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Г. К. Мітчелл, Марілені Малкогіанні

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English
Англійська
мова

9

STUDENT'S BOOK





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Англійська мова

(9-й рік навчання)

Підручник для 9 класу закладів загальної середньої освіти
(з аудіосупроводом)

Рекомендовано Міністерством освіти і науки України



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Київ
Видавництво «Лінгвіст»
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1

I, my family, my friends

Discuss:

- How would you describe yourself?
- Who do you prefer spending time with? Why?

Read the statements. Do you agree with them? Why? / Why not?

It's easy to remember to call our best friends and easier to forget to call our parents.

People who don't talk aren't always shy, adults forget what you say.

Friends are the family you choose.

Teenagers don't know what age is. Adults forget what you say.

Go through the module and find:

- A girl's blog
- Stories about
- Two emails
- An article about
- People talking

2

Youth culture

Discuss:

- What changes in your life when you start being a teenager?
- Look at the pictures. Which activities do you think each person does? Why? Use the phrases in the box.

do homework	go to work
go fishing	play video games
do arts and crafts	go on trips
read books	

Which age do you think is better? Why? Use the phrases in the box.

- have more energy
- whole life is ahead of you
- make your own decisions
- have a lot of life experience
- depend on others
- don't have your own money
- have less free time
- must work hard

Go through the module and find:

- an advertisement about a rollerblading school
- James' running club
- discussions

In this module you will learn:

- to refer to past events and habits
- to narrate past events
- to write an article describing a place
- to form different types of questions
- to express likelihoods
- to talk about free time activities
- to write a semi-formal email and giving information

3

Screen time

Discuss:

- How do you usually communicate with your friends? Use the ideas in the box.

send emails	send videos/pictures
make a phone call	message/chat
make a video call	use social media

Do you prefer going to the cinema or watching films at home? Why?

Go through the module and find:

- three social media posts
- what teenagers think about social media sites
- an online film review
- a radio programme
- four reviews of a TV series

In this module you will learn:

- to talk about various aspects of communication
- to express your opinion about TV and films
- to use quantifiers
- to refer to the future using appropriate tenses
- to write a post, update or comment on social media
- to write a film review

4

Buy it!

Discuss:

- Do you think shopping is a chore or a fun activity? Why?
- When was the last time you went shopping? What did you buy?
- Read the speech bubbles. What do you think the phrases in bold mean?

I like to shop around before I decide what to buy.

Let's go to the shopping centre and see what we drop!

I'm feeling down. I think I need some shopping therapy.

Can you bring in the shopping from the car?

Online shopping makes buying things so much easier.

I can't go into a shop and not buy something. I think I'm a shopaholic.

Go through the module and find:

- a shopping questionnaire
- three products you can buy online
- a report about a shopping centre
- a radio programme about places to shop
- a text with advice for shoppers

In this module you will learn:

- to talk about your shopping habits
- to use language related to shopping
- to express possibility and make deductions
- to express obligation, prohibition and absence of necessity
- to express preference and make suggestions
- to use appropriate tenses to link the past with the present
- to complete a form
- to write a report

5

Mother nature

Discuss:

- Do you like spending time in nature? Why? / Why not?
- What do you think are the most important environmental issues our planet is facing today?
- Read the expressions in bold that include the word 'nature'. Can you guess what they mean?

- My parents are thinking about moving away from the city and going back to nature.
- Jerry has lived by the sea all his life, so fishing comes as second nature to him.
- It's only human nature to be worried about environmental problems.
- Kevin is a calm and relaxed person, so getting into arguments isn't in his nature.
- As a doctor, Julie deals with a lot of people, so it helps that she's a good-natured person.
- The sailing boat was lost in the middle of the sea during the storm and left to feel the forces of nature.
- They drank lots of water because it was hot, but this meant they had to stop the car to answer the call of nature several times on the journey.

Go through the module and find:

- a radio programme about a country in South America
- an email expressing an opinion
- a description of a place in China
- three environmentally-friendly products
- three texts about interesting animal characteristics

In this module you will learn:

- to talk about nature and environmental problems
- to group animals using collective nouns
- to express surprise, alarm and joy
- to write an article describing a place
- to express criticism, possibility, certainty and absence of necessity in the past
- to brainstorm ideas using a mind map
- to write a letter / an email (to the editor) expressing your opinion

6

The world of work

Discuss:

- Have you ever had a job? Did you like it? Why? / Why not?
- Look at the jobs below. Which one would you prefer to do? Why? Use the words/phrases in the box.

accountant	hairdresser
lawyer	plumber

- training
- high/low salary
- heavy/light workload
- creative
- interesting
- boring

Go through the module and find:

- a job advertisement for a bookshop
- three descriptions of job applicants
- a story about a bad day
- a text about job interviews
- a meeting with an employee trainer

In this module you will learn:

- to talk about jobs, job interviews and qualifications
- collocations and phrases relating to work and nouns denoting occupations
- to sequence past actions and events
- to express hypotheses about what is likely or unlikely to happen in the future
- to define people, places, things and ideas and give additional information about them
- to write a story
- to write a formal email of application

7

Eureka!

Discuss:

- Do you know of any famous inventors? Who are they and what did they invent?
- How has technology changed our lives over the past 100 years?
- What kind of machines and gadgets do you think will exist 100 years from now?
- Look at the following events. How do you think they changed the world?

1880 Maria Bessey invents the lift.

1981 Prime Prier becomes the first person to fly non-stop from London to Paris.

1989 Tim Berners-Lee invents the World Wide Web.

Go through the module and find:

- a conversation about drones
- an interview about artificial intelligence
- a text about accidental inventions
- a museum guide talking about Louis Pasteur
- an online review

In this module you will learn:

- to talk about inventions, science and technology
- to emphasise an action using the passive voice
- language related to computers
- to discuss important inventions that have changed the world
- to write an online review
- to write an article evaluating three options

8

Home and away

Discuss:

- Do you prefer spending your holidays at home or travelling? Why?
- Where would you most like to travel in the world? Why?
- What is the most important thing you want when you travel? Why? Use the ideas in the box.

local people	culture
signs	accommodation
transport	food

Go through the module and find:

- two landmarks in New York City
- the reason of a family's decision to spend on holiday
- a text about a competition in Scotland
- four texts about tours in Ukraine
- a tour guide speaking about a natural landmark

In this module you will learn:

- to talk about holiday and travel experiences
- to describe and compare landmarks
- to report statements, questions, commands and requests
- idioms and airport language
- to prepare a slideshow presentation
- to write an account of a true event



1

I, my family, my friends



Discuss:

- ▶ How would you describe yourself?
- ▶ Who do you prefer spending time with? Why?
- ▶ Read the statements. Do you agree with them? Why? / Why not?

It's easy to remember to call our best friends and easier to forget to call our parents.

People who don't talk aren't always shy.

Friends are the family you choose.

Teenagers don't know what age is. Adults forget what youth is.

Go through the module and find:

- ▶ A girl's blog entry
- ▶ Stories about past experiences
- ▶ Two emails
- ▶ An article about family order
- ▶ People talking about peer pressure

In this module you will learn...

- ▶ to talk about people and personality characteristics
- ▶ to make comparisons
- ▶ to distinguish between permanent and temporary situations
- ▶ to write a personal blog entry
- ▶ to express result, concession and purpose using appropriate clauses
- ▶ words related to family and social relationships
- ▶ to talk about peer pressure
- ▶ to write an informal letter/email



5»

A. Discuss.

- What do you think the advantages and disadvantages of being the oldest or youngest child in a family are?
- In your opinion, is it better to be an only child or have brothers and sisters?

B. Read the article, and match the missing headings 1-5 with the paragraphs A-D. There is one extra heading which you do not need to use.

1. Responsible but under pressure
2. Super-confident and ambitious
3. Relaxed and outgoing
4. Shy but friendly
5. Determined and spoilt



FAMILY ORDER

Being an only child, the eldest or the baby of the family can say a lot about you and your future.

A ☐

If you're the eldest, you're multi-talented and creative, and you like to keep yourself busy. You believe in yourself, and you were born to lead and organise others. You're a perfectionist, and you always want to be the best, which means you might feel disappointed in yourself if you don't succeed. Remember, nobody is perfect, so try not to worry too much. You like to hang out with your friends, and you're the leader of your group. However, you can be bossy, and you can sometimes forget to ask your friends for their opinion.

B ☐

If you're in the middle, you're good at keeping everybody happy. You have to deal with older and younger **siblings**, so you're easy-going, and you don't like to cause trouble. You're a good listener, and any job that involves dealing with people is **suitable** for you. Usually you don't get as much attention as your brothers or sisters do, so you have to fight for it. You worry that people won't notice you if you keep quiet. You love meeting new people and you've got lots of friends. Whatever plans your friends make, you're **willing** to agree with them.

C ☐

If you're the youngest, you like being the centre of attention, and you get a lot of it from your parents, perhaps too much. The greatest thing about having older siblings is that they tell you the important things they have learnt. You're more competitive than your brothers and sisters, and you always want to show them that you are as good as them. You always think your friends have better ideas than you. Why not tell your friends what you're thinking and surprise them?

D ☐

If you're an only child, you're more **mature** than people from larger families. You've got no problem talking to your teachers because you're always around adults. You love being in charge, so whatever job you do, you'll be a success **in no time**. However, your parents can **give you a hard time** because they always expect you to do well. Why not remind them you can't be perfect all the time? You're not very good at dealing with lots of people at the same time, so you prefer hanging out with one person.

C. Read the article again. For questions 1-8 choose from the people (A-D).

Which person...

1. doesn't like being in a large group of friends?
2. is very friendly with people?
3. might not ask others what they think?
4. doesn't like to create problems?
5. tries very hard to be like other people?
6. puts too much pressure on herself/himself?
7. talks to others in an 'adult' way?
8. learns from everyone else's experience?



- Don't panic if you've got unknown vocabulary. You don't have to know the meaning of every single word to understand the text.
- Decide which words are important for understanding the text, and try to guess what they mean.

D. Look at the highlighted words/phrases in the text, and try to guess what they mean. Then match them with the definitions 1-6.

- | | |
|--|---|
| 1. right for sb/sth: _____ | 4. behaving in a responsible way: _____ |
| 2. to make things difficult for you: _____ | 5. brothers and sisters: _____ |
| 3. very soon: _____ | 6. happy to do sth if necessary: _____ |

E. Discuss.

- Which type of child are you? Does your personality fit the description?
- How well does the article describe your brothers and/or sisters, if you have any?

Grammar

Comparisons

- | | |
|--|--|
| <ul style="list-style-type: none">• My grandfather is older than my grandmother.• I think history is the most interesting school subject.• Russell can't draw as well as me.• It's a lot quicker if Nadia does the washing-up than if I do it. | <ul style="list-style-type: none">• The more I think about what she said, the angrier I become.• My little brother is getting taller and taller. |
|--|--|



Go to the Grammar Reference, p. 144.



Complete the text with the correct form of the adjectives or adverbs in brackets. Add **the** and **as** where necessary.

My elder sisters, Anne and Helen, are twins. Anne is a bit (1) _____ (tall) than Helen, and she wants to be a scientist. My sisters used to spend all of their free time together, but as they got (2) _____ and _____ (old), they started being interested in different things. Helen is (3) _____ (creative) person in our family; she wants to become an artist. She isn't (4) _____ (interested) in science as Anne and our parents are. Helen spends (5) _____ (little) time watching TV or being around people than Anne does. Next year, they're both moving to England for their studies. So, (6) _____ (much) time I spend with them now, (7) _____ (good) it is for me because I'm going to miss them.

Vocabulary

A. What do the adjectives in bold mean? Match them with the definitions a-g.

1. My brother never follows other people's advice. He's very **stubborn**.
2. Don't be so **negative**. I'm sure you'll do great!
3. Marina is really **intelligent**. Whenever the teacher asks her a question, she answers correctly.
4. Ron's mother always asks us to stay for dinner at their house. She's so **generous**.
5. I know Judy said she'll send the invitations for the charity event, but will she really? She's very **unreliable**.
6. Even when Jeremy is ill, he remains **cheerful**.
7. Our teacher is quite **strict**. If we're late, he doesn't allow us to enter the classroom.

- a. clever; good at thinking and learning
- b. not to be trusted when needed for help or support
- c. willing to give your time, money or energy to others freely
- d. not changing your mind easily
- e. making sure that rules, especially about behaviour, are followed
- f. without hope; only seeing the bad things
- g. happy and hopeful

NOTE When we talk about people's qualities, we often use words such as *very, quite, rather, really, so, pretty* to show the degree to which they possess a quality.
He is being quite selfish. *She's pretty friendly.*



B. Look at the words below. Which words from activity A are they the opposite of? Use a dictionary if you need to.

easy-going miserable reliable positive

Grammar

Present Simple vs Present Progressive

- Tom **uses** his computer every day and **enjoys playing** online video games. He's **playing** one at the moment.
- I **don't understand** why Emma **is always chatting** online with Linda. They **see** each other five times a week. Tomorrow they're **spending** the whole day together.

NOTE Stative verbs (see, like, want, seem, understand, need, believe, imagine, know, cost, etc.) are **not** usually used in the Present Progressive.

Go to the Grammar Reference, p. 145.

Complete the dialogues with the Present Simple or the Present Progressive of the verbs in brackets.

1. **A:** Why are you in such a hurry? What time _____ the train to Oxford _____ (leave)?
B: At 9 p.m. But I _____ (want) to be in the city centre by seven o'clock because I _____ (meet) my friend Katie in a café first.
2. **A:** Whose suitcase is this?
B: It's Timothy's. He _____ (stay) with us for a few days.
A: Really? Where is he now?
B: He's in the living room with Larry. They _____ (watch) a football match. Larry _____ (always / watch) sports on Sundays.
3. **A:** Hey, Mandy. Can you explain this text to me? I _____ (not understand) it.
B: Not now, Kevin. I _____ (work).
A: Oh, Mandy. You _____ (never / help) me!
4. **A:** Why _____ the kids _____ (cry)?
B: Because they can't find their cat. They _____ (think) someone took it.
A: Their cat is outside. It _____ (sleep) next to the garage.

Listen

**You will hear people talking in three different situations.
For questions 1-3, choose the best answer a, b or c.**

1. You hear two friends talking. Which word best describes the girl's dad?
a. reliable
b. strict
c. competitive
2. You hear two classmates talking. What is true about the little boy?
a. He behaves a lot like his mother.
b. He takes after his father.
c. He wants to become like his father.
3. You hear two cousins talking. What does the woman believe?
a. that she's a bad nurse
b. that she would be a good teacher
c. that the job of a nurse isn't right for her



- Read the questions and options carefully before you listen to each extract.
- Listen to the extracts carefully. Don't try to understand every single word or phrase; focus on the whole message.
- Choose the option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

Speak

A. Talk in groups. Look at the pictures and discuss what characteristics you need to have to be these people and why. You can use some of the phrases in the boxes and some of the personality adjectives in the vocabulary section.



a friend



a leader



a teammate

In my opinion, you need to be able to be a good listener if you want to be a good friend.

I agree. Also, you shouldn't be stubborn.

believe in people
be a good listener
have a passion for...
work well in a team
be organised
be encouraging
have good communication skills
like helping other people
be hard-working
be a role model

To be a good...
People who want to be a good...
In my opinion, you need to be able to...
I believe/think/suppose you must have the ability to...
The way I see it,...
If you ask me,...
You definitely need to... because...
I disagree, / I don't think so, because...



a colleague



- Think of as many ideas as you can.
- Express your opinion and give reasons. Remember, no opinion is right or wrong as long as it is justified.

B. Talk in groups. Describe the people below, and justify your opinions.

- a person you admire
- a person you like hanging out with
- a person who you sometimes find annoying

A person I admire is my dad. I admire him because he's kind and hard-working. He's also...

Write A blog entry

A. Read the blog entry and answer the questions.



Kelly's blog

Hi there! My name's Kelly Watkins and this is my blog!

about me

I'm the youngest child in a big family, so I really enjoy spending time with people. I'm an outgoing person, and I'm friendly. Apart from that, I can also be quite easy-going, unlike my brothers and sisters. They're all very quick-tempered. At the moment, I work part-time at a bookshop because I love books. Another thing about me is that I'm ambitious. I want to earn money as an author and also to win awards.

my mates

I've got lots of friends but my best mates are Julie and Tracy. I find nothing more entertaining than hanging out with them. We spend almost all our free time together, and when we're not together, we always chat on our phones or online, or play online games. Julie is very reliable, so I usually go to her for advice. I can always count on her. Tracy isn't as mature as Julie, but she's a very positive person. She's also funny and makes me laugh even when I'm having a bad day.

1. Who created this blog entry?
2. Why did she create it?

3. What words/phrases does the writer use to link her ideas?

B. Look at the categories. Choose a few and write notes about yourself.

my family	
my mates	
my pet	
my school	
my personality	

C. Discuss the categories in activity B and answer the questions.

- Which category do you think is the easiest to write about?
- Which categories do you think would be best for a blog entry about you? Why?
- Can you think of any other categories that you would like to write about?

D. Write your own blog entry. Write 2-3 paragraphs. You can use your notes from activity B.

A. Discuss.

- What is the best thing someone has ever done for you?
- What is the best thing you have ever done for someone else?

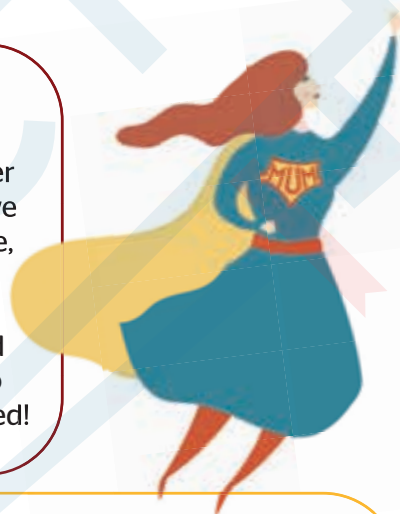
B. Read the online magazine article and choose the best title for it.

- Friends you can count on
- Saved during a natural disaster
- There when it mattered most

We asked our readers to write about a time in their life when a person helped them. These stories show that when help and support are given, it really can make a difference.

A

I'm Harold, and when I was four years old, there was a huge earthquake in my city. Because of my mum's brave actions and incredible ability to keep calm, I survived the event **unharmed**. I was so young at the time that I don't remember it very well now, but I'm sure it was a very frightening experience! Mum says we were in the living room when the furniture suddenly started shaking. Of course, whenever that happens, you must get under something solid so as not to get injured. So, Mum immediately put me under a table but seconds later a tall bookcase fell on it. I was trapped! Despite not being a strong woman, she lifted the heavy bookcase, and I **crawled** out. I'm astonished that she managed to do it, but she always tells me that her love for me gave her the strength she needed!



B

My name is Amy and when my family and I moved to a new neighbourhood last summer, the **entire** experience was challenging. It was such a big change that it took time for me to feel comfortable in my new house. I also had no desire to go to a new school. What really helped was becoming friends with my neighbour, Jen. We immediately got along because we are a similar age, we both love volleyball and we are really into rock music. We also go to the same secondary school, so we began walking there together. Outside of school, Jen showed me around the neighbourhood, and I was **delighted** that she wanted to include me in her friendship group and to invite me to hang out at the weekend. Jen is so kind and she always thinks of others. The way she treats people and her determination to help everyone she can is really impressive. Anyway, now I love living here!



C

I'm Marvin. A person whose help made a difference in my life was my maths teacher, Mr Harris. In spite of trying hard in his class, I never got great marks. I had always found maths difficult, but when I reached Year 10, I started to fall behind even more. I knew I had to do something, because I needed a good mark in this subject to study engineering at university. I spoke to Mr Harris about the possibility of some extra lessons, and he offered to stay after school twice a week with me and some other students to explain all the things we didn't understand. I improved in no time. I used to really dislike maths, but as soon as it all started to make sense, it became one of the subjects I enjoy the most. I will always be **grateful** for his help.



C. Read the article again and answer the questions. Write H for Harold, A for Amy and M for Marvin.

Which person...

- | | | | |
|--|-----------------------|---|-----------------------|
| 1. became better at something? | ☐ | 4. realised they needed help and asked for it? | ☐ |
| 2. changed their mind about something? | ☐ | 5. provides advice on how to react in a particular situation? | ☐ |
| 3. is surprised that a person was able to achieve something? | ☐ | 6. says they have a lot in common with somebody else? | ☐ |

D. Look at the highlighted words in the text and match them with their definitions.

- | | | |
|--------------|-----------------------|------------------------------|
| 1. unharmed | ☐ | a. whole |
| 2. crawled | ☐ | b. very happy |
| 3. entire | ☐ | c. feeling thanks towards sb |
| 4. delighted | ☐ | d. not hurt |
| 5. grateful | ☐ | e. moved on hands and knees |

Grammar

Clauses of result

- The bus was **so** crowded (**that**) we couldn't get on.
- It was **such a** crowded bus (**that**) we couldn't get on.
- There were **so many / such a lot of** people on the bus (**that**) we couldn't get on.

Clauses of concession

- **Although / Even though** my dad was angry, he didn't say a word.

- **In spite of / Despite** being angry, my dad didn't say a word.
- **In spite of / Despite** his anger, my dad didn't say a word.

Clauses of purpose

- The farmer walked around the field **so as not to / in order not to** step on the vegetables.
- The farmer walked around the field **so that** he wouldn't step on the vegetables.

🔊 Go to the Grammar Reference, pp. 145-146.

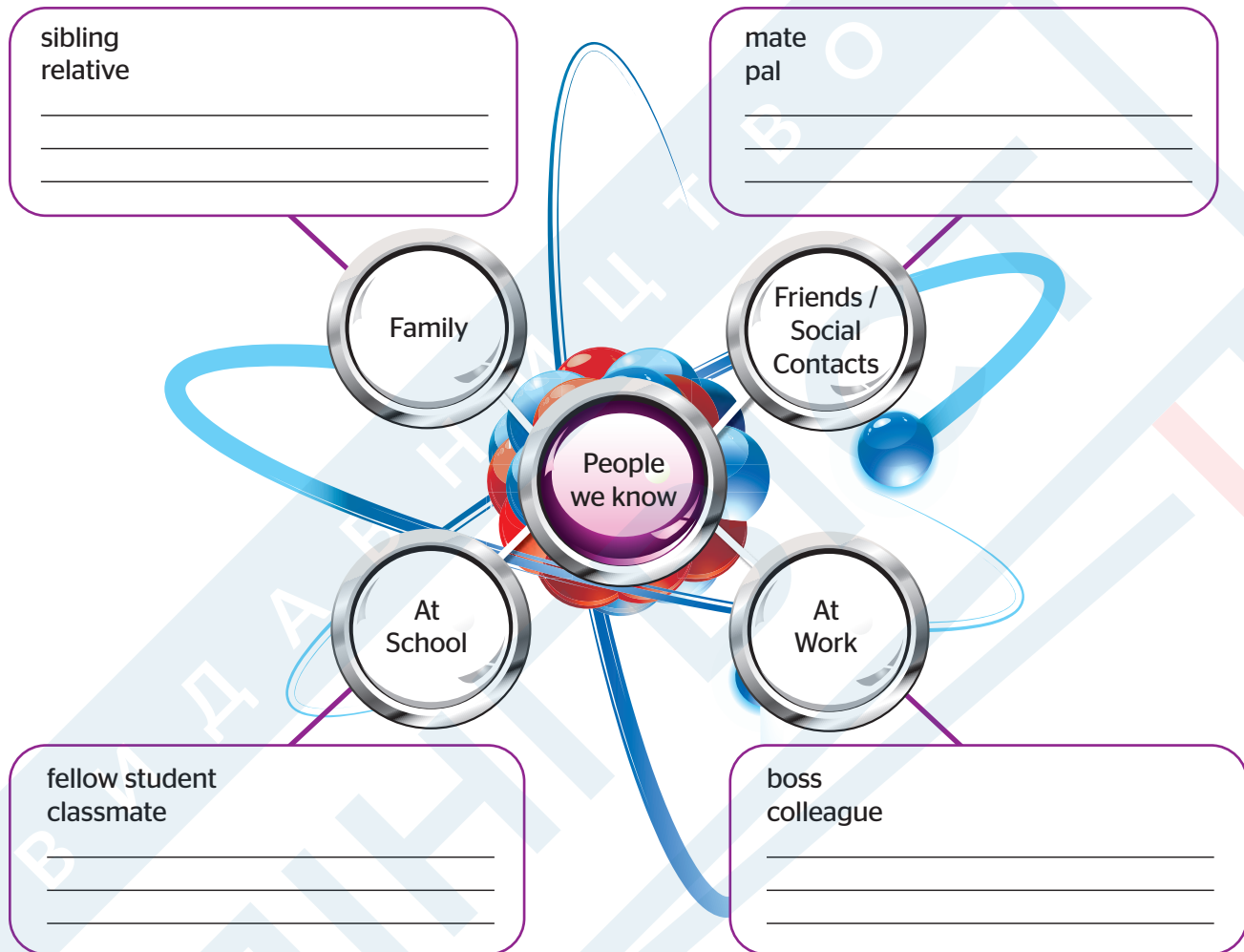
Rewrite the sentences using the words given.

- | | |
|--|---|
| 1. There were such a lot of noisy children in the park that we decided to leave. so | 4. Kelly downloaded some fitness videos because she wanted to work out at home. so as to |
| 2. My grandparents went shopping although it was raining. despite | 5. Despite his being strict, Mr Thomas is a wonderful teacher. even though |
| 3. In spite of being tired, we managed to solve the puzzle. although | 6. You should take up a new hobby this summer in order not to be bored. so that |

Vocabulary

A. Place the words in the box in the appropriate category. One word may be used more than once.

acquaintance buddy supervisor peer
stepfather/stepmother co-worker in-laws
ex-wife/ex-husband headteacher



B. Now complete the sentences with the correct form of the words from the word web. In some cases more than one option may be appropriate.

- I don't know him very well. He is just a(n) _____ who I see while walking in my neighbourhood.
- My _____ and I are worried about our future because our boss is selling the company.
- I'm glad I grew up with _____ because I always had someone to play with.
- Friendship is very important to teenagers and that is why they are often under pressure from their _____.
- My wife and I are seeing her parents this weekend, so I'm looking forward to spending time with my _____.
- The _____ welcomed the new students to school.

C. Read the note and complete the table with the nouns or the adjectives missing.

NOTE • We form some adjectives by adding a suffix (e.g. **-ive**, **-ful**, **-less**, **-ed**, **-ing**) to a verb. Notice the spelling changes.

act → active

care → careful

terrify → terrified

entertain → entertaining

- We form some nouns by adding the suffix **-ity** to an adjective. Notice the spelling changes.

available → availability

responsible → responsibility

NOUNS	ADJECTIVES
	able
harm	
	impressive/ impressed
	helpful/ helpless
	possible
injury	
challenge	

D. Complete the sentences using the correct form of the words in capitals.

1. The guide was very _____ and answered all our questions.
2. This project is quite _____, but I think I can do it by myself.
3. Sandra has this incredible _____ to always say the right thing.
4. Despite the accident, John wasn't seriously _____.
5. The spider looked scary, but it was completely _____.

HELP
CHALLENGE
ABLE
INJURE
HARM

Speak

Talk in pairs about positive experiences you have had with people in your life. Think about your friends, family, neighbours and teachers.

What's the best thing a friend / family member / teacher has done for you?

Listen

A. Before you listen, read the definition of 'peer pressure' and discuss the questions.

'Peer pressure' means feeling that you have to do something so that you can be accepted by your peers and feel that you fit in.

- Do your peers affect your choices/decisions, the way you dress or the way you behave?
- How often do you find yourself in situations where you feel peer pressure?
- Do you find it difficult to resist peer pressure?
- Do you think peer pressure is always negative?

B. You will hear a quiz which is part of a radio programme. Listen and do the quiz. Mark your answers in the boxes below.

Are you affected by peer pressure?

	A	B	C
Question 1			
Question 2			
Question 3			
Question 4			

C. Now listen to the rest of the radio programme. What does the quiz reveal about you? Do you agree?

Write An informal letter/email

A. Read the email and answer the questions.

1. Who is writing the email?
2. Why is this person writing?
3. What set phrases are used to begin and end the email?
4. What makes this email informal?

Hello Max,

How's life? I hope you're okay. You won't believe what is happening at school at the moment. Almost all of my classmates have bought the same brand of trainers! You definitely know them. They're in fashion right now and all over social media. I want a pair more than anything! There is just one problem. They're extremely expensive!

Although I don't have the money, I'm determined to buy a pair and I really need your help with that. Instead of asking my parents for the money, I thought about saving up to

buy them myself. Could you possibly arrange a call between me and your uncle? I wanted to ask him if he needs anyone to work at his restaurant during the weekends. The other idea I had was to try and find a cheaper pair online. I was hoping you could help me with this too. You're so much better at finding discounts than I am! Do you know any good websites?

Write back soon!

Peter

B. Now read the email that Max has written to Peter, and answer the questions.

1. Does Max agree to Peter's requests?
2. What phrases does Max use to show this?

Hello Peter,

It's wonderful to hear from you!

I think it's great that you're planning on saving up for the trainers! Good for you! I'm afraid it won't be possible to ask my uncle to call you until next week. He is on holiday right now, you see. Of course, I'd be glad to help you look online for a cheaper pair. Have you thought about buying a second-hand pair? There are so many websites which sell expensive and popular brands second-hand that you'll definitely find them at a better price.

However, it's important to ask yourself this: do you really want these trainers, or do you feel like you have to buy them because many of your classmates have them? I completely understand that it can be difficult when everyone around you has the same trendy thing and you don't. But I think spending money just to be the same as everybody else isn't worth it. My advice is to just be yourself—you don't need expensive shoes to do that.

Talk soon,

Max

C. Read the boxes with the tips in the Writing section about when to use capital letters and punctuation marks, and correct sentences 1-4. Then write a reply to each request, using the expressions/phrases in the tables.

1. my friends and i are going camping this weekend would it be possible to borrow your tent

3. i have to do a project on the most popular hobbies in wales but my laptop is broken could i possibly borrow yours

2. guess what i'm having a get-together on saturday i was hoping you could be in charge of the music

4. i'm thinking of going to london in july and i want to stay near oxford street do you think you could help me find a nice place to stay

Expressing enthusiasm

Wow! That's great/wonderful/fantastic news!

It was really nice to...

I think it's great that...

Agreeing to a request

Of course you/I can...

I'd be happy/glad to...

You're more than welcome to...

It would be my pleasure to...

Making a request

Could I/you possibly...?

I was hoping I/you could...

Do you think I/you could...?

Will you do me a favour?

Would it be possible to...?

Refusing a request

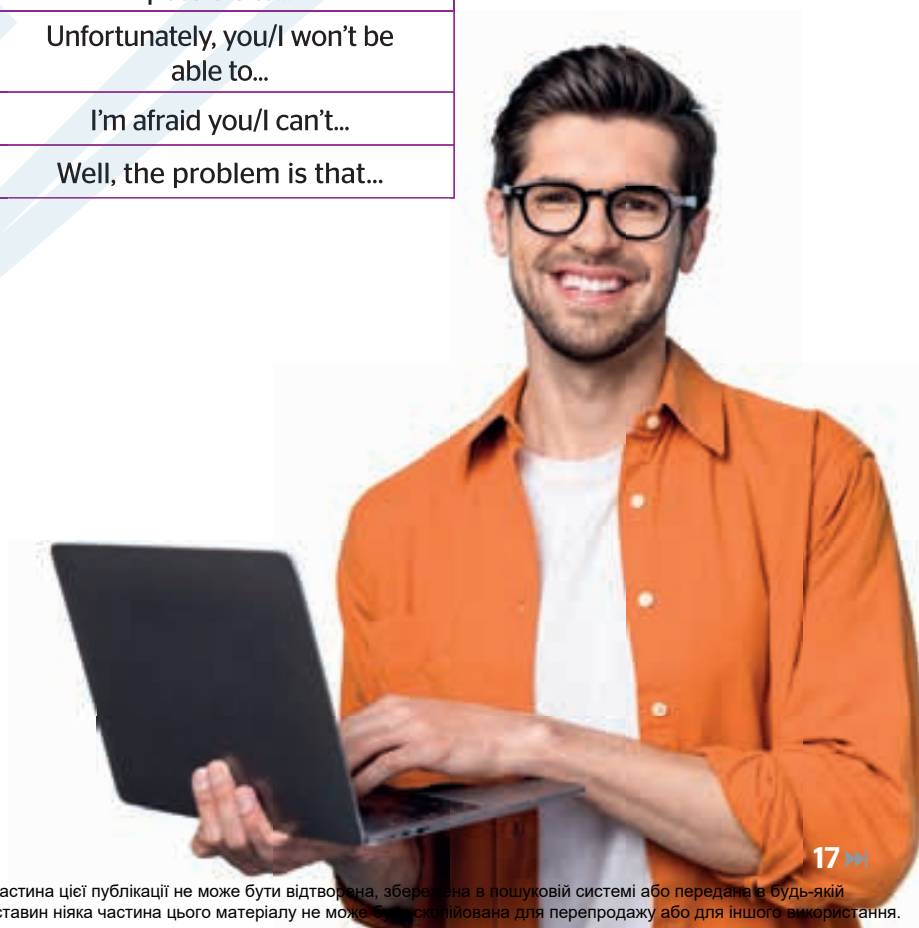
I'm afraid that it won't be possible to...

Unfortunately, you/I won't be able to...

I'm afraid you/I can't...

Well, the problem is that...

D. Imagine that Peter is a friend of yours and has sent you the email in activity A. Write an email responding to him, in which you agree to one of his requests but also refuse the other one politely. You can use Max's email as a model, but you must use your own ideas and other expressions/phrases. Before you begin, read the tip and follow the plan in the Writing section.



A. How do you think surnames first started to develop? Read the first paragraph of the text and check your answers.

B. Now read the whole text and answer the questions that follow. 

What's in a name?

When people lived in small villages, and it was very difficult to travel long distances, there were no surnames. There was no need for them; everyone knew everyone. However, as villages grew larger and more crowded, people needed a way to tell the difference between people with the same name. The easiest way to do this was to describe them: the one whose father is a teacher; the one who lives near the river; the one with red hair. In the end, these ways of identifying people grew into surnames as we know them today.

In England, surnames have existed since 1066, and they come from a variety of places, or from appearance, location of home, trades, and almost anything else one can imagine. Probably the oldest and most common type of surnames are those which are connected to a place: people took the name of the town they lived in (such as London or Cambridge) or sometimes features of the landscape near their house (Wood, for example, would be an obvious surname for someone who lived near a wood; a person who lived near a bridge could end up with the surname Bridge). Another common

surname was the name of a person's father with the ending *-s* or *-son* (Roberts or Robertson, for example) – a clear way of identifying them as the son of the one named. Names with descriptions of people such as Little or Oldman also often appear.

The most common British surname today is Smith. This name, of course, comes from a trade; anyone called Smith probably has a blacksmith or two among their ancestors. Surnames from trades were very common, and people were often named after what they did, made or sold. It is not difficult in the UK to find people named Fisher, Gardener or Potter, to name but a few.

It's not always easy to tell the history of a surname. Although for some it may be obvious, others may use words from earlier forms of English – or even from foreign languages. Scottish, Irish and Welsh forms of names appear, and people moving to Britain from abroad brought different languages and new names with them. However, a little research online can usually quickly show the history behind a surname and teach us something about our family's past.

1. When did the English start using surnames?
2. What does the ending *-s* or *-son* mean?
3. Which surname is found more often than others in the UK?
4. What job did the ancestors of a person named Gardener probably do?
5. Why is the history of some surnames difficult to find?
6. What is a quick way to find out the history of a surname?

C. Read the text again. Then look at the three surnames in the box. What do you think they tell us about the people they originated from?

Smithson Armstrong Underhill

Project

Find information about the origins of your surname.

Does it come from a certain area of your country? What does it mean? Does it tell you anything about your own history? Present your findings to the class.



2

Youth culture



Discuss:

- ▶ What changes in your life when you start being a teenager?
- ▶ Look at the pictures. Which activities do you think each person does? Why? Use the phrases in the box.

- | | |
|--|--|
| <ul style="list-style-type: none">• do homework• go fishing• do arts and crafts• read books | <ul style="list-style-type: none">• do the housework• go to work• play video games• go on trips |
|--|--|

- ▶ Which age do you think is better? Why? Use the phrases in the box.

- | | |
|---|--|
| <ul style="list-style-type: none">• have more energy• whole life is ahead of you• make your own decisions• have a lot of life experience | <ul style="list-style-type: none">• depend on others• don't have your own money• have less free time• must work/study |
|---|--|



Go through the module and find:

- ▶ an advertisement about a rollerblading workshop
- ▶ five descriptions of computer games
- ▶ an article about parkour and freerunning
- ▶ an announcement about a youth club
- ▶ a dialogue about buying model dinosaurs

In this module you will learn...

- ▶ to refer to past events and habits
- ▶ to narrate past events
- ▶ to write an article describing an event
- ▶ to form different types of questions
- ▶ to express likes/dislikes
- ▶ to talk about free-time activities
- ▶ to write a semi-formal email asking for and giving information

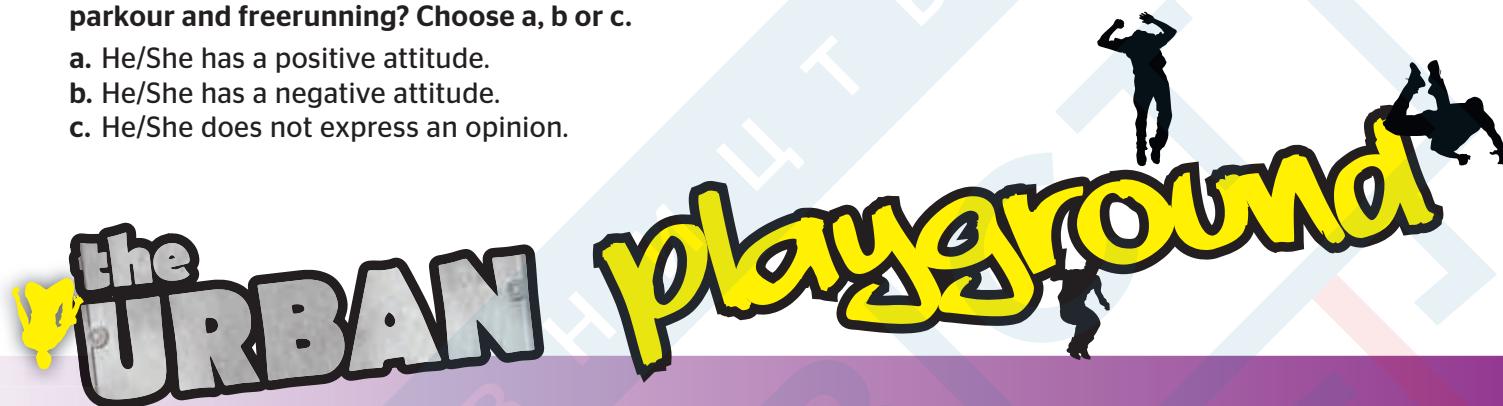


A. Discuss.

- Do you like extreme sports? Why? / Why not?
- Look at the pictures. Have you ever heard of parkour or freerunning? What do you know or can you guess about them?

B. Read the text quickly. What is the writer's attitude towards parkour and freerunning? Choose a, b or c.

- He/She has a positive attitude.
- He/She has a negative attitude.
- He/She does not express an opinion.



No doubt you've seen them somewhere, jumping over impossibly high walls, diving through gaps, falling from great heights, rolling over and **carrying on**. They look like they are being chased by someone, but in fact they are traceurs* and they are practising two of the fastest growing extreme sports: freerunning and parkour.

These sports were created in the 1980s by a couple of bored teenagers, David Belle and Sebastien Foucan, who were used to climbing, running and jumping around the streets of their Parisian neighbourhood. They shared a deep interest in learning how to go over, under or through any **obstacles** that they met in their **urban** environment. Slowly, their acrobatic running developed into real sports as more and more people joined them.

Although the basic techniques and moves of the two sports are similar and are commonly confused, some differences exist. Freerunning involves **spectacular** tricks and somersaults which are not really necessary. However, in parkour, traceurs try not to overdo it. For them, the important thing is to get past the obstacles. Parkour, more than freerunning, is not only a way to improve physical fitness, but is also a way of thinking. In a similar way to the

philosophy behind martial arts, it gives you the ability to get over your fears and control your mind. There is no list of moves or techniques for parkour. Each traceur gets used to dealing with different obstacles in their own way, depending on their body type, weight, speed and strength. Parkour is not a competitive sport; there are no **opponents** to beat. It is about interacting with the environment around you, which, in the modern world, usually means the inner city.

No equipment is needed, but those practising the sports should wear suitable trainers and comfortable clothes. Any environment where there are obstacles, such as a park, playground or shopping centre, is **appropriate** for parkour or freerunning, but city councils are also beginning to provide young people with safe places to practise. Many schools in London used to offer only traditional sports, but they have more recently introduced parkour classes, which have become incredibly popular. And it's not only sporty kids who are keen. As the popularity of parkour and freerunning grows, more and more young people are becoming active and learning how to benefit from the urban playground.

* The word *traceur* comes from the French verb *tracer*, which means 'to trace'. In Parisian informal language it also means 'to go fast'.

C. Read again and write T for True or F for False.

1. Traceur means 'to be chased'.
2. Parkour and freerunning were invented by two young people from Paris.
3. Parkour and freerunning involve completely different moves.
4. Parkour helps people control their body and mind.
5. Parkour teaches people to interact with others as well as with the environment.
6. Traceurs can practise parkour or freerunning anywhere there are obstacles.
7. Parkour is only popular with sporty students.

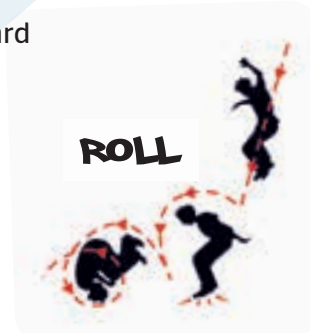
D. Look at the highlighted words in the text, and try to guess what they mean. Then match them with the definitions a-f.

1. carry on
2. obstacle
3. urban
4. spectacular
5. opponent
6. appropriate

- a. suitable
- b. connected with a town/city
- c. to continue
- d. somebody who plays against you in a game, sport, etc.
- e. very impressive
- f. something that stops you from going forward



- When trying to guess the meaning of an unknown word, always look for clues in the context (the words before and after it, as well as the previous and following sentences). Also, look for clues in the word itself. See if it is similar to any other words that you know, and try to analyse its parts: root, ending, prefix, suffix. Then try to determine:
 - what part of speech it is (verb, noun, adjective, etc.).
 - if it has a positive, negative or neutral meaning.
 - what general topic it is related to.
 - what it means approximately.



E. Discuss.

What's your opinion about parkour and freerunning?

Grammar

Past Simple

A: Where **did** you **go** yesterday?

B: I **went** to the skatepark. I **wanted** to show my new skateboard to my friends, but I **didn't find** any of them there.

used to

When I was younger, I **didn't use to stay** at home at weekends. I **used to go** rock climbing with my friends.

be/get used to

I know you **aren't used to running** on a treadmill, but you'll soon **get used to doing** it.

Go to the Grammar Reference, p. 146.

Choose a, b or c.

- Eddie and Mike ____ be good friends, but they don't talk to each other any more.
a. use to b. used to c. were used to
- A:** Why ____ take up parkour?
B: Because I want to get fit.
a. you b. did you c. did you use to
- A:** How can you study while listening to such loud music?
B: I ____ it.
a. used to b. be used to c. 'm used to
- A:** I almost crashed my new car again today. I can't get used ____ it!
B: Don't worry. It takes time.
a. driving b. to driving c. to drive

Vocabulary

A. Read the sentences, and guess the meaning of the verbs in bold. What do these verbs have in common?

- Luckily, the boy's helmet **prevented** him from getting badly injured.
- When you are rock climbing, you need to be able to **rely on** your rock climbing partner.
- At the bowling club, they **provide** you **with** all the necessary equipment. You don't have to bring anything.
- I've **searched** the whole house **for** my trainers, but I can't find them.

Now look at the verbs in the box. Which prepositions are they followed by? Complete the table.

apologise depend benefit prepare borrow
compare interact concentrate

from	on	with	for

B. Read the note, and complete the sentences with the words in the box.

NOTE Over at the beginning of a word can mean *too much*, e.g. *overeat* = eat too much

overslept overcrowded overpriced overweight
overexcited overuse overcooked

- I didn't enjoy the meal at all – the fish was cold, and the rice was _____.
- Norman _____ this morning, and he was late for the exam.
- Between 8 a.m. and 9 a.m., the underground becomes _____ because that's when most people go to work.
- Before the race, the children were _____ and couldn't stand still.
- My mum was a bit _____ a year ago, so her doctor advised her to change her diet and join a gym.
- Toby really liked the wooden bike, but he didn't buy it because he thought it was _____.
- A lot of words have become so popular that some people _____ them, I think.

Grammar

Past Simple - Past Progressive

- While we **were hiking** up the mountain, it **started** raining.
- I **was cycling** down Pershing Street when the police **stopped** me.

Go to the Grammar Reference, pp. 146-147.

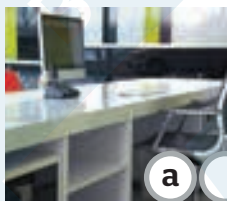
Complete using the Past Simple or the Past Progressive of the verbs in brackets.

Last April, my uncle (1) _____ (invite) my sister and me to join him and his children on a skiing holiday. On the first morning at the ski resort, Uncle Joe (2) _____ (book) our lessons, and while we (3) _____ (learn) how to stop and change direction, he (4) _____ (enjoy) a cup of hot chocolate. At some point, I (5) _____ (concentrate) so hard on my skis that I (6) _____ (not look) where I (7) _____ (go). As a result, I (8) _____ (crash) into my sister, Fiona, and she (9) _____ (fall) over. Unfortunately, Fiona and I had both sprained our ankles! So, for the rest of the week, while our cousins (10) _____ (have) fun on the ski slopes, Fiona and I (11) _____ (spend) our time going up and down the mountains on the chairlifts and cable cars. We still (12) _____ (feel) very lucky to be in such an amazing place, but hopefully we'll be luckier in the future and actually learn how to ski!

Listen

You will hear people talking in three different situations. For questions 1-3, choose the picture which answers the question correctly.

1. Where might Jenny be now?



a

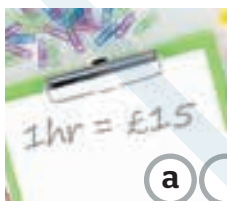


b

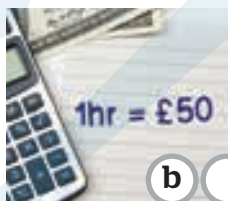


c

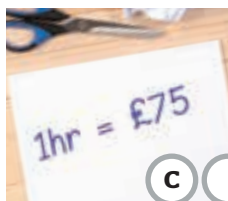
2. What is the hourly rate for a private tutor?



a

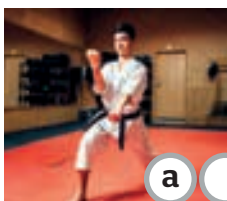


b



c

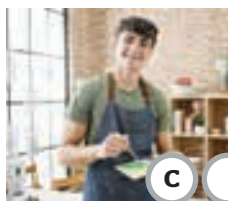
3. What is the woman trying to persuade her son to take up?



a



b



c



- Before you start, look at the three pictures carefully to get a general idea of what you are going to listen to.
- Listen carefully and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.

Speak

Talk in pairs. Imagine that three people have their birthdays soon, and you've decided to buy each of them an activity gift. Read the advertisements about the gift ideas. Then discuss and decide which activity is the most appropriate for each person. Give reasons. Use the phrases given.

- I think... would be the most appropriate/suitable for... because...
- Well, since... likes/dislikes... he/she would/wouldn't enjoy...

Name: *Kim Rankin*
Age: 17
Occupation: *student*
Likes: *skateboarding, water sports*
Dislikes: *parkour*

Name: *Arnold Waigner*
Age: 14
Occupation: *student volunteer*
Likes: *exercising, travelling*
Dislikes: *indoor activities*

Name: *Barry Boyle*
Age: 19
Occupation: *graphic designer*
Likes: *extreme sports, dancing*
Dislikes: *swimming*

Freerunning - for beginners

Trainer: Jean du Pont

- Discover how well you can jump, run and spin.
- Practise with a variety of obstacles and learn new tricks.
- Work in pairs to develop your style and use your imagination.
- Must be over 16.

Clothing: You must wear comfortable clothes and trainers.



Windsurfing Lessons



- Learn to windsurf on an artificial lake
- One-to-one 90-minute lesson
- Windsurfing equipment provided at no extra cost
- Participants must be able to swim 50 metres
- Minimum age: 12
- Available seven days a week, but book in advance

Circus School

- Come and learn how to be a circus performer
- Amaze your friends with your acrobatic tricks
- Minimum age: 14
- Good level of fitness needed
- No experience necessary
- Only weekends, so you need to book in advance



A. Read the web page. What type of event is being advertised?



www.youthworkshop.net

Events Articles About us

Rollerblading workshop!

Join us for this month's hobby workshop for teens.

Date: Saturday, 10 May
Where: 526 Englington Avenue
When: 2–5 p.m.
Fee: £15 per person

Do you like rollerblading? Would you like to learn new tricks and impress your friends? Come along and improve your skills!



B. Read the online article, which was written by a participant in the workshop. Then answer the questions.

- Which title is the most suitable for the article? Why?
a. A workshop on rollerblading b. A workshop that's worth it!
- What kind of information does the writer give in each paragraph?



www.teenevents.com

EVENTS | GALLERY | CONTACT

Last Saturday, on 10 May, people had the chance to participate in the monthly event organised by youthworkshop.net. It took place at 526 Englington Avenue in the city centre.

I reached the venue at 1.45 p.m. with my rollerblades, helmet and knee pads. The other enthusiastic participants had already arrived, and the excited organisers were handing out name tags and bright neon-yellow T-shirts. They also informed us about the rules and how to fall safely. Then the instructors split us into groups and the workshop began.

During the event, the instructors showed us really cool tricks and helped us do them ourselves. It wasn't a competition or a race, so the main goal was to have fun and learn something new. It was so exhilarating! At the end, there were refreshments and snacks waiting for us outside the rink, and we all got cool new laces to put on our rollerblades. Not bad, huh?

Overall, the event was a fantastic experience, and I would recommend it to anyone who enjoys rollerblading. I am looking forward to participating in more workshops in the future and perhaps I'll see you there as well!

C. When we write an article, we want to attract and keep the reader's interest. We can do that by:

- having a title that catches the reader's attention.
- using descriptive language, e.g. colourful adjectives.
- addressing the reader personally.
- asking rhetorical questions.

Find examples of these in the article in activity B and underline them.

D. Write an article describing an event (workshop, festival, celebration, etc.).
Follow the plan and read the tip in the Writing section at the back of the book.

A. Discuss.

- Do you enjoy playing computer or video games? Why? / Why not?
- What are your favourite kinds of games?
- Which games can't you stand? Why?

B. Read the information about three teenagers, and the descriptions of computer games (a-e). Match each teenager with the computer game you think would interest him/her the most. There are two extra games which you do not need to use.

TIP!

First, read the descriptions of the people carefully. Then scan each text and look for the specific information mentioned in each of the descriptions.

1

James is 15 years old, and his favourite free-time activities are reading action stories and comics, as well as playing games. He's always looking for adventure. He enjoys team games, but he can't stand games that are based on strategy.

2

Kate is a 16-year-old who is very sociable. She enjoys playing video games and listening to music. Despite her passion for music, she doesn't have any singing talent or musical abilities, but she is always the first to try out new dance moves so as to show them off to her friends.

3

Phil is 17 years old. He's fond of activities that help him gain knowledge, but he dislikes anything that involves violence. Even though he is intelligent and likes to push himself mentally, he does not like competition.



a

Enjoy a complete experience with a real dance teacher, and learn some amazing routines. This is the game that gets the party started! Invite your friends, and play with up to four others. Choose from a wide variety of styles and music.



c

The latest edition of **PUZZLE-MANIA** features over 1,200 brand new puzzles. Who are these fantastic puzzles for? Well, they are perfect for all occasions and are ideal for all ages and abilities. These puzzles test your intelligence and memory, so they are fun and educational at the same time! Just don't be afraid of giving your brain a good workout.

b



This game takes you back to ancient times and you will take part in epic historical battles. At the start, players will have to build up an army and prepare their plan of action. This game requires excellent thinking skills and the ability to concentrate or act fast.

The latest game from the best-selling chess series! Use the tutorial which teaches you everything you need to know, from beginner to expert level. Why is the multiplayer option cool? It allows you to play live against other players online. Join or create tournaments and leagues. Use chess to improve your problem-solving skills.



d



e

The perfect game for superhero fans! Save Ultrapolis with your choice of superhero. Prepare to run into famous villains, such as Dragonmaster and Wolfwoman. Clear the city by catching the enemies and locking them up. This game has so much adventure and action that you'll be surprised! Play over 15 game modes and levels, or even play online with people from different parts of the globe.

Grammar

Question words

- **A: Where** is the new sports centre?
B: In the city centre.
- **A: How much** did you pay for that?
B: Only ten euros.
- **A: Whose** trainers are these?
B: Zoe's. She's just been jogging.

Go to the Grammar Reference, p. 147.

NOTE

- Notice the position of the preposition:
Which month were you born **in**?
In which month were you born? (more formal)
- When we make questions shorter, we usually place the preposition before the question word.
A: We've got football practice tomorrow.
B: At what time?

Match the questions with the answers.

1. Who are you talking to?
2. What did they give you?
3. Which sport should I take up?
4. How far is the art gallery from here?
5. When will you come round?
6. Why did you take the lift?



- a. I had a heavy suitcase.
- b. A teammate of mine.
- c. About two kilometres.
- d. Swimming.
- e. Two T-shirts.
- f. Tomorrow.

Subject-Object questions

- **A: Who** lives on the second floor?
B: Max (lives on the second floor).
- **A: Who** does Leslie live with?
B: (She lives with) Linda, her sister.

Go to the Grammar Reference, p. 147.

Write questions. The words in bold are the answers.

1. **A:** What _____?
B: I ordered a **milkshake and a doughnut**.
2. **A:** Who _____?
B: **Peter** is going bowling with Mark.

3. **A:** Who _____?
B: I want to visit **Barney** tomorrow afternoon.
4. **A:** What _____?
B: A **motorbike** was next to that tree.

Vocabulary

A. Write the phrases in the correct category. Then read the sentences 1-4 and guess if the phrases in bold have a positive or negative meaning. Add them to the table.

be into be a (big) fan (of) be bored with/of
can't stand be crazy/mad about be fond of
be interested in be keen on be tired of

Expressing like	Expressing dislike

1. Playing a musical instrument just **isn't my thing**. I prefer playing chess.
2. We're all **enthusiastic about** our trip to Finland. We can't wait!
3. Emma **is fed up with** her old laptop, and she'd like to get a new one.
4. Ryan **is sick of** walking to college every day. He's going to learn how to drive.

NOTE • Follow this pattern: **like/enjoy/dislike/hate + noun/pronoun** (e.g. *I dislike comics*) or **like/enjoy/dislike/hate + -ing** (e.g. *I hate collecting stamps*).
• Put **very much** or **a lot** after a thing you like/dislike strongly (e.g. *I enjoy reading comics very much*).
• **I really don't like gardening.** (strong dislike)
I don't really like gardening. (mild dislike)

B. Complete the sentences with the prepositional phrases in the box.

at once at all times at least at a later date at last at the end
at present at the age of at the beginning/start at the latest

1. It's taken several hours, but _____ I've managed to finish level five and go on to level six of the game.
2. When you are in the van, you must wear your seat belt _____.
3. Mike got married _____ 26.
4. _____ of the race, Richard had lots of energy, but _____ of the race, he was exhausted.
5. All students should be outside the school gates at 8.15 _____ because the coach to the museum leaves at 8.30.
6. I didn't help you light the fire or prepare the meal, but _____ I put up the tents.
7. There aren't any young elephants in the wildlife park _____, but there will be in the future.
8. Come here _____! I need to speak to you immediately.
9. I can't come today. Is it OK if we meet _____?

Listen

A. Listen to two people talking and answer the questions.

1. Do they know each other?
2. What is Leo's hobby?
3. Why is he calling Mrs Brown?

B. Listen again and complete Leo's notes.

Model dinosaurs

Sizes: (1) _____ and 20 cm high,
(2) _____ long

Made of: (3) _____

Total cost (with discount): (4) _____

Take underground to: (5) _____

Walk for five mins.

Address: (6) _____

Pick up between: (7) _____ and
_____ p.m. tomorrow.



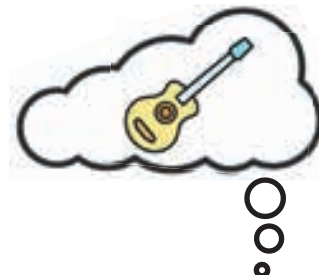
Read the notes carefully before listening to the recording. This will give you some idea of what you are going to hear and what kind of answers you are looking for.

Speak

A. Talk in groups. Discuss the questions using the phrases in the box.

- What kind of hobbies are you keen on? Why?
- What/Who encouraged you to start your favourite hobby?

I'm really into... / I'm keen on... / I'm fond of... / I'm crazy/mad about...
I relax by...
In my free time, I...
I've been doing it for...
I enjoy the way it...
... persuaded me to...
I saw an advert... / I read an article...



B. Go to the Pair work activities section. In groups, look at the pictures showing different hobbies. Take turns to recommend a new hobby for each person in your group. Use the ideas given and the phrases in the box.

A. Discuss.

- Are you a member of a club? If yes, what kind of club is it? Do you like it? If not, would you like to be?
- What kind of information would you want to have about a club before joining?

B. Read the announcement about Greenville Youth Club and the email a student wrote in response. Then answer the questions.

JOIN THE NEW GREENVILLE YOUTH CLUB!

Opening date: Sunday 27 May

- ⇒ The brand new Greenville Youth Club is finally opening.
- ⇒ Anyone who wishes to join the fun should contact the club secretary, Jenny Collins.
- ⇒ Send your name, age, and the name of the school you attend.

Contact information:

Jenny Collins

Greenville Youth Club

jcollins@greenvilleyc.com



To: jcollins@greenvilleyc.com
From: dfreeman@mail.com
Subject: Information on Greenville Youth Club

Dear Ms Collins,

I saw the announcement about Greenville Youth Club on my school noticeboard, and I'm very interested in becoming a member.

My name is David Freeman, and I'm 15 years old. I attend Greenville Secondary School, and I'm very keen on joining the club.

However, I would like to have some more information about the club. Firstly, I would like to know how much the membership fee is. It isn't mentioned in the announcement.

Secondly, what facilities does the youth club have and what activities do you offer? I was also wondering if there is the possibility to play sport outside in addition to participating in indoor activities. Please let me know the days and times the youth club will be open and if there's a weekly schedule of activities.

Looking forward to your reply.

Yours sincerely,

David Freeman

1. How does David address the person he is writing to?
2. What information does David give about himself?
3. What information does David ask for?
4. Does he use direct or indirect questions?
5. How does David sign off?

C. Read the information in the box. Then read the direct questions 1-4 and form indirect questions.

Indirect questions are more polite than direct questions. They are introduced by phrases such as:

Can/Could/Would you tell me...?

Can/Could you inform me...?

Would you mind informing me...?

Can/Could/Would you let me know...?

Do you know...?

I would like to know/ask...

I would be grateful if you could tell me...

I'm interested in finding out...

Please let me know...

I was wondering...

DIRECT QUESTIONS

- *How much is the membership fee?*
- *Will there be outdoor sports or only indoor activities?*
- *Is accommodation included in the price?*
- *What do I need to bring along?*

INDIRECT QUESTIONS

- *I would like to know how much the membership fee is.*
- *I was wondering if/whether there will be outdoor sports or only indoor activities.*
- *Do you know if/whether accommodation is included in the price?*
- *Could you tell me what I need to bring along?*

In indirect questions, the word order is the same as in affirmative sentences, and the tenses do not change.

1. How many students are participating?

Can you tell me _____?

2. When does the cycling team meet?

I was wondering _____.

3. Is equipment provided for all participants?

I would like to know _____.

4. Does this event take place every year?

Do you know _____?

D. Read another email another student wrote in response to the announcement in activity B. Divide it into paragraphs, and improve the underlined sections.

(1) Hi Jenny,

I saw the announcement about the new Greenville Youth Club opening on 27 May, and it looks like something really worth joining. My name is Tony Maxwell and I am 16 years old. I would like to join because (2) I think that having a new youth club like yours in my neighbourhood is really cool! (3) However, I have a few questions for you. Firstly, I would like to know if it is free to join. (4) Also, I was very surprised that you did not say how to get there. (5) Finally, why don't you mention what time the youth club is open from? I look forward to hearing from you.

(6) Bye for now,

(7) Tony

E. Look at the announcement in the Writing section at the back of the book.

You are interested in taking part, but you need to find out about:

- the cost
- food and drink
- where to meet

Read the tip in the Writing section and write a semi-formal email to Edith Martins.

Provide the necessary information and ask for the information you need.

SONG 1

A. Look at the words in the box. How many words can you find to rhyme with them?

fun make see trends

B. Read the song and try to guess the missing words. Then listen and check your answers. 

Teen life

Teen life, so much to think about, so many decisions to make
What will I be when I grow up? What if I make a

(1) _____?

Grown-ups telling me to (2) _____ my exams and study hard,

Focus on my education so that I will go far,

From my point of (3) _____,

it's not that easy...

Teen life... Teen life...

it's not easy

but I know that I'll be all right!

Teen life, so much to think about,

it's (4) _____ to me what I'll become

The pressure can get to me,

but on the whole I have fun

I get (5) _____ in activities and hang out with friends,

We like to live life to the full and keep up with trends,

In actual (6) _____, it's pretty good...

Teen life... Teen life...

it's the life that I have and I'll be all right!

Teen life, so much to think about,

I hope you also feel like me

You're (7) _____ of many things,

believe it and you will see,

You don't have to be the same,

and don't have to (8) _____ in,

'Normal' is just an idea, we're all special within

Through good times and bad, it's our time...

Teen life... Teen life... it's the life that we have and we'll be all right!



3

Screen time



Discuss:

- ▶ How do you usually communicate with your friends?
Use the ideas in the box.

- | | |
|---------------------|------------------------|
| • send emails | • send videos/pictures |
| • make a phone call | • message/chat |
| • make a video call | • use social media |

- ▶ Do you prefer going to the cinema or watching films at home? Why?

Go through the module and find:

- ▶ three social media posts
- ▶ what teenagers think about social media sites
- ▶ an online film review
- ▶ a radio programme
- ▶ four reviews of a TV series

In this module you will learn...

- ▶ to talk about various aspects of communication
- ▶ to express your opinion about TV and films
- ▶ to use quantifiers
- ▶ to refer to the future using appropriate tenses
- ▶ to write a post, update or comment on social media
- ▶ to write a film review



Read

A. Discuss.

- Do you use social media? If so, what do you use it for?
- What are some popular social media sites in your country?

B. Read the texts A-D. What is each person's opinion of social media? Is it positive, negative or both?

YOUR OPINION:

SOCIAL MEDIA



- Don't panic if you've got unknown vocabulary. You don't have to know the meaning of every single word to understand the text.
- Decide which words are important for understanding the text and try to guess what they mean.

A. Iryna, 16

I spend a lot of my free time on social media sites. They're great for keeping in touch with my classmates and for finding old friends. The other day, I found a school friend from primary school. I was so pleased to hear her news. Social media sites are also useful for helping people out. I saw on a friend's page that one of his friends needed a driving instructor. My uncle is a driving instructor and he's on the same site. I introduced them to each other and they were both thrilled to bits. My parents complain that playing online games with friends is a waste of time, but I totally disagree. You see, I'm really into trivia games, word games and chess—I find them amusing and educational. So, I can't see any **drawback** there.



C. Ronnie, 15

I'm not a big internet user to be honest. I can't understand why people have to **update** their status all the time. I don't want to know what someone is buying at the supermarket, or how long they've been stuck in a traffic jam. What do I care? But I find it useful for announcing school events. We've got our own page just for that! We're putting on a play at the end of the year, and using social media makes things a lot easier. We're organising the tickets these days. It really helps. And when it's over, we'll upload photos and videos of the **highlights**.



B. Adrian, 16

I don't think these kinds of sites are for me. I really don't like having too much information about myself online. I mean, anyone could find my email address and start sending me spam or viruses. There's also cyberbullying, which can be very **nasty**. A friend of mine had to stop using a social media site last month because, **day after day**, someone was saying horrible things about her. Also, someone could pretend to be you and that's identity theft. It's no joke.



D. Emma, 14

I'm on a popular social media site but I'm thinking about **deactivating** my account. For one thing, it's taking up too much of my time. I play VR games, chat with loads of people and I have hundreds of friends. The more time I spend on social media, the less time I have for my real life. Apart from that, my mum is a member of the same social media site as me. She really enjoys being online because she gets to keep in touch with her old schoolmates. But the thing is, she tends to follow my every move. I can't do anything without her finding out. It's so embarrassing!



C. Read the texts A-D again and answer the questions below. Write A, B, C or D.

Who mentions...

1. that he/she has been using social media too much?
2. helping someone through a social media site?
3. that he/she is not interested in some of the information people post?
4. the dangers of using social media sites?
5. preparing for a future event?
6. how a family member might make him/her stop using social media?
7. finding an old friend?

E. Discuss.

- Whose opinion do you agree with the most? Why?
- Have you ever had any similar experiences?

D. Look at the highlighted words in the texts and choose the correct meaning a or b.

1. drawback
a. disadvantage b. advantage
2. nasty
a. boring b. unpleasant
3. day after day
a. rarely b. all the time
4. update
a. give the most recent information b. give false information
5. highlights
a. the best parts of something b. the highest parts of something
6. deactivating
a. making something stop working b. breaking something

Grammar

Countable and uncountable nouns

- *There isn't enough **light** in this room. Turn on the **lights**, please.*

Quantifiers

some/any/no/every

- *I haven't got **any** milk. I need to get **some** from the supermarket.*
- *There's **no** food left from yesterday. Let's order a pizza.*
- ***Every** house in this neighbourhood has got a big garden.*

much / many / a lot of / lots of / plenty of

- *I've looked at **a lot of / lots of / plenty of** websites, but I can't find **much** information about this product.*
- *There are **many** ways to answer this question.*

(a) few / (a) little

- *I want to spend **a little** time with Steve before he goes.*
- *There was **little** communication between co-workers in those days.*
- *I'm going to the supermarket to get **a few** oranges.*
- *It was disappointing because **few** classmates kept in touch after they left primary school.*

 Go to the Grammar Reference, pp. 147-149.

Choose the correct option.

1. Rodney always gives a **little / lot** money to charities. I want to give **much / some** money too, but there are so **a lot / many** organisations that I don't know which one to choose.
2. **A:** Have you got **some / much** homework to do?
B: Not really, just **few / a few** maths exercises. How about you?
A: Well, I've finished most of it. I've got very **little / much** today.
3. **A:** I'm going camping in the **wood / woods** with my friends.
B: Are you going to buy **every / any** equipment for your trip?
A: No, I'm going to borrow everything from my cousins.
4. **A:** Uncle Charlie, you've been skydiving **plenty of / few** times. Is it difficult?
B: Well, not really, but you need to do **some / many** ground training before your first jump. And you need to be over 18, so you'll have to wait a **little / few** more years.

Vocabulary

A. Match 1-6 with a-f to make phrases.

1. turn on / shut down
2. download / upload
3. charge
4. install
5. press
6. attach



- a. a battery / your smartphone
- b. the ON-OFF button / ENTER
- c. software / an antivirus program
- d. a document / an image, etc. (to an email)
- e. a computer / a laptop
- f. information (e.g. music, videos)

B. Complete the sentences with the words in the box.

restarted	scroll	deleted	crashed	paste
	saved	print	select	

1. If you want to move that part of the text, first you _____ it.
Then cut and _____ it further down the page.
2. _____ down the web page, find the information you need and
_____ it out so that we can all read it.
3. Oh no! I've just _____ all the pictures from my sister's laptop.
What should I do?
4. The program I was using _____ a few minutes ago, so
I _____ my computer. Luckily, I didn't lose any files because
I had _____ them.

C. Read the sentences and match the phrases in bold with the definitions a-f.

1. Hello. Is James there? He rang me earlier but I was busy,
so I'm **calling him back**.
2. I've **lost touch with** a lot of my old friends from school.
3. A: Did you send that email to Roger?
B: Yes, but I haven't **received a reply** from him yet.
4. We were talking on the phone, but the call was **cut off**
because of a bad signal.
5. Jenny, can I **have a word with** you after the lesson?
6. Could you **put me through** to Miss Kempton, please?

- | |
|--|
| <ol style="list-style-type: none"> a. stop communicating b. lose the phone connection suddenly c. speak to someone for a short time d. phone someone because he/she phoned you e. connect someone by phone to somebody else f. get an answer |
|--|



Grammar

Compounds of some/any/no/every

A: I've looked **everywhere** for my cat, but **no one** has seen Matty.

B: Why don't you put up **some** posters? I'm sure **somebody** in your neighbourhood has seen her.

A: You're probably right. I'm really worried, so I'll try **anything**.

 Go to the Grammar Reference, p. 149.



Choose the correct option.

1. **A:** Do you know Gary?
B: Yes! **Everybody / Everything** in my class knows Gary. He's really sociable.
2. **A:** Do you want to go **somewhere / something** this afternoon?
B: I'm sorry, I can't. I've got **something / anywhere** important to do in the city centre.
3. **A:** I'm looking for some speakers for my computer. Have you got **every / any** black ones?
B: I'm afraid there are **no / nobody** black ones left, but we've got **nothing / some** grey ones. Would you like to see them?
4. **A:** Where would you like to go this weekend, Stacey?
B: **Nowhere / Someone**! I'd like to stay at home and finish my project! **Some / Every** time I think it's ready, I come across another problem.

Listen

You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b or c.

1. You hear two schoolmates talking. Where did the girl see the video?
 - a. at an exhibition
 - b. on a social media site
 - c. on the school website
2. You hear two friends talking. What's the boy's opinion about quizzes?
 - a. He thinks they're boring.
 - b. He enjoys them.
 - c. He doesn't really have an opinion.
3. You hear two friends talking. Why is the boy using the forum?
 - a. He's giving some advice to someone.
 - b. He's asking someone about a software program.
 - c. He's chatting with his classmates about tomorrow's test.
4. You hear two parents talking. What is true about their daughter?
 - a. She's more interested in fashion than gadgets.
 - b. She's fed up with gadgets.
 - c. She's fond of gadgets.
5. You hear a conversation between two colleagues. What is true about the woman?
 - a. She's got a new smartphone.
 - b. She's using a different phone company now.
 - c. She's the person who told Paul about identity theft.

Speak

Talk in pairs. Look at the photos of a tablet and a desktop computer. Talk about the advantages and disadvantages of them. Then say what you like or dislike about each item. Use the words and phrases in the boxes to help you.



tablet



desktop computer

portable
convenient
takes up room
heavy/light
cheap/expensive
difficult to repair
powerful
easy to lose
keyboard
more/fewer cables
less/more memory
type of battery
charging
screen size

One of the advantages/disadvantages of a... is...
Tablets / Desktop computers are more/less useful because...
A common problem with tablets / desktop computers is...

Write A post, update or comment on social media

A. Read statements a-e about posting things on social media.
Tick the reasons that are true for you.

a. to ask for information / someone's opinion ☐

b. to recommend something ☐

c. to share something funny/interesting/
personal, etc. ☐

d. to provide information about something ☐

e. to share a photo/video ☐

B. Read the social media posts and match them to the reasons a-e
in activity A. More than one answer is possible.



Sheila
15 min

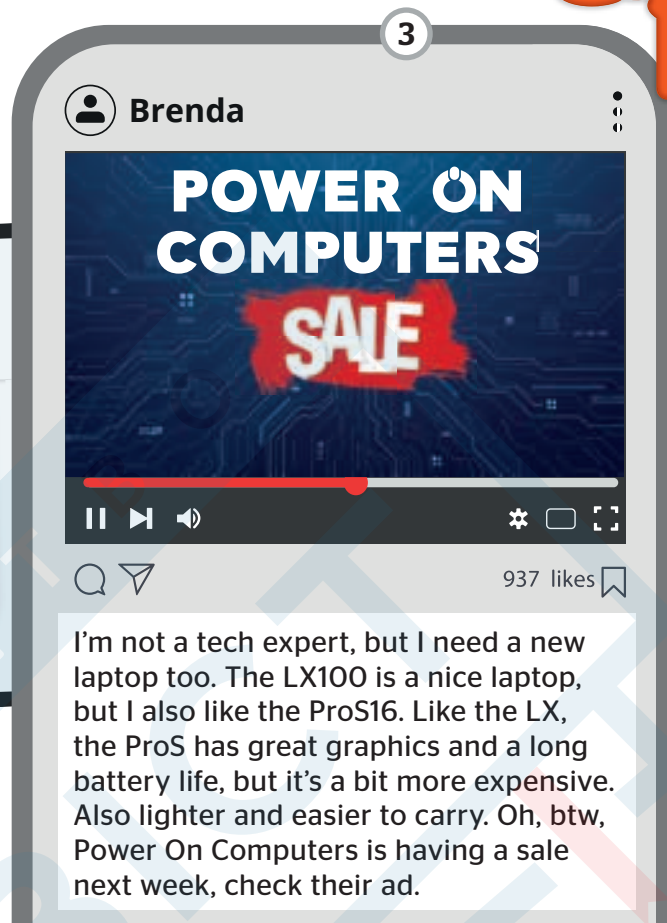
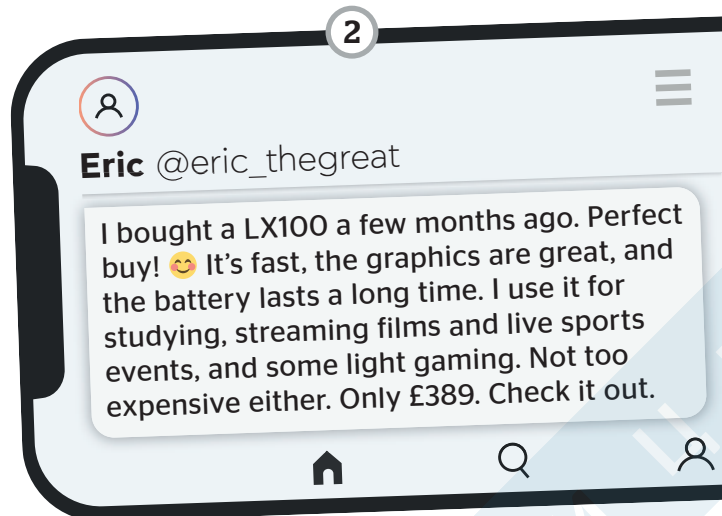
1

Hi everyone! I need a new laptop ASAP, but don't want to spend a lot. Need it for my studies, watching videos and playing my favourite online games. What should I look for?
Any recommendations, especially from any tech experts out there? 😞

Like

Comment

Share



C. Read the information in the box and find examples in activity B. Then turn sentences 1-3 into social media posts/comments.

SOCIAL MEDIA POSTS/UPDATES/COMMENTS

- You don't have to write full sentences. You can leave out articles (e.g. *a, the*), pronouns (e.g. *I, he*) and certain verbs (e.g. *be, have, do*). Just make sure the other person will understand your message.
I'm watching the football match! = Watching football match!
- You can use abbreviations.
laugh out loud = LOL, lol I don't know = IDK, idk no problem = NP, np you = U, u just kidding = JK, jk btw = by the way ASAP, asap = as soon as possible
- You can add emojis to emphasise emotions.
So bored! 😞
- You can use adjectives and exclamation marks to make your post more vivid/expressive and to show emotion.
Beautiful view!

1. I'm looking for a present for my dad. Have you got any ideas?

2. I'm still studying for my maths exam. I'm so tired.

3. Do you want a delicious Japanese meal? Check out Japan House in the city centre. It's fantastic.

D. Work in pairs.

Student A: Write a short post or update about any topic you like for a social media site.

Student B: Read Student A's post or update and write a comment responding to it.

Read

A. Discuss.

- How often do you watch TV? Why?
- What kinds of programmes do you enjoy watching? Why?
- Which of the following influence you when you want to choose a programme to watch?

actors starring in it trailers reviews a friend's recommendation

B. Read the texts and match the statements to the commenters.

- | | | |
|----------------------|-----------------------|---|
| 1. TVwolf | ☐ | a. The first series wasn't filmed well. |
| 2. Bearwithgreathair | ☐ | b. I can't wait to watch the second series. |
| 3. Anna_Watches | ☐ | c. The second series must be better. |
| 4. Hipsterfox | ☐ | d. The first series was badly written. |

C. Read the texts again and find evidence to prove the following.

1. There will be a change to the crew for the second series.
2. Lots of people watched the first series.
3. The second commenter saw the first episode when it was released.
4. In the first series, a main character died.
5. The third commenter won't watch the second series.
6. The fourth commenter read the books before watching the first series.

D. Look at the highlighted phrasal verbs in the texts, and try to guess what they mean. Then match them with the definitions 1-4.

1. to organise or arrange sth in a particular way: _____
2. to get control or management of sth: _____
3. to become available for people to see or buy: _____
4. to use certain facts or ideas as the starting point for sth: _____

E. Discuss.

- Do you enjoy watching TV programmes that have more than one series? Why? / Why not?
- What do you think are the advantages and disadvantages of expanding a story into more than one series?



Real TV talk

What's on

Coming soon

Reviews

TVwolf



Did anyone else see that they're bringing out the second series of *On Fire* next month? I hope it'll be more interesting than the last one! I hear a new director is **taking over** though, so I think it will be. This programme is **based on** some of my favourite books, but the first series was such a disappointment. I feel like, because the books are so popular, the studio took it for granted that the programme would be a success. They were right, of course; it broke records, despite the bad reviews.

Bearwithgreathair



You're right, the first series was terrible. I watched the first episode on the day it **came out**. Wow! What a huge waste of time! I won't be watching the second series, that's for sure! A different director might be able to get better performances out of the actors, but I doubt he will be able to fix the awful camerawork. They should get a new camera operator to do the filming, as well as a new director. I guess we'll see if the second series is any better as soon as it comes out.

Anna_Watches



If you ask me, the programme isn't going to improve unless they change the screenwriter, not the director. I thought the director did a pretty good job. He **set up** the scenes really well, and some of the tense moments—for instance, in the final episode, when we discovered who killed Jennifer (played by Mandy Finn) — were perfect. The writing, however, was just terrible. They added in so many scenes that were never in the books, and some of the characters had completely different personalities! Mandy Finn was on fire (pun intended!) as the lead actor, but I'm not going to comment on the awful lines she was given. I don't know for certain, but I think I'll give this one a miss.

Hipsterfox



Really? I'm surprised to hear this because I quite enjoyed the first series even though I didn't expect it to be as good as the books. I thought the character development was really clever, and I felt that, on the whole, the characters were true to the novels. By this time next month the first episode of the second series will have been released, and I'm going to watch it straight away. I'll post a review then!

Grammar

Future will

- Don't walk to school. **I'll give** you a lift.

Future be going to

- Helena's **going to come** to the cinema with us.

Future Perfect Simple

- Hopefully, by eight o'clock I **will have finished** my homework.

Future Progressive

- The studio **will be filming** the new series next year.

Future in the past

- You knew that the programme **would be cancelled**.
- We **were going to visit** our grandparents, but they were busy.

NOTE When referring to the future, you can also use the Present Simple and the Present Progressive.

Go to the Grammar Reference, pp. 149-150.

Complete the dialogue with the correct Future form of the verbs in brackets.

A: Lana, I have a meeting at 4 p.m., so I don't think I (1) _____ (get) home until after six o'clock.

B: OK, Mum. Just so you know, by the time you (2) _____ (get back), I (3) _____ (leave).

A: Where are you going?

B: To Evelyn's house. We (4) _____ (work) on a project for school. We (5) _____ (do) it last weekend, but she was ill. Then, as soon as we (6) _____ (finish) the project, we'll go for a quick run in the park.

A: Be careful.

B: Don't worry. I (7) _____ (make) sure I've got my mobile with me. I (8) _____ (call) you when we're back at Evelyn's house.

Vocabulary

A. Complete the sentences with the prepositional phrases in the box.

for granted	for instance	for a change	for certain
on the whole	on average	on the rise	on hold

1. When I called the dance school to ask about evening classes, I was kept _____ for ten minutes.
2. My friends and I usually hang out at the skatepark on Saturdays, but this weekend we went to the cinema _____.
3. A study found that _____, people in the US watch TV for over three hours a day.
4. The number of people who choose to stream films is _____.

5. I have particular tastes when it comes to films. _____, I can't stand thrillers.
6. We should be grateful for what we have and not take things _____.
7. I don't know _____ if Fred's coming, but don't worry, I'll be there.
8. Some episodes were boring, but _____, the programme was very enjoyable.

B. Read the comments below. Are they positive or negative? Write P or N.

1. The special effects were stunning.
2. I was impressed by the originality of the director's latest film.
3. The film was a box-office hit.



4. The plot was predictable.
5. The acting was true to life and powerful.
6. The series was a complete flop.



Listen

A. Discuss.

- Where do you usually learn about what's on TV?
- In your opinion, where do you find the most reliable reviews?

B. You will hear radio presenters talking about TV programmes. The radio programme is in three parts. Listen and answer the questions for each part. Choose a, b or c.

1. Why was it a surprise to see Ken Andrews in last night's episode of *Albion Street*?
a. Everyone thought he was dead.
b. It seemed like he'd moved away.
c. He hadn't been on the programme for a long time.
2. What will Veronica Daniels probably do in the future?
a. star in a film
b. present her own programme
c. star in a different soap opera
3. What kind of performer was the winner of last year's *The Talent Show*?
a. a dancer
b. a singer
c. an acrobat
4. How can you vote for tonight's winner?
a. by calling
b. by texting
c. by calling or by texting
5. What is the topic of *Natural World* this week?
a. insects
b. life in the jungle
c. marine life
6. What is not true about *Family Matters*?
a. A new series is being made.
b. It's a sitcom that isn't very funny.
c. The last episode of this series is on tonight.



Speak

Discuss in groups. Answer the questions below. Use the words/phrases given.

- What do you usually watch on TV?
- What are some popular TV programmes in your country?
- What's your favourite TV channel? Why?
- Can you make any suggestions about how to improve TV?
- What do you think of adverts? Are they useful? Do they influence you?
- What are the advantages and disadvantages of watching TV?
- What would your life be like without TV?
- What do you think of reality TV?

a variety of programmes and channels
informative and educational programmes
fewer adverts
show live events
show sth at (in)appropriate times
become TV addicts
low-quality/top-quality programmes
opportunity for viewers to take a break, unwind
become less active

TV programmes

sitcom
cartoon
documentary
the news
weather forecast
soap opera
chat show
game show
talent show
home decoration
programme
cooking programme
sporting event
music video show



When discussing a topic with someone, take turns to speak. Try not to interrupt the other speaker frequently. If you need to interrupt, do it politely. (Hold on. Are you saying that...? / Could I say something before you continue? / Sorry to interrupt, but...)

Write A film review

A. Discuss.

- Do you often go to the cinema? Why? / Why not?
- What kind of films do you like? Why?

B. Read an online film review for *The Boy Who Harnessed the Wind* and answer the questions.

1. In which paragraph does the writer...
 - a. express their opinion of the film and say whether they recommend it or not?
 - b. give a short description of the plot and the setting?
 - c. give general information about the film?
 - d. comment on different features of the film?
2. Did the writer like the film?
3. What tense does the writer use to describe the plot?
4. Does the writer say what happens at the end of the film?

Review

The Boy Who Harnessed the Wind



The Boy Who Harnessed the Wind is a 2019 drama that tells the true story of Malawian teenager William Kamkwamba. Maxwell Simba, who plays the part of William, stars in the film. The role of William's father is played by Chiwetel Ejiofor, who also directed the film.

The film is set in the African country of Malawi in the early 2000s. After a long period without rain, the crops that William's village relies on die, and people don't have enough food to eat. William wants to do something to help, so he attempts to build a wind turbine from pieces of old metal. He wants to produce electricity for a water pump so they can water their crops. There are lots of challenges along the way and not everyone believes William can achieve his goal. However, he doesn't quit and always stays hopeful.

The film shows how one boy can have a positive effect on the lives of many people. What I really liked was how the film helps the audience to understand Malawian culture. In addition, it shows the incredible beauty of the country and its people. Lastly, the actors who star in it are all very talented.

I found the film very interesting and enjoyed it from start to finish. You shouldn't miss it for the world!



C. Use the adjectives in the box to rephrase sentences 1-6.

spectacular poor moving superb
disappointing amusing

1. The lead actor's performance wasn't as good as I expected.

2. I thought the writing in some scenes was bad.

3. Some very good actors star in the film.

4. This 3D blockbuster has amazing special effects.

5. I found the comedy pretty funny.

6. The film is very emotional.

D. Imagine that you are a member of a film club and that you have been asked to write a review of a film you have recently seen. Read the plan and the tip and write your film review.

A film review

INTRODUCTION

① Give some basic information about the film (title, type of film, director, lead actors).

- *It's a science-fiction film / an adventure film / a horror film / an animated film / a superhero film / a comedy / a drama, etc.*
- *... stars in this film.*
- *... is the lead actor.*
- *... plays/has the leading role.*
- *The role of... is played by...*
- *... plays the part/character of...*
- *It was directed by... / ... directed the film. / ... is the director of...*

MAIN PART (2 paragraphs)

2nd paragraph:

① Give a brief summary of the plot.

- *The film is set in...*
- *The film is about...*
- *The hero/heroine of the film...*

3rd paragraph:

① Make comments about what you liked or didn't like about the film (plot, acting, music, special effects, costumes, ending, etc.).

- *The film is action-packed...*
- *It includes some very amusing/scary scenes.*
- *What I really liked was...*
- *The plot was interesting/confusing...*

CONCLUSION

① Give your general opinion about the film, and say whether you recommend it or not.

- *It's a blockbuster / box-office hit.*
- *It's a great film for action lovers / horror fans.*
- *I found the film boring/exciting/entertaining.*
- *I definitely recommend it.*
- *It was better than I expected.*
- *You shouldn't miss it (for the world)!*
- *It's suitable for children and adults / all ages.*
- *If you haven't seen it, make sure you do!*
- *You'll be on the edge of your seat during the whole film.*
- *I enjoyed the film from start to finish.*
- *It's (not) worth seeing.*
- *I was disappointed by the film.*
- *It's a waste of time and money.*
- *It was nothing special.*



When writing a **film review**:

- *choose a film you know well and make a plan of what you are going to write.*
- *use the Present Simple to describe the plot.*
- *don't include too many details, and don't reveal the ending.*
- *use a variety of adjectives to make it more interesting.*

A. What do you know about the American Far West?
Do you know any stories from its history?

B. Listen, read, and choose the best title for the text. 

1. Life in the American West

2. The Dangerous Far West

3. The Fastest Ride in the West

In the 1800s in the USA, many people began moving from the east coast to the western part of the country to find new land for farming and hunting. However, distances were huge and communication between the eastern and Midwestern states and the new Far West was very difficult. There were two ways people could send a message: by horse-drawn carriage or by ship. However, messages took from three weeks (by land) to eight weeks (by sea) to arrive.

The Pony Express changed this. This mail service was based on two ideas: firstly, that a person on a horse could travel much faster than a horse-drawn carriage and, secondly, that a series of different riders, who changed horses at regular points on the journey, could keep a message travelling non-stop until it reached its destination.

The first Pony Express rider left Missouri on 3 April 1860 with a bag of mail for California. He was the first of forty riders on that 2,000-mile (3,219-kilometre) journey. Each one carried the bag further west until the last rider arrived with it in California on 13 April. The trip took ten days,

making the Pony Express the fastest message service in the history of the West.

On a run, riders travelled around 75–100 miles (112–160 km) each, changing horses every 10–15 miles (16–24 km), before giving their mail bag to the next rider. Nearly two hundred stations were built on the route for riders to stop at and change horses. Some were bigger 'home stations', where a rider could give his bag to the next rider, stop his journey and find food and a place to sleep.

Pony Express horses needed to be able to run fast, so the riders had to be small and not weigh a lot. They were usually young men, often teenagers—in fact, the youngest rider on record was only eleven! Riding across the Far West was difficult and dangerous; it was a job for the adventurous, and riders were respected and well paid.

The Pony Express helped long-distance communication, but it didn't last very long. Only eighteen months after it began, the first telegraph line between the eastern and western states was ready. Telegrams were faster and cheaper to send, so the Pony Express closed down within two days.

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. Sending a message to the Far West by ship could take up to eight weeks.
2. A company with horse-drawn carriages came up with the idea for the Pony Express.
3. On the first run, a rider carried the mail from Missouri to California in ten days.
4. Riders could stop to eat and sleep at any station along their route.
5. A lot of Pony Express riders died on their journeys.
6. The Pony Express closed down after only eighteen months.

Project

Write about a day in your life!

Imagine you are a rider working for the Pony Express. Write about a day in your life, describing what you do in your job.



4

Buy it!



Discuss:

- ▶ Do you think shopping is a chore or a fun activity? Why?
- ▶ When was the last time you went shopping? What did you buy?
- ▶ Read the speech bubbles. What do you think the phrases in bold mean?

I like to **shop around** before I decide what to buy.

I went on a **shopping spree** last Saturday and bought gifts for all my friends.

Let's go to the shopping centre and **shop till we drop!**

I'm feeling down. I think I need some **shopping therapy**.

Let's go to the city centre. We don't have to buy anything, we can just go **window shopping**.

Can you bring in **the shopping** from the car?

Online shopping makes buying things so much easier.

I can't go into a shop and not buy something. I think I'm a **shopaholic**.

Go through the module and find:

- ▶ a shopping questionnaire
- ▶ three products you can buy online
- ▶ a report about a shopping centre
- ▶ a radio programme about places to shop
- ▶ a text with advice for shoppers

In this module you will learn...

- ▶ to talk about your shopping habits
- ▶ to use language related to shopping
- ▶ to express possibility and make deductions
- ▶ to express obligation, prohibition and absence of necessity
- ▶ to express preference and make suggestions
- ▶ to use appropriate tenses to link the past with the present
- ▶ to complete a form
- ▶ to write a report



A. Discuss.

- How often do you buy things online?
- What's your opinion about buying things online?

B. Look at the pictures of the three items in the advertisements. What do you think they are? Then read and check your answers.

www.coolbuysshopping.com

Cool Buys!

Clothes Accessories New Products

 0 item(s)

Cosmo Jacket

A practical winter jacket doesn't need to be unfashionable. Imagine hiking up snowy mountains and enjoying the beautiful view in one of these! It might be terribly cold, but with this jacket, you'll be comfortable and dry. With three layers for extra warmth and comfort, this strong and lightweight jacket will prepare you for the great outdoors, no matter the weather.

Features:
Waterproof, windproof and breathable fabric. Two big inside pockets for extra storage. Adjustable hood can be worn with a helmet.

Available in a variety of colours.
Sizes: XS-XL
Price: €99 (10% off on all online orders)



Buy

Dream Bag

Take your belongings with you in this stylish colourful bag. Perfect for school, work or travelling. You could also use it for a day at the beach. This item always sells out quickly, so it must be popular. Order now or you might miss out!

Features:
Four inner pockets with one suitable for a medium laptop or tablet. Must be washed by hand.

Price: €30 (5% discount on orders of three or more items)
Next-day delivery €6.99, free standard delivery (3-5 working days)



Buy

Moon Shoes

It's like having mini-trampolines attached to your feet. Experience the lightness of being in space everywhere you go, as you jump around with these magical shoes! You don't have to worry: they're easy to assemble and full instructions are included.

Features:
Shoes with built-in springs to let you jump around with anti-gravity effects. Adjustable, easy-to-fit straps, fit up to men's shoe size 9.

Available in blue, pink, green and yellow.
Recommended age: 7+ years
May not be suitable for weight over 80 kg
Price: €37.99
30 days full refund available



Buy

48

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C. Read the advertisements again and the statements.
Which advertisement(s) do the statements refer to? Write C for Cosmo Jacket, M for Moon Shoes or D for Dream Bag.

- | | | | |
|---|-----------------------|---|---|
| 1. This item makes you feel like you are somewhere else. | ☐ | 5. You don't have to be a certain age to use this item. | ☐ + ☐ |
| 2. You will pay less for this item if you order online. | ☐ | 6. This item is made from special fabric. | ☐ |
| 3. This item comes with information about how to use it. | ☐ | 7. This item suits different needs. | ☐ |
| 4. You can arrange to receive this item the day after you order it. | ☐ | 8. You can get your money back if you don't like this item. | ☐ |



- When matching statements with short texts, scan each text and look for the specific information mentioned in each statement.
- Find the part of the text which correctly refers to the statement.

- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the statement.

D. Discuss.

- Which of the items would you most like to buy? Why?
- What influenced your decision the most? Why?

Grammar

may/might/could

- Tanya **may/might/could** still be at home. Call and see.
- I **may not / might not** come shopping on Sunday, but I'll let you know tomorrow.

must/can't

- Danny **hasn't** eaten all day. He **must** be very hungry.
- Helen **can't** be at volleyball practice. She's got a broken leg.

must / have to / need (to) / can't

- If you want to assemble those shelves correctly, you **must / have to** read the instructions first.
- I **need to** borrow your jacket because mine is dirty.
- You **mustn't/can't** touch anything in here. Look at the sign.
- You **don't have to / don't need to / needn't** go to the shopping centre to buy a mobile phone. You can order it online.

Go to the Grammar Reference, pp. 150-151.

Choose a, b or c.

- | | |
|--|--|
| 1. We _____ pay anything. The concert is free.
a. mustn't b. didn't need c. don't need to | 5. We _____ buy tickets for the football match.
a. must b. need c. have |
| 2. No way! That _____ be Mr Roberts. He's not old enough.
a. mustn't b. may not c. can't | 6. I _____ sleep on the floor last time my cousins slept over.
a. needed to b. had to c. must |
| 3. What are you doing? Don't you know that you _____ write on the desks?
a. don't have to b. mustn't c. needn't | 7. My parents are thinking of getting me a computer game for my birthday, but they _____ get it in the end. They tend to change their minds easily.
a. might not b. couldn't c. needn't |
| 4. Wendy _____ come over tomorrow. She'll call and let us know.
a. needs b. may c. must | |

Vocabulary

A. Write the words/phrases under the correct category.

anorak slippers sweatshirt bracelet sandals
necklace coat earrings wellington boots

clothes	footwear	jewellery

B. Complete the sentences with the words/phrases in the box.

afford cash machine change broke credit card notes
cash charge receipt an arm and a leg exchange coins

- Andy's motorbike wasn't exactly cheap. In fact, he paid _____ for it.
- A: I haven't got any _____ on me. Can I pay by _____?
B: Of course. Come to the cash desk and I'll assist you.
- We need to _____ some euros into dollars.
- Sheila can't _____ to buy a new game console because she's _____.
- _____ are much lighter than _____, therefore they are a more convenient form of money.
- Here are your shoes and €5.60 _____. Your _____ is in the bag.
- I wanted to get some money from the _____ but I didn't have my card with me.
- Students and people over 65 can enter the museum free of _____.

C. Complete the sentences with the words in the box.

value price cost worth

- She sold her car at a really reasonable _____.
- The total _____ of the holiday was €3,000.
- This hotel is lovely and cheap too, so it's great _____ for money.
- I entered a competition online and won two hundred euros' _____ of computer games.



Grammar

would rather

- I **would rather pay** in cash than use my credit card.
- I'd **rather not go** shopping with you this Saturday, if that's OK?

had better

- We'd **better go** now. We're going to be late for the film.

- You **had better not spend** all your money on computer games. Your parents will get angry.

should - ought to

- You **should buy / ought to buy** this jumper. It's a great bargain and it suits you.
- You **shouldn't take / ought not to take** your sister's things without asking.

Go to the Grammar Reference, p. 151.

Rewrite the sentences using the words given.

- It's a good idea to go shopping during the sales. **should**
You _____.
- You shouldn't use your dad's credit card without asking. **had better**
You _____.
- It's better to walk than go by bus. **would rather**
I _____.
- It's a good idea to ask for a receipt when you buy something. **ought to**
You _____.
- Monica doesn't really want to go to the theatre. **would rather**
Monica _____.
- You ought to check this out! **should**
You _____!

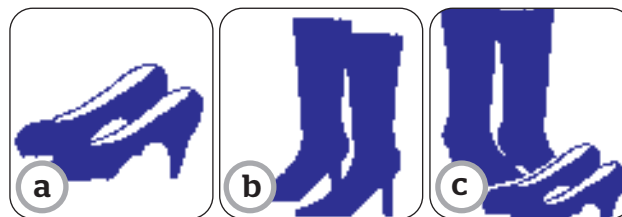
Listen

You will hear people talking in four different situations. For questions 1-4, choose the picture which answers the question correctly.

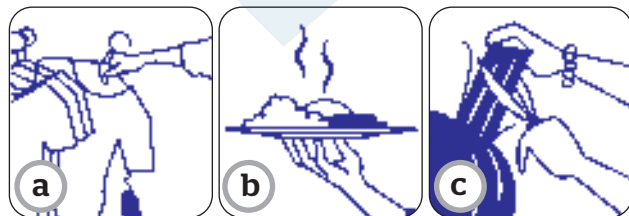
1. How much does the man pay for the coat?



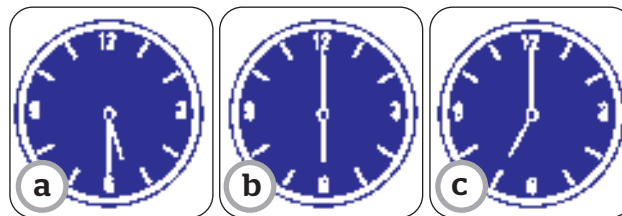
3. What does the woman buy?



2. Where does the woman work?



4. What time does the shop close today?



Student A

Imagine that you are a customer in a clothes shop and you want to buy some clothes. Decide which items you want and in what colour. Student B is the shop assistant. Talk to him/her using some of the phrases in the box.



Do you have any...?
I'd like...
I'm looking for...
Can I try it/them on?
Do you have it/them in red/blue, etc.?
It's/They're too...
It isn't / They aren't... enough.

I wear a size...
I think it fits / they fit me very well.
I prefer the... one/ones.
I'll take it/them.
How much is/are...?
How much does it / do they cost?
Can I pay in cash / by credit card?

Student B

Imagine that you are a shop assistant in a clothes shop and that you are selling the items shown in the pictures. Student A is a customer. Talk to him/her using the information given and some of the phrases in the box.

Shorts

Sizes: M, L
Colours: blue, red

T-shirt

Sizes: M, L, XL
Colour: orange

Jumper

Sizes: XS, S
Colours: red, yellow, brown

Boots

Sizes: 6, 7, 8
Colours: black, brown, white

Can/May I help you?
What size are you?
We have it/them only in...
I'm afraid we...
Would you like to try it/them on?
Does it / Do they fit you?
What do you think of...?

How about this one / these ones?
Here you are.
We have a ...% discount.
Would you like to pay in cash or by credit card?
It costs... / They cost...
Here's your change and receipt.

Write Complete a form

A. Look at the first part of the questionnaire and answer the questions below. Then complete this part with your personal information.

1. What does the symbol * mean?
2. Where should the information in the box appear?

a. Richards
b. danielrichards33@mail.com
c. Daniel
d. BL1 2DG
e. 25 Hartson Road, Bolton

RIVERSIDE SHOPPING MALL



Complete our questionnaire. You could win a laptop!

First Name*	_____	Mailing Address	_____
Surname*	_____		_____
Gender	Male ☐ Female ☐	Postcode	_____
Age Group	10-15 ☐ 16-25 ☐ 26-35 ☐ over 35 ☐	Email address*	_____
Occupation	_____	Phone number*	_____

Fields with * are required.

B. Read the rest of the questionnaire and answer the questions.

RIVERSIDE SHOPPING MALL



1. Who do you usually go shopping with?
parent ☐ sibling ☐ friend ☐
other: _____
2. How often do you go shopping?
daily ☐ weekly ☐ monthly ☐
3. How much time do you spend shopping?
1-2 hours ☐ 3-4 hours ☐ over 4 hours ☐
4. Where do you prefer shopping?
shopping centres/malls ☐ open-air markets ☐
high-street shops ☐ second-hand shops ☐
department stores ☐ online ☐
5. How much do you usually spend when you go shopping?
under €50 ☐ €50-100 ☐ over €100 ☐
6. What kind of items do you most often go shopping for?
clothes ☐ accessories ☐ computer games ☐
gadgets ☐ other: _____
7. Do you shop around or buy the first thing you like?

8. Do you go shopping during the sales or whenever you need something?

9. What is important for you when shopping?
quality ☐ price ☐ brand ☐
other: _____
10. What brands do you usually buy?

11. Do you ever buy things you don't really need only because you like them?
yes ☐ no ☐
12. Do you consider yourself to be a shopaholic?
yes ☐ no ☐
13. What do you do when you realise you've bought a damaged item?

14. Would you like us to inform you about our shops / sales / new products by email?
yes ☐ no ☐

Read

A. Discuss.

- Do you ever spend more money shopping than you plan to? If so, why do you think that happens?
- Do you think that businesses influence how much you spend while shopping? How?

B. Read the text quickly without paying attention to the missing sentences. What is the purpose of the text?

- a. to advise people to make the most of their shopping trips
- b. to inform people about the best places to shop
- c. to encourage people to be more careful when they go shopping
- d. to warn people of the dangers that are involved when shopping

BEWARE!

**Shops are tricking you into
spending more money!**

Have you ever **wandered** into a department store with a few things on your list, and ended up with twice as much stuff in your basket? There is a reason for this. And they work!

Smell is a common trick that is used to get shoppers to spend money. Some smells create a welcoming atmosphere that encourages customers to come in and look around. In fact, a study was **carried out** in a French department store, and it found that customers are less likely to realise how much time has passed when there is a pleasant smell, compared to when there is no smell at all.

When people enter the clothes section, most of them go towards the right. This is where a product can make its biggest impression on you, so companies often place expensive items there. They do not want you to put off buying anything, so they also make sure that the items they want to **promote** are at eye level. Another trick they use is to display eye-catching products (such as colourful shirts or a variety of accessories) at the front of the section. It encourages customers to stop and look, and hopefully, they will then notice the more expensive designer brands nearby.

Even the way each shop is designed can make you spend more. Other places remove or cover windows, so that you have less connection with the outside world. Therefore, you often spend more time shopping. If you cannot see that it is getting dark outside, you will probably take your time inside a department store.

Most companies would quickly go out of business if we walked straight in, bought what we needed, and left. For example, the cash desk and fitting rooms are rarely near the entrance. Malls have usually got **complicated** floor plans so that it is easy to find the shop you need, but harder to find your way out. Also, **escalators** are often at each end of a floor, which means you have to walk across the floor you are on if you want to go up or down a level. The more time you spend inside, the more money you are likely to spend.

Try not to let them get away with it now that you are more aware of their tricks!

C. Read the text again. Complete the gaps 1-6 with the sentences a-g. There is one extra sentence which you do not need to use.



- First read the whole text in order to get an overall idea.
- Carefully read the sentences before and after each gap and the given sentences (a-g).
- Look for clues in both the text and the given sentences. Pay attention to reference items (it, they, this, there, etc.) and identify what they refer to as well as sentence linkers (however, furthermore, therefore, etc.). This will help you understand the text.
- Remember: the correct option must logically complete the writer's meaning and grammatically fit the gap.

- a. This is not done by accident.
- b. Companies have been using different techniques to increase their sales for years.
- c. However, customers usually buy more than what they need.
- d. Department stores and malls have been playing with your mind.
- e. The way that products are displayed also plays a very important role.
- f. For instance, a lot of shops use carpets to slow you down.
- g. That is why they do what they can to make sure you hang around.

D. Look at the highlighted words in the text, and try to guess what they mean. Then match them with the definitions 1-5.

- 1. advertise: _____
- 2. walked in a relaxed way or slowly: _____
- 3. moving stairs: _____
- 4. did and completed sth: _____
- 5. difficult to understand: _____

E. Discuss.

- Have you ever noticed any of these tricks in the places where you go shopping?
- Can you think of any other tricks which businesses use to make you shop more?

Grammar

Present Perfect Simple vs Past Simple

A: *Have you read* this book yet?

B: Yes, I *read* it yesterday.

Present Perfect Simple - Present Perfect Progressive

Julia *has been baking* cakes all morning.

She *has baked* three cakes so far.

Go to the Grammar Reference, pp. 151-152.

Complete with the Past Simple, the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets.

- A: Sorry I'm late!

B: I _____ (wait) here since three o'clock.

A: I'm sorry, OK?

B: Where _____ you _____ (be)?

A: Trying to get here! The traffic _____ (be) terrible.
- A: How long _____ you _____ (work) at this restaurant?

B: Just six months. I _____ (start) work in June.

A: So, is this the first restaurant you _____ (work) at?

B: Yes, it is.
- A: Julia and I _____ (see) Tony last night.

B: Really? I _____ (not see) him for years. Is he still living in Oxford?

A: I _____ (not ask) him.
- A: Hey, Claire, stop for a minute. We _____ (go) round the same sections since we _____ (get) here. Haven't you got a shopping list?

B: I _____ (forget) to make one but that's not the problem. I just can't find what I want. This new supermarket seems complicated. I think they _____ (put) the items in a weird order.

Vocabulary

Read the sentences and match the phrasal verbs in bold with their definitions.

Phrasal verbs with 'get'

1. I meant to go to the shopping centre to buy Debbie a gift yesterday, but I didn't **get round to** doing it.
2. I really **get along/on with** my cousin and I love going out with her.

- a. do sth wrong without being punished
- b. have a friendly relationship with sb
- c. manage to live with little money

3. Ms Griffin doesn't earn a lot but she manages to **get by**.
4. Lucy was very unhappy about losing the tennis match, but she'll **get over** it.
5. Don't lie to your sister about losing her jumper. You'll never **get away with** it.

- d. return to your usual health or happiness
- e. find the time to do sth

Phrasal verbs with 'put'

1. We **put** the fire **out** before we left camp.
2. Paul's saving up for a new smartphone, so he **puts** some money **aside** every month.
3. Working on a farm when I was younger **put me off** meat for years.

- a. delay doing sth
- b. make sb lose interest in sth
- c. accept sb/sth annoying without complaining

4. Unfortunately, I had to **put off** buying the tablet until the sales.
5. I don't know how you **put up with** rude customers. I wouldn't be able to.
6. You don't have to book a hotel. I'll **put you up** for a few nights.

- d. save sth to be used at a later time
- e. stop sth from burning
- f. let sb stay at your house

Listen

A. Listen to part of a radio programme. What is the purpose of the programme? Choose a, b or c.

- a. to warn listeners of shops they should avoid
- b. to inform listeners about good bargains
- c. to ask listeners for their opinions about good places to shop

B. Listen again and for questions 1-5, choose the correct answer a, b or c.

1. What can you buy half-price at Sportstime?
 - a. sports clothes
 - b. footwear
 - c. everything
2. When does the sale at Sportstime end?
 - a. at the weekend
 - b. on Friday
 - c. next week
3. How can you get furniture home from Big Roy's?
 - a. Big Roy's delivers it if you pay extra.
 - b. You have to take it in your car.
 - c. Big Roy's delivers it free of charge.



When answering questions that focus on gist, don't focus on details. Try to understand the general meaning of what is being said.

4. What happens if you change your mind about what you buy at Big Roy's?
 - a. You can get your money back.
 - b. You can exchange it for something else.
 - c. You can't do anything about it.
5. What is true about Eye Style?
 - a. There's a 50% discount on all sunglasses.
 - b. Last year's designs are half-price.
 - c. If you buy a pair of children's sunglasses, you get one free.

A. Discuss. Talk about the ideas given, using the words/phrases in the box.

Do you prefer shopping at a shopping centre or an open-air market?

(in)convenient for shoppers
practical
a wide variety of
lack of variety
stalls

street vendor
handmade goods
fashionable products
staff

ideas

- location
- weather
- variety
- quality
- prices
- service

B. Talk in pairs. Imagine you have decided to buy a T-shirt for a friend. Look at the two advertisements and discuss the advantages and disadvantages of each place to shop. Think about the ideas given. Then decide where you're going to shop, giving reasons. Use the phrases in the box.



T-S MANIA

This week three for the price of two!

Lots of funny, crazy and cool T-shirts to choose from!

Or create your own designs!

Only €15 each!

44 Crescent Road

No refunds or exchanges



MAGIC department store

30% discount on all T-shirts with this coupon

Open 7 days a week
Clothes, gadgets, appliances... you name it!

Check out our website for best deals!
...or just visit us!

72 Ridley Road

In my opinion, we should...
I think... would be the most suitable place because...
... doesn't seem to offer/have... so...
I believe... is better because we won't have to...
Well, I'm not sure about that.
Why don't we...?
Perhaps we should... so that...

ideas

- variety of designs
- prices
- how convenient it is to shop there
- if T-shirt can be exchanged

TIP!

- When discussing the situation, listen carefully to your partner. If you haven't understood something, ask him/her to repeat or clarify what he/she has said. (e.g. Could you please repeat that?, Could you say that again?, What do you mean?, Are you saying that...?)
- Don't worry if you disagree with the other person. Express your opinion and give reasons.

Write A report

A. Discuss.

- How do you find out about places to shop?
- What types of shops would you expect to find in a shopping centre? Why?

B. Read the task and answer the questions. Choose a or b.

The editor of your school's online magazine has asked you to write a report on the new shopping centre in your city that mentions whether information about the shopping centre should be included in the next issue. Write about the following:

- location
- facilities
- other useful information

1. Who are you writing the report for?
 - a. a peer
 - b. a superior
2. Why are you writing it?
 - a. to recommend whether the new shopping centre should be featured in the magazine
 - b. to inform students about the new shopping centre
3. What style should it be written in?
 - a. formal
 - b. informal

C. Now read the report. Has the writer included all three points mentioned in the task?

To: Brian Marshall, Editor of the Oakley Secondary Messenger
From: Michelle Hamilton
Subject: Oakley Shopping Centre

1.

This report focuses on the brand-new Oakley Shopping Centre, which has recently opened in our city.

2.

The shopping centre is in a neighbourhood called Green Parks, which is five kilometres from the city centre. Therefore, it is especially convenient for those who live in the area. Moreover, customers can leave their cars at home as there are regular bus routes between the city centre and the shopping centre.

3.

Shoppers will find over 150 shops for all tastes. On the ground floor, there is a large food court with a wide variety of cafés and restaurants, as well as a cinema. People of all ages will be able to find what they are looking for easily and quickly due to the 12 escalators and three lifts. What is more, Oakley Shopping Centre offers free parking to all its customers. Other attractive options are the community space on the second floor, which is used for various events and exhibitions, and the play area for children.



4.

The shopping centre opens at 8.00 a.m. from Monday to Friday. That is useful for people who want to do their shopping early or visit the centre on their way to work or school. It closes at 9.30 p.m. on those days. On Saturdays it is open from 9 a.m. to 10 p.m., and that has been the busiest day so far. It does not open on Sundays, although this may change in the future.

5.

To sum up, local people and visitors will find Oakley Shopping Centre an ideal place for shopping, for entertainment, or both. Therefore, the school magazine should definitely inform students about this new addition to our city.

D. Read the report again and choose the appropriate heading for each paragraph.

Facilities Conclusion Introduction Location Opening hours

E. Read the task and discuss the questions that follow in pairs.

Your school website has a page with useful information for new students. The head teacher of your school has asked you to write a report on the shopping facilities and services in the area. Write about the following:

- clothing
- food and drink
- other services

1. Think about the shopping facilities in your area. Which two or three facilities do you want to focus on?
2. Which heading would you use for each of the facilities you have chosen?
3. What kind of information do you want to include about each of these facilities?

F. Read the plan, and write your report using your ideas from activity E.

When writing a report, follow the plan below.

INTRODUCTION

- ① **State what the report is about. Use phrases like:**
 - *The aim/purpose of this report is to...*
 - *This is a report on...*
 - *This report describes / focuses on / deals with...*

MAIN PART (2-4 paragraphs)

- ① **Give information and expand on the points you want to make.**
- ② **Make recommendations/suggestions.**

CONCLUSION

- ① **State your overall impression/opinion. Use phrases like:**
 - *All in all,...*
 - *To sum up,...*
 - *On the whole,...*
 - *In conclusion,...*
 - *In my opinion,...*
 - *From my point of view,...*

SONG 2

Read the song and complete the blanks with the words in the box. There are three extra words which you do not need to use. Then listen and check your answers. 

media reflection genuine models
celebrities trick perfection worthless
fake meaningless insecure

It's what's on the inside that counts

I used to look at the pages of magazines and see
(1) _____ with skin so smooth, like beauty queens

Total (2) _____, tall and thin
I wanted to be like them, and so the diet would begin.

But it's what's on the inside that counts
Yes, appearances change
Beauty doesn't last forever
Yes, it's what's on the inside that counts!

The (3) _____ makes us think that looks are everything
That you have to be beautiful if you want to fit in
It can make you feel (4) _____ if you're not the same
As the (5) _____ on TV who play the fashion game.

But it's what's on the inside that counts
Yes, appearances change
Beauty doesn't last forever
Yes, it's what's on the inside that counts!

Images mislead and make us feel (6) _____
We look at our (7) _____ and feel unsure
But what we see on TV is (8) _____ and we shouldn't care
Each of us is different, remember there's a message to share.

But it's what's on the inside that counts
Yes, appearances change
Beauty doesn't last forever
Yes, it's what's on the inside that counts!

**Discuss:**

- ▶ Do you like spending time in nature? Why? / Why not?
- ▶ What do you think are the most important environmental issues our planet is facing today?
- ▶ Read the expressions in bold that include the word 'nature'. Can you guess what they mean?

- My parents are thinking about moving away from the city and **going back to nature**.
- Jerry has lived by the sea all his life, so fishing **comes as second nature** to him.
- **It's only human nature** to be worried about environmental problems.
- Kevin is a calm and relaxed person, so getting into arguments **isn't in his nature**.
- As a doctor, Julie deals with a lot of people, so it helps that she's **a good-natured person**.
- The sailing boat was lost in the middle of the sea during the storm and left to feel **the forces of nature**.
- They drank lots of water because it was hot, but this meant they had to stop the car to **answer the call of nature** several times on the journey.

Go through the module and find:

- ▶ a radio programme about a country in South America
- ▶ an email expressing an opinion
- ▶ a description of a place in China
- ▶ three environmentally-friendly products
- ▶ three texts about interesting animal characteristics

In this module you will learn...

- ▶ to talk about nature and environmental problems
- ▶ to group animals using collective nouns
- ▶ to express surprise, alarm and joy
- ▶ to write an article describing a place
- ▶ to express criticism, possibility, certainty and absence of necessity in the past
- ▶ to brainstorm ideas using a mind map
- ▶ to write a letter / an email (to the editor) expressing your opinion



Read

A. Discuss.

- Are there any animals that you would consider intelligent? Why?
- What characteristics make humans different from animals?

B. Look at the title and the pictures. What do you think the text is about? Read and find out.

Amazing Animals!

You might think that what makes us different from animals is our ability to think and to build friendships with others. Animals are, in fact, capable of more extraordinary things than you might imagine. Find out why...

Big Love

In many cultures, people see elephants as symbols of wisdom. These animals are also known for having an excellent memory. They have the largest brains of all land animals and their intelligence is evident in their ability to learn, use tools and even show a sense of humour. They are social animals, and although they live in herds, they spend their lives in pairs, devoted to a best friend. These friendships between elephants are well known, but in an elephant sanctuary in the United States, an unusual friendship blossomed.

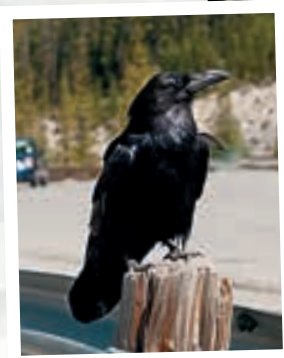
Tarra, an Asian elephant, chose Bella, a dog, as her best friend. The odd pair loved spending all their time together, eating, sleeping and playing. Then one day, Bella had an accident. For the entire three weeks it took her to recover, Tarra waited outside the sanctuary office. She was free to wander the 2,200 acres but she was loyal to her friend and chose to wait for her to get better. It just shows us how animals don't consider differences when they choose their friends.



Clever Crows

We use the word 'birdbrain' for people who we think aren't very clever, but just because birds have small brains it doesn't mean they aren't intelligent, especially crows. Some crows make tools for finding food. They think about what tool they need and look for it. If they cannot find the right shape, they make the tool themselves by cutting bits of leaves, grass or wood.

They even store their tools in a safe place to use at a later time. Another thing they hide is food. This is common among many animals, but if a crow thinks another crow from the flock is watching, it will pretend to store food in one place, then put it somewhere else. Crows in Japan are clever enough to leave nuts on the road at traffic lights so that cars will run over them and crack them open. And amazingly, people have seen crows using food scraps for fish bait. They drop the scraps into the sea to attract fish and catch them. Pretty smart thinking for such a small brain!



Dolphin to the Rescue

Dolphins are well known for their intelligence and their ability to understand human language. However, many people do not realise how well they communicate with other animals with which they share the oceans. In 2008, two whales, a mother and her calf, ended up getting stuck in shallow waters off the coast of New Zealand. A group of people gathered at once wanting to help. They spent hours trying to direct the whales back into deeper waters. Both the rescue team and the whales were exhausted and after some time the authorities were at a

loss. They didn't know what to do next and in the end, they decided to give up. Fortunately, a dolphin turned up. Somehow, it calmed the whales down and communicated with them. Within a few minutes the whales were following the dolphin back to the freedom of safe waters. The dolphin saved their lives and accomplished something that humans were not able to. It reminds us that even though we might not understand what animals are saying, other animals probably do!



C. Read the text again and write E for Elephant, C for Crow or D for Dolphin.

Which animal...

- | | |
|---|---|
| 1. uses its knowledge to help other species? ☐ | 5. has been known to succeed where people can't? ☐ |
| 2. doesn't care about species when building a relationship? ☐ | 6. has developed the ability to plan for future events? ☐ |
| 3. sometimes plays tricks on other members of the same species? ☐ | 7. shows an unusual level of loyalty? ☐ |
| 4. is intelligent despite the size of its brain? ☐ | 8. uses humans to accomplish a task? ☐ |

D. Discuss.

- Do you know of any other amazing facts about animals?
- Do you know of any other stories similar to these?

Grammar

Full Infinitive / Bare Infinitive

- I've decided **to get** a new goldfish.
- Remind me **to go** to the supermarket **to buy** some milk, will you?
- Jack doesn't know which hat **to wear**.
- We should all **do** something **to save** endangered species.
- It's too hot **to go out** for a walk right now.
- Will you help me **(to) revise** for the geography test?

-ing form

- **Working** at an animal sanctuary can be a very tiring job.
- My mum stopped **drinking** coffee.
- How about **grabbing** a bite to eat later?
- My parents are thinking of **buying** a house by the seaside.

 Go to the Grammar Reference, pp. 152-153.



Complete the sentences with the correct form of the verbs in brackets.

- | | |
|--|--|
| 1. Roger was very happy _____ (see) his friends after the holidays. | 3. I don't mind _____ (stay) alone at home during the day, but I can't stand _____ (be) alone in the house at night. |
| 2. My brother's angry at me. I promised _____ (help) him with a project, but in the end, I couldn't make it, and I forgot _____ (call) home _____ (say) I'd be late. | 4. The authorities made all the people _____ (leave) the scene of the accident. |

Vocabulary

A. Match the collective nouns to the animals they refer to.

- | | |
|-------------|------------------------|
| a herd of | fish, dolphins, whales |
| a flock of | bees, ants |
| a school of | birds, sheep, goats |
| a pack of | cows, deer, elephants |
| a swarm of | dogs, wolves |

B. Read the sentences and match the phrasal verbs in bold with their meanings.

Phrasal verbs with 'up'

- The hiking trip was cancelled because not many people **turned up**.
- After spending two hours trying to find the castle, we just **gave up**.
- Fay walked all the way round the farm and **ended up** back where she started.
- I **made up** a story about a wolf living in the forest near our house, and my little cousin believed me.
- Dad, can you **pick me up** from the station at seven o'clock?
- Don't **use up** all the milk. We won't have any for breakfast tomorrow.

- stop trying
- find yourself in a place or situation that you didn't intend or expect to be in
- finish sth so there's none left
- appear or arrive
- collect someone who is waiting for you, in your car
- invent sth, such as a story or an excuse

Phrasal verbs with 'down'

- Stop shouting! Why don't you **calm down** and tell me what happened?
- Our car **broke down** just outside the city and we had to wait for help to come.
- My uncle and aunt invited me to stay at their cottage in the mountains, but I **turned down** their invitation because I had to study.
- I've got a terrible headache and my stomach hurts. I think I'm **coming down with** something.
- Simon is trying to **cut down on** sugar in his diet, but it's very difficult. He just loves chocolate!

- relax or make someone relax
- stop working (for vehicles or machines)
- become ill
- reduce the size or amount of sth
- refuse an offer

C. Read the note, look at the adjectives and write how they are formed, as in the example.

NOTE A lot of adjectives are formed by adding a suffix to a verb or noun.

- cultural culture (noun) + -al
- attractive _____
- mountainous _____

- astonishing _____
- delightful _____
- enjoyable _____

Now form adjectives to complete the sentences. Use the words in capitals.

1. The explorer's _____ journey followed the entire length of the Nile.
2. The café looked warm and _____ so we decided to go and have some coffee.
3. In the middle of the town there was an _____ building with a tall tower.
4. In the spring, the park is full of _____ flowers.
5. Mr and Mrs Davidson enjoyed a _____ afternoon walking by the river.
6. We wanted to stay at a _____ hotel by the lake, but it was too expensive.
7. After the earthquake, all the _____ areas were warned to prepare for a tsunami.
8. This book contains _____ information about the city.

REMARK

INVITE

IMPRESS
COLOUR

PEACE

LUXURY

COAST
VALUE

Grammar

Exclamatory Sentences

how + adjective/adverb

- *How amusing this story is!*
- *How well you swim!*

what + (a/an) + (adjective) + noun

- *What a lovely view!*

so + adjective/adverb

- *It's so beautiful here!*
- *The kids were talking so loudly.*

such + (a/an) + adjective + noun

- *This is such an exciting trip!*

Go to the Grammar Reference, p. 153.

Complete the dialogues with *how*, *what*, *so* or *such*.

1. A: We spent all day on the boat looking for dolphins but never saw any. It was _____ annoying.
B: I saw one from the ship as we were travelling to the island.
A: _____ lucky you are! They're _____ amazing creatures!
2. A: It's _____ a nice day today. Why don't we go for a walk in the forest?
B: _____ a great idea!
3. A: We had _____ a great time in Switzerland! Look at this picture.
B: _____ nice! The mountains look _____ beautiful!

Listen

A. Listen to the first part of a radio programme in which the presenter gives some information about a country in South America. Which country is the presenter talking about this week? Circle the correct name on the map.

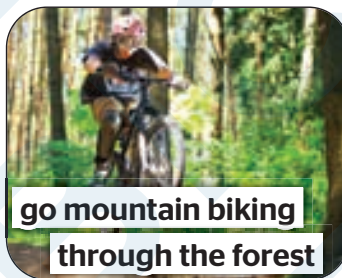
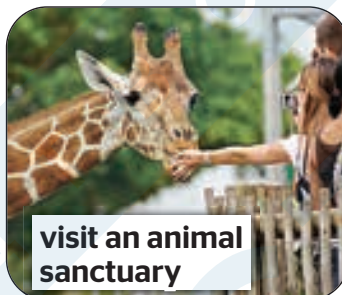


B. Listen to the rest of the radio programme and complete the sentences.

1. The Amazon Rainforest is to the _____ of the Andes.
2. There are about _____ species of plants and animals that are found only in Peru.
3. Machu Picchu is _____ above sea level.
4. Machu Picchu was chosen as one of the New Wonders of the World in the year _____.
5. The Inca Trail is closed during _____.
6. Ceviche consists of raw _____, lime or lemon juice, chilli peppers, salt, pepper and sometimes _____.

Speak

Talk in pairs. Imagine that your school is organising a day trip to a nearby area. Look at the ideas of places to visit or activities to do that are being considered. As members of the school committee, you have been asked to give your opinion. First, discuss the advantages and disadvantages of each. Then decide which three ideas would appeal most to your fellow students. Use the words/phrases in the boxes.



dull
(un)appealing
active
entertaining
adventurous
dangerous
educational
relaxing
challenging
tiring
beneficial
energising
impressive scenery
spectacular views
fresh air
valuable learning experience
escape from routine
come into contact with nature

I believe... would be a good idea because...
... would provide students with an opportunity to...
Some students may find this... because...
Students are/aren't interested in...
I definitely think that... would be more/less fun for students.
I agree/disagree. Young people find... enjoyable, so...
I don't think many students would want to...



- There are no right or wrong answers but you must make sure to justify your answer.
- This is not a monologue, so take turns to speak.
- Listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, discuss...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

Write An article describing a place

A. The following announcement was posted in an online magazine. Read it and underline the key words.

WRITE AN ARTICLE FOR TRAVEL AND NATURE MAGAZINE!

Tell us about a nature reserve or place of natural beauty that you know of. Describe the place, say what attracts visitors to it and refer to any other special features of the place. The most interesting articles will be posted on our website.

B. Read the article one reader of *Travel and Nature* magazine wrote and answer the questions.

1. Which of the two titles below is the most suitable for it? Why?

a. Discover the Magic of Wolong

b. Giant Pandas in China

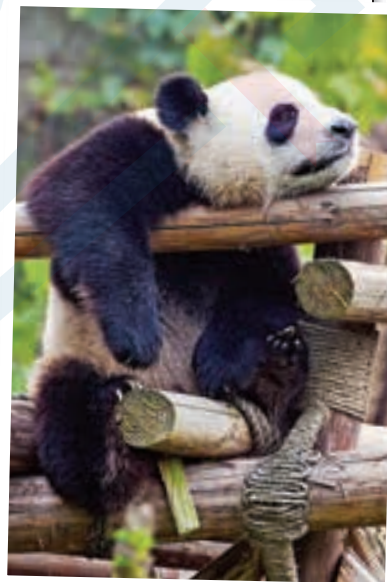
2. What kind of information does the writer give in each paragraph?

Have you ever wondered where those cute, cuddly giant pandas you see in animal sanctuaries come from? Well, last year on a trip to China I found out. I visited the Wolong National Nature Reserve. It was an unforgettable experience!

Wolong is a sanctuary for giant pandas and other endangered species. There, the pandas are protected and live in their natural habitat. Some of the pandas, especially the mothers and their babies, live in panda houses, where scientists study them. Others are free to wander in the mountains, and if you are out hiking, you're very likely to see them playing, relaxing and chewing on their favourite food: bamboo.

'Wo Long' actually means 'sleeping dragon' and comes from a legend about a dragon that was overwhelmed by the beauty of the valley and fell asleep there, never to wake up again. Like the dragon, I found the landscape absolutely incredible. The valleys with rivers and waterfalls surrounded by forest-covered mountains make the reserve a truly extraordinary place.

If you are a nature lover, Wolong is sure to fascinate you. Seeing giant pandas in the wild is a once-in-a-lifetime experience. Why not plan a trip there and see for yourself?



C. When we write an article, we want to attract and keep the reader's interest. We can do that by:

1. having a title that catches the reader's attention.
2. using descriptive language, e.g. colourful adjectives.
3. addressing the reader personally.
4. asking rhetorical questions.

Find examples of these in the article and underline them.

D. Read the announcement in activity A again and write your article. Before you begin, read the tip and follow the plan in the Writing section.

A. Discuss.

- What do you do to protect the environment?
- What more could you do?

B. Read the text quickly and decide which of the two headings, a or b, is more suitable for each of the paragraphs 1-3.

Keep It Green!

Everybody buys and uses a variety of products every day without giving it a lot of thought. You might not have realised it, but each of these products affects the environment somehow through the way it is made, used or disposed of. For this reason, scientists are trying to come up with ideas to introduce environmentally-friendly products into our lives. Their motto is REDUCE, REUSE, RECYCLE!

1

- a Save Water
- b Kill Two Birds with One Stone

How eco-friendly are you at home? We tend to waste a lot of energy, which is not particularly good for the environment. Well, a new showerhead has been designed to help us out in two different ways. Firstly, it is a light for the shower, powered by the water used while having a shower. This means that you don't need to have the bathroom light on, which saves electricity. It is easy to install and has another interesting feature. You must have found yourself in a situation where you step into the shower and the water is either too cold or too hot. Well, this showerhead has an indicator which glows blue or red when the water is too cold or too hot, and turns off when the water has reached the right temperature. It's sure to be a feature in homes all over the world in the future.



2

- a The Latest Trendy Accessories
- b From Phone to Flower

One device that is thrown out very frequently is the mobile phone. Eager to keep up with all the latest technological trends, consumers tend to throw out their phones after an average of 18 months and buy the latest model. If you consider that about 4.5 billion mobiles are in use worldwide, then it's not surprising that there are mountains of unwanted phones across the globe. Most mobile phones contain hazardous materials and recycling them is difficult and costly. However, researchers in England have created a mobile with high-tech materials. 'So what?' you might say, but it also contains a sunflower seed. So, when you don't want the phone any longer, you simply plant it. The seed grows into a beautiful sunflower, fertilised by the biodegradable case, which will break down completely within a month. If that isn't environmentally friendly, what is?



3

- a Trendy Junk
- b Recyclable Handbags



Sometimes the most unusual ideas have very successful results, and can also have a positive effect on the environment. A company in the USA noticed how many old car number plates were left on the side of roads or in junkyards. They took the number plates and thought of a way to recycle them. They used them to make fashionable handbags! You may not have seen them before, but they have become a huge success. The company now provides a service where you can send your own old number plate to be turned into a handbag. They are also looking into using other parts of cars to create fashionable accessories. It just shows you that you can look good and be eco-friendly at the same time. So, have you got a number plate that you want to get rid of?

C. Read the text again and answer the questions.

1. Where does the eco-friendly showerhead get its power from?
2. How can you tell if the water is too hot with the eco-friendly showerhead?
3. What usually happens to mobile phones after 18 months?
4. What do you do with the mobile developed by English researchers when you've finished with it?
5. What happens to the biodegradable case?
6. Where does the company that makes fashionable handbags get materials from?
7. How can you get a personalised handbag made?

D. Find words/phrases in the text and match them with the definitions 1-7.

1. get rid of (introduction): _____
2. provide energy so that sth works (para. 1): _____
3. produce a soft, steady light (para. 1): _____
4. often (para. 2): _____
5. very keen and excited about sth one wants to do (para. 2): _____
6. dangerous, harmful (para. 2): _____
7. a place where old cars, machines, etc. are collected (para. 3): _____

E. Discuss.

- Which of these products would you most like to have? Why?
- Do you know of any other eco-friendly products?

Grammar

Modal verbs + have + past participle

- The computer *isn't turning on*. I **may/might have broken** it.
- I **could have won** the race, but I hurt my ankle on the last kilometre.
- It **must have been** difficult to keep in touch without phones in the past.

- Tonia **can't/couldn't have seen** the film because she didn't even know what it was called.
- You **needn't have washed** the car. I was planning on doing it today.
- The pizza was horrible. I'd **rather have ordered** pasta.
- We **should have started** recycling our rubbish years ago.

Go to the Grammar Reference, p. 153.

Choose the correct option.

1. I **should have told** / **may have told** my parents the truth. Now I'm in trouble.
2. Look out! You **must have broken** / **could have broken** that window with the football.
3. My bike isn't in the garage. My brother **must have taken** / **should have taken** it.
4. Freddie **can't have slept** / **shouldn't have slept** well last night. He's very tired today.
5. I repaired my old headphones, so you **couldn't have bought** / **needn't have bought** me new ones, Mum.
6. The film was awful. We **might have stayed** / **'d rather have stayed** at home.

Vocabulary

A. Match the words/phrases with the definitions a-f.



1 smog



2 acid rain



3 oil spill



4 toxic waste



5 fossil fuels



6 alternative energy

- a. an event where oil is released into the environment by accident
- b. a mixture of smoke and fog caused by exhaust fumes and factory gases
- c. power that is produced using the energy from the sun, wind, water, etc.
- d. rain containing acids which are harmful especially to trees and forests
- e. any unwanted chemical substance that is dangerous because it can harm humans and the environment
- f. substances such as coal and oil that were formed over millions of years from the remains of animals and plants, and are burnt for energy

B. Complete the sentences with the words in the boxes.

junk waste rubbish litter

device appliance machine tool

1. When do they collect the _____ in this neighbourhood?
2. I've got so much _____ in the garage that I need to start throwing things out.
3. Governments should stop factories from pumping their _____ into rivers.
4. People who drop _____ in the streets should be fined.
5. That shirt is filthy! Put it straight in the washing _____.
6. I think the most useful _____ in the home is the fridge.
7. When doing DIY, it's important to choose the right _____ for the job.
8. This is a great little _____ which helps you find your keys.

Listen

You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b or c.

1. What did the son do wrong?
 - a. He put the rubbish in the blue bin.
 - b. He put the rubbish in the green bin.
 - c. He didn't take the rubbish out.
2. What are the people talking about?
 - a. smog
 - b. acid rain
 - c. toxic waste
3. How is the machine powered?
 - a. wind power
 - b. solar power
 - c. wave power
4. What did the girl learn about fossil fuels?
 - a. They won't last forever.
 - b. They are bad for the environment.
 - c. They are difficult to get.
5. Which appliance is eco-friendly?
 - a. the oven
 - b. the washing machine
 - c. the fridge

Speak

A. Talk in pairs. Compare the two pictures. Discuss the ideas given, using the words/phrases in the box.

urban	poisonous
rural	chemicals
close to nature	(un)happy
(not) affected by development	peaceful
lack of smog	hectic
breathe fresh air	harmful
	cause diseases
	grow organic food



ideas

- place/area
- atmosphere
- how people feel
- people's lifestyle
- people's health

B. Discuss. Use the words/phrases in the box.

- What's the place where you live like? Is it similar to either of the pictures in activity A?
- Look at picture A. Who is responsible for air pollution? What should be done about it?

vehicles	pay fines
factories	ban cars
government	close down
use less strict measures	raise environmental awareness

Write A letter / an email (to the editor) expressing an opinion

A. Discuss.

- Why do you think people write letters/emails to the editors of newspapers and magazines?
- Have you ever read any of these letters/emails?
- Would you consider writing a letter / an email to the editor of a newspaper? Why? / Why not?

B. Read the extract from an online newspaper article and the email to the editor. Do you agree with the writer or not?

www.mayfielddaily.com

News **Articles** Contact



Yesterday the mayor of Mayfield announced plans to build a modern shopping centre in Clifton Park. He says it will serve the needs of the locals and also attract shoppers from neighbouring towns. Many people are not happy with this decision. One resident, Mark Wilson, told us, 'We don't need a shopping centre! So many trees will be cut down if the mayor goes ahead with his plans. Clifton Park gives us the oxygen we breathe and it's where our children go to play. We need to save it at all costs.'

To: letters@newspaper.com

From: pwoodhouse@mail.com

Subject: Plans for Clifton Park

Dear Editor,

I am a concerned resident and I am writing in response to your article about the mayor's plans to build a modern shopping centre in Clifton Park.

First of all, I must agree with the mayor that a shopping centre would certainly be convenient for everybody. In addition to creating more job opportunities, it would also offer us more options for entertainment. Who would say no to a cinema complex or a food court with different cuisines, for instance?

On the other hand, it is outrageous even to consider using Clifton Park as the location for this project. Frankly, I am very disappointed that the mayor shows such a lack of respect for the environment. Air pollution is undoubtedly a growing problem in Mayfield, and as Mr Wilson points out, Clifton Park gives us the oxygen we breathe. Surely a more suitable location can be found for the shopping centre? For example, the abandoned warehouses behind the train station.

In conclusion, we do not need to destroy Clifton Park in order to build the new shopping centre. If we consider the alternative solutions more carefully, we can find one that is acceptable to everyone in Mayfield.

Yours faithfully,
Paula Woodhouse

C. Look at the adverbs underlined in the email and choose the word/phrase from the box with the same meaning.

without a doubt definitely honestly

D. Read the following sentences. Tick the ones that apply to the email in activity B.

The writer...

- | | | | |
|--|-----------------------|---|-----------------------|
| 1. uses an appropriate greeting and signature ending. | ☐ | 5. uses rhetorical questions for emphasis. | ☐ |
| 2. explains why she is writing in the first paragraph. | ☐ | 6. makes suggestions. | ☐ |
| 3. uses rude language. | ☐ | 7. refers to specific points made in the newspaper article. | ☐ |
| 4. justifies her opinion and gives examples. | ☐ | 8. writes in a formal style. | ☐ |

E. Read the writing task and discuss the questions that follow in pairs or groups. Then complete the mind map.

You read this article in an online newspaper.
Write an email to the editor expressing your views on the issue.



According to a survey that was carried out among the people of our city last month, litter is the number one problem our city faces. It is a fact that streets are full of rubbish and it is impossible to enjoy our parks and beaches because of the problem. At a protest held outside the city hall yesterday, one angry protester asked our reporter, 'Whose responsibility is it to keep this city clean? Isn't it time the mayor did something about it?' That is a good question, but aren't we all responsible for keeping our cities clean?

1. Why do you think there is so much litter around?
2. What kind of problems does it create?
3. What do you think can be done about it?

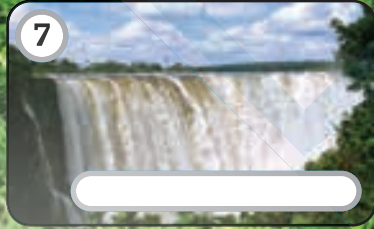
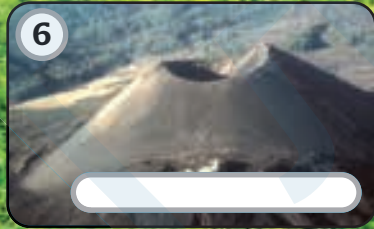
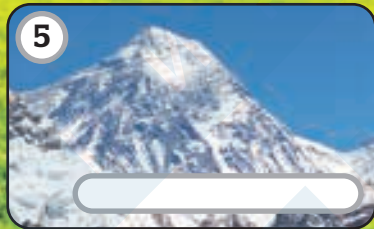
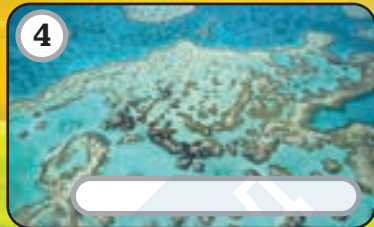
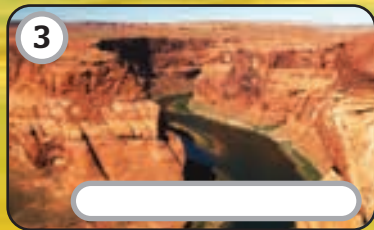
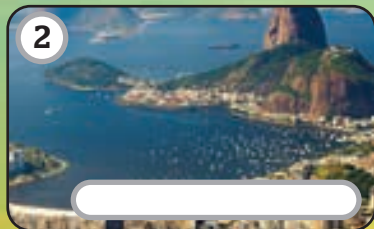
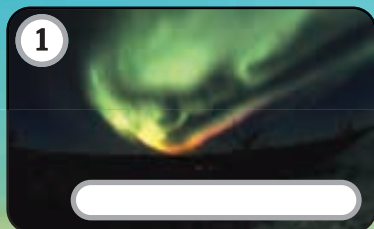


F. Write an email to the editor of the newspaper expressing your views on the issue described in the article. Use some of your ideas from activity E. Before you begin, read the tip and follow the plan in the Writing section.



When writing *a letter / an email (to the editor of a newspaper, etc.) expressing your opinion:*

- use the appropriate layout and style (formal).
- group related ideas together in paragraphs.
- refer to specific points made in the newspaper article.
- state your opinion clearly.
- use rhetorical questions for emphasis.
- do not be aggressive or rude.
- use linking words and phrases.



A. Read the text quickly and write the names of the places under the pictures.

Seven Wonders of the Natural World

The **Grand Canyon** is in the state of Arizona in the USA. The Colorado River, which runs through the Canyon, has gradually made the impressive formations visitors see. The Grand Canyon is 446 km long, up to 29 km wide and has got a depth of over 1,600 m.

Mount Everest is part of the Himalayan mountain range in Asia. Standing at over 8,800 m, it is the highest mountain in the world and also one of the youngest. Scientists believe the Himalayan mountains were created millions of years ago.

Victoria Falls is a magnificent waterfall. It is about 1,700 m wide, making it the largest curtain of water in the world. The falls are on the Zambezi River, which marks the border between Zambia and Zimbabwe in southern Africa. The people of that area call it *Mosi-oa-Tunya*, which means 'the smoke that thunders'.

The **Great Barrier Reef** is close to the north-eastern coast of Australia. It is made of living coral, sand and rock, and is home to lots of amazing sea creatures. What makes it so unique is the fact that it stretches for more than 2,000 km. It is the world's largest living structure and can be seen from outer space!

The **Northern Lights**, also called the *aurora borealis*, is a natural light display that dances across the night sky. You can see this impressive light show, particularly in the skies of the northern region. It is most intense from December to March when nights are longer, and the sky is clearer and darker.

Parícutin is a volcano located in Michoacán, Mexico. On 20 February 1943 the ground under a cornfield cracked open and out of it exploded a volcanic cone made of rock and lava. The eruptions continued and the cone kept growing for another nine years, reaching a height of over 400 m.

The **Harbour of Rio de Janeiro**, located in Brazil, is one of the largest natural harbours in the world. The dark blue water of the harbour is surrounded by many spectacular mountains including the famous Sugar Loaf Mountain and Corcovado Mountain.

B. Read the text again and write T for True or F for False.

1. Mount Everest was created millions of years ago, making it one of the oldest mountains in the world.
2. Victoria Falls is between the countries of Zambia and Zimbabwe.
3. The Great Barrier Reef is unlike other reefs because of its size.
4. You can only see the Northern Lights in December and March.
5. There are only two mountains surrounding the Harbour of Rio de Janeiro.

Project

Make a poster!

What are the seven wonders of the ancient world? Collect all the information you need, find pictures and write a short paragraph about each of them.



6

The world of work



Discuss:

- ▶ Have you ever had a job? Did you like it? Why? / Why not?
- ▶ Look at the jobs below. Which one would you prefer to do? Why? Use the words/phrases in the box.



accountant



hairdresser



lawyer



plumber

- | | |
|------------------------|------------|
| • training | • creative |
| • high/low salary | • tiring |
| • heavy/light workload | • boring |

Go through the module and find:

- ▶ a job advertisement for a bookshop
- ▶ three descriptions of job applicants
- ▶ a story about a bad day
- ▶ a text about job interviews
- ▶ a meeting with an employee trainer

In this module you will learn...

- ▶ to talk about jobs, job interviews and qualifications
- ▶ collocations and phrases relating to work and nouns denoting occupations
- ▶ to sequence past actions and events
- ▶ to express hypotheses about what is likely or unlikely to happen in the future
- ▶ to define people, places, things and ideas and give additional information about them
- ▶ to write a story
- ▶ to write a formal email of application



Read

A. Discuss.

- Do you have a hobby? What is it and why do you enjoy it?
- How long have you had this hobby?
- Would you like to make money from your hobby? Is it possible? How?

B. Read the text quickly and match the phrases 1-3 with the paragraphs A-C.

1. No shortcuts

2. Favours have their rewards

3. Like father, like son

My Hobby Is My Job!

Three people tell us about their passion for their hobbies, and how these hobbies make them money.

A



James

Where do I start? Let's see. Well, my dad has been a wedding photographer for twenty years and I always used to help him when I had free time. I had been asking for my own camera for ages until he bought me one two years ago. Once I had learnt how to use the camera and all its settings, I looked for a job as a part-time photographer. I work at a local photographer's studio three times a week, and help take portraits of families and children. At the weekends, I sometimes go to local sporting events and take photographs for websites and the local online newspaper — stuff like that. I have sold quite a few photographs, so I'm really proud of that. It's not easy to make money being a photographer, though. It's very competitive, and to get the best photographs you have to have good equipment, and that isn't cheap, believe me! I constantly have to spend money updating my camera and lenses. It's such a pain!

B



Michelle

I help people make websites. By the time I was 14, I had become pretty good at doing things on my computer. It was then that a friend asked me to make a website for his artwork. He loved my work and it helped him get some exhibitions. He's promised me one of his paintings as a reward. When other people saw the site, they asked me to help them, too. I realised I could turn this into a job and started charging people to make their websites. There weren't many people at first, and I only worked a few hours a week. But more and more people have been coming to me, and now I have very little free time. I have been working for a year, and I would love to run a real company one day. Recently, I had to add some more things to my friend's website. His artwork has become more popular and he needed some more information on it.

Nick

I love playing the guitar and I play all the time at home. I had been playing the guitar for many years when I decided to start teaching kids to play in order to get some extra cash. It's fun work, but you do have to be patient. Some kids I worked with had never even seen a guitar before. Everyone thinks they are going to pick it up and become a rock star overnight, but it takes time and energy and – in the beginning – it can be painful. The skin on my fingertips has become like sandpaper from holding the strings down. Teaching the kids is fun and I get good money for each hour I teach, but I hope one day I'll make money playing my own music.



NOTE We can use the verb *do* before a main verb for emphasis.
*It's fun work, but you **do** have to be patient.*
*The film wasn't my favourite, but I **did** like the characters.*

C. Read the text and answer the questions. Write A, B or C.



When matching questions with short texts:

- scan each text and look for the specific information mentioned in each question.
- find the part of the text which correctly answers the question.
- be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

Which person...

1. was inspired by an older person?
2. experienced pain because of their hobby?
3. has become busier and busier as time goes on?
4. worked as an assistant to someone else?
5. is required to spend money regularly?
6. one day wants to set up their own business?



D. Discuss.

- Which of these people's jobs/hobbies would you like to do? Why?
- What do you think is necessary in order for someone to be happy in their career?

Grammar

Past Perfect Simple – Past Perfect Progressive

- Sally got a reward after she **had finished** her exams.
- By the time the bus arrived, we **had been waiting** for 50 minutes.

Go to the Grammar Reference, p. 154.

Complete the sentences with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

1. Roger _____ (arrive) late at the train station. By the time he _____ (reach) the platform, the train _____ (leave).
2. Alison _____ (talk) on the phone with her sister for three hours by the time she _____ (hang up). She _____ (not speak) to her for a long time and she _____ (have) lots of news to tell her.
3. By the time the sun _____ (go down), we _____ (play) tennis for four hours. We _____ (be) exhausted.

Vocabulary

Looking for a Job

Once you leave school or university, it's time to start **earning a living**. You can search online for a **position** that might suit you.

Getting the Job

You **apply for** the job, then **go for an interview**, taking your **CV** with you. If you impress at the interview, the company will **hire** you.

Money

You then start **earning a salary**, and you may be **highly paid**, especially if you are hard-working.

Hours

You may work **full-time**, **part-time**, or **in shifts**. Sometimes, if there is a big **workload**, you may have to work **overtime**.

What the Boss Thinks of You

If the company likes your work, you may **get a pay rise** and a **promotion**. If they don't, you may **get fired** and find yourself **unemployed**.

When You Want Something New

If you want to leave the company yourself, you **resign** and look for an **opening** in another company, or you become **self-employed** and **run** your own **business**.

A. Complete the sentences with words or phrases in bold from the texts above.

A: Are you still going to (1) _____ that job you found online?

B: Actually, I sent them a copy of my (2) _____ last week, and I just got an email from them this morning.

A: Really? What did it say? Do you have to (3) _____?

B: Yes, tomorrow at 11.30. The problem is the job is only four hours a day; it's not (4) _____.

A: It's better than being (5) _____.

B: That's true. And if I don't like the job, I can always (6) _____. I don't have to stay there forever.

A: Well, I hope you get it.

B: So do I!



B. Read the sentences and match the words in bold with the word or phrase that has a similar meaning.

1. My brother has been **unemployed** for nearly a year.
2. They **hired** ten new people last month.
3. I asked her about her **salary**, but she never says how much she's earning.
4. This job is not as **highly** paid as the one I had before.
5. He **earned** a living by selling his artwork.



- a. made
- b. out of work
- c. well
- d. wages
- e. took on

C. Complete the table with nouns that refer to people and their occupations. Use the words in the box and a suitable suffix. Make any necessary changes.

direct assist manage train edit
refer employ attend instruct consult

-ant	-or	-er	-ee

Now complete the sentences with the correct form of some of the words.

1. A computer _____ is someone who helps companies to use technology effectively.
2. My brother is the _____ of the restaurant.
3. Janet's the _____ of a popular sports magazine.
4. My friend Bob is a ski _____.
5. I asked the flight _____ for a glass of water.
6. I have so much work to do. I need a(n) _____!

Grammar

Zero Conditional

- If you **take** the bus, it **takes** one hour to get to the airport.
- When you **heat** ice, it **melts**.

Conditional Sentences Type 1

- If you **need** any help, **ask** me.
- Fiona **may get** a pay rise if she **works** hard.
- Unless I **find** a suitable position, I **won't be able** to start working.

Conditional Sentences Type 2

- How **would** you **feel** if you **got** a promotion?
- If I **were** you, I'd **accept** the job offer.

Conditional Sentences Type 3

- If you **had worked** part-time as a teenager, you **would have saved up** more money by now.
- If I **had known** about the heavy workload, I **wouldn't have accepted** the job.

 Go to the Grammar Reference, pp. 154-155.

Rewrite the sentences starting with the words given.

1. Ms Brown didn't send us her CV, so we couldn't interview her.
If Ms Brown _____.
2. People get thirsty when they don't drink enough water.
If people _____.
3. You won't get a promotion if you don't impress your boss.
Unless _____.
4. I'm not able to sleep because this bed isn't comfortable.
If this bed were _____.
5. Paul didn't know the position was highly paid, so he didn't apply for it.
If Paul _____.

Listen

A. Discuss.

What part-time jobs can people your age do?

B. You will hear Susie Clark, an employee trainer at Yum Cha Chicken restaurants, in a meeting. For questions 1-4, choose the correct answer a, b or c.

1. Why has Susie called the meeting?
 - a. to tell the young people that they have been hired
 - b. to talk about training new waiters and waitresses
 - c. to invite young people to apply for a job at YCC
2. Why does Susie think that her audience is nervous?
 - a. They don't trust her.
 - b. They may not trust the training programme.
 - c. They have never worked before.
3. What point is Susie making when she mentions YCC's managers?
 - a. that waiters and waitresses also run the restaurant
 - b. that the staff can get promotions at YCC
 - c. that when waiters and waitresses are away, the bosses do their job
4. What do the people in the meeting not have yet?
 - a. name tags
 - b. uniforms
 - c. caps

Speak

Discuss the questions. Use some of the phrases given.

- Do you have any ideas about what you want to do in the future? What are they? Think about school, university, jobs, friends, family and interests.
- Do you know anyone who has managed to achieve an important personal goal or ambition? Who? How did they do it?
- In your opinion, is it important for people to go after their dreams? Why? / Why not?
- What are your goals for this year?
- What do you think your life will be like in ten years' time?

I want to...

I'd like to...

I'm planning to/on...

I intend to...

I'm going to...

I'm thinking of/about...

I'm hoping / I hope to...

As soon as I finish school/university, I'll...

My dream has always been to...

My (biggest/main) ambition is to...

Now that I think about it, I'd love to...

If I manage to..., I'll...

After I achieve my/that goal, I'll...

I'll probably... / Perhaps I'll...

It's hard to say, but...

It's (very) (un)likely (that)...

Write A story

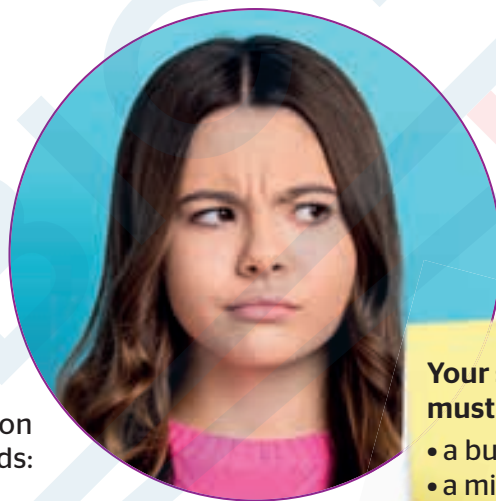
A. Discuss.

Have you ever had a day when everything went wrong? What happened?

B. Read the task and the story that follows.

Your school magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must begin with the following words:

I had a feeling that the day was not going to go well.



Your story must include:

- a bus stop
- a mistake

I had a feeling that the day was not going to go well. I had an interview for a part-time job at a clothes shop in the town centre. First of all, I didn't hear the alarm clock because the night before I had gone to bed very late and I was tired. I got up at 8.30 instead of 8.00, and because I was late, I had to skip breakfast, which I never do. I ran out of the house and headed for the bus stop.

When I got there, I realised that I had left all my money on my desk, so I had to race back to the house to get it. As I was walking back down the street, the bus drove away from the bus stop. I knew I was going to be very late for this interview. To make matters worse, it began to rain, and I had no umbrella or raincoat. Naturally, I was completely soaked by the time the next bus arrived.

I finally got to the shop, walked in, and asked to speak to the manager. A very tall man came out of his office. 'How can I help you?' he asked politely, but his tone was not particularly friendly.

'I've come for an interview for the job you advertised online,' I said nervously.

'Job? What job? We haven't advertised for any staff.' Then I realised my mistake. In my hurry to get there, I had walked into the wrong shop. Things had now gone from bad to worse.

Obviously, once I had found the right shop and had had the interview, I didn't get the job. However, the experience taught me a lesson, and that is: always be prepared!

C. Read the story again and answer the questions.

1. Has the writer made any changes to the opening sentence?
2. What tenses does the writer mainly use in the story?
3. Why didn't the writer hear the alarm clock? Why does the writer use the Past Perfect tense?
4. Circle the time expressions that the writer uses.

D. Look at the following time expressions that are used when telling a story. Then form full sentences from the prompts, using the time expressions given.

- **After, before, until, till, as soon as** and **by the time** are used to link two past actions, one of which happened earlier than the other.
- **While** and **as** are used with the Past Progressive to link two past actions which were happening at the same time, or to introduce the 'longer' of the two actions.
- **Yesterday, last week, last month, a few weeks ago, after that, next, then,** etc. are used to indicate when something happened.

1. Joe / cut / grass / he / find / £50 **as**

2. Sue / get to / school / lesson / begin **by the time**

3. Dan / read / book / Linda / write / email **while**

4. Gary / get in / car / drive / work **then**

5. we / watch TV / hear / loud noise **when**

6. I / get home / go to bed **as soon as**

E. Read the writing task and write a story. Before you begin, read the tip and follow the plan in the Writing section.

An online teen magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must begin with the following words:

It was a day I will never forget.

Your story must include:

- a new job
- a discovery

Read

A. Discuss.

- Have you ever been interviewed for a job or for anything else? If yes, how did you feel?
- In your opinion, which of the items in the box are most important in a job interview?

CV knowledge appearance
behaviour body language

B. Read the text quickly without paying any attention to the missing sentences and choose the most appropriate title a, b or c.

a Tips for a Successful Interview

b How to Dress for Success

c What to Say at a Job Interview



It is normal to feel nervous before an interview, especially for people who are entering the world of work for the first time. However, you can save yourself a lot of stress and **anxiety** by doing a few simple things. Here is some advice you could take into consideration the next time you have to go for a job interview.

The key to a successful job interview is preparation. **1** You must make sure that your CV, which is the first thing employers see, is **up to date** and free of mistakes. Also, you should make use of the internet in order to **gather** information about the company or organisation you are applying to. Furthermore, you must know some things about the specific job position, which may include general responsibilities and daily duties.

Next, it is helpful to prepare for the interview itself by answering typical interview questions. **2** You can try answering these specific questions in front of a friend or family member. Recording yourself might help you as well. **3** Remember, there is always room for improvement. The more you practise, the more confident you will be that you won't mess things up during the interview.

You should also prepare questions to ask during the interview. These questions should reflect your research on the company and position. However, remember not to ask any questions about salary during your first interview. If you do, the interviewer may think that you only care about the benefits and that your interest in the company isn't **genuine**.

Final preparations include choosing what to wear. It is important to **select** something appropriate. A business suit is always acceptable. Clothing which is clean and well pressed will make the interviewer think that you are a neat and organised person. Also, you must know the **location** where your interview will take place. **4** You should arrive at the interview ten minutes in advance. You must also remember to bring extra copies of your CV with you. Bringing a small notebook for notes is also a good idea. Remember to stay calm and project an image of self-confidence.

5 In it, you should emphasise your interest and restate your specific qualifications for the position. Remember: the more you prepare, the more successful your interview will be.

C. Five sentences have been removed from the text. Choose from the sentences A-F the one which best fits each gap (1-5). There is one extra sentence, which you do not need to use.

- A. Interviewers will usually ask you about what interests you in the company and the position you are applying for.
- B. This means that you should begin by focusing on your CV and doing some pre-interview research.
- C. A practice drive will ensure you know how to get to the interview and will allow you to arrive there in time.
- D. Seeing your facial expressions, gestures and body language can help you decide how to improve your answers and how you express yourself.
- E. During the interview, remember to maintain eye contact and avoid slouching.
- F. After the interview, it is suggested you send a thank-you email.

D. Look at the highlighted words in the text and match them with their meanings.

1. anxiety



4. genuine



2. up to date



5. select



3. gather



6. location



- a. including the latest information
- b. exact place
- c. choose
- d. a feeling of worry
- e. collect
- f. real

E. Discuss.

Which of the tips mentioned in the text do you find most helpful?

Grammar

Defining Relative Clauses

- The guy (**who/that**) I was just talking to is a flight attendant.
- This job interview is an opportunity (**which/that**) you shouldn't miss.
- The office **where** I work has huge windows.
- The reason **why** I accepted the job was the high salary.

- Next Monday is the day **when** I start my new job.

Non-Defining Relative Clauses

- My father, **who** is a successful businessman, started working at the age of 15.
- You should go to tomorrow's careers event, **where** you can learn some strategies for job interviews.

 Go to the Grammar Reference, p. 155.



Choose the correct option and add commas where necessary.

- 1. Body language **which / that** includes eye contact and facial expressions is very important.
- 2. This is the website **why / where** I found the information about the position.
- 3. Mr Charles **who / that** lives next door had a car accident yesterday.
- 4. I want to buy the mobile phone **which / whose** I showed you last week.
- 5. Dave **who / whose** mum works at the supermarket is one of my best friends.
- 6. The security guards caught the thieves **which / who** were trying to steal the artwork.
- 7. Venezuela **where / when** Maria was born is a beautiful country.

Vocabulary

A. Look at the extract from the text in reading activity B and note the phrase in bold. Then decide which of the verbs **make** or **do** is used with the words in the box.

You must **make sure** that your CV...

	well / business / my best / a favour / the/my shopping / homework
	money / noise / a decision / an excuse / mistakes / plans

B. Complete the sentences with the correct form of **make** or **do** and some of the words/phrases from activity A.

- Everyone _____. The important thing is to learn from them.
- Julie was pleased because she _____ in her interview.
- Philip asked Fred to _____ about where he wanted to go on holiday.
- Would you _____ me _____ and buy me a chocolate bar on your way home?
- Ian _____ his _____ but he couldn't win the match.
- I can't sleep at night because my neighbours _____ too much _____.
- Alex _____ and left the book presentation early.

C. Choose the correct option.

- The company offered me a good **salary / income**, a car and other benefits.
- A company loses money when its **salary / income** is less than its expenses.
- Lucy had a worried **expression / gesture** on her face when she heard the news.
- She made a(n) **expression / gesture** towards the desk, and I went to take a look.
- John spilt pasta sauce all over his shirt, so he had to change into a **clean / clear** one.
- I asked him many times, but he didn't give me a **clean / clear** answer.
- Most students feel **nervous / upset** before an important exam.
- Charlotte is **nervous / upset** because she lost her favourite necklace.

D. Read the note and the words in the box. Which verbs do these nouns come from?

preparation improvement location

NOTE A lot of nouns are formed by adding a suffix, such as **-ion**, **-ation** and **-ment** to a verb.

E. Complete the sentences with the correct form of the words in capitals.

- Monica put an _____ online to sell her house.
- The recent _____ in medical research have given many people a lot of hope.
- The manager and his assistant had a _____ about the project.
- I'm taking art classes at my local adult _____ centre.
- Various environmental _____ are working together to solve the problem.
- Julie has made all the _____ for her holiday.
- I was very pleased to receive an _____ to the event.
- We stopped and asked a man for _____ to the museum.

**ADVERTISE
DEVELOP**

**DISCUSS
EDUCATE
ORGANISE**

**ARRANGE
INVITE
DIRECT**

Listen

A. Discuss.

What kind of questions do you think a person is asked at a job interview?

B. Listen to a job interview and compare the questions the interviewer asked with your ideas in activity A.

C. Listen again, and for questions 1-4, choose the correct answer a, b or c.

- Where is the job going to be based?
 - London
 - Paris
 - New York City
- What is the woman interested in at the moment?
 - finishing her degree
 - working full time and receiving some training
 - becoming a marketing director
- What does the woman say is a strength?
 - the fact that she is a perfectionist
 - the fact that she works best when she is alone
 - her teamwork skills
- What did the woman do in the team she worked in as a marketing assistant?
 - She made sure the project finished on time.
 - She did research and wrote up reports.
 - She prioritised their tasks.

Speak

Talk in pairs. Imagine that you are responsible for hiring a clerk at a travel agency. Read the job advertisement and the profiles of the three people who have applied for the job. Discuss and decide which person would be the most suitable and why the others are not suitable. Use the words and expressions given.

Name: Fiona Shaw

Age: 42

Qualifications:

- Degree in French and Business Studies
- Computer Software Specialist Certification

Experience: Worked as receptionist in tourist office for three years

Interests: Travel, reading and socialising with friends



CLERK WANTED FOR TRAVEL AGENCY

Applicants must:

- > speak one or more foreign languages
- > have good computer skills
- > be used to working in a busy office environment
- > have previous work experience in the tourism industry
- > be interested in travel

Ability to travel is an advantage

Name: David White

Age: 27

Qualifications:

- Degree in Tourism Management
- Has computer skills
- Fluent in Spanish

Experience: Worked as supervisor in summer camp for kids in Spain

Interests: Football, swimming, travelling



Name: Jenny Simpson

Age: 60

Qualifications:

- Completed secondary school
- Has computer skills
- Speaks French and German

Experience: Five years working as foreign exchange clerk in busy travel agency

Interests: Member of amateur drama club, enjoys travelling and learning foreign languages



better qualified
more/less experienced
computer literate
adequate/good knowledge of

I think... would be most suitable for the job because...

I believe... is the best candidate because...

I don't think... would be suitable because...

In my opinion... is more suitable than... because...

I agree, however, I think... is...

Write A formal email of application

A. Discuss.

- Where can you find job advertisements?
- How do people apply for a job they are interested in?

B. Read the advertisement and the email of application. Do you think that Erin is suitable for the job?



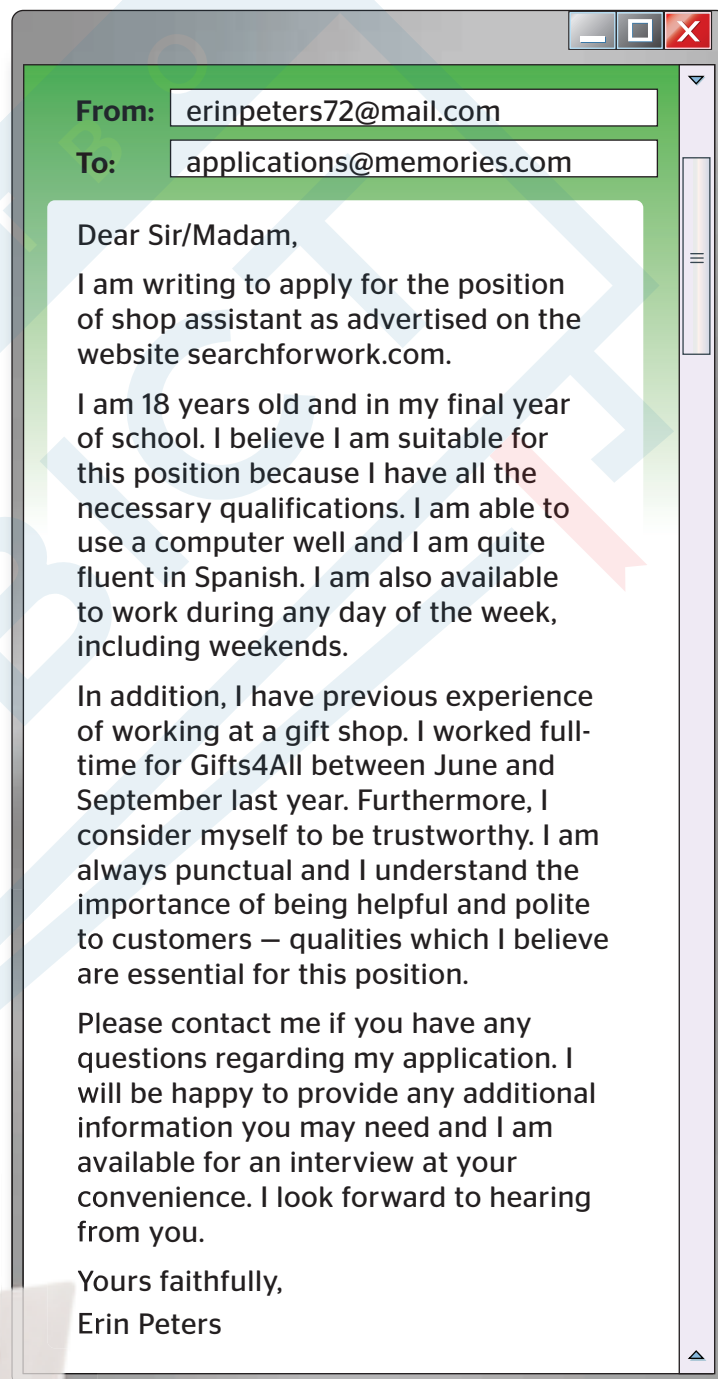
searchforwork.com

**Shop Assistant Needed
For Souvenir Shop**

Employer [Memories](#)
Location [London](#)
Job Type [Part-Time](#)

Apply to
applications@memories.com

Memories requires a shop assistant with a pleasant personality for part-time work at a new souvenir shop in the city centre. Applicants must be 16 years of age or over, computer literate, fluent in Spanish and willing to work weekends. Previous work experience and knowledge of another foreign language will be an advantage. Must be a responsible person. Minimum wage.



From: erinpeters72@mail.com
To: applications@memories.com

Dear Sir/Madam,

I am writing to apply for the position of shop assistant as advertised on the website searchforwork.com.

I am 18 years old and in my final year of school. I believe I am suitable for this position because I have all the necessary qualifications. I am able to use a computer well and I am quite fluent in Spanish. I am also available to work during any day of the week, including weekends.

In addition, I have previous experience of working at a gift shop. I worked full-time for Gifts4All between June and September last year. Furthermore, I consider myself to be trustworthy. I am always punctual and I understand the importance of being helpful and polite to customers – qualities which I believe are essential for this position.

Please contact me if you have any questions regarding my application. I will be happy to provide any additional information you may need and I am available for an interview at your convenience. I look forward to hearing from you.

Yours faithfully,
Erin Peters

C. Read the following sentences. Tick the ones that apply to Erin's email.

The writer...

- | | | | |
|---|-----------------------|--|-----------------------|
| 1. knows the person she is writing to. | ☐ | 5. states her age. | ☐ |
| 2. uses set phrases to begin and end her email. | ☐ | 6. explains why she is suitable for the job. | ☐ |
| 3. mentions where she saw the advertisement. | ☐ | 7. describes her qualifications and experience. | ☐ |
| 4. uses informal language. | ☐ | 8. describes some bad qualities she has. | ☐ |
| | | 9. gives examples of what she did at her previous job. | ☐ |

D. Read the email again and find the formal words that correspond to the more informal meanings 1-6.

1. right or acceptable for sth (para 2): _____
2. free (para 2): _____
3. on time (para 3): _____
4. necessary (para 3): _____
5. having to do with (para 4): _____
6. extra (para 4): _____

E. Look at the plan with the set phrases/expressions in the Writing section at the back of the book and rewrite the sentences below in a more formal manner.

- | | |
|---|--|
| 1. I'm writing to you because I want to know more things about the ad I saw on the internet.
_____ | 4. I think I'm quite friendly.
_____ |
| 2. Right now I've got a job at the post office.
_____ | 5. If you want to talk to me, I can come and see you any time you like.
_____ |
| 3. I can work on Saturdays, if you like.
_____ | 6. I can't wait to hear from you.
_____ |

F. Imagine you have seen the following advertisement and have decided to apply for the job. Write a formal email of application. Before you begin, read the tip and follow the plan in the Writing section.

searchforwork.com

Staff Needed For Bookshop

Employer **Happy Reading**
Location **London**
Job Type **Part-Time**

Apply to
applications@happyreading.com

Staff required for new Happy Reading bookshop. Applicants must love reading, be 16 years of age or over, be reliable and responsible.

Applicants must also be able to work part-time, two afternoons a week and Saturday mornings. Previous work experience will be an advantage. Minimum wage.

SONGS

Read the song and choose one option. Listen and check your answers.
Then sing. 

Show Your Talent

Everyone needs a way to relax.
When you're tired and (1) **lonely** / **pleasant**, what do you do?
Be (2) **creative** / **smooth** and find your talent.
Show the world what you can do!
Find a way to express yourself.
It's good for your brain and good for your health!
Some people are good at cooking.
For them, it's a (3) **piece** / **mood** of cake!
Find a recipe and follow the instructions!
Before you know it, it's time to (4) **bake** / **compare**!
Find a way to express yourself.
It's good for your brain and good for your health!
Why not use your (5) **imagination** / **speech**?
Write a short story or even a book!
We can work together and write a (6) **mystery** / **challenge**.
It will be fun! Let's have a look!
Find a way to express yourself.
It's good for your brain and good for your health!



Eureka!



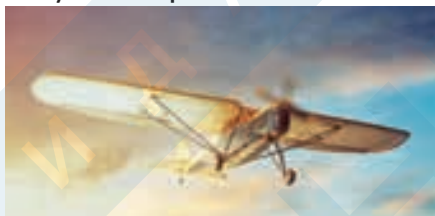
Discuss:

- Do you know of any famous inventors? Who are/were they and what did they invent?
- How has technology changed our lives over the past 100 years?
- What kind of machines and gadgets do you think will exist 100 years from now?
- Look at the following events. How do you think they changed the world?

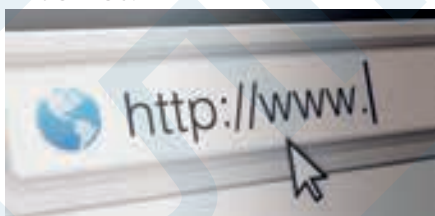
1880 Maria Beasley invents the life raft.



1911 Pierre Prier becomes the first person to fly non-stop from London to Paris.



1989 Tim Berners Lee invents the World Wide Web.



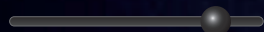
Go through the module and find:

- a conversation about drones
- an interview about artificial intelligence
- a text about accidental inventions
- a museum guide talking about Louis Pasteur
- an online review



In this module you will learn...

- to talk about inventions, science and technology
- to emphasise an action using the passive voice
- language related to computers
- to discuss important inventions that have changed the world
- to write an online review
- to write an article evaluating three options



Read

A. Read the quote and discuss the questions.

'Chance favours the prepared mind'

Louis Pasteur

- What do you think it means?
- Can you think of any things that happened by accident but turned out to be beneficial?

B. Look at the three items in the following text. How do you think they were invented? Read and find out.

Oops! **Accidental Inventions**

penicillin



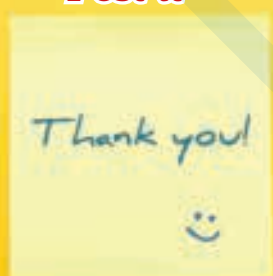
In 1928, a Scottish scientist was doing experiments on the influenza virus, commonly known as 'the flu', at a hospital in London. His name was Alexander Fleming, and he had a **reputation** for being a careless **lab** technician. After a two-week holiday, he returned to find some mould growing on one of his culture plates, which he had left uncovered. After looking at it more closely, he realised that a substance which was preventing the growth of the bacteria on the plate had been produced by the mould. He had discovered the first antibiotic, which was later found to be effective against a wide variety of harmful bacteria. It is called penicillin, which means paintbrush in Latin, because of the shape of the cells. If Fleming hadn't made that accidental discovery, medicine wouldn't have progressed the way it did.

On 24 August 1853, a hotel chef called George Crum had to deal with a particularly dissatisfied customer. The customer's fried potatoes had been sent back **numerous** times because they were too thick and soggy. Crum was so annoyed that he decided to slice the potatoes very thinly, cook them till they were crispy, and add a lot of salt. He expected the customer to find them disgusting, but the customer was thrilled. The crisps became popular and were given the name 'Saratoga chips', after the city where the hotel was located. Without that **picky** customer, this popular snack wouldn't be enjoyed by people around the world today.

crisps



Post-it®



Dr Spencer Silver was working as a scientist in the USA in 1968. He was trying to create super-strong glue, but instead the **outcome** was something weak. It was useless for most purposes, and for years he tried to promote his discovery, but nobody was interested. It later became known as a 'solution without a problem'. Then, in 1974, a colleague of his, named Art Fry, came up with the idea of using it on his bookmark so he could stick it into his book and remove it as many times as he liked. This led to the idea of using the glue on small pieces of paper for note-taking, and the Post-it® note was born. But why yellow? Well, the lab next door to where they were working only had yellow scrap paper, and that's what was used to make their samples.

C. Read again and write PN for Penicillin, C for Crisps or P for Post-it® notes.

1. The person who invented this didn't believe that it would get a positive response.
2. If someone had been more careful, this wouldn't have been invented.
3. It took a long time to find a use for this invention.
4. This invention is not known by its original name.
5. This invention was named after a place.
6. Someone else pointed out the usefulness of this invention.

D. Look at the highlighted words in the text, and match them with their meanings.

1. reputation
2. lab
3. numerous
4. picky
5. outcome

- a. many; existing in large numbers
- b. liking specific things and being difficult to please
- c. a room used for scientific research, experiments, etc.
- d. result
- e. the opinion that people have about sb/sth based on past behaviour and/or events

E. Discuss.

- Which of the three inventions do you find the most surprising? Why?
- Which of the three do you think changed the world the most? Why?

Grammar

Passive Voice I

- The students in this class **are taught** science in the chemistry lab on Thursday afternoons.
- The course **won't be completed** by the end of the month.

- The fire **had been put out** by the firefighters by the time we arrived home.
- Comfortable trainers **should be worn** while jogging.

 Go to the Grammar Reference, pp. 155-156.



Rewrite the sentences using the Passive Voice. Start with the words given.

1. Passengers must wear their seat belts at all times.
Seat belts _____.
2. They've built two new art galleries since 2015.
Two new art galleries _____.
3. They produce tents and sleeping bags in this factory.
Tents and sleeping bags _____.
4. They will deliver my new sofa by next Friday.
My new sofa _____.

Vocabulary

A. Complete the sentences with the compound nouns in the box.

outcome fingerprint copyright know-how
common sense timetable

- Put your hand here and the device will recognise your _____.
- Freddy just started his research, so we don't know what the _____ of his study will be.
- Do you know when the bus leaves? I couldn't find the _____ online.
- Extreme sports are great, but people need to use their _____ and stay safe.
- In the UK, the _____ for a book lasts for seventy years after the author dies.
- We tried to build a website for our business, but we didn't have the digital _____, so we hired someone to do it for us.

B. Read the note and complete the table using the words in the box.

- NOTE**
- The prefix **dis-** is used before adjectives, nouns and verbs to give them the opposite meaning (e.g. like-dislike).
 - The prefix **mis-** is used before verbs and means do wrongly or badly (e.g. understand-misunderstand).
 - The suffix **-less** is used after a noun to form an adjective which means *without* that quality or characteristic (e.g. harm-harmless).

~~lead~~ ~~meaning~~ ~~obey~~ end organised behave worth
inform hope satisfied spell respect

dis-	mis-	-less
disobey	mislead	meaningless

Now complete the sentences with the correct form of some of the words from the table.

- Your wardrobe is so _____. How can you find anything?
- If you _____ any of my instructions, you may put the whole chemistry lab in danger.
- I'm sorry, but you've _____ my name. It's with an 'i', not a 'y'.
- I have a(n) _____ list of things to do today. I don't know when I'm going to finish.
- Our garage is full of _____ stuff. We need to throw some things out.
- Your cousin will be in charge while I'm gone, so please don't _____.



Grammar

Verbs with two objects

Active Voice

They showed Wayne the best place to buy paintbrushes.

or

They showed the best place to buy paintbrushes to Wayne.

Passive Voice

Wayne was shown the best place to buy paintbrushes.

or

The best place to buy paintbrushes was shown to Wayne.

🔊 Go to the Grammar Reference, p. 156.

Rewrite the sentences using the Passive Voice. Start with the words given.

- Graham gave Fred some bookmarks.
Some bookmarks _____.
- Somebody took my mobile out of my bag.
My mobile _____.
- I sent the sample essay to Penny this morning.
Penny _____.
- Suzie offered Mike the position.
The position _____.

Listen 🎧

A. Look at the pictures. Do you recognise any of the scientists?
Which one do you think is Louis Pasteur?



B. What do you know about Louis Pasteur? Do the quiz by choosing one of the options. Then listen to part of a museum guide's talk on Louis Pasteur's life and check your answers.

- Louis Pasteur was born **before / after** 1900.
- He was **Belgian / French**.
- He got a **good / poor** mark in chemistry in his Bachelor of Science degree.
- He invented **the light bulb / a method for preserving milk**.

C. Listen again and complete the sentences.

- Pasteur spent his early years in the _____ of France.
- Pasteur did paintings of _____, which were as good as those of a famous French painter.
- Pasteur's secondary school teachers told him to make an extra effort as well as _____.
- Pasteur got into the École Normale Supérieure _____ years after his first attempt.
- Pasteur then joined the University of Strasbourg as a professor of _____.
- Pasteur's research showed that microorganisms in liquids can be destroyed when _____ them.
- Pasteurisation is a method used today by _____ so that food and drink doesn't go bad so quickly.

Speak

A. Talk in groups. Describe what you see in pictures 1-5, and decide which invention (a-e) they depict.



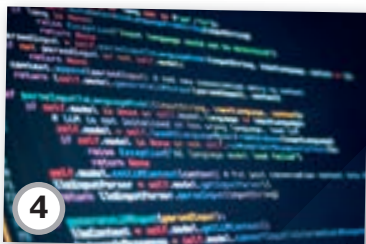
1



2



3



4



5

- a. vaccines
- b. traffic lights
- c. X-ray photography
- d. home security systems
- e. computer programming

B. Do you know or can you guess which of the scientists (1-5) made the inventions in activity A? Discuss. Use the phrases in the box.

1. Ada Lovelace
2. Marie Van Brittan Brown & Albert L. Brown
3. Edward Jenner
4. Garrett Morgan
5. Wilhelm Conrad Röntgen

I have no idea who...
I'm not sure, but I think...
... probably invented... because...
I don't believe... invented...
I'm absolutely certain that... invented...

Write An online review

A. Discuss.

- Are you interested in trying new gadgets? Why? / Why not?
- What can you learn from reading online customer reviews before you buy something?

B. Read the review about a smart security doorbell and match the headings a-d with the paragraphs 1-4. Does the customer recommend the doorbell?

- a. What could be better
- b. Conclusion
- c. What it is and what I use it for
- d. What I like about it

C. Read the review again and answer the questions.

1. What does the writer mostly use the smart doorbell for?
2. How does the smart doorbell help the writer when they are not at home?
3. What does the writer say about:
 - the Wi-Fi connection?
 - the image from the camera?
 - the app?



larger image

SmartGuard Doorbell

★★★★★ 314 CUSTOMER REVIEWS

PRICE: **£49.99**

COLOUR:

ADD TO CART

CUSTOMER REVIEWS



Jack C.

★★★★★ Great buy!

1

I bought the SmartGuard Doorbell two months ago because I wanted something modern to improve security at home. It looks like a normal doorbell, but it also contains a small built-in camera and other high-tech features. I mainly use it to see who's outside before I open the door and to check when parcels arrive. It helps me feel more in control of what happens at my front door.

2

One of my favourite features is the motion sensor. When someone comes close to the door, the camera starts recording, and I get a notification on my phone. This makes me feel safer, especially when I'm home alone. The microphone and speaker are also useful. I can talk to delivery drivers and tell them where to leave my parcels, even when I'm at the office or out with friends.

3

Although the doorbell works well, there are a few problems with it. Sometimes the connection is slow if my Wi-Fi signal is weak, so the video takes a while to load. At night, the view from the camera is not always very clear. Also, the app crashes every now and then, which can be annoying.

4

Overall, I think this smart security doorbell is a great product for families, students, or anyone who wants extra safety at home. It is not very expensive compared to other brands, and it gives real peace of mind. I would definitely recommend it to my friends and neighbours.

D. Look at the two advertisements in the Writing section at the back of the book. Imagine you bought one of these products. Write an online review using the same headings as in the review in activity B. Read the tip before you begin.



When writing **an online review**, remember to:

- use language that is neither too formal nor completely informal.
- comment on the product, providing information and personal examples to explain and justify your point of view.
- be polite and respectful even when writing something negative; don't use offensive or aggressive language.
- use a variety of phrases to describe the use, colour, design, material, etc. of the product. (It's used for..., I use it to..., It comes in..., It's made of..., It comes with..., etc.).
- use linking words/phrases to link your ideas.
- express your overall opinion of the product in the conclusion and say whether you recommend it or not.



A. Discuss.

Have you heard of artificial intelligence (AI)? What do you know about it?

B. Read the text quickly and answer the question. Choose a, b, c or d.

What is the purpose of the text?

- a. to criticise various AI gadgets
- b. to introduce a new AI development
- c. to educate the reader about AI
- d. to show the pros and cons of AI

ARTIFICIAL INTELLIGENCE

An interview with Martin Russell

What exactly is AI? What's a future home filled with AI devices going to be like? I wanted to learn about artificial intelligence, so I decided to find an expert. Luckily for me, the famous computer scientist, Martin Russell, started working at the university in my town a month ago. I went to see if I could get some of my questions answered.

So you've been working in the field of AI for years. Can you explain, in simple terms, what AI actually is?

Basically, it's the study of making computers behave in an intelligent way. This doesn't exactly mean making a computer capable of thought as we know it. 'Intelligent' means that the computer is programmed to come up with solutions on its own. This means it finds ways of improving its performance through its own experience. If you think about it, it's the way that we humans learn as well. When we try a new activity, we become better by making mistakes and learning from them. The research that is currently being done in AI uses systems that are inspired by the way the human brain works. Humans learn new things through trial and error, and this is what AI means for computers as well.

That's very interesting. So, is AI something new?

Well, no. AI has been around for decades, but it's seen a lot of growth recently because we only now have the hardware to actually make it possible. There are many examples

of AI in our everyday lives, though. Take your smartphone, for example. If you have a personal assistant application that recognises spoken commands and is made to perform tasks, this is AI. Or, think of when you browse your social media page. Haven't you noticed that the information that shows up on your page is always related to your interests? These sites use AI, which observes your actions on the internet, 'learns' what you like, and shows you more of it.

I hadn't thought of it like that. So what's the future of AI?

Well, the limitless possibilities of AI are just now being discovered. Whether it's cars that drive themselves or an app that instantly translates what somebody is saying in real time, nothing is unrealistic. These things already exist, and scientists are looking at ways to make them work even better. In the future, it's possible you will have everything organised for you. Imagine this: you wake up to your favourite song playing — your AI assistant has chosen it and set it as an alarm. You're not in a hurry because it has planned the exact time you need to wake up. You

head towards the kitchen, where everything you need for breakfast is ready and waiting in the smart fridge — a fridge that knows your dietary preferences and automatically orders your shopping online. A cup of coffee was being prepared when you woke up and it's now hot and ready for you. As you leave the house, your smartwatch beeps, updating you on your fitness and telling you what's on your schedule that day. Back at home, any appliances that you have left on, turn off on their own. This is just the tip of the iceberg.

Wow, that sounds brilliant! In the future, with AI, it seems like we won't have to think of anything. But it's believed that if we have all our thinking done for us by machines, this will have negative consequences. Is this true?

Exactly the opposite! Once all the repetitive and boring things that we have to do every day are being dealt with by computers, it will leave us with more free time. By not wasting our time on all those things, we will be able to work on more creative and interesting things. Just imagine what that could mean!

C. Read the text again and answer the questions.

1. When people talk about intelligent computers, what do they mean?
2. Why does computer AI use a system of trial and error?
3. Why was the progress of AI delayed in previous years?
4. How do social media sites use AI?
5. Which chores does the scientist suggest AI will eventually do? Give examples.
6. How does the scientist believe AI will change our lives in the future?

Grammar

Passive Voice II Progressive tenses

• My bike **is being fixed** this week, so I have to walk to school.

• The students **were being shown** around the museum when the guide realised that someone was missing.

Note the following changes:

ACTIVE VOICE	PASSIVE VOICE
• They made the assistants prepare the schedule.	• The assistants were made to prepare the schedule.
• People believe that social media is popular only with teenagers.	• It is believed that social media is popular only with teenagers.
	• Social media is believed to be popular only with teenagers.

 Go to the Grammar Reference, p. 156.

Complete the sentences using the Passive Voice.

1. People think that watching a lot of TV is bad for you.
_____ that watching a lot of TV is bad for you.
2. My school is planning a trip to Amsterdam.
A trip to Amsterdam _____ by my school.
3. Mary's dad made her tidy her room.
Mary _____ by her dad.
4. The technician was repairing the monitor when the manager arrived.
The monitor _____ by the technician when the manager arrived.
5. Everybody says that Eddie is very good at programming.
Eddie _____ very good at programming.

Vocabulary

A. Read the sentences and complete with the correct form of the words in the boxes.

undo double-click delete expire

1. My antivirus program _____ yesterday, so I'm planning to buy a new one.
2. A: Oh, no! Why did I _____ that? I needed it.
B: No problem, just press _____.
3. To open this file, _____ on the icon.

support key folder bug menu

4. If you open up the _____, you can see all the programs on the computer.
5. A: My computer restarted by itself and I have no idea why!
B: Maybe it's got a _____.
6. To open a file, press the _____ Ctrl + O at the same time.
7. A: I really need to organise the files on my laptop.
B: Try putting them in a _____.
8. My tablet stopped working this morning, so I had to call technical _____ for help.

B. Look at the prepositional phrases in the table, and choose the correct option in the sentences 1-10.

IN	OUT OF	IN / OUT OF
a hurry	work	danger
a good/bad mood	breath	control
common	the question	sight
case of	one's mind	trouble
particular	date	order
general	the ordinary	use
need	(one's) reach	shape

1. You can't use this program because it's out of **date / work**. You have to get the latest version.
2. You bought a mobile phone for €800? Are you out of your **use / mind**?
3. I heard the doorbell, but when I opened the door, there was no one **in / out of** sight.
4. 'You can't buy another video game. It's out of the **ordinary / question**!' Mum said.
5. In **general / common**, technology helps improve our lives.
6. Suzie gets enough exercise every day. It's her brother Alan who's **in / out of** shape.
7. A: Does the lift work?
B: I'm afraid it's **in / out of** order.
8. I was running, so now I'm out of **breath / trouble**.
9. You should always wear your seat belt in **case / danger** of an accident.
10. Keep all medicine bottles out of **reach / control** of children.

Listen

Listen to a conversation between two friends. For questions 1-6, choose the correct answer a, b or c.

- When did the boy become interested in drones?
 - when he flew one while on holiday
 - when he saw a video on the internet
 - when he read a magazine article about them
- Which of the following is true about the boy's drone?
 - It was given to him as a gift.
 - Its price was reduced.
 - It cost more than he could afford.
- What is the boy's biggest problem with his current drone?
 - the battery life
 - the flight speed
 - the camera quality
- What does the boy find most difficult about flying a drone?
 - flying in different patterns
 - keeping it at the same height
 - making the drone land
- How does the girl feel about flying the boy's drone?
 - She thinks it will easily annoy people.
 - She worries that it might damage things.
 - She doesn't think she could fly it safely.
- What does the boy want to do in the future?
 - make a video using his drone
 - take part in a drone race
 - get a faster drone

Speak A. Discuss.

- Do you believe that people today rely too much on technology? Why? / Why not?
- Is there any device that you could not live without? Why?

B. Imagine that you are working on a project titled *Technologies that have changed our lives*. First, talk to each other about how each of the technologies in the pictures has changed our lives. Then decide which one you think has had the greatest impact and which one you think has had the least impact on our lives today.



camera



computer



game console



aeroplane



smartphone

provide knowledge
multiplayer gaming
link people
change the world of transport/entertainment/
communication
take pictures
whole world within reach
reduce travelling time

Without doubt, the....
The... is definitely...
I'm not so sure about that,...
You have a point, but don't you think that...?
You're right.
I agree completely.

Write An article evaluating three options

A. Discuss.

What are some of the groundbreaking inventions of recent times?

B. Read the task and the article. Do you agree with the writer's opinion?

You have seen this announcement in an online magazine.

Groundbreaking Inventions

How many of us have ever stopped to consider what our lives would be like without the internet, air travel or our smartphone? In their own way, each of these **revolutionary** inventions has had such a **massive** impact on our lives that it's hard to imagine life without them.

The aeroplane has made it possible to be on the other side of the world in a few hours. Nowadays, we only have to decide where to go, whereas in the past, it might not have been possible to even get there. On the other hand, smartphones have completely changed the world of communication. By phoning, texting or video calling, we can keep in touch with work, family or friends from almost anywhere.

The most **groundbreaking** invention, though, has to be the internet. It is an amazing source of information and entertainment, but has also developed into a powerful business tool. We can use it for shopping, chatting, researching and more. The internet truly allows us to have the world **at our fingertips**.

The aeroplane, the smartphone and the internet have all helped to make the world better connected. However, the internet has had **by far** the greatest impact on our lives, and changed them in more ways than we may think.



Inventions that have changed our lives

Which one of the following three inventions has had the greatest impact on our lives?

► internet ► aeroplane ► smartphone

The best article will be posted on our website.

C. In which paragraph does the writer...

- briefly discuss two of the inventions?
- introduce the topic and make an initial comment?
- conclude by rephrasing points already mentioned for emphasis?
- explain which of the inventions he/she considers the most significant?

D. Read the following statements and decide which of them apply to the article in activity B.

The writer...

- | | | | |
|---|-----------------------|---|-----------------------|
| 1. uses contractions (e.g. <i>I'd / can't</i>). | ☐ | 4. addresses the reader by using rhetorical questions. | ☐ |
| 2. describes how each of the inventions are groundbreaking. | ☐ | 5. uses lively colourful language. | ☐ |
| 3. refers to the disadvantages of each of the inventions. | ☐ | 6. uses a catchy title to attract the readers' attention. | ☐ |
| | | 7. writes in a formal impersonal style. | ☐ |

E. The writer has used language that makes the article vivid and interesting for the reader. Match the highlighted words/phrases in the article with their meanings 1-5.

1. to a great degree: _____
2. immediately available: _____
3. very large: _____

4. new and original: _____
5. bringing great change: _____

F. Read the writing task and answer the questions that follow.

You have seen this announcement in an online magazine.

Technological Innovations and the Environment

Which of the following technological innovations do you think benefits the natural environment the most?

Write and tell us your opinion. The writers of the two most interesting articles will not only win a next-generation ebook reader, but they will also see their articles posted on our website.

- solar energy ► ebooks ► electric cars

1. What do you think are the strong points of each innovation?

Complete the table.

solar energy	ebooks	electric cars

2. Do you or anyone you know use these innovations? Which ones?

3. Which one do you think benefits the natural environment the most? Why?

Now read the plan and the tip and write your article.

When writing **an article evaluating three options**, follow the plan below.

TITLE

- ① Think of an interesting title.

INTRODUCTION

- ① Introduce the topic and comment on it.

MAIN PART (2-3 paragraphs)

- ① Explain what you consider to be the strong points of two options.
- ① Focus on the option you consider to be the most significant and justify your choice.

CONCLUSION

- ① Sum up your opinion by making a general comment or saying how you feel about the topic.



When writing **an article**, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which focus on different aspects of the topic.
- use lively colourful language (e.g. a variety of words/phrases/expressions, direct and indirect questions).
- comment on the topic or give your opinion.

A. Discuss.

Have you heard of Silicon Valley? If yes, what do you know about it? If not, what does it make you think of?

B. Read the text quickly. What reasons explain why Silicon Valley developed in this part of the world?

Silicon Valley: The Land of Tech Dreams

Silicon Valley is a huge region in the San Francisco Bay area of California, in the United States. Today it is one of the most famous places for technology in the world. Many important inventions in computers and electronics began there, and the region

continues to be known for its creativity and innovation. It is also a symbol of big dreams because many people come from different parts of the country and the world hoping to start new businesses there and change the future.

The name 'Silicon Valley' became popular in the 1970s because local companies made silicon chips there. Silicon chips are very small objects made from a kind of sand. Inside them, there are millions of tiny parts that can store information and do calculations very quickly. They made it possible to build personal computers, and later they were used in many other devices. Even now, silicon chips are found in almost every electronic product, from laptops to phones.

The history of Silicon Valley, however, began earlier than that. In the 1920s, Frederick Terman,

a local professor, dreamt of bringing scientific research and industry closer together. At that time, the valley was mostly farmland, and even Stanford, the region's best university, had only a small electrical engineering department. Terman helped create Stanford Research Park in 1951, which gave scientists and businesses the chance to work together on projects, and soon many technology companies moved into the area. This mix of education, research, and industry made the valley grow into something unique.

There are many employment opportunities in Silicon Valley, and a lot of those jobs pay very high salaries. But what makes the Valley really special is that it was created and still exists because of people who are devoted to coming up with original ideas, even if they seem out of reach at first. Of course, it's not that simple. For example, the cost of housing is very high, and many people need to share accommodation. Ambitious tech employees also work very long hours, and of course not everyone who comes here ends up with a success story!

California itself has always attracted risk takers, from those who came in search of gold in the 1800s to the inventors of today. For anyone with imagination and determination, Silicon Valley remains one of the most exciting places to be.

C. Read the text again and answer the questions.

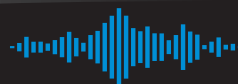
1. Why is Silicon Valley famous today?
2. What do silicon chips allow computers and phones to do?
3. What was the valley mostly used for in the 1920s?
4. What difficulties do many of the Valley's tech employees face in their jobs?
5. Why do people still want to go to Silicon Valley?

Project

Find and choose a Silicon Valley tech company and do research to find information in the categories listed. Then give a short presentation to the class, introducing the company and presenting the information you found.

Name:
Founder:
Founding year:
Specialises in:
Location:

Current CEO:
Number of employees:
Most popular / well-known products:

**Discuss:**

- ▶ Do you prefer spending your holidays at home or travelling? Why?
- ▶ Where would you most like to travel in the world? Why?
- ▶ What is important to you when you travel? Why? Use the ideas in the box.

- local people
- culture
- sights
- accommodation
- transport
- food

Go through the module and find:

- ▶ two landmarks in New York City
- ▶ an account of something that happened on holiday
- ▶ a text about a competition in Scotland
- ▶ four texts about tours in Ukraine
- ▶ a tour guide speaking about a natural landmark

In this module you will learn...

- ▶ to talk about holiday and travel experiences
- ▶ to describe and compare landmarks
- ▶ to report statements, questions, commands and requests
- ▶ idioms and airport language
- ▶ to prepare a slideshow presentation
- ▶ to write an account of a true event



Read

A. Discuss.

- What do you usually do when you visit a place for the first time?
- What do you think is the best way to see as many sights as possible?

B. Read the four Lviv tour descriptions quickly and match the names 1-6 with the tours A-D. There are two extra names which you will not need to use.

- | | |
|------------------------|--------------------|
| 1. A Palace of Culture | 4. Lviv from Above |
| 2. Café Stories | 5. The Secret City |
| 3. A Ride Around Town | 6. Lviv By Night |

Lviv



A

Step beneath the busy streets of Lviv and discover a world of tunnels and hidden rooms. This tour goes underground to where the city's past comes alive in the light of lanterns and torches. Locals claim that some tunnels once connected different places in the city, while others were used to hide treasure. Walking through the cool stone corridors, you can almost imagine what life was like centuries ago. The guides share exciting stories as well as important historical facts, making every stop along the way interesting. The atmosphere is mysterious rather than frightening, and the group moves at a comfortable **pace**. You will also see parts of the city that most tourists never even realise existed. It's a fascinating experience that helps you understand a hidden side of Lviv's past and makes your visit truly **memorable**.

B

As the sun sets and the lights come on, Lviv shows a completely different side of its character. On this walking tour, you wander through charming cobblestone streets, past restaurants filled with music and conversation. Many people who have taken this tour say that it was the highlight of their stay because of the peaceful atmosphere. The guides explain the stories behind old squares and houses while the city glows beautifully under stars and street lamps. You can stop to take photos or try tasty local snacks on the way. The tour is designed for people who want to see the old city centre without the daytime crowds. Whether you're visiting with friends or travelling alone, this evening walk helps you enjoy the city at its most beautiful. It's the perfect way to end a day in Lviv.

C

The Lviv National Opera is one of the most beautiful buildings in Ukraine, and this tour lets you step inside its magnificent halls. You will admire the golden decorations and painted ceilings while learning about its traditions. People often ask if they can go backstage, but access is not usually allowed, so the focus of this tour remains on the stunning **architecture**. The guides will also tell you all about the many famous performances that have taken place there. The opera house has been at the centre of cultural life in Lviv for more than a century, and standing inside it makes you feel part of that tradition. Even if you are not normally interested in the theatre, the incredible detail and beauty of the building will make a powerful impression.

D

If you want to see Lviv without too much walking, the small tourist train is a fun and comfortable way to explore. The ride takes you through the old city centre and past many **monuments**. The guides usually tell parents not to worry about the length of the ride – it's just the right amount of time for families to enjoy the journey without getting tired. The train is also popular with visitors who want a relaxing introduction to the city without too much detail. From the seats you have an excellent view of colourful squares, **historic** buildings, and lively streets. You can note the places you would like to return to later on foot. When someone asks you how you discovered so much of Lviv in one day, you can simply smile and mention the train.

C. Read the tour descriptions again and the statements 1-6. Which tour does each one refer to? Write A, B, C or D.

- | | | | |
|---|-----------------------|--|-----------------------|
| 1. Visitors can enjoy Lviv at its most peaceful time. | ☐ | 4. This tour is perfect for taking children on. | ☐ |
| 2. This tour involves visiting only one building. | ☐ | 5. This tour lets you taste some local food. | ☐ |
| 3. People who want to learn what Lviv was like centuries ago will enjoy this. | ☐ | 6. Most tourists will never see what you see on this tour. | ☐ |

D. Look at the highlighted words in the tour descriptions and match them with the meanings a-e.

- | | | | |
|-----------------|-----------------------|--------------|-----------------------|
| 1. pace | ☐ | 4. monuments | ☐ |
| 2. memorable | ☐ | 5. historic | ☐ |
| 3. architecture | ☐ | | |

- a. the style and design of buildings
 b. things built to remind people of an important event or person
 c. speed
 d. important in history
 e. hard to forget

E. Discuss.

- Which of these tours would you most like to go on? Why?
- Which of them doesn't interest you at all? Why?

Grammar

Reported Speech (Statements)

Direct Speech	Reported Speech
• 'Hugh, you should go on a trip to the UK,' Lisa often says. • 'I'm going to go mountain climbing tomorrow,' John said to Oliver. • 'I must book the tickets,' Jenny said. • 'A new café opened on Green Street last week,' Alan said to me.	• Lisa often tells Hugh (that) he should go on a trip to the UK. • John told Oliver (that) he was going to go mountain climbing the next day. • Jenny said (that) she had to book the tickets. • Alan told me (that) a new café had opened on Green Street the previous week.

NOTE Apart from *say* and *tell*, the following reporting verbs can also be used in Reported Speech: refuse, offer, agree, promise, threaten, advise, remind, invite, suggest, admit, deny, explain, announce, etc.

 **Go to the Grammar Reference, pp. 156-158.**

Rewrite the sentences using Reported Speech.

- 'We will reach our destination tomorrow at 5 a.m.,' the tour guide said to us.

- 'My sister has bought all the necessary equipment,' Kate said.

- 'I can't go hiking with you because I hurt my ankle yesterday,' Ryan said to Fiona.

- 'My dad's going on a business trip to Paris next weekend,' Harry said.

Vocabulary

A. Complete the sentences with the correct form of the words in the boxes.

trip voyage tour cruise journey flight

- The _____ from London to Glasgow by car takes about seven hours.
- Last Sunday, Eddie and I went on a day _____ to Lake Gloria.
- We had to wait for two hours at the airport because our _____ to Cairo was delayed.
- When Diane and her friends arrived in Madrid, they went on a _____ of the city.
- Captain James Cook made three important _____ to the Pacific Ocean.
- Last summer my parents went on a _____ around the Mediterranean.

expedition excursion

- Next week my school is going on an all-day _____ to the beach.
- A team of scientists are planning to go on an _____ to the South Pole.

set off set up

- My mum wants to _____ a charity for people in need in our town.
- We had to _____ early in the morning because we had to walk all day.

guide boss chief leader

- The police _____ explained what had happened at the bank on the news.
- I asked my _____ for a week off and he said 'Yes'.
- We're going to need a _____ to take us to the village in the middle of the jungle.
- The camp _____ told us to put up the tents as quickly as possible.

reach arrive get approach

- What time will we _____ our destination?
- The plane _____ at Heathrow Airport at 8 p.m. last night.
- As you _____ the town, you'll see the castle on a hill.
- It took us half an hour to _____ to our hotel.



B. Read the note and rewrite the sentences using compound adjectives.

NOTE A **compound adjective** is an adjective that is made up of two or more words. They are always hyphenated to avoid confusion.

Remember: They do not take an -s, and the noun is never hyphenated.

a fifteen-year-old boy
a three-day trip

- We went on holiday for two weeks.

- I paid with a note. It was five pounds.

- Steve wants to go on a hike. It's ten kilometres.

- The workshop was extremely useful. It lasted all day.

Reported Speech (Questions)

Direct Speech	Reported Speech
• 'What souvenirs am I going to buy for my friends?' wondered Greg.	• Greg wondered what souvenirs he was going to buy for his friends.
• 'Have you ever missed a flight?' Tina asked me.	• Tina asked me if/whether I had ever missed a flight.

Reported Speech (Commands, Requests)

Direct Speech	Reported Speech
• 'Stop the car!' the police officer said to the driver.	• The police officer ordered the driver to stop the car.
• 'Don't make noise, please!' Dad said to us.	• Dad asked us not to make noise.

Go to the Grammar Reference, p. 158.

Rewrite the sentences using Reported Speech and the correct form of the verbs given.

- 'Where did I leave my ticket?' Mr Jones asked himself. (wonder)

- 'Please, don't step on my towel!' Mary said to her brother. (ask)

- 'Will the school take us on another excursion this year?' Jerry asked his friends. (want to know)

- 'Can I get a new alarm clock, Mum?' Fay wanted to know. (ask)

- 'Kelly, look online and try to find cheap tickets to Spain,' Betty said. (tell)

- 'Why do you want to go to the market, Peter?' Dave asked. (want to know)

Listen

Listen to a tour guide talking about Uluru and complete the facts.



Name: Uluru or Ayers (1) _____
Country: (2) _____
Nearest town: Alice Springs
Distance from nearest town: (3) _____
Height: (4) _____
Visitors per year: (5) _____
Climbing banned: in 2019
Estimated age: (6) _____ years
Possible colours: vibrant red, orange or purple

Speak

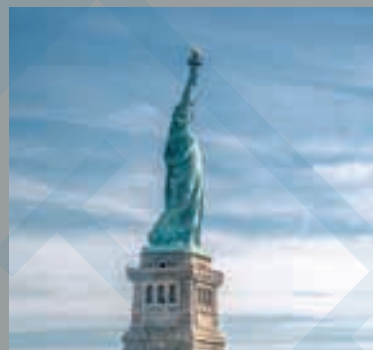
Talk in pairs. Imagine that you and your partner are in New York City and have enough time to visit only one of the two landmarks, the Empire State Building or The Statue of Liberty. Decide which one to visit using the information you have and some of the words and expressions given.

Empire State Building



- built in the early 1930s
- 102 floors
- can see neighbouring states from Observatory
- \$72 to go to the top
- open 7 days a week
- 11 a.m. – 11 p.m.

Statue of Liberty



- gift of friendship from France
- on Liberty Island
- view of NYC and the harbour from observation deck
- \$19.25 to go to Liberty Island and Ellis Island
- can visit the Ellis Island Immigration Museum
- open daily

huge spectacular/magnificent/breathtaking views
exciting impressive attractive historic
long queues crowded get seasick

I think we should go to... because...
I disagree. I think we would enjoy going to... more... because...
If we go to... we can see/enjoy...

Write A slideshow presentation

A. Discuss.

How can we make presentations more appealing to audiences?

B. Read the slides two people made for a presentation and answer the questions.

Person A

The Odesa Catacombs

The mysterious catacombs under the city consist of a variety of man-made and natural **tunnels** and **caves**. Their total length is estimated to be **2,500 km** and they are full of historic **drawings** from past residents of the city. Exploring the catacombs is sure to be an unusual and unforgettable experience.

The Potemkin Stairs

Designed by Italian architect Francesco Boffo, the Potemkin Stairs were built in **1841**. They connect the city centre to the harbour, and the view from the bottom of the staircase creates an interesting **illusion**: an endless set of steps. The stairs became famous globally after appearing in the 1925 film, **Battleship Potemkin**.

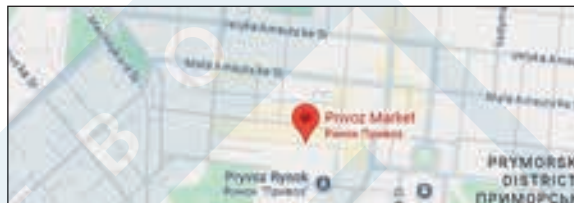
The Odesa Passage

- Stunning passage in heart of city centre.
- Located on famous Derybasivska St.
- Elegant 19th century architecture with beautiful glass ceiling.



Pryvoz Market

- One of the biggest farmers' markets in the world.
- Started in 1827, now a mix of shops and vibrant street vendors.
- Perfect to experience lively local culture.



1. What do you think is the aim of the presentation? Why?
2. Which person's slides do you think are better? Why?
3. What information has been included?

C. Work in pairs. Read the checklist and tick the points which you believe are important when preparing/using a slideshow and giving a presentation.

Preparing/Using a slideshow

- | | |
|--|--|
| 1. Put a lot of information on slides, including paragraphs, pictures and special effects, to help the audience understand better. ☐ | 5. Make sure your equipment is ready to use before you start. ☐ |
| 2. Use visual aids like graphs and maps. ☐ | 6. Tell the audience what the presentation is going to be about. ☐ |
| 3. Each slide should focus on one idea/topic. ☐ | 7. Don't read off slides or notes. ☐ |
| 4. Use different fonts, colours and font sizes, and put the words you want the audience to pay attention to in capital letters. ☐ | |

Public speaking

- | | |
|--|--|
| 1. Look confident and friendly, and smile. ☐ | 6. Keep track of time by looking at your watch frequently. ☐ |
| 2. Always include a joke to make the audience laugh. ☐ | 7. Maintain eye contact with your audience. ☐ |
| 3. Be sure that everyone can hear you clearly. ☐ | 8. Rehearse your presentation a few times before giving it. ☐ |
| 4. Avoid making gestures with your arms and hands. ☐ | 9. Use rhetorical questions to catch the audience's attention. ☐ |
| 5. Avoid long pauses. ☐ | 10. Give a long introduction about yourself and all your achievements. ☐ |

D. Work in groups. Imagine you work for a travel agency and have been asked to give a presentation to encourage tourists to visit a city of your choice. Create about five slides that will support your oral presentation and then present it to the class.

Read

A. Discuss.

What do you know about Scotland?

B. Read the text quickly without paying attention to the missing sentences. What is the purpose of the text?

- a. to inform people about Scotland
- b. to encourage people to visit Scotland
- c. to describe a memorable event
- d. to advise people who are planning to travel to Scotland

An Island Adventure

Last December, I received a message from a Scottish friend who works as a gardener on the island of Skye, inviting me to visit him. He said he'd found something I'd enjoy, and he sent some links. When I saw where he worked and lived, I couldn't believe it. **1** Later, when Angus said he could put me up there, without a second thought, I booked tickets for the dates he suggested. Eight months later, my plane touched down at Glasgow Airport, and soon I was boarding a train for Mallaig, six long hours away. **2**

Angus was waiting in his car, so we drove onto the ferry, and soon reached the island. Driving along the narrow winding roads, he confessed there was something he hadn't told me, and it came as a big surprise. He'd entered both of us in the Isle of Skye Highland Games. **3** The games have been taking

place on the island for over 140 years and involve a mixture of traditional sports, dancing and music.

The next morning, Angus approached me with a big smile on his face, holding what looked like a skirt. 'Neither of us can compete unless we wear one of these,' he said. I thought I'd make a fool of myself in a kilt, but when I put it on, I actually liked it. We arrived at the games just after nine, and the first event involved throwing a rock as far as possible. **4** Later, there was a running race up a steep hill, and as the race began, it started raining heavily, and the ground soon became very muddy. I fell over and cut my knee quite badly. The good thing, though, was that I managed to finish second, despite my injury, and won both some money and a haggis – the national food of Scotland! We shared it with one another for dinner that evening.

5 I watched the first contestant's feet quickly jumping around some dangerous-looking swords that lay on the ground, and was quite worried, but then he said it was only a joke. We looked at each other and laughed, but I was actually very relieved. He went up and danced, though, and everyone loved his performance, even though he didn't win.

I heard a couple of people there speaking Gaelic – the language the majority of Scottish people used to speak, although now it's only the minority. The only Gaelic word I learnt was 'ceilidh' – a gathering with music and dancing, during which you can often hear the bagpipes being played. **6**

At the end of the day, we returned to the castle tired but happy. I made up my mind to visit Angus again the following summer and take part in the unforgettable Highland Games.

C. Read the text again. Complete the gaps 1-6 with the sentences a-g. There is one extra sentence which you do not need to use.

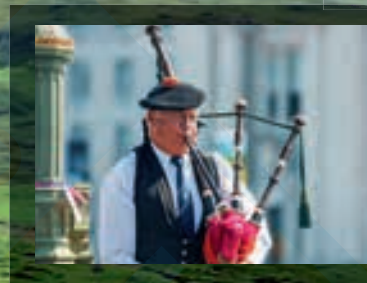
- a. It was fun and I did my best, but none of my attempts came even close to winning.
- b. However, I couldn't wait for it to start.
- c. From there, we would either take the ferry or drive to Kyle of Lochalsh and cross over the road bridge to Skye.
- d. I'd looked at the link he sent me, but I thought we'd be going as spectators, not contestants!
- e. They had organised one as the finale of the Games, and I liked the music and joined in several of the easiest dances.
- f. It was a real castle with huge stone walls.
- g. The following day, to my horror, Angus said he'd entered me in the Highland dancing competition.

NOTE When two people do the same thing, we can use *each other* and *one another*.

Remember: we don't use them as the subject of a sentence.

*We shared it with **one another** for dinner....*

*We looked at **each other** and laughed...*



D. Discuss.

Would you like to visit Scotland and take part in the Isle of Skye Highland Games? Why? / Why not?

Grammar

Both/Either/Neither

- *I found a nice hat and a mug in the souvenir shop. I wanted to buy **both**, but **neither** of them were very cheap. In the end, I didn't buy **either** of them.*

All/Most/None

- ***All** of my cousins moved to France, but **none** of them can speak French.*
- ***Most** of the traditional stories from my country have an unhappy ending.*

Phrases defining quantity

- *It took Alan **a great deal of** time to organise his trip.*

- ***The majority of** women in my town take part in the pancake race on Pancake Day.*
- *In China, it is considered rude not to leave a little **bit of** food on your plate when you're invited for dinner.*

Both... and / Either... or / Neither... nor

- *I tried **both** solyanka **and** varenyky when I visited Ukraine. They were delicious!*
- *We can **either** take part in the competition **or** just watch.*
- ***Neither** James **nor** Emma wears a uniform to school.*

 Go to the Grammar Reference, pp. 158-159.



Choose the correct option.

A Question of Culture

Did you know that there are different gift-giving customs around the world? In this article, we're going to explore gift giving in three countries: India, Italy and Ukraine. Bringing a small gift when you visit someone's home is a good idea in (1) **both / all / either** three countries.

In India, (2) **a great number / a great deal / a bit of** people choose chocolates or colourful flowers. Be careful, though! (3) **Both / Neither / Either** white nor black paper should be used to wrap gifts in India – (4) **both / most / none** of these colours are considered unlucky.

Wrapping gifts is important for Italians, but you should avoid (5) **neither / either / both** purple and black paper. In Italy, (6) **none / the majority of / a bit of** gifts are opened at the time they are given. If you choose flowers as a gift, you can (7) **neither / both / either** give them to your host when you arrive at their house or send them earlier that day.

In Ukraine, gifts usually aren't opened when they are received. People give gifts for a number of reasons, including the celebration of name days. It's common to celebrate someone's name day by giving them either flowers (8) **and / nor / or** a small gift.

Vocabulary

A. Read the dialogues and try to guess the meaning of the words/phrases in bold.

Check-in clerk Good afternoon.

Passenger Is this where I **check in** for the flight to Berlin?

Check-in clerk Yes. Can I have your **passport**, please?

Passenger Here you are.

Check-in clerk Thank you. Is that all your **baggage**?

Passenger Yes, and I've got this bag for **hand luggage**. Is it small enough to take **on board**?

Check-in clerk It looks fine.

Passenger Is it possible for me to have a window seat?

Check-in clerk I'm afraid we only have **aisle seats** left.

Passenger Never mind.

Check-in clerk Did you pack the suitcase yourself?

Passenger Yes.

Check-in clerk Was your bag with you at all times?

Passenger Yes, it was.

Check-in clerk Thank you. Here's your **boarding pass**. Your flight will **depart** either from **gate** 13 or 23 at 8.15. It hasn't been announced yet, so check the **departures board**.

Flight attendant How can I help you, sir?

Passenger Is there going to be a long **delay**? I mean, I hope we didn't **board** for no reason.

Flight attendant No, the pilot will make an **announcement** in a moment. So, **fasten** your **seat belt**. We will **take off** in a few minutes.

Passenger Oh great. So, will we still **land** on time?

Flight attendant Yes, we should. Our **arrival** time is 6.15 p.m.

B. Read the sentences and decide what the idioms in bold express. Use the words in the box.

fear embarrassment happiness annoyance

1. My **heart was in my mouth** when I saw my dad fall off the ladder.
2. My sister always borrows my clothes and it **drives me up the wall**.
3. Eddie **was over the moon** when his parents bought tickets to New York City.
4. Harry nearly **jumped out of his skin** when the dog barked at him.
5. Oliver **went red as a beetroot** when his grandma gave him a kiss in front of his friends.
6. I **felt on top of the world** when I won the competition.
7. There's always a lot of traffic on Monday mornings. It's a **pain in the neck**.
8. I fell off my chair in the middle of my French class. I just **wanted the ground to open up and swallow me**.

Listen

You will hear six monologues related to travel. For questions 1-6, choose the correct answer a, b or c.

- Which flight has no delay?
 - the flight to New York City
 - the flight to Chicago
 - the flight to Las Vegas
- What's the problem with the woman's hand luggage?
 - She didn't pack it herself.
 - It contains something dangerous.
 - It's too big.
- What should a customer who wants to fly to another country do?
 - press 1
 - press 3
 - stay on the line
- What should people on platform 3 do?
 - stand away from the edge
 - go to platform 2
 - get on the next train
- What's the best way to get to the stadium?
 - on foot
 - by underground
 - by car
- What does the man want to change?
 - the arrival date at destination
 - the departure date from destination
 - both

Speak

A. Choose one of the pictures and imagine you are the person in it. Describe what happened to you and how you felt. Use the words/phrases given.



B. Discuss.

- Has anything similar ever happened to you?
- How did you feel? How did you react?

Write An account of a true event

A. Read the account and answer the questions.

1. When and where did the event take place?
2. How did the writer feel during and at the end of the experience?
3. Which tenses does the writer use?
4. Which linking words/phrases does the writer use?
5. How does the writer manage to make the account exciting?

It was the third day of a marvellous holiday I was having on the Sunshine Coast in Queensland, Australia. The hotel was enormous, which meant the swimming pool was incredibly crowded every day. I had learnt to get up early each morning and save a sun lounger by leaving my towel on it. After that, I was usually starving, so I enjoyed a delicious breakfast in the hotel restaurant. Later, I'd go down to the pool and enjoy a swim.

But on that day, as I approached the sun lounger, I was astonished to see my towel on the ground and a teenage boy on the lounger. I was furious, so I picked up my filthy towel, waved it at him and said, 'What's this?' He replied that it was a towel. I explained that it was my towel and he just smiled and said, 'Maybe the wind blew it off.' This guy was driving me up the wall! I shouted so that everyone could hear. 'It's very rude to steal someone's sun lounger, you know!' Then I turned round to leave. But as I turned, I slipped and fell into the pool!

Everyone thought it was hilarious, especially the guy on the sun lounger. Nobody even moved to help me! I just wanted the ground to open up and swallow me!

B. Read the account again and find words that mean:

1. very nice (para. 1): _____
2. very big (para. 1): _____
3. very hungry (para. 1): _____
4. very tasty (para. 1): _____
5. very surprised (para. 2): _____
6. very angry (para. 2): _____
7. very dirty (para. 2): _____
8. very funny (para. 3): _____



C. Replace the 'strong' adjectives in the sentences with **very** and the adjectives in the box.

bad tired cold small pleased interesting

1. We stayed at a **tiny** cottage in the woods.
2. I found the cruise down the river **fascinating**.
3. Tina had forgotten to bring her gloves and her hands were **freezing**.
4. We were **exhausted** after walking to the top of the hill.
5. Mr and Mrs Right were **delighted** to win a holiday to Thailand.
6. We wanted to go swimming but the weather was **dreadful**.

D. Read the note and rewrite the sentences using the adverbs given.

NOTE Adverbs of focus are words that are used to emphasise a specific piece of information in a sentence.
My brother loves watching films, especially science-fiction films.

1. Lots of people came to the event, including Tom. **even**
2. I asked Betty for help, but she said 'no' and walked away. **just**
3. I enjoyed all of the trips I've taken abroad, but my trip to New Zealand was my favourite. **especially**
4. When she was in Italy, Lisa ate pasta for every meal. **only**

E. Think about a funny, embarrassing, scary or annoying experience that you have had during a trip and write about it.



When writing **an account of a true event**,

- follow the plan for writing a story (6a).
- use the first person (I, We).
- divide your account into paragraphs.
- use Past Tenses and linking words/phrases.
- try to make it interesting for the reader by using:
 - Direct Speech, questions and exclamation marks,
 - adverbs / adverbial phrases (e.g. suddenly, fortunately, to my surprise),
 - a variety of adjectives (e.g. awful instead of bad),
 - expressions or idioms like: I jumped out of my skin, My heart was in my mouth, etc.

SONG

Complete the song with the words in the box. Listen and check your answers. Then sing. 

along landmarks discover
out sunset natural

Explore the World!

I want to travel around the world and

Visit places I've never seen before.

It's going to be (1) _____ of this world!

Come (2) _____! What are you waiting for?

Let's explore the world together

And have the best time ever!

We'll go shopping at a famous market

Or even climb to the top of a tower.

Up there, we'll sit and watch the (3) _____.

And find more places to (4) _____.

Let's explore the world together

And have the best time ever!

We'll take pictures of amazing (5) _____,

Both man-made and (6) _____ wonders.

We can go for walks in beautiful parks,

Travel all year round, from winter to summer.

Let's explore the world together

And have the best time ever!

Vocabulary

A. Choose a, b or c.

- Susan is never late for appointments – she's a very _____ person.
a. miserable b. reliable c. ambitious
- Mike is under a lot of _____ because he has fallen behind in physics.
a. charge b. attention c. pressure
- Our grandson _____ both his parents: he has his father's eyes but his mother's smile.
a. fights for b. takes after c. hears from
- The way I _____ it, working part-time is a great way to earn some money while studying.
a. see b. suppose c. trust
- My cousin decided to improve her health, so she has made a lot of _____ lifestyle changes.
a. competitive b. positive c. negative
- Duncan always makes people smile with his _____ personality.
a. cheerful b. hard-working c. intelligent
- Our new co-worker has excellent communication _____.
a. rules b. models c. skills

Score: / 7

B. Choose the correct option.

- My new **colleague / acquaintance** only works part-time, so she isn't in the office every day.
- I found a **fellow / pal** student to show me around the university on my first day.
- Teenagers often experience **peer / buddy** pressure at school.
- Our **boss / teammate** Jimmy is an incredible **leader / supervisor**. He's really encouraging, even when we lose a game.
- Drop / Send** me a line when you can. I need to talk to you.
- My **siblings / in-laws** are stubborn, but they always listen to our parents.

Score: / 7

C. Complete the sentences with the correct form of the words in capitals.

- I didn't enjoy the horror film at all – it was too _____. **FRIGHTEN**
- I don't feel very _____ that I'll pass the exam. I find physics extremely difficult. **HOPE**
- It's _____ how much Logan has improved his Spanish. **IMPRESS**
- There is a(n) _____ that his behaviour will cause him trouble in the future. **POSSIBLE**

Score: / 4

Grammar

D. Choose the correct option.

- The **earlier / earliest** we leave for the train station, the **better / best**.
- What's wrong? I got here as **quick / quickly** as I could.
- My older brother is more mature **as / than** me.
- Nicola is a lot **the most / more** creative than you think.
- It's becoming easier and **easiest / easier** to learn languages from home.
- My stepfather is just as encouraging about my schoolwork **as / than** my father.

Score: / 7

E. Complete the sentences with the Present Simple or the Present Progressive of the verbs in brackets.

1. We need to hurry! According to our tickets, our flight _____ (leave) in three hours!
2. **A:** _____ Kyle _____ (behave) like this all the time?
B: Not really, but he _____ (deal) with a lot of stress at the moment, so don't be angry at him.
3. Simon can't talk right now. He _____ (sleep). Please call again later.
4. **A:** I _____ (think) of going to the cinema on Thursday. Do you want to come?
B: I _____ (not think) so. My brother needs help with his maths homework, so I have to stay at home.

Score: / 6

F. Choose the correct option.

1. The book was **so / such** funny that I couldn't stop laughing.
2. You should save up **so as / so as not** to miss the school trip.
3. **Even though / Despite** she was tired, she was determined to finish her project.
4. I walked home in spite of **it was raining / the rain**.
5. There were **so / such** a lot of rules to follow in the game that I got confused.
6. Laura decided to help at her parents' shop **in order to / so that** she would keep busy during her summer holiday.

Score: / 6

Communication

G. Choose the correct response.

1. I haven't heard from you in a while. ☐
2. I was hoping you could help me move tomorrow. ☐
3. Could you possibly give me a lift to the city centre? ☐
4. I'd be happy to join you on your trip. ☐

- a. That's great! I'll arrange everything.
- b. I'm afraid I can't right now.
- c. Sorry, I've been meaning to get back to you.
- d. Of course, it would be my pleasure to give you a hand.

Score: / 8

TOTAL SCORE: / 45

Now I can...

- ▶ talk about people and personal characteristics
- ▶ make comparisons
- ▶ distinguish between permanent and temporary situations
- ▶ write a personal blog entry
- ▶ express result, concession and purpose using appropriate clauses
- ▶ use words related to family and social relationships
- ▶ talk about peer pressure
- ▶ write an informal letter/email

Vocabulary

A. Choose a, b or c.

- We've got two _____ for the new name tags:
blue or green.
a. options b. occasions c. occupations
- I'm _____ with Mike's behaviour. He's so rude!
a. bored b. fed up c. interested
- I'm not sure I should buy this. It's really _____.
a. overweight b. overpriced c. overexcited
- Don't you think it's time to prepare _____ that
test you have on Monday?
a. on b. to c. for
- How many _____ signed up for the next
workshop?
a. participants b. memberships c. opponents
- Are you allowed to start driving at the _____ of
16 in this country?
a. date b. beginning c. age
- I need you to give me the book by next Friday
at _____.
a. last b. the latest c. the end
- Pam is _____ of doing indoor activities.
a. sick b. fan c. enthusiastic

Score: / 8

B. Complete the sentences with the correct prepositions.

- A lot of players benefit _____ watching the
tutorial before they start the game.
- You don't need to bring anything along to the
clean-up because the charity provides you
_____ what you'll need.
- I can see you're angry with me. I'd like to
apologise _____ the things I said.
- During the exam, every student should
concentrate _____ their own work.
- Would you and Mandy like to participate _____
the next match?
- In this game, you need to find the villains and
lock them _____.

Score: / 6

Grammar

C. Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

- Liam _____ (not walk) home
yesterday. It _____ (rain).
- While I _____ (practise)
some acrobatic tricks, Milly _____
(rehearse) her new dance routine.
- A: What _____ you _____
(do) at nine o'clock last night, Joe?
B: Well, I _____ (play) a multiplayer
game with my sister.
- The trainer _____ (stop) me during
the workshop to fix my technique before I
_____ (try) to do another somersault.
- Lily _____ (tie) her shoelaces when she
_____ (see) a coin on the ground.
- As soon as Bill _____ (step) into the
cable car, he _____ (realise) how
overcrowded it was.

Score: / 12

D. Write questions. The words in bold are the answers.

- A: _____
B: **Mark** came round this morning.
- A: _____
B: **The South African** company sells a wide
variety of action figures.
- A: _____
B: Well, it takes me **about half an hour** to get to
school.
- A: _____
B: Mum took a photo of **the oldest tower in the
city**.

Score: / 8

E. Choose the correct option.

1. I still can't get used to **wake up / waking up** early in the morning.
2. I'm not **used to / get used to** this kind of puzzle, even though I'm good at doing lots of other kinds.
3. When Fred was younger, he didn't use to **be / being** keen on dinosaurs, but now he loves learning about them.
4. Linda isn't **used to living / use to live** alone, so sometimes she feels lonely.
5. My father never **got used to walking / used to walk** to work, but now he does.
6. Do you remember the title of the poem we **read / used to read** in class yesterday?

Score: / 6

Now I can...

- ▶ refer to past events and habits
- ▶ narrate past events
- ▶ write an article describing an event
- ▶ form different types of questions
- ▶ express likes/dislikes
- ▶ talk about free-time activities
- ▶ write a semi-formal email asking for and giving information

Communication

F. Complete the dialogues with the phrases a-g. There are two extra phrases which you do not need to use.

1. A: ____ She's working on a new edition of her book.
B: ____ Her writing is great!
2. A: Look at this picture of our old school.
B: Wow! ____
3. A: That's a nice dress. ____
B: Well, there's a new theatre in town. ____

- a. Is it a special occasion?
- b. That takes me back!
- c. I'd be grateful if you could help me.
- d. I'm going to the opening.
- e. No doubt it'll be successful.
- f. I ran into Becky yesterday!
- g. We'll see it at a later date.

Score: / 5

TOTAL SCORE: / 45

Vocabulary

A. Choose a, b or c.

- I need to ____ an antivirus program on my new computer.
a. install b. charge c. restart
- We take clean water for ____ and forget that there are lots of people on the planet that do not have easy access to it.
a. instance b. granted c. certain
- I didn't really like the film. The plot was quite ____.
a. superb b. stunning c. predictable
- The director expected the film to be a box-office hit, but it was a complete ____.
a. blockbuster b. flop c. chat show
- I didn't like the ending, but ____ it was a very good film.
a. on the rise b. on the whole c. on average
- As a(n) ____, I don't watch romantic films very often.
a. action lover b. hero c. lead actor
- I had a lot of questions about this laptop, but the shop assistant's answers were very ____.
They really helped!
a. inappropriate b. nasty c. informative
- My computer suddenly ____ and now I don't know what to do.
a. shut down b. deleted c. cut off

Score: / 8

B. Choose the correct option.

- The monitor **takes up / tends to** so much space that nothing else fits on my desk.
- Could you help me **crash / update** the software on my laptop? I don't know how to.
- Can you **recommend / repair** a good restaurant for dinner?
- Tim's poor mark in chemistry was a big **development / disappointment** for him.
- The celebrity **starred / voted** in a comedy last year.
- What did you think of the **reality TV / special effects** of the film? I was impressed.

7. I'll put you on **average / hold** for a second, because someone else is calling me.

8. I watched a **drama / superhero** film about a woman who saves the city from danger.

Score: / 8

C. Complete the sentences with the correct prepositions.

- You can't use that phone. It's ____ of order.
- Try to become more sociable. ____ instance, call your friends more often and ask them to hang out.
- Can I have a word ____ you before you leave the office, please?
- Tom couldn't finish the project, so I had to take ____.
- I don't know how to deactivate my account. Could you help me ____?
- The film was so good that it had me ____ the edge of my seat the whole time. You shouldn't miss it ____ the world!

Score: / 7

Grammar

D. Choose the correct option.

- Do you have **any / some** idea where my sunglasses are?
- Everyone / Anyone** had fun at the fundraiser; you could tell from the smiles on their faces.
- I'm almost done with my homework. I only have **a few / few** more activities to do.
- Whenever Pete's got a **little / few** free time, he volunteers at the local hospital.
- We didn't have **many / much** time to discuss the problem.
- Jane has **plenty of / many** support from her family.
- Could I get two **slices / cartons** of milk, please?
- Nobody / Anybody** else knows about the surprise, so keep it a secret!

Score: / 8

E. Complete the sentences with the correct future form of the verbs in brackets.

1. **A:** We _____ (have) a charity bazaar tomorrow at school, and I have so many things to do.
B: Don't worry. I _____ (help) you. What can I do for you?
2. Sally _____ (return) home by ten o'clock, so call her then.
3. At this time tomorrow, I _____ (have) lunch with my family.
4. **A:** Why didn't you come to Jesse's party?
B: I _____ (come), but then I got the flu.
5. It's very cloudy. It looks like it _____ (rain).
6. Who do you think _____ (win) the competition?
7. He didn't realise that the film _____ (make) him famous.
8. If you do that again, I _____ (tell) my dad!

Score: / 9

Now I can...

- ▶ talk about various aspects of communication
- ▶ express your opinion about TV and films
- ▶ use quantifiers
- ▶ refer to the future using appropriate tenses
- ▶ write a post, update or comment on social media
- ▶ write a film review

Communication

F. Choose the correct response. There are two extra responses which you do not need to use.

1. The test was so difficult! I don't know if I passed. ☐
2. Do you still talk to Diane? ☐
3. What did John say? Will he come to the party? ☐
4. Henry finished his work so fast today! ☐
5. Did you like the dessert that Linda made for her party? ☐

- a. I'll give it a miss.
- b. I know, he was on fire!
- c. I try to keep in touch with her, but it's hard.
- d. Same here! It was no joke.
- e. Not really. I mean, it was nothing special.
- f. I haven't received a reply from him yet.
- g. It was quite moving for a change.

Score: / 5

TOTAL SCORE: / 45

Vocabulary

A. Choose a, b or c.

- I can't go to the cinema with you. I'm totally _____.
a. afford
b. broke
c. free of charge
- Have you ever seen a 500-euro ____?
a. cash
b. receipt
c. note
- I went on a(n) _____ yesterday because I wanted to buy a lot of things.
a. shopping spree
b. shopping therapy
c. online shopping
- A: Could I pay by _____, please?
B: I'm afraid not. Our system isn't working at the moment, but there's an ATM right outside.
a. change
b. coins
c. card
- She likes wearing comfortable things at home, so I think that _____ would be the perfect present for her!
a. jewellery
b. slippers
c. wellington boots
- There's a lovely _____ in the park next to the town hall every weekend. They've got everything from food stalls to old furniture.
a. shopping mall
b. second-hand shop
c. open-air market
- I'd like a _____ for this product. It's damaged.
a. refund
b. delivery
c. cost

Score: / 7

B. Complete the sentences with the correct words.

- Mary and I get _____ very well with each other.
- Julie always finds a reason to put _____ visiting the doctor.
- My cousins put me _____ for a week when I first moved to London.
- The match got cancelled due _____ the heavy snow.
- I think he's more likely _____ pass this test than the previous one. He studied a lot for it.
- You can't keep getting away _____ this! I'll tell the teacher.

Score: / 6

Grammar

C. Choose the correct option.

- I **may** / **must** see Robert tonight. If I do, I'll tell him that you've been trying to reach him.
- You **don't need to** / **'d rather not** worry about your cat. I'll look after her.
- Kelly **can't** / **mustn't** be asleep. I can hear her talking.
- Sandra doesn't like pasta so she'd **rather** / **should** not go to an Italian restaurant.
- Ted **better** / **ought to** study more. His marks are bad.
- You **mustn't** / **don't have to** feed the animals. It's not allowed.

Score: / 6

D. Rewrite the sentences using the words given.

1. It's a good idea to stop spending your pocket money so fast. (better)

2. You'd better not be late for the job interview. (should)

3. It isn't necessary to ask Linda to come and help us. (need)

4. Jack doesn't really want to go to the concert. (rather)

Score: / 8

E. Complete the sentences with the Past Simple or the Present Perfect Simple of the verbs in the box.

cost	create	always / want	find
	not know	be	have

1. A: Frank _____ his own website last month.
B: Really? I _____ he had a computer.
A: Well, he _____ it for a while now.
2. A: _____ you ever _____ to a second-hand shop?
B: Yes, last week, actually.
A: _____ you _____ anything worth buying?
B: Yes, a beautiful bag that I _____, but it still _____ an arm and a leg!

Score: / 7

F. Complete the sentences with the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets.

1. A: I _____ (look) for a fashionable pair of boots since last month but so far I _____ (not find) anything.
B: Why don't you check out the new department store? I think I _____ (see) some nice boots there.
2. A: So, _____ Tina _____ (save up) enough money to buy the bike she wants?
B: Yes, she _____ (work) part-time for three months now and she _____ (manage) to put 300 euros aside.

Score: / 6

Communication

G. Choose the correct response. There are two extra responses which you do not need to use.

1. Oh no! I forgot to buy milk and the supermarket is closed now.
2. John! When are you going to tidy the garage? It's a mess.
3. This skirt is really nice but it's quite expensive.
4. I haven't gone shopping in a very long time. I can't wait!
5. Would you like some help?

- a. It's great value for money!
 - b. Me neither! Let's shop till we drop!
 - c. Soon. I've been meaning to get round to it.
 - d. Don't worry. We can go to Mario's Deli. It's open until 10 p.m.
 - e. Yes. Could you please tell me if this jacket is windproof?
 - f. I can't afford them!
 - g. Really? How much is it?

Score: / 5

TOTAL SCORE: / 45

Now I can...

- ▶ talk about my shopping habits
- ▶ use language related to shopping
- ▶ express possibility and make deductions
- ▶ express obligation, prohibition and absence of necessity
- ▶ express preference and make suggestions
- ▶ use appropriate tenses to link the past with the present
- ▶ complete a form
- ▶ write a report

Task 1 (Modules 1-4)

Vocabulary

A. Choose a, b or c.

- My dad was attacked by a ____ of bees last summer.
a. swarm b. pack c. school
- Come on, Pete. Don't ____ up. We'll manage to complete the task.
a. use b. turn c. give
- Working out three times a week is ____ to our health.
a. luxurious b. dull c. beneficial
- In some countries, exhaust ____ are blamed for over 80% of the air pollution.
a. chemicals b. fumes c. fuels
- The ____ of our town has decided to repair the pavements.
a. mayor b. researcher c. protester
- Camping is a good way to come into contact ____ nature.
a. by b. for c. with
- Using ____ materials is necessary in order to protect the environment.
a. recyclable b. hazardous c. toxic
- I thanked him for the offer but ____ it down.
a. cut b. turned c. calmed

Score: / 8

B. Complete the sentences with the correct form of the words in capitals.

- Your behaviour is not ____! **ACCEPT**
- Some parents give their children too much _____. **FREE**
- When our washing machine broke, we realised how much we rely on _____ at home. **APPLY**
- Is it too much to expect some _____ from my friends? **LOYAL**
- This necklace is extremely _____. It's worth thousands of pounds. **VALUE**
- This trip has _____ been one of the best experiences of my life! **TRUE**

- I find that doing exercise in the mornings is very _____.
It always helps me wake up. **ENERGY**

- I believe that all animals should live in their _____ habitat. **NATURE**

Score: / 8

Grammar

C. Complete the sentences with the correct form of the verbs in brackets.

- I can't afford _____ (buy) a new car yet.
- Fay offered _____ (help) me _____ (finish) my project on alternative energy.
- Monkeys are very clever animals. I remember _____ (read) about their intelligence.
- Would you mind _____ (wait) for a few minutes?
- Iris is excited about _____ (take part) in the beach clean-up.
- At the sanctuary, they let you _____ (give) food to some of the animals.
- I was amazed _____ (see) how many people turned up at the fundraiser.
- Have you decided where _____ (go) birdwatching next weekend?

Score: / 9

D. Choose the correct option.

- What / How awful weather!
- Alice is **so** / **such** a delightful person.
- What / How hot it is today!
- This hotel is **so** / **such** luxurious.
- These are **so** / **such** impressive paintings.
- What / How beautifully she sings!
- The sea here is **so** / **such** shallow.

Score: / 7

E. Rewrite the sentences using the words given.

1. It wasn't a good idea to leave your rubbish on the beach. **(shouldn't)**
You _____.
2. The only explanation is that someone stole the painting from the art gallery. **(must)**
Someone _____.
3. It wasn't necessary to ask Paul to come and help us. **(need)**
You _____.
4. I think Louise drew the dragon on the wall. **(may)**
Louise _____.

Score: / 8

Now I can...

- ▶ talk about nature and environmental problems
- ▶ group animals using collective nouns
- ▶ express surprise, alarm and joy
- ▶ write an article describing a place
- ▶ express criticism, possibility, certainty and absence of necessity in the past
- ▶ brainstorm ideas using a mind map
- ▶ write a letter / an email (to the editor) expressing your opinion

Communication

F. Choose the correct response. There are two extra responses which you do not need to use.

1. Oh no! I made a mistake. ☐
2. Come on! Let me borrow your laptop for the weekend. ☐
3. He's been playing football from a very young age. ☐
4. I went to the shops to buy myself a new jacket, and I also bought Dianne's birthday present while I was there. ☐
5. How was your holiday in Mexico? ☐

- a. Great! You killed two birds with one stone.
- b. So what? I don't even like him.
- c. Don't worry. It's only human nature.
- d. I'll think about it and I'll let you know tomorrow.
- e. So, it comes as second nature to him.
- f. I really need to escape from routine.
- g. It was a once-in-a-lifetime experience.

Score: / 5

TOTAL SCORE: / 45

Vocabulary

A. Choose a, b or c.

- I need a(n) _____, because I cannot organise everything that needs to be done alone.
a. accountant b. assistant c. hairdresser
- Let's just take a _____ instead of going all the way round town. It'll be much faster.
a. setting b. sandpaper c. shortcut
- Mark is going to be an actor like his dad. You know what they say: like father, like _____.
a. son b. mother c. uncle
- There's a(n) _____ in the new department store, so you can apply for a job there if you want.
a. overtime b. promotion c. opening
- A: Does your _____ expect you to work overtime?
B: No, she only asks us to when we're very busy.
a. employer b. employee c. referee
- Would you ever consider being _____? It's nice being your own boss.
a. unemployed b. self-employed c. well paid
- At the start of each year, I try to set at least one _____ for the year.
a. goal b. ambition c. tone
- With these tickets, you can _____ the line and go right to the front.
a. go after b. skip c. race

Score: / 8

Grammar

B. Complete the text with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

Mark (1) _____ (not plan) to travel last Sunday but he had to. It all (2) _____ (start) on Sunday morning. He (3) _____ (work) on a project for over an hour when his dad (4) _____ (call). He (5) _____ (want) to see him and he (6) _____ (book) a ticket for the twelve o'clock train. However, by the time Mark (7) _____ (arrive) at the train station, the train (8) _____ (leave). So, he had to wait for

about three hours and finally (9) _____ (get on) the three o'clock train. He (10) _____ (travel) for half an hour when the train suddenly (11) _____ (stop) because of a problem. It was the worst day of his life!

Score: / 11

C. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences.

- The baby _____ (not be) happy if you wake her up.
- John would buy a car if he _____ (have) enough money.
- What would your mother say if she _____ (know) you failed the exam?
- If you don't hurry, we _____ (miss) the beginning of the film.
- Water _____ (boil) if you heat it to 100 degrees.
- If Kelly doesn't listen to her parents, she _____ (get) in serious trouble.
- I _____ (not miss) the concert if I were you.
- Unless Olivia _____ (apologise), Natalie won't speak to her again.
- The burglar _____ (not get) caught if the old woman hadn't seen him.
- If Derek had more time, he _____ (go) to the gym more often.
- If we hadn't helped George, he _____ (never / finish) on time.

Score: / 11

D. Join the sentences using relative pronouns/ adverbs and adding commas where necessary. Make any necessary changes.

1. I've just bought a book. It was written by Jane Austen.

2. That boy is Jack. His father is my teacher.

3. Look at that old school. I used to go there.

4. Ms Robinson lives next door. She's got four cats.

5. These earrings are lovely. My sister bought them for me.

Score: / 10

Now I can...

- ▶ talk about jobs, job interviews and qualifications
- ▶ use collocations and phrases relating to work and nouns denoting occupations
- ▶ sequence past actions and events
- ▶ express hypotheses about what is likely or unlikely to happen in the future
- ▶ define people, places, things and ideas and give additional information about them
- ▶ write a story
- ▶ write a formal email of application

Communication

E. Choose the correct response. There are two extra responses which you do not need to use.

1. I hate getting stuck in traffic on my way to work. ☐
2. Did your car get fixed? ☐
3. When will you finish the portrait? ☐
4. Stop making excuses and get that sink repaired. ☐
5. How was your job interview yesterday? ☐

- a. Soon, I promise. I'm doing my best.
 - b. I know. It's such a pain.
 - c. Not yet, and to make matters worse, they told me it will cost more than they first said.
 - d. Fine, but it actually wasn't for the position I had applied for.
 - e. Yes. I'd be grateful if you could help me.
 - f. Nancy is running the business.
 - g. You're right. I'll call the plumber.

Score: / 5

TOTAL SCORE: / 45

Vocabulary

A. Choose a, b or c.

- Have you seen my _____ anywhere? I want to put it in my book to remember what page I'm up to.
a. ebook b. bookmark c. paintbrush
- Do you think you've found your _____ in life? I believe mine is to become a doctor and save lives.
a. usefulness b. outcome c. purpose
- I've realised that I can't _____ everyone, so I'm just doing my best.
a. progress b. please c. favour
- My brother isn't very _____. He eats almost everything.
a. picky b. soggy c. effective
- I have the same first name as my grandmother because I'm named _____ her.
a. with b. after c. to
- I want to install a(n) _____ system in the house for some peace of mind.
a. operating b. security c. microphone
- I haven't been to the gym in ages, so I'm quite out of _____.
a. date b. shape c. danger
- When does the milk in the fridge _____? Do you think I can still drink it?
a. expire b. preserve c. translate

Score: / 8

B. Complete the sentences with the correct form of the words in capitals.

- He _____ what I said once again although I told him three times. **UNDERSTAND**
- I don't like _____ my parents because I want them to trust me and see that I'm responsible. **OBEY**
- This film is _____. I started watching it three hours ago and it's still not finished. **END**
- My teacher _____ my name every time she writes it, even though I've told her it's wrong. **SPELL**

- We could have Japanese or Indian food for dinner. Do you have a _____? **PREFER**

- I find the _____ innovations of the past few years impressive! **TECHNOLOGY**

- The _____ of the sun in the morning sometimes hurts my eyes. **BRIGHT**

Score: / 7

C. Complete the sentences with the words in the box.

programming high-tech microphone
browse double-click folder
applications technical

- Create a _____ and put all the photos from our trip to Asia there.
- Anna, please turn on your camera and your _____. We can't see or hear you.
- Online shopping is very convenient because you can _____ websites of different shops at the same time.
- My computer suddenly shut down, so I called _____ support to come and take a look.
- I haven't downloaded many _____ on my smartphone because they take up a lot of space and slow it down.
- To open the image, you have to _____ on it.
- He studied computer _____ at university and now he works at a company making new software.
- At my office, they gave us the most up-to-date, _____ laptops to use.

Score: / 8

Grammar

D. Rewrite the sentences in the Passive Voice.

1. They should show you how to change a light bulb.

2. Customers have written many letters of complaint.

3. They will give Tim a skateboard as a birthday present.

4. The coach made the basketball players practise 4-5 hours every day.

5. They are serving dinner in the garden.

6. Some people believe that this was one of the best films ever made.

Score: / 12

Now I can...

- ▶ talk about inventions, science and technology
- ▶ emphasise an action using the passive voice
- ▶ use language related to computers
- ▶ discuss important inventions that have changed the world
- ▶ write an online review
- ▶ write an article evaluating three options

Communication

E. Choose the correct response. There are two extra responses which you do not need to use.

1. Do you have any advice on how to cope with stress? ☐
2. Mum, can I go to the cinema tonight? ☐
3. What invention do you find the most revolutionary? ☐
4. This is by far the best movie I've seen in my life! ☐
5. What's wrong? ☐

- a. It's because I'm out of breath.
- b. I agree with you on that!
- c. I'm in a bad mood because I have a toothache.
- d. Stop worrying about things that are out of your control.
- e. That's out of the question. You have school tomorrow.
- f. The smartphone. Look at how many possibilities we have at our fingertips.
- g. He was the inventor of the modern computer.

Score: / 10

TOTAL SCORE: / 45

Vocabulary

A. Choose a, b or c.

- Everyone burst ____ laughing when they heard Peter's joke.
a. off b. up c. out
- This weather is ____! I guess we can forget about our picnic.
a. dreadful b. filthy c. marvellous
- Alice was ____ with her son's behaviour, and she didn't allow him to go out all weekend.
a. furious b. exhausted c. delighted
- Johnny is ____! He tells the funniest jokes I've ever heard.
a. elegant b. hilarious c. freezing
- The aeroplane just landed and I'm waiting to collect my ____.
a. aisle seat b. gate c. baggage
- I'll make a(n) ____ to fix my computer on my own because hiring a technician is expensive.
a. attempt b. gathering c. pause
- My favourite part of the trip was seeing the magnificent _____. I love tall buildings.
a. ceilings b. harbours c. architecture
- By taking a tour of the ____ centre of the town, students can learn about buildings that are hundreds of years old.
a. underground b. historic c. vibrant
- I had a(n) ____ with Mark yesterday about his trip to Ireland.
a. introduction b. decoration c. conversation
- My grandfather went on a ____ by ship to Australia.
a. voyage b. journey c. day trip

Score: / 10

B. Complete the sentences with the correct form of the words in capitals.

- The view from the top of the hill was truly _____. **BREATH**
- Please read the _____ article and we'll discuss it all together in class. **FOLLOW**
- The _____ of my friends live near my house. **MAJOR**
- The road was very _____ because it had rained the night before. **MUD**
- Look at the _____ board to see what time our flight leaves. **DEPART**
- The flight _____ was very nice and asked if we had everything we needed. **ATTEND**
- The tour of the catacombs was interesting, but I wouldn't say it was very _____. **MEMORY**

Score: / 7

Grammar

C. Rewrite the sentences using Reported Speech.

- 'Derek bought some fishing gear yesterday,' Jack said.

- 'Where can I get a beach towel?' Sandy asked.

- 'Will you drive me to school?' Lisa asked her father.

- 'Meet me outside the cinema tonight but don't be late.' Fay said to me.

Score: / 8

D. Rewrite the sentences using one of the verbs in the box.

remind order admit deny

1. 'I didn't use your laptop,' Greg said to Larry.

2. 'Go to your room immediately!' my mother said.

3. 'Don't forget to call Victor,' Oliver said.

4. 'OK. I broke your smartphone,' Ann said.

Score: / 8

E. Complete the sentences with *all*, *both*, *neither*, *either* or *none*.

1. _____ Mandy and Harry are lawyers.
2. Sandy has got three cats. They are _____ white with green eyes.
3. There are twenty students in my class, but _____ of them like hip-hop. Isn't that strange?
4. _____ Paul nor Tom have got any siblings.
5. I watched two films this weekend. I didn't like _____ of them though.
6. When Kathy asked me if I wanted Chinese or Indian for dinner, I told her _____ of the two. I don't really like Asian food.
7. _____ of my friends like horror films, but some of them get scared easily.

Score: / 7

Communication

F. Choose the correct response. There are two extra responses which you do not need to use.

1. I'm hungry.
2. Mike is such a pain in the neck.
3. I was over the moon when our team won the championship.
4. How was your backpacking holiday?
5. How did your brother do in the exam?

- a. Oh, we had lots of fun!

b. We've got plenty of snacks. Here you go.

c. He put in a great deal of effort and it went really well!

d. Me too. I felt on top of the world.

e. He jumped out of his skin.

f. Yeah. He drives me up the wall.

g. I wanted the ground to open up and swallow me.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- ▶ talk about holiday and travel experiences
- ▶ describe and compare landmarks
- ▶ report statements, questions, commands and requests
- ▶ use idioms and airport language
- ▶ prepare a slideshow presentation
- ▶ write an account of a true event

Task 2 (Modules 5-8)

A. Read the title. Do you know of any Ukrainian scientists? Read and find out. 🎧

Ukrainian Scientists Who Changed the World

Ukraine has given the world many famous scientists, and two of the most inspiring are Ihor Sikorskyi and Borys Paton. Their work was very different, but both men showed creativity and intelligence, and they made scientific achievements from Ukraine known around the world.

Ihor Sikorskyi was born in Kyiv in 1889. At a very young age, he learnt about the work of Leonardo da Vinci from his mother. He became especially interested in the flying machines da Vinci designed. As a young man, Sikorskyi built small models of flying machines and dreamt of creating real ones. Later in 1909, and again in 1910, he designed and built his first helicopters. Although these helicopters couldn't lift people off the ground, his later designs changed modern transport and helped people understand that machines could fly in new ways. Sikorskyi also worked on planes, but it was his helicopters that made him famous. Today, when people see a helicopter, many remember that a Ukrainian scientist was one of the first to make this dream possible.

Borys Paton was born in 1918 in Kyiv. He became one of the leading experts in welding – melting

different materials, especially metal, and then joining them together. Welding is used in many industries, for things like building bridges and ships, and even creating medical equipment. Because of Paton's work, which includes over 400 inventions, the safety, speed and quality of many pieces of technology has been improved. One of his greatest achievements, however, was developing ways to use welding in space. Imagine astronauts fixing equipment far above the Earth, using techniques designed by a Ukrainian scientist!

Both Sikorskyi and Paton are symbols of Ukrainian creativity and talent. Sikorskyi showed the world how imagination and engineering could change transport, while Paton proved that science could help in areas from building to space travel and medicine. They are part of Ukraine's identity, reminding people everywhere that Ukrainians have played a very important role in the development of science and technology.



B. Read the text again and write T for True or F for False.

1. Ihor Sikorskyi was interested in the works of Leonardo da Vinci. ☐
2. Sikorskyi's first helicopters were not completely successful. ☐
3. Sikorskyi was mostly known for building planes. ☐

4. Welding is used only for joining metal objects together. ☐
5. Borys Paton made more than 400 inventions in his life. ☐
6. Paton is most famous for his work as an astronaut. ☐

Project

Give a presentation!

Find and choose a famous Ukrainian scientist and do research to find information in the categories listed. Then give a short presentation to the class, introducing the scientist and presenting the information you found.

Name: _____ Date of birth: _____ Place of birth: _____ Achievements: _____ Most famous for: _____

A. Read the title. Why is Chernihiv known as 'The City of Legends'? Read and find out. 

Chernihiv:

The City of Legends



Chernihiv is a beautiful city in northern Ukraine, and it is located along the Desna River. It is one of the oldest cities in the country. It was first mentioned in historical documents in 907 CE, but people had been living in the region since ancient times. Because of its amazing history, it is called the City of Legends. Today, it is an important cultural centre for Ukraine.

One of the city's most famous landmarks is the Transfiguration Cathedral. It was built in the 11th century and is one of the oldest churches in Ukraine. It is a beautiful stone building with white walls and golden domes. Another important building in Chernihiv is the Boris and Gleb Cathedral, which was first built in the 12th century. It was later rebuilt with additional features in the 17th century and once more in the 19th century.

The Saint Anthony Caves are another unique attraction in the city. These caves consist of underground passages about 350 metres long and up to 12 metres deep. Visitors to the caves can find a number of underground churches there, such as the Church of Theodosius of Totemsky.

Despite its long history, today Chernihiv is also a modern city with universities, theatres, and lively streets. One of the things attracting people to the city today is the National University 'Chernihiv Polytechnic', which was created in 1960. Students from all over Ukraine and from abroad study subjects like engineering, business, and IT there. For people who enjoy the arts, the Taras Shevchenko Chernihiv Regional Academic Music and Drama Theatre is the place to visit. It was started in 1926 and has received many awards in recent years. At the theatre, people can watch all kinds of plays, concerts, and cultural performances. It is a place which proudly promotes Ukraine's culture and local traditions.

Chernihiv combines history, education and culture in a unique way. Whether you prefer exploring ancient cathedrals, walking through mysterious caves, or watching a modern performance, the city offers something for everyone. With its rich past and lively present, Chernihiv is a place that amazes its visitors.

B. Read the text again and write T for True, F for False or NM for Not Mentioned.

- | | |
|--|---|
| 1. Chernihiv had been written about in history books before 907 CE. ☐ | 4. The Church of Theodosius of Totemsky is the only church in the Saint Anthony Caves. ☐ |
| 2. The Boris and Gleb Cathedral is considered more important than the Transfiguration Cathedral. ☐ | 5. There are courses for students interested in computers at the National University 'Chernihiv Polytechnic'. ☐ |
| 3. The Boris and Gleb Cathedral has changed since the 12th century. ☐ | 6. Many of the plays at the Taras Shevchenko Chernihiv Regional Academic Music and Drama Theatre have won awards. ☐ |

Project

Write a travel guide!

Choose another Ukrainian city or area and do research about its history, landmarks and attractions. Then write a travel guide, giving information for tourists and recommending what they can see or do there.



Task 1 (Modules 1-4) |||

A. Listen to two friends trying to decide which activity to take up together and answer the questions. 

- Which activity do the friends decide to take up?
 - rollerblading
 - oil painting
- Why don't the friends take up the other activity? Choose **two** reasons.
 - time
 - days
 - expensive equipment
 - not interesting enough

B. Talk in pairs. Imagine that you and your partner have decided to take up a new activity together. Read the four flyers below, and discuss which activity you think is the most suitable for both of you. Use the ideas in the box. Make sure you give reasons why you think each activity is or isn't suitable.

time days equipment needed how interesting it is cost

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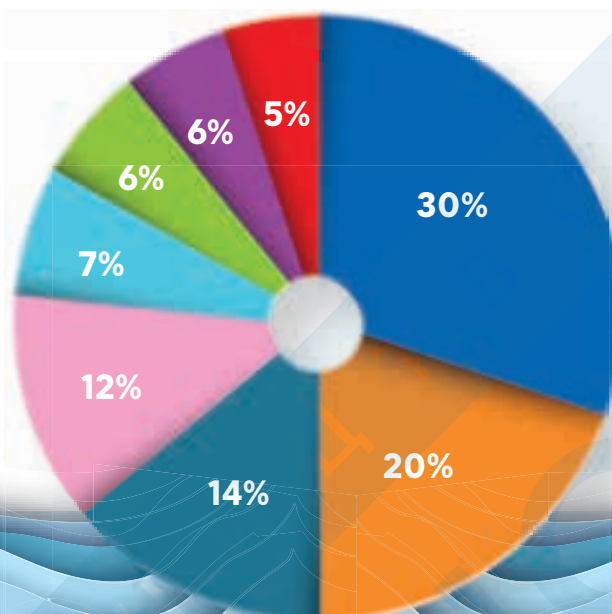
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C. Tell the class about your decision, giving reasons.

Task 2 (Modules 5-8)

A. Look at the pie chart and answer the questions below.

Water Use in UK Homes



Toilet	
Bath	
Washing Machine	
Shower	
Dishwasher and Washing-up	
Drinking Water	
Outside	
Leaks	

1. What is the total of all the percentages in the pie chart?
2. According to the pie chart, which activity saves more water, showering or taking a bath?
3. Which uses more water, washing clothes or washing kitchen items?
4. Did you find any of the percentages surprising in the pie chart?
5. Which uses of water would be the easiest to reduce in your home? How?
6. How can people be encouraged to save more water in their daily lives?

B. Read the statements below and decide if they are true or false. Then listen to part of a talk on saving water and check your answers.



1. Fixing a leaky toilet can save up to 400 litres of water a month.
2. Fixing a tap that leaks 20 drops a minute can save about 5,000 litres of water a year.
3. Turning off the tap while brushing your teeth can save up to 17,000 litres of water a month.
4. Using a dishwasher always saves more water than doing the washing-up by hand.
5. To save water you should fill up your washing machine.



Project

Campaign to Save Water!

Make a short video or a slideshow presentation that shows people how to save water in their daily lives. Make sure you include tips and advice based on activity B and/or your own research. You can also think of your own slogan to inspire others to save water.

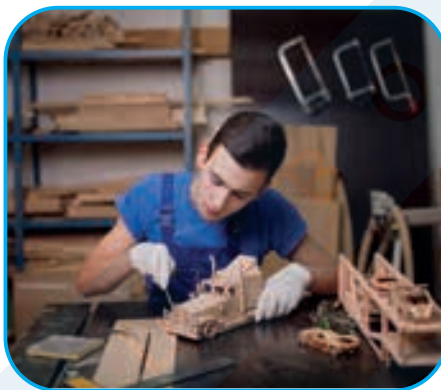


2b Speak

jewellery making



model building



playing a musical instrument



go-karting



collecting action figures



photography



ideas

- personality
- interests
- current hobbies
- time available each week
- cost



creative writing



pottery



I think... would be good for you because...
 If you tried out..., you would/could...
 You're very (outgoing/shy/creative), so I think you'd enjoy...
 I know you're already a big fan of..., so how about trying...?
 You already..., so why not give... a go?
 ... is more (exciting/creative/challenging) than..., so I think it's more suitable for you.
 You can't stand..., so I don't think you should take up...

Capital letters

- at the beginning of a sentence
- with days and months
- with first names and surnames
- with Mr/Mrs/Miss/Ms/Dr
- with streets/roads/avenues, etc.
- with cities/countries/
nationalities
- with languages
- with the personal pronoun /

- Use a full stop (.) to end affirmative and negative sentences.
- Use a question mark (?) to end direct questions.
- Use an exclamation mark (!) to end exclamatory sentences (expressing anger, surprise, happiness, love, etc.).
- Use a comma:
 - to separate items in a list
 - before question tags
 - before words like *and*, *but*, *or*, etc. when a subject and verb follow
 - after words that introduce a sentence or clause (e.g. *Well*, *However*, *Also*, *For example*, etc.)
 - after the if-clause in conditional sentences (only when the if-clause comes first)



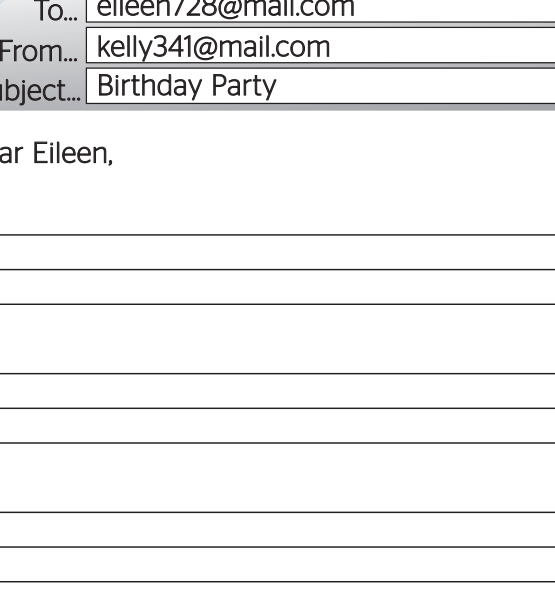
- *use the appropriate layout.*
- *use informal language and expressions (e.g. well, of course, anyway, you know, you see, actually, by the way).*
- *use short forms (e.g. I'm, didn't).*
- *use exclamations (e.g. That's great news!).*

- use *direct questions* (e.g. *What are you up to?*).
- use *standard grammar and spelling conventions*. Avoid forms such as *wanna*, *cu* *l8r*, etc.
- use *appropriate expressions/phrases* to express *enthusiasm*, *refuse* or *agree to a request*, etc. (see activity C).

Subject: a brief phrase that indicates what the content of the email is.

Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.

Signing off: on the left-hand side of the page. Use your first name.



The screenshot shows a standard email client window. The header bar contains three buttons: a minus sign, a square, and a red 'X'. Below the header, the email fields are displayed: 'To...' with the address 'eileen728@mail.com', 'From...' with 'kelly341@mail.com', and 'Subject...' with 'Birthday Party'. The main body of the email starts with 'Dear Eileen,' followed by several horizontal lines for the message content. At the bottom, the text 'Hope to see you soon, Kelly' is visible. On the right side, there is a vertical toolbar with a downward arrow, a menu icon (three horizontal lines), and an upward arrow. On the left side, there are several small black dots with lines pointing to the 'To...', 'Subject...', and the first line of the email body.

To... eileen728@mail.com

From... kelly341@mail.com

Subject... Birthday Party

Dear Eileen,

Hope to see you soon,
Kelly

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

Your address: on the right-hand side of the page (not always necessary).

Date: below the address.

Greeting: on the left-hand side of the page. Put a comma after the name.

Indent paragraphs: start the first line of each paragraph under the comma.

Signing off: towards the middle of the page (e.g. Love, Best wishes). Don't forget the comma followed by your first name written underneath.

92 Park Lane
Epsom
Surrey KT18 2LR
18 June 20...

Dear Betty,

Love,
Jill

2a Write

When writing an article describing an event, follow the plan below.

TITLE

- ▶ Think of an interesting or catchy title.

INTRODUCTION

- ▶ Give some general information about the event:
 - name
 - when and where it takes/took place
 - what the event is/was (celebration, festival, fundraiser)
 - who takes/took part (could also be included in the main part)

MAIN PART (2-3 PARAGRAPHS)

- ▶ Develop the important features of the event:
 - preparations for the event
 - what activities take/took place
 - what happens/happened after the event

CONCLUSION

- ▶ Give your overall opinion of the event.



When writing *an article describing an event*, you want to catch the reader's attention and interest them. You should:

- use a catchy title.
- write about an event you are familiar with, for example, one you have been to.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal, informal).
- organise the article into paragraphs.
- use the Present Simple when describing an event which takes place regularly.
- use past tenses when describing an event which took place in the past.
- use lively colourful language (e.g. a variety of words and expressions, different types of questions and exclamation marks).



2b Write

ARE YOU READY FOR AN UNFORGETTABLE EXPERIENCE?

On Sunday, 27 March, join the Geology Club for its annual caving adventure. The Geology Club is organising a one-day trip to Gough's Cave.

- All equipment is provided.
- Four experts will be there – only space for 15 people in our minibus.
- 10 a.m. to 6 p.m.

To sign up, contact Edith Martins. You must give your name, age and tell us what your level of experience is.

Contact information:

Edith Martins

emartins@geology.com



TIP!

A semi-formal letter/email:

- is written to a person you know, but he/she is not a friend or relative of yours, or to a person you don't know very well, or when you want to be polite and respectful.
- begins with Dear Mr/Miss/Mrs/Ms/Dr + surname or with Dear + first name and ends with Yours sincerely, All the best, Best wishes or Yours.
- is neutral in style (not too informal and not too formal).

When writing a semi-formal letter/email asking for and giving information:

- write in an appropriate style.
- cover all the points/information required in your answer.

- organise the information in paragraphs.
- use standard grammar and spelling conventions.
- use a combination of direct and indirect questions.
- use linking words/phrases to list your questions:

- firstly, first of all
- secondly, also, in addition, what is more
- finally, lastly

- use appropriate phrases to express enthusiasm:
 - I am very interested in...
 - As I am very keen on..., I think this is a good opportunity...
 - I was excited to hear/see...
 - I would be delighted...
 - I have always been fond of...

5a Write

When writing an article describing a place, follow the plan:

TITLE

- 1 Think of an interesting title.

INTRODUCTION

- 1 Give general information about the place you are going to describe.
- 1 Refer to what makes the place interesting or why you are going to write about it.

MAIN PART (1-2 paragraphs)

- 1 Describe the place, the sights and any other attractions.
- 1 Give your impression of the place and/or describe your feelings.

CONCLUSION

- 1 Sum up your opinion by making a general comment about the place or by expressing your feelings.

TIP!

When writing *an article describing a place*, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- write about a place you are familiar with, for example one you have been to.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal, informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- use lively colourful language (e.g. a variety of words/phrases/expressions, direct and indirect questions, exclamation marks).

5b Write

When writing a letter / an email (to the editor of a newspaper, etc.) expressing your opinion, follow the plan below.

GREETING

- 1 Use a formal greeting.
 - Dear Sir/Madam,
 - Dear Editor,

OPENING PARAGRAPH

- 1 Say why you are writing.
- 1 If you are writing in response to an article, refer to the topic/title of it.

MAIN PART (1-2 paragraphs)

- 1 Focus on one or two aspects of the issue/problem.

- 1 Give your opinion and provide justification and/or examples.
- 1 Make any relevant suggestions.

CLOSING PARAGRAPH

- 1 Summarise your points and end your letter/email politely.

SIGNING OFF

- 1 Use an appropriate signature ending.
 - Yours faithfully,
- 1 Sign underneath and print your full name below your signature (for letters) or write your full name (for emails).

6a Write

When writing a story, narrate events according to the following plan:

INTRODUCTION

1 Describe the setting of the story.

- *It was a beautiful morning. The sun was shining and the birds were singing.*
- *It was a Monday morning and I was late for school. I left home and ran to the bus stop.*

MAIN PART (2-3 paragraphs)

2 Mention what happened, and say what you or other characters did, saw, said, etc., and how they felt.

3 Use time expressions and adverbs to join the sequence of events.

- *As I was walking along the road, I saw...*
- *While I was waiting, I heard...*

CONCLUSION

4 Describe what happened in the end and make a short comment about the events/experience.

5 Say how you and others felt about the events/experience.

TIP!

When writing **a story** remember that:

- you should try to keep the plot of the story fairly simple.
- the story should continue from or end with the prompt sentence, depending on the task.
- the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- you should use informal or consistently neutral language.
- you should use past (narrative) tenses.
- you should use linking words (to indicate the sequence of events, chronological order, etc.).
- you should try to create an appropriate atmosphere. This can be done for example by using direct speech, very short sentences, questions, exclamations and vivid vocabulary.

6b Write

TIP!

When writing **a formal email of application**,

- use the appropriate layout.
- use formal language. Don't use short forms or abbreviations.
- begin and end with appropriate phrases.
- invent a name for a newspaper/magazine/website and a date when referring to the

advertisement if these are not given.

- read the advertisement carefully. Identify the qualifications required for the job and expand on them.
- write in a confident manner, describing your good qualities. Don't mention your bad qualities.

When writing a formal email of application, follow the plan below.

GREETING

- Use a formal greeting, not first names.
 - *Dear Sir/Madam,*
 - *Dear Mr/Ms/Mrs/Miss + surname,*

OPENING PARAGRAPH

- Use set phrases to state the position you are applying for and say where/when you saw the job advertised.
 - *I am writing with regard to your advertisement in... (name of newspaper + date) / on... (website).*
 - *I saw your advertisement in/on... and I was interested in...*
 - *I am writing to apply for the position of... (job) as advertised in/on...*
 - *I am interested in applying for the job of...*

MAIN PART (2-3 paragraphs)

- State your age.
- Describe your qualifications and experience.
- State your present/previous job.
- List any interests/hobbies you have that are relevant to the job advertised.
- Explain why you think you are suitable for the job advertised.

Use expressions like:

- *I am fluent in... / able to... / familiar with...*
- *At present I am working for/at...*

- *I have previous experience of working at...*
- *I worked full-time/part-time for/at...*
- *I consider myself to be...*
- *I understand the importance of being...*
- *Some of my interests include...*
- *I am available to work...*
- *I believe I am suitable for this position because...*

CLOSING PARAGRAPH

- Use set phrases to end your letter/email and say that you hope your application will be taken into consideration.
 - *I look forward to hearing from you.*
 - *I would be grateful if you would/could reply as soon as possible.*
 - *I hope my application will be taken into consideration.*
 - *I am available for an interview at your convenience.*
 - *Please contact me if you have any questions regarding my application.*

SIGNING OFF

- Use a formal signature ending.
 - *Yours faithfully, (when you don't know the name of the person you are writing to)*
 - *Yours sincerely, (when you know the name of the person you are writing to)*
- Write your full name.

7a Write

Solar LED Lantern / Device Charger 636XJX-E

- Great for camping, long journeys and other adventures
- Three brightness levels
- 10 hours of light per charge
- Charges phone or speaker in 2 hrs
- Loud safety alarm
- Light and easy to carry
- Built-in hooks for easy hanging
- Eco-friendly energy with no extra batteries needed



Digital Smartwatch ZIG07

- Black & Silver design
- OLED screen (40 x 26 mm)
- Android operating system
- 18-hour battery
- 16 GB memory
- Health and fitness tracking with GPS
- Water resistant up to 50 m
- Easily linked to smartphone



Module 1

► Comparatives and superlatives of adjectives and adverbs

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.

All one-syllable and most two-syllable adjectives take -er/-est	<i>short - shorter - shortest happy - happier - happiest big - bigger - biggest</i>
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	<i>interesting - more interesting - most interesting</i>
All one-syllable adverbs and early take -er/-est	<i>fast - faster - fastest early - earlier - earliest</i>
Adverbs with two or more syllables take: more + adverb / most + adverb	<i>carefully - more carefully - most carefully</i>

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good/well bad/badly little far many/much	better worse less farther/further more	best worst least farthest/furthest most

NOTE: • We can use the superlative followed by a full infinitive. This has the same meaning as a defining relative clause.
Tim was the youngest person to take part in the race. (= Tim was the youngest person who took part in the race.)

- We can use the comparative and superlative forms to add additional information about a noun or noun phrase.
*The bigger glass bowl is on the shelf.
The best dancer I have ever seen is my cousin.*

► Other forms of comparison

- **less + adjective/adverb + than**
*The jumper is less expensive than the shirt.
Terry sings less nicely than his sister.*
- **the least + adjective/adverb + of/in**
This is the least interesting book in the world!
- **as + adjective/adverb + as**
*The skirt is as colourful as the shirt.
Kelly runs as fast as Sheila.*
- **not as/so + adjective/adverb + as**
*The jumper isn't as expensive as the shirt.
Kelly doesn't run as/so fast as Sheila.*
- **comparative + and + comparative**
The car was going faster and faster.
- **The + comparative..., the + comparative**
The more you study, the more you learn.

NOTE: To emphasise a comparative we use the words **much**, **a lot**, **rather**, **a bit**, **even** and **far**.
She's much prettier than her friend Sally.

► Adverbs of degree

We use adverbs of degree such as *very*, *quite* (*a*), *rather*, *really*, *so*, *pretty* to show the degree to which somebody or something possesses a quality.
*My uncle is rather stubborn.
Amy is quite a cheerful person.*

► Present Simple vs Present Progressive

We use the Present Simple:	We use the Present Progressive:
- for permanent states. <i>Mike works in a bank.</i> - for habits or actions that happen regularly. <i>I always eat an egg for breakfast.</i> - for general truths. <i>Water boils at 100 °C.</i> - for an action that takes place according to a schedule. <i>My plane leaves at twelve o'clock.</i>	- for temporary states. <i>I'm taking a language course this month.</i> - for actions happening at the moment of speaking. <i>The cat is eating now.</i> - for future arrangements. <i>We're visiting Ireland this summer.</i> - with adverbs of frequency (constantly, always, etc.) to express annoying habits. <i>He is always leaving his clothes on the floor!</i>

TIME EXPRESSIONS

PRESENT SIMPLE	PRESENT PROGRESSIVE
usually, always, often, occasionally, hardly ever, etc. every day/week, etc. in the morning/spring, etc. on Mondays/Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, at the moment, at present today, these days this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

► Stative Verbs

The following verbs are **not** normally used in **progressive tenses**. They are called **stative verbs**.

- **Verbs of the senses:** feel, see, hear, smell, taste, notice, seem, look (= seem), etc.
- **Verbs of emotions and preferences:** love, hate, like, dislike, want, need, prefer, mind, etc.
- **Verbs of perception and opinion:** think (= believe), believe, know, understand, remember, forget, hope, mean, imagine, etc.
- **Other verbs:** be, have (= possess), own, belong, cost, etc.

NOTE: Some stative verbs can be used in progressive tenses, but with a different meaning.

- **think** (= process in one's mind)
I'm thinking about my summer holidays.
- **see** (= meet, visit)
He's seeing the doctor tonight.
- **have** (= drink, eat, take)
She's having dinner with a friend.
- **taste** (= try food)
Mum's tasting the soup to see if it's ready.
- **look** (= see)
Why are you looking at me?

NOTE: The verbs **see, hear, smell, taste** and **feel** are commonly used with **can** to indicate an action happening now.
I can hear a strange noise coming from the kitchen.

► Clauses of result

We use **clauses of result** to express the result of an action or a conclusion.

- **so + adjective/adverb + (that)**
He was so bored (that) he left before the end of the film.
- **such + (a/an) + (adjective) + noun + (that)**
It was such a hot day that we all went swimming.

NOTE: • We say **so + much/many**, but **such a lot of**.
• *That* can be omitted, especially in spoken English.

► Clauses of concession

We use **clauses of concession** to express **contrast** or **opposition** to the main clause.

- **although / even though + subject + verb**
Although / Even though he was hungry, he didn't take any of the food they offered him.
- **in spite of / despite + noun / -ing form**
Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.
- **in spite of / despite + the fact + that-clause**
He went to the event in spite of / despite the fact that he had a terrible headache.

► Clauses of purpose

We use **clauses of purpose** to show the purpose of an action.

• so as (not) to / in order (not) to

She spoke quietly in order not to / so as not to wake up the baby.

• so that + can/may/will (present / future time reference)

You should work hard now so that you can have more free time in the summer.

• so that + could/might/would (past time reference)

Henry called a plumber so that she could fix the sink.

Module 2

► Past Simple

We use the **Past Simple**:

• for actions that started and were completed at a specific time in the past.

I went out with Jim yesterday.

• for habitual or repeated actions in the past.

Mary often went fishing with her dad when she was a child.

• for completed actions that happened one after the other in the past.

He opened the door, got in quietly and turned on the lights.

• for permanent situations in the past.

I lived in London for 20 years.

TIME EXPRESSIONS

yesterday, in 2019, etc.

two hours ago, five years ago, etc.

last night/week/Sunday/March, etc.

then, the day before yesterday

NOTE: For a list of irregular verbs go to page 160.

► Used to

We use **used to** to talk about something that happened regularly in the past, but no longer does.

We used to go rollerblading every afternoon when we were young.

I didn't use to like cherries, but now I do.

► be/get used to + -ing form

• be used to + -ing form = be accustomed to doing something

I'm not used to staying up late on weekdays.

Are you used to getting up at 6 a.m. every day?

• get used to + -ing form = become accustomed to something

A: I can't get used to living by myself.

B: Don't worry. You'll get used to it soon.

► Past Progressive

We use the **Past Progressive**:

• for actions that were happening at a specific point of time in the past.

Sue was cooking dinner at six o'clock yesterday evening.

• to set the scene in a story.

It was early in the evening and it was raining heavily.

• for actions that were happening at the same time in the past. In this case we usually use **while**.

While I was doing the washing-up, my brother was Hoovering.

• to give reason.

Sorry that I couldn't come to your party last week. I was travelling that day.

• for repeated events.

I was studying for hours every day before my exams.

NOTE: • When we use adverbs with the Past Progressive, the adverb is placed between the verb *be* and the main verb.
We were slowly walking up the hill.

• We can use adverbs of frequency with the Past Progressive to express annoying habits in the past.

My sister was constantly taking my stuff when we were younger.

► Past Simple – Past Progressive

Time clauses (*when, while, as, as soon as*)

• We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while, when** or **as**.

*As/While/When they were walking in the forest, they saw a bear.
I was having a bath when the lights went out.*

NOTE: • We use **as soon as** with the Past Simple.
As soon as we arrived on the island, we ran to the beach.

► Question words

Question words	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend? Who are you talking to?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey? Which of these jumpers do you like best?</i>
What	- things (unlimited choice) - actions and activities - general descriptions - specific information	<i>What did you buy?</i> <i>What happened?</i> <i>What is your brother like?</i> <i>What kind of cars do you like driving?</i>
Whose	possession	<i>Whose are these trainers?</i>
Why	reason, purpose	<i>Why did she call you?</i>
When	time	<i>When are your parents coming?</i>
Where	place	<i>Where would you like to go tonight?</i>
How	- manner - specific information - quantity - sb's health - frequency	<i>How did you fix this?</i> <i>How far is it to the station?</i> <i>How long are you staying?</i> <i>How much coffee is left?</i> <i>How's your sister?</i> <i>How often do you travel?</i>

NOTE: • In **informal language** prepositions usually appear at the end of the question. In **formal language** they appear before the question word.
Whose bag did you get this from? (informal)
From whose bag did you get this? (formal)

• In short questions, the preposition can be placed before the question word in informal language and after the question word in formal language.
For what? / What for?
With what? / What with?

► Subject - Object Questions

- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who/which/what + verb in the affirmative form**).
Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).
- **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who/which/what + verb in the question form**).
Who did you see at the restaurant? (I saw) Tom and June.
What are you eating? (I'm eating) Chinese food.

Module 3

► Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an**, **one** in the singular form and **some**, **any**, **(a) few**, etc. in the plural.

Certain nouns are always in the plural form.

- **people, clothes, goods, police** (usually)
His clothes are always clean.
- All nouns that consist of two parts: **glasses, trousers, jeans, sunglasses, scissors**, etc. We use the expression **a pair of** to express quantity with these words.
Angie wears glasses.
George has bought two new pairs of jeans.

- Words such as **family, team, group, audience, class, government, crew** are **collective nouns** and may take either a singular or a plural verb without a change in meaning.

Tina's family is rich.

Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some, any, much, little, a lot of**, etc.

Uncountable nouns usually describe:

food	meat, sugar, cheese, butter, etc.
liquids	milk, water, coffee, etc.
materials	wool, plastic, paper, glass, etc.
ideas/situations	love, help, time, etc.
natural phenomena	rain, snow, etc.
some concrete nouns	furniture, money, traffic, business, etc.

- With uncountable nouns which state **food** or **liquid**, we can use the following expressions to show quantity: **bottle, cup, glass, can, slice, piece, loaf, carton, box, packet, kilo, litre, bar, bowl**, etc. + **of**
a loaf of bread four cartons of milk
- The words **hair, light, glass, wood, rain, experience** can also be used as countable nouns in the plural form, with a difference in meaning.

<i>Steve's hair is dark.</i>	<i>There are cat hairs on the sofa.</i>
<i>My room doesn't get much light.</i>	<i>The lights are on, but there's nobody home.</i>
<i>This isn't a diamond ring, it's just glass.</i>	<i>Have you seen my glasses anywhere?</i>
<i>This table is made of wood.</i>	<i>Would you like to go for a walk in the woods?</i>
<i>My sister likes walking in the rain.</i>	<i>How often do the rains come in Thailand?</i>
<i>Have you got any previous work experience?</i>	<i>We had some fascinating experiences when we visited China.</i>

Quantifiers

some/any/no/every

- some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.

There is some orange juice in the fridge.

Would you like some chips?

Could I have some coffee?

- any + uncountable / plural countable nouns** in questions and negative sentences.

Is there any orange juice in the fridge?

There aren't any chips on the table.

- no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.

There is no cheese in the fridge. = There isn't any cheese in the fridge.

- every + singular countable nouns** in affirmative sentences and questions to refer to every member in a group.

Every house in the neighbourhood has a white fence.

Has every student arrived?

many / much / a lot (of) / lots (of) / plenty (of)

- many + plural countable nouns** mainly in questions and in negative sentences.
How many people were at the meeting yesterday?
I didn't see many people from work there.

- much + uncountable nouns** mainly in questions and in negative sentences.
How much sugar do you need?
I didn't manage to learn much information from him.

- a lot (of) / lots (of) / plenty (of) + uncountable / plural countable nouns** mainly in affirmative sentences.

There were a lot of people at the party.

Have some more food. There's lots of spaghetti left.

(a) few / (a) little

- (a) few + plural countable nouns:** a few has a **positive** meaning whereas **few** has a **negative** meaning.
I need a few more things from the supermarket.
Very few people disagreed with him.

- (a) little + uncountable nouns:** a little has a **positive** meaning whereas **little** has a **negative** meaning.
There's still a little cake left in the fridge. Have some.
There's very little time left. Hurry!

NOTE: • For emphasis we can use:
 - **very, so, too + little / few**
There's very little milk in my coffee.
 - **only + a little / a few**
He's got only a few friends.
 • **Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.
Have you got any money? No, I haven't got any.
We didn't buy any bread. We've got plenty.
 • We use **much** and **many** with **of** before articles, possessive adjectives and pronouns.
How much of the project have you finished?
It takes up too much of my time.
Many of the clothes I like are blue.
I don't like adventure films because many of them are boring.

NOTE: • **Somebody/someone, anybody/ anyone, nobody / no one** are singular words, but when we don't know if they refer to boys/men or girls/women, we use *they/their/them*.
If anybody wants to borrow my umbrella, they can.
 • She didn't want **anything**. = She wanted **nothing**.
 • We saw **no one**. NOT We didn't see no one.

► Compounds of some/any/no/every

	some	any
People	someone somebody	anyone anybody
Things	something	anything
Places	somewhere	anywhere

	no	every
People	no one nobody	everyone everybody
Things	nothing	everything
Places	nowhere	everywhere

- These compounds are used in the same way as **some, any, no, every** but they are not followed by a noun. They are used with singular verbs.
Everybody here works very hard.
I can't find my glasses anywhere.

► Future will

We use the **Future will** for:

- predictions, usually with **perhaps** or after the verbs **believe, think, hope, expect, be sure**, etc.
I'm sure she'll pass the exam.
- promises.
I'll never do that again.
- offers and requests.
I'll drive you to the station.
Will you help me clean the kitchen?
- threats or warnings.
Don't say that again or I'll tell Dad.
- on-the-spot decisions.
I won't buy it; it's too expensive.

► Future be going to

We use the **Future be going to** for:

- future plans.
Ron is going to study chemistry.
- predictions based on evidence.
Look at that athlete; he's going to win the race.

FUTURE TIME EXPRESSIONS

tomorrow, tonight
 next month/year/week/Tuesday, etc.
 this month/year/week/Tuesday, etc.
 in an hour / a year, etc.
 soon

► Future Perfect Simple

We use the **Future Perfect Simple** for:

- actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.

He'll have finished reading the book before you arrive tomorrow.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

► Future Progressive

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.

At nine o'clock tomorrow, she'll be flying to Egypt.

► Future in the past

We can use some past forms to talk about something that was in the future at the time that we are speaking about.

- **Was/were going to** can be used to express plans in the past, which you intended to do but probably didn't.
We were going to go to the match, but we changed our minds.
- **Would** can be used as a past form of **Future will**.
I already knew that I would go to university, but I didn't know what I wanted to study.

NOTE: • We use the **Present Simple** for future actions related to official timetables and programmes.

The bus arrives at nine.

- We can use **as soon as** with the **Present Simple** to talk about future actions that will be completed after another action or event.

I will go to the shops as soon as it stops raining.

- We use the **Present Progressive** for planned future actions related to personal arrangements.

She's returning from Amsterdam tomorrow.

Module 4

► may/might/could

- We use **may/might/could + bare infinitive** to express possibility in the present or future.
He could/may/might be at home now.
- We use **may not / might not + bare infinitive** to express lack of possibility in the present or future.
We may not / might not go to the party tonight.

► must/can't

- We use **must + bare infinitive** to express a **positive deduction** about the present or future.
My parents must be at work now.
- We use **can't + bare infinitive** to express a **negative deduction** about the present or future.
You can't be serious.

► must / have to / need to

- We use **must + bare infinitive** to express **personal obligation** in the present.
I must finish this by tonight. (= I say so)
- We use **have to + bare infinitive** to express **external obligation** in the present.
You have to drive on the left when you're in England. (= It's the law)

NOTE: • **Must** and **have to** are used for the present; for the past and the future we use the forms of **have to**, expressing either personal or external obligation.
When I was at school, I had to wake up at seven o'clock every morning.
We'll have to work really hard to finish this project.

- We use **need to + bare infinitive** to express **necessity** in the present or future.
I need to know how many people will be at the party.

► mustn't/can't

- We use **mustn't/can't + bare infinitive** to express **prohibition**.
You mustn't/can't park here. (= You aren't allowed to)

► **don't have to / don't need to / needn't**

- We use **don't have to / don't need to / needn't + bare infinitive** to express lack of obligation/necessity in the present or future.
You don't have to call us again. (= It isn't necessary)
She doesn't need to buy us presents.
You needn't worry. Everything is fine.
- We use **didn't have to / didn't need to + bare infinitive** to express absence of necessity in the past (something wasn't necessary, but it is not clear if it was done or not).
I didn't have to / didn't need to pick up the kids from school.

NOTE: Need means that something is necessary. It is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by a **full infinitive** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **bare infinitive** and forms the negative and question form without auxiliary verbs.

AFFIRMATIVE	QUESTIONS
I need to go. He needs to go.	Do I need to go? / Need I go? Does he need to go? / Need he go?
NEGATIVE	
I don't need to go. / I needn't go. He doesn't need to go. / He needn't go.	

► **would rather**

Would rather + bare infinitive is used to express **preference** in the present or future. It is usually followed by **than**. Its negative form is **would rather not**. In spoken English the short form is commonly used (I'd rather, you'd rather, etc.).
I'd rather listen to pop music than rock.
I'd rather not have any salad, if that's OK?

► **had better**

We use **had better + bare infinitive** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should / ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is

commonly used (I'd better, you'd better, etc.).
You'd better ask a doctor about it.
You'd better not lie to me again.

► **should / ought to**

Should/Shouldn't + bare infinitive refers to the present or future and is used:

- to ask for or give **advice**.
Should I apologise to John for shouting at him?
You shouldn't eat so much sugar.
- to express an **opinion**.
She should be more careful when she drives.
- to make a **suggestion**.
You should go to that new restaurant. It's fantastic!
- to express mild **obligation**.
You should go to work on time.

NOTE: Should can be replaced with **ought to** in all of the above examples.

You ought to go to that new restaurant.
It's fantastic!
You ought not to eat so much sugar.

► **Present Perfect Simple**

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've lost my sunglasses.
- for actions that happened in the past and their results are obvious in the present.
Derek has washed his car.
- for actions which were completed a short time ago (usually with **just**).
I've just bought this jacket. Do you like it?

TIME EXPRESSIONS

always, ever, never, before, so far, yet, already, just, once, twice, for, since, how long, recently, etc.

NOTE: For a list of irregular verbs go to page 160.

NOTE: • **have/has gone** means that someone has gone somewhere and is still there.
Joan has gone to the gym. (She's still there.)

• **have/has been** means that someone has visited a place but has come back.
Joan has been to China. (Now she's back.)

► Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
- for actions that happened in the past, but we don't say when exactly. <i>I have tried Mexican food.</i> - for actions that started in the past and are still happening in the present. <i>Ted has worked as a waiter for two years. (= he is still working).</i>	- for actions that happened at a definite time in the past. We say when. <i>I tried Mexican food last night.</i> - for actions that started and were completed in the past. <i>Ted worked as a waiter when he was a student.</i>

► since/for

We use the **Present Perfect** with **for** and **since** for actions that started in the past and continue up to the present.

since + a point in time It refers to the time when the action started.	<i>I've had this car since 2016.</i>
for + a period of time It refers to the duration of the action.	<i>I've had this car for ten years.</i>
Present Perfect Simple + since + Past Simple To indicate when an action which started in the past and continues up to the present started.	<i>Tina has changed jobs three times since she came to Luton.</i>

► Present Perfect Progressive

We use the **Present Perfect Progressive**:

- for actions which started in the past and continue up to the present.
The children have been watching TV for four hours.
- for actions which were happening for a period of time in the past and may have finished, but their results are obvious in the present.
He's exhausted. He's been cleaning the house all day.

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

► Present Perfect Simple - Present Perfect Progressive

We use the Present Perfect Simple:	We use the Present Perfect Progressive:
to emphasise the result of an action. <i>I've called him three times this morning.</i>	to emphasise the duration of an action. <i>I've been calling him since nine o'clock.</i>

Module 5

► Infinitives

We use the **full infinitive** (**to** + base form of the verb):

- to express purpose.
He called to wish me happy birthday!
 - after certain verbs: *afford, agree, appear, arrange, choose, decide, forget, hope, learn, manage, need, offer, plan, pretend, promise, refuse, seem, tend, try, want, would like, would love, etc.*
Laura needs to buy a new car.
 - after the objects of certain verbs: *advise, allow, encourage, expect, invite, order, persuade, remind, teach, tell.*
Glenn persuaded me to apply for this job.
 - with **too** and **enough**.
The soup is too hot to eat.
 - after the structure **it + be + adjective**.
It's difficult to read his books.
 - after certain adjectives: *afraid, surprised, free, happy, ready, sorry.*
At last he was free to do what he wanted.
 - after verbs followed by a **question word** (who, what, which, where, how, **but not** why)
Have you decided where to go for your holidays?
- We use the **bare infinitive** (base form of the verb **without to**):
- after modal verbs (*can, could, will, would, should, may, might, must*).
Can you tell me what's wrong?
We may go to the cinema tonight.
 - after the verbs **let** and **make**.
Fay always makes me laugh.
My brother doesn't let me drive his car.
 - after **would rather** and **had better**.
I'd rather go to the cinema tonight.
You'd better tell me the truth.

NOTE: We can use the verb **help** with a bare or full infinitive.
*I always help my parents **clean** the house.*
*I always help my parents **to clean** the house.*

► **-ing form**

We use the **-ing form** (base form of the verb + **-ing**) as a noun. We use **-ing forms**:

- as subjects.
Fishing can be very relaxing.
- after certain verbs: *like, love, hate, enjoy, prefer, consider, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time), etc.*
Ken just finished washing the car.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like, there's no point in, it's no use, it's no good, be/get used to, etc.*
Louis is interested in taking up a language course.
- after prepositions (for, of, about, without, etc.).
Helen is thinking of buying a new car.
That knife is for cutting meat, not cheese.
- after the verb **go** to indicate physical activities.
We go skiing every year.

NOTE: • The verbs **like, dislike, love, hate, start, begin**, are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.
I like playing / to play the guitar in the evening.

- The verbs **stop, forget, regret, try** and **remember** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning:
 - We use **remember/forget/regret + -ing** when we refer to something that has already happened.
I remember returning the book.
I'll never forget meeting them.
I regret shouting at her.
 - We use **remember/forget/regret + full infinitive** when we remember/forget/regret something before doing it.
I'll remember to go to the supermarket.

NOTE: *Don't forget to lock the door.*
I regret to say that I can't make it tonight.

- We use **try + -ing** when we want to express that we will experiment on something and **try + full infinitive** to say that we'll make an effort to do something.
Try drinking some tea. It'll make you feel better.
I'll try to finish this project today.
- We use **stop + -ing** when the action was stopped and not repeated and **stop + full infinitive** when the action was interrupted, but probably continued afterwards.
Ken stopped watching the news.
Ken stopped to watch the news.

► **Exclamatory Sentences**

We use **exclamatory sentences** to give emphasis to the meaning of the adjective/adverb or noun.

- **how + adjective / adverb**
How wonderful! How beautifully she sings!
- **what + (a/an) + (adjective) + noun**
What a beautiful day!
- **so + adjective/adverb**
It was so funny! He plays the piano so well!
- **such + (a/an) + adjective + noun**
He's such an unusual man!

► **Modal verbs + have + past participle**

- We use **may/might + have + past participle** to express possibility in the past.
I may/might have seen the film, but I'm not sure.
- We use **could + have + past participle** to express that something was possible in the past but didn't eventually happen.
You were lucky. You could have been hurt.
- We use **must + have + past participle** to express a **positive deduction** about the past.
I must have left my wallet at home.
- We use **can't/couldn't + have + past participle** to express a **negative deduction** about the past.
You can't/couldn't have met their parents. They live in the US.

► Adverbs of certainty and stance

- We use adverbs of certainty such as *definitely, undoubtedly, probably, certainly* to express how certain we are about something.
That was definitely the answer to the question.
I'll probably go swimming tomorrow.
- We use adverbs of stance such as *(un)fortunately, surprisingly, frankly, personally* to express personal opinion or attitude.
Frankly, I didn't enjoy the film.
It was surprisingly nice weather yesterday.

Module 6

► Do for emphasis

We can use **do** before the main verb for emphasis.
You do look lovely in that shirt!
Jake does understand the issue. He told me yesterday!
Do be quiet, children.

► Past Perfect Simple – Past Perfect Progressive

We use the Past Perfect Simple:	We use the Past Perfect Progressive:
• for an action which was completed before a specific time in the past. <i>They had had dinner by eight o'clock.</i> • for an action which was completed before another action in the past. We use the Past Perfect Simple for the action that happened first and the Past Simple for the action which followed. <i>John had done all his shopping by the time we met.</i>	• for an action in progress up to a specific moment or another action in the past. <i>We had been waiting for hours when the bus finally arrived.</i> • for an action the results of which were obvious later on in the past. <i>Kelly was exhausted yesterday because she had been studying all afternoon.</i>

TIME EXPRESSIONS

before + point in time by + point in time before, after, when, by the time	before + point in time by + point in time before, after, when, by the time
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NOTE: For a list of irregular verbs go to page 160.

► Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths/facts.
If/When you press the button, the machine starts.

► Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

if-clause	Main clause
If + Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must, should)
	Imperative

If I see James, I'll give him his book back.
If you want a pet, you must promise to take care of it.
If you go to the supermarket, buy some milk.

► Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could + infinitive

If I had more money, I would buy a farm in the country.
You could get that job if you spoke three languages.

NOTE: • In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause in all persons.
If I were rich, I would live in a luxurious house.

• We use **If I were you** to express an opinion or to give advice.
If I were you, I wouldn't buy it.

• **Unless** can be used instead of **if... not...** in all conditional sentences.
I won't buy this car unless you agree (= I won't buy this car if you don't agree).

• When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

► Conditional Sentences Type 3

- We use **Conditional Sentences Type 3** to talk about unreal situations in the past. They usually express **regret** or **criticism** about something that happened in the past.

if-clause	Main clause
If + Past Perfect	would, could, might + have + past participle

If I had been more careful, I wouldn't have had an accident.

► Relative Clauses

Relative clauses are introduced by relative pronouns (**who, which, that, whose**) and the relative adverbs (**where, when, why**).

PRONOUNS	
PEOPLE	who/that
THINGS / ANIMALS / IDEAS	which/that
POSSESSION	whose
ADVERBS	
PLACE	where
TIME	when
REASON	why

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.

The book (which/that) you bought is on the desk.

NOTE: • **Who, which** and **that** can be omitted when they are the object of the verb in the relative clause. **Whose, where, when** and **why** cannot be omitted or replaced with **that**.

- In **formal language** prepositions appear at the beginning of the relative clause. In **informal language** they appear at the end of the relative clause.
*The chair **on** which I'm sitting isn't very comfortable. (formal)*
*The chair (which/that) I am sitting **on** isn't very comfortable. (informal)*

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.

Mr Brown, who is our geography teacher, is quite old.
Our car, which cost us a lot, keeps breaking down.

NOTE: • **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; neither can we use **that** instead of them.

- Prepositions usually appear at the beginning of non-defining relative clauses.
This cupboard, in which I keep my old clothes, hasn't been cleaned for ages.
- **Which** may also refer to a whole sentence.
He offered to give me a lift, which was very kind of him.

Module 7

► Passive Voice I

Use

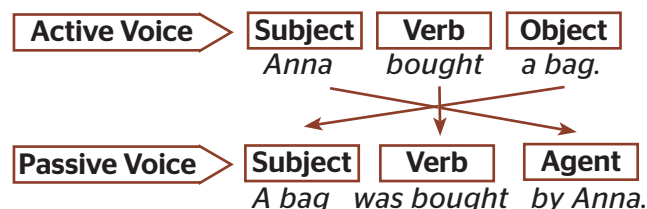
We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **be** in the appropriate form and the **past participle** of the verb of the sentence. The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

NOTE: We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
The bank was robbed! (by someone who we do not know)
English is spoken in Australia. (by people)



PRESENT SIMPLE	PAST SIMPLE
I am called Are you called? They aren't called	I was called Were you called? They weren't called
PRESENT PERFECT SIMPLE	PAST PERFECT SIMPLE
I've been called Have you been called? They haven't been called	I'd been called Had you been called? They hadn't been called
FUTURE WILL	MODAL VERBS
I'll be called Will you be called? They won't be called	I can be called Should you be called? They mustn't be called

NOTE: For a list of irregular verbs go to page 160.

► Verbs with two objects

Some verbs (**give, offer, send**, etc.) usually take two objects in the active voice, the direct (thing) and the indirect (person):

They offered Tracy some flowers.

The Passive Voice can be formed in two ways:

- **indirect object as subject + verb *be* + past participle + direct object**

Tracy was offered some flowers.

- **direct object as subject + verb *be* + past participle + to + indirect object**

Some flowers were offered to Tracy.

► Passive Voice II

- We form the **Progressive tenses** in the Passive Voice with the appropriate form of the verb ***be* + being + the past participle of the main verb**.

PRESENT PROGRESSIVE	PAST PROGRESSIVE
I am being called Are you being called? They aren't being called	I was being called Were you being called? They weren't being called

- The verbs **make, see, hear**, etc. are followed by a **bare infinitive** in the Active Voice but in the Passive Voice they are followed by a **full infinitive**.

*My mum made me **eat** the whole soup. →*

*I was made **to eat** the whole soup.*

- Verbs like **believe, consider, know, expect, report, say, think, understand**, etc. which are followed by a **that-clause** in the Active Voice, form the Passive Voice in two different ways.
People think that bullying is a serious problem in our society. →
It is thought that bullying is a serious problem in our society.
Bullying is thought to be a serious problem in our society.

Module 8

► Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

Irina said, 'Tina is on the phone.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

NOTE: • We use **say** when there is no indirect object.

'I can't fix the car,' he said.

He said that he couldn't fix the car.

- We use **tell** when there is an indirect object.

'I'll be late, Tom,' she said.

She told Tom she would be late.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb **come** changes to **go**.

*'I like **your** new bike,' said Ian.*

*Ian said that **he** liked **my** new bike.*

*Kelly said, 'I'll **come** to the cinema with you.'*

*Kelly said she would **go** to the cinema with me.*

- The reporting verb is in the Present Tense when the sentence expresses a general truth, something that someone says often or the initial words are true at the moment or reporting.
Kevin says this Chinese restaurant is very good.
Julie tells us her daughter is good at maths.
Our biology teacher says we should study more.

- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

Present Simple → Past Simple

Penny said, 'I want to buy a new car.'

Penny said (that) she wanted to buy a new car.

Present Progressive → Past Progressive

Alan said, 'I'm having a shower.'

Alan said he was having a shower.

Past Simple → Past Perfect Simple

Liam said, 'I saw a bear behind the tree.'

Liam said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple

Tim said, 'I've seen the Loch Ness monster.'

Tim said he had seen the Loch Ness monster.

Present Perfect Progressive → Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'

Andy said he had been waiting for an hour.

will → would

Dan said, 'I'll call you later.'

Dan said he would call me later.

can → could

Mia said, 'I can show you the way.'

Mia said she could show me the way.

may → might

Paula said, 'I may go to Brazil.'

Paula said she might go to Brazil.

must → had to

Jim said, 'You must work hard.'

Jim said I had to work hard.

Conditional Sentences Type 1 → Conditional Sentences Type 2

Diane said, 'If we take a taxi, we'll get there quicker.'

Diane said if they took a taxi, they would get there quicker.

now → then

Mandy said, 'I'll talk to him now!'

Mandy said she would talk to him then.

today, tonight → that day, that night

Tom said, 'We're meeting Tim today.'

Tom said they were meeting Tim that day.

yesterday → the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'

Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't eaten anything since this morning.'

Mark said he hadn't eaten anything since that morning.

here → there

Eric said, 'I saw it here.'

Eric said he had seen it there.

tomorrow → the next day / the following day

Sally said, 'I'm flying to Paris tomorrow.'

Sally said she was flying to Paris the following day.

ago → before

Ben said, 'I bought this car two days ago.'

Ben said he had bought that car two days before.

**last week/month, etc. → the previous week/month, etc.
the week/month, etc.
before**

Dave said, 'I called Mandy last week.'

Dave said that he had called Mandy the previous week.

next week/month, etc. → the following week/month, etc.

Gary said, 'I'll return the book next week.'

Gary said he would return the book the following week.

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
'I enjoy cooking,' Simon said.
Simon said (that) he enjoys cooking.
'I will move to Dublin next year,' Eric says.
Eric says he will move to Dublin next year.
- The Past Perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.

► Reporting verbs

There are a number of reporting verbs used in Reported Speech.

- **verb + full infinitive** (agree, offer, promise, refuse, threaten, etc.)
'I'll wash the car for you,' said Ryan.
Ryan offered to wash the car for me.
- **verb + object + full infinitive** (advise, allow, ask, beg, encourage, invite, order, remind, warn, etc.)
'You should drive more carefully, Mark,' said Tina.
Tina advised Mark to drive more carefully.
- **verb + -ing form** (apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)
'Let's go to the cinema,' said Kathy.
Kathy suggested going to the cinema.
- **verb + that-clause** (admit, agree, announce, complain, deny, explain, inform sb, promise, suggest, etc.)
'You never listen to me,' he said.
He complained that I never listened to him.

► Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs **ask**, **wonder** and the expression **want to know**.
- Reported questions follow the word order of affirmative sentences.
'Why did you go to the doctor?' he asked.
He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'Where are you going?' she asked.
She asked me where I was going.
- If the direct question does not begin with a question word, the reported question begins with **if** or **whether**.
'Did you enjoy the concert?' he asked.
He asked me if/whether I had enjoyed the concert.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

► Reported Speech (Commands and Requests)

- We commonly use **tell**, **beg**, **command**, **advise**, **warn** or **order** when we report commands and **ask** when we report requests.
- The Imperative changes to **full infinitive** or **not + full infinitive**.
'Sit down, Rex,' said Dan.
Dan told Rex to sit down.
'Don't tell anyone, please,' Laura said.
Laura asked me not to tell anyone.

NOTE: When the request is in question form, in Reported Speech it changes to full infinitive.
'Will you open the door, please?' Vicky said.
Vicky asked me to open the door.

► Reciprocal pronouns

- We can use the reciprocal pronouns **each other** and **one another** to express that two or more people do the same thing.
Jim and Sally danced with each other.
Ian and I sent one another some pictures yesterday.
- We don't use them as the subject of a sentence.

► Both/Either/Neither/All/Most/None

Both, **either** and **neither** are used for two people, things, etc.

- **Both (of)** is used in affirmative sentences and takes a plural verb.
Bill and Ted are cousins. Both of them are in a team. / They are both in a team.
- **Either (of)** means one or the other (it doesn't matter which of the two).
A: Should we order Italian or Chinese?
B: Either. I don't mind.
- **Neither (of)** is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
Patty and Monica want to get a cat. Neither of them have/has had a pet before.

All, **most** and **none** are used for more than two people, things, etc.

- **All (of)** / **Most (of)** are used in affirmative sentences and take a plural verb.
Anna, Mary and Chris are going to a concert.
They are all very excited. / Most young people here speak English.

- **None (of)** is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.

All my friends love pop music. None of them likes/like jazz.

► Phrases defining quantity

plenty of a couple of a number of several of half of a/the majority of a/the minority of a small/large number of	+ plural noun/ pronoun + plural verb	<i>A couple of my friends are coming over tonight to watch a basketball game.</i> <i>The majority of students in my school think we should be doing more sports.</i>
a bit of plenty of a good/great deal of a small/large amount of	+ uncountable noun + singular verb	<i>A small amount of money will be spent to buy books.</i> <i>You need plenty of time to visit all the sights.</i>

► Double conjunctions

Double conjunctions (both... and, either... or and neither... nor) link two words or phrases in the same sentence.

- **Both... and** is used for two people or things, always with a plural verb.
Both my sister and my brother go to secondary school.
- **Either... or** is used for two people, things, etc. and can take a singular or a plural verb.
Either she was too busy or she didn't want to come.
- **Neither... nor** is used for two people or things and has a negative meaning. The verb can be singular or plural.
Neither Mary nor Jim like/likes tennis.

► Adverbs of focus

We use adverbs of focus such as *even, just, especially, only* to emphasise a specific piece of information in a sentence.

I love science, especially biology.

I only wear black, not any other colours.

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bite	bit	bitten	mow	mowed	mown/mowed
bleed	bled	bled	pay	paid	paid
blow	blew	blown	prove	proved	proven/proved
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt/burned	burnt/burned	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	shake	shook	shaken
dig	dug	dug	shine	shone	shone
do	did	done	show	showed	shown
draw	drew	drawn	shut	shut	shut
dream	dreamt/dreamed	dreamt/dreamed	sing	sang	sung
drink	drank	drunk	sink	sank	sunk
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	smell	smelt/smelled	smelt/smelled
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	spell	spelt/spelled	spelt/spelled
fight	fought	fought	spend	spent	spent
find	found	found	spill	spilt/spilled	spilt/spilled
fly	flew	flown	spread	spread	spread
forget	forgot	forgotten	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written
lead	led	led			
leap	leapt/leaped	leapt/leaped			
learn	learnt/learned	learnt/learned			
leave	left	left			
lend	lent	lent			
let	let	let			
lie	lay	lain			



BRAINSTORM

PLAN

RESEARCH

CREATE

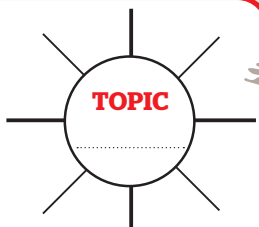
PROOFREAD

PRESENT

step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Do research on the topic. Read books, use the internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

step 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank the audience. (*Thank you for your attention.*)



Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

PROJECT CHECKLIST

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

MODULE 1

1a (pp. 6-7)

(be) under pressure /'lndə 'preʃə/ бути під тиском

be in charge /bi in tʃɑ:dʒ/ бути від-
повідальним (-ою), керувати

be willing to do sth /bi 'wɪlɪŋ tə du:'sɪmθɪŋ/ бути
готовим (-ою) зробити щось

behave /bi'heɪv/ поводитися

believe in sb /bi'li:v in 'sɪmbədi/ вірити в когось

cause (v.) /kɔ:z/ спричиняти

competitive /kəm'petɪtɪv/ конкурентний (-а)

creative /kri'eɪtɪv/ творчий (-а)

deal with /'di:l wɪð/ мати справу з

describe /dɪ'skraɪb/ описувати

fight for sth /faɪt fə 'sɪmθɪŋ/ боротися за щось

get attention /get ə'tenʃn/ привертати увагу

give sb a hard time /gɪv 'sɪmbədi ə hɑ:d taɪm/ дош-
куляти комусь, створювати труднощі

in no time /ɪn nəʊ taɪm/ миттєво, дуже швидко

involve /ɪn'vɒlv/ залучати, включати

keep (= maintain a state of sth) /ki:p/
підтримувати стан

keep busy /ki:p 'bɪzi/ бути зайнятим (-ою)

lead (v.) /li:d/ вести, очолювати

leader /'li:də/ лідер (-ка)

listener /'lɪsənə/ слухач (-ка)

only child /'ɒnli tʃaɪld/ єдина дитина

order (n.) /'ɔ:də/ порядок

personality /pɜ:sənə'leɪti/ особистість

remind /rɪ'maɪnd/ нагадувати

sibling /'sɪblɪŋ/ брат або сестра

succeed /sək'si:d/ досягати успіху

success /sək'ses/ успіх

suitable /'su:t(ə)bl/ відповідний

the centre of attention /ðə 'sentə
əv ə'tenʃn/ центр уваги

trouble (n.) /'trʌbl/ неприємності, проблема

whatever /wɒt'evə/ що б не, будь-що

Qualities

ambitious /æm'bɪʃəs/ амбітний (-а)

determined /dɪ'tɜ:mɪnd/ рішучий (-а)

mature /mə'tʃʊə/ зрілий (-а)

multi-talented /ˌmʌlti'tælən(t)ɪd/
багатоталановитий (-а)

perfectionist /pə'fekʃənɪst/ перфекціоніст (-ка)

spoilt /spɔɪlt/ зіпсований (-а)

1a (pp. 8-9)

behaviour /bi'heɪvjə/ поведінка

follow (rules) /'fɒləʊ (rulz)/ дотримуватися (правил)

hope (n.) /həʊp/ надія

remain /rɪ'meɪn/ залишатися

support (n.) /sə'pɔ:t/ підтримка

take after sb /'teɪk 'ɑ:ftə 'sɪmbədi/ бути
схожим (-ою) на когось

trust (v.) /trʌst/ довіряти

Qualities

cheerful /'tʃɪəf(ə)l/ веселий (-а)

generous /'dʒenərəs/ щедрий (-а)

hopeful /'həʊpf(ə)l/ сповнений (-а) надії

intelligent /ɪn'telɪdʒənt/ розумний (-а)

miserable /'mɪzərəbl/ нещасний (-а)

negative /'negətɪv/ негативний (-а)

positive /'pɒzətɪv/ позитивний (-а)

reliable /rɪ'laɪəbl/ надійний (-а)

strict /strikt/ суворий (-а)

stubborn /'stʌbən/ упертий (-а)

unreliable /ʌn'rɪlaɪəbl/ ненадійний (-а)

1a (pp. 10-11)

ability /ə'bɪləti/ здатність

admire /əd'maɪə/ захоплюватися

apart from /ə'pɑ:t frəm/ окрім

communication skills /kə'mju:nɪ'keɪʃn
skɪlz/ комунікативні навички

earn /z:n/ заробляти

encouraging /ɪn'klɪdʒɪŋ/ підбадьорливий (-а)

entertaining /entə'teɪnɪŋ/ розважальний

hard-working /hɑ:d'wɜ:kɪŋ/ працьовитий (-а)

part-time /pɑ:t 'taɪm/ неповний робочий день

role model /'rəʊl mɒdl/ зразок для наслідування

suppose /sə'pəʊz/ вважати, припускати

teammate /'ti:mmeɪt/ член (-киня) команди

unlike /ʌnlaɪk/ на відміну від

Phrases

If you ask me, ... /ɪf ju: ɑ:sk mi:/ Якщо ти питаєш
мене...

The way I see it, ... /ðə weɪ aɪ 'si: ɪt/ Як на мене...

1b (pp. 12-13)

astonished /ə'stɒnɪʃt/ вражений (-а)

crawl (v.) /krɔ:l/ повзти
desire (n.) /dɪ'zaɪə/ бажання
determination /dɪ'tɜ:mɪ'neɪʃn/ рішучість
engineering /ˌendʒɪ'nɪərɪŋ/ інженерія
entire /ɪn'taɪə/ цілий, увесь
earthquake /'z:θkweɪk/ землетрус
fall behind /fɔ:l bɪhaɪnd/ відставати
frightening /'fraɪtnɪŋ/ жахливий, лякаючий
impressive /ɪm'presɪv/ вражаючий
incredible /ɪn'kredəbl/ неймовірний
keep calm /ˌki:p 'kɑ:m/ зберігати спокій
possibility /ˌpɒsə'bɪləti/ можливість
shake (v.) /ʃeɪk/ трясти, струшувати
show sb around /'ʃəʊ 'sʌmbədi ə'raʊnd/ показувати комусь місцевість
strength /streŋθ/ сила
survive /sə'vaɪv/ виживати
unharmd /ʌn'hɑ:md/ неущкоджений
university /ju:nɪ'vɜ:səti/ університет

1b (pp. 14-15)

able /'eɪbəl/ здібний (-а)
acquaintance /ə'kweɪntəns/ знайомий (-а)
availability /ə'veɪlə'bɪləti/ наявність, можливість
boss /bɒs/ начальник (-иця)
buddy /'bʌdi/ приятель (-ка)
choice /tʃɔɪs/ вибір
co-worker /'kəʊ.wɜ:kə/ співробітник (-иця)
colleague /'kɒlɪg/ колега
company /'kʌmpəni/ компанія
ex-wife/ex-husband /ˌeks'waɪf / ˌeks'hʌzbənd/ колишня дружина / колишній чоловік
fellow student /'feləʊ 'stju:dənt/ однокурсник (-иця)
fit in /fɪt ɪn/ вписуватись (у колектив)
in-laws /'ɪnlɔ:z/ родичі по шлюбу
pal /pæl/ приятель (-ка)
peer /pɪə/ одноліток
peer pressure /pɪə 'preʃə/ тиск однолітків
relative /'relatɪv/ родич (-ка)
resist /rɪ'zɪst/ чинити опір
responsibility /rɪˌspɒnsɪ'bɪləti/ відповідальність
stepfather/stepmother /'stepfɑ:ðə / 'stepˌmʌðə/ вітчим / мачуха
supervisor /'su:pəvaɪzə/ керівник (-иця)

1b (pp. 16-17)

(a) pair (of) /peə/ пара
arrange /ə'reɪndʒ/ організовувати, впорядковувати

drop sb a line /drɒp 'sʌmʌn ə laɪn/ написати лист, повідомлення
hear from sb /hɪə frəm 'sʌmʌn/ отримати звістку від когось
hobby /'hɒbi/ хобі
request (n.) /rɪ'kwest/ запит
save (sth) up /seɪv 'sʌmθɪŋ ʌp/ накопичувати
second-hand (adj./adv.) /ˌsekənd'hænd/ уживаний

Phrases

All the best. /ɔ:l ðə best/ Усього найкращого!
Could I/you possibly...? /kʊd aɪ / ju: 'pɒsəbli/ Чи міг би (могла б) я / ти...
Give my regards to everyone. /gɪv maɪ rɪ'gɑ:dz tu 'evriwʌn/ Передай привіт усім!
I was hoping I/you could... /aɪ wəz həʊpɪŋ aɪ / ju: kʊd/ Я сподівався, що я / ти зможу (-еш)...
I'd be happy/glad to... /aɪd bi 'hæpi / 'glæd tu/ Я був би радий (була б рада)...
It would be my pleasure to... /ɪt wʊd bi maɪ 'plezə tu/ Для мене це задоволення...
It's taken me ages to reply. /ɪts 'teɪkən mi 'eɪdʒɪz tu rɪ'plaɪ/ Я давно збирався (-лася) відповісти.
I've been meaning to get back to you. /aɪv bi:n 'mi:nɪŋ tu get bæk tu ju: / Я збирався (-лася) тобі написати.
Keep in touch. /ki:p ɪn tʌtʃ/ Залишайся на зв'язку.
You're more than welcome to... /ju: ə 'mɔ: ðən 'welkəm tu/ Ти дуже бажаний (-а)...

MODULE 2

2a (pp. 20-21)

a couple of /ə 'kʌpəl ɒv/ декілька
acrobatic /ˌækrə'bætɪk/ акробатичний
appropriate /ə'prəʊpɪət/ відповідний
attitude /'ætɪtju:d/ ставлення, позиція
basic /'beɪsɪk/ базовий
benefit (from) /'benɪfɪt frɒm/ отримувати користь, вигоду
carry on /'kæri ɒn/ продовжувати
city council /'sɪti 'kaʊnsəl/ міська рада
commonly /'kɒmənli/ часто, загалом
confuse /kən'fju:z/ плутати
dive (v.) /daɪv/ пірнати
extreme sport /ɪk'stri:m spɔ:t/ екстремальний спорт
fear (n.) /fɪə/ страх
gap /gæp/ розрив, перерва, прогалина
get over sth /'get əʊvə 'sʌmθɪŋ/ подолати щось
height /haɪt/ висота
impossibly /ɪm'pɒsəbli/ неможливо
incredibly /ɪn'kredəbli/ неймовірно

inner city /'ɪnə 'sɪti/ центральна частина міста

introduce (= make sth available for the first time) /'ɪntrə'dju:s/ представляти, знайомити

no doubt /nəʊ daʊt/ без сумніву

obstacle /'ɒbstəkl/ перешкода

opponent /ə'pəʊnənt/ суперник (-иця)

philosophy /fɪ'lɒsəfi/ філософія

playground /'pleɪgraʊnd/ дитячий майданчик

popularity /ˌpɒpjʊ'lærɪti/ популярність

provide (sb with sth) /prə'vaɪd ('slmwlən wɪð 'slmθɪŋ)/ забезпечити

roll (over) /rəʊl 'əʊvə/ котитися, перекоотитися

slowly /'sləʊli/ повільно

somersault /'slmæsə:lt/ сальто

spectacular /spek'tækjʊlə/ захопливий видовищний

sporty /'spɔ:ti/ спортивний

such as /sʌtʃ æz/ такі як

technique /tek'ni:k/ техніка

trick (n.) /trɪk/ трюк

urban /'z:bən/ міський

2a (pp. 22-23)

apologise (for) /ə'pɒlədʒaɪz/ вибачатися за

borrow (sth from sb) /'bɒrəʊ/ позичати (щось у когось)

cable car /'keɪbl kɑ:/ канатна дорога

chairlift /'tʃeə,lɪft/ крісельний підйомник

compare (with) /kəm'peə (wɪð)/ порівнювати з

concentrate (on) /'kɒnsəntreɪt ɒn/ концентруватися на

depend on /dɪ'pend ɒn/ залежати від

direction /dɪ'rekʃn/ напрямок

hourly rate /'aʊəli reɪt/ погодинна ставка

keep/sit/stand still /ki:p/sɪt/stænd stɪl/ перебувати / сидіти / стояти нерухомо

overcooked /əʊvə'kʊkt/ переварений

overcrowded /əʊvə'kraʊdɪd/ переповнений

overeat /əʊvər'i:t/ переїдати

overexcited /əʊvərɪk'saɪtɪd/ надто збуджений (-а)

overpriced /əʊvə'praɪst/ занадто дорогий

oversleep /əʊvə'sli:p/ проспати

overuse /əʊvə'ju:s/ надмірно використовувати

overweight /əʊvə'weɪt/ з надмірною вагою

partner (n.) /'pɑ:tnə/ партнер (-ка)

prepare (for) /prɪ'peə/ готувати до

prevent (from) /prɪ'vent frəm/ запобігати чомусь

regularly (adv.) /'regjələli/ регулярно

rely on /rɪ'laɪ ɒn/ покладатися на

search (for) /sɜ:tʃ fə/ шукати щось

treadmill /'tredmɪl/ бігова доріжка

work out (phr v.) (= be the result of a calculation) /wɜ:k aʊt/ з'ясувати, тренуватися

2a (pp. 24-25)

(shoe)lace /'ju:leɪs/ шнурівка

artificial /ɑ:ti'fɪʃl/ штучний

hand out (phr. v.) /hænd aʊt/ роздавати

indoor /'ɪndə:/ у приміщенні

minimum (adj.) /'mɪnɪmət/ мінімальний

name tag /'neɪm tæg/ бейджик

neon /'ni:ɒn/ неоновий, яскравий

occupation /ˌɒkjʊ'peɪʃn/ професія

one-to-one (adj.) /wʌn tə 'wʌn/ індивідуальний

overall /'əʊvəɹɔ:l/ загалом

participant /pɑ:'tɪsɪpənt/ учасник (-иця)

participate (in sth) /pɑ:'tɪsɪpeɪt/ брати участь

spin (v.) /spɪn/ обертатися, крутитися

trainer /'treɪnə/ тренер (-ка)

2a (pp. 26-27)

(play/compete) against /ə'genst/ (грати / змагатись) проти

army /'ɑ:mi/ армія

brain /breɪn/ мозок

build up /bɪld ʌp/ нарощувати, збільшувати

clear (v.) /klɪə/ звільняти, очищати

comic (n.) /'kɒmɪk/ комікс, комік

competition (n.) (situation) /ˌkɒmpə'tɪʃn/ змагання, конкуренція

edition /ɪ'dɪʃn/ видання

educational /ˌedʒu'keɪʃn/ освітній, навчальний

enemy /'enəmi/ ворог

epic (adj.) /'epɪk/ епічний

expert (adj.) /'ekspɜ:t/ експертний, професійний

feature (v.) /'fi:tʃə/ включати, містити

gain (v.) /geɪn/ отримувати, здобувати

historical /hɪ'stɒrɪkl/ історичний

intelligence /ɪn'telɪdʒəns/ інтелект, розум

lock sb up /lɒk 'slmbədi ʌp/ ув'язнити когось

mentally /'mentəli/ розумово, ментально

mode /məʊd/ режим

multiplayer /'mʌltɪpleɪə/ багатокористувацький

occasion /ə'keɪʒn/ нагода, випадок

option /'ɒpʃn/ варіант, опція

problem-solving /'prɒbləm 'sɒlvɪŋ/ вирішення проблем

puzzle (n.) /'pʌzl/ головоломка

routine (n.) /ru:'ti:n/ рутина

run into sb /rʌn 'ɪntu: 'slʌmbədi/ випадково зустріти когось

show sth/sb off /ʃəʊ 'slʌmθɪŋ / 'slʌmbədi ɒf/ хизуватися чимось / кимось

strategy /'strætədʒi/ стратегія

take sb back (to sth) (= make sb remember sth) /teɪk 'slʌmbədi bæk (tu: 'slʌmθɪŋ)/ повернути когось у спогади

test (v.) /test/ перевіряти, тестувати

tutorial /tju: 'tɔ:riəl/ навчальний посібник

up to /ʌp tu:/ до, аж до

villain /'vɪlən/ негідник (-иця), лиходій (-ка)

violence /'vaɪələns/ насильство

wide (variety) /waɪd (və'raɪəti)/ широкий (асортимент)

2b (pp. 28-29)

action figure /'ækʃən 'fɪɡə/ іграшкова фігурка

at a later date /ət ə 'leɪtə deɪt/ пізніше

at all times /ət ɔ:l taɪmz/ завжди, у будь-який час

at last /ət lɑ:st/ нарешті

at least /ət li:st/ щонайменше

at once /ət wʌns/ одразу

at present /ət 'preznt/ зараз

at the age of /ət ði: eɪdʒ ɒv/ у віці

at the beginning/start /ət ðə bɪ'ɡɪnɪŋ / :stɑ:t/ на початку

at the end /ət ði end/ наприкінці

at the latest /ət ðə 'leɪtɪst/ не пізніше, щонайпізніше

be a (big) fan (of) /bi: ə bɪɡ fæn ɒv/ бути шанувальником (-цею) чогось

be bored with/of /bi: bɔ:d wɪð/ɒv/ нудьгувати через...

be crazy/mad about /bi: 'kreɪzi / mæd ə'baʊt/ шаленіти від...

be fond of /bi: fɒnd ɒv/ захоплюватися

be interested in /bi: 'ɪntrəstɪd ɪn/ цікавитися

be into /bi: 'ɪntu:/ захоплюватися, цікавитись

be sick of /bi: sɪk ɒv/ набридати

be tired of /bi: 'taɪəd ɒv/ бути втомленим (-ою) від

be/feel enthusiastic about /bi: / fi:l ɪnθju:zi'æstɪk ə'baʊt/ бути / відчувати ентузіазм

creative writing /kri:'eɪtɪv 'raɪtɪŋ/ творче письмо

dinosaur /'daɪnəsɔ:/ динозавр

fed up (with) /fed ʌp wɪð/ втомитися від, набридло

give sth a go /ɡɪv 'slʌmθɪŋ ə ɡəʊ/ спробувати

go-karting /'ɡəʊ 'kɑ:ɪŋ/ картинг

keen on (sb/sth) /ki:n ɒn ('slʌmbədi/ 'slʌmθɪŋ)/ захоплюватися

not be sb's thing /nɒt bi: 'slʌmbədɪz θɪŋ/ не є чийось

pottery /'pɒtəri/ гончарство

seat belt /si:t belt/ ремінь безпеки

2b (pp. 30-31)

bring sb/sth along /brɪŋ 'slʌmbədi / 'slʌmθɪŋ ə'ləŋ/ принести / привести із собою

contact (v.) /'kɒntækt/ зв'язатися

geology /dʒi'blədʒi/ геологія

grateful /'ɡreɪtfl/ вдячний (-а)

in addition (to) /ɪn ə'dɪʃn tu:/ до того ж, крім того

membership /'membəʃɪp/ членство

minibus /'mɪnɪbʌs/ мікроавтобус

opening (n.) /'əʊpɪŋ/ вакантна посада, відкриття

schedule (n.) /'ʃedju:l/ розклад

wish to do sth /wɪʃ tə 'du: 'slʌmθɪŋ/ хотіти щось зробити

MODULE 3

3a (pp. 34-35)

a load / loads (of) /ə ləʊd / ləʊdz əv/ багато чогось

account (n.) /ə'kaʊnt/ рахунок

cyberbullying /'saɪbəbʊlɪŋ/ кібербулінг

deactivate /di:'æktɪveɪt/ деактивувати

drawback /'drɔ:bæk/ недолік

help sb out / help out sb (phr. v.) /help 'slʌmbədi aʊt/ допомогти комусь

highlight (n.) /'haɪlaɪt/ основний момент, підсвічування

identity theft /aɪ'dentəti θeft/ крадіжка особистих даних

nasty /'nɑ:sti/ неприємний, бридкий

primary school /'praɪməri sku:l/ початкова школа

schoolmate /'sku:lmeɪt/ однокласник (-иця)

social media /'səʊʃl 'mi:diə/ соціальні мережі

spam (n.) /spæm/ спам

status /'stetəs/ статус

take up (room/space/time) (phr. v.) /teɪk ʌp/ займати (місце чи час)

tend (to) /tend tu:/ схильний (-а) до

traffic jam /'træfɪk dʒæm/ затор

trivia /'trɪvɪə/ дрібниці

update (v.) /ʌp'deɪt/ оновлювати

user /'ju:zə/ користувач (-ка)

virus /'vaɪrəs/ вірус

VR (= virtual reality) /vi: ɑ:/ віртуальна реальність

Phrases

be no joke /bi: nəʊ dʒəʊk/ не жарт

day after day /deɪ 'ɑ:ftə deɪ/ день за днем

For one thing, ... /fə wʌn θɪŋ/ По-перше, ...

I mean, ... /aɪ mi:n/ Я маю на увазі...

keep in touch (with sb) /ki:p ɪn tʌtʃ (wɪð 'sʌmbədi)/ підтримувати зв'язок

What do I care? /wɒt də aɪ keə/ Мені
хіба не байдуже?

3a (pp. 36-37)

(ON-OFF) button /ɒn ɒf/ 'bʌtn/ кнопка (ввімк. / вимк.)

antivirus /æntɪvaɪrəs/ антивірус

attach /ə'tætʃ/ прикріпляти

charge (v.) /tʃɑ:dʒ/ заряджати, стягувати оплату

crash (v.) /kræʃ/ ламатися, потрапляти в аварію

cut off /kʌt ɒf/ відрізати, відключати

delete /di'li:t/ видаляти

install /ɪn'stɔ:l/ встановлювати

phone (v.) /fəʊn/ телефонувати

press (v.) /pres/ натискати

print out sth / print sth out (phr. v.) /'prɪnt aʊt/
роздруковувати

program (n.) /'prəʊgræm/ програма

put sb through (phr. v.) /'pʊt 'sʌmbədi
'θru:/ з'єднувати по телефону

restart (v.) /rɪ'stɑ:t/ перезавантажити

scroll /skrɔ:l/ гортати екран, сторінку

select (v.) /sɪ'lekt/ вибирати

shut down /'ʃʌt daʊn/ вимикати комп'ютер

signal /'sɪgnəl/ сигнал

software (n.) /'sɒftweə/ програмне забезпечення

turn on /tɜ:n ɒn/ вмикати

Phrases

cut and paste /kʌt ənd peɪst/ вирізати й вставити

have a word with sb /hæv ə wɜ:d wɪð
'sʌmbədi/ поговорити з кимось

receive a reply /rɪ'si:v ə rɪ'plaɪ/ отримати відповідь

3a (pp. 38-39)

ASAP (= as soon as possible) /eɪ es eɪ 'pi:/
якнайшвидше

btw (= by the way) /bi: ti: 'dʌblju:/ до речі

buy (n.) /baɪ/ вигідна покупка

cable (n.) /'keɪbəl/ кабель

expert (n.) /'ekspɜ:t/ фахівець (-чиня)

gaming /'geɪmɪŋ/ гра (відеоігри)

light (= not serious) /laɪt/ легкий, несерйозний

memory /'meməri/ пам'ять

portable /'pɔ:təbl/ портативний

recommend /,rekə'mend/ рекомендувати

recommendation /,rekəmen'deɪʃən/ рекомендація

repair (v.) /rɪ'reə/ ремонтувати

sale (n.) /seɪl/ розпродаж

stream (v.) /stri:m/ транслювати онлайн

update (n.) /'ʌpdeɪt/ оновлення

3b (pp. 40-41)

base on (phr. v.) /beɪs ɒn/ ґрунтуватися на

bring sth out (phr. v.) /brɪŋ 'sʌmθɪŋ
aʊt/ випускати (продукт)

camera operator /'kæməərə 'ɒpəreɪtə/ опе-
ратор (-ка) камери

come out (phr. v.) /kʌm aʊt/ виходити (про фільм)

crew (n.) /kru:/ знімальна група

development /dɪ'veləpmənt/ розвиток

director /dɪ'rektə/ режисер (-ка)

disappointment /dɪsə'pɔɪntmənt/ розчарування

episode /'epɪsəʊd/ серія (епізод)

film (v.) /fɪlm/ знімати (фільм)

final (adj.) /'faɪnəl/ кінцевий

influence (v.) /'ɪnfluəns/ впливати

lead actor /li:d 'æktə/ головний (-а) актор (-ка)

line (n.) /laɪn/ рядок, репліка

management /'mænɪdʒmənt/ управління

performance /pə'fɔ:məns/ виступ, виконання

review (n.) /rɪ'vju:/ рецензія

screenwriter /'skri:n,raɪtə/ сценарист (-ка)

set sth up (phr. v.) /set 'sʌmθɪŋ ʌp/ ство-
рювати, засновувати

series /'sɪəri:z/ серіал

star (v.) /stɑ:/ зніматися (у фільмі)

studio /'stju:diəʊ/ студія

**take over (phr. v.) (= become responsible for
sth)** /'teɪk əʊvə/ переймати (контроль)

tense (adj.) /tens/ напружений

trailer /'treɪlə/ трейлер

Phrases

break a record /breɪk ə 'rekɔ:d/ побити рекорд

give sth a miss /gɪv 'sʌmθɪŋ ə mɪs/ пропустити щось

on fire /ɒn 'faɪə/ бути дуже активним (-ою)

take sb/sth for granted /teɪk 'sʌmbədi/'sʌmθɪŋ
fə 'grɑ:ntɪd/ сприймати як належне

3b (pp. 42-43)

acrobat /'ækrəbæt/ акробат (-ка)

box-office hit /'bɒks 'ɒfɪs hɪt/ хіт прокату

chat show /tʃæt ʃəʊ/ токшоу

flop (n.) /flɒp/ провал

home decoration /həʊm

dekə'reɪʃn/ домашній декор

impressed /ɪm'prest/ вражений (-а)

inappropriate /ɪnə'prəʊpriət/ недоречний

informative /ɪn'fɔːmətɪv/ інформативний
originality /ə,rɪdʒɪ'næləti/ оригінальність
predictable /prɪ'dɪktəbl/ прогнозований
reality TV /ri'ælɪti ti: vi:/ реалітішоу
special effects /'speʃl i'fekts/ спецефекти
stunning /'stʌnɪŋ/ приголомшливий
true to life /tru: tə laɪf/ реалістичний, як у житті
unwind /ʌn'waɪnd/ розслабитися
viewer /'vju: ə/ глядач (-ка)
vote (v.) /vəʊt/ голосувати

Prepositional phrases

for a change /fə ə tʃeɪndʒ/ для різноманіття
for certain /fə 'sɜːtn/ впевнено, точно
for granted /fə 'grɑːntɪd/ як належне
for instance /fə 'ɪnstəns/ наприклад
on average /ɒn 'ævərɪdʒ/ у середньому
on hold /ɒn həʊld/ в очікуванні
on the rise /ɒn ðə raɪz/ зростає
on the whole /ɒn ðə həʊl/ загалом

3b (pp. 44-45)

action lover /'ækʃən 'lʌvə/ любитель (-ка) бойовиків
amusing /ə'mjuːzɪŋ/ веселий, захопливий
attempt (v.) /ə'tempt/ намагатися
beauty /'bjuːti/ краса
blockbuster /'blɒkbʌstə/ блокбастер
confusing /kən'fjuːzɪŋ/ заплутаний, незрозумілий
disappointing /,dɪsə'pɔɪntɪŋ/ розчаровуючий
drama /'drɑːmə/ драма
electricity /ɪ,lek'trɪsəti/ електроенергія
hero/heroine /'hɪərəʊ / 'herəʊɪn/ герой / героїня
leading role /'liːdɪŋ rəʊl/ головна роль
moving (adj.) /'muːvɪŋ/ зворушливий
play (a character/role) (v.) /pleɪ/ грати роль
poor (adj.) (= low quality) /pɔː/ низької якості, поганий
quit /kwɪt/ піти, покинути
setting /'setɪŋ/ місце подій, антураж
superb /suːpəːb/ чудовий
superhero film /'suːpə'hɪərəʊ fɪlm/ фільм про супергероїв

Phrases

be on the edge of your seat /biː ɒn ðiː edʒ əv jɔː sɪt/ затамувати подих
from start to finish /frəm stɑːt tuː 'fɪnɪʃ/ з початку до кінця
It was nothing special. /ɪt wəz 'nʌθɪŋ 'speʃl/ Нічого особливого.

You shouldn't miss it (for the world)! /juː 'ʃʊdənt mɪs ɪt fə ðə wɜːld/ Тобі треба обов'язково подивитись!

MODULE 4

Cover page (p. 47)

online shopping /'ɒnlaɪn 'ʃɒpɪŋ/ онлайн-шопінг
shop around /ʃɒp ə'raʊnd/ прицінюватись
shop till you drop /ʃɒp tɪl juː drɒp/ купувати до знемоги
shopaholic /,ʃɒpə'hɒlɪk/ шопоголік
shopping spree /'ʃɒpɪŋ spriː/ шалений шопінг
shopping therapy /'ʃɒpɪŋ 'θerəpi/ шопінг-терапія
the shopping /ðə 'ʃɒpɪŋ/ покупки
window-shopping /'wɪndəʊ 'ʃɒpɪŋ/ розглядати вітрини

4a (pp. 48-49)

% off /pə'sent ɒf/ відсоток знижки
adjustable /ə'dʒʌstəbl/ регульований
assemble /ə'sembl/ збирати
belongings /bɪ'lɒŋɪŋz/ особисті речі
breathable /'briːðəbl/ повітропроникний (про тканину)
certain /'sɜːtn/ певний, визначений
comfort (n.) /'kʌmfət/ комфорт
delivery /dɪ'lɪvəri/ доставка
discount /'dɪskaʊnt/ знижка
fabric /'fæbrɪk/ тканина
(un)fashionable /ʌn'fæʃnəbl/ (не)модний
hood (n.) /hʊd/ капюшон
instructions /ɪn'strʌkʃnz/ інструкція
item /'aɪtəm/ предмет
lightweight (adj.) /'laɪtweɪt/ легкий
practical /'præktɪkl/ практичний
refund (n.) /'riːfʌnd/ повернення грошей
sell out (phr. v.) /sel aʊt/ розпродати
standard (adj.) /'stændəd/ стандартний
storage /'stɔːrɪdʒ/ сховище, зберігання
stylish /'stɑɪlɪʃ/ стильний
terribly (= very) /'terəbli/ жакливо
the great outdoors /ðə greɪt 'aʊt'dɔːz/ просто неба, природа
trampoline (n.) /'træmpəlɪn/ батут
warmth /wɔːmθ/ тепло
waterproof /'wɔːtəpruːf/ водонепроникний
windproof /'wɪndpruːf/ вітрозахисний

4a (pp. 50-51)

afford /ə'fɔː d/ дозволити собі
be broke /biː brəʊk/ бути без грошей

cash desk /kæʃ desk/ каса
cash machine /kæʃ məʃiːn/ банкомат
change (n.) /tʃeɪndʒ/ решта, дрібні гроші
coin (n.) /kɔɪn/ монета
cost (n.) /kɒst/ вартість
cost an arm and a leg /kɒst ən ɑːm ənd ə leg/ дуже дорого коштувати
exchange (v.) /ɪks'tʃeɪndʒ/ обмінювати
free of charge /friː əv tʃɑːdʒ/ безкоштовно
note (n.) /nəʊt/ купюра, записка
pay by (credit) card / in cash /peɪ baɪ ('kredit) kɑːd / ɪn kæʃ/ платити картою / готівкою
price (n.) /praɪs/ ціна
reasonable /'riːznəbl/ розумний (ціна тощо)
receipt /riːsiːt/ квитанція
value for money /'væljuː fə 'mʌni/ вигідна покупка
worth /wɜːθ/ вартість, вартий

Clothes and accessories

anorak /'ænərək/ анорак (куртка)
bracelet /'breɪslɪt/ браслет
coat /kəʊt/ пальто
earring /'iəriŋ/ сережка
footwear /'fʊtweə/ взуття
jewellery /'dʒuːəlri/ ювелірні вироби
necklace /'neklɪs/ намисто
sandal /'sændl/ сандалі
slipper /'slɪpə/ капці
sweatshirt /'swetʃɜːt/ світшот
wellington boots /'welɪŋtən buːts/ гумові чоботи

4a (pp. 52-53)

consider (oneself to be) /kən'sɪdə/ вважати себе кимось
damaged /'dæmɪdʒd/ пошкоджений
department store /diːpɑːtmənt stɔː/ універмаг
extra small/large (XS/XL) /'ekstrə smɔːl/ lɑːdʒ/ дуже маленький / великий (про розмір)
gender /'dʒendə/ гендер, стать
high-street shop /haɪ striːt ʃɒp/ магазин на центральній вулиці
mailing address /'meɪlɪŋ ə'dres/ поштова адреса
medium (M) /'miːdiəm/ розмір М (середній)
open-air market /'əʊpən eə 'mɑːkɪt/ ринок просто неба
postcode /'pəʊstkeɪd/ поштовий індекс
product /'prɒdʌkt/ продукт
questionnaire /'kwestʃə'neə/ анкета, опитувальник
second-hand shop /'sekənd'hænd ʃɒp/ магазин уживаних речей
shopping mall /'ʃɒpɪŋ mɔːl/ торговельний центр

Phrases

Can I try it on? /kæn aɪ traɪ ɪt ɒn/ Можна приміряти?
Do you have it/them in...? /duː juː hæv ɪt/ðəm ɪn/ Чи є у вас...?
How much is it? /haʊ mʌtʃ ɪz ɪt/ Скільки коштує?
I wear a size... /aɪ weə ə saɪz/ Я ношу розмір...
I'll take it. /aɪl teɪk ɪt/ Я беру це.
What size are you? /wɒt saɪz ə juː/ Який у вас розмір?
Would you like to try it/them on? /wʊd juː laɪk tuː traɪ ɪt/ðəm ɒn/ Хочете приміряти?

4b (pp. 54-55)

at eye level /ət aɪ 'levl/ на рівні очей
basket /'bɑːskɪt/ кошик
be likely to /biː 'laɪkli tuː/ ймовірно щось зробити
beware /bi'weə/ остерігатися
carpet (n.) /'kɑː pɪt/ килим
carry out /'kæri aʊt/ виконувати
complicated /'kɒmplɪkeɪtɪd/ складний
designer (adj.) /dɪ'zaɪnə/ фірмовий, дизайнерський
display (v.) /dɪ'spleɪ/ показувати
end up /end ʌp/ врешті опинитися
escalator /'eskəleɪtə/ ескалатор
eye-catching /'aɪ,kætʃɪŋ/ яскравий, що привертає увагу
floor plan /floː 'plæn/ план поверху
get away with /get ə'weɪ wɪð/ уникнути покарання
hang around /hæŋ ə'raʊnd/ бродити
out of business /aʊt əv 'bɪznɪs/ розорений, поза справою
pleasant /'pleznt/ приємний
promote /prə'məʊt/ просувати
put off (phr. v.) /pʊt ɒf/ відкладати
sales (= number of items sold) /seɪlz/ продажі, реалізація
section (n.) /'sekʃn/ секція, відділ
shopper /'ʃɒpə/ покупець (-чиня)
slow down /sləʊ daʊn/ пригальмувати
trick (v.) /trɪk/ обманювати, хитрувати
wander /'wɒndə/ блукати, гуляти
welcoming /'welkəmɪŋ/ гостинний

4b (pp. 56-57)

coupon /'kuːpən/ купон
deal (n.) /diːl/ угода, акція
get along/on with /get ə'lɒŋ / ɒn wɪð/ ладнати з кимось
get by /get baɪ/ виживати, справлятися
get over /get 'əʊvə/ пережити щось

get round to /get raʊnd tu:/ знайти час для чогось
goods /gʊdz/ товари
handmade /'hænd.meɪd/ ручної роботи
inconvenient /ˌɪnkən'vi:niənt/ незручний
punish /'pʌnɪʃ/ карати
put out /pʊt aʊt/ викладати, гасити
put sb off /pʊt 'sɪmbədi ɒf/ відштовхнути, відвернути
put sth aside /pʊt 'sɪmθɪŋ ə'saɪd/ відкласти
put up /pʊt ʌp/ споруджувати
put up with /pʊt ʌp wɪθ/ миритися
service (n.) /'sɜ:vɪs/ сервіс, обслуговування
staff /stɑ:f/ персонал
stall (n.) /stɔ:l/ кіоск, лавка
street vendor /stri:t 'vendə/ вуличний (-а) продавець (-чиня)

4b (pp. 58-59)

due to /'dju: tu:/ завдяки, унаслідок
food court /fu:d kɔ:t/ фудкорт
moreover /ˌmɔ:'rəʊvə/ до того ж, крім того
opening hours /'əʊpɪŋ 'aʊəz/ години роботи
various /'veəriəs/ різний, різноманітний

MODULE 5

Cover page (p. 61)

answer the call of nature /'ɑ:nsə ðə kɔ:l əv 'neɪtʃə/ сходити в туалет
be a good-natured person /bi: ə gʊd 'neɪtʃəd 'pɜ:sn/ бути добродушною людиною
be in one's nature /bi: ɪn wʌnz 'neɪtʃə/ бути властивим
come as second nature /kʌm əz 'sekənd 'neɪtʃə/ бути звичкою
go back to nature /gəʊ bæk tu: 'neɪtʃə/ повертатися до природи
It's only human nature. /ɪts 'əʊnli 'hju:mən 'neɪtʃə/ Це закономірно для людей.
the forces of nature /ðə 'fɔ:sɪz əv 'neɪtʃə/ стихії

5a (pp. 62-63)

accomplish /ə'kʌmplɪʃ/ досягати
at a loss /ət ə lɒs/ розгублений (-а), збентежений (-а)
authorities /ɔ:'θɒrətɪz/ влада
calf /kɑ:f/ теля
crack open /kræk 'əʊpən/ розколоти, відкрити
crow /krəʊ/ ворона
devoted /dɪ'veʊtɪd/ відданий
evident /'eɪdɪənt/ очевидний
extraordinary /ɪk'strɔ:dnəri/ надзвичайний

flock (n.) /flok/ зграя
freedom /'fri:dəm/ свобода
gather (v.) /'gæðə/ збиратися
get stuck in /get stʌk ɪn/ застрягти
give up /gɪv ʌp/ здаватися
herd (n.) /hɜ:d/ стадо
hide (v.) /haɪd/ ховати
loyal /'lɔɪəl/ відданий
loyalty /'lɔɪəlti/ відданість
odd /ɒd/ дивний, непарний
off the coast /ɒf ðə kəʊst/ біля узбережжя
recover /rɪ'kʌvə/ оговтуватися, видужувати
run over /rʌn 'əʊvə/ переїхати
sanctuary /'sæŋktʃuəri/ заповідник, притулок
scrap (n.) /skræp/ уламок, обрізок, брухт
shallow /'ʃæləʊ/ мілкий
smart /smɑ:t/ розумний, елегантний
somehow /'sʌmhaʊ/ якимось чином
store (v.) /stɔ:/ зберігати, накопичувати
tool /tu:l/ інструмент
turn up /tɜ:n ʌp/ з'являтися
wisdom /'wɪzdəm/ мудрість

5a (pp. 64-65)

a pack of /ə pæk əv/ зграя, пачка
a school of /ə sku:l əv/ косяк (риби)
a swarm of /ə swɔ:m əv/ рій
ant /ænt/ мураха
coastal /'kəʊstl/ прибережний
come down with /kʌm daʊn wɪð/ злягти (з хворобою)
cultural /'kʌltʃərəl/ культурний
cut down on /kʌt daʊn ɒn/ скоротити (використання)
delightful /dɪ'laɪtfl/ захопливий, милий
intend /ɪn'tend/ мати намір
inviting /ɪn'vaɪtɪŋ/ привітний, гостинний
luxurious /lʌg'ʒʊəriəs/ розкішний
make up /meɪk ʌp/ складати, вигадувати
mountainous /'maʊntɪnəs/ гірський
raw /rɔ:/ сирий, необроблений
sheep /ʃi:p/ вівця
turn down (an offer/invitation) /tɜ:n daʊn/ відхилити (пропозицію / запрошення)
use up /ju:z ʌp/ використати повністю
valuable /'væljuəbl/ цінний
wonder (n.) /'wʌndə/ диво, чудо

5a (pp. 66-67)

a once-in-a-lifetime experience /ə 'wʌns ɪn ə 'laɪftaɪm ɪk'spiəriəns/ *унікальний досвід*

beneficial /ˌbenɪ'fiʃl/ *корисний*

birdwatching /'bɜːdwɒtʃɪŋ/ *спостереження за птахами*

chew /tʃuː/ *жувати*

come into contact with /kʌm 'ɪntuː 'kɒntækt wɪð/ *стикатися, мати контакт*

dragon /'dræɡən/ *дракон*

dull /dʌl/ *нудний, тьмянний*

energising /'enədʒaɪzɪŋ/ *бадьорий, той, що заряджає*

escape from routine /ɪ'skeɪp frəm ruː'tiːn/ *вирватися з рутини*

fascinate /'fæsɪneɪt/ *захоплювати*

giant panda /dʒaɪənt 'pændə/ *велика панда*

in the wild /ɪn ðə waɪld/ *у дикій природі*

legend /'ledʒənd/ *легенда*

natural habitat /'nætʃrəl 'hæbɪtæt/ *природне середовище*

overwhelm /əʊvə'welɪ/ *переповнювати, приголомшувати*

refer /rɪ'fɜː/ *звертатися, посилатися*

see for yourself /siː fə 'jɔːself/ *побачити на власні очі*

surrounded by /sə'raʊndɪd baɪ/ *оточений*

truly /'truːli/ *істинно, справді*

valley /'væli/ *долина*

waterfall /'wɔːtəfɔːl/ *водоспад*

5b (pp. 68-69)

any longer /'eni 'lɒŋɡə/ *більше, довше (негативно)*

case /keɪs/ *випадок, справа*

consumer /kən'sjuːmə/ *споживач (-ка)*

dispose of /dɪs'pəʊz əv/ *утилізувати*

eager /'iːɡə/ *охочий, завзятий*

effect /ɪ'fekt/ *ефект, вплив*

fertilise (v.) /'fɜːtəlaɪz/ *удобрювати*

frequently /'friːkwəntli/ *часто*

get rid of /get rɪd əv/ *позбавлятися*

glow (v.) /ɡləʊ/ *світитися*

handbag /'hændbæɡ/ *жіноча сумочка*

hazardous /'hæzədəs/ *небезпечний*

in use /ɪn juːs/ *у використанні*

junk /dʒʌŋk/ *сміття, непотріб*

junkyard /'dʒʌŋkjɑːd/ *звалище, брукхт*

kill two birds with one stone /kɪl tuː bɜːdz wɪð wʌn stəʊn/ *залагодити дві справи*

model /'mɒdl/ *модель*

motto /'mɒtəʊ/ *девіз*

number plate /'nʌmbə pleɪt/ *номерний знак*

particularly /pə'tɪkjələli/ *особливо*

power (n./v.) /'paʊə/ *сила; надавати енергію*

recyclable /ˌriː'saɪkləbl/ *придатний для переробки*

researcher /rɪ'sɜːtʃə/ *дослідник (-иця)*

showerhead /'ʃaʊəhed/ *душова насадка*

simply /'sɪmpli/ *просто*

steady /'stedi/ *стабільний*

So what? /səʊ wɒt/ *То й що?*

throw out /θrəʊ aʊt/ *викидати*

unwanted /ʌn'wɒntɪd/ *небажаний*

5b (pp. 70-71)

acid rain /'æsɪd rein/ *кислотний дощ*

alternative energy /ɔːltɜːnətɪv 'enədʒi/ *альтернативна енергія*

appliance /ə'plaɪəns/ *побутовий прилад*

atmosphere /'ætməsfɪə/ *атмосфера*

ban (v.) /bæn/ *забороняти*

chemical /'kemɪkl/ *хімічний, хімікат*

close down /kləʊz daʊn/ *закривати (організацію)*

coal /kəʊl/ *вугілля*

device /dɪ'vaɪs/ *пристрій*

exhaust fumes /ɪɡ'zɔːst fjuːmz/ *вихлопні гази*

fine (v./n.) /faɪn/ *штрафувати, штраф*

form (v.) /fɔːm/ *формувати*

fossil fuels /'fɒsl 'fjuːəlz/ *викопне паливо*

gas (n.) /ɡæs/ *газ*

hectic /'hektɪk/ *напружений, метушливий*

litter (n.) /'lɪtə/ *сміття*

machine /mə'ʃiːn/ *машина*

measure (n.) /'meɪʒə/ *захід, міра, вимір*

oil spill /ɔɪl spɪl/ *розлив нафти*

organic food /ɔː'ɡænɪk fuːd/ *органічна їжа*

poisonous /'pɔɪzənəs/ *отруйний*

pump into /pʌmp 'ɪntuː/ *закачувати*

rural /'rʊərəl/ *сільський*

smog /smɒɡ/ *смог*

smoke /sməʊk/ *дим*

substance /'sʌbstəns/ *речовина*

surface /'sɜːfɪs/ *поверхня*

toxic waste /'tɒksɪk weɪst/ *токсичні відходи*

5b (pp. 72-73)

a growing problem /ə 'grəʊɪŋ 'prɒbləm/ *зростаюча проблема*

abandoned /ə'bændənd/ *покинутий*

acceptable /ək'septəbl/ *прийнятний*

article /'ɑːtɪkl/ *стаття*

at all costs /ət ɔ:l kɒsts/ *будь-якою ціною*
certainly /'sɜ:tnli/ *звичайно*
concerned /kən'sɜ:nd/ *стурбований (-а), занепокоєний (-а)*
frankly /'fræŋkli/ *відверто*
go ahead with /gəʊ ə'hed wɪð/ *рухатися далі з чимось*
in response to /ɪn rɪ'spɒns tu:/ *у відповідь на*
mayor /'meɪə/ *мер*
outrageous /aʊt'reɪdʒəs/ *обурливий, надмірний*
oxygen /'ɒksɪdʒən/ *кисень*
point out /pɔɪnt aʊt/ *звернути увагу*
protest (n.) /'prəʊtest/ *протест*
protester /prə'testə/ *протестувальник (-иця)*
source /sɔ:s/ *джерело*
surely /'ʃʊəli/ *звісно*
undoubtedly /ʌn'daʊtɪdli/ *безсумнівно*

MODULE 6

Cover page (p. 75)

accountant /ə'kaʊntənt/ *бухгалтер (-ка)*
hairdresser /'heədresə/ *перукар (-ка)*
lawyer /'lɔ:ʒə/ *адвокат (-ка), юрист (-ка)*
plumber /'plʌmə/ *сантехнік*
(high/low) salary /'sæləri/ *(висока / низька) зарплата*
(heavy/light) workload /'wɜ:kləʊd/ *(велике / мале) навантаження*

6a (pp. 76-77)

artwork /'ɑ:twɜ:k/ *твір мистецтва*
assistant (n.) /ə'sɪstənt/ *асистент (-ка)*
charge (v.) /tʃɑ:dʒ/ *заряджати / стягувати плату*
fingertips /'fɪŋgətɪps/ *кінчики пальців*
lens /lenz/ *об'єктив*
overnight /'əʊvənait/ *на ніч / протягом ночі*
painful /'peɪnfəl/ *болючий*
pick up (= start sth) /pɪk ʌp/ *розпочинати щось*
portrait /'pɔ:trət/ *портрет*
reward (n.) /rɪ'wɔ:d/ *нагорода*
run (a company/business) /rʌn/ *керувати (компанією)*
sandpaper /'sænd,peɪpə/ *наждачний папір*
settings /'setɪŋz/ *налаштування*
shortcut /'ʃɔ:tkʌt/ *ярлик, комбінація клавіш*
sporting event /'spɔ:ɪŋ ɪ'vent/ *спортивна подія*
string /strɪŋ/ *струна*

Phrases

it's such a pain /ɪts sʌtʃ ə peɪn/ *це така морока*
like father, like son /laɪk fa:ðə laɪk sʌn/ *який батько, такий син*

6a (pp. 78-79)

apply for /ə'plai fɔ:/ *подавати заявку на*
attendant /ə'tendənt/ *працівник (-иця) обслуговування*
attendee /æ'ten'di:/ *учасник (-иця) заходу*
consultant /kən'sʌltənt/ *консультант (-ка)*
CV /ˌsi: 'vi:/ *резюме*
editor /'editə/ *редактор (-ка)*
employee /ɪm'plɔɪi:/ *працівник (-иця)*
employer /ɪm'plɔɪə/ *роботодавець (-иця)*
opening (n.) /'əʊpənɪŋ/ *вакансія*
overtime /'əʊvətaɪm/ *понаднормова робота*
pay rise /'peɪ raɪz/ *підвищення зарплати*
position (n.) /pə'zɪʃən/ *посада*
promotion /prə'məʊʃən/ *підвищення (на роботі)*
referee /ˌrefə'ri:/ *рекомендодавець (-иця) (у резюме)*
resign /rɪ'zaɪn/ *звільнитися*
self-employed /self ɪm'plɔɪd/ *самозайнятий (-а)*
shift (n.) /ʃɪft/ *зміна (робоча)*
take on (= hire) /'teɪk ɒn/ *наймати*
trainee /ˌtreɪ'ni:/ *стажер (-ка)*
unemployed /ʌnɪm'plɔɪd/ *безробітний (-а)*
wage (n.) /weɪdʒ/ *заробітна плата*

Phrases

earn/make a living /z:n/ meɪk ə 'lɪvɪŋ/ *заробляти на життя*
get fired /get 'faɪəd/ *бути звільненим (-ою)*
highly paid /ˌhaɪli 'peɪd/ *високооплачуваний*
out of work /aʊt əv wɜ:k/ *без роботи*
well paid /wel 'peɪd/ *добре оплачуваний*

6a (pp. 80-81)

alarm clock /ə'lɑ:m klɒk/ *будильник*
ambition /æm'bɪʃ(ə)n/ *амбіція*
go after /'gəʊ ɑ:ftə/ *переслідувати (мету)*
goal /gəʊl/ *мета*
(un)likely /'ʌn'laɪkli/ *(мало) ймовірний*
race (v.) /reɪs/ *змагатися*
skip (v.) /skɪp/ *пропускати*
soaked /səʊkt/ *промоклий*
tone /təʊn/ *тон, відтінок*

Phrases

go from bad to worse /gəʊ frəm bæd tə wɜ:s/ *погіршуватися*
to make matters worse /tə meɪk 'mætəz wɜ:s/ *до того ж гірше*

6b (pp. 82-83)

benefit (n.) /'benɪfɪt/ перевага, користь

genuine /'dʒenjuɪn/ щирий, справжній

possibly /'pɒsəbli/ можливо

take into consideration /'teɪk ɪntuː
kənˌsɪdə'reɪʃən/ враховувати

Words related to job interviews

anxiety /æŋ'zaɪəti/ тривога

appearance /ə'piərəns/ зовнішність

body language /'bɒdi ˌlæŋɡwɪdʒ/ мова тіла

duty /'djuːti/ обов'язок

eye contact /'aɪ ˌkɒntækt/ зоровий контакт

facial expression /'feɪʃəl ɪk'spreʃən/ вираз обличчя

free of /'friː əv/ вільний від

gesture (n.) /'dʒestʃə/ жест

image /'ɪmɪdʒ/ образ, уявлення

qualifications /ˌkwɒlɪfɪ'keɪʃənz/ кваліфікації

responsibility (= duty)

/rɪˌspɒnsə'bɪləti/ відповідальність

self-confidence /self 'kɒnfɪdəns/ впевненість у собі

slouch (v.) /slaʊtʃ/ сутулитися

up to date /ʌp tə 'deɪt/ сучасний, оновлений

6b (pp. 84-85)

clear (adj.) /klɪə/ чіткий

discussion /dɪ'skʌʃ(ə)n/ обговорення

educate /'edʒukeɪt/ навчати

education /'edʒʊ'keɪʃ(ə)n/ освіта

foreign exchange /ˌfɔːrɪn
ɪks'tʃeɪndʒ/ валютний обмін

income /'ɪŋkʌm/ дохід

marketing /'mɑːkɪtɪŋ/ маркетинг

nervous /'nɜːvəs/ нервовий

prioritise /praɪ'ɒrɪtaɪz/ визначати пріоритети

report (n.) /rɪ'pɔːt/ звіт

spill (v.) /spɪl/ розлити

task (n.) /tɑːsk/ завдання

teamwork /'tiːmwɜːk/ командна робота

upset (adj.) /ʌp'set/ засмучений (-а)

write up (phr. v.) /'raɪt ʌp/ оформляти письмово

Expressions with do

do business /duː 'bɪznɪs/ вести бізнес

do one's best /duː wʌnz best/ робити все можливе

do the shopping /duː ðə 'ʃɒpɪŋ/ робити покупки

Expressions with make

make noise /meɪk nɔɪz/ шуміти

make an excuse /meɪk ən ɪk'skjuːs/ вибачатися

Words/Phrases used when applying for a job

adequate /'ædɪkwət/ належний, достатній

applicant /'æplɪkənt/ заявник, кандидат

certification /sə'tɪfɪ'keɪʃən/ сертифікат, посвідчення

clerk /klaːk/ службовець (-иця), клерк

computer literate /kəmˌpjʊːtə 'lɪtərət/
обізнаний (-а) з комп'ютером

experienced /ɪk'spɪəriənst/ досвідчений (-а)

fluent /'fluːənt/ той (та), хто вільно володіє (мовою)

qualified /'kwɒlɪfaɪd/ кваліфікований (-а)

6b (pp. 86-87)

additional /ə'dɪʃənəl/ додатковий

essential /ɪ'senʃəl/ необхідний

importance /ɪm'pɔːtəns/ важливість

punctual /'pʌŋktʃuəl/ пунктуальний (-а)

regarding /rɪ'gaːdɪŋ/ щодо

Phrases

at one's convenience /ət wʌnz
kən'viːniəns/ у зручний час

be familiar with /bi fə'mɪliə wɪð/
бути знайомим (-ою) з

I would be grateful if... /aɪ wʊd bi 'ɡreɪtful ɪf/
Я був би (була б) вдячний (-а), якщо...

with regard to /wɪð rɪ'ɡɑːd tuː/ щодо

MODULE 7

Cover page (p. 89)

inventor /ɪn'ventə/ винахідник (-иця)

life raft /laɪf rɑːft/ рятувальний пліт

non-stop (adv.) /ˌnɒn'stɒp/ безперервно

7a (pp. 90-91)

antibiotic /æntɪbaɪ'ɒtɪk/ антибіотик

bacteria /bæk'tɪəriə/ бактерії

bookmark (n.) /'bʊkmɑːk/ закладка
(у книжці чи браузері)

cell /sel/ клітина

discovery /dɪs'klʌvəri/ відкриття

effective /ɪ'fektɪv/ ефективний

favour (v.) /'feɪvə/ надавати перевагу

glue /gluː/ клей

growth /grəʊθ/ зріст, розвиток

lab /læb/ лабораторія

mould /məʊld/ пліснява

name after /'neɪm ɑːftə/ називати на честь

numerous /'njuːmərəs/ численний

outcome /'aʊtkʌm/ результат

paintbrush /'peɪntbrʌʃ/ пензлик

penicillin /ˌpenɪ'sɪlɪn/ пеніцилін

picky /'pɪki/ вибагливий (-а)

please (v.) /pliːz/ догоджати

progress (v.) /'prəʊgres/ робити успіхи
purpose /'pɜ:pəs/ мета
reputation /,repjʊ'teɪʃən/ репутація
sample (n.) /'sɑ:mpl/ зразок
scrap paper /'skræp ,peɪpə/ чернетка
soggy /'sɒgi/ мокрий, розмоклий
stick (v.) /stɪk/ приклеювати
technician /tek'nɪʃən/ технік
uncovered /ʌn'klʌvəd/ відкритий
usefulness /'ju:sfʌlnəs/ корисність

7a (pp. 92-93)

common sense /'kɒmən sens/ здоровий глузд
copyright /'kɒprɪaɪt/ авторське право
disobey /dɪsə'beɪ/ не слухатися
disrespect /dɪsrɪ'spekt/ неповага
endless /'endləs/ безкінечний
fingerprint (n.) /'fɪŋgəprɪnt/ відбиток пальця
go bad /gəʊ bæd/ зіпсуватися (про їжу тощо)
know-how /'nəʊ haʊ/ знання, досвід
light bulb /'laɪt bʌlb/ лампочка
liquid /'lɪkwɪd/ рідина
meaningless /'mi:nɪŋləs/ беззмістовний
method (n.) /'meθəd/ метод
microorganisms /,maɪkrəʊ'ɔ:gənɪzəmz/ мікроорганізми
misbehave /,mɪsbɪ'heɪv/ погано поводитися
misinform /,mɪsɪn'fɔ:m/ неправильно інформувати
mislead /,mɪs'li:d/ вводити в оману
misspell /mɪs'spel/ неправильно писати
misunderstand /,mɪsʌndə'stænd/ неправильно розуміти
obey /ə'beɪ/ підкорятися
preserve (v.) /prɪ'zɜ:v/ зберігати
professor /prə'fesə/ професор (-ка)
timetable (n.) /'taɪm'teɪbl/ розклад
worthless /'wɜ:θləs/ даремний

7a (pp. 94-95)

built-in /bɪlt 'ɪn/ вбудований
brightness /'braɪtnəs/ яскравість
computer programming /kəm'pjʊ:tə 'prəʊgræmɪŋ/ комп'ютерне програмування
doorbell /'dɔ:bel/ дзвінок у двері
high-tech /haɪ 'tek/ високотехнологічний
home security system /həʊm sɪ'kjʊərətɪ ,sɪstəm/ домашня система безпеки
in control /ɪn kən'trəʊl/ під контролем
lantern /'læntən/ ліхтар
load (v.) /ləʊd/ завантажувати

mainly /'meɪnli/ переважно
microphone /'maɪkrəfəʊn/ мікрофон
motion sensor /'məʊʃən ,sensə/ датчик руху
operating system /'ɒpəreɪtɪŋ ,sɪstəm/ операційна система
parcel /'pɑ:sl/ посилка
peace of mind /pi:s əv 'maɪnd/ душевний спокій
security /sɪ'kjʊərətɪ/ безпека
vaccine /'væksɪn/ вакцина
X-ray /'eks reɪ/ рентген

7b (pp. 96-97)

application /,æplɪ'keɪʃən/ застосунок, заява
artificial intelligence (AI) /ɑ:tɪ'fɪʃəl ɪn'telɪdʒəns/ штучний інтелект
automatically /ɔ:tə'mætɪkli/ автоматично
basically /'beɪsɪkli/ в основному
browse /braʊz/ переглядати (в інтернеті)
command (n.) /kə'mɑ:nd/ команда
consequence /'kɒnsɪkwəns/ наслідок
criticise /'krɪtɪsaɪz/ критикувати
decade /'dekeɪd/ десятиріччя
field (of study) /fi:ld/ галузь (науки)
hardware /'hɑ:dweə/ апаратне забезпечення
in simple terms /ɪn 'sɪmpəl tɜ:mz/ простими словами
inspire /ɪn'spaɪə/ надихати
instantly /ɪnstəntli/ миттєво
limitless /'lɪmɪtləs/ безмежний
opposite (n.) /'ɒpəzɪt/ протилежність
personal assistant /pɜ:sənəl ə'sɪstənt/ особистий (-а) помічник (-иця)
preference /'prefərəns/ уподобання
program (v.) /'prəʊgræm/ програмувати
progress (n.) /'prəʊgres/ прогрес
pros and cons /prɒz ən 'kɒnz/ переваги та недоліки
related to /rɪ'leɪtɪd tu:/ пов'язаний із
repetitive /rɪ'petɪtɪv/ повторюваний
thought /θɔ:t/ думка
translate /trænz'leɪt/ перекладати
trial and error /'traɪəl ənd 'erə/ метод спроб і помилок

7b (pp. 98-99)

cope with /kəʊp wɪð/ впоратися з
in / out of order /ɪn / aʊt əv 'ɔ:də/ працює / не працює
in / out of sight /ɪn / aʊt əv saɪt/ у полі зору / поза полем зору
in a good/bad mood /ɪn ə ɡʊd / bæd mu:d/ у гарному / поганому настрої

in case of /ɪn 'keɪs əv/ у випадку
in general /ɪn 'dʒenrəl/ загалом
out of (one's) reach /aʊt əv wʌnz ri:tʃ/ поза досяжністю
out of breath /aʊt əv breθ/ задихатися
out of control /aʊt əv kən'trəʊl/ вийти з-під контролю
out of danger /aʊt əv 'deɪndʒə/ поза небезпекою
out of date /aʊt əv deɪt/ застарілий
out of one's mind /aʊt əv wʌnz maɪnd/ божевільний (-а) (втратити розум)
out of shape /aʊt əv ʃeɪp/ у поганій фізичній формі
out of the question /aʊt əv ðə 'kwɛstʃən/ поза питанням
out of trouble /aʊt əv 'trʌbl/ уникнути неприємностей
out of use /aʊt əv ju:s/ не використовується
quality (n.) /'kwɒləti/ якість
version /'vɜ:ʃən/ версія

Words related to computers

bug /'bʌg/ помилка (у програмі)
double-click /ˌdʌbl 'klɪk/ подвійне клацання
expire /ɪk'spaɪə/ закінчуватися (про термін дії)
folder /'fəʊldə/ папка
key /ki:/ клавіша
menu /'menju:/ меню
technical support /ˌteknɪkl sə'pɔ:t/ технічна підтримка
undo /ʌn'du:/ скасувати дію

7b (pp. 100-101)

aeroplane /'eərəpleɪn/ літак
ebook /'i:bʊk/ електронна книжка
groundbreaking /'graʊndˌbreɪkɪŋ/ новаторський
innovation /ˌɪnə'veɪʃn/ інновація
massive /'mæsɪv/ величезний
revolutionary /ˌrevə'lʊ:ʃənri/ революційний
technological /ˌteknə'lɒdʒɪkl/ технологічний

Phrases

at one's fingertips /æt wʌnz 'fɪŋɡəˌtɪps/ під рукою
by far /baɪ fa:/ безперечно

MODULE 8

8a (pp. 104-105)

architecture /'ɑ:kɪtektʃə/ архітектура
backstage /ˌbæk'steɪdʒ/ за лаштунками
ceiling /'si:lɪŋ/ стеля
charming /'tʃɑ:mɪŋ/ чарівний
conversation /ˌkɒnvə'seɪʃn/ розмова

cool (temperature) (adj.) /ku:l/ прохолодний (про температуру)
daytime /'deɪtaɪm/ денний час
decoration /ˌdekə'reɪʃn/ декорація
fascinating /'fæsɪneɪtɪŋ/ захопливий
focus (n.) /'fəʊkəs/ увага, фокус
historic /hɪ'stɒrɪk/ історичний
introduction /ˌɪntrə'dʌkʃn/ вступ
magnificent /mæg'nɪfɪsnt/ величний
memorable /'memərəbl/ незабутній
monument /'mɒnjumənt/ пам'ятник
note (v.) /nəʊt/ занотувувати
pace (n.) /peɪs/ темп
stop (n.) /stɒp/ зупинка
suggest /sə'dʒest/ пропонувати
underground (adj.) /'ʌndəgraʊnd/ підземний

8a (pp. 106-107)

day trip /'deɪ trɪp/ одноденна поїздка
distance /'dɪstəns/ відстань
excursion /ɪk'skɜ:ʃn/ екскурсія
expedition /ˌekspə'dɪʃn/ експедиція
towel (n.) /'taʊəl/ рушник
vibrant /'vaɪbrənt/ яскравий, живий

8a (pp. 108-109)

appealing /ə'pi:lɪŋ/ привабливий
architect /'ɑ:kɪtekt/ архітектор (-ка)
catacomb /'kætəku:m/ катакомба
consist (of) /kən'sɪst əv/ складатися (з)
get seasick /get 'si:sɪk/ страждати від морської хвороби
graph (n.) /grɑ:f/ графік
harbour /'hɑ:bə/ гавань
illusion /ɪ'lu:ʒn/ ілюзія
maintain (v.) /meɪn'teɪn/ підтримувати
passage /'pæsɪdʒ/ прохід
pause (n.) /pɔ:z/ пауза
resident (n.) /'rezɪdənt/ мешканець (-ка)
state (n.) /steɪt/ держава

Words related to landmarks

breathtaking /'breθteɪkɪŋ/ захопливий
elegant /'elɪɡənt/ вишуканий
observation deck /ˌɒbzə'veɪʃn dek/ оглядовий майданчик
queue (n.) /kju:/ черга

8b (pp. 110-111)

as... as possible /æz ... æz 'pɒsəbl/ настільки ...
наскільки можливо

attempt (n.) /ə'tempt/ спроба
confess /kən'fes/ зізнаватися
contestant /kən'testənt/ учасник (-иця) (змагання)
each other /i:tʃ 'lðə/ один одного
following (adj.) /'fɒləʊɪŋ/ наступний
gathering (n.) /'gæðərɪŋ/ зібрання
majority /mə'dʒɒrəti/ більшість
minority /maɪ'nɒrəti/ меншість
muddy /'mʌdi/ брудний
narrow (adj.) /'nærəʊ/ вузький
one another /wʌn ə'nʌðə/ один одного
put sth on /pʊt 'sʌmθɪŋ ɒn/ одягати
steep (adj.) /sti:p/ крутий
touch down /tʌtʃ daʊn/ приземлятися
wrap (v.) /ræp/ загортати

Phrases

a great deal of /ə greɪt 'di:l əv/ велика кількість
come as a surprise /kʌm əz ə sə'praɪz/ стати несподіванкою
make a fool of oneself /meɪk ə fu:l əv wʌn'self/ зганьбитися
make up one's mind /meɪk ʌp wʌnz maɪnd/ ухвалити рішення
to one's horror /tə wʌnz 'hɒrə/ на превеликий жах
without a second thought /wɪðaʊt ə 'sekənd 'θɔ:t/ не роздумуючи

8b (pp. 112-113)

aisle seat /aɪl si:t/ місце біля проходу
arrival /ə'raɪvəl/ прибуття
baggage /'bæɡɪdʒ/ багаж
bark (v.) /bɑ:k/ гавкати
burst out laughing /bɜ:st aʊt 'lɑ:fɪŋ/ розсміятися раптово
depart /dɪ'pɑ:t/ від'їжджати
departures board /dɪ'pɑ:tʃəz bɔ:d/ табло відправлень
disturb /dɪ'stɜ:b/ турбувати
edge (n.) /edʒ/ край
fasten /'fɑ:sn/ пристібати
fin /fɪn/ плавець (у риб або літака)
flight attendant /'flaɪt ə'tendənt/ бортпровідник (-иця)
gate /geɪt/ вихід на посадку
hand luggage /hænd 'lʌɡɪdʒ/ ручна поклажа
land (v.) /lənd/ приземлятися
nearly /'niəli/ майже
play a trick on sb /'pleɪ ə trɪk ɒn 'sʌmbədi/ розіграти когось
rest (v.) /rest/ відпочивати

rush out /rʌʃ aʊt/ вибігати

sand /sænd/ пісок

Idioms

a pain in the neck /ə peɪn ɪn ðə nek/ постійна неприємність
be over the moon /bi 'əʊvə ðə mu:n/ бути на сьомому небі від щастя
drive sb up the wall /draɪv 'sʌmbədi ʌp ðə wɔ:l/ страшенно дратувати
feel/be on top of the world /fi:l / bi ɒn tɒp əv ðə wɜ:ld/ почуватися чудово, бути дуже щасливим (-ою)
go red as a beetroot /gəʊ red əz ə 'bi: tru:t/ червоніти як буряк (від сорому)
jump out of one's skin /dʒʌmp aʊt əv wʌnz skɪn/ підстрибнути від переляку
one's heart is in one's mouth /wʌnz hɑ:t ɪz ɪn wʌnz maʊθ/ серце завмирає
want the ground to open up and swallow one /wɒnt ðə graʊnd tə 'əʊpən ʌp ənd 'swɒləʊs wʌn/ хотіти провалитися крізь землю

8b (pp. 114-115)

delighted /dɪ'laɪtɪd/ у захваті
dreadful /'dredfəl/ жахливий
enormous /ɪ'nɔ:məs/ величезний
exhausted /ɪg'zɔ:stɪd/ виснажений (-а)
filthy /'fɪlθi/ брудний
freezing /'fri:zɪŋ/ дуже холодний
furious /'fjʊəriəs/ розлючений (-а)
hilarious /hɪ'leəriəs/ дуже смішний
marvellous /'mɑ:vələs/ чудовий
sun lounger /sʌn 'laʊndʒə/ шезлонг
tiny /'taɪni/ крихітний

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Мітчелл Г. К., Марілені Малкогіанні

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