спортивний комплекс  
sports coverage висвітлення спортивних подій  
sports hall / stadium / club / field спортивний зал/стадіон/клуб/поле  
substitute замінити (гравця)  
take part in a competition брати участь в змаганнях  
take up a sport займатись спортом  
team команда  
training / train / train for тренування/тренуватись/тренуватись до  
training camp тренувальний табір  
umpire (in tennis/baseball) рефери (в тенісі/бейсболі)  
unfair competition нечесне змагання  
warm-up розминка  
What sports do you do? / Do you do any sports? Яким видом спорту ти займаєшся?  
What's the score? Який рахунок?

**A** Choose seven sports and write three words or phrases associated with each one (e.g. football: goal, free kick, corner). Then pair up with another student and read the words/phrases to him or her. Your partner's task is to guess the sport. When you have finished, exchange roles and then compare your correct guesses with your partner's.

**B** Match the words (1-10) with the nouns (a-j).

- |             |                          |               |
|-------------|--------------------------|---------------|
| 1. score    | <input type="checkbox"/> | a. gloves     |
| 2. ski      | <input type="checkbox"/> | b. the ball   |
| 3. chess    | <input type="checkbox"/> | c. a goal     |
| 4. football | <input type="checkbox"/> | d. stick      |
| 5. do       | <input type="checkbox"/> | e. pitch      |
| 6. pass     | <input type="checkbox"/> | f. tournament |
| 7. baseball | <input type="checkbox"/> | g. court      |
| 8. boxing   | <input type="checkbox"/> | h. slope      |
| 9. hockey   | <input type="checkbox"/> | i. aerobics   |
| 10. tennis  | <input type="checkbox"/> | j. bat        |

## C Make a list of:

- 5 water sports
  - 4 verbs that go with the word ‘ball’
  - 5 Olympic sports
  - 4 popular sports in Ukraine

**D** With your partner, explain the difference between the following pairs of words:

1. referee – umpire
  2. football player – goalkeeper
  3. tennis – table tennis
  4. draw – defeat
  5. net – basket

**F** Match the words (1-6) with their meanings (a-f).

- |                      |  |
|----------------------|--|
| 1. coach             | a. a person who watches a sports event                                   |
| 2. score             | b. the number of points or goals in a game or competition                |
| 3. sports complex    | c. a short practice done in preparation for a particular sports activity |
| 4. warm-up           | d. buildings, services, equipment that are provided for doing sports     |
| 5. sports facilities | e. a person who trains players or teams in sport                         |
| 6. spectator         | f. a group of buildings where you can do sports in one place             |

**F** The table below contains verbs and body parts that can form collocations related to injuries. For each verb, tick at least one body part.

## G Read the dialogues and circle the correct words.

1. A: You were so lucky you didn't suffer a heart attack. How did you realise that something was wrong?  
B: I knew because I had a lot of pain in my **chest / stomach**, so I went to the doctor.
2. A: I was trying to twist the cap of my water bottle off when I felt the pain.  
B: Was it serious?  
A: Not really. The doctor said that I had strained my **wrist / knee** during the tennis match.
3. A: I bent forward to pick up the ball and I ended up in terrible pain.  
B: I had a pain in my lower **back / stomach** the other day. So, I understand how you feel.
4. A: After running for so long, I felt my **lungs / heart** hurt.  
B: You obviously pushed yourself too hard! You need to slow down every so often to catch your breath.
5. A: How come you're limping?  
B: Well, I sprained my **ankle / leg** during the basketball match yesterday.
6. A: Why isn't Jake playing in today's football match?  
B: Didn't you hear? He tore a **waist / muscle** during football practice.

## H Work in pairs. You are members of the committee that will decide who the best sportsperson in your school is. Read the profiles of the three candidates and choose the best of the best. Present your choice to the class and give reasons.



**Kathy:** aged 16, has been swimming for over ten years. She wakes up at 5 o'clock every morning so that she can go to swimming practice before school starts. She has taken part in the national swimming competition three times, and last year she won a gold medal in an inter-school competition. Her hobbies are playing the guitar and doing yoga.

**Michael:** aged 17, likes team sports and his favourite is basketball. He plays for the school team and was last year's sports champion. Three years ago, his team took part in the international junior championships. He is said to be the best player of the last few seasons. In his free time, he plays computer games or watches TV.



**Karen:** aged 17, is interested in fencing. Apart from joining a fencing club, where she practises five times a week, she represents the school team in many tournaments held both within the country and abroad. She hasn't won a title yet, but her coach says she is very talented and hard working. Her favourite leisure activities are bungee jumping and reading.

### Useful phrases

I think... would be the best... in school because...

It seems to me that... would be suitable for... because...

I don't think... I would choose... as... ...can't / should(n't) be chosen... because...

## POINTS FOR DISCUSSION

- What is your favourite sport? What do you like about it?
- What are the most popular sports among young people in Ukraine? Why?
- What sports facilities are available near the place you live? Do you use them? Why? / Why not?

**A**

Listen to the text. For questions (1-5) choose the correct answer (A, B or C).



1. How old was Dawn Smythe when she first crossed the Channel?  
 A. five  
 B. eighteen  
 C. twenty-two
2. Who has an extra advantage when swimming the English Channel?  
 A. men  
 B. women  
 C. neither men nor women
3. What determines how fast you can swim?  
 A. mainly your physical condition  
 B. how hard you've trained  
 C. many different factors
4. What does the speaker say about swimming the English Channel?  
 A. It is boring because it's a long swim.  
 B. It is difficult because of the marine life.  
 C. It is demanding because of the various problems.
5. What is the main reason why people want to swim across the Channel?  
 A. to do what seems impossible  
 B. to win the prize money  
 C. to be admired by others



# Listening Comprehension Practice

Unit 10—page 121

**B** Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).

31

1. What sport does the woman do?



A



B



C

2. What has the woman done at the gym?



A



B



C

3. What should Steven bring with him?



A



B



C

4. What will the woman do tomorrow?

- A. go ice skating
- B. go bowling
- C. play tennis

5. Will the man be able to play football today?

- A. definitely not
- B. yes
- C. possibly

6. What is John going to do later today?

- A. play tennis with some friends
- B. play basketball with some friends
- C. play tennis with the woman



## POINTS FOR DISCUSSION

- Do you do any sports? Why? / Why not? If yes, what are they?
- Do you like extreme sports? Why? / Why not?

**POINTS FOR DISCUSSION**

- Would you like to be a professional sportsman/woman? Why? / Why not?
- Do you ever go to watch sporting events? Why? / Why not?
- What major sporting events can you think of?

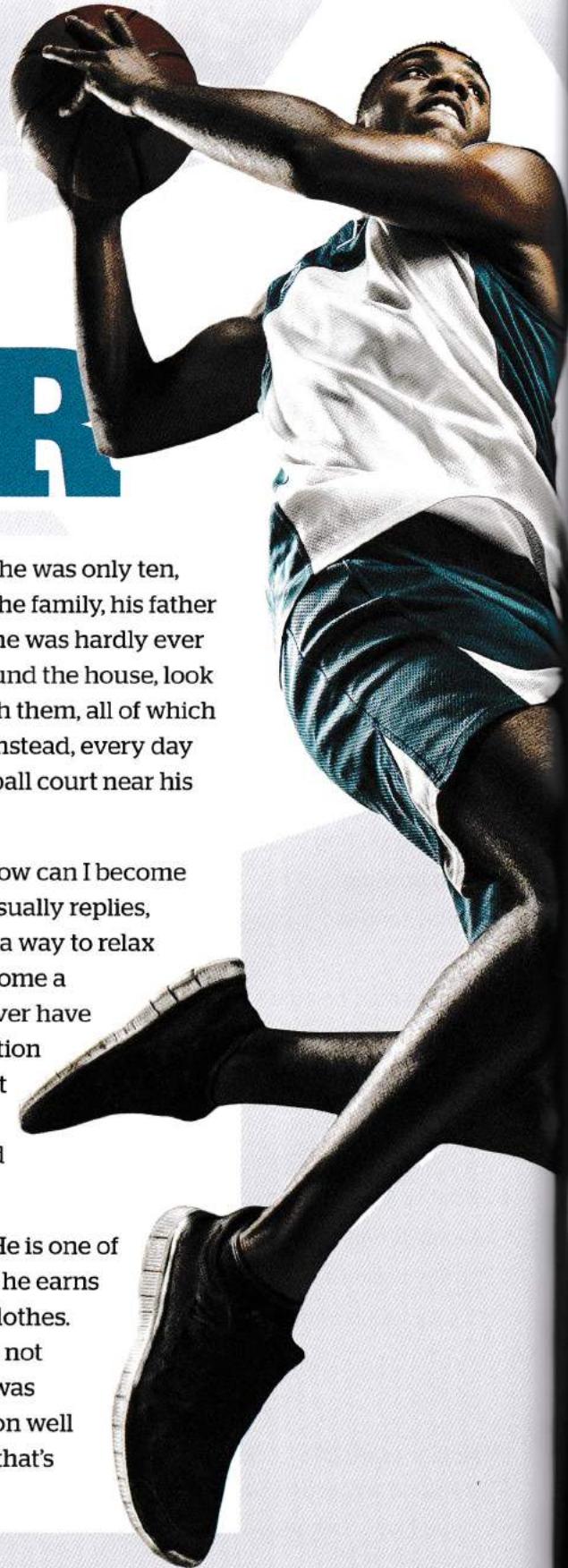
**A** Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).

# Basketball STAR

Andy Jameson didn't have a typical childhood. When he was only ten, his mother fell ill and had to stop working; to support the family, his father had to find a second job, which meant, of course, that he was hardly ever at home. As the oldest child, Andy had to help out around the house, look after his younger brothers and do their homework with them, all of which left him little time to go out and play with his friends. Instead, every day after his father came home, he would go to the basketball court near his house for an hour or two and practise his skills alone.

Today, one of the questions Andy gets asked a lot is, 'How can I become a professional basketball player like you?' To this, he usually replies, 'Practise.' He says that playing basketball every day as a way to relax and deal with stress was the training he needed to become a talented player. Without that, he believes he would never have won a place in his school team, nor attracted the attention of Thomas Brayden, coach of one of the country's most popular professional teams, who—after seeing him score the winning points in one match—recommended that Andy come for a try-out.

Andy's life today is nothing like that of his childhood. He is one of the highest-paid basketball players in the country, and he earns a lot of extra money doing advertisements for sports clothes. Despite this, those who work with him say success has not changed him. 'He has remained the same nice guy he was when he first came,' says Coach Brayden, 'and he gets on well with his teammates both on and off the court. For me, that's the greatest achievement of all.'



# Reading Comprehension Practice

Unit 10 – page 123



1. What is the writer doing in this text?
  - A. describing how Andy made it as a professional player
  - B. arguing the importance of encouraging children to play sport
  - C. showing how success has improved Andy's life
  - D. explaining how Andy became so good at basketball
  
2. Why did Andy have to help his brothers with schoolwork?
  - A. They couldn't concentrate at school.
  - B. He was the only family member who could help them.
  - C. Their mum was too busy to help them.
  - D. They had health problems.
  
3. How did Andy end up playing for a national team?
  - A. Their coach saw him play for his school team.
  - B. His school team beat a professional team.
  - C. Andy's school coach recommended him to them.
  - D. He scored the winning points against his school team.
  
4. What does Coach Brayden believe?
  - A. Andy is the most talented player in the team.
  - B. Andy's success has not changed him as a person.
  - C. Andy sometimes has problems with his teammates.
  - D. Andy's past has made him try harder to achieve his goals.
  
5. What might Andy say about his life?
  - A. Coach Brayden helps him remember to be a nice guy.
  - B. He realised early on that money is the most important thing in life.
  - C. He feels lucky he was discovered at a young age and made a lot of money.
  - D. His way of dealing with his difficult childhood led him to where he is today.



**B** Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

# Fiction Comes to Life

Flying broomsticks disappearing referees, magic spells and Quaffles... it could only be Quidditch, the sport of witches and wizards in the magical world of J K Rowling's Harry Potter novels. Fast and dangerous, Quidditch is played by two teams of seven players (1) \_\_\_\_\_, though they are sometimes knocked to the ground by another player or a magic spell cast by one of the spectators. The aim is to score points (2) \_\_\_\_\_, the Quaffle, through hoops. So, what are the rules of play? If you think it's something (3) \_\_\_\_\_, think again. Firstly, there are three goal posts at either end of the Quidditch pitch and there are four balls. Confused? Well, the Quaffle is used to score points, the two Bludgers are hit by players called Beaters and are the most dangerous balls, and the Golden Snitch is a tiny magic ball with wings (originally a real bird, until their use was banned from the game). The match ends when a Seeker catches the Golden Snitch, gaining 150 points for their team and usually winning the match. Sounds simple enough, doesn't it? Well, it's not. You see, there are 700 ways of getting a foul, so the referee really needs to be on his or her guard.

Now, (4) \_\_\_\_\_, Quidditch might seem the least likely fictional sport to be played in real life, but Muggle Quidditch has taken off on student campuses, only a little closer to the ground. The rules of Muggle Quidditch are close to the Quidditch of the Harry Potter novels. The players even sit on broomsticks—it's just that instead of flying, they run around with the broom between their legs. (It's obviously not a sport for someone (5) \_\_\_\_\_.) A volleyball is used for the Quaffle, Bludgers are dodgeballs and the Snitch is a tennis ball at the bottom of a long gold or yellow sock, hanging from the back of a Snitch Runner's shorts (6) \_\_\_\_\_. The sport was created at a college in Vermont in 2005 and is like fictional Quidditch with some rugby, dodgeball, lacrosse, tag and wrestling thrown in. It's a rough game with a lot of tackling. It has gained an enthusiastic global following, but is particularly popular in the US and Canada—and because fanatics of the sport take their fun seriously, there is even a Quidditch World Cup.

- A. by throwing a ball
- B. like an ordinary ball
- C. who fly through the air on broomsticks
- D. who takes themselves too seriously
- E. like football or basketball on broomsticks
- F. after scoring a point
- G. with magic birds and players flying through the air
- H. like a tail

## POINTS FOR DISCUSSION

- What do you think of the sports activity described above?
- Can you think of any unusual sports?
- Why do you think people enjoy them?

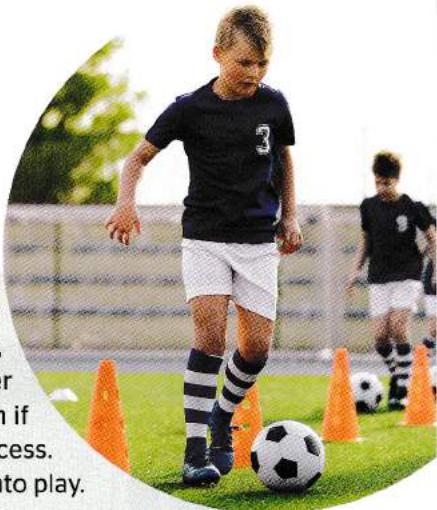


Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## PRACTICE DOESN'T MAKE PERFECT

Lately, growing emphasis has been placed on encouraging children to specialise in one particular sport. The idea is that if kids practise a sport from a young age, they will have an increased chance of becoming a professional athlete at a later stage. However, recent research suggests that this approach may be flawed. Even if an athlete were to train hours every day for years, it still would not guarantee success. (1) \_\_\_\_\_ is this? Other factors such as motivation and psychological state come into play.

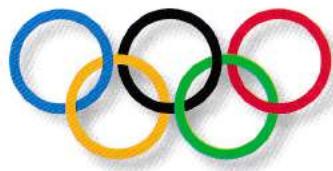
Kids who have done many hours of intensive training in a single sport risk injury and burnout. That's not exactly good news for young athletes, is (2) \_\_\_\_\_? What's more, by the age of twelve or thirteen, they may start to lose interest—and (3) \_\_\_\_\_ could be worse than lack of enthusiasm in sports? Studies show that as specialisation increases, satisfaction often drops, increasing the risk of burnout. So, parents need to remember that they have to allow children more time for unstructured play and offer (4) \_\_\_\_\_ the chance to experience a variety of activities. (5) \_\_\_\_\_ do you think is more important for kids: playing for fun, or carrying on in order not to disappoint Mum and Dad?



- |             |            |             |             |
|-------------|------------|-------------|-------------|
| 1. A. Who   | B. Where   | C. How much | D. Why      |
| 2. A. it    | B. this    | C. that     | D. he       |
| 3. A. where | B. what    | C. how      | D. that     |
| 4. A. them  | B. them to | C. to them  | D. for them |
| 5. A. Why   | B. Where   | C. What     | D. Who      |



## Make karate an Olympic sport



Karate is one of the world's most popular martial arts. Yet, unlike other (6) \_\_\_\_\_ sports, it is not part of the Olympics. The World Karate Federation has been trying for years to get it recognised as an Olympic (7) \_\_\_\_\_, but so far it has not succeeded. The International Olympic Committee announced that breakdancing, sport climbing, surfing and skateboarding would be included in the 2024 Olympics, which will be (8) \_\_\_\_\_ in Paris; karate would not. In the past it was argued that, because there are so many different styles of karate, there weren't enough common rules for (9) \_\_\_\_\_ to judge a competition fairly at the Olympic level. This is no longer true. Moreover, karate is a sport which is (10) \_\_\_\_\_ by tens of millions of men and women of all ages around the world who feel that it deserves to be Olympic!

- |                  |                 |            |                  |
|------------------|-----------------|------------|------------------|
| 6. A. wrestling  | B. combat       | C. extreme | D. team          |
| 7. A. tournament | B. championship | C. match   | D. event         |
| 8. A. celebrated | B. won          | C. held    | D. scored        |
| 9. A. referees   | B. coaches      | C. experts | D. professionals |
| 10. A. organised | B. practised    | C. taken   | D. played        |

## POINTS FOR DISCUSSION

- Have you ever had a sports accident? If yes, what happened and what tips would you give someone doing the same sports activity? If no, what do you think helped you avoid injury?
- How could sharing your experiences and giving tips benefit others?

**A**

Read the email below and answer the questions that follow.

**J**

From: Jeff  
To: Mark

Dear Mark,

Thank you for your last email. I'm glad you're doing well at tennis. I'm not feeling so well; in fact, I'm writing to you while lying in bed with a broken leg!

Do you remember when I first told you about parkour? Well, you know I've been practising it for quite some time now and I've always managed to avoid a serious injury—until last week, that is. Thinking about my accident makes me feel very disappointed with myself as I should have known better. When it comes to parkour, you have to follow some rules. The one that I overlooked was the one that says that you have to get enough rest and give your body time to recover. You see, I had sprained my ankle but was eager to get back to training. Initially, I ignored the pain, but it wasn't long before I lost my balance and landed at the bottom of a flight of stairs. In sports like parkour you must know your limits and never train when you have an injury. Now, all I can do is make sure the bone heals properly, so it may be several months before I even try parkour again... if I do at all.

That's all for now. Please write soon.

Your friend,  
Jeff



1. What kind of accident did Mark have?
2. How does he feel about what happened to him?
3. What didn't he do that he should have done?
4. How did he injure himself?

**B** The email below has several mistakes, which have been underlined and marked using the correction code in the box below. Read it and correct the mistakes.



Claire

From: Claire

To: Steve



Hi Steve!

How are you? Let me tell you what happened to me here in Cape Town. The news isn't good, as I had a life-threatening experience a couple of days before <sup>WW</sup> and it took me a while to get over the shock. I'm embarrased <sup>Sp</sup> to say that I actually nearly drowned. You are most probably wondering how I managed to do that, given that I am the <sup>A</sup> professional swimmer. Well, I found In <sup>Pr</sup> the hard way that swimming in a pool and swimming in the ocean are two totally different things. While taking a stroll, I found myself on the beach and decided <sup>^</sup>take a swim.

<sup>T</sup> I dive <sup>Sp</sup> in only to find that the underwater current was so strong and the waves so big <sup>WW</sup> that I was in no position to get out. After struggling for quiet <sup>P</sup> a while and being carried out to much deeper water, I was rescued by a fishing boat. I think that if I werent <sup>Gr</sup> such a strong swimmer, I most probably would have drowned. So, remember, when visit <sup>Gr</sup> another country, look for the coloured flags which tell you where is it <sup>WO</sup> safest to swim, and always choose to swim where there is a lifeguard on duty.

I'm feeling stronger and more confident every day, and I certainly learnt my lesson!

That's all for now. Write back soon.

Yours,  
Claire



### Correction Code

**WW:** wrong word

**WO:** word order

**Pr:** preposition

**Gr:** grammar

**T:** tense

**A:** article

**Sp:** spelling

**P:** punctuation

<sup>^</sup>: something missing

**C** Circle the words in bold that complete the sentences.

1. **A:** Hey, Ronnie. Why didn't you come to school yesterday?  
**B:** I **crashed / sprained** my ankle playing football at the weekend and the doctor told me to rest it for a couple of days.
2. **A:** We heard about Martha's accident. What happened?  
**B:** Well, her horse got frightened for some reason and threw her off. She **tore / fractured** her wrist when she fell on her hand and will have to have it in plaster for a month.
3. **A:** Are you alright? You look as if you're in pain.  
**B:** Yeah. I **strained / cut** a muscle in my lower back yesterday playing basketball and now it hurts no matter what I do.
4. **A:** So, are you going to come running with me tomorrow morning?  
**B:** I'm afraid not. I **tore / broke** a muscle behind my knee. My leg is now very bruised and swollen and I have difficulty bending it. The doctor says I won't be able to do anything until the muscle heals.
5. **A:** What did the doctor say?  
**B:** Fortunately, there were no broken bones. It turns out I **dislocated / bruised** my arm and he just needed to put it back into place.
6. **A:** So, when are you taking the plaster off?  
**B:** My leg is **broken / sprained** in two places so I'll need to keep it on for at least a month.

**D** You recently had an accident while doing your favourite sport, and want to write an email to an English friend telling him/her about it.

Write an email to your English friend in which you say

- what the accident was and when it happened
- how the accident happened and how you feel
- what this experience taught you.

Write an email of at least 100 words. Do not write your own name, any dates, addresses, or other personal information. Start your email in an appropriate way.

# Revision 6–10

## A Choose the correct answer (A, B or C).

1. I got a 20% \_\_\_\_ on this pair of jeans because I am a regular customer at their shop.  
A. special offer      B. sale      C. discount
2. We should \_\_\_\_ a tip for the waiter.  
A. pay      B. give      C. leave
3. Why is our bus \_\_\_\_ late? The timetable says it should have been here already!  
A. running      B. coming      C. travelling
4. Don't go over the speed limit when you drive. You might \_\_\_\_ an accident.  
A. collide      B. cause      C. hit
5. He will definitely win the next chess \_\_\_\_ because they say that he is the next Garry Kasparov.  
A. race      B. contest      C. tournament
6. \_\_\_\_ at the Olympic Games were from many countries.  
A. Spectators      B. Audiences      C. Medallists
7. Jane loves reading books. She's such a \_\_\_\_\_.  
A. reader      B. newsreader      C. bookworm
8. There were more tourists during this holiday \_\_\_\_ than ever before!  
A. resort      B. reservation      C. season
9. The dressing room is busy with actors getting ready for their \_\_\_\_\_.  
A. rehearsal      B. stage fright      C. backstage
10. The album he \_\_\_\_ in May contains music from the last ten years of his career.  
A. composed      B. sang      C. released

## B Choose the correct answer (A, B or C).

1. Would you like \_\_\_\_ chocolate?  
A. some      B. any      C. no
2. A: \_\_\_\_ we help Bill prepare for his test on Monday?  
B: Yes, let's help him.  
A. Are      B. Will      C. Shall
3. A: Where's Mum?  
B: She \_\_\_\_ to the supermarket. She'll be back soon.  
A. 's gone      B. 'd gone      C. been
4. I haven't seen any of my old classmates \_\_\_\_ I left school ten years ago.  
A. when      B. for      C. since
5. My brother is searching for a gym \_\_\_\_ also has a swimming pool.  
A. that      B. who      C. where
6. A: \_\_\_\_ you \_\_\_\_ this car for a long time?  
B: Yes, for 20 years and it still works just fine!  
A. Have... had      B. Have... been got      C. Did... have
7. Congratulations! Your marks have improved. You did very \_\_\_\_ on the test.  
A. good      B. well      C. better
8. At this time tomorrow, Sandra \_\_\_\_ by the beach.  
A. will relax      B. is relaxing      C. will be relaxing
9. I think it's time for a break now because we \_\_\_\_ all day and are very tired.  
A. will be working      B. have been working      C. are working
10. I can't stand \_\_\_\_ all alone in the house at night.  
A. being      B. to be      C. been

**C** Read the texts below. For questions (1-10) choose the correct answer (A, B, C or D).

## Food Made Fun

Most children around the world have heard their parents tell them not to play with their food. (1) \_\_\_\_\_ parents, though, do just that.

That's what a father in England did when his son was being difficult one day. He prepared him a sandwich that looked like a space rocket and included vegetables his son (2) \_\_\_\_\_. He then went on (3) \_\_\_\_\_ other cartoon- and animal-themed sandwiches—SpongeBob, crocodiles, giraffes—and posted pictures of them online. A publisher ended up noticing the imaginative creations and offered him a contract to write a book that would include recipes for party food.

On the other side of the Atlantic, a New York artist (4) \_\_\_\_\_ a sandwich that looked like a dinosaur as part of a project while she was at design college. Her imagination took over after that and today she creates delicious sandwiches that look like monsters, aliens and popular TV characters. (5) \_\_\_\_\_ makes her business unique? She takes photos of her creations and prints them on T-shirts.

- |                          |                          |                     |                         |
|--------------------------|--------------------------|---------------------|-------------------------|
| 1. A. Someone            | B. Somebody              | C. Some             | D. Somewhere            |
| 2. A. don't normally eat | B. hasn't normally eaten | C. not normally ate | D. doesn't normally eat |
| 3. A. to create          | B. create                | C. creating         | D. created              |
| 4. A. makes              | B. has made              | C. has been making  | D. made                 |
| 5. A. Which              | B. What                  | C. Why              | D. How                  |

## Bike Tourism

Bike tourism is growing fast in the United States. It is all about riding long distances and stopping along the way to enjoy both natural areas and historic (6) \_\_\_\_\_.

People choose a route and (7) \_\_\_\_\_ reservations to stay at guesthouses or campsites along the way. There are also companies that specialise in providing support for bicycle tourists, including transporting their luggage to their next (8) \_\_\_\_\_.

The TransAmerica Bicycle Trail is a classic route across the country. You can (9) \_\_\_\_\_ it for 4,218 miles, from the Pacific to the Atlantic Oceans, through mountains, deserts, towns and farms. Cycling the TABT takes about three months and for many it is the (10) \_\_\_\_\_ of a lifetime. As you can imagine, being in good shape is a must—parts of the route climb to as high as 11,000 feet.

- |                  |            |                |              |
|------------------|------------|----------------|--------------|
| 6. A. ideas      | B. sites   | C. scenes      | D. views     |
| 7. A. make       | B. do      | C. have        | D. catch     |
| 8. A. port       | B. station | C. destination | D. step      |
| 9. A. travel     | B. tour    | C. follow      | D. hitchhike |
| 10. A. transport | B. journey | C. cruise      | D. voyage    |

# Unit 11: Health

## Key Vocabulary 32

### Health problems and symptoms

#### Проблеми зі здоров'ям та симптоми

backache біль в спині  
 catch a cold застудитися  
 (cold/flu) symptoms симптоми (грипу/застуди)  
 cough / have a bad cough кашляти / мати поганий кашель  
 earache / stomach ache біль у вусі/біль у шлунку  
 faint знепритомніти  
 feel bad почуватись погано  
 get food poisoning отруїтися  
 have a high temperature мати високу температуру  
 have a rash мати висип  
 have a runny nose нежить  
 have breathing problems мати проблеми з диханням  
 He was unconscious for five days. Він був непрітомний 5 днів.  
 He's been sneezing and coughing all day – he must be coming down with something. Він чхає та кашляє весь день, мабуть, він захворіє.  
 He's got a heart condition. У нього хворе серце.  
 high/low blood pressure високий/низький кров'яний тиск  
 I feel dizzy. У мене запаморочення.  
 I have a sore throat. У мене хворе горло.  
 I've got a pain in my chest. У мене болить в грудях.  
 I've got toothache / a headache. У мене болить зуб / У мене головний біль.  
 pale блідий  
 sneeze чхати  
 take sb's blood pressure / temperature вимірювати тиск/температуру

### Healthy lifestyle

#### Здоровий спосіб життя

avoid stress уникати стресу  
 eat healthy food споживати здорову їжу  
 have a healthy appetite мати здоровий апетит  
 keep fit підтримувати гарну фізичну форму  
 vitamins вітаміни

### Diseases and treatment

#### Хвороби та лікування

allergy алергія  
 (common) cold (звичайна) простуда  
 alternative/conventional medicine нетрадиційна/традиційна медицина  
 be operated on бути прооперованим  
 cancer рак  
 cough syrup сироп проти кашлю  
 disease хвороба  
 drops краплі  
 flu грип  
 give sb a shot / give sb an injection робити укол комусь  
 have an injection зробити укол (собі)  
 have an operation прооперуватись  
 He had his chest X-rayed last year. Йому робили рентген грудної клітини минулого року.  
 heart attack серцевий напад  
 I need something for a cough. Мені потрібне щось проти кашлю.  
 illness/sickness хвороба  
 infection інфекція  
 mental disease психічні захворювання  
 outbreak of flu спалах (епідемія) грипу  
 painkillers знеболювальні засоби

pneumonia пневмонія

side effects побічні ефекти

stroke інсульт

suffer a heart attack переносити серцевий напад

treatment лікування

virus вірус

### Disability

#### Інвалідність

blind сліпий

deaf глухий

disabled people люди з обмеженими можливостями  
 physical/mental disability люди з фізичними та розумовими вадами

special facilities for disabled people спеціальне обладнання для людей з інвалідністю  
 wheelchair ramp пандус для інвалідного візку

### Addictions

#### Залежність

addict наркоман, людина, яка має залежність від чогось  
 addiction залежність  
 be addicted to бути залежним від become/get addicted to пристраститися до  
 cut down on smoking / eating кинути палити/зменшити вживання солодощів  
 sweets кинути палити/зменшити вживання солодощів  
 dose/overdose доза/передозування  
 gambling азартні ігри  
 get into / give up a habit увійти у звичку/кинути звичку  
 have a drink / get drunk випити/сп'яніти  
 lead to addiction призводить до залежності  
 take/use drugs вживати наркотики

**At the doctor's /****In hospital****У лікаря/В лікарні**

Are you taking any other medicine?

Ви приймаєте інші ліки?

Breathe deeply. Дихайте глибоко.

be referred / refer to hospital бути

направленим до лікарні/

звертатися в лікарню

consult/see a specialist

консультуватись з лікарем

Cough, please. Покашляйте, будь ласка.

doctor's orders призначення

лікарем ( медичних препаратів)

emergency нещасний випадок,

надзвичайна ситуація

examine проводити огляд

general practitioner (a GP) / family

doctor лікар сімейної медицини

go for / have a check-up

проходити медичний огляд

go to see / visit a doctor

звертатися до лікаря

have a blood test зробити аналіз

крові

How long have you been feeling

like this? Як довго ви себе так

почуваєте?

I have an appointment at the

doctor's tomorrow. Я завтра

записаний до лікаря.

I'm allergic to penicillin. У мене

алергія на пеніцилін.

I'm going to prescribe a course of

antibiotics. Я випишу вам курс

антибіотиків.

I've been taking antibiotics for 10

days and it hasn't got any better.

Я приймаю антибіотики 10 днів,

але стан не покращується.

Is it catching? Це заразно?

make a diagnosis ставити діагноз

make out / give a prescription

виписати рецепт

medicine/medication ліки

patient пацієнт

pill пігулка

Please undress to the waist. Будь

ласка, роздягніться до пояса.

sick leave лікарняний

(doctor's) surgery кабінет лікаря /

операційна

stay in bed залишатись в ліжку

Take one pill every 8 hours.

Приймайте 1 таблетку кожні 8

годин.

waiting room приймальня

What's wrong with you? / What's the

problem? На що скаржитесь?

**Other words****and phrases****Інші слова та вирази**

be taken ill / fall ill with захворіти/хворіти на

call an ambulance викликати карету швидкої допомоги

come down with злягти від

come round оговтатись

contagious/infectious disease заразне / інфекційне

захворювання

die of/from sth вмирати від

fatal disease смертельна хвороба

feel well/unwell почуватись добре/зле

filling пломба

first-aid kit аптечка

first-aid course курси першої медичної допомоги

first-aid post пункт надання

першої медичної допомоги

get over (the flu) одужувати після (грипу)

go on a diet бути на дієті

have plastic surgery on робити пластичну операцію

health здоров'я

health centre медичний центр

health clinic клініка

health insurance медичне страхування

health problems проблеми зі здоров'ям

health service/care медична система

hypochondriac людина, яка страждає від іпохондрії

lose weight втрачати вагу

National Health System

Національна система охорони здоров'я

operating theatre операційна

overweight надлишкова вага

pull through вилікуватись

put on / gain weight набирати вагу

recover from an illness

вилікуватись

spread розповсюджуватись

suffer from страждати від /

хворіти на

surgery операція

take care of / look after

піклуватись про когось

vaccine for/against sth щеплення

проти (певного) захворювання

vaccinate against зробити щеплення проти

vaccination вакцинація

ward палата

**A** Who do the following words/phrases refer to: a patient (P), a doctor (D) or both (B)? Write P, D or B.

- |                                |                              |                           |
|--------------------------------|------------------------------|---------------------------|
| 1. feel dizzy _____            | 5. surgery _____             | 9. make a diagnosis _____ |
| 2. refer to a specialist _____ | 6. get treatment _____       | 10. stay in bed _____     |
| 3. ward _____                  | 7. recover _____             |                           |
| 4. examine _____               | 8. give a prescription _____ |                           |

**B** Read these sentences carefully. Put a tick (✓) if the sentence is correct. If it is incorrect, put a cross (✗) and correct the mistake.

- |  |   |
|--|---|
| 1. Robert didn't feel well yesterday so he did an appointment with his family doctor. <input type="checkbox"/> | 4. It seems that I'm coming up with something because I'm not feeling very well. <input type="checkbox"/>       |
| 2. I went to the doctor yesterday and he prescribed a course of antibiotics. <input type="checkbox"/>          | 5. Smoking 20 cigarettes a day drives to a serious addiction. <input type="checkbox"/>                          |
| 3. Her mother had an operation six hours ago, but she hasn't come round yet. <input type="checkbox"/>          | 6. The doctor advised me to make a blood test to make sure I'm not allergic to my cat. <input type="checkbox"/> |

**C** Choose a correct preposition from the box to complete the phrases. There are some extra prepositions which you will not need to use.

for on from with into down to onto

- |                                  |                           |                        |
|----------------------------------|---------------------------|------------------------|
| 1. recover _____ an illness      | 3. cut down _____ smoking | 5. lie _____, please   |
| 2. be addicted _____ an activity | 4. get _____ a habit      | 6. go _____ a check-up |

**D** Circle the correct words.

Julia had never had any (1) **health / healthy** problems, but that day she got up feeling a bit dizzy. She was also very (2) **poor / weak**, and although she had a terrible headache, she drove to work. As usual, she parked her car in front of the office. As she was getting out of her car, she (3) **came round / fainted**. Luckily for her, Bob, her colleague, saw her and gave her first (4) **aid / help**. He then called an ambulance and Julia was (5) **taken / brought** to hospital. She was given some (6) **painkillers / sleeping pills**, which soothed the pain and provided temporary (7) **reduction / relief**, but in fact she wasn't feeling any better.

A week later, she was sent to a health clinic where she had some tests. Fortunately, nothing was wrong. However, the doctor told her that her general (8) **position / state** of health was very poor. He advised her to stay at home and not go to work for a week. He also suggested that she should change her lifestyle, relax and not worry so much.

**E** Work in pairs and act out a dialogue which takes place in a surgery.**Student A**

You are a hypochondriac. Prepare a list of symptoms you have had for the last few months. Insist that your doctor should refer you to different specialists to make sure you are all right. Be nice... but effective!

**Student B**

You are a doctor in a local surgery. One day, one of your new patients visits you. The patient looks healthy but demands to have all manner of tests done in order to make sure that he or she is all right. Persuade the patient that the tests are absolutely unnecessary.

**When you have finished, act out your dialogue in front of the class. Be imaginative!**

**F** Do the quiz on health-related topics below in pairs. Ask your partner the questions and write down his or her answers. Exchange roles.

## Health Quiz

1. How often do you get the flu?  
A. once or twice a year  
B. every month  
C. occasionally  
D. other \_\_\_\_\_

2. What is your attitude towards leading a healthy lifestyle?  
A. I don't really care about it.  
B. I'm too young to think about it.  
C. Health is the most important thing in life so I try to lead a healthy lifestyle.  
D. other \_\_\_\_\_

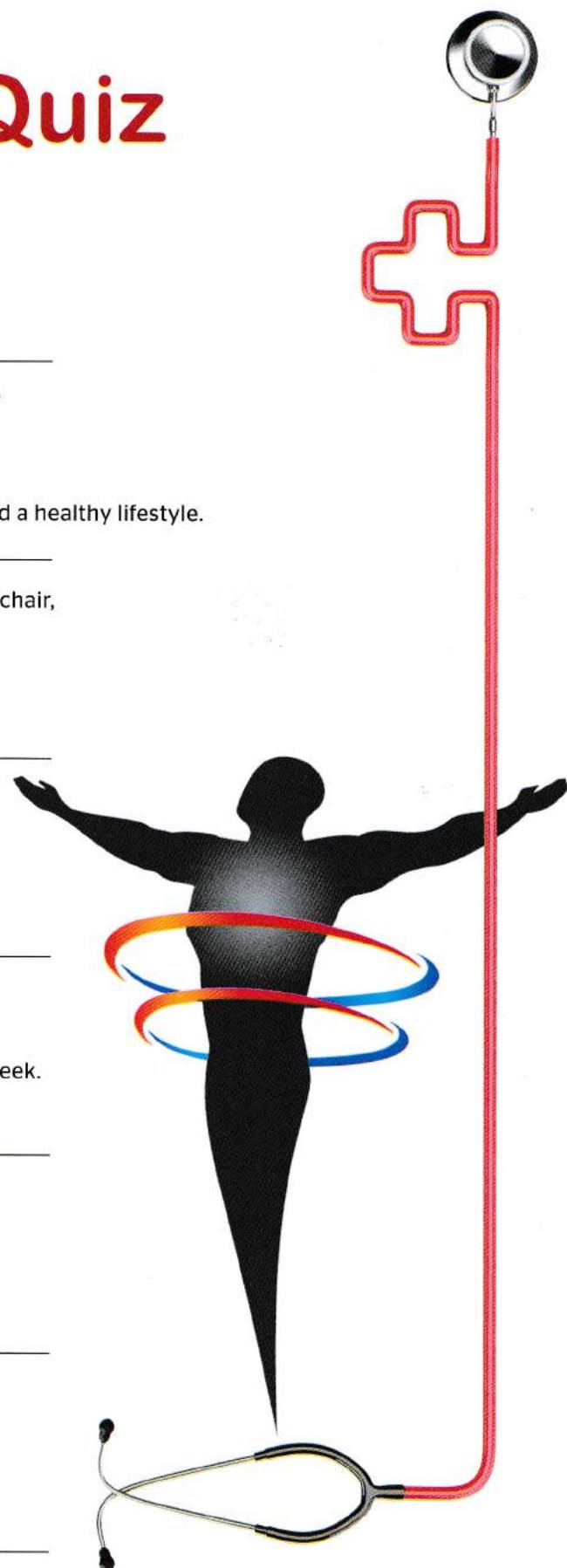
3. I have noticed that when people see someone in a wheelchair,  
A. they are uncaring.  
B. they don't treat them as equals.  
C. they are kind.  
D. other \_\_\_\_\_

4. You witness a serious car accident. What do you do?  
A. call an ambulance and do nothing  
B. don't stop as you are in a hurry  
C. give first aid immediately  
D. other \_\_\_\_\_

5. Physical Education in school, in your opinion,  
A. should be optional because it's too stressful.  
B. is good because you should exercise at least twice a week.  
C. should be obligatory but only once a week.  
D. other \_\_\_\_\_

6. What do you do when you have a headache?  
A. take a painkiller  
B. try not to think about it  
C. make an appointment to see the doctor  
D. other \_\_\_\_\_

7. When you feel you are catching a cold, you  
A. take medication  
B. wait until it goes away  
C. stay in bed for a few days  
D. other \_\_\_\_\_



## POINTS FOR DISCUSSION

- Do you go to the gym? Why? / Why not?
- What can people do to keep fit and stay healthy?
- What is first aid? What is the purpose of it?



**A** Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

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	T	F
1. Both Peggy and Jeremy have problems with cholesterol.		
2. Peggy used to have longer training sessions in the past.		
3. Peggy didn't have any problems with weight.		
4. Jeremy hasn't been to the gym before.		
5. Peggy and one of the trainers are relatives.		

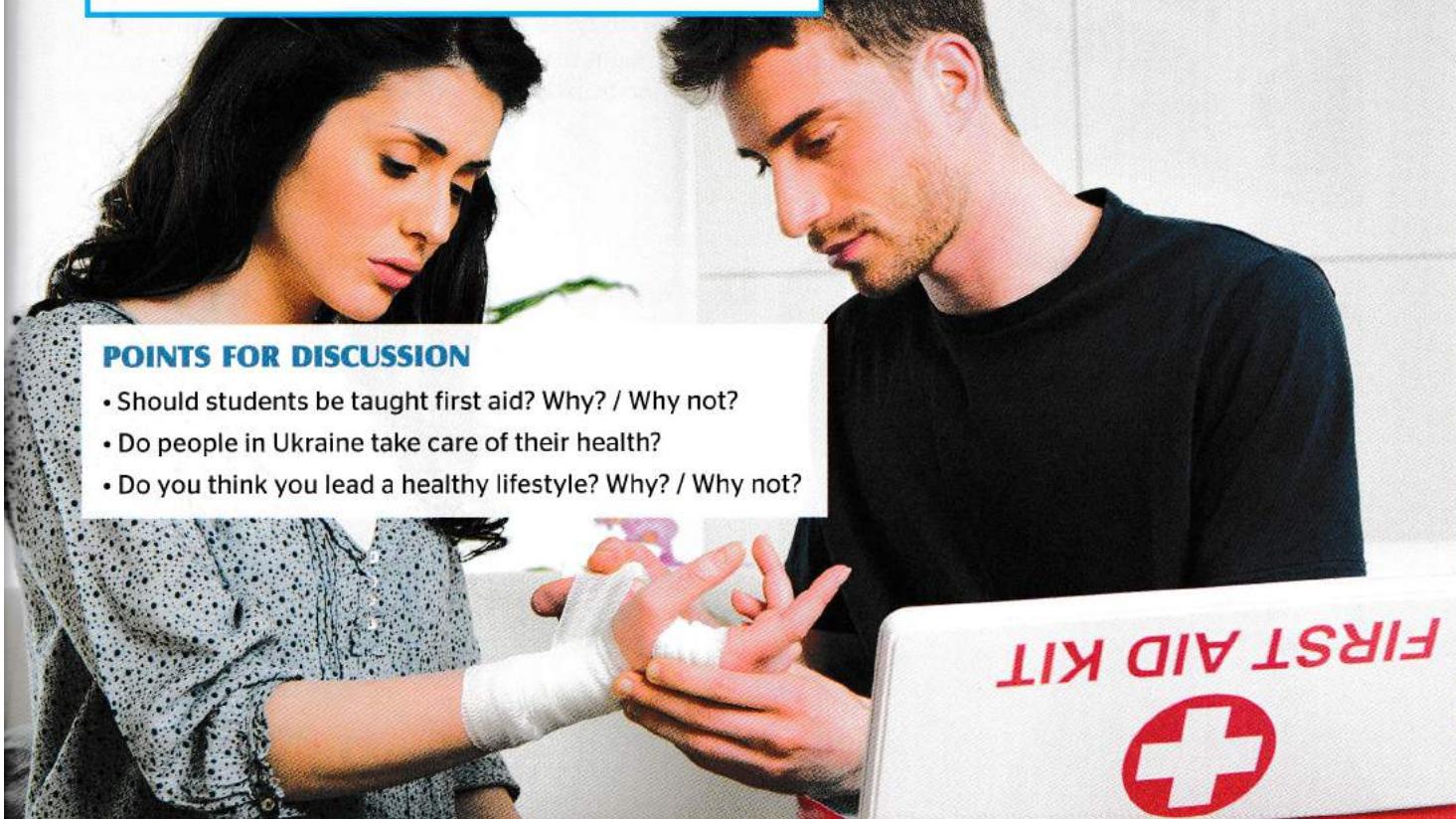
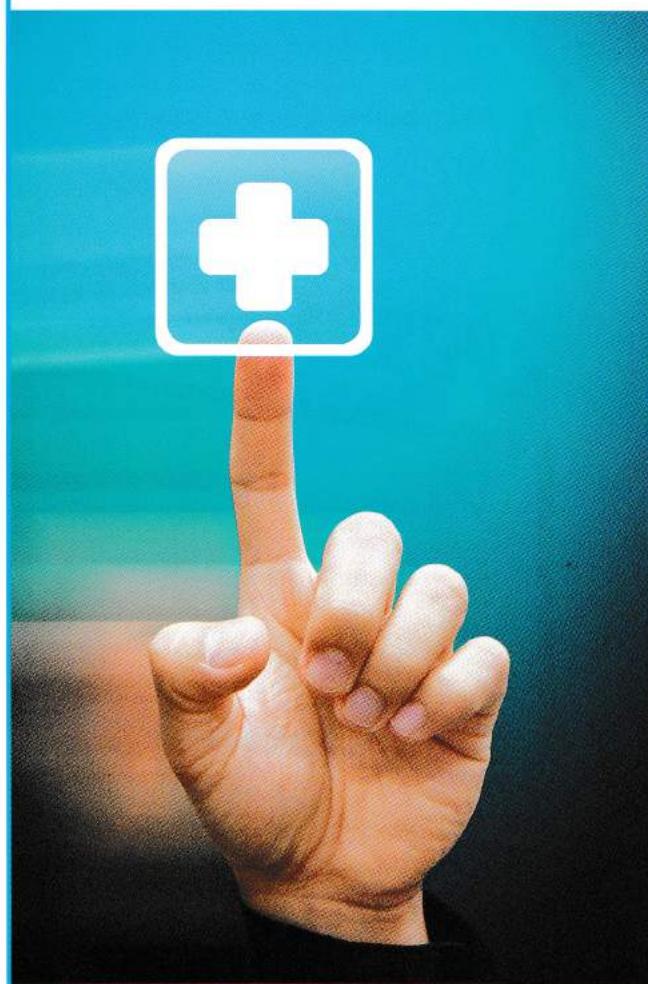


B

Listen to the text. For questions (1-5) choose the correct answer (A, B or C).

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1. What is true of Dr Robert Moore?
  - A. This is his first guest appearance on the radio programme.
  - B. He regularly gives advice on the radio programme.
  - C. He previously gave advice on what to do after an accident.
  
2. What is the purpose of first aid?
  - A. to take care of the patient yourself
  - B. to avoid calling a doctor
  - C. to make sure the victim is safe until help arrives
  
3. What procedure is recommended to stop bleeding?
  - A. washing the wound carefully with some water
  - B. changing the bandage often if bleeding continues
  - C. raising the bleeding part and bandaging it
  
4. What are second-degree burns characterised by?
  - A. the red colour of the skin
  - B. severe damaging of the skin
  - C. blistering of the skin
  
5. In which cases can you use cold water to treat a burn?
  - A. first- and second-degree burns
  - B. third-degree burns
  - C. second- and third-degree burns



## POINTS FOR DISCUSSION

- Should students be taught first aid? Why? / Why not?
- Do people in Ukraine take care of their health?
- Do you think you lead a healthy lifestyle? Why? / Why not?

**POINTS FOR DISCUSSION**

- What activities do you think can improve our health?
- What do you do when you are ill?
- How do you feel when you visit a doctor or a dentist?

**A** Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

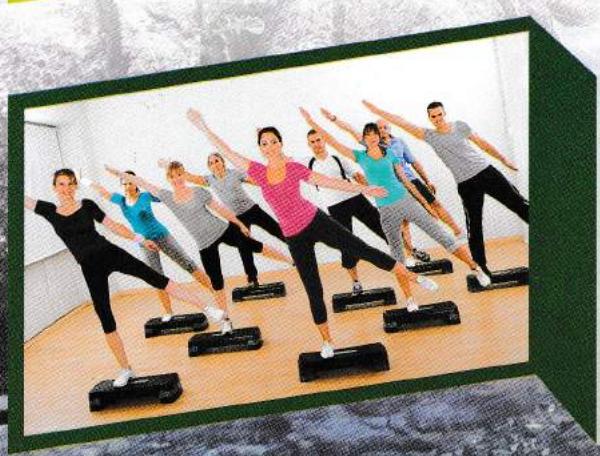
## Suggested activities for keeping fit

**1****Meditation**

Suffering from stress? Is having too many things on your mind affecting your concentration? Come to one of our meditation classes and we will help you have a richer and deeper experience of life. You will develop calmness and peace of mind, and reduce any feelings of stress.

**2****Indoor Cycling**

Also known as 'spinning', this is a great workout done on stationary bikes that increases endurance and works the lower body. So if you don't want to bother with the weather, want to avoid physical risk, or need a little extra motivation from an instructor, come to one of our classes.

**3****Aerobics**

Have you been under a lot of pressure lately? Well, there is nothing like working up a little sweat to make you forget all about your problems. We offer a range of aerobics classes to suit everyone's needs and abilities.



4

## Sailing

Whether you are setting foot on a boat for the first time or planning a trip along the coast, we will help you achieve your goals. We offer the best sailing lessons in the country both for beginners and more advanced levels. Because we realise that most people nowadays are very busy, we have also designed a number of weekend sailing lessons.



5

## Scuba Diving

Our scuba diving classes not only teach you how to be a diver, they also allow you to fully enjoy your underwater adventures in a safe and comfortable way. You do not even have to buy any study materials or equipment.



6

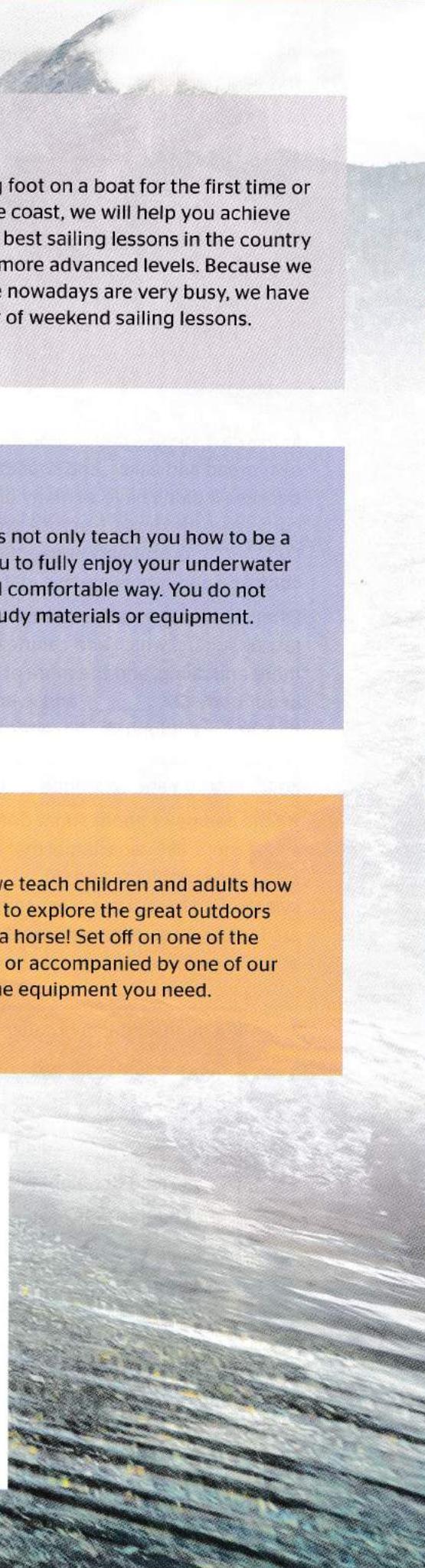
## Horse Riding

At our riding academy we teach children and adults how to ride. What better way to explore the great outdoors at the weekend than on a horse! Set off on one of the many trails on your own or accompanied by one of our guides. We provide all the equipment you need.

Which activity would be suitable for someone who wants to \_\_\_\_\_?

- A. take up a high-energy activity to beat stress
- B. explore the ocean depths
- C. exercise but is worried about getting injured
- D. improve their skills and become professional
- E. relax and find some inner peace
- F. take up an activity which is offered for free
- G. take up an activity that combines their love for animals and the countryside
- H. take up an outdoor activity on weekdays

- 
- 
- 
- 
- 
- 
- 
- 



**B** Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.



## The Sweet and the Sour of Sugar



In the past, people had a good idea of how much sugar was entering their bodies because they baked their own bread and cakes, and squeezed their own juice. It was also easier to recognise sugar as an ingredient because it didn't have so many different names. These days, we have to watch out for words like glucose, corn syrup, dextrose, fructose, sucrose, maltose and all sorts of other names. In fact, any ingredient (1) \_\_\_\_\_ is probably sugar of one kind or another. With so many names, it isn't surprising that people get confused about how much sugar their sweet tooth is really getting.

Often, the food we eat contains 'empty' calories because of (2) \_\_\_\_\_. Empty calories come from either fats or sugars, which add calories but few or no nutrients to the food. Fats and sugars tend to make food more appealing, and the more of them you eat, the more addicted you become. An overdose of 'bad' sugars in our body (3) \_\_\_\_\_ and even heart disease. In some cases, sugar can cause diabetes, which can lead to other conditions like blindness. Apart from health complications, (4) \_\_\_\_\_ can cause problems in the way we act. Children are especially at risk because too much sugar can cause behavioural problems, a lack of concentration and subsequent learning difficulties.

All the bad news about sugar doesn't mean that people should avoid it altogether or replace it with artificial sweeteners, like aspartame, that are created in a laboratory. Although these have fewer calories, they can also cause problems and (5) \_\_\_\_\_ of diseases. Rather than avoid sugar altogether, we should replace sweets with fruit. It is a great source of natural sugar and also (6) \_\_\_\_\_ the body against viruses. So, if you are looking to satisfy your sweet tooth, choose something that does that but also provides a bit of nutrition at the same time.

- A. high amounts of sugar entering our blood
- B. are linked to all sorts
- C. that ends with 'ose' or the word 'syrup'
- D. the amount of sugar hidden in it
- E. can lead to weight gain, high blood pressure
- F. that has 'empty' calories without any nutritional value
- G. can be the reason
- H. contains vitamins that help protect

### POINTS FOR DISCUSSION

- Do young people need to be better informed about health issues? Why? / Why not?
- How can they be persuaded to adopt a healthier lifestyle?



Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## Break your fast

If someone were asked to choose between having an extra half hour in bed and getting up to have breakfast, he or she (1) \_\_\_\_\_ most likely choose to get more sleep. In fact, that is exactly what a survey on food habits says most people do.

According to last year's findings, most of the men that took part in the survey said that they very often leave their first meal of the day till lunch even though they wish they (2) \_\_\_\_\_, and almost half of the parents reported that preparing the family breakfast is the most stressful time of their day. Although we all know that breakfast gives us the energy we need to kickstart our system for the day, lifestyle habits ultimately influence our decisions. If we feel tired or stressed in the morning, breakfast (3) \_\_\_\_\_ one of the first things to go.

In the morning rush, it can be all too easy to go without breakfast, but this means that we are not taking care of ourselves. Doctors say that if you wish to reduce the risk of developing high blood pressure, obesity or heart disease, you should (4) \_\_\_\_\_ breakfast! So it's time we all (5) \_\_\_\_\_ an effort to have breakfast every day.



- |                  |                     |                       |            |
|------------------|---------------------|-----------------------|------------|
| 1. A. would      | B. may              | C. is going to        | D. will be |
| 2. A. don't      | B. hadn't           | C. won't              | D. didn't  |
| 3. A. was        | B. is               | C. would be           | D. were    |
| 4. A. never skip | B. not have skipped | C. have never skipped | D. skip    |
| 5. A. make       | B. have made        | C. are making         | D. made    |



## Vaccines

Vaccines are among the most effective (6) \_\_\_\_\_ medical treatments available. Vaccines contain very small amounts or weakened versions of the disease they were developed to combat. They work by causing the body's (7) \_\_\_\_\_

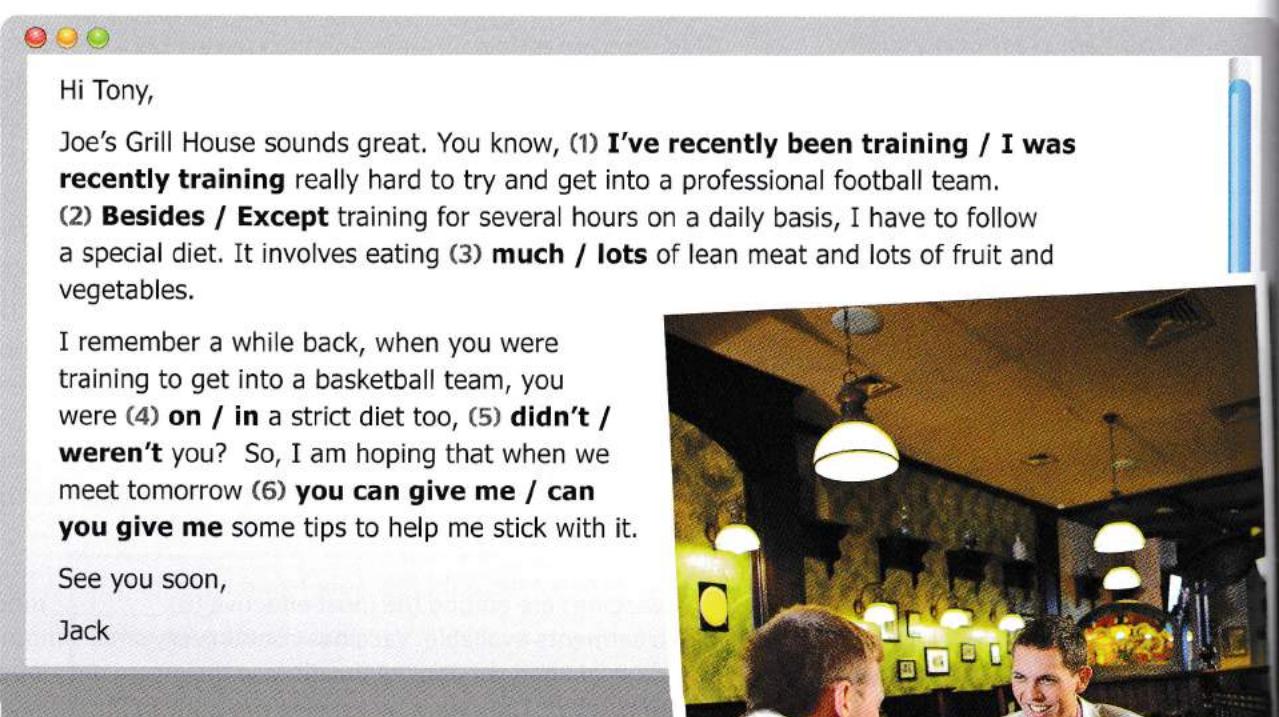
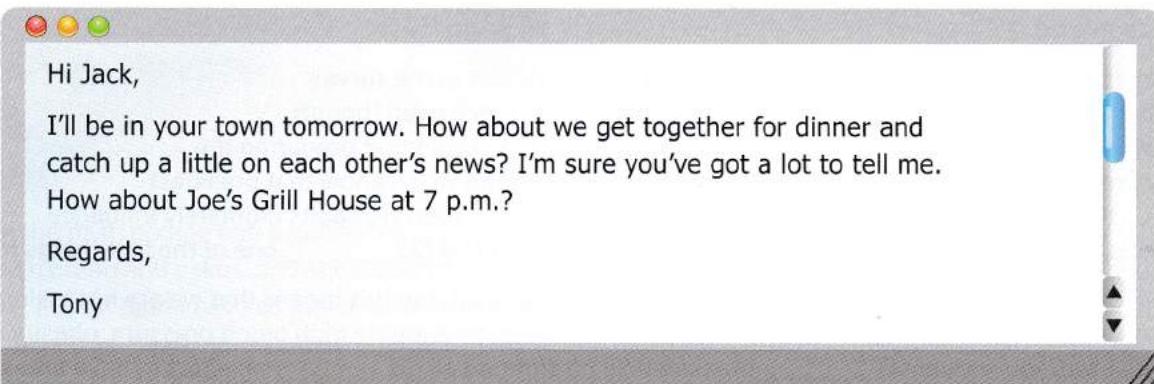
system to develop protection against the disease. When a large enough percentage of the population has been vaccinated, herd immunity is achieved, effectively stopping the (8) \_\_\_\_\_ of the disease. The first vaccine ever produced was created for smallpox in 1796. That disease, which was highly (9) \_\_\_\_\_, had an extremely high fatality rate, killing between 20 and 60 per cent of adults and over 80% of children who were (10) \_\_\_\_\_ . It is estimated that smallpox had killed between 300 and 500 million people in the twentieth century alone by the time it was finally wiped out in the late 1970s.

- |                    |               |                |              |
|--------------------|---------------|----------------|--------------|
| 6. A. preventative | B. accidental | C. alternative | D. fatal     |
| 7. A. infection    | B. recovery   | C. immune      | D. cure      |
| 8. A. distress     | B. operation  | C. injection   | D. spread    |
| 9. A. conventional | B. contagious | C. recoverable | D. receptive |
| 10. A. cured       | B. convinced  | C. refused     | D. infected  |

**POINTS FOR DISCUSSION**

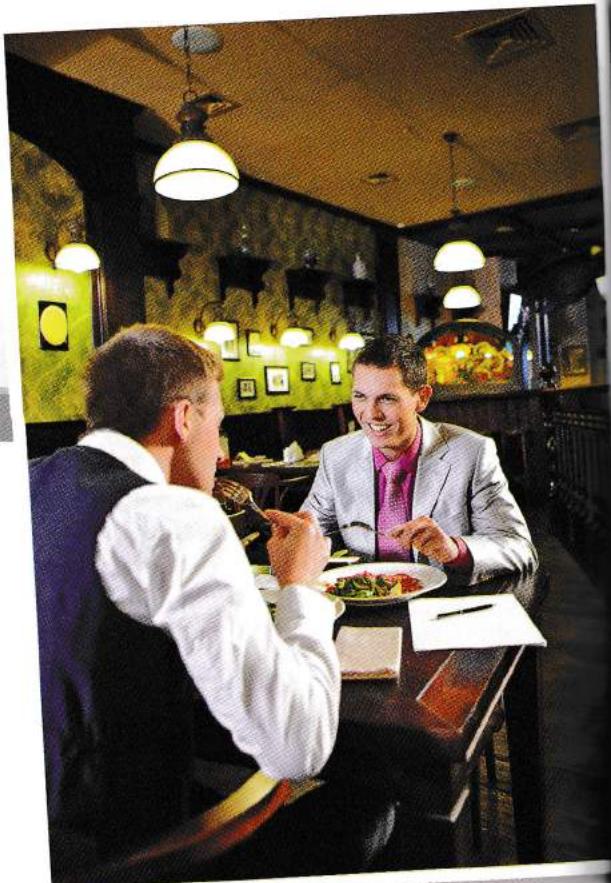
- Have you ever been put on a special diet? If yes, why? If no, what reasons can you think of for people to be on a special diet?
- Apart from going on a special diet, what other ways are there of leading a healthy lifestyle?

**A** Read Tony's and Jack's emails and circle the correct words/phrases.



**B** Read Jack's email again. Which of the following does Jack do?

1. He accepts Tony's invitation.
2. He gives Tony some advice.
3. He makes arrangements for the dinner.
4. He gives Tony some news.
5. He mentions what his diet includes.
6. He mentions that he needs Tony's advice.
7. He suggests that Tony should go on a diet.



**C** The sentences in the paragraphs below have been jumbled. Put the sentences in each paragraph in the correct order (1-4).

Hi Sue,

(A) I hope you are well.

- No, really, it's true!
- You know how we talked about going to *Gina's* so you could get vegetarian food and I could eat meat, well guess what?
- I still eat fish, eggs and milk products but I haven't eaten red meat and poultry for over a month!
- I've become a vegetarian too!

(B) So, I cut out red meat and poultry altogether.

- Well, I've had some health problems and my doctor said I need to cut down on meat.
- You are most probably wondering how a meat lover like myself decided to go vegetarian.
- Now, you know pretty well that I don't do things by halves.

(C) Anyway, that's all for now.

- So, if you don't mind, we can go to that favourite vegetarian place of yours - *Olive*, is that the name?
- When we meet you can also give me some advice on how to keep healthy on a vegetarian diet.
- That way I can try some of those dishes you've been going on about!

See you soon,

Jane

**D** You have recently put on some weight. You came across an advertisement for a diet and decided to follow it. You want your friend Andrew, who is a health expert, to give you some advice.

Write an email to Andrew in which you

- explain why you are writing
- say when and why you started the diet
- ask for advice.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

# Unit 12: Science and technology

## Key Vocabulary



### Research and Science

#### Дослідження та наука

achieve досягти чогось  
achievement досягнення  
advanced/modern technology провідна/сучасна техніка  
analyse аналізувати  
argument for/against sth докази за/проти  
branch/field of technology галузь/сфера технологій  
breakthrough прорив  
collect data збирати дані  
design (v) розробляти  
do/conduct / carry out an experiment проводити експеримент  
do / carry out / conduct research on (ways of treating cancer) проводити дослідження (способи лікування раку)  
digital electronics техніка/цифрова електроніка  
do research into sth робити дослідження в галузі  
discover виявляти, відкривати  
invent винаходити  
invention винахід  
invention of the telephone/printing/paper винахід телефону/друку/паперу  
lab/laboratory лабораторія  
laboratory technician лаборант  
make a discovery зробити відкриття  
manual інструкція  
microchip мікрочіп  
microscope мікроскоп  
new technologies нові технології  
one must assume that маємо визнати що  
proof/evidence докази  
prove доводити щось  
publish a study опубліковати дослідження  
research paper наукова праця  
research project дослідницький проект  
research work дослідницька робота  
results результати  
robot робот  
sample зразок  
satellite супутник  
(scientific) research наукове дослідження

(scientific) discovery наукове відкриття  
(scientific) approach науковий підхід  
(scientific) theory теорія (наукова) scientific knowledge наукові знання scientist/discoverer/inventor/researcher вчений/першовідкривач/винахідник/дослідник scientifically-based information науково обґрунтована інформація scientifically proven науково доведено study вчення/дослідження technological progress технічний прогрес technological revolution технічна революція telecommunications телекомунікації test проба/тест

video camera / camcorder відеокамера waterproof watch водонепроникний годинник

### Computer Комп'ютер

access a website/file мати доступ до вебсторінки/файлу antivirus/antispam/antispyware program антивірусна програма/програма проти спаму/антишпигунська програма application (app) додаток be out of / within range поза зоною досяжності / в зоні досяжності browse the web переглядати вебсторінки burn a CD записати CD CD (-ROM) / DVD drive CD(-ROM)/DVD привід chat room чат check one's email перевіряти пошту collect data збирати дані computer program комп'ютерна програма computer programming програмування connect to the Internet підключатись до Інтернету connection з'єднання copy копіювати crash зламати cursor курсор cut вирізати database база даних delete/erase a file видаляти файл double click подвійний клік download завантажувати download/upload a file/data / a program завантажувати файл (на свій пристрій)/завантажувати дані/програму electronic mail (email) електронна пошта equipment обладнання external hard disk зовнішній жорсткий диск file файл folder папка forward an email/link пересилати email/посилання go online заходити в Інтернет graphics/sound card відеокарта/звукова карта graphics графіка

### Technological devices

#### Технічні прилади

3D cinema 3D кінотеатр  
3D printing 3D друк  
bluetooth блютус  
Blu-ray disc диск у форматі Blu-ray  
button кнопка  
cable кабель  
charger зарядний пристрій  
copier копіювальний пристрій  
cordless telephone безпровідний телефон  
digital camera цифрова камера  
display images показувати зображення  
earphones навушники  
fax факс  
flat screen TV телевізор з плоским екраном  
gadget пристрій  
GPS GPS пристрій для визначення місцеперебування  
graphics графіка  
high-definition TV телебачення високої чіткості  
iPod iPod  
MP3/MP4 DVD player програвач MP3/MP4  
photocopier фотокопіювальний пристрій  
plasma TV плазмовий телевізор  
plug in підключатись до remote control пульт управління (portable) TV портативний телевізор

hack (into) зламувати щось  
 hard copy паперова копія  
 hard disk / hard drive жорсткий диск  
 hardware апаратне забезпечення  
 insert вставити  
 install a program встановлювати програму  
 instant messenger чат, миттєвий обмін повідомленнями (wireless) keyboard (бездротова) клавіатура  
 laptop ноутбук  
 load завантажувати  
 log on під'єднатися до  
 memory stick / USB stick карта пам'яті/флеш-накопичувач  
 modem модем  
 mouse миша  
 mouse pad килимок для миші  
 online shopping покупки онлайн  
 open/close a file відкривати/закривати файл  
 password пароль  
 paste вставити  
 PC (personal computer) / desktop комп'ютер/стільний комп'ютер  
 computer персональний комп'ютер/стіціонарний комп'ютер  
 pop-up ads рекламні оголошення, що спливають  
 portable портативний  
 press a button натискати кнопку  
 print друкувати  
 (laser) printer лазерний принтер  
 printout друк  
 properties властивості  
 receive spam отримувати спам  
 reply відповісти  
 run запускати (програму)  
 save зберігати  
 scanner сканер  
 screen екран  
 screensaver заставка екрану  
 scroll down/up/across прокрутити вниз/вверх/через (весь екран)  
 search engine пошукова система  
 select обирати  
 send an attachment / attach a file надсилати вкладення/додавати файл  
 server сервер  
 settings налаштування  
 software програмне забезпечення  
 speakers колонки  
 store information зберігати інформацію  
 tablet планшет  
 technical problems технічні проблеми  
 technical knowledge технічні знання  
 technical experts технічні експерти  
 tower системний блок  
 undo анулювати, скасувати  
 USB port USB-порт  
 user friendly зручний у користуванні  
 virus вірус  
 webcam вебкамера

website вебсайт  
 window вікно  
 wireless/Wi-Fi бездротовий/Wi-Fi  
 write/type on a computer писати/набирати текст на комп'ютері

## Telephone Телефон

answer the phone відповісти на телефон  
 answering machine / answerphone автовідповідач  
 be out of / within range бути поза зоною/ бути у зоні досяжності  
 dial the number набирати номер  
 extension розширення номеру  
 hands free керування пристроєм без допомоги рук  
 Hold on, please. Зачекайте, будь ласка.  
 keypad клавіатура на телефоні  
 leave a message залишати повідомлення  
 make a phone call зателефонувати  
 mobile (phone) мобільний телефон  
 phone / ring up / call sb телефонувати до когось  
 pick up / lift the receiver підіймати слухавку  
 put down / replace / hang up the receiver відключити слухавку  
 receiver/handset слухавка  
 recharge/charge the battery заряджати батарею  
 ringtone рингтон, мелодія (на телефоні)  
 run down / go dead розрядитися (про батарею)  
 text a message / send a short message відправляти текстове повідомлення/SMS  
 screen екран  
 smartphone смартфон

## Other words and phrases

**Інші слова та вирази**  
 access доступ  
 accessible via the Internet доступний через Інтернет  
 attach a document додавати документ  
 attachment додаток, вкладення  
 back up зробити резервну копію  
 battery-powered/battery-operated працює на батареї  
 be on/connected to the Internet бути підключеним до Інтернету  
 be down не працювати  
 benefit користь  
 break down зламатись  
 browser програма для перегляду вебсторінок  
 chat (on the Internet) чат/спілкуватись в чаті

come in handy for бути в пригоді  
 develop розвивати  
 development розвиток  
 device пристрій  
 do without sth обйтись від чогось  
 effective ефективний  
 engine двигун  
 enter the web page відвідувати вебсторінку  
 explore досліджувати  
 function функція  
 get/receive an email отримувати email  
 handy практичний  
 hang up покласти слухавку  
 have access to the Internet мати доступ до Інтернету  
 headphones навушники  
 improve / make improvements to sth покращувати/робити покращення чогось  
 Internet user користувач (Інтернетом)  
 inbox вхідні листи  
 log in/on увійти в систему/вийти із системи  
 mailbox поштова скринька  
 take advantage of скористатися чимось  
 offline без підключення до Інтернету  
 online підключений до Інтернету  
 (photo)copy sth копіювати щось  
 plug штекель  
 press the button натиснути кнопку  
 run down розряджатися (про батарею)  
 search (for) шукати щось  
 search engine пошукова система  
 send an email відправляти e-mail  
 set up встановлювати  
 sign in/out підписуватись/відписуватись  
 solution рішення  
 socket розетка  
 space exploration дослідження космосу  
 switch on/off - turn on/off вмикати/вимикати  
 telephone/computer network телефонна/комп'ютерна мережа  
 update оновлення  
 turn up/down вмикати/вимикати  
 via/through the Internet через Інтернет  
 virtual reality віртуальна реальність  
 zoom in/out збільшувати/зменшувати зображення  
 My email address is (abcd@efgh.as.pl) – said: A-B-C-D at E-F-G-H dot A-S dot P-L. Моя електронна адреса (abcd@efgh.as.pl).  
 @ «комерційне ет»

**A** Choose a, b or c to complete the sentences.

1. I have to \_\_\_\_\_ the battery in my mobile usually once a week.  
a. load      b. change      c. recharge
2. Penicillin was \_\_\_\_\_ by Alexander Fleming.  
a. found      b. discovered      c. invented
3. \_\_\_\_\_ cameras are much more popular than traditional ones.  
a. Virtual      b. Digital      c. Cordless
4. It has been scientifically \_\_\_\_\_ that optimists live longer than pessimists.  
a. proven      b. based      c. improved
5. If you want to find some information on the USA, you must \_\_\_\_\_ the right web page.  
a. connect      b. click      c. enter
6. Technical \_\_\_\_\_ such as printers or copiers make life much easier.  
a. devices      b. appliances      c. software

**B** Write the words in the box under the correct heading(s). Some of the words can be used more than once.

browser	achievement	handset	range	dial	breakthrough	approach
sample	keypad	properties	study	chat	message	proof

Telephone	Computer/Internet	Science and technology

**C** In pairs, discuss how life would be different if...

- there was no TV.
- people communicated via the Internet only.
- every computer crashed at the same time.
- people could travel in space.
- printing had not been invented.

**Useful phrases**

I think people would...

There would be (no)...

If..., nobody would...

Life on Earth...

**D** Form collocations by matching the words/phrases 1-8 with a-h.

- |              |                          |                  |
|--------------|--------------------------|------------------|
| 1. carry out | <input type="checkbox"/> | a. advantage of  |
| 2. recharge  | <input type="checkbox"/> | b. range         |
| 3. take      | <input type="checkbox"/> | c. a number      |
| 4. pick up   | <input type="checkbox"/> | d. an experiment |
| 5. press     | <input type="checkbox"/> | e. a battery     |
| 6. make      | <input type="checkbox"/> | f. the receiver  |
| 7. be out of | <input type="checkbox"/> | g. a discovery   |
| 8. dial      | <input type="checkbox"/> | h. a button      |

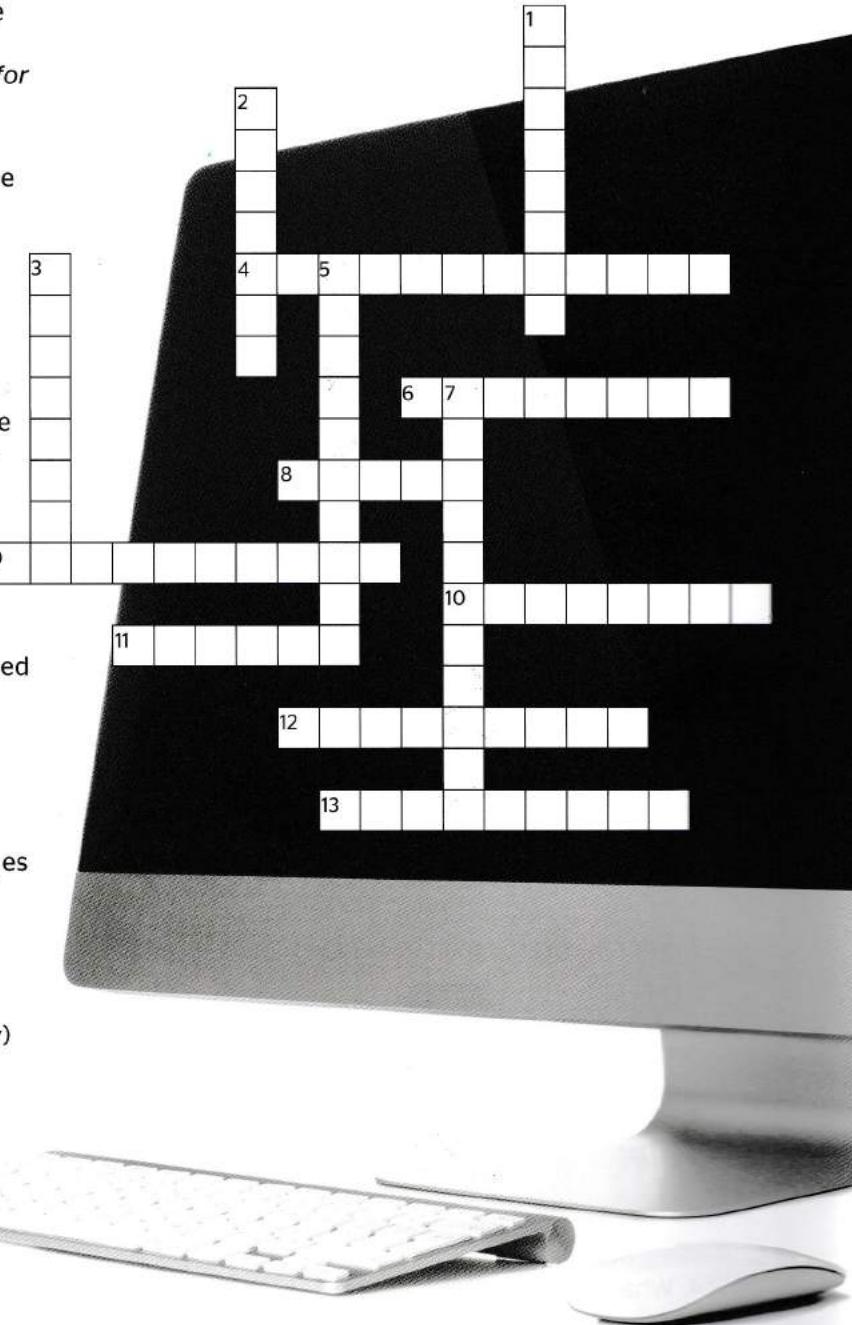
## E Do the crossword.

### Across

4. an important discovery that leads to huge achievements in the field of medicine, science, etc. example: *People are hoping for a... in the search for a cure for AIDS.*
6. a secret word, phrase or number that you must type into a device, computer, etc. to be able to use it
8. something that your computer may be infected with
9. something that you wear over your ears to listen to music without other people hearing it
10. the part of a telephone that you hold close to your mouth and ear when talking on it
11. a small machine or device that is handy and does something useful
12. the act of finding (out) something which has always been there but has never been observed before
13. a new device, method or process developed from study and experimentation

### Down

1. programs that you need to operate a computer
2. a file in which received electronic messages are kept
3. a large collection of information that is stored on a computer and which can be accessed or changed at any time
5. a scientific test that is carried out (usually) by scientists to gain new knowledge
7. a machine that you can connect to your telephone in order to receive messages left by a person who is calling



**F** Work in pairs. Tell your partner what your life would be like without the Internet. Say why.

### Useful phrases

I don't think I could do without the Internet because...  
 It would be really difficult for me to live without the Internet because...  
 I can't imagine my life without the Internet because...  
 Not having Internet access would be no problem for me because...

**PRE-LISTENING TASK**

- Are you interested in modern technology? Why? / Why not?
- What three gadgets or devices could you not live without? Why?
- Why do so many people use smartphones nowadays?

**A**

Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).



1. What does the man receive?



A



B



C

2. Why wasn't Mary's mobile phone working?



A



B



C

3. What hasn't the man packed yet?



A



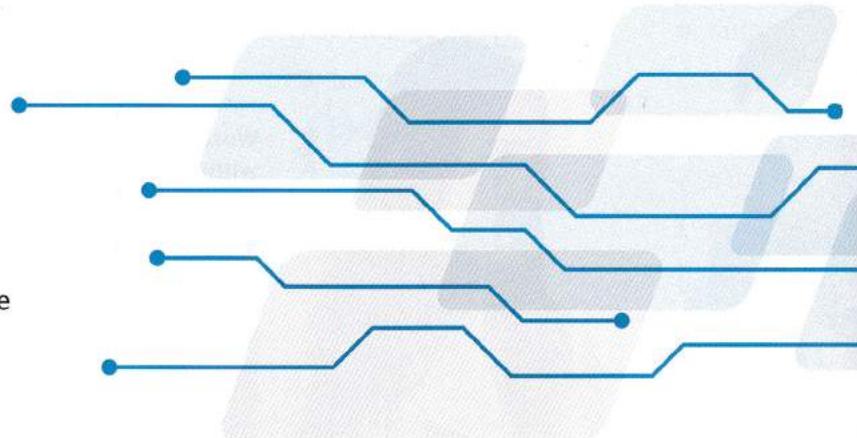
B



C

4. What is the man's profession?

- A. inventor
- B. scientist
- C. salesperson



5. Where is the woman?

- A. at her home
- B. outside someone else's home
- C. in the street

6. What is the man asking for?

- A. a case for his mobile phone
- B. service for the camera on his mobile phone
- C. his money back

**B** Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

37

T	F

1. Alexander Fleming discovered penicillin while on holiday.

2. Percy Spencer got the idea for the microwave oven from a melted chocolate bar.

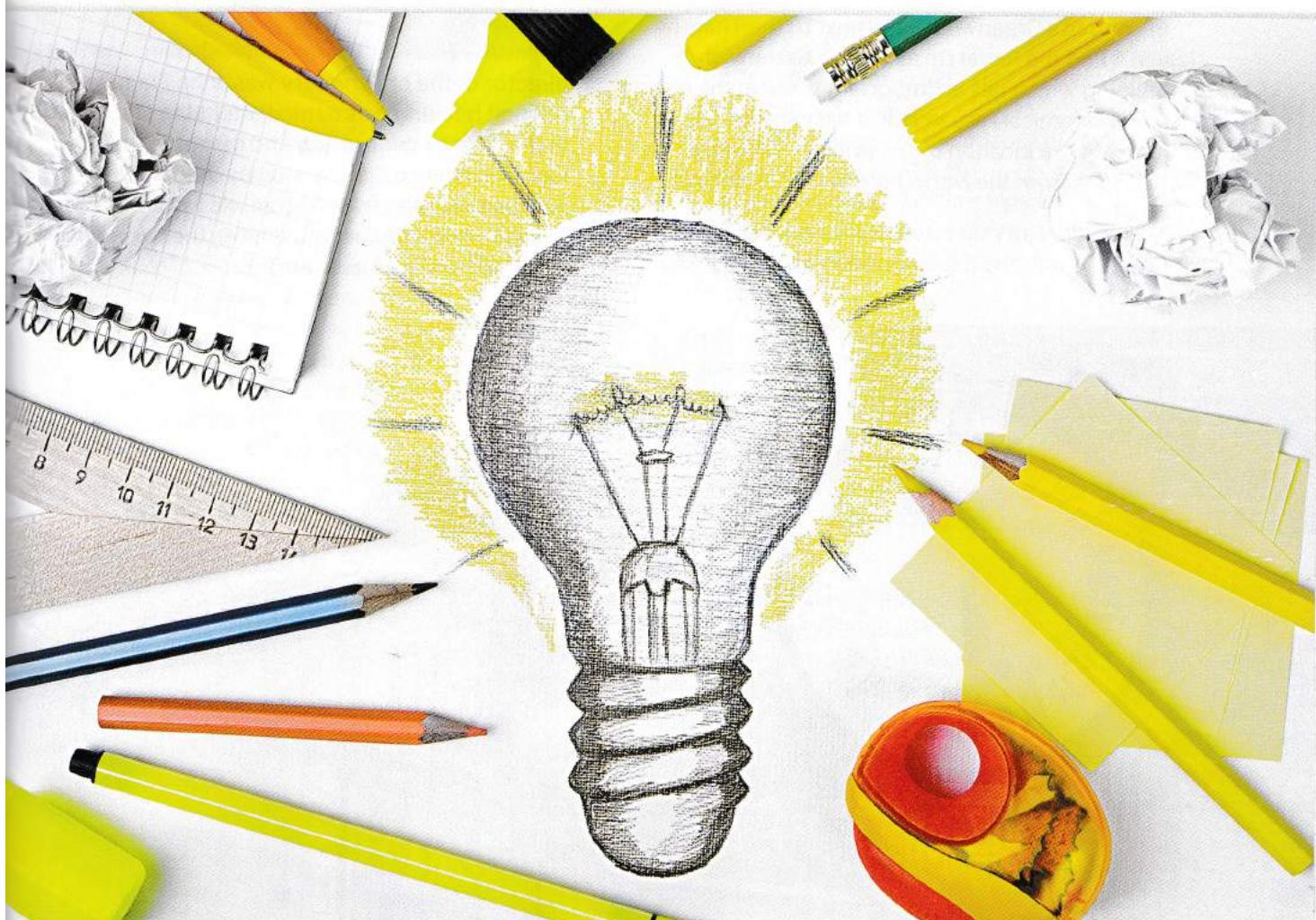
3. A very popular soft drink was invented by a pharmacist.

4. The recipe of that drink is now known to everybody.

5. Pemberton died not knowing how successful his creation would become.

## POINTS FOR DISCUSSION

- Are you interested in scientific discoveries? Why? / Why not?
- In your opinion, what is the most important invention/discovery of all time? Why?

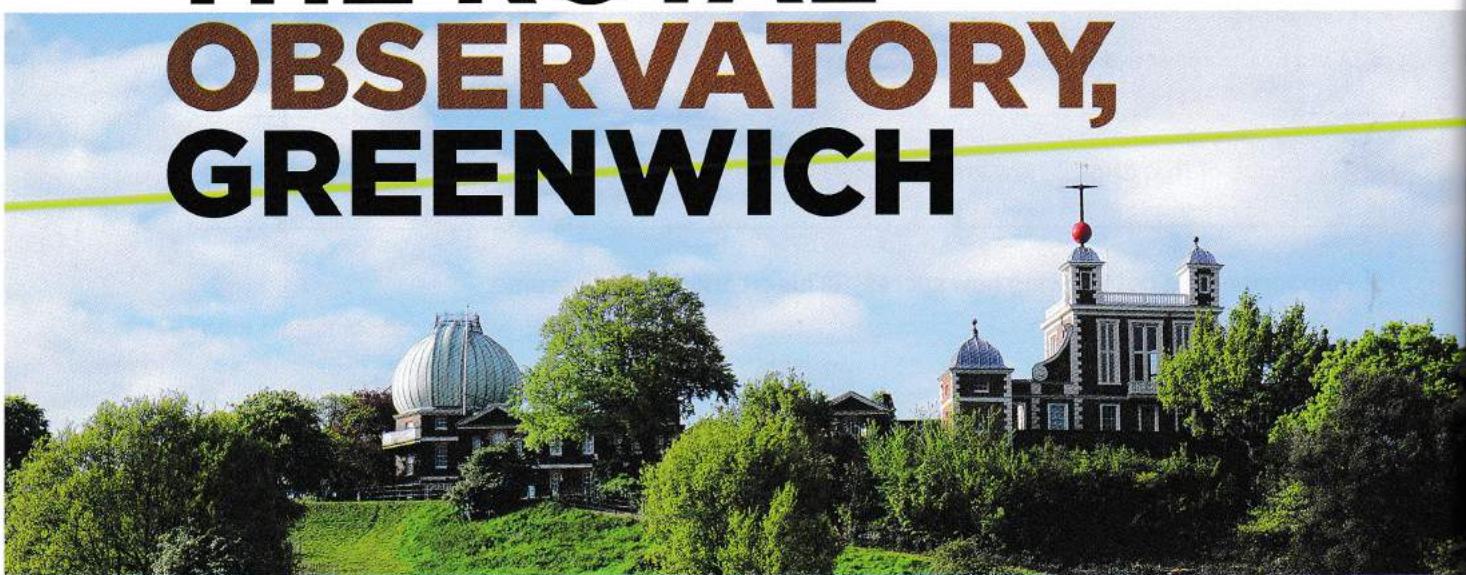


**POINTS FOR DISCUSSION**

- Are you interested in astronomy? Why? / Why not?
- What is your opinion on space exploration?

**A**

# THE ROYAL OBSERVATORY, GREENWICH



In London's Greenwich Park, next to the Thames, you'll find the Royal Observatory, Greenwich, a building which has an important place in the history of astronomical research. It is best known for marking the location of the prime meridian, a line that runs from the North Pole to the South Pole.

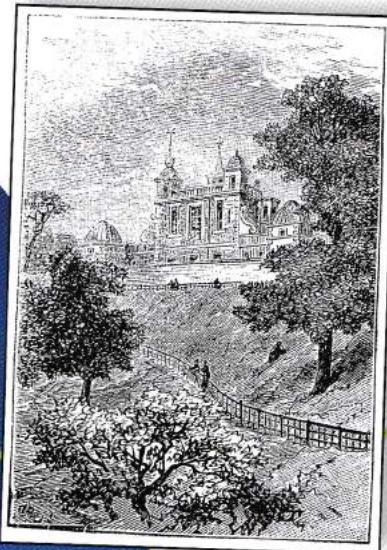
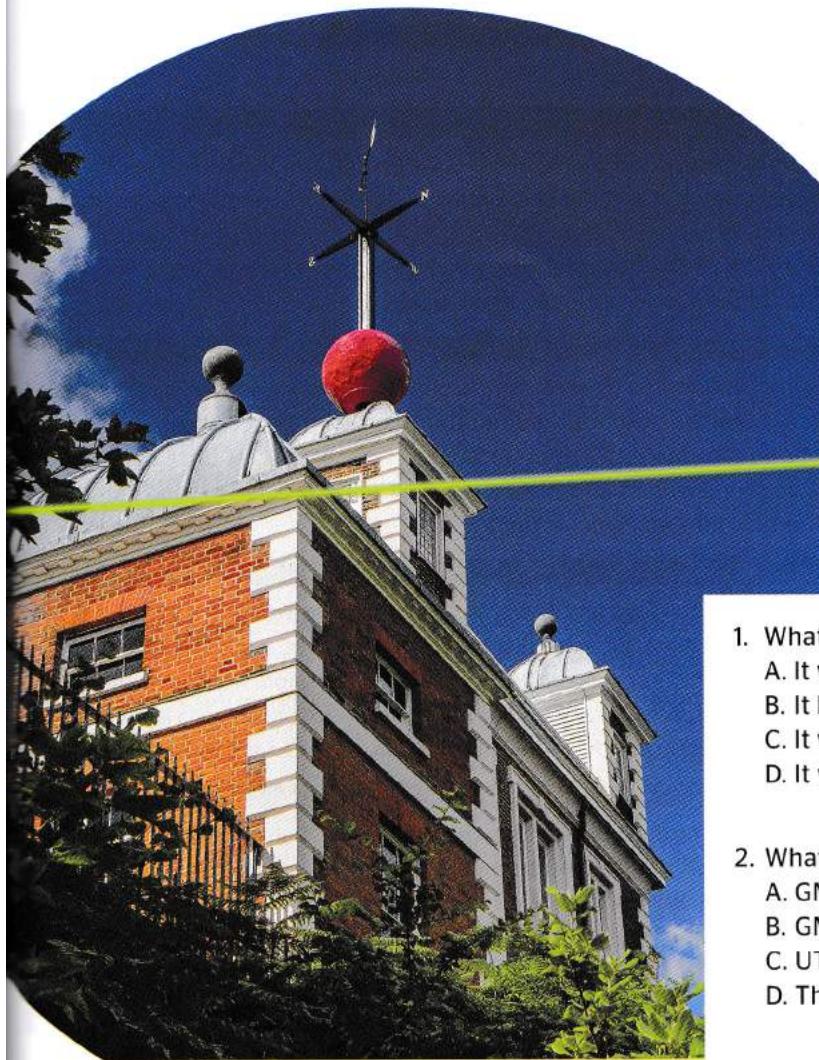
The observatory was commissioned by King Charles II and the building was completed in 1676.

Designed by Sir Christopher Wren, it was the first scientific research facility built in Britain. The first director of the observatory was John Flamsteed and the first building was named after him. Flamsteed was in charge of studying and mapping the stars, mainly so they could be used by sailors to avoid accidents at sea. In 1957, scientific work was moved to a different location; since 1960, the Greenwich site has been used as a museum.



# Reading Comprehension Practice

Unit 12 – page 149



Visitors to the museum can see a metal line on the ground which shows the path of the prime meridian. Between the years 1848 and 1972, all the world's major countries started using time zones which were based on Greenwich Mean Time (GMT), which is the local time at the prime meridian. For example, people in the UK often say GMT+1 for the time zone which is one hour ahead of the UK. However, it is more common in the rest of the world to use the term Universal Time, which is written UTC+1. To help people in London set their clocks and watches a time ball was installed on the roof of the observatory, which still drops every day at exactly 1 p.m.

It is popular for visitors to take pictures of each other with one foot on either side of the prime meridian line—that is, with one foot in the east and the other foot in the west. Since 1999, a green laser has shone across the London night sky, following the prime meridian north across the city. If you continued the line south, it would pass through the UK, France, Spain, Algeria, Mali, Burkina Faso, Togo, Ghana and end in Antarctica.

1. What happened to the observatory in 1960?
  - A. It was closed to the public.
  - B. It became a place for scientific work.
  - C. It was used to help prevent accidents.
  - D. It was turned into a museum.
  
2. What is the time difference between GMT and UTC?
  - A. GMT is one hour ahead.
  - B. GMT is one hour behind.
  - C. UTC is one hour behind.
  - D. There is no difference.
  
3. Why does a ball drop every day on top of the observatory?
  - A. to remind people of the history of the observatory
  - B. to help people know the correct time
  - C. to remind people to eat lunch
  - D. to show people why GMT is important
  
4. What do the countries mentioned in the last paragraph have in common?
  - A. They are considered part of the east and the west.
  - B. They are lit by a green laser.
  - C. They all share the prime meridian line.
  - D. They are in the GMT+1 time zone.
  
5. What is the significance of the green laser light shining across London?
  - A. It represents the prime meridian line.
  - B. It reminds people of the presence of the observatory.
  - C. It helps people determine their location.
  - D. It leads people to the observatory from wherever they are in the city.

**B**

Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

**1**

Mercury is the smallest planet in our solar system and the one closest to the sun; however, it isn't the hottest planet. NASA's *Mariner 10* was the first spacecraft to explore it, from 1973 to 1975. In 2018, an eight-year mission to Mercury called *BepiColombo* was launched by the European Space Agency and the Japan Aerospace Exploration Agency.

**2**

Mars has been visited by several missions. It has been discovered that it has seasons, weather, polar ice caps and volcanoes—just like Earth does. NASA's robotic mission Mars 2020 aims to look for signs of past life on the planet. It will also give scientists information they will use to prepare to send human explorers to the Red Planet in the 2030s.

**3**

Venus is the second-closest planet to the sun, but its atmosphere makes it the hottest planet in our solar system. Since the 1960s, it has been visited by more than thirty spacecraft. Japan's *Akatsuki* mission, which was the country's first successful mission to explore another planet, was launched in 2010. Its aims are to study Venus's weather and search for active volcanoes.

**4**

Neptune is the farthest planet from the sun. In 1612, Galileo observed Neptune with his small telescope, but thought that it was a star. In 1846, scientists predicted the location of the planet with the help of mathematics. *Voyager 2* is the only spacecraft to have ever flown past Neptune, but it provided scientists with lots of information about this planet.

**5**

Jupiter, the biggest planet in our solar system, has been visited by nine spacecraft. People could observe the planet's Great Red Spot through their telescopes more than a hundred years ago. Now we know that this is actually a gigantic storm. The European Space Agency's *JUICE* mission, planned to arrive at Jupiter in 2029, is going to explore the planet further.

**6**

Saturn is the second-largest planet in our solar system, and it is famous for its beautiful rings. People have known about it since ancient times because it is visible even without advanced telescopes. The international *Cassini-Huygens* mission—the fourth spacecraft to visit Saturn—studied the planet from 2004 to 2017 and gave scientists information about its rings and moons.

**Which planet \_\_\_\_\_?**

- A. was first identified by people thousands of years ago
- B. got its rings because of a volcanic eruption
- C. has been approached by one mission only
- D. shares some similarities with our planet
- E. is characterised by an extreme weather phenomenon
- F. has the highest temperatures
- G. was first explored by a Japanese mission
- H. is being explored by a joint mission of two space agencies

**POINTS FOR DISCUSSION**

- If you had the opportunity, would you travel to space? Why? / Why not?
- What do you think are some of the problems that humans would face if they travelled to other planets?

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## Fixing a wobble

The London Millennium Bridge (1) \_\_\_\_\_ not only for its engineering, but for its beauty as well—it (2) \_\_\_\_\_ to resemble a 'blade of light'. However, the completion of the 320-metre-long bridge was not without its difficulties. When the Millennium Bridge opened to the public in June 2000, more than 160,000 pedestrians crossed during the opening weekend. Unfortunately, no one (3) \_\_\_\_\_ what the effect of that much traffic would be. The bridge began to wobble, which means that it moved alarmingly from side to side. As a result, it was closed a few days later.



The problem wasn't the weight of such a large number of pedestrians (which could easily be supported (4) \_\_\_\_\_ the bridge's design), but their movements. When the bridge moved slightly in the wind, all of the walkers moved their feet at the same time to maintain their balance. This added energy to the natural movement of the bridge, making it sway even more.

Studies were carried out and the Millennium Bridge Trust (5) \_\_\_\_\_ money to make alterations to the bridge. After successful walking tests were carried out, the Millennium Bridge was finally safe for public use.

- |                     |                  |                     |                      |
|---------------------|------------------|---------------------|----------------------|
| 1. A. has praised   | B. praised       | C. has been praised | D. has been praising |
| 2. A. was designed  | B. was designing | C. designs          | D. designed          |
| 3. A. had predicted | B. was predicted | C. was predicting   | D. is predicted      |
| 4. A. from          | B. by            | C. for              | D. with              |
| 5. A. raised        | B. raising       | C. was raised       | D. has been raised   |

## The History of WWW

2019 was the 30th anniversary of the World Wide Web, which was (6) \_\_\_\_\_ by Sir Tim Berners-Lee. It all started in the late 1980s, when Berners-Lee was a computer scientist at CERN, a European particle physics laboratory in Geneva. A huge amount of (7) \_\_\_\_\_ is collected there from many different sources, and back then there was no easy way for researchers around the world to (8) \_\_\_\_\_ and analyse it.



Berners-Lee set to work on solving this problem. The (9) \_\_\_\_\_ came when he created a system of saving and sharing information in files which include connections, or "links" between them.

Berners-Lee insists that he only built on the work of scientists who came before. For one thing, the (10) \_\_\_\_\_ already existed, in the form of computers which could be linked together over the Internet. Nevertheless, Berners-Lee's solution to the problem at CERN ended up becoming the WWW.

- |                  |                 |                 |             |
|------------------|-----------------|-----------------|-------------|
| 6. A. discovered | B. invented     | C. proved       | D. updated  |
| 7. A. data       | B. proof        | C. software     | D. evidence |
| 8. A. explore    | B. improve      | C. access       | D. attach   |
| 9. A. argument   | B. breakthrough | C. development  | D. device   |
| 10. A. hard copy | B. hard drive   | C. memory stick | D. hardware |

**POINTS FOR DISCUSSION**

- What examples of technology do we see around us in our everyday lives?
- What kind of technological devices do you use?
- Which do you feel has had the biggest impact on your life? Why?
- What are some of the advantages and disadvantages of this technological device?

**A** Read the email below and answer the questions that follow.

From: Betty  
To: Tom

Dear Tom,

Thank you for your last email. Guess what! I have some exciting news to share with you!

My parents gave me the coolest birthday present ever, an e-reader! I was overjoyed because you know I travel a lot by train and don't always know what book I'll be in the mood for. But with this e-reader, I have the luxury of choosing from a number of books. It actually allows me to carry the digital version of about 3,500 books and, if I add a memory card, the number of books that can be stored is unimaginable! Plus, I can actually save some money since e-books are cheaper than real ones and I can even borrow e-books from online libraries. Another cool feature is that it comes with an onboard dictionary, which means I can look up difficult words. Personally, I think that e-readers are the ideal device for bookworms like me. They're so simple to use, too. So, if you don't have one, get one!

Well, that's all for now. Write back soon and tell me your news.

Yours,  
Betty

**Linking words/phrases**

When you want to list or add points, use the linking words/phrases below:

*Firstly / First of all / To begin with  
Secondly / Also / In addition / Moreover /  
Furthermore / What is more / Plus / Another  
Finally / Lastly / Last but not least  
To sum up / All in all*

1. Is the writer in favour of e-readers or not? How do we know?
2. Which points does she use to build her argument?
3. Which words/phrases does she use to list her points? Underline them.
4. Which word/phrase does she use to introduce her final opinion? Circle it.



**B** Read the post below and complete it using the linking words/phrases in the box below.

All in all      Secondly      The way I see it      Furthermore      Last but not least  
In contrast      First and foremost      Personally

**Cleo Smith Age: 38**



I read your post yesterday, Sandy, but I can't say I agree with you. Call me old-fashioned, but I like paper books. (1) \_\_\_\_\_, while it's true that you can store many books on one device, if something happens to your e-reader you'll have to go find and download hundreds or even thousands of books again. (2) \_\_\_\_\_, if—or rather when, because it's a matter of time—your e-reader dies and you get a new one, your old e-books might not be readable on your new e-reader. (3) \_\_\_\_\_, paper books are more likely to last and when they age and the pages turn yellow, they do so gracefully. (4) \_\_\_\_\_, time just adds to a book's character. (5) \_\_\_\_\_, I like the way they feel and smell. To my mind, reading is just not the same when I'm not holding a book. (6) \_\_\_\_\_, you don't have to remember to recharge a book's battery, nor does it run out when you are in the middle of a story. (7) \_\_\_\_\_, reading from a screen puts a strain on your eyes. (8) \_\_\_\_\_, the value of a good old paperback is timeless, so get your hands on one and enjoy!

**C** Read the following letter and put the sentences in the correct order.

Dear Harry,

I hope you are well. I finally got the camera drone I've been saving up for, and I'm so happy about it I wanted to share the news with you.

- I had to download an application so that my phone can communicate with the drone.
- The application also allows me to see what the camera 'sees' on my screen.
- It looks like four tiny helicopters facing each other, and it can fly pretty high. The camera hangs down from the centre.
- Anyway, as soon as I get some good photos, I will post them on my blog. Please write soon!
- You know how much I love photography—and this drone is so cool!
- You see, I'm going to spend my holiday in the countryside in Scotland, taking pictures of its beautiful landscapes from high above.
- After I downloaded it, I spent the rest of the day learning how to control the drone while taking pictures and video at the same time.
- I am still discovering all the features this device has, and I only have a week left to practise before I travel!

Take care,

Steve

**D** An English-speaking friend sent you an email telling you that her grandparents are going to buy her a laptop or a tablet before she goes to university, but she cannot decide which she should ask for.

Write an email to your friend in which you say

- which present she should ask for
- what you think the advantages are to justify your opinion
- why you don't think the other option would be suitable for her.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

### Exam Tip

When writing an email/letter expressing your opinion:

- use linking words/phrases to list or add points.
- give reasons to support your opinion and examples to make your point.
- use phrases like: *I (definitely) think... / Personally, I believe... / The way I see it...*

# Unit 13: Nature

## Key Vocabulary

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### Climate and the weather

#### Клімат та погода

- climate** клімат
- cold холодний
- cool прохолодний
- hot/warm спекотний, гарячий/  
теплий
- humid вологий
- mild м'який, помірний (клімат)
- tropical тропічний
- wet/dry мокрий/сухий
- weather** погода
- beautiful/lovely/gorgeous weather гарна/чудова/прекрасна погода
- chilly прохолодно
- clear sky безхмарне небо
- freezing cold холоднеча
- It's cloudy/sunny/windy. Хмарно./  
Сонячно./Вітряно.
- It's foggy/rainy/stormy. Туманно./  
Дощить./Негода.
- It's snowing/raining. Йде сніг/  
дощ.
- It looks like rain. Схоже на дощ.
- clear up розвиднітись
- downpour злива
- drizzle мжичка, мряка
- fog туман
- frost / ground frost мороз/  
приморозки на землі
- hail град
- heat / heatwave спека
- rain дощ
- rainbow веселка
- rainy/sunny spell період дощів/  
сонячної погоди
- showers зливи
- sleet дощ зі снігом
- snowdrift снігопад
- temperature above/below zero температура вище/нижче нуля
- There will be a drop/rise in temperature next week. На наступному тижні буде похолодання/потепління.
- weather forecast прогноз погоди
- snow сніг

- storm штурм, непогода
- wind вітер

### Plants and animals

#### Рослини та тварини

- plant** рослина
- insects** комахи
- ant мураха
- bee бджола
- bumble bee джміль
- butterfly метелик
- fly муха
- grasshopper коник стрибунець
- mosquito комар
- wasp оса
- birds** птахи
- crow ворона
- cuckoo зозуля
- eagle орел
- owl сова
- parrot папуга
- peacock павич
- pheasant фазан
- pigeon голуб
- seagull чайка
- sparrow горобець
- stork лелека
- swan лебідь
- farm animals** свійські тварини
- cock півень
- cow корова
- duck качка
- goat коза
- goose/geese гуска/гуси
- hen курка
- horse кінь
- pig свиня
- sheep вівця/вівці
- turkey індик
- pets** домашні улюбленці
- budgie хвильястий папуга
- canary канарка
- dog: Alsatian/dachshund/mongrel/  
Doberman пес: вівчарка/такса/  
дворняжка/доберман
- guinea pig морська свинка

hamster хом'як

rabbit кролик

tortoise черепашка

**wild animals** дики тварини

bear ведмідь

crocodile крокодил

deer олень

elephant слон

fox лисиця

giraffe жирафа

hare заєць

hippo бегемот

kangaroo кенгуру

lizard ящірка

seal тюлень

snake змія

squirrel білка

wolf вовк

zebra зебра

**sea animals** морські тварини

whale кит

shark акула

sea turtle морська черепашка

dolphin дельфін

**flowers** квіти

crocus шафран

daffodil нарцис

daisy маргаритка

lily of the valley конвалія

poppy мак

primrose первоцвіт

snowdrop пролісок

sunflower соняшник

tulip тюльпан

violet фіалка

**trees** дерева

chestnut каштан

oak дуб

pine сосна

willow верба

### Landscape Пейзаж, Краєвид

beautiful/picturesque/

breathtaking гарний/

мальовничий/захоплюючий

rocky/mountainous кам'янистий/  
гірський  
rural/urban сільський/міський

## Nature and environment Природа та навколишнє середовище

acid rain кислотний дощ  
be environmentally aware екологічно свідомі  
blossom / be in bloom цвісти/  
розцвітати  
biodegradable біорозкладні  
bottle/paper/plastic  
bank контейнер для пляшок/  
паперу/пластику  
campaign for/against sth кампанія  
за/проти чогось  
deforestation вирубка лісів  
desert пустеля  
destroy (natural habitat) знищувати природне  
середовище  
destruction знищення  
die out / become extinct вимирання/бути на межі  
вимирання  
do/cause damage to the environment шкодити /  
здавати шкоди  
навколишньому середовищу  
ecology екологія  
ecological disaster екологічна катастрофа  
emit викидати, випромінювати  
emissions викиди  
endangered species of animals види тварин під загрозою зникнення  
environment(ally) friendly безпечний для довкілля  
environmental protection/ preservation охорона навколишнього середовища  
environmental threat екологічна загроза  
exhaust fumes вихлопні гази  
global warming глобальне потепління  
greenhouse effect парниковий ефект  
jungle джунглі  
natural resources природні ресурси

natural disaster стихійне лихо,  
природна катастрофа  
nature reserve природний заповідник  
nature trail екологічна тропа  
oil spill вилив нафти, нафрова пляма  
ozone layer/hole озоновий шар/  
озонова діра  
planting trees саджати дерева  
protect/preserve/preserved захищати/оберігати, зберегти /  
збережений  
pollution забруднення  
rainforest тропічні ліси  
recycle переробка відходів  
renewable/alternative source of energy відновлювальна енергія / альтернативне Джерело енергії  
returnable bottles пляшки, які можна здавати  
rubbish / rubbish dump сміття/  
смітник, сміттєзвалище  
sewage / sewage plant стічні води/станція очищення стічних вод  
sewage / waste disposal каналізація/вивіз сміття  
soil ґрунт  
Some animals are in danger of extinction. Деякі тварини знаходяться під загрозою вимирання.  
sort the rubbish into glass, paper, plastic, etc. сортувати сміття на скло/папір/пластик тощо  
(toxic/industrial/nuclear) waste відходи (токсичні, промислові, радіоактивні)  
tropical forests тропічні ліси  
wildlife дика природа  
wilderness дике місце, пустеля  
Earth Day День Землі  
Mother Nature Матір Природа  
National Park Національний парк  
scarce обмежений, дефіцитний  
natural habitat природне середовище проживання

## Natural disasters Природні катастрофи

avalanche лавина  
drought засуха  
earthquake землетрус

flood/flooding повінь  
forest fire лісова пожежа  
tornado торнадо  
tsunami цунамі  
typhoon тайфун  
volcanic eruption виверження вулкану

## Other words and phrases

### Інші слова та вирази

animal shelter притулок для тварин  
be bitten by mosquitoes бути покусаним комарами  
be stung (on the arm) by a wasp бути вжаленим осою  
cage клітка  
come/go to sb's/sth's rescue приходити комусь на допомогу  
crop failure неврожай  
evacuate/evacuation евакуювати/евакуація  
feed годувати  
flood damage збитки від повені  
future generations майбутні покоління  
grow vegetables/crops вирощувати овочі/  
сільськогосподарські культури  
iceberg айсберг  
melt танути  
natural/artificial (chemical) fertiliser природні/штучні (хімічні) добрива  
pesticides пестициди  
reduce зменшувати  
rescue рятувати  
rescue operation операція з порятунку  
save sb/sth from (death) врятувати когось від (смерті)  
season of the year пора року  
survivor of a tsunami особа, яка пережила цунамі  
threat/danger загроза  
victim of an earthquake потерпілий від землетрусу  
wave хвиля  
in season в сезон

**A** Choose A, B or C to complete the gaps.

The combination of the pollution of the atmosphere by industrial emissions and the greenhouse effect is bringing about noticeable changes in the earth's (1) \_\_\_\_\_.

In spring, for example, when one would expect the weather to be (2) \_\_\_\_\_, there is frost on the (3) \_\_\_\_\_, or it snows at the beginning of May, which happened a few years ago.

Sometimes, long rainy spells are followed by unbearable (4) \_\_\_\_\_ which cause serious (5) \_\_\_\_\_. This often results in major crop failures. In many places, summers are cold and rainy, and the danger of (6) \_\_\_\_\_ is always present.

There are also winters, like the last one, when the temperature hardly ever (7) \_\_\_\_\_ below zero, and many plants are already (8) \_\_\_\_\_ in the middle of January. Unusual as it seems, it's true!

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. A. climate   | B. soil       | C. nature    |
| 2. A. freezing  | B. warm       | C. hot       |
| 3. A. dirt      | B. atmosphere | C. ground    |
| 4. A. waves     | B. hot        | C. heatwaves |
| 5. A. dryness   | B. droughts   | C. showers   |
| 6. A. hurricane | B. hail       | C. flooding  |
| 7. A. drops     | B. drips      | C. rises     |
| 8. A. in bloom  | B. blossom    | C. planted   |

**B** Complete the sentences with the words in the box. There is one extra word.

damage      biodegradable      disaster      stung      rise      endangered      aware  
protect      extinct      dangerous

- After a week of heavy rains and cold weather, there will be a \_\_\_\_\_ in temperature next week.
- We can all \_\_\_\_\_ the environment by using \_\_\_\_\_ packaging.
- If the pace of environmental destruction does not slow down, some animal species will become \_\_\_\_\_.
- Many birds and sea animals died in an environmental \_\_\_\_\_ caused by a huge oil spill.
- People worldwide are gradually becoming more \_\_\_\_\_ of ecological problems.
- Certain animals, such as seals or sea turtles, are considered to be \_\_\_\_\_ species and may soon die out.
- The development of various industries is causing more and more \_\_\_\_\_ to the environment.
- Being \_\_\_\_\_ by a wasp can be very painful.

**C** Complete the sentences with your own opinions and ideas.

- My favourite season of the year is \_\_\_\_\_ because \_\_\_\_\_.
- I think the greatest threat to the environment is \_\_\_\_\_.
- In my opinion, animals should/shouldn't be kept in zoos because \_\_\_\_\_.
- \_\_\_\_\_ are the most dangerous natural disasters because \_\_\_\_\_.
- What we can do to help survivors of an earthquake is \_\_\_\_\_.
- The biggest environmental problem for future generations will be \_\_\_\_\_.

**D** Match the words/phrases with their definitions.

- |                   |                          |  |
|-------------------|--------------------------|--|
| 1. wilderness     | <input type="checkbox"/> | a. rain that contains chemicals from factory gases and destroys the environment                            |
| 2. ozone          | <input type="checkbox"/> | b. a very large wave that causes a lot of damage   |
| 3. victim         | <input type="checkbox"/> | c. a gas which people and animals breathe out from their lungs   |
| 4. survivor       | <input type="checkbox"/> | d. someone who has been affected by a bad situation or event   |
| 5. carbon dioxide | <input type="checkbox"/> | e. an area of land where no people live and there are no buildings   |
| 6. nature reserve | <input type="checkbox"/> | f. the disappearance of a species of animal or plant   |
| 7. tsunami        | <input type="checkbox"/> | g. rain that falls fast and heavily  |
| 8. extinction     | <input type="checkbox"/> | h. a gas which blocks the ultraviolet radiation from the sun   |
| 9. acid rain      | <input type="checkbox"/> | i. a large area of land where plants and animals are protected   |
| 10. downpour      | <input type="checkbox"/> | j. someone who is still alive in spite of experiencing a situation or event that could have killed him/her |

**E** Circle the odd one out.

- |             |             |             |          |            |
|-------------|-------------|-------------|----------|------------|
| 1. urban    | humid       | picturesque | rural    | rocky      |
| 2. foggy    | rainy       | windy       | cloudy   | snowing    |
| 3. severe   | mountainous | mild        | tropical | wet        |
| 4. downpour | rain        | frost       | drizzle  | shower     |
| 5. mosquito | bee         | fly         | hare     | butterfly  |
| 6. eagle    | stork       | wasp        | pigeon   | swan       |
| 7. tulip    | oak         | daisy       | poppy    | daffodil   |
| 8. rabbit   | lizard      | giraffe     | seal     | wolf       |
| 9. hamster  | seagull     | tortoise    | dog      | guinea pig |
| 10. cock    | hen         | goat        | goose    | fox        |

**F** In pairs, act out a dialogue according to the situation given below.

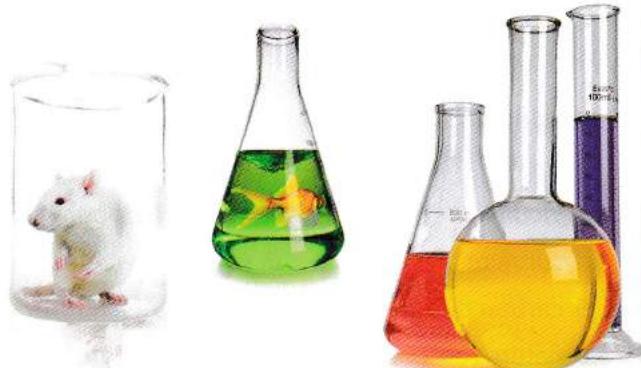
Student A	Student B
<p>You are a member of the local government. One day, a member of an environmental group visits your office to ask you to give permission for a peaceful protest against building a motorway near a nature reserve. Try to discourage him/her, giving reasons for your disapproval of this idea.</p>	<p>You are a member of an environmental group that wants to campaign against the construction of a motorway near a nature reserve. You visit the office of a member of the local government to ask for permission to organise a peaceful protest. Give reasons why the motorway mustn't be built. Use your imagination!</p>



# Listening Comprehension Practice

## POINTS FOR DISCUSSION

- Why is it important to protect the environment?
- Why are rainforests important to our planet?
- What do you know about climate change?

**A**

Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).

39

1. What was the weather like on the second day?



A



B

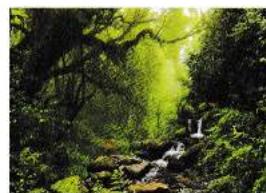


C

2. Where are they going on holiday?



A



B



C

3. Which animal did the speaker see up close for the first time?



A



B



C

4. What is the biggest problem facing the area now?

- A. air pollution
- B. water pollution
- C. land pollution

5. What happened to the speaker?

- A. He was bitten by mosquitoes.
- B. He was annoyed by grasshoppers.
- C. He was stung by a wasp.

6. What has the man never done before?

- A. used materials that do not harm the environment
- B. returned bottles to the supermarket
- C. recycled glass and plastic



# Listening Comprehension Practice

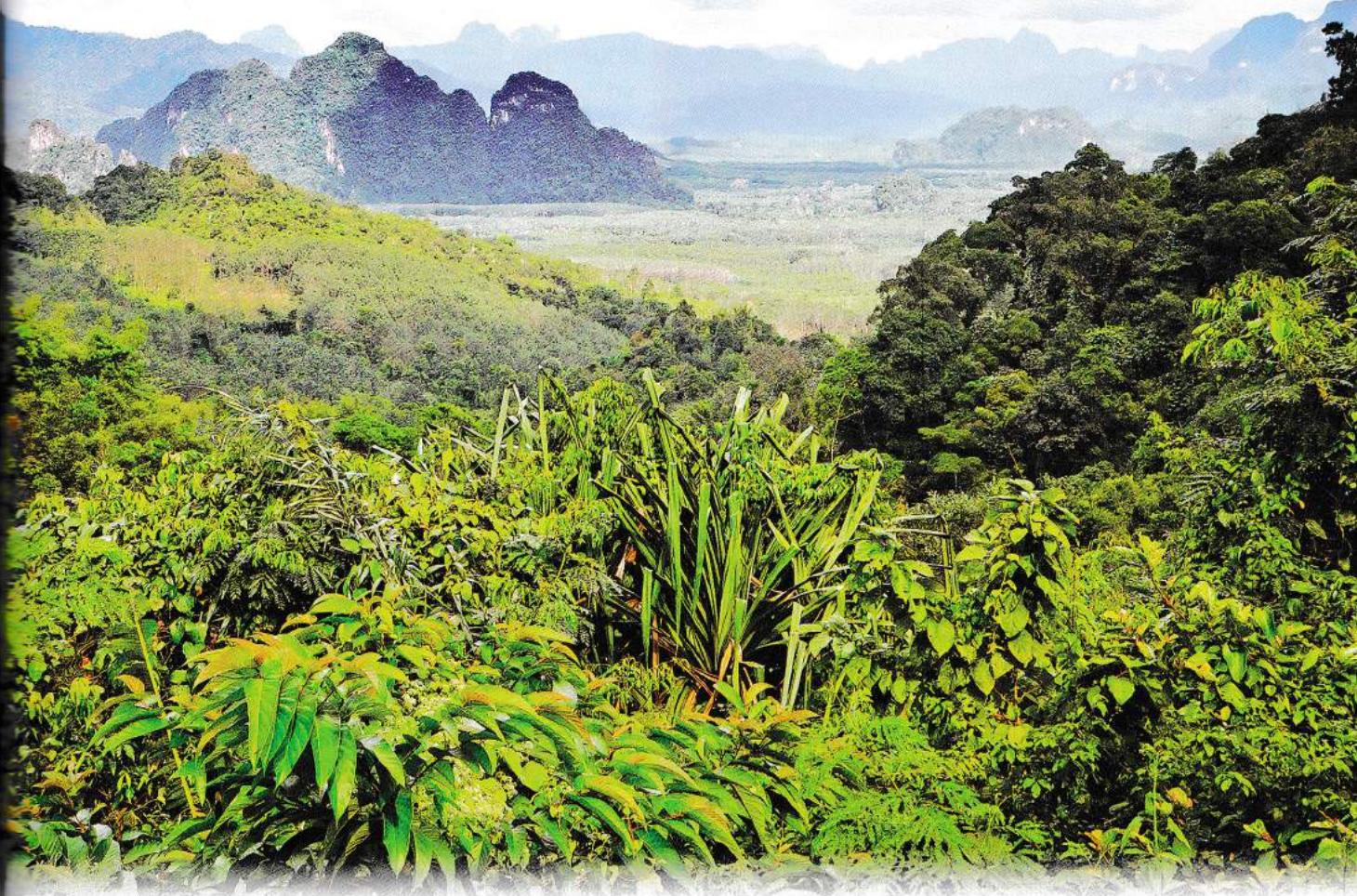
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**B** Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

40

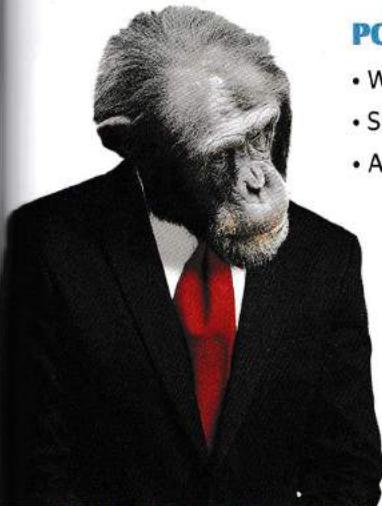
T	F
1. Rainforests do not grow in Asia.	
2. The Earth's climate is affected by rainforests.	
3. More than half of the world's rainforests have disappeared.	
4. Rainforests are being destroyed only because people need wood.	
5. Some rainforest plants are used in making medicines.	

1. Rainforests do not grow in Asia.
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## POINTS FOR DISCUSSION

- What can we do to keep the environment clean?
- Should animals be kept in zoos? Why? / Why not?
- Are people and animals similar? Why? / Why not?



**POINTS FOR DISCUSSION**

- How important is the preservation of areas of extreme natural beauty or ecological significance? Why?
- Do you know of an area that is protected because of its natural or ecological value? If yes, what is special about it? If no, is there an area which you feel should be protected? Why?

**A** Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

# NATURE'S TREASURE TROVE

1



The Socotra Archipelago is situated in the north-west Indian Ocean, just south of Yemen. It consists mainly of four islands and is considered a place worth protecting for two reasons. Firstly, it supports a large number of land, sea and air animals, as well as a wide variety of plant life. More importantly, 37% of Socotra's 825 plant species, 90% of its reptile species and 95% of its land snail species cannot be found anywhere else in the world.

2



The Sichuan Giant Panda Sanctuaries, located amongst the Qionglai and Jiajin Mountains in China, include nine scenic parks and seven nature reserves. It is believed that the forests here are more than 65 million years old. After the tropical rainforests, they are the most plant-rich areas in the world. The sanctuaries are where more than 30% of the world's pandas live, alongside other endangered animals such as the red panda, the snow leopard and the clouded leopard.

3



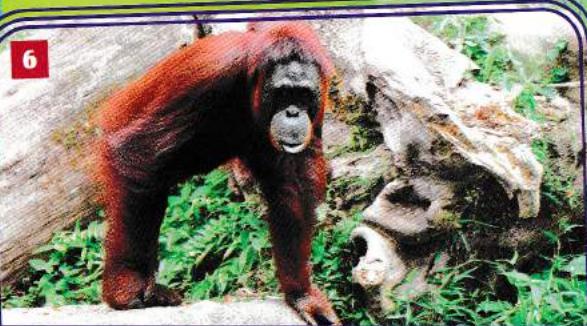
The Great Barrier Reef, off the north-east coast of Australia, is famous for its breathtaking beauty and eye-catching colours. It covers around 345,000 km<sup>2</sup> of sea floor and contains the world's largest collection of coral reefs. Corals are tiny marine animals that live on a hard, rock-like substance which they make as they grow; it's this substance that gives shape to the reefs. When conditions are good—lots of light, steady temperatures and mild wave action—corals may grow up to 4.5 centimetres per year.

4



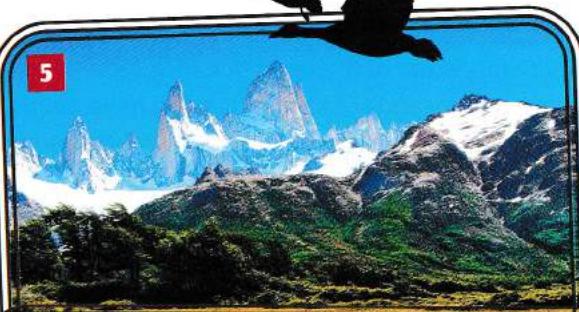
Surtsey is a new island that was formed after volcanic eruptions in the 1960s. It is situated 32 km off the south coast of Iceland and is exceptional because it has been protected from human activity ever since it was created. This is why scientists have used it as an open-air, natural laboratory to study how a place gets 'invaded' by organisms, plants and animals. First, seeds were carried there by the ocean waters, then bacteria and fungi grew; after that, plants appeared, with 10 species inhabiting the island by the end of the first decade. Today, it also hosts 89 species of birds and 335 species of other types of animals.

6



The Sangha Trinational protected area consists of three different national parks belonging to Cameroon, the Central African Republic and Congo-Brazzaville. Most of the 7,500 km<sup>2</sup> of land is unaffected by humans and features various plants and animals found in tropical forests, including Nile crocodiles, goliath tigerfish, elephants, gorillas and chimpanzees. Many of the species living there are endangered, as are some tree species, like the Mukulungu, which are cut down on a large scale elsewhere.

5



The Los Glaciares National Park in the south of Argentina owes its beauty to the mountains that surround numerous glacial lakes, including the 160 km long Lake Argentino. This is where three glaciers meet and falling icebergs echo like thunder as they hit the waters below. What many find amazing is how the glaciers moving back and forth as the seasons change. The park contains black-necked swans, Chilean flamingos and Andean condors (one of the largest birds in the world when it comes to size and length of wings), among other beautiful species.

## Which World Heritage Site \_\_\_\_\_?

- A. is made up of sixteen different sites
- B. crosses national borders
- C. allows you to see the activity of huge blocks of ice
- D. is disturbed by human activity a lot
- E. includes structures that are made of small organisms
- F. contains a large number of species that exist only there
- G. is extremely dangerous to visit
- H. is the youngest of all those mentioned

**B** Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).

# KILLER WAVES

They're monsters of the open ocean, a series of giant waves that travel for thousands of kilometres and have enough power to destroy anything and drown anyone in their way: *tsunamis!* *Tsunami* is a Japanese word which means 'harbour wave'. In the past, tsunamis were sometimes referred to as 'tidal waves' or 'seismic sea waves'.

Tsunamis are not like normal waves caused by strong winds. They are caused by earthquakes or volcanic eruptions under the ocean. It's a bit like when you jump into a swimming pool or throw a stone in a pond: you create a series of small waves. A tsunami is just like those ripples, only bigger because the ocean is no swimming pool or pond—and volcanoes are no pebbles!

Out in the ocean where the water is deep, tsunamis are not dangerous: the waves are small, and they can pass under a ship and not be felt or seen. However, as a tsunami approaches land, it can become very dangerous. The waves that reach the coast can be as high as 30 metres, and they can travel up to 950 kilometres per hour—as fast as a passenger jet! They sweep away anything in their path, damaging buildings and other structures. Most people who get caught in a tsunami will find it almost impossible to swim and stay in control. The only way they can survive is by holding onto something like a standing tree but, even then, the force of the water can be so strong that they won't be able to hold on for long.

The only way to minimise damage and loss of life is to have sufficient warning. Many countries have the technology to know when a tsunami is about to happen. For example, Australia uses earthquake monitors to detect events that might cause tsunamis around its coast and in the south-west Pacific Ocean. In places like Japan and Hawaii, where tsunamis occur frequently, there are official tsunami warning systems. However, these are not perfect: local tsunamis can reach the shore within minutes, almost before warning can be given; and with distant tsunamis, scientists can tell when they will arrive, but they cannot tell how big they will be.

## POINTS FOR DISCUSSION

- What natural disasters can you think of?
- Which do you consider to be the worst? Why?
- How can we minimise the effects of natural disasters?

1. What is true about tsunamis?
  - A. They can destroy thousands of kilometres of land.
  - B. They occur frequently in harbours in Japan.
  - C. They are a recent phenomenon.
  - D. They consist of more than one wave.
2. What are tsunamis?
  - A. underwater earthquakes
  - B. waves caused by seismic movements
  - C. underwater volcanic eruptions
  - D. waves caused by strong winds
3. Which is **NOT** true about tsunamis in the open ocean?
  - A. They are easy to detect.
  - B. They are not very high.
  - C. They are not very dangerous.
  - D. They are very fast.
4. According to the text, what is the best course of action to take in the event of a tsunami?
  - A. stay calm and in control
  - B. swim in the same direction as the tsunami
  - C. grab hold of anything that is fixed to the ground
  - D. wait until the tsunami loses its force
5. How is it possible to reduce the loss caused by tsunamis?
  - A. by providing a warning in advance
  - B. by finding out what causes them
  - C. by determining how frequently they take place
  - D. by developing new technologies

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).



## 'TIS THE SEASON TO BE WASTEFUL

In many places around the world, Christmas goes down as the most festive time of the year. Yet, (1) \_\_\_\_\_ of all the joyful feelings, there is a darker side: Christmas is also a time when a large amount of waste is produced. It is estimated that the holiday season generates an extra six million tons of waste each year from, among other things, packaging, Christmas trees, decorations and wrapping paper. Did you know that nearly 50,000 trees are cut down (2) \_\_\_\_\_ produce 8,000 tons of wrapping paper for Christmas? Well, it's true!

To make matters worse, many new electronic devices appear on the market just in time for Christmas, turning our old gadgets, laptops, digital cameras and mobile phones into a mountain of dangerous e-waste. The amount of electronic waste that is created globally is expected to grow (3) \_\_\_\_\_ that by the year 2030 it will weigh over twelve times more than the Great Pyramid of Giza. Switzerland was one of the first countries to recognise that e-waste posed such a serious environmental problem (4) \_\_\_\_\_ it required immediate action. Back in 1994, it introduced a recycling fee that was charged every time a new electronic product was bought, (5) \_\_\_\_\_ to encourage people to bring their unwanted items back for recycling.

- |                |             |                |             |
|----------------|-------------|----------------|-------------|
| 1. A. in spite | B. although | C. despite     | D. because  |
| 2. A. so       | B. to       | C. so as       | D. and      |
| 3. A. so much  | B. so many  | C. too much    | D. enough   |
| 4. A. and      | B. so       | C. that's why  | D. that     |
| 5. A. because  | B. so that  | C. as a result | D. in order |



## REDUCE, REUSE, RECYCLE

Our school took us on a school trip in order to learn more about recycling and what happens to (6) \_\_\_\_\_, and to collect information so that we could set up a recycling scheme in our school. The people who work at the recycling plant talked to us about the large (7) \_\_\_\_\_ of waste that still isn't recycled.

It was incredible to see where the waste from our homes is sorted before being recycled into new products! The rubbish is loaded onto a conveyor belt and then people (8) \_\_\_\_\_ the rubbish by hand, removing any objects that can't be recycled. The conveyor shakes the rubbish up and down as it moves and paper, plastic and metal are separated. Finally, the separated rubbish ends up as big square blocks.

There is so much that can be done with recycled materials! Did you know that a plastic bottle can be turned into material to make a jumper? So, next time you are ready to toss a plastic bottle in the rubbish, throw it in the recycling (9) \_\_\_\_\_ instead. Recycling is so important, and it is something that we can all do. It is an easy way to help (10) \_\_\_\_\_ our planet.

- |                 |             |            |               |
|-----------------|-------------|------------|---------------|
| 6. A. pollution | B. source   | C. waste   | D. cage       |
| 7. A. amount    | B. size     | C. number  | D. evacuation |
| 8. A. grow      | B. sort     | C. melt    | D. rescue     |
| 9. A. plant     | B. station  | C. basket  | D. bin        |
| 10. A. protect  | B. campaign | C. blossom | D. feed       |

**POINTS FOR DISCUSSION**

- Have you ever written to a friend while on holiday? If yes, what kind of information did you include in your letter/email? If no, what kind of information would you include? Why?
- If you were reading an email/letter about someone else's holiday, what kind of information would you like it to include?

**A** Read Danny's email and George's reply. Then answer the question that follows.

Hi George,

You remember how we were talking about going on holiday together? Well, I came across the following advertisement and I think I found the perfect destination. What do you say?

Regards,  
Danny



### Visit Ecuador!

Would you like to explore jungles, climb mountains, see volcanoes and visit one of the most amazing nature spots in the world—the Galapagos Islands?

Then come to Ecuador!

*It's one of the world's most exotic destinations.  
Let Ecuador enchant you!*



Hi Danny,

Of course I'd love to go. As you know, I'm a nature lover at heart, so what better place to go than Ecuador with its amazing biodiversity? The only worry I have is the price. How much do you think a trip like this will cost? Also, the ad doesn't say anything about when the best time to go is. So when do you think we should go and how long should we stay for? Let me know what you think.

Regards,  
George

Which of the following does George do?

1. ask about the cost
2. suggest a time to go
3. say why he would like to go
4. enquire about when to go and for how long
5. refuse the suggestion

# Writing Practice

Unit 13—page 165

**B** Read the letter Danny sent to his friend Matthew and decide which set of instructions (1-3) corresponds most closely to the letter. Then underline the sentences from the letter that match the instructions.

Dear Matthew,

How are you? I know I haven't written in a while but there's a good reason for it. You see, I'm in Ecuador with some friends, and I'm having the time of my life! You know, Ecuador is one of the most biodiverse countries in the world. Yesterday, we visited La Casa del Arbol station. It's a tree house in the mountains of Ecuador, where scientists study earthquake activity and the Tungurahua Volcano. The view from here is breathtaking. It's definitely worth the three-hour hike.

You won't believe what we did there. We rode the swing that hangs from the station! I was hesitant at first because it's a bit dangerous—it swings out over the edge of a cliff and only has a seat belt for safety—but I eventually found the courage to give it a go. It was amazing swinging hundreds of metres above the valley floor!

Well, that's all for now! Please let me know how you're spending your holiday.

Yours,  
Danny

## Set 1

- state where you are and why you chose this holiday destination
- talk about something interesting you did
- mention what you plan on doing next
- give your friend some advice

## Set 2

- say where you are and who you are with
- mention why you picked this particular holiday destination
- provide some details of an interesting place you have visited

## Set 3

- state your holiday destination and an interesting fact about it
- talk about a place you went to and why it is worth visiting
- say how you got there and what alternative ways there are
- warn your friend against a specific activity

**C** You received a letter from your friend Harry suggesting that you go on holiday together to Costa Rica, one of the most biodiverse regions on Earth.

Write a letter to your friend in which you

- say why you would like to go
- say what you would like to see and do
- ask him if you can go during the summer holidays.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.



# Unit 14: Society

## Key Vocabulary

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### State and society – Politics

#### Держава та суспільство – Політика

adopt/establish **заснувати**  
 be in authority **бути при владі**  
 central government **центральний уряд**  
 charity (organisation) **благодійна організація**  
 citizen **громадянин**  
 city/town council **місцева рада**  
 constitution **конституція**  
 criminal organisation **кrimінальна організація**  
 department/ministry **міністерство**  
 elect deputies to the Senate **обирати депутатів до Верховної Ради**  
 election campaign **передвиборча кампанія**  
 elections **вибори**  
 electors/voters **виборці**  
 embassy **посольство**  
 general/presidential election **загальні/президентські вибори**  
 go into / enter politics **займатися політикою**  
 government offices **державні установи**  
 government proposals **пропозиції уряду**  
 head of state **глава держави**  
 immigration authorities **міграційна служба**  
 influential/leading politician **впливовий політик**  
 local/municipal authorities **місцева влада**  
 local government **місцеві органи влади**  
 make a career in politics **зробити політичну кар'єру**  
 mayor **мер**  
 Member of Parliament (MP) **член парламенту**

Ministry of (National) Defence **Міністерство оборони**  
 Ministry of Education **Міністерство освіти**  
 Ministry of Finance **Міністерство фінансів**  
 Ministry of Home Affairs **Міністерство внутрішніх справ**  
 Ministry of the Interior and Administration **Міністерство внутрішніх справ та адміністрування**  
 municipal government **муніципальні органи влади**  
 national anthem **національний гімн**  
 opinion poll **опитування (громадської думки)**  
 party leader **лідер партії**  
 (government) policy **політика уряду**  
 politics **політика**  
 president **президент**  
 Prime Minister (PM) **прем'єр міністр**  
 proposal for changes / new regulations **пропозиція про зміни/нові положення**  
 province **область**  
 (right-wing/left-wing) senator **сенатор (лівий/правий)**  
 session/meeting **засідання/нарада**  
 society **суспільство**  
 state **держава**  
 support/backing **підтримка**  
 talk politics (informal) **говорити про політику**  
 the Customs Bureau **митна служба**  
 the Ministry of Justice **Міністерство юстиції**  
 the Municipal Council **Муніципальна рада**  
 the Opposition **опозиція**  
 the Senate **сенат**  
 the tax office **податкова інспекція**

### International organisations and institutions

#### Міжнародні організації та установи

EC (European Commission) **Європейська комісія**  
 European Parliament **Європарламент**  
 EU (European Union) **Європейський Союз**  
 ICJ (International Court of Justice) **Міжнародний суд**  
 NATO (North Atlantic Treaty Organisation) **НАТО (Організація Північноатлантичного договору)**  
 UNESCO (United Nations Educational, Scientific and Cultural Organisation) **ЮНЕСКО (Організація Об'єднаних Націй з питань освіти, науки і культури)**  
 UNICEF (United Nations Children's Fund) **ЮНІСЕФ, Дитячий Фонд ООН**  
 UN/UNO (United Nations Organisation) **Організація Об'єднаних Націй**  
 WHO (World Health Organisation) **Всесвітня організація охорони здоров'я**

### Law Право

accuse sb of sth **звинувачувати когось в чомусь**  
 against the law **проти закону, незаконно**  
 arrest **арештовувати**  
 be in prison **перебувати у в'язниці**  
 break/obey/respect the law **порушувати закон/ дотримуватись закону/ поважати закон**  
 capital punishment / the death penalty **смертна кара**

case справа  
 crime rate темпи зростання злочинності  
 criminal злочинець  
 commit a crime вчинити злочин  
 commit suicide вчинити самогубство  
 death sentence смертний вирок  
 go to / escape from prison потрапити до/втекти з в'язниці  
 give evidence давати свідчення  
 guilty/innocent винний/невинний  
 investigate розслідувати  
 judge суддя  
 justification віправдання  
 juvenile delinquency підліткова злочинність  
 life sentence/imprisonment довічне ув'язнення  
 offence правопорушення  
 organised crime організована злочинність  
 pass/adopt a law приймати закон  
 prison/jail в'язниця  
 proof/evidence доказ (речовий)/доказ (з допиту)  
 punishment кара  
 put sb in prison ув'язнювати когось  
 release sb from prison звільнити когось з в'язниці  
 suspect / be suspected of sth підозрювати/бути підозрюваним в чомусь  
 under Ukrainian law відповідно до законодавства (України)  
 sentence sb виносити вирок комусь  
 serve a sentence відбувати покарання  
 sue (sb for sth) подавати позов до суду  
 Supreme Court / High Court Верховний Суд  
 trial слухання справи  
 verdict/sentence/judgment вирок, судове рішення

**Crimes and criminals**  
**Злочини та злочинці**  
 arson/arsonist підпал/палій  
 blackmail/blackmailer шантаж/шантажист  
 burglary/burglar крадіжка зі зломом/крадій  
 drug dealing / drug dealer наркоторгівля/наркоторговець

hijacking/hijacker викрадення (літака)/викрадач  
 kidnapping/kidnapper викрадення людей/викрадач-шантажист  
 mugging/mugger хуліганство (напад)/грабіжник  
 murder/murderer вбивство/вбивця  
 rape/rapist гвалтувати/гвалтівник  
 robbery/robber грабіж/грабіжник  
 shoplifting/shoplifter крадіжка в магазині/злодій магазинний  
 smuggling/smuggler контрабанда/контрабандист  
 terrorism/terrorist тероризм/терорист  
 theft/thief крадіжка/злодій  
 pickpocketing/pickpocket кишенівкою крадіжка/кишеніковий злодій

## Social problems and unrest

### Соціальні проблеми та заворушення

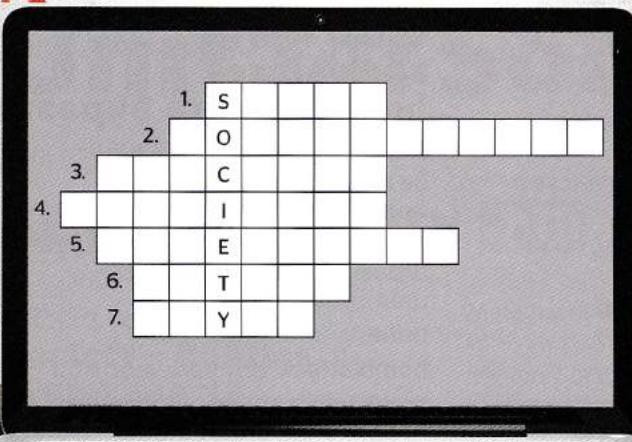
employment працевлаштування  
 authorities влада  
 ban заборона/забороняти  
 campaign кампанія  
 community громада/спільнота  
 community service громадські роботи  
 crime злочин  
 demonstration демонстрація  
 homeless безхатько  
 homelessness безпритульний  
 population населення  
 poverty бідність  
 protest протестувати  
 protest протест  
 racism расизм  
 refugee біженець  
 social injustice соціальна несправедливість  
 society суспільство  
 violence насилиство  
 volunteer волонтер  
 unemployment безробіття

## Other words

### and phrases

### Інші слова та вирази

accept a bribe брати хабар  
 be robbed of sth бути пограбованим  
 be fined for speeding отримувати шраф за перевищення швидкості  
 bribery хабарництво  
 bomb attack зридання бомби  
 break into a house незаконне вторгнення в будинок з метою пограбування  
 bully хуліган  
 bullying булінг/залякування  
 have a burglar alarm installed встановити сигналізацію  
 charge / be charged with sth звинувачувати/пред'явити звинувачення  
 corruption/corrupt корупція/корумпований  
 demonstration against/for sth демонстрація проти/за щось  
 go off вибух (про бомбу)  
 hostage заручник  
 kidnap attempt спроба викрадення  
 legal costs юридичні витрати  
 impose a fine on sb виписувати штраф комусь  
 pay damages відшкодовувати збитки  
 plant/drop a bomb закладати/скинути бомбу  
 ransom викуп  
 sexual harassment сексуальне домагання  
 steal красти  
 taxes податки  
 military service військова служба  
 make ends meet зводити кінці з кінцями  
 make a living заробляти на життя  
 active interest зацікавленість  
 awareness raising programmes програми підвищенння обізнаності

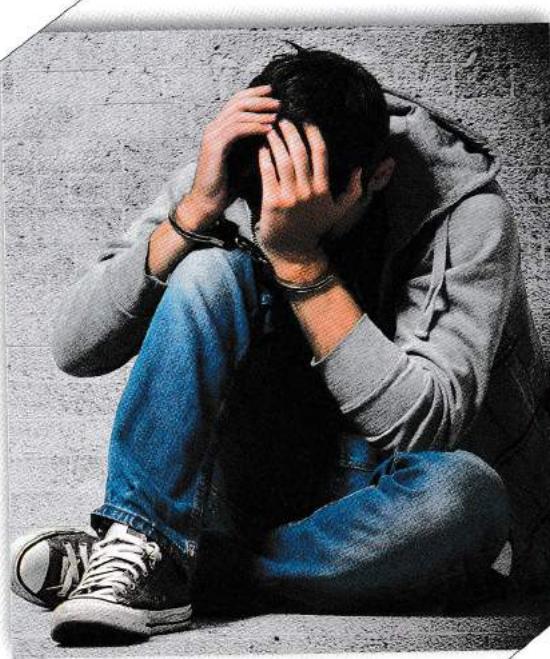
**A** Do the word puzzle.

1. a nation or a country
2. a set of laws or principles that describe the rights and duties of the citizens of a particular country
3. an occasion when citizens choose a person or group of people by voting
4. the head of state of a country that doesn't have a king or queen
5. a group of people who represent the state and are responsible for running a country
6. a nation's official song played on public occasions
7. the head of a city or a town

**B** In pairs, decide which definition is correct (if any). Write A, B, both or neither.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

1. Juvenile delinquency is
  - A. holding somebody prisoner to demand something from their family, employer, etc.
  - B. the criminal behaviour of young people.
2. A fine is
  - A. a sum of money that you have to pay when you break the law.
  - B. a financial penalty for breaking the law, contract or rule.
3. A robber is
  - A. someone who tries to take control of an airplane.
  - B. someone who uses violence to steal something from a bank or from another person.
4. A demonstration is
  - A. a march or gathering in which people protest against or support something.
  - B. a process in which people vote to choose the government.
5. Hostages are
  - A. people who have been forced to leave their country because of political, religious or social reasons.
  - B. people who don't pay taxes.
6. A policy is
  - A. a set of ideas or plans that the government, a party or a company has agreed on.
  - B. another word for politics.
7. A citizen is
  - A. someone who is a resident of a foreign country.
  - B. someone who leaves one country to live in another.
8. A life sentence is
  - A. a punishment for committing an offence.
  - B. another term for life imprisonment.



**C** What do the following abbreviations stand for?

1. NATO - \_\_\_\_\_
2. UNICEF - \_\_\_\_\_
3. UNO - \_\_\_\_\_
4. UNESCO - \_\_\_\_\_
5. PM - \_\_\_\_\_
6. WHO - \_\_\_\_\_
7. EU - \_\_\_\_\_
8. MP - \_\_\_\_\_

**D** Read the sentences and decide which criminal activity has taken place.



1. Their house was broken into while they were away.  
\_\_\_\_\_
2. He threatened the actress that he would publish the photos if she didn't pay him \$20,000.  
\_\_\_\_\_
3. Fortunately, the bomb that was planted in the bank didn't go off.  
\_\_\_\_\_
4. When Mary got up to leave the cafeteria, she realised someone had stolen her purse.  
\_\_\_\_\_
5. She liked the blouse so much that she put it into her bag and left the shop without paying for it.  
\_\_\_\_\_
6. George was walking down the street and talking on the phone when suddenly someone attacked him and stole his mobile.  
\_\_\_\_\_

**E** In pairs, decide what punishment the following people deserve.

1. A burglar breaks into your house/flat and steals your computer.
2. A passenger on a bus travels without a ticket.
3. A man kills a criminal in self-defence.
4. A boy bullies younger students at school.
5. A motorist drives after drinking a bottle of wine.
6. A terrorist kidnaps a Member of Parliament.
7. A drug dealer sells drugs to your friends.



**F** Complete the phrases/expressions by forming collocations using the words in the box.

serve      go into      give      crime      commit  
pay      break      election      break into      opinion

- |                     |                   |
|---------------------|-------------------|
| 1. _____ the law    | 6. _____ evidence |
| 2. _____ a crime    | 7. _____ rate     |
| 3. _____ a sentence | 8. _____ a house  |
| 4. _____ campaign   | 9. _____ damages  |
| 5. _____ politics   | 10. _____ poll    |

**G** Complete the sentences with the correct form of the words in bold.

- If a government wants a healthy economy, it should deal with the problem of \_\_\_\_\_ first. **EMPLOY**
- \_\_\_\_\_ refers to discrimination on the basis of racial or ethnic identity. **RACE**
- The \_\_\_\_\_ was attended by more than 20,000 people who were protesting against new taxes. **DEMONSTRATE**
- Trying to find a place for the \_\_\_\_\_ to stay when it is cold does not take care of the problem they face all year round. **HOME**
- Viewers complained about the \_\_\_\_\_ in the series that was shown during the time of day when most schoolchildren are at home. **VIOLENT**
- He took his family and moved to Canada to escape the \_\_\_\_\_ in his country. **POOR**



# Listening Comprehension Practice

Unit 14 – page 171

## POINTS FOR DISCUSSION

- Do you know about any famous robberies? What happened?
- What can be done to prevent crime?

**A** Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

42

- |  | T | F |
|--|---|---|
| 1. The incident took place in the afternoon.     |   |   |
| 2. The incident took place at the National Bank. |   |   |
| 3. The robbers were in their 30s.                |   |   |
| 4. The security guard tried to stop the robbers. |   |   |
| 5. The robbers managed to run away.              |   |   |



**B** Listen to the text. For questions (1-5) choose the correct answer (A, B or C).

43

1. Who does the speaker congratulate?
  - A. the police force for raising awareness of crime prevention
  - B. the organisers of the meeting for giving such good speeches
  - C. members of a neighbourhood watch scheme for reducing crime
2. What should those intending to go on holiday do?
  - A. They must put all valuables in a safe.
  - B. They should let passers-by know that they are leaving.
  - C. They should pack their car where others cannot see them.
3. What does the speaker advise people to do?
  - A. leave their keys to a neighbour
  - B. cancel all their deliveries
  - C. mow their lawn before they leave
4. What does the speaker say is an ideal hiding place for a thief?
  - A. an outdoor building
  - B. a garden
  - C. a nearby shop
5. When do most break-ins happen?
  - A. during the day
  - B. at night
  - C. when people are away

## POINTS FOR DISCUSSION

- What does your local community do to help people in need?
- How could your school raise money for a special cause?

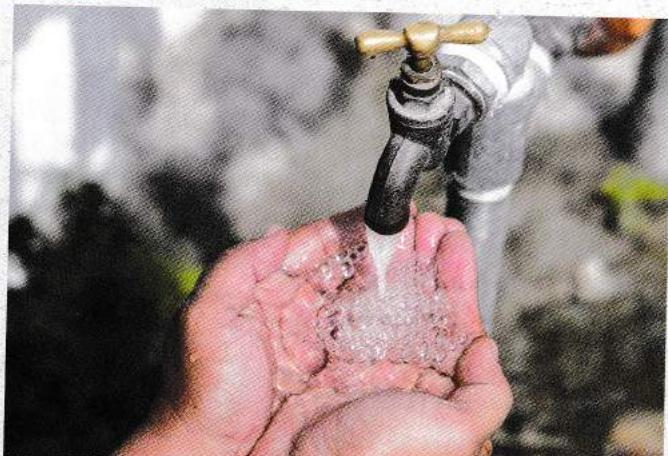


**POINTS FOR DISCUSSION**

- Which basic human rights can you name?
- Do you think it is necessary to have international organisations that deal with human rights? Why? / Why not?

**A** Read the texts below. Match questions (A-H) to (1-5). There are three choices you do not need to use.

1

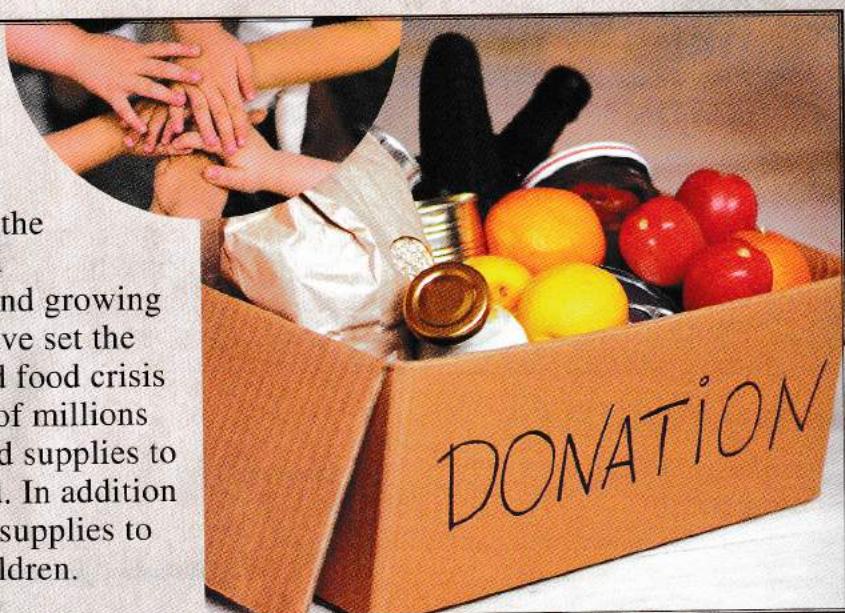
**Water Rights**

Action is urgently needed to ensure that no child in the developing world is denied access to clean water and sanitation. We are an organisation that supports projects that improve quality of life by developing local drinking-water resources, sanitation facilities and hygiene education programmes.

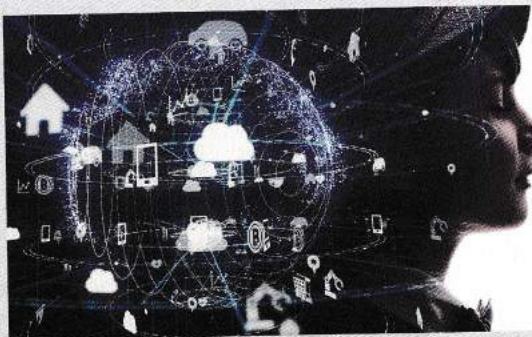
2

**EQUAL CHILDREN**

Millions of families across the globe are struggling to feed themselves. Rising prices and growing environmental problems have set the conditions for a widespread food crisis that will threaten the lives of millions of children. We collect food supplies to ship wherever there is need. In addition to that, we collect medical supplies to ensure better health for children.



3



## Planning the future

Our vision is to help children achieve their goals in life. We work with governments, big companies and people who simply want to offer their time and energy to make sure no child is left behind. No child should be denied the opportunity to study and broaden their horizons.

4

## TRADE NOT AID

Our aim is to help people who are living in isolated conditions and in poverty gain access to the outside world in order to sell their products. We believe that this is the only way to improve people's living conditions.



5

## Human Rights

Are you between 10 and 18 years of age and interested in human rights? European Human Action (EHA), the organisation created to protect the freedom of European citizens, is celebrating its three-year anniversary by holding a competition that calls on young people to answer the following question:

'What can we do to improve the protection of human rights in Europe?' Young people from all European member states are invited to answer the question in 200 words or less. All entries should be e-mailed to [eha@eha-rights.org](mailto:eha@eha-rights.org) with the words 'Essay Competition' in the subject line. They should be submitted no later than 20th November.



Which of the organisations \_\_\_\_\_?

- A. opens new markets to producers
- B. aims at providing education to children
- C. encourages people to save water
- D. offers a chance to take part in a contest
- E. aims at protecting the environment
- F. sells products made by children
- G. caters for various needs of poor children
- H. focuses on the problem of water supply

**B** Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

## INTERNET USERS

# BEWARE

We depend on computers for a great many things. You can do your shopping online, chat or make calls to friends and family.

You probably even use the Internet to do your banking and pay bills. But just how careful are you?

Identity theft is nothing new. Before the Internet, criminals stole ID cards and pretended to be other people in order to withdraw money from bank accounts, take out bank loans or commit other crimes. So, (1) \_\_\_\_\_, they reported it to the police. Nowadays, however, cybercriminals can steal your identity online without warning. You may be a victim (2) \_\_\_\_\_!

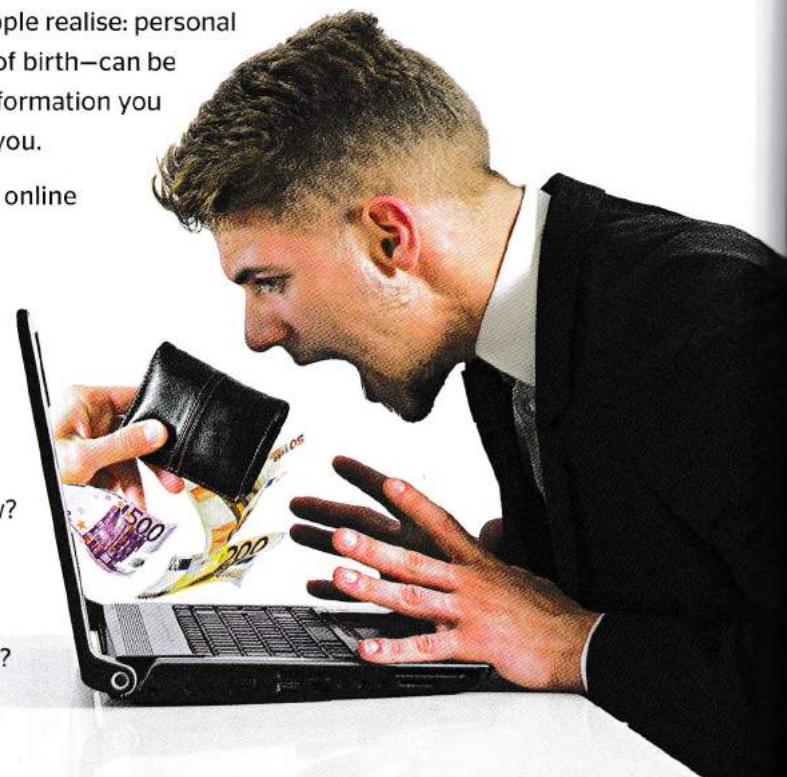
Phishing is one of the oldest methods used in cybercrime. It often involves emails (3) \_\_\_\_\_, or offer you money and prizes. Some of these emails ask you to respond and confirm your personal information; others include a link to a website (4) \_\_\_\_\_. As a result, the sender can read your emails, your bank account information and credit card numbers and observe your online activities. Suddenly, they know everything about you.

Internet scam analysts and statisticians say (5) \_\_\_\_\_ for credit card scams. And it's easier than a lot of people realise: personal information—names, addresses and dates of birth—can be obtained on public record sites, and any information you put online, (6) \_\_\_\_\_, can be used against you.

So, be aware of what information you have online and who might be watching!



- A. and not even be aware of what has happened
- B. that identity theft is most commonly used
- C. when they did that
- D. which secretly downloads a program onto your computer
- E. it has a hidden camera
- F. no matter how unimportant it may seem
- G. as soon as someone lost their purse or wallet
- H. that warn you about problems with your bank account



### POINTS FOR DISCUSSION

- How should criminals pay for breaking the law?
- What should be done with young people who commit minor crimes?
- How effective are alternative means of punishment such as community service? Why?

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## THE CRISIS IN THE STREETS

An increasing number of people around the world are sleeping on the streets. This increase has a lot to do with the recent global (1) \_\_\_\_\_ crisis. Besides pushing those who are already poor over the edge, the crisis also made it very difficult for a large percentage of middle-class families to make ends (2) \_\_\_\_\_.

Once people end up on the streets, it is extremely difficult for them to fulfil even basic needs, such as food, warmth, hygiene and somewhere to sleep. Most (3) \_\_\_\_\_ people head for hostels or night shelters. These serve as a temporary solution for those fortunate enough to find a place. However, the large demand means that there is not enough space to help everyone facing this problem.

The solution does not, however, lie in building more hostels. To deal with this problem and fight social (4) \_\_\_\_\_, these people need to be provided with support, skills and opportunities to help them find lasting solutions. FEANTSA, which is the only major European network that focuses exclusively on homelessness, does research and aims to make (5) \_\_\_\_\_ for changes that will genuinely make a difference.



- |                 |              |               |                   |
|-----------------|--------------|---------------|-------------------|
| 1. A. economy   | B. economic  | C. economical | D. economics      |
| 2. A. meet      | B. join      | C. touch      | D. come           |
| 3. A. runaway   | B. guilty    | C. innocent   | D. homeless       |
| 4. A. injustice | B. judgement | C. violence   | D. vandalism      |
| 5. A. elections | B. proposals | C. sentences  | D. justifications |

## REAL-LIFE STORIES



Becky is volunteering in a charity shop. Actually, she is one of the 23,000 volunteers that run Oxfam's charity shops in the UK. How has volunteering changed Becky's life?

Becky was a medical student. However, she wasn't happy with the course she (6) \_\_\_\_\_. When she decided to leave university, she had to find something to do with her time. Becky (7) \_\_\_\_\_ her local Oxfam shop, so she just went in and asked if (8) \_\_\_\_\_ volunteer.

Becky is now in charge of the shop's book department. She said that volunteering (9) \_\_\_\_\_ her the structure she needed to get through a hard time in her life. At the same time, she's very pleased about how her work positively affects the world by supporting Oxfam's projects.

Becky's story teaches us that becoming active members of (10) \_\_\_\_\_ has multiple benefits. Even the smallest contribution to a good cause can help make a difference in the world, as well as in our personal lives.

- |                         |                    |                     |                    |
|-------------------------|--------------------|---------------------|--------------------|
| 6. A. chose             | B. chooses         | C. has chosen       | D. had chosen      |
| 7. A. have always liked | B. did always like | C. had always liked | D. always likes    |
| 8. A. could she         | B. she could       | C. she can          | D. was she able to |
| 9. A. gave              | B. give            | C. given            | D. have given      |
| 10. A. social           | B. socialise       | C. society          | D. socially        |

**POINTS FOR DISCUSSION**

- What do you think is the main reason for juvenile delinquency?
- What do you think causes violence in schools?
- How serious is the destruction of private property? Why?

**A** Read the following article and email to the editor. Then complete the gaps in the email using the words in the box.

**NEWS ONLINE**

WORLD BUSINESS POLITICS WEATHER MARKET HEALTH SCIENCE TECH HOBBY MORE

Thursday, 2 April 2020

## JUVENILE DELINQUENCY ON THE RISE

By John Lawson

The National Statistical Service (NSS) reports that the number of juvenile criminals has doubled in the last four years to 75,000 offenders. Commenting on the annual report, NSS chief Tony Klymenko said the results show a need for more police and surveillance, and tougher sentences. He also said that...



Judith Monroe

From: Judith Monroe



social points	root delinquency	proposals punishes	active express	opportunity society
---------------	------------------	--------------------	----------------	---------------------

Dear Sir/Madam,

I am writing to (1) \_\_\_\_\_ my opinion about John Lawson's article on juvenile delinquents, which I saw in yesterday's online newspaper.

I feel that Mr Klymenko's (2) \_\_\_\_\_ for 'more police and surveillance, and tougher sentences' do not provide a real solution to juvenile delinquency. The way I see it, children today are victims of various (3) \_\_\_\_\_ problems. These problems include lack of parental guidance, poverty, violence in the home or at school, substance abuse and peer pressure. To my mind, these are the reasons for (4) \_\_\_\_\_.

To prevent it, we need to get to the (5) \_\_\_\_\_ of the problem. This involves improving the way children interact with their families and (6) \_\_\_\_\_. A community in which older members take a(n) (7) \_\_\_\_\_ interest in younger members and provide them with support and guidance is obviously better than one that merely (8) \_\_\_\_\_ them when they lose their way.

Thank you for giving me this (9) \_\_\_\_\_ to share my opinion. I look forward to reading other readers' (10) \_\_\_\_\_ of view.

Yours faithfully,

Judith Monroe

**B** Complete the gaps in the email using the linking words/phrases in the box. There are some words/phrases which you do not need to use.

- in addition
- in my opinion
- because of
- as
- nevertheless
- second
- in comparison
- such as
- first and foremost
- first
- it seems to
- for example

**C** Which words or phrases in the box above are used to:

1. express opinion?
2. list points?
3. express contrast?
4. give the reason?
5. give an example?

**D** You have read an article in an online newspaper about acts of vandalism against private and public property, and want to write a letter to the editor expressing your opinion on the subject.

Write an email to the editor of the online newspaper in which you

- mention what you think is the cause of the problem
- refer to a possible solution and provide justification
- say that you hope to read other people's opinions on the issue.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

J

Jack  
Grey

From: Jack Grey



Dear Sir/Madam,

I am writing in connection with your recent series of articles on juvenile delinquency. I would like to focus on violence at schools.

(1) \_\_\_\_\_, it seems to me that there are two reasons for school violence. The (2) \_\_\_\_\_ is the psychological problems of young people who cannot cope with their negative emotions. The (3) \_\_\_\_\_ reason is young people's indifference towards aggressive behaviour.

(4) \_\_\_\_\_, a lot can be done to prevent violence.

(5) \_\_\_\_\_, there should be special awareness-raising programmes for young people, (6) \_\_\_\_\_ these would inform them about the different forms of violence and teach them skills to help them cope with their feelings.

(7) \_\_\_\_\_, the local government should have a special helpline for victims of violence. (8) \_\_\_\_\_ the anonymity provided by the helpline, young people are more likely to reach out for help.

Thank you for your time. I appreciate being given the chance to share my views, and I look forward to hearing what other readers have to say about this issue.

Yours faithfully,

Jack Grey

### Exam Tip

When writing an email/letter expressing your opinion:

- write in an appropriate style.
- state your opinion clearly.
- justify your point of view.
- make relevant suggestions.
- say why your suggestions could make a difference.
- use linking words/phrases.
- do not be aggressive or use offensive language.

# Unit 15: Knowledge of English-speaking countries

## Key Vocabulary



### The United Kingdom

#### Об'єднане Королівство

the UK = United Kingdom of Great Britain and Northern Ireland (consists of England, Wales, Scotland & Northern Ireland)

Об'єднане Королівство Великої Британії та Північної Ірландії (складається з Англії, Шотландії та Уельсу)

Great Britain Велика Британія

the Union Jack назва прапору Об'єднаного Королівства

#### city capitals столиці

Belfast Белфаст (столиця Північної Ірландії)

Cardiff Кардіфф (столиця Уельсу)

Edinburgh Единбург (столиця Шотландії)

London Лондон (столиця Англії)

#### patron saints святі покровителі

St Andrew св. Андрій (покровитель Шотландії)

St David св. Давид (покровитель Уельсу)

St George св. Георгій (покровитель Англії)

St Patrick св. Патрік (покровитель Ірландії)

#### places to see/visit in London

місця, які можна побачити/відвідати в Лондоні

the Tower of London

Лондонський Тауер

Buckingham Palace

Букінгемський палац

Hyde Park Гайд-парк (парк у Лондоні)

Westminster Abbey

Вестмінстерське абатство

Big Ben Біг-Бен (популярна туристична назва годинникової вежі Вестмінстерського палацу)

the Tate Gallery of Modern Art Галерея сучасного мистецтва Тейт

Madame Tussauds Wax Figures Museum Музей воскових фігур

Мадам Тюссо

The British Museum Британський Музей

Soho Сохо (район французьких та італійських ресторанів у Лондоні)

10 Downing Street Даунінг-стріт 10 (офіційна резиденція голови уряду в Великій Британії)

**other places to see/visit in the UK**  
інші місця, які можна побачити/відвідати у Великобританії

Loch Ness озеро у Шотландії  
Лох-Несс

Stonehenge Стоунхендж

**festivals and holidays фестивалі та свята**

St Patrick's Day (17th March) День св. Патріка (17 березня)

Pancake Day / Shrove Tuesday День млинців / Масляний вівторок

Guy Fawkes Night / Bonfire Night (5th November) Ніч Гая Фокса або Ніч багать (5 листопада)

Halloween / All Hallow's Eve (31st October) Гелловін або «Вечір всіх святих» (31 жовтня)

Edinburgh Festival Единбурзький фестиваль

### The United States

#### Сполучені Штати Америки

the Stars and Stripes / Old Glory державний прапор США

Washington DC столиця Вашингтон

the Civil War (1861-1865) Громадянська війна (1861-1865)

the Capitol Building in Washington DC Капітолій (місце перебування Конгресу США на

Капітолійському пагорбі в Вашингтоні, центр округу Колумбія.)

the White House Білий Дім (особиста канцелярія президента США)

**places to see/visit in New York**  
місця, які можна побачити/відвідати в Нью-Йорку

Madison Square Garden Медісон-сквер-гарден (спортивний комплекс у Нью-Йорку (США))

Empire State Building Емпайр-стейт-білдінг (хмарочос в Нью-Йорку)

The Statue of Liberty Статуя Свободи

Wall Street Волл-стріт

Broadway Бродвей

Fifth Avenue П'ята Авеню

the Museum of Modern Art Музей модерного мистецтва (музей в Нью-Йорку)

**other places to see/visit in the USA**  
інші місця для відвідування в США

the Grand Canyon Великий каньйон

Yellowstone National Park Єллоустонський національний парк

Great Salt Lake Велике Солоне Озеро

**festivals and holidays in the USA**  
фестивалі та свята в США

Thanksgiving Day (the 4th Thursday of November) День Подяки (останній четвер листопада)

Independence Day (4th July) День Незалежності (4 липня)

Halloween Гелловін

Memorial Day (the last Monday of May) День пам'яті (останній понеділок травня)

Columbus Day (the second Monday of October) День Колумба (2 понеділок жовтня)



**A** Complete the sentences with the correct word(s).

1. The capital city of Scotland is \_\_\_\_\_.
  2. The patron saint of Ireland is \_\_\_\_\_.
  3. One of the most important American holidays that is celebrated on the fourth Thursday of November is called \_\_\_\_\_.
  4. \_\_\_\_\_ is a geographical area that consists of England, Wales and Scotland.
  5. The American flag is known as \_\_\_\_\_ or \_\_\_\_\_.
  6. The official home of the American president is \_\_\_\_\_.
  7. The financial district in New York is called \_\_\_\_\_.
  8. \_\_\_\_\_ is the capital city of the Republic of Ireland.
  9. Education that involves the teaching of the school syllabus in two languages is called \_\_\_\_\_.
  10. The \_\_\_\_\_ is a symbol of freedom and was the first sight to be seen by people who went to the USA looking for a better life.

**B** Work in pairs.

**Student A** You work in a travel agency in Sydney, Australia. Convince your customer that the best place for a two-week holiday is the USA. Give the customer as much information about this country as you can.

**Student B** You are a customer in a travel agency in Sydney, Australia. You would like to go abroad for a two-week holiday. You haven't yet decided where to go. Talk to the travel agent and ask him or her to help you choose the right place for you. Explain that money is not a problem. Ask the travel agent to tell you as much as possible about places that are worth seeing/visiting.

**When you have finished, exchange roles (Student A becomes Student B and vice versa).**

**Student A** You work in a travel agency in Sydney. Convince your customer that the best place for a two-week holiday is Great Britain. Give the customer as much information about this country as you can.

**Student B** You are a customer in a travel agency in Sydney, Australia. You would like to go abroad for a two-week holiday. You haven't yet decided where to go. Talk to the travel agent and ask him or her to help you choose the right place for you. Explain that money is not a problem. Ask the travel agent to tell you as much as possible about places that are worth seeing/visiting.

**C** Are the following sentences true or false? Write T (True) or F (False) next to the sentences.

1. Another name for Shrove Tuesday is Pancake Day.
  2. 10 Downing Street is in Washington DC.
  3. St Patrick's Day is celebrated on the same day as Bonfire Night.
  4. Madison Square Garden is the place in San Francisco where important sports events are held.
  5. The Statue of Liberty is a present that France gave to the Americans in 1886.
  6. The Civil War was a war between the East and the West.
  7. Bonfire Night is celebrated by the British on 5th November.
  8. The capital of the USA is Washington DC.

ANSWER

## D Choose A, B or C to complete the sentences.

1. The American Civil War ended in \_\_\_\_\_.  
 A. 1861  
 B. 1865  
 C. 1886

2. Guy Fawkes Night is also called \_\_\_\_\_.  
 A. Burns Night  
 B. Burning Night  
 C. Bonfire Night

3. The name of the street in New York that is closely associated with the theatre is \_\_\_\_\_.  
 A. Wall Street  
 B. Broadway  
 C. Fifth Avenue

4. The British national flag is called \_\_\_\_\_.  
 A. Old Glory  
 B. the Union Jack  
 C. the Red Dragon

5. Yellowstone is \_\_\_\_\_.  
 A. a big building  
 B. a festival  
 C. a national park



## E Work with the class divided into two groups. Each student is to think of at least one question on British or American culture. Set a time limit (e.g. 10 minutes) to think of and write down your group's questions. Each group must have 10 questions. Make sure you and your group members can answer those questions yourselves! When both groups are ready, ask the other group your questions, giving a point for each correct answer. Give them the correct answer if necessary. The group with the most points wins!

## F Which country are the following associated with? Put the names in the box under the appropriate country.



the UK	the USA
<img alt	

**PRE-LISTENING TASK**

- Who are your favourite British and American writers? Why do you like them?
- Have you ever been to Scotland? Did you enjoy it? / Would you like to go there?
- What do you know about this country?

**A**

Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.

 45


	T	F
1. Agatha Christie was born at the beginning of the 20th century.		
2. She completed part of her education abroad.		
3. She used her experience of working in a pharmacy in her writing.		
4. Hercule Poirot and Miss Jane Marple are very similar characters.		
5. Some of her books were published under a different name.		

**B**

Listen to the text. For questions (1-5) choose the correct answer (A, B or C).

 46

- |   |   |
|---|---|
| 1. What is Ben Nevis?   | 4. What is the climate in western Scotland like?        |
| A. It is Scotland's deepest valley.<br>B. It is Scotland's highest mountain.<br>C. It is Scotland's biggest island. | A. wet and mild<br>B. dry and cold<br>C. cool and snowy |
| 2. How many islands are there in Scotland?  | 5. Where can you find seals?                            |
| A. 1,343<br>B. 780<br>C. 18   | A. in the lakes<br>B. in the north<br>C. on the coast   |
| 3. What is Loch Ness?   |   |
| A. a monster<br>B. an island<br>C. a lake   |   |

**POINTS FOR DISCUSSION**

- Which English-speaking countries would you like to visit? Why?
- What would you like to see in London / New York? Why?



## POINTS FOR DISCUSSION

- What festivals do you know of? Where are they held?
- Do you like going to museums when you are abroad? Why? / Why not?

**A** Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

## The Edinburgh International Festival

The Edinburgh International Festival (EIF) takes place every year in August and September. It started in 1947, and it soon became one of (1) \_\_\_\_\_ in the world. It presents theatre, music, dance and opera performed by Scottish and international companies and artists.



The festival seeks to promote (2) \_\_\_\_\_ in an innovative way. It also presents international culture to Scottish audiences and (3) \_\_\_\_\_. The Festival Director is responsible for the programme and for inviting the artists who are going to perform.



Five other festivals have developed around the EIF over the years. The most important one is the Edinburgh Festival Fringe, which presents performances of (4) \_\_\_\_\_ with no selection policy. The other four festivals are the Edinburgh Military Tattoo, the Edinburgh Film Festival, the Edinburgh Jazz Festival and the Edinburgh Book Festival, which is held every two years.

The EIF now takes place in The Hub, (5) \_\_\_\_\_ and renovated. It opened in its current role in July 1999 and includes a café, a ticket centre, a shop and educational facilities.

The Hub is a permanent focus for the festival, as it houses Festival Insights, a year-round programme of lectures, courses and workshops (6) \_\_\_\_\_. However, the facilities are used for other purposes, too. The Main Hall can be hired for wedding receptions, fashion shows or choir rehearsals. The Dunard Library is used for lectures, multimedia presentations, seminars and for committee meetings of the Scottish Parliament.

Drawing more than a million people to the city from all over the world, Edinburgh's various festivals are very important to the Scottish economy. They create more than 6,000 jobs and generate over £300 million of spending every year.

- A. arts of a high standard
- B. the most important celebrations of the arts
- C. the other festivals in Edinburgh
- D. featuring Scottish and international artists
- E. Scottish culture to international audiences
- F. a Victorian building which was redesigned
- G. a festival which is organised
- H. theatre, world music, dance and stand-up comedy



**B** Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

# Shop till you drop

Find your way through New York's department stores, shops and markets.



## 1 Fifth Avenue

If you aren't worried about your credit card bill, Fifth Avenue is the place for you. In the world's most famous shopping district you'll find so many shops—from designer label boutiques to antique shops—that you won't know where to begin. If you like department stores, visit Saks Fifth Avenue at 49th Street. Those who prefer specialised high-fashion boutiques can choose from Prada, Louis Vuitton, Tiffany & Co., and many more, all within just a few blocks.

## 2 Manhattan Mall

Manhattan Mall (on Sixth Avenue and 33rd Street) is only one block away from the Empire State Building. It has 80 shops on nine floors—including Sterns Department Store—and New York's largest food court. You can also watch performances of music and drama from different parts of the world every day.

Which of the places \_\_\_\_\_?

- A. sells used goods
- B. is an area where you can find cheap things
- C. is particularly suitable for children
- D. is open for business 24/7
- E. is an expensive shopping area
- F. sells only food
- G. is open very early in the morning
- H. is near a famous tourist attraction


## 3 Green Flea Indoor and Outdoor Markets

The ideal place to spend a Sunday morning. You'll find an unbelievable selection of clothes, jewellery, antiques, CDs, new and second-hand books, as well as flowers, fresh fruit and vegetables.

## 4 Orchard Street

Thousands of shoppers from all over the world visit the historic Orchard Street Bargain District in Lower Manhattan. Look for the best bargains in clothes, shoes, leather goods, jewellery, furniture and lots more.

## 5 South Street Seaport

The area's buildings, dating from the 19th and early 20th centuries, have been changed into galleries, boutiques and shops. In the Fulton Market Building you'll find the famous Fulton Fish Market, where selling begins at 5 a.m.! There are also over 100 cafés and restaurants, so your only problem will be deciding where to have lunch.

### POINTS FOR DISCUSSION

- Would you like to attend the Edinburgh International Festival? Why? / Why not?
- When you are learning a foreign language, is it important to know the culture and history of the country/ies where it is spoken? Why? / Why not?

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## May Day in Wales

Wales is famous for many traditions that date back centuries. May Day was once considered to be one of the most important celebrations, as it celebrated the start of summer. In the past, the lighting of fires was associated with May Eve, the day before May Day. The fires would be (1) \_\_\_\_ by nine men chosen from the village. These men would empty their pockets, making sure that there was neither money (2) \_\_\_\_ metal in them. They would then go and collect sticks that had fallen from nine different kinds of tree and bring them back to the village, where one of the nine would light the fire. The ritual was meant to protect the village's animals from disease.

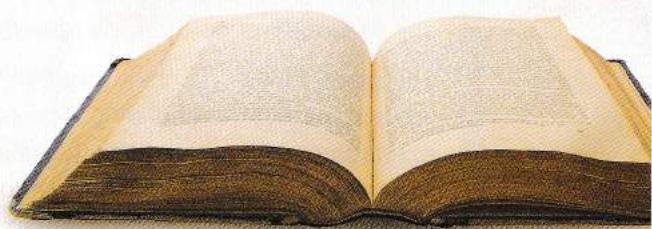


May Day was an opportunity for (3) \_\_\_\_ socialising and having fun after the long, often hard winter. The maypole was an important part of the Welsh May Day tradition. In southern parts of the country, people (4) \_\_\_\_ the pole painted in different colours and then danced around it, covering it in ribbons as they went.

May Day festivities are still popular in Wales, and it's common for (5) \_\_\_\_ of a village's residents to take part in the singing and the dancing.

- |              |             |            |             |
|--------------|-------------|------------|-------------|
| 1. A. build  | B. building | C. built   | D. to build |
| 2. A. nor    | B. and      | C. neither | D. either   |
| 3. A. either | B. or       | C. and     | D. both     |
| 4. A. had    | B. get      | C. be      | D. put      |
| 5. A. Both   | B. Either   | C. None    | D. All      |

## The Oxford English Dictionary



We are so (6) \_\_\_\_ looking words up in a dictionary that we rarely ask ourselves how they got there in the first place.

The Oxford English Dictionary (OED) started out in 1857 as a project that aimed to include every single word written in the English language since the 12th century. The project's organisers were interested (7) \_\_\_\_ showing the historical development of each word: when it first appeared and how its meaning had changed over time. Thousands of volunteer readers from all over the English-speaking world got (8) \_\_\_\_ in the project. With their help the dictionary was completed seventy-one years later, in 1928.

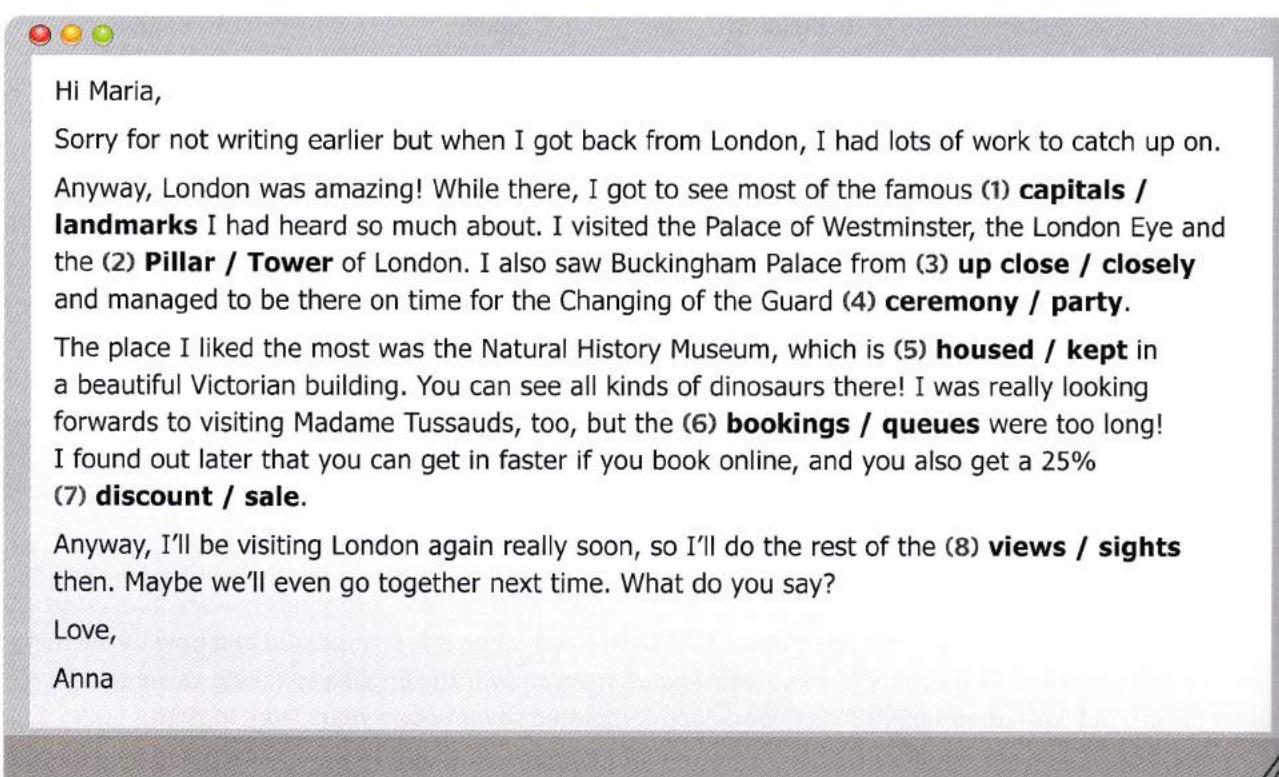
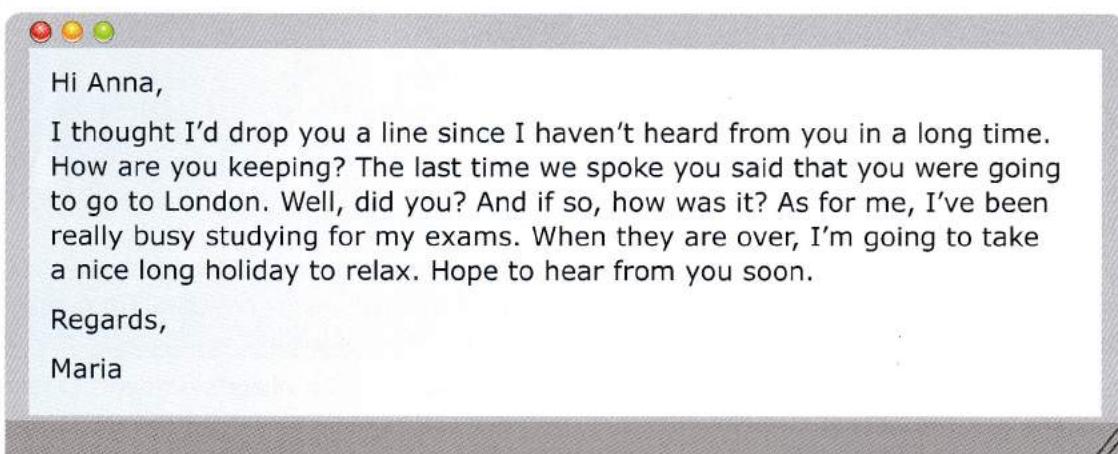
Today it includes more than 600,000 words and phrases and continues to grow, with the help of digital technology. Because language changes along with society, people continue to (9) \_\_\_\_ on new words and changes in meaning. The editors of the OED must then (10) \_\_\_\_ which ones to include—but no word is ever taken out.

- |                  |                  |               |             |
|------------------|------------------|---------------|-------------|
| 6. A. famous for | B. accustomed to | C. bored with | D. proud of |
| 7. A. in         | B. over          | C. about      | D. for      |
| 8. A. confused   | B. connected     | C. mixed up   | D. involved |
| 9. A. call       | B. post          | C. report     | D. publish  |
| 10. A. compare   | B. decide        | C. believe    | D. mark     |

**POINTS FOR DISCUSSION**

- Have you ever been to an English-speaking country? If yes, when and where was it?  
What sights did you see? Which did you like the most?
- If no, would you like to visit an English-speaking country? Why / Why not?

**A** Read the emails carefully and circle the correct words in the second email. Then answer the questions.



1. Which landmarks did Anna visit?
2. Which sight made the greatest impression on her and why?
3. Which sight did she not manage to visit and why?
4. What could she have done to avoid the problem?



**B** Complete the sentences with the names of the landmarks given in the box.

Broadway	Empire State Building	Grand Canyon	Loch Ness
Statue of Liberty	Stonehenge	Madame Tussauds	Tate Gallery

1. While I was in London, I visited \_\_\_\_\_, which is a museum filled with wax figures of famous people.
2. While we were in London, we took a day trip to \_\_\_\_\_. It's a really old monument that experts think was used for religious reasons or to estimate time.
3. As the four of us were driving through the US, we stopped at the \_\_\_\_\_ —a natural site that takes your breath away with the size and colour of its landscape.
4. On our New York trip, Lucy and I booked tickets to watch *Cats* on \_\_\_\_\_. It turned out to be the best musical we have ever seen!
5. We drove from one beautiful Scottish lake to the next and even stopped at \_\_\_\_\_ to see if the monster was there. Sadly, it wasn't!
6. I actually got to see the \_\_\_\_\_ from up close. Did you know that it was a gift to the United States from the people of France and that it represents the Roman goddess of freedom?
7. We spent nearly a day at the London \_\_\_\_\_. I have to admit I saw some beautiful works of art there.
8. On our first day in New York we went up the \_\_\_\_\_, which is 103 storeys high, to get a view of the whole city before visiting other sights.

**C** You received the following email from your friend, Myra.

Hi!

Guess what? I'm finally going to New York! It's my graduation present from my parents. I know you were just there so do you have any advice for me? Anything I should definitely check out? By the way, my parents do not want me to travel on my own. So unless I find a friend who will accompany me, my older sister will come with me. You know I don't have the best relationship with my sister. So, do you think it's OK for me to lie and say that a friend of mine is coming? It's not like my sister really wants to go to NY—I mean she's been there before, and she will only be coming along to 'babysit' me. It's ridiculous, isn't it? I don't see what the problem is; my parents say they trust me, but not enough, it seems, for me to travel on my own.

Myra

Write a reply to your friend Myra in which you

- suggest sights to see
- say what you think about her lying to her parents
- say what you would do in her situation.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information.

Start your email in an appropriate way.

### Exam Tip

In the exam:

- read the instructions and the set of points carefully.
- choose the appropriate style and level of formality.
- respond to all the points in the notes.
- use paragraphs to group related pieces of information when writing an email/letter.
- use appropriate expressions to begin and end your email/letter.
- don't just refer to the points; add relevant comments and/or information.
- use appropriate phrases/structures to give information, give advice, ask for advice, recommend a course of action, turn down an invitation, etc.
- use linking words/phrases to achieve cohesion and coherence.

# Revision 11–15

## A Choose the correct answer (A, B or C).

1. The heavy \_\_\_\_ of rain caught us by surprise and we had no umbrellas to keep us from getting wet.  
A. sleet                    B. drizzle                    C. downpour
2. My car battery is \_\_\_\_; I need to recharge it.  
A. dead                    B. charged                    C. shut
3. Did you read the document that I \_\_\_\_ to the email I sent you?  
A. connected              B. joined                    C. attached
4. He is famous for his interesting photographs of skyscrapers, traffic and other parts of the \_\_\_\_ landscape.  
A. rocky                    B. rural                    C. urban
5. Didn't you know that it is \_\_\_\_ the law to steal?  
A. against                B. over                    C. under
6. I really hate getting \_\_\_\_ from advertisers that fill up my mailbox!  
A. spam                    B. instant messages    C. updates
7. The number of young people who \_\_\_\_ serious crimes has risen.  
A. do                        B. arrest                    C. commit
8. Every year she gets vaccinated \_\_\_\_ the flu.  
A. for                        B. from                    C. against
9. One of the strengths of democracy as a political \_\_\_\_ is that it gives more power to the people.  
A. government            B. party                    C. system
10. The \_\_\_\_ broke into my house through the window and stole my jewellery.  
A. shoplifter              B. mugger                    C. burglar

## B Choose the correct answer (A, B or C).

1. She wore a jacket \_\_\_\_ the weather was hot.  
A. although                B. in spite of              C. however
2. Don't you think it's time you \_\_\_\_ your room?  
A. clean                    B. will clean              C. cleaned
3. Joanna \_\_\_\_ to work by her boss even though it was her day off.  
A. called                    B. was called              C. was calling
4. I would definitely buy you a brand new car if I \_\_\_\_ a millionaire.  
A. were                    B. will be                    C. would be
5. Have you seen my keys? They're neither in my bag \_\_\_\_ in my pockets.  
A. and                      B. or                        C. nor
6. When I spoke to Tony yesterday, he said he \_\_\_\_ definitely be here today.  
A. will                      B. would                    C. must
7. They are working hard on a very important project and \_\_\_\_ be disturbed.  
A. must                    B. mustn't                  C. don't have to
8. \_\_\_\_ of the fifteen students in my English class like classical music. We all find it boring!  
A. Neither                B. All                        C. None
9. I am \_\_\_\_ tired that I am finding it hard to keep my eyes open.  
A. such                    B. so                        C. very
10. \_\_\_\_ delicious this cake is! You are really a wonderful cook.  
A. How                     B. What                    C. What a

**C** Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## Office workout

If you are one of those people who are tired of sitting in front of a desk all day long but don't have any other option, there is encouraging news for you. A special kind of treadmill has now been designed with a built-in desk that allows you to walk at a slow but comfortable 3.2 km/h. You (1) \_\_\_\_\_ 150 calories per hour while you are busily typing away on your computer.

The (2) \_\_\_\_\_ aims to give people who are trapped behind their desks, whether for work or for studies, a chance to have a healthier life. It has been proven that people who rarely exercise (3) \_\_\_\_\_ weight more easily and are more likely to suffer from a variety of health problems. These include higher blood (4) \_\_\_\_\_, diabetes, some cancers and depression.

With a treadmill desk, though, you can exercise your muscles and improve the way you stand, all while getting work done. And if that's not enough to convince you, walking is also an effective (5) \_\_\_\_\_ for stress.

- |                 |              |              |              |
|-----------------|--------------|--------------|--------------|
| 1. A. burn      | B. use       | C. lose      | D. avoid     |
| 2. A. invention | B. diet      | C. discovery | D. exercise  |
| 3. A. put       | B. grow      | C. gain      | D. earn      |
| 4. A. condition | B. pressure  | C. tension   | D. appetite  |
| 5. A. effect    | B. infection | C. addiction | D. treatment |

## Too much Internet harms the environment

Did you know that every time you upload a picture or watch a video online, a small amount of carbon dioxide (6) \_\_\_\_\_? Carbon dioxide (CO<sub>2</sub>) is one of the greenhouse gases that cause global warming.

Nowadays, (7) \_\_\_\_\_ many people use the Internet (and the electricity that powers it) that the greenhouse gas emissions from the use of electronic devices and wireless networks are increasing rapidly.

But we should neither stop using search engines (8) \_\_\_\_\_ throw away our computers. There are so many things we can do (9) \_\_\_\_\_ reduce the amount of CO<sub>2</sub> for which we are responsible. For example, we shouldn't leave our devices plugged in when we aren't using them. If we all (10) \_\_\_\_\_ an effort to become informed and change our habits, then we could help slow down the pace of global warming.

- |                   |             |            |                |
|-------------------|-------------|------------|----------------|
| 6. A. is emitted  | B. emits    | C. emitted | D. is emitting |
| 7. A. such a      | B. so       | C. such    | D. so that     |
| 8. A. or          | B. nor      | C. neither | D. none        |
| 9. A. due to      | B. so as    | C. so that | D. in order to |
| 10. A. would make | B. had made | C. made    | D. have made   |

**Task 1**

Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C).



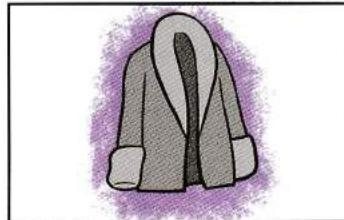
1. Which coat is too small?



A

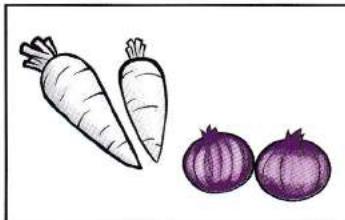


B

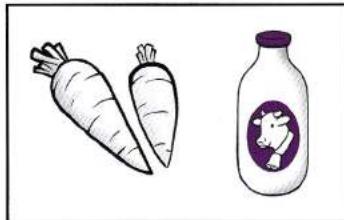


C

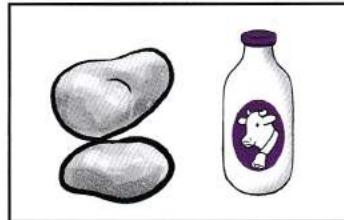
2. What's in the fridge?



A



B

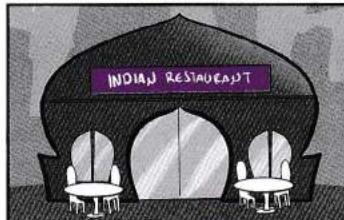


C

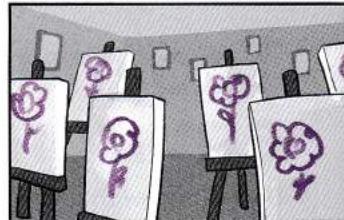
3. What's next to the art gallery?



A



B



C

4. When did the woman get her teaching qualification?

- A. on Friday
- B. on Saturday
- C. on Monday

5. What did the woman have to eat?

- A. pasta with chicken
- B. a salad
- C. a pizza

6. Where did the woman go first?

- A. to the train station
- B. to a friend's house
- C. to the shops

## Task 2

Listen to the text. For statements (1-5) choose T if the statement is true according to the text and F if it is false.



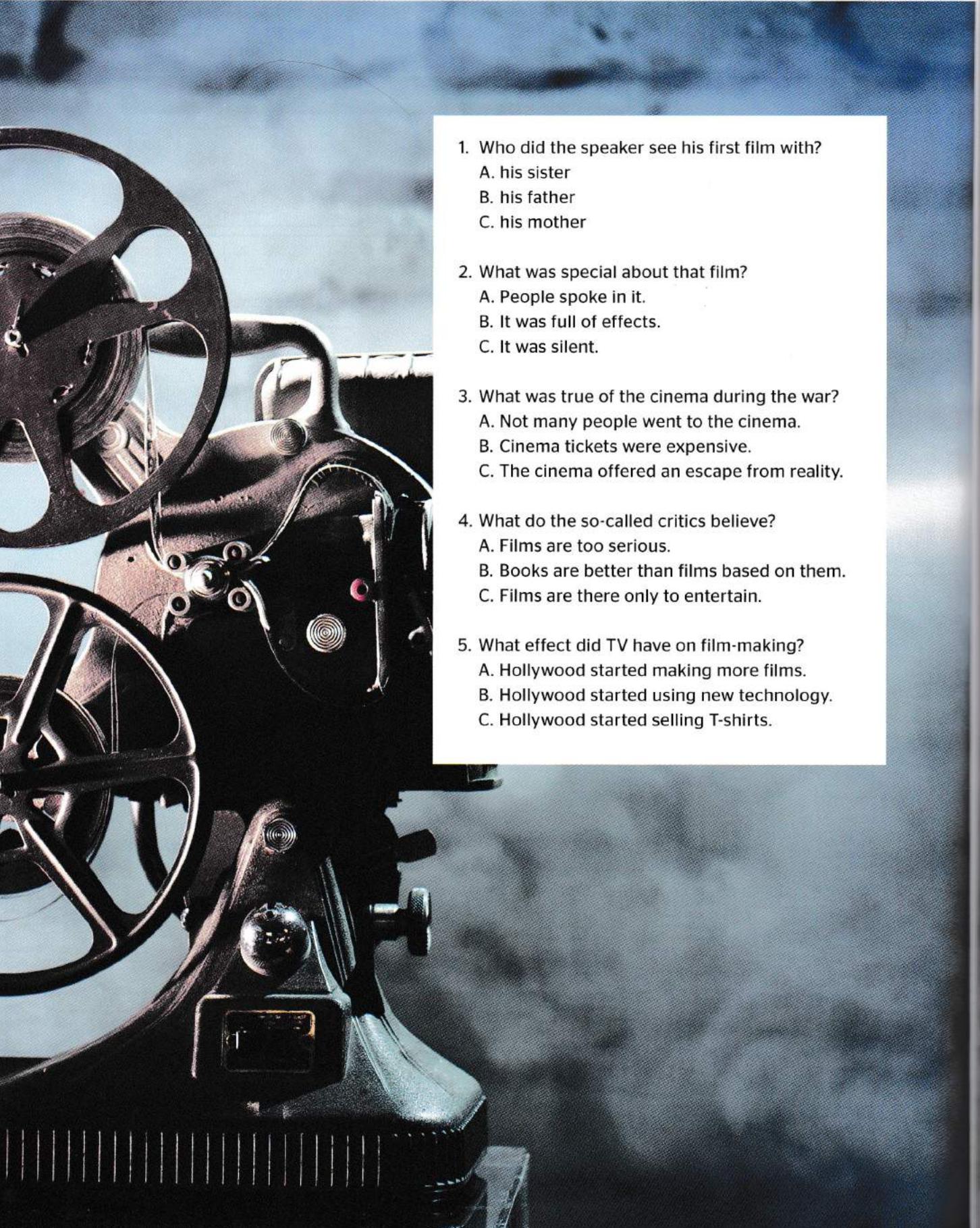
	T	F
1. Dr Stern is happy to help educate the public.		
2. Mountain glaciers are about 75 per cent smaller than they used to be.		
3. The hottest year ever recorded was in the late 20th century.		
4. The UK is well equipped to deal with heat waves.		
5. 600 years ago the global temperature dramatically increased.		



### Task 3

Listen to the text. For questions (1-5) choose the correct answer (A, B or C).



- 
- A close-up photograph of a vintage movie projector. The image shows several large, dark, circular film reels mounted on the projector's body. The projector is made of dark metal with various knobs, buttons, and a lens at the bottom. The background is blurred, showing more of the projector and some equipment in a studio or projection room.
1. Who did the speaker see his first film with?
    - A. his sister
    - B. his father
    - C. his mother
  2. What was special about that film?
    - A. People spoke in it.
    - B. It was full of effects.
    - C. It was silent.
  3. What was true of the cinema during the war?
    - A. Not many people went to the cinema.
    - B. Cinema tickets were expensive.
    - C. The cinema offered an escape from reality.
  4. What do the so-called critics believe?
    - A. Films are too serious.
    - B. Books are better than films based on them.
    - C. Films are there only to entertain.
  5. What effect did TV have on film-making?
    - A. Hollywood started making more films.
    - B. Hollywood started using new technology.
    - C. Hollywood started selling T-shirts.

## Task 4

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

1

### **Yoga:** a beginner's guide to the different styles.

Whether you want to relax, have a workout or get in touch with your spiritual side, there is a yoga class to suit you. You should not worry if you are not in good shape or if you lack flexibility. We'll find the right class for you, whatever your body type or temperament is.

3

### Have some free time? Looking for something to do?

Langdale Youth Centre is offering free photography classes. You don't need any experience, and we have some spare cameras if you don't have your own.

Classes are on Thursdays at 6 p.m. at the Youth Centre, 37 Langdale Road.

All are welcome!

5

### Do you get bored at the gym? Want to have fun while getting fit?

Try our ZUMBA classes  
for only £3 per hour!

It's a mixture of dance and fitness  
with Latin music.

There's a bit of samba, hip-hop,  
martial arts and aerobics, too.

Tuesdays and Thursdays, 6-7.30 p.m. at  
The Dance Studio, 4 Pike Street.

2

### **Special Winter Sales!**

We've been offering the best personal training products to our customers for more than twenty years. You can choose from over 50 brands, with everything you need from tracksuits and trainers to food supplements and sports equipment. Visit our cafeteria on the second floor to relax and enjoy the view.

4

Anyone interested in acting, come to the after-school drama club. It meets on Wednesdays at 5.30 p.m. in the main hall. We are going to put on a performance of *Romeo and Juliet* at the end of the term. We also need people for stage design and costumes. First meeting is this Wednesday and in 3 weeks, after some workshops, we will audition for the play. Minimal registration fee for full membership.

Which of the advertisements \_\_\_\_\_?

- A. might interest someone who likes performing on stage
- B. is aimed at people who want to do an activity on Sundays
- C. is aimed at people who want to buy things
- D. offers lessons in Latin dance
- E. promotes an activity which is good for body and mind
- F. promotes an activity for which you don't have to pay
- G. mentions that it's compulsory to buy equipment
- H. is aimed at people who usually don't enjoy exercising

## Task 5

Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).



# LOVE IS IN THE AIR

**W**hen you hear the word Valentine, thoughts of love and romance probably come to mind. But how did this celebration of love start? There are many theories regarding the origins of Valentine's Day.

A possible origin of Valentine's Day dates back to an ancient Roman festival called Lupercalia. It was, among other things, a young lovers' festival. The names of young girls were written down and placed in a jar on the eve of the festival. Young men would draw a girl's name from the jar and the two would then be partners for the duration of the festival. This custom also continued during the Middle Ages. After young men drew names from a bowl to see who their valentines would be, they would wear these on their sleeves for a week, and that's how the expression 'to wear your heart on your sleeve' was born. It means that you openly show your feelings and emotions rather than keeping them hidden.

Another explanation for the origin of Valentine's Day, which seems to be the most popular one, dates back to third-century Rome.

At that time, Rome was involved in many bloody military campaigns. The Roman emperor Claudius II had great difficulty in getting men to join the army. He assumed the reason was that men did not want to leave their wives and families behind. Claudius, therefore, decided not to allow any more marriages. Some people thought this new law was cruel and refused to obey it, so they went to a man called Valentine, who performed secret marriage ceremonies. When the authorities found out what Valentine had been doing, they arrested him and sentenced him to death.

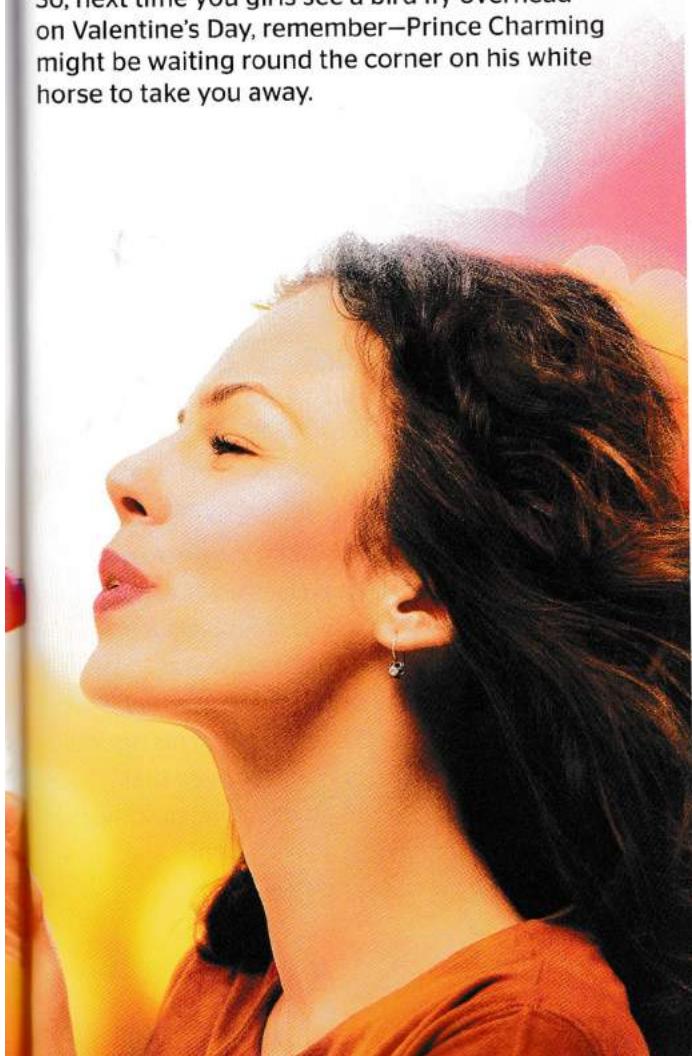
While he was waiting for his sentence to be carried out, many young people went to the prison. They would throw flowers with notes up to his window telling him that they agreed with him about the importance of love. One of these young people was the daughter of the prison guard.



Her father allowed her to visit Valentine in his cell, and they would sit and talk for hours. She kept his spirits up by telling him that he had done the right thing by ignoring the emperor's orders. On the day he died, 14 February 269 AD, he wrote a note to the girl thanking her for her love and support—and signed it 'From your Valentine.' This later gave rise to the custom of exchanging love messages on Valentine's Day.

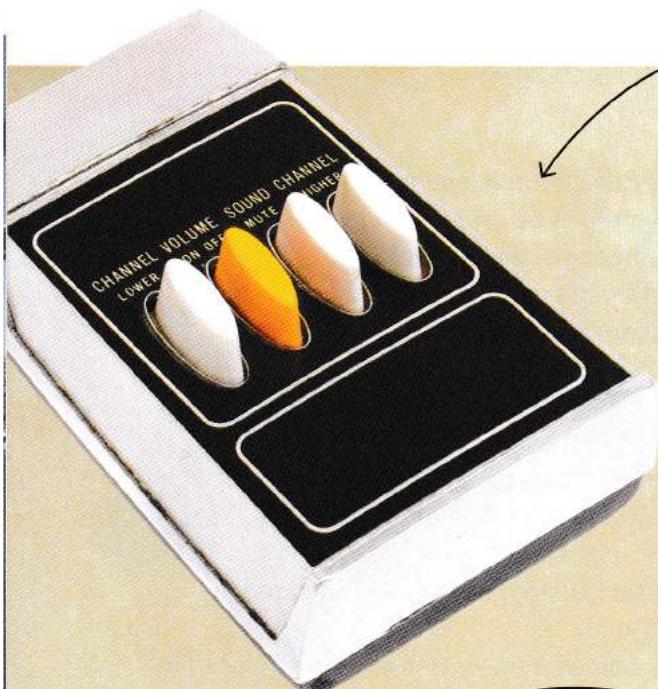
There are many traditions and stories connected with Valentine's Day. In Wales, for example, spoons were carved and given as gifts on this day. Hearts, keys and keyholes were the most popular decorations on the spoons. The decoration meant, 'You unlock my heart!' Birds play a big part in the folklore of Valentine's Day, too. Doves, for example, are symbols of loyalty and love because they mate for life. It used to be thought that if a woman saw a robin flying on Valentine's Day, she would marry a sailor. If she saw a sparrow, she would marry a poor man but she would be happy. And if she saw a goldfinch, she would marry into a wealthy family. So, next time you girls see a bird fly overhead on Valentine's Day, remember—Prince Charming might be waiting round the corner on his white horse to take you away.

1. What is true about Valentine's Day celebrations?
  - A. They used to be called Lupercalia.
  - B. They began in the Middle Ages.
  - C. They are of uncertain origin.
  - D. They were not allowed in ancient times.
  
2. What is true about the Lupercalia festival according to the text?
  - A. It was a festival for young lovers only.
  - B. Men would marry the girl whose name they drew from a jar.
  - C. A certain custom gave rise to an expression used today.
  - D. Girls' names were written down and placed in jars on the day of the festival.
  
3. Why did Claudius think that men didn't want to join the army?
  - A. There were many bloody wars at that time.
  - B. They didn't want to be separated from their wives.
  - C. Their wives were against it.
  - D. They feared they wouldn't be able to find a wife afterwards.
  
4. What happened when Valentine was in prison?
  - A. He received lots of moral support.
  - B. He received lots of visitors in his cell.
  - C. He stopped believing in love.
  - D. He continued performing wedding ceremonies.
  
5. What do we learn about the woman who visited Valentine in prison?
  - A. She was a relative of his.
  - B. She wrote him a love note.
  - C. She was very encouraging.
  - D. She ignored the emperor's orders.

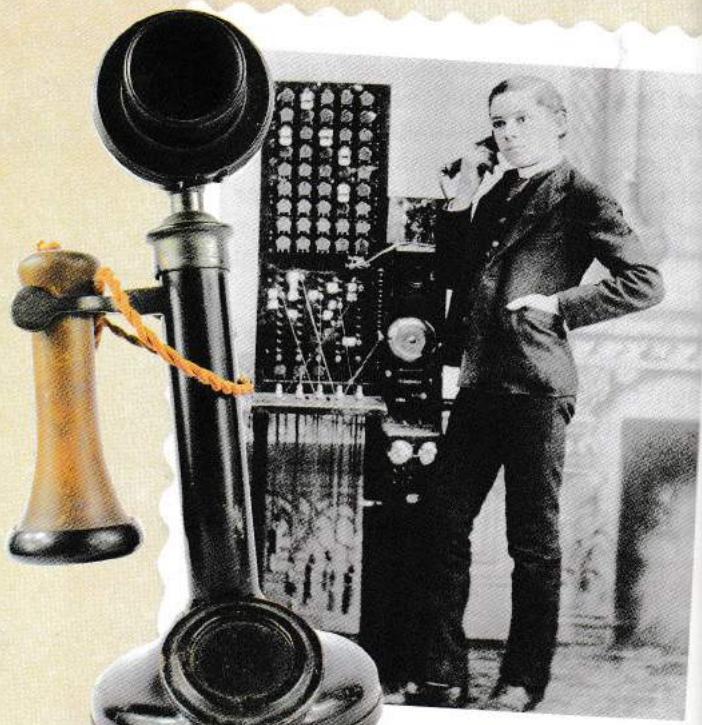


## Task 6

Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.



- 1** The first commercial television remote control was created in 1950. In those days, the remote control was attached to the television by a long cable. This was dangerous, as people kept tripping and falling over it. Five years later, the first wireless TV remote control was created by Eugene Polley and soon became very popular indeed.



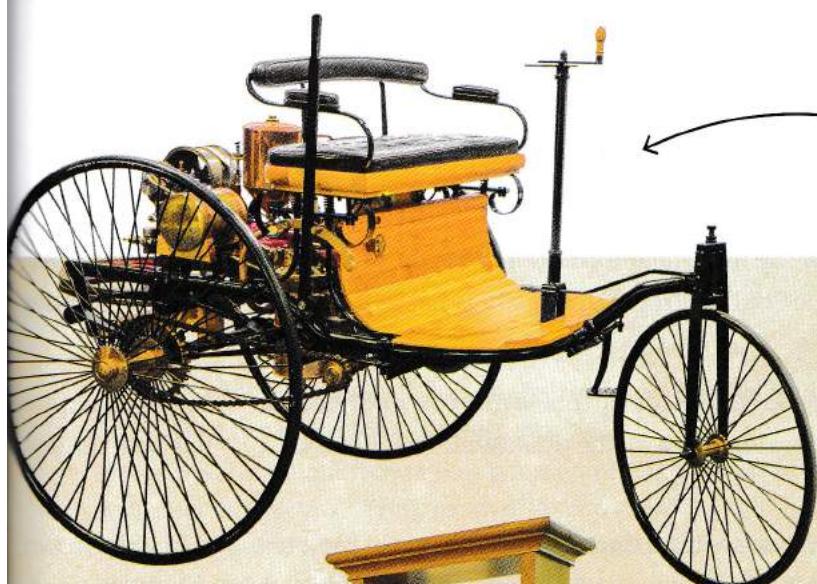
- 2** The telephone was invented by Alexander Graham Bell in the 1870s. Bell was very talented: a great inventor, an expert in speech and also very musical. On 10 March 1876, he made the first telephone call to his assistant, Mr Watson, who was in the next room. The first words ever spoken over the phone were, 'Mr Watson. Come here. I want to see you.'



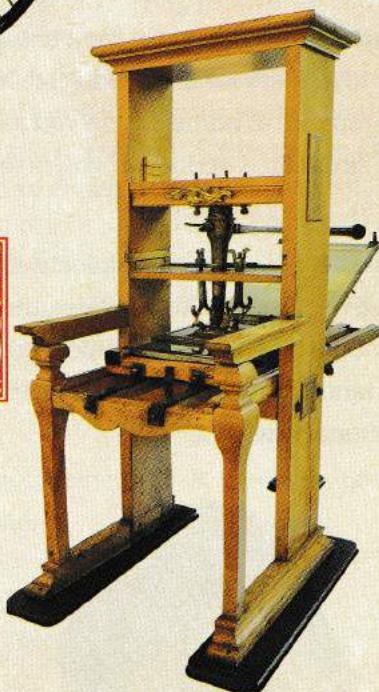
- 3** Dr Percy L. Spencer invented the microwave oven in 1946. He was an electronics expert and worked with machines that produced microwave radiation. One day, he was standing in front of one of these machines and noticed that a chocolate bar in his pocket had melted. His experiments proved that microwaves were able to heat food quickly... and the microwave oven was born!

# Reading Comprehension

Practice Test – page 197

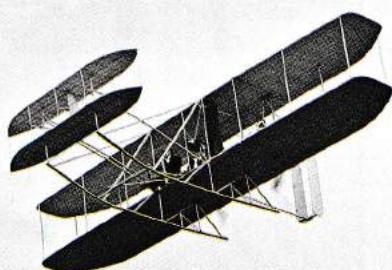


4 Attempts to create self-propelled vehicles had been made as early as the 18th century. However, the fathers of the modern automobile industry are considered to be Carl Benz, who invented the petrol engine in 1885, and Gottlieb Daimler, who built a car with an engine of his own design a year later. The fact that this engine could be produced in large numbers went on to change transport forever.



5 In the 15th century, the German Johannes Gutenberg experimented with printing. He used techniques that had been invented in China, in order to build a machine that could produce books and other texts in large quantities. The invention, known as the printing press, helped people exchange ideas and access information more easily.

6 In 1903, the Wright Brothers were the first to fly a plane that was heavier than air and powered by an engine. Their first flight lasted twelve seconds. In 1919, two British aviators made the first flight across the Atlantic Ocean. Other aviation pioneers, like Charles Lindbergh and Amelia Earhart, courageously experimented with flying and made important contributions to aviation.



Which invention \_\_\_\_\_?

- A. was created by someone who used knowledge developed in another country
- B. was first thought of while the inventor was working on something else
- C. achieved only brief success the first time it was used
- D. took over three centuries to be completed
- E. was invented by someone who had many different abilities
- F. caused accidents at first, until it was changed
- G. was created by someone who wanted to communicate with his family
- H. had a part that was easy to make in large quantities

## Task 7

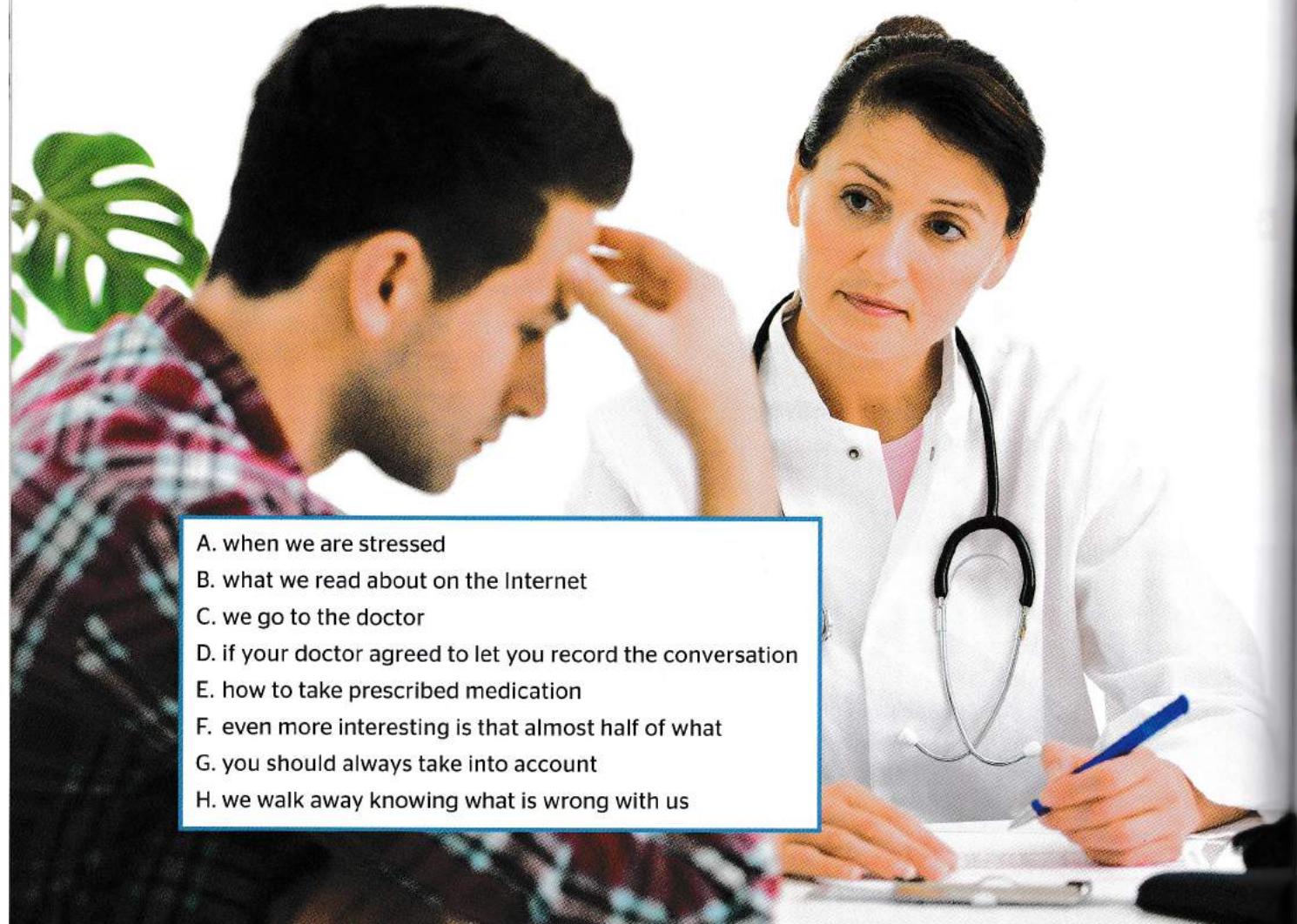
Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

Did you know that we forget about 80% of the medical information a doctor might give us? This interesting fact came to light as a result of a study carried out at Utrecht University. What is (1) \_\_\_\_\_ we think we remember is wrong.

Why do you think this happens? Well, going to the doctor can make most people nervous, and (2) \_\_\_\_\_ we are more likely to concentrate on the diagnosis rather than on the treatment. Therefore, (3) \_\_\_\_\_ but with no idea what to do about it.

Here are some good tips to keep in mind when seeing a doctor. Always bring along a notepad to write down important pieces of information, such as (4) \_\_\_\_\_ or how to prepare for any medical tests you might need. What would be even better is (5) \_\_\_\_\_. In this way, you can replay it at home, where you are more likely to be able to understand your doctor's advice. If you believe the situation is serious or you're really worried, get a family member or a close friend to come with you to listen in.

Regardless of what you choose to do, there is one golden rule (6) \_\_\_\_\_ –to communicate effectively you need to ask the right questions. The 'Ask Me 3' program, an initiative of the Institute for Healthcare Improvement, advises patients to ask the following three questions every time they talk to a medical professional: 'What is my main problem, what do I need to do, and why is it important for me to do this?' These will help ensure that you understand the problem and how to deal with it in a rational way.



- A. when we are stressed
- B. what we read about on the Internet
- C. we go to the doctor
- D. if your doctor agreed to let you record the conversation
- E. how to take prescribed medication
- F. even more interesting is that almost half of what
- G. you should always take into account
- H. we walk away knowing what is wrong with us

**Task 8**

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).

## Paint a mood

**Thinking of redoing your walls and can't decide on a colour?**

**Here are a few ideas to help you out.**

**Red** is a warm colour that makes people excited, so it's perfect for your living room or dining room, (1) \_\_\_\_\_ you want guests to enjoy each other's company and fall easily into conversation.

**Yellow** is also a positive colour, as it reminds us of sunshine and happiness. It goes well in kitchens, bathrooms and dining rooms, but it is best if it is not the main colour in the room, because it (2) \_\_\_\_\_ also cause feelings of anger.

**Blue** is a very calming, relaxing colour, ideal for (3) \_\_\_\_\_ bedrooms and bathrooms. Make sure the room has enough natural light coming in, because otherwise the colour might come across as cold instead. **Green** (4) \_\_\_\_\_ to be the best colour for all rooms because it combines the relaxing qualities of blue with the warmth of yellow. Lastly, **purple** is a rich colour that (5) \_\_\_\_\_ us of luxury and creativity, perfect for living rooms.

- |                          |                            |                           |                        |
|--------------------------|----------------------------|---------------------------|------------------------|
| 1. A. when               | B. where                   | C. which                  | D. that                |
| 2. A. may                | B. would                   | C. must                   | D. should              |
| 3. A. either             | B. neither                 | C. and                    | D. both                |
| 4. A. actually considers | B. is actually considering | C. is actually considered | D. actually considered |
| 5. A. is reminding       | B. reminded                | C. reminds                | D. is reminded         |



## Love your clothes!

Millions of tonnes of clothes are thrown away each year. This has a negative impact on the environment, as these clothes (6) \_\_\_\_\_ or end up in landfills.

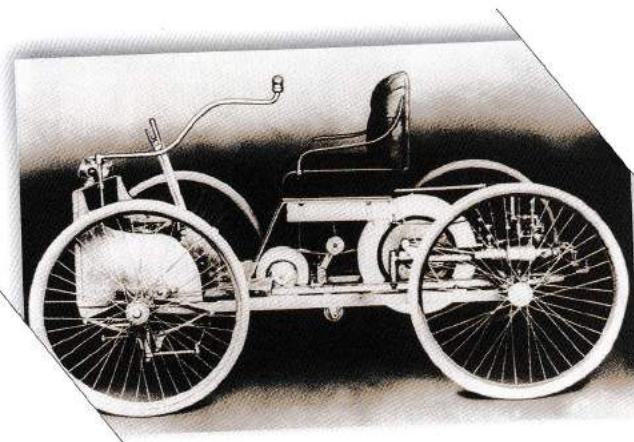
The good news is we can all do something to reduce the impact of clothes on the environment. First of all, we can fix our old clothes or creatively transform them (7) \_\_\_\_\_ make something new.

We could give them to a friend, consider (8) \_\_\_\_\_ them online or donate them to charity. There are also recycling banks (9) \_\_\_\_\_ clothes and shoes can be disposed of. At the same time, we also need to change our consumer behaviour. Many people try to keep up with fast-changing fashions by buying (10) \_\_\_\_\_ cheap clothes that are usually of low quality. Maybe we need to appreciate the clothes we have and take better care of them.

- |                      |                    |                |                |
|----------------------|--------------------|----------------|----------------|
| 6. A. are burning    | B. have them burnt | C. burn        | D. are burnt   |
| 7. A. so that        | B. so as           | C. in order to | D. that we can |
| 8. A. selling        | B. to sell         | C. sold        | D. sell        |
| 9. A. that           | B. where           | C. which       | D. who         |
| 10. A. more and more | B. the more        | C. as much as  | D. much more   |

## Task 9

Read the texts below. For questions (1–10) choose the correct answer (A, B, C or D).



# The History of Cars

How much do you know about the history of cars? One of the most important (1) \_\_\_\_\_ in the history of the motorcar came in 1908 with the development of the Ford Model T, which was the first car to be produced on a large scale. The (2) \_\_\_\_\_ of this method of production was Henry Ford, the founder of the Ford Motor Company. The assembly line, as it came to be known, offered (3) \_\_\_\_\_ to thousands of workers. Thankfully, it cut costs as well, making cars (4) \_\_\_\_\_ to consumers. In addition, the replacement of old work practices made the

Model T more reliable than other cars, while numerous (5) \_\_\_\_\_ to the interior made driving a pleasure. So, car owners have Henry Ford to thank for his enormous contributions to the car industry.

- |                   |                 |                 |               |
|-------------------|-----------------|-----------------|---------------|
| 1. A. discoveries | B. achievements | C. experiments  | D. approaches |
| 2. A. inventor    | B. owner        | C. researcher   | D. engineer   |
| 3. A. business    | B. occupation   | C. promotion    | D. employment |
| 4. A. precise     | B. affordable   | C. profitable   | D. satisfying |
| 5. A. conditions  | B. bonuses      | C. improvements | D. vacancies  |

# Preparing for the Future

It's the end of the school year and the exam period is on the way. Undoubtedly, exams (6) \_\_\_\_\_ pressure on both students and parents alike. Most parents would like to see their children succeed academically and end up settled in a rewarding job that leaves them (7) \_\_\_\_\_ well off. However, child psychologists stress that, while students should aim high, they should also have a(n) (8) \_\_\_\_\_ of other options so that they have better chances of succeeding.

On the whole, there are many practical things that parents can do that may prove invaluable to their children. Apart from being people their children can turn to, parents can plan a reasonable schedule that both they and their children (9) \_\_\_\_\_ on. According to psychologists' (10) \_\_\_\_\_, this schedule should include three proper meals a day, some exercise and no more than eight hours of studying. Finally, before each exam, parents need to reassure their children that everything will be fine, whatever the result.



- |              |                   |                  |                |
|--------------|-------------------|------------------|----------------|
| 6. A. force  | B. set            | C. bring         | D. put         |
| 7. A. richly | B. professionally | C. financially   | D. valuably    |
| 8. A. amount | B. sum            | C. variety       | D. selection   |
| 9. A. agree  | B. accept         | C. approve       | D. confirm     |
| 10. A. clues | B. advice         | C. announcements | D. information |

You have received an email from your friend Louise, who has a new job but is having trouble with one of her colleagues who makes rude comments to her about her clothes and hair.

Write an email to your friend in which you tell her

- how serious you think the problem is
  - what she should do
  - if you or a friend of yours has ever had a similar experience.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.

# Grammar Section

## Unit 1: Imperative, Present Simple vs Present Progressive, Frequency adverbs, Stative verbs

### Imperative

- We form the imperative with the base form of the verb.  
We form the negative form with **don't + base form**.  
*Listen to the CD! Don't speak!*
- We use the imperative to ask someone to do something.  
We can use 'please' to be more polite.  
*Open your books, please!*

### Present Simple vs Present Progressive

We use the Present Simple:	We use the Present Progressive:
• for permanent states. <i>Sam works in a bank.</i>	• for temporary states. <i>I'm doing a language course this month.</i>
• for habits or actions that happen regularly. <i>I always eat an egg for breakfast.</i>	• for actions happening at the moment of speaking. <i>The dog is eating now.</i>
• for general truths. <i>Water boils at 100°C.</i>	• for future arrangements. <i>We're visiting Ireland this summer.</i>
• for an action that takes place according to a schedule. <i>My plane leaves at 12 o'clock.</i>	• with adverbs of frequency (constantly, always etc.) to express annoying habits. <i>He is always leaving his clothes on the floor!</i>

### TIME EXPRESSIONS

Present Simple	Present Progressive
usually, always, often, occasionally, hardly ever, etc.	now, at the moment, at present
every day/week, etc.	today, these days
in the morning/spring, etc.	this week/year, etc.
on Mondays/Monday morning, etc.	tonight, tomorrow, etc.
at the weekend, etc.	next week/year, etc.
once/twice/three times, etc.	
a week/day, etc.	

### Frequency adverbs

The adverbs of frequency (*always, often, usually, sometimes, rarely, never*) are usually placed before the main verb, but after the verb *be*.  
*She is never on time.*  
*Do you always buy this brand?*  
*I usually have a nap after lunch.*

### Stative verbs

The following verbs are **not** normally used in **progressive tenses**. They are called **stative verbs**.

- Verbs of the senses:** feel, see, hear, smell, taste, notice, seem, look (= seem), etc.
- Verbs of emotions and preferences:** love, hate, like, dislike, want, need, prefer, mind, etc.
- Verbs of perception and opinion:** think (= believe), believe, know, understand, remember, forget, hope, mean, imagine, etc.
- Other verbs:** be, have (= possess), own, belong, cost, etc.

### NOTE

Some stative verbs can be used in progressive tenses, but with a different meaning.

- think (= process in one's mind)  
*I'm thinking about my summer holidays.*
- see (= meet, visit)  
*He's seeing the doctor tonight.*
- have (= drink, eat, take)  
*She's having dinner with a friend.*
- taste (= try food)  
*Mum's tasting the soup to see if it's ready.*
- look (= see)  
*Why are you looking at me?*

# Grammar Practice

**A** Complete the blanks with the Present Simple or the Present Continuous of the verbs in brackets.

My best friend, Julie, (1) works (work) at the Playtime toy shop. She (2) likes (like) working there because she (3) meets (meet) lots of people every day, especially children. She (4) loves (love) children and she (5) enjoys (enjoy) showing them how the toys work. The shop (6) opens (open) at 10am and (7) closes (close) at 6pm. Julie (8) doesn't mind (not mind) working long hours but her workmates (9) always complain (always/complain) because they (10) think (think) the job is tiring. This week, Julie (11) hasn't worked (not work) at the shop. She has taken some time off work. However, she (12) sits (not sit) at home relaxing. She (13) works (work) at a friend's restaurant. You see, she (14) needs (need) the extra money because she (15) wants (want) to buy a car.



**B** Complete the e-mail making sentences with the prompts given. Use the Present Simple or the Present Continuous.

Dear Maria,

Hello! I / be / in Hawaii / this week / .

(1) I'm in Hawaii this week.

I / have / a great time / !

(2) \_\_\_\_\_

I / relax / at last / .

(3) \_\_\_\_\_

Every morning / I / wake up / eleven o'clock / .

(4) \_\_\_\_\_

I / usually / have / big breakfast and then

(5) \_\_\_\_\_

I / go / for a swim / .

(6) \_\_\_\_\_

In / afternoon / I / always / watch / sunset / . It /  
be / beautiful / !

(7) \_\_\_\_\_

I / get / ready / go out / now / so / I / must / end /  
here / .

(8) \_\_\_\_\_

I / have / dinner / restaurant by the sea / tonight / .

(9) \_\_\_\_\_

I'll see you when I get back.

Love,  
Helen

**C** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

## Unit 2: Articles, Plural nouns, This / That / These / Those, Prepositions of time, Prepositions of place, Prepositions of movement, Prepositions of manner, There is / There are, Word order

### Articles

#### A / An

The indefinite article **a / an** is used before singular countable nouns or adjectives + singular countable nouns:

*a sweater*      ~~a sugar~~      ~~a cars~~  
*a lovely sweater*    **BUT**    ~~a lovely~~

- We use **a** before consonant sounds:

*a girl*  
*a university* (the 'u' here is a consonant sound)

- We use **an** before vowel sounds:

*an orange*  
*an umbrella* (the 'u' here is a vowel sound)

#### The indefinite article **a / an** is used:

- when referring to something that is not specific.  
*I will hire a car.*
- before professions or nationalities.  
*She's a taxi driver.*
- before nouns which show quantity, speed or frequency.  
*Tomatoes cost £3 a kilo in this shop.*  
*He was driving at 80 miles an hour when he crashed.*  
*I go swimming twice a week.*

### The

The definite article **the** is used before countable and uncountable nouns in the singular and the plural:

*the man*      *the women*      *the wine*

#### The definite article **the** is used:

- before nouns which are specific or have been mentioned before.  
*I'll buy the yellow jacket.*  
*I'll go to the dentist tonight.*
- before nouns which are unique.  
*the earth, the sky, the Acropolis*
- before the superlative degree of adjectives and adverbs.  
*Who's the oldest in your class?*  
*He runs the fastest of all.*
- before names of **seas, rivers, oceans, deserts** and **canals**.  
*the Mediterranean Sea, the Nile, the Atlantic,*  
*the Sahara, the Panama Canal*
- before names of **countries** in the **plural, groups of islands** and **mountain ranges**.  
*the United States, the Bahamas, the Himalayas*

- before names of **families** and **nationalities**, when we refer to the whole family or nation.

*the Taylors, the Japanese*

- before names of **theatres, newspapers, hotels, cinemas, ships, organisations, public services**.

*the National Theatre, the Times, the Beach Hotel, the Odeon, the Titanic, the United Nations, the fire brigade*

- before **musical instruments** or **inventions**.

*She plays the piano.*  
*Who invented the telephone?*

- before adjectives which refer to classes of people.

*the blind, the rich*

- before **noun + of + noun**.

*the Tower of London*

- before **titles**, when they are not followed by proper names.

*the King* **BUT** *the King Arthur*

- before the words **north, south, east, west**, when they are used as nouns (not adverbs) or are followed by **of**.

*The land to the north is fertile.*

*I visited the South of France. **BUT** Let's go east.*

#### The definite article **the** is not used:

- before names of **people, streets, cities, islands, countries, continents, religious holidays, days, months**, and **mountains** (singular).

*Mary Smith, Broad Street, Paris, Bali, Germany, Asia, Easter, Monday, June, Everest*

- before **plural countable nouns** and **uncountable nouns**, when we are talking about something in general.

*Whales are mammals.*

*Experience is important in this job.*

- before the words **hospital, church, home, bed, school, university, work, court, prison**, when they are used for the purpose for which they exist.

*He broke his leg and was taken to hospital.*

**BUT** *I went to the hospital to visit my uncle.*

- before names of **magazines, sports, games, colours, school subjects** and **languages**.

*Seventeen, tennis, chess, red, history*

*I like English.*

**BUT** *The English language is difficult to learn.*

- before names of **squares, parks, lakes or names of pubs, restaurants, airports**, etc. which consist of two nouns.

*Trafalgar Square, Hyde Park, Lake Victoria,  
John F. Kennedy Airport*

- before the words **father, mother, mum, dad**, when we refer to our own parents.

*Father comes home late from work.*

*Mum helped me with my homework.*

- before the words **breakfast, lunch, dinner** when we refer to them in general.

*What did you have for breakfast this morning?*

- before means of transport (with **by**)

*I go to school by bus. BUT I'm in the car now.*

## Plural nouns

### Regular plural forms

noun + -s: bird → birds

noun in -ch, -sh, -x, -s, -ss, -o + -es: watch →

watches, tomato → tomatoes BUT radio → radios

noun in consonant + -y: consonant + -ies:

baby → babies BUT boy → boys

noun in -f, -fe: -ves: leaf → leaves, life → lives BUT

roof → roofs

### Irregular plural forms

child	→	children
man	→	men
woman	→	women
tooth	→	teeth
foot	→	feet
mouse	→	mice
person	→	people
goose	→	geese
ox	→	oxen
louse	→	lice
deer	→	deer
fish	→	fish

sheep	→	sheep
species	→	species
series	→	series
aircraft	→	aircraft
salmon	→	salmon
trout	→	trout

## This / That / These / Those

- We use **this** to point out a person, animal or thing that is close to us.

*This is a book.*

- We use **that** to point out a person, animal or thing that is far from us.

*That girl over there is Maria.*

- We use **these** to point out people, animals or things that are close to us.

*These are my books.*

- We use **those** to point out people, animals or things that are far from us.

*Those boys over there are my friends.*

## Prepositions of time

<b>at</b>	<i>at three o'clock at noon/night/midnight/midday/dawn at fifteen, at the age of twenty-one at the moment, at Christmas, at Easter, at the weekend / at weekends, at breakfast/lunch/dinner</i>
-----------	---

<b>on</b>	<i>on Monday on 8th January on Christmas Day, on New Year's Eve, on a Sunday morning, on a spring day, on his birthday</i>
-----------	--

<b>in</b>	<i>in April in spring in 2003, in the 18th century in the evening BUT on Tuesday evening in the beginning / in the end</i>
-----------	--

<b>from ... to/till/until</b>	<i>We usually work from nine to five.</i>
-----------------------------------	---

<b>during</b>	<i>They made a lot of noise during the lesson.</i>
---------------	--

<b>before</b>	<i>We should get together before the summer holidays.</i>
---------------	---

<b>after</b>	<i>Where did you go after school?</i>
--------------	---------------------------------------

<b>by</b>	<i>I will have left by eleven o'clock.</i>
-----------	--

## Prepositions of place

<b>on</b>	<i>The books are on the shelf.</i>
-----------	------------------------------------

<b>in</b>	<i>The clothes are in the suitcase.</i>
-----------	---

<b>at</b>	<i>Mary is standing at the bus stop.</i>
-----------	--

<b>over</b>	<i>The sign over the door read 'Exit'.</i>
-------------	--

<b>under</b>	<i>The cat is sleeping under the kitchen table.</i>
--------------	---

<b>in front of</b>	<i>The man standing in front of me was really rude.</i>
<b>behind</b>	<i>Dave was hiding behind the door.</i>
<b>near</b>	<i>Is there a park near your house?</i>
<b>opposite</b>	<i>The library is opposite the school.</i>
<b>next to</b>	<i>The bookshop is next to the bank.</i>
<b>beside</b>	<i>Who's that tall guy standing beside Helen?</i>
<b>between</b>	<i>The post office is located between the public library and the cinema complex.</i>
<b>among</b>	<i>I found this letter among some old photos.</i>
<b>on, in and at</b>	
<b>on</b>	<i>on the left, on the right, on the bus / train / plane</i>
<b>in</b>	<i>in Africa, in Argentina, in Los Angeles, in Wivenhoe</i>
<b>at</b>	<i>at the cinema, at the airport, at the station, etc. at work, at home, at school, at the back, etc. with address: <i>He lives at 58 Park Lane.</i></i>

### Prepositions of movement

<b>to</b>	<i>Are you going to the supermarket?</i>
<b>into</b>	<i>I don't want to go into that room.</i>
<b>off</b>	<i>I fell off my bike and hurt my knee.</i>
<b>out of</b>	<i>As soon as the bell rang, the kids ran out of the classroom.</i>
<b>from</b>	<i>When is Josh coming back from work?</i>
<b>towards</b>	<i>He was coming towards me with an angry look on his face.</i>
<b>over</b>	<i>The dog jumped over the fence.</i>
<b>up</b>	<i>The boys are racing up the hill.</i>
<b>across</b>	<i>They're going to swim across the lake.</i>
<b>along</b>	<i>We walked along the river bank.</i>
<b>through</b>	<i>The road goes through a beautiful forest.</i>
<b>past</b>	<i>He walked past me but he didn't see me.</i>
<b>(a)round</b>	<i>I've run around the block three times so far.</i>

#### NOTE

- **verb get (in, into, on, off and out of)**
  - get in / into a car*
  - get out of a car*
  - get on / off a bus / train / horse / bicycle / motorbike / plane*

### Prepositions of manner

We use the preposition **by** with most means of transport.  
*by car / train / bus / plane / coach / bicycle / ship / boat*  
**BUT** *on foot, on horseback*

We use **with** before a noun to indicate a quality, a feature or the means used.  
*Sue works with enthusiasm in her new job.*  
*Jack is a tall boy with dark hair.*  
*I always write with a pencil.*

### There is / There are

<b>AFFIRMATIVE</b>		<b>NEGATIVE</b>	
<b>Full Forms</b>	<b>Short Forms</b>	<b>Full Forms</b>	<b>Short Forms</b>
There is	There's	There is not	There isn't
There are	✗	There are not	There aren't
<b>QUESTIONS</b>		<b>SHORT ANSWERS</b>	
Is there...?	Yes, there is.		No, there isn't.
Are there...?	Yes, there are.		No, there aren't.

- We use **there is** before singular nouns.

*There's a bathroom upstairs.*

*Is there a swimming pool in the palace?*

- We use **there are** before plural nouns.

*There are ten bedrooms in the castle.*

*Are there two bins in the classroom?*

### Word order

In English, the normal word order in affirmative and negative sentences is:

<b>Subject</b>	<b>Verb</b>	<b>Object</b>
Catherine	plays	the piano
Philip	doesn't play	the guitar

Adverbs and expressions that indicate manner, place and time follow in this order: Manner (How?) - Place (Where?) - Time (When?)

<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Manner</b>
Catherine	played	the piano	beautifully
Place	Time		
at the concert	last night.		

#### NOTE

- After verbs that indicate movement (go, run, walk, etc.), the order of adverbs/adverbial expressions is: Place - Manner - Time

**Subject    Verb    Place    Manner    Time**  
*Mary           came     home     by taxi     last night.*

- Expressions that indicate time may be at the beginning or at the end of the sentence.

*Last night I saw a good film.*

*I saw a good film last night.*

## Grammar Practice

**A** Complete the blanks with *a, an, the* or *-*.

### FACTS ABOUT THE BRITISH ISLES

1. In 1066 an army from - France invaded - England.
2. There are        castles all over        British Isles.
3. Kings and queens lived in        Tower of        London for 400 years, but it was also used as        prison.
4.        Beefeater stands outside        Tower of        London. He wears        special costume.
5. There are many historical buildings,        theatres,        shops and        museums.
6.        busiest city in        Britain is        London.
7.        Queen Elizabeth has ruled since 1952.        Queen's flag flying above        palace means she is in        Buckingham Palace.        palace has 650 rooms.

**B** Complete the blanks with the singular or the plural form of the nouns in brackets.

Orang-utans can be found in the (1) forests (forest) of Sumatra and Borneo. These (2)                          (animal) live in (3)                          (tree). They sleep in nests made of (4)                          (branch). They eat (5)                          (fruit), (6)                          (leaf) and (7)                          (insect).

Orang-utans don't do much during the day, they just rest or look for (8)                          (food). They are "lazy" (9)                          (animal). They hate the (10)                          (rain) and try to protect themselves in bad (11)                          (weather).

Nowadays, orang-utans are on the list of endangered (12)                          (species).

**C** Explain the notes into sentences, using the prepositions given in the correct order.

1. key / be / box / which / be / shelf / my bedroom  
The key is in a box on a shelf in my bedroom.

in in on

2. I / always / go / gym / school / four / six o'clock  
I always go to the gym after school from four till six o'clock.

after from till

3. beginning / I / think / book / be / boring / but / end / I / like / it  
I begin to think the book is boring but I like it in the end.

in in

4. postman / jump / his van / when / dogs / run / him  
The postman jumps into his van when the dogs run towards him.

towards into

5. Mark / move / Los Angeles / April / and / be / really happy / there  
Mark moves to Los Angeles in April and he is really happy there.

in to

6. wait / for me / bus stop / my house  
I wait for the bus at the bus stop in front of my house.

at in front of

**D** Put the words in the correct order and write sentences.

1. to Spain / often / go / they / in summer

*They often go to Spain in summer.*

2. hard / in the garden / my grandfather / all afternoon / worked

3. don't / I / coffee / at night / usually / drink

4. had / at the party / a lot of fun / we / last night

5. quickly / after his French lesson / home / walked / John

6. in the snow / the children / during their holidays / happily / played

7. spoke / yesterday / angrily / Fay / to her sister

8. sometimes / in winter / freeze / rivers

## Unit 3: Personal pronouns/ Possessive adjectives/ Possessive pronouns, Possessive case, Reflexive pronouns, Reciprocal pronouns, Other / Another

### Personal Pronouns

- Subject Personal Pronouns are used as **subjects** of verbs. They replace nouns.

*Mr Roberts is a surgeon. He is American.  
Where's Sue? She must have left by now.*

- Object Personal Pronouns are used as **direct** or **indirect** objects of verbs. They replace nouns.

*Tom and Ann are outside. Could you call them?  
Can you lend me five pounds?*

**He / Him (masculine)** are used for people and animals (if we know their gender).

*This is Roger! He's my favourite dog.*

**She / Her (feminine)** are used for people, animals (if we know their gender) and ships.

*The St Helena is a great ship. She has been repainted recently.*

**It** is used:

- for things, animals and babies (if we are not sure of their gender).

*It's a really cute baby.*

- in expressions of time, distance, weather, etc.

*It's six o'clock.*

*It's 400 kilometres to London.*

*It's windy today.*

- to ask or say who a person is.

*'Who is it?' 'It's me.'*

- before *to be* + adjective, instead of a full infinitive or a that-clause.

*It is difficult to learn Chinese. (To learn Chinese is difficult.)*

*It is obvious that he is selfish. (That he is selfish is obvious.)*

- as the subject of the verbs *seem, appear, look, depend, occur, happen*.

*It looks as if it's going to rain.*

*It depends on what you want.*

### PERSONAL PRONOUNS

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

### NOTE

Sometimes the pronoun **you** refers to anyone or everyone. That is, **you** has got the same meaning as **people**.

**People** mustn't talk on their mobile phones when they drive.

**You** mustn't talk on your mobile phone when you drive.

## Possessive Adjectives and Pronouns

**Possessive Adjectives** are used **before nouns**. They have the same gender as the owner and don't take an article.

my parents      her brother      his clothes

**Possessive Pronouns** replace possessive adjective + noun.

*This is my book.* → *This book is mine.* / *This is mine.*

### NOTE

- We can use **own** after possessive adjectives for emphasis.

*I have my own flat now.*

- **On my / your, etc. own** means 'alone, without help'.

*She does her homework on her own.*

- **a / an + noun + of mine / yours, etc.** = one of my / your, etc. + noun

*a friend of mine = one of my friends*

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

## Possessive Case

The Possessive Case shows who something belongs to and answers questions beginning with **whose**. It is usually used with nouns which refer to people and animals.

*Whose car is this? It's Mr Brown's.*

### Formation of the Possessive Case

- **Singular nouns** and the words **someone, somebody, nobody, etc.** take '**s**':

*John's computer    a woman's life*

*the cat's milk    someone's job*

*everybody's problem*

- **Regular plural nouns** take '**'**:

*the boys' bedroom    the students' books*

*my parents' car*

- **Irregular plural nouns** take '**'s**:

*the men's clothes    the children's toys*

- **Proper nouns** ending in **-s** can take '**'s** or '**'**:

*Chris's shirt    Chris' shirt*

- We use '**'s** after **compound nouns, time expressions and idioms**:

*my father-in-law's car    today's weather*

*a week's delay    tomorrow's newspapers*

*for heaven's sake.*

### NOTE

- When two or more people own the **same** thing, we add '**'s** to the **last owner**:

*Susan and Ian's daughter*

- When two or more people own **different** things, we add '**'s** to **each owner**:

*George's and Andrew's desks*

- We can **omit** the noun which follows the possessive case if it is easy to understand or refers to a place:

*My bedroom is next to my brother's (bedroom).*

*Don't forget to go to the baker's (shop).*

- When referring to things we use **of + noun** instead of the possessive case:

*the name of the city*

*the legs of the table*

## Reflexive Pronouns

Reflexive pronouns are used as objects of verbs when the action of the verb returns to the person who does it. Reflexive pronouns are used:

- after the verbs **enjoy, behave, help, educate, teach, hurt, kill, cut**, etc.:

*Did you enjoy yourself at the party last night?*

- after verbs with prepositions, such as **talk to, say to, take care of**, etc.:

*Let her take care of herself.*

- after the preposition **by**, meaning 'alone, without help'.

*I can do my homework by myself.*

### REFLEXIVE PRONOUNS

myself  
yourself  
himself  
herself  
itself  
ourselves  
yourselves  
themselves

## Reciprocal Pronouns

Reciprocal pronouns **each other** and **one another** are used when two or more people, things or groups are involved and they perform the same action to each other.

*At Christmas we all buy presents for each other.  
When they heard the good news they all started hugging one another.*

### NOTE

**Reciprocal pronouns** also have possessive forms.  
*Mary and Anna are best friends. They share everything and they even wear each other's clothes.*

## Other / Another

**Other** means *more or different*.

- the others(s) = the rest
- others = more, apart from those already mentioned
- every other day/ week, etc. = every second day/ week etc.
- the other day = a few days ago

**Another** = one more. It can also go with expressions of time, distance or money.

*I'd like another glass of orange juice.  
We must drive for another ten miles.*

## Grammar Practice

### A Choose a, b or c.

The headteacher took (1) \_\_\_\_\_ class on a day trip to the airport last week. A flight attendant was showing (2) \_\_\_\_\_ the cockpit of a plane when (3) \_\_\_\_\_ stumbled, fell on the controls, accidentally pressed some buttons and (4) \_\_\_\_\_ adventure began.

The plane started moving and soon (5) \_\_\_\_\_ were flying. The flight attendant couldn't believe (6) \_\_\_\_\_ eyes! She kept screaming that (7) \_\_\_\_\_ was responsible for the plane. Finally, after she had calmed down, she managed to land the plane by (8) \_\_\_\_\_, with the help of the air traffic controller. She's a pilot now.

The headteacher (9) \_\_\_\_\_ was so scared that (10) \_\_\_\_\_ couldn't speak until after (11) \_\_\_\_\_ had landed. Of course, he blamed (12) \_\_\_\_\_ for everything. I told (13) \_\_\_\_\_ that it wasn't all (14) \_\_\_\_\_ fault. After all, it was an accident.

Anyway, the other students enjoyed (15) \_\_\_\_\_ very much on our great adventure. They thanked (16) \_\_\_\_\_ for entertaining (17) \_\_\_\_\_.

- |               |               |              |                    |               |         |
|---------------|---------------|--------------|--------------------|---------------|---------|
| 1. a. me      | b. my         | c. mine      | 10. a. he          | b. he's       | c. his  |
| 2. a. our     | b. each other | c. us        | 11. a. we're       | b. we         | c. us   |
| 3. a. myself  | b. I          | c. another   | 12. a. I           | b. myself     | c. me   |
| 4. a. ours    | b. our        | c. ourselves | 13. a. him         | b. his        | c. he   |
| 5. a. we      | b. us         | c. our       | 14. a. one another | b. me         | c. my   |
| 6. a. she     | b. her        | c. hers      | 15. a. their       | b. themselves | c. them |
| 7. a. herself | b. she's      | c. she       | 16. a. mine        | b. I          | c. me   |
| 8. a. her     | b. she        | c. herself   | 17. a. themselves  | b. other      | c. them |
| 9. a. he      | b. him        | c. himself   |                    |               |         |

### B Complete the text using the appropriate word(s).

other    the other    the others    the other day    another

As I was walking down the street (1) the other day, I bumped into my old schoolmate Sally. I asked her if she keeps in touch with (2) \_\_\_\_\_ children from school. She told me she often meets Tom and Susan but (3) \_\_\_\_\_ have moved to (4) \_\_\_\_\_ cities abroad to study. We went on talking for (5) \_\_\_\_\_ ten minutes and promised to meet again soon.

**C** Complete the blanks with reflexive pronouns. Use prepositions where necessary.

1. Paul fell and hurt himself while he was trying to fix the TV aerial.
2. Don't give the babysitter a hard time, children! Behave                   .
3. Kelly and Alice have learnt to be very independent. They are able to take care                   .
4. Gary looked                    in the mirror, combed his hair and left.
5. Most of you don't know my name, so I would like to introduce                   .
6. I think you should stop blaming                    for the accident. It really wasn't your fault.
7. Judy was singing                    while she was decorating the Christmas tree.

**D** Complete the blanks with the words in brackets and the Possessive Case or of + noun.

1. (the people / Hill Valley) (1) The people of Hill Valley claim to have seen a UFO landing on (the farm / Mr Blake) (2) Mr Blake's farm. In fact, Mr Blake says he was interviewed by aliens. Scientists are looking into the matter. And now, on to (the weather / tomorrow) (3)                   .
2. (the families / Ray and Michael) (1)                    are worried about them. The men have gone on an expedition in (the jungles / South America) (2)                   . (the expedition / the men) (3)                    has been the longest and most dangerous so far. (the findings / the expedition) (4)                    will be shown on (the show / next week) (5)                   .
3. **Mr Crew** It's (the business / no one) (1)                    what I do on my farm!  
**Reporter** But, isn't it (the farm / your father-in-law) (2)                   ? And isn't it true, sir, that you've been trapping foxes and selling (the fur / the foxes) (3)                   ?  
**Mr Crew** Oh, for (the sake / heaven) (4)                    leave me alone. I'm only here for (a holiday / week) (5)                   .
3. **Ron** Whose coat is this?  
**Pam** It's (the coat / Mr Jones) (1)                   . He left it here by mistake. He's interested in buying (the car / Sue and Chris) (2)                   .  
**Ron** (the car / the girls) (3)                   ? But the girls love that car!  
**Pam** I know, but their mother is in hospital and they can't afford to keep it.  
**Ron** Darling, we must help them!

## Unit 4: must / have to / should / ought to / had better / would rather / can / could / may / be able to / would

### must / have to

#### Expressing obligation and prohibition

- **must + base form** expresses personal obligation in the present or future.  
*I must finish this by tonight.* (= I say so.)
- **have to + base form** expresses external obligation in the present or future.  
*You have to drive on the left when you're in England.* (= It's the law)
- **mustn't + base form** expresses prohibition in the present or future.  
*You mustn't park here.* (= You aren't allowed to.)
- **had to + base form** expresses obligation in the past.  
*When I was at school, I had to wake up at 7 o'clock every morning.*

#### Expressing necessity and absence of necessity

- **don't have to + base form** expresses absence of necessity in the present or future.  
*You don't have to call us again.* (= It isn't necessary.)

### should / ought to

We use **should + base form**:

- to ask for or give **advice**.  
*Should I stay or should I go?*
- to express an **opinion** that we consider correct.  
*I think he should study harder.*
- to make a **suggestion**.  
*Should we phone Peter? It is his birthday today.*
- to express **mild obligation**.  
*You should keep your desk tidy.*
- to express **probability in the present/future**.  
*Why don't you call Tom? He should be at home now.*

**Ought to** is similar to *should*, but it is less common.

### had better

**Had better + base form** is used to give strong advice. It often expresses a threat or warning. It refers to the present or future, not the past. Its negative form is **had better not**.

In spoken English the short form is commonly used (*I'd better*, *you'd better*, etc.).

*You'd better ask a doctor about it.*

### would rather

**Would rather + base form** expresses preference.

*I'd rather travel by train.*

#### NOTE

**Would rather** is often followed by **than**.

*I'd rather read a book than watch TV.*

### can / could / may / be able to / would

**Can, Could, May, Would** are modal verbs and:

- do not form all tenses.
- have the same form in all persons.
- form the interrogative and negative without auxiliary verbs (do / did).
- are followed by the base form of a verb.

**Modal verbs** perform various linguistic functions, such as expressing **ability, possibility, etc.**

#### Ability

- **Can** expresses ability in the present.  
*Vanessa can play the violin very well.*
- **Could** expresses general ability in the past.  
*Vanessa could play the violin when she was ten.*
- **Was/were able to** expresses ability in a specific situation in the past.  
*The questions were difficult but Philip was able to answer them.*
- **Couldn't and wasn't/weren't able to** express a lack of ability in the past.  
*I couldn't run so I wasn't able to catch the bus.*

#### NOTE

**Can** is used only for the present. In order to express ability in tenses that are not formed by **can**, we use **be able to**.

*I haven't been able to contact Harry yet.*

#### Possibility

- **May / Could + infinitive** express possibility in the present/future.  
*John could / may be at work right now.*
- **May not + infinitive** expresses lack of possibility in the present/future.  
*Henry may not be able to join us.*

### **Permission**

- We use **can**, **could**, **may** to ask for permission. **May** is more polite than **can** and **could**.
  - We use **cannot (can't)** and **may not** to refuse permission.

*May I borrow your pen? Yes, you may. / No, you may not.*

## Requests

To make requests we use **can**, **could**, and **would**.  
**Could** and **would** are more polite/formal than **can**.  
*Can you give me that dictionary?*  
*Could/Would you hold my umbrella for a minute,  
please?*

## **Suggestions and Offers**

To make suggestions and offer to do something, we use **can** and **could**.

**We can watch a film on TV tonight.**

*I'm going out. Can I get you anything?*

***We could spend a few days on an island.***

*Could I get you some coffee?*

## Grammar Practice

## A Choose a, b or c.

**B** Complete the text by choosing a, b or c.

## So ... you want to be a runner

What does it take to become a top-class runner? Our reporter, Vernon Phua, interviewed marathon runner Michael Chiang, and asked him to tell our readers what they (1) \_\_\_\_\_ to do in order to follow in his footsteps. First of all, you (2) \_\_\_\_\_ bear in mind that success doesn't come easily and you (3) \_\_\_\_\_ train hard. 'When I was still at school, I (4) \_\_\_\_\_ wake up early in the morning to train and then I rushed off to school. After school I trained some more,' says Michael.



At the same time, however, you (5) \_\_\_\_\_ neglect your studies. Michael regrets not studying more at school. I didn't try hard enough to get into university,' he says. But, you (6) \_\_\_\_\_ allow failure to discourage you. As the Chinese say, 'Failure is the mother of success'. It is part of learning how to be successful: you (7) \_\_\_\_\_ know what it is like to lose and learn from your mistakes. You also (8) \_\_\_\_\_ to learn how to deal with stress so that you don't crumble under pressure. And always remember: success doesn't come overnight.

- |                     |                |               |
|---------------------|----------------|---------------|
| 1. a. ought         | b. must        | c. should     |
| 2. a. should        | b. ought       | c. had to     |
| 3. a. will have to  | b. shouldn't   | c. ought      |
| 4. a. must have     | b. should have | c. had to     |
| 5. a. don't have to | b. shouldn't   | c. must       |
| 6. a. ought to      | b. shouldn't   | c. don't have |
| 7. a. have to       | b. mustn't     | c. ought      |
| 8. a. have          | b. must        | c. should     |

**C** Rewrite the sentences using the words given.

1. There's a possibility that Mike will meet the manager after his meeting.  
*Mike may meet the manager after his meeting.*

MAY

2. It's a good idea to tell your parents what happened.

BETTER

3. I prefer spaghetti to pizza.

RATHER

4. You are not allowed to chew gum in class.

MUST

5. Is it necessary for me to come to the wedding?

HAVE

6. Would you like another glass of milk?

CAN

7. Why don't we go for a walk in the park?

COULD

8. Helen can be so rude to me sometimes.

OUGHT

## Unit 5: Past Simple, Past Continuous, Time clauses, Used to

### Past Simple

We use the **Past Simple**:

- for actions that started and were completed at a specific time in the past.

*I went out with Jim yesterday.*

- for habitual or repeated actions in the past.

*Mary often went fishing with her dad when she was a child.*

- for completed actions that happened one after the other in the past.

*He opened the door, walked in quietly and turned on the lights.*

- for permanent situations in the past.

*I lived in London for 20 years.*

### TIME EXPRESSIONS

yesterday, in 1980, etc.

two hours ago, five years ago, etc.

last night/week/Sunday/March, etc.

then, the day before yesterday

### Past Continuous

We use the **Past Continuous**:

- for actions that were happening at a specific point of time in the past.

*Karen was cooking dinner at 6 o'clock yesterday evening.*

- to describe background scenes to a story.

*It was early in the evening and it was raining heavily.*

- for actions that were happening at the same time in the past. In this case we usually use **while**.

*While I was doing the washing up, my brother was vacuuming.*

### Time clauses

- We use the **Past Continuous** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Continuous** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.

*As/While/When they were walking in the forest, they saw a bear.*

*I was having a bath when the lights went out.*

### NOTE

We use **as soon as** with the Past Simple.

*As soon as we arrived on the island, we ran to the beach.*

### Used to

We use **used to** to talk about something that happened regularly in the past, but no longer does.  
*We used to go rollerblading every afternoon when we were young.*

## Grammar Practice

### A Put the verbs in brackets into the Past Simple or the Past Continuous.

1. I got (get) on the train, sit (sit) down and then the ticket inspector come (come) and check (check) my ticket.
2. Suzy walk (walk) towards her car when she remember (remember) that she had left some important documents at home.
3. Mark phone (phone) Julie at 10.00 pm last night, but she not can (not can) speak to him because she have (have) a bath at the time.
4. Last year, I join (join) the Local Lifeguard Association in order to become a lifeguard.
5. I have (have) breakfast while my flatmate read (read) the morning paper.

6. Mr Johnson \_\_\_\_\_ (fire) the new employee the day before yesterday because he  
\_\_\_\_\_ (always / arrive) half an hour late.

7. As Lucy \_\_\_\_\_ (wait) in the queue to buy a ticket for the concert, she  
\_\_\_\_\_ (realise) that she \_\_\_\_\_ (not have) enough money with her.

**B** Complete the text with the Past Simple or the Past Continuous of the verbs in brackets.

Last Saturday we (1) decided (decide) to eat out at a new Chinese restaurant that (2) open (open) in our neighbourhood. While my parents and I (3) enjoy (enjoy) our exotic meal, my two younger brothers (4) begin (begin) to complain about the food. They (5) not / like (not / like) it at all, so they soon (6) get (get) bored. While we (7) eat (eat), they (8) start (start) to chase each other around the restaurant. As they (9) run (run) in between the tables, they (10) push (push) a waiter who (11) fall (fall) on one of the tables. Unfortunately, the waiter (12) hold (hold) a bottle of Coke, which (13) fly (fly) into the air and (14) land (land) on an old lady. We (15) not / can (not / can) believe what (16) happen (happen). The old lady's husband (17) shout (shout) at my brothers while she (18) complain (complain) that her dress was ruined. It (19) take (take) my father half an hour to calm them down! What a mess!



**C** Choose the correct answer, a, b, c or d.

# Unit 6: Countable and uncountable nouns / Nouns without singular or plural, Some/any/no and their compounds, How much...?/How many...?/much/many/a lot of / lots of / a little / little / a few / few, Comparatives

## Countable nouns

**Countable nouns** can be counted and have singular and plural forms. We can use **a/an**, **one** in the singular form and **numbers**, **some**, **any**, **(a) few**, etc. in the plural.

Certain nouns are always in the plural form.

- **people, clothes, goods**

*His clothes are always clean.*

- All nouns that consist of two parts: **glasses, trousers, jeans, sunglasses, scissors**, etc. We use the expression **a pair of** to express quantity with these words.

*Angie wears glasses.*

*George has bought two new pairs of jeans.*

- Words such as **family, team, group, audience, class, government, crew** are **collective nouns** and may take either a singular or a plural verb depending on their meaning.

*Tina's family is rich. Tina's family are on holiday.*

- The word **police** always takes a plural verb.

## Uncountable nouns

**Uncountable nouns** are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some, any, much, (a) little, a lot of**, etc.

Uncountable nouns usually describe:

food	meat, sugar, cheese, butter, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, etc.
ideas/ situations	love, help, freedom
natural phenomena	rain, snow, etc.
some concrete nouns	furniture, money, luggage, traffic, etc.

- With uncountable nouns which state **food** or **liquid**, we can use the following expressions to show quantity: **a bottle / cup / glass / can / slice / piece / loaf / carton / box / packet / kilo / litre / bar / bowl**, etc. + **of**

*a loaf of bread      four cartons of milk*

- The words **hair, light, glass, wood, rain, experience** can also be used as countable nouns in the plural form, with a difference in meaning.

<i>Steve's hair is dark.</i>	<i>There are dog hairs on the sofa.</i>
<i>My room doesn't get much light.</i>	<i>The lights are on, but there's nobody home.</i>
<i>This isn't a diamond ring, it's just glass.</i>	<i>Have you seen my glasses anywhere?</i>
<i>This table is made of wood.</i>	<i>Would you like to go for a walk in the woods?</i>
<i>My sister likes walking in the rain.</i>	<i>How often do the rains come in Thailand?</i>
<i>Have you got any previous job experience?</i>	<i>We had some fascinating experiences when we visited China.</i>

## Some/Any/No and their compounds

- We use **some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.

*There is some orange juice in the fridge.*

*Would you like some chips?*

*Could I have some coffee?*

- We use **any + uncountable / plural countable nouns** in questions and negative sentences.

*Is there any orange juice in the fridge?*

*There aren't any chips on the table.*

- We use **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.

*There is no cheese in the fridge. = There isn't any cheese in the fridge.*

	some	any	no
<b>People</b>	someone somebody	anyone anybody	no one nobody
<b>Things</b>	something	anything	nothing
<b>Place</b>	somewhere	anywhere	nowhere

- These compounds are used in the same way as **some, any, no** but they are not followed by a noun. They always go with singular verbs.

*Everybody here works very hard.*

*I can't find my glasses anywhere.*

## How much...? / How many...? / much / many / a lot of / lots of / (a) little / (a) few

- We use **How much...?** with uncountable nouns to ask about the quantity of something.

*How much milk is there?*

### NOTE

We also use **How much...?** to ask about the cost or price of something.

*How much are these shoes? €100?*

- We use **How many...?** with plural countable nouns to ask about the number of something.  
*How many cans of lemonade do we need?*
- We use **much** with uncountable nouns, in questions and in negative sentences.  
*We haven't got much money.*
- We use **many** with plural countable nouns, usually in questions and in negative sentences.  
*There aren't many books in the bookcase.*
- We use **a lot of / lots of** with uncountable and plural countable nouns, usually in affirmative sentences.  
*There is a lot of coffee in my cup.*  
*There are lots of apples in the fridge.*
- We use **a little** with uncountable nouns, in affirmative sentences.  
*There is a little cheese on the table.*
- We use **a few** with plural countable nouns, in affirmative sentences.  
*There are a few magazines on the table.*
- We use **little** with uncountable nouns, when there's not enough of something.  
*We've got very little money, so we can't go shopping.*
- We use **few** with plural countable nouns when there are not enough of them.  
*There are very few chairs in the room.*

## Comparatives and superlatives of adjectives and adverbs

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.

All one-syllable and most two-syllable adjectives take <b>-er/-est</b>	short - shorter - shortest happy - happier - happiest big - bigger - biggest
Adjectives with three or more syllables and some two-syllable adjectives take: <b>more + adjective / most + adjective</b>	interesting - more interesting - most interesting
All one-syllable adverbs and <b>early</b> take <b>-er/-est</b>	fast - faster - fastest early - earlier - earliest
Adverbs with two or more syllables take: <b>more + adverb / most + adverb</b>	carefully - more carefully - most carefully

### IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

Positive form	Comparative form	Superlative form
good/well	better	best
bad/badly	worse	worst
little	less	least
far	farther/further	farthest/furthest
many/much	more	most

## Grammar Practice

**A** There is a mistake in each sentence. Find it and correct it.

1. They're happy because their business ~~are~~<sup>is</sup> doing well.
2. The goods that you have ordered is already in the warehouse.
3. His luggage were so heavy that we had to drag it along the platform.
4. Most people doesn't like working at the weekend.
5. My jeans was in the wash, so I had to wear something else.
6. The police has arrived! Now you're in trouble.
7. Always remember that money aren't everything.
8. The scissors is in my drawer.

**B** Complete with the words in the box.

no    some    anything    no one    somewhere    something    anyone

1. A: I can't find anything to wear. All my clothes are out of fashion.  
B: Have a look in my wardrobe. You'll find something for sure.
2.                  wants to eat my cake. It's not tasty at all.
3. Martha didn't get the job because she had no previous experience.
4. Help me find my concert ticket. I'm sure it's here somewhere.
5. Some students in my classroom love football. They're even in the school football team.
6. Look at your room! It's a mess in here. I haven't met anyone so untidy!

**C** Circle the correct words.

1. Not **many** / **much** people showed up at the concert.
2. **Few** / **Little** people go mountaineering during the winter.
3. There's very **little** / **a little** time left to get ready for the dance.
4. You needn't apply any more suntan lotion; you've got **lots of** / **lots** on.
5. There is **a lot of** / **a lot** traffic on the motorway.
6. You haven't made **much** / **many** serious mistakes in the test, but you should be more careful with your spelling.
7. We've only got **a little** / **a few** petrol left. We'd better stop at the next petrol station.
8. We need to get **a few** / **few** stamps from the post office. I want to send off my Christmas cards.
9. I couldn't find **many** / **much** information on ancient Greek art.
10. How **much** / **many** bread do you want me to buy?

**D** Cross out the wrong word.

Everyone knows how good milk and oranges are for you.  
But have you tried Orange Choc Milk?  
Here is what some people think of it:

It's (1) **much / more** than just a drink. It's a mouthful of flavour!

I'm sick of drinks with very (2) **much / more** flavour. It's (3) **better / best** than anything I've ever tasted.

It's the drink with the (4) **little / least** fat and the (5) **most / more** vitamins.

It's not only refreshing, it's also (6) **more cheap / cheaper** than orange juice or milk.

*Try it for yourself!*

**E** Complete the sentences with the comparative or the superlative form of the words in brackets.

1. That's \_\_\_\_\_ *the silliest* (silly) excuse I've ever heard.
2. We prefer to stay in a hotel when we go on holiday. It's \_\_\_\_\_ (comfortable) than camping!
3. My wife recently gave birth to twins, so now we need a \_\_\_\_\_ (big) car.
4. Ms Barlow say she is 40 years old, but I think she looks \_\_\_\_\_ (old) than that, don't you?
5. In my opinion, Prague is \_\_\_\_\_ (beautiful) city in Europe.
6. Latisha was feeling sick this morning, but she is much \_\_\_\_\_ (well) now.
7. The solution to this problem is \_\_\_\_\_ (complicated) than you may think.
8. This handbag is probably \_\_\_\_\_ (expensive) accessory I've ever bought!
9. The \_\_\_\_\_ (little) you can say about Emma is that she works \_\_\_\_\_ (hard) than anybody else!
10. Brian got the job because he was \_\_\_\_\_ (experienced) than Martin.

## Unit 7: Future will / shall, Future Continuous, Future going to

### Future will/shall

We use the **Future will** for:

- predictions, usually with *perhaps* or after the verbs *believe, think, hope, expect, be sure*, etc.  
*I'm sure she'll pass the exam.*
- promises  
*I'll never do that again.*
- offers and requests  
*I'll drive you to the station.*
- threats or warnings  
*Don't say that again or I'll punish you.*
- on-the-spot decisions  
*I won't buy it; it's too expensive.*

#### NOTE

For offers and suggestions we use **shall** instead of **will** in the first person singular and plural.

*Shall I help you with the housework?*

*Shall we go to the cinema tonight?*

### Future Continuous

We use the **Future Continuous** for:

- an action that will be in progress at a specific time in the future:  
*At 6.30 pm tomorrow, I'll be travelling to Spain.*
- a future action which has already been planned or is part of a routine:  
*We'll be working in the evenings next week.*
- a polite request about someone's plans:  
*Will you be cleaning the house tomorrow morning?*

### Future going to

We use the **Future going to** for:

- future plans  
*Ron is going to study astronomy.*
- predictions based on evidence  
*Look at that runner; he's going to win the race.*

#### FUTURE TIME EXPRESSIONS

tomorrow, tonight

next month/year/week/Tuesday, etc.

this month/year/week/Tuesday, etc.

in an hour/year, etc. soon

## Grammar Practice

A Put the verbs in brackets into the Future *will* or the Future *going to*.

1. 'Do all the guests want dessert?'

'I don't know. I \_\_\_\_\_ will \_\_\_\_\_ (ask) them.'

2. '\_\_\_\_\_ you \_\_\_\_\_ (come) over for dinner tonight?'

'OK. I \_\_\_\_\_ (come) at 8.30 pm.'

3. 'Why is Peter buying ski equipment? \_\_\_\_\_ he \_\_\_\_\_ (learn) how to ski?'

'Yes. He \_\_\_\_\_ (take) skiing lessons at the Winter Club.'

4. 'The weather has changed. It's very cold today.'

'Really? I \_\_\_\_\_ (take) a jumper with me then.'

5. 'Oh, no! Look at the fuel. We \_\_\_\_\_ (run) out of petrol soon.'

6. \_\_\_\_\_ you \_\_\_\_\_ (have) time to show me the sights if I come to Rome next weekend?

7. The police officer is stopping that car. He \_\_\_\_\_ (give) the driver a ticket for speeding.

**B** Put the verbs in brackets into the Future *will* or the Future Continuous.

1. It is almost certain that NASA \_\_\_\_\_ *will* \_\_\_\_\_ (send) man to Mars in the next two or three decades.
2. Kathy can't come shopping with us on Saturday morning. She \_\_\_\_\_ (have) a French lesson.
3. Jenny, Ms Kingsley \_\_\_\_\_ (contact) you as soon as the documents are ready.  
\_\_\_\_\_ you \_\_\_\_\_ (let) me know when she does?
4. At lunchtime tomorrow you \_\_\_\_\_ (entertain) your friends from Mexico, so I \_\_\_\_\_ (ring) you later on in the evening.
5. \_\_\_\_\_ you \_\_\_\_\_ (go) to the concert by car? I'd really appreciate a lift.
6. Christine \_\_\_\_\_ (work) overtime for a few days because of the Christmas rush.
7. Please, Mum, let me go to the dance. I \_\_\_\_\_ (not come) home late, I promise.
8. In one year from now we \_\_\_\_\_ (live) in our new house in Venice.

**C** Put the verbs in brackets into the Future *will*, the Future Progressive or the Future *going to*.

1. Don't call me after 10.00 tonight. I \_\_\_\_\_ *will be studying* \_\_\_\_\_ (study).
2. OK! You've convinced me! I \_\_\_\_\_ (come) to the dance with you.
3. Look at how fast these two cars go! They \_\_\_\_\_ (crash).
4. Don't worry, Dad. I \_\_\_\_\_ (be) back in two hours.
5. \_\_\_\_\_ Martha \_\_\_\_\_ (work) as a lifeguard this summer?
6. This time tomorrow I \_\_\_\_\_ (fly) to Rome.
7. \_\_\_\_\_ you \_\_\_\_\_ (use) your computer at the weekend?  
If not, I'd really need to borrow it.
8. \_\_\_\_\_ you \_\_\_\_\_ (help) me with my Maths exercises ?

## Unit 8: Present Perfect Simple, Present Simple vs Past Simple, Present Perfect Continuous, since / for / how long

### Present Perfect Simple

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.

*I've lost my sunglasses.*

- for actions that happened in the past and their results are obvious in the present.

*Derek has washed his car.*

- for actions which were completed a short time ago (usually with *just*).

*I've just bought this CD. Do you like it?*

### TIME EXPRESSIONS

always, ever, never, before, so far, yet, already, just, once, twice, for, since, how long, recently, etc.

### NOTE

- **have/has gone** means that someone has gone somewhere and is still there.

*Joan has gone to the gym. (She's still there).*

- **have/has been** means that someone has visited a place but has come back.

*Joan has been to China. (Now she's back).*

## Present Perfect Simple vs Past Simple

### WE USE THE PRESENT PERFECT SIMPLE:

- for actions that happened in the past, but we don't say when exactly.  
*I have eaten Mexican food.*
- for actions that started in the past and are still happening in the present.  
*Ted has worked as a waiter for two years. (=he is still working).*

### WE USE THE PAST SIMPLE:

- for actions that happened at a definite time in the past. We say when.  
*I ate Mexican food last night.*
- for actions that started and were completed in the past.  
*Ted worked as a waiter when he was a student.*

## Since/for

- We use the **Present Perfect** with **for** and **since** for actions that started in the past and continue up to the present.

### since + a point in time

It refers to the time when the action started.

*I've had this car since 2001.  
(How long have you had this car?)*

### for + a period of time

It refers to the duration of the action.

*I've had this car for five years.  
(How long have you had this car?)*

### Present Perfect Simple + since + Past Simple

*Julia has changed jobs three times since she came to Luton.*

## Present Perfect Continuous

### WE USE THE PRESENT PERFECT CONTINUOUS:

- for actions which started in the past and continue up to the present.  
*The children have been watching TV for four hours.*
- for actions which were happening for a period of time in the past and may have finished, but their results are obvious in the present.  
*He's exhausted. He's been cleaning the house all day.*

## Grammar Practice

### A Put the verbs in brackets into the Present Perfect Simple or the Present Perfect Continuous.

1. **Kelly:** Look at Dennis! He's so dirty! Has he been playing (he / play) in the mud?

**Brian:** No, he \_\_\_\_\_ (not play) in the mud. He \_\_\_\_\_ (play) football.

2. **Tom:** Hi, Sally! Where's Belinda? I \_\_\_\_\_ (wait) for her since 4 o'clock.  
\_\_\_\_\_ she \_\_\_\_\_ (forget) about our date?

**Sally:** No, she \_\_\_\_\_ (not forget) about your date. She \_\_\_\_\_ (go) to the dentist and is going to be late.

3. **Lisa:** I \_\_\_\_\_ (work) hard all week and I \_\_\_\_\_ (not see) Jill.  
you \_\_\_\_\_ (see) her? Is she still on holiday?

**Debbie:** No, she isn't. \_\_\_\_\_ you \_\_\_\_\_ (not hear)? She came back on Wednesday but she's in hospital now. She \_\_\_\_\_ (break) both her legs.

**B** Put the verbs in brackets into the Present Perfect Simple, the Present Perfect Continuous or the Past Simple.

Dear Mario,

Hello! I hope everything is going well at home. I (1) 've been enjoying (enjoy) myself a lot here at Snowy Mountain. We (2) \_\_\_\_\_ (be) up here for five days. We (3) \_\_\_\_\_ (arrive) here on Wednesday and soon (4) \_\_\_\_\_ (settle) into our beautiful cabin, in the middle of the forest. The weather (5) \_\_\_\_\_ (be) nice so far. It (6) \_\_\_\_\_ (snow) a couple of times but we (7) \_\_\_\_\_ (not have) any snowstorms, so we (8) \_\_\_\_\_ (be) able to go out a lot.

It's 10.00 pm now, and I'm lying in my bed feeling exhausted. We (9) \_\_\_\_\_ (explore) three caves today. We (10) \_\_\_\_\_ (also / climb) lots of nearby slopes. Don't worry. We (11) \_\_\_\_\_ (not have) any accidents yet.

On Friday, we (12) \_\_\_\_\_ (go) to Bear Slope. Our guide (13) \_\_\_\_\_ (tell) us to be careful because the area is full of wild animals. I (14) \_\_\_\_\_ (not see) any, but Tony says that he (15) \_\_\_\_\_ (see) a bear. Can you believe it? Everyone knows that bears hibernate during winter!

Since we (16) \_\_\_\_\_ (arrive), we (17) \_\_\_\_\_ (also / learn) how to survive in extreme weather conditions. We (18) \_\_\_\_\_ (learn) how to build a shelter out in the snow. Isn't that great? I wish you were here with us!

I'm looking forward to seeing you soon.

Love,

Jerry

**C** Look at the prompts and write sentences. Use the Present Perfect Simple or the Present Perfect Continuous and *for* or *since*.

1. I / know / Sarah / she was ten

I have known Sarah since she was ten.

6. Ryan / be / unemployed / last year

7. my father / work / in this company / ten years

2. Enrique / learn / English / two years

8. Heather / have / a bad cold / the past week

3. we / have / this car / 1995

9. we / wait / for you / six o'clock this morning

4. Amy and Ian / be / married / twenty years

10. it / rain / continuously / past two days

5. I / want / to fly to the moon / I was a child

## Unit 9: Relative clauses, Infinitive, -ing form

### Relative clauses

Relative clauses are introduced by relative pronouns (*who*, *which*, *that*, *whose*) or the relative adverb *where*.

Pronouns		Adverb	
PEOPLE	who/that	PLACE	where
THINGS	which/that		
ANIMALS			
IDEAS			
POSSESSION	whose		

**Defining relative clauses** give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

*She's the girl who/that lives next door.*

*The book (which/that) you bought is on the desk.*

### NOTE

- **Who, which and that** can be omitted if they refer to the object of the sentence. **Whose** and **where** cannot be omitted.

- In **formal language** prepositions appear at the beginning of the relative clause.

In **informal language** they appear at the end of the relative clause.

*The chair **on** which I'm sitting isn't very comfortable. (formal)*

*The chair (which/that) I am sitting **on** isn't very comfortable. (informal)*

**Non-defining relative clauses** give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.

*Mr Brown, who is our Geography teacher, is quite old. Our car, which cost us a lot, keeps breaking down.*

### NOTE

- **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; neither can we use **that** instead of them.

- Prepositions usually appear at the beginning of non-defining relative clauses.

*This cupboard, in which I keep my old toys, hasn't been cleaned for ages.*

- **Which** may also refer to a whole sentence.

*He offered to give me a lift, which was very kind of him.*

## Infinitive

We use the **full infinitive** (*to* + base form of the verb):

- to express **purpose**.

*He called to wish me happy birthday!*

- after certain verbs: **want, would like, would love, decide, forget, learn, teach, need, plan, seem, tend, remind, promise, try, hope, manage, arrange, choose, offer, refuse, expect.**

*Laura needs to buy a new car.*

- with **too** and **enough**.

*The soup is too hot to eat.*

- After the structure **it + be + adjective**.

*It's difficult to read his handwriting.*

- After certain adjectives: **afraid, surprised, free, happy, ready, sorry**.

*At last he was free to do what he wanted.*

- After verbs followed by a question word (**who, what, which, where, how**, but not **why**)

*Have you decided where to go for your holidays?*

We use the **bare infinitive** (base form of the verb without *to*):

- after modal verbs (**can, could, will, would, should, may, might, must**).

*Can you tell me what's wrong?*

*We may go to the cinema tonight.*

- after the verbs **let** and **make**.

*Fay always makes me laugh.*

*My brother doesn't let me drive his car.*

### NOTE

We can use the verb **help** with the bare or the full infinitive.

*I always help my mother **clean** the house.*

*I always help my mother **to clean** the house.*

### - ing form

We use the **-ing form** (base form of the verb + -ing) as a noun. We use -ing forms:

- as **subjects**.

*Fishing can be very relaxing.*

- after certain verbs: **like, love, hate, enjoy, prefer, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time)**.

*Ken's just finished washing the dishes.*

- after certain expressions: **don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like, there's no point in**.

*Louis is interested in taking up a language course.*

- after **prepositions**.

*Helen is thinking of buying a new car.*

*That knife is for cutting meat, not cheese.*

- after the verb **go** to indicate activities.

*We go skiing every year.*

**NOTE**

- The verbs **like, dislike, love, hate, start, begin**, are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.  
*I like playing/to play the guitar in the evening.*
- The verbs **stop, forget, regret, try** and **remember** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning:
- We use **remember / forget / regret + ing** when we refer to something that has already happened.  
*I remember returning the book.  
I'll never forget meeting them.  
I regret shouting at her.*

- We use **remember / forget / regret + full infinitive** when we remember/forget/regret something before doing it.

*I'll remember to go to the supermarket.*

*Don't forget to lock the door.*

*I regret to say that I can't make it tonight.*

- We use **try + ing** when we want to express that we will experiment on something and **try + full infinitive** to say that we'll make an effort to do something.

*Try drinking some tea. It'll make you feel better.*

*I'll try to finish this project today.*

- We use **stop + ing** when the action was stopped and not repeated and **stop + full infinitive** when the action was interrupted, but probably continued afterwards.

*Ken stopped watching the news.*

*Ken stopped to watch the news.*

## Grammar Practice

### A Circle the correct words.

### Dancing lions from China

Even the hardest-to-please art critic would have been thrilled to see a live performance by the Chinese Acrobatic Theatre. The performance (1) **that/who** was given at the Coliseum last week certainly lived up to everyone's expectations. The opening number, (2) **which/that** was received with great enthusiasm by the audience, was performed by two giant red dancing lions. The dancers, (3) **whose/who** dancing was in perfect harmony with the music, impressed the audience with their talent. The lion dance was followed by a group of acrobats (4) **who/whose** balancing skills were really amazing. The stage, (5) **where/which** was decorated to look like the Chinese countryside, added to the whole atmosphere. The Chinese Acrobatic Theatre, (6) **which/who** is currently touring the world, is certainly something you shouldn't miss!

### B Join the sentences using **who, which, whose, where or that**, as in the example.

- Last week I read a book. It was written by Charles Dickens.

Last week I read a book which / that was written by Charles Dickens.

2. The Odeon cinema has closed down. My sister used to work there.

\_\_\_\_\_

3. James was talking to his friend, Julie. Julie's mother is the headteacher of my school.

\_\_\_\_\_

4. I met a boy at school. He has three pet cats

\_\_\_\_\_

5. People say that the old mansion is haunted. The old mansion is on Pine Street.

\_\_\_\_\_

6. The actress left. The reporter was interviewing her a minute ago.

\_\_\_\_\_

7. We visited the museum. A famous coin collection is being exhibited there.

---

8. There was a snowstorm. This made driving conditions dangerous.

---

**C** Complete the blanks with the -ing form or the infinitive of the verbs in brackets.

**Director** Oh, hello. You're right on time. I arranged (1) \_\_\_\_\_ to see \_\_\_\_\_ (see) you now because I must (2) \_\_\_\_\_ (leave) soon.

**Bill** Sorry?

**Director** Never mind. Tell me something. When did you start (3) \_\_\_\_\_ (sing)?

**Bill** Actually, I've come here (4) \_\_\_\_\_ (check)...

**Director** It doesn't matter. I hope you love (5) \_\_\_\_\_ (dance). It's no good (6) \_\_\_\_\_ (be) an actor without (7) \_\_\_\_\_ (know) how to dance. I want someone new (8) \_\_\_\_\_ (act) in my next play. I've decided (9) \_\_\_\_\_ (put) on a musical.

**Bill** A musical?

**Director** Yes, how about (10) \_\_\_\_\_ (dance) a little for me?

**Bill** But, I'm your new technician!

**Director** Technician? Who let you (11) \_\_\_\_\_ (come) on stage?

**Bill** I've come here (12) \_\_\_\_\_ (check) the lights but you didn't give me a chance (13) \_\_\_\_\_ (explain). You kept (14) \_\_\_\_\_ (talk) about (15) \_\_\_\_\_ (dance)!

**D** Choose a, b or c.

1. She stopped \_\_\_\_\_ a break before she started on the last exercise.

- a. take      b. to take      c. taking

2. If you have trouble sleeping, try \_\_\_\_\_ a cup of warm milk before going to bed.

- a. drink      b. to drink      c. drinking

3. I can't stand people \_\_\_\_\_ me what to do all the time.

- a. tell      b. to tell      c. telling

4. I hope \_\_\_\_\_ you again soon.

- a. see      b. to see      c. seeing

5. We can't go \_\_\_\_\_ today. It's Sunday and the shops are closed.

- a. shop      b. to shop      c. shopping

6. Our English teacher makes us \_\_\_\_\_ only English in the classroom.

- a. speak      b. to speak      c. speaking

7. There's no point in \_\_\_\_\_ to make him change his mind.

- a. try      b. to try      c. trying

8. This dish is very easy \_\_\_\_\_.

- a. prepare      b. to prepare      c. preparing

9. Fiona might still \_\_\_\_\_ at home. Why don't you give her a call?

- a. be      b. to be      c. being

10. I was surprised \_\_\_\_\_ that Jackie and Jill were sisters.

- a. find out      b. to find out      c. finding out

## Unit 10: Question Words (Who...?, What...?, Where...?, How...?), Question tags, Indirect questions, Verbs with two objects

### Question Words (Who...?, What...?, Where...?, How...?)

- **Who...?**: We ask questions about people.  
*'Who's that?' 'My friend Kim.'*
- **What...?**: We ask questions about things, animals and actions.  
*'What's your favourite sport?' 'Basketball.'*
- **Where...?**: We ask questions about places.  
*'Where are you from?' 'I'm from Madrid.'*
- **How are you?**: We ask about someone's health or to find out someone's news.  
*'How are you?' 'Fine, thanks.'*
- **How old...?**: We ask about someone's age.  
*'How old are you? I'm thirteen years old.'*
- **How much...? How many...?**: We ask about quantity.  
*'How many oranges do we need?'*
- **Why...?**: We ask about the reason.  
*'Why are you crying?'*

### NOTE

- I am** your best friend, **aren't I?**  
**Let's** sit over there, **shall we?**  
**Give** me that parcel, **will / can / would / could you?**  
**Don't** forget to call me, **will you?**  
**This / That** is a nice shirt, **isn't it?**  
**Nothing** is right, **is it?**  
**She can't** dance very well, **can she?**  
**There's no** reason for us to fight, **is there?**  
**She has** breakfast at 9.00 am, **doesn't she?**  
**Everyone must** come, **mustn't they?**  
**Somebody** told you about the accident, **didn't they?**  
**No one** will come, **will they?**

### Question Tags

Question Tags are short questions which are placed at the end of a statement. They are formed with the auxiliary verb and a personal pronoun in the same person as the subject of the verb.

*You are a teacher, aren't you?*

*John can use a computer, can't he?*

- When the statement is affirmative, the Question Tag is negative.

*You are Bob's wife, aren't you?*

- When the statement includes a negative word (no, not, never, hardly, nothing etc.), the Question Tag is positive.

*You didn't forget to invite her, did you?*

*She hardly noticed anything, did she?*

- When we are not sure about some information and want to confirm it, the tone of our voice rises in the Question Tag.

*You passed your test, didn't you? → Yes, I did.*

- When we are sure about some information and expect the listener to agree, the tone of our voice falls in the Question Tag.

*It's dark in here, isn't it? → Yes, it is.*

### Indirect questions

- When you ask for information in a formal letter, you should start your question with expressions such as **I would like to know ...** or **I would be interested in knowing ....**

When you begin your sentence like this, you should remember that your question loses the normal question word order.

Compare the following sentences:

**Could you send me a brochure?**

*I would appreciate it if **you could** send me a brochure.*

*How much does a trip to Greece cost?*

*Do you work at the weekend?*

*Is your office open on Saturdays?*

### BUT

*I would like to know **how much a trip to Greece costs.***

*Could you tell me **if you work at the weekend?***

*I would be interested in knowing **if your office is open on Saturdays.***

## Verbs with two objects

Certain verbs (**give, offer, lend, teach, sell, send, show, tell, make, buy**, etc.) take two objects. The **direct object** usually indicates a thing and the **indirect object** usually indicates a person.

- The normal word order in sentences with verbs that take two objects is:

SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
Mary	gave	the children	some books.

- We can use **to** and **for** before the indirect object. In this case, the word order is:

SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
Mary	gave	a present	<b>to</b> her daughter.
Mary	bought	a present	<b>for</b> her daughter.

## Grammar Practice

### A Write questions. The words in bold type are the answers.

- Who did Brian meet yesterday?  
Brian met **Kate** yesterday. She's from America.
- There are **twenty-five** students in her classroom.
- Sally visits her aunt **on Sundays**.
- The boys are upset **because they failed the test**.
- Chemistry** is Jack's favourite school subject.

### B Complete the blanks with Question Tags.

- She can't sing very well, can she? I wonder how she got a job as a singer.
- You have never been abroad, have you? You should travel and learn more about other cultures.
- Jane works for a law firm, doesn't she? She must work long hours.
- Stop arguing with him, will you? It won't get you anywhere.
- No one has arrived yet, has he? I suppose it's still early.
- Some students will volunteer to plant trees, won't they?
- Greg hardly practises on his guitar these days, does he? I wonder why.
- Mary should go to the doctor, shouldn't she? She doesn't feel well.
- Mr Rogers hasn't got any experience in this job, has he?
- Let's organise a picnic one day, shall we? It'll be nice to eat outside.

**C** Change the questions below into indirect questions.

1. Do you have students from other countries?

I would like to know \_\_\_\_\_

2. How much will the course cost?

Could you inform me \_\_\_\_\_

3. Where can I find more information about your school?

I would be grateful if you could inform me \_\_\_\_\_

4. Are there any entrance exams?

I would be interested in knowing \_\_\_\_\_

5. How long was the preparatory course last year?

I would like to know \_\_\_\_\_

6. Have you received my documents yet?

Could you inform me \_\_\_\_\_

7. What kind of financial help do you offer your students?

I would appreciate it if you could tell me \_\_\_\_\_

**D** Put the words in the correct order and write sentences.

1. spoke / yesterday / angrily / Fay / to her sister

\_\_\_\_\_

2. offered / to Mike / Anna / coffee / hasn't

\_\_\_\_\_

3. French / my mother / to young children / teaches

\_\_\_\_\_

4. me / present / Steve / give / didn't / a

\_\_\_\_\_

5. sent / you / an invitation / to Peter / have / ?

\_\_\_\_\_

# Unit 11: Zero Conditional, Conditional Sentences Type 1, Conditional Sentences Type 2, Wish / It's time

## Zero Conditional

**Zero Conditionals** express general truths.

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	Present Simple
If you turn this switch,	the lights go out.

### NOTE

- In Zero conditionals we can use *when* instead of *if*.  
*When you turn this switch the lights go out.*

### NOTE

- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause.  
*If I were rich, I would live in a luxurious house.*
- We use **If I were you** to express an opinion or to give advice.  
*If I were you, I wouldn't buy it.*
- Unless** can be used instead of **if... not...** in conditional sentences.  
*I won't buy this car unless you agree. (= if you don't agree).*

## Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

IF - CLAUSE	MAIN CLAUSE
	Future will
If + Present Simple	Modal Verbs ( <i>can, may, might, must, should</i> ) + base form
	Imperative

*If I see James, I'll give him his book back.*  
*If you want a dog, you must promise to take care of it.*  
*If you go to the supermarket, buy some milk.*

## Wish / It's time

With the verb **wish** and the expression **It's time** we use the Past Simple, although we refer to the present / future. This use of the Past Simple is called Unreal Past.

We use:

- wish + Past Simple:** to make a wish about a present situation which we would like to be different.  
*I wish I didn't have to take any more exams.*
- wish + could + infinitive:** to express regret about something we cannot do at present.  
*I wish I could help you.*
- It's time + Past Simple:** to express an unreal situation in the present.  
*It's time we did something about the situation.*

## Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or future.

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	would/could/might + base form

*If I won the lottery, I would buy a farm in the country.*  
*You could lose some weight if you went on a diet.*

### NOTE

We usually use **were** after all persons with **wish** and **It's time**.  
*I wish this course were easier.*  
*It's time you were more careful when driving.*

## Grammar Practice

### A Expand the prompts into sentences. Use Zero Conditional and Conditional Sentences Type 1 or 2.

1. If / you / not finish / homework / you / not be allowed / go out / tonight

*If you don't finish your homework, you won't be allowed to go out tonight.*

---

2. If / I / have / enough money / I / buy / new / sports car
- 

3. If / you / eat / a lot of chocolate / you / get / sick
- 

4. If / I / be / you / I / buy / blue shirt
- 

5. If / he / not / hurry / he / miss / bus / and / be / late / school
- 

6. If / he / can / do / that / alone / he / not ask / your help
- 

7. We / not go swimming / tomorrow / unless / weather / be / good
- 

### B Choose the correct answer, a, b or c.

1. If you drop ice in water, it \_\_\_\_\_.

a. floats      b. will have floated      c. floated

2. If I knew what to do, I \_\_\_\_\_ for your advice.

a. asked      b. wouldn't ask      c. don't ask

3. Unless you \_\_\_\_\_, we'll miss our flight.

a. will hurry      b. didn't hurry      c. hurry

4. If we don't protect dolphins, they \_\_\_\_\_ extinct.

a. are      b. won't be      c. will become

5. You'll pay higher insurance if you \_\_\_\_\_ a sports car.

a. buy      b. will buy      c. bought

6. If I \_\_\_\_\_ you, I would complain to the hotel manager.

a. will be      b. would be      c. were

7. I \_\_\_\_\_ camping at the weekend if I weren't ill.

a. will go      b. would go      c. went

8. They would join us for dinner if they \_\_\_\_\_ more free time.

a. had      b. would have      c. will have

**C** Rewrite the sentences to form Conditional Sentences Type 1 or 2.

1. I'm ill, so I can't go to work today.

If I wasn't ill, I would go to work today.

2. I must take a painkiller. I don't want my headache to get worse.

If \_\_\_\_\_

3. I've got a flat tyre, but I don't know how to change it, so I have to wait for help.

If \_\_\_\_\_

4. I hope the mushroom soup is hot. I won't eat it if it isn't.

If \_\_\_\_\_

5. I work long hours so it's impossible for me to take up a sport.

If \_\_\_\_\_

**D** Read the situations below and make sentences using *wish*.

1. I want to go on holiday with my friends but my parents say that I'm not old enough.

I wish I were old enough to go on holiday with my friends

2. I am very busy and I don't have much free time.

3. I'm not very good at Science.

4. It takes me a long time to get to work every morning. It's so tiring.

5. My neighbours are noisy and I don't get enough sleep.

6. I haven't got any money on me so I can't buy this jumper.

7. It's very hot today! I can't stand it.

**E** Look at the pictures and write sentences using *it's time*, as in the example.

1. Sue / buy / new / car

It's time Sue bought a new  
car.

2. Jimmy / go / bed

It's time Jimmy  
go to bed.

3. Jack / do / washing-up

It's time Jack  
does the washing-up.

4. we / mow / lawn

It's time we  
mow the lawn.

## Unit 12: Passive Voice (Present Simple, Past Simple, Present Perfect, Future **will**, Modal Verbs)

### Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

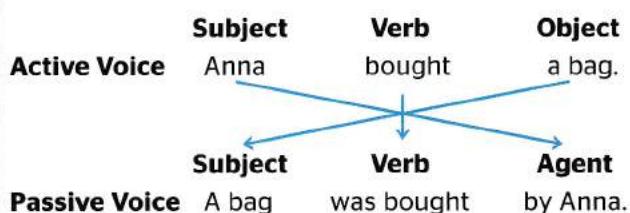
### Formation

The Passive Voice is formed with the verb **be** in the appropriate form and the **past participle** of the verb of the sentence. The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

#### NOTE

We usually **omit** the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.  
*The bank was robbed!* (by someone who we do not know)  
*English is spoken in Australia.* (by people)



#### PRESENT SIMPLE

I am called.  
Are you called...?  
They aren't called.

#### PAST SIMPLE

I was called.  
Were you called?  
They weren't called.

#### PRESENT PERFECT SIMPLE

I've been called.  
Have you been called?  
You haven't been called.

#### FUTURE **will**

I'll be called.  
Will you be called?  
They won't be called.

#### MODAL VERBS

I can be called.  
Should you be called?  
They mustn't be called.

## Grammar Practice

### A

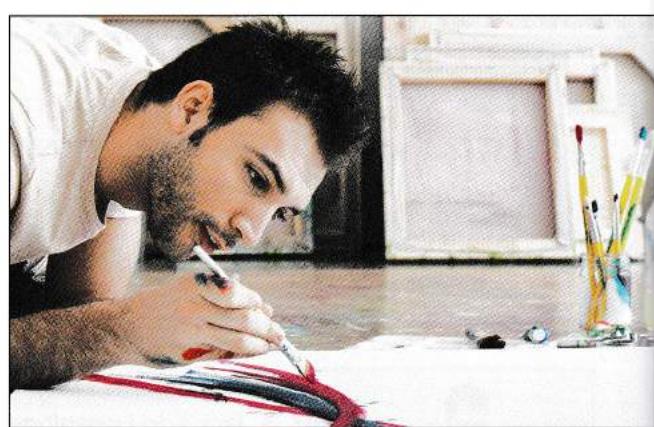
Complete the sentences with the verbs given in the correct form of the Active and the Passive Voice.



**give**

1. The soldier was given a medal by the mayor yesterday.

The mayor gave a medal to the soldier yesterday.



**finish**

2. The painting will be finished by the artist next Tuesday.  
The artist finishes the painting next Tuesday.



save



see



invent

3. The rescue team \_\_\_\_\_ sixteen people since this morning.

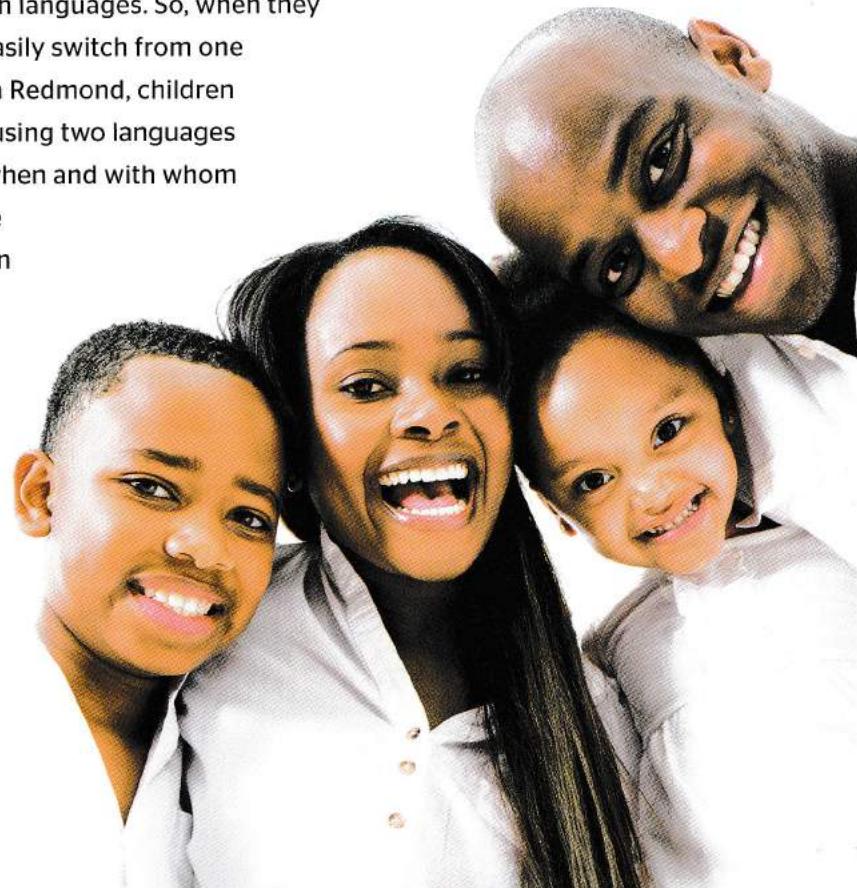
Sixteen people \_\_\_\_\_ by the rescue team since this morning.

4. People \_\_\_\_\_ thousands of UFOs every year.  
Thousands of UFOs \_\_\_\_\_ every year.

5. Paper \_\_\_\_\_ by the Chinese.  
The Chinese \_\_\_\_\_ paper.

**B** Complete the text with the correct form of the verbs in brackets in the Active or the Passive Voice.

Nowadays, more and more children (1) grow up (grow up) in homes where two languages (2) speak (speak). In such cases, children need to (3) encourage (encourage) to feel comfortable with both the languages they (4) expose (expose) to. Language experts (5) find (find) that children can learn two languages at the same time and that they can't really tell the difference between them. Young children (6) pick up (pick up) words very easily. The two languages (7) store (store) in the same part of the brain, and as children (8) get (get) older, they (9) think (think) and (10) dream (dream) in both languages. So, when they (11) speak (speak), they can easily switch from one language to the other. According to Dr Emma Redmond, children (12) not / confuse (not / confuse) by using two languages once they (13) learn (learn) when and with whom they should use each language. However, the most important thing is to let children learn in an environment free from pressure, where they don't have to worry about grammatical rules. Making them fluent in both languages can be really frustrating unless parents (14) motivate (motivate) their children to communicate in both languages as often as possible. So, if they (15) love (love) the Power Rangers, then they should feel free to talk about their favourite heroes in either of the two languages!



### C Rewrite the following sentences using the Passive Voice.

1. Felix has fixed the phone.

*The phone has been fixed by Felix.*

---

2. Father placed the presents under the tree while the children were asleep.
- 

3. We'll inform you tomorrow.
- 

4. The children broke the vase while they were playing.
- 

5. The architect has already drawn up the plans for the new offices.
- 

6. Three masked men robbed the bank yesterday.
- 

7. You must send all the documents by tonight.
- 

8. The company will pay for the damage.
- 

9. Brenda will give Barbara the report tonight.
- 

10. They brought him everything he had asked for.
- 

## Unit 13: Subordinate clauses, Clauses of purpose, Clauses of reason, Clauses of result, Exclamatory sentences

### Subordinate clauses

We use Clauses of Concession to express contrast or opposition to the main clause.

- **although + subject + verb**

*Although he was starving, he didn't want any of the food they offered him.*

- **in spite of / despite + noun / -ing form**

*Despite the heavy rain, it was very hot.*

*In spite of feeling afraid, Jim went on the roller coaster.*

- **in spite of/despite + the fact + that + clause**

*He went to work in spite of/despite the fact that he had a terrible headache.*

### Clauses of Purpose

We use **Clauses of Purpose** to show the purpose of an action.

*She spoke quietly (in order) not to wake the baby.*

*Henry took the car to the mechanic (in order) to fix it.*

## Clauses of Reason

**Clauses of Reason** express the **reason** for something. They are introduced by **because** and **as**. When the **clause of reason** comes before the **main clause**, they are separated by a comma.

*I didn't call you yesterday because I was very busy.  
As I didn't have a map with me, I got lost.*

## Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion.

- **so + adjective/adverb + (that)**

*He was so bored (that) he left before the end of the film.*

- **such + (a/an) + (adjective) + noun + (that)**

*It was such a hot day that we all went swimming.*

### NOTE

- We say **so much / many**, but **such a lot of**.
- **That** can be omitted, especially in spoken English.

## Exclamatory sentences

We use **exclamatory sentences** to give emphasis to the meaning of the adjective/adverb or noun.

- **how + adjective / adverb**

*How wonderful! How beautifully she sings!*

- **what + (a/an) + (adjective) + noun**

*What a beautiful day!*

- **so + adjective/adverb**

*It was so funny!*

*He plays the piano so well!*

- **such + (a/an) + (adjective) + noun**

*He's such an unusual man!*

## Grammar Practice

### A

Rewrite the sentences using the words given.

1. Dean has a university degree, but he can't find a job.

**although**

Although Dean has a university degree, he can't find a job.

2. Even though it was raining, we went jogging.

**despite**

3. Although Danny loves horses, he has never tried horse riding.

**fact**

4. It was getting dark, but they went for a swim.

**although**

5. In spite of the fact that I was wearing a seatbelt, I got injured.

**despite**

6. He works long hours, but he doesn't earn a lot of money.

**spite**

**B** Circle the correct word(s).

Paul and Sandra organised a 'Save Nature' group (1) **in order / to** plant some trees in their city. They went to the city council to ask for permission (2) **in order not / in order not to** get into trouble. The council liked their plan (3) **so / such** much that they gave the group some money (4) **as / to** buy some trees.

Then, Sandra and another member of the group went to an expert (5) **because / so** they wanted to know which trees would survive best in the environment of their city. The trees they chose would have to be strong in case the weather got very cold or very dry.

(6) **In order / As** more people would stop to ask what was going on during the weekend, the group decided to plant the trees on a Saturday. Paul and Sandra were sure that people would offer them their help

(7) **not in order to / in order not to** miss an opportunity (8) **as / to** do something good for the city.

**C** Look at the pictures and write two exclamatory sentences for each situation. Use *How / What* and the adjectives in the box.

pretty    awful    expensive    long    difficult



1. *How expensive these shoes are!*  
*What expensive shoes!*



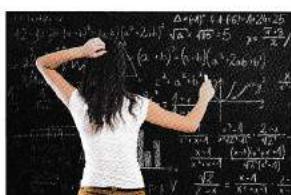
- 2.



- 3.



- 4.



- 5.

# Unit 14: Past Perfect Simple, 1. Reported Speech (Statements) / 2. Reported Speech (Commands and Requests) / 3. Reported Speech (Questions)

## Past Perfect Simple

We use the **Past Perfect Simple**:

- for an action which was completed before a specific time in the past.  
*They had had dinner by 8 o'clock.*
- for an action which was completed before another action in the past. We use the Past Perfect Simple for the action that happened first and the Past Simple for the action which followed.  
*John had done all his shopping by the time we met.*

### TIME EXPRESSIONS

before + point in time

by + point in time

before, after, when, by the time

## 1. Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.  
*Irina said, 'Tina is on the phone'.*

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

*Irina said that Tina was on the phone.*

### NOTE

- We use **say** when there is no indirect object.  
*'I can't fix the car,' he said.*  
**He said** that he couldn't fix the car.
- We use **tell** when there is an indirect object.  
*'I'll be late, Tom,' she said.*  
**She told Tom** she would be late.
- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb **come** changes to **go**.  
*'I like your new bike,' said Ian.*  
**Ian said** that **he** liked **my** new bike.  
*Kelly said, 'I'll come to the cinema with you.'*  
**Kelly said** she would **go** to the cinema with me.

- When the reporting verb (**say** or **tell**) is in the Past Tense, we usually make the following changes:

### Present Simple → Past Simple

*Karen said, 'I want to buy a new car'.*

*Karen said (that) she wanted to buy a new car.*

### Present Continuous → Past Continuous

*Alan said, 'I'm having a shower'.*

*Alan said he was having a shower.*

### Past Simple → Past Perfect Simple

*Lars said, 'I saw a bear behind the tree'.*

*Lars said he had seen a bear behind the tree.*

### Present Perfect Simple → Past Perfect Simple

*Tim said, 'I've seen the Loch Ness monster'.*

*Tim said he had seen the Loch Ness monster.*

### Present Perfect Continuous → Past Perfect Continuous

*Andy said, 'I've been waiting for an hour'.*

*Andy said he had been waiting for an hour.*

### will → would

*Dan said, 'I'll call you later'.*

*Dan said he would call me later.*

### can → could

*Mina said, 'I can show you the way'.*

*Mina said she could show me the way.*

### must → had to

*Jim said, 'You must work hard'.*

*Jim said I had to work hard.*

### may → might

*Paula said, 'I may go to Brazil'.*

*Paula said she might go to Brazil.*

### Conditional Type 1 → Conditional Type 2

*Diane said, 'If we take a taxi, we'll get there quicker'.*

*Diane said if they took a taxi, they would get there quicker.*

### now → then

*Mandy said, 'I'll talk to him now'.*

*Mandy said she would talk to him then.*

### today → that day

*Tom said, 'We're meeting Tim today'.*

*Tom said they were meeting Tim that day.*

### yesterday → the previous day / the day before

*Danny said, 'I visited my lawyer yesterday'.*

*Danny said he had visited his lawyer the previous day.*

**this morning / year, etc. → that morning / year, etc.**

*Mark said, 'I haven't eaten anything since this morning'.*

*Mark said he hadn't eaten anything since that morning.*

**here → there**

*Eric said, 'I saw it here'.*

*Eric said he had seen it there.*

**tomorrow → the next day / the following day**

*Sally said, 'I'm flying to Paris tomorrow'.*

*Sally said she was flying to Paris the following day.*

**ago → before**

*Ben said, 'I bought this car two days ago'.*

*Ben said he had bought that car two days before.*

**last week / month, etc. → the previous week / month, etc. the week/month, etc. before**

*Dave said, 'I called Mandy last week'.*

*Dave said that he had called Mandy the previous week.*

**next week / month, etc. → the following week / month, etc.**

*Gary said, 'I'll return the book next week'.*

*Gary said he would return the book the following week.*

#### NOTE

- These changes cannot be made when the sentence expresses a **general truth** or the reporting verb is in the **Present, Future or Present Perfect Simple**.

*'I enjoy cooking,' Simon said.*

*Simon said (that) he enjoys cooking.*

*'I will move to Dublin next year,' Eric says.*

*Eric says he will move to Dublin next year.*

- The **Past Perfect** and the verbs **could, might, should, would** and **used to** do not change in Reported Speech.

- The **Past Continuous** usually doesn't change but when it does, it changes to **Past Perfect Continuous**.

## 2. Reported Speech (Commands and Requests)

- We commonly use **tell** or **beg, command, advise, warn** or **order** when we report commands and **ask** or **beg** when we report requests.
- The Imperative changes to **full infinitive** or **not + full infinitive**.

*'Sit down, Rex,' said Dan.*

*Dan told Rex to sit down.*

*'Don't tell anyone, please,' Laura said.*

*Laura asked me not to tell anyone.*

#### NOTE

- When the request is in question form, in Reported Speech it changes to **full infinitive**.  
*'Will you open the door, please?' Vicky said.*  
*Vicky asked me to open the door.*

## 3. Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs **ask, wonder** and the expression **want to know**.
- Reported questions follow the word order of affirmative sentences.  
*'Why did you go to the doctor?' he asked.*  
*He asked me why I had gone to the doctor.*
- If the direct question begins with a question word, the reported question also begins with the same question word.  
*'Where are you going?' she asked.*  
*She asked me where I was going.*
- If the direct question does not begin with a question word, the reported question begins with **if** or **whether**.  
**BUT**  
*'Did you enjoy the concert?' he asked.*  
*He asked me if/whether I had enjoyed the concert.*
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

## Grammar Practice

**A** Join the sentences. Use the time words given and the Past Perfect Simple.

- |  |                    |
|--|--------------------|
| 1. The play started. Then Mr Brown arrived at the theatre.               | <b>by the time</b> |
| <i>The play had started by the time Mr Brown arrived at the theatre.</i> |                    |
| 2. Philip washed his car. A while later it started to rain.              | <b>before</b>      |
| <hr/>  |                    |
| 3. We went to bed. A while later, Dad arrived home.                      | <b>by the time</b> |
| <hr/>  |                    |
| 4. Joanne learnt to drive. Then she bought a car.                        | <b>after</b>       |
| <hr/>  |                    |
| 5. Daniel read the books. Then he returned them to the library.          | <b>when</b>        |
| <hr/>  |                    |
| 6. Diane visited the art gallery. Then she met her friends.              | <b>after</b>       |

**B** Turn the following sentences into Indirect Speech.

1. 'You can leave earlier today, Nick,' said the teacher.  
The teacher told Nick that he could leave earlier that day.
  2. 'I bought a beautiful ring last year but I lost it,' Kate said.  
Kate said \_\_\_\_\_
  3. The dentist says, 'If you eat a lot of sweets, you'll have problems with your teeth'.  
The dentist says \_\_\_\_\_
  4. Jeremy said, 'We should organise a dance competition next year, Terry'.  
Jeremy told Terry \_\_\_\_\_
  5. 'Ted had fallen asleep by 10.00 p.m. yesterday,' Christine said.  
Christine said \_\_\_\_\_
  6. 'I'm flying to New York today but I don't know when I'm coming back, Karen,' Mrs Phillips said.  
Mrs Phillips told Karen \_\_\_\_\_
  7. The man said, 'Chickens don't fly, Mark'.  
The man told Mark \_\_\_\_\_
  8. Uncle Rox said, 'If Helen wasn't afraid of dogs, I would buy her one'.  
Uncle Rox said \_\_\_\_\_
  9. 'Carol, this is the best concert I've ever been to,' Tony said.  
Tony told Carol \_\_\_\_\_
  10. My sister said 'I wish I were an astronaut'.  
My sister said \_\_\_\_\_

### C Rewrite the sentences using the verbs given and Reported Speech.

1. Dennis asked Emily: 'Are you going to the cinema tonight?'

want to know

Dennis wanted to know if/whether Emily was going to the cinema that night.

2. The woman said to the waiter: 'Bring me some more orange juice, please.'

ask

3. Tom thought: 'What day is it today?'

wonder

4. My father asked me: 'Have you finished your homework?'

want to know

5. The passenger said to the taxi driver: 'Stop the car!'

order

6. Jane asked herself: 'Where did I put my wallet?'

wonder

7. Billy said to me: 'Don't worry!'

tell

8. The woman said to the man: 'Please, please, help me!'

beg

## Unit 15: Causative form, All-Both-Neither-None-Either, Double conjunctions

### Causative form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else to do it for us.

*We painted the house last month.*

*(We did it ourselves.)*

*We had/got the house painted last month.*

*(A painter did it.)*

The **causative form** is formed as follows:

**subject + have / get + object + past participle**

**Present Simple:** *I have my car fixed.*

**Present Continuous:** *I'm having my car fixed.*

**Past Simple:** *I had my car fixed.*

**Past Continuous:** *I was having my car fixed.*

**Future will:** *I'll have my car fixed.*

**Present Perfect Simple:** *I've had my car fixed.*

**Past Perfect Simple:** *I had had my car fixed.*

**Modal Verbs:** *I must have my car fixed.*

### NOTE

- The interrogative and negative forms of the Present Simple and the Past Simple are formed with the auxiliaries **do / does** and **did**.

*How often do you have your hair cut?*

*Sue didn't have her hair cut yesterday.*

- In informal language we can use **get** instead of **have**.

*I must get the washing machine repaired.*

- If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.

*She always has her hair dyed by a hairdresser.*

### All-Both-Neither-None-Either

- All** is used for more than two people or things. It is used in affirmative sentences and takes a plural verb.

*Anna, Mary and Chris are going to a concert. They are all very excited. / All of them are very excited.*

- **Both** is used for two people, things, etc. It is used in affirmative sentences and takes a plural verb.  
*Bill and Ted are cousins. Both of them are in a team.*
  - **Neither** is used for two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.  
*Patty and Monica want to get a cat. Neither of them have/ has had a pet before.*
  - **None** is used for more than two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.  
*All my friends love pop music. None of them likes/ like jazz.*
  - **Either** is used for two people, things, etc. It means one or the other (it doesn't matter which of the two).  
*A: Should we order Italian or Chinese?  
B: Either. I don't mind.*

## Double conjunctions

**Double conjunctions** (**both... and...**, **either... or...** and **neither... nor...**) link two words or phrases in the same sentence. They are used only in affirmative sentences.

- **Both... and...** is used for two people or things, always with a plural verb. It takes a singular verb.  
*Both my sister and my brother go to secondary school.*
  - **Either... or...** is used for two people, things, etc. and it takes a singular verb. It can also be followed by a clause or infinitive.  
*Either Kevin or Victor knows the answer.*  
*Either she was too busy or she didn't want to come.*  
*We can either eat out or cook at home.*
  - **Neither... nor...** is used for two people or things and has a negative meaning. The verb can be singular or plural.  
*Neither Mary nor Jim like / likes tennis.*

# Grammar Practice

A

**Choose a, b or c and complete the sentences.**

**B** Rewrite the following sentences using the Causative Form.

1. My father always prepares my lunch.

*I always have my lunch prepared by my father.*

2. David called a technician to repair his new computer.

3. A private security company guards our neighbours' house.

4. I must ask the cleaners to clean the windows at the office.

5. Some technicians are installing a new security system in my office.

6. You should get somebody to fix the broken window.

7. Ray's first book was published last month.

**C** Complete the blanks with *all, both, either, neither, none*.

1. **Mike:** Do you want to travel by boat or by plane, Sharon?

**Sharon:** I don't mind at all. *Either* is fine just as long as we get to the island!

2. Lucy and Ron are very good at chemistry. They \_\_\_\_\_ took part in an international chemistry competition and won prizes.

3. \_\_\_\_\_ of my friends have a car, so they \_\_\_\_\_ use the underground quite often.

4. \_\_\_\_\_ Robert and I want to go out but \_\_\_\_\_ of us have money, so we're staying at home.

5. \_\_\_\_\_ Robin nor Kelly wanted to work on Saturday.

6. **Ken:** Why did Martin and Paul have a fight?

**Sean:** I don't know. I haven't spoken to \_\_\_\_\_ of them since Tuesday.

7. Kim has three older brothers and \_\_\_\_\_ of them are doctors, like their father.

8. **Chris:** How are we going to get there?

**Josh:** We can \_\_\_\_\_ walk or take a taxi.

9. We've got two TVs, but \_\_\_\_\_ works properly. We'll have to buy a new one.

10. **Jean:** Which of the two dresses would you choose?

**Josh:** \_\_\_\_\_. They're \_\_\_\_\_ terrible.

**D** Join the sentences using *either ... or... neither ... nor or both ... and....*

1. Jane is an optician. Michael is an optician too.

Both Jane and Michael are opticians.

---

2. Ken will complete his studies this year or next year.
- 

3. I can't concentrate with the radio on and I can't concentrate with you talking to me all the time.
- 

4. Sally hasn't bought tickets to the opera. Tom hasn't bought tickets to the opera either.
- 

5. Craig has completed his project and handed it in.
- 

6. I haven't read the book. I haven't seen the film either.
- 

7. My new car is fast. It's economical too.
- 

8. We can go skiing or skating.
-

# Irregular Verbs

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was (were)	been	lend	lent	lent
bear	bore	born(e)	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	prove	proved	proved / proven
burn	burnt / burned	burnt / burned	put	put	put
buy	bought	bought	read [ri:d]	read [red]	read [red]
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
deal	dealt	dealt	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	Showed	shown
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
fight	fought	fought	smell	smelt / smelled	smelt / smelled
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spill	spilt / spilled	spilt / spilled
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	swear	swore	sworn
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	undergo	underwent	undergone
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written
lead	led	led			
learn	learnt / learned	learnt / learned			
leave	left	left			

# Pronunciation

1

**A** Listen and repeat. Notice the difference in pronunciation.

- a. France    b. British    c. Chinese



50

**B** Listen and tick (✓) the sound you hear.



51

	teacher	surname	pencil	English	nationality	French	class	Irish
France /s/								
British /ʃ/								
Chinese /tʃ/								

2

**A** Listen and repeat. Notice the difference in pronunciation.

- a. belts    b. jeans    c. dresses



52

**B** Listen and tick (✓) the sound you hear.



53

	caps	bikes	chairs	watches	trainers	waitresses	boots
belts /s/							
jeans /z/							
dresses /ɪz/							

3

**A** Listen and repeat. Notice the difference in pronunciation.

- a. gets    b. plays    c. brushes



54

**B** Listen and tick (✓) the sound you hear.



55

	paints	does	dances	has	goes	watches	visits	makes
gets /s/								
plays /z/								
brushes /ɪz/								

4

**A** Listen and repeat. Which letters are silent?

mustn't    climb



56

**B** Read the words below and underline the silent letters. Then listen and check your answers.



know    castle    tonight    talk    listen    eight    design    knee

**5**

- A** Listen and repeat. Notice the difference in pronunciation.  
a. yoghurt    b. orange



- B** Listen and tick (✓) the sound you hear.



hungry	burger	sausages	egg	vegetables	strange	go	dangerous
yoghurt /g/							
orange /dʒ/							

**6**

- A** Listen and repeat. Notice the difference in pronunciation.  
a. rain    b. raining



- B** Listen and tick (✓) the sound you hear.



snowing	fun	spring	woman	kitchen	young
rain /n/					
raining /ŋ/					

**7**

- A** Listen and repeat. Notice the difference in pronunciation.  
a. watched    b. played    c. wanted



- B** Listen and tick (✓) the sound you hear.



started	happened	asked	listened	stayed	visited	liked	hated	helped
watched /t/								
played /d/								
wanted /ɪd/								

**8**

- A** Listen and repeat. Notice the difference in pronunciation.  
a. south    b. weather



- B** Listen and tick (✓) the sound you hear.



thousand	together	thirsty	toothbrush	father	another	birthday
south /θ/						
weather /ð/						

**9**

- A** Listen and repeat. Notice the difference in pronunciation.  
a. lunch    b. lab    c. place



- B** Listen and tick (✓) the sound you hear.



Maths	same	fun	information	subject	practise	study
lunch /ʌ/						
lab /æ/						
place /eɪ/						

**10****A** Listen and repeat. Notice the difference in pronunciation.

- a. crisp    b. wheel    c. ride

**B**

Listen and tick (✓) the sound you hear.



	slide	cream	prize	each	hill	milkshake	why
crisp /ɪ/							
wheel /i:/							
ride /aɪ/							

**11****A** Listen and repeat. Notice the difference in pronunciation.

- a. café    b. cinema

**B**

Listen and tick (✓) the sound you hear.



	medicine	welcome	card	centre	facilities	haircut	perfect	voice
café /k/								
cinema /s/								

**12****A** Listen and repeat. Notice the difference in pronunciation.

- a. hospital    b. home

**B**

Listen and tick (✓) the sound you hear.



	doctor	road	moment	colleague	job	mobile	phone	officer	suppose
hospital /ɒ/									
home /əʊ/									

**13****A** Listen and repeat. Notice the difference in pronunciation.

- a. good    b. group

**B**

Listen and tick (✓) the sound you hear.



	rule	put	wolf	soon	lose	pollution	bush	football
good /ʊ/								
group /u:/								

**14****A** Listen and repeat. Notice the difference in pronunciation.

- a. French    b. fridge

**B**

Listen and tick (✓) the sound you hear.



	jeans	age	checked	teenager	match	century	imagine
French /fʒ/							
fridge /dʒ/							

**15****A** Listen and repeat. Notice the difference in pronunciation.

- a. symbol    b. easy    c. wish

**B** Listen and tick (✓) the sound you hear.

	reason	exhibition	design	receive	traditional	sure	mess	realise
<b>symbol /s/</b>								
<b>easy /z/</b>								
<b>wish /ʃ/</b>								

**16****A** Listen and repeat. Notice the difference in pronunciation.

- a. know    b. now

**B** Listen and tick (✓) the sound you hear.

	doubt	home	over	crowded	council	show	totally	allow
<b>know /əʊ/</b>								
<b>now /au/</b>								

**17****A** Listen and repeat. Notice the difference in pronunciation.

- a. website    b. destroy

**B** Listen and tick (✓) the sound you hear.

	erupt	protect	decade	reduce	behave	metal	receive	regularly
<b>website /e/</b>								
<b>destroy /ɪ/</b>								

**18****A** Listen. Which syllable is stressed in each word?

- a. organise    b. organisation

**B** Read the following words and underline the stressed syllable. Then listen and check.

universe    telescope    disadvantage    disappear    temperature  
 information    competition    astronomer    discover

**19****A** Listen and repeat. Notice the difference in pronunciation.

- a. tough    b. through

**B** Listen and underline the words where *gh* is pronounced [f].

right    enough    daughter    weight    laugh    cough    bought  
 neighbour    straight

# Appendices

## Appendix 1 Numerals

Ordinal numbers	Cardinal numbers	Ordinal numbers	Cardinal numbers
<b>0</b> zero		<b>40</b> forty	fortieth ( <b>40<sup>th</sup></b> )
<b>1</b> one	first ( <b>1<sup>st</sup></b> )	...	...
<b>2</b> two	second ( <b>2<sup>nd</sup></b> )	<b>50</b> fifty	fiftieth ( <b>50<sup>th</sup></b> )
<b>3</b> three	third ( <b>3<sup>rd</sup></b> )	...	...
<b>4</b> four	fourth ( <b>4<sup>th</sup></b> )	<b>60</b> sixty	sixtieth ( <b>60<sup>th</sup></b> )
<b>5</b> five	fifth ( <b>5<sup>th</sup></b> )	...	...
<b>6</b> six	sixth ( <b>6<sup>th</sup></b> )	<b>70</b> seventy	seventieth ( <b>70<sup>th</sup></b> )
<b>7</b> seven	seventh ( <b>7<sup>th</sup></b> )	...	...
<b>8</b> eight	eighth ( <b>8<sup>th</sup></b> )	<b>80</b> eighty	eightieth ( <b>80<sup>th</sup></b> )
<b>9</b> nine	ninth ( <b>9<sup>th</sup></b> )	...	...
<b>10</b> ten	tenth ( <b>10<sup>th</sup></b> )	<b>90</b> ninety	ninetieth ( <b>90<sup>th</sup></b> )
<b>11</b> eleven	eleventh ( <b>11<sup>th</sup></b> )	...	...
<b>12</b> twelve	twelfth ( <b>12<sup>th</sup></b> )	<b>100</b> a/one hundred	hundredth ( <b>100<sup>th</sup></b> )
<b>13</b> thirteen	thirteenth ( <b>13<sup>th</sup></b> )	<b>101</b> one hundred and one	hundred and first ( <b>101<sup>st</sup></b> )
<b>14</b> fourteen	fourteenth ( <b>14<sup>th</sup></b> )	...	...
<b>15</b> fifteen	fifteenth ( <b>15<sup>th</sup></b> )	<b>200</b> two hundred	two hundredth ( <b>200<sup>th</sup></b> )
<b>16</b> sixteen	sixteenth ( <b>16<sup>th</sup></b> )	...	...
<b>17</b> seventeen	seventeenth ( <b>17<sup>th</sup></b> )	<b>300</b> three hundred	three hundredth ( <b>300<sup>th</sup></b> )
<b>18</b> eighteen	eighteenth ( <b>18<sup>th</sup></b> )	<b>1000</b> a/one thousand	thousandth ( <b>1000<sup>th</sup></b> )
<b>19</b> nineteen	nineteenth ( <b>19<sup>th</sup></b> )	<b>1001</b> one thousand and one	thousand and first ( <b>1001<sup>st</sup></b> )
<b>20</b> twenty	twentieth ( <b>20<sup>th</sup></b> )	...	...
<b>21</b> twenty-one	twenty-first ( <b>21<sup>st</sup></b> )	<b>1256</b> one thousand two hundred and fifty-six	thousand two hundred and fifty-sixth ( <b>1256<sup>th</sup></b> )
<b>22</b> twenty-two	twenty-second ( <b>22<sup>nd</sup></b> )	...	...
<b>23</b> twenty-three	twenty-third ( <b>23<sup>rd</sup></b> )	<b>2000</b> two thousand	two thousandth ( <b>2000<sup>th</sup></b> )
<b>24</b> twenty-four	twenty-fourth ( <b>24<sup>th</sup></b> )	...	...
<b>25</b> twenty-five	twenty-fifth ( <b>25<sup>th</sup></b> )	<b>10,000</b> ten thousand	ten thousandth ( <b>10,000<sup>th</sup></b> )
<b>26</b> twenty-six	twenty-sixth ( <b>26<sup>th</sup></b> )	...	...
<b>27</b> twenty-seven	twenty-seventh ( <b>27<sup>th</sup></b> )	<b>100,000</b> one hundred thousand	hundred thousandth ( <b>100,000<sup>th</sup></b> )
<b>28</b> twenty-eight	twenty-eighth ( <b>28<sup>th</sup></b> )	...	...
<b>29</b> twenty-nine	twenty-ninth ( <b>29<sup>th</sup></b> )	<b>1,000,000</b> a/one million	millionth ( <b>1,000,000<sup>th</sup></b> )
<b>30</b> thirty	thirtieth ( <b>30<sup>th</sup></b> )	...	...
<b>31</b> thirty-one	thirty-first ( <b>31<sup>st</sup></b> )	...	...
...	...	...	...

## Appendix 2 Prepositional phrases

### AT

at + address	at heart	at random	at the crossroads	at the moment
at a glance	at ... km/miles per hour	at school	at the door	at the sight of
at a loss	at last	at short notice	at the end (of)	at the top/bottom of
at all costs	at least	at the age of	at the expense of	at the weekend
at ease	at night	at the back of	at the front	at university
at first	at noon	at the beginning (of)	at the hospital	at work
at first sight	at once	at the corner	at the latest	

### BY

by accident	by chance	by force	by mistake	by phone/post/airmail
by all accounts	by cheque/credit card	by hand	by now	by profession
by all means	by day/night	by heart	by oneself	(take) by surprise
by bus/car/plane	by far	by means of	by one's side	

### FOR

for a change	for certain/sure	for granted	for life	for sale
for a while	for example	for hire/rent	for one's sake	
for ages	for fear of	for instance	for the sake of	

### IN

in a bad/good mood	in connection with	in/out of action	in pain	in support of
in a mess	in contact with	in/out of business	in pairs	in the beginning
in a queue	in court	in/out of control	in particular	in the city/country
in a row/rows	in debt	in/out of danger	in person	in the end
in a state	in detail	in/out of fashion	in practice	in the first place
in a while	in difficulty	in/out of hand	in prison	in the future
in addition (to)	in exchange for	in/out of order	in private	in the meantime
in advance	in fact	in/out of place	in progress	in the middle (of)
in answer to	in favour of	in/out of season	in public	in the mood for
in any case	in full	in/out of shape	in reality	in the mountains
in case of	in general	in/out of sight	in relation to	in the North/South
in cash	in half	in/out of stock	in reply to	in the streets
in charge of	in honour of	in/out of touch	in return	in the suburbs
in comfort	in hospital	in/out of use	in secret	in touch with
in common	in memory	in one's opinion	in shock	in town
in conclusion	in need of	in other words	in short	in trouble (with)

### ON

on a diet	on average	on one's birthday	on time	on the one/other hand
on a farm	on board	on one's own	on top of	on the outskirts
on a journey/trip/tour	on business	on purpose	on the back of	on the phone
on an excursion	on display	on sale	on the contrary	on the radio
on an island	on duty	on schedule	on the corner	on the road
on arrival	on fire	on strike	on the floor	
	on holiday	on television	on the left/right	

**OUT**

out of breath	out of the ordinary	out of the question	out of work
out of date	out of practice	out of reach	

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**TO**

to one's amazement	to one's astonishment	to one's surprise	to some extent	to this day
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**UNDER**

under age	under control	under pressure	under the circumstances
under arrest	under the impression	under repair	under the weather

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**WITH**

with regard to	with respect to	with a view to	with the exception of
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**WITHOUT**

without (a) doubt	without delay	without fail	without warning
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## Appendix 3 Verbs, adjectives and nouns with prepositions

<b>A</b>			
<b>Verbs</b>	belong to	certain about/of	a description of
accuse sb of	benefit from	close to	a difference between/in/of
advise sb on/about sth	beware of	concerned about/for	
(dis)agree with sb about/on sth	blame sb for sth	confident of/about	
aim at	blame sth on sb	conscious of	
apologise to sb for sth	boast about/of	crazy about	
apply to sb/sth for sth	borrow from	crowded with	
(dis)approve of	<b>Adjectives</b>	cruel to	
argue with/sb about/for sth	bad at sth	curious about	
arrest sb for sth	bored with sth	<b>Nouns</b>	
arrive at a building	busy with	a comparison between	
arrive in a city/town/country	<b>C</b>	a complaint about	
ask for	<b>Verbs</b>	a connection between/with	
<b>Adjectives</b>	care about sb/sth	<b>D</b>	
accustomed to	care for sb/sth	<b>Verbs</b>	
addicted to	choose from/between	deal with	
afraid of	collaborate with	decide on	
amazed at/by	combine with	depart from	
amused at/with	comment on	depend on	
angry at sth	communicate with	describe sth to sb	
angry with sb	compare with/to	differ from	
annoyed about sth	compete with sb for sth	discourage from	
annoyed with sb	complain to sb about/of sth	distinguish between	
anxious about	concentrate on sth	divide sth between/among	
ashamed of	confess sth to sb	divide sth into	
astonished at/by	congratulate sb on sth	divide by (Maths)	
(un)aware of	connect to/with	dream about/of	
<b>Nouns</b>	consist of	<b>Adjectives</b>	
(dis)advantage of	contrast with	delighted with	
(give) advice on	contribute to	dependent on	
an answer to	cooperate with sb	different from/to	
<b>B</b>	cope with	disgusted by/at	
<b>Verbs</b>	cover sb/sth in/with sth	<b>Nouns</b>	
beg for	criticise sb/sth for	damage to	
believe in	<b>Adjectives</b>	a decrease in	
	(in)capable of	a delay in	
	careful of/about	a demand for	
	careless about/of		

**E**  
**Verbs**

escape from  
exchange sth for sth else  
excuse sb for/from  
explain sth to sb

**Adjectives**  
engaged to sb  
enthusiastic about  
envious of  
equal to  
excellent at  
excited about  
experienced in

**Nouns**  
an example of  
an exception to  
an expert at/in/on sth

**F**  
**Verbs**  
fight with  
fill sth with sth else  
forget about

**Adjectives**  
faithful to  
familiar to sb  
familiar with sb/sth  
famous for  
fed up with  
fond of  
free from/of sth  
friendly with/to  
frightened of  
full of

<b>Nouns</b>	lie to sb about sth	<b>Q</b>	similar to
a failure in	listen to	<b>Verbs</b>	sorry for sb
<b>G</b>	<b>Adjectives</b>	quarrel with sb about sth	sorry for/about sth
<b>Verbs</b>	late for	<b>Nouns</b>	suitable for
glance at	<b>Nouns</b>	a question about	superior to
<b>Adjectives</b>	a lack of	<b>R</b>	sure of/about sth
generous to sb	<b>M</b>	<b>Verbs</b>	surprised at/by
good at sth	<b>Verbs</b>	receive sth from sb	suspicious of
good for sb/sth	(be) made of/from	recover from	<b>Nouns</b>
good to sb	mean by	refer to	a search for
grateful to sb for sth	mention to	relate to	shame on sb
guilty of/about	mistake sb/sth for sb/sth else	rely on	(take) shelter from
<b>H</b>	<b>Adjectives</b>	remind sb about sth	a solution to
<b>Verbs</b>	mad about sb/sth	remind sb of sb/sth	a specialist in
head for/towards	mad at/with sb	replace sth with sth else	(feel) sympathy for
hear about/of sb/sth	married to	rescue sb from	<b>T</b>
hope for	mean to sb	result from	<b>Verbs</b>
<b>Adjectives</b>	<b>N</b>	result in	take care of sb/sth
happy about/with sth/sb	<b>Verbs</b>	retire from	talk to/with sb about sth
happy for sb	nervous about	<b>Adjectives</b>	thank for
harmful to	<b>Nouns</b>	ready for	think of/about
<b>Nouns</b>	a need for	relevant to	translate from/into
hope for	<b>O</b>	respected for	<b>Adjectives</b>
<b>I</b>	<b>Verbs</b>	responsible for	terrible at
<b>Verbs</b>	object to sb/sth	rude to	terrified of
include in	occur to	<b>Nouns</b>	tired of
insist on	<b>Nouns</b>	a reaction to	typical of
introduce sb to sb/sth	an opinion of/about	a reason for	<b>Nouns</b>
invite to	an opportunity for	a reduction in	a talent for
involve in	the opposite of	a relationship between	a taste of
<b>Adjectives</b>	<b>P</b>	a relationship with sb	a taste for
identical to	<b>Verbs</b>	a reply to	a threat to
impressed by/with	pay for	a report on	<b>U</b>
independent of	point at/to	a reputation for	<b>Adjectives</b>
interested in	praise sb for sth	the result of	upset about
<b>Nouns</b>	pray for sb/sth	a rise in	useful for sth
an increase in	prefer to	<b>S</b>	useful to sb
influence on	prepare for	<b>Verbs</b>	<b>Nouns</b>
an/no intention of (doing sth)	prevent from	save sb from	an understanding of
<b>J</b>	protect sb from/against sth	sentence sb to	<b>V</b>
<b>Verbs</b>	protest about/against/at	shout at	<b>Verbs</b>
join in	provide sb with sth	smile at/to	vote for/against
<b>Adjectives</b>	provide sth for sb	speak to/with sb	<b>W</b>
jealous of	punish sb for	specialise in	<b>Verbs</b>
<b>K</b>	put the blame for sth on sb	spend money on sth	wait for
<b>Verbs</b>	<b>Adjectives</b>	stare at	warn sb about/against/of
know about sth	patient with	steal sth from sb	waste money on sth
<b>Adjectives</b>	pleased with	succeed in	wonder about
keen on (doing) sth	polite to	suffer from	worry about
known as	popular with	supply sb with sth	<b>Adjectives</b>
<b>Nouns</b>	proud of	suspect sb of sth	weak at sth
knowledge of	<b>Nouns</b>	<b>Adjectives</b>	worried about
<b>L</b>	protection from	safe from	wrong about
<b>Verbs</b>	(take) pride in	(dis)satisfied with	
lean on/against		separate from	
		serious about	
		shocked by/at	
		short of	

## Unit 1.

A.

It was a beautiful summer day. The sun was shining brightly and a light breeze filled the studio with the sweet smell of flowers. A painting stood on an easel in the middle of the room. It was a life-sized portrait of an extraordinarily handsome young man. The artist, Basil Hallward, was sitting in front of the portrait, and Lord Henry Wotton was relaxing on the sofa, smoking a pipe. 'It is your best work yet, Basil,' said Lord Henry, as he removed the pipe from his lips. 'You must exhibit it at a gallery.' Basil shook his head. 'I don't think I'm going to exhibit it anywhere,' he said. Lord Henry raised an eyebrow in surprise. 'My dear friend, why not? The portrait is magnificent! It will make you the most famous young artist in England.' 'This might sound foolish to you, Henry,' said Basil, 'but the reason I don't want to exhibit it is because I've put too much of myself in it.' Lord Henry laughed. 'Too much of yourself? I hate to say this Basil, but you don't look anything like the young man in the portrait. He is very handsome. You are not.' Basil stirred his paints. 'I am aware of that, Henry. What I mean is I painted this portrait with real feeling. It is an expression of my deepest emotions. I'm afraid that if people see it, they will see the secret of my soul.' Lord Henry stretched lazily and laughed. 'The secret of your soul? And what is that?' Basil sighed. 'Very well, Henry, I will tell you the story, but I don't think you'll understand. Two months ago, I went to a dinner party at Lady Brandon's house. I was talking to a group of very boring people, when I noticed a young man on the other side of the room. That was the first time I ever saw Dorian Gray, the man in the painting.' 'Dorian Gray. So that's his name,' said Lord Henry. 'I can't explain to you what our first meeting was like, Henry.' Basil continued. 'I had a strong feeling that Dorian would change my life forever. And he has. I see things differently now; Dorian's beauty and sweet nature have given me a new vision of art. He has become my best friend and my inspiration. But he doesn't know how much he has affected me. And if I show this picture to the world, everyone will know, including Dorian.' Lord Henry stared at Basil through the smoke that rose from his pipe. 'That is the most extraordinary thing I've ever heard! I'm really looking forward to meeting this Dorian Gray,' he said. Basil stopped stirring his paints and turned to look at Lord Henry. 'Dorian Gray is a good person. You are a bad influence on young people and I know you enjoy this, but please, Henry, don't spoil Dorian, and don't take him away from me. My success as an artist depends on him.' Lord Henry smiled. 'I promise I'll behave, Basil.'

B.

1.

**Woman** What's up? You don't look very happy.  
**Man** I've been thinking about my relationship with Lucy.  
**Woman** What's wrong?  
**Man** Well, Lucy is into art so we have been going to museums and art galleries this whole month. I don't mind going to these places. In fact, I've even started to appreciate some of this art stuff. It's just that when I ask Lucy to do something I want, it's always no, no, no.  
**Woman** Sounds like bad news to me. You should tell her that in a healthy relationship there has to be some give-and-take. In other words, both of you have to be satisfied.

2.

**Maria** I'm never speaking to him again!  
**Andy** (sighs) What has he done this time?  
**Maria** You mean apart from forgetting my birthday?  
**Andy** Don't take it so hard. John has been very busy lately and he has had a lot on his mind.  
**Maria** But he is always putting his work first. I just wish he would take my feelings into consideration too.

3.

**Liz** I've been looking at these pictures of your parents for some time now, and I can't really tell which of the two you look like.

**Bill** Neither. But take a look at this picture of my mother's brother and tell me what you think.

**Liz** My God! You're exactly the same!

**Bill** But my dad insists that I take after his side of the family.

4.

**Woman 1** Jonathan has been working on that stupid car engine all day!

**Woman 2** Why doesn't he just take the car to the garage?

**Woman 1** What? And admit that he can't fix something?

**Woman 2** My husband's the same. Once he gets an idea into his head there's no changing his mind. I can't complain, though. He's been like that since the day we met.

5.

**Man** I'm a better swimmer than you, Kelly!

**Woman** I don't think so, Frank. I have been swimming since the age of five.

**Man** I'm definitely faster than you, Kelly. I have been competing in swimming competitions for many years now.

**Woman** Have you ever beaten Mark in a race?

**Man** No, he is the fastest swimmer in our school.

**Woman** Well, guess what, Frank, I beat Mark last week. So, what does that make me?

6.

**Man** Rita is really good at singing, acting and dancing.

**Woman** Well, that's because she's been practising all her life. The question is, can she come up with anything original?

**Man** What do you mean?

**Woman** Take Joan, for example. Although she doesn't work as hard as Rita, she's a much better performer because of her natural talent and creativity.

## Unit 2.

A.

**Man** I've been invited here today to talk to you a little bit about high-rise buildings. Did you know that skyscrapers were first built by American businessmen because they wanted to show everyone how successful their businesses were? I can give you the example of the Woolworth Building, which impressed everyone enormously back in 1913. It had sixty floors and that was a long time ago. It is a beautifully-decorated building with spires and ornaments actually similar to those found on Gothic cathedrals, those beautiful churches in Europe.

Now, you can just imagine how difficult it would be to get to your office on the twenty-fifth or... fifty-seventh floor without the help of a lift. Well, common sense will tell you that the lift and, for that matter, the steel skeleton frame, had already been invented before skyscrapers. (pause)

The lift was actually invented by a man called Elisha Graves Otis in 1851, and the very first skeleton frame building was designed by a major. He was Major William LeBaron Jenney, and this first building was completed in 1883. His initial aim was to build a fireproof building specifically for offices, giving them maximum space and light.

The most interesting aspect of this steel frame construction was that the walls didn't have to begin at the bottom anymore. In addition, architects had a lot more freedom when they were designing new buildings. They could now leave the walls free for big windows, for instance. One of the world's most famous constructions up to this day is the Empire State Building. In

this case, a floor a day was built, which was no mean feat back in 1931. The Empire State Building has a hundred and two floors which required ten million bricks, and it's actually got 6,400 windows. When it was built, it could be seen from eighty kilometres out at sea.

**B.****1.**

**Woman** Come on, we're late! The reservation is at seven!  
**Man** I know, but I can't find the keys. They're not in the kitchen, where I always leave them.  
**Woman** Did you leave them in the car again?  
**Man** No and they're not in the bedroom, either. Oh! I found them, they were in my jacket.

**2.**

**Woman** So, where should we put these new chairs? On the balcony, maybe?  
**Man** Yeah, why not? Um, wait. How about over there by the window? Or here, in the living room?  
**Woman** Hmm... I'm not sure. Maybe they'd look good over there, next to the stairs.  
**Man** I don't think so. I think your first idea is the best.  
**3.**  
**Man** I'm interested in renting the third-floor flat on Wool Street. Is it still available?  
**Woman** That one has just been taken, I'm afraid, but there's one on the same street which is free. Ah, there's also a similar flat on Duke Street.  
**Man** What floors are they on? I don't want a ground-floor flat.  
**Woman** The one on Wool Street is no good then, but the flat on Duke Street is on the second floor.

**4.**

**Man** Is there anything for rent in your block? I'm looking for a new flat.  
**Woman** But why? Your flat is so convenient.  
**Man** It's not, actually. It's close to the college, but it's far away from just about everything else. Plus, if you remember, it could really use some renovation. The bathroom is in bad shape and the cooker hasn't been fixed for months now.  
**Woman** Did you tell the landlord about it?  
**Man** I did but he just doesn't care, I could probably do a lot of the work myself. But you see, on top of everything else, the flat just got more expensive, by about 40 pounds a month! I can't afford it.

**5.**

When I was little, I used to go to my grandparents' old farm house, a couple of hours away from Kyiv, every summer break. Some of the farms were abandoned, but in the summer months many of them came to life. We had to dust and clean the house for a whole day before we could move in. I remember what a good time we children had, cutting the wild grass in the garden and taking care of the fruit trees. And of course playing for hours and hours. The children's room was upstairs and had a window with beautiful green shutters. I will never forget the view of the river, and the birds flying over the fields in the evening. My clearest memories are of the main hall downstairs. It served as both sitting room and dining room. That's where we spent most of our time—when we were not outside playing in the garden, that is.

**6.**

**Man** Hi. I'm calling about the flat.  
**Woman** Right. Well it's a three-bedroom flat in a very peaceful area, as you may have seen in the ad.

**Man** I'd like some more information. The apartment block seems pretty old from the pictures. Has any work been done on it recently?  
**Woman** Yes. The central heating was changed and the bathrooms were renovated five years ago.  
**Man** Hmm. What about the kitchen? Does the flat come with the fridge, the cooker and so on?  
**Woman** It does indeed. And there is a lovely counter between the kitchen and the dining room.  
**Man** That sounds nice! One last question. How far is the nearest primary school?  
**Woman** That would be over a mile, on McDougal Street.  
**Man** That's a bit far, but I suppose it could work. Well... thanks for your help. I'll get back to you if I have any more questions!

**Unit 3.****A.**

**Nancy** Can you believe it? It seems like only yesterday we were in our first year and now this is our final year at secondary school.  
**Sean** Yeah, it's amazing how fast time goes by. My sister has another 4 years to go, but I keep telling her that it will be over before she knows it.  
**Nancy** Anyway, have you decided what you are going to study at university?  
**Sean** Well, my dad wants me to study business administration so that one day I can take over the family business.  
**Nancy** You're so lucky you have a job waiting for you once you finish university. I'm going to study Law, but with all the competition and unemployment in this town, who knows if I'll ever get a job as a lawyer? I'll probably just end up serving people in restaurants.  
**Sean** Come on. It isn't that bad. My problem is that I can't imagine myself in a suit with a bunch of middle-aged men discussing money all the time. Ever since I was a child I've dreamt of becoming a singer and being followed by my fans everywhere I go.  
**Nancy** Have you talked this over with your dad?  
**Sean** Yes. He thinks I'll only be wasting my time if I don't go to university.  
**Nancy** I know! Why don't you do a part-time degree in Business Administration at university and work as a singer at weekends too?  
**Sean** That's exactly what I was thinking myself. By the way, when is enrolment?  
**Nancy** Let's see. It's 20<sup>th</sup> April today, and enrolment is not until the second week of next month. It's on the 14<sup>th</sup>, to be exact.  
**Sean** Hopefully, we will get accepted at one of the local universities.  
**Nancy** Yeah, they are all centrally located and it takes only 30 minutes to reach any one of the universities.  
**Sean** Actually, with the new motorway that they are building, it will be 10 minutes faster.  
**Nancy** That will be great, but building a road is a big project and by the time they finish, we will have graduated from university.  
**Sean** Speaking of finishing projects on time, have you started working on your Arts and Crafts project?  
**Nancy** Well, I still need to buy some things like glue, coloured paper, and some markers.  
**Sean** I can give you some coloured paper and markers if you like.  
**Nancy** Great! Do you also have a pair of scissors?

**Sean** Yes, I do.  
**Nancy** Brilliant! That means I only have to buy one thing.  
**Sean** Hey, I almost forgot. Do you want to come to my show on Saturday night?  
**Nancy** I'd love to! Where are you performing?  
**Sean** At the Molson Centre.  
**Nancy** Oh, no! Don't tell me I have to take a taxi there!  
**Sean** No, you can take the bus or the underground, but if you call Sammy, he should be able to give you a lift in his car.  
**Nancy** Alright, I'll give him a call.  
**Sean** Great! I'll see you on Saturday.  
**Nancy** OK. Bye.

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**B.**

**Teacher** It's funny how some people seem to have a knack for learning a second language, while others find it quite difficult. Generally speaking, though, many hours of hard work and study are involved. That's why many students go to language schools, which make language learning quicker and easier.

In countries like the United Kingdom, for example, special language schools have been established for those who are interested in visiting the country and learning the language at the same time. These schools do not run all year round, but only for a few weeks during the summer.

Many would think that these schools are only for the young, but in fact just the opposite is true. People of all ages are welcome and attend them for a number of reasons. Some find it necessary to learn English for job purposes, while others have to sit special exams to enter a university or just want to improve their English. But for whatever reason they learn English, the good thing is that different age groups are not put together. In actual fact, people of similar ages are put in the same class; that way, they're more likely to have things in common. The classes are small and this gives students the chance to make new friends quickly.

The programmes these language schools offer are quite full and very interesting. Forget about traditional teaching methods. In fact, only one third of the lessons take place in classrooms. Most of the learning is done outside the classroom, where you not only practise the language, but also experience English culture firsthand, although you don't really get to meet as many English people as you'd expect. Probably because you're not there very long. As for the teachers... they're not only from the United Kingdom, but from other English-speaking countries as well.

A typical day would involve a couple of hours of lessons before lunch and some art, like painting or pottery in the early part of the afternoon. Or, if the students enjoy physical activities more, they can play a game of tennis or do some other sport. After dinner, there's a variety of things to do, like going to the theatre or a club, just to name a few. There's always something to please everyone.

**Unit 4.****A.****1.**

**Woman** I've got a problem with my motorbike. When I'm riding, it suddenly stops.  
**Man** Bring it in and I'll have a look.  
**Woman** Do you have time this afternoon?  
**Man** I'm free after 5 o'clock, but bring it in anytime you like. If you have trouble getting it here, just give me a call.  
**Woman** That's great. Thanks!

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**2.**

**Man** Are you not working today?  
**Woman** I am, I'm working after 3 o'clock. Patty is in this morning.  
**Man** What time do you finish tonight?  
**Woman** About eleven thirty, but if we have a lot of customers the kitchen stays open longer. It was really busy last night because it was the end of the student year.

**3.**

**Woman** We start work at about 6 o'clock so that we have sandwiches ready at 8 o'clock when we open. Many people come in before they go to work so they have something to take to work for lunch. Our other busy time is between 12.30 and 2. By 3 o'clock we have cleaned up and closed the shop. I get back home at 3.30.

**4.**

**Man** Well, now we move on with what is today's most interesting news. A young unemployed Irishman, who remained jobless for several months despite having sent tons of applications to different companies, came up with a brilliant idea of how to advertise himself in order to find a job.

What the young job hunter did was to post an advertisement with a clever slogan on a billboard on one of Dublin's most central roads. The slogan read 'Save me from Emigration' and it showed him holding a suitcase and staring across the sea. At the bottom of the billboard the viewer could find the young man's contact details and a short CV. So, what do you think was the outcome of this inventive young man's self-advertising? Well, only two days after posting the advertisement he was contacted by many interested employers. There you go, then. If you're in a similar position, don't just sit there waiting for things to happen. Rather choose, like this young lad did, to make things happen!

**5.**

**Woman** What's up? What's put that big smile on your face?  
**Man** Remember I had an important meeting with my boss today and I was worrying about what would come out of it?  
**Woman** Of course. And?  
**Man** Well, I got a promotion which also means a significant pay rise, my own office and five additional days off per year. I really can't believe my luck!  
**Woman** That's great news! Congratulations! It's not luck, though, but your qualifications and experience that paid off. I only hope that all this doesn't mean you have to work long hours as we barely see you anyway as it is.  
**Man** I'm not sure, but I guess that working overtime comes with the position!

**6.**

**Woman** Hello, everyone. Let me start off by welcoming you to our company! My name is Anne Reckings and I am the personal assistant to the manager of the department you are going to be working for. The manager, Mr Paul Jacobs, has asked me to give you a quick introduction to our working environment. Your job responsibilities will be provided to you by the manager, and at the end of the day the CEO of the company, Mr Paul Hill, whom you have not had the pleasure of meeting, will welcome you himself. After that, you will be given a schedule for the training sessions you need to attend before you start working.

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**B.**

**Presenter** And with us today on Teenage Watch we have Reg Nicholson, a careers guidance counsellor with the Welton City Council. He's here to give advice to all you school leavers out there.  
**Reg** Well, actually to anyone who might be looking for a

- job at the moment. But, as you said, school leavers will be particularly interested as it is that time of the year when exams are over and many young people just out of school will be looking for their first job.
- Presenter** Won't many of them be applying for places at university too?
- Reg** Yes, of course, and my first point will be of particular interest to them. When filling in their application form, they have to make sure they print all their details firmly and clearly, or better still, type it. That way, whoever has to read it won't have any problems. However, printing with clear capitals will do just as well.
- Presenter** Well, that's good to know. Now, I suppose the next obvious thing to talk about is CVs, but surely school leavers don't need to worry too much about that.
- Reg** On the contrary, school leavers have a lot more than they think to put in their CVs. For example, potential employers will want to know about their schooling and any after-school activities they were involved in.
- Presenter** What exactly do you mean?
- Reg** Oh, you know, if they were in the drama club, if they played for the school football team or worked on the school newspaper and so forth. It's a good idea to put all that in their CV.
- Presenter** Why is that, Reg?
- Reg** Well, it gives would-be employers a better idea of what their personality is like, and what skills they have.
- Presenter** Oh, come on, Reg! What would be the advantage of being good at football in the work place?
- Reg** Well, if someone is good at football, it means they like being in a team. Many employers expect their workers to cooperate with their fellow workers, in other words be part of a team.
- Presenter** Yes, I suppose you are right. In fact, it's a little bit like that here in the studio. Without careful teamwork, it would be chaos.
- Reg** That's right! And I guess most of the people here in the studio came here highly recommended by their previous employers.
- Presenter** You're talking about references now, of course.
- Reg** That's right. Though it's not absolutely necessary to provide a potential employer with references from a previous position, it is a very good idea to do so.
- Presenter** And, I suppose school leavers can ask their former teachers for a reference.
- Reg** That's right. You see it's all quite straightforward and... (fade out)

## Unit 5.

A.

1.

**Man** I know you want to go to the wedding, but we have to go to my mother's birthday party... Yes, I know Jane is a close friend, but my mother will be upset if we don't go. The whole family will be there, even David. I'm picking him up from the airport on Saturday morning. Anyway, did you order the flowers?... Good. Now, about Jane, let's meet later and get the wedding gift, we'll buy them something nice to make up for not going, OK? I've got to go now... I'm on my way to a seminar... Right, the one I was telling you about the other day...

2.

**Man** Roger it's me, Glen! Are we still on for meeting later?... Good! Just didn't want to make it all the way to the West End and then find out you're not there... Now look, I need your advice about what to get for Camilla's birthday on Saturday... No, not for her stupid! I've got her present. It's for me!... I'm not sure what to wear. There's a sale on at Topshop in Oxford Street. A pair of designer jeans and a Gaultier T-shirt perhaps? Or is that too casual?

3.

**Jane** So, where are we going tonight?  
**Paul** I'm not sure. There's a concert at the town hall.  
**Jane** No, we're too late. We'll never get tickets for that.  
**Paul** You're right. OK, let's go to Club 77, then.  
**Jane** Again? It's getting a bit boring there. Isn't anyone having a party tonight?  
**Paul** No, Kevin's having one tomorrow, remember? Listen, let's go to Club 77 until we get bored, then we can go home.

**Jane** OK, I suppose it's not so bad on Friday nights.

4.

**Henry** Hey Emma, you look down. What's up?  
**Emma** I've got friend problems.  
**Henry** What? But you've got loads of friends.  
**Emma** No, it's not that. It's Jenny.  
**Henry** Is that the girl from your Spanish class?  
**Emma** Yeah, that's right.  
**Henry** What's wrong? She seemed really nice.  
**Emma** You think? I'm not so sure. She was all right in the beginning but now...  
**Henry** She's starting to get on your nerves.  
**Emma** Yeah, and she keeps ringing me up. I don't want to hurt her feelings but I don't think I want to hang out with her any more.  
**Henry** That's a tough one.

5.

**Woman** James and I were travelling on board a superjumbo A380 from London to Hong Kong. We both have business interests in both parts of the world and we have to do a lot of travelling back and forth, but we had never, shall I say, bumped into each other before. I had just started dinner when the captain announced that we should fasten our seat belts due to some air turbulence. Well, at that moment, James was passing in the aisle and the plane jumped ever so slightly but enough to send him crashing into me and my dinner! He was terribly apologetic, poor thing. Anyway, when we were disembarking, he came over to apologise again and, well, that was five years ago and we are still together. A match made 'near' heaven I suppose you could say!

6.

**Man** It looks delicious, Aunt Mary. You really shouldn't have gone to all this trouble.  
**Woman** That's all right, dear. It gives me something to do. Since I stopped working, I'm so lonely and bored. I spend most of my time watching TV or peering out the window at the neighbours.  
**Man** Why don't you do a course? Is there anything you're interested in?  
**Woman** I don't know...  
**Man** You like art so why not do an Art History course?  
**Woman** I don't know... what would that involve?  
**Man** Tell you what, I'll find out.  
**Woman** All right...

**B.**

- Man** With us this afternoon is Dr Hilary Jolly, who is the Senior Consultant Psychologist at the Grand Russell Street children's hospital. Thanks for coming on the show, Dr Jolly.
- Woman** Thank you for having me.
- Man** Dr Jolly, we would like you to give us some information on what to say or not say to young children starting their school careers.
- Woman** You mean what would be encouraging and what could be discouraging?
- Man** Exactly!
- Woman** 'You should be able to do that because it's easy.'
- Man** Sorry! What do you mean?
- Woman** Ha, ha that's just an example of what you shouldn't say to your five-year-old if he or she is finding it difficult to add 3 and 4 to get 7. No, it's better to say something like 'I'm pleased that you tried so hard'. You see, recognising a child's effort to complete a task makes that child feel valued.
- Man** So, we shouldn't say things like 'You just need to try harder'.
- Woman** That's right! Better to say something like 'I can see this is difficult for you'. Your child will understand that it is normal to sometimes need help.
- Man** My mother was always telling me that there were times when she found school work very dull.
- Woman** Your mother was very smart. You see, by pointing out to children that we ourselves had difficult periods, we reassure them and they don't feel like there is something wrong with them.
- Man** And then, of course, my dad was telling me all the time how proud he was of me.
- Woman** Very positive! My father was always telling me that I disappointed him by not coming first in the class. This makes a child feel like a failure, and they may just give up on school altogether.
- Man** You obviously didn't, but perhaps that's why you became a psychologist.
- Woman** Yes, that had occurred to me, ha, ha... and do you know I have to be careful with my own kids. For example, I loved reading when I was at school, but my daughter can't stand it, so I must take care not to say something like, 'I don't know why you don't like it, I loved it when I was at school.' We are all individuals, after all, with our personal likes and dislikes.
- Man** So, what would be a better option?
- Woman** Well, one could always help one's child look for ways that would make the learning process more interesting.
- Man** We are going to take a break now and when we come back we will be taking your calls. So, if you... (fade out)

stepping stone to eventually opening one in London. However, it was not as successful as I hoped it would be but, as the saying goes, every cloud has a silver lining, and that is when I first caught the attention of the television people. Perry Ashton, the producer, was in Dublin for a friend's party. He came into the restaurant the next afternoon with some other people and had the set menu. He was so impressed he asked me to make a guest appearance on a weekend variety show he was producing. I went on the show and, as the saying goes, the rest is history. I recorded 1200 shows of Cooking Up A Storm. These days I am semi-retired except for making special guest appearances now and then. I do most of my cooking at home, but I'm afraid my kids would rather go to the local burger bar than experience Thai or French cooking.

**B.**

- Trevor** Hi, everybody! This is Trevor Boyd on WBNA. Today we are at the Palm County Health and Fitness Conference and with us, to give us some information on the subject, is dietitian and personal trainer Samantha Stuart. Hello, Samantha, it's a real pleasure to be here in Palm County.
- Samantha** It's our pleasure to have you here, Trevor. You know we always welcome any opportunity to publicise the conference.
- Trevor** Samantha, you are a gym instructor and are well-known for your fitness DVDs but what you also do for a living is advise people on their weight. Isn't that right?
- Samantha** That's correct, Trev. I've actually got a degree in dietetics and run a clinic which deals with eating disorders.
- Trevor** So, Samantha can you tell us a little about what's wrong with the way we eat?
- Samantha** It's more a case of what's right, Trev, and that's very little! Most people today don't eat properly at all. I really hope that people will think about what I am going to say as most people who are overweight are so for the most simple of reasons. They are eating the wrong food or having the wrong number of calories per meal or they could even be eating meals at the wrong time of day. I mean it's really important not to go to sleep at night on a full stomach.
- Trevor** I have heard that there is medication available to help you lose weight but many people have doubts about this.
- Samantha** And rightly so. It is something I totally disapprove of. Food itself is more powerful than any so called diet pills. Diet pills may help you lose weight in that they decrease your appetite. Some even go so far as to boost your metabolism, which helps you burn stored fat. But the results don't last because when you stop taking them you just end up putting the weight back on again. Only by changing bad eating habits can you achieve long-term results. You see, the food you eat can either make you thin or fat.
- Trevor** And what role does lack of exercising play? Does it not contribute to weight gain?
- Samantha** Actually, lack of exercising does not make you fat. That's a myth. It may cause various other health problems but it's not directly responsible for weight gain. You get fat because you don't eat the right foods at the right intervals each day. You see, your body is like an engine and it only needs certain foods at certain intervals each day. If you don't eat the right foods at the right times, then the body

**Unit 6.****A.**

- Man** You know, I left school at fifteen and the first job I applied for was a kitchen porter in the Continental Hotel in London. However, the first place I actually worked at was at the Ney Flower Restaurant. I was offered the position of trainee chef and I worked there for five years. Then I went to Ireland, where I opened a restaurant in the small town where I was born. You see, my parents came to London when I was eighteen months old and I spent many years there. That's why most people think I was born in England. Within two years, the restaurant had become so successful that I decided to open one in Dublin as a

**Trevor** won't burn those calories. You will end up storing them away and they will become fat tissue.  
So, there you have it folks. That's definitely food for thought for those of you who wish to lose weight!

## Unit 7.

A.

**Woman** Good morning. Computer Systems, Chris Sanders speaking.  
**Man** Good morning. I've been looking through your catalogue and I would like to ask you some questions.  
**Woman** Certainly, sir. How may I be of assistance?  
**Man** Well, I'm interested in buying a new monitor, so could you tell me how much the Suzi 550 17-inch costs? In your catalogue here, it says that it's 150 pounds. Is it still the same price?  
**Woman** I'm sorry, sir. You must have one of our older catalogues. That price has gone up... now it's 170 pounds.  
**Man** Oh, really? What a shame... Well, there's one more thing I would like to ask. I've been having some problems with my printer and I was wondering if you also do repairs.  
**Woman** Well, actually no. We only help our customers to set up their computers. However, we do have some new laser printers on sale if you are interested. They wouldn't be in the catalogue you have.  
**Man** Laser printers? I wasn't actually planning on buying a laser printer. But, did you say they're on sale?  
**Woman** Yes. Their prices range from 350 pounds to 1,000 pounds...  
**Man** Wow! I knew they weren't cheap, but I never thought they'd be that expensive! I suppose it's logical... it is advanced technology.  
**Woman** They are a good bargain.  
**Man** I guess you're right but I'm not prepared to spend that much money. How about a cheaper Deskjet, in particular the model... um... here it is... the model 600 that you have in your catalogue?  
**Woman** Yes, we have a special on that model too. It's 180 pounds.  
**Man** That sounds reasonable. I mean, I know the quality won't be as good as the laser printer but I just want it for personal use... I'll take that then.  
**Woman** OK, I'll note that down.  
**Man** I'm also interested in buying a new mouse. The one I have doesn't seem to be rolling smoothly and sometimes it gets stuck.  
**Woman** I see... How about the Infologic serial mouse or the Ultralogic mouse?  
**Man** What's the difference between them?  
**Woman** Nothing really. They're just different brands. The Ultralogic is a couple of pounds more expensive. It's 14 pounds.  
**Man** Since there's no difference in quality, I'll take the cheaper one.  
**Woman** Right... Are you interested in any software, sir? We stock a wide range of software.  
**Man** Yes, I am interested in getting some new software, but it would be better if you sent me a new catalogue first so that I can have a look through it before I decide.  
**Woman** Of course, sir... Now, will you be paying by credit card or cash on delivery?  
**Man** Cash on delivery please... Um... how much do you charge to deliver it?

**Woman** Well, there is usually a small charge for delivery, but you won't be charged because your purchases are over 150 pounds... Now, let me take down some details. Your name, sir?

**Man** My name is Ryan Bedford...

B.

**1.**  
**Man** I'm going to the shopping mall with Andy. He wants to buy a new fridge, so we're going to have a look at the electrical shop. Do you want to come with us?  
**Woman** Well, I'd like to visit the stationer's at the mall, but I'm too busy now.  
**Man** Do you want me to get you anything?  
**Woman** I'd rather go to the stationer's myself. You know, I can spend hours browsing there. Oh, I just remembered. I've left my sunglasses at the optician's to get them fixed. Could you pick them up?  
**Man** Sure, no problem.  
**2.**  
**Woman** Excuse me, could I see that scarf over there?  
**Man** Sure. It's 100% pure silk.  
**Woman** It's really nice. Is that the price on the label? I saw that you have a 50% discount on certain items.  
**Man** Well, let me check... Yes, it's on discount, so you can get it for £30.  
**Woman** Great. I'd like these gloves, too.  
**Man** Excellent choice. Is that all?  
**Woman** Yes.  
**Man** It's £45 in total.  
**Woman** Here you are.  
**Man** Thank you. Your receipt is in the bag. Have a nice day!  
**3.**  
**Man** Hey, sis! I'm back from the grocer's. Here are the things you asked for.  
**Woman** Thanks! Did you find everything you needed?  
**Man** Actually, I didn't. They'd run out of olive oil. It was on special offer yesterday, that's probably why there wasn't any left.  
**Woman** What about pasta?  
**Man** That wasn't on the shopping list you gave me. Erm... have a look.  
**Woman** Oh, sorry... It's OK. We've still got some pasta left. I'll be visiting the farmer's market tomorrow to get some fresh fruit, so I can get some olive oil, too.  
**4.**  
**Man** What are you doing?  
**Woman** I'm browsing an online store. I'm thinking of buying a camera.  
**Man** Didn't your friend Lucy lend you her camera?  
**Woman** She did, but I'm going to return it to her soon. I've kept it for two months and I'm worried she might need it.  
**Man** I see. Oh, Dan's father is a photographer and he sells cameras too. His shop is five minutes from here. Do you want me to ask Dan about it?  
**Woman** Well, thanks, but I'd rather order it from this store. It has some amazing offers.  
**5.**  
**Woman** I keep hearing a radio commercial about a new restaurant in town, Pizza Square. I'd love to try it. Have you heard this commercial? It features a young actor, Larry Greggs...  
**Man** Larry Greggs... is he in the soap opera that's on Channel 4 every night?

**Woman** That's the one!

**Man** Well, I haven't heard the commercial, but I saw a billboard the other day while I was driving down Maddox Avenue. It convinced me to stop at Pizza Square and get a takeaway.

**Woman** Really? Was it good?

**Man** I wouldn't say so...

**6.**

**Woman** Last Saturday was my graduation day and I got lots of gifts from my family and friends. My friend Zoe gave me a jacket, but it was too small, so on Monday I went to the shop to get a larger one. While I was waiting in the queue, I heard a man shouting at the cashier. He was returning something his wife had bought, but she'd forgotten to give him the receipt, so they couldn't give him a refund. The cashier was trying to explain it to him, but he kept shouting... I felt so sorry for her...

## Unit 8.

**A.**

**1.**

**Man** I've got some bad news for you. I checked their website, and there were no rooms available at the hotel your sister suggested.

**Woman** That's alright. I don't mind staying in the same place as last year. It was a bit out of the way, but the view was lovely.

**Man** You're right. Still, I had been looking forward to a place with a pool.

**Woman** We should try to book earlier next year; the area is becoming very popular!

**Man** Hmm. We might even think about a camping trip.

**Woman** Listen, I want to relax and be comfortable when I'm on holiday. If you're looking for an adventure holiday, you can always take one without me.

**2.**

**Traveller** Good afternoon, I was wondering if you could help me. I'm going to Gatwick North Terminal, and I have a five o'clock departure—what's the best way to get there by train?

**Agent at information desk** Well, you need to be there for check-in 90 minutes before that. You could take the 13.36 and arrive at Gatwick at 3.30.

**Traveller** Oh no, I'd rather be there at least half an hour earlier than that. You never know these days... I don't want to miss my flight.

**Agent** Right then. You should plan on taking the 13.05 and get to Gatwick at 3.00. Mind you, it's not a direct train; you will need to change at King's Cross.

**Traveller** Oh dear! That will only stress me out more. I'll take the 13.36.

**3.**

**Woman** How was your hiking holiday in Slovenia?

**Man** Well, the weather was lovely so we didn't have any trouble camping. Still, we stayed a couple of nights at a hostel for hikers on Lake Bohinj. I have never seen anything like the lakes in that valley! They were unforgettable. The mountains were wonderful, too. I'll tell you all about it when you come over on Friday. I brought back some local herbs and spices, and my plan is to make a traditional Slovenian stew for you.

**Woman** I can't wait! See you on Friday!

**Man** Bye!

**4.**

**Caller** Good morning, I'm afraid I'm calling to cancel my reservation.

**Agent** I'm sorry to hear that! Have you booked accommodation with us as well, or just your flight?

**Caller** It was just the flight. Your package offer was much too expensive for me. Anyway, I was going to Ibiza for my niece's wedding and now it has been postponed because she broke her leg!

**Agent** I see. Would you be interested in changing your travel dates, then?

**Caller** That's just it, they decided to have their wedding in London instead. Unfortunately, it may be several months before my niece is able to travel abroad.

**5.**

**Woman** Last year we spent our summer holiday in Ireland. Everyone had warned us about the weather, and for good reason. It rained nearly every single day! But we stuck to our program anyway, like the experienced travellers that we are. The only serious issue we faced was how narrow the country roads were, and the fact that we had to drive on the opposite side of the road from what we are used to. We almost had a head-on collision with an ancient-looking farm vehicle once. I was so glad we didn't have to worry about insurance. It was included with the car rental.

**6.**

**Guest** Good afternoon. Does the hotel organise day trips to Bath?

**Receptionist** Yes, we work with a travel agency that collects you in a van at 9 a.m. and takes you on a tour of Bath, Stonehenge and Windsor Castle all in one day. It's 115 pounds per person.

**Guest** That sounds expensive... and very tiring as well!

**Receptionist** Another option is for you to get to Bath by rail, on your own. From there you can catch a local walking tour or a sightseeing coach. I have to tell you though, just the round-trip rail ticket could cost more than 90 pounds this time of year.

**Guest** I see. Then your tour certainly is good value for money! Hmm. There will be two of us for tomorrow.

**B.**

**Man** I'm Roland McKinney and I'm here today to tell you about an adventure I had when I was on holiday recently. I had thought about going to Greece, but as it was my winter break and I wanted to be sure of sunshine, I decided to go to the Caribbean. I love lazing around on the beach, going in and out of the water whenever I feel too hot. However, as I was on my own, after a few days I got bored and decided to do something a bit more energetic. I had always wanted to try windsurfing and the hotel where I was staying had a windsurfing school so I decided to have some lessons. I must say I enjoyed my first lesson and became a really enthusiastic student. I was spending hours every day on the water. My teacher told me I was doing really well, so I started to gain a bit of confidence. In fact, as it turned out, I got somewhat overconfident. Late one afternoon, when I had just woken up from an afternoon nap, I wandered down to the beach. It was a beautiful evening just about an hour or two before sunset. There was no one at the school, but for some reason, I suddenly decided that I would like to windsurf. That is when I made my big mistake. There were a number of boards on the beach outside the school so I decided to take one out. I had never been out on my own before, but I thought I was good enough. I pulled the board into the sea and took off with the wind behind me. It felt wonderful! The sun had begun to sink into the sea and it was a beautiful sight. After a while I decided to turn back. That's when my problems began. For some reason, I couldn't turn myself around. At first, I didn't panic and tried to turn the board around; however, I just couldn't manage it. In the meantime, I was getting further and further away from land.

That's when I started taking deep breaths to calm myself down. When I could think straight again, I realised that there were a couple of things I could do. I could wait until someone found me or I could just keep going and hope for the best, which is what I did in the end because I was afraid of being eaten by a shark. Soon, it started to get dark and I began to feel tired from hanging on to the sail. Just as it became completely dark and I could barely stand on my feet, I saw something in the distance that looked like trees. I thought my eyes were playing tricks on me. But, then, I felt the board hit something. That's when I realised I had reached the shore. I can't tell you how grateful I was to feel the sand beneath my feet. It turned out I had been blown to a neighbouring island. I was very lucky the wind was blowing in the right direction, otherwise I could have just disappeared. Needless to say, I didn't do any more windsurfing that holiday.

## Unit 9.

A.

**Timothy** Where were you last night? I must have called you at least three times.  
**Kimberly** I had a rehearsal with my theatre group. We're putting on a play next month.  
**Timothy** Hold on a minute. I didn't know you were in a theatre group.  
**Kimberly** Yes, I joined one a couple of weeks ago.  
**Timothy** Really? How did you become interested in acting?  
**Kimberly** Well, I had gone to see a play a few weeks before and I got hooked.  
**Timothy** What do you mean?  
**Kimberly** Well, believe it or not, I had never been to a theatrical performance before, but from the moment the curtain rose I knew that acting on stage was what I wanted to do or, at least, try.  
**Timothy** So you joined a theatre group?  
**Kimberly** Yes, and apart from being great fun, it has also helped me a lot. It has made me more self-confident. You know, it's open to everyone and it would not be such a bad idea if you joined too. It could do wonders for you.  
**Timothy** How?  
**Kimberly** We all know how shy you are, but by taking a drama class it can actually help you get over your shyness.  
**Timothy** I don't know anything about acting.  
**Kimberly** That's all right. We are all amateurs in my class.  
**Timothy** I might come and check it out one day. And do you see this acting of yours just as a hobby or as something more than that?  
**Kimberly** I know this sounds a bit too much, but I hope to become a famous actress one day.  
**Timothy** I was afraid you'd say something like that. Come on, Kimberly! You can't be serious!  
**Kimberly** Why not? Everyone in my theatre group thinks I am very talented.  
**Timothy** OK, but do me a favour. Don't leave university.  
**Kimberly** Of course not! I know how difficult it is to get into show business so I want to have something to fall back on.  
**Timothy** Good, I'm glad we got that straight. Now one more thing, can I have your autograph, Miss Big Shot?  
**Kimberly** Go ahead and make fun of me. Have your fun now but don't come to me when I am rich and famous. I'll be too busy posing for pictures.

B.

**Man** ... and now with us on Rockarama we have the person responsible for staging the spectacular Meathead concert that thousands of us had the opportunity to enjoy in Liverpool last night. Welcome to the studio, Jane Baker.  
**Woman** Hi, Stewart. It's nice to be here.  
**Man** Well Jane, I've read some excellent reviews this morning. Everyone's raving about the Meathead concert. What's the secret behind the concert's success?  
**Woman** I guess it was a combination of things... their music, the laser show, the fireworks... just to name a few.  
**Man** Speaking of fireworks, don't they usually go off at the beginning of an open-air concert?  
**Woman** Yes, they usually do, but we had some technical problems and couldn't do it at that time, that's why they went off at the end. Everyone was surprised, but to be honest, I think I prefer it that way. It's a big bang at the end of a great show.  
**Man** That's true. Now Jane, a Meathead concert is always full of surprises. For instance, I've never heard of 500 T-shirts being thrown to a crowd before. That was a great idea! People love T-shirts that feature their favourite bands.  
**Woman** Yeah, I just knew it would make the crowd go crazy and create a wild atmosphere. That also helps the band, you know. They get a real thrill from all the screaming and shouting...  
**Man** Is that why you turned the lights off after you threw the T-shirts to the crowd... or was that a technical problem, too?  
**Woman** No, no... it was part of the act. Once we knew the fireworks were out for the start of the show, we decided to move the laser show there. Lights out, lasers on! After that, the band came on and the rest is history.  
**Man** It was definitely a night to remember. And judging from how things turned out last night, not only did you put a lot of thought into the organisation, but you did a lot of quick thinking, too! Now to the future. Do you know if the band are planning to release a new album any time soon?  
**Woman** Well, I'm not supposed to discuss this...  
**Man** Oh, come on!  
**Woman** All I can say is they are definitely working on some fantastic new songs right now.  
**Man** Great! Now, I know the band is headed overseas for the next stop on their tour...  
**Woman** That's right. In fact, the concert in Boston will be Meathead's first live appearance in the USA.  
**Man** Well, we certainly wish them luck over there, but I have to say we've had a number of callers from Manchester who are sad they won't be seeing Meathead this time round.  
**Woman** We've got some amazing fans in Manchester, and all I can say to them right now is that we have some big plans for next year... and their patience will definitely be rewarded.  
**Man** Now, there's one more thing I'd like to ask you... (fadeout)

## Unit 10.

A.

- Man** Our guest tonight is Dawn Smythe. Good evening, Dawn. It's a pleasure to have you with us.
- Woman** I'm really happy to be here.
- Man** So, Dawn, you've successfully crossed the English Channel... how many times?
- Woman** This was my seventh and I made it in 12 hours and 10 minutes.
- Man** That's quite an achievement for a twenty-two-year-old! You must be pretty strong! When did you first try it?
- Woman** Well, I've been swimming since I was five years old, but only made my first attempt four years ago, when I was eighteen. I remember it took me 13 hours and 48 minutes to get to France. Actually, it's funny you should mention that I'm strong for a girl. You know we're supposed to be weaker than males and all that...
- Man** So, you're saying that neither men nor women have any special advantage when it comes to crossing the Channel?
- Woman** Well, in fact, when it comes to crossing the English Channel, women are more fortunate. You see we have a higher percentage of body fat. Sure, men are stronger, but that's no help against the cold, not in water that can be only 11°C.
- Man** Well, that's very interesting. You mentioned that your last swim was the fastest so far...
- Woman** Yes, but how fast you swim does not only depend on your physical condition, but also on the direction and speed of the winds and currents in the Straits of Dover that particular day. All these things affect your route. It's 21.4 miles from Dover to Calais, but you never get to swim straight across; your actual route ends up being an S-curve, which makes the distance longer. Captain Matthew Welob, for instance, who was the first person ever to cross the English Channel in August 1875, covered 39.5 miles in 21 hours and 45 minutes.
- Man** So, we're talking about great distances and an incredible amount of time in the water... I suppose you're not alone out there...
- Woman** No, never. A million things can go wrong, so you'd better have someone to keep an eye on you all the time. My trainer is always on the boat that guides me across.
- Man** Speaking of what can go wrong, could you give us a general idea of what it's like to swim across the Channel?
- Woman** Well, it's definitely not something easy or boring. To begin with, the Straits of Dover is not the cleanest or the quietest sea you can swim in. We face sewage, oil slicks, seaweed, stinging jellyfish and around 400 ships a day. Secondly, the weather changes unpredictably, and nothing can guarantee an easy swim, even if the weather is fine when you set out. Then there are the tides which change every six hours. I know people who have got within a few miles off the French coast but were then overpowered by the tide and had to stop their attempt. However, I suppose the cold is the worst thing.
- Man** I'm sure what you've described sounds like torture to our listeners out there, so why do you do it?
- Woman** Actually, it's these difficulties that attract us to the Channel. Sure, there's the prize money and, of course, after you've done it everyone looks up to you, but for us Channel swimmers, it's the challenge that matters most.
- Man** Thank you for the interview.
- Woman** Thank you too.

B.

1.

- Woman** Do you do any sport?
- Man** Yes, I play ice hockey.
- Woman** Really? Isn't that a very tough game?
- Man** I suppose so. I love it, though. I've been playing for years. How about you? Do you still go swimming?
- Woman** I used to but I've recently taken up archery. It's great!

2.

- Woman** I've just joined a gym.
- Man** Which one?
- Woman** It's the one at the end of my street. It's the only way I'll go regularly and it's got good facilities. It even has a swimming pool.
- Man** What do you do there?
- Woman** I haven't done anything yet! I've just put my name down for an aerobics class. I'm starting next week.

3.

- Man** Hi Steven! I'm calling to tell you that we can't play football next Saturday. Jack and Louie are both ill and they are not coming so it won't be easy to make up two teams to play a football match. So we thought it would be a nice idea to go to a tennis court and play tennis. Don't bring your football boots with you. All you need is your tennis racket. See you then!

4.

- Woman** What are you doing tomorrow?
- Man** I don't know. Why?
- Woman** Do you want to go ice skating?
- Man** Mmmm... I'm not sure. I've only skated once and that was about six years ago! I'd rather play tennis.
- Woman** Come on! Skating will be fun. We'll go slowly.
- Man** How about bowling? We can see if Meryl and John want to come.
- Woman** OK, but on the condition that we go ice skating next weekend.

5.

- Man** Oh, no. It's raining again!
- Woman** It shouldn't last all day.
- Man** Yes, but the team was going to meet this morning for a football match against the Dales.
- Woman** Maybe you can play tomorrow.
- Man** It's not that easy to change days.
- Woman** Don't worry. I think it's clearing up.
- 6.**
- Woman** John, would you like to play tennis with me later?
- Man** I'd like to, but I can't. I'm playing basketball with some friends. Do you want to play with us?
- Woman** No, thanks. I think I'll go swimming. Do you want to play tennis tomorrow?
- Man** Sure.

## Unit 11.

A.

- Peggy** Hi, Jeremy! How are you? I must say I'm surprised to see you here.
- Jeremy** Doctor's orders!
- Peggy** Really? I didn't know you had health problems.
- Jeremy** I don't, not yet, that is! But if I don't do something, I'll be looking at cholesterol and stomach problems sooner than I thought. It's stress, you know!
- Peggy** Tell me about it! My GP told me that the little bit of cholesterol I have probably comes from stress.

**Jeremy** You? I thought you were as fit as a fiddle. Everyone knows what a health freak you are. I mean, you go to the gym every day.

**Peggy** Oh, please. I come here three evenings a week. That's hardly every day.

**Jeremy** How long do you work out for?

**Peggy** For about an hour and a half. It used to be two hours in the beginning. I was quite a bit overweight, you know. That's what brought me here in the first place.

**Jeremy** I know what you mean.

**Peggy** Oh, you're nothing like I was when I first came here. Has the doctor put you on any special diet?

**Jeremy** Not really. He's just given me a list of foods that are recommended and another with foods that should be avoided.

**Peggy** That's not bad. You know that saying 'you are what you eat'.

**Jeremy** If that's the case, you are looking at a load of quickly prepared sandwiches.

**Peggy** That's no good. No wonder you suffer from stress if you do everything quickly.

**Jeremy** You're absolutely right. From now on, I plan to have at least one cooked meal a day.

**Peggy** Good for you. Have they recommended a programme for you here?

**Jeremy** Not yet. I just got here.

**Peggy** First day, eh?

**Jeremy** Yeah, if you don't count last Monday when I came in to register and find out about prices and times.

**Peggy** Well, it's a good idea if you talk to one of the trainers. They take everything into consideration and they make suggestions about which machines to use and for how long. I could introduce you to my cousin Phil. He's really good.

**Jeremy** I actually know Phil! He's my neighbour. It was him that recommended this place. I didn't know you were family.

**Peggy** His mother is my aunt.

**Jeremy** I'm actually waiting for him at the moment. I saw him on Monday and we arranged to meet here today.

**Peggy** That's great. Maybe we can all meet up afterwards for a drink. I know this great place. They make the meanest fresh fruit juices you've ever had.

**Jeremy** I'm in... (fade out)

**B.**

**Announcer** It's twenty-five minutes past the hour, here on Sunshine Radio, and time for a special item on first aid, prepared by our very own medical consultant, Dr Robert Moore, who last week gave us excellent advice on preventing accidents in the home.

**Doctor** Thank you, Stanley. Good evening to our listeners. First of all, you must all remember one thing when administering first aid – you are not doctors. The main purpose of first aid is to help relieve the victim's pain and anxiety and to prevent their condition from becoming worse, before more skilful treatment is available. So, send for professional help if the problem is serious. But most importantly, don't panic, just act quickly! Knowing what not to do in an emergency is as important as knowing what to do. Now, let's get more specific. What do you do if you have to deal with heavy bleeding? In most cases, you can stop bleeding by applying pressure to the wound itself and by arranging the body so that the wound is on a level higher than the heart. If possible, hold a sterile dressing or clean cloth firmly in place on the bare wound by means of bandages. Do not remove or change it, even if it becomes soaked in blood, as this will result in more blood being lost. And how about

burns? First and second-degree burns affect the surface of the skin. First-degree burns are the least serious and make the damaged area turn red. In the case of second-degree burns, blisters form. Third-degree burns are deeper and the most difficult to treat. In cases of first or second-degree burns, cold water or maybe even an ice-pack will do the job of relieving the pain. To stop further infection DO NOT and I mean DO NOT burst any blisters! It'll make matters worse. If you have to deal with third-degree burns, put sterile dressings without any medication on the burn, and get medical attention. Finally, sunburn doesn't normally have to be treated by a doctor unless the case is serious. You can relieve the pain by applying a cold cream or, in an emergency, yoghurt or salad oil on the skin affected. Remember to stay out of the sun while recovering, and always wear T-shirts and hats afterwards because the skin is very sensitive. Well, we're out of time, so burns caused by chemicals will just have to wait until next time. I'm Dr Moore.

## Unit 12.

**A.**

**1.**

**Woman** So, have you decided? Would you like the 37-inch flat screen or the 41-inch flat-screen TV?

**Man** I think I'll go for the 41-inch.

**Woman** Alright, we'll add a remote control that you can program for use with all your devices.

**Man** Oh, that will come in handy.

**Woman** And I'll throw in a packet of twelve triple-A batteries.

**Man** No need, I've got plenty at home. Thank you.

**2.**

**Man** Hey, Mary. I tried calling your mobile all morning, but it was off. Is everything okay?

**Woman** Yes, everything's fine, but my phone wasn't working this morning.

**Man** Oh? What was the problem?

**Woman** Well, I dropped it in a puddle as I was running to catch the bus.

**Man** Did the screen break?

**Woman** No, but the phone wouldn't turn on, so I thought maybe the water damaged the battery. I had to find an electronics shop so they could replace it.

**Man** And did they?

**Woman** Actually, they checked the battery in another phone and it was still working. So the technician told me to put my phone in some rice to help dry it out, and a couple of hours later it was fine.

**3.**

**Woman** Is your suitcase ready?

**Man** Yes, yes, stop asking.

**Woman** Are you sure? Have you got your passport, money, tickets, phone, iPod?

**Man** Of course. I've packed everything.

**Woman** And your charger?

**Man** I'll use yours.

**Woman** No, you won't. I'm not going to spend my holiday fighting with you about who gets to use it first.

**Man** Fine, I'll go look for it.

**Woman** What about earphones?

**Man** Earphones? Oh, here they are. I put them in my bag instead of in the suitcase.

**4.**

**Man** Well, I was searching the market for a waterproof watch to wear while scuba diving, but they were so expensive, and had so many features! And I thought, wait a minute, I bet there's a whole lot of people out there who do water sports and don't want to

spend a fortune on a fancy watch when all they want is to know the time. I then sat down and designed something as simple as possible, and asked a friend of mine who is a scientist to help me test it in his laboratory. We tried a few different designs until I had exactly what I wanted. And now, here we are, selling them around the world.

5.

**Woman** Dorian, please pick up your phone. It's time we talked. I can't keep leaving messages on your voicemail. This is getting crazy. You have to talk to me at some point. Look, I'm outside your door and I can hear your ringtone. It means your phone is inside, which means you're at home, too. Please answer the door. I've been sitting in the hallway for an hour now. I'm really sorry about what I said. I didn't mean it. Can't we just...

6.

**Man** I'd like to make a complaint. I'm not happy with the phone I bought online. It arrived on time, but the camera doesn't work, and there's no case included, as was promised. I'd like a full refund so I can go to a shop and find exactly what I'm looking for.

B.

Some scientists devote their whole lives to scientific research to find a cure or think of the latest invention. All some others need is a little luck and almost, by magic, a new scientific discovery takes place.

The discovery of penicillin has been considered one of the most important discoveries of all time and it happened by accident! Penicillin is a group of antibiotics used to treat a variety of infections and was discovered by the scientist Alexander Fleming, in 1928. The scientist had gone away for his summer holidays and he had forgotten to tidy up his lab. When he returned, he found that a substance had been formed and had killed all the bacteria. It was penicillin!

Percy Spencer, an American engineer, came up with the microwave oven, something that many of us have in our homes today. As part of his job as an engineer he was exposed to microwaves, a type of energy that travels very fast. Immediately afterwards, he noticed that the chocolate bar in his pocket had melted because of this and suddenly, he got a great idea. He continued his experiments, even though they were not always successful; at one point he had to deal with an exploding egg! But by the 1960s, American homes began to have this new invention.

Another unexpected discovery led to the creation of one of the most popular soft drinks in the world, Coca Cola. It wasn't made by an owner of a sweet shop or someone who wanted to create a product to make lots of money. John Pemberton was a pharmacist and he was trying to find a cure for headaches. The simple mixture he created would be changed over the years to end up with a drink that has been enjoyed by most people. However, the recipe is kept very secret. Sadly, Pemberton never got to see any of this as he died two years after his discovery. So, you never know how or when the next invention will take place. As we have seen, inventions often happen in ways we would never expect.

## Unit 13.

A.

1.

**Man** How was your camping trip, Anne?

**Woman** It was nice, but the weather wasn't on our side.

**Man** What happened?

**Woman** Well, on the first day it was sunny but windy, so we found it really hard to put up our tent.

**Man** I'm sorry to hear that. Did the weather get better the next day?

**Woman** I wish... When we woke up, it was mild. It wasn't windy at all, but then it started drizzling. We thought it would stop soon, so we went hiking, but then it turned into a downpour. We got soaking wet and that's why I have a cold now...

2.

**Woman** We still haven't decided where to go on holiday. Any ideas?

**Man** We've always wanted to visit New York City. Maybe it's time we did.

**Woman** The truth is I'm tired of the urban landscape. I'd rather go somewhere in the countryside and see a little bit of nature. Why not go to Colorado and visit the Rocky Mountains? There's a national park there, too.

**Man** Or fly to Brazil and go on a river cruise into the Amazon rainforest!

**Woman** But you know I can't stand humid weather.

**Man** OK, we're going to Colorado, then.

3.

**Woman** I just got back from a trip to my uncle's farm. I hadn't visited it in five years and it's got much bigger. My uncle gave me different tasks to do, such as feeding the hens. That was always my favourite thing to do when I was little. My uncle has recently bought some new animals, too, such as sheep and a horse. I had only seen pictures of sheep, but as soon as I met them, I thought they were lovely creatures. My uncle also let me ride his new horse, which was quite challenging, even though it wasn't the first time I'd ridden a horse.

4.

**Man** Mayor Robertson, pollution is one of the biggest problems in our area. We all remember how our lives were affected by the oil spill in Turtle Bay three years ago.

**Woman** That's true, but fortunately, our reaction was quick and we managed to clean it up. Now we should focus on reducing emissions from factories in the area. Those emissions are putting citizens' health in serious danger. We're also taking action to reduce the use of pesticides and chemical fertilisers. I know this may not seem to be as important at the moment as other sources of pollution, but if we do something about it now, we can prevent a possible ecological disaster in the future.

5.

**Man** Last weekend, my friends and I went camping in the forest. We had planned lots of fun activities, but everything went wrong. To begin with, as soon as we got to the campsite, a wasp stung my friend Ryan on the face. He was in so much pain that I had to take him to hospital. Luckily, it was nothing serious, but our problems didn't end there. When we returned, we were horrified to discover that our tent was full of grasshoppers. We were so tired that we took our sleeping bags outside the tent and slept there. Fortunately, we weren't bitten by mosquitoes!

6.

**Man** What other ways of reducing waste are there?

**Woman** Well, to reduce plastic waste, we can use products that are made from biodegradable materials which are not harmful to the environment.

**Man** That's an excellent idea—in fact, my daughter encouraged us to do that in our household. One more thing she taught us was to sort the rubbish into glass, paper and plastic before recycling them.

**Woman** Well done—it's great that the younger generations are becoming more and more environmentally aware. Do you know that many supermarkets collect returnable bottles?

**Man** Really? That's easy. I'll definitely try it.

**B.**

- Man** In the studio with us today we have Professor Mary Harper, who's going to talk to us about rainforests and why they are so important. Good morning, Professor. Thank you for coming in today.
- Woman** Good morning. It's a pleasure to be here.
- Man** Well, could you start by telling us what rainforests are and where we can find them?
- Woman** Right. Well, rainforests are dense forests found near the equator. Over half of the world's rainforests are in Central and South America. The rest are in Africa and South East Asia.
- Man** I see... And could you tell us why rainforests are so important?
- Woman** First of all, rainforests are the natural habitat for many species of animals, birds, insects and plants. What's more, we mustn't forget that plants produce oxygen, which is necessary for life on Earth. They also control the Earth's temperature by absorbing carbon dioxide.
- Man** So, you're saying that our planet needs its rainforests.
- Woman** Oh, definitely. But the problem is that more than fifty per cent of the world's rainforests have already disappeared.
- Man** That much? *What*, or should I say, *who* is responsible for their disappearance?
- Woman** Well, to begin with, the trees are being burnt or cut down because people in some countries need the land to grow food or to raise their cattle and sheep. It's a matter of life and death for them. But that's not all. Other people are destroying rainforests in order to make money by selling the wood. But, for whatever reason rainforests are being destroyed, the results are irreversible. That's why I decided to come on this programme, to make listeners more aware of what exactly is going on. It's really time we did something to put an end to this destruction.
- Man** Could you tell us some of the consequences of this destruction?
- Woman** Well, one thing is that millions of animal and plant species will become extinct. Did you know that some of our medicines come from rainforest plants?
- Man** Really? I thought they're all made from chemicals in laboratories... (fade out)

## Unit 14.

**A.**

- Man** At 10.45 this morning, two men wearing masks and holding shotguns held up the National Bank on Park Road. Peter Bradford, aged 32, and Craig Simpson, aged 36, demanded money from the cashier and threatened to kill anyone who got in their way. The security guard made an attempt to stop them, but was taken hostage. Luckily, the manager set off the alarm, which resulted in the arrest of the two men as they were trying to leave the building. Fortunately, no one was hurt. Now, on to the international news, and we have a report from... (fade out)

**B.**

- Sergeant Gregory Humboldt** Good evening and thank you very much for the invitation to give a speech at this meeting. The police force welcomes any opportunity to educate the public on crime prevention. Before I begin, I'd like to congratulate the White Haven Neighbourhood Watch on actually reducing crime in the area by 60%. Well done! Now, with the holidays almost upon us, I urge you to take a few extra precautions to safeguard your home if you are planning to go away. Firstly, do not alert passers-by to the fact that you will be leaving. Don't pack your suitcases in the car on the drive

or anywhere that's in full view of would-be burglars. Secondly, arrange for someone to come by regularly and collect any post that may have accumulated in your letterbox. Remember to cancel all milk, bread and newspaper deliveries for the duration of your holiday. It would also be a good idea to leave your contact details with a neighbour in case of an emergency. If you plan to be away for a considerable period of time, ask a neighbour to mow your lawn.

Now, Mr Harper, the chairman of the committee, has asked me to give you some general tips on protecting your home. Exterior lighting at night is essential... Ahh... yes... you have something to share with us... yes... Right! That's an excellent point! It's important to lock all tools and ladders away—you don't want to give thieves an advantage. Security doors and an alarm system are also vital. Don't neglect outdoor buildings either; garden sheds and workshops are ideal hiding places for thieves so investing in some padlocks for added security would be a good idea. Remember, break-ins don't just happen at night or when people are away—in fact, the majority of burglaries occur in broad daylight so it's important to be on the alert at all times. Avoid being careless—don't, for example, leave keys in hiding places around the house and don't leave notes for family members pinned on the front door.

Right then, let me just have a look at my notes here... I'd also like to offer you some tips on motor vehicle safety... Never leave your keys in your vehicle, even if it's in the garage. And don't leave registration papers or your driving licence in the car either. It's recommended that you don't leave valuables in full view of passers-by. Keep all bags, even handbags, tucked under the seats or in the boot, not on the seats. Don't park your car in quiet areas, if you can help it. If you are on your way home and you notice that someone is following you, it's best to drive to a busy area or to the nearest... (fade out)

## Unit 15.

**A.**

**Woman** Agatha Miller, better known as Agatha Christie, is the world's most famous mystery writer. She was born in Torquay, England, in 1890. She is said to have had a very happy childhood, which came to an end at age 11, when her father died. Before his death, Agatha was educated at home by her parents, who encouraged her to write from a very young age. After her father's death, she was sent to Paris to receive a formal education.

She met her first husband, Colonel Archibald Christie, two years before the outbreak of World War I. During the war she volunteered as a nurse at a Red Cross Hospital and started writing detective stories. Her first book, *The Mysterious Affair at Styles*, was published in 1920. Agatha and Archibald Christie were divorced in 1928, but Agatha continued to write under the name of Christie. When World War II broke out, she worked in the pharmacy of a hospital, where she learnt a lot about poisons. She used this knowledge in her crime novels. In 1930 she married archaeologist Max Mallowan, who she accompanied on expeditions to the Middle East. These travels provided the settings for some of her novels, like *Murder in Mesopotamia* (1936) and *Death on the Nile* (1937).

Agatha Christie's most famous characters are Hercule Poirot and Miss Jane Marple. Hercule Poirot is a Belgian detective who was introduced in Christie's first novel. Poirot observes people's behaviour and the objects around him, and uses logic to solve his cases. He appears in more than 20 books, including *Curtain* (1975), in which he dies. Miss Marple is an elderly English lady who appears in twelve books. Unlike Poirot, she solves crimes using female intuition.

Agatha Christie died in 1976. During her literary career she wrote over 70 crime novels, several short stories and 19 plays. For this, Agatha Christie received a special award in 1955. She also

wrote six romantic novels under the name of Mary Westmacott. Some of her stories, like *Murder on the Orient Express* (1934), have been made into films and television series. Her books have sold over one billion copies in English and another billion copies in forty-five other languages.

**B.**

**Man** Every week Country Watch explores a new area for nature lovers. This week we travel to Scotland, the most northern country in the United Kingdom.

Scotland is a mountainous country. The Highlands in the north and west are the wildest and the most beautiful part of it, with high mountains and deep valleys. The highest mountain in the UK is in Scotland. It is called Ben Nevis and is 1,343 metres high.

Travel downhill and you'll reach the sea, but the country doesn't end there. There are 780 islands in Scotland. The most famous are the Shetland Islands, home of the Shetland pony, the smallest horse in the world. The people on these islands knit beautiful pullovers and gloves from the wool of the Shetland sheep.

A Loch is the Scottish word for 'lake'. There are a lot of lochs in Scotland. The most famous one is undoubtedly Loch Ness. Every year lots of tourists visit Loch Ness because they believe that Nessie, a dinosaur-like monster, lives there.

The climate in Scotland is wet and mild in the west and a little colder and drier in the east. Winters are generally mild, except in the Highlands, where heavy snowfalls are regular. Summers are cool, as temperatures are rarely higher than 18° C.

Nature lovers can see lots of animals and birds in Scotland. You'll find seals on the coast, while red deer – as well as reindeer from Sweden – live in the Highlands. Finally, it isn't unusual to see a rare golden eagle flying high over the mountain peaks.

## Practice Test

**Task 1****1.**

**Man** If you like, we have that coat in white as well as black.

**Woman** No, the colour is fine. It's just too small. Do you have it in medium?

**Man** I'm afraid not. How about this coat? I think it would suit you.

**Woman** It looks nice, but I'd like something a little shorter. Oh, I like this one... hm... but it has no pockets...

**2.**

**Woman** Could you get me some bread – brown, if there is any – a pint of milk and six eggs?

**Man** There's some milk in the fridge. Anything else? Don't we need carrots and tomatoes for dinner?

**Woman** We have carrots, but we could do with a few tomatoes and some potatoes, too.

**Man** I'll get some onions and some fish for tomorrow, too.

**3.**

**Man** Excuse me, do you know how I can get to the art gallery from here?

**Woman** Sure. Go down this road and turn right after the swimming pool. Then take the first road on your left and keep going until you see the park. At the park turn right, and you'll find it on your left, right after the Indian restaurant, opposite the art school.

**Man** How long will I need to get there?

**Woman** It's about ten minutes.

**4.**

**Woman** Brian! Where have you been? I haven't seen you in ages!

**Man** Hi there! I was visiting my cousin in Sweden. I came back on Friday, but I had a bad cold so I stayed at home for a couple of days. How are you?

**Woman** Great! I finally got my teaching qualification last Saturday and I've been offered a job at a school here, starting from next Monday!

**Man** That's great! I'm very happy for you – congratulations!

**5.**

**Woman** I'm so hungry. They gave us dinner on the plane, but the only thing they were serving was pasta with chicken.

**Man** Why didn't you get any, sis? It doesn't sound too bad.

**Woman** I suppose not – if you're not a vegetarian! The only thing I could have was the salad that came with it.

**Man** Oh dear, no wonder you're hungry. Don't worry; we can stop for pizza on the way home.

**6.**

**Woman** I think I left my mobile phone in the office again.

**Man** No, you called me from the train station on your way home.

**Woman** Right, but I wasn't going home. I went to the shops and then popped by Bridget's house. Maybe I left it there?

**Man** You'd better call her and ask her, then.

**Task 2**

**Presenter** With us today on the programme is Dr Aberson Stern of the Kingsley Institute. Welcome to Earth Matters, Dr Stern.

**Dr Stern** Thank you for inviting me, Melissa. I am always grateful for any opportunity to increase the public's awareness of the problems on our planet.

**Presenter** So, Dr Stern, can you tell us some of the reasons why we should be concerned about the planet heating up?

**Dr Stern** Of course, but firstly I have to tell you, because there are still some people who doubt it, that there is firm evidence that we humans are responsible for a high percentage of the increase in temperature during the last 140 years.

**Presenter** And how much exactly has the temperature risen?

**Dr Stern** Well, from the beginning of the twentieth century the Earth's surface temperature has increased by 1.8 degrees Fahrenheit. That is one degree Centigrade.

**Presenter** That does not seem like a great deal.

**Dr Stern** No, it doesn't, does it? But when you know that mountain glaciers are getting smaller every year and that we've lost about 75 per cent of the summer Arctic ice pack compared to fifty years ago, then it seems a lot more serious.

**Presenter** Wow! Those are shocking figures.

**Dr Stern** Aren't they just! And the pace is accelerating. 1998 was the warmest year recorded in the twentieth century, but that mark has been surpassed nearly every year since the start of the twenty-first.

**Presenter** Yes, I remember that. I was in Spain. We thought we were going to die from the heat.

**Dr Stern** Yes, there were lots of days even in the UK when it felt like one was living inside an oven. And we are not ready to deal with intense heat here.

**Presenter** No, we aren't, and we've been having so many more heat waves than we used to.

**Dr Stern** That's true, and something else our listeners might not know is that the increase in temperature in the twentieth century was greater than at any time during the previous four to six hundred years.

**Presenter** So, could you tell our listeners about some of the consequences?

**Task 3**

**Man** Ah, hmm. Well, my hair may have turned an autumn grey years ago but, oh, I still remember the day I saw my first film. And, yes, cinema became the greatest love of my life (apart from my wife, of course).

My earliest memory? Oh, I was a little boy in short trousers when my mother took me to my first film. I can remember it even now. A cold, wet English night. You know the ones! But oh oh oh... inside the old Bishopston Picture Palace—it was a different world. So incredibly exotic, a place of magic, I just couldn't wait to get back to tell my dad and my sister all about it.

Hmm. Let's go back to my first film. It was American, entitled, *The Jazz Singer*. It must have been about 1929 and it's a famous film because it was the first ever 'talkie', that is, a film with sound. Did you know, that up until then, films didn't have sound?

So in the 1930s, these talkies became a cheap and popular form of entertainment and even when the War came along, the cinema held its audience. I suppose that the films helped people forget their everyday difficulties.

But I have to say that this association with entertainment has always been a bit of a problem for the serious cinema goers. I mean, so-called critics say that in order to be educated you have to read a book or go to the theatre or visit a museum. But, er, I don't agree. The cinema helped me grow from a boy to a man.

I think that somehow by watching all those classic films, I learnt how to see the difference between right and wrong. Though, of course, like everyone else, I made my mistakes along the way. But who doesn't? It's normal. It's being human and...

Oh, sorry. But things changed in the cinema. By the 1950s every home had a TV set in it and this was a dangerous moment for the cinema. What would happen? Well, Hollywood responded by making films in colour and having wide screens to show them on. Then, they introduced very expensive special effects. The story of the film became less important... and do you know that today, the studios make more money from merchandising—that is, selling T-shirts and video games and things like that—than they do from box office ticket sales?

Hmm. The future of cinema? Well, you know, I think, actually, it will just about be the same as it has always been. It's a great mixture of entertainment and education. And is there anything wrong with that? For me I think it's perfect. You? Well, that is for you to decide. Have fun! I do!