

FORWARD

ENGLISH
Student's Book

11



Maria Verbitskaya
Jane Comyns Carr
Jennifer Parsons
Olga Mindrul



PEARSON

VENTANA
ГРАФ

Алгоритм успеха

FORWARD



Английский язык

Базовый уровень

Учебник для учащихся
общеобразовательных
организаций

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профессора М.В. Вербицкой

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Инструкция
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Unit	Page	Reading	Listening	Speaking
1 Bridging the gap	6–8	People talk about families and friends	Rachel talks about Mark	Discussion: habits and relationships
	8–9		Conversations: generation gap; Radio discussion	Speak Out: Agreeing and disagreeing
	10–11	Article: <i>Dealing with Difficult People</i>	Conversation: a difficult flatmate	Difficult people: advice
	12–13		Dialogues; Song: <i>El Condor Pasa</i>	Dialogues
	14–15	Letters to a problem page		Discussion: politics
2 Aren't we amazing?	16–18	Article: <i>Amazing People</i>		Presenting an amazing person
	18–19		Radio programme: geniuses	Discussion of <i>genius</i>
	20–21	Multiple intelligences quiz		Intelligence
	22–23	Profiles: Eminem and Annie Lennox	Student presentation of a famous person	Speak Out: Presentation skills: keeping your audience involved
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3 Is it good for us?	26–29	<i>Myths and Facts</i>	Marco answers questions about the visual material	Speak Out: Visual material: avoiding silences
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4 Secret worlds	38–40	Article: <i>The Secret World of Animals</i>		Discussion of a cartoon
	41		Radio discussion of secret societies; Student presentation	Speak Out: Giving presentations: Generalising
	42–45	Extract from a novel: <i>The Shadow of the Wind</i>		Topic presentation
	46–47	Book review (<i>The Constant Gardener</i>) and biography		
5 Express yourself	48–49	Website: A novel in a year	Extracts from stories	Discussion: quotes
	50–53	Jigsaw reading: <i>Move to the Music</i>	Conversations: the arts	Discussions: culture and the arts; dance and quotes
	54–55	Extract: <i>Who's Sorry Now?</i>		Pairwork activity
	56–57		Radio phone-in: censorship Tips for writing haiku	Speak Out: Justifying opinions; Discussion
	58–59	Think Back Revision 2 Units 4–5		
6 Good progress?	60–62		News items: inventions	
	63		Maria talks about a bar chart and a graph	Speak Out: Visual material: graphs and charts
	64–67	Articles: <i>Culture Clash?</i> (Bhutan)	Radio interview: Bhutan	Discussion: culture clash
	68–69	Mobile phones: for and against		Discussion: Internet chatrooms

Grammar	Vocabulary	Writing
Present and past habits: Present/Past Continuous, <i>will, would, used to</i>	Collocations: habits	
'd prefer and 'd rather	Personality types and traits; Collocations Antonyms	
	Linkers	Writing skills: Organising your ideas in a text
Narrative tenses with Past Perfect Continuous		
	Words and expressions: <i>brain</i>	
	Train Your Brain: Suffixes	
		Profile of a famous person
	Adjectives, adverbs and dramatic verbs	Writing skills: Making your stories more memorable
Gerunds and infinitives		
	Addictions: words and phrases	
Verbs with gerunds or infinitives: <i>forget, remember, try, stop, like</i>		
	Phrasal verbs	Advice leaflet
Modal and related verbs: <i>bound to, allowed to, supposed to, likely to</i> etc		
	Secret societies	
	Words from the text; Phrasal verbs and idioms: <i>look and see</i>	
	Types of books; Adjectives and adverb collocations	Book review
Reported speech	Adjectives	
	The arts; Words from the text; Adjectives to describe music	
Reporting verb patterns		
		Haiku
The Passive with passive infinitive and gerund		Pairwork activity
	Interpreting graphs and charts	
	Words from the text Train Your Brain: Compounds	
Linkers: <i>although, despite, in spite of</i>	Linkers	Writing skills: Opinion essays: arguing persuasively

Unit	Page	Reading	Listening	Speaking
7 Why risk it?	70–71		Ali talks about her bad luck	Pairwork activity
	72–73		Phone conversations News story: survey	Speak Out: Criticising/ showing annoyance Pairwork activity
	74–75	Questionnaire: risky situations		
	76–79	Article about Frank Abagnale		Discussions: crime
8 Where the heart is	80–82	Article: places and the people		Talking about places
	82–83		Animal monologues Conversation between rabbits	
	84–85	Article: <i>No Place Like Home?</i>	Song: <i>She's Leaving Home</i>	Discussion: house rules and life skills
	86–87		Conversations: places in the home; Gemma's flat	Roleplay and discussion Speak Out: Being tentative; Roleplay
	88–89	Student's description of a place		
90–91 Think Back Revision 3 Units 6–8				
9 Give me a clue	92–93	Article: <i>The Mysteries of Life</i>	Short news items	Discussion: the uses of DNA
	94–97	Extract from a novel: <i>Friends, Lovers, Chocolate</i>		Discussion: coincidences
	98–99		Conversations: solving riddles	Solving riddles
	100–101	Four short news articles	Problem solving	Speak Out: Problem solving
10 Newsworthy?	102–104		Interview with a journalist	Discussion: quotes
	104–105		Two presentations: photos	Speak Out: Presentation skills: emphasis
	106–109	Article: movie mistakes		Discussion: movie mistakes
	110–111	Report: <i>Media Habits</i>	Lecture about celebrity	Discussion: celebrity; media habits
112–113 Think Back Revision 4 Units 9–10 114–115 Units 1–10				
116–117 Dialogue of Cultures 1				
118–119 Dialogue of Cultures 2				
120–121 Dialogue of Cultures 3				
122–123 Dialogue of Cultures 4				
124–125		EXAM FOCUS	ЕГЭ. Раздел 1. Аудирование	
126–129			ЕГЭ. Раздел 2. Чтение	
130–131			ЕГЭ. Раздел 3. Грамматика и лексика	
132			ЕГЭ. Раздел 4. Письмо	
133–134			ЕГЭ. Раздел 5. Устная часть	

Student activities p. 135–139

Check it out p. 140–146

English-Russian vocabulary p. 147–171

Irregular verbs p. 172

Pronunciation table p. 173

Grammar	Vocabulary	Writing
I wish/if only, I should've/could've/should'd better		
	Phrasal verbs and expressions: money, business, banking	
Conditionals: 0, 1, 2, 3 and mixed conditionals		
	Crime; Words from the text	Writing skills: Summaries
Relative clauses: defining and non-defining		
	Animal homes and adjectives to describe them; Attitude adjectives	
	Words and phrases from the text	
	Homes and houses	
	Activities and times in the past Collocations: places	Description of a memorable place
Impersonal report structures: it is/was thought to be/have been etc		
	Words/Collocations from the text Phrasal verbs and idioms: live and die	
Modals + perfect infinitives referring to the past with passive and continuous		
	Adjectives of personality	Short newspaper articles and headlines
Quantifiers		
Inversion	Train Your Brain: Nouns; Film vocabulary; Words from the text	
	Reports: typical words and phrases	Report: Media habits

Texts recorded on Class CD:

©T001 Main tracks

©R T001 Tracks from 'Think Back Revision'

©DC T001 Tracks from 'Dialogue of Cultures'

©EF T001 Track from 'Exam Focus'

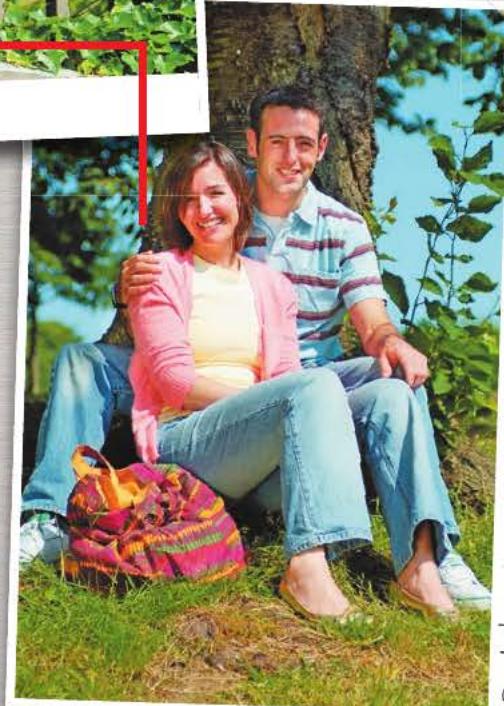
01

Bridging the gap

Read, listen and talk about issues that divide and bring people together.
Practise forms to talk about present and past habits; modal constructions '*d prefer*' and '*d rather*'; antonyms.
Focus on agreeing and disagreeing with opinions.
Write a letter using linkers to organise ideas.



Family picnic
July 18th



A

I didn't really like her last boyfriend – he was very unreliable, and they were forever breaking up and getting back together again. Anyway, the new one seems much nicer, but sometimes it's difficult to tell because he doesn't speak much English. He tries his best, but then he'll get frustrated and break into Italian, and Molly and I get very confused!

C

She's great fun and I adore her, but I think she's a bit out of touch. She's constantly telling Ben that he spends too much time on the computer and that at his age she was fit and healthy because she played outside all day. Then when she comes into my room for a chat, she'll start telling me how all teenagers today are irresponsible and that in her day she used to go on peace marches and campaign to ban the bomb. I mean, I do care about world peace, but I think she forgets that I'm only thirteen.

B

Of course, now that she's a teenager, she's much more difficult to deal with. She used to spend time at home with the family – we'd watch TV and eat takeaway pizza together on a Saturday night. But now she wants to be independent, and she and Mark are always arguing about the clothes she wears and what time she gets home. For example, he tells her to be home by nine, but she'll turn up at ten and act as if nothing's wrong.

D

It's not a problem at all now that we're older, but when I was seventeen she was only six, and I used to feel more like a father than an older brother. I often had to look after her when Mum and Dad went out, which really cramped my style! Also, she never understood the concept of 'privacy' – she was always going into my room and taking things without asking – I'd find books and CDs under her bed that she'd 'borrowed' from me.

GRAMMAR AND VOCABULARY

1 The Williams were interviewed for a TV programme ***British Families Today***. Read extracts A–D and look at the family photos. Who's talking in each case, and who are they talking about?

2 Read the extracts again and answer the questions.

Who's talking about

- 1 a generation gap?
- 2 a language barrier?
- 3 an age difference?
- 4 a relationship that has changed?

Work it out

3 The table contains various forms that can be used to express present and past habits. Complete it with examples from the texts.

Habits in the present	Habits in the past
Present Continuous 1 _____	Past Continuous 2 _____
will 3 _____	would 4 _____
	used to 5 _____

4 Match the sentences from Exercise 3 to rules 1–3. Then find one more example for each rule in the texts.

- 1 Past states and repeated past actions.
- 2 Behaviour which is typical or characteristic of the person
 - a in the present. b in the past.
- 3 Habits that are repeated more than usual and that the speaker finds annoying or unexpected
 - a in the present. b in the past.

5 Look at sentences a and b and complete rules 1–3 with ***used to*** or ***would***.

- a I used to feel more like a father than an older brother.
- b She used to spend time with the family – we'd watch TV and eat takeaway pizza together on a Saturday night.

- 1 We can introduce a new topic with _____ and we do not need to specify the time.
- 2 We do NOT use _____ to describe a past state.
- 3 We use _____ when the topic has been established and we usually specify the time.

Mind the trap!

We can always use the Present and the Past Simple to talk about habits. We use the forms in the table to emphasise the repetitive or 'typical' nature of the activity.

He'll often get frustrated (He often gets ...)
We'd watch TV and eat ... (We watched TV ...)
They are always arguing (They always argue)

► Check it out page 140

6 Choose the verb forms which are NOT possible. In some cases both are possible.

When my sister was a teenager, there ¹'d be / used to be a lock on our house phone to stop her making calls on it. Now she has her own phone, and her bills must be enormous: she ²'s talking / ³'ll talk on it for hours. She ³'d work / used to work as a hotel receptionist, and she ⁴'d tell / used to tell us funny stories about the hotel guests. Then one afternoon she ⁵used to come / came home early because she had lost her job. Apparently, she ⁶was always chatting / she'd chat on the phone instead of doing her work.

7 ©T001 Does Rachel agree with her brother Mark's description of their relationship? Complete the gaps with suitable verbs. Then listen and check.

I've just read Mark's interview, and I can't believe what he said about his social life: I mean, all the girls used to ¹_____ sorry for him because he had to look after me, and they ²_____ constantly round to the house to help him! And as for taking his books and CDs without asking – well, he wouldn't ³_____ them to me because he said I was too young to look after them, so I'd ⁴_____ them and hide them under the bed. I used to ⁵_____ the way he treated me like a child, especially in front of his friends. It's true that we get on better nowadays, but he's still as bossy as he used to ⁶_____, especially when it comes to boyfriends: he ⁷_____ forever me what to do! It's ironic, because one thing he doesn't mention is that he often ⁸_____ me for advice about how to deal with Sophie. He'll ⁹_____ me when Emily's out and tell me all about the latest argument. ♫



- 8 Vocabulary.** Complete points 1–7 with verbs and phrases below to make habits. Then answer the questions.

take drum leave talk fiddle with
lose spend ages

- 1 ___ dirty dishes in the sink, the top off the toothpaste
- 2 ___ in the bathroom, on the phone
- 3 ___ to yourself, behind someone's back
- 4 ___ things without asking, people for granted
- 5 ___ things, your temper
- 6 ___ your hair, your jewellery
- 7 ___ your fingers on the table

- Do you have any of these habits?
- Which do you find annoying/rude/unpleasant/endearing?
- What other habits like this can you think of?



- 9** Look back at the habits in Exercise 8. Tell your partner about people you know who have or used to have any of them.

- A My brother's really disgusting – he'll clean his teeth and leave the top off the toothpaste.
- B Yes, I know, my sister used to do that too – I'm glad she's left home!
- A My mum's always forgetting where she's put her glasses – I think it's quite endearing.
- B Do you? That kind of thing annoys me.

- 10** Work in pairs. Student A, look at page 136. Student B, look at page 137.

- 11** In groups, discuss these questions.

- How have you changed in the last five years?
- How have your relationships with other members of your family changed?
- Think of a generation gap, an age difference or a language barrier in your family or a family you know. What effect (positive or negative) does it have on the family?



A man's job? Not any more!

SPEAKING AND LISTENING

- 1** In pairs, look at the photos and captions. Discuss these questions.

- What aspects of modern life do the photos show?
- Do you agree with the captions? Why?/Why not?

- 2** Listen to two conversations and answer the questions.

- 1 Which topics from the photos do the speakers talk about?
- 2 What opinions do they have?
- 3 Do they agree with each other?
- 4 Who do you agree with and why?

- 3** Match 1–6 with a–f. Then put the sentences in the correct places in Speak Out.

- | | |
|-----------------------|-----------------------------|
| 1 You're absolutely | a of that. |
| 2 I have to admit | b are you? |
| 3 Neither | c right! |
| 4 You're not serious, | d am I. |
| 5 I'd never thought | e agree with that. |
| 6 I don't entirely | f you've got a point there. |

SPEAK OUT | Agreeing and disagreeing

Strong agreement

You're telling me!

¹ _____

Spot on!/Exactly!/Absolutely!

² _____

That's exactly what I think.

So do I./Me too./

Mild agreement

³ _____

You may/could be right.
Yes, I suppose so.

That's a valid point.
True, ⁴ _____

Strong disagreement

Great? I think it's ridiculous!

⁵ _____

That's not the point!

Come on/Frankly,
that's rubbish!
So? What's wrong with that?

Mild disagreement

⁶ _____

I wouldn't say that.
I'm not totally convinced.

I hear what you're saying, but ...
To be honest, I don't think that's true.





- 4 **T003** Use **Speak Out** to complete the conversations. Listen and check. Then practise them in pairs.

- 1 A I can't stand that new boy in our class.
He's such a wimp!
B Yes, that's ___ I ___ ! What a loser!
- 2 A I think TV soaps are a waste of time.
B I ___ that. Millions of people are addicted to them!
- 3 A Tom and Jane are planning to get married.
They're only eighteen!
B So? ___ ?
- 4 A They should serve vegetarian food in the school canteen.
B That's a good point. I ___ that.
- 5 A My dad's not very confident about this new government.
B ___ ! They're hopeless.
- 6 A Don't you think they should abolish school uniforms?
B ___ me! I hate them.

- 5 **T004** Before you listen to a radio discussion, read the sentences and think what could complete the gaps. Then listen and complete them with one word in each gap.

According to Janet, women could make better ___ and scientists than men.

Marian was ² ___ when a female plumber arrived to fix her ³ ___ .

Alan agrees that men aren't very good at ⁴ ___ up when they've finished a job.

Janet believes that women are ⁵ ___ good at doing traditionally male jobs as men.

She says women get paid ⁶ ___ for jobs like plumbing than when they work in a factory or a ⁷ ___ .

- 6 **T004** Listen again and match sayings 1–6 with speakers Janet, Marian and Alan. Whose opinion do you agree with most? Why?

- 1 Women should not be excluded from traditionally male jobs.
- 2 Unlike most male plumbers, females charge reasonable prices.
- 3 Not all women would enjoy doing traditionally male jobs.
- 4 People need to get used to the idea of women doing traditionally male jobs.
- 5 Women would have more freedom if they earned more money.
- 6 Looking after the home and family is a big enough job.

- 7 Work in pairs and prepare your arguments for or against the statements below. Then discuss the statements with another pair using language from **Speak Out**.

- Schools should encourage girls to study science and engineering more.
- Parents should not bring their children up to be stereotyped boys and girls.
- Historically, men were the hunters and women the homemakers. It should stay like that.



READING AND VOCABULARY

1 In pairs, discuss these questions.

- 1 What kind of people do you find 'difficult' to deal with? Why?
- 2 Why might the types of people below be difficult to deal with? What personality traits might they have? Use the pictures in the article to help you.

Types: wet blanket, know-it-all, space cadet, loose cannon, bossy-boots, cry baby

Traits: negative, knowledgeable, pushy, conceited, moody, critical, out of touch, infantile, unpredictable

2 T005 Listen and read the article and check your answers to Exercise 1.

3 Read again and choose the correct answer.

- 1 The know-it-all and the bossy-boots both
 - a tell people what to do.
 - b want to be in control.
 - c use knowledge to manipulate others.
 - d enjoy an argument.
- 2 There are two different ways of dealing with
 - a the loose cannon and the wet blanket.
 - b the bossy-boots and the space cadet.
 - c the cry baby and the wet blanket.
 - d the know-it-all and the loose cannon.
- 3 The bossy-boots and the cry baby
 - a are very confident.
 - b manipulate people in different ways.
 - c always get their own way.
 - d are easy to ignore.
- 4 The loose cannon and the space cadet are difficult to deal with because
 - a you are not sure what they are going to do next.
 - b they both cause problems for other people.
 - c people react very negatively to them.
 - d they are both forgetful.
- 5 The space cadet is different from the other types because
 - a they are aware of other people's feelings.
 - b they are unreliable.
 - c they are unpredictable.
 - d there is a positive side to their personality.

4 Vocabulary. Match 1–8 to a–h to make phrases from the article.

- | | |
|-------------------|----------------------|
| 1 get your | a at face value |
| 2 stand up | b over someone |
| 3 take something | c own way |
| 4 be on different | d and rave |
| 5 have something | e to someone |
| 6 rant | f world of your own |
| 7 be in a | g wavelengths |
| 8 walk all | h down to a fine art |

*5 Replace the underlined phrases with phrases from Exercise 4. Make necessary changes.

- 1 We can't work on this project together: we have completely different ideas and opinions.
- 2 My sister's very spoilt: she always does what she wants.
- 3 What was Sam complaining angrily about earlier? We could hear him in the next room!
- 4 If you don't refuse to accept unfair treatment from Jon, he'll just get worse.
- 5 Vicky makes Tom do what she wants, but he doesn't seem to mind.
- 6 Don't accept that all the gossip is exactly as it appears to be.
- 7 Haley's very skilled at small talk.
- 8 It's no use trying to talk to Lily: she doesn't notice what's happening around her at the moment.



6 T006 Listen to a conversation. Are the statements true or false?

- 1 A slob is someone who wants to look 'cool'.
- 2 Jill's flatmate is very good at doing nothing.
- 3 A bore is someone who talks too much about other people.
- 4 Lisa doesn't think her new flatmate is a bore.
- 5 Busybodies do not intend to hurt other people's feelings.
- 6 Gina's neighbour is probably bored.

7 Work in pairs. Write some advice for dealing with the three personality types from Exercise 6 (a slob, a bore and a busybody). Then exchange ideas with other pairs.

Dealing with Difficult People

- I try to get along with John, but we seem to be on different wavelengths.
- The atmosphere always seems to be tense when Michelle's in the room.

Sound familiar? Unfortunately, some people are more difficult to get on with than others. Let's have a look at six 'difficult' personality types, and offer some advice on how to deal with them.



THE KNOW-IT-ALL

The first on the list is '**the know-it-all**'. Know-it-alls see themselves as experts on everything. They appear knowledgeable and will speak confidently about almost any subject, often making other people feel stupid or inferior. This personality type is conceited and competitive and is likely to react to others' ideas or arguments angrily or dismissively.

First of all, don't take their behaviour personally: it affects most people that they come into contact with. Know-it-alls are driven by a need to control and they use their knowledge as a 'shield' to protect themselves from uncertainty. So in order to cope with this type, you need to get them to consider your ideas without directly questioning their expertise. This means that you need to be well-prepared and diplomatic.



THE CRY BABY

Next is '**the cry baby**'. As the name suggests, the cry baby behaves like a child when they don't get their own way. They use moodiness to manipulate other people. They'll go away and sulk, giving you the 'silent' treatment, or they'll complain and even start to rant and rave about how nobody listens to them or takes them seriously, etc. This infantile and inappropriate behaviour can be very annoying.

You need to find out why the cry baby acts like they do. If they are selfishly looking for attention, your best policy is simply to ignore them. However, if their behaviour stems from a real lack of confidence, they need support and encouragement.



THE BOSSY-BOOTS

Next on the unwanted list is '**the bossy-boots**'. This type of person is always telling other people what to do. They have a very strong personality and will walk all over you if you let them. They are so used to doing things their way, that they have pushiness down to a fine art. A lot of the time you'll find yourself doing what they want, just for a quiet life.

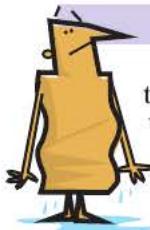
Don't try to beat a bossy-boots at their own game: there's no point in telling them what to do. Your first task is to learn to say 'No'. This will be difficult initially, but after you've said it once, it'll get much easier. The trick is to remain calm and polite: this way you'll be able to stand up to them without being drawn into a fight or an argument.



THE LOOSE CANNON

The next type we'll look at is '**the loose cannon**'. Like a cannon which is not tied down and rolls around on the deck of a ship, this personality type is unpredictable and can cause problems. A loose cannon tends to act impulsively without thinking about the consequences. Understandably, people feel anxious around them because they appear to be out of control and unapproachable.

A loose cannon needs to be made aware that their behaviour is irresponsible and of the effect their actions have on other people. You can do this, not by reacting negatively at the time of an incident, but by waiting until you are both calm later and quietly describing what happened.



THE WET BLANKET

Most people have come across the next type, '**the wet blanket**', at some time in their lives. Wet blankets are negative and critical. They don't seem able to see the positive in any situation and always think that the worst will happen. Their attitude makes them appear insensitive and spoils things for other people.

You have two options with the wet blanket. You can try to show them the positive where they see the negative. Or you can take what they say at face value, so for example, when you invite them to a picnic at the weekend and they say it'll probably rain, you simply reply: 'OK, so you don't want to come, then?'



THE SPACE CADET

The last type is '**the space cadet**'. This kind of person is intriguing because they seem to be in a world of their own and are out of touch with reality. They have difficulty paying attention or remembering things, and sometimes behave strangely, which can make other people feel uncertain.

This type can be frustrating, but they are not likely to provoke very negative reactions. Try instead to make the best of their uniqueness and don't put them in a position where you need to rely on them for anything.



VOCABULARY

- 1** Think Back! Use a prefix to make these adjectives into the opposite. Then check in the text on page 11.

1 <u>certain</u>	4 <u>sensitive</u>
2 <u>appropriate</u>	5 <u>approachable</u>
3 <u>predictable</u>	6 <u>responsible</u>

- 2** Find the opposites of the underlined adjectives below. Then listen and repeat, paying special attention to the stress.

knowledgeable superior tense reassuring
mature dull conceited critical
incompatible adventurous

- 1 Have a bath and you'll feel more relaxed.
- 2 Steve's a great musician, but he's very modest about his abilities.
- 3 I'm really ignorant about politics. You'll have to ask someone else.
- 4 Tom's comment really made me feel inferior.
- 5 The teacher said some really complimentary things about our project.
- 6 The week before exams is a worrying time for everybody.
- 7 Harvey told us some intriguing stories about his visit to China.
- 8 Although their personalities are different, Phil and Amy are very well-matched.
- 9 I really can't forgive Sylvia for her infantile behaviour: she's nearly nineteen.
- 10 I'm quite cautious about trying new food in a restaurant.



"YOUR LOBSTER SURPRISE, MADAM."

- 3** Work in pairs. Student A, look below. Student B, look at page 137.

Student A

On a piece of paper, write down the name of:

- a famous couple who are incompatible
 - a politician who pretends to be knowledgeable
 - an actor who always takes predictable roles.
- Close your book. Show the names to Student B and explain why you wrote them.

- 4** Listen to the first line of each conversation and choose the correct adjectives in responses 1–5 to make them logical.

- 1 Did you? I thought some of the things he said were really *appropriate/inappropriate*.
- 2 Do you think so? I think he's quite *knowledgeable/ignorant*.
- 3 Have you? I find him really *approachable/unapproachable*.
- 4 Actually, I think he's quite *infantile/mature* for his age.
- 5 Huh! I think it's quite *predictable/unpredictable*: rain, rain and more rain!

- 5** Complete the gaps with a suitable opposite to show that the speakers agree. Then act out the conversations to the class.

A Jackie looked very tense today, didn't she?
B Well, she certainly didn't look ¹ ____.

A That programme about the future of mankind was quite worrying, I thought.
B Mm, it wasn't exactly ² ____.

A Mr Palmer's critical of everything we do.
B I know, he's certainly not very ³ ____.

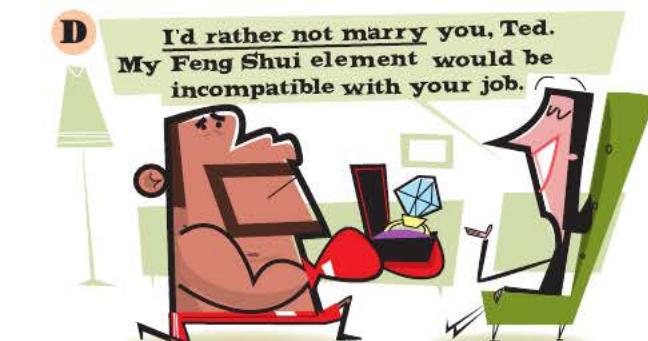
A Geri's always so cautious in her choice of clothes.
B That's true, she's not very ⁴ ____ at all.

A I'm surprised Kim and Greg are still together – they're so incompatible.
B I know, they're not exactly ⁵ ____ , are they?

A That new boy in our class is so conceited!
B I agree, he isn't what you'd call ⁶ ____ , is he?

- 6** Act out similar conversations to those in Exercise 5, using pairs of opposites from Exercises 1 and 2.

GRAMMAR



1 Work in pairs. Look at the cartoons. Which do you think is the most amusing? Why?

2 Match these thoughts to the other character in each cartoon. Are they similar or different to each other?

- 1 She'd prefer to marry someone who's more like her.
- 2 I'd prefer not to eat leaves all the time.
- 3 I'd prefer us to go to a cricket match!
- 4 She'd prefer us not to have fish and chips again.

Work it out

3 Look at the underlined phrases in the cartoons and Exercise 2 and choose the correct answers in rules 1 and 2.

- 1 'd in 'd rather and 'd prefer replaces had/would.
- 2 'd rather and 'd prefer have the same/a different meaning.

4 Look at sentences a-d and match them to questions 1 and 2.

- a He'd prefer us to go to a cricket match.
- b He'd prefer to go to a cricket match.
- c He'd rather we went to a cricket match.
- d He'd rather go to a cricket match.

Which two sentences say

- 1 what the subject wants to do?
- 2 what the subject wants someone else to do?

5 Complete the table with the correct forms of the verb *go*.

would prefer	would rather
+ She'd prefer ¹ ____ .	+ She'd rather ⁵ ____ .
- She'd prefer ² ____ .	- She'd rather ⁶ ____ .
+ She'd prefer us ³ ____ .	+ She'd rather we ⁷ ____ .
- She'd prefer me ⁴ ____ .	- She'd rather I ⁸ ____ .

► Check it out page 140

6 Rewrite the sentences so that the meaning stays the same.

- 1 He'd prefer to watch sport on Sundays.
He'd rather watch sport on Sundays.
- 2 I'd rather we didn't go shopping again.
- 3 I'd prefer you not to smoke in the house.
- 4 We'd rather not eat meat – we're vegetarians.
- 5 They'd prefer not to drive at night.
- 6 I'd rather we stayed at home tonight.

7 Write responses to the questions using different forms of 'd rather' or 'd prefer' each time. Then ask and answer the questions in pairs.

A Shall we leave at seven?

B No, I'd rather we left at eight.

- 1 Do you feel like having a pizza tonight?
- 2 Shall we watch that new DVD now?
- 3 How about going for a picnic tomorrow?
- 4 Do you think I should tell them the news?
- 5 Would you like to cook the dinner?
- 6 Do you mind if I listen to some music?

- 8 G7009 Song. Look at the song on page 135. Listen and complete the words. Then, in pairs, write one more verse that fits the theme.



WRITING

1 Look at the photo and discuss the questions.

- Which party is in power in your country? Is it left wing, right wing or centre?
- Do people in your country have strong feelings and opinions about politics?
- Does politics play an important role in your family? Can it be a source of arguments? In what way?

2 Read 'Last Week's Question'. What's the girl's problem? What advice could you give her?

3 Read Reply 1 and choose the summary (a-c) that best describes the writer's opinion.

- a Conflict in relationships is not common and is easy to resolve.
- b 'Confused Opposite' should think seriously about continuing her relationship.
- c It is better to agree with everything your partner says.



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Your Questions, Your Answers

We received hundreds of letters in reply to last week's question, which raised the issue of relationships that are threatened by differences. In this week's *Your Questions, Your Answers*, read and decide for yourselves: Can relationships between opposites really work?

LAST WEEK'S QUESTION

My boyfriend of six months is a committed Conservative, and is really excited about the coming election. I was eighteen last year so this is the first time I can vote – and I want to vote Labour. But every time I mention it, he either laughs and says, 'You can't be serious!' or loses his temper and walks out. He actually put a *Vote Labour – if you dare!* sticker on his car yesterday! I'm so angry I feel like breaking up, but for some reason I'm still crazy about him. What do I do?
Confused Opposite

REPLY 1

Dear Confused Opposite,

First of all, I really sympathise with you – politics does seem to have this effect on people! At the same time, there's the saying 'opposites attract'. But even though there are some good arguments for this, on the whole, it's more than most of us can deal with! While it can be exciting to be with someone who's completely different to us, it doesn't seem to last very long. The excitement soon turns to conflict. Moreover, the time comes in every relationship when people disagree on an important issue. Presumably, you're scared he'll break up with you if you don't agree with him. Unfortunately, there are no easy answers to this. I think the only way to deal with it is to face it. You just have to say what you think and let him do the same. Nevertheless, remember that you don't have to give anyone an explanation about who you vote for – we all have the right to choose. Therefore, there are times when it's easier just not to discuss politics. Since this seems to be your problem, perhaps it's also your solution? However, if you decide to do this, you're also choosing to hide your feelings and opinions. More importantly, you're not allowing yourself to be the real you. I think it's time to ask yourself, 'Is this really the kind of relationship I want to be in?'

A well-wisher

- 4** Study the highlighted linking words and phrases in Reply 1. Then write them in the correct category in *Train Your Brain*.

TRAIN YOUR BRAIN | Writing skills

Organising your ideas in a text

- **Order your points:** first/firstly/¹ ____/to begin with, secondly, finally
- **Make a general point:** ²____, generally, generally speaking, in general
- **Add or emphasise a point:** ³____, in fact, furthermore, in addition, besides
- **Introduce a contrasting clause:** ⁴____, ⁵____, in spite of this
- **Join two contrasting clauses:** ⁶____, ⁷____, although, though, but
- **Introduce a result:** ⁸____, as a result, consequently, so
- **Give a reason:** ⁹____, as, because
- **Express your attitude/viewpoint:** ¹⁰____, ¹¹____, ¹²____, personally, apparently

- 5** Read Reply 2 and find all the linking words and phrases that are not acceptable. Sometimes both options are correct.

REPLY 2

Dear Confused Opposite,

¹ To begin with/Firstly, let me reassure you. Relationships between opposites are extremely common, even political opposites! ² Personally/Apparently, it's the diversity of difference that creates the attraction. ³ In fact/Besides, learning to deal with differences has helped break many taboos in recent years. Western societies are more multicultural and people travel more. ⁴ Consequently/In spite of this, attitudes have begun to change and become more tolerant. ⁵ Nevertheless/Though, it's also true that a relationship of opposites is never easy! ⁶ Therefore/Furthermore, you have to ask yourself if you and your Conservative have the ability to make yours work! ⁷ Even though/Since you're opposites, it can work if you have the ability to compromise. ⁸ Finally/Presumably, remember that part of what makes your 'significant other' attractive is that they have their own mind and opinions, ⁹ so/in general see this as a good thing and not a bad thing. Learning to deal with differences is what helps a relationship grow.

Good luck!

Opinionated

- 6** Read the two replies again and discuss the questions in pairs.

- 1 Do the writers agree with each other? Explain why/why not.
- 2 What opinion does each of them have?
- 3 Do you agree with either of them? Why?/Why not?

- 7** Join the ideas using the linking words in brackets. You may need two sentences for some answers.

- 1 I know that opposites have lots of problems / they are much more fun (while) *While I know that opposites have lots of problems, they are much more fun.*
- 2 my parents vote for different parties / they never argue about politics (in spite of this)
- 3 I knew the Green Party wouldn't win / I voted for them (nevertheless)
- 4 you respect their values / it's difficult to disobey your parents (since)
- 5 you still have the right to choose / society is changing (although)
- 6 the older generation finds it hard to accept new ideas / it takes time for attitudes to change (generally speaking, so)
- 7 the Prime Minister wasn't very popular / none of his ministers supported him (as, presumably)

- 8** Read the letter from 'Mixed Up'. What's his problem?

I've been going out with my Brazilian girlfriend, Gloria, for six months, but I'm afraid to tell my parents. They want me to go out with someone from my own country. I think they're scared I'll get married and live abroad and they'll never see me again. What can I do?

Mixed Up

- *9** Write a reply to 'Mixed Up' advising him what to do. Use the ideas below and linking words from *Train Your Brain*.

- talk to your parents / show them you are serious about Gloria
- explain your feelings / ask them to try to accept her
- tell them you understand their opinion / want them to understand yours
- introduce Gloria to your parents / give them the chance to get to know her

- *10 Project idea.** Find some information about women who made a career in traditionally male jobs. Prepare a Power Point presentation or a talk about them.

02

Aren't we amazing?

Read, listen and talk about amazing people, geniuses and intelligence.
Practise narrative tenses with the Past Perfect Continuous; suffixes.
Focus on presentation skills: keeping your audience involved.
Write a memorable story.

GRAMMAR AND READING

- Look at the illustrations, the title and the headings. In pairs, predict what each text might be about.
- Read the texts and check your predictions. What is so special about these people?
- Read the texts again. Are the statements true, false or is there no information?

- Fedor Konyukhov was the first to reach the Pole of Relative Inaccessibility in the Arctic Ocean.
- Konyukhov crossed the Atlantic Ocean alone.
- Lightning struck Roy Sullivan for the third time in 1970.
- By 1973, Sullivan had survived five lightning strikes.
- Mozart wrote his earliest symphonies when he was four.
- Beethoven was twice the age of Mozart when he died.

- Think Back!** Write the names of the tenses and add two more examples of each from the texts.

Tense	Examples
1 —	sailed, set,
2 —	— was driving, —
3 —	had helped, — —

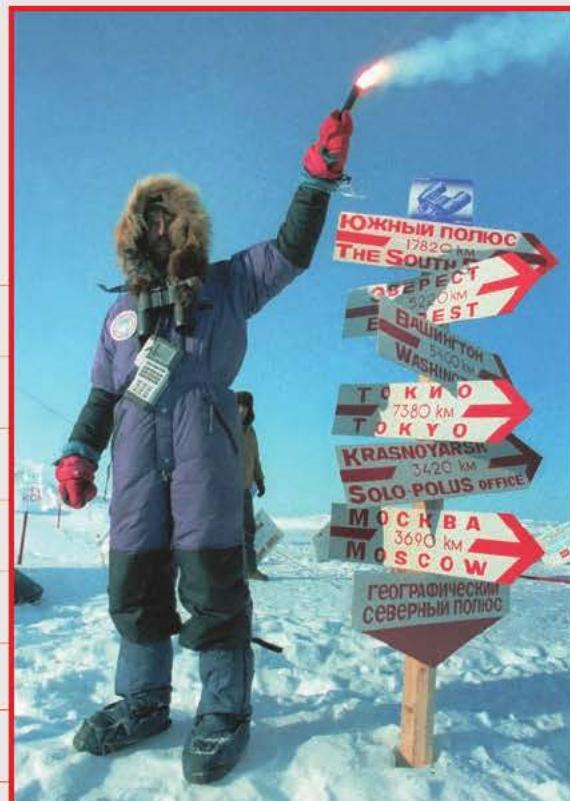
- Replace the verb with the two other tenses from Exercise 4. How does the meaning change?
 - When Mozart was six, he *composed* his earliest symphonies.
 - When Mozart was six, he his earliest symphonies.
 - When Mozart was six, he his earliest symphonies.

Amazing People

In this week's edition of *Amazing People*, we have decided to include not only well-known celebrities. They may not be world famous or household names, but, as we often say, there's more than one way to be special!

I am a traveller ...

Fedor Konyukhov is the first person in the world to have reached the five poles of the planet – Everest (the highest pole), Cape Horn (the sailors' pole), the Southern Geographic Pole, the Pole of Relative Inaccessibility in the Arctic Ocean and the North Pole, which he has conquered three times. When praised for his achievements, Fedor said, 'I am a traveller,' and attributed his success to the people who'd helped him. In 2002, Konyukhov set the world record crossing the Atlantic Ocean in a single row-boat in 46 days. Previously he'd participated in a solo, round-the-world sailboat race beginning and ending in Charleston, South Carolina. He'd also sailed round the globe from Sydney through Cape Horn.



Child prodigy

Wolfgang Amadeus Mozart showed musical gifts at a very early age and was already composing his first works when he was four. Born in Salzburg in 1756, he was one of the greatest musical geniuses in history. By the age of six, he'd played before the Austrian empress and had begun to write his earliest symphonies. A year later, he was playing to audiences in London and Paris, astonishing them with his brilliance. He worked all over Europe during the next seventeen years, finally settling in Vienna. He lived just a little over half of Wagner's life span but was amazingly prolific. He died in 1791, aged only thirty-five, having composed over 600 works, including great operas like *The Magic Flute*. Just before his death, he'd been composing the *Requiem*, one of his most famous works.



Lightning never strikes twice?

Roy Sullivan, a forest ranger from Virginia, was struck by lightning seven times in his thirty-six-year career. The first strike was in 1942. He wasn't hit again until twenty-seven years later, driving his truck. The following year, another bolt of lightning burnt his shoulder, while his hair caught fire in a fourth strike in 1972. A year later, Sullivan was driving around the park when a bolt came out of a small cloud, knocking off his shoe. 'I actually saw the lightning coming straight for me,' he said. Lightning struck for the sixth time in 1976. But it was the final strike in 1977, while he was fishing, that put him in the *Guinness Book of World Records*. Two of his Ranger hats, burnt by lightning, are now in Guinness Exhibit Hall – proof that lightning does strike in the same place twice.



Work it out

6 Look at sentences a and b and answer questions 1 and 2.

- a Before his death, he'd been composing the *Requiem*. (Past Perfect Continuous)
- b Before his death, he'd composed 600 works. (Past Perfect)

1 Which form shows a completed action?

2 Which form shows an action that was not completed?

7 Match sentences a and b to sentences 1 and 2. How does the form change the meaning in sentences 1 and 2?

- 1 When I got home, I saw that he'd been painting the kitchen.
- 2 When I got home, I saw that he'd painted the kitchen.
- a It looked really fantastic and the colour was great.
- b There were cans of paint and brushes all over the place.

► Check it out page 140

8 Complete the sentences with the correct forms of the Past Perfect Continuous of the phrases below.

rain for a week train for months
not work hard enough not listen carefully
wait for an hour

- 1 He lost his job because he ...
- 2 The town was flooded because it ...
- 3 They were furious when she arrived because they ...
- 4 I didn't understand what to do because I ...
- 5 We won the match because we ...

9 Complete the sentences with the verbs in brackets in the Past Perfect or the Past Perfect Continuous.

- 1 By the time he was twenty-five, he ___ (earn) his first million.
- 2 She ___ (live) in the town for ten years before she met him.
- 3 After they ___ (finish) dinner, they went out.
- 4 When I went to pay the bill, I realised that I ___ (leave) my wallet at home.
- 5 Just before the accident, he ___ (drive) at 150 mph.
- 6 At the time of the wedding, they ___ (go out) together for six years.
- 7 We ___ (play) football in the same club for ages before we became friends.
- 8 I ___ (already/give up) waiting when he phoned.

*10 Complete each sentence with the Past Simple, the Past Continuous, the Past Perfect and the Past Perfect Continuous. Compare your sentences and discuss why you used each tense.

- 1 When I looked at my watch, I realised that ...
- 2 Tom was upset because ...





11 Complete the text with the correct forms of the verbs in brackets.

The Rainmaker

In December 1915, Lake Morena was nearly empty and everybody in San Diego ¹ (pray) for rain. In desperation, the city council ² (contact) Charles Hatfield, the Rainmaker. Hatfield ³ (agree) to fill the lake for \$10,000. On January 1, 1916, he started work, ⁴ (use) his secret rain-making chemicals. By January 5, the rain ⁵ (start). By January 20, it ⁶ (rain) non-stop for two weeks. On January 26, the level of the lake ⁷ (rise) by two feet per hour when suddenly it ⁸ (stop) – just five inches from the top. ⁹ (keep) his promise, Hatfield ¹⁰ (want) his money. But the city council ¹¹ (refuse) to pay, ¹² (say) that the rain was an ‘act of God’. Hatfield ¹³ (only/make) a verbal agreement, and ¹⁴ (not sign) a contract. He never ¹⁵ (receive) a penny.

12 In groups, tell each other about an amazing person you know and what makes them amazing.

Work it out

13 You have received a letter from your English-speaking pen friend Ronnie. Read the letter and analyse its structure. Find the elements listed below.

- | | |
|----------------------------------|-----------------------------|
| a) address | f) paragraph with questions |
| b) date | g) final phrase |
| c) salutation | h) closing (signing off) |
| d) first paragraph with greeting | i) signature |
| e) main paragraph | |

3 Dear ... ,

4 Thanks for your letter. It's nice to hear from you again. I enjoyed your story about the 1st of September in your school.

5 You've asked me about my hobbies. Last week I went to watch a tennis match and got Maria Sharapova's autograph. She is amazing! Do you know that besides being a brilliant tennis player, she's a successful businesswoman? She has also given a lot of time and money to charity. She donated over \$100,000 to Gomel area of Belarus affected by Chernobyl nuclear reactor disaster and launched a \$210,000 scholarship programme for students from Chernobyl area.

6 Have you ever met any celebrity in person? Whom and how? Whom would you like to meet and talk to? Are you interested in collecting autographs?

7 Looking forward to your letter.

8 Bye,
Ronnie

9

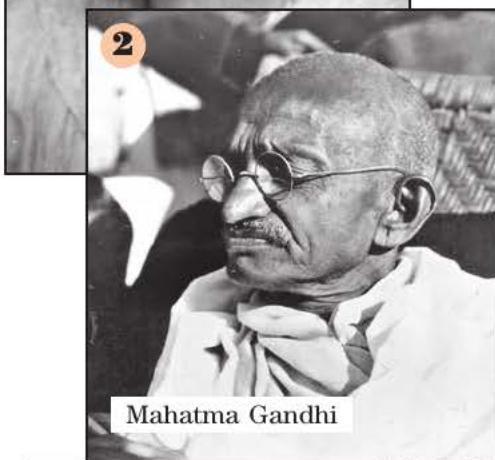
New York, USA
September 20, 2014

WRITING

1 Write a letter to Ronnie answering his questions (100–140 words). Remember the structure of an informal letter and the rules of its writing.



Virginia Woolf



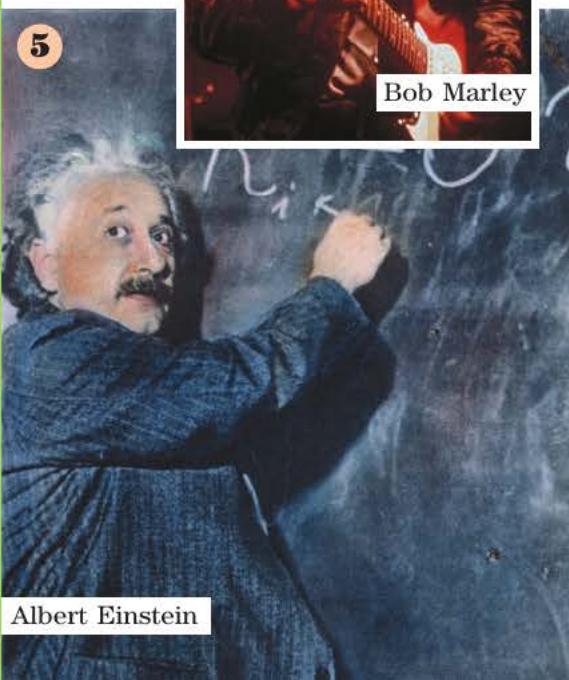
Mahatma Gandhi



Sigmund Freud



Bob Marley

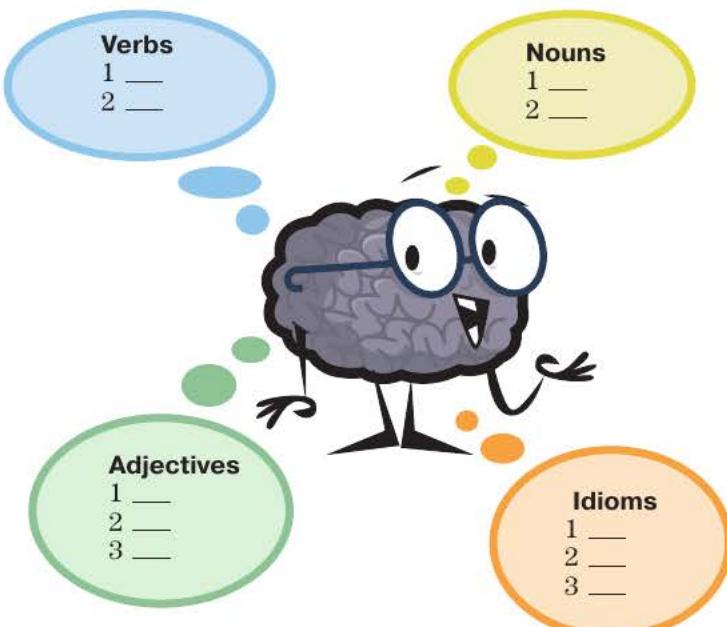


Albert Einstein

LISTENING AND VOCABULARY

- 1 Complete the word web with the words and phrases below. Use a dictionary to help you.

brainy brainwave brainwash
brainbox be the brains behind brainless
pick someone's brains brain dead
use your brain brainstorm



- 2 Complete the sentences with the correct expressions from Exercise 1.

- 1 Let's get together and ___ ideas for our next project.
- 2 My brother's the ___ one, but I'm better-looking!
- 3 If you keep watching TV all the time, you'll end up being ___.
- 4 Bob Geldof ___ Live Aid and Live 8.
- 5 I've just had a ___! Let's go to Prague for the weekend!
- 6 Advertisements ___ us into buying things we don't need.
- 7 Dad, I can't do my homework. Can I ___?
- 8 You just went through a red light, Dan! That was a ___ thing to do.
- 9 Martin's the ___ of the class. He always gets top marks.
- 10 You had to ___ to do this exercise!

- 3 How would you describe a genius? Write your definition and compare ideas in small groups.

- 4 In pairs, look at the photos and answer the questions.

- 1 What do you know about these people?
- 2 What was extraordinary about them?
- 3 Which of them was a genius, do you think? Why?
- 4 Who would you consider to be a 'twenty-first-century genius'? Why?

- 5 Below there are four types of geniuses. In pairs, discuss who/what they might be like. Then listen to Part 1 of a radio programme and check.

the master the maker the introspector
the influencer

- 6 Listen to Part 1 again and choose the correct answers (a–d).

- 1 Dr Gardner thinks
 - a academic work is the most important.
 - b everybody has different strengths.
 - c exams make people brain dead.
 - d we are all intelligent in one way.
- 2 Mozart was a 'master' because he
 - a was a genius.
 - b created a new kind of music.
 - c wasn't like Freud.
 - d was brilliant at what he did.
- 3 Freud was a 'maker' because he
 - a was a musician.
 - b created many new things.
 - c developed a completely new field.
 - d was a psychoanalyst.
- 4 Virginia Woolf
 - a wrote about introspective people.
 - b was very self-conscious.
 - c was like Mrs Dalloway.
 - d worked on understanding people.

- 5 Gandhi
 - a tried to influence Nelson Mandela.
 - b wasn't interested in other people.
 - c changed the way people thought.
 - d didn't affect people in India.

- 7 Before you listen to Part 2 of the programme, decide if the statements are true or false, and why. Then listen and check.

- 1 A genius is made by ambition, luck and the time they live in.
- 2 When Einstein was born, physicists were confident about their subject.
- 3 Einstein was able to think in terms of both space and music.
- 4 In general, people usually want to learn from their problems.
- 5 Extraordinary people spend a lot of time reflecting.
- 6 It doesn't take them long to work out the answers to problems.

- 8 Look back at Exercises 3 and 4. In groups, discuss the questions.

- How similar/different was your definition of a genius to Dr Gardner's?
- What can you add to your answers in Exercise 4, using the information from the radio programme?

Quiz

What are my multiple intelligences?



1 intelligence

You relate to and understand other people – strong in salespeople, politicians and teachers.



2 intelligence

You use words and language – something lawyers, writers and comedians are good at.



3 intelligence

You appreciate and produce music – strong in singers, composers and musicians.



$\frac{x}{y} = 12$

4 intelligence

You use reason, logic and numbers – often found with doctors, accountants and scientists.



5 intelligence

You control body movements and handle objects skilfully – something found in athletes, dancers, actors and builders.



6 intelligence

You think in pictures – something artists, designers and architects are particularly good at.

Do our quiz and find out your strongest intelligence.

Choose the statements which are true for you. Then work out your score on page 135.

- 1 I have no trouble reading maps and navigating.
- 2 People often seek me out to ask for advice.
- 3 I remember things best by seeing them.
- 4 I am often asked to explain the meaning of the words I use.
- 5 There is a powerful link between music and my moods.
- 6 I have a good sense of balance and coordination.
- 7 I like to work with calculators and computers.
- 8 I find it easy to say what I think in an argument or a debate.
- 9 I work best in an organised work area.
- 10 I understand how different colours work well together.
- 11 I get restless if I have to sit still for long.
- 12 I have a strong preference for group activities rather than ones I do alone.
- 13 I often use gestures and other body language to express myself.
- 14 I can often be heard humming, whistling or singing when I'm in the shower.
- 15 I feel comfortable when dealing with words.
- 16 I need to categorise and group things in order to see their relevance.
- 17 I often see patterns and relationships between numbers faster than other people.
- 18 A rhyme is an effective way of helping me remember something.
- 19 Having a good social life is important to my happiness.
- 20 I find it irritating when someone says something illogical.
- 21 I often touch things because I am curious to know how they feel.
- 22 I like to have background music when I'm working.
- 23 I'm quite an artistic person.
- 24 I enjoy taking the lead and being responsible for other people.

VOCABULARY

- 1** Match the types of intelligence below to the definitions above the quiz.

linguistic bodily-kinaesthetic interpersonal logical-mathematical musical visual-spatial

- 2** Which intelligences do you think are your strongest/weakest and why?

- 3** Do the quiz. Then answer the questions and compare your answers with a partner.

- Were you right about your intelligences?
- Which intelligence would you like to develop more? Why?

- 4** Look at the underlined suffixes in the quiz and complete **Train Your Brain**. Which suffix is used to make nouns **and** adjectives?

TRAIN YOUR BRAIN | Suffixes

Suffixes to form nouns

verb +	-ment ¹ _____
	-ion ² _____
	-ing ³ _____
	-ence/-ance ⁴ _____, ⁵ _____
adjective +	-ness ⁶ _____
	-ity ⁷ _____
noun +	-ship ⁸ _____

Suffixes to form adjectives

noun +	-ful ⁹ _____
	-less ¹⁰ _____
	-al ¹¹ _____
	-ic ¹² _____
	-y ¹³ _____
	-ive ¹⁴ _____
verb +	-able/-ible ¹⁵ _____, ¹⁶ _____
	-ing ¹⁷ _____
	-ed/-d ¹⁸ _____
	-ent/-ant ¹⁹ _____, ²⁰ _____

- 5** Complete the words with the correct suffixes. Which type of intelligence does each of these sentences refer to?

- I enjoy the most thrill____ rides at the fun fair.
- I like to take part in debates or discuss____.
- Music plays a signific____ role in my life.
- I can multiply measure____ in my head easily.
- I'd rather draw a diagram than give someone verb____ instruct____.
- I make frequent refer____ to things that I've heard or read.
- I find music that is out of tune very annoy____.
- I am sensit____ to other peoples' feel____.
- I play at least one sport or do a physic____ activ____ regularly.
- I have a good sense of direct____.
- I find new scientif____ develop____ interest____.
- I have several close person____ friends.

- 6** Make the new words from those in capital letters and complete the sentences.



- Geri's very ____ of my dancing – I'm completely ____!
TOLERATE, COORDINATE
- I think ____ tests are absolutely ____ – I never agree with the answers!
PERSONAL, USE
- I'm feeling very ____ and I'd like to join a gym, but the ____ fees are very expensive.
HEALTH, MEMBER
- What is the secret of a really ____?
SUCCESS, RELATION
- My grandmother had an ____ to read peoples' minds.
AMAZE, ABLE
- I hope you've got a ____ : this is the third time you've been late this week.
CONVINCE, EXPLAIN
- Phil had some very ____ for how to solve our space problems.
SENSE, SUGGEST
- Please be ____ about my ideas. Your opinion is extremely ____ to me.
TRUTH, VALUE
- I admire Alex's ____ , but I don't think she's ____ enough to be a designer yet.
CREATE, CONSIST
- We went to a ____ at the Opera House on Saturday.
WONDER, PERFORM

- 7** Finish the sentences to make them true for **you**. Then read them to your partner and respond to his/her sentences.

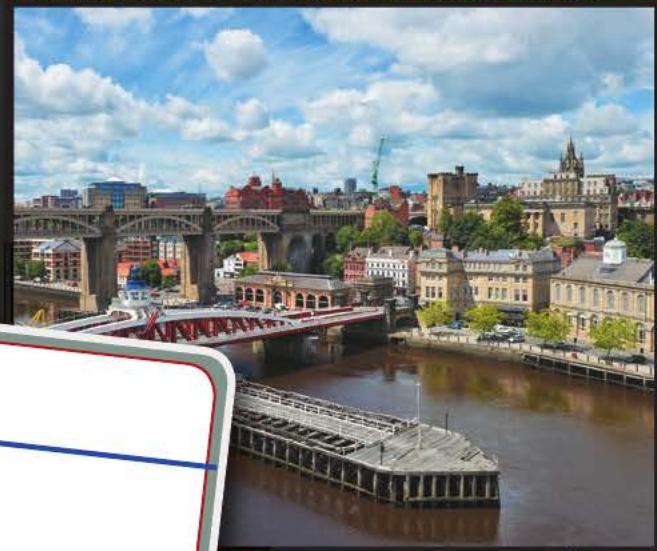
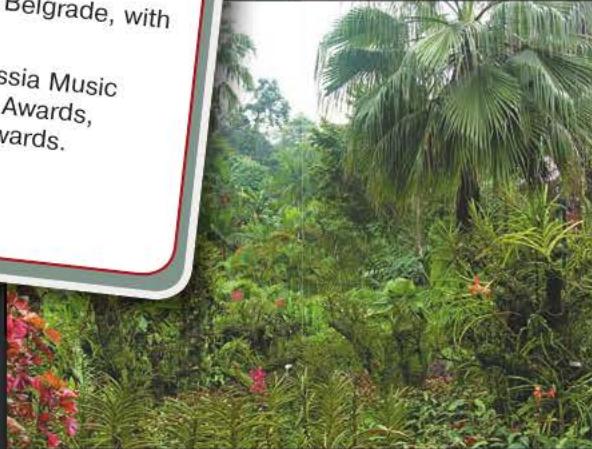
- I haven't got much patience with ...
- I'm quite optimistic about ...
- It's more important to be confident than ... because ...
- I never feel very energetic ...
- There are a lot of similarities between me and ...
- I sometimes have arguments with ... about ...
- I find ... very irritating because ...
- I have a very good relationship with ... at the moment.
- A I haven't got much patience with small children.
- B Really? Why not?



FACTFILE



Real name Viktor Belan.
Stage name Dima Bilan.
Born Ust-Dzheguta, Karachai-Cherkess Republic, 1981.
Education Gnesin School of Music, opera singing.
Most famous song Believe.
Represented Russia at the Eurovision Song Contest 2006 with Never Let You Go, finishing second.
Won the Eurovision Song Contest 2008 in Belgrade, with the song Believe.
Winner of 32 awards, among them MTV Russia Music Awards, MTV Europe Music Awards, Muz-TV Awards, Golden Gramophone Awards, World Music Awards.
Hobby photography.
Plans becoming a space tourist.



FACTFILE



Real name ¹ Sumner.
Stage name and how he got it ².
Born Newcastle, in ³.
Most famous song ⁴.
Royalties from this song ⁵\$ a week.
Ex-member of ⁶.
Former profession ⁷.
Started The Rainforest Foundation in ⁸.
In 2004, Queen Elizabeth made him a ⁹.



SPEAKING AND LISTENING

- 1** **©T012** Look at the photos and listen to the music. In pairs, discuss the questions.
- What's the name of the song? Who wrote it?
 - What do you know about this person? What is he famous for?
- 2** **©T013** Listen to the presentation and complete the Factfile about Sting. The information in the Factfile is NOT in the same order as in the recording.
- 3** What language does the speaker use at each stage of the presentation? Match sentences a–f to the three stages.
- 1 Introduction
 - 2 The main content
 - 3 Conclusion
- a** Let me just finish by saying ...
b As for his background, ...
c I'm sure the writer of this song needs no introduction.
d There's so much more I could tell you ...
e The reason I've chosen him is ...
f The most amazing thing about him is ...
- 4** **©T013** Listen again and number the sentences in **Speak Out** in the order you hear them.

SPEAK OUT | Presentation skills

Keeping your audience involved

- Maybe you're wondering *why/what* ...
- What do we already know about ...?
- Why do you think he's been so successful?
- And were you aware that ...?
- Did/Do* you know ...?
- I hope you'll learn a few things about ...
- You *might/might not* know that ...
- What you probably *don't/didn't* know is that ...
- I'm sure you'll agree that ...
- You *will/won't/might* be surprised to hear that ...

- 5** **©T014** Complete this extract from another presentation about Sting with language from **Speak Out**. Then listen and check.

And what do we ¹ about his family life? He's been married twice and has six children and seven homes. He's also very keen on yoga and practises daily. Maybe ². He says that it helps him relax as well as keep fit. So you ³ to hear that he did a yoga position on TV! You ⁴ also know that he introduced Madonna to her husband, Guy Ritchie. But what you probably ⁵ that he's acted in several films too. And were ⁶ he also writes movie soundtracks and has won nearly fifty music awards? He also won a humanitarian award in 2004. I'm ⁷ agree that he deserved it.

- 6** Work in small groups. Choose one of the people and prepare a presentation using **Speak Out**. Give your presentations to the class and choose the best one.

PROFILE EMINEM



Real name Marshall Mathers

Stage name Eminem. Sounds like M&M, his initials and the brand name of famous US sweets.

Profession Rap singer and musician. Also a talented record producer; starred in the film *8 Mile* in 2002, loosely based on his life.

Background Born 17 October, 1973, in St. Joseph, Missouri. Poor childhood spent there and in Detroit, the birthplace of rap. Married high-school sweetheart, Kim, in 1998. Divorced in 2000 but remarried in 2006. They have one child.

Career Started performing raps when he was 14. Was discovered and supported by Dr Dre. Became famous in 1999 with release of *Slim Shady* CD. Some criticised its graphic violence; others praised its surreal humour. In 2000, *Marshall Mathers* was fastest-selling CD in rap history.

Other albums *Relapse* (2009), *Recovery* (2010) and *The Marshall Mathers LP 2* (2013).

Achievements Has won many Grammy and other music awards, including a 2003 Oscar for Best Song *Lose Yourself* in *8 Mile*. First white rapper to make a big impact on rap scene.

PROFILE ANNIE LENNOX



Real name Annie Lennox

Profession Singer, songwriter, talented artist. Did all the artwork for her CD *Bare*.

Background Born 25 December, 1954, in Aberdeen, Scotland. Attended school for the exceptionally intelligent and studied the flute at the Royal Academy of Music. Left in 1974 before her final exams. She has been married three times, and she has two daughters, Lola and Tali. Often wears wigs as a disguise. Supports many charities including Oxfam and played at the Live 8 concert in 2005.

Career From 1976, played with Dave Stewart in The Tourists band and formed the Eurythmics in 1980. Their first album in a long line of classics, *Sweet Dreams*, was released in 1983 and stayed in the charts for 60 weeks. Went solo in 1990 and had equally successful career with CDs *Diva* (1992), *Medusa* (1995), *Bare* (2003), *Songs of Mass Destruction* (2007), *A Christmas Cornucopia* (2010).

Achievements Has won numerous awards including 1996 Grammy for Best Female Pop Vocalist and 2004 Oscar for Best Song *Into the West* from the film *Lord of the Rings*. On 4 June, 2012, Lennox performed as part of the Queen's Diamond Jubilee Concert in London. On 12 August, 2012, she performed at the 2012 Summer Olympics Closing Ceremony.

WRITING

- 1** Read the Factfile about Dima Bilan. Find some additional information about him and write his profile.

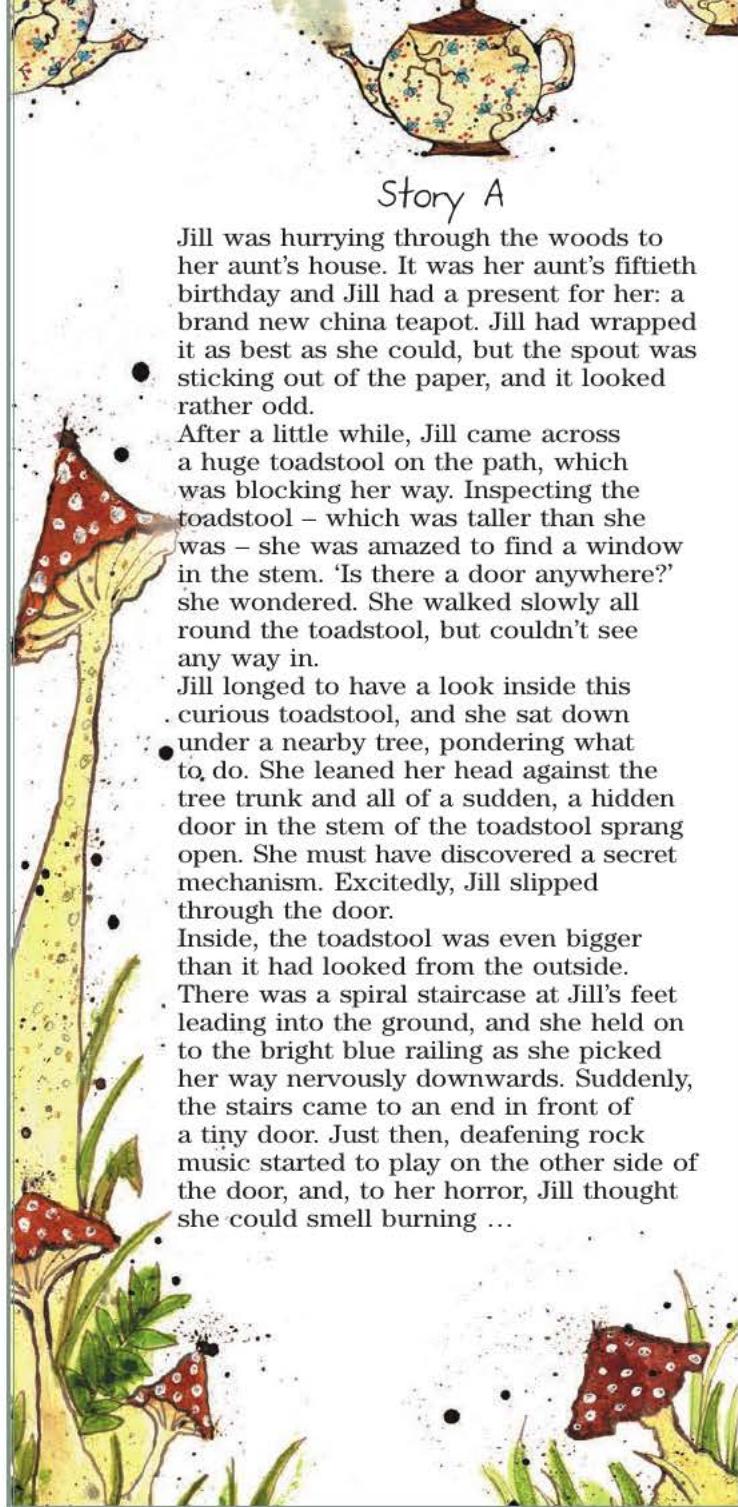
READING AND WRITING

- 1 Look at the pictures round story A and find a teapot, a spout, a toadstool and a stem. Do NOT read the story yet!
- 2 Read story A and story B. Which do you find more memorable? Why?
- 3 Which three of sentences 1–6 are NOT true about story A? Make them true.
 - 1 It contains vivid 'pictures' to help the memory.
 - 2 The events in the story are quite ordinary.
 - 3 Most of the events could happen in any order.
 - 4 There is a 'turning point', when something happens to change the direction of the story and make it interesting.
 - 5 There is a variety of past tenses and some participle clauses.
 - 6 There are very few adjectives and adverbs.
- *4 Look at the story about Jill again and follow the instructions.
 - 1 Find the verbs and phrases used instead of the following ones: *walk quickly, find, look at carefully, want very much, think about, open, move quickly, go carefully.*
 - 2 Find the adjectives which mean *very big, very small, very loud.*
 - 3 Find the adverbs used to describe Jill's feelings as she
 - a slipped through the door.
 - b picked her way down the staircase.
 - 4 Think of other words to replace the underlined words.
She was amazed to find a window in the stem. To her horror, Jill thought she could smell burning.
 - 5 Find the time phrases which mean *a short time later, suddenly, at that moment.*
- 5 Read Train Your Brain and complete the gaps.

TRAIN YOUR BRAIN | Writing skills

Making your stories more memorable

- 1 Use a variety of tenses and some ___ clauses.
- 2 Make sure your story has a ___ point.
- 3 Use 'dramatic' verbs, e.g. ___ instead of *find*.
- 4 Use extreme adjectives, e.g. ___.
- 5 Use adverbs to show how people are feeling, e.g. ___.
- 6 Use adjectives and noun phrases to describe feelings, e.g. I was *surprised/___/amused/horified to see/hear/find ...; to my ___/amazement/amusement/horror ...*
- 7 Use a variety of time phrases, e.g. *suddenly/all of a ___, after a little while/a ___ later, just ___/at that moment.*



Story A

Jill was hurrying through the woods to her aunt's house. It was her aunt's fiftieth birthday and Jill had a present for her: a brand new china teapot. Jill had wrapped it as best as she could, but the spout was sticking out of the paper, and it looked rather odd.

After a little while, Jill came across a huge toadstool on the path, which was blocking her way. Inspecting the toadstool – which was taller than she was – she was amazed to find a window in the stem. 'Is there a door anywhere?' she wondered. She walked slowly all round the toadstool, but couldn't see any way in.

Jill longed to have a look inside this curious toadstool, and she sat down under a nearby tree, pondering what to do. She leaned her head against the tree trunk and all of a sudden, a hidden door in the stem of the toadstool sprang open. She must have discovered a secret mechanism. Excitedly, Jill slipped through the door.

Inside, the toadstool was even bigger than it had looked from the outside. There was a spiral staircase at Jill's feet leading into the ground, and she held on to the bright blue railing as she picked her way nervously downwards. Suddenly, the stairs came to an end in front of a tiny door. Just then, deafening rock music started to play on the other side of the door, and, to her horror, Jill thought she could smell burning ...

- 6 Complete the sentences with adverbs below to show how the people are feeling.

anxiously excitedly nervously
reluctantly frantically

- 1 It was time for Jim's driving test to begin. ___ , he started the car.
- 2 Diana searched the house ___ , but her handbag was nowhere to be seen.
- 3 Sam waited ___ in the hospital corridor. Then he saw the doctor coming towards him.
- 4 Carrie's parcel from her uncle in America had finally arrived. ___ , she untied the string and pulled off the paper.
- 5 It was a beautiful summer's day. ___ , Jodie sat down to write her essay.

Story B

Jack was walking along the beach looking for his friends. He was carrying his swimming trunks in a bag, along with some sunscreen, a book and a baseball cap. There was no sign of his friends, so he bought an ice cream and built a sandcastle. Then he lay down on the sand and went to sleep.

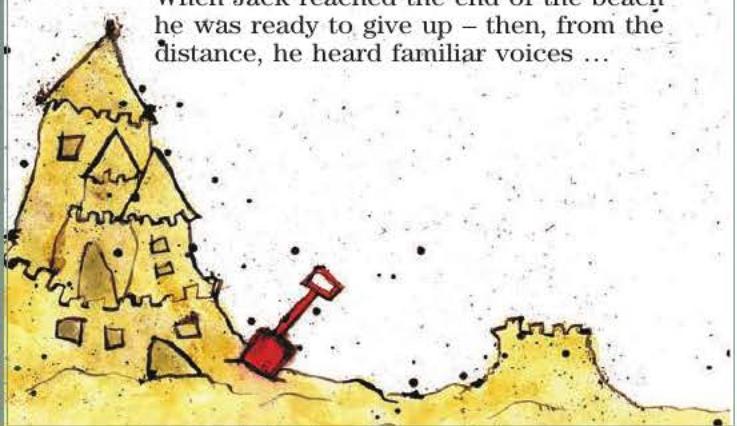
When Jack woke up, his friends were still nowhere to be seen. He bought a drink from a kiosk, took out his book and started to read. He looked up every so often to see if his friends were coming. But he got bored with the book and started to look round the beach. It was crowded with people who were playing ball, walking dogs and flying kites – but where were his friends?

It was the right day, and it was well after two o'clock, the agreed time – so where were they?

Jack was hungry again, so he bought a hotdog and some chips. He walked along the edge of the water and saw water skiers and people in boats.

Then he stopped for a few moments to watch a ball game. When he continued his walk, he saw some children building sandcastles and sunbathers enjoying the weather.

When Jack reached the end of the beach he was ready to give up – then, from the distance, he heard familiar voices ...

**7** Choose a suitable noun or adjective below and complete the sentences.

amazement/amazed dismay/dismayed
horror/horified relief/relieved
surprise/surprised

- 1** We were ___ to hear that Jack had moved to South America: he always said he loved Ireland.
- 2** To her ___ , Sandy found Bob, her kitten, hiding in the wardrobe.
- 3** Rick was ___ to see a huge spider walking across the bed.
- 4** Barbara was ___ to find that a balloon had landed in the back garden.
- 5** To our ___ , it started to pour with rain just as we were unpacking the picnic things.

8 What common verbs can those in each of the following groups replace?

- 1** wander, stroll, stumble, limp
- 2** exclaim, cry, yell, call out
- 3** ponder, wonder, work out, consider
- 4** spring open, slam shut, fly open, swing shut

9 Read the story and put the words and phrases from the box into the gaps.

reluctantly just then anxiously
to her aunt's amazement
she was dismayed to see that

Maggie Banes looked ¹ ___ at her watch – as she had done every few minutes for the last three hours. ² ___ it was nearly eight o'clock. 'Where on earth is Jill?' she thought. 'It isn't like her to be so late.' ³ ___, she picked up the plate of sandwiches she'd made for tea and went to the kitchen. ⁴ ___ the door opened and Jill walked into the house. She looked tired. 'What a relief! Are you OK?' said Maggie loudly. 'Yes, I'm fine, Auntie,' replied Jill. 'I'm so sorry I'm late, but something strange happened on the way here.' ⁵ ___, Jill explained that, in her hurry to get through the woods, she had tripped and knocked herself unconscious. When she woke up, she realised she was lost. 'I walked around for ages until I found the right path. Then I ran all the way here!'

10 Look at the story in Exercise 9 again and use the verbs and adjectives in the box to replace the more neutral ones in the text.

exhausted wandered flew open bizarre
wondered cried stumbled

11 You are going to rewrite the story about Jack to make it more memorable. First, think about the questions below. Then plan and write the story (200–250 words).

- What did Jack have in his bag and why? What were he and his friends planning to do at the beach?
- Where could the turning point of the story be? Think about how long Jack was asleep, what happened while he was asleep, what happened when he woke up.
- Why were Jack's friends not at the beach when he arrived? Had Jack made a mistake about the time or place? Or had something happened to his friends on their way?

***12 Project idea.** Write your own memorable story, beginning with the sentence below.

It started like any other day.

Is it good for us?

Read, listen and talk about health, diets, addictions.

Practise gerunds and infinitives, verbs with gerund or infinitive; phrasal verbs.

Focus on questions about visual material: avoiding silences.

Write an advice leaflet.

03



- 1 If you eat after 8 p.m., you'll put on weight.
- 2 Oranges provide the best source of vitamin C.
- 3 People with red hair are better at dealing with pain than blonds or brunets.
- 4 It is dangerous to wake a sleepwalker.
- 5 You'll probably feel more tired after a lie-in.
- 6 Taking aspirin reduces your chances of having a heart attack.
- 7 Wearing high heels damages your knees and back.

GRAMMAR AND READING



1 Discuss these questions in pairs.

- 1 How could the things in the photos be good/bad for you?
- 2 Which of statements 1–7 are facts, and which are myths, do you think?
- 3 Read 'Myths and Facts' and check your answers to Exercise 1. How many did you get right?

Work it out

3 Read the rules about the use of gerunds and infinitives and find an example of each in extracts a-f below.

- 1 We use an infinitive:
 - after certain verbs ____
 - after adjectives ____
 - to explain the purpose of an action ____ .
 - 2 We use a gerund:
 - after certain verbs ____
 - after prepositions ____
 - as the subject of a sentence ____ .
- a It is dangerous to wake a sleepwalker.
b Sleeping more than usual disrupts your sleep cycle.
c ... and so you tend to feel tired.
d Compared with walking barefoot, high heels ...
e Some redheads dye their hair to avoid jokes about 'carrot tops'.
f If you fancy having a snack before bedtime ...

Myths and FACTS

IT IS what and how much you eat and how much exercise you do that makes you lose or gain weight, not the time of day. If you fancy having a snack before bedtime, avoid eating in front of the television: you're likely to get distracted and overeat.

STUDIES have shown that oranges give you 50 milligrams of vitamin C for every 100 grams you eat. Apparently, parsley gives you 100 milligrams per 100 grams, but have you ever attempted to eat 100 grams of parsley? Anyway, next time you feel like taking a dose of vitamin C, eat some red peppers – they give you 170 milligrams per 100 grams!

SOME redheads dye their hair to avoid jokes about 'carrot tops'. But scientists have found that the 'red hair gene' gives a kind of 'built-in anaesthetic'. Who knows? Perhaps being tougher than the rest gave famous redheads like Cleopatra an extra advantage.

WAKING a sleepwalker is difficult, but not dangerous. Most doctors suggest leading the person gently back to bed, if possible – they may not let you touch them! Some sleepwalkers manage to eat, get dressed, drive a car, and in some extreme cases, commit murder. So, if you think they risk hurting themselves and/or others, wake them up.

IF YOU'RE used to having eight hours' sleep a night, having a lie-in can confuse your internal body clock. Sleeping more than usual disrupts your sleep cycle, and so you tend to feel tired. Consider setting your alarm for the same time every day. This involves sacrificing your lie-in at the weekend, but your body clock won't get confused.

DOCTORS have encouraged us to take it as a simple headache cure for many years, but in the past decade research has shown that aspirin can reduce the risk of heart attacks. It has been used to treat blindness in scientific trials, with some success, and even to protect against certain types of cancer.

COMPARED with walking barefoot, high heels increase the pressure on the inside of the knee by 26 percent. They also push the centre of the body forwards, which forces the spine to bend backwards, to compensate. This can lead to back problems. Many women are aware of these dangers, but still refuse to give up their high heels!

- 4 Match the underlined phrases in 'Myths and Facts' to the rules in Exercise 3, according to the use of the gerund or infinitive.

- 5 What are these verbs followed by? Put them in the correct column. Then check in 'Myths and Facts'.

encourage make avoid let force risk
attempt involve manage consider

+ infinitive with to	+ infinitive without to	+ gerund

- 6 Match sentences 1–3 to definitions a–c.

- 1 I'm used to having eight hours' sleep a night.
2 I'm getting used to having six hours' sleep a night.
3 I used to have a lie-in every Saturday.

- a a situation which is becoming more familiar
b past habit
c a situation which is familiar

► Check it out pages 140–141

- 7 Complete the gaps with the correct forms of **be used to** or **get used to** and the verbs in brackets.

- I fell over because I not wear high heels.
- He not speak in public, so he was very nervous.
- It was difficult at first, but we live in the country.
- He go to bed earlier, that's why he's so tired.
- I'll never have short hair: I hope it grows quickly!
- When we were in China, we found it difficult to eat with chopsticks.



- 8 Complete the text with the correct forms of the verbs in brackets. Which tips would be the easiest/most difficult to follow? Why?

DO YOU GET HAYFEVER? HERE ARE SOME TIPS TO HELP YOU ¹ (SURVIVE) THE SUMMER:

- Avoid ² (go) outside when the pollen count is high.
- Wear sunglasses ³ (prevent) the pollen from ⁴ (get) into your eyes.
- Don't smoke and don't let other people ⁵ (smoke) in your house: ⁶ (breathe) in smoke irritates your nose and eyes.
- Keep pets out of the house: they are likely ⁷ (bring) in pollen on their fur.
- Some people find it useful ⁸ (take) homeopathic remedies.
- People with severe cases can get long-term protection by ⁹ (have) an anti-allergy injection.



- 9 Rewrite the sentences so that they mean the same, using the words in capital letters.

- 1 They don't allow us to use dictionaries in the exam. LET
- 2 It's good exercise to go for a walk every day. GOING
- 3 Emily saved up £300 so that she could buy a leather jacket. TO
- 4 I think I might sell my computer. CONSIDERING
- 5 Let's not go to that club: older people usually go there. TEND
- 6 The things Pat said forced me to change my mind. MADE
- 7 Take a taxi to the airport, or it's possible that you'll miss the plane. RISK
- 8 I don't want to do any homework tonight. FEEL LIKE

- 10 Why are pets good for us? Complete the text with the gerund or infinitive form of a suitable verb.

It's official: ¹ a pet is good for you. Studies have shown that pets are good for us in a number of ways. Firstly, ² an animal lowers your blood pressure and makes you ³ more

relaxed. One study even found that simply ⁴ fish in an aquarium made people less anxious. That's why many doctors and dentists decide ⁵ an aquarium in their waiting rooms. Next, it can be very therapeutic ⁶ to your pet. Although your pet won't give you any solutions for your problems, the act of ⁷ your concerns with a good listener may help you ⁸ your own solutions. And pets are great listeners. Finally, if you have a dog for a pet, you can expect ⁹ for a walk every day, which is good exercise. Even people who can't stand ¹⁰ to the gym don't usually mind ¹¹ their furry companion for a gentle stroll in the park!



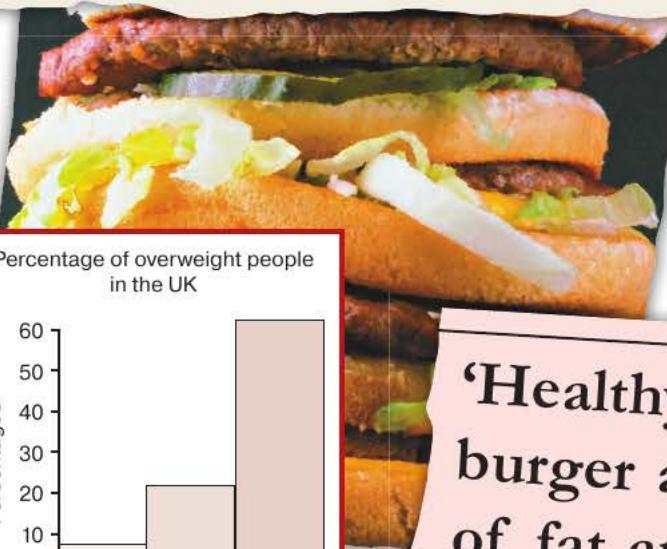
- 11 Complete the sentences to make them true for *you*. Read them to a partner. What do you have in common?

- 1 I find it difficult ...
- 2 I'm looking forward to ... soon.
- 3 I usually avoid eating ... because ...
- 4 ...ing makes me nervous.
- 5 My parents have always encouraged me ...
- 6 I'll never get used to ...
- 7 ...ing helps me to relax.
- 8 I've always dreamt about ...

Gory burger posters target young

David Evans Health Editor

POSTERS OF burger rolls filled with bones and fat have appeared across the UK to shock children into improving their diets and help fight obesity. It is estimated that a quarter of young people will be overweight by 2020. The British Heart Foundation's campaign follows a survey which showed that 36% of eight to fourteen-year-olds did not know the main ingredient of chips was potato. Nearly one in ten of the children questioned thought chips were made of oil, while others suggested eggs, apples and flour.



'Healthy options' offered by burger and pizza chains still full of fat and salt, study finds



SPEAKING AND LISTENING

- Look at the pictures and graph and read the article and headline. What issues are represented in this material? Discuss in pairs.
- Listen to Marco answering four questions about the material. Which was his best answer, do you think? Why?
- Listen again and complete Marco's answers. How do the missing words and phrases help Marco to answer the questions? Which section of **Speak Out** do they belong to?
 - _____, how could someone think that chips were made of apples?
 - We're all becoming - _____. - 'couch potatoes'!
 - Um, ___, a diet with the right number of calories - I think ___ 2,000.
 - I know you should eat ___ fruit and vegetables, to get enough vitamins and, and ___.
 - I've heard that it's good to drink ___ eight glasses of water a day, too.
 - But also the burger and pizza companies should, ___, be more honest.
 - They should write it clearly on the menu, or ___.
 - It's ___ the machine the dog's walking on in this cartoon.

SPEAK OUT | Avoiding silences

Vague language: when you can't remember or don't know a word or an amount.

What's it called?
 (a) kind of/sort of ...
 ... and that sort of thing/and so on
 ... or someone/something like that
 around (fifty)/a couple of ...

Fillers: when you need a moment to think.
 Um ... Like ... I don't know ...

- Listen and match answers a-e you hear to questions 1-5.

- What's 'fast food'?
- Where can you buy natural remedies?
- What's an exercise bike?
- How many calories are there in a banana?
- What do you call people who don't eat meat, fish or dairy products?

- Listen and repeat some phrases from Exercise 4.

- Work in pairs. Look at page 135 and follow the instructions.



READING AND LISTENING



- 1 Which of the following can you see in the pictures?

a coffee addict a compulsive gambler
a workaholic a shopaholic

- 2 In pairs, look at the 'everyday' activities below and discuss the questions.

watching TV working exercising dieting
eating chocolate surfing the Internet
cleaning playing computer games

- 1 Which would it be possible/impossible for *you* to get addicted to?
- 2 When and why do everyday activities sometimes become addictive?
- 3 How would an addiction to one of these activities affect your life?
- 4 What other everyday activities could become addictive?

- 3 Work in two groups and follow the instructions.

- Group 1, read texts A and B on page 31.
Group 2, read texts C and D on page 32.
Complete the table about the two people in your texts.
- Find a partner from the other group and exchange your information.

	Abby	Ben	Rob	Sam
Addiction				
How it began				
Treatment				
Still addicted?				

- 4 Work together and match the people from the four texts with the questions. Whose addiction ...

- 1 cost them a lot of money?
- 2 made them ill?
- 3 has had some positive effects on their life?
- 4 was caused by problems in a relationship?
- 5 ruined their social life?
- 6 affected their relationship with their family?
- 7 caused them to lose their job?
- 8 started because they moved to a new place?



Text A Abby

'I was becoming more and more isolated'

I had never been particularly sporty at school, but in my twenties I started doing sports as a way of meeting people because I'd recently moved to a new town. I took up tennis, squash, aerobics and badminton as hobbies, but as I got involved with the clubs and teams, exercise became a central part of my life and I became increasingly determined to keep fit. The three hours a day I was doing soon doubled, and I started to become totally obsessed with exercise. I wouldn't miss a day at the gym. It wasn't really about my body any more – I just had to do my workout and get my fix. At the height of my addiction, I was exercising for up to eight hours a day, starting with two hours on my exercise bike before work. I would walk for an hour at lunchtime and then head off for a two-hour run after work, followed by a three-hour session at the gym.

I would spend my holidays at health farms and even get out my exercise bike on Christmas Day. My dress size plummeted from 14 to 8, and my weight slipped to seven pounds. Instead of using sport to enhance my social life, I was becoming more and more isolated and was not getting anything out of the exercise at all.

The regime started to take its toll, and I was admitted to hospital with severe cramps and high blood pressure.

I can now manage my exercise addiction, thanks to my psychiatrist, who helps me keep on track. I'm still all for people getting fit, but I think more should be known about exercise addiction. It's a slippery slope, and like all other addictions, it can be taken to extremes.



Text B Ben

'It makes you want to remember every interesting detail of your day'

It started as a way of keeping in touch with family and friends when I moved away from home to university, but once I started, it was inevitable that I would get hooked. I've been keeping my own personal diary ever since I was a kid, and since the Internet has become an essential part of my existence, it was only a matter of time before I got bitten by the bug.

To say that blogging is addictive is an understatement. It makes you want to remember every interesting detail of your day and makes you appreciate the simplest of things. I'll often find myself making notes wherever I am – scribbling a few words on a paper serviette in a café, even dictating a few thoughts into my phone while I'm standing at the bus stop – just to make sure that I won't forget the topics I want to write about

when I get the chance. Also, it has exercised my mind into finding something extraordinary in a seemingly ordinary day or event, like an argument I've overheard or a newspaper headline I've noticed. The more subscribers I have to my blog, the more 'pressure' I feel to write something worth their time: something thought-provoking, something entertaining or informative.

I look forward to going online to update my blog and see how many hits I've had. As well as family and friends, I get visits from strangers from all over the world. It's overwhelming when I get messages from these people telling me that they enjoy the things I write, and I actually think it's strengthened my family ties – they have much more insight into my life now than when I was living at home!

- 5 Vocabulary.** Look at the highlighted words and phrases in the texts and match them to the meanings. Then explain them to your partner.

Texts A and B

- 1 have a negative effect on
- 2 unavoidable
- 3 do something beyond normal limits
- 4 having a powerful effect emotionally
- 5 improve
- 6 develop a strong interest in something

Texts C and D

- 1 short periods of intensive spending
- 2 addicted to
- 3 stop doing something that is bad for you
- 4 important but not easily noticed
- 5 spend carelessly
- 6 borrow a lot of money that you will have to pay back

- 6** Complete the gaps with some of the highlighted words and phrases from texts A–D.

- 1 I got ___ chewing gum when I was 12: it helps me to think.
- 2 All the stress at work has ___ its ___ on Simon's health.
- 3 Everyone's kindness while Clare was in hospital was really ___.
- 4 As soon as she got paid, Sue went on a ___ to cheer herself up.
- 5 They said at the shop that the new software has been ___, but I can't see any difference.
- 6 A lot of smokers nowadays are using nicotine patches to help them ___ the ___.
- 7 I don't think there's anything wrong with plastic surgery, but some people nowadays ___ it to ___.
- 8 I can't believe that Ned ___ his first pay cheque on clothes and CDs.



Text C Rob

'I realise now that I was looking for reassurance'

Nowadays I never spend more than £10 a week on texts, which is the goal I set with my counsellor when I started treatment. When things were really out of control I was sending around 700 texts a week, and in one year I squandered £4,500 on text messaging. That was during a period of real insecurity in my relationship with my girlfriend, and it was kind of comforting to get texts from her: I realise now that I was looking for reassurance, constantly needing to know where she was and what she was up to. It's certainly been much easier since she and I went our separate ways. Apparently it isn't unusual for people with an addiction to have underlying problems at work or with a relationship.

I was referred to a counselling service after my boss discovered my problem: I had accidentally

sent a text which was intended for my girlfriend to one of my colleagues, and then hit the 'resend' button eight times when I didn't get a reply! My boss started keeping an eye on me and took note whenever I reached for my mobile to send or read a message; then he demanded an explanation for all the time I was spending not doing my job. I decided to resign rather than face disciplinary procedures. My counsellor says I'm the first case of text message addiction he's treated in ten years of working in the field, but he also thinks there are a good few people out there who don't realise they have a problem. That may well be true, it's certainly easy to get hooked on texting: no sooner have you sent one message than another comes straight back, kind of like a game of ping-pong.

- 7 T018 Listen to four people talking about addictions. Which of the four questions in Exercise 2 on page 30 is each person answering?

- 8 T018 Listen again. Match speakers A–D to statements 1–7.

- 1 ___ thinks addiction can have a negative impact on your personality.
- 2 ___ feels sorry for people with addictive personalities.
- 3 ___ has a relative who went on a trip to get over the death of her husband.
- 4 ___ says that people repeat pleasurable activities because the initial feeling doesn't last.
- 5 ___ doesn't want to admit that he/she has workaholic tendencies.
- 6 ___ thinks that personality is one of the most influential factors in addiction.
- 7 ___ thinks your social life will suffer if you do too many activities on your own.

- 9 In pairs, answer the questions.

- Which of the four addictions in texts A–D do you think is the most difficult to deal with? Why?
- Do you know anyone who's addicted to an everyday activity? What is it and what effect does it have on his/her life?



Text D Sam

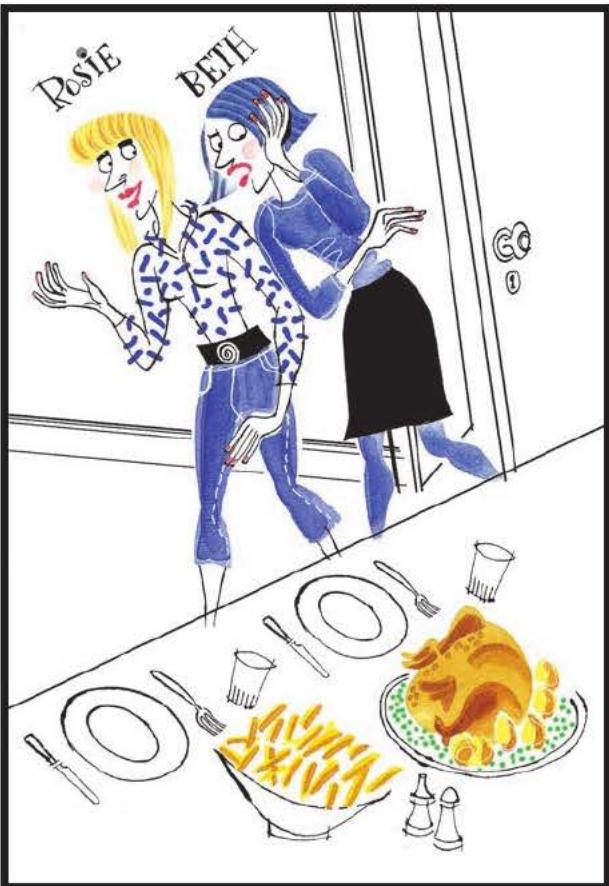
'I am now successfully rebuilding my life'

By the time I went into the Priory Clinic to be treated for shopping addiction, I had run up a debt of £28,000. From quite a young age, I had to have 'nice' things because they made me feel good. At the age of sixteen I started a part-time job as a waitress and I loved earning my own money to buy whatever I fancied ... and when my wages had gone, I borrowed money from my brother.

When I left school at eighteen, I started working in the retail industry. I opened several bank accounts and collected numerous store and credit cards. I often ended up buying things on my shopping trips that I didn't even want or ever use, just because of the 'high' I got from making the purchases. My addiction caused a lot of problems at home since my parents didn't understand what was going on and I refused to talk about it – I felt too guilty and ashamed and usually kept all my possessions out of sight. In the end I left home, but I just couldn't make ends meet – I was spending my money on useless things and didn't have enough to cover the rent and bills. I had to move back in with my parents and I tried to curb my spending. But I still couldn't kick the habit. Eventually, I got professional help when I lost my job because I was out of the office shopping all day long. Counselling helped me to discover what triggered my shopping sprees and to set myself weekly goals to change my behaviour. I am now successfully rebuilding my life, and I'm slowly repaying my debts. I am finally aware of who I am, and I actually like myself now.

GRAMMAR AND LISTENING

- 1**   What is the situation in the picture? What are the women saying? Listen to Part 1 of the conversation and check.



- 2**   Listen to Part 2 and answer the questions.

- 1 What are the 'rules' of Rosie's diet?
- 2 What does Beth think of the diets Rosie has done?

- 3**   Listen to Part 3. Why does Rosie insist on clearing up after the meal?

- 4**   Choose the best forms in these sentences from the conversation. Then listen and check.

- 1 I even remembered *to get/getting* your favourite cheesecake.
- 2 I forgot *to tell/telling* you.
- 3 I haven't stopped *to eat/eating* cheesecake.
- 4 They went out hunting all day and only stopped *to eat/eating* one big meal in the evening.
- 5 And it even sounds as if you like *to do/doing* it.
- 6 I've been trying *to lose/losing* weight for ages.
- 7 I'll never forget *to go/going* shopping with you when you were on that Beverly Hills diet.
- 8 Do you remember *to say/saying* that you wouldn't do any more of these fad diets?
- 9 I always like *to clear/clearing* up straight after a meal.
- 10 Have you tried *to turn/turning* it on?

Work it out

- 5** Look at Exercise 4 again and complete the gaps in these rules with **gerund** or **infinitive**.

remember

- + ¹ ___: remember something, then do it
+ ² ___: do something and remember it later

forget

- + ³ ___: forget about something, so you don't do it
+ ⁴ ___: do something and (don't) forget it later

try

- + ⁵ ___: do something and see what happens
+ ⁶ ___: make an effort to do something difficult

stop

- + ⁷ ___: no longer do something
+ ⁸ ___: stop something in order to do something else

like

- + ⁹ ___: do something because it's a good idea
+ ¹⁰ ___: enjoy something

► Check it out page 141

- *6** Complete the gaps with the correct forms of the verbs in brackets.

- 1 I stopped ___ (drink) coffee because I read it was bad for you.
- 2 I'm so sorry I'm late, I forgot ___ (set) my alarm and I overslept.
- 3 I know the match doesn't start until 4 p.m., but we like ___ (arrive) early to get a seat.
- 4 I tried ___ (do) an Internet search to find the CDs you wanted, but no luck.
- 5 I don't think I'll ever forget ___ (arrive) two hours late for our first date!
- 6 Why is that window open? I definitely remember ___ (close) it before we left.
- 7 It's after midnight! Why on earth didn't you stop ___ (ask for) directions?
- 8 Can you remember ___ (feed) the cat while we're away? We don't want him to die!

- 7** Work in pairs. Student A, follow the instructions below. Student B, follow the instructions on page 138.

Student A: Think of

- something you should stop doing and something you should try to do if you want to lose weight
- two things you should remember to do before you go on holiday
- something you try not to do and something you like doing in English lessons
- something you like to do and something you'll never forget doing before an important exam

Tell your partner the two things, but not the situation. Can they guess the situation?

A You should stop eating biscuits.

B If you want to lose weight?

A Yes!

10 reasons ...**NOT to Go on a Diet**

- 1 You don't have to part with lots of money for expensive diet products.
- 2 It won't matter if you don't go to the gym and work out every day.
- 3 You don't need to pick at your food and pretend not to be hungry.
- 4 You can cheer yourself up with a bar of chocolate whenever you get depressed.
- 5 You can do away with all the scales and tape measures in the house.
- 6 You don't need to turn dinner invitations down.
- 7 You won't get upset if you don't stick to the diet.
- 8 You won't feel guilty if you buy lots of your favourite food and pig out.
- 9 Your initial enthusiasm for the diet will soon wear off.
- 10 Someone will come up with a new and better diet than the one you're on.

VOCABULARY

- 1 Read the extract above. Which do you think are the three most convincing reasons NOT to diet? Why?
- 2 Match the phrasal verbs in the extract to the meanings a–j.

a do exercise	f eat a small amount
b eat a lot of food	g think of (an idea)
c make happier	h refuse
d keep doing	i give unwillingly
e remove, get rid of	j lose strength
- 3 Complete the sentences with suitable phrasal verbs from the extract.
 - 1 I'm glad I saw that film, it really ___ me ___ .
 - 2 Why are you ___ ___ your lunch? Aren't you hungry?
 - 3 Now you've made the decision, you must ___ ___ it.
 - 4 You'll have to ___ ___ ___ a better excuse than that.
 - 5 Have you got any aspirin? The anaesthetic is ___ ___ .
 - 6 I've had this bile for years. I don't want to ___ ___ it.
 - 7 ___ ___ ! It's Saturday tomorrow!
- 4 Put the words in the correct order to make questions and choose four of them to ask your partner.
 - 1 out you How work do often
 - 2 would hate possession with you What part to
 - 3 you why last out When did pig and
 - 4 you home up Where to like set would
 - 5 music people do you turn How tell your down often to
 - 6 would your do What to house away like with you in
 - 7 party down to would an turn Why invitation a you

WRITING

- 1 You have received a letter from your English-speaking pen friend Alice who writes:

... My sister decided to become a veggie. I don't think it's a good idea. I've seen a BBC documentary about the Japanese island Okinawa where people live longer than anywhere else in the world. They are not vegetarians! Their traditional food is rich in antioxidants and proteins; they eat a lot of meat and eggs.

What do you think about the vegetarian diet? Have you tried it yourself? What is Russian traditional food like? Do you think it's healthy?

In other news, I've taken part in the Talent Show and got a prize!

...

Write a letter to Alice.

In your letter

- answer her questions
- ask 3 questions about the Talent Show

Write 100–140 words.

Remember the rules of letter writing.

2 How stressful would you find the following situations? Number them from 1 to 6 (1 — not stressful, 6 — very stressful). Then compare your answers with a partner.

- studying the night before an important exam
- meeting your boyfriend's/girlfriend's parents for the first time
- organising a surprise eighteenth birthday party for your best friend
- giving a speech in front of the whole school
- babysitting three children under the age of six
- getting stuck in traffic on the way to the station or the airport

3 Read the advice leaflet about stress and choose the best headings for paragraphs A–D. There are two extra headings.

- 1 What causes stress?
- 2 When should you get professional help for stress?
- 3 What can you do to reduce stress?
- 4 Why should you learn to cope with stress?
- 5 What is stress?
- 6 What are the symptoms of stress?

4 Complete each gap in the leaflet with one suitable word. What information and advice did you not know about before?

***5 Project idea.** Work in pairs. You are going to write an advice leaflet called 'Improving Your Social Life'.

- 1 Discuss and make notes about the following:
 - reasons why people may not have a good social life
 - the effect that not having a good social life can have
 - ways of improving your social life (where to go, what to do/avoid doing, how to behave, what to say/not to say, etc)
- 2 Look back at the leaflet about stress and find all the useful phrases for giving advice.
- 3 Write your leaflet, organising the information into paragraphs with headings.
- 4 Read other students' leaflets. What was the best advice?

YOUR HEALTH AND WELL-BEING COPING WITH STRESS



A

Stress can affect anyone at any time. It is the body's response to a situation which is challenging or threatening. This response can be helpful at times: positive stress ¹ ___ you to meet deadlines or survive physical danger ² ___ producing motivation and energy. However, when you are under intense pressure, you may experience the symptoms of negative stress.

B

Apart from a major trauma like an accident or the death of someone close, not many events are stressful in themselves. Stress arises when you see a situation as threatening or ³ ___ to deal with or when you have very high expectations. For example, organising a surprise party may ⁴ ___ you feel anxious because you don't want anything to go wrong, whereas others may enjoy planning it and ⁵ ___ it secret.

C

People who suffer from stress often complain of headaches, sweaty hands or 'butterflies' in the stomach. Lack of sleep, ⁶ ___ tired and bad-tempered, and not ⁷ ___ able to concentrate are also common symptoms.

D

First, work ⁸ ___ what is causing it. Knowing what causes stress for you can help you to cope with it better. Here are some strategies ⁹ ___ coping.

- Don't take on more than you know you can do: learn to turn ¹⁰ ___ some of the requests people make.
- Take regular breaks: go for a walk, ¹¹ ___ out at the gym, listen to music.
- Eat a balanced diet and avoid ¹² ___ alcohol and smoking.
- Share your thoughts and fears with friends and family members: this may be difficult at first if you are not used to ¹³ ___ about your feelings, but studies have shown that socially active people are better ¹⁴ ___ dealing with stress.
- ¹⁵ ___ to find humour or absurdity in stressful situations. Laughing reduces stress.

VOCABULARY AND GRAMMAR

1 Choose the correct words or phrases.

- 1 Being the *reassuring/cautious/modest* type, I read the email again before sending it off.
- 2 Tom and Meg fight constantly – they are completely *inferior/infantile/incompatible*.
- 3 It's rude to *fiddle/drum/stand* your fingers even if you're impatient or annoyed.
- 4 We need someone really smart. He or she doesn't have to be a *brainbox/have a brainwave/pick his brains* though.
- 5 I know I should *get/talk/stand* up to that girl, but whenever the opportunity arises I can't say anything.
- 6 He suffered from polio as a child, and as a result, he *stumbles/limps/wanders*.

2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 Yoga makes me ___ (feel) great.
- 2 I find it challenging ___ (keep) track of my finances.
- 3 For one thing, ___ (overeat) causes obesity and heart disease.
- 4 Once again they attempted ___ (reach) the summit, this time successfully.
- 5 He'll never forget ___ (win) the invitation to the MTV Music Awards.
- 6 I would never risk ___ (book) a flight with a newly set up airline company.
- 7 The Prime Minister suggested ___ (adopt) a more pragmatic approach to international relations.
- 8 Jogging made Jack dizzy, so he stopped ___ (take) a few deep breaths.

3 Complete the text with one word in each gap.

In my primary school, I ¹___ to have a lot of friends, but one of them, Paul, was very special. He was knowledgeable and witty but a bit of a ²___ baby at times and always sulking when he didn't get his ³___ way. I accepted this because most of the time we had a great time together. We ⁴___ talk to each other every day about everything. My parents complained that I ⁵___ ages on the phone, but they approved of Paul, too. Then suddenly, and for no apparent reason, everything changed – first he started to ⁶___ me for granted and then didn't have time for me. One day I found out that he ⁷___ been talking behind my ⁸___ for a long time. ⁹___ learnt that, I had no choice but to stop being his friend. When I think of it now, ten years later, I think we were simply on different ¹⁰___ from the start.

4 Complete the letter with one word in each gap.



I'M WORRIED ABOUT MY ROOMMATE

Dear Agony Aunt,

I'm worried that my roommate may soon find himself in serious financial difficulty. He's always liked buying things off the Internet, but now he spends the whole day surfing the net for, as he puts it, irresistible bargains. I know how easy it is to get addicted ¹___ things like this, and I'm afraid he's totally ²___ on it already. I'm worried it might turn into a serious addiction one day and that he'll become a compulsive ³___ or something. What can I do to help him? I know that I should confront him about it, but I'm almost sure he would ⁴___ daggers at me and deny everything. And then he would start talking about my shopping ⁵___ and call me a shopaholic. We just don't seem to ⁶___ eye to eye on anything. So what's your advice? Should I look him in the ⁷___ and discuss my suspicions, or should I ask his parents or friends to raise this issue with him?

Confused Steven

5 Use the words in capital letters and rewrite the sentences so that they mean the same as the original ones.

- | | |
|---|---------|
| 1 Don't throw litter in the street. | RATHER |
| 2 She is in the habit of chattering continually. | WILL |
| 3 After I had completed my degree, I enrolled on a sailing course. | HAVING |
| 4 Steph's uncle always told her off whenever he was in a bad mood. | WOULD |
| 5 I don't want to go on holiday with my brother. | PREFER |
| 6 When we were younger, my sister had a terrible habit of reading my diary. | FOREVER |

SPEAKING SKILLS

1 Respond to the following statements. Give a different answer for each opinion.

- 1 Middle-aged people nowadays are more youthful in appearance and attitudes.
You mildly agree: ___
You strongly disagree: ___
- 2 I think everybody is a genius in one way or another.
You strongly agree: ___
You mildly disagree: ___
- 3 Men and women will never be equal.
You strongly agree: ___
You strongly disagree: ___

READING SKILLS

- 1 Complete the article with seven of sentences a-i. There are two extra sentences.



Generation gap: you don't understand

Times have changed, and you often just don't seem to keep up. So here are some useful tips for parents/carers/adults from eighteen-year-old Jess – read them carefully and don't make the same mistakes again.

- You don't understand 'non-uniform' days. We may have 700 items of clothing in our wardrobes but none is suitable for the look we want. Fashion is always changing.¹ And as for trainers – don't get me started. We can't have the cheap ones that 'look' like well-known brands. They must be the real thing. Everybody now wears designer labels.²
- Just give us a break, please ... Even if we have been with our friends all day, we'll always phone them again and again on their mobiles. It makes perfect sense.³ Lines of communication are always open between best mates.
- Sometimes we don't want to talk and just need time to ourselves, but this doesn't mean that you're a bad parent. Give us some space, and we'll come back to you when we're ready.⁴
- You don't realise that the mood swings and arguments we have are down to the pressure we come under at school and from friends. With exams starting from Year 9, when we're just fourteen, the pressure starts to build up and it seems that life is all about doing well in the SATs and later in GCSEs.
- And here is a good one! It is NOT funny to tell our friends stories about us in our nappies. It's humiliating.⁵ So don't keep on embarrassing us and just drop it.
- It seems that language has changed too ... When we say boyfriend/girlfriend sometimes we just mean a boy or girl that is a friend.⁶ It's perfectly normal to have a lot of friends of the opposite sex. Wasn't it like that in your day?
- And don't worry, we don't expect you to change. There are some things adults will never understand about teenagers.⁷ And we won't try to turn you into Supermum and Superdad. And let's keep it that way, OK?

- a No need to make wedding plans or worry that you'll have to push a pram around soon.
- b Surely, you wouldn't like us to stick out and be the butt of everybody's jokes.
- c It's annoying to be told you're a young adult and then to be treated like a child when you give your opinion.
- d What we did when we were babies has nothing to do with what we are like now.
- e What's more, new clothes feel good and are always a talking point when you first wear them.
- f So don't bother trying to impose your views on us.
- g Today the most important topics of conversation are new relationships and clothes.
- h After all, everyone has the right to privacy, so don't we deserve it too?
- i Exciting things may have happened and they have to be discussed immediately.

PRONUNCIATION

- 1 ◎R T001 Listen and tick what you hear. Does the person sound annoyed when they use the full form of *will/would* or the contracted form?

- 1 *He'll/He will* talk to himself for ages without realising it.
- 2 *She'll/She will* interrupt me when I'm speaking.
- 3 *He'd/He would* phone at all hours of the day and night.
- 4 *She'd/She would* leave all her dirty dishes in the sink.

- 2 ◎R T001 Listen again and repeat the sentences.

- 3 ◎R T002 Listen to a question asked in four different ways. Pay attention to where the main stress falls each time and match each question with one of answers a-d.

So, you've been on the Cabbage Soup Diet for two weeks?

- a No, but my best friend Ana has.
- b No, I've been on the Atkins diet.
- c No, I've been on it for two days.
- d No, but I'm thinking about going on it.

- 4 ◎R T003 Listen and check. Then practise in pairs.

WRITING SKILLS

- *1 Write an essay.

The old should learn from the young.

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.



04

Secret worlds

Read, listen and talk about books and reading, secret agents and societies.

Practise modal and other related verbs; ways of looking, phrasal verbs and expressions with *look* and *see*.

Focus on generalising in speaking; ellipsis and referencing in reading.

Write a book review.

GRAMMAR AND READING

- 1 In pairs, read the statements and choose the ones you think are true. Give reasons.

A good secret agent

- must be an excellent driver.
- doesn't have to be glamorous.
- can swim underwater for extended periods.
- mustn't tell anyone what his/her job is.
- needs to be extremely courageous.
- can carry a gun at all times.
- ought to be an expert dancer.

- 2 Look at the photos and discuss the questions.

- 1 How do we use these animals to help us?
- 2 What other animals do we use? How?
- 3 Could animals be used as secret agents? How?

- 3 Read the article. What can animals do, according to the article?

The Secret World of Animals

By Martin Brown

HERE IS a long history of animals being used to defend and protect us – from Hannibal's elephants to guide dogs for the blind. But nowadays there's a whole new dimension to what animals can do — including spying missions!

A Codename: Mr Codfish

The famous Russian animal trainer and circus artist Vladimir Durov was the first to suggest using trained marine animals to defuse sea mines during the First World War. Twenty seals were trained in 3 months and showed very good results. Since the 1970s, both the USSR and the USA have used dolphins and sea lions, who can see and hear extremely well underwater and are able to detect enemy swimmers and sea mines. Traditionally, human divers have had to do this job, but now they don't need to. Russia might start using dolphins to protect the Crimea coastline.

B Codename: Goldwing

Pigeons were extensively used as messengers in the two World Wars and were so important that UK citizens couldn't shoot them. They had two crucial qualities: they were able to find their way home from anywhere and could fly at great speed. On one famous occasion in 1918, a heroic French pigeon called *Cher Ami* saved 194 soldiers and won a medal for bravery! Another equally heroic pigeon had to wear a camera around its neck and was supposed to take photos. Unfortunately it couldn't fly very far with the camera, but still succeeded in returning on foot two days later!

C Codename: Squeak-squeak-bang-bang

A Belgian research group has trained rats to find landmines in ex-war zones like Mozambique. Rats can do the job very well because of their excellent sense of smell. They have to run around a specified area and are supposed to stop and scratch the ground when they smell explosives. More than 50 people a day are killed or injured by landmines, but rats have been able to reduce this risk. On one occasion, they managed to find nine mines in one day and are sure to get better at it in future.

D However, not everybody is happy about all this. One animal rights supporter said, 'Why has such cruelty to animals been allowed in this country? Ordinary people can't treat animals badly, but scientists are allowed to. There's so much technology these days, they needn't use sea lions! Missions like this can be very dangerous, and the animals could die. In fact, they might! But nobody will ever tell us. Animals shouldn't suffer like this. They should be free!'

Animals can help us in all kinds of ways



4 Think Back! Look at the underlined verb forms in Exercise 1 and in the article, and put them in the correct places in the table.

obligation/necessity	duty and advice
must	<i>ought to</i>
no obligation/necessity	ability or lack of ability
prohibition	permission
possibility/probability	



- 5 In pairs, discuss which three answers are possible in the sentences. How does the meaning change?

- 1 I __ do that now. I'll do it tomorrow.
a needn't c might
b can't d don't need to

2 You __ borrow my car because you don't have a licence.
a won't be able to c mustn't
b don't have to d can't

3 He __ speak English until we came to London.
a didn't need to c wasn't able to
b couldn't d needn't

4 You __ arrive on time next Monday, or you'll get the sack.
a must c can't
b will have to d need to

5 There __ be life on other planets.
a can c could
b might d might not

6 If we finish work early tonight, we __ go for a meal.
a could c might
b can't d can

Work it out

- 6 Compare these sentences with their equivalents in the article. Then put the underlined phrases in the correct places in the table in Exercise 4.

- 1 They are supposed to be free. (para. D)
 - 2 They are obliged to run around a specified area. (para. C)
 - 3 Ordinary people can't treat animals badly, but scientists are permitted to. (para. D)
 - 4 He managed to return on foot two days later. (para. B)
 - 5 They are bound to get better at it in future. (para. C)
 - 6 They were so important that UK citizens were forbidden to shoot them. (para. B)
 - 7 Another pigeon was required to wear a camera around its neck. (para. B)
 - 8 Russia is likely to start using dolphins to protect the Crimea coastline. (para. A)

► **Check it out** pages 141–142



- 7 ©T023 Replace each underlined word or phrase with one from the words below to make the phone call more natural. Then listen and check.

must are supposed to might could you it can be do I need to mustn't bound to I should allowed have to

General work

WANTED
Dolphin trainer!
Discretion essential.
Phone 985382741

- A ¹Is it necessary to have any specific qualifications?
 B Well, you ²are required to be an experienced dolphin trainer.
 A And what would I ³be obliged to do in the job?
 B You ⁴are expected to use the Navy training programme.
 A Oh, so is that why ⁵it's a good idea to be discreet, then?
 B Yes, you're not ⁶permitted to tell anyone about your work. And you ⁷are forbidden to talk to journalists.
 A I see. So is the work dangerous?
 B ⁸Possibly, yes. But for the dolphins more than the trainers.
 A Oh! I see. I suppose it's ⁹sure to be a challenging job at times.
 B It ¹⁰is likely to be, yes. ¹¹Is it possible for you to come for an interview?

Would you like to do this job? Why?/Why not?

Mind the trap!

To describe the completion of a specific action in the past, we use *be able to*, NOT *could*, in affirmative sentences. In negative sentences both *be able to* and *could* are possible.

He **wasn't able to/couldn't** fly very far, but he **was able to** (NOT *could*) get back on foot.

- *8 Complete the sentences with **could**, **couldn't** or the correct forms of **be able to**. Sometimes more than one form is possible.

- I tried to phone him, but I get through.
- We finish our project work on time yesterday.
- I got lost on the way, but I get there in the end.
- She ride a bike since she was four.
- Pigeons deliver messages easily during the war.
- We find any bread, but we get the milk.

- 9 Rewrite the sentences so that they mean the same, using the words in capital letters.

- | | |
|---|-----------|
| 1 It isn't necessary to keep this secret from everybody. | HAVE |
| 2 Why do I have to show my passport? | REQUIRED |
| 3 She has the potential to be a great female secret agent. | COULD |
| 4 Despite the terrible snowstorm, he managed to reach the summit. | SUCCEEDED |
| 5 It's wrong for scientists to experiment on animals. | SHOULDN'T |
| 6 The England football team has a good chance of winning the World Cup. | MIGHT |
| 7 Winters are often bitterly cold here. | CAN |
| 8 You should switch off your mobile phone in class. | SUPPOSED |

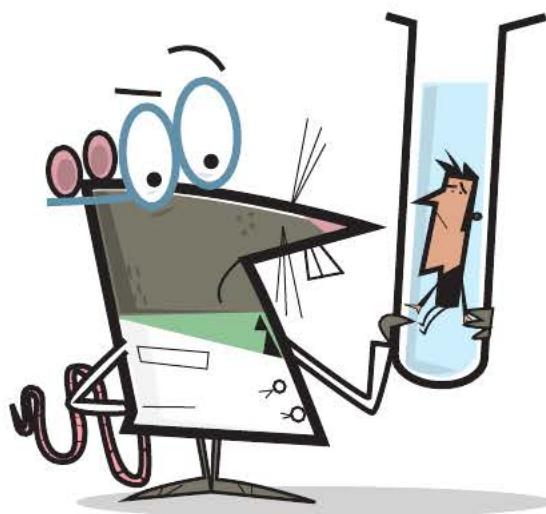
- 10 Complete the sentences to make them true for **you**. Then read your sentences to your partner who should respond appropriately.

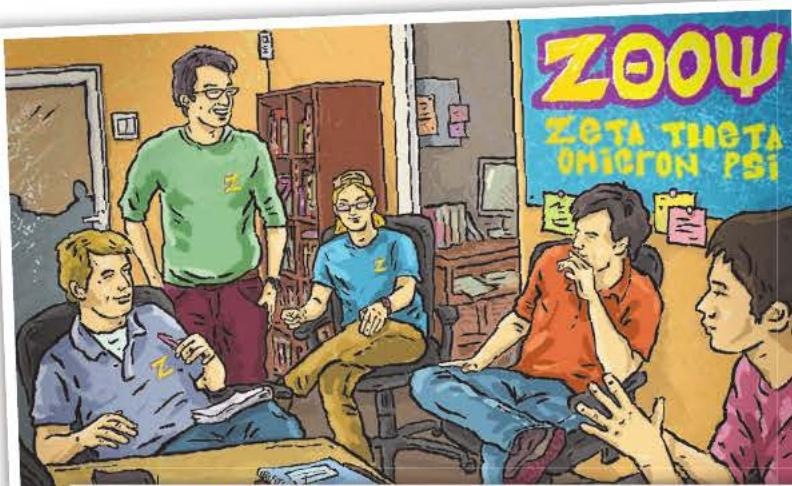
- I was able to ...
- My friends aren't allowed to ...
- I haven't managed to ...
- I'm bound to ...
- I won't have to ...
- Students in my school aren't supposed to ...
- We're forbidden to ...

- A I was able to write when I was four.
 B Really? I couldn't write until I was seven!

- 11 Look at the cartoon and discuss the questions. Share your ideas with the class.

- What is ironic about the cartoon?
- Do you think it's cruel to experiment on animals? Why?/Why not?

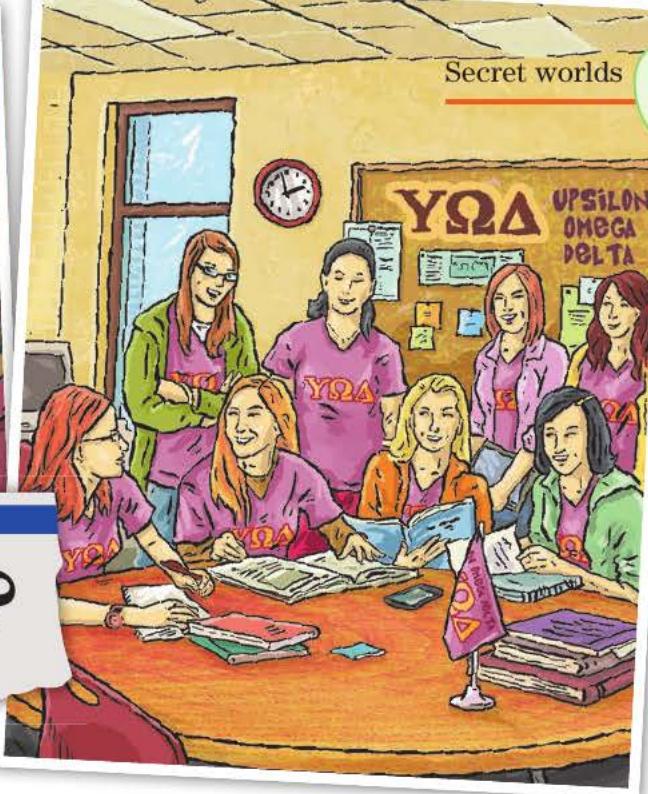




41 | NEWS

Daily News July 14

Secrets revealed?



SPEAKING AND LISTENING

- 1 In pairs, look at the pictures and the headline and discuss the questions.

- What secret societies or fraternities do you know of?
- Why do people create or join them?
- Would you like to belong to one? What kind, and why, or why not?

- 2 ©T024 Listen to the introduction to a current affairs programme. What is it going to be about? How do we know?

- 3 Before you listen to Part 2, use your dictionary to check the meaning of the words and phrases below.

a sorority to pledge rituals handshakes initiation rites to bond

- 4 ©T025 Listen to Part 2 and complete each gap with only one word.

Famous public figures often ¹ to secret societies.

In the USA, Gamma Phi Beta is a famous university sorority, a special society for ². The names of such societies often contain ³ letters.

Only members know the secret rituals, like ⁴, songs and handshakes.

New members are invited to join fraternities during ⁵ Week'.

A minimum grade average is one type of ⁶ for fraternity membership.

Six US ⁷ formerly belonged to a fraternity at Yale.

- 5 ©T026 Listen to the last part of the programme and answer the questions.

- 1 When and why did secret societies first begin?
- 2 Why do students join these fraternities? Which do you most agree with and why?

- 6 ©T027 You will hear a presentation on the Cambridge Apostles. First read **Speak Out** and complete sentences 1–8 with one word in each gap. Then listen and check.

SPEAK OUT | Generalising

It is *said/believed/thought* that ...

It is *generally/widely agreed/believed* that ...

They tend to .../It tends to ...

People/They have a tendency to ...

There's a common belief that ...

It is usually/often the case that ...

Broadly/Generally speaking, ...

On the whole,/In general,/As a rule, ...

In their view, .../Apparently, ...

- 1 The society is, broadly ___, a debating club.

- 2 But now it __ to be called the Cambridge Apostles.

- 3 It is __ that this name came from the idea that twelve new members are elected every year.

- 4 As a __, members have meetings once a week.

- 5 It's usually the __ that Apostles are undergraduates.

- 6 Apostles have a __ to become Angels after they graduate.

- 7 It is often __ that the Angels meet at a Cambridge college every few years.

- 8 It was __ believed that some of the spies had been Apostles.

- 7 Write three opinions about each of the statements below, using language from **Speak Out**. Then compare and discuss your answers in groups.

- Nobody can ever keep a secret.
- Everybody needs their privacy.
- We all need somebody to confide in.

READING AND VOCABULARY

1 How do you usually choose a book? Discuss your answers in pairs, using the ideas below.

- recommended by a friend
- familiar with the author's work
- buy second-hand
- borrow from a library
- read a review
- like the cover
- other

2 Describe the picture using the words and phrases below. Use your dictionary if necessary.

a beehive platforms and steps immense
platforms and steps immense
pierced by light palatial a high glass dome
a labyrinth of passageways

3  T028 In pairs, answer the questions about the picture. Then listen and read Part 1 of the story and check your answers.

- 1 Where do you think this place is? What is it?
- 2 Who is the boy? What's he doing?
- 3 How does he feel? Why is he there?

4  T029 Before you read Part 2 of the story, discuss the questions. Then listen and read Part 2 and check your predictions.

- 1 What does Daniel's father do for a living?
- 2 Why is this place called the Cemetery of Forgotten Books?
- 3 What happens to a person who visits this place for the first time?
- 4 What's going to happen next? Will it be positive or negative?

5  Vocabulary Find words 1–7 in the story and guess their meaning from the context (the line numbers are given in brackets). Then match them to their definitions a–g.

- 1 stunned (line 30)
- 2 make out (line 35)
- 3 hushed (line 41)
- 4 gaze (line 66)
- 5 timidly (line 91)
- 6 gleam (line 93)
- 7 caress (line 94)

- a in a shy way
- b just able to see something
- c quiet
- d touch gently
- e shine softly
- f a long steady look
- g too shocked to speak

The Shadow of the Wind

Part 1

'Come, Daniel, get dressed. I want to show you something,' said my father.

'Now? At five o'clock in the morning?'

'Some things can only be seen in the shadows,'
he said, with a mysterious smile.

We stepped out of the front door into the misty streets. The lamps along the Ramblas marked out an avenue in the early morning haze as the city awoke, like a watercolour slowly coming to life.

I followed my father through the narrow streets until at last he stopped in front of a large door of carved wood. Before us rose what to my eyes seemed like an ancient palace, a place of echoes and shadows.

15 'Daniel, you mustn't tell anyone about this. Not even your friend Tomás. No one.'

A smallish man with thick grey hair opened the door.

'Good morning, Isaac. This is my son, Daniel,'
20 my father announced. 'He will be eleven soon, and one day the shop will be his. It's time he knew this place.'

The man called Isaac nodded and invited us in. We followed him through a palatial corridor and 25 arrived at an enormous round hall, the shadows pierced by light from a high glass dome above us. A labyrinth of passageways and bookshelves rose like a beehive, with platforms, steps and bridges that suggested an immense library of impossible 30 geometry. I looked at my father, stunned. He smiled at me and winked.

'Welcome to the Cemetery of Forgotten Books, Daniel.'





Part 2

Among the library's corridors and platforms, 35 I could make out about a dozen human figures. Some of them turned to greet me from a distance, and I recognised the faces of various booksellers, colleagues of my father's. To my ten-year-old eyes, they looked like a brotherhood of alchemists in 40 secret study. My father knelt next to me, with his eyes fixed on mine, and spoke in the hushed voice he reserved for promises and secrets.

'This is a place of mystery, Daniel, a sanctuary. Every book you see here has a soul. The soul of 45 the person who wrote it and of those who read it and lived and dreamed with it. Every time a book changes hands, every time someone runs his eyes down its pages, its spirit grows and strengthens. This place was already ancient when my father 50 brought me here for the first time many years ago. Perhaps as old as the city itself. How long has it existed? Who created it? Nobody knows that for certain. I will tell you what my father told me, though. When a library disappears, or 55 a bookshop closes down, when a book has been completely forgotten, those of us who know this place, its guardians, make sure that it gets here. In this place, books no longer remembered by anyone live forever, waiting for the day when 60 they will reach a new reader's hands. In the shop, we buy and sell them, but in truth books have no owner. Every book you see here has been somebody's best friend. Now they only have us, Daniel. Do you think you'll be able to keep this 65 a secret?'

My gaze was lost in the immensity and magic of the light. I nodded, and my father smiled.

'And you know the best thing about it?' he asked.

70 I shook my head.

'According to tradition, the first time someone visits this place, he must choose a book, any book, and adopt it. That's a big responsibility. He has to make sure that it will never disappear, 75 that it will always stay alive. It's a very important promise. For life,' explained my father. 'Today it's your turn.'

For almost half an hour, I wandered within the labyrinth, breathing in the smell of old paper and dust. Among the titles, I could make out words in familiar languages and others I couldn't identify. I walked through galleries filled with hundreds, thousands of volumes. After a while it occurred to me that between the covers of each 85 of those books was a boundless universe waiting to be discovered, while beyond those walls, in the outside world, people allowed life to pass by in afternoons of football and radio soaps. At that precise moment, I knew that I had already chosen 90 the book I was going to adopt or that was going to adopt me. It stood out timidly on one corner of the shelf, bound in wine-coloured leather. The gold letters of its title gleamed in the light from the dome above. I caressed them with the tips of 95 my fingers, reading to myself.

The Shadow of the Wind

JULIAN CARAX

I had never heard of the title or the author, but I didn't care. I took the book down with 100 great care and leafed through the pages. Once liberated from its prison on the shelf, it released a cloud of gold and dust. Pleased with my choice, I put it under my arm and walked back through the labyrinth, a smile on my lips. I felt sure that 105 *The Shadow of the Wind* had been waiting there for me for years, probably since before I was born.

6 Read the story again and choose the correct answers (a–d).

- 1 When Daniel and his father left the house
 - a the streets were very dark.
 - b it had been raining.
 - c they arrived at their destination quickly.
 - d it was beginning to get light.
- 2 When they arrived at the door of the building
 - a Isaac was expecting them.
 - b Daniel's father gave him a warning.
 - c Daniel knew why he was there.
 - d Isaac was reluctant to let them in.
- 3 When Daniel went into the library, he was
 - a frightened and upset.
 - b excited and surprised.
 - c astonished and shocked.
 - d bored and disappointed.
- 4 Some of the people in the library
 - a were friends of Daniel's father.
 - b came to say hello to Daniel.
 - c were studying to be alchemists.
 - d knew Daniel.
- 5 The library was created
 - a by Daniel's grandfather.
 - b to preserve old books.
 - c for people to buy and sell books.
 - d by the owners of the books.
- 6 Daniel
 - a was confident he'd chosen the right book.
 - b found it very difficult to choose a book.
 - c preferred football to books.
 - d found the right book immediately.

7 Work in pairs and follow the instructions.

Find sentences a–d in the story. What do the underlined words refer to?

- a Daniel, you mustn't tell anyone about this.
- b Nobody knows that for certain.
- c ... those of us who know this place, its guardians ...
- d In the shop, we buy and sell them ...

Sentences e–g are different from the ones in the story. Find the relevant sentences and explain the differences.

- e Perhaps this place was as old as the city itself.
- f After it was liberated from its prison on the shelf, it ...
- g I was pleased with my choice, and I put it under my arm ...

8 Read Train Your Brain and match sentences a–g from Exercise 7 to the rules.

TRAIN YOUR BRAIN | Reading skills

Avoiding repetition in a text

To avoid repetition the writer can use two techniques.

Referencing

*Every time a book changes hands, every time
someone runs his eyes down its pages ...*

The writer uses pronouns (e.g. *they, its, us, this/that*) to refer

- 1 forwards to information in a text.
- 2 backwards to information in a text.

Ellipsis

If the meaning is clear, the writer often

- 1 leaves out the subject and verb in the following sentence if it is the same as the previous one.
- 2 leaves out the subject and verb *to be* before adjectives and past participles.

9 Follow the instructions. Use Train Your Brain to help you.

- 1 What do the underlined words in sentences a–c refer to in the story?

- a Some of them turned to greet me from a distance.
 - b Do you think you'll be able to keep this a secret?
 - c And you know the best thing about it?

- 2 Rewrite sentences d–f from the story including the words that were left out.

- d I looked at my father, stunned.
 - e It's a very important promise. For life.
 - f It stood out timidly on one corner of the shelf, bound in wine-coloured leather.

10 How far do you agree with these statements? Discuss your opinions in groups. Then summarise your ideas about one topic and present them to the class.

- Books have 'souls' and should be preserved.
- It's not worth keeping books once you've read them.
- We'll be able to download books from the Internet soon so won't need to buy them.
- Reading books is a waste of time. All the knowledge you need is online.



VOCABULARY

- *1 Write the words and phrases from the box in the correct column to make common idioms. Use your dictionary to help you. Then match six of the expressions to the cartoons.

the funny side eye to eye
somebody up and down daggers at
down your nose at the point of at a glance
the light somebody in the eye red

look

see

- *2 Choose the correct phrases.

- He was so embarrassed, he couldn't look me *in the eye/up and down*.
- When I walked in, I saw *eye to eye/at a glance* that they'd been arguing.
- She's always looked *down her nose at/daggers at* less well-off people.
- We all thought it was hilarious, but he didn't see *the point/the funny side*.
- I was so furious when he criticised my work, I saw *red/the light*.

- *3 Complete the sentences with the correct forms of five expressions from Exercise 1.

- I don't know what I did wrong, but she me when she arrived.
- When I walked in, he as if there was something wrong with my clothes.
- When he didn't call, I finally and ended the relationship.
- They got home so late that they didn't going to the party.
- We don't on anything. We can't even agree on what film to see.

- 4 Match sentences a–h to 1–8. Pay special attention to the phrasal verbs with *look* and *see*. What do they mean?

- He's always so attentive and polite.
- Oh, do you have to go so soon?
- I haven't got time to wash up, Mike.
- It doesn't matter if you don't know his number.
- Role models are important to kids.
- Don't worry. We'll find out who stole it soon.
- She's such a terrible snob.
- Sorry, can't stop. Tom's leaving in half an hour.

- You can look it up in the phone book.
- The police are looking into it.
- I have to see him off at the airport.
- She looks down on everybody.
- They need people to look up to.
- But I can see through his charm.
- Could you see to it, please?
- Hang on. I'll see you out.

- 5 Complete the questions with five phrasal verbs from Exercise 4. Then, in pairs, ask and answer the questions.

- Who do you to? How are they important to you?
- When you have a party with friends, who the arrangements?
- Who or what do you on? Why?
- When did you last somebody ? When? Who?
- Do you trust everybody or are you good at people?

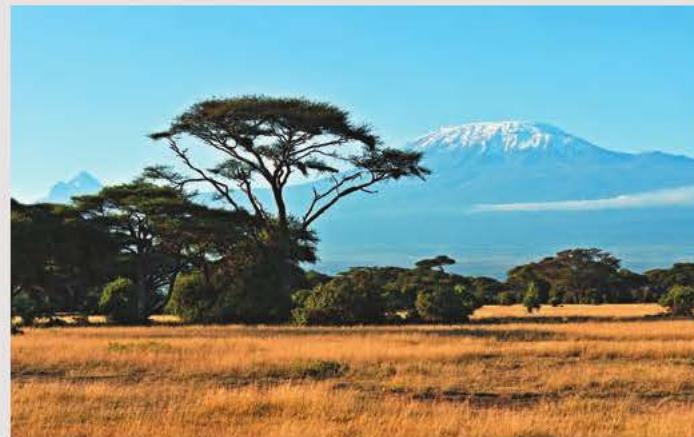
The Big Read

A Frightening, heartbreakng, and skilfully written,¹ John le Carré's eighteenth novel, *The Constant Gardener*, in spite of the tragic events at the heart of it. The story is set in Kenya and the plot² the dark side of globalisation, with its greed and cynicism.

B³ the brutal murder of the young and beautiful Tessa Quayle, who's married to Justin, a shy British diplomat. Unlike her husband, Tessa is an idealistic heroine and passionate reformer. Before her death, she sends a report to Justin's bosses about a sinister British pharmaceutical company. The company is secretly testing a new drug on innocent African villagers, and some of them die. But the report disappears. Justin, the 'constant gardener' of the title, is deeply shocked by his wife's murder and eventually suspects his superiors.⁴, when they try to stop his investigations, he cleverly escapes, setting off on a personal crusade to find the killers.

C⁵ about the book, apart from the thrilling action and convincing story, was the vivid descriptions of the places Justin visits in search of answers: from Africa to Italy, to Canada and back. Le Carré also creates a range of entirely believable English characters, from absurd bureaucrats to heartless businessmen.⁶ of the book is that the author has a tendency to introduce too many new characters and names, so it was occasionally rather confusing.

D All in all, though,⁷ spy thrillers, you'll love this book. And if you're not,⁸ it because *The Constant Gardener* is also a profoundly moving love story, of a man who discovers not only his own strengths, but also the incredible courage of the woman he loves.



Author bio: John le Carré

John le Carré's real name is John Moore Cornwell. He was born on October 19, 1931, in Poole, England. He was fascinated by foreign languages and graduated from Lincoln College, Oxford, in 1956. He then taught at Eton, the elite British public school, for two years before joining the British Foreign Service. He subsequently worked abroad, mainly in West Germany, for MI6, the British secret service.

Le Carré is the author of twenty-one novels, mostly spy thrillers. Nine of his books have so far been made into films, including *The Tailor of Panama* and *The Constant Gardener*. He has been married twice, has four sons and lives in Cornwall.

WRITING AND VOCABULARY

- 1** What types of books do you like reading most? Why? Choose from the ones given below or think of other types.

crime spy thriller science fiction
suspense fantasy classics biography
historical fiction humorous romantic
mystery adventure

- 2** Look at the photos, book covers and short bio. Then answer the questions in pairs.

- 1** What can you find out about this author and his books?
- 2** Predict what the books are about from their titles. Which do you think seems most interesting? Why?
- 3** If you've read *The Constant Gardener*, what did you think of it?

- 3** Read the review and complete it with the phrases below.

One of the things I liked best
I would still recommend
My only criticism centres on
I thoroughly enjoyed The book opens with
if you're a fan of Consequently

- 4** Match paragraphs A–D to 1–4 below. If you know the book, do you agree with the review?

- 1 Conclusion and recommendation
- 2 Main events in the story
- 3 Introduction
- 4 Positive and negative comments

- 5** Answer the questions about the review.

- 1 Which tense is most often used? Why?
- 2 Is the style of writing neutral or informal?
- 3 Which definition describes the meaning of 'constant' in the title?
a happening regularly **b** loyal and faithful

- 6** Find the nouns that collocate with these adjectives in the review.

- | | |
|--------------|---------------|
| 1 tragic | 6 convincing |
| 2 brutal | 7 vivid |
| 3 idealistic | 8 believable |
| 4 personal | 9 heartless |
| 5 thrilling | 10 incredible |

- 7** Find the adverbs in phrases 1–3 and match them to their uses a–c. Find five more examples in the review.

- 1 entirely believable
 - 2 is secretly testing
 - 3 eventually suspects
- a** describes how something happens
b describes an adjective
c is a time adverb

- 8** Choose the correct adverbs in the review below.

Susan thinks that she and her husband are ¹wonderfully/skilfully happy. One day, a stranger tries to murder her. She is ²slowly/profoundly shocked. She ³consequently/happily discovers that her husband planned it. He ⁴secretly/quickly wants to kill her. She ⁵occasionally/cleverly plans to find out the truth. She ⁶finally/unfortunately proves that he is guilty.

- 9** Make notes about a book you have enjoyed reading, using the prompts below. Then talk about your book in groups.

- 1 I thoroughly enjoyed ...
- 2 It's a ... and was written by ...
- 3 The story is set in ...
- 4 The plot centres on ...
- 5 The thing I liked best was ...
- 6 My only criticism of the book is ...
- 7 All in all, ...
- 8 If you're a fan of ... , you ...
- 9 I would recommend it because ...

TRAIN YOUR BRAIN | Writing skills

A book review

Organisation

Introduction: include the title, type of book, author, your overall impression and a brief summary of the setting and plot.

Summary of the plot: outline the main characters and events in the story.
NB: Don't say too much and spoil the ending!

Opinions: say what you particularly liked/disliked about the book.

Conclusion: recommend/don't recommend the book.

Style and language

- Use present tenses to describe the main events of the story.
- Write in a neutral style, not too formal or casual.
- Vocabulary: use a variety of adjectives, adverbs and linking words to make your review more interesting and engaging.

***10 Project idea.** Write a review of a book you have enjoyed reading (200–250 words). Use Train Your Brain to plan and check your review.

Express yourself

Read, listen and talk about self-expression, culture and the arts.

Practise reported speech and reporting verbs; vocabulary related to arts and culture.

Focus on justifying opinions.

Write a haiku.

A novel in a year

www1.a-novel-in-a-year.com

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Novelist Louise Doughty invited you to join her creative fiction class by writing the first sentence of a novel – the first step towards helping you create a novel in a year. She gave you these words to start with: ‘The day after my eighth birthday, my father ...’ and asked you to finish the sentence. And you did – in your thousands. Here’s a selection of your responses.

Your responses ...

The day after my eighth birthday, my father ...

- Response** a ... asked whether I’d seen him hide the money **the day before**.
- Response** b ... told me to meet him there **that night**.
- Response** c ... asked when I would be back **there**, and I answered ‘Next week.’
- Response** d ... informed me that he had found me a husband.
- Response** e ... asked me if I could write.
- Response** f ... asked me to take **the fish finger** out of the soup, wrap it in a cloth and take it to Grandma.
- Response** g ... announced that from **then** on, everything would be different.
- Response** h ... said he would like to tell me something very important.
- Response** i ... told me that we must leave the house immediately because they were coming.
- Response** j ... said I should pack my things because we had to go to Hong Kong **the following day**.
- Response** k ... said that secrets always come out in the end.

The truth is that many of us write novels for the same reason that George Mallory gave for climbing Everest – ‘Because it’s there.’ Louise Doughty

A writer is a person for whom writing is more difficult than it is for other people. Thomas Mann, German writer (1875–1955)

You learn as much by writing as by reading. Lord Acton, 19th-century historian

GRAMMAR AND LISTENING

1 Read the introduction to the website on page 48 and answer the questions.

- Who is Louise Doughty?
- What did she invite people to do?
- Would you be interested in a course like this? Why?/Why not?

2 Read some of the responses that were sent in. Which make you want to read on and why? Use the adjectives below.

scary silly dull engaging disturbing
amusing intriguing upsetting
far-fetched

3 Think Back! Look at responses a–g again and answer the questions.

Which of them report(s)

- an affirmative sentence?
- a *wh*- question?
- a yes/no question?
- an imperative sentence?
- a request?

What verbs are used to report each of them?
What other verbs can be used?

Work it out

4 Change indirect speech to direct speech in sentences a–k. What happens to tenses and pronouns in reported speech? When is the Future-in-the-Past tense used in reported speech?

5 Complete the table with the highlighted words from the webpage.

direct	reported	direct	reported
1 here		5 tomorrow	
2 yesterday		6 now	
3 this	that/the	7 today	that day
4 that		8 tonight	

***6** Look at reported sentences a–c below. Why don't the underlined words change? Match explanations 1–2 to sentences a–c.

Secrets always come out in the end.

- a Dad **says** that secrets always come out in the end.
- b Dad **said** that secrets always come out in the end.

I'll be back next week.

- c He **says** he'll be back next week.

- 1 The reporting verb is in the present (Present Simple or Perfect).
- 2 The reporter believes that the original fact/opinion is still true ('universal truths').

► Check it out pages 142–143

7 Report the sentences using the prompts.

- 1 Sea levels will rise in the next fifty years. Experts have said that _____.
_____.
- 2 Did you hear about the accident last week, Jon? He wanted to know _____.
My teacher explained that _____.
_____.
- 3 Dinosaurs lived for 250 million years.
My teacher explained that _____.
She asked them _____.
_____.

8 Change direct speech to indirect speech.

I said to my parents, 'I'm going out tomorrow.' My Mom asked, 'Will your friend Jill go with you?' I replied, 'She cannot come with me, she is busy with her home assignments.' My Dad said, 'But you too have plenty of home assignments to do.' I replied to him, 'I've done them. I finished them all yesterday.' I said to my parents, 'I will not be out for long. I'll be back by 11 p.m.' My Mom said, 'Give me a call on your way back.'

***9** Correct the two mistakes in each sentence. Which responses on the webpage do they follow?

- 1 So I told him I would get the suitcases and said what time were we leaving.
- 2 I asked him what did he mean and how would it be different.
- 3 I asked that I should go alone or if I can bring my sister.
- 4 I told that I was too young and that I had already had a boyfriend.
- 5 I replied that I haven't, but he told me I had been lying.

10 Listen to stories A–C and match them to the correct sentences in Exercise 9. How do you think each story will continue?

11 Listen to story A again and write as much of the dialogue as you can remember. Then change it to reported speech.

12 Read the quotes on the webpage. In groups, discuss what they mean. Which do you like best and why?





VOCABULARY

- 1 Read the entertainment guide. In pairs, discuss which event you would prefer to go to and why.

[ARTS]

Moscow Entertainment Guide

Russian landscapes

Isaak Levitan (1860–1900) is famous for his breathtaking landscapes. The collection of his paintings, mainly oil on canvas, forms the core of this exhibition. It also includes ten rare drawings on paper from private collections.

The Tretyakov Gallery, until Sunday



Isaac Levitan. *Golden Autumn*

+ Moscow Symphony Orchestra and Chorus

The Moscow Easter Festival continues with this performance of Mozart's glorious Mass in C Minor, with soloists Svetlana Polyanskaya and Maxim Kuzmin-Karavayev and conductor Pavel Kogan.

Conservatoire, Fri

+ Cinderella: The Musical

Smash hit *Cinderella* is loved by children and adults alike. Based on the film of 1947, with a spectacular cast, brilliantly inventive choreography and clever sets, this exhilarating production continues its record breaking run at the Moscow House of Music. To top it all, the music is by composer Andrey Semyonov.

Moscow House of Music, daily, except Sun

+ Dmitry Pevtsov onstage

Dmitry Pevtsov will soon be back on the stage in a new production of *The Witches of Eastwick*. He plays the leading role in playwright John Dempsey's critically acclaimed drama, adapted from the international best-selling novel by John Updike.

Moscow Drama Theatre, previews now

- 2 Complete the table with the underlined words in the guide. Some belong to more than one category.

Art	Music	Dance/ Musical	Theatre
paintings			

- 3 Add the words below to the table in Exercise 2. Use a dictionary to help you.

still life string quartet dress rehearsal
watercolour duet score abstract
box office the stalls sonata concert
percussion portrait audition landscape
backstage dressing room sculpture
understudy supporting role

- 4 In pairs, decide which word or phrase is the odd one out in each group. Give reasons.

- 1 portrait drawing abstract landscape
- 2 solo duet score chorus
- 3 conductor composer playwright choreographer
- 4 cast dressing room supporting role understudy
- 5 dress rehearsal backstage stalls box office

- 5 Complete the sentences with the correct forms of the verbs in capital letters.

- 1 What I like best is the ___ of the painting. COMPOSE
- 2 Henry Moore was Britain's greatest twentieth-century ___. SCULPT
- 3 He was much better as a songwriter than as a ___. PERFORM
- 4 We encourage our dancers to develop their ___ talent. CHOREOGRAPH
- 5 He not only wrote the script, but was also the ___. PRODUCE

- 6 Choose the correct verbs.

- 1 Lloyd Webber's latest musical has broken/made box office records again.
- 2 Don West stars/plays the leading role as the heroic husband.
- 3 I thought he did/gave a poor performance in his last part.
- 4 Paula North is showing/putting on her new work at the local gallery.
- 5 Our school Drama Club is playing/putting on a musical next month.
- 6 I think I'll make/go for an audition for this new production.

- 7 @T031 Listen to five conversations. What are the people talking about? What words helped you to decide?

- 8 Check the meaning of the words below in a dictionary. Then answer the questions in groups.

culture vulture opera buff philistine
arty type theatre-goer balletomane

- Do you know anybody who fits these descriptions? If so, how do they fit and why?
- What artistic or cultural events have you been to recently? What did you enjoy/not enjoy about them?

READING AND VOCABULARY

- 1 In groups, write down as many different kinds of dances as you can in one minute.
- 2 Discuss the questions in pairs. Then read the introduction to the text on page 52 and check your answers.
 - 1 When and why did people begin to dance?
 - 2 What roles has dance played in our society and culture?
 - 3 What sorts of dances are popular nowadays?
 - 4 Do you know any TV programmes which popularise dancing? What are they?
 - 5 Why is dancing good for us?
- 3  **©T032** Work in groups of three. Listen and read your text on pages 52–53 and answer questions 1–5. Then exchange information with the other two members of your group.

Student A, read the text about flamenco.

Student B, read the text about capoeira.

Student C, read the text about salsa.

- 1 How did the writer first find out about the dance?
- 2 Where did the dance come from and what is it about?
- 3 What does the writer like about it? How does it make them feel?
- 4 What has he/she learnt from it?
- 5 What benefits does it bring to the people who do it?
- 4 In groups, match the dances from all three texts to sentences 1–9.

- 1 This dance is usually performed in public by full-time, professional dancers.
- 2 You don't need to have much professional training to do this dance.
- 3 This has helped the writer take a more relaxed attitude to life.
- 4 This goes beyond being just a dance or means of entertainment.
- 5 You usually do this in a club as a way of relaxing and enjoying yourself.
- 6 The writer is attracted to this dance because of its pride and passion.
- 7 It still retains its original purpose but has developed its own philosophy.
- 8 It is now being adapted to incorporate other dance forms and rhythms.
- 9 This dance has a ritual formality associated with it.

- 5 Vocabulary.** Look at the underlined words and expressions in the texts and match them to their definitions.

- 1 so worried and tired that you can't relax
- 2 really surprised and impressed me
- 3 feelings of shyness or embarrassment
- 4 talk about something you like in an excited way
- 5 have a very different opinion or attitude to something
- 6 express feelings you wouldn't normally talk about
- 7 relax completely and enjoy yourself
- 8 behave in an angry way because you are nervous or worried
- 9 put your feet down on the floor loudly and with force

- 6  ©T033** Find two adjectives in each text that best describe each dance. Then listen to the dance music and add other adjectives to describe it.

- 1 Flamenco ___, ___ ...
- 2 Capoeira ___, ___ ...
- 3 Salsa ___, ___ ...

- 7  ©T034** Listen to more dance music. How would you describe it? Use the adjectives below or your own ones. Justify your opinions.

peaceful dramatic energetic rhythmic
graceful soporific depressing uplifting
relaxing monotonous

- 1 tango 3 hip hop 5 Irish jig
- 2 ballet 4 waltz

- 8 Discuss the questions in groups.**

- Which of the dances you have read about or heard would you like to try? Why?
- What role does dance play in your life and your culture?
- Why do you think dance is often a performance?
- Read the quotes and choose the one you like best, saying why.

‘Socrates learned to dance when he was seventy because he felt that an essential part of himself had been neglected.’

Source unknown

‘Dance is the hidden language of the soul.’
Martha Graham, pioneer of modern dance

‘I do not try to dance better than anyone else. I only try to dance better than myself.’
Mikhail Baryshnikov, Russian ballet dancer

‘A sense of humour is just common sense, dancing.’
Clive James, Australian writer

MOVE TO THE MUSIC

People of all ages and walks of life are dragging themselves away from their sofas and TVs and discovering the pleasures of moving their bodies to the rhythms of music. Is this a temporary craze or a sign of the times?

Moving to music appeals to our most primal instincts. Throughout history, people have expressed themselves through dance in rituals and ceremonies, on social occasions with friends and family, and as professional artists. Nowadays clubbing is one of the most popular forms of socialising for young people. And added to this, the huge popularity of TV programmes like the British *Strictly Come Dancing* or the Russian *Dancing with the Stars* where even the clumsiest celebrities are turned into graceful ballroom dancers, has encouraged people of all ages to try it for themselves. Meanwhile, a leading medical journal applauds the benefits: 'Dancing is a great way to build physical activity into our lives. It stimulates the senses, it's great fun, and it's good for our bodies and minds.'

'It's really a performance art and takes years to perfect.'

I go to a flamenco club every Friday just to watch the dancing. The British love flamenco, and I'm one of them. I happened to be in Andalucia on holiday when the Jerez flamenco festival was on, and it just blew me away. Now there's an annual festival in London, and it's getting more popular every year, partly because flamenco's changing so much. There are still those who perform it the traditional gypsy way, but others have experimented with a fusion of styles, mixing flamenco with jazz, modern dance, even ballet. But what I love most is the pride and fiery passion of the gypsy temperament. I'm sure this is its basic appeal – we have nothing like it in British culture.

I go to classes every week, and more people are joining all the time, both men and women. Some come to get rid of stress after a day's work, some are very committed and want to be professionals. It's really a performance art and takes years to perfect. Still, I find it exhilarating to stamp out passionate rhythms with twenty other people. It's the only place I can use that kind of aggressive energy, but at the same time I'm allowed to be so feminine, and feel proud and free. To me, flamenco is the ultimate in self-expression. It's all about the way people feel. When I watch flamenco, I see the dancers make confessions on stage. When I dance flamenco, I feel as if I'm dancing my life.

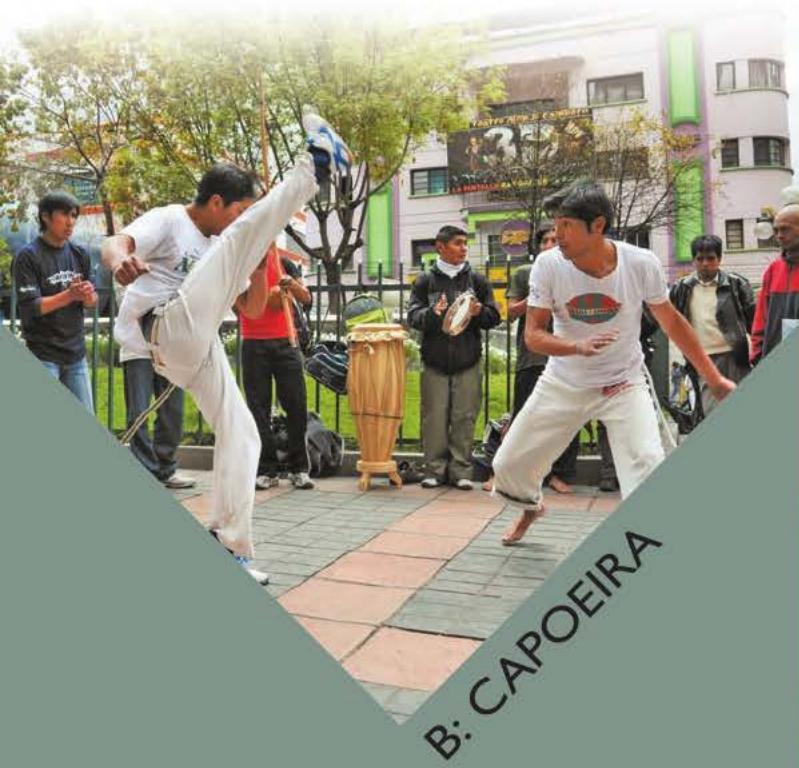
Monika



'A big city person might see it as a form of self-defence, while for others it's a way of life.'

It was a sunny winter's day in London when I first heard the music. Exotic instruments, hypnotic rhythms. I turned round. Was it a dance? Some sort of fight? Acrobatics? 'What is it?' 'Capoeira.' 'Capo-what?' 'Ca-po-ei-ra. A Brazilian martial art.' As I later discovered, it's all of these things and more. It originated nearly 400 years ago as a form of self-defence amongst African slaves. They disguised it as a folk dance to make it acceptable, and it developed from there. Brazilians say they 'play' capoeira, like a game, not a fight. It's quite difficult to learn, but I don't do it just to get physically fit; it's the mind-body-spirit connection that begins to change you. You meet so many different people, especially Brazilians, and they have a completely different take on life. I used to be very shy, but I've lost some of my inhibitions – and I don't get uptight when things go wrong. I enjoy life and appreciate the good things. Anyone can find some form of identity in capoeira. For instance, a big city person might see it as a form of self-defence, while for others it's a way of life. Its philosophy is to release good energy. When everybody's facing each other in the circle, and the instruments are playing, and everybody's focusing on the two players in the middle, singing and clapping to the music, you're definitely going to feel something. And if you don't, then you're not doing it right.

Keith

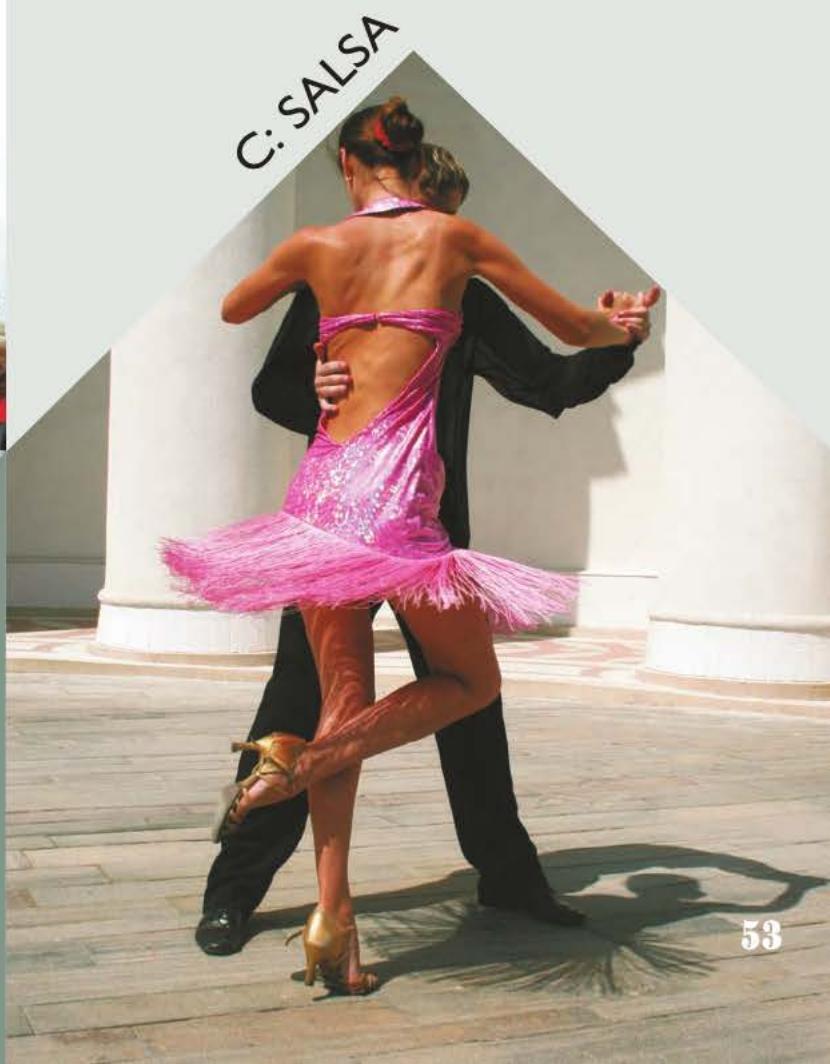


'There's no 'right' way of doing it, you just dance for the joy of it.'

I first heard about salsa a couple of years ago when a friend came back from Cuba raving about it. Finally, he persuaded me to go to a salsa club in the West End. It was hot and crowded, and the music was deafening, but I just couldn't believe the energy and vitality of the place – it was magic. One thing that surprised me was how courteous it all was. Complete strangers will politely ask you to dance, then after five breathless minutes on the dance floor, just as politely thank you and move on. But it was the dance itself that was so intoxicating. There's no 'right' way of doing it, you just dance for the joy of it.

It's very sensual and the only philosophy is to delight in the music and let yourself go. I found out that 'salsa' means 'hot sauce' in Spanish, and Latin American people in New York began to use it to describe their music in the '70s. It's a mix of Afro-Cuban and Latin rhythms like mambo and rumba – with lots of spice! If you're not a confident dancer, have a few lessons to learn the basic steps. As well as learning something new, it's a great way to meet people. You'll feel so free and happy, and it's a fantastic release when you're feeling a bit stressed out. I was amazed to find that I was quite good at it. Now I'm training to be a salsa teacher.

Joanne



GRAMMAR

- 1 Read the article and match visuals 1–4 to texts A–D. Which was NOT a success story and why?
- 2 Match the sentences to texts A–D in the article. Who do you think regretted their actions and why?
 - 1 She suggested getting a job as a secretary.
 - 2 Publishers criticised her book for being too long.
 - 3 She advised her not to become a model.
 - 4 He admitted that he was not good at singing.
 - 5 He explained that four-member bands were out.
 - 6 They apologised for rejecting her book.
 - 7 He warned him that he was wasting his time.

Work it out

- 3 Add the underlined verbs in Exercise 2 to the table according to their patterns.

Reporting verb patterns

+ (that) + reported sentence	<i>promise, admit, agree, regret,</i> ¹ _____
+ object + (that) + reported sentence	<i>remind,</i> ² _____
+ infinitive	<i>agree, promise,</i> ³ _____
+ object + infinitive	<i>recommend,</i> ⁴ _____
+ gerund	<i>admit, advise, regret, recommend,</i> ⁵ _____
+ preposition + gerund	<i>insist on, object to,</i> ⁶ _____
+ object + preposition + gerund	<i>congratulate sb on, accuse sb of,</i> ⁷ _____

- 4 Choose six verbs in the table in Exercise 3 that have more than one pattern. Then rewrite sentences 1–6 using a different pattern from the table.

- 1 She admitted giving Norma Jean the wrong advice.
She admitted (that) she had given Norma Jean the wrong advice.
- 2 The executive recommended him to give up.
- 3 He regretted losing some time.
- 4 The publishers promised that they would look at her book again.
- 5 He advised taking the money as they wouldn't get a better offer.
- 6 Epstein agreed that he would become their manager.

The Rich and Famous

Who's Sorry Now?

It's often difficult to imagine that immensely successful people ever had a moment's doubt or rejection in their lives. Read on ...

A

Eighteen-year-old Norma Jean Baker applied to the Blue Book Modelling Agency in 1944. However, Emmeline Snively, the agency's director, gave her some friendly advice: 'Why don't you learn secretarial work?' She also suggested that she should get married. Norma Jean ignored this and eventually became the sensational Marilyn Monroe.

B

When Fyodor Chaliapin was 15, he came to the Kazan opera theatre to audition for a choir. But the commission was not impressed and picked instead ... Maxim Gorky! Many years later Chaliapin got acquainted with the author Maxim Gorky and told him the story of his first failure. On hearing the story Gorky laughed: 'That was me! By the way, they kicked me out very soon, because I had no ear for music and always sang out of tune. We both lost some time.'

C

After discovering The Beatles playing in a Liverpool club in 1961, Brian Epstein became their manager. Among the rejections he received from record companies was one from a Decca executive, who said: 'You're wasting your time, Mr Epstein. Four-member groups are out. Give up and go back to Liverpool.'

D

March 1996
Dear Ms Rowling,
Thank you for sending your manuscript. We are sorry we are not able to publish your book, but it's far too long for children. If you cut it, we'll look at it again.
Yours sincerely,
A Publisher

Books — News

1 Worldwide Bestsellers 2005

- 1 Harry Potter and the Half-Blood Prince JK Rowling (300+ million copies)



2



3



4

- 5 Read the pairs of sentences below. What extra information do the underlined words provide?

- 1 a The woman suggested that Norma Jean should get married.
b The woman suggested getting married.
- 2 a They recommended that she should make the book shorter.
b They recommended making the book shorter.

► Check it out page 143

- *6 Rewrite the sentences. Sometimes more than one pattern is possible. Check the verb patterns on page 143 to help you.

- 1 I didn't cause the accident. It was the other driver.
He denied ____.
- 2 Come on, I know you can do it, Mike.
Mike's teacher encouraged ____.
- 3 It was Dan who broke the window.
Mary accused ____.
- 4 No, I'm not going out for a walk today. It's too cold.
He objected ____.
- 5 That's a terrible cough, Alan. You should see a doctor.
Alan's mother suggested ____.
- 6 I won't help you if you don't try harder.
His dad threatened ____.
- 7 You really must read this book, Lisa. It's his best yet.
Her friend insisted that ____.

- 7 Write seven sentences about Judy's conversation with her art teacher, using the verbs below.

advise congratulate recommend remind insist
warn admit

- T Well done, Judy! You've painted another brilliant picture.
J I think it's awful.
T No, believe me, I know you'll be a great artist!
J But my parents don't think so ...
T Well, you'll have to work hard. It's difficult to get into art college these days. But remember, you love painting.
J Yes, you're right. What can I do?
T First, you should have a serious talk with your parents. Then look for a good art college ...

- 8 Complete the text with the correct forms of the words in brackets.

In mid 1997, film critics insisted that the new *Titanic* film ¹ ____ (be) a flop. The director, James Cameron, however, thought differently. Originally, the studios wanted Matthew McConaughey to play Jack, but Cameron ² ____ (insist on/have) Leonardo DiCaprio, who was perfect for the role. Then Cameron complained that Céline Dion's song ³ ____ (be) too sentimental and ⁴ ____ (refuse/include) it. But James Horner, who wrote the film score, ⁵ ____ (persuade/him/use) it. When several stunt people were injured during filming, critics ⁶ ____ (accuse/Cameron of/be) ruthless and ⁷ ____ (criticise/him for/put) people's lives in danger. When the film finally opened in December, critics still ⁸ ____ (warn/filmgoers/it/be) a disaster. Four months later, *Titanic* won eleven Oscars. Everybody ⁹ ____ (congratulate/Cameron on/make) such a marvellous film, which earned nearly two billion dollars. But some critics never ¹⁰ ____ (admit/make) a mistake.

- 9 Work in pairs. Student A, look at page 136. Student B, look at page 138.

SPEAKING AND LISTENING



SHOWTIMES

MISSION IMPOSSIBLE III 12A

New Release



CHARLIE AND THE CHOCOLATE FACTORY PG

TAXI DRIVER 18

BOOK NOW!



THE CONSTANT GARDENER 15

- 1 Look at the film listing. What do the symbols represent? Match them to the definitions.

- 1 Universal – anybody can see it.
- 2 Parental guidance needed for children under 8.
- 3 For under 12s accompanied by an adult.
- 4 For teenagers over 15.
- 5 For adults over 18.

- 2 In pairs, discuss the questions about your country.

- 1 Are the film ratings the same as in Britain? If not, what are they?
- 2 Which newspaper has the highest circulation? What makes it so popular?
- 3 What are the most widely viewed TV programmes? Why?

- 3 ©T035 Listen to Part 1 of a radio programme. Are the statements true, false or is there no information?

- 1 The programme is a debate about freedom of speech.
- 2 James Harmer thinks the 12A film rating is not always strict enough.
- 3 The BBFC expects everybody to decide for themselves what films they see.
- 4 Eighteen percent of young people in the survey are fifteen-year-olds.
- 5 Kelly thinks that there should be more control over what kids watch on TV.
- 6 She accepts the fact that the newspapers take a lot of interest in her life.

- 4 ©T035 Listen again and tick the phrases you hear in **Speak Out**. Then summarise the main points each speaker makes.

SPEAK OUT | Justifying opinions

- 1 You have to admit that ...
- 2 You can't deny that ...
- 3 You have to bear in mind that ...
- 4 It goes without saying that ...
- 5 As far as I can see ...
- 6 I really don't see the point of ...
- 7 That might not necessarily be *good/the case* ...
- 8 The way I see it ...
- 9 The truth (of the matter) is ...
- 10 To be *frank/honest* ...
- 11 On the other hand ...

- 5 ©T036 Before you listen to Part 2, complete the sentences using **Speak Out**. Then listen and check.

- 1 ___ it, it's all about money – it's pure greed.
- 2 ___ admit that most people are not interested in being informed.
- 3 ___ without ___ that the stories are usually exaggerated.
- 4 And ___ can't ___ she's absolutely right – we need more control.
- 5 But ___ might ___ in many homes.
- 6 ___ be ___ , parents can't constantly screen what their children watch.
- 7 ___ can ___ from what Tommy and James said, there's a lot wrong ...
- 8 ___ of having ratings for so many different age groups.
- 9 You have to ___ in ___ that to learn responsibility, we need more freedom, not less.
- 10 Though on ___ , you could argue that they only buy pirate movies because they were banned.

- 6 ©T036 Listen again and summarise the main point that each person makes. Who do you agree with and why?

- 7 Work in pairs. Student A, look at page 136. Student B, look at page 138.

- 8 Discuss the questions in pairs.

- In your country, how much control is there of TV programming, newspaper content, film ratings, the Internet?
- Do you think there should be more or less control? Why?
- What sort of rights do young people have when they are eighteen?



WRITING

1 In pairs, answer the questions.

- Do you like poetry? If so, which poets do you read and why?
- Have you ever written poetry? If so, do you show it to other people? Why?/Why not?

2 Read the haiku and match them to topics 1–4. Which one do you like best? Why?

- 1 Walking in a snowstorm
- 2 A computer crash
- 3 Getting older
- 4 A solitary walk

A No one else travels

Along this way, only me
This autumn evening.

B

No sky and no earth,
But still snowflakes fall softly
As I walk along.

C

First snow, then silence.
This thousand-dollar screen dies
So beautifully.

D

First winter morning
The mirror I stare into
Shows my father's face.

3 **©T037** Read the tips for writing haiku and guess what could be put in the gaps, using the haiku in Exercise 2. Then listen and check.

Top tips for writing haiku

- Write in three lines of five, ¹— and five syllables each.
- Use the ²— tense.
- Refer to the time of day or ³—.
- Use ⁴— images that show harmony or contrast, like earth and ⁵—.
- Write about ordinary events in ⁶—.
- Write from personal experience or ⁷—.
- Write about experiencing life through your five ⁸—!

4 **©T038** Complete the haiku with the words below. Listen and check. What are these haiku about?

..... wind yesterday working Windows
summer walk

1 Cool ¹— and cold sand
I ²— along at sunset
Remembering ³—.

2 ⁴— it worked.
Today it is not ⁵—.
⁶— is like that.

*5 **Project idea.** Look at the painting and write a haiku about it. Read the haiku to each other in groups. Discuss which you like best and why.



Love

VOCABULARY AND GRAMMAR

1 Choose the correct words or phrases.

- 1 Don't be so naive! How could you believe such a *dull/far-fetched/disturbing* story?
- 2 It's a shame he was taken ill and couldn't play today. But that *understudy/producer/conductor* was exceptionally good.
- 3 Their refusal to use technological inventions is very *open/absent/narrow*-minded.
- 4 There were no tickets available on the balcony, so we chose seats *in the stalls/at the backstage/in the dressing room*.
- 5 It's the *costume/clothes/dress* rehearsal for the school play today. I'm really excited.

2 Complete the text with one word in each gap.

Technology

A technology blog from
ScienceTimesBlogs

Technological progress = cultural regression?

Do new technologies and the world of art go together? Can we still expect audiences to sit still during a whole film or theatre ¹ ____ ? Will they want to go to an art ² ____ to silently admire (with their mobiles off!) the ³ ____ of Picasso, Monet and many others? Or will they prefer to play interactive games with their eyes ⁴ ____ to all sorts of screens? It's a matter of choice, of course. But even if we opt for the 'old-fashioned' art, do we still remember how to behave in a proper, 'old-fashioned' way?

I have never been much of a theatre ⁵ ____ . Recently though, I decided to see *Three Days of Rain* (written by an American ⁶ ____ Richard Greenberg) at the Jacobs Theatre with Julia Roberts starring in the ⁷ ____ role. It might not be a box ⁸ ____ success, and you can argue about the quality of Roberts' acting (this being her first time on ⁹ ____). But it's no excuse for the appalling behaviour of several of the people in the audience. From the moment the lights went out, I could hear text messages and people answering their mobiles. Appalling! Don't you think we should all ¹⁰ ____ up to the dangers that modern technologies bring to contemporary culture?

3 Use the words in capital letters and rewrite the sentences so that they mean the same as the original ones.

- 1 It is becoming normal for me not to see my parents every weekend. **USED**
- 2 Being extremely sensitive, she will probably be easily influenced by her peers. **LIKELY**
- 3 It was an invitation she couldn't refuse. **ABLE**
- 4 If you are an EU student, you won't have to pay entrance fees. **OBLIGED**
- 5 They didn't succeed in stopping the demonstrations. **MANAGE**
- 6 Visitors to the National Park mustn't walk dogs without a lead. **FORBIDDEN**
- 7 I'm sure it will be the best book ever written. **BOUND**

University Life

While at university, students often choose to join a sorority or fraternity. They create a feeling of community because they let ¹ ____ others with similar interests. They also enable students to ² ____ new activities and find out their strengths and abilities. There are however a few things you may want to know before you choose the one you want to join.

- I encourage ³ ____ all the houses. Talk with the members and remember ⁴ ____ what it's like to live there for real.
- Some sorority and fraternity chapters ⁵ ____ have their own houses. Think about whether you would prefer to live with the other members of your chapter or have the freedom to live elsewhere (especially if you ⁶ ____ to sharing your accommodation with others).
- Once an active member, don't despair if your initial enthusiasm for sorority or fraternity life ⁷ ____ . It's ⁸ ____ that sometimes you'll feel a bit discouraged.

4 Read the text above and choose the correct answers (a-d).

- | | |
|------------------------|-----------------------|
| 1 a that students meet | c students meet |
| b students meeting | d students to meet |
| 2 a take up | c pick at |
| b come across | d part with |
| 3 a you visit | c you to visit |
| b you visiting | d that you visit |
| 4 a that you check out | c checking out |
| b check out | d to check out |
| 5 a mustn't | c are bound not to |
| b shouldn't | d may not |
| 6 a didn't use | c don't use |
| b aren't used | d aren't getting used |
| 7 a pigs out | c works out |
| b sets off | d wears off |
| 8 a inevitable | c believable |
| b overwhelming | d immense |

5 Complete the sentences so that they mean the same as the original sentences.

- 1 We do not really know how much global warming will increase in the next fifty years. Researchers have admitted that ____ .
- 2 'You've passed with an A. Well done!' My professor congratulated ____ .
- 3 'Did you stay at home or go out yesterday?' Tom asked me ____ .
- 4 At that time they were still renovating the exterior of the hotel.
At that time the exterior of the hotel ____ .
- 5 'We'll do our best to resolve the situation.' They offered ____ .
- 6 'Don't leave your luggage in a rental car.' At the car rental desk, they told ____ .
- 7 'I'm sorry I haven't been able to give you much support lately.' Their brother apologised ____ .
- 8 You are required to fill in visa application forms online.
Visa application forms ____ .

READING SKILLS

- *1 Read the text and choose the correct answers (a-d).

by Jane Reichhold

Today a neighbor brought us some fresh fish he had caught on his last boat trip. As we thanked him, he said, 'They are not from me; they only come through me.' At that moment I noticed the similarity between fish and haiku.

Nowadays, if Mom doesn't ever serve fish for dinner at least the kids get a taste of haiku at school. For most of us, our first introduction comes from reading translations from Japanese, which is a bit like comparing sushi to frozen fish sticks. Even with the knowledge of the exotic, most poets stick to the meat and potatoes of English literature. It often isn't until we get older that we accept the simple goodness of fish, adding them to the menu more often.

Having acquired a taste for fish and learned how to cook them, one is better able to appreciate the short form of haiku. Like fishing, haiku writing can be done with minimal equipment. A pin or a pen and a scrap of paper is enough, but it is tempting to go all out and buy a rod and reel (even study Zen, visit a monastery or take a trip to Japan). If one goes in for deep sea fishing, a computer and laser printer are soon on the list of 'must haves'.

Like fishing, to catch haiku you have to go where they are. Unlike fish, haiku are everywhere. Still, you have to know the secret places where they hide and how to get there. Wearing old comfortable clothes (usually thought of as a meditative state) we look around just where we are. It does little good to only read of fishing off the coast of Japan when sitting beside the lake by our own front door. It does help to know which fish are edible and which are not. There are two ways of finding this out. We can either eat everything we catch and publish what feels right, or we can read books containing others' experiences while making up our minds about what kind of fish to go for.

If we compare spending days on rough seas to fish or strolling on the beach writing haiku, it is very easy for me to decide where my interest lies. Still I do love a fish dinner, and I hope my neighbor enjoys my latest poems.

- c to give an example of an exotic dish.
d as a metaphor for original Japanese texts.

- 3 According to the author, haiku writers have to
a read about the process of haiku writing.
b be observant of what is around them.
c try to have their poems published.
d get acquainted with Zen philosophy.
- 4 The best title of this text would be
a Something fishy about haiku.
b The forgotten skill of fishing.
c Writing haiku is easy.
d The art of writing haiku.

SPEAKING SKILLS

- 1 Express two general opinions connected with topics 1–4. For each answer use the words/expressions in brackets.

- 1 Most young people nowadays are obsessed with diet and exercise.
(common belief) ____
(said) ____
- 2 A book is man's best friend.
(generally agreed) ____
(the case) ____
- 3 A feeling of belonging to a group is a very important aspect of a human's life.
(tendency) ____
(thought) ____
- 4 Vegetarians have found the secret of good living.
(view) ____
(whole) ____

- 1 The similarity between fishing and writing haiku NOT mentioned in the text is
a the freedom to choose what we do with the product of each activity.
b the delayed appreciation of both activities.
c the thrill experienced when engaging in them.
d the limited resources required for practising them.
- 2 In paragraph 2, the author refers to *sushi*
a to point out that the American eat frozen fish sticks more often.
b to contrast it with meat and potatoes.

06

Good progress?

Read, listen and talk about inventions, science and technology.

Practise passives; compound nouns and adjectives.

Focus on interpreting graphs and charts.

Write an opinion essay.

GRAMMAR AND LISTENING

- In pairs, match the inventions in the photos to headlines 1–4. Then discuss what you think these inventions can do.

1 Your body – the conductor

Text me a coffee ²

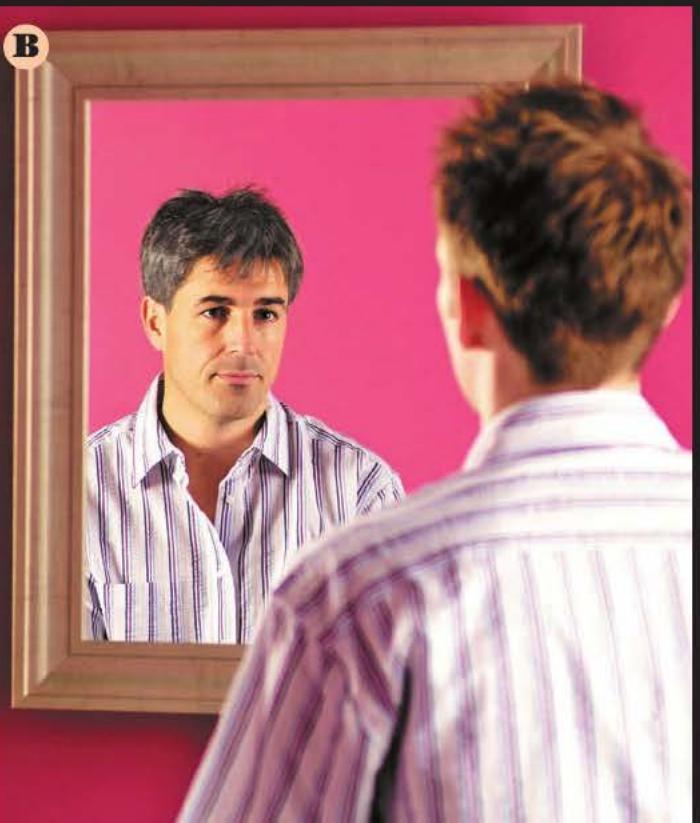
This bag will more than surprise you! ³

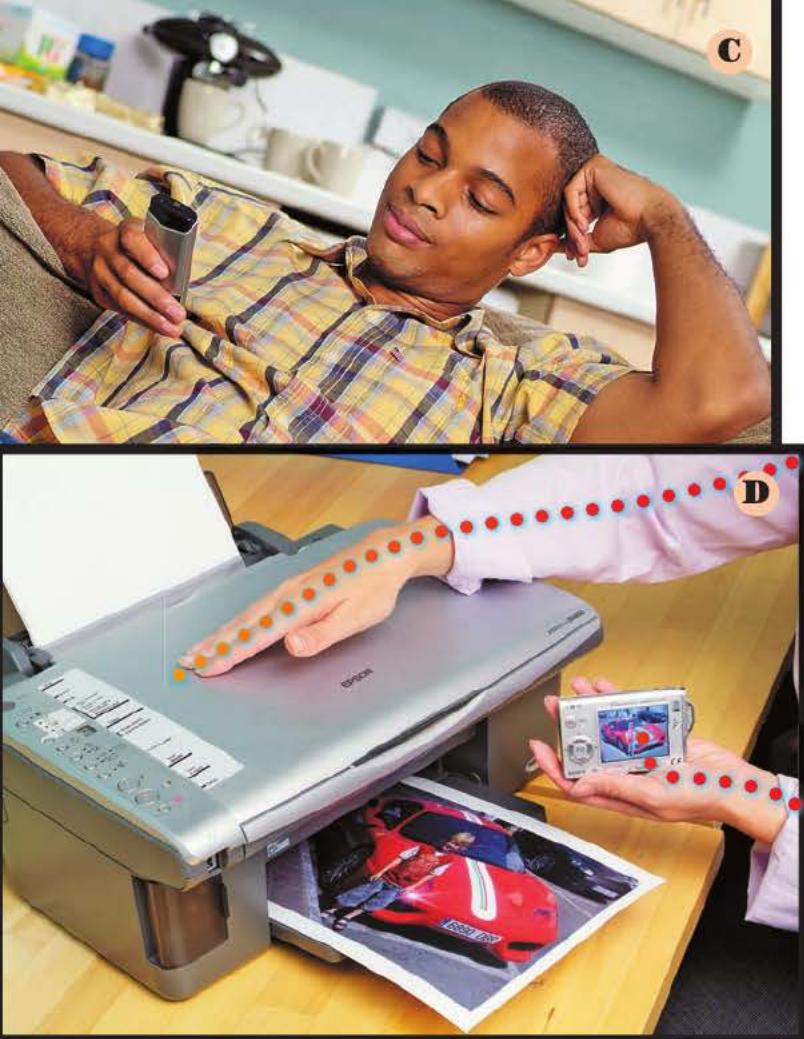
Mirror, mirror on the wall, who'll be the ugliest of them all? ⁴

- Read sentences 1–10 and match inventions A–D to them.

- It is going to be shown at the 'New Inventors' show next month.
- It can be switched on by text message.
- A transmitter is worn on the body, and digital messages are sent via the body's electrical field.
- Once a profile of your lifestyle has been built up, a computer shows you how your appearance will be affected in the future.
- 'Fresh Brew' was created by British coffee company 'Beans R Us'.
- When Lois realised she had been followed to her front door, she quickly activated her bag.
- Music and games could be downloaded in seconds via your right arm.
- When we last heard, the 'mirror' was still being developed in a lab in France.
- According to a spokeswoman, the invention is being welcomed by coffee-lovers and couch potatoes everywhere.
- It should not be used as protection from wild animals.

- Listen and check your answers to Exercise 2. Which inventions could be really useful and which are a waste of time, do you think? Why?





Work it out

- 4 Find all the passive forms in the sentences in Exercise 2 and complete the table.

Present Simple	
Present Continuous	
Present Perfect	
Past Simple	
Past Continuous	
Past Perfect	
Modal verbs	
<i>going to</i>	

- 5 Complete the rules about the passive with one word in each gap. Use the sentences in Exercise 2 to help you.

- A passive form of the verb consists of a form of the verb and a participle (participle II).
- We use the passive to move the focus of attention from the subject of an active sentence to the .
- If we want to mention the agent, or the 'doer' of the action, we use the preposition .
- We don't mention the if it is obvious, unknown or unimportant.
- The passive is common in newspaper reports and academic writing because it makes the style more .

- 6 Sentences a–d come from the texts you listened to in Exercise 3. Answer questions 1–3 about them.

- The company **expects** Body Download to be launched next year.
- It's a 'must have' if you are worried **about** being attacked.
- There's one drawback: it **needs** to be filled with coffee and water first.
- Nobody **likes** being told about their bad habits, especially by a computer.

- Which inventions do they refer to?
- Which contain a *passive infinitive* and which a *passive gerund*?
- Why are passive infinitives and gerunds used? Look at the words in **bold**.

- 7 Look at sentences a–b and follow the instructions.

- It will show people the consequences of an unhealthy lifestyle.
 - It gives anyone who touches it an electric shock.
- Find the two objects of the verbs *show* and *give*.
 - Rewrite the sentences in the passive in two ways, starting with the words given.
 - People . The consequences of an unhealthy lifestyle to .
 - Anyone who touches it . An electric shock to .

► Check it out pages 143–144

- 8 Rewrite the sentences, starting with the words given. What is a possible context for each sentence? Discuss in pairs.

- They offered us seats in Business Class.
We ...
- They will send her a cheque for £10,000.
She ...
- Is somebody paying them for their work?
Are ... ?
- They give the contestants four ingredients to use.
The contestants ...
- They might ask you how you heard about the job.
You ...
- They have promised compensation to the residents.
The residents ...
- When are they going to tell us the results?
When are we ... ?
- He was handing her the money from the cash desk when we walked in.
She ...



Accidental Inventions

Did you know that many familiar household items were invented by accident? Here are the stories of three of them.

Coca-Cola

In 1886 a pharmacist called John Pemberton made a medicinal syrup. He intended it ¹ to use/to be used as a cure for headaches. At first, Pemberton ² used/was used cold water to dilute the syrup, but one day he found that it ³ had accidentally mixed/had accidentally been mixed with carbonated water by his assistant. This made it fizzy and ⁴ gave/was given it a more interesting flavour. In the first year Pemberton ⁵ sold/was sold twenty-five bottles of the drink, for a total of \$50. Nowadays, 834 million Coca-Cola products ⁶ consume/are consumed every day.

Scotchguard

Scotchguard is a substance that ⁷ prevents/is prevented fabric from ⁸ marking/being marked by dirt. It ⁹ discovered/was discovered when a scientist was experimenting with a synthetic rubber that

¹⁰ would use/would be used in airplane fuel lines. He accidentally ¹¹ spilt/was spilt some of the substance on his canvas shoe, and it ¹² couldn't remove/couldn't be removed. As the shoe got older, it got dirtier, except for the area where the substance ¹³ had spilt/had been spilt.

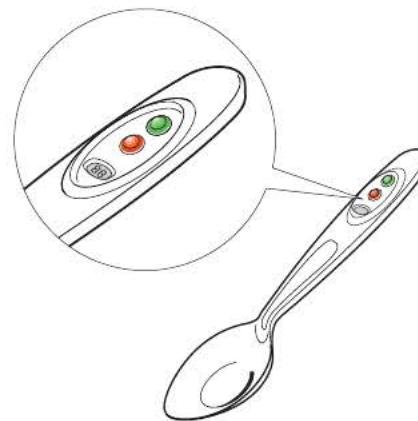
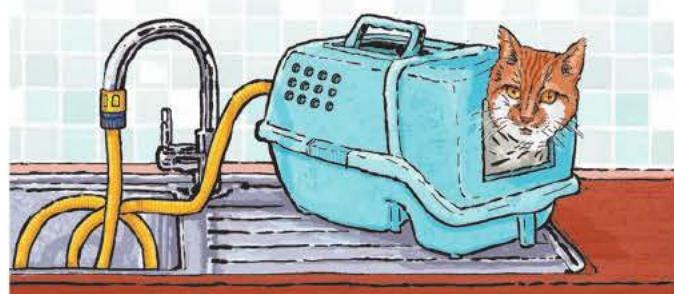
Crisps

One day in 1853 a New York chef called George Crum made some chips for a customer. The chips ¹⁴ sent/were sent back because the customer wanted them ¹⁵ to slice/to be sliced a little thinner. This ¹⁶ happened/was happened twice, and Crum ¹⁷ became/was become rather annoyed. He sliced the potatoes so thin that, once they ¹⁸ had fried/had been fried, they ¹⁹ couldn't eat/couldn't be eaten with a fork. Well, the customer loved the crisp potatoes, and soon they ²⁰ were requesting/were being requested by other diners.

- 9 Read the article above and choose the correct forms. Which story did you find most interesting? Why?
- 10 Complete the advertisement with the correct forms of the verbs in brackets.

- 11 In pairs, write some sentences about the Weight Loss Spoon, using the passive. Compare your sentences with other students. How similar/different are they?

Does your dog or cat hate ¹ (wash)? Did you know that you are more likely ² (injure) while trying to wash a pet than during any other household activity? If you answered 'yes' and 'no' to these questions, you need our remarkable Pet Cleaner. We know that it's horrible ³ (soak) in water or ⁴ (cover) in scratches. When using our bath the pet ⁵ (not/need/hold) at all because its body is completely enclosed in the box. However, the animal's head ⁶ (must/not/put) inside the bath, or it may panic. We also recommend that the pet ⁷ (should/keep) in the box for at least fifteen minutes after ⁸ (rinse), so that it calms down and you avoid ⁹ (attack) when it comes out. A further advantage of the Pet Cleaner is that it ¹⁰ (can/use) as a carrier for your pet when you are travelling.



- Who was it invented for?
- How is it activated?
- What can you do when you are given the green light? What about the red light?
- What can it also be used for?
- What shouldn't be done with it?

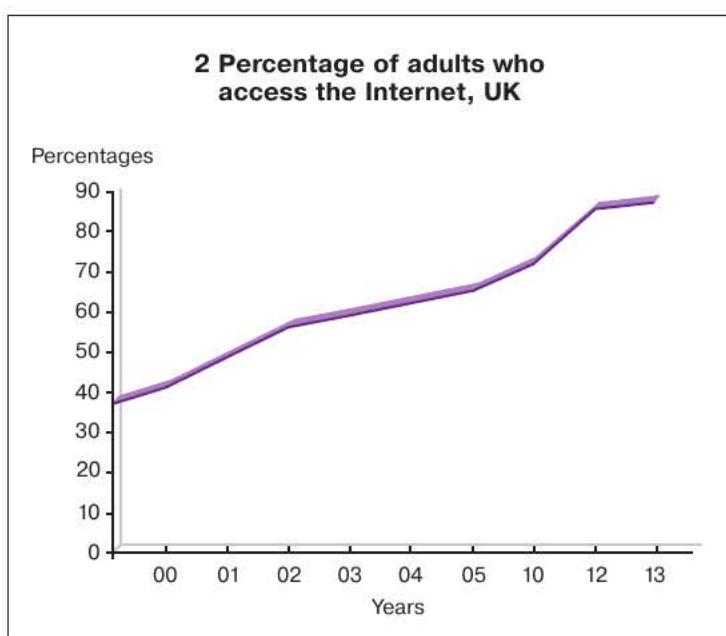
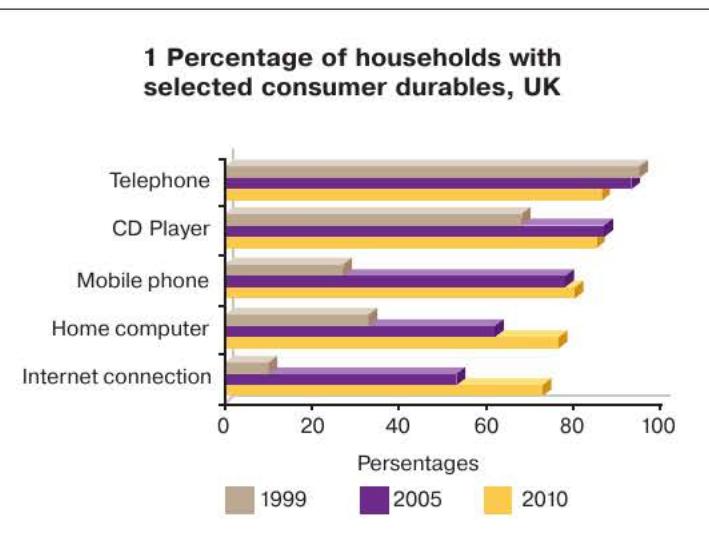
- 12 Work in pairs. Student A, look at page 136. Student B, look at page 138.



SPEAKING AND LISTENING

- 1 Look at the bar chart and the graph and answer the questions.

- What information is given in each of them?
- Which durable does not show a rising trend? Why, do you think?
- Which of the durables do you think will be used less in the future? Why?
- How many people have access to the Internet in Russia? Is the trend similar?
- Did any of the trends in the chart and graph surprise you? Why?



- 2 **④ 040** Listen to Maria talking about the bar chart and the graph. Note the four mistakes she makes.

- 3 **④ 041** Correct Maria's mistakes with the phrases below. Then listen and check.

less than half increased gradually tripled
about twice as many had

- The number of households with a telephone fell slightly between 1999 and 2005, whereas the number of mobile phones nearly doubled.
- Five times more households had an Internet connection in 2005 than in 1999, and there was a similar increase in the number of home computers.
- Between 2000 and 2002 there was a significant rise in the percentage of people who used the Internet, while between 2002 and 2005 the number stayed the same.
- More than half the adult population used the Internet in 2005, compared with a small minority in 2000.

- 4 Use **Speak Out** to complete the gaps in sentences 1–4 about the chart and graph.

SPEAK OUT | Visual material: graphs/charts

Describing trends

- to rise/increase : slightly/gradually/
to fall/decrease : significantly/sharply
- a slight/gradual/ : rise/increase : in ...
significant/sharp : fall/decrease : ...
- (nearly/more than) halve/double/triple
stay the same : change very little
- twice as many ... as ...
(X) times more/fewer ... than ...

Describing proportions

- (X) percent of (households) ...
- one in (five/ten/...) ...
- more/less than (a quarter/a third/half) of ...
- the (vast) majority/a (small) minority of ...

- ___ of households had an Internet connection in 1999.
- ___ households had a telephone than a mobile phone in 1999.
- In 2010 the number of households having a CD player ___.
- Between 2001 and 2002 the number of people who used the Internet ___.
- Between 2010 and 2013 there was a ___ in the number of people who used the Internet.

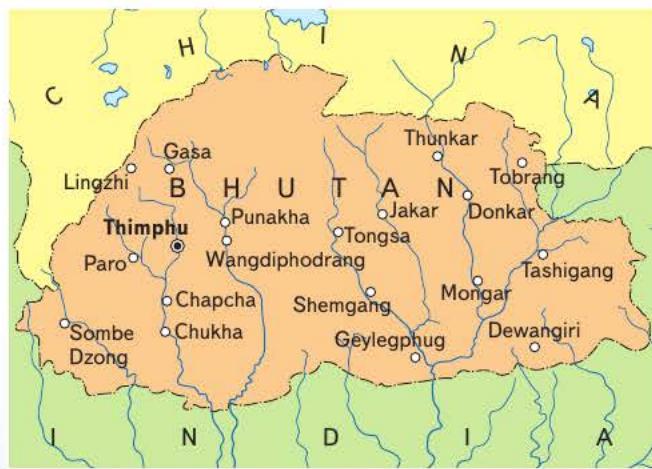
- 5 Work in pairs. Use the language from **Speak Out** to talk about the bar chart on page 135.

READING AND LISTENING

1 Read the profile of the kingdom of Bhutan and answer the questions.

- How is Bhutan different from other countries?
- Would you like to visit the country? Why? Why not?

2 In 1999 the first TV and Internet services were introduced into Bhutan. What effect do you think this had on the country? Discuss in pairs.



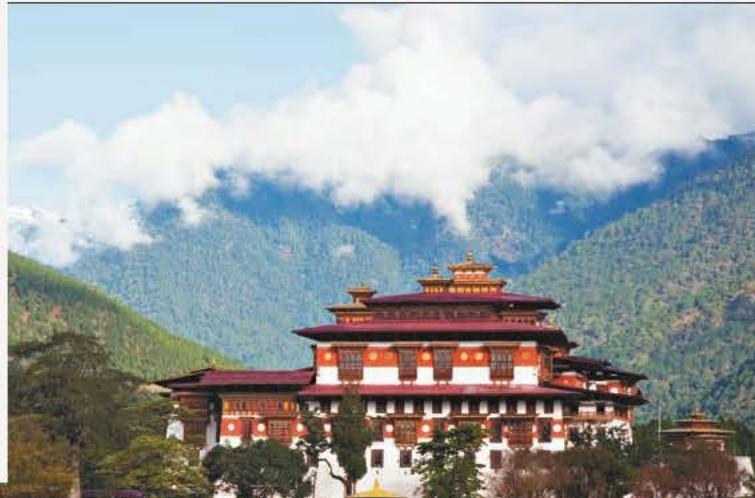
64

COUNTRY PROFILE: BHUTAN

The kingdom of Bhutan is a tiny, remote and impoverished country nestling in the Himalayas between its powerful neighbours, India and China. Almost completely cut off for centuries, it only began to open up to outsiders in the 1970s. Its breathtaking scenery and ancient Buddhist culture make it a natural tourist attraction, but tourism is restricted: visitors must travel as part of a pre-arranged package or guided tour.

The king, partly educated in Britain and having travelled abroad, has continued the policy of limited modernisation adopted by his father. He has gone to great lengths to preserve the country's deep-rooted Buddhist culture and ancient traditions from the rapidly-developing world outside its borders.

National dress is compulsory – a robe with a belt, or 'gho', for men and a long dress, or 'kira', with a short jacket for women.



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Culture Clash?

Part 1

It was the World Cup Final of France '98 that sparked the introduction of television into Bhutan. The 3–0 victory of the home side over Brazil was watched by thousands on a big screen in Bhutan's National Square.¹ Six months after that, global TV broadcasting was allowed in. It was this second development that really made people wake up to life in the twentieth century and caused profound change, according to TV analyst Shockshan Peck.

'Young people are now much more in tune with globalisation and what is happening around the world,' she says. 'The risk is that the more we learn about the world, the more we lose of our own culture.'

Bhutan has no film industry to speak of, and after a diet of cultural and educational programmes from BBS, some Bhutanese began to look for something a little more spicy.² The TV avalanche began, and along with it came a change in people's lifestyles. Residents of the capital, Thimphu, say they are now glued to the TV for several hours a day, and often stay up late to watch the non-stop stream of programmes. Long-running Indian soap operas beamed from across the border are hot favourites. One viewer, Choki Wangmo, says that her children go out and play less and that television dominates family discussions these days. Her son, Ugyen, admits that his studies are affected because he cannot concentrate in the classroom.



- 30 'I keep thinking about what will happen next in the story,' he says.

Also popular are cartoons, football matches, and the wrestling series from the US.³ Kinley Dorji, a Bhutanese politician, says that when TV first came in, he received several pained letters from students, saying they were shocked. 'Bhutanese kids who have grown up in this quiet country, this very rustic society, suddenly saw these big men beating each other up on television. They couldn't understand it.'⁴ 'We received a report from a school where a student broke his arm after being thrown to the ground by his friend, who was emulating the wrestlers.'

Kinley Dorji says that television is 'splitting' Bhutanese society. He explains that the thinking in the country is that it will never be a military or economic power, so its strength must be its unique society. He believes that TV represents a direct threat to this.⁵ 'If you look at the items being stolen, like TV sets, tape recorders and clothes, it's directly related to what they're seeing,' he adds.

- 3 Read Part 1 of *Culture Clash?* Were your predictions about the effect of television correct?

- 4 Complete the article with five of sentences a–h. There are three extra sentences. Listen and check your answers.

- a The latter is at the centre of a debate about the influence of television on Bhutan's young people.
- b He also links television to a rise in crime over the period that it has been broadcasting.
- c Some people see what happened next as an aerial invasion of Bhutanese society.
- d It was such a success that a year later, on the twenty-fifth anniversary of his coronation, the king decided to begin the Bhutan Broadcasting Service (BBS).
- e The family cannot take their eyes off a soap on the television set in their tiny living room.
- f However, it was not long before the children started doing it themselves.
- g So they turned to multi-channel TV, through satellite in the countryside and cable in the towns.
- h But some of the cartoons were considered too violent.

- 5 **Vocabulary.** Words and phrases 1–8 are used in a figurative way in the article. In pairs, discuss what they mean in the text. Then match them to definitions a–h.

- 1 sparked (line 2)
- 2 wake up to (line 7)
- 3 be in tune with (line 10)
- 4 a diet (line 16)
- 5 spicy (line 18)
- 6 an avalanche (line 18)
- 7 be glued to (line 21)
- 8 a stream (line 23)

- a a long and continuous series
- b something you are given regularly
- c caused
- d a large number
- e exciting
- f become aware of
- g be able to understand
- h look at something with all your attention



Part 2

So is it too late to stop the damage that television is doing to Bhutanese society? And what about the spectre of destructive external forces raised by the Internet? How much of a threat do they pose?

Well, first of all, it is worth remembering that for hundreds of years, Bhutan enjoyed its self-imposed isolation, at pains to protect its culture from the world outside its borders. So the country is hardly likely to sit back and let outside forces endanger it, and the government is already working on an Information, Communication and Technology Act to regulate what the people can watch. One of the first programmes to be taken off the air will probably be the US wrestling series.

As far as the Internet is concerned – well, though it is hard to believe, the headquarters of Druknet, Bhutan's only Internet service provider, is a space the size of a living room. It hosts the country's entire Internet traffic. Perhaps this is not surprising, since there are only about 5,000 computers in the whole country. Few people can afford the luxury of a home PC, and so Bhutan's connected generation is catered for by what must be some of the highest Internet cafés in the world. Inside, young netizens send emails, play online games and generally explore the world beyond the Himalayan peaks.



When it comes to regulating TV and the Internet, we should also consider the Buddhist culture of Bhutan. Shockshan Peck argues that it is a key part of this culture that people decide for themselves what is right and wrong. She quotes the King of Bhutan, who said on the launch of television that he was confident people would pick the best from the media. 'Both good and bad are there – it's up to you to decide what is good and what is bad,' she stresses. 'There's inherently a great confidence in people understanding what is good.'

Other people see the debate as largely irrelevant. They point out that, outside the towns of Thimphu and Paro, the country is sparsely populated across a mountainous terrain, and most Bhutanese lead a simple rural existence. Also, nearly 60% of Bhutan's population does not even have electricity, let alone a television or computer.

- 6 ©T043 Listen and read Part 2 of *Culture Clash?* and answer the questions.

- 1 According to the article, do TV and the Internet pose a threat to Bhutan's culture?
2 What four reasons support the argument?

- 7 Form new words from those in capital letters and complete the sentences. All the new words are in the article.

- | | |
|--|---------|
| 1 Many people are worried about the effect of ___ on local culture. | GLOBAL |
| 2 We felt like complete ___ when we first moved here. | OUTSIDE |
| 3 I sometimes feel as if Toby isn't even aware of my ___. | EXIST |
| 4 I wonder what qualifications you need to be a business ___. | ANALYSE |
| 5 Despite the money they spent on ___, the building is still ugly. | MODERN |
| 6 Last night's storm was the most ___ we've had all year. | DESTROY |
| 7 We all listened carefully as the writer explained the ___ behind her book. | THINK |
| 8 It's amazing how many people ___ their health by smoking. | DANGER |

- 8 ©T044 Listen to the radio programme and choose the correct answers (a–d).

- 1 Lucy
 - a had no idea where Bhutan was.
 - b did a lot of research into Bhutan.
 - c was disappointed by Bhutan when she got there.
 - d was influenced by the Buddhist religion.
- 2 Bhutanese people
 - a wear jeans and T-shirts in the evening.
 - b wear western clothes because they see them on TV.
 - c aren't allowed to wear western clothes at work or school.
 - d see a lot of western tourists.
- 3 During her stay in Bhutan, Lucy was most impressed by
 - a the local architecture.
 - b the government's concern with people's health.
 - c the way that the country has allowed some progress while protecting its traditions.
 - d the fact that the country has banned the sale of tobacco.

- 9 In groups, discuss these questions.

- In what ways can TV and the Internet influence people's behaviour?
- Should the government regulate what TV programmes people watch, or should they be left to decide for themselves? Why?
- What important aspects of your country's culture should be protected from change?



VOCABULARY

- 1 In groups, answer the quiz questions. Guess if you are not sure. Then check your answers on page 135.

Science and Inventions Quiz

- 1** Which of these inventions came first?
 - a the swimming pool
 - b toothpaste
 - c the lawnmower
 - d the pencil

- 2** Which artist is also well-known for his groundbreaking work in science?
 - a Pablo Picasso
 - b Michelangelo
 - c Leonardo da Vinci

- 3** When was the first radio-controlled device invented?
 - a 1898
 - b 1904
 - c 1915

- 4** Who choked on his own invention?
 - a Booth (vacuum cleaner)
 - b Smythe (false teeth)
 - c Branston (pickled onions)

- 5** Which of these labour-saving devices was not invented by a woman?
 - a the ironing board
 - b the automatic dishwasher
 - c the sewing machine
 - d correction fluid

- 6** Which of these scientists were left-handed?
 - a Marie Curie
 - b Albert Einstein
 - c Ivan Pavlov
 - d Albert Schweitzer

- 2 Find all the compound nouns and compound adjectives in the quiz (fifteen in total).

- 3 How many compounds from the quiz match each 'pattern' in Train Your Brain?

TRAIN YOUR BRAIN | Compounds

Compound nouns

- 1 noun + noun: *Internet café, soap opera*
- 2 gerund + noun: *writing paper, running shoes*
- 3 adjective + noun: *loudspeaker, frozen food*

Compound adjectives

- 4 adjective/adverb/noun + past participle: *high-powered, badly-paid, air-conditioned*
- 5 adjective/adverb/noun + present participle: *good-looking, never-ending, mouth-watering*
- 6 adjective/number + noun + -ed/-d: *absent-minded, two-faced*

Mind the trap!

Compounds can be written as one word, two words joined by a hyphen, or two separate words. As there are no rules for this, you need to check in a dictionary.

- 4 **Think Back!** Find six compounds in the profile of Bhutan on page 64. Which pattern in Train Your Brain does each one match?

- 5 Find one word in each group which cannot be used to make a compound with the word at the end. Use a dictionary to help you.

- | | | | | |
|----------|--------|---------|----------|----------|
| 1 absent | narrow | closed | open | -minded |
| 2 big | small | empty | level | -headed |
| 3 full | empty | even | right | -handed |
| 4 energy | labour | health | time | -saving |
| 5 high | solar | battery | electric | -powered |

- 6 Match each word in group B to three words in group A to make compound nouns.

A

- life (x2) phone
secret smoke
security body
travel (x3) estate
burglar car (x2)
boarding

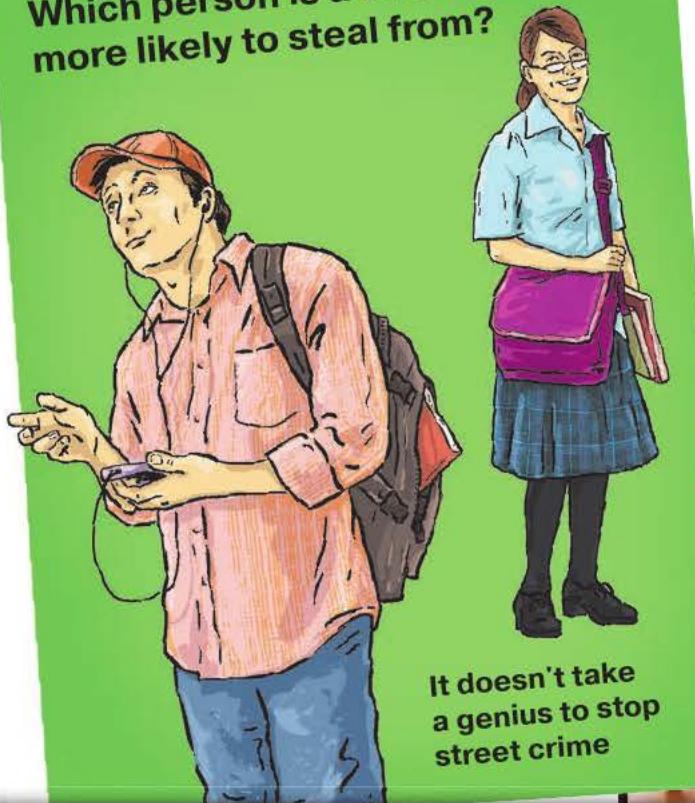
B

- agent
card
insurance
alarm
guard

- 7 Complete the gaps in these questions with your ideas. Then work in pairs and ask and answer the questions.

- 1 Would you prefer to work as a ___ agent or a ___ guard?
- 2 Is it worse to be ___-headed or ___-minded?
- 3 What ___-powered objects have you got at home?
- 4 Is it more important for a parent to be ___-minded or ___-handed?
- 5 Which of these inventions do you think is more important, ___ , ___ or ___ ?

Which person is a street robber more likely to steal from?



It doesn't take
a genius to stop
street crime

Essay question

'Mobile phones should be banned from schools.' What is your opinion? Do you agree with this statement? Write an opinion essay (200–250 words).

Mobile phones should be banned from school

Mobile phones are here to stay. An **overwhelming** number of teenagers in Russia own one. **Even so**, there is a **considerable** disagreement over whether they should be allowed on school premises.

In my opinion, mobile phones should be banned in schools. The advantages of banning are **undeniable**. **To begin with**, mobile phones disrupt lessons. Students text each other during lessons and even use SMS messages to cheat in exams. **What is more**, mobile phone theft is a serious issue in many schools. A final **key argument** is the **disturbing** rise in the number of cases of bullying by text message or making unpleasant videos of classmates.

On the other hand, many people are against the ban. Teenagers and their parents alike are concerned about the question of safety, both in schools and on public transport nowadays, and see mobile phones as a **vital** way of keeping in touch. They also say that mobile phones may soon actually be used in class, **for instance**, as a means of finding out information if the computer is not available.

To my mind, teenagers can use mobile phones to let their parents know they have safely come to school and switch off the phones while at school. If school authorities think that mobile phones can be used as the Internet access, they should introduce clear rules to make sure that phones are not misused.

All in all, school is for learning, and if mobile phones interfere with learning, they should be banned.

(248 words)

WRITING

1 In pairs, look at the visual material and the essay question and think of some ideas for the essay. Decide what to put in the following paragraphs.

- The introduction (state the problem)
- Your personal opinion and 2–3 reasons for your opinion
- An opposing opinion and 1–2 reasons for this opposing opinion
- Explanation why you don't agree with the opposing opinion
- A conclusion restating your position

2 Read the essay. How many of your ideas did the student include? Do you agree with the conclusion?



- 3** Look at the essay again and follow the instructions.
- For each of the underlined linkers, think of an alternative with the same meaning.
 - Look at the adjectives in red. What effect do they have on the student's arguments?
 - Decide why the student uses a short statement at the very beginning of the essay.
 - How many examples of the passive can you find? What effect does it have on the style of the essay?
- 4** In **Train Your Brain** match sentence beginnings 1–4 with their endings a–d and check your answers to Exercise 3.

TRAIN YOUR BRAIN | Writing skills

Opinion essay: arguing persuasively

- Start the essay with a short, 'punchy' statement or question
- Use a variety of linking words and phrases
- Use the passive
- Include a variety of 'strong' adjectives
 - to make the style of the essay more impersonal.
 - to catch the reader's attention.
 - to organise your arguments.
 - to make your arguments more persuasive.

- *5** Study the use of **even though**, **even if** and **even so** in a–c. Then complete sentences 1–3 with the correct phrase.
- Even though he didn't like science, Matt got a grade A in his science exam.
 - I don't think Lola will pass her history exam, even if she studies hard.
 - Tim had an important exam in the morning. Even so, he went out with his friends the night before.
- I know you can find useful information on the Internet. ___, you're spending too much time on the computer.
 - Sue started checking her emails, __ it was very late when she got home.
 - ___ you're right about who stole my mobile phone, we can't prove it, can we?

- 6** Discuss these questions in small groups. Make a note of any interesting points other students make, which could be useful for an essay on this subject.
- Have you visited an Internet chat room, or do you know anyone who has?
 - How common is it for young people in your country to spend time in chat rooms?
 - Why do people visit them?
 - What do people talk about?
 - Why are they sometimes considered anti-social or even dangerous?



- *7 Project idea.** Look at the essay question. Make a list of arguments for and against the statement and decide whether you agree with it or not. Use **Train Your Brain** and prepare to write an essay.

Essay question

'Internet chat rooms do not serve a useful purpose.'

What is your opinion? Do you agree with this statement?

Write an opinion essay (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



Why risk it?

Read, listen and talk about risk, money and business.

Practise expressing dissatisfaction and regret, conditionals; money vocabulary.

Focus on criticising and showing annoyance.

Write a summary.

GRAMMAR

1 Which situation in the cartoons involves the most risk? What are the people thinking in each case? Discuss in pairs.

2 Match two of thoughts 1–8 to each cartoon.

1 I wish I'd gone first.

2 If only I'd done some market research.

3 If only I had a knife.

4 I could have been a taxi driver.

5 I should be selling umbrellas.

6 I'd better turn off the TV.

7 I wish he'd sing something different.

8 I should have bought her some jewellery.



...AND THE LATEST NEWS COMING IN - A PUPIL FROM ST. MARK'S SCHOOL HAS BEEN ARRESTED FOR SELLING STOLEN IPODS...

- 3 **Think Back!** Look at sentences 1–3 in Exercise 2 and complete the rules below.

- 1 We use *I wish/If only* + ___ to talk about present regrets.
- 2 We use *I wish/If only* + ___ to talk about past regrets.

Work it out

- 4 Match sentences 4–8 in Exercise 2 to definitions a–e.
- a I want this to happen now or in the future.
 - b This was possible, but didn't happen.
 - c I am unhappy about a past action.
 - d I think this is the best thing to do in the situation.
 - e I am unhappy about a present situation.
- 5 What does '*'d*' replace in sentences 1, 2, 6 and 7 in Exercise 2?

► Check it out page 144

- 6 Look at the sentences and match them to the cartoons. Then complete them with the correct forms of the verbs in brackets.
- 1 We should ___ (join) a walking club instead.
 - 2 If only the rain ___ (stop).
 - 3 I'd better ___ (not look) down.
 - 4 I wish I ___ (can) swim.
 - 5 I could ___ (arrest), too.
 - 6 I wish the news ___ (finish).
 - 7 I should ___ (not spend) all my savings on this shop.
 - 8 They should ___ (pay) us extra money for doing a job like this.

- 7 Rewrite the sentences so that they mean the same, using the words in capital letters.

- | | |
|---|--------|
| 1 I think it's best if I don't phone Dave again. | BETTER |
| 2 It was stupid of me to buy that old motorbike. | SHOULD |
| 3 Why didn't I work harder for the exams? | ONLY |
| 4 Steve regrets having split up with Rosie. | WISHES |
| 5 It was lucky that I didn't hurt myself on that glass. | HAVE |
| 6 Why am I walking through the park in the dark? | SHOULD |
| 7 I really don't want our neighbours to make so much noise. | WISH |
| 8 I'm sorry that I don't live near the sea. | IF |

- 8 **©T045** Read about Ally and write seven things that she might say using *I wish, If only, I should, I could, I'd better*. Then listen and compare.

Ally and her friend Ed bought three tickets in a raffle for a Caribbean holiday. A few days later the winning number was announced in the paper, and Ally was sure that she had it – except she couldn't find the tickets. She looked in all the sensible places, like her purse, and the drawer of her desk, then she remembered that they were in the pocket of her jeans ... but her jeans were in the washing machine! She rushed to get them out, but it was too late – the tickets were there, but they had almost disintegrated and the numbers were impossible to read. She tried talking to the competition organisers, but they said that since she'd forgotten to write her name and phone number on the receipt for the ticket, there was no proof that she'd won. She hasn't told Ed about what happened yet.



- 9 Work in pairs. Student A, look below. Student B, look at page 138.

Student A, read the notes (think of answers to the questions in brackets) and tell Student B about your situation. Then listen 'actively' to Student B's situation (ask questions, show sympathy, etc).

You missed an interview for a job (what was the job?) because you woke up late (why?).

You really want this job (why?), so you've tried to arrange another interview, but the personnel manager at the company refused.

What are your regrets? What do you wish would happen? What had you better do in future?

- 10 Complete the sentences so that six are true for **you** and two are false. Read your sentences to a partner: can he/she guess which two are false?

- 1 I wish I hadn't ...
- 2 When I get home, I'd better ...
- 3 I should be ... this week.
- 4 I could've ... , but I didn't.
- 5 I wish I didn't have to ...
- 6 I should've ... over the weekend.
- 7 I wish my friends would ...
- 8 I shouldn't have ...



SPEAKING AND LISTENING

1 Who could the people in the photo be and what might happen next? Discuss in pairs.

2 Listen to three phone calls and answer questions 1 and 2 about each one.

1 Who is speaking?

2 What is the purpose of the phone call?

3 Listen again and match a-h to 1-8 in **Speak Out**. Which phrases refer to the present, and which to the past?

- a let Alec drive.
- b phoned me.
- c leave it lying around.
- d speak up.
- e let her hear you talking.
- f told her what you do for a living.
- g turned your phone off.
- h get another car from somewhere.

4 Listen to the sounds and complete the sentences with the correct forms of verbs in column A and nouns in column B.

A

- turn down
- go to
- slam
- feed
- apologise to
- wear

B

- the neighbours
- the door
- a sweater
- the cat
- that music
- the doctor

1 You could ...

2 I wish you ...

3 It's about time you ...

4 You'd better ...

5 I wish you ...

6 You should have ...

5 Listen to the complete sentences from Exercise 4 and repeat them, paying attention to your intonation.

6 Work in pairs. Decide what to say in the following situations. Use the correct phrases from **Speak Out**.

1 Your friend says he/she is broke. You know that he/she spends a lot of money on takeaway meals, because he/she can't cook.

2 Your friend went to a job interview, but he/she didn't get the job. He/She always looks untidy, and you know that he/she didn't prepare for the interview at all.

3 Your friend has argued with his/her girlfriend/boyfriend, and they've split up. This is the fifth time it has happened.

4 Your friend has lost a watch that was a present from his/her parents. He/She was at the swimming pool this morning and can't remember where he/she put it.

5 You arrive at a friend's house for a party, but he/she tells you it's been cancelled because not many people could come. You know that he/she only sent out the invitations a few days ago.

SPEAK OUT | Criticising/showing annoyance

- 1 I wish you'd ...
- 2 You could've ...
- 3 You should've ...
- 4 You shouldn't have ...
- 5 You'd better ...
- 6 I wish you wouldn't ...
- 7 It's about time you ...
- 8 You'd better not ...



Cautious Carl

Lucky Lorna

Reckless Ralph

VOCABULARY

- 1** Cautious Carl, Lucky Lorna and Reckless Ralph got involved in business. What happened to each of them? Match each person to three sentences from 1–9.

- 1 ___ came into a lot of money when his/her uncle died.
- 2 ___ sold the family home to raise money for the business.
- 3 ___ got a loan from the bank and put it into a savings account with a high interest rate.
- 4 ___ blew half of the money on expensive office furniture and bet the rest on a horse that came last.
- 5 ___ was careful with his/her money and paid off the loan quickly.
- 6 ___ found a painting in the attic that turned out to be worth \$500,000.
- 7 ___ saved up enough to put a deposit on some business premises.
- 8 ___ invested in a new company just before it took off.
- 9 ___ borrowed money from a loan company and is still heavily in debt.

- 2** Answer the questions about Carl, Lorna and Ralph.

- 1 Who is broke? gets by? is well-off?
- 2 Whose business is doing well? went bankrupt? is breaking even?

- 3** Which pairs of phrases do NOT have a similar meaning? Explain the difference. Use a dictionary to help you.

- 1 get a loan/borrow money
- 2 inherit money/come into money
- 3 go bankrupt/break even
- 4 be in debt/owe money
- 5 make a profit/take off
- 6 pay off a loan/repay a loan
- 7 blow money on sth/spend money on sth
- 8 bet money on sth/donate money to sth

- 4** Complete the sentences with words or phrases from Exercises 1–3.

- 1 My brother ___ all his money on an engagement ring for his girlfriend, and now he's ___.
- 2 I decided to open a ___ account instead of a cheque account, because it has a better ___ rate.
- 3 Ken asked me if he could borrow some money, but he still ___ me £50!
- 4 My mum's shop isn't making a profit, but at least it's ___.
- 5 I have to be very ___ with money, otherwise I can't ___ ___ on my salary.
- 6 When his grandmother died, Phil ___ some of the money he ___ to charity.

- 5** ©T049 Listen to a news story and complete the sentences. Which findings do you think are true of teenagers in your country?

The report reveals that two thirds of British teenagers know the exact ¹ ___ of an iPod. Seventy-five percent of teens work ² ___ to repay loans from their parents.

Two thirds of those who took part in the survey realise that it's not sensible to get into ³ ___. More than half admitted that they ⁴ ___ to their parents in order to get money. The report also found that fifty-eight percent of teenagers are ⁵ ___ about money than their appearance.

The book *Money Money Money* deals with a variety of topics relating to ⁶ ___. The editor wants to help teenagers to understand that ⁷ ___ can be dangerous. All secondary schools and colleges in Britain will receive a ⁸ ___.

- 6** Work in pairs. Student A, look at page 136. Student B, look at page 138.



GRAMMAR AND SPEAKING

1 In pairs, think of a risky situation related to each of the topics.

business relationships sport travel money

2 Do the quiz. Choose the best answers for **you**. Then compare your answers with your partner. How similar/different are you?



1 Would you go on a blind date?

- 1** a No – if I meet someone in a situation like that, I tend to get very nervous.
b I'd go as long as I could take a friend with me.
c Yes – who knows, I might meet the love of my life!

2 A friend invites you to go parachuting. How do you reply?

- 2** a If I'd had more time to prepare myself for it, I'd go.
b Why not? I'll never know what it's like unless I try it.
c I wouldn't do it if you paid me!

3 Some friends have gone on a boat trip in Antarctica.

How do you feel about it?

- 3** a If I'd been able to afford it, I'd have gone with them.
b I can't imagine why they went there. It's not my idea of a holiday.
c If I didn't get seasick, I'd have gone too.



4 What is your opinion about people who start up 'dotcom' companies?

- 4** a Too many 'dotcom' companies have gone bankrupt: it's very risky.
b Companies like Google and eBay might never have existed if those people hadn't taken the risk.
c If you get proper financial advice, it can be a good investment.

5 What do you think about singers who insure their voices for millions of dollars?

- 5** a Why do they need to insure their voices: haven't they got enough money already?
b Well, if I had a really great voice, I'd have done the same.
c I don't think anyone's voice is worth that much!

6 A friend of yours needs to borrow some money, but you know that he's unreliable and has a lot of unpaid debts. What do you say?

- 6** a I'll lend you the money, provided that you pay it back by the end of the month.
b I'd lend you the money if you'd paid off some of your other debts.
c I'm sorry, I haven't got any spare cash at the moment.

3 Think Back! Match conditionals a–d with their types and meanings 1–4. Then find one more example of each in the quiz.

- a** I wouldn't do it if you paid me!
- b** If I meet someone in a situation like that, I get very nervous.
- c** If I'd been able to afford it, I'd have gone with them.
- d** I'll lend you the money, provided that you pay it back by the end of the month.

- 1** Zero Conditional: a situation that is always true.
- 2** First Conditional: a possible situation in the future.
- 3** Second Conditional: an unlikely or imaginary situation in the present or future.
- 4** Third Conditional: an imaginary situation in the past.

Work it out

- 4** Find conditionals in the quiz that mean the same as sentences a and b and complete the table. Why are they known as 'mixed' conditionals? Then find one more example of each in the quiz.

- a I didn't have time to prepare myself for it, so I'm not going.
 b I get seasick, so I didn't go.

if clause	Main clause
a If I'd had time to prepare ...	
b If I didn't get ...	

- 5** Match patterns a and b from the table in Exercise 4 to their uses 1–2.

- 1 To talk about the consequences in the present of an imaginary past situation.
 2 To talk about the effects of an imaginary present situation/state on the past.

► Check it out page 144

- ***6** Join the sentences in 1–6 to make two types of conditional in each case: one 2nd or 3rd and one mixed.

- 1 My best friend went on a blind date.
 a She met her future husband.
 b She's engaged.
- 2 My sister can't keep a secret.
 a I get annoyed with her.
 b She told Jackie about the surprise party.
- 3 Craig isn't afraid of heights.
 a He goes bungee jumping every weekend.
 b He went parachuting with us yesterday.
- 4 Luke didn't invest in that 'dotcom' company.
 a He didn't lose all his money.
 b He doesn't have a lot of debts.
- 5 I'm so shy.
 a I don't know what to say when I meet people.
 b I didn't talk to Kim's brother at the picnic.
- 6 I told Ruth the truth about her boyfriend.
 a We had a big argument.
 b She isn't speaking to me.

- 7** Complete the conditionals with the correct forms of the verbs in brackets.

- 1 If Tony ___ (offer) me a lift on his bike, I always say 'no'.
 2 If he ___ (keep) driving like that, he'll have a crash.
 3 I ___ (risk) riding a motorbike in this weather if I were you.
 4 I'd lend you my car if I ___ (take) it to be serviced.
 5 I'd have called an ambulance if I ___ (have) my phone with me.
 6 If he ___ (wear) a crash helmet, his injuries would be much worse.
 7 If he ___ (be) a more careful driver, he wouldn't have skidded off the road.
 8 These days if it rains, Tony ___ (catch) the bus.
 9 He won't ride a motorbike again unless the bank ___ (agree) to lend him the money for a new one.

- 8** Work in pairs. Read about Eric, then take turns to say conditional sentences about his story.

Eric went on holiday to South America. He went parasailing and broke his leg, so now he's in hospital. Eric didn't take out travel insurance, so he has to pay for a flight home. But he hasn't got any money. He left his wallet and passport in his hire car and they were stolen while he was parasailing. Luckily, one of the nurses speaks English, and she phoned Eric's family. His father is flying to South America to fetch him. Eric's father is angry because his son is so irresponsible. Eric isn't looking forward to seeing his father.

If Eric hadn't gone parasailing, he might not have broken his leg. And if he hadn't broken his leg,





READING AND WRITING

- 1** Look at the photos on pages 78–79. Which phrases below can describe the crime that the young man is committing?

steal someone's identity blackmail someone impersonate someone take someone hostage masquerade as someone assume a false identity

- 2 Vocabulary.** Match visuals A–F to sentences 1–6. Use a dictionary to help you. Which of the crimes does NOT involve getting money or property from someone by dishonest means?

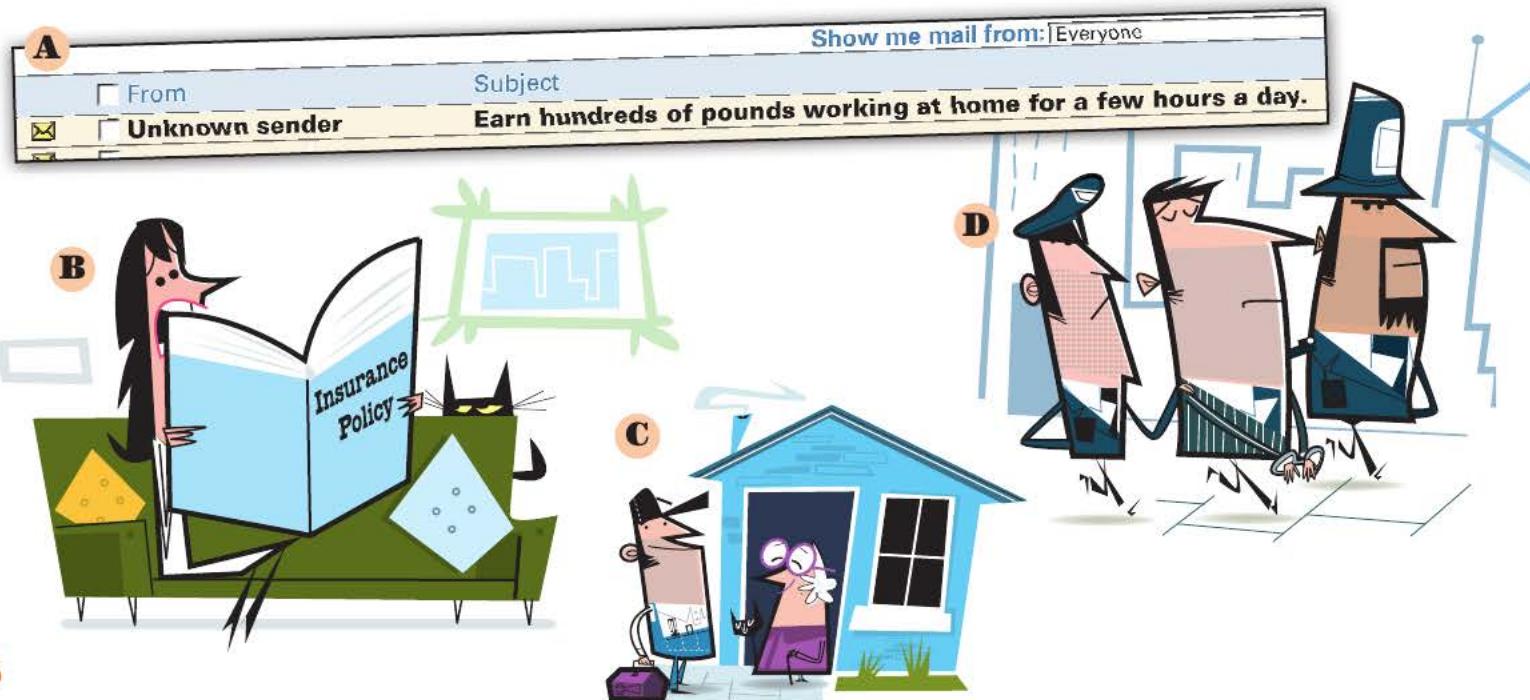
- 1 The young man who said he was from the gas company swindled the old lady out of her life savings.
- 2 A local gang has defrauded more than one hundred people of thousands of pounds.
- 3 My sister paid a £50 fee to an Internet company so that she could work at home for them, but it was all a scam: the company didn't even exist!
- 4 I think the signature on this certificate has been forged.
- 5 We discovered that the accountant had embezzled £200,000 of the company's money.
- 6 I realised that the man wasn't a real insurance expert and that he had played a clever confidence trick on me.

- 3** In pairs, discuss these questions.

- 1 Which of the crimes in Exercises 1 and 2 are the most/least serious? Why?
- 2 What kind of personality do the people who commit these crimes have?

- 4** T050 Listen and read the text on pages 78–79 and choose the correct answers (a–d).

- 1 What kind of text is it?
 a a news story c a biography
 b a report d a review
- 2 Why did the author write the text?
 a to entertain us
 b to inform and interest us
 c to warn us about identity theft
 d to surprise us
- 3 Which of the following crimes did Frank Abagnale not commit?
 a forgery c identity theft
 b fraud d hijacking
- 4 Which of the following statements is not true of Frank Abagnale?
 a He did not pass any exams.
 b People found him attractive.
 c He committed his crimes between the ages of sixteen and twenty-one.
 d He did not intend to harm people through his crimes.
- 5 What is the main point that the author is making?
 a Abagnale has always used his talents to make himself rich.
 b Identity theft poses a serious threat to society nowadays.
 c Abagnale is a very talented man who was misdirected when he was young.
 d The life of a criminal is not glamorous.
- 6 Look at the underlined words and phrases in the text and choose the best description of the author's attitude to Frank Abagnale.
 a He is amused by him.
 b He is critical of him.
 c He is sceptical about him.
 d He is impressed by him.



5 Put these events in Frank Abagnale's life in chronological order. Use the text to help you.

- He changed his date of birth on his driving licence.
- He masqueraded as an airline pilot.
- He started his own consultancy company.
- He used his father's credit card to make money for himself.
- He was arrested and spent five years in prison in Europe.
- He ran away from home.
- He worked in a hospital and a university.
- He made \$40,000 by depositing other people's money into his bank account.

6 Vocabulary. Use the context to help you guess the meaning of words 1–8 in the text. Then match them to synonyms a–h.

- rooting for (line 4)
- ingenious (line 29)
- stunt (line 40)
- credentials (line 48)
- malicious (line 77)
- perpetrating (line 77)
- warrants (line 81)
- legitimate (line 100)

- | | |
|------------------|---|
| a qualifications | f supporting |
| b genuine | g documents giving police particular powers |
| c clever | h mean and cruel |
| d committing | |
| e risky act | |

7 Read the text again carefully and find the information which supports the author's main point.

8 Which two summarising sentences 1–6 should NOT be included in a summary of *Frank Abagnale: from Fraud to FBI?* Why?

- Abagnale's father shouldn't have let him use his credit card.
- He took advantage of the fact that he looked older than his years.
- His first successful scam was working out how to get other people's money into his bank account.
- He is best-known for masquerading as a Pan Am pilot, despite the fact that he couldn't fly a plane.
- He also assumed several other false identities, including that of a doctor, a teacher, a stockbroker, and even an FBI agent.
- He has always claimed that he was an opportunist and didn't have any malicious intentions while perpetrating his crimes.

9 Read **Train Your Brain** and check your answer to Exercise 8.

TRAIN YOUR BRAIN | Writing skills

Summaries

- Start by naming the author and identifying the text type and the topic.
- State the author's main point and summarise the information which supports it, in your own words.
- Be objective: do not include your own opinions or thoughts on the subject.
- Once the summary is written, read and check it for accuracy.

10 Find three more pieces of information which should be in the summary but are not in Exercise 8.

11 Write a summary of the text in about 250 words, using **Train Your Brain** to help you. Then swap summaries with a partner and check each other's work for accuracy.

12 In groups, discuss these questions.

- What do you think of Frank Abagnale? Is the author of the biography too positive?
- Is Abagnale a suitable person to give advice on fraud? Would you trust him? Why?/ Why not?
- Why do criminals like Abagnale often seem attractive, despite their crimes?
- What other 'reformed' criminals can you think of, who have tried to do something positive for society?



FRANK ABAGNALE FROM FRAUD TO FBI

BY BERNIE ALEXANDER

Over five years, he assumed the identities of Frank Williams, Robert Conrad, Frank Adams and Robert Monjo – Abagnale managed to forge and cash cheques for a total of \$2.5 million.

Ask any audience member of the hugely popular Spielberg film *Catch Me if You Can*, and they will probably admit that they were rooting for the young con artist. Although he was a criminal, Frank Abagnale was also a teenager who was simply too smart for his own good.

Born in 1948, Frank W. Abagnale was always a creative child. For example, he would buy items on his father's credit card only to sell them back to the shop for the cash. But his real life of crime began when his parents divorced. A judge wanted him to choose between living with his mother or father, and that was a decision he wasn't able to make. So he ran away and never looked back. Because he was only sixteen years old, work was hard to come by in New York, the city he had escaped to. Luckily for him, he was six feet tall and his hair had begun to turn grey; he looked older than he really was. He changed a number on his driver's licence from a '4' to a '3' and all of a sudden he was ten years older.

With a total of \$100 to his name, he went into a bank to open an account. That's when he was first introduced to banking operation procedures. Being a new client, he did not have a cheque book with printed deposit slips in his name, so he had to use a blank deposit slip from a pile on the counter. And it was then that he had an ingenious idea: what if he took a handful of the slips home and printed his account number on them in





magnetic ink, then returned them to the counter? Tempted to see what would happen with a scheme like that, he did it on impulse. The result was that every time someone made a deposit using these 35 slips, the money went straight into Abagnale's own account. By the time the bank discovered the system, Abagnale had made over \$40,000 and already changed his identity.

Abagnale's most famous stunt was 40 impersonating a Pan Am pilot for two years. At first, he did it so he could travel around the world for free – although he had no idea how to fly. He would simply introduce himself at the airline counter, saying he needed a ride, and 45 fly back using the spare seat behind the pilot. Everything, including his food and lodging, was billed to Pan Am. As far as credentials went, all he needed was a uniform and an identification card. For the former, he simply contacted the 50 airline headquarters and made up a story about how his uniform had been lost, and they outlined the course of action for him. For the latter, he requested a sample with his name and picture from a company specialising in ID cards and 55 used a transfer of the Pan Am logo from a model plane to give authenticity to the card. He became known as 'The Skywayman'.

Using the same remarkable skills, he forged a Harvard Law diploma and managed to pass the 60 bar exam of Louisiana, enabling him to get a job in a state attorney general's office. Impersonating a paediatrician, he became the temporary resident supervisor at a Georgia hospital. He also taught Sociology at Brigham Young University 65 for a term (thanks to a false Columbia University degree) and masqueraded as a stockbroker and an FBI agent. The best part of all was that he didn't even have a high-school diploma! Over five years, he assumed the identities of Frank Williams, 70 Robert Conrad, Frank Adams and Robert Monjo – Abagnale managed to forge and cash cheques for a total of \$2.5 million. This money was used to support his lifestyle, which in turn was designed to make him seem more attractive. He has always 75 claimed that he was an opportunist and didn't

have any malicious intentions while perpetrating his crimes.

Before long, he had defrauded people in all fifty states of the USA and twenty-six foreign countries. 80 Warrants were issued for his arrest all over the world. After five years of these escapades, the law finally caught up with Frank Abagnale. When he was twenty-one, an Air France flight attendant recognised him from a wanted poster and the 85 French authorities arrested him. He served a total of five years in prison in France, Sweden and finally the United States, where he was sentenced to twelve years. In 1974, the federal government approached him and offered him a deal; they 90 released him on the condition that he would help the authorities, without payment, to understand the inner workings of fraud and confidence tricks.

After his release, Abagnale tried several jobs, but found them unsatisfying, so he approached a 95 bank with an offer. He explained who he was and what he had done and offered to speak to the staff and show them the various tricks he had used to defraud banks. Naturally, they were impressed, and he began a legitimate career as a consultant. 100 He later founded *Abagnale & Associates*, which advises financial institutions and law enforcement agencies on how to prevent the same crimes he so brilliantly committed. More than 14,000 105 financial institutions and law enforcement agencies use his fraud prevention programmes, and he has become one of the world's most respected authorities on forgery, embezzlement and other forms of white-collar crime. He is now a multi-millionaire and has willingly paid back 110 all the money he stole. He is also a regular speaker on the conference circuit and was voted the No 1 Campus Speaker in America by the National Entertainment College Conference Association. 115

Abagnale admits that life on the run was lonely and not as glamorous as it is sometimes portrayed in Hollywood. Now a family man, he regrets his past and confesses that although he still gets ideas about interesting scams, he would 120 never act on them. He is certain the crime of the future will be identity theft and that today's technology makes it a lot easier. He claims that today he could flip open a slim laptop, power up a small printer and have access to 125 your personal and financial information within five or ten minutes – all thanks to the Internet. His new mission in life is to convince the world of it. ■

*13 Project idea. Work in small groups. Make a poster with English and Russian proverbs about money. Which of them show a similar attitude? Which are very different?

08

Where the heart is

Read, listen and talk about home, houses and places.

Practise relative clauses; vocabulary for describing houses.

Focus on identifying attitude; being tentative.

Write a description of a memorable place.

GRAMMAR AND READING

- 1 In pairs, look at photos A–C and answer the questions.

- 1 Where do you think the places are? Why do you think so?
- 2 What kind of people might live in or visit these places? Give reasons.
- 3 Which place would you choose to live in if you could? Why?

- 2 Read the article and check your answers in Exercise 1. Which person did not live in the place he is associated with?



Antoni Gaudí



Ian Fleming



John Lennon

- 3 **Think Back!** What are the underlined relative pronouns in the article used for? Complete the table.

relative pronouns	used for
	people
	things
	possessive
	time
	place

- 4 Complete the article with sentences a–d.

- a He had just arrived home with his wife, Yoko Ono, who had been recording a new single that afternoon.
- b It's an area which all Fleming's friends loved visiting because of its secluded beaches.
- c The building, which many considered ugly at first, is today a UNESCO World Heritage site.
- d It was the man who later killed him, Mark Chapman.

A life of their own*

*There are countless places all over the world that have taken on a life of their own, far beyond the people who built or lived in them. This week in our series *Where the Heart Is* we take a look at some of them.

A Casa Milà, commonly known as La Pedrera (the Quarry), was commissioned as an apartment block in 1905 by Roger Milà, who was a rich Catalan businessman. It is one of several distinctive buildings in Barcelona that can be immediately identified as the work of Antoni Gaudí. The highly unconventional absence of any straight lines in his buildings is precisely what made Gaudí's work so original. He was fascinated by the natural world and incorporated nature's curves into his surrealistic architecture, which created much controversy at the time. Many people describe La Pedrera's undulating balconies as a series of waves or sand dunes, like sculptures.¹

B Goldeneye was the Caribbean home of the author Ian Fleming, whose 007 thrillers made him world famous. Fleming, who had worked in Jamaica during World War II and fallen under its spell, later built a house there. He moved there permanently in the early 1950s, and it is where he wrote all the James Bond novels. Surrounded by lush tropical vegetation, it is set on the magnificent

Jamaican coastline.² Since his death in 1964, however, the place has been sold. It has now been refurbished, but the master bedroom still contains the desk he wrote at. He once said: 'Would these books have been born if I hadn't been living in the gorgeous vacuum of a Jamaican holiday? I doubt it.'

C The imposing nine-storey Dakota building is in West 72nd Street. It had little claim to fame until the early 1970s, when it was just another fashionable address for the wealthy New Yorkers that lived there. Then in 1973, the Dakota became well-known as John Lennon's residence. More notoriously, it was the site of his murder on December 8, 1980.³ John had recently released his first album in five years, *Double Fantasy*, and had earlier signed a copy of it for a fan he'd shaken hands with.⁴ People from all over the world now visit the Dakota, which shows how deeply admired John still is. They also lay flowers at the Strawberry Fields Memorial, which is nearby in Central Park.

Work it out

5 Look at sentences a-d in Exercise 4 and follow the instructions.

- 1 Match the underlined relative clauses to the description of their use. Which do not need a comma?
 - Essential information which tells us exactly who or what the speaker is talking about (defining).
 - Extra information which is not necessary to understand who or what the speaker is talking about, and can be omitted (non-defining).
- 2 In which relative clauses could we replace *who/which* with *that*?
- 3 In which relative clause can *who/which/that* be left out? Why?
- 6 Read sentences a and b from the article. Match the underlined relative clauses to definitions 1 and 2. How do you translate **which** in both sentences in your language?
 - a People from all over the world now visit the Dakota, which shows how deeply admired John still is.
 - b They also lay flowers at the Strawberry Fields Memorial, which is nearby in Central Park.
 - 1 It adds extra information about something in the main clause.
 - 2 It comments on the whole of the main clause.

7 Compare the pairs of sentences. Why can you leave out the relative pronouns in b and what happens to the prepositions?

- 1 a The master bedroom still contains the desk **at which** he wrote.
b The master bedroom still contains the desk he wrote **at**.
- 2 a John had earlier signed a copy of it for a fan **with whom** he'd shaken hands.
b John had earlier signed a copy of it for a fan he'd shaken hands **with**.

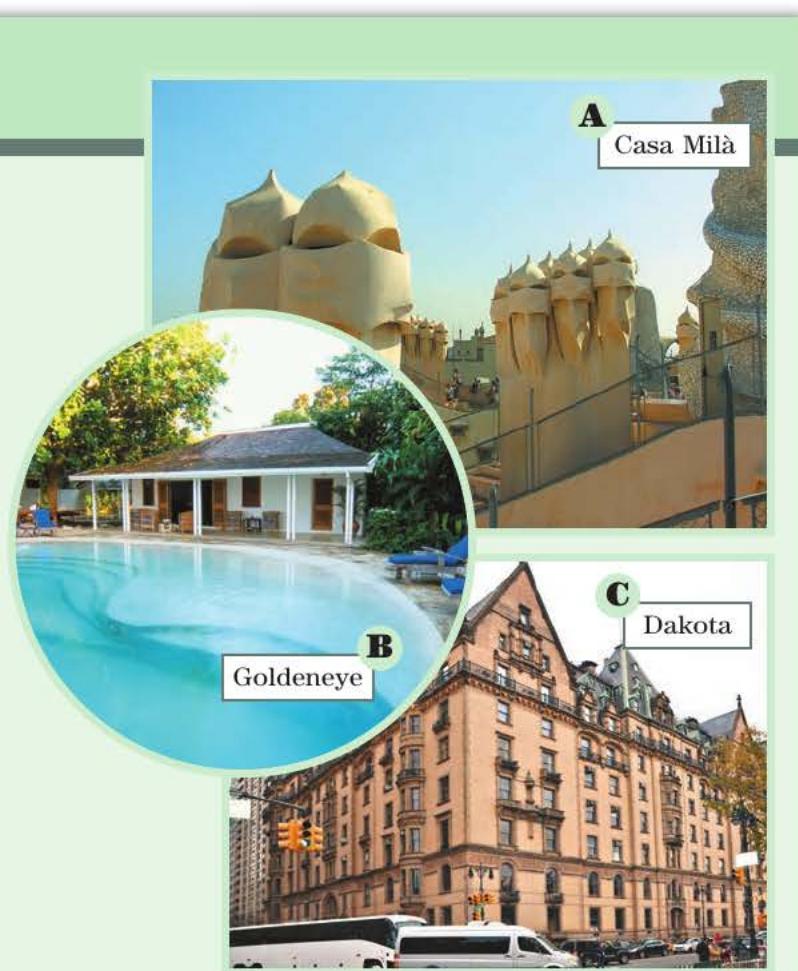
► Check it out page 145

8 Complete the sentences with the correct relative pronouns. Where possible, use **that**. Then decide where the sentences could fit into the article.

- 1 It's a garden __ was built in his memory in the place __ he and Yoko had loved to walk.
- 2 He is also the architect __ designed the Sagrada Familia cathedral, __ is still unfinished.
- 3 It has since become a luxury holiday haven for celebrities like Sting, __ apparently wrote *Every Breath You Take* there.
- 4 The roof, __ has a dream-like landscape, features surrealistic chimneys __ look like figures from a science-fiction movie.

*9 Join the sentences to make one, using relative clauses. Decide if they are defining or non-defining, adding commas where necessary.

- 1 Several new buildings have been constructed in Moscow in the last decade. They may be the future wonders of the world.
- 2 One of them is The Mercury City Tower. It is the tallest building in Europe. It is 339 meters high.
- 3 The new tower is a mixed office and residential building. It was designed by Mikhail Posokhin and Frank Williams.
- 4 Next door to it is Federation Tower. It is a complex of two towers built on one podium. It is under construction now. It will reach 506 meters.
- 5 The Mercury Tower and the Federation Tower are high-rise structures. They are actively used as sightseeing objects. They both have won prestigious awards.



10 Rewrite the sentences adding more information about the underlined words. Use **who, that, which, whose, where, when**. Then compare your sentences.

1 The house was by the beach.

The house where we lived as children was by the beach, which we played on every day.

2 Mark has moved to a new flat.

3 The bedroom overlooked a beautiful garden.

4 London is famous for its many monuments.

5 Pop star Kelly Malone had bought three homes by the age of seventeen.

11 Complete the sentences with a comment on the whole of the main clause.

1 Many people spend their weekends decorating their houses, which is a waste of time, in my opinion.

2 Nearly all my friends want to travel before they settle down, which ...

3 People nowadays constantly send emails when they're on holiday, which ...

4 Critics of 'the Gherkin' building think it's really ugly, which ...

***12** Delete the extra word from each sentence. Then rewrite them to make them more natural.

1 The man to whom we spoke to knew some fascinating stories about the place.

The man we spoke to knew some fascinating stories about the place.

2 The hotel in which we stayed was the best what I've ever been to.

3 Who was the woman that about whom you were talking?

4 The airport from which we left it was very crowded.

5 The people with whom we shared the taxi they were very helpful.

6 What was the name of the lovely castle that to which we went last summer?

Mind the trap!

what = the thing *that/which*

This is **what** made his work so famous.

NOT This is **that what** made his work so famous.

13 Complete the sentences to make them true for **you**. Then compare your answers in groups.

1 I love places which ...

2 My dream house would be one that ...

3 What I like about my favourite building is that ...

4 A place I like to relax in is where ...

5 Exploring new cities is what ...

6 The most famous architect in my country is a person who ...

A



LISTENING AND VOCABULARY

1 Work in pairs and answer the questions. Use a dictionary to help you.

- Where are the creatures in the pictures living? Choose from section A below.
- What creatures live in the other places?
- Which adjectives from section B below could the creatures in the pictures use to describe the places they live in?

A Places

nest cave hive reef pond cage
kennel burrow iceberg

B Adjectives

dangerous isolated damp cramped
peaceful huge secluded draughty airy
lonely crowded spacious cosy stuffy

2 First, decide which creature from the pictures might say each of the following. Match two sentences to each creature. Then listen and check.

1 I've been sitting here for a week, and it feels like forever. _____

2 I need to feel part of the world, not just like an object in a box! _____

3 Nobody ever tells me anything, you know – I don't get out much, well not in the daytime, anyway. _____

4 I don't mind if she comes in here to keep dry. _____

5 After all, that's what man's best friend deserves, isn't it? _____

6 The views are absolutely spectacular. _____

7 I've got so much to do to get the place ready, but I haven't really managed to do any of it. _____

8 You never know what might be hiding round the corner. _____

9 Is there something I should know? _____

10 They don't really understand who I am, although I've tried to explain it to them. _____



- 3 Try to guess each creature's attitude, by looking at the language they use in Exercise 2. Choose from the adjectives given below.

indignant apprehensive suspicious
bored tolerant self-pitying sarcastic
thrilled frustrated condescending

- 4 Look at the attitude adjectives in Exercise 3 again. In each case, how do you think the person would speak?

- With high or low pitch?
- Quickly or slowly?
- Quietly or loudly?

- 5 Listen to the creatures again and match two attitude adjectives from Exercise 3 to each.

the bird __, __
the dog __, __
the lion __, __
the mole __, __
the clownfish __, __

- 6 Complete the gaps in **Train Your Brain**. Look back at Exercises 3 and 4 to help you.

TRAIN YOUR BRAIN | Listening skills

Judging attitude

To judge a person's attitude, we need to listen carefully to

- the ¹ ____ they use, e.g. do any of the words or phrases sound positive or negative?
- the ² ____ , speed and volume of their voice, e.g. if a person is feeling very emotional, he/she is likely to speak more ³ ____ and more loudly, with a higher pitch.

- 7 Listen to the conversation and choose the correct answers (a–d).

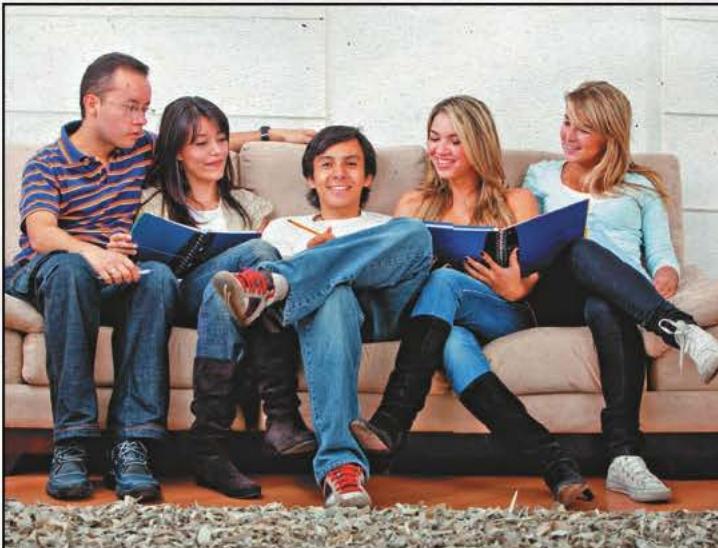
- 1 The two rabbits have escaped from
 - a a zoo.
 - c a pet shop.
 - b a garden.
 - d a house.
- 2 At first they feel
 - a frightened.
 - c surprised.
 - b tired.
 - d elated.
- 3 At the top of the hill, Mops starts to feel
 - a self-pitying.
 - c optimistic.
 - b terrified.
 - d pessimistic.
- 4 Peter's cousin is
 - a sarcastic.
 - c patronising.
 - b considerate.
 - d tolerant.
- 5 In the end, Mops
 - a realises she overreacted.
 - b is confused.
 - c apologises to Peter.
 - d is annoyed.

- 8 Listen again and answer the questions.

- 1 How does Peter make it possible for him and Mops to escape?
- 2 Why does he suggest that they hide in the garden for a while?
- 3 What terrifies Mops as they are going up the hill?
- 4 Why does Mops get annoyed with Peter at the top of the hill?
- 5 Why doesn't Peter join in and share the carrots with Mops?

No Place Like Home?

Lizzie and David Dickson give us first-hand accounts of the pros and cons of living away from home



Lizzie

There is no doubt that starting university is a daunting experience. Aside from the fact that in two days you meet at least 300 people but can remember only two of their names, it is the first time in your life that you become anonymous. Until this point, someone has always been **haranguing** you. So it seems **inconceivable** that it should just all stop when you get to university.

There is something vaguely **anarchical** about living in a hall of residence in your first year. Freed from the constraints of family life, you suddenly find yourself in a place where the cheese toastie is seen as a valid source of nutrition, your music is not referred to as 'that awful racket', and you won't be judged for wearing your pyjamas to lunch. Or dinner.

1

Halls never sleep. Neither, it would seem, do the pizza delivery men who service them. No matter what time of the day or night, you will always find doors open, a bass thudding, or a kettle boiling. At first, you wonder how you will ever sleep with this constant noise. When you go home, you wonder how to sleep without it.

2

But then Monday comes. And there is life, you have a purpose, you've got hockey training, you've handed in an essay and you can get excited about the prospect of a full five nights of flinging your limbs around in an over-capacitated nightclub. You might actually never go home again.

Lizzie is studying History and American Studies at Nottingham University.

David recently completed Part One of a degree in architecture at the University of Newcastle.

David

One of the main things you learn from going away to university is that the grass is always greener. You can't wait to leave home to go there, but it only takes about a term for the novelty of life in halls to wear off.

While it was once exciting to be living with a thousand strangers, it doesn't take long to realise that you have nothing in common with the majority of them. **Awkward** conversations with people you still vaguely recognise from Freshers' Week become **tiresome**, and you've had enough of people stealing food from the communal fridge. In short, you long to get into a place of your own.

3

Inevitably, these dreams of domestic bliss are short-lived when, a few weeks into independent living, you realise the house won't clean itself, bills don't go away if you just ignore them, and you're not quite the gourmet chef you thought you were. Early morning fire alarms are now replaced by housemates chucking stuff at your window when they've locked themselves out. And now, when the washing machine floods, it's you that have to deal with it.

4

So, what have I learnt from leaving home? That I can bear a considerable amount of grime before feeling **compelled** to clean and that it costs a lot to run a tumble dryer. And, strangely, that the home you so longed to get away from three years before, the one where someone else cooks and cleans and pays for the electricity, no longer seems quite so bad after all.



READING AND VOCABULARY

1 In pairs, discuss these questions.

- 1 What are the advantages of living away from home, e.g. in a hall of residence?
- 2 What things about living at home would you miss? Why?
- 2 Read the article: Who feels more positive about living away from home?
- 3 Complete gaps 1–4 in the article with four of paragraphs A–E. There is one extra paragraph.

A

And at university, the seven-day week becomes strangely **inverted**. The weekend starts on Monday, and at the real weekend half the hall mysteriously disappears and nobody goes out because it's too expensive. At 5.30 on a cold, dark Sunday afternoon in November, a thought occurs to you. Wouldn't it be nice to be at home? To eat a proper meal and have a parent tell you to go to bed, because, really, you are quite run-down?

B

Of course in the second year these minor inconveniences are easily ignored. Who cares about squalor and a diet of cereal when there is so much else going on? But, by the third year, going out every night of the week is no longer so **alluring**, and the pressure of work means that more time is spent at home. You realise it's quite nice to eat a good meal on a regular basis and that it isn't that difficult to keep a place clean.

C

It can also prove difficult to understand the concept of taking responsibility for your own education. After a couple of weeks of dutiful lecture attendance, it dawns on you that you don't have to go, and what's more, that nobody will notice if you don't go. It's only much later on that you realise you really should have gone ... but then it's too late.

D

Even if you've had a gap year, this is a new kind of autonomy. It's somehow more reckless and **infinitely** more communal. For some, moving into halls will mean an amazing regression in maturity – for example, setting off a fire alarm at four in the morning never seemed so funny.

E

Ah ... a place of my own – every student's dream. Somewhere I can be with people I like, where I can eat food that I want, when I want. A place I can decorate to my taste, where I can watch what I want on TV and have **impromptu** parties when the mood takes me. A place where fire alarms won't wake me at 5 a.m. and the washing machine will clean my clothes.

4 **Vocabulary.** Match the highlighted words in the article to the synonyms below.

- | | |
|---------------|------------------|
| 1 unthinkable | 6 attractive |
| 2 much | 7 lawless |
| 3 annoying | 8 reversed |
| 4 spontaneous | 9 obliged |
| 5 criticising | 10 uncomfortable |

5 **Vocabulary.** Are these statements true or false? Find the underlined words and phrases in the article to help you.

- 1 If something is short-lived, it doesn't last long.
- 2 If there is the prospect of something, it is likely to happen.
- 3 If the novelty of something wears off, it becomes more attractive.
- 4 The grass is always greener if other people's situation seems worse than yours.
- 5 When the mood takes me means 'when I feel like it'.
- 6 If you have an idea early in the morning, you can say 'it dawned on me'.
- 7 A place that is over-capacitated has very few people in it.
- 8 A person who is run-down is tired and unhealthy.

6 Complete the gaps with a word or phrase from Exercises 4 and 5. Sometimes you need to make changes to the phrase.

- 1 Sheila felt quite ___ when she bumped into her ex-boyfriend with his new girlfriend.
- 2 It suddenly ___ ___ me that Kim had been right all along.
- 3 You look a bit ___. Maybe you should take some extra vitamins.
- 4 When the police started asking questions, Joe felt ___ to tell the truth.
- 5 Do we really have to fill in all these forms? It's so ___.
- 6 At first I thought this new computer game was fun, but now the ___ has ___ ___.
- 7 Cherie seems quiet, but she can be very entertaining when the ___ ___ ___.
- 8 Paul and his friends gave an ___ performance of the song they had been practising.

7 In groups, discuss these questions.

- Which things mentioned in the article would you find most worrying, tiresome or alluring about living away from home?
- What 'house rules' would you have if you were sharing a house with other students?
- What life skills do you think people learn when they first leave home?

8 **07053 Song.** Look at the song on page 135 and follow the instructions.



**A**

It's a lovely little house, and really near the river, in fact the garden ¹— it – you'll have to come rowing in the summer! We're beginning to ² now, although it's been chaos since we moved in because Mum and Dad have already started doing it up. The best part of it is that they're going to ³ the loft into a bedroom – *my* bedroom I hope, especially since Charlie is off to university in September ...

B

For rent: spacious studio flat on top floor of 1950s ⁴ block in the city centre. Small balcony off bedroom, facing Monroe Park. ⁵ floors throughout.

C

All our cabins are comfortably furnished and fully equipped with bed linen, crockery, cooking ⁶, etc. Relax in front of a cosy log fire in winter or on warmer days, take in the view from your private ⁷ overlooking the lake.

D

Melinda took her cup of tea and walked into the ⁸, which had always been her favourite room in the house. She opened the ⁹ to let the sun flood in and immediately felt her mood lift. She thought about Randolph's note, which was still propped on the ¹⁰ in the sitting room. No – she wouldn't read it yet.

3

©T054 Find the odd one out in each group, giving reasons. Then listen and check.

- 1 cutlery ornaments crockery utensils
- 2 shelves windowsill bookcase mantelpiece
- 3 do up convert renovate settle in
- 4 mansion cabin studio flat apartment block
- 5 shed basement loft conservatory
- 6 curtains shutters net blinds
- 7 balcony lawn terrace verandah
- 8 tiles marble lino carpet
- 9 wardrobe sideboard dressing table cabinet
- 10 run-down overlook back onto face

4

©T055 Listen and decide where the people are. Choose from the places below and write down three words that helped you decide in each case.

hall bedroom loft study basement
kitchen dining room shed terrace
utility room

**5**

Work in pairs and follow the instructions.

- 1 **Student A**, you rented the studio flat advertised in Exercise 1. Tell Student B about the advantages and disadvantages of living there.
Student B, you spent a weekend in one of the cabins advertised in Exercise 1. However, the cabin was not exactly as it was described in the brochure. Tell Student A about it.
- 2 **Student A**, there is a room to rent in the shared student house that you live in. Be prepared to answer Student B's questions about the room and the house.
Student B, you are interested in renting a room in the house where Student A lives. Think of some questions to ask Student A about the room and the house.

Act out the conversations. Student B, decide whether you want to rent the room or not. Then swap roles.

6

In groups, discuss these questions.

- What order would you put the following in when choosing a place to live?
 - location
 - decoration
 - views
 - neighbours
 - outdoor space
 - price
- If you were going to rent a place to live, what three things would you not be able to live without? Why?
- Would you prefer to live on your own or share with other people? Why?
- What is the difference between a house and a home?

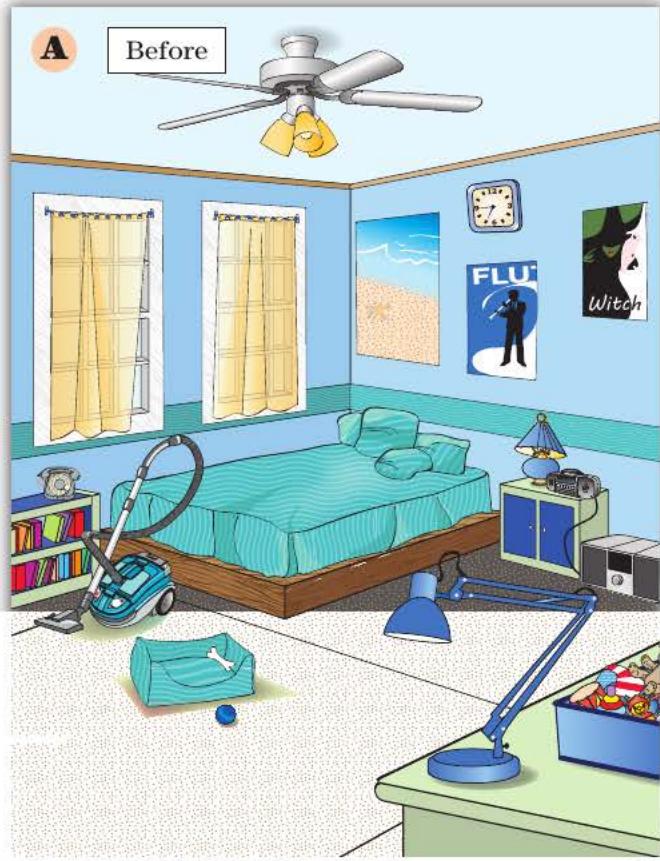
VOCABULARY

- 1 Read extracts A–D and match them to text types 1–4. Justify your answers.

- 1 A newspaper advert
- 2 A novel
- 3 An email to a friend
- 4 A holiday brochure

- 2 Complete the extracts with the words below. Which place appeals to you most? Why?

tiled settle in mantelpiece convert
utensils backs onto conservatory
apartment verandah blinds



SPEAKING AND LISTENING

1 In pairs, look at the pictures and answer the questions.

- How has the room been changed? (colours, furniture, objects)
- Which one do you prefer? Why?
- Would you have redecorated it differently? How?

2 **©T056** Listen to the conversation between Gemma's parents. Write what they say about the following things in her flat.

- colour of the walls
- curtains and blinds
- furniture in the bedroom
- ornaments
- bathroom tiles

3 **©T057** Using your notes from Exercise 2, decide what suggestions Gemma's parents might have made to her on their first visit. Then listen and check.

Why don't you paint the walls in plain colours?

4 **©T057** Listen again. Are the statements true or false or is there no information?

- 1 Gemma's new flat is cramped and lacks some basic equipment.
- 2 The lawn is well-looked after.
- 3 Gemma is going to do gardening after her exams.
- 4 Gemma's mum thinks the living room looks bare and exposed.
- 5 Gemma is enthusiastic about having some of her mother's ornaments.
- 6 The bathroom colour scheme is no longer in fashion.

5 **©T057** Complete sentences 1–8 with phrases from **Speak Out**. Then listen again and check. Who do you agree with: Gemma or her parents? Why?

SPEAK OUT | Being tentative

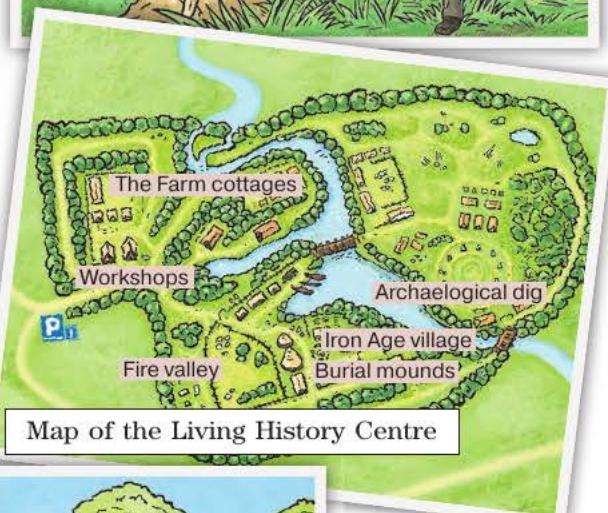
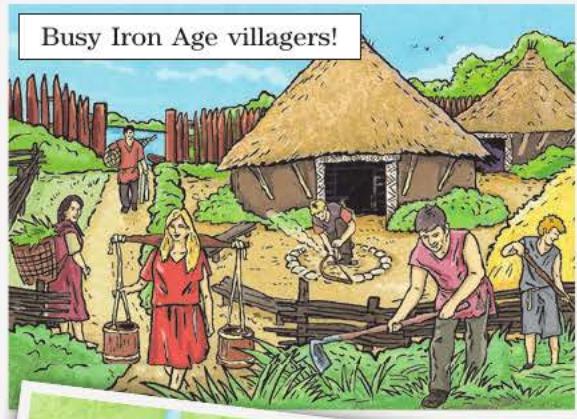
If/I hope you don't mind me saying so ...
 I don't want to interfere, but ...
 It's nothing to do with me, but ...
 It's none of my business, I know, but ...
 I wasn't going to mention it, but ...
 While we're on the subject, ...
 Perhaps what you *should/could* do is ...
 I think it might be even better if ...
 I wonder if you'd thought of (painting) ...
 Would you mind if I made a suggestion?
 I was wondering if ...

- 1 I ___ it, but if you're going to redecorate anyway, I've got an idea.
- 2 ___ is put some nice curtains up.
- 3 And if ___, it would make it much more private.
- 4 I don't ___, but it might be a good idea to paint them a nice bright white.
- 5 ___ if the doors and windows were a slightly darker shade.
- 6 And ___ on ___, what about the bathroom tiles?
- 7 ___ painting them white.
- 8 It's ___ of ___, but I wonder what the landlord would say.

6 Work in pairs and roleplay the conversations. Use language from **Speak Out**. Student A, look at page 136. Student B, look at page 138.

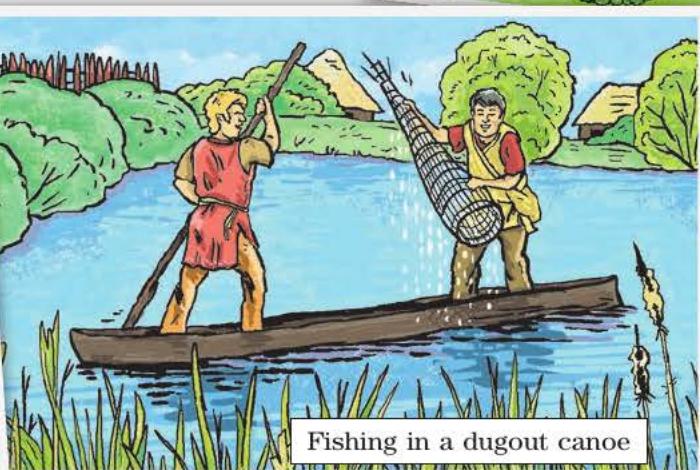
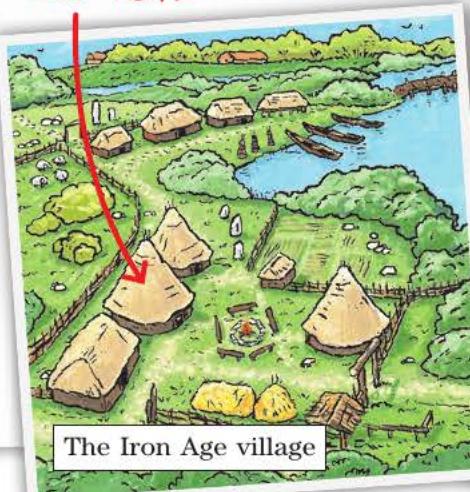
Living in the Past

If you want to go somewhere memorable, you can't beat the Living History Centre in Wales. A friend of mine, who's an archaeology enthusiast, invited me to go there with him last summer. I'd always fantasised about being a time traveller and jumped at the chance. The Centre, which is set in magnificent countryside with gently rolling hills and green valleys, is about 100 kilometres northwest of Cardiff. Arriving there was literally like stepping into another world. The Iron Age village they've reconstructed is totally authentic, with its roughly-built wooden huts and thatched roofs. We saw a bustling scene of women cooking over open fires, men chopping wood and children struggling with heavy buckets of water. Then after storing our twenty-first-century gear and dressing in scratchy tunics and trousers, we were ready to face the first century. We learnt really a lot, which was very stimulating. It didn't take us long to get to know our fellow time travellers, who willingly showed us the ropes. Every experience was a steep learning curve, from shooting a bow and arrow to weaving a simple piece of cloth. We even learnt how to make bread, which meant painstakingly grinding the flour first! We couldn't just open the fridge when we felt peckish. The weirdest thing of all was going home – total culture shock! The Centre was a truly remarkable place that taught me not to take things like electricity for granted. I highly recommend it to anyone who's ever wondered what it would be like to travel back in time.



Map of the Living History Centre

Our hut!



Fishing in a dugout canoe

WRITING AND READING

1 In pairs, look at the pictures and the lists below. Answer the questions.

- 1 What period of history do the pictures represent and what was life like then?
- 2 Which activities in the list would you find most interesting, mundane, laborious, difficult? Which would you like to try and why?
- 3 If you could live in another time, when would it be and why?
- 4 What would it be like to live then? What would you miss?

Time

the Stone Age
the Iron Age
Ancient Rome
the Middle Ages
the Renaissance
Napoleonic times
the year 2200

Activities

hunting animals
weaving baskets/cloth
building huts
grinding flour
forging tools
carving bows and arrows
ploughing

2 Read the text and check your predictions to question 1 in Exercise 1. Then work in pairs and follow the instructions.

- 1 Divide the text into four paragraphs and match them to their purposes a–d.
 - a To describe the place and your first impressions.
 - b To reflect on the experience and make recommendations.
 - c To specify the place and reason why you went there.
 - d To describe what made it memorable.
- 2 The text was written as an answer to an exam question. What was it?
 - a Describe a famous place and what you saw there.
 - b Give an account of your last holiday and what you did.
 - c Describe a place and say why it was memorable.

- 3** Decide the best place in the text to put each of sentences 1–5 in. In pairs, explain your reasons. Would you enjoy staying in this place? Why?/Why not?

- 1 It covers over one hundred acres and includes pre-historic burial mounds and an archaeological dig of Celtic remains.
- 2 What I missed most was the community life and the pleasure you get from achieving simple tasks.
- 3 As the name suggests, it's a place where you can experience living in another time, which in this case was the Iron Age.
- 4 I suddenly realised what I'd let myself in for!
- 5 Of course, there were difficult moments.

- 4** Find these words in the text. What do they mean and what effect do they have on the style of the text?

literally busting struggling painstakingly peckish

- 5** Complete the sentences with the words from Exercise 4.

- 1 Although it was early, the town was already ___ with people.
- 2 It took us all morning to ___ weave a basket.
- 3 I took some chocolate in my rucksack in case I felt ___.
- 4 As soon as we arrived, the rain ___ poured down.
- 5 We saw an old woman ___ with a heavy suitcase.

- 6** Look at the highlighted expressions in the text and match them to definitions 1–4.

- 1 eagerly accept the chance to do something
- 2 things you need to know how to do
- 3 something you had to learn very quickly
- 4 won't find anything better

- 7** Find all the relative clauses in the text. What is their function? Then rewrite sentences 1–5 using **which**, **whose** and **where**. Which countries/cities could the sentences be describing?

- 1 The medieval castle was set on a cliff top. It had panoramic views of the bay.
- 2 The seventeenth-century mansion was surrounded by magnificent parkland. We saw ancient oak trees and tame deer there.
- 3 We found the museum in the centre of the bustling city. It was crowded with people and cars.
- 4 My first impression was of an industrial wasteland of smoking chimneys. It was very depressing.
- 5 The ancient temple was situated in a hot, deserted part of the country. Its columns were crumbling to dust.

- 8** Read Train Your Brain. Which exercise helped you with organisation and which exercises helped you with style and language?

TRAIN YOUR BRAIN | Writing skills

Description of a place

Organisation: In four paragraphs

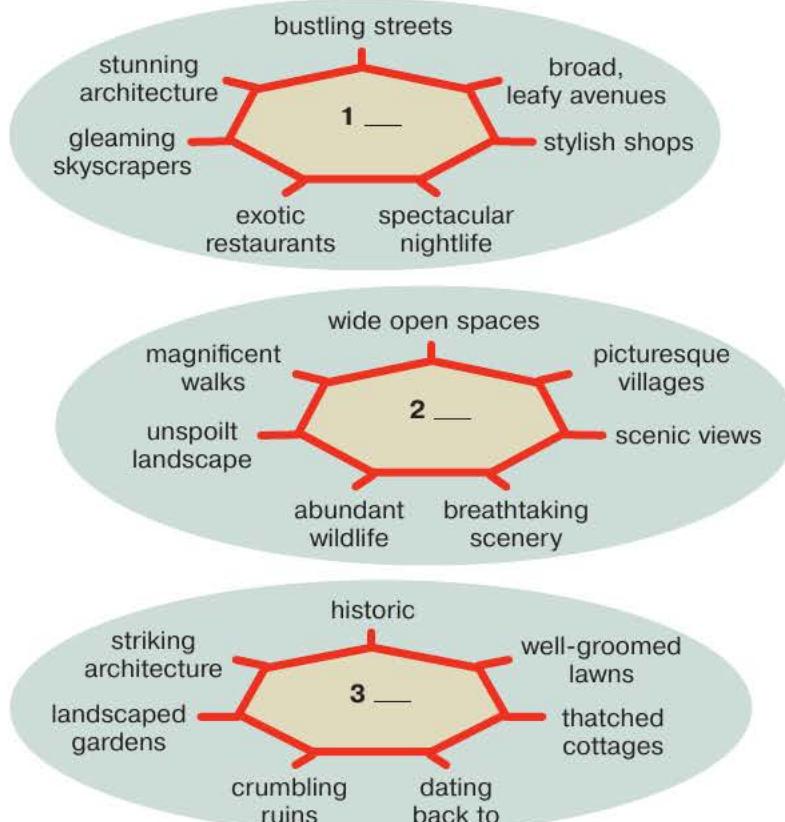
- 1 Information about the place and why you went there.
- 2 Description of the place and your first impressions.
- 3 Reasons why it was memorable/exciting, etc and personal anecdotes.
- 4 Reflections on your experience and why you would recommend it.

Style and language

- Write in a neutral style, adding personal anecdotes.
- Choose a variety of adjectives and adverbs to make your description more vivid.
- Use some colloquial words and expressions to add colour and interest.
- Use relative clauses to link your ideas in more complex sentences.

- 9** Read the phrases in the diagrams and choose a heading for each one from the ones given below.

people buildings and gardens cities
atmosphere countryside weather



- *10 Project idea.** Write a description of a memorable place you once visited (200–250 words). Use Train Your Brain to plan and check your review, include descriptive language from the lesson.

VOCABULARY AND GRAMMAR

- 1 Complete the text with one word in each gap.

Are you one of those people ¹ house just isn't right? Do you ² you had a bigger house? Is it about ³ you decorated your bedroom or have you seen some furniture ⁴ would look great in the living room? Are your friends telling you that you'd ⁵ get the roof fixed soon?

Well, ⁶ the answer to any of these questions is 'yes', you will need money. You could go to the bank and ⁷ a loan and be in ⁸ for the next five years. Or, I ⁹ if you'd thought of ...

MIRACLE FINANCING

The painless way to borrow money.

- 2 Combine the sentences with the correct relative pronoun, leaving it out where possible. Are the relative clauses defining or non-defining?

- 1 San Gimignano is within half-an-hour's reach from here. Its towers can be seen clearly from Belsole.
- 2 The house was spacious but stuffy. We used to live in the house as children.
- 3 Tom's signature was forged on one of the documents. This was a great shock to him.
- 4 The roommate should be able to cook well. I'm looking for a roommate.
- 5 Barcelona has a truly spectacular nightlife. We used to go there every year.

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

- 1 I really don't think you should go on a date with her.
You'd ...
- 2 Tamara only lives and works in London because she married an Englishman.
If ...
- 3 Josh regrets choosing black tiles for his bathroom.
Josh wishes ...
- 4 I want you to stop biting your nails – it drives me mad!
If only ...
- 5 They swindled Mrs Parsons out of her life savings because she is very naive.
If ...
- 6 She had a chance of winning but she withdrew from the race due to a serious injury.
She could ...

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

The new play *The* ¹ (destroy) *Beast* is a drama based on the problems of ² (globe) and how man (the 'beast' in the title) is threatening the ³ (exist) of our planet by his constant need to ⁴ (modern) and grow richer. A few weeks ago, I went to see a ⁵ ...

(rehearse) for the play and met some of the actors backstage. They seemed to be very sincere, pleasant people, but sitting through the play was too ⁶ (depress). After about half an hour, I settled down for a nice, ⁷ (peace) sleep and that was the last I saw of the play. I was ⁸ (wake) up by a cleaner about half an hour after the play had finished.

- 5 Put the words into the correct categories. Then add two more words to each category. The first and last letters of each word have been given.

hive draughty detached house kennel
frying pan dressing table run-down hall
basement studio flat cabinet cutlery

- 1 Animal homes: __, __, n__t, b__w
- 2 Places in the house: __, __, u__y room, l__t
- 3 Kitchen items: __, __, u__s, c__y
- 4 Adjectives to describe places: __, __, c__d, c__y
- 5 Furniture: __, __, w__e, b__e
- 6 Places to live: __, __, m__n, c__n

- 6 Complete the text with the correct forms of the verbs in brackets.

Stained-glass windows ¹ (admire) for their utility and beauty since ancient Rome, when pieces of coloured glass ² (assemble) into patterned window frames. In Europe, the art of stained glass reached its height between 1150 and 1500, when magnificent windows ³ (create) for great cathedrals. Throughout the centuries the way stained glass ⁴ (make) has changed because of improved tools and growing knowledge, but the technique is essentially the same as in medieval times. A full-size drawing of the design ⁵ (use) as a pattern for cutting the glass. After ⁶ (cut), the pieces can temporarily ⁷ (hold) together by beeswax, and then they are painted. Next the paint needs ⁸ (stick) to the surface of the glass by firing in a special oven called a kiln. The final firing ⁹ (follow) by the glazing process. The pieces of glass ¹⁰ (join) by strips of lead.

PRONUNCIATION

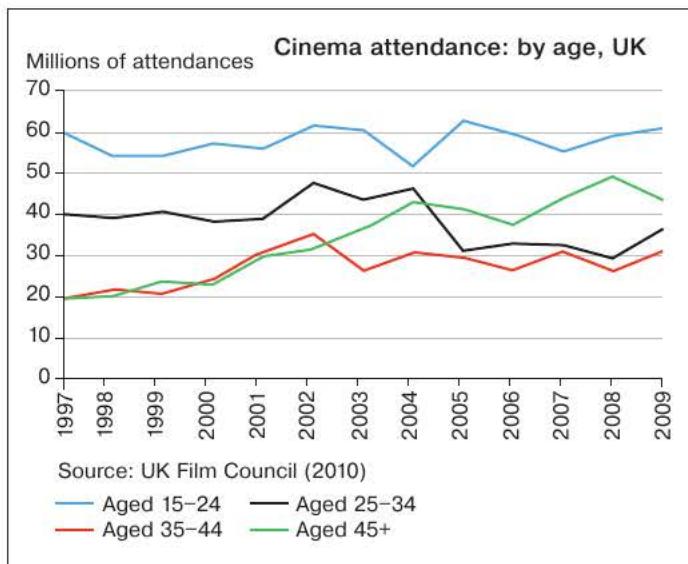
- 1 Listen to these compounds and in each find the word with the main stress. Then choose the correct words in rules 1–2.

travel agent	phone card
Internet café	pickled onions
parental guidance	frozen food
film ratings	automatic dishwasher

- 1 With adjective + noun compounds the main stress is on the *adjective/noun*.
 - 2 With noun + noun compounds the main stress is on the *first/second noun*.
- 2 Listen again and repeat the compounds.
- 3 Listen to each sentence said in two different ways. In each case, is the speaker neutral or emotional?
- 4 Listen again and repeat the sentences.

SPEAKING SKILLS

- 1 Look at the line graph and describe the trends.



- 2 Choose one of the topics and prepare a three-minute presentation.

- 1 Some people see art as an important feature in the primary education of all children. Others claim that art should be something you learn outside school, along with other hobbies. What, in your view, should the place of art be in the school curriculum? Give reasons.
- 2 What do you understand by David Rockefeller's words: 'If necessity is the mother of invention, discontent is the father of progress'? Explain.

- 3 Look at the visuals and get ready to present the material and discuss:
- possible reasons why people choose to live in mobile homes;
 - advantages and disadvantages of mobile home accommodation.
- Then answer the teacher's questions.

Teacher's questions:

- 1 What information do you get from the advert, the table and the headline?
- 2 Would you like to live in the advertised house? Why? Why not?
- 3 What are some pros and cons of mobile home accommodation?
- 4 Some statistics show that there is an increase in the number of people choosing to live in mobile homes. Why do you think that is so?
- 5 Could this kind of accommodation be a good solution to a housing problem in Russia? Why? Why not?

Southminster, Essex £20,000

Luxury static mobile home for sale



Luxury mobile home for sale at St Lawrence Bay, Essex, 1 bed, sleeps 4, on large plot, parking 3/4 cars, paved area, large fenced garden with 2 sheds, alarmed, many extras, sea views, ideal for boating with a small beach on site. Price negotiable.

Mobile Homes: 2000–2008

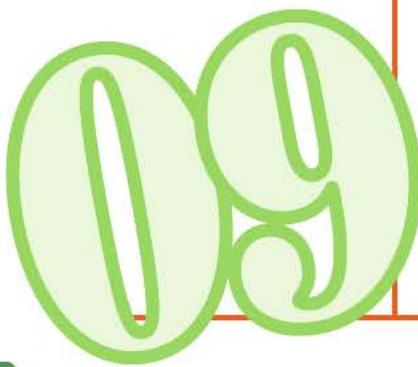
	2000		2008	
	#	% of All Housing Units	#	% of All Housing Units
South Carolina	355,499	20.3	313,470	17.9
United States	8,779,228	7.6	7,624,066	6.6

NEWS

Daily News July 14

CARS MAY BE LESS DANGEROUS THAN MOBILE HOMES AND THE OUTDOORS DURING TORNADOES

according to study by Kent State University Researchers



Give me a clue

Read, listen and talk about riddles, mysteries and crime.

Practise impersonal report structures; modals + perfect infinitives referring to the past; expressions with *live* and *die*.

Focus on problem solving, reaching a decision.

Write headlines and short articles.



GRAMMAR AND READING

1 In pairs, look at visuals A-C and the title and answer the questions. Then read the article and check.

- 1 In which aspects of life can DNA be useful?
- 2 What kind of information can be obtained from it?

Work it out

2 Which sentence, 1 or 2, contains a passive and which a continuous form? Find their equivalents in the article.

- 1 Louis XVII was claimed to have been rescued and replaced by an impostor.
- 2 Famous brand names are increasingly thought to be using DNA technology to protect their products.

► Check it out page 145

*3 Find the equivalents of sentences 1–4 in the article. Then compare them to sentences a–d and choose the correct form in *italics*.

- 1 It was said that he had died in prison ...
- 2 They thought that the hairs were from a cat.

3 It is believed that they identified fake Olympic souvenirs ...

4 They expect that the new technology will ensure the authenticity of sports items ...

a He *is/was* said *to die/to have died* in prison during the French Revolution.

b The hairs *are/were* thought *to be/to have been* from a cat.

c They *are/were* believed *to identify/to have identified* fake Olympic souvenirs ...

d The new technology *is/was* expected *to ensure/to have ensured* the authenticity of sports items for years to come.

The Mysteries of Life

Genetic technology has become a tool of extreme versatility, for DNA provides clues to every mystery life holds: in crime, disease, the past – even human evolution itself.

Scientists have finally solved one of the great mysteries of European history: the fate of Louis XVII. Popularly known as the 'lost dauphin', Louis was the son of King Louis XVI and Queen Marie Antoinette. He was said to have died in prison during the French Revolution, but many people claimed that he had been rescued and replaced by an impostor. Recently, however, DNA was extracted from the preserved heart that was thought to be Louis's. It matched conclusively to his living relatives, thus disproving claims from those who say they are descendants of the 'true' king.

A young mother was found murdered in Canada. Among the suspects was her ex-husband, who was living with his parents nearby. Police found a jacket

with bloodstains matching the woman's blood and several white hairs. The hairs were thought to be from a cat, and a policeman remembered seeing a white cat at the parents' home. Forensic investigators carried out DNA tests on the cat hair – and the results matched. It is reported to have been the first time that animal DNA was allowed as evidence in Canada, and the man was convicted.

It is thought that famous brand names are increasingly using DNA technology to protect their products from unauthorised copying. In order to reduce the threat of fraud, all official goods for the 2000 Australian Summer Olympic Games were labelled with ink containing DNA taken from an unnamed athlete. A team of 'logocops' armed with special DNA scanners was sent out to investigate. They are believed to have identified fake Olympic souvenirs worth millions of pounds. The new technology is expected to ensure the authenticity of sports items for years to come.

*4 Look at sentences a-d in Exercise 3 and follow the instructions.

- 1 Match the sentences to patterns a and b.
 - a subject + passive + infinitive
 - b subject + passive + perfect infinitive
- 2 Which sentence reports a fact/situation that
 - a happened at the *same time* as it was reported?
 - b happened *before* the time it was reported?
 - c is expected to happen in the *future*?
- 3 What verbs can be used to introduce patterns 1a and 1b?

5 Complete the text with the correct forms of the words in brackets.

Kennewick Man

When two boys found the skeleton of Kennewick Man in 1995, it ¹ (think/be) the remains of a murdered man, but ² (later/discover/be) over 9,000 years old. Then a legal battle over the remains delayed further analysis for years. Scientists ³ (report/be) extremely anxious about this. It was the oldest complete skeleton ⁴ (find) in North America, and ⁵ (expect/provide) crucial information about the mysterious origins of the first Americans. Scientists finally gained access to Kennewick Man in 2005 and have made important discoveries. He ⁶ (understand/be) about 1.7 m tall and ⁷ (die) around the age of forty. Most

interestingly, he ⁸ (say/bury). Further analysis and DNA tests ⁹ (expect/determine) not only his diet, but whether he was from Polynesia, not Northeast Asia.



*6 Rewrite the sentences so that they mean the same.

- 1 Scientists now believe that Beethoven died of lead poisoning.
Beethoven ...
- 2 It was reported that fruit found at the crime scene had led police to the murderer.
Fruit found at the crime scene ...
- 3 It is said that US Super Bowl organisers are using DNA marking in their footballs.
US Super Bowl organisers ...
- 4 Archaeologists expect that the frozen mummy will provide vital information about Inca civilisation.
The frozen mummy ...
- 5 Geneticists claim that a local Bristol man is a descendant of a 9,000-year-old skeleton.
A local Bristol man ...
- 6 Many people at the time alleged Mozart had been poisoned.
Mozart ...

7 ©T058 Listen to two news items and write down five more statements using the patterns from Exercise 4. Then rewrite them using ***It is*** + a reporting verb.

Paintings worth over forty million pounds are reported to have been stolen.

It is reported that paintings worth over forty million pounds have been stolen.

8 In groups, look at the photo above and discuss at least two possible uses of DNA in the areas below.

- health and medicine
- crime detection
- famous historical figures
- our ancestors



PART I

READING AND VOCABULARY

1 In pairs, read the list of situations and answer questions 1–3.

- You strike up a conversation with someone and discover you have a friend in common.
- You think about someone, and shortly afterwards they phone or email you.
- You go shopping alone and buy the same clothes as a close friend.
- Twin brothers have girlfriends with the same name.

- 1 Have you experienced any of these coincidences or others like it? If so, how and when?
 - 2 Which was, or would be, the strangest or most unusual for you? Why?
 - 3 Do you think coincidences happen for a reason, or are purely chance events? Why?
- 2** Read the blurb on the back of the novel and look at the sketch. What's the central plot of the book?

Isabel Dalhousie, the charming, well-intentioned editor of a philosophy journal in *The Sunday Philosophy Club*, is back in Alexander McCall Smith's new book, *Friends, Lovers, Chocolate*.

Isabel's inability to ignore people in need inevitably involves her in unusual situations. By chance she meets Ian, a psychologist, who recently had a heart transplant. Ian tells her about a serious problem, which might prevent his recovery. He's been having disturbing visions of an unfamiliar face – a face he thinks his new heart might remember ...

Isabel is intrigued and finds herself involved in a dangerous investigation. But she still has time to think about the things that possess her – like love and friendship and, of course, chocolate ...



'What are you getting involved in now?'

Over the next few minutes, Isabel told him about her chance meeting with Ian and about their conversation at the Scottish Arts Club. Jamie was interested – she could tell that – although he, like Isabel herself, seemed incredulous when she mentioned cellular memory.

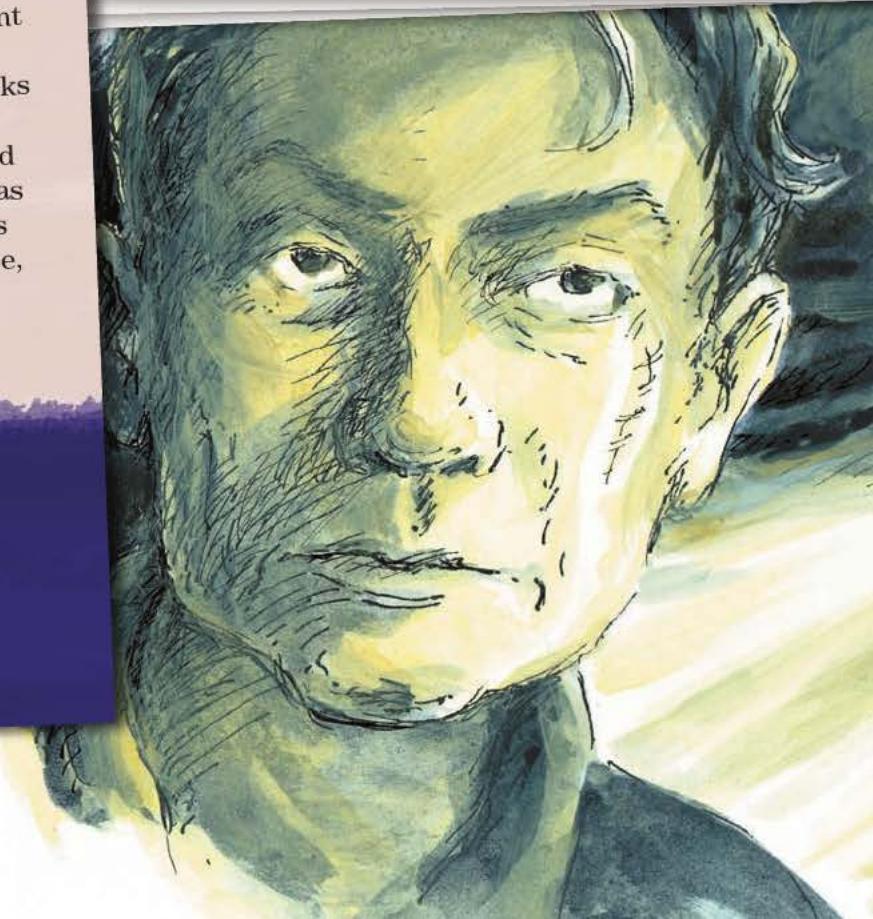
'There's a rational explanation for these things,' he said when she had finished talking. 'There always is. And I just don't see how anything other than brain cells could store memory. I just don't. And that's on the strength of my school biology course. It's that basic.'

'But that's exactly the problem,' retorted Isabel. 'We're all stuck with the same tried and trusted ideas. If we refused to entertain the possibility of something radically different, then we'd never make any progress – ever. We'd still be thinking that the sun revolved round the earth.'

Jamie affected surprise. 'Isabel, don't start challenging that now!'

Isabel accepted his scepticism good-naturedly. 'I should point out that I'm completely agnostic on all this,' she said. 'All I'm doing is trying to keep an open mind.'

'And where does this take you?' asked Jamie. 'So what if the cells in the transplanted heart or whatever think they remember a face. So what?'



Isabel looked about her, for no reason other than that she felt a slight twinge of fear. That was in itself irrational, but she felt it.

'The face that he remembers could be the face of the driver who killed the donor,' she said. 'It could have been imprinted in memory – whatever sort of memory – after he'd been knocked down and the driver came and looked down at him.'

Jamie's lip curled. 'Really, Isabel?'

'Yes,' she said quickly. 'Really. And if it is the face of the driver, then we may have a description of the person responsible for the death.'

Jamie thought for a moment. It was now obvious to him what Isabel had been doing in the library. 'You've found a report of the accident?' he asked. 'You know who the donor was?'

'I think so,' said Isabel. 'We know that the donor was a young man. That's as much as Ian knows. So I put two and two together and concluded that a sudden, violent death on the day on which they called Ian in for his transplant would probably supply the identity of the donor. And it has. There's nothing brilliant in that. It's all pretty obvious.'

But was it? It crossed her mind that she was assuming too much, and too readily. There might have been other incidents, other young men who could have been donors, but no, Edinburgh was not a very large place. It would be unlikely that two young men had died a sudden death that night. Her assumption, she decided, was reasonable.



- 3   Listen and read Part 1 of the extract. Complete sentences 1–9 with ***Isabel, Jamie, Ian or the donor***.

- 1 ___ was willing to consider theories that have not been scientifically proved.
- 2 ___ might've died in a car accident.
- 3 ___ was troubled by strange visions.
- 4 ___ was sceptical about the idea that heart cells can remember events and images.
- 5 ___ had a heart transplant.
- 6 ___ had been doing some research before this conversation took place.
- 7 ___ might've seen the face of the driver before he died.
- 8 ___ knew the heart donor was young.
- 9 ___ believed the person who'd died in the accident was the heart donor.

- 4 **Vocabulary.** Match 1–5 with a–e to make phrases from the extract.

- | | |
|-----------------|--------------------|
| 1 tried and | a possibility |
| 2 entertain the | b and two together |
| 3 keep | c of fear |
| 4 a twinge | d trusted |
| 5 put two | e an open mind |

- 5 Complete the sentences with the correct forms of the phrases from Exercise 4.

- 1 When she heard footsteps behind her, she couldn't help feeling ___ .
- 2 I'm not sure whether I like him or not. I ___ at the moment.
- 3 Ann's not a very adventurous cook. She always sticks to the same ___ recipes.
- 4 He loved his home town and had never even ___ of living abroad.
- 5 After she'd seen him with the same girl for the third time, she ___ .

- 6 Before you look at Part 2, discuss these questions.

- Are Isabel's assumptions about the identity of the donor reasonable? Why?/Why not?
- Will Jamie support Isabel in her investigations? Why?/Why not?
- What will Isabel do next? Why?

- 7   Listen and read Part 2 of the extract on page 96. Are the statements true or false? Were your predictions correct?



- 1 Jamie had become involved in Isabel's investigations before.
- 2 Isabel had already assumed that Jamie would want to help her.
- 3 Neither of them knew if the police had identified the driver.
- 4 Ian had described the face of the man he kept imagining to Isabel.
- 5 Isabel believed that the police would act on the information she had.
- 6 She felt obliged to take responsibility for the problems of people she met.
- 7 Isabel believed that justice must be done.



PART II

Rather against his better judgement, Jamie felt himself being drawn in. He could not resist Isabel, he had decided. There was something about her that fascinated him: the intellectual curiosity, the style, the verve.

'So?' he said. 'So who is he? And what do we do?'

We do, he thought. I should've said *you* do, but once again, I've played straight into Isabel's hands. I'm trapped. In nets of golden wires.

Isabel was oblivious of Jamie's struggle with himself. She had invited him to meet her to discuss what she had found out; she had not asked him to join her in her inquiry. Of course, if he wished to do so, then that would be very helpful, but she had not asked him.

'Well,' she began, 'we now know who that unfortunate young man was and where he lived. We know that the police appealed for information.'

'And that's it,' said Jamie. 'We ... you don't know whether they ever found the driver.' Isabel conceded that this remained unknown. But now, at least, they had a description of the person who might have been responsible.

'But what do you do with that?' asked Jamie. 'Go to the police? What would you tell them? That somebody else is having visions of a face and here's a drawing?' He laughed. 'You can imagine the reception you'd get.'

Isabel thought about this. She had not imagined going to the police – just yet. Jamie was right in

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100

thinking that it would be difficult to convince them to take her seriously and that they would be unlikely to pursue the matter further; unless, of course, the push came from the family of the victim. If they could be persuaded to do something about it, then the police could hardly refuse a request from them, at least to consider Ian's story.

Her thoughts were interrupted by Jamie. 'Why are you doing this, Isabel?' he asked mildly. 'What's the point?'

She looked at him. It was her duty, was it not? If this was really information about who was responsible for the hit-and-run incident, then surely she had a duty to do something about it – any citizen would have that duty, simply because he or she was a citizen. And there was more to it than that. By listening to Ian's story, she felt she had been drawn into a moral relationship with him and his situation. Isabel had firm views on moral proximity and the obligations it created. We cannot choose the situations in which we become involved in this life; we are caught up in them, whether we like it or not. If one encounters the need of another, because of who one happens to be or where one happens to find oneself, and one is in a position to help, then one should do so. It was as simple as that.

She shrugged. 'The point is that I have to do this,' she said. 'I can't walk away from it. That driver needs to be called to account. And Ian needs to know why he's seeing that face. In each case, the solution lies in the uncovering of the truth.'

100

100

100

- 8 Vocabulary.** Complete the table. Some of the words are in the text. Then complete sentences 1–6 with the correct words from the table.

adjective	noun	verb
judgemental		
conclusive		
	rationale	
assumed		
conceding	concession	
	oblivion	—

- She instinctively made the ___ that he was telling the truth.
- The results of the tests were ___. There was no doubt about it.
- I try not to make ___ about people until I get to know them better.
- In the end, I was forced to ___ that he was right.
- We were ___ of the fact that she was deeply hurt by our remarks.
- I just don't understand the ___ behind his behaviour.

- 9 Vocabulary.** In the extracts, find the words that match definitions a–h.

- a unable to believe something (line 6)
- b reply quickly and angrily (line 14)
- c move one's lip upwardly showing scepticism (line 37)
- d energy and excitement (line 65)
- e completely unaware of (line 71)
- f admit reluctantly that something is true (line 83)
- g nearness in distance or time (line 113)
- h move one's shoulders upwardly showing you don't know or care (line 121)

- 10 Discuss your opinions in groups.**

- Whose point of view do you sympathise with more – Jamie's or Isabel's?
- What would you do in her place?
- Do you ever find yourself in a dilemma? In what way?
- Do you find it easy to make up your mind about things or people? Why? Why not?



"I CAN'T FOR THE LIFE OF ME REMEMBER WHERE I PUT MY HAT!"

VOCABULARY

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

- What do the underlined expressions mean?
Do you have similar ones in your language?
- Which cartoon do you like best? Why?

- 2 Lines a–e each finish five different dialogues. Listen and match the dialogues you hear to the correct lines. Justify your choice.

- a I wouldn't be seen dead with him!
- b Over my dead body!
- c I'm dead tired tonight.
- d You mean larger than life? He's sure to be the life and soul of the party.
- e But I couldn't for the life of me remember his name!

- 3 Which sentences a–g follow on from sentences 1–7?

- 1 Have you bought the newspaper?
- 2 I knew I shouldn't have gone there.
- 3 I've just heard that Bob wore two different-coloured shoes to school.
- 4 I've never worked so hard in my life.
- 5 I've just had a pay rise!
- 6 She really should look for a job nearer home.
- 7 That hat is to die for!

- a I'm dying for a holiday.
- b She's been living out of a suitcase for the last six months.
- c I nearly died of boredom.
- d But look at the price. I'd probably live to regret it!
- e I'm dying to check the answers to yesterday's crossword.
- f Let's go out and live it up!
- g I nearly died laughing.

- 4 Write a sentence to follow on from sentences 1–6. Use the underlined expressions from Exercise 3. Then compare your answers in pairs.

- 1 I wouldn't buy that jacket if I were you.
- 2 That new comedian at the club is brilliant.
- 3 He's just spent six months backpacking around Asia.
- 4 I heard they've got a new CD out.
- 5 Take my advice and don't go to see it.
- 6 The exams are over! Now we can relax.

- 5 Complete the phrasal verbs with the correct particles below. Use a dictionary to help you.

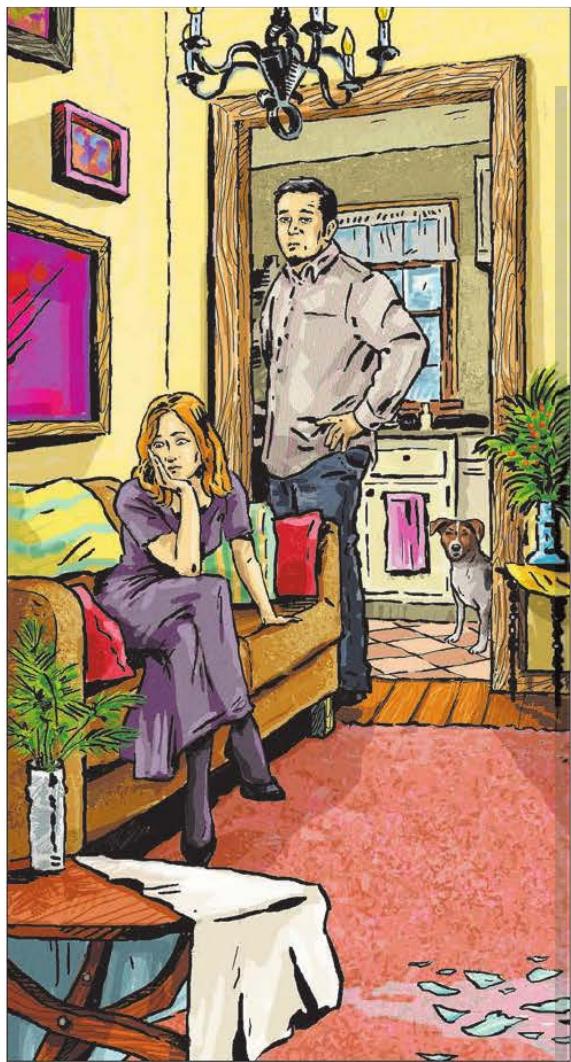
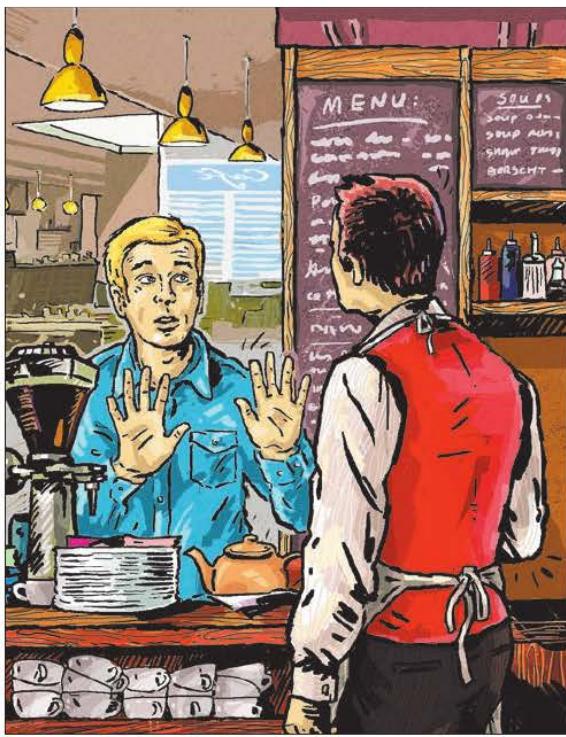
down (x2) up to with off out away

- 1 Hundreds of species are thought to be dying every day.
- 2 Once the press find out his secret, he'll never live it up.
- 3 We had a terrible storm last night, but it soon died down.
- 4 I know you hate your job, but you'll have to live with it for the time being.
- 5 When our excitement finally died away, we realised what the million-pound win meant.
- 6 My boss is so demanding, I can never live up to his expectations.
- 7 Students who go to university usually have to live without their parents.

- 6 In groups, discuss your answers to each prompt. Then compare your answers with other groups.

Something or someone ...

- you can never remember for the life of you
- you might live to regret
- that makes you die of boredom
- you're dying to do or to have
- you might find hard to live down
- you find difficult to live with
- you find difficult to live up to



- 1** Bob and Carol and Romeo and Juliet all live in the same house. Bob and Carol go out to a movie, and when they return, Romeo is lying dead on the floor of the living room. There is some broken glass and spilt water around him. It is obvious that Juliet killed him, but she is not severely punished. Why is that?
- 2** A man walked into a bar and asked for a glass of water. The barman took out a gun and pointed it at him. The man said 'Thank you' and walked out. Why?

GRAMMAR AND LISTENING

- 1** In pairs, discuss which of these games and puzzles you have tried.
- sudoku word squares hangman
crosswords battleships noughts and crosses
spot the difference riddles
- 2** Read riddles 1 and 2. Which riddle does each picture illustrate? In pairs, discuss possible solutions to the riddles.
- 3** Listen to two students trying to solve riddle 2. What possible solutions do they give? Do you think they're plausible? Why?



98

4 **Think Back!** Look at the underlined modals + + perfect infinitives referring to the past in sentences a–g and match them to definitions 1–3.

- a The barman can't have liked the look of the man.
 - b No, it couldn't have been that. It's too obvious.
 - c The man must've been thirsty or he wouldn't have asked for some water.
 - d He might've just walked across the desert and was dying for a drink.
 - e The barman could've been scared, so he took out his gun.
 - f The barman may have recognised him from the newspapers.
 - g He might not have known his photo was in the papers.
- 1** You are almost certain that something happened.
- 2** You think it's possible that something happened/didn't happen.
- 3** You are almost certain that something did not happen.



- 5 **⑤ TO63** Listen and repeat the sentences, paying attention to the contracted forms.
- *6 **⑥ TO64** Discuss how the modals change the meaning in each sentence. Then listen to the solution to riddle 2 and choose the correct modals. Were your ideas in Exercise 2 similar?
- 1 The barman *could/can't* have been playing a joke on him.
 - 2 The barman *must/might* have been insulted by the man in some way.
 - 3 They *may/can't* have been working in the same place.
 - 4 The man *could/might* have helped him – but he refused.
 - 5 The man *must/couldn't* have been threatened because he said 'thank you'.
 - 6 The barman *could/mightn't* have wanted just to scare him.

Work it out

- *7 Look at the sentences in Exercise 6 and follow the instructions.
- 1 Find two passive and two continuous infinitives used with modals referring to the past.
 - 2 Look at two different uses of *could* in sentences 4 and 6. Which *could* means that it was possible for something to happen but it didn't?
 - 3 In which sentence, 4 or 6, can we replace *could* with *might* and *may*?

Mind the trap!

We use *needn't have* + perfect infinitive to say that something was done but it wasn't necessary.

We use *didn't need* + simple infinitive to say that something wasn't necessary and it wasn't done.

He **needn't have pointed** a gun at him. (but he did it)

That's why he **didn't need to** drink the water. (and he didn't)

► Check it out pages 145–146

- 8 Rewrite the sentences using modals + perfect infinitives, referring to the past. Sometimes more than one modal is possible.
- 1 It wasn't necessary for me to go to the meeting because it was cancelled.
I didn't need to go to the meeting because ...
 - 2 I'm sure the accident was caused by speeding.
 - 3 Perhaps she was having a shower when you called.
 - 4 It was possible for him to post the letter yesterday, but he forgot.
 - 5 I cooked a lot of food for the party, but it wasn't necessary because nobody was very hungry.
 - 6 It's almost certain that he wasn't murdered – it was probably suicide.
 - 7 Maybe the TV wasn't working yesterday.

- 9 **⑨ TO65** Read the riddle and discuss what the solution might be. Use modals + perfect infinitives referring to the past.

A man was found dead in the middle of a field. He was holding a broken match. What happened?

- 10 **⑩ TO65** Complete the sentences with the correct forms of the verbs below. Then listen and check. Was your solution to the riddle correct?

murder break approach test train
stab kidnap push damage take

- 1 He might ___ the bomb there.
- 2 He could ___, and they were going to shoot him.
- 3 Yes, but they needn't ___ him to a field to shoot him.
- 4 It might have been an accident or he may _____.
He could ___ or strangled!
- 5 He might ___ to be a parachutist, and his parachute didn't open!
- 6 So he may ___ from the plane!
- 7 The match could ___ in two pieces, and he only had half of it!
- 8 The balloon could ___ by a bird, or it was too heavy.
- 9 They might ___ some mountains and were going to crash.

- 11 Read the situations and write down at least two things you might say in each one, using modals + perfect infinitives, referring to the past. Compare your answers in groups.

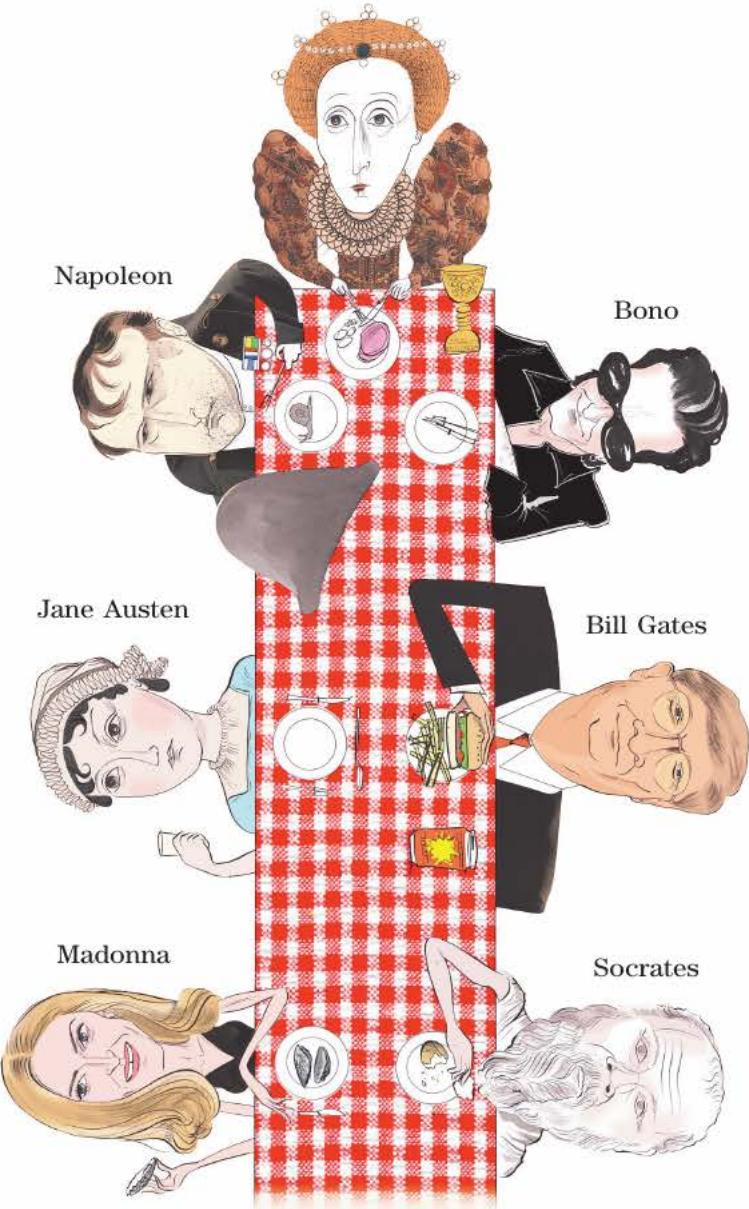
- 1 You get home and find the house is in a terrible mess.
- 2 You spent all day preparing a presentation for school the next day. The teacher was ill, and the class was cancelled.
- 3 You phone a friend, but nobody answers, which is strange because there's always someone at home at that time.

- 12 Work in groups of three to solve riddle 1 in Exercise 2. Remember you can use the picture to help you.

Students A and C, look at page 136.
Student B, look at page 139.



Queen Elizabeth I



SPEAKING AND LISTENING

- 1** In pairs, look at the picture and answer the questions.
- What do you know about these people?
 - What sort of personality do you think they have/had? Use the words below. Justify your opinions.

strong-willed charismatic outspoken
argumentative short-tempered innovative
manipulative quick-witted inscrutable
a good conversationalist astute witty

- 2** Look at how the people are seated. Is the seating plan a good one? Why?/Why not?

- 3** ©T066 Listen to three people discussing the seating plan. Complete sentences 1–6 with the correct famous person's name.

- 1 ___ was said not to care about his appearance.
- 2 ___ can talk about intelligent, amusing and interesting things.
- 3 ___ lived a sheltered life in a rural area.
- 4 ___ could discuss his/her ambitions with Elizabeth I.
- 5 ___ believes in equality of the sexes.
- 6 ___ wouldn't agree with Napoleon's military ambitions.

- 4** ©T066 Complete **Speak Out** with words from the box. Then listen again and check. Draw their seating plan so far.

moving hitch getting round far
pitfalls point

SPEAK OUT | Problem solving

To refer to a problem

The trouble is ...
I can already see quite a few ¹ ___.
I've just realised there's a ² ___ here.
Yes, that could work!/I don't think it would work.

To refer to decisions made so far

Just to go back to the ³ ___ you made about ...
We don't seem to be ⁴ ___ very ⁵ ___, do we?
So where are we now, then?
We'll get ⁶ ___ it somehow.

To move the discussion on

Let's move on, shall we?/⁷ ___ on ...
Let's leave that for now and come back to it later.

- 5** How would **you** organise the seating plan? Discuss in pairs, using language from **Speak Out**. Then draw your plan. For information about the people, Student A, look at page 137. Student B, look at page 139.

- 6** ©T067 Listen to the end of the conversation and draw the seating plan **they** decide on. How similar/different is it to yours?

- 7** Work in groups of five. Imagine you have been invited to the dinner party. Decide which famous people you should sit next to and why. Use language from **Speak Out**.



WRITING

- 1** Read the headlines and, in pairs, discuss what the articles might be about.

1 Fish found in miracle escape

2 Thief caught by cartoon

3 Parrot held in jail

4 Woman fakes death over fines

- 2** Match the headlines to articles A-D. Then answer questions 1-3.

- 1** What were the key words that helped you match the headlines?
- 2** Which stories do you think are true? Why?
- 3** Which story do you think was the funniest, saddest, most ridiculous? Why?

A

A judge in Argentina ordered a parrot to ¹ held in custody until he said the name of his owner. Two neighbours, Jorge Machado and R Vega, ² both claimed Pepo was theirs. After five days, Pepo ³ Jorge's name and sang the anthem of his favourite football team. Mr Machado said: 'I knew he wouldn't let me down. He's a real friend, and we ⁴ support San Lorenzo.'

B A burglar who stole from a cartoonist in Australia was arrested after his victim drew his picture. Bill Green, 82, saw the man take a bicycle ⁵ his shed. He gave his sketch to police, who matched ⁶ to a man arrested ⁷ a different theft. Policeman Michael Henry said: 'We were amazed. The cartoon was the spitting image of ⁸ man we'd just caught.'

C

A woman from Iowa is alleged to have faked her ⁹ death to avoid paying \$500 in parking tickets. Police say Kimberly Du, 36, was caught after she got ¹⁰ ticket a month after her 'death'. She had faked her own obituary and forged a letter saying she had died ¹¹ a car crash. She now faces up to five years in prison ¹² fraud.

D

A goldfish carried from its garden pond by floods has ¹³ found alive in a water-filled hole by the roadside more ¹⁴ a mile away. Farmer Ab Oskam, 66, was ¹⁵ his dog when he recognised the fish ¹⁶ one of three belonging to his neighbours. 'It was a miracle such a delicate little thing survived,' he said. The fish has now been named Nemo.

- 3** Complete the articles with one word in each gap.

- 4** Look at the list of features. Which apply to the headlines and which to the short articles? Find examples of each feature.

- 1** articles (*a, the*) are usually missed out
- 2** there is usually a quote
- 3** the age of the person is mentioned
- 4** the Present Simple is used to refer to present and past events
- 5** the past participle is used for the passive
- 6** the passive is often used

- 5** Read the article and write three different headlines for it. Compare your headlines in groups and choose the best ones.

In July 2005, the chocolate-loving community in Sydney was threatened by a blackmailer who claimed to have poisoned seven Mars Bars. As a result, all Mars Bars were taken off the shelves, causing panic among many consumers who feared they wouldn't be able to buy their favourite chocolate. Company manager Paul Rivers, 35, said, 'The situation is under control now. Mars Bars will be back in the shops tomorrow.'



- *6 Project idea.** Choose a headline and write a short article about it, using 60-70 words.

- 1** Thieves caught in stolen clothes
- 2** School burglar takes maths test
- 3** Burglar sleeps on the job
- 4** Stolen painting recovered

- *7 Project idea.** Read your article to the class, who decide which headline it refers to and why.

10

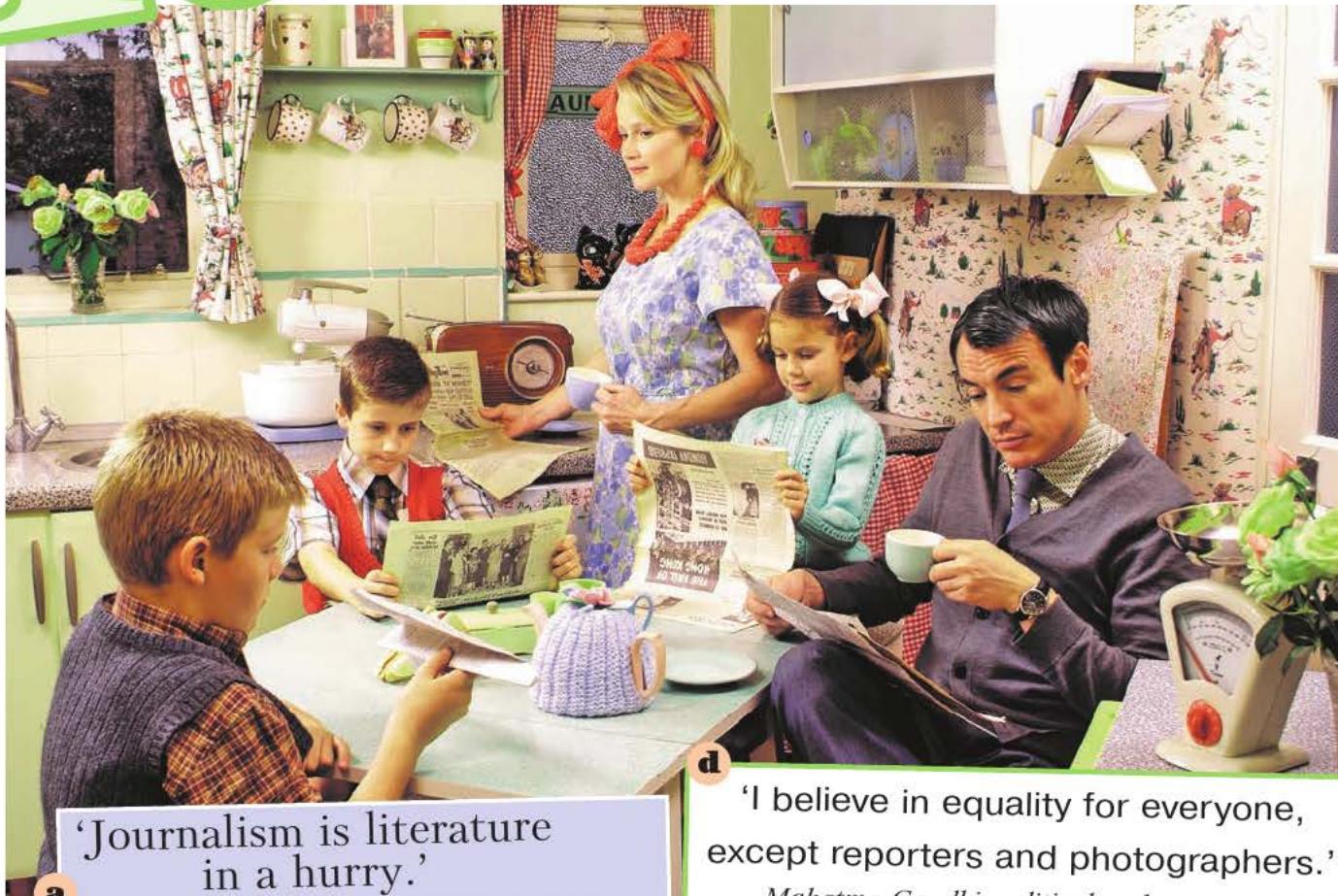
Newsworthy?

Read, listen and talk about news and media, photography, films.

Practise quantifiers; singular and plural nouns.

Focus on taking notes while listening, presentation skills: emphasis.

Write a report.



a ‘Journalism is literature in a hurry.’

Matthew Arnold, British writer

‘The man who reads nothing at all is better educated than the man who reads nothing but newspapers.’

Thomas Jefferson, American president

‘No news is good news.

No journalists is even better.’

Nicolas Bentley, British author and illustrator

d ‘I believe in equality for everyone, except reporters and photographers.’

Mahatma Gandhi, political and spiritual leader

‘It’s amazing that the amount of news that happens in the world every day always just exactly fits the newspaper.’

Jerry Seinfeld, American comedian

e 2 You are going to listen to an interview with Alastair, a news reporter. First, read the questions. Try to predict as many of his answers as you can.

- 1 Why did you become a reporter?
- 2 What qualities does a reporter need?
- 3 What are the easiest and most difficult types of story to write?
- 4 What’s the most interesting story you’ve covered?
- 5 How easy is it to get a story on the front page?
- 6 What are the best and the worst things about the job?
- 7 Is it a glamorous job?

3 Listen to Alastair’s answers to the questions in Exercise 2 and make notes. Where is Alastair in the photo?

GRAMMAR AND LISTENING

- 1 Read quotes a–e about journalism and discuss the questions in pairs.

Which ...

- 1 is the funniest?
- 2 is the most negative?
- 3 do you agree with?
- 4 do you like best?





- 4 **OTO68** Listen again and choose the quantifiers that Alastair uses in sentences 1–8.

- 1 There are *a number of/several/a few* reasons, if I think about it.
- 2 *The whole/Most of the/All the* family used to read newspapers.
- 3 She or he needs to have *a lot of/lots of/quite a lot of/a great deal of* curiosity.
- 4 As I've often found in *quite a few/a few/few/very few* cases, this may annoy or upset them.
- 5 *Any/Every/No* story is easy, but I suppose there are some which reporters find particularly difficult.
- 6 *Each/Every* front page article is a special moment.
- 7 There is *a little/little/very little/no* time to feel frustrated.
- 8 *Most reporters/All reporters/Any reporter* will tell you that they are too busy to think about glamour.

Work it out

- 5 Put the quantifiers you chose in Exercise 4 into the right gaps (1–8) to complete the diagram.

100%

all, ¹___, any, each, ²___

3 ___

a lot of, lots of, ⁴___

5 ___

a number of, ⁶___

a few, a little

few, little

very few, ⁷___

8 ___

0%

- 6 Look back at Exercises 4–5 and choose the correct options in the sentences below.

- 1 'the whole family used to read newspapers': 'the whole family' means *all the family/every family*
- 2 'any reporter will tell you': 'any reporter' means *no reporters/all reporters*
- 3 'a few' and 'a little' mean *more/less than 'few'* and 'little'
- 4 'quite a few' means *more/less than 'a few'*
- 5 'very few' and 'very little' mean *more/less than 'a few'* and 'a little'

- 7 Look at sentences a and b and complete rules 1 and 2 with **each** and **every**.

- a Ned was waiting for me after school every day last week.
- b My sister's friend has got five earrings in each ear.

- 1 We use ___ to refer to two things or more.
- 2 We use ___ to refer to three things or more.

Mind the trap!

Every must be followed by a noun or a pronoun.

'I recommend that you read **all** the stories on the website:

every story
every one | is interesting in its own way.
every

BUT We can say '**Each** is interesting in its own way.'

► Check it out page 146

- 8 **OTO69** Replace the underlined words or phrases with quantifiers that have similar meanings. Sometimes more than one answer is possible. Then listen to Alastair and compare.

- 1 More than a few of the people seem to appreciate the chance to talk to someone from outside the family.
- 2 Nearly all interviews with famous people are easy to write about, in my experience.
- 3 We watched a large number of people leaving their homes by boat.
- 4 A small number of lucky ones had rides on helicopters.
- 5 The best thing is that for a large amount of the time it can be exciting.
- 6 Like every job, there are times when the work is quite routine.
- 7 It sometimes feels like there is not any time to say things exactly the way you want.
- 8 Almost none of them get their faces on the screen!





- 9 Complete the sentences with the correct quantifiers below.

very few a few very little none every whole a number quite a few most

- This newspaper's full of photographs and advertising: there's ___ real news.
- I'd really like to be a photographer and spend the ___ day taking photographs!
- Only ___ of our features are written by our journalists: we get ___ of them from freelance writers.
- There are ___ mistakes in this TV guide: I've found one on ___ page so far.
- I'm afraid we can't use your article: ___ of our readers are interested in ferrets.
- The photographer gave me ___ of photos to use with this story, but ___ of them is quite right.

- 10 Choose the correct answers (a-d).

When it comes to writing a news story, there are ¹ ___ important rules which ² ___ journalists are taught. Firstly, they learn to use an upside down pyramid: this 'inverted' pyramid represents the news story. In this structure ³ ___ the most newsworthy information comes first, then, as the story goes on, the details are explained. The first paragraph, or 'lead', should contain enough information to give the reader a good overview of ⁴ ___ story. This means that if the editor cuts the last paragraph because of space limitations, the reader will still have a summary of the story and ⁵ ___ additional details.

Another 'key' thing reporters learn is to make sure they ask the five 'W' questions: what, who, where, when, why. ⁶ ___ good news story provides answers to ⁷ ___ of these questions. If it doesn't, the writer can be sure that it will come back to them for ⁸ ___ revision. Finally, they learn to keep their sentences and paragraphs short, and not to use ⁹ ___ heavily descriptive language. When a story is finished, they go through it and try to remove ¹⁰ ___ words which aren't necessary.

- a few b several c a lot d little
- a most b all of c no d any
- a every b quite a few of c all d a lot
- a all b every c a lot d the whole
- a no b a few c few d very few
- a Most b All c A great deal of d Any
- a each b the whole c every d several
- a any b little c a little d a few
- a lots of b a lot c a number of d no
- a each b most of c every d any



Tsunami commemoration ceremony in Thailand



Maria Sharapova at Wimbledon

SPEAKING AND LISTENING

- 1 Look at the examples of photojournalism: which concept below does each one represent for you? Discuss your ideas in pairs, giving reasons.

happiness peace human achievement
courage harmony hope

- 2 Listen and choose the photos and the concepts that the two people are talking about.

Ana photo ___ concept ___
Ivan photo ___ concept ___

- 3 Listen again and match the speakers, Ana and Ivan, with the phrases in Speak Out.

SPEAK OUT | Presentation skills: Emphasis

auxiliary do

I **do** remember ... it **does** have ...

adverbs

really amazing
the people **really** look as if ...
incredibly brave
absolutely stunning
they **even** went on travelling ...
we'll **never ever** have ...

so and such

They seemed **so** strong, and **so** resilient.
It was **such** a tragic end to the year.

patterns with what ... and it ...

What I remember most clearly **is** ...
What's particularly striking about it **is** ...
It's this sense of infinity **that** makes
It was this courage of theirs **that** made ...





4



6



3

The London bombings



5

The Olympic opening ceremony in Sochi

Anti-war protest in London

- 4 **©T071** Add the correct word from the brackets in a suitable place in the sentence. Change the verbs if necessary. Then listen, check and repeat.

- 1 I've heard so many people cheering and clapping. (even/never ever)
- 2 Some people queued all night to get tickets. (even/do)
- 3 They had a difficult task ahead of them. (so/did)
- 4 The idea was brilliant. (absolutely/very)
- 5 It makes you think. (does/did)
- 6 His words were moving. (absolutely/incredibly)

- 5 Finish the sentences so that they mean the same as the original sentences.

- 1 There was such a big crowd that we couldn't see the stage.
The crowd ...
- 2 The rain was so heavy that they had to stop the match.
There was ...
- 3 The costumes that they were wearing were so beautiful.
They were wearing ...
- 4 The lack of music was such a disappointment for me.
I was ...

- 6 Rewrite each sentence beginning with the word in capital letters.

- 1 I love the combination of colours. WHAT
- 2 The light in the photograph first strikes you. IT
- 3 The people's enthusiasm impressed me. IT
- 4 We have to remember how difficult it was. WHAT
- 5 I'll never forget the expression on her face. IT
- 6 The photographer has managed to capture a feeling of excitement. WHAT

- 7 Choose a photo from the remaining four photos and prepare a short presentation. Use **Speak Out** to help you give emphasis.

- Say why you chose the photo and what concept it represents for you.
- Explain any personal significance that the photo has for you.
- Describe the interesting/impressive features of the photo itself.

- 8 Give your presentation to the class. While you listen to the other presentations, answer the questions giving reasons.

Which presentation ...

- was the most interesting and why?
- made the best use of emphasis?
- was the most surprising and why?

a Thanks to their brilliant performance in the second half, the team have secured their place in the final ...

b OUR CONGRATULATIONS go to Paris Hamilton and Rowan Lawton, who were recently spotted wearing engagement rings at 'Hip', London's newest nightclub.

c Is Maths giving you a headache? Help is at hand with our online Mathematics Tutor, available from ...

d Peugeot-Citroën announced last week that it was shutting one of its main British factories ...

e Crowd of 20,000 wait outside Windsor Castle to cheer Queen on birthday.

f If your surroundings are beginning to seem all too familiar, now is a good time for a change: take a holiday or even think about a new job ...

g While it is true that the Prime Minister made some mistakes, I feel that the media have blown them out of proportion ...

h The orchestra, which was conducted by Sir Leonard Williams, played superbly, and the audience were quick to show their appreciation with thunderous applause.

VOCABULARY

- 1 What for would you look at each of sections 1–8 of a newspaper? Discuss in pairs. Then match extracts a-h to the sections.

- 1 gossip column
- 2 sports pages
- 3 letters to the editor
- 4 classified ads
- 5 horoscope
- 6 business news
- 7 national news
- 8 entertainment section

- 2 Add the underlined nouns in the extracts to Train Your Brain.

TRAIN YOUR BRAIN | Nouns

Nouns which are always plural:

acoustics, belongings, clothes, earnings, premises, refreshments, thanks, ¹___, ²___

Nouns which end in -s but have a singular verb:

- subjects of study: economics, linguistics, politics, ³___
- sports and games: aerobics, billiards, gymnastics
- other: news

Nouns which can be singular or plural (group nouns):

- names of institutions, companies and teams: the United Nations, Manchester United, ⁴___
- other: class, crew, family, government, group, press, public, staff, ⁵___, ⁶___, ⁷___, ⁸___, ⁹___

The choice of a singular or plural verb depends on how you 'see' the noun.

- as a single unit: *My singing group is quite small.*
- as a number of individuals: *The group have all got very good voices.*

Mind the trap!

Make sure that you use the correct pronouns and possessives with group nouns:

The management **have** increased **their** pay offer. (as individuals)

The management **has** increased **its** pay offer. (as a unit)

The crew **who** looked after us on the flight **were** excellent. (as individuals)

The crew **which** looked after us on the flight **was** excellent. (as a unit)

- 3 Complete the sentences with the correct forms of the verbs below. Which of the extracts does NOT come from a newspaper?

start lose be criticise cost appeal move produce

- 1 The family of a five million-pound lottery winner __ to the media to respect their privacy.
- 2 Bath __ 7–12 to Cardiff and their dreams of repeating their 2005 victory have been shattered.
- 3 Members please note that aerobics __ at 8 a.m. on Mondays, not 7.30.
- 4 The company __ recently __ to new premises outside London, which __ much less to rent than its office space in the city.
- 5 The BBC, which usually __ high-quality TV programmes, __ for launching a lifestyle magazine aimed at girls as young as five.
- 6 According to a survey, one in five teenagers thinks that billiards __ more fun than football.

READING AND VOCABULARY

- 1** Which of the words and phrases below are NOT used to talk about films? Use a dictionary to help you.

director crew remake continuity shot
close-up footage to shoot backstage
back projection shot scene
dress rehearsal on location

- 2** In pairs, look at the film frames on pages 108–109 and discuss these questions.

- 1 Which of the films have you seen? What did you think of them? What scene(s) do you remember in particular?
- 2 What do you know about the others? Which of them would you like to see and why?
- 3 Some people think that remakes are never as good as the original. What's your opinion?
- 4 Who are the best film directors of all time? Why?

- 3**  T072 Listen and read the article on pages 108–109 quickly and answer the questions.

- 1 How many mistakes are described in the article?
- 2 Which do you remember seeing? How 'serious' are they?
- 3 What is the author's opinion of the mistakes? Choose from a–d.
 - a There are too many of them.
 - b They are often intentional.
 - c They are a sign of poor directing.
 - d They add to the 'magic' of the film.

- 4** Match the films from the article with statements 1–7.

- 1 A mode of transport is involved.
- 2 Film crew or equipment used in making the film is visible.
- 3 The hero or heroine is in a dangerous situation.
- 4 The film contains things that belong to a different time.
- 5 There are mistakes in the continuity.
- 6 Authenticity is sacrificed for the sake of the heroine's appearance.
- 7 An object is used wrongly or seems to behave strangely.

- *5 Vocabulary.** Find words or phrases in the article that match the definitions.

- 1 something that can be seen (para. A)
- 2 very good at noticing things (para. B)
- 3 tending to make a lot of mistakes (para. C)
- 4 very obvious (para. D)
- 5 a feeling of slight pain or of being physically uncomfortable (para. D)
- 6 able to make mistakes or be wrong (para. E)

- 7 someone who has different ideas and ways of behaving from other people (para. E)
- 8 someone who insists on every detail being right (para. E)
- 9 someone who is interested in films and knows a lot about them (para. F)
- 10 a sudden feeling that you want to do or have something, especially when there is no particular reason (para. F)
- 11 a large meal where a lot of people celebrate a special occasion (para. G)

- 6** In pairs, discuss the following. Then compare your ideas with other pairs.

Think of a film or TV character who

- 1 is a music buff.
- 2 is accident-prone.
- 3 is a maverick.
- 4 is a stickler for rules.
- 5 often acts on a whim.
- 6 thinks they are infallible.

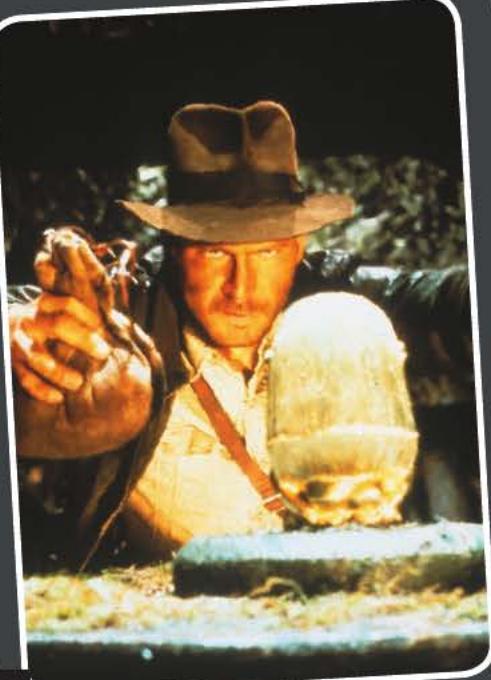
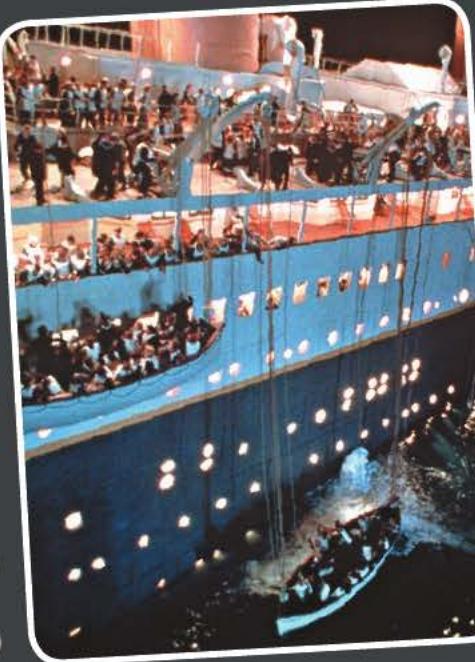
- 7** Find sentences in the article that mean the same as sentences 1–3. Why is their form different?

- 1 As soon as he has shot himself in one scene, he is seen trying to untie one of the lifeboats in another. (para. B)
- 2 She shows no discomfort, and she also climbs a metal ladder. (para. D)
- 3 He seldom started shooting a film that wasn't already completely planned in his head. (para. E)

- 8** Rewrite the sentences using the inversion patterns that you found in the text. Which two sentences could also be written using the pattern **Hardly ... when ...?**

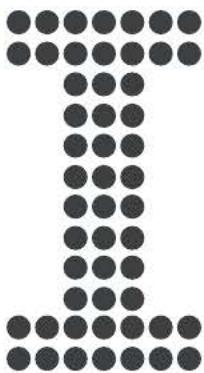
- 1 There are a lot of mistakes in *Titanic*, and some of them are also very obvious.
- 2 As soon as I had seen the first scene of the film, I realised it was a remake.
- 3 You rarely see Hitchcock's films on TV nowadays.
- 4 I had just got to the front of the queue when they told me the film was sold out.
- 5 Orson Welles directed *Citizen Kane*, and he also starred in it.
- 6 I never realised that Spielberg made so many mistakes.

- 9** Why do you think films are released when they contain so many mistakes? Discuss in pairs.



How did that make the final cut?

A



In the final scene of *Pirates of the Caribbean: The Curse of the Black Pearl*, Jack Sparrow (Johnny Depp) calls his crew back onto the ship with a polite 'On deck, you scabrous dogs,' and over his shoulder, to the left of the screen, is a man in a white T-shirt, tan hat and sunglasses, standing looking out to sea. Oops! It's a member of the film crew! This is just one of several mistakes in the

5

film where crew or equipment are visible: there are many others which are factual. For example, Port Royal in Jamaica is built on a low spit of sand that is not more than ten feet above sea level: in the

10

film set it's built on top of hundred-foot cliffs. And the way the heroine's maid uses a bed warmer would have been positively dangerous: by placing it at her mistress's feet, full of red-hot coals, she would have barbecued her toes. Bed warmers held warm coals and were removed before the sleeper got into bed!

20

B

Another famous film with a seafaring theme does no better. *Titanic* is reputed to contain more than 180 mistakes, a number of which are anachronisms. Given that the *Titanic* sank in 1912, it's very unlikely that Captain Smith would be wearing contact lenses, as we see in one close-up. Also, Rose would not have been able to admire Monet's *The Nymphs*, which he painted in 1915, and it's impossible for Jack to have gone ice fishing on Lake Wissota, as he claims, since it wasn't created until 1918. But perhaps only the eagle-eyed historians in the audience would notice these blunders. The majority of us are more likely to notice continuity mistakes like the one involving First Officer William Murdoch. No sooner has he shot himself in one scene than he is seen trying to untie one of the lifeboats in another. We could also be forgiven for getting confused when the ship's orchestra seems to alternate between having four and five players in different shots.

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C Or are we? Maybe we're too busy concentrating on the action to pick up on details. For example, in *Raiders of the Lost Ark* when Indiana Jones is confronted by a cobra in the Well of Souls, did you see the reflection of the snake in the safety glass between it and Harrison Ford? Incidentally, the director of this film, Steven Spielberg, tops the list of mistake-prone directors, with a grand total of 1,148! You begin to wonder if some of them are deliberate – put there to see how willing we are to believe everything we see in the escapist world of the movies. This might explain some of the more obvious goofs in *Die Another Day*, like the one where Bond's Aston Martin flips over during a chase on the ice, and part of the left wing mirror breaks off. When the car flips back over, the wing mirror is intact. We also see Jinx (Halle Berry) being cut across her stomach in the final fight scene. Yet, moments later, she and 007 are pouring diamonds over each other and her stomach is unblemished.

45

D Of course, we wouldn't want our heroine's beauty to be spoilt, would we? This unwritten rule must be the cause of a lot of glaring mistakes. A good example is in the 2005 remake of *King Kong*. The scenes in New York take place in winter, on a day cold enough for the lake in Central Park to freeze and hold Kong's weight. Yet Anne Darrow shows no hint of cold, even though she's wearing a sleeveless gown. Kong takes her to the top of the Empire State Building, where it's even colder. Not only does she show no discomfort, but she also climbs a metal ladder, holding on with her bare hands.

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E But are all directors fallible? What about maverick director Alfred Hitchcock, who was known for being a stickler for detail? Seldom did he start shooting a film that wasn't already completely planned in his head, so surely his films are error free? Well – no. Take his acclaimed horror film, *Psycho*: when the heroine, Marion, is leaving town after stealing from her boss, she keeps checking the speedometer of her car, and you can clearly see that the gear stick is in 'Park'. Later, when she stops at the Bates' motel and shares some food with the owner, she tears the same piece of bread down the middle in three different shots.

55

F And even *Citizen Kane*, regarded by many film buffs as one of the best films ever made because of its innovative filmmaking techniques, contains twelve mistakes. One of these features a jigsaw puzzle: in the first shot of Kane's wife doing the puzzle, it's nearly complete, but in a subsequent close-up it seems to have undone itself and is in pieces again. Another is in an outdoor picnic scene: director Orson Welles did not have enough money to film on location, so he had to shoot the scene in the studio, using back projection. The footage he used was from *King Kong*, and four pterodactyls can clearly be seen flying by. The studio told Welles to take the pterodactyls out of the shot, but he liked them and decided to keep them. This begs the question: how many other gaffes were left in a film at the whim of its director?

60

G So, when is a mistake not really a mistake? Next time you watch *Harry Potter and the Philosopher's Stone*, look out for the start of term feast. Harry sits down on the right side of the table, next to Ron. When the food appears, Harry is on the other side of the table, next to Hermione. A mistake, or just Harry showing off his magic powers? I'll leave you to decide: after all, in the world of the movies, everything is magical.

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80

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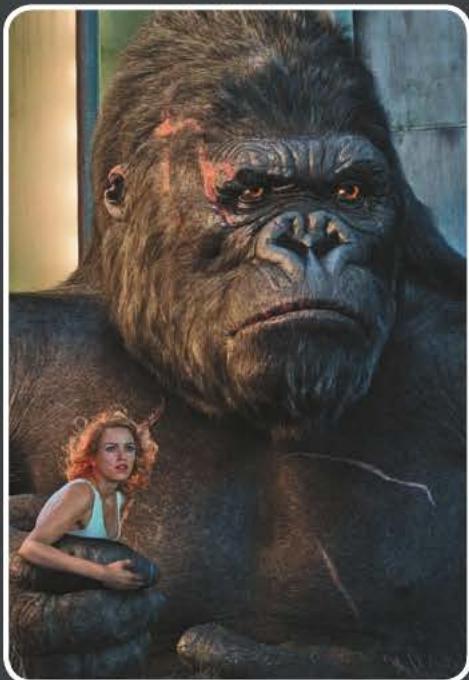
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105

110





LISTENING

- 1 Why are some people so interested in celebrities? Discuss in pairs.
- 2 ©T073 Listen to the first part of a lecture about celebrity. Are the statements true or false?
 - 1 To be a celebrity, you have to do something else apart from being famous.
 - 2 Richard Branson was not famous until he tried to go round the world in a balloon.
 - 3 Shakira was famous before her songs were translated into English.
 - 4 Kings and queens do not qualify for celebrity status.
 - 5 The first modern celebrities were film actors.
 - 6 The Hollywood film industry grew during the Great Depression.

Beth

CELEBRITY

What is a celebrity?

- definition: 'person widely recognised in society who commands public & media attention'
- not always enough to be famous
- need something to start media interest, e.g. public figure like Branson going round world in balloon

National vs. global celebrities

- each nation has own celebrity system → may be unknown abroad
- most global celebrities: actors, musicians, religious & political figures
- can cross over national → global, e.g. Shakira: well-known in Spanish-speaking world before internationally famous

3 Look at the notes that Beth and Leo made during the lecture. Why are Beth's notes easier to follow?

4 Read **Train Your Brain** and check your answers to Exercise 3.

TRAIN YOUR BRAIN | Listening skills

Taking notes

To organise your notes:

- Give the notes a main heading in capital letters.
- Give each new topic a sub-heading and underline it.
- Put each fact or piece of information on a new line, beginning with a bullet point (•).
- Put inverted commas (' ') round any quotes or titles.

To save time

- Don't try to write everything you hear.
- If you can't catch a particular word or phrase, try to guess the meaning and write something similar.
- Leave out unnecessary words such as articles, pronouns and auxiliary verbs.
- Use abbreviations and symbols such as: e.g., i.e., &, C20th, →, vs., approx.

5 Rewrite Leo's notes using **Train Your Brain**.

6 ©T074 Listen to the rest of the lecture and make your own notes. Then swap notes with a partner and compare the techniques you have used.

7 In groups, discuss what you would do or say if you could be famous for just fifteen minutes.

Leo

How and when were the first celebrities created? Before the twentieth century celebrity status was (strict?) to biblical mythical figures and royalty.

For example far of Egypt.

The film industry invented the modern personality, and the first global celebrity was Charlie Chaplin.

He was an entertainer – famous in Hollywood in the 1920s and '30s. The mass media made celebrity culture a national pass (past time?) in the United States.

During the Great Depression of the 1930s, Hollywood (?), approximately 80 million people a week went to the cinema.



Media Habits

Introduction

The purpose of this report is to present the findings of a survey into media habits. The information was collected from a group of twenty-five students aged 18–20 at Portsmouth College of Further Education.

Television

As expected, television is by far the most popular medium. Most of ¹ people we interviewed said they prefer to get the news from the television, and about ² thirds of them estimated that they watch at least four hours of TV on a typical day. As far as favourite programmes are concerned, a large number of people mentioned films and chat shows, while ³ a few favoured documentaries. In contrast, ⁴ few respondents put soap operas in their top three.

Newspapers

⁵ is in this area, the print media, that the group vary the most in ⁶ answers. A quarter of the people we asked admitted never reading a newspaper, and about thirty percent said they only look at the ⁷ page headlines and photographs. Of the rest, about half read the sports pages, and several regularly read the horoscopes and the gossip ⁸. It was not really surprising to find that hardly ⁹ of our interviewees read the ¹⁰ newspaper from cover to cover.

Radio

Although radio is a less popular medium than television, there were some unexpected answers in this section. ¹¹ was most surprising was the number of people who still listen to music on the radio: about sixty percent usually have the radio on in the car or in the background while studying. On the other hand, only a small minority felt that the radio news ¹² worth listening to.

Conclusion

¹³ conclusion, it appears that television plays a large part in ¹⁴ people's lives. However, our survey also showed that not ¹⁵ their media habits are predictable.

WRITING

- Look at the title of the report and discuss the questions in pairs.
 - What is included in the term 'media'?
 - How are your media habits similar to or different from other people in your family?
- Read the report and write six questions that the people in the survey were asked.
- Complete each gap in the report with one suitable word.
- Read the report again and follow the instructions.

- Complete the table with words and phrases from the report.

Quantifier	Noun	Verb
Most (of)	the people we interviewed	said ...
Two ¹ (of)	them	estimated ...
A large number (of)	people	⁴ ...
Quite a few (of)	³ interviewees	favoured ...
² any (of)		⁵ ...
A small minority (of)		felt ...

- Find in the report the following useful phrases

- two phrases to introduce the report
- four words or phrases to show a contrast
- two phrases to conclude the report

- *5 **Project idea.** In pairs, prepare six questions to ask other students about films and cinema-going habits. Use some of the prompts to help you.

- How often ... ?
- prefer/cinema/DVD?
- read/reviews?
- What/make/good/film?
- What kind of ... ?
- favourite director?
- best cinema/your city?
- best/ever/see?

- *6 **Project idea.** Interview the other students, then write a report on your survey.

- Make sure that your report has an introduction and a conclusion.
- Divide the body of the report into sections for different topics.
- Use the 'report' language from Exercise 4.
- Give the report a title and give each section a heading.



VOCABULARY AND GRAMMAR

1 Complete the sentences. Make new words from the words in capital letters.

- | | |
|---|----------|
| 1 A free <u>ads</u> paper contains lots of <u>ads</u> . | CLASSIFY |
| 2 They often accuse Jan of being critical and <u>critical</u> . | JUDGE |
| 3 Just work on the <u>—</u> that most of them have never touched a computer. | ASSUME |
| 4 Dave sat daydreaming and was <u>—</u> to everything around him. | OBLIVION |
| 5 I've come to the <u>—</u> that it's not worth renting a DVD player. | CONCLUDE |
| 6 Just out of <u>—</u> , are you really planning to marry Nick? | CURIOS |
| 7 The head teacher has made some <u>—</u> as to what clothes the students can wear. | CONCEDE |

2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 In recent years, politics become an increasingly popular subject to study.
- 2 On several occasions the staff voice their concern regarding longer working hours.
- 3 Over the next few years, the EU plan to set tough standards for nuclear safety in all its member states.
- 4 By the time the news start I'll be fast asleep.
- 5 At the end of the play the audience often show their appreciation by giving the cast a standing ovation.

3 Complete the text with one word in each gap.

Sochi 2014 Closing Ceremony

The 2014 Winter Olympics came to an end on Sunday Feb. 23, with the closing ceremony serving ¹a grand finale after more than two weeks of incredible competition in Sochi, Russia. The closing ceremony ²an amazing celebration of the Games – complete with touching moments, hilarious parody and one last look ³the athletes who made it all possible.

It was a bittersweet moment, as ⁴marked the conclusion of a rare event that only takes place ⁵four years. However, the Sochi Games were some ⁶the best in history and gave fans something to remember as they wait for Pyeongchang, South Korea, in 2018.

The Russians handed ⁷the Olympic flag to South Korea for the upcoming Pyeongchang Games, complete with a sung version of the South Korea national anthem. It was an epic Winter Olympics, and it will be sad to see ⁸go, which is why the bear mascot cried as he extinguished the Olympic flame to mark the official end of the Games. Athletes who competed in Sochi and those ⁹weren't fortunate enough or old enough to make it will train relentlessly ¹⁰the next four years in order to represent their country in Pyeongchang in 2018.

***4** Complete the sentences so that they mean the same as the original sentences.

- 1 I'm almost certain they invited Dan to the dress rehearsal.
Dan ...
- 2 Scientists now believe that the Red Planet was once water-rich.
The Red Planet ...
- 3 It is said that the *The Echo* is publishing further details of the story next week.
The Echo ...
- 4 It wasn't necessary for me to do a creative writing course because I knew it all already.
I ...
- 5 As soon as *Celebrity Big Brother*'s finished, Craig starts rehearsals for a new comedy.
No sooner ...
- 6 Music critics expect that her new album will be released in the early spring.
Her new album ...
- 7 I'm almost sure she didn't believe it was just a coincidence.
She ...
- 8 The article gives plenty of facts and casts a new light on the issue of home-schooling.
Not only ...

5 Read the text and choose the correct answers (a–d).

I never thought that I would end up believing in ghosts. But in my family strange things have happened, and quite ¹a of us have similar stories to tell. ²I I remember most clearly is a story about my great-grandfather, who heard strange voices after the sudden death of his wife. ³My family thought this was just a symptom of depression but my great-grandfather was convinced it had been his wife speaking to him. He is said ⁴to talk back to her every night until he died himself. To be honest, I never really ⁵believe the possibility that he had actually heard his wife's voice. That is, until my mother, my cousin and my sister told me their stories. ⁶It was strange in its own way and ⁷it could be explained in any rational way. I bet you ⁸will to hear at least one of them. OK, here we go ...

- | | |
|--------------------|-------------------------|
| 1 a a little | c few |
| b a few | d little |
| 2 a Thing | c What |
| b Which | d This |
| 3 a All | c A lot |
| b Every | d The whole |
| 4 a to have talked | c that he talked |
| b to talk | d to be talking |
| 5 a thought | c entertained |
| b had | d felt |
| 6 a Every | c Any |
| b All | d Each |
| 7 a no | c none of them |
| b any of them | d all |
| 8 a are dead right | c nearly died |
| b are dying | d wouldn't be seen dead |

PRONUNCIATION

- 1** **OR T006** Listen to the following statements and find the stressed words.

- 1 I will never ever watch this film again.
- 2 I do remember reading about it.
- 3 They were so hospitable to visitors.
- 4 War correspondents there were incredibly brave.
- 5 What I really like about Julia Roberts is her smile.

- 2** **OR T006** Listen again and repeat.

READING SKILLS

- 1** Read the texts and match the people to questions 1–8.

- 1 Who implies that she/he would never want to become a journalist?
- 2 Who thinks that criticism of contemporary journalism is not always legitimate?
- 3 Who feels that journalists' duties extend beyond getting information and reporting it accurately?
- 4 Who implies he/she is a journalist himself/herself?
- 5 Who points out the difficulty in precisely defining the field of journalism?
- 6 Who holds the view that journalists are fallible?
- 7 Who appears to be the most critical of journalism among the interviewed people?
- 8 Who points to the similarity between journalism and many other professions?

SPEAKING SKILLS

- 1** You and your friends are discussing starting a school newspaper. Use the words in brackets and write what you can say if ...

- 1 you know there are some problems with other people's suggestions. (pitfalls)
- 2 you're sure something is not a good idea. (work)
- 3 you want to refer to something one of your friends said before. (point)
- 4 you want to discuss the next issue. (move)
- 5 you're sure you and your friends will solve a problem in one way or another. (round)

- 2** Choose one of the topics and prepare a three-minute presentation.

- 1 'Every country has the media it deserves.' Do you agree with this statement? Why?/Why not?
- 2 Some people believe that doing crossword puzzles and riddles develops your mind, while others consider them to be just time wasters. What are your views? Justify your opinion.

It's often claimed that without good journalism, we wouldn't have an informed public. But the question arises as to what makes good journalism today, when the public is increasingly 'informed' through more immediate, visual media, such as the Internet, satellite and cable twenty-four-hour news channels. We asked several people of different ages to tell us what their attitude towards journalism and journalists is. Here is what they had to say.

Nigel (46)

Recent events have put journalism in the spotlight and there are lessons to be learned from this. It's obvious that journalists have not been doing a very good job of educating the public about what they do and why they do it the way they do. We spend too much time talking amongst ourselves, just assuming that our motives and methodology will be generally understood and appreciated.

Barbara (20)

I think there are bad journalists, just like there are bad hair stylists and bad architects and bad funeral directors; but the overwhelming majority of journalists are out to do a good job because they believe that what they are doing is important – getting good information, reporting accurately and fairly, telling the truth. Of course, journalists make mistakes like any other professionals whose jobs entail making dozens of judgement calls and decisions every day. But the key thing is that good journalists acknowledge their mistakes and correct them.

John (17)

Last year at school I learned that journalism was the key to understanding the media and it should always show the facts in an unbiased way. I think now, with the commercialisation of television media, most journalism has been reduced to the standard of the tabloids. And journalists? You should consider a profession that you will not need to apologise for being a member of.

Paul (23)

Most of us tend to be highly critical of journalism today, especially given that the past couple of years have not been a good time for journalism ethics. There have been far too many examples of flawed reporting and bad judgement. That's all true, but we must remember one simple fact: people are always anxious to seek out the media when it works to their advantage, but quick to find fault when the press covers something they don't want to talk about.

Susan (35)

It's really easy to say what makes a good journalist. But there are grey areas when it comes to what is a journalistic situation. For example, talk show hosts of almost all kinds are not generally journalists and that is not a problem as long as they are clear about it. When some talk show hosts try to 'borrow' the credentials of journalism to make their statements carry the weight earned by years of honest reporting by real journalists, I have a problem with that.

VOCABULARY AND GRAMMAR

- 1** Match the phrasal verbs with the phrases to make common collocations. Then write your own sentences with each collocation. Add all the necessary details.

turn down come up with see through
look up look down on see off
cheer up do away with

a good suggestion a word in a dictionary
poorer relatives old possessions
at the train station a marriage proposal
his lies an upset friend

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

- | | |
|--|-------------|
| 1 Despite its attractive features, this car has been criticised for its
__ performance. | PREDICT |
| 2 Visit our website to find out about
__ requirements. | MEMBER |
| 3 When applying for the job, give
the __ number of the job ad. | REFER |
| 4 __ behaviour won't be
tolerated. | APPROPRIATE |
| 5 The government failed to provide
an __ for what had happened. | EXPLAIN |
| 6 I understand your comment, but
I can't see its __ to our topic. | RELEVANT |
| 7 Frankly, your arguments don't
sound very __. | CONVINCE |

- 3 Read the diary extract and choose the correct answers (a–d).

23/5/14

I met my old school friend, Anne Gaynor, today. I listened ¹ in amazement as she told me what she ² had done since we left school. I remember she was always very ³ interested in politics, and I remember she ⁴ was very good at languages, but I couldn't believe it when she told me she was working in Brussels for the EU. I must seem very ⁵ old to her. Oh well! Not ⁶ interested at all in such things, I didn't really understand what she said she was doing. I told her I'd prefer ⁷ to talk about her personal life!

- | | | |
|----------|---------------------|-------------------------|
| 1 | a in | c on |
| | b at | d from |
| 2 | a was doing | c used to do |
| | b did | d had been doing |
| 3 | a knows | c knowledgeable |
| | b knowing | d knew |
| 4 | a used to be | c has been |
| | b is | d would be |
| 5 | a moody | c pushy |
| | b dull | d unpredictable |
| 6 | a be | c being |
| | b to be | d been |
| 7 | a hearing | c to hear |
| | b heard | d I heard |

- 4 Read the leaflet and choose the correct answers (a-d).

How to survive away from home? Advice for first-year college students.

- + Choose your accommodation carefully. If you like peace and quiet, look for a place away from the ¹___ streets of the city centre.
 - + Think twice before deciding who to share your place with. You probably don't want to end up ²___ with your roommate because he or she doesn't help with the household chores.
 - + Learn how to manage your finances early on. It's simple – be ³___ with your money and don't ⁴___ it on unnecessary things. Always try to ⁵___ by on what you have and never be tempted to borrow money from a loan company. The interest ⁶___ is usually very high.
 - + If you decide to combine work and studies – don't expect too much. Yes, some students have even started their own companies but it can take them months just to ⁷___ even. Be realistic and remember that these are your college years and you are here not to ⁸___ a financial profit but to study and have some fun!

If you need any help, contact Office of

- | | | | | | | | | |
|----------|----------|--------------|----------|--------------|----------|---------|----------|--------|
| 1 | a | crumbling | c | bustling | | | | |
| | b | stunning | d | abundant | | | | |
| 2 | a | thrilled | c | self-pitying | | | | |
| | b | apprehensive | d | frustrated | | | | |
| 3 | a | confident | b | broke | c | careful | d | saving |
| 4 | a | bet | b | blow | c | pay | d | donate |
| 5 | a | get | b | pass | c | go | d | take |
| 6 | a | rate | b | level | c | ratio | d | worth |
| 7 | a | be | b | survive | c | go | d | break |
| 8 | a | gain | b | make | c | achieve | d | do |

SPEAKING SKILLS

- 1 What can you say in these situations? Try to sound tentative. Use the words given below.

wondering mind business interfere

- 1 Your sister wants to spend her holiday in a tent. You know that wet weather is forecast for most of the summer.
 - 2 Your best friend plans to lend a lot of money to Tom (another friend of yours). You've heard that Tom is heavily in debt.
 - 3 Your cousin wants to settle in Florida. She hasn't got any friends there.
 - 4 Martha is moving in with Joanna. You know Joanna is untidy and irresponsible.

- 2 Choose one of the topics and prepare a three-minute presentation. Use all the necessary phrases to keep the audience involved.

- 1 'The younger generation knows best.' Do you agree? Justify your opinion.
- 2 Some people believe that intelligence has more to do with a person's potential than with their abilities. Do you agree with this and how, in your opinion, can this potential be brought out?

LISTENING SKILLS

- 1 **ORT007** Listen to the radio programme about obesity. Are the statements true or false or is there no information?

- 1 In Britain obesity has recently become a much bigger problem than smoking.
- 2 By 2025 over 50 percent of teenagers in Great Britain will be seriously overweight.
- 3 The number of obese people in the UK is now twice as high as twenty years ago.
- 4 Experts are very clear as to why people's calorie requirement is much lower now than before.
- 5 Scientists believe that the sensation of hunger is genetically determined.
- 6 People's claims about how much they eat and exercise are often misjudged.
- 7 The results of the studies show that overweight people should be much more careful with what they eat than slim people.

- 2 **ORT008** Listen to the BBC Radio 4 programme and choose the correct answers (a–d).

- 1 Derek Bond was in the headlines because
 - a thousands of people have had a similar experience to his.
 - b he was the latest victim of identity theft.
 - c his case of identity theft was unusual.
 - d a lot of money has been stolen from him.
- 2 Which of the following statements is NOT true of Tom Craig?
 - a He used to work as a detective.
 - b He has access to people's credit records.
 - c He worked for Scotland Yard.
 - d He consults people on security issues.
- 3 Quite a number of people have experience of
 - a having their identity documents stolen at the airport.
 - b being accused of identity theft.
 - c having to wait for new documents for three weeks.
 - d being suspected of something they haven't done.
- 4 What, according to the experts in the studio, is true about fraudsters?
 - a They might add data to those of their victims.
 - b Most often they get hold of their victims' identity by stealing their mail.
 - c They often commit serious crimes such as murder in the name of their victims.
 - d They need to steal just one document.

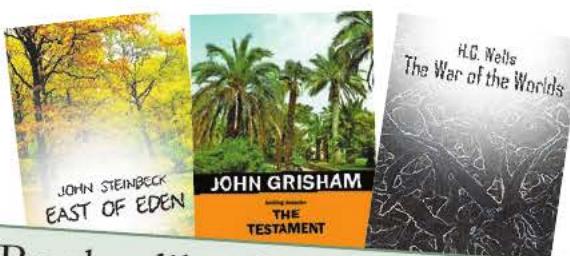
- 3 Look at the visuals and get ready to present the material and discuss:

- people's reading habits and preferences;
- the future of traditional books and newspapers.

Then answer the teacher's questions.

Teacher's questions

- 1 What information do you get from the graph, the photos, the short comments and the quote?
- 2 What kinds of books are the most popular among children, teenagers and young adults in Russia?
- 3 What role does reading play in people's lives?
- 4 Why are alternative forms of reading gaining more and more popularity?
- 5 In your opinion, how will reading habits change in the near future?



'Books, like friends, should be few and well chosen.' *Samuel Paterson*

Are traditional books and newspapers dying?

HAVE YOUR SAY

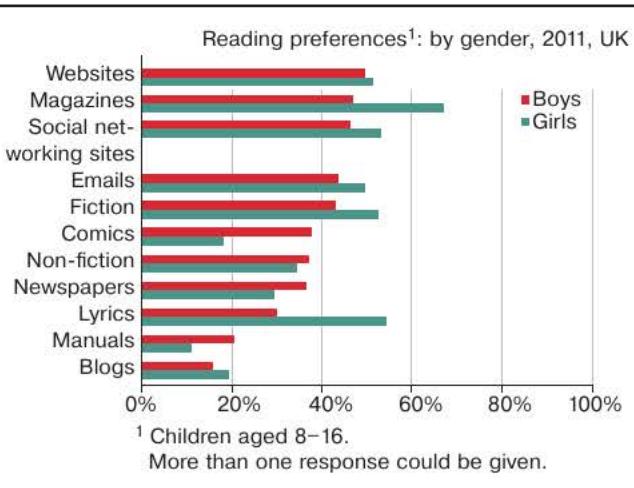
Well, just answer these simple questions for yourself. How much time do you spend each day reading newspapers? And how much time do you read on-line?

Tim Brown, UK

Why should they be? Because of the influence of the Internet? It is just a big library. Of a different kind.

T K Serghides, USA

[Read all comments](#)



DIALOGUE OF CULTURES 1

SUMMER – MAGIC AND MADNESS

Glossary risk life and limb steep slope date back to sprained ankle venue launch
flyer be renowned for overwhelming fire up cracked rib
scrapes and bruises live up to put sb off stick to all walks of life
get caught up in the buzz

Cheese Rolling

Full title: The Cooper's Hill Cheese Rolling and Wake.

What: One of the strangest and most spectacular of all Britain's weird and wonderful traditions. People risk life and limb in a 200-yard race down a steep slope, trying to catch a seven-pound, round Double Gloucester cheese!

When: every year on Spring Bank Holiday Monday.

Where: on Cooper's Hill near Gloucester, England.

Origins: The tradition is at least 200 years old, but may date back to an ancient pagan ritual at the return of Spring.

Key facts

- There are five downhill and four uphill races.
- 3–4000 spectators from far and wide attend the event.
- Competitors rarely catch the cheese since it reaches speeds of up to 70 mph.
- Paramedics attend the event since there are usually a number of injuries, ranging from sprained ankles to broken bones.

IN A NUTSHELL:

'It was madness. Cheese was won, shoes were lost, people were knocked out – but no deaths. What more could you want?!"



Double Gloucester cheese winner!



Follow that cheese!



Fringe street performers

The Fringe

Full title: Edinburgh Festival Fringe.

What: The biggest arts festival in the world. Especially numerous are theatre and comedy performances.

When: every year in the month of August.

Where: anywhere there's a space to perform in Edinburgh, Scotland.

Origins: When the Edinburgh International Festival was launched in 1947, its main focus was on classical music. Eight British theatre companies decided to put on their own, more alternative work. The Fringe was born.

Key facts

- Nearly 1.94 m tickets sold for Fringe 2013, which was a new record after 2011.
- Fringe 2013 hosted more than 45,000 performances and 2,871 shows including 1,500 world premieres; about 40 different countries represented.
- Renowned for staging shows in unusual venues, such as a Ford Escort, a public toilet or a lift.
- Many popular entertainers like Hugh Grant and Jude Law launched their careers there.

IN A NUTSHELL:

'If you wanted to see every performance, one after the other, it would take over four years!'



The Fringe hits the Royal Mile, Edinburgh

Glastonbury

The Pyramid stage at Glastonbury



Full title: The Glastonbury Festival of Contemporary Performing Arts.

What: The biggest outdoor music and performing arts festival, famous for the large amount of its stages, sea of tents and mass of humanity in search of an 'alternative' experience.

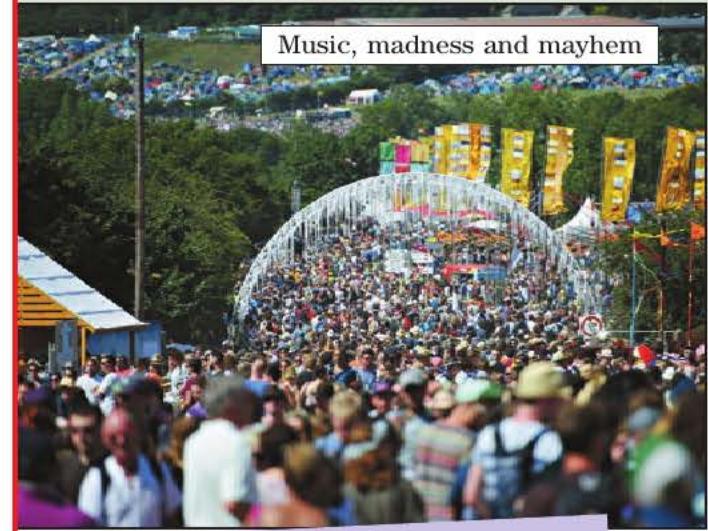
When: several days at the end of June.

Where: on Michael Eavis's farm in Somerset, England.

Origins: First held in 1970 in reaction to other over-commercialised music festivals.

Key facts

- Up to 60 officially listed stages.
- Up to 300 bands participating, Pyramid Stage headlined by the Arctic Monkeys and The Rolling Stones at Glastonbury 2013.
- 135,000 tickets issued.
- Tickets for Glastonbury 2014 cost £210 sold out on October 6, 2013, in record time of 1 h 27 min.
- Thousands of visitors join anti-war, social and ecological campaigns (held by Greenpeace, WaterAid etc) at the Meeting Point, huge sums of money are raised for charities.



Music, madness and mayhem

IN A NUTSHELL:

'Come rain or shine, Glastonbury is undoubtedly the place to spend the best time of your life!'

1 In pairs, look at the map and photos and answer the questions.

- 1 What do you know about these events? What happens there?
- 2 What sort of people might
 - perform or take part in each event?
 - attend as spectators?
- 2 Read the factfiles. Which event would you most and which least like to go to?

3 Listen to extracts 1–3 and match them to the correct event. What sounds, words and phrases helped you decide?

The Fringe Glastonbury The cheese rolling race

4 Look at the phrases below. At which event(s) might you experience these things? Discuss in pairs.

win a prize perform in the streets get very muddy
launch your career get knocked out queue up for the loo
sprain your ankle hire a venue put up a tent need a paramedic

5 Listen to three interviews. Are these statements true or false?

- 1 A complete stranger did something James did not expect.
- 2 He advises the first-timers to play an active part.
- 3 Rachel was disappointed that she hadn't won the race.
- 4 She advises people not to take part without the right clothing.
- 5 Harriet plays one of the three witches in a production of *Macbeth*.
- 6 The street performers wear weird costumes to attract people to their shows.

6 **Crossing Cultures.** Discuss the questions in small groups.

- What unusual or popular festivals and events are there in your country? Describe them. (what/when/what happens/what sort of people attend them/your own experience of attending or participating in them)
- Which do you think are the most interesting? Why?
- What advice would you give people who go there?

DIALOGUE OF CULTURES 2

THINGS YOU'VE ALWAYS WANTED TO KNOW ...

Glossary

to instate in (their) own right anglicised to imply to date from
to merge with respectively be broke to derive from stout to commission
to inscribe copper button to trace back to Auld Lang Syne dock builders
to rhyme with be broke be puzzled mixer taps plumbing knights sword
prohibitive



WHY...

- 1 do the British drive on the left?
- 2 are the Yeoman Warders at the Tower of London usually known as Beefeaters?
- 3 is the British currency called the 'pound sterling'?
- 4 is the famous London landmark called Big Ben?
- 5 is the British flag known as the Union Jack?
- 6 are New Year celebrations in Scotland called Hogmanay?
- 7 is the day after Christmas known as Boxing Day?
- 8 do the British use the slang word 'bread' for money?
- 9 are policemen known as 'cops'?
- 10 do many British bathrooms have separate hot and cold taps instead of one mixer tap?



FACTFILE

A The Yeomen Warders, popularly known as **Beefeaters**, were instated by King Henry VII as his bodyguards in 1485. Nowadays they act as tour guides at the Tower of London, where they are a tourist attraction in their own right. The word *Beefeater* is probably an anglicised version of *buffetier*, the French term for the guard of the king's food in the Middle Ages – which might imply that Yeoman Warders ate very well!

B The **Union Jack** dates from 1801, when Ireland was merged with Great Britain to form the United Kingdom of Great Britain and Ireland (now only Northern Ireland). The original flag combined the red cross of Saint George for England and Wales with the Saint Andrew white diagonal cross on a blue background for Scotland. The new design added the red diagonal cross of St Patrick. The name **Union Jack** dates from the early 1700s and is probably derived from its use as a 'jack' flag at the front of British ships.

C The name **Big Ben** refers to the bell in the tower at the Houses of Parliament, not to the tower or large clock itself. There are two theories about its name. The first is that it was taken from the nickname of a champion heavyweight boxer of the time, Ben Caunt. The second, and more probable, explanation is that it was named after the rather stout Welshman, Sir Benjamin Hall, who commissioned the bell and whose name was inscribed on it.



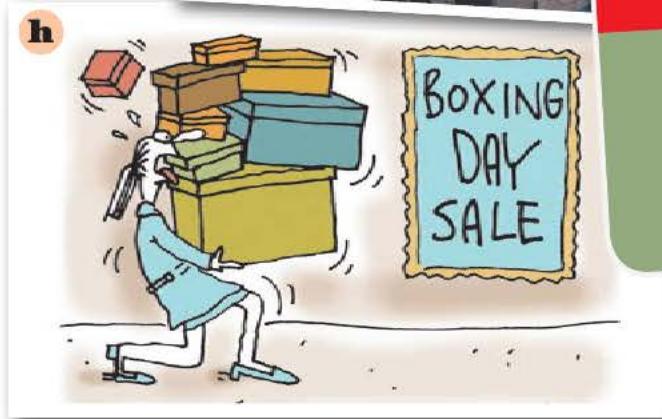
d



f



g



h

D The term **cop** could refer to the copper buttons on the uniforms of the first policemen in London or it might be an acronym for 'Constable on Patrol'. However, the most likely explanation is that around the year 1700, the slang verb **cop** entered the English language, meaning 'catch or capture'. By the mid 19th century, the -er suffix had been added and a policeman became a **copper**, a man who catches criminals.

E The word **pound** as a unit of English money was first recorded around 975 when the value of coins was calculated by their weight. The term **pound sterling** can be traced back to the time of King Henry II in the 12th century. The derivation of the word **sterling** is almost certainly from **easterling** silver, which was used to make coins at the time and came from Easterling in Germany.

1 Read questions 1–10 and match them to the photos and cartoons. Two questions have no match. Can you guess the answers to the questions? Discuss in pairs.

2 Read answers A–E to five of the questions and answer questions 1–3 below.

1 Which questions were answered?

2 Were your predictions correct?

3 Did anything surprise you? Why/why not?

3 Check the words and phrases below in a dictionary. Which would you expect to hear in an answer to each of the five remaining **why** questions? Give reasons.

alms boxes lance eavesdroppers pressure code
Gaelic underworld mains supply jousting knights water tank

4 DCT003 Listen and check your answers to Exercise 3. Were your guesses correct?

5 **Crossing Cultures.** Work in groups. What might visitors to your country find surprising?

Think about

- unusual names for holidays or festivities that you have and their origins
- places, buildings or monuments that have nicknames; what they are and how the nickname originated
- unusual slang expressions you have in your language and what they mean
- everyday customs or traditions and how they originated
- your ideas

DIALOGUE OF CULTURES 3

THE FIRE OF DANCE

Glossary folk dance Scottish dance Irish dance morris dance
clogging square dance country dance maypole
Spring Bank Holiday crossed baldrics pads of bells
pagan festival village green Fool Cake-Bearer



- 1 Look at the photos and discuss in groups what event the people may be taking part in.
- 2 Read the text and say which elements of the dance described are rooted in pagan traditions and which are influenced by modern times?
- 3 Give examples of famous folk dance around the world and explain how other cultures can be understood through the language of dance.
- 4 Work in pairs. Do you know these kinds of dance? Take turns to express your knowledge or guess about the country of its origin.

tap dancing waltz flamenco foxtrot samba tango twist
swing jazz

Morris Dance

There are several types of folk dance, a variety of dances developed by groups or communities, as opposed to being made up by a choreographer. They include: clogging, English country dance, Scottish dance, Irish dance, international folk dance, Maypole dance, Nordic polka dance, square dance, and many more. Folk dances are often performed at social events. The morris dance is one of the most widely known forms of traditional English folk dance.

If you happen to be in England in springtime, you may enjoy a celebration of a very colourful old festival. It used to be a pagan festival when people danced and sang and asked the gods to give them a good year. Today the festival celebrates the beginning of summer and takes place around Spring Bank Holiday, the first Monday in May, when most people don't go to work and there's no school.

Morris dancers are easily recognized: they are usually male, they dress in white (or at least in a white shirt), with crossed baldrics or rosettes and ribbons and, most importantly, with pads of bells strapped under their shins, which ring loudly when they move. They wave white handkerchiefs or clash short sticks together as they dance to the sound of a fiddle or melodeon. There is also a 'Fool', or clown, to entertain the crowd and a 'Cake-Bearer', who carries a whole fruitcake impaled on a sword. Pieces of this cake, which are considered lucky, are presented to members of the audience if they give a donation.

The real explosion of interest to morris dance came with the postwar folk revival in 1960s, and there are still several hundred morris-dance clubs in Britain.

- 5 ©DC T004 Listen and match speakers 1–5 with statements a–f. Watch out! One statement is extra.

This speaker

- a believes that anyone can dance a modern dance.
- b describes the origin of the national folk dance of America.
- c shares the opinion that dancing is good for your health.
- d speaks about the history of ballroom dancing.
- e describes the performance of a local dance.
- f speaks of the type of dancing which originated in Italy, but later flourished in France.



6 Read the Factfile and answer the questions.

- 1 What does the lion dance symbolize?
- 2 What dance was born in the streets of New York? What clothes are these street dancers usually dressed in?
- 3 Which kinds of dance depend upon improvisation?
- 4 Is there any difference between folk dance and country dance?
- 5 What are the integral parts of the art of flamenco?

7 **Internet project work:** ‘**May I Have This Dance?**’ Find some information about dances as a part of different cultures of the world. Prepare a presentation about one of them or get ready to speak about the Benefits of Dance. This site may help you: <http://library.thinkquest.org/TQ0313103/>.

8 Read the list of careers one can follow in the world of dance. What can people in these jobs do?

dancer dance instructor choreographer dance therapist
fitness trainer make-up artist costume designer studio designer
lighting crew artistic administrator



9 Crossing Cultures. In groups, discuss questions 1–3.

- 1 How do such traditional dances as Barynya, Tsyganochka, Kamarinskaya or Yablochko represent Russian national character?
- 2 Have you ever danced any of them yourself? If yes, describe the event when it happened and what you felt while dancing. If no, would you like to try any traditional dance? Why/why not?
- 3 Which traditional dance of the people in your country would you choose to perform with foreign visitors to your school? What would you need to explain to the Western audience about this dance and the way to dance it?

FACTFILE: Traditional dance styles

The **lion dance** is an important tradition in Asia, especially in China. Lion dancing experts say the Chinese people regard the lion as a symbol of bravery and peace, and the loud banging music and firecrackers are meant to scare away evil.

‘**Break dancing**’ has to do with the breaks in music. The movements go along with the breaks. It became very popular on the New York Street Scene. Break dancing comes somewhat from the Lindy Hop and the Charleston. Many moves come from Kung Fu and some are even from ballet. Break dancers usually wear baggy pants, T-shirts and a hat tilted sideways.

Hip-hop is a dance style, usually danced to hip-hop music, that evolved from the hip-hop culture. Hip-hop includes various moves such as breaking, popping, locking and krumping, and even house dance. Improvisation and personal interpretation are essential to hip-hop dancing.

Country and western dance includes several dance forms, usually danced to country-western music. If you have ever been to a country and western club or tavern, you’ve probably seen a few cowboy boot-wearing dancers twirling around the dance floor with big smiles on their faces.

Flamenco dance is an expressive dance form that mixes percussive footwork with intricate hand, arm and body movements. Flamenco is a Spanish art consisting of three forms: *Cante*, the song, *Baile*, the dance, and *Guitarra*, guitar playing.



DIALOGUE OF CULTURES 4

AMERICAN CHARACTER

Glossary melting pot salad bowl descendants life expectancy mainstream culture subculture job-oriented culture business-oriented culture slacking avoid red tape show stamina the Mayflower pioneers frontier spirit

- 1 Read the Factfile. What two idioms describe the USA as a country where people with different ethnical, religious and other backgrounds live together? In groups, discuss what concepts these idioms reflect: cultural assimilation or cultural pluralism? Why do you think there's been a transition of concepts in the 21st century?

FACTFILE: US – MELTING POT or SALAD BOWL?

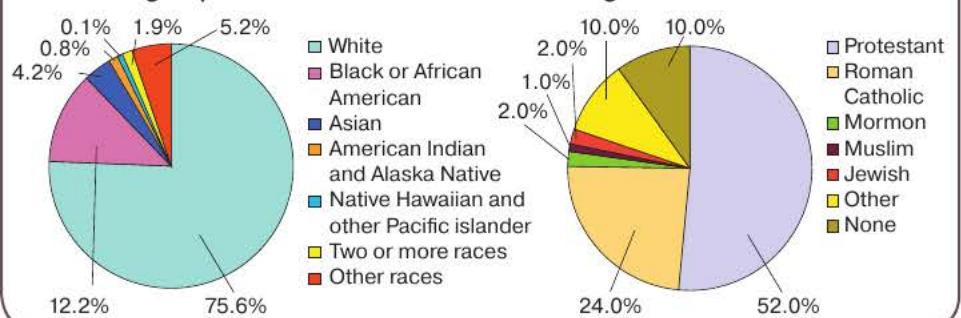
Immigration and diversity history

- 1.5 m native American Indians
1492 Columbus arrived, and more Europeans arrived for the next 200 years
1619 Africans arrived as slaves
1779 Independence from Great Britain
1847 Irish arrived due to Potato Blight (39 m descendants today)
1880 Jewish arrived (6.5 m today)
1865 Slaves made illegal
1963 Martin Luther King's historic speech 'I have a dream'

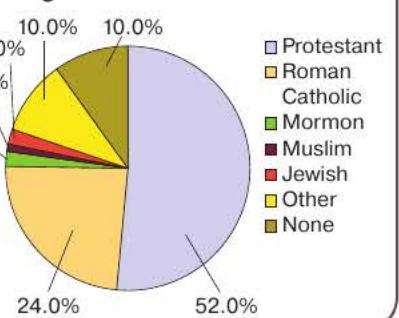
Current US population 298,444,215

Life expectancy ♂ 74.89 yrs ♀ 80.67 yrs

Ethnic groups



Religion breakdown



- 2 Use the pie charts to speak about the current diversity of the US.

- 3 Work with a partner. Study some observations made by visitors to the USA. For each point decide whether the same habits and ways are practiced in Russia.

American habits and lifestyle

- Americans love to spend time outdoors. People can play tennis, basketball or jog for recreation, walk in parks, do the gardening or hike.
- The national holiday, or the Independence Day of the USA, is celebrated on the Fourth of July. Since the weather is usually good, people tend to organize outdoor activities, such as parades, sporting events, picnics and, in the evening, fireworks displays.
- American 'small talk' is usually about sport.
- Americans hate queuing. If there is a line, an American will most likely leave and come another time.
- Most of the young people in America tend to move out of their parents' home as soon as they finish high school.
- It is not customary in America to drop into a friend's house because you are passing by. You are supposed to respect other people's privacy.
- Even if not shopping for anything, Americans enjoy looking at all options.
- When asked what they prefer to do Americans reply with a question 'What are my choices?'
- Americans don't like to waste time, they believe that 'Time is money'.
- Americans are socially active. Almost every city and town in the US has its social organizations that sponsor fund-raising activities, such as concerts, dinners, festivals to raise money for hospitals, schools and other charitable causes. One state – Tennessee – is nicknamed The Volunteer State.

- 4 Work in pairs. Look at the three car number plates. Which states in the US their owners come from? Consult a map of the USA and say in what part of the country they are located. Why do you think some Americans like to use nicknames of the states they live in on their car number plates? Do drivers do it in Russia?



- 5 Listen to the recording and answer the questions.

- 1 What makes the girl talk about her university with pride?
- 2 What tradition distinguishes this university from others?

- 6 Skim-read the text 'Understanding the American character' and decide which paragraphs the following titles suit best.

- a America is a country with a very diverse population.
- b American mainstream culture is largely a business-oriented culture.
- c US national character is rooted in American history.
- d American self-confidence has acquired a reputation of a national cultural trait.

- 7 Read the text again and discuss the questions.

- 1 What qualities of character are important in a business-oriented culture?
- 2 What is the dominant trait of US nation-state culture?
- 3 What is the 'frontier spirit'? How did it influence the American character?
- 4 Why can some nation-state traits possess negative aspects?

8 Crossing Cultures. In groups, discuss:

- May some aspects of American behaviour that are not customary for Russian citizens lead to embarrassing situations? Why/why not?
- What rules of mainstream American business culture can be difficult for Russian employees to follow? Give your arguments.
- What traditional proverbs may describe the strengths and weaknesses of Russian national character? Make a list of them and, if possible, find their English equivalents.
- Which features of Russian character may seem alien to Americans?



Liberty Bell in Philadelphia



Understanding the American Character

It is often said that there is no American culture. It is better defined as a collection of subcultures, which is to a great extent true. The USA, indeed, has historically developed as a nation of immigrants and in its essence is a 'melting pot'.

But, on the other hand, there is an American mainstream culture. It is connected with the attitude of Americans to work. Americans work hard and tend to see things in terms of their potential for making money. In this job-oriented culture you need to observe certain rules: you must be punctual, well dressed, tidy, energetic, focused, work hard, not time-wasting or slacking, take short holidays, be sensible in avoiding red tape, learn English, show stamina and listen to the boss.

Looking deeper, however, the underlying national historical culture of America is not that obvious. It has been evolving since independence in 1776, with its earlier roots visible in the struggle of the Mayflower pioneers, the Indian and Mexican wars, the Louisiana Purchase, and the eventual conquest of a vast continent in an incredibly short span of time.

At base the US nation-state culture is clear: it is young, successful, rich and powerful. This solid foundation gives the American people a dominant trait – confidence. Starting with Mayflower landing in 1620 and leading to the establishment of 13 colonies on the eastern seaboard, the psychology of the original settlers in the American continent has often been described as 'the frontier spirit'. Their journey in search of freedom of activity and belief was long and hazardous, but after great hardships they succeeded.

Many of the traits of the American character originate in the frontier spirit. As there was nobody for the first settlers to rely on, they had to develop stamina. At large, they had to be individualists ('I can only rely upon myself and my horses'). Most Americans nowadays continue to believe that nothing is impossible in the United States, particularly in regard to personal advancement.

But while confidence, boldness and firm decision-making are great qualities to have in business, they are not always unarguable in complex situations of present day world trade and politics. Unfortunately, the USA has been slow in her chance to learn and absorb strengths and skills demonstrated by energetic Asian, South American, European and Russian cultures. American unwillingness to study local cultures in depth is described by experts as a major weakness in the furtherance of American initiatives elsewhere in the world.



ЕГЭ. Раздел 1. Аудированиe

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1

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 Discussion forum gives time to think and respond.
- 2 Discussion forum enables students to cite research.
- 3 Discussion forum develops students' intellectual skills.
- 4 Discussion forum develops stronger class community.
- 5 Discussion forum is an important part of online education.
- 6 Discussion forum gives students flexibility and convenience.
- 7 Discussion forum is stress-free for all students.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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 положительного, ни отрицательного ответа (**3 – Not stated**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Alice watched a TV programme about teenagers preferring junk food.
1) True 2) False 3) Not stated
- B** Alice is a vegetarian.
1) True 2) False 3) Not stated
- C** Kevin finds little difference between fast food and homemade food.
1) True 2) False 3) Not stated
- D** Kevin's sister likes McDonald's.
1) True 2) False 3) Not stated
- E** There are few vegetarians in Britain.
1) True 2) False 3) Not stated
- F** Kevin's mother prefers convenience food.
1) True 2) False 3) Not stated
- G** Alice invites Kevin to try homemade Italian pizza.
1) True 2) False 3) Not stated

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях **3–9** запишите в поле ответа цифру **1**, **2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3 Tom Smith considered web design as a career option because he thought ...

- 1) he was not really good at skateboarding.
- 2) he would not make money as a skateboarder.
- 3) skateboarding required too much money.

Ответ:

4 He had problems with his teachers at school because ...

- 1) he made too many mistakes in his homework.
- 2) he was late for his Monday and Friday classes.
- 3) he took part in sports events during school time.

Ответ:

5 He did not make many friends at school because ...

- 1) they failed to share his long lasting interest in skateboarding.
- 2) they thought skateboarding was too difficult.
- 3) he thought he was better at sports than his friends.

Ответ:

6 There is no rivalry in competition against friends because ...

- 1) their attitude to competition is not serious.
- 2) there are no objective criteria of scoring.
- 3) they all show the best results possible.

Ответ:

7 From the low moments in his career he learnt that ...

- 1) there is nothing more important than skateboarding.
- 2) nothing should be believed to never change.
- 3) one should never give up what one loves.

Ответ:

8 He gave up violin because ...

- 1) he was not good at it.
- 2) he enjoyed skateboarding more.
- 3) he had to choose what he was best at.

Ответ:

9 His message to the students is ...

- 1) believe your heart and follow it.
- 2) do what others say you should.
- 3) believe people with experience.

Ответ:

По окончании выполнения заданий **1–9** не забудьте перенести **свои ответы в бланк ответов № 1!** Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях **1** и **2** цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.



ЕГЭ. Раздел 2. Чтение

10

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 The book of giants | 5 "Green books" |
| 2 Caring for rare books | 6 Hunting for books |
| 3 Teaching and entertaining | 7 What's in a name? |
| 4 How a book can really change your life | 8 An easy choice |
- A** Publisher Steven Darsley claims to have printed the most environmentally conscious series of books in the world. He has done it by using vegetable inks and 100% recycled paper. The books are printed on paper certified by the Forest Stewardship Council, ensuring a tree is planted for each one used. The first four titles include a guide to organic gardening and a children's encyclopedia on the environment.
- B** *The Extraordinary Life of Anna Swan* by Anne Renaud briefly tells the story of the tallest woman of the 19th century – she stood just under eight feet tall (2.27 metres) – and her tall husband, Martin Van Buren Bates, who was somewhat shorter. The book seems to be intended for teenage readers – the vocabulary in the back suggests this – but it is suitable for anyone who wishes to know something of Anna Swan.
- C** What makes a book rare and valuable? The rarest books in the world are highly sought after by collectors because they're associated with a particular author or a major historical event, or simply because they're incredibly old. Some books become rare not because of the content of the book itself, but because a famous person owned it. Some collectors have been lucky to find rare books at a yard sale for \$1.
- D** "Whichbook" is a website for those who love to read. Sometimes it is difficult to find a new and exciting book to read. The website enables millions of combinations of factors and then suggests books which most closely match your needs. You may choose "Happy" or "Sad", "Serious" or "Funny", "Expected" or "Unusual", and a list of books will appear. You may also read short reviews of these books.
- E** The enemies of paper are moisture, heat and time. All paper degrades eventually – in fact, some of it is made with acids that cause the paper to literally disintegrate. Even the finest paper can be damaged by water. Light, especially sunlight, causes serious ink fading. For that reason, very rare books are not often displayed in public, and when they are, the temperature and humidity are carefully controlled.
- F** Scholars will argue over the definition of the word "book". Must it consist of multiple pages bound to a cover and spine, like a modern book, or might a scroll or a series of etched tablets be called "a book"? There isn't really a right or wrong answer to this question. Perhaps a more practical approach would be to consider the length of the volume in question, since most would consider a book to be of more substantial length than, for example, a proclamation or a letter.
- G** Many people have claimed that reading a special book has transformed their life, but now scientists have discovered that enjoying a novel can make a real change in the brain, too. US researchers used scanners to identify brain networks associated with reading stories and found that changes in the brain stay for a few days after reading a powerful work of fiction. Brain function improves for days after reading a novel!

A | B | C | D | E | F | G

11

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.

A long voyage

Jose Pereira, found off the Marshall Islands, says he set out from Mexico, 8,000 miles away, and survived on turtles and fish. A man whose boat washed up on a remote Pacific atoll this week claims he survived 16 months adrift in the Pacific, **A** _____ from Mexico.

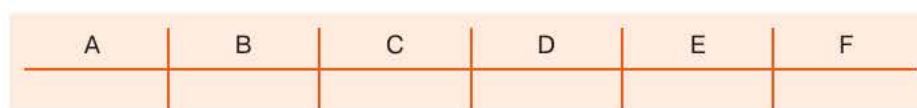
"His condition isn't good, but he's getting better," said Jack Williamson, an American anthropology student **B** _____, the southernmost outpost of the Marshall Islands. "The boat is really scratched up and looks like it **C** _____."

Williamson said the man claimed he left Mexico for El Salvador in September 2012. Details of his survival were sketchy, Williamson added, as the man spoke only Spanish, but he said his name was Jose Pereira. Pereira indicated to Williamson that he survived by eating turtles, birds and fish and drinking rain water. No fishing gear was on the boat, and Pereira explained he **D** _____ with his bare hands.

The Marshall islanders **E** _____ to the main island on the atoll. The atoll is so remote that there is only one phone line, at the local council house, and no Internet. Pereira was brought to the mayor, Clyde de Crum, **F** _____ of foreign affairs in Majuro, the Marshall Islands capital.

Officials at the ministry said on Friday they were waiting to get more details when Pereira would be brought to Majuro.

- 1** doing his research on Ebon
- 2** caught turtles and small birds
- 3** who found Pereira took him
- 4** suffered from cold and shock
- 5** floating more than 8,000 miles
- 6** who made a call to the ministry
- 7** has been in the water for a long time



Прочтайте текст и выполните задания **12–18**. В каждом задании запишите в поле ответа цифру **1**, **2**, **3** или **4**, соответствующую выбранному Вами варианту ответа.

Workaholics: to work or not to work?

Many people confuse hard-working people with workaholics. Workaholism means that you value work over any other activity, even when it negatively affects your health and family, as well as the quality of your work. On the other hand, there are many people who put in long hours, but still give back to their loved ones and enjoy outside activities when they have free time. These people are hard workers, *not* workaholics. There is a very serious distinction between the two.

When work becomes all consuming and joyless – that is, you go well beyond what's necessary and have no other interests or activities – it becomes a negative addiction. Their work addiction is a recurring obsession, and typically joyless.

These days too many people are being labelled (or labelling themselves) “workaholics” just for putting in a few extra hours per week. The truth is that in this poor economy, many of these people are working extra hard just to keep their jobs. *Real* workaholics have few (if any) outside interests. They let their family lives fall apart. They often have health problems and suffer from depression and deep insecurities. Like any addiction, they repeat destructive behaviors despite knowing that they're destructive. Many would like to stop, but find it difficult or impossible to do so.

There are key differences between hard workers and workaholics. If hard workers think of work as a required and (at times) pleasurable obligation, workaholics see it as a way to distance themselves from unwanted feelings and relationships. Family and friends are important to hard workers, whereas workaholics believe that work is more important than anything else in their lives. Hard workers can take breaks from work while workaholics can't because they think about work regardless of what they're doing or who they're with.

The difference between hard workers and workaholics may more correctly be understood when we look at that person's motivation to work. The researchers found that people work hard for different reasons. Hard work could be looked upon favourably as it brings financial rewards, or enjoyment. It can also be looked upon by someone as giving good opportunities to lead an active social life. However true workaholics work just for work's sake.

There are also people who work hard simply because they love what they do. Barbara Woods is Executive Director of Casa Palmera, an organisation providing psychological and medical help to men, women and their family members suffering from addictions and behavioral health disorders in San Diego. After an injury, Barbara's friends suggested she take time off to heal. Her response: “I thought about it, but I just love my job. I can't wait to get to work. I know I work long hours and people think I'm a workaholic, but I get such joy out of my work. I feel like I'm doing something important.” While it's true that Barbara works up to 80 hours a week, she's also engaged with her sons, has many friends and is happy and healthy, so she is likely not a workaholic. Barbara simply is one of those fortunate people who work hard because they truly love their job.

The evidence is clear that being a workaholic leads to serious physical problems. Don't risk your life for your job! The key is to understand that sometimes an obsession with your job performance is *more* than normal hard work. It's a real – and dangerous – addiction.

12 Hard-working people are different from workaholics because they ...

- 1) care about the quality of their work.
- 2) have more free time.
- 3) never work on weekends.
- 4) have life outside work.

Ответ:

13 Work becomes a negative addiction when ...

- 1) it is compulsory and boring.
- 2) it takes all the time and gives no pleasure.
- 3) there is nothing else to do.
- 4) it takes place at regular intervals.

Ответ: **14** It is wrong to label someone a workaholic if ...

- 1) one works long hours not to lose one's job.
- 2) one breaks up with the family.
- 3) one feels insecure about the family.
- 4) one suffers from health problems.

Ответ: **15** Workaholics are motivated to work because ...

- 1) it gives them financial security.
- 2) it allows them to be socially active.
- 3) it brings joy and pleasure.
- 4) there is nothing else in their lives.

Ответ: **16** To distinguish between workaholics and hard workers the criterion not mentioned is ...

- 1) priority of work.
- 2) time spent on work.
- 3) pleasure derived from work.
- 4) family's attitude.

Ответ: **17** Barbara Woods cannot be considered a workaholic because ...

- 1) she herself helps people suffering from addictions.
- 2) she works only 80 hours a week.
- 3) her important work gives her joy.
- 4) her family and friends are happy and healthy.

Ответ: **18** The author addresses the readers with the advice ...

- 1) to consult a physician.
- 2) to change a job.
- 3) to work harder.
- 4) to be self-critical.

Ответ:

По окончании выполнения заданий **10–18 не забудьте перенести свои ответы в бланк ответов № 1!** Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях **10** и **11** цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

ЕГЭ. Раздел 3. Грамматика и лексика



Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **19–25**, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствуетциальному заданию из группы **19–25**.

An ideal marriage

Mr and Mrs Williams were married for forty years. They
19 _____ as the ideal couple.

KNOW

There was never a dispute or harsh word between
20 _____.

THEY

21 When people asked Mr Williams how they _____ it, he explained: "Why, it's a very simple arrangement. In the morning she does what she wants. In the afternoon I do what she wants."

DO

What do you know about zoos?

Have you ever been to a zoo? People of all ages enjoy
22 _____ the zoo.

VISIT

A zoo is a place where animals live and are shown to visitors. Zoos range in size and in the types of animals displayed. Some feature animals native to a particular region. Others bring in animals from all over the world.

23 Today zoos try to create exhibits that are _____ for the animals and more interesting for the visitors.

GOOD

Surroundings look as much as possible like natural habitats. Some zoos have a special area where _____ can pet animals and learn about farm life.

CHILD

25 Most zoos _____ in or near large cities. Some of the world's best-known zoos include the Bronx Zoo in New York City, London Zoo in England and Prague Zoo in the Czech Republic.

LOCATE

Прочтите приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **26–31**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствуетциальному заданию из группы **26–31**.

Chinese New Year in London

Chinese New Year is held each year between 21 January and 20 February. The exact date of Chinese New Year is based on astronomical observations of the sun's longitude 26 and moon phases. Chinese New Year marks the _____ of a new year and a new agricultural season.

BEGIN

27 It is considered a time for loved ones to _____ and take part in traditions designed to bring good fortune for the next twelve months.

UNITE

28 The largest _____ outside Asia takes place in London.

CELEBRATE

- 29** There is usually a _____ New Year's Parade that passes along Charing Cross Road and Shaftesbury Avenue before reaching Chinatown. COLOUR
- 30** An official opening ceremony at midday in Trafalgar Square is followed by various performances. _____ ART come from China especially for the occasion.
- 31** _____ can see acrobatics, traditional dance, theatre and song recitals. LONDON

Прочтите текст с пропусками, обозначенными номерами **32–38**. Эти номера соответствуют заданиям **32–38**, в которых представлены возможные варианты ответов. Обведите номер выбранного Вами варианта ответа.

Should physical education be mandatory in British schools?

Every year from grades one to eight physical education was a mandatory class in my school. **32** _____ I liked playing kickball or soccer, I didn't get anything out of it. Most of the kids just stood around in a group and talked to each other the whole time. Those who did play were children who are growing up to play sports as a job or for the scholarships. I belonged to neither of these groups because I wanted to **33** _____ and have fun. I didn't because I was not good **34** _____ sports.

I understand that daily exercise that **35** _____ health and begins in early childhood makes sense and is easier than trying to start an exercise program later in life, perhaps as a senior. However, making the class mandatory would work only if the kids have the ambition to play and **36** _____ sports and games. The main reason most students dislike gym class is because they are not **37** _____ in what they are doing. Different people like different music. Similarly, I believe there is also a type of physical activity for everyone – but physical education classes do not **38** _____ this variety.

- | | | | | | |
|-----------|----------------|---------------|--------------|---------------|-----------------------------|
| 32 | 1) Therefore | 2) Although | 3) However | 4) Whether | Ответ: <input type="text"/> |
| 33 | 1) participate | 2) contribute | 3) involve | 4) support | Ответ: <input type="text"/> |
| 34 | 1) in | 2) on | 3) with | 4) at | Ответ: <input type="text"/> |
| 35 | 1) increases | 2) improves | 3) advances | 4) develops | Ответ: <input type="text"/> |
| 36 | 1) please | 2) amuse | 3) enjoy | 4) entertain | Ответ: <input type="text"/> |
| 37 | 1) attracted | 2) interested | 3) concerned | 4) fascinated | Ответ: <input type="text"/> |
| 38 | 1) propose | 2) advise | 3) offer | 4) suggest | Ответ: <input type="text"/> |

По окончании выполнения заданий **19–38** не забудьте перенести свои ответы в бланк ответов № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях **19–31** цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

ЕГЭ. Раздел 4. Письмо

Для ответов на задания **39** и **40** используйте бланк ответов № 2. Черновые пометки могут делаться прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий **39** и **40** 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 (**39**, **40**), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

39 You have received a letter from your English-speaking pen-friend Clare who writes:

...The finals are closer and closer. All our exams are written. What about your exams – are there any oral exams? Which would you prefer – an oral or a written exam, and why? What exams are you going to take and which do you find the most difficult?

Last weekend I went on a bus tour to London with my class ...

Write a letter to Clare.

In your letter

- answer her questions
- ask 3 questions about her trip to London

Write 100–140 words.

Remember the rules of letter writing.

40 Comment on the following statement.

Too much parents' love can spoil.

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. Раздел 5. Устная часть

- 1 Task 1. Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Why exercise is good for you

Do you want to feel better, have more energy and perhaps even live longer? Exercising is one of the most important ways to keep your body healthy. When you exercise, you strengthen your bones, muscles and heart. You also burn off excess fat and improve your mood.

Exercise can help prevent excess weight gain. People gain weight because they take in more calories through eating and drinking than they burn off through exercise. When you engage in physical activity, you burn calories.

Today, many kids don't get enough exercise. In fact, the average kid spends about three hours each day watching television and another two and a half hours sitting down, often playing video games or surfing the Internet. If you can't do an actual workout regularly, get more active throughout the day in simple ways — by taking the stairs instead of the elevator, for example. Playing soccer, jogging or dancing — everyone can find a workout that is fun for them.

- 2 Task 2. Study the advertisement.

You are considering visiting the city and now you are calling to find out more information. In 1.5 minutes you are to ask **five** questions to find out the following:

- 1) dates for departures
- 2) hotel facilities
- 3) if breakfast is included
- 4) number of city tours
- 5) discounts

Marvelous holiday in the heart of Europe!

4 days in Budapest, hotel, guided tours



from
£249

3 Task 3. Imagine that while travelling during your holidays you took some photos. Choose one photo to present to your friend. You have one minute to think it over.



You will have to start speaking in 2 minutes and will speak for not more than 2 minutes. In your talk remember to speak about:

- when you took the photo
 - what/who is in the photo
 - what is happening
 - why you took the photo
 - why you decided to show the picture to your friend
- You have to talk continuously.

4 Task 4. Study the two photographs. In 2 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which kind of life you'd prefer for wild animals
- explain why

You will speak for not more than 2 minutes. You have to talk continuously.

ЕГЭ



Student Activities

Unit 1, Grammar, Exercise 8, page 13

©T009 Song: *El Condor Pasa (If I Could)* – Simon and Garfunkel

I ¹ be a sparrow than a snail
Yes I would, if I could, I surely would
I ² be a hammer than a ³
Yes I would, if I only could, I surely would

Away, I ⁴ sail away
Like a ⁵ that's here and gone
A man gets tied up to the ⁶
He gives the ⁷ its saddest sound
Its saddest sound

I ⁸ be a forest than a ⁹
Yes I would, if I could, I surely would
I ¹⁰ feel the ¹¹ beneath my feet
Yes I would, if I only could, I surely would

Unit 2, Vocabulary, Exercise 3, page 21

Multiple intelligences scoring sheet

Find the numbers of the statements you chose to define your strongest and weakest intelligences.

Linguistic	4	8	15	20
Logical-mathematical	7	9	16	17
Visual-spatial	1	3	10	23
Musical	5	14	18	22
Bodily-kinaesthetic	6	11	13	21
Interpersonal	2	12	19	24

Unit 3, Speaking and Listening, Exercise 6, page 29

In pairs, think what questions you could ask about this material. Then Student A, look at page 136. Student B, look at page 137.



Massive levels of workplace stress revealed

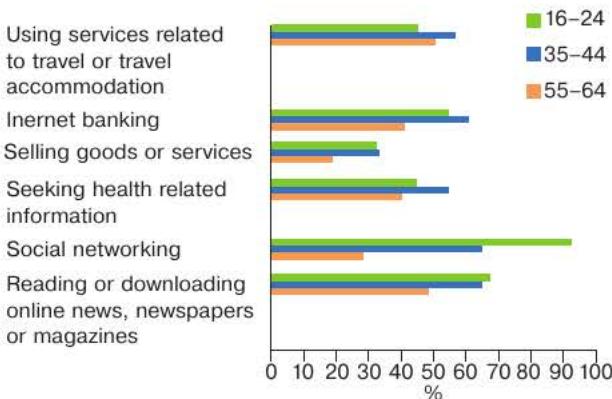
Stress is the biggest health concern for British workers, according to a study published today.

Yoga voted top alternative therapy

A new study has shown that yoga is Britain's favourite alternative therapy.
People all over the country now claim it has helped relieve health complaints from back problems and stress to asthma and digestive disorders.

Unit 6, Speaking and Listening, Exercise 5, page 63

Internet activities by age group, Great Britain, 2013



Unit 6, Vocabulary, Exercise 1, page 67

Answers to quiz: 1 b; 2 c; 3 a; 4 a; 5 c; 6 a, b, c, d

Unit 8, Reading and Vocabulary, Exercise 8, page 85

©T053 Listen to the song and answer questions 1–4.

Song: *She's Leaving Home* – The Beatles

Wednesday morning at five o'clock as the day begins
Silently closing her bedroom door
Leaving the note that she hoped would say more
She goes downstairs to the kitchen clutching her handkerchief
Quietly turning the backdoor key
Stepping outside she is free

She (We gave her most of our lives)
Is leaving (Sacrificed most of our lives)
Home (We gave her everything money could buy)
She's leaving home after living alone
For so many years (Bye bye)

Father snores as his wife gets into her dressing gown
Picks up the letter that's lying there
Standing alone at the top of the stairs
She breaks down and cries to her husband 'Daddy
our baby's gone'
'Why would she treat us so thoughtlessly?'
'How could she do this to me?'

She (We never thought of ourselves)
Is leaving (Never a thought for ourselves)
Home (We struggled hard all our lives to get by)
She's leaving home after living alone
For so many years (Bye bye)

Friday morning at nine o'clock she is far away
Waiting to keep the appointment she made
Meeting a man from the motor trade

She (What did we do that was wrong?)
Is having (We didn't know it was wrong)
Fun (Fun is the one thing that money can't buy)
Something inside that was always denied
For so many years (Bye bye)

She's leaving home — bye bye

- 1 Why is the girl leaving home?
- 2 How do the parents feel?
- 3 Who do you feel more sympathy for? Why?
- 4 What do you think will happen next?

Unit 9, Grammar and Listening, Exercise 12, page 99

Riddle 1: Students A and C

Discuss possible explanations for riddle 1. You can ask Student B for help using questions with Yes/No answers, but you will lose one point, from a total of 10, for each question.

Student A Activities



Unit 1, Grammar and Vocabulary, Exercise 10, page 8

Student A

Look at the picture of Chris and follow the instructions.

Chris lived next door to you when you were thirteen and you went to school together. What was she like? Make notes about:

- her appearance
- her hobbies
- her habits
- her likes and dislikes
- your relationship with her

You know that Student B shares a flat with Chris now. Talk to Student B and find out if Chris has changed.

Unit 3, Speaking and Listening, Exercise 6, page 29

Student A

Ask Student B these questions.

- 1 What alternative therapies do the photos show?
- 2 Why do people do alternative therapies?
- 3 Which alternative therapy would you like to try, and why?

Unit 5, Grammar, Exercise 9, page 55

Student A

Tell Student B the story using suitable reporting verbs.

Frederick Forsyth sent the manuscript of *The Day of the Jackal* to publishers, WH Allen. Two months later it was returned with a note saying, 'We can't publish this. It has no reader interest.' After several more rejections, another publisher, Hutchinson & Co., said they would publish it. The book became an international bestseller and was made into a film.

Unit 5, Speaking and Listening, Exercise 7, page 56

Student A, roleplay a conversation with Student B.

You think there should be stricter control of the press in terms of people's privacy. Newspapers should *not* be allowed to print stories about the private lives of public figures and famous celebrities because:

- damaging: psychologically to friends and family
- dangerous: running away from paparazzi/encourages spying
- unfair: can't move around freely in public
- your ideas

Unit 6, Grammar and Listening, Exercise 12, page 62

Student A

Complete eight clues about a familiar household object and read them to your partner. How quickly can he/she guess what the object is? Then write eight clues of your own for another object and test your partner again!

- 1 The first one ___ (invent) in 1827.
- 2 500 billion of them ___ (use) every year.
- 3 Their inventor died without ___ (recognise) for his invention.
- 4 They ___ usually ___ (sell) in a box.
- 5 People who collect them ___ (call) phillumenists.
- 6 The early ones ___ (know) as 'lucifers'.
- 7 They should not ___ (give) to children to play with.
- 8 They can ___ (use) as toothpicks.

Answer: matches

Unit 7, Vocabulary, Exercise 6, page 73

Student A

On a piece of paper, write down the name of someone you know who:

- is saving up for something at the moment
- finds it easy to save money
- is always in debt
- has recently blown a lot of money on something

Close your book. Show the names to Student B and explain why you wrote them.

Unit 8, Speaking and Listening, Exercise 6, page 87

Student A

Situation One

You've been sharing a flat with Student B for a couple of months. You get on very well, but

you're very neat and tidy, and he/she isn't, so you end up doing most of the housework. You don't want to hurt Student B's feelings but need to make some suggestions about sharing the chores. Talk to Student B, using the prompts below and your own ideas.

- take it in turns to clean the bathroom
- have a schedule for doing the washing up
- hoover the carpet once a week at least
- put dirty clothes in the basket in the bathroom
- help take the bed linen and towels to the launderette
- do the shopping together every Saturday morning

Situation Two

Although Student B isn't very helpful in the flat, neither is he/she the party animal you thought he/she was. He/she is beginning to get bad-tempered and irritable, but you haven't asked what's wrong yet. Respond to Student B's suggestions by agreeing, apologising or making excuses.

Unit 9, Speaking and Listening, Exercise 5, page 100

Student A

Socrates

Socrates, the Ancient Greek philosopher, was famous for responding to one question by asking another. He was strong willed and courageous about his beliefs and was not afraid to say what he thought or criticise those he thought were wrong. It is said that he let his hair grow long and walked around barefoot and unwashed.

Bono

Lead singer and songwriter of U2, Bono is charming, clever and enthusiastic but also outspoken and argumentative. He has now gained a name for himself as a well-informed social activist and defender of the developing world. He mixes with Presidents, Prime Ministers and other influential people, campaigning for movements like Make Poverty History.

Jane Austen

She is one of Britain's greatest novelists and lived at the time of Napoleon and the Battle of Trafalgar. Although she led a quiet country life, she had a good education and was a great conversationalist. She was witty and an astute observer of human nature, which is reflected in novels like *Pride and Prejudice*.

Queen Elizabeth I

Britain's most famous queen is legendary for her courageous defence of England against Spain in the 16th century. She was very well educated and could speak Latin, French and German. However, she was short tempered and intolerant of foolish people. She was also very astute, creating a glamorous and powerful public image to inspire her people.

Student B Activities

Unit 1, Grammar and Vocabulary, Exercise 10, page 8

Student B

Look at the picture of Chris and follow the instructions.



You share a flat with Chris now. What is she like? Make notes about

- her appearance
- her hobbies
- her habits
- her likes and dislikes
- your relationship with her

You know that Student A lived next door to Chris and went to school with her when they were thirteen. Talk to Student A and find out if Chris has changed.

Unit 1, Vocabulary, Exercise 3, page 12

Student B

On a piece of paper, write down the name of:

- a sportsperson who is conceited
- a singer who is infantile in their behaviour
- an intriguing television programme

Close your book. Show the names to Student A and explain why you wrote them.

Unit 3, Speaking and Listening, Exercise 6, page 29

Student B

Ask Student A these questions.

- 1 What information can you get from the cartoon and the newspaper extracts?
- 2 Why do so many people suffer from stress nowadays?
- 3 What do you do to relax?

Unit 3, Grammar and Listening, Exercise 7, page 33

Student B

Think of

- something you'll stop doing and something you'll always remember doing when you leave school.
- two things you can try doing if you can't sleep.
- something you should try not to do and something you should remember to do at a job interview.
- something you sometimes stop to do and something you often forget to do on your way home from school

Tell your partner the two things, but not the situation. Can they guess the situation?

Unit 5, Grammar, Exercise 9, page 55

Student B

Tell Student A the story using suitable reporting verbs.

After seeing the first showing of *The Wizard of Oz* in 1939, some studio bosses at MGM had doubts about it. When asked what he thought about it, one producer said, 'Judy Garland is too old for Dorothy. And that "rainbow" song is no good. It slows the movie down.' Eventually, the film came out and became one of the most popular films ever made.

Unit 5, Speaking and Listening, Exercise 7, page 56

Student B, roleplay a conversation with Student A.

You think there should be less control of the press in terms of people's privacy. Newspapers should be allowed to print stories about the private lives of public figures and famous celebrities because:

- role models: need to set good example
- justice: should not be treated differently to anybody else
- the price of fame!
- your ideas

Unit 6, Grammar and Listening, Exercise 12, page 62

Student B

Complete eight clues about a familiar household object and read them to your partner. How quickly can he/she guess what the object is? Then write eight clues of your own for another object and test your partner again!

- 1 They ___ first ___ (produce) in the 1890s.
- 2 They ___ usually ___ (make) of metal or plastic.
- 3 Their basic design ___ never ___ (improve).
- 4 They ___ (wear) by Norwegians in World War II as a symbol of unity.
- 5 They ___ (know) as 'gems' in Swedish.
- 6 Only 1 in 10 ___ (use) for its intended purpose.
- 7 They can ___ (unfold) and ___ (use) to reset computerised devices.
- 8 They are supposed ___ (use) to hold papers together.

Answer: paper clips

Unit 7, Grammar, Exercise 9, page 71

Student B, read the notes and think of answers to the questions. Then listen 'actively' to Student A's situation (ask questions, show sympathy etc). Afterwards, tell Student A about *your* situation.

A friend of yours is not happy with his/her university course (why?), but he/she doesn't want to talk to anyone about it. You don't know what to do to help him/her.

What do you wish your friend would do or you could do?

What do you think your friend should(n't) have done/could've done before he/she started the course?

Unit 7, Vocabulary, Exercise 6, page 73

Student B

On a piece of paper, write down the name of someone who:

- used to be well-off but isn't any more
- donates a lot of money to charity
- inherited a lot of money from a relative
- is worth at least \$1 million

Close your book. Show the names to Student A and explain why you wrote them.

Unit 8, Speaking and Listening, Exercise 6, page 87

Student B

Situation One

You've been sharing a flat with Student A for a couple of months. Although you get on very well, you think he/she's too neat and tidy. You hate doing housework and as he/she seems happy to do it, you let him/her. Respond to Student A's suggestions by either agreeing, apologising or making excuses.

Situation Two

Although Student A is neat and tidy, he/she is also a party lover. You're finding it difficult to study and his/her behaviour has begun to irritate you. You don't like confrontation but need to make some suggestions for changes, otherwise you'll have to move out. Talk to Student B, using the prompts below and your own ideas.

- turn the music down after midnight
- clean up after parties
- don't invite gangs of friends round every night
- ask before borrowing my clothes
- don't eat all my food in the fridge
- put back CDs/books you borrow

Unit 9, Grammar and Listening, Exercise 12, page 99

Riddle 1 Student B

Read riddle 1 and the solution below. Students A and C will try to solve the riddle. They can ask you for help using questions with Yes/No answers. They lose one point for each question, from a total of 10.

Solution: Romeo was a goldfish. His bowl was knocked over and broken by Juliet the dog (who you can see in the picture). Although Bob and Carol are not happy about what happened to Romeo, Juliet can't be punished severely for what she did.

Unit 9, Speaking and Listening, Exercise 5, page 100

Student B

Bill Gates

Founder of Microsoft, he is one of the richest men in world and an ambitious, innovative businessman

who likes reading, playing bridge and golf. Since 1995, he has become one of the world's top philanthropists, donating over 7 billion dollars to good causes. His long-term vision is to improve the lives of millions of people across the globe.

Napoleon

Napoleon was a self-made, charismatic man whose strength of character and military genius made history. He had an impressive intellect and was a charming conversationalist. He was also arrogant, manipulative and authoritarian. He believed in the rights of man, but this did not extend to women: he thought their main purpose in life was to marry.

Madonna

Madonna is famous for being able to endlessly recreate herself and her image. She's also known to be tough and inscrutable, so it is difficult to know what she is really thinking. She is said to have an IQ of 140. She is also a great supporter of charities and human rights, especially those of women.

Check it out

Unit 1, page 7

Present and past habits

Present/Past Continuous

We use the Present or Past Continuous + *always*, *constantly*, *forever* to talk about a habit which is repeated more than usual and which the speaker finds unexpected or annoying.

She's **constantly** telling Ben that he spends too much time on the computer.

She **was always going** into my room and taking things without asking.

will/would + infinitive

We use *will/would + infinitive* without *to* to talk about behaviour which is typical or characteristic of the person. They can describe both pleasant and annoying habits.

She'll **turn up** at eleven and act as if nothing's wrong.
We'd **watch** TV and eat takeaway pizza together.

used to + infinitive

We use *used to + infinitive* to talk about a past state or repeated past actions.

I **used to feel** more like a father than an older brother.
She **used to go** on peace marches and campaign to ban the bomb.

used to and would

Would is not used to talk about past states. (NOT ~~I'd feel more like a father than an older brother.~~)

We can introduce new topics with *used to* and we do not need to specify a time.

I **used to** eat a lot of chips and burgers, but now I eat healthy food. (NOT ~~I'd eat ...~~)

We use *would* when the topic has been established and we usually specify the time.

My dad used to work nights. He'd come home at six in the morning and we'd have breakfast together, then he used to take me to school.

Present or Past Simple

The Present or Past Simple can be used for talking about habits and states.

He **doesn't** speak much English.

He **tells** her to be home by ten.

She **was** fit and healthy because she **played** outside all day.

She never **understood** the concept of privacy.

Most texts describing habits contain a mixture of forms, for variety.

Unit 1, page 13

would prefer/would rather

We use *would prefer* and *would rather* to talk about present and future preferences.

We use *would prefer/would rather* to:

a refer to what we (the subject of the sentence) want to do.

would prefer + (not) + infinitive

She **would** ('d) prefer to marry someone 'more like her'.

I **would** ('d) prefer not to eat leaves.

would rather + (not) + infinitive without *to*

I **would** ('d) rather eat pizzas.

I **would** ('d) rather not marry you, Ted.

b refer to what the subject (of the first clause) wants someone else to do.

would prefer + object + infinitive

He **would** ('d) prefer **us to go** to a cricket match.

She **would** ('d) prefer **us not to have** fish and chips.

would rather + Past Simple clause

I **would** ('d) rather **we tried** something different.

He **would** ('d) rather **we didn't go** to my mother's for lunch.

Unit 2, page 17

Past Perfect Simple and Continuous

Past Perfect Simple

subject + **had (not) + Past Participle**

We use the Past Perfect Simple to talk about:

a actions that happened before a specific point in the past.

By the age of six, he **had played** before the Austrian empress.

b states before a specific point in the past.

When she made her crossing, she **had been paralysed** for four years.

Past Perfect Continuous

had (not) + been + Past Participle

We use it to emphasise longer actions or events over a period of time up to, or shortly before, a specific point in the past.

Just before his death, he'd **been composing** the *Requiem*.

When the train finally **arrived**, we'd **been waiting** for two hours.

We often use linking words or time phrases with the Past Perfect tenses, for example, *when*, *after*, *because*, *as*, *before*, *by*, *by the time*.

By the age of six, he **had played** before the Austrian empress.

When she made her crossing, she **had been paralysed** for four years.

Unit 3, page 27

Infinitives and gerunds

Infinitives

We use an infinitive with *to*:

a to explain the purpose of an action.

Some redheads dye their hair **to avoid** jokes about 'carrot tops'.

It has been used **to treat** blindness.

b after certain verbs.

So you **tend to feel** tired.

They still **refuse to give up** their high heels!

Other verbs like this are: *agree*, *allow*, *appear*, *attempt*, *encourage*, *expect*, *force*, *help**, *persuade*, *plan*, *promise*.

**help* can also be followed by the infinitive without *to*

c after certain adjectives.

It is **dangerous to wake** a sleepwalker.

You're **likely to get** distracted and overeat.

Other examples: *difficult, easy, helpful*.

Infinitive without to

We use an infinitive without *to*:

after *let* and *make*.

They may not **let you touch** them!

... that **makes you lose** or **gain** weight.

Gerunds

We use a gerund (-ing form) in the same way as a noun:

a as the subject of the sentence.

Sleeping more than usual disrupts your sleep cycle.

Perhaps **being** tougher than the rest gave famous redheads ...

Taking aspirin reduces your chances of having a heart attack.

b after certain verbs.

If you **fancy having** a snack before bedtime ...

Most doctors **suggest leading** the person gently back to bed.

Other examples: *avoid, can't stand, consider, don't mind, enjoy, imagine, involve, risk*.

c after prepositions.

Compared with **walking** barefoot, ...

Next time you feel like **taking** a dose of vitamin C,

...

Infinitive or gerund

The following verbs can be followed by the infinitive with *to* or the gerund, with no difference in meaning: *begin, continue, hate, love, prefer, start*.

be used to and get used to

I'm **used to wearing** glasses. (The situation is familiar to me, I am comfortable with it.)

I'm **getting used to wearing** glasses. (The situation is becoming more familiar, but I am not comfortable with it yet.)

Unit 3, page 33

-ing/to

Verbs followed by an infinitive or a gerund, with a difference in meaning.

remember + infinitive

To remember something, then do it.

I **remembered to get** your favourite cheesecake.

remember + gerund

To do something and remember it later.

Do you **remember saying** that you wouldn't do any more fat diets?

forget + infinitive

To forget about something, so you don't do it.

I **forgot to tell** you.

forget + gerund

To do something and (not) forget it later.

I'll never (I won't) **forget going** shopping with you when you were on that Beverly Hills diet.

Forget + gerund is usually used in the negative.

try + infinitive

To make an effort to do something difficult.

I've been **trying to lose** weight for ages.

try + gerund

To do something and see what happens.

Have you **tried turning** it on?

Try + gerund is often used for giving advice.

stop + infinitive

To stop something in order to do something else.

They went hunting all day and **stopped to eat** one big meal in the evening.

stop + gerund

To no longer do something.

I haven't **stopped eating** cheesecake.

like + infinitive

To do something because it is a good idea.

I always **like to clear up** straight after a meal.

like + gerund

To enjoy something.

It even sounds as if you **like doing** it.

Unit 4, page 39

Modal and related verbs

Modal auxiliary verbs are widely used, but we can't use them in all tenses. We use other verbs to express the same meanings in other tenses. Modal verbs have no -s form and do not change their form in other ways. NOT **musted**

Obligation and necessity

We use **must** to talk about what is right or necessary.

There is no choice.

A good spy **must** be an excellent driver.

Have to means the same as **must**. As it is not a full modal verb, it can be used in all tenses.

A pigeon **had to** wear a camera around its neck.

NB **Have to/have got to** are often used to indicate that the obligation is external, while **must** is used to show it comes from the speaker.

We rarely use the modal auxiliary verb **need**. In this example, it is used as a main verb (not an auxiliary). He **needs** to be extremely courageous.

Related verbs

We use verbs like **be required to/obliged to** in all tenses to refer to an 'outside authority' that gives permission. Another pigeon **was required to** wear a camera around its neck.

The rats **are obliged to** run around a specified area.

Duty and advice

We use **should, shouldn't, ought to** and **oughtn't to** to give our opinion or advice. They are also sometimes used for rules and instructions. The meaning is weaker than **must**.

Animals **shouldn't** suffer like this.

He **ought to** be an expert dancer.

Related verbs

We use *be supposed to* to talk about what should/shouldn't happen according to rules/what is generally expected. It is not used in continuous tenses.

They're **supposed to** be free.

Animals are **not supposed to** suffer like this.

No obligation

We use *don't have to* and *needn't* to mean 'it isn't necessary'.

He **doesn't have to** be glamorous.

Needn't is a modal verb and has the same meaning as *don't need to*. The modal auxiliary *need* has no past tense form.

Human divers **don't need to/needn't** do this.

Related verbs

Human divers are **not required to** do the job.

Secret agents are **not obliged to** be glamorous.

Ability

We use *can/can't* and *could/couldn't* to describe ability or lack of ability.

Sea lions **can** see and hear extremely well underwater.

Pigeons **could** fly at great speed.

To describe the completion of a specific action in the past we use *be able to*, not *could* in affirmative sentences. In negative sentences both *be able to* and *could* are possible.

Unfortunately, he wasn't **able to/couldn't** fly very far with it, but he **was able to** NOT *could* return on foot two days later.

Related verbs

The rats **managed to** find nine mines in one day.

The pigeon **succeeded in** returning on foot two days later.

Permission

We use *can/could* to ask for and give permission.

Can/Could I ask you a question?

You **can** stay out late tonight./I **couldn't** stay out late when I was younger.

Related verbs

Why **has** cruelty to animals **been allowed** in this country?

Scientists **are permitted to** treat animals badly.

Prohibition

We use *mustn't*, *can't* and *couldn't* to say that something is not permitted.

Ordinary people **can't** treat animals badly.

Related verbs

Ordinary people are not allowed to treat animals badly. UK citizens **were forbidden** to shoot pigeons.

Possibility

We use:

a *can* to talk about things which are generally possible.
It's very hot here in summer, but it **can** rain heavily in winter.

b *could/might* to say that a specific thing is possibly true.
There **could/might** be life on other planets.

c *can/could* to suggest a possible future action, not that it is likely to happen.
If we finish early tonight, we **can/could** go for a meal.

d *might* to talk about an uncertain future intention.
If we finish work early tonight, we **might** go for a meal.

Related verbs

The Navy is **likely to** (might) start using other marine animals for this work.

They **are bound to** (are sure to) get better at it in future.

Unit 5, page 49

Reported speech

Basic rules

When we report what people said we usually:

- move the original verb 'one tense back' except for the Past Perfect and modal verbs (see below).
- change pronouns as necessary.
'I've found **you** a husband.'
He said/told me (that) **he** had found **me** a husband.
- use *say (that)* or *tell + object (that)* to report statements.
- use *ask + (object) + if/whether* for questions.
The word order of the question becomes a statement.
He **asked (me) if/whether** I could write.
- use *tell + object + (not) + infinitive* to report commands.
He **told me to meet** him there that night.
- use *ask + object + (not) + infinitive* to report requests.
He **asked me to take** the fish finger out of the soup.

We use reporting verbs like: *say, tell, ask, reply, answer, enquire, announce, order*.

References to time, place and *this/that*

- place:** *here* → **there**
- time:** *now* → **then; tomorrow/next week** → **the following day/week or the next day/week;** *yesterday/last week* → **the day/week before; tonight/today/this evening** → **that night/day/evening**
- this** → **that**
- this/that** → **the**

Modal verbs

- can/may* → **could/might**
- must* → **must** or **had to**

Other modal verbs (*could, would, should, might*) do not change.

'You **should** pack your things. We **must** go to Hong Kong tomorrow.'

He said I **should** pack my things because we **must/had to** go to Hong Kong the following day.

No change

It is not necessary to change the verb tenses in reported speech when:

- we use a Present Simple/Present Perfect reporting verb.

He **says/has said** he'll be back next week.

- the reporter believes that the fact/opinion is still true.

Dad **said** that secrets always **come out** in the end.
The teacher **said** that the Earth **rotates** around the Sun.

Unit 5, page 55

Reporting verbs and their patterns

We use a great variety of verbs to summarise what people say. Some of them have more than one pattern.

A

1 Verb + (that)

He **explained (that)** four-member groups were out.
She **admitted (that)** she had given Norma Jean the wrong advice.

Others: *agree, complain, deny, insist, promise, recommend, regret*.

2 Verb + object + (that)

He **warned him (that)** he was wasting his time.
Others: *persuade, tell, advise, promise, remind*.

3 Verb + (not) infinitive

He **offered to pay** them \$130 for the rights.
The publishers **promised to look** at her book again.
Others: *agree, decide, threaten, refuse*.

4 Verb + object + (not) infinitive

She **advised her not to become** a model.
The executive **recommended him to give up**.
Others: *ask, encourage, invite, order, persuade, remind, tell, warn*.

5 Verb + (not) gerund

She **suggested getting** a job as a secretary.
The boys **regretted not making** a better deal.
Others: *admit, advise, deny, recommend*.

6 Verb + preposition + (not) gerund

They **apologised for rejecting** her book.
Others: *insist on, object to*.

7 Verb + object + preposition + (not) gerund

Publishers **criticised her book for being** too long.
Others: *accuse sb of, blame sb/sth for, congratulate sb on, praise sb for, suspect sb of*.

More than one pattern is possible with these verbs:
admit, advise, agree, deny, insist, promise, recommend, regret, remind, suggest, warn.

B

We use *that + should* clause to provide information about the object. We use it with verbs that express the idea that an action is necessary, for example, *recommend, suggest, insist, propose, demand*.
The woman **suggested that** Norma Jean **should get married**.
They **recommended that** she **should make** the book shorter.

We can also use these verbs with *that + Present/Past Simple clause*.

He insisted **that they take/took** the money.

She proposed **that she learn/learnt** secretarial work.

Unit 6, page 61

The passive

Present Simple	A transmitter is worn on the body and digital messages are sent via the body's electrical field.
Present Continuous	According to a spokeswoman, the invention is being welcomed by coffee-lovers and couch potatoes everywhere.
Past Simple	'Fresh Brew' was created by British coffee company 'Beans R Us'.
Past Continuous	When we last heard, the 'mirror' was still being developed in a lab in France.
Present Perfect	Once a profile of your lifestyle has been built up ...
Past Perfect	When Lois realised she had been followed to her front door, she quickly activated her bag.
Modal verbs in passive	The computer shows you how your appearance will be affected in five years' time. It can be switched on by text message. Music and games could be downloaded in seconds via your right arm. It should not be used as protection from wild animals.
Going to	It is going to be shown at the 'New Investors' show next month.
The passive infinitive	There's one drawback: it needs to be filled with coffee and water first. The company expects Body Download to be launched next year.
The passive gerund	It's a 'must have' if you are worried about being attacked . Nobody likes being told about their bad habits, especially by a computer!

Form

The passive is made with a form of *be* and a Past Participle.

The agent

If we mention the agent, we use *by*.

'Fresh Brew' **was created by** British coffee company 'Beans R Us'.

In the above example, we mention the agent ('Beans R Us') because it is new information.

We don't mention the agent if:

- it is obvious.

A transmitter is worn on the body. (We know it is worn by a person.)

- it is unknown.

Lois realised she had been followed. (We do not know who followed her.)

- it is unimportant.

It will be shown at the 'New Inventors' show. (Who will show it is not important.)

Contexts for the passive

We usually avoid the passive in informal language. We can use *you* or *they* to refer to people in general.

'Look! **You** can switch it on by text message.'

'**They** expect to launch Body Download next year.'

The passive is common in newspaper reports and academic writing because it makes the style more impersonal and objective.

The passive with two objects

Some verbs can have two objects, and either object can become the subject in the passive: it depends where the writer wants to put the focus.

It will show people the consequences of an unhealthy lifestyle.

People will be shown the consequences of an unhealthy lifestyle.

The consequences of an unhealthy lifestyle will be shown to people.

It gives anyone who touches it an electric shock. Anyone who touches it is given an electric shock. An electric shock is given to anyone who touches it.

Other verbs like this are: *send, promise, teach, hand, offer, pay*.

Unit 7, page 71

Expressing dissatisfaction and regret

I wish/if only

We use *I wish/If only* + Past Simple to talk about present regrets.

If only **I had** a knife.

We use *I wish/If only* + Past Perfect to talk about past regrets.

I wish **I'd gone** first.

If only **I'd done** some market research.

We use *I wish/If only* + *would(n't)* + infinitive when we want something to happen or a situation to change. I wish **he'd sing** something different.

NB We cannot use *would* for an impossible change. I wish he'd ~~be~~ older.

should

We use *I should(n't)* + infinitive when we are unhappy about a present situation.

I should **be selling** umbrellas. (I'm not selling umbrellas, and I'm unhappy about this.)

We use *I should(n't) have* + perfect infinitive when we are unhappy about a past action.

I should **have bought** her some jewellery. (I didn't buy her jewellery, and I'm unhappy about this.)

could have

We use *I could have* + perfect infinitive when something was possible, but didn't happen.

I could **'ve been** a taxi driver. (It was possible for me to be a taxi driver, but it didn't happen: I'm a lorry driver now.)

had better

We use *I'd better (not) + infinitive* when we think something is the best thing to do/not to do in the situation.

I'd better turn off the TV.

Unit 7, page 75

Conditionals

Zero conditional

If + present, + present to talk about situations which are always true.

I **meet** someone in a situation like that, I **get** very nervous.

If you **get** proper financial advice, it **can** be a good investment.

First conditional

If + present, + *will/won't/might/could* + infinitive to talk about a possible situation in the future.

I **'ll lend** you the money, provided that you **pay** it back by the end of the month. (*provided* = if)

I **'ll never** know what it's like unless I **try** it. (*unless* = if not)

Second conditional

If + past, + *would/might/could* + infinitive to talk about an unlikely or imaginary situation in the present or future.

I **wouldn't do** it if you **paid** me!

I **'d go** as long as I **could take** a friend with me.

Third conditional

If + Past Perfect + *would/might/could have* + perfect infinitive to talk about an imaginary situation in the past.

If I **'d been able** to afford it, I **'d have gone** with them. Companies like Google and eBay **might** never **have existed** if those people **hadn't taken** the risk.

Mixed conditionals combine clauses from the second and third conditional types.

1 We use this pattern to talk about the effects of an imaginary present situation/state on the past:

If + Past Simple, *would(n't) have* + perfect infinitive.

If I **didn't get** seasick, I **'d have gone** too.

(I get seasick. → I didn't go.)

If I **had** a really great voice, I **'d have done** the same. (I don't have a really great voice. → I didn't do the same.)

2 We use this pattern to talk about the consequences in the present of an imaginary past situation:

If + Past Perfect, *would(n't) + infinitive*.

If I **'d had** more time to prepare myself for it, I **'d go** (I didn't have time. → I'm not going.)

I **'d lend** you the money if you **'d paid** off some of your other debts. (You didn't pay off your other debts. → I don't lend you the money.)

Relative clauses

We use **who(m), which, that, whose, where, when** in relative clauses. They are like adjectives, and we use them after nouns, or noun phrases, to describe or give information about a person, thing, possessions, places and time.

There are two kinds of relative clauses: **defining** and **non-defining**.

A Defining clauses are necessary to give **essential** information about exactly which person/thing is being talked about in the sentence. Commas are never used.

1 We can use *that* instead of *who/which* in defining clauses.

It's an area **which/that** all Fleming's friends loved visiting because of its secluded beaches.

2 When the relative pronoun is the **object** of the relative clause, you can omit *who/which/that*. It's an area (**which/that**) all Fleming's friends loved visiting because of its secluded beaches.
(All Fleming's friends loved visiting the area.)

3 When the relative pronoun is the **subject** of the relative clause, you cannot omit *who/which/that*. It was the man **who/that** later killed him, Mark Chapman.

B There are two kinds of **non-defining** clauses.

a To give **extra, non-essential** information about the person or thing being talked about in the sentence. He had just arrived home with his wife, **who had been recording a new single that afternoon**. The building, **which many considered ugly at first**, is today a UNESCO World Heritage site.

b To add a comment about the first part of the sentence.

People from all over the world now visit the Dakota, **which shows how deeply admired John still is**.

Defining clauses **always** need commas: on either side if it's in the middle of the sentence, or before if it's at the end.

We never use *that* in non-defining clauses.

C Prepositions in relative clauses

Prepositions usually go at the end of the clause in conversational English. In more formal written and spoken contexts, they can go at the beginning, but must be followed by *which* (for things) or *whom* (for people).

The master bedroom still contains the desk (*which/that*) he wrote **at**.

= The master bedroom still contains the desk **at which** he wrote.

John had earlier signed a copy of it for a fan (*who/that*) he'd shaken hands **with**.

= John had earlier signed a copy of it for a fan **with whom** he'd shaken hands.

Modals + perfect infinitives referring to the past: Speculating about the past

We use past modals of probability to speculate and make guesses based on our knowledge of the situation or the evidence available.

must/can't/couldn't

We use **must** + perfect infinitive (*have* + Past Participle) when it seems certain that something happened.

We use **can't/couldn't** + perfect infinitive when it seems certain that something *didn't* happen.

The man **must have been** thirsty.

The barman **can't/couldn't have** liked the look of the man.

might/may/could

We use **might/may/could** + perfect infinitive when we think it is logically possible that something happened/didn't happen.

The barman **could've been** scared.

He **might've** just **walked** across the desert.

The barman **may have recognised** him from the newspapers.

NB The negative form is used with *may/might not*, but not *couldn't*.

He **may/might not have known** his photo was in the papers.

The passive form is **must/can't/couldn't/might/could/may** + passive perfect infinitive (*have been* + Past Participle).

The barman **might've been insulted** by the man in some way.

The continuous form is **must/can't/couldn't/might/could/may** + continuous perfect infinitive (*have been* + Present Participle).

The barman **could've been playing** a joke on him.

might vs. could

1 The man **could've** helped him – but he refused. Here *could've* means it was possible for something to happen, but it didn't. (i.e., it was possible for the man to help him, but he didn't.)

2 The barman **could/might/may** have wanted just to frighten him.

Here *could*, *may* and *might* can be used to say we think it is logically possible that something happened.

Impersonal report structures

We use *it* + passive to report what people generally believe or say is true and when it is not important to mention who the people are. We use this structure with verbs like *say, think, believe, know, claim, expect*. It **is thought** that famous brand names are increasingly using DNA technology to protect their products from unauthorised copying.

We can also start the sentence with the person/thing that is being talked about and use subject + passive + infinitive.

The infinitive is used to report an event that happened in the same time frame.

The hairs **were thought to be** from a cat.

We use subject + passive + perfect infinitive to make it clear that an event happened before the time it is reported.

He **was said to have died** in prison during the French Revolution.

We use *is expected* + infinitive to report future events. The new technology **is expected to ensure** the authenticity of sports items for years to come.

We can also use the passive and continuous forms of the infinitives in these structures.

Louis XVII was claimed **to have been rescued** and replaced by an impostor.

Famous brand names are increasingly thought **to be using** DNA technology to protect their products from unauthorised copying.

Unit 10, page 103

Quantifiers

very few, hardly any, few, a few, quite a few (+ countable nouns)

We use *quite a few* and *a few* in positive sentences, and we use *few*, *very few* and *hardly any* in negative sentences. *Quite* emphasises the positive and *very* emphasises the negative.

very little, little, a little (+ uncountable nouns)

We use *a little* in positive sentences. NB we cannot say *quite a little*.

We use *little* and *very little* in negative sentences. *Very* emphasises the negative.

no (+ countable and uncountable nouns)

No means 'not any'.

There's **no** water left.

No tourists were allowed into the castle.

We cannot use *no* without a noun, so we use *none* instead.

I had some biscuits, but there are **none** left.

NOT there are no left

A lot of, lots of, quite a lot of, a great deal of (+ countable and uncountable nouns)

A lot of and *lots of* mean the same.

Quite a lot of is similar in meaning to *quite a few*. We use *a great deal of* in more formal contexts.

whole (+ singular noun)

Whole means 'all of'.

I had a terrible cold and spent the **whole/all** weekend in bed.

several, a number of (+ countable nouns)

Several and *a number of* mean 'more than a few, but not a lot'.

Several/A number of people clapped before the orchestra had stopped playing.

each, every (+ singular noun)

We use *each* and *every* to talk about all the members of a group. We can use *each* to talk about two or more things: *every* refers to three or more.

The girl had three earrings in **each** ear.

Every/Each time I hear that song, I think of summer.

In many contexts we can use either word, although there is a difference in meaning: *every time* means 'all the times' and implies a large number; *each time* means we are thinking of the times separately, one by one.

We cannot use *every* without a noun or pronoun.

Every one/Each of these rings is valuable.

NOT **Every** of these rings is valuable.

any (+ countable and uncountable nouns)

We can use *any* to mean 'all, it doesn't matter which'. You can borrow **any** of these books – I've read them all.

Any student will tell you they hate studying for exams.

most (+ countable and uncountable nouns)

We can use *most* to make a generalisation.

Most cafés serve cappuccino nowadays.

To talk about a more specific group, we use *most of the*.

Most of the cafés round here are very expensive.

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
pl (plural) — множественное число
prep (preposition) — предлог
pron (pronoun) — местоимение
sb (somebody) — кто/кого/кому/кем/ком-либо
sg (singular) — единственное число

A a

abolish *v /ə'bɒlɪʃ/ [T]* отменять
absent-minded *adj /'æbsənt,maɪndɪd/* рассеянный
abstract *adj /'æbstrækɪt/* абстрактный
absurd *adj /ə'bɜːd/* абсурдный, нелепый
abundant *adj /ə'bʌndənt/* обильный, изобиленный
access *n /'ækses/ [U]* доступ
accident-prone *adj /'ækstɪdənt,prəʊn/* невезучий, с которым часто случаются несчастья
acclaimed *adj /ə'kleɪmd/* получивший одобрение, признание
accompany *v /ə'kʌmpnɪ/ [T]* сопровождать
account *n /ə'kaʊnt/ [C]* 1) счёт (в банке)
 2) отчёт
call sb to account *formal* призвать к ответу
achievement *n /ə'tʃi:vment/ [C]* достижение
acoustics *n pl /ə'ku:stɪks/ [U]* акустика
activate *v /'æktə'veɪt/ [T]* *formal* приводить в действие
addict 1. *n /'ædikt/ [C]* зависимый (от наркотиков и т. п.) 2. *v /ə'dikt/ [T]* увлекаться (чем-л. дурным)
addicted *adj /ə'diktəd/* зависимый
addiction *n /ə'dɪkʃən/ [C, U]* склонность к чему-л., пагубная привычка
addictive *adj /ə'diktɪv/* вызывающий привычку, привыканье, зависимость
additional *adj /ə'dɪʃənl/* дополнительный
adventurous *adj /əd'venʃərəs/* смелый, авантюрный
aerial *adj /'eərɪəl/* воздушный; сделанный в воздухе, с самолёта и т. п.
age *n /eɪdʒ/ [C]* возраст; век, эпоха

slang — сленговое выражение
spoken — используется в устной речи
sth (something) — что/чего/чему/чем/чём-либо
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
шотл. — употребительно в Шотландии

age difference разница в возрасте

spend ages потратить много времени
agnostic *n /æg'nɒstɪk/ [C]* скептик, человек, подвергающий всё сомнению
airline *n /'eɪrlайн/ [C]* компания-авиаперевозчик, авиакомпания
airy *adj /'eəri/* просторный, хорошо проветриваемый
alchemist *n /'ælkəmɪst/ [C]* алхимик
alchemy *n /'ælkəmɪ/ [U]* алхимия
allege *v /ə'leɪdʒ/ [T]* *formal* (голословно) утверждать; считать
allergy *n /'æləfʒɪ/ [C]* аллергия
alluring *adj /ə'ljuːɪŋ/* очень привлекательный, пленяющий
alternate *v /'ɔːltəneɪt/ [I]* чередоваться
amazement *n /ə'meɪzment/ [U]* удивление, изумление
anachronism *n /ə'nækրənɪzəm/ [C]* анахронизм, устаревшая реалия
anaesthetic *n /ænəsɛst'θetɪk/ [C]* *BrE* обезболивающее, анестезирующее средство
analyst *n /'ænəlɪst/ [C]* аналитик
anarchic *adj /ə'nɑːkɪk/* нарушающий нормы поведения в обществе, анархичный; беспорядочный
anarchical *adj /æ'nɑːkɪkl/* анархический, склонный к анархии
ancestor *n /'ænsəstə/ [C]* предок
anglicised *adj /'æŋglɪsaɪzd/* англизированный, переделанный на английский манер
animal rights *n /,ænɪml 'raɪts/ [U]* права животных
ankle *n /'æŋkəl/ [C]* лодыжка
anonymous *adj /ə'nɒnəməs/* анонимный
anti-allergy *adj /æntɪ'æləfʒɪ/* противоаллергенный

anxious *adj* /'æŋkʃəs/ озабоченный, обеспокоенный, тревожный

sb is anxious to do sth кто-л. очень хочет, горит желанием сделать что-л.

sb is anxious that кто-л. обеспокоен тем, что

anxiously *adv* /'æŋkʃəslɪ/ тревожно, с беспокойством

apologise *v* /ə'pɒləfʒaɪz/ [I] (to) извиняться (перед кем-л.)

appeal /ə'pi:l/ 1. *n* [U] привлекательность

2. *v* [I] привлекать

appeal to sb привлекать кого-л., привлекаться кому-л.

applaud *v* /ə'plɔ:d/ [T] 1) аплодировать

2) одобрять, приветствовать

applause *n* /ə'plɔ:z/ [U] аплодисменты

appreciate *v* /ə'pri:sieɪt/ [T] ценить; понимать

apprehensive *adj* /ə'prɛh'ensɪv/ озабоченный, встревоженный, опасающийся

approach *v* /ə'prəʊtʃ/ [T] приближаться, подходить, подъезжать

approachable *adj* /ə'prəʊtʃəbəl/ доступный

appropriate *adj* /ə'prəʊprɪət/ приемлемый, надлежащий

argumentative *adj* /ə:gjə'mentətɪv/ любящий поспорить

arty *adj* /'a:tɪ/ BrE претенциозный, с претензией на особое понимание искусства

arty type кто-л. с претензией на артистичность, на своё особое понимание искусства

ashamed *adj* /ə'seɪmd/ пристыженный

be/feel ashamed of sth стыдиться чего-л.

associate *v* /ə'səʊsjeɪt/ (with) [T] связывать, ассоциировать (с)

assume *v* /ə'sju:m/ [T] предполагать, считать, допускать

assume an air/expression/identity принять вид/выражение, притворяться кем-л.

assume a false identity выдавать себя за кого-л. другого

assumption *n* /ə'sʌmپʃən/ [C] предположение, допущение

astonish *v* /ə'stɔ:nɪʃ/ [T] поражать, изумлять

astute *adj* /ə'stju:t/ проницательный; сообразительный, хитрый

attempt *v* /ə'tempt/ [T] пытаться, пробовать

attentive *adj* /ə'tentɪv/ заботливый, внимательный

attorney general *n* /ə:tɜ:nɪ 'fʒenərəl/ [C] генеральный прокурор (в США)

attract *v* /ə'trækt/ [T] привлекать, нравиться, притягивать

attracted to испытывающий интерес к чему-л., привлечённый чем-л.

attribute *v* /ə'tribju:t/ [T] приписывать

attribute sth to sb/sth приписывать что-л. кому-л./чему-л.

audience *n* /'ɔ:diəns/ [C] 1) зрители, слушатели 2) аудитория определённой телепрограммы, категория читателей и т. п.

audition *n* /ɔ:dɪʃən/ [C] показ, прослушивание

auld lang syne *n* /ɔ:ld læŋ 'zain/ [U] шотл. старое добре время

authenticity *n* /ɔ:θɛn'tisɪti/ [U] подлинность, аутентичность

avalanche *n* /'ævələ:ntʃ/ [C] 1) снежная лавина 2) лавина, шквал (письем, бумаг и т. п.)

average *n* /'ævəgɪəf/ [C] среднее число, средняя величина

awkward *adj* /'ɔ:kwəd/ неловкий, неудобный

B b

back *v* /bæk/ [T] оказывать поддержку

back onto sth выходить задним фасадом на (о здании)

backstage *adv* /bæk'steɪdʒ/ за кулисами, за сценой

badly *adv* /'bædli/ плохо

badly-paid малооплачиваемый

balcony *n* /'bælkənɪ/ [C] балкон

baldric *n* /'bɔ:ldrɪk/ [C] перевязь (для меча, рога)

balletomane *n* /bæ'lεtəʊmæn/ [C] балетоман

ballroom *n* /'bɔ:lru:m/ [C] танцевальный зал

ballroom dancer исполнитель бальных танцев, танцов

bank account *n* /'bæŋk ə,kaʊnt/ [C] банковский счёт

bank holiday *n* /bæŋk 'hɒlədeɪ/ [C] официальный выходной день

bankrupt *adj* /'bæŋkrupt/ обанкротившийся

bar *n* /ba:/ [U] адвокатура, адвокаты; профессия адвоката

bar exam экзамен на право вести адвокатскую деятельность

barbecue *v* /'ba:bikju:/ [T] жарить (мясо) на решётке на открытом воздухе

barefoot *adv* /'beəfʊt/ босиком

barrier *n* /'bærɪə/ [C] барьер

language barrier языковой барьер

basement *n* /'beɪsmənt/ [C] подвал

be bound *v* /bi: baʊnd/ [not before noun]

быть обязанным; быть непременным

sb is bound to do sth кто-л. обязательно сделает, совершил что-л.

beam *v /bi:m/ [T]* посыпать радио- или телесигнал

bear *v /beə/ [T]* нести

bear in mind держать в памяти, не забывать; учитывать

beat up *v /bi:t ʌp/ [T]* жестоко избивать

bed linen *n /'bed ɿnən/ [U]* постельное бельё

bed warmer *n /'bed 'wɔ:mə/ [C]* грелка

bedtime *n /'bedtaɪm/ [C, U]* время ложиться спать

beehive *n /'bi:haɪv/ [C]* улей

believable *adj /bə'lɪ:vəbəl/* вполне вероятный, правдоподобный

belongings *n pl /bɪ'lɒŋɪŋz/* личные вещи, пожитки

bend *v /bend/ [T, I]* нагибать, нагибаться

benefit *n /'benəfɪt/ [C]* выгода, польза, благоприятная возможность

bet *v /bet/ [I, T]* держать пари

bet money on делать денежные ставки на

biblical *adj /'bɪblɪkəl/* библейский

big-headed *adj /'bɪg 'hedɪd/ informal* слишком уж умный; важничающий

bill *v /bil/ [T]* (to) посыпать счёт (кому-л.)

billiards *n /'bɪljədz/ [U]* бильярд

billion *n /'biljən/ [C]* миллиард

bitterly *adv /'bitəlɪ/* очень, сильно

blackmail */blækmeɪl/ 1. v [T]* шантажировать 2. *n [U]* шантаж

blackmailer *n /'blækmeɪlə/ [C]* шантажист

blank *adj /blæŋk/* пустой, незаполненный

blind */blaɪnd/ 1. adj* слепой 2. *n [C]* штора, жалюзи

blind date свидание вслепую (с незнакомым человеком)

blindness *n /blaɪndnəs/ [U]* слепота

bliss *n /blɪs/ [U]* блаженство

block *n /blk/ [C]* большое жилое/офисное/учебное здание

apartment block многоквартирный дом

blood pressure *n /'blɒd ,prɛʃə/ [U]* артериальное давление

bloodstain *n /'blɒdsteɪn/ [C]* пятно крови

blow *v /bləʊ/ [I, T]* 1) дуть (о ветре) 2) взрывать 3) транжирить деньги

blow sb away приятно поразить, сразить кого-л.

blow money on sth истратить деньги на что-л.

blunder *n /'blʌndə/ [C]* большой промах, грубая ошибка

boarding card *n /'bɔ:dɪŋ ka:d/ [C]* посадочный талон

bond *v /bɒnd/ [T, I]* образовать особую связь; привязаться (к кому-л., чему-л.)

bone *n /bəʊn/ [C]* кость

bore *n /bɔ:/ [C]* скучный человек

bossy *adj /'bɒsɪ/* властный, распорядительный

bossy-boots *BrE informal* командир по характеру, тот, кто любит командовать

boundless *adj /'baʊndləs/* безграничный, беспребельный

box office *n /'bɒks 'ɒfɪs/ [C]* билетная касса

brain *n /breɪn/ [C]* 1) мозг 2) умственные способности, интеллект

be the brains behind sth быть мозговым центром чего-л.

use your brain думай, шевели мозгами

pick sb's brain(s) выуживать идеи, получать информацию о чём-л. у кого-л.

brain dead безмозглый, глупый

brain cell *n /breɪn sel/ [C]* клетка мозга, мозговая клетка

brainbox *n /'breɪnbɒks/ [C]* голова (об очень умном человеке), ума палата

brainless *adj /'breɪnləs/* глупый, тупой

brainstorm *n /'breɪnstɔ:m/ [C]* 1) неожиданная блестящая идея 2) временное помутнение сознания

brainwash *v /'breɪnwɒʃ/ [T]* промывать мозги

brainwave *n /'breɪnweɪv/ [C]* блестящая идея

brainy *adj /'breɪni/ informal* умный, способный

break *v /breɪk/ [T, I]* 1) сломать 2) резко изменяться

break down не выдержать

break even быть безубыточным, покрывать расходы

break into a smile/a song/applause неожиданно улыбнуться/запеть/зааплодировать

break up with sb прекратить отношения с кем-л.

breath-taking *adj /'breθteɪkɪŋ/* захватывающий дух, потрясающий

brilliance *n /'brɪljəns/ [U]* яркость, гениальность

bring *v /brɪŋ/ [T]* приносить

bring sb up воспитывать кого-л.

broke *adj /brəʊk/ informal* разорённый, оставшийся без денег

be broke быть на мели

brotherhood *n /'brʌðəhʊd/ [C]* братство

bruise *n /bru:z/ [C]* синяк, ушиб

brush *n /brʌʃ/ [C]* кисть, щётка

brutal *adj /'brʊ:təl/* жестокий, зверский

buff *n /bʌf/* [C] знаток

film/computer/opera buff (большой)

знаток, любитель кино/компьютеров/
оперы

bug *n /bʌg/* [C] 1) жук 2) вирус 3) увлечение

be/get bitten by the (flying, travel etc)

bug неожиданно страстно заинтересо-
ваться чем-л.

bureaucrat *n /'bjʊəgəkræt/* [C] бюрократ

burglar alarm *n /'bɜ:gələr ə'lɑ:m/* [C] охранная
сигнализация

burrow *n /'bɜ:ru:ə/* [C] нора

business-oriented *adj /'bɪznəs 'ɔ:riəntɪd:/*

business-oriented culture культура, ориен-
тированная на участие людей в развитии
предпринимательства, бизнеса

bustling *adj /'bʌstlɪŋ/* оживлённый, деловой

busybody *n /'bɪzɪ'bɒdɪ/* [C] хлопотун

butterfly *n /'bʌtəflaɪ/* [C] бабочка

have butterflies (in one's stomach)

informal испытывать волнение перед
тем, как что-л. сделать

buzz *n /bz/* [U] суета, повышенный интерес

C c

cabin *n /'kæbən/* [C] хижина

cabinet *n /'kæbənət/* [C] шкафчик, бюро

cage *n /keɪdʒ/* [C] клетка

call *v /kɔ:l/* [T, I] звать, кричать; называть
call out выкрикивать

campaign */kæm'peɪn/* 1. *v* [I] проводить кам-
панию 2. *n* [C] кампания

cannon *n /'kænən/* [C] пушка

loose cannon непредсказуемый человек

canteen *n /kæn'ti:n/* [C] столовая

canvas *n /'kænvəs/* [U] брезент, парусина

under canvas *BrE* в палатке

capoeira *n /kærəʊ'eərə/* [U] капоэйра (афро-
бразильский танец с элементами военного
искусства)

caption *n /'kærpən/* [C] заголовок, подпись
(к рисунку и т. п.)

capture *v /'kæptʃə/* [T] суметь передать
(суть, красоту и т. п.)

carbonated *adj /'ka:bəneɪtəd/* газированный

care *v /keə/* [I] заботиться

caress *v /kə'res/* [T] ласкать

carve *v /ka:v/* [T] резать, вырезать (по дере-
ву), высекать (из камня)

carved *adj /ka:vəd/* резной

cemetery *n /'semətri/* [C] кладбище

cast *n /ka:st/* [C] состав исполнителей

(в фильме, пьесе и т. п.)

catch *v /kætʃ/* [T] поймать, ловить

be/get caught up in быть впутанным во
что-л.

catch up with sb догонять; поравняться
с кем-л.

categorise *v /'kætəgəraɪz/* [T] распределять
по категориям, классифицировать

cater *v /'keɪtə/* [I] поставлять, удовлетво-
рять (требования)

cater for sb/sth обеспечивать, обслу-
живать кого-л./что-л.

cautious *adj /'kɔ:səs/* осторожный, береж-
ный

cave *n /keɪv/* [C] пещера

cell *n /sel/* [C] клетка

cellular *adj /'seljələ/* клеточный

challenge *v /'tʃæləndʒ/* [T] бросать вызов; ос-
паривать, отказываться принять правоту
чего-л.

chance */tʃa:ns/* 1. *v* [I, T] 1) случиться
2) рискнуть 2. *n* [C] возможность, шанс,
случай

by chance случайно, по случайности

centre *v /sentə/* [T] (on/around sth) *BrE* со-
средоточиться (на/вокруг чего-л.)

charismatic *adj /'kærɪz'mætɪk/* харизматиче-
ский

charming *adj /'tʃa:minj/* очаровательный,
прелестный

chase *n /tʃeɪs/* [C] погоня

cheer *v /tʃɪə/* [T] ободрять, создавать хоро-
шее настроение

cheer (sb) up приободриться, ободрять
(кого-л.)

cheque *n /tʃek/* [C] *BrE* чек

choke *v /tʃeʊk/* [I] подавляться, поперхнуться

chopstick *n, usually pl /'tʃɒpstɪk/* [C] палочки
для еды

choreographer *n /kɔ:rɪ'ɒgrəfə/* [C] хореограф

choreography *n /kɔ:rɪ'ɒgrəfi/* [U] хореография

circulation *n /sɜ:kjə'leɪʃn/* [C] тираж

claim *v /kleɪm/* [T] утверждать, считать вер-
ным

classified ad *n /klæsɪfaɪd 'æd/* [C] небольшое
объявление о купле-продаже

в газете

clever *adj /'klevə/* 1) способный, умелый

2) искусный, изобретательный,
хитроумный

cleverly *adv /'klevəli/* умело, ловко, искусно

client *n /'klaɪənt/* [C] клиент, заказчик

clinic *n /'klinik/* [C] поликлиника, медицин-
ский центр

clogging *n /'klɒgɪŋ/* [U] танец, исполняемый
в башмаках на деревянной подошве

close-up *n* /'kləʊs ʌp/ [C] крупный план (при съёмке)

clumsy *adj* /'klʌmzi/ неуклюжий, неловкий
coal *n* /kəʊl/ [U, C] уголь

coals горящие угольки

cobra *n* /'kəʊbərə/ [C] кобра

code name *n* /'kəʊd neɪm/ [C] кодовое название

coincidence *n* /kəʊ'ɪnsədəns/ [C, U] совпадение

colleague *n* /'kɒli:g/ [C] коллега

combination *n* /kɒmbɪ'neɪʃn/ [C] сочетание, комбинация

come *v* /klm/ [I] приходить, приезжать

come by натолкнуться (на что-л. редкое, ценное), случайно найти

come into вступать в

come into money получить наследство, деньги

come round зайти, заглянуть (в гости)

come up with sth придумать что-л. (план, решение и т. п.)

comic *n* /'kɒmɪk/ [C] журнал комиксов, комиксы

command *v* /kə'ma:nd/ [T] внушать, вызывать (уважение, симпатию и т. п.), привлекать (внимание)

commission *v* /kə'mɪʃn/ [I] делать заказ

committed *adj* /kə'mɪtəd/ преданный идеи, делу, верный своему призванию

communal *adj* /kə'mju:nl/ общего пользования, коммунальный

companion *n* /kəm'pænjən/ [C] компаньон

compel *v* /kəm'pel/ [T] заставлять, принуждать

to feel compelled (to do sth) чувствовать необходимость (сделать что-л.)

compensate *v* /'kɒmpənseɪt/ [T] компенсировать

compensation *n* /kɒmpən'seɪʃn/ [C] компенсация

competitive *adj* /kəm'petɪtɪv/ конкурентоспособный

complimentary *adj* /,kɒmplɪ'mentəri/ 1) лестный, хвалебный 2) бесплатный

composer *n* /kəm'p्रəuzə/ [C] композитор

compromise *v* /'kɒmprəmaɪz/ [T] пойти на компромисс

compulsive *adj* /kəm'pulsɪv/ непреодолимый; страдающий непреодолимым влечением, зияющий

compulsive gambler игроман

compulsory *adj* /kəm'pulsɔ:rɪ/ обязательный

con *n* /kɒn/ *informal* [C] обман, мошенничество, жульническая проделка

con artist жулик, мошенник

concede *v* /kən'si:d/ [I] признавать

conceding *adj* /kən'si:dɪŋ/ допускающий; уступающий

conceited *adj* /kən'si:təd/ высокомерный, самодовольный

concert *n* /'kɒn:sət/ [C] концерт

concession *n* /kən'seʃn/ [C] уступка

conclude *v* /kən'klu:d/ [T] делать вывод, заключение

conclusion *n* /kən'klu:ʒn/ [C] вывод, заключение

conclusive *adj* /kən'klu:sɪv/ убедительный

condescending *adj* /kəndɪ'sendɪŋ/ снисходительный

conductor *n* /kən'dʌktə/ [C] дирижёр

confess *v* /kən'fes/ [I, T] сознаваться

(в чём-л. неблаговидном), признавать вину

confession *n* /kən'feʃn/ [C] признание (вины, проступка)

make a confession сделать признание

confide *v* /kən'faɪd/ [I, T] признаваться, доверять секреты

confide (in) sb доверяться кому-л.

confidence trick *n* /'kɒnfɪdəns trɪk/ [C] жульничество, мошенничество с целью

получения денег

confront *v* /kən'frənt/ [T] противостоять, сталкиваться

be confronted with sb/sth столкнуться

лицом к лицу с кем-л./чем-л.

congratulate *v* /kən'grætʃəleɪt/ [T] поздравлять

congratulations *n pl* /kən'grætʃə'leɪʃnz/ [C]

поздравления; поздравляю!

conservatory *n* /kən'sɜ:vətəri/ [C] оранжерея, теплица

consider *v* /kən'sɪdə/ [T] учитывать

considerable *adj* /kən'sɪdərəbəl/ значительный

considerate *adj* /kən'sɪdərət/ внимательный, заботливый

consistent *adj* /kən'sɪstənt/ последовательный, постоянный

constant *adj* /'kɒnstənt/ постоянный

constantly *adv* /'kɒnstəntli/ постоянно

constraint *n* /kən'streɪnt/ [C] ограничение; сдерживающее начало

consultancy *n* /kən'saltənsi/ [C] консалтинговая компания; консультирование

consume *v* /kən'sju:m/ [T] потреблять; есть, выпивать

contestant *n* /kən'testənt/ [C] участник соревнования, конкурса

continuity *n* /kən'tɪnju:etɪ/ [U] длительность, непрерывность, продолжительность

control *n* /kən'trəʊl/ [U] контроль

out of control вне контроля, не поддающийся контролю

conversationalist *n* /kɔnvə'seisjənəlist/ [C] человек, умеющий вести беседу

convert *v* /kən'vez:t/ [T] превращать, переделывать

convinced *adj* /kən'veinst/ убеждённый

be convinced (that) быть убеждённым (что)

convincing *adj* /kən'veinsiŋ/ убедительный

coordination *n* /kəʊdɪ'neɪʃən/ [U] координация

copper /'kɔpə/ 1. *n* [U] медь 2. *adj* медный

correction fluid *n* /kə'rekʃən flu:i:d/ [U] корректирующая жидкость, замазка

costume *n* /'kɒstjʊm/ [C] театральный костюм

cosy *adj* /'kəʊzi/ BrE уютный, удобный

couch potato *n* /'kaʊtʃ pə'teitəʊ/ [C] informal лежебока, домосед

council *n* /'kaʊnsəl/ [C] совет (орган власти); совещание, обсуждение

counsellor *n* /'kaʊnsələr/ [C] BrE советник, консультант

counter *n* /'kaʊntə/ [C] касса; стойка, прилавок

countless *adj* /'kaʊntləs/ бесчисленный

country dance *n* /'kʌntri 'da:n:s/ [U]

контрданс (народный танец)

courage *n* /'kʌrɪdʒ/ [U] мужество, отвага

courageous *adj* /kə'reɪdʒəs/ смелый, отважный

courteous *adj* /'kɜ:tisəs/ formal вежливый, учтивый

cover *v* /'kʌvə/ [T] освещать события в СМИ

crack *v* /kræk/ [I] треснуть

cramp /kræmp/ 1. *v* [T] мешать, стеснять

2. *n* [C, U] судорога

cramp sb's style мешать кому-л.

cramped *adj* /kræmpt/ тесный, заставленный (мебелью и т. п.)

crash helmet *n* /'kræʃ 'helmit/ [C] защитный шлем

craze *n* /kreɪz/ [C] повальное увлечение, последний пик моды

credentials *n pl* /kri'densəlz/ [C] удостоверение (личности)

credit card *n* /'kredit ka:d/ [C] кредитная карта

crew *n* /kru:/ [C] команда, группа, бригада, экипаж

critical *adj* /'kritikəl/ критичный

criticism *n* /'kritɪsizəm/ [C] критическое замечание

crockery *n* /'krɒkəri/ [U] посуда

cross *v* /krɒs/ [T] пересечь

cross sb's mind прийти кому-л. в голову

crossing *n* /'krɒsɪŋ/ [C] 1) переправа 2) переход, пересечение

crowd *n* /kraʊd/ [C] толпа

crowded *adj* /'kraʊdəd/ переполненный, забитый до отказа

crucial *adj* /'kru:ʃəl/ очень важный, решающий

cruelty *n* /'kru:əlti/ [U] жестокое обращение, жестокость

crusade *n* /kru:'seid/ [C] движение против чего-л. безнравственного, порочного

crybaby *n* /'kraɪbeɪbi/ [C] плакса

culture *n* /'kʌltʃə/ [C, U] культура

culture vulture informal нарочито демонстрирующий свой интерес к искусству, литературе

curb *v* /kɜ:b/ [T] сдерживать

cure *n* /kjʊə/ [C] лечение

curiosity *n* /kjʊərɪ'ɒsəti/ [U] любопытство; любознательность

curious *adj* /'kjʊərɪəs/ 1) любопытный 2) необычный, чудной

curl *v* /kɜ:l/ [T, I] кривить (губы); кривиться

curse *n* /kɜ:s/ [C] проклятие

curtain *n* /'kɜ:tn/ [C] 1) занавеска, портьера 2) занавес

curve *n* /kɜ:v/ [C] кривая (линия)

custody *n* /'kʌstədi/ [U] 1) опека 2) содержание под стражей

in custody под арестом

cut *v* /kʌt/ [T] резать

cut off отрезать, отделять, изолировать

cutlery *n* /'kʌtləri/ [U] столовые приборы:

ножи, ложки, вилки

cynic *n* /'sɪnɪk/ [C] циник

cynicism *n* /'sɪnɪsɪzəm/ [U] цинизм, циничное отношение

D d

damage *v* /'dæmɪdʒ/ [T] повреждать, наносить ущерб

damp *adj* /dæmp/ влажный, сырой

dare *v* /deə/ [I] решаться, дерзнуть

date *v* /deɪt/ [I] датироваться

date back to вести своё начало от

date from существовать с (такого-то времени)

daunting *adj* /'dɔ:ntɪŋ/ пугающий, обескураживающий

dawn *v* /dɔ:n/ [I] рассветать

dawn on внезапно стать ясным, осенить

dead /ded/ 1. *adj* мёртвый 2. *adv informal*

1) полностью, совершенно 2) очень сильно

I wouldn't be seen dead spoken скорее умру (чем сделаю что-л.)
over my dead body только через мой труп
be dead right быть совершенно правым
be dead tired быть очень усталым
deadline n /'dedlайн/ [C] срок окончания какой-л. работы, конечный срок
deafen v /'defən/ [T] оглушать; заглушать
deafening adj /'defəniŋ/ оглушающий, очень громкий
debate n /di'beit/ [C] дискуссия, спор, дебаты
debt n /det/ [C] долг
be in debt быть в долгах
be in sb's debt быть у кого-л. в долгу
unpaid debt невыплаченный долг
decrease 1. v /di'kri:s/ [I, T] уменьшать(ся)
2. n /'di:kri:s/ [U, C] сокращение, спад
deep-rooted adj /di:p'rū:tid/ глубоко укоренившийся
definitive adj /di'finətiv/ окончательный, вполне определённый
defraud v /di'frɔ:d/ [T] выманить деньги мошенническим путём
deliberate adj /di'libərət/ заранее обдуманный, намеренный, спланированный
delight v /di'lait/ [T, I] 1) радовать 2) наслаждаться
delight in sth получать большое удовольствие от чего-л.
deposit v /di'pozit/ 1. v [T] кладь деньги в банк; отдать в банк на хранение 2. n [C] банковский вклад
deposit slip квитанция о депозите в банке, о сумме на счёте
depressing adj /di'presiŋ/ действующий угнетающе, гнетущий
derive v /di'raiv/ [I] происходить, вести своё происхождение от
descendant n /di'sendənt/ [C] потомок
destructive adj /di'struktiv/ разрушительный
detect v /di'tekt/ [T] обнаружить, выявить
development n /di'veləpmənt/ [U] развитие
diamond n /'daimənd/ [C] алмаз, бриллиант
die v /dai/ [I] умирать
die away замирать, затихать
die down успокаиваться, слабеть, затихать
(sth) to die for informal потрясающий; разг. просто умереть можно
die of sth умереть от чего-л.
die out исчезнуть, вымереть
to be dying to do sth до смерти хочется сделать что-л.
dilute v /di'lju:t/ [T] разбавлять, разводить

dimension n /daɪ'menʃən/ [C] направление (деятельности), аспект
diploma n /dɪ'pləʊmə/ [C] диплом
direction n /dɪ'rekʃən/ [C] направление
director n /dɪ'rektə/ [C] режиссёр
dirt n /dɜ:t/ [U] грязь
disciplinary adj /'dɪsiplɪnəri/ дисциплинарный
discomfort n /dɪs'kʌmfət/ [U, C] дискомфорт; недомогание, беспокойство
discreet adj /dɪ'skrɪ:t/ осторожный, осмотрительный
disguise /dɪs'gaɪz/ 1. n [C, U] маскировка, изменение внешнего облика 2. v [T] маскировать
dishwasher n /'dɪʃwɒʃə/ [C] посудомоечная машина
disintegrate v /dɪs'ɪntɪɡreɪt/ [I] распадаться на части, разрушаться
dismay /dɪs'meɪ/ 1. n [U] испуг, смятение 2. v [T] лишать силы духа, приводить в смятение
dismissive adj /dɪs'mɪsɪv/ пренебрежительный
dismissively adv /dɪs'mɪsɪvli/ пренебрежительно
disobey v /dɪs'beɪ/ [I] не подчиняться
disrupt v /dɪs'rʌpt/ [T] нарушать (порядок, ритм и т. п.)
distinctive adj /dɪ'stɪŋktɪv/ отличительный, характерный
distract v /dɪ'strækt/ [T] отвлекать
distracted adj /dɪ'stræktid/ растерянный, расстроенный, смущённый
disturbing adj /dɪ'stɜ:bɪŋ/ тревожащий, внушающий беспокойство, тревогу
diversity n /dɪ'vez:səti/ [U] разнообразие
do v /du:/ [T, I] делать, действовать
do sth up ремонтировать, обновлять что-л.
do away with sth покончить с чем-л., положить конец чему-л.
dock n /dɒk/ [C] док, судоремонтный завод
dome n /dəʊm/ [C] купол
donate v /dəʊ'nneɪt/ [T] делать (денежное) пожертвование
donor n /'dəʊnə/ [C] донор
dose n /dəʊz/ [C] доза, дозировка
dot-com adj /dɒt'kɒm/ [only before noun]
informal работающий через Интернет
dot-com company интернет-компания
double v /'dʌbəl/ [T] удваивать
down to sth adv /daʊn/ вплоть до
have sth down to a fine art довести что-л. до совершенства
drag v /dræg/ [T] тащить, тянуть
drag oneself away (from) sth еле/с трудом оторваться от чего-л.

drama *n* /'dra:mə/ [C, U] 1) пьеса, драма
2) драматическое искусство
dramatic *adj* /drə'mætɪk/ драматический, выразительный
draughty *adj* /'dra:ftɪ/ BrE продуваемый ветром, со сквозняками
draw *v* /drɔ:/ [T] тащить, тянуть
draw sb in втянуть, вовлечь кого-л. во что-л.
drawing *n* /'drɔ:nɪŋ/ [C] рисунок
dreamlike *adj* /'dri:mlaɪk/ сказочный, нереальный
dress rehearsal *n* /'dres rɪ'hɛz:səl/ [C] генеральная репетиция
dressing room *n* /'dresɪŋ ru:m/ [C] актёрская гримёрная
dressing table *n* /'dresɪŋ ,teɪbl/ [C] BrE туалетный столик, трельяж
drum *v* /drʌm/ [I] стучать, барабанить
duet *n* /du'e:t/ [C] дуэт
dull *adj* /dʌl/ скучный
durable *adj* /'djuərəbəl/ прочный, длительного пользования
dust *n* /dʌst/ [U] пыль
dutiful *adj* /'dju:tifəl/ послушный

E e

eagle-eyed *adj* /'i:g'l'aid/ проницательный
earnings *n pl* /'z:nɪŋz/ заработка
edge *n* /eɪdʒ/ [C] край
effective *adj* /'fektɪv/ действенный, эффективный
elated *adj* /'elɪtəd/ очень обрадованный, на седьмом небе
electric shock *n* /ɪ,lektrɪk ʃɒk/ [C] удар электрическим током
embarrassment *n* /ɪm'bærəsmənt/ [U] замешательство, смущение, смятение
embezzle *v* /ɪm'bezəl/ [I, T] растратить казённые деньги
embezzlement *n* /ɪm'bezəlmənt/ [U] растрата, хищение казённых денег
empress *n* /'emprəs/ [C] императрица
empty-handed *adj* /'empti'hændɪd/ с пустыми руками, ничего не добившийся
empty-headed *adj* /'empti'hedɪd/ informal пустоголовый, глупый, неумный
emulate *v* /'emjəleɪt/ [T] formal подражать, копировать, брать за образец
enable *v* /'neɪbəl/ [T] давать возможность (сделать что-л.)
enclose *v* /ɪn'kləʊz/ [T] обносить, окружать (забором, стеной)
encounter *v* /ɪn'kaʊntə/ [T] сталкиваться с чем-л.

encourage *v* /ɪn'kʌrɪdʒ/ [T] воодушевлять, поощрять
end /end/ 1. *n* [C] конец, край 2. *v* [I] кончаться, завершаться
end up стать (в итоге), оказаться в какой-л. ситуации
endanger *v* /ɪn'deɪndʒə/ [T] подвергать опасности
endearing *adj* /ɪn'diərɪŋ/ привлекательный
energetic *adj* /enə'fjetɪk/ энергичный, деятельный
energy *n* /'enəfʒɪ/ [U] энергия
energy-saving энергосберегающий
engagement *n* /ɪn'geɪfəmənt/ [C] 1) договорённость 2) обручение, помолвка
engagement ring кольцо в знак помолвки
engaging *adj* /ɪn'geɪfɪŋ/ обаятельный, привлекающий к себе
engineering *n* /,endʒɪ'nɪərɪŋ/ [U] проектирование
enhance *v* /ɪn'hæ:ns/ [T] улучшать
ensure *v* /ɪn'ʃʊə/ [T] especially BrE обеспечивать, гарантировать
entertain *v* /,entə'teɪn/ [T] развлекать
entertain an idea/hope/possibility
formal обдумывать идею/питать надежду/рассматривать возможность
entertaining *adj* /,entə'teɪnɪŋ/ занимательный, развлекательный
enthusiasm *n* /ɪn'θju:ziæzəm/ [U] энтузиазм, восторг, рвение
enthusiast *n* /ɪn'θju:ziæst/ [C] энтузиаст, сильно чем-л. увлечённый человек
entirely *adv* /ɪn'taɪəlɪ/ полностью
envy *v* /'envɪ/ [T] завидовать
escapade *n* /'eskəpeɪd/ [C] шальная выходка, смелая проделка
escapism *n* /'skeɪpɪzəm/ [U] бегство от действительности
escapist *adj* /'skeɪpɪst/ уходящий от действительности, уводящий от действительности
especially *adv* /ɪ'speʃəlɪ/ особенно, больше всего
estate agent *n* /'stet,eɪfənt/ [C] BrE риелтор
estimate *v* /'estəmeɪt/ [T] оценивать
eternal *adj* /'etɪ:nl/ вечный
eventually *adv* /'evn'tfʊəlɪ/ со временем, в конце концов
exceptional *adj* /ɪk'sepʃənl/ выдающийся, исключительный
exceptionally *adv* /ɪk'sepʃənlɪ/ исключительно
excited *adj* /ɪk'saitəd/ взволнованный, возбуждённый

excitedly *adv* /ɪk'saɪtədli/ взволнованно
exclaim *v* /ɪk'skleɪm/ [I, T] восклицать
exclude *v* /ɪk'sklu:d/ [T] не допускать, исключать
exhausted *adj* /ɪg'zɔ:stəd/ изнурённый, измученный
exhilarating *adj* /ɪg'ziləreɪtɪŋ/ радостный, волнующий
existence *n* /ɪg'zɪstəns/ [U] существование
expect *v* /ɪk'spekt/ [T] 1) полагать, ожидать
 2) рассчитывать, законно ожидать
expertise *n* /ekspɜ:z'ti:z/ [U] компетенция, опыт
exposed *adj* /ɪk'spəʊzd/ непокрытый, открытый, незащищённый
extensive *adj* /ɪk'stensɪv/ обширный, значительный, широкий
extensively *adv* /ɪk'stensɪvlɪ/ широко, активно
external *adj* /ɪk'stɜ:nl/ внешний
extract *v* /ɪk'strækt/ [T] извлекать (осторожно, с трудом)
extraordinary *adj* /ɪk'strɔ:dənərɪ/ выдающийся, замечательный
extreme /ɪk'stri:m/ 1. *adj* крайний, предельный, чрезмерный 2. *n* [C] крайность
take sth to extremes доводить что-л. до крайности, впадать в крайность
eye *n* /aɪ/ [C] глаз
keep an eye on sb/sth следить, присматривать за кем-л./чем-л.

F f

fabric *n* /'fæbrik/ [C, U] ткань, материя
face *v* /feɪs/ [T] 1) столкнуться (с проблемой, затруднением и т. п.) 2) признать не приятный факт 3) стоять лицом к
face (onto) выходить куда-л., быть обращённым куда-л. (об окнах, фасаде)
face value *n* /feɪs 'vælju:/ [U] номинальная стоимость
take sth at face value принимать что-л. за чистую монету, всерьёз
factual *adj* /'fæktfʊəl/ фактический, основанный на фактах
fad *n* /fæd/ [C] преходящее увлечение, пристрастие
fake *v* /feɪk/ [T] 1) притворяться, разг. прикидываться 2) подделывать, фальсифицировать
fallible *adj* /'fæləbəl/ могущий ошибаться, ошибочный
fantasise *v* /'fæntəsaɪz/ [I, T] фантазировать, мечтать

far-fetched *adj* /fa:'fetʃt/ надуманный, неправдоподобный
fate *n* /feɪt/ [U, C] судьба
feast *n* /fi:st/ [C] пир, банкет, празднество
feature /fi:tʃə/ 1. *n* [C] 1) заметка, очерк (в газете, журнале) 2) деталь, черта 2. *v* [T] касаться чего-л., относиться к чему-л.
fiddle *v* /'fɪdl/ [I] играть чем-л., возиться с чем-л.
fiddle with sth вертеть что-л. в руках
fiery *adj* /'faɪərɪ/ горячий, страстный; вспыльчивый
financial *adj* /fə'nænʃəl/ финансовый
finding *n, usually pl* /'faɪndɪŋ/ [C] полученные данные (в результате исследований)
fire up *v* /'faɪə ʌp/ [T] разжигать; воодушевлять
fix *n* /fɪks/ [U] доза
get one's fix получать дозу
flamenco *n* /flə'meñkəʊ/ [U] фламенко (испанский танец)
flip *v* /flɪp/ [T] сбить, стряхнуть, перекинуть
flip sth open откинуть (крышку и т. п.), щелчком открыть что-л.
flip over быстро перевернуть(ся)
floor *n* /flɔ:/ [C] 1) пол 2) этаж
flop *n* /flɒp/ [C] провал, неудача
fly *v* /flaɪ/ [I] летать
fly open неожиданно открыться, распахнуться
flyer *n* /'flaɪə/ [C] рекламная листовка, флаер
folk *adj* /fəʊk/ народный
folk dance народный танец
fool *n* /fu:l/ [C] шут
footage *n* /'fʊtɪdʒ/ [U] кадры (какого-л. события) на плёнке; метраж плёнки
forbid *v* /fə'bɪd/ [T] запрещать, не разрешать
force /fɔ:s/ 1. *n* [C, U] 1) сила 2) насилие, силовые методы 2. *v* [T] заставлять, принуждать
forensic *adj* /fə'rensɪk/ судебный
forever *adv* /fə'rəvə/ навсегда
be forever doing sth постоянно что-л. делать
forge *v* /fɔ:g/ [T] 1) подделывать, изготавливать подделку 2) ковать, выковывать
forgery *n* /'fɔ:gərɪ/ [C, U] подделка, подлог
forgetful *adj* /fə'getfəl/ забывчивый
formality *n* /fɔ:mæləti/ [U] строго определённый порядок действий, движений
fraternity *n* /frə'tɜ:nəti/ [C] студенческий мужской клуб в американских университетах

fraud *n* /frɔ:d/ [C] мошенничество, надувательство
freelance *adj* /'fri:lə:ns/ работающий не в штате, по договору
frequent *adj* /'fri:kwənt/ частый
frontier spirit *n* /'frəntɪə 'spɪrɪt/ [U] черта характера американцев, отражающая их стремление к постоянному освоению нового
frozen *adj* /'frəuzən/ замороженный
frustrated *adj* /frə'streɪtəd/ расстроенный, раздражённый, недовольный
frustrating *adj* /frə'streɪtɪŋ/ расстраивающий, раздражающий
funfair *n* /'fʌnfεə/ [C] BrE ярмарка, парк развлечений
fur *n* /fɜ:/ [U] мех
furious *adj* /'fjuərɪəs/ взбешённый, яростный
furry *adj* /'fɜ:pɪ/ пушистый, покрытый мехом
fusion *n* /'fju:ʒən/ [C] слияние, соединение

G g

gaffe *n* /gæf/ [C] ложный шаг, большая оплошность
gain *v* /geɪn/ [T] приобретать, набирать (скорость, высоту и т. п.)
gain weight набирать вес
gambler *n* /'gæmblə/ [C] игрок в азартные игры
compulsive gambler игроман
gaze *n* /geɪz/ [C] пристальный взгляд
gear *n* /gɪə/ [C] 1) передача, скорость (в автомобиле и т. п.) 2) снаряжение, приспособление
gear clothes экипировка
gear stick *n* /'gɪə stɪk/ [C] BrE рычаг переключения передач в автомобиле
gene *n* /'dʒi:n/ [C] ген
generation gap *n* /'dʒenə'reɪʃən ɡæp/ [C] конфликт поколений
genetic *adj* /'dʒe'nɛtɪk/ генный; генетический
gentle *adj* /'dʒentl/ мягкий, благовоспитанный
gently *adv* /'dʒentlɪ/ мягко, спокойно
genuine *adj* /'dʒenju:n/ подлинный, истинный
geometry *n* /dʒɪ'metri/ [U] геометрия
get *v* /get/ [T] доставать, получать, добывать; понимать

get along with sb иметь хорошие отношения, дружить с кем-л.

get back together возобновить отношения

get by обходиться малым, продержаться

get/have one's (own) way стараться делать/делать по-своему
gift *n* /gɪft/ [C] способность, талант
give *v* /gɪv/ [T] давать
give up сдаться, отказаться от дальнейших попыток; бросить, перестать
glamour *n* /'glæmə/ [U] блеск, очарование; шик, гламур
glaring *adj* /'gleərɪŋ/ вопиющий, грубый
gleam *v* /gli:m/ [I] мерцать, светиться
globalisation *n* /gləʊbəlai'zeɪʃən/ [U] глобализация
glorious *adj* /'glɔ:griəs/ прославленный, славный
glue *v* /glu:/ [T] приклеивать, склеивать
be glued to sth уставиться, разг. при克莱иться
goof *n* /gu:f/ [C] informal, especially AmE досадная ошибка, ляп
gory *adj* /'gɔ:gɪ/ жестокий, кровопролитный
gossip *n* /'gɒsəp/ [U, C] сплетни, слухи
gossip column колонка светской хроники (в газете, журнале)
graceful *adj* /'greɪsfəl/ грациозный, изящный
gradual *adj* /'grædʒuəl/ постепенный
grand *adj* /grænd/ главный, важный; величественный, грандиозный
grand total общая сумма
grant *v* /gra:nt/ [T] предоставлять
graph *n* /gra:f/ [C] график, схема
grass *n* /gra:s/ [U] трава
the grass is greener (on the other side of the fence) хорошо там, где нас нет
greed *n* /grɪ:d/ [U] жадность, алчность
greet *v* /grɪ:t/ [T] приветствовать
grime *n* /graim/ [U] въевшаяся грязь, слой грязи
groundbreaking *adj* /'graʊnd,breɪkiŋ/ переворачивающий мир, кардинально изменяющий представления
guardian *n* /'ga:dɪən/ [C] защитник; хранитель; опекун
guide dog *n* /gaɪd dɒg/ [C] BrE собака-поводырь
guided tour *n* /,gaɪdɪd 'tuə/ [C] тур с гидом, с сопровождающим
gypsy *n* /'dʒipsɪ/ [C] цыган, цыганка

H h

haiku *n* /'haiku:/ [C] хайку (японское лирическое трёхстишие)

halve *v* /ha:v/ [T] уполовинить, сократить вдвое

hand *n* /hænd/ [C] рука, кисть руки

at hand *formal* под рукой, близко, прямо здесь

handful *n* /'hændfʊl/ [C] горсть, пригоршня
handle *v* /'hændl/ [T] обходитьсья, обращать-ся; ухаживать

handshake *n* /'hændseɪk/ [C] рукопожатие
harangue *v* /hə'ræŋ/ [T] произносить гневные речи

haranguing *n* /hə'ræŋɪŋ/ [U] обличительные речи

harmony *n* /'ha:məni/ [U] гармония, согласие

hay fever *n* /'hei,fɪ:və/ [U] сенная лихорадка

head *v* /hed/ [I] направляться, следовать куда-л.

head off (to) уходить, отправляться (куда-л.)

headquarters *n pl* /'hed,kwɔ:təz/ [C] штаб, штаб-квартира

health farm *n* /'helθ fa:m/ [C] санаторий

heartbreaking *adj* /'ha:t,breɪkiŋ/ душеразди-рающий, надрывающий душу

heartless *adj* /'ha:tləs/ бессердечный, безж-лостный

heroic *adj* /hɪ'റəʊɪk/ героический

heroine *n* /'herəʊɪn/ [C] героиня (романа, фильма, пьесы и т. п.)

high heels *n, usually pl* /hai 'hil:z/ [C] высокие каблуки

hijack *v* /'haɪdʒæk/ [T] угонять самолёт, ав-томобиль

hijacking *n* /'haɪdʒækɪŋ/ [U] угон транспортного средства

hilarious *adj* /hi'lærɪəs/ очень забавный, уморительный

hit-and-run *adj* /hitn'ra:n/: **hit-and-run**

accident ДТП, в котором водитель, сбив пешехода, скрывается с места происшествия

hitch *n* /hitʃ/ [C] помеха, небольшая за-держка

hive *n* /haɪv/ [C] улей

homemaker *n* /'həʊmɪ,mɛɪkə/ [C] домохозяйка

homeopathic *adj* /,həʊmə'tɪ'prəθɪk/ гомеопати-ческий

homeopathy *n* /,həʊmə'tɪ'prəθɪ/ [U] гомеопатия

hooked *adj* /hukɪt/ постоянно делающий что-л. в силу привычки

hopeless *adj* /'həʊpləs/ безнадёжный

horoscope *n* /'hɔrəskɔ:p/ [C] гороскоп

horrify *v* /'hɔrɪfaɪ/ [T] ужасать, шокировать

host /həʊst/ 1. *n* [C] ведущий (теле-, радиопрограммы); принимающая сторона

2. *v* [T] распределять

hostage *n* /'hɒstɪdʒ/ [C] заложник

take sb hostage взять кого-л. в залож-ники

household *adj* /'haʊshəʊld/ домашний, се-мейный

be a household name быть очень извест-ным, стать именем нарицательным

hum *v* /hʌm/ [I] напевать под нос

human *adj* /'hju:mən/ человеческий, свойст-венный человеку

humanitarian *adj* /'hju:mənɪ'teəriən/ благо-творительный

humorous *adj* /'hju:mərəs/ забавный, смеш-ной, юмористический

hunter *n* /'hʌntə/ [C] охотник

hurry /'hʌpɪ/ 1. *v* [I] торопиться 2. *n* [U] спешка

be in a hurry спешить

hushed *adj* /hʌst/ приглушенный, тихий

hut *n* /hʌt/ [C] домик, хижина, хибарка

hypnotic *adj* /hip'nɒtɪk/ гипнотический, усыпляющий, расслабляющий

I i

iceberg *n* /'aɪsbɜ:g/ [C] айсберг

idealistic *adj* /aɪ'dɪəlistɪk/ идеалистический, следующий своим идеалам

identity theft *n* /aɪ'dentəti θeft/ [C] кража и использование чьей-л. личной информа-ции (банковского счёта, водительских прав и т. п.) в целях наживы

ignorant *adj* /ɪgnərənt/ неосведомлённый

immense *adj* /'ɪmens/ очень большой, огромный

immensity *n* /'ɪmensəti/ [U] безмерность, не-объятность

impact *n* /'ɪmpækɪt/ [C] сильное воздействиe

impersonate *v* /im'prə:səneɪt/ (sb) [T] выда-вать себя за кого-л., представляться кем-л.

imply *v* /im'plai/ [T] подразумевать

imposing *adj* /im'pəʊzɪŋ/ впечатляющий, внушительный

impostor *n* /im'pɒstə/ [C] обманщик, само-званец, мошенник

impoverish *v* /im'prəʊvəʃ/ [T] доводить до ни-щеты, вести к обнищанию

imprint *v* /im'prɪnt/ [T] отпечатывать, остав-лять след

be imprinted on sb's mind/memory запе-чатлеться в чьей-л. памяти

impromptu *adj* /im'prɒmptju:/ импровизиро-ванный

impulse *n* /'impuls/ [C] импульс, порыв

on the impulse следуя импульсу, не по-думав

impulsive *adj* /im'pulsɪv/ необдуманный, опрометчивый; импульсивный

impulsively *adv /im'pulsivli/ необдуманно*
in spite of *conj, prep /in 'spait əv/ несмотря на, вопреки*
inability *n sg /,in'əbiləti/ [U] неспособность, невозможность (сделать что-л.)*
inappropriate *adj /,in'prəʊprɪət/ неприемлемый, неподходящий*
incident *n /'insədənt/ [C] происшествие, инцидент, случай*
incidentally *adv /,insə'dentəli/ кстати, между прочим*
incompatible *adj /,inkəm'pætəbəl/ несовместимый*
inconceivable *adj /,inkən'si:vəbəl/ немыслимый, невообразимый*
increase *1. n /'inkri:s/ [C, U] увеличение, рост 2. v /in'kri:s/ [T, I] увеличивать(ся)*
increasingly *adv /in'kri:sɪŋli/ всё более, всё чаще*
incredible *adj /in'kredibəl/ невероятный, потрясающий*
incredulous *adj /in'kredjələs/ недоверчивый*
indignant *adj /in'dignənt/ возмущённый, негодящий*
inevitable *adj /'nevətəbəl/ неизбежный, неотвратимый*
infallible *adj /in'fæləbəl/ непогрешимый, никогда не делающий ошибок*
infantile *adj /'infəntail/ инфантильный*
inferior *adj /in'fiərɪə/ худший*
infinite *adj /'infinət/ бесконечный, беспределный*
infinitely *adv /'infinətlı/ бесконечно, беспрепрельно, безгранично*
influence *v /'influəns/ [T] влиять*
informative *adj /in'fɔ:tətiv/ информативный, содержательный*
ingenious *adj /in'dʒi:nɪəs/ хитроумный, изобретательный*
ingredient *n /in'grɪ:dɪənt/ [C] компонент, ингредиент*
inherent *adj /in'hɪərənt/ formal присущий, неотъемлемый*
inherently *adv /in'hɪərəntli/ свойственно, присуще; по своей природе*
inherit *v /in'herət/ [T] наследовать*
inhibition *n /,inhə'bɪʃən/ [C, U] зажатость, стеснительность*
initial *adj /'nɪʃəl/ начальный*
initially *adv /'nɪʃəlɪ/ изначально*
initiation *n /,ɪnɪʃeɪʃən/ [U] принятие (в общество, клуб и т. п.), инициация, посвящение*

initiation rite ритуал, церемония посвящения, принятия (в клуб)

injection *n /in'ʃe:kʃən/ [C, U] инъекция*
ink *n /ɪŋk/ [C, U] чернила*
magnetic ink магнитные чернила
innovative *adj /'inəvətɪv/ инновационный*
inquiry *n /in'kwaɪərɪ/ [C] расследование, следствие*
inscribe *v /in'skraib/ [T] вырезать (на камне, дереве)*
inscrutable *adj /in'skrū:təbəl/ непроницаемый; непостижимый, загадочный*
insensitive *adj /in'sensətiv/ нечувствительный*
insight *n /'insaɪt/ [C, U] понимание, представление о чём-л.*
insist *v /in'sist/ [I] 1) настаивать на своём 2) настойчиво требовать*
inspect *v /in'spekt/ [T] внимательно рассматривать*
instate *v /in'steɪt/ [T] вводить в должность*
instinct *n /'instɪŋkt/ [C, U] инстинкт*
insult *v /in'salt/ [T] оскорблять*
insurance *n /in'ʃuərəns/ [U] страхование*
insurance interest rate страховая процентная ставка
life insurance страхование жизни
insure *v /in'suə/ [T, I] (за)страховаться; предоставлять страховку*
intact *adj /in'tækɪt/ неповреждённый, целый*
intelligence *n /in'teləfəns/ [U] 1) интеллект, умственные способности 2) секретная информация*
internal *adj /in'tɜ:nəl/ внутренний*
interpersonal *adj /intə'pɜ:rsənl/ межличностный*
interrupt *v /intə'grapt/ [T] прерывать, перебивать (в разговоре и т. п.)*
intolerant *adj /in'tɒlərənt/ нетерпимый*
intoxicating *adj /in'tɒksɪkeɪtɪŋ/ возбуждающий, кружащий голову, пьянящий*
intriguing *adj /in'tri:gɪŋ/ интересующий, увлекательный*
introspective *adj /,intrə'spektɪv/ интроспективный, погруженный в себя*
inverted *adj /in'vez:tɪd/ перевёрнутый; вывернутый наизнанку*
invest *v /in'vest/ [T] делать инвестиции, вкладывать (деньги и т. п.)*
investment *n /in'vestmənt/ [U] инвестирование, вложение (денег и т. п.)*
Irish jig *n /'aɪərɪʃ ʃɪg/ [U] ирландская джига (танец)*
ironic *adj /aɪ'rɒnik/ ироничный*
ironing board *n /'aɪənɪŋ bɔ:d/ [C] гладильная доска*
irrational *adj /ɪ'ræʃənlə/ неразумный, нерациональный; иррациональный*

irrelevant *adj* /ɪ'reləvənt/ не относящийся к сути дела, несущественный
irresponsible *adj* /ɪr'spɒnsəbəl/ безответственный
isolated *adj* /'aɪsolətəd/ уединённый; отдельный
isolation *n* /aɪsə'læʃən/ [U] уединение, изоляция
issue *v* /'ɪʃu:/ [T] выпускать, издавать

J j

jigsaw *n* /'dʒɪgɔ:/ [C] (also: jigsaw puzzle) пазл
job-oriented *adj* /dʒɒb 'ɔ:gɪntɪd/: **job-oriented culture** культура, отражающая стремление людей строить карьеру, выбирая при этом наиболее престижное место работы
journal *n* /'dʒɜ:nl/ [C] специализированный журнал (научный и т. п.)
journalism *n* /'dʒɜ:nlɪzəm/ [U] журналистика
judgement *n* /'dʒʌdʒmənt/ [C] суждение, мнение
judgemental *adj* /'dʒʌdʒ'mentl/ слишком придирчивый, склонный к осуждению других
jump *v* /dʒʌmp/ [I] прыгать
jump at sth ухватиться за (возможность, шанс)

K k

keep *v* /ki:p/ [T] держать, поддерживать
keep an eye on sb/sth следить, присматривать за кем-л./чем-л.
keep on track продолжать курс
kennel *n* /'kenl/ [C] конура
kick *v* /kɪk/ [T] пинать, ударять ногой
kick the habit бросать вредную привычку
kidnap *v* /'kɪdnæp/ [T] похищать людей (в целях получения выкупа)
kingdom *n* /'kɪŋdəm/ [C] королевство
kneel *v* /ni:l/ [I] встать на колени
knight *n* /naɪt/ [C] рыцарь
knock *v* /nɒk/ [T, I] стучать
knock down сбить (пешехода)
know-it-all *n* /'nəʊitɔ:l/ [C] AmE всезнайка
knowledgeable *adj* /'nɒlɪdʒəbəl/ осведомлённый
be knowledgeable about sth быть осведомлённым в чём-л.

L l

labour-saving *adj* /'leɪbə'seɪvɪŋ/ [only before noun] облегчающий труд
labyrinth *n* /'læbərɪnθ/ [C] лабиринт
landscape *n* /lændskεip/ [C] 1) вид, пейзаж 2) пейзаж (картина)
latter, the *adj* /'lætə/ *formal* последний (из вышеупомянутых, перечисленных)
launch /lɔ:nf/ 1. *n* [C] начало выпуска чего-л., запуск 2. *v* [T] запускать; выпускать на рынок, в продажу
law enforcement *n* /'lɔ: infɔ:smənt/ [U] обязательное исполнение закона
law enforcement agency правоохранительный орган
lawless *adj* /'lɔ:ləs/ *formal* незаконный, неправомерный
lawn *n* /lɔ:n/ [C] газон
lawn mower *n* /'lɔ:n mɔ:və/ [C] газонокосилка
lead¹ *n* /led/ [U] свинец
lead² /li:d/ 1. *v* [T] вести; руководить 2. *n* [U, C] 1) лидерство, руководство 2) краткое введение к газетной статье; первое, наиболее важное сообщение в сводке
leading *adj* /'li:dɪŋ/ ведущий, главный
leading role *n* /'li:dɪŋ rəʊl/ [C] главная роль
leaf *v* /li:f/: **leaf through** [T] пролистывать (журнал, книгу и т. п.)
learning curve *n* /'lɜ:niŋ kɜ:v/ [C] скорость усвоения нового материала
steep learning curve высокая интенсивность обучения, требующая преодоления трудностей
left-handed *adj* /'lef'thændɪd/ пользующийся по преимуществу левой рукой, левша
left-wing *adj* /'lef'twɪŋ/ социалистический, левый (по политическим убеждениям)
legitimate *adj* /lə'fɪtɪmətə/ законный, узаконенный
length *n* /leŋθ/ [C, U] длина, расстояние
go to great lengths to do sth приложить все усилия, сделать всё возможное для чего-л.
lens *n* /lenz/ [C] линза
contact lenses контактные линзы
let *v* /let/ [T] разрешать, позволять
let alone не говоря уже
let oneself go расслабиться, дать волю чувствам
level-headed *adj* /'levl'hedɪd/ разумный, уравновешенный, спокойный
liberate *v* /'libəreɪt/ [T] освобождать
lie *v* /laɪ/ [I] 1) лежать 2) находиться
lie down ложиться

lie-in *n sg /'laɪn/ BrE* долгое лежание в постели по утрам

have a lie-in оставаться в постели дольше обычного

life *n /laɪf/ [U, C]* жизнь

life expectancy средняя продолжительность жизни

cannot for the life of me spoken хоть убей, ни за что на свете

larger than life неординарный; потрясающий

to be the life and soul of the party BrE быть душой компании

sheltered life жизнь без забот, спокойная жизнь

lifeboat *n /'laɪfbəʊt/ [C]* спасательная шлюпка

lighten *v /laɪtn/ [T, I]* 1) освещать 2) облегчать, смягчать 3) светлеть

lightning *n /'laɪtnɪŋ/ [U]* молния

lightning strike удар молнии

likely *adj /laɪklɪ/* возможный, вполне вероятный

limb *n /lɪm/ [C]* конечность; рука/нога

limitation *n /'lɪmɪteɪʃn/ [C]* 1) ограничение, предел 2) *pl* недостатки

limp *v /lɪmp/ [I]* хромать

linguistic *adj /'lɪŋ'gwɪstɪk/* лингвистический

linoleum *n /'laɪnəʊm/ [U] informal (also: linoleum)* линолеум

live *v /lɪv/ [I]* жить

live it up жить широко, не отказывая себе ни в чём

sb will live to regret it кто-л. потом пожалеет об этом

live out of a suitcase жить на чемоданах (много разъезжать, путешествовать)

live sth down загладить (вину, впечатление и т. п.); заставить забыть что-л., о чём-л.

live off sth жить на что-л.

live up to оправдать (ожидания, надежды и т. п.); быть достойным (кого-л.)

live with sb жить с кем-л. без регистрации брака

loan *n /ləʊn/ [C]* ссуда, заём, кредит

get a loan получить ссуду, кредит

location *n /ləʊ'keɪʃn/ [C]* место натурных съёмок, натура

lock *n /lɒk/ [C]* замок, затвор

lodging *n /'lɒdʒɪŋ/ [U]* проживание

loft *n /lɒft/ [C] especially BrE* чердак

logic *n /'lɒdʒɪk/ [U]* логика

logical *adj /'lɒdʒɪkəl/ 1)* логический 2) логичный, разумный

logical-mathematical логико-математический

logo *n /'ləʊdəʊ/ [C]* марка, эмблема, логотип

long *v /lɒŋ/ [I]* стремиться

long to do sth страстно желать что-л.

make *v /mæk/ [I]* сделать

look *v /lʊk/ [I]* смотреть; выглядеть

look daggers at informal злобно смотреть на кого-л.

look down on sb/sth смотреть на кого-л. свысока, считать себя выше кого-л.

look down one's nose at sb/sth с пренебрежением относиться к кому-л.

look into sth выяснять что-л., вникать во что-л.

look out for sb/sth искать, выискивать кого-л./что-л.

look sb in the eye смотреть прямо в глаза кому-л.

look sb up and down смерить кого-л. взглядом

look up sth искать, смотреть (в словаре)

look up to sb обожать кого-л., высоко ставить кого-л.

loser *n /'lu:zə/ [C]* неудачник

loudspeaker *n /laʊd'spi:kə/ [C]* громкоговоритель

lush *adj /lʌʃ/* буйный, сочный (о зелени)

M m

magnificent *adj /mæg'nɪfɪsənt/* великолепный, замечательный

maid *n /meɪd/ [C]* служанка, прислуго

mainstream *n /'meɪnstri:m/ [U]* основное направление (в искусстве и т. п.), основная тенденция, мейнстрим

mainstream culture массовая культура

majority *n /mə'dʒɔ:rɪtɪ/ [C]* большинство

make *v /meɪk/ [T]* делать

make a profit извлекать прибыль, доход

make ends meet сводить концы с концами

make out разглядеть, рассышать, различить

make up (a story) придумать, выдумать

maker *n /'meɪkə/ [C]* творец, создатель

malicious *adj /mə'lɪʃəs/* злобный, злонамеренный

mambo *n /'mæmbəʊ/ [U]* мамбо (танец, музыка)

manage *v /'mænɪɡ/ [T]* управлять; уметь обращаться, справляться

sb managed to do sth кто-л. справился с чем-л., смог сделать что-л.

manipulative *adj* /mə'nipjələtɪv/ манипулирующий людьми

mansion *n* /'mænʃən/ [C] дом-усадьба; особняк

mantelpiece *n* /'mæntlpi:s/ [C] каминная полка, полка над камином

marble *n* /'ma:bəl/ [U] мрамор

march *n* /ma:tʃ/ [C] марш, шествие

marine *adj* /mə'ri:n/ морской

mark *v* /ma:k/ [T] отмечать

mark out наметить, обозначить, обрисовать

market research *n* /ma:kit 'rɪsə:tʃ/ [U] исследование рынка

masquerade *v* /mæskə'reɪd/ [I] (as) выдавать себя за кого-л., притворяться кем-л.

mass media, the *n* /mæs 'mi:dɪə/ [U] средства массовой информации, СМИ

master *n* /'ma:stə/ [C] мастер

master bedroom *n* /ma:stə 'bedrʊm/ [C] хозяйская спальня

match *v* /mætʃ/ [I, T] подходить, соответствовать; приводить в соответствие

well-matched хорошо подходящие друг другу

mathematical *adj* /'mæθə'mætɪkəl/ математический

matter *n* /'mætə/ [C] сущность; вопрос, дело

a matter of time/luck вопрос времени/удачи

mature *adj* /mə'tʃuə/ взрослый, зрелый

maverick *n* /'mævərik/ [C] независимо мыслящий человек, крайний индивидуалист

maypole *n* /'meɪprəʊl/ [C] майское дерево (украшенный цветами столб, вокруг которого танцуют 1 мая в Англии)

mechanism *n* /'mekənɪzəm/ [C] механизм

medicinal *adj* /mə'dɪsənəl/ лекарственный, целебный

medieval *adj* /'medi'i:vəl/ средневековый

melting pot *n* /'meltɪŋ ,pɔ:t/ [C] плавильный котёл

membership *n* /'membərʃɪp/ [U] членство

merge *v* /mɜ:g/ [T, I] сливать(ся), соединяться

messenger *n* /'mesɪndʒə/ [C] посыльный, курьер

mine *n* /maɪn/ [C] мина

minority *n* /ma'nrɪt̬i/ [C] меньшинство

mirror *n* /'mɪrə/ [C] зеркало

wing mirror боковое зеркало (у автомобиля)

mistress *n* /'mistrəs/ [C] хозяйка

mixer tap *n* /'mɪksə tæp/ [C] смеситель

mode *n* /məʊd/ [C] образ жизни, действий; уклад, обычай

mode of transport *formal* способ передвижения

modernisation *n* /mɒdənaɪ'zeɪʃən/ [U] модернизация

modernise *v* /'mɒdənaɪz/ [T] модернизировать

modest *adj* /'mɒdəst/ скромный

monotonous *adj* /mə'nrənəs/ монотонный, однообразный, скучный

mood *n* /mu:d/ [C] настроение

when the mood takes sb когда у кого-л. есть настроение

moodiness *n* /'mu:dɪnəs/ [U] удручённость

moody *adj* /'mu:dɪ/ угрюмый, легко поддающийся переменам настроения

morris *n* /'mɔ:ris/: **morris dance** народный танец в костюмах героев легенды о Робин Гуде

mound *n* /maʊnd/ [C] насыпь, холм

burial mound курган

mouth-watering *adj* /'maʊθwɔ:tərɪŋ/ очень аппетитный; разг. такой, что слюнки текут

multiple *adj* /'mʌltɪplə/ множественный, многочисленный

multiply *v* /'mʌltiplaɪ/ (by) [T] умножать (на)

mundane *adj* /mʌn'deɪn/ рутинный, банальный, скучный

murder *v* /'mɜ:də/ [T] убивать (преднамеренно), совершать убийство

musical *adj* /'mju:zɪkəl/ музыкальный

mystery *n* /'mɪstəri/ [C] тайна, загадка

mythical *adj* /'mɪθɪkəl/ мифический

N n

narrow-minded *adj* /nægən'maɪndɪd/ ограниченный, косных взглядов

national *adj* /næʃənəl/ национальный; государственный

national news новости о событиях внутри страны

navigate *v* /'nævəgeɪt/ [I, T] 1) прокладывать маршрут 2) вести (корабль, судно)

navy *n* /'neɪvɪ/ [C] военно-морской флот

negative *adj* /'negətɪv/ вредный; пессимистически оценивающий; недоброжелательный

nervous *adj* /'nɜ:vəs/ нервный, раздражительный, взвинченный

nervously *adv* /'nɜ:vəslɪ/ нервно

nest *n* /nest/ [C] гнездо

nestle *v* /'nesəl/ [I, T] жить в неге, довольству, удобно устроиться

net *n* /net/ [C, U] тюль; сетка

never-ending *adj* /'nevə'r'endɪŋ/ нескончающийся, бесконечный

newsworthy *adj* /'nju:z,wɜ:ðɪ/ достойный быть напечатанным, переданным в новостях

note *n* /nəʊt/ [C] заметка

take note of sth обращать внимание на что-л.

notorious *adj* /nəʊ'tɔ:riəs/ пользующийся дурной славой

novel *n* /'nɒvəl/ [C] роман

novelist *n* /'nɒvəlɪst/ [C] романист, автор романов

novelty *n* /'nɒvəlti/ [U] новизна; новинка

О

obesity *n* /əʊ'bɪ:səti/ [U] тучность, ожирение

obituary *n* /ə'bɪtjʊəri/ [C] некролог

object *v* /ə'b'fʒekt/ [I] (to sth) возражать (против чего-л.)

oblige *v* /ə'blaɪfʒ/ [T] (to) обязывать, заставлять

oblivion *n* /ə'blɪviən/ [U] забвение

oblivious *adj* /ə'blɪviəs/ [not before noun] не сознающий, не замечающий чего-л.

obsess *v* /əb'ses/ [T] завладевать, преследовать

be obsessed with sb/sth постоянно думать или говорить о ком-л./чём-л.

occur *v* /'əkɜ:/ [I] (to sb) приходить на ум, приходить в голову

open *adj* /'əpən/ открытый

keep an open mind не принимать поспешных решений; быть непредвзятым

open-minded *adj* /,əpərn'dmaɪndɪd/ широких взглядов, восприимчивый к новому

opportunist *n* /əp'ɔ:tju:nəst/ [C] беспринципный человек, ищащий только выгоду

option *n* /'ɒpʃən/ [C] возможность, вариант действия

orchestra *n* /'ɔ:kəstrə/ [C] оркестр

origin *n* /'ɔ:gɪn/ [C, U] происхождение

originate *v* /'ɔ:gɪneɪt/ *formal* [I, T] 1) возникать, зарождаться 2) давать начало

ornament *n* /'ɔ:nəmənt/ [C] украшение

outline *v* /'aʊtlain/ [T] обрисовать в общих чертах

outsider *n* /aʊt'saɪdə/ [C] не свой, посторонний, чужак

outspoken *adj* /aʊt'spəʊkən/ откровенный, прямо высказанный

over-capacitated *adj* /,əvəkə'pæsɪteɪtɪd/ переполненный

overlook *v* /,əvə'lʊk/ [T] выходить на, смотреть на (об окнах, фасаде и т. п.)

overriding *adj* /,əvə'reɪdɪŋ/ преимущественный, первостепенный, более важный

overview *n* /'əvəvɛju:/ [C] краткий обзор

overweight *n* /,əvə'weɪt/ [U] избыточный вес

be overweight обладать избыточным весом

overwhelming *adj* /əvə'welmiŋ/ огромный, неодолимый

owe *v* /əʊ/ [T] быть должным (кому-л.)

own *pron* /əʊn/ собственный

be/live in a world of one's own быть не от мира сего

Р

package tour *n* /'pækɪfʒ tʊə/ [C] турпакет

pads of bells *n pl* /rædz əv belz/ [C] повязки с бубенчиками (надеваются мужчинами для исполнения танца morris)

paediatrician *n* /pi:dɪə'trɪʃən/ [C] BrE педиатр

pagan *adj* /'peɪgən/ языческий

page *n* /peɪfʒ/ [C] страница

sports pages спортивные страницы,

спортивный раздел (в газете, журнале)

pained *adj* /peɪnd/ огорчённый, раздражённый

painstaking *adj* /'peɪnɪŋ,teɪkɪŋ/ кропотливый, очень тщательный

palatial *adj* /pə'leɪʃəl/ дворцовый

parachute *v* /'rægəʃu:t/ [I] прыгать с парашютом

parasailing *n* /'rægə'seɪlɪŋ/ [U] парасейлинг (полёт на парашюте, буксируемом катером)

parental guidance *n* /pə'rentəl 'gaɪdəns/ [U] родительский присмотр, сопровождение детей взрослыми

parrot *n* /'pærət/ [C] попугай

parsley *n* /'pa:sli/ [U] петрушка

part *v* /pa:t/ [T, I] разделять, разлучать(ся)

part with sth расставаться с чем-л.

particularly *adv* /pə'tɪkjələlɪ/ особенно

pass *v* /pa:s/ [I, T] идти, проходить

pass by проходить мимо

passageway *n* /'pæsɪfʒwei/ [C] проход, коридор

passion *n* /'pæʃən/ [C] пыл, страсть

passionate *adj* /'pæʃənət/ страстный, пылкий

patronising *adj* /'pætrənaɪzɪŋ/ покровительственный

pay *v* /pei/ [I, T] платить

pay attention уделять внимание

pay back вернуть долг, деньги

pay off выплатить все долги

peaceful *adj* /'pi:sfəl/ спокойный, мирный

pearl *n* /pɜ:l/ [C] жемчужина, жемчуг

peckish *adj* /'pekɪʃ/ голодный
feel peckish проголодаться
percussion *n* /pə'klʌsən/ [U] ударные инструменты
performance *n* /pə'fɔ:məns/ [C] представление (театральное и т. п.)
permit *v* /pə'mɪt/ [T] разрешать, позволять
perpetrate *v* /'pɜ:pətreɪt/ [T] *formal* нарушать закон
personality *n* /'pɜ:sə'næləti/ [C] личность, индивидуальность
personality trait индивидуальная особенность
pharmaceutical *adj* /fa:mə'sju:tikəl/ фармацевтический
pharmacist *n* /'fɑ:məsəst/ [C] фармацевт
philistine *n* /'filəstain/ [C] обыватель; человек, не понимающий искусства
philosophy *n* /fə'lɒsəfi/ [U, C] 1) философия
 2) взгляды, убеждения; ход мыслей
physicist *n* /'fɪzɪsɪst/ [C] физик
pick *v* /pɪk/ [T] собирать, срывать
 pick at едва прикасаться (к еде)
 pick sb's brain(s) выуживать идеи, распрашивать кого-л. о чём-л., просить совета
pierce *v* /pɪəs/ [T] проникать, пронзать
pig *v* /pɪg/: **pig out (on)** *slang* [I] жадно есть (что-л.), объедаться
pigeon *n* /'rɪfʒən/ [C] голубь
pile *n* /paɪl/ [C] куча (предметов)
pioneer *n* /'paɪə'nɪə/ [C] пионер, первый поселенец
pitfall *n* /'pitfɔ:l/ [C] проблема, трудность, ловушка
plastic surgery *n* /plæstɪk 'sɜ:ʃən/ [U] пластическая хирургия
playwright *n* /'pleɪraɪt/ [C] драматург
pledge *v* /pledʒ/ [T] обещать, клясться
 to pledge a fraternity/sorority обязаться стать членом мужского/женского студенческого клуба
plot *n* /plɔ:t/ [C] сюжет (романа, фильма, пьесы)
plumbing *n* /'plʌmɪŋ/ [U] водопроводная система; водопроводное дело
plummet *v* /'plʌmət/ [I] быстро падать, резко уменьшаться
poisoning *n* /'pɔɪzənɪŋ/ [U] отравление
pollen *n* /'pɒlən/ [U] пыльца
 pollen count количество пыльцы (в воздухе)
pond *n* /pɒnd/ [C] пруд
ponder *v* /'pɒndə/ [T] обдумывать, размышлять

portrait *n* /'pɔ:tret/ [C] портрет
portray *v* /pɔ:t'reɪ/ [T] изображать, описывать
pose *v* /pəʊz/ [T] ставить; создавать
pose a problem/threat создавать проблему/угрозу
potential *n* /pə'tenʃəl/ [U] способности, потенциал
power *v* /'paʊə/ [T] придать энергию
power up включать механизм, машину, подключать к сети
powered *adj* /'paʊəd/ работающий (на чём-л.)
battery-powered работающий на батарейках
solar-powered работающий на солнечной энергии
high-powered большой мощности, очень мощный
praise *v* /preɪz/ [T] хвалить
pray *v* /preɪ/ [I] молиться
prearranged *adj* /pri:eɪnɪdʒd/ заранее подготовленный, спланированный
precise *adj* /prɪ'saɪs/ точный, ясный
predictable *adj* /pri'diktəbəl/ предсказуемый
preference *n* /'prefərəns/ [C, U] предпочтение
premises *n pl* /'preməsɪz/ [C] *formal* здание с относящимся к нему участком земли
preserve *v* /prɪ'zɜ:v/ [T] оберегать, сохранять
pressure *n* /'preʃə/ [U] принуждение, давление
blood pressure артериальное давление
prestigious *adj* /pre'stɪdʒəs/ престижный
prevent *v* /prɪ'vent/ [T] препятствовать, предотвращать
prevent sb (from) doing sth препятствовать кому-л. в чём-л.
preview *v* /'pri:vju:/ [T] устраивать предварительный просмотр, показ
pride *n* /praɪd/ [U] гордость
primal *adj* /'praiməl/ *formal* основной, врождённый, первоначальный
procedure *n* /prə'si:dʒə/ [C, U] процедура, процесс
prodigy *n* /'prɒdɪdʒi/ [C] одарённый человек
production *n* /prə'dʌkʃən/ [C] постановка (фильма, пьесы и т. п.)
profession *n* /prə'fesən/ [C] профессия
profit *n* /'prɒfɪt/ [C, U] прибыль, доход
 make a profit извлекать прибыль, доход
profound *adj* /prə'faʊnd/ глубокий, серьёзный, сильный
profoundly *adv* /prə'faʊndlɪ/ глубоко, сильно
projection *n* /prə'dʒekʃən/ [U, C] проекция

back projection задний план, фон
(на съёмках)

prohibitive adj /prəʊ'hibitiv/ запретительный; чрезмерно высокий (о цене и т. п.)

prolific adj /prə'lifɪk/ плодовитый

prone adj /prəʊn/ подверженный, склонный к чему-л.

proof n /pru:f/ [C] доказательство

prop v /prɒp/ [T] подпирать

prop sth against/on sth приставить что-л. к чему-л. (к опоре для поддержки)

prop up подпирать, поддерживать

prospect n /'prɒspekt/ [C] перспектива, вид на будущее

protagonist n /prəʊ'tægənəst/ [C] *formal*

главный герой (пьесы, фильма, книги)

protection n /prə'tekʃən/ [U, C] защищённость, защита

provoke v /prə'veʊk/ [T] провоцировать

proximity n /prɒk'simətɪ/ [U] *formal* близость

psychiatrist n /saɪ'keɪətrəst/ [C] психиатр

psychoanalyst n /saɪkə'ænələst/ [C] психоаналитик

pterodactyl n /'terə'dæktil/ [C] птеродактиль

punch n /pʌntʃ/ [C] пунш

pursue v /pə'sju:/ [T] расследовать, следовать; преследовать

pushiness n /'puʃɪnəs/ [U] нахальство, напор, бесцеремонность

pushy adj /'puʃi/ напористый, нахальный

put v /pʊt/ [T] класть, помещать

put two and two together догадаться, проанализировать всё и понять

put sb off отбивать у кого-л. желание (делать что-л.), отталкивать кого-л.

put on weight набирать вес

puzzle /plzl/ 1. n [C, U] загадка, головоломка; недоумение 2. **v** [T] ставить в тупик, озадачивать

pyramid n /'pɪrəmɪd/ [C] пирамида

Q q

quarter n /'kwɔ:tə/ [C] четверть

question v /'kwestʃən/ [T] спрашивать

quick-witted adj /'kwɪk'wɪtɪd/ сообразительный, быстро схватывающий

R r

radical adj /'rædɪkəl/ радикальный

radio-controlled adj /reidi'əʊkən'trəʊld/ радиоуправляемый

raffle n /'ræfəl/ [C] лотерея

railing n /'reɪlɪŋ/ [C] 1) ограда 2) перила

ranger n /'reɪndʒə/ [C] лесник, егерь

rant v /rænt/ [I] 1) говорить напыщенно 2) говорить с напором, зло

rant and rave рвать и метать

rapid adj /'ræpɪd/ быстрый, скорый

rating n /'reɪtɪŋ/ [C] рейтинг

film rating рейтинг фильма, оценка фильма

rational adj /'ræʃənəl/ разумный, рациональный

rationale n /,ræʃə'nælə/ [C, U] разумное обоснование; разумность чего-л.

rave v /reɪv/ [I] реветь, бушевать; бредить; восхищаться

rave about неуёмно восторгаться чем-л.

reasonable adj /'ri:zənəbəl/ разумный, приемлемый

reassurance n /,ri:ə'sʊərəns/ [C, U] заверение, уверение

reassure v /,ri:ə'sju:/ [T] успокаивать

reassuring adj /,ri:ə'sjʊərɪŋ/ утешительный, обнадёживающий

receipt n /rɪ'sɪpt/ [C] квитанция, чек

reckless adj /'rekles/ безрассудный, опрометчивый

recovery n /rɪ'kʌvəri/ [U] выздоровление

red tape n /,red 'teip/ [U] волокита, бюрократизм

redhead n /'redhed/ [C] рыжеволосый человек

red-hot adj /,red'hɒt/ раскалённый докрасна

reef n /ri:f/ [C] (коралловый) риф

reference n /'refərəns/ [C] ссылка, упоминание

reflect v /rɪ'flekt/ [T] 1) отражать 2) размышлять

reflection n /rɪ'flekʃən/ [C] отражение

reformer n /rɪ'fɔ:mə/ [C] реформатор

refreshments n pl /rɪ'freʃmənts/ *formal* лёгкие закуски, напитки

refurbish v /,ri:'fɜ:bɪʃ/ [T] обновлять, переоборудовать, улучшать

regime n /rə'ʒɪm/ [C] режим, диета

relaxed adj /rɪ'lækst/ расслабленный

relaxing adj /rɪ'læksɪŋ/ расслабляющий, снимающий напряжение

release /rɪ'lɪ:s/ 1. v [T] 1) освободить, отпустить на волю 2) выпустить (в свет, в продажу) 2. **n** [U, C] 1) освобождение 2) выпуск, публикация, показ

relevance n /'reləvəns/ [U] значимость, важность

relief n /rɪ'li:f/ [U] облегчение

relieved adj /rɪ'li:vd/ облегчённый, освобождённый

be relieved чувствовать облегчение
reluctant *adj* /rɪ'lʌktənt/ неохотный, делающий что-л. с неохотой
remain *v* /rɪ'meɪn/ [I] оставаться
remake *n* /'ri:mek/ [C] ремейк
remarkable *adj* /rɪ'mɑ:kəbəl/ замечательный, необыкновенный
remedy *n* /'remədɪ/ [C] лекарственное средство; мера, средство (против чего-л.)
remind *v* /rɪ'maɪnd/ [T] напоминать кому-л. о чём-л.
remote *adj* /rɪ'meɪt/ отдалённый, дальний
remove *v* /rɪ'mu:v/ [T] удалять, устраниять
renovate *v* /rə'nəveɪt/ [T] обновлять, улучшать, реставрировать
renowned *adj* /rɪ'naʊnd/ знаменитый, прославленный
repay *v* /rɪ'peɪ/ [T] вернуть долг, вернуть деньги
repute *v* /rɪ'pjʊ:t/ [T] *formal* считать, полагать
sth is reputed to be true что-л. считается правдой
resilient *adj* /rɪ'zɪlɪənt/ жизнестойкий, способный быстро восстанавливаться
require *v* /rɪ'kwaɪə/ [T] требовать (чего-л.), нуждаться (в чём-л.)
to be required to do sth быть обязанным что-л. делать
residence *n* /'rezɪdəns/ *formal* дом, апартаменты; резиденция
resist *v* /rɪ'zɪst/ [T] сопротивляться
respectively *adv* /rɪ'spektɪvlɪ/ соответственно, в указанном порядке
respondent *n* /rɪ'spɒndənt/ [C] *formal* респондент; тот, кто отвечает на вопросы
response *n* /rɪ'spɒns/ [C, U] ответ, отклик
responsible *adj* /rɪ'spɒnsəbəl/ ответственный
restless *adj* /'restləs/ беспокойный, неугомонный; постоянный, продолжающийся
restricted *adj* /rɪ'strɪktəd/ ограниченный
retail *n* /'ri:teɪl/ [U] розничная продажа
retain *v* /rɪ'teɪn/ [T] сохранять, удерживать
retort *v* /rɪ'tɔ:t/ [T] резко возразить
reverse *v* /rɪ'vers:/ [T] поменять местами, перевернуть
revolve *v* /rɪ'verlv/ [I] вращаться, вертеться
rhyme /raɪm/ 1. *v* [T, I] рифмовать(ся)
2. *n* [C] рифма; стихи
rhythm *n* /'rɪðəm/ [C, U] ритм
rhythmic *adj* /'rɪðmɪk/ ритмичный
rib *n* /rɪb/ [C] ребро
rid *v* /rɪd/ [T] освобождать, избавлять
 get rid of освобождаться, избавляться от
riddle *n* /'rɪdl/ [C] загадка

right-handed *adj* /rɪ'tha:n'dɪd/ пользующийся по преимуществу правой рукой, правша
right-wing *adj* /rɪ'thɪŋwɪŋ/ консервативный, правый (по политическим убеждениям)
rinse *v* /rɪns/ [T] полоскать, прополоскать
risky *adj* /'rɪskɪ/ рискованный, опасный
ritual /'ritʃʊəl/ 1. *n* [C] ритуал, обряд
2. *adj* ритуальный
robe *n* /rəʊb/ [C] мантия
role *n* /rəʊl/ [C] роль
root *v* /ru:t/ [I] укореняться, пускать корни
root for sb желать успеха кому-л., болеть за кого-л.
rope *n* /rəʊp/ [C] верёвка
show sb the ropes объяснять кому-л., что к чему, ввести в курс дела
royalty *n*, usually *pl* /'rɔɪəlti/ [C] авторский гонорар, процент
rubber *n* /'rʌbə/ [U] резина; каучук
rubbish *n* /'rʌbiʃ/ [U] especially BrE ерунда
rumba *n* /'rʌmbə/ [U] румба (танец)
run /rʌn/ 1. *v* [T] бежать 2. *n* [C] бег; пробег
run up увеличивать (долги и т. п.)
be on the run быть в бегах, скрываться (от полиции)
run-down *adj* /rʌn'daʊn/ изнурённый, измотанный, обессиленный (о человеке); ветхий, развалившийся (о предметах)
running *n* /'rʌniŋ/ [U] бег
running shoes кроссовки
rustic *adj* /'rʌstɪk/ простой, незамысловатый; деревенский; здоровый
ruthless *adj* /'ru:θləs/ безжалостный, жестокий

S s

sacrifice *v* /'sækrifais/ [T] жертвовать
safety *n* /'sefɪti/ [U] безопасность
safety glass небьющееся стекло
sail *v* /seɪl/ [I] плыть
salad bowl *n* /'sæləd bəʊl/ [C] салатница
salsa *n* /'sælsə/ [U] сальса (латиноамериканская танцевальная музыка)
sample *n* /'sa:mpəl/ [C] образец
sanctuary *n* /'sæŋkjʊəri/ [C] убежище
sand dune *n* /sænd dju:n/ [C] дюна
sandcastle *n* /'sændka:səl/ [C] замок из песка
sarcastic *adj* /sa:'kæstɪk/ язвительный,sarcastический
savings account *n* /'seɪvɪŋz ə'kaʊnt/ [C] счёт в банке, сберегательный счёт
scabrous *adj* /'skeɪbrəs/ шершавый, грубый
scam *n* /skæm/ [C] *slang* мошенничество, обман, надувательство

scary *adj* /'skeəri/ *informal* жуткий, пугающий
scene *n* /'si:n/ [C] сцена, явление (часть пьесы)
scenery *n* /'si:nəri/ [U] пейзаж
scenic *adj* /'si:nik/ живописный
sceptical *adj* /'skeptikəl/ *BrE* скептический, в сомнениях
scepticism *n* /'skeptəsizəm/ [U] *BrE* скептицизм, сомнения
scheme *n* /ski:m/ [C] махинация, интрига
score *n* /skɔ:/ [C] музыка (к фильму и т. п.); партитура
scrape *n* /skreip/ [C] царапина
scratch *n* /skrætʃ/ [C] царапина
from scratch (начать) с самого начала, заново
scratchy *adj* /'skrætʃi/ шершавый, колючий
scribble *v* /'skribəl/ [T] писать быстро и небрежно
sculpture *n* /'skʌlpʃə/ [C, U] 1) скульптура, изваяние 2) ваяние, скульптура (вид искусства)
sea lion *n* /'si: 'laɪən/ [C] морской лев
seafaring *adj* /'si:feərɪŋ/ мореходный, морской
search *n* /sɜ:tʃ/ [U] поиск
in search of sb/sth в поисках кого-л./чего-л.
seasick *adj* /'si:sɪk/ страдающий морской болезнью
sb gets seasick кого-л. укачивает
secluded *adj* /'sɪklu:dəd/ уединённый
secret *adj* /'si:kret/ тайный, секретный
secret agent тайный агент, шпион
secretly *adv* /'si:kretli/ втайне, незаметно от других
section *n* /'sekʃən/ [C] часть, отрезок; секция, отдел
entertainment section развлекательный раздел (в газете, журнале)
secure *v* /'sɪ:kjʊə/ [T] обеспечить, обезопасить; надёжно укрепить
see *v* /si:/ [T] видеть
see at a glance сразу понять, сразу увидеть
see eye to eye полностью разделять взгляды, быть в согласии
see red очень рассердиться, разъяриться
see sb off провожать (на поезд, самолёт и т. п.)
see sb out провожать до двери
see the funny side видеть смешную сторону чего-л.

see the light понять; увидеть что-л. в истинном свете
see the point of понять смысл, суть
see through видеть насквозь
see to sth позаботиться о чём-л., присмотреть за чем-л.
seek *v* /sɪ:k/ [T] *formal* искать
seek sb/sth out разыскивать кого-л./что-л.
selection *n* /sə'lekʃən/ [C] подбор, отбор, выборка
self-conscious *adj* /'selfkənʃəs/ стеснительный, смущающийся
self-pity *n* /'selfpɪti/ [U] жалость к себе
self-pitying *adj* /'selfpɪtiŋ/ полный жалости к себе
sense *n* /sens/ [C] 1) чувство 2) смысл
significant *adj* /sig'nifikənt/ значительный, важный
sensitive *adj* /'sensətiv/ чувствительный
sensual *adj* /'senʃuəl/ чувственный
sentence *v* /'sentəns/ [T] (sb to sth) вынести приговор, приговорить (кого-л. к чему-л.)
serve *v* /sɜ:v/ [T, I] 1) служить, подходить; подавать (еду, напитки) 2) отбывать срок (наказания, службы и т. п.)
serviette *n* /'sɜ:vɪt/ [C] *BrE* салфетка
set *n* /set/ [C] 1) съёмочная площадка 2) оформление (сцены)
settle *v* /'setl/ [I] улаживать
settle in устраиваться, налаживать жизнь (на новом месте)
severe *adj* /sə'veɪə/ тяжёлый, трудный
sewing machine *n* /'səʊɪŋ məʃɪn/ [C] швейная машина
shadow *n* /'ʃædəʊ/ [C, U] 1) тень (человека, предмета) 2) тень, теневая сторона
shatter *v* /'ʃætə/ [T] разрушить, разбить, уничтожить
shed *n* /'ʃed/ [C] сарай
sheltered *adj* /'fɛltəd/ укрытый, защищённый
shield *n* /'ʃɪld/ [C] щит
shin *n* /'ʃɪn/ [C] голень
shoot *v* /ʃu:t/ [T] снимать (фильм и т. п.), фотографировать
shopaholic *n* /'ʃɒpə'hɒlik/ [C] *informal* человек, который любит делать покупки
short-lived *adj* /'ʃɔ:t'lɪvd/ недолгий, кратковременный
short-tempered *adj* /'ʃɔ:t'tempəd/ вспыльчивый
shot *n* /ʃɒt/ [C] фотоснимок, кинокадр
shrug *v* /'ʃrʌg/ [T] пожать плечами
shutter *n* /'ʃʌtə/ [C] ставень (на окне)

shy adj /ʃai/ застенчивый
shyness n /'ʃaines/ [U] застенчивость
sideboard n /'saɪdbɔ:d/ [C] посудный шкаф, сервант
signature n /'signətʃə/ [C] подпись
similarity n /'simə'lærəti/ [C] подобие, сходство
sinister adj /'sɪnəstə/ зловещий
skeleton n /'skelətən/ [C] скелет
skid v /skɪd/ [I] заносить, скользить в сторону (об автомобиле)
skilful adj /'skɪlfʊl/ BrE искусный, мастерский
skillfully adv /'skɪlfəli/ искусно, мастерски
slack v /slæk/ [I, T] бездельничать; относиться небрежно, недобросовестно
slam v /slæm/ [I, T] захлопывать(ся), закрывать(ся) со стуком и шумом
sleepwalker n /'sli:p,wo:kə/ [C] лунатик
slight adj /slait/ незначительный, небольшой
slippery adj /'slɪpəri/ скользкий
slob n /slɒb/ [C] informal неряха
slope n /sləʊp/ [C] склон
small talk n /'smɔ:l tɔ:k/ [U] светская беседа, несодержательный разговор
smash hit n /'smæʃ hit/ [C] хит сезона
soak v /səʊk/ [T] замочить, вымочить
sociology n /səʊsɪ'ɒlədʒi/ [U] социология
soloist n /'səʊləvɪst/ [C] солист
sonata n /sə'na:tə/ [C] соната
soporific adj /'sɒpə'rɪfɪk/ formal снотворный
sorority n /sə'rɔ:rəti/ [C] студенческий женский клуб в некоторых американских колледжах и университетах
soul n /səʊl/ [C] душа
space cadet n /'speis kədet/ informal расజианный человек, витающий в облаках; не от мира сего
spacious adj /'speɪfəs/ просторный
span n /spæn/ [C] промежуток времени, период времени
life span продолжительность жизни
spare adj /speə/ запасной, лишний
spare cash свободная сумма денег
spark v /spa:k/ [T] разжигать скору, страсти и т. п.; провоцировать
sparse adj /spa:s/ редкий, разбросанный, редко растущий
sparsely adv /'spa:slı/ редко, нечасто, не плотно
specialise v /'speʃəlaɪz/ [I] (in) специализироваться (в чём-л.)
specified adj /'spesəfaɪd/ определённый, заданный

specify v /'spesəfaɪ/ [T] уточнять, конкретизировать, детально инструктировать
spectacular adj /spek'tækjələ/ впечатляющий, эффектный
spectre n /'spektə/ [C] BrE призрак
speeding n /'spi:dɪŋ/ [U] превышение скорости на дороге
speedometer n /'spi:dɒmətə/ [C] спидометр
spell n /spel/ [C] очарование, чары, обаяние
spend v /spend/ [T] (on) расходовать, тратить (на что-л.)
spend ages потратить много времени
spice n /spais/ [U] острота, живость; изюминка
spicy adj /'spaisi/ острый, со специями
spine n /spain/ [C] позвоночник
spiral n /'spairel/ [C] 1) спираль 2) винтовая лестница
spirit n /'spirət/ [C] дух, душа
spiritual adj /'spɪrɪtʃuəl/ духовный
spit / spit 1. **n** [C] коса (на море и т. п.), отмель 2. **v** [T] пронызать
be the spitting image of sb быть точной, вылитой копией кого-л.
split v /split/ [T] раскалывать, разделять на группы
split up развестись (о супружах), порвать отношения
spoil v /spoil/ [T] баловать
spoilt adj /spoilt/ BrE испорченный, избалованный
spokeswoman n /'spəʊks,wumən/ [C] представительница группы, организации, правительства
spontaneous adj /spɒn'teɪniəs/ непроизвольный, спонтанный
spot v /spot/ [T] определить, заметить, обнаружить
spout n /spaut/ [C] носик (у чайника и т. п.)
sprain v /sprein/ [T] вывихнуть; растянуть (связку и т. п.)
spree n /spri:/ [C] веселье, кутёж
spring v /sprɪŋ/ [I] пружинить; открываться или закрываться с помощью пружины
spring open распахнуться
spring shut захлопнуться
squalor n /'skwɒlə/ [U] грязь, запустение, убожество
squander v /'skwɒndə/ [T] проматывать, безрассудно тратить, упустить шанс
square dance n /'skweə də:n:s/ [U] кадриль
stab v /stæb/ [T] наносить удар ножом, закалывать ножом
staff n sg /sta:f/ [C] штат служащих, персонал

stage *n /steɪdʒ/ [C]* сцена, подмостки
stage name сценическое имя
stalls *n pl /stɔ:l/* партер, места в партере
stamina *n /'stæmɪnə/ [U]* запас жизненных сил; выдержка, стойкость
stamp *v /stæmp/ [T]* топать, топтать
stamp out the rhythm отбивать ногой ритм
stand *v /stænd/ [T]* стоять
stand up to sb противостоять кому-л.
steal *v /sti:l/ [T]* воровать, красть
steal identity украсть чьи-л. личные данные
steep *adj /sti:p/* крутой, обрывистый
stem *n /stem/ 1. n [C]* стебель, ножка (гриба) 2. *v [I] (from)* происходить от, быть результатом чего-л.
stick *v /stɪk/ [T, I]* 1) приклеивать 2) придерживаться; привязываться, прикипать
stick to sth придерживаться чего-л., быть верным чему-л.
stick out выпячиваться, торчать
sticker *n /'stɪkə/ [C]* стикер, наклейка
stickler *n /'stɪklə/ [C]* педант, назойливый человек, приставала
be a stickler for detail/rules быть требовательным к деталям/соблюдению правил
still *adj /stɪl/ 1)* неподвижный 2) тихий
still life *n /stɪl 'laɪf/ [C, U]* натюрморт
stockbroker *n /'stɒkbrɛkər/ [C]* брокер, биржевой маклер
stout *adj /staʊt/* прочный, плотный; дородный
strange *adj /streɪnðʒ/* странный
strangle *v /'stræŋgəl/ [T]* задушить
strategy *n /'strætədʒɪ/ [C]* стратегия
stream *n /stri:m/ [C]* поток
strengthen *v /'streŋθən/ [T]* усиливать, укреплять
stressed *adj /strest/* напряжённый, переживающий стресс
be stressed out находиться в постоянном напряжении, в стрессе
strike /straɪk/ 1. *v [T]* ударять 2. *n [C]* удар
string *n /strɪŋ/ [C]* струна
string quartet струнный квартет
stroll *v /strəʊl/ [I]* прогуливаться
strong-willed *adj /'strɒŋ'wɪld/* решительный, своеильный
studio *n /'stju:dɪəʊ/ [C]* студия
studio flat квартира-студия
study *n /'stʌdi/ [C]* рабочий кабинет (в доме)
stuffy *adj /'stʌfi/* душный
stumble *v /'stʌmbəl/ [I]* спотыкаться

stunned *adj /stʌnd/* потрясённый, ошеломлённый
stunt *n /stʌnt/ [C]* 1) опасный трюк (в фильме) 2) опасное занятие
subculture *n /'sʌb,kʌltʃə/ [C]* субкультура
subscriber *n /səb'skrایəbə/ [C]* подписчик
subsequently *adv /'sʌbskwaɪətlɪ/ formal* впоследствии
succeed *v /sək'si:d/ [I]* иметь успех
sb succeeds in doing sth кому-л. удаётся осуществить что-л.
suicide *n /su:əsaɪd/ [U, C]* самоубийство
sulk *v /sʌlk/ [I]* мрачнеть, дуться
summit *n /'sʌmtət/ [C]* вершина горы
superior *adj /su:'priərɪə/* лучший
supporting *adj /sə'pɔ:tɪŋ/* поддерживающий
supporting role вторая роль; второстепенная роль
suppose *v /sə'pəʊz/ [T]* полагать
sb is supposed to do sth предполагается, что кто-л. должен что-л. делать
surroundings *n pl /sə'raʊndɪŋz/* окружение, среда
survey *n /'sɜ:vɪ/ [C]* опрос
suspense *n /sə'spens/ [U]* напряжённое ожидание
suspicious *adj /sə'spɪʃəs/* подозрительный, недоверчивый
sweaty *adj /'swetɪ/* потный
swimming trunks *n pl /'swimɪŋ trʌŋks/* плавки
swindle *v /'swɪndl/ [T]* обманывать, надувать
swindle sb out of sth выманить обманом, выудить у кого-л. что-л.
swing *v /swɪŋ/ [I, T]* качать(ся)
swing shut захлопываться
sword *n /sɔ:d/ [C]* меч
sympathise *v /'sɪmpəθaɪz/ [I] (with sb)* сочувствовать (кому-л.)
synthetic *adj /sɪn'θetɪk/* синтетический
syrup *n /'sɪrəp/ [U]* сироп

T t

taboo *n /tə'bū:/ [C]* табу
take /teɪk/ 1. *v [T]* брать, принимать 2. *n [C] (on sth)* мнение, суждение (о чём-л.)
take note of sth обращать внимание на
take sb/sth for granted считать само собой разумеющимся
take-off *n /'teɪkɒf/ [C]* взлёт (самолёта и т. п.)
tango *n /'tæŋgəʊ/ [C]* танго
target *v /ta:gɪt/ [T]* быть нацеленным, предназначаться

temper *n* /'tempər/ [U] вспыльчивость, крутой нрав; самообладание
lose one's temper потерять самообладание, выйти из себя
tempt *v* /tempt/ [T] соблазнять, склонять
be tempted to do sth склоняться к чему-л.
tendency *n* /'tendənsi/ [C] склонность, тенденция
tense *adj* /tens/ натянутый, напряжённый
terrace *n* /'terəs/ [C] терраса дома
terrain *n* /te'rein/ [U] ландшафт
thatch *n* /θæts/ [U] солома, используемая для крыши
thatched roof *n* /θætʃt ru:f/ соломенная крыша
theatre-goer *n* /'θiətə,gəʊər/ [C] театрал
therapeutic *adj* /θerə'pju:tik/ терапевтический, лечебный
therefore *adv* /'ðeəfɔ:/ *formal* поэтому, следовательно
thought-provoking *adj* /'θɔ:tprə,vəʊkɪŋ/ заставляющий задуматься
threatening *adj* /'θretniŋ/ угрожающий
thrill *v* /θrɪl/ [T] вызывать сильное волнение
thunderous *adj* /'θʌndərəs/ громоподобный, оглушительный
tile *v* /taɪl/ [T] крыть черепицей; покрывать плиткой
time-saving *adj* /'taim,səvɪŋ/ сберегающий время
timid *adj* /'timid/ робкий
timidly *adv* /'timidlɪ/ робко
tiresome *adj* /'taɪəsəm/ надоедливый, утомительный
toadstool *n* /'təʊdstu:l/ [C] поганка
toll *n* /təʊl/ [C] дань, пошлина
take its toll on сказываться (негативно) на
touch *n* /tʌtʃ/ [C] 1) прикосновение
2) общение
be in touch (with sb) поддерживать контакты (с кем-л.), быть на связи
be out of touch (with sth) быть далёким от реальности, не понимать (чего-л.)
trace *v* /treɪs/ [I, T] восходить, прослеживаться; проследить
track *n* /træk/ [C] курс, путь
keep on track продолжать курс
traditional *adj* /trə'dɪʃənl/ традиционный
traditionally *adv* /trə'dɪʃənlɪ/ традиционно
train *v* /traine/ [T] обучать, учить (ремеслу, профессии); готовить к чему-л.
trait *n* /treɪt/ [C] особенность, черта
personality trait индивидуальная особенность

traitor *n* /'treɪtər/ [C] изменник, предатель
transfer *n* /'trænsfɜ:/ [C] перенос, перевод куда-л.; передача
transmitter *n* /trænz'mɪtər/ [C] передатчик
transplant *n* /trænsplænt/ [C] трансплантация
trap *v* /træp/ [T] ловить (в ловушку, капкан)
be trapped быть в ловушке, быть в безвыходной ситуации
trauma *n* /'trɔ:ma/ [C] травма, повреждение
treatment *n* /'tri:tment/ [C] отношение, подход
trend *n* /trend/ [C] направление движения, тенденция
trial *n* /'traɪəl/ [C] испытание
tried *adj* /traɪd/ испытанный, проверенный
tried and tested/trusted много раз проверенный, верный
trigger *v* /'trɪgər/ [T] приводить в действие, инициировать
trip *v* /trɪp/ [T, I] 1) ставить подножку, опрокидывать 2) спотыкаться
trunk *n* /trʌŋk/ [C] ствол (у дерева)
tune *n* /tju:n/ [C] мелодия; настроение; гармония
be in tune with sb/sth хорошо понимать кого-л./хорошо разбираться в чём-л.
out of tune звучащий фальшиво, не в тон
turn /tɜ:n/ 1. *n* [C] поворот 2. *v* [T] поворачивать
turn down отклонять, отвергать
turn into превращать во что-л./в кого-л.
turn out оказаться
turn up 1) усиливать 2) внезапно появляться, приходить
turning point *n* /'tɜ:nɪŋ pɔɪnt/ [C] поворотный пункт, решающий момент
twinge *n* /twɪnɡ/ [C] приступ (боли, вины, страха и т. п.)
two-faced *adj* /tu:'feɪst/ двуличный

U u

ultimate /'ltəmət/ 1. *adj* высший 2. *n* [C] (*in sth*) высшее проявление (чего-л.), высший предел
unapproachable *adj* /ʌnə'prəʊtʃəbəl/ недоступный; недостижимый
unavoidable *adj* /ʌnə'veɪcidəbəl/ неизбежный, неминуемый
unblemished *adj* /ʌn'blemɪʃt/ безупречный, чистый; неповреждённый
uncertain *adj* /ʌn'sɜ:tn/ неуверенный
uncertainty *n* /ʌn'sɜ:tnɪti/ [U] неуверенность

V v

vague *adj /veɪg/* 1) неясный, смутный, неопределённый 2) рассеянный (о взгляде)

valid *adj /'vælɪd/* действующий; веский, основательный

variety *n /və'taɪəti/* [U] разнообразие

a **variety of sth** ряд, множество чего-л.

venue *n /'venju:/* [C] место проведения (концерта, встречи и т. д.), площадка (концертная и т. п.)

verandah *n /və'rændə/* [C] веранда

versatile *adj /'vɜ:sətəl/* разносторонний, многоцелевой

versatility *n /vɜ:sə'tɪləti/* [U] универсальность, многосторонность

verve *n /vɜ:v/* [U] *formal* живость, яркость, воодушевление

victory *n /'vɪktəri/* [C, U] победа

village green *n /'vɪlɪdʒ grɪ:n/* [U] общинная земля в сельской местности, используемая для праздников и ярмарок

visual *adj /'vɪzʊəl/* визуальный, зрительный

vitality *n /vɪ'tæləti/* [U] энергия, жизненные силы

vivid *adj /'vɪvɪd/* яркий, живой, образный

W w

wage *n /weɪdʒ/* [C] зарплата

waiting room *n /'weɪtɪŋ rʊm/* [C] приёмная

wake *v /weɪk/* [T, I] будить; просыпаться

wake up to sth начать осознавать важность чего-л.

walk */wɔ:k/* 1. *v* [I] ходить (пешком)

2. *n* [C] 1) прогулка 2) тропа, дорожка

walk all over sb сделать наперекор кому-л.

(people) from all walks of life (люди)

разных сословий и профессий

waltz *n /wɔ:ls/* [C] вальс

wander *v /'wɒndə/* [I] бродить, странствовать

warrant *n /'wɔ:gənt/* [C] ордер на обыск, арест и т. п.

watercolour *n /'wɔ:tə,klər/* [U, C] 1) акварель (краска) 2) акварель (картина)

wavelength *n /'weɪvleɪθ/* [C] длина волны (радио)

be on the same wavelength иметь общие интересы, быть на одной волне

wear *v /weə/* [T] носить (одежду, обувь)

wear off изнашиваться

novelty wears off новизна уходит, исчезает

well *adv /wel/* хорошо

well-matched хорошо подходящие друг другу

well-prepared хорошо подготовленный

well-intentioned *adj /'welɪntenʃnd/* имеющий самые благие намерения

well-off *adj /wel'ɒf/* хорошо обеспеченный, зажиточный

wet blanket *n /'wet 'blæŋkit/ [C] informal* зануда

whim *n /wim/ [C]* прихоть, каприз

white-collar *adj /'waɪt'kɔlə/* канцелярский, конторский, относящийся к работе в офисе

white-collar worker офисный работник, «белый воротничок»

willing *adj /'wilɪŋ/* желающий сделать что-л.

willingly *adv /'wilɪŋli/* охотно, с охотой

wimp *n /wimp/ [C] informal* слабак

windowsill *n /'windəʊsɪl/ [C]* подоконник

wink *v /wɪŋk/ [I]* подмигивать

wonder *v /'wʌndə/ [I]* интересоваться, удивляться

work *v /wɜ:k/ [I]* работать

work out 1) разбираться, определяться, рассчитывать 2) тренироваться

workaholic *n /wɜ:kə'hɒlɪk/ [C] informal* трудоголик

workout *n /'wɜ:kaut/ [C]* тренировка

worrying *adj /'wʌrgɪŋ/* 1) волнующийся 2) волнующий

wrap *v /ræp/ [T]* обёртывать, завёртывать

wrestling *n /'reslɪŋ/ [U]* спортивная борьба

writing paper *n /'raɪtɪŋ 'peɪpə/ [U]* писчая бумага

Y y

yell *v /jel/ [I, T]* вопить, кричать

Irregular verbs

Verb	Past Simple	Past Participle	Verb	Past Simple	Past Participle
arise	arose	arisen	lean	leaned/leant	leaned/leant
be	was/were	been	learn	learned/learnt	learned/learnt
bear	bore	born/borne	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bend	bent	bent	lose	lost	lost
bet	bet	bet	make	made	made
bind	bound	bound	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
broadcast	broadcast	broadcast	ride	rode	ridden
build	built	built	ring	rang	rung
burn	burnt/burned	burnt/burned	rise	rose	risen
burst	burst	burst	run	ran	run
buy	bought	bought	say	said	said
can	could	-	see	saw	seen
cast	cast	cast	seek	sought	sought
catch	caught	caught	sell	sold	sold
choose	chose	chosen	send	sent	sent
come	came	come	set	set	set
cost	cost	cost	shake	shook	shaken
cut	cut	cut	shine	shone	shone
deal	dealt	dealt	shoot	shot	shot
do	did	done	show	Showed	shown
draw	drew	drawn	shut	shut	shut
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	smell	smelled/smelt	smelled/smelt
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	speed	sped	sped
fight	fought	fought	spell	spelt/spelled	spelt/spelled
find	found	found	spend	spent	spent
fling	flung	flung	spill	spilt	spilt
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spoil	spoiled/spoilt	spoiled/spoilt
forecast	forecast	forecast	spring	sprang	sprung
forget	forgot	forgotten	stand	stood	stood
forgive	forgave	forgiven	steal	stole	stolen
freeze	froze	frozen	stick	stuck	stuck
get	got	got	strike	struck	struck
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grind	ground	ground	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hang	hung	hung	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hide	hid	hidden	wake	woke	woken
hit	hit	hit	wear	wore	worn
hold	held	held	weave	wove	woven
keep	kept	kept	win	won	won
know	knew	known	withdraw	withdrew	withdrawn
lay	laid	laid	write	wrote	written
lead	led	led			

Pronunciation table

CONSONANTS

Symbol	Key word	Other common spellings
/p/	park	happy
/b/	bath	rubbish
/t/	tie	butter walked
/d/	die	teddy bear
/k/	cat	key school check
/g/	give	ghost bigger
/tʃ/	chair	match natural
/dʒ/	jeans	age gadget soldier
/f/	face	coffee phone laugh
/v/	visit	of
/θ/	throw	
/ð/	they	
/s/	sell	cinema listen psychology scenery message
/z/	zoo	nose buzz
/ʃ/	shop	sure ambition
/ʒ/	measure	revision
/h/	hot	who
/m/	map	summer
/n/	not	know sunny
/ŋ/	sing	think
/l/	lot	ball
/r/	road	sorry write
/j/	yellow	usually Europe beautiful new
/w/	warm	one whale quick

VOWELS

Symbol	Key word	Other common spellings
Long and short vowels		
/i:/	feet	niece read these key receipt police
/ɪ/	fit	gym guitar pretty
/e/	bed	any bread friend
/æ/	bad	
/ɑ:/	bath	art half aunt heart
/ɒ/	bottle	watch
/ɔ:/	bought	sport your daughter small draw war floor
/ʊ/	put	book could
/u:/	boot	rude blue fruit move shoe group flew
/ʌ/	but	some cousin
/ɜ:/	bird	serve early turn
/ə/	brother	the about actor colour

Diphthongs

(two vowel sounds pronounced as one)

/eɪ/	grey	lake wait play eight break
/əʊ/	gold	show coat
/aɪ/	by	like die high height eyes buy
/aʊ/	brown	about
/ɔɪ/	boy	noisy
/ɪə/	hear	here beer
/eə/	hair	there their square teddy bear
/ʊə/	sure	tour

Triphthongs

(three vowel sounds pronounced as one)

/eɪə/	player
/əʊə/	lower
/aɪə/	tired
/aʊə/	flower