

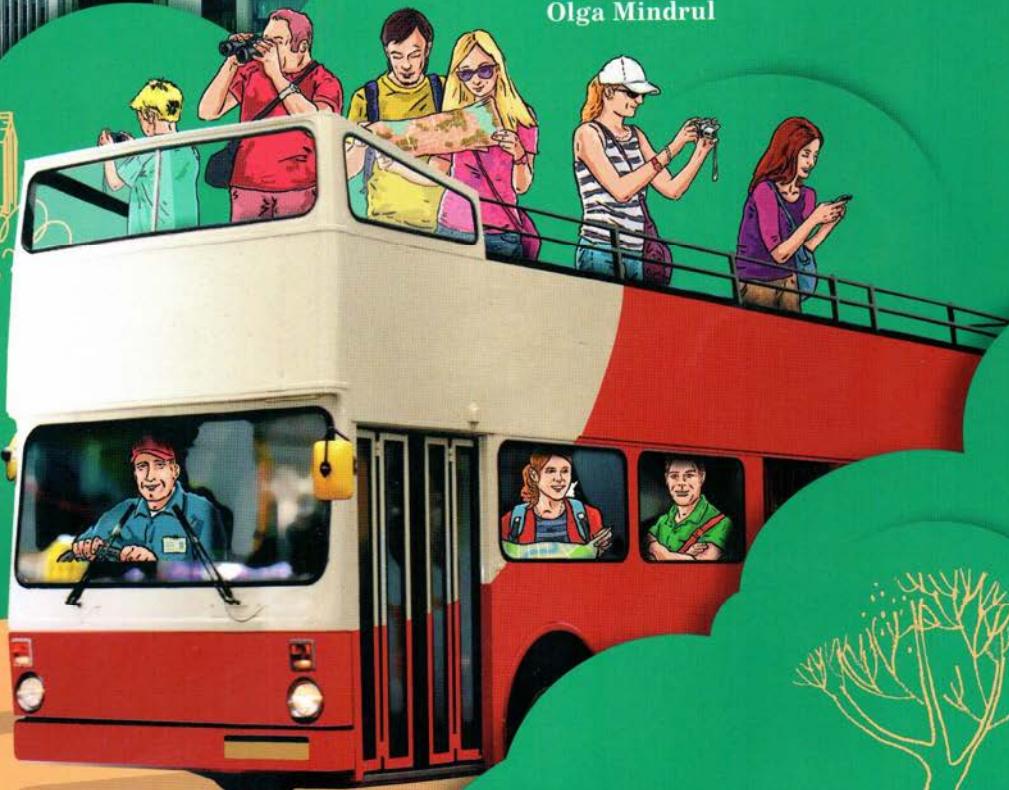
# FORWARD

ENGLISH  
*Student's Book*



10

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PEARSON

Вентана-Граф

Алгоритм успеха

# FORWARD



10

класс

Английский язык

Базовый уровень

Учебник для учащихся  
общеобразовательных организаций

Под редакцией  
доктора филологических наук, профессора М.В. Вербицкой

Рекомендовано  
Министерством  
образования и науки  
Российской  
Федерации

Москва

Издательский  
центр

«Вентана-Граф»  
Pearson Education Limited  
2014

Библиотека СШ № 9

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Texts recorded on Class CD:

©T001 Main tracks

©R T001 Tracks from 'Think Back Revision'

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\* Level B1+ exercises

Listening	Speaking	Writing
Conversations about Colin	Discussion: makeover	
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Three people talk about their family history	Discussion: emigration	
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Conversations	<b>Speak Out:</b> Clarification	Formal letter

# 01

# Success!

**Read, listen and talk about** success and achievements, work and education.  
**Practise** Third Conditional; *I wish; if only.*  
**Focus on** giving advice; *had better.*  
**Write** an application form.

## GRAMMAR AND READING

- 1 Read the article and look at the life map. Which path did Hardeep take?
- 2 Read the article again and answer the questions.
  - Why did Hardeep feel lonely as a teenager?
  - Why did she become interested in art?
  - Why didn't she go to her college interview?

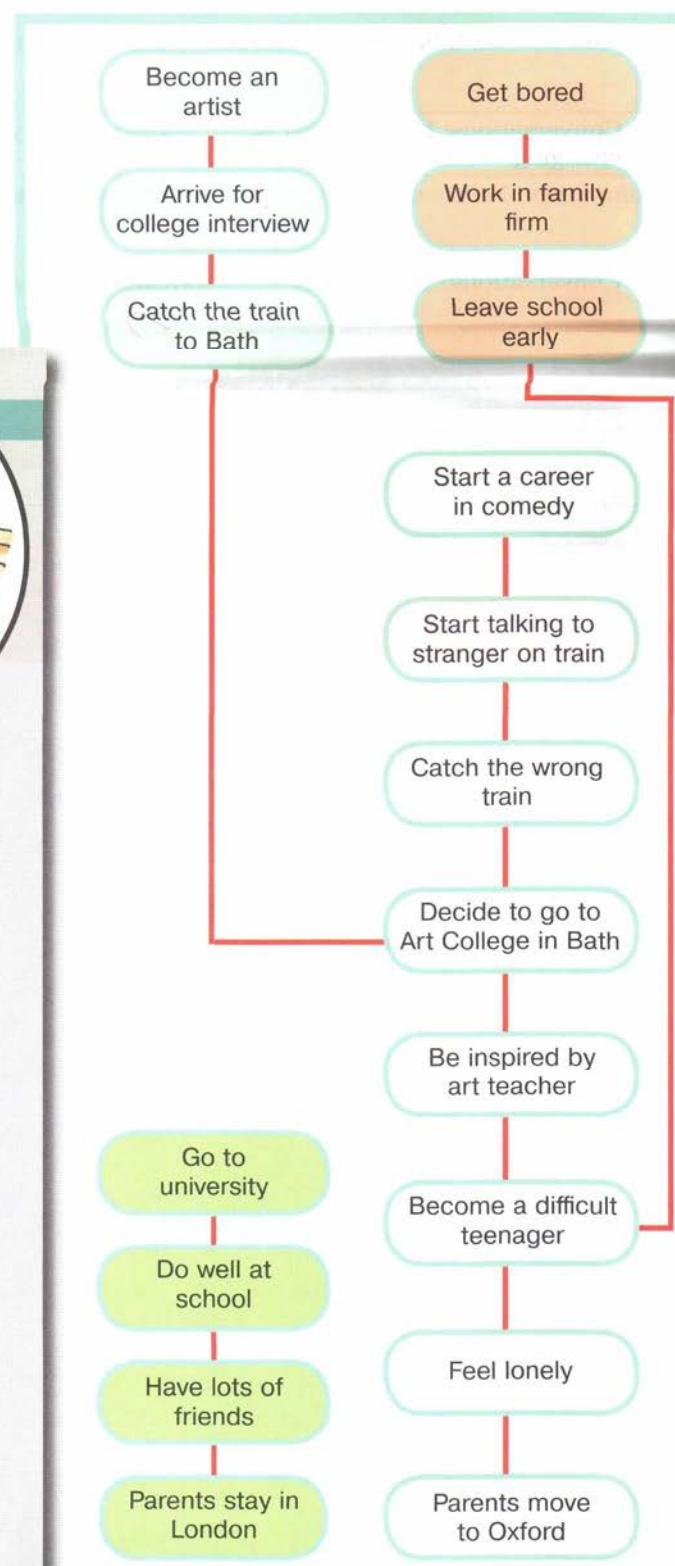
### [ FIRST STEPS ]

## Happy Accidents



**Hardeep Sidhu** is one of Britain's top women comedians. She is appearing this week at the Buxton Comedy Festival.

When I was twelve, my parents moved out of London to a small village near Oxford. I was the only Asian girl in my school, and I suddenly felt a bit lonely. I became a typical 'difficult' teenager – I hated school, and I thought all the world was against me. But two important things happened. I realised that being funny was the best way to make friends. Perhaps if we'd stayed in London I would never have learned how to be funny! And then I had a brilliant art teacher, Mrs York, who encouraged me to go to Art College. I would probably have left school as early as possible if I hadn't met her. However, on the day of my college interview in Bath, I woke up late. I left the house wearing two odd shoes and didn't notice that my bottle of chocolate milk had spilled all over the paintings in my bag. Then when I finally got to the station, I got on the wrong train! Who knows ... if I had gone to Bath that day I might have become a professional artist. But I went to Swindon instead! I told the woman next to me on the train about what had happened, and she sat and cried with laughter. It turned out she was the producer of a comedy programme on the radio. To cut a long story short, I got an invitation a week later to attend an audition for the show ... and the rest, as they say, is history! I'm very lucky – my life has been full of happy accidents!



## Work it out

- 3 Look at the sentences and answer the questions.

- a I would have left school as early as possible if I hadn't met her.
- b If I had gone to Bath that day, I might have become an artist.
- 1 Do these sentences talk about the past, present or future?
- 2 Did these things happen in Hardeep's life?
- 3 What tense is used after *if*? What form is used in the other clause?

## Check it out

### Third Conditional

We use the Third Conditional to talk about a situation that had a chance of happening in the past but didn't happen.

The condition if + Past Perfect,	The result <i>would/could/might/should have +</i> + Past Participle
-------------------------------------	---

If I had gone to Bath that day, I might have become a professional artist. (but I took the wrong train)

I would have left school early if I hadn't met her. (but she encouraged me to go to college)

- 4 Look at the life map in Exercise 1 again and complete the sentences. Use the Third Conditional.

- 1 If Hardeep's family had stayed in London, she \_\_\_ (had) lots of friends.
- 2 She probably \_\_\_ (go) to university if she had stayed in London.
- 3 She wouldn't have become a difficult teenager if she \_\_\_ (not feel) lonely.
- 4 If Hardeep hadn't had an amazing teacher, she \_\_\_ (become) interested in art.
- 5 If she hadn't become interested in art, she probably \_\_\_ (work) in the family business.
- 6 She probably would have got bored if she \_\_\_ (work) for the family business.
- 7 If she had caught the right train, she \_\_\_ (arrive) for her college interview.
- 8 She wouldn't have become a top comedian if she \_\_\_ (not start) talking to the woman on the train.

- 5 Think Back! Match sentences 1–3 with contexts a–c. Identify the First, Second and Third Conditional.

- 1 If I had time, I would learn more English.
  - 2 If I work hard, I will pass all my exams.
  - 3 If I had worked harder, I would have passed my exams.
- a A situation in the past that didn't happen.
  - b A situation that has a good chance of happening in the future.
  - c A situation that is unlikely to change now or in the future.

- \*6 Complete the sentences with First, Second or Third Conditionals.

- 1 I learnt a lot at university. But I \_\_\_ (not graduate) if my parents \_\_\_ (not help) me financially.
- 2 Don't panic! If we \_\_\_ (leave) now, we \_\_\_ (still get) there on time.
- 3 I doubt I'll get that job – and perhaps it's a good thing, too. If I \_\_\_ (get) the job, I \_\_\_ (have to) move to London.
- 4 Our day out has been a complete disaster. If I \_\_\_ (know) it was going to be so horrible, I \_\_\_ (stay) at home.
- 5 I don't know why you always listen to loud music when you're revising. If you \_\_\_ (concentrate), you \_\_\_ (remember) more.
- 6 It's your own fault that you failed. If you \_\_\_ (not play) computer games all night, you \_\_\_ (pass).

- 7 Complete the texts with the correct form of the verbs in brackets.

### Picasso, Pablo

The great artist, Pablo Picasso, believed that his success was thanks to his parents. 'Would I have become an artist if my father <sup>1</sup> \_\_\_ (not be) an art instructor? <sup>2</sup> \_\_\_ (I have) the same determination to succeed if I hadn't had such a strong mother?' he wrote. Indeed, Picasso's mother always believed Pablo would be a success at anything. When he was young she once told him, 'If you become a soldier, you' <sup>3</sup> \_\_\_ (be) a general; if you become a monk, you' <sup>4</sup> \_\_\_ (end up) as the Pope.' Instead he became Pablo Picasso, perhaps the painter of the twentieth century!

### Einstein, Albert

Albert Einstein was perhaps the best-known scientist of the twentieth century. As well as his scientific work he also took an active interest in political and social problems. For example, in 1939 he wrote a letter to President Roosevelt encouraging the US to start building an atomic bomb. Later, when he found out about Hiroshima and Nagasaki, he changed his mind. 'If I <sup>5</sup> \_\_\_ (know), I <sup>6</sup> \_\_\_ (become) a shoemaker,' he admitted.

- 8 Complete the sentences to make them true for you and write two sentences of your own. Then compare your sentences with your partner.

- 1 If I had got up an hour earlier today, I \_\_\_ .
- 2 If I had never met \_\_\_ , \_\_\_ .
- 3 I would never have read \_\_\_ if \_\_\_ .

## READING AND LISTENING

### 1 Work in pairs and answer the questions.

- What period in history do you think the picture on page 10 shows?
- What kind of lifestyle do you think the people have?

2 **©T001** Listen and read the plot summary below and check your predictions to Exercise 1. Why do you think people are so intrigued by Gatsby's past?

3 **©T002** Now listen and read the extract from the novel. What does Nick think of Gatsby after meeting him?

4 Read the story again and answer the questions. Are the statements true or false?

- 1 People didn't usually get invitations to Gatsby's parties.
- 2 Nick arrived at the party just before the start.
- 3 One of the guests believes that Gatsby hasn't always lived in the USA.
- 4 The books in the library are not real.
- 5 Nick starts enjoying the party more as it gets later.
- 6 Gatsby's appearance was very different to what Nick had expected.

5 Work in pairs. Do you think the guests' gossip about Gatsby is true? Why?/Why not?

## THE GREAT GATSBY

BY F. SCOTT FITZGERALD

The story takes place in the USA of the 1920s. Nick Carraway, the narrator, is a young graduate who has moved to New York to work on Wall Street. He had been in the army in World War One. He rents a small house in West Egg, an exclusive area of Long Island. He's single but has a busy social life, and he spends a lot of time with Tom, an old college friend, and his beautiful wife Daisy, who live nearby. Everyone has a lot of money and spends most of their time going to parties.

Nick has never met his neighbour, Jay Gatsby, a lonely millionaire. Gatsby is famous for his extravagant and very popular parties at his luxury home, but he is also the subject of much gossip about his past. One day, Nick receives an invitation to Gatsby's next party ...

I believe that on the first night I went to Gatsby's house I was one of the few guests who had actually been invited. People were not invited – they just went there. Sometimes they came and went without meeting Gatsby at all.

When I arrived, the garden was already full of music and laughter. I tried to look for Gatsby, but nobody knew where he was. Finally I found a familiar face – Jordan Baker, a friend of Daisy's. She was talking to a group of guests who I didn't know.

'Have you been to Gatsby's parties before?' Jordan asked the girl beside her.

'The last one was the one I met you at,' answered the girl, in a confident voice.

'When I was here last, I tore my dress on a chair,' said another girl, 'and he took my name and address – and I got a package from Croirier's with a new evening dress in it. It cost two hundred and sixty-five dollars!'

'There's something funny about a guy that'll do a thing like that,' said the other girl. 'He doesn't want any trouble with ANYbody.'

'Who doesn't?' I asked.

'Gatsby. Somebody told me ...'

Everyone leaned forward to listen.

'Somebody told me they thought he killed a man once.'

'Well I heard he was a German spy during the war.'

One of the men nodded.

'I heard that from a man who grew up with him in Germany,' he said.

We all turned and looked around for Gatsby. But he wasn't there.

After supper Jordan and I went to look for Gatsby inside the house. In the library a fat, middle-aged man, with enormous glasses, was sitting at a huge table, staring at the shelves of books. He was a little drunk.

'What do you think?' he asked us, excited.

'About what?'

He waved his hand at the book-shelves.

'About that. They're real.'

'The books?'

He nodded.

'I thought they were just for show. But they have pages and everything.'

# THE GREAT GATSBY

BY F. SCOTT FITZGERALD

We went back into the garden. The moon was high in the sky. A famous opera singer sang in Italian, some actors played a funny scene and then a jazz band started playing. People were dancing now. Champagne was being served in huge glasses and the air was full of conversation and laughter. We sat at a table with a man of about my age and a little girl who giggled every time someone spoke. The man looked at me and smiled.

'I know your face,' he said, politely. 'Weren't you in the Third Division during the war?'

'Why, yes. I was in the Ninth Battalion.'

'I was in the Seventh Infantry. I knew I'd seen you somewhere before.'

We talked for a moment about some wet, grey little villages in France.

'Having a nice time now?' Jordan asked me.

'Much better.' I turned again to my new acquaintance. 'This is an unusual party for me. I haven't even seen the host. He sent over his chauffeur with an invitation – and I only live next door!' For a moment he looked at me as if he didn't understand.

'I'm Gatsby,' he said suddenly. 'I thought you knew. I'm afraid I'm not a very good host.'

He smiled again. It was a smile that you might

come across maybe four or five times in your life – a smile that understood you as you wanted to be understood. It made me trust him immediately.

Gatsby left us to answer a phone call from Chicago.

I told Jordan that I had expected Gatsby to be different – older, fatter, red-faced.

'Who is he? Do you know?' I asked Jordan.

'He's just a man named Gatsby ...' she answered coolly.

'Where is he from, I mean? And what does he do?' I asked her again.

'Well, he told me once he was an Oxford man. I don't believe it, though.'

There was something very mysterious about Gatsby's story – how had someone so young appeared from nowhere and bought such a grand house in West Egg? I suddenly noticed Gatsby again – he was standing alone on the steps, smiling at the lively scene below him. Looking at his tidy hair and his smooth, tanned skin it was difficult to see anything suspicious about him. A band started playing and people started singing. Girls rested their heads on their partners' shoulders. But no one rested their head on Gatsby's shoulder.



- 6 Check that you know these words before you listen to the next part of the story. Use a dictionary if you need to.

aristocrat (n) courage (n) medal (n)  
bravery (n) inherit (v) wealthy (adj)

- 7 **OT003** Listen and answer the questions.

- 1 Which university does Gatsby say he went to?
  - 2 What is Gatsby's explanation for his wealth?
  - 3 Which two characters realise they had known Gatsby years before?
- 8 **OT004** Listen to the end of the story. Put the events in the correct order. Then listen again and check.

- a works for a millionaire
- b returns to the US
- c works for criminal gangs
- d Gatsby is born into a poor family 1
- e studies at Oxford
- f works on a farm
- g earns enough money to move to West Egg
- h joins the army and meets Daisy

- 9 Work in groups and answer the questions.

- What did Gatsby do as a child to help himself become a success?
- What did he learn when he was a teenager?
- What made him turn to crime in order to be successful?
- What do you think about the way Gatsby achieved his success?

- 10 Work in pairs. Match the beginnings and endings of these quotations. Which one do you agree with the most and why?

- 1 'A man is a success if he gets up in the morning and goes to bed at night,'
- 2 'I owe my success to having listened respectfully to the very best advice,'
- 3 'Success is the ability to go from one failure to another'
- 4 'Success is a journey,

- a with no loss of enthusiasm.' (*Winston Churchill*)
- b and in between does what he wants to.' (*Bob Dylan*)
- c not a destination.' (*Ben Sweetland*)
- d and then going away and doing the exact opposite.' (*G.K. Chesterton*)

- 11 Work in pairs. Say which of the ideas below are closest to your own definition of success and why.

- being famous
- being the best at something
- accepting failure
- doing better than anyone expected
- winning an award/title
- being a positive influence on others
- earning a lot of money
- being happy
- finding your perfect partner
- spending your life as you want to
- recovering from illness, difficulties or prejudice
- doing better than your parents

- 12 Work in pairs. Think of someone who you feel is a good example of a success. It can be either a celebrity, a famous character in history or someone you know personally. Tell the class about your choice.

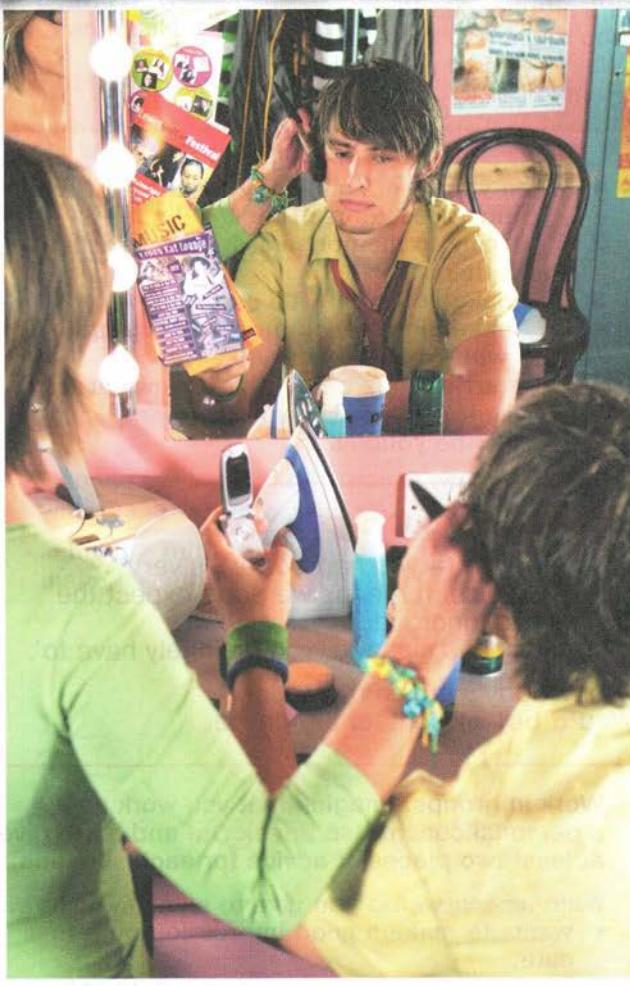
## GRAMMAR AND LISTENING

I wish I didn't have to play tonight.

If only I could have a quiet evening at home.

If only I hadn't left the band!

I wish I had never entered the music business.



- 1** In pairs, look at the photo and answer the questions.

- Who do you think the person is? What's the situation?
- Would you like to be famous? Why?/Why not?
- What are the disadvantages of being famous? Use these ideas to help you.

autographs interviews bodyguards  
pressure fans privacy

- 2** In pairs, listen and decide why Colin is unhappy. Does he mention any of the disadvantages of fame you mentioned in Exercise 1?

## Work it out

- 3** Read the sentences and answer the questions.

- 1 I wish I didn't have to play tonight.
- 2 If only I could have a quiet evening at home.
- 3 If only I hadn't left the band!
- 4 I wish I had never entered the music business.

Which sentence(s) talk about a regret ...

- about the present? What tense do we use?
- about the past? What tense do we use?

## Check it out

### *I wish/If only for regrets*

We use ***I wish/if only*** when we want something to be true but know it is impossible or unlikely.

We use ***if only/I wish*** + the Past Simple to talk about regrets about the present. It means, 'It would be nice if ... .'

***I wish/If only I could*** have a quiet evening at home. (It would be nice if I could have a quiet evening. = It's a pity I can't have ... .)

We use ***if only/I wish*** + the Past Perfect to talk about regrets about the past. It means, 'It would have been nice if ... .'

***I wish/If only I hadn't left*** the band. (It would have been nice if I hadn't left the band. = It's a pity I left ... .)

- 4** Rewrite the sentences using the prompts so that the meaning stays the same.

- 1 It would be nice if you didn't have to leave so early.  
I wish \_\_\_\_
- 2 It would be nice if I could speak Spanish.  
I wish \_\_\_\_
- 3 It would be nice if you lived closer to us.  
If only \_\_\_\_
- 4 It's a pity I gave up learning German.  
I wish \_\_\_\_
- 5 I'm sorry I was rude to you.  
I wish \_\_\_\_
- 6 It's a pity that I lost his phone number.  
If only \_\_\_\_

- 5** Make sentences with ***wish/if only*** for these situations.

- 1 You aren't very good at singing.
- 2 You argued with your parents last night.
- 3 You don't have any friends abroad.
- 4 Your ears are too big.
- 5 You didn't pay attention in the maths lesson.
- 6 You don't understand your maths homework.

- 6** Work in pairs. Think of a famous person and write down three regrets about the present/past which you think they might have.



## Be a social success!

Shy? Lacking self-confidence?  
Let me help you!

I am a fully-qualified personal coach and I have helped dozens of people to believe in themselves and make a success of their lives.

Phone to make an appointment now – the first consultation is free!

**Natalie Edwards**  
**014592 444333**

### SPEAKING AND LISTENING

- 1 Read the advert above. What do you think it means to be a social success?
- 2 Work in pairs. Choose the advice which you think is useful for people who want to be a social success.
  - Mention your successes and achievements very often
  - Be yourself
  - Always introduce yourself first
  - Pay compliments as often as you can
  - Smile a lot
  - Sound confident
  - Speak with an educated accent
  - Tell jokes very often
  - Keep up-to-date with the latest films and music
  - Try and remember people's names and other details
  - Wear fashionable clothes
  - Use long, complicated words
- 3 **OT006** Listen and find the advice in Exercise 2 that Natalie, a personal coach, gives Marcus. Did you choose the same advice?

- 4 **OT007** Listen and decide which of Natalie's pieces of advice Marcus tried to use at his next party. Which was the most useful?

- 5 **OT008** Study **Speak Out**. Then listen and complete Natalie's sentences with a phrase from the box.

#### **SPEAK OUT | Giving advice**

You'd better (+ infinitive)  
You ought to ...  
If I were you, I'd ...  
You should ...  
It's worth + -ing  
It's a good idea to ...  
You might find it useful to ...  
Why don't you (+ infinitive) ... ?  
Remember to ...

- 1 When you meet somebody for the first time  
\_\_\_ introduce yourself first.
- 2 \_\_\_ trying to memorise at least one detail about them.
- 3 \_\_\_ make notes on little cards.
- 4 \_\_\_ make more of an effort to keep up-to-date with what's going on.
- 5 \_\_\_ start reading a few film reviews at least.
- 6 \_\_\_ smile a lot and speak ... .
- 7 \_\_\_ just be yourself?

#### **Mind the trap!**

*You'd better* (= *you had better*) is very strong advice. It means we don't expect the listener to ignore it! Its meaning is close to 'you definitely have to'.

Somebody's stolen my wallet.  
**You'd better** contact the police.

- 6 Work in groups. Imagine that you work as a personal coach. Use **Speak Out** and try to give at least two pieces of advice for each situation.
- What advice would you give to someone who ...
- wants to make a good impression on a first date?
  - has problems remembering appointments and birthdays?
  - wants to earn some extra money to be able to go on holiday?
  - needs to find out some information on Einstein for a class presentation?
  - is having problems keeping up with English lessons?
  - wants to make a good impression for a college/job interview?
  - has just had a serious argument with their boyfriend/girlfriend/sister?
  - feels bored in the evenings?
  - is addicted to computer games?
  - can't wake up in the mornings?

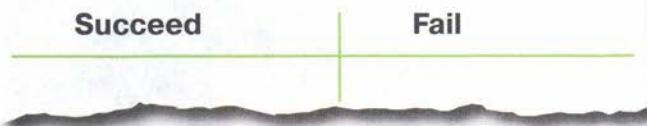
## VOCABULARY AND WRITING

- 1 What kind of word is needed in each sentence? Complete the sentences using the words in capitals.



- 2** Put the verbs or phrases in the correct group.

not be up to the task  
do well (in a test, at school ...)  
mess up (an exam, an interview ...)  
do badly (in a test ...) flunk (an exam)  
pass (an exam)



- 3 Choose the verb(s) or phrases which collocate with these words.

achieve fulfil miss  
make the most of overcome

- 1 — an ambition
  - 2 — a dream
  - an aim

- 4** \_\_\_\_\_  
**5** \_\_\_\_\_

- 3 \_\_\_\_\_  
a difficulty  
a problem  
an obstacle  
a disability  
a fear/phobia

- 4 Work in pairs. Choose two topics and take turns to talk about them.

Talk about a time when you:

- fulfilled a dream
  - missed an opportunity to do something
  - messed up something badly
  - made the most of an opportunity
  - felt proud of your achievements.

- 5 Complete the application form with phrases from Exercises 1–3.

# OUTREACH

# Application for the post of

## Team Leader

(Summer Holiday Camp)

- 1 Please give details of any personal qualities which you think you could bring to the job.**

I believe my two biggest qualities are patience and the <sup>1</sup> \_\_\_\_ to get on with people. I also consider myself very hard-working.

- 2 Please give details of any recent achievements (either academic or personal).**

Last year I<sup>2</sup> \_\_\_\_ my ambition of being the first girl in my college to get a diploma in motor mechanics. During my last holiday I<sup>3</sup> \_\_\_\_ my fear of heights when I went bungee jumping with friends. I believe these examples show that I am not afraid of challenges and I always try to<sup>4</sup> \_\_\_\_ any obstacles I meet in life.

- 6 Complete the application form in Exercise 5 to make it true for you. Use the vocabulary in Exercises 2 and 3.



# 02

# Taking a break

Read, listen and talk about holidays and travel.

Practise passive forms.

Focus on effective listening, interpreting statistics.

Write a description of a place.

## GRAMMAR AND READING

1 Work in pairs. Look at the holiday brochure and answer the questions.

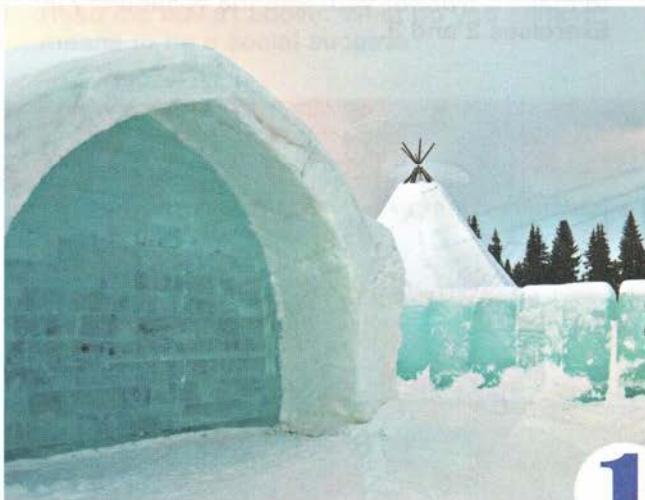
- What is unusual about the three hotels it describes?
- Which of the hotels would you prefer to spend a night in? Why?
- Have you ever stayed in an unusual place?

## TOP 3

### Extraordinary Hotels

Want a holiday with a difference?

Have a look at these places ...



1

#### The Icehotel | Sweden

200 kilometres north of the Arctic Circle, Swedish Lapland, The Icehotel is made of nothing but ice and snow! This amazing hotel was first built in 1990, and <sup>a</sup>since then it has been completely rebuilt many times.

<sup>b</sup>The temperature is kept at about -5°C, but don't worry! Special hi-tech sleeping bags are included in the price!

14

## Work it out

2 Match sentences 1–6 with their passive versions a–f in the texts below.

- 1 They keep the temperature at about -5°C.
- 2 They are already accepting reservations.
- 3 Someone murdered two people while someone else was building the castle.
- 4 The Clan McIntosh attacked the castle.
- 5 Since then they have completely rebuilt the hotel many times.
- 6 They won't complete the complex until next year.



2

#### Castle Stuart | Scotland

Castle Stuart, which was built about 400 years ago, has a violent history. <sup>c</sup>Two people were murdered while the castle was being built. Not long after the building was finally completed in 1625, <sup>d</sup>the castle was attacked by the Clan McIntosh and was abandoned. Since then it has been fully restored and is now a luxury hotel. But it is said that the bedroom at the top of the East Tower is haunted.



3

#### Poseidon Underwater Resort | The Bahamas

The Poseidon is the world's first underwater luxury hotel. This five-star resort is being built eighteen metres below the sea in the Bahamas. It will be linked to land through two tunnels. The windows, which are made of transparent acrylic, offer fantastic views of the undersea life. <sup>e</sup>The complex won't be completed until next year, but <sup>f</sup>reservations are already being accepted.

- 3 Work in pairs. Look at sentences a-f in the texts. Answer the questions.

- 1 These sentences sound better in the passive than in the active because we are more interested in the ...  
a actions. b people. c time.
- 2 Which auxiliary verb do we use in every sentence?  
a have b be c do
- 3 Every passive sentence has a(n) ...  
a infinitive. b -ing form. c past participle.
- 4 To mention the person or thing that does the action we use the word ...  
a because. b by. c for.

- 4 Work in pairs. Match tenses 1-6 with passive forms a-f. How many examples of each tense can you find in the texts on page 14?

- |                      |                      |
|----------------------|----------------------|
| 1 Present Simple     | a has been rebuilt   |
| 2 Present Continuous | b is kept            |
| 3 Past Simple        | c was being built    |
| 4 Past Continuous    | d was attacked       |
| 5 Present Perfect    | e won't be completed |
| 6 Future Simple      | f are being accepted |

### Check it out

#### The Passive

The Passive is used when the action is more important than the person who does it.

To mention the person or thing who does the action we use the word *by*.

To form the Passive we use the auxiliary verb *be* + the Past Participle.

The Icehotel **is made** of ice and snow.

This five-star resort **is being built** below the sea.

Two people **were murdered** while the castle **was being built**.

It **has been** fully restored.

It **will be linked** to land through two tunnels.

- 5 Complete the sentences with the passives of the verbs in brackets and then match questions 1-5 with answers a-e.

- 1 When the Icehotel first (build)?
- 2 When the building work (usually/complete) each year?
- 3 How many rooms (build) next year?
- 4 everything (make) of ice?
- 5 the Icehotel ever (use) in any films?

- a It (usually/finish) by mid-December.
- b Next winter eighty-five rooms (build).
- c The first Icehotel (build) in 1990. It (build) every year since then.
- d The ice hotel in the James Bond film, *Die Another Day*, (base) on the Icehotel, but it (make) of plastic.
- e The restaurant (not make) of ice, but in the bar even the glasses (make) of ice.

- 6 Complete the information about Russian tea ceremony. Choose a, b or c. Not all the sentences need the Passive.

- |               |         |        |
|---------------|---------|--------|
| 1 a -         | b be    | c been |
| 2 a have been | b to be | c -    |
| 3 a is        | b was   | c -    |
| 4 a is        | b was   | c -    |
| 5 a have      | b were  | c are  |
| 6 a is        | b are   | c have |
| 7 a is        | b was   | c has  |
| 8 a have      | b are   | c were |
| 9 a was       | b is    | c -    |

## Russian Tea



English afternoon tea and the Japanese tea ceremony are famous all over the world. Have you ever <sup>1</sup> realised that drinking tea in Russia is as popular as in England or Japan?

When visiting Russia, you are sure <sup>2</sup> invited to tea. Though tea bags have become popular worldwide, Russians still prefer tea <sup>3</sup> prepared in the old classical way, with loose tea leaves brewed in a teapot. In the past, water for tea <sup>4</sup> boiled in a samovar – the symbol of the Russian tea ceremony. Today teapots with plain decoration <sup>5</sup> used for everyday tea drinking; for more ceremonial occasions, tea <sup>6</sup> served in more festive teapots. Some 50–60 years ago it was customary to serve tea in a glass which <sup>7</sup> put into a special glass holder. The glass holders <sup>8</sup> made of metal and decorated with engraved pictures and enamel. The tradition of serving tea in such glasses with glass holders <sup>9</sup> still kept in long-distance trains.

- \*7 ©T009 Change the active sentences below into the Passive. Listen and check.

- 1 Shop assistant: 'Is anyone serving you?'  
*Are you being served?*
  - 2 Airport announcement: 'We are sorry to announce that bad weather has delayed Flight AJ439 to Athens.'
  - 3 Hotel manager: 'I'm sorry. We don't allow pets here.'
  - 4 Tour guide: 'A fire destroyed the church when they were restoring it.'
  - 5 Travel agent: 'We highly recommend the trip to Paris.'
- Customer: 'Will you arrange transport from the airport to the hotel?'

# Orraway Adventure

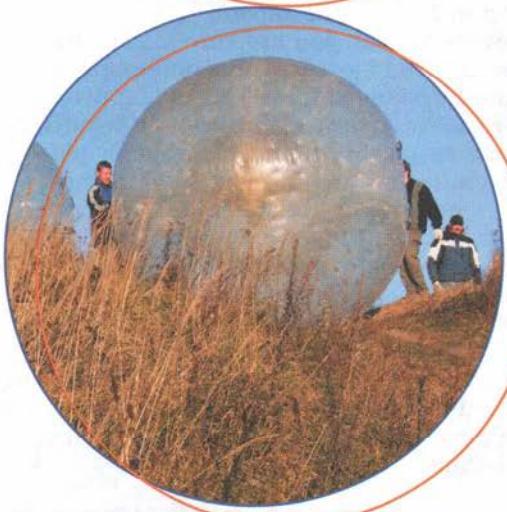
River bugs Sphereing Cliff jumping Paintball Quad biking  
Snowboarding White water rafting

Orraway is run by a group of professional outdoor instructors with one goal: to bring our love of adrenalin sports to you! We were recently voted one of the Top 50 Weekends in the UK by *The Independent* newspaper. Located in Abergavenny, South Wales, we are open 365 days a year.



## River bugs

River bugging is the latest white-water activity sensation. This amazing action sport has never been offered to the public outside of New Zealand and Australia ... until now! Only fifty River Bugs exist in the world, and we have ten of them! River Bugs look like a cross between a white water raft and an armchair. Designed for one person at a time, they give you all the thrill of white-water rafting, but on your own and in perfect safety. The user, who is known as a 'bugger', wears a helmet and is protected by inflatable chambers at the back and on the sides of the Bug.<sup>1</sup> . Then, you will be taught how to control your Bug, told what to do and not to do, and then taken out to play on the river! River bugging runs from April to October. It lasts half a day and costs only £45 per person. No previous experience is required, but you do need to be at least sixteen years old.



## Sphereing

Rolling head-over-heels down a steep hill is guaranteed to give you a thrill.<sup>2</sup> . Sphereing! This involves climbing inside a four-metre plastic sphere that looks like a huge transparent golf ball, and then rolling down a hill at speeds of up to fifty-five kilometres per hour!<sup>3</sup> . It only takes a few seconds but it's great fun! The sphere is big enough for two people so you can enjoy this fantastic experience with a friend. You are tied in the centre of the sphere to reduce the danger, but to make it more exciting, four litres of water may be thrown inside the sphere, too. Sphereing has to be experienced to be believed. One roll and you'll want to do it again. Two rolls and you'll be addicted! Sphereing runs from April to September and it costs £35 per person. No previous experience is required, but it is not recommended for anyone who suffers from epilepsy.



## Cliff jumping

Cliff jumping starts at a huge smooth rock next to the river. The rock is wet so that you can slide down it easily! You can either just sit and slide into the water, or you can be brave and go head first. Next, you are taken to the first of our cliff jumping points where you will be taught the correct techniques for jumping and for entering the water correctly.<sup>4</sup> . In fact, it has been adopted as part of the guidelines and regulations for cliff jumping around the UK. If your technique is good enough, you will be taken to the next level of jumping. Our first jumps are about one metre above the water. Our biggest jump is around twenty metres!<sup>5</sup> ? It's up to you! Cliff jumping runs from May to October. It lasts half a day and costs only £40 per person. No previous experience is required.



## READING

- 1 Read the Orraway website and complete the text. Match sentences a-f with gaps 1-5. There is one sentence you don't need.
  - a There is no steering, no brakes and absolutely no point
  - b Our technique has been tried and tested many times
  - c How extreme do you want to go
  - d First, you will be provided with a wetsuit, a helmet and special gloves
  - e Don't forget your camera
  - f But now, a way has been found to make it even more exciting
- 2 Work in pairs. Listen and read the website again and find the most suitable activity for these people.

## Talking Heads

### Coby



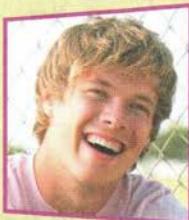
'I want to do something really thrilling. I fancy bungee jumping, but I'm not ready for it yet. I used to be really good at diving when I was at school.'

### Sonia



'Me and my boyfriend Steve want to do something really exciting for my birthday, but I can't swim. We're both speed freaks!'

### Ray



'My job is really stressful and I want to do something that will let me forget all about it. I've got a week off in April, but my girlfriend doesn't want me to do anything too dangerous!'

- 3 Read the website again. Decide which activities match these statements – River bugging, Sphereing, Cliff jumping. Two variants are possible.

- |  |   |
|--|---|
| 1 You do it alone.                               | 6 Orraway are the only people in Europe to do it. |
| 2 It's the most expensive.                       | 7 It doesn't take long to do.                     |
| 3 You can't do it in April.                      | 8 You have to learn how to do it.                 |
| 4 You are sure to get wet.                       |   |
| 5 If you do it once, you'll want to do it again. |   |

- 4 Work in pairs. Add these words to the table. Then use a dictionary and add more words.

boots bungee jumping elbow pads hang gliding  
jet skiing kayaking skiing rock climbing rope  
scuba diving skating

Water sports	Winter sports	Other extreme sports	Extreme sports equipment
white-water rafting	snowboarding	cliff jumping	helmet

- 5 Work in pairs. Roleplay this situation.

### Student A

You call Orraway to find out more information about the activities they offer. You begin the conversation.

- Tell them when you want to go there.
- Ask about prices and how dangerous the activities are.
- Book at least one activity.

### Student B

You work for Orraway. Someone calls you to ask about the activities you offer.

- Say which activities are available at the time he/she wants to come.
- Give a brief description of two activities.
- Encourage him/her to book more than one activity.

- 6 Work in groups. Agree on one of the activities on the web page that you would all like to do.

- A I'd love to try sphereing. It must be a lot of fun. Why don't we do that?
- B Hmm, maybe. But I want to do a water sport. Let's try the River bugs.

**The sphere isn't really designed for going up the hill, Mr Jones.**



Библиотека СШ № 9



The adventure of Bob, Michelle and Maribel ...

## LISTENING

- 1 **©T011** In pairs, look at the photo and the notes in Part 1 and answer the questions. Listen and check.

- 1 Where are the people in the photo? How do you know?
- 2 What do you think they are going to do?
  - Go for a coffee
  - Fly to Madrid
  - Take a train to London
- 2 **©T012** Use the photo to make predictions. Choose the sentences you think the girls will say. Listen and check.
  - 1 A cup of coffee and an orange juice, please.
  - 2 Two for the Express to Victoria, please.
  - 3 How much is it?
  - 4 What time is the next train?
  - 5 Which platform does the train leave from?

- 3 **©T012** Listen again and answer the questions. Listen for the key words and don't worry if you don't understand every word.

- 1 Where are the girls going?
  - 2 Do they buy single or return tickets?
  - 3 How much are the tickets?
  - 4 When does the train leave?
  - 5 Which platform does it leave from?
- 4 Look at Exercises 1–3 and complete Train Your Brain with the words in the box.

context Don't worry key words predictions

### TRAIN YOUR BRAIN | Listening effectively

- Use the \_\_\_ (visual clues, audio clues and your knowledge of the world) to make \_\_\_ about what you're going to hear.
  - Listen for the \_\_\_.
  - \_\_\_ if you don't understand everything.
- 5 **©T013** In pairs, read Part 2 and predict what kind of information is missing. Then listen and complete.
- 6 **©T014** In pairs, read Part 3 and predict what kind of information is missing. Then listen and complete.

### Part One

Flight LJ 420, Madrid – Gatwick Airport, April 8 dep: 19.15, arr: 20.45.

Bob arrives at ~~9.30~~ 10.30 – Meet him at station (Victoria)

Simone's address – 23 Shannon Grove, Brighton Brixton

### Part Two

Wed 11.45 p.m. In a hotel in Brixton.

Bad news! Bob didn't get off the train from Brighton. The next train wasn't due for <sup>1</sup> \_\_\_ and when I tried to call him there was no <sup>2</sup> \_\_\_. So, we decided to go to <sup>3</sup> \_\_\_ to see if he was waiting there for us. We asked for directions and a woman told us to take the <sup>4</sup> \_\_\_. But when we got to number 23 Shannon Grove, there was <sup>5</sup> \_\_\_ there. We were really tired so we went to a <sup>6</sup> \_\_\_. The hotel room cost £85 for a night, but I would pay double just for the shower! The receptionist was from <sup>7</sup> \_\_\_ – small world!

### Part Three

Thu 10.30 a.m. At Simone's flat.

Unbelievable! After we had a shower, we went to a late-night café to get something to eat. I had <sup>1</sup> \_\_\_ – it wasn't too bad. Suddenly I saw <sup>2</sup> \_\_\_. He was going into a <sup>3</sup> \_\_\_ on the other side of the street. But by the time I got there Bob had already gone inside. They wouldn't let me in 'cause I had left my <sup>4</sup> \_\_\_ at the hotel. But Maribel went inside and found Bob.

He had come from Brighton by <sup>5</sup> \_\_\_ , not by train! When he saw we weren't at the <sup>6</sup> \_\_\_ , he went to Simone's. The thing is she doesn't live at 23 Shannon Grove. It's 23 Shannon <sup>7</sup> \_\_\_ ! Anyway, we went out dancing and we had a great time. The clubs in



## VOCABULARY

1 Read 'At the airport' on the leaflet and check you know the underlined words. Then say which of things a-h you can see in the pictures.

2 Use the words in the illustration 'On the plane' to complete gaps 1-6 in the leaflet.

3 Match verbs 1-5 with their collocations a-e.

- |              |                            |
|--------------|----------------------------|
| 1 board      | a a flight on the Internet |
| 2 book       | b the plane                |
| 3 check-in   | c passport control         |
| 4 fasten     | d your luggage             |
| 5 go through | e your seat belt           |

4 **GT015** Work in pairs. Complete each gap with one word. Then match a-e below with sentences 1-7. Listen and check.

- 1 Would you like an \_\_\_ seat or one by the window?
- 2 Please have your passports and \_\_\_ cards ready.
- 3 Will passengers for \_\_\_ WA476 to London Gatwick please go to gate number twelve.
- 4 Please fasten your seat \_\_\_ and switch off all electronic equipment.
- 5 OK, go to \_\_\_. Boarding starts at eleven fifteen.
- 6 I'm sorry for the delay, but we will be ready to \_\_\_ off in a few minutes.
- 7 In case of emergency there is a \_\_\_ under your seat and an oxygen mask above your head.

- a a member of the cabin crew on a plane
- b a public announcement in the departure lounge
- c a security guard at passport control
- d someone at the check-in desk
- e the pilot

5 **Think Back!** Check you know the meanings of the words and phrases in the box. Use them to complete the sentences below.

resort booked cancelled delayed due in reservations return single

- 1 Her flight was \_\_\_ at 8 p.m. but it was \_\_\_ for over an hour due to bad weather.
- 2 What kind of ticket would you like? A \_\_\_ or a \_\_\_?
- 3 I've \_\_\_ a holiday in a five-star \_\_\_ on the coast. I'm really looking forward to it.
- 4 I'm too busy at work now so I've \_\_\_ our \_\_\_ for the weekend in London.

6 Roleplay the situation. Work in pairs and follow the instructions. Student A, look at page 118. Student B, look at page 119.

## TRAVELLING BY PLANE



CHECK IN

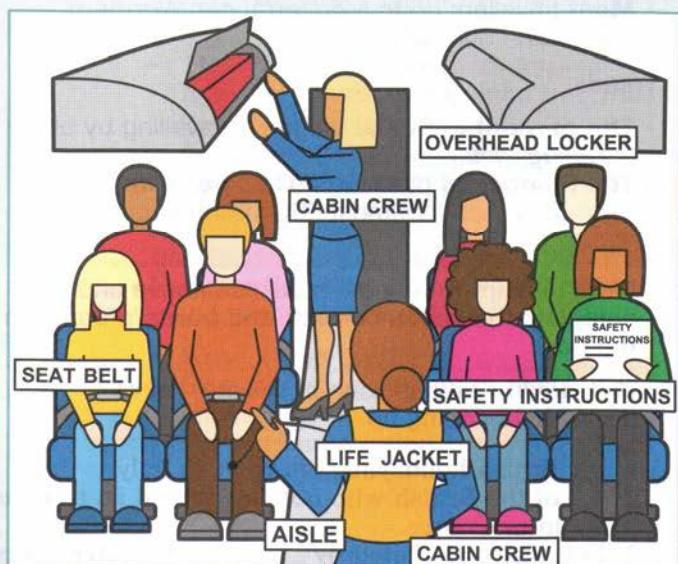
Will all passengers...

FLIGHT LJ 420 LONDON GATWICK



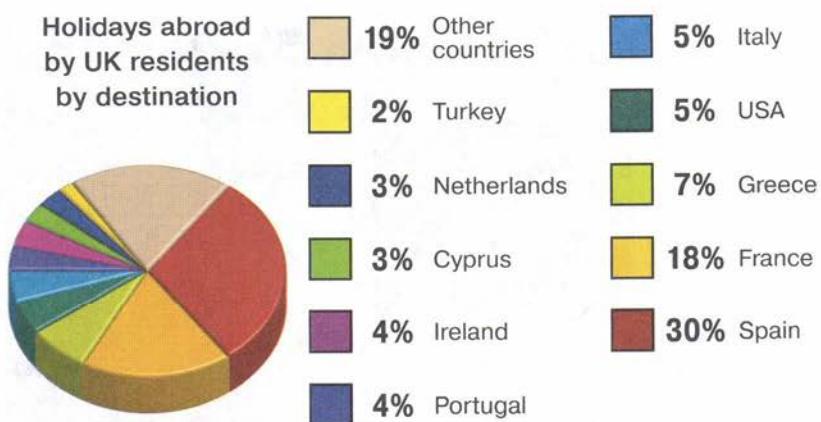
### AT THE AIRPORT

- 1 Look at the departures board to find out which check-in desk to go to.
- 2 Check in your luggage, and get your boarding card.
- 3 Go through passport control and the security check.
- 4 While you wait in the departure lounge, you can do some shopping at the duty-free shop.
- 5 When you hear the announcement of your flight, go to your gate and wait until it's time to board the plane.



### ON THE PLANE

- 1 Put your hand luggage in the <sup>1</sup>\_\_\_ or under the seat in front of you. Don't leave anything in the <sup>2</sup>\_\_\_.
- 2 Read the <sup>3</sup>\_\_\_ carefully and listen when the <sup>4</sup>\_\_\_ show you how to use a <sup>5</sup>\_\_\_.
- 3 Fasten your <sup>6</sup>\_\_\_ and switch off all electronic equipment.



Journeys by public transport in the UK 1970–2010 (in millions)

	1980	1990	2000	2010
Total journeys	8,000	8,000	6,800	7,000
Bus	6,200	5,300	4,620	4,450 (63.5%)
Train	1,750	1,700	2,000	2,250 (32%)
Plane	50	100	180	300 (4.5%)

## SPEAKING

- 1 Work in pairs. Study the information in the pie chart and the chart and choose the correct words in the sentences in *Speak Out*.

### SPEAK OUT | Interpreting statistics

#### Proportions

- About a third of British people who take holidays abroad go to Spain/France.
- France/Greece is visited by 7 percent (%) of the holidaymakers.
- Nearly one in five go to France/Italy.
- Most travellers go to Mediterranean/Northern European countries.

#### Trends

- The percentage of passengers travelling by plane is falling/rising.
- The number of passengers has gone up/down from 50 million to almost 300 million in under thirty years.

- 2 Work in pairs. Study the statistics above and complete the sentences with the words/phrases in the box.

4% down falling one in twenty most nearly half rising up

- British holidaymakers went to Italy.
- of the British who holiday abroad go to either Spain or France.
- Portugal was visited by \_\_\_\_ of the holidaymakers.
- of the people who take public transport in the UK travel by bus.
- The percentage of passengers travelling by bus is \_\_\_\_.
- The number of train passengers has been \_\_\_\_ slowly.
- The number of total journeys by public transport went \_\_\_\_ from 1980 to 2000, but it is expected to go \_\_\_\_ again.

A Edinburgh is a beautiful historic city which is situated on the river Forth on the east coast of Scotland. Although it's the capital city, it isn't very big: it has only about half a million inhabitants.



B I really love the old town which goes from the Castle to Holyrood Palace. There are lots of amazing old buildings there. But my favourite place is the Royal Park. It's a huge park with an ancient volcano called Arthur's Seat. From the top there is an incredible view of the river and the surrounding countryside.

- 3 Work in pairs. Look at the graph on page 117. Use the language in *Speak Out* to talk about the statistics.

## WRITING

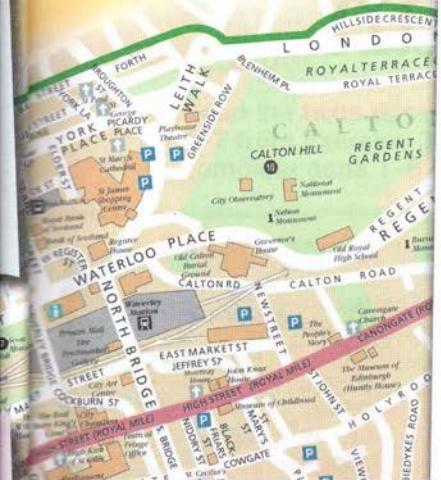
- 1 Work in pairs. Match the words/phrases below with definitions 1–8. Use a dictionary to help you. Which of these words describe the place where you live?

countryside village old town  
suburbs spa town city  
commercial zone industrial port

- a place to swim and improve your health
- historic centre of the city
- residential districts on the outskirts of a city
- a land outside towns and cities with farms, villages, forests, etc
- a part of town with lots of shops and businesses
- a place with large ships and tankers
- a large important town
- a small town in the countryside

- 2 Read texts A–E about the city of Edinburgh. Say which of the statements 1–6 are true/false. Then look at the school project and check.

- It's in the north of England.
- It's the capital of Scotland.
- It's a historic city.
- It's situated inland near some very high mountains.
- It's a centre for arts.
- It isn't a very commercial place.



## Wish you were here Edinburgh



**C** The only thing I don't like is the weather. It's always windy here even when it's sunny. There are some really nice beaches nearby but it's too cold to go swimming.

**D** You can't get bored in Edinburgh. There are lots of things to do especially in August. That's when the international arts festival takes place. There are some very interesting museums and galleries, and you can also go on some great historical tours about ghosts and so on. Another thing I like about Edinburgh is it's great for shopping. It's got all the major chain stores and some interesting little shops.

**3** Read the description of Edinburgh again. Which of these things are mentioned?

### Background information

- the population
- the geographical location
- how to get there
- local transport
- some historical details
- the major industries
- the weather

**4** Read the description again. In which paragraphs A–E does the writer mention points 1–5?

- 1 good points
- 2 bad points
- 3 background information
- 4 things you can see and do
- 5 conclusion

**5** Complete Train Your Brain with points 1–5 in Exercise 4.

### TRAIN YOUR BRAIN | Writing skills

#### Describing places

- Organise your description in paragraphs.
- Start with an introduction: mention <sup>1</sup>— where it is, how old it is, what kind of place it is, how to get there.
- Give your opinion – use a variety of adjectives to describe the place. Mention <sup>2</sup> and <sup>3</sup>.
- Mention the <sup>4</sup> there.
- End with a <sup>5</sup> in which you sum up what you think of the place.

**E** Edinburgh is my favourite city. There are lots of things to see and do and it's not too big, so you can get to most places on foot.

**6** Work in pairs and follow the instructions to plan a description of a place.

- Think of a place you both know well.
- Agree on which background information you want to include.
- Agree on the good and bad points.
- Make a list of things to see and do there.

**7** Use Train Your Brain and your ideas from Exercise 6 to write a description of the place you have chosen.

- Write a first draft.
- Give it to your partner to check it for errors.
- Write a final version.

# 03

# To err is human

**Read, listen and talk about** work and school.  
**Practise** reported speech.  
**Focus on** talking about visual materials.  
**Write** a report of a conversation.

## GRAMMAR AND LISTENING

- 1 Work in pairs. Use a dictionary to check the meaning of the words and phrases below. Then describe pictures a–c. What do they have in common?

- a parachute/stuck/torch/Statue of Liberty
- b drive through fence/sink/pool
- c road sign/speed limit/make a mistake

- 2 **④ TO16** Listen and match dialogues 1–3 with pictures a–c.

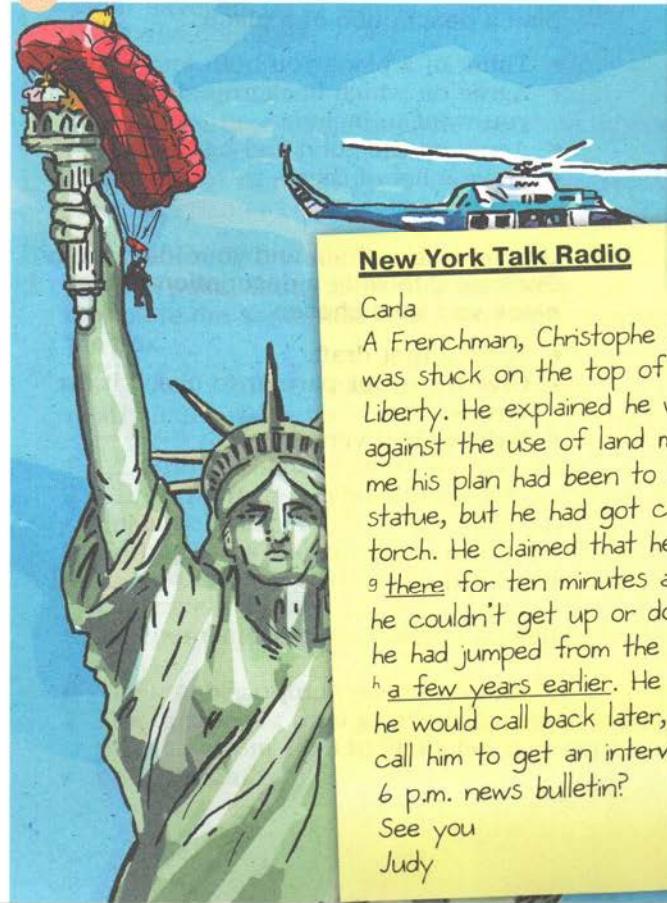
- |            |           |
|------------|-----------|
| Dialogue 1 | Picture a |
| Dialogue 2 | Picture b |
| Dialogue 3 | Picture c |

- 3 **④ TO17** Work in pairs. Match speakers a–c with sentences 1–7. Then listen and check.

- a Wendy      b Darren      c Christophe

- 1 I can't get up or down.
- 2 This number doesn't look right.
- 3 We're doing it wrong.
- 4 I had my first lesson yesterday.
- 5 I will call back later.
- 6 I've been here for ten minutes.
- 7 I had never driven a car before.

a



### New York Talk Radio

Carla

A Frenchman, Christophe Landry, said he was stuck on the top of the Statue of Liberty. He explained he was protesting against the use of land mines and told me his plan had been to land on the statue, but he had got caught on the torch. He claimed that he had been there for ten minutes and added that he couldn't get up or down. He told me he had jumped from the Eiffel Tower a few years earlier. He promised that he would call back later, but could you call him to get an interview for the 6 p.m. news bulletin?

See you  
Judy

b



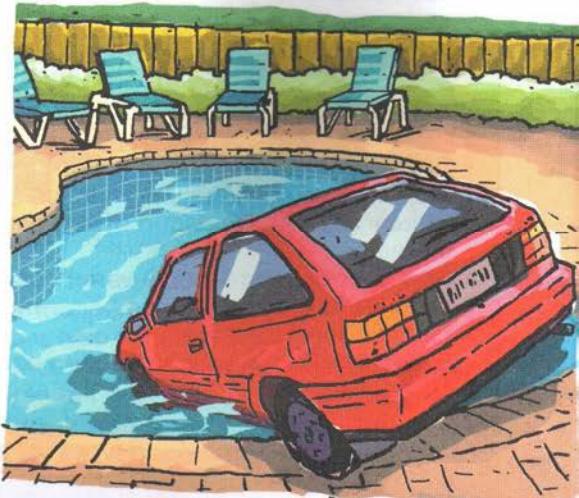
Public Works Dept. Incident report.  
Worker involved: Wendy Dickens

We were painting the speed limit – forty miles per hour – on the road at Coombe Bissett and I told Ted we were doing it wrong. I said that <sup>a</sup>that number didn't look right because the sign at the side of the road said thirty. Ted said that Bill had given him his instructions <sup>b</sup>the week before – and the speed limit was forty. So, I called up Bill and he told us it was thirty, so we had to change it.

Signed      Wendy Dickens

You won't believe what happened the other day. My sixteen-year-old neighbour, Darren, drove his mum's car through the fence and into our swimming pool! He explained that he had had his first driving lesson <sup>c</sup>the day before, and admitted that he had never driven a car before then. He said he had thought that <sup>d</sup>that day was his chance to get some practice because his mum wasn't there <sup>e</sup>at that time. And then he looked really worried and said that his mum would be home <sup>f</sup>the next day and that she was going to be furious.

c





## Work it out

- 4 Read the texts opposite and find how sentences 1–7 from Exercise 3 were reported. Then complete gaps 1–6 in the table.

Direct speech	Reported speech
<b>Present Continuous</b> We're doing it wrong.	<b>Past Continuous</b> I told Ted we were doing it wrong.
<b>Present Simple</b> This number doesn't look right.	<b>Past Simple</b> I said that <sup>1</sup> ____ .
<b>Past Simple</b> I had my first lesson yesterday.	<b>Past Perfect</b> He explained that <sup>2</sup> ____ .
<b>Present Perfect</b> I have been here for ten minutes.	<b>Past Perfect</b> He claimed that <sup>3</sup> ____ .
<b>Past Perfect</b> I had never driven a car before.	<b>Past Perfect</b> He admitted that <sup>4</sup> ____ .
<b>can</b> I can't get up or down.	<b>could</b> He added that <sup>5</sup> ____ .
<b>will</b> I will call back later.	<b>would</b> He promised <sup>6</sup> ____ .

**Reporting verbs:** add, admit, agree, claim, complain, explain, point out, promise, protest, reply, say, tell, threaten

- 5 ©T016 Match expressions 1–8 with their reported versions a–h in the texts. Then listen again and check.

- |         |                   |
|---------|-------------------|
| 1 now   | 5 a few years ago |
| 2 this  | 6 yesterday       |
| 3 here  | 7 last week       |
| 4 today | 8 tomorrow        |

- 6 Change these sentences to reported speech.

- 1 **Ted** I think it's wrong.

Ted said he thought it was wrong.

- 2 **Wendy** It definitely has a *c* and an *h* in it.

- 3 **Kelly** I've never seen anything like that.

- 4 **Darren** I don't know how it happened.

- 5 **Darren** I didn't mean to do it.

- 6 **Darren** My mum will be home tomorrow.

- 7 **Christophe** I can't talk now. A helicopter is coming.

- 7 Use the verbs in brackets to change this conversation to reported speech.

**Tina** You're not doing it right. (tell) You've made another mistake. (complain)

**Tom** I'm sorry. (reply) I don't usually make so many mistakes. (tell)

**Tina** This job is very important. (tell)

**Tom** Of course it's important. (agree) But you only told me about it yesterday. (protest) I can't perform miracles! (add)

**Tina** You're not trying! (claim)

**Tom** I am trying! (say) I didn't sleep well last night, and I can't concentrate. (explain)

**Tina** When I got here, you hadn't even started it. (point out)

**Tom** I'll finish it tomorrow. (promise)

**Tina** That's too late. (say) I won't pay you if you don't finish it today. (threaten)

Tom was doing a job for Tina. She told him that he wasn't doing it right and complained that he ...

- 8 Work in pairs. Correct the mistakes in the magazine article. Follow the example.

### IS THIS THE WORST TV PRESENTER EVER?

TV presenter, Simon Forbes, makes a lot of mistakes. Can you correct them?

1 'Manchester is the capital of England.'

2 'Pollution is making the planet colder.'

3 'The British don't drink much tea.'

4 'Scotland won the World Cup in 2006.'

5 'Rap music has been popular for fifty years.'

6 'Camels can live underwater for a week.'

7 'People will live on Mercury by 2023.'

Simon Forbes said that Manchester was the capital of England, but it isn't, it's London.

- 9 ©T018 Work in pairs. Read 1–4. What did the people actually say? Listen and check.

1 In 1888 the astronomer Simon Newcomb said that we were probably getting near the limit of all we could know about astronomy.

'We are probably getting ...'

2 In 1901, two years before the Wright brothers' first successful flight, Wilbur Wright said that man would not fly for fifty years.

3 In 1943 Thomas Watson, the chairman of IBM said that he thought there was a world market for maybe five computers.

4 After a meeting in Albuquerque, New Mexico in 1975 a banker said that Bill Gates had told him about his new company the day before. He said that he had never heard such a stupid idea and that that guy Gates couldn't be serious. He was sure that the business would never make any money.

### It's not always easy to know what to do when you leave school. Alan Jeffries had an egg-citing experience!

**A** Alan had always been a good student. He had never played truant and had always passed all his exams easily. However, he wasn't ready for university. He enjoyed the freedom too much. He skipped a lot of classes, and when he failed to sit his end of term exams, he was expelled. He said he didn't mind because he was going to drop out anyway. He had decided to take a year out in order to get some experience in the real world.

**B** Alan resigned before he was sacked. He started doing odd jobs for family friends again. And that autumn he was back at university studying law. Maybe you're wondering what Alan does now. Well, believe it or not, he's a health and safety inspector in a large armaments factory. And he never eats eggs.

**C** Alan was a bit depressed about being out of work, but then, at last, he got a full-time job! It was in an egg factory. He was in charge of the machine that put the packs of eggs into large boxes ready to go to supermarkets around the country. The wages were low and he had to work long hours, but from the beginning, Alan's boss was impressed by his attitude. He clocked in on time, he was always happy to work overtime, and he never took any time off. Before long, he had been promoted to a better job. Now he was responsible for driving a fork-lift truck and loading the boxes of eggs onto the supermarket lorries. He quickly became the fastest fork-lift driver in the factory. He was happy and proud to be earning his living.

**D** However, they say that pride comes before a fall. And so it was with Alan. One day, he decided to make his job more interesting by seeing how fast he could do it. He set his stopwatch and drove as fast as he could towards the boxes full of eggs. His foot was hard down on the accelerator, and the fork-lift was going at top speed, but Alan was sure he was in control. However, he was wrong. He waited one second too long. He hit the brakes, but it was too late. The fork-lift crashed into a huge pile of boxes. There was a terrible crunching noise and then silence. When Alan's workmates went to see what had happened, they found Alan standing in the middle of the world's biggest omelette. Fortunately, he wasn't hurt, but he had broken more than twelve thousand eggs.

**E** Then he got a part-time job in a tea room. Unfortunately, it didn't last long. On his first day, he put salt in the sugar pot. On his second day he put tabasco sauce in some sandwiches and almost killed an old lady.

And on the third day he dropped a tray and broke over two dozen cups and saucers. The manager of the tea room asked him to leave.

**F** When Alan Jeffries left school, he wasn't sure what to do. His parents wanted him to go to university to get a degree in law. They said that he would have great career opportunities when he graduated. So he took their advice and enrolled at Reading University.

**G** When he saw all the jobs on offer at the job centre, he was impressed. But it wasn't as easy as he had thought it was going to be to get a job, and he began to wonder if he had made a mistake. He applied for lots of jobs, both permanent and temporary – car mechanic, shop assistant, cook, hairdresser, security guard ... But he was too young and inexperienced for some and overqualified for others. So he made some money doing odd jobs for family friends – painting a garage, babysitting, washing cars and so on.

### You can't make an omelette without breaking eggs.





## READING AND VOCABULARY

**1** Work in pairs. Look at the photo and answer the questions.

- What kind of job do you think Alan had?
- Would you like a job like this? Why?/Why not?
- Have you ever had a job? If so, where and what was it like?

**2** Read the article and order paragraphs A–G.

**3** Find these words/phrases in the text and work out their meaning from the context. Then use the words to complete the summary below.

expelled (para A) resigned (para B)  
promoted (para C) part-time (para E)  
degree (para F) career (para F)  
graduated (para F) applied (para G)  
odd jobs (para G)

After Alan left school, he began a <sup>1</sup>degree in law. However, he was soon <sup>2</sup>— from university. Although he <sup>3</sup>— for lots of jobs, he didn't get any. For a while he did some <sup>4</sup>— for family friends. And then he got a <sup>5</sup>— job in a tea room. That didn't work out, and he started working in an egg factory where he was soon <sup>6</sup>— to the position of fork-lift driver. Unfortunately, he <sup>7</sup>— after an accident. He returned to university and <sup>8</sup>— with an honours degree. Then he began his <sup>9</sup>— as a health and safety inspector.

**4** Read the text again and answer the questions.

- 1 Why did Alan not complete his degree the first time he was at university?
- 2 Was it easy for him to find a job? Why?/Why not?
- 3 How did he lose his job in the tea room?
- 4 How did he feel when he was unemployed?
- 5 What did Alan do in the egg factory?
- 6 How did he lose his job in the egg factory?
- 7 What did Alan do after that?
- 8 What is he doing now?

**5** Work in pairs. Match people a–f with sentences 1–6.

- a Alan  
b the boss of the egg factory  
c the manager of the tea room  
d a university professor  
e a worker in the egg factory  
f Alan's parents

- 1 — wanted him to study law.
- 2 — said Alan had missed too many classes.
- 3 — said she couldn't employ Alan any more.
- 4 — told Alan he was giving him a better job.
- 5 — said the boss wouldn't be happy with Alan.
- 6 — said he was going back to university.

**6** Work in pairs. Complete questions 1–7 with verbs a–g. Read the article again and check your answers. Then ask each other the questions.

- a drop out  
b enrol  
c get  
d pass  
e play  
f sit  
g skip

- 1 Do you like to study the night before you — an exam? Why?/Why not?
- 2 Which exams do you think you will — this term?
- 3 What do you think should happen to pupils who — truant?
- 4 Are you going to — at university when you leave school?
- 5 What kind of degree would you like to —?
- 6 Do you think it's alright to — some classes at university? Why?/Why not?
- 7 Why do you think some people — of university?

**\*7** Find the words and phrases underlined below in the article and check their meaning. Then match sentences 1–6 with their continuations a–f.

- 1 I want a permanent full-time position.
  - 2 Apply for a job in the building industry.
  - 3 The wages are too low, and I don't like the long hours.
  - 4 Last year I was out of work.
  - 5 My boss sacked me because I was always taking time off.
  - 6 You graduated with a physics degree, and now you're in charge of a burger bar!
- a And I usually clocked in late, too.  
b Aren't you a little overqualified?  
c Not a temporary part-time job.  
d I resign!  
e It offers good career opportunities.  
f Now, I've got a job and I earn a lot of money, but I have to work a lot of overtime!

**8** In pairs, prepare and give a short presentation on one of the topics below. Use the questions to help you.

- 1 Pride always comes before a fall. (What does this saying mean? Can you think of any other examples from life, films or books? Can pride be a positive attribute?)
- 2 Nowadays young people start their first job at a much later age than their parents did. (Why is this so? What are the advantages and disadvantages of this?)



## GRAMMAR AND WRITING

- Work in pairs. Describe the photo and answer the questions.
  - Do you think the girl in the photo is enjoying herself? Why?/Why not?
  - Would you like to be a teacher? Why?/Why not?
- ©T019** Listen to Katy's day as a teacher and put sentences a–g in the order you hear them.
  - Have you done your homework?
  - Will you teach the class today?
  - Can I teach what I want?
  - What are you doing? 1
  - When did the French Revolution begin?
  - Please, don't make so much noise!
  - Go to the board!

- Work in pairs. Read what Katy told her friend and match phrases 1–7 with sentences a–g from Exercise 2.

'I arrived late for the history class and I was looking for my book when <sup>1</sup> Mr Hill asked me what I was doing. I explained and <sup>2</sup> he asked me not to make so much noise. Then <sup>3</sup> he asked me whether I had done my homework. I said I had but then <sup>4</sup> he wanted to know when the French Revolution had begun! I couldn't remember, and so <sup>5</sup> he told me to go to the board and then <sup>6</sup> he asked me if I would teach the class! I was really surprised, but <sup>7</sup> I asked him if I could teach what I wanted and he said I could. Then, he sat down in the front row and I turned to the class and began to speak.'

### Work it out

- Study how Katy reported sentences a–g from Exercise 2. Then complete the table.

#### Reported questions and imperatives

##### Yes/No questions

Have you done your homework?

He asked me <sup>1</sup> my homework.

<sup>2</sup> the class?

He asked me if I would teach the class.

Can I teach what I want?

I asked him <sup>3</sup> what I wanted.

##### Other questions

What are you doing?

He asked me <sup>4</sup>.

<sup>5</sup> the French Revolution begin?

He wanted to know when the French Revolution had begun.

##### Imperatives

Please <sup>6</sup> so much noise!

He asked me not to make so much noise.

Go to the board!

He told me <sup>7</sup> to the board.

- Look at the sentences in the table and choose the correct words in rules 1–3.

- When we report yes/no questions we use *if/that/whether*.
- When we report imperatives we use *ask/say/tell + me, him, her ... + to + infinitive*.
- When we report negative imperatives we use *don't/not to + infinitive*.



## Mind the trap!

When we report questions we cannot use interrogative word order.

I asked her **where she lived**.  
NOT I asked her **where did she live**.

- 6 ©T020 Change sentences 1–10 to reported speech. Use the prompts in brackets to help you. Then listen to the second part of Katy's story and check.

- 1 'Do you know anything about computer games?' (I asked them ...)
- I asked them if they knew anything about computer games.
- 2 'How many types of games consoles are there?' (I asked them ...)
- 3 'Can we come in?' (The maths teacher wanted to know ...)
- 4 'Have you ever played any strategy games?' (I asked them ...)
- 5 'Pay attention!' (I told them ...)
- 6 'When did Lara Croft first appear in a game?' (I asked him ...)
- 7 'Are you listening to me?' (I asked them ...)
- 8 'Please don't throw things at me!' (I asked them ...)
- 9 'What will you do about it?' (She asked me ...)
- 10 'Don't shout!' (I told her ...)



- 7 ©T021 Work in pairs. Decide how you think Katy's story ends. Then listen and check.

- 8 ©T022 Read Katy's report from her careers guidance meeting and write down what the interviewer said. Then listen and check.

I The advisor asked me how I was getting on, and I said I was fine, and then <sup>2</sup> he asked me what I wanted to do when I left school. I explained that I wanted to be an actress. He said that that was interesting, but <sup>3</sup> told me not to imagine that it was easy. Then <sup>4</sup> he wanted to know what my best subjects were. I told him I was good at music and English, and <sup>5</sup> he asked me if I had ever acted in a play. I told him I hadn't and asked him what I could do to become an actress. <sup>6</sup> He told me to get some experience, to join a theatre group, and then to try to get into a good drama school. Then <sup>7</sup> he wanted to know if my parents knew about my ambition to be an actress, and I admitted that I hadn't told them, and <sup>8</sup> he asked me if they would be happy about it. I replied that I didn't know, and then he thought for a minute and <sup>9</sup> asked me if I had ever thought of becoming a teacher! That's when I told him about the dream I had had.

1 How are you getting on?

- 9 Work in pairs. Follow the instructions and roleplay a careers guidance interview.

- Take turns to be the careers guidance officer and interview your partner.
- Use the questions and imperatives in Exercise 8 and questions 1–4 below.
- Make notes of the questions and your answers.

1 What do you enjoy doing?

2 Would you like to go to university?

3 Have you spoken to your family about your plans for the future? What do they want you to do?

4 What is more important for you – money or job satisfaction?

- 10 Use your notes from Exercise 9 to write a report of your careers guidance interview. Use reported speech and a variety of reporting verbs.



"I REALLY ENJOY PARTYING ALL NIGHT AND SLEEPING ALL DAY – BUT I WOULDN'T LIST IT UNDER 'CAREER GOALS'!"

## Russia: emergency telephone numbers

**101** Fire Service

**102** Police

**103** Ambulance

**104** Gas leaks

**112**

a single emergency number

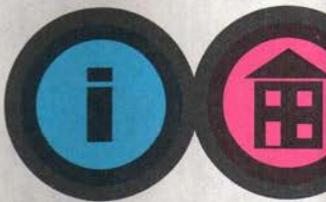
In Russia, there are several emergency telephone numbers for each of the different emergency services: Fire & Rescue — **101**; Police — **102**; Ambulance — **103**; Gas leaks — **104**.

There is also a single **emergency telephone number** that allows a caller to contact local

emergency services for assistance — **112**. It was introduced in the 1990s, and it is a common emergency call number in the European Union, Russia, Ukraine, Switzerland and other countries. 112 is now a well-known mobile telephone emergency number across the globe, along with the North American 911.



HM Government



**Oops, sorry sir! More accidents at school than ever before**

## SPEAKING AND LISTENING

- 1 Work in pairs. Quickly look at the photo and choose the topic it suggests.

pollution/accidents/traffic problems

- 2 In pairs, quickly look at the other visual material. Choose the things you see and say what information they give you.

- a cartoon/illustration
- a graph/chart/table
- an extract from a newspaper/magazine
- an extract from an informative leaflet
- a newspaper headline
- an advert
- a quiz or survey
- a note/message/email/online chat

- 3 Read the material and look at the visuals again. In pairs, write down three to five questions for discussion which the material suggests.

- 4 Read the questions. Are they similar to any of your questions in Exercise 3?

- 1 What issue does the material deal with?
- 2 What kinds of accidents are shown in the material?
- 3 What information can you get from the written material?
- 4 What can be done to reduce the risk of accidents?
- 5 How important is human error in most accidents?

- 5 ©T023 Listen and decide which two questions from Exercise 4 the student is answering. Then listen again and check.

public information leaflet

999

### Most Accidents Take Place at Home

Find out how to avoid them

#### 1 In the kitchen

### Britain's most dangerous jobs

- |                  |                      |
|------------------|----------------------|
| 1 Window cleaner | 4 Offshore fisherman |
| 2 Soldier        | 5 Pilot              |
| 3 Fireman        | 6 Police officer     |

- 6 ©T023 Study **Speak Out**. Then listen again and circle the expressions you hear.

### SPEAK OUT | Discussing visual materials

As soon as you receive the materials

- Think of what topics the materials suggest.
- Analyse the information the materials give you.
- Think of questions the examiner may ask you.

During the exam

- Try to use the language from the examiner's questions in your answers.
- Use these phrases to talk about the materials in general.

The material **seems to be about/deals with ...**

The table **is about/gives information about ...**

The photo **at the top/on the right/above/the table** shows ...

**It looks like/looks as if/could be from ...**

The leaflet/advert/table/headline/article ...

- Use these phrases to answer questions in which you have to give your opinion.

**It depends on .../In my opinion .../**

**I believe .../It could be .../What's more .../**

**Another reason is ...**

- Use the materials to give examples

**For example, .../For instance, ...**

The headline **indicates/suggests ...**

**It says** in the leaflet that ...

**We can see an example of this** in the article/advert.

**We can see** from the table that ...

The chart/graph **proves/shows** that ...

**According to** the newspaper headline ...

- 7 ©T024 Listen and answer the questions.

- 1 What in her opinion is the key to reducing the risk of accidents?
- 2 How does the student use the language from the question in her answer?

- 8 ©T024 Listen again and complete the sentences with expressions from **Speak Out**.

- 1 I think \_\_ the place.
- 2 However, \_\_ that the risk of accidents can be reduced if people are trained well.
- 3 \_\_ in the leaflet that most accidents take place at home and \_\_ the newspaper headline the number of accidents at school is going up.
- 4 People who don't get good training are more likely to have accidents. \_\_ in the table of dangerous jobs.
- 5 \_\_, in the picture on the right the man has had a car crash, but perhaps it wasn't his fault.
- 6 \_\_, the key to reducing the risk of accidents is to train people.

- 9 Work in pairs and answer the questions in Exercise 4. Use the advice and the language in **Speak Out**.

- 10 Work in pairs. Look at the materials on page 117 and answer the questions 1–5 on page 117. Use the ideas in the **Speak Out** here and on page 20.

## VOCABULARY AND GRAMMAR

### 1 Choose the correct word.

- 1 Living in *countryside/rural/village* areas is safer than in big cities.
- 2 When you go diving in cold water, you need to have a *rope/life jacket/wetsuit*.
- 3 I'm afraid of flying, especially when the plane takes *in/up/off*.
- 4 No *previous/earlier/extraordinary* experience is needed for this job.
- 5 Sophie lives on the *suburbs/outskirts/residential area* of London.
- 6 You need a *fresh air/an open air/an outdoor instructor* to learn how to ski.

### 2 Complete the sentences. Make new words from the words in capital letters.

- 1 As a pilot during World War II my grandfather showed a lot of \_\_\_\_\_. BRAVE
- 2 It's hard to believe but Amsterdam has only about 750,000 \_\_\_\_\_. INHABIT
- 3 I'd like to make an \_\_\_\_ with Dr Green, please. APPOINT
- 4 If you get to the airport too early, you'll have to wait in the \_\_\_\_ lounge. DEPART
- 5 Have you heard the \_\_\_\_ about our train being delayed? ANNOUNCE
- 6 Could I make a \_\_\_\_ for the morning flight to London? RESERVE
- 7 Some sports stars don't want their \_\_\_\_ invaded by reporters. PRIVATE

### 3 Complete the sentences so that they mean the same as the original sentences.

- 1 I wore a helmet and that's why I didn't get hurt when the kayak hit the rock.  
If I \_\_\_\_\_.  
2 They have just built a five-star resort on the coast.  
A five-star resort \_\_\_\_\_.  
3 I'm sorry I can't go with you to the Open'er Festival in Samara.  
I wish \_\_\_\_\_.  
4 You must revise a bit more before a unit test.  
You'd \_\_\_\_\_.  
5 They are restoring a little church near where I live.  
A little church \_\_\_\_\_.  
6 I'm so angry I forgot to take my camera.  
If only \_\_\_\_\_.  
7 Matthew didn't revise for the exam. No wonder he flunked it.  
If Matthew \_\_\_\_\_.  
8 I'm sure they will buy hi-tech equipment for the expedition.  
I'm sure hi-tech equipment \_\_\_\_\_.  
\_\_\_\_\_

## READING SKILLS

### 1 Read the article. Are the statements true or false?

- 1 It took Kukuczka less time than Messner to climb all the 14 highest summits.
- 2 The Polish climber reached nine new peaks in winter.
- 3 Kukuczka's equipment was of rather poor quality.
- 4 Nobody climbed without oxygen before Messner.
- 5 Messner stopped climbing mountains after his brother died.
- 6 Messner showed photographs of the Yeti in his book.

## Rivalry at 8,000 metres

The Himalayas have been the scene of many rivalries over the years. Few, however, have been as long or heroic as the battle between Jerzy Kukuczka and Reinhold Messner during the early 1980s. Both men were trying to be the first to reach all 14 peaks in the world which are over 8,000 metres. Messner completed this remarkable achievement a year earlier than Kukuczka. However, it took Messner 16 years to do it, whereas the Polish climber did it in only 8 years.

Kukuczka, who was born in Katowice, Poland, in 1948, was a brilliant mountaineer. While trying to reach the 14 highest summits, he established nine new routes, reached one summit by himself, and did four of them in winter. In fact, many consider his achievement to be greater than Messner's, especially considering that his equipment was often hand-made and his clothes second-hand. Unfortunately, Kukuczka died attempting to reach the top of Lhotse in 1989. He was buried by his friends in a Himalayan glacier.

Messner, on the other hand, is a living legend among climbers. Born in South Tyrol (Italy) in 1944, he is one of the world's most successful and famous mountaineers. He was the first person to climb Mount Everest alone without oxygen, and he has also crossed Antarctica on skis.

But Messner's career has had its tragic moments too. During his first major Himalaya climb in 1970, both he and his brother, Günther Messner, reached the summit. However, Günther died two days later on the way down the mountain.

Messner, who is now a wealthy man, has no intention of settling down in his castle in the Italian Alps. He keeps on exploring, climbing, writing and having new adventures; in 2004 he walked 2000 kilometres through the Gobi desert. Curiously, Messner is one of the few western people that claim to have seen the Yeti. He says he has met it twice, and has photographic evidence to prove it! However, in his book about the Yeti there is no real proof. Instead he just speculates that the Yeti is a large, long haired bear.

## PRONUNCIATION

- 1 **ORT001** Read the words. In each group find the word that has a different vowel sound. Then listen and check.

- 1 free/cinema/ticket/instant
- 2 cleaner/feet/lips/teens
- 3 skin/fitness/artist/clean
- 4 slim/wig/build/keep
- 5 trim/middle/season/kilt
- 6 witty/feature/flee/goatee

- 2 **ORT002** Listen to the words in the table and look at the word stress patterns. Now listen to the words in the box and put them in the correct columns. Then listen and check.

abandon achievement adrenalin  
advertisement application departure  
concentration development disaster  
industry influence inhabitant  
inspiration memorise percentage  
prejudice reservation

•••	•••	••••	••••
passenger	equipment	activity	destination

## SPEAKING SKILLS

- 1 Roleplay this conversation.

**Student A**

You are on a language course in England. Unfortunately, although you have been on the course for some time, you are still having problems with understanding English. You have gone to your teacher for advice.

- Say that you have a problem. Explain that you don't understand the listening exercises in class or people on the street.
- Ask for advice.
- Thank him/her for the advice and ask when you will begin to make progress.

**Student B**

You are a teacher on an English language course. One of your students has come to ask you for advice. Comfort him/her, explaining that most foreign students have the same problem.

- Say that all contact with English is necessary and helpful (for example, listening to recordings in a language laboratory, listening to the radio and watching television).
- Advise him/her that the more conversations he/she has in English, the sooner he/she will start to speak and understand fluently.

- 2 Look at the table and talk about the statistics. Then answer the questions.

**HARLEY HIGH SCHOOL PROJECT**  
**The sports we play**

	1996	2001	2006
football	51%	45%	33%
volleyball	42%	40%	38%

snowboarding	26%	30%	37%
swimming	40%	41%	40%
cycling	52%	52%	54%

In 1996 football was the most popular sport – more than half of the students said they played it.

- 1 Why do some sports become popular among teenagers? What is the role of sport stars and media coverage of sporting events?
- 2 Which sports are becoming less popular and which more popular in your country? Why?
- 3 Look at the visuals and get ready to present the material and discuss:
  - why certain subjects are more popular than others,
  - the advantages and disadvantages of studying in state and private universities.Then answer the teacher's questions.

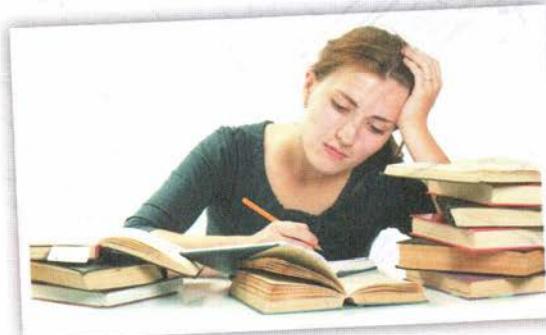
**Teacher's questions:**

- 1 What issues do the materials deal with?
- 2 According to the materials, what subjects do students more/less often choose to study at university? Why can this be a problem?
- 3 Are exams a good way of testing how much knowledge a student has? Why/Why not?
- 4 Why do young people decide to study at private, not state, universities?
- 5 Which subject would you most like to study in the future? Why?

## IT'S YOUR CHOICE

The number of people enrolling at colleges is soaring – every year sees a rise in the numbers of students-to-be. They most often choose political science, international affairs, psychology, sociology and computer studies. However, the problem is, will there be jobs for ALL of them in the future? Do we need that many sociologists or experts in politics?

Debate on the rising number of private colleges and universities – Ministry of Education asks: do we need so many?



# 04

# Mysteries

Read, listen and talk about mysteries.

Practise modals and modal perfects for speculation.

Focus on speculation, describing atmosphere.

Write a narrative.

## GRAMMAR AND SPEAKING

- 1 ©T025 Listen to the story. Are the statements true or false?

- 1 Sheerness is a town which is near the sea.
- 2 When police found the man, he was wearing formal clothes.
- 3 The man was carrying a suitcase.
- 4 The police arrested the man.
- 5 The man pointed to Russia on the map.
- 6 The man wrote his name on a piece of paper.
- 7 The man refused to play the piano.
- 8 His story became well-known across the world.

- 2 ©T025 Listen again and read the extracts. Match speakers' theories 1–6 with evidence a–e. One evidence can be used twice.

- 1 He could (might/may) be an illegal immigrant.
- 2 He must come from Norway.
- 3 He can't be Norwegian.
- 4 He might (may/could) have been the victim of a crime.
- 5 He must have been in the sea.
- 6 He can't (couldn't) have understood you.

- a He didn't write his name.
- b He seems very frightened.
- c He doesn't understand Norwegian.
- d He pointed at Oslo on the map.
- e His clothes are very wet.

**Officer 1** He seems very frightened. He could be an illegal immigrant.

**Officer 2** Or he might have been the victim of a crime. Can you show us some identification, Sir? A passport, a driving licence?

**Officer 1** He's obviously too shocked to speak. **Officer 2** No wonder – the poor guy's soaking wet. He must have been in the sea for a long time ...

**Officer 1** Where do you come from? France? Russia?

**Doctor** Let's give him a map. Perhaps that will help.

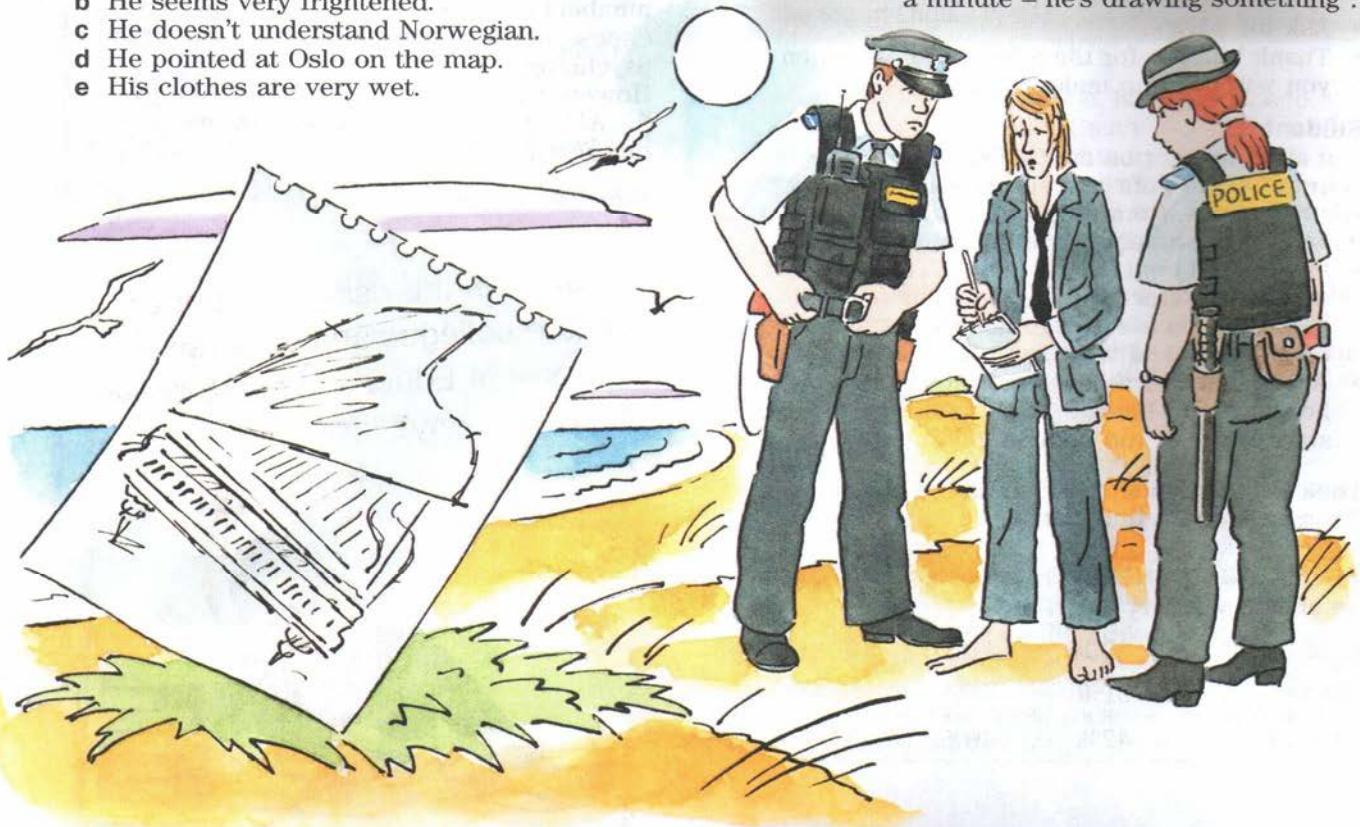
**Officer 1** He's pointing at Oslo. He must come from Norway.

**Officer 1** Well that was a waste of time – he can't be Norwegian, he didn't understand a word.

**Doctor** Perhaps if we give him a pen and paper, he'll write his name.

**Officer 1** Good idea. Can you write your name for us, Sir?

**Officer 1** He can't have understood. Wait a minute – he's drawing something ...





## Work it out

- 3 Look at the underlined phrases in theories 1–6 in Exercise 2 and decide in which situations a–c we use these modal verbs.

can't	couldn't	might
could	may	must

- a The speaker is certain that it is/was true.  
 b The speaker thinks that it is/was possibly true.  
 c The speaker is certain that it isn't/wasn't true.

- 4 Look at the sentences below. Which one talks about a situation in the past?

- 1 He **must** be Norwegian.  
 2 He **must have been** in the sea.

## Check it out

### Modal verbs for speculation

We use *must/might/may/could/can't + infinitive* to speculate about whether something is true in the present.

He **must come** from Norway. (I'm certain it's true.)  
 He **might/may/could be** an illegal immigrant.  
 (I think it's possible.)  
 He **can't be** Norwegian. (I'm certain it isn't true.)

We use *must/might/could/can't/couldn't + have + Past Participle* to speculate about whether something was true in the past.

He **must have been** in the sea.  
 (I'm certain this really happened.)  
 He **might/may/could have lost** his passport.  
 (It possibly happened.)  
 He **can't/couldn't have lost** his memory.  
 (I'm certain it was impossible.)

### Mind the trap!

The negative of *must* is *can't*, not *mustn't*.

He **can't** be French – I'm sure his parents are both from Wales. NOT **mustn't** be  
 He started work five minutes ago. He **can't** have finished already! NOT **mustn't** have finished

- 5 Complete the sentences. Use *might/could/may* and the correct form of the verbs.

- 1 Where's Jacob? He's not in his room.  
 A \_\_\_ (be upstairs)  
 B \_\_\_ (go to the gym)
- 2 I wonder why Monica speaks such good French?  
 A \_\_\_ (grow up in France)  
 B \_\_\_ (still have lessons)
- 3 Why is Paul in such a bad mood?  
 A \_\_\_ (receive some bad news)  
 B \_\_\_ (be tired)

- \*6 Complete the sentences with *must, can't/couldn't* and the correct form of the verbs in brackets.

- 1 I phoned them last night but no one answered. They \_\_\_ (be) out.  
 2 You \_\_\_ (see) her at the station – she was at home with me!  
 4 What happened to sentence 3? They \_\_\_ (forget) about it! ☺  
 5 He lost his job and then his father died – it \_\_\_ (be) an easy time for him.  
 6 You're going out with Victor? You \_\_\_ (be) serious! In fact, you \_\_\_ (be) mad!  
 7 He \_\_\_ (be) hungry – he's just had lunch!

- 7 ©T026 Listen to the Mystery Guest. Make statements about him using *must/might/could/can't* and the ideas below.

live in France/the US	be married/divorced
have children	be a hooligan
be an actor	be famous
be French/American	be in his late teens

He might be a hooligan because he was in a dangerous fight ...

- 8 ©T027 Listen to four situations. Decide what you think has happened. Make sentences with *might/may/could have*.

The machine **might have taken** his card.

- 9 ©T028 Read and listen to the story. In pairs, try to guess how the narrator knew that Paul was lying. Then complete the last sentence. Check your answers on page 117.

'Leo and I bumped into Paul in the café last week. We hadn't seen him for over a year. He walked up to us with a big smile on his face.

'Been somewhere hot, Paul?' I asked. We both looked at his badly sunburned face. He laughed.

'I just flew back from Botswana last night. I was working for a charity out there for a year. We were helping to build a primary school in a remote village. I've had the time of my life! Sitting on a warm beach every evening playing my electric guitar, an ostrich on the barbecue, amazing women ... . But I tell you, you've no idea how good it was to have a really long hot bath and shave off my beard after eleven months.' Leo looked impressed but I knew that Paul was exaggerating as usual. He can't have \_\_\_ because \_\_\_.'

## READING AND VOCABULARY

- 1 Work in pairs. Look at the picture. What do you think might have happened?
- 2 Quickly read the story. Were your predictions in Exercise 1 correct? Then answer the questions.
  - 1 Why is Framton Nuttel visiting the Sappletons?
  - 2 Who is Mrs Sappleton waiting for during Framton's visit?
  - 3 Why does Framton suddenly run out of the house?
- 3 **©T029** Read the text and complete gaps 1–4 with the sentences below. There are two sentences you don't need. Listen and check your answers.
  - A Framton was surprised to hear the word 'tragedy' in such a peaceful village.
  - B He looked around the living room and wondered if Mrs Sappleton was married or perhaps a widow.
  - C She didn't look very interested at all.
  - D She turned to look at him and laughed once more.
  - E The girl stopped speaking and just then her aunt came in and apologised for being late.
  - F The girl took Framton's coat and carefully placed it on the coat-stand.
- 4 Read the text again. Are the statements true, false or is there no information?
  - 1 It is easy for Framton to talk to the girl.
  - 2 Framton comes from a large city.
  - 3 Framton's sister still lives in the village.
  - 4 The room suggests to Framton that there might be a man in Mrs Sappleton's life.
  - 5 Framton hadn't noticed the door was open until the girl mentioned it.
  - 6 Mrs Sappleton enjoys hunting.
  - 7 Framton feels sorry for the girl at one point.
  - 8 Mrs Sappleton had found Framton's topic of conversation strange.
- 5 Work in pairs and answer the questions.
  - 1 Do you think Mrs Sappleton is an unusual person?
  - 2 What kind of person do you think the niece is? How do you know?

M

Mrs Sappleton is upstairs – she'll be with us in a minute, Mr Nuttel,' said the girl. 'So you'll have to put up with me for a while.' She giggled.

Framton Nuttel tried hard to think of something polite to say to her. He had come to the village to relax after a long illness. His sister had lived there a few years before and she had given him a list of 'nice' people he should meet. But he was beginning to feel fed up with visiting strangers.

'Do you know many people in the village?' asked the girl, who was Mrs Sappleton's niece. Framton frowned. 'Hardly anyone,' he answered sighing. 'But my sister used to live here and she gave me a list of people I should meet.'

'Oh, so you don't know anything about my aunt?' asked the girl.

'Just her name and address,' said Framton. <sup>1</sup> There was something very masculine about the room.

'You don't know about my aunt's tragedy?' asked the girl.

<sup>2</sup> 'You're probably asking yourself why we have the door open on an October afternoon, Mr Nuttel.'

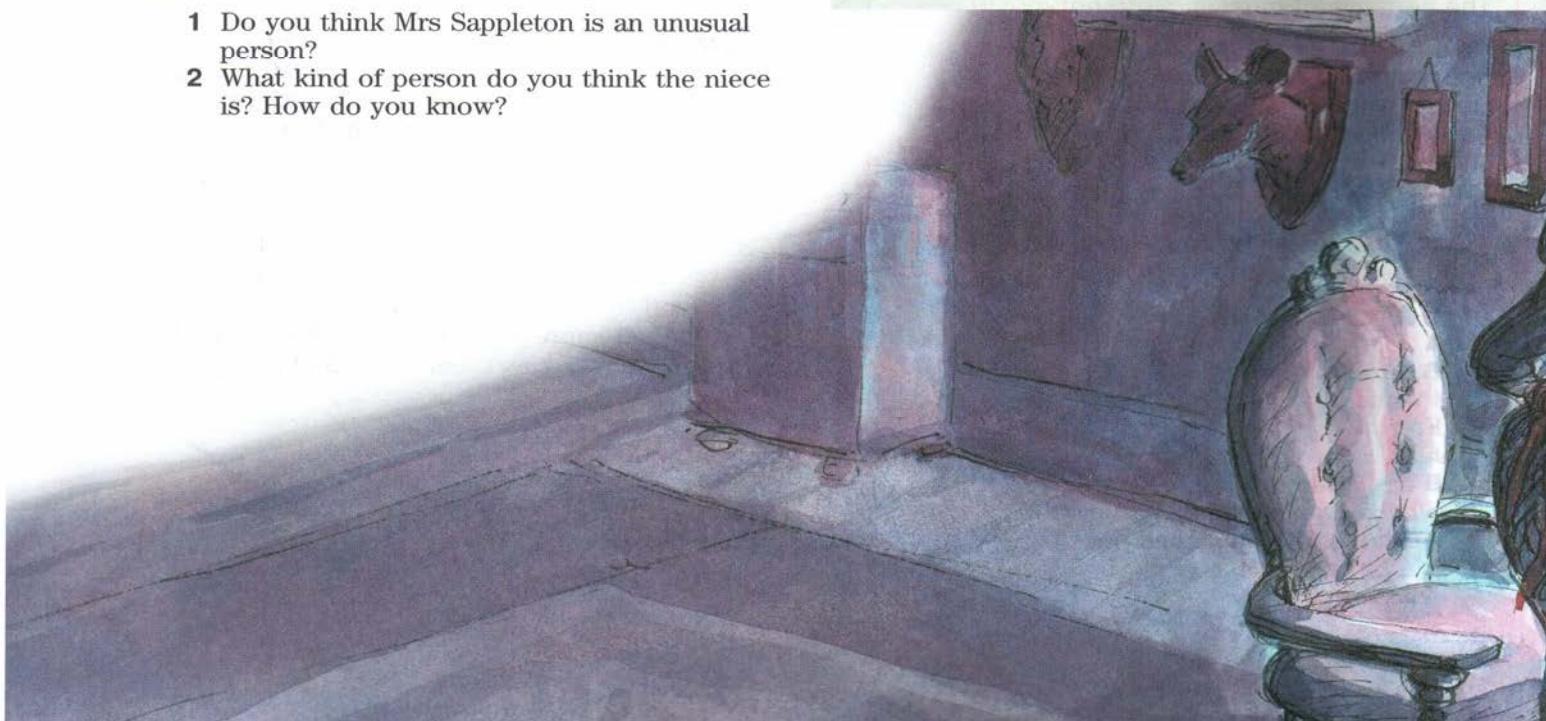
For the first time Framton looked up at the open patio-door, which led to the garden.

'Well, let me tell you. Exactly three years ago today my aunt's husband, his dog and her two young brothers left the house to go hunting. They never came back. They were crossing some low ground near a river ... it had been a very wet summer ... well, their bodies were never found. And my poor aunt ... she still thinks that they will come back someday and walk through that door. Which is why she keeps it open.' She stared at him for a moment and then whispered, 'Do you know, sometimes on quiet evenings like this, I almost get a strange feeling that they will all walk through that door!'

Framton shuddered. <sup>3</sup>

'I hope my Vera has been amusing you?' she said.

'She has been very interesting,' said Framton.



'I'm sorry to keep the door open, but my husband and brothers will come back from their hunting trip soon.'

She talked for some time about hunting and birds. Framton felt terrible and tried to change the subject – but in vain. He could see that Mrs Sappleton wasn't really listening to him but was gazing at the door all the time.

'The doctors have told me to rest completely and not to do any exercise, but they're not sure about the best diet for me,' said Framton, who thought the pair might be interested to hear about his illness. Mrs Sappleton yawned.<sup>4</sup>

It was beginning to get dark and the room seemed a little gloomy.

'Here they are at last!' she said, suddenly. 'Just in time for tea!'

Framton turned to look sympathetically at the girl. She was also staring at the door with horror in her eyes. Surprised, Framton glanced at the door.

In the darkness, he could see three people strolling across the lawn, carrying guns. A dog was running behind them. One of the men was singing. Framton gasped. He suddenly got up out of his chair, took his hat and dashed out of the house and through the gate, away from the house as fast as he could.

'We're back, my dear,' said Mr Sappleton with a grin. 'Who was that who just left?'

'A very strange man called Mr Nuttel,' said Mrs Sappleton. 'All he could talk about was his illnesses, and then he left without even saying goodbye ... or sorry. It was as if he had seen a ghost!'

'It was probably the dog,' said her niece calmly. 'He told me he was terrified of dogs. He told me that once in India he had spent the night lying in an empty grave in a cemetery, trying to escape from a pack of mad dogs.'

- 6** Match these verbs with their definitions. Use a dictionary to help you.

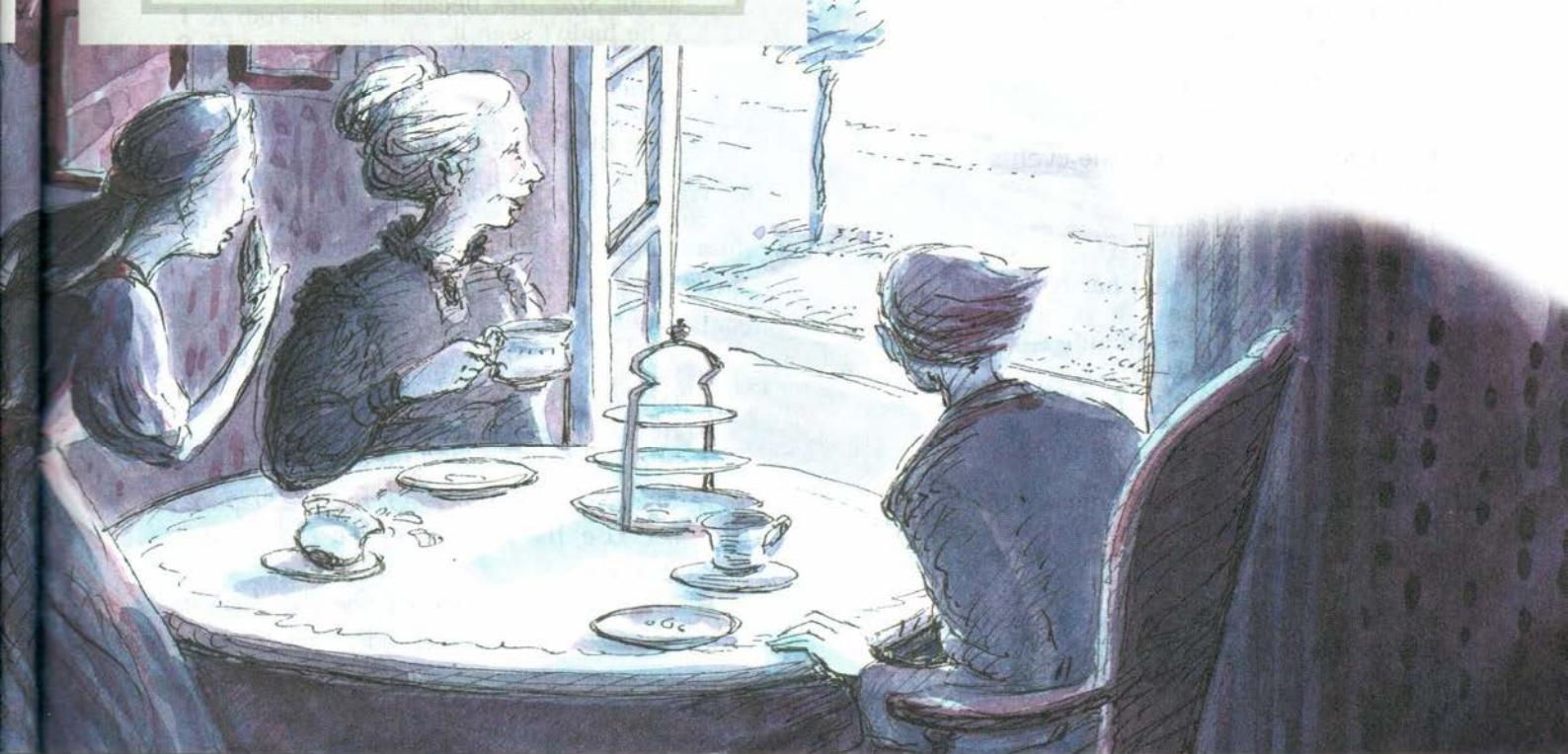
giggle frown sigh whisper  
shudder gaze (at) yawn glance (at)  
stroll gasp dash

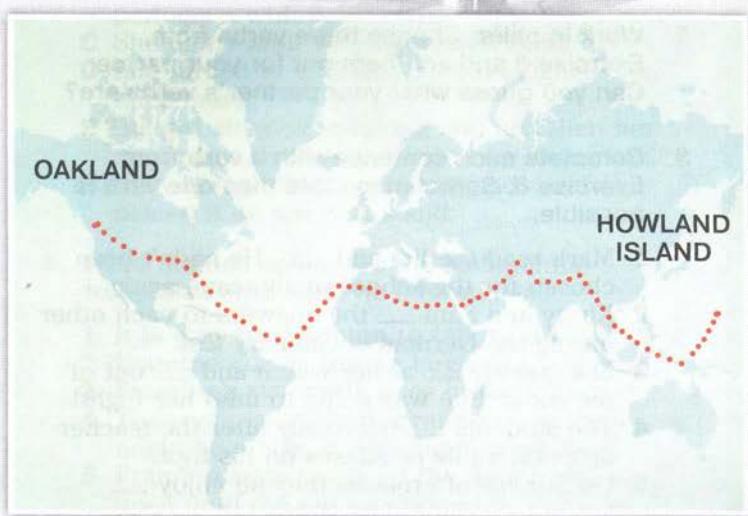
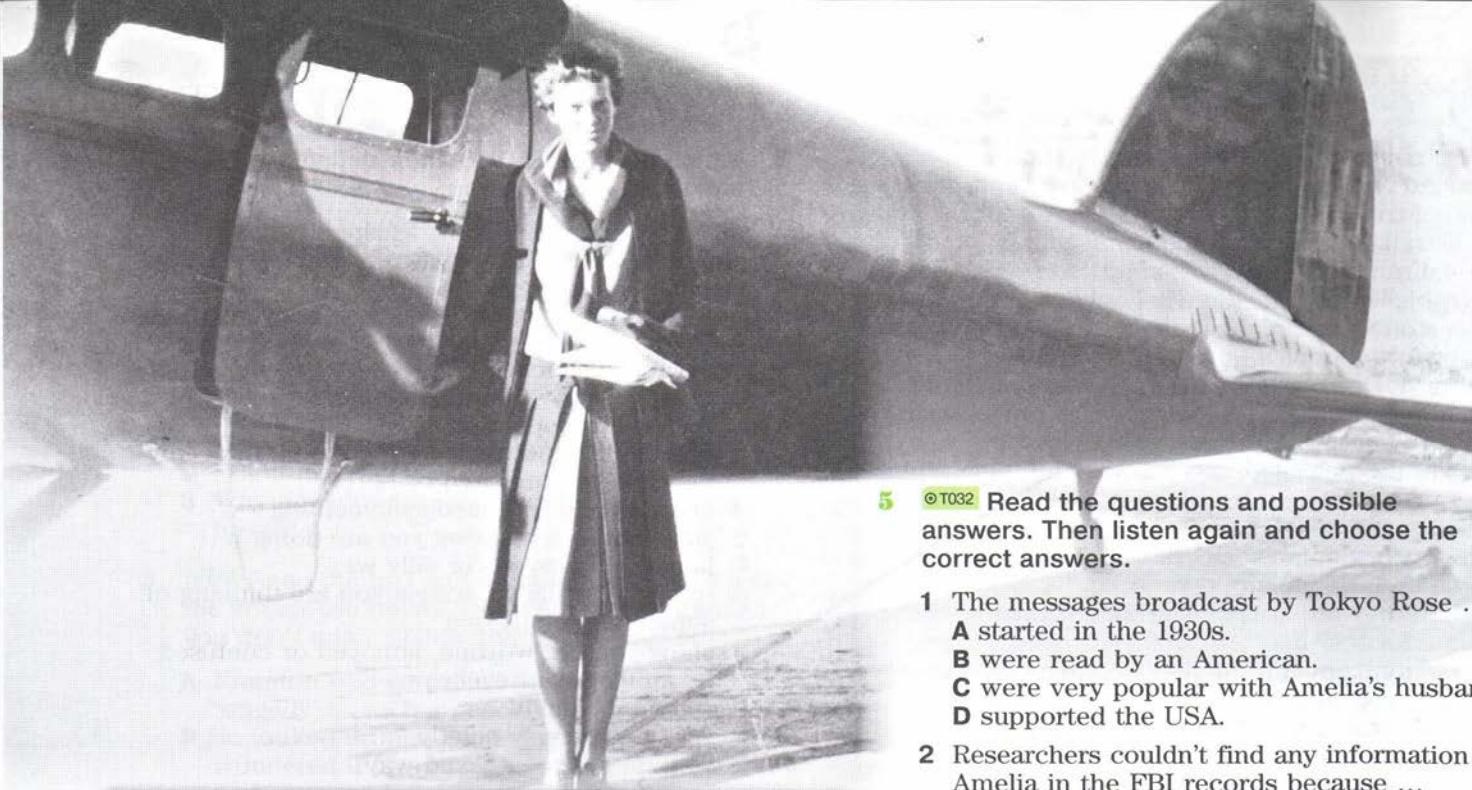
- a breathe in quickly because you feel very surprised/shocked
- b breathe out with a long sound because you feel sad/disappointed
- c open your mouth wide and breathe in deeply because you are tired or bored
- d quickly look at someone/something
- e stare without realising you are doing it
- f laugh in a nervous or silly way
- g to shake, usually because you are thinking of something unpleasant
- h show you are worried, annoyed or confused by moving your eyebrows
- i run very quickly
- j speak extremely quietly
- k walk in a slow, relaxed way

- 7** Work in pairs. Choose three verbs from Exercise 6 and act them out for your partner. Can you guess what your partner's verbs are?

- 8** Complete each sentence with a verb from Exercise 6. Sometimes more than one verb is possible.

- 1 Mark read the list and \_\_\_\_\_. He hadn't been chosen for the school rugby team, again!
- 2 Kirsty and Sam \_\_\_\_ the answers to each other during the German vocabulary test.
- 3 She quickly \_\_\_\_ at her watch and \_\_\_\_ out of the room. She was going to miss her flight!
- 4 The students \_\_\_\_ nervously after the teacher dropped a pile of atlases on his foot.
- 5 On Sunday afternoons they all enjoy \_\_\_\_ around the shopping centre.
- 6 During chemistry lessons he \_\_\_\_ out of the window at the clouds and trees.
- 7 She \_\_\_\_ when she remembered her disgusting childhood school dinners.





## LISTENING AND SPEAKING

- 1 ©T030 In pairs, look at the pictures. Have you heard of Amelia Earhart? Try to answer the questions. Then listen and check.

- In which period did she live?
- What was she famous for?

- 2 ©T030 Listen again and put the events in the correct order.

- a born into a rich family 1
- b trains to be a pilot
- c visits an air show with her father
- d trains to be a nurse
- e flies solo across the Atlantic
- f drops out of university
- g finishes high school
- h works as a social worker
- i plans her round-the-world flight

- 3 ©T031 Listen to Part 2. Did Amelia's plane ever reach Howland Island? Work in pairs. What do you think might have happened to her?

- 4 ©T032 Listen to Part 3. Were any of your ideas in Exercise 3 similar?

- 5 ©T032 Read the questions and possible answers. Then listen again and choose the correct answers.

- 1 The messages broadcast by Tokyo Rose ...
  - A started in the 1930s.
  - B were read by an American.
  - C were very popular with Amelia's husband.
  - D supported the USA.
- 2 Researchers couldn't find any information on Amelia in the FBI records because ...
  - A she may have been killed by the Japanese.
  - B researchers only started looking in the 1990s.
  - C she probably wasn't a spy.
  - D researchers didn't look for long enough.
- 3 When Amelia sent her last message ...
  - A she still had gas for several hours' flying.
  - B she was extremely worried about how much gas she had left.
  - C she had already run out of gas.
  - D she was about to crash.
- 4 The story about the metal plates on Nikumaroro suggests that ...
  - A Amelia had met the islanders.
  - B the plane might have landed or crashed nearby.
  - C the US Navy hadn't searched the area near the island.
  - D Fred Noonan wasn't good at navigating.
- 5 Bruce doesn't want to answer the question about *Star Trek* because ...
  - A he hadn't seen it.
  - B he didn't have any evidence for the theory.
  - C he didn't think it was a serious question.
  - D he didn't like the series.
- 6 Work in pairs. Which theory is most/least convincing? Take turns to give evidence for and against. Use **Check it out** on page 33 to help you.
  - 1 Amelia had worked for the Japanese against the USA.
  - 2 She had been an American spy and was killed by the Japanese.
  - 3 Her plane had run out of fuel.
  - 4 She had tried to land on another island.
  - A She might have worked for the Japanese because the woman on the radio was American.
  - B She can't have worked for the Japanese because her husband didn't recognise her voice.

## VOCABULARY

- 1** Match the words with definitions a–j. Then choose the adjectives that make a positive impression. Use a dictionary to help you.

deserted	charming	luxurious
spacious	shabby	gorgeous
cramped	filthy	cosy
		tacky

- a small, comfortable and warm
- b small and uncomfortable
- c extremely dirty
- d cheap and tasteless
- e in bad condition because it hasn't been looked after
- f empty and quiet because there are no people
- g pleasant or attractive
- h extremely beautiful
- i very comfortable and expensive
- j large and pleasant with a lot of space

- 2** Choose the correct words.

- 1 There were no signs of life in the Market Square – it was *cramped/deserted*!
- 2 Their semi-detached house was too *cramped/tacky* for such a large family – so they moved into a more *spacious/gorgeous* detached house in the suburbs.
- 3 The kitchen was *cosy/filthy* – it looked as if it hadn't been cleaned in weeks!
- 4 She had a really *luxurious/shabby* apartment in the centre of town where she used to organise exclusive parties.
- 5 They loved staying in the *charming/filthy* hotel and went back every year.

- 3** Match the words that have a similar meaning.

- |               |            |
|---------------|------------|
| 1 depressing  | a tranquil |
| 2 peaceful    | b superb   |
| 3 uninhabited | c deserted |
| 4 magnificent | d gloomy   |

- 4** Work in pairs. Which adjectives from Exercises 1 or 3 could you use to describe these things?

- 1 A dark street in a poor district of a town.
- 2 The view from the window of a country cottage.
- 3 The ruins of an old castle.
- 4 A mansion in a large park.

- 5** Rewrite the sentences changing the underlined words/phrases to change the atmosphere.

- 1 The street was always full of life at any time of day. At the end of the street there was a gorgeous old church.
- 2 They lived in a charming old terraced house in the oldest part of the town.
- 3 The kitchen is cosy on dark, winter evenings.
- 4 They lived in a shabby block of flats.
- 5 They stayed in a spacious chalet by the beach.

I spend a lot of time in the Grassmarket, which is just a few minutes' walk from Edinburgh Castle. It's a spacious market square which is lined by magnificent stone townhouses, many of them dating from the sixteenth century. Some of the buildings are eight or nine storeys high – among the tallest in the city. Each house has a different style to its neighbour, but together the buildings create a feeling of harmony. The Grassmarket doesn't get as crowded with tourists as other parts of the old town, and there are a couple of charming cafés on the square where I sometimes go with friends between lectures. We just sit and enjoy the tranquil atmosphere – it's really magic!

- 6** Read the description above. Does the writer have a positive or negative opinion of the place? Which words suggest this?

- 7** Rewrite the text with adjectives to make the description more atmospheric.

Finally, Dan and Tonia found a bedsit in a district not far from the city centre – one room with a kitchen. It was on a street lined with detached houses. There was a view of the city centre from the window. The bedsit was unfurnished so they bought some furniture – a sofa bed, a coffee table and some armchairs.

- 8** Write a description of a striking, mysterious or magical place/building that you know. Mention its location and history. Write 200–250 words.



## Rivals

Even at school there had been an unhealthy competition between George and Richard.

'I'll be the first millionaire in Coleford!' Richard used to boast.

'And you'll be sorry you knew me,' George would reply 'because I'll be the best lawyer in town!'

George never became a lawyer, and Richard never made any money. Instead both men opened bookshops on opposite sides of Coleford High Street. It was hard to make money from books, which made the competition between them worse.

Then Richard married a mysterious girl. The couple spent their honeymoon on the coast – but Richard never came back. The police found his wallet on a deserted beach, but the body was never found. He must have drowned.

Now with only one bookshop in town, business was better for George. But sometimes he sat in his cramped, shabby kitchen and gazed out of the filthy window, thinking about his ex-rival. Perhaps he missed him?

George's passion was old dictionaries. He'd recently found a collector in Australia who was selling a rare first edition. When the parcel arrived, the book was in perfect condition and George was delighted. But while he was having lunch, George glanced at the photo in the newspaper that the book had been wrapped in. He gasped – the grinning face was older than he remembered but unmistakable! Trembling, George started reading.

'Bookends have bought ten bookstores from their rivals Dylans. The company, owned by multi-millionaire Richard Pike, is now the largest bookseller in Australia.'

(248 words)

## WRITING

1 Read the story. Then, in pairs, answer the questions.

- What do you think might have happened to Richard after his honeymoon?
- How do you think George was feeling when he read the article? Why?

2 What kind of story is the text in Exercise 1? More than one answer is possible.

- an action story    a fairy tale  
a story with a moral    a mystery story  
a romance    a comic story  
a horror story    a personal story (e.g. from a diary)





- 3 Think Back!** Read the text again and decide which tense(s) a–c or structures d–f we use in these situations. Two variants are possible.

- a Past Simple
- b Past Continuous
- c Past Perfect
- d *used to*
- e *would*
- f a modal perfect

- to tell the main part of the story
- to talk about something that happened even earlier in the past
- to talk about past habits
- to show that a long activity was interrupted by a short one
- to speculate about what might have happened

**4 In pairs, answer the questions.**

- Did George have a comfortable life or not? What adjectives in paragraph 4 help to create this impression? Look at the Vocabulary on page 37 to help you.
- Find verbs in paragraph 5 which make the story more dramatic. Look at Exercise 6 on page 35 to help you.

### Mind the trap!

In stories we often put the reporting verbs (like *say*, *reply* and *ask*) before a noun or speaker's name. The meaning is the same but the style is more 'literary'. We can't do this with pronouns.

'How are you, John?' **the girl asked.**  
OR 'How are you, John?' **asked the girl.**

'Where are you going?' **she asked.**  
NOT 'Where are you going?' **asked she.**

- 5 Change the punctuation in these sentences to make them correct. Use paragraph 1 of the story to help you.**

- 1 I'm really sorry he whispered it was an accident
- 2 didn't I tell you not to ever go in there she asked
- 3 be careful shouted Tom from the passenger's seat the road's really dangerous
- 4 I hope you've had enough sleep said Jacob because it's going to be a long journey

As dawn broke the sky with flashes of pink, and the melancholy sound of a distant tram cut through the cold morning air, Sophie Hoffman strolled across the estate back to her flat. Her block of flats had been built in 1953 for the workers in the local car factory. The flats hadn't been renovated for years and the balconies were dangerous. She took off her ballet slippers and slowly climbed the stairs to the fourth floor. There were three other flats on this floor. Once inside her flat, she quietly put her filthy ballet slippers next to the lonely row of shoes by the front door. As she was passing the mirror in the hall she glanced at herself and gasped.

- 6 Work in pairs. Read the beginning of the story above and answer the questions.**

- 1 Which information, in your opinion, does not add very much to the development or the atmosphere of the story? Try to cut the text by three sentences.
- 2 Compare your choices with another pair's. Were your choices similar?

- 7 Study Train Your Brain. Look at Exercises 2–6 and decide which exercise practises each point.**

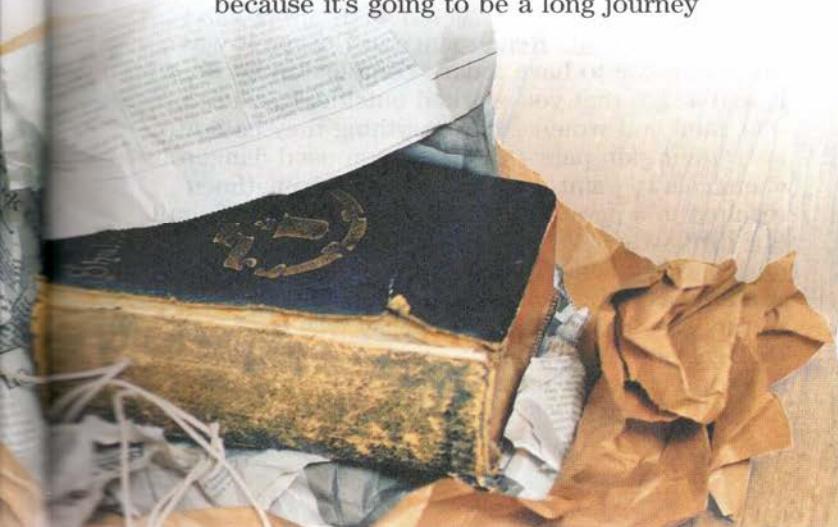
### TRAIN YOUR BRAIN | Writing skills

#### Story

- Think about which format is best for a story e.g. a mystery/comic/horror story.
- Use adjectives to create an atmosphere.
- Use dramatic verbs to make your writing more exciting.
- Do not go over the word limit. Edit your work and remove any information that does not add to your story.
- Try to use a range of structures and tenses.
- Using direct speech can make a story more interesting, but be careful with punctuation.

- 8 Work in pairs. Write a story of about 200–250 words which ends with the sentence **That was the last time he/she ever saw them**. Use these ideas and Train Your Brain to help you.**

- Think of a situation where someone might feel relieved, shocked or disappointed to stop seeing a group of people. Why did the characters not see each other again?
- Think of your characters' ages. Are they your age, younger or older?
- Think of the period in history and the place of your story.
- Think of the best style or format for your story and decide how you want to begin the story:
  - a dialogue (direct speech)
  - b a description of a person
  - c the history of what had happened before the main part of the story
  - d a background description of a place, the weather etc
  - e a dramatic event which is key to the story



# The body beautiful

**Read, listen and talk about** appearance and beauty.

**Practise** articles; have something done.

**Focus on** describing appearance; identifying text type.

**Write** a description of a person.

## Beauty through the ages

A sign of health ... or a sign of wealth?



**Hair:** Queen Elizabeth The First started going bald at an early age. She started a fashion for wigs in England. The fashion spread and eventually wigs were popular with both sexes for the next three hundred years. Wigs became a status symbol – the bigger the wig, the more important you were. However, there was another reason that wigs were an advantage. In those days, even rich people rarely washed and the unhygienic conditions attracted fleas and other pests. Shaving off your hair and wearing a wig was often the only answer. People used animal fat to keep the wigs in place – the smell must have been terrible!



**Build:** Nowadays, a woman who wants to make a career in the world of fashion has to watch her weight. However, during most of our history, being plump was considered more attractive for women: it showed that they didn't have to work and could afford good food. However, the story is a little different for men. In Greek or Roman society, people thought that a muscular physique was the most attractive symbol of masculinity and this idea has continued through the centuries with a few small changes. For example, in the Middle Ages, men wore tights or stockings so it was fashionable to have muscular legs and thighs. Today, in the age of the T-shirt, men worry more about arm and chest muscles. It is still fashionable for men to look fit as it suggests you take your health seriously.



**Skin:** During the Renaissance in Europe it was unfashionable to have a dark complexion because it was a sign that you worked outside. Because of this, men and women did everything they could to keep their skin pale – often women used dangerous chemicals to paint their faces, which sometimes resulted in a painful death. This didn't change until the 1920s when Coco Chanel, a famous fashion designer, accidentally fell asleep in the sun. The suntan was born and remained popular for the rest of the twentieth century – an easy way to show that you were rich enough to spend your holidays in exotic, sunny places.



## GRAMMAR AND READING

- 1 Read the texts and decide which of these did NOT use to be considered attractive in the past.
  - a suntan b being slim c a muscular body
- 2 Think Back! Complete rules 1–3 with *a*, *the* or *Ø* and match them with examples a–e.
  - 1 We use \_\_\_ with plurals or uncountable nouns.
  - 2 We use \_\_\_ when it is something unique and when we mention the same noun for the second time.
  - 3 We use \_\_\_ with singular countable nouns when it is one of many.

**a** Coco Chanel fell asleep in the sun.  
**b** Queen Elizabeth started a fashion ...  
**c** ... the fashion spread ...  
**d** They wore tights or stockings.  
**e** They could afford good food.

### Work it out

- 3 For each example below choose the sentence with the same meaning. Use the texts on page 40 to help you.
  - 1 Men in general worry about their chest muscles.
    - a The men worry about their chest muscles.
    - b Men worry about their chest muscles.
  - 2 Any woman who wants a career in fashion ...
    - c A woman who wants a career in fashion ...
    - d The woman who wants a career in fashion ...
  - 3 The idea of a suntan was born!
    - e A suntan was born!
    - f The suntan was born!
- 4 Now match your answers in Exercise 3 to the rules in the box below.

### Articles – general statements

- 1 When we talk about things or people in general we use a plural or uncountable noun with no article (*Ø*).
- 2 We can also use a singular countable noun with *a/an*. It means *any/all*.
- 3 We can use a singular countable noun with *the* to refer to an invention/idea in general statements.

- 5 Look at the rules below. Then find underlined words in the texts that match each rule.

### Articles – general uses

We generally use:

- a/an** with occupations
- the** with superlative adjectives; ordinal numbers; centuries; decades; historical periods
- no article** with continents; countries; abstract nouns

### Mind the trap!

- 1 Generally all singular countable nouns need an article.

I bought **a hairdryer**.  
 NOT I bought **hairdryer**.

- 2 It is unusual to use *the* in general statements with plural nouns.

**Men** are as vain as **women**!  
 NOT **The men** are as vain as **the women**!

- 6 Complete the sentences with *a*, *the* or *Ø*.

- 1 Actually, I think \_\_\_ shower was one of \_\_\_ greatest inventions ever!
- 2 Phil started \_\_\_ course to become \_\_\_ fitness instructor. But he found \_\_\_ course too boring and he dropped out.
- 3 Even \_\_\_ money can't buy you \_\_\_ health and \_\_\_ happiness.
- 4 In \_\_\_ 1970s \_\_\_ men and \_\_\_ women used to wear \_\_\_ flared trousers.
- 5 Everybody knows that \_\_\_ men in \_\_\_ Scotland sometimes wear \_\_\_ kilts. But \_\_\_ modern kilt was invented in \_\_\_ eighteenth century by Thomas Rawlinson, \_\_\_ Englishman!
- 6 \_\_\_ beautiful body doesn't always mean \_\_\_ beautiful mind.

- \*7 Complete the texts with *a*, *the* or *Ø*.

**Teeth:** During <sup>1</sup>\_\_\_ sixteenth century, <sup>2</sup>\_\_\_ sugar started to become popular. But only <sup>3</sup>\_\_\_ richest people could afford it and it quickly became <sup>4</sup>\_\_\_ symbol of <sup>5</sup>\_\_\_ wealth. Of course <sup>6</sup>\_\_\_ toothpaste didn't exist in <sup>7</sup>\_\_\_ Europe then and <sup>8</sup>\_\_\_ people who ate a lot of <sup>9</sup>\_\_\_ sweet food usually had <sup>10</sup>\_\_\_ black teeth. In <sup>11</sup>\_\_\_ England <sup>12</sup>\_\_\_ women often used to paint their teeth black to make them look more rich and beautiful!

**Tattoos:** In <sup>13</sup>\_\_\_ 1990s <sup>14</sup>\_\_\_ archaeologists discovered <sup>15</sup>\_\_\_ man who had frozen to death on <sup>16</sup>\_\_\_ mountain between <sup>17</sup>\_\_\_ Austria and <sup>18</sup>\_\_\_ Italy. His body was covered in <sup>19</sup>\_\_\_ tattoos. <sup>20</sup>\_\_\_ archaeologists later calculated that <sup>21</sup>\_\_\_ man had lived 5,000 years ago and it was probably <sup>22</sup>\_\_\_ earliest known example of this kind of <sup>23</sup>\_\_\_ art.

- 8 In pairs, answer the questions.

- 1 In which situations do you spend a lot of time getting your appearance right before you go out?
- 2 Do you think that society takes beauty/appearance too seriously?

## READING AND VOCABULARY

- 1 Work in pairs. Look at the list of different kinds of texts and put them into categories 1–5 below. Some items can go in more than one category.

advert	instructions
biography	invitation
catalogue	letter of application
dictionary	newspaper article
diary	note/message
email to a friend	novel
encyclopaedia	poem
essay	postcard
friendly letter	recipe
greetings card	rules
guidebook	

Purpose of text	Type of text
1 to give orders or instructions	signs and notices, ...
2 to persuade the reader	newspaper editorial, ...
3 to give (non-personal) information	website, ...
4 personal, informal writing	blogs, ...
5 literature	plays, ...

- 2 Read text A and answer the questions. Don't worry if you don't understand all the words.
- What is the purpose of the text? Choose from categories 1–5 in Exercise 1.
  - What type of text from the list above do you think it is?
  - Do you think it is a modern text? Why?/Why not?
- 3 Look at the information below. Then read text B and decide what type of style it has. Do you think the text is a piece of personal writing (e.g. a letter) or literature?

### Informal style

- contractions (*I'd*) and ellipsis (missing words)
- quite simple language/slang
- usually quite short sentences
- exclamations and direct questions often used

### Literary/formal style

- contractions and ellipsis not common
- sophisticated language
- long sentences and complex grammar
- exclamations and direct questions not used often

A

### Sore throats

In the case of sore throats, the most effective remedy is bacon. Cut slices of fat, boneless bacon and season it well with black pepper. This should be tied around the patient's throat using a cotton bandage and worn for several hours until the pain decreases.

### Poor appetite

There are several remedies which are suitable for patients with poor appetites. One can try rubbing the stomach with alcohol or taking a bath in beef soup. Now that electricity is becoming more popular in the home, one can also try electric shocks from a battery.

C



## Face Mask

This mask, based on roses, will make you feel refreshed and your skin shiny and young.

#### Ingredients:

- 2 tablespoons rosewater
- 1 tablespoon natural yogurt, room temperature (not low fat or non-fat)
- 1 tablespoon honey
- Bottled water

#### Preparation:

- 1 Soak rose petals, then crush them in a bowl.
- 2 To get honey runny, warm it in a microwave for a few seconds.
- 3 Add the rosewater, yogurt and honey.
- 4 Mix well and apply to the skin.
- 5 Leave on for 10 minutes.
- 6 Rinse with bottled water.
- 7 Enjoy!

**B**

The elderly passenger who was sitting on the north-window-side of that moving train was the one and only Professor Timofey Pnin. Ideally bald, sun-tanned and clean-shaven, he began rather impressively with that great brown dome of his, fashionable glasses (which hid his lack of eyebrows), ape-like upper lips, thick neck and muscular chest, but ended, rather disappointingly, in a pair of skinny legs and almost feminine feet.

**D**

FOR YEARS experts have been predicting the growth of men's cosmetics. The market grew very slowly during the 1990s, but has grown rapidly since 2001. Manufacturers have spent a lot of time and money developing new products and packaging, and finally it looks like their investments were worth it. Sales of men's deodorants and razors continue to grow, but what is most exciting for the industry is that many products which used to be exclusively female are now being bought by men: skin cream, delicate shampoos, hair styling mousse and anti-ageing products. What isn't clear is whether men are becoming more vain or whether they simply have more money to spend on themselves.

**E**

**From:** Peterg@mail.com  
**To:** emmag@supamail.com  
**Subject:** Hi again!

I promised to tell you about the Senior Prom (the formal ball we have to celebrate the end of High School). Our school had hired the ballroom at the Crown Plaza, a posh but pretty uncool hotel in town. Everyone had spent months getting ready for it – it's really important to have the most flattering hairstyle, the trendiest clothes and of course the right partner on the night! Luckily, I didn't have a problem – I'd always known my date was Toby ;). My parents bought me a really stunning lemon-coloured dress for the evening. Toby looked really smart in his tuxedo and bow-tie. And guess what? – Toby, Jon, Julie and I hired a limousine to drive us to the hotel! It was so romantic! Anyway, when we arrived at the hotel, all the girls suddenly looked ten years older than the boys. Isn't that weird?

The Prom started with a big meal, which

- 4 Study **Train Your Brain**. Then read texts C–E and decide what type of text they are.

### TRAIN YOUR BRAIN | Reading skills

#### Identifying text type

- As you read, think about what the purpose of the text is – it can help you decide what the type of text is.
- Look at the style – it can help you decide if the writing is personal or not.

- 5 Match these statements with texts A–E.

The text ...

- mentions a way to make you feel less tired.
- mentions dietary problems.
- describes somebody's appearance.
- talks about changes in people's behaviour.
- mentions ways to stay young-looking.
- mentions people who look older than they really are.

- 6 Find adjectives a–i in texts B, C, D and E, then match them with definitions 1–9.

- skinny (text B)
- bald (text B)
- shiny (text C)
- vain (text D)
- trendy (text E)
- flattering (text E)
- stunning (text E)
- smart (text E)
- posh (text E)

- making you look more attractive than usual
- looking clean and tidy
- too interested in your own appearance
- too thin
- expensive and used or owned by rich people
- fashionable
- bright because it reflects light
- with little or no hair
- very beautiful

- 7 In pairs, prepare and give a short presentation on one of the topics below.

- Are men more vain than women? Why? Why not?
- Is it right that people have to dress formally in certain situations? (e.g. to a ball or an interview) Why? Why not?
- What 'folk remedies' for common illnesses or improving your appearance do you know?



## TO DO LIST

have windows replaced  
have anniversary photo taken  
have hair done  
have eyes tested  
have washing machine repaired  
have grass cut  
have carpet cleaned  
have new roof put on garage

## Work it out

- 4 Look at the sentences and complete the rule below. Then find more examples of this construction in the text in Exercise 3.

- 1 We have had all the windows replaced.  
2 We had a new roof put on the garage last month.

*have* (in correct tense) + object + —

## Check it out

### have something done

We use this passive construction when we arrange for somebody else (usually a professional) to do a job for us. To form it, we use the correct tense of the verb *have*, an object, and a Past Participle.

Every week we **have** the grass **cut**.  
(A gardener does it for us.)

I'm **having** the carpets **cleaned** this morning.  
(A specialist is doing it for me.)

- 5 Write sentences with **have something done** for these situations.

- 1 The optician tested Mark's eyes.  
*Mark had his eyes tested.*
- 2 The barber shaved Alex's head.
- 3 The manicurist is going to do Emily's nails.
- 4 The barber trims my dad's hair once every three months.
- 5 The hairdresser was dyeing Jade's hair when I saw her.
- 6 My friend has fixed my computer.

- 6 Work in pairs. Ask and answer the questions using the prompts.

- 1 Do you like/your photo/take?
- 2 How often/your hair/cut?
- 3 When was the last time/your eyes/test?
- 4 Would you like/your hair/dye?  
**A** Do you like having your photo taken?  
**B** I don't mind it actually!

## GRAMMAR AND LISTENING

- 1 In pairs, describe the photo and answer the questions.

- Do you enjoy going to the hairdresser's/barber's? Why?/Why not?
- In what ways do people sacrifice time and comfort in order to look good? Is it worth it?

- 2 **④ T033** Listen to the conversation. Find the things that Sheila mentions to Jean in the To Do List above.

- 3 **④ T033** Listen again and read. Did Duncan and Sheila do the jobs in Exercise 2 themselves?

'When Duncan retired we thought it's time to relax ... and it's a chance to finally have all those little things done around the house. So we've already had all the windows replaced and we had a new roof put on the garage last month. And Duncan's back is bad and he can't work in the garden so we found a gardener and now every week we have the grass cut. And I'm having all the carpets cleaned this morning so I said to myself ... "Sheila, why don't you go and have your hair done?" And I've made an appointment with the photographer ... Duncan and I are going to have our portrait taken for our wedding anniversary. You know something, Jean? I don't know what to do with myself! It's so boring ... when you have everything done by other people!'



## LISTENING AND VOCABULARY

1 Work in pairs. Look at the pictures above and answer the questions.

- What sport do you think these people play?
- In your opinion, which hairstyle looks the worst?
- Have any of these styles been popular in your country?

2 Read descriptions 1–6 and match them with pictures A–D.

- 1 a men's hairstyle in which the hair on top and at the sides of the head is short but the hair at the back is long
- 2 a punk hairstyle in which the hair is shaved from the sides of the head but the part in the middle stands up
- 3 some hair which has been dyed a paler colour than the rest
- 4 hair that covers the forehead
- 5 a line of hair that some men grow above their mouths

6 a hairstyle where chemicals are used to make the hair curly

3 **OT034** Listen and match the words below with descriptions 1–6 in Exercise 2.

- |                    |               |
|--------------------|---------------|
| a a fringe         | d highlights  |
| b a perm           | e a moustache |
| c a mullet (slang) | f a mohican   |

4 **OT034** Listen again. Are the statements true or false?

- 1 In the 1960s, footballers didn't look much different from the rest of society.
- 2 In the late 1970s, it became more common for players to earn a lot of money.
- 3 Footballers in the 1970s looked like rock stars.
- 4 Footballers probably choose their hairstyle to try and look more masculine.
- 5 Players in the same club have always tried to have different hairstyles from each other.

5 For each word or phrase, choose the number of the hairstyle 1–4 which it is describing. Use a dictionary if you need to.

- |                   |              |
|-------------------|--------------|
| a bleached        | e dreadlocks |
| b a pony tail     | f spiky      |
| c shoulder-length | g wavy       |
| d straight        |              |



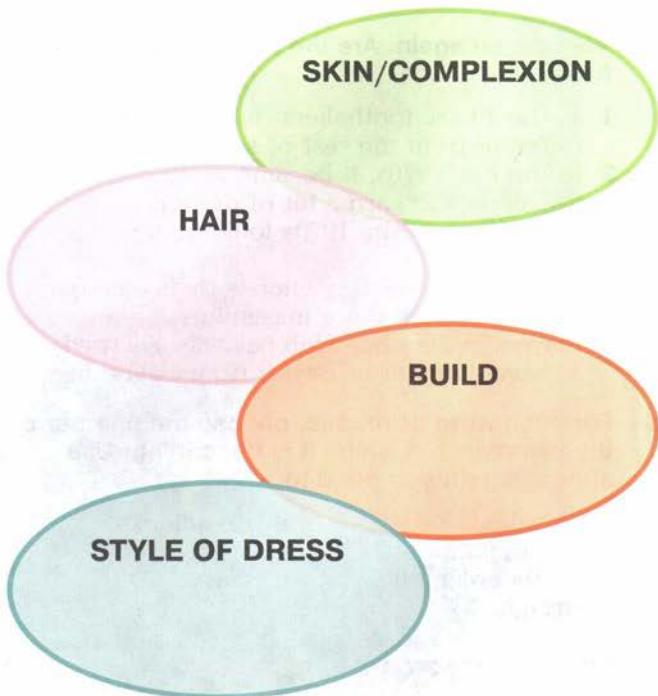
6 Work in pairs and answer the questions. Use the vocabulary in Exercises 3 and 5 to help you.

- Which hairstyles are typical for footballers or other sports stars in your country?
- Which hairstyles are most popular for people of your age at the moment?

## SPEAKING AND VOCABULARY

- 1 Think Back!** Put the words into the correct category.

bald	dyed	trendy	muscular
pale	plump	shaved	shiny
skinny	smart	tanned	curly



- 2** For each group, choose the words which have negative connotations and the words which are neutral/positive.

- 1 fat overweight plump skinny slim  
thin well-built  
2 neat scruffy smart untidy  
well-dressed elegant

- 3** Choose the adjectives that can only be used to describe men. Then choose the ones for women only.



stunning  
beautiful/attractive  
handsome/pretty/good-looking  
average-looking/ordinary-looking  
ugly/unattractive

### Mind the trap!

In British English we use:

*look* before an adjective  
She **looks** very attractive.

*look like* before a noun  
He **looks like** a student.

*look as if* before a noun/pronoun + verb  
She **looks as if** she's in her teens.

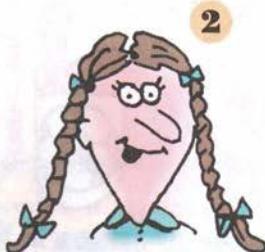
- 4** Complete the sentences with the correct form of *look*, *look like* or *look as if*.

- 1 He is quite elderly.
- 2 It looks like they all really like each other.
- 3 He looks like he's in his late thirties.
- 4 They look like typical businessmen.
- 5 He looks like he's looking for somebody.
- 6 Tom looks like very English, doesn't he?

- 5** Work in pairs and look at the pictures. How would you say these things in your language?



have a goatee beard



hair in plaits



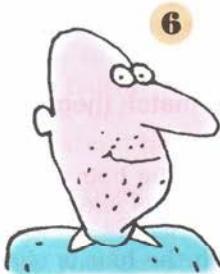
have dimples



hair with a parting



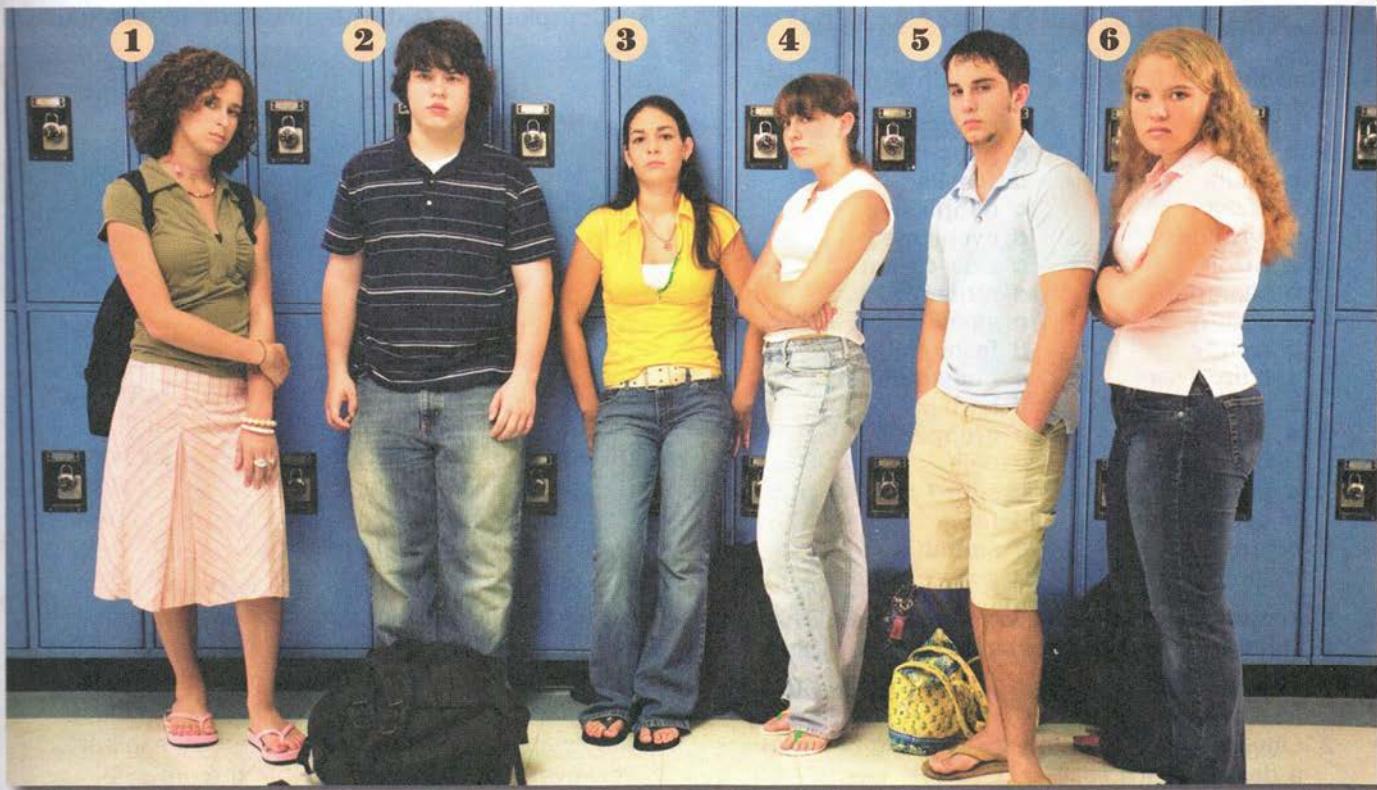
have wrinkles



be unshaven/have stubble



have cropped hair



- 6 Work in pairs. Look at the photo and answer the questions.

- How old are the people? Where are they?
- What do you think they have in common? Do they have a good relationship with each other?
- What are the advantages and disadvantages of making friends with people from school/work?

- 7 Listen and read. Identify the person being described in the photo in Exercise 6.

She looks as if she's in her late teens or perhaps early twenties. She looks very slim and she's quite short. She's got straight black hair, which is quite long. She's got dark playful eyes and a cute little nose.

She's wearing casual clothes – a blouse and baggy jeans – and she looks quite trendy. She looks like a student – perhaps in her last year of secondary school.

I think she looks nice but also a bit moody, actually! ↗

- 8 Study **Speak Out**. Read the text in Exercise 7 again and decide the order in which the things in bold below are mentioned.

### SPEAK OUT | Describing appearance

When describing a person:

Describe his/her **hair**. We usually mention adjectives in this order: general opinion/length/style/colour.

She's got **beautiful long dark hair**.

He's got **short spiky hair**.

Estimate the person's **age**. ↗

He is **in his teens** but he **looks older**.

She **looks as if she is in her early/mid/late twenties**.

She **looks middle-aged/elderly**.

Mention the person's **height/build/figure**. Try to use neutral, not negative, words.

She's **quite tall and slim**. **skinny**

Mention any other **striking features**.

He's got **dimples** and a **goatee beard**.

She's got **dark, playful eyes** and a **small, cute nose**.

Mention the **general impression** this person makes.

She **looks very well-dressed/scruffy**.

She **looks like a student**.

Briefly describe **the clothes** he/she is wearing (or usually wears).

She usually wears **casual/smart clothes**.

He's wearing **a short-sleeved shirt and jeans**.

- 9 Choose another person from the photo. Describe him/her to your partner. Can your partner identify who it is?

- 10 Think of somebody you like very much. Write a description of him/her in about 200–250 words.

## VOCABULARY AND GRAMMAR

- 1** Find the odd one out and explain why it does not fit.

- |                        |                |
|------------------------|----------------|
| <b>1</b> a fringe      | c pony-tail    |
| b plaits               | d tonsils      |
| <b>2</b> a chest       | c dimples      |
| b wrinkles             | d eyebrows     |
| <b>3</b> a razor       | c skin cream   |
| b shampoo              | d mousse       |
| <b>4</b> a scruffy     | c smart        |
| b trendy               | d fashionable  |
| <b>5</b> a hairdresser | c body-builder |
| b manicurist           | d barber       |
| <b>6</b> a dyed        | c cropped      |
| b bleached             | d pale         |
| <b>7</b> a plump       | c slim         |
| b overweight           | d fat          |
| <b>8</b> a stubble     | c suntan       |
| b moustache            | d goatee beard |

- 2** Complete the sentences with adjectives. The first letter of each adjective is given.

- 1 That terrible motel had cheap, t\_\_\_ furniture in all rooms.
- 2 Olivia's room is plainly f\_\_\_ with a bed and a desk, but it's very cosy.
- 3 If you take away these armchairs, the room will look more s\_\_\_.
- 4 Look at this dress! Isn't it a g\_\_\_ colour?
- 5 The castle was turned into a l\_\_\_ hotel with a swimming pool and big garden.

- 3** Complete the sentences so that they have the same meaning as the original sentences.

- 1 I'm sure he isn't English. He \_\_\_.
- 2 'Don't surf the net after midnight.' My mother told me \_\_\_.
- 3 I'm sure you're hungry. You \_\_\_.
- 4 'Will you come to the meeting?' Ellie asked me \_\_\_.
- 5 'Why didn't you tell the truth yesterday?' The police officer asked the suspect \_\_\_.

- 4** Complete the text with the correct form of the words in brackets.

Dear Dave,

How are you? I'm having trouble finding a job at the moment. I've been <sup>1</sup> (employ) for six months and there aren't many good career <sup>2</sup> (opportunity) available. I must have <sup>3</sup> (spend) too much time studying at school because I'm <sup>4</sup> (qualify) for most of the jobs advertised.

I'm not asking for much, just a certain amount of job <sup>5</sup> (satisfy) – the kind you get from a large salary, a <sup>6</sup> (space) office and frequent business trips where the company pays for me to stay in a <sup>7</sup> (luxury) hotel!

Oh well. I'll just have to keep looking!

Hope you're OK.

Phil

- 5** Complete the text with one word in each gap.

### UNRESOLVED MYSTERIES Famous ghost ship found



An expedition <sup>1</sup> discovered the final resting place of the ship Marie Celeste, one of the world's most puzzling mysteries. A group headed by the author Clive Cussler and film producer John Davis said they <sup>2</sup> discovered the ghost ship's remains off the coast of Haiti. On 7 November 1872 the ship had sailed from New York for Genoa in Italy. Over a month after she left port, the ship <sup>3</sup> found deserted and drifting off the Azores, and was then towed to Gibraltar. No crew member had ever <sup>4</sup> seen again. According to a popular theory, the crew died after they <sup>5</sup> to a lifeboat because they were afraid the ship's cargo <sup>6</sup> explode. However, some suggested that the crew <sup>7</sup> have been kidnapped by pirates or aliens. After that the ship sailed for 12 years before its last captain tried to sink it near Haiti. Dr Cussler said the fate of the crew <sup>8</sup> probably remain a mystery. He also <sup>9</sup> that he <sup>10</sup> show objects found in the wreck to the public on Thursday.

## LISTENING SKILLS

- 1** ORT003 Listen to a lecture about the Nasca lines in Peru. Are the statements true or false?



- 1 It hasn't rained in the Nasca desert for 10,000 years.
- 2 It's likely the drawings were made by taking rocks away by hand.
- 3 You can only see the full shapes of the drawings from air.
- 4 It is possible that the Nasca Indians knew how to fly.
- 5 It hasn't been proved the lines are an astronomical map.
- 6 Von Daniken's book changed most people's thinking about Nasca.

# FIT

HEALTH MATTERS

# OR FAT?

The cheerful Mr Pickwick, the hero of the novel by Charles Dickens, is always shown in illustrations as someone who is plump – and happy. He is also one of Dickens' wittiest creations. But nowadays being overweight no longer has such positive connotations.<sup>1</sup>

However, doctors are worried that despite these dangers, more and more British people are seriously overweight. What's worse, the number of children who are overweight before they reach their teens is growing rapidly.<sup>2</sup>

Going on a diet seems the obvious answer, but is it? Not according to England's chief medical officer, Sir Liam Donaldson.<sup>3</sup> And the Health Secretary John Reid even said that not being active is as dangerous for your heart as smoking.

So, how much exercise should you do? According to Sir Liam Donaldson, at least 30 minutes of moderate activity five days a week. Is going to the gym the answer? According to a sports psychologist, Professor Biddle, gyms 'are not making the nation fit.' And experts at the Health Development Agency believe that physical activity that fits into people's lives may be more effective.<sup>4</sup>

Indeed, there's new scientific evidence that too much exercise may actually be dangerous.<sup>5</sup> The only people who should push their bodies to that level of exercise on a regular basis are trained athletes.

One final thought. How come people in the past didn't have gym facilities and yet were leaner and fitter than people today?

## READING SKILLS

- 1 Read the article. Fill gaps 1–5 with sentences a–f. There is one extra sentence.
  - a He says that physical activity is the key to reducing the risks of obesity, cancer and heart disease.
  - b Scientists at the University of Ulster have found that if you are not used to aerobic exercise, it may actually be bad for your health.
  - c The problem is so serious that even the government has decided it has to take responsibility for this expanding problem.
  - d They suggest taking the stairs rather than the lift, playing active games with your children, dancing or gardening.
  - e So, it's probably best to choose which diet is best for you.
  - f Instead, being overweight might mean an increased risk of many diseases, like heart disease or strokes.

## SPEAKING SKILLS

- 1 Choose one of the topics and prepare a three-minute presentation.
  - Going to the cinema and theatre will disappear one day due to DVDs and the Internet.
  - Most popular music nowadays is not a product of imagination and passion, but only a commercial product to make money.
- 2 Work in pairs. Take turns and describe a person from each category to each other. You have a minute to guess who your partner is describing.
  - 1 one of your classmates
  - 2 one of your teachers
  - 3 a famous sports star
  - 4 a famous cartoon/TV series character
  - 5 a famous film star
  - 6 a famous television personality
  - 7 a famous pop star

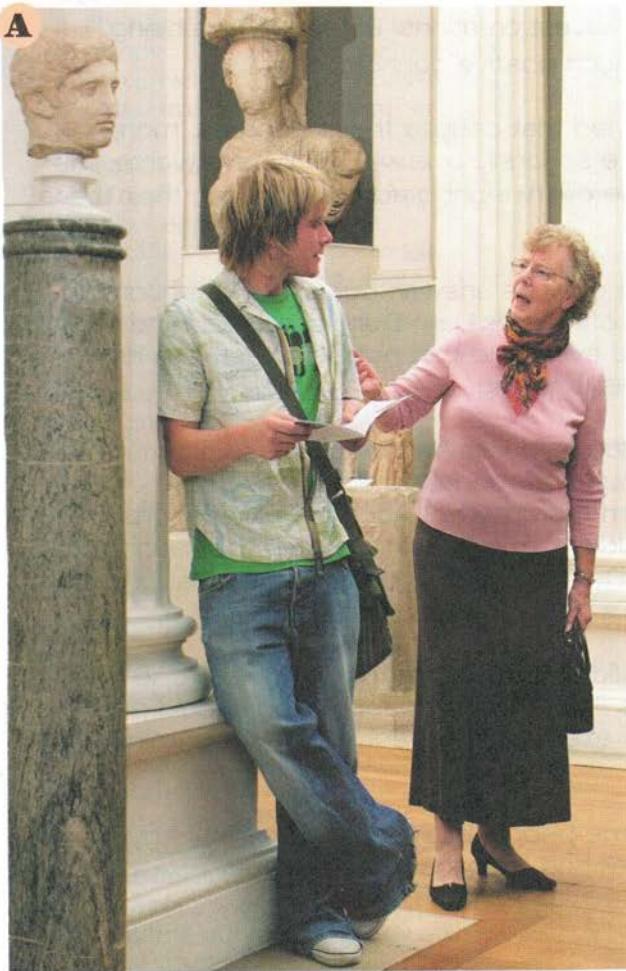
# It's showtime!

**Read, listen and talk about** culture and entertainment.

**Practise** indirect questions.

**Focus on** participating in conversations.

**Write** a film review.

**A**

**Woman** Excuse me, sorry to bother you, but \_\_\_? This place is so big and I can't find them.

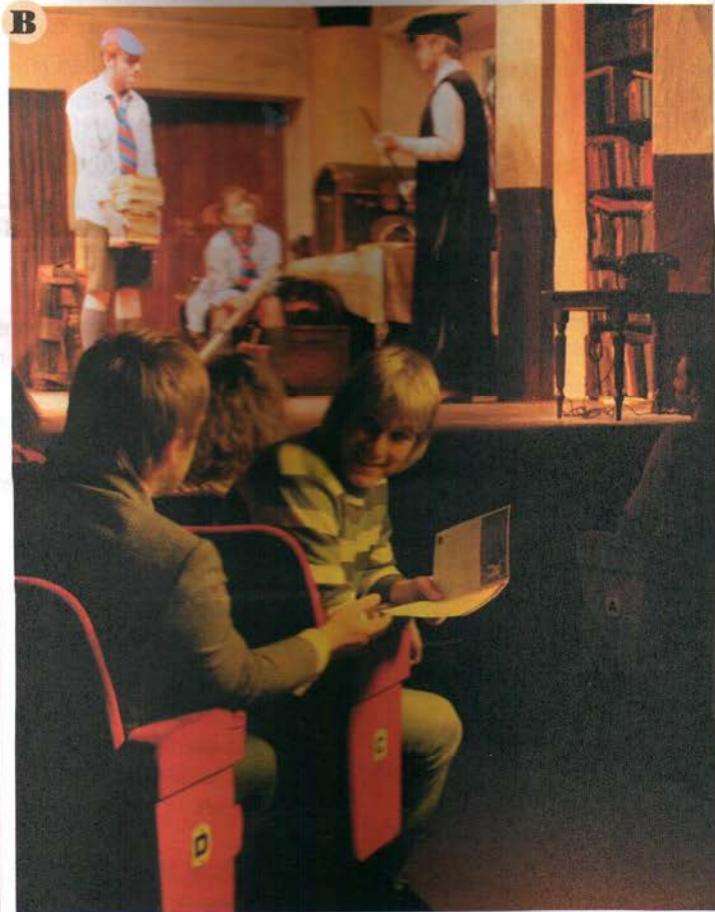
**Jens** Erm ... yes, it's very big.

**Woman** No, I mean, do you know where the toilets are?

**Jens** Sorry?

**Woman** Where are the toilets?

**Jens** Oh, the toilets. No, I don't know.

**B**

**Man** Excuse me, \_\_\_?

**Jens** Good? Er ... Oh, yes, ... sure ... It is a good programme.

**Man** Yes, but, could I have a look at your programme?

**Jens** Oh, yes, of course. Here you are.

3 **©T036** Complete dialogues A–D with sentences 1–4. Then listen and check.

1 do you know how much it costs to get in

2 do you happen to know where the toilets are

3 do you think I could have a look at your programme

4 I wonder if you could give me change for a twenty-pound note

## Work it out

4 Match direct questions a–d with indirect questions 1–4 in Exercise 3.

a Where are the toilets?

b Could I have a look at your programme?

c Could you give me change for a twenty-pound note?

d How much does it cost to get in?

## GRAMMAR AND SPEAKING

1 You are visiting a capital city. In groups, decide what you would like to do from the list below.

- Museums (science, fashion, history)
- Art galleries (traditional, modern)
- Live music (pop/rock, jazz, classical)
- Theatre (comedy, drama, opera)

2 Work in pairs. Look at the photos and read dialogues A–D. Which of the cultural activities in Exercise 1 is Jens enjoying?



- Jens** Could you give me change for a \$20 note?  
**Girl** No, sorry, I can't.  
**Jens** Thanks anyway. Eh, excuse me, \_\_\_, please. I need it for the drinks machine.  
**Man** I think so ... yes, here you are.  
**Jens** Thanks.

## Check it out

### Indirect questions

We use indirect questions to be more polite and hesitant when we:

- ask someone to do something for us;
- want to find out some information.

With indirect questions we use:

- affirmative word order;
- if/whether* with yes/no questions;
- when, where, what* with *wh-* questions;
- introductory phrases such as: *Do you think/ I wonder/ Do you know/Do you happen to know/ I don't know/I'd like to know/Are you sure/Can anyone tell me/Could you tell me/Would you mind telling me/Have you any idea/Do you remember?*

- 5 Write indirect questions. Use the questions and the phrases in brackets to help you.

- What are they talking about?  
(Have you any idea ...)
- Was it really a good idea to give Shirley singing lessons? (I wonder ...)
- How does it finish? (Can anyone tell me ...)
- Have we come to the right place?  
(Are you sure ...)
- Why did Juliet kill herself?  
(I'd like to know ...)

- 6 Work in pairs. Match two of the indirect questions in Exercise 5 to the cartoons below.



- Jens** Excuse me, \_\_\_?  
**Sharon** It's free.  
**Jens** Really? That's great.  
**Sharon** Where are you from? Your English is really good.  
**Jens** Thanks, I'm from Denmark. My name is Jens.  
**Sharon** Would you mind telling me what your name is?  
**Sharon** I'm Sharon ...

- 7 **©T037** Write indirect questions. Use the questions and the phrases in brackets. Then listen and check.

- Could you do me a favour? (Do you think ...)  
Do you think you could do me a favour?
- Could you wake me up in an hour?  
(I wonder ...)
- Why do we go out together? (I've no idea ...)
- What did we do in the last class?  
(Do you remember ...)
- When do we use indirect questions?  
(Could you tell me ...)
- What time is it? (Do you know ...)

- \*8 In pairs, complete the indirect questions with the words in brackets.

- In a cinema. Ask the ticket seller about the finishing time of the film you want to see.  
I wonder ... (finish)

I wonder if you could tell me what time the film finishes.

- In a restaurant. Ask the waiter for some salt.  
Do you think ... (bring)
- In an art gallery. Ask an attendant for directions to the Renaissance section.  
Could you tell me ... (be)
- At home. The film has already started. Ask about the action so far.  
Would you mind telling me ... (happen)
- In an English class. Ask if anyone knows Shakespeare's birthplace.  
Can anyone tell me ... (be born)

- 9 In pairs, roleplay the conversation. Use indirect questions. Student A, look at page 118. Student B, look at page 119.

## READING AND VOCABULARY

- 1 Work in pairs. Look at the photos, the fact box and the newspaper extract and answer the questions. Use **Speak Out** on page 29 to help you.
  - 1 What issue does the material deal with?
  - 2 How is the information in the fact box and in the newspaper article related to the photos?
  - 3 What kind of damage can hurricanes cause?
  - 4 How can we help people who have suffered natural disasters?
  - 5 There appear to be more natural disasters than before. Why could that be?
- 2 Read the article on page 53 quickly and choose the most appropriate title.
  - a Disaster in New Orleans
  - b We will survive
  - c The show must go on



Monday, 29 August 2005

### Hurricane Katrina Hits New Orleans

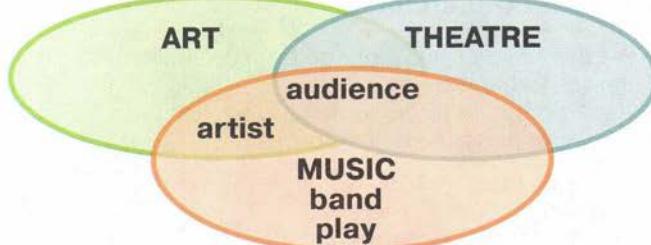
Hurricane Katrina has hit New Orleans with winds of 200 kilometres per hour. The levees which protect the city have broken and the waters of Lake Pontchartrain are pouring through the streets. Large areas of the city have been flooded and emergency services are looking for survivors.

- 3 © T038 Read the article again. Are the statements true or false? Listen and check.

- 1 One week after Hurricane Katrina everyone had left New Orleans.
- 2 The writer compares Katrina to a bomb.
- 3 By February 2006 most of the inhabitants of New Orleans had returned home.
- 4 Not everyone agreed it was a good idea to celebrate Mardi Gras so soon after Katrina.
- 5 There were no references to the Hurricane in the parades.
- 6 The author is impressed by the reaction of the people of New Orleans to the disaster.

- 4 Put these words from the text in the correct categories.

artist audience band concert drawings exhibition festival frames galleries group guitarist play (n) performance playwright portraits sculptor sculptures songwriter stage venue



- 5 Work in pairs. What kinds of music are mentioned in the text? Can you think of any more? Make a list and compare it with another pair's.

#### FACT BOX New Orleans, Louisiana

- 1718 – New Orleans is founded by the French.
- 1803 – Napoleon sells Louisiana to the USA for about \$15 million.
- 1838 – The first Mardi Gras takes place.
- About 1900 – a new style of music is born – jazz!
- Many famous musicians such as Louis Armstrong and Lenny Kravitz were born in New Orleans.
- Population of New Orleans:
  - August 2005, before Hurricane Katrina – 484,000.
  - February 2006 – almost 200,000.





## SPEAK OUT | Giving and justifying opinions

Giving opinions	Justifying opinions
In my opinion ...	Everybody knows that ...
If you ask me ...	The reason why ... is ...
To be honest, ...	I mean ...
It seems to me ...	The thing is ...
As far as I'm concerned ...	Look at ...
Frankly ...	If you think about it ...
Personally, I believe ...	

## SPEAK OUT | Agreeing and disagreeing

Informal	Neutral/Formal
<b>Agreeing</b> You are dead right. That's so true. No doubt about it.	Absolutely! That's a good point! I couldn't agree more.
<b>Partial agreement</b> Well, maybe, but ... You've got a point, but ...	That may be true but ... I agree with you up to a point.
<b>Disagreeing</b> Come off it! No way!	I totally disagree with you. I'm afraid I can't agree with you.

# New Orleans

Tuesday, 28 February 2006

I went to New Orleans only a week after Hurricane Katrina. Many streets were still under water and the city was a sad and lonely place. There was no music to be heard, only the sound of helicopters as rescuers searched for survivors. More than a thousand people had died. Tens of thousands had lost their homes. Perhaps four hundred thousand had fled.

The devastation was terrible: street after street of ruined houses and wrecked cars, dirty refrigerators under rotting trees. The city that many considered to be the most beautiful in North America looked as though it had been hit by a neutron bomb.

Six months later and it's Mardi Gras in New Orleans. Mardi Gras is French for Fat Tuesday and it's the culmination of twelve days of parties and parades. A celebration of life, food and fun. The city is full of people in masks and costumes, spectacular floats drive along the streets, jazz bands play outside grocery stores. Music has returned to New Orleans.

There are not as many people as usual but that's hardly surprising. Less than half the population has returned home since Katrina and much of the city is still a disaster zone. What might seem surprising is that there is anyone celebrating at all. Samuel Spears, a refugee in Houston, is angry, 'I can't go home, but they can have a parade? That's ridiculous!' However, Rob Clemenz, a lawyer wearing a clown costume, believes that the

### 6 Choose the correct words.

- Although the main <sup>1</sup> audience/venue was destroyed in a fire, the music <sup>2</sup> festival/frame was a great success. The organisers built a temporary <sup>3</sup> concert/stage in the local park and the <sup>4</sup> bands/plays were able to perform there.
- A small metal <sup>5</sup> sculptor/sculpture has been stolen from the modern art <sup>6</sup> exhibition/portrait in the Warehouse gallery.
- After the first <sup>7</sup> festival/performance of her new play, the <sup>8</sup> artist/playwright spoke to the <sup>9</sup> audience/venue for more than an hour.

### 7 Work in groups and discuss one of the questions below. Use Speak Out.

- Do you think it was right to celebrate Mardi Gras so soon after Hurricane Katrina?
- Can you think of any times when it is better to give in than to carry on? Choose from the ideas below:

a fight a war a sporting match an exam  
a job a journey

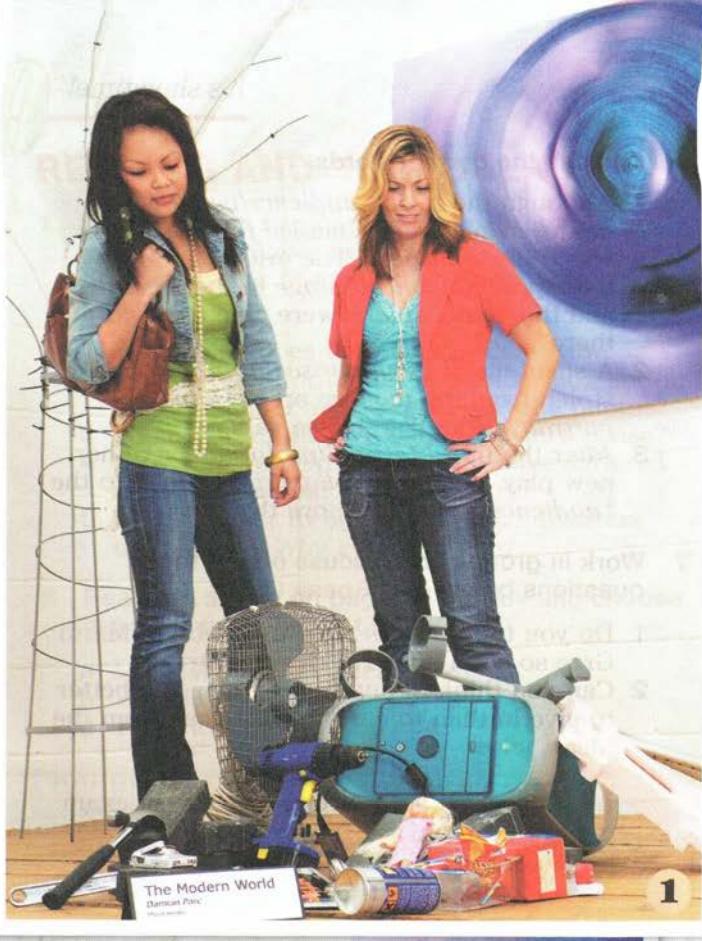
festivities will help the city to recover. 'We have to laugh. We need joy.'

Katrina has not been forgotten in the parades. There are people with hats that look like storm-damaged roofs and others with dirty lines on their trousers like the flood lines on the sides of their homes and a group dressed as blind men with walking sticks and dark glasses. On their T-shirts are the words 'levee inspector'.

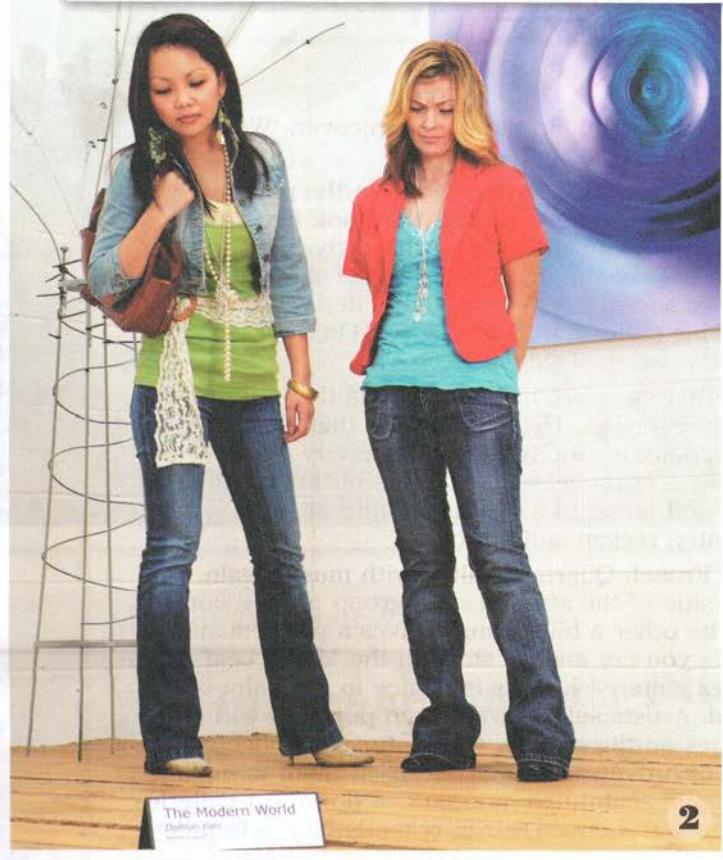
But there is more to New Orleans than Mardi Gras. Songwriter Bob Dylan once said that New Orleans is a poem. It's a city of culture, a city of art, and music is at its heart. This is the birthplace of jazz and home to a wonderful mix of funk, R'n'B, country, reggae and hip hop.

The French Quarter is alive with music again. On one side of the street a rock group plays a concert, on the other a blues singer gives a performance to make you cry and on stage in the Maple Leaf venue a jazz guitarist has his audience in the palm of his hand. Artists sell drawings and portraits without frames on the streets. A sculptor has collected bits of broken buildings and used them to make fantastic sculptures in a park. A dozen art galleries in the Warehouse District recently held a four-day exhibition to show they are back in business.

And it won't stop with Mardi Gras. At the end of March there is the annual festival in honour of playwright Tennessee Williams, who set his play *A Streetcar Named Desire* in the French Quarter. And at the end of April the Jazz and Heritage festival will take place as usual. It's all summed up by a slogan on a T-shirt. It reads, 'Katrina didn't wash away our spirit.' And it's true. The spirit of this amazing city, the joy of music and the strength of life have survived the hurricane.



1



2

## LISTENING AND SPEAKING

### 1 Work in pairs and answer the questions.

- 1 Where are the women?
- 2 What do you think they are talking about?
- 3 Why do you think the works of art are called *The Modern World*?
- 4 Which work of art do you prefer? Why?

54

2 ©T039 Listen to the conversation between Jun and Vanessa. Which photo corresponds to the exhibit they see?

3 ©T039 Listen again. Are the statements true, false or is there no information?

- 1 Both Jun and Vanessa love modern art.
- 2 Jun's boyfriend is an artist.
- 3 Jun has been to this gallery before.
- 4 They find *The Modern World* very easily.
- 5 Vanessa doesn't understand its meaning.
- 6 Jun thinks the empty space represents the emptiness of modern life.

4 ©T040 Listen and choose the best answers.

- 1 When Damian arrives, he ...
    - a is delighted to see Jun.
    - b doesn't talk much.
    - c is enthusiastic about the exhibition.
    - d is interested in Vanessa.
  - 2 Vanessa tells Damian she thinks *The Modern World* is ...
    - a alright.      c interesting.
    - b terrible.     d amazing.
  - 3 When Jun tells Damian how much she loves his work of art, he ...
    - a wonders where it is.
    - b says it doesn't exist.
    - c agrees with her.
    - d says it isn't in the right place.
  - 4 Damian is angry because ...
    - a *The Modern World* isn't there.
    - b Jun hasn't understood it.
    - c he thinks Vanessa doesn't like it.
    - d he doesn't like the sign next to it.
  - 5 When Damian goes away, Vanessa ...
    - a complains about the world today.
    - b tells Jun she doesn't like *The Modern World*.
    - c agrees with Jun.
    - d laughs at what Jun says.
  - 6 ©T041 In pairs, decide what has happened to *The Modern World*. Listen and check.
  - 7 ©T042 Listen and decide if the speaker is enthusiastic or ironic.
- 1 It's really great!
  - 2 It's absolutely wonderful!
  - 3 How fantastic!
  - 4 Amazing!
  - 5 I love it!
  - 6 It's very interesting!

7 Work in groups. Look at page 117. Use the expressions to discuss the works of art.

## SPEAKING AND LISTENING

1 Work in pairs. Describe the picture and answer the questions.

- 1 What kind of performance is this?
  - 2 Do you enjoy going to performances like this?
  - 3 **©T043** Listen to the conversation. Match the speakers Kelly, Sebastian and Brendan with statements 1–8.
- 1 \_\_\_ suggests going to an opera.  
 2 \_\_\_ says young people don't go to operas.  
 3 \_\_\_ points out that opera isn't as popular as other forms of entertainment.  
 4 \_\_\_ claims young people aren't educated to enjoy opera.  
 5 \_\_\_ thinks opera is too expensive for young people.  
 6 \_\_\_ complains about the length of some operas.  
 7 \_\_\_ says young people are too impatient to enjoy operas.  
 8 \_\_\_ finds it strange that people sing to each other in operas and musicals.

3 **©T043** Complete **Speak Out** with headings a–f. Then listen again and check your answers.

- a Asking for explanation
- b Asking for repetition
- c Clarifying your message
- d Encouraging others to speak
- e Politely interrupting
- f Holding attention

### SPEAK OUT | Participating in conversations

**1** \_\_\_

Excuse me, can I say something?  
 That's a good point, but ...  
 Do you know what I think/(dis)like/find strange  
 about ...

**2** \_\_\_

Just a second, I haven't finished.  
 Hold on! Let me finish!

**3** \_\_\_

What I mean is ... The thing is ...  
 Let me put it another way.

**4** \_\_\_

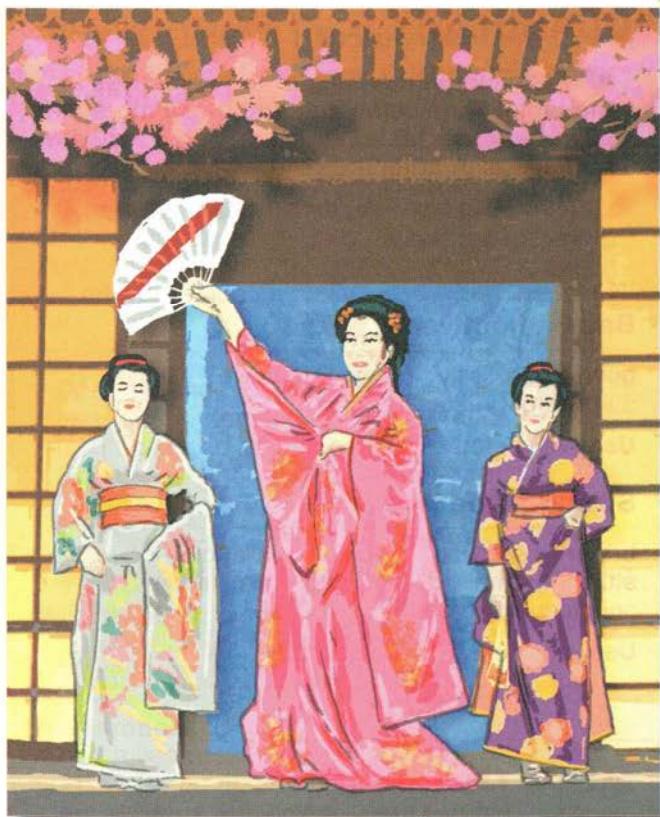
Do you see what I mean? What do you think?  
 Why don't you tell us what you think/your  
 opinion?

**5** \_\_\_

I'm sorry, I didn't get that. Could you say it  
 again?  
 Sorry, I wasn't listening. Do you think you could  
 repeat that?

**6** \_\_\_

Do you mean ... ? I'm not sure what you mean.  
 Are you saying ... ?



**4** Complete the conversation with one word in each gap. Then look at **Speak Out** to check your answers.

**Sebastian** So, Brendan ... Why don't you <sup>1</sup>\_\_\_ us what you think?

**Brendan** It was better than I expected.  
**Kelly** Are you <sup>2</sup>\_\_\_ that you enjoyed the opera?

**Brendan** Well, I'm not going to buy a season ticket, but it was alright, I suppose.

**Sebastian** I'm sorry, I didn't <sup>3</sup>\_\_\_ that. Could you say it again?

**Brendan** Well, yeah, I kind of enjoyed it, but the second act was a bit hard to believe. Do you <sup>4</sup>\_\_\_ what I mean?

**Kelly** Not really.

**Brendan** Well, <sup>5</sup>\_\_\_ I mean is why didn't he tell her the truth?

**Sebastian** She won't let him. She keeps asking ...

**Brendan** That's a good <sup>6</sup>\_\_\_ , but ...

**Sebastian** Hold on! <sup>7</sup>\_\_\_ me finish! She keeps asking questions, and he doesn't want to hurt her.

**Brendan** Yeah, I suppose it makes sense.

**Kelly** Do you <sup>8</sup>\_\_\_ what I think?

**Sebastian** What?

**Kelly** Madame Butterfly has got a new fan.

**5** Work in small groups. Prepare your ideas on one of the topics below and then discuss it together. Use the expressions in **Speak Out**.

**1** The MTV generation have no patience. They want instant satisfaction.

**2** Imagination without skill gives us modern art. (*Tom Stoppard*)

## VOCABULARY

- 1 **©T044** Check the meaning of the adjectives in the table. Then listen and add these modifying adverbs to the table. Which adverb goes with both kinds of adjectives?

a bit extremely really totally rather  
quite completely

### Base adjectives

good bad silly funny attractive exciting  
surprising interesting

**Use:** very, pretty, —, —, —, —, —

### Strong adjectives

brilliant pathetic ridiculous hilarious  
stunning thrilling amazing fascinating  
spectacular dreadful

**Use:** absolutely, —, —, —

### Mind the trap!

We only use *a little/a bit/a little bit* before an adjective to give a negative opinion:

It's **a bit silly**. NOT It's **a bit interesting**.

We can't use it before an adjective + noun phrase:

The story is **a little bit boring**.  
NOT It's **a little bit boring** story.

- 2 Choose the adjectives which go with these adverbs.

- 1 a bit *brilliant/monotonous*
- 2 absolutely *brilliant/good*
- 3 totally *stunning/attractive*
- 4 quite *good/pathetic*
- 5 very *interesting/amazing*
- 6 absolutely *bad/dreadful*
- 7 totally *exciting/spectacular*

- 3 **©T045** Check film-making words a-g below. Use a dictionary to help you. Then listen and match them with expressions 1-7 from Exercise 2.

- |               |                   |
|---------------|-------------------|
| a acting      | e screenplay      |
| b directing   | f soundtrack      |
| c final scene | g special effects |
| d plot        |                   |

- 4 In groups, talk about films you have seen recently. Use the language from Exercises 1-3 to give your opinions.

- A Have you seen ... ? It's really good, isn't it?
- B Good? It's absolutely brilliant! The special effects are totally amazing!

## WRITING

- 1 **Think Back!** Work in pairs. Guess which kinds of films your partner likes.

action cartoon romance documentary  
comedy fantasy thriller crime  
horror western

A You like thrillers, don't you?

B No, I don't.

- 2 **©T046** Work in pairs and choose the correct words in the quiz. Guess if you don't know. Then listen and check.

- 1 Nick Park is *American/Australian/British*.
- 2 The characters are *computer images/drawings/made of plasticine*.
- 3 Wallace is a *dog/man/rabbit*.
- 4 Wallace loves eating *carrots/cheese/meat*.
- 5 Gromit is a very clever *dog/man/rabbit*.
- 6 The director, Nick Park, has won *two/four/six Oscars*.

### what's new film review

FROM THE CREATORS OF CHICKEN RUN

Wallace & Gromit

THE CURSE OF THE WERE-RABBIT

Something wicked this way hops.

©Aardman

GENERAL AUDIENCES

www.Wooloo.com

- 3 Read the film review and match points 1–4 with paragraphs a–d.

- 1 opinion of acting, screenplay
- 2 summary and recommendation
- 3 background information (name of film and directors, genre of film)
- 4 plot and main characters

- 4 Read the review again and choose the true sentences.

When writing a film review, you should:

- describe the plot with present tenses.
- say what happens in the final scene.
- use adjectives, adverbs and modifiers to give your opinions.
- make a recommendation in your conclusion.
- use either an informal or a formal style but not both at the same time.

- 5 Read **Train Your Brain** to check your answers to Exercises 3 and 4.

## Scary Bunny

*The Curse of the Were-Rabbit* (2005) is the first full length feature film made by directors Nick Park and Steve Box with their amazing plasticine characters Wallace and Gromit. It won an Oscar in 2006, and if you watch it, you'll understand why. It's an absolutely brilliant animated comedy.

A

Cheese-loving inventor Wallace and his brainy dog Gromit have started a company to protect the town's vegetables from hungry rabbits. However, just before the annual Giant Vegetable Competition, an enormous rabbit begins terrorising the town. It is eating all the vegetables and destroying everything in its path. The competition organiser, Lady Tottington hires Wallace and Gromit to catch the monster alive. But they will have to find the Were-rabbit before gun-crazy hunter Victor Quartermaine, who is desperate to kill it.

B

The screenplay is witty and full of hilarious visual jokes. As usual, the voice of Peter Sallis is absolutely perfect for the role of Wallace, and Gromit is so beautifully animated he can express a huge range of emotions without saying a word. And both Helena Bonham-Carter, who plays the part of Lady Tottington, and Ralph Fiennes as Victor are really funny.

C

To sum up, *The Curse of the Were-Rabbit* is an amazing film which is suitable for both children and adults. If you liked Wallace and Gromit's previous adventures and you appreciate the British sense of humour, you'll love this film. Don't miss it!

D

### TRAIN YOUR BRAIN | Writing skills

#### A film review

Plan your review and use clear paragraphs:

#### Paragraph 1

- Give some background information: name of film and directors, genre of film, date, prizes won.
- If relevant, mention where and when the film is set.

#### Paragraph 2

- Describe the plot and the main characters.
- Use present tenses.
- Don't give too many details.
- Don't say what happens at the end.

#### Paragraph 3

- Give your opinion of some different aspects of the film: acting, screenplay, soundtrack, directing.

#### Paragraph 4

- Summarise your opinions.
- Make a recommendation.

#### Remember to:

- Use a variety of adjectives (strong adjectives and modifying adverbs).
- Avoid vague adjectives like *good, bad, nice*.
- Use either formal or informal style but don't mix them.

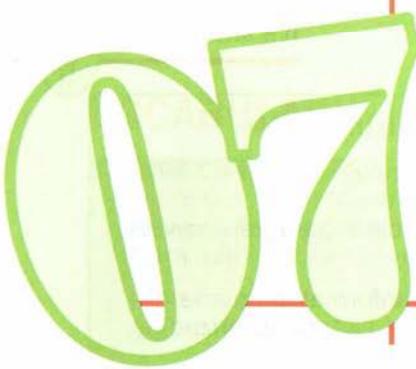
- 6 Work in pairs. Use the words in the box to complete these sentences from film reviews.

character comedy directed fantasy  
part plot set soundtrack stars

- 1 It's a \_\_\_ film in three parts.
- 2 It's \_\_\_ in Africa.
- 3 It's \_\_\_ by Tim Burton.
- 4 It \_\_\_ Orlando Bloom.
- 5 The main \_\_\_ is an archaeologist.
- 6 It's a really hilarious teen \_\_\_.
- 7 Angelina Jolie plays the \_\_\_ of an evil gangster.
- 8 The acting is quite good, but the \_\_\_ is totally ridiculous.
- 9 I loved the \_\_\_ , which was composed by Danny Elfman. It's absolutely brilliant.

- 7 Write a review of a film you have seen recently.

- Choose a film you have seen recently or know very well.
- Make a plan with clear paragraphs. Use **Train Your Brain** to help you.
- Use the language from Exercises 5 and 6 and from the vocabulary section on page 56.



# Game over

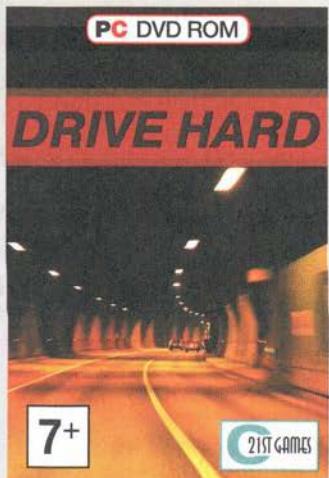
**Read, listen and talk about** games and sports.  
**Practise** quantifiers and possessives.  
**Focus on** making and responding to offers.  
**Write** a review, an opinion essay.



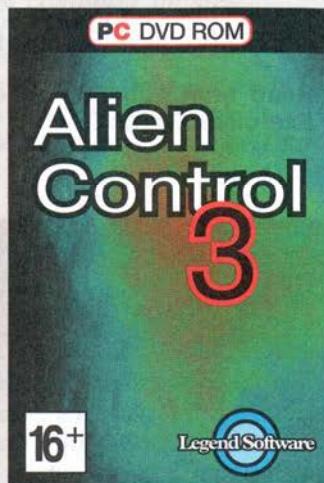
## THIS WEEK'S REVIEWS

Some people say there aren't any original games nowadays, and it's true that there aren't many new ideas around. In fact, none of the games I've tested this week are original, but most of them are fun.

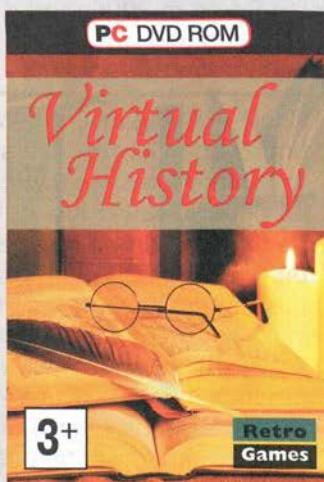
Most gamers enjoy shoot 'em up games and all of my friends love *Alien Control*. Well, *Alien Control 3* is even better! In both of the previous versions the aliens were in control. But now the humans are fighting back. The graphics are awesome. Is there a lot of violence? Well, yes, but none of the violence is unnecessary. The only downside is there are too many weapons and there isn't much time to choose which one to use.



*Drive Hard* is a car-racing game with too many accidents and too much blood. The controls are imprecise, there isn't any decent music and neither the sound nor the graphics are good. Are there any good points? Well, it has a few interesting ideas, but it hasn't got many options and it takes less time to play than it does to open the box. The makers of this game must think they can fool all of the people most of the time or most of the people all of the time. But they can't fool me. Boring!



Legend Software



Retro Games

Most of my friends don't like historical games and think they're all boring. Personally, I thought both *Past Times* and *Heritage* were interesting, although it's true they weren't much fun. But *Virtual History* is different. It's just like travelling in time. It isn't easy. You need a little patience and some historical knowledge to help you reach the end, but it's a good game and it's got lots of fascinating puzzles.



	Alien Control 3	Drive Hard	Virtual History	The Shams at School
<b>Multi-player</b>	yes	yes	no	yes
<b>Addiction level</b>	high	low	medium	medium
<b>Our experts recommend</b>	6/6	0/6	5/6	3/6
<b>Value for money</b>	90%	20%	90%	70%



### BEST BUY

It depends what kind of games you like, but this week either *Alien Control 3* or *Virtual History* is the best buy.

## GRAMMAR AND READING

**1** Work in pairs. Look at the games and decide which one you prefer. Then read the reviews and say which game you would rather play and why.

**2** **Think Back!** Which quantifiers below do we use with countable nouns, uncountable nouns or both?

- |                 |            |
|-----------------|------------|
| 1 (too) many    | 6 some     |
| 2 (too) much    | 7 a few    |
| 3 a lot/lots of | 8 a little |
| 4 not many      | 9 not any  |
| 5 not much      |            |

### Work it out

**3** Find sentences in the reviews including the words **all**, **most** or **none**. Then study the information in the table and use the words to complete the sentences.

- 1 \_\_\_ of the games are new.  
2 \_\_\_ of them are fun.  
3 \_\_\_ of them are original.

New	8
Fun	7
Original	0
Games reviewed	8

**4** Find sentences in the reviews including the words **both**, **neither** or **either**. Study the rules in the table and then use the words to complete the example sentences.

### both, neither and either

- We use **both**, **neither** and **either** to talk about only two people or things.
- Both** is always followed by a plural verb.
- Neither** and **either** can be followed by a singular or plural verb.
- We use **both + and**, **neither + nor**, **either + or**.

*Game A is good and Game B is good.*

- 1 \_\_\_ Game A and Game B are good.  
2 \_\_\_ games are good.

*Only one game is the best.*

- 3 \_\_\_ Game A or Game B is the best.

*Game A is bad and Game B is bad.*

- 4 \_\_\_ Game A nor Game B is good.

### Mind the trap!

When we talk about specific groups of people/things we can use quantifiers with or without **of**. But remember to use a determiner (**the/my ...**) after **of**.

Most people in **my** class like historical games.  
Most **of the** people in my class like historical games.

~~NOT Most of people in my class ...~~

We always use a quantifier with **of** before pronouns.

Most **of** them like these games.  
~~NOT Most them like ...~~

**5** Work in pairs. Look at the table on page 58 and use the words below to complete the sentences.

- |       |          |           |        |
|-------|----------|-----------|--------|
| a all | c both   | e most    | g none |
| b any | d either | f neither | h some |

- \_\_\_ Alien Control 3 and Drive Hard can be played with another player.
- \_\_\_ Drive Hard nor Virtual History is very addictive.
- \_\_\_ of the experts recommend Alien Control 3.
- Drive Hard didn't get \_\_\_ votes from the magazine's experts.
- \_\_\_ of the experts recommend Virtual History.
- \_\_\_ of the experts recommend The Shams at School.
- The best game to buy is \_\_\_ Alien Control 3 or Virtual History.
- How many of the games offer 100 percent value for money? \_\_\_ of them.

**6** Complete sentences 1–8 with phrases a–h.

- |                   |               |
|-------------------|---------------|
| a young people    | e the cheats  |
| b strategy games  | f them        |
| c games magazines | g time        |
| d my classmates   | h these games |

- I've read a few \_\_\_ .
- Most \_\_\_ take days to play.
- Which of these consoles do you like? – None of \_\_\_ .
- None of \_\_\_ are too difficult.
- Many \_\_\_ prefer playing to studying.
- Some of \_\_\_ don't like computer games.
- I already know most of \_\_\_ for this game.
- You don't have much \_\_\_ to think in this game.

**\*7** Use the words in brackets to rewrite the sentences so that they have the same meaning as the original sentences.

- This is the best game. (any/as good as)  
There aren't any games as good as this one.
- Look at these consoles. They are all expensive. (none/cheap)
- Except for Tom, all of my friends play computer games. (most)
- Drive Hard isn't very good and Break Free isn't very good. (neither)
- Virtual History is an educational game. Maths Fun is educational, too. (both)
- I'm going to buy a computer game. I like Skypilot and Lost Treasure. (either)
- There are two games on my computer. (many)
- I'm too busy to play games. (much/time)

**8** Work in pairs. Use quantifiers from this lesson to write a review of three computer games. Then compare your reviews with your classmates'. (If you don't know any games, invent some!)

## READING

- 1 Work in pairs. Describe the photo on page 61 and answer the questions.
  - 1 Where do you think this place is?
  - 2 Would you like to go to a place like this? Why?/Why not?
- 2 **©T047** Listen and read the article and find out where the place in the photo is. Then choose the best summary of the article.
  - 1 A guide to unusual sports facilities around the world.
  - 2 A look at why we play games and how they may affect the future.
  - 3 A historical guide to the development of sports and games.
- 3 Read the text again and choose the correct answers.
  - 1 The writer finds it very surprising that Ski Dubai ...
    - a is so large.
    - b is in the middle of a desert.
    - c is not hotter.
    - d has a ski-lift.
  - 2 The writer thinks ...
    - a we should spend more on sports facilities.
    - b our sports stars deserve the money they earn.
    - c we don't spend enough time playing games.
    - d we take games more seriously than real problems.
  - 3 The writer ...
    - a is sure that all sports-lovers are obsessed.
    - b crashed his car after a football match.
    - c is addicted to football.
    - d agrees that football is more important than life or death.
  - 4 The article mentions the idea that ...
    - a sports fans take drugs.
    - b humans play sports instead of fighting.
    - c chess is the most peaceful game in the world.
    - d armies should fight in stadiums.
  - 5 A recent scientific study suggests that some computer games ...
    - a help people to relax.
    - b may make people more violent.
    - c may make people less aggressive.
    - d encourage people to work together.
  - 6 Which of these points does the writer mention?
    - a It is a natural instinct to want to play.
    - b Games can help people and animals adapt to life.
    - c Games may become too realistic.
    - d All of the above.

- 4 Match venues a–g with sports 1–7. Read the text again to check your answers.

a pitch	1 athletics
b ring	2 boxing
c rink	3 football
d court	4 golf
e course	5 skating
f slope	6 ski
g stadium	7 tennis

- 5 Find these linking words and phrases in the text and use them to complete these sentences.

however although despite what's more instead of

- 1 I can't do anything about it — I know it's stupid.
- 2 Some computer games are very popular — being violent.
- 3 The ski-slopes were too crowded so — skiing we went for a camel ride.
- 4 It sounds crazy. — , it just shows how serious people are about having fun.
- 5 Games help us perfect our skills. — , they prepare us for survival.

- 6 Work in groups of three. Choose one role each and discuss the statement below. Use the language in **Speak Out** on pages 53 and 55.

'Too many people spend too much time playing games and sports.'

**Student A** You love sports. You run marathons, do aerobics and play in a volleyball team. You are very competitive and you always try to win. You believe that it is essential to have a healthy body and a healthy mind. You don't like watching sports or playing computer games.

**Student B** You love computer games. You believe they teach you a lot about the world and improve your hand-to-eye co-ordination and your computer skills. You don't like playing sports very much, but you enjoy watching football and tennis on the TV.

**Student C** You think young people should take part in sports, but should not be obsessed with winning. You also think most young people spend too much time watching sport on the TV. And you are worried that violent computer games make people aggressive.

- 7 Write an opinion essay on the statement in Exercise 6. Use the ideas from your discussion, the linking words in Exercise 5 and **Check it out** on page 120.

# Sports Crazy

Look carefully at this photograph. What can you say about it? There are some people waiting to get on a ski-lift, others skiing down the hill, and the sky looks kind of funny.



In fact, it's one of the world's largest indoor ski-slopes. It covers an area of 22,500m<sup>2</sup> which is about the same size as three football pitches, and the temperature is a constant -1° to -2°C. However, the strangest thing about this place is that it's in the middle of the desert! It's called Ski Dubai and the outside temperatures can rise to more than 40°C!

It sounds crazy, but it just shows how serious people are about having fun. We spend huge sums on sports facilities. We pay our sports stars ridiculous amounts of money. And we spend hour after hour playing games although we know there are millions of people in the world with no water to drink and no food to eat!

It makes me wonder if all the sports-lovers and game-players in the world aren't a little bit obsessed. I know I am. I suffer from a very common obsession called football. It made me crash my car. I was driving past a football pitch where some kids were playing. I turned to watch and smashed right into the car in front of me. I can't help it. I see someone playing football, and I've just got to stop and stare. I know it's stupid, but I can't do anything about it. I'm addicted. As someone once said, 'Football isn't a matter of life and death. It's much more important than that!'

Of course, it isn't that important really. No game is. But the problem is that games are addictive. From the boxing ring to the skating rink, and from the tennis court to the golf course, you'll find participants and spectators who can't live without the drug of their choice. It could be a good thing. After all, despite being addictive, it's true that sports

and games help us to relax. Maybe if it wasn't for sport, our societies would be more violent. Perhaps sport is a substitute for war? It's hard to think of a quieter, more peaceful game than chess, and yet what's the objective? Capturing your opponent's king. And surely, it's better to have wars in athletics stadiums rather than on battlefields? Even if we do have to put up with football hooligans.

What's more, playing is natural. Kittens chase balls of wool and puppies pretend to fight. Games help us perfect our skills and prepare us for the serious contest of survival. They are a rehearsal for real life.

But do all games help us relax and make us less violent? What about computer games? A recent article in *New Scientist* suggests that playing violent video games (and most of them are extremely violent) makes people more aggressive, more likely to commit violent crimes and less likely to help others.

Are these games a rehearsal for life or a substitute for life? Do we play instead of facing up to our real problems? Are games nothing more than an escape from boredom? And if that's so, then what will become of us in the future? Will games become so realistic that we won't be able to distinguish reality from virtual reality? Will they become so attractive that we will want to spend most of our time inside an artificial world? A Matrix?

I don't know. But what I do know is that I need a break. Something to help me relax. Skiing would be nice. I wonder how much it costs to get to Dubai?

## GRAMMAR AND LISTENING

- 1 Work in pairs. Describe the photo below and answer the questions.
  - 1 What kind of sporting event do you think is going to take place?
  - 2 Have you ever been to a major sporting event? If so, what did you like/not like about it?
- 2 Check you know the meaning of this football vocabulary. Use a dictionary to help you.  
captain corner kick goalkeeper half-time  
header penalty referee score (n)  
score a goal first/second half shot team
- 3 **©T048** Work in pairs. Listen and complete the match statistics.

World Cup final – Brazil beat England

Half-time score: Brazil \_\_\_ England \_\_\_

Final Score: Brazil \_\_\_ England \_\_\_

Goal scorer for Brazil: Richardinho

Goal scorer for England: \_\_\_

## Work it out

- 4 Study the sentences in the table and complete gaps a-f with these words/phrases.

1 people	4 time expressions
2 places	5 groups of people
3 things	6 words like <i>end, top, front, middle</i>

## Possessives

We use the possessive 's after:

a \_\_\_ or animals, b \_\_\_

It's the **referee's** decision that counts.

We were exhausted after last **Wednesday's** game.

We use of with:

c \_\_\_ and for parts of things after d \_\_\_

Brazil are the winners of the **World Cup**.

They lost a goal right at the **end** of the game.

We can use both forms after:

e \_\_\_ , f \_\_\_

The **team's** plan was to give the Brazilians no time.

Des is talking to the captain of the English **team**.

Ricardinho was playing football in the streets of

Rio and now he's **Brazil's** most famous person.

## Mind the trap!

When something belongs to two people we put the possessive 's after the second name.

Bob and John's team is the best.  
NOT Bob's and John's team ...

When it is clear which noun we are talking about, we can drop it.

Whose team do you play for? – Tom's.  
It is obvious we mean Tom's team.



- 5 **©T049** Choose the correct phrases. Then listen and check.

- 1 Brazil are the *World Cup's winners*/*winners of the World Cup*.
- 2 Ricardinho scored at the *second-half's start*/*start of the second half*.
- 3 It was *Sid's first goal*/*the first goal of Sid's*.
- 4 I'm not going to read *tomorrow's papers*/*the papers of tomorrow*.
- 5 We only had *three days' rest*/*the rest of three days* before the final.

- 6 Find the correct sentences and correct the wrong ones.

- 1 The ball hit the net's back.
- 2 England's fans behaved well.
- 3 He's got a lucky rabbit's foot.
- 4 They're the football boots of Tommy.
- 5 The rules of our club are out of date.
- 6 The game of last Saturday was cancelled.
- 7 They lost a goal in the first half's middle.

- 7 Read the prompts and write correct possessive phrases.

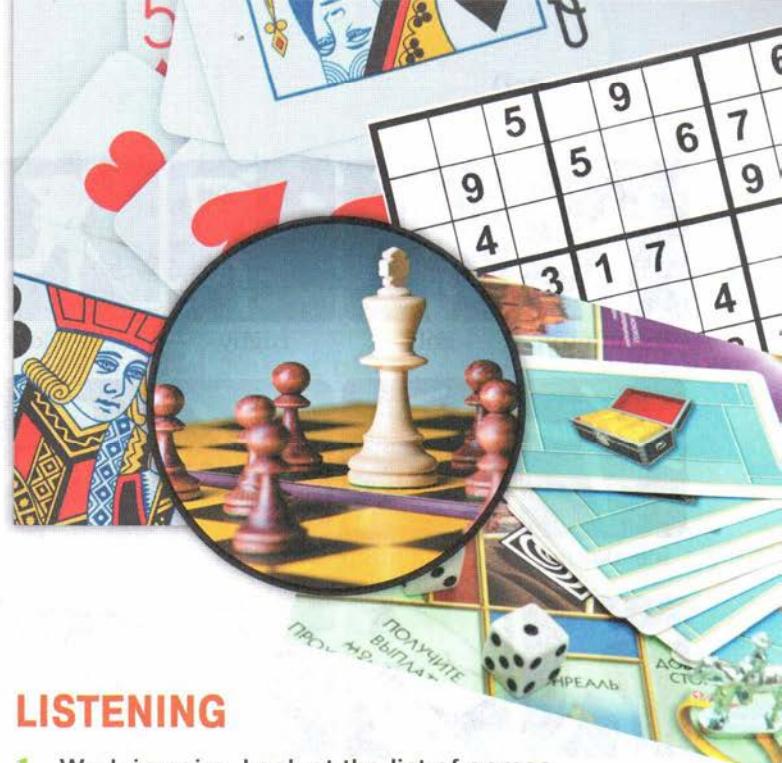
- 1 champions/last year  
last year's champions
- 2 head/the cat
- 3 richest club/Europe
- 4 the end/the world
- 5 office/the manager
- 6 result/yesterday
- 7 star player/the team
- 8 the goal/the tournament

- 8 **©T050** Use phrases 1–8 from Exercise 7 to complete the story. Then listen and check. Who is speaking and what is the manager telling him?

I was in <sup>1</sup> the manager's office. There was a cat on his desk and he was stroking <sup>2</sup> \_\_\_, but he didn't look happy. He said, 'This is <sup>3</sup> \_\_\_. Right now we're the best, but we've got to stay at the top. Our fans never want to be <sup>4</sup> \_\_\_. They want to win every game. Last year you were <sup>5</sup> \_\_\_. You scored <sup>6</sup> \_\_\_ in the World Cup last summer. But in this sport you're only as good as <sup>7</sup> \_\_\_ and yesterday we lost and you missed a penalty.' I defended myself. 'But we've only lost one game. It's not <sup>8</sup> \_\_\_!' He looked at me. His eyes were cold. 'Isn't it?'

- 9 Work in pairs. Tell each other about a sporting event. Use as many possessives as you can.

My sister's volleyball team was playing in a match to celebrate the end of the school year and ...



## LISTENING

- 1 Work in pairs. Look at the list of games and pastimes and answer the questions. Use a dictionary to help you.

Cards Chess Cluedo Crosswords  
Draughts Jigsaws Monopoly Risk  
Scrabble Solitaire Sudoku Trivial Pursuit

Which games and pastimes ...

- 1 can you see in the photos?
- 2 have you played before?
- 3 are you good at?
- 4 are/aren't popular in your country?
- 5 do you prefer?

- 2 **©T051** Listen and find the games and pastimes from Exercise 1 that you hear. Then answer the questions.

- 1 What is the name of the programme?
- 2 What kind of programme is it?
- 3 Who is the guest?
- 4 What has she done?

- 3 **©T051** Listen again and complete the table with information about the games and pastimes.

	<b>Monopoly</b>	<b>Chess</b>	<b>Sudoku</b>
When was it invented?	1935		
Who invented it?		Not sure – Indians/Chinese?	
Why is it popular?		People like using their brains	

- 4 Prepare a presentation about a game or pastime.

- Follow the advice in **Speak Out** on page 12.
- Find out when and where it originated, how popular it is, the rules.
- Say why you think people enjoy it.





## SPEAKING AND LISTENING

- 1 **①T052** Work in pairs. Look at the cartoon and choose the best response a–c. Listen and check.

- a That would be great, thanks.
- b No, it's alright, thanks. I know what I'm doing.
- c Yes, please. I've no idea what I'm doing.

- 2 **②T053** Listen and choose the correct answers a–c. Then say what problems the people have.

- 1 Roger is ...
  - a watching a football match.
  - b training for a football match.
  - c about to start playing a football match.
- 2 Mary is ...
  - a playing a computer game.
  - b buying a new computer game.
  - c installing a game on her computer.
- 3 Jane is ...
  - a working out in a gym.
  - b admiring a friend's exercise machine.
  - c trying to make an exercise machine work.

- 3 **③T053** Listen again and complete the gaps in the **Speak Out** box with the words below.

alright do great hand like look  
please Shall want Why worry Would

### SPEAK OUT | Making offers

#### Offering help

I'll have a <sup>1</sup> at it if you like.  
Would you <sup>2</sup> me to do it for you?  
<sup>3</sup> I do it?  
Can I give you a <sup>4</sup>?  
<sup>5</sup> don't you let me try?  
Do you <sup>6</sup> me to help?

#### Accepting

That would be <sup>7</sup>, thanks a lot.  
Yes <sup>8</sup>, I haven't got a clue what I'm doing.  
<sup>9</sup> you? Thanks, I don't know how to do it.

#### Refusing

No, it's <sup>10</sup> thanks. I know what I'm doing.  
I'd rather <sup>11</sup> it myself. Thanks, anyway.  
Don't <sup>12</sup> about it. I can do it on my own.

- 4 Match the words and phrases. Then look at **Speak Out** to check your answers. What other combinations are possible?

- |                  |                                  |
|------------------|----------------------------------|
| 1 I'll           | a do it?                         |
| 2 Would you like | b give you a hand?               |
| 3 Shall I        | c have a look at it if you like. |
| 4 Can I          | d let me try?                    |
| 5 Why don't you  | e me to do it for you?           |
| 6 Do you want    | f me to help?                    |

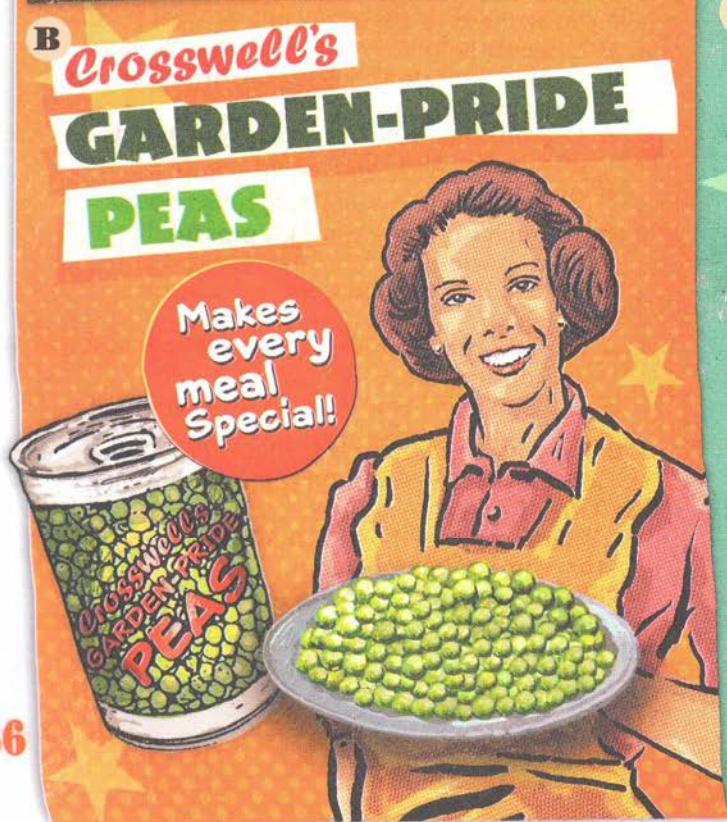
- 5 Work in pairs. Use expressions from **Speak Out** to roleplay these situations.

- 1 A Your bike has got a flat tyre. You don't know how to fix it.
  - B Offer to help.
  - A Refuse. You don't want your friend to get dirty hands.
  - B Explain that you can wash your hands afterwards and offer again.
  - A Accept.
- 2 B You can't finish a Sudoku puzzle.
  - A Offer to help.
  - B Refuse. Explain that you are almost finished.
  - A Explain that you are very good at Sudoku and offer again.
  - B Refuse again. You want to do it yourself.
- 3 B It's your best friend's birthday. You can't decide which computer game to buy her.
  - A Offer to help.
  - B Refuse, but say how difficult it is because there are so many games.
  - A Explain that you know a lot about games. Offer again.
  - B Accept.

# 08

# The hard sell

**Read, listen and talk about** advertising; food; shopping and services.  
**Practise** verb patterns; adjectives and prepositions.  
**Focus on** making and responding to complaints, collocations.  
**Write** a letter of complaint.



## GRAMMAR AND LISTENING

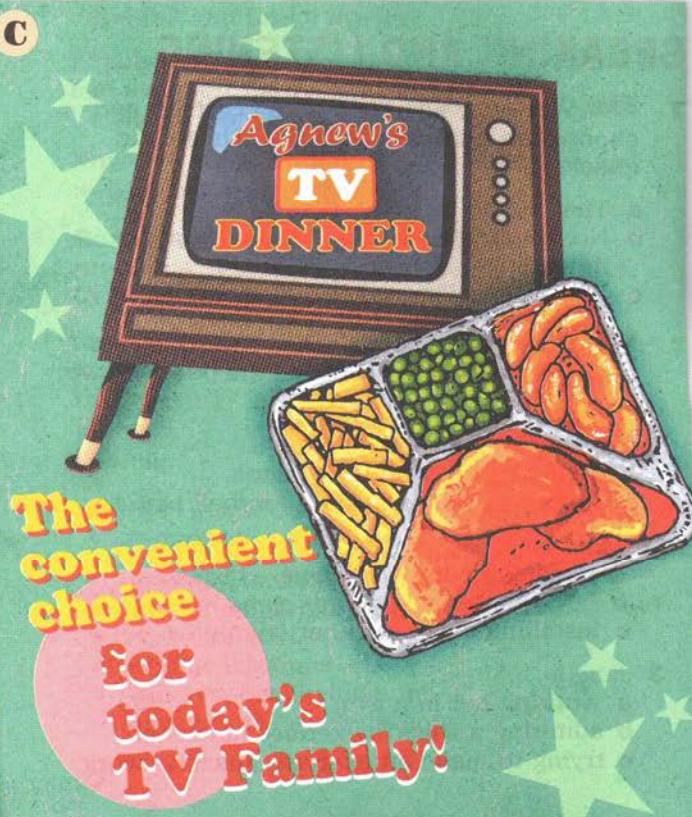
- 1 In pairs, look at these adverts for early American convenience food and answer the questions. Use the ideas below to help you.

(un)healthy artificial/natural ingredients  
 fresh frozen nutritious microwavable  
 pre-cooked sliced tasty/bland tinned

- What sort of products are shown?
- Do they look tasty?
- How popular is convenience food in your country? What sort of products are most common?
- What's your opinion of this sort of food? Why?

- 2 ©T054 Check if you understand the sentences below. Use a dictionary to help you. Then listen and match sentences 1–7 with products A–C.

- 1 You need a saucepan to prepare it/them.
- 2 You need to heat it in an oven.
- 3 It comes in three varieties – chicken, beef and pork.
- 4 You don't need to wash up afterwards.
- 5 It doesn't go stale for a week.
- 6 It's natural, nutritious and good for you.
- 7 It can be eaten with stews or meat dishes.



- 3 ©T054 Listen again and match the adjectives with products A-C.

appetising convenient creamy  
delicious fresh juicy lean  
natural revolutionary sensational

## Work it out

- 4 Put the underlined phrases from the adverts into the table below.

- 1 Are you tired of eating the same meals?
- 2 You don't need to use plates!
- 3 Do you keep throwing out stale bread?
- 4 Every meal can be special.
- 5 They make soup taste more appetising.
- 6 Heat in a saucepan before serving!
- 7 We're famous for using only the best.
- 8 Do you just hate washing-up?
- 9 The next time you feel like cooking something truly sensational ...
- 10 It's worth changing to Marvelbread.

## Verb patterns

We use the -ing form after:

- some verbs (*admit, avoid, fancy, miss, stop, practise, enjoy, imagine, —, —*)
- verb + preposition/phrasal verbs (*succeed at, apologise for, dream about, think about, look forward to, give up, —*)
- adjective + preposition (*good at, interested in, proud of, sorry for, —, —*)
- some expressions (*after, by, instead of, when, I don't mind, I can't stand, without, —, —*)

We use the infinitive with *to* after: *agree, allow, decide, expect, hope, learn, manage, offer, promise, refuse, seem, want, would like, —*

We use the infinitive without *to* after:

- modal verbs (*must, might, will, should, —*)
- other verbs with an object (*let, —*)

## Mind the trap!

There are some verbs that can go with more than one verb pattern but the meaning is basically the same.

She started/continued/began/prefers/loves **learning** English.

OR She started/continued/began/prefers/loves **to learn** English.

He helped me **install** the program onto my computer.

OR He helped me **to install** the program.

- 5 Complete the sentences with the correct form of the words in brackets.

- 1 Eating chilli peppers makes me — (sweat).
- 2 You should — (shake) the bottle before — (open) it.
- 3 I'm thinking about — (become) a vegetarian.
- 4 I'm tired of — (cook) – do you fancy — (eat) out?
- 5 Would you like — (help) me — (peel) these potatoes?
- 6 Why do you keep — (drink) coffee when you know you can't — (sleep) afterwards?
- 7 He decided — (go) on a diet – he's already managed — (lose) a few kilos.
- 8 The blackcurrant juice is on special offer this week. It's worth — (buy) a few extra cartons.
- 9 Do you feel like — (get) a takeaway pizza tonight?
- 10 Dad's a very nervous cook. He doesn't let anyone — (watch) him in the kitchen.
- 11 I was in a hurry, so she offered — (make) me a packed lunch.
- 12 She seems — (relax) by — (eat) junk food in front of the TV.

- \*6 Use the words/phrases in brackets to write a new sentence with a similar meaning.

- 1 Becky's parents only let her come home late at the weekends. ALLOW
- 2 After several minutes, they succeeded in finding a table that was free. MANAGE
- 3 I'd like to learn another foreign language. INTERESTED IN
- 4 Do you feel like going for a cup of coffee? FANCY
- 5 They didn't allow us to bring pets with us. LET
- 6 We must book a table for this evening. NEED
- 7 Do you want to order a takeaway pizza? FEEL LIKE

- 7 In pairs, write the prepositions that go with these adjectives. Then use them to make sentences that are true for you. Use a dictionary to help you.

- |                     |                    |
|---------------------|--------------------|
| 1 excited <u>—</u>  | 5 keen <u>—</u>    |
| 2 fed up <u>—</u>   | 6 worried <u>—</u> |
| 3 fond <u>—</u>     | 7 good <u>—</u>    |
| 4 hopeless <u>—</u> |                    |

I'm keen on swimming. I'm excited about finishing school in June.

## READING AND VOCABULARY

### 1 Read the first paragraph of each letter A–C.

Which writer:

- 1 agrees with Judy Boyle's article.
- 2 partially agrees with Judy Boyle's article.
- 3 disagrees with Judy Boyle's article.

### 2 Listen and quickly read the letters and try to decide what Judy Boyle wrote about in her article.

### 3 Choose the best title for each letter to the editor A–C. There are two titles that you don't need.

- 1 More advertising clichés.
- 2 How advertising helps the economy.
- 3 Life before advertising.
- 4 Why advertising is a good thing.
- 5 How advertising makes us unhappy.

### 4 Find these words and phrases in the letters. How would you say them in your language?

- Letter A:** advertising TV commercial  
(advertising) slogan ad-break  
**Letter B:** ad/advert advertising agency  
**Letter C:** spam billboard junk mail  
leaflet poster

### 5 Read the letters again. Are these statements true or false?

- 1 Ashley Coates believes that, thanks to advertising, there is a bigger range of newspapers and magazines on the market.
- 2 He suggests that the 1940s were an exciting decade to live in.
- 3 He thinks that adverts take a lot of their ideas from pop videos.
- 4 Duncan Grant uses the example of car adverts to show how exciting adverts can be.
- 5 He suggests that stereotypes in adverts don't change very quickly.
- 6 Jean Cox doesn't believe that people have contact with 3,000 advertising messages each day.
- 7 She thinks that advertising makes us feel that what we own is never good enough.

### 6 Work in groups and answer the questions.

- 1 Which of the opinions in the letters do you agree with most? Why?
- 2 What is your favourite billboard/TV advert? Why do you like it?
- 3 Can you think of any advertising slogans which have entered everyday language?
- 4 Can you think of any more clichés or stereotypes that are used in adverts?

### A

Dear Sir/Madam,

I am writing in response to Judy Boyle's article 'Time To Declare War on Advertising', which appeared in Saturday's paper. As someone who works in the advertising profession, I have to say that many of Ms Boyle's views are exaggerated or simply wrong.

10

Firstly, I'm surprised that Ms Boyle, a journalist on one of the biggest daily newspapers, doesn't realise that most of her newspaper's income comes from advertising. If advertising didn't exist, newspapers would be more expensive – and thinner! And there is no doubt that there would be fewer titles to choose from. This is also true of magazines and TV channels. Does Ms Boyle really want a return to the days without advertising – the Dark Ages of the 1940s – when there was one public TV channel, two public radio stations and dull magazines and newspapers?

Ms Boyle complains about how irritating adverts are. I wonder if she has a sense of humour? Hasn't she noticed that adverts are entertaining and, above all, informative? It's a sad fact that there are often more ideas and creativity in a thirty-second TV commercial than there are in the programmes that come before or after it. Everyone has a favourite advert that we look forward to seeing. Adverts often capture the public's imagination and we talk about them and even start to use their slogans in everyday situations. Comedians make jokes about them. Pop video producers copy their ideas.

20

If adverts irritate Ms Boyle so much, there is a simple solution. The three-minute ad-break on TV is just enough time to make a nice cup of tea. And while you're in the kitchen, Ms Boyle, look at the box of teabags. Why did you decide to buy them? A long, serious discussion with friends about different teabags? Or was it perhaps thanks to a memorable thirty-second advert?

Yours faithfully,

Ashley Coates  
Coates Advertising Associates  
LONDON N5

**B**

Dear Sir/Madam,

After reading Judy Boyle's article in Saturday's paper ('Time To Declare War on Advertising') I wanted to congratulate her on a brilliant piece.

Like Ms Boyle, I am also fed up with the ridiculous stereotypes you find in adverts. Look at car adverts, for example. In adverts, driving is never stressful or boring – it's one of the most exciting things a man can experience (for women it's eating chocolate). There are never traffic jams because when you buy a new car all the roads magically become empty of traffic.

There are other mysteries. Why does nobody wear glasses – unless it's an advert for an optician's? Why do women in adverts always slowly brush their hair in a kind of trance? How do they find the time? In my house, people would start banging on the bathroom door because they wanted to use the shower. And why do people who eat yoghurts always look as if they've just discovered the meaning of life? And are biscuits really that exciting?

I don't know anyone who behaves like the people who I have to watch on my TV every twenty minutes. And yet, I have been watching fools like these advertise products for the past twenty years! Do people who work for advertising agencies have any contact with real life? Or do they just sit in their offices and watch old adverts all day?

20 I wonder what other readers think.

Yours faithfully,

Duncan Grant

Falkirk ST11

**C**

### THE DAILY COMMENT

## LETTERS TO THE EDITOR

Dear Sir/Madam,

I am writing in response to Judy Boyle's article, which appeared in your paper on March 22nd. Although I agree with many of the things Ms Boyle wrote, I feel she didn't mention some important points.

A recent report suggests that, on average, each person has to put up with about 3,000 advertising messages every day. At first sight, 10 this number seems impossible, but let's think about it. First of all, there are adverts in papers and magazines, on TV and on the radio. Then there's spam – emails with advertisements – and pop-up adverts on Internet pages. Then there are billboards in the street. Finally there is junk mail and leaflets, advertising slogans on T-shirts and shopping bags, posters in waiting rooms, on public transport, at sports matches and concerts. Advertising completely invades our lives.

20 Do you or I buy 3,000 products every day? No, of course not. So not only is advertising irritating and an invasion of our privacy, as Ms Boyle suggests – but it's a waste of money.

But there's another point that Ms Boyle didn't mention: advertising makes us dissatisfied.

All of us are bombarded every day by adverts showing us people who are more attractive and successful than us and who have newer things than us. In reality, most of us have longer 30 and much more comfortable lives than our ancestors and yet people are more dissatisfied with their lives than ever before. A coincidence?

In short, advertising is one big lie. It tells us that luxuries are necessities and what you already have is not satisfactory. In fact, if you can relax in the evenings by watching adverts you already have all you need to live comfortably. The purpose of advertising is to make you forget this.

40 Yours faithfully,

Jean Cox  
Brighton





## LISTENING AND VOCABULARY

1 Work in pairs. Do you enjoy shopping? Why?/Why not? Tell your partner.

2 **©T056** Listen to the conversation between Jason and his parents and answer the questions.

- 1 When is International Buy Nothing Day?
- 2 What do campaigners hope that people will do on this day?
- 3 Is Jason for or against supermarkets and chain stores? Why?
- 4 Would you find it easy to go for one day without buying anything? Why?/Why not?

3 **©T057** Match items 1–9 with places a–i. Then listen and check. Where can you buy them?

- |               |                 |
|---------------|-----------------|
| 1 boot polish | a baker's       |
| 2 pet food    | b butcher's     |
| 3 cosmetics   | c chemist's     |
| 4 bread       | d clothes store |
| 5 vegetables  | e greengrocer's |
| 6 stationery  | f grocer's      |
| 7 meat        | g newsagent's   |
| 8 salt        | h pet shop      |
| 9 underwear   | i shoe shop     |

4 **©T057** Listen again and answer the questions.

- 1 Why do Sue and Jeff think that life before supermarkets was worse?
- 2 What further arguments does Jason give against supermarkets?

5 Complete the compound nouns below with a word from the box.

cash (x 2) chain changing department  
shop shopping (x 2)

- 1 shop assistant – someone whose job is selling things in a shop
- 2 trolley – a metal structure on wheels that is used for carrying things in shops
- 3 store – one of a group of similar shops owned by the same company
- 4 register – a machine that is used in shops for keeping money in
- 5 centre/mall – a place where a lot of shops have been built close together
- 6 rooms – a room in a shop where you can try clothes
- 7 store – a large shop divided into several different parts, each of which sells different things
- 8 dispenser – a machine, usually outside a bank, that you can get money from

6 In pairs, prepare and give a short presentation on one of the topics below.

- Small shops still have an important role to play in today's towns and cities. Do you agree?
- Shopping has become one of the most important leisure activities of our time. Is this a problem?



## SPEAKING AND LISTENING

1 Work in pairs. Look at the cartoon and answer the questions.

- Have you ever been dissatisfied with something you have bought?
- What did you do about it? Did you make a complaint?

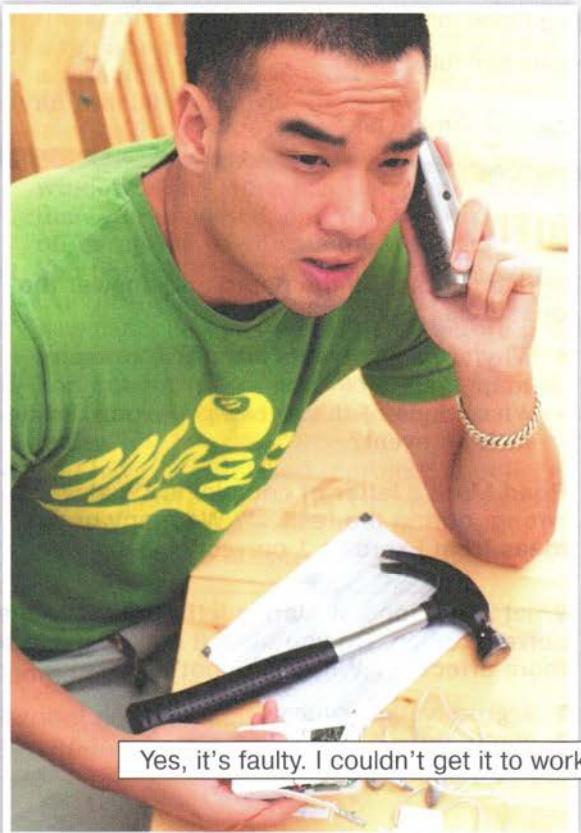
2 Read the complaints below. When might someone say them? Use the ideas in the box. There is often more than one answer.

an Internet/online shop    a restaurant  
a hotel    a clothes store    a bank  
a store with electrical goods

- 1 It shrank the first time I washed it!
- 2 Your employee was extremely rude to me.
- 3 My order hasn't arrived yet.
- 4 It's faulty. I took it out of the box but I couldn't get it to work.
- 5 I'm not satisfied with the service.

3 **OT058** Match complaints 1–5 in Exercise 2 with responses a–e below. Then listen and check.

- a It's entirely our fault. We'll send you a new one straightaway.



- b I'm very sorry about that. Would you like to exchange it for something else? Or would you like a refund?
- c We're trying our best. We've got a lot of customers in here this afternoon.
- d I'm so sorry. I'll talk to Mr Evans about his behaviour. It won't happen again.
- e Sorry – there must have been a mistake with your order. We'll try to sort it out.

4 Study **Speak Out**. Complete the box with the underlined phrases in Exercise 3.

### SPEAK OUT | Making complaints

#### Making complaints

It's broken/faulty.  
There's a part missing.  
My order hasn't arrived yet.  
There's a mistake in the bill.

It's not working.  
It's shrunk/the dye has run.  
It's not what I ordered.  
It's too tight/tough/noisy.

I'm not satisfied with the service.  
One of your employees was extremely rude to me.  
You've forgotten to ... .

#### Responding to complaints

##### Apologising

I'm so sorry – there must have been a mistake.

- 1 —  
2 —

##### Making offers and promises

We'll replace it straightaway.  
Would you like a refund?

- 3 —  
4 —

##### Defending yourself

Don't blame me! It wasn't my fault.

- 5 —

### Mind the trap!

In Britain, it's very typical to start making a complaint by apologising to avoid having a confrontation with somebody, even if you are angry.

**I'm sorry to say** there's a mistake in my bill.  
**I'm afraid** my MP3 player isn't working properly.

5 In pairs, read the situations on pages 117–118. Take turns to make complaints and respond to them. Use expressions from **Speak Out** to help you.

6 Work in pairs. Roleplay the conversation. Student A, look at page 118. Student B, look at page 119.

## VOCABULARY

- 1 Look at the dictionary entry in **Train Your Brain**. Which words collocate with **complaint**?

- 1 verbs which collocate: make, ,
- 2 prepositions which collocate: about, ,
- 3 adjectives which collocate: formal, ,

### TRAIN YOUR BRAIN | Dictionary skills

#### Collocations

A dictionary can tell you not only the meaning of a word, but also collocations – the words it combines with.

**complaint** /kəm'pléint/ *n* a statement in which someone complains about something: *I would like to make a **complaint**.* | *The BBC received a lot of **complaints** after the programme.* | **formal/official complaint** | [+ **about**] *He was dismissed after **complaints** about the quality of his work.* | [+ **from/to**] **complaints** from local residents. |

- 2 Use the correct words from Exercise 1 to complete the collocations in the sentences below.

- 1 The school — many complaints — parents, who were unhappy with the cost of school trips.
- 2 She was unhappy with the service and — a complaint — the manager.
- 3 The hotel received a complaint — the quality of the food in the restaurant.
- 4 He was sacked after someone made a — complaint about his work.

- 3 Use a dictionary to find the meanings of the underlined words below. Then complete the sentences.

- 1 Phone Customer Services. I'm sure they'll — you a refund.
- 2 I'm afraid those trainers you wanted are now — stock.
- 3 Would you like to exchange them — something else instead?
- 4 I wanted to use my credit card but they told me I could only — cash.
- 5 The new issue of *Hi!* magazine is — sale now!
- 6 This shirt was a real bargain! It was reduced — \$25 — \$8!
- 7 How much did you pay — that watch?



Dear Sir/Madam,

- 1 I am writing to express my dissatisfaction with the 2007 Punk In The Park festival which you organised.
- 2 I bought two tickets for me and my girlfriend for all three days, which cost me £90 in total. As I am a student, this was a lot of money to pay, but I believed it was worth it because of the quality of the bands which were being advertised.
- 3 On Friday afternoon the sound check lasted most of the afternoon. Although the first concert was going to start at 5 p.m., the first band didn't appear on stage until 9 p.m. Because of this, the last two bands (The Phoneys and Critical Age) didn't play at all. We were all very disappointed. On Saturday it started raining heavily. There were only two sets of toilets, both of them located in the lowest part of the field. There were very long queues for the toilets all day and when the toilets became flooded after just an hour of rain, the situation looked horrific. There clearly wasn't enough planning before the event.
- 4 I feel that in future you should plan such festivals more carefully.
- 5 I also think I should receive a refund for my tickets for one of the days (£30) because two of my favourite bands didn't play at all.  
I hope you will take my comments into consideration and I look forward to reading your reply.

Yours faithfully,

Mark D Smith

## WRITING

- 1 In pairs, describe the photo and answer the questions.
  - Why are such events attractive to many young people?
  - What kinds of things can go wrong during such an event?
- 2 Read Mark's letter of complaint. What went wrong during the festival? Were any of your ideas from Exercise 1 correct?
- 3 What is the tone of Mark's letter? Choose the correct option. Do you think it makes the letter more effective? Why?/Why not?
  - 1 aggressive and angry
  - 2 emotional
  - 3 polite but firm



- 4** In pairs, look at Mark's letter again. Match the paragraphs with the content.

Paragraph 1      Paragraph 4  
Paragraph 2      Paragraph 5  
Paragraph 3

- a Details about the service/product the customer bought and his/her expectations.
- b Suggestions about how the company can improve its service.
- c The reason for writing.
- d What went wrong (in chronological order) and the problems it caused the customer.
- e The compensation the customer expects.

- 5** Work in pairs. For each situation, choose the best form of compensation. Give reasons.

- a financial compensation
- b a replacement
- c a refund
- d an official apology

- 1 Some workmen have been fitting new windows. The work has lasted much longer than you expected, and this has caused a lot of disruption to your family's life.
- 2 You bought a theatre ticket to see a play. One of the actors became ill, so the play was cancelled just ten minutes before it was supposed to begin.
- 3 You bought a Discman. When you opened the box you found that the earphones were faulty.
- 4 You have just finished a project at college. A letter arrives from the college Principal which wrongly accuses you of cheating. You can prove this is untrue.

### Mind the trap!

Compensation is uncountable.

I expect compensation. NOT I expect **a** compensation.

- 6** Study **Train Your Brain**. Then, in pairs, read James's letter and decide what is wrong with it.

### TRAIN YOUR BRAIN | Writing skills

#### Letter of complaint

- Start by giving your reason for writing. (*I am writing to complain about/express my dissatisfaction with ...*)
- In the next paragraph(s), say what went wrong in chronological order and mention the problems it caused you. (*Because of this ...*)
- If necessary, give suggestions about how the company can improve its service in a new paragraph. (*I feel that in future you should ...*)
- At the end say clearly what kind of compensation you expect. (*I think I should receive ...*)
- Remember to start/end your letter in a formal way. (*Dear Sir/Madam, Yours faithfully*)
- Make sure the tone is polite but firm and the style is quite formal.

Hi Guys,

I really hate your company now. I think I should get compensation or an apology or something.

I ordered an MP3 player (SoundBlast 3000) from you in February (the 3rd I think). This morning it finally arrived! I took it out of the box, and it didn't work! And I'd paid lots of money for this! ☹

So what are you going to do about it?

But that's not all, actually. My MP3 player arrived after five weeks – it said on the website that delivery time was two or three days!!! At the beginning I waited and waited and nothing! Two weeks later I contacted your customer helpline. The guy told me that it was out of stock and that I had to wait another three weeks before it would be in stock again. Not very good service, is it?

Write back soon!

James Godfrey

- 7** In pairs, rewrite James's letter to make it more appropriate. Use your answers to Exercise 6 and **Train Your Brain** to help you.

- 8** Choose one of the situations from Exercise 5. Write a letter of complaint (200–250 words).

Say clearly:

- what has happened/gone wrong.
- the problems it caused you.
- how you feel about it.
- the type of compensation you would like.

## VOCABULARY AND GRAMMAR

- 1** Complete the sentences. Make new words from the words in capital letters.

- 1 I've run out of cash – I need to find a cash \_\_\_\_\_. **DISPENSE**
- 2 Your staff were so rude to me that I demand an official \_\_\_\_\_. **APOLOGISE**
- 3 Have you ever written a letter of \_\_\_\_\_. **COMPLAIN**
- 4 I like \_\_\_\_ foods – they are easy **CONVENIENT** and fast to prepare but not always cheap and healthy.
- 5 Do you think \_\_\_\_ beer on **ADVERTISEMENT** TV should be forbidden?
- 6 You can find a lot of recipes for \_\_\_\_ meals in this book. **NUTRITION**
- 7 The cake didn't look very \_\_\_\_ but it tasted delicious. **APPETITE**

- 2** 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.

- 1 You can't have an apple. There are none here. **ANY**  
There \_\_\_\_ so you can't have one.
- 2 I don't want this book anymore. I think I'll change it for that one. **OF**  
I'd like that book \_\_\_\_ one.
- 3 The result of the match last week was 2–0. **LAST**  
We won 2–0 \_\_\_\_ match.
- 4 It's a good idea to go shopping on Sundays. **WORTH**  
It's \_\_\_\_ shopping on Sundays.
- 5 I don't want to go out today. **FEEL**  
I \_\_\_\_ out today.
- 6 I don't like playing chess very much. **KEEN**  
I'm \_\_\_\_ chess.
- 7 I want to complain about the waiter. **A**  
I want to \_\_\_\_ about the waiter.

- 3** Fill in each gap with one word.

My friends call me crazy, but I know I'm good. I am good <sup>1</sup> \_\_\_\_ shopping. I'm famous <sup>2</sup> \_\_\_\_ spotting a great top or jeans at a discount prize, and I don't <sup>3</sup> \_\_\_\_ spending endless hours running around shops. I'm never tired <sup>4</sup> \_\_\_\_ bargain-hunting. I wake up in the morning and I immediately feel <sup>5</sup> \_\_\_\_ going for a stroll to the nearest store. Well, obviously I need to <sup>6</sup> \_\_\_\_ down on shopping once in a while when I have no money, but I can't imagine <sup>7</sup> \_\_\_\_ it up completely. Don't get me wrong, I don't just buy things for myself – last week it took me hours before I succeeded <sup>8</sup> \_\_\_\_ finding just the right gift for my mum's birthday.

- 4** Read the text below and choose the correct answer for each gap.

Wimbledon is <sup>1</sup> \_\_\_\_ important sporting event of the British summer. Since the first tournament was played in 1877 in front of just <sup>2</sup> \_\_\_\_ hundred spectators, the competition has become a **global** sporting event attended by over half a million people and watched on television by millions. <sup>3</sup> \_\_\_\_ the Wimbledon tennis championship has been in existence for just over a century, the sport of tennis has a long history. <sup>4</sup> \_\_\_\_ experts agree that the modern game has its origins in a courtyard ball game played by French monks in the 11th century.

It is definitely <sup>5</sup> \_\_\_\_ taking part in tennis championships. The Wimbledon champion, Roger <sup>6</sup> \_\_\_\_ total prize money has amounted to nearly \$17,000,000 since 1998. <sup>7</sup> \_\_\_\_ the fact that Wimbledon has traditionally been dominated by Americans and Europeans, players from many other countries are looking forward <sup>8</sup> \_\_\_\_ the tournament.

- |                       |               |
|-----------------------|---------------|
| <b>1</b> a most       | c most of     |
| b the most            | d the most of |
| <b>2</b> a few        | c a little    |
| b many                | d a few       |
| <b>3</b> a However    | c Instead     |
| b Despite             | d Although    |
| <b>4</b> a Most       | c Much        |
| b A lot               | d Little      |
| <b>5</b> a famous for | c without     |
| b worth               | d good at     |
| <b>6</b> a Federer    | c Federer's   |
| b Federers'           | d of Federer  |
| <b>7</b> a Although   | c What's more |
| b Instead             | d Despite     |
| <b>8</b> a to win     | c of winning  |
| b to winning          | d as to win   |

- 5** Use the words in capitals and rewrite the sentences so they have the same meaning.

- 1 Tom isn't very tall. His twin brother Jack is short too. **NEITHER**
- 2 I want to say I am really sorry for being late. **APOLOGISE**
- 3 There are five boys in my family and nobody likes spinach. **NONE**
- 4 There are only seven girls in my class and they are all very good at maths. **ALL**
- 5 I am really tired of my older sister talking about her final exams. **FED**
- 6 Chess is a challenging game. Bridge is challenging too. **BOTH**

## PRONUNCIATION

- 1 **©R T004** Listen and find the word that has a different final consonant sound. Then listen and check.

- 1 tough/live/roof/self
- 2 tights/thighs/was/dimples
- 3 shop/club/top/jump
- 4 cons/pets/bags/games
- 5 leaves/takes/blames/plays
- 6 hers/days/shops/because

## LISTENING SKILLS

- 1 **©R T005** Listen to the radio programme. Put the events in the correct order.

- a Mail order advertising catalogues appear in the USA.
- b The Volkswagen is advertised with 'Think Small' and 'Lemon' slogans.
- c Sales messages are used in Egypt.
- d Nokia is used by Tom Cruise in Minority Report.
- e Advertisements for books appear in British newspapers.
- f Cadillac advertises its cars in The Matrix Reloaded.
- g MTV appears with a lot of advertising.

## SPEAKING SKILLS

- 1 Roleplay the situations below. Pay attention to how formal or informal you need to be in each situation.

- 1 A Your parents are complaining about the loud music a neighbour of yours is playing. The neighbour is your age. You visit him/her to complain and suggest using headphones as it is quite late.  
B A neighbour of yours has come to complain about the loud music you are listening to. Apologise and accept his/her suggestion. Be friendly and polite.
- 2 A You've recently bought a personal stereo which will not play all your CDs. You go to the shop to complain about it. You are angry, but polite.  
B You are a shop assistant. A customer has come to complain about a faulty personal stereo he/she bought in your shop. Offer to replace it.
- 3 A You see a neighbour of yours, a young man/woman, who is shopping in your local supermarket. He/she is holding his/her baby, and his/her trolley is full of shopping. You offer to help.  
B A neighbour of yours offers to help you in the shop where you are shopping with your small child. He/she offers to help you with your shopping. Accept politely and offer him/her a lift home.

- 2 Look at the visuals and get ready to present the material and discuss:
- the possible reasons why sport is becoming more and more commercialised
  - the advantages and disadvantages of being a sports star.
- Then answer the teacher's questions.

### Teacher's questions:

- 1 What issue does the material deal with?
- 2 What positive and negative sides of sport nowadays does the material present?
- 3 Can sport stars be positive role models to children and teenagers? Give examples.
- 4 Do you think there is too much violence in sport?
- 5 What sport/sports are a national obsession in your country? Why?

## The end of football?

'We don't want spoilt football stars, who only care about their hairstyles and new clothes for their model wives,' complain football fans. 'We want to watch real football.'

***Sports stars raise money for earthquake victims in Asia***

# 09

# A fresh start

**Read, listen and talk about** new experiences.

**Practise** present and past tenses, articles; collocations, phrasal verbs and expressions with *start*.

**Focus on** reading more efficiently; making formal phone calls.

**Write** a CV.

## GRAMMAR AND LISTENING

- Look at the photos. How different are the two people? In pairs, talk about them using the adjectives in the box.

**appearance:** sporty, cute, untidy, slim, plain, sloppy, well-groomed  
**clothes:** professional, casual, smart, trendy, scruffy, unfashionable, elegant  
**personality:** good-natured, serious, ambitious, fun-loving, self-conscious, reserved, outgoing

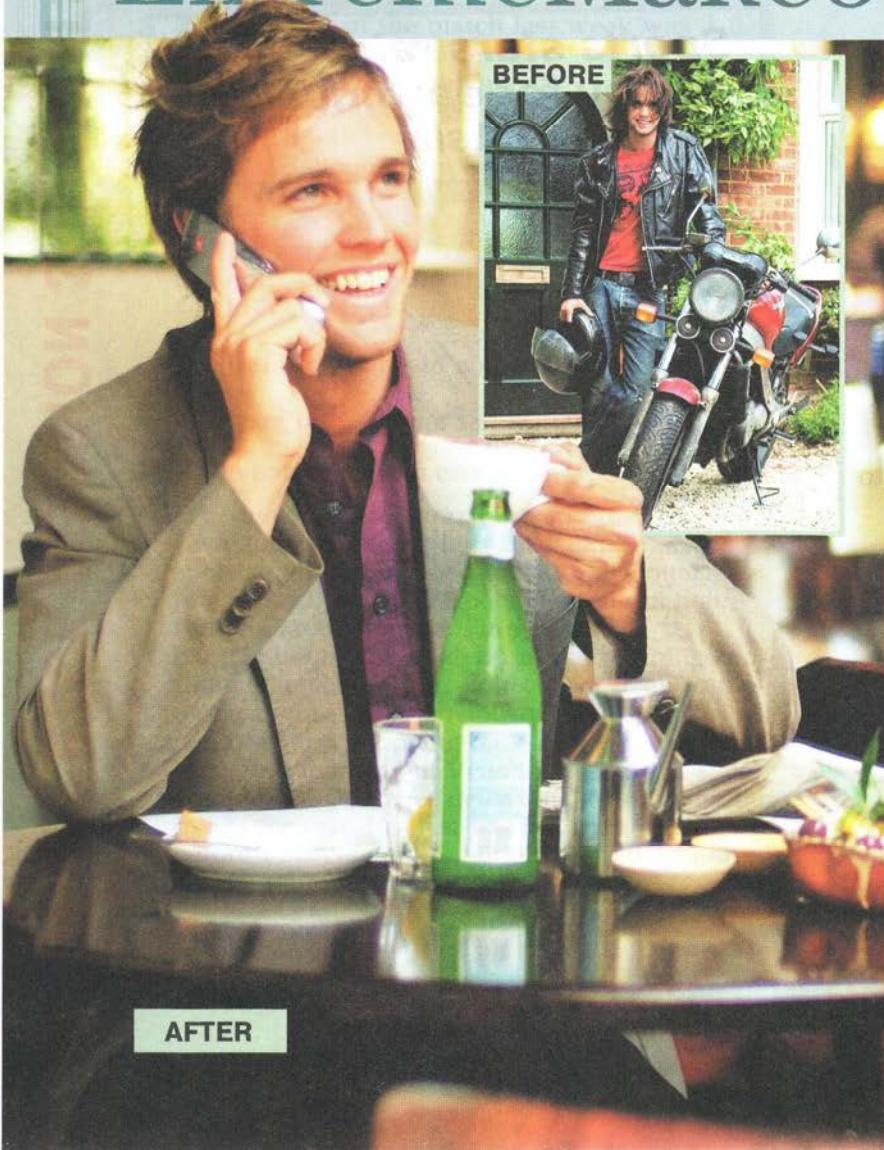
- Read about Colin and complete the texts with possible time expressions. Then answer the questions.

- How has he changed? Give specific examples.
- Why do you think he decided to make these changes?

STYLE || 76

## Extreme Makeover

STYLE  
SECRETS



### BEFORE

<sup>1</sup> May, Colin was studying business administration at college. He was outgoing with a laid-back attitude to life – and a motorbike and clothes to match. He <sup>2</sup> dressed casually, with a black leather biker's jacket being the number one item in his wardrobe. He hadn't been to the hairdresser's <sup>3</sup> two years, and because of his hectic social life in the house he shared with college friends, he'd stopped playing football and wasn't feeling very fit.

### AFTER – SIX MONTHS LATER

Colin's worked for a large company <sup>4</sup> three months and has changed dramatically both in terms of his appearance and personality. He's bought some smart clothes and is sporting a new hairstyle to go with his new professional look. He doesn't go out very <sup>5</sup> but he's been working out a lot <sup>6</sup> he graduated, and the effects are already beginning to show. He <sup>7</sup> shares a flat with a friend but is thinking of buying his own. He sold his motorbike two months <sup>8</sup> and bought a small car – but he still loves his biker's jacket.



## Work it out

- 3 Find an example for each meaning of these tenses in the texts about Colin. Which two meanings are there no examples of?

### Present Simple

- 1 routines and habits
- 2 permanent situations or facts
- 3 states

### Present Continuous

- 1 actions in progress now
- 2 temporary actions around now
- 3 change and development

### Past Simple

actions completed at a specific time in the past

### Past Continuous

- 1 actions in progress in the past
- 2 actions in progress when something else happened

### Present Perfect Simple

- 1 actions and states that began in the past and continue up to now
- 2 actions completed at an unspecified time in the past

### Present Perfect Continuous

actions in progress over a period of time up to now

### Past Perfect

the earlier of two past actions

- 4 Look at these sentences. In which can the Present Perfect Continuous replace the Present Perfect? Why? Use **Chek it out** on page 120.

- 1 Colin has always wanted to work in business.
- 2 Colin has worked for a large company for three months.
- 3 Colin has been with the company for three months.

- 5 Match sentences a and b to the sentences above them. Explain your decisions.

- 1 I was getting up when I heard a crash.
- 2 I got up when I heard a crash.
  - a The noise woke me up.
  - b I'd just turned the alarm clock off.
- 3 We lived in London for five years.
- 4 We've lived in London for five years.
  - a But then we left and came to live here.
  - b But we're thinking of moving now.
- 5 She's seen him twice recently.
- 6 She's been seeing him a lot recently.
  - a Their relationship is getting serious.
  - b Once in a club, and the second time in a shop.
- 7 The concert started when we arrived.
- 8 The concert had started when we arrived.
  - a So we didn't miss anything.
  - b So we missed the first part.

- 6 Complete the text with the best forms of the verbs in brackets.

It's been the worst day of my life. Everything went wrong from the start. First I woke up late because I <sup>1</sup>set my alarm clock for 7 p.m. instead of 7 a.m. When I ran out of the house, it <sup>2</sup>rained hard and I <sup>3</sup>not have an umbrella. I finally arrived at the office, very wet and thirty minutes late. My boss <sup>4</sup>stand by my desk. 'What <sup>5</sup>do, Smith? Swimming?' he said. I apologised and sat down. Things went from bad to worse. First I <sup>6</sup>break the photocopier and then came back late from lunch because I got lost. 'We <sup>7</sup>not do very well, are we, Smith?' said my boss. Then I crashed the office computer system. That was it. My boss <sup>8</sup>appear and said: 'You <sup>9</sup>not make a very good start, Smith. I <sup>10</sup>not think this is the right place for you.' That was the end of my first day in my first job. Back to the Job Centre tomorrow.

- 7 Listen to two conversations about Colin and answer the questions.

- 1 Who are the people and what's their relationship to Colin?
- 2 Who is/isn't impressed by Colin's appearance? Why?
- 3 Why do they think he has changed?
- 4 Whose opinion do you agree with more? Why?

- \*8 Listen to a conversation between Colin and his friends, Jack and Dave. Correct five facts in the summary and complete the last sentence.

After Dave had called him, Colin met his two old friends and explained why he'd changed his look. He'd been for a job interview the week before, and later, had heard the three interviewers talking about him in a café. One of the women was criticising his hairstyle. But that wasn't what made him change his appearance. It was because ...

- 9 In groups, discuss the questions.

- Do you think Colin did the right thing? Why?
- What other reasons are there for having a makeover?
- Would you ever change your image? Why?/Why not?
- If so, what would you change?

# Life Changing Days

If you want to have a thrilling adventure, explore a new direction or learn new skills with the help of the experts, why not try one of our Life Changing Days? Go to [lifechangingdays.com](http://lifechangingdays.com) for more information.



## Face Your Fears

**A** \_\_\_ The best way to get over your 'creepy-crawly' phobia is to face it! Come to Sandstone Wildlife Park where our experienced trainers can provide the support you need. You don't have to do anything you don't want to, but when you're ready, the keepers help you handle harmless snakes and other friendly reptiles. And if you want a real sense of achievement, you can even hold a tarantula!



## There's No Business Like Show Business

**B** \_\_\_ If so, come and learn all about the music business from our expert, Tony Bellamy, who has worked with EMI, MTV and dozens of top musicians. You learn all about the business, from making a demo CD to developing an image and signing a contract. He also gives advice about performing live, music publishing, PR and marketing. And if you already have a demo CD, bring it with you and get his professional opinion.



## The 007 Experience

**C** \_\_\_ Our highly-trained ex-MI5 instructors will teach you all the essential 'spying' skills. After a brief introduction to the course, you learn how to fire automatic pistols and rifles. You then try your hand at unarmed combat and escape techniques. After lunch, we show you how to hide surveillance cameras and use listening devices. Finally, you take part in a shoot-out with the other double agents, using high-tech laser guns!



## Change Your Image

**D** \_\_\_ Come for a consultation with us, and we promise to give you a fantastic new image. Ladies, are you an Aphrodite or an Athena? Gentlemen, are you a Hercules or an Apollo? Get key advice about clothes that flatter your shape and colours that suit you. We also analyse your face and tell you what hairstyles and accessories to use. We guarantee to give you more confidence – and save you money on future shopping trips, too!



## The Chopper Experience

**E** \_\_\_ If so, take our helicopter flight and get hands-on experience of the only flying machine that goes backwards and sideways, as well as forwards! Your pilot is a CAA qualified instructor and the flight counts towards a helicopter pilot's licence. During the flight, you wear headphones so you can talk to your pilot and hear his conversations with air traffic control. Finally you take the controls yourself – but don't worry, your instructor does the take-off and landing!



## READING AND LISTENING

- 1 Which words in the box describe you most closely? In pairs, explain why.

risk taker smart dresser loner free spirit  
outdoor person home lover chatterbox  
daredevil thrill seeker partygoer wimp

- 2 Look at the layout, headings and photos in the text and answer the questions.

- 1 What kind of text is it, e.g. an article, an advert, a brochure? Why?
- 2 What do you think it will be about?

- 3 The sentences below begin each paragraph of the text. In pairs, guess what the paragraphs will be about.

- 1 Have you ever dreamt of winning *Pop Idol* or writing a Top Ten hit?
- 2 Would you like to fly like a bird?
- 3 Do you scream when you see a spider or faint if you see a snake?
- 4 Why not go on a mission and learn what it takes to be a secret agent?
- 5 Do you want to find a new look that's just right for you?

- 4 Match two of the phrases in the box to each topic sentence in Exercise 3. What more can you say about each paragraph now?

air traffic control flatter your shape  
demo CD phobia hands-on experience  
creepy crawlly unarmed combat accessories  
performing live surveillance cameras

- 5 **OT061** Read the text and complete it with topic sentences from Exercise 3. How much did you guess about each paragraph? Listen and check.

- 6 Find acronyms 1–3 in the text. What do they stand for? Use the context and match them to a–c. Then check on page 118.

- |       |                                    |
|-------|------------------------------------|
| 1 EMI | a a government intelligence agency |
| 2 CAA | b an aviation association          |
| 3 MI5 | c a recording company              |

- 7 Read **Train Your Brain** and decide how each point helps you to read more efficiently. Match the points to Exercises 2–6.

### TRAIN YOUR BRAIN | Reading skills

#### Reading more efficiently

- a Use the layout, headings, etc to identify the text type and predict the content.
- b Read the topic sentences and try to predict the main ideas.
- c Use the context to cope with cultural references such as acronyms. Guess the general area they refer to, e.g. the type of company, etc.

#### PROFILE

Ginny is 21 and \_\_\_\_.

She organises conferences for multinationals like IBM. She's self-assured, sociable and a risk taker. After she left school, she did voluntary work with a UN organisation and then travelled around Africa, doing as many new and exciting things as possible. She now has 'itchy feet' and has started looking for a new challenge.



#### PROFILE

Hugo's 20 and \_\_\_\_.

Unfortunately he got the sack because he paid more attention to the music than the customers. He's been thinking of going travelling but is very undecided about where to. He likes the outdoor life as long as he doesn't have to sleep under canvas, though nobody knows why. On the whole, he prefers to play his guitar and write songs.

- 8 Read the profiles. Use the advice in **Train Your Brain** and follow the instructions in points 1 and 2.

- 1 Finish the topic sentences with your ideas and read them to the class. Decide whose sentence is the best and why.
- 2 Look at the acronyms in bold and guess what they refer to.

- 9 **OT062** Ginny and Hugo each did a **Life Changing Day**. Use their profiles in Exercise 8 and discuss which ones they did. Think about the points below. Then listen and check.

- their strengths, weaknesses, skills, qualities, problems
- the courses they would enjoy and/or learn from

- 10 **OT062** Listen again. Are the statements true, false or is there no information?

- 1 Ginny paid for the experience herself.
- 2 It was exactly how she'd imagined it.
- 3 She was very good at handling the controls.
- 4 Hugo went to live in Africa when he was five.
- 5 He clearly remembers how he was traumatised.
- 6 He didn't overcome his fear immediately.

- 11 In groups, discuss these questions.

- Which **Life Changing Day** would you like to do? Why?
- Think of four people you know well. Which experience would you recommend to each friend? Why?

## GRAMMAR

- 1 Look at the title of the quiz and the photos. In pairs, discuss the questions.
  - What do you know about the events shown?
  - When and where do you think they happened?
- 2 **©T063** Listen to three people talking about their family history. Complete the table.

	Patricia	David	James
1 family originally from	Ireland		
2 emigrated to		The USA	
3 date of emigration			
4 reason			
5 life now			

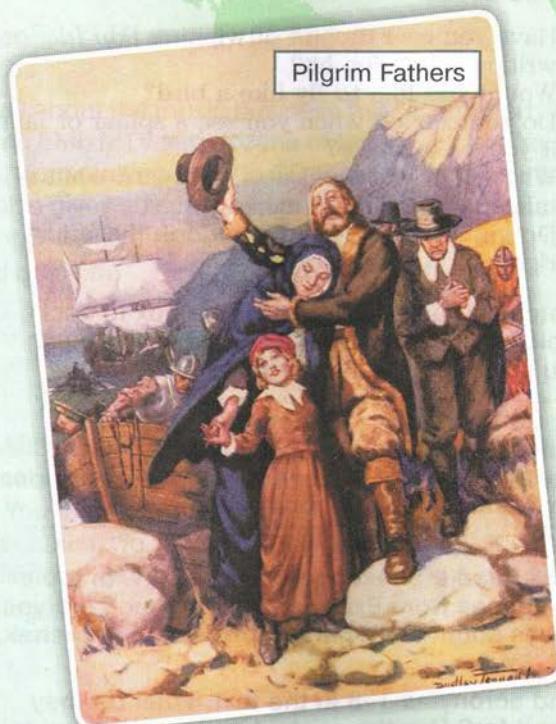
## Work it out

- 3 Look at the underlined phrases in sentences a–g and answer questions 1–4.
  - a But we still observe Polish customs at home.
  - b Life was very hard and over one million people left Ireland then.
  - c More than half of the population live in the capital, Buenos Aires.
  - d Mum was working in a local restaurant.
  - e The restaurant belonged to her family.
  - f I am a descendant of an Irish family.
  - g My grandmother is still the head of the family.

Which article (*a/an*, *the* or zero article – Ø) do we use

- 1 when something is one of many?
- 2 when we mention something for the first time?
- 3 in general statements with
  - a plural countable nouns?
  - b uncountable nouns?
- 4 when we know which thing or person it is because
  - a it is mentioned for the second time?
  - b it is unique?
  - c it refers to something specific?
- 4 Decide which sentence in each pair is a general statement and which refers to something specific and complete them with *the* or Ø.
  - 1 a \_\_ life of an immigrant is often very hard.  
b \_\_ life in the 21st century is changing fast.
  - 2 a \_\_ children grow up faster nowadays.  
b \_\_ children in my street are very noisy.
  - 3 a \_\_ love makes the world go round.  
b He never lost \_\_ love he had for his country.
- 5 **©T064** Complete the quiz with *a/an*, *the* or Ø and choose the correct answers. Then listen and check.

# the great emigration quiz



Pilgrim Fathers

Millions of people throughout history have migrated from one country or continent to another and created the world we know today. How much do you know about them?

- 1 Over forty percent of \_\_ population of Argentina are \_\_ descendants of \_\_ immigrants from which country?  
**a** Italy **b** Spain **c** Portugal
- 2 British people who emigrated to Australia in the 1950s are called \_\_ £10 poms. Pom stands for Prisoner of Her Majesty because the original eighteenth century immigrants had been ...  
**a** servants of the Queen.  
**b** transported convicts.  
**c** sent by the Queen.



Oktoberfest celebrations in Brazil

- 3** The Gold Rush in 1849 attracted 100,000 immigrants to \_\_\_ state of ...  
**a** Florida   **b** Texas   **c** California
- 4** The largest Japanese population in \_\_\_ world outside Japan lives in which city?  
**a** San Francisco   **b** São Paulo   **c** Paris
- 5** In August 1620, the Pilgrim Fathers sailed from Plymouth, England to \_\_\_ coast of North America, where they founded \_\_\_ town of ...  
**a** Boston   **b** Plymouth   **c** New York
- 6** In the eighteenth century, \_\_\_ thief who stole \_\_\_ bread or \_\_\_ apple in England could be transported for life to which country?  
**a** Australia   **b** Africa   **c** India
- 7** In the last few years, \_\_\_ immigration to Britain has averaged how many people a year?  
**a** 35,000   **b** 158,000   **c** 250,000
- 8** The second largest Oktoberfest worldwide takes place in Blumenau, \_\_\_ small city in the south of Brazil. \_\_\_ city was founded by immigrants from which country?  
**a** Hungary   **b** Greece   **c** Germany

## Work it out

**6** Find an example in the quiz for each category in the list below. Which categories use *a/an*, which *the* and which zero article – Ø? Use **Chek it out** on page 120.

- 1 most place names (cities, countries, continents)
- 2 superlatives
- 3 ordinal numbers
- 4 months, years
- 5 decades, centuries
- 6 phrases to show number with month/day/year

**7** Complete the text with *a*, *the* or Ø.

The first Europeans to settle in <sup>1</sup>\_\_\_ Australia were <sup>2</sup>\_\_\_ prisoners from Britain. In <sup>3</sup>\_\_\_ 1788, the ships of <sup>4</sup>\_\_\_ First Fleet took around 1,000 convicts to Botany Bay. Twenty percent of them were <sup>5</sup>\_\_\_ women. More than 162,000 prisoners were transported over the next eighty years. Life in <sup>6</sup>\_\_\_ new colony was extremely hard for <sup>7</sup>\_\_\_ convicts but they were not usually put in prison. Instead, they built towns and worked on <sup>8</sup>\_\_\_ farms to feed <sup>9</sup>\_\_\_ new nation.

A hundred years later, in <sup>10</sup>\_\_\_ 1950s and 60s, Britons once again emigrated to Australia, but this time as free men and women. There was a shortage of labour so <sup>11</sup>\_\_\_ Australian government offered <sup>12</sup>\_\_\_ migration papers, temporary housing and <sup>13</sup>\_\_\_ sea passage for the price of \$10 <sup>14</sup>\_\_\_ ticket. Around one million people accepted <sup>15</sup>\_\_\_ offer, and became '\$10 poms'.

## Mind the trap!

We don't use an article with nouns like *prison*, *hospital*, *school* when we talk about their **purpose** as an institution.

They were sent **to prison**. (purpose)

He works **in the prison** on the hill. (building)

**8** Complete the sentences with *the* or Ø.

- 1 They had beautiful flowers in \_\_\_ church for their wedding.
- 2 He's been in \_\_\_ hospital for nearly a week.
- 3 Can I meet you in front of \_\_\_ school at four?
- 4 I went to \_\_\_ church every Sunday when I was a child.
- 5 After I left \_\_\_ school, I got a job.
- 6 She works in \_\_\_ hospital near her house.

**9** In groups, discuss these questions.

- Why do people give up everything to start a new life in another country?  
(e.g. to get rich, for adventure)
- Would you like to emigrate one day? If so, where to? Why?

## VOCABULARY AND SPEAKING

- 1 In pairs, finish the sentence in the cartoon. Read your sentence to the class.



"DID HE JUST SAY 'YAHOO'?  
MAYBE HE CAN START ...!"

- 2 Find five nouns that don't collocate with the verb **start**. Which verbs do you use them with?

a computer a career an argument  
a rumour a business a noise university  
a journey classes a course a radio  
a fire a race a fight a bicycle a band  
school a hairdryer a fashion work

- 3 **©T065** Listen and complete the sentences using a phrase from Exercise 2 in the Present Perfect.

Rachel has started university.

- |          |         |
|----------|---------|
| 1 Rachel | 4 Tina  |
| 2 Jack   | 5 Mandy |
| 3 They   | 6 Roger |

- 4 What do the underlined phrasal verbs have in common?

- 1 We set off early for the airport as we wanted to miss the rush hour.
- 2 She always bursts into tears at the end of romantic movies.
- 3 They need to take up some kind of sport to get more exercise.
- 4 He's set up an online company and is doing very well.
- 5 I burst out laughing when I saw his new haircut. He looked awful!
- 6 Once the plane had taken off, she began to relax.

### Mind the trap!

Verbs *burst out* and *burst into* mean the same but are followed by different forms.

She **burst into** tears/song/laughter.

She **burst out** laughing/crying.

- 5 Complete the sentences with the correct forms of phrasal verbs from Exercise 4.

- 1 She    crying when she got her exam results.
- 2 I've been feeling much better since I    swimming.
- 3 They    before lunch so they should be there by now.
- 4 The plane    two hours late because of engine trouble.
- 5 When he started the chorus of his Number One hit, the audience    song.
- 6 They moved to the countryside and    home in a caravan!

- 6 Match the two parts of the sentences and find the expressions with **start**.

- 1 I lost my project on the computer,
  - 2 He lived in Paris when he was younger,
  - 3 Jack and I started off on the wrong foot,
  - 4 Let's make a start,
  - 5 They emigrated to Canada,
- a but we're quite good friends now.  
b because they wanted to make a fresh start.  
c so I had to start from scratch.  
d because we've got a lot of work to do.  
e so he had a head start in our French classes.

- 7 Finish the sentences using a suitable expression from Exercise 6.

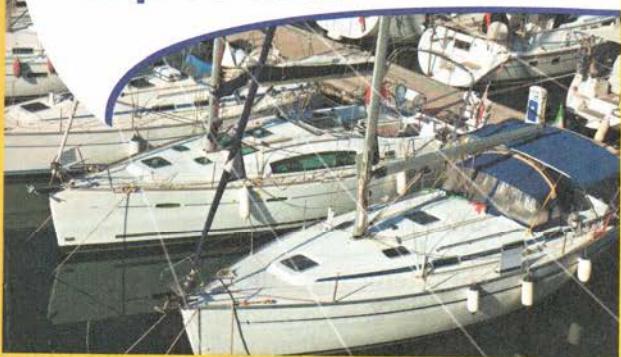
- 1 Rob and Jane decided to stop arguing and ...
- 2 He burnt the dinner he'd cooked and had to ...
- 3 They left half an hour before us so they ...
- 4 When I said that he looked like his brother, I knew I'd ...
- 5 We have to finish this job by 5 p.m., so why don't we ...?

- 8 In groups, ask and answer the questions.

- 1 When did you last start an argument with someone?
- 2 Would you like to start your own business one day? What kind?
- 3 When did you last take up a new hobby or activity? Why?
- 4 Have you ever started off on the wrong foot with someone? How?
- 5 When did you last burst out laughing or crying? Why?



## Learn to sail Enquire here



Contact Bob on 01236 722566

## SPEAKING AND LISTENING

- 1 What skills and qualities do you need to work on a yacht? Think of three more for each column.

skills	qualities
ability to obey orders	fit

- 2 ©T066 Listen and answer the questions.

- Who are the people?
- What are they talking about?
- Is the conversation formal or informal? Why?
- What skills and qualities are mentioned?
- What does Ben need to prepare before the interview?

- 3 ©T066 Listen again and complete the *Informal* column with corresponding sentences from the conversation.

### SPEAK OUT | Formal phone call

Formal	Informal
<b>Starting a call</b>	—
1 Hello, this is <i>Emma</i> speaking.	—
2 I wonder if I could speak to <i>Ben</i> , please.	—
3 I'm calling about the job advertisement.	—
<b>Asking for information</b>	—
4 Would you mind telling me what the job is, please?	—
5 I'd like to know/Could you tell me what it says?	—
6 I was wondering what qualifications I need.	—
7 Would it be possible for you to tell me what the salary is, please?	—
8 Do you think you could help me?	—
<b>Ending a call</b>	—
9 Thank you very much for your help. I really appreciate it.	—
10 Please call again if you need any further information.	—

- 4 ©T067 Complete the dialogue using **Speak Out**. Then listen to Ben's conversation and check.

- A — speak to the recruitment manager, please.  
B I'm sorry, I'm afraid he's not in the office at the moment.
- B But I'm his assistant. Can I help you?  
A I'm not sure. — the advertisement for the job on a yacht.
- B What would you like to know?  
A — if you'd received my CV.
- B First of all, — telling me your name, please?  
A No, of course not. It's Ben Harris.
- B We've written to invite you to an interview on Friday.  
A I'm sorry, I have to work then. — to change it?
- A One last thing. — could tell me what the salary is, please?  
B I'm afraid I don't know. Sorry.
- A — help. —  
B It's a pleasure. Goodbye, Benjamin.

- \*5 Correct the two mistakes in each sentence. Use **Speak Out** to help you.

- Could you telling me what time would it be convenient, please?
- I wonder that you could tell me when does the job start.
- I like to knowing how much it is.
- Would you mind to contact me when do you know the interview dates?
- It would be possible to giving me more information?
- I was wonder what kind of promotion prospects are there.

- 6 Work in pairs and roleplay the conversations. Student A, look below. Student B, look at page 119.

#### Student A

- You saw an ad for a job with a package holiday company. Phone and ask for the information below.
 

• length of contract	• working hours
• country/location	• interview date
- You work for a department store and advertised for trainee managers. Answer Student B's questions using the prompts below.
  - interview: July 11th
  - start 3rd August
  - working hours: 9.30–5.30, five days a week
  - training period: six months
  - salary/holidays: \$14,000 a year/four weeks

## WRITING

- 1 Ryan is finishing a course in Sports Science and is looking for his first job. How should he do this? Put steps a-f into a logical order.

He should

- a research the company and the job as fully as possible
- b attend an interview
- c find a job that he is qualified for
- d write a CV
- e look at job advertisements
- f send in his CV and a covering letter

- 2 Match 1-7 with a-g to make phrases commonly used in job advertisements and CVs.

- |                      |                 |
|----------------------|-----------------|
| 1 highly             | a user of       |
| 2 work flexible      | b motivated     |
| 3 good communication | c experience of |
| 4 a competent        | d hours         |
| 5 a proven           | e knowledge of  |
| 6 practical          | f skills        |
| 7 a sound            | g ability to    |

- 3 Read the job ad and find key words or phrases that Ryan should consider when he applies for the job. Justify your choices.

### HEALTH

#### Fitness Instructor

Are you highly motivated, fit and outgoing? Have you got a sound knowledge of the principles of exercise? Are you a good communicator who can work flexible hours? Then we want you to join our enthusiastic team.

Fitness For All is looking for an additional instructor with fitness-related qualifications. The work involves using computerised fitness equipment, so IT skills are desirable. The ability to motivate individuals, create personal exercise programmes and work unsupervised with customers is essential.

Does this sound like you? Then send your CV, including details of two referees to:

Serena Timms, Fitness For All, Lakeside Road, Banktown BT2 5MS

 **fitness for all**  
HEALTH CLUB

- 4 Choose three items below which you don't need to include in a CV. Explain why.

- education and qualifications
- interests
- marital status
- employment history
- information about your health
- key skills and achievements
- a personal profile
- name and contact details
- date of birth
- names of referees and their contact details
- expected salary

- 5 Look at Ryan's CV and number the items from Exercise 4 in the order that they appear in the CV.

- 6 Put these pieces of information into correct gaps 1-6 in the CV.

- a National Diploma in Sports Science, completion date July 2007
- b Established and coordinated college self-defence classes
- c Part-time post, from 5 to 15 hours per week
- d Worked in reception, dealing with money and answering phone enquiries
- e Biology (A)
- f Royal Society of Arts Exercise to Music Teachers' Award

- 7 In pairs, discuss these questions about Ryan's CV.

- 1 Why did he put the section on education and qualifications before the one on employment?
- 2 What effect do the following verbs have on Ryan's 'image'?  
*motivated, established, coordinated, trained, supervised*
- 3 Why does he avoid using 'I', e.g. *Established and coordinated, Trained, etc*?
- 4 Are his interests relevant to the job?
- 5 Why has he chosen Mr Wells and Ms Sween as his referees?
- 6 How has he made his CV suit the job advertised? Circle key words and phrases that match those you underlined in the advertisement.

**Ryan Clarke**

15 Moorlands Close,  
Banktown, BT2 KLH.  
Telephone: 01321 455622  
Email: ryanc100@yahoo.co.uk  
Date of birth: 21/08/1987

**PERSONAL PROFILE:**

Enthusiastic and outgoing college leaver with excellent communication skills, practical experience of teaching sport and fitness and a proven ability to work without supervision.

**KEY SKILLS AND ACHIEVEMENTS:**

- Motivated others to share my passion for sport and fitness
- Competent user of Microsoft Office
- Trained school netball team to reach finals of county championship
- <sup>1</sup> \_\_\_\_\_

**EDUCATION AND QUALIFICATIONS:****2005–2007 Banktown Community College**<sup>2</sup> \_\_\_\_\_ Subjects studied:

- Core Science
- Supervision and Management
- Diet and Nutrition
- Sports Psychology
- Practical Sports
- Safety and Sports Injuries
- Organisation and Administration
- Human Physiology

## Qualifications gained:

- Computer Literacy Certificate Level 3
- <sup>3</sup> \_\_\_\_\_

- 8** Read Train Your Brain. Are the statements true or false?

**TRAIN YOUR BRAIN | Writing skills****Writing a CV**

- 1 Include contact details, education, qualifications and employment history.
- 2 Do not write about your personality.
- 3 If you do not have much work experience, list your education and qualifications first.
- 4 Make the CV sound personal by using 'I' as much as you can.
- 5 Make yourself sound positive by using verbs like *motivate*, *train*, *establish*, *coordinate*, *supervise*.
- 6 List all your interests, even if they are not relevant to the job.
- 7 Use friends and family members as referees.
- 8 Adapt your CV to suit the job that you apply for.

**1998–2005 King George's School, Banktown**  
GCSEs with grades:

- Physical Education (A)
- <sup>4</sup> \_\_\_\_\_
- Chemistry (B)
- Maths (C)
- English Language (B)
- English Literature (B)
- Art (B)
- French (D)

**EMPLOYMENT:**

2005 to present. Banktown Swimming Pool. Pool Attendant.

<sup>5</sup> \_\_\_\_\_

Supervised swimmers

<sup>6</sup> \_\_\_\_\_

Working towards National Swimming Association Swimming Teacher's Award

**INTERESTS:**

Circuit training, netball, cross-country running

**REFEREES:**

Mr J Wells  
Manager  
Banktown Baths  
Queen Street  
Banktown  
BT1 KFJ

Ms L Sween  
Course coordinator (Sports Science)  
Banktown Community College  
Market Street  
Banktown  
BT2 RLM

- 9** Practise writing a personal profile.

- 1** How did Ryan combine these sentences for his personal profile?

I am a college leaver. I am enthusiastic and outgoing. I have excellent communication skills. I have practical experience of teaching sport and fitness. I can work without supervision.

- 2** Write personal profiles using the sentences in a and b. What jobs do you think the people are applying for?

**a** I am a school leaver. I am highly motivated and responsible. I have experience of working with young children. I have a working knowledge of Italian.

**b** I am a graduate. I am hard working and energetic. I have very good administrative skills. I can work under pressure.

- 3** Write your personal profile.

- 10** Write your CV for the job advertised on page 118. Use Train Your Brain to help you.

# 10

# What do you mean?

**Read, listen and talk about** communication, how English is changing.  
**Practise** forms to talk about the future; prefixes.  
**Focus on** listening more efficiently; clarification in speaking.  
**Write** a formal letter.



## GRAMMAR AND LISTENING

- 1 In pairs, look at the photo. Where are Sam and Liz? What are they talking about?
- 2 **OT068** Listen to the conversation and complete the sentences.
  - 1 Sam hasn't finished his assignment because ...
  - 2 Liz is having problems with her assignment because ...
  - 3 Liz wants to move out of the hall of residence because ...
  - 4 On Sunday afternoon Sam will probably ...
  - 5 Liz reminds Sam about ...
  - 6 Professor Evans wants Sam to ...

- 3 **OT068** Choose the correct verb forms. Then listen again and check.

- a I *'ll look*/*'m going to look* at that flat for rent.
- b My uncle and aunt *will come*/*are coming* to lunch on Sunday.
- c You *are having*/*are going to have* a busy weekend.
- d I *'ll ring*/*'m ringing* you as soon as my aunt and uncle *leave*/*will leave*.
- e Maybe we *'ll have*/*'re going to have* time to go and look at the flat then.
- f The lecture *will start*/*starts* in ten minutes.
- g I think I *'ll give*/*'m giving* it a miss.

**4 Think Back!** Match sentences a–g in Exercise 3 to meanings 1–7. What verb form do we use to show each of the meanings?

- 1 prediction based on some evidence you have now
- 2 prediction based on opinions or expectations
- 3 plan or intention for the future
- 4 future arrangements
- 5 decision made at the moment of speaking
- 6 future event which is part of a timetable
- 7 in a subordinate clause after linkers like *when, as soon as, before, after*; the main clause contains a future form

### Work it out

**5** Look at these sentences from the conversation. Which use the Future Continuous and which the Future Perfect? Complete rules 1–3 with the correct tense. Use **Chek it out** on page 121.

- a By the time we're sixty, more people will be speaking Hinglish than 'standard' English.
- b Will you have finished it by then?
- c Will you still be working on it at 5.30?
- d In 100 years' time half the world's languages will have disappeared.
- e They'll be bringing my little cousin.

- 1 We use the \_\_\_ for actions that will be completed before a specific time in the future.
- 2 We use the \_\_\_ for actions that will be in progress at a specific time in the future. The action will begin before and continue after that time.
- 3 We also use the \_\_\_ for actions that will happen as part of the normal course of events.

**6** Which pair of sentences has the same meaning? Explain the difference in meaning between the sentences in the other pairs.

- 1 a This time tomorrow you'll be taking your driving test.  
b This time tomorrow you'll have taken your driving test.
- 2 a It's June 20<sup>th</sup>; by the end of the month we'll have finished our exams.  
b It's June 20<sup>th</sup>; in ten days' time we'll have finished our exams.
- 3 a When you get here, I'll open my birthday presents.  
b When you get here, I'll be opening my birthday presents.
- 4 a They'll buy the tickets on Saturday.  
b They'll have bought the tickets by Saturday.

**7** Complete the predictions with the Future Continuous or the Future Perfect of the verbs in brackets. Which prediction is the most/least likely, do you think? Why?

### By 2050

1 most language schools \_\_\_ (teach) Chinese rather than English.

2 American English \_\_\_ (become) more important globally than British English.

3 many English people \_\_\_ (forget) how to spell because of computer spell-checkers.

4 English students \_\_\_ (use) the language of text messages to write their essays.

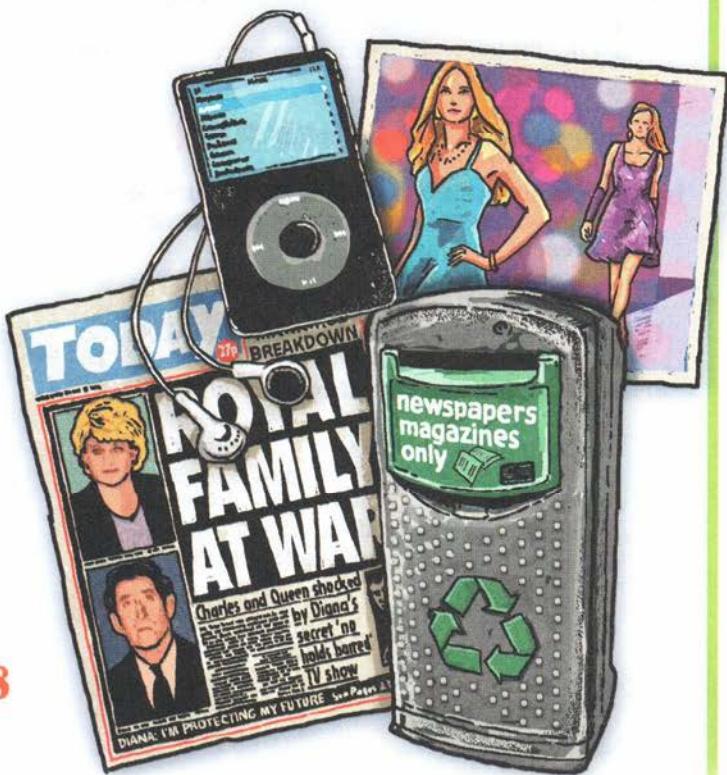
5 a minority of English speakers \_\_\_ (speak) English as we know it today.

6 'isn't it?' \_\_\_ (replace) all other question tags.

**8** Match sentences a and b to the sentences above them. Then explain the use of the future forms in each pair of sentences.

- 1 Can you come back at 6.00?  
a I'll finish this email, then we can go.  
b I'll have finished all my work by then.
- 3 Sorry, only staff are allowed in here.  
4 I've got to go in and see the doctor now.  
a OK, I'll wait outside.  
b OK, I'll be waiting for you here when you come out.
- 5 Mum's going to phone at 7.00.  
6 Mum'll be phoning later.  
a She always does on Sunday afternoon.  
b She wants to ask us about a birthday present for Jasmine.
- 7 Phil and Sandra are arriving at 7.30.  
8 It's 5.30 and Gabi's plane arrives at 6.00.  
a Is everything ready?  
b You're going to be late.

- 9 Choose the correct answer. In one case all three choices are possible.
- 1 One day \_\_\_ married.  
a I'm getting b I'll get c I get
  - 2 \_\_\_ Jane and Simon at Beluga Bar tomorrow. Do you want to come?  
a I'll meet b I'll have met c I'm meeting
  - 3 Clarissa's failed all her exams! What \_\_\_?  
a is she going to do c does she do  
b is she doing
  - 4 This time tomorrow we'll have handed in our assignments and \_\_\_ in the park.  
a we'll be relaxing c we'll relax  
b we're relaxing
  - 5 Dad says \_\_\_ smoking in two months' time.  
a he's going to give up c he'll be giving up  
b he'll have given up
  - 6 Goodbye! \_\_\_ about you every day until you come back.  
a I think c I'll be thinking  
b I'll have thought
- 10 In groups, ask and answer questions about your future, using the prompts and the best future forms. What do all of you have in common?
- 1 Do/anything special/next weekend?
  - 2 How many hours/spend studying/by the end of the week?
  - 3 What/do/as soon as/finish/exams/this year?
  - 4 What/do/this time next year?
  - 5 get/married/by the time/you/twenty-five?
  - 6 Where/live/in five years' time?
  - 7 What/achieve/by the time/you/thirty?
- 11 In pairs, think about your country and make five predictions about one of these topics. Then share them with other students.
- music a famous person/family fashion  
the media the environment politics



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**cheap CD's,  
Video's, DVD's  
and Book's**

**SOUNDS**  
**RECORDS**

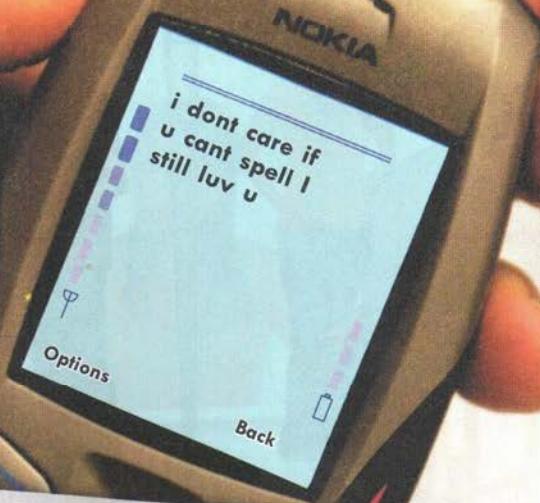
**milburn.**  
**Smile**

## LISTENING

- 1 You are going to listen to two conversations. Look at the photos, pictures and quotes and discuss the questions.
- What is the topic of the conversations, do you think?
  - What different opinions might people have about this topic?
- 2 **©T069** Listen to the first part of each conversation and answer the questions.
- 1 Where are the people and what are they doing? (What 'clues' can you hear in the background? What words do the speakers use that help you?)
  - 2 What is the relationship between the speakers?
- 3 **©T070** In which conversation do you think you will hear these opinions (1, 2 or both)? Justify your choice. Then listen and check.
- 1 Standards of English are falling in the UK.
  - 2 A lot of schools in the UK are not teaching grammar nowadays.
  - 3 It's more important to communicate your ideas than to spell and punctuate perfectly.
  - 4 English is alive. It's natural for it to change.
  - 5 It's more important for written English to be correct than spoken English.
  - 6 It's acceptable for writers to use 'incorrect' English in their books.
- 4 **©T070** What do you think 1–8 refer to? Listen again and choose from the list. Use the context to help you.
- a place a newspaper a measurement  
a book an exam a TV programme  
a writer a TV channel a shop an artist

- |                    |                        |
|--------------------|------------------------|
| 1 the Guardian ___ | 5 Leith ___            |
| 2 IQ ___           | 6 Taggart ___          |
| 3 Boots ___        | 7 Richmal Crompton ___ |
| 4 'A' level ___    | 8 Just William ___     |

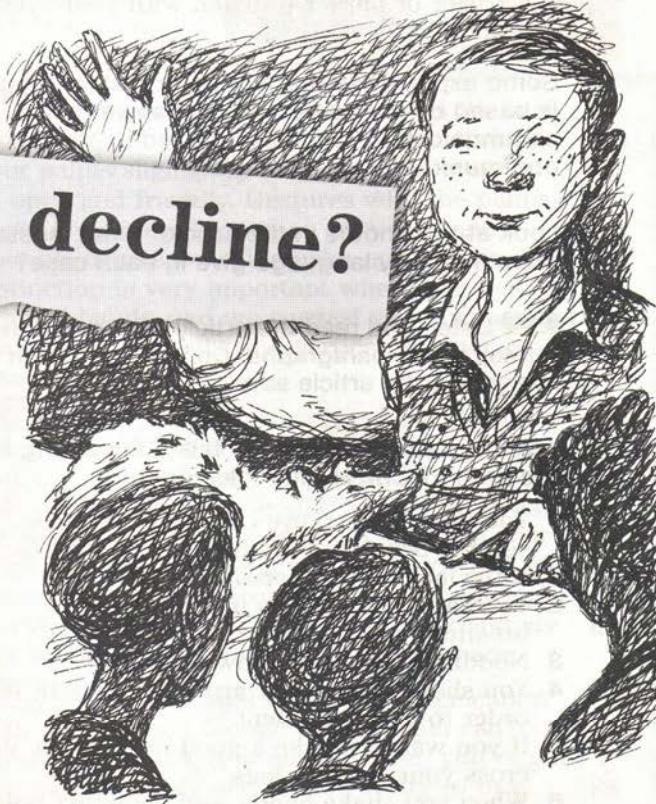
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3

## JUST WILLIAM

White rat from China, ladies an' gentlemen, pink an' blue striped. All rats is pink and blue striped in China. This is the only genwin China rat in England – brought over from China special last week jus' for the show. It lives on China bread an' butter brought over special, too.



19

# Is our language in decline?

- 5 Complete Train Your Brain. Look back at Exercises 1–4 to help you.

## TRAIN YOUR BRAIN | Listening skills

### Listening more efficiently

- 1 Try to \_\_\_ the topic of the conversation by using any visual clues.
- 2 Use \_\_\_ noise and key \_\_\_ to help you work out where the \_\_\_ is taking place and what the \_\_\_ are doing.
- 3 Decide what the \_\_\_ between the speakers is.
- 4 Once you know what the context is, try to \_\_\_ what the speakers might say.
- 5 Use the \_\_\_ to help you guess what any cultural references mean.

- 6 Listen to another conversation and answer the questions.

- 1 Where are the speakers and what are they doing?
- 2 What is the relationship between them?
- 3 How do they feel about what they see on the website?
- 4 What do they decide to do?
- 5 What do you think these names refer to? (Listen again if necessary.)
  - a the States
  - b the West Country
  - c Venue
  - d Vicky Pollard
  - e Little Britain

- 7 In groups, discuss these questions.

- What do people in your country think about standards of grammar, punctuation and spelling?
- What do you think about the effect of email and text messaging on your language?
- Has your language changed a lot through the centuries? In what way?

"SO WHERE WAS YOU WHEN YOU MET HIM, THEN?"

"WELL, I WERE JUST STOOD AT THE BUS STOP, AND HE WERE STOOD BEHIND ME IN THE QUEUE."



4

89

## READING

- Work in pairs. Take turns to close your eyes while doing the task. Then answer the question below.
  - Agree on a city you'd both like to visit. (Student A close your eyes.)
  - Agree on a film you'd both like to see. (Student B close your eyes.)

Is it easier or harder to listen with your eyes closed? Why?
- Some experts say that 93% of a first impression is based on nonverbal rather than verbal communication. What is included in *nonverbal communication*? Make a list.
- Look at the photos in the article. What message does the body language give in each case?
- OT072** Listen and read the article and match the photos to the paragraphs. Do you agree with everything the article says?
- Are the statements true or false, according to the article? Correct the false ones.

- You need to keep eye contact for at least seventy percent of the time if you want to show interest in a person.
- You can look nervous if you are not breathing properly.
- Nodding your head shows authority.
- You should keep your arms out of sight in order to look confident.
- If you want to make a good impression, don't cross your arms or legs.
- When you shake hands, you shouldn't hold your palms up or down.
- It is better to stand too near someone than too far away.
- To communicate successfully, you should listen more than you talk.



## Actions speak louder than words

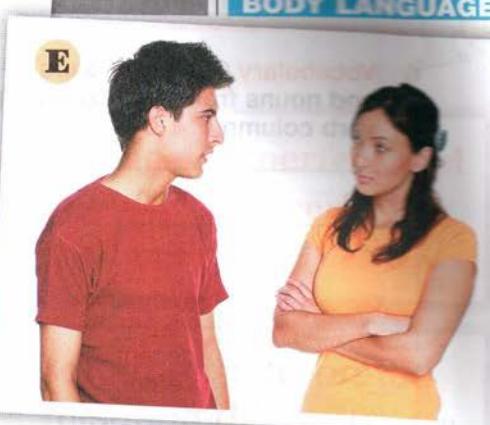
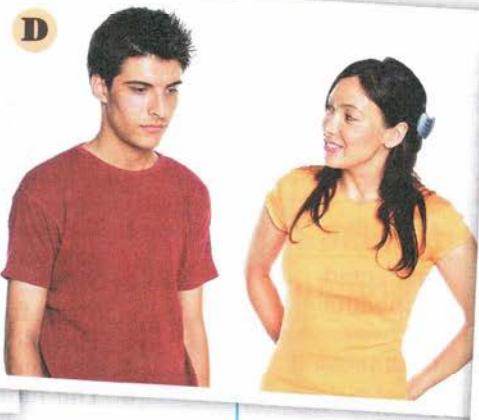
Do you realise that your body language is telling people a whole range of things that you may not be conscious of? In this introduction to her series on nonverbal communication, Rebecca Cripps gives us ten top tips for interpreting and using the unspoken code.

**[1] D** **Eye contact** is one of the most important aspects of body language, especially with people we've just met: it shows respect and interest in what they have to say. In the UK people tend to keep eye contact around sixty to seventy percent of the time. Any more than this and you can be too intense, any less and you signal a lack of interest in the person or their conversation.

**[2] E** **Posture** is the next thing to master: get your posture right and you'll automatically start feeling better. Next time you notice you're feeling a bit depressed, take a look at how you're standing or sitting. Chances are you'll be slouched over with your shoulders hanging down and inwards. This flattens the chest and prevents good breathing, which in turn can make you feel and look nervous or uncomfortable.

**[3] A** **Head position** is a great one to play around with. When you want to be authoritative and what you're saying to be taken seriously, keep your head straight both horizontally and vertically. Conversely, when you want to be friendly and in a receptive, listening mode, tilt your head just a little to one side or other.





**4** **Arms** give away clues as to how open and receptive we are to everyone we interact with, so keep your arms out to the side of your body or behind your back. This shows you are not scared to take on whatever comes your way. In general terms the more outgoing you are as a person, the more you tend to use big arm movements. The quieter you are, the less you move your arms away from your body. So try to strike a natural balance. When you want to come across in the best possible light, crossing the arms is a no-no. Obviously if someone says something that really annoys you, then by all means show your disapproval by crossing them! 45

35

**5** **Legs** are the furthest limbs from the brain, consequently they're the hardest bits of our bodies to control consciously. They tend to move around a lot more than normal when we are nervous or being deceptive. So it's best to keep them as still as possible in most situations. Be careful, too, in the way you cross your legs. Do you cross at the knees, ankles or bring one leg up to rest on the knee of the other? Just be aware that the last position mentioned is known as the 'Figure Four' and is generally perceived as the most defensive leg cross. 50

40

**6** **Angle of the body** in relation to others gives an indication of our attitude towards them. We lean towards people we find attractive and interesting and away from those we don't, it's that simple! 60

55

**7** **Hand gestures** are so numerous it's hard to give a brief guide, but here it goes. Holding your palms slightly up and outwards is seen as open and friendly. Gestures with the palms down are generally seen as dominant and possibly aggressive. This palm up — palm down distinction is very important when it comes to shaking hands, and we suggest you always offer a handshake upright and vertical, to convey equality. 70

65

**8** **Distance from others** is crucial if you want to give the right signals. Stand too close, and you'll be seen as pushy. Stand too far away, and you'll appear unfriendly. Neither are what we want, so observe in a group situation how close the other people are to each other. If you move closer to someone and they back away, you've probably overstepped the mark and are just a bit too much in their personal space. 80

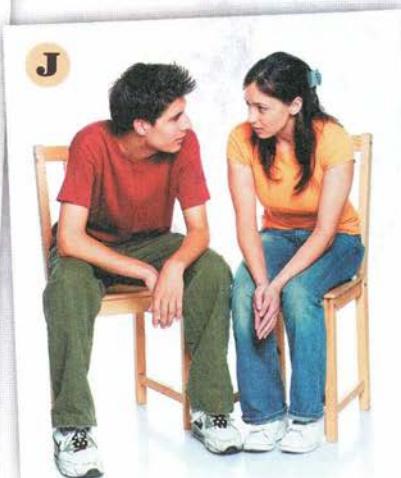
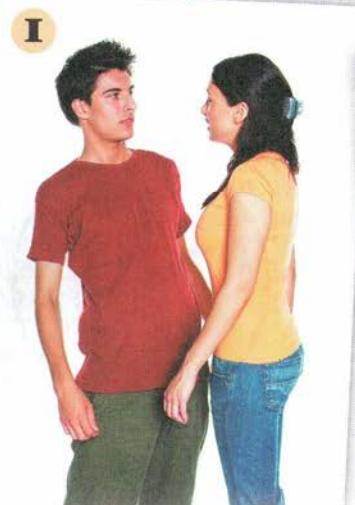
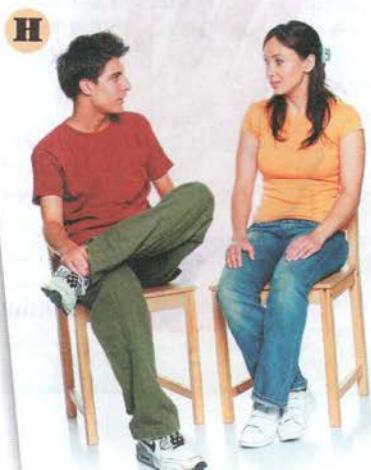
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**9** **Ears** play a vital role in communication with others, even though most people can't move them much, if at all. However, you've got two ears and only one mouth, so try to use them in that order. If you listen twice as much as you talk, you come across as a good communicator who knows how to strike up a balanced conversation without being 'me me me' or the wallflower. 90

85

**10** **Mouth movements** can give away all sorts of clues. We purse our lips and sometimes twist them to the side when we're thinking. We might also use this movement to hold back an angry comment. Then of course we smile: 95 people smile for all sorts of reasons, only one of which is to signal happiness. But more of that next week.

95



- 6 Vocabulary** Complete gaps 1–8 with adjectives and nouns from the text. Then complete the verb column.

verb	noun	adjective
—	1 _____	respected respectful
X	authority	2 _____
—	3 _____	disapproving
—	deception	4 _____
—	defence	5 _____
—	6 _____	indicative
—	domination	7 _____
—	push	8 _____

- \*7 Vocabulary** Complete the sentences with the correct words from Exercise 6.

- We find it very difficult to talk to Andy: he always \_\_\_ the conversation.
- It's true that Hayley *looks* innocent, but appearances can be \_\_\_.
- I have the greatest \_\_\_ for Tim, but I don't always agree with his ideas.
- There's no need to be so \_\_\_ : I only asked when you'll be ready!
- My grandmother always \_\_\_ of the clothes I wear.
- Pat's reaction yesterday was \_\_\_ of his emotional state of mind.
- You have to be quite \_\_\_ to work in the sales department.
- I don't think Martin is confident enough to be in a position of \_\_\_.

- 8 Vocabulary** Use the phrases in the box to make collocations with phrasal verbs from the article. Then look at page 118 and follow the instructions.

a clue a conversation in a good light  
responsibility a secret a comment  
a friendship extra work a sneeze  
as a good communicator

- give away \_\_\_\_\_
- take on \_\_\_\_\_
- come across \_\_\_\_\_
- strike up \_\_\_\_\_
- hold back \_\_\_\_\_

- 9** Find sentences 1 and 2 in the article and complete the gaps. What kind of pattern can you see? Then finish sentences 3–6 with your own ideas.

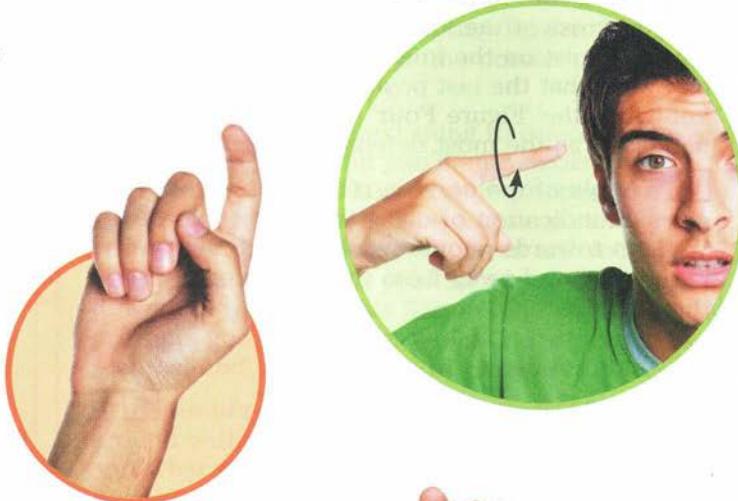
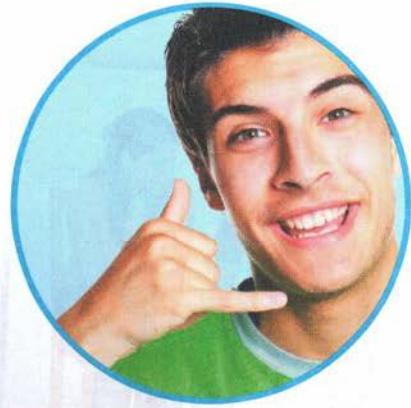
- The \_\_\_ outgoing you are as a person, the \_\_\_ you tend to use big arm movements.
- The \_\_\_ you are, the \_\_\_ you move your arms away from your body.
- The older you get, ...
- The more you travel, ...
- The more chocolate and biscuits you eat, ...
- The richer people are, ...

- 10** In groups, discuss these questions.

- The article says, 'people smile for all sorts of reasons.' Why do people smile, apart from when they're happy? Think of three other reasons.
- Look at the examples of nonverbal communication in the box. Which do you think are
  - conscious/unconscious?
  - the most/least important?
  - influenced by a person's culture?

hair (length, colour, style) clothes and accessories voice touch facial expression hand gestures (as shown in the photos)

- How could an understanding of nonverbal communication be useful
  - at school or work?
  - with family and friends?



1 'The great enemy of clear language is insincerity.' George Orwell

2 'The kindest word in all the world is the unkind word, unsaid.' UNKNOWN

## VOCABULARY

1 The quotes above are about language and communication. In pairs, answer the questions.

- What do they mean?
- Which one do you like best? Why?

2 Look at the underlined prefixes in quotes 1–3.

- 1 What effect do the prefixes have on the meaning of the word?
- 2 Use them to make the opposites of these words:  
—mature —dependent —healthy
- 3 What prefixes are used to make the opposites of these words?  
—legal —responsible —honest

3 Look at the underlined prefixes in quotes 4–6.

- 1 Match the prefixes to their meanings:  
again — in the wrong way —  
better/more —
- 2 What do the prefixes at the beginning of these words mean?  
anti-government underpaid  
overcooked nonverbal ex-wife
- 3 Complete the words with the prefixes from point 2.  
—sleep —President —social  
—value —alcoholic

4 Complete Train Your Brain with the examples from Exercises 2 and 3.

### TRAIN YOUR BRAIN | Prefixes

Prefixes can form the opposite of the word. Give one more example for each.

- |                         |                            |
|-------------------------|----------------------------|
| 1 <u>un</u> friendly, — | 4 <u>in</u> efficient, —   |
| 2 <u>im</u> possible, — | 5 <u>ir</u> ational, —     |
| 3 <u>i</u> logical, —   | 6 <u>diss</u> satisfied, — |

Prefixes can change the meaning of the word in other ways. Complete with examples or the meaning.

#### examples

- 1 misunderstand, misspell, mishear
- 2 rewrite, retake, remarry
- 3 —, —
- 4 —, —
- 5 —, —
- 6 outnumber, outplay, outsell
- 7 —, —
- 8 —, —

#### meaning

- |              |          |
|--------------|----------|
| —            |          |
| —            | too much |
| too little   |          |
| without, not |          |
| —            | former   |
| against      |          |

3 'Language is the most imperfect and expensive means yet discovered for communicating thought.' William James

4 'Silence is often misinterpreted but never misquoted.' Unknown

5 'Once a word has been allowed to escape, it cannot be recalled.' Horace

6 'Foolishness always results when the tongue outraces the brain.' Unknown

5 Rewrite these sentences using a word with a prefix so that the meaning stays the same.

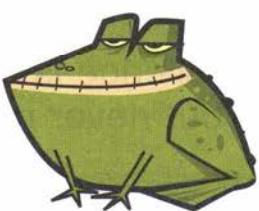
- 1 Sorry, I think you didn't hear me correctly: I said Vine Street.
- 2 It's against the law to drive without a seatbelt.
- 3 I hate vegetables which have been cooked for too long.
- 4 I'll have to wait until autumn to take my exams again.
- 5 Who's that with the boy who used to be my boyfriend?
- 6 Could I have a drink that hasn't got any alcohol in it, please?
- 7 Manchester United deserved to win: they played much better than Liverpool.
- 8 This bar is open to people who are not residents.

6 Complete the gaps in these questions with a suitable prefix. Then, in pairs, ask and answer the questions. Which of your partner's answers surprised you? Tell the class.

- 1 Which do you find more difficult: —mature people or —friendly people?
- 2 Do you prefer to read fiction or —fiction?
- 3 What —healthy food or drink do you find —possible to give up?
- 4 When was the last time you —slept?
- 5 Do you think it is —social to smoke in public?
- 6 Do you think it's worse to be —worked or —paid?
- 7 What English words do you often —spell?
- 8 In your family, do the males —number the females, or vice versa?

## SPEAKING AND LISTENING

- 1 ©T073 Marta is studying English at a school in London. Listen to three conversations and answer the questions.



- Who is she talking to?  
Match the conversations 1–3 to the people.  
 a an English friend \_\_\_  
 b her landlady \_\_\_  
 c her English teacher \_\_\_
- In which conversation does she find out the meaning of:  
 a toad-in-the-hole \_\_\_  
 b to rattle someone's cage \_\_\_  
 c a 'mock' \_\_\_
- ©T073 Complete **Speak Out** with headings a-d. Then listen again and find the phrases that you hear. Which are neutral? Which are more informal?  
 a Checking that you have understood  
 b Asking for clarification  
 c Checking that somebody understands  
 d Explaining what you mean

### SPEAK OUT | Clarification

1  
I don't know what you mean by ...  
Could you go over that again?  
Sorry, I'm not with you.  
Sorry, you've lost me there.  
I don't understand what you are getting at.

2  
If I understand you correctly, ...  
So are you saying ... ?  
So in other words, ...

3  
What I meant was ...  
Yes, that's exactly what I meant.  
No, that wasn't quite what I meant.

4  
Are you with me?  
Do you see what I mean?  
Do you get what I'm saying?

- 3 ©T074 Listen to some phrases from **Speak Out** and repeat them.

- 4 Complete these exchanges with suitable phrases. In some cases there is more than one possibility. Who are the speakers in each case?

- A So in other words, you haven't done your homework.  
B No, \_\_\_ I haven't finished it yet.
- A I just can't sleep for more than an hour or two and I'm so tired all day. I really need something to help me sleep.  
B \_\_\_ you want some sleeping tablets?  
A \_\_\_.
- A OK, first you need to close all the applications and shut down the computer, then you need to reinstall all the software.  
B \_\_\_ ?  
A Sure. First, close all the applications. \_\_\_ ?  
B Yes, OK I've got that. Then I ...
- A I really should go home now, or my name'll \_\_\_ be mud.  
B \_\_\_ ?  
A Oh, I mean I'll be very unpopular – I'm late!

- 5 Work in pairs and roleplay the conversations. Student A, look below and at page 119. Student B, look at page 119.

#### Student A

Roleplay the situations with Student B. First, think about what you are going to say.

- You want to buy two tickets for *Romeo and Juliet* next Friday. Phone Student B, who works at the theatre box office, and ask what tickets are available. Ask him/her for clarification when necessary.
- You work in a video library. Answer Student B's questions, using the following information: When joining, people must provide some ID and proof of address. Members can borrow up to five DVDs at one time. Overdue DVDs will each incur a fine of 50p a day. Membership can be terminated at the discretion of the library staff.



## WRITING

1 Work in pairs. Then compare and discuss your lists.

**Student A**, how often do you use these ways of communicating? Number them 1–8.

**Student B**, how easy are these ways of communicating to use? Number them 1–8.

- letters
- emails
- blogs
- faxes
- chat rooms
- mobile phone calls
- calls from a land line
- text messages

2 Read the letter and answer the questions.

- 1 What has Dominic Carter done?
- 2 Why does he need to contact Jeremy Barker?
- 3 Is the style of the letter formal or informal? Why?

3 Some of the words and phrases in the letter are too informal. Replace them with the more formal equivalents from the box.

was unobtainable on a number of occasions  
assume was returned to me discuss  
provided us with I regret was incomplete  
resolve this issue obtained contact  
at your earliest convenience I have no doubt  
as soon as possible deliver it  
according to company policy

4 **Think Back!** Write **Do** or **Don't** in front of these statements about formal letters.

- 1 \_\_\_ use contractions.
- 2 \_\_\_ include the address of the person you are writing to.
- 3 \_\_\_ use abbreviations, e.g. *etc*, *asap*, e.g.
- 4 \_\_\_ use *Yours sincerely* or *Yours faithfully*.

5 Read the information and follow the instructions.

An English person recently came to your school to give a talk (*what was the talk about?*). He/She left a personal possession (*what is it?*) at the school (*where exactly?*). You want to return the possession (*how will you return it?*) but you have had difficulty contacting the person (*how have you tried to contact him/her?*). You have a possible address for the person, but you're not sure if it's correct (*why?*).

Write a letter to the person.

- Thank them for coming to give the talk.
- Explain the situation.
- Ask them to contact you.



MG Publications  
44 Gray Square  
Manchester MC2  
[www.quizzical.co.uk](http://www.quizzical.co.uk)  
Tel: 0161 454545

Mr Dominic Carter  
18 Springfield Road  
Bristol BS4 2EQ

Dear Mr Carter,

I am writing to congratulate you on winning the first prize in our 'Word Wizard' competition. My company says I need to confirm your address and arrange for the prize to be sent by registered post, or for a courier to drop it off. I have therefore tried to telephone you loads of times to talk about this, but the number you gave us on the entry form didn't work. I also sent an email to the hotmail address which I got from the entry form, but it bounced back, so I reckon the address had something missing.

I'm sure that you would like to sort this out *asap*, and I'm really sorry about the delay which has been caused. I would therefore be grateful if you could get in touch with me on the above telephone number as soon as you can.

Yours sincerely

Jeremy Barker

Jeremy Barker  
Senior Administrator

## VOCABULARY AND GRAMMAR

- 1 Match 1–5 with a–e and 1–7 with a–g to make compound nouns and collocations.

1 surveillance	a skills
2 communication	b language
3 thrill	c experience
4 hands-on	d seeker
5 body	e camera
1 flatter	a one's head
2 tilt	b responsibility
3 give away	c one's lips
4 hold back	d a comment
5 start off	e one's shape
6 purse	f a clue
7 take on	g on the wrong foot

- 2 Complete the sentences. Make new words from the words in capital letters.

- 1 This argument is completely \_\_\_\_\_. LOGIC  
It makes no sense.
- 2 Blogs are beginning to \_\_\_\_\_. NUMBER  
newspapers nowadays.
- 3 In many countries education is not valued and teaching is one of the most \_\_\_\_\_. PAY  
jobs.
- 4 You can \_\_\_\_ the exam as many times as you like until you pass it. TAKE
- 5 Is \_\_\_\_ the norm in political life, DECEIVE  
or am I just a pessimist?
- 6 If we don't voice our \_\_\_, nothing APPROVE  
will change.
- 7 Jill's behaviour is an \_\_\_ of her INDICATE  
feelings of frustration.
- 8 I know children can be taught to be \_\_\_ and cooperative without RESPECT  
the need for punishment.

- 3 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.

- 1 The exam started before we arrived at school.  
ALREADY  
When we arrived at school \_\_\_ started.
- 2 The last time I saw her was fifteen years ago.  
FOR  
I \_\_\_ fifteen years.
- 3 When I left school, I decided to start a business.  
UP  
I \_\_\_ own business when I left school.
- 4 This work will be over by eight o'clock at the latest.  
FINISHED  
We \_\_\_ this work by eight o'clock.
- 5 I'll write to you the moment I arrive.  
SOON  
I'll write to you \_\_\_ arrive.
- 6 My plane to Rome leaves at 7 p.m. and arrives at 8.30 p.m.  
BE  
At 7.30 p.m. \_\_\_ to Rome.

- 4 Decide where articles (*a*, *an* or *the*) have been omitted and add them in. The number of articles is given in brackets.

- 1 My flatmate Eduardo has two siblings: brother and sister. His brother is working in local library, and his sister is training to be accountant in capital, Madrid. (5)
- 2 George W. Bush is fifteenth president in history of USA to win second term. American president can hold office for two terms. (5)
- 3 Ozone layer (sitting about 15–30 kilometres above Earth) screens out sun's damaging ultraviolet radiation. (3)
- 4 We went to hospital to listen to lecture on cancer prevention and control. Talk by one of doctors, Ian Jones, was very informative. (4)

- 5 Complete the text with the correct forms of the verbs in brackets.

Almost everyone I spoke to <sup>1</sup> (have) an amusing anecdote involving misinterpreted nonverbal communication. One of them <sup>2</sup> (come) from Arsena Janeva-Lockney – a native Bulgarian who <sup>3</sup> (work) as a German teacher for quite a long time now. In fact, by the end of this year, she <sup>4</sup> (be) in the teaching profession for ten years. Although she is a language teacher, Arsena <sup>5</sup> (experience) numerous misunderstandings herself. During one of her first stays in Germany, she <sup>6</sup> (share) a flat with a German girl. One day her roommate <sup>7</sup> (offer) her some chocolate. 'Ja,' said Arsena, at which point the roommate promptly <sup>8</sup> (remove) the chocolate from the table. Arsena later <sup>9</sup> (realise) that she <sup>10</sup> (use) body language which, she now <sup>11</sup> (believe), may be unique to Bulgarians and Greeks. Arsena's roommate <sup>12</sup> (respond) to the nonverbal cue instead of the verbal one.

Realising the importance of nonverbal communication, Arsena <sup>13</sup> (decide) to address this issue. Currently, she <sup>14</sup> (prepare) a series of workshops on the dangers of *not* learning the body language of another culture. She <sup>15</sup> (hope) that she <sup>16</sup> (draw) attention to this often ignored aspect of communication and that all language teachers <sup>17</sup> (teach) body language in their courses. It is estimated that about thirty percent of German teachers from Sofia <sup>18</sup> (attend) Arsena's training by July. Hopefully, this time next year most of them <sup>19</sup> (implement) her ideas in their own classrooms.

## PRONUNCIATION

- 1 **OR TOEFL** Look at the sentence and listen to the sentence stress and intonation in polite requests. Then listen to four more formal requests and repeat them.

Could you tell me what the job involves, please?

## LISTENING SKILLS

1 ©RTO07 Peter, Carol, Beth and Matt were interviewed about *Pop Idol*. Listen and match them to questions 1–5.

- 1 Who has changed his/her mind about appearing on *Pop Idol*?
- 2 Who is very critical of *Pop Idol* judges?
- 3 Who implies he/she would suffer from stage fright?
- 4 Who has mixed feelings about the programme?
- 5 Who points out a weakness of the programme but accepts it?

## READING SKILLS

1 Read the review. Are the statements true, false or is there no information?

- 1 The anecdote at the beginning shows how the improper use of a comma can change the meaning of a sentence.
- 2 The reviewer doesn't consider the occasional misuse of punctuation a serious problem.
- 3 Truss's book is likely to remain the bestselling title for more than two months.
- 4 One of the sources of the book author's knowledge about punctuation errors is her friendship with editors of well-known newspapers.
- 5 Most examples provided by Lynne Truss in her book concern the improper usage of the apostrophe.
- 6 The book is intended as a guide to correct punctuation for non-native speakers of English.

A runaway No 1 bestseller about ... punctuation? Believe it! And when you read this delightfully instructive gem, you'll see why!

### *Eats, Shoots & Leaves* by Lynne Truss

A panda walks into a café. He orders a sandwich, eats it, then draws a gun and fires two shots in the air. 'Why?' asks the confused waiter, as the panda makes towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder. 'I'm a panda,' he says, at the door. 'Look it up.' The waiter turns to the relevant entry and, sure enough, finds an explanation. 'Panda. Large black and white bear-like mammal, native to China. Eats, shoots and leaves\*.'

Punctuation is an endangered species. We see signs every day advertising 'Banana's' or reading 'Video's sold here.' Competition rules remind us: 'The judges decision is final.' What could be the harm in sloppy usage from time to time? Well, consider how the absence of a single comma can turn a reasonable request ('No dogs, please') into prejudice against an entire species ('No dogs please'); or how a simple colon, combined with a comma, can upset the relationship between the genders: 'A woman without her man is nothing' becomes 'A woman: without her, man is nothing.'

## SPEAKING SKILLS

1 What can you say in these situations? Use the words or phrases in brackets.

- 1 You want to check that someone you're talking to understands you. (with)
- 2 You call a travel agency for some information about holidays in Greece. (mind)
- 3 You have no idea what your friend is talking about. (lost)
- 4 You want somebody to send you some more information by email. (possible)
- 5 Somebody used the word 'assertiveness'. You are not sure if you understand it. (mean)

2 Choose one of the topics and prepare a three-minute presentation.

- 1 'They always say time changes things, but you actually have to change them yourself.' (*Andy Warhol*) Do you agree? Justify your opinion.
- 2 Research suggests that nonverbal communication is more important in understanding human behaviour than words alone. Have you experienced communication problems in your own or a foreign language? What is the best way to overcome them?

To the rescue comes Lynne Truss, who uses her urbane, witty, and learned voice to advocate for the proper use of punctuation in *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. Truss has won the devotion of hundreds of thousands of readers, who have made her book the publishing story of the year: a No 1 bestseller not only in her native England, but in America too – where it has topped the *New York Times* list for eight straight weeks (and counting)!

*Eats, Shoots & Leaves* is a narrative history of punctuation from earlier days, when writers fought over the proper way to punctuate, to today, when sloppy emails and text messaging have become the norm. The book is full of bizarre true stories even copy editors haven't heard before: From the invention of the question mark in the time of Charlemagne, to George Orwell's avoidance of the semicolon, to *New Yorker* editors' having gentlemanly disagreements over the proper placement of a comma, to errors in punctuation in current film titles and on neighbourhood signs, Lynne Truss reveals them all. A few horrors that she has unearthed (involving the poor apostrophe alone) include:

- Lands' End (mail-order company that roundly denies anything is wrong with its name)
- Prudential – were here to help you
- Cyclist's Only (his only what?)

In Lynne Truss's words, 'If I did not believe that everyone is capable of understanding where an apostrophe goes, I would not be writing this book. There are already excellent punctuation guides on the market. The trouble with most of them is that they are read principally by keen foreigners.' This lively history of punctuation makes a powerful case for the preservation of a system of printing conventions that should not be ignored.

\*shoots: new parts that grow on an existing plant; leaves: plural of leaf

## VOCABULARY AND GRAMMAR

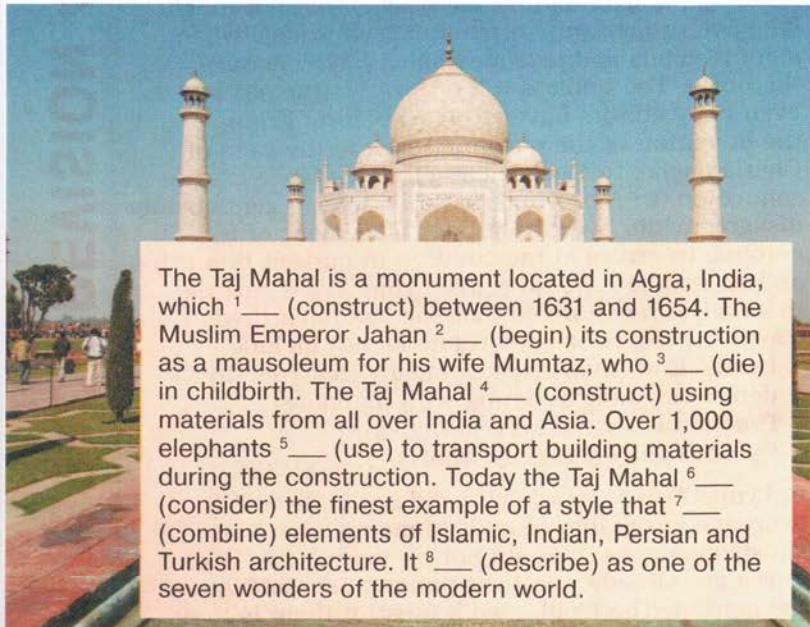
- 1 Complete the text. For each gap 1–8 choose the correct answer a–d.

### Tips for Surviving at University

- Always <sup>1</sup> \_\_\_ all your classes – if you skip classes, you're sure to fall behind.
- Always <sup>2</sup> \_\_\_ attention. Take an interest <sup>3</sup> \_\_\_ what the tutors are saying – if it's difficult, take notes.
- Study often and early – after all, you do want to keep <sup>4</sup> \_\_\_ your fellow students.
- <sup>5</sup> \_\_\_ a good impression on your instructors – smile a lot and sound confident.
- If you <sup>6</sup> \_\_\_ an exam, don't feel like a failure. Accept it. Learn to <sup>7</sup> \_\_\_ difficulties.
- If you pass, celebrate! You've done <sup>8</sup> \_\_\_ !

1 a come for	c visit
b go at	d attend
2 a give	c pay
b attract	d turn
3 a at	c for
b to	d in
4 a up to	c on with
b up with	d on to
5 a Make	c Give
b Do	d Leave
6 a pass	c fail
b take	d sit
7 a overcome	c keep up with
b pass	d fulfill
8 a good	c best
b well	d the best

- 2 Complete the text with the correct forms of the verbs in brackets.



The Taj Mahal is a monument located in Agra, India, which <sup>1</sup> \_\_\_ (construct) between 1631 and 1654. The Muslim Emperor Jahan <sup>2</sup> \_\_\_ (begin) its construction as a mausoleum for his wife Mumtaz, who <sup>3</sup> \_\_\_ (die) in childbirth. The Taj Mahal <sup>4</sup> \_\_\_ (construct) using materials from all over India and Asia. Over 1,000 elephants <sup>5</sup> \_\_\_ (use) to transport building materials during the construction. Today the Taj Mahal <sup>6</sup> \_\_\_ (consider) the finest example of a style that <sup>7</sup> \_\_\_ (combine) elements of Islamic, Indian, Persian and Turkish architecture. It <sup>8</sup> \_\_\_ (describe) as one of the seven wonders of the modern world.

- 3 Complete the sentences with the words in the box.

animated audience brilliant directors effects exhibitions festivals sense soundtrack special stage stars witty

- 1 I have a season ticket so I pay less to go to all the \_\_\_ in the local museum all year round.
- 2 When the band appeared on \_\_\_, the \_\_\_ started clapping their hands.
- 3 A 'The \_\_\_ \_\_\_ in *Lord of the Rings* were absolutely \_\_\_ , don't you think?'  
B 'Yes, and the music was really great. I think I'll buy the \_\_\_.'
- 4 I love going to film \_\_\_ where you can not only see hundreds of feature films, but also meet film \_\_\_ and \_\_\_.
- 5 Although this \_\_\_ film was made for children, adults can also appreciate the \_\_\_ dialogues and the main characters' \_\_\_ of humour.

- 4 Complete the text with the correct form of the words in brackets.

'The Body Beautiful' <sup>1</sup> \_\_\_ (exhibit) at the Town Hall is a fascinating collection of photos taken over the last sixty years by local photographers. It shows us that there is more than one idea of beauty and that our ideas of a perfect shape and look soon become outdated and <sup>2</sup> \_\_\_ (fashion). Women considered beautiful in the 1950s would be thought <sup>3</sup> \_\_\_ (weigh) compared to the skinny models of today. The <sup>4</sup> \_\_\_ (muscle) male heroes of the 1950s are very different to those of 2006 and I'm sure they would think our casual look was very <sup>5</sup> \_\_\_ (attract) compared to their elegant suits and dresses. They certainly spent a lot of time in the bathroom and the first <sup>6</sup> \_\_\_ (shave) face to be seen was probably in 1995 when George Michael was making facial hair popular.

You can see 'The Body Beautiful' all this week. Admission is free and I very much recommend that you visit.

- 5 Complete each gap with **a**, **an**, **the** or no article (Ø).

#### Make-up

During <sup>1</sup> \_\_\_ nineteenth century it was unfashionable to wear <sup>2</sup> \_\_\_ cosmetics. But <sup>3</sup> \_\_\_ rich women began using them again after <sup>4</sup> \_\_\_ First World War. In 1921 Coco Chanel created Chanel Number 5, which became <sup>5</sup> \_\_\_ best-selling perfume in <sup>6</sup> \_\_\_ world. When <sup>7</sup> \_\_\_ make-up became cheaper in <sup>8</sup> \_\_\_ 1940s it finally became popular with <sup>9</sup> \_\_\_ ordinary women.

#### Wigs

<sup>10</sup> \_\_\_ wigs have been worn for <sup>11</sup> \_\_\_ thousands of years. In Ancient Egypt, for instance, <sup>12</sup> \_\_\_ people wore them to protect their shaven heads from <sup>13</sup> \_\_\_ sun. They became popular in <sup>14</sup> \_\_\_ sixteenth century: <sup>15</sup> \_\_\_ Queen Elizabeth of <sup>16</sup> \_\_\_ England wore <sup>17</sup> \_\_\_ red wig, tightly curled, and King Louis XII popularised wig-wearing among <sup>18</sup> \_\_\_ men in <sup>19</sup> \_\_\_ France. Today wigs are worn mainly for <sup>20</sup> \_\_\_ fun and to hide <sup>21</sup> \_\_\_ hair loss. In <sup>22</sup> \_\_\_ Britain, <sup>23</sup> \_\_\_ special wigs are worn by <sup>24</sup> \_\_\_ lawyers appearing in court.

- 6 Complete the sentences so that they mean the same as the original sentences.

- 1 We need someone to tidy up our garden.  
We need to \_\_\_\_.
- 2 I must ask someone to check my printer.  
I must have \_\_\_\_.
- 3 Kate is very similar to her aunt Alice.  
Kate looks \_\_\_\_.
- 4 Where is the entrance to the gallery?  
Do you know \_\_\_\_?
- 5 Is this film a comedy?  
I wonder \_\_\_\_?
- 6 I must go to the hairdresser's because my hair is too long.  
I must have \_\_\_\_.

## PRONUNCIATION

- 1 **OR TOOB** Listen to the words in the table. Now listen to the words in the box and write them in the correct columns. Then listen and check.

clothes filthy further health  
leather smooth strength then  
thrilling wealthy weather worth

ð	θ
father	thanks

## SPEAKING SKILLS

- 1 Work in pairs. Roleplay the situation below. Pay attention to how formal or informal you need to be in the situation.

**Student A**

You have got a bike pump. You love playing football and when you see people playing you always want to join.

**Student B**

You want to go cycling but you have a flat tire and no pump. You are a cycling expert and you hate people who try to tell you what to do with your bike. See if anyone has a pump but politely refuse if anyone wants to help you.

- 2 Work in pairs. Roleplay the situation below.

**Student A**

You are always tired and don't know what to do. Ask your friend and collect eight different pieces of advice.

**Student B**

Your friend is always tired and asks you for advice. Give him/her eight different pieces of advice starting with

- You'd better ...
- You ought to ...
- If I were you ...
- You should ...
- It's worth ...
- It's a good idea to ...
- You might find it useful to ...
- Why don't you ...

## GRAMMAR AND READING

- 1 Complete the information about Castle Stuart. Choose a, b or c. Not all the sentences need the passive.

1 a are	b have	c -
2 a has	b is	c was
3 a has been	b is	c was
4 a are	b have been	c will be
5 a is	b was	c -
6 a being thrown	b throwing	c -
7 a is	b was	c will be
8 a is	b was	c -
9 a has he	b was he	c he was

## Castle Stuart

Castle Stuart has eight bedrooms which <sup>1</sup> all decorated in different tartans. Each one <sup>2</sup> dedicated to a clan which fought for Charles Stuart 'Bonnie Prince Charlie' when he <sup>3</sup> defeated at the Battle of Culloden in 1745. Over the years many stories <sup>4</sup> told about the ghosts who haunt the castle. For example, one time a local man, Big Angus, <sup>5</sup> spent a night at Castle Stuart to prove that it wasn't haunted. In the middle of the night he heard a loud noise. He looked out of the window and saw something strange. A man was <sup>6</sup> out of a window. The next morning Angus <sup>7</sup> found dead in the courtyard. He <sup>8</sup> had a look of horror on his face. Did he jump or <sup>9</sup> pushed?

# DIALOGUE OF CULTURES 1

## THE BRITISH FASHION SCENE

### Glossary

mascara blusher piercings safety pins studs to dress down  
innovative anarchic scruffy



- 1 Match the clothing and accessories in the pictures to the words in the box.  
Use a dictionary to help you.

flared jeans fishnet tights a cropped top Ugg boots  
bouffant hairstyles Doc Martens low-rise jeans a peaked cap  
a flannel shirt platforms frills spiky hairstyles

2 In pairs, look at the pictures and discuss the questions.

- 1 What do you think of the 'look' in each case?
- 2 Which would or wouldn't you wear and why? Use words and phrases from the box.

- X looks really dated/funky/childish/cool/weird/drab/original/over the top/retro ...
- I could imagine wearing X to ...
- I wouldn't be seen dead in X ...
- X is in fashion again/is all the rage now.
- You'd have to be skinny/confident/mad/daring to wear X ...

3 Read the factfile and match the statements to the decades.

- 1 The pirate look was in fashion. — — —
- 2 The fashion was closely associated with a style of music. — — —
- 3 Comfort was more important than fashion. — — —
- 4 Extravagant hairstyles were a key part of the 'look'. — — —
- 5 The clothes were a form of protest. — — —
- 6 Piercings and Doc Martens were popular. — — —

4  Listen to three interviews and answer the questions.

- 1 a Which item of clothing was he most proud of?  
b Why did it take his girlfriend a long time to get ready to go out?
- 2 a What does she think is lacking in British fashion nowadays?  
b How did she use to make her hair straight?
- 3 a What does she think is different about British fashion now?  
b Why does she think it's easy to find clothes that will suit you?

5  Crossing Cultures In groups, discuss the questions.

- 1 Which designers from your country do you like and why?
- 2 How far do you express your personality through your clothes? Give examples.
- 3 Is fashion given too much importance nowadays? Do you know any 'fashion victims'?

## FACTFILE: the British fashion scene

### 1960s

The 'swinging sixties' was a decade of social and political change, with an attitude of 'anything goes'. In London this was reflected in a fashion revolution which produced bold and innovative designs. One of the defining fashions of the 60s was the mini skirt, which was worn about 20 cm above the knee and was seen as a tool of social rebellion and freedom for young women. It was made popular by British designer Mary Quant, who named it after her favourite car! The Hippie movement later in the decade had a strong influence on the style of jeans: very flared or 'bell bottom' legs were popular, as were hipsters, which sat below the waist, on the hips.

### 1970s

Punk was the name given to an aggressive and anarchic movement in fashion and music which started in London in the mid-1970s. Punks' clothes and hair were designed to attract attention and shock people. Clothes from charity shops were cut up and reconstructed using safety pins and chains, jeans and leather trousers were deliberately torn, Doc Martens boots were worn with skirts and fishnet tights. Hair was spiked as high as possible by using soap, hair spray and even glue! Punks also put pins and studs in their noses, eyebrows and lips.

### 1980s

New romanticism appeared in the British music scene in the early 80s as a direct reaction against the harshness of the punk movement. Where punk protested about life in Britain's council estates, the New Romantics celebrated glamour. They created a colourful and dramatic look using frills and luxurious fabrics associated with historical periods. Men wore make-up, particularly blusher and mascara, and had large, bouffant hairstyles. Vivienne Westwood, one of Britain's most influential designers and involved in creating the punk style, went on to develop the 'pirate look' worn by New Romantic bands such as Adam & the Ants and Spandau Ballet.

### 1990s

The 90s will probably be remembered as the decade of 'anti-fashion'. People tended to dress down and wear casual, comfortable clothing, such as baggy jeans and sportswear. The tendency can be seen clearly in grunge fashion, popularised by fans of grunge music. The look was scruffy and featured worn-out jeans, flannel shirts and Converse sneakers or Doc Martens. Long straight hair was favoured after the extravagant styles of the 70s and 80s. Body decoration was also a significant trend of the decade, with people of all ages getting tattoos and piercings if they wanted to look 'cool'.

### 2000s

A decade of nostalgia? The fashion conscious looked back to previous decades for inspiration as pirate styles and fabrics from the 80s made a comeback, and designers created looks from a mixture of old and new. Low-rise jeans were in vogue again and were often teamed with a cropped top. Another popular look was 'boho-chic', which featured long 'peasant' style skirts, cowboy boots and Ugg boots. An important designer of the period was Alexander McQueen, whose career had started in the 90s and whose controversial styles earned him the title 'the hooligan of British fashion'.

# DIALOGUE OF CULTURES 2

## BRITISH FOOD

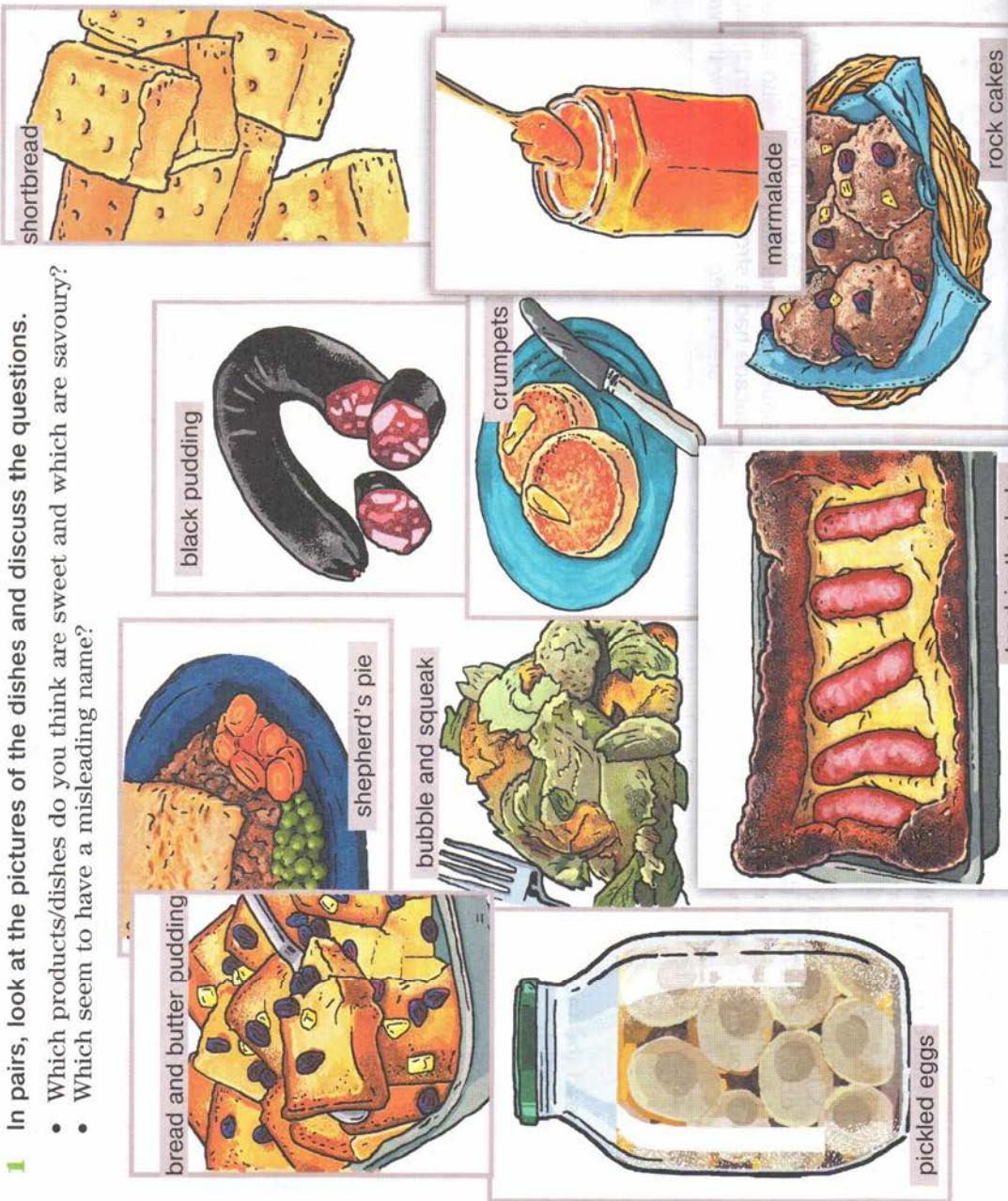
### Glossary

yeast    gravy    peel    to pickle    raisins    layer    pastry    spices    spread  
 to mince    to bake    savoury    batter    currants    to sprinkle    leftover    bun    to mash

1 In pairs, look at the pictures of the dishes and discuss the questions.

- Which products/dishes do you think are sweet and which are savoury?
- Which seem to have a misleading name?

- Factfile: British food**
- 1 — : a sausage made from pig's blood, cereal, spices and fat. Sometimes eaten as part of a 'full English' breakfast, with bacon, eggs, baked beans and fried bread.
  - 2 — : a dessert consisting of layers of buttered bread and raisins, baked in a mixture of eggs and milk.
  - 3 — : a dish made from leftover cooked vegetables from a roast dinner. The vegetables are mixed with mashed potato, then fried on both sides.
  - 4 — : a thick pastry case with a filling of beef, potato and onion. Traditionally eaten by Cornish tin miners, it is an important symbol of Cornwall.
  - 5 — : a small round cake made from flour or potato and yeast. It has a distinctive flat top covered in holes. Usually toasted and served with butter.
  - 6 — : a sweet spiced bun containing currants, with a cross on top, which is symbolic of the Christian cross. Eaten at Easter.
  - 7 — : a jam made from citrus fruit, most commonly oranges. Usually also contains the peel of the fruit, which gives it a bitter taste. Eaten on toast at breakfast.



**8** \_\_\_\_\_ : a dark brown savoury spread made from yeast extract. It is usually served on toast or bread, but should be spread thinly because of its powerful, concentrated taste. People either love it or hate it!

**9** \_\_\_\_\_ : hard boiled eggs which are pickled in vinegar. Usually found in fish and chip shops and pubs.

**10** \_\_\_\_\_ : small, fruity cakes which are sprinkled with sugar before baking to make them go hard on the outside. Usually eaten at teatime.

**11** \_\_\_\_\_ : a savoury dish consisting of a layer of minced lamb in gravy, which is covered with a topping of mashed potato and baked.  
NB If made with beef, it is called a 'cottage pie'.

**12** \_\_\_\_\_ : a type of biscuit made with a lot of butter and baked at a low temperature so that it remains pale in colour. Usually associated with Scotland.

**13** \_\_\_\_\_ : sausages baked in a batter made from milk, eggs and flour. Served with vegetables and gravy.

**14** \_\_\_\_\_ : a savoury dish made from a batter of milk, eggs and flour, and baked in a very hot oven. Traditionally served with roast beef for Sunday lunch.



**2** Complete the factfile with the names of the food products and dishes and check your answers to Exercise 1.

**3** Which food would and which wouldn't you like to try and why? Use the adjectives from the box and a dictionary to help you.

spicy light heavy greasy rich sticky crumbly moist soggy filling  
sickly bitter salty fattening appetising buttery

**4** Listen to Part 1 of the radio programme. Are the statements true or false?

- 1 British food deserves its bad reputation.
- 2 You should accept an invitation to Sunday lunch at a British person's house.
- 3 In Australia, the 'toad' in a 'toad-in-the-hole' is an egg.
- 4 Tracy expected marmite to be salty.
- 5 Shane liked pickled eggs as soon as he tried them.
- 6 You can only get hot-cross buns at Easter.

**5** How do you think the following got their names? Listen to Part 2 and check.

1 rock cakes

2 Yorkshire pudding

3 shortbread

4 bubble and squeak

5 marmite

**6** Match 1–6 with a–f to make phrases from the radio programme.

1 get a bad

a beat

b tooth

c a guess

d down

e press

f taste

2 hard to

a beat

b tooth

c a guess

d down

e press

f taste

3 an acquired

a beat

b tooth

c a guess

d down

e press

f taste

4 have a sweet

a beat

b tooth

c a guess

d down

e press

f taste

5 wash it

a beat

b tooth

c a guess

d down

e press

f taste

6 hazard

a beat

b tooth

c a guess

d down

e press

f taste

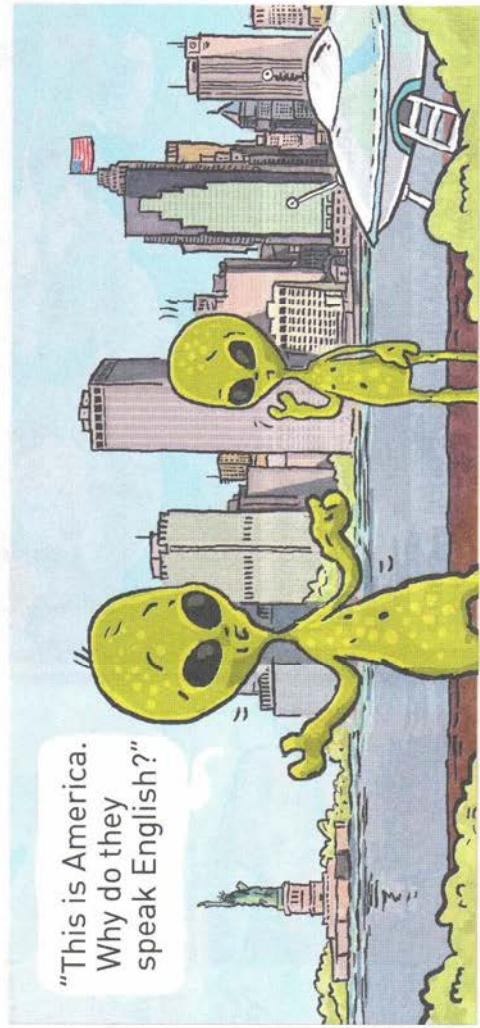
**7** Crossing Cultures In groups, discuss the questions.

- 1 What are the two most important food products or dishes that a visitor to your country should try?
- 2 What food products or dishes in your country might a visitor find strange?  
Why?
- 3 How have eating habits in your country changed in recent years?

# DIALOGUE OF CULTURES 3

## BRITISH AND AMERICAN ENGLISH

**Glossary** grammar idioms pronunciation spelling vocabulary  
outstanding be separated by inferior misfortune



2 Read the text and express the main idea of each paragraph in one sentence.

### The same language?

Oscar Wilde, an outstanding British writer of Irish origin, wrote in 1887, 'We have really everything in common with America nowadays except, of course, language.' It was said by Sir George Bernard Shaw that 'England and America are two countries separated by the same language.' Much the same idea came to Bertrand Russell, a British philosopher, historian and mathematician, in 1944. 'It is a misfortune for Anglo-American friendship that the two countries are supposed to have a common language.'

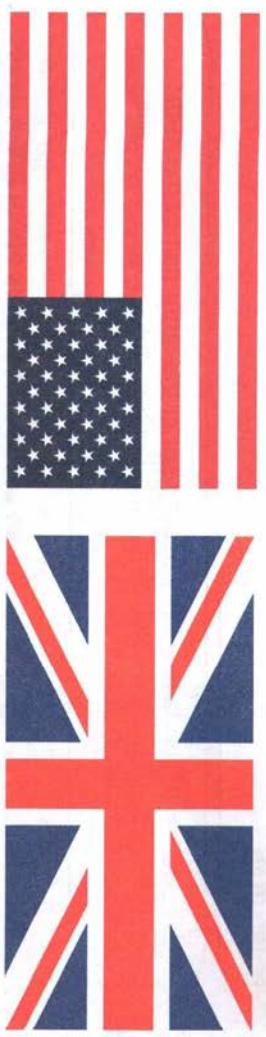
Do the British and Americans really speak the same language? Perhaps they did over two hundred years ago! American English and British English contain the same basic language, but there are many differences. **Pronunciation** is one thing. **Vocabulary** is another. British English and American English have different words for many objects. American idioms are also not easy to understand for the British when they have not heard them before. As for **grammar**, American English has kept some forms that are no longer used in British English.

For quite a time American English was considered kind of inferior, broken, 'bad' English. American English has grown steadily in international significance since World War II, parallel to the growth of U.S. political, economic, technological and cultural influence worldwide. American English is currently the dominant influence on 'world English' and other languages of the world.

1 Look at the pictures and say what you see in them and why it is considered a national icon of either the UK or the USA. Then complete the sentences below.

- 1 The head of state in the UK is the \_\_\_, the head of state in the USA is the \_\_\_
- 2 \_\_\_ is a federal republic, \_\_\_ is a constitutional monarchy.
- 3 The UK consists of 4 parts: \_\_\_, \_\_\_, \_\_\_, and \_\_\_
- 4 The USA consists of \_\_\_ states.
- 5 The 4th of July, the most important national holiday in the USA is called \_\_\_

**3** Read the text and think of the reason that caused the misunderstanding in communication.



## FACTFILE: BE vs AE

colour – color  
dialogue – dialog  
travelled – traveled  
centre – center

labour – labor  
traveller – traveler  
analyse – analyze  
metre – meter

chips – French fries  
lift – elevator  
biscuit – cookie  
petrol – gas

WC/lavatory/toilet – restroom/bathroom  
block of flats – apartment building  
car park – parking lot  
crisps – chips

**BE** I've misplaced my pen. Can you help me find it? —  
**AE** I misplaced my pen. Can you help me find it?

- Crossing Cultures** In groups, discuss the questions.
- 1 Does English influence the Russian language? In what way?  
Do you consider this a positive or a negative influence? Give some examples.
  - 2 Do you think this is mainly the influence of British English or American English?
  - 3 Which variant now has more influence on languages all over the world? Give at least three reasons for it.

The letter **r** is usually 'silent', unless it is followed by a vowel.

In words like *hard*, *car*, *inform* and *first*, **r** is silent because it is not followed by a vowel. — The letter **r** is pronounced in words like *hard*, *car*, *inform* and *first*.

# DIALOGUE OF CULTURES 4

## CINEMA WORLD / MOVIE WORLD

### Glossary

comedy western adventure art director escapism  
detective romance fantasy subtitles shooting site  
to provoke laughter by exaggerating to expose the  
truth romantic attraction feature film



### FACTFILE: Movie genres

1 \_\_\_: a film where the action is set in two worlds – the ‘real’ world and an imaginary world or just in an imaginary world. It takes the audience to fantastic, fairy-tale places and tells about the events that are unlikely to occur in real life. Fantasy often has an element of magic, myth, wonder, escapism, and the extraordinary.

2 \_\_\_: a film which tells an exciting story with a lot of action. It may be about encounters with new ‘worlds’, searches or expeditions for lost continents, ‘jungle’ and ‘desert’ epics, treasure hunts, disaster films, or searches for the unknown.

3 \_\_\_: a film with a light-hearted plot designed to amuse and provoke laughter by exaggerating the situation, the language, action, relationships and characters.

4 \_\_\_: a film whose central theme is a romantic attraction between at least two of the major characters. These films have the ability to move the audience emotionally; hence, they are often labelled as ‘tear-jerkers’.

5 \_\_\_: a film that focuses on an investigation into the mystery surrounding a crime, its aim is to find out what really happened and thus to expose the truth.

6 \_\_\_: a film which tells a story usually set in the latter half of the 19th century in the American Old West, with horses, dusty towns and trails, cowboys, Indians, etc.

1 Look at the film shots and say what movie genre each is likely to be/present/represent. Use the words from the **Glossary**.

2 Complete the factfiles with the names of movie genres. Give examples of each (American, Russian, French, Italian etc films).

3 What kind of movies do you enjoy watching? Which movie genres do you never watch? Why?

- 4** Match the term with its definition.
- WHO is WHO and WHAT is WHAT in cinematography**

producer      director      screenplay

- the story of a film
- a story written as a dialogue between the characters; a written form of a film
- a film without soundtrack and no spoken dialogue; sometimes there are subtitles for dialogue segments
- a person who makes the practical and financial arrangements needed to make a film
- a person who is in charge of a film or play and tells the actors how to play their parts
- a command used by film directors when they are just about to begin filming a scene
- a command used by film directors when they finish filming a scene

Action!      Cut!      plot      silent movie

**5 Crossing Cultures** In groups, discuss the questions.

- 1 What are the most popular genres in Russian cinematography? Do you think Russian filmmakers are influenced by Hollywood? Do you consider this a positive or a negative influence? Give some examples.
- 2 Do you go to the cinema often or do you prefer to watch films at home? What was the last film you saw? Did it have a happy ending?
- 3 Which recent film would you recommend? Why this one?

- 6** Read the text and speak about three things you would like to do if you visit Old Tucson.
- Hollywood in the Desert**

Everyone knows what Hollywood is, but what is **Hollywood in the Desert**? Since 1910 filmmakers found **Tucson, Arizona**, and the surrounding landscape the ideal setting for both feature films and commercials. In 1973 'Old Tucson' – an artful imitation of a western town, was built for shooting *Arizona*. Hollywood's finest art-directors contributed to creating this most popular western location facility in the United States.

The shooting site comprises 105 buildings, with sheriff's office, barber's shop, general store and, of course, saloon! Whatever producers are looking for, they are sure to find it in Old Tucson: a working railway depot, a mill, a farm, a Spanish-style hacienda and an isolated ranch! These authentic looking buildings are surrounded by a 29,000-acre park.

Old Tucson is also proud of having a Renault steam locomotive, built in 1872 for the Virginia&Truckee Railroad, which is still operative. There are passenger, freight and mail cars that can be attached, and track to run them on. If the locomotive seems too modern, the director can use any of 250 carefully maintained antique horse drawn rigs.

Old Tucson wardrobe department offers about 19,000 Western costumes for men, women, children, Mexicans, Indians, Union and Confederate soldiers, farmers and cowboys.

Besides being a movie location, Old Tucson is a kind of open-air museum and out-of-doors theatre where twice a day professional actors perform of a 'western' authentic setting. The audience stands or sits on one side of the street, and the other side is a scene. After the performance the viewers pose for photos together with the actors. You can also test your courage by spending half an hour in jail or have a special (and the only!) copy of the local newspaper with your name and photograph printed – both for an extra fee.



## ЕГЭ Раздел 1. Аудирование

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**B1**

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **A–F** и утверждениями, данными в списке **1–7**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. **В задании есть одно лишнее утверждение**. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- 1 I like having the best of both worlds.
- 2 Life in the countryside is good for my health.
- 3 I love the countryside, because life there is very peaceful.
- 4 The beauty of nature makes living in the country enjoyable.
- 5 I love the countryside, because life there is good for my children.
- 6 I enjoyed moving to a town where life is more comfortable.
- 7 I dislike living in the country, because I need human company.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите диалог. Определите, какие из приведённых утверждений **A1–A7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительный, ни отрицательный ответ (**3 – Not stated**). Обведите номер выбранного Вами варианта ответа. Вы услышите запись дважды.

**A1** John usually spends Christmas at his parents' house.

- 1) True                    2) False                    3) Not stated

**A2** Angela is rather pessimistic about her chances to get the job.

- 1) True                    2) False                    3) Not stated

**A3** John considers Angela a workaholic.

- 1) True                    2) False                    3) Not stated

**A4** John is enthusiastic about Angela moving to Russia.

- 1) True                    2) False                    3) Not stated

**A5** Angela worked in an international company in Canada.

- 1) True                    2) False                    3) Not stated

**A6** John is more optimistic than Angela about her chances to get the job.

- 1) True                    2) False                    3) Not stated

**A7** John is going to leave at 2 PM.

- 1) True                    2) False                    3) Not stated

ЕГЭ

Вы услышите интервью. В заданиях **A8–A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

**A8** Tony Stevens ...

- 1) never watches his own films.
- 2) watches his films once.
- 3) watches his films regularly.

**A9** What is the most important thing about writing for Tony Stevens?

- 1) Writing is NOT a team work like acting.
- 2) Writing requires less physical effort.
- 3) Writing and acting have much in common.

**A10** Tony Stevens says that if, as a child, you are fascinated by a literary character, ...

- 1) it remains your favourite character forever.
- 2) you want to become that character.
- 3) you want to find someone like him in real life.

**A11** Tony Stevens wished he had had on the school curriculum ...

- 1) "Pickwick Papers" by Charles Dickens.
- 2) "Silas Marner" by George Eliot.
- 3) "The Hobbit" by J.R.R. Tolkien.

**A12** What advice does he give to beginning writers?

- 1) Make your sentences long and memorable.
- 2) Choose unusual words and repeat them.
- 3) Go by your experience and write clearly.

**A13** What is his present attitude to critical reviews?

- 1) He is hurt by critical remarks.
- 2) He is bothered by them.
- 3) He pays no attention to them.

**A14** What made his career as an actor successful?

- 1) Years of professional training.
- 2) Determination and decisiveness.
- 3) Performing a variety of roles.

По окончании выполнения заданий **B1** и **A1–A14** не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания **B1**, **A1–A14** располагаются в разных частях бланка. При переносе ответов в задании **B1** (в нижней части бланка) цифры записываются без пробелов и знаков препинания.

Вы услышите интервью. В заданиях **A8–A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

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## ЕГЭ Раздел 2. Чтение

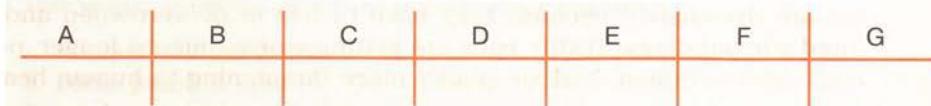
**B2**

Установите соответствие между заголовками **1–8** и текстами **A–G**. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. **В задании один заголовок лишний.**

- |                             |                           |
|-----------------------------|---------------------------|
| 1 Beware of rabbits         | 5 Protecting pets         |
| 2 Exotic pets               | 6 Tender pets             |
| 3 Saving animals            | 7 What's in a name?       |
| 4 Teaching and entertaining | 8 Contribution to science |

- A.** Little is known for certain about how guinea pigs were first introduced to Europe and North America as a domestic pet, but they most probably came during the 16th century. Holland, Portugal and Spain had colonies in South America, and the explorers brought to Europe gold and precious gems, along with other unusual and exciting finds. Colourful parrots became very popular status symbols in the homes of the wealthy, and with them came the guinea pig and other animals previously unknown in Europe.
- B.** Many species of wild animals are in danger of complete extinction. This is usually due to loss of habitat as a result of human expansion, or it could be due to excessive hunting. A good, modern zoo has a valuable role to play in assisting with the protection of endangered species. This is both through education of the general public in the importance of conservation in general, and through breeding programmes to increase the population of endangered species in captivity and then reintroduce them into the wild.
- C.** The guinea pig is today one of the world's most popular pets, ranking only a little way behind the rabbit. Though called guinea pigs, these animals are not pigs, nor do they come from Guinea. Why Guinea, then? Some say they could have originally changed hands at the cost of a guinea (twenty-one shillings – very expensive!). As for the “pig”, an explanation is much easier to guess – they run and squeal much as little piglets do!
- D.** Rabbits are among the most popular pets to keep due to their affectionate nature and love of cuddles. To show they are happy, they often grind their teeth softly when being petted, similar to cats purring. In general, rabbits are timid, non-aggressive and sociable with each other. With gentle handling they are generally quite tame. They are playful and entertaining to watch, but they need a great deal of interaction with their owners. Their cage should be relatively big, but they need some playtime outside it as well.
- E.** For a long time guinea pigs were used as experimental animals. In 1890, the antitoxin for diphtheria was discovered using guinea pigs in the research, and as a result the lives of millions of children have been saved. In 1907 vitamin C was discovered due to guinea pigs. Like humans they cannot produce the vitamin and need it supplied in their diet. The guinea pig's wide variety of hair types and colours has also made them a prime choice for studies of genetics and heredity. Later they were replaced by rats and mice.
- F.** Security at Denver International Airport tries to protect cars from vandalism and theft, but there's a new threat at its expansive parking lot. Ravenous rabbits. The animals are causing hundreds and sometimes thousands of dollars in damage to cars by devouring the wires under the hood. At least 100 rabbits are removed every month, but the problem persists. The airport is surrounded by prairie, and the rabbits are seeking warmth and food in the parked vehicles.

G. Our mission at Wild Adventures Zoo is to bring family entertainment back to Las Vegas, in an educational manner. Teaching respect for animals through hands-on applications, workshops and conservation efforts, as well as helping injured and abandoned wildlife and exotic pets, is the reason Wild Adventures Zoo was created. Our focus is on educating the public through fun and exciting activities that allow them to interact with the animals.



**B3** Прочтите текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. Одна из частей в списке **1–7** лишня. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

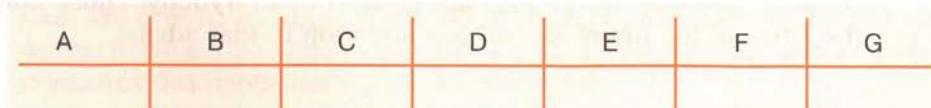
### Father's Day

Father's Day has been celebrated for over 100 years. It is also an event celebrated in many countries around the world, **A** \_\_\_\_\_. In North America and the United Kingdom, Father's Day is celebrated on the third Sunday in June. Here are some tips to help you **B** \_\_\_\_\_. Use this opportunity to get everyone in the family together for a day of fun. You don't have to stay at home; you could go to the beach, a local park, one of dad's favourite places!

Having a picnic during the summer months can be entertaining and a blast for the entire family. It's a great boredom buster, but it also helps the family to get together and **C** \_\_\_\_\_. It doesn't take more than a picnic basket and a few food items. Among the healthier items good for a picnic there are apples, a watermelon, celery, and raisins, to name a few. Ask other members of the family to **D** \_\_\_\_\_ that they'd like to have. You need to realize that it acts as glue for family bonds.

When it comes to making gifts for Father's Day, perhaps steer clear of the **E** \_\_\_\_\_. He has probably still got last year's socks stuffed at the back of a drawer. Expensive gifts are not necessary, but the time and **F** \_\_\_\_\_ will be deeply appreciated.

1. effort you put in to create a personalized present
2. eat some delicious food and play fun games
3. although at different times of the year
4. give advice on the best spot for the picnic
5. help you choose some of their favourite food items
6. traditional store-bought gifts of tie and socks
7. celebrate Father's Day in a special way



Прочтите текст и выполните задания **A15–A21**. В каждом задании обведите цифру **1, 2, 3** или **4**, соответствующую выбранному Вами варианту ответа.

Have you ever thought about cities of the future? Clean streets, flying cars and robots doing all the work? Almost half of the world's population currently lives in cities, and by 2050 that is predicted to increase to 75%, but what kind of city will they be living in? Today, most city dwellers are dissatisfied because they have to live in overcrowded and polluted surroundings. Traffic jams are getting worse, queues longer, power cuts more common, bad air quality more threatening to human health.

There are various ideas about how a future city should look. Some of these revolve around the idea that better means greener. Experts predict carbon-neutral cities full of electric vehicles and bike-sharing schemes, with air quality so much improved that office workers can actually open their windows for the first time. Visions of a green city often include skyscrapers where living and office space comprises high-rise greenhouses and vegetables growing on the roofs. Behind such greenification of cities lies a very pressing need.

Technology companies such as IBM believe that the best cities will become networks. In Rio de Janeiro, for example, IBM has already built an operations centre, which it describes as the “nerve centre” of the city. **Built initially to help deal with the floods that regularly threatened the city, it now co-ordinates 30 government agencies.** Every individual with a mobile phone is connected to the operations centre. The operations centre sends messages to citizens' mobile phones and provides information about potential accidents, traffic jams and other city updates.

The fact that big corporations are becoming so heavily involved in designing city infrastructure has led critics to question how quickly such a city may, like the computer systems they are relying on, become obsolete. Computers and other electronic gadgets are being updated all the time, new models appear twice a year. Parallels could also be drawn with the office buildings of the sixties, which may be described as low-ceiling places now standing sad and empty as advanced technologies render them useless.

Most of the projects IBM undertakes involve data-collecting. The company works in close contact with community groups as well as city councils. There was a project the corporation completed in Iowa where households were given information about their water consumption. The majority quickly reacted and saved water when confronted with the data. Interestingly, those who got information about their neighbours' water consumption were twice as likely to make changes.

Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody. Those building the cities of the future should pay attention to that advice.

**A15** Which of these problems of modern cities are NOT mentioned in paragraph 1?

1. Too many people
2. Air pollution
3. Water pollution
4. Traffic jams

**A16** The word “greenification” in paragraph 2 means

1. houses painted green
2. roofs painted green
3. gardens on top of buildings
4. ecological awareness

**A17** The pronoun “it” in sentence 3 of paragraph 3 refers to

1. the IBM company.
2. the operations centre.
3. Rio de Janeiro.
4. the information.

**A18** What is the purpose of Rio de Janeiro’s operations center?

1. To inform citizens on traffic density and emergency situations.
2. To keep citizens in touch with government agencies.
3. To inform citizens about the activity of government agencies.
4. To update citizens on mobile gadgets.

**A19** Why does the author draw a parallel between the offices of the 60s and the cities of tomorrow?

1. To show that future city buildings will look alike.
2. To demonstrate the speed of progress.
3. To show the grandeur of IBM plans.
4. To express concern about the city infrastructure.

**A20** How can access to information influence the behavior of citizens?

1. They begin to like their neighbours.
2. They give consent to IBM projects.
3. They change their habits.
4. They begin to consult city councils.

**A21** Choose the best title for the text.

1. Cities and Corporations
2. A City of the Future
3. Save the Future
4. City Communities

По окончании выполнения заданий **B2**, **B3** и **A15–A21** не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания **B2**, **B3**, **A15–A21** располагаются в разных частях бланка. При переносе ответов в заданиях **B2** и **B3** цифры записываются без пробелов и знаков препинания.

## ЕГЭ Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствуетциальному заданию из группы **B4–B10**.

### Around the world: the Seychelles

Welcome to the Seychelles! This is an archipelago of 115 islands in the Indian Ocean. It's not difficult to find a good tourist spot in the Seychelles. It's difficult to say which of them is the \_\_\_\_\_.

**B4**

GOOD

As the Seychelles islands have a year-long warm, tropical climate, it's always a good time to visit, although different times of year may be better suited to your particular interests. People interested in \_\_\_\_\_ can make a visit to Denis Island.

**B5**

DIVE

Families with \_\_\_\_\_ should visit St Anne National Marine Park and the famous beaches.

**B6**

CHILD

### Happy New Year

It was an exam before Christmas. One of the students \_\_\_\_\_ how to answer the question.

**B7**

NOT KNOW

He was trying hard, but couldn't remember a single word from the textbook. So he \_\_\_\_\_, "God knows! I don't. Merry Christmas!"

**B8**

WRITE

Some time \_\_\_\_\_, just before the New Year, the examination papers came back.

**B9**

LATE

The student saw that the professor \_\_\_\_\_ on his paper, "God gets 100, you get 0. Happy New Year!"

**B10**

WRITE

Прочтите приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11–B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствуетциальному заданию из группы **B11–B16**.

### The history of radio

Radio started with the discovery of "radio waves". Radio waves are electromagnetic waves that can transmit music, speech, pictures and other data \_\_\_\_\_ through the air.

**B11**

INVISIBLE

Many devices work by using electromagnetic waves, including radio, microwaves, cordless phones, remote controlled toys, television broadcasts, and more.

**B12**

EXIST

During the 1860s, Scottish physicist, J.C. Maxwell predicted the \_\_\_\_\_ of radio waves.

**B13**

SCIENCE

In 1886, German \_\_\_\_\_, H.R. Hertz demonstrated that rapid variations of electric current could be projected into space in the form of radio waves.

- B14** G. Marconi, an Italian \_\_\_\_\_, sent and received his first radio signal in Italy in 1895. INVENT
- B15** By 1899 he flashed the first \_\_\_\_\_ signal across the English Channel and two years later received the letter "S", telegraphed from England to Newfoundland. WIRE
- B16** This was the first \_\_\_\_\_ transatlantic radiotelegraph message. SUCCESS

Прочтите текст с пропусками, обозначенными номерами **A22–A28**. Эти номера соответствуют заданиям **A22–A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного Вами варианта ответа.

### Tests and test-takers

You don't have to be a psychologist to guess how students are feeling during a test or an exam. Just by observing their body language you can tell whether they will pass or **A22** \_\_\_\_\_.

Just before the test starts, they will often **A23** \_\_\_\_\_ silly things and try nervously to hide their nervousness. A little tension or stress before and during a test is normal. When the examinees get their papers, some of them will **A24** \_\_\_\_\_ to themselves – a sure sign they know the answers. **A25** \_\_\_\_\_, if they feel the exam is hard, you may hear how disappointed they are or see how annoyed they are when they frown. Some will try to glance quickly at their neighbours' tests, and some will yawn to pretend that they are bored or tired while, in fact, they are just waiting for the teacher to turn **A26** \_\_\_\_\_ so that one of their mates can quietly **A27** \_\_\_\_\_ the answers to them. When they finish, some will immediately dash out as if they were desperate to check their answers in their course book, while others will **A28** \_\_\_\_\_ out slowly, relaxed and sure they have passed.

- |            |             |            |            |              |
|------------|-------------|------------|------------|--------------|
| <b>A22</b> | 1) fall     | 2) skip    | 3) fail    | 4) miss      |
| <b>A23</b> | 1) tell     | 2) say     | 3) speak   | 4) talk      |
| <b>A24</b> | 1) smile    | 2) shudder | 3) glance  | 4) frown     |
| <b>A25</b> | 1) Although | 2) However | 3) Despite | 4) Therefore |
| <b>A26</b> | 1) against  | 2) down    | 3) away    | 4) over      |
| <b>A27</b> | 1) whisper  | 2) giggle  | 3) gasp    | 4) shout     |
| <b>A28</b> | 1) run      | 2) stroll  | 3) dash    | 4) rush      |

По окончании выполнения заданий **B4–B16, A22–A28 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание**, что ответы на задания **B4–B16, A22–A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4–B16** буквы записываются без пробелов и знаков препинания.

## ЕГЭ Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. Черновые пометки могут делаться прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем, не оцениваются. Запишите сначала номер задания (**C1**, **C2**), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать его другую сторону.

**C1** You have received a letter from your English-speaking pen-friend Tom who writes:

This summer we are again going to Brighton. I wish I could go abroad to France or Spain – I have never been abroad. How do you usually spend your summer holidays? If you won a trip abroad, what country would you like to visit and what would you like to see there? How would you like to get there?

By the way, my sister is getting married in the autumn.

Write a letter to Tom.

In your letter

- answer his questions
- ask 3 questions about his sister

Write 100–140 words.

Remember the rules of letter writing.

**C2** Comment on the following statement.

*There are no bad students – there are bad teachers.*

**What is your opinion? Do you agree with this statement?**

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

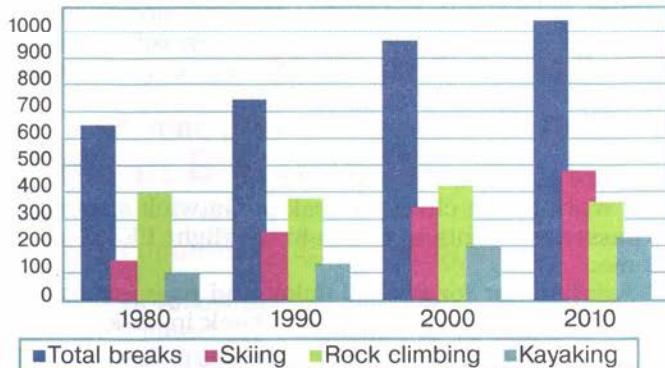
ЕГЭ

## Student Activities

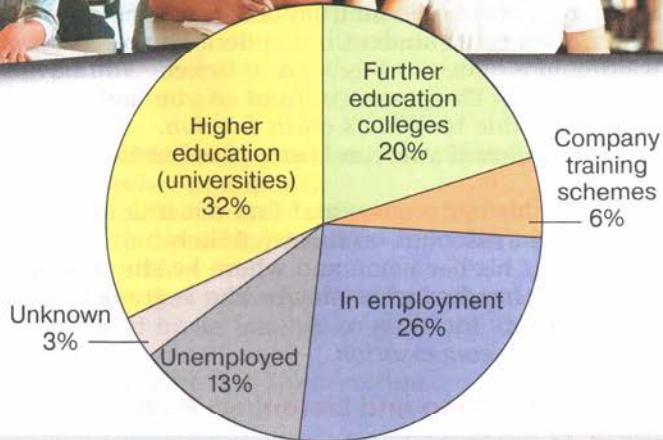
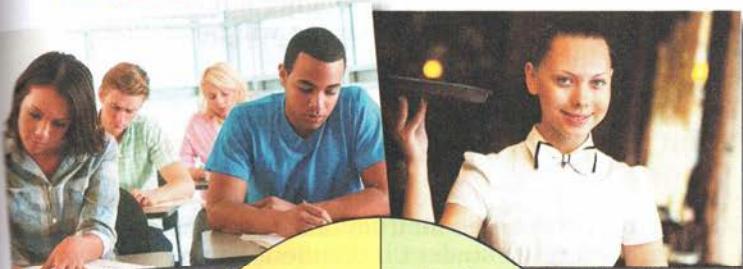
### Unit 2, Speaking, Exercise 3, page 20

Work in pairs. Use the language in **Speak Out** to talk about these statistics.

Adventure weekend breaks: people aged 17–22 (in thousands)



### Unit 3, Speaking and Listening, Exercise 10, page 29



The University's decision to close its Chemistry department from next year was criticised by the Education Minister yesterday. She said it was a pity for the economy of the future that more school leavers are choosing media studies or social sciences instead of hard science. She promised that the government would make a bigger effort to inform school leavers of the benefits of doing a science degree.

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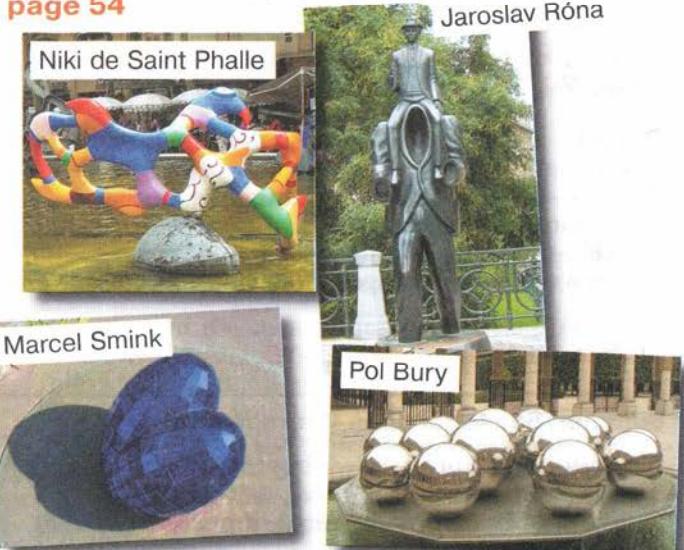
### Questions

- What issues does the material deal with?
- What kinds of career choices for school leavers are suggested by the material?
- What information can you get from the written material?
- Why do you think most school leavers go on to higher and further education?
- What are the advantages of getting a job instead of going to university?

### Unit 4, Grammar and Speaking, Exercise 9, page 33

Several possibilities – He can't have had a beard because his face was badly sunburnt. He can't have sat on the beach every evening because Botswana is hundreds of miles from any coast. It is unlikely that he had electricity to play his guitar on the beach.

### Unit 6, Listening and Speaking, Exercise 7, page 54



Work in groups. Use the expressions below to discuss the works of art.

What do you think it means?  
I'm not sure ...  
I really like the ...  
I think the artist is saying that ...  
It reminds me of ...  
I don't get it ...

- A What do you think of the sculpture by Jaroslav Róna?  
B I think it's fantastic!  
C What do you think it means?

### Unit 8, Speaking and Listening, Exercise 5, page 71

Take turns to make complaints and respond to them.

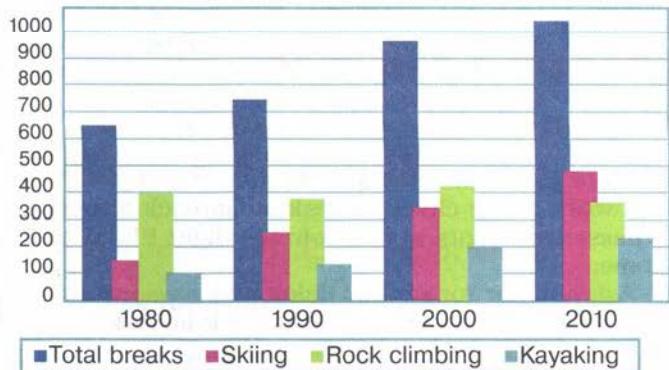
- Customer in a restaurant** You ordered a steak, and it's very tough – it's almost impossible to eat. Complain.  
**Waiter** You are very apologetic and make an offer to satisfy the customer.

## Student Activities

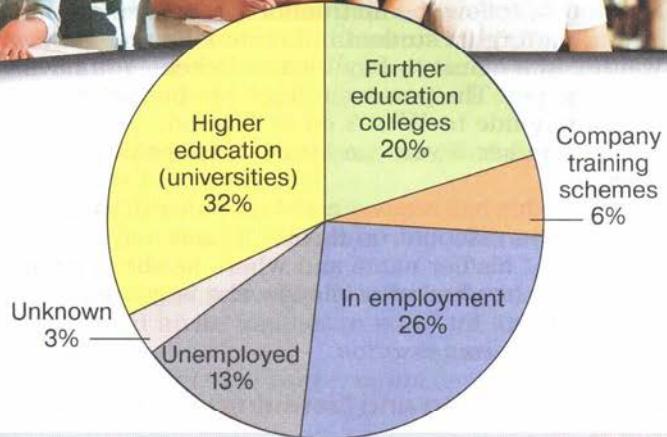
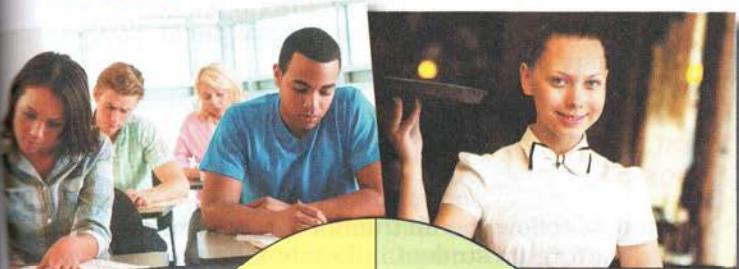
### Unit 2, Speaking, Exercise 3, page 20

Work in pairs. Use the language in **Speak Out** to talk about these statistics.

Adventure weekend breaks: people aged 17–22 (in thousands)



### Unit 3, Speaking and Listening, Exercise 10, page 29



The University's decision to close its Chemistry department from next year was criticised by the Education Minister yesterday. She said it was a pity for the economy of the future that more school leavers are choosing media studies or social sciences instead of hard science. She promised that the government would make a bigger effort to inform school leavers of the benefits of doing a science degree.

## SKILLED BUILDING WORKERS REQUIRED

Reputable company  
Good wages and conditions  
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### Questions

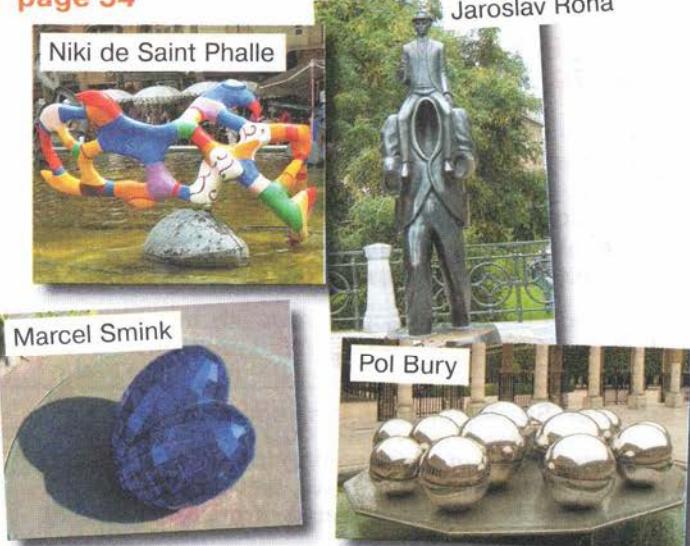
- What issues does the material deal with?
- What kinds of career choices for school leavers are suggested by the material?
- What information can you get from the written material?
- Why do you think most school leavers go on to higher and further education?
- What are the advantages of getting a job instead of going to university?

### Unit 4, Grammar and Speaking, Exercise 9, page 33

Several possibilities – He can't have had a beard because his face was badly sunburnt. He can't have sat on the beach every evening because Botswana is hundreds of miles from any coast. It is unlikely that he had electricity to play his guitar on the beach.

### Unit 6, Listening and Speaking, Exercise 7, page 54

Jaroslav Róna



Work in groups. Use the expressions below to discuss the works of art.

What do you think it means?  
I'm not sure ...  
I really like the ...  
I think the artist is saying that ...  
It reminds me of ...  
I don't get it ...

- A What do you think of the sculpture by Jaroslav Róna?
- B I think it's fantastic!
- C What do you think it means?

### Unit 8, Speaking and Listening, Exercise 5, page 71

Take turns to make complaints and respond to them.

- Customer in a restaurant** You ordered a steak, and it's very tough – it's almost impossible to eat. Complain.  
**Waiter** You are very apologetic and make an offer to satisfy the customer.

- 2 Customer** You ordered some CDs from an Internet shop. When the parcel arrives you find that you have been overcharged – you have to pay more than you expected for the things you ordered. Complain.
- Customer service employee** You are very apologetic and make an offer to satisfy the customer.
- 3 Customer in a shop** You bought a red and white striped T-shirt from a department store. After washing it for the first time, the red dye ran – now the T-shirt is completely pink! Complain.
- Shop assistant** You are very apologetic and make an offer to satisfy the customer.
- 4 Manager of a supermarket** You're angry because you've just noticed that the shelves in the bakery department are empty. You're sure that your employees didn't remember to fill the shelves this morning. Complain.
- Supermarket employee** You defend yourself. You've already filled the shelves twice this morning, but the customers are buying more bread than usual before the May Day holiday.

### Unit 9, Reading and Listening, Exercise 6, page 79

- 1 EMI – Electrical & Music Industries, a recording company
- 2 CAA – Civil Aviation Authority, the British aviation association
- 3 MI5 – Military Intelligence, section five, a government intelligence agency

### Unit 9, Writing, Exercise 10, page 85

#### Summer/Seasonal Jobs Overseas

We are one of Europe's leading tour operators and the market leader in self-drive, self-catering family holidays, offering a wide range of positions to suit all our overseas employees.

Operating in 10 countries throughout Europe on over 230 holiday parks and campsites, we employ around 2,000 campsite staff every year.

We have requirements for a wide range of skills, whether you have experience with working with children, coordinating activities, leading a team or you're just committed to working hard and enjoy helping people make the most of their holiday experience.

All employees are provided with:

- Accommodation
- Uniform
- Subsidised insurance
- Training
- Travel to resort

If you think you have the qualities to provide our customers with the 'perfect family holiday' we want to hear from you.

Ref No

104344-NETSU001

### Unit 10, Reading, Exercise 8, page 92

In pairs, think of a situation where you

- would want to come across in a good light
- might give away a secret
- would try to hold back a sneeze
- would have to take on extra work
- would not want to strike up a conversation.

Compare your ideas with another pair.

## Student A Activities

### Unit 2, Vocabulary, Exercise 6, page 19

#### Student A, follow the instructions.

You work at the check-in desk at Gatwick airport. A passenger wants to check-in for flight PK387 to Rome.

- Ask him/her for his/her ticket and passport and if he/she has any luggage to check in. Ask if he/she packed the bag him/herself.
- The passenger's luggage weighs 17 kilos and the maximum allowed is 15 kilos. Tell him/her that there is a penalty of £25.
- Tell the passenger that there is a delay of one hour with this flight, give him/her a boarding card and indicate that boarding will be at 12.35 from gate 4.

You start the conversation.

### Unit 6, Grammar and Speaking, Exercise 9, page 51

#### Student A, follow the instructions.

You are a foreign student in London. You're waiting in a queue to buy theatre tickets. You have a newspaper. The person in front of you has a theatre guide to *What's on in London*.

- Ask him/her if you can borrow his/her theatre guide.
- Accept his/her request and find out if there is a student discount on theatre tickets.
- Find out his/her name and where he/she is from and ask him/her what play he/she is going to buy tickets for.

You start the conversation.

### Unit 8, Speaking and Listening, Exercise 6, page 71

#### Student A, follow the instructions.

You ordered a green medium T-shirt from Tee-Riffik, an Internet clothing company. However, the one you received was a pink extra large size. Your order also arrived very late – you had to wait ten days (the website promised a delivery time of two days).

- Call the Tee-Riffik helpline and make a complaint.
- Complain that you have received the wrong T-shirt.
- Politely mention any other problem you have with the order.
- Ask them to send you the correct item as soon as possible.

You start the conversation.

## Unit 10, Speaking and Listening, Exercise 5, page 94

### Notes:

- ID: identification: a bank card or passport
- proof of address: an official letter with your name and address on it, e.g. a phone/gas/electricity bill
- overdue DVDs will incur a fine: you have to pay 50p if you return the DVD late
- at the discretion of the library staff: the library staff can decide to end your membership

## Student B Activities

### Unit 2, Vocabulary, Exercise 6, page 19

#### Student B, follow the instructions.

You are a passenger who wants to check in for flight PK387 from London Gatwick to Rome.

- Say that you have one piece of luggage to check in and one piece of hand-luggage.
- Explain that you have no British money left and offer to pay in euros.
- Complain about the delay of your flight.

Student A starts the conversation.

### Unit 6, Grammar and Speaking, Exercise 9, page 51

#### Student B, follow the instructions.

You are a foreign student in London. You are waiting in a queue to buy theatre tickets. You have a theatre guide to *What's on in London*. The person behind you in the queue starts talking to you.

- Accept his/her request and ask him/her to lend you his/her newspaper.
- Tell him/her there is a discount for students. Then find out his/her name and where he/she is from.
- Explain that you want to see the musical *I love life!* and invite him/her to go to the theatre with you.

Student A starts the conversation.

### Unit 8, Speaking and Listening, Exercise 6, page 71

#### Student B, follow the instructions.

You work in the complaints department of Tee-Riffik, an Internet clothing company. An unhappy customer calls you with a problem.

- Listen to the customer and deal with his/her complaint.

- Apologise.
- Defend your company. Invent an excuse for the poor service.
- Make an offer or promise to satisfy the customer.

Student A starts the conversation.

## Unit 9, Speaking and Listening, Exercise 6, page 83

### Student B

- 1 You work for a package holiday company and advertised for representatives in Greece. Answer Student A's questions using the prompts below.

- contract: June 1st – September 31st
  - location: on Corfu, a Greek island
  - working hours: mornings/evenings/six days a week
  - interview date: April 14th
- 2 You saw an ad for a trainee manager in a department store. Phone the recruitment manager and ask for the information below.
- |                             |                      |
|-----------------------------|----------------------|
| • interview and start dates | • length of training |
| • working hours/days off    | • salary/holidays    |

### Unit 10, Speaking and Listening, Exercise 5, page 94

Student B, roleplay the situations with Student A. First, think about what you are going to say.

- 1 You work at the theatre box office. Be prepared to answer Student A's questions, using the following information:

The only seats you have for the day Student A wants are in the Upper Circle and have a partially obscured view. They are not reduced in price. Otherwise you may have some standby tickets or returns available on the day.

#### Notes:

- the Upper Circle: the top level of seats, quite high above the stage
- a partially obscured view: there is a pillar in front of the seats and you cannot see the left side of the stage
- standby tickets: tickets that are sold a short time before the performance, usually at a lower price
- returns: tickets that people bring back because they cannot use them

- 2 You want to join a video library. Talk to Student A, who works there. Ask how to join and what the rules of membership are. Ask for clarification of anything that you are not sure of in Student A's answers.

# Check it out

## Unit 7, page 60

### Opinion essay

#### Paragraph 1 – Introduction

- Make general points as in a For and against essay
- Mention your own opinion at the end.

#### Paragraph 2

- Give your own opinion with two or three arguments/examples.
- Give your most important argument last.

#### Paragraph 3

- Begin the paragraph with *Some people/Opponents say ...*
- Mention one or two arguments which are against your own opinion.
- Then say why you disagree with them.

#### Paragraph 4 – Conclusion

Summarise the debate and say once again why you think you are right.

## Unit 9, page 77

### Present and past tenses

#### Present tenses

We use the Present Simple to talk about:

- a habits and routines.  
He always **wears** suits.
- b permanent situations around the present time.  
He now **shares** a flat with a friend.
- c states (verbs not usually used in the continuous form), for example, *love, like, believe, think* (opinion), *know, look* (appearance).  
He still **loves** his leather jacket. He **looks** very fit.

Some verbs change their meaning and can be used in the continuous form. For example, *think of/about, see (go out with), look at*.

We use the Present Continuous to talk about:

- a actions in progress at the time of speaking.  
He **is talking** on his mobile.
- b temporary actions in progress around now.  
He's **thinking** of buying his own flat.
- c changes and developments.  
The effects **are** already **beginning** to show.

#### Perfect tenses

Present Perfect tenses link the past and the present.

We use the Present Perfect Simple to talk about:

- a actions or
- b states that began in the past and continue up to now.  
Mark's **worked** for a large company for three months. [action]
- c I've **known** him for five years. [state]
- d completed past actions that happened at an unspecified time.  
He **has bought** some smart clothes.
- e recent actions with a present relevance/result.  
He's **changed** dramatically. (He looks very different now.)

We use the Present Perfect Continuous to emphasise the continuity of actions that began in the past and continue to the present. The Present Perfect could often be used in examples like this.

He's **been working out** since July.

He's **worked out** since July.

#### Past tenses

We use the Past Simple to talk about actions or events completed at a specific time in the past.

He **sold** his motorbike two months ago.

We use the Past Continuous to talk about actions that were:

- a in progress at a specific time in the past (this often provides background to other past events)  
Last May, Mark **was studying** business administration.
- b interrupted by a shorter past action.  
I **was having** a coffee when he walked in.

We use the Past Perfect to make it clear which was the first of two past actions.

Before Colin changed, he **hadn't been** to the hairdresser's for two years.

## Unit 9, page 81

### Articles – indefinite, definite and zero article – Ø (no article)

#### The indefinite article – *a/an*

We use *a/an* with a singular countable noun when we don't know what it refers to, or it doesn't matter which one. This is because:

- a it is one of many of the same class.  
I am **a** descendant of an Irish family.
- b we mention a person or thing for the first time.  
Mum was working in **a** local restaurant.

We also use *a/an* with phrases to talk about frequency.

158,000 people **a** day/month/year

#### The definite article – *the*

We use *the* (with any noun) when both speakers know what they are talking about. This might be because the thing or person:

- a was mentioned before.  
She's working in a restaurant. **The** restaurant belonged to her family.
- b is unique. There is only one.  
Half of **the** population live in **the** capital, Buenos Aires.
- c is defined specifically by the words that follow.  
My grandmother is still **the** head of **the** family.

We also use *the* with:

#### superlatives

**The** largest Japanese population in the world outside Japan is in São Paulo.

#### ordinal numbers

**The** second largest Oktoberfest in the world takes place in Blumenau.

#### decades, centuries

in **the** 1950s; in **the** eighteenth century

## Ø (no article)

We use no article with plural and uncountable nouns when we make general statements about people and things.

But we still observe **Polish customs** at home.

**Life** was very hard and over one million people left Ireland.

We also use Ø with:

most **place names**, for example, countries, continents, cities, towns, states.

Australia, North America, New York, Blumenau, California.

Exceptions: the USA, the UK, the Czech Republic. months, years  
in **August**; in **1849**

## Unit 10, page 87

### Future forms

#### We use **will**:

- a to make predictions based on our opinions or expectations. We often use **will** with phrases like *I think, I'm sure, I expect*, or adverbs like *probably, definitely*.

**I'll probably** have to go to the park with him.

**I'm sure** Professor Evans won't notice.

- b to express a decision made at the moment of speaking.

I think **I'll** give it a miss.

#### We use **going to**:

- a to talk about plans or intentions for the future.  
**I'm going** to look at that flat for rent.

- b to make a prediction based on evidence you have now.

You **are going** to have a busy weekend!

(I know all the things my friend has to do at the weekend.)

#### We use the Present Continuous to talk about a future arrangement:

**Are you doing** anything on Saturday afternoon?

My aunt and uncle **are coming** to lunch on Sunday.

NB The Present Continuous is not used for general plans and intentions.

NOT **I'm losing weight**. I'm going to lose weight before the summer.

#### We use the Present Simple:

- a to talk about a future event which is part of a timetable.

The lecture **starts** in ten minutes.

- b in a subordinate clause after words like *when, as soon as, before, after, until*. The main clause contains a future form.

**I'll give** you a ring **as soon as** my aunt and uncle leave.

#### We use the Future Continuous (**will + be + Present Participle**):

- a to talk about an action that will be in progress at a particular time in the future.

By the time we're sixty, more people **will be speaking** Hinglish than 'standard' English.  
**Will you be working** on it at five thirty?

- b to talk about events that will happen as part of the normal course of events, or routine.  
**They'll be bringing** my little cousin. (They always do.)

As with other continuous tenses, we do not use state verbs (*be, believe, forget, like, want, ...*) with the Future Continuous.

#### We use the Future Perfect (**will + have + Past Participle**)

to talk about an action that will be completed before a particular time in the future.  
In 100 years' time half the world's languages **will have disappeared**.

**Will you have finished** it by then?

The Future Continuous and the Future Perfect are often used with *by* (2050, next year, then, the time ...) and *in* (ten years, two months).

# English-Russian Vocabulary

## Условные обозначения

*adj (adjective)* – прилагательное  
*adv (adverb)* – наречие  
*AmE (American English)* – американский вариант английского языка  
*BrE (British English)* – британский вариант английского языка  
*formal* – официальный стиль  
*informal* – неофициальный стиль  
*n (noun)* – существительное  
*num (numeral)* – числительное  
*old use* – устаревшее слово  
*pl (plural)* – множественное число  
*prep (preposition)* – предлог  
*pron (pronoun)* – местоимение

*sb (somebody)* – кого-либо  
*sg (singular)* – единственное число  
*spoken* – используется в устной речи  
*sth (something)* – что-либо  
*trademark* – торговая марка  
*v (verb)* – глагол  
[C] (*countable*) – исчисляемое существительное  
[I] (*intransitive*) – непереходный глагол, после которого не употребляется прямое дополнение  
[T] (*transitive*) – переходный глагол, после которого возможно прямое дополнение  
[U] (*uncountable*) – неисчисляемое существительное  
разг. – разговорный стиль

## A a

**abandon** *v /ə'bændən/ [T]* покидать, самовольно уходить  
**absolutely** *adv /ə'bsə'lju:tli/* абсолютно  
**accelerator** *n /æk'seləreitə/ [C]* акселератор; ускоритель; газ (педаль газа в машине)  
**accent** *n /æksənt/ [C]* акцент, произношение  
**accident** *n /'æksədənt/ [C]* несчастный случай  
**according to** *prep /ə'kɔ:dɪŋ/* в соответствии с, согласно чему-л.  
**achievement** *n /ə'tʃi:vment/ [U]* достижение, успех  
sense of achievement ощущение успеха  
**acquaintance** *n /ə'kweintəns/ [C, U]* знакомый  
**acrylic** *adj /ə'krilɪk/* акриловый  
**acting** *n /'æktɪŋ/ [U]* игра (актёров)  
**actress** *n /'æktrəs/ [C]* актриса  
**ad** *n /æd/ [C]* *informal* реклама  
ad break перерыв на рекламу  
**add** *v /æd/ [T, I]* добавить  
**addicted** *adj /ə'diktəd/ (to)* зависимый, имеющий болезненное пристрастие (к чему-л.)  
**addiction** *n /ə'dɪkʃən/ [C, U] (to)* зависимость (от чего-л.)  
**addictive** *adj /ə'diktɪv/* вызывающий сильную зависимость, затягивающий  
**additional** *adj /ə'dɪʃənl/* дополнительный  
**administration** *n /əd'mi:nə'streɪʃən/ [U]* управление, руководство  
**admit** *v /əd'mit/ [T, I]* признавать; допускать  
**adopt** *v /ə'dopt/ [T]* 1) применять (метод) 2) принять (идею)

**adrenalin** *n /ə'drenələn/ [U]* адреналин  
**advert** *n /'ædvəz:t/ [C]* *BrE* реклама  
**advertising** *n /'ædvətaɪzɪŋ/ [U]* рекламирование  
**advertising agency** рекламное агентство  
**adviser** *n /əd'veɪzə/ [C]* советник, консультант  
**careers advisor** консультант по трудуоустройству  
**aerobics** *n /eə'reʊbɪks/ [U]* аэробика  
**agree** *v /ə'grɪ:/ [T, I]* соглашаться  
**air traffic control** *n /eə 'træfɪk kəntrəl/* управление воздушным движением; авиадиспетчерская служба  
**airfield** *n /'eəfɪ:ld/ [C]* лётное поле  
**airport** *n /'eərpo:t/ [C]* аэропорт  
airport runway взлётно-посадочная полоса  
**aisle** *n /aɪl/ [C]* проход между рядами (в церкви, театре, самолёте и т. д.)  
**alcoholic** *adj /ə'lko:hɒlɪk/* алкогольный  
**ambition** *n /æm'bɪʃən/ [C, U]* амбиция  
**ambitious** *adj /æm'bɪʃəs/* честолюбивый, целеустремлённый  
**ancient** *adj /'eɪnʃənt/* древний  
**angle** *n /'æŋgəl/ [C]* угол  
**animated** *adj /'ænɪmeɪtəd/* 1) оживлённый; бодрый 2) анимационный, мульти-прикладочный  
**animated cartoon/film** мультипликационный фильм  
**ankle** *n /'æŋkəl/ [C]* лодыжка  
**announcement** *n /ə'nauənmənt/ [C]* объявление (в аэропорту), сообщение, уведомление

**security announcement** уведомление о мерах безопасности

**annual adj** /'ænjuəl/ ежегодный

**antigovernment adj** /æntɪ'gʌvənmənt/ антиправительственный

**antisocial adj** /æntɪ'soʊʃəl/ асоциальный, антиобщественный

**apartment n** /ə'pa:tment/ [C] квартира

**apologise v** /ə'pɒləfzaɪz/ [I] извиняться

**appearance n** /ə'priərəns/ [C, U] внешний вид, наружность

**appetising adj** /'æpətəzɪŋ/ аппетитный

**application n** /æplɪ'keɪʃən/ [C, U]

1) приложение 2) *pl* приложения (компьютерные программы)

**apply v** /ə'plai/ [T, I] подавать заявление (о приёме на работу, в учебное заведение и т. д.)

**apply for a job** подавать заявление о приёме на работу

**appointment n** /ə'pɔɪntmənt/ [C, U] условленная встреча

**archaeology n** /ɑ:kɪ'ɒlədʒɪ/ [U] BrE археология

**Arctic Circle n** /ɑ:ktɪk 'sɜ:kl/ Северный полярный круг

**aristocrat n** /'ærɪstəkræt/ [C] аристократ

**armament n, usually pl** /'a:məmənt/ [C] вооружение

**armaments factory** военный завод

**armchair n** /'a:mʃeə/ [C] кресло

**arrangement n** /ə'reindʒmənt/ [C] договорённость; приготовление, *pl* планы

**art n** /a:t/ [U] искусство

**traditional art** традиционное искусство

**modern art** современное искусство

**art gallery n** /'a:t ,gæləri/ [C] художественная галерея

**artificial adj** /,a:tʃɪfɪʃəl/ искусственный

**artist n** /'a:tɪst/ [C] художник

**Asian n** /'eɪzən/ [C] азиат, уроженец Азии

**assignment n** /ə'saɪnmənt/ [C, U] задание

**association n** /ə'sosɪst'eɪʃən/ [C] ассоциация, союз

**assume v** /ə'sju:m/ [T] допускать

**astronomer n** /ə'strɔ:nəmə/ [C] астроном

**athletics n** /æθ'letrɪks/ [U] BrE атлетика

**athletics stadium** спортивный стадион

**attend v** /ə'tend/ [I, T] *formal* 1) посещать

2) присутствовать

**attendant n** /ə'tendənt/ [C] работник обслуживающего персонала

**attention n** /ə'tenʃən/ [U] внимание

**attitude n** /'ætətju:d/ [C, U] отношение

**attractive adj** /ə'træktyv/ привлекательный

**attribute n** /'ætrəbju:t/ [C] отличительная черта, качество

**audience n** /'ɔ:diəns/ [C] аудитория, зрители, слушатели

**audition n** /ɔ:dɪʃən/ [C] прослушивание, проба на роль

**authoritative adj** /ɔ:'θɔ:gətətiv/ авторитетный

**authority n** /ɔ:'θɔ:gəti/ [C, U]

1) авторитетность, внушительность

2) специалист

**autograph n** /'ɔ:təgrəf/ [C] автограф

**average /'ævərɪdʒ/** 1. **adj** 1) средний (о размере, количестве, качестве)

2) обычный, ничем не примечательный, не выделяющийся из общей массы 2. **v** [T] выводить среднее число, усреднять

**average-looking adj** /'ævərɪdʒ 'lʊkɪŋ/ имеющий обычный, заурядный вид

**aviation n** /eɪvɪ'eɪʃən/ [U] авиация

**award n** /ə'wɔ:d/ [C] награда

**awesome adj** /'ɛ:səm/ потрясающий; приводящий в трепет

## В Ъ

**babysit v** /'beɪbɪ,sit/ [T, I] присматривать за детьми в отсутствие родителей

**babysitter n** /'beɪbɪ,sɪtə/ [C] няня, присматривающая за детьми в отсутствие родителей; бебиситтер

**backache n** /'bækəkeɪk/ [C, U] боль в спине

**badminton n** /'bædmɪntən/ [U] бадминтон

**Bahamas, the n** /bə'ha:məz/ Багамские острова

**baker n** /'beɪkə/ [C] пекарь

**baker's** булочная

**balance n** /'bæləns/ [U] баланс

**balcony n** /'bælkəni/ [C] балкон

**bald adj** /bɔ:ld/ лысый

**banker n** /'bænkə/ [C] банкир

**barber n** /'ba:bə/ [C] парикмахер (мужской)

**battalion n** /bæ'tæljən/ [C] батальон

**battlefield n** /'bætlfi:ld/ [C] поле боя

**bedsit n** /bed'sit/ [C] BrE (арендуемая) однокомнатная квартира; студия

**benefit n** /'benəfit/ [C, U] преимущество, выгода

**billboard n** /'bilbɔ:d/ [C] рекламный щит

**bit n** /bit/ [C] частичка, кусочек

**a (little) bit** немного, слегка, чуть-чуть

**blackcurrant n** /blæk'kʌrgənt/ [C] чёрная смородина

**blame v** /bleim/ [T] винить, обвинять

**bleach v** /bli:tʃ/ [T] отбеливать; обесцвечивать (о волосах)

**blister** *n* /'blistə/ [C] волдырь  
**block** *n* /blk/ [C] здание, строение, дом  
**block of flats** многоквартирный дом  
**blue-collar adj** /,blu:'kɔlə/ производственный, относящийся к производству  
**blue-collar job** работа на производстве  
**blue-collar workers** рабочие на производстве; «синие воротнички»  
**board** /bɔ:d/ 1. *v* [I, T] совершать посадку (на самолёт и т. д.) 2. *n* [C] табло  
**departure board** табло вылетов (в аэропорту)  
**boarding card** *n* /'bɔdɪŋ ka:d/ посадочный талон  
**body building** *n* /'bɒdɪ ,bɪldɪŋ/ [U] культуризм, бодибилдинг  
**bodyguard** *n* /'bɒdiga:d/ [C] телохранитель  
**bomb** *n* /bɒm/ [C] бомба  
**boneless adj** /'bəʊnləs/ бескостный; очищенный от костей  
**book** *v* /bʊk/ [I, T] заказывать, резервировать, бронировать (билет)  
**book a table** заказать столик (в ресторане)  
**born** *v* /bɔ:n/ рождать  
**be born into** родиться (в определённой семье, в определённых условиях)  
**bother** *v* /'bɒðə/ [I, T] беспокоить; раздражать  
**sorry to bother you** извините за беспокойство  
**bottle** *n* /'bɒtl/ [C] бутылка  
**bounce** *v* /baʊns/ [I, T] отскакивать  
**bounce back** пересылаться обратно, возвращаться (на адрес отправителя)  
**bowtie** *n* /'bəʊ 'taɪ/ [C] галстук-бабочка  
**boxing** *n* /'bɒksɪŋ/ [U] бокс  
**brainy adj** /'breɪnɪ/ informal толковый, умный  
**brake** *n* /breɪk/ [C] тормоз  
**bravery** *n* /'brɛvɪətɪ/ [U] храбрость  
**break** *v* /breɪk/ [T] ломать, сломать  
**breathe** *v* /brɪ:ð/ [I, T] дышать  
**breathe in** вдохнуть  
**breathe out** выдохнуть  
**breathing** *n* /'bri:θɪŋ/ [U] дыхание  
**brief** *adj* /bri:f/ краткий  
**brilliant** *adj* /'brɪljənt/ великолепный, блестящий  
**broken** *adj* /'brəʊkən/ сломанный  
**build** *n sg* /bɪld/ [U singular] телосложение  
**burst** *v* /bɜ:st/ [T, I] взорваться; разразиться  
**burst into tears/laughter** расплакаться/рассмеяться

**burst out crying/laughing** расплакаться/рассмеяться  
**butcher** *n* /'bʊtʃə/ [C] мясник  
**butcher's** мясной магазин

**C e**

**cancel** *v* /'kænsəl/ [T] отменить  
**canvas** *n* /'kænvəs/ [C] холст, парусина, брезент  
**under canvas** в палатке  
**captain** *n* /'kæptən/ [C] капитан  
**captain in sports** капитан спортивной команды  
**capture** *v* /'kærptʃə/ [T] захватить, завладеть  
**capture sb's imagination** завладеть чьим-л. воображением  
**card** *n* /ka:d/ [C] игральная карта  
**career** *n* /kə'pɪə/ [C] занятие, профессия, карьера; профессиональный путь  
**carry** *v* /'kærɪ/ [T] нести  
**carry on** продолжать  
**carry sth out** выполнить что-л.  
**carton** *n* /'ka:tn/ [C] коробка, пакет (сока и т. п.)  
**cash dispenser** *n* /'kæʃ dɪ,spensə/ [C] банкомат  
**cash register** *n* /'kæʃ ,redʒɪstrə/ [C] касса, кассовый аппарат  
**castle** *n* /'kɑ:səl/ [C] замок  
**casual adj** /'kæzʊəl/ повседневный; непринуждённый  
**casual clothes/wear** повседневная, непарадная одежда  
**cemetery** *n* /'semətrɪ/ [C] кладбище  
**chain store** *n* /'feinstɔ:/ [C] сетевой магазин  
**chalet** *n* /'ʃælei/ [C] шале, деревянный дом в горах  
**chamber** *n* /'tʃeimbə/ [C] камера, резервуар (в надувной лодке)  
**champion** *n* /'tʃæmpɪən/ [C] чемпион  
**chance** *n* /'tʃa:ns/ [C, U] вероятность, возможность, шанс  
**change** *n* /'tʃeindʒ/ [U] сдача  
**give sb change (for a £20 note)** дать сдачу (с двадцатифунтовой купюры)  
**changing room** *n* /'tʃeindʒɪŋ ru:m/ [C] примерочная  
**charge** *n* /tʃa:ðʒ/ [U, C] 1) нагрузка; загрузка  
2) руководство, ответственность  
3) попечение; надзор  
**be in charge of** отвечать за что-л., стоять во главе чего-л.  
**charming adj** /'tʃa:min/ очаровательный

**chase** *v /tʃeɪs/ [I, T]* преследовать кого-л.  
**chatterbox** *n /'tʃætəbɒks/ [C]* *informal*  
 болтун, болтушка  
**chauffeur** *n /'ʃɔ:fə/ [C]* шофер, водитель  
**check** */tʃek/ 1. v [I, T]* проверять  
 2. *n [C]* проверка, контроль  
**security check** контроль на наличие  
 оружия (в аэропорту)  
**check-in** */tʃek in/ 1. n* стойка регистрации  
 (в аэропорту) 2. *v [I, T]* зарегистрироваться  
 на рейс  
**chemical** */'kemɪkəl/ 1. adj* химический  
 2. *n [C]* химикат  
**chemist** *n /'keməst/ [C]* аптекарь  
**chemist's** *n /'keməsts/ [C]* аптека  
**chess** *n /tʃes/ [U]* шахматы  
**chest** *n /tʃest/ [C]* грудная клетка  
**circuit** *n /'sɜ:kɪt/ [C]* цикл  
**circuit training** серия упражнений для  
 поддержания физической формы  
**city centre** *n /'sɪti 'sentə/ [C]* *BrE* центр  
 города  
**claim** *v /kleɪm/ [T, I]* заявлять  
 (безосновательно), утверждать  
**clan** *n /klæn/ [C]* клан  
**clarify** *v /'klærəfaɪ/ [T]* разъяснять  
**classical** *adj /'klæsɪkəl/* классический  
**classical music** классическая музыка  
**clean-shaven** *adj /'kli:n'ʃeɪvən/* чисто  
 выбритый  
**cliché** *n /'kli:ʃeɪ/ [C]* клише  
**clock** *v /klɒk/ [T]* засекать время;  
 показывать, регистрировать (о приборе)  
**clock in** отмечать время прихода  
 на работу  
**clown** *n /klaʊn/ [C]* клоун  
**coach** *n /kəʊtʃ/ [C]* спортивный тренер  
**coatstand** *n /'kəʊtstænd/ [C]* напольная  
 вешалка для верхней одежды  
**coincidence** *n /kəʊ'ɪnsədəns/ [C, U]*  
 совпадение  
**cold** *n /kəʊld/ [C]* простуда  
**come** *v /kʌm/ [I]* приходить  
**come across as** производить какое-л.  
 впечатление  
**communication** *n /kə,mju:nə'keɪʃən/ [U]*  
 1) общение 2) передача информации  
**comedian** *n /kə'mi:dɪən/ [C]* комик,  
 комедийный актёр  
**comedy** *n /'kɒmədɪ/ [C]* комедия (жанр  
 пьесы, фильма)  
**compensation** *n /kɒmp'ren'seɪʃən/ [U]*  
 компенсация  
**competent** *adj /'kɒmprətənt/* осведомлённый,  
 компетентный

**complain** *v /kəm'pleɪn/ [T, I]* жаловаться  
**complaint** *n /kəm'pleɪnt/ [C, U]* жалоба  
**complete** *adj /kəm'pli:t/* полный,  
 законченный  
**completely** *adv /kəm'pli:tli/* совершенно,  
 полностью  
**complex** *n /'kɒmplɛks/ [C]* комплекс  
**complexion** *n /kəm'plekʃən/ [C]* цвет лица  
**have a dark complexion** иметь  
 смуглый цвет лица  
**have a fair complexion** иметь светлый  
 цвет лица  
**compliment** *n /'kɒmplɪmənt/ [C]* комплимент  
**confidence** *n /'kɒnfɪdəns/ [U]* доверие  
**confident** *adj /'kɒnfɪdənt/* уверенный  
**confusing** *adj /kən'fju:zɪŋ/* неясный,  
 запутанный  
**conscious** *adj /'kɒnʃəs/* находящийся  
 в сознании  
**conscious of sth/that** осознающий  
 что-л./что  
**consequently** *adv /'kɒnsəkwəntli/*  
 следовательно  
**console** *n /'kɒnsəʊl/ [C]* панель управления  
**consultation** *n /kɒnsə'lteɪʃən/ [C, U]*  
 консультация, обсуждение, переговоры  
**contract** *n /'kɒntrækt/ [C]* контракт,  
 договор, соглашение  
**convenience** *n /kən'vei:nəns/ [U]* удобство  
**at your earliest convenience formal**  
 как можно быстрее  
**convenience food** *n /kən'vei:nəns ,fu:d/ [C, U]*  
 продукты быстрого приготовления  
**convenient** *adj /kən'vei:nənt/* удобный,  
 подходящий  
**conversely** *adv /kən'vez:sli/* напротив,  
 наоборот  
**convey** *v /kən'vei/ [T]* выражать,  
 передавать (мысли, чувства)  
**convict** *n /'kɒnvɪkt/ [C]* осуждённый,  
 заключённый  
**cook** *n /kʊk/ [C]* повар  
**coordinate** *v /kəʊ'ɔ:dəneɪt/ [T]*  
 координировать, согласовывать  
**coordination** *n /kəʊɔ:də'neɪʃən/ [U]*  
 координация  
**hand-to-eye coordination** зрительно-  
 моторная координация  
**corner** *n /'kɔ:nə/ [C]* угол  
**corner kick** угловой удар  
**cosmetic** *adj /kɒz'metɪk/* косметический  
**cosmetics** *n pl /kɒz'metɪks/* косметика  
**costume** *n /'kɒstjʊm/ [C, U]* костюм  
 (театральный)

**cosy** *adj* /'kəʊzi/ *BrE* уютный  
**cottage** *n* /'kɒtɪdʒ/ [C] коттедж, небольшой загородный дом  
**cough** *v* /kɒf/ [I] кашлять  
**count** *v* /kaʊnt/ [I] иметь важное значение  
**country** *adj* /'kʌntri/ загородный, сельский  
**country cottage** дом в деревне  
**country music** *n* /'kʌntri ,mju:zɪk/ [U] кантри (стиль музыки)  
**courage** *n* /'kʌrɪdʒ/ [U] мужество  
**court** *n* /kɔ:t/ [C] 1) корт 2) внутренний двор  
**tennis court** теннисный корт  
**courtyard** *n* /'kɔ:tjɑ:d/ [C] внутренний двор  
**covering letter** *n* /'klvərɪŋ 'letə/ [C] сопроводительное письмо  
**cramped** *adj* /kræmpt/ тесный  
**creamy** *adj* /'kri:mɪ/ сливочный; кремообразный  
**creepy-crawly** *n* /'kri:pɪ'kro:li/ [C] *informal* ползучая тварь  
**cricket** *n* /'krikət/ [U] крикет  
**criticise** *v* /'kritəsaɪz/ [T, I] критиковать  
**crop** *v* /krɒp/ [T] укоротить, коротко постричь  
**cross-country** *adj* /'krɒs'kʌntri/ [only before noun] проходящий без дороги, напрямик  
**cross-country running** бег по пересечённой местности  
**crossword** *n* /'krɒswɜ:d/ [C] кроссворд  
**crucial** *adj* /'kru:ʃəl/ ключевой, решающий  
**culmination** *n* /'kʌlmɪn'eɪʃən/ [U] кульминация  
**cup** *n* /kʌp/ [C] кубок (приз спортивного состязания)  
**World Cup** Кубок мира  
**curriculum vitae** *n* /kə,rɪkjʊləm 'vi:tai/ [C] *BrE* краткая биография; резюме  
**curse** *n* /kɜ:s/ [C] проклятие  
**custom** *n* /'kʌstəm/ [T, I] обычай, традиция  
**cut** *v* /kʌt/ [T] резать  
**cut down on sth** сократить количество чего-л.  
**cute** *adj* /kjut/ прелестный, милый

## D d

**daredevil** *n* /'deə,dɛvəl/ [C] смельчак, сорвиголова  
**dash** *v* /dæʃ/ [I] стремительно идти  
**deceive** *v* /dɪ'si:v/ [T] вводить в заблуждение, обманывать  
**decent** *adj* /'di:sənt/ приличный, достойный  
**deception** *n* /dɪ'sepʃən/ [C, U] обман  
**deceptive** *adj* /dɪ'septɪv/ обманчивый

**decline** *n* /dɪ'klain/ [C, U] упадок; депрессия  
**be in decline** быть в упадке  
**decorate** *v* /'dekəreɪt/ [T, I] декорировать, украшать  
**dedicate** *v* /'dedɪkeɪt/ [T] посвящать  
**defence** *n* /dɪ'fens/ *BrE* [U, C] защита, оборона  
**defend** *v* /dɪ'fend/ [I, T] защищать  
**defensive** *adj* /dɪ'fensɪv/ защищающийся, занявший оборонительную позицию  
**degree** *n* /dɪ'grɪ:/ [C] степень, квалификация (получаемая по окончании университета)  
**do a degree in** учиться, чтобы получить степень  
**take/get a degree in** получить степень  
**delay** /dɪ'leɪ/ 1. *n* [C] задержка (рейса)  
2. *v* [T, I] отложить, задержать (рейс)  
**delicate** *adj* /dɪ'lɪkət/ деликатный, изящный, тонкий, нежный  
**delicious** *adj* /dɪ'lɪʃəs/ вкусный  
**demo** *n* /'deməʊ/ [C] *informal* демонстрационный экземпляр чего-л.  
**deodorant** *n* /di:'əʊdərənt/ [C, U] дезодорант  
**department store** *n* /dɪ'pa:tment sto:/ [C] универмаг  
**departure lounge** *n* /dɪ'pa:tu:r ləʊndʒ/ зал вылета, зал ожидания  
**dependent** *adj* /dɪ'pendənt/ зависимый  
**depressed** *adj* /dɪ'prest/ подавленный, угнетённый  
**depressing** *adj* /dɪ'presɪŋ/ наводящий тоску, уныние, вызывающий депрессию  
**descendant** *n* /dɪ'sendənt/ [C] потомок  
**desert** *n* /'dezət/ [C] пустыня  
**deserted** *adj* /dr'zɜ:təd/ покинутый, опустевший, пустынnyй  
**designer** *n* /dɪ'zainə/ [C] дизайнер  
**fashion designer** модельер  
**desirable** *adj* /dɪ'zaɪərəbəl/ желанный  
**desperate** *adj* /'desprərət/ отчаянный  
**destination** *n* /destə'nейʃən/ [C] место назначения  
**detached** *adj* /dɪ'tætɪt/ отдельный, стоящий особняком  
**detached house** отдельно стоящий дом, индивидуальный жилой дом  
**determination** *n* /dɪ'tɜ:z:me'nейʃən/ [U] решимость, целеустремлённость  
**devastate** *v* /'devəsteɪt/ [T] разрушить, уничтожить  
**devastation** *n* /'devəsteɪʃən/ [U] разрушение  
**device** *n* /dɪ'veais/ [C] устройство  
**diet** *n* /'daɪət/ [C, U] диета  
**go on a diet** садиться на диету

**goalkeeper** *n* /'gəʊlkɪ:pə/ [C] вратарь  
**dimple** *n* /'dimpəl/ [C] ямочка (на щеке, подбородке)  
**diploma** *n* /də'pləʊmə/ [C] диплом  
**direct** *v* /də'rekt/ [T] режиссировать  
**direction** *n* /də'rekʃən/ [C] направление  
**director** *n* /də'rektə/ [C] режиссёр (кино, театра, телевидения)  
**disapproval** *n* /dɪsə'pru:vəl/ [U] неодобрение  
**dish** *n* /dɪʃ/ [C] блюдо (еда)  
**dishonest** *adj* /dɪs'ɒnəst/ нечестный  
**disruption** *n* /dɪs'rʌpʃən/ [C, U] нарушение, дестабилизация; неудобства  
**dissapprove** *v* /dɪsə'pru:v/ [I] не одобрять  
**dissatisfied** *adj* /dɪ'sætɪsfɪəd/ недовольный  
**distance** *n* /'dɪstəns/ [C, U] расстояние  
**distinction** *n* /dɪ'stɪŋkʃən/ [C, U] различие  
**distinguish** *v* /dɪ'stɪŋgwɪʃ/ [I, T] различать, отличать  
**district** *n* /'distrɪkt/ [C] район  
**diving** *n* /'daɪvɪŋ/ [U] дайвинг  
**division** *n* /dɪ'vezən/ [C] дивизия (в армии)  
**dizzy** *adj* /'dizi/ испытывающий головокружение; головокружительный  
**feel dizzy** чувствовать головокружение  
**dominant** *adj* /dɒmɪnənt/ доминирующий, преобладающий  
**dominate** *v* /'dɒmɪneɪt/ [I, T] доминировать, иметь влияние  
**domination** *n* /dɒmɪ'nейʃən/ [U] доминирование, власть  
**doubt** *n* /daʊt/ [C] сомнение  
**no doubt** без сомнения  
**downside, the** *n* /'daʊnsaɪd/ непривлекательная сторона, обратная сторона чего-л.  
**dozen** *n* /'dʌzən/ дюжина  
**drama** *n* /'dra:mə/ [C, U] драма (пьеса)  
**dramatic** *adj* /dræ'mætɪk/ 1) драматичный 2) волнующий, эффектный  
**dramatically** *adv* /dræ'mætɪkli/ эффектно, ярко  
**draughts** *n* /dra:fts/ [U] BrE шашки  
**drawing** *n* /drɔ:gɪŋ/ [C] рисунок  
**dreadful** *adj* /'dredfəl/ ужасный  
**dreadlocks** *n pl* /'dredləks/ дреды (тип причесок)  
**drop** *v* /drɒp/ [T, I] уронить; бросить; понижать  
**drop out** быть отчисленным из университета/школы, бросить учёбу  
**drop off** подвозить  
**drown** *v* /draʊn/ [I, T] 1) тонуть 2) топить  
**drug** *n* /drʌg/ [C] наркотик  
**due** *adj* /du:/ предполагаемый, ожидаемый

**be due** ожидаться в определённое время (о рейсе)  
**due to** благодаря чему-л., вследствие чего-л.  
**duty-free** *adj* /dju:tɪ 'fri:/ беспошлинный  
**duty-free shop** магазин беспошлинной торговли  
**dye** *v* /daɪ/ [T] окрашивать ( волосы)

**E e**

**earn** *v* /ɜ:n/ [I, T] зарабатывать деньги  
**to earn a living** зарабатывать на жизнь  
**earphones** *n pl* /'ɪəfəʊnz/ наушники  
**eat** *v* /i:t/ [I, T] есть  
**eat out** есть в ресторане, кафе  
**educational** *adj* /edʒ'keɪʃənl/ образовательный  
**elderly** *adj* /'eldəlɪ/ пожилой, немолодой, почтенный  
**elegant** *adj* /'elægənt/ изысканный, элегантный  
**emigrate** *v* /'emægrɪte/ [I] эмигрировать  
**emigration** *n* /'emɪ'greɪʃən/ [U, C] эмиграция  
**employment** *n* /ɪm'plɔɪmənt/ [U] 1) наём на работу 2) служба, работа (по найму)  
**be in employment** работать по найму  
**encourage** *v* /ɪn'kʌrɪɡ/ [T] 1) ободрять, поощрять 2) способствовать чему-л.  
**enemy** *n* /'enəmɪ/ [C] враг  
**enrol** *v* /ɪn'rəʊl/ [I, T] записаться куда-л., стать членом  
**enrol at a school/college** быть зачисленным в школу, колледж  
**enthusiasm** *n* /ɪnθju:zɪ'æzm/ энтузиазм  
**enthusiastic** *adj* /ɪnθu:zi'æstɪk/ восторженный, увлечённый, полный энтузиазма  
**entry** *n* /'entrɪ/ [C] запись  
**entry form** заявка  
**epilepsy** *n* /'epilepsi/ [U] эпилепсия  
**equality** *n* /'ɪkwələti/ [U] равенство  
**err** *v* /ɜ:/ [I] old use совершать ошибку, ошибаться  
**essential** *adj* /ɪ'senʃəl/ необходимый  
**establish** *v* /ɪ'stæblɪʃ/ [T] учреждать  
**exaggerate** *v* /ɪg'zædʒəreɪt/ [I, T] преувеличивать  
**exchange** *v* /ɪks'teɪnɡ/ [T] обменивать  
**exchange sth for sth** обменять что-л. на что-л.  
**exclusive** *adj* /ɪk'sklu:sɪv/ исключительный, престижный, фешенебельный  
**exhibition** *n* /eksə'bɪʃən/ [C, U] выставка  
**expectation** *n* /ekspe�'teɪʃən/ [C] ожидание

**expel** *v /ɪk'spel/ [T]* исключать (из учебного заведения)  
**experienced** *adj /ɪk'spiərɪnd/* опытный  
**explain** *v /ɪk'splein/ [I, T]* объяснять  
**express** *v /ɪk'spres/ [T]* выражать  
**exterior** *n, usually sg /ɪk'stiərɪə/ [C]* экстерьер, внешний вид  
**extract** *n /'ekstrækt/ [C]* отрывок  
    **extract from a book/newspaper**  
        отрывок из книги/газеты  
**extraordinary** *adj /ɪk'strɔ:dənəri/* экстраординарный, необычный  
**extremely** *adv /ɪk'stri:mli/* крайне, чрезвычайно  
**ex-wife** *n /'ekswaif/ [C]* бывшая жена  
**eye** *n /aɪ/ [C]* глаз  
    **eye contact** визуальный контакт  
**eyebrow** *n /'aibraʊ/ [C]* бровь

## F f

**face** *v /feɪs/ [T]* 1) столкнуться с чем-л.  
2) выходить на (об окнах)  
**facial** *adj /'feɪsəl/* лицевой  
    **facial expression** выражение лица  
**familiar** *adj /fə'miliə/* хорошо знакомый, известный  
**fan** *n /fæn/ [C]* почитатель, болельщик, фанат  
**fancy** *v /'fænsi/ [T]* сильно хотеть, желать чего-л.  
**fantastic** *adj /fæn'tæstɪk/* потрясающий, незабываемый  
**fantasy** *n /'faentəsi/ [C, U]* 1) фантазия, игра воображения, иллюзия 2) сказка, фэнтези (жанр фильма)  
**fascinating** *adj /'fæsəneɪtɪŋ/* очаровательный, обворожительный; увлекательный  
**fashion** *n /'fæʃən/ [C, U]* мода  
**fashionable** *adj /'fæʃənəbəl/* модный  
**fasten** *v /fa:sən/ [I, T]* пристегнуть(ся)  
    **fasten belts** пристегните ремни  
**faulty** *adj /'fɔ:lti/* имеющий недостатки, пороки  
**feature film** *n /'fi:tʃə,film/ [C]* художественный фильм  
**fed up** *adj /fed 'ʌp/* [not before noun]  
*informal* сытый по горло  
**feminine** *adj /'femənɪn/* женский, женственный  
**festival** *n /'festəvəl/ [C]* фестиваль (кино, музыкальный и т. д.)  
**festivity** *n /fe'stivəti/ [C, U]* 1) празднество, торжество, праздник 2) веселье, праздничное настроение

**filthy** *adj /'filθi/* грязный, немытый  
**final** *adj /'fainl/* последний, финальный, конечный  
    **final scene** последняя, заключительная сцена  
**fireman** *n /'faɪəmən/ [C]* пожарный  
**fitness** *n /'fitnəs/ [U]* выносливость; натренированность; хорошее состояние здоровья  
**flared** *adj /fleəd/* расклешенный  
**flatten** *v /'flætn/ [I, T]* делать плоским, ровным  
**flatter** *v /'flætə/ [T]* 1) льстить  
2) преувеличивать достоинства, выставлять в выгодном свете  
    **flatter sb's shape** выгодно  
        подчёркивать фигуру  
**flattering** *adj /'flætərɪŋ/* 1) льстивый  
2) выставляющий в выгодном свете  
3) подчёркивающий достоинства внешности  
**flee** *v /fli:/ [I, T]* бежать, убегать; спасаться бегством  
**float** *n /fləʊt/ [C]* платформа на колёсах (для уличных торжеств)  
**flunk** *v /flʌŋk/ [I, T]* AmE провалиться на экзамене  
**fool** *v /fu:l/ [T]* обмануть, одурачить  
    **fool around** валять дурака, дурью маяться  
**foolish** *adj /'fu:lɪʃ/* глупый  
**fork-lift** *n /fɔ:k lɪft/ [C]* погрузчик с вильчатым захватом  
    **fork-lift truck** автокар с вильчатым подъёмником  
    **fork-lift driver** водитель автокара с вильчатым подъёмником  
**found** *v /faʊnd/ [T]* основывать  
**frame** *n /freɪm/ [C]* рамка  
**free** *adj /fri:/* свободный; бесплатный  
    **free spirit** свободный духом  
**fresh** *adj /fres/* свежий  
**friendly** *adj /'frendlɪ/* дружелюбный, дружественный  
**friendship** *n /'frendʃɪp/ [C, U]* дружба  
**frightened** *adj /'fraɪntɪd/* испуганный, напуганный, испытывающий страх  
**fringe** *n /frɪnɡ/ [C]* чёлка  
**front** *adj /frʌnt/* 1. *n* передняя часть, лицевая сторона 2. *adj* передний, фронтальный  
    **at/in the front of something** в передней части чего-л.  
**front door** входная дверь  
    **front row** первый ряд  
**frown** *v /fraʊn/ [I]* хмуриться

**frozen** *adj* /'frəʊzən/ замороженный  
**fulfil** *v* /'fʊl'fil/ [T] *BrE* выполнить, осуществить (мечту)  
**full-time** *adv* /'fʊl 'taɪm/ штатный; занимающий полный рабочий день  
**full-time job** работа на полный день  
**fun** *n* /fʌn/ [U] веселье, забава  
**funk** *n* /fʌŋk/ [U] фанк (стиль музыки, соединяющий в себе джаз и африканскую музыку)  
**furnished** *adj* /'fɜːnɪʃt/ меблированный, обставленный мебелью  
**further education** *n* /'fɜːðə ,edju'keɪʃən/ [U] *BrE* дальнейшее образование

**G g**

**gain** *v* /geɪn/ [I, T] приобретать, набирать  
**gain weight** набрать вес  
**gallery** *n* /'gæləri/ [C] галерея (художественная)  
**game** *n* /geɪm/ [C] игра  
**game/video console** игровая/ видеоприставка  
**game controls** средства управления компьютерной игрой  
**gamer** *n* /'geɪmə/ [C] любитель, участник компьютерных игр, геймер  
**gasp** *v* /gɑːsp/ [I, T] хватать ртом воздух; задохнуться (от боли, испуга); ахнуть  
**gaze** *v* /geɪz/ [I] пристально глядеть, вглядываться  
**general** *n* /'dʒenərəl/ [C] генерал  
**generation** *n* /'dʒenə'reɪʃən/ [C] поколение  
**genre** *n* /'ژnr/ [C] *formal* жанр  
**geographical** *adj* /'dʒiːɔː'græfɪkəl/ географический (о положении)  
**gesture** *n* /'dʒestʃə/ [C] жест  
**get** *v* /get/ [T] получать; понимать  
**get at** 1) доставать (дотягиваться)  
2) иметь в виду  
**get over** преодолеть болезнь, поправиться  
**giggle** *v* /'gigəl/ [I] хихикать, глупо смеяться  
**give** *v* /gɪv/ [I, T] давать  
**give away** 1) отдавать 2) выдавать, делать явным  
**give up** сдаться; бросить что-л. делать  
**glad** *adj* /glæd/ радостный, довольный  
**glance** *v* /glaːns/ [I] взглянуть мельком  
**gloomy** *adj* /'gluːmi/ мрачный  
**go** *v* /gəʊ/ [I] идти, проходить  
**go to the departure lounge** проходить в зал отправления (ожидания вылета)  
**go through passport control** проходить паспортный контроль

**go to school/university** ходить в школу/учиться в университете  
**goatee beard** *n* /'gəʊti: biːd/ [C] козлиная бородка; эспаньолка; бородка клинышком  
**golf** *n* /gɔlf/ [U] гольф

**golf course** поле для игры в гольф  
**good-looking** *adj* /'gʊd'luːkɪŋ/ миловидный, привлекательный, красивый  
**good-natured** *adj* /'gʊd'neɪʃəd/ добродушный, весёлый  
**gorgeous** *adj* /'gɔːdʒəs/ *informal* потрясающий, великолепный  
**graduate** /'grædʒueɪt/ 1. *v* [I] окончить университет/колледж, получить диплом  
2. *n* [C] выпускник университета/ колледжа  
**graphics** *n pl* /'græfɪks/ компьютерная графика  
**greengrocer** *n* /'grɪ:n,grəʊsə/ [C] *BrE* продавец овощей и фруктов

**greengrocer's** овощной магазин  
**grin** /grɪn/ 1. *n* [C] ухмылка, усмешка  
2. *v* [I] ухмыляться  
**grocer** *n* /'grəʊsə/ [C] бакалейщик  
**grocer's** бакалейный магазин  
**grocery store** *n* /'grəʊsəri stɔː/ [C] *AmE* продуктовый магазин, супермаркет  
**guarantee** *v* /,gær(ə)n'ti:/ [T] гарантировать  
**guidance** *n* /'gaɪdəns/ [U] руководство, управление

**careers guidance** профессиональная ориентация

**guideline** *n* /'gaɪdlайн/ [C] (for sth) рекомендации, инструкции (по чему-л.)  
**guitar** *n* /gi'ta:/ [C] гитара  
**gym** *n* /'dʒɪm/ [C] гимнастический, спортивный зал  
**gymnastics** *n* /'dʒɪm'næstɪks/ [U] гимнастика

**H h**

**hair styling mousse** *n* /'heə ˈstailɪŋ mu:s/ мусс для укладки волос  
**hairdresser** *n* /'heədresə/ [C] парикмахер, стилист

**hairdresser's shop** парикмахерская  
**hairstyle** *n* /'heəstail/ [C] стрижка, причёска  
**half** *n* /ha:f/ [C] половина; тайм, половина игрового времени

**first/second half** первый/второй тайм  
**hall** *n* /hɔ:l/ [C] холл, коридор  
**hall of residence** *n* /,hɔ:l əv 'rezɪdəns/ [C] *BrE* общежитие  
**hand** *v* /hænd/ [T] предоставлять, передавать  
**hand sth in** сдать что-л.

**handball** *n* /'hændbɔ:l/ [U] гандбол  
**handle** *v* /'hændl/ [T] 1. трогать, брать руками, гладить 2. обходиться, обращаться  
**handshake** *n* /'hændseɪk/ [C] рукопожатие  
**handsome** *adj* /'hænsəm/ красивый  
**hands-on** *adj* /,hændz'ɒn/ практический; приобретённый самостоительно (об опыте)  
**hang-gliding** *n* /'hæŋ,glaɪdɪŋ/ [U] дельтапланеризм  
**hardly** *adv* /'ha:dli/ едва, еле-еле  
    **hardly anyone** почти никого  
**haunt** *v* /'ho:nt/ [T] являться (о привидениях)  
**haunted** *adj* /'ho:ntid/ встревоженный  
    **haunted house** дом с привидениями  
**headline** *n* /'hedlайн/ заголовок (в газете, журнале и т. д.)  
**health** *n* /helθ/ [U] здоровье  
**health and safety** *n* /helθ ən 'seifθ/ [U] охрана труда и техника безопасности  
    **health and safety inspector** инспектор по охране труда и технике безопасности  
**healthy** *adj* /'helθi/ здоровый  
**heat** *v* /hi:t/ [T] нагревать  
**hectic** *adj* /'hektɪk/ лихорадочный, беспокойный, активный  
**higher education** *n* /'haɪə ,edju'keɪʃən/ [U] высшее образование  
**highlight** /'haɪlait/ 1. *v* [T] 1) подчёркивать, выделять 2) осветлять пряди волос  
2. *n pl* осветлённые пряди волос  
**hilarious** *adj* /hɪ'lærɪəs/ очень весёлый, уморительный  
**hill walking** *n* /'hil ,wɔ:kɪŋ/ [U] поход в горы  
**hip hop** *n* /'hip hɒp/ [U] хип-хоп (музыкальный стиль)  
**hi-tech** *adj* /'haɪ'tek/ высокотехнологичный  
**hold** *v* /həʊld/ [T] держать  
    **hold back** сдерживать  
    **hold on** подождать недолго  
    **hold sb's attention** удерживать чьё-л. внимание  
**homework** *n* /'həʊmwɜ:k/ [U] домашнее задание  
**honest** *adj* /'ɒnəst/ честный  
**honeymoon** *n* /'hʌnɪmu:n/ [C] медовый месяц  
**honours degree** *n* /'ɒnəz di'grɪ:/ [C] диплом с отличием  
**hooligan** *n* /'hu:ləgən/ [C] хулиган  
**horizontal** *adj* /,hɔrɪ'zɒntl/ горизонтальный  
**horrific** *adj* /hɔ'rɪfɪk/ ужасный  
**human** /'hju:mən/ 1. *adj* человеческий  
2. *n* [C] человек  
    **human error** человеческий фактор  
**hunt** *v* /hʌnt/ [I, T] охотиться

**hurt** *v* /hɜ:t/ [I, T] причинять боль, ударять

## I i

**ice hockey** *n* /'ais ,hɔki/ [U] хоккей на льду  
**ice-skate** *v* /'aɪsket/ [I] кататься на коньках  
**illegal** *adj* /ɪ'li:gəl/ нелегальный, незаконный  
**illogical** *adj* /ɪ'lɒfɪkəl/ нелогичный  
**image** *n* /'ɪmɪdʒ/ [C] идея, образ, представление о чём-л., о ком-л.  
**immature** *adj* /,ɪm'ɪʃuə/ незрелый, юный  
**immigrant** *n* /'ɪmɪgrənt/ [C] иммигрант  
    **illegal immigrant** нелегальный иммигрант  
**imperfect** *adj* /ɪm'pɛ:fɪkt/ *formal* неидеальный  
**impress** *v* /ɪm'pres/ [T] произвести благоприятное впечатление; впечатлять  
**impressed** *adj* /ɪm'prest/ под впечатлением; впечатлённый  
**impression** *n* /ɪm'preʃən/ [C] впечатление  
**incident** *n* /'ɪnsədənt/ [C] случай, происшествие, инцидент  
**income** *n* /'ɪnkʌm/ [C, U] доход  
**incomplete** *adj* /ɪn'kəm'plɪ:t/ неполный, незаконченный  
**independent** *adj* /ɪndə'pendənt/ независимый  
**indicate** *v* /'ɪndɪkeɪt/ [T, I] указывать, означать  
**indicative** *adj* /ɪn'dɪkətɪv/ указывающий, показывающий  
    be **indicative of** показывать что-л.  
**indoor** *adj* /ɪn'do:/ крытый, закрытый  
    **indoor sport** спорт в закрытых помещениях  
**industry** *n* /'ɪndəstrɪ/ [C] индустрия, производство  
    **heavy industry** тяжёлая индустрия  
**inexperienced** *adj* /ɪnɪk'spiərɪənst/ неопытный  
**infantry** *n* /'ɪnfəntri/ [U] пехота  
**inflatable** *adj* /ɪn'fleɪtəbəl/ надувной  
**influence** *n* /'ɪnfluəns/ [C, U] влияние  
**informative** *adj* /ɪn'fɔ:matɪv/ информационный  
**ingredient** *n* /ɪn'grɪ:dɪənt/ [C] ингредиент  
**inhabitant** *n* /ɪn'hæbətənt/ [C] житель  
**inherit** *v* /ɪn'herɪt/ [I, T] наследовать, получать наследство  
**injury** *n* /'ɪnʃərɪ/ [C, U] рана, повреждение  
**inland** *adj* /'ɪnlənd/ материковая часть суши; территория, удалённая от воды  
**insincere** *adj* /,ɪnsɪn'sɪə/ неискренний

**insincerity** *n* /ɪn'sɪnsərətɪ/ [U] неискренность  
**instant** *adj* /'ɪnstənt/ немедленный  
**instructor** *n* /ɪn'strʌktə/ [C] инструктор, тренер, преподаватель  
**fitness instructor** инструктор по фитнесу  
**intelligence** *n* /ɪn'telɪfʒəns/ [U] 1) интеллект, умственные способности 2) информация секретного характера  
**intelligence agency** разведывательная служба  
**intense** *adj* /ɪn'tens/ интенсивный, сильный  
**intention** *n* /ɪn'tenshən/ [C, U] намерение  
**interactive** *adj* /ɪn'teræktyv/ интерактивный  
**interest** *n* /'intrəst/ [C] интерес  
**interpret** *v* /ɪn'tɜ:pərt/ [T]  
 интерпретировать, толковать  
**interpretation** *n* /ɪn'tɜ:pərteɪʃən/ [C, U]  
 интерпретация, толкование  
**interrupt** *v* /ɪn'tɜ:pərt/ [I, T] прерывать  
**involve** *v* /ɪn'velva/ [T] включать в себя, влечь за собой, подразумевать, предполагать  
**inwards** *adv* /'ɪnwədz/ especially BrE внутрь  
**irrational** *adj* /ɪ'ræʃənl/ нерациональный  
**irresponsible** *adj* /ɪr'respɒnsəbl/  
 безответственный  
**issue** *n* /'ɪʃu:/ [C] вопрос, проблема  
**itchy** *adj* /'ɪtʃi/ зудящий; вызывающий зуд  
**have got itchy feet** очень хотеть поехать, пойти

**J j**

**jazz** *n* /dʒæz/ [U] джаз (музыкальный стиль)  
**Jet Ski** *n* /dʒet ski:/ [C] trademark гидроцикл  
**jigsaw** *n* /dʒaɪgɔ:/ [C] пазл  
**job** *n* /dʒɒb/ [C] работа  
**job centre** биржа труда, центр занятости  
**job satisfaction** удовлетворение от работы  
**part-time job** работа с частичной занятостью  
**full-time job** работа на полный день  
**jogging** *n* /'dʒɒgɪŋ/ [U] бег трусцой  
**joy** *n* /dʒɔi/ [U, C] радость  
**juicy** *adj* /'dʒu:sɪ/ сочный  
**junk food** *n* /'dʒʌŋk fʊd/ [U] нездоровая еда  
**junk mail** *n* /'dʒʌŋk meɪl/ [U] ненужная рекламная корреспонденция; спам, нежелательная почта; рассылка рекламы по почте

**K k**

**kayak** *n* /'keɪæk/ [C] каяк; байдарка  
**keep** *v* /ki:p/ [T, I] держать; хранить; беречь; оставлять (себе)  
**keep on doing sth** продолжать что-л.  
 делать  
**key** *n* /ki:/ [C] ключ  
**kilt** *n* /kilt/ [C] килт, юбка шотландского горца; клетчатая юбка в складку  
**kind** *adj* /kaɪnd/ добрый, любезный

**L l**

**lack** *n* /læk/ [U] недостаток, нехватка  
**laid-back** *adj* /leɪd'bæk/ спокойный, неторопливый  
**land** *v* /lænd/ [I, T] приземлиться  
**landing** *n* /'lændɪŋ/ [C] посадка  
**landlady** *n* /'lænd,leɪdi/ [C] владелица недвижимости, хозяйка  
**lean** /li:n/ 1. *adj* 1) худой; тощий  
 2) постный (о мясе) 2. *v* [I] наклоняться  
**lean towards sb** наклоняться к кому-л.  
**lecture** *n* /'lekʃə/ [C] лекция  
**legal** *adj* /'li:gəl/ легальный, законный  
**levee** *n* /'levi/ [C] дамба, насыпь  
**level** *n* /'levəl/ [C] уровень  
**life jacket** *n* /'laɪf dʒækɪt/ [C] спасательный жилет  
**light** *n* /laɪt/ [U, C] свет  
**in a good light** в хорошем свете, с хорошей стороны

**limb** *n* /lim/ конечность  
**line** /laɪn/ 1. *n* [C] линия  
 2. *v* [T] выстраиваться, располагаться/ встать в ряд

**land line** телефонная линия  
**lined with/by** застроенный чем-л.  
**link** *v* /lɪŋk/ [T] соединять, связывать  
**lip** *n* /lɪp/ [C] губа  
**live** *adv* /laɪv/ вживую  
**see sb performing live** видеть кого-л. вживую

**lively** *adj* /'laɪvli/ оживлённый, весёлый  
**load** *v* /ləʊd/ загружать  
**load a vehicle** загружать машину (товаром)  
**logical** *adj* /'loɡɪkəl/ логический; логичный  
**lonely** *adj* /'ləʊnli/ одинокий, испытывающий одиночество  
**loner** *n* /'ləʊnə/ [C] одиночка, отшельник  
**long jump** *n* /lɔŋ dʒʌmp/ [U] прыжки в длину  
**lose** *v* /lu:z/ [T] терять; пропускать; проигрывать

**be/get lost** потеряться, заблудиться  
**lose weight** сбрасывать вес, худеть  
**lose one's memory** потерять память  
**lover** *n sg* /'lʌvə/ [C] любитель, поклонник чего-л.

**fun lover** любитель повеселиться  
**home lover** домосед  
**luxurious** *adj* /'lʌg'zjuərɪəs/ роскошный, дорогой, элитный  
**luxury** *n* /'lʌkʃəri/ [C, U] роскошь; предмет роскоши  
**luxury hotel** элитная, роскошная гостиница

## M m

**machine** *n* /mə'ʃin/ [C] машина, механизм  
**exercise machine** спортивный тренажёр  
**rowing machine** гребной тренажёр  
**magical** *adj* /'mæfɪkəl/ магический  
**magnificent** *adj* /mæg'nifɪsənt/ великолепный, величественный  
**main** *adj* /meɪn/ [only before noun] главный, основной  
**main character** главный герой  
**make** *v* /meɪk/ [T] делать, сделать  
**make money** зарабатывать, делать деньги  
**make a fresh start** начать с начала, начинать снова  
**makeover** *n* /'meɪkəʊvə/ [C] создание нового облика  
**manicurist** *n* /'mænɪkjʊərist/ [C] мастер маникюра  
**mansion** *n* /'mænʃən/ [C] особняк  
**marathon** *n* /'mærəθən/ [C] марафон  
**run the marathon** бежать марафон  
**marvel** *n* /'ma:vəl/ [C] чудо; диво  
**masculine** *adj* /'mæskjələn/ мужской  
**masculinity** *n* /'mæskjə'lɪnəti/ [U] мужественность  
**mask** *n* /ma:sk/ [C] маска  
**master** *v* /ma:stə/ [T] овладевать, осваивать  
**mature** *adj* /mætʃuər/ развитой, зрелый  
**measurement** *n* /'mezəmənt/ [C] измерение  
**meat** *n* /mi:t/ [U] мясо  
**mechanic** *n* /mɪ'kænɪk/ [C] механик  
**medal** *n* /'medl/ [C] медаль  
**memorise** *v* /'meməraɪz/ [T] запоминать, заучивать наизусть  
**memory** *n* /'meməri/ [C, U] память  
**mention** *v* /'menʃən/ [T] упоминать  
**mess** *v* /mes/ [I, T] производить беспорядок, портить дело  
**mess up (an exam)** провалить экзамен

**microwavable** *adj* /'maɪkrəweɪvəbəl/ предназначенный для приготовления в микроволновой печи  
**microwave** /'maɪkrəweɪv/ 1. *n* [C] микроволновая печь 2. *v* [T] готовить что-л. в микроволновой печи  
**middle-aged** *adj* /'mɪdəl'eɪdʒd/ средних лет (в возрасте от сорока до шестидесяти лет)  
**migrate** *v* /maɪ'greɪt/ [I] мигрировать  
**millionaire** *n* /,mɪljə'neə/ [C] миллионер  
**mirror** *n* /'mɪrə/ [C] зеркало  
**mishear** *v* /,mɪs'hɪə/ [I, T] ослышаться  
**misinterpret** *v* /,mɪsɪn'tɜ:pɪt/ [T] ошибочно истолковывать  
**misquote** *v* /,mɪs'kwət/ [T] переврать, неправильно цитировать  
**miss** *v* /mɪs/ [T] пропускать  
**give sth a miss** пропускать что-л.  
**miss/skip classes** пропускать/прогуливать занятия  
**missile** *n* /'mɪsail/ [C] реактивная ракета  
**missing** *adj* /'mɪsɪŋ/ 1) недостающий; отсутствующий 2) потерявшийся  
**misspell** /,mɪs'spel/ 1. *v* [T] сделать орфографическую ошибку 2. *n* [C] орфографическая ошибка  
**misunderstand** *v* /,mɪsʌndə'stænd/ [I, T] неправильно понять  
**mock** *n* /mɒk/ [C] BrE тренировочный тест, экзамен и т. п.  
**mode** *n* /məʊd/ [C] вид, образ (жизни, мыслей)  
**mode of transport** *formal* вид транспорта  
**modern** *adj* /'mɒdn/ 1) современный, принадлежащий к настоящему времени 2) современный (об искусстве, отличающемся от традиционного)  
**Mohican** *n* /məʊ'hi:kən/ [C] BrE ирокез (тип причёски)  
**monk** *n* /mɒŋk/ [C] монах  
**motivate** *v* /'məʊtəveɪt/ [T] мотивировать, побуждать к чему-л.  
**be motivated** быть мотивированным, иметь мотивацию  
**multinational** *adj* /,mʌltɪ'næʃənəl/ многонациональный  
**mousse** *n* /mu:s/ [C, U] мусс  
**moustache** *n* /mə'staʃ/ [C] усы  
**mullet** *n* /'mʌlət/ [C] маллет, «рыбий хвост» (причёска, популярная в 80-х гг. XX в.: волосы подстрижены коротко спереди и по бокам, а сзади оставлены длинными)  
**multimillionaire** *n* /mʌltɪ'miljə'neə/ [C] мультимиллионер

**multi-player** *n* /'mʌltiplaɪə/: **multi-player game** игра с несколькими участниками, коллективная компьютерная игра  
**muscle** *n* /'mʌslə/ [C] мускул, мышца  
**muscular** *adj* /'mʌskjələ/ мускулистый  
**musical** *n* /'mju:zɪkəl/ [C] мюзикл  
**musician** *n* /'mju:zɪʃən/ [C] музыкант  
**mysterious** *adj* /mɪ'stiərɪəs/ загадочный, странный

**N n**

**natural** *adj* /'nætʃərəl/ естественный, природный  
**necessity** *n* /nə'sesətɪ/ [C] необходимость, надобность; обязательность  
**neck** *n* /nek/ [C] шея  
**newsagent** *n* /'nju:z ei̯fənt/ [C] BrE продавец или владелец газетного киоска  
**newsagent's** газетный киоск  
**niece** *n* /ni:s/ [C] племянница  
**non-alcoholic** *adj* /nɒn'ælkə'hɒlik/ безалкогольный  
**nonverbal** *adj* /nɒn'verbəl/ невербальный  
**notice** *v* /'nəʊtəs/ [I, T] замечать  
**number** *n* /'nʌmbə/ [C] количество  
**numerous** *adj* /'nju:mərəs/ formal многочисленный  
**nutrition** *n* /nju:tʃɪʃən/ [U] питание  
**nutritious** *adj* /nju:tʃɪʃəs/ питательный

**O o**

**obstacle** *n* /'ɒbstəkəl/ [C] препятствие  
**obtain** *v* /ə'bteɪn/ [T] formal получать, приобретать  
**occasion** *v* /ə'keɪzən/ [C] случай, событие  
**odd** *adj* /ɒd/ 1) странный, редкий  
2) случайный  
**odd jobs** случайная, разовая неквалифицированная работа  
**odd jobs fisherman** человек, который ищет разовую работу  
**offer** /'ɒfə/ 1. *n* [C] предложение 2. *v* [I, T] предлагать  
**on offer** в продаже  
**official** *adj* /ə'fɪʃəl/ официальный  
**official apology** официальное извинение  
**opera** *n* /'ɒpərə/ [C] опера  
**opponent** *n* /ə'prəʊnənt/ [C] 1) противник, соперник (в спорте) 2) противник, оппонент, выступающий против какой-л. идеи, плана  
**opportunity** *n* /'ɒprətju:nɪti/ [C, U] возможность, удобный случай

**option** *n* /'ɒpʃən/ [C] вариант (действия, поступка)  
**order** /'ɔ:də/ 1. *n* [C, U] 1) заказ 2) порядок  
2. *v* [I, T] заказывать, делать заказ (в ресторане, баре)  
**out of order** выйти из строя  
**order a meal/pizza** заказать блюдо/пиццу  
**ordinary** *adj* /'ɔ:dənəri/ обычный  
**ordinary-looking** *adj* /'ɔ:dənəri 'lʊkiŋ/ обычной, ординарной внешности  
**original** *adj* /ə'riːgɪnlə/ оригинальный  
**originate** *v* /ə'riːgɪneɪt/ [I] (in) formal брать начало; зародиться; возникать  
**outdoor** *adj* /aʊt'do:/ находящийся на улице  
**outdoor person** человек, который не любит сидеть дома  
**outdoor sport** спорт на открытом воздухе  
**outgoing** *adj* /aʊt'gəʊɪŋ/ коммуникабельный, общительный  
**outnumber** *v* /aʊt'pləmbə/ [T] численно превосходить  
**outplay** *v* /aʊt'pleɪ/ [T] обыгрывать, побеждать  
**outrage** *v* /aʊt'reɪs/ [I, T] обогнать  
**outsell** *v* /aʊt'sel/ [T] продаваться лучше (чем другой товар)  
**outskirts** *n pl* /'aʊtskɪz:ts/ окраина города  
**outwards** *adv* /'aʊtwədz/ наружу  
**oven** *n* /'əvən/ [C] духовой шкаф, духовка  
**overcome** *v* /ə'venə'klm/ [T] преодолевать  
**overcook** *v* /ə'venə'kʊk/ [T] пережарить  
**overdue** *adj* /ə'venə'dju:/ запоздавший  
**overqualified** *adj* /ə'venə'kwɒləfaɪd/ сверхквалифицированный; сверхопытный (для выполняемой работы)  
**oversleep** *v* /ə'venə'sli:p/ [I] проспать  
**overstep** *v* /ə'venə'step/ [T] преступать, нарушать  
**overtime** *n* /ə'venə'taɪm/ [U] сверхурочное время  
**work overtime/long hours** работать сверхурочно  
**overweight** *adj* /ə'venə'weɪt/ с излишним весом  
**be overweight** обладать излишним весом  
**P p**  
**packed lunch** *n* /pækɪt 'lʌntʃ/ [C] BrE сухой пакет  
**pad** *n* /pæd/ [C] подушечка, мягкая прокладка

**elbow pad** 1) мягкий подлокотник  
2) налокотник

**pain** *n* /peɪn/ [C, U] боль

**painful** *adj* /'peɪnfəl/ болезненный

**palace** *n* /'pæləs/ [C] дворец

**pale** *adj* /peɪl/ бледный

**palm** *n* /pa:m/ [C] ладонь

**have sb in the palm of one's hand** иметь власть над кем-л.

**parade** *n* /pə'reɪd/ [C] парад

**parcel** *n* /'pa:səl/ [C] посылка

**participant** *n* /pa:tɪsɪpənt/ [C] участник

**parting** *n* /'pa:tiŋ/ [C] пробор

**hair with a parting** волосы, разделённые пробором

**part-time** *adj* /,pa:t'taɪm/ занимающий неполный рабочий день

**part-time job** работа с частичной занятостью

**partygoer** *n* /'pa:tɪ,gəʊər/ [C] любитель, завсегдатай вечеринок

**pass** *v* /pa:s/ [T, I] проходить; миновать

**pass exams** сдать экзамен

**pathetic** *adj* /pə'θetɪk/ жалкий

**patience** *n* /'peɪʃəns/ [U] терпение

**patient** *n* /'peɪʃənt/ [C] пациент

**patio door** *n* /,pætiəu 'dɔ:/ BrE стеклянная дверь, ведущая из комнаты во внутренний дворик (патио)

**pattern** *n* /'pætən/ [C] шаблон, повторяющийся рисунок

**pay** /peɪ/ 1. [U] *n* оплата 2. [T, I] *v* платить

**pay attention** обратить внимание

**pay in cash** платить наличными

**peaceful** *adv* /'pi:sfəl/ мирный

**peel** *v* /pi:l/ [T] чистить (фрукты, овощи)

**penalty** *n* /'penlɪtɪ/ [C] штраф; пенальти, штрафной удар

**perceive** *v* /pə'si:v/ [T] formal воспринимать, чувствовать

**perfect** *adj* /'pɜ:fɪkt/ идеальный, совершенный

**performance** *n* /pə'fɔ:məns/ [C, U] исполнение (музыкального произведения)

**perm** *n* /pɜ:m/ [C] химическая завивка, перманент

**permanent** *adj* /'pɜ:mənənt/ постоянный

**permanent job** постоянная работа

**pet** *n* /pet/ [C] домашнее животное

**pet food** еда для домашних животных

**pet shop** зоомагазин

**phobia** *n* /'fəʊbiə/ [C, U] фобия, боязнь чего-л.

**physiology** *n* /fizi'ɒlədʒi/ [U] физиология

**physique** *n*, usually *sg* /fə'zi:k/ [C] телосложение; конституция; физические данные

**pile** *n* /pail/ [C] кипа, куча, стопка (книг)

**pilot** *n* /'paɪlət/ [C] пилот

**pitch** *n* /pɪtʃ/ [C] поле, площадка

**football pitch** футбольное поле

**plain** *adj* /pleɪn/ обыкновенный, простой, незамысловатый

**plait** *n* /plæt/ [C] BrE коса (тип причёски)

**hair in plaits** волосы, заплетённые в косы

**plastic** *n* /'plæstɪk/ [C, U] пластмасса

**Plasticine** *n* /'plæstɪsɪ:n/ [U] trademark BrE пластилин

**plate** *n* /pleɪt/ [C] тарелка

**play** /pleɪ/ 1. *n* [C] пьеса 2. *v* [T, I] играть

**play truant** прогуливать занятия

**playful** *adj* /'pleɪfəl/ живой, игривый

**playwright** *n* /'pleɪraɪt/ [C] драматург

**pleasant** *adj* /'plezənt/ приятный

**plot** *n* /plɔt/ [C] сюжет

**plump** *adj* /plʌmp/ полный, пухлый

**point** *v* /pɔɪnt/ [I, T] указывать, отмечать

**point at** указывать на кого-л., что-л.

**point out** отметить

**police** *n pl* /pə'lɪ:s/ полиция

**police officer** /pə'lɪ:s,ɒfɪsə/ офицер полиции, полицейский

**policy** *n* /'pɒləsi/ [C, U] политика

**polish** *n* /'pɒlɪʃ/ [C, U] средства для чистки и полировки (полов, обуви, машин и т. д.)

**ponytail** *n* /'pəʊnɪteɪl/ [C] конский хвост (тип причёски)

**poor** *adj* /puər/ бедный, плохой

**poor appetite** плохой аппетит

**Pope, the** *n* /pəʊpə/ Папа Римский

**portrait** *n* /'pɔ:t्रət/ [C] портрет

**posh** *adj* /pɒʃ/ роскошный; элитный

**posture** *n* /'pəʊʃə/ [C, U] осанка

**pour** *v* /pɔ:/ [T, I] наливать, проливать, лить

**PR** *n* /pi:'a:/ [U] (**public relations**) связи с общественностью

**practise** *v* /'præktəs/ [I, T] BrE практиковать, заниматься

**practise sports** заниматься спортом

**precooked** *adj* /pri:'ku:t/ подвергнутый предварительной варке или кулинарной обработке

**predict** *v* /pri'dikt/ [T] предсказать, предвидеть, пророчить

**prejudice** *n* /'predʒədəs/ [C, U] предрассудок, предубеждение

**presenter** *n* /pri'zentə/ [C] ведущий

**TV presenter** ведущий на телевидении  
**pressure** *n* /'preʃə/ [C, U] давление, затруднительное положение

**pretty** *adj* /'priti/ хорошеный, симпатичный (о ребёнке, женщине)

**previous** *adj* /'pri:vɪəs/ предыдущий

**pride** *n* /praɪd/ [U] гордость

**principle** *n* /'prɪnsəpəl/ [C] правило, закон, принцип

**prisoner** *n* /'prɪzənə/ [C] заключённый

**privacy** *n* /'prɪvəsi/ [U] уединение, личное пространство, личная жизнь

**professional** *adj* /prə'feʃənl/ професиональный

**profile** *n* /prəʊfəl/ [C] профиль, краткая характеристика

**programme** *n* /'prəʊgræm/ [C] BrE

программа (театральная)

**promise** *v* /'prɒməs/ [T, I] обещать

**promote** *v* /prə'mo:t/ [T] повышать (в должности), продвигать (человека по службе, товар на рынке)

**be/get promoted** получить

продвижение по службе

**prospect** *n* /'prɒspekt/ [C, U] перспектива, шансы на будущее

**protest** *v* /prə'test/ [T, I] протестовать

**prove** *v* /pru:v/ [T] доказывать

**proven** *adj* /'pru:vən/ проверенный

**provide** *v* /prə'veaid/ [T] обеспечивать, предоставлять

**publishing** *n* /'pləblɪʃɪŋ/ [U] издательское дело

**purse** *v* /pɜ:s/ [T] собирать

**purse one's lips** поджать губы

**push** /pʊʃ/ 1. *v* [I, T] толкать 2. *n* [C]

толчок

**pushy** *adj* /'puʃi/ напористый, нахальный

**put** *v* /pʊt/ [T] класть, положить

**put on weight** набрать вес

**put up with sth** примириться с чем-л.

**puzzle** *n* /'pʌzlə/ пазл

## Q q

**quality** *n* /'kwɒləti/ [C, U] качество

**quarter** *n* /'kwɔ:tə/ [C] квартал

**quite** *adv* /kwaɪt/ до некоторой степени; более или менее; довольно

## R r

**R'n'B** *n* /,a:gən'bɪ:/ [U] ритм-энд-блюз (музыкальный стиль)

**racing** *n* /'reɪsɪŋ/ [U] гонки; скачки

**car racing** автомобильные гонки, автоспорт

**car racing games** автогонки (вид компьютерной игры)

**range** *n* /reɪndʒ/ [C] класс, группа

**rather** *adv* /'rɑ:ðə/ до некоторой степени; довольно

**rational** *adj* /'ræʃənl/ рациональный

**rattle** *v* /'rætl/ [I, T] греметь, громыхать

**rattle sb's cage spoken informal** ошарашить, взволновать

**reaction** *n* /'rækʃən/ [C] реакция

**razor** *n* /'reɪzə/ [C] бритва

**recall** *v* /rɪ'kɔ:l/ [T] отзывать

**reception** *n* /rɪ'sepʃən/ [U] стойка администратора, регистрации

**receptive** *adj* /rɪ'septɪv/ восприимчивый

**reckon** *v* /rekən/ [T] считать, полагать

**recommend** *v* /rekə'mend/ [T] рекомендовать

**recover** *v* /rɪ'kʌvə/ [I, T] 1) восстановиться, вернуться в прежнее состояние

2) восстанавливаться после болезни, выздоравливать

**recruit** *v* /rɪ'kru:t/ набирать, нанимать

**recruitment** *n* /rɪ'kru:tment/ [U] набор (кадров)

**referee** *n* /,refə'ri:/ [C] 1. поручитель, рекомендатель 2. спортивный судья, рефери

**refresh** *v* /rɪ'fres/ [T] 1) освежить, подкрепить 2) освежать в памяти, повторять

**refrigerator** *n* /rɪ'frɪdʒəreɪtə/ [C] холодильник

**refugee** *n* /,refju'ðʒi:/ [C] беженец

**refund** *n* /'rɪ:fənd/ [C] возвращение денег (магазином и т. п.) в случае претензий

**reggae** *n* /'regeɪ/ [U] рэгги, рэгтай (ямайский музыкальный стиль)

**registered post** *n* /,redʒɪstəd 'pəʊst/ заказная почта

**regulation** *n* /,regju'læʃən/ [C] норма, требование, правило

**reinstall** *v* /rɪ:in'stɔ:l/ [T] переустановить

**relation** *n* /rɪ'leɪʃən/ [C] отношение

**in relation to** в отношении чего-л.

**remarry** *v* /,ri:'mærp/ [I] повторно вступить в брак

**remedy** *n* /'remədi/ [C] лекарство

**remote** *adj* /'rə'mət/ отдалённый; удалённый

**Renaissance, the** *n* /rɪ'naisəns/ эпоха Возрождения

**renovate** *v* /'renəveɪt/ [T] ремонтировать; обновлять

**replace** *v* /rɪ'pleɪs/ [T] 1) возместить

2) заменить

**replacement** *n* /rɪ'pleɪsmənt/ [U, C] замена  
**reply** *v* /rɪ'plai/ [I, T] отвечать  
**reporter** *n* /rɪ'pɔ:tə/ [C] репортёр  
**reptile** *n* /'reptail/ [C] рептилия  
**reputable** *adj* /'repjətəbəl/ уважаемый, пользующийся хорошей репутацией  
**rescuer** *n* /'resku:ə/ [C] спасатель  
**reservation** *n* /rezə'veiʃən/ [C] бронь, резервирование  
**reserved** *adj* /rɪ'zɜ:vɪd/ скрытный, сдержанный  
**resident** *n* /'rezədənt/ [C] житель, обитатель  
**residential** *adj* /rɪ'zɛdənʃəl/ жилой (о районе города)  
**resign** *v* /rɪ'zain/ [I, T] подать в отставку, уйти на пенсию  
**resolve** *v* /rɪ'zolv/ [T] решить  
**resort** *n* /rɪ'zɔ:t/ [C] курорт; курортный гостиничный комплекс  
**respect** /rɪ'spekt/ 1. *v* [T] уважать 2. *n* [U] уважение  
**respected** *adj* /rɪ'spektəd/ уважаемый  
**respectful** *adj* /rɪ'spektfəl/ почтительный, вежливый  
**responsible** *adj* /rɪ'sponsəbəl/ ответственный, надёжный  
**be responsible for** отвечать за что-л.  
**restore** *v* /rɪ'stɔ:/ [T] восстанавливать; реконструировать  
**result** *v* /rɪ'zʌlt/ [I] иметь результат  
**result in sth** кончаться чем-л., привести к какому-л. результату  
**retake** *v* /rɪ'teɪk/ [T] пересдавать (экзамен)  
**revise** *v* /rɪ'veɪz/ [T] готовиться к экзаменам, просматривая и перечитывая изученный (пройденный) материал  
**revolutionary** *adj* /rɪ'vel'yu:ʃənəri/ революционный  
**rewrite** *v* /rɪ'traɪt/ [T] переписать  
**ridiculous** *adj* /rɪ'dɪkjələs/ смехотворный  
**rifle** *n* /raɪfəl/ [C] винтовка  
**ring** *n* /rɪŋ/ [C] кольцо  
**boxing ring** боксёрский ринг  
**rink** *n* /rɪŋk/ [C] каток  
**risk taker** *n* /risk 'teɪkə/ [C] человек, который любит/не боится рисковать  
**road worker** *n* /rəʊd 'wɜ:kə/ [C] дорожный рабочий  
**rot** *v* /rɒt/ [I, T] гнить  
**rowing** *n* /'rəʊɪŋ/ [U] гребля  
**rugby** *n* /'rʌgbɪ/ [U] регби  
**ruin** *n* /ru:in/ 1) разорение, крах  
2) *pl* руины  
**ruined** *adj* /'ru:ənd/ [only before noun] разрушенный

**rumour** *n* /'ru:mə/ [C, U] BrE слух, слухи, молва  
**run** *v* /rʌn/ [I, T] бежать, быстро перемещаться  
**run out** кончаться, иссякать  
**run out of sth** израсходовать

### S s

**sack** *n* /sæk/ [C] мешок  
**get the sack** быть уволенным, получить расчёт  
**sack** *v* /sæk/ [T] уволить с работы  
**sailing** *n* /'seɪlin/ [U] плавание, мореплавание; парусный спорт  
**salary** *n* /'sæləri/ [C, U] зарплата  
**sale** *n* /seɪl/ [C, U] продажа  
**on sale** быть в продаже  
**salt** *n* /sɔ:lt/ [U] соль  
**satisfaction** *n* /sætə'sfækʃən/ [C, U] удовлетворение  
**satisfied** *adj* /'sætəsfaid/ довольный, удовлетворённый  
**saucepans** *n* /'sɔ:sprən/ [C] кастрюля  
**scene** *n* /si:n/ [C] сцена  
**scheme** *n* /ski:m/ [C] план, проект, программа  
**training scheme** план профподготовки  
**school-leaver** *n* /sku:l'i:və/ [C] BrE выпускник школы  
**score** /skɔ:/ 1. *n* [C] счёт 2. *v* [I, T] забивать гол, выигрывать, вести счёт (в игре)  
**screenplay** *n* /'skri:npleɪ/ [C] сценарий  
**scruffy** *adj* /'skrʌflɪ/ грязный, неряшливый, потрёпанный  
**sculptor** *n* /'skʌlpɪtə/ [C] скульптор  
**sculpture** *n* /'skʌlpɪtʃə/ [C] скульптура  
**season ticket** *n* /'si:zən 'tɪkət/ [C]  
1) проездной билет 2) абонемент  
**seat belt** *n* /'si:t belt/ [C] ремень безопасности  
**security** *n* /sɪ'kjʊərəti/ [U] безопасность  
**security check** контроль багажа (проверка на наличие опасных для жизни предметов)  
**security guard** охранник; конвойир  
**self-conscious** *adj* /self'kənʃəs/ застенчивый, стеснительный  
**self-defence** *n* /selfdi'fens/ [U] BrE самозащита  
**seller** *n* /'selə/ [C] продавец  
**ticket seller** продавец билетов  
**semi-detached** *adj* /semidi'tæft/ BrE смежный, имеющий общую стену

**semi-detached house** дом, имеющий с другим домом общую стену; блокированный дом

**sensation** *n* /sen'seɪʃən/ [C, U] 1) ощущение, чувство 2) сенсация, шумиха

**sensational** *adj* /sen'seɪʃənl/ сенсационный; блестящий; поразительный; великолепный

**sense** *n* /sens/ [C, U] чувство

**sense of humour** чувство юмора

**serious** *adj* /'sɪərɪəs/ серьёзный

**serve** *v* /sɜːv/ [I, T] подавать (еду, напитки)

**set** *v* /set/ [T] приводить в определённое состояние; двигаться в определённом направлении

**set off** отправляться в путь

**set up** учреждать, открывать (дело, бизнес)

**settle** *v* /'setl/ [I, T] осесть

**shabby** *adj* /'ʃæbɪ/ обветшалый, потёртый

**shake** *v* /'seɪk/ [I, T] 1) трястись, дрожать 2) встряхивать

**shampoo** *n* /ʃæm'puː/ [C, U] шампунь

**shape** *n* /ʃeɪp/ [C, U] форма, очертание; фигура

**in shape** в хорошей физической форме

**out of shape** в плохой физической форме

**shave** *v* /ʃeɪv/ [I, T] бриться

**shed** *n* /ʃed/ [C] сарай

**shiny** *adj* /'ʃaɪnɪ/ сияющий, блестящий

**shoe** *n* /ʃuː/ [C] обувь; ботинок

**shoe shop** обувной магазин

**shoot 'em up** *n* /ʃuːt əm ap/ [C] компьютерная игра со стрельбой, «стрелялка», «шутер»

**shop assistant** *n* /'ʃɒp əsɪstənt/ [C] BrE продавец

**shopping centre** *n* /'ʃɒpɪŋ ,sentə/ [C] BrE торговый центр

**shopping mall** *n* /'ʃɒpɪŋ mɔːl/ [C] especially AmE торговый центр

**shopping trolley** *n* /'ʃɒpɪŋ ,trɔːli/ [C] BrE тележка для покупок в супермаркете

**shortage** *n* /'ʃɔːtɪdʒ/ [C, U] нехватка, недостаток

**shoulder** *n* /'ʃəʊldə/ [C] плечо

**shoulder-length hair** волосы длиной до плеч

**show** *n* /ʃəʊ/ [C] шоу

**shrink** *v* /ʃrɪŋk/ [I, T] садиться (о материи); сжиматься

**shudder** *v* /'ʃʌdə/ [I] дрожать (от страха, холода, отвращения)

**sigh** /saɪ/ 1. *v* [I] вздыхать 2. *n* [C] вздох

**sight** *n* /saɪt/ [C] поле зрения, вид

**out of sight** вне поля зрения

**signal** *v* /'saɪgnəl/ [T] AmE сигнализировать, давать знак

**silly** *adj* /'sili/ глупый

**sit** *v* /sɪt/ [I] сидеть

**to sit an exam** сдавать экзамен

**situated** *adj* /'sɪtveɪtəd/ расположенный

**skating** *n* /'skeɪtiŋ/ [U] 1) катание на коньках 2) конькобежный спорт

**ski** /ski:/ 1. *v* [I] кататься на лыжах

2. *n* [C] лыжа

**ski lift** подъёмник для лыжников

**ski slope** снежный склон (для спуска на лыжах)

**skin** *n* /skin/ [C, U] кожа

**skinny** *adj* /'skɪni/ худой, тощий, кожа да кости

**sleeping bag** *n* /'sliːpɪŋ bæg/ [C] спальный мешок

**slice** *v* /slais/ [T] резать на кусочки

**slim** *adj* /slɪm/ изящный, стройный, худой

**slogan** *n* /'sləʊgən/ [C] девиз, слоган

**sloppy** *adj* /'slɒpi/ небрежный, неряшливый

**slouch** *v* /sləʊtʃ/ [I] сутулиться

**slouch over** ссутулиться, стоять/сидеть с опущенными плечами

**smart** *adj* /smɑːt/ красивый, модный, элегантный

**smart dresser** франт

**sneeze** *v* /snɪz/ [I] чихать

**snowboarding** *n* /'snəʊbɔːdiŋ/ [U] сноубординг

**soaking** *adj* /'səʊkɪŋ/ промокший до нитки

**sociable** *adj* /'səʊʃəbl/ общительный, коммуникабельный

**social** *adj* /'səʊʃəl/ светский; социальный, общественный

**social worker** *n* /səʊʃəl 'wɜːkə/ [C] социальный работник

**sofa bed** *n* /'səʊfə bed/ [C] диван-кровать

**software** *n* /'softweə/ [U] программное обеспечение

**soldier** *n* /'səʊldʒə/ [C] солдат

**enemy soldier** вражеский солдат

**solitaire** *n* /sələ'teə/ [U] пасьянс

**songwriter** *n* /'sɒŋraɪtə/ [C] композитор-песенник

**sore** *adj* /sɔː/ болезненный; воспалённый

**sore throat** больное горло; фарингит; ангина

**sound** *adj* /saʊnd/ глубокий, основательный

**soundtrack** *n* /'saʊndtræk/ [C] музыка из кинофильма; саундтрек

**soup** *n* /suːp/ [C, U] суп

**spacious** *adj* /'speɪʃəs/ просторный  
**spam** *n* /spæm/ [U] спам  
**special effects** *n pl* /'speʃəl ɪ'fekts/ спецэффекты  
**specific** *adj* /spə'sifik/ особенный, характерный, определённый  
**spectacular** *adj* /spek'tækjələr/ эффектный; захватывающий, зрелищный  
**spectator** *n* /spek'teɪtər/ [C] зритель  
**speed freaks** *n pl* /'spi:d fri:ks/ страстные любители высоких скоростей  
**sphere** *n* /sfɪər/ [C] сфера, шар  
**spiky** *adj* /'spaɪki/ колючий, жёсткий (о волосах)  
**spiky hair** «ёжик» (причёска)  
**sport** /spɔ:t/ 1. *n* [U, C] спорт; виды спорта 2. *v* [I] щеголять  
**indoor sport** спорт в закрытых помещениях  
**outdoor sport** спорт на открытом воздухе  
**individual sports** индивидуальные виды спорта  
**winter sports** зимние виды спорта  
**water sports** водные виды спорта  
**be sporting a new hairstyle** демонстрировать новую причёску  
**sporty** *adj* /'spɔ:ti/ спортивный  
**spy** /spaɪ/ 1. *n* [C] шпион 2. *v* [I] шпионить  
**squash** *n* /skwɒʃ/ [U] сквош (игровой ракеточный вид спорта в закрытом помещении)  
**stage** *n* /steɪdʒ/ [C] сцена (в театре)  
**stale** *adj* /steil/ несвежий, чёрствый  
**star** *v* /sta:/ [I, T] играть главную роль  
**stare** *v* /steər/ [I] пристально смотреть  
**stare at** уставиться на  
**start** *v* /sta:t/ [T, I] начинать  
**start from scratch** начинать с нуля; делать заново  
**start on the wrong foot** неудачно начать, начать с промаха  
**stationery** *n* /'steɪʃənəri/ [U] канцелярские товары  
**status symbol** *n* /'steɪtəs 'sɪmbəl/ [C] символ статуса (положения в обществе)  
**steep** *adj* /sti:p/ крутой (склон)  
**steering** *n* /'stiərɪŋ/ [U] рулевое управление  
**stew** *n* /stu:/ [C, U] тушёное блюдо  
**stock** *n* /stɒk/ [C, U] запас  
**be in stock** быть в наличии  
**be out of stock** не быть в наличии  
**stocking** *n* /'stɒkɪŋ/ [C] чулок  
**stopwatch** *n* /'stɒpwɒtʃ/ [C] секундомер  
**storey** *n* /'stɔ:ri/ [C] BrE этаж

**straight** *adj* /streɪt/ прямой  
**strategy** *n* /'strætədʒɪ/ [C, U] стратегия  
**strategy game** стратегическая игра  
**streetcar** *n* /'stri:tka:/ [C] AmE трамвай  
**strike** /straɪk/ 1. *n* [C] удар 2. *v* [T] ударить  
**strike up** начинать  
**striking** *adj* /'strʌɪkɪŋ/ поразительный, поражающий  
**stroll** *v* /strəʊl/ [I] прогуливаться  
**stubble** *n* /'stʌbəl/ [U] щетина  
**stunning** *adj* /'stʌnɪŋ/ поразительный, ошеломляющий; изумительный  
**substitute** *n* /'sʌbstɪtju:t/ [C] замена, заменитель  
**suburb** *n* /'sʌbɜ:b/ [C] пригород  
**sugar bowl** *n* /'sʊgə bəʊl/ [C] сахарница  
**suitable** *adj* /'su:təbəl/ подходящий  
**sunburn** *n* /'sʌnbɜ:n/ [U] солнечный ожог  
**sunburned** *adj* /'sʌnbɜ:nd/ обожжённый солнцем  
**suntan** *n* /'sʌntæn/ [C] загар  
**superb** *adj* /sju:'pɜ:b/ великолепный  
**supermarket** *n* /'su:pə,ma:kət/ [C] супермаркет  
**supervise** *v* /'su:pəvaɪz/ [I, T] контролировать, надзирать  
**supper** *n* /'sʌpə/ [C, U] ужин  
**surrounding** *adj* /sə'raʊndɪŋ/ [before noun]  
 1) окружающий 2) близлежащий  
**surveillance** *n* /sə'veiləns/ [U] наблюдение  
**surveillance camera** камера наблюдения  
**surveillance equipment** оборудование для наблюдения, обследования  
**survive** *v* /sə'veɪv/ [I, T] выжить  
**survivor** *n* /sə'veɪvə/ [C] выживший  
**suspicious** *adj* /sə'spiʃəs/ подозрительный  
**sweat** *v* /swet/ [I] потеть  
**swollen** *adj* /'swəʊlən/ распухший

**T t**

**tacky** *adj* /'tæki/ дешёвый, безвкусный; низкокачественный  
**take** /teɪk/ 1. *v* [T] 1) брать, взять 2) совершить действие 3) путешествовать, ехать 4) происходить 5) занимать, отнимать (о времени) 2. *n* [C] взятие, захват  
**it takes a few seconds** это займёт несколько секунд  
**take part in** принимать участие в  
**take some time/a week/a year off** взять отпуск на некоторое (неопределённое) время/на неделю/на год

**take holidays abroad** проводить отпуск за границей

**take a train/bus/plane** поехать поездом/автобусом/полететь самолётом

**take up** заняться чем-л. (новым), браться за что-л.

**take off** взлёт (самолёта и т. п.)

**sb's take (on sth)** чей-л. подход (к чему-л.)

**takeaway adj** /'teɪkəweɪ/ [C] BrE навынос (о еде, напитках)

**talented adj** /'tælənted/ талантливый

**tanned adj** /tænd/ загорелый

**tartan n** /'ta:tən/ [C, U] шотландка, клетчатая шерстяная ткань

**task n** /ta:sk/ задание

**be up to the task** не растеряться

**tasteless adj** /'teɪstləs/ безвкусный

**tasty adj** /'teɪsti/ вкусный

**tattoo n** /tə'tu:/ [C] татуировка

**teabag n** /'ti:bæg/ [C] чайный пакетик

**tearoom n** /'ti:ru:m/ [C] кафе-кондитерская

**technique n** /tek'nī:k/ [C, U] метод, способ

**teens n pl** /ti:nz/ 1) возраст от тринадцати до девятнадцати лет 2) (Teens) тинейджеры

**be in his/her/your teens** в возрасте от тринадцати до девятнадцати

**temporary adj** /'temprətɪpi/ временный

**temporary job** временная работа

**tend v** /tend/ [T] 1) иметь склонность  
2) происходить по обыкновению

**tend to do sth** делать что-л. по обыкновению

**test n** /test/ [C] экзамен, тест

**driving test** экзамен по вождению

**thigh n** /θaɪ/ [C] бедро

**threaten v** /'θretn/ [T] угрожать

**thrill n** /θrɪl/ [C] глубокое, сильное волнение

**thrilling adj** /'θrɪlɪŋ/ волнующий; захватывающий; щекочущий нервы

**thrill-seeker n** /'θrɪl,si:kə/ [C] искатель острых ощущений

**throat n** /θrəut/ [C] горло

**tights n pl** /taɪts/ колготки

**tilt v** /tilt/ [I, T] наклонить, опрокинуть

**tinned adj** /tɪnd/ BrE консервированный

**toad-in-the-hole n** /təʊd ɪn ðə 'həʊl/ [U] сосиска, запечённая в тесте

**totally adv** /'təʊtəli/ полностью

**tough adj** /tɒf/ жёсткий

**townhouse n** /'taʊnhau:s/ [C] городской дом в фешенебельном районе

**train v** /treɪn/ [T, I] обучать, тренировать

**tranquil adj** /'træŋkwəl/ спокойный, безмятежный

**transparent adj** /træn'sp्रægənt/ прозрачный

**traumatise v** /'trɔ:mtətaɪz/ [T] травмировать

**tray n** /treɪ/ [C] поднос

**tremble v** /'tremblə/ [I] дрожать

**trendy adj** /'trendi/ модный, современный; стильный

**trim v** /trim/ [T] подровнять (стрижку)

**turn n** /tɜ:n/ [C] 1) поворот 2) очередь

**in turn** по очереди

**in one's turn** в свою очередь

**TV commercial n** /'ti:vɪ:kə'mɜ:sʃəl/ [C] телевизионная реклама

**twenty num** /'twenti/ двадцать

**be in one's twenties** в возрасте от двадцати до двадцати девяти лет

**be in his/her early/mid/late twenties** в возрасте двадцати с небольшим/лет двадцати пяти/под тридцать

**twist v** /'twist/ [I, T] крутить; скручивать; выкручивать; выворачивать

**twist one's ankle** вывихнуть лодыжку

## U u

**ugly adj** /'ʌglɪ/ некрасивый, безобразный

**unarmed adj** /'ʌnərmɪd/ невооружённый

**unarmed combat** рукопашный бой

**unattractive adj** /ʌnə'træktɪv/ непривлекательный

**undecided adj** /ʌndɪ'dsaɪdəd/ нерешённый

**underpaid adj** /ʌndə'peɪd/ низкооплачиваемый

**underpay v** /'ʌndə'peɪ/ [T] недоплачивать

**undervalue v** /'ʌndə'velju:/ [T] недооценивать

**underwear n** /'ʌndəweə/ [U] нижнее бельё

**unemployed adj** /ʌnplɔɪm'plɔɪd/ безработный

**unfashionable adj** /ʌnfæʃənəbəl/ немодный

**unfriendly adj** /ʌnfrendli/ недружелюбный

**unfurnished adj** /ʌnfɜ:nɪʃt/ немеблированный

**uninhabited adj** /ʌnɪn'hæbɪtəd/ необитаемый

**unkind adj** /ʌn'kaɪnd/ недобрый, нелюбезный

**unmistakable adj** /ʌnmɪstə'steɪkəbəl/ безошибочный

**unobtainable adj** /ʌnə'bə'teɪnəbəl/ недоступный

**unshaven adj** /ʌn'seɪvən/ небритый

**unspoken adj** /ʌn'sprəʊkən/ невысказанный

**unsupervised adj** /ʌn'su:pəvaɪzd/ бесконтрольный

**untidy** *adj /ʌn'taɪdɪ/ especially BrE*

неопрятный, неаккуратный

**upstairs** *adv /ʌp'steəz/ наверху*

## V v

**vain** *adj /veɪn/ тщеславный*

**in vain** напрасно

**value** *n /'vælju:/ [U] стоимость, цена; ценность*

**sth is good/excellent value (for money)** хорошее/отличное соотношение «цена — качество»

**variety** *n /və'taɪəti/ [C] ряд, множество; разнообразие*

**vegetarian** *n /veɪdʒə'teərɪən/ [C] вегетарианец*

**venue** *n /'venju:/ [C] место проведения мероприятия (концерта, спортивного состязания)*

**verbal** *adj /'vɜ:bəl/ устный*

**version** *n /'vɜ:sən/ [C] версия, вариант*

**vertically** *adv /'vɜ:tɪkli/ вертикально*

**virtual reality** *n /'vɜ:tʃuəl rɪ'ælitɪ/ [U]*

виртуальная реальность

**visual joke** *n /'vɪzʊəl dʒɔ:k/ шутка, основанная на использовании визуальных средств*

**vital** *adj /'vaɪtlɪ/ жизненно важный*

**volleyball** *n /'vɒlibɔ:l/ [U] волейбол*

**voluntary** *adj /'vɒləntəri/ добровольный*

**vomit** *v /'vɒmət/ [I, T] formal тошнить*

**vote** *n /vəʊt/ [C] избирательский голос*

## W w

**wages** *n, usually pl /'weɪdʒɪz/ заработка, заработка плата*

**walking stick** *n /'wɔ:kɪŋ stɪk/ [C] трость, палочка*

**wallflower** *n /'wɔ:lflaʊə/ [C] не нашедший пару (для танцев и т. п.)*

**warehouse** *n /'weəhaʊs/ [C] склад*

**waste** *n /weɪst/ [U] пустая, напрасная трата*

**waste of time** трата времени впустую

**wavy** *adj /'weɪvɪ/ волнистый (о волосах)*

**wealth** *n /welθ/ [U] богатство*

**weapon** *n /'wepən/ [C] оружие*

**weird** *adj /wiəd/ informal странный, необычный*

**well-built** *adj /wel'bilt/ хорошо сложённый*

**well-dressed** *adj /wel'drest/ хорошо одетый*

**well-groomed** *adj /wel'gru:md/ холёный*

**wet** *adj /wet/ 1) мокрый, сырой*

2) дождливый

**wet suit** *n /'wetsju:t/ [C] костюм для подводного плавания, разг. гидра*

**whisper** *v /'wɪspə/ [I, T] шептать*

**white-collar** *adj /'waɪt'kɔ:lə/ [only before noun] канцелярский; конторский, относящийся к работе в офисе*

**white-collar job** работа в офисе

**white-collar workers** «белые воротнички»; служащие, клерки

**wig** *n /wig/ [C] парик*

**wimp** *n /wimp/ [C] informal слабак*

**win** *v /wɪn/ [I, T] победить; выиграть*

**window cleaner** *n /'wɪndəʊn, kli:nə/ мойщик окон*

**wind-surfing** *n /'wɪnd,sɜ:fɪŋ/ [U] виндсерфинг*

**winner** *n /'wɪnə/ [C] победитель*

**witty** *adj /'wɪtɪ/ остроумный*

**wonder** *v /'wʌndə/ [I, T] 1) интересоваться, любопытствовать 2) задумываться, недоумевать*

**work** */wɜ:k/ 1. v [I, T] работать 2. n [C] произведение (живописи, литературы, музыки)*

**be out of work** быть без работы, быть безработным

**work out** подбирать, вычислять, определять; срабатывать, быть успешным; заниматься, тренироваться (в спортзале)

**works of art** произведения искусства

**workmate** *n /'wɜ:kmeɪt/ BrE [C] коллега, товарищ по работе*

**wreck** */rek/ 1. v [T] informal разрушать, ломать 2. n [U] обломки судна*

## Y y

**yawn** *v /jɔ:n/ [I] зевать*

## Irregular verbs

Verb	Past Simple	Past Participle
be	was/were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	been able to
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned/leant	leaned/leant

Verb	Past Simple	Past Participle
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
speed	sped	sped
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt	spilt
split	split	split
spoil	spoilt	spoilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## Pronunciation table

CONSONANTS			VOWELS		
Symbol	Key word	Other common spellings	Symbol	Key word	Other common spellings
			Long and short vowels		
/p/	park	happy	/i:/	feet	niece read these key
/b/	bath	rubbish	/ɪ/	fit	receipt police
/t/	tie	butter walked	/e/	bed	gym guitar pretty
/d/	die	teddy bear	/æ/	bad	any bread friend
/k/	cat	key school check	/ə:/	bath	art half aunt heart
/g/	give	ghost bigger	/ɒ/	bottle	watch
/tʃ/	chair	match natural	/ɔ:/	bought	sport your daughter
/dʒ/	jeans	age gadget soldier	/ʊ/	put	small draw war floor
/f/	face	coffee phone laugh	/u:/	boot	book could
/v/	visit	of	/ʌ/	but	rude blue fruit move
/θ/	throw		/ɜ:/	bird	shoe group flew
/ð/	they		/ə/	brother	some cousin
/s/	sell	cinema listen	Diphthongs (two vowel sounds pronounced as one)		
		psychology scenery	/eɪ/	grey	serve early turn
		message	/əʊ/	gold	the about actor
/z/	zoo	nose buzz	/aɪ/	by	colour
/ʃ/	shop	sure ambition	/aʊ/	brown	
/ʒ/	measure	revision	/ɔɪ/	boy	
/h/	hot	who	/ɪə/	hear	
/m/	map	summer	/eə/	hair	
/n/	not	know sunny	/ʊə/	sure	
/ŋ/	sing	think	Triphthongs (three vowel sounds pronounced as one)		
/l/	lot	ball	/eɪə/	player	
/r/	road	sorry write	/əʊə/	lower	
/j/	yellow	usually Europe	/aɪə/	tired	
		beautiful new	/aʊə/	flower	
/w/	warm	one whale quick			

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Teresa Tibbetts (Beehive Illustration) page 19.

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Special thanks to the following for their help during location photography:

Riki Tik Bar/Café, 18a Bond Street, Brighton; Komedia Theatre, 44–47 Gardner Street, Brighton; The Fitzwilliam Museum, Trumpington Street, Cambridge; Look Ahead Hairdressers, 4b High Street, Fulbourn Cambridge; Holkham Estate, Holkham, Norfolk; Davis Egg Farm, Moor Farm, Foxley, Dereham, Norfolk; Sainsbury Centre for Visual Arts, University of East Anglia, Norwich; MadderMarket Theatre, St John's Alley, Norwich; Concorde 2, Madeira Drive, Brighton, Sussex; Richard Hale School, Hale Road, Hertford, Hertfordshire; The University of Brighton, Mithras House, Lewes Road, Brighton; Branca Café and Restaurant, 111 Walton Street, Oxford; Flaunt Nightclub and Attic Bar, Millers One, Southmill Road, Bishop's Stortford, Hertfordshire; Manor of Groves Hotel, Golf & Country Club, High Wych, Sawbridgeworth, Hertfordshire; Expresso Café, 12 St George Street, Norwich, Norfolk; The Terrace Café, 31a Potter Street, Bishop's Stortford, Hertfordshire.

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We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

ББК 81.2(Англ)я72  
A64

**Учебник включён в федеральный перечень**

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О.С. Миндрул

A64      **Английский язык : 10 класс : базовый уровень : учебник для учащихся общеобразовательных организаций / [М.В. Вербицкая, С. Маккинли, Б. Хастингс и др.] ; под ред. М.В. Вербицкой. — М. : Вентана-Граф : Pearson Education Limited, 2014. — 144 с. : ил. — (Forward).**

ISBN 978-5-360-05129-9

Учебник является девятым в серии «Forward», обеспечивающей преемственность изучения английского языка со 2 по 11 класс общеобразовательных организаций. Учебник рассчитан на обязательное изучение предмета «Иностранный язык» в 10 классе школ, работающих по базисному учебному плану. В комплекте с учебником предлагаются компакт-диск с аудиоприложением к учебнику, пособие для учителя, рабочая тетрадь с аудиоприложением.

УМК «Forward» для 10 класса входит в систему учебно-методических комплектов «Алгоритм успеха».

Соответствует федеральному государственному образовательному стандарту среднего (полного) общего образования (2012 г.).

ББК 81.2(Англ)я72

**Учебное издание**

Вербицкая Мария Валерьевна  
Маккинли Сьюард  
Хастингс Боб  
Каминс Кэрр Джейн  
Парсонс Дженнифер  
Миндрул Ольга Сергеевна

**Английский язык**

**10 класс**

**Базовый уровень**

**Учебник для учащихся общеобразовательных организаций**

Редакторы Е.Ю. Туйцина, Т.С. Воронцова. Художественный редактор А.В. Ельцева  
Дизайн Lisa Verrall, Matthew Dickin, А.В. Ельцевой, Д.В. Мокшина  
Художники Д.В. Мокшин, М.Ю. Зарецкий, И.В. Логачёва  
Внешнее оформление С.А. Подкорытова  
Сканирование и цветоделение М.А. Богдановой, Л.В. Аникиной  
Компьютерная вёрстка Н.И. Беляевой  
Технический редактор М.В. Плещакова  
Корректоры Н.А. Шарт, Е.В. Плеханова, Ю.С. Борисенко

Подписано в печать 31.03.14. Формат 60×90/8. Гарнитура ITC Century Std  
Печать офсетная. Бумага офсетная № 1. Печ. л. 18,0. Тираж 2000 экз. Заказ №0274/14

ООО Издательский центр «Вентана-Граф». 127422, Москва, ул. Тимирязевская, д. 1, стр. 3  
Тел./факс: (495) 611-15-74, 611-21-56. E-mail: info@vgf.ru, http://www.vgf.ru

Отпечатано в соответствии с предоставленными материалами  
в ООО «ИПК Парето-Принт»,  
170546, Тверская область, Калининский р-н, Бурашевское сельское поселение,  
промышленная зона Боровлёво-1, комплекс № 3 «А»  
[www.pareto-print.ru](http://www.pareto-print.ru)

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ISBN 978-5-360-05129-9

A standard linear barcode representing the ISBN 978-5-360-05129-9.

9 785360 051299