

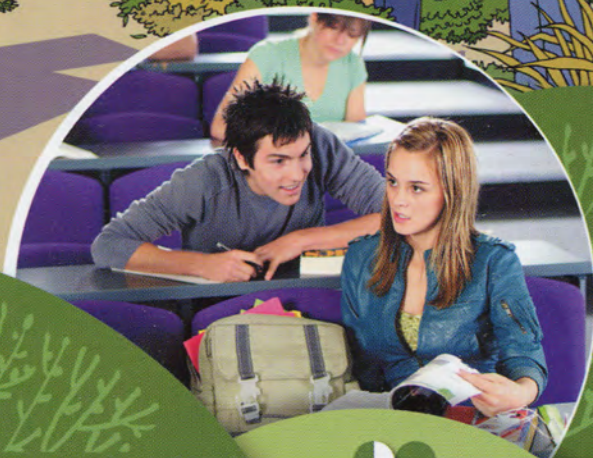
FORWARD

ENGLISH
Student's Book



8

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PEARSON



вентана
граф

Алгоритм успеха

FORWARD

 | российский учебник



класс

АНГЛИЙСКИЙ ЯЗЫК

**Учебник для учащихся
общеобразовательных
организаций**

Под редакцией доктора филологических наук,
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Grammar	Vocabulary	Writing
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First conditional		An election campaign leaflet
	Ecology and the environment Verb – noun collocations (the environment)	
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	Jobs and workplaces Email addresses	
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Texts recorded on Class CD:

ⓈT001 Main tracks

ⓈCT001 Tracks from 'Consolidation'

ⓈDC T001 Tracks from 'Dialogue of Cultures'

ⓈEFT001 Track from 'Exam Focus'

* Level A2+ exercises

01

Who am I?

Read, listen and talk about identity.

Practise the Present Simple and Present Continuous; state/action verbs; personality adjectives.

Focus on expressing interest; reading for the main ideas.

Write a personal introduction.

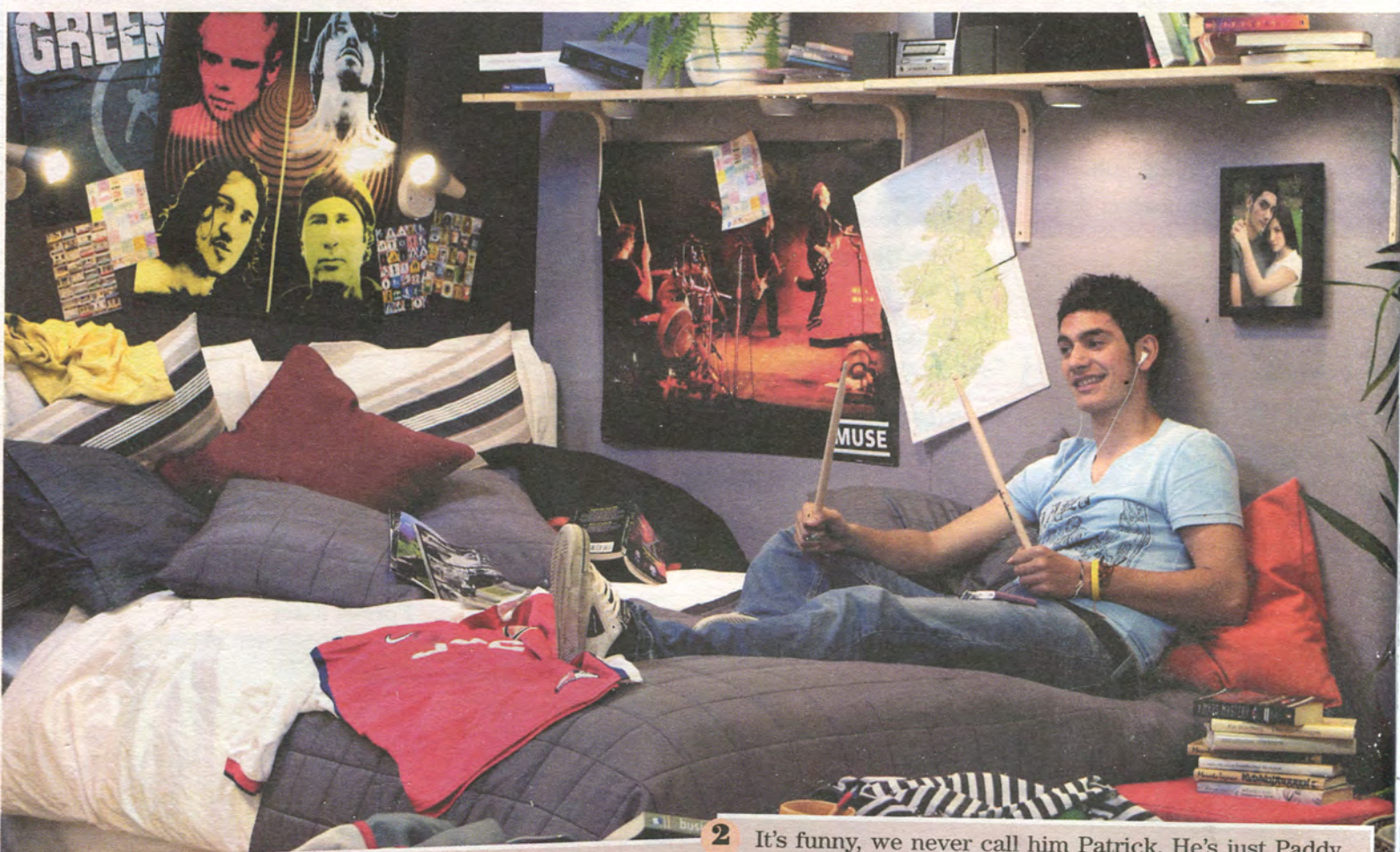
GRAMMAR AND LISTENING

1 Look at the photo. What can you say about this person just by looking at the photo?

- How old is he?
- Where does he come from?
- Anything else about him?

2 **TOOT** Read what Patrick's friends and family say about him. Match texts 1–6 with the speakers below. Then listen and check.

- | | |
|--------|-------------|
| sister | friend |
| mother | band member |
| father | girlfriend |



1 We both belong to a rock band. Paddy is the drummer. Listen! He's playing the drums now. We're doing really well these days – we're getting quite popular.

3 I come from Ireland and my wife's English – I think Paddy's very proud to have some Irish blood in him!

5 I'm really proud of Patrick. He comes home to visit us quite often. In fact, he's staying here at the moment because it's the Christmas holidays.

2 It's funny, we never call him Patrick. He's just Paddy to us. Unfortunately, I don't see him very much now, but we often email each other. We're really interested in football.

4 Paddy's five years older than me. He hates the music I listen to and he doesn't like my friends, but he's OK.

6 He's studying at London University. I love him, but he's very busy. He belongs to lots of different clubs and societies and he's always late.

3 **T001** Listen again and answer the questions.

- 1 What is the name of Patrick's band?
- 2 Which football team does he support?
- 3 What is his nationality?
- 4 How old is he?
- 5 Where do his parents live?
- 6 What is he studying?
- 7 Which club does he belong to?

4 What kind of person is Patrick? Which words do NOT describe him?

.....
 lazy clever talkative romantic
 punctual quiet pessimistic musical
 cheerful

5 Were any of your predictions to Exercise 1 correct?

Work it out

6 Match statements 1–5 with definitions a–e.

- 1 We often email each other.
- 2 He's staying with us at the moment.
- 3 We're getting quite popular these days.
- 4 I come from Ireland.
- 5 Listen! He's playing the drums now.

- a a fact that doesn't change
- b a routine or a habit
- c something that's temporary
- d something that's changing
- e something that's happening now

7 Look at the texts in Exercise 2. Which tenses are used with these time expressions?

.....
 never often these days now always
 at the moment

Check it out

Present Simple and Present Continuous

We use the Present Simple for routines/habits and facts that don't change.

We often **email** each other. I **come** from Ireland.

Time expressions: never, often, sometimes, usually, regularly, always.

We use the Present Continuous for things happening now, temporary situations and change and development.

He's **playing** the drums now.
 He's **staying** with us at the moment.
 We're **getting** quite popular these days.

Time expressions: at the moment, these days, now, this term/year.

8 Choose the correct words.

- 1 He *isn't watching/doesn't watch* a match now. He's in the library.
- 2 Paddy *often watches/is often watching* football matches with his friends.
- 3 *Do you work/Are you working* or can I come in?
- 4 My English *is getting/gets* a lot better.
- 5 He usually *stays/is staying* in his flat in London, but he *is staying/stays* with his parents at the moment.
- 6 I *spend/am spending* more time with my girlfriend these days.
- 7 We *don't write/aren't writing* to each other very often.

9 **T002** Listen to what is happening in Paddy's life these days. Complete the sentences with a verb.

- 1 Paddy to bed very late at the moment.
- 2 He more time with the band.
- 3 He much time with his girlfriend.
- 4 He very well at the moment.

10 What is happening in your life at the moment? Tell your partner.

I'm ... at the moment. I'm also ... these days.

11 **T003** Listen and answer the questions.

- 1 What music does Paddy usually listen to?
- 2 What music is he listening to at the moment?
- 3 What kind of books does Paddy usually read?
- 4 What is he reading at the moment?

12 In pairs, ask and answer questions about your interests.

.....
 science fiction crime fantasy horror
 short stories detective stories classic

.....
 classical jazz techno hip-hop reggae
 rock soul pop heavy metal

	You	Your partner
1 What sort of music do you usually listen to?	<i>I usually listen to ...</i>	<i>Robert likes ...</i>
2 What bands do you like?		
3 What sort of books do you enjoy?		
4 What are you reading at the moment?		

READING AND SPEAKING

- 1 Look at the map and complete the text.

Great Britain is an island with three different nations: ¹___, Scotland and ²___. Many learners of English say *England* or *English* when they mean *Britain* or *British*. This is a mistake! The United Kingdom (UK) is a political name for England, ³___, Wales and Northern Ireland together. When people say *Britain* or *British*, they are talking about the UK too.



- 2 Quickly read the first article on page 9 and decide what the main idea of the article is. Don't worry about new words.

- 1 Languages in Britain
- 2 Multicultural Britain
- 3 Britain's crisis

- 3 **T004** Read the article 'Has Britain got an identity crisis?' as you listen to it. Find the words in each paragraph that show the main ideas.

- 4 Use the found words to help you match headings 1–5 with paragraphs A–C. There are two headings you don't need.

- 1 Religion and language
- 2 Different generations
- 3 Statistics
- 4 Geography and population
- 5 Entertainment and food

- 5 Look back at Exercises 2–4 and choose the correct words in **Train Your Brain**.

TRAIN YOUR BRAIN | Reading skills

Understanding the main ideas

When you want to understand the main ideas in a text:

- a Don't worry about/Check any words you don't know.
- b As you read, decide what the main ideas of each sentence/paragraph are.
- c Memorise/Circle a few words or phrases to help you remember the main ideas.

- 6 In pairs, decide which sentence is the best summary of the first article.

- 1 A typical British person doesn't know what his/her nationality is.
- 2 Many people don't want to call themselves British.
- 3 Britain's identity is changing and this makes life in Britain more exciting.

- 7 Look at the underlined words in the first article and match them with the definitions.

- 1 a belief in a god or gods
- 2 to be able to speak two languages
- 3 people who live in the same area or town
- 4 the number of people living in a country
- 5 having many types of people or things at the same time
- 6 having people from many different cultures

- 8 **T005** Listen to people talking about their identity. Match speakers 1–5 with opinions a–e.

- | | |
|---------|----------|
| 1 Iman | 4 Megan |
| 2 Steve | 5 Robert |
| 3 Adil | |

- a My home town is very important, but I also feel European.
- b My nationality is very important – I always support the national team.
- c The language that I speak at home is very important to me.
- d My religion is very important to me.
- e I'm British, but I usually say I'm a citizen of the world.

- 9 Read the text 'Russia and the Russians' on page 9 and think of titles for each paragraph.

- *10 Look at the ideas below. Which three are the most important to your identity?

citizen of Russia

citizen of the world

club/sports team

family and friends

language

community and home town

nationality

school

religion

- *11 Talk about your choices in Exercise 10 with the rest of the class.

- A For me, nationality is very important because I love my country.
- B I don't agree – nationality isn't important – family and friends are really important.

Has Britain got an identity crisis?

Now that the United Kingdom's latest population statistics are available, Terry Bleater asks, 'Do the British know who they are?'

ATo the rest of the world, people from the UK are British. But it's surprising to learn that only 31 percent of people in the UK say they are just British. In fact, nearly half the population say their nationality is something else – English, Scottish, Welsh, Irish or perhaps Vietnamese, Indian or Somali. Some people, about 16 percent, even say that they have two nationalities: they are British, but also Scottish or Chinese. There are hundreds of possibilities! Are we confused? Is it a problem?

BNo, it doesn't seem to be. Britain is changing all the time and we are not just tolerant of differences – we are proud of them. We enjoy the diversity that multiculturalism gives us. The ethnic groups that exist in the UK bring with them at least six major religions, including Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. Each community contributes its own culture and language. Britain still has two official languages: English and Welsh, but we speak many more – approximately 150 in fact – from Mandarin Chinese to Urdu. Many of us are even bilingual.

CAnd then there's the fun stuff that cultural diversity brings, in music, food and the arts. The



days of fish and chips are behind us, as a walk around the capital shows. Almost every district has Lebanese, Chinese, Thai and Vietnamese restaurants. Thousands of Londoners visit the Notting Hill Carnival every year to dance to steel bands, reggae, soca, calypso and jazz. Our cinemas show films from India and South America and thousands of people fill our pubs and clubs to listen to everything from Irish dance bands to African hip-hop. Welcome to New Britain: a confident, tolerant country which is proud of its many cultures.

Russia and the Russians

Russia is one of the world's largest countries. Living in Russia makes one a Russian citizen, but not all Russian citizens are ethnic Russians. There are about 180 different ethnic groups living in Russia. In the 2010 census 80.9 percent of the population that disclosed their ethnicity (111,016,896 people) are ethnically Russian. The next largest groups are Tatars (3.8 percent), Ukrainians (1.4 percent), Bashkirs (1.15 percent), Chuvash (1.05 percent), Chechens (1.04 percent), Armenians (0.86 percent) and Belarussians (0.38 percent).

In the Russian language, there are two different words, one for all Russian citizens, whatever their ethnicity is – 'rossiyane' and the other for ethnic Russians – 'russkiye'. However, the word 'rossiyane' has no equivalent in English and all Russian citizens, regardless of ethnicity, are called 'Russians' in English-speaking countries.

Russian is the state language in the Russian Federation, but there are also 37 official languages in the RF republics and over 15 languages with an official status in certain regions.



VOCABULARY

- 1 **Think Back!** Complete the personality adjectives that describe Paddy.

1 ch _ _ _ _ l

2 c _ _ v _ _

3 h _ _ _ - w _ _ _ _ _

4 m _ _ _ _ t

5 p _ _ s i _ i _ _

6 r _ m _ _ _ _

7 t _ _ k _ _ _ v _

- 2 Find personality adjectives that have a positive meaning. Use a dictionary if you need to.

stupid	rude
tolerant	optimistic
lazy	friendly
jealous	proud
arrogant	selfish
bossy	boring
quiet	polite
shy	helpful
lively	confident
generous	

- 3 Match adjectives 1-6 with their opposite meanings a-f.

1 stupid	a modest
2 lazy	b talkative
3 arrogant	c boring
4 quiet	d polite
5 lively	e hard-working
6 rude	f clever

- 4 Choose the correct answer.

- Jessica is a very ___ girl. She loves meeting new people.
a generous b selfish c friendly
- The British are quite ___. They feel uncomfortable with strangers.
a confident b cheerful c shy
- Tom is extremely ___. He thinks he's better than everyone else.
a arrogant b tolerant c helpful
- My brother is always ___. He's very positive about the future.
a jealous b optimistic c serious
- Dan is very ___. He always has a smile on his face!
a cheerful b ambitious c tolerant
- Anna's a ___ person. She always tells other people what to do.
a lively b talkative c bossy

- 5 Work in pairs and follow the instructions.

- Choose five adjectives that describe your personality and two that don't.
- Tell your partner what your adjectives are. He/She guesses which two do NOT describe you.



GRAMMAR AND WRITING

- 1 **© T006** Read the quotations. Complete them with the verbs below. Then listen and check.

agree hate understand want (x 2)

- I hear and I forget. I see and I remember.
I do and I ___.
Confucius
- Whenever people ___ with me, I always think I must be wrong.
Oscar Wilde
- It's not that I'm afraid to die. I just don't ___ to be there when it happens!
Woody Allen
- I'm not a vegetarian because I love animals. I'm a vegetarian because I ___ plants.
A. Whitney Brown
- I ___ to be alone.
Greta Garbo

Work it out

- 2 Look at these examples and answer the questions.

I often go home at lunchtime.
I want to be alone.

- Which verb describes:
a an action?
b a state (thoughts, feelings, beliefs)?
- Which of these verbs can you use in the Present Continuous?
- Look at the quotations in Exercise 1 again. Which verbs describe states?

Check it out

State and action verbs

We use simple and continuous tenses with action verbs.
The meaning of the verb doesn't change.

I often **eat** fruit. I'm **eating** an apple now.
I **go** home at lunchtime. I'm **going** home now.

We can only use simple tenses with state verbs (e.g. believe, belong, hate, know, like, love, need, prefer, see, understand).

I **want** to be alone. NOT I'm **wanting** to be alone.
Yes, I **remember** now. NOT I'm **remembering** now.

- 3 Read the sentences and correct the wrong ones.

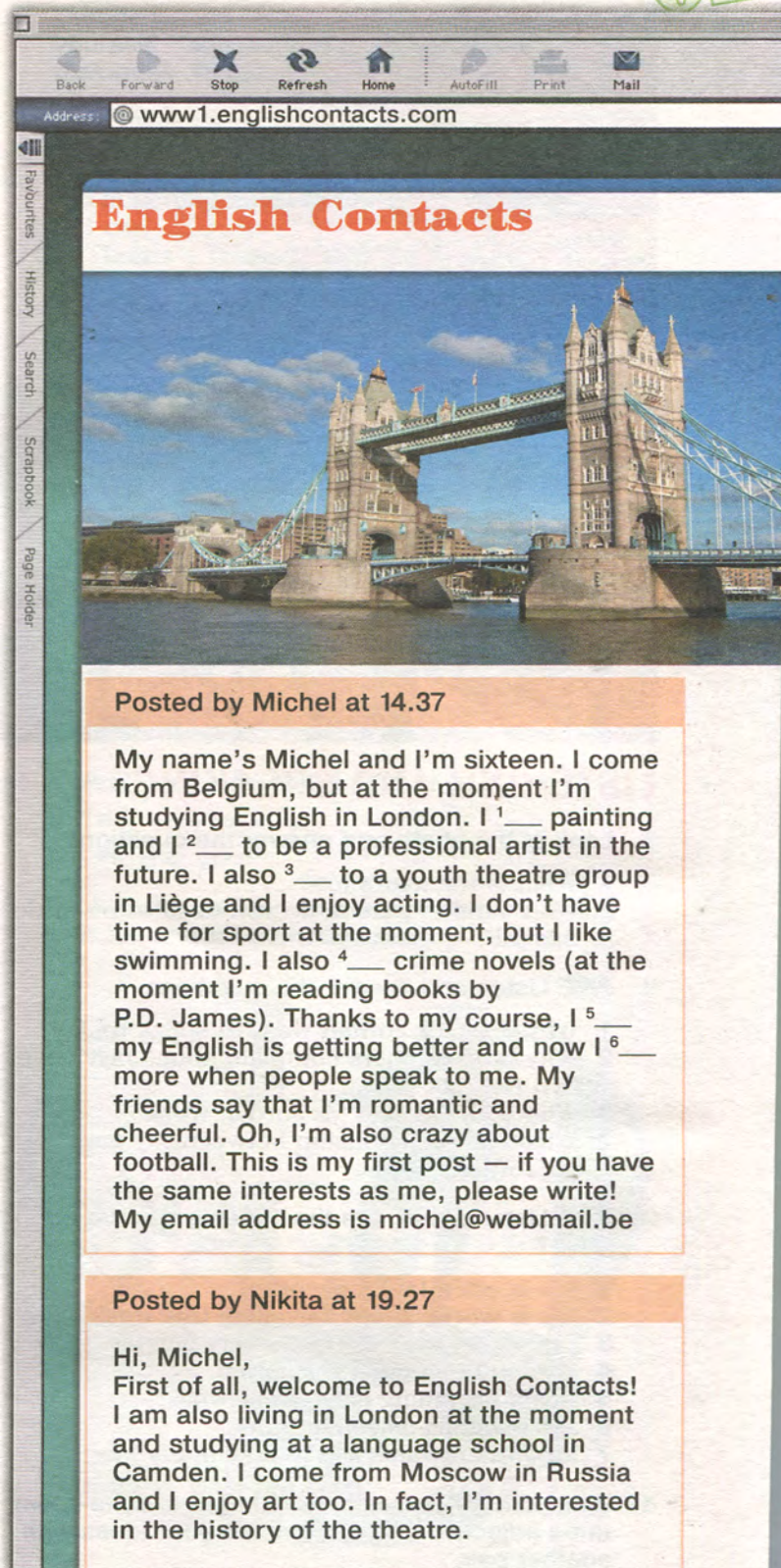
- Jack isn't liking the book.
- I'm listening to a great piece of music.
- George doesn't know the answer.
- I'm sorry, but I'm not agreeing with you.
- I'm thinking my answer is wrong.
- You aren't understanding the joke.

- 4 Complete Michel's message to the **English Contacts** website with the verbs below.

understand love belong like
want think

- 5 Read Michel's message again. Which things does he write about?

Age
Nationality
Where he lives
Family
How well he knows English
Hobbies, interests, sports
Personality



The screenshot shows a web browser window with the address bar displaying 'www.1.englishcontacts.com'. The website has a navigation bar with icons for Back, Forward, Stop, Refresh, Home, AutoFill, Print, and Mail. The main content area features a large image of the Tower Bridge in London. Below the image, there is a message posted by Michel at 14.37. The message is a personal introduction where Michel, a sixteen-year-old from Belgium, mentions he is studying English in London and has various interests like painting, acting, and reading crime novels. He also provides his email address. Below Michel's message, there is a section for a response posted by Nikita at 19.27, which begins with 'Hi, Michel, First of all, welcome to English Contacts! I am also living in London at the moment and studying at a language school in Camden. I come from Moscow in Russia and I enjoy art too. In fact, I'm interested in the history of the theatre.'

- 6 Now write a short introduction about yourself for the **English Contacts** website. Don't forget to write about:

- your age
- your nationality
- where you live
- your family
- how well you know English
- your hobbies, interests, sports
- personality



LISTENING AND SPEAKING

1 Look at the photo and answer the questions.

- What is the man's job?
- What kind of person do you need to be to do this job?

2 ©T007 Listen and answer the questions.

- 1 Why does Mr Jordan want to speak to Jay?
- 2 Why do customers complain about Jay? Give two reasons.
- 3 Where do Jay and Mr Jordan work?
- 4 What's the relationship between Jay and Mr Jordan?

3 ©T007 Listen again. Are the statements **true** or **false**?

- 1 Jay is often late for work.
- 2 Jay is working every evening this week.
- 3 Jay serves the customers very quickly.
- 4 *Jordan's* is a quiet restaurant.
- 5 Jay is becoming careless at work.
- 6 Jay is falling asleep at work.
- 7 Mr Jordan wants Jay to stay in his job.

4 What kind of person is Jay? In pairs, write down three adjectives. Then compare your ideas with another pair.

5 In pairs, answer the questions.

- 1 Why do you think Jay is having problems at work?
- 2 Why does he need the money?

A I think Jay is having problems because he's lazy.

B No, I don't think he's lazy. I think he just doesn't like his job.

6 ©T008 Listen to Jay's conversation with his friend Nick. Were your answers to Exercise 5 correct?

7 Work in pairs. Write three more adjectives to describe Jay and compare them with your answers to Exercise 4. Do you have a different opinion of him now?

8 In pairs, complete the conversation between Nick and Mr Jordan. Practise saying your dialogue, then perform it for the class.

Student A

You are Mr Jordan, Jay's boss at the restaurant. You are very unhappy with Jay because you are having problems with him at work.

Student B

You are Nick, Jay's best friend and Mr Jordan's neighbour. You think that Jay is a wonderful guy – hard-working, intelligent and helpful. You also know that Jay is working very hard to save money to train to be a pilot in the Flying Doctor Service.

Mr Jordan So, you know Jay?

Nick Oh, yes, I know him very well. He's my best friend actually.

Mr Jordan Jay is working at my restaurant. I'm having problems with him. He ____.

Nick That's surprising. I think Jay's ____.

Mr Jordan Well, he's not a very good waiter. He has to look for another job!

Nick Really? But, Mr Jordan, Jay really needs the money. He ____.

Mr Jordan A pilot in the Flying Doctor Service? Perhaps I should give him another chance.

SPEAKING

- 1 **TT009** Listen to the two dialogues. What's the difference between them?
- 2 **TT009** Study **Speak Out**. Listen to the second dialogue again and complete it with expressions from **Speak Out**. Then, in pairs, practise the dialogue.

Sarah What do you do, Rob?
Rob I work for a TV company.
Sarah Oh ¹___ ? ²___ !
Rob Yes, it's great fun. So, ... what about you? What do you do?
Sarah Well, I work for a fashion magazine.
Rob ³___ ? ⁴___ ! Where?
Sarah It's in central London — St Martin's Lane.
Rob ⁵___ ? ⁶___ ! Let's meet up.

SPEAK OUT | Expressing interest

Echo questions

Have you?
 Has he?
 Do you?
 Does she?
 Can you?
 Can he?
 Are you?
 Is she?
 Is it?
 Are there?

Other expressions

Really?
 Brilliant!/Great!/Wow!/Cool!
 How interesting!
 What an interesting thing to do!
 That sounds brilliant/great/cool/good/interesting!
 That's brilliant/great/cool/good/interesting!

- 3 **TT010** Match sentences 1–6 with echo questions a–f. Listen and check. In pairs, practise saying the echo questions.

- 1 I've got three sisters.
- 2 I come from Lisbon.
- 3 My sister can speak Italian.
- 4 I'm bilingual.
- 5 Seville is very beautiful.
- 6 There are some very old buildings in my home town.

- a Are you?
- b Is it?
- c Have you?
- d Do you?
- e Are there?
- f Can she?

- 4 **TT011** Listen to the sentences. Answer with the correct echo question. Then listen and check.

- 1 My mum's a vegetarian.
Is she?
- 2 I come from London, but I live in Berlin.
- 3 There are two official languages in my country.
- 4 French is my mother tongue.
- 5 My brother can do karate.
- 6 I've got my own website.

- 5 Complete sentences 1–5 with information about yourself. Then work in pairs and make dialogues. Take turns.

Student A

- 1 I've got ___ .
- 2 My parents come from ___ .
- 3 I'm getting much better at ___ these days.
- 4 I can ___ .
- 5 There's a fantastic new ___ in town.

A I've got some new CDs.

B Have you?/Really?

- 6 Write six questions to ask your partner. Use the prompts below.

Do you like ... ?
 Are you interested in ... ?
 Have you got ... ?
 Can you ... ?
 What are you doing on ... ?
 Are you getting better at ... ?
 Do you belong to ... ?

- 7 Work in pairs. Ask each other your questions from Exercise 6. Remember to sound interested!

A Are you interested in history?

B Yes, very much.

A Oh, are you?

- 8 Look at the cartoon and complete the caption with the correct echo question.



'She also plays the violin in the National Philharmonic Orchestra, you know.'

*Project idea

Working as a team, collect documents about the history of your school, speak to the teachers and graduates. Interview your classmates and kids from other classes about their interests and hobbies, make photos and make a poster about your school 'Who are we?'.



Globetrotter!

Read, listen and talk about future plans and travel.

Practise the Present Continuous and *going to do sth* for future plans and intentions; travel vocabulary.

Focus on asking for information.


Write formal and informal emails.

GRAMMAR AND SPEAKING

1 Read and answer the questions.

- Do you enjoy travelling?
- Which countries interest you most? Why? Tell the class.

2 Look at the pictures and read the postcard below. Which countries does the couple finally decide to visit?

3  **T012** Listen to the conversation. Is the holiday a success? Why?/Why not?

'We need a holiday!'

'How about somewhere different – Hawaii or Europe?'
'Europe sounds good!'

Travel

'We're so excited! We're going to visit Europe this summer.'

'Sorry, I can't talk now.
We're flying to London in four hours.'

Hi, George,
Well, here we are in London. We're visiting Buckingham Palace and Big Ben this afternoon. Then after lunch we're taking a coach to Windsor Castle. Tomorrow morning we're flying to Paris and then on Thursday we're staying the night in Amsterdam. We're planning to be in Italy on Saturday morning. Then we're ...

25th August



George Laval
2707 Elk Way
Toronto
Ontario
Canada

Work it out

- 4 Look at the underlined sentences in the pictures and answer the questions.

Which sentence talks about:

- a a definite plan for the near future?
b an unfinalised plan, future intention or ambition?

Check it out

Future arrangements and intentions

We use *going to do sth* to talk about future intentions, ambitions or unfinalised plans.

We're going to visit Europe this summer.
I'm going to study economics at university.

We use the Present Continuous to talk about a definite plan in the near future. We usually mention the time and/or place as well.

We're flying to London in four hours.
We're visiting Buckingham Palace this afternoon.

- 5 Choose the best response to situations 1–5.

- You meet a friend at the station. He's running to the platform and holding his ticket. He says:
a I'm going to catch the train to London.
b I'm catching the train to London.
- Your ferry is delayed for six hours! You're very angry. You say:
a I'm going to write a letter of complaint.
b I'm writing a letter of complaint.
- Your friend asks you to babysit this evening. You can't help. You say:
a I'm meeting my friends at the swimming pool at eight.
b I'm going to meet my friends at the swimming pool at eight.
- A friend is coming out of the travel agent's with a lot of holiday brochures. You ask where he wants to go on holiday. He says:
a I think I'm going to visit Scandinavia this year.
b I think I'm visiting Scandinavia this year.
- Your friends are packing a tent into the back of their car. They say:
a We're going camping.
b We're going to go camping.

Mind the trap!

With verbs that describe leisure activities (*hike, swim, sail, camp, sightsee*) you usually add the verb *go + verb + -ing*.

I'm **going fishing** tomorrow. NOT **I'm-fishing** tomorrow.

- 6 Complete the conversation. Use the Present Continuous or *going to* and the verbs in brackets. Then listen and check.

Tom Hi, Louise!

Louise Oh, hi, Tom! How are things?

Tom We're just packing our suitcases.
We ¹ (leave) for the airport in a few minutes.

Louise Where ² (you/go)?

Tom We ³ (go) to Poland for a week.
We ⁴ (fly) to Cracow at midday.

Louise So are you staying in Cracow all week?

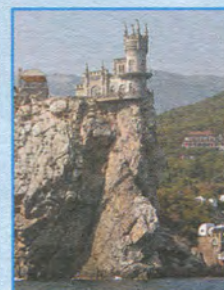
Tom No, we ⁵ (stay) in Cracow for three nights. We've got a reservation in a really nice guest house in the city centre. Then we ⁶ (hike) in the Tatra mountains for a few days. Well, we're not sure yet – it depends on the weather!

Louise Lucky you! Adam and I think we ⁷ (spend) a week or two in Turkey, maybe in August.

- 7 In pairs, read the adverts below. Choose a holiday and discuss your plans.

Discuss:

- where you plan to go;
- how you're going to get there;
- when you're leaving and where from;
- where you're going to stay;
- what you plan to do when you arrive.



Crimean Holidays

Fly to Crimea this summer and experience a superb camping holiday! Ideal for swimming, sunbathing and snorkelling!

Depart 2 June from Moscow to Simferopol, Crimea
Return 2 July

On Your Bike!

Extraordinary cycling holidays in the Netherlands

Accommodation in local youth hostels
Sightseeing tours in Leiden and Utrecht

Coach from

London to Amsterdam 2 May
Amsterdam to London 9 May



- 8 In pairs, ask about your future plans. Use the Present Continuous, *going to do sth* and the phrases below.

.....
tonight this weekend next summer
.....

- A What are you doing this weekend?
B On Saturday evening I'm meeting a friend. I think I'm going to play squash on Sunday morning.

READING AND LISTENING

1 Before you read the text, answer the questions.

- What does *charity* mean to you?
- How many different types of charity can you think of?
- Do you know anyone who collects money for charity?

2 Quickly read the article and answer the questions. Don't worry about new words.

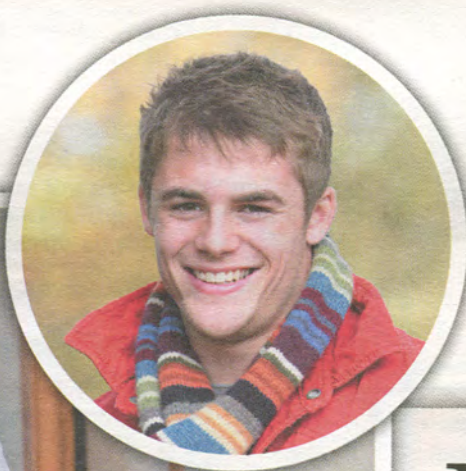
- Jamie is going to the Himalayas
a for a holiday.
b to do something exciting and help people too.
- Jamie's lecturers
a are helping him to raise money.
b are also travelling to Nepal.
- Jamie is busy before the trip because
a he needs to be very fit.
b he has important university exams.

3 ©T014 Read the sentences. Then read the article as you listen to it. Are the statements **true** or **false**?

- Jamie is older than his sister.
- This is Jamie's first holiday abroad.
- Jamie is studying sociology at university.
- Jamie is planning to raise £5,000 after his trip to Nepal.
- Jamie is planning to give all the money to charity.
- Jamie goes running every evening.
- Jackie doesn't want Jamie to go on the trip.

4 In pairs, match words 1–5 with definitions a–e.

- trek (n) [para. 1]
 - raise money (v) [para. 1]
 - disabled (adj) [para. 1]
 - charity (n) [para. 2]
 - challenge (n) [para. 6]
- a describing somebody who cannot use a part of their body
b a long, difficult journey on foot
c something that tests your skills or abilities
d an organisation that helps people who are poor or sick
e to collect money that you can use to help people



Jamie's sister, Jackie.

Jamie's Charity Challenge

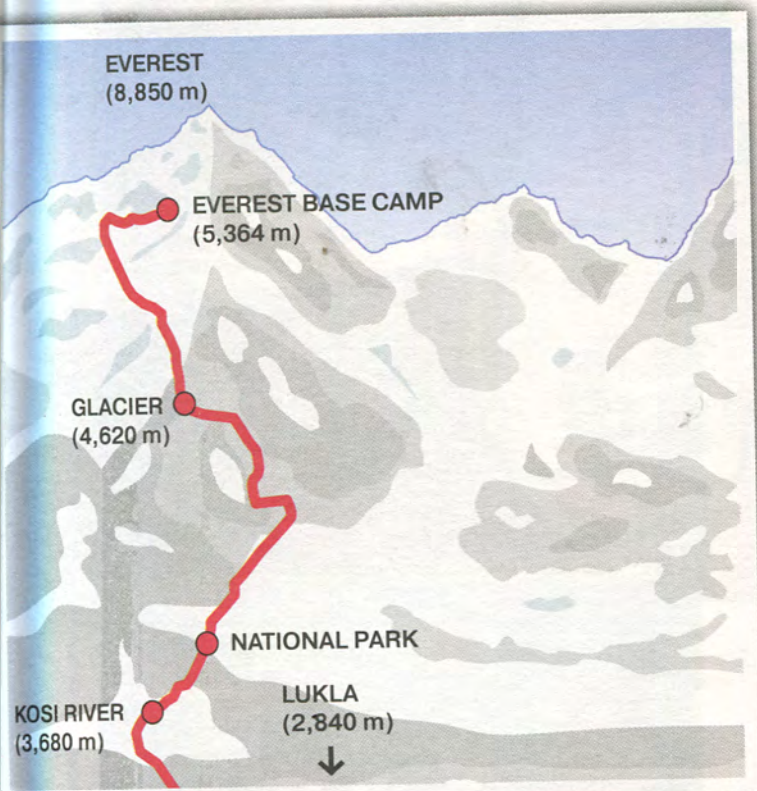
Edinburgh student is planning to achieve his lifetime ambition.

Next month he's flying to Nepal with five friends to begin a three-week trek of the Himalayas. Jamie, 20, is aiming to raise money for young disabled people at the same time. His younger sister, Jackie, who is paralysed and in a wheelchair, is the inspiration for Jamie's trip.

There's a charity called *Go-Getters*. It helps young people who are seriously ill or who are disabled, like my sister. 'I always enjoy travelling abroad, especially on unusual adventures, so it's a great way to combine a holiday with helping people,' says Jamie, a sociology student at Edinburgh University.

- 5 Look at the map of Jamie's trek and find the following places.

Lukla the Kosi River a national park
Mt Everest Base Camp Mt Everest



- 6 T015 Listen and complete Jamie's notes about the expedition. Then listen again and check your answers.

- 1 Fly to Kathmandu on 11th June.
- 2 Spend the night in a .
- 3 Travel to Lukla on June. Pick up animals there.
- 4 Cross the Kosi River on June.
- 5 Spend nights at the national park.
- 6 Camp on the glacier on June.
- 7 Start travelling back to Kathmandu on June.

- 7 Describe Jamie's journey. Look at the map and use the notes in Exercise 6 to help you.

*Jamie's flying to Kathmandu on 11 June.
Then he's ...*

- *8 Work in groups. Imagine you are going on an expedition to raise £5,000 for charity. Decide the following things and tell the class.

- What sort of charity are you going to support? Why?
- When and where are you going?
- How are you getting there?
- Where are you going to stay?
- Do you need any special equipment?
- How are you going to raise the money before you go?

Jamie is raising £5,000 before he goes. A small part of the money pays for his flight and the rest goes to *Go-Getters*, which organises holidays and other leisure activities for young disabled people. The charity hopes to use the money to buy a new minibus, specially designed for people in wheelchairs.

Jamie is amazed by the response of other students to his unusual idea. 'They all want to help me. It's fantastic! Next week all the other students in my group are doing a 24-hour sponsored silence. People are going to pay us to keep quiet! Some of the lecturers are going to do it as well – for some of them it's going to be very difficult!'

At the moment, Jamie is training for the trip. He goes to the gym every morning, goes running every evening and goes swimming four times a week. Jamie is also following a special high-protein diet of fish, fruit and eggs.

'We're going to walk through the high Himalayas for about seven hours every day for almost three weeks, so we need to be very fit! We're all really excited about it, but I also feel nervous. It's certainly a big challenge for all of us.'

Musselburgh Gazette



And what does Jackie think of Jamie's plans? 'It's a great idea but a little bit crazy too! I'm so proud that Jamie and his friends want to help!'

Anybody who is interested in sponsoring Jamie's trip should contact the Gazette.

LISTENING

- 1 Look at the photos. Match pictures 1–6 with the types of accommodation below.

campsite caravan mountain shelter
youth hostel hotel guest house

2

3

1



6



4



5

- 2 Which types of accommodation in Exercise 1 are best for these people? Why?

- 1 A student who wants to go backpacking. He/She doesn't have much money and wants to meet people from all over the world.
- 2 A couple on their honeymoon.
- 3 A family with a car. They want to visit as many places as possible without spending too much money.
- 4 Somebody who wants to relax and ski in the mountains every day.

- 3 ©T016 Listen and match the photos in Exercise 1 with speakers Jack, Sam and Bill.

- 4 ©T016 Listen to Jack, Sam and Bill again. Match each speaker with two of statements 1–6.

- 1 He's staying near the sea.
- 2 He's going backpacking.
- 3 He doesn't need to pay for breakfast.
- 4 He's travelling alone.
- 5 He's going to buy fresh food every day.
- 6 He's going to spend his holiday in the mountains.

- 5 ©T017 Listen to Bill saying more about his holiday plans. Are the statements **true** or **false**?

- 1 This is Bill's first holiday in Scotland.
- 2 Bill is starting his walk on Thursday.
- 3 Bill is staying in Scotland for just one week.
- 4 Bill is spending a lot of money on accommodation.
- 5 The mountain shelters have electricity but no hot water.
- 6 You can meet people from different countries in the shelters.

- 6 In pairs, answer the questions.

- 1 Which places are popular for tourists in our country?
- 2 What kind of accommodation do people stay in?
- 3 Do you often spend your holidays in these places?

SPEAKING

- 1 Read the adverts for working holidays and answer the questions.
- Which holiday sounds most interesting? Why?
 - Are these kinds of holiday popular in Russia?

1 **GO-GETTERS**
WORKING HOLIDAY IN SCOTLAND

- Use your skills and have a great holiday at the same time!
- Work with disabled children in the beautiful Scottish highlands.
- Free accommodation, food and travel.
- Earn up to £150 a week.
- A great chance to speak English and meet local people.

Call Go-Getters now on (44) 418 672 801

2 **VOLUNTEERS NEEDED**
FOR ARCHAEOLOGICAL DIG IN DORSET

- Work with students from all over the world in southwest England.
- Learn about Roman Britain (we are excavating a 2,000-year-old Roman villa).
- Accommodation available, but you must pay for your ticket to the UK.

Please phone (44) 242 6015901
for more information.

- 2 **0 T018** Listen to the phone conversation. Which advert is this person calling about? Which things does the student ask about?
-
- dates food accommodation cost
places available
-
- 3 Study **Speak Out**. What do you notice about the position of the verbs after question words with indirect questions?

SPEAK OUT | Asking for information

Direct questions

How much does it cost?
When does it start?
Where is the nearest youth hostel?
What time does the train leave?
How long does the course last?
How many places are there?

Indirect questions

Could you tell me ...
... **how much** it costs?
... **when** it starts?
... **where** the nearest youth hostel is?
... **what time** the train leaves?
... **how long** the course lasts?
... **how many** places there are?

Could you give me some information about ...
... **accommodation** (in the city)?
... **summer courses** in English?
... **entertainment** in the city?

- 4 **0 T018** Listen again and look at **Speak Out**. Which questions do you hear?
- 5 In pairs, read the advert and decide what information is missing. Compare your ideas with another pair.

FIRST CLASS

SCHOOL OF ENGLISH

Come to sunny Brighton and learn English!

- courses all year
- all levels from beginner to advanced
- satisfied students from all over the world!

Call us now! (44) 1788 672 801

- 6 You want to find out the following information. Write a direct and an indirect question for each item.
- 1 The start of the course.
 - 2 How many hours of classes there are a week.
 - 3 The cost of the course.
 - 4 Where you can stay.
- 7 **0 T019** Listen to a student calling First Class School of English. Which of your questions does he ask?
- 8 Work in pairs. Look at advert 1 in Exercise 1. Use **Speak Out** to roleplay a conversation. Student A, look at page 113. Student B, look at page 115.

VOCABULARY

1 **Think Back!** Write four more words in each category.

Types of accommodation	Means of transport	Holiday and leisure activities
caravan, bed and breakfast 1 ____ 3 ____ 2 ____ 4 ____	plane, motorbike, ferry 1 ____ 3 ____ 2 ____ 4 ____	sailing, snorkelling, fishing, cycling, sunbathing, climbing 1 ____ 2 ____ 3 ____ 4 ____

2 Look at the photo below. In pairs, answer the questions.

- What are the people doing?
- Which country do you think the picture shows?
- What kind of accommodation do you think they are staying in?
- Would you like to have a holiday like this? Why?/Why not? Choose from these ideas.

(too) peaceful bad/wet weather
fresh air have fun with friends cheap
(heavy) rucksacks (not) exciting
relaxing far from the city tiring
keep fit beautiful/dramatic scenery

- Is this type of holiday popular in our country?
- What sort of leisure activities are most popular in our country?

3 Choose the correct answer.

- 1 We've got a tent – we're going to stay in a guest house/on a campsite.

- 2 We're going for a drive/trek in the country in my new car!
3 We're still loading/packing our suitcases – and we're leaving in an hour!
4 I'm booking/arranging a double room at the hotel.
5 Our flight is cancelled/delayed. It's leaving later this afternoon.
6 We want to go to Bulgaria this summer. I'm going to get some brochures/magazines from the travel agent's.

4 Complete the sentences with the correct prepositions.

for to at by (x 2) on from in

- 1 Are you travelling ____ Budapest ____ coach or ____ plane?
2 We're arriving ____ Buenos Aires at midday.
3 They're walking to Kathmandu ____ foot.
4 We have to be ____ the airport at half past eleven.
5 The Moscow train departs ____ platform 3.
6 We're leaving ____ Prague tomorrow morning.



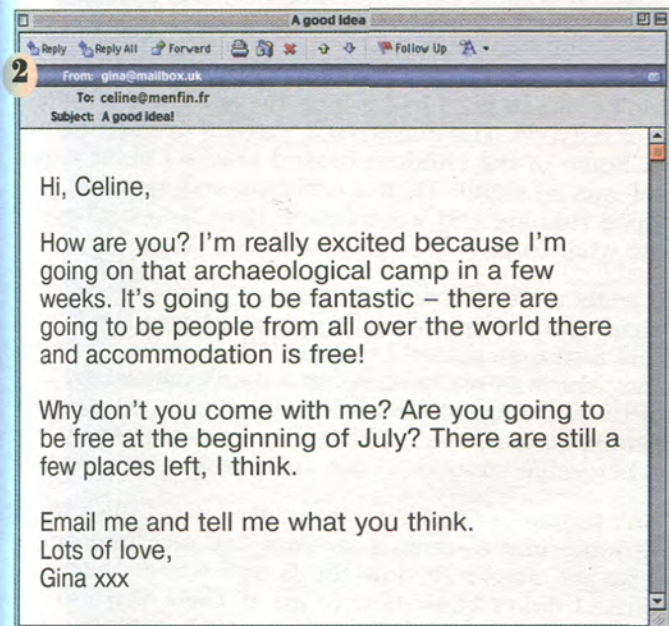
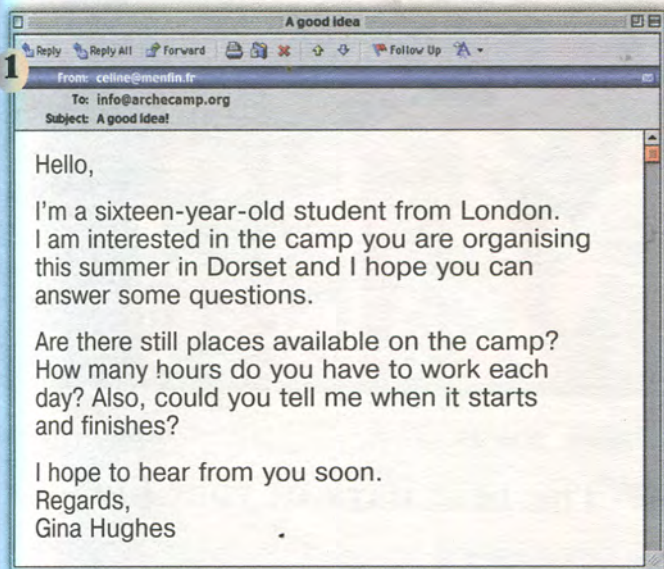
WRITING

1 Answer the questions.

- 1 Do you send emails? How often?
- 2 Who do you send them to?

2 Read Gina's emails and answer the questions.

- 1 Which email sounds formal and is similar to a letter? Why?
- 2 Which email sounds informal and is similar to a conversation? Why?



3 Match endings a-b with the emails in Exercise 2.

- a Love/Bye for now/See you/CU!
- b Best wishes/Best regards/Kind regards

4 Who do we usually send formal emails to? Choose the correct answers and say why.

- people we don't know
- institutions
- friends and close family
- people we know very well

5 Read Celine's email to the camp and compare it with Gina's first email in Exercise 2. Which email is better? Why?

From: celine@menfin.fr
To: info@archecamp.org
Subject: HELP ME PLEASE!!!!!!!!!!!!

Hi, guys,

How are you? I'm Celine. I'm a fun-loving fifteen-year-old student from Nice.

My friend Gina (she's British and she's really cool) says you're doing a camp in Dorset. I want to go too. Are there any places left? How much money do I need???

Write back quickly and tell me.
CU!!!!
Celine x :-D

6 In pairs, read **Train Your Brain** and correct Celine's email to the camp.

TRAIN YOUR BRAIN | Writing skills

Formal emails

- a In the subject box, give a clear reason for writing your email.
- b If you don't know the person's name, you can write just *Hello*.
- c If you know the person's name, you can write *Dear* + name.
- d Smileys (☺), exclamation marks (!), jokes and unimportant information aren't a good idea.
- e End the email with *Best/Kind regards*.

*7 Read the advert for the First Class School of English on page 19. Write a formal email to the school.

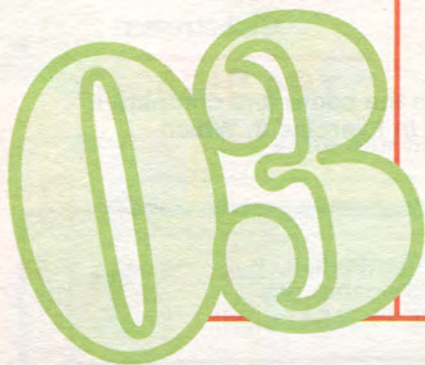
Find out:

- if there are still places in the Pre-Intermediate group at the moment;
- how much the course costs;
- how many students there are in the group;
- if the school can help you with accommodation.

*8 Check your partner's email. Tick each stage in **Train Your Brain**.

*Project idea

Search the Internet for information about exciting places you would like to visit in Russia. Plan your trip and make a leaflet about one of them.



Growing up

Read, listen and talk about school; growing up.

Practise the Past Simple and *used to*; education vocabulary; adjectives with -ed/-ing endings.

Focus on asking for permission; predicting in reading and listening.

Write a personal recollection.



GRAMMAR AND READING

1 Look at the photo and answer the questions. Use the ideas below to help you.

- How old do you think the girl is?
- What is the situation? How do you know?
- How do you think she is feeling? Why?

primary school/playground/kids
an important day
go with Mum/Dad
feel small/nervous/grown up/proud
wear new clothes/school uniform
make new friends/shout/laugh/run/cry

Kate Scott. Year 11

Creative writing

The best days of your life?

It was such a big day, but I don't remember very much. It's like an impressionist painting: shapes, colours, and smells and sounds too. But I was only five years old and it was a long time ago!

I walked to school with Mum and I cried all the way. I didn't want to go. I had a blue rucksack and a big new box of crayons. The playground was full of noisy, excited kids. Some of the children looked huge – I never knew that I was so small! Then a bell rang and everybody stopped running and went inside. How did everybody know what to do?

The walls were yellow and there was a horrible smell of soap everywhere. My teacher's name was Mrs Bell. ('What a strange name!' I thought.) She wasn't very strict. In fact, she was really nice, but I didn't understand a lot of the things she said that day. Terms, timetables, registers, cloakrooms ... What did she mean? And why was her voice so loud all the time? It was very strange.

I don't remember what we learnt that day. I think we sang songs and clapped a lot. Mrs Bell read us a story and we sat cross-legged on the floor. I was embarrassed because I didn't know how to do it! There was also an aquarium with ugly fish in it – another horrible smell.

'So, Kate, were you a good girl today?' Dad asked me later.

'I don't know!' I said.

'Was it fun?'

'No! And Mrs Bell said that we have to go back tomorrow!' I wasn't very happy.


'Did you make any new friends?'

'Yes, I did. I think ...'

'Did you learn anything useful? Numbers? Colours?'

'Dad! Why are you asking me all these questions? Didn't you go to school?'

Work it out

2  Read the text as you listen to it and answer the questions.

- 1 Is Kate talking about a present or past event?
- 2 What are the two forms of the verb *to be* in the Past Simple?
- 3 Find three regular Past Simple verbs. What are their infinitives?
- 4 Find three irregular Past Simple verbs. What are their infinitives?

3 Complete the sentences.


Present Simple	Past Simple
I walk to school. I don't know how to do it. Do you learn anything useful? Yes, I do ./No, I don't .	I ¹ _____ to school. I ² know how to do it. ³ _____ you learn anything useful? Yes, I ⁴ _____ ./No, I ⁵ _____ .

Check it out

Past Simple		
We use the Past Simple to talk about things that started and finished in the past.		
	<i>to be</i>	Regular and irregular verbs
Affirmative	I was only five. The walls were yellow.	The children looked huge. We sang songs.
Negative	I wasn't very happy. They weren't very nice to me.	I didn't want to go. I didn't know how to do it.
Questions	Was it fun? Yes, it was ./No it wasn't . Were you a good girl?	Did you learn anything useful? Yes, I did ./No, I didn't . How did they know what to do?
Time expressions:	yesterday, last night/year/week/Saturday, when I was five, ten years ago, in 2004/1999, one day/morning.	

4 Find the irregular verb in each group (1–6) and name its Past Simple form.

- 1 look/play/start/think _____
- 2 buy/decide/phone/work _____
- 3 rain/talk/forget/shout _____
- 4 listen/feel/visit/watch _____
- 5 stay/hate/promise/wear _____
- 6 live/give/invite/laugh _____

5  Listen and put the regular verbs in Exercise 4 in the correct column. Then practise saying them.

/d/	/t/	/ɪd/
played	looked	started

6 Write the questions in the Past Simple. Then look at Kate's story again and answer them.

- 1 How old/be/Kate?
- 2 Kate/walk to school/on her own?
- 3 What/everybody/do/when the bell rang?
- 4 What/be/Kate's teacher's name?
- 5 The teacher/be/strict?
- 6 Kate/enjoy/her first day at school?

7 Work in pairs. Use a time expression from **Check it out** and answer the questions.

When did you start primary/secondary school?


I started primary school when I was six/in 1995/11 years ago.

When did you last

- see your grandparents?

I last saw my grandparents in March.

- check your email?
- cook a meal?
- laugh out loud at a film?
- go swimming?

8  Listen and match speakers 1–5 with questions a–e. Then listen again and check.

- a How did you spend the first day?
- b Did you like your form tutor?
- c Did you make any new friends?
- d Were you scared before the first day?
- e What did you wear?

9 Write a short description of your first day at secondary school. Follow the instructions.

- In pairs, answer questions a–e in Exercise 8. Make notes.
- Use your notes and the text in Exercise 2 to describe your day.

READING

- 1 Match the people below with pictures A–D on page 25. What were they famous for? Use the correct form of the verbs to complete the sentences about them. One of the verbs can be used twice. There is one extra verb.

propose invent paint write

- 1 Vladimir Mayakovsky — poetry.
 - 2 Leonardo da Vinci — the Mona Lisa.
 - 3 Agatha Christie — crime novels.
 - 4 Albert Einstein — the theory of relativity.
- 2 Look at the pictures again and read the title of the text. You may use the vocabulary at the end of the book. What do you think the text is about?
- 3 Read the first paragraph. What do you think the text is about now?
- a unhappy children
 - b people who had problems at school
 - c the effects of bad education
 - d people who became successful after they finished school

- 4 Read the last paragraph only. Do you need to change your answer to Exercise 3?
- 5 Look at Exercises 2–4 and complete points a–d in **Train Your Brain**.

TRAIN YOUR BRAIN | Reading skills

Predicting

You can make a text easier to understand by predicting what it is going to be about before you read it. Always:

- a look at the ____.
- b read the ____.
- c read the ____ paragraph of the text.
- d read the ____ paragraph of the text.

A gift or a curse?

- 1 They had difficulties learning to read and to write. Their classmates laughed at them, their teachers often thought they were stupid and lazy, their parents despaired. Most of them hated to go to school and wanted to drop out of school as soon as possible. In short, they had unhappy school years.
- 2 Some of the world's greatest composers, writers and inventors had an unpleasant time at school like this. Later, when they became successful, nobody was more surprised than their old classmates. Were these people stupid? No, of course not.
- 3 Dyslexia is a lifelong challenge that people are born with. It means that people have problems with reading, writing, spelling and sometimes with memorising things. Dyslexia is not a sign of poor intelligence or laziness. Nor is it the result of poor instruction. Children and adults with dyslexia simply process and interpret information differently. Dyslexia occurs among people of all economic and ethnic backgrounds. Often more than one member of a family has it. Statistically, about 15 percent of people are dyslexic, but not all of them realise it.
- 4 Some experts think, however, that dyslexic people are highly creative and intuitive because their brain works differently. A good example is

Vladimir Mayakovsky, a renowned Russian and Soviet poet, who had trouble with commas and full stops but created his own revolution in poetry. He changed the very idea of poetry by introducing new subjects, new vocabulary and new rhythms.

- 5 Some people with dyslexia discover they have special, hidden talents, but only when they are older. A good example is Agatha Christie, one of the most successful writers in history – two billion books published in 44 languages! At school she had problems with writing and often got bad marks for essays. Her parents were disappointed and wanted Agatha to leave school early. She only started writing because her older sister said she couldn't do it! And even when she was already a famous crime writer, she sometimes felt embarrassed because she still couldn't spell.

- 6 There is a long list of people like Vladimir Mayakovsky and Agatha Christie, writers and poets, inventors and artists, actors and politicians. Hans Christian Andersen, Albert Einstein, Leonardo da Vinci, Pablo Picasso, Tom Cruise, Keanu Reeves – to name just a few. These important and creative people had problems with reading and writing when they were young. Of course, that doesn't mean that if you have dyslexia, you will become a genius in time, but it shows that dyslexia may be a gift and not a curse.

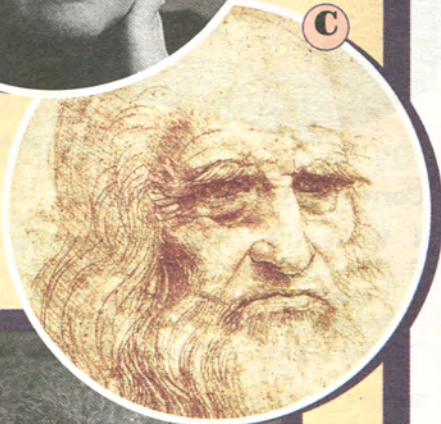
A



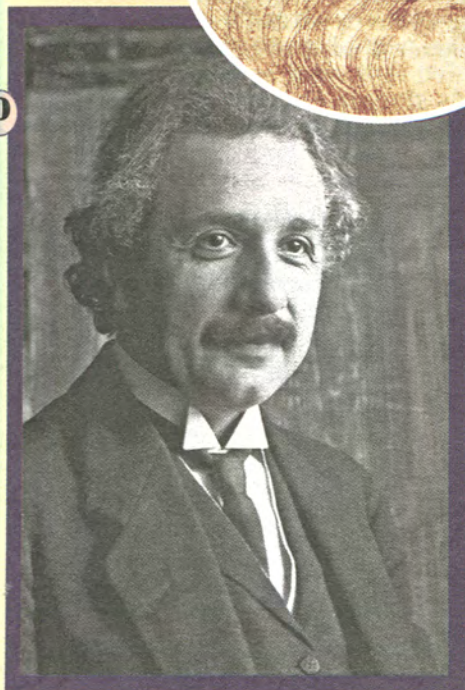
B



C



D



- 6 **©T023** Now read the whole text as you listen to it. Did you predict the subject correctly?
- 7 Read the whole text again and match headings a–g with paragraphs 1–6. There's one heading you don't need.
- a What is dyslexia?
 - b Typical problems for children with dyslexia at school
 - c How to help people with dyslexia
 - d What some talented people had in common
 - e Other famous people who had dyslexia
 - f A person who had hidden talents
 - g A dyslexic poet
- 8 Match definitions a–f with words and phrases in the text.
- a (v) [para. 1] stop going to school/university —
 - b (n) [para. 2] pupils in the same class at school —
 - c (v) [para. 3] learn by heart —
 - d (n) [para. 5] a score which shows how good a piece of work is —
 - e (adj) [para. 5] unhappy because of poor results —
 - f (adj) [para. 6] good at using your imagination —
- 9 Read the text again and choose the correct answers.
- 1 The children in paragraph 1
 - a had a difficult time at school.
 - b had classmates who were stupid.
 - c left school early.
 - 2 Some famous writers, composers and inventors
 - a were not very intelligent.
 - b were surprised when they became successful.
 - c had similar problems when they were children.
 - 3 People with dyslexia
 - a were probably born with the disability.
 - b never knew about it.
 - c can't remember anything.
 - 4 Vladimir Mayakovsky had problems with
 - a finding the right words.
 - b using punctuation marks correctly.
 - c finding new subjects for his poems.
 - 5 Agatha Christie started writing because
 - a her parents wanted her to.
 - b she wanted to show her sister that she could write.
 - c she wanted to leave school early.
 - 6 The people mentioned in the last paragraph are
 - a not geniuses.
 - b crime writers like Agatha Christie.
 - c well-known people who had problems with reading and writing.
- 10 Work in pairs. Was there anything you were bad at when you were younger, but you can do now?

- A I couldn't swim when I was younger, but now I am quite a good swimmer.
- B I didn't understand chemistry when I was younger, but now I'm quite good at it.



When you were little,
did you use to ...

QUIZ

- 1 watch cartoons on TV?
- 2 play a musical instrument at school?
- 3 like green vegetables?
- 4 play truant?
- 5 sleep with a favourite toy?
- 6 believe in ghosts or monsters?

Yes No

Yes	No

GRAMMAR AND SPEAKING

- 1 T024 Read the quiz above and listen to Lucy's story. Which question is she answering?

I really **hated** spinach when I was little. We **visited** my grandparents every Sunday and Gran used to cook a delicious Sunday dinner – carrots, roast beef, potatoes and, of course, spinach, lying at the side of the plate! I **thought** the taste was like boiled leaves! Gran used to say, 'There's no pudding for you until you eat all your vegetables.' It **was** horrible! One Sunday I **had** a clever idea to hide the spinach under my plate. But my sister **started** laughing and, of course, everybody **saw** me. It's funny, because I didn't use to like spinach, but I love it now!

Work it out

- 2 Look at the sentence and decide which explanation is correct.

My gran used to cook a delicious Sunday dinner.

- a Lucy's grandmother regularly cooked a Sunday dinner (but now she doesn't).
- b Lucy's grandmother cooked a Sunday dinner only once.

Check it out

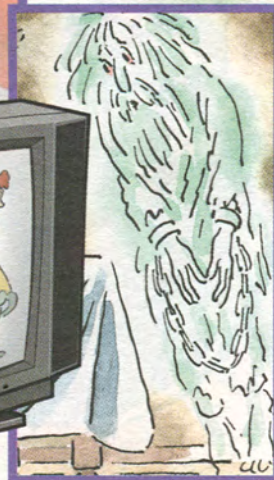
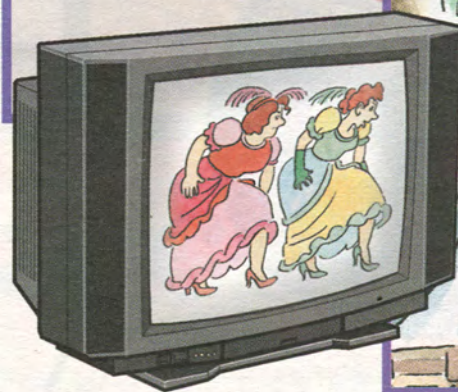
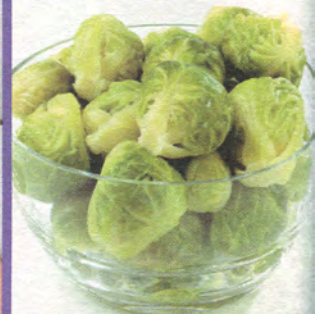
used to

Used to expresses a regular habit or state in the past which doesn't happen any more. We can't use *used to* if something happened only once.

My gran **used to** cook a delicious Sunday dinner.

I **didn't use to** like spinach.

Did you **use to** like green vegetables?
Yes, I **did**./No, I **didn't**.



- 3 Correct the wrong sentences.

- 1 We used to wear school uniforms.
- 2 She used to arrive late for class.
- 3 I used to fail my maths exam last Friday.
- 4 I used to cycle to school every day.
- 5 Last summer, I used to break my leg.

- 4 Read Lucy's story in Exercise 1. Which verbs in bold can we change to **used to** + infinitive?

- *5 Look at other changes in Lucy's life. Write sentences with **used to** and **didn't use to**.

Lucy **used to** go to ballet lessons.
She **didn't use to** go to bed late.

- 1 Lucy stopped going to ballet lessons.
 keeping a diary.
 listening to boy bands.
- 2 Lucy started going to bed late.
 listening to hip-hop.
 wearing lipstick.

- *6 In pairs, ask and answer the questions in the quiz. Use **used to** or **didn't use to**.

- A Did you **use to** watch cartoons on TV?
- B Yes, I did. My favourite cartoon was ...

LISTENING

1 **T025** Look at the picture below. Then listen to Part 1 of the recording and answer the questions.

- How old do you think the people are?
- Where are they?
- How well do they know each other?

2 **T026** Listen to Part 2 of the recording and answer the questions.

- What sort of party is it?
a a birthday party
b a reunion party
c a house-warming party
- Which words help you to decide on the answer to question 1?

3 **T026** Listen again and choose the expressions you hear.

1 Remember me?

2 Good to see you.

3 How are you?

4 I can't believe it!

5 Pleased to meet you.

6 I didn't recognise you.

7 So, what's new?

4 Work in pairs. What do you think the characters are going to talk about? Make a list of topics. Then compare it with another pair.

5 **T027** Listen to Part 3 of the recording and check your ideas from Exercise 4.

6 In pairs, put the advice in **Train Your Brain** in the correct order. Look at Exercises 1–4 to help you.

TRAIN YOUR BRAIN | Listening skills

Predicting

- Listen for key words which give you clues about the situation.
- Look at the pictures or photos.
- Think about the situation and try to guess what the people are going to talk about.

7 **T028** Listen to Part 4 of the recording. What job is Ben doing now? Listen again. Are the statements **true** or **false**?

- Jake isn't interested in astronomy any more.
- Jake is a father now.
- At school, Ben's plan was to be a lawyer.
- Ben didn't finish his university course.
- Ben likes his job because the routine is the same every day.
- Ben doesn't like the people he works with.
- When Ben was little, he wanted to be a postman.

8 Work in groups. Ask each other these questions.

- When you were a child, what job did you want to have?
- What do you want to study in the future?

A *When I was a child, I wanted to be a rock star.*

B *Really? I wanted to be a doctor.*

9 Work in groups. Imagine you are at a school reunion party in ten years' time. Use the expressions in Exercise 3. Ask other people in the group:

- what job they have now;
- about their families;
- about people they remember from school.

A *So, Mark, what job do you have now?*

B *I'm a pilot ...*



VOCABULARY

- 1 **Think Back!** In pairs, add as many adjectives as you can to the lists.

Adjectives with -ing endings	Adjectives with -ed endings
embarrassing frightening disappointing annoying	embarrassed frightened disappointed annoyed

Mind the trap!

If a thing, person or situation is **boring**, interesting**ing**, annoying**ing**, you feel **bored**, interested**ed**, annoyed**ed**.

- 2 Choose the correct answer.

- I felt very *exciting*/*excited* before my first day at secondary school.
- Mrs Jones was a very strict teacher – we were *terrifying*/*terrified* of her.
- Studying before exams is always very *tiring*/*tired*.
- She felt *surprising*/*surprised* when she passed all her exams.
- This textbook is very *boring*/*bored*.
- I was *amazing*/*amazed* that all the other children knew what to do.
- Are you *interesting*/*interested* in computers?

- 3 Complete the sentences. Form adjectives from the verbs in capital letters.

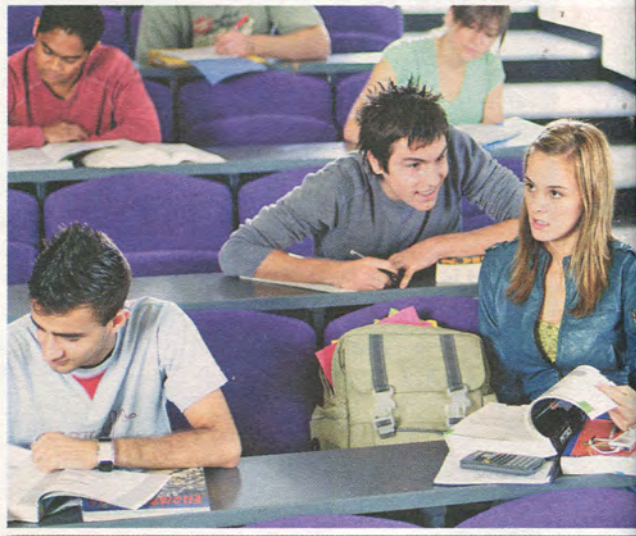
- This school has hundreds of ___ pupils. SATISFY
- The idea of becoming a pilot was very _____. EXCITE
- I was never ___ when I visited my grandparents. BORE
- The view from the top floor was _____. AMAZE
- I thought that tractors were ___ when I was young! FASCINATE
- That film was absolutely _____. TERRIFY
- I failed my maths test. I felt very _____. EMBARRASS
- I forgot to bring my umbrella. It was very _____. ANNOY

- 4 Look at the questions and tell your partner how you felt.

I felt terrified before my last English test.

How did you feel ...

- before your last English test?
- after your last English test?
- when you got your pocket money?
- when you first travelled alone?



SPEAKING

- 1 In pairs, look at the photo. Try and guess the answers to the questions.

- Where are they?
- What do you think the problem is?

- 2 **T029** Listen to the conversation. Were your answers to Exercise 1 correct?

- 3 **T029** Listen again. Which things does the student ask to borrow? Make a list.

- 4 **T030** Study **Speak Out** on page 29. Then follow the instructions.

- Listen and choose the phrases you hear.
- In which of the three conversations does the speaker sound rude? Why?
- Listen to the other two conversations again and practise saying them with a partner.

- 5 In pairs, ask for and give or refuse permission. Choose from the ideas below.

.....
borrow your watch/your shoes/a piece of paper/ ...
use your glasses/dictionary/ ...
visit you tonight/keep your pen ...
ask you a question/for your phone number/ ...
.....

- A Is it OK if I take your chair?
B No, I'm sorry, you can't. I need it!

SPEAK OUT | Asking for, giving and refusing permission

Question	Yes	No + reason (Always give a reason when you say no.)
Can I borrow your dictionary? Is it OK if I sit here?	Yes, of course. Sure, no problem.	Sorry, you can't. I'm using it. I'm afraid not. It's not allowed.
Do you mind if I open the window? Do you mind if I turn the TV off?	No, please do. No, I don't mind.	I'm afraid I do. It's a bit cold. Yes, I do. I'm watching it.

Mind the trap!

Do you mind if ...? = Is it a problem for you if ...?

If somebody asks you a question starting with *Do you mind if ...?* and it isn't a problem, you should answer *No* (= *No, it isn't a problem.*).

Do you mind if I sit here? **No**, I don't./**No**, please do.

- 6** In pairs, look at the signs and questions. Then think of possible answers.



Can I ride my bike here?



Is it OK if I go in here?



Can I take the lift?



Is it OK if I wear my trainers here?



Do you mind if I use my mobile phone?

- *7** In pairs, make a dialogue for each situation.

- 1 You're at your friend's house. You suddenly remember that you promised to phone your mother. You don't have a mobile phone.
- 2 The train is very full. A family is sitting together and there is one free space in the middle of them.
- 3 You need to leave class early today.

***Project idea**

Find some interesting information about famous people who had problems while studying at school. Write a short article about one of them and add his/her portrait. Together with your classmates use all your articles for a poster 'Nothing is impossible!'.

NOTHING is IMPOSSIBLE!



Benjamin Franklin



Charles Dickens



George Bernard Shaw

VOCABULARY AND GRAMMAR

1 In each group find the odd one out.

- 1 selfish, polite, friendly, cheerful
- 2 arrogant, rude, generous, bossy
- 3 excellent, fantastic, careless, brilliant
- 4 go, arrive, depart, leave
- 5 trek, brochure, trip, tour
- 6 tent, ferry, rucksack, sleeping bag
- 7 guest house, hotel, caravan, youth hostel
- 8 look, say, watch, see
- 9 Scotland, Australia, England, Wales
- 10 exciting, annoying, frightening, boring

2 Complete the sentences. Form new words from the words in capital letters.

- 1 My brother is very _____. He never _____ TALK
shuts up.
- 2 Watching DVDs is my favourite
form of _____. ENTERTAIN
- 3 He's very _____. He wants to be _____ AMBITION
rich and famous.
- 4 He's got a really cheerful _____. PERSON
- 5 They are collecting money for
the _____ children's holidays. ABLE
- 6 I had a very _____ holiday in a quiet PEACE
mountain village.
- 7 He is very _____. I'm sure he'll be _____ CREATE
famous one day.

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- 1 Bill hates listening to rock music.
Bill _____ to rock music. **like**
- 2 Shirley is watching TV at the moment. **not**
Shirley _____ her homework at the moment.
- 3 I'm always at school on time.
I _____ for school. **never**
- 4 We're going to take a train to London.
We're _____ to London by bus. **not**
- 5 I'm going to stay at home this summer.
I'm _____ holiday this summer. **not**
- 6 I'm not going to tell her about it.
I _____ tell her about it. **never**
- 7 The concert was awful.
I _____ the concert. **enjoy**

4 Rewrite the sentences using the words in brackets so that they have the same meaning as the original sentences.

- 1 I don't go to a public school any more. (USED)
- 2 Did the teachers punish the children a lot? (STRICT)
- 3 I'm a good student now, but I wasn't before. (USE)
- 4 I went into the room. The man was shouting. (WHEN)
- 5 I was writing the last answer. The teacher told me to stop. (WHILE)
- 6 I passed all of my exams. (FAIL)
- 7 Kate likes meeting new people. (FRIENDLY)

5 Complete the email. For each gap choose the correct answer.

Coming to Newcastle!

Reply Reply All Forward Print Delete Follow Up

From: JocelynP@greatstuff.tv
To: vic172@newland.org
Subject: Coming to Newcastle!

Dear Vicky,

Thank you for your email. I ¹_____ the photo!
Your house looks lovely. You sound very busy at the moment. ²_____ with your cousins in Cambridge or are you back home now?

I've got some news for you! I'm coming to see you during the holidays. My parents always ³_____ to Scotland to see my grandparents at Easter, so I can stay with you in Newcastle for a week. They ⁴_____ a car this time because ours usually breaks down on long journeys – it ⁵_____ very old!

At the moment I ⁶_____ in the library at school. We sometimes ⁷_____ an hour off to study on Tuesdays. I'm looking out of the window and unfortunately it's very grey and cloudy outside. Normally I ⁸_____ basketball on Tuesday afternoon, but I ⁹_____ today! It's too cold.

Well, that's it. Pete and I ¹⁰_____ Katy at four. We're all going to the cinema and I'm already late!

Write to me again soon. See you in Newcastle!

Love,
Jocelyn

- 1 a am loving
b am going to love
c love
- 2 a Do you still stay
b Are you still staying
c You still stay
- 3 a go
b are going
c are going to go
- 4 a are renting
b rent
c renting
- 5 a is getting
b gets
c to get

- 6 a am going to sit
b sit
c am sitting
- 7 a have
b are having
c are going to have

- 8 a play
b go to play
c am playing

- 9 a don't play
b am not going to play
c not playing

- 10 a to meet
b meet
c are meeting

PRONUNCIATION

- 1 **©CT001** Listen and put the words in the correct column. Then listen and check.

●..	●●.	●●●	...●
confident	equipment	ability	inspiration

available citizen community
detective dramatic entertainment
fantasy biology important musical
population pessimistic

LISTENING SKILLS

- 1 **©CT002** Listen. Read the sentences. Are the statements **true** or **false**?

- Jodie is packing for a holiday.
- She's going away for a week.
- She's going to take three bags.
- Paula likes to make a list before she packs.
- Paula tells Jodie to take two sweaters.
- Jodie's going abroad.

SPEAKING SKILLS

- 1 Work in pairs. Roleplay the conversation. Student A, look at page 113. Student B, look at page 115.

- 2 Roleplay the conversation.

Student A

You are talking with a friend about your memories from primary school. Tell him/her about your best day at school. Say:

- what happened and when it happened;
 - how you felt;
 - why that day was important for you.
- You start the conversation. Then listen to your friend's story.*

Student B

You are talking with a friend about your memories from primary school. Listen to your friend's story and then tell him/her about your worst day at school. Say:

- what happened and when it happened;
 - how you felt;
 - why that day was important for you.
- Your partner starts the conversation.*



04

Inspiration

Read, listen and talk about artists and writers; inspiration; important moments.
Practise the Past Simple and the Past Continuous; time expressions.
Focus on recounting past events; phrasal verbs.
Write about past events.

GRAMMAR AND LISTENING

1 **© T031** Listen to these three pieces of music. Which one do you like best? Which adjectives could describe each piece?

- *Rhapsody in Blue* by George Gershwin
- *Moonlight Sonata* by Ludwig van Beethoven
- *The Cat Waltz* by Frederic Chopin

exciting boring dramatic mysterious
 melodic catchy irritating sentimental

2 Read anecdotes A–C below and match them to pictures 1–3.

Work it out

3 Match sentences 1 and 2 with uses of the Past Continuous a and b.

- 1 Night was falling and the Moon was shining.
- 2 Late one evening Chopin was composing in his music room.

- a setting the scene at the beginning of a story
- b saying that somebody was in the middle of an action at a particular time

4 Look at the sentence and answer the questions.

While Gershwin was travelling by train, he suddenly got the idea for *Rhapsody in Blue*.

- 1 Did these actions happen
 - a one after another?
 - b at the same time?
- 2 Which action was shorter and which tense do we use to talk about it?

Eureka moments!



1

A One day in the 1920s, the great American composer George Gershwin was travelling to a concert in Boston. While he was sitting alone on the train, he suddenly got the idea for his most famous work, *Rhapsody in Blue*. When you listen to the music today, you can clearly hear the train wheels and the whistle!



2

B Night was falling and the Moon was shining. Beethoven was walking around Vienna – he was looking for inspiration. As he was passing a small house, he heard one of his compositions. Somebody was playing it on the piano but kept on making mistakes. Beethoven was intrigued and decided to find out who it was. He entered the house and realised that the girl at the piano was blind. He sat and played music to her for over an hour. Suddenly the Moon appeared at the window. Beethoven was excited by the special atmosphere in the room and began to compose his famous *Moonlight Sonata*.

Check it out

Past Continuous

We use the Past Continuous:

- to set the scene, often at the start of a story.
Night **was falling** and the Moon **was shining**.
- to talk about what was happening at a particular moment in the past.
At ten o'clock he **was composing** in his music room.
- with the Past Simple to show that a long activity was interrupted by a short one. We usually use *while* or *as* before the Past Continuous.
While/As he **was sitting** at the piano, a small kitten suddenly **ran** across the piano keys.

Affirmative I/He/She **was listening**.
We/You/They **were listening**.

Negative I/He/She **wasn't listening**.
We/You/They **weren't listening**.

Questions **Was** I/he/she **listening**?
Yes, I/he/she **was**.
No, I/he/she **wasn't**.
Were you/we/they **listening**?
Yes, you/we/they **were**.
No, you/we/they **weren't**.



3

In the summer of 1837, the Polish composer Chopin was living in Paris. Late one evening he was composing alone in his music room. While he was sitting at the piano, a small kitten suddenly ran across the piano keys. Chopin liked the strange melody and he tried to write it down. In 1838, he published a new composition. The title? – *The Cat Waltz*!

- 5 Look at the pictures and the texts again. Correct the sentences.

- Gershwin was sitting at the piano.
- Gershwin was travelling with friends to Boston.
- In 1837 Chopin was living in Warsaw.
- Late in the evening, Chopin was reading in his music room.
- Beethoven was walking around Vienna in the morning.
- Somebody was playing one of Beethoven's compositions on the violin.

- 6 Complete the sentences with the correct form of the Past Simple or the Past Continuous.

The composer Rossini ¹___ (write) many operatic masterpieces like *The Barber of Seville*. He was famous for composing his music at the last minute. Sometimes, just an hour before a concert, Rossini ²___ (still write) the music for it! Rossini was also famous for composing in unusual situations – for example, he ³___ (get) the idea for the beginning of his opera *Le Comte Ory* while he ⁴___ (fish) with a friend.

- 7 Complete the sentences. Use the Past Simple or the Past Continuous.

- I ___ (read) my brother's diary when he suddenly ___ (come) into the room!
- Where ___ (you/go) when I ___ (see) you last night?
- When I ___ (wake) up this morning, it ___ (snow).
- I ___ (drop) my mobile while I ___ (text) my friend.
- ___ (you/sleep) when I ___ (phone) this morning?
- He ___ (not look) where he ___ (go) and ___ (crash) into a tree.

- 8 What do you think your partner was doing at these times? Ask and check if your guesses were correct.

ten o'clock last night six o'clock this morning
last Saturday at 8 p.m.

- A *Were you sleeping at ten o'clock last night?*
B *No, I wasn't. I was studying chemistry!*

- 9 © T032 Listen and write sentences. Use the prompts and the Past Simple and the Past Continuous.

watch the football match start to rain
robbers break into the house sleep
have a bath have a picnic play the guitar
have a good idea complain ring

- 1 *While he was watching the football match, his phone rang.*

Why sleep is the best medicine

by David Flak

It's late at night and you have an important exam in the morning. You're sitting with your notes and books and you're beginning to feel tired. Should you listen to your mother's advice and go to bed? Or should you stay up all night and try to learn?

Well, scientists say that our mothers are probably right – it's best to go to bed early before a big exam. Last year in Germany scientists looked into the effects of sleep on university students. They found out that students who had at least four hours of sleep did better in exams. It also turned out that the students who had a lot of sleep had better scores in IQ tests. So why is sleep good for our brains?

First of all, scientists believe that after a hard day of thinking, our memories are very messy. Sleep helps to tidy up our thoughts and memories and to put everything in the right place again. Because of this, it's easier to remember facts clearly, which, of course, is important in exams.

When we sleep, our brains also continue thinking about our problems from the day before. We can sometimes come up with the answers to difficult problems after sleeping. There are many examples of this in history. In the nineteenth century, the chemical structure of benzene was still a big mystery to scientists. The German chemist Friedrich August Kekulé worked on this problem for many years. One afternoon, while he was travelling on a London bus, Kekulé fell asleep. He had a strange dream – snakes were coming towards him with their tails in their mouths!

When he woke up, Kekulé knew that he had the answer to his problem – the atoms were arranged in a circle like his funny snakes!

But sleep does not only improve our memories and help us to find the answer to problems. Scientists believe that we are more creative after sleep too. Keith Richards, guitarist with the Rolling Stones, came up with the melody for *Satisfaction*, their biggest hit, as he was taking a nap in a London hotel room. The Irish writer Bram Stoker also got the idea for his masterpiece *Dracula*, the classic horror story, while he was sleeping. He ate crabs late at night before going to bed, had some strange nightmares and kept on waking up!

So, take my advice – do you want to remember more in your exam tomorrow? The answer is simple – go to bed early!

SLEEP FACTS – TRUE OR FALSE?

- 1 Teenagers need less sleep than adults.
- 2 20 percent of students don't get enough sleep every night.
- 3 All animals sleep, even flies and fish!
- 4 When you sleep for eight hours you use about 35 calories – the same amount your body needs to walk for ten minutes.




READING AND VOCABULARY

1 Read the Sleep Facts. In pairs, decide which facts are true. Check your answers on page 114.

2 Read the first and the last paragraph of the article, look at the title and the photo and decide what the article is about.

- a How sleep helps us when we're ill.
- b The effects of sleep on our brains.
- c How sleep can make us more beautiful.

3  T033 Read the article as you listen to it. Was your answer to Exercise 2 correct?

4 Find sentences in the text which tell you the information below.

- 1 Scientists agree with what our parents tell us about sleep.
- 2 Experiments show that sleep can help you do well in tests.
- 3 Sleep organises memories and facts in our brains.
- 4 At night our brains don't stop thinking about things from the previous day.
- 5 Sleep can help us to solve difficult problems.
- 6 Sleep can be good for imagination.

5 In pairs, answer the questions without looking at the text.

- 1 Where was the German chemist sleeping when he solved a scientific mystery?
- 2 What did the guitarist of the Rolling Stones compose while he was sleeping in a hotel?
- 3 What kind of story did the Irish writer invent while he was sleeping?

6 Look at the photo. In pairs, answer the questions. Use the ideas below to help you.

stay up late tired sleepy stressed
drink coffee revising before an exam
learn facts by heart

- 1 What is the person doing? Why?
- 2 How do you think he is feeling?
- 3 When do you study best? Early in the morning or late in the evening?
- 4 Before an important exam, do you prefer to study all night or have a good night's sleep?
- 5 How many hours do you normally sleep every night? Is it enough?



VOCABULARY

1 **Think Back!** Look at the article. Complete the sentences with the verbs below.

come tidy turn keep stay look find

- 1 At the end of the film, it ___ out that the couple used to be married to each other.
- 2 I'm really tired this morning – I ___ on making mistakes.
- 3 I'm trying to ___ up with an idea for my essay.
- 4 Sleep helps to ___ up our memories.
- 5 To ___ out more about sleep, visit our website.
- 6 It's not a good idea to ___ up all night and study.
- 7 Last year scientists decided to ___ into the effects of sleep on university students.

2 Match the correct phrasal verbs from Exercise 1 with definitions a–g.

a happen (often in an unexpected way) *turn out*

b put something where it should be ___

c get some information ___

d think of (an idea) ___

e investigate ___

f continue doing something; do something many times ___

g not go to bed ___

3 Complete the sentences with a phrasal verb in the correct tense.

- 1 She ___ the idea for the book while she was travelling by train.
- 2 I can't find anything! I need to ___ my bedroom!
- 3 Martin's sleepy today – he ___ and chatted all night on the Internet.
- 4 I was worried because my essay was terrible – but it ___ that it was fine!
- 5 At the moment, scientists ___ how caffeine wakes us up.
- 6 We need to ___ how much the tickets cost – let's phone them tomorrow.
- 7 My boss is really angry with me – I ___ coming to work late.

*4 Choose three phrasal verbs from Exercise 1. Write your own sentence for each verb.

SPEAKING AND LISTENING

- 1 **T034** Listen to Monica, Jonathan and Lee. Match speakers 1–3 with events a–c.

- 1 **Jonathan** a The attack on the World Trade Center.
2 **Lee** b The first man on the Moon.
3 **Monica** c The day of the exam results.

- 2 Read Jonathan's story and answer the questions.

- Which phrases does Jonathan use to say when the story happened?
- Which time expressions does he use to talk about each step in the story?
- Which sentences contain both the Past Simple and the Past Continuous?
- Which adjectives does he use to describe how he was feeling?
- Which words does he use to end his story?

It was in 1969. I was about five years old. My brother and I were sleeping and Mum came to wake us up. We didn't really know what was happening. We got dressed and after that we went downstairs. It was the middle of the night – we felt really grown-up! We ran into the living room and we saw that the whole family was waiting for us – my Mum, my Dad and my grandparents. Then my Dad switched on our new colour TV. I still remember his face. He looked so proud! After that we sat and watched – the pictures weren't very clear, but I remember Neil Armstrong was doing a funny sort of dance. And the Earth looked very small and blue. Nobody spoke – we were so excited. I think the whole world was watching that evening. Finally the programme ended and we went back to bed. But I couldn't sleep. It was an unforgettable night.



- 3 **T035** Choose an adjective to describe the speaker's feelings in each situation. Then listen and check your answers.

surprised pleased excited shocked
worried proud stupid irritated

- I started dancing around the room.
- Suddenly the plane started shaking and going up and down.
- It turned out I had the best results in the class.
- I was waiting for four hours at the Passport Office.

- 4 Put these time expressions in the correct place in the table.

It was in 2001. Eventually After that
It happened three years ago. Finally
Then Later Next

Beginning of the story	The next stages of the story	The end of the story
It was in 2001.	Next	Eventually
—	—	—
—	—	—

- 5 **T036** Put parts a–d of Lee's story in the correct order. Then listen and check.

- It happened six years ago. I remember the date very well. It was 11 September 2001. I was in my first year of secondary school.
- Finally I found some information about the attack on the World Trade Center. I was so shocked. It was an unforgettable day.
- After that I ran home, turned on my computer and then I started surfing the Internet.
- While I was walking the dog, my mobile rang. It was my friend Matt. 'Lee! Did you hear the news? I can't believe it!' he said. I didn't know what he was talking about!

SPEAK OUT | Recounting a past event

Say when the story happened.

It happened a few years ago./It was in [+ year].

I was about ... years old./I was in my first year of secondary school./I was visiting ...

Use the linking words to talk about each stage of the story.

Then/After that/Next/Finally

Use the Past Continuous when two actions happened at the same time.

As/While I was leaving the house, I suddenly remembered that ...

Say how you felt.

I felt surprised/pleased/excited ...

Say why this day/event is important.

It was an unforgettable day ...

To this day I'm proud of/afraid of ...

It was the best/worst day of my life.

- *6 Study **Speak Out**. Then, in pairs, choose from these ideas and talk about an important/memorable day in your life.

A day when you

- heard some news that was important for your country/the world.
- were very lucky or unlucky.
- got some good/bad news (exam results, a relationship, death of somebody famous ...).
- suddenly had a good idea.

LISTENING

1 Work in pairs and answer the questions.

- Who is your favourite poet?
- How much do you know about him/her?
- Who are the most famous poets in your country's literature? Do you like their poetry? Why?/Why not?

2 Read the extract from Coleridge's biography. Why do you think he didn't finish his famous poem?

Samuel Taylor Coleridge

Samuel Taylor Coleridge was one of England's greatest poets. He was born in 1772, studied at Cambridge University, but he gave up before the end of his studies. Together with his friend Wordsworth, Coleridge became one of the most important romantic poets in England. One of Coleridge's most famous poems was *Kubla Khan* – a fantastic vision of an exotic palace. While he was writing the poem, somebody k



3 © T037 Listen to the story. Was your prediction in Exercise 2 correct?

4 © T037 In pairs, put parts a–h of the story in the correct order. Compare your answers with another pair. Then listen again and check.

- As he was listening to the stranger at the door, Coleridge began to forget his dream.
- Coleridge decided to spend the night in a lonely farmhouse.
- He didn't finish his poem.
- He had an amazing dream while he was sleeping.
- He wasn't feeling well and took some medicine at bedtime.
- He read a book and fell asleep.
- A stranger knocked at the door.
- He began to write a poem about his dream.

5 © T037 How much can you remember? In pairs, choose the correct answer. Listen again and check.

- The story happened in the *eighteenth/nineteenth* century.
- Coleridge was travelling *with friends/on his own*.
- Coleridge took some medicine and read a book *in bed/by the fire*.
- Coleridge had a fantastic dream about a *palace/a farmhouse*.
- Coleridge *invited the stranger into the house/talked to the stranger at the front door*.
- After he listened to the man for an hour, Coleridge felt very *irritated/worried*.
- When the man from Porlock left, Coleridge remembered *nothing/very little* from his dream.

6 In pairs, tell the story about Coleridge. Use your answers to Exercises 4 and 5 and **Speak Out** on page 36 to help you.

What did they do?

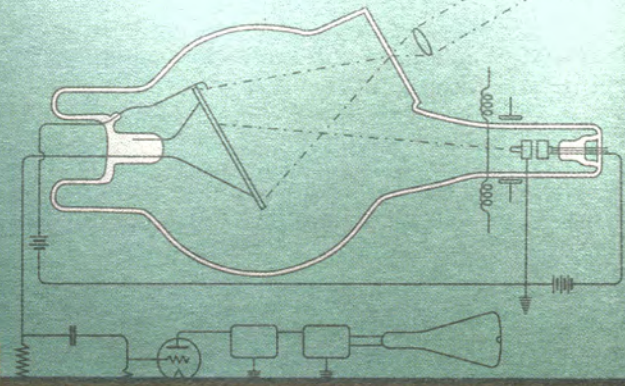
Vladimir Zvorykin

A

A boy was spending his summer holidays on board his father's ship. He helped repair and maintain the ship's electrical equipment. He took an interest in electrical engineering. He studied electrical engineering at Saint Petersburg Institute of Technology. Professor Boris Rosing tutored him. In 1910 Rosing and this young engineer, Vladimir Zvorykin, exhibited an early television system. After the October Revolution Zvorykin left the country for the USA. There, in the late 20s, he invented the cathode tubes that made him famous and brought TV to our homes. Another invention of his made colour TV possible.



B



- 1 The story of modern television begins in 1888 when a boy, Vladimir Zvorykin, was born into the wealthy family of a merchant in the town of Murom. The boy was spending his summer holidays on board his father's ship. While he was sailing along the Oka River he helped repair and maintain the ship's electrical equipment, and that is how his interest in electrical engineering began.
- 2 Vladimir studied electrical engineering at Saint Petersburg Institute of Technology. He was a talented student and attracted the attention of the famous Professor Rosing. He helped Boris Rosing with experimental work on television in Rosing's private lab. In 1910, Rosing and Vladimir Zvorykin exhibited an original television system, using a mechanical scanner in the transmitter and the electronic Braun tube in the receiver. It was one of the first demonstrations of TV of any kind and quite a successful one at that.
- 3 V. Zvorykin graduated in 1912 and continued his studies of X-rays for some time under Professor Paul Langevin in Paris. During World War I Zvorykin served in the Russian Signal Corps, then succeeded in getting a job working for the *Russian Marconi* company testing radio equipment produced for the Russian Army. Zvorykin left Russia for the United States after the October Revolution, during the Russian Civil War.
- 4 There, in the late 20s, he invented the cathode tubes that made him famous and brought TV to our homes. It took him several years of experiments to turn patents into a working system. The system was ready to be launched at the end of 1934. In early 1935 the new tube was introduced in Germany. Next, it was successfully used at the 1936 Berlin Olympic Games as one of several cameras broadcasting the games to some two-hundred public theaters. Zvorykin patented the colour TV system in 1928. Much later, in the summer of 1959 at the American exhibition in Moscow, Zvorykin demonstrated a working colour TV set. Vladimir Zvorykin is often called the father of television.

WRITING

- 1 Look at the pictures on page 38. What do you think Vladimir Zvorykin invented?
- 2 Read story A. Was your answer to Exercise 1 correct?
- 3 In pairs, read another version of the story (text B). Which version is better? Why? Give four reasons. Then compare your answers with another pair.
- 4 In pairs, read story B again. Answer the questions. Then check your answers in **Train Your Brain**.

- 1 What was happening at the beginning of the story? What tense describes this?
- 2 Which paragraph(s):
 - a sets the scene;
 - b develop the narrative;
 - c tells us what the conclusion is?
- 3 Which words are used to introduce the next parts of the story?
- 4 Can you find any adjectives in the story? Why are they important?

TRAIN YOUR BRAIN | Writing skills

Past events

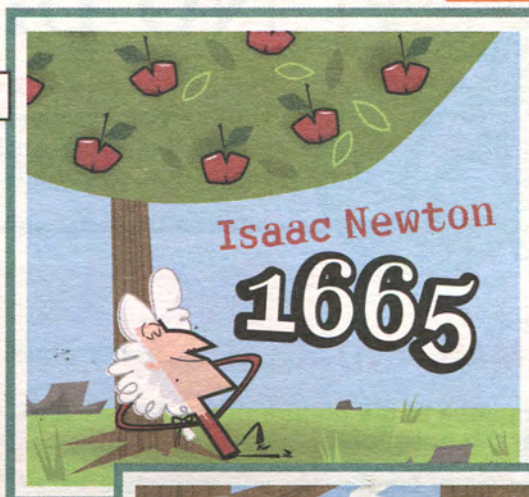
- a Use the Past Continuous to describe what was happening at the beginning of the story.
- b Remember to use paragraphs for each new part of the story.
- c Use linking words (*then, after that, finally*) for the next parts of the story.
- d Use some adjectives to make your writing more interesting.

- 5 Look at the pictures on the right. Match verbs and expressions a–e with pictures 1–5.
 - a think about the falling apple for many years
 - b publish his *Theory of Gravitation*/one of the most important books in the history of science
 - c one afternoon in 1665/rest under an apple tree
 - d suddenly/come up with the answer/excited/start writing a book about it
 - e sleep/an apple/fall on his head
- *6 Use **Train Your Brain** and the verbs and expressions above to write Newton's story.

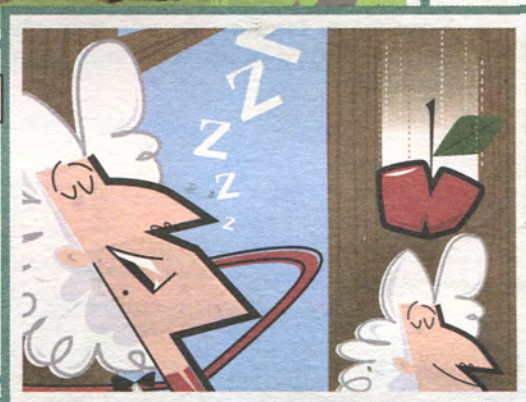
*Project idea

Search the Internet for information about exciting invention stories. Write one of them using active vocabulary.

1



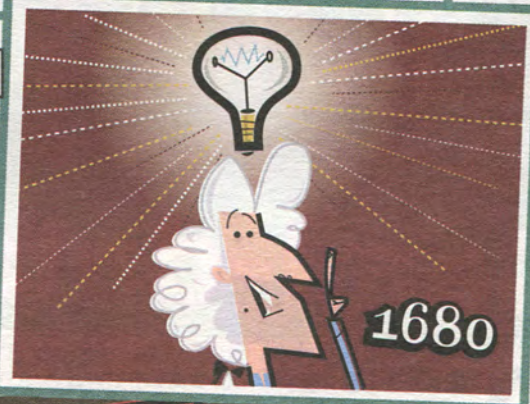
2



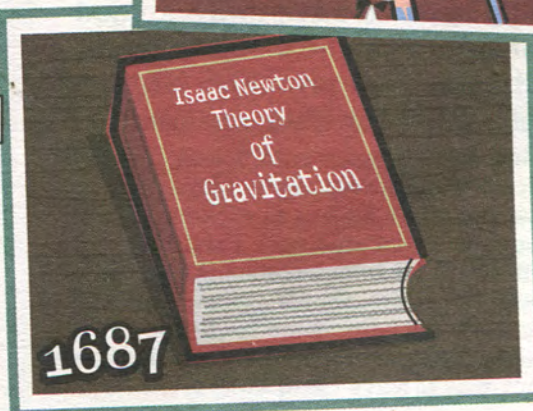
3



4



5



No place like home

Read, listen and talk about houses and homes.

Practise comparative and superlative adjectives; relative pronouns.

Focus on describing photos; vocabulary connected with houses and homes.

Write a description.

GRAMMAR AND READING

1 In pairs, look at the picture of the houses and answer the questions.

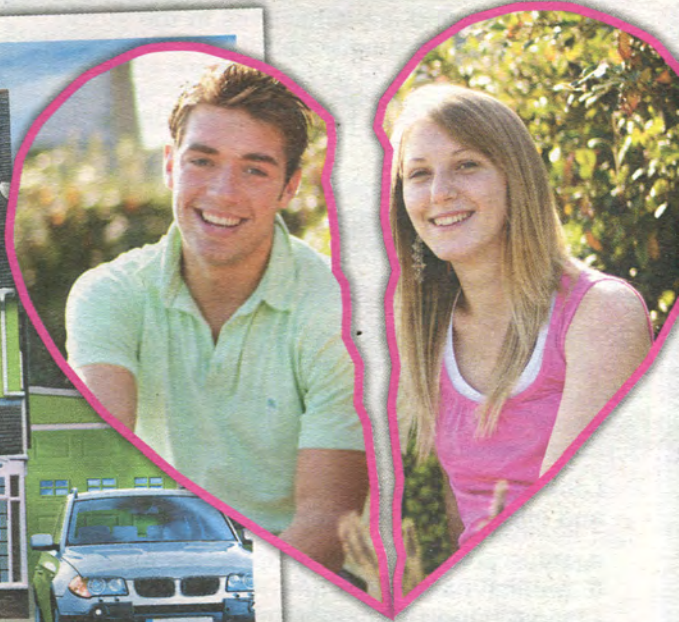
- How many families do you think live here?
- Is this kind of house common in your country?

2 Which things can you see in the picture of the houses?

garden wall hedge garage statue
front door skylight fountain drive

3 ©T038 Read Chris's story as you listen to it. Which house did he live in, number 22 or number 24?

TRUE LIFE STORY Keeping up with the Coopers



Semi-detached

Chris Austin talks about his neighbour nightmare

Our family used to have quite a good relationship with the Coopers next door. But the real problems with our neighbours started when they changed their front door. Mr Cooper said it was the most elegant front door in the street. Well, Mum was really angry that our door wasn't as elegant as theirs, so we bought a new one too. Then Dad painted the house and he boasted that the Coopers' wasn't as attractive as ours. So Mr Cooper painted his house too and at the same time he fitted more expensive windows. After that things just got worse and worse! Mum was always complaining that our

house wasn't big enough, so Dad finally built an extra bedroom in the attic – and so did the Coopers. The Coopers also bought a better car (the largest Range Rover on the market!) and built a garage for it. Dad wasn't pleased that our car was older than theirs. The craziest thing happened two years ago. The Coopers bought a statue for the garden. Dad wasn't pleased that the Coopers' garden was prettier than ours, so he bought an enormous fountain. This was too much for the Coopers – they finally moved to a larger house. It's a pity because their daughter was really nice.

Chris Austin, Nottingham

Work it out

4 Match the sentences that have the same meaning.

- 1 The house was not as attractive as theirs. 3 The house was not big enough.
2 The house was too small. 4 The house was uglier than theirs.

5 Find comparative and superlative adjectives in the text opposite and add them to the box.

Comparison of adjectives

	Adjective	Comparative	Superlative
One syllable	old large	¹ ____ larger	(the) oldest ⁶ ____
Two syllables ending in -y	crazy pretty	crazier ² ____	⁷ ____ (the) prettiest
Two or more syllables	expensive elegant	³ ____ more elegant	(the) most expensive ⁸ ____
Irregular	good bad far far	⁴ ____ ⁵ ____ further farther	(the) best (the) worst (the) furthest (the) farthest

Other ways of comparing:

too cold = not hot enough
not as expensive (as) = cheaper (than)

6 Read and complete the letter with the correct forms of the adjectives in brackets. Can you guess who Jacky is?

Dear Chris,

I'm writing to you from our new address. We're still unpacking - there's so much to do. Mum and Dad are very pleased because they think the new house is ¹ ____ (large) and ² ____ (comfortable) than our old one. Mum is already saying that it's ³ ____ (attractive) house in the neighbourhood. But as you know, my parents can be terrible snobs sometimes!

I'm not so sure that the move was a good decision. The garden's much ⁴ ____ (small) than our old one. We're a little ⁵ ____ (near) to the city centre, but it's ⁶ ____ (far) from school, so I get home ⁷ ____ (late) in the evenings and I have to get up ⁸ ____ (early) in the mornings too!

I hope we can still see each other. I know my parents didn't get on very well with yours, but I really like you. You're one of the ⁹ ____ (friendly) people I know.

Please write.

Love,
Jacky x

7 Read the letter again. Are the sentences **true** or **false**? Correct the false ones.

- The new house is not as large as the old one.
The new house is larger than the old one.
- The new house isn't as comfortable as the old one.
- The garden isn't as large as the old one.
- The new house isn't as close to the city centre as the old one.
- The house isn't as far from Jacky's school as the old one.
- Jacky doesn't get back from school as late as she used to.

8 Write new sentences with the same meaning. Use the prompts and the adjectives below.

wide low long quiet warm expensive

- The room is too cold. It's *not warm* enough.
- The ceiling isn't high enough. It's too ____.
- The bed is too short. It's ____ enough.
- The radio isn't loud enough. It's too ____.
- The garage door is too narrow. It's ____ enough.
- The house isn't cheap enough. It's too ____.

9 Work in groups and answer the questions.

In your group who lives:

- closest to school?
- furthest from school?
- in the noisiest/quietest part of the town/village?
- in the newest flat/house?

GRAMMAR AND LISTENING

1 Read the email and answer the questions.

- Where does Sanne come from?
- Where is she at the moment?
- What is she doing there?

2 Match the titles of the attachments 1–4 from Sanne's email with the photos A–D.

- 1 Robbie
- 2 How does this work?
- 3 The Colliers' Villa
- 4 Custard



Work it out

3 Look at Sanne's email again and answer the questions.

Which of the words in bold is referring to

- a people? ___ and ___
- possessions? ___
- objects or things? ___ and ___
- places? ___

4 Look at sentences 1 and 2. Then choose the correct answer to the rule, a or b.

- 1 One thing (that) I really love here is custard. It's a sweet yellow sauce (which) the British put on puddings.
- 2 Everyone that lives here is an actor or a rock star.

We can leave out *who/which/that* when they are followed by

- a pronoun (a word like *you, she, everybody*) or a noun.
- a verb.

Send | Save Draft | Attach | Tools | Cancel

To: monica@fr.net

Subject: Hi from Hampstead

Hi, Monica,

How are you? Just a quick note to say that I'm fine. I arrived in London late on Thursday. The Colliers met me at the airport. They're the couple **whose** son I'm looking after. Mr Collier's a lawyer and he's really nice. Mrs Collier is a teacher and she's very strict! But Charles is really sweet – he has got a lot of little friends **who** come to play with him in the afternoons. I love being a childminder.

The Colliers live in a villa in a quiet street in Hampstead. Hampstead is a district in North London **where** a lot of rich people live! In fact, nearly everyone **that** lives here is an actor or a rock star! I even saw Hugh Grant yesterday (I think)!

England's very different from the Netherlands though.

I still don't know how to use the taps in the bathroom.

And I don't like the food very much, although one thing **that** I really love here is custard – it's a sweet yellow sauce which the British put on puddings. And you were right – tea with milk is absolutely disgusting!

I'm sending some photos **which** I took with my new camera – hope you like them!

I'm going back to Rotterdam for a few days at Christmas. I hope you can come and visit me this time.

Best wishes,
Sanne XX

P.S. The Colliers have a rabbit called Robbie **that** sleeps in a little bed in the kitchen! See the photo.

Check it out

Relative pronouns

Who and *that* refer to people.

Everyone **that** lives here is an actor or a rock star. Charles has got a lot of little friends **who** come to play with him.

Which and *that* refer to objects and things.

I'm sending some photos **which** I took with my new camera.

One thing **that** I really love here is custard.

Whose refers to possessions.

They're the couple **whose** son I'm looking after.

Where refers to places.

It's a place **where** a lot of rich people live.

We can leave out *who/which/that* when they are followed by a noun or a pronoun.

One thing I like is custard. = One thing **that** I like is custard.

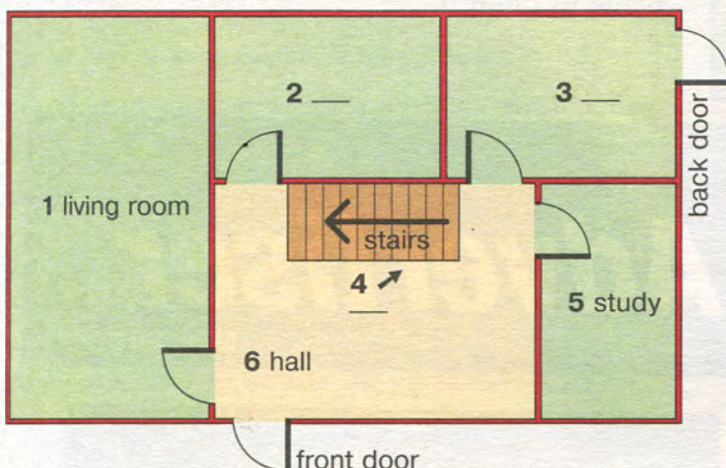
- 5 Choose the correct relative pronouns. Sometimes more than one answer is possible. In which sentences can you leave out *who*, *which* or *that*?

- That's the boy *that/who/which* delivers our newspapers.
- This is the key *which/who/where* you need to open the back door.
- This is the room *which/where/that* you're sleeping tonight.
- That's the house *that/which/whose* I was telling you about.
- That's the man *whose/who/that* daughter I went to school with.
- The man *which/whose/who* you saw is a gardener.
- The new car *that/which/whose* we bought last year was very expensive.

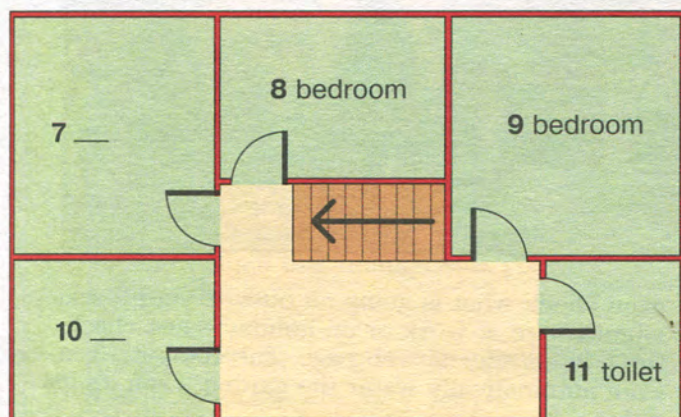
- 6 T039 Listen and complete the plan of the Colliers' house with the words below.

kitchen dining room bathroom
cupboard bedroom

GROUND FLOOR



FIRST FLOOR



- 7 T039 Listen again and look at the plan. In which rooms can you find these things?

TV shower computer wardrobe
DVD player desk freezer
washing machine vacuum cleaner

- 8 T040 Complete the sentences with relative pronouns. Listen and check.

- This is the computer he writes his reports on.
- The money on the table is for the man is coming to fix the washing machine tomorrow morning.
- There's a cupboard in the hall we keep the vacuum cleaner.
- I used to work with a woman husband was a brilliant artist.
- He asked us to choose the pictures we liked best.

- 9 T040 Find the relative pronouns in Exercise 8 which can be left out. Listen and check.

- 10 Match 1–5 with a–e to make sentences.

- A washing machine is a thing
 - A living room is a place
 - A dining room is a place
 - A dustbin is a container
 - A remote control is a thing
- a where you put rubbish.
b that you use to change TV channels.
c that you use to wash clothes.
d where people relax in the evenings.
e where you eat.

- 11 Complete definitions 1–5. Use the verbs below.

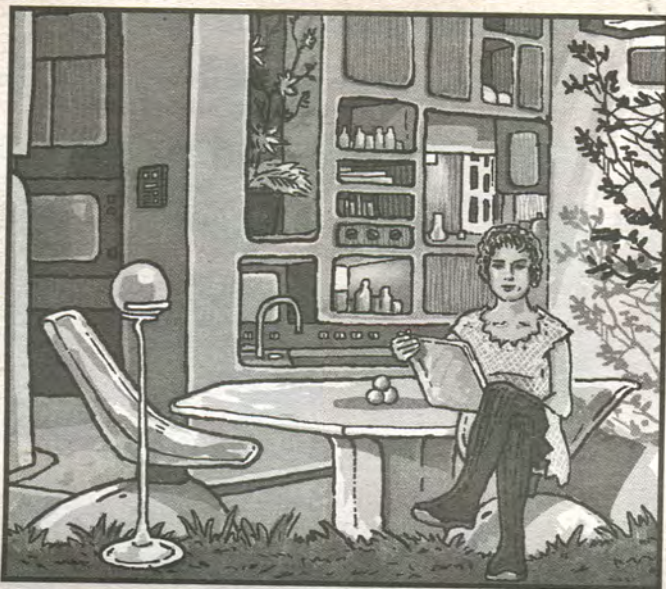
clean look after deliver boil keep

- A postman is a person who delivers letters.
- A kettle is a thing .
- A garage is a place .
- A vacuum cleaner is a thing .
- A childminder is a person .

- 12 Complete the sentences making them true for you.

- is the room where I spend most of my time.
- is the place where I usually spend Saturday evenings.
- is the person who I trust the most.
- is the possession which is most important to me.

The future is here today?



The 1956 Ideal Home Exhibition opened yesterday in London. Perhaps the most interesting display is The House of the Future – a vision of life at the end of the twentieth century. All the walls inside and outside the house are plastic. There is an exotic garden inside the house. The public also have a chance to see some gadgets from the future. There is a remote control for the lights and the enormous television set (it has a twelve-inch screen!) There is a gadget which cleans the bath every time you use it. A special button hides the tables in the floor when you are not using them. Many people are already asking how they can buy a house of the future. Unfortunately, there are no plans to build them!

B The Lowestoft Advertiser

May, 2011

The Intelligent House

A This is the 'intelligent' house ¹ — nearly everything and makes everyday life much easier. From the outside it looks like an average detached house – the furniture, TV and fridge are the same as in any other home. But this house is full of surprises.

B The intelligent house has many innovations. A computer controls the heating and the lighting. If you're at work and the computer decides the house isn't warm enough, it switches on the heating. It can prepare coffee for you as you're watching your favourite TV programme. Cameras, ² —, keep an eye on the children upstairs when you are in the garden or even at the office. The house even knows what is in your fridge and can make a shopping list for you.

C The computer works outside the house, too. When you come home from the supermarket, a camera above the door 'sees' your heavy bags of shopping and opens the door for you. You can see anybody ³ — without leaving your armchair. The cameras are linked to the Internet so you can



even check what is going on outside your house when you're at work or on holiday – just check the house's special web page. The computer can even automatically water the garden when it's too dry.

D A vision of the future? No – companies are building houses like this at the moment. And who are these houses for? The companies believe these houses are ideal for busy people ⁴ —. But there is one small problem – a house like this costs over £700,000!

READING

- 1 Read text A and look at the picture. Answer the questions.

- When was this house displayed?
- Does The House of the Future look modern today?
- In your opinion, is the house a comfortable place to live?
- In your opinion, what is the most unusual thing in it?
- Did any of the architects' ideas about the future really happen?

- 2 Read text B and match subjects 1–5 with paragraphs A–D. There is one extra heading.

- The future is here today
- The history of the intelligent house
- Inside the intelligent house
- What is an 'intelligent' house?
- How technology helps outside the house

- 3 **©T041** Read text B again and complete it with sentences a–d. Then listen and check.

- that comes to your door
- where technology controls
- which are in every bedroom
- whose jobs require a lot of travel

- 4 Look at the texts again and decide which house the sentences describe, A or B. There are two sentences which describe both houses.

- This house can open the front door for you.
- This house can clean the bath for you.
- You don't have to go outside to water the garden.
- The outside of the house is not very unusual.
- This house has some unusual furniture.
- It is easy to control the lights in this house.

- 5 Work in groups. Which of these things would/wouldn't you like to have in your home? Why?/Why not?

- a bath that cleans itself
- lights you control with a remote control
- a camera that tells you who's at the front door
- a washing machine that finds lost socks
- cameras which show you what is happening in all the bedrooms
- a fridge that makes its own shopping list
- a bedroom door that can be programmed to keep out brothers/sisters/parents
- an alarm clock that understands your commands

I would like to have a bath that cleans itself, because I'm very lazy!

VOCABULARY

- 1 **Think Back!** Put these words into the table. In groups, add other words to each category.

armchair drive hall study attic
DVD player kettle TV freezer kitchen
vacuum cleaner toilet video cupboard
bathroom garage living room wardrobe
statue fountain porch dining room
garden sofa washing machine balcony

Rooms/ places in the house	Furniture	Appliances	Things outside the house
hall	armchair	DVD player	drive

- 2 Check the meaning of the new words and put them in the table in Exercise 1.

basement stairs bookshelf heater
chest of drawers microwave doorbell
letter box lawn

- 3 Do these adjectives have a positive (+) or a negative (–) meaning? Use a dictionary to help you. Some words have a positive and a negative meaning.

Adjectives to describe homes

bright	cosy	original
expensive	spacious	elegant
comfortable	tiny	modern
roomy	tasteless	ugly
tasteful	attractive	uncomfortable

- 4 **©T042** Read the text on page 114 and choose the correct words. Then listen and check. What kind of room is the person describing?

- *5 Write a description of your bedroom. Look at the text on page 114 to help you. Include the following information.

Paragraph 1

- Do you like it? Why?/Why not?
- Is the room big/comfortable/warm/sunny (enough)?
- What can you see from the window?

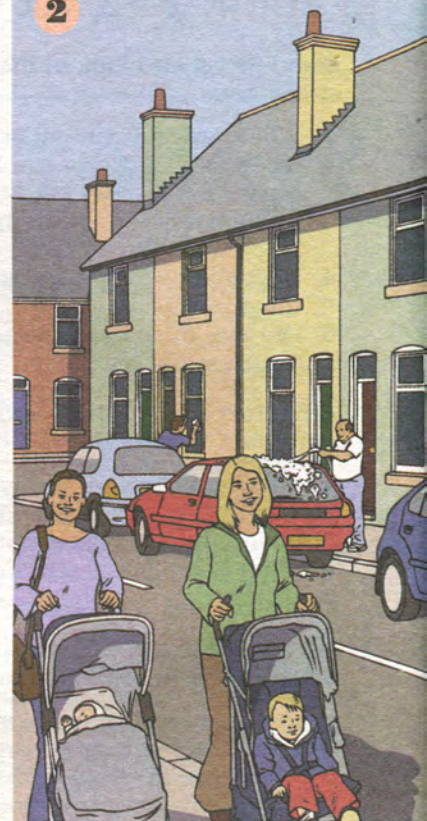
Paragraph 2

- Do you have any decorations like pictures or posters on the wall/door?
- What kind of furniture/appliances have you got in the room?

1



2



SPEAKING

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

- What type of accommodation does each picture show? Choose from the ideas below.

a semi-detached house terraced houses
a villa a cottage a block of flats
a detached house

- What type of accommodation do you think is:
the most attractive?
the most modern?
the most comfortable?
- What kind of accommodation is most common in your country?
- What kind of home does your family live in?

- 2 © T043 Listen and decide which picture in Exercise 1 the speaker is describing.

- 3 Read the description on page 114 and answer the questions.

- What does the speaker talk about first – small details or a summary of what the picture shows?
- Which tense does the speaker use to describe actions?
- Which phrases does the speaker use to describe where something is in the picture?
- Does the speaker have a negative or a positive reaction to the picture? Why?

- 4 Study **Speak Out** and check your answers to Exercise 3.

SPEAK OUT | Describing pictures

Start by saying what the picture shows in general.

The picture shows a street of terraced houses in a city.

Use the Present Continuous to describe what people are doing.

There are two old men on the right who **are chatting**.

Talk about what you can see in more detail. Use the following phrases to describe where things are:

**in the background/middle/foreground;
at the bottom/top;
on the right/left.**

There's somebody washing his car **in the background**.

Use phrases like *perhaps* and *(it) might be* if you are making a guess.

It might be in Britain.

Perhaps it's in Germany.

Use *it looks* + adjective to show how you feel about the picture.

It looks **very friendly**.

- 5 Look at picture 3. What does the picture show in general?



6 ©T044 Look at picture 3 again and complete the sentences. Then listen and check.

- 1 ___ of the picture some children are playing.
- 2 ___ some elderly people are sitting on a bench and talking.
- 3 ___ somebody is reading.
- 4 ___ a woman is walking with a bag.

Mind the trap!

Usually when we describe what we can see in general we use the article *a* and the pronoun *some* before nouns.

On the right **a** woman is talking on **a** mobile phone.

There are **some** cars and **a** bus in the background.

But when we talk about something for the second time we use *the*.

There's **a** small cottage in the background.
The cottage looks very attractive.

7 What else can you say about picture 3? Answer the questions.

- 1 Can you guess which country or place the people are in? Why do you think so?
- 2 Which adjectives describe the scene best? Choose three from the list.

attractive bright pleasant nice relaxed
boring colourful horrible quiet ugly

8 Look at picture 1 and follow the instructions.

- Look at **Speak Out** on page 46 and make notes on what you are going to say. Use the description on page 113 to help you.
- Describe the picture to your partner.

*9 Choose one of the pictures above and describe it to your partner.

*10 Complete the sentences to make them true about a typical home in our country. Then compare your answers with a partner.

- 1 People in my country usually live in a ___.
- 2 The typical home has got ___ bedrooms.
- 3 Most homes are rather ___ and ___.
- 4 Most people ___ a garage.
- 5 Nearly everybody has got a TV, a ___ and a ___.

*Project idea

Search the Internet for information about intelligent houses. Draw a plan and write a description of your dream house (an intelligent house!) using active vocabulary.

VOCABULARY AND GRAMMAR

- 1 Complete the text with the correct form of the phrasal verbs below.

come up find out keep on stay up
turn out write down

I usually go to bed early, but yesterday I ¹____ very late. I had to write a story for my school magazine, and I was trying to ²____ with a good idea. It wasn't easy. I ³____ lots of ideas, but they weren't very good. I ⁴____ thinking of stories from films or books. Nothing original. Suddenly, I heard a strange noise. I wanted to ⁵____ what it was, so I turned the light off and looked outside. It ⁶____ that it was only a cat. But now I had an idea for my story. I started writing.

- 2 Complete the sentences. Form new words from the words in capital letters.

- | | |
|---|---------|
| 1 Beethoven was a great ____. | COMPOSE |
| 2 Take my ____ and go to bed early. | ADVISE |
| 3 The film was really ____. | BORE |
| 4 This is a very ____ story. | DRAMA |
| 5 To be a writer, you need to have a good ____. | IMAGINE |
| 6 I went to Paris last year – it was an ____ holiday! | FORGET |

- 3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- | | |
|--|--------------|
| 1 I haven't had a worse day in my life.
It was ____ of my life. | the |
| 2 Maggie is prettier than Kate.
Kate ____ Maggie. | as |
| 3 There's only a little money in the drawer.
There ____ in the drawer. | much |
| 4 My flat isn't big enough to invite people for dinner.
My flat ____ to invite people for dinner. | small |
| 5 There isn't one café in this part of town.
There ____ in this part of town. | any |

- 4 Complete the text. For each gap choose the correct answer.

Windsor is the ¹____ inhabited castle in the world with nearly 1,000 years of royal history. Today, it is one of the Queen's official homes. When she is staying at the castle, there is a flag ²____ flies above the White Tower.

In 1992 there was a terrible fire ³____ destroyed more than 100 rooms in the castle. However, only five years later the castle was open to the public again – and it was just ⁴____ beautiful as before.

Windsor is one of ⁵____ popular tourist attractions in the UK. There are about one million people ⁶____ visit it each year because there is so ⁷____ to see there. Only the Tower of London and Edinburgh Castle receive ⁸____ visitors than Windsor Castle. There is a website ⁹____ you can buy tickets, and when you get to

the Castle, there are many guides ¹⁰____ job it is to explain the fascinating history of this marvellous castle.

- | | | |
|-------------|----------|------------|
| 1 a largest | b larger | c large |
| 2 a who | b which | c whose |
| 3 a where | b whose | c which |
| 4 a as | b more | c most |
| 5 a more | b most | c the most |
| 6 a which | b whose | c who |
| 7 a more | b most | c much |
| 8 a more | b most | c much |
| 9 a where | b whose | c which |
| 10 a where | b whose | c which |

- 5 Complete the text with the correct form of the verbs in brackets.

Hi, Helen,

How's it going? It's a pity you ¹____ (cannot) come to the party last night. There ²____ (be) about twenty people there and we had a great time. In fact, at 3 o'clock we ³____ (still dance)! Everybody was wondering where you were. It didn't seem fair that you ⁴____ (study) when we were enjoying ourselves! By the way, ⁵____ (you/finish) your project last night?

Anyway, I'm sure you're dying to hear the gossip. When I got to the party, Paul ⁶____ (dance) with Abby! I was so surprised. Why ⁷____ (he/dance) with her? Where was Mandy? Just then Mandy ⁸____ (walk) through the door with Kenny. They ⁹____ (hold) hands and looked as if they were in love. I was disappointed because I really like Kenny, but then I ¹⁰____ (meet) this really cool guy. It turned out he was Kenny's brother! He's great. I'll tell you all about it tonight.

Take care – and don't work too hard!

Best wishes,
Emma

PRONUNCIATION

- 1 **OC T003** Read the words. In each group find the word that has a different vowel sound. Then listen and check.

- | |
|--------------------------|
| 1 all/car/floor/more |
| 2 first/shirt/start/work |
| 3 bath/form/mark/guard |
| 4 bored/door/turn/store |
| 5 four/heard/sir/term |
| 6 word/bar/heart/laugh |

LISTENING SKILLS

- 1 **0CT004** Listen to the radio programme. Complete sentences 1–3 with the names **Helen, Tim, Jane**. Then match dreams 1–3 with interpretations a–c.

- 1 In ___'s dream he/she was flying.
 - 2 In ___'s dream he/she couldn't get out of a room.
 - 3 In ___'s dream he/she was doing a very difficult exam.
- a You were feeling trapped. You were in a new situation, but you weren't happy.
 - b You had a challenge in your life, but you weren't very optimistic about it. You were worried because you thought you weren't doing enough.
 - c You were feeling happy because your life was changing and you felt free.

READING SKILLS

- 1 Read the letter. Are the statements **true** or **false**?
- 1 Maddy Moore is writing to a TV company.
 - 2 Maddy's children believe what the cartoon character tells them.
 - 3 *Cheese in a Tube* is healthier than chocolate.
 - 4 Maddy thinks that there are a lot of fat children in her country.
 - 5 The commercial shows a family enjoying a meal together.
 - 6 Maddy wants the company to stop showing the commercial.

Toledo, Ohio
23 January

Re: *Cheese in a Tube* TV commercial

Dear Sir/Madam,

I am writing to complain about the TV commercial for your product *Cheese in a Tube*. In my opinion, there is some false information in the commercial, and it also encourages children to adopt bad eating habits.

In the commercial, there is a popular TV cartoon character who says that *Cheese in a Tube* is 'the best cheese in the world'. This is obviously not true. However, I have two young children who love the cartoon character in the commercial. So now they believe that your cheese is the best in the world and they don't want any other kind.

The cartoon character then says that *Cheese in a Tube* is 'good for young kids'. Well, I checked the information on the packet. There certainly isn't very much cheese in your product – only 5 % – and it has more calories

SPEAKING SKILLS

- 1 In pairs, decide what to say in these situations.
- 1 You are in an exam and you haven't got a pen. You call the teacher over.
 - 2 You are on a hot city bus. All the windows are closed. There is an old man sitting next to you.
 - 3 You are waiting for a friend in a restaurant. The waiter asks you if he can take away the second chair at your table.
 - 4 A friend asks you if you can lend him your MP3 player.
 - 5 An old woman in the street asks you if she can use your mobile phone.

and fat than chocolate! It's probably one of the unhealthiest things you can buy in the supermarket. Child obesity is a huge problem in our country. Our children are the fattest and unhealthiest in the world, and products like yours just make things worse.

Finally, the commercial ends with two beautiful, slim, healthy-looking children sitting in front of the TV. Their mother calls them to come to the kitchen to eat a nutritious salad. The children say they're watching their favourite cartoon – the same character who is in the commercial, of course – so what does the mother do? She brings each of them some *Cheese in a Tube*! The parents eat their salad in the kitchen while the children suck their lunch from a tube in front of the TV! I believe that it's good for children and parents to eat together, but obviously your company doesn't. Please change this terrible commercial. And why don't you start making healthier foods too?

Yours sincerely,

Maddy Moore

Maddy Moore

Eat up!

Read, listen and talk about food; diets; lifestyles.

Practise countable and uncountable nouns; quantifiers.

Focus on complaining and apologising; food and diets vocabulary.

Write a questionnaire.



You are what you eat!

The inside of your fridge says a lot about you: not only your diet but your lifestyle, personality and attitude to life too. *Your Home* asked food expert Marcus Laroche to look inside the fridges of three of our readers.

A There is **not much food** here, but I can see that food is very important to the owner of this fridge. This person looks after his/her health and has a balanced diet with fresh fruit and **a lot of vegetables**. There's **a lot of mineral water** – very healthy! The food is not only healthy, but looks good too – I can see avocados, **some red peppers**, **a few grapes** and a melon. Perhaps this person is a vegan – I **can't** see **any milk** or **cheese**. I'm sure he/she has a healthy body and a tasteful home too!

B This fridge is a mess – there is simply **too much food** in here! This person obviously loves cooking – there isn't any convenience food here. And he/she has got a very big appetite and probably doesn't know what a diet is. Look at all those eggs and sausages! There's a lot to drink too: **some wine**, beer and **a lot of fruit juice**. My guess is that this person loves food, but isn't terribly healthy!

C This person obviously only eats to live. There **aren't many things** in this fridge – it's the classic minimalist fridge! There's a tub of margarine, a bar of chocolate and **a little chocolate cake**. This person certainly has a sweet tooth! I **can't** see **any vegetables** or fresh fruit. What a terrible diet! I'm afraid this person is probably very lazy and doesn't cook at all – he/she probably doesn't enjoy life very much!

GRAMMAR AND VOCABULARY

- 1** Put the words in the right category. Use a dictionary if you need to. Then work in groups and add other words for each category.

avocado chocolate chocolate cake
melon red pepper beer eggs grapes
milk sausages cheese cabbage yoghurt
ham chicken broccoli fruit juice
ice cream mineral water wine salmon
pizza tomato tuna bread

Fruit/ Vegetables	Meat/ Fish	Dairy	Drinks	Other
avocado	sausages	eggs	fruit juice	pizza

- 2** In groups, discuss which things in Exercise 1 you like and dislike the most. Find out who has the most similar likes and dislikes to you.
- 3** **T045** Read descriptions A–C. In pairs, decide who owns each fridge. Then listen and check.

I think a doctor owns fridge A because the food looks very healthy.

- a family with teenage kids
- a yoga instructor
- a businessman
- a student
- a doctor

Work it out

4 Look at the article on page 50 again and answer the questions.

- 1 Which of the underlined nouns are uncountable? Circle them.
- 2 Can these nouns be plural?

5 Look at the words in **bold** in the article and answer the questions.

- 1 Which of these words or phrases are used with both countable and uncountable nouns?
- 2 Which of these words or phrases are only used with uncountable nouns?
- 3 Which of these words or phrases are only used with countable nouns?
- 4 Which two phrases mean *some but not a lot*?

Check it out

Quantifiers

Countable nouns

Are there **any** eggs?
How **many** eggs are there?

There are **too many**
There are **a lot of**
There are **some**
There aren't **many**/There are **a few**
There aren't **any**
eggs.

Uncountable nouns

Is there **any** cheese?
How **much** cheese is there?

There is **too much**
There is **a lot of**
There is **some**
There isn't **much**/There is **a little**
There isn't **any**
cheese.

6 Choose the correct words.

- 1 How *much/many* bananas did you buy?
- 2 We need *some/any* butter.
- 3 Are there *any/some* spoons in the drawer?
- 4 Don't put too *much/many* water in the kettle!
- 5 You didn't buy *any/some* sausages.
- 6 Is there *some/any* rice left?
- 7 She doesn't eat *a lot of/many* meat.
- 8 Can I have *a little/a few* milk, please?
- 9 He eats *too much/a lot of* sweets every day.

7 In pairs, look at the photo below. Write sentences using these words and phrases.

crisps salad peanuts bread olives
orange juice cheese grapes biscuits

There is a lot of/a little ...
There are some/a few/a lot of ...
There aren't many/any ...
There isn't much ...
There is a jar/carton of ...

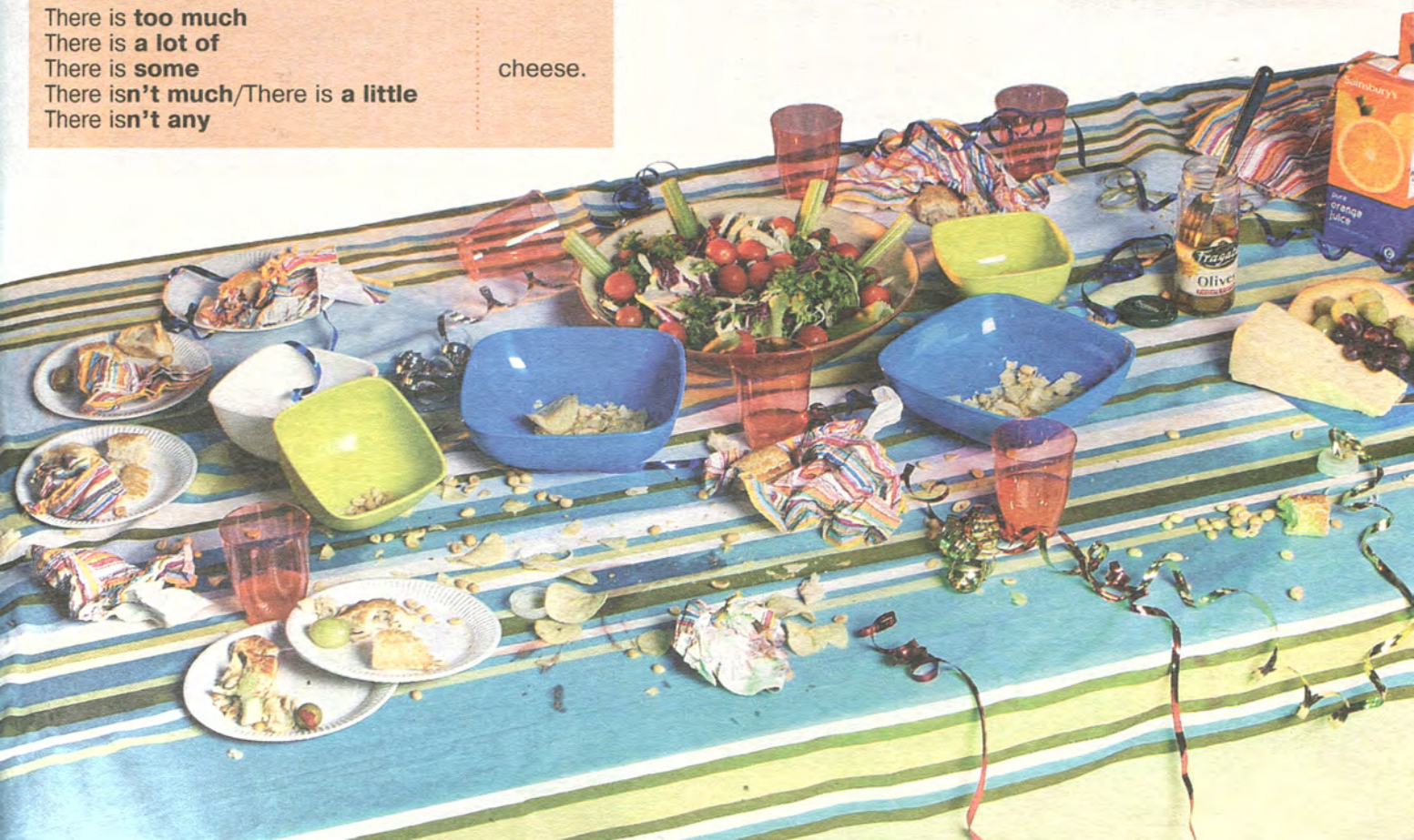
There's a lot of salad.

8 In groups, find out about each other's diets. Use the prompts below and make notes.

In your group who has:

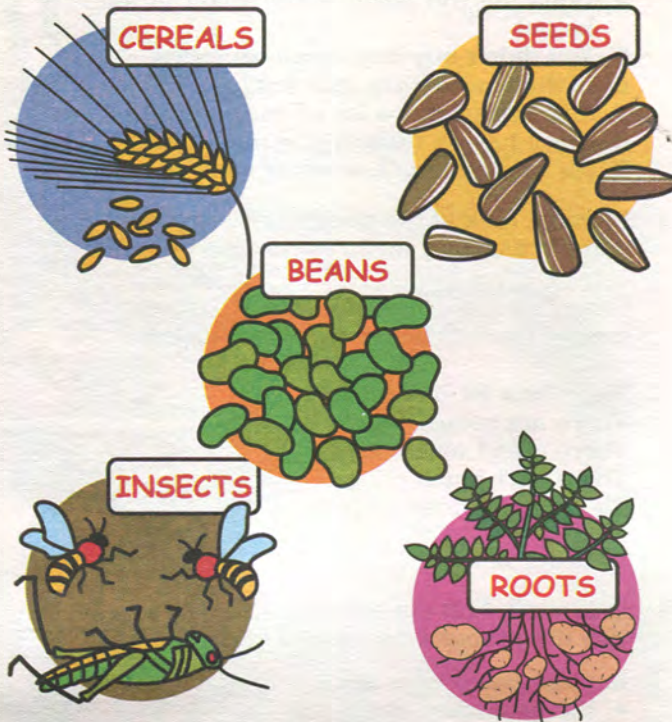
- the healthiest diet?
- the biggest appetite?
- the sweetest tooth?

- A How much fruit/convenience food do you eat?
B I eat too much/too many/a lot of/a little/a few ...



READING AND LISTENING

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



- Which of these things are a part of people's diets in your country?
- Which of these things would you not like to try?

- 2 Read the text opposite quickly and decide which sentence is the best summary of the article.

- 1 People in Europe only started to eat meat during the nineteenth century.
- 2 Most people in the western world eat more meat today than their ancestors.
- 3 In many countries people don't eat meat.

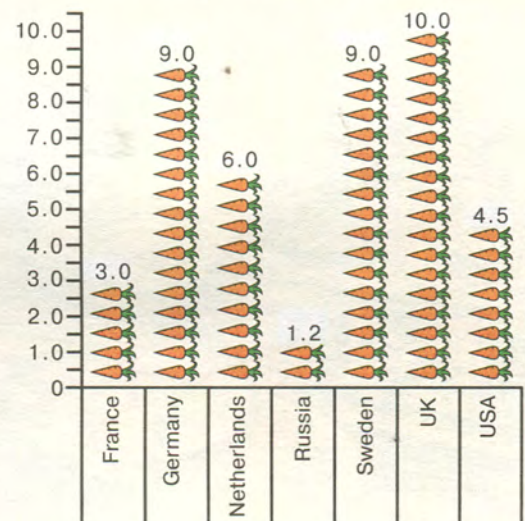
- 3 Read the paragraphs below and decide which one is the missing second paragraph from the article.

A Today many famous sportsmen and models choose not to eat meat. Brad Pitt, Liv Tyler, Kim Basinger and Michael J. Fox are just a few examples of film stars who are vegetarian. We can add a lot of rock and pop stars to the list too: Bob Dylan, rapper Dr Dre, Krist Novoselic of Nirvana, Mel C, Peter Gabriel, Prince, Moby and Robert Smith of The Cure all refuse to eat meat.

B How do we know? One important clue is our teeth. Just like animals which eat plants, humans have teeth called molars (these are the large, flat teeth at the back of our mouths) which we need to break down hard food such as seeds. Archaeologists can also tell us about diets of the past. In fact, we know a lot about the human diet over the last 7,000 years.



Percentage of vegetarians in various countries
Source: Vegetarian Society 2014



Was Fred Flintstone a vegetarian?

Some anthropologists now think that for millions of years man's diet was more than 80 percent vegetarian. Alan Vega investigates ...

Twenty-four million years ago when our ancestors lived in the tropical forests of Central Africa, they probably ate plants and fruit, and from time to time a few insects. When these prehistoric people started to travel north into the savannah, their diet changed too, and they began to eat a lot of seeds and other plant material. And this is probably how man lived for the next twenty-two million years, eating roots, seeds, fruit, nuts, vegetables and occasionally a little meat.

The Aztecs and Incas ate a lot of cereals, beans and fruit and not much meat at all. In classical India most people didn't eat meat and the Japanese were mainly vegetarian until a few generations ago. The main food of the slaves who built the Pyramids was boiled onions! Even today, some societies whose lifestyles are unchanged (like the Aborigines of Western Australia) are still mostly vegetarian.

During the nineteenth century people in western countries suddenly began to eat a lot more meat. New methods of keeping and killing animals, better transport and new inventions like fridges and freezers helped to reduce the price of meat for ordinary people. It was probably at this time that the typical western meal that millions of people eat every day – meat, potatoes and vegetables – was born.

Also during the nineteenth century, the vegetarian movement started in Europe and the USA. But it was only in the 1960s that more and more people in the west decided to give up meat in their diets. So why do people choose to be vegetarian? Many people decide to become vegetarian for personal reasons. First of all, some people think that it is healthier not to eat meat. Others believe that it is cruel to eat animals. The Irish writer George Bernard Shaw once said, 'Animals are my friends – and I don't eat my friends.' Finally there are some people who think that growing food for cows and pigs to eat is not very economical. Today vegetarianism is more and more popular in Europe and the USA. But in most countries people who never eat meat are still a very small minority.

4 ©T046 Read the article again as you listen to it. Choose the best answer.

- 1 Millions of years ago our ancestors
 - a moved from the savannah to central Africa.
 - b didn't eat much meat.
 - c mostly ate insects.
- 2 The Japanese
 - a used to eat meat but stopped.
 - b have the same diet as people in classical India.
 - c didn't eat much meat until recently.
- 3 In the nineteenth century people started eating more meat because
 - a a lot of people bought fridges and freezers.
 - b it was popular to eat the same things every day.
 - c technology helped the price of meat to fall.
- 4 In the 1960s
 - a the vegetarian movement was born in Europe and the USA.
 - b a lot of people decided to go on a diet.
 - c many people stopped eating meat.
- 5 George Bernard Shaw didn't eat meat because
 - a he thought that it was unkind to kill animals.
 - b he wanted to do the same as his friends.
 - c he wanted to keep healthy.
- 6 In the western world today
 - a vegetarianism is growing all the time.
 - b there are more vegetarians than people who eat meat.
 - c vegetarianism is less common than in the 1960s.

5 ©T047 Check any new words in diets a–d. Then listen and match speakers Naomi, Rob, Will, Sue with her/his diet.

- a vegetarian
- b only eats white meat (turkey, chicken) and fish
- c vegan (no meat or animal products)
- d loves red meat (beef and lamb)

6 ©T047 Read statements 1–8. Then listen to the speakers again and match the statements with the speakers.

- 1 I love dishes with chicken.
- 2 Killing animals is wrong.
- 3 It's quite difficult to find vegetarian/vegan products in the shops.
- 4 I used to eat a lot of meat, but I eat less now.
- 5 Meat is tasty and it's good for you.
- 6 Some people think people who don't eat meat get ill easily.
- 7 Vegetarian food isn't very filling.
- 8 It's against my religion to eat meat.

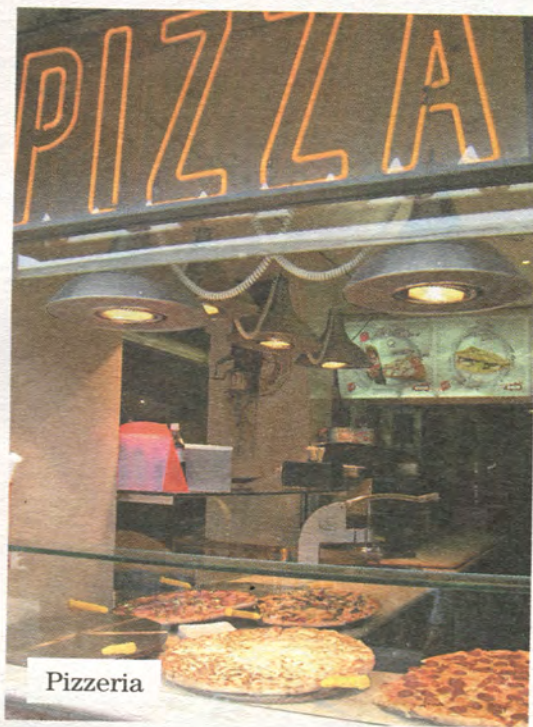
*7 Are you a vegetarian? Why?/Why not? Discuss in groups. Use the statements from Exercise 6 to help you.



A Restaurant



B Fast food restaurant



C Pizzeria

VOCABULARY

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

Where is the best place to:

- 1 have a snack between classes?
- 2 eat out with friends after watching a film?
- 3 take somebody on a romantic date?

- 2** Use a dictionary to check these words. Listen and choose the words you hear.

a burger and milkshake a sandwich
a cream cake goulash lasagne
apple pie and ice cream steak and chips
pizza garlic bread salad
chocolate cake fish and chips
chicken curry with rice tomato soup
spaghetti bolognese cappuccino

- 3** Listen again and look at the photos. Which places (A–C) are the people talking about?

- 4** In pairs, look at the list in Exercise 2 again and answer the questions.

- 1 Which food do you eat for starters/desserts/main courses?
- 2 Which food is suitable for vegetarians?

- 5** Match words 1–6 with their opposite meanings a–f. Use a dictionary if you need to.

- | | |
|-------------|-------------|
| 1 sweet | a unhealthy |
| 2 spicy | b stale |
| 3 low fat | c tasteless |
| 4 healthy | d mild |
| 5 delicious | e bitter |
| 6 fresh | f greasy |

TRAIN YOUR BRAIN | Dictionary skills

Word stress

If you are unsure about which syllable has the main stress, a dictionary can help you. The ' symbol comes before the syllable with the main stress.

café /'kæfeɪ/ *n* [C] a small restaurant where you can buy drinks and simple meals.

- 6** Use a dictionary to learn where the main stress is in these words. Then practise saying them.

kebab lemonade margarine menu pizza
carton avocado dessert recipe melon

SPEAKING

- 1 In pairs, look at the picture. Do you think this is a good place to eat out? Why?/Why not?



- 2 Match sentences a–e with speech bubbles 1–5 in the picture.

- a The music's too loud!
- b It isn't hot enough. And what is this doing here?
- c It's the wrong order! We didn't ask for this!
- d Ow!
- e There's a mistake in the bill!

- 3 T049 Study **Speak Out**. Then listen and find the apologies you hear.

- 4 In pairs, write a complaint for each situation. Use **Speak Out** to help you.

- 1 You lent your friend your MP3 player. He gave it back and now it doesn't play.

I'm sorry, but my MP3 player isn't working properly.

- 2 Your neighbours are having a party. It's noisy and you can't sleep.
 3 Your friend was supposed to phone you. You waited all day, but he didn't phone.
 4 You bought a sandwich. The bread is very stale.
 5 You ordered a ham and mushroom pizza. The waitress brings you a tuna and pineapple pizza.

- 5 Match your complaints 1–5 from Exercise 4 with apologies a–e. Then practise the dialogues in pairs.

- a I'm very sorry about your order. It was very careless of me.
- b I'm sorry – it wasn't my fault. My brother was on the phone all evening.
- c I'm sorry. I dropped it – it was an accident!
- d I'm sorry about the noise. I didn't realise.
- e I'm very sorry. I gave you an old one by mistake.

- *6 In pairs, write a short dialogue for these situations. Then practise your dialogues.

- 1 You bought a hotdog from the college canteen. It isn't very hot and there's no ketchup in it.
 2 You borrowed a CD from a friend. You dropped it and now it doesn't play.

SPEAK OUT | Complaining and apologising

Complaining

Excuse me, /I'm sorry, but ...

it's very/too ...
 it isn't ... enough./it isn't very ...
 it isn't working properly.
 there's a mistake (in the bill/order).
 it's the wrong order.
 you forgot to ...

Apologising

I'm (really) sorry, ...

about that.
 I didn't mean to ...
 it was an accident.
 I completely forgot.
 it was rather stupid of me.
 I didn't realise.
 I ... by mistake.

Mind the trap!

If somebody apologises to you first, it is polite to accept their apology.

I'm sorry I'm late. **Never mind.**

Oh! I'm really sorry. It was an accident. **That's OK!**

WRITING

1 In pairs, look at questionnaire A and answer the questions.

- 1 What do you think the purpose of the questionnaire is?
- 2 What do you think *M/F* and *Y/N* mean?
- 3 Is Jodie happy with the service in the supermarket? How do you know?

2 Study **Train Your Brain** and look at questionnaire B. Can you find any mistakes or problems in the questionnaire?

TRAIN YOUR BRAIN | Questionnaires

- 1 Give your questionnaire a title so it's clear what it is for.
- 2 Make sure you only ask for information you really need.
- 3 Make sure each question only asks about one thing.
- 4 Write your questions in a logical order – personal information like name or age should be together at the top. Be careful with word order!
- 5 Check that any multiple choice questions include all the possible answers.

3 Match questions 1–4 with the groups of answers a–d below.

- 1 How often do you buy *Top One* magazine?
- 2 Are you happy with the service in our restaurants?
- 3 How do you find the prices in our snack bar?
- 4 What do you think about the choice of goods in our supermarket?

- a cheap/average/___
- b ___/average/good
- c unhappy/___/very satisfied
- d never/sometimes/___

4 Complete each group of answers a–d in Exercise 3 with the words from below.

expensive often poor quite satisfied



Micro

* please circle your choice as required

First name Jodie

Surname Mellors

M ☒ F

Age*

under 25 ☒ 25–35 ☐ 35–55 ☐ 55+

Daytime telephone number 392345

Do you have a car?* ☒ Y ☐ N

How often do you shop at Micro each month?
once a week

Which of these things do you usually buy at Micro?*

☒ fruit and vegetables ☐ meat ☒ bread and rolls
☐ cosmetics ☒ soft drinks

How expensive do you find our products?*

cheap ☒ average ☐ expensive

Are you happy with our service?*

yes ☒ quite happy ☐ unhappy

Are you happy with the range of products on offer?

I'd like to see a better choice of vegetarian food.

How can Micro improve its service?

Perhaps you could open longer in the evenings.

Thank you for your time!

B

Metro-Comecon

HOTELS PLC

First name _____

Gender

Male ☐Female ☐

Age

under 15 ☐17-25 ☐25-35 ☐45-55 ☐55+ ☐

Do you find our prices



Cheap



Average



Not expensive

Is this your first stay in this hotel?

Yes ☐No ☐

Weight (kg) _____

Shoe size _____

Surname _____

How clean and how comfortable do you find our hotel?



Average



Good



Very good

How can Metro-Comecon improve its service?



5 Put the words and phrases in the correct order to make questions. Then match them with answers a-f.

- 1 how often/do/our restaurant/visit/you?
- 2 the service/you/satisfied with/are?
- 3 buy/you/in our shop/what/usually/do?
- 4 in our café/do/think of/the prices/you/what?
- 5 your/what/the new menu/is/opinion of?
- 6 improve/can/our service/we/how?

- a Quite expensive.
- b You should open on Sundays too.
- c CDs and books.
- d Yes, very satisfied.
- e It's better than before.
- f About twice a week.

*6 In groups, write a customer satisfaction questionnaire for your school snack bar or canteen. Use the information below and **Train Your Brain** to help you write questions.

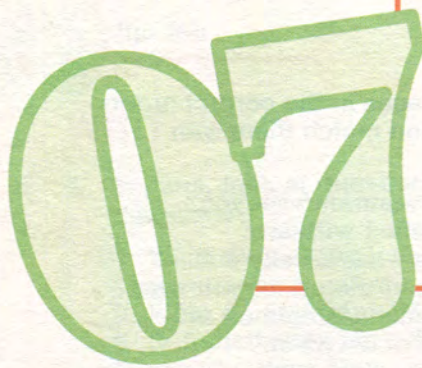
- 1 What personal information do you need to know about your customers? Name/Age/Class/Gender/Phone number?
- 2 Which of these things do you want to ask about in your questionnaire? Choose at least four.

- prices
- service
- choice
- opening hours
- quality of the food
- what you usually buy
- how often you visit
- how to improve service

*Project idea

Imagine you are opening 'Healthy Eating' restaurant. Find more information about healthy eating, write the menu for your restaurant and think of its general design. Make a leaflet about your restaurant.





Look to the future

Read, listen and talk about the future; technology; the environment.
Practise *going to* and *will* for the future; first conditional.
Focus on probability and inference; listening for specific information.
Write a campaign leaflet.

GRAMMAR AND LISTENING

- 1 Look at the photos and read the captions.
Is Luke optimistic or pessimistic about June 13,
the day of his maths exam?



1 'Oh no! It's going to rain.'



2 'I'm going to be late for my exam. It's going to be another terrible day.'

3 'I don't know any of the answers.
I'm not going to pass.'



- 2 Match texts A–C with text types 1–3 below.
Are they optimistic or pessimistic?

- 1 A horoscope
- 2 A school report
- 3 A weather forecast

A

Thursday, June 13



After a cloudy start, it will be dry and warm.
Temperatures 24–26 °C.

B



GEMINI – May 22 – June 21

Friday will be a day of pleasant surprises.
With Pluto around, you'll want to slow down
and enjoy yourself!

C

Maths 1B Luke won't have any problems in
passing his maths exam in June, but he has to
believe in himself more! J. Barnard

French 2A Luke is working hard and is making
good progress. A. Thorpe

Work it out

3 Match sentences 1–2 with definitions a–b.

- 1 Look at the clouds. It's going to rain.
- 2 I am confident that Luke will pass his exam in June.

- a An opinion, belief or guess about the future
- b A confident prediction about the future when we can see now what is certain to happen next

4 Look at these sentences from the photos. Match Luke's predictions 1–4 with the evidence he uses a–d.

- 1 It's going to rain.
- 2 It's going to be another terrible day!
- 3 I'm going to be late for my exam.
- 4 I'm not going to pass!

- a I'm having a really bad day!
- b I don't know any of the answers!
- c I can see dark clouds!
- d It's nine o'clock!

Check it out

Future

We use *going to* and *will* to talk about the future.

We use *going to* when we can see (or hear) now what is certain to happen next and so we are quite sure about our future.

I'm **not going to pass** this exam. (I don't know any of these answers!)

Oh no! It's **going to rain**. (I can see the clouds.)

We use *will/won't* for what we believe will happen in the future. Often we are only guessing.

The forecast says it **won't rain** at the weekend. Don't worry. I'm sure you'll **find** a job soon.

5 Read the situations and write a sentence with *going to*. Use the verbs below.

miss fall faint be (x2) crash

- 1 The train is very crowded and it's very hot. Megan is looking very pale. She 's going to faint.
- 2 Jackie starts school at 9.00. It's 8.50 and she's still washing her hair. She is late.
- 3 The road is very wet and the man is driving too fast. He is.
- 4 Philip's running to the bus stop. His shoelaces are undone. He is.
- 5 Tom's train is leaving at 7.30. It's 7.28 and he's queuing for his ticket. He is his train.
- 6 There's a terrible mess in the kitchen. My parents are coming home in a few minutes. They are very angry.

6 Choose the correct answers.

- 1 Experts believe that, in 2030, the world's population *will/is going to* be eight billion.
- 2 The coach is very hot and crowded. It *will/is going to* be a very uncomfortable journey!
- 3 That waiter is carrying too much. He *will/is going to* drop those glasses!
- 4 I think that travelling by plane *will/is going to* be cheaper in the future.
- 5 Do you think that people *will/are going to* live on the Moon in the future?
- 6 It's getting colder and colder. It *will/is going to* snow tonight.

7 © TOSU Listen to the fortune-teller and look at her predictions. In groups, try and guess what will happen in Eve's life.



- A I think she'll go to the seaside.
- B I think a man will rescue her at the swimming pool.

8 © TOSU Listen to the end of the story. Were any of your predictions correct? What was the explanation for things 1–3?

- 1 the place with a lot of water
- 2 the person from below
- 3 the man interested in the money

Technology | Look To The Future

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The Fruits of Technology

Look To The Future asked our team of experts to make four predictions for the next twenty years.

1 The Internet

Experts all agree that in the near future the Internet will become more and more important. The most exciting changes will probably be in education. It's possible that in the future each pupil will have a laptop – there probably won't be paper or textbooks in thirty years and computers will certainly be cheaper! Students will go on day trips with their class to the Louvre in France or visit the Arctic Tundra – all by the Internet and virtual reality. Students will also communicate with teachers and students all over the world by video-conferencing. There are many advantages to this. For example, a class of British students learning French will have the chance to practise live with French students in a classroom in Paris.

2 Nanorobots

Nanorobots are tiny machines that can travel through our bodies and repair damage. Many scientists think that after 2020 they will probably be common in everyday life. For example, when you have a stomachache you can swallow a strawberry-flavoured robot that will make a video of the problems in your stomach. Then your doctor will watch the video and decide what the problem is.

3 Medicine

New drugs like Prozac® are very successful at the moment. Some people think that in the next decade there may be new medicines that will stop violent or antisocial behaviour. Experts believe this will certainly be cheaper than keeping people in prison. But this is very controversial – many people think it is wrong to use medicines to control people's personalities and emotions.

4 New transport technology

Some people think that big family cars might disappear in the next thirty years. It is possible that cars will have space for only one or two people. Computers will drive the car for you – so, for example, you might 'drive' from Paris to London while you sleep! Petrol definitely won't be cheaper in the future, so more and more cars will probably use solar energy instead of petrol.

READING AND SPEAKING

- 1 In pairs, discuss what changes new technology will bring to people's lives. Use a dictionary if you need to. More than one answer is possible.

New technology:

- The Internet
- New drugs
- Tiny robots
- Solar energy
- Mobile phones

Changes to people's lives:

- will monitor our health.
- will replace petrol in cars.
- will make education more exciting.
- may help to reduce crime.
- will change the way we do our shopping.
- will replace personal diaries.

A I think the Internet will change the way we do our shopping.

B I think the Internet will make education more exciting.

- 2 Read the website quickly. Are any of the predictions in the text similar to yours?

- 3 ©T052 Read the website again as you listen to the text. Are the statements **true** or **false**?

- 1 Paper will disappear from classrooms in the future.
- 2 Students will fly to the Arctic for a day.
- 3 The Internet will be useful for learning languages.
- 4 It will be unusual to use nanorobots after 2020.
- 5 Not everybody supports drugs which can stop violent behaviour.
- 6 It is possible that cars will be smaller in the future.
- 7 Petrol will become less popular as a fuel for cars.

- 4 Work in pairs and answer the questions.

- Which of the ideas from the text do you find the most exciting? Why?
- Which ideas in the text do you find worrying? Why?

A I like the idea of talking to other students in a foreign language on the Internet. I think it's a very good way to learn.

B I don't like the idea of using drugs to control people's behaviour ...

- 5 Study **Speak Out**. Find examples of each expression on the website.

SPEAK OUT | Talking about probability

VERY CERTAIN

Computers **will definitely/certainly be** cheaper.

QUITE CERTAIN

Mobile phones **will probably be** cheaper in the future.

POSSIBLE

Perhaps air travel **will be** cheaper in the future.

It is possible that air travel **will be** cheaper in the future.

Air travel **may/might be** cheaper in the future.

UNLIKELY

Cars **probably won't be** cheaper in the future.

VERY UNLIKELY

Petrol **definitely/certainly won't be** cheaper in the future.

- 6 ©T053 Listen and complete the predictions. Then listen again and match predictions 1–4 with explanations a–d. Which prediction is most certain?

- 1 People will ___ stop wearing glasses in the future.
 - 2 ___ people will be more interested in religion in 2025.
 - 3 It will ___ be more common for retired people to study something new.
 - 4 People will ___ travel more in the future.
- a People will live longer and have more free time.
b Laser technology will be cheap.
c People will be bored with technology.
d Air travel will be cheaper.

Mind the trap!

When you make a negative prediction with *think*, use the negative form of *think* and not of *will*:

I **don't think** it **will** rain. NOT **I think it won't rain**.

- *7 In pairs, decide if the predictions below will happen in our country in the next thirty years.

- 1 People will stop using their cars.
- 2 Record shops will disappear – everyone will buy their music on the Internet.
- 3 Most people will work from home.
- 4 People will watch TV on their mobile phones.

People **definitely won't stop** using their cars.

- *8 Work in groups. What are the chances that you will do these things before your thirtieth birthday?

- have children
- get married
- have a good job
- start your own company
- own a car

I think I'll **definitely have** children before I'm thirty.

Vote **THE INDEPENDENT DEMIDCRATS**

ID'S PROMISES TO YOU

- We all agree that public transport is a waste of public money. If we win, we will reduce the price of petrol. Travelling by car will be cheaper than ever before.
- EGO wants to close many universities and colleges. ID will spend more on education if we win on June 9. If we don't win, millions of young people won't have the chance to have a good, free university education.
- We will lower taxes for small businesses. If we win, we will help to create thousands of new jobs for young people.
- Our country needs cheaper electricity to help the economy. We will build more power stations if we win.

VOTE FOR US ON JUNE 9!
"Putting You First"

GRAMMAR AND WRITING

- 1** Read the two election leaflets and answer the questions.

Which party wants to:

- 1 spend less on education?
- 2 make car travel more expensive?
- 3 make electricity cheaper?
- 4 improve public transport?

- 2** Work in pairs. Would you vote for either of these political parties? Which ideas do you like/dislike?

- A I think it's a good idea to increase/
protect/improve/create ...
B I think it's wrong to help/lower/limit/
spend more on ...

Work it out

- 3** Look at the sentence and answer the questions.

If we win, we will reduce the price of petrol.

- 1 Is it possible or realistic that this situation will happen in the future?
- 2 Which tense is used after *if*?
- 3 Which tense is used in the other part of the sentence?

Check it out

First conditional

We use the first conditional to talk about a realistic situation that will/might happen in the future.

The condition

If + Present Simple,

The result

will + infinitive

If we **win**, we **will spend** more money on public transport.

If we **don't win**, millions of young people **won't have** the chance to have a good, free university education.

- 4** Find other examples of the first conditional in the election leaflets.

- 5** Complete the sentences with the correct form of the verbs in brackets.

- 1 It ___ (be) cheaper to travel by car if we ___ (lower) the price of petrol.
- 2 There ___ (be) more new jobs if we ___ (reduce) taxes for small businesses.
- 3 If we ___ (spend) more on public transport, pollution in towns ___ (not be) so bad.
- 4 Many animals and plants ___ (disappear) if we ___ (not protect) the environment.
- 5 You ___ (find) more information on how to join our party if you ___ (visit) our website at www.ego.org.
- 6 If the leader of ID ___ (lose) the election, he ___ (resign).

EGO

ECOLOGY AND GREEN OPPOSITION

EGO'S KEY PLANS

Universities are an expensive luxury. We will limit the number of free places for students at universities if we win.

Our environment is in danger. We promise to create more national parks to protect our country's wonderful wildlife. We will also increase the number of recycling schemes in our cities. If you vote for us, you will help to protect the environment for future generations.

Air pollution in our cities is a major problem. If EGO wins, we will spend more money on public transport – the key to cleaner air. We will also increase taxes on car owners.

TOGETHER WE CAN CHANGE THE COUNTRY FOR THE BETTER!
ON JUNE 9

- 6 Complete the sentences. Then compare your answers with a partner.

- 1 I ___ if I pass all my exams this summer.
- 2 I won't speak English if ___.
- 3 If I get some money for my birthday, I ___.
- 4 I'll earn a lot of money if ___.
- 5 I'll be really disappointed if I ___.
- 6 If ___, I'll be really pleased.

- 7 Work in pairs. Ask and answer about what you will do in these situations.

- there's nothing interesting on TV tonight
- you can't fall asleep tonight
- the weather's good at the weekend
- the weather's terrible at the weekend
- there's a big class test on Monday morning

A What will you do if there's nothing interesting on TV tonight?

B I will listen to my new CD or visit my friends.

- *8 Work in groups. Write an election leaflet for a student party in your school. Use the leaflets in Exercise 1 and the ideas below to help you.

- | | |
|-------------------|------------------------|
| • improve | the appearance of ... |
| • get rid of | the snack bar |
| • introduce | the cloakroom |
| | the rules about ... |
| | school uniforms |
| | punishments for ... |
| | a better choice of ... |
| | exams on ... |
| | new rules about ... |
| • change | the rules about ... |
| | the timetable |
| • spend money on | decorating the ... |
| | more computers |
| • reduce/increase | the number of tests/ |
| | students/teachers |
| • open | an Internet café |
| | a second-hand bookshop |

If we win/don't win, we will/won't ...
 If you vote/don't vote for us, we will/won't ...

- *9 Invent a name for your party and present your ideas to the class. Then vote for the party with the best ideas.

VOCABULARY

- 1 **© T054** Match headlines 1–3 with ecological problems a–d. Use a dictionary if you need to. There is one extra problem. Then listen to the news reports and check your answers.

1
Experts say world's climate is 1 °C warmer than 150 years ago

2
Doctors warn that water is not safe to drink

3
Pollution from UK factories is destroying Scandinavian forests

- a acid rain
- b cutting down forests
- c pollution of rivers
- d the greenhouse effect

- 2 Complete the texts with the correct words from the box.

.....
pollution destroys lakes the Earth
temperatures atmosphere
.....

Acid Rain

Acid rain first became a problem in the Industrial Revolution, but it is getting worse today. ¹ from large cities, especially from power stations, enters the ² and then falls as acid rain. It ³ forests and can kill life in rivers and ⁴. We can see the effects of acid rain in eastern Canada, Scandinavia and central Europe.

The Greenhouse Effect

The Greenhouse Effect describes the situation when the air around ⁵ gets warmer because of gases which trap heat. This is a problem because if ⁶ rise by 1°C, the sea level will rise by over 25 cm and many cities will be in danger.

- 3 Find the verb that does not collocate with the nouns. Use a dictionary to help you.

1 help
protect
destroy
limit
the environment

2 reduce
increase
recycle
limit
pollution

3 sort
recycle
reduce
protect
domestic waste

4 protect
sort
help
save
plants and animals

5 replant
cut down
recycle
destroy
forests

- 4 In pairs, look at the photo and answer the questions. Use expressions from Exercise 3 to help you.



- 1 Where are the people? What are they doing? Why?
- 2 Which of these ways of helping the environment are common in our country?

.....
bottle banks recycling paper
sorting domestic waste lead-free petrol
replanting forests
.....

'The machine of flying fire will trouble ... the great chief.'

Nostradamus, *The Centuries* published 1568.



LISTENING

1 Work in pairs. You're going to hear the story of Nostradamus. Do you know anything about him? Answer the questions.

- In what century did Nostradamus live?
- What is he famous for?

2 Read the gapped text and decide what kind of information you need to listen for to complete each gap (1-7).

- A date/year
- A number
- A noun
- An adjective

The Life of Nostradamus

His real name was Michel de Nostredame. Nostradamus was born in ¹ in southern France. He had ² brothers. As a boy he was interested in maths and astrology, but finally decided to study ³ at Montpellier University. He completed his studies in ⁴ and married a woman from a ⁵ family. They had ⁶ children. He started making his famous predictions when he was ⁷ years old.

- 3 **T055** Listen to Part 1 of the recording and complete the text in Exercise 2. Don't worry if you don't complete all the gaps at once.
- 4 **T055** Did you complete all the information? Listen again to complete the missing information.
- 5 In pairs, put the advice in **Train Your Brain** in the correct order. Look at Exercises 2-4 to help you.

TRAIN YOUR BRAIN | Listening skills

Finding specific information

- a Mark or underline any gaps that you didn't hear the first time. Then listen again.
- b Look at the gaps in the table or text and decide what kind of information is missing - dates, names, places, numbers.
- c Listen and try and complete the missing information. Don't panic if you don't hear everything the first time.

- 6 **T056** Use **Train Your Brain** before you listen to Part 2. Then listen and check.

The Books of Nostradamus

To begin with, Nostradamus started making predictions about the next ¹ months. He published his first almanac in ². These almanacs were very ³, so Nostradamus decided to make predictions for several centuries into the future. He wrote in several different languages, French, Latin, Greek and ⁴. He needed ⁵ years to finish his work. Nostradamus died in ⁶ and the finished book was published ⁷ years after his death.

- 7 **T057** Listen to Part 3. Choose the sentence which best summarises Mary's views.
 - a Nostradamus was wrong because he only wrote negative predictions.
 - b The predictions are interesting, but I don't really believe in them.
 - c Nostradamus correctly predicted events that really happened, such as wars and revolutions.
- 8 Work in pairs. Student A, look at page 113. Student B, look at page 115.

*Project idea

Working in small groups, discuss the future of your school/town/city/region/our country in the next ten years. Make posters with predictions and pictures 'Our ... in 20...'.

Read, listen and talk about jobs and work.

Practise verb patterns.

Focus on reading for specific information; taking and leaving messages.

Write an application form.

GRAMMAR AND READING

- 1 Work in pairs. Do you know these jobs? Use your dictionary to check the meaning of any new words.
 - 1 librarian, therapist, priest, accountant, scientist, nurse
 - 2 engineer, computer programmer, pilot, police officer, doctor, architect
 - 3 psychologist, writer, translator, fashion designer, teacher, musician
 - 4 insurance agent, lawyer, judge, salesperson, businessman/woman, marketing manager
 - 5 company director, banker, politician, TV presenter, reporter, actor
- 2 **Think Back!** In pairs, compare the jobs above. Which ones, in your opinion, are:
 - the hardest/easiest?
 - the most stressful?
 - the most interesting?
 - the best/worst paid?

A I think doctors have the most stressful job.

B No, it's more stressful to be a police officer.
- 3 **© T058** Listen, read and do the personality test. Check your score on page 114. Do you agree with the results?

Work it out

- 4 Look at sentences 1–3. Match the verb that comes after the underlined verbs (1–3) with its verb pattern (a–c).
- 1 A teacher should be patient.
 - 2 She decided to become a vet.
 - 3 I prefer working on my own.
- a to + infinitive
 - b -ing form
 - c infinitive without to

QUIZ TIME

What is the best job for you? >>>

For each pair of sentences choose the one that best describes you.

1

- A I enjoy studying for exams with a friend.
B I like learning for exams on my own.

2

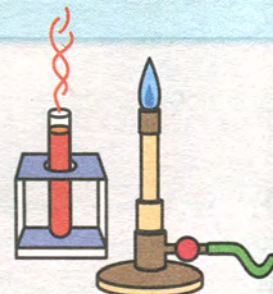
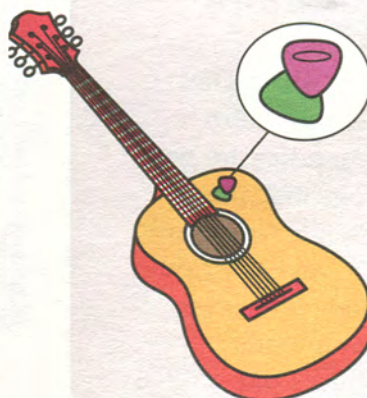
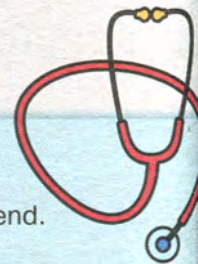
- A I'm good at remembering facts and information.
B I'm good at remembering jokes and funny stories.

3

- A I always hope to get top marks at school.
B I love helping friends with their problems.

4

- A If I don't like something, I'm not afraid of saying so.
B If I don't like something, I always manage to be diplomatic.





- 5 Complete the table with the underlined verbs from the personality test.

Verb patterns

Verbs followed by **-ing** form:

prefer, miss, stop, practise, not mind, can't stand,
—, —, —, —, —, —

Verbs followed by **to + infinitive**:

agree, decide, learn, offer, promise, seem, wish,
—, —, —, —, —, —

Verbs followed by **infinitive without to**:

could, might, should, —, —, —

Try our personality test!

5

- A I must finish my work before I think about going to a party.
B I can always find time to enjoy myself – even if I have a lot of things to do.

6

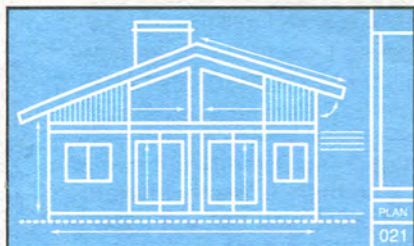
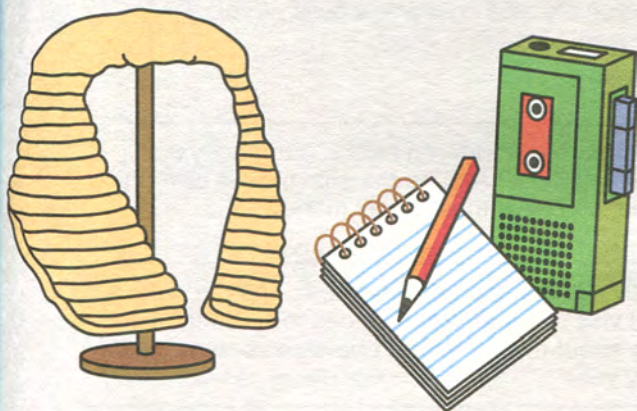
- A I want to use my practical knowledge in my future career.
B I would like to use my imagination and my creativity in my future career.

7

- A When I'm with my friends, I hate being the centre of attention.
B When I'm with my friends, I love being the leader.

8

- A I need to have new experiences and meet new people very often – if I don't, I start feeling bored!
B I avoid being in new situations if possible.



- 6 T059 Complete the sentences with the correct form of the verbs in brackets. Then listen and check.

"I can't ¹ (believe) it! I passed all my exams! I really don't know how I managed ² (pass) maths. Now I need ³ (decide) what to study at university, but the problem is that I don't know what I want ⁴ (do).

A few months ago I decided ⁵ (study) biology, but now I'm not sure. It seems ⁶ (be) difficult to find a job as a biologist. I suppose I could ⁷ (become) a doctor, but it must ⁸ (be) a very stressful job. My mum says you can learn ⁹ (enjoy) anything, but I wouldn't like ¹⁰ (work) in a hospital.

I enjoy ¹¹ (work) with people. I don't like ¹² (do) the same thing every day. I don't mind ¹³ (get) up early. I love ¹⁴ (travel) and I prefer ¹⁵ (work) outside. Oh, and I can't stand ¹⁶ (talk) on the phone for a long time. What's the best job for me?"

- 7 In pairs, discuss what the best job for the girl is.
8 T060 Listen to the three conversations and match speakers Mr Jones, John and Marilyn with the jobs below.

artist politician musician TV presenter
firefighter police officer

- 9 T060 Complete the statements with the infinitive or **-ing** form of the verbs in brackets. Then listen again and match them with the speakers.

- 1 I love — (write) songs.
- 2 I can't stand — (have) a routine.
- 3 I enjoy — (be) the centre of attention.
- 4 I don't mind — (wear) a uniform.
- 5 I hope — (get) the chance to play.
- 6 I'd like — (help) people.
- 7 I can — (do) things for people.

- 10 In pairs, write five true and five false sentences about yourself. Use verbs from Exercise 5. Read your sentences to your partner. Guess which ones are true.

- A I would like to be a musician.
B I think that's true./That's definitely false!

Nice work if you can get it ...

Perspectives talks to two people with unusual jobs ...



Pete, 22



Elisa, 23

- | | |
|---|---|
| <p>a I'm the resident DJ at <i>The Cube</i> – the best club in Wales. Come and see for yourself. We're open Fridays and Saturdays from 11 p.m. till late.</p> | <p>I'm a fitness instructor on a cruise ship. We sail all round the world. This time last week we were in the Caribbean, and now we're off to Asia.</p> |
| <p>b I never really looked for a job as a DJ – it was just a hobby. I used to love hip-hop music, so I started DJ-ing at friends' parties. At one party there was a girl who was working at <i>The Cube</i>. They asked me to do an audition and that's how I got the job.</p> | <p>I used to have a part-time job teaching aerobics. But I always wanted to travel, so when I saw they were looking for someone to teach yoga and aerobics on a ship, I applied for the job and got it!</p> |
| <p>c I don't work every day, but when I work, I work hard. I play here two evenings a week and I do private parties too. My friends say I'm lucky because I don't work nine to five. But I do – the thing is I work from nine in the evening to five in the morning!</p> | <p>I work incredibly hard. Believe it or not, I sometimes work fourteen hours a day! But I can take a break occasionally, and I get a few days off for sightseeing, which is great.</p> |
| <p>d The money's not great – I make about 50 pounds a night and most of that goes on buying new music. But I can't complain. After all, I'm getting paid to do something I love.</p> | <p>I don't earn a wonderful salary, but money isn't everything, is it? And on the ship almost everything is free, so I save most of my money.</p> |
| <p>e The good thing is that I don't have a boss. Nobody can sack me if I turn up late!</p> | <p>I really like the people I work with. They're great fun. And I visit some amazing places too. But the best thing about my job is that I have six months holiday every year!</p> |
| <p>f The trouble with my job is that it's difficult to have a good social life. My girlfriend left me last year. She wanted to spend more time with me in the evenings, but I couldn't because of my job.</p> | <p>I love my job, but there's a problem. I don't earn enough money to keep a flat, so I still live with my parents. It's a pity because I would like to be more independent. Maybe I should ask for a pay rise.</p> |
| <p>g No way. I love what I'm doing, but it's a job for young people. Anyway, I think it's good to change. You get bored if you do the same job for too long.</p> | <p>I'm not sure. Maybe. I'm doing something I love and the world is a big place so there is plenty more to see. But I hope to get a promotion soon. If I don't, I might start looking for a different job.</p> |

READING

- Look at the photos of Pete and Elisa and answer the questions.
 - What jobs do the two people have?
 - Do you think they enjoy their jobs?
- Read the text quickly. Which sentence best describes the general idea of the text?
 - Two young people explain how to find well-paid jobs.
 - Two young people describe their jobs.
- Read the questions. Which key words will help you find the answers?
 - Do you ever have any problems in your job?
 - Do you think you'll have the same job ten years from now?
 - How did you find such an unusual job?
 - How hard do you work?
 - What do you do?
 - What do you like about your job?
 - What's the money like?
- Look at the key words you found in Exercise 3. Use them to match questions 1–7 to sections a–g of the text.
- Read before and after the key words and expressions in the text to answer the questions in Exercise 3.
- Complete the sentences in **Train Your Brain** with the words and phrases below. Look at Exercises 2–5 to help you.
 - find
 - similar ideas
 - the main idea
 - before and after

TRAIN YOUR BRAIN | Reading skills

Finding specific information

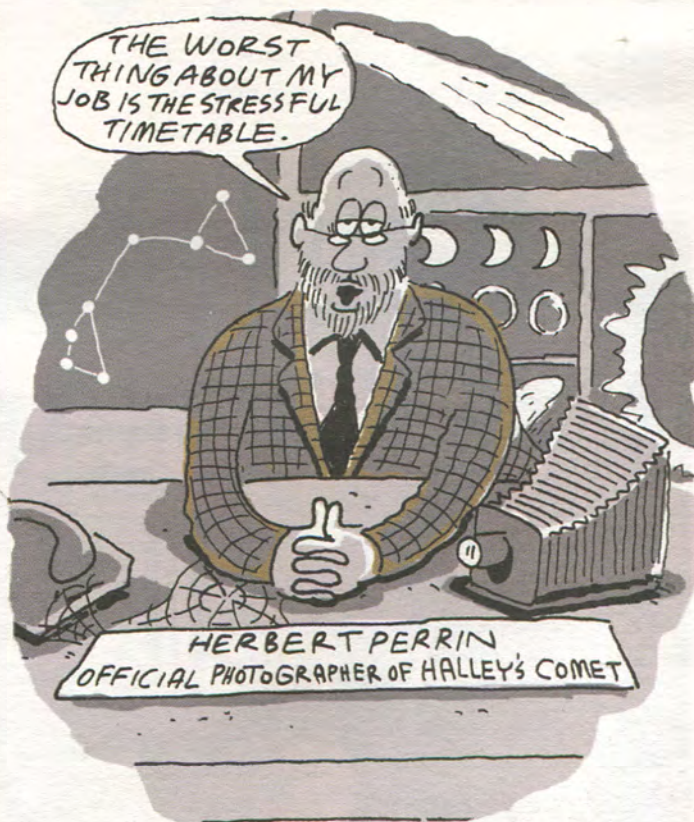
- Read the text once quickly to get ____ of what it's about.
 - Read each question carefully and ____ the key words.
 - Look for the key words or ____ in the text.
 - Read ____ the key words to find the answer to the question.
- 7 **T061** Read the texts again as you listen to them and use the advice in **Train Your Brain** to answer these questions.
- Why do Pete's friends think he's lucky?
 - Why did his girlfriend leave him?
 - Why does he think he will leave his job eventually?
 - What did Elisa do before she started working on the ship?
 - What's the best thing about her job?
 - Why does she still live with her parents?

- Use the advice in **Train Your Brain** and decide who the statements correspond to: Pete, Elisa or both?
 - ____'s job used to be a hobby.
 - ____ would like to earn more money.
 - ____ works for himself/herself.
 - ____ likes the people he/she works with.
 - ____ would like to have enough money to live on his/her own.
 - ____ is not sure if he/she wants to keep the same job in the future.
- Find words and phrases 1–7 in the text and check their meaning. Then use them to complete sentences a–e.

1 a part-time job	5 turn up
2 a break	6 a pay rise
3 earn	7 a promotion
4 sack	

 - I don't ____ enough money. I'm going to ask my boss for ____.
 - You're working too hard. You should take ____.
 - Why don't you apply for ____ in the shopping centre?
 - If you pay attention and work hard, you might get ____ soon.
 - If you ____ late for work one more time, I'm going to have to ____ you.
- Would you like to have a job with an unusual timetable? Why?/Why not? Discuss with a partner.

I wouldn't like a job with an unusual timetable because I don't like working in the evenings.



VOCABULARY

1 In pairs, match jobs 1–7 with places a–g. Then discuss the questions.

- | | |
|----------------------|-------------------|
| 1 checkout assistant | 5 receptionist |
| 2 fruit picker | 6 secretary |
| 3 delivery driver | 7 waiter/waitress |
| 4 guide | |

- a farm
b hotel
c office
d restaurant
e supermarket
f take-away pizza restaurant
g tourist attraction

- Which part-time or temporary jobs do young people often do in our country?
- Which jobs would/wouldn't you like to do? Why?/Why not?

I'd like to work as a fruit picker on a farm because I love working outside.

2 Read what the clown says and find six more adjective + preposition phrases. What verb form do we use after prepositions?

'I'm keen on travelling. I'm interested in working with children, I get bored with being on my own. I'm quite fond of being the centre of attention. I'm really good at telling jokes, but I'm useless at telling people what to do. I'm not bad at falling down and oh, I don't mind getting wet!'

'I'm sorry Mr Bobo ... there are no vacancies for unemployed clowns right now.'

3 In pairs, discuss which of the jobs in Exercise 1 would be most suitable for the clown?

I think he should be a waiter because he's interested in working with people.

4 Work in groups. Use the adjective + preposition phrases from Exercise 2 to write seven sentences about yourself. Read your sentences to the rest of the group. Who is the most similar to you?

I'm very keen on working outside.

Mind the trap!

Job and work have different meanings:

Job (C) refers to specific activities and occupations.

As soon as I graduate, I'm going to start looking for a **job**.

Work (U) refers to something more general. It is usually uncountable.

I can't go out tonight. I've got too much **work** to do.

5 Complete these sentences with **work** or **job**.

- 1 Too much ____ and not enough fun can cause stress.
- 2 My ideal ____ is one where I could work outside with a group of friends.
- 3 Well done! You did a good ____ with my computer. It's really fast now.
- 4 Hard ____ never killed anybody.
- 5 If you're not busy right now, I have a ____ for you. Can you peel the potatoes?
- 6 I like ____ – it fascinates me, especially when other people are doing it!



SPEAKING AND LISTENING

1 Read the letter and answer the questions.

- Who sent and received the letter?
- Do you think Mr Baresi was happy to get it? Why?/Why not?



The Seaview Hotel

Penzance
Cornwall
Tel: 01736 42240

13 April 2016

Dear Mr Baresi,

Thank you for your application for the job as hotel receptionist.

I would be delighted if you could come to the hotel for a personal interview next Wednesday 20 April at 3 p.m. If you need to arrange an alternative time, please contact me on 01736 42240.

Mr J. Poole
Manager
seaview@edenhotels.co.uk

2 T062 Listen to Part 1 and answer the questions.

- Who's making the call?
- What's the problem?
- What does Jeanine's flatmate offer to do?
- What does Marco say he'll do?

3 T063 Listen to Part 2 and answer the questions.

- What does Marco ask Jeanine's flatmate to do?
- What message does Marco leave?

4 Do you know how to say email addresses in English? Match symbols 1–5 with meanings a–e.

- | | |
|--------|--------------|
| 1 AAAA | a at |
| 2 aaaa | b dot |
| 3 @ | c lower case |
| 4 _ | d upper case |
| 5 . | e underscore |

5 T064 Listen to Part 3 and answer the questions.

- Who answers the phone?
- What's Jeanine's email address?
a jeaninelebrun@MAIL_FREENET.com
b jeaninelebrun@mail_freenet.com
c jeanine_lebrun@mailfreenet.com

6 T065 In pairs, study **Speak Out**. Put phrases a–e below in the correct order to complete the dialogue. Then listen and check.

SPEAK OUT | Taking and leaving messages

A Hello?

B Hello. Can/Could I speak to (name), please?

A I'm sorry. He/She isn't here. Can I take a message?

B No, it's OK, thanks. I'll call back later.

Yes, please. Can/Could you tell him/her that (name) phoned and (message) ...

A OK. I'll tell him/her. Goodbye.

- OK, Mr Baresi. I'll let him know. Goodbye.
- Hello, good morning. Could I speak to Mr Poole, please?
- Yes, please. Can you tell him that Marco Baresi called. I'm afraid I'm going to be a little late. I won't be there until 3.30.
- Seaview Hotel. Good morning.
- I'm sorry, but Mr Poole isn't available today. Can I take a message?

7 Which of these messages did the secretary leave for her boss?

Mr Poole
Mr Baresi called. He'll be here at 3 o'clock.
Jane

Mr Poole
Mr Baresi called. He's going to be 30 minutes late for the interview.
Jane

Mr Poole
Mr Baresi called. He wants to know what time the interview is.
Jane

*8 In pairs, use **Speak Out** to roleplay the conversation. Student A, look at page 113. Student B, look at page 115.

WRITING

1 Read David's CV. Are the statements **true** or **false**?

- 1 His birthday is in November.
- 2 He isn't married.
- 3 He doesn't go to school anymore.
- 4 He has a full-time job.
- 5 He can drive.

Mind the trap!

In English we don't write dates the same way we say them:

Write: 12 November 2005 or 12/11/2005

Say: **the twelfth of** November two thousand and five
or November **the twelfth** two thousand and five

2 Read the job advert below and David's CV.
Can he apply for this job?

David Barnes

DATE OF BIRTH	8/11/1996
NATIONALITY	British
MARITAL STATUS	Single
ADDRESS	12 North Street, Southall, Middlesex, UB1 8BP
TELEPHONE	0208 599 6333
EMAIL	david_b@mail.uk



EDUCATION	2004–2013 Viliers High School
QUALIFICATIONS	• A level exams: maths, chemistry
EMPLOYMENT	September 2013 – Present • Part-time Cashier: Texaco Filling Station, Ealing, London
OTHER SKILLS	• Driving Licence • Good knowledge of computers

WANTED

FULL-TIME DELIVERY DRIVER

For Southall firm
Must have clean driving licence

Excellent working conditions
Must be over 18 years old

Please phone **0181 874 5560** for an application form



- 3 Study **Train Your Brain**. In pairs, read David's application form below and compare it with his CV. Can you find any mistakes?

TRAIN YOUR BRAIN | Writing skills

Writing application forms

- 1 Type the form or write your answers in CAPITAL LETTERS.
- 2 Don't translate foreign addresses.
- 3 Answer all the questions.
- 4 If you don't need to write an answer, write N/A (not applicable).
- 5 Be careful with your spelling.
- 6 Always sign and date the form.
- 7 Give truthful information.

APPLICATION FORM

Scotpol Trading Ltd, Southall

POSITION APPLIED FOR

Title: DELIVERY DRIVER

PERSONAL INFORMATION

Surname: David

First Name: BARNES

Address for Correspondence: 11 North Street, Southall,
Middlesex, UB18BP

Home Phone Number: 020 599

Email address: d_barnsey@clt.com

Age: 14-16 16-18 18-21 21 or over

Date of birth: 11 NOVEMBER 1994

How did you hear about this job? ☒ Web Page
☐ Newspaper

EDUCATION

Name of School:

Dates: 2004-2013

Exams taken: maths, chemisstry, physics

OTHER SKILLS (including computing, driving licence, languages spoken) N/A

EMPLOYMENT HISTORY

Dates: From: 2011 To: NOW

Position: CASHIER

☒ Full-Time ☐ Part-Time

Company Name/Address: Texaco Filling Station,
Ealing, London

I certify that the above information is correct.

SIGNATURE: David Barnes DATE:

- 4 T066 Listen to the interview. Do you think David will get the job? Why?/Why not?

- 5 Which of these things are suitable to put in the other skills section of an application form?

- clean driving licence
- fluent spoken and written French
- good at dancing
- good team worker
- swimming certificate
- good knowledge of computers
- non-smoker
- qualified in first aid

- *6 Read the job adverts below. Copy the application form in Exercise 3 and fill it in for the job you are interested in.

Jobsearch

Cawduff Castle

Needs assistant gardeners for the summer holidays

- No experience needed
- Friendly atmosphere
- Ideal for students
- Must be 16 or over

Talltown Turrets Theme Park

Requires cheerful and responsible young adults to work as welcome hosts

- The job involves welcoming guests to the park, operating the monorail system, parking cars and selling tickets.
- Hours: 5-10 hours per day

Bigbucks Coffee Shop

Needs serving staff in central London

- Some experience preferred
 - Flexible working hours
 - Must speak English and have an outgoing personality and good social skills
- We are an equal opportunities employer.

- *7 Work in a group with students who applied for the same job as you. Read the application forms from a group who applied for a different job and check them. Choose the best candidate for the job.

*Project idea

Write a letter to an English-speaking pen-friend. Tell him/her about the job you are thinking of choosing and explain your reasons.

VOCABULARY AND GRAMMAR

- 1 Look at the food items below and answer the questions. Some items can be used more than once.

apple pie banana beef beer butter
cabbage cheese chicken chips tuna
chocolate coffee crisps garlic ham
ice cream mushrooms onion yoghurt
orange juice pork salad sausages tea

Which food items:

- 1 are drinks? __, __, __, __
- 2 can vegetarians not eat? __, __, __, __, __, __
- 3 are vegetables? __, __, __, __, __
- 4 are sweet? __, __, __, __
- 5 come from potatoes? __, __
- 6 are milk products? __, __, __, __

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

NOT SURE WHAT TO DO AFTER SCHOOL? READ ON ...

What are you like? You could be a/an ...

- Good with language? journalist (journal)
or __ (translate)
- An analytical mind? __ (law)
or __ (psychology)
- The creative type? __ (art)
or __ (music)
- Good with numbers? __ (account)
or __ (cash)
- Good in front of cameras? TV __ (report)
or __ (act)
- A practical mind? __ (engine)
or __ (science)
- Want to help people? __ (politics)
or __ (therapy)

WANT TO KNOW MORE?
COME TO THE CAREER
GUIDANCE MEETING – 3 p.m.

- 3 Read the sentences and choose the correct words.

- 1 I don't feel well. I think I'm going to *faint*/*change*/*guess*.
- 2 If you turn up late again, you'll get a *pay rise*/*the sack*/*a promotion*.
- 3 The Greens want to *reduce*/*improve*/*increase* the number of recycling plants.
- 4 To *save*/*replant*/*recycle* our planet, we must cut pollution.
- 5 I *can't stand*/*don't mind*/*am keen on* my job. It's too stressful!
- 6 Politicians often make *fluent*/*controversial*/*violent* decisions.

- 4 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- 1 I am sure that I will fail my exams.
I __ my exams. **pass**
- 2 I like swimming better than playing basketball.
I __ playing basketball. **prefer**
- 3 I will go for a walk if it is sunny.
If __ go for a walk. **rains**
- 4 It is quite likely that I will get the job.
I __ get the job. **probably**
- 5 Steve doesn't like working hard.
Steve __ working hard. **keen**

- 5 Complete the sentences. Use *will* or *going to* and the verbs below.

ask be crash fail find rise

- 1 Oh, no! Look at that plane! It __ !
- 2 The exam is really difficult. I'm sure I __ it.
- 3 I believe scientists __ a way to produce cheap and clean energy.
- 4 Experts say sea levels __ by about 25 centimetres this century.
- 5 Don't worry. I really don't think you __ unemployed for ever!
- 6 Sssh! This is a key moment in the film. He __ her to marry him.

PRONUNCIATION

- 1 **CT005** Listen and put the words in the box in the correct column. Then listen and check.

/dʒ/	/ʃ/	/tʃ/
danger	pollution	virtual

bridge cheaper elections engineer
fashion future insurance jeans
kitchen social

READING SKILLS

1 Read the text. Match headings a–g with paragraphs 1–6. There is one extra heading.

- a Keep cool and win!
- b Fly back to the future
- c Mirror, mirror on the wall
- d Read minds to detect crime
- e Wearing your doctor
- f What is *Nextfest*?
- g Your friend the robot

Want to see the future?

By Maggie Shiels

1 ____
Nextfest is an extraordinary exhibition where you can meet the most innovative minds and discover new technology from around the world and see the things that will change the way we live, work and play in the future. For example, ...

2 ____
Brainball is a computer game with a difference: if you're too competitive, you lose. The more relaxed you are, the better you play. *Brainball* measures your alpha waves and the person who is the most relaxed can push the ball to the other side and win. I'm sure it will be a popular game with yoga experts and stressed parents everywhere.

3 ____
The *Skycar* looks as if it belongs in a Hollywood film. It certainly lives up to its name: it can fly. It can climb at more than 2,000 metres a minute and reach speeds of 365 mph. If you want one, it will cost you about \$500,000! However, the head of NASA says that in 25 years 90 percent of people will be using *Skycars*. Just think of the accidents!

4 ____
If you're keen on fashion, *Nextfest* can show you the clothes of the future; fabrics which you can change by downloading styles from the web, clothes which look after your health and a biometric suit which monitors your body and gives you medicine when you need it.

5 ____
Another success is a humanoid robot which can walk, turn, climb up and down stairs – and even dance. *Asimo* mimics human movement and is friendly-looking. Its maker, Honda, believes it will be a big help to blind or elderly people and to those who can't get out of bed.

6 ____
Detectives will love brain fingerprinting. It is a technology which reads minds by measuring brain waves and your responses to words or images. It is the perfect way to decide who is a terrorist and who is not or who is responsible for a crime and who isn't.

If you want to see the future, come to *Nextfest*. It's open all this week at the State Science Exhibition Centre.

SPEAKING SKILLS

1 Work in pairs. Roleplay the conversation. Student A, look at page 113. Student B, look at page 115.

2 Discuss in groups. Do you think these things will happen in the future?

- 1 You will win an Oscar one day.
- 2 Our country's football team will win the next World Cup.
- 3 You will get a part-time job in the next year.
- 4 A meteor will destroy the planet this year.
- 5 You will fall in love before Christmas.



Love and trust

Read, listen and talk about love and relationships.

Practise the Present Perfect; phrasal verbs.


Focus on agreeing and disagreeing.

Write short messages.



GRAMMAR AND READING

1 Look at the photo. What do you think is happening?

2  Listen and read. Then decide who the people are.

- | | |
|------------|--------------------|
| 1 Barbara | a Ian's gran |
| 2 Margaret | b Ian's father |
| 3 Monica | c Ian's mother |
| 4 Eddy | d Ian's girlfriend |

Part 1

Barbara Ian, you haven't eaten very much. Is anything wrong?

Ian I've got something to tell you. Monica and I have decided to get married.

Barbara Oh, that's ... nice!

Eddy Have you decided on the date yet?

Ian No, we haven't. But I've already bought a ring for her!

Margaret That's great news! I'm so happy.

Ian Thanks, Gran.

Part 2

Eddy

Ian has done a lot of stupid things in his life, but this is crazy! Monica hasn't finished college yet! Have you ever heard of such a thing?

Barbara

I've never been so shocked! They only met five months ago! How come he's got enough money for a ring? He's just started his first job.

Margaret

Excuse me, but haven't you forgotten something, you two? How old were you when you got married? Twenty – the same age as Ian. And you didn't have any money, did you?

3 In pairs, answer the questions.

1 Are Ian's parents happy that he has decided to get married?

2 Who seems to understand Ian the best?



Work it out

4 Read the sentences and say which rules about Present Perfect are correct.

- Monica and I have decided to get married.
- Ian has done a lot of stupid things in his life.
- They met five months ago.

We use the Present Perfect to talk about:

- news and recent activities;
- past actions if we say when they happened;
- past actions if we don't say exactly when they happened.

5 Look at how words a-d are used in the dialogue in Exercise 2 and match them with their uses 1-4.

a already b ever c just d yet

- 1 in affirmative sentences to mean *very recently*
- 2 in affirmative sentences to say something happened earlier than expected
- 3 in negative sentences to say something has not happened (but it may soon), or in questions to ask if something has happened
- 4 in questions, it means *any time before now*

Check it out

Present Perfect

We use the Present Perfect to talk about:

- news and recent activities.

We've **decided** to get married.

- finished actions in the past if we don't say exactly when they happened.

Ian **has done** a lot of stupid things in his life.

Affirmative I/You/We/They **have ('ve) gone**.
He/She **has ('s) gone**.

Negative I/You/We/
They **have not (haven't) gone**.
He/She **has not (hasn't) gone**.

Questions **Have** I/you/we/they **gone**?
Yes, I/you/we/they **have**.
No, I/you/we/they **haven't**.

Has he/she **gone**?

Yes, he/she **has**./No, he/she **hasn't**.

Time adverbials used with the Present Perfect:
already and *just* in the affirmative; *ever* in questions; *yet* in the negative and in questions.

Mind the trap!

We do not use the Present Perfect with time expressions which refer to a finished period – *last week*, *a year ago*.

We **met** yesterday. NOT **We have met yesterday**.

6 T068 Listen and number the verbs in the order you hear them.

told taken heard gone read bought
decided done finished had forgotten
met happened eaten been

7 T069 Complete the dialogue with the correct form of the verbs in brackets. Use the Past Simple or the Present Perfect. Then listen and check.

A: 1 ___ you ___ (hear) the news? Ian and Monica 2 ___ (decide) to get married.

B: No way! 3 ___ he ___ (tell) his parents yet?

A: Yes, he 4 ___ (tell) them last night.

B: When 5 ___ they ___ (meet)?

A: They 6 ___ (meet) at my party on New Year's Eve.

B: 7 ___ she ___ (finish) college?

A: No, she 8 ___ (not/finish) yet, but he 9 ___ (already/find) a job. He 10 ___ (start) work last month.

8 T070 Complete the dialogue with the words below. Then listen and check.

already ever just (x 2) yet (x 3)

Monica Well, have you told your parents 1 ___ ?

Ian Yes – I've 2 ___ told them! Gran's really pleased, but my parents aren't too happy.

Monica Oh, dear. I'm so glad that my parents have 3 ___ accepted the idea.

Ian I'd really like to see you. Have you finished your work 4 ___ ?

Monica No, I haven't finished it 5 ___ . Have you 6 ___ felt that you just can't concentrate?

Ian Hold on a minute ...

Margaret Sorry to interrupt. I've 7 ___ talked to your Mum and Dad and everything's going to be OK.

Ian Thanks, Gran! Did you hear that?

Monica Yes, I did. Listen – I'll do my work tomorrow. We need to celebrate!

9 In pairs, use the ideas below to interview your partner.

Have you ever

- meet anyone famous?
- go on a blind date?
- see your favourite band in a concert?
- have an argument with a friend/someone in your family?

A Have you ever met anyone famous?

B Yes, I have. I met ... in a pub last week!

A I've never met anyone famous.

A LOVE THAT'S LASTED FOR FIFTY YEARS

Is there a key to true love? Norm and Jean Sell are about to celebrate their fiftieth wedding anniversary.



Max Murdoch asked them for their secret.

12 February 2006

- Max:** So, how long have you known each other?
Norm: We've known each other for almost 52 years.
Jean: Norm! We've known each other for more than 52 years. We met in 1953!
Max: How long have you been married, then?
Jean: We've been married since 14 February 1956. Valentine's Day.
Max: Have you lived here since then?
Jean: Not exactly. We've lived in Stretford since the wedding, but not in this house.
Norm: No, we've only been here for sixteen years.
Jean: Eighteen years, Norm. We've lived in this house for eighteen years. Since 1988.
Max: How did you meet?
Norm: Well, I used to be a policeman. I retired ten years ago ... And Jean was the waitress in my local café.
Jean: It was love at first sight.
Max: So, what's your secret for a successful relationship?
Jean: I think you have to fall in love many times – always with the same person.
Max: Have you ever fallen out?
Norm: We've had a few little arguments, but we haven't had a serious argument for years.
Jean: No, not since Christmas Day 1977. Remember you ...
Norm: We have a simple rule – if one of us is angry, we always try to sort it out before we say goodnight.
Max: One last question – have you got any regrets?
Norm: I'm just sorry I didn't marry Jean earlier.
Jean: And I've never regretted a single day.

GRAMMAR AND SPEAKING

- 1 In pairs, choose one of the photos and answer the questions. Use the ideas to help you.
 - 1 What can you say about the two people? Are they ...?
 - in their teens/twenties/fifties/seventies
 - married/divorced/engaged/retired
 - 2 What kind of relationship do you think they have? How do you know?
 - romantic/caring/passionate/friendly
 - hold hands/kiss/be in love/hug
- 2 Read the text and see if your predictions in Exercise 1 were correct.

Work it out

- 3 Look at the article again and complete these sentences.
 - 1 Norm and Jean have been married for ____ years.
 - 2 They've been married since ____.
 - 3 Norm was a policeman, but he retired ____ years ago.
- 4 Look at the sentences in Exercise 3 and choose the correct words in these rules.
 - a We use the *Past Simple/Present Perfect* to talk about situations which began in the past and continue now.
 - b We use *since/for* to say when the situation started.
 - c We use *since/for* to say how long this situation has been true.



Check it out

Present Perfect

- We use the Present Perfect to talk about situations that began in the past and continue now.
- We often use *since* to say when the situation started or *for* to say how long this situation has been true.

We've lived here **since 1956**.
We've lived here **for fifty years**.

Mind the trap!

We don't use the Present Simple Tense with *for* and *since* to talk about situations that began in the past and continue to the present.

I've lived here for four years. NOT **I live here for four years.**

- 5 Read the text again and answer the questions. Use the Present Perfect and the time expressions below.

Christmas 1977 1953 18 years 50 years

- 1 How long have Norm and Jean known each other?
- 2 How long have they lived in Stretford?
- 3 How long have they lived in their house?
- 4 Have they had a serious argument recently?

- 6 Read the sentences and answer the questions.

- 1 Ian has been my boyfriend for five months. Leo was my boyfriend for five years.
– *Who is my boyfriend?*
- 2 Pat has lived here for ten days. Pam lived here for ten years.
– *Who still lives here?*
- 3 Karen has been married for two years. Kevin was married for ten years.
– *Who is still married?*

- 7 Decide if these expressions take **for** or **since**. Then choose four expressions and make sentences.

7 o'clock 10 minutes Tuesday
a long time ages last night a week
1 January most of my life 2004

I haven't received a text message for ten minutes.

- 8 In pairs, answer the questions about yourself. Then interview your partner.

How long have you:

- 1 been a student at this school/college?
- 2 known your best friend?
- 3 lived in your house/flat?
- 4 liked your favourite band/artist?
- 5 had your pullover/this book ...?

- A How long have you been a student at this school?
B I've been here for three years.

VOCABULARY


- 1 Match the phrasal verbs in sentences 1–5 with definitions a–e. Use a dictionary if you need to.

- 1 He's fallen out with his girlfriend. They're not talking to each other anymore.
- 2 She's the most popular girl in the class. She gets on with everyone.
- 3 He's clever, good-looking and generous. I'd love to go out with him.
- 4 Oh, no! My parents want me to look after my baby brother on Friday night.
- 5 I split up with Jim because we were always arguing.

- a to take care of
- b to have a serious argument
- c to have a good relationship with someone
- d to end a romantic relationship with someone
- e to have a romantic relationship with someone

- 2 Complete sentences a–c with the correct forms of the phrasal verbs in Exercise 1.

- a I ¹___ my girlfriend really well. It's the perfect relationship.
- b Have you heard? Nicole ²___ Tom. He's depressed because she's the best girl he's ever ³___.
- c I ⁴___ my Mum again. We're not talking to each other! She wants to ⁵___ me all the time. It's ridiculous! I'm not a baby!

- 3  T071 Listen to the speakers and choose the people they are speaking about.

- Speaker 1 his girlfriend/sister
Speaker 2 her sister/mother
Speaker 3 his girlfriend/mother

- 4 In pairs, talk about one of your relationships. Use these expressions and the phrasal verbs from Exercise 1. Guess who your partner is talking about.

- She's very unfair/so easy to talk to/got a great sense of humour.
- She trusts me/gives me a lot of freedom/irritates me.
- We have a good relationship/a lot in common.
- We used to argue quite often.
- I used to get on with her really well.

- A I get on really well with him.
B Is it your brother?
A No, it isn't ... He gives me a lot of freedom ...

VOCABULARY AND READING

- 1 Read the story and fill in the gaps with the words below. Each word can be used only once.

love admiration career beauty dearly
marry happy

Great love stories of all times

He was a Russian diplomat, playwright, poet and composer. She was a well-educated young lady of great ¹____, much younger than him. They met in her father's house in Tiflis and for some time did not realise that they loved each other ²____.

When they met again after some period of separation, he asked her to ³____ him. They were very ⁴____ together, but he had to continue his diplomatic ⁵____ in Tehran where he was murdered in January 1829 by religious fanatics who attacked the Russian embassy. His body was taken to Tiflis and buried in the Monastery of Saint David.

His young widow, on hearing of his death, gave birth to a child, who died a few hours later. She lived another 30 years after her husband's death, rejecting all suitors and winning universal ⁶____ by her fidelity to his memory. The inscription on his tombstone says, 'Your wit and your feat are immortal in the Russian memory, but why did my ⁷____ outlive you?'

- 2 Do you know whom this story is about?

- 1 Alexander Pushkin and Natalia Goncharova
- 2 Alexander Griboedov and Nina Chavchavadze
- 3 Mikhail Lermontov and Varvara Lopukhina



- 3 In pairs, discuss the facts of the other two great love stories from Exercise 2.

- 4 Read the text on page 81. Are the statements true or false?

- 1 The man hasn't talked to his wife for a long time.
- 2 He doesn't know what she is doing in Madrid.
- 3 The children have forgotten about their mother.
- 4 The man sends his children to work.
- 5 At the end of the story, the woman comes home.

- 5 In pairs, decide which of the people in the story 'Sunshine' said these statements.

1 Wake up! Mamá has come home.

2 I've just come from the airport.

3 We've missed you so much.

4 Have you brought me a present?

5 I haven't found a job yet. There's no work here.

6 I've earned enough money. We can move away from here.

7 I've taken them to school every day all the time you've been away.

8 I've been away for two years, but now I'm here to stay.

- 6 Match the underlined words (1-7) in the text with the people or places they refer to (a-g).

- a the man
- b Verónica
- c the family
- d in Madrid
- e the man's wife
- f the children
- g in Lima

- *7 Why is the story entitled 'Sunshine'? Do you know any other stories where description of nature reflects human emotions? Get ready to speak about them.

Sunshine



In a poor district near Lima a young man steps out of his home – a tiny house with a plastic roof. He looks up at the early morning sky. Another day with no sunshine. The weather has been terrible recently. He can't remember the last time he saw the sun. Heavy grey clouds fill the sky and his heart feels cold with sadness. There's no sunshine when she's gone, he thinks. There's only darkness every day. And she hasn't called for so long. He wonders if she's gone for ever. He tries to imagine life without her. What if she stays over there in Madrid cleaning the houses of the rich?

¹He turns as he hears a noise; one of the children is waking up. ²They miss her so much. The house just isn't a home without her. Every day they ask him, 'When is Mamá coming home?' And what can he say? One day. Soon, my baby. 'And why isn't ³she here, Papá?' Why? Because ⁴they need the money, and there are no jobs, and ⁵over there she can earn in a day what you earn ⁶here in a month. It isn't easy to feed five hungry children. But it isn't easy for them to live without their mother either.

He sighs. Time to wake them up and get them ready for school. He knows many people who send their children to work, to wash cars or to beg, but

she has always said that her children must get an education.

But it's hard. He misses her too. He misses her smile, her voice, the songs she sings even when things look black. And he knows she loves him. But why hasn't she called? Perhaps she's forgotten them. Perhaps she's decided to stay there. Perhaps she's found someone else. He feels like crying, but he can't. Not in front of the children.

A dog starts barking. He turns back to the house to start another day.

Suddenly, a ray of sunshine breaks through the clouds and lights up the doorway just as Verónica steps through the door. He feels the warm sun on his back. The little girl has just woken up and is rubbing sleep from her eyes. ⁷She looks so like her mother. She yawns and he hears her mother's voice. He hears his name, 'Nacho! Nacho!' Is Verónica speaking? Behind him he hears footsteps. He turns round. The sun is too bright and he can't see clearly. He puts his hand up to his eyes, and then thinks, 'I haven't woken up! I'm still dreaming!' But then Verónica shouts out, 'Mamá!' And he knows that sometimes dreams come true.



SPEAKING AND LISTENING

- In pairs, look at the photos and answer the questions.
 - What are the people in the photos doing?
 - Would you like to try it?
 - What do your parents think of skateboarding?
- Ⓢ T072 Listen and match people 1–3 with opinions a–c.

1 Mike	a totally against skateboarding
2 Mary	b tolerant of skateboarding
3 Frank	c in favour of skateboarding
- Ⓢ T072 Who says these sentences – Mike, Mary or Frank? Listen and check. Then practise repeating the sentences.
 - In my opinion, a teacher should be a model for young people.
 - Oh, come on. You can't be serious!
 - What do you think?
 - If you ask me, you have to be crazy to ride those boards.
 - That's right! Skateboarding is horrible!
 - I see what you mean, but Mike's a big boy.
 - That's a very good point.
- Read the text about skateboarding in Russia. Are these statements about the conversation, the text or both?
 - Skateboarders have a safety problem.
 - Young people in different countries like skateboarding.
 - You need special equipment for skateboarding.
 - There are international competitions in skateboarding.

Skateboarding in Russia

Skateboarding is very popular among teenagers all over the world. It is popular in Russia. Skateboarding has a big history in this part of the world, and the severe climate does not prevent people from doing it. Russia's main extreme sports show, the Adrenalin Games, is held twice a year – in winter and in summer. It is an International World Cup Skateboarding event. The weather may be cold in winter and rainy in summer, but there is always plenty of action with Russian and international riders.

- Complete **Speak Out** with the underlined expressions from Exercise 3.

SPEAK OUT | Expressing opinions

Agreeing

I totally agree.

—
—

Asking for opinions

Do you agree?

Don't you think ...?

—

Disagreeing

That's true, but ...

—

I totally disagree.

—

Expressing an opinion

Personally, I think ...

It seems to me ...

—

- Ⓢ T073 Choose the correct phrase in the conversations. Listen and check your answers. Then act out the dialogues in pairs.
 - A** Do you agree that teenagers watch too much TV?

B *That's a very good point./You can't be serious!* If you ask me, adults watch more TV than teenagers!
 - A** Do you think that it's important for parents and children to talk to each other?

B *I see what you mean./Do you agree?* It's true, talking can help your relationship, but it depends what you talk about.
 - A** Don't you think that if you live in your parents' house, you have to do what your parents say?

B I totally disagree. *Personally, I think/That's right, but* my parents are my friends, not my bosses.
- *7 In groups, discuss one of the topics below. Use **Speak Out** and the dialogues in Exercise 5 to help you.
 - It's important for parents and children to talk to each other.
 - If you live in your parents' house, you have to do what they say.
 - Good parents control when their teenage children go out and who they go out with.



LISTENING AND WRITING

1 In pairs, look at the photo below and answer the questions. Then listen and check.

- Where are the people?
- Do they know each other well?
- What do you think they are doing? Sharing secrets? Gossiping? Telling a joke?

2 Read the sentences. Listen again. Are the statements **true** or **false**? Correct the false ones.

- Sophie is the first to notice Liz.
- Liz is wearing a blue top.
- Liz has got straight hair now.
- Liz has just split up with Leo.
- Sophie doesn't know the tall guy Liz is sitting next to.
- Sophie has seen Liz with a short guy called John.

3 Find these abbreviations in the text messages below and decide what they mean. Circle the correct answer.

- | | |
|----------------------|---------------------|
| 1 CU = see you/queue | 3 w = what/with |
| 2 @ = and/at | 4 gr8 = great/green |

1 I've split up with Sophie. She never listens to me. 😞 CU @ 8.

Options

2 Liz has split up w Leo! I've just seen her new boyfriend. I wonder who he is.

Reply More

3 gr8 news! I passed my interview! 😊 I'm in the cafe w your brother. Love you.

Reply More

4 Read the messages from Exercise 3 again and match them with the senders Sophie, Liz and Hugh.

5 What do the abbreviations in the messages below mean? Then match replies A–C with messages 1–3 in Exercise 3.

- | | |
|---------|------------------------------|
| 1 U | under/you |
| 2 n | and/no |
| 3 mins | minutes/months |
| 4 H & K | hot and cold/hugs and kisses |
| 5 IMO | in my opinion/I must object |
| 6 2 | to/toe |
| 7 B | but/be |
| 8 goss | gossip/goes |

A U must B joking. Phone me @ 9 n tell me all the goss!

Reply More

B Well done! I'll be there in 15 mins H & K

Options Back

C Don't panic mate! IMO u did the right thing 2 leave her. CU @ 8!

Reply More

*6 In groups of four, write a text message to each person in your group. Reply to the messages you are given. Use the abbreviations above to help you.

*Project idea

What do you think an ideal family is like? Do you think your family is ideal? Write about your family, add some photos and make a leaflet 'We are an ideal family' or 'We are not ideal, but we are SO NICE!'. You may think of your own title.



10

The media

Read, listen and talk about the media.

Practise the Passive.

Focus on taking part in a conversation; listening for gist.

Write a letter to a magazine.



Mad about media?

Try our quiz and see how much you know ...

- Newspapers are read by — people in the world every day.
a 100 million b 300 million c 1 billion
- The five most popular newspapers in the world are all sold in the same country — which one?
a Japan b China c the USA
- The printing press was invented by Johann Gutenberg in —.
a 1447 b 1503 c 1655
- When were the first photographs printed in a newspaper?
a 1880 b 1920 c 1965
- Which of these international magazines has been published for the longest time?
a *Newsweek*
b *Rolling Stone*
c *National Geographic*
- Which of the magazines in Question 5 is the most popular? (It is bought by about nine million people around the world.)
- The Sun* is the UK's most popular daily newspaper. Every day it is bought by about — people.
a 1.2 million b 3.7 million c 10.4 million
- How many newspaper websites have been created since 1990?
a dozens b hundreds c thousands

GRAMMAR AND SPEAKING

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

- What sort of newspapers or magazines are the people reading?
- What daily newspapers do you read?
- Do you read sports/gossip/fashion/computer/music magazines? How often do you read them?

- In groups, do the quiz 'Mad about media'.

Work it out

- Match passive sentences 1–3 with active sentences a–c and choose the correct answer in the grammar rule.

Passive

- The Sun* is bought by about 3.7 million people every day.
- The printing press was invented by Gutenberg in 1447.
- Thousands of newspaper websites have been created since 1990.

Active

- Gutenberg invented the printing press in 1447.
- People have created thousands of newspaper websites since 1990.
- 3.7 million people buy *The Sun* every day.

- We use the *Active/Passive* when we are more interested in the action than the person who does it.



- 4 Look at the underlined verbs in sentences 1–3 in Exercise 3 and complete the rules with the words below.

am/is/are has been/have been was/were

We form:

- the Present Simple Passive with ___ and Participle II.
- the Past Simple Passive with ___ and Participle II.
- the Present Perfect Passive with ___ and Participle II.

Check it out

The Passive

We use the Passive when we are more interested in the action than the person who does it. We often use the word *by* to indicate who does the action.

To form the Passive we use the correct form of the verb *to be* and Participle II.

The Sun **is bought** by about 3.7 million people every day. (Present Simple)

When **was** the printing press **invented**? (Past Simple)

This story **has not been reported** in the press. (Present Perfect)

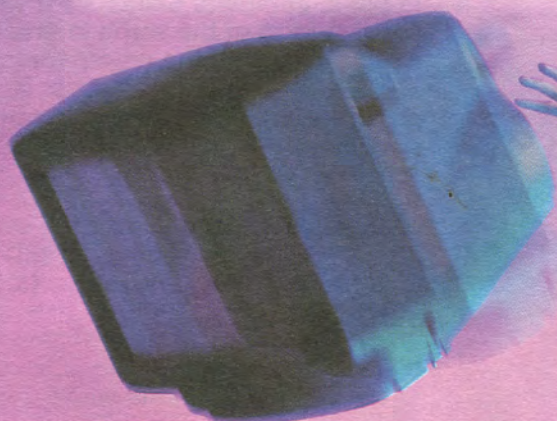
- 5 Find more examples of the Passive in the quiz. What tense are they?
- 6 In pairs, complete extracts a–f with the correct passive form of the verbs in brackets. Then match them with the newspaper sections below.

gossip column readers' letters
science TV guide international news
sports

- a In your article you say that every year hundreds of cyclists ¹ (kill) by drivers. How many car drivers ² (kill) by bicycles last year?
- b The world 100 metres record ³ (break) for the second time this week!
- c A new planet ⁴ (find) in the constellation Aquarius. The planet ⁵ (discover) by astronomers in California early last week.
- d Jimmy Deep stars in this comedy. Deep ⁶ (not/ask) to play comic roles very often, but he is really funny.
- e Glamour couple Chrissie Butros and Spike Dare ⁷ (photograph) everywhere they go. It's part of their daily life. But you've never seen photos like these ones!
- f More than 2,500 people ⁸ (kill) in an earthquake in Iran. The earthquake measured 6.7 on the Richter scale.
- 7 In pairs, look at the words and phrases in Exercise 6 and answer the questions.
- Which section of a newspaper do you read first?
 - Which sections do you never read? Why?
- 8 Complete each sentence using the Passive so that it means the same as the sentence above it.

- 1 In the early 1960s people proposed the idea of computer networks.
In the early 1960s the idea of computer networks was proposed.
- 2 In 1965 somebody connected two computers by telephone across the USA.
In 1965 two computers ____.
- 3 Ray Tomlinson invented email in 1972.
Email ____.
- 4 We don't know the exact number of websites.
The exact number of websites ____.
- 5 Search engines have counted at least eight billion web pages.
At least eight billion web pages ____.
- 6 Today over a billion people use the Internet.
Today the Internet ____.

TV or not TV?



Anti-TV groups are organising another Screen-Free Week. Helen Clark asks if TV is really such a bad thing.

A The average family spends 4–5 hours every day watching TV, but only 35 minutes having a meaningful conversation. *Screen-Free Week* started in 1994 in the USA (it was then called *TV Turn-Off Week*) after concerns about the health, social and educational impact television viewing was having on young people. Since then, every year during the last week in April people are invited to turn off their TVs for a week and to 'turn on life' – to do something useful instead of just sitting and passively watching TV. Organisers in the USA, UK, France, Brazil and Spanish-speaking countries believe that over 300 million people have taken part in the turn-off, with millions participating each year.

B But is TV really such a bad thing? Can't TV educate people? Doesn't TV news tell us more about what is happening in the world than any other type of media? Anti-TV groups don't agree. 'Television is hopeless at explaining the reasons behind the news,' they argue. 'We often watch shocking TV pictures of wars, social problems or famine, but we often don't understand why these problems started.' Campaigners also say that watching TV is a passive activity. The average person spends two months of the year in front of the television. This means that many people don't get enough exercise – or use their brains. There are other negative effects too – families spend less time talking to each other and TVs are often used as babysitters. Campaigners are also worried about the influence that TV has on children and young adults – for example, the average 19-year-old American has watched 350,000 commercials and 18,000 murders on television.

C There are serious arguments for turning off TV. But what do anti-TV campaigners recommend instead of TV entertainment? Have a look at their websites, read their leaflets and you will find lots of ideas: go to the library, learn to play a musical instrument, play with your pets or start a diary. Or you could learn about your family history, do some charity work, or go to a museum. Read a newspaper or listen to the radio.' So, there are plenty of things to do, but are they as much fun as watching TV?

USA: INTERESTING FACTS ABOUT TV

- Number of 30-second commercials seen in a year by an average child: 20,000
- Number of minutes per week that parents spend in meaningful conversation with their children: 38.5
- Number of minutes per week that the average child watches television: 1,680
- Percentage of children ages 6–17 who have TVs in their bedrooms: 50
- Percentage of day care centers that use TV during a typical day: 70
- Hours per year the average American youth spends in school: 900 hours
- Hours per year the average American youth watches television: 1,500
- Percentage of Americans that regularly watch television while eating dinner: 66

D Annie Davidson, a lecturer in Media Studies from North London, doesn't think that watching TV is a passive activity. 'On the contrary, it gives you something to talk about. For example, when we watch a soap opera, we form opinions about characters or stories. And if you don't watch it too much, TV isn't necessarily harmful for your health. Life is busier and more stressful than ever before. We need a simple way to relax in the evenings and television is perfect.' So will Annie Davidson take part in *Screen-Free Week*? 'I'm certainly going to watch less. There's a great drama on the radio this evening.'

The dates for *Screen-Free Week* are May 4–10, 2015 and May 2–8, 2016. Will you take part in it and find out the wide range of possibilities open to you when television is not a part of your life?

ANTENNA Survey

Are you a TV addict?

1. When do you usually watch TV?
2. Do you ever watch TV in the morning?
3. How many hours of TV do you usually watch in a week?
4. Have you got a TV in your bedroom?
5. Do you ever argue at home about which programme to watch?
6. Would you like to live without TV for a week?
7. What do you enjoy doing instead of watching TV?

Alternative Activities for Kids and Families

1. Organise a community clean-up.
2. Paint a picture, a fence or a room.
3. Ask an older family member to tell you a story about his or her childhood. Write about it.
4. Bake two batches of cookies – one for your family and one for a neighbour.
5. Play with your pet.
6. Go camping (even if it's just in the backyard!).
7. HAVE A PARTY TO CELEBRATE A SCREEN-FREE WEEK.

READING AND SPEAKING

- 1 In pairs, check the types of TV programmes below. Then think of a programme in our country for each type.

soap operas documentaries
talk shows comedy series game shows
debates and discussions reality shows
sports programmes quizzes

- 2 Complete the sentences with the types of programmes in Exercise 1. Then compare your answers with your partner.

- 1 On TV in my country there are too many ____ and there aren't enough ____.
- 2 The most popular programmes in my country are ____, ____ and ____.
- 3 My favourite TV programmes are ____.

	Me	Daniel	Anna
1 When do you usually watch TV?	in the evening after my homework	only on Saturdays	in the morning at breakfast, in the evenings until midnight, at the weekends all day

- 3 © T075 Read the text as you listen to it and match headings 1–6 with paragraphs A–D. There are two headings that you don't need.

- 1 Turn off your TV
- 2 Better things to do
- 3 TV and education
- 4 The positive side of TV
- 5 Reasons why TV is harmful
- 6 Why TV is good for our brains

- 4 Read the text again. Are the statements **true** or **false**? Correct the false ones.

- 1 *Screen-Free Week* is a new idea.
- 2 The organisers say that the week has been a success.
- 3 TV news is the best media for helping us understand the problems in the world.
- 4 The anti-TV campaign websites don't suggest many different activities.
- 5 *Screen-Free* campaigners are against all forms of media.
- 6 Annie Davidson believes that TV is good because it is a good subject for conversation.
- 7 Ms Davidson is going to ignore *Screen-Free Week*.

- 5 In pairs, complete the table with arguments from the text. Can you add any more arguments? What is your opinion on TV?

The pros and cons of TV

Pros

- TV can be educational
-
-
-

Cons

- TV doesn't really explain the news
-
-
-

- *6 In pairs, find nine different alternatives to watching TV in the text. Then read the list of Alternative Activities for Kids and Families. Which activities are mentioned in both the text and the list, which – only in the text and which – only in the list? Can you think of any more ideas?

- 7 Complete the survey for yourself and two other people. Decide who is the biggest TV addict.



SPEAKING

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

- What is the girl in this photo doing?
- Why do you think she is doing it?
- Do you think she is wasting her time? Why?/Why not?

2 **T076** Listen to the radio programme and choose the correct answers.

- What kind of radio programme is this?
a a news programme
b a phone-in
c a debate
- The caller is worried because her daughter
a won't eat anymore.
b wants to leave home to study computing.
c is spending too much time on the Internet.
- The caller doesn't know very much about
a computers and the Internet.
b mobile phones.
c her daughter's school work.

3 **T076** Study **Speak Out**. Then listen again. Which expressions do you hear?

SPEAK OUT | Taking part in a conversation

Asking for explanation

- I'm not sure I understand. What do you mean?
- What do you mean by *chat site*?

Asking for repetition

- I'm sorry, I didn't catch what you said. Could you say it again, please?
- Could you repeat that, please?

Hesitation

- Well, you see, the thing is ...
- I'm not sure really ...
- Let me think ...
- How shall I put it? Say ...

Politely interrupting

- That's very/really interesting, but ...
- That's true, but ...
- I'd just like to say ...
- Excuse me, can I just ...

4 **T077** Listen and choose the best replies.

- a Could you repeat that, please?
b How shall I put it?
- a Let me think ...
b What do you mean by DDR memory?
- a Can I just say something?
b I'm not sure really.
- a Excuse me, I'd just like to say ...
b Well, you see, the thing is ...

5 **T078** In pairs, complete the dialogue with phrases from **Speak Out**. Then listen and compare.

- A Newspapers could disappear because of the Internet and 24-hour news channels ...
- B (¹Interrupt) I don't like reading on a screen. And what about public transport?
- A (²Ask for an explanation.)
- B I mean, it's easy to read a paper on a bus, but the Internet isn't so practical, is it?
- A (³Hesitate) computers are getting smaller and you can access the Internet with ...
- B (⁴Ask for repetition.)
- A Yes, I said you can connect to the Internet with your mobile phone.
- B (⁵Hesitate) OK. The *paper* versions of newspapers don't have much future, but did you know that seven million people read *The Guardian's* website every day?

6 In pairs, read the dialogue from Exercise 5.

*7 Work in groups of four. Read the statement and follow the instructions. Use **Speak Out** to help you.

'Chat sites are bad for young people.'

- Students A and B find five arguments *in favour* of the statement.
- Students C and D find five arguments *against* the statement.
- Get together in groups of four and discuss the statement.

LISTENING

1 In pairs, answer the questions.

- How often do you listen to the radio?
- What is your favourite radio station?
- Look at the types of radio programmes below. Which ones do you often/sometimes/never listen to?

the weather the local news phone-ins
discussions/debates the travel news
the world news radio dramas
the sports news comedy programmes

2 **T079** Listen. What kind of radio programme is it? Don't worry if you don't understand everything.

3 Make a list of key words which helped you decide what kind of programme you listened to.

4 **T079** Listen again. What is the main idea of what the reporter says? Choose the correct answer.

- 1 *City* scored an excellent goal.
- 2 *City* didn't play well.
- 3 The referee was terrible.

5 Find three key phrases which helped you understand the main idea in the recording.

- 1 a very poor second half for *City*
- 2 they started well
- 3 the referee gave *United* a penalty
- 4 *City* were absolutely terrible
- 5 the fans were not happy

6 Read **Train Your Brain**. Look at Exercises 2–5 and choose the correct answers.

TRAIN YOUR BRAIN | Listening skills

Understanding the main ideas

- 1 It *is/isn't* important to understand the context.
- 2 Try/Don't try to understand everything.
- 3 Listen for key phrases/every detail to help you understand the main idea.

7 **T080** Listen. What type of radio report is it?

8 **T080** Listen again for the main idea of the report. Use **Train Your Brain** to help you.

VOCABULARY

1 **Think Back!** In pairs, add as many words as you can to each category. Then compare your answers with another pair.

- **Sections in a newspaper**
sports, ...
- **Types of TV programmes**
soap opera, ...
- **Types of radio programmes**
phone-in, ...
- **The Internet**
chat site, ...

2 In pairs, use the pronunciation table on page 140 to understand words 1–6. Then match them with their definitions a–f.

- | | |
|---------------------|------------------|
| 1 /ˌdɒkjʊ'mentəri/ | 4 /'tʃæt saɪt/ |
| 2 /'nju:z,eɪdʒənts/ | 5 /fə'tɒgrəfə/ |
| 3 /'hedlɪn/ | 6 /'dʒɜ:nəlists/ |

- a a person who takes photos professionally
- b an informative and educational programme
- c the people who write the stories in newspapers
- d a few words at the top of an article
- e a place to exchange messages with friends
- f a place where you can buy a paper

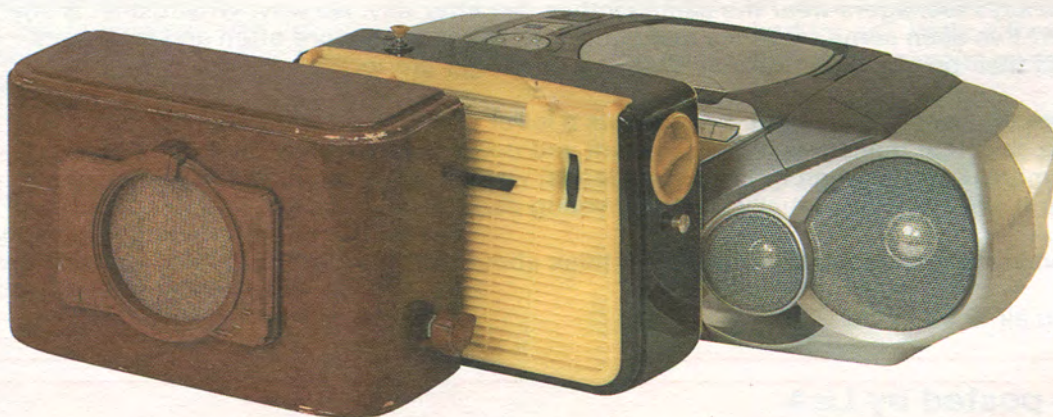
3 Check the meaning of the words below. Then use the words in the correct form to complete the sentences below.

channel station tabloid search engine
download broadcast (v)

- 1 In my opinion, the BBC ___ better programmes than the other TV ___.
- 2 ___ are the best way to find what you want on the Internet. You can ___ the programmes for free.
- 3 My favourite radio ___ has no speaking. It's 100 percent music.
- 4 *The Observer* is a quality weekly paper. *The Sun* is a ___ which comes out every day.

4 In pairs, answer the questions.

- What is your favourite magazine?
- How often do you read it?
- What do you particularly like about it?



Your shout!

Got an opinion?
Tell the editor! Judy Punch



The big issue: Read this week's star letter from Edward Thistlewaite

Just what is wrong with today's young people?



Dear Editor,
I am writing in connection with Julie Boyle's article 'Just what is wrong with today's young people?' in last Saturday's newspaper. I must say I agree with many things that were mentioned by the author.

First of all, Ms Boyle believes that young people are lazy. I totally agree. I am shocked at the poor physical health of teenagers today. They say they can't exercise because they have to study.

However, in my experience 'studying' is just an excuse to avoid doing anything.

Next, she says that teenagers are unpleasant. In my opinion, this is a very good point. What's more, when I go shopping, I am disgusted with the unhelpful service I receive from young people.

Finally, Ms Boyle says that young people spend all their time in front of TV or computer screens. This is absolutely true. Although there are many facilities in our town – the park, the library, the museum – they are rarely visited by teenagers. On the other hand, cyber cafés are full of young people wasting their time with computer games.

Yours faithfully,

Edward Thistlewaite
London

Back Forward Stop Refresh Home AutoFill Print Mail

Address: www1.teenstuff.com/messageboards/shockhorror.htm

Teenstuff

Teenstuff > Message boards

How to send photos MP3s [Shock, horror! Old journalist attacks young people!](#) Downloads

Originally posted by Surinder86

Hi, everyone,

Did anyone see Julie Boyle's article on young people in last Saturday's Herald? Unbelievable! She seems to think that all teenagers get up late and then spend all day watching TV. But that's just not true. Most of the people I know who are my age spend their holidays travelling or working part-time.

She also says teenagers wear the same clothes day after day. No way! What planet is she living on? I've seen some statistics that show teenagers wash more often and take more care with their personal appearance than any other age group.

That woman doesn't think – she just repeats a lot of stereotypes and generalisations. And then she says that teenagers are unpleasant and never smile! I really think she needs to get out more. I mean, when I'm with my friends, we're always laughing and joking. I wonder if she has ever actually seen any young people!

Come on you guys, let me know what you think about this.

Love you all ☺ Surinder

Reply posted by Lisa

WRITING

1 Read letters A and B and answer the questions.

- 1 What is the subject of both letters?
- 2 Which letter is more formal?
- 3 Which letter was sent to
 - a an Internet message board?
 - b a newspaper?

2 In pairs, look at the letters again and find the differences.

Which letter(s)

- 1 mentions the reasons for writing in paragraph 1?
- 2 uses phrases like *next* and *finally* to start each new paragraph?
- 3 mentions opinions from the original article?
- 4 uses the passive?
- 5 ends with *Yours faithfully* and full name?

3 In pairs, look at letter A again and answer the questions.

- 1 Which things does the writer mention in the first paragraph?
 - a the name of the article he wants to discuss and when it was printed
 - b some personal information about his hobbies and interests
 - c He shows that he agrees (or disagrees) with the article

- 2 What phrases does the writer use to show that he agrees or disagrees with the article?

4 Study **Train Your Brain** and check your answers to Exercises 2 and 3.

TRAIN YOUR BRAIN | Writing skills

A letter to a magazine

- 1 Use a formal style. Start with *Dear Editor/Sir/Madam* and end with *Yours faithfully* and your full name.
- 2 In the first paragraph mention the article or letter you are writing about and say clearly if you agree with it or not.
- 3 Start a new paragraph for each of your arguments. Use phrases like *first of all*, *then*, *next* and *finally*.
- 4 Quote opinions from the original article. Use these phrases to say whether you agree with them or not.
I totally (dis)agree with this.
I have to say, I (dis)agree with this.
In my opinion, this is very unfair/a good point/nonsense.

Mind the trap!

When we know the name of the person we are writing to, we finish formal letters with **Yours sincerely** and NOT **Yours faithfully**.

5 Complete Surinder's letter to the editor using letters A and B and **Train Your Brain** to help you.

Dear Sir/Madam,

I am writing in connection with Julie Boyle's article 'Just what is wrong with today's young people?' which appeared in your newspaper last Saturday. I have to say I disagree with many things Ms Boyle wrote about.

First of all, Ms Boyle believes that all teenagers get up late and then spend all day watching TV. However, in my opinion ¹...

Next, the article suggests that teenagers don't wash or change their clothes. In my opinion this is ²...

Finally, Ms Boyle suggests that teenagers are unpleasant and never smile. ³...

I wonder what other readers think about this issue.

Yours faithfully,

Surinder Sodhi

6 Find these words and phrases in letter A and then use them to complete the sentences below.

Although However On the other hand
What's more

- 1 Some people say TV is too violent. ____, it can also help us to relax.
- 2 TV is fun and helps us to relax. ____, programmes like soap operas can teach us to be tolerant.
- 3 ____ it is true that some TV programmes are trivial, documentaries can teach us a lot about the world.
- 4 Newspapers offer us old news. TV, ____, tells us what is happening right now.

*Project idea

You have just read a newspaper article called 'Why TV is bad for us'. Write a formal letter to the editor. Give your opinions on these points.

- TV encourages us to be lazy.
- It often gives us a trivial version of the news.
- We don't use our brains when we watch TV.
- TV teaches young people that violence is always the best answer.

VOCABULARY AND GRAMMAR

- 1 Complete the dialogue with one word in each gap.

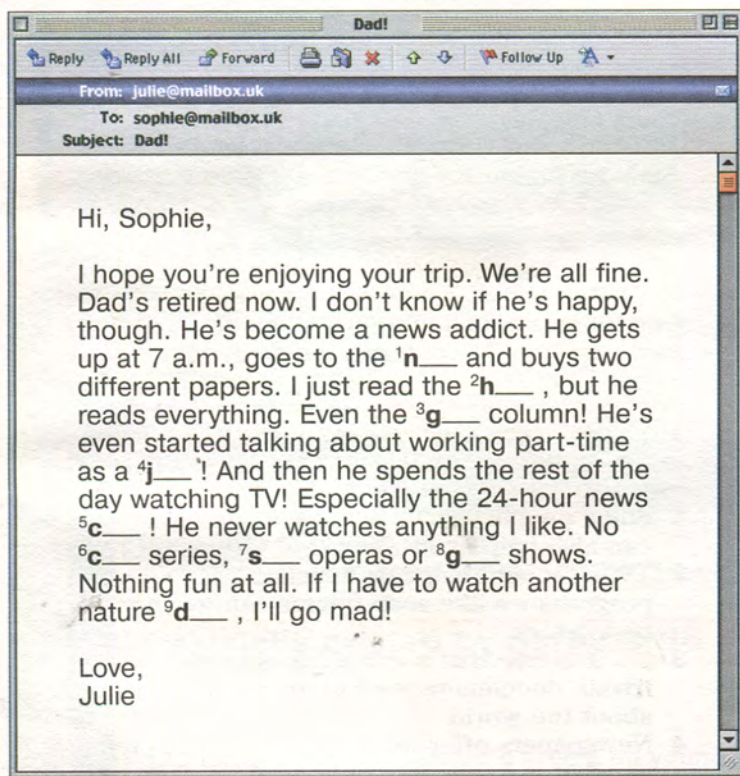
Kate Have you ever fallen in love with someone that your parents didn't get ¹ with?

Tina Yes, last year I had a terrible ² with them because of my boyfriend. I really fell ³ with them! We even stopped talking! Fortunately, I ⁴ up with him after a few weeks. We never really had a good ⁵, anyway. By the way, have you heard the news? Gary and Jill are getting ⁶. The wedding's next month.

Kate No way! I don't think it's going to work. They're too young.

Tina I agree. I think they'll be ⁷ by Christmas.

- 2 Complete the email with one word in each gap. The first letter of each word is given.



- 3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- The last time I spoke to her was in 1998. I have ___ 1998. **not**
- They print most newspapers in Nigeria in English. Most newspapers in Nigeria ___ in English. **are**
- They went to that restaurant last month. They ___ to that restaurant. **already**
- Lucy is going to tell Mark tomorrow. Lucy ___. **yet**

- 4 Read the dialogue. For each gap choose the correct answer.

Dawn Hey, Karen! Congratulations! I hear you ¹ in love! Tell me all about it! How long have ² him? Where ³ meet?

Karen We ⁴ at a nightclub last Saturday, so we have been together ⁵ almost a week now. I've ⁶ met anyone so intelligent and handsome ... Anyway, what has changed in your life ⁷ I last saw you?

Dawn Well ... I've ⁸ started a new job. It's great. Have you ⁹ had a job you really like?

- | | | |
|--------------|---------------|----------------|
| 1 a fall | b have fallen | c been fallen |
| 2 a you know | b did know | c you known |
| 3 a do you | b did you | c were you |
| 4 a met | b have met | c were meeting |
| 5 a for | b since | c from |
| 6 a ever | b never | c yet |
| 7 a for | b since | c ago |
| 8 a yet | b since | c just |
| 9 a just | b ever | c never |

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

- They got married in 1983 and they're still married today.
They've ___.
- We last went out together three months ago.
We haven't ___.
- They published the first edition of *The Guardian* in 1821.
The first edition of *The Guardian* ___.
- About 400,000 people buy *The Guardian* every day.
The Guardian ___.
- Road accidents have killed more than 40,000 people in Europe this year.
More than 40,000 people ___.
- We do not accept bad language on this message board.
Bad language ___.

PRONUNCIATION

- 1 **© C T006** Listen and put the words in the box in the correct columns. Then listen and check.

/aɪ/	/eɪ/	/ɔɪ/
blind	baby	noise

boyfriend campaign cyclist daily
engaged enjoy game headlines point
site sunshine voice

READING SKILLS

1 Read the text. Match opinions 1–6 with people A–F. *

- 1 It's a good idea to tell your parents about your new life.
- 2 I love my parents, but they don't give me enough freedom.
- 3 Why don't you live away from home and become independent?
- 4 I'm very sorry now that I didn't discuss things with my parents.
- 5 I understand you. My parents don't listen to me either.
- 6 People who complain about living at home don't know how lucky they are.

Back Forward Stop Refresh Home AutoFill Print Mail

Address http://www1.adviceforum.co.uk go

A Posted by **Amy** at 01:24 on Feb 12th

Hi, guys! I need your advice. I'm a 19-year-old student in my first year at university. I love my new life, but I still live at home with my parents. I get on really well with them. They're really generous and they love me. The problem is that they treat me like a 12-year-old – I have to be home before 10 p.m., they check to see if I'm studying and it's difficult for me to invite my new friends home. In fact, I've got a boyfriend now, but I haven't told them yet because I don't know how they'll react. Perhaps I should move out. What do you think?

B Posted by **Barbara** at 01:45 on Feb 12th

Personally, I really sympathise with what you are saying. I've had similar problems with my parents. I've tried to talk to them about it, but they just won't listen!

C Posted by **Carl** at 03:50 on Feb 12th

I totally agree with your parents, Barbara. If you ask me, you are selfish! You probably have a more comfortable life than your friends who live away from home – and more money too!

D Posted by **Dennis** at 06:19 on Feb 12th

Carl, I see what you mean: there is a plus side to living at home that we often forget. The problem is simple. Amy's parents still think she's a little school kid, and they don't understand that her life has completely changed. But Amy, have you tried talking to them? Tell them about student life and how different it is from school. Then, perhaps they'll understand that you're an adult now.

E Posted by **Emilia** at 08:39 on Feb 12th

Very true, Dennis! Talk to your parents, Amy. When I was 19, I didn't talk to my parents and we had a terrible argument, and they threw me out, and I haven't seen them since then. I feel so bad about it now.

F Posted by **Franklin** at 10:12 on Feb 12th

I totally disagree with you Dennis. Amy, your parents just don't want you to grow up. The only solution is to leave home. Get a part-time job and rent a flat with your new friends!

SPEAKING SKILLS

- 1 Work in pairs. Roleplay the conversation. Student A, look at page 113. Student B, look at page 115.
- 2 Describe the photo. Then answer the questions.



- 1 What do you think the relationship between the people in the photo is? Why?
- 2 Is it important to have a brother or a sister? Why?

VOCABULARY AND GRAMMAR

- 1 Put these words into five categories. Then add three more words to each group.

campsite guest house horror hip-hop
jazz polite reggae jealous
science fiction mountain shelter
short story snorkelling sightseeing
tolerant trekking

Books: —, —, —, —, —, —

Music: —, —, —, —, —, —

Holiday activities: —, —, —, —, —, —

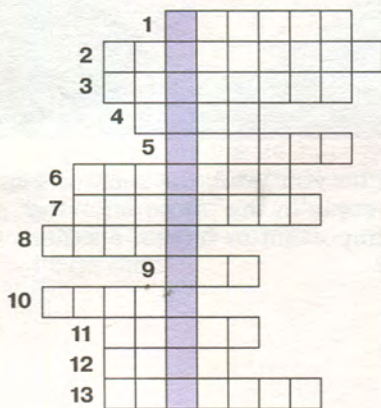
Personality adjectives: —, —, —, —, —, —

Types of accommodation: —, —, —, —, —, —

- 2 Choose the correct word.

- The kids at school were running in the *aquarium/playground/uniform*.
- I used to be *annoyed/terrified/terrifying* of my maths teacher.
- I lost the keys, but *finally/first/next* I found them in my pocket.
- I passed my physics exam. I felt really *pleased/stupid/fascinated*.
- I was so tired that I fell *asleep/blind/stressed* during the exam.
- Scientists are still trying to *improve/solve/invent* this problem.

- 3 Complete the crossword puzzle and find the secret message.



- It uses electricity and keeps you warm.
- A place for your books.
- A comfortable chair.
- You do your homework on it.
- It's quicker than a bath.
- I keep my clothes in a chest of ...
- A room at the bottom of the house.
- Between the street and the garage.
- You turn it on and water comes out.
- A covered space at the front door.
- The thing that you walk on.
- It gives you light.
- This is where you can find ice cream.

- 4 Complete the tables with the adjectives below.

bitter bright cosy delicious dull tiny
filling fresh greasy quiet roomy stale
sweet tasteful tasty uncomfortable

Homes	
Positive	Negative
bright	

Food	
Positive	Negative

- 5 Complete the sentences with the correct form of the verbs in brackets.

- If you — (do) that again, I — (tell) the others.
- You — (get) wet if you — (not take) an umbrella.
- If I — (get) the job, I — (tell) you at once.
- You — (not get) a job if you — (not look) for one.
- (you call) me if the train — (be) late?
- It — (not work) if you — (not switch) it on.

LISTENING SKILLS

- 1 © C T007 Listen and choose the correct answers.

- Sonia Jefferson is a
a guest at the meeting.
b teacher.
c student who is going to leave school.
- Sonia thinks that being a tour guide is
a always stressful.
b sometimes boring.
c very interesting, but sometimes difficult.
- To become a tour guide you must
a be an expert in history and geography.
b learn some facts about the countries you are going to visit.
c have a degree in tourism.
- As a tour guide you also need to
a be very fit.
b speak two foreign languages fluently.
c have a pilot's licence.
- A good tour guide
a is a good person.
b knows how to talk to people.
c laughs a lot.
- Sonia recommends the job of tour guide for people who want to
a have a routine at work.
b earn a lot of money.
c have fun and adventure.

READING SKILLS

- 1 Complete the text with sentences a–f. There is one extra sentence. Then choose the best heading (A–C) for the text.

The importance of English as a global language is growing all the time. Of course, there are more native speakers of Chinese than of English – about a billion compared to about 400 million. ¹ _____. And this number is getting bigger every year. English is the international language of politics, business, science, transport, advertising, the media and computers. ² _____. Even in countries like Germany, almost 90 percent of research scientists use English as their working language every day.

There are some other languages which are gaining in popularity: the number of people who speak Arabic, Chinese or Portuguese in different countries is increasing too. ³ _____. Even in the USA the fastest growing language is Spanish!

⁴ _____. There are about 6,000 languages in the world, but sadly many of them have an uncertain future. In fact, about twenty languages are disappearing every year.

Surprisingly, the Internet may offer a solution to this problem. Although it is true that English dominates the Internet, the number of websites in other languages is growing very quickly. With chat sites and messenger programmes people can communicate more easily than before and in any language they know. ⁵ _____.

- a For example, approximately 70 percent of websites are in English.
- b But almost one and a quarter billion people across the world use English as a second or foreign language.
- c In the future students may have to learn global English.
- d Not all languages are so successful, however.
- e So perhaps modern technology can help save some languages from dying out.
- f Some languages like Urdu or Hindi are growing much faster than English.

- A English in the world
- B Languages around the world
- C The language of the Internet

SPEAKING SKILLS

- 1 Describe the photo. Then answer the questions.



- 1 What do you think the people in the photo are celebrating? Why?
 - 2 Would you like to go to a very formal dinner like this? Why?/Why not?
- 2 Work in pairs. Roleplay the conversation. Student A, look at page 113. Student B, look at page 115.

DIALOGUE OF CULTURES 1

EDUCATION IN ENGLAND AND RUSSIA

Glossary attend school bachelor's degree compulsory corporal punishment gap year
nursery school/playgroup optional P.E.
pre-school education punishment school uniform specialise

The School System England	Typical Age	Type of Education	Type of School	School Years and Exams
	3-4	Pre-School Education This is not compulsory, but 47 percent of children attend.	Nursery school/Playgroup	
	4/5-10	Primary Education	Primary School	Year 1-Year 6
	11-18	Secondary Education Students can leave school after Year 11 (16 years old), but more than 50 percent continue education for another two years (Years 12 and 13).	Secondary School (usually comprehensive schools, which are for students of all abilities.) Some students choose to study for their A levels at a College of Further Education.	Year 7-Year 11 GCSEs Year 12-Year 13 A levels
	19-22	Higher Education About 40 percent of 19-year-olds enter higher education.	University (three or four years which finish with a Bachelor's degree - many students take a break (a gap year) before they start university.)	
Exams	GCSEs = General Certificate of Secondary Education - students usually take GCSEs in five to ten subjects at the age of 16. A levels = Advanced Level - students usually take two or three subjects at the age of 18. You usually need A levels to go to university.			

The School System Russia	Typical Age	Type of Education	Type of School	School Years and Exams
	3-6	Pre-School Education This is not compulsory, but 57 percent of children attend.	Kindergarten	
	7-10	Primary Education	Primary School	Year 1-4
	11-15 16-17	Secondary Education After junior secondary students can continue in a college or technical school or stay with their senior school. Whatever the choice, 11 years of study are compulsory.	Junior secondary school Senior secondary school	Year 5-9 OGE Year 10-11 EGE
	18-21 22-23	Higher Education Over 80 percent of school-leavers enter higher education.	University/Institute/Academy/Higher School Four years for Bachelor's Degree. 6 years - Master's Degree.	
Exams	OGE = State Final Attestation - students usually take 2 compulsory exams in mathematics and the Russian language and 2 optional exams in other subjects at the age of 15-16. EGE = Uniform State Exam - students usually take 2 compulsory exams in mathematics and the Russian language and any number of optional exams in other subjects at the age of 17-18.			

1 In pairs, look at the tables on page 96 and answer the questions.

- 1 How old are children in England and Russia when they start their school education?
- 2 At what age can they legally finish their school education?
- 3 How many years of compulsory education do students have before they take their school-leaving exams? What are these exams called in England and in Russia?
- 4 How old are most students when they finish University with a Bachelor's Degree?

2 Listen to five school-leavers talking about British secondary-school life. Match the speakers with the topics. There are two answers that you don't need.

- | | |
|----------|------------------------------|
| 1 Frank | a The school day |
| 2 Kirsty | b Physical education (P.E.) |
| 3 Jo | c Different types of school |
| 4 Rob | d School uniform |
| 5 Naomi | e School clubs and societies |
| | f Punishments |
| | g Subjects |

3 Read the text and choose the correct words. Then listen and check your answers.

>> School life

Some aspects of school life date back to the nineteenth century. One example is the school assembly, a meeting of the whole school every morning before classes. Another is school uniform, which is still very common – about '15 percent/50 percent of pupils in England wear school uniform.

The school day in both primary and secondary schools is fixed – the first lesson begins at 9.15 a.m. and classes end at '2.30 p.m./3.30 p.m. every day. Classes on Saturdays are very unusual. Compared with many countries, pupils in Britain specialise quite early. Pupils study many subjects until the age of fourteen, but then they usually study only three subjects during the last 'two/three years of school.

Sport is an important part of school life. P.E. is compulsory. Typically boys play football or rugby in winter and cricket in spring; and girls usually do aerobics or play 'basketball/netball. Britain was one of the last countries to use corporal punishment in schools (it only became illegal in 1985). Nowadays teachers can punish their students with lines or detention, which means that students have to 'stay after school/do extra homework.



4 In pairs, look at your answers to Exercise 3. How is life in British schools different from our country?

5 Crossing Cultures. Discuss these questions in pairs. Use your answers to Exercises 1 and 4 and the ideas below to help you.

'Is there anything in the British education system that you think is a particularly good or bad idea compared with our country? Why?'

too old/young liberal long/short childhood a big/small percentage
strict fair/unfair a large/small choice of subjects
optional/compulsory start your first job more exams
specialise early/late mature/immature

- A I think school uniform is a good idea. You don't have to worry about wearing really fashionable clothes every day.
B I think children in Britain are too young when they start school. Their childhood is really short!

6 Look at the photos. Which of them show a Russian school and which – an English school? Why do you think so?

DIALOGUE OF CULTURES 2

WORLD CAPITALS: MOSCOW AND LONDON

Glossary tourist destinations historical artifacts access free located in breathtaking view temple exotic atmosphere observatory

- 1 Read the Fact box about Moscow. Can you add anything to the list of the most popular tourist destinations and most famous art galleries and museums?
- 2 Read the descriptions of the places on the map. Which place in Moscow sounds the most interesting to visit? Why?

MOSCOW – fact box

Population
more than 12 million (about twelve percent of the Russian population)

Location
in the centre of the European part of Russia
Became the capital

in the fifth century
Most popular tourist destinations
Red Square, the Kremlin, Moscow metro, ...

Most famous art galleries and museums
Pushkin Museum of Fine Arts, Polytechnic Museum, ...

Gorky Park

The place most popular among young people, an 'oasis' in the centre of the bustling city. It is home to a number of skate-parks, dance floors, cafés, open-air cinemas, beautiful green lawns with benches, and perhaps most importantly, free wi-fi! It is accessible free too!

The State Historical Museum
Opened in 1894 to mark the coronation of Alexander III, the museum has a rich collection of artifacts that shows the history of the Russian lands from the Paleolithic period to the present day. Here you can see Scythian gold figures, funerary masks from the Altai, historical paintings, court costumes, and the silver death mask of Peter the Great.

Ostankino TV Tower

It was the highest TV tower in Europe and the world's tallest self-supporting structure from 1967 to 1975. Surpassed by the CN Tower in Toronto, Canada, Ostankino Tower contains 3544 stairs. For over 10 years it has hosted a stairs race. The record is 11 minutes and 55 seconds. It's a long way up!

Moscow State Historical-Ethnographic Theatre

Here you can watch folk drama, listen to ancient polyphonic singing, enjoy the sound of old Russian musical instruments and the beauty of old folk costumes. For young audiences there is a series of plays based on Russian folktales about Vasilisa the Wise, Ivan Tsarevitch and Koshchey the Deathless.

The Museum of Honey

Located in Kuzminki park, the museum shows how bees make honey. In pre-revolutionary times it used to be a bee-garden owned by the Golytsin family. Now there are 50 bee-hives with one bee-hive made of glass. You can see the whole process from collecting the nectar and making the combs to putting the honey into jars.

LONDON – fact box

Population

about 9 million (about twelve percent of the UK population)

Location

southeast England on the River Thames

Became the capital

in the ninth century

Most popular tourist destinations

Big Ben and the Houses of Parliament, Westminster Abbey, Buckingham Palace, Oxford Street, the Tower of London

Most famous art galleries and museums

the National Gallery, the Tate Gallery, the British Museum, the Natural History Museum

London CITY GUIDES

Greenwich

Across the river from the commercial skyscrapers in the Docklands is historic Greenwich. The district has many handsome old buildings, the famous observatory from where we calculate all the world's time zones, interesting walks along the Thames and wonderful views of the city.

Camden Lock

One of the liveliest parts of London. Young people come here from all over the world to buy unusual clothes and records, listen to music or even get a piercing or tattoo.

Soho

Not far from the tourist attractions of Trafalgar Square and Piccadilly Circus is Soho. The district has an exotic atmosphere with many alternative bars and cafés. It is also the centre of the UK music industry, so it's a good place to go shopping for CDs.

Southall

It is in the west of London, many people call it 'the Little Punjab'. When you walk down the busy streets full of exotic smells and colours, or see the beautiful Gurdwara (Sikh temple), you can really believe you are in India.

Parliament Hill

When you walk up Parliament Hill, you feel as if you're far from the crowds and noise of the city. Your reward when you get to the top – a breathtaking view of central London.

Hampstead

A district in the north of London. It's only five miles from the city centre, but is famous for its quiet, village atmosphere. It's the home of many actors, writers and rock musicians.

4 Crossing Cultures. Work in groups. Answer the questions using the prompts below.

- 1 Imagine that Tomas, Maria, Miriam and Evan are visiting Moscow. What places or districts could they visit? What places could they visit in your region of the country?
- 2 Write a few sentences for each visitor using the example below.

A *Miriam could visit Gorky Park because it's a park which is really relaxing to walk through in the evenings.*

3 DC T002 Four kids from different countries are visiting London. Read the texts about London places of interest and in pairs decide which place is the most interesting for each kid. Then listen and check your answer.

- 1 Tomas is interested in different cultures.
- 2 Maria is interested in music, fashion and nightlife.
- 3 Miriam likes peace and quiet.
- 4 Evan is interested in history.

DIALOGUE OF CULTURES 3

THE MONARCHY

Glossary abdicate caring divided energetic experienced honourable
loyal monarch Prince of Wales ruler support throne
turning point World War One ultimatum

Memorable MONARCHS



Throughout history, royal dynasties have ruled countries and empires around the world. Kings, queens, emperors, chiefs, pharaohs, czars – whatever title they had, monarchs have shaped institutions, rituals, and cultures in every time period and every corner of the world. Efforts to overthrow monarchies or evade their rule – such as the American, French, Chinese, and Russian revolutions – are considered turning points in world history. Even today, many countries retain their monarchies, although most monarchs have little political power. One cannot understand human history and government without understanding monarchs and monarchies.

EDWARD VIII

As Prince of Wales, Edward fought during World War One. He was worried by the revolutions at the end of the war when Germany and Russia lost their monarchs. Edward realised that the monarchy had to be close to the nation to survive. During the economic crisis of the 1930s he worked to help the unemployed. When he finally became king in 1936, he was perhaps the most popular monarch in British history. But he was also in love with an American woman, Wallis Simpson, who was still married. The government presented Edward with an ultimatum – either the throne or Mrs Simpson. On December 11, 1936 Edward shocked the nation by telling them that he had abdicated. He had been king for less than eleven months. Edward married Mrs Simpson in 1937 and the couple spent the rest of their lives abroad.

ELIZABETH I

When Elizabeth became Queen in 1558, England was a weak, divided country. But during the 45 years she was in power, Elizabeth brought her nation together and England's position became stronger. It was a golden age – the age of Shakespeare and the voyages of discovery. Elizabeth was not a beautiful woman – she started going bald when she was quite young – but she had a magnetic personality and chose talented men to be her ministers. She once said that although she had the body of a woman, she had the heart and stomach of a king. Elizabeth never married – she used to say that her love affair was with the nation.

PETER I

Peter I, called Peter the Great, was czar of Russia from 1682 to 1725. His reign was marked by extensive reforms and by the establishment of Russia as a major European power. He reorganised the government: established the Senate as the highest government institution and 10 ministries called 'kollegii'. In 1712 Peter the Great moved the Russian capital to St Petersburg. The 'Tsar-reformer' organised a Russian regular army and founded the Russian navy. Peter was a big strong man (2.03 metres tall) who, unlike previous Russian monarchs, was not afraid of physical labour. He was an experienced army officer and navy admiral, a skilful shipbuilder and an amazingly energetic personality.



1 Quickly read the text and answer the questions.

Which monarch

- 1 lived in the 20th century?
- 2 ruled the country for 43 years?
- 3 lived at the same time as Shakespeare?

2 Read the sentences and match them with a monarch from Exercise 1.

- 1 He/She founded a new capital. —
- 2 He/She was in power for a long time. —
- 3 He/She decided that love was more important than power. —
- 4 He/She worried about the future of the monarchy. —
- 5 People admired his/her energy and naval skills. —
- 6 He/She was good at choosing government ministers. —

3 Which words do you think best describe each monarch? In pairs, choose two words for each person. Then compare your answers with another pair.

Elizabeth I: — —
Peter I: — —
Edward VIII: — —

respected strong romantic intelligent caring brave
honourable intriguing loyal popular energetic

4 © DC 1003

Listen to the programme about Elizabeth I. Which adjectives from Exercise 3 does Jill use to describe her? Were any of your adjectives the same?

5

Crossing Cultures. Work in groups and note down your answers to these questions. Then compare your ideas with another group. Were any rulers chosen by more than one group?

- Choose one famous ruler (a monarch, prime minister or president) in our country's history. When was he/she in power?
- What sort of reputation and personality did this person have? Use the words in Exercise 3 to help you.
- What makes him/her a memorable ruler? Use the ideas below to help you.

married/was in love with argued with encouraged
built/started won/lost ... against ... killed/was killed
changed introduced ended

DIALOGUE OF CULTURES 4

FAMOUS PLACES IN BRITAIN AND RUSSIA

Glossary baths birthplace guided tour spa town world-famous medieval
Mongol invasion World Heritage Sites golden age fresco painting
marine military exercises

1 Quickly read the texts on pages 102–103 and match each place described in the texts with points 1–7 on the maps.

0 miles 100



Bath

A town not far from Bristol, this is one of England's most attractive cities. It contains some of the finest Roman buildings in Britain, including the famous baths which were built in 60 AD. In the 18th century it became the most fashionable spa town in Britain. Today you can still see many streets of elegant terraced houses. It is a UNESCO World Heritage Site.

Edinburgh

The capital of Scotland. The centre of the city is full of historic medieval buildings, churches, palaces and museums. It is especially famous for its castle (12th century) which stands high over the city on a granite rock. It is an important university centre and a centre for the arts. The arts festival which takes place here in August is the largest in Europe.

Oxford

A city about fifty miles northwest of London. Its world-famous university was started in the 12th century – one of the first in Europe. The university has over thirty colleges, but perhaps the most famous include Merton, Balliol and University College. In the 20th century it also became England's main centre for making cars. However, education still dominates Oxford – in fact eight percent of the population are teachers!

Stratford-on-Avon

Stratford is a market town a little to the south of Birmingham. It is most famous for being the birthplace of William Shakespeare. Every year Stratford is visited by over two million tourists. Today it is an important cultural centre (the town is the home of the Royal Shakespeare Theatre).

The Golden Ring of Russia



Vladimir

Vladimir, one of the medieval capitals of Russia, is situated to the east of Moscow. The oldest existing monuments are dated back to the middle of the 12th century. The city's period of greatest importance was probably in the late 12th and early 13th century, up to the Mongol invasion. Several of Russia's greatest architectural monuments were built in Vladimir during that time, including Assumption Cathedral and the Golden Gates, both of which are World Heritage Sites.

Yaroslavl

Yaroslavl, a town about 280 km northeast of Moscow, is believed to have been founded in 1010 by Prince Yaroslav the Wise. The 17th century was the golden age of Yaroslavl, when it became the second largest city after Moscow in Russia. It was the time when the unique Yaroslavl school of fresco painting and architecture was created. A lot of domes in churches and rich tiled walls are specific features of this school. Due to the mixture of various architectural styles presented in Yaroslavl a lot of art critics call it 'Florence in the Russian North'.

Pereslavl Zalesky

A town about 140 km north of Moscow. It was founded in 1152 by Prince Yuri Dolgoruky 5 years later than Moscow. The site is the birthplace of Alexander Nevsky, who was instrumental in protecting Russian cities from invaders in the 13th century. Next to the city is Plescheyvo Lake, the cradle of the Russian Fleet, where the young Peter I did his marine military exercises. In fact, one of only two surviving ships from Peter the Great's original fleet can be seen here in the Botik Museum.

3 Listen and match extracts 1–5 with situations a–e.

- a Asking for directions
- b On a guided tour
- c In a hotel reception
- d In a taxi
- e A station announcement

4 Listen and decide which places from Exercise 1 the couple are visiting in each situation.

5 Crossing Cultures. Work in groups and follow the instructions. Use the ideas below to help you.

- Choose a tourist destination in our country.
- Write a short guidebook entry for the place. Use the phrases in Exercise 1 to help you.
- Don't mention the name of the place in your description!
- Swap your descriptions with another group. Can you guess which place they are describing?

2 Read the texts again and answer the questions. Sometimes there is more than one answer.

Which place

- 1 is a university city?
- 2 has got a famous castle?
- 3 is the birthplace of someone famous?
- 4 is connected with the names of Yuri Dolgoruky and Peter the Great?
- 5 was the capital at one time?
- 6 is also an industrial city?
- 7 is a cultural centre?
- 8 is compared to a city in Italy?
- 9 is a spa town?

ГИА (ОГЭ). Раздел 1. Задания по аудированию

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Задание 1

Вы услышите 4 коротких диалога, обозначенных **A, B, C** и **D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5 только один раз. В задании есть одно лишнее место действия.** Вы услышите запись дважды. Занесите свои ответы в таблицу.

- 1 In a restaurant.
- 2 In a hotel.
- 3 In a clothes shop.
- 4 In the street.
- 5 At a post office.

Диалог	A	B	C	D
Место действия				

Задание 2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **A–E** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6 только один раз. В задании есть одно лишнее утверждение.** Вы услышите запись дважды. Занесите свои ответы в таблицу.

- 1 The speaker likes to stay at home during this season.
- 2 The speaker can spend this season in the countryside.
- 3 The speaker thinks the season is difficult for kids at school.
- 4 The speaker believes this season can be a busy time.
- 5 The speaker likes the season because of the celebrations.
- 6 The speaker says schoolchildren shouldn't study in spring.

Говорящий	A	B	C	D	E
Утверждение					

Задания 3–8

Вы услышите беседу. В заданиях **3–8** обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

3 Why did Peter want to see Joan?

- 1) He wanted to invite her to the cinema.
- 2) He had some tickets to sell her.
- 3) He needed company for tomorrow.

4 How was Peter able to get the tickets?

- 1) Through the film sponsoring company he used to work for.
- 2) He got them with a discount as a bonus.
- 3) He bought them on the black market.

5 How much did Peter pay for a ticket?

- 1) \$50.
- 2) \$75.
- 3) \$200.

6 Why did Peter buy the tickets for the opening night?

- 1) There were no other tickets.
- 2) It was quite cheap for him.
- 3) Joan wanted to see the premiere.

7 How does Joan feel about Peter buying the tickets?

- 1) She's impressed.
- 2) She's indifferent.
- 3) She's angry.

8 What time will Joan and Peter come to the cinema?

- 1) 8 p.m.
- 2) 9 p.m.
- 3) 10 p.m.

ГИА (ОГЭ). Раздел 2. Задания по чтению

Задание 9

Прочитайте тексты и установите соответствие между текстами и их заголовками: к каждому тексту, обозначенному буквами **A–G**, подберите соответствующий заголовок, обозначенный цифрами. Используйте каждую цифру **только один раз**. В задании есть один лишний заголовок. Занесите свои ответы в таблицу.

1. Disney's character
2. Famous characters
3. Best toys ever
4. Start of the career

5. The fun museum
6. Disney in poverty
7. The land of entertainment
8. Memorable tunes

- A.** Walt Disney was born in Chicago, his father being Irish Canadian, his mother of German-American origin. He revealed a talent for drawing and an interest in photography early on and after service with the American Red Cross in the First World War. He was a man with a vision and he had a dream, so in 1923 he and his brother Roy left for Hollywood and for some years struggled against poverty while producing a series of cartoon films.
- B.** The first successful cartoons of Walt Disney were made only in the late 1920s. In 1927 he had some success with the series called *Oswald the Lucky Rabbit*, but it was not until September 1928, when *Steamboat Willie* appeared, the first *Mickey Mouse* with sound, that he achieved lasting success. Mickey Mouse became a household name together with such companions as Minnie, Pluto, and, perhaps the most popular of them all, Donald Duck.
- C.** When you think about Walt Disney's cartoons, *The Three Little Pigs* and *Snow White and the Seven Dwarfs* with their still familiar songs by Frank Churchill immediately spring to mind. And it's no wonder! There is much music in all the cartoons of Walt Disney. His characters sing beautiful songs which greatly add to the cartoon's incredible charm and they are loved and sung by thousands of children worldwide.
- D.** After the Second World War Disney turned his attention to real-life nature studies and non-cartoon films with living actors. After a rather unsuccessful feature cartoon *The Sleeping Beauty*, he made a triumphant come-back with the very successful *Mary Poppins*. He always worked hard to achieve success and he wasn't upset with failures if they happened. Disney tried and tried again and finally he always got what he wanted.
- E.** In 1955 Walt Disney branched out into a different enterprise *Disneyland*, a huge amusement park in southern California. Disneyland is situated 27 miles south of Los Angeles. Of all the show-places none is as famous as Disneyland. This superb kingdom of fantasy linked to technology was created by Walt Disney. The park is divided into six themes and there is so much to see and do in each that no one would attempt to see all of them in one visit.
- F.** Walt Disney died in California at the age of 65, but he'll never be forgotten. His works have given so much pleasure for many years to many people, young and old, in many countries. But it was not the end of the story. Today the Disney empire produces not only films and cartoons. Millions of children worldwide enjoy beautiful toys portraying their favourite Disney characters, and this brings the company huge profits.

G. Now tourists to America can visit not only the famous theme park, but also the Disney family museum. This is a truly great place where you'll find a lot of events and there's no time to be bored there. There's also a programme of Disney cartoons and films, so after you've seen everything you can still enjoy your favourite characters in a wonderful cinema. By the way, you can watch the cartoons for free if you buy a ticket to any museum exhibition.

Текст	A	B	C	D	E	F	G
Заголовок							

Задания 10–17

Прочитайте текст. Определите, какие из приведённых утверждений **10–17** 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*).

Maria Curie

Maria Curie was born in Warsaw on November 7th, 1867. Her father taught science and mathematics at school, and from him little Maria Sklodovska – her Polish name – had her first lessons in science.

Maria wanted to study at Sorbonne University, and after many years of waiting she finally left her native land for Paris in 1891. In Paris Maria began a course of hard study and simple living. She determined to work for two Master's degrees – one in physics, the other in mathematics. So she had to work twice as hard as any other student. She did not have enough money to live on, and soon her strength was weakened because she had no proper food. She lived in a small room in the poorest part of Paris. Night after night after her hard day's work at the university Maria would climb to her poorly furnished room and work at her books for hours, but nothing could deter the young woman from her chosen path.

Among the scientists Maria met and worked with in Paris was Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and was interested in science from childhood. At 16 he became a Bachelor of Science and took his Master's degree in physics when he was 18. When Pierre met Maria Sklodovska he was 35 years old and already famous in Europe for his discoveries in magnetism. However, the French Government could only give him a very small salary, and the University of Paris refused to give him a laboratory of his own for his research work.

Pierre Curie and Maria Sklodovska loved science more than anything else. Very soon they became close friends. After a little more than a year they fell in love, and in 1895 Maria Sklodovska became Madame Curie.

By this time Maria Curie had got her Master's degree in physics and mathematics, and was busy with research on steel. She now wanted to get a Doctor's degree. For some time Pierre and Maria Curie had been interested in the work of a French scientist named Becquerel. There was a metal called *uranium* which, as Becquerel discovered, emitted rays very much like X-rays. These rays made marks on a photographic plate when it was covered in black paper. The Curies kept wondering about these rays from uranium. Here, they decided, was the subject for Maria's Doctor's thesis.

The research was carried out under very difficult circumstances. Madame Curie had to use an old store-room at the university as her laboratory. It was cold there and the room was too small for research work, but soon she discovered that the mysterious uranium rays were even more remarkable than she had thought. They were like no other known rays. Maria Curie began to examine every known chemical body. After repeating her experiments she found out that a mineral called *pitchblende* emitted far more powerful rays than any other mineral she knew.

As Maria Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende, she could only decide that this mineral must contain some new element — there was no other explanation for the powerful rays it emitted. Scientists call the property of emitting such rays *radioactivity*, and Madame Curie decided to call the new element *radium*, because it was more radioactive than any known metal.

Madame Curie-Sklodovska died in 1934. She was a leading female-scientist and the first person to receive the Nobel Prize twice.

10 Maria's father taught her the first things about science.

- 1) True 2) False 3) Not stated

11 It was not easy for Maria to study in France.

- 1) True 2) False 3) Not stated

12 Maria had to work harder than others because she was a woman.

- 1) True 2) False 3) Not stated

13 Pierre Curie got his degrees at a young age.

- 1) True 2) False 3) Not stated

14 Pierre Curie got famous because of his wife.

- 1) True 2) False 3) Not stated

15 Pierre and Maria Curie knew Becquerel very well.

- 1) True 2) False 3) Not stated

16 Maria Curie discovered a new chemical element.

- 1) True 2) False 3) Not stated

17 Maria Curie was the only woman to get the Nobel Prize twice.

- 1) True 2) False 3) Not stated

ГИА (ОГЭ). Раздел 3. Задания по грамматике и лексике

Задания 18–26

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **18–26**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **18–26**.

Big Ben

- | | | |
|----|--|-------------|
| 18 | Do you know what Big Ben is? Many tourists believe that the big clock on the tower of the Palace of Westminster — <i>Big Ben</i> . | CALL |
| 19 | However, Big Ben is actually the bell of the clock. It is still the — clock bell in Britain. It weighs 13.5 tons. | BIG |
| 20 | The clock tower is 318 feet high. You will have to go up 374 steps if you want to reach the top. So the clock — small from the | LOOK |
| 21 | pavement below the tower. But — face is 23 feet wide. It would | IT |
| 22 | only just fit into some classrooms. I wish we — have it in our classroom! The minute-hand is 14 feet long. Its weight is equal to that of two bags of coal. The hour-hand is 9 feet long. | CAN |
| 23 | The clock bell — its name <i>Big Ben</i> from Sir Benjamin Hall. He had the job of putting the bell up. Sir Benjamin was a big man. On | GET |
| 24 | the — day of the Parliament session he said, 'Shall we call the bell St Stephen's?' St Stephen's was the name of the tower. But someone shouted, 'Why not call it <i>Big Ben</i> ?' as a joke, and now the bell — all over the world by that name. | ONE
KNOW |
| 25 | A lot of people say it's the — place in London – so come and visit! | BEAUTIFUL |
| 26 | | |

Задания 27–32

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **27–32**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **27–32**.

The British Museum

- | | | |
|----|---|-----------|
| 27 | The British Museum has one of the largest libraries in the world. It has a copy of — every book that has been printed in the English language, so there are more than six million books there. They receive nearly two thousand books and papers daily. | PRACTICAL |
| 28 | The British Museum Library has a very big — of printed books and manuscripts, both old and new. You can see old manuscripts with — pictures. They keep these manuscripts in glass cases. | COLLECT |
| 29 | You can also find there some of the first English books printed by William Caxton. He was a — who lived in the fifteenth century. He made the first printing press in England. | FANTASY |
| 30 | In the — room of the British Museum many famous people have read and studied. Charles Dickens, a very popular English writer and the author of <i>David Copperfield</i> , <i>Oliver Twist</i> , <i>Dombey and Son</i> and other books, spent a lot of time in the British Museum Library. | PRINT |
| 31 | Every tourist must visit the British Museum – it's an unforgettable place and a — experience. | READ |
| 32 | | WONDER |

ГИА (ОГЭ). Раздел 4. Задание по письму

Обратите внимание на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём, не оцениваются.

Задание 33

You have **30** minutes to do this task.

You have received a letter from your English-speaking pen-friend, Sally.

... As I have probably written to you, my Mum has got a new position. She has to work longer hours and for the time being I have to help her much more than I used to. ...

What duties about the house do you have? Which ones do you enjoy doing and why? Are there any duties you don't like doing? ...

Write her a letter and answer her **3** questions.

Write **100–120** words. Remember the rules of letter writing.

ГИА (ОГЭ). Раздел 5. Задания по говорению

- 1 Task 1. You are going to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

Ireland is a small country, but a lot of people in the world know about it. In many countries there are families which went there from Ireland in the past. They left Ireland to find work in those countries and they stayed there. Ireland has never been a very rich country. It is not rich in money, but it is very rich in music and poetry. The Irish are kind and friendly people. They welcome strangers, and so a lot of tourists visit the country and enjoy it. The Irish love to talk. They like to tell funny stories.

Ireland is a beautiful country with fine lakes and tall mountains. On a tour of Ireland you see a lot of farms and not many factories. Because it is so green, people call it the 'Emerald Isle'.

- 2 Task 2. You are going to take part in a telephone survey. You have to answer seven questions. Give full answers to the questions. Remember that you have 40 seconds to answer each question.

Electronic assistant: Hello! It's the electronic assistant of the Book Lovers' Club. We kindly ask you to take part in our survey. We need to find out how people feel about reading books in our region. Please answer six questions. The survey is anonymous – you don't have to give your name. So, let's get started.

Electronic assistant: How old are you?

Student: ...

Electronic assistant: How many books a month do you usually read?

Student: ...

Electronic assistant: Where do you get new books to read?

Student: ...

Electronic assistant: What are your favourite books?

Student: ...

Electronic assistant: What kind of books are the most popular with your classmates?

Student: ...

Electronic assistant: Why do you think it is important to read books?

Student: ...

Electronic assistant: What would you advise a teenager who doesn't like reading?

Student: ...

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

- 3 Task 3. You are going to give a talk about pets: You will have to start in 1.5 minutes and speak for not more than 2 minutes.



Remember to say:

- why people like having pets
- what are the most popular pets in Russia
- if you have a pet and how you take care of it or what pet you would like to have and how you would like to take care of it

You have to talk continuously.

Student A activities

Unit 2, Speaking, Exercise 8, page 19

Student A

Look at advert 1 in Exercise 1, page 19. Use **Speak Out** to roleplay a situation.

You are interested in the working holiday in Scotland. You can start work on 1 August. You want to know:

- the dates of the holiday;
- where you're going to stay;
- how to get to Scotland from London.

Consolidation 1, Speaking Skills, Exercise 1, page 31

Student A

While on holiday in the UK you see an advert for a camping trip to Brighton. You and your friend want to go. Call the tourist office and ask:

- if there are places available;
- how much the trip costs and how you are going to get there;
- things to do in Brighton and what you need to take with you.

You start the conversation.

Unit 7, Listening, Exercise 8, page 65

Student A

Look at the predictions and decide if any of them might come true in our country in the next thirty years. Then discuss your ideas with your partner. Use **Speak Out** on page 61 to help you.

- The school-leaving examination will become more difficult.
- People will stop eating traditional national dishes.
- A film/pop/sports star will become your country's leader.
- More people will move from the country to the cities.

Perhaps the school-leaving examination will become more difficult in the future.

Unit 8, Speaking and Listening, Exercise 8, page 71

Student A

You are looking for a summer job. Your friend, Jeanine, told you that her friend, Marco Baresi, has some information about a job in a hotel in England. Call Marco to find out about the job. If he's not there, leave a message for him.

- Say who you are and why you are calling.
- Ask him to get in touch with you.
- Spell your name and leave your phone number and email address.

Consolidation 3, Speaking Skills, Exercise 1, page 75

Student A

Your name is Thomas/Emily Richardson. You want to get a summer holiday job in the USA. Call Simon (a friend of yours who worked in the USA last year) to find out about the job. If he's not there, leave a message.

- Say who you are and why you are calling.
- Ask him to contact you.
- Leave your name, phone number and email address.

Your partner starts the conversation.

Consolidation 4, Speaking Skills, Exercise 1, page 93

Student A

While you are studying in UK, you are taking part in a debate about television.

- Express your opinion that TV has a bad influence on young people.
- Disagree politely with your partner's opinion. In your opinion there is also too much violence on TV.
- Give an example of a programme which, in your opinion, has a lot of violence.

You start the conversation.

Consolidation 4, Speaking Skills, Exercise 2, page 95

Student A

You are in an English restaurant, unhappy with the meal you ordered. Talk to the waiter/waitress.

- Say how disappointed you are, giving at least two reasons.
- Ask what the waiter/waitress is going to do about it.
- Accept the suggested solution.

You start the conversation.

Student activities

Unit 4, Reading and Vocabulary, Exercise 1, page 35

Check your answers to the Sleep Facts questions on page 34.

- 1 False. Teenagers need more sleep than adults. Experts believe that teenagers need nine to nine and a half hours a night, but most adults only need seven to eight.
- 2 True.
- 3 True, but there is a big difference in how much animals sleep. Many birds sleep for only two hours a night, but koala bears and some cats sleep for sixteen hours!
- 4 False. When you sleep for 8 hours you use about 520 calories – the same amount your body needs to run for 55 minutes. So, don't forget to eat breakfast!

Unit 5, Vocabulary, Exercises 4 and 5, page 45

© T042 Read the text and choose the correct words. Then listen and check. What kind of room is the person describing?

I really love this room – it's very bright and ¹*cosy/uncomfortable*. It's ²*downstairs/upstairs* on the first floor. You get a wonderful view of the trees in the back garden from the window. There's a big ³*skylight/attic* too, so you get a lot of sunshine in here in the mornings which I love. It's not very ⁴*roomy/tiny*, but I think it's big enough for one person. It can be rather cold in winter, so I have to turn on the ⁵*freezer/heater* sometimes.

I like the decoration; it's quite tasteful. There are a lot of colourful posters on the ⁶*floor/door* and an ⁷*ugly/attractive* old Indian rug. There's a lamp in the corner, a large desk where I keep my computer and printer and a ⁸*chest of drawers/bookshelf* for my books. I keep all my CDs and records and I have my DVD player in here as well. There's a comfortable old ⁹*armchair/statue* too. Sometimes I sit and listen to music in the evenings, especially when my girlfriend goes to bed early. But most of the time I work in here. I'm finishing my studies so I've got a lot of work to do. I used to just work in the bedroom, but we decided it was better to have another room where I could work in peace.

Unit 5, Speaking, Exercise 3, page 46

Read the description and answer the questions on page 46.

The picture shows a street of terraced houses in a city. I don't know where it is exactly. Perhaps it's in Germany, but it's probably in Britain or Ireland somewhere. The houses are quite small and they haven't got front gardens. But some of the houses look very colourful. In the foreground there are some young kids who are playing football in the street. And there are two old men on the right who are chatting to each other in front of one of the houses. Perhaps they're gossiping about the neighbours! Oh, and there's someone washing his car in the background. It's not a very beautiful street, but the atmosphere seems very friendly and relaxed.

Unit 8, Grammar and Reading, Exercise 3, page 66

Check your scores. Then compare your results with a partner.

Points

1 A 50	B 5
2 A 10	B 25
3 A 20	B 10
4 A 20	B 10
5 A 5	B 40
6 A 10	B 25
7 A 5	B 50
8 A 30	B 5

Results

Points	Ideal jobs
60–90	librarian, therapist, priest, accountant, scientist, nurse
91–120	engineer, computer programmer, pilot, police officer, doctor, architect
121–150	psychologist, writer, translator, fashion designer, teacher, musician
151–180	businessman/woman, lawyer, judge, salesperson, insurance agent, marketing manager
181–210	company director, banker, politician, TV presenter, reporter, actor

Student B activities

Unit 2, Speaking, Exercise 8, page 19

Student B

Look at advert 1 in Exercise 1, page 19. Use **Speak Out** to roleplay a situation.

You are the team leader for the *Go-Getters* working holiday in Scotland.

- The dates of the holiday are 19 July–26 August.
- The accommodation is in a beautiful old castle by a lake.
- There are trains from London to Edinburgh.

You want to know:

- where the caller comes from;
- the age of the caller;
- when the caller can start work.

Consolidation 1, Speaking Skills, Exercise 1, page 31

Student B

You work in a tourist office in the UK. Someone calls you to ask about a camping trip to Brighton. Answer his/her questions and tell him/her about:

- the number of places available;
- the cost of the trip and the transport included;
- things to do in Brighton and what he/she needs to take with him/her.

Your partner starts the conversation.

Unit 7, Listening, Exercise 8, page 65

Student B

Look at the predictions and decide if any of them might come true in our country in the next thirty years. Then discuss your ideas with your partner. Use **Speak Out** on page 61 to help you.

- More people will choose to live or work in the countryside.
- People won't live in blocks of flats any more.
- More English words will enter the language.
- The government will prohibit ultra-realistic computer games.

More people will probably decide to live in the countryside in the future.

Unit 8, Speaking and Listening, Exercise 8, page 71

Student B

Your name is Luca/Lucia Toni. You are Marco's flatmate. Someone calls him, but he's not in.

- Say that Marco's not in at the moment.
- Ask him/her if he/she wants to leave a message.
- Ask him/her to spell his/her name and note down his/her email address and phone number.
- Say you will pass on the message.
- Write the message and show it to your partner.

Consolidation 3, Speaking Skills, Exercise 1, page 75

Student B

You share a flat with Simon Beaver. Someone calls him.

- Explain that Simon is not in, where he is, and when he will be back.
- Offer to take a message and write it down.
- Promise to give the message to Simon as soon as he gets home.

You start the conversation. When you finish, show your partner the message.

Consolidation 4, Speaking Skills, Exercise 1, page 93

Student B

While you are studying in UK, you are taking part in a debate about television.

- Listen to your partner's opinion and disagree politely. You believe that TV gives us a lot of useful information about the world.
- Ask him/her what kinds of programmes he/she thinks are violent.
- Agree with your partner, but give your opinion of a programme you think is educational.

Your partner starts the conversation.

Consolidation 4, Speaking Skills, Exercise 2, page 95

Student B

You are a waiter/waitress in an English restaurant. Your client is disappointed with the meal he/she ordered.

- Say you are sorry that your client is disappointed with the dish he/she ordered.
- Apologise for the situation, saying why it happened.
- Suggest a good solution.

Your partner starts the conversation.

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

conj (conjunction) — союз

formal — официальный стиль

informal — неофициальный стиль

n (noun) — существительное

num (numeral) — числительное

А а

ability *n* /ə'biləti/ способность, умение

aborigine *n* /æbə'riʃən/ туземец, коренной житель, абориген

about *prep* /ə'baʊt/ о, об, насчёт

abroad *adv* /ə'brɔ:d/ за границей, за границу

accept *v* /ək'sept/ принимать

access 1. *n* /'ækses/ доступ, допуск

2. *v* /ək'ses/ иметь доступ, получить доступ

accordingly *adv* /ə'kɔ:diŋli/ соответственно

according (to) *prep* /ə'kɔ:diŋ tu/ согласно, в соответствии

accommodation *n* /ə,kɒmə'deɪʃən/ помещение, жильё

accountant *n* /ə'kaʊntənt/ бухгалтер

accuse *v* /ə'kju:z/ обвинять, предъявлять обвинение

achieve *v* /ə'tʃi:v/ достигать, добиваться

acid rain *n* /æ'sɪd 'reɪn/ кислотный дождь

acting *n* /'æktɪŋ/ игра

activity *n* /æk'tɪvəti/ 1) деятельность 2) занятие 3) задание

addict *n* /'ædɪkt/ человек, зависимый от чего-л. (наркотиков, лекарств и т. п.)

address *n* /ə'dres/ адрес

address book записная книжка

admire *v* /əd'maɪə/ любоваться, восхищаться

admit *v* /əd'mɪt/ соглашаться, признавать

adult *n* /'ædʌlt/ взрослый

advantage *n* /əd'vɑ:ntɪdʒ/ преимущество

adventure *n* /əd'ventʃə/ приключение

advert *n* /'ædvɜ:t/ BrE объявление

aerobics *n* /eə'gəʊbɪks/ аэробика, ритмическая гимнастика

affair *n* /ə'feə/ 1) дело 2) событие

after *prep* /'ɑ:ftə/ после

afterwards *adv* /'ɑ:ftəwədz/ впоследствии, потом, позже

against *prep* /ə'genst/ против

pp (past participle) — причастие прошедшего времени, 3-я форма глагола

pl (plural) — множественное число

prep (preposition) — предлог

pron (pronoun) — местоимение

pt (past tense) — прошедшее время, 2-я форма глагола

sb (somebody) — кто-либо

sth (something) — что-либо

v (verb) — глагол

age *n* /eɪdʒ/ возраст

age group возрастная группа

agent *n* /'eɪdʒənt/ агент, доверенное лицо

air *n* /eə/ воздух

airport *n* /'eəpɔ:t/ аэропорт

alarm clock *n* /ə'lɑ:m klɒk/ будильник

alias *n* /'eɪliəs/ вымышленное имя, прозвище, кличка

allow *v* /ə'laʊ/ позволять, разрешать

almanac *n* /'ɔ:lmənæk/ альманах

already *adv* /ɔ:l'reɪdɪ/ уже

alternative *adj* /ɔ:l'tɜ:nətɪv/ альтернативный

although *conj* /ɔ:l'dəʊ/ хотя, несмотря на то что

always *adv* /'ɔ:lwəz/ всегда, постоянно

amaze *v* /ə'meɪz/ изумлять, поражать

amazed *adj* /ə'meɪzd/ удивлённый, изумлённый

amazing *adj* /ə'meɪzɪŋ/ изумительный, поразительный

ambition *n* /æm'bɪʃən/ 1) амбиция, стремление 2) цель

American /ə'merɪkən/ 1. *adj* американский

2. *n* американец, американка

amount *n* /ə'maʊnt/ количество

ancestor *n* /'ænsəstə/ предок, прародитель

ancient *adj* /'eɪnfənt/ древний

anecdote *n* /'ænɪkdəʊt/ случай из жизни

animal *n* /'ænɪməl/ животное

anniversary *n* /æ'nɪvɜ:səri/ годовщина, юбилей

annoy *v* /ə'nɔɪ/ раздражать, надоедать

annoyed *adj* /ə'nɔɪd/ раздражённый, раздражёванный

annoying *adj* /ə'nɔɪŋ/ раздражающий, досадный, надоедливый

anthem *n* /'ænθəm/ гимн

anthropologist *n* /ænθrə'pɒlədʒɪst/ антрополог

antisocial *adj* /æntɪ'səʊʃəl/ антиобщественный

appear *v* /ə'pɪə/ показываться, появляться

appearance *n* /ə'piərəns/ внешность, внешний вид
appetite *n* /'æpitaɪt/ аппетит
apple pie *n* /æpəl 'paɪ/ яблочный пирог
appliance *n* /ə'plaɪəns/ приспособление, прибор
application *n* /æplɪ'keɪʃən/ заявление, прошение
apply *v* /ə'plaɪ/ обращаться
approximately *adv* /ə'prɒksəmətli/ приблизительно
aquarium *n* /ə'kwɛəɪəm/ аквариум
archaeological *adj* /ɑ:kɪə'lɒdʒɪkəl/ археологический
archaeologist *n* /ɑ:kɪ'blɒdʒɪst/ археолог
architect *n* /'ɑ:kɪtekt/ архитектор
argue *v* /'ɑ:gju:/ спорить
argument *n* /'ɑ:gjəmənt/ 1) довод, аргумент 2) дискуссия, спор
armchair *n* /'ɑ:mtʃeə/ кресло
arrange *v* /ə'reɪndʒ/ 1) располагать, классифицировать 2) договориться
arrive *v* /ə'raɪv/ прибывать, достигать
arrogant *adj* /'æragənt/ высокомерный, надменный
article *n* /'ɑ:tɪkəl/ статья
artistic *adj* /ɑ:'tɪstɪk/ 1) артистический 2) художественный
asleep *adj* /ə'sli:p/ спящий
assistant *n* /ə'sɪstənt/ помощник, ассистент
astrology *n* /ə'strɒlədʒɪ/ астрология
astronomer *n* /ə'strɒnəm/ астроном
astronomy *n* /ə'strɒnəmi/ астрономия
at *prep* /ət, æt/ в, на, у, при
atmosphere *n* /'ætməsfɪə/ 1) атмосфера 2) обстановка
atom *n* /'ætəm/ атом
attack *n* /ə'tæk/ 1) атака, наступление 2) приступ (болезни)
attention *n* /ə'tenʃən/ внимание
attic *n* /'ætɪk/ мансарда, чердак
attitude *n* /'ætɪtju:d/ позиция, отношение
attractive *adj* /ə'træktɪv/ привлекательный, притягательный, заманчивый
audition *n* /ɔ:'dɪʃən/ проба, прослушивание
automatically *adv* /ɔ:tə'mætɪkli/ автоматически
available *adj* /ə'veɪləbəl/ доступный, имеющийся в распоряжении
average *adj* /'ævərɪdʒ/ 1) средний, обычный 2) в среднем
avocado *n* /ævə'kɑ:dəʊ/ авокадо
avoid *v* /ə'vɔɪd/ избегать, сторониться
Aztec *n* /'æztek/ ацтек

В Ъ

babysit *v* /'beɪbɪsɪt/ присматривать за ребёнком (во время отсутствия родителей), работать няней
babysitter *n* /'beɪbɪ'sɪtə/ (приходящая) няня
back *adj* /bæk/ задний, оборотный
back door *n* /'bæk dɔ:/ чёрный ход; запасный выход
background *n* /'bækgraʊnd/ 1) задний план, фон 2) исходные данные
backpacking *n* /'bækprækɪŋ/ пеший туризм
bad *adj* /bæd/ плохой, дурной, скверный
badly *adv* /'bædli/ плохо, дурно
balanced *adj* /'bælənst/ 1) уравновешенный, гармоничный 2) пропорциональный
balanced diet сбалансированная диета, сбалансированное питание
balcony *n* /'bælkəni/ балкон
ball *n* /bɔ:l/ мяч
ballet *n* /'bæleɪ/ балет
banana *n* /bə'nɑ:nə/ банан
band *n* /bænd/ оркестр
banknote *n* /'bæŋknəʊt/ BrE банкнота, кредитный билет
bar *n* /bɑ:/ бар, буфет, закусочная
barber *n* /'bɑ:bə/ парикмахер (мужской), цирюльник
bark /bɑ:k/ 1. *v* лаять 2. *n* лай
basement *n* /'beɪsmənt/ подвал; фундамент
batch *n* /bætʃ/ порция, пачка
bath *n* /bɑ:θ/ ванна
bathroom *n* /'bɑ:θrʊm/ ванная (комната); совмещённый санузел
be *v* /bi:/ (*pt* was/were; *pp* been) быть, существовать
bean *n* /bi:n/ боб; фасоль
become *v* /bi'kʌm/ (*pt* became; *pp* become) делаться, становиться
bed and breakfast *n* /bed ənd 'brekfəst/ ночлег и завтрак (система предоставления услуг в гостинице)
bed *n* /bed/ постель, кровать
bedroom *n* /'bedrʊm/ спальня
beef *n* /bi:f/ говядина
beer *n* /biə/ пиво
beg *v* /beg/ нищенствовать, просить милостыню
begin *v* /bi'gɪn/ (*pp* began; *pt* begun) начинать(ся)
behalf *n* /bi'hɑ:f/ **on behalf of sb** в интересах кого-л.; от имени кого-л.
believe *v* /bə'li:v/ 1) верить 2) думать, полагать
believe in oneself верить в себя
bell *n* /bel/ звонок

belong *v* /bɪ'lɒŋ/ принадлежать
belong to относиться к, принадлежать (кому-л., к чему-л.)
benzene *n* /'benzi:n/ бензол
best /best/ 1. *adj* лучший 2. *adv* лучше всего, больше всего
bilingual *adj* /baɪ'lɪŋɡwəl/ двуязычный
bill *n* /bɪl/ счёт
biography *n* /baɪ'ɒɡrəfi/ биография
biology *n* /baɪ'ɒlədʒi/ биология
birthday *n* /'bɜ:θdeɪ/ день рождения
bitter *adj* /'bɪtə/ горький
black belt *n* /blæk 'belt/ чёрный пояс (знак мастерства в карате, дзюдо)
blind *adj* /blaɪnd/ слепой
blind date свидание с незнакомым человеком
block *n* /blɒk/ квартал
blood *n* /blʌd/ кровь
boast *v* /bəʊst/ хвастаться
body *n* /'bɒdi/ тело
boil *v* /bɔɪl/ 1) кипятить(ся), варить(ся) 2) кипеть, бурлить
book *v* /bʊk/ заказывать, бронировать (билет, номер в гостинице и т. п.)
bookshelf *n* /'bʊkʃelf/ книжная полка
bookshop *n* /'bʊkʃɒp/ BrE книжный магазин
boot *n* /bu:t/ ботинок
bore *v* /bɔ:/ надоедать
bored *adj* /bɔ:d/ скучающий
boring *adj* /'bɔ:ɪŋ/ надоедливый, скучный
borrow *v* /'bɒrɒ/ занимать, брать на время
boss *n* /bɒs/ хозяин, предприниматель, босс
bossy *adj* /'bɒsi/ властный
bottle bank *n* /'bɒtl bæŋk/ мусорный ящик для стеклянной тары
bottom *n* /'bɒtəm/ дно, днище
at the bottom of sth на дне чего-л.
box *n* /bɒks/ коробка, ящик, сундук
brain *n* /breɪn/ мозг
bread *n* /bred/ хлеб
break *n* /breɪk/ перерыв, пауза
take a break делать небольшой перерыв
bright *adj* /braɪt/ яркий, блестящий
British /'brɪtɪʃ/ 1. *n* британец, англичанин, англичанка 2. *adj* британский, английский
broadcast *v* /'brɔ:dkɑ:st/ (*pt, pp broadcast*) передавать по радио, телевидению, вести передачу, вещать
broccoli *n* /'brɒkəli/ брокколи
Buddhism *n* /'budɪzəm/ буддизм
build *v* /bɪld/ (*pt, pp build*) строить, сооружать
burger *n* /'bɜ:gə/ бургер (бутерброд)

business *n* /'bɪznəs/ дело, занятие
businessman *n* /'bɪznəsmən/ бизнесмен, предприниматель
businesswoman *n* /'bɪznəs,wʊmən/ деловая женщина, женщина-предприниматель
busy *adj* /'bɪzi/ занятой
butter *n* /'bʌtə/ масло
button *n* /'bʌtn/ кнопка

С с

cabbage *n* /'kæbɪdʒ/ капуста
café *n* /'kæfeɪ/ кафе
cake *n* /keɪk/ торт, кекс, пирожное
call *v* /kɔ:l/ 1) звать, окликать 2) звонить по телефону
caller *n* /'kɔ:lə/ 1) гость, посетитель 2) абонент
calorie *n* /'kæləri/ калория
camera *n* /'kæmə/ 1) фотоаппарат 2) кинокамера
camp *n* /kæmp/ лагерь
campaigner *n* /kæm'peɪnə/ участник кампании
camping *n* /'kæmpɪŋ/ кемпинг
campsite *n* /'kæmpsait/ BrE кемпинг
cancel *v* /'kænsəl/ аннулировать; отменять
candidate *n* /'kændɪdət/ кандидат
capuccino *n* /kæpə'tʃi:nəʊ/ кофе капучино
car *n* /kɑ:/ автомобиль, машина
caravan *n* /'kærəvæn/ дом на колёсах; дом-автоприцеп
card *n* /kɑ:d/ карточка, карта
career *n* /kə'ɪə/ работа, карьера
careless *adj* /'keələs/ 1) небрежный; неосторожный 2) легкомысленный
caring *adj* /'keərɪŋ/ заботливый
carton *n* /'kɑ:tɒn/ 1) картонная коробка 2) пластиковый или картонный пакет
case *n* /keɪs/ регистр (клавиатуры)
lower case нижний регистр (для строчных, маленьких букв)
upper case верхний регистр (для прописных букв)
cashier *n* /kæ'ʃɪə/ кассир
catchy *adj* /'kætʃi/ легко запоминающийся; броский
cause *n* /kɔ:z/ причина, основание, мотив
ceiling *n* /'si:lɪŋ/ потолок
celebrate *v* /'seləbreɪt/ праздновать
central *adj* /'sentrəl/ расположенный в центре
centre *n* /'sentə/ BrE центр; средоточие
century *n* /'sentʃəri/ столетие, век
cereal *n* /'siəriəl/ каша из крупы, хлопьев

certainly *adv* /'sɜ:tɪnli/ несомненно
certificate *n* /sə'tɪfɪkət/ свидетельство; сертификат
challenge *n* /'tʃælɪndʒ/ сложная задача, проблема
challenging *adj* /'tʃæləndʒɪŋ/ трудный
chance *n* /tʃɑ:ns/ возможность, вероятность, шанс
change /tʃeɪndʒ/ 1. *n* перемена, изменение 2. *v* менять(ся), изменять(ся)
charity *n* /'tʃærəti/ благотворительность
chat *n* /tʃæt/ дружеский разговор, беседа
check *v* /tʃek/ проверять, контролировать
checkout *n* /'tʃekaut/ контроль, испытание
cheerful *adj* /'tʃiəfəl/ 1) бодрый, весёлый 2) яркий, светлый
cheese *n* /tʃi:z/ сыр
chemical *adj* /'kemɪkəl/ химический
chest of drawers *n* /tʃest ɒv 'drɔ:z/ комод
chicken *n* /'tʃɪkən/ 1) цыплёнок, курица; 2) куриное мясо
childminder *n* /'tʃaɪldmaɪndə/ BrE приходящая няня
chips *n* /tʃɪps/ pl жареный хрустящий картофель
chocolate *n* /'tʃɒklət/ 1) шоколад 2) шоколадная конфета
choice *n* /tʃɔɪs/ 1) выбор, отбор 2) право выбора
Christianity *n* /,krɪstɪ'ænəti/ христианство
Christmas *n* /'krɪsməs/ Рождество
cigar *n* /sɪ'gɑ:/ сигара
circle /'sɜ:kəl/ 1. *n* круг, окружность 2. *v* окружать
citizen *n* /'sɪtəzən/ 1) гражданин, гражданка 2) горожанин, горожанка
city *n* /'sɪti/ город
clap *v* /klæp/ хлопать, аплодировать
class *n* /klɑ:s/ урок; курс (обучения)
classic *adj* /'klæsɪk/ 1) классический 2) образцовый
classical *adj* /'klæsɪkəl/ классический
classmate *n* /'klɑ:smeɪt/ одноклассник
clean *v* /kli:n/ очищать, чистить
climate *n* /'klaɪmət/ климат
climb *v* /klaɪm/ подниматься, восходить
climbing *n* /'klaɪmɪŋ/ восхождение; альпинизм
cloakroom *n* /'kləʊkrʊm/ гардероб
close /kləʊs/ 1. *adj* близкий 2. *adv* близко, поблизости
club *n* /klʌb/ клуб
clue *n* /klu:/ улика; подсказка
coach *n* /kəʊtʃ/ автобус (междугородного сообщения)

cold /kəʊld/ 1. *n* 1) холод 2) простуда 2. *adj* холодный
collect *v* /kə'lekt/ собирать
colourful *adj* /'klɒləfəl/ BrE цветастый, красочный, яркий
column *n* /'kɒləm/ колонка; рубрика
combine *v* /'kɒmbaɪn/ объединять(ся)
come *v* /kʌm/ (pt came; pp come) приходить, подходить
come on (ну,) давайте
come out появляться (в печати), выходить
come true осуществляться
come from происходить, быть родом из
come up with sth придумывать что-л.
come back возвращаться
comfortable *adj* /'kʌmfətəbəl/ удобный, комфортабельный, уютный
commercial *adj* /kə'mɜ:ʃəl/ торговый, коммерческий
common /'kɒmən/ 1. *adj* 1) общий, обычный 2) простой, обыкновенный 2. *n* общее, обычное
have sth in common with sb иметь что-л. общее с кем-л.
communicate *v* /kə'mju:nɪkeɪt/ общаться
community *n* /kə'mju:nɪti/ 1) местность, населённый пункт; жители микрорайона 2) группа лиц, объединённых какими-л. признаками
company *n* /'kʌmpəni/ 1) компания (предприятие) 2) компания (группа лиц, общество)
complain *v* /kəm'pleɪn/ 1) выражать недовольство 2) жаловаться
complaint *n* /kəm'pleɪnt/ 1) жалоба 2) недовольство
complete *v* /kəm'plɪt/ заканчивать, завершать
completely *adv* /kəm'plɪtli/ совершенно, полностью
compose *v* /kəm'pəʊz/ сочинять, создавать, писать
composer *n* /kəm'pəʊzə/ композитор
composition *n* /,kɒmpə'zɪʃən/ 1) композиция, произведение 2) (of) состав 3) смесь
computer *n* /kəm'pjʊ:tə/ компьютер
computing *n* /kəm'pjʊ:tɪŋ/ работа на компьютере
concentrate *v* /'kɒnsəntreɪt/ сосредоточивать(ся); концентрировать(ся)
concert *n* /'kɒnsət/ концерт
confident *adj* /'kɒnfɪdənt/ 1) уверенный 2) самоуверенный, самонадеянный
confused *adj* /kən'fju:zd/ смущённый

constellation *n* /ˈkɒnstəˈleɪʃən/ созвездие
contact /ˈkɒntækt/ 1. *n* контакт 2. *v* устанавливать связь (с кем-л. по телефону, по почте и т. п.)
controversial *adj* /ˌkɒntɹəˈvɜːʃəl/ спорный, дискуссионный
convenience food *n* /kənˈviːniəns fuːd/ продукты, готовые к употреблению, и продукты для быстрого приготовления (замороженные, высушенные, консервированные), полуфабрикаты
convincing *adj* /kənˈvɪnsɪŋ/ убедительный
correspondence *n* /ˌkɒrəˈspɒndəns/ корреспонденция, переписка; письма
cosy *adj* /ˈkəʊzi/ уютный, приятный, удобный
couple *n* /ˈkʌpl/ пара, два
course *n* /kɔːs/ 1) курс (обучения) 2) блюдо (еда)
cow *n* /kaʊ/ корова
crab *n* /kræb/ краб
crash *v* /kræʃ/ разбить(ся); столкнуть(ся)
crayon *n* /ˈkreɪən/ цветной карандаш; цветной мелок
crazy *adj* /ˈkreɪzi/ 1) сумасшедший, безумный 2) сильно увлечённый
cream *n* /kriːm/ сливки; крем
create *v* /kriːeɪt/ создавать
creative *adj* /kriːˈeɪtɪv/ творческий
creativity *n* /kriːˈeɪtɪvəti/ творчество
crime *n* /kraɪm/ преступление
crisis *n* /ˈkraɪsɪs/ кризис
crisp *n* /krɪsp/ BrE 1) хрустящий картофель 2) хрустящая корочка
cross-legged *adv* /ˌkrɒsˈlegd/ (сидя) поджав ноги, «по-турецки»
crowded *adj* /ˈkraʊdɪd/ переполненный, битком набитый
cruel *adj* /ˈkruːəl/ жестокий; безжалостный, бессердечный
cruise ship *n* /ˈkruːz ʃɪp/ круизное судно
culture *n* /ˈkʌltʃə/ культура
cupboard *n* /ˈkʌbəd/ шкаф
curry *n* /ˈkʌri/ карри (острая приправа)
curse *n* /kɜːs/ проклятие
custard *n* /ˈkʌstəd/ заварной крем
customer *n* /ˈkʌstəmə/ заказчик, покупатель
cut *v* /kʌt/ (*pt, pp cut*) резать; срезать
cut down рубить, валить (лес)
CV *n* /ˌsiːˈviː/ BrE резюме, автобиография
cyber café *n* /ˈsaɪbə kæfeɪ/ интернет-кафе
cycle *v* /ˈsaɪkəl/ BrE ездить на велосипеде

D d

daily *adj* /ˈdeɪli/ ежедневный; повседневный
dairy *n* /ˈdeəri/ маслодельня; сыроварня
dairy products *n* /ˈdeəri ˈprɒdʌkts/ *pl* молочные продукты
damage *n* /ˈdæmɪdʒ/ вред; повреждение; убыток; ущерб
danger *n* /ˈdeɪndʒə/ опасность
darkness *n* /ˈdɑːknəs/ темнота, мрак
date *n* /deɪt/ 1) дата, число 2) свидание
day *n* /deɪ/ день; сутки
one/some day однажды; когда-нибудь
the other day на днях, недавно
day off выходной день
decade *n* /ˈdekeɪd/ десятилетие
decide *v* /dɪˈsaɪd/ решать(ся), принимать решение
decoration *n* /ˌdekəˈreɪʃn/ украшение; убранство
debate *n* /dɪˈbeɪt/ дискуссия, дебаты
definitely *adv* /ˈdefɪnətli/ точно, несомненно
delayed *adj* /dɪˈleɪd/ отсроченный
delicious *adj* /dɪˈlɪʃəs/ очень вкусный, восхитительный
delighted *adj* /dɪˈlaɪtɪd/ восхищённый
deliver *v* /dɪˈlɪvə/ доставлять, разносить
delivery *n* /dɪˈlɪvəri/ поставка, доставка
democrat *n* /ˈdeməkræt/ демократ
depart *v* /dɪˈpɑːt/ 1) *formal* уходить, уезжать, отбывать 2) отклоняться, уклоняться, отступать
depressed *adj* /dɪˈprest/ подавленный, угрюмый
describe *v* /dɪˈskraɪb/ описывать; изображать
design *v* /dɪˈzaɪn/ составлять план, проектировать; конструировать
designer *n* /dɪˈzaɪnə/ дизайнер
desk *n* /desk/ письменный стол; рабочий стол; партa
dessert *n* /dɪˈzɜːt/ десерт, сладкое (блюдо)
destroy *v* /dɪˈstrɔɪ/ разрушать; уничтожать
detached *adj* /dɪˈtætʃt/ обособленный
detached house особняк
diary *n* /ˈdaɪəri/ 1) дневник 2) записная книжка-календарь
diet *n* /ˈdaɪət/ 1) диета 2) предписанный распорядок или режим
follow a diet соблюдать диету
difference *n* /ˈdɪfərəns/ 1) различие 2) разница, отличие
dig *n* /dɪɡ/ раскопки
dining room *n* /ˈdaɪnɪŋ ruːm/ столовая
diplomatic *adj* /ˌdɪpləˈmætɪk/ дипломатический

director *n* /də'rektə/ 1) начальник, руководитель 2) режиссёр
disability *n* /,disə'bɪləti/ неспособность, бессилие; нетрудоспособность
disabled *adj* /dis'eɪbld/ искалеченный; приведённый в негодность
disagree *v* /,disə'gri:/ расходиться во мнениях; не соглашаться
disappear *v* /,disə'piə/ 1) исчезать; скрываться 2) пропадать
disappointed *adj* /,disə'pɔɪntəd/ разочарованный, разочаровавшийся; огорчённый
disappointing *adj* /,disə'pɔɪntɪŋ/ неутешительный; вызывающий разочарование; неудачный, досадный
discover *v* /dis'kʌvə/ делать открытие, открывать
discussion *n* /di'skʌʃən/ обсуждение
disgusted *adj* /dis'gʌstɪd/ возмущённый; чувствующий отвращение
disgusting *adj* /dis'gʌstɪŋ/ отвратительный, омерзительный
dish *n* /dɪʃ/ блюдо, кушанье
display /dis'pleɪ/ 1. *n* 1) показ, демонстрация 2) выставка 2. *v* выставлять, показывать
district *n* /'dɪstrɪkt/ район; округ
diversity *n* /daɪ'vɜːsəti/ 1) разнообразие, многообразие 2) различие 3) разновидность
divorced *adj* /dɪ'vɔːst/ разведённый
DJ *n* /di:'dʒeɪ/ ди-джей
do *v* /du:/ (*pt* **did**; *pp* **done**) делать, выполнять
doctor *n* /'dɒktə/ врач, доктор
documentary *n* /,dɒkjʊ'mentəri/ документальный фильм
dodge *v* /dɒdʒ/ избегать, уворачиваться, уклоняться
domestic *adj* /də'mestɪk/ домашний; семейный
doorbell *n* /'dɔːbel/ дверной звонок
doorway *n* /'dɔːweɪ/ дверной проём
dot *n* /dɒt/ точка
download *v* /,daʊn'ləʊd/ закладывать; загружать, скачивать
downstairs /,daʊn'steəz/ 1. *adv* вниз 2. *adj* расположенный на нижнем этаже
dozen *n* /'dʌzən/ 1) дюжина 2) множество, масса
drama *n* /'dra:mə/ 1) драма (пьеса) 2) драма (жанр)
dramatic *adj* /drə'mætɪk/ 1) драматический 2) драматичный
draw *v* /drɔː/ (*pt* **drew**; *pp* **drawn**) 1) рисовать 2) чертить
drawer *n* /drɔː/ ящик (стола)

dream *n* /dri:m/ 1) сон, сновидение 2) мечта
drink /drɪŋk/ 1. *n* питьё; напиток
 2. *v* /*pt* **drank**; *pp* **drunk**/пить, выпить
drive *n* /draɪv/ 1) катание, езда, прогулка 2) дорога
driver *n* /'draɪvə/ шофёр; водитель
driving licence *n* /'draɪvɪŋ 'laɪsəns/ BrE водительские права
drop *v* /drɒp/ 1) ронять, проливать 2) бросать

drop out of school бросать школу
drug *n* /drʌɡ/ лекарство
drum *n* /drʌm/ барабан
drummer *n* /'drʌmə/ барабанщик
during *prep* /'djʊərɪŋ/ в течение, в продолжение; во время
dustbin *n* /'dʌstbɪn/ BrE мусорное ведро
DVD player *n* /di:'viːdiːˌpleɪə/ DVD-проигрыватель
dyslexia *n* /dis'leksɪə/ дислексия
dyslexic *n* /dis'leksɪk/ дислексик (человек, страдающий дислексией)

E e

earn *v* /z:n/ зарабатывать
earth *n* /z:θ/ земля, суша
the Earth Земля (планета)
earthquake *n* /'z:θkweɪk/ землетрясение
easy *adj* /'iːzi/ лёгкий, нетрудный
eat *v* /iːt/ (*pt* **ate**; *pp* **eaten**) есть, поесть
economical *adj* /,ekə'nɒmɪkəl/ экономичный, бережливый
economy *n* /'iːkənəmi/ экономика
editor *n* /'edɪtə/ 1) редактор 2) автор передовиц (в газете)
education *n* /,edʒu'keɪʃən/ образование; просвещение, обучение
educational *adj* /,edʒu'keɪʃənəl/ образовательный; воспитательный
EEC *n* /,iːiː'si:/ (**European Economic Community**) Европейское экономическое сообщество, ЕЭС
effect *n* /'iːfekt/ 1) следствие, результат 2) эффект, впечатление
egg *n* /eg/ яйцо
Egyptian /'iːdʒɪpɪn/ 1. *adj* египетский 2. *n* египтянин, египтянка
election *n* /'iːlekʃən/ выборы
electricity *n* /,ɪˌlek'trɪsəti/ электричество
elegant *adj* /'eləɡənt/ изящный, элегантный; изысканный
email *n* /'iːmeɪl/ электронная почта, письмо
embarrassed *adj* /ɪm'bærəst/ смущённый; растерянный

embarrassing *adj* /ɪmˈbærəsɪŋ/ смущающий, затруднительный
emotion *n* /ɪˈməʊʃən/ чувство; эмоция
employer *n* /ɪmˈplɔɪə/ работодатель, наниматель
employment *n* /ɪmˈplɔɪmənt/ работа; занятие
encourage *v* /ɪnˈkʌrɪdʒ/ 1) ободрять 2) поощрять, поддерживать
encyclopaedia *n* /ɪnˌsaɪkləˈpiːdiə/ энциклопедия
energy *n* /ˈenədʒi/ энергия; сила
engaged *adj* /ɪnˈɡeɪdʒd/ помолвленный
engineer *n* /ˌendʒɪˈniə/ инженер
English /ˈɪŋɡlɪʃ/ 1. *adj* английский 2. *n* английский язык
enjoy *v* /ɪnˈdʒɔɪ/ получать удовольствие; наслаждаться
enormous *adj* /ɪˈnɔːməs/ громадный; огромный
enough /ɪˈnʌf/ 1. *adj* достаточный 2. *adv* достаточно, весьма
enter *v* /ˈentə/ входить; проникать
entertaining *adj* /ˌentəˈteɪnɪŋ/ забавный, занимательный, развлекательный
entertainment *n* /ˌentəˈteɪnmənt/ развлечение
equal *adj* /ˈiːkwəl/ 1) равный, одинаковый 2) равноправный
equipment *n* /ɪˈkwɪpmənt/ оборудование; оснащение
essay *n* /ˈeseɪ/ очерк, этюд, набросок; эссе
ethnic *adj* /ˈeθnɪk/ этнический
European /ˌjʊərəˈpiːən/ 1. *adj* европейский 2. *n* европеец
event *n* /ɪˈvent/ событие
eventually *adv* /ɪˈventʃʊəli/ в конечном счёте, в конце концов
ever *adv* /ˈevə/ когда-либо
everyday *adj* /ˈevrɪdeɪ/ ежедневный; повседневный, обычный
exam *n* /ɪɡˈzæm/ экзамен
excavate *v* /ˈekskeɪveɪt/ 1) выкапывать, откапывать 2) производить раскопки
excited *adj* /ɪkˈsaɪtəd/ взволнованный
exciting *adj* /ɪkˈsaɪtɪŋ/ 1) волнующий 2) захватывающий
excuse /ɪkˈskjuːs/ 1. *n* оправдание 2. *v* найти оправдание, извинять, прощать
exotic *adj* /ɪɡˈzɒtɪk/ экзотический; иноземный
expensive *adj* /ɪkˈspensɪv/ дорогой, дорогостоящий
experience /ɪkˈspɪəriəns/ 1. *n* (жизненный) опыт 2. *v* испытывать, знать по опыту
expert *n* /ˈeksɜːpt/ знаток, эксперт; специа-

explain *v* /ɪkˈspleɪn/ объяснять, толковать (значение)
extraordinary *adj* /ɪkˈstrɔːdənəri/ необычный, странный; удивительный
extreme /ɪkˈstriːm/ 1. *adj* экстремальный 2. *n* экстрим (вид спорта, требующий от спортсмена значительной доли риска)
eye *n* /aɪ/ глаз, око
keep an eye on sb, sth следить за кем-л., чем-л.

F f

facility *n* /fəˈsɪləti/ помещение; устройство; услуга
fact *n* /fækt/ 1) обстоятельство 2) факт, аргумент
fail *v* /feɪl/ терпеть неудачу, провалиться(ся)
faint *v* /feɪnt/ слабеть; падать в обморок
faithfully *adv* /ˈfeɪθfəli/ верно; честно
Yours faithfully с совершенным почтением, с уважением (заключительная фраза письма)
fall *v* /fɔːl/ (*pt* fell; *pp* fallen) падать; спадать, понижаться
fall behind with sth отставать, оставаться позади, запаздывать с чем-л.
fall in love (with) влюбляться
fall out ссориться
night/darkness falls наступает ночь/темнеет
famine *n* /ˈfæmɪn/ 1) голод 2) острый недостаток, нехватка
family *n* /ˈfæməli/ семья, семейство
famous *adj* /ˈfeɪməs/ знаменитый, известный, прославленный, славный
fancy *v* /ˈfænsɪ/ склонность; пристрастие
fantasy *n* /ˈfæntəsi/ воображение, фантазия
far /fɑː/ 1. *adj* дальний, далёкий; отдалённый 2. *adv* далеко; на большом расстоянии
farm *n* /fɑːm/ ферма
farmhouse *n* /ˈfɑːmhaʊs/ жилой дом на ферме
fascinate *v* /ˈfæsɪneɪt/ очаровывать, пленять
fascinated *adj* /ˈfæsɪneɪtɪd/ заинтересованный, очарованный, увлечённый
fascinating *adj* /ˈfæsɪneɪtɪŋ/ обворожительный, пленительный, очаровательный
fashion designer *n* /ˈfæʃən dɪˌzaɪnə/ дизайнер одежды
fast food *n* /fɑːst ˈfuːd/ еда, которую можно перехватить на скорую руку
fast food restaurant ресторан быстрого питания
fat *n* /fæt/ жир, сало; растительное масло
favour *n* /ˈfeɪvə/ расположение; предпочтение

be in favour of sth быть сторонником чего-л.; быть в пользу чего-л.
feed *v* /fi:d/ (*pt, pp fed*) кормить(ся); питать(ся)
female *adj* /'fi:meil/ женского пола, женский
fence *n* /fens/ забор, изгородь, ограда, ограждение
ferry *n* /'feri/ паром
festival *n* /'festivəl/ празднество; фестиваль
field *n* /fi:ld/ поле; луг
fill *v* /fil/ заполнять
filling *adj* /'filiŋ/ заполнение, наполнение; пломба (в зубе)
finally *adv* /'faɪnəli/ 1) в заключение 2) в конечном счёте, в конце концов
find *v* /faɪnd/ (*pt, pp found*) находить; встречать; признавать; обнаруживать
find out узнавать, разузнать, выяснить
first /fɜ:st/ 1. *num* первый 2. *adv* сперва, сначала 3. *adj* выдающийся; значительный
first of all прежде всего
first aid *n* /fɜ:st 'eid/ первая помощь; скорая помощь
fish *n* /fɪʃ/ рыба
fish and chips *n* /fɪʃ ən 'tʃɪps/ рыба с жареной картошкой
fishing *n* /'fɪʃɪŋ/ рыбная ловля
fit /fit/ 1. *adj* сильный, здоровый 2. *v* подходить; подгонять
fitness *n* /'fɪtnəs/ 1. пригодность, соответствие 2. физическая форма; занятие физической культурой
fix *v* /fiks/ чинить, ремонтировать
flat /flæt/ 1. *adj* плоский, ровный 2. *n* квартира
block of flats многоквартирный дом
flavoured *adj* /'fleɪvəd/ приправленный (специями), ароматный; ароматизированный
flee *v* /fli:/ (*pt, pp fled*) бежать, спасаться бегством
flexible *adj* /'fleksəbəl/ 1) гибкий; гнущийся 2) свободный (о графике и т. п.)
flight *n* /flaɪt/ полёт
floor *n* /flɔ:/ пол, настил
fluent *adj* /'flu:ənt/ беглый (о речи)
fly /flaɪ/ 1. *n* муха 2. *v* (*pt flew; pp flown*) летать, пролетать; лететь
follow *v* /'fɒləʊ/ следовать, идти за; соблюдать (правила и т. д.)
fond *adj* /fɒnd/ нежный, любящий
be fond of doing sth любить делать что-л.
food *n* /fu:d/ пища, питание; еда
footstep *n* /'fʊtstep/ 1) след, отпечаток (ноги); походка 2) ступенька

forecast *n* /'fɔ:kə:st/ предсказание; прогноз
forest *n* /'fɒrəst/ лес
form /fɔ:m/ 1. *n* 1) форма; внешний вид; очертание 2) образец, бланк; анкета 3) класс (в школе) 2. *v* формировать(ся), образовывать(ся)
fortune-teller *n* /'fɔ:tʃən,telə/ гадалка, ворожея
fountain *n* /'faʊntən/ фонтан
free *adj* /fri:/ свободный, вольный
freedom *n* /'fri:dəm/ свобода, независимость
freezer *n* /'fri:zə/ морозильная камера
fresh *adj* /fref/ свежий, чистый
fridge *n* /frɪdʒ/ холодильник
friendly *adj* /'frendli/ дружеский
frightened *adj* /'fraɪnd/ испуганный
frightening *adj* /'fraɪtnɪŋ/ пугающий, страшный
front *adj* /frʌnt/ передний
front door входная дверь
fruit *n* /fru:t/ фрукты
fuel *n* /'fju:əl/ топливо, горючее
funny *adj* /'fʌni/ 1) забавный, смешной; смешотворный 2) странный
furniture *n* /'fɜ:nɪʃə/ мебель; обстановка
future *n* /'fju:tʃə/ будущее

G g

gadget *n* /'gædʒət/ приспособление, гаджет
game show *n* /'geɪm ʃəʊ/ игровое шоу, телевизионная игра
garage *n* /'gærɑ:ʒ/ гараж
garden *n* /'gɑ:dn/ сад
gardener *n* /'gɑ:dnə/ садовод; садовник
garlic *n* /'gɑ:lik/ чеснок
gas *n* /gæs/ газ
gender *n* /'dʒendə/ пол
generalisation *n* /dʒenərəlaɪ'zeɪʃən/ обобщение
generation *n* /dʒenə'reɪʃən/ поколение
generous *adj* /'dʒenərəs/ щедрый, великодушный
genetic *adj* /dʒə'netɪk/ генетический
genius *n* /'dʒi:niəs/ гений, талант
geography *n* /dʒɪ'bɒgrəfi/ география
get *v* /get/ (*pp, pt got*) 1) получать, доставать, добывать 2) становиться
get angry/worse/ill разозлиться/ухудшиться/заболеть
get better/worse стать лучше/хуже
get dressed одеваться
get married жениться
get on преуспевать, делать успехи
get out выходить, уходить, вылезать

get paid получать деньги (за выполняемую работу)

get rid of sb, sth избавляться от кого-л., чего-л.

get up вставать, подниматься

ghost *n* /gəʊst/ привидение, призрак

gift *n* /gift/ 1. подарок 2. дар, дарование, талант

give *v* /gɪv/ (*pt* gave; *pp* given) давать

give sth back возвращать, отдавать что-л.

give up бросать, оставлять; сдаваться

gist *n* /dʒɪst/ суть, главный вопрос; основное содержание

glacier *n* /'glæsiə/ ледник

glad *adj* /glæd/ радостный

glamour *n* /'glæmə/ BrE 1) привлекательность, эффектность 2) очарование

globetrotter *n* /'gləʊbtrɒtə/ человек, много путешествующий по свету

go *v* /gəʊ/ (*pt* went; *pp* gone) 1) идти, ходить 2) ездить, ехать

go for sth идти за чем-л., стремиться к чему-л.

go to bed ложиться спать

go camping/fishing/climbing отправляться в поход/идти на рыбалку/подниматься в горы

go out пойти погулять, выйти в свет; проводить время вне дома

good *adj* /gʊd/ 1) хороший, добрый 2) правильный

be good at иметь способности к

goods *n* /gʊdz/ товары

gossip /'ɡɒsɪp/ 1. *n* сплетня, разговоры 2. *v* болтать, сплетничать

gossip column светская хроника

goulash *n* /'gu:læʃ/ гуляш

graduate *v* /'grædʒueɪt/ (*from*) окончить (высшее учебное заведение)

grape *n* /greɪp/ виноград

graphic *adj* /'græfɪk/ графический, изобразительный

gravitation *n* /'grævə'teɪʃən/ гравитация, сила тяжести; притяжение

greasy *adj* /'ɡri:si/ сальный, жирный

greenhouse *n* /'ɡri:nhaʊs/ теплица, оранжерея

greenhouse effect *n* /'ɡri:nhaʊs ɪ'fekt/ парниковый эффект

group *n* /ɡru:p/ группа

grow *v* /ɡrəʊ/ (*pt* grew; *pp* grown) 1) вырастить; расти, увеличиваться 2) расти, произрастать 3) выращивать, разводить

grow up 1) расти, вырастать 2) возникать, создаваться, вырастать

grown-up *adj* /'grəʊn'ʌp/ 1) созревший 2) повзрослевший, ставший взрослым

guess /ges/ 1. *v* предполагать; догадываться 2. *n* догадка; предположение

guest *n* /gest/ 1) гость 2) постоялец (в гостинице)

guesthouse *n* /'gesthaʊs/ частная гостиница

guide *n* /gaɪd/ 1) проводник, гид 2) путеводитель; руководство

guitarist *n* /ɡɪ'tɑ:rɪst/ гитарист(ка)

gun *n* /ɡʌn/ 1) оружие, пушка 2) огнестрельное оружие

guy *n* /ɡaɪ/ informal парень, малый

Н н

hall *n* /hɔ:l/ 1) холл; приёмная, вестибюль 2) зал; большая комната

ham *n* /hæm/ окорок, ветчина

hand /hænd/ 1. *n* рука (кисть) 2. *v* передавать (другому)

on the one hand ... on the other hand

с одной стороны... с другой стороны

happen *v* /'hæpən/ случаться, происходить

hard-working *adj* /'hɑ:d'wɜ:kɪŋ/ трудолюбивый, прилежный

harmful *adj* /'hɑ:mfəl/ вредный, пагубный, губительный

hate *v* /heit/ ненавидеть

hay *n* /hei/ сено

headline *n* /'hedlɪn/ заголовок

health *n* /helθ/ здоровье

healthy *adj* /'helθi/ здоровый

heart *n* /hɑ:t/ сердце

by heart наизусть

heat *n* /hit/ жара, зной

heater *n* /'hi:tə/ нагревательный прибор; обогреватель

heating *n* /'hi:tɪŋ/ BrE отопление

hedge *n* /hedʒ/ изгородь; ограда

height *n* /haɪt/ высота, вышина

help *v* /help/ помогать; оказывать помощь

helpful *adj* /'helpfəl/ полезный

hidden *adj* /'hɪdn/ скрытый

hide *v* /haɪd/ (*pt* hid; *pp* hidden) прятать(ся); скрывать(ся)

high *adj* /haɪ/ высокий

highlands *n* /'haɪləndz/ горная местность

Hinduism *n* /'hɪndʊɪzəm/ индуизм

hip hop *n* /'hɪp hɒp/ хип-хоп (танцевальная музыка)

history *n* /'hɪstəri/ история

hit *n* /hit/ успех

hold *v* /həʊld/ (*pt*, *pp* held) 1) держать 2) удерживать

hold hands держаться за руки
hold on подождать (минутку), не класть трубку телефона
holiday *n* /'hɒlədeɪ/ 1) отпуск 2) выходной день, праздник
home /həʊm/ 1. *adv* 1) дома 2) домой
 2. *n* дом; жилище
home town *n* /'həʊm taʊn/ родной город
honeymoon *n* /'hɒnɪmuːn/ медовый месяц
hope *v* /həʊp/ надеяться
horoscope *n* /'hɒrəskəʊp/ гороскоп
horrible *adj* /'hɒrəbəl/ страшный, ужасный
horror *n* /'hɒrə/ ужас
hot dog *n* /'hɒt dɒg/ разг. хот-дог, бутерброд с горячей сосиской
hotel *n* /həʊ'tel/ отель, гостиница
hour *n* /aʊə/ час
house-warming *n* /'haʊs,wɔːmɪŋ/ празднование новоселья
housing *n* /'haʊzɪŋ/ размещение, расселение; жилищные условия
housing estate жилой массив
however *adv* /haʊ'evə/ однако, как бы ни, какой бы ни
hug /hʌg/ 1. *n* крепкое объятие 2. *v* крепко обнимать, сжимать в объятиях
give sb a hug обнять кого-л.
huge *adj* /hjuːdʒ/ огромный, громадный, гигантский
human /'hjuːmən/ 1. *adj* человеческий, людской 2. *n* человек
humour *n* /'hjuːmə/ BrE юмор
sense of humour чувство юмора

I i

ice cream *n* /aɪs 'kriːm/ мороженое
ideal *adj* /aɪ'diəl/ идеальный, совершенный
identity *n* /aɪ'dentəti/ 1) подлинность 2) личность
ignore *v* /ɪɡ'nɔː/ игнорировать; пренебрегать
imagination *n* /ɪ'mædʒə'neɪʃən/ воображение; фантазия
imagine *v* /ɪ'mædʒən/ воображать, представлять
impress *v* /ɪm'pres/ производить впечатление
impressionist *n* /ɪm'presjənɪst/ импрессионист
improve *v* /ɪm'pruːv/ улучшать(ся); совершенствоваться
Inca *n* /'ɪŋkə/ инка
inch *n* /ɪntʃ/ дюйм (= 2,54 см)
increase *v* /ɪn'kriːs/ возрастать, увеличивать(ся)
independent *adj* /ɪndə'pendənt/ независимый, самостоятельный

indoor *adj* /'ɪndoː/ находящийся или происходящий в помещении
indoors *adv* /ɪn'dɔːz/ в помещении
influence *n* /'ɪnfluəns/ влияние, действие, воздействие
information *n* /ɪnfə'meɪʃən/ информация, сообщения, сведения
informative *adj* /ɪn'fɔːmətɪv/ информационный; информирующий
innovation *n* /ɪnə'veɪʃən/ нововведение, новшество; новаторство
insect *n* /'ɪnsekt/ насекомое
inside *adv, prep* /ɪn'saɪd/ внутри, в
inspiration *n* /ɪnspə'reɪʃən/ вдохновение
instead *adv* /ɪn'sted/ вместо; взамен
instructor *n* /ɪn'straktə/ инструктор, руководитель
instrument *n* /'ɪnstɹumənt/ музыкальный инструмент
insurance *n* /ɪn'fʊərəns/ страхование; страховка
intelligent *adj* /ɪn'telɪdʒənt/ 1) умный, разумный 2) понятливый, смысловой
interested *adj* /'ɪntrəstɪd/ заинтересованный
interesting *adj* /'ɪntrəstɪŋ/ интересный
international *adj* /ɪntə'næʃənəl/ международный, интернациональный
Internet (the) *n* /'ɪntənɪt/ Интернет
Internet café *n* /ɪntənɪt 'kæfeɪ/ интернет-кафе
interrupt *v* /ɪntə'rʌpt/ 1) прерывать 2) вмешиваться
interview *n* /'ɪntəvjʊː/ собеседование
intrigued *adj* /ɪn'triːɡd/ заинтригованный
introduce *v* /ɪn'trə'djuːs/ 1) представлять 2) выносить на рассмотрение (законопроект и т. д.)
invent *v* /ɪn'vent/ изобретать, делать открытие
invention *n* /ɪn'venʃən/ изобретение
inventor *n* /ɪn'ventə/ 1) изобретатель 2) выдумщик, фантазёр
IQ *n* /aɪ'kjuː/ коэффициент умственного развития
Irish *adj* /'aɪəɪʃ/ ирландский
irritate *v* /'ɪrɪteɪt/ раздражать, сердить
irritated *adj* /'ɪrɪteɪtɪd/ раздражённый
irritating *adj* /'ɪrɪteɪtɪŋ/ раздражающий, вызывающий раздражение
Islam *n* /'ɪzlɑːm/ ислам
island *n* /'aɪlənd/ остров

J j

jealous *adj* /'dʒeləs/ ревнивый, ревнующий; завистливый, завидующий

job *n* /dʒɒb/ работа, труд
a part-time/full-time job работа в режиме частичной/полной занятости
joke /dʒəʊk/ 1. *n* шутка, острота 2. *v* 1) шутить 2) дразнить
journalist *n* /'dʒɜːnəlɪst/ журналист, сотрудник газеты
journey *n* /'dʒɜːni/ поездка, путешествие
judge *n* /dʒʌdʒ/ судья
Judaism *n* /'dʒuːdeɪzəm/ иудаизм
juice *n* /dʒuːs/ сок
just *adv* /dʒʌst/ 1) только что 2) разг. совсем, прямо, просто

К к

kebab *n* /kɪ'bæb/ BrE кебаб, шашлык
keen *adj* /kiːn/ сильно желающий (чего-л.), стремящийся (к чему-л.)
be keen on doing sth очень любить что-л., страстно увлекаться чем-л.
keep *v* /kiːp/ (*pt, pp kept*) 1) держать, не отдавать 2) вести (дневник) 3) управлять, вести
keep on продолжать
keep (on) doing sth продолжать делать что-л.
keep sth a secret сохранить что-л. в тайне
keep out не допускать, не впускать; не позволять (of)
ketchup *n* /'ketʃəp/ кетчуп
kettle *n* /'ketl/ чайник
key /kiː/ 1. *n* 1) ключ 2) клавиша 2. *adj* основной, ключевой; главный
kid *n* /kɪd/ ребёнок; малыш
kill *v* /kɪl/ убивать
kiss /kɪs/ 1. *n* поцелуй 2. *v* целоваться
kitchen *n* /'kɪtʃən/ кухня
kitten *n* /'kɪtn/ котёнок
knock *v* /nɒk/ стучать(ся)
knowledge *n* /'nɒlɪdʒ/ знание; познания; эрудиция

L l

laboratory *n* /lə'bɒrətəri/ лаборатория
lake *n* /leɪk/ озеро
lamb *n* /læm/ 1) ягнёнок, барашек 2) мясо молодого барашка
language *n* /'læŋɡwɪdʒ/ 1) язык 2) речь
laptop *n* /'læptɒp/ портативный компьютер, ноутбук
lasagne *n* /lə'zænjə/ BrE лазанья
laser *n* /'leɪzə/ лазер

last /lɑːst/ 1. *adj* последний 2. *v* продолжаться; длиться
late *adv* /leɪt/ поздно
laugh *v* /lɑːf/ смеяться; рассмеяться
laugh at sb, sth смеяться на кем-л., чем-л.
lavatory *n* /'lævətəri/ formal уборная, туалет
lawn *n* /lɔːn/ лужайка, газон
lawyer *n* /'lɔːjə/ юрист; адвокат
lazy *adj* /'leɪzi/ ленивый
lead-free *adj* /'led'friː/ не содержащий свинца
leader *n* /'liːdə/ руководитель, глава
leaf *n* /liːf/ 1) лист 2) листва
leaflet *n* /'liːflət/ листовка; брошюра
learn *v* /lɜːn/ (*pt, pp learnt*) учиться; учить
learn by heart учить наизусть
least *adj* /liːst/ малейший, минимальный
at least по крайней мере
leave *v* /liːv/ (*pt, pp left*) 1) покидать 2) уезжать, переезжать
lecturer *n* /'lektʃərə/ 1) лектор 2) преподаватель
left *n* /left/ левая сторона
on the left слева
leisure *n* /'leɪzə/ досуг, свободное время
lemonade *n* /lemə'neɪd/ лимонад
lesson *n* /'lesən/ урок
letter *n* /'letə/ письмо, послание
letter box *n* /'letə ˌbɒks/ почтовый ящик
level *n* /'levəl/ ступень, уровень
librarian *n* /laɪ'briəriən/ библиотекарь
lie *v* /laɪ/ (*pt lay; pp lain*) лежать
lie down ложиться; прилечь
life *n* /laɪf/ жизнь; существование
lifestyle *n* /'laɪfstɑɪl/ образ, уклад жизни
lift *n* /lɪft/ лифт
take the lift воспользоваться лифтом
light *v* /laɪt/ (*pt, pp lit*) 1) зажигать(ся) 2) освещать
lighting *n* /'laɪtɪŋ/ 1) освещение 2) осветительная аппаратура
like /laɪk/ 1. *prep* как; похожий на 2. *v* нравиться, любить
limit *v* /'lɪmɪt/ ограничивать; ставить предел
line *n* /laɪn/ 1) линия, черта 2) ряд; очередь
link *v* /lɪŋk/ соединять, связывать, смыкать
lipstick *n* /'lɪpsstɪk/ губная помада
wear lipstick пользоваться губной помадой
listen *v* /'lɪsən/ слушать; прислушиваться
literature *n* /'lɪtərəʃə/ литература
lively *adj* /'laɪvli/ оживлённый, весёлый
living room *n* /'lɪvɪŋ ru:m/ гостиная
local *adj* /'ləʊkəl/ местный
Londoner *n* /'lɒndənə/ лондонец

long *adj* /lɒŋ/ длинный

look *v* /lʊk/ смотреть; осматривать

look after sb, sth присматривать за, заботиться о ком-л., чём-л.

look at sb, sth смотреть на кого-л., что-л.

look back вспоминать, оглядываться на прошлое

look for sb, sth искать кого-л., что-л.

look forward to sth ожидать, очень хотеть чего-л.

look into sth 1) заглядывать 2) исследовать

lose *v* /luːz/ (*pt, pp lost*) терять, лишаться; утрачивать (свойство, качество)

loud /laʊd/ 1. *adj* 1) громкий; звучный 2) шумный 3) кричащий (о красках, наряде и т. п.) 2. *adv* громко

love *n* /lʌv/ 1. *n* любовь, привязанность

2. *v* 1) любить 2) хотеть, желать

love at first sight любовь с первого взгляда

I'd love to come я бы с удовольствием пришёл

low *adj* /ləʊ/ низкий, невысокий

low-fat *adj* /'ləʊ fæt/ с низким содержанием жиров; маложирный

lower *v* /'ləʊə/ снижать(ся), понижать(ся), уменьшать(ся) (о ценах, звуке и т. д.)

lucky *adj* /'lʌki/ счастливый, удачный; удачливый

luxury *n* /'lʌkʃəri/ роскошь

M m

mad *adj* /mæd/ страстно любящий (что-л.)

mad after/for/on/about sth помешанный на чём-л.

magazine *n* /'mæɡə'ziːn/ (периодический) журнал

main *adj* /meɪn/ главный; основной

main course *n* /,meɪn 'kɔːs/ основное блюдо

mainly *adv* /'meɪnli/ 1) большей частью 2) главным образом

major *adj* /'meɪdʒə/ 1) большой, более важный 2) главный

make /meɪk/ 1. *n* марка; стиль; тип, модель 2. *v* (*pt, pp made*) делать; совершать; сделать

make a mistake ошибиться, совершить ошибку

make sb do sth заставлять кого-л. (с)делать что-л.

make friends подружиться

make a decision принять решение

make predictions предсказывать

make progress развиваться; делать успехи

male *adj* /meɪl/ мужской

manage *v* /'mænəʒ/ 1) обходиться 2) справляться, суметь (сделать)

manager *n* /'mænədʒə/ управляющий, заведующий; директор

margarine *n* /,mɑːdʒəriːn/ маргарин

marital *adj* /'mærɪtəl/ супружеский, брачный

marital status семейное положение

mark *n* /mɑːk/ балл, отметка; оценка

marketing *n* /'mɑːkɪtɪŋ/ маркетинг, изучение условий рынка

married *adj* /'mærid/ женатый; замужняя

maths *n* /mæθs/ BrE математика

may /meɪ/ мочь, иметь возможность; быть вероятным

meal *n* /miːl/ принятие пищи; еда

measure *v* /'meʒə/ иметь размеры

media *n* /'miːdiə/ средства массовой информации

medical *adj* /'medɪkəl/ врачебный, медицинский

medicine *n* /'medsən/ 1) лекарство 2) медицина

melodic *adj* /mə'lɒdɪk/ мелодический, мелодичный

melody *n* /'melədi/ 1) мелодия 2) мелодичность

melon *n* /'melən/ дыня

member *n* /'membə/ член, участник организации

memorise *v* /'meməraɪz/ запоминать, заучивать наизусть

memory *n* /'meməri/ память

mention *v* /'menʃən/ упоминать; ссылаться

menu *n* /'menjuː/ меню

merit *n* /'merɪt/ 1) заслуга 2) достоинство

mess *n* /mes/ беспорядок

message *n* /'mesɪdʒ/ сообщение, донесение; письмо, записка

message board *n* /'mesɪdʒ bɔːd/ электронная доска объявлений

messy *adj* /'mesi/ 1) грязный 2) беспорядочный

metal *n* /'metəl/ металл

method *n* /'meθəd/ метод, способ; приём

microwave *n* /'maɪkrəweɪv/ микроволновая печь

middle *n* /'mɪdl/ середина

middle class *n* /,mɪdl 'klaːs/ средний класс, люди среднего достатка

mild *adj* /maɪld/ неострый (о пище)

milk *n* /mɪlk/ молоко

milkshake *n* /'mɪlkʃeɪk/ молочный коктейль
mind *v* /maɪnd/ возражать, иметь (что-л.) против
mineral water *n* /'mɪnərəl 'wɔ:tə/ минеральная вода
minimalist *adj* /'mɪnɪməlist/ минималистический
minority *n* /maɪ'nɒrəti/ меньшинство; меньшее число; меньшая часть
miss *v* /mɪs/ чувствовать отсутствие (кого-л., чего-л.); скучать (по кому-л.)
mistake *n* /mɪ'steɪk/ ошибка; недоразумение, заблуждение
mobile phone *n* /'məʊbaɪl 'fəʊn/ BrE мобильный телефон
modern *adj* /'mɒdən/ современный; новый
modest *adj* /'mɒdəst/ скромный
molar *n* /'məʊlə/ коренной зуб
monarchy *n* /'mɒnəki/ монархия
money *n* /'mʌni/ деньги
monitor *v* /'mɒnɪtə/ наставлять, советовать
monster *n* /'mɒnstə/ чудовище
monthly *adj* /'mʌnθli/ (еже)месячный
moon *n* /mu:n/ луна
moonlight *n* /'mu:nlaɪt/ лунный свет
mostly *adv* /'mɔ:stli/ по большей части, главным образом; обыкновенно, обычно
mother tongue *n* /'mʌðə tʌŋ/ родной язык
motorbike *n* /'məʊtəbaɪk/ BrE 1) мотоцикл 2) мопед
mountain *n* /'maʊntɪn/ гора
move *v* /mu:v/ 1) двигать(ся); передвигать(ся) 2) переезжать; переселяться
movement *n* /'mu:vmənt/ движение (общественное)
multicultural *adj* /'mʌltɪ'kʌltʃərəl/ относящийся к разным культурам
multiculturalism *n* /'mʌltɪ'kʌltʃərəlɪzəm/ культурное многообразие
mummy *n* /'mʌmi/ мумия
mushroom *n* /'mʌʃru:m/ гриб
music *n* /'mju:zɪk/ музыка
musical *adj* /'mju:zɪkəl/ 1) музыкальный 2) мелодичный
mysterious *adj* /mɪ'stiəriəs/ таинственный; непостижимый
mystery *n* /'mɪstəri/ тайна

N n

nanorobot *n* /'nænəʊ ˌɡəʊbɒt/ наноробот
narrow *adj* /'nærəʊ/ 1) узкий 2) тесный; небольшой
nation *n* /'neɪʃən/ 1) народ, нация 2) государство, страна

national park *n* /'næʃənəl 'pɑ:k/ заповедник; национальный парк
nationality *n* /'næʃənəleɪti/ 1) гражданство, подданство 2) национальность 3) нация
near /niə/ 1. *adj* ближайший 2. *adv* близко, поблизости, недалеко; около (по месту или времени) 3. *prep* возле, у, около (о месте)
need *v* /ni:d/ 1) нуждаться (в чём-л.); иметь надобность, потребность 2) требоваться
negative *adj* /'negətɪv/ отрицательный; негативный
neighbour *n* /'neɪbə/ BrE сосед, соседка
neighbourhood *n* /'neɪbəhʊd/ BrE округа, район, окрестность
nervous *adj* /'nɜ:vəs/ 1) нервный 2) беспокоящийся (о чём-л.)
network *n* /'netwɜ:k/ 1) сеть, цепь 2) радиотрансляционная сеть; телевизионная сеть
New Year's Eve *n* /'nju: ˌjɪəz 'i:v/ канун Нового года
news *n* /nju:z/ 1) известия, сообщения печати, радио 2) новости
newsagent's *n* /'nju:zɛɪdʒənts/ BrE газетный киоск
newspaper *n* /'nju:spetə/ газета
next /nekst/ 1. *adj* 1) ближайший; соседний 2) следующий 2. *adv* потом, затем, после
nice *adj* /naɪs/ 1) хороший, приятный, милый, славный 2) любезный, добрый, внимательный
nightclub *n* /'naɪtklʌb/ ночной клуб
nightlife *n* /'naɪtlaɪf/ ночная жизнь
nightmare *n* /'naɪtmɛə/ кошмар, страшный сон
noise *n* /nɔɪz/ шум; гам; грохот
noisy *adj* /'nɔɪzi/ шумный
non-smoker *n* /'nɒn'sməʊkə/ некурящий
note *n* /nəʊt/ заметка, запись
notice *v* /'nəʊtɪs/ замечать, обращать внимание
novel *n* /'nɒvəl/ роман
now *adv* /naʊ/ теперь, сейчас
nurse *n* /nɜ:s/ сиделка; медицинская сестра
nut *n* /nʌt/ орех

O o

obviously *adv* /'ɒbvɪəsli/ очевидно, явно, ясно
occasionally *adv* /ə'keɪzənəli/ изредка, время от времени; подчас, порой
offer /'ɒfə/ 1. *n* предложение 2. *v* предлагать; выражать готовность
office *n* /'ɒfɪs/ контора, офис, бюро
official *adj* /ə'fɪʃəl/ 1) служебный 2) официальный

olive *n* /'bliv/ маслина, олива (дерево и плод)
on *prep* /ɒn/ на, у, в
on foot пешком
onion *n* /'ʌnjən/ лук; луковица
operatic *adj* /,ɒpə'tætɪk/ оперный
opinion *n* /ə'pɪnjən/ мнение, взгляд
optimistic *adj* /,ɒptə'mɪstɪk/ оптимистичный, оптимистический
orange *n* /'ɒrændʒ/ апельсин
order /'ɔ:də/ 1. *n* порядок; последовательность 2. *v* заказывать
ordinary *adj* /'ɔ:dɪnəri/ обычный, обыкновенный
organisation *n* /,ɔ:gənə'zeɪʃən/ организация
organiser *n* /'ɔ:gənəɪzə/ организатор; ежедневник
original *adj* /ə'ɹɪdʒɪnəl/ 1) первоначальный; исходный 2) оригинальный 3) подлинный
other *adj* /'ʌðə/ 1) (the) второй из двух 2) другой, иной 3) (с *сущ.* во *мн. ч.* + *the*) остальные
outgoing *adj* /aʊt'ɡəʊɪŋ/ дружелюбный; общительный
outside /'aʊtsaɪd/ 1. *n* наружная часть или сторона; внешняя поверхность 2. *adv* снаружи, извне; наружу 3. *prep* вне, за пределами
own /əʊn/ 1. *v* владеть; иметь, обладать 2. *adj* свой, собственный
on one's own самостоятельно, без посторонней помощи
owner *n* /'əʊnə/ владелец; собственник, хозяин

Р р

pack *v* /pæk/ упаковывать(ся), запаковывать(ся), укладывать вещи
paint *v* /peɪnt/ 1) красить, окрашивать; расписывать (стену и т. п.) 2) писать красками, заниматься живописью
painting *n* /'peɪntɪŋ/ 1) живопись 2) роспись; картина
pale *adj* /peɪl/ бледный
paper *n* /'peɪpə/ 1) бумага 2) газета
paralysed *adj* /'pærəlaɪzd/ *BrE* парализованный
party *n* /'pa:tɪ/ 1) приём гостей; званый вечер, вечеринка 2) партия
pass *v* /pɑ:s/ 1) сдать экзамен 2) проходить; миновать
passionate *adj* /'pæʃənət/ страстный, пылкий
passive *adj* /'pæslv/ 1) пассивный 2) инертный; бездеятельный

pasta *n* /'pæstə/ макаронные изделия, паста
pay /peɪ/ 1. *n* плата, выплата 2. *v* (*pt*, *pp paid*) платить; уплачивать (долг, налог)
peaceful *adj* /'pi:sfəl/ мирный, спокойный
peanut *n* /'pi:nʌt/ арахис, земляной орех
peel *v* /pi:l/ снимать корку, кожицу, шелуху; очищать (фрукты, овощи)
penalty *n* /'penəltɪ/ наказание; взыскание; штраф
people *n* /'pi:pəl/ народ, нация; люди
pepper *n* /'perə/ перец
red pepper 1) (сладкий) красный перец 2) красный перец (вид специй)
peppermint *n* /'perə'mɪnt/ перечная мята
perhaps *adv* /pə'hæps/ возможно, может быть
personal *adj* /'pɜ:sənəl/ личный, персональный
personality *n* /pɜ:sənə'letɪ/ личные свойства, особенности характера
pessimistic *adj* /pesə'mɪstɪk/ пессимистический
petrol *n* /'petrəl/ *BrE* бензин; моторное топливо
phone-in *n* /'fəʊnɪn/ сигнал вызова; теле- или радиопередача «задайте вопрос в прямом эфире»
phonograph *n* /'fəʊnəgrɑ:f/ 1) фонограф 2) граммофон, патефон
photo *n* /'fəʊtəʊ/ *informal* фотография
photograph /'fəʊtəgrɑ:f/ 1. *n* фотографический снимок, фотография 2. *v* фотографировать, снимать
photographer *n* /fə'tɒgrəfə/ фотограф
physical education *n* /fɪzɪkəl ,edʒu'keɪʃən/ (P.E.) физическое воспитание, физкультура
piano *n* /pi'ænəʊ/ фортепьяно
pick *v* /pɪk/ собирать, снимать (плоды); срывать (цветы, фрукты)
pick up поднимать, подбирать
picker *n* /'pɪkə/ сборщик (хлопка, фруктов и т. п.)
piercing *n* /'piəriŋ/ пирсинг
pig *n* /pɪg/ свинья; поросёнок
pilot *n* /'paɪlət/ пилот, лётчик
pineapple *n* /'paɪnæpəl/ ананас
pipe *n* /paɪp/ труба; трубопровод
pizza *n* /'pɪtsə/ пицца
pizzeria *n* /pɪ'tsə'ri:ə/ пиццерия
plan /plæn/ 1. *n* 1) замысел, намерение 2) способ действия 2. *v* составлять план, планировать
plane *n* /pleɪn/ самолёт
planet *n* /'plænət/ планета
plant *n* /plɑ:nt/ растение

plastic *n* /'plæstɪk/ пластмасса; пластик
plate *n* /pleɪt/ тарелка
platform *n* /'plætfɔ:m/ платформа
play /pleɪ/ *v* 1) играть, резвиться, забавляться 2) играть на музыкальном инструменте
playful *adj* /'pleɪfəl/ игривый, весёлый, шуточный, шаловливый
playground *n* /'pleɪgraʊnd/ площадка для игр; спортивная площадка
pleasant *adj* /'plezənt/ 1) приятный 2) милый, славный
pleased *adj* /pli:zd/ довольный
plumber *n* /'plʌmə/ водопроводчик
pocket money *n* /'pɒkɪt ˌmʌni/ деньги на мелкие расходы, карманные деньги
poem *n* /'pəʊəm/ стихотворение; поэма
poet *n* /'pəʊət/ поэт
poetry *n* /'pəʊətri/ поэзия; стихи
polite *adj* /pə'laɪt/ вежливый, любезный, учтивый, обходительный
political *adj* /pə'lɪtɪkəl/ политический
pollution *n* /pə'lju:ʃən/ загрязнение
poor *adj* /pʊə/ низкий, плохой
pop *n* /pɒp/ поп-музыка
popular *adj* /'pɒpjələ/ популярный
porch *n* /pɔ:tʃ/ подъезд, крыльцо
position *n* /pə'zɪʃən/ положение; должность
positive *adj* /'pɒzətɪv/ 1) уверенный 2) положительный 3) позитивный
possession *n* /pə'zeʃən/ владение, обладание
possibility *n* /ˌpɒsə'bɪləti/ возможность, вероятность
poster *n* /'pəʊstə/ объявление, плакат, афиша
postman *n* /'pəʊsmən/ BrE почтальон
pour *v* /pɔ:/ 1) лить(ся), вливать(ся) 2) наливать
power station *n* /'paʊə ˌsteɪʃən/ электростанция
practical *adj* /'præktɪkəl/ практический
prediction *n* /prɪ'dɪkʃən/ предсказание; прогноз; пророчество
prefer *v* /prɪ'fɜ:/ предпочитать
prehistoric *adj* /ˌpri:hi'stɔ:rɪk/ доисторический
prepare *v* /prɪ'peə/ 1) приготавливать(ся) 2) готовить
presenter *n* /prɪ'zentə/ радио-, телеведущий
press *n* /pres/ печать, пресса
priest *n* /prɪ:st/ священник
primary school *n* /'praɪməri ˌsku:l/ BrE общая начальная школа (для детей от 5 до 11 лет)
printing press *n* /'prɪntɪŋ pres/ печатная машина, печатный станок
private *adj* /'praɪvət/ частный; личный

prize *n* /praɪz/ награда, приз, премия
pro *n* /prəʊ/ «за» (о голосе, доводах и т. п.)
the pros and cons (доводы) «за» и «против»
probably *adv* /'prɒbəbli/ вероятно
problem *n* /'prɒbləm/ проблема; вопрос; задача
programme *n* /'prəʊgræm/ BrE программа
programmer *n* /'prəʊgræmə/ программист(ка)
progress *n* /'prəʊgres/ прогресс, развитие; движение вперёд
prohibit *v* /prə'hɪbɪt/ 1) запрещать 2) препятствовать, мешать
promise /'prɒmɪs/ 1. *n* обещание 2. *v* обещать
promotion *n* /prə'məʊʃən/ продвижение по службе; повышение в звании
property *n* /'prɒpəti/ имущество; собственность; земельная собственность, поместье
protect *v* /prə'tekt/ защищать; ограждать
protein *n* /'prəʊti:n/ протеин, белок
proud *adj* /praʊd/ гордый, надменный, высокомерный
psychologist *n* /saɪ'kɒlədʒɪst/ психолог
public /'pʌblɪk/ 1. *n* публика; общественность 2. *adj* общественный; государственный
publish *v* /'pʌblɪʃ/ публиковать; оглашать
pudding *n* /'pu:dɪŋ/ пудинг
pull *v* /pul/ тащить; тянуть
pull up вырывать (с корнем)
punctual *adj* /'pʌŋktʃʊəl/ пунктуальный, точный
pupil *n* /'pju:pəl/ ученик; учащийся; воспитанник
purpose *n* /'pɜ:pəs/ намерение, цель
purse *n* /pɜ:s/ 1) BrE кошелек 2) AmE дамская сумочка
pyramid *n* /'praɪmɪd/ пирамида

Q q

qualification *n* /kwɒlɪfɪ'keɪʃən/ квалификация; подготовленность
qualified *adj* /'kwɒlɪfaɪd/ 1) компетентный 2) подходящий, пригодный
quality /'kwɒləti/ 1. *n* качество, достоинство 2. *adj* качественный
queue *v* /kju:/ BrE стоять в очереди, становиться в очередь
quiet *adj* /'kwaɪət/ спокойный; тихий; бесшумный; неслышный
Keep quiet! Не шуми(те)! Тише!
quite *adv* /kwaɪt/ 1) довольно 2) действительно, в самом деле

quiz *n* /kwɪz/ 1) проверочные вопросы; опрос; 2) экзамен

R r

rabbit *n* /'ræbɪt/ кролик

radio *n* /'reɪdɪəʊ/ радио; радиовещание

raise *v* /reɪz/ собирать (деньги и т. п.)

range *n* /reɪndʒ/ сфера, область, круг

range of products ассортимент

ray *n* /reɪ/ луч

reader *n* /'riːdə/ читатель; любитель книг

reading *n* /'riːdɪŋ/ (публичное) чтение

realistic *adj* /rɪə'lɪstɪk/ реалистичный; реалистический

realise *v* /'rɪəlaɪz/ представлять себе; понимать в деталях

reason *n* /'riːzən/ причина, повод, основание

receive *v* /rɪ'siːv/ 1) принимать 2) получать

recently *adv* /rɪ'sɛntli/ недавно; на днях

receptionist *n* /rɪ'sepʃənɪst/ секретарь в приёмной

recipe *n* /'resɪpi/ рецепт

recognise *v* /'rekəɡnaɪz/ 1) узнавать 2) признавать

recommend *v* /,rekə'mend/ рекомендовать; советовать

record *n* /'rekɔːd/ 1) рекорд 2) грампластинка

record player *n* /'rekɔːd pleɪə/ проигрыватель

recycle *v* /rɪ'saɪkl/ перерабатывать для вторичного использования

recycling *n* /rɪ'saɪklɪŋ/ переработка для вторичного использования

red meat *n* /,red 'miːt/ красное мясо (баранина, говядина)

reduce *v* /rɪ'djuːs/ понижать, ослаблять, уменьшать, сокращать

referee *n* /,refə'riː/ судья, рефери

refuse *v* /rɪ'fjuːz/ отказывать, отвергать

reggae *n* /'regeɪ/ регги

register *n* /'redʒɪstə/ официальный список; опись; реестр

regret /rɪ'ɡret/ 1. *n* 1) сожаление, горе 2) раскаяние 2. *v* сожалеть, горевать (о чём-л.)

regularly *adv* /'regjʊləli/ регулярно

relationship *n* /rɪ'leɪʃənʃɪp/ 1) родство 2) отношение, взаимоотношение

relativity *n* /,relə'tɪvətɪ/ относительность

theory of relativity теория относительности

relaxed *adj* /rɪ'læksɪd/ спокойный

relaxing *adj* /rɪ'læksɪŋ/ смягчающий, расслабляющий

religion *n* /rɪ'lɪdʒən/ религия

remember *v* /rɪ'membə/ помнить, вспоминать

remote control *n* /rɪ'məʊt kən'trəʊl/ дистанционное управление; пульт дистанционного управления

repair /rɪ'peə/ 1. *n* ремонт; починка 2. *v* ремонтировать; чинить, исправлять

replace *v* /rɪ'pleɪs/ вернуть; восстановить

replant *v* /rɪ:'plɑːnt/ 1) пересаживать (растения) 2) снова засаживать (растениями)

report /rɪ'pɔːt/ 1. *n* 1) отчёт; сообщение; доклад 2) донесение; рапорт 2. *v* сообщать; рассказывать; описывать

reporter *n* /rɪ'pɔːtə/ репортёр; корреспондент

rescue *v* /'reskjʊː/ спасать; избавлять, освобождать; выручать

reservation *n* /,rezə'veɪʃən/ сохранение; резервирование, предварительный заказ (мест на теплоходе, в гостинице и т. п.)

resident *n* /'rezɪdənt/ проживающий; постоянно живущий

response *n* /rɪ'spɒns/ ответ

responsibility *n* /rɪ'spɒnsə'bɪlətɪ/ ответственность

responsible *adj* /rɪ'spɒnsəbəl/ ответственный, несущий ответственность

retire *v* /rɪ'taɪə/ оставлять (должность); уходить в отставку, увольняться(ся)

retired *adj* /rɪ'taɪəd/ отставной, ушедший на пенсию; удалившийся от дел

reunion *n* /rɪ:'juːniən/ воссоединение; встреча

revise *v* /rɪ'vaɪz/ перечитывать, просматривать (перед экзаменом)

revolution *n* /,revə'luːʃən/ 1) революция 2) переворот

reward *n* /rɪ'wɔːd/ награда; вознаграждение

rhapsody *n* /'ræpsədi/ рапсодия

rice *n* /raɪs/ рис

Richter scale *n* /'rɪktə ,skeɪl/ шкала Рихтера

rid *adj* /rɪd/ избавленный

ridiculous *adj* /rɪ'dɪkjʊləs/ смехотворный, смешной, нелепый

right I /raɪt/ 1. *n* право; справедливое требование 2. *adj* 1) правый, справедливый 2) верный, правильный

right II /raɪt/ *n* правая сторона

on the right справа

ring *v* /rɪŋ/ (*pt* rang; *pp* rung) звенеть; звучать

rise /raɪz/ 1. *n* повышение, возвышение, подъём, поднятие; увеличение 2. *v* (*pt* rose; *pp* risen) подниматься (о ценах, уровне и т. п.); увеличиваться

rock I *n* /rɒk/ 1) горная порода 2) скала, утёс 3) рок (стиль в музыке)
role *n* /rəʊl/ роль
roll *n* /rəʊl/ булочка
romantic *adj* /rəʊ'mæntɪk/ романтический; романтический
roof *n* /ru:f/ крыша, кровля
roomy *adj* /'ru:mi/ просторный, свободный; вместительный
root *n* /ru:t/ корень
rose *n* /rəʊz/ роза
routine *n* /ru:'ti:n/ 1) обычный распорядок, порядок проведения дел 2) рутина
rubbish *n* /'rʌbɪʃ/ BrE хлам, мусор
rucksack *n* /'rʌksæk/ BrE рюкзак, вещевой мешок
rude *adj* /ru:d/ 1) грубый; оскорбительный 2) невежественный, невоспитанный
rule *n* /ru:l/ правило; принцип; норма
run *v* /rʌn/ (*pt* ran; *pp* run) бежать; нестись; бегать
run away убежать
run out 1) выбегать 2) истощаться; истекать (о времени)
running *n* /'rʌnɪŋ/ бег(а), беготня

S s

sack *v* /sæk/ *informal* уволить
sadness *n* /'sædnəs/ печаль, грусть
sailing *n* /'seɪlɪŋ/ плавание, мореходство, навигация
salad *n* /'sæləd/ салат
salary *n* /'sæləri/ жалованье; оклад
salesperson *n* /'seɪlz,pɜ:sən/ продавец
salmon *n* /'sæmən/ лосось; сёмга
sandwich *n* /'sæpnwɪʃ/ сэндвич, закрытый бутерброд
satisfied *adj* /'sætɪsfaɪd/ довольный, удовлетворённый
satisfying *adj* /'sætɪsfaɪŋ/ удовлетворительный, приятный; удовлетворяющий
sauce *n* /sɔ:s/ соус, подлива
sausage *n* /'sɔ:sɪʃ/ колбаса; сосиска
savannah *n* /sə'veɪnə/ саванна
save *v* /seɪv/ 1) спасти 2) откладывать, копить
Scandinavian /skændi'neɪvɪən/ 1. *n* скандинав, скандинавка 2. *adj* скандинавский
scared *adj* /skeəd/ испуганный
scenery *n* /'si:nəri/ пейзаж
scheme *n* /ski:m/ план, проект; программа
school *n* /sku:l/ школа
 schooldays *n* /'sku:ldeɪz/ школьные годы
science *n* /'saɪəns/ наука

science fiction *n* /saɪəns 'fɪkʃn/ научная фантастика
scientific *adj* /saɪən'tɪfɪk/ научный
scientist *n* /'saɪəntɪst/ учёный
score /skɔ:/ 1. *n* счёт, количество очков (в игре) 2. *v* выигрывать, иметь успех
Scottish *adj* /'skɒtɪʃ/ шотландский
screen *n* /skri:n/ экран
scuba diving *n* /sku:bə 'daɪvɪŋ/ подводное плавание
sea level *n* /'si:levəl/ уровень моря
search engine /'sɜ:tʃ'endʒɪn/ поисковая система
second-hand *adj* /sekənd'hænd/ подержанный
secondary school *n* /'sekəndəri'sku:l/ BrE средняя школа
secret /'si:kret/ 1. *n* тайна, секрет 2. *adj* тайный, секретный
secretary *n* /'sekrətəri/ секретарь
section *n* /'sekʃən/ секция, деталь, часть (стандартного сооружения, мебели и т. п.)
seed *n* /si:d/ семя, зерно
seem *v* /si:m/ казаться
selfish *adj* /'selfɪʃ/ эгоистический, эгоистичный
semi-detached *adj* /semɪdɪ'tætʃt/ (дом) имеющий общую стену с другим домом
sense *n* /sens/ чувство; ощущение
sentimental *adj* /sentə'mentl/ сентиментальный, чувствительный
series *n* /'siəri:z/ серия; выпуск; цикл (лекций, телепередач)
set /set/ (*pt*, *pp* set) 1. *n* (радио)приёмник, прибор 2. *v* отправиться, выехать, вылететь
TV set телевизор
several *pron* /'sevrəl/ несколько
shape *n* /ʃeɪp/ форма, очертание
share *v* /ʃeə/ делить(ся), распределять, коллективно пользоваться
shelter /'ʃeltə/ 1. *n* 1) приют, кров 2) прикрытие, укрытие 2. *v* приютить, дать приют; служить убежищем, прикрытием
shocked *adj* /ʃɒkt/ потрясённый
shocking *adj* /'ʃɒkɪŋ/ потрясающий; скандальный
shoe *n* /ʃu:/ полуботинок, туфля
shoelace *n* /'ʃu:leɪs/ шнурок для ботинка
shoot *n* /ʃu:t/ стрельба
shopping *n* /'ʃɒpɪŋ/ покупки
short *adj* /ʃɔ:t/ короткий; краткий
short story *n* /ʃɔ:t'stɔ:ri/ рассказ
shout *n* /ʃaʊt/ крик, возглас
shower *n* /'ʃaʊə/ душ
shy *adj* /ʃaɪ/ застенчивый, робкий, осторожный, нерешительный

side *n* /saɪd/ 1) сторона 2) край, конец
sigh *v* /saɪ/ вздыхать
sight *n* /saɪt/ взгляд; рассматривание
at first sight с первого взгляда
sightseeing *n* /'saɪt,si:ɪŋ/ осмотр достопримечательностей
silencer *n* /'saɪlənsə/ глушитель
silent *adj* /'saɪlənt/ безмолвный, молчащий; бесшумный
similar *adj* /'sɪmələ/ подобный; сходный, похожий
simple *adj* /'sɪmpəl/ простой, несложный
simply *adv* /'sɪmplɪ/ просто, легко
sincerely *adv* /sɪn'sɪəli/ искренне
Yours sincerely Искренне Ваш (заключительная фраза в письме)
sing /sɪŋ/ *v* (*pt* sang; *pp* sung) петь
sink *n* /sɪŋk/ раковина (для стока воды)
sit *v* /sɪt/ (*pt*, *pp* sat) сидеть
site *n* /saɪt/ (веб-)сайт, интернет-страница
size *n* /saɪz/ размер
skiing *n* /'ski:ɪŋ/ ходьба/катание на лыжах
skill *n* /skɪl/ мастерство, умение; ловкость, сноровка
skylight *n* /'skaɪlaɪt/ застеклённая крыша, мансардное окно (окно в крыше здания)
sleep /sli:p/ 1. *n* сон 2. *v* (*pt*, *pp* slept) спать, засыпать
sleeping bag *n* /'sli:pɪŋ ˌbæɡ/ спальный мешок
sleepy *adj* /'sli:pɪ/ сонный, сонливый
slow *v* /sləʊ/ замедлять(ся)
smell *n* /smel/ 1) обоняние 2) запах
smile *n* /smail/ улыбка
snack *n* /snæk/ лёгкая закуска
snack bar *n* /'snæk ˌbɑː/ закусочная, буфет
snake *n* /sneɪk/ змея
snob *n* /snɒb/ сноб
snorkelling *n* /'snɔːkəlɪŋ/ плавание, ныряние с маской и трубкой
soap opera *n* /'səʊp ˌɒrə/ многосерийный телефильм, сериал, мыльная опера
social *adj* /'səʊʃəl/ общественный; социальный
society *n* /sə'saɪəti/ общество, объединение, организация
sociology *n* /ˌsəʊʃi'ɒlədʒi/ социология
sofa *n* /'səʊfə/ софа, диван
soft drink *n* /'sɔːft ˌdrɪŋk/ безалкогольный прохладительный напиток
solar *adj* /'səʊlə/ солнечный
solitude *n* /'sɒlətjuːd/ одиночество; уединение
solve *v* /sɒlv/ решать, разрешать (проблему и т. п.)

sometimes *adv* /'sʌmtaɪmz/ иногда, по временам
sonata *n* /sə'na:tə/ соната
song *n* /sɒŋ/ песня; романс
sore *adj* /sɔː/ больной, воспалённый
sort /sɔːt/ 1. *n* род, сорт, вид 2. *v* 1) сортировать; разбирать; классифицировать 2) улаживать, утрясать (проблемы и т. п.)
soul *n* /səʊl/ соул (музыкальный стиль)
sound /saʊnd/ 1. *n* звук; шум 2. *v* звучать, издавать звук
soup *n* /su:p/ суп
space *n* /speɪs/ место, площадь
spacious *adj* /'speɪʃəs/ просторный, обширный
spaghetti *n* /spə'geti/ спагетти
special *adj* /'speʃəl/ специальный; особый
speech *n* /spi:tʃ/ речь, ораторское выступление
spell *v* /spel/ (*pt*, *pp* spelt) писать или произносить (слово) по буквам
spend *v* /spend/ (*pt*, *pp* spent) проводить (время)
spicy *adj* /'spaɪsi/ пикантный, острый
spinach *n* /'spɪnɪʃ/ шпинат
split *v* /splɪt/ (*pt*, *pp* split) разделять(ся); разбивать(ся)
split up разойтись
sponsor *v* /'spɒnsə/ спонсор, лицо, финансирующее что-л.
spoon *n* /spu:n/ ложка
sporting *adj* /'spɔːtɪŋ/ [only before noun] спортивный
sport(s) *n* /spɔːt(s)/ спорт
spray *v* /spreɪ/ распылять, пульверизировать
staff *n* /stɑːf/ штат служащих; служебный персонал
stairs *n* /steəz/ лестница
stale *adj* /steɪl/ несвежий
stand *v* /stænd/ (*pt*, *pp* stood) 1) стоять 2) находиться, быть в определённом состоянии 3) терпеть, выносить
standard *n* /'stændəd/ стандарт, норма, образец
star /stɑː/ 1. *n* звезда; ведущий актёр/актриса 2. *v* играть главные роли, быть звездой
start *v* /stɑːt/ начинать; браться (за что-л.)
starter *n* /'stɑːtə/ BrE закуска
station *n* /'steɪʃən/ 1) железнодорожная станция, вокзал 2) станция, пункт
statistically *adv* /stə'tɪstɪkli/ статистически, по статистике
statistics *n* /stə'tɪstɪks/ статистика

statue *n* /'stæfju:/ статуя, изваяние
stay /steɪ/ **1.** *n* пребывание **2.** *v* оставаться, задерживаться

stay up не ложиться спать

steak *n* /steɪk/ **1)** кусок мяса/рыбы (для жаренья) **2)** бифштекс

steel *n* /stiːl/ сталь

step /step/ **1.** *n* шаг, поступок; мера **2.** *v* шагать, ступать

step out выходить

stereotype *n* /'steriətaɪp/ **1)** стереотип **2)** шаблон; избитость

stop *v* /stɒp/ останавливать(ся)

story *n* /'stɔːri/ **1)** рассказ, повесть **2)** история; сказка **3)** *AmE* газетный материал

strange *adj* /streɪndʒ/ странный, необыкновенный; удивительный

stranger *n* /'streɪndʒə/ чужестранец, незнакомец; посторонний

strawberry *n* /'strɔːbəri/ земляника; клубника

stress *n* /stres/ **1)** давление **2)** стресс

stressed *adj* /strest/ напряжённый (о человеке)

stressful *adj* /'stresfəl/ напряжённый (о ситуации и т. п.), стрессовый

strict *adj* /strikt/ строгий, требовательный

structure *n* /'strʌktʃə/ **1)** сооружение, строение **2)** структура; устройство

study /'stʌdi/ **1.** *n* рабочий кабинет **2.** *v* заниматься, учиться

study for exams готовиться к экзаменам

stuff *n* /stʌf/ *informal* вещи, имущество

stupid *adj* /'stjuːpɪd/ глупый, тупой, бестолковый; дурацкий

successful *adj* /sək'sesfəl/ **1)** успешный; удачный **2)** удачливый, преуспевающий

suddenly *adv* /'sʌdnli/ внезапно, вдруг

suitable *adj* /'sjuːtəbəl/ подходящий, соответствующий, годный

sunbathe *v* /'sʌnbeɪð/ загорать

sunshine *n* /'sʌnʃaɪn/ солнечный свет

supermarket *n* /'sjuːpəˌmɑːkɪt/ большой магазин самообслуживания, супермаркет

support *v* /sə'pɔːt/ поддерживать; болеть за

surprised *adj* /sə'praɪzd/ удивлённый

surprising *adj* /sə'praɪzɪŋ/ неожиданный; удивительный

swallow *v* /'swɒləʊ/ глотать, проглатывать

swear word *n* /'swɛəˌwɜːd/ ругательство, бранное слово

sweet /swiːt/ **1.** *adj* **1)** сладкий **2)** свежий (о воде, воздухе) **2.** *n* **1)** леденец; конфета **2)** сладкое (блюдо)

sweet tooth *n* /swiːt 'tuːθ/ любовь к сладкому

have a sweet tooth быть сластёной

swim *v* /swɪm/ (*pt* swam; *pp* swum) плавать, плыть

switch *v* /swɪtʃ/ переключать; включать; выключать

syndrome *n* /'sɪndrəʊm/ синдром, совокупность симптомов

system *n* /'sɪstəm/ **1)** система, устройство **2)** сеть (дорог и т. п.)

T t

table *n* /'teɪbəl/ стол

tabloid *n* /'tæblɔɪd/ таблоид, малоформатная газета с большим количеством иллюстраций

tail *n* /teɪl/ хвост

take *v* /teɪk/ (*pt* took; *pp* taken) **1)** брать **2)** потреблять; принимать внутрь, глотать **3)** пользоваться (транспортом); использовать (средства передвижения) **4)** фотографировать; изображать; рисовать

take part in sth участвовать, принимать участие в чём-л.

talent *n* /'tælənt/ талант

talented *adj* /'tæləntɪd/ талантливый, одарённый

talk show *n* /'tɔːk ʃəʊ/ *AmE* ток-шоу; беседа, интервью

talkative *adj* /'tɔːkətɪv/ разговорчивый

tap *n* /tæp/ кран (водопроводный, газовый и т. п.)

taste *n* /teɪst/ вкус

tasteful *adj* /'teɪstfəl/ **1)** сделанный со вкусом **2)** обладающий хорошим вкусом

tasteless *adj* /'teɪstləs/ **1)** безвкусный; пресный **2)** обладающий плохим вкусом

tasty *adj* /'teɪsti/ вкусный

tax *n* /tæks/ (государственный) налог; пошлина; сбор

tea *n* /tiː/ чай

teacher *n* /'tiːtʃə/ учитель(ница); преподаватель(ница)

techno *n* /'tek'nəʊ/ техно (стиль электронной музыки)

technology *n* /tek'nɒlədʒi/ **1)** технология **2)** техника

teenager *n* /'tiːneɪdʒə/ подросток

teens *n* /tiːnz/ возраст от 13 до 19 лет (включительно)

be in one's teens быть в подростковом возрасте (от 13 до 19 лет)

temperature *n* /'temprətʃə/ температура; степень нагрева

have/run a temperature иметь повышенную температуру
temporary *adj* /'tempərənt/ временный
tennis *n* /'tenɪs/ теннис
tent *n* /tent/ палатка
term *n* /tɜ:m/ семестр, четверть (учебного года)
terrace *n* /'terəs/ терраса
terraced house *n* /,terəst 'haus/ BrE дом в ряду примыкающих друг к другу однотипных домов
terrifying *adj* /'terəfaɪŋ/ ужасающий
test *n* /test/ проверка, тест
text *v* /tekst/ отправлять текстовое сообщение, писать SMS-сообщения
textbook *n* /'tekstbʊk/ учебник, руководство
theft *n* /θeft/ воровство, кража
then *adv* /ðen/ потом, затем
theory *n* /'θiəri/ теория
therapist *n* /'θerəpɪst/ терапевт
thing *n* /θɪŋ/ вещь, предмет
thought *n* /θɔ:t/ 1) мышление 2) размышление 3) мысль
throat *n* /θrəʊt/ горло, гортань, глотка
tick *v* /tɪk/ делать отметку, ставить галочку
ticket *n* /'tɪkət/ билет; талон
tidy *v* /'taɪdɪ/ BrE убирать, прибирать, приводить в порядок
time *n* /taɪm/ время
timetable *n* /'taɪm,teɪbəl/ 1) расписание 2) график
tiny *adj* /'taɪnɪ/ очень маленький, малюсенький, крошечный
tired *adj* /taɪəd/ усталый, утомлённый
tiring *adj* /'taɪəɪŋ/ утомительный, изнурительный
title *n* /taɪtl/ заглавие, название
toilet *n* /'tɔɪlət/ уборная, туалет
tolerant *adj* /'tɒlərənt/ терпимый
tomato *n* /tə'mætəʊ/ помидор, томат
tooth *n* /tu:θ/ зуб
top /tɒp/ 1. *n* верхушка, вершина 2. *adj* 1) верхний 2) наивысший, максимальный
at the top of на верху
touch *n* /tʌtʃ/ прикосновение, касание
in touch with в контакте с
tour *n* /tuə/ путешествие; поездка; турне
toy *n* /tɔɪ/ игрушка, забава
train /treɪn/ 1. *n* поезд, состав 2. *v* тренировать(ся)
trainers *n* /'treɪnəz/ кроссовки
translator *n* /træns'leɪtə/ переводчик
transport *n* /'træns'pɔ:t/ BrE транспорт; средства сообщения

trap *v* /træp/ улавливать, поглощать
travel /'trævl/ 1. *n* путешествие 2. *v* путешествовать, ездить
trek *n* /trek/ 1) длительный и трудный пеший поход 2) переход, путешествие
trip *n* /trɪp/ путешествие; поездка, экскурсия
trivial *adj* /'trɪviəl/ незначительный, мелкий, пустой
tropical *adj* /'trɒpɪkəl/ тропический
truant *n* /'tru:ənt/ прогульщик; школьник, прогуливающий уроки
play truant прогуливать
true *adj* /tru:/ верный, правильный
come true сбываться
trust /trʌst/ 1. *n* доверие, вера 2. *v* доверять(ся); полагаться
truthful *adj* /'tru:θfəl/ 1) правдивый 2) верный, правильный
try *v* /traɪ/ пытаться, стараться
tub *n* /tʌb/ пластиковый контейнер, коробка
tuna *n* /'tju:nə/ тунец (рыба)
tundra *n* /'tʌndrə/ тундра
turkey *n* /'tɜ:kɪ/ индюк; индейка
turn *v* /tɜ:n/ 1) вращать(ся), вертеть(ся) 2) поворачивать(ся)
turn back повернуть назад
turn off закрывать (кран); выключать (свет)
turn out 1) тушить (свет) 2) оказываться
turn round оборачиваться; поворачиваться
turn to приняться за
turn up приходить, приезжать, появляться
tutor *n* /'tju:tə/ домашний учитель; репетитор
form tutor классный руководитель
TV *n* /ti:'vi:/ телевидение
typical *adj* /'tɪpɪkəl/ типичный

U u

ugly *adj* /'ʌɡli/ уродливый, безобразный
unchanged *adj* /,ʌn'tʃeɪndʒd/ неизменившийся, оставшийся прежним
uncomfortable *adj* /,ʌn'kʌmfətəbl/ 1) неудобный 2) испытывающий неудобство, стеснённый
under *prep* /'ʌndə/ под, ниже
be under arrest быть под арестом
underline *v* /,ʌndə'leɪn/ подчёркивать
underscore *n* /'ʌndə'skɔ:/ линия, подчёркивающая слово

understand *v* /ˌʌndə'stænd/ (*pt, pp understood*)
понимать
undone *adj* /ʌn'dʌn/ 1) несделанный; незаконченный 2) расстегнутый, развязанный
unemployed *adj* /ˌʌnim'plɔɪd/ безработный
unfair *adj* /ʌn'feə/ несправедливый
unforgettable *adj* /ˌʌnfə'getəbəl/ незабвенный; незабываемый
unfortunately *adv* /ʌn'fɔ:tʃənətli/ к сожалению
unhappy *adj* /ʌn'hæpi/ несчастливый; несчастный
unhealthy *adj* /ʌn'helθi/ болезненный; больной
unhelpful *adj* /ʌn'hɛlpfəl/ бесполезный
uniform *n* /'ju:nɪfɔ:m/ форменная одежда, форма
university *n* /ˌju:ni'vɜ:səti/ университет
unkind *adj* /ʌn'kaɪnd/ злой, недобрый
unlucky *adj* /ʌn'lʌki/ неудачный
unpack *v* /ʌn'pæk/ распаковывать
unpleasant *adj* /ʌn'plezənt/ неприятный, отталкивающий
unusual *adj* /ʌn'ju:zʊəl/ необыкновенный; необычный, странный; редкий
upstairs *adv* /ʌp'steɪz/ наверху, находящийся на верхнем этаже
use 1. *n* /ju:s/ употребление; применение 2. *v* /ju:z/ употреблять, пользоваться, применять
useful *adj* /'ju:sfəl/ полезный, пригодный
useless *adj* /'ju:sləs/ бесполезный; никуда не годный

V v

vacancy *n* /'veɪkənsi/ вакансия, свободное место
vacuum cleaner *n* /'vækju:m ,kli:nə/ пылесос
Valentine's Day *n* /'væləntaɪnz ,deɪ/ День святого Валентина
valuable *adj* /'væljuəbəl/ ценный, дорогой
vegan *n* /'vi:gən/ строгий вегетарианец, веган
vegetable *n* /'vedʒətəbl/ овощ
vegetarian *n* /'vedʒə'teəriən/ вегетарианец
version *n* /'vɜ:ʃən/ версия; вариант
vet *n* /vet/ ветеринарный врач
video *n* /'vi:diəʊ/ 1) видео 2) телевидение 3) изображение 4) видеомagneитофон
video-conferencing *n* /'vi:diəʊ,kɒnfərənsɪŋ/ видео-конференц-связь
Vietnamese /ˌvi:etnə'mi:z/ 1. *n* вьетнамец, вьетнамка 2. *adj* вьетнамский
villa *n* /'vilə/ вилла
violence *n* /'vaɪələns/ 1) сила, стремительность 2) жестокость, насилие

violent *adj* /'vaɪələnt/ неистовый; яростный
violin *n* /ˌvaɪə'lin/ скрипка
virtual reality *n* /ˌvɜ:ʃʊəl rɪ'ælɪti/ виртуальная реальность
vision *n* /'vɪʒən/ 1) зрение 2) видение
visit *v* /'vɪzɪt/ навещать; посещать
volunteer *n* /ˌvɒləntiə/ доброволец, волонтер

W w

waiter *n* /'weɪtə/ официант
waitress *n* /'weɪtrəs/ официантка
wake *v* /weɪk/ (*pt woke; pp woken*) 1) просыпаться 2) будить
walk *v* /wɔ:k/ 1) ходить, идти 2) идти пешком
walk away 1) уходить 2) обходить (кого-л.)
wall *n* /wɔ:l/ стена
want *v* /wɒnt/ хотеть, желать
war *n* /wɔ:/ война
wardrobe *n* /'wɔ:drəʊb/ гардероб, шкаф
warm *adj* /wɔ:m/ тёплый; согретый, подогретый
warn *v* /wɔ:n/ предупреждать, предостерегать
washing machine *n* /'wɒʃɪŋ mə'ʃi:n/ стиральная машина
waste /weɪst/ 1. *n* излишняя трата 2. *v* расточать, тратить впустую, терять
watch *v* /wɒtʃ/ наблюдать, следить; смотреть
water /'wɔ:tə/ 1. *n* вода 2. *v* 1) мочить, смачивать 2) поливать, орошать
wear *v* /weə/ (*pt wore; pp worn*) быть одетым, носить (одежду)
weather *n* /'weðə/ погода
website *n* /'web,sait/ веб-сайт
wedding *n* /'wedɪŋ/ свадьба; венчание; бракосочетание; женитьба
wedding ring *n* /'wedɪŋ ,rɪŋ/ обручальное кольцо
weekly *adj* /'wi:kli/ еженедельный; недельный
weight *n* /weɪt/ вес; масса
well *adv* /wel/ 1) хорошо 2) как следует; хорошо; основательно
well-paid *adj* /ˌwel'peɪd/ хорошо оплачиваемый
wet *adj* /wet/ мокрый, влажный
what *pron* /wɒt/ какой, что, сколько
wheel *n* /wi:l/ колесо
wheelchair *n* /'wi:l'tʃeə/ инвалидная коляска, инвалидное кресло
whistle *n* /'wɪsəl/ свист

white meat *n* /waɪt 'mi:t/ белое мясо
whole *adj* /həʊl/ целый, весь
wide *adj* /waɪd/ широкий
wildlife *n* /'waɪldlaɪf/ живая природа, дикая природа
win *v* /wɪn/ (*pt, pp won*) выиграть; победить, одержать победу
window *n* /'wɪndəʊ/ 1) окно 2) витрина
wine *n* /waɪn/ вино
wish *v* /wɪʃ/ желать, хотеть; высказать пожелания
work /wɜ:k/ **1. n** 1) работа; труд; дело 2) произведение, сочинение **2. v** 1) работать, заниматься 2) быть специалистом
working *adj* /'wɜ:kɪŋ/ работающий, рабочий
working conditions условия труда
world /wɜ:ld/ **1. n** мир, вселенная **2. adj** мировой, всемирный
World Wide Web *n* /wɜ:ld ,waɪd 'web/ «Всемирная паутина»
worried *adj* /'wʌrɪd/ обеспокоенный, озабоченный
worrying *adj* /'wʌrɪŋ/ беспокойный

worth *adj* /wɜ:θ/ 1) стоящий 2) заслуживающий (внимания и т. д.)
write *v* /raɪt/ (*pt wrote; pp written*) 1) писать 2) сочинять
write sth down записывать
writer *n* /'raɪtə/ писатель; автор
wrong *adj* /rʊŋ/ неправильный, ошибочный

Y y

yet *adv* /jet/ 1) ещё, всё ещё 2) уже (в вопросах)
yoga *n* /'jəʊgə/ йога
yoghurt *n* /'jɒgət/ йогурт
youth *n* /ju:θ/ молодость; молодёжь
youth hostel *n* /'ju:θ ,hɒstl/ молодёжная гостиница; молодёжная турбаза

Z z

zebra *n* /'zebrə/ зебра
zoology *n* /zəʊ'ɒlədʒi/ зоология

Geographical names

Условные обозначения

г. — город
д. — деревня
о-в — остров
о-ва — острова
оз. — озеро
п-ов — полуостров
пров. — провинция
р. — река
шт. — штат

America /ə'merikə/ Америка
Amsterdam /æmstə'dæm/ г. Амстердам
Arctic Ocean, the /ɑ:k'tik 'əʊʃən/ Северный Ледовитый океан
Asia /'eɪʃə/ Азия
Bath /bɑ:θ/ г. Бат
Birmingham /'bɜ:mɪŋəm/ г. Бирмингем
Brazil /brə'zɪl/ Бразилия
Bristol /'brɪstl/ г. Бристоль
Britain /'brɪtn/ Британия
British Isles, the /'brɪtɪʃ 'aɪləz/ Британские о-ва
Cambridge /'keɪmbɪdʒ/ г. Кембридж
Canada /'kænədə/ Канада
Cardiff /'kɑ:dɪf/ г. Кардифф
China /'tʃaɪnə/ Китай
Crimea /kraɪ'miə/ п-ов Крым
Edinburgh /'edɪnbərg/ г. Эдинбург
Eire /'eərg/ Ирландская Республика
England /'ɪŋɡlənd/ Англия
Egypt /'i:ʒɪpt/ Египет
Europe /'jʊərəp/ Европа
France /frɑ:ns/ Франция
Glasgow /'glɑ:zgəʊ/ г. Глазго
Great Britain /greɪt 'brɪtn/ Великобритания
Hawaii /hə'waɪ/ о-ва, шт. (США) Гавайи
India /'ɪndiə/ Индия
Ireland /'aɪələnd/ Ирландия
Ivanovo /'ɪvɑ:nəvə/ г. Иваново
Japan /dʒə'ræp/ Япония
Katmandu /kæt'mæn'du:/ г. Катманду
Kostroma /kɒstrə'mɑ:/ г. Кострома
Lima /'li:mə/ г. Лима
Madrid /mæ'drɪd/ г. Мадрид
Manchester /'mæntʃɪstə/ г. Манчестер
Moscow /'mɒskəʊ/ г. Москва
Netherlands, the /'nedələndz/ Нидерланды
Northern Ireland /nɔ:ðən 'aɪələnd/ Северная Ирландия
Novgorod /'nɒvgərəd/ г. Новгород
Ontario /ɒn'teəriəʊ/ г. Онтарио
Oxford /'ɒksfəd/ г. Оксфорд

Pereslavl Zalesky /pərə'slavl zə'leski/ г. Переславль-Залесский
Poland /'peʊlənd/ Польша
Rostov Veliky /rə'stɒv və'likɪ/ г. Ростов Великий
Russia /'rʌʃə/ Россия
Russian Federation /'rʌʃən ,fedə'reɪʃən/ Российская Федерация
Saint Petersburg /seɪnt 'pi:təzbɜ:g/ г. Санкт-Петербург
Scandinavia /,skændɪ'neɪviə/ Скандинавия
Scotland /'skɒtlənd/ Шотландия
Sergiev Posad /seɪgiəv pə'sɑ:d/ г. Сергиев Посад
Simferopol /sɪmfə'rɒ:pəl/ г. Симферополь
Sochi /'sɔ:tʃɪ/ г. Сочи
Somalia /sə'mɑ:liə/ Сомали
South Pole /saʊθ 'peʊl/ Южный полюс
Suzdal /'suzdəl/ г. Суздаль
Stratford-on-Avon /stræt'fədɒn'eɪvən/ г. Стратфорд-на-Эйвоне
Thames, the /temz/ р. Темза
Teh(e)ran /te'ra:n/ г. Тегеран
Tiflis /'tɪflɪs/ г. Тифлис
Toronto /tə'rɒntəʊ/ г. Торонто
United Kingdom /juˌnaɪtɪd 'kɪŋdəm/ Соединённое Королевство
Vietnam /vi:et'næm/ Вьетнам
Vladimir /vlæ'dɪmə/ г. Владимир
Wales /weɪlz/ Уэльс
Warsaw /'wɔ:ɜ:/ г. Варшава
Washington /'wɒʃɪŋtən/ г., шт. (США) Вашингтон
Yaroslavl /jɑ:rə'slɑ:vəl/ г. Ярославль

Irregular verbs

Verb	Past Simple	Participle II
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent

Verb	Past Simple	Participle II
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misunderstand	misunderstood	misunderstood
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
split	split	split
stand	stood	stood
steal	stole	stolen
swear	swore	sworn
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation table

CONSONANTS

Symbol	Key word	Other common spellings
/p/	p ark	happy
/b/	b ath	rub b ish
/t/	t ie	bu tt er walked
/d/	d ie	teddy bea r
/k/	c at	key schoo l check
/g/	g ive	gho st bigge r
/tʃ/	ch air	ma tt ch natura l
/dʒ/	j eans	age ga dg et soldie r
/f/	f ace	coff ee pho n e laug h
/v/	v isit	o f
/θ/	th row	
/ð/	th ey	
/s/	s ell	cinema liste n psycho l ogy sc e nery mess ag e
/z/	z oo	nose buzz
/ʃ/	sh op	sure amb i tion
/ʒ/	meas ur e	revis i on
/h/	h ot	wh o
/m/	m ap	summ e r
/n/	n ot	know sun n y
/ŋ/	sin g	thin k
/l/	l ot	ba ll
/r/	r oad	sorry w r ite
/j/	y ellow	usu all y Euro p e beaut if ul new
/w/	w arm	o n e wh ale qu ic k

VOWELS

Symbol	Key word	Other common spellings
Long and short vowels		
/i:/	fe et	n ie ce re a d the s e k ey re ce ipt po l ice
/ɪ/	fi t	g y m gu it ar pret ty
/e/	be d	an y br ea d fr i end
/æ/	ba d	
/ɑ:/	ba th	ar t ha lf au nt he ar t
/ɒ/	bo ttle	wa tt ch
/ɔ:/	bo ught	spo r t yo ur da ugh ter sm all dr aw wa r flo or
/ʊ/	pu t	bo ok co ul d
/u:/	bo ot	ru d e bl ue fr ui t mo ve sh oe gr ou p fl ew
/ʌ/	bu t	so m e co u s i n
/ɜ:/	bi rd	se r ve ea rly t ur n
/ə/	bro ther	the ab out a ct or co l our

Diphthongs

(two vowel sounds pronounced as one)

/eɪ/	gr ey	la k e wa i t pl ay ei ght br ea k
/əʊ/	go ld	sh ow co at
/aɪ/	by	li k e d i e h i gh h ei ght ey es b uy
/aʊ/	br own	ab ou t
/ɔɪ/	bo y	no is y
/ɪə/	he ar	h er e b ee r
/eə/	ha ir	th er e th ei r s qu are teddy bea r
/ʊə/	su re	to ur

Triphthongs

(three vowel sounds pronounced as one)

/eɪə/	pl ayer	
/əʊə/	low er	
/aɪə/	tir ed	
/aʊə/	fl ower	

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