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Oxford Exam Trainer

для Зовнішнього незалежного оцінювання

B1



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	Vocabulary	Reading	Listening
1 Family and relationships page 6	Family Stages of life Family celebrations Relationships Spending time together	Social networks Matching (specific) Expressions with <i>mind</i>	Thanksgiving with family True/false Family histories Multiple-choice (listening for detailed understanding)
2 People and society page 16	Appearance Personality Feelings and emotions Society and politics	Colourful personalities Matching (general) Adjectives ending in <i>-ing</i> or <i>-ed</i>	People and society Multiple-choice (listening for specific information) A foreigner in Britain True/false
3 Home page 26	Rooms, furniture and equipment Describing a home Housework Your neighbourhood Renting a home	Living the high life Gapped text Phrasal verbs with <i>look</i>	Living on a houseboat True/false A new house Multiple-choice (listening for detailed understanding)
4 School page 36	School subjects Parts of the school School life Language learning After-school activities Education system Collocations with <i>do</i> , <i>make</i> and <i>take</i>	Learning at home Multiple-choice Easily confused words	Boarding schools True/false The future of education Multiple-choice (listening for detailed understanding)
5 Work page 46	Jobs Part-time jobs Types of work Looking for a job Professions Employment	Ready for a change? Matching (specific) Phrasal verbs with <i>give</i>	Teenage jobseekers Multiple-choice (listening for detailed understanding) Work issues True/false
6 Money page 56	Family finances Saving and banking Shopping and payment Goods and services Advertising Making a complaint	Tricks of the trade Gapped text Expressions with <i>get</i> ; negative prefixes	Dangers of online finance True/false Living on a budget in the UK Multiple-choice (listening for detailed understanding)
7 Healthy living page 66	Daily routine Nutrition and diet Illnesses and injuries Treatment In hospital Fitness and exercise	Heart to heart Gapped text Phrasal verbs with <i>take</i>	Diets True/false Healthy eating at school Multiple-choice (listening for detailed understanding)
8 Travel and tourism page 76	Types of holidays Accommodation In a hotel Means of transport Travel problems Travel collocations	Cycling challenges and triumphs Multiple-choice Three-part phrasal verbs Expressions with prepositions	Holidays gone wrong Multiple-choice (listening for detailed understanding) Christmas journey True/false
9 Culture and free time page 86	Hobbies and interests Art Literature Cinema Cultural events and festivals The media	Cookery competitions offer 'feel-good' moments Gapped text Phrasal verbs with <i>turn</i>	Underwater photography True/false Books and teenagers Multiple-choice (listening for detailed understanding)
10 Sport page 96	Sports Sports verbs Athletes, venues and equipment Extreme sports Competitions Sports collocations	Should I watch more sport on TV? Multiple-choice Verbs used in sport	Sporting experiences Multiple-choice (listening for specific information) A teenage athlete True/false
11 Science and technology page 106	Everyday technology Instructions Problems with technology ICT Inventions and discoveries Space exploration	Kennedy Space Center Multiple-choice Expressions with <i>take</i> and <i>go</i>	Science education Multiple-choice (listening for detailed understanding) Useless inventions True/false
12 Nature and environment page 116	Geographical features Weather and climate Natural disasters Animals and plants Environmental issues	The future of the world's endangered species Matching (general) Phrasal verbs with <i>go</i>	Renewable energy Multiple-choice (listening for detailed understanding) Extreme weather True/false

Use of English	Writing	Speaking
A visiting relative Grammatical multiple-choice cloze Language review: present and future tenses; verb patterns Social trends for young people Lexical multiple-choice cloze Language review: verbs with prepositions	Spending the holidays with a friend Informal email Talking about your plans	Family and relationships Conversation A friend's birthday Role-play Family relationships Picture description
Fashionable moves Lexical multiple-choice cloze Language review: prepositions of time and place Fashion bloggers Grammatical multiple-choice cloze Language review: articles	School-leaving dilemma Forum post Making a comment	People and society Conversation Raising money for charity Role-play Helping others at work Picture description
Gender roles in the home Grammatical multiple-choice cloze Language review: talking about the past; indefinite pronouns Tiny homes Lexical multiple-choice cloze Language review: countable and uncountable nouns; expressing quantity	Renting a flat Informal email Giving advice	Homes Conversation Flatmates Role-play Living in a city or a village Picture description
Fighting sleep! Lexical multiple-choice cloze Language review: linking words – contrast, reason and result Student exchange Grammatical multiple-choice cloze Language review: <i>there</i> and <i>it</i> as the subject	Exams and homework Forum post Expressing your opinion	School and learning Conversation A language course in Britain Role-play Places in a school Picture description
Cabbies Grammatical multiple-choice cloze Language review: perfect tenses From an outsider to an insider Lexical multiple-choice cloze Language review: <i>both</i> , <i>either</i> and <i>neither</i> ; <i>each</i> and <i>every</i> ; <i>another</i> and <i>other</i>	Working at a summer camp Formal email Applying for a job	Work Conversation Summer jobs for students Role-play Types of jobs Picture description
The history of taxes Lexical multiple-choice cloze Language review: linking words – time, sequence and addition Online shopping Grammatical multiple-choice cloze Language review: the passive; <i>have something done</i>	Faulty goods Formal email Making a complaint	Money and happiness Conversation Holiday souvenirs Role-play Shopping online or at a shop Picture description
Flu advice Grammatical multiple-choice cloze Language review: zero, first and second conditional Diet and exercise Lexical multiple-choice cloze Language review: possessive forms	Keeping fit Informal email Making suggestions	Habits and health Conversation In a health shop Role-play Healthy holidays Picture description
Getting lost in Rome Lexical multiple-choice cloze Language review: <i>so</i> and <i>such</i> ; <i>in order to/so as to</i> Greek holiday Grammatical multiple-choice cloze Language review: third conditional	Travelling experiences Blog post Discussing a problem	Travel and education Conversation A weekend trip to Scotland Role-play Sightseeing in a city Picture description
Benefits of leisure time Grammatical multiple-choice cloze Language review: modal verbs – ability, obligation and permission Fans don't like to pay Lexical multiple-choice cloze Language review: reflexive pronouns	Entering a talent contest Formal letter Replying to an advertisement	Culture and free time Conversation Going out Role-play Free-time activities Picture description
Spectator sports Lexical multiple-choice cloze Language review: comparatives and superlatives; <i>too</i> and <i>enough</i> Fitness fads Grammatical multiple-choice cloze Language review: reported speech	Fitness and exercise at school Forum post Suggesting solutions to a problem	Sports and education Conversation Joining a gym Role-play Extreme sports Picture description
Dinosaurs Grammatical multiple-choice cloze Language review: relative clauses Connected cocooning Lexical multiple-choice cloze Language review: question tags	A technology course Formal letter Making an inquiry	Science and technology Conversation Problems with technology Role-play Sending a message Picture description
Green living Lexical multiple-choice cloze Language review: modal verbs – speculation and probability Predicting earthquakes Grammatical multiple-choice cloze Language review: indirect questions	A beach cleanup campaign Blog post Expressing your opinion	People and nature Conversation Nature reserves Role-play Animals and people Picture description

Oxford Exam Trainer та українське зовнішнє незалежне оцінювання (ЗНО)

Oxford Exam Trainer розроблений з метою допомогти учням підготуватися до зовнішнього незалежного оцінювання (ЗНО). З 2018 року ЗНО також включає екзаменаційні завдання з розуміння мови на слух (аудіювання). Це видання *Oxford Exam Trainer* відповідає рівню B1 згідно з Загальноєвропейськими Рекомендаціями з мовної освіти.

Загальноєвропейські рекомендації для рівня B1

Учень на рівні B1:

- розуміє найбільш важливу інформацію у простих текстах, які стосуються повсякденних ситуацій та тем (наприклад, сім'я, школа, дозвілля, робота, подорож);
- здатний спілкуватися з іноземцями в повсякденних ситуаціях;
- вміє створювати прості, зв'язні тексти на знайомі теми та теми, в яких він зацікавлений;
- вміє розповідати про особистий досвід, події, емоції та прагнення;
- вміє давати коротке пояснення подій, явищ, обґрунтовувати різні точки зору.

Структура екзамену

ЗНО складається з чотирьох екзаменаційних частин:

1. Розуміння мови на слух (Listening): учні виконують три завдання, які містять 16 запитань.
2. (Reading): учні виконують чотири завдання, що містять 22 запитання.
3. Використання мови (Use of English): учні виконують два завдання, які включають 20 запитань.
4. Письмо (Writing): учні виконують одне комунікативне письмове завдання відповідно до запропонованої ситуації, яке оцінюється максимум у 14 балів (6 балів за змістове наповнення, 2 бали за логіку викладення та зв'язність тексту, 2 бали за відповідність висловлювання заданому формату, 2 бали за використання лексики, 2 бали за використання граматики).

Загальна кількість балів: 72.

Відведений час

На виконання усіх екзаменаційних завдань відведено 150 хвилин в цілому.

Розуміння мови на слух (Listening): 30 хвилин.

Читання (Reading): оптимальний час 50 хвилин.

Використання мови (Use of English): оптимальний час 40 хвилин.

Письмо (Writing): оптимальний час 30 хвилин.

Завдання з розуміння мови на слух (аудіювання)

виконуються окремо протягом 30 хвилин. На завдання з читання, використання мови та письма відводиться 120 хвилин, і учні самостійно вирішують, скільки часу приділити кожній частині екзамену. Дуже важливо ефективно розподілити час.

Учні повинні виконати наступні п'ять типів завдань під час екзамену:

- завдання з вибором однієї правильної відповіді;
- завдання на визначення правильності/неправильності твердження;
- завдання на встановлення відповідності;
- завдання на заповнення пропусків у тексті;
- завдання відкритої форми з розгорнутою відповіддю відповідно до запропонованої комунікативної ситуації (лист, електронний лист, примітка, листівка, есе, розповідь або стаття).

Структура екзаменаційної роботи

Розуміння мови на слух (Аудіювання)

Екзаменаційна частина з аудіювання складається з трьох різних завдань з аудіозаписами до них (монологи або діалоги). Тривалість кожного тексту до 2 хвилин. Учні слухають кожний запис двічі. Учні надається 30 хвилин для виконання частини з аудіювання, включаючи 5 хвилин для заповнення бланку відповідей.

Завдання 1. Учні слухають 6 коротких аудіозаписів. Для перших трьох записів пропонується запитання та три картинки (A, B та C). Учні слухають аудіозапис та вибирають картинку, яка є відповіддю на запитання. Для наступних трьох записів надаються 3 запитання та 3 варіанти відповіді (A, B або C). Учні слухають аудіозаписи та вибирають правильну відповідь. Вміння та навички, які оцінюються: розуміння на слух загальної інформації та основної ідеї.

Завдання 2. Учні слухають текст більшої тривалості (монолог чи діалог), до якого пропонується 5 тверджень, і вирішують, правильні вони чи хибні. Вміння та навички, які оцінюються: розуміння детальної інформації на слух.

Завдання 3. Учні слухають аудіо текст більшої тривалості (монолог чи діалог), до якого пропонується 5 запитань. Учні вибирають правильний варіант відповіді (A, B або C) на запитання. Вміння та навички, які оцінюються: розуміння детальної інформації на слух.

Читання

Екзаменаційна частина з читання включає тексти з чотирма різними завданнями. Загальний обсяг текстів – близько 1500 слів.

Завдання 4. Учні читають 5 коротких текстів та 8 варіантів відповіді. Вони співвідносять кожний текст з варіантами відповіді та вибирають правильний. Три варіанти відповіді є зайвими. Кожний текст містить від 50 до 100 слів. Вміння та навички, які оцінюються: читання та розуміння загальної інформації та основної ідеї тексту.

Завдання 5. Учні читають текст більшого обсягу, до

якого пропонуються 5 запитань із множинним вибором відповіді. Вони вибирають правильну відповідь (A, B, C або D) для кожного запитання. Текст містить від 350 до 400 слів. Вміння та навички, які оцінюються: читання та розуміння основної ідеї тексту та детальної інформації.

Завдання 6. Учні читають 6 коротких текстів та 8 варіантів відповіді. Вони шукають відповідність між кожним текстом та правильним варіантом відповіді. Два варіанти відповіді виявляються зайвими. Кожний текст містить від 50 до 100 слів. Вміння та навички, які оцінюються: читання та розуміння детальної інформації.

Завдання 7. Учні читають текст із 6-ма пропусками та 8 фрагментів речень до них. Вони повинні вставити правильний фрагмент речення у кожний пропуск. Два варіанти відповіді є непотрібними. Текст містить близько 200 слів. Вміння та навички, які оцінюються: читання та розуміння загальної інформації, основної ідеї тексту та детальної інформації. Це завдання включається тільки до екзамену для профільного рівня (B2).

Використання мови

Екзаменаційна частина з використання мови складається з двох завдань, які включають 3 тексти (граматичне завдання містить 2 короткі тексти). Ця частина екзамену оцінює, чи вміють учні впізнавати та доповнювати граматичні та лексичні структури, типові для текстів даного рівня.

Завдання 8. Учні читають текст з 10 запитаннями до нього. Вони вибирають правильну відповідь (A, B, C або D) для кожного пропуску. Текст містить від 150 до 200 слів. *Завдання 8* перевіряє знання лексичних структур. Це завдання включається тільки до екзамену для профільного рівня (B2).

Завдання 9. Учні читають 2 короткі тексти з 5 запитаннями до кожного тексту. Вони вибирають правильну відповідь (A, B, C або D) для кожного пропуску. Кожний з двох текстів містить від 90 до 100 слів, загальна кількість – 200 слів. *Завдання 9* перевіряє знання граматичних структур.

Письмо

Учні пишуть листа, електронного листа, примітку, листівку, есе, розповідь або статтю, використовуючи не менше 100 слів. Учням пропонується ситуація, на яку вони мають відреагувати, та три фрагменти з інформацією, які вони мають використати та розвинути у своєму листі.

Теми

Підручник містить 12 розділів. Вони відповідають усім темам ЗНО. Кожний урок розділу вивчає різні аспекти певної теми:

1 Особистісна сфера

Повсякденне життя та проблеми, з якими ми зустрічаємося (розділи 1 та 2), Сім'я та взаємовідносини (розділ 1), Індивідуальність (розділ 2), Повсякденні

справи (розділ 7), Здоровий спосіб життя (розділ 7), Дружба та кохання (розділ 1), Взаємовідносини з друзями та однокласниками (розділ 1), Хобі (розділ 9), Дозвілля (розділи 9 та 10), Особистісні пріоритети (розділи 4 та 5), Плани на майбутнє, Вибір професії (розділ 5).

2 Життя в суспільстві (Публічна сфера)

Навколишнє середовище (розділи 3 та 12), Життя в англomовних країнах (розділ 4), Подорож (розділ 8), Культура та мистецтво в Україні та Великобританії (розділ 9), Спорт в Україні та Великобританії (розділ 10), Література в Україні та Великобританії (розділ 9), Засоби масової інформації (розділ 9), Молодь та сучасний світ (розділи 1 та 2), Люди та навколишнє середовище (розділи 3 та 12), Одяг (розділ 2), Покупки (розділ 6), Їжа та дієта (розділ 7), Науковий та технічний прогрес, видатні діячі науки (розділ 11), Україна в світовій спільноті (розділ 2), Свята в Україні та Великобританії (розділ 8), Традиції та звичаї в Україні та Великобританії (розділ 9), Видатні особистості в історії та культурі України та Великобританії (розділи 9 та 11), Історична та культурна спадщина України та Великобританії (розділи 9 та 11), Музеї та виставки (розділ 9), Кіно та телебачення (розділ 9), Права людини (розділ 2), Міжнародні організації (розділ 2).

3 Освітня сфера

Освіта (розділ 4), Шкільне життя (розділ 4), Шкільні предмети (розділ 4), Система освіти в Україні та Великобританії (розділ 4), Іноземні мови в повсякденному житті (розділ 4).

Кожний розділ починається з презентації та тренування тематичної лексики. В кінці підручника знаходиться двомовний глосарій (список слів), в якому слова згруповані за розділами.

Кожний розділ Oxford Exam Trainer містить як мінімум одне завдання з читання, два завдання для сприйняття на слух, одне завдання з використання мови та одне екзаменаційне завдання з письма.

Українське ЗНО не включає екзаменаційну частину з говоріння. Але в кінці кожного розділу Oxford Exam Trainer є урок з говоріння з повною розмовною практикою за темою розділу, який може використовуватися у класі або для самостійної роботи. Цей матеріал може допомогти підготуватися до шкільних розмовних тестів. Також він забезпечує хорошу практику для учнів, які збираються скласти міжнародні іспити з англійської мови. Розмовний банк у кінці підручника включає найбільш корисні вирази та фрази відповідно до мовного рівня та сфер використання.

Також в кінці Oxford Exam Trainer ви знайдете повний зразок екзамену, який може використовуватися як пробне тестування під час підготовки до ЗНО.

Ми бажаємо вам легкої підготовки до ЗНО та успішного складання іспиту!

Автори та Oxford University Press, квітень 2018.

VOCABULARY



1 Work in pairs. Look at the pictures and discuss the questions.

- 1 What relationships are shown in the photos?
- 2 What role do these different relationships play in your own life?
- 3 How often do you spend time with the people in your life? What do you do together?

Family

2 Complete the sentences (1–9) with names of family members.

- 1 If you have no brothers or sisters, you are an o_____ c_____.
- 2 If your son gets married, his wife is your d_____.
- 3 Your grandmother's mother is your g_____ g_____.
- 4 Your uncle's children are your c_____.
- 5 Your brother's daughter is your n_____.
- 6 If your father remarries, his new wife is your s_____.
- 7 If you have a male child, he is your s_____.
- 8 Your uncle is married to your a_____.
- 9 If your sister has the same mother as you but a different father, she is your h_____.

Stages of life

3 Match the verbs (1–10) with the words (a–j) to make phrases that describe different stages of life. Then put them in the most typical order.

- | | | | |
|------------|---|---------------------|--------------------------|
| 1 graduate | — | a a job | <input type="checkbox"/> |
| 2 pass | — | b married | <input type="checkbox"/> |
| 3 get | — | c a house | <input type="checkbox"/> |
| 4 get | — | d from work | <input type="checkbox"/> |
| 5 leave | — | e from university | <input type="checkbox"/> |
| 6 retire | — | f born | <input type="checkbox"/> |
| 7 fall | — | g a family | <input type="checkbox"/> |
| 8 start | — | h in love | <input type="checkbox"/> |
| 9 be | — | i home | <input type="checkbox"/> |
| 10 buy | — | j your driving test | <input type="checkbox"/> |

4 Match the expressions (1–6) with the stages of life from exercise 3.

- 1 'Congratulations! It's a girl!' _____
- 2 'I hope you'll both have a long and happy life together.' _____
- 3 'I've bought you a house-warming gift.' _____
- 4 'I've never felt this way before.' _____
- 5 'Have a happy retirement!' _____
- 6 'Good luck in your new career!' _____

Family celebrations

5 Read the descriptions (1–7) and write the names of holidays or family celebrations.

- 1 It's celebrated on the last day of the year.

- 2 It's celebrated on 31st October in the USA, Britain and Canada. Children dress up as ghosts and witches and ask for treats such as sweets. _____
- 3 It's a day when children give their dads presents and cards. _____
- 4 It's celebrated on 24th December. _____
- 5 It's a party given for a woman who is having a baby. Her friends bring presents. _____
- 6 It's an American celebration that takes place in the autumn. People get together with their families and eat a special meal including roast turkey.

- 7 It's a holiday when people in some countries give and receive chocolate eggs. _____

Relationships

6 Match the phrasal verbs in bold (1–7) with their definitions (a–g).

- 1 Do you ever **fall out with** your brothers or sisters? ____
- 2 How often do you **get together with** your whole family? ____
- 3 Who do you **get on with** most in your family? Who do you **get on with** least? ____
- 4 Do you prefer to **make up** quickly after a family argument? ____
- 5 How often do you **get into** an argument about politics with family members? ____
- 6 Who do you **take after** most in your family? ____
- 7 Who do you **look up to** most? Why? ____

- a become friends with somebody again
- b respect and admire
- c meet socially
- d argue and stop being friendly with somebody
- e look or behave like an older member of your family
- f become involved in something
- g have a friendly relationship with somebody

7 Work in pairs. Take turns to ask and answer the questions from exercise 6.

8 Read the relationship advice. Complete the sentences (1–7) with the words and phrases from the box.

date jealous break up go out with fall in love relationship friendship

- 1 It's easier to _____ with somebody if you don't have to look them in the eye, so do it by phone or email.
- 2 To have a happy _____, you should avoid arguments and conflicts with your partner at all times.
- 3 The perfect place for a first _____ is a park or a cinema.
- 4 It isn't a good idea to _____ somebody much younger than you. The age difference may become a problem in the future.
- 5 Try hard not to _____ at first sight – it's romantic, but it isn't very wise.
- 6 If your boyfriend or girlfriend is very _____, it means they really love you.
- 7 To build up a true _____, always try to understand your friend, even when you think they're doing something wrong.

9 Work in pairs. Discuss the questions.

Which pieces of advice about relationships in exercise 8 are, in your opinion, useful? Which ones are not?

Spending time together

10 Complete the expressions (1–10) with words from the box.

play go (x2) hang text visit chat eat rent work

- 1 send _____ messages
- 2 _____ each other at home
- 3 _____ out (e.g. in the gym)
- 4 _____ out at the shopping centre
- 5 _____ into town
- 6 _____ out (e.g. in a café or restaurant)
- 7 _____ online through Skype
- 8 _____ on the games console
- 9 _____ out of town
- 10 _____ a DVD or Blu-ray

11 Work in pairs. Discuss the questions.

- 1 What are your favourite activities to do with your family and your friends? Why?
- 2 Is it good to have a large family? Why?/Why not?
- 3 Speak about a memorable time that you spent with your family or friends.

- 4 Which holidays do you celebrate? How do you celebrate them?
- 5 Which stages of life are enjoyable? Which are not so enjoyable?
- 6 Tell a story you know about a romantic relationship.

Matching (specific)

1 Work in pairs. Look at the pictures (1-2) and discuss the questions.

- 1 How do you think the people are feeling? Why?
- 2 How much time do you spend on social networking sites? What do you post, share or talk about?
- 3 How important is social networking in your life? Why?

2 Read the texts (1-5) about social networking. Answer the questions.

- 1 What advantages and disadvantages of social media are mentioned in the texts?
- 2 What advice do the texts give about using social media?

EXAM STRATEGY

- У цьому завданні необхідно знайти конкретну інформацію у текстах і встановити відповідність між кожним текстом та запитаннями екзаменаційного завдання (Exam task).
- Прочитайте уважно кожний текст, звертаючи увагу на основний зміст.
- Прочитайте запитання екзаменаційного завдання та знайдіть відповідну інформацію у текстах.
- Пам'ятайте, що запитання повинні повністю відповідати реченню або секції у тексті.

3 Read the exam strategy and the texts again. Make a note of the main points of each text.

4 **EXAM TASK** Read the texts. Match choices (A-G) to texts (1-5). There are two choices you do not need to use.

Which of the opinions on social media talks about _____?

- A the danger of social media use becoming a habit _____
- B reporting online abuse _____
- C the importance of quality over quantity _____
- D the positive aspects of social media _____
- E the importance of face-to-face contact _____
- F negative feelings associated with social media _____
- G meeting your online friends for a coffee _____

5 Work in pairs. Discuss the questions.

- 1 What advice would you give on using social media safely?
- 2 Do you agree that a face-to-face meeting can be more useful than using social media? Why?



Social networks

1 Social networking websites are growing and changing all the time. Although younger users might not stay with one site for long, they still enjoy the concept, and a lot of their daily communication with friends takes place on social media sites. They post photos, exchange news, post where they are having coffee with their friends, and share their favourite music and videos. It's enjoyable, and it makes people feel good.

Words in context

6 Find the words (1-7) in the texts and match them with their definitions (a-g).

- 1 concept _____
- 2 envy _____
- 3 embarrassment _____
- 4 side effects _____
- 5 addiction _____
- 6 interaction _____
- 7 acquaintances _____

- a people that you know but not very well
- b unexpected things that happen together with what was intended
- c idea, basic principle
- d what you feel when somebody else has something you want
- e being unable to stop doing something harmful
- f feeling uncomfortable or shy in an awkward situation
- g doing activities together with others

2 Hanna Krasnova, an author of a study on social networking from Berlin's Humboldt University says, 'We were surprised by how many people have a negative experience from social networking, with envy leaving them feeling lonely, frustrated or angry. If you spend too much time looking at friends' posts and pictures – with their happy graduations, wonderful holidays abroad and perfect parties – you may start to wonder what's wrong with you.'

3 Envy of others' perfect lives isn't the only negative aspect. Bullying, other people sharing your deepest secrets, and general embarrassment at seeing the worst photo ever of yourself posted for all the world to see, can all be negative side effects of using social media. There is also the issue of online addiction, which leaves many people unable to switch off their devices for more than a few minutes without suffering from intense anxiety.

4 What can you do to make sure social media remains a positive experience? Probably the most important thing is not to spend too much time on your digital life. 'At the end of the day, nothing can replace face-to-face conversation and interactions,' says one writer. 'It's better to get together with friends, go out for a meal, or sit and chat in person. When you're with a real person, it's much easier to understand what's going on and what your friendship really means.'

5 Another point to keep in mind is that your friends on social media should be real friends, not just acquaintances. You should only 'friend' people you respect and get on well with. In the end, just like in real life, the number of friends you have doesn't matter. It's the quality of the people close to you – even on social media – that is really important.

7 Complete the sentences (1–7) with words from exercise 6.

- 1 Kelly is very popular in the community and has many _____, but I'm not sure she has any close friends.
- 2 'I almost died of _____ when I tripped and fell on stage as I was getting my diploma!'
- 3 The _____ of this medication are headaches and feeling sick.
- 4 I didn't feel any _____ when I saw her huge, beautiful house. I just thought what a lot of work it must be.
- 5 A(n) _____ to playing computer games is a serious problem for some young people.
- 6 To make a new restaurant successful, you need an interesting _____. If people don't see that it's new and different, they simply won't come.
- 7 A job interview is one of the most stressful types of _____ because one person has so much power over the other.

Expressions with *mind*

8 Find the expression *keep in mind* in the text. What does it mean?

9 Match the expressions with *mind* (1–5) with their definitions (a–e).

- 1 keep (something) in mind _____
- 2 to my mind _____
- 3 never mind _____
- 4 change (somebody's) mind _____
- 5 come to (somebody's) mind _____

- a it doesn't matter
- b consider; not forget
- c form a different opinion
- d in my opinion
- e have a new thought

10 Complete the sentences (1–5) with the correct form of the expressions from exercise 9. Use each expression only once.

- 1 When crossing the road in the UK, you should _____ that people drive on the left.
- 2 'I'm afraid I forgot to ring James about the party.' '_____, I'll do it.'
- 3 I thought I wanted to study abroad, but now I have _____.
- 4 _____, spending a lot of time on social media isn't a good thing.
- 5 What _____ when I say the word 'friendship'?

LISTENING

True/false

1 Work in pairs. Discuss the questions.

- 1 How often do you get together with your whole family?
- 2 What is the occasion? What do you do?
- 3 Do you enjoy spending time with your family?

2 1.02 Listen to Elaine and Luke talking about their plans. Who do you think they are?

- a sister and brother
- b teacher and student
- c friends

EXAM STRATEGY

- У цьому завданні ви повинні вирішити, вірними чи хибними є твердження, що пропонуються в екзаменаційному завданні, відповідно до аудіозапису.
- Речення в екзаменаційному завданні подані у тому ж порядку, що й інформація в аудіозаписі.
- Уважно прочитайте речення перед прослуховуванням для того, щоб зрозуміти, яку саме інформацію ви маєте почути.
- Прослухайте аудіозапис двічі. Під час першого прослуховування спробуйте визначити частини аудіозапису, які містять відповідну інформацію.
- Під час другого прослуховування приділіть більше уваги деталям та визначте, вірними чи хибними є твердження.

3 Read the exam strategy. Then read statements 1–5 in exercise 4. What information do you need to listen for to decide if each statement is true or false?

4 1.02 EXAM TASK Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|--|---|---|
| 1 Luke informed the university about his plans. | — | — |
| 2 Luke is a little nervous about taking such a long trip. | — | — |
| 3 Elaine has some problems when she spends time with her family. | — | — |
| 4 Luke gets on well with his sisters. | — | — |
| 5 Elaine advises Luke to apply for a job where she works. | — | — |



5 1.03 Complete the sentences (1–6) with words from the box that the speakers used in exercise 4. Then listen to check your answers.

argue busy family pretty sound time

- 1 I'm going towards the end of November – just in _____ for Thanksgiving.
- 2 ... it's a _____ important time.
- 3 It doesn't _____ like fun.
- 4 Thanksgiving's a _____ event in the USA.
- 5 I usually _____ with my brother.
- 6 I'm just too _____ to do my college work.

6 Work in pairs. Discuss the questions.



- 1 Look at the photo above. What celebration does it show?
- 2 How do you think the people are feeling?
- 3 What traditional dishes do people in Ukraine eat at a similar event?

- 4 Are there any special customs associated with this kind of celebration? What are they?
- 5 What would make the celebration perfect for you?
- 6 What other celebrations bring the whole family together?

LANGUAGE REVIEW

present and future tenses • verb patterns

1 Choose the correct verb forms to complete the sentences (1–8).

- I can't really help you now, I *'m doing/do* my maths homework.
- What *are you doing/do you do* on Thursdays after school? We *need/are needing* your help.
- This term we *are reading/read* crime novels in our after-school book club.
- I can't go out with you tonight. My parents *will celebrate/are celebrating* their wedding anniversary and all the family *is/will be* there.
- Look at those dark clouds. It looks like we *are having/are going to have* a storm soon.
- We must hurry. The lecture *will start/starts* at seven o'clock.
- Look, there's Thai chicken curry on the menu. I think I *have/'ll have* that.
- I *'m going to/will* study medicine at university. I've always wanted to be a doctor.

2 Complete the sentences (1–5) with the verbs in brackets in the correct forms.

- I managed _____ (finish) the project despite _____ (have) problems with my computer.
- I've arranged _____ (meet) Tony in a restaurant but it seems _____ (be) closed.
- You don't have _____ (come) so early for the show, but you must _____ (book) the ticket online.
- Mike stopped _____ (do) some shopping on his way back home.
- My injury was so bad that I decided to give up _____ (play) football.

Grammar reference pages 126–129

Grammatical multiple-choice cloze

3 Read the exam strategy. Choose the correct answer (A–D) to complete each sentence (1–5). The words in bold will help you.

- After _____ my homework I went out for a run.
A finished B finishing C to finish D finish
- That was _____ **best** party I have ever been to!
A one B a C an D the
- Sally is fond of her cousins, but **she doesn't see** _____ very often.
A they B their C them D they're
- You don't **need** _____ everyone you know to the party.
A inviting B invited C invite D to invite
- Train tickets are cheaper late at night, so I **think** I _____ at 11 p.m. instead of 9 p.m.
A leaves B will leave C am leaving D left

EXAM STRATEGY

- Уважно погляньте на слова, розташовані перед пропусками і після них, та визначте, яке слово потрібне для заповнення кожного пропуску.
- Порівняйте свої міркування з запропонованими варіантами та виберіть правильну відповідь.

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

A visiting relative

Mum has just announced that Aunt Caroline ¹ _____ to stay with us for a few days at the end of the month. Aunt Caroline is my mum's younger sister, and they have always been quite close, despite ² _____ some differences in tastes and lifestyle. I'm not entirely sure how I feel about her visit. She can be great fun, but she's sometimes difficult to get on with, especially now that I ³ _____ older. When I was ⁴ _____ child, I used to stay with her in her country house during the summer holidays. That was always a perfect time, and I look back on ⁵ _____ visits with great pleasure. Aunt Caroline ⁶ _____ me climb the trees in her garden and explore the woods on my own. We also shared a love of edible treats of all kinds, including extravagant pastries and cakes. But she doesn't seem ⁷ _____ that I'm not a child any more, and she goes on treating me like the schoolgirl I once was. I suspect she ⁸ _____ me sweets again – which I no longer enjoy – and I'll have ⁹ _____ that I'm thrilled in order to avoid looking ungrateful. Mum says I must meet Aunt Caroline at the station on Saturday morning. Perhaps once she ¹⁰ _____ my newly-acquired driving skills she'll realize that I'm all grown up now, and hopefully she will behave accordingly.

- | | | |
|-----------------|-----------------|---------------|
| 1 A will come | B comes | C is coming |
| D came | | |
| 2 A have | B they have | C having |
| D they had | | |
| 3 A am | B am being | C have been |
| D was | | |
| 4 A an | B a | C the |
| D one | | |
| 5 A those | B some | C this |
| D each | | |
| 6 A would let | B was letting | C had let |
| D did let | | |
| 7 A understand | B to understand | |
| C understanding | D understood | |
| 8 A will bring | B is bringing | C has brought |
| D brings | | |
| 9 A pretend | B pretending | C pretended |
| D to pretend | | |
| 10 A is seeing | B has seen | C will see |
| D see | | |

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 What do you know about your family's own history? How far back does it go?
- 2 Would you like to learn more about your ancestors?

2 EXAM TASK  1.04 Listen to the text. For questions (1–5) choose the correct answer (A, B or C).

- 1 What does the speaker say about her great-grandfather?
 - A He had no interest in his family history.
 - B He refused to talk about his family history.
 - C He had little information about his family history.
- 2 When did the speaker's ancestors probably first move to London?
 - A during World War II
 - B in the 19th century
 - C after her great-grandfather was born
- 3 What is true about the speaker?
 - A She has only one sibling.
 - B She has no siblings.
 - C She has several siblings.
- 4 Where did the speaker find some of her newly discovered relatives?
 - A in Australia
 - B in London
 - C in the English countryside
- 5 What does the speaker plan to do after her wedding?
 - A continue her research with her husband
 - B move to the UK
 - C visit her husband's family

3 Complete the questions (1–5) with words the speakers used in exercise 2. Then ask and answer them in pairs.

- 1 When did your family first s_____ in the area where you live today?
- 2 How many first c_____ do you have? Are they the children of your father's or your mother's side?
- 3 Have any members of your family m_____ to another country? Where did they go?
- 4 Where would you go for the h_____ of your dreams after your wedding? Why?
- 5 Do you have brothers and sisters or are you an o_____ child? Which do you think is better?

LANGUAGE REVIEW

verbs with prepositions

1 Complete the sentences (1–5) with the correct prepositions.

- 1 He applied _____ a job in a record store.
- 2 I often dream _____ becoming a rock star.
- 3 She complained _____ the room service at the hotel.
- 4 Jan was suffering _____ a headache when I saw him.
- 5 Could you please fill _____ the application form?

Grammar reference page 130

Lexical multiple-choice cloze

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

Social trends for young people

At what age do you hope to leave home? Most young people ¹_____ of independence and living on their own, but a 2014 report from Eurofound suggests that more and more young people in Europe are living with their parents ²_____ they are at university, and sometimes into their late twenties.

Slovenia leads the way, with 85% of 18–29 year olds still living in their parents' home, but the country that saw the ³_____ dramatic change was Hungary. In 2007, 40% of young people lived with their parents, and that figure went ⁴_____ to 76% in 2011.

There are many reasons for this. The global financial crisis of 2008 hit young people the hardest and the ⁵_____ can still be seen today. Many young people complain ⁶_____ having difficulties in finding well-paid jobs. Further education is now more expensive ⁷_____ scholarships and other forms of financial help are less generous than they were. The real estate market is also suffering ⁸_____ the impact of the crisis because people have less money to buy property. All of this means young people simply can't afford to ⁹_____ out of the family home. However, although the situation is far from perfect, many young people said living at home helps them ¹⁰_____ up money to buy their own place in the future.

- | | | | |
|--------------|-----------|-----------|------------|
| 1 A dream | B approve | C hope | D know |
| 2 A while | B along | C from | D during |
| 3 A best | B most | C more | D ultimate |
| 4 A above | B on | C over | D up |
| 5 A effects | B efforts | C impacts | D products |
| 6 A in | B from | C about | D for |
| 7 A although | B because | C however | D that |
| 8 A from | B out | C off | D of |
| 9 A move | B go | C leave | D hang |
| 10 A collect | B save | C make | D gather |

WRITING

Informal email: talking about your plans

- 1 Work in pairs. How much do you know about celebrating holidays in English-speaking countries? Complete the quiz.

Holiday Quiz

- How many reindeer has Santa got?
a 5 b 7 c 9
- In the UK, children believe that if they are good, the Easter Bunny will leave ____ for them.
a toys b sweets c eggs
- It is traditional to exchange kisses under _____.
a the Christmas tree. b mistletoe. c a candle.
- Maundy Thursday is the Thursday before _____.
a Christmas. b Easter. c Thanksgiving.

Check the quiz answers on page 167.

- 2 Work in pairs. Read the exam task below and the email written by Anna, an exam candidate. Discuss the questions (1–2).

- Does Anna's email include all the information needed?
- Which points are discussed in detail? Underline the relevant parts in the email.

EXAM TASK You are spending Christmas at your cousin's house in the USA. Write an email to your friend in England, in which you describe:

- ▶ the place where you are staying,
- ▶ the preparations for Christmas,
- ▶ what presents you are planning to give.

Write an email of at least 100 words. Start your email in an appropriate way.



Dear Sara,

How are you? Are you looking forward to Christmas? Guess what? I'm at my cousin Kate's house in the south of the USA now. There are only four days left before Christmas so everybody is busy. Kate's family have already decorated the Christmas tree. Her father is in the kitchen with her brothers now and they're making gingerbread cookies.

I've got a special present for Kate – a beautiful leather handbag. I hope she'll like it. I'm also going to get something for her parents and brothers.

What are your plans for Christmas?

Write soon!

Take care,

Anna

- 3 Work in pairs. Write more details about the point that Anna has only briefly mentioned in the email.

- 4 Find the errors with prepositions in the sentences (1–8) and correct them.

- I'm planning to leave in Friday morning. on
- The dinner starts for two hours. _____
- We are having a party in home. _____
- They have invited me on the Easter holidays. _____
- Were you at the party on last night? _____
- I'm going in the mountains in summer. _____
- Are you coming in next Monday? _____
- Her house is in the corner of my street. _____

EXAM STRATEGY

- При написанні електронного листа недостатньо лише зазначити всі пункти екзаменаційного завдання – необхідно додати більше інформації щодо кожного пункту.

- 5 Read the exam strategy and the points in the exam task in exercise 6. Think about what you could write for each of the points and make notes.

- 6 **EXAM TASK** Do the exam task.

Your British friend invited you to her house for Easter. Write an email to her, in which you:

- ▶ explain why you can't accept the invitation,
- ▶ describe how you and your family spend Easter,
- ▶ invite her to spend Easter at your home.

Write an email of at least 100 words. Start your email in an appropriate way.

Writing bank pages 168–169

- 7 Check your work.

- Have you written about all three points in the exam task?
- Have you used the correct tenses, verb patterns and prepositions?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about family and relationships.

- 1 What makes a good relationship? Describe a good relationship you have.
- 2 Is it better to have a lot of friends or a few? Why?
- 3 Have you ever made friends with someone through a social networking website? How?
- 4 'Family is not an important thing. It's everything.' (Michael J Fox) Do you agree? Why?/Why not?
- 5 How can parents have good relationships with their teenage children?
- 6 'With my friends, I want to enjoy myself, not talk about my problems.' Do you agree? Why?/Why not?



- 1**
Party at a club
Cost: €14.50 per person
Location: in the town centre
How to get there: bus or on foot

Role-play

2 Work in pairs. Read the information about the three party celebrations (1–3) and do the role-play task.

The situation

You and your group of friends are planning to celebrate a friend's birthday in a week's time.

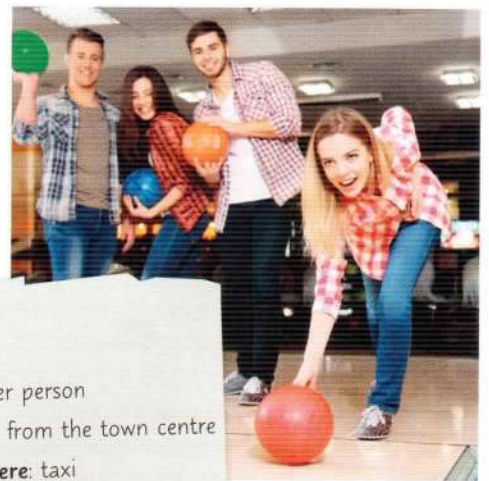
The task

Look at the options 1, 2 and 3 and decide which type of celebration is the best. Discuss each option and consider:

- ▶ the cost,
- ▶ the location,
- ▶ how you would get there and back.



- 2**
Meal at a pizza restaurant
Cost: €10.60 per person
Location: near the town centre
How to get there: bus or taxi

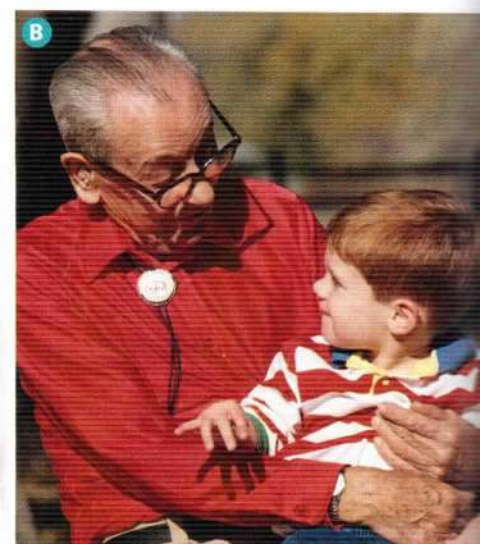


- 3**
Bowling
Cost: €8.50 per person
Location: 3 km from the town centre
How to get there: taxi

Picture description

3 Work in pairs. Look at the pictures (A–B) which show people in two different families. Take turns to compare and contrast the pictures. Include these points:

- ▶ the relationships between the people,
- ▶ what each person can enjoy in the relationship,
- ▶ how the relationships between these people might change in the future,
- ▶ your personal experience of these relationships, either in your own family or in other families.



REVIEW

- 1 Complete the gaps (1–7) with words from the box. There are two extra words you do not need.

aunts babies cousins nieces parents relatives sisters
stepdaughters uncles

My family is not very big so I don't have many close
1 _____. My mother has two younger 2 _____ –
Polly and Jane. Both my 3 _____ live in London.
Polly has no children of her own, only 4 _____ from
her husband's first marriage. Jane is much younger
than my mother. She has a husband and two 5 _____.
It's quite funny to think that these little girls are my
6 _____ and my mother's 7 _____.

- 2 Complete the sentences (1–9) with the missing words. Use the correct word form.

- 1 Restaurant meals are expensive, so I don't often e _____ o _____ with my family.
- 2 Alison has a lot of a _____, but only a few really close friends.
- 3 Jason is terribly j _____. His girlfriend can't even look at anybody else.
- 4 Chris invited his girlfriend on a d _____ to an expensive restaurant.
- 5 Every Christmas we g _____ t _____ with the whole family at my parents' home.
- 6 The atmosphere was ruined when my father and Uncle George g _____ i _____ a big argument about politics.
- 7 Melissa c _____ her 18th birthday with a huge party.
- 8 Many people prefer c _____ to friends online to going out with them.
- 9 Julia doesn't love her boyfriend Mark any more. They're going to b _____ u _____.

- 3 Find and correct the errors in each of the sentences (1–8).

- 1 Oh, look! My favourite film is on Channel 5 tonight. I think I watch it. _____
- 2 Do you often fall off with your friend?

- 3 We have a party next week to celebrate the end of the school year. _____
- 4 Let's hurry up. The film is starting at seven o'clock.

- 5 There are many unpleasant side effects this therapy.

- 6 Matt is such a nice boy that he always gets well with everyone. _____
- 7 The last day of school! What will you do this time next week? _____
- 8 Go and help your brother with that box; it's too heavy and he will drop it any second. _____

- 4 Complete the sentences in the mini dialogues (1–6) with one word in each gap.

- 1 X _____ I borrow your Beyoncé CD?
Y All _____, I'll bring it tomorrow.
- 2 X Mr Jackson is busy _____ the moment.
He can see you in 15 minutes.
Y That's OK. I don't _____ waiting.
- 3 X Have you _____? Anna and Chris have broken up.
Y I'm not _____. They never got on too well.
- 4 X We've been married _____ ten years.
Y _____ anniversary!
- 5 X We've just _____ married.
Y _____!
- 6 X I'm _____ to say this, but they had an accident.
Y How _____! Are they in hospital?

- 5 Read the text about our relationships through life. Some words are missing from the text. Choose the best word (a–k) for each gap (1–9). There are two extra words you do not need.

The relationships that are really central to our lives constantly change 1 _____ we grow older. First, the entire world consists of 2 _____ parents, and maybe an older sibling or two. When parents set 3 _____ a play date with another toddler, we don't actually play together, just side 4 _____ side. The extended family and relatives also appear in our reality. We realize that we are connected to them – but we don't quite understand 5 _____ what way. Then we begin discovering friendships in the playground or in kindergarten. Our parents begin 6 _____ worry that friends are now more important to us than them. Some kids in kindergarten may even talk 7 _____ their friends as their boyfriend or girlfriend – or as husband or wife. They are copying older generations, using terms for relationships they can't really tell apart 8 _____ their own friendships yet. Romantic relationships don't really start 9 _____ adolescence – or later. Teenagers also begin to wonder about their roles in society. The school years end, and we enter adult life. We move out of the parental home. We establish our own independent lives. We get married, have children – and we watch the same process again from the outside.

- | | |
|---------|---------|
| a by | g us |
| b after | h as |
| c our | i about |
| d from | j up |
| e until | k in |
| f to | |

VOCABULARY

Appearance

1 Complete the table with words from the box. Some words may fit into more than one category.

slim tall handsome moustache brown wrinkles in his/her early/mid/late twenties tattoo curly plump long shirt medium-height medium-built wavy overweight skirt blond elderly expressive straight young pretty short middle-aged blue beautiful thin good-looking T-shirt scar dark attractive green freckles beard trousers fair bald shoes

Build	<i>slim</i>
Height	<i>tall</i>
Hair	
Eyes	
Age	
Looks	
Clothing	
Distinguishing features	

2 Add two more words to each category.

3 Work in pairs. Student A: Choose and describe one of the people in the pictures (1–5). Student B: Guess the person. Swap roles and repeat.

A *This person is medium-built. He/She's wearing ...*

B *Is it ... ?*

1



2



3



4



5



Personality

4 Match the adjectives describing personality (1–8) with their opposites (a–h).

- | | | |
|----------------|---|--------------|
| 1 friendly | — | a shy |
| 2 quiet | — | b aggressive |
| 3 hard-working | — | c mean |
| 4 confident | — | d talkative |
| 5 generous | — | e unfriendly |
| 6 polite | — | f lazy |
| 7 clever | — | g stupid |
| 8 gentle | — | h rude |

5 Complete the table with the opposites of the adjectives from the box.

tidy honest kind selfish reliable patient polite ambitious secure mature responsible tolerant loyal realistic

un-	in-	dis-	im-	ir-
<i>untidy</i>				

Feelings and emotions

6 Match the adjectives (1–8) with their similar meanings (a–h).

- | | | |
|--------------|---|---------------|
| 1 upset | — | a scared |
| 2 distressed | — | b angry |
| 3 ashamed | — | c worried |
| 4 astonished | — | d happy |
| 5 terrified | — | e embarrassed |
| 6 annoyed | — | f nervous |
| 7 envious | — | g jealous |
| 8 pleased | — | h surprised |

7 Read the situations (1–6). Which adjective from exercise 6 would you use to describe someone's feelings in each situation? Some adjectives can be used more than once.

- 1 getting 100% in your English exam
- 2 giving a speech to 50 people
- 3 losing your new mobile phone
- 4 missing the last episode of a series you've been watching on TV
- 5 telling somebody your best friend's biggest secret
- 6 winning a holiday to the Caribbean

Society and politics

8 Match the words from the box with their definitions (1–5).

anthem border citizen nation population

- 1 A person who is a member of a particular country. _____
- 2 The line that divides two countries. _____
- 3 A country or all the people in a country. _____
- 4 The official song of a country. _____
- 5 The total number of people in a country. _____

9 Complete the questions (1–8) with words from the box.

political parties general elections vote population head Prime Minister currency Members of Parliament (MPs)

Do you know your politics?

- 1** What are the largest _____ in the US Congress?
The Democratic Party and the Republican Party.
- 2** Who is the _____ of state in the USA?
The President.
- 3** Where does the _____ of the UK live?
At 10 Downing Street.
- 4** How many _____ are there in the British Parliament?
650.
- 5** How often are _____ held in the UK?
Every five years.

10 What are the answers for the same questions about Ukraine? Discuss in pairs.

11 Match the words in bold in the sentences (1–4) with their definitions (a–d).

- 1 Does your school or college ever **raise** money for charity? What do they do? _____
 - 2 Do you think celebrities should **donate** more money to charity? Why?/Why not? _____
 - 3 Would you ever be a **relief worker**? Why?/Why not? _____
 - 4 How much **aid** do you think governments should send to countries that have had natural disasters? _____
- a money, food, etc. sent to a country or to people to help them
b to collect money for a particular purpose
c a person that helps people who are in trouble or difficulty, e.g. during a natural disaster
d to give money or goods to a person or organization

12 Work in pairs. Discuss the questions from exercise 11.

13 Work in pairs. Discuss the questions.

- 1 How important do you think physical appearance is?
- 2 What should an ideal friend be like?
- 3 What annoys you about other people?

- 4 When was the last time you were really worried or happy? Why were you like this?
- 5 What do you think the minimum voting age should be? Why?
- 6 Describe a charity event you took part in or have heard of.

6 How old do you have to be to _____ in the UK and the USA?
Over 18.

7 What is the name of the _____ in the UK?
Pound sterling.

8 What is the _____ of the USA?
Approximately 314 million.

READING

1



Matching (general)

- 1 Work in pairs. Choose a person in the pictures (1–4) and discuss what you think their personality is like.

I think this person is probably hard-working and clever.

- 2 Work in pairs. Describe yourself to each other and mention two of your strengths and two of your weaknesses.

I'm quite a patient person because I don't get annoyed when I have to wait for people. I'm probably a bit lazy. I don't like working too hard.

EXAM STRATEGY

- У цьому завданні необхідно знайти відповідність між заголовками та текстами.
- Заголовок підсумовує основний зміст тексту.
- Уважно прочитайте кожний текст і спробуйте передати його основний зміст своїми словами.
- Подивіться на заголовки, наведені в екзаменаційному завданні, та перевірте, чи співпадають вони з вашими ідеями. Це допоможе вам вибрати правильні відповіді.

- 3 Read the exam strategy. Then read the texts in exercise 4. How would you summarize the type of personality described in each of the texts?

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

- A Tolerant and caring —
- B Romantic and shy —
- C Demanding and unfair —
- D Strong and bossy —
- E Cheerful and creative —
- F Fair and helpful —
- G Ambitious and private —
- H Focused and hard-working —

- 5 Work in pairs. Discuss the questions.

What's your favourite colour? Is the article right about your personality?

2

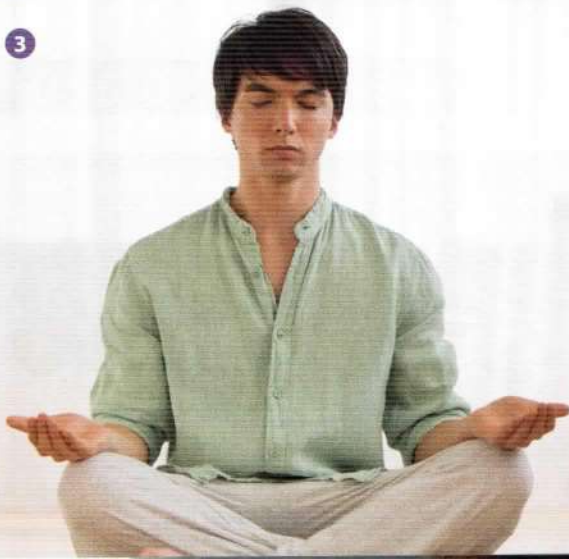


COLOURFUL PERSONALITIES

Colours say a lot about your personality. Find out what your favourite colour says about you.

- 1 Red is the colour of power and vitality. People who like red don't always think about other people's feelings and tend to blame others for their problems. They enjoy giving orders and expect everyone to listen to them.
- 2 Pink symbolizes love and beauty. People who prefer pink are very sensitive and often have an unrealistic outlook on the world. They tend to behave in a reserved way when they meet new people. They can be very gentle and loving and they want others to treat them in the same way.

3



4



- 3 If you like green best, it means that you admire truth and honesty. You have a good sense of what is right and what is wrong. You are sociable, gentle and kind, too. Sometimes this means that other people take advantage of you – they will ask for your help because they know you won't say no.
- 4 People who prefer black enjoy appearing mysterious, but they also like to be in control. They often have big dreams and set themselves challenging goals to achieve, but they like to keep them secret – they don't like sharing their thoughts with other people.
- 5 Yellow is the colour of happiness and imagination. People who choose yellow are good-natured and joyful. They love to laugh and have a good sense of humour. They enjoy challenges and need to learn new things because they tend to get bored very quickly.

Words in context

- 6 Write the nouns for each of the adjectives (1–8). You can find some of the words in the texts.

1 simple _____	5 honest _____
2 strong _____	6 kind _____
3 happy _____	7 relaxed _____
4 true _____	8 boring _____

- 7 Find the verb **blame** in the texts. What preposition do we use after **blame**? Write the appropriate preposition for each verb (1–6).

in for (x2) from on (x2)

1 blame _____	4 insist _____
2 depend _____	5 succeed _____
3 protect _____	6 forgive _____

- 8 Complete the sentences (1–6) with the verbs with prepositions from exercise 7. Use the correct verb forms.

- The main role of parents is to _____ their children _____ harm.
- If you are ambitious and hard-working, you will _____ reaching your goal.
- You can always _____ Julie if you need help with your problems.
- I hope you will _____ me _____ criticizing your work. I was only trying to help.
- Why do you _____ leaving for the airport now? Their flight doesn't arrive for three hours.
- She always _____ other people _____ her problems, even when they're obviously her fault.

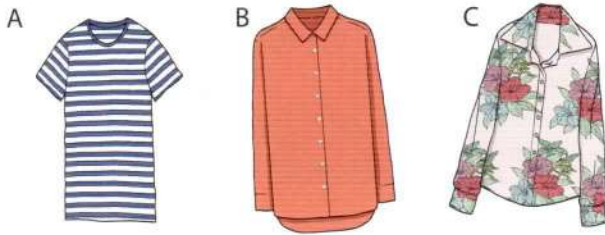
Adjectives ending in -ing or -ed

- 9 Choose the correct adjective to complete the sentences (1–6).

- Kids can be a bit **annoyed/annoying** when they ask the same question again and again.
- He looks so much more **relaxed/relaxing** now that he has a less stressful job.
- That film was really **bored/boring**. I don't think I've ever been so **bored/boring** in my life!
- Her parents were very **excited/exciting** when they heard she was going to study in England.
- I'm sorry you didn't see your friends. That's really **disappointed/disappointing**.
- It's **interested/interesting** that people who like the colour red nearly always have strong personalities.

- 10 Use five adjectives from exercise 9 to write true sentences about yourself. Compare your sentences with a partner's. Did you have any similar ideas?

Multiple-choice (listening for specific information)



1 Work in pairs. Describe the clothes in the pictures (A–C). In what ways are they different?

2 1.05 Listen to two people discussing the clothes from exercise 1. Answer the questions.

- 1 What is Susan trying to decide?
- 2 Which top does she choose? Why?

3 1.05 Listen again. Why did Susan decide to keep the other two items?

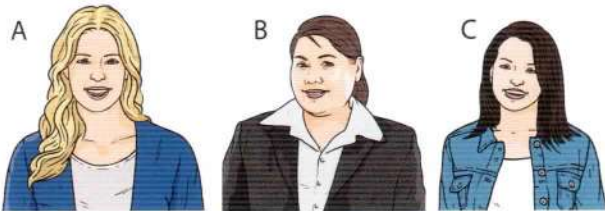
EXAM STRATEGY

- У цьому завданні потрібно знайти конкретну інформацію в аудіозаписах та вибрати правильну відповідь із трьох варіантів. Деякі варіанти пропонуються у вигляді картинок.
- Перед прослуховуванням прочитайте запитання, щоб зрозуміти, яку саме інформацію ви маєте почути.
- Опишіть картинки (для себе): назвіть предмети, які ви бачите, і знайдіть між ними відмінності.

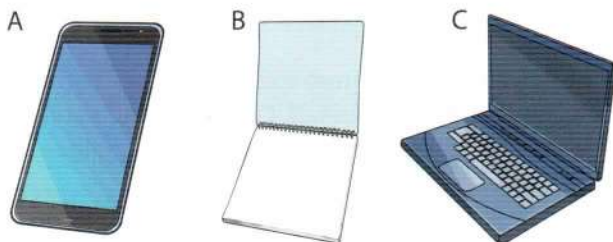
4 Read the exam strategy and the exam task in exercise 5. Describe the options (A–C). What words do you expect to hear about each of them?

5 **EXAM TASK** 1.06 Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C).

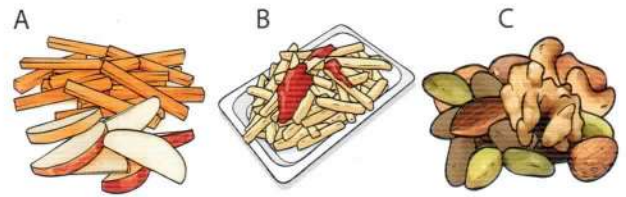
- 1 Which picture shows Stella?



- 2 Which item does the boy say he can't live without?



- 3 What type of snack would a shy person choose?



- 4 Which sport has the boy decided to take up?
A hockey B tennis C football
- 5 According to the speaker, the best way to get around London is ...
A by underground. B by bus. C by taxi.
- 6 The speaker thinks that the best way to honour the mayor is ...
A to build a statue to her.
B to change the name of a street.
C to name a library after her.

6 Match the phrases (1–6) that the speakers used in exercise 5 to the definitions (a–f).

- | | |
|---------------------|---|
| 1 pick up | — |
| 2 passionate | — |
| 3 drive someone mad | — |
| 4 reveal | — |
| 5 take up | — |
| 6 cramped | — |

- a uncomfortably small
- b show something which was not obvious before
- c meet someone who is arriving from elsewhere
- d showing strong emotions or feelings
- e make someone angry and upset
- f decide to start a new activity

7 Replace the underlined parts of the sentences (1–6) with the correct forms of the phrases from exercise 6.

- 1 She is a very enthusiastic supporter of equal rights for women.
- 2 They showed for the first time the plans for the new city hall last week.
- 3 All of these interruptions are making me really angry! I need to find a quieter place to work.
- 4 My brother wants to start playing squash. He really needs to get fit.
- 5 Our MP's office is so small and crowded that only two people can meet with him at a time.
- 6 I'd better leave now – I need to meet Paul at the station at seven o'clock.

LANGUAGE REVIEW

prepositions of time and place

1 Complete the sentences (1–8) with the correct prepositions.

- 1 I have music lessons with Mr Jones _____ Room 106 _____ Friday mornings.
- 2 I've arranged to meet Jim _____ the school café _____ noon.
- 3 The last time I saw Peter was _____ a football match _____ May.
- 4 I will call you _____ the evening and we'll have a chat.
- 5 He finished the project _____ two weeks.
- 6 Are you going home _____ Christmas?
- 7 Can you hear me? I'm _____ the train now. I should be in Glasgow _____ half past ten.
- 8 _____ 5 years' time, students will be using tablets _____ school instead of textbooks.

Grammar reference page 130

Lexical multiple-choice cloze

EXAM STRATEGY

- Уважно прочитайте речення з пропусками. Зверніть увагу на деталі, оскільки вони пояснюють значення фрази, яку потрібно доповнити. Пропущене слово вибирайте, зважаючи на контекст.

2 Read the exam strategy. Then read the pairs of sentences (1–5) and choose the correct answer to complete them. You need a different word to complete each sentence.

- 1 I often go jogging _____ the morning.
I usually get up late _____ Friday mornings.
A on B in C out D off
- 2 I am meeting him _____ half an hour.
We are meeting _____ half past ten.
A on B at C in D over
- 3 I was _____ the train when you called me.
He got _____ the train and walked towards the exit.
A in B on C out D off
- 4 Paul decided to _____ up guitar lessons and start a band.
A lot of his friends wanted to _____ in when Paul decided to form a rock band.
A join B do C make D take
- 5 The main character _____ the book is a special agent called Rick Smith.
Mark tripped and spilled his juice _____ my English coursebook.
A on B at C out D in

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

Fashionable moves

When we think of fashion, we usually think of clothes, shoes and hairstyles. However, other things can come in and go ¹_____ of fashion just as quickly as the things we wear.

For a while, ²_____ everyone in the sports world was doing a move called the Dab. The Dab is when you put your head into the curve of one arm while throwing the other arm out behind you. It originated in the Atlanta hip hop scene, but was ³_____ popular by Cam Newton, an American football star who used the move during his most ⁴_____ season. Then, in Europe, French footballer Paul Pogba did it ⁵_____ the pitch each time he scored a goal. Soon enough everyone was Dabbing.

But now it's over, or very nearly. Newton and Pogba officially announced that they would no longer do the Dab when they scored, and now it is ⁶_____ a little embarrassing to perform the move. Arthur Malone, an expert on social crazes, says that this is the typical progression. 'When a craze starts out, it is cool and everyone wants to ⁷_____ in, but when you see older people like newsreaders and college football coaches doing it, it starts to become less ⁸_____. It's exactly the same with fashion or music. In other words, what was cool is suddenly ⁹_____, and if you see your grandpa doing the Dab on the golf course when he takes a good shot, you know it's time to ¹⁰_____ on to the next cool trend.'

- | | | | | |
|----|--------------|--------------|--------------|-------------|
| 1 | A out | B on | C up | D from |
| 2 | A closely | B barely | C nearly | D hardly |
| 3 | A done | B turned | C become | D made |
| 4 | A strong | B successful | C noticeable | D great |
| 5 | A at | B of | C in | D on |
| 6 | A considered | B said | C thought | D described |
| 7 | A turn | B join | C take | D be |
| 8 | A typical | B interested | C appealing | D confusing |
| 9 | A tiring | B boring | C flat | D negative |
| 10 | A drive | B turn | C move | D change |

True/false

1 Work in pairs. Discuss the questions.

- 1 What problems do you think people have when they visit a foreign country?
- 2 Do you have any friends or relatives living abroad?

2 Work in pairs. What problems could you have with the following when you visit the UK? Why?

language water taps crossing the road food weather

3 You are going to listen to someone talking about living in the UK. Read the statements in exercise 4 and underline the key words that tell you what information to listen for.

4 **EXAM TASK** 1.07 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

	T	F
1 The speaker was hit by a car once.	___	___
2 He thinks that English people speak very fast.	___	___
3 He faced an unexpected problem with taking a shower.	___	___
4 He quite likes British food.	___	___
5 One of his favourite dishes looks unattractive.	___	___

5 Complete the sentences (1–6) with the words the speaker used in exercise 4.

run over dumb terms tough disgusting opposite

- 1 I know it looks _____ but it's actually really tasty. Just try it.
- 2 It took me six months to come to _____ with living in a different country.
- 3 We don't meet often because we live on _____ sides of the city.
- 4 It may sound _____, but how do you use these water taps?
- 5 You need to look right and left when you cross the road, otherwise you may get _____.
- 6 Chinese is a _____ language to learn.

6 Work in pairs. Choose two of the topics below and discuss how foreigners might have difficulties getting used to the way things are in Ukraine. Then compare your ideas with another pair.

language crossing the road food weather

LANGUAGE REVIEW

articles

1 Choose the correct option to complete the sentences (1–5).

- 1 There was *-/a* woman sitting opposite me with a book in her hand. *A/The* book she was reading was a thriller.
- 2 The Town Hall is *the/-* tallest building in our town.
- 3 *The/-* happiness means different things to different people.
- 4 *The/-* sky is getting very dark. It's going to rain.
- 5 He has lived in *the/a* United States for many years, but he is still *a/-* British at heart.

Grammar reference pages 130–131

Grammatical multiple-choice cloze

2 **EXAM TASK** Read the text below.

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

Fashion bloggers

If you want to be a successful fashion blogger, the first thing you have ¹___ is write. That sounds really obvious, but so many people claim they'd like to be ²___ blogger while not actually writing a single word! So, first of all, read everything you can find about your chosen topic, study ³___ blogs, and then practise writing until you feel comfortable with your tone and style.

Above all, be yourself. Don't try to copy other people because you ⁴___ sound natural and convincing. If you want your blog to stand out, decide on ⁵___ unique 'voice' and message and then stick to it.

Think long and hard about the visuals you feature in your blog. ⁶___ the words you write are important, people are just as interested in seeing pictures of the styles you are describing. Also remember that ⁷___ photos are protected by copyright, so you may need to ask for permission to use them.

Finally, keep blogging. There are far too many intriguing blogs that have been forgotten ⁸___ only a few posts. Maybe the blogger lost interest, or perhaps they didn't get many visits on ⁹___ blog and simply ran out of enthusiasm. It takes a long time to build up an audience, so don't give up after a few posts. Just keep on ¹⁰___ and you may become a star blogger too!

- | | | | |
|---------------|-----------|------------|-----------|
| 1 A do | B doing | C done | D to do |
| 2 A a | B an | C the | D one |
| 3 A other | B another | C every | D neither |
| 4 A don't | B didn't | C won't | D haven't |
| 5 A a | B an | C the | D one |
| 6 A While | B However | C Moreover | D Despite |
| 7 A many | B much | C few | D a lot |
| 8 A before | B after | C since | D for |
| 9 A theirs | B their | C they | D this |
| 10 A to write | B writing | C written | D write |

Forum post: making a comment



1 Work in pairs. Discuss the questions.

- 1 How do students in Ukraine celebrate passing the final exams at secondary school?
- 2 How do you feel about these traditions? Are there any that you would like to change? Why? How?
- 3 Do you know of any similar traditions in other countries? What are they?

2 Use the words from the box to complete the phrases (1–6) that you can use to express your opinion and to give advice.

ask better feeling honest ought view

- 1 My _____ is that ...
- 2 If you _____ me, I think that ...
- 3 In my _____ / opinion, ...
- 4 To be (perfectly) _____ / frank, ...
- 5 I believe you _____ (not) to ...
- 6 You had _____ ...

EXAM STRATEGY

- Уважно прочитайте екзаменаційне завдання. Спробуйте своїми словами виразити ідеї екзаменаційного завдання.
- Переконайтеся, що ви не повторюєте речення екзаменаційного завдання дослівно. По можливості використовуйте свої власні ідеї.
- Не забудьте розкрити всі пункти екзаменаційного завдання.

3 Read the exam strategy. Then read the exam task in exercise 4 and answer the questions (1–5).

- 1 Who is the author of the post you're responding to?
- 2 What do you know about him/her?
- 3 Why did he/she write the post?
- 4 What advice or suggestions would you give him/her?
- 5 What information do you need to include in your text?

4 EXAM TASK Do the exam task.

You have seen the following post on an Internet forum. Write a post with your comment, in which you:

- ▶ express your opinion about Niki's situation,
- ▶ describe similar experiences you have had,
- ▶ say what you think Niki should do.

Write a forum post of at least 100 words. Start your post in an appropriate way.

Leaving secondary school and taking the final exams is a really big deal. Our parents often celebrate it by giving us cool presents. My parents said they would buy me a new tablet if I got into university. So, I've been working really hard for the past two years! Then some kids in our school started a campaign. They want to persuade parents that instead of buying us expensive school-leaving presents, they should donate the money to charities. Is it fair that I should give up on my well-earned reward? Will I just seem selfish if I say anything?

Niki, 18

Writing bank page 173

5 Check your work.

- Have you written about all three points in the task?
- Have you made your opinion clear?
- Have you used appropriate language for giving advice?
- If you used any ideas or words from Niki's post, did you make sure not to copy things word for word?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about people and society.

- 1 Do you have any friends who are much older or younger than you? Why?/Why not?
- 2 Describe an elderly person that you know. What does he/she do? What's he/she like? What does he/she look like?
- 3 'Young people shouldn't become Members of Parliament.' Do you agree? Why?/Why not?
- 4 Do you feel you belong to your city, town or village? What makes you feel this way?
- 5 'Going to live in another country is always very difficult.' Do you agree? Why?/Why not?
- 6 Do you plan to vote in the next general election? Why?/Why not?

Role-play

2 Work in pairs. Read the information about the charities (1–4) and do the role-play task.

The situation

Your school has decided to raise money for a charity and has asked each class to vote for one of the charities.

The task

Choose a charity that you want your classmates to support. Discuss the reasons for your choice and what you will say to your classmates to persuade them.

Picture description

3 Work in pairs. Look at the pictures (A–B) which show people who help others in their jobs. Take turns to compare and contrast the pictures. Include these points:

- ▶ how each person helps other people in his/her job,
- ▶ what each person might enjoy in his/her job,
- ▶ what qualities each person needs for his/her job.



Charity 1

What it does:

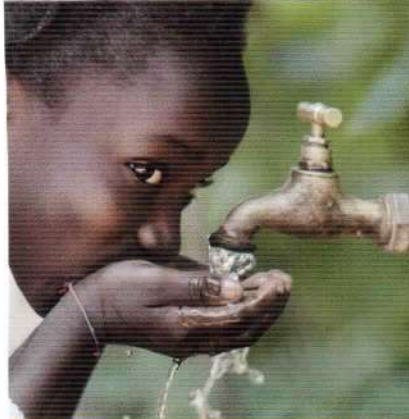
It gives homeless people food and medicine. It also finds accommodation for them.

Why it needs to do this:

There are more homeless people now and local authorities cannot help them all.

Where it works:

In Ukraine.



Charity 2

What it does:

It provides clean drinking water for people.

Why it needs to do this:

Millions of people do not have access to clean drinking water. Many, especially children, become ill and die.

Where it works:

In different countries in Africa and Asia.

Charity 3

What it does:

It provides guide dogs for blind people.

Why it needs to do this:

Guide dogs help blind people have more independence. A guide dog can keep you safe in a busy street.

Where it works:

In Ukraine.



Charity 4

What it does:

It sends low-income families on short holidays.

Why it needs to do this:

Many families get stressed by not having the money to go on holiday. If they can have a holiday together, this gives them a break and helps them cope with other problems in life.

Where it works:

In Ukraine.



REVIEW

1 Choose the correct word in each sentence (1–5).

- Maggie is keen *in/on/about* sailing; she spends all her holidays on a boat.
- A true friend will always be *loyal/secure/reliable* to you.
- Do you *mind/stand/annoy* getting up early in the morning?
- I hate talking to people I don't know well. I'm too *astonished/envious/shy*.
- Little Jimmy is mad *of/about/with* football. He wants to become another Messi.

2 In each of the dialogue sets (A–C), match the questions (1–3) with the correct responses (a–c).

- A**
- Could you help me? _____
 - Did you send out the invitations? _____
 - Did you have to tell him the truth? _____
 - Sorry, I couldn't.
 - That couldn't be helped.
 - I could probably try.

- B**
- And what does he do? _____
 - What's he doing this summer? _____
 - How does he like it? _____
 - He enjoys living in a big city.
 - He's coming to visit us.
 - He works as a translator.

- C**
- Are you going to Florida this summer? _____
 - Can you see that monument in the square? _____
 - This sign is too far away. I can't read it. _____
 - No, the bus is blocking my way.
 - Yes, I'm looking forward to it.
 - Neither can I. Let's go over and see what it says.

3 For each of the sentences (1–4), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Do not change the words in brackets.

- My son behaved badly so I had to punish him. (behaviour)
I had to _____
- A policeman stopped her in the street. She was crossing when the light was red. (while)
A policeman stopped her _____
when the light was red.
- Grace has the right to vote, but she doesn't take part in elections. (even)
Grace doesn't take part in elections _____
to vote.

- Tina wouldn't like to be a politician even though she is interested in political issues. (but)
Tina is interested in _____
to be a politician.

4 Complete both sentences (a–b) in each pair (1–3) with the same missing word.

- We're going to organize a charity event and _____ money for homeless people.
 - If you want to say something, please _____ your hand.
- There was no bell so I _____ on the door and waited for someone to open it.
 - The driver who _____ down a cyclist a few days ago will appear in court today.
- Mike says he wants to study law to become a judge, but I wouldn't _____ him seriously.
 - I'm not going to _____ part in anything that is against the law.

5 Read the article about a prison. Choose the best answer (A, B, C or D) for each gap (1–8).

A group of citizens from the city of Blainsville has ¹_____ complained to the local government about the treatment of prisoners at ²_____ local prison. The group believes that ³_____ is the key responsibility of the prison system to educate and help inmates to find their place in society. They claim there ⁴_____ be no justice when prisoners are treated ⁵_____. The debate has drawn supporters and opponents on both sides. Local resident Michael Payne says, 'When you ⁶_____ do time for a crime you've committed, it isn't supposed to be a paid vacation! It's supposed to be your well-deserved ⁷_____. I agree that it is important that prisoners should learn their lesson well – but not enjoy ⁸_____ it too much.' It is certainly not an easy question to decide – what do you think?

- A currently B presently C recently D actually
- A they're B their C theirs D there's
- A it B there C what D which
- A can B should C couldn't D won't
- A bad B badly C worse D worst
- A have been B are having C to have D have to
- A punish B punishing C punished D punishment
- A learn B to learn C learning D learnt

VOCABULARY

1 Work in pairs. Discuss the questions.

- 1 Do you live in the country or in the city centre? Would you like to move? Why?/Why not?
- 2 Would you like to move house? Why?/Why not?
- 3 What's your favourite room in your house? Why?

Rooms, furniture and equipment

2 Complete the table with words from the box. Some words may fit into more than one category.

carpet fridge mirror armchair basin sofa
dishwasher bath fireplace shower rug microwave
bed cooker lamp bookshelf washing machine
wardrobe light switch sink rubbish bin towels
toilet radiator coffee table blanket picture
DVD player curtains

Living room	carpet
Kitchen	
Bathroom	
Bedroom	
Study	

3 Work in pairs. Describe the pictures (1–3), using words and phrases from exercise 2 and prepositions from the box.

on next to in front of behind in between under
above opposite

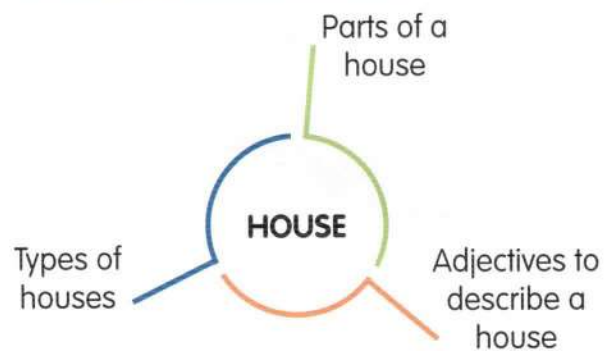
There is a coffee table in the middle of the room.



Describing a home

4 Work in pairs. Add the words from the box to the HOUSE mind map. Compare with another pair.

terraced shutters drive enormous detached
doorbell attic semi-detached bungalow renovated
mansion balcony cosy cottage cluttered staircase
chimney spacious ceiling cellar impressive palace
terrace garage villa



5 Complete the sentences (1–5) with words from exercise 4.

- 1 Our house is very _____. There is a lot of furniture, and there are books and toys all over the place.
- 2 There wasn't a _____, so I knocked hard on the door to let them know I'd arrived.
- 3 Jenny opened the _____ to let more sunshine into the room.
- 4 It's a very _____ kitchen with plenty of room for a large table and chairs.
- 5 Her flat is really _____. It isn't big but it's bright and warm, so it's really nice to live there.



Housework

6 Match the verbs from the box with the words or phrases (1–10) to describe housework.

make clean (x2) do (x3) throw away lay
tidy Hoover

- | | |
|----------------------|---------------------|
| 1 _____ the shopping | 6 _____ your room |
| 2 _____ the windows | 7 _____ the dusting |
| 3 _____ the ironing | 8 _____ the table |
| 4 _____ the floors | 9 _____ the rubbish |
| 5 _____ the carpets | 10 _____ the beds |

7 Work in pairs. Use the expressions from exercise 6 to ask and answer questions.

A How often do you do the ironing?
Who throws away the rubbish in your house?

B Never! I hate ironing.
My brother usually does it.

Your neighbourhood

8 Complete the sentences (1–6) with words from the box.

condition suburbs tower block tiny village
fully furnished old town countryside hometown

- I live in a small _____ in the south of the country. It has about 300 residents.
- We didn't like the city any more, so we bought a big place in the _____ with a lot of animals. The house is large, but it's in bad _____, I'm afraid. It needs a lot of repairs.
- When I finish university in London, I'm going to go back to my _____ where I grew up and I'm going to open a small café.
- Harry is a student – he's renting a very small place on the top floor of a ten-storey _____. Small? It's _____.! At least it's _____. He doesn't have to buy any tables or chairs or anything.
- My parents sold their apartment in the city centre and moved to the _____. Now they live in a nice house with a garden, but have to commute to work every day.
- We live in a tall, narrow medieval house in the historical _____ area. A lot of tourists walk past, taking photos, but we love it.

Renting a home

9 Complete the telephone conversation between Max and an estate agent with the missing words (1–10).

- Woman Good morning. This is the ¹e _____ agent's.
- Max Hello. I'm looking for an ²u _____ flat. I'd like to furnish it on my own.
- Woman That's fine. How many bedrooms would you like?
- Max Well, I have two ³f _____ so we'd like three bedrooms, please.
- Woman Would you prefer a ⁴g _____-floor flat?
- Max We don't mind what floor it is.
- Woman Well, I have a nice flat in a quiet ⁵l _____ close to the park. It's on the first floor. It has a ⁶f _____ kitchen and ⁷c _____ heating, so it's nice and warm in winter.
- Max How much is the ⁸r _____?
- Woman It's £800 per month. There are ⁹t _____ in the flat at the moment, but they're leaving at the end of next month.
- Max That sounds good.
- Woman Right, well, I'll phone the ¹⁰l _____ and we'll discuss when you can go and have a look at it.
- Max Thank you very much.

10 1.08 Listen and check your answers. Work in pairs to practise the dialogue.

11 Work in pairs. Take turns to answer the questions.

- How would you decorate your ideal bedroom?
- What kind of house would you most like to live in? Why?
- Do you enjoy any type of housework? Which? If you don't, why not?

- Would you prefer to live in the city or in the countryside? Why?
- What are the disadvantages of renting a room in somebody else's home?
- What are the advantages of staying with your parents while at university?

Gapped text

1 Work in pairs. Discuss the questions.

- 1 What is your neighbourhood like? What do you like about it? What would you change about it?
- 2 Do you live in a block of flats or in a house? Which one is better, do you think? Why?

- 3 What are the advantages of living in your area? What are the disadvantages?
- 4 Would you prefer to live somewhere else? Where? Why?

EXAM STRATEGY

- Потрібно заповнити пропуски в текстах, використовуючи наведені в екзаменаційному завданні фрази.
- Спочатку прочитайте весь текст, щоб зрозуміти його загальний зміст.
- Поміркуйте, якої інформації не вистачає у тексті. Зверніть увагу на слова, що знаходяться безпосередньо перед пропусками та після них. Це допоможе вам знайти правильні фрази для заповнення пропусків.

2 Read the exam strategy and the text in exercise 3. Choose the correct answer (A–D).

What is true about top-floor flats?

- A It's dangerous to live in them.
- B They are less expensive than other flats.
- C You can hear everything that your neighbours do.
- D Not everyone would feel comfortable living in them.

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

- A so think twice before starting to exercise
- B giving you a lighter, more cheerful space
- C which can increase heating and cooling costs
- D in the case of the building catching fire
- E where solid ground is many storeys away
- F you won't hear the sounds of adults and children
- G providing more privacy and peace of mind
- H that makes the lower floors ideal for them



Have you ever dreamed of living in a top-floor flat? There are several pros and cons to think about before moving to a sky-high residence.

One scientifically proven advantage is that the top floor is warmer in winter. Heat rises, so if you're in a cold climate you'll probably pay less for the heating bills. Just turn down the thermostat and let the downstairs neighbours keep you warm. Also the higher up you live, the brighter it is, so apart from ¹_____, letting in the sunlight will help warm your flat and keep the heating bills even lower. Of course, an advantage in winter can become a disadvantage in summertime. Your place may feel like an oven, while those living on lower floors are feeling cool.

But there is another advantage. If you're looking for peace and quiet, a top-floor flat may be the best choice. At least ²_____ stomping around over your head, or early risers falling out of bed at 5 a.m. The downside of this is that you have to be careful not to make much noise yourself. You'd be surprised what your downstairs neighbours can hear, ³_____ or hoovering the floors at a time when your neighbours may still be sound asleep.

One more plus of living high up is the fact that you are safer from break-ins. Most burglars are looking for a quick way in and out and ⁴_____. Living higher up can protect you from other dangers as well. For example, floods – which can definitely affect lower floors and sometimes cause extensive damage – will never reach your place. On the other hand, ⁵_____, it will probably be more difficult for you to escape, and rescuers may have a harder time getting to you.

There is one more thing to consider before deciding to live in a top-floor apartment. People who suffer from a fear of heights might not want to live too high up. You may think you'll get used to it, but there is some evidence that people who live in places ⁶_____ tend to suffer more from anxiety than those on the lower floors. And what's the point of having a great view if you're unable to look out of your windows because of your nervousness?

- 4 Read the article again. What advantages and disadvantages of top-floor living does the author mention? Make a list.

Pros	<i>warmer in winter</i>
Cons	<i>hotter in summer</i>

- 5 Work in pairs. Compare your lists and discuss.

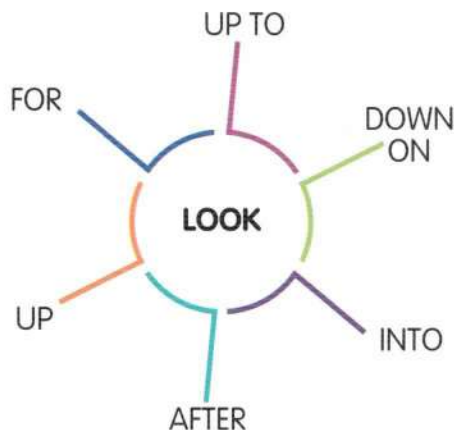
Would you like to live on the top floor? Why?/
Why not?

Words in context

- 6 Work in pairs. Look at the highlighted words in the article. Discuss their meaning and use them to complete the sentences (1–6).
- Jemma is a fairly calm person, but she does suffer from _____ when she is in small, closed spaces.
 - We're thinking of moving to the _____ flat because it's much bigger than ours.
 - The official _____ of the President of the USA is The White House in Washington, DC.
 - Jason has never been to the mountains because of his fear of _____.
 - After the storm, there was so much _____ to their house that they had to move out for several weeks.
 - There have been a number of _____ in my block recently; my neighbour actually had his TV and computer stolen.

Phrasal verbs with look

- 7 Find the phrasal verb *look for* in the article. What does it mean? Match the phrasal verbs with *look* with their definitions (1–6).



- try to find in a dictionary or other reference _____
- watch over and take care of _____
- disapprove of or consider to be of low quality _____
- investigate _____
- admire and respect somebody _____
- try to find _____

- 8 Complete the sentences (1–6) with the phrasal verbs with *look* from exercise 7. Use the correct verb forms.

- I don't know why she _____ her neighbours. For some reason, she thinks she's better than they are.
- I _____ my mobile phone for an hour before I finally found it!
- I _____ my sister's children three days a week while she's at work.
- Could you _____ these words in the dictionary and make sure you've got the correct meanings?
- Pamela really _____ her older sister. In fact, I think she'd like to be exactly like her.
- Someone will _____ the matter of the missing money and they will definitely find out what happened to it, I promise.

- 9 Write a blog entry of at least 100 words describing your apartment or house. Say what you like the most about it and what you would like to change.

True/false

1 Work in pairs. Discuss the question.

What could be the advantages and disadvantages of living in the following places: a caravan, an old mansion, a houseboat, a log cabin, a beach hut?

EXAM STRATEGY

- Перед прослуховуванням аудіозапису уважно прочитайте речення для того, щоб знати, яку інформацію ви почуєте.
- Не намагайтеся здогадатися про правильність чи хибність твердження, спираючись на ваші знання чи переконання – пам'ятайте, що твердження вірні тільки у тому випадку, якщо вони містять ті ж самі ідеї, що і в аудіозаписі.

2 Read the exam strategy. You will hear someone talking about living in a caravan. Before you listen, read the sentences (1–2) and try to predict if they are true or false.

- | | T | F |
|--|-----|-----|
| 1 There's not enough room to keep his things. | ___ | ___ |
| 2 A caravan is not safe during stormy weather. | ___ | ___ |

3 1.09 Listen to the text and check your ideas from exercise 2. Were your predictions correct? Choose T if the statement is true according to the text, F if it is false.

4 EXAM TASK 1.10 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|--|-----|-----|
| 1 Some people who choose to live on a houseboat want a less stressful way of life. | ___ | ___ |
| 2 The speaker found the houseboat extremely small compared to her flat. | ___ | ___ |
| 3 You can't go online on Ben and Lizzie's houseboat. | ___ | ___ |
| 4 There is a feeling of isolation when you live on a houseboat. | ___ | ___ |
| 5 Motion and weather cause damage to houseboats. | ___ | ___ |

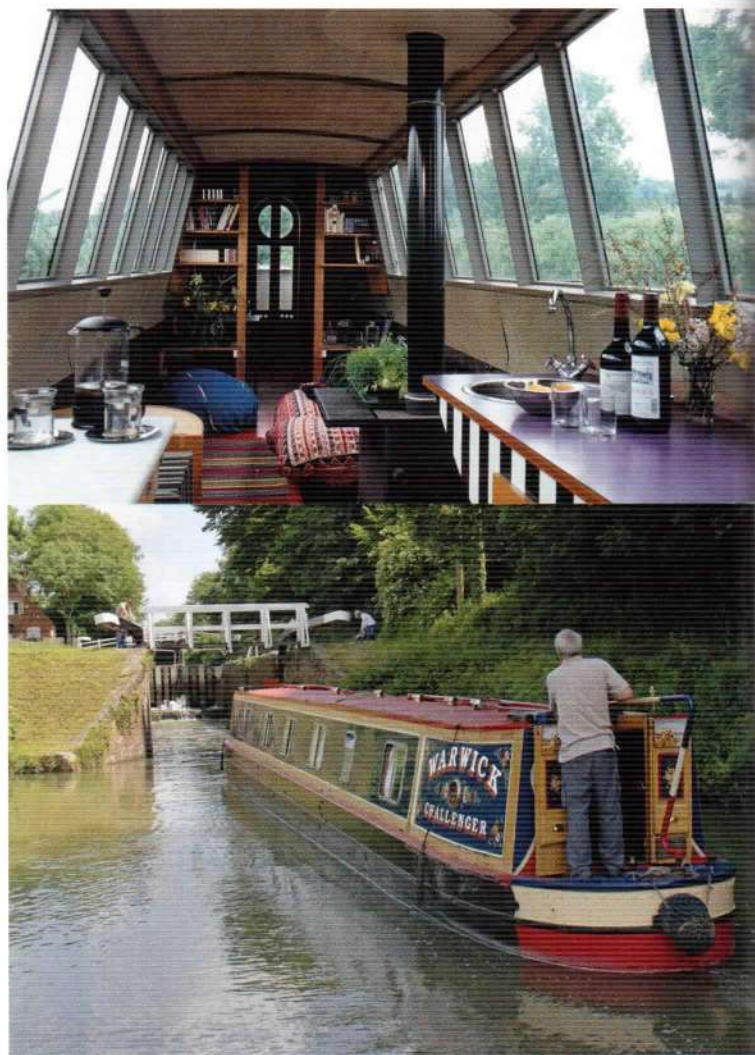
5 1.10 Match a word (1–8) with words (a–h) to make phrases that the speaker used in exercise 4. Listen again to check your answers.

- | | | |
|--------------|-----|--------------------|
| 1 take | ___ | a your home |
| 2 get away | ___ | b repairs |
| 3 wander | ___ | c a decision |
| 4 do | ___ | d room |
| 5 look after | ___ | e a boat |
| 6 get on/off | ___ | f lifestyle |
| 7 unusual | ___ | g around |
| 8 storage | ___ | h from modern life |

6 Work in pairs. Do the role-play task.

Student A: You live on a houseboat but you are trying to sell it. Try to persuade Student B to buy your boat.

Student B: You are interested in buying a houseboat but are not sure whether it is the right move for you. Ask Student A about the pros and cons of living on the boat.



LANGUAGE REVIEW

talking about the past • indefinite pronouns

1 Complete the sentences (1–6) with the correct form of the verbs in brackets. Use past simple, past continuous, past perfect or used to.

- George _____ (finish) his geography homework, and then _____ (start) to do his biology project.
- Mandy _____ (break) her arm yesterday while she _____ (do) gymnastics in a PE class.
- I was stuck in a traffic jam, so by the time I _____ (get) to school the classes _____ (already begin).
- While I _____ (study) for my exams, my brother _____ (play) video games.
- When I got home, I realised that I _____ (leave) my keys in my school locker.
- _____ (students/wear) uniforms in public schools 100 years ago?

2 Complete the pronouns in the sentences (1–4).

- Did you go **any** _____ nice at the weekend?
- I've looked for the tickets _____ **where**, but I can't find them.
- I don't know _____ **body** in this neighbourhood.
- This flat is too small for my family. I need _____ **thing** bigger.

Grammar reference pages 132–134

Grammatical multiple-choice cloze

EXAM STRATEGY

- Для спрощення вибору правильної відповіді спочатку виключіть всі явно неправильні.

3 Read the exam strategy. Then read the sentences (1–2) and decide which two options (A–D) are incorrect in each sentence.

- While I was doing my homework, my brother _____ a new episode of his favourite comedy series.
A watched B was watching C had watched D used to watch
- There is _____ we can do now.
A nothing B everything C something D anything

4 Read the sentences (1–2) from exercise 3 with some more context. Choose the correct answers (A–D).

- While I was doing my homework, my brother _____ his favourite comedy series. I couldn't concentrate because he was laughing all the time.
A watched B was watching C had watched D used to watch
- I'm afraid there is _____ we can do now. We've tried everything and nothing has worked.
A nothing B everything C something D anything

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

Gender roles in the home

Are there 'boy jobs' and 'girl jobs' in the home? Some people seem to think so. During the 2017 election campaign in the United Kingdom, British Prime Minister Theresa May appeared ¹ _____ national television with her husband, Philip, and ² _____ that he did the 'boy jobs' and she did the 'girl jobs' in their home. This statement got a mixed response. Some people defended the Prime Minister, ³ _____ that a traditional split of who does which jobs makes for a happy marriage. ⁴ _____ said that 'heavy' jobs are more suited to men and lighter jobs to women. But some people ⁵ _____ the idea that there are male and female roles. In a modern world where men and women both go out to work, there shouldn't be ⁶ _____ gender-defined housework roles, argues Alison Smith, a women's rights campaigner from London. 'We have moved on from ⁷ _____ days. Being a woman doesn't make you a better cook and being a man doesn't make you better at ⁸ _____ the bins out,' Smith says. 'People should do the jobs they like, and then the other jobs, the ones no one ⁹ _____, well, people should do them together. That is ¹⁰ _____ makes for a successful, modern marriage.'

- | | | | | |
|----|---------------|--------------------|-------------------|-------------------|
| 1 | A the | B a | C on | D some |
| 2 | A declared | B has declared | C was declaring | D had declared |
| 3 | A saying | B said | C say | D to say |
| 4 | A Another | B More | C Others | D Anybody |
| 5 | A criticizing | B were criticizing | C have criticized | D were criticized |
| 6 | A ever | B some | C much | D any |
| 7 | A this | B that | C these | D those |
| 8 | A to take | B taking | C took | D take |
| 9 | A enjoy | B enjoys | C has enjoyed | D have enjoyed |
| 10 | A what | B why | C when | D where |

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 Have you and your family always lived in the same home? If not, where did you live before? When did you move?
- 2 Do you think it's difficult to move to a new home? Why?/Why not?

2 EXAM TASK 1.11 Listen to the text. For questions (1–5) choose the correct answer (A, B or C).

- 1 What did the speaker know about his family's new house before seeing it?
 - A It was in a beautiful setting.
 - B It needed some repairs.
 - C It had been damaged in a disaster.
- 2 What was the speaker's first impression of the house?
 - A It looked as he had expected.
 - B It was far worse than he had imagined.
 - C He was immediately attracted to it.
- 3 How did the speaker and his sister feel after touring the house?
 - A cautiously optimistic
 - B rather disappointed
 - C totally hopeless
- 4 Who would do the major repairs to the house?
 - A the parents
 - B the whole family
 - C hired professionals
- 5 In the end, how did the speaker feel about the house?
 - A He couldn't understand why they had bought it.
 - B He thought it was a good decision to buy it.
 - C He was disappointed in the final result.

3 Work in pairs. Discuss the questions.

- 1 Have you and your family ever done any kind of work on your flat or house? What did you do?
- 2 What jobs would you hire somebody for, and which would you do yourselves?

LANGUAGE REVIEW

countable and uncountable nouns • expressing quantity

1 Choose the correct word to complete the sentences (1–6).

- 1 I don't think I can do the project myself – I need *a little/little* help.
- 2 Has Julia given you *an/any* advice on how to use this new application?
- 3 The boys have only just started their house cleaning business, but they already have *much/a few* clients.
- 4 Tom hasn't got *many/much* things to do today.
- 5 We have finished the *all/whole* project in two days.
- 6 Will it take *many/much* paint to finish this wall?

Grammar reference page 135

Lexical multiple-choice cloze

2 EXAM TASK Read the text below. For questions (1–10) choose the correct answers (A, B, C or D).

Tiny Homes

Although tiny homes are currently being praised as a revolutionary new lifestyle option, the ¹___ has been around for as long as humans have built shelters for themselves and their families. A tiny house is often defined as a home of 40 square metres or less, either on wheels or on a permanent foundation, so it is ²___ smaller than an average flat. Tiny homes ³___ all of the necessary amenities to make them suitable for full-time living, although at first it may not seem ⁴___ to include full bathrooms and kitchens in such a small space.

The truly revolutionary aspect of the tiny home movement today, however, is that people are deciding to ⁵___ their large flats and houses. Instead, they are choosing a compact alternative which reduces their environmental ⁶___, requires much less cleaning and maintenance, and encourages them to get rid of unnecessary things. If they choose a house on wheels, it also ⁷___ them to move from place to place whenever they want.

We'll see if tiny homes are just a passing trend, and whether people will find them ⁸___ to live in as their families grow. One ⁹___ is that many places now offer tiny homes as holiday rentals, so anyone can try out a tiny house before deciding ¹⁰___ such a big lifestyle change.

- | | | | |
|---------------|-------------|--------------|--------------|
| 1 A concept | B topic | C theme | D image |
| 2 A much | B many | C few | D more |
| 3 A take | B offer | C get | D accept |
| 4 A reliable | B possible | C probable | D able |
| 5 A get up | B turn up | C give up | D do up |
| 6 A influence | B impact | C protection | D issue |
| 7 A lets | B leaves | C makes | D allows |
| 8 A easy | B expensive | C safe | D successful |
| 9 A advantage | B reason | C idea | D chance |
| 10 A on | B to | C for | D with |

WRITING

Informal email: giving advice



1 Work in pairs. Discuss the questions.

- 1 Where do young people usually choose to live when they start university? Do they live with their parents? Do they share with a flatmate? Do they stay in a hall of residence? Do they move in with relatives nearby?
- 2 What are the advantages and disadvantages of each option?
- 3 Where would you like to live when you leave school and start work or university? Why?

2 Work in pairs. Imagine that a friend has found a great flat to rent, but the rent is too high. Discuss the following suggestions, and put them in the order of how useful they are.

- borrow money to pay the rent
- negotiate a better price with the landlord
- advertise for a flatmate
- look for something cheaper elsewhere
- your own suggestion _____

EXAM STRATEGY

- Перед написанням електронного чи звичайного листа поміркуйте про ситуацію, наведену в екзаменаційному завданні.
- Коротко занотуйте, що ви хочете висловити щодо кожного пункту екзаменаційного завдання.

3 Work in pairs. Read the exam strategy and the exam task in exercise 5. Answer the questions (1–6).

- 1 Who are you writing to?
- 2 What is your relationship?
- 3 What does Mitch ask your advice about?
- 4 Have you or anyone you know ever had a similar problem?

- 5 Where do you think he/she should choose to live?
- 6 What advice would you give him/her?

4 Compare your advice ideas from exercise 3 with another pair. Agree on the best suggestion.

5 EXAM TASK Do the exam task.

You received this email from your American friend Mitch, who's going to spend a year in Lviv studying at university. Write an email to Mitch, in which you:

- ▶ explain where Ukrainian students usually live while they are at university,
- ▶ tell him how you feel about sharing a flat,
- ▶ suggest where Mitch could look for a flatmate.

Write an email of at least 100 words. Start your email in an appropriate way.

Hi,

Guess what! My long search for a home may be over. I've found a furnished flat I like near the centre of the city. There are two bedrooms, and one bathroom, but there's also a separate toilet. The only thing is I'm not quite sure I'll be able to afford it on my own. Do you think it would be difficult to find someone to share it with? Do college students here often share a flat? The landlord says he wants me to give him an answer by the end of next week. Please let me know what you think. Should I go for it or keep looking for something cheaper?

Take care!

Mitch

Writing bank pages 168–169

6 Check your work.

- Have you written about all three points in the task?
- Does your email answer all your friend's questions from his email?
- Have you offered some useful suggestions and advice?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about homes.

- 1 Describe a home that you like (not your own). How old is it? What rooms are in it? What are they like? Why do you like this home?
- 2 Do you like spending your free time at home or do you prefer going out? Why?
- 3 'Everyone needs their own bedroom.' Do you agree? Why?/Why not?
- 4 If you could change one thing about your home, what would it be? Why?
- 5 'Moving house is good because it brings opportunities to meet new people and do new things.' Do you agree? Why?/Why not?
- 6 What was the last thing that you bought for your home? Was it a good thing to buy? Why?/Why not?

Role-play

2 Work in pairs. Read the situation and the information about a bedroom and do the role-play task.

The situation

You and your friend are going to share a two-bedroom house in Oxford for two weeks in the summer. You have to agree and decide which bedroom you will each have. You are asking each other questions about each bedroom, i.e. the size (single or double), the location (which floor), the furniture, the decoration and how much the rent is.

The task

Student A: Read about Bedroom 1 below. Prepare reasons for your choice. Ask your friend (Student B) questions about Bedroom 2 and make notes. Answer your friend's questions about Bedroom 1. Tell your friend which bedroom you would like to have and why. Listen to his/her choice and finally agree on which room you will each have.

Student B: Read about Bedroom 2 on page 165. Answer your friend's (Student A) questions and ask him/her about Bedroom 1. Prepare reasons for your choice and tell him/her which bedroom you would like to have and why. Listen to his/her choice and finally agree on which room you will each have.

Bedroom 1

single room in the attic, up two flights of stairs

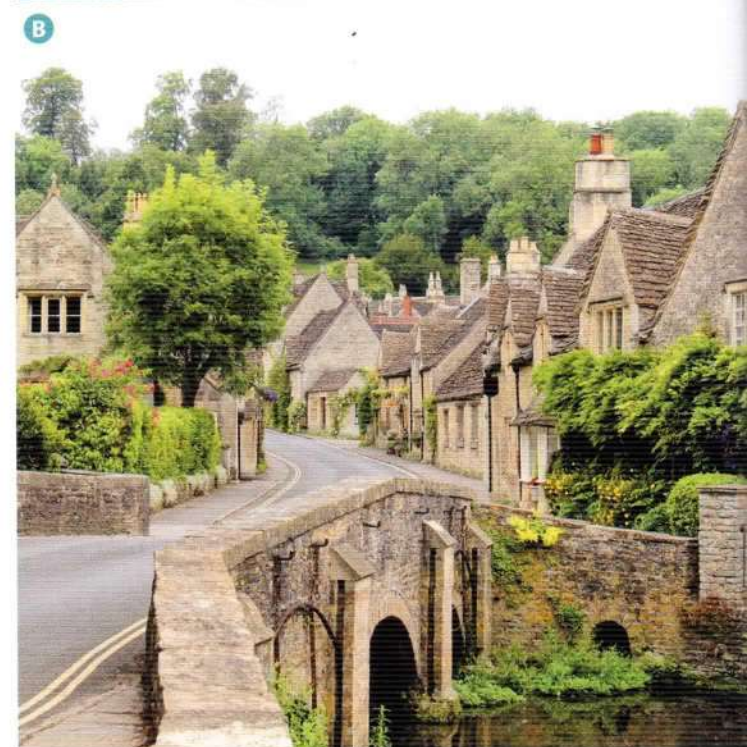
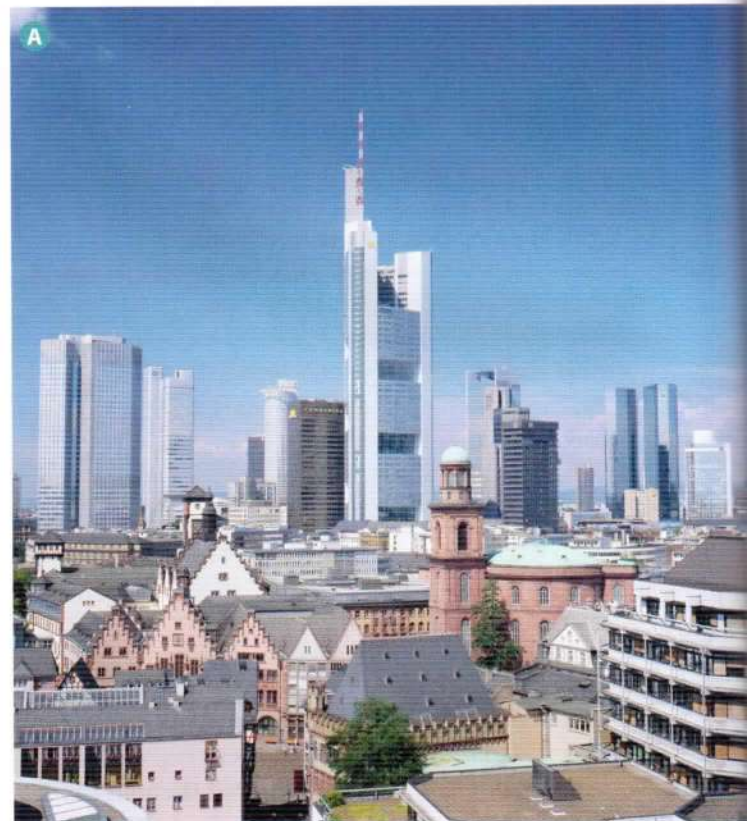
garden view, quiet, single bed, chest of drawers, small table, chair, blue walls, wooden floor, mirror, no pictures

£60 per week

Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different types of place where you can live. Take turns to compare and contrast the pictures. Include these points:

- ▶ what people enjoy about living in each type of place,
- ▶ the reasons people leave each type of place,
- ▶ the type of place you would like to live in in the next five years.



REVIEW

1 Match the words (1–8) with the words (a–h) to make expressions to describe homes.

- | | | |
|---------------|---|-----------|
| 1 central | — | a bin |
| 2 light | — | b block |
| 3 DVD | — | c switch |
| 4 ground | — | d flat |
| 5 rubbish | — | e floor |
| 6 tower | — | f heating |
| 7 unfurnished | — | g machine |
| 8 washing | — | h player |

2 Cross out the word in each sentence (1–7) that does not complete it correctly.

- There's a small garden *behind/between/in front of* my house.
- The Johnsons have a big fireplace in the *study/bathroom/living room*.
- I always have to pay the *flat/bills/rent* at the beginning of the month.
- Please *look up/remind/find* all the difficult words in a dictionary.
- After breakfast, Maggie put the plates and cups in the *sink/dishwasher/rug*.
- All the windows were quite small and had no *shutters/curtains/tenants*.
- Arnie has promised to *make/h Hoover/ tidy* his room once a week.

3 For each of the sentences (1–6), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Do not change the words in brackets.

- My family moved into this house 25 years ago. (living)
My family _____
_____ 25 years.
- When did you buy this painting? (had)
How long _____
_____ this painting?
- This is my first stay in a four-star hotel. (never)
I _____
_____ in a four-star hotel before.
- My neighbours are on holiday, so I've been taking care of their dog for the past week. (after)
My neighbours are on holiday, so _____
_____ the past week.
- They started renovating their kitchen in June and it's still not finished. (have)
They _____
_____ June.
- Jake still has to throw away the rubbish. (yet)
Jake _____

4 Complete the sentences (1–8) with words from the box. Some of the words can be used twice. There are two extra words you do not need.

take do place sign floor have make

- _____ up your mind – do you want to do the dusting or the washing up?
- I could not live on the top _____ of a block of flats. I have a fear of heights.
- It's a beautiful room, with a soft carpet on the _____.
- We're touring Beverly Hills today and want to _____ pictures of houses of Hollywood stars.
- Getting my own _____ is too expensive, so I'm sharing a flat with two other students.
- My roommate needs half an hour to _____ a shower every day – it's very annoying.
- I like staying in hotels in Africa – they _____ your bed for you and decorate it with flowers.
- The building was completely empty; there was no _____ of life there.

5 Read the article about Beverly Hills, a wealthy area in California, USA. Write the missing words (1–9). Use only one word in each gap.

Beverly Hills is just a few minutes' drive from the centre of Hollywood and is ¹_____ of the wealthiest neighbourhoods in the USA. It's filled with rich and famous people and, if you visit, you'll find glamour and luxury. You're ²_____ likely to see limousines and Ferraris parked outside the houses here than ³_____ else in the world.

Although its name suggests a hilly landscape, Beverly Hills is a relatively flat area south ⁴_____ Sunset Boulevard. For the more exclusive neighbourhoods, you need ⁵_____ go further north, while the city's most spectacular mansions are far away in the hills. Most people ⁶_____ visit Beverly Hills want to see a Hollywood star or any other celebrity. The problem is, if you start wandering around the residential areas ⁷_____ foot, you're likely to be stopped ⁸_____ a police officer to find out what you're doing there. It's probably better to book a place on an organized tour. You'll be driven down the avenues, stopping at the gates of the most famous homes – but I'm afraid that's about as far ⁹_____ you'll get.

VOCABULARY

- 1 Work in pairs. Look at the picture and discuss the questions.



- 1 How do you think the students are feeling?
- 2 What do you remember about your first day at school?
- 3 Would you like to be a teacher? Why?/Why not?

School subjects

- 2 Read the sentences (1–8) and write the names of school subjects.

- 1 It's the study of energy and matter, and things such as light, sound, heat and electricity. _____
- 2 You can learn about colour, shading and perspective in this subject. _____
- 3 It's the study of the world's surface: its climate, countries, populations, etc. _____
- 4 It involves playing instruments and learning about rhythm, etc. _____
- 5 You learn about the past in this subject, e.g. life during World War II. _____
- 6 In this subject you can find out how to use the Internet and how to create websites. _____
- 7 It's the study of plants, animals and humans. _____
- 8 It's the scientific study of the structure of substances. _____

- 3 Match the verbs (1–8) with the nouns (a–h) to describe school activities.

- | | | |
|-------------|-----|------------------------|
| 1 read | ___ | a handball |
| 2 solve | ___ | b insects |
| 3 carry out | ___ | c maps |
| 4 memorize | ___ | d problems |
| 5 do | ___ | e sketches |
| 6 draw | ___ | f dates |
| 7 examine | ___ | g vocabulary exercises |
| 8 play | ___ | h experiments |

Which school subjects are the activities related to?

Parts of the school

- 4 It's Polly's first day at school. Answer her questions (1–9) with names of parts of the school.

- 1 A Where can I find a dictionary?
B In the l_____.
- 2 A Where can I keep my bag and sports kit?
B In your l_____.
- 3 A Where can I find the teachers?
B They're in the s_____.
- 4 A Where can I get lunch?
B In the c_____.
- 5 A I'm studying ICT. Where should I go?
B Go to the c_____ r_____.
- 6 A Where do I go for PE?
B Go to the g_____.
- 7 A Where is the chemistry class?
B In the science l_____.
- 8 A Where is the headteacher?
B In her o_____.
- 9 A I'm playing football this afternoon. Where should I go?
B To the s_____ f_____.

School life

- 5 Match the words and phrases (1–8) with the definitions (a–h).

- | | |
|----------------------|-----|
| 1 classmate | ___ |
| 2 headteacher | ___ |
| 3 break | ___ |
| 4 notebook | ___ |
| 5 textbook | ___ |
| 6 parents' evening | ___ |
| 7 school certificate | ___ |
| 8 register | ___ |

- a When students stop working for a while.
- b An official document students get at the end of the school year.
- c Something you write in.
- d Somebody you study with.
- e A list of students' names.
- f Something that contains information about your subject.
- g The person who's in charge of a school.
- h When parents come to the school to discuss their children's results.

6 Read the email and choose the correct words (1–14).

Hi Anna,

You know, life at university in England isn't easy. I have to ¹**do/make** a lot of project work, and I have to ²**absent/attend** a lot of classes and ³**do/make** notes. Sometimes, I have to ⁴**give/get** a presentation in class. However, I think I'm ⁵**doing/making** progress. I hope so! As you know, I ⁶**did/got** very badly in last year's exams. In fact, I ⁷**lost/failed** two exams, and I had to ⁸**retake/remake** them in the summer. So this time, I'm not going to ⁹**jump/skip** any classes, and I'm going to ¹⁰**make/prepare** for all my exams really carefully. I'm planning to sit in my room for hours, with all my books, ¹¹**remaking/revising** everything I've learned. Hopefully, one day, I'll ¹²**get/make** my degree!

By the way, did I tell you? Two students have already ¹³**fallen/dropped** out of my course this year. And one student has been asked to leave the university because he ¹⁴**cheated/attended** in an exam. He wrote all the answers on his arm!

See you soon!

Jenny

Language learning

7 Complete the sentences (1–5) with words from the box.

bilingual grammar fluent dictionary skills

- You can look up unfamiliar words in a _____.
- Listening, reading, speaking and writing are communication _____.
- The rules of a language are called the _____.
- If you speak two languages very well, you are _____.
- When you can express yourself without difficulties, you become _____ in that language.

After-school activities

8 Match the verbs from the box with the words or phrases (1–6) to describe after-school activities. You can use a verb more than once.

do practise play organize go

- _____ in a band
- _____ on trips
- _____ voluntary work
- _____ sport
- _____ charity events
- _____ a sailing course

9 Work in pairs. Discuss the questions.

- Which of the activities have you done?
- Which of the activities would you like to do? Why?

Education system

10 Fill in the gaps (1–10) in the article about schools in the UK with words from the box.

private single-sex nursery primary secondary college comprehensive vocational mixed grammar

In Britain, very young children go to ¹_____ school. Then, when they are four or five years old, they go to ²_____ school. At the age of 11, they go on to ³_____ school. A ⁴_____ school is a school for children aged 11–18, that you don't have to pay for and you don't have to pass an exam to get in to. A ⁵_____ school is a selective school. This means you have to pass an exam to go there. Parents have to pay fees for their children to go to ⁶_____ schools. Some schools are ⁷_____, so they are for boys or for girls only, but most schools are ⁸_____. When they are 16, pupils take their GCSE examinations. When they are 18, they do A Level examinations. At 16, they can leave school and go to work, or they can go to a ⁹_____ of further education. Here they can do traditional subjects as well as ¹⁰_____ training such as learning to become a mechanic or a beautician.

11 1.12 Listen and check your answers. Work in pairs and describe the Ukrainian education system.

We start school when we are ...

Collocations with do, make and take

12 Choose the correct verb in each sentence (1–8).

- Have you ever **done/made** a language course abroad? Did you like it? Would you like to go on a language course?
- Would you **take/make** a gap year before you go to university? Why?/Why not?
- Would you like to **make/do** a degree in media studies? Why?/Why not?
- What was the last test you **took/made** at school like?
- When do you usually **do/make** your homework?
- Is it a good idea to **do/make** any revision the night before an exam? Why?/Why not?
- How often do you **make/take** a break when you are studying?
- Do you enjoy **making/doing** projects in English? Why?/Why not?

13 Work in pairs. Take turns to ask and answer the questions in exercise 12.



Learning at home

Multiple-choice

1 Work in pairs. Describe the pictures (1–3) and discuss the questions.

- 1 Which classroom situation is closest to your own school experience?
- 2 Which one do you think is the best environment for learning? Why?

EXAM STRATEGY

- У цьому завданні потрібно прочитати текст та вибрати з чотирьох варіантів одну правильну відповідь.
- Прочитайте текст та запитання, що наведені в екзаменаційному завданні. Прикрийте варіанти A–D і спробуйте відповісти на запитання своїми словами.
- Потім порівняйте варіанти відповідей зі своїми міркуваннями та виберіть правильні відповіді.

2 Read the exam strategy and the text about home-schooling in exercise 4. Answer the questions (1–2).

- 1 Who is Erin Morgan?
- 2 What was Erin worried about?

3 Read the options (A–D) for the questions (1–2) from exercise 2. Choose the correct answers. Are they similar to your ideas from exercise 2?

- 1
 - A A parent who is planning to do home-schooling.
 - B An expert on home-schooling.
 - C A parent who is teaching her children at home.
 - D An adult who was home-schooled.
- 2
 - A Her children would not make friends.
 - B Her children wouldn't learn enough.
 - C She couldn't teach them music.
 - D Her children would be bored.

Have you ever thought about leaving school and learning at home? Thousands of young people do exactly that. It's called 'home-schooling' or 'home education'. So why do parents make the decision to do this? Some parents take their children out of school due to **bullying** or other serious problems, but there is a growing number of British parents who choose to home-educate their children from the start.

We spoke to Erin Morgan, who chose home-schooling for her children. 'We took our children out of school when my son Joseph was six and daughter Lily was eight. There were no problems with teachers and neither of the children was being bullied – in fact they were quite popular – but they were simply bored. With large class sizes, little money and other problems, it's difficult for teachers to give some children the **individual** attention they need.'

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

- 1 The writer says that home-schooling in Britain ...
 - A is a serious problem.
 - B only happens when children are unhappy at school.
 - C must start at a very young age.
 - D is becoming more common.
- 2 Which of the following is **not** a reason why Erin decided to home-school her children?
 - A The classes had too many students.
 - B Her children didn't get on with other students.
 - C The teachers couldn't give the students enough attention.
 - D Her children were not interested in the material.
- 3 What does the word '**This**' in paragraph 3 refer to?
 - A Lily's swimming lessons.
 - B Joseph's music classes.
 - C Lily and Joseph's after-school activities.
 - D The parents' meetings with other home-schoolers.



'When we started home-schooling, I was worried the children wouldn't fit in socially, so they have a few organized activities a week. Joseph is learning the trumpet and plays in a band. Lily goes to ballet classes and they both have swimming lessons.

This means they learn skills and enjoy the company of other children at the same time. In addition, I belong to a home-schooling network so we often get together for trips with other home-schoolers.'

'We don't have a set **timetable**, but negotiate what we're going to do every day. Morning activities include using the computer, writing, spelling, reading, maths and science. After lunch, we generally choose something more creative like art, sewing or gardening. I have to admit that some activities are more popular than others, but in my view, it's important to get through every subject in order to get a good general education.'

'People ask what happens when home-schoolers get to secondary school age. I have friends with teenage children and most of them have decided to follow a **syllabus** and take GCSE exams. This has meant a more organized day, but the young people still take a great deal of responsibility for their own learning. One boy I know is planning to stop home-schooling when he is 16, do a part-time college course and then go on to university.'

'Whatever the age of your children, home-schooling is a challenge, but in my opinion the worst thing to do is to turn the home into a **formal** school. Learning should be fun, and children and young people need to feel happy in order to achieve.'

- 4 According to Erin, Lily and Joseph ...
- A especially enjoy the creative activities.
 - B can decide what activities to do each day.
 - C will not take GCSE exams.
 - D will go to a regular school when they're 16.
- 5 Why did the author write the article?
- A To convince parents to do home-schooling.
 - B To warn parents about the problems with home-schooling.
 - C To describe home-schooling and the reasons for choosing it.
 - D To point out the need for improvements to local schools.

5 Work in pairs. Discuss the questions.

- 1 What are the advantages and disadvantages of home-schooling?
- 2 What subject(s) could you learn more easily with individual teaching? What subject(s) would be difficult to teach at home? Why?

Words in context

6 Find the highlighted words in the article. Match the words with their definitions (1–6).

- 1 organized in a strict manner _____
- 2 written outline of what needs to be studied _____
- 3 designed for a specific person or done with one person only _____
- 4 become an accepted part of a group _____
- 5 schedule which gives times for doing things _____
- 6 using cruelty to frighten someone who is weaker _____

7 Complete the sentences (1–6) with words from exercise 6.

- 1 Jack experienced some _____ at primary school because he was so much shorter than the other students.
- 2 We don't offer _____ art classes. People just get together to paint and discuss their work.
- 3 Susan was much better at French than the other students, so the school arranged _____ lessons for her.
- 4 After being home-schooled for six years, it took Celia a while to _____ at the local secondary school.
- 5 The _____ for this class requires students to read eight novels and write four papers.
- 6 A predictable _____, with set times for doing various activities, makes young children feel relaxed and secure.

8 Choose the correct words to complete the sentences (1–7).

- 1 The best lesson you can **teach/learn** your students is how to find their own information.
- 2 If you want to be good at an extreme sport, you need a lot of **practice/practise**.
- 3 Would you **borrow/lend** me your e-reader so I can read a new book?
- 4 Be careful what you say – he is very **sensible/sensitive** to criticism.
- 5 You shouldn't **lend/borrow** more money than you can easily pay back.
- 6 The best thing I **learned/taught** from that class was that I really can understand maths.
- 7 Sharing your flat with someone is a very **sensible/sensitive** decision if you need to save money.

9 Work in pairs. Discuss the questions.

- 1 Is there a skill you could teach? Is there a skill you'd like to learn when you're older? Why?
- 2 How much time do you spend practising English outside school?

True/false

1 Work in pairs. Discuss the questions.

- 1 What do you think a boarding school is?
- 2 What are the differences between boarding schools and regular schools?

EXAM STRATEGY

- Перед прослуховуванням аудіозапису уважно прочитайте речення та підкресліть ключові слова, які допоможуть вам зорієнтуватися під час пошуку потрібної інформації.

2 Read the exam strategy and the statements (1–2). Underline the key words that tell you what information you need to find.

- | | T | F |
|--|---|---|
| 1 The speaker and her friends were happy to go to boarding school. | — | — |
| 2 She saw her pets when her parents came to visit her at school | — | — |

3 1.13 Listen to the text. For statements (1–2) in exercise 2 choose T if the statement is true according to the text, F if it is false. Correct the false information.

4 **EXAM TASK** 1.14 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|---|---|
| 1 Charlie was homesick when he started boarding school. | — | — |
| 2 Students have breakfast in their rooms at 7.30 a.m. | — | — |
| 3 Some teachers are available to help students with their homework. | — | — |
| 4 The school organizes a lot of social events. | — | — |
| 5 Charlie dislikes sharing a room. | — | — |

5 Complete the sentences (1–8) with the words that the speaker used in exercise 4.

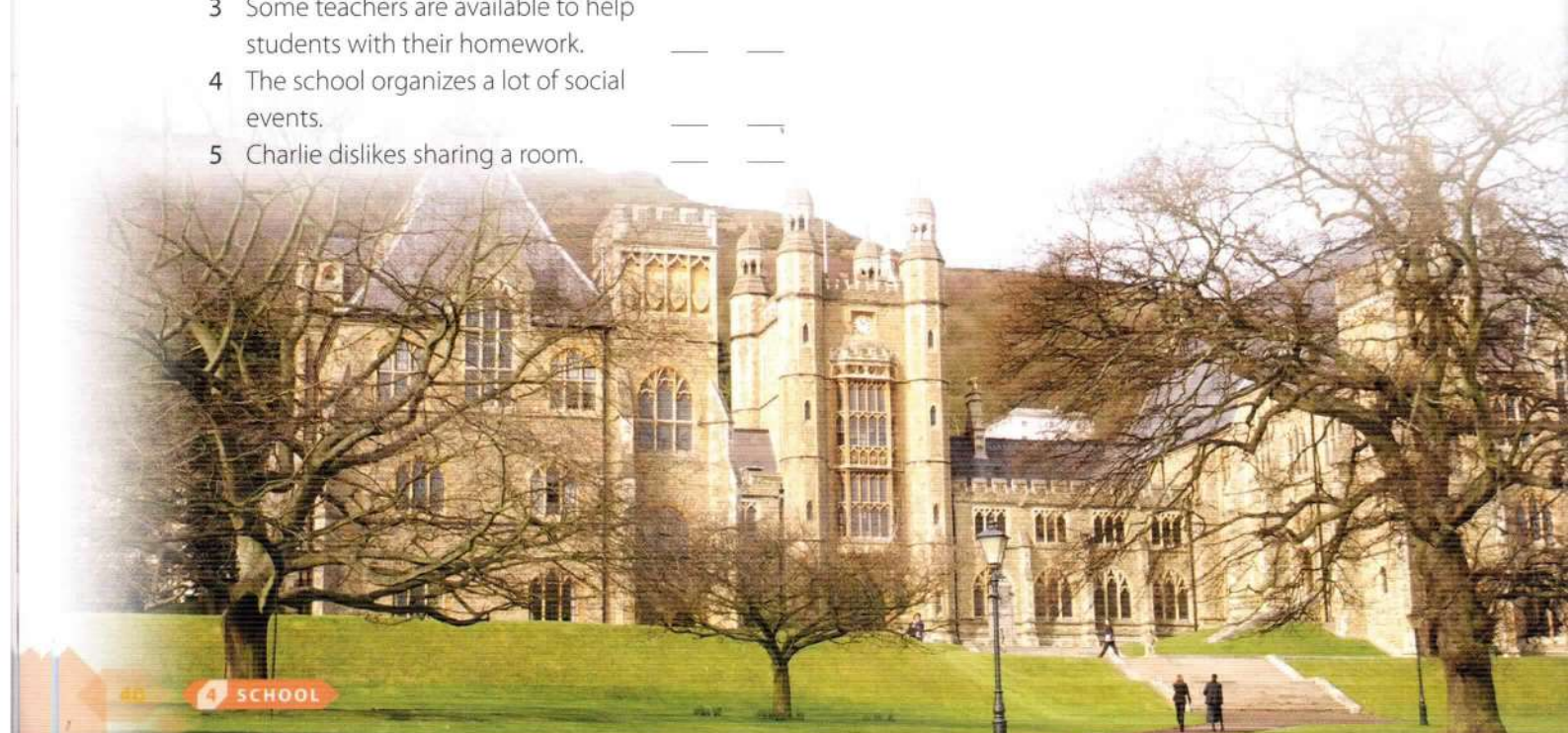
assembly canteen homesick independent put on routine sort out supervise

- 1 I used to go to an _____ primary school and I was very happy there.
- 2 The _____ at my school is very crowded at lunchtime, so it's hard to find a seat.
- 3 There is a regular morning _____ in the hall at my school.
- 4 Going for a run in the morning before school is part of my daily _____.
- 5 At our school, we _____ a rock concert at the end of every school year.
- 6 I felt a bit _____ when I went to my first summer camp without my parents.
- 7 We have an English test next week. I need to _____ my notes before I start revising – they're in a mess!
- 8 There are always two or three teachers to _____ students during final exams at my school.

6 Work in pairs. Which of the sentences in exercise 5 (1–8) are true for you? Compare with your partner.

7 Work in two groups. Each group should try and persuade the other about their point of view.

- Group 1:** Make a list of the advantages of attending a boarding school. Discuss with Group 2.
- Group 2:** Make a list of the disadvantages of attending a boarding school. Discuss with Group 1.



USE OF ENGLISH

LANGUAGE REVIEW

linking words – contrast, reason and result

1 Choose the correct linking word to complete the sentences (1–7).

- 1 We didn't have classes in the afternoon *so/ because* the teachers were meeting with parents.
- 2 *Despite/Whereas* all of my revision, I didn't do well in the exam.
- 3 I hadn't prepared for the test and, *as a result/in spite of*, I failed it.
- 4 *But/While* art is my favourite subject, I enjoy maths and science as well.
- 5 Our schools have a good reputation, *therefore/ whereas* many new families are moving to our district.
- 6 *Although/However* I liked studying abroad, I missed my friends and family.
- 7 *However/In spite of* all of our requests, we still don't have a good computer lab.

2 Complete the sentences (1–4) with the linking words from the box. There is one extra word.

while so although because despite

- 1 He decided to go on a diet _____ he was not overweight at all.
- 2 There's no homework for tomorrow _____ it's going to be a sports day.
- 3 _____ knowing a lot about his subject, he has trouble explaining his ideas.
- 4 The party promised to lower taxes and increase wages, _____ they won the election.

Grammar reference page 137

Lexical multiple-choice cloze

EXAM STRATEGY

- У завданні цього типу всі варіанти відповідей є граматично правильними, але тільки один із них має сенс у даному контексті.
- Після вибору відповіді, знову повністю прочитайте текст для того, щоб впевнитись, що ваші доповнення є логічними.

3 Read the exam strategy. Then read the sentences (1–4) and choose the correct answer (A, B, C or D).

- 1 My English is good, but I _____ trouble understanding American accents on TV.
A make B take C have D feel
- 2 A lot of students are planning to go to university, _____ I have decided to get a job.
A whereas B because C so D despite

- 3 If I _____ up late studying, I always feel sleepy the next day.
A keep B turn C make D stay
- 4 They have decided to close the local school _____ there are so few students.
A therefore B so C because D although

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

Fighting sleep!

Have you ever actually fallen asleep in class? It's a horrible feeling, mainly ¹_____ there's no way to keep it from happening. You're sitting in your maths or history lesson, the classroom is hot, there's no air to breathe and your eyes start to feel ²_____. Then, your head droops and you jump awake, only for the whole process to ³_____ again.

I used to fall asleep every Wednesday afternoon in geography lessons. Every week my teacher would ⁴_____ off the lights, draw the blinds and show us a film. I never stayed up late the night before and I was ⁵_____ in the subject, so I couldn't understand what was going on. Every week, I used to try ⁶_____ ways of staying awake. I would pinch myself on the arm, roll my head or draw little pictures. I would try to focus on the film and take notes, but ⁷_____ used to work and no more than ten minutes into the film, I would be as fast asleep as a baby in a cot.

The thing is, I didn't ⁸_____ to. In fact, geography was one of my favourite ⁹_____ at school. But I just couldn't help falling asleep. The worst time was when I ¹⁰_____ opened my eyes and saw that the light was on, the film had stopped and everyone was laughing. Apparently, I'd not only been sleeping, I'd been snoring loudly, too.

- 1 A so B because C despite D whereas
- 2 A heavy B large C big D slow
- 3 A start B open C take D go
- 4 A get B keep C take D turn
- 5 A excited B keen C inspired D interested
- 6 A particular B contrasting C different D individual
- 7 A nothing B everything C anything D something
- 8 A want B have C need D ask
- 9 A objects B subjects C topics D themes
- 10 A certainly B hardly C surprisingly D suddenly



5 Work in pairs. Discuss the questions.

Have you ever fallen asleep in class?
What happened?

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the question.

How do you think schools will be different in the future? Think of at least three differences.

2  1.15 In 1988 Isaac Asimov, a novelist, predicted how education would change in the future. Listen to two people discussing his ideas. What predictions did he make?3 EXAM TASK  1.15 Listen to the text.

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

- What did Isaac Asimov say about education 30 years ago?
 - It did not use technology in the best way.
 - It was not varied enough to be interesting for all students.
 - There were not enough televisions or video recorders.
- Isaac Asimov predicted that access to computers and the Internet in schools would ____
 - give students more free time to enjoy themselves.
 - make students more interested in school subjects.
 - allow students to explore their own interests.
- Nikola mentions baseball statistics as an example of ____
 - Asimov's varied interests.
 - a topic that students might choose to explore online.
 - a subject that Asimov thought should be taught in schools.
- Why hasn't Asimov's vision come true so far?
 - Many teachers don't know how to use technology.
 - The right equipment has not been designed.
 - The big change in education hasn't happened yet.
- What is Nikola's opinion about Asimov's predictions?
 - They will probably never be fulfilled.
 - They will be fulfilled very soon.
 - It may take a long time to fulfill them.

4 Work in pairs. Discuss the questions.

- What types of technology would you like to use in the classroom?
- How can technology help your learning?

LANGUAGE REVIEW

there and it as the subject

1 Find one grammar error in each of the sentences (1–5) and correct it.

- I think there will rain tomorrow, so we're probably not going on our school nature walk.
- In our class, are many students from other countries.
- It was an assembly at school yesterday, and the headteacher gave an inspiring speech.
- There is useful to practise English with native speakers.
- Is it enough space in the classroom to accommodate so many students?

Grammar reference page 137

Grammatical multiple-choice cloze

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

Student Exchange

Two years ago, I went on an exchange programme to Italy and it ¹ ____ out to be the best year of my life. I read a lot about Italy when I ² ____ at primary school because I was fascinated with gladiators and Ancient Rome. There was an exchange programme at my school and I was really excited ³ ____ that I had qualified for it. Of course, it wasn't easy. ⁴ ____ took me one year of study before I passed the exam that showed that my Italian was good enough for me to go to school there. I also managed ⁵ ____ my parents that a year abroad was worth the extra expense, saying that ⁶ ____ experience would look good on my university applications.

Finally, I was on my way. At first, I felt a little homesick because there were ⁷ ____ many differences in people's behaviour. Everyone seemed outgoing and cheerful, and I'm a rather reserved person. They were all really warm and welcoming, though, and ⁸ ____ wasn't long before I had made a lot of friends. I'm still in touch with them today, and I have learned a ⁹ ____ about myself from living abroad and surrounding myself with culture ¹⁰ ____ was so different from mine.

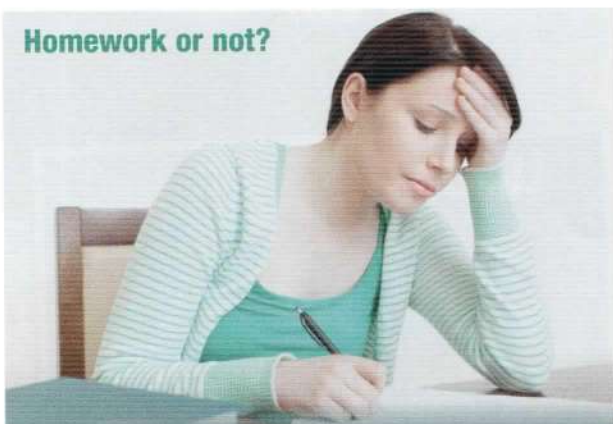
- A turned B had turned C turns
D was turning
- A have been B was C used to be
D was being
- A learning B learnt C learn D to learn
- A it B There C This D Then
- A to convince B convincing C convinced D convince
- A an B one C the D these
- A so B such C than D as
- A I B it C there D this
- A much B many C plenty D lot
- A it B what C which D there

WRITING

Forum post: expressing your opinion

- 1 Work in pairs. Read the article about homework and exams. Discuss the questions.

Homework or not?



For many years, Finnish 15-year-olds have been performing well in international assessments of academic abilities. The success of these students is perhaps surprising: they spend less than three hours a week doing homework. And they do not take any examinations until they are 18.

So, should other countries follow Finland's example? Some experts think so, but others disagree. Research in the UK showed that doing homework helped students get better exam results. In Singapore, which came first in the international assessments in 2015, students have tests and exams regularly. And 15-year-olds in Singapore spend almost 9.5 hours a week on homework!

- 1 When do students take their first exam in Finland?
- 2 Do you spend more time on homework than students in Singapore?

- 3 How often do you have tests at school?
- 4 At what age do you have examinations?

- 2 Read the forum post about testing. Answer the questions (1–3).

No exams?

As the summer approaches, thousands of school students are revising for this year's formal examinations. It has made me wonder about the function of exams. Why do we have them?

The most important reason, in my view, is to assess students' knowledge and ability, and they are an objective form of assessment. On the other hand, some people do not perform well in exams, and so it could be fairer to assess students' coursework that is produced over several months.

I can see the arguments for and against exams. Personally, I think they are a good form of assessment, but I think coursework should also be assessed so that some people are not at a disadvantage. What do you think?

- 1 Is the comment written in informal or formal language?
- 2 Which words and phrases introduce the writer's personal opinion?
- 3 Which paragraphs include the arguments for and the arguments against exams?

- 3 Complete the sentences (1–6) with the correct form of the verbs from the box.

ask assess give learn remember revise

- 1 Teachers should _____ students advice about how to revise.
- 2 If you don't like working alone, it might be better _____ with a friend.
- 3 A good way of _____ something is to write it down several times.
- 4 One reason for looking at old exam papers is _____ about the types of exam questions.
- 5 A useful form of testing is _____ the student if a statement is true or false.
- 6 Students' progress should _____ regularly with tests.

- 4 EXAM TASK Do the exam task.

You are feeling stressed by the amount of homework you have to do every evening. Write a forum post, in which you:

- ▶ write how much homework you do each week,
- ▶ describe the benefits and disadvantages of homework,
- ▶ give your personal opinion.

Write a forum post of at least 100 words. Start your post in an appropriate way.

Writing bank page 173

- 5 Check your work.

- Have you written about all three points in the task?
- Have you used the correct phrases to express your opinion?
- Have you used the correct verb forms?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

EXAM

Conversation

- 1 **Work in pairs and answer the questions about school and learning.**
 - 1 Describe a lesson you have recently had. What was it about? What did you do in it?
 - 2 What do you enjoy learning most? Where do you learn it? At school, at home or somewhere else?
 - 3 'Teenagers should start the school day at 10 a.m. so they get enough sleep.' Do you agree? Why?/Why not?
 - 4 Describe the last time you took a test or an exam. How did you prepare for it?
 - 5 'PE is an essential part of the curriculum.' Do you agree? Why?/Why not?
 - 6 What do you enjoy about school? What do you find difficult?

Role-play

- 2 **Work in pairs. Read the situation and do the role-play task.**

The situation

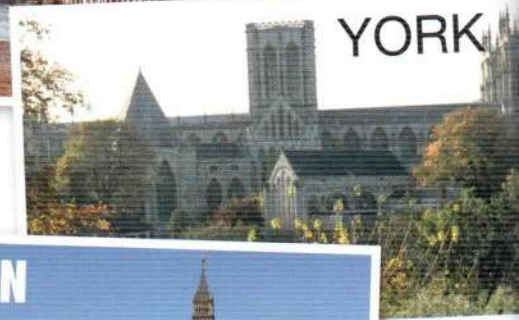
You want to do a two-week English language course in Britain. You meet your teacher who gives you information about two courses in two different places.

The task

Student A: Ask your teacher about the location, hours of English per week, typical social activities and accommodation costs for each course.

Student B: You are Student A's teacher. Turn to page 165 and read the information about English courses in four places in Britain: Brighton, York, London and Oxford. Talk to Student A about two of the courses and answer his/her questions.

Now change roles. New Student B: Turn to page 165 and tell Student A about two different courses.



Picture description

- 3 **Work in pairs. Look at the pictures (A–B) which show two different places in a school. Take turns to compare and contrast the pictures. Include these points:**
 - ▶ the normal atmosphere in each place,
 - ▶ the number of students who use them,
 - ▶ which place you prefer and why.



REVIEW

1 Choose the correct word in each sentence (1–8).

- 1 My last class today is *ICT/PE* with the football coach.
- 2 Jared has had a fight with his *classmate/colleague* and now his parents have to come and see the *director/headteacher*.
- 3 Let's leave our bags in our *lockers/breaks* and go and have lunch.
- 4 Open your *textbook/notebook* to page 37 and look at exercise 1, please.
- 5 When Mark was 16, his parents sent him to a *nursery/boarding school* in another city.
- 6 The lessons haven't started yet so you'll probably find Mr Bromley in the *staffroom/classroom*.
- 7 I'm not a typical student because I love *doing/making* grammar exercises.
- 8 Polly was very nervous when her mum returned from the parents' *morning/evening* because she had failed a few tests.

2 Complete the sentences (1–7) with the missing words. Use the correct word form.

- 1 Yesterday in chemistry class we **c** _____ out a very difficult experiment.
- 2 To pass this test you must **s** _____ at least three of these multiplication problems.
- 3 A lot of students hate history because they can't **m** _____ all these dates.
- 4 Before we go home, let's go to the **l** _____ to borrow *Frankenstein* for tomorrow's English class.
- 5 Nowadays many schools have electronic **r** _____, so parents can check if their kids have missed any classes.
- 6 We were **e** _____ cockroaches under the microscope in biology today and it was really disgusting!
- 7 Please bring a copy of your school **c** _____ to the interview so that we can check your exam results.

3 Put the words in the correct order in each of the sentence sets (1–5) to complete the mini dialogues.

- 1 X help/like/me/project/this/to/with/would/you/you/?

- Y That would be great.
- 2 X about/how/last/lesson/skipping/the/today/?

- Y I'm not sure that's a good idea.
- 3 X at/believe/can't/enjoyed/I/physics/really/school/you/.

- Y I found it easy to learn and I liked doing experiments.

4 X a/attend/it/like/school/single-sex/to/was/what/?

Y It wasn't anything unusual in those days.

5 X Let's go to the cinema tonight.

Y some/biology/do/exam/for/I'd/my/rather/revision/.

4 Complete the sentences (1–6) with words from the box.

absent afford attend borrow essay sense

- 1 You need a valid card to _____ books from the school library.
- 2 George has been _____ from school since last week.
- 3 I'd just finished writing my French _____ when I remembered I had to do some grammar exercises as well.
- 4 Both my parents used to _____ comprehensive schools.
- 5 The sentences in your English homework should make _____ and they should also be grammatically correct.
- 6 Our secondary school cannot _____ modern equipment for the physics lab.

5 Read the text. Use the words in brackets to form the words that fit in the gaps (1–8). There is one word which you do not have to change.

My fascination with ballet started at a very ¹ _____ (early) age. On my 12th birthday, my father took me to see *Romeo and Juliet*. It was simply ² _____ (amaze). My best friend Marcia went to ballet school as a child. She always complained that it was too much work. To me, that just seemed ³ _____ (believe) – it couldn't be true! And even if it was true, it would have been worth the effort.

During secondary school I was too busy ⁴ _____ (prepare) for the examinations to find any time for my passion. It all just seemed ⁵ _____ (possible)! Years ⁶ _____ (late), I accompanied a friend to her dance class, where I learned about evening ballet courses for adults. When I asked the ⁷ _____ (instruct) if I could join the class, she looked at me and said: 'If you have a dream, you must go after it.' I signed up for the course ⁸ _____ (immediate).

VOCABULARY



1 Work in pairs. Look at the pictures (1–3) and discuss the questions.

- 1 What jobs are shown in the photographs?
- 2 What do they involve doing?
- 3 Would you like to do any of these jobs in the future? Why?/Why not?

Jobs

2 Read the definitions (1–10) and write the job names. Use the suffixes in bold.

-er

- 1 somebody who works for the army _____
- 2 somebody who cuts, shapes and colours people's hair _____

-or

- 3 somebody who teaches other people how to drive _____
- 4 somebody who translates one language into another _____

-ist

- 5 somebody who works at a reception desk and welcomes people _____
- 6 somebody who is a specialist in psychology _____

-ian

- 7 somebody who plays a musical instrument _____
- 8 somebody who works in politics _____

other jobs

- 9 somebody who performs medical operations _____
- 10 somebody who represents a company and travels around an area selling its products _____

Add at least one more job for each suffix.

Part-time jobs

3 Use phrases from the box to complete the table and describe the duties of some part-time jobs.

check stock serve food and drinks pick fruit
clear tables play games operate a till prepare meals
feed animals bring the bill deal with customers
tell stories take orders

Babysitting	
Working on a farm	
Working in a restaurant	
Working in a shop	

Types of work

4 Match the adjectives from the box with their definitions (1–7).

full-time badly-paid temporary permanent manual
part-time well-paid

- 1 doing less hours than a full working week _____
- 2 doing all of the usual hours of a working week _____
- 3 a job that involves using your hands _____
- 4 a job where you earn a lot of money _____
- 5 a job where you earn little money _____
- 6 lasting for a short time _____
- 7 lasting for a long time _____

5 Work in pairs. Student A: Choose a job and describe it. Student B: Guess the job. Then switch roles.

A *It's a job that involves working with people. This person works on their own. It isn't a very well-paid job, but it's important. This person works in a school with students.*

B *Is it a ...?*

Looking for a job

6 Read the article with advice on looking for a job. Put the steps in the correct order. Fill in the gaps (1–10) with words from the box.

covering letter curriculum vitae (CV) contract
interview qualifications application form referees
experience offered accept

How to find a job

> Step

Wait to hear from the company to find out if they want you to come for an ¹_____. Then start preparing for it.

> Step

Complete your ²_____. This is the document that includes all your personal information, ³_____ (e.g. diplomas, degrees, etc.) and previous work ⁴_____. It should also include the contact details of two people that know you well at work or personally. These are your ⁵_____.

> Step

When you are ⁶_____ a job, decide carefully if you want to ⁷_____ it. Then sign the ⁸_____.

> Step

Look at job adverts on the Internet and find a job that you are interested in. Download the ⁹_____, if there is one. Then send it off with a ¹⁰_____, which will explain briefly who you are, where you saw the advert and why you want to apply for the job.

7 1.16 Listen and check your answers.

Professions

8 Complete the sentences (1–8) with words from the box.

duties salary wages colleague boss position
self-employed quit

- On average, a doctor's _____ is £50,000 a year.
- Derek shares an office with a _____ who is 30 years older than him.
- A waiter's _____ are usually £200 a week.
- A shop assistant's _____ include serving customers and operating the till.
- You'll have to ask the _____ first if you want to take a day off.
- If I hated my job, I would definitely _____.
- Peter is _____. He runs a small coffee shop.
- I would like to apply for the _____ of sales manager.

Employment

9 Complete the sentences (1–8) with the correct words.

- Would you like to *work/have/do* a career in the media?
- My sister *is/gets/had* on sick leave at the moment.
- I often *do/make/take* overtime at weekends.
- Joe is leaving because he didn't *get/make/take* a pay rise.
- Doctors often *take/get/work* very long hours.
- Teresa *works/makes/has* shifts.
- Who's *in/on/at* charge of the sales department?
- Susan is doing very well in her job, so she hopes to *get/become/make* promoted.

10 Complete the sentences (1–6) with the missing words.

- Megan was f_____ by her boss because she stole from the company.
- My grandfather is 65. He r_____ from work last year.
- I had a c_____ with my company, but at the end of the year they decided not to extend it.
- Sarah has been u_____ for six months. She just can't find a job.
- The train drivers are going on s_____ because they want a bigger pay rise.
- I hate being o_____ of work. I would really like to find a job.

11 Work in pairs. Discuss the questions.

- What's your ideal job? Why would you like to do this job?
- What do you think is the best way to look for a job?
- What's more important: qualifications or experience? Why?

- Would you like to be self-employed? Why?/Why not?
- What's more important in a job: money or job satisfaction?
- Describe a situation when you were in charge of something.



Matching (specific)

1 Work in pairs. Talk about the pictures (1–3) and discuss the questions.

- 1 What jobs do you think the pictures show?
- 2 What qualifications and personal characteristics do you need for these jobs: a university degree, special training, experience?

EXAM STRATEGY

- Прочитайте запитання (A–H), наведені в екзаменаційному завданні, щоб зрозуміти, яку інформацію потрібно шукати у текстах (1–4).
- Кожне запитання, зазвичай, передає ідеї відповідного тексту іншими словами. У запитаннях і у текстах екзаменаційного завдання можуть міститись одні й ті ж слова чи фрази, але відповідь, обрана тільки на підставі наявності спільних слів чи фраз, не обов'язково є вірною.
- Після обрання всіх відповідних варіантів переконайтеся у тому, що решта варіантів не відповідають жодному абзацу.

2 Read the exam strategy. Then read the first text from exercise 3 and match it to the correct statement (A–B). Why is the other statement incorrect?

- A This job will help you get a degree in English.
- B You will not get a salary or wages in this job.

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

Which job requires you to ____

- A have a certificate and previous experience? _____
- B submit a video file with your application? _____
- C study for a degree? _____
- D do an intensive training programme? _____
- E achieve success in other fields? _____
- F find software errors? _____
- G contact the company face-to-face? _____
- H work without getting paid? _____

Ready for a change?

Fed up with your boring job? Want to do something different? Take a look at these jobs and find out if you want to change your career.

1 **Writers' Internship Programme**

Do you have a degree in Journalism or English, have a way with words, and love to learn about the world? We will pair you with a full-time writer, show you every aspect of the newspaper business, and provide free time for your own projects. It's an unpaid position. On the other hand, there is the possibility of full-time employment with a good salary in the future. Send your CV and a writing sample to: JV Publications, PO Box 23, London, SW3

2 **EXTREME SPORTS INSTRUCTORS NEEDED**

You must be fit, sociable and energetic, and have snowboarding, skydiving, climbing or rafting skills. Great wages and benefits, plus the chance to work in amazing surroundings with a fantastic team. Online applications only. Send CV, personal statement, and film clips showing your skills to: rewardingholidays@coolsports.com

3 **Historical film production needs extras!**

All ages, no acting experience required. Some small speaking parts available for talented extras. If you are dreaming of being an actor, this could be your chance! Paid daily or weekly. In-person applicants only. Bring a head shot, identification and a positive attitude. Cowley Studios, 623 Westley Road, Bridgewater

4 **Lovelace Beauty Studio**

Are you smart, creative and determined enough to succeed in the beauty business? We are currently hiring trained hair stylists, makeup artists and nail specialists. You must be licensed, with at least 3 years' experience in a reputable salon. Positions available throughout the UK. Apply by post at: LS Jobs, PO Box 123, Ludley North, LNY 223.

4 Work in pairs. Discuss the questions.

- 1 How would you describe yourself to an employer?
- 2 What are your best qualities?
- 3 What knowledge or skills have you got?

Words in context

5 Find the highlighted words in the texts and match them with their definitions (1–7).

- | | |
|--|-------|
| 1 boring | _____ |
| 2 education and experience | _____ |
| 3 the ability to do something well | _____ |
| 4 having firmly decided to do something | _____ |
| 5 choice or possibility | _____ |
| 6 known to be good or reliable | _____ |
| 7 imagining something you would like to happen | _____ |

6 Complete the sentences (1–7) with words from exercise 5.

- 1 The best _____ for her is to work at night because she goes to college during the day.
- 2 This course will help you develop your speaking _____ in English.
- 3 She is so _____ to get a promotion that she works overtime almost every day.
- 4 I'm _____ being a lawyer when I finish university.
- 5 Her _____ in economics makes her a good candidate for the job of financial director.
- 6 Unfortunately we did not hire a _____ builder, and now the work has to be re-done.
- 7 Picking fruit all day can be very _____, but it certainly leaves your mind free to think about other things!

ENERGY GAMES

Our games are amongst the best out there, and we want them to stay that way!

Our testing process will challenge your skills, and your patience. We offer a great salary and a fantastic work environment!

We need an enthusiastic gamer who never gives up, and has some programming **background**. You should be able to deal with **tedious** work and pay attention to detail. Send info to: development@energygames.info.

CAREER IN FINANCE

Our on-the-job, 5-days-a-week workshops can lead to an exciting career in finance and investments.

No experience necessary, but you need to be outgoing, good with numbers and willing to learn.

Bring your CV and your smile to our job fair to explore your **options**.

Email for more details: jlesser@mobybanking.abc.

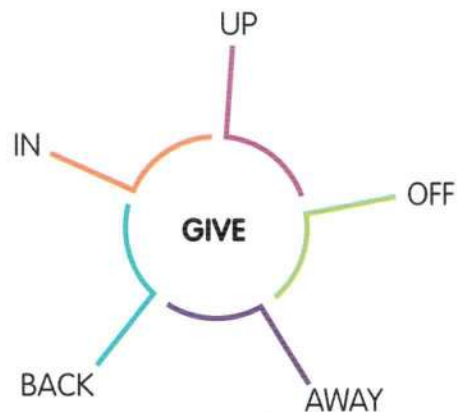
7 Look at these words from the texts. Use each word twice to complete the sentences (1–10).

hand background fit free attention

- 1 You can just see our house in the _____ of this photograph.
- 2 She's a good worker, but on the other _____, she's rather slow.
- 3 This car has so many problems it is no longer _____ to drive.
- 4 We're looking for someone with a _____ in advertising for the job.
- 5 If you buy a TV today, they will give you a _____ DVR (digital video recorder)!
- 6 I can't do this by myself. Could you give me a _____?
- 7 You need to pay _____ in class or you'll miss some important information.
- 8 I enjoy going for walks in my _____ time.
- 9 Celebrities claim they don't want all the _____ they get, but I wonder if that's true.
- 10 He goes to the gym four days a week in order to keep _____.

Phrasal verbs with give

8 Find the phrasal verb *give up* in the texts. What does it mean? Use the correct verb forms of the phrasal verbs with *give* to replace the underlined words and phrases in the sentences (1–5).



- 1 The roses she bought produced a lovely smell for several days. _____
- 2 OK, you've won. I accept your argument. _____
- 3 After trying several times to get the landlord to rent the flat to her, she stopped trying and started looking at other places. _____
- 4 Why is he donating so many of his paintings to charity? They are so valuable. _____
- 5 Could you please return that DVD you borrowed? You've had it for weeks. _____

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 Imagine you have just finished school and need to start looking for a job. What would you do?
- 2 What problems might you face?
- 3 Where would you turn for help?

EXAM STRATEGY

- У цьому завданні необхідно зрозуміти зміст аудіозапису у деталях, після чого з трьох варіантів вибрати правильну відповідь.
- Прочитайте запитання та варіанти відповідей, щоб зрозуміти, яку інформацію ви маєте почути.
- Підкресліть ключові слова в запитаннях та варіантах відповідей і уважно слідкуйте за тим, коли відповідні теми прозвучать в аудіозаписі.

2 Work in pairs. You will listen to an interview about youth unemployment. Read the exam strategy and the questions (1–5) in exercise 3. Underline the key words and compare your ideas with another pair.

3 EXAM TASK 1.17 Listen to the text.

For questions (1–5) choose the correct answers (A, B or C).

- 1 How long are most young people unemployed for?
 - A between 6 and 18 months
 - B up to 6 months
 - C 6 months on average
- 2 Who are the people Louisa refers to as 'hard to reach'?
 - A People living below the poverty line.
 - B People living in the countryside.
 - C People living in big cities.
- 3 How do placements in sports teams and businesses help young people?
 - A They can understand the value of things.
 - B They can earn some money.
 - C They can realize the value of themselves.
- 4 What does Louisa's charity encourage younger teenagers to do?
 - A develop their interview skills
 - B study harder at school
 - C make new friends
- 5 Why does Louisa find the job rewarding?
 - A She enjoys working with kids.
 - B She likes the challenge of helping parents.
 - C She feels she can make a difference in people's lives.

4 Look at the words in bold in the sentences (1–8) that the speakers used in exercise 3. Match them with their definitions (a–h).

- 1 We try to work with young people from all **backgrounds**. _____
 - 2 They have more **opportunities** to succeed. _____
 - 3 They can really **struggle** to find work. _____
 - 4 We work with a number of different **partners**. _____
 - 5 It can be quite **stressful** if you've never worked before. _____
 - 6 Some people find it difficult to **respect** the people in charge. _____
 - 7 We are very busy, but it is very **rewarding**. _____
 - 8 Teenagers won't face the same **challenges** their parents did. _____
- a people or organizations you are doing an activity with
 b be polite towards someone you think is important
 c the details of a person's family, education, experience, etc.
 d a new or difficult task that tests somebody's ability and skill
 e try very hard to do something with difficulty
 f causing a lot of anxiety and worry
 g worth doing or that makes you happy because it is useful or important
 h the possibility to do or achieve something

5 Work in pairs. Look at the ideas (a–e) and choose three which you think would be the most useful for young people to find work. Compare your list with other pairs.

- a work placement
- b membership of a sports team
- c encouragement to stay in school
- d help with interview techniques
- e help with writing a CV and applying for jobs



USE OF ENGLISH

LANGUAGE REVIEW

perfect tenses

1 Choose the correct verb form in each sentence (1–10).

- 1 My brother *has got/got* a new job. It is very well paid.
- 2 Jane *went/has been* to Australia three times. She loves it!
- 3 Peter *retired/has retired* seven years ago.
- 4 I *have been learning/have learnt* Spanish for five months now.
- 5 I'm really tired. I *have dug/have been digging* in the garden all morning.
- 6 Ruth *doesn't have/hasn't had* a job since she quit four months ago.
- 7 I *have been working/am working* on this project since I came here and I still *haven't found/didn't find* the solution.
- 8 When she *came/had come* home, Jill realized that she *left/had left* her purse at university.
- 9 I *have never seen/had never seen* wild animals before I *went/have gone* on a safari in Africa.
- 10 I *was living/had been living* in Spain for two years before you *came/have come* to visit me in 2015.

Grammar reference page 138

Grammatical multiple-choice cloze

EXAM STRATEGY

- Для вибору коректної форми дієслова перевірте, в якому числі (однині чи множині) виступає у реченні підмет. Для того, щоб зрозуміти, який дієслівний час вибрати, зверніть увагу на те, які обставини часу використовуються.
- Якщо вам треба вирішити, використовувати форму з *ing* чи інфінітив з *to*, зверніть особливу увагу на дієслово, що вживається безпосередньо перед пропуском.

2 Read the exam strategy. Choose the correct option (A, B, C or D) to complete the sentences (1–5).

- 1 Lawrence ___ to pass his lorry driver's test three times, but he still hasn't got his license.
A have tried B has tried C had tried D tries
- 2 You should ___ as much training as possible before you apply for a job.
A get B getting C got D gets
- 3 Before she started working in a law firm last year, Marla ___ part-time in several different offices.
A has worked B had worked C has been working D works

- 4 I was not very good at ___ in public when I was a student.
A speaking B speak C spoke D spoken
- 5 I ___ on this project for a week now, and I haven't finished yet.
A have been working B am working C work D worked

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

Cabbies

London is famous for its distinctive black taxi cabs and expert taxi drivers. Their navigation skills and knowledge of the city ¹ ___ incredible.

Every person who wants ² ___ a taxi in London has to take a test commonly known as 'the Knowledge'. The training can take ³ ___ years and, at the end of this time, the driver has ⁴ ___ by heart more than 25,000 streets and their related landmarks: tourist attractions, government buildings, hospitals, police stations and many more.

Jamie Wilson ⁵ ___ a taxi in London for over 12 years now. He got his licence ⁶ ___ four years of intensive training. During this time, he was riding around London on a scooter memorizing every street, road, avenue and building. By the time he passed his exam, he ⁷ ___ over 25,000 streets. Later, he took ⁸ ___ course about the history and culture of the city and now he can entertain his passengers with historical facts and anecdotes. He gets a lot of passengers from ⁹ ___ over the world in his cab, and some celebrities, too. Last month he drove a famous footballer to the airport and they ¹⁰ ___ a fascinating chat about the history of football in the UK.

- 1 A is B be C are D being
- 2 A drive B driving C driven D to drive
- 3 A few B much C many D most
- 4 A know B known C been known D to know
- 5 A was driving B is driving
C has been driving D had been driving
- 6 A since B for C after D before
- 7 A has been visiting B had visited
C has visited D having visited
- 8 A an B a C any D many
- 9 A far B all C across D around
- 10 A had B had had C have had
D used to have

True/false

1 Work in pairs. Discuss the questions.

- 1 What kind of problems do you think there are in the workplace?
- 2 Who would you ask for advice if you had problems at work?

2 You will listen to a monologue about problems at work. Read the statements (1–5) in exercise 3 and underline the key words that tell you what information to listen for.

3 EXAM TASK 1.18 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

	T	F
1 According to the speaker, improvements at work always make your job easier.	___	___
2 Everyone experiences personal problems at work.	___	___
3 You can't choose the people you meet at work.	___	___
4 It's a good idea to separate work from your personal life.	___	___
5 You don't have to solve customers' problems if you have a bad day.	___	___

4 Complete the sentences (1–4) with words from the box that the speaker used in exercise 3.

complain workplace experience type deal with

- 1 There are many good ways to _____ personal conflict at work.
- 2 My colleagues are always _____ about the long hours they have to do.
- 3 I'd say that nearly everyone _____ personal problems in the _____ at some point.
- 4 In my office there are all _____ of people, from all over the world.

5 Work in pairs. Read the situation and do the role-play task.

Student A: You are working at a summer camp. Your boss often asks you to do jobs you are not supposed to do. Talk to your friend about the problem.

Student B: You are the friend. Listen to Student A and suggest a solution.

LANGUAGE REVIEW

both, either and neither • each and every • another and other

1 Choose the correct word to complete the sentences (1–4).

- 1 I'm sure I'll faint if I have to take *other/another* step in this heat.
- 2 The twins bought two pairs of shoes, one pair for *each/both* of them.
- 3 With *every/each* turn we took, the landscape became more and more beautiful.
- 4 Would you like to travel in July or August? Sure. *Either/Neither* month is fine.

Grammar reference page 141

Lexical multiple-choice cloze

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

From an outsider to an insider

I had just finished university and was looking ¹___ a career. I was sending out a lot of ²___ but I couldn't even get an interview. Someone suggested that I apply for an internship and it was the best thing I ever did! I worked for eight weeks at a newspaper. The work was quite varied. I worked in ³___ of the departments – I started off working in accounts, then in the design department, and finally in the newsroom, and I gained a real ⁴___ into how the industry worked, which was extremely rewarding.

It was an amazing experience. I got on-the-job ⁵___ and had a mentor who was willing to answer any questions I ⁶___. Now when I go to an interview, I can say that I've had articles published and know how to lay out the pages and put together a newspaper. ⁷___ benefit is that I made many useful contacts. Even though the company I worked for didn't offer me a ⁸___, they did promise to write me a reference letter, which might be more ⁹___ than my academic qualifications. The one problem with internships, however, is that they are badly-paid – I barely ¹⁰___ enough to cover my expenses.

- | | | | |
|--------------|-------------|----------------|--------------|
| 1 A for | B at | C on | D into |
| 2 A requests | B enquiries | C applications | D demands |
| 3 A every | B each | C both | D other |
| 4 A picture | B vision | C view | D insight |
| 5 A training | B teaching | C learning | D studying |
| 6 A said | B had | C did | D made |
| 7 A Another | B Every | C Either | D Neither |
| 8 A job | B work | C vacancy | D experience |
| 9 A tedious | B stressful | C useful | D rewarding |
| 10 A gained | B collected | C received | D earned |

WRITING

Formal email: applying for a job

1 Work in pairs. Discuss the questions.

- 1 Have you ever done a part-time job or a summer job? What was your experience like?
- 2 Why do students take on such jobs?
- 3 What are the most popular part-time or summer jobs for teenagers? Why?

2 Read the exam task in exercise 6 and answer the questions (1–3).

- 1 Who are you writing to?
- 2 Why are you writing to them?
- 3 What style of language are you going to use?

3 Complete the sentences (1–5) with words from the box. Then decide which point in the exam task in exercise 6 you could use each sentence for.

advertisement apply experience candidate
position hope

- 1 I already have some work _____ with young children.
- 2 I saw your _____ in the local paper for people to work at a children's camp in Wales.
- 3 I believe I am a good _____ for the job because I am a responsible person.
- 4 I am writing to _____ for the _____ of assistant.
- 5 I am studying psychology and I _____ to work in a school in the future.

4 Make some notes about yourself. Write at least two facts for each heading.

Education
Interests
Skills and qualifications
Plans and ambitions

EXAM STRATEGY

- Вживайте офіційну мову та ввічливі фрази, придатні для листа-заяви.
- Починайте та завершуйте електронного листа відповідним чином: *Dear Sir or Madam* та *Yours faithfully* або *Dear (Mr Brown)* та *Yours sincerely*.

5 Read the exam strategy. Then read the exam task in exercise 6 and choose the best expression (a–c).

- 1 Starting your letter:
 - a Dear Angela, _____
 - b Dear Ms Jones, _____
 - c Dear Sir/Madam, _____
- 2 Finishing your letter:
 - a Yours sincerely, _____
 - b Yours faithfully, _____
 - c Take care, _____

6 EXAM TASK Do the exam task.

You are studying on a student exchange programme in Wales. You have found a job offer at a summer camp for children. Read the advert below and write a letter of application in which you:

- ▶ say why you are interested in this role,
- ▶ describe your previous experience,
- ▶ explain why you are a good candidate for this job.

Write a letter of application of at least 100 words. Start your letter in an appropriate way.

DAY CAMP GLOBAL, CARDIFF BAY

Part-time assistants needed!

Are you good with children? Are you a responsible, but fun-loving person? Have you had any experience looking after eight- to twelve-year-olds? If so, you may be the person we're looking for!

QUALITIES WE NEED:

- ◆ good communication skills
- ◆ calm, reliable, punctual and responsible worker
- ◆ good team player
- ◆ happy to work with children

YOUR TASKS:

- ◆ welcoming children, handing out information leaflets to kids and parents, helping at meal times
- ◆ working with professional trainers in creative games and activities
- ◆ looking after the health and safety of a group of children

If you're interested, send your application letter to:

Angela Jones at angiejay@daycampglobal.uk

Writing bank pages 170–171

7 Check your work.

- Have you written about all three points in the task?
- Have you used the appropriate formal language?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about work.

- 1 Have you ever had a job you really enjoyed? What was it? Who did you work with?
- 2 Would you like to work for a big company or a small one? Why?/Why not?
- 3 Do you have any work experience?
- 4 Would you include these in your CV? Working with others in sports, music or drama, being with animals, solving problems, making things.
- 5 'It's better to have a low-paid job than no job.' Do you agree? Why?/Why not?
- 6 'Young people should be prepared to work without pay for at least six months in order to gain experience.' Do you agree? Why?/Why not?

Role-play

2 Work in pairs. Read the situation and the information about the jobs (1-4) and do the role-play task.

The situation

You are looking for a summer job in a hotel for six weeks. Your friend works at an international employment agency, and can help you find a job.

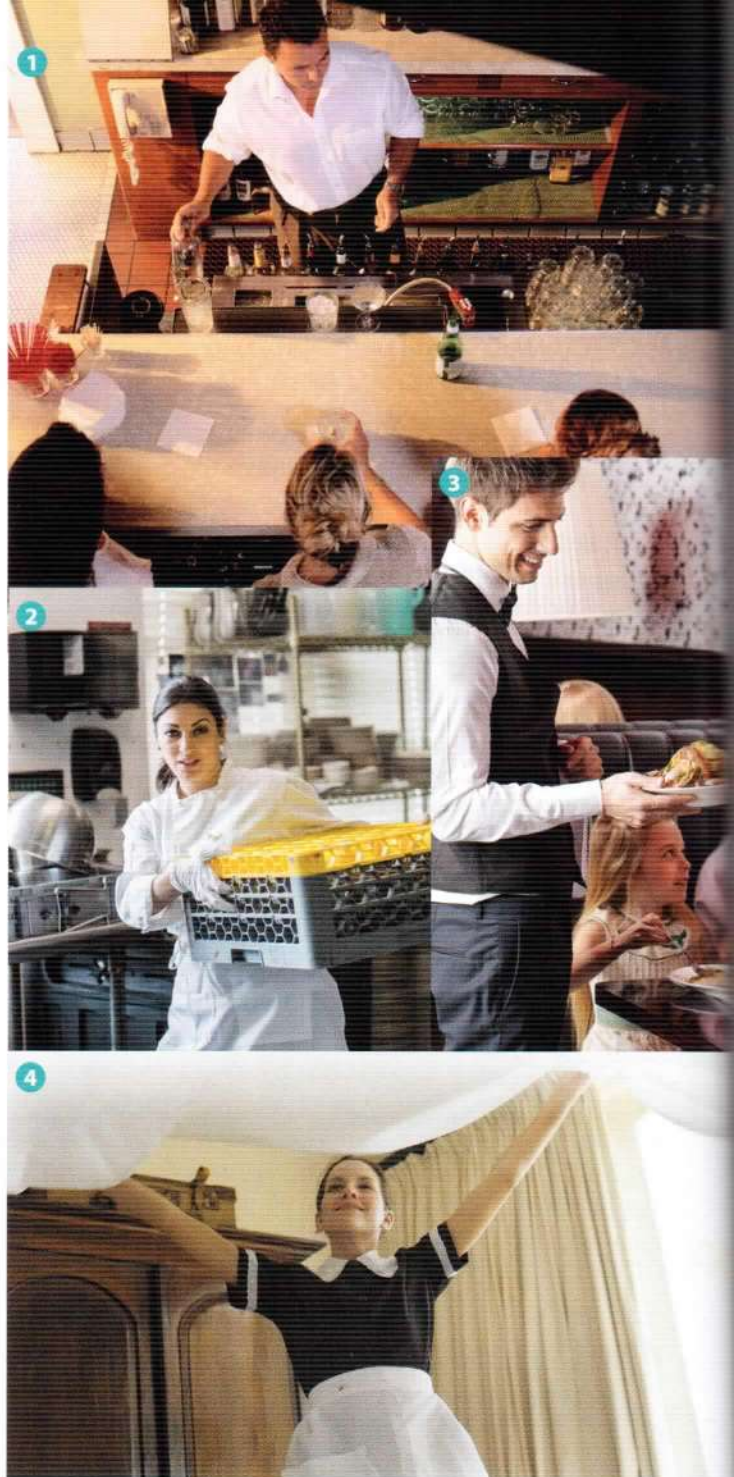
The task

Student A: You are Student B's friend. Turn to page 165 to read the information about four summer jobs available in different hotels. Meet your friend and offer him/her two of the jobs. Answer his/her questions.

Student B: Ask your friend (Student A) about the location, duties, hours and pay of each of the two jobs. Choose one and give reasons for your choice.

Then change roles and talk about two different hotels.

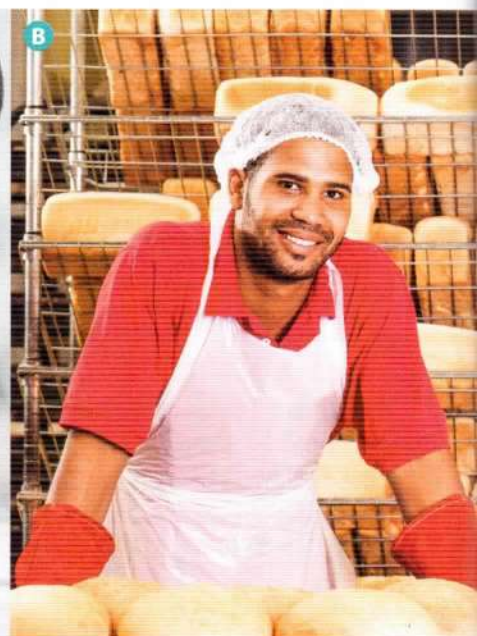
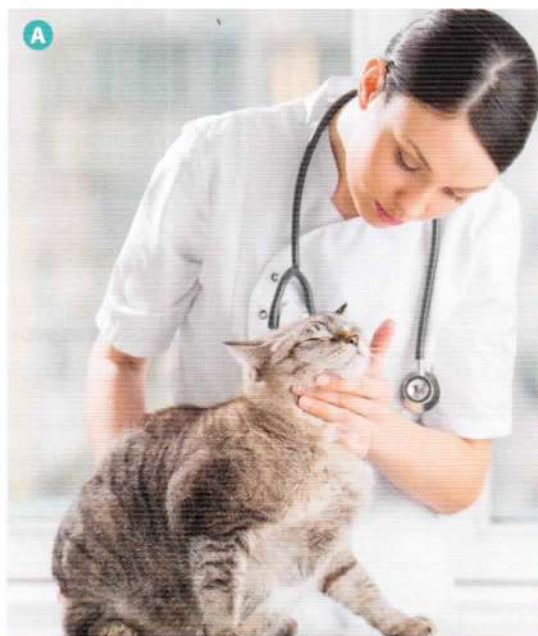
New Student A: Turn to page 165 and talk to new Student B about the two other jobs.



Picture description

3 Work in pairs. Look at the pictures (A-B) which show different types of jobs. Take turns to compare and contrast the pictures. Include these points:

- ▶ working conditions,
- ▶ contact with people,
- ▶ pay.



REVIEW

1 Complete the sentences (1–8) with the missing words. Use the correct word form.

- Being a s_____ and operating on people is a really stressful but satisfying job.
- Mike is going to p_____ fruit at his aunt's apple orchard this summer to earn some money.
- The guests left and the waiters started to c_____ the tables.
- I applied for a secretarial job and am going for an i_____ tomorrow. I hope I don't say anything stupid.
- Tom has broken his leg and will be on sick l_____ for a month, so someone has to take over his duties.
- Tony works at the hospital and is in c_____ of a team of ten doctors.
- If you want to work for this company, be prepared to work o_____ – many people don't go home till 10 p.m.
- Mandy didn't take the job because the s_____ they offered her was much less than she expected.

2 Choose the correct word in each sentence (1–7).

- I must *make/take/do* a day off tomorrow to see a doctor.
- When the company started having financial problems, they refused to *extend/expand/stretch* their employees' contracts.
- Bill Gates gave *in/out/up* school education after reading an article on micro-computers.
- The workers decided to *go on/make/do* strike because they wanted longer holidays.
- If you're interested in this job, please fill in a(n) *contract/application/acceptance* form and send it to us by 15th March.
- The film starts in 40 minutes, so if you've finished your dessert, let's ask the waiter to *prepare/bring/deal* us the bill.
- My mother can't have a *full-time/part-time/temporary* job, because she has to pick up my little brother from kindergarten every day.

3 Complete the second sentence in each pair of the sentences (1–5), so that it has the same meaning as the first one.

- Jonathan hasn't had a pay rise for three years.
Jonathan last _____
_____ ago.
- My boss didn't give me enough time to complete the project.
My boss gave me too _____
_____ to complete the project.

- The last time I went abroad was my business trip to Japan.

I _____
since my business trip to Japan.

- Robert used to be a teacher, but he's been out of work for a year.

A year ago _____

_____ his job as a teacher.

- This is my first visit to such a big office.

I _____
in such a big office before.

4 Read the article about a successful businesswoman. For questions (1–10) choose the correct answer (A, B, C or D).

Shawna Tinsley is a young entrepreneur. At the age of just 23, she ¹_____ a very successful website design business. This may not seem too unusual until you find out that she ²_____ the business when she was 15 years old. In fact, she was hoping to get a ³_____, not as a website designer, but as something completely different. 'I really wanted to work outdoors that summer,' she says. 'But nobody would take me on. They kept saying I didn't have enough work ⁴_____. But what did they expect? I was 15!' Then a friend, who had his own plumbing business, asked if she knew anyone who could help him with his website. Shawna ⁵_____ already designed sites for herself and ⁶_____ friends, so they recommended her. She laughs about it now. 'My first version of his website ⁷_____ like it was for a pop star not a plumber! Anyhow, he was very patient, and we worked ⁸_____ a design that suited his business.' Shawna is happy in her work now, but she's never forgotten why she started doing it in the first place. 'I ⁹_____ two or three teenagers every summer, helping them get ¹⁰_____ experience so that it's easier for them to find a job in the future.'

- | | | | | |
|----|---------------|---------------|--------------|----------------|
| 1 | A directs | B runs | C carries | D controls |
| 2 | A has started | B was started | C started | D was starting |
| 3 | A job | B work | C career | D profession |
| 4 | A skill | B training | C experience | D knowledge |
| 5 | A was | B did | C has | D had |
| 6 | A plenty | B a lot | C few | D several |
| 7 | A looks | B has looked | C looked | D had looked |
| 8 | A up | B out | C off | D over |
| 9 | A hire | B book | C rent | D occupy |
| 10 | A any | B an | C some | D the |

VOCABULARY

1 Work in pairs. Discuss the questions.

- 1 Do you receive any pocket money from your parents? Do you think teenagers should regularly receive an amount of money from their parents? Why?/Why not?
- 2 Do you have your own bank account? If not, would you like to have one?
- 3 How often do you go grocery shopping for your family? What things do you buy for yourself?

Family finances

2 Complete the sentences (1–6) with the correct form of the verbs from the box.

afford borrow lend pay save spend

- 1 Each month, my parents _____ the bills for electricity, water and heating at the bank.
- 2 I didn't have enough money for the bus ticket home, so I _____ some from my friend, Paul.
- 3 We looked at our family budget together to see if we can _____ a holiday abroad in the summer.
- 4 My mum sometimes criticizes me for _____ all my pocket money on clothes.
- 5 Could you _____ me a few euros until tomorrow? I promise I'll pay you back!
- 6 I've decided _____ up some money to buy a new bike.

Saving and banking

3 Complete the sentences (1–6) with the correct words (A, B or C).

- 1 You need to show some ID at the bank when you first ____ a bank account.
A open B start C allow
- 2 Banks usually ____ you a fee for using their services.
A pay B charge C demand
- 3 You can ____ money from one bank account to another.
A exchange B transfer C change
- 4 I haven't got any money on me. I'll have to ____ some cash from the bank.
A earn B repay C withdraw
- 5 If you keep your savings in a bank, they'll pay you ____.
A interest B income C fee



- 6 Another name for an ATM (Automated Teller Machine) is a ____ machine.
a MONEY b SLOT c CASH

Shopping and payment

4 Choose the correct word to complete the questions (1–8). Then discuss the questions in pairs.

- 1 How often do you buy things in the *actions/sales/occasions*?
- 2 When was the last time you found a great *bargain/jackpot* in a shop? What was it?
- 3 What's the usual *tariff/rate/price* of a tablet?
- 4 Do you prefer to pay *in/by* cash or *in/by* card? Why?
- 5 Do you usually keep your *receipts/recipes/prescriptions* from the shops?
- 6 How much does a laptop *charge/cost/value* these days?
- 7 Do you always remember to take your *spare/change/return* before you leave the checkout?
- 8 When you go out for a meal with your friends, who pays the *amount/sum/bill*? Do you each pay for what you had, or do you split the cost?

5 Match the question beginnings (1–5) with the correct endings (a–e) to make questions about ways of payment.

- 1 Have you changed your money into _____
 - 2 How much cash have you got _____
 - 3 Does this ticket machine _____
 - 4 I'd love a coffee! Have you got any _____
 - 5 Where can I find the best _____
- a small change for the vending machine?
 - b local currency?
 - c on you?
 - d exchange rate for my euros?
 - e give change?

Goods and services

6 Complete the names of shops where you can buy the goods (1–11).

- 1 tops, cardigans, underwear: **c** _____ shop
- 2 slippers, boots, flip-flops: **s** _____ shop
- 3 CDs, DVDs, Blu-ray discs: **m** _____ shop
- 4 bookshelves, dining tables: **f** _____ shop
- 5 newspapers, magazines: **n** _____
- 6 medicine, shower gel, make-up, detergent:
c _____
- 7 cakes, bread, rolls: **b** _____
- 8 fruit and vegetables: **g** _____
- 9 paint, nails, tools (things for improving your house):
D _____ store
- 10 a lot of different kinds of things (on different floors):
d _____ store
- 11 different things, sold in one of a group of similar shops owned by the same company:
c _____ store

7 Match the jobs from the box to the services (1–10) they provide.

hairdresser plumber IT service engineer
 beautician financial adviser postman/postwoman
 interior designer barber caterer tailor

This person will:

- 1 fix your water pipes, etc. _____
- 2 make suggestions about managing your money. _____
- 3 do your make-up, etc. _____
- 4 provide food for a party. _____
- 5 cut your hair. _____
- 6 deliver your letters, packages, etc. _____
- 7 advise you about the style of your home. _____
- 8 give you a shave as well as cut your hair. _____
- 9 solve your computer problems. _____
- 10 make or alter your clothes. _____

Advertising

8 Fill in the gaps (1–5) in the text with words from the box.

launch agency brand persuade product

Commercial advertising is a form of communication that tries to ¹ _____ an audience to buy a certain ² _____ or service.

When a company has something new to promote, they will ³ _____ a campaign for it. They may employ an advertising ⁴ _____ to help them develop a ⁵ _____.

This involves creating a memorable name and image to appeal to the target consumer.

Making a complaint

9 Fill in the gaps (1–6) in the dialogues with words from the box.

exchange receipt scratched replacement
 refund fit

- 1
 Customer Excuse me. I bought this CD yesterday, but it's ¹ _____.
 Shop assistant I'm sorry about that. Would you like a ² _____?
 Customer No, thank you. I've changed my mind about it. I'd rather have a ³ _____.
 Shop assistant Do you have your ⁴ _____?
 Customer Yes, I do.
 Shop assistant All right. That shouldn't be a problem.
- 2
 Customer Excuse me. I bought these shoes yesterday, but they don't ⁵ _____.
 Shop assistant Have you worn them outside?
 Customer No, I haven't.
 Shop assistant Would you like to ⁶ _____ them for a different size?
 Customer Yes, please.

10 **1.19** Listen and check your answers.

11 Work in pairs. Use the words from exercise 9 and the situations below to make three similar dialogues, then practise role-playing them.

- 1 T-shirt/too small/an exchange
- 2 mobile phone/broken/refund
- 3 MP3 player/doesn't work/exchange

Gapped text

1 Work in pairs. Talk about the pictures (1–2) and discuss the questions.

- 1 What types of advertising do the pictures show?
- 2 What types of adverts attract your attention?
- 3 What types do you find annoying?

EXAM STRATEGY

- Уважно прочитайте текст та варіанти відповідей екзаменаційного завдання. Знайдіть відповідність між варіантами відповідей та реченнями тексту для того, щоб коректно заповнити пропуски.
- Переконайтеся, що варіант відповіді логічно та граматично правильно доповнює речення з тексту.

2 Read the exam strategy. Then match the sentence beginnings (1–4) with the correct endings (a–d). Look at the words in bold. What words and phrases in the beginnings (1–4) do they refer to?

- 1 Funny advertisements tend to be successful _____
 - 2 Perfume advertisers like to show dream-like scenes _____
 - 3 Companies place their products in TV shows _____
 - 4 Many adverts show everyday family situations _____
- a where people will see **them** used by celebrities.
 - b because viewers often talk about **them** with their friends.
 - c **that** couples with children can identify with.
 - d **which** create romantic feelings in the viewer.

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

- A that we as viewers would like to be
- B to create an impression of perfect happiness
- C that there is more sugar in it
- D that are filled with all the latest furniture and gadgets
- E when they try out a new spot cream
- F that his diet doesn't include dairy
- G those that bring the family together in some way
- H to promote a product which they may never have actually used

4 Work in pairs. Discuss the questions.

- 1 In your opinion, which of the advertising methods are the most effective?
- 2 What products are most often advertised with teenagers in mind?



Tricks of the trade

Advertising companies employ many ways to persuade you to buy their products. Here are some of their most effective methods.

Families are a great target for advertising campaigns, but when they're portrayed on TV, they're often unrealistic stereotypes. They live in lovely, clean homes ¹ _____. The parents are successful and relaxed with their wonderfully behaved children. All their children are clever, funny and dressed in fashionable clothes. Moreover, brothers and sisters all seem to get on well with each other! Why do advertising companies paint such an unrealistic picture? It's because these ideal families represent the types of people ² _____. They want us to think that if we buy these products, we can be just like them. Often the advertised products are ³ _____, such as a comfortable family car, or a fantastic holiday. Or they are advertising products by showing caring parents giving their happy children a new healthy kind of yoghurt or some tasty new cheese.

Sometimes when advertising family food, companies intentionally leave out important information in their advertising. For example, they claim that their chocolate cereal can be part of a healthy diet but fail to mention ⁴ _____ than anyone should consume. This can give the viewer the wrong idea, but doesn't say anything that's untrue.

Another big target for advertising companies is teenagers. Often young men and women are portrayed as unhappy people with few friends until the moment ⁵ _____, buy a body spray or wear the latest jeans or trainers. Then they become really cool people that everyone wants to hang out with.

Using celebrities is another great method for adverts directed at all ages. If your favourite sports star, film star or singer is telling you that a product is the best, it must be true – mustn't it? Most people forget that these people are being paid a fortune ⁶ _____. One last point: have you ever noticed how much louder the adverts are than the programme you were watching? It's just another way to attract your attention.



Words in context

5 Find the phrasal verb *get on* in the article. What does it mean? Match the phrasal verbs from the box with their definitions (1–6).

get on get rid of get tired of get over get it
get out of

- 1 become bored with _____
- 2 throw away or dispose of _____
- 3 understand something _____
- 4 avoid doing _____
- 5 recover from _____
- 6 have a good relationship _____

6 Complete the sentences (1–6) with the correct form of the phrasal verbs from exercise 5.

- 1 I know you've explained how to use this phone several times, but I still _____.
- 2 Don't you think it's time _____ these old magazines? They're all over the house.
- 3 You promised to help me with this, so don't think you can _____ it now!
- 4 Jon enjoyed that new video game for a few days, but now he's _____ it.
- 5 Brothers and sisters sometimes don't _____ even though they're actually fond of each other.
- 6 I know you're unhappy about losing the competition, but _____, and move on!

7 Write the opposites of the adjectives (1–7) using the correct prefixes from the box.

un- (x2) dis- in- il- im- (x2)

- 1 loyal _____
- 2 true _____
- 3 legal _____
- 4 possible _____
- 5 realistic _____
- 6 polite _____
- 7 competent _____

8 Complete the sentences (1–5) with some of the adjectives from exercise 7.

- 1 He wasn't just a bit _____ – he was positively rude!
- 2 After promising to keep my secret, it was _____ of you to talk to everyone about it.
- 3 Many people think that advertising junk food during children's programmes should be made _____.
- 4 Many adverts show babies in an _____ way. They're always smiling and laughing, but never crying.
- 5 It's _____ to watch TV for more than ten minutes without seeing a lot of adverts.



True/false

1 Work in pairs. Discuss the questions. You can look up the words in bold in your dictionary.

- 1 What do you think **online fraud** is? How can you protect yourself from it?
- 2 What do you think an **in-app purchase** is? What risks are there in such a purchase?

EXAM STRATEGY

• Уважно послухайте аудіозапис. Зверніть увагу на деталі, оскільки від них залежить значення речення. Це допоможе визначити, вірними чи хибними є твердження.

2 1.20 Read the exam strategy and listen to the text about in-app purchases. For statements (1–2) choose T if the statement is true according to the text, F if it is false. Correct the false information.

- | | T | F |
|---|-----|-----|
| 1 Many people are not aware they are paying money while playing online games. | ___ | ___ |
| 2 The speaker believes he has been the victim of online fraud. | ___ | ___ |

3 **EXAM TASK** 1.21 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|-----|-----|
| 1 Somebody made a large withdrawal from Judit's bank account. | ___ | ___ |
| 2 David was playing a game on Judit's tablet. | ___ | ___ |
| 3 David was aware that he was spending real money. | ___ | ___ |
| 4 David spent over £100. | ___ | ___ |
| 5 Judit has asked the app store for her money back. | ___ | ___ |

4 Complete the sentences (1–6) with verbs that the speakers used in exercise 3. There are two extra words you do not need.

check disable realize take ask change
chat have

- 1 I need to _____ my bank account to see if I have enough money to pay for my holiday.
- 2 Remind me, I have to _____ money out of my account to pay you back.
- 3 He didn't _____ that every time he pressed the button, he was spending money.
- 4 The service was so bad that I sent an email to _____ them for a refund.
- 5 I need to _____ the settings on my phone to make sure my son can't access the Internet.
- 6 I will _____ purchases in the settings to make sure this doesn't happen again.

5 Work in pairs. Do the role-play task.

Student A: You are Judit, one of the speakers in exercise 3. Talk to your son, David, about the incident in the recording. Find out what happened and then talk to David about money.

Student B: You are David; explain what happened to your mother.



LANGUAGE REVIEW

linking words – time, sequence and addition

1 Choose the correct words to complete the sentences (1–7).

- 1 She has decided to stay in her parents' house *before/until* she has finished her Master's degree.
- 2 He works full time in an office. *In addition/As well as*, he has a part-time job in a shop.
- 3 She is sharing a flat to save money, but *after/eventually* she plans to get her own place.
- 4 Many American students work part-time *also/while* they are attending university.
- 5 *As well as/Too* paying very little, the job is extremely far from my home.
- 6 Tom will *first/after* take his exams, and *moreover/then* he will spend a year travelling.
- 7 *Before/When* he accepts the job, he wants to know if it's a good place to work.

Grammar reference page 142

Lexical multiple-choice cloze

EXAM STRATEGY

- При виборі сполучних слів для заповнення пропусків, поміркуйте про їх значення та виключіть неправильні варіанти. Пам'ятайте, що лише один варіант підійде до пропуску за змістом.

2 Read the exam strategy. Then read the sentences (1–4) and choose the correct answers (A, B, C or D). Why are the other options incorrect?

- 1 Living in a big city is expensive. ____, the fast pace of life makes it very stressful.
A Too B Moreover C Then D Next
- 2 ____ working for the same company for six years, she has decided she needs a change.
A When B Until C Then D After
- 3 Kenneth has worked in a bank, and he has ____ had a job on the stock market.
A too B also C as well as D before
- 4 It took Jim several years of hard work but ____ he became a partner in a successful law firm.
A moreover B in addition to
C eventually D as well as

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

The history of taxes



Taxes have been around since human civilization first ¹ ____. The oldest tax that we know about was used in Mesopotamia as ² ____ as 4,500 years ago. The longest existing tax, a Chinese agricultural tax, was in use for over 2,600 years ³ ____ it was eliminated in 2006.

Throughout history, many unusual taxes have been used by governments to ⁴ ____ money. One of the strangest was the tax on beards introduced by the Russian Emperor, Peter the Great, who wanted his countrymen to ⁵ ____ more like clean-shaven Western Europeans. However, the more traditional citizens considered beards a ⁶ ____ of religious belief, and the tax had been a source of conflict until the government decided to end it in the 20th century. In the 18th century, ⁷ ____ was a tax in England that made house owners pay for each window in their house. People were ⁸ ____ to pay more tax if they had more windows. Because people wanted to avoid the tax, they started building houses with very few windows, which ⁹ ____ led to health problems.

Although most modern taxes are not so strange, many people still ¹⁰ ____ paying them. But people will always try to avoid unpleasant things, won't they?


- | | | | |
|-------------|-----------|--------------|------------|
| 1 A went | B gave | C began | D was |
| 2 A early | B late | C soon | D well |
| 3 A because | B until | C while | D after |
| 4 A pay | B have | C spend | D raise |
| 5 A see | B look | C watch | D seem |
| 6 A sound | B right | C sign | D way |
| 7 A where | B there | C that | D which |
| 8 A had | B got | C said | D made |
| 9 A before | B after | C eventually | D while |
| 10 A accept | B dislike | C encourage | D consider |

LISTENING

Multiple-choice (listening for detailed understanding)

1 What does *live on a budget* mean? Choose the correct answer (a–c). What advice could you give to someone who is on a *budget*?

- a spending money without planning
- b shopping carefully and looking for the best deals
- c buying expensive things

2 **EXAM TASK**  1.22 Listen to the text.

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

- 1 What should you use discount vouchers for?
 - A For things you have already decided to buy.
 - B To get ideas of cheap shops to go to.
 - C Only for expensive meals and concerts.
- 2 Why is it a good idea to go to supermarkets in the evening?
 - A They offer special discounts on new products.
 - B They lower the prices on their own brands.
 - C They reduce prices on older products.
- 3 What does the speaker say about supermarkets' own brands?
 - A They are usually of good quality.
 - B They are better quality than the well-known brands.
 - C They are often of poor quality.
- 4 What is true about British banks, according to the speaker?
 - A Paying fees is unavoidable.
 - B Some banks charge you for withdrawing money.
 - C All banks offer free accounts.
- 5 According to the speaker, what is true about British cash machines?
 - A Some of them charge a lot.
 - B All of them are free.
 - C They are worth paying a fee for.

3 Match the words and phrases (1–5) that the speaker used in exercise 2 with their definitions (a–e).

- | | | |
|-------------------------|---|------------------------|
| 1 pricey | — | a reduced price |
| 2 discount | — | b look at your options |
| 3 a considerable amount | — | c expensive |
| 4 retailers | — | d shops |
| 5 shop around | — | e a large quantity |

USE OF ENGLISH

LANGUAGE REVIEW

the passive • *have something done*

1 Complete the sentences (1–5) using the verbs in brackets in the correct passive forms.

- 1 This shopping app _____ (recently/buy) by a larger company.
- 2 Visitors to the exhibition _____ (give) a chance to try out some new games.
- 3 There is a rumour that the shopping mall _____ (turn) into a sports facility next year.
- 4 Some experts say that mobile phones _____ (should/not/use) by children.
- 5 We are going to _____ (take/our pictures) by a professional photographer.

Grammar reference page 142

Grammatical multiple-choice cloze

2 **EXAM TASK** Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).

Online shopping

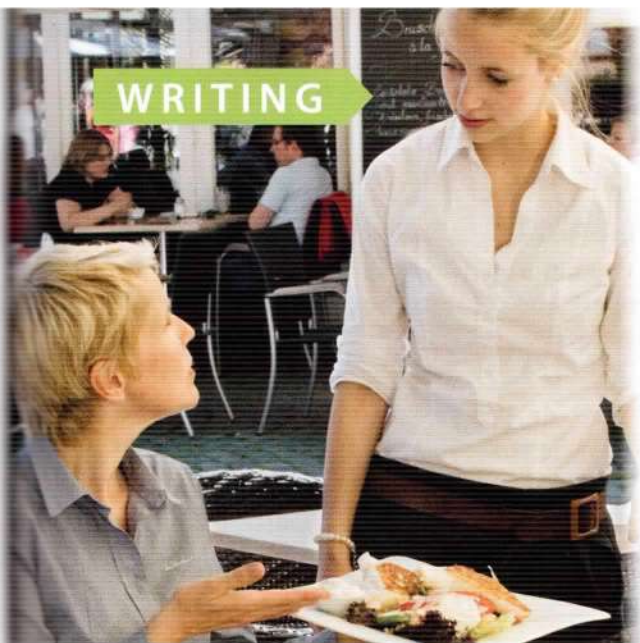
Online services are replacing traditional ones, although the process is taking longer than it ¹ to do. These days, we can shop, contact friends, organize our holidays and even get rid of an old sofa without ² our living rooms. Most of our business and communication nowadays is ³ online, but what we ⁴ not realize is that there's a downside to this trend. For instance, hundreds of post offices around Britain ⁵ closed, and it seems that traditional shopping malls might ⁶ as well due to the increase in online shopping.

However, online shopping isn't without its problems. For instance, it's impossible to try on ⁷ item of clothing online, and sizes vary so much from brand to brand that you never know quite what you ⁸. Some online shops often provide misleading information about their products to attract ⁹ customers. We would like to believe what the sellers tell us, but we may need to do more research before buying a product. In other words, convenience comes at a price, but it seems it's a price ¹⁰ we are willing to pay.

- | | | | |
|-------------------|--------------------|---------------|------------|
| 1 A had predicted | B was predicted | | |
| C predicted | D was predicting | | |
| 2 A leave | B to leave | C left | D leaving |
| 3 A do | B to do | C doing | D done |
| 4 A may | B should | C must | D would |
| 5 A to be | B have been | C being | D been |
| 6 A to disappear | B have disappeared | D disappeared | |
| C disappear | | | |
| 7 A a | B an | C the | D one |
| 8 A got | B to get | C getting | D will get |
| 9 A more | B most | C lots | D much |
| 10 A where | B who | C which | D what |



WRITING



Formal email: making a complaint

1 Work in pairs. Discuss the questions.

- 1 What situation do you think the picture shows?
- 2 Have you ever returned something you were not happy with? Where were you?

2 Read the exam task and the email written as an answer. Use the words from the box to fill in the gaps (1–6) in Yulia's email.

possible could unfortunately soon complain grateful

EXAM TASK During your visit to London you bought an MP4 player. When you arrived home, you discovered the equipment was faulty. Write an email to the shop manager in which you:

- ▶ describe what you bought and when you bought it,
- ▶ explain the problem,
- ▶ say what you would like the manager to do or ask for a refund.

Write a formal email of complaint of at least 100 words. Start your email in an appropriate way.

Dear Sir or Madam,

I am writing to ¹_____ about the MP4 player that I bought at your Oxford Street shop in London last week. It is a blue Smart Fi-2010. It cost £20.

²_____, I did not have time to test it there and when I got home to Ukraine, I discovered that it was broken and the screen was scratched.

Would it be ³_____ for me to return the faulty player by post? I would be ⁴_____ if you would send me a replacement. If, however, it is not in stock, please ⁵_____ you refund my money?

I look forward to hearing from you ⁶_____.

Yours faithfully,
Yulia Andriichuk

EXAM STRATEGY

При написанні офіційного листа:

- Вживайте повні форми: *I am (not I'm), It is (not It's), We have been (not We've been)*, та ін.
- Вживайте офіційні слова та фрази, такі як *I look forward to hearing from you*, та ін.
- Використовуйте абзаци та включайте всю інформацію, наведену в екзаменаційному завданні.

3 Read the exam strategy. Then read the email in exercise 2 again and answer the questions (1–3).

- 1 Has the writer included all three points from the exam task?
- 2 Which parts of the email match each point?
- 3 Has the writer used appropriate formal language?

4 Rewrite the sentences (1–7) in a formal style. There may be more than one way to rewrite each sentence. Compare your ideas with a partner.

- 1 I'm writing to tell you that I don't like the shoes I bought in your shop.
- 2 Please send me another T-shirt; it must be the same colour.
- 3 I want my money back.
- 4 I'm sending the watch and the receipt with my letter.
- 5 I'm really unhappy about the service in your shop.
- 6 Please write soon.
- 7 Bye for now.

5 EXAM TASK Do the exam task.

You bought tickets for the London concert of your favourite singer and a return flight to London. Unfortunately, the concert was cancelled. The organizers promised to refund the concert tickets but not hotel bookings or flights. Write an email of complaint to the organizers in which you:

- ▶ say what event you booked tickets for,
- ▶ explain the problem,
- ▶ suggest a possible solution and/or ask for a refund.

Write a formal email of complaint of at least 100 words. Start your email in an appropriate way.

Writing bank page 172

6 Check your work.

- Have you written about all three points in the task?
- Have you used the appropriate formal language?
- Have you written at least 100 words?
- Have you checked your writing for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about money and happiness.

- 1 Describe something you bought recently. Did you feel happy after you bought it? Why?/Why not?
- 2 'You can't enjoy yourself if you don't have any money.' Do you agree? Why?/Why not?
- 3 Do you prefer to receive money or things as presents? Explain the reason for your preference.
- 4 How much do you spend each week? What do you spend it on? Why do you spend it on these things?
- 5 Saving up for something you want is enjoyable. Do you agree? Why?/Why not?
- 6 If you won a large sum of money, what would you spend it on? Why?

Role-play

2 Work in pairs. Read the situation and do the role-play task.

The situation

You are on holiday in London. You are in a souvenir shop to buy two presents for your friends. You are talking to a sales assistant who is helping you to choose from the ones in the pictures (1–6).

The task

Student A: Talk to the sales assistant (Student B). For each present you choose, ask about what colours, sizes and other designs are available, as appropriate. Then ask about how you can pay.

Student B: You are the sales assistant. Turn to page 165 and read the information about each of the items. Answer Student A's questions.

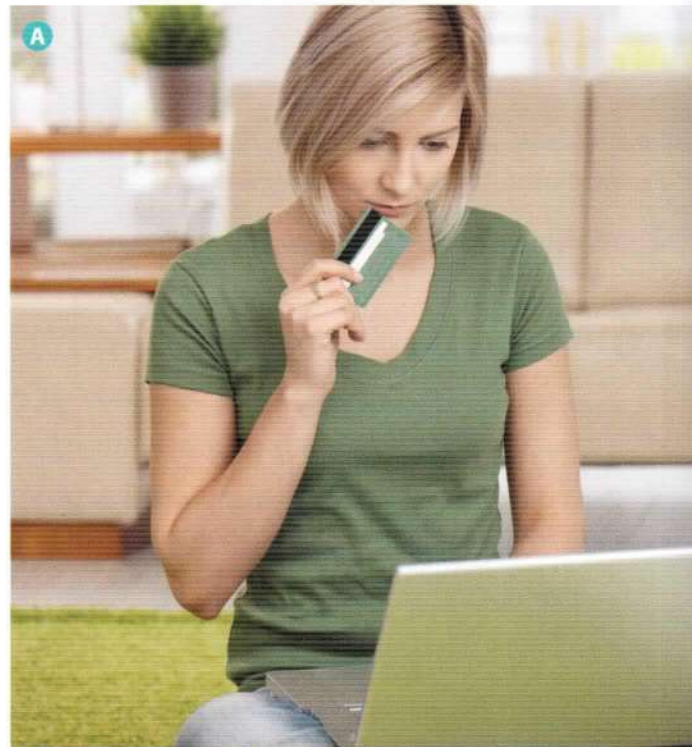
Change roles and talk about two different items.



Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different ways of shopping. Take turns to compare and contrast the pictures. Include these points:

- ▶ the advantages of each way,
- ▶ the difficulties you have found in each way,
- ▶ the way you prefer and why.



REVIEW

1 Match the words (1–6) with the words from the box that have the opposite meaning. There are four extra words you do not need.

buy pricey save inexpensive lend take out faulty
deliver cover charge

- | | |
|------------------|----------------|
| 1 pay in _____ | 4 borrow _____ |
| 2 in order _____ | 5 spend _____ |
| 3 sell _____ | 6 cheap _____ |

2 Cross out the word in each sentence (1–7) that does not complete it correctly.

- The boots I bought don't fit me. I hope I'll be able to get a *refund/replacement/receipt*.
- I love *interests/sales/bargains*! I never pay the full price for anything!
- My parents decided to stop giving me my *budget/allowance/pocket money* as a punishment.
- Martha consulted a *hairdresser/beautician/plumber* because she wanted to look beautiful for her wedding.
- I'd like to *transfer/withdraw/charge* some money from my bank account.
- The Carters have hired a(n) *interior designer/caterer/barber* who will help them organize the ball.
- We must stop at my favourite *commercial/chain/department* store and see if the spring collections are in yet.

3 Complete the second sentence in each pair of the sentences (1–7), so that it has the same meaning as the first one.

- People usually buy tools and building materials in DIY stores.
Tools and building materials _____
_____ in DIY stores.
- The studio didn't advertise this film properly, so few people went to see it.
Few people went to see this film because _____
_____ properly.
- Will they deliver the books we ordered before the weekend?
Will the _____
_____ before the weekend?
- Did they give you a refund for that camera that didn't work properly?
Were _____
_____ for that camera that didn't work properly?
- When we came to the stadium, they were selling tickets for the match.
When we came to the stadium, tickets _____

- Have they launched the advertising campaign for the new Mercedes yet?
Has the advertising campaign _____
_____ yet?

- Peter doesn't buy suits; he always hires somebody to make them.
Peter doesn't buy suits; he always _____

4 Put the words in the correct order in each of the sentence sets (1–4) to complete the mini dialogues.

- X change/does/give/the/ticket machine/?

Y I'm quite sure it does.

- X by/credit card/possible/is/it/to pay/?

Y I'm afraid we don't take cards, but there's a cash machine outside the shop.

- X a/an/appointment/beautician/I/would like/make/to/with/.

Y Certainly, Madam. Does tomorrow morning suit you?

- X about/make/would/to/a complaint/like/the service/I.

Y I'm sorry to hear that, Sir. I'll call my supervisor immediately.

5 Read the article about shopping habits and our health. Some words are missing from the text. Write the missing words (1–8). Use only one word in each gap.

In some countries, ¹ _____ as the USA and the UK, the problem of being overweight is increasing. There are some lifestyle influences that lead ² _____ bad eating habits, especially in big towns and busy cities. In the UK, for example, supermarkets ³ _____ become the biggest, the cheapest and the most convenient place to buy food. People drive there, park ⁴ _____ close as they can to the entrance and load up their trolleys with pre-cooked and pre-packaged food. Local shops just can't compete ⁵ _____ this, and many of them have gone ⁶ _____ of business as a result. On the other hand, in other places ⁷ _____ France, parts of Africa, Asia and other parts of the world, people often walk to the bakery, the butcher's, the fishmonger's or the local market and carefully choose and buy fresh food every day. It seems that ⁸ _____ we all had a closer look at the way we did our shopping, we would do our health a big favour.

VOCABULARY

1 Work in pairs. Discuss the questions.

- 1 What is your favourite time of the day? Why?
- 2 What do you most enjoy eating? Is your diet healthy? Why?/Why not?
- 3 How much exercise do you do in a typical week? What exercise do you do?

Daily routine

2 Read about Kim's and Lenny's routines. Fill in the gaps (1-17) with the missing verbs.

My favourite time of the day is the morning. I always
 1 _____ the alarm clock for about 6.15 a.m. I 2 _____
 to the bathroom, where I 3 _____ a shower and
 4 _____ my hair. Then I 5 _____ myself breakfast
 and 6 _____ the news online. I 7 _____ home at
 7.30 a.m. Sometimes I have to run to 8 _____ the bus to
 university and when I get there, I 9 _____ with
 my mates.

Kim

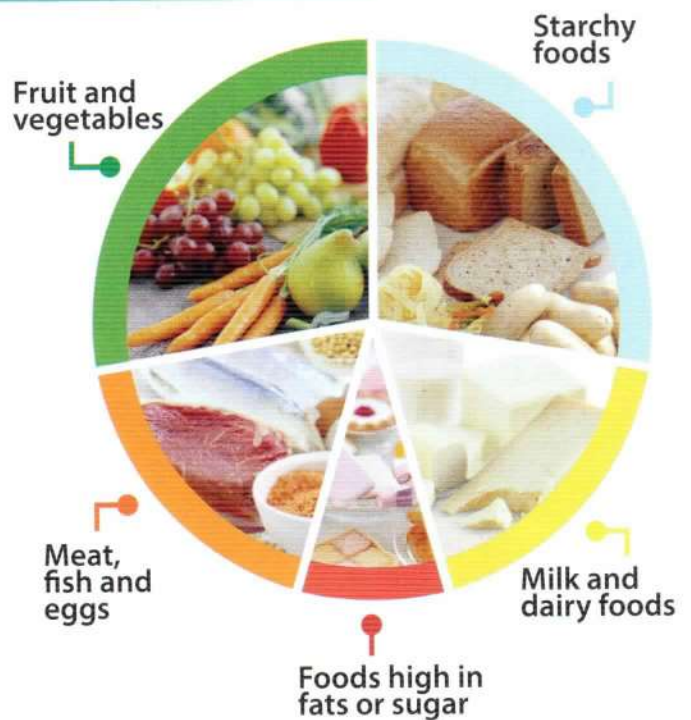
I usually get home around 4 p.m. I 10 _____ my dog for
 a walk, then I 11 _____ some food into the microwave
 and 12 _____ myself a cup of coffee. The evenings are
 my favourite time of day. I 13 _____ the Internet and
 14 _____ emails. Then I just relax and 15 _____ the
 telly. Bedtime tends to be about midnight, but before I
 16 _____ to sleep I 17 _____ a snack and a hot drink.

Lenny

Nutrition and diet

3 Choose the correct word to complete the sentences (1-5).

- 1 I'm overweight. I need to *go/follow* on a diet.
- 2 In a *balanced/restricted* diet, you have to eat the right foods from the different food groups.
- 3 If you *stick/stay* to a low-fat diet, you're sure to lose weight.
- 4 A *vegetarian/vegan* doesn't eat meat or any other animal products.
- 5 You should *cut/put* down on the amount of salt you eat.



4 Look at the nutrition chart and put the foods from the box into the correct categories. Some foods will go into more than one category. You can add other foods you know.

sweets wholemeal bread olive oil pear jam pasta
 chocolate apple rolls cream rice pork lemon
 grapes tomato cereal cottage cheese butter
 cucumber lettuce fizzy drink French fries carrots
 crisps biscuits yoghurt salmon trout fruit juice
 turkey sausages peas French beans nuts potatoes
 cauliflower chicken

Fruits and vegetables	
Starchy foods <i>Khay. Nour. N. d.</i> <i>ceghmawice</i> <i>khoviat</i>	
Meat, fish and eggs	
Foods high in fats or sugar	
Milk and dairy foods	

Illnesses and injuries

5 Match the names of illnesses and injuries from the box with their symptoms (1–6). Look up words you don't know in your dictionary.

cold food poisoning sore throat allergy flu
sprained ankle

- 1 I feel sick and I've got a terrible stomach ache. I've got _____.
- 2 It hurts when I swallow. I've got a(n) _____.
- 3 I've got a **headache**, a **runny nose** and a bad **cough**. I've got a(n) _____.
- 4 I've got a **high temperature**, my whole body **aches** and I feel really ill. I've got _____.
- 5 My foot's **swollen** and it **hurts** when I walk. I've got a(n) _____.
- 6 I've got a **rash** and it hurts when I breathe. I've got a(n) _____.

Treatment

6 Work in pairs. Find a possible treatment (a–i) for each of the illnesses and injuries (1–6) in exercise 5. The same treatment may work for more than one problem.

- a take plenty of vitamin C _____
- b take some medicine _____
- c take a painkiller _____
- d go and see a doctor _____
- e go to casualty _____
- f drink plenty of water _____
- g stay in bed for a few days _____
- h lie down for a while _____
- i go to the chemist's _____

In hospital

7 Read the email and choose the correct words (1–6).

● ● ●
✉

Hi Tim,

Just thought I'd let you know that I won't be at football practice because I'm ¹*injured/broken/damaged*. I fell down some stairs and banged my head and was ²*unreal/unexplained/unconscious* for a while. Mum gave me first ³*aid/assistance/help*. Then she called an ambulance and they took me to hospital. My head was OK, but I ⁴*made/had/took* an X-ray and they discovered I had a ⁵*broken/upset/destroyed* ankle. Luckily, I don't have to ⁶*do/have/make* an operation.

See you soon,

Billy

8 Complete the sentences (1–5) with words from the box. There are two extra words you do not need.

temperature treat ward examination recover
operation medication

- 1 My grandpa is at home now, but he needs some time to _____ from his operation.
- 2 The doctor gave me a(n) _____ and decided there was nothing wrong with me.
- 3 The nurse took my _____ because she thought I had a fever.
- 4 I've got flu and I have to take _____ three times a day.
- 5 I'm going into hospital next week for a(n) _____ on my knee.

Fitness and exercise

9 Fill in the gaps (1–8) in the fitness advice with the missing verbs.

So, you want to ¹k _____ fit. Follow our advice and you will!

- You should ²f _____ a sensible diet.
- You should ³c _____ down on fatty foods.
- If you are overweight, you should ⁴l _____ a few kilos.
- You should ⁵d _____ regular exercise.
- You should ⁶g _____ enough sleep.
- You should ⁷w _____ out in the gym at least twice a week.
- You should ⁸t _____ up a sport like basketball or tennis.



10 Work in pairs. Discuss the questions.

- 1 How do you keep fit? What do you think is the best way to keep fit and healthy?
- 2 Do you have general health check-ups regularly? If yes, how often?
- 3 How often do you get a cold in the winter months? What do you do to try to avoid colds?

- 4 Have you ever been in hospital? What for? What was it like?
- 5 Do you think it's important to have a healthy lifestyle? Why?/Why not?

Gapped text

1 Work in pairs. Talk about the pictures (1–4) and discuss the questions.

- 1 Would you consider working in the medical profession? Why?/Why not?
- 2 What kind of person does it take to be a surgeon or a nurse?

EXAM STRATEGY

- Прочитайте текст перед пропусками та після них. Шукайте слова та фрази, за якими слідує певна граматична форма – наприклад, певна форма дієслова, відносний займенник або сполучне слово.
- Після заповнення пропусків знову прочитайте весь текст і переконайтеся, що він побудований логічно та граматично правильно.

2 Read the exam strategy and the first paragraph of the text from exercise 3. Find words that link the text to the missing phrase.

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

- A in which travel is impossible for the patient
- B and recovered more quickly
- C which meant that more of them survived
- D started to perform the operation themselves
- E where he later became a heart surgeon
- F where treatment is not available
- G who was born in 1935 in Egypt
- H before they had even reached the age of 18

Heart to heart

In 1967, the first human heart transplant was performed by a South African surgeon called Dr Christiaan N Barnard in Cape Town. Unfortunately, the patient only survived for 18 days. However, the operation attracted worldwide interest and more and more surgeons 1 _____. One of these surgeons was Dr Magdi Yacoub. Yacoub, 2 _____ and was brought up in Cairo, became one of the most famous heart surgeons in the world. His father was a surgeon, which spurred Yacoub's interest in the medical field. As a result, he also chose to study medicine at Cairo University, and he qualified as a doctor in 1958. After this, Yacoub worked in hospitals in Egypt. Then, in 1962, he moved to Britain, 3 _____ at Harefield Hospital.



It was in 1980 that Yacoub's career really took off when he led a transplant programme at the hospital. After ten years, his team had performed more than 1,000 transplants. Not all of them were successful but, as time went on, the patients lived longer 4 _____.

While Yacoub was working in Britain, however, he remained concerned for the hundreds of young people around the world who were not receiving any treatment for their heart conditions. Some of them were dying 5 _____. As a result, he set up a charity called Chain of Hope, which provides free heart transplants for children from developing countries. When Yacoub finally retired in 2001 at the age of 65, he continued to work with the organization, operating and saving lives.

Words in context

4 Find the highlighted words in the article, and match them with the underlined words or phrases with a similar meaning in the sentences (1–6).

- 1 Jason was raised in Atlanta, but now he is studying medicine in New York City. _____
- 2 The child lived after the accident because he received medical care so quickly. _____
- 3 Jacqueline keeps on working as a nurse because she loves to help others. _____
- 4 I'm a bit worried. I don't think the medication is working very well. _____
- 5 The doctors decided to wait to do the transplant until the patient was stronger. _____
- 6 If she can get treatment for her illness right away, she is likely to get better soon. _____

5 Complete the sentences (1–6) with the words from exercise 4.

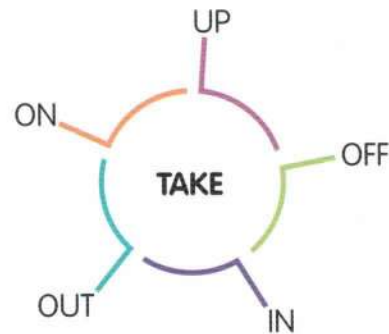
- 1 My uncle _____ for ten years after his heart surgery.
- 2 I'm _____ about Mandy because she's always tired.
- 3 Mika was _____ in Japan, but now she lives in the UK.
- 4 I was very nervous before I _____ my first operation.
- 5 Jane is very busy, but she _____ to help poor people at the weekends.
- 6 I should be _____ a letter about my university application soon – I'm so excited!

Today, Chain of Hope **continues** to arrange for ill children to be brought to Britain for transplants. In cases ⁶ _____, the team (including surgeons, cardiologists, anaesthetists, nurses and physiotherapists) volunteer to give up their holiday and travel to where the patients live. There, they perform as many as two transplants per day – all without payment.

The name of the charity refers to the chain of volunteers needed when a child is brought to Britain. This includes the hospital, a family to look after the child, and the surgeons themselves. Sometimes airlines become the final link in the chain, providing free tickets for the journeys.

Phrasal verbs with take

6 Find the phrasal verb *take off* in the article. What does it mean? Match the phrasal verbs with *take* with their definitions (1–5).



- 1 move outside of a place _____
- 2 begin to be successful _____
- 3 absorb or understand _____
- 4 accept as a task or challenge _____
- 5 begin as an activity or hobby _____

7 Complete the sentences (1–5) with the correct phrasal verbs with *take*.

- 1 Donald had much more energy after he _____ cycling as a form of exercise.
- 2 She was so sleepy that she couldn't _____ what the professor was saying.
- 3 After they advertised in several newspapers, their restaurant business really _____.
- 4 Could you please _____ the rubbish? It's beginning to smell.
- 5 James decided to become a nurse because he didn't want to _____ all the years of study needed to become a doctor.

8 Work in groups. Prepare a presentation or a poster on an important medical discovery (e.g. antibiotics, a vaccine, a transplant operation, genetics), in which you:

- ▶ make a list of the points you want to cover, e.g. basic facts about the discovery, what we know today, benefits,
- ▶ decide who is going to do what in your groups, e.g. collect information, choose pictures, write up the information, design the poster or presentation, present the project to the rest of the class,
- ▶ agree together on a timetable for the project.

LISTENING

True/false



1 Work in groups. Discuss the questions.

- 1 Why do you think someone might want to change his/her image?
- 2 Do you know anyone who would like to lose or gain weight? What do they do about it?
- 3 What do you think makes up a balanced diet?

EXAM STRATEGY

- Правильні/хибні твердження, наведені в завданні, часто фокусуються на фактах чи деталях з аудіозапису. Уважно слухайте, щоб точно вловити, про що йдеться в аудіозаписі.

2 1.23 Read the exam strategy. Then listen to someone talking about their eating habits. What does the speaker say about the underlined things?

- 1 The speaker has had trouble controlling her weight.
- 2 She enjoys salads and cooked vegetables.
- 3 She has found a way to include vegetables in her diet.

3 1.23 Listen again. For statements (1–3) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|--|---|---|
| 1 The speaker has had trouble controlling her weight. | — | — |
| 2 She enjoys salads and cooked vegetables. | — | — |
| 3 She has found a way to include vegetables in her diet. | — | — |

4 EXAM TASK 1.24 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|---|---|
| 1 Robert Atkins believed that people put on weight because they eat a lot of fat. | — | — |
| 2 The Atkins diet allows you to eat anything you like. | — | — |
| 3 A lot of people don't know what foods go into a healthy diet. | — | — |
| 4 In the healthy-eating plan, you don't have to spend a lot of money. | — | — |
| 5 The healthy-eating plan is strictly vegetarian. | — | — |

5 Complete the questions (1–8) in the survey with words from the box. Use singular or plural forms.

cup packet slice bar spoonful glass bowl piece

What are your food habits?

- 1 How many _____ of sugar do you have in your tea or coffee?
- 2 How often do you have a _____ of soup for lunch?
- 3 How many _____ of bread do you eat every day?
- 4 Do you usually have a _____ of coffee in the morning?
- 5 How many _____ of water do you drink a day?
- 6 Do you ever have a _____ of crisps for a snack?
- 7 How many _____ of chocolate do you eat in a week?
- 8 How many _____ of fruit do you eat every day?

6 Work in pairs. Ask and answer the questions (1–8) from exercise 5.

7 Work in pairs. Discuss the questions.

- 1 What do you think are good reasons for wanting to lose weight?
- 2 Do you think people worry too much about what they eat nowadays? Why?/Why not?
- 3 Do you know anyone who suffers from a food allergy? What do they have to avoid eating?

LANGUAGE REVIEW

zero, first and second conditional

1 Complete the sentences (1–7) with the correct form of the verbs in brackets. Use the zero, first or second conditional.

- If you don't overcook vegetables, they always _____ (taste) better.
- If I ate healthier food, I _____ (have) more energy.
- If fast food chains _____ (not advertise), their food would be less popular.
- Unless I _____ (exercise) more, I will never get into better shape.
- If you _____ (eat) fresh fruit and vegetables, you get more nutrients.
- If we shopped at the farmers' market, we _____ (get) better quality food.
- Unless you _____ (try) this dish, you won't know if you like it or not.

2 Find one error in each of the sentences (1–5) and correct it.

- What would you eat if you would have your own private chef?
- If you will buy the ingredients, I will cook you a delicious meal.
- As soon as I will save enough money, I will sign up for a cooking class.
- Unless you don't change your eating habits, you will never feel healthy.
- I would go on a food tour of France if I have enough time and money.

Grammar reference page 144

Grammatical multiple-choice cloze

EXAM STRATEGY

- У завданні цього типу лише один з варіантів є граматично та логічно правильною відповіддю.

3 Read the exam strategy and the sentences (1–4). Which options are definitely not correct? Why? Choose the correct answer (A, B, C or D).

- Unless you _____ to cook, you will never have a healthy diet.
A learn B don't learn C will learn D learned
- If I _____ to cook, I would be able to save a lot of money.
A learn B don't learn C will learn D learned

- If you know about nutrition, you _____ better food choices.
A will make B made C would make D make
- I _____ better food choices if I knew more about nutrition.
A will make B made C would make D make

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

FLU ADVICE

It's the flu season again, and ¹_____ seems to be walking around with a fever, a runny nose and a sore throat. And that's ²_____ a basic mistake to make! You ³_____ stay at home and give yourself a chance to recover. If you ⁴_____ on with your normal activities while you are fighting a virus, you will simply use up all your energy and make it harder to recover. You may also risk ⁵_____ on the germs to the people around you. So just make ⁶_____ comfortable on the sofa and spend the time watching TV or reading a good book. Take your temperature regularly, and if you've got a fever, you can try ⁷_____ it down with some aspirin. That should also help ease muscle pain, ⁸_____ common flu symptom. Also, make sure you drink a lot of liquids – ⁹_____ you do that, the fever will dehydrate you and you'll feel even worse. Usually there is no need to take antibiotics. They wouldn't have an effect if you ¹⁰_____ them anyway, because they don't work on viruses. So just take your vitamins, eat light, healthy meals, and let your body recover from the illness in due course.



- | | | | | |
|----|------------|------------|----------------|--------------|
| 1 | A anyone | B everyone | C someone | D no one |
| 2 | A so | B such | C every | D either |
| 3 | A should | B need | C ought | D have |
| 4 | A carried | B to carry | C have carried | D carry |
| 5 | A pass | B passing | C to pass | D to passing |
| 6 | A you | B your | C yourself | D yours |
| 7 | A bringing | B bring | C to bring | D brought |
| 8 | A other | B some | C another | D most |
| 9 | A if | B unless | C when | D as |
| 10 | A take | B took | C taking | D taken |

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 Do you try to be healthy? How?
- 2 Do you have any meals at school? What do you eat at lunchtime?

2 EXAM TASK 1.25 Listen to the text.

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

- 1 What was the problem with the school meals, according to Jamie Oliver?
 - A The students ate them too quickly.
 - B They made students unhealthy.
 - C They didn't include fast food.
- 2 What was the students' first reaction to the new school menus?
 - A They didn't notice the change.
 - B They were unhappy to be offered fast food.
 - C They wanted to go back to the old menus.
- 3 What effect have the changes had on students?
 - A They are more alert and energetic after lunch.
 - B They sleep better at night.
 - C They are less hungry in the afternoon.
- 4 Why did the schools provide knives and forks for students?
 - A to teach them better manners
 - B to make them eat more slowly
 - C to keep the canteen cleaner
- 5 What is the speaker's conclusion about the healthy eating campaign?
 - A It has been a total success.
 - B It has had a positive influence.
 - C It has not worked as well as hoped.

3 Match the words and phrases (1–4) that the speaker used in exercise 2 with their definitions (a–d).

- | | |
|---------------------|-----|
| 1 a dramatic effect | ___ |
| 2 finger food | ___ |
| 3 knives and forks | ___ |
| 4 the food chain | ___ |
-
- | | |
|---|--|
| a | the process of where food comes from |
| b | a big change of behaviour or situation |
| c | the tools you eat with |
| d | food normally eaten with your hands |

LANGUAGE REVIEW

possessive forms

1 Choose the correct possessive form in each sentence (1–6).

- 1 The fitness tracker that you found under the desk is *of Jason/Jason's*.
- 2 *My/Mine* mobile has run out of battery. Can I use *your/yours*?
- 3 We're proud of all our *scientists'/scientist's* work on the new vaccines.
- 4 The patent for the vitamin formula belongs to *their/them*.
- 5 I was taught to make this vegan curry by *our/ours* great-grandmother.
- 6 I quite like *his/hers* recipes because they're easy to make.

Grammar reference page 145

Lexical multiple-choice cloze

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

Diet and exercise

Do you think you need to go ¹ ___ a diet? Are you really sure that's the best way to lose weight and get fit? Very often what you eat ² ___ out to be the least important factor, especially if you want the results to last. One question to ask yourself is whether ³ ___ exercise routine is regular. Spending several hours at a gym three days ⁴ ___ a row and then doing nothing for two weeks is a bad idea. Getting one hour of exercise ⁵ ___ other day is far more effective. Your body has ⁶ ___ own way of adjusting to the exercise routine, and you will experience less fatigue and ⁷ ___ injuries with a regular workout schedule. Also, if you're one of those people who eat a huge breakfast and then nothing until the evening, ⁸ ___ eating more often, and remember to make your meals as healthy as possible. Finally, don't ⁹ ___ an exercise or diet routine just because it's fashionable. It's your body, after all, and by ¹⁰ ___ attention to how it responds you can find the most effective plan for you.

- | | | | |
|-------------|-----------|------------|------------|
| 1 A at | B for | C in | D on |
| 2 A comes | B turns | C does | D makes |
| 3 A your | B mine | C its | D his |
| 4 A at | B of | C in | D for |
| 5 A every | B each | C some | D one |
| 6 A his | B its | C her | D your |
| 7 A less | B the few | C fewer | D the less |
| 8 A take | B go | C put | D try |
| 9 A take | B follow | C make | D lead |
| 10 A paying | B doing | C spending | D having |

WRITING

Informal email: making suggestions

1 Work in pairs. Discuss the questions.

- 1 What concerns do teenagers have about their bodies? Why?
- 2 Does doing exercise make you feel better? Why?/ Why not?

2 Read the exam task and the email written as an answer. Discuss the questions (1–2).

- 1 What style are the emails written in?
- 2 Has Adam included all the necessary information in his email? Match the paragraphs (1–4) in his email with the three points in the exam task.

EXAM TASK You have received an email from your English friend, Laura. Write her an email in which you:

- ▶ say how you feel about her problem,
- ▶ suggest possible solutions,
- ▶ describe your own experience of the problem and how you dealt with it.

Write an email of at least 100 words. Start your email in an appropriate way.



3 Complete the suggestions (1–5) with the correct words.

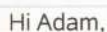
- 1 Try *write/writing* a list of all the things you like about yourself.
- 2 You should *learn/learning* to be less critical of yourself.
- 3 I suggest that you *spend/spending* time with people who accept you.
- 4 I'd particularly recommend *do/doing* things you enjoy.
- 5 How about *buy/buying* some clothes that you feel good in?

4 EXAM TASK Do the exam task.

You have received an email from your English friend, Tom. Write him an email in which you:

- ▶ say how you feel about the problem he describes,
- ▶ describe how you find the time to exercise,
- ▶ write how you motivate yourself to keep fit.

Write an email of at least 100 words. Start your email in an appropriate way.



Hi Adam,

How are you? I hope your presentation last week went really well!

I have to give a presentation next week and I'm really worried about it. I'm nervous about standing up in front of everyone because I feel a little self-conscious about my appearance. I would really like to feel more positive about it. Do you have any advice for me? I know you have had a problem with this, too. How did you deal with it?

Thanks,

Laura



Hey!

Thanks for your email. It was really nice to hear from you! I'm busy with schoolwork and rehearsals with the orchestra and I'm feeling very unfit. I just don't get enough regular exercise.

I know that you're busy, too, but you've been swimming and running a lot this past year. How do you find the time? Did you change your routine? Did you get up earlier or did you stop doing other things? And how do you make yourself do them? Do you go with a friend at the same time each week? And do you enjoy them? Tell me how you do it!

Thanks,

Tom



Hi Laura,

- (1) I'm sorry that you're feeling self-conscious about your appearance. I felt the same a year ago and I got very down.
- (2) My first suggestion is that you appreciate your body and look after it by eating well and getting enough sleep and exercise.
- (3) I'd also recommend not comparing your appearance with other people's. This can make you very miserable! And try thinking of your body as just one part of yourself. You aren't just your body!
- (4) When I did all these things, and focused on helping others, I felt a lot happier.

I really hope this helps.

Adam

Writing bank pages 168–169

5 Check your work.

- Have you used the appropriate style for your email?
- Have you used the correct language to make suggestions or give advice?
- Have you written about all three points in the exam task?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about habits and health.

- 1 What fruit and vegetables do you regularly eat? Do you think they are healthy?
- 2 What time do you go to bed at night? Do you have a routine for going to bed?
- 3 'Teenagers don't have time to exercise every day.' Do you agree? Why?/Why not?
- 4 Do you relax regularly? How?
- 5 Have you ever stopped doing something unhealthy? Why? Was it difficult?
- 6 'We need several hours of contact with other people every day in order to stay healthy.' Do you agree? Why?/Why not?

Role-play

2 Work in pairs. Read the situation and the information about some health products and do the role-play task.

The situation

You want to buy some things from a health shop for your friend who feels unwell. You have only £7.00 to spend.

The task

Student A: Look at the health products information on page 166. Ask your friend (Student B) to choose two products from different categories. Ask him/her what he/she has chosen, why and how much they cost.

Student B: Look at the health products information on page 166 and answer Student A's questions. Explain what you have chosen and why.

Change roles and talk about two different products.

Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different holidays that can help you keep healthy. Take turns to compare and contrast the pictures. Include these points:

- ▶ the daily routine on each holiday,
- ▶ the things you would enjoy on each holiday,
- ▶ which of these holidays you would prefer and why.



REVIEW

1 Complete the sentences (1–6) with the words from the box.

balanced dairy fast regular rich right side

- 1 Julia is allergic to most _____ products like milk and yoghurt.
- 2 Eating _____ food is believed to lead to obesity and other health problems.
- 3 Children's diet must be _____ in calcium.
- 4 The key to leading a healthy life is a _____ diet combined with _____ exercise.
- 5 Getting the _____ amount of sleep each night is essential to maintaining your health.
- 6 This new therapy has many unpredictable _____ effects.

2 Complete the sentences (1–8) with the missing words. Use the correct word forms.

- 1 Everyone should have a first-a _____ kit in their car in case of emergency.
- 2 He's got a bad c _____ and high temperature. I think he should stay in bed.
- 3 Please call an ambulance. He's breathing but he is u _____.
- 4 There was a car crash on the motorway, and six people were i _____ but fortunately no one was seriously hurt.
- 5 I really don't feel well. I think I need to s _____ a doctor.
- 6 People with migraines often complain that even the strongest p _____ don't help them with the pain.
- 7 Grandma has such poor e _____ that she can't even watch TV without her glasses.
- 8 You have to take your m _____ exactly as the doctor told you because these are very strong antibiotics.

3 Complete the email with one word in each gap (1–6). In some cases there is more than one correct answer.

Hi William,

I'm sorry to hear you've been in hospital and are off school. When I came out of hospital last year I ¹ _____ awful, so I know how you feel!

I'd recommend ² _____ a lot of TV and DVDs. Best to choose comedies as laughing will ³ _____ you feel better. Something ⁴ _____ I'd recommend is getting some fresh air, so how ⁵ _____ going out a bit each day? You may need ⁶ _____ take someone with you, but that's OK.

Hope you feel better soon!

Love,
Hannah

4 Read the article about eating habits. Use the words in brackets to form the words that fit in the gaps (1–8). Write the correct form of the words. There might be cases where you do not have to change the word in brackets.

So, what is so ¹ _____ (**difference**) about the way people eat around the world? What is ² _____ (**interest**) to note is that diets everywhere consist of pretty much the same thing: meat, poultry, fish, dairy, grains, nuts, fruit and vegetables. In some cultures, people don't eat meat or dairy products, but this is relatively ³ _____ (**rare**). Perhaps, then, it isn't so much what we eat but how we eat it that really makes a difference. Let's take a look at attitudes to meal times. In America, for example, people eat meals ⁴ _____ (**quick**) and often on their own. They eat on trains and buses as they rush from one place to the next, eating oversized ⁵ _____ (**health**) snacks such as big bags of crisps and giant hamburgers. Busy lifestyles mean that some families no ⁶ _____ (**long**) sit down together to eat for their daily meals. It's only at Thanksgiving or Christmas, for example, that people make meal times into a family ⁷ _____ (**celebrate**). In contrast, in Mediterranean countries, meals can take two hours or more. They are long, slow social occasions that ⁸ _____ (**involve**) people talking and appreciating the food on their plates.

5 Find five mistakes in the email and correct them.

Hi Jonny,

Thanks very much for your email. I'm really sorry that your aren't sleeping well because you're stressed.

My first suggest is that you ask your teachers if you can have more time to do your homework. If you can't, then try plan what you'll do each day. When I do this last year, it helped me feel in control.

When you wake up early, I suggest you get up and read a book for a while. You could also write your worries down in a notebook. I'd recommend not going on your computer or your phone. You may need stopping drinking coffee, too!

I hope this helps!

Love,
Sophie

VOCABULARY

1 Work in pairs. Discuss the questions.

- Which of the places in the pictures (1–3) would you choose to go to on holiday? Why?
- What was the best holiday you ever had? Where did you go? Why did you like it?

Types of holidays

2 What are typical activities for the different types of holidays (1–6)? Choose some ideas from the box and add your own.

go kayaking sunbathe go sightseeing take photos
go backpacking go trekking watch wildlife
sleep in a tent go hitchhiking go quad biking
go snorkelling go swimming set up camp

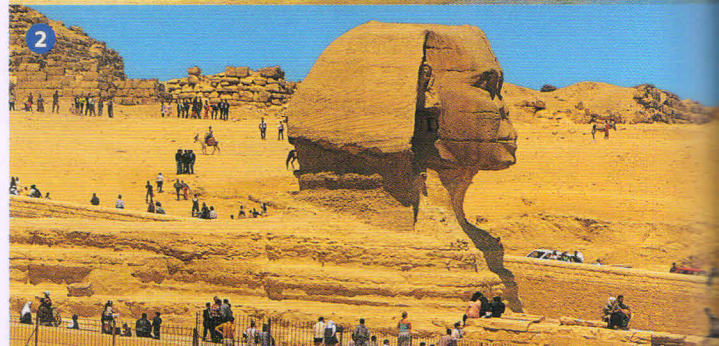
- a city break
You can go sightseeing on a city break.
- a beach holiday
- an activity holiday
- a camping holiday
- a safari
- a package holiday

Accommodation

3 Match the names of holiday accommodation with their definitions (1–8).

chalet youth hostel bed and breakfast caravan villa
five-star hotel campsite self-catering apartment

- a place where you can stay in a tent _____
- a large house in the country, especially in southern Europe _____
- a wooden house, especially one built in a mountain area _____
- a luxury place to stay where you have a room, an en suite bathroom and many other facilities _____
- a flat where you can cook for yourself, especially popular with families _____
- a cheap, simple hotel, especially for young people when they are travelling _____
- a private house or a small hotel that provides a room for the night and one meal _____
- a large vehicle that is pulled by a car, in which you can sleep, cook, etc. _____



In a hotel

4 Complete the dialogue with words and phrases from the box. There are three extra words you do not need.

book a room en suite five-star check in double
single check out room service

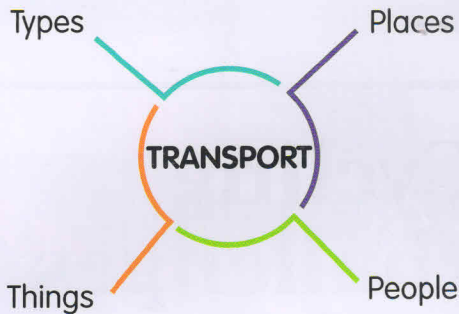
- Woman I'd like to ¹ _____, please, for this weekend, for two nights.
- Receptionist Yes, of course, Madam. Would you like a single or a double room?
- Woman It's for me and my husband, so a ² _____, please. Are all your rooms ³ _____?
- Receptionist Yes, they are. All our rooms have luxury bathrooms.
- Woman That's excellent.
- Receptionist What time do you estimate you will ⁴ _____ on Friday evening?
- Woman At around nine o'clock, depending on the traffic. Will the restaurant still be open?
- Receptionist Yes, it will, Madam. But you can also order ⁵ _____ if you prefer.

5 1.26 Listen and check your answers.

Means of transport

6 Work in pairs. Add the words from the box onto the TRANSPORT mind map. Compare with another pair.

station coach rucksack platform pilot taxi rank
single/return ticket passport passengers ferry
luggage captain suitcase helicopter hot-air balloon
boarding pass airport driver yacht



7 Choose a verb from the box for each group of the phrases (1–8).

ride travel drive fly go by go miss arrive

- 1 _____ : a car, a taxi, a coach, a lorry, a minibus
- 2 _____ : an aeroplane, an aircraft, on an aeroplane
- 3 _____ : on a cruise, for a ride on, on an excursion, on foot
- 4 _____ : the train, your flight, your plane, the last bus
- 5 _____ : plane, taxi, sea, rail, boat
- 6 _____ : a camel, a bike, a horse, a motorbike
- 7 _____ : around the world, across Ukraine, by bus
- 8 _____ : at the airport, at the bus station, in London

Travel collocations

9 Complete the sentences (a–b) with the correct words (1–6).

- 1 **miss/lose**
 - a Hold on to your ticket! You don't want to _____ it before we get there!
 - b Hurry up! We're going to _____ our train!
- 2 **souvenirs/memories**
 - a I have some great _____ of the holidays we took when I was a child.
 - b I bought some postcards, a wooden doll and a few other _____ during my holiday in Greece.
- 3 **travel/trip**
 - a 'How was your _____ to Oxford at the weekend?'
 - b Foreign _____ is very popular these days.
- 4 **journey/voyage**
 - a We went on a long _____ across the Pacific Ocean.
 - b It was a comfortable train _____ through the mountains.
- 5 **land/take off**
 - a 'Please fasten your seatbelts. The plane is about to _____ . The weather is good, so we should be in London in about two hours.'
 - b The plane should _____ at 3 p.m., but then we need to get our luggage and go through passport control.
- 6 **guests/visitors**
 - a In winter, there aren't many _____ in the hotels around Lake Svitiaz.
 - b Oxford attracts a lot of _____ every year.

Travel problems

8 Look at the words in bold in the sentences (1–6). Match them with the travel problems (a–f) they may cause. You can use your dictionary.

- 1 There was a **cancellation**. _____
 - 2 There was a **delay**. _____
 - 3 I was **knocked down**. _____
 - 4 It was **double-booked**. _____
 - 5 I was **seasick**. _____
 - 6 I had **food poisoning**. _____
- a 'The plane left three hours late.'
 - b 'I felt ill after eating some fish from a market stall.'
 - c 'I fell off my bike when I was hit by a speeding car.'
 - d 'The hotel had given our room to somebody else.'
 - e 'I didn't feel very well on the boat to France.'
 - f 'The flight never took off.'

10 Work in pairs. Discuss the questions.

- 1 Which do you prefer: winter holidays or summer holidays? Why?
- 2 Do you hitch-hike? Why?/Why not?
- 3 What means of transport do you use when you go on holiday? Why?

- 4 What was the worst holiday you've ever had? Why?
- 5 Which type of accommodation would you choose for a holiday with close friends? Why?
- 6 Would you prefer to travel individually, or with a group? Why?

Multiple-choice

1 Work in pairs. Talk about the pictures (1–4) and discuss the questions.

- 1 If you wanted to take a long trip alone, which form of transport would you use? Why?
- 2 What dangers or challenges might you face on your journey?

EXAM STRATEGY

- Порядок запитань відповідає послідовності подання інформації у тексті.
- Знайдіть частину тексту, пов'язану з відповідним запитанням. Це допоможе вам вибрати правильні відповіді.

2 Read the exam strategy and the exam task in exercise 3. Then read the text and find sections that contain answers to each of the questions.

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

- 1 What was outstanding about Beaumont's 2008 achievement?
 - A He was the fastest person to cycle across Europe.
 - B He was the first British man to cycle around the world.
 - C He beat the previous record by more than 80 days.
 - D He got paid £18,000 for his long-distance bike ride.
- 2 What forced Beaumont to change his route?
 - A a collision with a car
 - B a theft
 - C becoming ill
 - D a political conflict
- 3 What does 'this' in paragraph 4 refer to?
 - A the need for 6,000 calories
 - B his being a vegetarian
 - C the length of the journey
 - D the difficulty of the journey
- 4 What does the author say about the Australian outback?
 - A The local people eat a lot of fast food.
 - B There aren't many places to buy proper food.
 - C The shops sell only chocolate bars and baked beans.
 - D It's easy to maintain a healthy diet there.
- 5 Why were so many people present when Beaumont arrived back in Paris?
 - A The media had advertised the event.
 - B A lot of people read his blog and followed his journey.
 - C The British Ambassador attended the event.
 - D People wanted to see him break his own record.

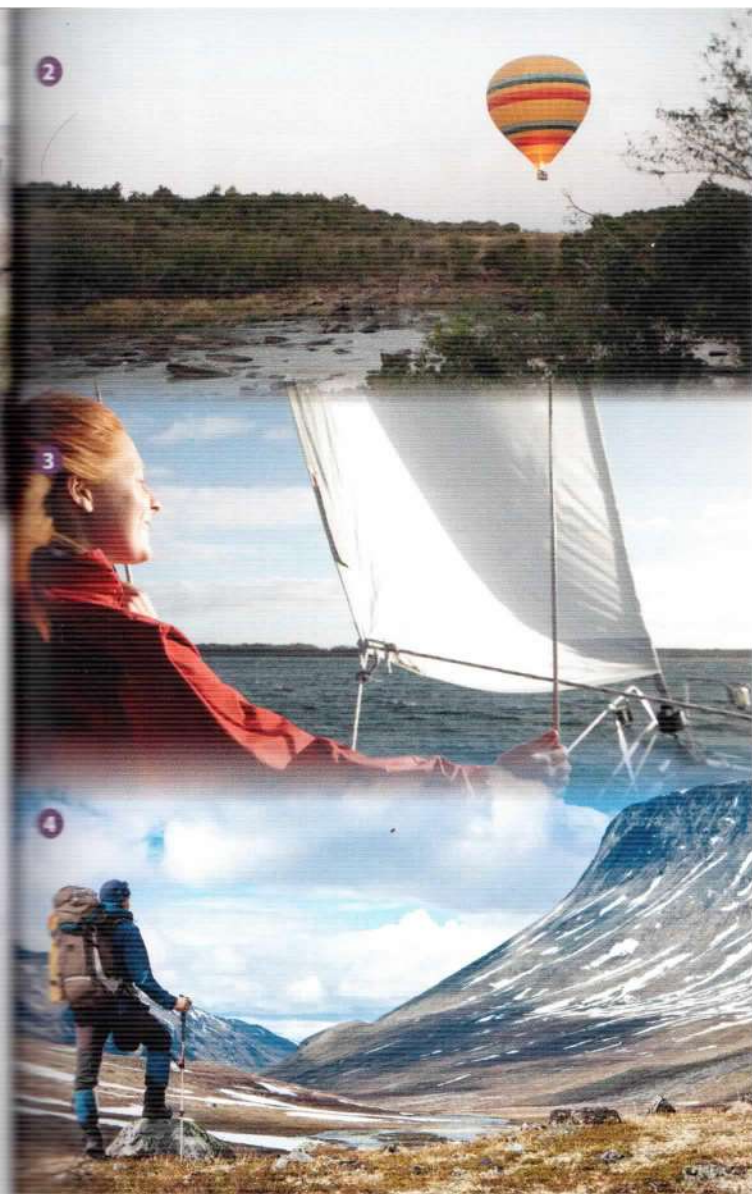


Cycling challenges and triumphs

SCOTTISH cyclist Mark Beaumont, who was born in 1983, showed a talent for sports at an early age. He completed his first long-distance bike ride at the age of 12 when he rode from John O'Groats at the top of Scotland, all the way down to Land's End in the south of England. Then, on 15 February 2008, Beaumont raised £18,000 for charity, and entered the Guinness World Records when he became the fastest person to cycle around the world. He completed his trip in 195 days and 6 hours, beating the record of 276 days, which had previously been set by another British man, Steven Strange.

Beaumont's trip began and ended in Paris and took him through 20 countries across Europe, the Middle East, India, Asia, Australia and North America. The speed of his journey was amazing. It took him only four hours to cross Holland and just three hours to cross Germany. He cycled across four American states in two days.

But Beaumont's trip included some unexpected problems. As well as his bike, Beaumont carried 80 kg of equipment that included a tent, tools and cameras. He had his wallet and camera stolen when he was staying in a motel in the USA. He came down with food poisoning in Lahore, Pakistan, and was knocked off his bike in Louisiana, USA, by a motorist. He even had to take a detour when he was crossing the border into Malaysia to escape the violent anti-government activity that was taking place in southern Thailand.



One of Beaumont's other problems was food. He had to eat around 6,000 calories a day in order to keep up his energy levels, which was often difficult to do. **This** meant that even though he is a vegetarian, he was forced to sometimes eat meat. In the Australian outback, where there are few shops, he often didn't have enough proper food, so he had to eat chocolate bars and tins of baked beans instead. In both Australia and the USA, it was hard to avoid junk food – not an ideal diet for a long-distance cyclist!

When Beaumont left Paris on 5 August 2007 to start his journey, only a small crowd was there to see him off. However, Beaumont kept a blog while he was travelling, so that people could read about his journey. More and more people followed his blog, with the result that on his return to Paris, thousands of people, hundreds of media representatives, and even the British Ambassador to France, gathered to welcome him back. Since then, Beaumont's record has been broken a number of times – both by himself and others – and in 2017 he completely smashed his old record by cycling around the world in 79 days.

4 Work in pairs. Discuss the questions.

- 1 Why do you think people go on expeditions around the world?
- 2 Would you like to go on a similar journey Why?/Why not?

Words in context

- 5 Find the phrasal verb *come down with* in the article. What does it mean? Complete the sentences (1–5) with the correct form of the phrasal verbs from the box. You can use your dictionary.

come down with come up with go along with
run out of put up with

- 1 Can you _____ an idea how to fix my bicycle without any tools? I forgot to bring them!
- 2 They _____ food during their hike, so they had to eat berries and roots to survive.
- 3 Susan _____ a serious disease shortly after she returned from her trip through the jungle.
- 4 I can't understand why you _____ the noise those kids make. Why don't you tell them to be quiet?
- 5 I didn't _____ their plan to cycle through the mountains because I thought it was too dangerous.

- 6 Complete the sentences (1–6) with prepositions from the box.

in (x4) on along at (x2) around from through
towards across to

- 1 People tend to think the weather _____ the south is always warm, but the climate _____ the South Pole is the coldest on Earth.
- 2 He thought he could walk _____ the world _____ two years, but in the end it took him nearly three.
- 3 If the flight leaves _____ time, we should be _____ London _____ time for breakfast.
- 4 Jason rode his bicycle _____ London, where he lived, _____ the north of Scotland when he was only ten years old.
- 5 The racers ran _____ the tunnel, then followed the path _____ the river bank and arrived _____ the finishing line.
- 6 As the first cyclist came _____ me, I got out my camera so I could get a shot of her coming _____ the finishing line.

LISTENING

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 What would your dream holiday be like?
- 2 What could go wrong on a holiday?

EXAM STRATEGY

- У варіантах відповідей екзаменаційного завдання містяться ключові слова, які часто з'являються в аудіозаписі. Уважно послушайте, як вони використовуються.
- Якщо одне й те ж слово міститься у варіанті відповіді і звучить в аудіозаписі, це ще не свідчить про те, що саме цей варіант є правильною відповіддю.

2 1.27 Read the exam strategy and the questions (1–2). Then listen to a woman talking about a holiday and underline the words you hear.

- 1 What did the speaker expect the hotel to be like before she arrived?
 - A modern and luxurious
 - B unique and special
 - C average and typical
- 2 What did she discover on arrival?
 - A She had to pay extra for her room.
 - B They were still building the pool.
 - C She paid a good price thanks to booking in advance.

3 1.27 Listen again and choose the correct answers in exercise 2. Why are the other options incorrect?

4 EXAM TASK 1.28 Listen to the text. For questions (1–5) choose the correct answer (A, B or C).

- 1 What is true about Corina?
 - A She had dreamed about her holiday for a long time.
 - B She had the perfect holiday.
 - C She had a nightmare holiday.
- 2 Why didn't Corina like the tour guide?
 - A He was unfriendly and mean.
 - B He knew very little about the local cultures.
 - C He didn't know much about the cities they visited.
- 3 What did the guide make the tourists do in Budapest?
 - A go to a traditional music event
 - B eat a traditional English breakfast
 - C watch a British football match



- 4 What can't Corina understand?
 - A why the other people complained about the football game
 - B why people travel so far to do what they can do at home
 - C why she went on a package holiday
- 5 What was the main cause of Eric's problem?
 - A the late arrival of his flight
 - B a mistake he had made while booking
 - C a misunderstanding with the taxi driver

5 Complete the sentences (1–7) with the words from the box that the speakers used in exercise 4. There are three extra words you do not need.

booked ended cultural delayed dream pocket travel traditional announced check

- 1 Anna's just come back from her _____ holiday. She's had a lovely time.
- 2 Lewis and Lana have just proudly _____ they are getting married.
- 3 I love going to local bars and listening to _____ music when I'm on holiday.
- 4 She _____ all the hotels and flights online.
- 5 The flight is _____ by an hour. I hope I catch my connection.
- 6 When my camera broke, I _____ up paying £200 to get it repaired.
- 7 We can't _____ in to the hotel until 2 p.m., so we will have to go for a coffee.

6 Work in pairs. Discuss the question.

What do you think were the reasons for the tour guide's behaviour?

7 Work in pairs and do the role-play.

Student A: You are Corina. Complain to the company that you booked the holiday with about the tour guide's behaviour.

Student B: You represent the holiday company. Try to justify your employee's behaviour.

LANGUAGE REVIEW

so and such • in order to/so as to

1 Complete the sentences (1–5) using the expressions from the box. Sometimes there is more than one possible answer.

so such in order (not) to so as (not) to to

- You should decide what to see beforehand _____ make the most out of your trip.
- We were _____ impressed by the beauty of the island that we stayed an extra week.
- I took frequent breaks during my walking tour _____ get too tired to enjoy myself.
- We had _____ a great tour guide that I learned much more than I'd expected.
- The best way _____ see a city is on foot.

2 Find one error in each of the sentences (1–5) and correct it.

- I went to the Louvre yesterday, but I was in so a hurry that I forgot to see the *Mona Lisa*.
- We left the party such late that we missed the last bus.
- The band gave such amazing performance that they gained hundreds of new fans.
- The tour route was complicated that several members of the group got lost.
- Our tour guides wore red hats in order they be easily recognized.

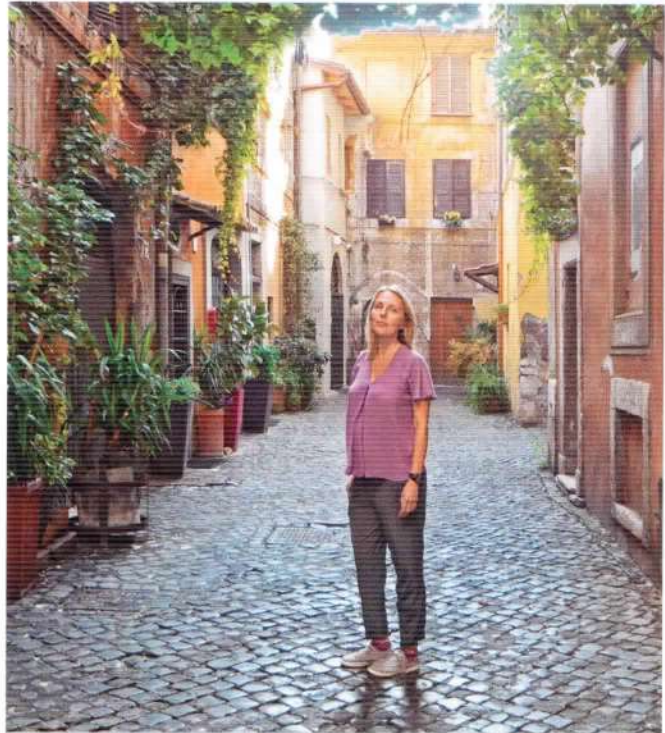
Grammar reference page 146

Lexical multiple-choice cloze

3 Read the sentences (1–4) and choose the correct answers (A, B, C or D).

- There are ___ tall buildings in New York that it's hard to see the sky!
A so B many C such D very
- I always pack very little in order ___ carrying heavy luggage.
A avoid B avoiding C to avoid D avoided
- Parts of Kiev are ___ beautiful that they are compared to Paris and Rome.
A as B such C most D so
- You should take a guided tour ___ become familiar with the sights.
A to B so C that D will

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



Getting lost in Rome

Although Rome is one of the most fascinating cities in the world, many people ¹___ to really experience its special qualities. This is because they stick to guided ²___ and fixed itineraries. As the British author Elizabeth Bowen once wrote, you cannot truly know Rome ³___ you have walked through the tangle of streets and alleys until you are totally exhausted. It is not only very easy to get lost in Rome, but doing ⁴___ is the best way to actually learn about the city. Of course, if you are curious about history, you should visit the famous archaeological sites, churches and monuments in ⁵___ to learn as much as you can about the city. However, there is ⁶___ a huge amount of information, that at some point you should just ⁷___ a break and spend an afternoon exploring the back streets ⁸___ foot. If you get lost – and you probably will – so much the better. Just give yourself enough time ⁹___ enjoy the experience without worry or stress. You will have a chance to see everyday Roman life and you will go ¹⁰___ home knowing Rome better than most other tourists.

- | | | | |
|--------------|-----------|----------|-----------|
| 1 A decide | B avoid | C fail | D want |
| 2 A journeys | B travels | C trips | D tours |
| 3 A although | B if not | C unless | D however |
| 4 A so | B such | C it | D there |
| 5 A reason | B purpose | C order | D way |
| 6 A so | B much | C as | D such |
| 7 A take | B give | C do | D go |
| 8 A with | B on | C for | D along |
| 9 A so that | B as | C to | D so as |
| 10 A back | B away | C around | D along |

True/false

1 Work in pairs. Discuss the questions.

- 1 Have you ever missed a bus, train or plane? Why? What did you do?
- 2 Has bad weather ever affected your travel plans? What happened?

2 1.29 Listen to someone talking about a travel experience. What happened to the speaker? How did he feel about the situation?

3 **EXAM TASK** 1.29 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

	T	F
1 The speaker was coming home to Chicago.	—	—
2 He arrived late for his connecting train.	—	—
3 He was surprised to see so many people travelling that day.	—	—
4 He quite enjoyed spending the night in the station.	—	—
5 He managed to get to New York on Christmas morning.	—	—

4 Complete the sentences (1–6) with the correct form of the verbs the speaker used in exercise 3.

bother change get run see suppose

- 1 My flight was _____ to depart at 8.00, but it got delayed until 11.30.
- 2 Mark should already be here, but it looks like he is _____ late this morning.
- 3 This task is hopeless. I don't _____ any point in continuing.
- 4 I knew John didn't have his mobile on him, so I _____ calling him.
- 5 We've lost the match. Nothing can _____ that fact.
- 6 It wasn't until midnight that I finally _____ to Odessa.

5 Work in pairs. Describe your best or worst family holiday. Include:

- ▶ what was good or bad about the holiday,
- ▶ what happened,
- ▶ how you felt and how you reacted to the situation.

LANGUAGE REVIEW

third conditional

1 Complete the sentences (1–4) with the verbs in brackets in the correct forms.

- 1 If Sean (not/pack) _____ so many books, his luggage wouldn't have been so heavy!
- 2 If we had booked a room in advance, we _____ (not find) this amazing guest house.
- 3 I had just one week so I only went to Rome. But if I _____ (have) more time, I _____ (visit) all the major cities in Europe.
- 4 If we _____ (not/have) enough money when we were on holiday in the USA, we _____ (only/visit) Niagara Falls.

Grammar reference pages 146–147

Grammatical multiple-choice cloze

2 **EXAM TASK** Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).

Greek holiday

If you are thinking about visiting a Greek island in August without ¹ a room in advance, think again. Two months ago I spontaneously ² to visit the Greek island of Serifos. And although it turned out to be a wonderful experience, I don't think that everyone will be as lucky as I ³.

Normally when you get off the boat, you are greeted by local hotel owners with signs advertising their hotels and guest houses. This time I ⁴ see anyone. All the hotels were booked up and there were no rooms available. If I had thought about it beforehand, I would ⁵ that there could be a problem, as it was peak season.

Several hours later, I knew for sure ⁶ my search for a room was hopeless. If ⁷ had been a single bed available, I would have found it. I sat down in a café and wondered ⁸ to do next. That's when I heard a voice call my name, and, unbelievably, there was Costas – a friend from Athens! He asked me where I ⁹ staying, and when I explained my situation, he invited me to stay in his parents' house. If I ¹⁰ bumped into Costas, I would have had to sleep on a beach, so I can only say that I am one lucky traveller!

- | | | | |
|------------------|----------------|-----------------|----------------|
| 1 A to book | B booking | C book | D booked |
| 2 A was deciding | B have decided | C decided | D had decided |
| 3 A had | B did | C would | D was |
| 4 A didn't | B don't | C wasn't | D haven't |
| 5 A realize | B realized | C have realized | D had realized |
| 6 A that | B so | C because | D then |
| 7 A it | B there | C they | D their |
| 8 A what | B when | C which | D where |
| 9 A was | B did | C am | D had |
| 10 A didn't | B wouldn't | C hadn't | D wasn't |

WRITING

Blog post: discussing a problem

1 Work in pairs. Discuss the questions.

- 1 Do you read blogs? Why?/Why not?
- 2 What kind of blogs do you find interesting?
- 3 Have you ever written a blog post? If not, would you like to? What about?

2 Work in pairs. Read Sean's blog post about his travel experience and answer the questions (1–5).

Unusual journeys ● ● ● ● ● ●

My friend, Oltjan, lives in Tirana, Albania. When he suggested going for a meal to Dajti Mountain on my next visit, I thought we'd travel there by car or maybe by bus. Instead, he suggested taking a cable car called the Dajti Express. It's very modern, with comfortable seats for eight people, and it only takes 15 minutes to reach the top from the city. Oltjan says the views from up there are magnificent, and that the food is delicious. He doesn't know that I have a terrible fear of heights, so I wouldn't enjoy it at all. Should I tell Oltjan about my phobia? He'll be so disappointed if we don't go by cable car! Have you ever had a similar experience?

Sean, 18

- 1 Where are Sean and Oltjan going to go?
- 2 What means of transport are they going to use?
- 3 How does Sean feel about the choice of transport?
- 4 What is his problem?
- 5 Did he talk about his problem to Oltjan?



EXAM STRATEGY

- Зробіть вашу письмову роботу цікавою для читання.
- Використовуйте різноманітні прикметники, уникаючи повторень. Наприклад, nice, great, fine та ін.
- Підберіть прикметники, що узгоджуються з речами, які ви хочете описати.

3 Read the exam strategy. Then match two or more adjectives from the box with each topic (1–6).

amazing appetising awful breathtaking convenient
delicious easy-going magnificent modern terrible
unforgettable welcoming

- 1 view: _____, _____
- 2 transport: _____, _____
- 3 meal: _____, _____
- 4 people: _____, _____
- 5 experience: _____, _____
- 6 problems: _____, _____

4 Find the adjectives in Sean's blog post and explain what they describe.

5 Work in pairs. Discuss the questions.

- 1 Which means of transport do you most/least enjoy using? Why?
- 2 What's the most unusual type of transport you have ever used? Where did you go? Did you like it?

6 EXAM TASK Do the exam task.

You have read Sean's blog post. Write a reply post in which you:

- ▶ say how you would feel in Sean's situation,
- ▶ share your own similar travelling experience,
- ▶ give advice on what you think Sean should say to his friend.

Write a blog post of at least 100 words. Start your post in an appropriate way.

Writing bank page 173

7 Check your work.

- Have you written about all three points in the task?
- Have you used a good variety of adjectives to create interest for the reader?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about travel and education.

- 1 Have you ever been on a school trip somewhere in Ukraine or to another country? Describe the trip and what you learned from it.
- 2 'It's brilliant to see a place that you have read about in school.' Do you agree with this statement? Why?
- 3 Would you learn more if you travelled abroad with friends or on your own? Why?/Why not?
- 4 'School trips abroad are too expensive.' Do you agree with this statement? Why?/Why not?
- 5 Would you rather travel to six places in two weeks or stay in one? Why?/Why not?
- 6 Describe a country that you would like to visit. Why do you want to go there? What would you learn from going?

Role-play

2 Work in pairs. Read the situation and the information about a holiday in Edinburgh and do the role-play.

The situation

You and your friend are on an English language course in York in the north of England. You are planning a two-night holiday together to Edinburgh, Scotland, next weekend.

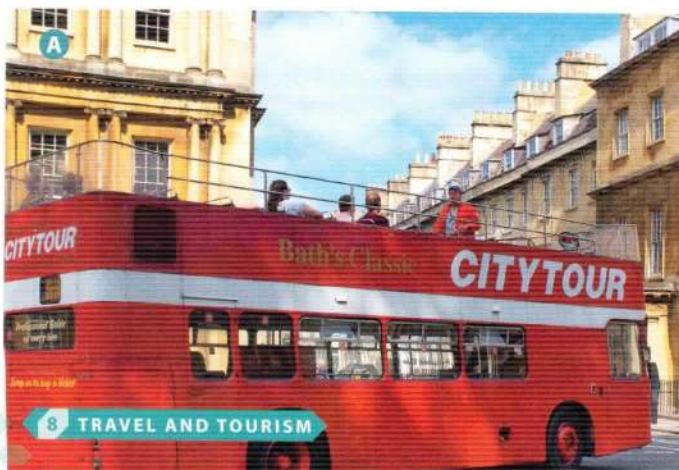
The task

Student A and Student B: Read the information on the right and choose the type of transport, accommodation and tourist attractions you prefer. Explain your choices to each other and decide together how you will get there, where you will stay and what places you will visit.

Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different ways of seeing a new city. Take turns to compare and contrast the pictures. Include these points:

- ▶ the advantages of each way for the tourist,
- ▶ the effects of each way on the city,
- ▶ the way you would prefer to see a new city.



A holiday in Edinburgh



Transport

Bus	Length of journey: 5 hours 25 minutes
Train	Length of journey: 2 hours 34 minutes

Accommodation

A mixed dormitory in a hostel
Twin room with a shared bathroom
Twin en suite room

Tourist attractions

Edinburgh Castle

Famous historic building with a royal palace

The Royal Yacht Britannia

The yacht that Queen Elizabeth II and her family used for over 40 years

The Scottish National Gallery

Has some of the greatest art in the world

Holyrood Palace

A royal palace where the Royal Family occasionally stays



REVIEW

1 Write the correct words or phrases for each of the definitions (1–6).

- a room or plane seat that has been reserved for two different people at the same time _____
- a trip where everything is included in the price: transport, accommodation and local sightseeing _____
- stomach problems resulting from eating something that is not fresh or something you are not used to _____
- private houses and small hotels where you can get a room to sleep in and a meal the next morning _____
- the time when you need to leave your room in the hotel _____
- a place to rent for holidays where there's a kitchen and you prepare your meals yourself _____

2 For each of the sentences (1–6), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Do not change the words in brackets.

- Our taxi will arrive soon and then we'll go to the airport. (as)
We'll go to the airport _____
- How can you tolerate the terrible room service in this hotel? (put)
How _____ room service in this hotel?
- The children will be unhappy if you don't bring them souvenirs from Rome. (unless)
_____ the children will be unhappy.
- Sylvia really enjoys hiking in the mountains. (keen)
Sylvia _____ in the mountains.
- Chris will study all the brochures and then he'll choose a holiday for his family. (before)
_____ he'll study all the brochures.
- My mother is an artist and my father runs a travel agency. (other)
One of my parents is an artist and _____ agency.

3 Complete the sentences (1–8) with the words from the box. Use each word twice.

came knocked lost took

- Thousands of tourists _____ to Edinburgh for the festival.
- Because of the fog our plane _____ off an hour late.
- Do you know who first _____ up with the idea of package holidays?
- As a result of the economic crisis, people have _____ interest in expensive holidays.
- Rachel _____ over 300 photos during her holiday in Africa.
- In the middle of the night, someone _____ on the door of my hotel room.
- I've just seen a terrible accident – a bus _____ down a motorcyclist.
- The tourists _____ their way in the mountains and had to call for help.

4 Read the post about a holiday experience.

For questions (1–8) choose the correct answer (A, B, C or D).

It was a holiday from hell. We wanted to visit Paris and decided to ¹ ___ by train. Halfway to the station, my wife said, 'Wait! I've forgotten the tickets!' so we had to turn around. We finally arrived ² ___ the station at 3.05 p.m. Our train was at 3.06 p.m. We saw it leaving from the ³ ___, but it was too late to catch it. We ⁴ ___ our train and had to wait six hours for the next one. We finally arrived in Paris at 3 a.m. ⁵ ___ of 9 p.m. Try catching a taxi at that hour! We had to walk to the nearest youth ⁶ ___ and spend the night there, before we could find our hotel the next day. Unfortunately, they had already given our room to somebody else. Luckily, there was a ⁷ ___ so we eventually got a room but it was much more expensive. So in the end we didn't even have enough money to buy any ⁸ ___ for our friends. We only got a magnet with the Eiffel Tower for ourselves. But maybe it's better that way – I don't want anything that would remind me of that horrible week!

- | | | | |
|--------------|----------------|-------------|-------------|
| 1 A go | B ride | C drive | D walk |
| 2 A at | B for | C on | D in |
| 3 A track | B stop | C hall | D platform |
| 4 A got | B left | C missed | D took |
| 5 A in spite | B although | C but | D instead |
| 6 A hostel | B hotel | C apartment | D chalet |
| 7 A delay | B cancellation | C en suite | D five-star |
| 8 A memories | B pictures | C reminders | D souvenirs |

VOCABULARY

1 Work in pairs. Discuss the questions.

- How much free time do you have during school term? How do you spend it?
- Do you prefer to spend your free time on your own or with others? Why?

Hobbies and interests

2 Fill in the gaps (1–13) in the personal profiles with words from the box.

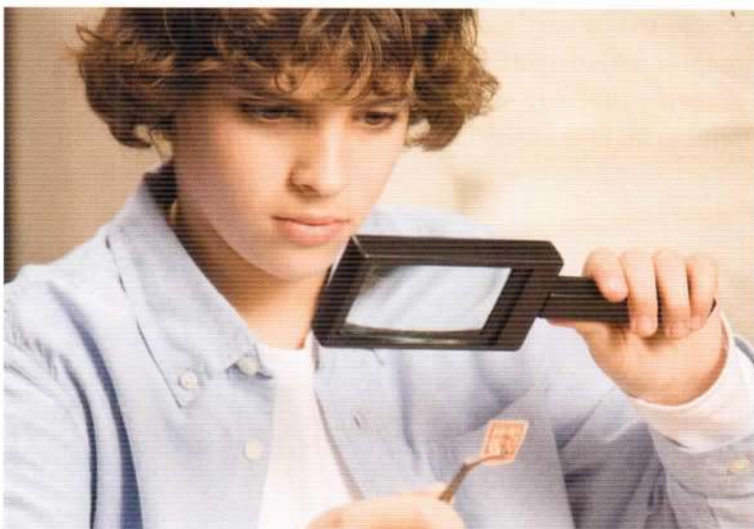
without about into particularly in (x2) spend on (x2) collect find spare of

I'm really interested ¹ _____ computers and computer games. I also ² _____ a lot of time at the library surfing the Internet. I have recently set up my own website and I ³ _____ like uploading photos and information onto it.

In my ⁴ _____ time, I read books, magazines, comics, anything! I ⁵ _____ reading very relaxing. At the moment I'm very much ⁶ _____ detective stories, but I'm keen ⁷ _____ political thrillers, too.

I can't live ⁸ _____ sport! I'm mad ⁹ _____ basketball and tennis, and I'm ¹⁰ _____ the school football team. It keeps me fit and it's great fun.

My grandfather was a philatelist. He used to ¹¹ _____ stamps from all over the world. He got me hooked ¹² _____ it, too. I'm especially fond ¹³ _____ old stamps from my own country's past.



Art

3 Choose the correct answers from the words in bold for the questions (1–7).

- What is a painting of a person called: a **portrait** or a **landscape** painting?
- When a picture doesn't represent real life, is it **realistic** or **abstract**?
- What is a three-dimensional work of art called: a **sculpture** or a **caricature**?
- What is the kind of art that people do in the street called: **graffiti** or **cartoons**?
- What is a pencil drawing called: a **still life** or a **sketch**?
- What is a temporary collection of art called: a **gallery** or an **exhibition**?
- What is the wooden or metal outside of a painting called: a **frame** or a **canvas**?

Literature

4 Complete the table with words from the box. Add two more words to each category.

poet fiction non-fiction plot title short story
front/back cover author illustrator poetry
autobiography biography play narrator character
scene heroine contents illustrations hero
novelist chapter

Type of work	
Parts of a book	
Parts of a story	
People and characters	

Cinema

5 Read the film descriptions (1–8) and fill in the gaps with the types of films.

- 'The ghosts in the haunted house are really frightening.'
h _____ film
- 'The best scene is when the hero and the heroine fall in love.' r _____ film
- 'The graphics are excellent.' c _____
- 'The space battle scene is brilliant.' s _____
f _____ film
- 'It's an interesting film and is set in the 18th century.'
h _____ d _____
- 'My favourite characters are the wizard and his mad assistant.' f _____ film
- 'It's a very funny film. I laughed all the way through.'
c _____
- 'The story is about a clever scientist who goes to Africa to try to find a priceless ruby.' a _____ film

6 Fill in the gaps (1–7) in the film review with words from the box.

adaptation main character historical set
role cast story

Review

Pride and Prejudice is a(n) ¹_____ of the Jane Austen novel. It's a(n) ²_____ drama that's ³_____ in 18th century England. The ⁴_____ is about a family and the mother's search for husbands for her five daughters.

The whole ⁵_____ of the film give excellent performances, but Keira Knightley has the starring ⁶_____ of Elizabeth Bennet, one of the sisters.

Elizabeth has no interest in men until she meets the ⁷_____ of the film, Mr Darcy, played by Matthew Macfadyen.

Cultural events and festivals

7 Fill in the gaps (1–12) in the blog posts with words from the box.

ballet modern company set standing
supported live performance atmosphere rose
festival composed

I went to an amazing rock ¹_____ last summer. My favourite groups played ²_____ on stage and were ³_____ by some less well-known groups who turned out to be brilliant, too. It was a bit cold sleeping in a tent for three days, but it was worth it. Everybody was so friendly and had so much fun; the ⁴_____ was amazing.

I went to see *Swan Lake* last night. If you don't know, it's a ⁵_____ and the music was ⁶_____ by Tchaikovsky. The dancers gave an outstanding ⁷_____ and the whole audience ⁸_____ to their feet at the end and gave them a ⁹_____ ovation.

I went to see a local theatre ¹⁰_____ perform *Hamlet* by William Shakespeare. It was a ¹¹_____ production that was ¹²_____ in the 21st century, so the actors were wearing hoodies, jeans and trainers. It was brilliant.

The media

8 Choose the correct word in each sentence (1–6).

- 1 Turn on the telly! They're showing a *life/live* broadcast of Rihanna's concert.
- 2 I've already seen this film. Can you switch over to another *channel/station*, please?
- 3 I really like *Who wants to be a millionaire?* The *host/conductor* is very professional and friendly.
- 4 *Tabloid/Serious* papers mostly write stories about famous people and have a lot of photos.
- 5 The story about the President's visit was on the *front/top* page of all the newspapers.
- 6 Most *viewers/spectators* loved the latest episode of the TV comedy show.

9 Match the names of the TV and radio programmes from the box with their descriptions (1–8).

reality show soap opera sitcom quiz show
music programme chat show sports programme
current affairs programme

- 1 It's about a group of people who stay on an island for a year. We watch the way they live and work together. _____
- 2 The programme interviews politicians about what's going on in the news. _____
- 3 The host asks teams of celebrities general knowledge questions. _____
- 4 The programme is on four times a week. It's about a group of characters who live in the same street. _____
- 5 It's a funny programme about a family who are always having silly problems. _____
- 6 The presenter interviews famous people about their lives. _____
- 7 It's on at the end of the week and shows highlights from all the best matches. _____
- 8 The programme interviews musicians and plays the most popular songs of the week. _____

10 Work in pairs. Discuss the questions.

- 1 Have you seen a good film recently? What did you like about it?
- 2 What books do you read for pleasure? What's the best book you've ever read?

- 3 What programmes do you like watching on TV?
- 4 Do you prefer to go and see live bands or to listen to music at home? Why?

- 5 Are you interested in art? Why?/Why not?
- 6 How do you feel about playing computer games? How often do you play them?





Gapped text

1 Work in pairs. Discuss the questions.

- 1 Do you ever watch cookery shows or competitions on television? Which one is your favourite? Why?
- 2 Why do you think cookery shows have become popular?

EXAM STRATEGY

- Займенники (*she, they, this*), відносні займенники (*where, which*) і сполучні слова (*despite, although, so*) вживаються для уникнення повторень у випадку, коли мова йде про людей, предмети або ідеї, що згадувалися у тексті раніше.
- Зверніть увагу на ці слова чи фрази, оскільки вони допоможуть вам встановити зв'язок між реченнями та пропусками у тексті.

2 Read the exam strategy. Then match the sentence beginnings (1–5) with the endings (a–e). Underline the words or phrases that link them together.

- 1 Sarah plans to open her own café soon, _____
 - 2 His great-grandmother's recipes were very complicated, _____
 - 3 Susan believes that she is a very good cook, _____
 - 4 Edward's unusual cooking style has made his restaurant a place _____
 - 5 Marcus prepared a delicious meal for his friends _____
- a where people go for new eating experiences.
 - b which is why he decided to simplify them for his new cookbook.
 - c despite the fact that he had a reputation as a terrible cook.
 - d although she doesn't think she's experienced enough to go on a cookery show.
 - e so she is looking for a suitable space in a busy location.

Cookery competitions offer 'feel-good' moments

There are so many cookery shows on television these days that it's hard to keep up with all of them. There are programmes that teach the basics, and in other programmes, we visit cooks in their own homes or find out the secrets of restaurant kitchens. All of these shows have enthusiastic viewers, though perhaps the most popular are the ones 1 _____.

Both amateur and professional cooks compete for prizes, which sometimes include a chance to work in one of the world's greatest restaurants, publish their own cookbook, or even open their own restaurant. It's easy to understand why a person who loves cooking would want to participate. After all, winning could launch their careers and transform their lives, 2 _____ to make it in a competitive world.

But why does the average person watch these shows? Everyone eats, of course, and food in some form or other is an important part of everyone's life. However, not many of us are interested in learning how to make a perfect soufflé, 3 _____. The truth is that the reward for most people in watching a cookery competition is similar to the pleasure we get from watching sports, game shows or any other competitive activity. We identify with and support one or more of the competitors, just like in sports. We get great satisfaction each time they succeed, 4 _____, and new hope when they get another chance to prove how good they are.

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

- A although many of us have never cooked an omelette
- B offering the perfect chance for an ambitious cook
- C that she was charming, talented and determined
- D which gives amateur cooks the chance to show off their skills
- E or even in seeing how it's done
- F than sit on the sofa and hold the remote
- G feel sadness when they are defeated
- H where cooks compete against each other for big prizes

4 Underline the words or phrases in the text which helped you to match the sentences to the gaps.

5 Work in pairs. Discuss the questions.

- 1 Do you enjoy cooking? Why?/Why not?
- 2 Would you ever take part in a cookery competition on television? Why?/Why not?

Words in context

6 Complete the table with the missing words. You can find some of them in the text.

verb	noun	adjective
compete		
satisfy		
achieve		-
	sympathy	
-	possibility	

This is why the makers of 'reality' competitions of all kinds spend so much time letting us see the background stories of the competitors. They want us to sympathize and feel that we know these people. And if the competitor has a huge challenge – an ill spouse, no place to live or even a physical disability – so much the better. Why do you think the blind competitor on an American cookery show had so much support, apart from the fact ⁵_____? We wanted her to win in spite of the difficulties. And she did. For us as viewers, it was almost as satisfying as winning the prize ourselves. Except, of course, that we never had to do anything more difficult ⁶_____ ... and perhaps imagine our own possible achievements, even if it turns out that our plans don't involve more than going to the fridge for a snack during the commercial break.

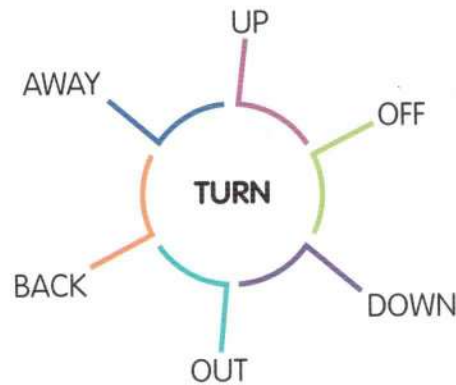
7 Find the verb *compete* in the text. What preposition is used after it? Complete the sentences (1–6) with prepositions from the box.

on from for into to of

- 1 Jenna decided to compete _____ the main prize, though she wasn't sure she could win.
- 2 They want to turn this building _____ a TV studio.
- 3 I can't focus _____ my work. I think I need a break.
- 4 I'm so glad you found the answer! How did you think _____ it?
- 5 If you remove the soundtrack _____ this film, it becomes even scarier.
- 6 They feel sure her talent will lead _____ a successful career as a game show host.

Phrasal verbs with *turn*

8 Find the phrasal verb *turn out* in the text. What does it mean? Replace the underlined words in the sentences (1–6) with the correct forms of the phrasal verbs with *turn*.



- 1 After driving for an hour, we decided to return home because the snow had become so heavy.
- 2 They took the painting to an art dealer, and it was discovered that it was worth a lot of money.
- 3 Someone forgot to switch off the TV – it's been on all night.
- 4 No one had heard from her for years, so we were amazed to see Julia appear unexpectedly at the reunion.
- 5 It was a good job offer, but he decided to reject it, feeling sure he'd find something better.
- 6 When she walked into the room, I saw several people look in another direction, pretending they hadn't even seen her.

True/false



1 Work in pairs. Discuss the questions.

- 1 What hobby do you think the picture shows? Have you ever done this?
- 2 What new hobbies would you like to take up? Why?

EXAM STRATEGY

- Твердження, приведені в екзаменаційному завданні, часто передають ідеї з аудіозапису іншими словами. Якщо слова чи фрази з аудіозапису містяться і у твердженні, то це ще не означає, що саме це твердження є правильною відповіддю. Зосереджуйтеся переважно на змісті аудіозапису, а не лише на самих словах.

2 1.30 Read the exam strategy and the statements (1–3) below. Then listen to the speaker talking about his hobby and note down the information you hear connected with the statements.

- 1 The speaker thinks there is a general misunderstanding about his hobby.

- 2 The speaker's father introduced him to the hobby.

- 3 The speaker is very competitive about his hobby.

3 1.30 Listen again. For statements (1–3) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|-----|-----|
| 1 The speaker thinks there is a general misunderstanding about his hobby. | ___ | ___ |
| 2 The speaker's father introduced him to the hobby. | ___ | ___ |
| 3 The speaker is very competitive about his hobby. | ___ | ___ |

4 1.31 EXAM TASK Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|-----|-----|
| 1 The speaker took up underwater photography after reading an article about it. | ___ | ___ |
| 2 The speaker couldn't swim before the course. | ___ | ___ |
| 3 The speaker decided to buy an expensive camera. | ___ | ___ |
| 4 The course focused on making necessary preparations. | ___ | ___ |
| 5 It was easy for the speaker to use the camera under water. | ___ | ___ |

5 1.31 Match the verbs (1–8) with the words (a–h) to make phrases the speaker used in exercise 4. Listen again to check your answers.

- | | | |
|--------------|-----|-----------------|
| 1 look for | ___ | a a competition |
| 2 take | ___ | b a challenge |
| 3 read | ___ | c photographs |
| 4 enrol onto | ___ | d a course |
| 5 feel | ___ | e equipment |
| 6 do | ___ | f research |
| 7 operate | ___ | g an article |
| 8 enter | ___ | h comfortable |

6 Work in pairs. Choose, from the ideas below, three things that you would like to do together. Explain why, then compare your choices with another pair.

- ▶ take photos underwater on the Great Barrier Reef in Australia
- ▶ swim with dolphins
- ▶ learn a traditional craft from a tribe
- ▶ trek to Machu Picchu
- ▶ go on a safari
- ▶ ride a quad bike across the Sahara Desert



LANGUAGE REVIEW

modal verbs – ability, obligation and permission

1 Choose the correct modal verb to complete the sentences (1–8).

- 1 An educated person *ought/should* to read classics from around the world.
- 2 You *mustn't/don't have to* turn off your mobile before the concert begins. Just put it on silent.
- 3 Peter *needn't/mustn't* watch horror films. They give him nightmares.
- 4 I *could/should* play the piano well when I was five.
- 5 *Would you like to/Shall I* order this book for you?
- 6 You *may/would* enter the TV studio when the light turns green, but don't go in before that.
- 7 She *can/could* be the host of that DIY show, she seems good enough.
- 8 Don't take up a hobby because it's trendy. You *should/might* choose one you really enjoy.

Grammar reference page 148

Grammatical multiple-choice cloze

EXAM STRATEGY

- Модальні дієслова вживаються зі звичайними дієсловами для того, щоб змінити їх значення. Переконайтеся, що ваша відповідь логічно доповнює речення.

2 Read the exam strategy. Then read the sentences (1–5) and choose the correct answers (A, B, C or D).

- 1 That man ___ be the famous basketball player – he's far too short!
A shouldn't B can't C ought not
D doesn't have to
- 2 You ___ leave early today, but don't make a habit of it.
A might B shall C may D must
- 3 I ___ draw quite well, but I've never tried painting.
A should B ought C must D can
- 4 You ___ warm up before playing football or you'll hurt yourself.
A must B might C mustn't
D may not
- 5 ___ I give you a piece of advice? Hold the racket like this.
A Ought B Shall C Must D Can't

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

BENEFITS OF LEISURE TIME

Everybody needs leisure time in order ¹___ and escape their daily routine. Do young people ²___ their free time to take part in enjoyable, healthy activities? Or do they waste it doing pointless or irresponsible things that they ³___ be doing? A recent survey shows that spending time with friends, watching TV, shopping and listening to music are still leisure activities which people between the ages of 16 and 24 ⁴___ if they had plenty of free time. But with fast developments in information technology and increasing demands on ⁵___ time, young people nowadays often choose activities they ⁶___ pursue on their portable devices, such as browsing social media and playing video games. You might think that outdoor activities are being replaced by virtual ones, but that is far from true. Surprisingly, ⁷___ young people are following adults' advice that they ⁸___ get out of the house and do some exercise. In fact, an increase in the number of young people doing active sports, ⁹___ tennis, soccer, swimming and dance, could ¹⁰___ a sign that today's youth are willing to get out there and move.

- 1 A relax B to relax C relaxing D relaxed
- 2 A use B have used C used
D are using
- 3 A wouldn't B couldn't C shouldn't D ought not
- 4 A chose B have chosen C are choosing
D would choose
- 5 A the B their C his D a
- 6 A must B can C could D may
- 7 A much B a lot C enough D many
- 8 A shall B should C ought D have
- 9 A such B as like C like D as
- 10 A be B to be C being D been

LISTENING

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 What was the last book you read? Did you enjoy it? Why?/Why not?
- 2 What kind of books do you like reading? Why?

2 EXAM TASK 1.32 Listen to the text.

For questions (1–5) choose the correct answers (A, B or C).

- 1 What was the aim of the survey?
 - A to find the books enjoyed by adults
 - B to make a list of books teenagers should read
 - C to decide on the most important book in British culture
- 2 What is true about the list?
 - A There weren't any scary books on it.
 - B It only included fiction.
 - C It included eight titles.
- 3 Why was the list divided into groups?
 - A To keep it simple.
 - B Because there weren't enough titles.
 - C So it is easier to find a book you might like.
- 4 What does the presenter say about the books that Tina mentions?
 - A Not all of them are good.
 - B Some of them were not written for teenagers.
 - C Most of them were written for teenagers.
- 5 What does Tina say about the books on the list?
 - A She has only read some of them.
 - B She can't decide on her favourite book.
 - C She doesn't like adult books.

3 Match the words (1–6) that the speaker used in exercise 2 with their definitions (a–f).

- 1 survey —
- 2 ultimate —
- 3 break down —
- 4 split —
- 5 category —
- 6 ensures —

- a get information from a list or figures
- b makes sure that something happens
- c an investigation into people's views
- d a group of things with something in common
- e the most extreme
- f divide

USE OF ENGLISH

LANGUAGE REVIEW

reflexive pronouns

1 Choose the correct pronoun to complete the sentences (1–5).

- 1 I would never be able to give *me/myself* an injection!
- 2 When Lucy saw *herself/her* face in the mirror wearing stage makeup, she was shocked.
- 3 Two figure skaters bumped into *each other/ themselves*, but luckily no one was hurt.
- 4 Some friends offered to help, but my mum and I decided to paint the room on *ourselves/our own*.
- 5 Before choosing a hobby, you should ask *yourself/you* if it's something you'll really enjoy.

Grammar reference page 149

Lexical multiple-choice cloze

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

Fans don't like to pay

Are you one of the 25 million people who watched the sixth ¹___ of *Game of Thrones*? That's an unbelievable figure, but it is not the ²___ of the story. That number doesn't include those fans who have accessed the show via illegal streams and shared with ³___ on the Internet. It is ⁴___ that about 14 million people worldwide might have watched a pirated version of the show's final ⁵___. HBO, the company which ⁶___ the show, tried to fight this by showing it at the same time in over 170 countries. It also has its own online service to ⁷___ people to pay to watch the show. However, nothing can stop the show's fans from accessing it ⁸___ paying. Some people don't like to pay for something when you can get it for ⁹___. But imagine their disappointment if HBO couldn't afford to make any new series because not enough ¹⁰___ were willing to pay for it!

- 1 A programme B chapter C series
D production
- 2 A end B theme C summary D topic
- 3 A each other B themselves C other D itself
- 4 A asked B seen C showed D thought
- 5 A cast B character C episode D story
- 6 A takes B makes C has D is
- 7 A support B influence C promote
D encourage
- 8 A without B over C around D for
- 9 A cost B free C price D less
- 10 A viewers B authors C heroes D hosts

WRITING

Formal letter: replying to an advertisement



1 Work in pairs. Discuss the questions.

- 1 What kind of TV programme do you think the picture shows? Do you like such programmes?
- 2 Would you like to take part in such a show? Why?/Why not?

2 Work in pairs. Read the exam task in exercise 4 and look at the letter written by Larisa, an exam candidate. Find the eight types of mistakes (a-h) in each of the paragraphs (1-4) and correct them.

Dear Mr Howell,

- 1 I am writing on behalf of my group to join for the talent show *Superstar* which will be held in May next year.
- 2 Let me introduce my band. There are three of us: two girls and one boy. We're all 18 and in the same class: 3B. We can sing good and we already performed at similar competitions before. Our favourite music is R&B and soul.
- 3 We are really interested on your programme and would like to take part in it very much. Firstly, we would like to try something new. We also want to be judged by professionals. But above all, we would love to win and give the prize to our friend who is in the hospital now.
- 4 We would be grateful if you could send us informations about the costs of accomodation. Could you also tell us if is there any entrance fee?

We would appreciate a quick reply.

Yours sincerely,

Larisa

- a the incorrect verb used in a sentence (paragraph 1)
- b using an adjective instead of an adverb (paragraph 2)
- c incorrect use of a verb tense (paragraph 2)
- d incorrect preposition after an adjective (paragraph 3)
- e incorrectly used article (paragraph 3)
- f incorrect noun form (paragraph 4)
- g spelling mistake (paragraph 4)
- h incorrect word order (paragraph 4)

- 3 Work in pairs. Rewrite Larisa's letter so that it solves the problems you found in exercise 2. Compare your corrected letter with another pair.

EXAM STRATEGY

- Завершивши письмове завдання, ретельно перевірте його.
- Переконайтеся, що всі пункти екзаменаційного завдання охоплені та розкриті вами.

4 EXAM TASK Do the exam task.

You have read the following advertisement on a website. Write a letter to the organizers of the show in which you:

- ▶ explain why you want to enter the contest,
- ▶ say what you're good at,
- ▶ write if you have any relevant experience.

Write a letter of at least 100 words. Start your letter in an appropriate way.

BE THE NEXT SUPERSTAR!

Can you sing? Can you play a musical instrument? Can you do magic? Can you do tricks with a football?

Whatever your talent, you could be our next international Superstar!

Superstar is an international TV talent contest, with fantastic prizes and the chance to win a one-year contract with the biggest entertainment channel around!

Interested? Do you want to take your chance in our qualifying contest in Ukraine next May?

For further details, write to our Talent Scout, Patrick Howell.

Patrick Howell Superstar
PO Box 321 LONDON NE1 5QJ

Writing bank page 172

5 Check your work.

- Have you written about all three points in the task?
- Have you used the appropriate formal language?
- Have you written at least 100 words?
- Have you checked your writing for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about culture and free time.

- 1 Describe a museum or art gallery that you have visited. Why did you go? What did you see?
- 2 Do you like TV shows about celebrities? Why?/ Why not?
- 3 What do you enjoy more, a theatrical play or a TV show? Why?
- 4 'Everyone is creative.' Do you agree? Why?/ Why not?
- 5 'Shopping is never relaxing!' Do you agree? Why?/ Why not?
- 6 What leisure activity did you use to enjoy doing as a child? Do you still do it now? Why?/Why not?

Role-play

2 Work in pairs and do the role-play task.

The situation

You are at the box office of Shakespeare's Globe Theatre in London. You want to buy two tickets for the play *Twelfth Night*.

The task

Student A: You have £40. Ask the box office assistant what tickets they have for Thursday afternoon, how long the performance lasts and what happens if it rains. Buy two tickets that you can afford.

Student B: You are the box office assistant. Turn to page 166 and read the information about the theatre performances. Answer Student A's questions.

Now change roles.

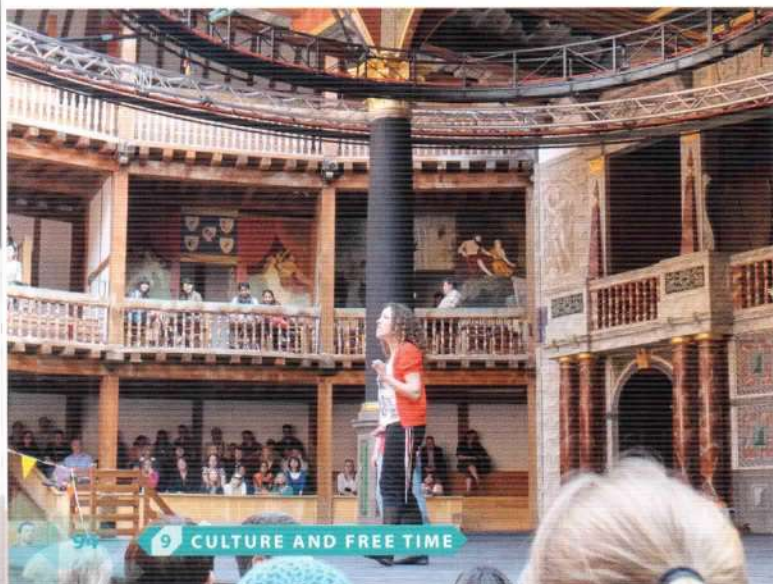
New Student A: You have £80 to buy two tickets for Friday evening. Ask the box office assistant what time the evening performance starts, what tickets they have and if there is any heating. Buy two tickets that you can afford.

New Student B: You are the box office assistant. Turn to page 166 and read the information about the theatre performances. Answer new Student A's questions.

Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different free-time activities. Take turns to compare and contrast the pictures. Include these points:

- ▶ the enjoyable aspects of these activities,
- ▶ the costs of both activities,
- ▶ the reasons people do these activities.



REVIEW

1 Match the words (1–8) with the words (a–h) to make phrases about culture and free time.

- | | | |
|-------------|---|--------------|
| 1 chat | — | a adaptation |
| 2 film | — | b host |
| 3 front | — | c life |
| 4 landscape | — | d page |
| 5 spy | — | e painting |
| 6 still | — | f show |
| 7 TV show | — | g opera |
| 8 soap | — | h thriller |

2 Complete the sentences (1–6) with the missing words. Use the correct word form.

- In his **a** _____, the artist describes how his early childhood and family relationships influenced his music.
- At the end of the play, the audience gave the actors a standing **o** _____.
- Fakty i komentarii* is a typical **t** _____ newspaper; it contains mainly gossip and sensational news items.
- A new **e** _____ of modern sculpture has just been opened at the Modern Art Gallery.
- The Simpsons are my favourite **c** _____ characters.
- Jane Austen's *Emma* is **s** _____ in nineteenth-century England.

3 In each of the dialogue sets (A–D), match the questions (1–2) with the correct responses (a–b).

- A**
- Do you like visiting museums?
 - What's your favourite museum in London?
 - I'm not sure. There are three I really like.
 - It depends. The ones with old paintings are boring, but mummies are cool.
- B**
- Do you know if *The Great Gatsby* is on anywhere?
 - Is this an original script? The story sounds familiar.
 - It's on at the Odeon cinema this week.
 - I think it's actually based on a book.
- C**
- It's a shame Michael Jackson is dead.
 - Will you come with me to Ed Sheeran's concert next week?
 - I know, I loved his concerts!
 - Yes, I'd love to.
- D**
- Could you possibly buy a ticket for me, too?
 - Shall I buy a ticket for you, too?
 - Of course, no problem.
 - That would be wonderful.

4 Find one mistake in each of the sentences (1–10) and correct it. Add any missing words.

- Could you tell me where is the National Gallery?
- Do you know can I take pictures with a flash in the museum?
- You must always talk when we're watching a film?
- You not need to book tickets for the Globe Theatre. The standing ones are always available.
- You really ought read more newspapers; you have no idea what's going on in the world.
- Picasso is famous with being the most influential artist of our time.
- Shall I to pick you up before the show?
- Don't we need rent binoculars? Our seats are really far from the stage.
- We were on our way to the concert when Martha said she didn't feel well and we had to turn away.
- Would you like go to the cinema tonight?

5 Read the article about a famous book. Choose the best word (a–l) to complete each gap (1–10). There are two extra words you do not need.

Did George Orwell see the future? Sometimes it might certainly ¹ _____ like he did. When his novel *Nineteen Eighty-Four* was first published in 1949, there were no surveillance cameras watching ordinary people in public places. Very ² _____ people knew about how often written history ³ _____ been manipulated to serve political goals.

The novel's ⁴ _____ character, Winston Smith, works in a government institution, changing the past in old newspaper articles so they match what the ruling party ⁵ _____ is true. He, just like everyone ⁶ _____, believes that their leader, Big Brother, watches everything they do. Winston falls in love, and he starts to rebel against the rulers. But there is no happy ending. Winston is caught by the police. He is unsure: has all this really happened? Or could it also ⁷ _____ been a lie?

Nineteen Eighty-Four is ⁸ _____ of the most influential novels of ⁹ _____ time. It has inspired countless ¹⁰ _____ stories, films, songs as well as the television reality show, *Big Brother*, where ordinary people are watched by cameras.

- | | |
|----------|---------|
| a had | g all |
| b one | h main |
| c every | i like |
| d few | j seem |
| e else | k other |
| f claims | l have |



VOCABULARY

1 Work in pairs. Discuss the questions.

- 1 What sports are the people doing in the pictures (1–3)?
- 2 Who do you think is enjoying what they are doing the most? Why?
- 3 Have you tried any of these sports? If yes, what was it like? If not, would you like to? Why?/Why not?

Sports

2 Find words in the box that match the types of sports (1–8). You can use some words more than once.

skateboarding speed skating boxing basketball
high jump roller skating tennis windsurfing
skiing karate long jump hockey diving kayaking
sprint figure-skating ski jumping snowboarding
volleyball rowing

- 1 Two sports that involve fighting.

- 2 Three team games.

- 3 Four sports that involve water.

- 4 Two sports you do on ice.

- 5 Three athletics events.

- 6 Three sports you do on snow.

- 7 One sport you can play with one other person.

- 8 Two sports you need wheels for.

Sports verbs

3 Complete the table with the sports from exercise 2. Add some more sports that you know.

go	play	do
surfing	handball	judo

4 Fill in the gaps (1–8) in the dialogue with the correct form of the verbs from the box.

give break do (x2) win play lose go

- Jack What sports do you ¹ _____ ?
- Rosie Well, I ² _____ karate and I sometimes ³ _____ cycling. What about you?
- Jack I ⁴ _____ football.
- Rosie Are you in a team?
- Jack Yes. We played last night, but we ⁵ _____ the match 3–0.
- Rosie Oh dear. What happened?
- Jack Hmm, well, the referee ⁶ _____ out about ten yellow cards.
- Rosie Really? It sounds like he ⁷ _____ a record.
- Jack Hmm. I'm sure he supported the other team.
- Rosie Never mind! Maybe you'll ⁸ _____ the match next time.

Athletes, venues and equipment

5 Complete the second column in the table with sports from the box. Then write the words for the athletes/sportspeople in the third column.

motor racing horse racing tennis swimming
athletics ice skating boxing golf

Place	Sport	Sportsperson
track	<i>motor racing</i>	<i>racing driver</i>
ring		
racetrack		
court		
ice rink		
course		
pool		
stadium		

6 Match the sports equipment from the box with the sports (1–7). Some equipment may be used for more than one sport.

bat mask racket goggles helmet costume
goalposts net

- 1 table tennis _____
- 2 tennis _____
- 3 swimming _____
- 4 ice hockey _____
- 5 volleyball _____
- 6 football _____
- 7 fencing _____

Extreme sports

7 Match the extreme sports from the box with their descriptions (1–6).

skydiving white-water rafting caving paragliding
bungee jumping rock climbing

- 1 'You need a helmet, a torch and strong boots and clothes. It's incredible being far below the ground.' _____
- 2 'It's an amazing feeling when you first jump from the aeroplane.' _____
- 3 'You go with a group of people and speed along on a fast-flowing river.' _____
- 4 'I had some lessons and then I went up my first mountain.' _____
- 5 'You put on the rope and then you jump head first from a bridge!' _____
- 6 'You take off from a cliff and you fly through the air, looking down at the ground below.' _____

Competitions

8 Complete the table with words from the box.

tournament contestant spectators medal
trophy game match competition competitor
cup race players

Type of event	
Prize	
People	

9 Work in pairs. Discuss the questions.

- 1 Have you ever taken part in a sports competition?
- 2 What sport was it?
- 3 What did the competitors win?
- 4 Did you/the spectators enjoy it? Why?/Why not?

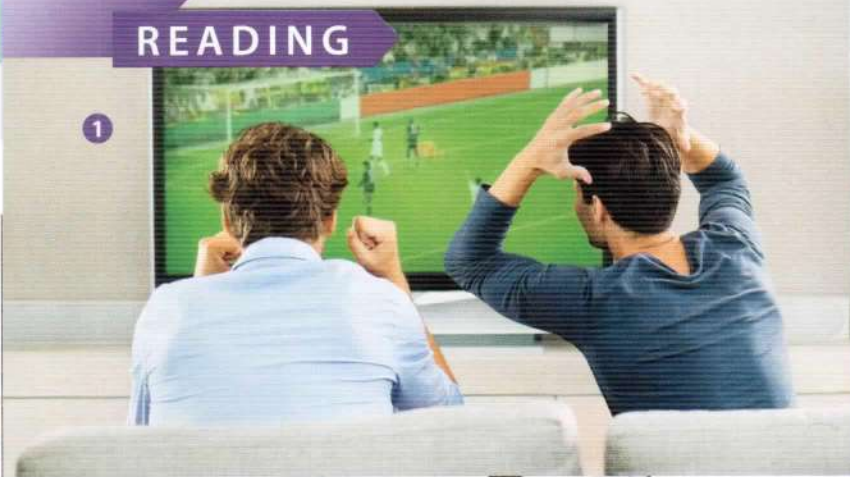
Sports collocations

10 Choose the correct word in each sentence (1–8).

- 1 The goalkeeper tried to *save/shoot/defend* the ball, but he had no chance.
- 2 The winner took home a prize of £1,000. The *runner-up/second/silver* left with nothing.
- 3 Unfortunately, the team from London *gained/won/beat* us for the third time running.
- 4 You have to take part in the trials if you want to *succeed/qualify/achieve* for the team.
- 5 The handball player *scored/threw/caught* the ball straight into the net.
- 6 To *make/score/shoot* a point in basketball, a player must throw the ball into the basket.
- 7 The match was a 1–1 *draw/equal/final*.
- 8 Sports programmes on TV attract millions of *spectators/viewers/watchers*.

11 Work in pairs. Discuss the questions.

- 1 What sports do you like playing? Why?
- 2 Do you enjoy watching sports? Why?/Why not?
- 3 What are the most popular sports in Ukraine? Why are they popular?
- 4 What sport would you like to start playing? Why?
- 5 Would you try an extreme sport? Why?/Why not?
- 6 What sports do you do at school? What other sports do you think could be taught? Why?



Multiple-choice

1 Work in pairs. Discuss the questions.

- 1 What activities can you see in the pictures (1–4)?
- 2 Which activity do you think is best for keeping fit? Why?
- 3 A magazine recently chose the top ten healthiest sports. Which one do you think was not in the list: basketball, golf, gymnastics, rowing, swimming or tennis?

EXAM STRATEGY

- Не намагайтесь відповісти на запитання, покладаючись на ваші загальні знання. Переконайтеся, що ви знайшли у тексті підтвердження для ваших відповідей.
- Пам'ятайте, що правильний варіант відповіді повинен узгоджуватись з текстом.

2 Read the exam strategy and the question below. Which of the options do you think is correct? Read the first paragraph of the text and check. Find the evidence in the text which supports the correct answer.

Watching sport on TV ____

- A makes you less fit.
- B is not as effective as doing actual exercise.
- C helps you relax your breathing.
- D has completely different effects than exercising.

Should I watch more sport on TV?

It sounds too good to be true — instead of exercising, we can get fit by watching sport on television. A new study in *Frontiers in Neuroscience* says watching sport isn't as good as a workout, but it raises your heart and breathing rates and increases blood flow to the skin — just like the real thing. These effects are caused by our responses to exciting events. They occur when our muscles contract in exercise or when we watch exercise. So if watching sport is healthy, are you doing it enough?

The study, from the University of Western Sydney, was small. The nine volunteers in the study didn't have any responses when they watched a screen on which nothing moved, but their heart rates and breathing increased when they saw someone running. None of the volunteers felt different and the increases, while statistically significant, were small. They were not sufficient to increase blood pressure, a sign of real physical activity.

However, other research has also shown that sitting is not always a completely passive event. Another study took four groups of volunteers who included competitive rowers and people aged between 50 and 60. Each volunteer was asked to imagine a rowing race, and their breathing and heart rates were measured. All the group showed increases in their heart rates. The competitive rowers showed the biggest difference — probably because they could imagine the race better than the others.

So, watching sport is not a passive activity — but the changes in heart rate are small and the energy used is tiny. Of course you could combine housework or gardening with watching rowing or athletics, but even that isn't as good as turning the TV off and going for a jog or swim.

3 EXAM TASK Read the text. For questions (1–5) choose the correct answers (A, B, C or D).

- What is true about watching sport on TV?
 - It has the same effects as a good workout.
 - It increases your heart rate.
 - It contracts your muscles.
 - It needs to be done every day.
- Which of the following did **not** happen during the study?
 - heart rate increased
 - blood pressure remained the same
 - breathing rate increased
 - subjects felt better
- What does 'They' in paragraph 2 refer to?
 - the volunteers
 - signs of physical activity
 - increases in heart and breathing rates
 - the activities seen on TV
- Why did rowers have a different physical response to other volunteers?
 - They were in better shape.
 - They didn't like the sport.
 - They knew the activity better.
 - Their hearts were stronger.
- What is the writer's conclusion?
 - It is always best to get some real exercise.
 - TV can replace exercise if you watch the right things.
 - Doing household chores is as effective as exercise.
 - Watching TV is always good for you.

4 Work in pairs. Discuss the questions.

- What sporting events do you watch? Do you get excited about them? Why?
- What do you think about the amount of sport on TV? Is there too much, not enough or the right amount?

Words in context

5 Match the highlighted words in the text with their definitions (1–8).

- happen _____
- reactions _____
- a detailed examination of a subject _____
- very, very small _____
- speeds at which things happen _____
- counted _____
- taking air into the body and sending it out _____
- parts of the body that produce movement _____

6 Fill in the gaps in the sentences (1–8) with your answers to exercise 5. Use the correct forms.

- Our _____ gets faster when we exercise because we need more oxygen.
- The body's _____ to an injury are redness, pain, heat and swelling.
- The _____ in my arms are quite weak so I want to strengthen them.
- This new _____ shows that teenagers do not do enough physical activity.
- The police have discovered how the road accident last month _____.
- The tennis coach hits the ball to me at quite a slow _____ so I can hit it back.
- She has a _____ amount of sugar each day. Just a few grams.
- Physical activity trackers _____ the number of steps you take, the distance you travel and the calories you burn.

Verbs used in sport

7 Read the fitness goals and the sentences (1–8) that describe how these goals can be achieved. Choose the correct option to complete the sentences.

Fitness goals A

- gain weight by eating more protein
- increase the distance I can run from 3 km to 5 km
- build up my muscles by lifting weights
- lower my stress levels

Fitness goals B

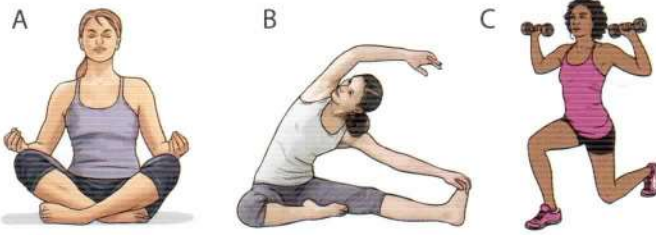
- lose weight by eating less
- decrease my body fat
- improve my swimming technique so I can swim further
- raise my general level of health

- I've managed to *increase/decrease* the time I take to run 5 km by 15 minutes.
- She has *raised/lowered* her heart rate from 90 beats per minute to 80.
- These exercises will *raise/lower* your fitness levels over six months.
- I want to *lose/gain* weight, so I'm eating fewer calories each day.
- Her fitness has really *improved/decreased* since she started playing football.
- Cycling has helped to *build up/lower* the muscles in my legs.
- I have *increased/decreased* the number of times I do each exercise from 15 to 20.
- He needs to *lose/gain* weight because he's very thin.

LISTENING

Multiple-choice (listening for specific information)

1 Work in pairs. Describe the pictures.



EXAM STRATEGY

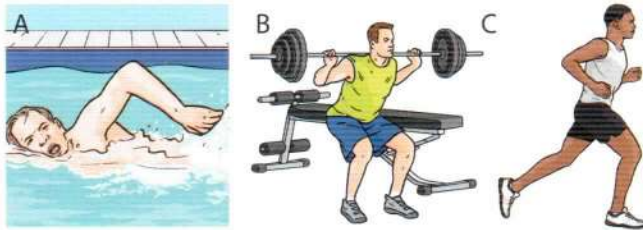
- Пам'ятайте, що в аудіозаписі може згадуватися кожне з трьох зображень на картинках, але лише одне з них є правильною відповіддю.
- Проаналізуйте всі варіанти відповіді та спробуйте передбачити, що саме можуть сказати спікери про кожне зображення.
- Переконайтеся, що ви розумієте, про що вас запитують. Наприклад, запитання може бути про рішення, вибір або уподобання одного зі спікерів, або про особливий факт чи деталь з аудіозапису.

2 1.33 Read the exam strategy and listen to two people talking about the activities in exercise 1. Which of them does the girl decide to do?

3 1.33 Listen again and look at the pictures in exercise 1. Which activity does the girl feel she does not need at all?

4 **EXAM TASK** 1.34 Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C).

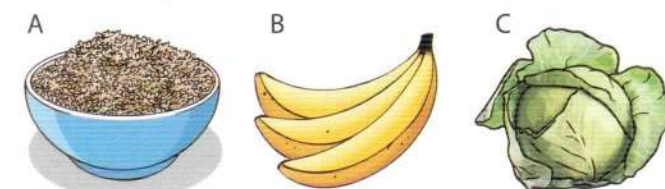
1 Which form of exercise does the speaker think is best for general health?



2 Which item does the girl ask for?



3 Which part of his diet does the man not like?



- 4 Which sport has the speaker recently become interested in?
 A women's football B women's rugby
 C women's cricket
- 5 What type of injury is the woman worried about?
 A broken shoulder B twisted ankle
 C head injury
- 6 Which type of racing does the man find the most exciting?
 A rowing B horse racing C car racing

5 Match the words (1–7) that the speakers used in exercise 4 to the definitions (a–g).

- | | | |
|---|---------------|---|
| 1 | assume | — |
| 2 | benefits | — |
| 3 | curious | — |
| 4 | supportive | — |
| 5 | even-tempered | — |
| 6 | dizzy | — |
| 7 | preparation | — |

- a giving encouragement and help
 b believe that something is true without any proof
 c feeling of being off balance or spinning around
 d advantages received from something
 e wanting to know or learn something
 f getting ready for something
 g not becoming angry or upset easily

6 Complete the sentences (1–7) with the words from exercise 5. Make any necessary changes.

- 1 Our coach is very _____, always helping and encouraging instead of criticizing us.
 2 Before I started the diet I _____ it would be hard to follow, but it's actually very easy.
 3 Our gymnastics coach is very _____ – she rarely shouts or gets emotional.
 4 I felt _____ for several hours after I fell and hit my head.
 5 One of the _____ of doing regular exercise is that you have more energy.
 6 Walking is great for exercise because it doesn't need much _____. You just put your shoes on and go.
 7 I'm _____ about fencing as a sport so I might actually sign up for a class.

7 Work in pairs. Discuss the questions.

- 1 If you could try any sport or form of exercise, what would it be?
 2 What is special about it? Why haven't you tried it yet?

LANGUAGE REVIEW

comparatives and superlatives • too and enough

1 Complete the sentences (1–10) with the adjectives in brackets in the correct forms.

- This is _____ (big) of all the stadiums in our country.
- She is _____ (good) than the other players because she's so fast.
- That was _____ (bad) match of the season.
- Tina got a _____ (high) score than I did.
- Sam runs _____ (quickly) than Joe.
- The more I practise, _____ (accurate) I get.
- There isn't a _____ (fast) runner than Tim. He has broken all the records.
- She bats _____ (good) than she throws.
- This is _____ (exciting) game I've ever seen.
- Peter is _____ (fit) than John, but he isn't as fast.

2 For each of the sentences (1–4), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Do not change the words in brackets.

- Kelly was too slow to join the team. (fast)
Kelly was _____ to join the team.
- James isn't old enough to play professional tennis. (too)
James is _____ play professional tennis.
- Both Jane and Elise are great at playing basketball. (as)
Elise is just _____ Jane at playing basketball.
- Our players were faster than the opposite team and we won the game. (fast)
The players of the opposite team were _____ our players and we won the game.

Grammar reference page 150

Lexical multiple-choice cloze

EXAM STRATEGY

- Слід пам'ятати, що існують різні способи порівняння предметів або людей: можна використовувати не лише вищий та найвищий ступені порівняння прикметників, але також і такі фрази, як (not) as + прикметник + as, і фрази з too та enough.

3 Read the exam strategy. Then read the sentences (1–4) and choose the correct answers (A, B, C or D).

- The rules of baseball are much _____ to understand than those of cricket.
A easier B better C worse D less

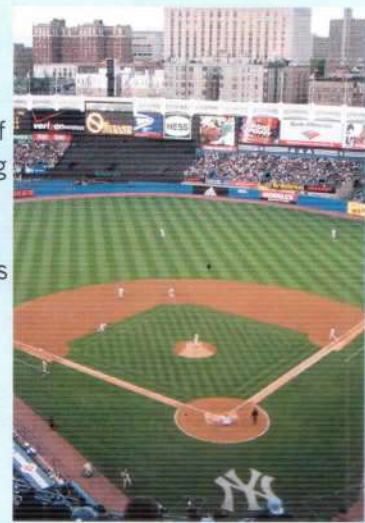
- She is definitely _____ to play professional football.
A well B as good C best
D good enough
- People say he's _____ to play basketball, but his speed and jumps are amazing.
A not as short B too short C the shortest
D short enough
- The _____ you watch baseball, the more interesting it becomes.
A faster B further C slower
D longer

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

Spectator sports

Yankee Stadium is one of the most famous sporting arenas in the world, but not many people outside the United States

¹ _____ that the structure they see now is not the original stadium. Home to the New York Yankees baseball team, the original Yankee Stadium was ² _____ in 1923 in the Bronx, in the north of New York City. Over 70,000 people packed into the stadium to ³ _____ the first game the Yankees played ⁴ _____ the Boston Red Sox. But in 2006, with the aging stadium becoming more and ⁵ _____ expensive to run, it was announced that the Yankees would build a new stadium just one block away. The new stadium ⁶ _____ three years to build and cost over two billion US dollars, making it more ⁷ _____ than almost any other stadium in the world. As well as being a baseball ⁸ _____, the stadium is also the home of the New York City FC soccer team, and it hosts other events as well. Interestingly, the new stadium is bigger in size ⁹ _____ the original, but it isn't as big in terms of capacity, meaning that ¹⁰ _____ New Yorkers can watch their beloved Yankees play ball.



- | | | | |
|--------------|-----------|------------|-------------|
| 1 A see | B know | C say | D think |
| 2 A made | B done | C put | D built |
| 3 A watch | B view | C look | D observe |
| 4 A between | B against | C among | D from |
| 5 A most | B less | C more | D enough |
| 6 A used | B spent | C took | D made |
| 7 A rich | B wealthy | C valuable | D expensive |
| 8 A venue | B court | C rink | D course |
| 9 A than | B of | C from | D to |
| 10 A smaller | B lesser | C lower | D fewer |

True/false

1 Work in pairs. Discuss the questions.

- 1 Do you like competitive sports? Which ones? Why?/Why not?
- 2 What do you think are the disadvantages of competitive sports? Why?

2 1.35 Listen to a young man talking about being part of a basketball team. Answer the questions (1–2).

- 1 Which disadvantages of competitive sports does he mention?
- 2 How does he feel about competitive sports?

3 **EXAM TASK** 1.35 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

	T	F
1 The speaker has always wanted to become a professional athlete.	___	___
2 The speaker does a variety of types of physical exercise.	___	___
3 Experts advise professional athletes to have a strictly vegetarian diet.	___	___
4 Drug testing in sports is very reliable these days.	___	___
5 The speaker thinks negative experiences in sport can be useful.	___	___

4 Match the phrases (1–6) that the speaker used in exercise 3 with their definitions (a–f).

- | | |
|--|-----|
| 1 in my view | ___ |
| 2 worth the effort | ___ |
| 3 drugs test | ___ |
| 4 be on an extreme diet | ___ |
| 5 gain confidence | ___ |
| 6 up at dawn | ___ |
| a changing what you eat | |
| b a test to prove that athletes are not taking any illegal medicines | |
| c be awake very early | |
| d becoming sure of your own abilities | |
| e something that is rewarding | |
| f my personal opinion is | |

LANGUAGE REVIEW

reported speech

1 Rewrite the sentences (1–4) using reported speech. Make any necessary changes.

- 1 'I have never played in goal,' Julia said.
- 2 'I'm sure our team will win,' Katie said.
- 3 'I hadn't heard about Tom's injury,' Paul said.
- 4 'I can help organize sports day,' Sam said.

2 Complete the sentences (1–4) with the correct forms of the words in brackets. Add any other necessary words.

- 1 Mum _____ (tell/we/get) our gear ready for football practice.
- 2 Delia _____ (ask/we/help) her improve her tennis game.
- 3 Peter _____ (promise/arrive) early for the match.
- 4 The coach _____ (want/know/I/warm up) before the game.

Grammar reference page 152

Grammatical multiple-choice cloze

3 **EXAM TASK** Read the text below. For questions (1–9) choose the correct answers (A, B, C or D).

Fitness fads

Why do more men than women do sports and exercise? Sport England, an organization ¹ ___ encourages people to be more active, has suggested that women don't like doing sport as ² ___ as men because they are focused on how their bodies ³ ___ while exercising. Twenty-five per cent of all women said they ⁴ ___ their bodies look unattractive when doing sport. Interestingly, three in four of the same women also added they ⁵ ___ to do more exercise.

In an effort to change this trend, Sport England launched ⁶ ___ advertising campaign called 'This Girl Can'. They created a series of TV ads showing women exercising and playing sports. The women in the ads are average people, and are ⁷ ___ sweating and muddy rather than perfectly made up like models. The campaign has had an amazing effect. Media analysts claim that 2.8 million women ⁸ ___ taken part in sport or exercise as a result of the adverts. The next step is not only to get more women exercising, ⁹ ___ also to change the attitudes that lead to the desire to look perfect in every situation.

- | | | | |
|-----------------|--------------|-----------|------------------|
| 1 A who | B that | C what | D where |
| 2 A more | B least | C much | D many |
| 3 A are looking | B looked | C looking | D look |
| 4 A believing | B to believe | C believe | D were believing |
| 5 A had liked | B would like | C liked | D will like |
| 6 A a | B the | C an | D one |
| 7 A shown | B showing | C showed | D to show |
| 8 A are | B have | C were | D did |
| 9 A and | B while | C though | D but |

WRITING



Forum post: suggesting solutions to a problem

1 Work in pairs. Discuss the questions.

- 1 Do you think that the sports shown in the pictures (1–3) are popular with young people? Why?
- 2 What other sports are popular? Why?
- 3 Do you know someone who is very good at, or has become a professional in, a particular sport? How has he/she achieved that?

2 Read Vlad's post from a sports forum and answer the questions (1–3).

I'm starting a campaign for more tennis courts at our leisure centre because it's so difficult to play tennis there. Firstly, there's only one outdoor tennis court, which doesn't have any lighting, and secondly, the court gets very booked up, so it's hard to get on it. I often have to go to a leisure centre in another town, which is not ideal. For one thing, it's expensive and for another my mum or dad has to drive me. The best thing would be to have an indoor court, but if that's not possible, I'd be happy with more outdoor courts, with lighting.

Has anybody ever run a similar campaign? I'd love some advice!

Vlad

- 1 What changes does Vlad want at his local leisure centre? Why?
- 2 Why has he written a post about it?
- 3 Where in the post does he describe his difficulties? Where does he suggest solutions?

3 Match the sentence beginnings (1–5) with the correct endings (a–e) to talk about sports.

- 1 There isn't any lighting _____
- 2 I don't know how to play tennis _____
- 3 I want to go skydiving _____
- 4 I'm in the team _____
- 5 We haven't got a pool in our town _____

- a because I haven't had any lessons.
- b so I don't often go swimming.
- c so we can't use the court in the dark.
- d so I play a match once a week.
- e because it looks really exciting.

4 Read Alex's forum post and fill in the gaps (1–6) with *because* or *so*.

Ten years ago, my friends and I ran a campaign for an outdoor skatepark ¹ _____ we had nowhere to go skateboarding. We began a petition, which a lot of people signed ² _____ they understood that teenagers need something to do. The council invited us to talk to them, ³ _____ we prepared a really good presentation on what we wanted. They agreed to build the skatepark ⁴ _____ they could see how many young people would enjoy it. And some local businesses offered some money for it, ⁵ _____ the council didn't have to spend a lot of money on it. It's now very popular, ⁶ _____ we're proud of what we achieved.

Alex

5 Complete the sentences (1–2) with the sporting facilities you think your neighbourhood needs and say why.

- 1 My neighbourhood needs a _____ because _____.
- 2 There isn't a _____ in my neighbourhood, so _____.

6 EXAM TASK Do the exam task.

You have read the post below on an online forum. Write a reply post in which you:

- ▶ say if you agree with Anna's opinion,
- ▶ describe how often you have PE lessons,
- ▶ suggest possible solutions.

Write a forum post of at least 100 words. Start your post in an appropriate way.

I've always enjoyed PE at school, but now I feel I don't do enough. In the past, we used to have two lessons a week, but now we just have one. This isn't good for two reasons. Firstly, exercise makes us feel good because it makes the brain release endorphins, and secondly, it makes our hearts and muscles stronger, which means we are healthy and feel well. I think we need to have more PE per week. Ideally, I'd like some every day, but I'd be happy with two or three lessons a week.

Anna

Writing bank page 173

7 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate phrases for describing problems and solutions?
- Have you written at least 100 words?
- Have you checked your answer for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about sports and education.

- 1 Describe the sports that are taught in your school. How often do you play them?
- 2 'Team sports are fun, but they don't make you fit.' Do you agree? Why?/Why not?
- 3 What is the best time of day to do sport at school? Why?
- 4 Describe a sporting event that you remember. Why do you remember it?
- 5 'Students should choose how many sports lessons they have each week.' Do you agree? Why?/Why not?
- 6 Do you think girls and boys have different attitudes to sport in school? Why?/Why not?

Role-play

2 Work in pairs. Read the situation and do the role-play task.

The situation

You are staying in the UK for the summer and you want to take up some exercise. You visit the local gym to find out about classes.

The task

Student A: Ask the receptionist at the local gym about karate, kick-boxing and group cycling classes and their times. You can only go on Tuesdays and Wednesdays. If there are classes available on these days, book them.

Student B: You are the receptionist at the local gym. Read the information about the gym timetable on page 166 and answer Student A's questions.

Now change roles.

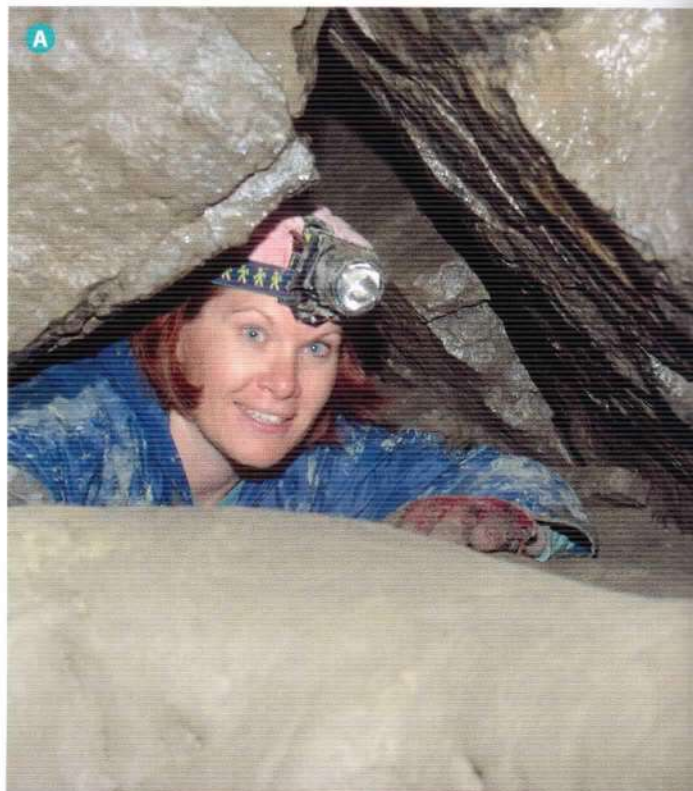
New Student A: Ask the receptionist at the local gym about yoga, cardio and aerobics classes and their times. You can only go on Thursdays and Fridays. If there are classes available on these days, book them.

New Student B: You are the receptionist at the local gym. Read the information about the gym timetable on page 166 and answer new Student A's questions.

Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different extreme sports. Take turns to compare and contrast the pictures. Include these points:

- ▶ the clothes and equipment you need for each sport,
- ▶ what you might experience when you do each sport,
- ▶ the attractions and dangers of each sport,
- ▶ which sport you would like to do and why.



REVIEW

1 In each set of words (1–7), choose one word that doesn't logically fit in with the others. Explain your choice.

- 1 coach jockey racket spectator
- 2 boxing sprinting fencing tennis
- 3 diving kayaking skateboarding windsurfing
- 4 beat score track train
- 5 cup golf medal trophy
- 6 contest course rink track
- 7 bat mask net pitch

2 Complete the sentences (1–7) with the missing words. Use the correct word form.

- 1 There were 32 tennis players in the t_____, and the first prize was \$1 million.
- 2 Football is one of the most c_____ sports in the world today – all teams do their best to win.
- 3 I'm afraid white-water r_____ is a little too extreme for me.
- 4 Winners get all the fame; being a r_____ usually means being forgotten.
- 5 The other team had a fantastic g_____. He saved six goals in one match.
- 6 The World Cup is one of the most important sporting e_____ of the year.
- 7 Both teams were equally good and the match ended in a d_____.

3 Complete the second sentence in each pair of sentences (1–8), so that it has the same meaning as the first one.

- 1 The rules of baseball are so difficult that I can't understand them.
The rules of baseball are too _____.
- 2 Thirty injuries a year? This is a dangerous sport!
Thirty injuries a year? What _____ this is!
- 3 You don't train hard enough to beat him.
If you _____, you'll never beat him.
- 4 My previous horse wasn't as disciplined as this one.
My new horse is much _____ the previous one.
- 5 He is trying to save some money to buy a mountain bike.
He is trying _____ aside to buy a mountain bike.
- 6 I have never seen such a bad football match before.
It's _____ I have ever seen.

- 7 If Maggie wants to become a figure skater, she must get fitter.
Maggie is not _____

a figure skater.

- 8 The aerobics class with Mandy is more exhausting than this one.
This aerobics class isn't _____ the one with Mandy.

4 Complete the sentences (1–8) with words from the box. There are some words which you need to use more than once.

matches steps times game ring

- 1 All the _____ were cancelled last week due to heavy rain.
- 2 How many _____ have I asked you to stop this?
- 3 Children shouldn't play with _____.
- 4 Please give me a _____ before you come over.
- 5 The famous boxer decided to appear in the _____ one last time before retiring.
- 6 The headteacher has taken _____ to prevent bullying at this school.
- 7 We've had some good _____ in this house, but it's time to move.
- 8 You can go up to the top of the tower, but it's got 594 _____ so be prepared to get tired.

5 Read the text about a teenage athlete. Use the words in brackets to form the words that fit in the gaps (1–8). Use the correct form of the words. There might be cases where you do not have to change the word in brackets.

After winning ¹_____ (**near**) every race in her last two years of high school, Celia was one of the best ²_____ (**run**) in the country, but she had a big ³_____ (**decide**) to make. Her coaches wanted her to ⁴_____ (**train**) full-time and try out for the Olympics and she knew that, with their ⁵_____ (**encourage**), she could probably make it. On the other hand, she really wanted to continue her ⁶_____ (**educate**), and she realized that going to university was the only way she could gain the ⁷_____ (**know**) and skills that would ⁸_____ (**serve**) her well for the rest of her life.

VOCABULARY

Everyday technology

- 1 Write the names of the devices from the box to label the pictures (1–9).

laptop satnav MP4 player smartphone tablet
games console e-reader Blu-ray player smartwatch



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

- 2 Work in pairs and use the phrases from the box to describe what the devices from exercise 1 are used for.

take photos/videos watch films play games
send messages make phone calls chat to friends
listen to music send emails download music
read books find your way post on social media
surf the Internet

With a tablet you can surf the Internet. You can also listen to music, download music, watch films, send emails, play games and post on social media.

- 3 Work in pairs. Discuss the questions.

- Which of the devices in exercise 1 do you use most often?
- Which of the devices do you think are the most or least useful? Why?

Instructions

- 4 Fill in the gaps (1–8) in the instructions with the correct verbs from the box.

unplug read insert point switch plug (x2) press

How to use the remote control

First, ¹ _____ the manual so that you know how to use the remote control. Take off the cover and ² _____ the batteries. ³ _____ the device at the TV and ⁴ _____ the buttons to change channel.

How to charge your phone

First, ⁵ _____ the charger into your phone. Then ⁶ _____ the charger into a socket and ⁷ _____ it on. When the process is finished, ⁸ _____ the charger. Use and enjoy your phone!

- 5 Work in pairs. Choose a device that you know about and write instructions for it (30–50 words). Do not include the name of the device. Read your instructions to another pair and ask them to guess which device you have chosen.

Problems with technology

6 Complete the sentences (1–6) with expressions from the box.

broke down faulty out of order went flat
making a funny noise crashed

- 1 The battery in my phone _____ so I had to charge it.
- 2 'Lift _____. Please use the stairs.'
- 3 My car _____, so I couldn't give him a lift. He had to catch the bus.
- 4 The remote control seems to be _____. It isn't changing channels properly.
- 5 I'm worried about my car. The engine keeps _____ when I change gear.
- 6 My laptop _____ and I lost all the files.

ICT (Information and Communication Technology)

7 Work in pairs. Decide if the statements (1–6) about ICT are true (T) or false (F).

- 1 A browser is the same as a search engine. _____
- 2 If you download something, you take it from the Internet. _____
- 3 If you have broadband, your computer connection is very slow. _____
- 4 If you have Internet access, it means you can use the Internet. _____
- 5 A virus is something that can improve the performance of your computer. _____
- 6 A database is a large amount of information that is stored on a computer. _____

8 Fill in the gaps (1–6) in the dialogues with the missing verbs.

A Can I use your computer to ¹_____ on to my email account, please?

B Yes, of course. Hold on. I'll just ²_____ in my password for you.

A Thanks! That's great. What do I do now?

B Just ³_____ on this link and that should take you there.

A How often do you ⁴_____ the Internet?

B Every day. I do research and ⁵_____ things up for college. I'm also on a couple of social networking sites. What about you?

A I usually ⁶_____ online when I want to chat to friends or buy some music or something.

9 **2.02** Listen and check your answers.

Inventions and discoveries

10 Use the verbs from the box in their correct form to complete the phrases (1–5). Use each verb only once.

invent do discover get explore

- 1 _____ research, an experiment
- 2 _____ a Nobel Prize, an award
- 3 _____ a new flavour of ice cream, the first telephone
- 4 _____ an idea, space
- 5 _____ how something works, a cure for cancer

11 Complete the questions (1–5) with the correct form of the verbs from exercise 10.

- 1 When do you think scientists will _____ a cure for heart disease?
- 2 Have you ever _____ an award for science at school/college?
- 3 Have you ever _____ a scientific experiment? What did you do?
- 4 Do you try to _____ how something works, or do you prefer to ask somebody to show you?
- 5 Do you think scientists should _____ space further, or should they concentrate on Earth? Why?

12 Work in pairs. Ask and answer the questions from exercise 11.

Space exploration

13 Match the words and phrases from the box with their definitions (1–5).

to launch asteroid space shuttle the solar system satellite

- 1 It's the sun and all the planets. _____
- 2 You travel in this into space. _____
- 3 It's one of the very large rocks or small planets that go around the sun. _____
- 4 It means to send something or somebody into space. _____
- 5 It's an electronic device that's sent into space and moves around the Earth. _____

14 Work in pairs. Take turns to answer the questions.

- 1** Do you think machines give us more or less time to do other things? Why?
- 2** How often do you use a computer? What do you use it for?
- 3** If you had money to spend, what electric gadget(s) would you buy now? Why?
- 4** What do you think are the three most important inventions in history? Why?

Multiple-choice

1 Work in pairs. Discuss the questions.

- 1 What do you think the pictures show?
- 2 What do you know about space exploration?
- 3 What does NASA stand for? What does it do?
- 4 Why do you think people go into space?

EXAM STRATEGY

- Прочитайте запитання та варіанти відповідей, щоб добре усвідомити, яку саме інформацію ви шукаєте.
- Спробуйте виключити явно неправильні варіанти відповідей. Усунення неправильних варіантів допоможе вам зробити правильний вибір.

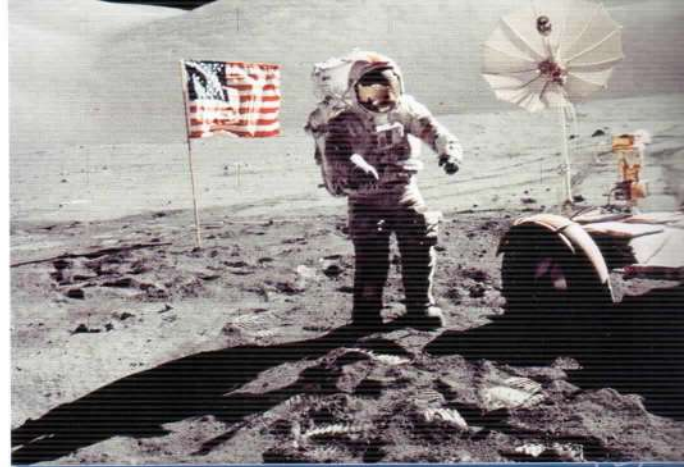
2 Read the exam strategy. Then read the first paragraph of the text in exercise 3 and the question below. Which answer (A–D) is definitely incorrect? Read the paragraph again and choose the correct answer.

What is true about the Kennedy Space Center?

- A It covers a fairly small area.
- B About 8,000 people work there.
- C It's bigger than Miami.
- D Ten rockets are launched into space there every year.

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

- 1 What is the Kennedy Space Center?
 - A the place where all US space rockets are built
 - B a space-themed entertainment park
 - C the site where spacecraft are launched from
 - D a place where many astronauts live
- 2 What is special about the Vehicle Assembly Building?
 - A It is built on a 160-metre tall hill.
 - B It only has one very high storey.
 - C It is the world's tallest building.
 - D It is five kilometres from the shuttle landing site.
- 3 If you plan to visit the Space Center, what should you keep in mind?
 - A You will have to be your own guide.
 - B Visiting all parts of the Center takes a long time.
 - C It is closed on some occasions.
 - D You can only tour the site by bus.
- 4 What does 'it' in paragraph 4 refer to?
 - A the human side of space travel
 - B the Kennedy Space Center
 - C the Astronaut Hall of Fame
 - D the Visitor Complex



Kennedy Space Center

The John F. Kennedy Space Center in Florida is the NASA complex where rockets are launched into space. It is a huge site, being 55 kilometres long and around ten kilometres wide – much larger than the city of Miami! It covers 567 square kilometres and more than 8,000 people work there.

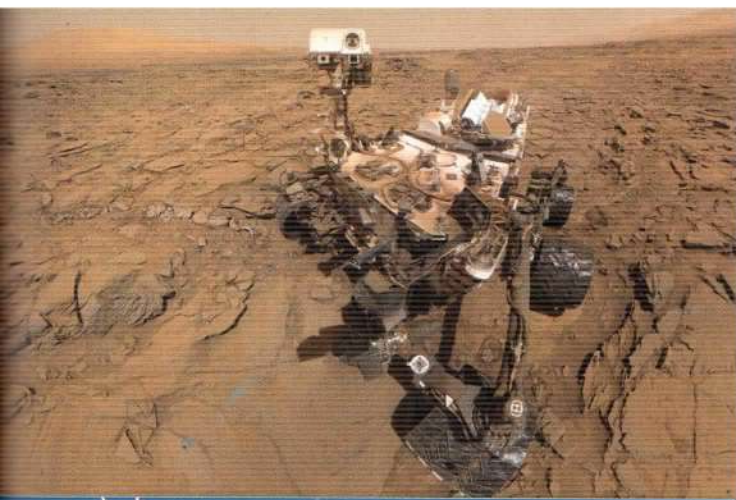
The complex includes the world's tallest one-storey building, the impressive Vehicle Assembly Building, which rises 160 metres above the ground. You can also find one of the world's longest airport runways there, the nearly five-kilometre-long Shuttle Landing Facility, where the space shuttles used to land after their missions.

Of course, not all of the Center is open to the public, but there is a visitors' centre and there are guided bus tours you can go on, as well as self-guided walking tours of some areas. The Visitor Complex is open every day of the year except 25 December and on certain launch days, and is open from 9 a.m. until 5.30 p.m., although the Astronaut Hall of Fame is open until 6.30 p.m.

- 5 Where can you have an experience similar to walking on the moon?
 - A the Shuttle Launch Simulator
 - B the rocket garden
 - C the Astronaut Encounter
 - D the Astronaut Simulator

4 Work in pairs. Discuss the questions.

- 1 Would you like to visit the Kennedy Space Center? Why?/Why not?
- 2 Would you want to travel into space? Why?/Why not?



It is a fantastic place to visit because there is so much to see and do. Whatever you're into, you're **likely** to find things to entertain you. The Visitor Complex has a number of museums and also two IMAX cinemas. The Astronaut Hall of Fame is a must. **It** has spacecraft **exhibits** and all kinds of objects connected with the history of space travel. You can go on a Shuttle Launch Simulator. Take a deep breath before you enter, it is truly a thrilling experience! In the Astronaut Simulator you get to feel what it's like to walk on the moon. Or if you're lucky enough, in the Astronaut Encounter you can talk to actual astronauts who have experienced the real thing. At the complex, you can also visit the rocket garden where you can see the first rocket that US astronauts travelled in. **Adventurous** children and adults alike will enjoy climbing into some of the models. It's often **predicted** that space travel will be common by 2050. Who knows? Perhaps one day those kids playing on the models will be travelling among the stars.



Words in context

5 Match the highlighted words in the text with their definitions (1–6).

- | | | |
|---|--|-------|
| 1 | enjoying risky and unusual activities | _____ |
| 2 | probable | _____ |
| 3 | a place where something is located or happens | _____ |
| 4 | say what is probably going to happen | _____ |
| 5 | a collection of objects, animals, etc. that is shown to the public | _____ |
| 6 | causes admiration and respect | _____ |

6 Use the words from the box to complete the sentences (1–8). Use each word twice.

open spend like space

- You shouldn't _____ all your salary every month.
- There isn't enough _____ in the museum for new exhibits.
- The supermarket is _____ on Sundays.
- I'd be afraid to travel into _____.
- She's a good dancer, but nothing _____ her sister.
- We're planning to _____ two weeks in Rome.
- I heard you've got a new car. What's it _____?
- Kyra is very _____ to new experiences.

Expressions with take and go

7 Find two expressions in the text with the verbs take and go. Complete the expressions (1–6) with the correct verb.

- _____ a deep breath
- _____ abroad
- _____ a break
- _____ a chance
- _____ out of business
- _____ on a bus tour

8 Replace the underlined words in the sentences (1–6) with the expressions from exercise 7. Use the correct verb forms.

- They were sad when their shop failed. _____
- I'm exhausted! I need to have a rest. _____
- They travel to other countries almost every year. _____
- We took a short visit by bus to do some sightseeing in London. _____
- After 90 seconds under the water, he had to come up to get some air. _____
- If you're not sure about deep sea diving, why don't you try it? You might enjoy it! _____

LISTENING


Multiple-choice (listening for detailed understanding)


1 Work in pairs. Discuss the questions.

- 1 What makes a good science lesson?
- 2 Why is science teaching important in school?

EXAM STRATEGY


- Уважно прочитайте запитання екзаменаційного завдання. Під час першого прослуховування спробуйте відповісти на них своїми словами.
- Під час другого прослуховування співставте ваші міркування з варіантами, що пропонуються, та виберіть правильну відповідь.

2  2.03 Read the exam strategy and listen to a speaker talking about women in science. Why aren't there many women scientists?

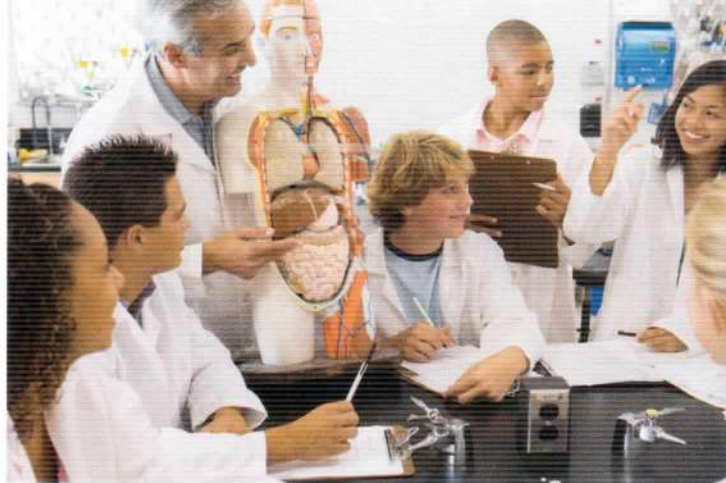
3  2.03 Listen again and choose the correct option (A–C). Is the correct answer similar to your ideas from exercise 2?

Why aren't there many women scientists?

- A Men are better at maths than women.
- B Teachers do not encourage girls to do science.
- C Girls don't enjoy science lessons at high school.

4 **EXAM TASK**  2.04 Listen to the text. For questions (1–5) choose the correct answer (A, B or C).

- 1 Before the new teacher arrived, how did the speaker feel about science class?
 - A He wasn't interested in it.
 - B He found it exciting.
 - C He wanted a different teacher.
- 2 What does he say about Mr John's experiments?
 - A They were difficult to understand.
 - B They always went as expected.
 - C They made the lessons more fun.
- 3 What did the other teachers **not** allow students to do?
 - A do experiments on their own
 - B laugh during classes
 - C mix chemicals together
- 4 The headteacher came to the lab because
 - A Mr John had called for help.
 - B a bad smell was spreading around the school.
 - C the students missed their lunch time.
- 5 What does the speaker think about Mr John?
 - A He was a bad scientist.
 - B He was an excellent teacher.
 - C He had good intentions.



5 Work in pairs. Discuss the questions.

- 1 Do you think Mr John was a good teacher? Why?/Why not?
- 2 Would you enjoy a science lesson like the one the speaker described?
- 3 Do you enjoy the way science is taught in your school? Why?/Why not?

6 Complete the sentences (1–8) with the verbs that the speaker used in exercise 4. Use the correct verb forms.

drift pour stick giggle stand mix realize fail

- 1 I slept with wet hair and now it _____ out all over the place.
- 2 What really _____ out about her was the number of tattoos she had.
- 3 I _____ myself a cup of coffee but then my hand slipped and I spilled it everywhere.
- 4 The cook is always trying new things. Last week she _____ coffee with salt and honey.
- 5 The smell of bread _____ in from the kitchen.
- 6 It was so embarrassing, I couldn't stop _____ in class.
- 7 It took me a long time to _____. I was good at baseball.
- 8 I _____ my driving test three times! I need more lessons.

7 Work in pairs. Discuss the questions.

- 1 Do you remember a lesson from school that really stood out? What happened? Why was it memorable?
- 2 How can lessons at school become more interesting? Why?

LANGUAGE REVIEW

relative clauses

1 Complete the sentences (1–5) with *who*, *which*, *where*, *that* or *whose*. Tick the sentences where you can omit the pronoun.

- Ben is the boy _____ won the science competition at school.
- This is the book _____ I am reading at the moment.
- That is Professor Higgins _____ science lectures I attended at university.
- This is the city _____ the famous inventor was born.
- Is that the smartphone _____ you told me about?

2 Rewrite the sentences (1–4) as one using relative pronouns. Use appropriate punctuation.

- I use an old computer. It belonged to my brother.

- My chemistry teacher is from Iceland. She speaks excellent English.

- This is my friend. Her father is an astronaut.

- This is the house. Albert Einstein lived here.

Grammar reference pages 153–154

Grammatical multiple-choice cloze

EXAM STRATEGY

- При виборі коректного відносного займенника вясніть, до чого/кого він відноситься: до особи, предмету, місця чи об'єкту володіння.

3 Read the pairs of sentences (1–3) and choose the correct answers. They could be the same for both sentences.

- Martha, _____ mother is my biology teacher, is extremely intelligent.
Martha's mother, _____ is my biology teacher, gives very interesting lessons.
A who B which C whose D whom
- The shop _____ I bought my phone has very good service.
This phone, _____ I bought last week, comes with great headphones.
A which B where C whose D whom

3 The scientists _____ discovered the new star work in the USA.

Mr Roberts, _____ came to Ukraine last week, is a world-famous astronomer.

- A who B where C whose D which

4 **EXAM TASK** Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).



DINOSAURS

In 2003, fossils of a dinosaur that could probably fly ¹ _____ discovered in China by a group of researchers. The dinosaur had large feathers on both its arms and legs. The researchers ² _____ made the discovery argued that the creature probably belonged to a species that later developed into birds. ³ _____ interpreted the feathers as evidence that the dinosaur had wings on both arms and legs. The Chinese researchers' report caused a lot of controversy. ⁴ _____ scientists suggested that the fossil was a fake or that the evidence ⁵ _____ changed in some way. Since then, however, more fossils of four-winged dinosaurs have ⁶ _____ found, although it still isn't clear if they were actually the ancestors of modern birds. Last month, the American journal *Science* published a study ⁷ _____ seems to support the 'four-wing' theory. In fact, while closely ⁸ _____ 2,000 early bird fossils, scientists came across complete skeletons of birds from around 120 million years ago whose legs were covered with feathers. According to the authors of the study, this probably shows that birds evolved from feathered dinosaurs ⁹ _____ originally had four wings. But until we ¹⁰ _____ able to travel back in time, the speculation about the ancestors of birds is likely to continue.

- | | | | | |
|----|-----------|--------------|-------------|------------|
| 1 | A has | B is | C was | D were |
| 2 | A who | B which | C what | D when |
| 3 | A They | B Their | C Them | D They're |
| 4 | A Some | B One | C The | D Few |
| 5 | A had | B was being | C been | D had been |
| 6 | A be | B being | C been | D to be |
| 7 | A that | B it | C who | D whose |
| 8 | A examine | B to examine | C examining | |
| | D exam | | | |
| 9 | A these | B while | C if | D which |
| 10 | A can | B may | C are | D be |



True/false

1 Work in pairs. Discuss the questions.

- 1 What do you think each of the inventions in the pictures (1–2) is for?
- 2 How useful do you think these inventions are?
- 3 Which of these inventions can you buy in shops?

2 EXAM TASK 2.05 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|---|---|
| 1 The guest on the programme is an inventor. | — | — |
| 2 The term <i>Chindōgu</i> is a Japanese word to describe useless inventions. | — | — |
| 3 The term <i>Chindōgu</i> was first used in a book. | — | — |
| 4 The cat slippers are designed to help with housework. | — | — |
| 5 The <i>Chindōgu</i> inventions are not for sale. | — | — |

3 Match the sentence beginnings (1–5) with their correct endings (a–e) to describe what these inventions are used for.

- | | |
|--|---|
| 1 A lifebelt is designed to prevent you from | — |
| 2 The purpose of glasses for chickens is to | — |
| 3 I wrote down my ideas on a Post-it in order | — |
| 4 You wear an all-over plastic swimming costume to avoid | — |
| 5 You tie your washing to the roof of your car so that | — |
| a stop them pecking each other's eyes. | |
| b it dries while you're driving. | |
| c drowning in the sea. | |
| d not to forget them. | |
| e getting wet. | |

LANGUAGE REVIEW

question tags

1 Write the appropriate question tag for each sentence (1–8).

- 1 You've never seen the Northern Lights, _____?
- 2 She didn't tell you where they were going, _____?
- 3 I'm clever enough to understand calculus, _____?
- 4 Mrs Jenkins won't be teaching the class, _____?
- 5 Jasmine has decided to study Maths, _____?
- 6 They'd be interested in visiting the science museum, _____?
- 7 You can get back my lost computer files, _____?
- 8 They had never been to the UK before, _____?

Grammar reference page 155

Lexical multiple-choice cloze

2 EXAM TASK Read the text below. For questions (1–8) choose the correct answer (A, B, C or D).

Connected cocooning

Stop reading and look ¹___ for a minute. How many screens can you see? Maybe you're reading this on a tablet, or perhaps you have your mobile or your computer in front of you. Screens dominate our lives, and this has led to a phenomenon ²___ *connected cocooning*.

The bedroom, where kids once went to relax and be alone, is now their social hub. Teenagers no longer need to ³___ out in order to socialize, they just need to go online. Video games ⁴___ provide a space where they can connect with their friends three streets away or in a completely ⁵___ country.

There are obviously some serious problems ⁶___ this phenomenon. Teachers report that their students have shorter attention spans than before. Some experts express ⁷___ that teens are not developing face-to-face skills which might prove important for the future. 'Their world is completely different from ours, ⁸___ it?' says one expert. 'And we just have to learn to accept it.'

- | | | | |
|---------------|------------|-----------|-------------|
| 1 A along | B around | C at | D out |
| 2 A called | B asked | C made | D done |
| 3 A come | B turn | C make | D go |
| 4 A also | B however | C because | D so |
| 5 A another | B other | C foreign | D different |
| 6 A of | B with | C from | D about |
| 7 A questions | B concerns | C ideas | D facts |
| 8 A isn't | B wouldn't | C doesn't | D can't |

WRITING

Formal letter: making an inquiry

1 Work in pairs. Discuss the questions.

- 1 Have you ever done a computer course? What did you learn?
- 2 What computer skills would you like to learn? Why?
- 3 What information would you like to know if you were planning to start a new course?

2 Match the sentence beginnings (1–6) with the correct endings (a–f) to ask about a course you are interested in.

- 1 I would be grateful if you would send me _____
- 2 I have a good background in ICT skills _____
- 3 Your school has _____
- 4 I saw an advert for _____
- 5 I wonder if you could _____
- 6 I am hoping to design _____

- a your computing courses in my local paper.
- b excellent student reviews.
- c recommend a course for people my age?
- d some detailed information about the courses you offer.
- e and have done several courses already.
- f and run my school website next year.

3 Work in pairs. Add some of the sentences you made in exercise 2 to the mind map below. Use other sentences that you know. Compare with another pair.



EXAM STRATEGY

- Переконайтеся, що при написанні листа ви врахували та розкрили всі три пункти, що містяться в екзаменаційному завданні.
- Вживайте вирази, властиві для початку та закінчення листа.

4 Read the exam strategy and the exam task in exercise 6. Answer the questions (1–4).

- 1 Why are you writing the letter?
- 2 Who are you writing to? Do you know their name?
- 3 How are you going to start and finish your letter?
- 4 What are the most important pieces of information you need to include?

5 Work in pairs. Make notes about what further information you might need to ask for. Write about three things.

6 EXAM TASK Do the exam task.

You are on a scholarship programme in London and you want to improve your computer skills. You have seen the following advertisement about a computer course. Write a letter in which you:

- ▶ explain which course you are interested in,
- ▶ describe your experience in using computers,
- ▶ request further information about the course you'd like to join.

Write a letter of at least 100 words. Start your letter in an appropriate way.

UPGRADE YOUR SKILLS!

Computer courses in the heart of London

- from three-day intensive workshops to longer courses
- for users with different levels of experience
- different times available (weekday mornings, evenings or weekends)

Some of the courses that we offer:

- basic computer skills
- advanced Internet use
- using Office packages
- design and image tools
- program languages

For more information, write to us at:
Grade A Computing Consultants
PO Box 55 LONDON NE9 5ZR

Writing bank page 172

7 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate phrases for your letter?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about science and technology.

- 1 Describe a device or machine (not a computer) that you regularly use. What does it do? How long have you been using it?
- 2 Do you think you could become a good scientist? Why?/Why not?
- 3 'Chemistry is the easiest science subject.' Do you agree? Why?/Why not?
- 4 What is your reaction when a new gadget appears in the shops? Do you want it? Why?/Why not?
- 5 Would you like to have a day without using any mobile technology like a smartphone or a tablet? Why?/Why not?
- 6 'Technology makes life easier, but less interesting.' Do you agree? Why?/Why not?

Role-play

2 Work in pairs. Read the situations and do the role-play tasks.

The first situation

During a visit to London you have bought a new electric toothbrush, but it makes a strange noise and it doesn't charge properly. You have taken it back to the shop.

The task

Student A: Talk to the the shop assistant and explain when you bought the electric toothbrush, what the problems with it are and ask him/her what they can do for you.

Student B: You are the shop assistant. Greet Student A and answer his/her questions using the information on page 167.

The second situation

During a visit to London you have bought some new headphones, but you can only hear the sound in one ear and the volume is very low. You have taken them back to the shop.

The task

New Student A: Talk to the the shop assistant and explain when you bought the headphones, what the problems with them are, and ask him/her what they can do for you.

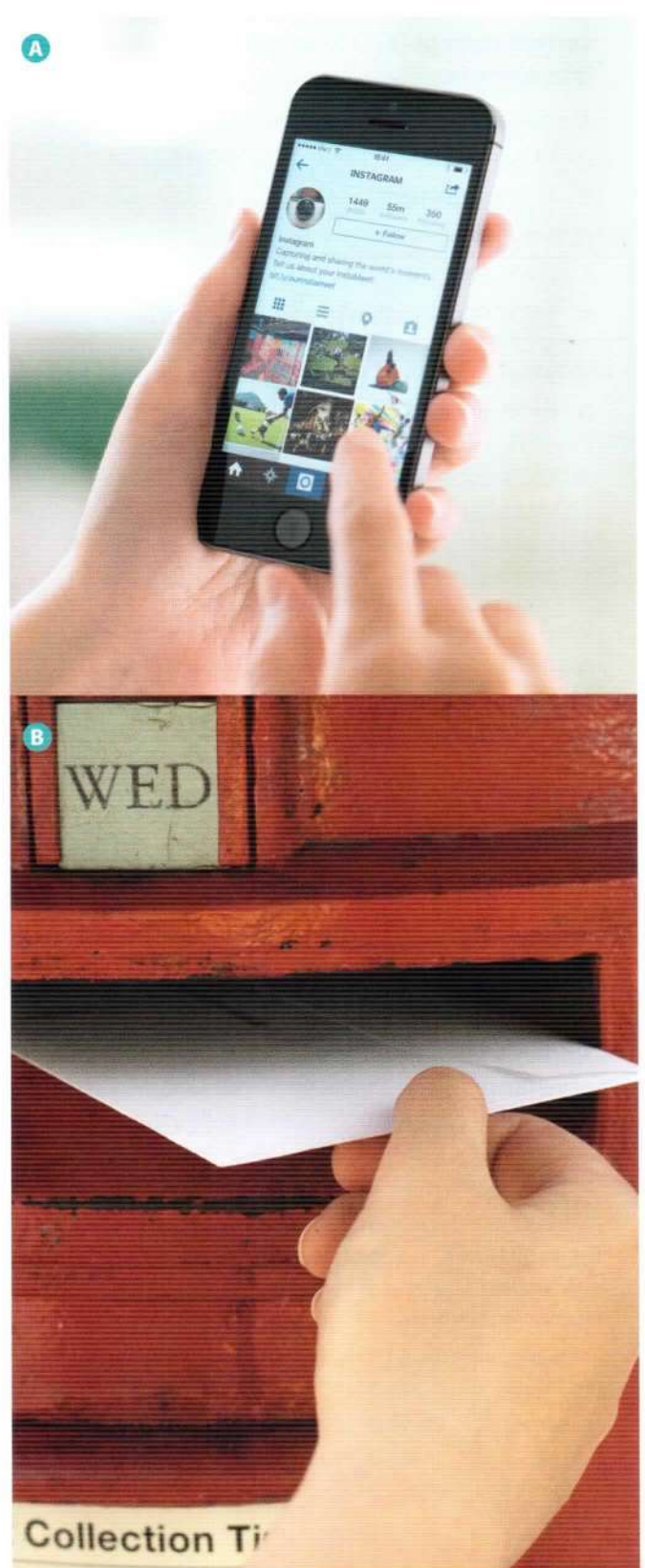
New Student B: You are the shop assistant. Greet new Student A and answer his/her questions using the information on page 167.



Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different methods of sending messages to others. Take turns to compare and contrast the pictures. Include these points:

- ▶ how popular each method is among different age groups,
- ▶ the advantages of each method for the person receiving the message,
- ▶ your personal opinion of the two methods.



REVIEW

1 Match the sentence beginnings (1–8) with the correct endings (a–h).

- 1 When the company's system _____
 - 2 Alexander Graham Bell invented _____
 - 3 Come to our science centre and learn about the solar _____
 - 4 They discovered a fault in the space shuttle's _____
 - 5 Old cars like that break _____
 - 6 To save energy, unplug _____
 - 7 We have so much knowledge, but so far no one has discovered a cure _____
 - 8 We're sorry but the lifts are out of _____
- a your charger when the phone battery is charged.
 - b the first telephone.
 - c down very often, I'm afraid.
 - d order today.
 - e for the common cold.
 - f system and our exploration of it.
 - g electrical systems, so the mission has been postponed.
 - h crashed, we lost all our data from the previous two days.

2 Complete the sentences (1–7) with the missing words. Use the correct word form.

- 1 It says here you talked for three hours and sent 50 _____ messages every day – no wonder your mobile phone bill is so high!
- 2 Press this button to disconnect a call or _____ the phone off.
- 3 A lot of people come to the Kennedy Space Center in Florida every time they _____ a space rocket – it's an unforgettable sight!
- 4 Firefox is one of the most popular Internet _____ among Internet users.
- 5 Something is wrong – when I _____ in my login and password it says 'error 404'.
- 6 Do you have Internet access on your phone? We could _____ online and see if there are any cinemas in this area.
- 7 Many restaurants nowadays offer free Internet _____ to their clients.

3 For each of the sentences (1–4), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Do not change the word in brackets.

- 1 The students wanted to do an experiment. It was very dangerous. (that)
The experiment _____
_____ very dangerous.

- 2 Arthur Fry is an American scientist. He invented Post-it notes. (who)
Arthur Fry _____
_____ Post-it notes.

- 3 My laptop is already out of date. It's only three years old. (which)
My laptop, _____
_____ is already out of date.

- 4 I'm waiting for your reply. (forward)
I'm _____
_____ your reply.

4 Complete the sentences (1–8), using four of the six words from the box. Use each of the four words twice.

space spending date drove taken occasion

- 1 Chris has asked me on a _____ tonight; we are going to the cinema.
- 2 It's _____ me over a year to build a prototype of the robot.
- 3 I watched a film last night about _____ travel.
- 4 You should avoid _____ too much on high-tech gadgets.
- 5 30 September 1929 is the _____ when the first TV programme was broadcast in the UK.
- 6 It's impossible to do scientific research without _____ long hours in a lab.
- 7 Our new science centre is really big. There's a lot of _____ here.
- 8 Professor Frish has _____ a break from his academic career and gone on a trip to Tibet.

5 Read the article about social trends for young people. Complete the gaps (1–8) with the missing words. Use only one word in each gap.

The possibility of spending a couple ¹ _____ weeks on holiday in space is becoming a possibility. So, how are different companies preparing to welcome their tourists? One company is already designing a place for ² _____ to stay. The company, who ³ _____ also created, amongst ⁴ _____ things, a theme park in England, has hopes for an outer-space hotel. Their space resort would be part cruise ship and part theme park, with space ⁵ _____ around 100 people. There would be all kinds of sports and entertainment, and passengers would even ⁶ _____ on guided tours to the moon. So how ⁷ _____ will a trip to this luxury place in the stars cost? ⁸ _____ a deep breath – \$100,000 is the starting price for the space holiday of a lifetime!

VOCABULARY



Geographical features

- 1 Work in pairs. Describe the pictures (1–5), using the nouns and adjectives from the boxes and your own ideas. Ask your partner to add other details.

Nouns

a river a lake a mountain a valley a forest a field
an ocean a rainforest a desert an island a coast
a hill a waterfall

Adjectives

deep high dense vast fast-flowing narrow
winding wide

- 2 Work in pairs. Discuss the questions.

- 1 Which picture do you like the most? Why?
2 In which part of the world do you think each of the pictures could be?

- 3 Work in pairs. Do the quiz.

Geography quiz

- Which of these is not a continent: *Africa, Asia, Europe, Australia, New Zealand, North America, South America* or *Antarctica*?
- What language do they speak in Brazil: *Spanish, French* or *Portuguese*?
- What's the capital city of *Australia*?
- What are the *Andes*: a range of mountains or a group of islands?
- What are the two longest rivers in the world?
- In which two countries is *Lake Geneva*?
- What's the biggest hot desert in the world?
- Which of these cities is on the coast: *Cairo, Madrid* or *Sydney*?

Check the quiz answers on page 167.



Weather and climate

- 4 Match the statements (1–7) with the appropriate response (a–g).

- 1 'It's going to be foggy later this evening.' _____
2 'It's freezing!' _____
3 'It's raining, but the sun is shining.' _____
4 'Did you see the lightning?' _____
5 'What's the weather forecast for tomorrow?' _____
6 'There are strong winds tonight.' _____
7 'The sun is shining.' _____

- a 'I hope our tree won't blow down!'
b 'There's going to be light snow in the morning.'
c 'Yes, the temperature is below zero.'
d 'And look, there's a rainbow!'
e 'And there isn't a cloud in the sky.'
f 'It will be difficult for drivers to see.'
g 'Yes. There's a thunderstorm.'

Natural disasters

- 5 Complete the table with words from the box.

ash hurricane drought send aid flood high winds
people are evacuated tornado people are trapped
blizzard heavy rain tsunami victims governments
avalanche volcanic eruption survivors earthquake
buildings collapse famine rescue workers

Natural disasters	
People involved	
What happens	

6 Fill in the gaps (1–11) in the reports on natural disasters with words from exercise 5.

A ¹ _____ has hit the coast of America and ² _____ have destroyed many buildings. Heavy rain has caused ³ _____ in many places.

There has been a ⁴ _____ in Iceland. ⁵ _____ in the Earth's atmosphere has caused widespread disruption to flights.

There has been an ⁶ _____ in Turkey, which has caused thousands of buildings to collapse. ⁷ _____ from around the world have already arrived at the scene and are attempting to help victims who are ⁸ _____ under the rubble.

A very dry summer has caused a ⁹ _____ in many parts of Africa. ¹⁰ _____ is expected to follow, leaving thousands of people without food. ¹¹ _____ around the world have already pledged to send thousands of dollars in aid.

7 2.06 Listen and check your answers.

Animals and plants

8 Complete the table with the names of animals from the box. Add two more to each category.

leopard parrot mosquito eagle cheetah shark zebra penguin elephant wasp ostrich tortoise swallow tiger bee lion giraffe goat whale ant beetle cow dolphin sheep crocodile monkey wolf butterfly horse snake fly owl octopus starfish lizard

Land mammals	
Sea creatures	
Reptiles	
Insects	
Birds	

9 Work in pairs. Use words from the box to describe three animals each. Your partner will guess which animal you are describing.

wings feathers shell claws paws tail fur teeth skin

10 Cross out the word in each group (1–4) that does not belong there. Explain why.

- Parts of a tree:
branch bush roots leaves trunk bark
- Gardening verbs:
pick water plant fertilize dig wash
- Things domestic animals eat:
feed hay grass corn lawn grain
- Plants you grow in your garden:
flowers fruit vegetables weeds grass trees

Environmental issues

11 Complete the sentences (1–6) with words from the box.

pollution acid fumes greenhouse ozone endangered

- _____ is when water and air are dirty and dangerous.
- The _____ effect is the warming of the Earth's atmosphere as a result of harmful gases.
- There are holes in the _____ layer and this causes temperatures to rise.
- Car exhaust _____ are bad for the environment.
- _____ rain is full of chemicals.
- An animal that is _____ may become extinct.

12 Match the statements (1–8) with ways to protect the environment from the box.

recycling wind farms conservation organic food saving electricity electric cars not leaving litter saving water solar power

- Look for natural forms of energy. _____
- Use less fuel. _____
- Look after animals in their natural environment. _____
- Don't throw away cans, bottles, jars, paper or cardboard. _____
- Use fewer pesticides and other chemicals. _____
- Turn the lights off when you're not in the room. _____
- Don't leave the tap on while brushing your teeth. _____
- Take your rubbish home with you. _____

13 Work in pairs. Discuss the questions.

- What kind of weather do you like best? Why?
- What are the advantages and disadvantages of keeping a pet? What kind of pet would you keep? Why?
- Is it important for you to buy eco-friendly products?

- What is the most serious environmental problem? Why?
- How could you make your school more environmentally friendly?



Matching (general)

1 Work in pairs. Discuss the questions.

- 1 What do the animals in the pictures (1–4) have in common? Why?
- 2 Are there any endangered animals in Ukraine? What are they?

EXAM STRATEGY

- Прочитайте заголовки та спробуйте передбачити, яка саме інформація може міститися в абзацах.
- Прочитайте текст, щоб перевірити, чи ваші передбачення вірні. Це допоможе вам виконати завдання на встановлення відповідності.
- При другому читанні зосередьтеся на виключенні неправильних заголовків та на ваших відповідях.
- Майте на увазі, що у завданні є три зайві заголовки.

2 Work in pairs. Read the exam strategy and the headings (A–H) in exercise 3. Try to predict what information you would find in a text that matches each heading.

3 EXAM TASK Read the texts. Match choices (A–H) to (1–5). There are three choices you do not need.

- A All species are important _____
- B No turning back _____
- C Shocking statistics _____
- D International agreements may help _____
- E What makes a species endangered? _____
- F Ways to help _____
- G Funding for environmental projects _____
- H Harm caused by people _____

THE FUTURE OF THE WORLD'S ENDANGERED SPECIES

1 An endangered **species** is a species that is at risk of becoming extinct. It might be at risk because its territory is threatened, or because there are very few mature individuals left.

2 The natural extinction rate would be 1–5 species per year. The current rate could be as high as 2,000 per year. There are at least 25,000 species in danger of extinction right now.

3 Every species plays a part in the global **ecosystem**. They also provide humans with food, medicines and materials for building and clothing. Moreover, they all have their own unique value and beauty.

4 Humans are to blame for the problem. Animal **habitats** are destroyed by **pollution** and climate change. Humans have also **hunted** or fished many animals so much that the populations cannot recover by **reproduction**.



4 Work in pairs. Discuss the questions.

- 1 What is the most important piece of information in the article? Why?
- 2 Do you think that wild animals and plants are beautiful? Why?/Why not?
- 3 What do you think will happen to endangered species in the next ten years? Why?
- 4 What could you do in response to the article?

Words in context

5 Look at the highlighted words in the texts. Choose the correct words to complete their definitions (1–7).

- 1 species: a group of animals or plants that *share characteristics/belong to an area*
- 2 reproduce: produce *a new species/young animals or plants*
- 3 ecosystem: *the animals and plants that live in/the climate of* a place
- 4 habitat: the *environment/development* of a plant or animal
- 5 pollution: *improvement of/damage to* water, air or soil by adding substances
- 6 hunt: *chase and kill/buy and keep* animals
- 7 conserve: *protect/help* something

5 If we don't want extinction to go on at its current rate, we need to support the organizations that are working to **conserve** endangered species and their natural habitats. We also need to stop buying products that damage the environment. This will help to preserve the diversity of life on our planet.

6 Complete the sentences (1–7) with words from exercise 5. Use the correct forms.

- 1 The bamboo forests of western China are the natural _____ of the panda.
- 2 _____ of our seas and oceans by land waste is a huge problem for marine life.
- 3 There are two _____ of elephants: African and Asian.
- 4 Tigers are _____ illegally because every part of their body can be sold.
- 5 Female gorillas usually begin to _____ at the age of ten and they usually have one baby every four years.
- 6 If we don't _____ these islands, many animals will disappear for ever.
- 7 There is more diversity of animal and plant life in rainforests than in any other kind of _____.

7 Look at the phrase *at risk of* in one of the texts. Complete the sentences (1–6) with phrases from the box.

at the age of at the beginning of at the front of
at the rate of at the thought of at the time of

- 1 It is estimated that we are destroying forests _____ 13 million hectares each year.
- 2 The tiger has some small teeth _____ its mouth.
- 3 I feel sad _____ a lot of animals becoming extinct.
- 4 I had my first pet _____ six.
- 5 There were many large mammals _____ the last Ice Age.
- 6 There are some useful facts _____ the article.

Phrasal verbs with go

8 Find the phrasal verb *go on* in one of the texts. What does it mean? Replace the underlined phrases in the sentences (1–5) with the correct form of the phrasal verbs from the box.

go away go for go on go out go through

- 1 I love pasta, so I'm going to choose the lasagne.
- 2 She has experienced a difficult time in the past six months.
- 3 When the fire stopped burning, the room quickly became cold.
- 4 Jack came to see my sister, but she wasn't here, so he left.
- 5 They continued writing to each other for years.



Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 How many types of renewable energy can you name?
- 2 What are the advantages of renewable energy?
- 3 Do you think that wind turbines are a good source of energy? Why?/Why not?

EXAM STRATEGY

- Врахуйте, що в аудіозаписі може звучати інформація з різних варіантів відповідей на запитання. Слухайте уважно, щоб визначитись, яка відповідь є справді вірною.

2 2.07 Read the exam strategy. Then listen to the beginning of a discussion about renewable energy. Choose the correct answer (A, B or C).

What does the presenter say about wind turbines?

- A They are better than solar panels.
- B They are very effective.
- C They are becoming more common.

3 EXAM TASK 2.08 Listen to the text. For questions (1–5) choose the correct answer (A, B or C).

- 1 According to the presenter, what is the main focus of the interview?
 - A where wind turbines should be placed
 - B the effectiveness of wind power
 - C different types of renewable energy
- 2 Germany is a country that _____.
 - A produces quite a lot of renewable energy.
 - B doesn't want to use renewable energy.
 - C stopped producing renewable energy.
- 3 What is true about the reliability of wind power?
 - A The technology is getting better.
 - B Only off-shore farms are reliable.
 - C It depends on the number of turbines.

4 Why is the Romanian wind farm less effective than the farm in the UK?

- A Because it has fewer turbines.
- B Because it is too close to the sea.
- C Because the wind there is not as strong.

5 How does Lisa feel about the future of wind power?

- A hopeful
- B pessimistic
- C uncertain

4 Match the words (1–6) that the speakers used in exercise 3 with their definitions (a–f).

- 1 frequent _____
- 2 efficient _____
- 3 alternative _____
- 4 capacity _____
- 5 unreliable _____
- 6 replace _____

- a the maximum amount a machine can do
- b two or more things to choose between
- c working or operating effectively
- d start to use something instead of the thing you are using now
- e not to be trusted
- f happening often

5 Work in pairs. Read the information and prepare to have a debate. You can do some research online.

Student A: You believe that more should be done in your country to create renewable energy. Write down three ideas that you would propose and try to use the words from exercise 4.

Discuss with your partner (Student B), explaining why your ideas would help the situation.

Student B: You think renewable energy is unreliable and more should be done to make existing power stations cleaner. Write down three ideas you would propose and try to use the words from exercise 4.

Discuss with your partner (Student A), explaining why your ideas would help the situation.

LANGUAGE REVIEW

modal verbs – speculation and probability

1 Choose the correct modal verb to complete the sentences (1–8).

- Up to 20 people *could/will* still be inside the building that collapsed.
- The zoo has been alerted that activists *might/should* try to steal the panda.
- This package *can't/mustn't* be for me! It's dog food and I haven't even got a dog.
- We *may/must* go to Brazil for the summer holidays, but we haven't decided yet.
- It *may/must* be very cold outside. The thermometer shows 15 degrees below zero.
- Could/Must* that woman over there be the actress we saw in that disaster film?
- The river *might/can* flood during the night, so we are moving our things upstairs.
- Jacob *won't/can't* be working this evening. His restaurant is closed due to the storm.

2 Match the questions (1–5) to the answers (a–e).

- Are you going to Mark's party next weekend?
 - Is your brother going to university?
 - Shall we go out for a meal tonight?
 - Did the class work hard before their exams?
 - Are you planning to go away this year?
- a Yes, I think they could all do really well.
 b I'm not sure. I might have to go to my cousin's birthday party on Saturday.
 c Yes, but he may have a year off before he goes.
 d Possibly – I may go to Russia in the spring.
 e Sure. We can go to that new Chinese restaurant if you like.

Grammar reference page 155

Lexical multiple-choice cloze

EXAM STRATEGY

- Пам'ятайте, що ті чи інші модальні дієслова можуть виражати різний ступінь вірогідності. Уважно ознайомтеся з контекстом кожного речення, у якому є пропуск, щоб вирішити, яке модальне дієслово потрібно використати.

3 Read the exam strategy. Then read the sentences (1–4) and choose the correct answers (A, B, C or D).

- The danger ___ be over – the firemen have just told us that we can return home.
A can't B must C will D won't
- She ___ be serious about moving to Iceland! What on earth will she do there?
A must B shouldn't C may not D can't

- Our new town hall ___ win the Eco-Build award, but it isn't a sure thing.
A will B might C must D can't
- There ___ be a storm coming. Look how dark the sky is!
A will B can C must D would

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

Green living

Being Green – the Easiest Thing is a handbook for people who want to be



eco-friendly. It has plenty of ideas for ¹___ a greener life. It starts with the motto *Proud to care*, and it shows that simple gestures such as picking ²___ litter in the streets should come naturally to us. It then ³___ with the most popular questions about living a more eco-friendly life. Most people ⁴___ that living green has to be time-consuming and expensive, but the author proves that that's not ⁵___. The author shares tips on how to reduce electricity and water use without making our lives ⁶___. However, the handbook goes beyond everyday advice as well. If you are thinking of building a house or renovating the one you already have, you ⁷___ want to read the chapter on how to choose and install solar panels. And for people thinking of living in a more ecological way, it shows ⁸___ supporting wind farms can ⁹___ your area into an eco-friendly place to live. As the title suggests, there are a wide variety of ¹⁰___ to live a greener life. You just need to explore the options and decide on the best choices for you.

- A going B making C living D giving
- A out B up C on D from
- A deals B solves C works D looks
- A know B ask C understand D think
- A true B right C good D fine
- A easier B better C further D harder
- A can B must C might D should
- A this B such C that D so
- A translate B return C renew D transform
- A ways B means C actions D attempts

LANGUAGE REVIEW

modal verbs – speculation and probability

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 - Did the class work hard before their exams?
 - Are you planning to go away this year?
- a Yes, I think they could all do really well.
 b I'm not sure. I might have to go to my cousin's birthday party on Saturday.
 c Yes, but he may have a year off before he goes.
 d Possibly – I may go to Russia in the spring.
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Grammar reference page 155

Lexical multiple-choice cloze

EXAM STRATEGY

- Пам'ятайте, що ті чи інші модальні дієслова можуть виражати різний ступінь вірогідності. Уважно ознайомтеся з контекстом кожного речення, у якому є пропуск, щоб вирішити, яке модальне дієслово потрібно використати.

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A must B shouldn't C may not D can't

- Our new town hall ___ win the Eco-Build award, but it isn't a sure thing.
A will B might C must D can't
- There ___ be a storm coming. Look how dark the sky is!
A will B can C must D would

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eco-friendly. It has plenty of ideas for ¹ ___ a greener life. It starts with the motto *Proud to care*, and it shows that simple gestures such as picking ² ___ litter in the streets should come naturally to us. It then ³ ___ with the most popular questions about living a more eco-friendly life. Most people ⁴ ___ that living green has to be time-consuming and expensive, but the author proves that that's not ⁵ ___. The author shares tips on how to reduce electricity and water use without making our lives ⁶ ___. However, the handbook goes beyond everyday advice as well. If you are thinking of building a house or renovating the one you already have, you ⁷ ___ want to read the chapter on how to choose and install solar panels. And for people thinking of living in a more ecological way, it shows ⁸ ___ supporting wind farms can ⁹ ___ your area into an eco-friendly place to live. As the title suggests, there are a wide variety of ¹⁰ ___ to live a greener life. You just need to explore the options and decide on the best choices for you.

- A going B making C living D giving
- A out B up C on D from
- A deals B solves C works D looks
- A know B ask C understand D think
- A true B right C good D fine
- A easier B better C further D harder
- A can B must C might D should
- A this B such C that D so
- A translate B return C renew D transform
- A ways B means C actions D attempts

True/false

1 Work in pairs. Discuss the questions.

- 1 How would you describe the climate of Ukraine?
- 2 What problems can these weather conditions cause: heavy rain, strong winds, heatwave, snow?

2 2.09 Listen to someone talking about an extreme weather experience. What happened? What was her reaction?

3 **EXAM TASK** 2.09 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

	T	F
1 The speaker says the Irish climate is predictable.	___	___
2 She could feel that the storm in the United States was approaching.	___	___
3 The storm she describes happened late at night.	___	___
4 She was surprised by how nervous the other students were before the storm.	___	___
5 Her choice of career was inspired by the event she describes.	___	___

4 Match the words that the speaker used in exercise 3 (1–5) with their definitions (a–e).

- | | |
|---------------|-----|
| 1 moderate | ___ |
| 2 tension | ___ |
| 3 roar | ___ |
| 4 split | ___ |
| 5 meteorology | ___ |
-
- a feeling of nervousness
 - b make a very loud, deep noise
 - c the study of climate and weather
 - d not extreme
 - e divide into two or more parts

5 Work in pairs. Look at the situations (1–4). What advice would you give people stuck in these situations? Compare your ideas with other pairs.

- 1 a severe snowstorm
- 2 a hurricane
- 3 heavy flooding
- 4 a heat wave

LANGUAGE REVIEW

indirect questions

- 1 Choose the correct options to complete the sentences (1–5).
- 1 I wonder how much *do you know/you know* about geology.
 - 2 We'd like to know *does/if* the volcano is a threat to the village.
 - 3 Could you tell us when *will the book be/the book will be* published?
 - 4 We wondered why *hadn't we/we hadn't* been evacuated before the hurricane.
 - 5 They asked the director *if he had/had he* based the film on his own experiences of earthquakes.

Grammar reference page 156

Grammatical multiple-choice cloze

2 **EXAM TASK** Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).

Predicting earthquakes

Scientists know the areas in the world where earthquakes frequently occur, but ¹___ you ask them when a quake might take place, they admit that we cannot know the exact time, location and size of an earthquake in advance. Because of this, most earthquake research focuses on how to lessen ²___ damage a quake might cause. Earthquake-proof building design is an area that has advanced significantly in the last few years. Many tall structures are ³___ to stand up to the force of an earthquake. However, the greatest challenge with such building techniques ⁴___ the cost. We need expensive materials ⁵___ new buildings, and making older buildings earthquake-proof can be even ⁶___ of a challenge. But it turns out ⁷___ are cheaper ways to build earthquake-smart buildings. In Peru, for example, houses in high-risk zones have very lightweight roofs. If the building collapses, residents ⁸___ have a much better chance of getting out alive. In Pakistan, new school-building design might also ⁹___ to save many lives, and engineers are focusing on low-cost ways to strengthen buildings constructed with typical materials. So, ¹⁰___ predicting earthquakes is difficult, a lot can be done to prevent huge losses of life if one does strike.

- | | | | |
|---------------|----------------|----------------|----------|
| 1 A whether | B if | C as | D unless |
| 2 A the | B a | C an | D one |
| 3 A building | B build | C builds | D built |
| 4 A are | B have | C does | D is |
| 5 A construct | | B to construct | |
| | C constructing | D constructed | |
| 6 A greater | B more | C a lot | D most |
| 7 A there | B where | C it | D which |
| 8 A do | B can | C are | D will |
| 9 A to help | B helping | C help | D helped |
| 10 A while | B as | C that | D which |

WRITING

Blog post: expressing your opinion

1 Work in pairs. Do the quiz.

DO YOU KNOW YOUR RUBBISH?

How long do you think it takes for these things to decompose?

2–3 months 4,000–2 million years 2–3 weeks
500–1,000 years 50 years 9 years 1 month

- 1 Glass _____
- 2 Tin can _____
- 3 Woolly sock _____
- 4 Cardboard _____
- 5 Paper bag _____
- 6 Plastic bag _____
- 7 Banana peel _____

Check the quiz answers on page 167.

2 Work in pairs. Discuss the questions.

- 1 What do people in your neighbourhood do to keep the environment clean? What else should they do?
- 2 How much of your rubbish do you recycle? Could you recycle more? Why?/Why not?

3 Read the blog post 'Big Cleanup' and answer the questions (1–4).

Big Cleanup

There's a park near our school that nobody used to look after. Then, the neighbourhood stopped caring, too. Somebody was too lazy to take their rubbish to the bins, and they dumped it under the trees. Then others followed. The park became a smelly rubbish dump. People complained to the council, but they did nothing.

Some of us in Year 11 decided to take action. We organized the 'Big Cleanup'. Around 20 of us came with tools and rubbish bags. We worked all day to clear all the rubbish. The local paper wrote an article about us. Now the council has started putting the park in order!

Is there something you could do in your neighbourhood? Get started!

- 1 Why did people start dumping rubbish in the park?
- 2 What did the local council do about it?
- 3 What did the students do?
- 4 What happened as a result?

4 Work in pairs. Read the exam task in exercise 5, and the sample answer below. Discuss the questions (1–4).

- 1 Has the student included all the information required in the exam task?
- 2 Is all the content relevant to the exam task?
- 3 Is the student's blog post divided into logical paragraphs?
- 4 Are there any grammar, vocabulary or spelling mistakes?

I'm in Brighton and I have a great time: swimming, lying on the beach ...

The family which I'm staying with took part in the Litter Day. It's a day for people to pick up litter on the beach.

You probably want to know why they organized it. Well, everywhere is litter and it is bad for animals and fish. Also it takes hundreds of years to die. For example, glass takes one million years to die! I don't think people know this. So we bought plastic bags and gloves. The event was great. We found tons of rubbish and we got rid of it. And we had a great time because the climate was fantastic and it was a barbecue in the evening (after it everybody cleaned up after themselves). If such an event will be in the future, I will definitely come! You can help the environment and ... you might find a real treasure on the beach!

5 **EXAM TASK** Do the exam task.

You have read the blog post 'Big Cleanup' and have decided to write a response. Write a blog post in which you:

- ▶ say what you think about the action,
- ▶ describe a similar experience you've had or heard about,
- ▶ explain what environmental issues affect your neighbourhood.

Write a blog post of at least 100 words. Start your post in an appropriate way.

Writing bank page 173

6 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate phrases for your blog post?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer questions about people and nature.

- 1 Describe a place in nature that you like. What natural features can be found in this place? How do you feel when you're there?
- 2 How do you feel when you are close to nature? Why?
- 3 Have you ever experienced a storm? Describe what happened and how you felt.
- 4 'People shouldn't keep wild animals as pets.' Do you agree? Why?/Why not?
- 5 What is your favourite wild animal? Why?
- 6 'People who live in cities are disconnected from nature.' Do you agree? Why?/Why not?

Role-play

2 Work in pairs. Read the situation and do the role-play task.

The situation

You have the chance to volunteer for two weeks in one of three nature reserves in the UK: a reserve in the mountains (picture 1), a reserve on the coast (picture 2) or a reserve in woodland (picture 3).

The task

Student A: Talk to the volunteer manager of the three nature reserves. Ask him/her about the tasks you have to do, the training, the accommodation and the food in each place. Decide which reserve you'd like to go to and give reasons for your choice.

Student B: You are the volunteer manager of the three nature reserves. Turn to page 167, read the information and answer Student A's questions.

Then change roles and talk to each other about a different nature reserve.

Picture description

3 Work in pairs. Look at the pictures (A–B) which show two different types of relationships between animals and people. Take turns to compare and contrast the pictures. Include these points:

- ▶ the advantages and disadvantages for the animals,
- ▶ the advantages for the people,
- ▶ the type of relationship you have with animals.



REVIEW

1 Match the words (1–10) with the words (a–j) to make phrases and expressions about nature and the environment.

- | | | |
|--------------|---|------------|
| 1 acid | — | a eruption |
| 2 mountain | — | b farms |
| 3 high | — | c food |
| 4 endangered | — | d range |
| 5 ozone | — | e layer |
| 6 rescue | — | f rain |
| 7 organic | — | g species |
| 8 volcanic | — | h winds |
| 9 natural | — | i workers |
| 10 wind | — | j disaster |

2 Complete the sentences (1–9) with the missing words. Use the correct word forms.

- Wasps and butterflies are insects; lizards and crocodiles are r_____.
- The temperature dropped to zero and it became f_____ cold.
- H_____ rains in the monsoon season brought serious floods in the region.
- The camp was situated on a river bank in the middle of a dense f_____.
- The careless skiers caused an a_____; it's a miracle they weren't badly injured by the snow.
- The engine of the car was designed to reduce the emission of e_____ fumes.
- Saving water and r_____ glass and paper are actions we all can take to protect the environment.
- A long period of dry weather caused d_____ and forest fires.
- Sheila would like to g_____ lilies and roses in her garden.

3 Complete the sentences in the mini dialogues (1–5).

- X What's the weather _____ today?
Y It's similar to yesterday – very windy.
- X _____ I use your bathroom?
Y _____. It's the door on the left.
- X Have you seen the weather _____ for tomorrow?
Y It's _____ to be cold.
- X _____ I need my umbrella?
Y I don't think so, it _____ rain today.
- X _____ we go to Norway this summer?
Y No, _____. It might be too cold for me there.

4 Complete each gap in the sentences (1–10) with one word.

- We got home really late _____ of the blizzard.
- We might go _____ a safari this summer.
- Global warming is responsible _____ the rising water levels in the oceans.
- My brother is tired; he might _____ want to go skiing today.
- Could this snake _____ venomous?
- Is _____ possible to see wild tigers in this reserve?
- _____ are a lot of dogs in this shelter.
- Is the nearby beach sandy _____ rocky?
- It _____ be cold outside. The sun is shining and people are walking around in T-shirts.
- Susan bought an environmentally _____ electric car to reduce pollution.

5 Read the text. For questions (1–8) choose the correct answer (A, B, C or D).

Most people in Hungary know that Lake Balaton is the ¹ _____ freshwater lake in Central Europe and that it is a popular tourist destination. It is also a well-known ² _____ that while the southern shore is flat and shallow, the hills along the northern side drop steeply into deeper water. But what many ³ _____ realize is that Balaton is one of the last remains of a sea ⁴ _____ covered most of Central Europe in prehistoric times. Back then, the hills of Bakony north ⁵ _____ today's lake, and Mecsek in southern Hungary, were only islands in the Pannonian Sea. Even today, the area is rich in dinosaur fossils that once lived on these fertile islands. The Pannonian Sea existed for 9 million years, stretching from where Vienna ⁶ _____ today all the way to central Serbia. ⁷ _____ remains is a beautiful but very shallow lake, with an average depth of only 3 metres. In fact, if all the water disappeared from Balaton, you ⁸ _____ see a deep basin, only a flat plain against the hills in the north.

- | | | | |
|------------|-------------|------------|--------------|
| 1 A larger | B large | C largest | D most large |
| 2 A idea | B opinion | C theory | D fact |
| 3 A don't | B can't | C couldn't | D shouldn't |
| 4 A which | B what | C it | D – |
| 5 A from | B of | C to | D by |
| 6 A finds | B places | C stands | D locates |
| 7 A There | B What | C Which | D It |
| 8 A won't | B shouldn't | C can't | D wouldn't |

UNIT 1 FAMILY AND RELATIONSHIPS

Present and future tenses

Present simple

Affirmative and negative

I We You They	work don't (= do not) work	in a city.
He/She/It	works doesn't (= does not) work	

Questions and short answers

Do	I we you they	work in a city?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

We use the present simple when we:

- ▶ speak about routine or repeated actions.
I usually start school at 8 a.m.
- ▶ speak about regular, permanent situations.
My teacher lives in the suburbs.
- ▶ speak about known truths or facts.
The Earth goes around the sun.
- ▶ speak about events which take place according to a schedule, plan or timetable.
Our plane leaves at 7 p.m.
- ▶ express feelings (*love, like, hate*), states of mind (*know, hope, seem, believe, remember, want*) and things we experience through our senses (*feel, hear, see*).
I hope our timetable isn't as bad as last year.

With the present simple we often use these adverbs of frequency: *always, every day, often, regularly, usually, sometimes, hardly ever, never.*

Present continuous

Affirmative and negative

I	'm (= am) 'm not (= am not)	watching TV.
He/She/It	's (= is) isn't (= is not)	
We You They	're (= are) aren't (= are not)	

Questions and short answers

Am	I	watching TV?	Yes, I am. No, I'm not.
Is	he she it		Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

We use the present continuous when we:

- ▶ speak about actions which take place at this moment or during this period of time.
My sister is studying in her room at the moment.
I'm doing extra Spanish classes this year.
- ▶ describe ongoing changes.
The number of students in primary school is going down these days.
- ▶ speak about planned activities.
We're going on holiday to Italy next Monday.

In sentences with present continuous verbs we often use these time expressions: *right now, at the moment, nowadays, today, this week, this year.*

We don't usually use state verbs such as: *believe, hate, know, like, love, need, want, think* and *understand* in the present continuous tense.

Be going to

We use *be going to* when we:

- ▶ speak about arranged plans for the future.
My parents are going to open a shop next year.
- ▶ expect something to happen, especially when we make a prediction about something we see.
Look at that driver. He's going to crash!

Will

We use *will* when we:

- ▶ make a decision while we speak.
I'm bored. I think I'll go shopping.
- ▶ predict something, especially when the prediction concerns our thoughts or convictions.
One day there won't be any shops. People will only buy things on the Internet.
- ▶ promise something or assure someone about something.
I promise I'll drive more carefully.

Future continuous

Affirmative and negative

I You He/She/It We You They	will be won't be	helping people.
--	---------------------	-----------------

Questions and short answers

Will	I you he/she/it we you they	be helping people?	Yes, I will. No, I won't.
------	--	--------------------	------------------------------

We use the future continuous when we speak about activities which at a specific moment in the future will have already lasted for some time.

This time next month I will be sitting on a beach.

We also use the future continuous when we want to ask something politely.

Will you be going anywhere near a chemist's this morning?

1 Choose the correct form of the verb in each sentence (1–8).

- 1 My sister *works/is working* hard right now because she has exams soon.
- 2 What *do the students study/are the students studying* in class at the moment?
- 3 I usually *visit/am visiting* my friends on Saturdays, but today I *go/am going* to my aunt's house.
- 4 Jack *doesn't play/isn't playing* football today. He has a bad leg.
- 5 The girls *don't do/aren't doing* any sport in their free time. They prefer music.
- 6 How often *does your sister come/is your sister coming* home from university?
- 7 We *know/are knowing* a lot of people in the area.
- 8 *Do you listen/Are you listening* to your teacher right now?

2 Fill in the gaps (1–20) with the correct form of the verbs in brackets. Use the present simple or present continuous.

The Harrogate School of Performing Arts

Our school of performing arts ¹ _____ (be) well-known for its variety of opportunities and this year, we ² _____ (offer) even more exciting and original courses in modern dance, drama and singing. One of our best-established music teachers ³ _____ (start) a new jazz group next term, and she ⁴ _____ (take) this group on a European tour later in the year.

All our instructors ⁵ _____ (be) talented and successful performers and ⁶ _____ (have) recognized teaching certificates. We have a policy that we ⁷ _____ (not employ) anybody who ⁸ _____ (not have) talent, commitment and enthusiasm.

Lessons ⁹ _____ (take) place every evening. They usually start at 7 p.m. and finish at 9 p.m. Students can also ¹⁰ _____ (have) lessons on Saturday mornings.

We ¹¹ _____ (organize) two performances every year, but students ¹² _____ (not have to) take part in these if they really ¹³ _____ (not want) to. There are plenty of opportunities backstage.

Here is what some of our students and parents said:

'I'm quite a shy person. I ¹⁴ _____ (not like) performing in front of other people. But after a term here, I ¹⁵ _____ (get) used to it and I ¹⁶ _____ (begin) to enjoy the stage. It's thanks to all my great teachers.' Lucy, aged 15.

'My daughter started dance lessons last term. She ¹⁷ _____ (seem) really happy and her teachers ¹⁸ _____ (say) that she ¹⁹ _____ (make) really good progress! She certainly ²⁰ _____ (love) going each week.' Mrs Jones – her daughter, Jess, aged 4.

3 Choose the correct form of the verb in each sentence (1–8).

- 1 The children *go/are going* to the museum later.
- 2 The play *doesn't end/isn't ending* until 10 p.m. on Friday nights.
- 3 He *sees/is seeing* his girlfriend this evening.
- 4 What time *does the bus arrive/is the bus arriving*?
- 5 The bus *leaves/is leaving* at 10 a.m. every day.
- 6 Where *do you meet/are you meeting* Ben tomorrow?
- 7 We *have/are having* a history lesson every Thursday.
- 8 My sister *doesn't go/isn't going* shopping later.

4 Complete the sentences (1–8) with the correct form of the verbs in brackets. Use *be going to* or *will*.

- 1 What do you think the weather _____ (be) like today?
- 2 It's raining hard. They _____ (not play) football today.
- 3 One day, people _____ (not travel) by plane anymore.
- 4 _____ (you go) on holiday this year?
- 5 My teacher _____ (look) for a job in London next year.
- 6 I like animals and I'm good at science and so I _____ (study) to be a vet.
- 7 I'm tired. I think _____ (go) to bed.
- 8 I _____ (not buy) that pizza. It doesn't look very nice.

5 Choose the correct form of the verb in each sentence (1–8). If both forms are correct, put a ✓ next to the sentence.

- 1 We'll go/*re going to go* on a cruise next week. I can't wait.
- 2 I'm really sorry you didn't like the room. I promise I'll give/*m giving* you a discount next time.
- 3 What *are you going to take/are you taking* with you on the excursion tomorrow?
- 4 These suitcases look very heavy. I'll help/*m going to help* you carry them up to the room.
- 5 What time *does/will* the train arrive in Leeds?
- 6 I think I *go/will go* by train.
- 7 When *are you seeing/are you going to see* Janet?
- 8 In 2030 people *will drive/are going to drive* only hybrid cars.

6 Complete the sentences (1–8) with the correct form of the verbs in brackets.

- 'When are you going to book the flight?'
'I haven't thought about it yet. I think I _____ (do) it tomorrow.'
- One day people _____ (live) on Mars.
- 'Do you know where you'd like to go next summer?'
'Yes, I _____ (travel) across Europe for two months.'
- You can tell me who you went with on your cycling trip. I promise I _____ (not tell) anybody.
- Look at Mr Black, our chemistry teacher, driving his car – he _____ (hit) that wall!
- Our class _____ (visit) the Natural History Museum on Tuesday morning. We're really excited about the trip.
- I'm sure my new driving instructor _____ (not be) as absent-minded as the last one I had.
- 'Who can go and confirm the dates for the school trip to the zoo?'
'OK. I _____ (go).'

7 Find one grammar error in each sentence (1–8) and correct it.

- Hurry up! The film is starting at 7.30.
- Melissa meets her boyfriend at eight o'clock tonight outside the cinema.
- Look at that boy on the bike! He crashes into that tree in a minute.
- This time next week I do an exam.
- My sister will go to university in London. She already has a place.
- I'll be sending you a postcard when I get to New York.
- Oh look, we've run out of milk. I'm going to go to the shop to get some.
- Don't phone me after ten o'clock tonight. I sleep.

8 Complete the dialogues (1–8) with the correct form of the verbs in brackets.

- Alison** Where are you going?
Jenny To the station. My train _____ (leave) at six o'clock.
- Dan** I'm going shopping in a minute.
Lee Are you? I _____ (come) with you!
- Katie** Do you fancy coming round to my house this afternoon?
Suzie Sorry, I can't. I _____ (meet) a friend.
- Brad** Are you looking forward to your holiday?
Danny Yes! Just think, this time next week, I _____ (sit) on the beach in the sun.

- Katie** Listen to the engine!
Al We _____ (take off) any minute.
- Jo** What are Jack's plans for the summer?
John He _____ (visit) his uncle in Canada.
- Matt** Have a good journey!
Claire Thanks. I _____ (phone) you when I get there.
- Gill** What do you think you'll be doing in five years' time?
Simon I think I _____ (play) the guitar in a rock band. I'll be famous all over the world.

9 Fill in the gaps (1–10) with the verbs from the box in the correct form.

ask be drive get go leave meet (x2)
not do visit

- Tom** What are your plans for the weekend?
Jess I ¹_____ to the cinema tonight. Do you want to come?
Tom I can't. I ²_____ some friends after school. What about tomorrow?
Jess I ³_____ my sister. She lives in Brighton.
Tom That sounds good! Can I come?
I ⁴_____ anything this weekend.
Jess Why not? I ⁵_____ my sister.
Tom Thanks! ⁶_____? I know you passed your driving test recently.
Jess No, I ⁷_____ the train. It ⁸_____ at eight o'clock.
Tom Great! I ⁹_____ you at the station if your sister says yes.
Jess OK. It ¹⁰_____ really sunny this weekend, so bring your sunglasses!

Verb patterns

We usually use the *-ing* form of a verb:

- ▶ after prepositions (*in, on, at, etc.*) and adverbs (*after, before, etc.*).
I'm thinking of going to the gym.
How about watching football on TV?
- ▶ as a subject in a sentence.
Swimming is good for you.
- ▶ after certain verbs such as *admit, avoid, can't help, consider, deny, dislike, don't mind, enjoy, fancy, feel like, finish, give up, hate, imagine, involve, keep, like, love, miss, practise, prefer, risk, spend time, suggest.*
I love skiing in the Tatras.
I prefer jogging to cycling.
- ▶ after some phrases, such as *it's no good ..., it's not worth ...*
It's not worth worrying about it now.

We usually use *to* + infinitive:

- ▶ after adjectives.
I find it difficult to get up early.
- ▶ when describing an aim.
She goes to aerobic classes to lose weight.
- ▶ after certain verbs such as *afford, agree, arrange, decide, expect, fail, help, hope, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, seem, want, wish, would like, would prefer.*
I want to try a new sport.
- ▶ in the structure verb + complement + *to* + infinitive.
My teacher advised me to do more grammar exercises.

Some verbs change their meaning, depending on whether the verb that follows them is *to* + infinitive or an *-ing* form:

forget to do sth *I forgot to bring a drink with me, so I'm thirsty.* (I did not bring a drink with me.)

forget doing sth *I'll never forget seeing the Grand Canyon.* (I saw it and I remember seeing it.)

remember to do sth *Remember to take an umbrella when you go out – it's going to rain.* (Make sure you take an umbrella.)

remember doing sth *Do you remember meeting my friends Paul and Wendy?* (Do you have a memory of meeting them?)

stop to do sth *He stopped to take a photo of the view.* (He stopped what he was doing, then he took a photo.)

stop doing sth *He stopped driving when he saw the amazing view.* (He stopped driving after he saw the view.)

try to do sth *She tried to contact you, but you didn't answer your phone.* (She rang you, but didn't speak to you.)

try doing sth *She could have tried sending me a text message.* (She didn't attempt to send a message.)

Note

After modal verbs (*can, may, must, should, etc.*), as well as *make* and *let*, we use the infinitive without *to*.

*You shouldn't watch so much TV.
Please don't make me do it again.*

1 Choose the correct verb form in each sentence (1–8).

- 1 I'm good at **to play/playing** sports such as football and basketball.
- 2 My sister's looking forward **to starting/to start** her new dance class.
- 3 I enjoy **to walk/walking** in the countryside.
- 4 My brother can't afford **to take/taking** up any new hobbies.
- 5 I often imagine **to be/being** an Olympic athlete.
- 6 It's silly **to make/making** such a fuss about changing the timetable.
- 7 We've decided **to start/starting** jogging.
- 8 I'm doing extra English classes **to pass/passing** the exam.

2 Complete the sentences (1–5) with the correct form of the verbs in brackets.

- 1 I hate _____ (go) to the gym. It's so boring!
- 2 My sister Amanda has taken up squash _____ (improve) her stamina.
- 3 When David was a boy he dreamed of _____ (become) a professional footballer.
- 4 I'm hoping _____ (watch) Williams play in the finals.
- 5 My dad's kind. He sometimes lets me _____ (borrow) his laptop.

3 Complete the dialogues (1–4) with the correct form of the verbs in brackets.

- 1 a I remember _____ (meet) my best friend for the first time all those years ago.
b Can you remember _____ (buy) some milk?
- 2 a I'll never forget _____ (lose) my passport in Athens.
b Don't forget _____ (lock) the door.
- 3 a Please try _____ (finish) your homework by tomorrow.
b Try _____ (do) a new sport. You might enjoy it!
- 4 a Hurry home! Don't stop _____ (go) to the shops!
b We stopped _____ (do) karate because we weren't very good.

4 Fill in the gaps (1–10) with the correct form of the verbs in brackets. Use *to* + infinitive or *-ing* form.

My sister, Anna, wanted ¹ _____ (do) something different, so she decided ² _____ (buy) a new pet. She looked around the pet shop and chose a stick insect. Stick insects aren't very exciting pets, but Anna is mad about ³ _____ (look after) any type of animal, so she's very happy with it. She called it Ben.

Anna has had quite a few unusual pets in the past. I always remember ⁴ _____ (walk) into the living room one day and ⁵ _____ (see) a huge snake in a cage. The snake's name was Lily and she was orange. In those days, I couldn't stand ⁶ _____ (be) close to any type of reptile and so I refused ⁷ _____ (go) into the living room for about a month. Then I got used to Lily and gradually I started ⁸ _____ (like) her.

These days, Anna has three snakes, two lizards and a tortoise, as well as Ben the stick insect. The other day she said she was thinking of ⁹ _____ (get) a tarantula. I can't promise ¹⁰ _____ (like) a tarantula, but I suppose I'll try.

Verbs with prepositions

Some verbs are usually followed by a preposition before the object of the verb. It is important to learn the most common verb + preposition combinations.

Verb + for: apologize for, apply for, ask for, fight for, hope for, pay for, search for, wait for

Verb + to: belong to, listen to, go to, talk to

Verb + about: ask about, complain about, dream about, forget about, know about, learn about, talk about, think about, worry about, write about

Verb + with: agree with, argue with, deal with, disagree with

Verb + of: approve of, take care of, think of

Verb + in: believe in, fill in, result in, specialize in, succeed in

Verb + at: arrive at, laugh at, look at, smile at, stare at

Verb + on: depend on, focus on, rely on

Verb + from: come from, differ from, recover from, suffer from

1 Complete the sentences (1–10) with the correct preposition.

- 1 It's so noisy – I can't focus _____ my homework.
- 2 My brother paid _____ the tickets.
- 3 I hate waiting _____ people – it's so boring!
- 4 This tablet belongs _____ my sister.
- 5 When we arrived _____ the cinema, a lot of people were already in the queue.
- 6 I love listening _____ dance music in my free time.
- 7 Jenny suffers _____ hay fever.
- 8 Stop worrying _____ me, I'll be fine!
- 9 We may go to the beach tomorrow but it depends _____ the weather.
- 10 I totally forgot _____ my doctor's appointment.

UNIT 2 PEOPLE AND SOCIETY

Prepositions of time and place

Prepositions of time

On: Monday, Tuesday morning, Teachers' Day, 6 May, time

At: eleven o'clock, lunchtime, the moment (when) ... ,

this/that time, the weekend

In: 2011, November, winter, the morning, two years' time,

three minutes' time

No preposition: this week, last September, next Saturday

Prepositions of place

In: a classroom, the gym, the picture, the book, bed, the city centre, the playground, England

At: school/university, the party, the front, the back, 10 Downing Street, the station

On: the floor, the map, the right/left, the table

1 Complete the sentences (1–6) with the correct preposition of time.

- 1 I often watch TV _____ the evening.
- 2 We often go swimming _____ Tuesdays.
- 3 I never do my homework _____ the morning.
- 4 We sometimes have lunch _____ midday.
- 5 I usually see my friends _____ the weekend.
- 6 My brother plays football _____ Saturday mornings.

2 Complete the sentences (1–10) with the correct preposition. Use *at*, *in* or *on*. If a preposition is not necessary, put –.

- 1 I'd like to study law _____ university.
- 2 We have to hand in our work to the teacher _____ next Monday.
- 3 Hurry! The lesson starts _____ five minutes.
- 4 My school is in Grove Street, right _____ the city centre.
- 5 Don't be late for the ceremony. You know it always starts _____ time.
- 6 _____ the back of this photo there are three students laughing at something.
- 7 _____ 50 years' time traditional notebooks will be a thing of the past.
- 8 Some students cannot concentrate when sitting _____ their desks.
- 9 Let's meet _____ the front of the school building.
- 10 We're having a school party _____ Saturday night.

Articles

A/an

We use an indefinite article *a/an* when:

- ▶ we speak about something for the first time.
We went to a museum last Tuesday. (The museum is one of many.)
- ▶ we speak about what something is or who a person is.
My uncle is a scientist. (It is his job.)
- ▶ in some expressions connected with speed, frequency, etc.
The new prototype can reach up to 250 km an hour and save as much as five litres of petrol a day.

The

We use the definite article *the* when:

- ▶ we speak about something again.
We went to a museum on Friday. The museum was very crowded.
- ▶ the person or object we are talking about is known to us.
The scientist who lives in my street was on TV last night. (The one I told you about.)
- ▶ we speak about things or people which/who there is only one of.
the Moon, the Sun, the Earth, the King

- ▶ before ordinal numbers and superlative adjectives.
the first female inventor, the most modern device
- ▶ in expressions describing centuries.
the 19th century
- ▶ before the names of inventions.
The radio was invented by Marconi.
- ▶ before the names of rivers, seas, oceans and archipelagos.
the Hudson River, the North Sea, the Pacific Ocean, the Shetland Islands
- ▶ before the names of some countries, regions and mountain ranges.
the USA, the UK, the Middle East, the Rocky Mountains

No article

We don't use an article:

- ▶ before plural nouns, used with a general meaning.
Scientists have never been rich.
- ▶ before uncountable and abstract nouns in general statements.
*Money makes the world go round.
Patience is the key to success in science.*
- ▶ before the names of people, streets, cities, mountains, single islands, countries, languages and continents.
Uncle Peter, Hong Kong Island, Caracas, Everest, Africa
- ▶ when we speak in general about institutions, e.g. hospitals, schools, prisons, etc. and we don't have in mind any particular place; in other cases we use an article.
*My uncle is in hospital. (He is sick.)
Are you going to the hospital to visit him?
Does your little sister go to school yet? (Is she old enough to study?)
My brother goes to the school down the road.*

1 Complete the sentences (1–9) with the correct article. Use *a/an* or *the*. If no article is necessary, put –.

- 1 Australia is _____ island.
- 2 _____ Sun is the brightest star.
- 3 _____ Alps are a mountain range in Europe.
- 4 _____ happiness is a wonderful thing.
- 5 We walked through a forest and a field. _____ field was full of horses.
- 6 My sister lives in _____ Holland.
- 7 _____ Ben Nevis is the highest mountain in Britain.
- 8 While we were on holiday, we saw _____ magnificent waterfall.
- 9 _____ tigers are endangered animals.

2 Fill in the gaps (1–21) with the correct articles. Use *a/an* or *the*.



Last Sunday I decided to visit ¹ _____ Science Museum with my close friend, Kate. We went there in ² _____ afternoon to avoid the crowds. To our surprise, ³ _____ rooms were full of noisy schoolchildren. What's more, we had to hurry because ⁴ _____ museum was closing in half ⁵ _____ hour. We enjoyed ⁶ _____ exhibition ⁷ _____ lot. When we were leaving ⁸ _____ building I realized I didn't have my camera! ⁹ _____ next morning, I hung ¹⁰ _____ notice on ¹¹ _____ noticeboard outside ¹² _____ museum but I didn't have much hope. I had already begun to look for ¹³ _____ new one on ¹⁴ _____ online shop, but while I was busy browsing ¹⁵ _____ Internet, ¹⁶ _____ woman called and said she had found it in the toilets. She noticed ¹⁷ _____ camera in ¹⁸ _____ cubicle next to ¹⁹ _____ washbasin and picked it up. I thanked ²⁰ _____ woman and offered her ²¹ _____ reward but she refused to accept it.

3 In nine of the sentences find one grammar error and correct it. Put a ✓ next to the correct sentence.

- 1 A Moon takes a month to go round the Earth.
- 2 The IT specialists earn good salaries.
- 3 What's a name of the inventor who visited our school last week?
- 4 My mum is a microbiologist and she works for a company which manufactures vaccines.
- 5 That's least comfortable car I have ever sat in.
- 6 This is a third time I have been to this museum.
- 7 Students who took part in the survey are all 18.
- 8 How big is the Saturn?
- 9 Alexander Bell invented telephone at the age of 29.
- 10 Most of today's home appliances were invented in 20th century.

4 Complete the sentences (1–8) with the correct articles. Use *a/an* or *the*. If no article is necessary, put –.

- 1 My neighbour is in _____ prison for burglary.
- 2 We've got _____ new English teacher.
- 3 I saw _____ interesting documentary last night.
- 4 _____ man that reads the news looks like my dad.
- 5 My friend goes to _____ church on _____ Oxford Road.
- 6 I saw a man and a woman in the park. _____ man was wearing _____ red hat.
- 7 We went to _____ interesting art gallery at the weekend.
- 8 Mark is _____ most intelligent person I know.

5 Find six grammar errors in the email and correct them.

● ● ●
✉

Hi Alison,

I haven't spoken to you for ages! How's life? Are you enjoying the school? Have you done anything interesting recently? Things are pretty much the same here. I'm working hard because I've got the important exam next month. I don't have much free time, but I went out with some friends last weekend. We did some shopping in Covent Garden. I bought the new bag and a T-shirt. A T-shirt is a bit boring, but it was all I could find. Later we went to the cinema and after that for the pizza. It was a best day I'd had for ages, but now I have to study again. Write soon and tell me your news!

Love
Jenny

6 Complete the quiz questions (1–8). Write *the* or *-*.

- 1 Where is _____ Table Mountain?
- 2 In which American city is _____ Harvard University?
- 3 Is _____ Amazon the longest river in the world?
- 4 Is _____ Oxford Street in Oxford?
- 5 Where are _____ Fiji islands?
- 6 Where is _____ Grand Canal and the Rialto Bridge?
- 7 Are _____ Rocky Mountains in _____ Australasia?
- 8 Does _____ President of the United States live in _____ Downing Street?

7 Complete the answers (a–h). Write *the* or *-*. Then match the answers to the questions in exercise 6.

- a No, it isn't. It's in _____ London. _____
- b It's in _____ Cambridge, Massachusetts. _____
- c It's in _____ South Africa. _____
- d They're in _____ South Pacific Ocean. _____
- e They're in _____ Venice. _____
- f No, he lives in _____ White House which is in _____ Washington. _____
- g No, it isn't. It's _____ River Nile. _____
- h No, they aren't. They're in _____ North America. _____

UNIT 3 HOME

Talking about the past

Past simple

Affirmative and negative

I	lived	here.
You	didn't (= did not) live	
He/She/It		
We		
They		

Questions and short answers

Did	I	live here?	Yes, I did. No, I didn't.
	you		
	he/she/it		
	we		
	they		

We use the past simple when we speak about an activity that finished at a definite time in the past. That includes events occurring one after another or actions repeating in the past.

When Sara came home, her mother made dinner. (Her mother started to cook after Sara arrived home.)

When we were in Warsaw, we went to the cinema every evening.

In past simple sentences we often use time expressions such as *yesterday*, *(two days) ago*, *when I was a child*, *in April/2008*, *last night/week/month/year*, etc.

Past continuous

Affirmative and negative

I	was	travelling very fast.
He/She/It	wasn't (= was not)	
We	were	
You	weren't (= were not)	
They		

Questions and short answers

Was	I	looking at a map?	Yes, I was. No, I wasn't.
	he/she/it		
Were	we		Yes, we were. No, we weren't.
	you		
	they		

We use the past continuous when we describe an activity that lasted for some time in the past (often when it is a background to another event).

When Sara came home, her mother was making dinner. (Her mother started to cook before Sara came home, but dinner was not ready when Sara arrived.)

We often use the past simple and the past continuous in the same sentence, describing a situation when a longer activity was interrupted by another shorter activity.

It was raining when we left the house.

We can begin a sentence in the past continuous with *while*. *While* is not used with the past simple.

We don't use the past continuous with verbs describing conditions, e.g. *believe, need, understand*, etc. We use it with verbs expressing a longer activity, e.g. *wait, live, work, rain*, etc.

Past perfect

Affirmative and negative

I	had	passed the test.
You	hadn't (= had not)	
He/She/It		
We		
They *		

Questions and short answers

Had	I	passed the test?	Yes, I had. No, I hadn't.
	you		
	he/she/it		
	we		
	they		

We use the past perfect to speak about an activity or event from the past that preceded another activity in the past.

When Sara came home, her mother had already made dinner. (Her mother finished cooking the dinner before Sara arrived home.)

Used to

We use *used to* + infinitive to speak about past situations or habits that have changed since then.

My sister used to have long hair, but now it's short.

I didn't use to like football, but now I love it.

Did you use to watch a lot of TV when you were younger?

1 Choose the correct verb forms (1–13).

My Blog

I ¹*played/was playing* in a football match last weekend, and a few things ²*went/were going* wrong. Firstly, when I ³*arrived/was arriving* at the pitch at ten o'clock, I ⁴*discovered/was discovering* that there was nobody there. Then, I realized the match ⁵*didn't start/wasn't starting* until midday. I was two hours too early. While I ⁶*waited/was waiting* for everybody to arrive, it started raining and I ⁷*didn't have/wasn't having* an umbrella. At last the sun came out and the game ⁸*began/was beginning*. I played for 20 minutes before I was injured. This is what happened: the score was 2–0 to the other team. Suddenly I had a chance, but as I ⁹*ran/was running* for the ball I ¹⁰*fell/was falling* and ¹¹*hurt/was hurting* my leg. I ¹²*didn't play/wasn't playing* again and we ¹³*lost/were losing* the match 5–0.

2 Put in the missing words to create correct and logical sentences. The missing word might be at the beginning of the sentence.

- I was excited because I hadn't abroad before.
- By the time I got to the party, everybody gone home.
- When Jack arrived, I finished eating my lunch, so he waited for me.
- Your sister known her boyfriend for long before he asked her to marry him?
- How much studying had done before you took the exam?
- By the end of the course, I learned a lot of English.

3 Complete the sentences (1–8) with the correct form of the verbs in brackets. Use the past simple, past continuous or past perfect.

- _____ (you/see) an elephant before you _____ (go) on safari?
- The children _____ (not make) any cakes at school today.
- The students _____ (do) an exam yesterday.
- The film _____ (have/finish) by the time we _____ (get) to the cinema.
- What _____ (your parents/give) you for your birthday this year?
- When we _____ (get) to the airport, we _____ (realize) we _____ (forget) our passports.
- I _____ (eat) my breakfast when the phone _____ (ring).
- My parents _____ (fly) to Paris this morning.

4 Complete the sentences (1–6) with the correct form of *used to*.

- Did you _____ work hard at school?
- I _____ like vegetables, but now I love them.
- My sister _____ wear dresses. Now she prefers jeans.
- Where did you _____ go on holiday when you were a child?
- My parents _____ go out to restaurants, but now they prefer to eat at home.
- The students _____ work hard, but now they study every day.

5 Fill in the gaps (1–15) with the correct form of the verbs in brackets. Use the past simple, past continuous or past perfect.

When Anna read the email, she ¹ _____ (frown). Peter's mother ² _____ (invite) herself to stay. As soon as Peter got home from work that night, she ³ _____ (tell) him the news. 'We must remember to put out that awful vase she ⁴ _____ (buy) us before she gets here,' she added.

The day of the visit arrived. At eight o'clock Anna and Peter ⁵ _____ (clean) the house. Unfortunately, when Anna ⁶ _____ (dust) the furniture, she ⁷ _____ (knock) over the vase. As soon as Anna ⁸ _____ (see) what she ⁹ _____ (do) she almost cried. Anna and Peter ¹⁰ _____ (pick) up the pieces, then they carefully ¹¹ _____ (glue) them back together. Just as Anna ¹² _____ (fill) the vase with flowers, Peter's mother arrived. She ¹³ _____ (look) at the vase and ¹⁴ _____ (say), 'Anna! Lovely to see you! Where did you get that vase? It's horrible! I thought you ¹⁵ _____ (have) better taste than that!'

6 Complete the sentences (1–10) with the verbs from the box in the correct form.

drink eat go out have leave open rain sleep talk watch

- We _____ breakfast, when the phone rang.
- When I got home, I realized I _____ my bag on the bus.
- When she knocked on the door, someone _____ it immediately.
- I _____ coffee, but now I like it.
- When we were in England, we _____ in restaurants every day.
- While I was doing my homework, my brother _____ on the phone.
- _____ when I rang? I hope I didn't wake you up.
- It _____ when I left home this morning, so I took my umbrella.
- My brother _____ every night, but now he stays at home.
- I _____ the film last night because I'd seen it before.

Indefinite pronouns

Someone, anyone, no one; something, anything, nothing; somewhere, anywhere, nowhere

We use the indefinite pronouns *someone* (or *somebody*), *anyone* and *no one* (or *nobody*) when we talk about people.

*Someone saw Peter in a bar last night.
Has anyone mentioned the mistake yet?
No one talks about it.*

I went to the club last night but I couldn't see anyone I knew.

We use the indefinite pronouns *something*, *anything* and *nothing* when we talk about objects, ideas, etc.

*Something smells nice.
Did you say anything?
Nothing is certain.*

Please, don't say anything.

We use the indefinite pronouns *somewhere*, *anywhere* and *nowhere* when we talk about places.

*Let's go somewhere nice after school.
Have you seen Mr White anywhere?
The poor girl has nowhere to go.
I haven't seen it anywhere.*

Everyone, everything, everywhere

We use words with *every-* when we talk about 'all people' (*everyone* or *everybody*), 'all things' (*everything*) or 'all places' (*everywhere*).

*Everyone admires her.
Is everything clear?*

People speak English everywhere I go.

After indefinite pronouns and adverbs we always use a singular verb.

Everyone knows about it.

Some-, any-, no-

Pronouns starting with *some-* are usually used in affirmative sentences. Pronouns starting with *any-* are usually used in questions and negatives.

*Someone took my bag!
Is there anything I can do for you?
I don't understand anything.*

Pronouns starting with *no-* are used in negative sentences. As their meaning is negative, the verb in these sentences is affirmative.

*No one here speaks Chinese.
There's nothing interesting in this museum.*

1 Complete the sentences (1–6) with the correct word (a, b or c).

- Has _____ been to the new Internet café in town?
a no one b someone c anyone
- Did you go _____ nice at the weekend?
a anywhere b anyone c anything

- 3 They've gone on holiday ___ in the Caribbean.
a somewhere b anywhere c nowhere
- 4 I didn't know ___ at the wedding. It was really boring!
a someone b no one c anyone
- 5 ___ is in the house. There's a light on!
a someone b anyone c no one
- 6 Did you argue about ___ with Tom? He looks really angry.
a anything b nothing c something

2 Complete the sentences (1–5) with nowhere, nothing or no one/nobody.

- 1 It's a holiday and all the shops are closed. There's _____ to go.
- 2 There's _____ to talk to at home. I'm going out.
- 3 Don't worry! I said _____ to Joe about his surprise birthday party.
- 4 I knew _____ at the party. They were all my brother's friends.
- 5 I'm bored! There's _____ to do today!

3 Complete the sentences (1–6) with everyone/ everybody, everything or everywhere.

- 1 I go _____ by bike these days.
- 2 Have you got _____ you need for the journey?
- 3 _____ likes going on holiday.
- 4 _____ in the shop is half-price today!
- 5 Has _____ finished their meal? Great! Let's have dessert.
- 6 There are cafés and restaurants _____ in this town.

Countable and uncountable nouns; expressing quantity

Countable and uncountable nouns

Countable nouns have both singular and plural forms.
a bag – two bags

Uncountable nouns only have a singular form and we use them without *a/an*.

You can only pay in cash here.

Can I have some water, please?

Some nouns can be either countable or uncountable, but their meaning changes.

I'll have a tea, please. (one cup of tea)

I don't like tea. (tea in general as a drink)

We need some paper to write on. (notepaper)

Please get me the morning paper. (newspaper)

Some nouns are always uncountable and only have a singular form: *furniture, news, advice, information, luggage, money*

The furniture in my room is blue.

I've stopped reading the papers. The news is always bad.

Money doesn't bring happiness.

Expressing quantity

We use *some* and *any* with countable nouns in plural and uncountable nouns.

We use *some* in affirmative sentences.

We use *any* in negatives and questions.

We use *a* and *an* with singular countable nouns.

A lot (of), many, (a) few, much, (a) little

To suggest a quantity before countable nouns we use the following expressions: *many, a lot of, a few, few*.

There aren't many people in the shop today.

A lot of people buy sale items only.

There were only a few banks open until 6 p.m.

Few people I know can change a fuse.

Before uncountable nouns we use: *a lot of, much, a little, little*.

How much money did you spend?

She spent a lot of time trying on clothes.

We have little time.

After a verb at the end of a sentence we use the expression *a lot*.

I love sales and I shop a lot.

We usually use the expression *a lot of* in affirmative sentences, and *many* and *much* in questions and negatives.

Susan has bought a lot of winter clothes.

You can't buy many good books here.

Whole, all

We use the word *whole* before a singular noun and *all* before plural and uncountable nouns.

I drank a whole bottle of juice.

Susan spends all her money on clothes.

All the shops are closed today.

1 Complete the sentences (1–8) with some or any.

- 1 I haven't got _____ time to spare.
- 2 Can I get you _____ orange juice?
- 3 Did you meet _____ interesting people at the party?
- 4 When we reached the top of the mountain, we felt we didn't have _____ energy left.
- 5 I can't find _____ skimmed milk in the fridge, but there is _____ full-fat milk.
- 6 Would you like _____ cheesecake?
- 7 If you have _____ questions, ask now.
- 8 I've bought _____ detective stories to read on my holiday.

2 Complete the dialogues (1–5) with the correct articles. Use a/an or the. If no article is necessary, put –.

- 1 **Pete** Can I have _____ water, please?
Diane Yes, of course. Can you get _____ glass from the cupboard?
- 2 **Tony** Would you like _____ cup of tea?
Andy No, thank you. I prefer _____ coffee.
- 3 **Amy** Do you have _____ sugar in your coffee?
Pippa No thanks, but I'd like _____ milk, please.
- 4 **Mike** Would you like _____ omelette?
Sally That sounds good. I'll get _____ eggs out of the fridge.
- 5 **Janet** Can you get _____ loaf of bread on the way home?
Neil Sure. I'll get _____ butter, too.

3 Choose the correct word in each sentence (1–8).

- Give me *a little/few* time.
- I feel sick. I think I've eaten *too many/too much*.
- Hardly *any/some* of my friends know that I used to believe in ghosts.
- Sonia's got a lot of friends but only *a few/few* good ones.
- Do you have *much/many* free time on weekdays?
- She has put forward *a lot of/much* good ideas in her proposal.
- There's still a *few/little* work to do.
- I need *any/some* cash. I'll have to find an ATM.

4 Put a ✓ next to the correct sentences. Correct the incorrect ones.

- Do you spend a lot of money on clothes?
Yes, I do. Many.
- I only bought a little eggs. We still have some in the fridge.
- How many pairs of trousers have you got?
- Do you save much?
No, very little.
- The whole students were tired after a long day in the shopping centre.

5 Complete the sentences (1–6) according to the situation. Use one or two words in each space.

- Ask for more paper for your printer.
Can I have _____ for my printer?
- You have a problem. Ask for advice.
Can you give me _____?
- You want to drink coffee (one cup), not tea. You don't want it black.
I'd like _____ with _____.
- You would like to have chicken for dinner.

Let's buy _____ for dinner tonight.

- Your friend has been fishing but you don't want to eat what she's caught.
I never eat _____.
- You're in a chocolate shop. You want to buy something for your friend.
Would you like _____ with caramel?

6 Choose the correct words (1–10) to complete the dialogue.

- Jess** There isn't ¹*many/much/little* milk left. Can you buy some?
- Seth** I suppose so. But I don't really want to go shopping today. I went yesterday and the ²*all/lot/whole* place was full of crazy people looking for bargains.
- Jess** Oh come on! It isn't that bad in the supermarket. Anyway, it's late. There aren't ³*much/all/many* people there at this time of day.
- Seth** All right. Do we need anything else?
- Jess** Yeah, let's see ... well, we've got ⁴*a little/a few/a lot of* vinegar, but we've only got ⁵*a little/a few/a lot of* olive oil. We're having salad tonight, so we really need some more.
- Seth** Anything else?
- Jess** Yeah, biscuits. We've got ⁶*a little/a few/a lot of* left, but not ⁷*all/many/whole*. I think that's ⁸*whole/little/all* we need.
- Seth** OK, but I haven't got ⁹*many/a lot/much* money.
- Jess** Well, you can go to the bank.
- Seth** The banks are ¹⁰*all/whole/few* closed at this time, aren't they?
- Jess** All right, use your credit card then. Hurry up or the supermarket will close!
- Seth** OK. I'm going.

7 Complete the sentences (1–8) with the words from the box.

a lot of all any (x2) few little some whole

- I don't know _____ chefs who can cook better than my mum. She's the best.
- The government has done _____ to help the poor. It's terrible.
- I don't need _____ help, thanks.
- _____ children came to the party, but the ones that did come had a good time.
- We need _____ time and patience to clean such a big house.
- We bought _____ new furniture for the living room; one or two new things.
- My _____ class is doing a survey on shopping habits.
- _____ department stores offer their customers a variety of goods from different companies.

UNIT 4 SCHOOL

Linking words: contrast, reason and result

Contrast

To express contrast between things or ideas in a single sentence we can use *but*, *although*, *despite*, *in spite of*, *whereas* and *while*. We use *despite* and *in spite of* before a noun phrase or an *-ing* form.

The weather was very bad, but we didn't change our weekend plans.

Although the weather was bad, we had a lot of fun on the camping trip.

Despite the horrible weather we decided to go hiking.

We enjoyed the trip in spite of getting wet.

I like all kinds of music, whereas/while my sister only listens to jazz.

We can use *however* to express contrast with a previous sentence. It always needs a comma after it.

The weather was terrible. However, we decided not to change our weekend plans.

We use *or* when giving alternative options.

We can have lunch at the hotel restaurant or find a place in town.

Reason

We use *because* and *as* to express a reason for something. *Animals become extinct because people do not protect their natural habitat.*

As I don't know you, I'd like to introduce myself.

Result

We use *so*, *as a result* and *therefore* to introduce the result of an action, event or situation.

It was cold outside, so we stayed at home.

I didn't study hard enough and, as a result, I failed the exam.

I ran out of time and therefore didn't answer all the questions in the test.

1 Complete the sentences (1–8) with the correct linking word. Sometimes there may be more than one correct answer.

- _____ Mark is a good friend of mine, I don't feel I can tell him everything.
- It's hard for Alice to learn English grammar, _____ I find it easy.
- _____ the pain in his back, Jim managed to finish the marathon.
- We can go out tonight _____ stay at home – what do you prefer?
- I'm not really fond of chocolate muffins. _____, this one is really tasty.
- The weather wasn't very good _____ we still had a lot of fun on holiday.

- This is my favourite band _____ I bought their new album the moment it came out.
- We really need to hurry up _____ we're running out of time.

2 Find one grammar error in each sentence (1–6) and correct it.

- He had eaten dinner already or he wasn't hungry.
- You're ill so you didn't follow my advice.
- I had a test although I studied all night to prepare for it.
- Mike likes strawberries therefore Jenny likes bananas.
- Jim bought a new car however he didn't really need it.
- We can get her a book and we can get her a DVD, but we can't get both.

There and it as the subject

When we say that something exists somewhere, we begin the sentence with the structure *there* + a form of *be*.

There is a lot of rain in Britain.

NOT *It is a lot of rain in Britain.*

There was so much hail that some of the cars were damaged.

We begin impersonal sentences with *it*.

It has been raining for weeks now.

It's difficult to get used to dramatic climate changes.

1 Fill in the gaps (1–8) with *there is*, *there are* or *it is*.

¹ _____ difficult to predict the weather, especially in Britain. ² _____ too many things to take into consideration. Even if ³ _____ warm and sunny in the morning, ⁴ _____ no guarantee the weather will be the same at noon. However, when ⁵ _____ heavy clouds in the sky or when ⁶ _____ snowing, ⁷ _____ no chance of radical improvement.

A light shower is always possible, though, even on a sunny day, so ⁸ _____ always wise to carry your umbrella.

2 Complete the sentences (1–10) with *it* or *there* and a form of *be*.

- _____ warm and sunny today.
- _____ a lot of thunderstorms last summer.
- _____ cold for a week now.
- _____ low temperatures in the north of the country at the moment.
- _____ a hurricane and a lot of people lost their homes.

- 6 _____ enough time to cover the garden chairs before it starts to snow?
- 7 _____ easy to predict the weather nowadays.
- 8 According to the weather forecast, _____ sunny tomorrow.
- 9 _____ anyone in our school interested in taking part in the environment project next week?
- 10 Before we take off, _____ important to fasten your seatbelt.

UNIT 5 WORK

Perfect tenses

Present perfect simple

Affirmative and negative

I We You They	've (= have) haven't (= have not)	seen this film.
He/She/It	's (= has) hasn't (= has not)	

Questions and short answers

Have	I we you they	seen this film?	Yes, I have. No, I haven't.
Has	he/she/it		Yes, he has. No, he hasn't.

We use the present perfect simple when we:

- ▶ speak about events related to the present situation.
I've lost some weight. (I'm thinner now.)
I haven't drunk any coffee today. (That's why I'm still yawning.)
- ▶ speak about our own or somebody's experiences, but don't describe precisely when they took place.
I've met a lot of famous people in my life.
She's sailed across the Atlantic.
- ▶ speak about how long a situation has existed.
I have been ill for a week.
Peter has had a headache since yesterday.

Time expressions

We use the present perfect simple with:

- ▶ *ever* and *never* when we speak about experiences.
Have you ever seen a horror film?
I've never been to Budapest.
- ▶ *just* and *already* in affirmative sentences.
They've just gone out.
We've already had lunch.

- ▶ *yet* in negatives and questions.
I haven't had breakfast yet.
Have you done your homework yet?
- ▶ *for* and *since*. We use *for* when we say how long an action or state has lasted, and *since* when we say when something started.
I've known him for three years/five minutes/a long time.
We've lived here since 1999/March/we were children.

Present perfect continuous

Affirmative and negative

I We You They	've (= have) been haven't (= have not) been	watching TV.
He/She/It	's (= has) been hasn't (= has not) been	

Questions and short answers

Have	I we you they	been watching TV?	Yes, I have. No, I haven't.
Has	he/she/it		Yes, he has. No, he hasn't.

We use the present perfect continuous when we:

- ▶ speak about a situation or an action that began in the past and is still going on; we are emphasizing the action itself and the fact that it has lasted continuously for some time.
I have been coughing for a week. (I'm still coughing.)
I've been reading this novel since last weekend. (I haven't finished reading it yet.)
- ▶ describe an action that has lasted for some time until now, the effects of which are still visible or can be experienced.
It has been raining for hours. The roads are very wet.

Both tenses have very similar meanings, especially when we use them with verbs describing continuous actions, e.g. *wait*, *live*, or *work*, with the time expressions *for* or *since*.

He's waited a long time for this moment.

He's been waiting a long time for this moment.

However, note that the present perfect simple tense is used mostly when we speak about a single activity that has just ended. The present perfect continuous tense is used when we want to emphasize the activity itself and its duration.

I've done my homework. (The emphasis is on the completion of the work.)

I've been doing my homework for an hour. (The emphasis is on the length of time.)

The present perfect continuous tense is not used with verbs expressing states, such as *be*, *like*, *believe*, *have*.

I've been a teacher since 2008.

Present perfect simple, present perfect continuous, past simple

When we tell someone about recent events, we use the present perfect simple. Then, when we speak about the details of these events, we use the past simple.

Ann has left her job at the bank. She didn't like her boss.

Other differences in using these tenses are presented in the table.

Perfect tenses	Past simple
We use the present perfect when we speak about experiences and activities without specifying when they happened. In sentences in this tense we often use the adverbs <i>ever, never, just, yet</i> and <i>already, once/twice</i> . <i>Have you ever been to Spain? I've never been to Spain. Carrie has stayed at this hotel twice.</i>	We use the past simple when we speak about activities which happened at a specific moment in the past. We often use words and phrases such as <i>ago, last week/year, in 2009, yesterday</i> and <i>when I was eight</i> with this tense. We also use the past simple in questions with <i>when</i> . <i>When did Lee go to Spain? Lee went to Spain last year.</i>
We use the present perfect simple and present perfect continuous when we speak about finished or unfinished activities or situations which have a visible effect now. We often combine these tenses with <i>since</i> and <i>for</i> , as well as <i>how long</i> . <i>He's been waiting for us for two hours. I've lived in Germany all my life.</i>	We use the past simple when we speak about activities or situations which were finished in the past. <i>He came here two hours ago. I lived in Germany from 2002 to 2006.</i>

1 Complete the sentences (1–6) with the correct form of the verbs in brackets. Use the present perfect simple.

- Brad Pitt _____ (star) in some great films.
- _____ (you/see) *World War Z*?
- We _____ (be) to the cinema three times this month.
- _____ (the film/finish) or are you still watching it?
- A new cinema _____ (open) in town.
- The children _____ (not eat) all of their popcorn.

2 Choose the correct word in each sentence (1–8).

- My sister's had a piano *for/since* she was nine years old.
- Have you *ever/never* met a famous actor?
- I haven't seen the film *already/yet*.
- I've *ever/never* seen a Quentin Tarantino film.
- We've *already/yet* bought tickets for the film festival.
- He's been an actor *for/since* ten years.
- They've *just/yet* finished making a new film.
- We've been in the cinema *since/for* an hour.

3 Complete the sentences (1–10) with the correct form of the verbs in brackets. Use the present perfect simple or present perfect continuous.

- Doctor Holmes _____ (examine) seven patients this morning.
- Granny _____ (take) these pills for a year, I think she _____ (swallow) a few hundred of them.
- The surgeons _____ (operate) since this morning and they _____ (perform) three operations.
- I can't get this medicine anywhere. I _____ (be) to three chemist's.
- My grandfather _____ (not eat) meat for a very long time.
- Maggie _____ (practise) yoga for a long time. She _____ (take) a lot of yoga courses.
- The children _____ (never fall) ill with flu.
- I _____ (sneeze) a lot recently. I think it's hay fever.
- Fred _____ (exercise) all afternoon. He _____ (do) 100 push-ups so far!
- I _____ (swim). That's why my hair is wet.

4 Complete the sentences (1–6) with the correct word (a, b, c or d).

- Have you ___ travelled around Europe?
a ever b never c already d yet
- We've had our English teacher ___ the beginning of term.
a for b just c yet d since
- Max hasn't been on holiday _____.
a since b ago c yet d never
- I'm sorry. You can't speak to Jack. He's ___ gone out.
a since b just c yet d never
- My sister met her boyfriend ___ summer.
a since b for c last d ago
- I'm not hungry. I've ___ had a sandwich.
a yet b since c ever d already

5 Fill in the gaps (1–14) with the correct form of the verbs in brackets. Use the past simple or the present perfect.

Dear Alice,

We ¹ _____ (not hear) from you for a long time so I ² _____ (decide) to write to you and find out if everything is OK with you. I hope you ³ _____ (enjoy) your stay in Brighton last month. How long ago ⁴ _____ (you/come) back? ⁵ _____ (you/meet) anybody interesting there?

Nothing ⁶ _____ (change) much round here since you ⁷ _____ (leave). The bad news is that I ⁸ _____ (fail) my driving test again! When I ⁹ _____ (approach) the junction, I ¹⁰ _____ (not notice) when the lights ¹¹ _____ (turn) red and I ¹² _____ (drive) on. The good news is that Peter and Amanda ¹³ _____ (just get) married. They ¹⁴ _____ (fly) to a Greek island for their honeymoon last weekend.

Please write soon. Take care.

Clare

6 Complete the sentences (1–10) with the correct form of the verbs in brackets. Use the present perfect simple, present perfect continuous or past simple.

- I _____ (be) on a diet for three weeks now but _____ (not lose) a single pound yet.
- They _____ (spend) their holidays in Tuscany three times.
- When Tricia _____ (be) a student, she _____ (live) in a hall of residence for almost a year.
- We _____ (solve) crossword puzzles for two hours. So far we _____ (solve) five of them.
- Robert _____ (be) last ill ages ago.
- You look very tired. What _____ (you/do)?
- That dress looks nice. Where _____ (you/buy) it?
- I _____ (not see) my grandparents since I _____ (begin) my university course.
- Anna is one of the most interesting people I _____ (meet) in my life.
- I first _____ (go) to London ten years ago and I _____ (return) several times since then.

7 Fill in the gaps (1–12) with the correct form of the verbs in brackets. Use the present perfect simple, present perfect continuous or past simple.

Hi Tom,

How are things? We ¹ _____ (arrive) in New York last Saturday and we ² _____ (explore) ever since. We ³ _____ (already/be) to Central Park, and this morning we ⁴ _____ (visit) the Statue of Liberty.

My brother is very happy! He ⁵ _____ (eat) non-stop. You know how much he loves his food! We ⁶ _____ (find) so many interesting restaurants in New York, and so many different types of cuisines! I love Mexican and Chinese. We ⁷ _____ (not try) sushi yet, but that's next on our list.

This afternoon, we ⁸ _____ (look) round Times Square. ⁹ _____ (you/ever/be) there? It's amazing. I ¹⁰ _____ (never/see) so many great shops in one place. I wanted to go to Macy's too, but we ¹¹ _____ (not have) time today. Maybe we'll go tomorrow.

Anyway, ¹² _____ (you/miss) me all this time? I can't wait to see you!

See you when I get back!

Love

Tess

8 Complete the second sentence in each pair so it has the same meaning as the first sentence.

- We've already done a maths test today.
We _____ it earlier today.
- I last ate meat three years ago.
I _____ meat for three years.
- It's a long time since I've played football.
I _____ football for a long time.
- I've just seen Tara.
I _____ Tara a few minutes ago.
- I didn't have breakfast when I got up.
I _____ breakfast yet.
- He moved to London years ago.
He _____ in London for years.

Both, either and neither; each and every; another and other

Both, either and neither

We use *both*, *either* and *neither* when speaking of two people or things. We use *both* with plural nouns.

I've got two sisters. Both (of them) are teachers.

We use *either* (any of two) and *neither* (none of two) with singular nouns. When we use them with plural nouns, we add *of*.

Either road leads to the church.

'There are two cakes left. Which one would you like?' –

'I'll have either of them, thanks.'

Neither film was good.

Neither of the twins was well behaved.

Each and every

We use *each* when speaking of individual people or things in a group. When speaking of all the people or things in a group, we use *every*.

Each child who played in the film became famous. (each child separately)

I really like Ben Elton. I have read every one of his novels.

(every one he wrote = all)

When speaking of two things, we use *each*.

The artist has a brush in each hand.

Each can be a pronoun.

I bought three books. Each was a paperback.

Another and other

Another means 'any different one' (singular).

I don't want this pen. Please give me another.

The other means 'a specific different one' (singular).

Can I take the other book?

Other means 'more than one different one' (plural).

Can you give us some other books?

The others means 'the specific different ones' (plural).

Where are the others?

1 Complete the sentences (1–6) with *either* or *neither*.

- 1 I didn't like _____ of the films we saw yesterday.
- 2 _____ of these dresses is fine. I like them both.
- 3 _____ of the two people I met at the party was very interesting.
- 4 I'd like to go on _____ of these two holidays. You choose!
- 5 _____ course will suit your level. They're just on different days.
- 6 She didn't love Alan or Tony. She married _____ of them.

2 Choose the correct word in each sentence (1–8).

- 1 I enjoyed *every/each* minute of the film.
- 2 'I will love you *every/each* single day of your life, Kate,' he whispered.
- 3 Susan goes to a concert *every/each* Sunday.
- 4 It is impossible to read *every/each* book in the school library.
- 5 The children are all from the same family, but *every/each* of them has different coloured hair.
- 6 Almost *every/each* painting on display was considered a masterpiece.
- 7 He was a very prolific writer. He wrote a story *every/each* six months.
- 8 I bought four CDs. *Every/Each* one cost £15.

3 Choose the correct word or expression in each sentence (1–4).

- 1 Mary and Tom are here. I haven't seen *the other/the others*.
- 2 I don't like the food on this menu. I hope they have *other/another* choices.
- 3 We're not interested in this car. We'd like to see *other/another*.
- 4 This CD is good, but let's listen to the *another/other*, too.

4 Complete the sentences (1–8) with the words from the box.

another both each either every neither
neither of other

- 1 There are two new students in my class. I like them _____.
- 2 She wore a ring on _____ finger.
- 3 _____ the children enjoyed the meal. They both hate fish.
- 4 There's _____ Johnny Depp film on TV tonight. There was one on last night, too.
- 5 _____ of these DVDs looks very interesting, I'm afraid, but we only have two to choose from.
- 6 I like this T-shirt, but have you got any _____ colours?
- 7 I promise that _____ Sara or Kate will come and help you.
- 8 These boxes aren't all the same. _____ one is a different size.

UNIT 6 MONEY

Linking words: time, sequence and addition

Time

We use *until* and *till* to refer to a later time. The meaning is the same.

They'll wait until/till we get there.

We use *after* and *before* when speaking of a sequence of events.

After I finish my lunch, I'll go for a walk.

I hadn't been to France before I went to Paris last month.

We use *while* when describing activities that happen at the same time.

John fell asleep while I was telling him about my essay.

We use *when* to speak about two actions which are closely related in time. They can be one after the other or at the same time – the verb tense indicates which.

My mother made the dinner when I came home. (One action after the other.)

He saw Sally when he was walking home. (One action at the same time as another.)

Sequence

We can use *first*, *next*, *then* and *eventually/finally* to talk about a sequence of events.

First, he applied for an internship with an international company. Next/Then they hired him as a junior manager.

Then/Next he started his own business. Eventually/Finally, he became one of the wealthiest people in the country.

Addition

We can use *also*, *too*, *as well as*, *moreover* and *in addition to* to add new information. *Too* usually comes at the end of the sentence.

Mark is a great football player. He also plays baseball very well.

My wife loves sunbathing, and I enjoy it, too.

This shops sells fruit as well as vegetables.

Jim passed his maths exam today. Moreover, he also did very well in his English test.

Michael has a small city car in addition to a lorry that he uses for work.

1 Complete the sentences (1–7) with the linking words from the box.

until after before too while when then

- 1 I'll call you _____ I get to my office.
- 2 I found the news depressing _____.
- 3 We'll stay here _____ he arrives, then we'll all set off together.
- 4 We managed to finish clearing the garden _____ it got completely dark.
- 5 He switched on his laptop, _____ he opened a browser and went online.

- 6 He's going to have a holiday _____ he finishes the project.
- 7 Don't worry. I'll watch the children _____ they are playing in the park.

2 Choose the correct linking word in each sentence (1–8).

- 1 He lived in London *while/until/next* he was 12.
- 2 My mother speaks English *also/as well as/moreover* Spanish.
- 3 It was very cold *when/while/then* I left home.
- 4 First I did the research, then I calculated the results. *Eventually/After/In addition to*, I wrote the report.
- 5 Let's apologize *while/before/after* it's too late.
- 6 *In addition to/Moreover/Also* his regular salary, he received a generous annual bonus.
- 7 Andy called *first/after/while* you were at the shopping centre.
- 8 The acting in the film was excellent, and the special effects were great *as well as/also/too*.

The passive; have something done

The passive

We use the passive voice when:

- ▶ we are more interested in the activity itself than its performer.
- ▶ we don't know who performs the activity or the performer is clearly defined by the context. We make the passive voice with a form of *be* and the past participle.
present simple: *The engine is built.*
present continuous: *The engine is being built.*
present perfect: *The engine has been built.*
past simple: *The engine was built.*
past continuous: *The engine was being built.*
past perfect: *The engine had been built.*
future simple: *The engine will be built.*
going to: *The engine is going to be built.*
modal verbs: *The engine must be built.*

The performer of the action is usually omitted, especially when it's expressed with a pronoun, e.g.

I, he, she, somebody, they. If we want to say who or what performed an action, we use *by* or *with*.

The radio was invented by Marconi.

The model was destroyed with a hammer.

If a verb has two complements (e.g. *ask, give, offer, send*) there are two possible ways of using the passive voice.

The scientist presented the results to the director.

1 *The results were presented to the director.*

2 *The director was presented (with) the results.*

We also use the passive voice in formal or official language in impersonal structures, such as *It is said/believed/thought that ...*

It is believed that children are better at using computers than adults.

Children are believed to be better at using computers than adults.

Have something done

We use the structure *have* + noun + past participle when we want to say that somebody did something for us. We can use *have* in different tenses.

We had a new sofa delivered yesterday.

I'm going to have my hair cut tomorrow.

1 Complete the sentences (1–6) with the correct verb forms. Choose the letter (a, b or c).

- Chinese ___ by thousands of people today.
a is spoken b will be spoken
c was spoken
- The first mobile phones ___ in the USA.
a are produced b were produced
c will be produced
- The Internet ___ until the 1990s.
a isn't created b wasn't created
c won't be created
- One day, a cure for all illnesses ___ by scientists.
a is discovered b was discovered
c will be discovered
- The Scream* ___ by Edvard Munch in 1893.
a is painted b was painted
c will be painted
- In the future, petrol cars ___ any more.
a aren't made b weren't made
c won't be made

2 Complete the second sentence in each pair so it has the same meaning as the first one. Use *by* only when necessary.

- People all over the world drive cars.
Cars _____.
- Thomas Edison invented the light bulb.
The light bulb _____.
- They are designing a new model of TV receiver.
A new model _____.
- They are going to sell headphones which are safe for hearing soon.
Headphones _____.
- He found that somebody had stolen his MP3 player.
He found that _____.
- The police have just found the missing digital camera.
The missing _____.
- They must do something with this washing machine.
Something _____.
- They will tell you how long the delivery takes.
You _____.
- Experts believe that the engine was destroyed by the fire.
It _____.

- People think that scientists know all the answers.
Scientists _____.
- They gave all employees new mobile phones.
All employees _____.
- Has anybody solved this problem yet?
Has _____?

3 Fill in the gaps (1–8) with the correct form of the verbs in brackets.

A driver ¹_____ (fine) for using a hand-held mobile phone while driving.

Susanna Smith, 24, ²_____ (stop) by police officers on the M1 a month ago when she was driving to her office in the morning. She said she was running late and it was a call from her boss. She was afraid she would ³_____ (fire) if she didn't take it.

It was not the first time that Smith ⁴_____ (catch) by the police. Two months before she ⁵_____ (stop) for careless and dangerous driving. 'I'm very sorry I've broken the law twice,' she said. 'At least, I ⁶_____ (not be) laid off.'

Every month, hundreds of drivers ⁷_____ (stop) by the police for making phone calls while driving. That is why the authorities are considering changes to the law. However, no decision ⁸_____ (make) yet.

4 Complete the sentences (1–8) with the correct form of the verbs in brackets. Use the active or passive voice.

- They _____ (sell) mobile phones in my local supermarket.
- Hundreds of films _____ (make) in Bollywood over the years.
- I'm sure scientists _____ (send) astronauts to Mars one day.
- A new art gallery _____ (build) in the centre of the city right now.
- My sister _____ (offer) a new job last week.
- My brother _____ (make) lunch when I got home.
- By the time I got to the cinema, the film _____ already _____ (start).
- New computers _____ (install) at our school next month.

5 Complete the second sentence in each pair so it has the same meaning as the first one. Use the passive or have something done. Use by only when necessary.

- They grow tea in India and China.
Tea _____.
- The hairdresser is going to dye my hair tomorrow.
I _____.
- They made my leather handbag in Italy.
My _____.
- They are opening more and more fast-food restaurants every day.
More _____.
- They're planting some trees in our garden at the moment.
We _____.
- People say that the rise of the Internet has changed our way of life.
It _____.
- You can't ignore technology.
Technology _____.
- Vandals had damaged the man's car.
The _____.
- An engineer was fixing the computers when we arrived.
The _____.
- They're going to build a new hospital in our town next year.
A new _____.
- People will never forget Martin Luther King Jr.
Martin Luther King Jr _____.
- Some scientists say that global warming is getting worse.
Global warming _____.

6 Write questions in the correct tense of the passive voice. Use the words given.

- where/olives/grow?

Often in Mediterranean countries such as Italy and Greece.
- when/mobile phones/first sell?

In the 1980s.
- what/great things/discover/next?

Maybe a cure for cancer.
- what/can/do/to help/the environment/right now?

Some governments are trying to reduce waste.
- what/build/in your town/recently?

A new hospital and a school.

6 what/activities/organize/at your school/this term?

There are plans to visit London.

UNIT 7 HEALTHY LIVING

Zero, first and second conditional

Zero conditional

We use the zero conditional when speaking of facts and what is generally considered true.

Condition	Result
If + present simple	present simple
If you heat water,	it boils.

The part of the sentence describing the result can be used before the part describing the condition. Then we don't use a comma.

Plants die if you don't water them.

We can use *when* instead of *if*.

When I go on holiday, I only sleep, eat and watch TV.

First conditional

We use the first conditional when speaking of something that is likely to happen in the future.

Condition	Result
If + present simple	will + infinitive
If I learn to cook,	I will make sushi.

In the first conditional we can also use the conjunctions *as soon as*, *when*, *until*, *before* and *after* instead of *if*. These are so-called time clauses or subordinate time clauses.

We use the present tense (NOT a future structure) after these conjunctions.

When you have something to eat, you will feel much better.

NOT *When you will have ...*

Second conditional

We use the second conditional when speaking of something that is unlikely and that probably won't happen.

Condition	Result
If + past simple	would + infinitive
If I had time,	I would learn to cook.

1 Fill in the gaps (1–12) with the correct forms of the verbs in brackets. Use the first conditional.

Maya If Jessie and I ¹ _____ (have) enough money this year, we ² _____ (go) on holiday somewhere really interesting, like the Amazon rainforest!

Tess What a great idea. I ³ _____ (come) with you if I ⁴ _____ (get) a part-time job soon and can afford it.

- Maya Well, you ⁵ _____ (not find) a job unless you ⁶ _____ (look) for one. Let's go into town tomorrow and ask around the shops.
- Tess I've got a lot of homework to do tomorrow, but if I ⁷ _____ (finish) it, I ⁸ _____ (meet) you in town.
- Maya Jessie ⁹ _____ (probably/come), too if I ¹⁰ _____ (ask) her.
- Tess OK. Let's meet outside the cinema at two o'clock.
- Maya All right, but if we ¹¹ _____ (not be) outside the cinema, we ¹² _____ (be) in the café across the road.

Possessive forms

Possessive pronouns and adjectives

Possessive pronouns and adjectives have the same meaning, but they are used in different ways.

Possessive adjectives always come before a noun.

This is my bag.

Possessive pronouns are used on their own, without a noun.

This bag is mine.

Personal pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

The possessive form of nouns

The possessive form of a noun is used to emphasize that an object, animal or person belongs to another object, animal or person.

That's Sam's ball.

The possessive form of a singular noun is made by adding an apostrophe and s ('s) to the noun for the object, animal or person which/who possesses the other object, animal or person.

Whose are these books? Doris's.

The possessive form of a plural noun is made by adding an apostrophe (') after the noun.

Here is the girls' dog.

With irregular plurals, we add an apostrophe and s ('s) to the noun.

Those are the men's jackets.

These are the children's toys.

When something belongs to two named people or animals, we add 's to the second noun only.

Johnny and Mary's house.

Using of to show possession

We can use *of* to show possession. This form or 's can be used interchangeably, when speaking of possession by:

- ▶ a group of people.
the band's new album/the new album of the band
- ▶ a place.
London's churches/the churches of London

We also use *of*:

- ▶ when speaking about something that 'belongs to' or which is part of an object.
the winner of the race, the leg of the table
- ▶ after words such as: *end, top, front, middle*.
in the middle of the film

1 Fill in the gaps (1–8) with the correct possessive adjectives or possessive pronouns.

At a party ...

Ben Is that ¹ _____ cousin, John, over there?

Anna No, it isn't. ² _____ cousin has got dark hair. ³ _____ hair is blond.

At school ...

Teacher Are these ⁴ _____ English books, boys?

Boys No, they're not ⁵ _____. We use Book 2 and those are Book 1.

In the canteen ...

Sally Are these ⁶ _____ sandwiches, Billy?

Billy No, ⁷ _____ are in my bag. There were a couple of boys here earlier. The sandwiches are probably ⁸ _____.

2 Describe the noun in bold using a possessive form.

1 **a book** that belongs to my father
my father's book

2 **a car** that belongs to my parents

3 **bikes** that belong to the children

4 **mobile phones** that belong to the women

5 **a hat** that belongs to Megan

6 **a football** that belongs to the boys

3 Complete the sentences (1–5) with the correct possessive form of the words in brackets.

- 1 _____ (James) friend Billy is also my good friend.
- 2 Is that _____ (you) bike in my front garden?
- 3 I've forgotten my pen. Can I use _____ (you)?
- 4 We aren't wearing exactly the same clothes. Her dress is red, _____ (my) is blue.
- 5 I keep my suitcases on the top _____ (the cupboard).

UNIT 8 TRAVEL AND TOURISM

So and such; in order to/so as to

So and such

We use the conjunctions *so ... that* and *such (a) ... that* to describe the effect of a situation. We use *so* before adjectives and adverbs.

It was so hot that I couldn't study.

The test was so difficult that everyone failed.

We use *such a* before an adjective with a singular noun

It was such a nice day that I went for a long walk.

We use *such* if the noun after the adjective is in the plural or is uncountable.

Our teacher gives us such difficult tests that most people fail.

In order to / so as to

We use the conjunctions *in order (not) to*, *so as (not) to*, *to* and *so that* when describing a goal.

I recycle bottles in order to help the environment. (I want to help the environment.)

She took an umbrella so as not to get wet in the rain. (She didn't want to get wet.)

1 Complete the sentences (1–5). Use *so*, *such* or *such a*.

- 1 I felt _____ tired that I went to bed early.
- 2 We had _____ good time that we didn't want to leave the party.
- 3 Our neighbours have _____ noisy dogs that we can't sleep at night.
- 4 The essay was _____ badly written that she had to write a new one.
- 5 There was _____ great interest in his talk that they had to move it to a larger room.

2 Combine the single sentences (1–6) into complex sentences. Use the conjunctions *in order to* or *so as not to*.

- 1 I'm taking extra lessons. I must prepare for my exams in May.

- 2 Mary bought an alarm clock. She didn't want to be late for work.

- 3 Becky doesn't eat right before she exercises. She wants to avoid feeling sick.

- 4 I'm going on a beach holiday in Spain. I need to relax.

- 5 He left the office earlier today. He didn't want to miss his dental appointment.

- 6 I phoned Julia. I didn't want to see her in person.

3 For each of the sentences (1–6), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Do not change the words in brackets.

- 1 It was such a rainy day that we decided to stay at home. (so)
It rained _____ that we decided to stay at home.
- 2 The film was so boring that I left the cinema. (such)
It was _____ that I left the cinema.
- 3 She wears such unusual clothes that people stare at her. (so)
She dresses _____ that people stare at her.
- 4 I ordered the books online to pay less. (not)
I ordered the books online _____ pay the full price.
- 5 You must work harder if you want to succeed. (order)
You must work harder _____ succeed.
- 6 Josh joined a sports club to get fitter. (as)
Josh joined a sports club _____ get fitter.

Third conditional

We use the third conditional when speaking of unreal situations in the past – to talk about situations that could have happened, but didn't.

If you'd told me you were coming, I would have picked you up from the airport. (I didn't know that you were coming and I didn't pick you up.)

If you hadn't failed the exam, you wouldn't have to take it once again. (You failed the exam, so you have to take it once again.)

Condition	Result
If + past perfect	would + have + past participle
If I'd graduated from university,	I would have found a better job.

1 Complete the sentences (1–5) using the correct form of the verbs in brackets.

- If you _____ (tell) us you weren't coming last night, we _____ (not wait) for you.
- The burglar _____ (get) into your house if you _____ (leave) the door open yesterday.
- I _____ (get) that internship in Berlin if I _____ (learn) to speak German at school.
- They _____ (not pass) the exam last week if they _____ (not revise) everything.
- If I _____ (introduce) you to Ellie last year, you _____ (not fall) in love.

2 Match the beginnings of sentences (1–6) with their endings (a–f).

- | | |
|--|---|
| 1 If you do exercise, | — |
| 2 I'll call you | — |
| 3 If you worked a bit harder, | — |
| 4 We won't get there on time | — |
| 5 We should take some sandwiches | — |
| 6 I wouldn't wear those jeans to the party | — |
| a if I were you. | |
| b unless we hurry. | |
| c in case they're not serving food. | |
| d you would get better exam results. | |
| e you get fit. | |
| f as soon as I get there. | |

3 Put a ✓ next to the correct conditional sentences. Correct the incorrect ones.

- If you played basketball more often, you would be really good.
- What would you do if you would see a ghost?
- Joe would speak really good Spanish if he doesn't miss so many lessons.
- You won't be so tired if you went to bed earlier.
- Would you travel around the world if you had enough money?
- If I lived in a hot country, I go to the beach every weekend.
- The children wouldn't be bored if they played in the garden.
- If I wouldn't like learning languages, I wouldn't do a course.

4 Use the sentences (1–5) to make third conditional sentences.

- I missed the bus. I was late for work.

- They trained really hard all year. They won the cup final.

- I didn't write the password down. I couldn't remember it.

- It rained all day yesterday. He didn't go out.

- She didn't study hard. She didn't achieve good test results.

5 Choose the correct form of the verb in each sentence (1–7).

- If you *go/will go* on this diet, you will lose five kilos in 14 days.
- If Bob *keeps/kept* drinking so much coffee, he will have a stomach ache.
- If I were you, I *will cut/would cut* down on sugary foods.
- It's very simple. If you *took/take* these tablets, you won't feel so unwell.
- Let me give you some advice. If you *ate/eat* fewer sweets, you wouldn't have problems with acne.
- As soon as Claire *will get/gets* here, I will serve the starters.
- Unless we *hurry/hurried*, we'll be late for dinner.

6 Complete the second sentence in each pair so it has the same meaning as the first one.

- Mary feels sick when she has strawberries so she doesn't eat them.
If Mary _____.
- We might have some more ice cream. If so, we want to eat it on the patio.
If we _____.
- I don't think we should make sandwiches. Let's order pizza.
If we _____.
- Pam is coming tonight. She'll help you prepare the food.
As soon as _____.
- I don't have time to cook so I buy frozen meals.
If _____.
- I can't eat nuts so I rarely eat out.
If _____.
- I think we might have drunk all the juice. If so, we will have to drink cola.
If _____.
- I will eat this bread. I don't want it to get mouldy.
I will eat this bread before _____.

7 Fill in the gaps (1–14) with the correct form of the verbs in brackets.

BLOG

My sister, Hanna, is obsessed with food and she is constantly on a diet. She says that if she ¹ _____ (not be) careful with food, she ² _____ (look) like a hippo. But she is very slim! We all tell her she looks good but she won't listen. If she ³ _____ (not stop) dieting soon, she ⁴ _____ (look) like a stick person! I really don't get it. If I ⁵ _____ (be) a woman, I ⁶ _____ (not worry) about my weight at all. I'm sure that many girls ⁷ _____ (say) my sister looks great if she ⁸ _____ (ask) them. But my sister keeps telling me that she ⁹ _____ (not feel) beautiful unless she ¹⁰ _____ (lose) three kilos. So she is on the Atkins diet now, and says she is close to reaching her goal. She promises that as soon as she ¹¹ _____ (do), she ¹² _____ (stop) dieting. I ¹³ _____ (not believe) her unless I ¹⁴ _____ (see) it.

UNIT 9 CULTURE AND FREE TIME

Modal verbs – ability, obligation and permission

Expressing necessity

In general, we use *must* to express personal obligation, something that we think is necessary.

I must lose five kilos. (I'd really like to lose five kilos.)

We often use *have to* to express impersonal obligation, something which results from rules or regulations.

You have to eat less fast food if you want to lose weight. (doctor's orders)

The verbs *mustn't* and *can't* express a prohibition.

Mustn't expresses a very strong prohibition.

You mustn't touch this! It's very hot.

In the UK you can't buy alcohol until you are 18.

We use the modal verbs *need* and *need not (needn't)* to express a lack of necessity.

You needn't hurry – we're early.

Expressing obligation

We use the modal verbs *should* and *ought to* to give advice and express obligation.

You should go to bed earlier.

Tom shouldn't stay up so late.

We ought to go out this evening.

You ought not to stay up late the night before an exam.

Talking about ability

We use *can*, *can't*, *could* and *couldn't* when talking about ability. We use *can* and *can't* in the present, and *could* and *couldn't* in the past.

Peter can draw amazing pictures.

I couldn't swim when I was six.

Making offers, suggestions and requests

We use *shall* and *would like* when we offer something, make a suggestion, or request something. We use *shall* only in the first person singular and plural.

Shall I help you with these suitcases? (They look heavy.)

Shall we have lunch now?

Would you like something to drink?

I'd like some orange juice, please.

1 Match the correct explanation (a or b) to each sentence (1–6).

- 1 I must eat less.
 - a The doctor told me so.
 - b I want to lose weight.
- 2 I have to eat more fruit.
 - a The doctor told me so.
 - b I want to lose weight.
- 3 I must make this Italian dish I've seen on TV.
 - a I'm afraid I can't go out.
 - b It will be really nice.
- 4 I have to make dinner tonight.
 - a I'm afraid I can't go out.
 - b It will be really nice.
- 5 Oh dear! I must go on a diet.
 - a I want to look good.
 - b It's one of the conditions, I'm afraid.
- 6 I have to go on a diet if I want to be a model.
 - a I want to look good.
 - b It's one of the conditions, I'm afraid.

2 Complete the sentences (1–10) with the correct form of *must*, *mustn't* or *(not) have to*.

- 1 You _____ eat these mushrooms. They are poisonous!
- 2 You _____ try this soup. It's really delicious.
- 3 I help my dad cook lunch at the weekend, but luckily I _____ wash the dishes. He does that!
- 4 Sonia _____ learn to cook if she wants to work in a restaurant this summer.
- 5 The dinner party is starting. You _____ stop talking on your mobile.
- 6 Can we eat this meat cold or do we _____ heat it first?
- 7 You _____ bring any more food. We have enough.
- 8 When I was a child I _____ make sandwiches for my younger brother.
- 9 How many tablets _____ I take each day?
- 10 You _____ touch the oven when it's on. You might get burnt.

3 Complete the dialogues (1–6), using the hints given. Use *should* and *ought to*. There is an example (1).

watch/a film do/a practice paper see/a doctor
eat/a sandwich study/physics not talk/in class

- 1 Sophie I'm hungry.
Rob *You should eat a sandwich./You ought to eat a sandwich.*
- 2 Lee My sister's got an exam tomorrow.
Andy _____
- 3 Hayley Elaine feels ill.
Lil _____
- 4 Ros I'm bored.
Jo _____
- 5 Jenny The students don't understand the task.
Mark _____
- 6 Chris I'm interested in science.
Tom _____

4 Choose the correct modal verbs (1–9) to complete the text.

How to make a good impression at work

When you've finally got your first job, you ¹*will/should/must* want to make a good impression on your colleagues and boss. It ²*mustn't/oughtn't to/doesn't have to* be a difficult task! Just follow these simple steps and you ³*will/shall/have to* become a company star.

Always arrive on time or even slightly earlier. You ⁴*mustn't/don't have to/needn't* come to work late as it ⁵*must/should/will* show everyone you don't treat your job seriously.

You ⁶*have to/must/will* be aware that your body language gives you away: if you're nervous, you ⁷*must/should/will* probably look unfriendly. Try to smile and look interested.

You ⁸*ought to/don't have to/needn't* try to keep your workspace clean and organized.

Whenever you ⁹*can/must/ought to*, compliment your colleagues on their achievements, dress or other things.

5 Complete the sentences (1–9) with the verbs from the box.

can should would like don't have to mustn't
have to could shall needn't

- 1 When Paul was four he _____ read and write.
- 2 You _____ touch this dog! It may bite you.
- 3 In our school, we _____ wear any special clothes.
- 4 My ICT teacher _____ do computer graphics very well.
- 5 You _____ worry so much. I'll be fine!
- 6 _____ I help you with the luggage?
- 7 Do you think I _____ apply for this job?
- 8 You _____ pass the matura exams if you want to study at university.
- 9 '_____ (you) anything to drink?'
'Yes, a glass of orange juice, please.'

Reflexive pronouns

Reflexive pronouns

When the subject and the complement of a sentence is the same person or object, we use a reflexive pronoun such as *myself, yourself, themselves*, etc.

Cinderella's mean stepsisters loved only themselves.
During the commercial, I made myself a cup of coffee.

Each other, one another

When two or more people do the same thing in relation to the other person/people or thing(s), we use the reciprocal pronoun *each other*.

The prince and the princess loved each other and lived happily ever after.

Instead of *each other* we can use the more formal expression *one another*.

The editor and the author call each other/one another every week.

1 Complete the sentences (1–8) with reflexive pronouns or *each other*.

- 1 Some people say that artists only think of _____.
- 2 In the final scene, Tim is looking at _____ in the mirror but he can't see anything.
- 3 The radio turns _____ on when the alarm goes off.
- 4 I read a story in which the main characters don't talk to _____ for more than a year.
- 5 We both enjoyed _____ at the preview. They served free drinks and snacks!
- 6 The actors and dancers have been helping _____ a lot during the rehearsal.
- 7 All members of the band should trust _____.
- 8 Did you paint it by _____?

2 Find one grammar error in each sentence (1–7) and correct it.

- 1 The party was great. The children really enjoyed each other.
- 2 The couple split up because they didn't really like themselves very much.
- 3 I often sing to yourself when I'm in the shower.
- 4 The girl looked at itself in the mirror and smiled.
- 5 We need to support ourselves in these difficult financial times.
- 6 The boys built the model aeroplane one another.
- 7 Jack drew an amazing self portrait of myself.

UNIT 10 SPORT

Comparatives and superlatives

Comparative and superlative adjectives

Depending on their length, we form the comparative and superlative of adjectives in two ways:

- ▶ by adding the endings *-er* and *-est*.
cheap cheaper the cheapest (monosyllabic)
thin thinner the thinnest (monosyllabic ending with one vowel + one consonant)
easy easier the easiest (two syllables ending in *-y*)
- ▶ by adding *more* and *the most* before the adjective (polysyllabic).
dangerous more dangerous the most dangerous

Irregular forms:

<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>many/much</i>	<i>more</i>	<i>the most</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>far</i>	<i>further</i>	<i>the furthest</i>

Comparative and superlative adverbs

We also form the comparative and superlative of adverbs in two ways, depending on their length:

- ▶ by adding *more* and *most* (adverbs ending in *-ly*).
elegantly more elegantly most elegantly
- ▶ by adding the endings *-er* and *-est* (monosyllabic adverbs which have the same form as adjectives).
close closer the closest

Irregular forms:

<i>well</i>	<i>better</i>	<i>the best</i>
<i>badly</i>	<i>worse</i>	<i>the worst</i>
<i>little</i>	<i>less</i>	<i>the least</i>

Structures with adjectives and adverbs

To compare two persons, objects, events, etc. we use:

- ▶ the comparative form of an adjective or adverb + *than*.

Trains are slower than planes, but they are more comfortable.

Planes can fly higher than birds.

- ▶ (not) *as/not so* + adjective or adverb + *as*.

Trains aren't as fast as planes.

Business class doesn't sell so well as economy class.

Another structure in which we use a comparative form is *the* + comparative form, *the* + comparative form.

The faster you drive, the more dangerous it is.

When we want to say that something or someone is better, bigger, etc. than everyone or everything else we use *the* + the superlative form of the adjective or adverb. We can emphasize it by adding *of all*.

This hotel is the best in town.

John started his journey the earliest.

Andy Murray is the most successful British tennis player of all.

Too and enough

We put *too* before adjectives and *enough* after adjectives.

The film was too long.

It wasn't warm enough to go to the beach.

How and what

We can use *how* before an adjective and *what* before an adjective + noun. These words are often used at the beginning of an exclamation.

How lovely you look today!

What a fantastic party!

1 Write words with the opposite meanings.

- 1 the best _____
- 2 more wisely _____
- 3 shorter _____
- 4 the most _____
- 5 the furthest _____
- 6 faster _____
- 7 the least nervously _____
- 8 the cleanest _____
- 9 less _____
- 10 worse _____

2 Choose the correct word or phrase in each sentence (1–9).

- 1 I drive as *well/better/best* as my brother.
- 2 My sister drives *carefully/the more carefully/the most carefully* of all of us.
- 3 Sam eats *quickly/more quickly/the most quickly* than Joe.
- 4 Tess works *little/less/the least* hard than Jessica.
- 5 Harriet speaks *loud/more loudly/the most loudly* in our class.
- 6 Jane sang *beautifully/more beautifully/the most beautifully* in the competition and won.
- 7 Mark plays football *badly/worse/the worst* than anybody.
- 8 I travel *far/further/the furthest* to work in my family.
- 9 *How/What/As* an amazing singer you are!

3 Read the information and write sentences. Use the adjectives in brackets and (not) as ... or not so ... as.

- 1 The Empire State Building height: 381 m
The Shard height: 310 m
(tall)

- 2 Claudio English exam 97%
Jorge English exam 75%
(good at English)

- 3 Osaka Castle built in 16th century
Edinburgh Castle built in 9th century
(old)

- 4 Moscow -13°C
St Petersburg -13°C
(cold)

4 Find one grammar error in each sentence (1–8) and correct it.

- 1 A holiday by the sea is the more relaxing type of holiday.
- 2 Their hotel room is as comfortably as ours.
- 3 The accommodation we had last year was much more better than this year's.
- 4 What's the hotter place in the world?
- 5 Dirtiest beaches have been closed.
- 6 Heathrow Airport is more busy than Luton Airport.
- 7 Anna drives as slow as her husband.
- 8 The engine in our new car is more loud than in the old one.

5 Complete the sentences (1–7) with the correct form of the adjectives from the box.

expensive short hot large mountainous cheap old

Travel Factfile

- 1 The Kraków Market Square (200 x 200 m) is _____ than La Grand Place in Brussels (110 x 68 m).
- 2 _____ scheduled airline flight is from one Scottish island to another one. The flight time is 2 minutes.
- 3 Damascus is said to be _____ city in the world, perhaps established in 8,000 BC.
- 4 New Zealand is _____ than Australia. The Australian continent is relatively flat.
- 5 In Britain you can usually travel _____ by train if you buy a return ticket instead of two singles.
- 6 One of _____ hotels in the world is in Cannes – it costs \$37,000 per night.
- 7 _____ place in Britain is Gravesend with recorded temperatures as high as 38°C.

6 Complete the sentences (1–8) with *too* or *enough*.

- 1 It's _____ cold to go out tonight.
- 2 We weren't good _____ to win the match.
- 3 These shoes are _____ small for me.
- 4 The car is _____ expensive. I can't afford it.
- 5 She's not tall _____ to be a model.
- 6 The house isn't big _____ for our family.
- 7 The sun is _____ hot to sit outside.
- 8 The story wasn't interesting _____ to finish.

7 In each of the sentences (1–8) one word is in the incorrect place. Put it in the correct place.

- 1 I learn languages more than easily I learn facts and figures.
- 2 Camping isn't as comfortable staying as in hotels.
- 3 I find beach holidays less than interesting city breaks.
- 4 I'm not enough good at driving to get a licence.
- 5 It's easier than to travel by train to travel by car.
- 6 The service in the café was good as the service as in the restaurant.
- 7 Being on holiday with the friends is best type of holiday.
- 8 Last year's holiday in Turkey was most the relaxing holiday I've ever been on.

Reported speech

We use reported speech to quote another person's words. Sentences in reported speech are usually spoken by another speaker and at a different time, so we change the verb tenses and pronouns. Below you can see how the tenses change between direct speech and reported speech.

Direct speech		Reported speech
Present simple <i>She said, 'Ian snores very loudly.'</i>	→	Past simple <i>She said that Ian snored very loudly.</i>
Present continuous <i>'John is listening to music,' I said.</i>	→	Past continuous <i>I said that John was listening to music.</i>
Present perfect <i>'I've made my decision,' she said.</i>	→	Past perfect <i>She said that she had made her decision.</i>
Past simple <i>'I waited a long time,' Pete said.</i>	→	Past perfect <i>Pete said that he had waited a long time.</i>
Past continuous <i>'Chris and I were talking all evening,' said Helen.</i>	→	Past perfect continuous <i>Helen said that she and Chris had been talking all evening.</i>
Past perfect <i>'I'd already seen the film,' said Sam.</i>	→	Past perfect <i>Sam said that she'd already seen the film.</i>
can <i>'You can try again,' he said.</i>	→	could <i>He said that I could try again.</i>

Direct speech		Reported speech
will <i>They said, 'We'll think about it.'</i>	→	would <i>They said that they would think about it.</i>
must <i>Richard said, 'I must go.'</i>	→	had to <i>Richard said that he had to go.</i>

It is usually also necessary to change pronouns and possessive adjectives.

'My dog isn't very well,' Harry said. → Harry said that his dog wasn't very well. 'I'm buying a present for my dad,' she said. → She said that she was buying a present for her dad.

We also change expressions of time and place:

now → then/at that moment

today → that day

this week → that week

last week → the week before

yesterday → the day before

tomorrow → the next/following day

a minute ago → a minute earlier/before

next week → the following week

here → there

Say and tell

We use the verbs *say* and *tell* to report what someone else said.

► After *tell* we always use a complement (a pronoun or somebody's name).

Harry told me he was hungry. →

Harry told Sally he was hungry.

NOT *Harry told he was hungry.*

► We never use a complement directly after *say*.

Mary said that she wanted a sandwich. →

Dominic said to Tom that he had eaten some pasta.

NOT *Mary said me that she wanted a sandwich.*

Reported questions

When we report questions, the word order changes from interrogative to affirmative word order.

'What does your new girlfriend look like?' →

She asked me what my new girlfriend looked like.

'Were you at home yesterday?' →

He wanted to know if/whether I had been/was at home the day before.

Reported commands and requests

When we report requests and commands, we use verbs like *tell* and *ask* + infinitive.

'Stand up, John.' →

The teacher told John to stand up.

'Be honest with me and don't lie, please.' →

He asked me to be honest with him and not to lie.

1 Rewrite the direct speech as reported speech.

- 'I'm allergic to fish,' said Sam.
Sam said _____.
- 'I haven't had lunch,' said Maria.
Maria said _____.
- 'We've been to a very nice restaurant,' said the women.
The women said _____.
- 'I'm making breakfast,' said Harry.
Harry said _____.
- 'I'll make some soup,' said Jessica.
Jessica said _____.
- 'I don't like coffee,' said Bella.
Bella said _____.

2 Complete the sentences (1–6) with the correct form of *tell*, *say* or *ask*.

- Jack _____ Martha that he loved her cooking.
- Tessa _____ that she would come for a meal.
- My mother _____ me if I would buy some milk on the way home.
- Billy _____ his brother that he didn't want anything to eat.
- The teacher _____ us where we were from.
- Suzie _____ that she loved fish and chips.

3 Rewrite the direct speech as reported speech.

- 'You look tired,' Jessica said to me.
Jessica said _____.
- 'I'm getting dressed for the party now,' said Anna.
Anna said _____.
- 'Joe and Ann have just got engaged,' my friend said to me.
My friend informed _____.
- 'You looked much better with short hair,' said Terry to Kate.
Terry told _____.
- 'I must tell my boss what I think of him,' said David.
David said _____.
- 'Trust me, please,' the man said to Susan.
The man asked _____.
- 'We will try to have your ID ready for tomorrow, Dave,' said the woman in the office.
The woman in the office told _____.
- 'My boyfriend gave me this ring last month,' said Sonia to us.
Sonia informed _____.
- 'Somebody broke into our house while we were at the party,' I said to the police.
I told the police that _____.
- 'Mandy is going to have a baby,' said Aunt Lucy.
Aunt Lucy said _____.

4 Find one grammar error in each reported question (1–5) and correct it.

- The immigration officer asked Jeff what was his address in the USA.
- The woman wanted to know how long I have been learning English.
- Our neighbour asked how did my mother feel.
- Clark asked me I was staying there.
- I asked Ian was he having a good time there.

5 Fill in the gaps (1–10) with the correct form of the verbs in brackets.



BLOG

Last night I watched an interview with a pop star who said that since she was a little girl, she ¹ _____ (always like) singing and dancing. She explained that she ² _____ (spend) two hours in the gym and an hour at a beautician's each day. She said that she ³ _____ (not be) obsessed with her looks and added that newspapers ⁴ _____ (write) untrue stories about her life.

The star explained that she ⁵ _____ (not be) married four times but only three. The reporter asked her if she ⁶ _____ (ever have) plastic surgery in the past. The star said that she ⁷ _____ (think) about it in five years. She ⁸ _____ (not need) it yet! The reporter wished her good luck and asked her ⁹ _____ (sing) one of her songs. The star replied that she ¹⁰ _____ (sing) with pleasure. When she started, I switched to another channel.

6 Write a story based on the dialogue. Change the direct speech to reported speech. Add your own ending.

In the gym ...

Mark Do you come here often?

Jenny Every day.

Mark I come here every day, too. But I don't think I have seen you here before.

Jenny Really? That's probably because it's my first week.

Mark Oh, actually, I think I saw you two days ago. You were running on the treadmill. You looked so beautiful!

Jenny Thanks. But I hate the treadmill.

Mark So let's go running in the park!

Jenny The park? But it's raining!

Mark OK, well, why don't we go shopping? We can walk around the shopping centre – it never rains in there.

Jenny You are ... ! I ...

One day a boy was working out in the gym. He saw a pretty girl and asked her if ...

UNIT 11 SCIENCE AND TECHNOLOGY

Relative clauses

Defining relative clauses

Defining relative clauses (answering the questions *which?* or *who?*) are used to give necessary information about a person or thing introduced in the main clause.

We use the relative pronouns:

- ▶ *who* or *that* to refer to people.
It's the boy who/that lives next door.
- ▶ *that* or *which* to refer to things.
It's something that covers the window.
It's a box made of wood which you keep clothes in.
- ▶ *whose* to express possession (answering the question *whose?*).
This is the house whose owner is dead now.
- ▶ *where* to refer to a place.
This is the place where a great pop star lived.

Non-defining relative clauses

Non-defining relative clauses are used to give extra information about a person or thing introduced in the main clause.

Vogue, which is published monthly, is a magazine about fashion and lifestyle.

When we put a non-defining relative clause in the middle or at the end of the sentence, we always separate it with commas or a comma.

Maryam Mirzakhani was born in Tehran, which is the capital of Iran.

Attention!

In this type of relative clause we can't leave out the relative pronouns *who*, *which*, *where* and *whose*.

The fans, who were waiting in front of the hotel, finally saw the film star.

NOT *The fans, were waiting in front of the hotel, finally saw the film star.*

In non-defining relative clauses we don't use the pronoun *that*.

The 'Knödel' festival is held in Radstadt, which (NOT that) is a small town in Austria.

1 Choose the correct relative pronoun in each sentence (1–6).

- 1 London is a city *where/who/which* thousands of people visit every year.
- 2 That's the restaurant *whose/which/where* we had our end-of-term celebration.
- 3 This is the book *who/which/whose* I'm reading at the moment.
- 4 Josie is the girl *whose/who/where* father works at our school.
- 5 This is the film *who/where/which* I told you about.
- 6 Ben is the boy *which/who/whose* joined our class last week.

2 Combine each pair of sentences with the correct pronoun, to create a defining or non-defining relative clause. Leave out the pronoun where possible.

- 1 There are millions of people around the world. Their first language is English.
- 2 Barack Obama was born in Hawaii. He became the first African-American US president.
- 3 Nicholas is the person. I've been looking for him all day.
- 4 Tarantino's films include *Pulp Fiction* and *Kill Bill*. He is one of my favourite directors.
- 5 The Ritz is a luxury hotel in London. It's popular with celebrities and tourists.
- 6 This year, we're going on holiday to Antalya. It's a beautiful city in Turkey.

3 Fill in the gaps (1–8) with the correct relative clauses.

Maryam Mirzakhani, ¹____, was the first woman to win the Fields Medal, ²_____.

She was born in Tehran, ³____. She became famous in Iran in 1994, ⁴____. She studied for her PhD at Harvard University, ⁵____. Her supervisor was Curtis T McMullen, ⁶_____.

In 2005 Mirzakhani married Jan Vondrák, ⁷____, and they had a daughter.

When she died, many people said that she was someone ⁸_____ because of her contribution to the world of mathematics.

- a when she won a gold medal in the International Mathematical Olympiad
- b who was also a winner of the Fields Medal
- c which is the most important award in mathematics
- d where she attended Tehran Farzanegan School
- e which is in the United States
- f whose name would always be remembered
- g who died in 2017
- h who is a Czech computer scientist

4 Complete the sentences (1–5) with the correct relative pronouns.

- 1 Until she was 19 Madonna lived in Bay City, _____ is in Michigan.
- 2 The boy _____ mother I told you about is coming to my party.
- 3 It was the music _____ spoiled the film for me.
- 4 The actor _____ plays the main role is very talented.
- 5 The hotel _____ the star lives is closed to the public now.

5 Fill in the gaps (1–6) with the correct relative pronouns.

Mumbai is the place ¹_____ one of the most famous film industries in the world is based. Bollywood, ²_____ produces more films than Hollywood, makes millions of dollars each year. Many Bollywood actors, ³_____ names include Arjun Rampal and Preity Zinta, are household names in India and other parts of the world. A lot of the films are centred around music and dancing and bright, colourful costumes. They focus on places ⁴_____ the sun shines and the people are happy. However, many films have a more serious message, too. Mira Nair, ⁵_____ directed *Monsoon Wedding*, is interested in more serious issues. This film, and others such as *Bride and Prejudice*, have become box office hits outside India. Some of these films have actors ⁶_____ are also well-known in Britain.

Question tags

A question tag is a short question phrase added to the end of a sentence. At the end of affirmative sentences we use the negative, while at the end of negative sentences we use the affirmative.

It's a lovely day, isn't it?

It wasn't a good film, was it?

After sentences with *be, have, will* and *can*, we use the same verb in the question tag.

You'll phone me, won't you?

You've got a new phone, haven't you?

In sentences with other verbs, we use the appropriate auxiliary verb.

James did well in his French test, didn't he?

At the end of commands and requests we can use:

▶ *can/could you?* (after imperative verbs).

Wait here for a moment, can you?

▶ *will you?* (after negative imperatives).

Don't do anything silly, will you?

▶ *shall we?* (after a sentence with *Let's*).

Let's go for a walk, shall we?

1 Write the correct question tag for each sentence (1–10).

- 1 It's a horrible day, _____?
- 2 The test was hard, _____?
- 3 She can't sing very well, _____?
- 4 You've got a new computer, _____?
- 5 You don't like fish, _____?
- 6 He'll love the present, _____?
- 7 It's been a good term, _____?
- 8 The food tasted lovely, _____?
- 9 You'll give me a lift tonight, _____?
- 10 Don't forget the milk, _____?

2 Find one grammar error in each sentence (1–6) and correct it.

- 1 Your sister lives in Sweden, don't she?
- 2 She's finished her report, have she?
- 3 You didn't see the whole exhibition, didn't you?
- 4 The children were very surprised, didn't they?
- 5 It takes an hour to get there, isn't it?
- 6 Pete and Eva will come tomorrow, don't they?

3 Choose the correct question tag in each sentence (1–6).

- 1 Let's go, *don't we/shall we?*
- 2 We have to do it, *haven't we/don't we?*
- 3 You aren't going to leave, *are you/are you going to?*
- 4 Somebody paid the bill, *didn't he/didn't they?*
- 5 Give me a hand please, *will you/don't you?*
- 6 She never takes sugar with her coffee, *does she/doesn't she?*
- 7 Don't tell anyone, *shall you/will you?*

UNIT 12 NATURE AND ENVIRONMENT

Modal verbs – speculation and probability

If we are not sure that something is true, we use *may, might* or *could*.

They may/might/could be brother and sister.

(We think they are brother and sister, but we don't know it as a fact.)

To express something with more certainty we use *must*.

She must love him.

(The evidence shows that she loves him.)

To express a belief that something is not true, we use *can't*.

He can't have a wife.

(The evidence shows that he doesn't have a wife.)

If we want to say that something is possibly not true, we use *may not* or *might not*.

They may not/might not like the food.

(Perhaps they don't like the food.)

1 Choose the correct answer (a or b).

- 1 You haven't eaten all day.
a You must be hungry.
b You can't be hungry.
- 2 You've passed all your exams.
a You must be happy.
b You can't be happy.
- 3 The library is closed today.
a They must be in the library.
b They can't be in the library.
- 4 There's a light on in Jack's house.
a He must be at home.
b He can't be at home.
- 5 You've already had six glasses of water, and you want more.
a You must be thirsty.
b You can't be thirsty.
- 6 Mr Brown went home hours ago.
a He must be in his office.
b He can't be in his office.

2 Fill in the gaps (1–10) with the correct modal verbs. Use *may, may not, might, might not, could, must* or *can't*.

Alice Look at this picture. What are these people celebrating?

John It ¹_____ be a birthday party – look at the cake. They ²_____ all be members of the same family, but they're not people who have just met. They ³_____ know each other well. The girl on the left looks very much like the woman on the right. She ⁴_____ be her daughter.

Alice Yes, you're right. And this man who is blowing the candles out ⁵_____ be her father.

John No, he ⁶ _____ be her father, he's far too old. He ⁷ _____ be her grandfather. And look at the woman standing behind the old man. She ⁸ _____ love him very much; she is looking at him so fondly.

Alice Yes. You're right. And this young couple – they ⁹ _____ like this old man very much. They look like they're being so supportive!

John Yes, and they ¹⁰ _____ stay in touch and visit him quite often. I'm sure they do!

3 Complete the sentences (1–6) with the modal verbs *must*, *can't* and *might* and the verbs from the box.

be (x2) have like live not know

- 1 The woman next door _____ ten years older than her husband. I don't think a big age gap is a problem, though.
- 2 They _____ grandchildren. They're too young.
- 3 The woman I saw at the party _____ near me. I think I've seen her in my street.
- 4 Sonia's parents _____ that she's seeing a boy from her class, so don't say anything about him.
- 5 Look at that couple kissing! They _____ in love.
- 6 Paul hardly ever joins in when we talk about Kate's new boyfriend. He _____ gossiping!

Indirect questions

We use indirect questions to politely express a request or ask for some information. In indirect questions we use the same word order as in affirmative sentences.

Could/Can you tell me where he works?

NOT ... *where does he work?*

I'd like to know if he works here.

NOT ... *does he work here?*

The most useful expressions to start indirect questions are:

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

Do you happen to know ... ?

Do you know ... ?

Have you any idea ...

I don't know ...

I have no idea ...

I wonder/was wondering ...

I'm not sure ...

I'd like to know ...

1 Write indirect questions using the words and expressions.

- 1 Do you know/borrow/if/I/could/pen/this/?

- 2 Do you have any idea/is/time/it/what/?

- 3 Could you tell me/train/the/time/what/leaves/?

- 4 know/you/Do/happen/to/arrives/bus/when/the/?

- 5 time/arrive/you/Could/what/me/let/know/you/?

- 6 jeans/know/much/are/these/Do/how/you/?

2 Rewrite the questions (1–8) as indirect questions.

- 1 When can I start?
Can you tell me _____?
- 2 Is any experience necessary?
I'd like to know _____.
- 3 Is this work part-time?
I'd be interested to know _____.
- 4 What time do you open?
I wonder _____.
- 5 When does the job start?
Could you tell me _____?
- 6 Are we required to wear suits?
Do you know _____?
- 7 How long does it take you to get to work?
I'd like to know _____.
- 8 Is there a canteen in the office building?
Have you got any idea _____?

IRREGULAR VERBS

Infinitive without to	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bid	bade	bidden
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
get up	got up	got up
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
<i>lay</i>	<i>laid</i>	<i>laid</i>
<i>learn</i>	<i>learnt/learned</i>	<i>learnt/learned</i>
leave	left	left
lend	lent	lent

Infinitive without to	Past simple	Past participle
let	let	let
lie down	lay down	lain down
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
split up	split up	split up
stand	stood	stood
steal	stole	stolen
strike	struck	struck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

Accepting suggestions/agreeing to arrangements

(Yes,) I'd love to.
(Yes,) I'd be glad/happy to.
Sure, why not?
(That) sounds good to me.
Great!
Yes, that would be (great/good/useful/excellent).
Yes, (I think) that's a good idea.
That's a great idea!
That's a good/an excellent suggestion!
That could be (fun/interesting).

Rejecting suggestions/refusing arrangements

Sorry, but I can't.
Sorry, but I'm busy (on Saturday evening).
Sorry, but I've got to (write an essay).
That's a good idea, but ...
I'd love to, but ...
I don't think so, (because ...).
Well, I'd rather (do sth else).
Yes, but don't you think it would be better to (do sth)?
Well, I'm not sure that's such a good idea.
Hmm, I'm not sure about that.
I'm afraid I can't. (I'm busy doing sth.)

Asking for help

Could you (do sth)?
Would you mind (doing sth)?
Can you help me, please?
Could you give/lend me a hand?

Offering something

Would you like (a biscuit)?
How about (a cup of coffee)?
Do you fancy (a drink)?
I'll do it for you.
Shall I help you to (do sth)?
How can I help (you)?

Accepting/refusing an offer

Yes, please./Thanks.
Thank you very much. That's very kind of you.
That would be lovely, thank you.
No, thanks.

Asking for permission

Could I (see the photos)?
Is it OK/all right if I (stay longer)?
Do you mind if I (keep it)?
Would you mind if I (borrowed the car)?
Would it be OK if I (didn't answer)?
I was wondering if I could (leave earlier).

Giving permission

Yes, of course.
Yes, sure.
Yes, that's fine. (Reply to 'Is it OK if ...?')
No, that's fine. (Reply to 'Do you mind if ...?')
No, go ahead.
No problem.

(Так,) я хотів би.
(Так,) я був би радий / щасливий.
Звичайно, чому б ні.
(Це) звучить добре.
Чудово!
Так, це було б (чудово / добре / корисно / відмінно).
Так, (я думаю) це хороша ідея.
Це чудова ідея!
Це хороша / прекрасна пропозиція!
Це може бути (весело / цікаво).

Вибачте, але я не можу.
Вибачте, але я зайнятий (в суботу ввечері).
Вибачте, але мені треба (написати есе).
Хороша ідея, але ...
Я б залюбки, але ...
Я так не думаю, (тому що ...).
Ну, я б краще (зробив щось інше).
Так, але чи не думаєте ви, що було б краще (зробити щось)?
Ну, я не впевнений, що це така хороша ідея.
Гм, я не певен щодо цього.
Боюсь, я не можу. (Я зайнятий чимось).

Чи не могли б ви (зробити щось)?
Ви не проти (зробити щось)?
Чи не могли б ви мені допомогти, будь-ласка?
Чи не могли б ви допомогти мені?

Хочете (печиво)?
Як щодо (чашки кави)?
Ви бажаєте (пити)?
Я зроблю це для вас.
Допомогти вам (зробити щось)?
Як я можу допомогти (вам)?

Так, будь ласка. / Дякую.
Велике спасибі. Дуже люб'язно з вашого боку.
Це було б чудово, дякую.
Ні, дякую.

Чи міг би я (подивитися фотографії)?
Можна мені (залишитися довше)?
Ви не проти, якщо я (залишу це собі)?
Ви не заперечуєте, якщо я (позичу у вас машину)?
Можна мені (не відповідати)?
Я хотів запитати, чи можна мені (піти раніше).

Так, звичайно.
Так, авжеж.
Так, звісно. (Відповідь на 'Is it OK if ...?')
Ні, все гаразд. (Відповідь на 'Do you mind if ...?')
Ні, давайте (продовжуйте).
Без проблем.

Refusing permission

Sorry, but ...

I'm afraid that's not possible.

I'd rather you didn't (if you don't mind).

Asking for advice

What do you think I should do?

Do you think I should (talk to him)?

Can I ask your opinion about something?

Giving advice

I think you should/ought to (do this).

You could (ask her about it).

If I were you, I'd (go there).

Have you thought about (leaving)?

Have you considered (giving up smoking)?

Why don't you (go to see a doctor)?

You might enjoy (doing sth).

Expressing likes/dislikes/preferences

I really like ...

I'm keen on ...

I love/adore ...

I don't really like ...

I can't stand ...

I hate/detest ...

I prefer ...

I like ... better than ...

Saying thanks

Thanks a lot./Many thanks.

Thank you very much.

That was/is very kind of you.

Responding to thanks

Not at all.

No problem.

Don't mention it.

Any time.

That's OK.

You're welcome.

It's a pleasure./My pleasure.

Ending a conversation

OK, that's great.

OK. Thank you.

That's fine. Bye.

See you around.

I'll call you soon.

It's been nice/good talking to you.

Вибачте, але...

Боюсь, це неможливо.

Краще б ви це не робили (якщо не заперечуєте).

Що ви думаєте, мені варто зробити?

Ви думаєте, мені варто (поговорити з ним)?

Можна запитати вашу думку про щось?

Я думаю, вам варто (зробити це).

Ви могли б (запитати її про це).

На вашому місці я би (пішов туди).

Ви не думали про те, щоб (піти)?

Ви не роздумували над тим, щоб (кинути курити)?

Чому б вам не (звернутися до лікаря)?

Можливо, вам сподобається (зробити щось).

Мені справді подобається....

Я захоплююсь....

Я люблю / обожнюю....

Мені не дуже подобається....

Я не переносю ... / Я терпіти не можу....

Я ненавиджу / не хочу....

Я надаю перевагу....

Мені подобається ... більше ніж....

Дуже дякую. / Велике спасибі.

Велике спасибі.

Це дуже люб'язно з вашого боку.

Нема за що.

Без проблем.

Нема за що.

Звертайтеся ще.

Все нормально.

Будь ласка.

Завжди радий.

Гаразд, це чудово.

Гаразд. Дякую.

Добре. До побачення.

Побачимось.

Я скоро зателефоную.

Було приємно поспілкуватися з вами.

Talking about a picture

Describing a picture

In the picture I can see ...
The picture shows (a zoo).
They look (tired).
She seems/appears to be (happy) ...
On the right/left there is ...
At the top/bottom there are (some animals).
In the top right-hand corner there seems to be ...
In the foreground/background ...
The image reminds me of/makes me think of (my childhood).

На картинці я бачу ...
На картинці зображено (зоопарк).
Вони виглядають (стомленими).
Вона здається / виглядає (щасливою) ...
Праворуч / ліворуч знаходиться ...
Зверху / знизу знаходяться (тварини).
У верхньому правому куті, здається, ...
На передньому плані / задньому плані (ті) ...
Зображення нагадує мені про / спонукає мене думати про (моє дитинство) ...

Speculating

(I guess) they might/could be (brother and sister).
It must be (some kind of a machine).
She's probably (more than 17).
She can't be (on holiday), because ...
She could be ... or ...
He looks as if ...
It's not clear if ...
It looks like (they're friends).
They seem (to be in love).
I expect that she's ...
I wonder if he's ...

(Я гадаю) вони можуть бути (братом і сестрою).
Це має бути (якась машина).
Можливо, їй (більше 17 років).
Вона не може бути (на відпочинку), тому що ...
Вона може бути ... чи ...
Він виглядає так, ніби ...
Незрозуміло, чи ...
Схоже, (вони друзі).
Здається, вони (закохані).
Я припускаю, що вона ...
Цікаво, чи він ...

Taking part in a discussion

Ordering arguments

To start with, ...
First of all, .../Firstly, ...
Secondly, ...
Another thing is that ...
On the one hand ... but on the other hand ...
On the other hand, ...
The main reason is ...
Another reason is ...
It's also true that ...
And finally ...

Для початку, ...
Перш за все, ... / По-перше, ...
По-друге, ...
Ще одне, це те, що ...
З одного боку ... але з іншого боку ...
З іншого боку, ...
Головна причина - це ...
Інша причина - це ...
Також правда, що ...
І нарешті ...

Giving examples

For example, .../For instance, ...
To give you an idea, ...
One example of this is ...

Наприклад, ...
Щоб дати вам уявлення, ...
Одним із прикладів цього є ...

Summarizing

The point I'm trying to make is ...
In short ...
In other words ...
To sum up ...

Думка, яку я хочу довести ...
Коротко ...
Іншими словами ...
Підсумовуючи ...

Asking for someone's opinion

What do you think (of/about ...)?
Have you considered ... ?
What's your view on/opinion of ... ?
Don't you agree that ... ?

Що ви думаєте (про ...)?
Ви не думали ... ?
Яка ваша думка про ... ?
Чи ви погоджуєтесь, що ... ?

Expressing an opinion

I think (that) ...
In my view/opinion, ...
Personally, I think ...
As I see it, ...
From my point of view, ...
I don't think ...
I don't really know (if) ...
I'm not sure (about/if) ...
I don't have a strong/definite opinion about that.

Я думаю (що) ...
На мій погляд / думку, ...
Особисто я думаю ...
Як я бачу це, ...
З моєї точки зору, ...
Я не думаю ...
Я справді не знаю (чи) ...
Я не впевнений (щодо / чи) ...
У мене немає твердої / певної думки з цього приводу.

Agreeing with/accepting the other person's viewpoint

Yes, I agree (with you).
I completely agree.
That's exactly what I think.
I know.
(I think) you're right.
Right./That's right.
True./That's true.
Absolutely.
Exactly!
I suppose so.
You've persuaded me.
OK. Why not?
I expect you're right.
True. OK, then.
All right. I suppose you're right.

Так, я згоден (з вами).
Я повністю згоден.
Це саме те, що я думаю.
Я знаю.
(Я думаю) ти маєш рацію.
Правильно / Це вірно.
Правда / Це правда.
Абсолютно.
Точно!
Я теж так думаю.
Ти переконав мене.
Добре. Чому ні?
Сподіваюсь, ти правий.
Правильно. Тоді добре.
Гаразд. Я гадаю, ти правий.

Defending your opinion/disagreeing

Yes/True, but ...
Yes, maybe, but ...
I see what you mean, but ...
I'm afraid I disagree/can't agree with you.
I'm not sure about that.
I'm not sure that's true/correct right.
I agree to some extent, but ...
I disagree.
I don't see why/how.
You must be joking!
Surely you don't think that ...
Actually, ...

Так / Правда, але ...
Так, можливо, але ...
Я розумію, що ви маєте на увазі, але ...
Боюсь, я не згоден / не можу погодитися з вами.
Я не впевнений у цьому.
Я не впевнений, що це правда / вірно / правильно.
Я певною мірою згоден, але ...
Я не погоджуюсь.
Я не розумію, чому / як.
Ви, напевно, жартуєте!
Звичайно, ви не думаєте, що ...
Насправді, ...

Other useful functions

Responding to what someone has said

Do you?/Are you?/Is it?/Have you?
That's interesting.
Really?
I see.
Oh, OK.

Чи це так?
Це цікаво.
Дійсно?
Розумію.
О, так.

Playing for time

Let me see, ...
Well, let me think, ...
Hmm, let me think about that for a moment ...
I'll have to think about it.
How shall/can I put it?
What's the word for it?
That's a good question.
I'm not quite sure, but ...

Asking for clarification

Pardon?
Sorry?
Do you mean ... ?
Does this mean ... ?
Can you say it/that again, please?
Would you mind repeating that, please?
Could you repeat that more slowly, please?
Could you spell that, please?

In a job interview

What exactly would my duties be?
Will I have to work shifts?
What's the pay?
Could you tell me what the working hours would be?
Do I have to wear a uniform?
When will you let me know (if I've got the job)?

Shopping

I'm looking for something (smart/for a special occasion).

It doesn't fit very well. It's too big/small.
Do you have it/them in (grey/silver) or (blue)?

I would like (light grey, silver or blue).

Do you have it/them in a small/medium/large?
I need a bigger/smaller size.
How much is it/this?
Can I pay by credit card?

I'd like to pay in cash.

Making a complaint

I'd like to make a complaint about ...
I'd like to complain about ...
I'd like to return this ...
Something is wrong with it.
It won't work properly.
It's faulty/broken.
Can I have a refund?
Could you give me my money back?
Can I exchange it?

Дайте подумати, ...
Ну, дозвольте мені подумати ...
Хм, дайте мені трохи подумати ...
Я повинен подумати про це.
Як я можу це виразити?
Як же це називається?
Це гарне запитання.
Я не зовсім впевнений, але ...

Вибачте?
Вибачте?
Ви маєте на увазі ...?
Це означає ...?
Ви можете сказати це ще раз, будь ласка?
Не могли б ви повторити це, будь ласка?
Не могли б ви повторити це повільніше, будь ласка?
Не могли б ви сказати це по літерам, будь ласка?

Якими саме будуть мої обов'язки?
Чи будуть у мене робочі зміни?
Яка оплата?
Не могли б ви сказати мені, яким буде робочий час?
Чи повинен я носити уніформу?
Коли ви дасте мені знати (чи я отримав роботу)?

Я шукаю щось (вишукане (нарядне) / для особливих випадків).
Це не дуже добре пасує. Це занадто велике / мале.
Чи є у вас це (сірого / срібного кольору) або (синього кольору)?
Я хотів би (світло-сірого, сріблястого або синього кольору).
У вас є це малого / середнього / великого розміру?
Мені потрібен більший / менший розмір.
Скільки це коштує?
Чи можу я розрахуватися за допомогою кредитної картки?
Я хотів би заплатити готівкою.

Я хочу подати скаргу про ...
Я хотів би поскаржитися на ...
Я хотів би повернути це ...
З цим щось не так.
Це не буде працювати належним чином.
Він несправний / зламаний.
Чи можу я отримати відшкодування?
Чи не могли б ви повернути мої гроші?
Чи можу я обміняти це?

Unit 7 Healthy living, page 74, exercise 2

Snacks	low-salt crisps £1.00	low-sugar mint sweets £1.50	chocolate and nut bar £2.50
Soft drinks	lemon vitamin £2.00	apple and ginger £1.00	raspberry and apple £1.50
Protein drinks	strawberry £2.00	chocolate £1.50	banana £1.50
Dried fruit	apricots £2.00	mango slices £2.50	pineapple slices £1.50
Shower gel	coconut £1.50	rose £2.50	grapefruit £2.00
Soap	apple £2.00	rose £2.50	olive oil £1.50

Unit 9 Culture and free time, page 94, exercise 2

Student B

- Thursday, performance starts at 2.00 p.m.

Seats available:

- in the pit (standing) £5
- in the upper gallery (seated) £30 (£27 for under 18s): limited view of stage
- A 2hr and 45min performance, one 15min interval.
- In case of rain, the play continues. If standing in the pit do not put up an umbrella. If sitting in the galleries, roof over.

New Student B

- Friday, performance starts at 7.30 p.m.

Seats available:

- in the pit (standing) £5
- in the lower gallery (seated) £45 (£42 for under 18s)
- in the middle gallery (seated) £40 (£37 for under 18s)
- No heating.
- Café and a restaurant available.

Unit 10 Sport, page 104, exercise 2

	18.00 – 18.45	19.00 – 19.45	20.00 – 20.45
Monday	yoga	karate	aerobics
Tuesday	cardio workout	group cycling	yoga
Wednesday	kick-boxing	aerobics	cardio workout
Thursday	group cycling	cardio workout	kick-boxing
Friday	yoga	karate	group cycling

Unit 11 Science and technology, page 114, exercise 2

Student B

- Ask the customer to show you the strange noise the toothbrush makes.
- Agree that it is strange.
- Offer to give him/her another toothbrush of the same make in exchange.

New Student B

- Ask the customer to let you try the headphones.
- Agree that the sound is only coming out of one end.
- Say that you don't have another set of headphones like these. Ask if he/she wants another set that costs £5 more or a refund.

Unit 12 Nature and environment, page 124, exercise 2

Student B

	Reserve 1 in the mountains	Reserve 2 on the coast	Reserve 3 in woodland
Tasks	<ul style="list-style-type: none"> • removing non-native plants • repairing paths • surveying bird life 	<ul style="list-style-type: none"> • recording plant and animal life on the shore • picking up litter • building a new path 	<ul style="list-style-type: none"> • removing trees and plants • clearing paths • surveying plant and insect life
Training	<ul style="list-style-type: none"> • three days before you start 	<ul style="list-style-type: none"> • training as you work 	<ul style="list-style-type: none"> • one day's training before you start
Accommodation	<ul style="list-style-type: none"> • in caravans 5 km from the reserve 	<ul style="list-style-type: none"> • with a family 2 km from the reserve 	<ul style="list-style-type: none"> • in a youth hostel 3 km from the reserve
Food	<ul style="list-style-type: none"> • buy food from the campsite shop • cook your own meals 	<ul style="list-style-type: none"> • pay the family for meals 	<ul style="list-style-type: none"> • buy meals at the hostel

QUIZ ANSWERS

Unit 1, page 13, exercise 1, Holiday quiz

1c 2c 3b 4b

Unit 12, page 116, exercise 3, Geography quiz

1 New Zealand 2 Portuguese 3 Canberra 4 a range of mountains 5 The Nile/The Amazon 6 in Switzerland and France 7 The Sahara 8 Sydney

Unit 12, page 123, exercise 1, 'Do you know your rubbish?' quiz

- 1 4,000–2 million years
- 2 50 years
- 3 9 years
- 4 2–3 months
- 5 2–3 weeks
- 6 500–1,000 years
- 7 1 month

Informal letter/email: talking about your plans, giving advice, making suggestions

Beginning an informal letter/email

Hey!
Hi Susan,
Dear Steven,
How are you?
Great to hear from you!
Hope you're well!
Thanks for your letter/email.
Sorry I haven't written for ages.

Asking for news

What have you been up to?
How are things?
Anyway, what's going on with you?
What are your plans (for the summer)?

Giving information

I'm writing to let you know ...
I'm just writing to tell you that .../my news.
Guess what?
Here are the details: ...
You won't believe this!
I'm going to ...
The plan is to ...
We're planning to ...

Asking for opinion/advice

Please tell me what you think I should do.
What do you think about ... ?
Do you think that ... ?

Empathizing and advising

I'm sorry that ...
I suggest that you (talk) ...
My first suggestion is that you (talk) ...
I'd (particularly) recommend (talking) ...
Something else I'd recommend is (talking) ...
Try (talking) ...
You could (talk) ...
Why not (talk) ... ?

You can/could ...
I think you should ...
It would be better to ...
How about (talking) ... ?
You may need to (talk) ...

Making a request

Could you do me a favour?
Could you ... , please?
Do you think you could ... ?
Do you have any recommendations for ...

Giving an invitation

We're holding/organizing/having a party to celebrate ...
I/We would like to invite you to ...
The party/barbecue/dinner will take place/start at ...
To get there, take the bus/go to ...
Please bring a traditional dish/some dessert.
Hope to see you there!
Please let me/us know if you can come!
Would you like to come to ... ?

Finishing an informal letter/email

Bye for now.
Well, that's all for now.
Write soon.
Looking forward to hearing from you.
Keep in touch.
Say 'hi' to everybody!
Do drop me a line.
Please write to me and tell me your news.
See you soon!
All the best
Lots of love
Take care



Hi Mike,

How was your holiday? Did you go skiing? I'd really like to learn to ski. Do you have any recommendations for a good place to go? Remember that I'm a complete beginner!

All the best,

Tom



Hi Tom,

My holiday was great, thanks. Yes, I did go skiing – to a place called Obergugl in Austria. Jack found a cheap offer and invited me to go with him. I'm glad I did. It's a fantastic place for beginners to learn to ski and the instructors are very friendly. I'm planning to go again next year. Why don't you come with me? I'm sure we'd have a fun time together – and I'm almost still a beginner myself!

Let me know what you think. We need to book in advance because it's a very popular resort.

Take care,

Mike

1 Розпочинайте лист з *Hi/Hello* (для електронних листів) або *Dear* (для листів та електронних листів) та ім'я особи, якій ви пишете.

2 Використовуйте неформальну мову та скорочення (короткі форми) для написання листа.

3 Закінчуйте лист дружлюбними виразами:
(Lots of) Love, (друзям та сім'ї)
Take care, (друзям)
Best wishes,
All the best,

Dear Karin,

I hope you're well and that you're looking forward to the summer. I'm going to spend a week at my grandmother's house at Lake Balaton in Hungary in August. Would you like to come with me? I'd love it if you came – and so would my grandmother. She's very friendly and she enjoys having young guests. Please let me know if you can come!

Best wishes,

Maya

Dear Maya,

It's nice to hear from you, and thanks for your kind invitation to stay at your grandmother's house with you. I'd love to join you, as long as we can go in the last two weeks of August. I've got a summer job in a children's sports camp for the first two weeks of that month. I hope we can find a date that suits us all. You must let me know what gift I can bring your grandmother when we visit, to thank her for letting me stay.

I'm really looking forward to seeing you soon.

Love,

Karin

Formal letter/email: applying for a job

Beginning a formal letter/email

Dear Mr Jones,

Dear Sir/Madam,

Dear Sir or Madam,

To whom it may concern

Starting a job application

I am writing to apply for the position of ...

I am writing in response to/with regard to your advert ...

I would like to apply for the post/position of ...

Describing qualifications and experience

I already have some work experience with ...

I worked as ... for ... (two) months/years.

My duties included ...

I have a degree/diploma in ...

Ending a job application

I believe I am a good candidate for the job because ...

I hope you will consider my application.

Thank you for considering my application.

Finishing a formal letter/email

I look forward to hearing from you soon.

I look forward to receiving your reply.

Yours faithfully (when the letter begins:

Dear Sir/Madam)

Yours sincerely (when the letter begins:

Dear Mr/Mrs Brown)

PART-TIME ZOO GUIDE WANTED

Do you like animals – and working with people? We need a part-time Zoo Guide to help us over the busy summer period. If you are interested, please send your CV to Adam Crossley at City Zoo, Bristol, BR8 2XY.

Dear Mr Crossley,

I would like to apply for the position of Zoo Guide as advertised in City Life magazine. I have recently finished school and I am looking for a summer job before my university course in Zoology starts in September. I can start work after 17th July and will be available until the end of August.

I have had experience of working with animals on my parents' farm and I also enjoy working with people. Last summer I had a job selling tickets at the local cinema.

I enclose a copy of my CV and I hope you will consider my application for the position.

I look forward to hearing from you soon.

Yours sincerely,

Claire Harris

1 Якщо ви знаєте ім'я особи, якій ви адресуєте листа, пишть: *Dear (Mr/Mrs/Miss/Ms/Dr/Prof)* та прізвище особи.

3 У першому абзаці посилайтеся на оголошення і скажіть, з якого приводу ви пишете.

4 У листі, адресованому установі або особі, яку ви не знаєте, використовуйте офіційно-діловий стиль мови. Вживайте повні (не скорочені) форми дієслів.

5 Повідомте про свою зацікавленість у роботі та готовність приступити до роботи.

6 Напишіть, який досвід та навички ви маєте. Ви повинні переконати роботодавця, що саме ви – найкраща кандидатура для цієї роботи!

7 Закінчіть листа ввічливим виразом, таким як:
I hope you will consider my application.
I look forward to hearing from you soon.
Looking forward to hearing from you soon.

8 Напишіть *Yours sincerely* (якщо ви зверталися до особи по імені) *or Yours faithfully* (якщо ні) та ваше ім'я.

SALES ASSISTANT

We are looking for a friendly person to join our team selling the most desirable clothes on the high street! Please contact us by email if you would like to apply.

- 2 Якщо ви не знаєте ім'я особи, напишіть: *Dear Sir/Madam* або *Dear Sir or Madam* або *To whom it may concern*. Використовуйте *Dear Sir*, якщо ви знаєте, що це чоловік та *Dear Madam*, якщо ви знаєте, що це жінка.

Dear Sir/Madam,

I am writing to apply for the position of sales assistant in your clothes shop as advertised on your website.

I have some experience in this kind of work. Last summer I helped my uncle in his grocery shop. I operated a till and arranged goods on the shelves. I believe I am a good candidate because I am sociable and I enjoy working in a team.

I would like to know if it is a full-time or part-time job, and what the working hours are.

I look forward to your reply.

Yours faithfully,

Anna Hajnal

Formal letter/email: replying to an advertisement, making an inquiry

I am writing to enquire about ...
I am interested in ...
I am writing to request ...
I would like to ask if ...
Could you give me some information about ... ?
Could you please send me further details about ... ?
I would be grateful if you would send me some detailed information about ...

Formal letter/email: making a complaint

I am writing to complain about ...
I wish to make a complaint.
Unfortunately, ...
I am afraid it was ...
I'm sorry to say that ...
I was very disappointed/upset about ...
I would like you to refund ...
Could you possibly ... ?
Please could you ... ?
Would it be possible for me to ... ?
I would be grateful if you could ...
Please let me know as soon as possible.

1 Поясніть причину написання листа.

2 Поясніть, якого типу інформацію ви хочете отримати. В інших частинах листа, напишіть про це детально.

3 Запропонуйте або попросіть про якусь дію, якщо це доречно.

Dear Ms Campbell,

I am writing to enquire about your intensive English summer courses. I would be grateful if you could send me some detailed information about the courses in Bath this summer.

I have been learning English for seven years now. My written English is quite good but I would like to improve my speaking skills. Do you offer any courses for teenagers with a lot of speaking practice?

I would be interested to know about the price of your courses and whether any discounts are available to students. Also, I would like to ask if you provide accommodation.

I look forward to receiving your reply.

Yours sincerely,
Kata Schneider

Dear Sir or Madam,

I am writing to complain about one of your supermarkets. Last Saturday, I visited my local Cheap-O Supermarket, which you advertise as being extremely good value. However, most products were more expensive than they are in other shops, and when I got home I also found that nearly all the dairy products I had bought were past their sell-by dates.

When I returned to the shop to make a complaint, the shop assistant was very rude and refused to give me my money back.

I am very disappointed, and expect you to give me a full refund. I enclose my receipt.

I look forward to hearing from you soon.

Yours faithfully,
Debbie Stapleton

Forum/blog post: making a comment, expressing your opinion, discussing a problem, suggesting solutions to a problem, expressing your opinion

In my opinion/view, ...
 I would like to share my opinion about ...
 I wonder what you think about (such events) ...
 I wonder what other readers think about ...
 I absolutely/completely agree with ...
 I couldn't agree more with the opinion that ...
 I must say I disagree completely with ...
 I have to say, I don't agree with the idea/opinion that ...
 I (don't) (really) think ...
 I (don't) believe that ...
 My feeling is that ...

If you ask me, I think ...
 To be (perfectly) honest/frank, ...
 I (don't) think/believe you should (probably) ...
 I believe you should (not) to ...
 You had better ...
 On the other hand, ...
 Personally, ...
 I wonder (if/whether) ...
 I can see both sides of the argument for and against (sth).
 A (useful) form of/way of (+ noun/verb + -ing) is to ...



THE THOUGHTFUL TEENAGER BLOG

No phones at the dinner table

I'm going to say something quite controversial, so I'd be interested to hear what you think! I agree with parents who ban mobile phones from the dinner table. In my view, meal times are an opportunity for families to get together and talk. We all lead busy lives, and it's important to find time to communicate with each other face to face. I don't believe we need to check our phones every five minutes!

Do you agree with me? Should we accept it when our parents stop us from using our phones at family meal times – or is it too much for you to bear to be separated from your device?

1 Використовуйте неформальну мову та скорочені форми дієслів.

2 Дайте зрозуміти, чому ви пишете повідомлення на форумі або блозі.



Friends in need

Recently, one of my friends was ill and was in hospital for several months. It was a very worrying time for her and her family, but she always enjoyed it when her school friends visited her. Sadly, a lot of them couldn't afford the bus fare to get to the hospital. So, I want to raise some money for the hospital to help people visit the patients. Has anyone had any experience of raising money for charity? I'd like to hear from you with your ideas and advice. Is a sponsored bike ride a good idea, for example, or should I do something more unusual? Please let me know what you think!

BY: Jungle Jim 20:15

Hi Jungle Jim

I like your idea of raising money to help people visit their friends in hospital. I agree that it's expensive to make the journey by bus.

My idea is to do something more unusual than a sponsored bike ride, and something that's connected with hospitals. The best thing would be to do something that makes people notice you.

What about doing a sponsored walk to the hospital on crutches, with lots of bandages all over you for fun and to attract attention? You'd better ask the hospital first, to check that they agree with your idea.

BY: Lady Lucy 20:30

3 Поставте запитання, щоб заохочувати людей відповідати на ваше повідомлення у блозі.

4 Скажіть, як ви сприймаєте історію/пропозицію/точку зору.

5 Напишіть, що ви пропонуєте для вирішення проблеми.

6 Напишіть ще інші запитання, які спонукають людей реагувати.

►► **Phonetic transcription at**
www.oxfordlearnersdictionaries.com

UNIT 1 FAMILY AND RELATIONSHIPS

Family

ancestor	предок
aunt	тітка
brother	брат
child, children	дитина, діти
cousin	двоюридний брат чи сестра
daughter	дочка
family history	сімейна історія
family member	член сім'ї
father/dad	батько
granddaughter	онука
grandson	онук
grandfather/grandpa	дідуся
grandmother/grandma	бабуся
great-grandfather	прадід
great-grandmother	прабабуся
husband	чоловік
mother/mum	мама
mother-in-law	теща, свекруха
nephew	племінник
niece	племінниця
only child	єдина дитина
parents	батьки
relative	родич
sibling	рідний брат або сестра
sister	сестра
son	син
son-in-law	зять
stepbrother	зведений брат
stepsister	зведена сестра
stepfather/stepdad	вітчим
stepmother/stepmum	мачуха
stepdaughter	пасербиця
stepson	пасинок
uncle	дядько
wife	дружина

Stages of life

adult	дорослий
baby	немовля
be born	народитися
be pregnant/be having a baby	бути вагітною/чекати на дитину
buy a house	купити будинок
childhood	дитинство
die	помирати
fall in love	закохатись
generation	покоління
get a job	отримати роботу
get married (to sb)/marry sb	одружитись
graduate from university/school	закінчити університет/школу
grow old	постаріти
grow up	вирости

house-warming party/gift

leave home
pass your driving test

retire (from work)
retirement
stage of life
start a family
teenager/teenager

святкування новосілля/
новосільний подарунок
покидати батьківський дім
здавати екзамен на
водіння автомобіля
вийти на пенсію
пенсія
період життя
створити сім'ю
підліток/підліткового віку

Family celebrations

anniversary
baby shower
birthday
card
celebrate sth
celebration
Christmas
Christmas Eve
decorate the Christmas tree

річниця
вечірка для майбутньої
мами
день народження
листівка
святкувати щось
святкування
Різдво
переддень Різдва
прикрашати різдвяну
ялинку

dress up (as a ghost)
Easter/Easter Sunday

family event
Father's Day
Halloween
invitation
invite sb to sth
Maundy Thursday
New Year's Eve
party

наряджитися (привидом)
Пасха/Пасхальна неділя
сімейна подія
день батька
Хелоуїн (День усіх святих)
запрошення
запрошувати когось
Чистий четвер
переддень Нового року
вечірка
мати/проводити вечірку
подарунок
дарувати подарунок
отримувати подарунок
день Подяки
весілля

have/give a ~
present
give a ~
receive a ~
Thanksgiving (Day)
wedding

Relationships

acquaintance
argument/row
have an ~/a ~ with sb
get into an ~
boyfriend/girlfriend

знайомство
сварка/ суперечка
посваритися з кимось
втягнутися у сварку
коханий (друг)/кохана
(подруга)

break up/split up (with sb)
close friend/relative
co-worker
date
first ~
play ~

розійтися з кимось
близький друг/родич
співробітник
побачення
перше побачення
дитяче свято, зустріч;
"побачення в пісочниці"

fall in love (with sb)
~ at first sight

закохатися в когось
закохатися з першого
погляду

fall out with sb
friend
friendship
get on with sb

посваритися з кимось
друг
дружба
ладнати з кимось

go out with sb
look up to sb
make up (with sb)
relationship
have a ~ with sb

зустрічатися з кимось
 обожнювати когось
 помиритися з кимось
 взаємовідносини
 мати взаємовідносини з кимось
 бути схожим на когось (з батьків)

take after sb

Spending time together

chat (to friends) online/ through Skype
eat out (with sb)
get together (with sb)

go into town
go out of town
hang out (with sb)

play computer games/ on the games console
rent a film/a DVD/a BluRay

send text messages

spend time
text (sb)

visit (sb)
work out (in the gym)

спілкуватися (з друзями) онлайн/ по Скайпу
 їсти не вдома (з кимось)
 зібратися разом (з кимось)
 поїхати в місто
 виїхати з міста
 постійно бувати, "зависати, тусуватися" з кимось
 грати в комп'ютерні ігри/ на ігровій приставці
 взяти напрокат фільм/ DVD
 надсилати текстові повідомлення
 проводити час писати комусь повідомлення
 відвідувати когось
 тренуватися в спортивному залі

Words in context

addiction
acquaintance
concept
envy
embarrassment
interaction
side effects

схильність, шкідлива звичка
 знайомство
 поняття, ідея
 заздрити
 зніяковілість, нерішучість
 взаємодія
 побічні ефекти

Expressions with MIND

change (sb's) mind
come to (sb's) mind
keep (sth) in mind
never mind
to my mind

змінити думку
 прийти до думки
 мати на увазі
 не має значення
 на мою думку

Other useful words and expressions

a family event
a pretty important time
argue with sb
family members
just in time
sound like fun

take place
too busy (to do sth)

сімейна подія
 дуже важливий час
 посваритися з кимось
 члени сім'ї
 якраз вчасно
 виглядає (звучить) смішно
 відбуватися
 дуже зайнятий

UNIT 2 PEOPLE AND SOCIETY

Appearance

age
appearance
physical ~
attractive
bald
beautiful
beard
build
distinguishing features
elderly
eyes
blue ~
brown ~
expressive ~
green ~
freckles
good-looking
hair
blond ~
brown ~
curly ~
dark ~
fair ~
long ~
short ~
straight ~
wavy ~
handsome
height
in his/her early twenties
in his/her late forties
in his/her mid-thirties
in his/her teens
looks
medium build
medium height
middle-aged
moustache
overweight
plump
pretty
scar
short
slim
tall
tattoo
thin
well-built
young
wrinkles

вік
 зовнішній вигляд
 фізичний вигляд
 привабливий
 лисий
 вродлива
 борода
 статура
 визначні риси
 похилого віку
 очі
 блакитні очі
 карі очі
 виразні очі
 зелені очі
 ластовиння
 гарний (а)
 волосся
 світле (біляве) волосся
 коричневе волосся
 кучеряве волосся
 темне волосся
 русяве волосся
 довге волосся
 коротке волосся
 пряме волосся
 хвилясте волосся
 вродливий
 зріст
 вік - трохи більше 20
 вік - під 50
 вік - біля 35 років
 підліткового віку
 вигляд
 середньої статури
 середнього зросту
 середнього віку
 вуса
 надмірна вага
 пухкий
 гарненький
 шрам
 низький
 стрункий
 високий
 татуювання
 худий
 добре побудований,
 гарної статури
 молодий
 зморшки

Personality

adventurous	відчайдушний, ризикований
aggressive	агресивний
ambitious	амбіційний, честолюбний
boring	нудний, набридливий
bossy	люблячий командувати
brave	сміливий
bright/intelligent	розумний, тямущий, здібний
cheerful	веселий
clever	розумний
confident	впевнений
control	контроль, контролювати
be in ~	бути під контролем
creative	творчий
dishonest	нечесний
disloyal	невірний
friendly	дружелюбний
generous	щедрий, великодушний
gentle	ніжний
hard-working	працелюбний
have a (good) sense of humour	мати хороше почуття гумору
honest	чесний
immature	незрілий
impatient	нетерплячий
impolite	неввічливий
independent	незалежний
insecure	ненадійний, небезпечний
intolerant	нетолерантний
irresponsible	невідповідальний
kind	добрий
lazy	лінивий
loving	люблячий
loyal	вірний
mature	зрілий, змужнілий
mean	підлий
negative	негативний
mysterious	загадковий
original	оригінальний
patient	терплячий
personality	особистість
polite	ввічливий
positive	позитивний
quality (of character)	риси (характеру)
quiet	спокійний
realistic	реалістичний
reliable	надійний
relaxed	невимушений, спокійний
responsible	відповідальний
rude	грубий
secure	надійний, безпечний
selfish	егоїстичний, себелюбний
sensible	розумний, усвідомлюючий
sensitive	чутливий, чуйний
shy	сором'язливий
simple	простий

silly	дурний, нерозумний
sociable	товариський
strong	сильний
stupid	дурний, нерозумний
talkative	балакучий
tidy	охайний
tolerant	толерантний
true (friend)	справжній друг
unambitious	нечестолюбний
unfriendly	недружелюбний
unkind	недобрий
unrealistic	нереалістичний
unreliable	ненадійний
unselfish	неегоїстичний
untidy	неохайний

Feelings and emotions

admire	захоплюватися
angry	злий
annoyed	роздратований
ashamed	присоромлений
astonished	здивований
avoid	уникати
be keen on sth	бути зацікавленим у чомусь
be mad about sth	бути розлюченим на щось
calm	спокійний
can't stand sth	не витримувати щось
care about sb/sth	піклуватися про когось/щось
despise	зневажати
don't mind sth	бути не проти
embarrassed	збентежений
be ~ about sth	бути збентеженим чимось
emotion/feeling	емоція/почуття
envious	зздрісний
feel	відчувати, почувати
~ about sth	відчувати щось від чогось
~ wanted	почувати себе потрібним
happy	щасливий
hate	ненавидіти
jealous	ревнивий, заздрісний
nervous	нервовий
pleased	задоволений
scared	наляканий
surprised	здивований
terrified	наляканий
upset	засмучений
worried	стурбований

Society and politics

aid	допомога
send ~	надсилати допомогу
anthem	гімн
border	кордон
charity	благодійність
citizen	громадянин
currency	валюта

democratic (party)	демократична (партія)
donate money to charity	пожертвувати гроші на благодійність
election	вибори
general ~	загальні вибори
lose an ~	зазнати поразки на виборах
take part in an ~	брати участь у виборах
win an ~	перемагати на виборах
government	уряд
local ~	місцевий уряд
head of state	глава держави
member (of an organization)	член (організації)
Member of Parliament (MP)	член парламенту
nation	нація
national	національний
~ anthem	національний гімн
opposition (politicians)	опозиція (політики)
parliament	парламент
politics	політика
political	політичний
~ party	політична партія
politician	політик
population	населення
president	президент
Prime Minister (PM)	прем'єр-міністр
raise money for charity	збирати кошти на благодійність
relief worker	рятувальник
republican (party)	республіканська партія
society	суспільство
state	державна
tax	податок
pay ~es	платити податки
lower ~es	нижчі податки
vote (for sb)	голосувати за щось

Words in context

boredom	нудьга
blame sb for sth	звинувачувати когось в чомусь
depend on sb (for sth)	покластися на когось в чомусь
forgive sb for sth	пробачити комусь за щось
happiness	щастя
honesty	чесність
insist on (doing) sth	наполягати на чомусь
kindness	доброта, доброзичливість
protect sb/sth from sb/sth	захистити когось/щось від когось/чогось
relaxation	відпочинок, релаксація
simplicity	простота
strength	сила
succeed in (doing) sth	досягти успіху в чомусь
truth	правда

Adjectives ending in -ing or -ed

annoyed/annoying	роздратований/ дратуючий
bored/boring	знуджений/нудний
disappointed/disappointing	розчарований/ розчаровуючий
excited/exciting	схвильований/ хвилюючий
interested/interesting	зацікавлений/цікавий
relaxed/relaxing	розслаблений/ розслаблюючий

Other useful words and expressions

come to terms with sth	змиритися з чимось
cramped	стиснутий, здавлений
disgusting	огидний
drive someone mad	розсердити когось
dumb	нерозумний
opposite	протилежний
passionate	пристрастний
pick up	підібрати когось, зустріти (на машині)
reveal	розкривати, виявляти
run over	переїхати
tough	важкий
take up	зайнятися

UNIT 3 HOME

Rooms, furniture and equipment

armchair	крісло
basin	умивальник (в ванній кімнаті)
bath	ванна
bathroom	ванна кімната
bed	ліжко
bedroom	спальня
blanket	ковдра
bookshelf	книжкова полиця
carpet	килим
coffee table	кавовий столик
cooker	плита
cupboard	сервант, шафа для посуду
curtain	штора, занавіска
dishwasher	посудомийна машина
doorbell	двірний дзвоник
DVD player	відеомагнітофон
fireplace	камін
fridge	холодильник
furniture	меблі
kitchen	кухня
lamp	лампа
light switch	вимикач світла
living room	вітальня
microwave	мікрохвильова піч
mirror	дзеркало
oven	духовка
picture	картина
radiator	радіатор, батарея
rubbish bin	відро для сміття

rug	маленький килимок
shower	душ
sink	раковина (на кухні)
sofa	диван
study	кабінет
toilet	туалет
towel	рушник
TV/telly	телевізор
washing machine	пральна машина
wardrobe	шафа для одягу

Describing a home

attic	горище
balcony	балкон
block of flats	багатоквартирний будинок
bright	яскравий
bungalow	бунгало
ceiling	стеля
cellar	підвал, погріб
chimney	димохід
cluttered	захащений
comfortable	зручний
cosy	затишний
cottage	котедж, дача
detached (house)	особняк, окремий будинок
drive	під'їзна дорога
enormous	величезний
flat/apartment	квартира
top-floor ~	квартира на останньому поверсі
ground-floor ~	квартира на першому поверсі
floor	поверх
on the first ~	на другому поверсі
on the ground ~	на першому поверсі
on the top ~	на останньому поверсі
garage	гараж
garden	сад
house	будинок
impressive	вражаючий
mansion	особняк
palace	палац
place	місце
a big ~	просторне місце (квартира)
a small ~	невелике місце (квартира)
renovated	відремонтований
room	кімната
semi-detached (house)	двоквартирний (двоповерховий) будинок
shutters	жалюзі
spacious	просторий
staircase	сходи
stairs	сходи
storey	поверх
ten~ building	десятиповерховий будинок
terrace	тераса

terraced house	будинок з терасою
tower block	баштовий блок
villa	вілла

Housework

clean the windows/the floors	мити вікна/підлогу
do the cleaning	прибирати
do the washing up	прати
do the dusting	витирати пил
do the housework	робити домашню роботу
do the ironing	прасувати
do the shopping	робити покупки
hoover (the carpets)	вибивати килими
lay the table	накривати на стіл
make the bed	застеляти ліжко
throw away/take out the rubbish	вносити сміття
tidy (your) room	прибирати свою кімнату

Your neighbourhood

countryside	сільська місцевість
condition	стан
be in good/bad ~	бути в хорошому/поганому стані
home town	рідне місто
live	жити
~ in a city	жити у великому місті
~ in a town	жити у маленькому місті
~ in the city centre	жити в центрі міста
neighbour	сусід
neighbourhood	сусідство, околиця
old town	старе місто
quiet location	спокійна місцевість
resident	постійний мешканець
residential area	житловий район
suburbs	передмістя
village	село

Renting a home

bill	рахунок
gas ~	рахунок за газ
pay the ~s	оплачувати рахунки
central heating	центральне опотлення
estate agent	агент з нерухомості
fitted kitchen	обладнана кухня
flatmate	сусід по кімнаті
fully furnished	повністю мебльована
landlord/landlady	орендодавець, господар
rent	знімати, орендувати
rent a flat/house/room/place	знімати квартиру/будинок/кімнату/місце
share a flat/room with sb	знімати квартиру/кімнату з кимось
tenant	наймач, орендар
unfurnished	без меблів

Words in context

break-ins	вторгнення злодіїв
damage	школа, збитки
downstairs	внизу
heights	висота

nervousness нервовість, боязкість
residence місце проживання

Prepositions

above над
behind позаду
between між
in в
in front of попереду
next to поруч з
on на
opposite навпроти
under під

Phrasal verbs with LOOK

look after sb доглядати за кимось, піклуватись
look down on sb дивитись на когось з презирством, осудом
look for sb/sth шукати когось/щось
look into sth досліджувати щось
look sth up шукати інформацію (напр. в словнику)
look up to sb захоплюватись кимось, поважати

Other useful words and expressions

do repairs робити ремонт
get away from modern life втекти від сучасного життя
get on/off a boat сідати на човен/виходити з човна
look after a home storage room доглядати за домом склад, приміщення для зберігання речей
take a decision прийняти рішення
unusual lifestyle незвичний стиль життя
wander around блукати навколо

UNIT 4 SCHOOL

School subjects

art мистецтво
biology біологія
carry out experiments проводити експерименти
chemistry хімія
do grammar and vocabulary exercises робити граматичні та лексичні вправи
draw sketches малювати ескізи
examine insects under the microscope вивчати комах під мікроскопом
foreign languages іноземні мови
geography географія
history історія
information technology (IT) інформаційні технології
maths/mathematics математика
music музика
memorize dates запам'ятовувати дати
physical education (PE) фізкультура

physics фізика
play instruments грати на музичних інструментах
read maps читати карти
science наука
social studies суспільні науки
solve problems вирішувати проблеми
study human rights and politics вивчати права людини та політику

subject предмет

Parts of the school

cafeteria/canteen кафе, їдальня
classroom класна кімната
computer room комп'ютерний клас
gym спортивний зал
head teacher's office кімната директора
lab лабораторна кімната
library бібліотека
locker шафа з замком, камера схову
sports field спортивне поле
staffroom учительська

School life

assembly збори
attend (a class/a school) відвідувати (заняття/школу)
be absent (from sth/somewhere) бути відсутнім на...
be present бути присутнім
break перерва
classmate однокласник
concentrate зосереджуватися
do project work робити проектну роботу
drop out of school/a course кинути школу/курс
exam/examination екзамен
cheat in an ~ списувати на екзамені
do well/badly in an ~ справитися добре/погано на екзамені
fail an ~ провалити екзамен
pass an ~ здати екзамен
prepare for an ~ готуватися до екзамену
retake an ~ перездавати екзамен
take an ~ здавати екзамен
give a presentation давати презентацію
head teacher директор
homework домашнє завдання
do ~ робити домашнє завдання
get ~ одержати домашнє завдання
set ~ дати домашнє завдання
lesson урок
make notes робити записи
make progress робити успіхи
notebook зошит
parents' evening батьківські збори
register журнал
revise повторювати
(school) certificate шкільний сертифікат
skip a class пропустити заняття

syllabus	програма
timetable/schedule	розклад
term	навчальний семестр
~ time	учбовий час
textbook	підручник
uniform	шкільна форма

Language learning

bilingual dictionary	двомовний словник
fluent	вільне володіння мовою
grammar	граматика
native speaker	носій мови
skills	вміння, навички

After-school activities

ballet classes	заняття балетом
do a sailing course	проходити курс мореплавства
do voluntary work	виконувати волонтерську роботу
go on trips	подорожувати
organize charity events	організовувати благодійні заходи
play in a band	грати у музичній групі
practise/do sport	займатися спортом

Education system

college (of further education)	коледж (продовження освіти)
education	освіта
get a degree	отримати ступінь (диплом)
get into university	вступити до університету
graduate (from school/ university)	закінчити (школу/ університет)
home-schooling	домашнє навчання
school	школа
boarding ~	школа-інтернат
comprehensive ~	загальноосвітня школа
grammar ~	середня школа з гуманітарним нахилом, гімназія
mixed ~	школа спільного навчання для хлопчиків та дівчат
nursery ~	дитячий садок
primary ~	початкова школа
private ~	приватна школа
secondary ~	середня школа
single-sex ~	одностатева школа
university/uni	університет
vocational training	професійне навчання

Collocations with DO, MAKE and TAKE

do	робити
~ a degree in sth	одержувати ступінь
~ a language course	проходити мовний курс
~ a project (on/in sth)	робити проект з...
~ revision	робити перегляд (ревізію)

~ your homework	робити домашнє завдання
make	робити
~ a decision	прийняти рішення
~ a list	зробити список
~ a mistake	зробити помилку
~ friends	подружитися
~ notes	зробити примітки
~ sth better/more interesting	зробити щось кращим/цікавішим

take	брати
~ a break	взяти перерву
~ a gap year	взяти вільний рік
~ a test	здавати тест

Words in context

borrow/lend	позичити
bullying	злякування
fit in (socially)	вписуватися (соціально)
formal (school)	формальна (школа)
individual (attention)	індивідуальна (увага)
practice/practise	тренування/тренувати
sensible/sensitive	розумний/чутливий
teach/learn	навчати когось/вчити самому

Other useful words and expressions

homesick	тужити за рідним домом
independent	самостійний, незалежний
routine	заведений порядок, режим
put on	готувати, ставити на сцені
sort out	розібратися
supervise	керувати, наглядати

UNIT 5 WORK

Jobs

actor/actress	актор/актриса
baker	пекар
bartender	бармен
businessman/businesswoman	бізнесмен/бізнес-леді
charity worker	благодійний працівник
coach	тренер
doctor	лікар
driving instructor	інструктор з водіння
hairstylist	перукар
kitchen assistant	помічник на кухні
lawyer	юрист
model	модель
musician	музикант
plumber	сантехнік
police officer	поліцейський
politician	політик
psychologist	психолог
receptionist	секретар, адміністратор
salesperson/sales representative (rep)	продавець/ торговий представник

room attendant	покоївка, прибиральник
shop assistant	приміщення
soldier	продавець-консультант
sports coach	солдат
surgeon	спортивний тренер
taxi driver	хірург
teacher	водій таксі
translator	вчитель
vet	перекладач
waiter/waitress	ветеринар
website designer	офіціант/офіціантка
writer	дизайнер веб-сайтів
	письменник

Part-time jobs

babysit	нянчити (доглядати) дитину
bring the bill	розносити рахунки
check stock	перевіряти товари на складі
clear tables	прибирати зі столів
deal with customers	спілкуватися з клієнтами
feed animals	годувати тварин
operate a till	працювати на касовому апараті
pick fruit	збирати фрукти
play games	грати в ігри
prepare meals	готувати їжу
serve food and drinks	подавати їжу та напої
summer job	літня робота
take on a job	влаштуватися на роботу
take orders	приймати замовлення
tell stories	розповідати історії
work in a camp	працювати в таборі

Types of work

badly-paid	погано оплачувана
full-time	повна зайнятість, повний робочий день
manual	ручна праця
part-time	часткова зайнятість (неповний робочий день)
permanent	постійна
temporary	тимчасова
well-paid	добре оплачувана

Looking for a job

apply for a job/position	подавати заяву на роботу/посаду
be offered a job	отримати пропозицію роботи
candidate	кандидат
complete an application form	заповнювати заяву
covering letter	супровідний лист
curriculum vitae (CV)	резюме (біографічні дані)
enrol on a course	записатися на курс
experience	досвід
gain (work) ~	отримати робочий досвід
get ~	отримати досвід

work ~	робочий досвід
find a job/find work	знайти роботу
have	мати
~ a degree/diploma in sth	мати ступінь/диплом з...
~ special training	мати спеціальну підготовку
~ a university education	мати університетську освіту

interview	співбесіда
interviewer	інтерв'юер
job advert/advertisement	оголошення про роботу
job application	заява про прийом на роботу

job offer	пропозиція про роботу
accept a ~	прийняти пропозицію про роботу

turn down a ~	відмовитися від пропозиції про роботу
look for a job	шукати роботу
qualifications	кваліфікації
references	рекомендації
sign a contract	підписати контракт
skills	вміння та навички
communication ~	навички спілкування
computing ~	навички роботи на комп'ютері

Professions

be self-employed	бути самозайнятим
boss	начальник
colleague	колега
duty	обов'язок
earn	заробляти
employee	працівник
employer	роботодавець
job	робота
pay	платити
position	посада
profession	професія
quit	кинути, звільнитися
run a business	керувати бізнесом
salary	заробітна плата (ставка за місяць)
training	тренування, підготовка
wages	заробітна плата (погодинна)
work	робота
working	робочий
workplace	робоче місце

Employment

be fired	бути звільненим
be in charge of sth	бути відповідальним за щось
be on sick leave	бути на лікарняному
be out of work	бути відсутнім на роботі
contract	контракт
extend a ~	продовжувати контракт
do overtime	працювати понаднормово
employ/hire	наймати

get
~ a pay rise

~ promoted
go on strike
have a career in sth

retire
take a day off
unemployed
unemployment
work
~ as a teacher
~ for a company
~ long hours
~ shifts
~ overtime

отримувати
отримувати підвищення зарплати
отримувати підвищення страйкувати
зробити кар'єру в чомусь
виходити на пенсію
брати вихідний
безробітний
безробіття
працювати
працювати вчителем
працювати на компанію
працювати довгі години
працювати в різні зміни
працювати понаднормово

rewarding
stressful
type
workplace

бути того вартим
стресовий, напружений
тип
робоче місце

Words in context

attention
pay ~
background

chance
determined
dream of
fit (for sth)

free
give sb a hand
on the other hand
reputable

skill
tedious

увага
приділяти увагу
освіта, підготовка, досвід, задній план, походження
шанс
рішучий
мріяти про щось
підходити для чогось,
бути в формі
вільний, безкоштовний
допомогти комусь
з іншого боку
авторитетний,
шанований
вміння
нудний, стомливий

Phrasal verbs with GIVE

give away
give back
give in

give off
give up

віддавати
повертати
погоджуватися,
поступатися
виділяти
кидати, відмовлятися

Other useful words and expressions

background
challenges
complain
deal with
experience
opportunity
partner
respect

походження
виклики, труднощі
скаржитися
мати справу з...
досвід
можливість
партнер
поважати

UNIT 6 MONEY

Family finances

afford
bank account
borrow

go grocery shopping

lend
money
pocket ~
save ~
spend ~ (on sth)
pay the bills

мати змогу
банківський рахунок
позичати, брати в борг у когось
ходити в продуктові магазини
позичати комусь гроші
кишенькові гроші
зберігати гроші
витрачати гроші на щось
оплачувати рахунки

Saving and banking

ATM/cash machine
charge a fee
interest
pay ~
withdrawal
make a ~ from
open a bank account

pay in money
take out money
transfer money
withdraw cash

банкомат
стягувати плату
процент, відсоток
платити відсоток
зняття коштів
зняти кошти з...
відкрити банківський рахунок
платити грошима
вилучати гроші
переказувати гроші
знімати готівку

Shopping and payment

bargain
buy
cash
have ~ on you
change
give ~
small ~
credit card
cheap/inexpensive
checkout
cost
customer
date
use by ~
best before ~
discount
do the shopping
exchange rate
expensive
go shopping
local currency
packaging

вигідна покупка
купувати
готівка
мати готівку з собою
розмінювати
давати здачу
невелика здача
кредитна картка
дешевий/недорогий
касовий стіл
вартість, ціна
покупець, замовник
дата
використати до...
краще використати до...
знижка
робити покупки
обмінний курс валюти
дорогий
ходити за покупками
місцева валюта
упаковка

pay	платити
~ in cash	оплачувати готівкою
~ by (credit) card	оплачувати кредитною картою
~ the bill	оплачувати рахунок
price	ціна
receipt	чек
sale	продажа
(buy) in the ~s	купити на розпродажі
on ~	розпродаж
sell	продавати
shop/sales assistant	продавець
shop	магазин
~ around	шукати підходящий товар, прицінюватися
~ online	купувати онлайн (в інтернеті)
split the cost	розділити вартість
trolley	візок для покупок

Goods and services

baker's	пекарня
barber	чоловічий перукар
beautician	косметолог
caterer	постачальник їжі
chain store	мережа магазинів
chemist's	аптека
deliver	доставляти
department store	універмаг
DIY store	магазин товарів для дому та ремонту
financial adviser	фінансовий консультант
fishmonger's	рибний магазин
greengrocer's	овочевий магазин
hairstylist	жіночий перукар
interior designer	дизайнер інтер'єру
IT service engineer	спеціаліст з комп'ютерної техніки
market	ринок
newsagent's	газетний кіоск
postman/postwoman	листоноша
shop	магазин
clothes ~	магазин одягу
furniture ~	магазин меблів
local ~	місцевий магазин
music ~	музичний магазин
shoe ~	магазин взуття
supermarket	супермаркет
tailor	кравець

Advertising

advertising	реклама
~ agency	рекламне агенство
advertisement/advert/ad/commercial	рекламне оголошення
appeal to consumers	бути привабливим для споживачів
attract attention	привертати увагу
brand	бренд
campaign	кампанія
launch a ~	запустити кампанію
classified ads	оголошення

effective	ефективний
latest	останній
the ~ model	остання модель
logo	логотип
media	засоби масової інформації (ЗМІ)
new ~	нові засоби масової інформації
persuade sb to do sth	переконати когось зробити щось
promote a new product	просувати новий продукт
sponsor sth	фінансувати щось
target consumer	цільовий споживач
technique	технічний прийом
try out a new product	випробовувати новий продукт

Making a complaint

broken	зламаний, розбитий
complain about sth/make a complaint	подавати скаргу на щось
exchange	обмінювати
exchange sth for sth	обмінювати щось на щось інше
faulty	несправний, пошкоджений
manager	менеджер
not fit	не підходить
not work	не працювати
refund	відшкодувати
replacement	заміна
return sth to a shop	повертати щось у магазин
scratched	подряпаний

Words in context

disloyal	невірний
illegal	нелегальний
impolite	неввічливий
impossible	неможливий
incompetent	некомпетентний
unrealistic	нереалістичний
untrue	неправдивий, неправильний

Phrasal verbs with GET

get it	зрозуміти щось
get on	мати хороші стосунки
get over	видужати, пережити щось
get out of	уникнути чогось
get rid of	позбутися чогось
get tired of	втомитися від чогось

Other useful words and expressions

a considerable amount	значна кількість
check	перевіряти
disable	відключати
discount	знижка

pricey	дорогий
realize	розуміти
retailers	роздрібні торговці (магазини)
shop around	шукати підходящий товар
take out	зняти гроші

UNIT 7 HEALTHY LIVING

Daily routine

bedtime	час іти спати
brush/comb my hair	зачісувати волосся
catch the bus	сідати в автобус
check/read/write/send emails	перевіряти/читати/писати/надсилати електронні листи
go to sleep	іти спати
have a snack/a hot drink	перекусити/випити щось гаряче
leave home	іти з дому
make a cup of coffee	зробити чашку кави
make/prepare breakfast	готувати сніданок
meet/hang out/chat with mates	зустрічатися/зависати/спілкуватися з друзями
put some food into the microwave	класти їжу в мікрохвильову піч
search/browse ebay	шукати щось на ebay
set the alarm clock	заводити будильник
read the news	читати новини
relax	розслаблятися, відпочивати
take a shower	приймати душ
take the dog for a walk	виводити собаку на прогулянку
watch the telly	дивитись телевізор

Nutrition and diet

apple	яблуко
be rich in sth	бути багатим на... (містити багато...)
beans	квасоля
biscuit	печиво
butter	масло
cake	торт
carrot	морква
cauliflower	кольорова капуста
cereal	вівсяна каша
chicken	курятина
chocolate	шоколад
cottage cheese	творог
cream	вершки
crisps	чіпси
cucumber	огірок
cut down on sth	скоротити, зменшити вживання чогось
dairy foods	молочні продукти
egg	яйце
fish	риба
fizzy drink	газовані напої
French beans	французські боби

French fries	картопля фрі
fruit	фрукти
go on a diet	сісти на дієту
grapes	виноград
have a balanced diet	мати збалансовану дієту
high/low in	високий/низький вміст
~ fats	жирів
~ sugar	цукру
~ vitamins	вітамінів
~ calories	калорій
jam	варення
juice	сік
lemon	лимон
lettuce	салат-латук
lose weight	скинути вагу, схуднути
meat	м'ясо
milk	молоко
nuts	горіхи
olive oil	оливкова олія
pasta	макарони
pear	груша
pea	горох
pork	свинина
potato	картопля
rice	рис
roll	булочка
salmon	лосось
sausage	ковбаса, сосиска
source of	джерело
~ protein	білків
~ carbohydrates	вуглеводів
starchy foods	крохмальна їжа
stick to a diet	притримуватися дієти
sweets	солодощі, цукерки
tomato	помідор
trout	форель
turkey	індичка
vegetable	овоч
wholemeal bread	хліб із цільного борошна
yoghurt	йогурт
vegan	веган
vegetarian	вегетаріанський

Illnesses and injuries

ache	біль
allergy	алергія
be swollen	набрякнути
food poisoning	харчове отруєння
feel sick/ill	погано почуватися
have	мати
~ a stomach ache	біль у животі
~ a sore throat	біль у горлі
~ a headache	головний біль
~ a runny nose	нежить
~ a (bad) cough	(сильний) кашель
~ a cold	простуду
~ a high temperature	високу температуру
~ a rash	висип
~ the flu	грип
hurt	боліти
migraine	мігрень
obesity	ожиріння

sprained ankle розтягнута щиколотка

Treatment

go
 ~ and see a doctor
 ~ to casualty
 ~ to the chemist's
drink (plenty of) water
lie down
stay in bed
take
 ~ (plenty of) vitamin C
 ~ (some) medicine/a painkiller
therapy

піти
 на прийом до лікаря
 в реанімаційне відділення
 в аптеку
 пити багато води
 лежати
 залишатися в ліжку
 приймати
 багато вітаміну С
 ліки/обезболюючі терапія, лікування

In hospital

be injured
be unconscious
be/stay in hospital (for treatment)
broken (ankle/leg/arm)
call an ambulance
examination (medical examination)
first aid
go into hospital (for an operation)
have an operation (have) a fever
have an X-ray
hospital
recover from an operation
take sb's temperature
treat sb (for sth)
medication
ward (in a hospital)

бути пораненим, травмованим
 бути непритомним
 перебувати в лікарні (на лікуванні)
 поламана (щиколотка/нога/рука)
 викликати швидку допомогу
 обстеження (медичне обстеження)
 перша допомога
 лягати в лікарню (на операцію)
 мати операцію
 мати гарячку
 робити рентген
 лікарня
 видужати після операції
 міряти комусь температуру
 лікувати когось (від чогось)
 лікування
 палата (у лікарні)

Fitness and exercise

do regular exercise
fast/junk food
fatty food
follow a diet
get enough sleep
health check-up
keep fit
lose weight/a few kilos
overweight
put on/gain weight
take up a sport
work out in the gym

робити регулярні вправи
 швидка/шкідлива їжа
 жирна їжа
 дотримуватися дієти
 достатньо спати
 перевірка здоров'я
 бути в формі
 скидати вагу/декілька кілограм
 мати надмірну вагу
 набрати вагу
 зайнятися спортом
 тренуватися в спортивному залі

Words in context

bring up/be brought up
be concerned for sb/about sth
continue to do sth
perform (an operation/ a heart transplant)
receive treatment
survive

виховувати/бути вихованим
 бути занепокоєним із-за когось/про щось
 продовжувати щось робити
 проводити (операцію/трансплантацію серця)
 отримувати лікування
 вижити

Phrasal verbs with TAKE

take in
take off
take out
take on
take up

розуміти, вбирати
 злітати, ставати успішним
 виносити з приміщення
 прийняти виклик або якесь завдання
 братися за щось нове, зайнятися чимось

Other useful words and expressions

bar
bowl
cup
glass
packet
piece
slice
spoonful

плитка (шоколаду)
 миска
 чашка
 стакан
 пакет
 шматок
 скибочка
 повна ложка

UNIT 8 TRAVEL AND TOURISM

Types of holidays

be/go on holiday
city break
cruise
go
 ~ backpacking
 ~ hitchhiking
 ~ kayaking
 ~ quad biking
 ~ sightseeing
 ~ snorkelling
 ~ swimming
 ~ trekking
hike
holiday
activity ~
beach ~
camping ~
package ~
safari
set up camp

поїхати у відпустку (на канікули)
 тур вихідного дня
 круїз, морська подорож
 поїхати
 в туристичний похід
 автостопом
 на байдарках
 на велосипедах (квадроциклах)
 оглядати визначні місця
 пірнати з маскою
 плавати
 на пішохідну прогулянку, в похід
 іти в похід
 відпустка, канікули
 активна відпустка
 відпочинок на пляжі
 відпочинок у кемпінгу
 відпочинок по туристичній путівці
 сафарі
 встановити (поставити) табір

sleep in a tent	спати в наметі
sunbathe	загоряти
take photos	фотографувати
view	вид
sea ~	вид на море
watch the wildlife	спостерігати дику природу

Accommodation

accommodation	розміщення, проживання
bed and breakfast (B&B)	ліжко та сніданок
campsite	наметове містечко, кемпінг
caravan	будиночок-автопричіп, фургон
chalet	дача, сільський будиночок
five-star hotel	п'ятизірковий готель
luxury	розкіш, розкішний
self-catering apartment	квартира з самообслуговуванням
tent	намет
villa	вілла
youth hostel	молодіжний гуртожиток

In a hotel

air conditioning	кондиціонер
book a room/a hotel/a flight	замовляти кімнату/готель/квиток на літак
check in	реєструватися
check out	виписуватися, виїзжати (з готелю)
en-suite	кімната з суміжною ванною
fitness room	кімната для фітнесу
guest	гість
room	кімната, номер
double ~	двумісний номер
single ~	одномісний номер
twin ~	двумісний номер з двома ліжками
room service	обслуговування в номері
satellite TV	супутникове телебачення
sauna	сауна
wi-fi (access)	wi-fi (доступ)

Means of transport

airport	аеропорт
arrive	прибувати
~ at the airport	в аеропорт
~ at the bus station	на автобусну зупинку
~ in London	в Лондон
boarding pass	посадковий талон
captain	капітан
coach	міжміський автобус
depart (from somewhere)	від'їжджати (звідкись)
departure	відправлення, виліт
drive	водити
~ a car	машину

~ a coach/a minibus	автобус/мініавтобус
~ a lorry	грузову машину
~ a taxi	таксі
driver	водій
ferry	пором
fly	літати
~ an aeroplane/an aircraft	керувати аеропланом/літаком

~ on an aeroplane	літати літаком
go/travel	подорожувати
~ by boat	на човні
~ by bus	автобусом
~ by plane	літаком
~ by rail/train	поїздом
~ by sea	морем

go	поїхати
~ for a ride	кататися
~ on a cruise	в круїз
~ on an excursion	на екскурсію
~ on foot	йти пішки

helicopter	вертоліт, гелікоптер
hot-air balloon	повітряна куля
luggage	багаж
means of transport	засіб пересування
passenger	пасажир
passport	паспорт
~ control	паспортний контроль

pilot	пілот
platform	платформа
ride	їздити
~ a bike/a motorbike	на велосипеді
~ a camel	на верблюді
~ a horse	на коні

rucksack/backpack	рюкзак
station	станція
suitcase	валіза
taxi rank	стоянка таксі
ticket	квиток
single ~	квиток в одну сторону
return ~	квиток в дві сторони

tourist	турист
~ attractions	туристичні визначні пам'ятки
~ guide	туристичний гід (екскурсовод)

travel	подорож
~ across	подорожувати по...
~ around the world	подорожувати навколо світу
~ by bus	подорожувати автобусом

vehicle	транспортний засіб, засіб пересування
yacht	яхта

Travel problems

be knocked down	бути збитим
be/get delayed	бути відкладеним
be/get seasick	мати морську хворобу
cancel a flight/train	відмінити рейс/поїзд
cancellation	відміна, аналювання
crash landing	аварійна посадка

delay	затримка
double-booked	двічі заброньований
food poisoning	харчове отруєння
have technical problems	мати технічні причини
lose	загубити, втратити
~ control of a vehicle	втратити контроль над
~ your way	загубити дорогу
miss	запізнитися на
~ the (last) train/bus	останній поїзд/автобус
~ the flight/plane	рейс/літак
swerve (across the road)	збочувати з дороги

Travel collocations

buy souvenirs	купувати сувеніри
have memories	мати спогади
journey	подорож
land	приземлятися
lose (a ticket)	загубити (квиток)
miss (a train)	запізнитися (на поїзд)
take off	злітати
travel	подорожувати, подорож
trip	поїздка
visitor	відвідувач, приїжджий
voyage	морська подорож

Words in context: three-part phrasal verbs

come down with	захворіти
come up with	придумати, запропонувати (ідею, рішення)
go along with	погоджуватися
put up with	миритися
run out of	закінчитися

Words in context: expressions with prepositions

along	уздовж
~ the river bank	берега річки
around	навколо
~ the world	світу
at	на
~ the South Pole	Південному Полюсі
~ the finishing line	фінішній лінії
across	через
come ~ the finishing line	перейти через фінішну лінію
from (London) to (Scotland)	з (Лондона) до (Шотландії)
in	в
~ the end	в кінці
~ the south	на півдні
~ time for sth	вчасно для чогось
~ two years	через два роки
on time	вчасно
through	через
~ the tunnel	через тунель
towards	назустріч, по направленню до
come ~	іти назустріч

Other useful words and expressions

announce	оголошувати
be delayed (by)	бути відкладеним
be supposed to (do sth)	припускати, що щось має відбутися певним чином
book sth online	замовити щось онлайн
bother	турбуватися, взяти на себе клопіт
check in	zareєструватися
change	змінити
dream holiday	відпустка твоєї мрії
end up (doing sth)	зробити щось в кінці кінців
get to somewhere	дістатися чогось
not see any point in sth	не бачити сенсу в чомусь
run late	запізнюватися
traditional	традиційний

UNIT 9 CULTURE AND FREE TIME

Hobbies and interests

be fond of sth	захоплюватися чимось
be good at sth	бути здібним до чогось
be hooked on sth	"підсісти" на щось
be interested in sth	цікавитися чимось
be into sth	захоплюватися чимось
be keen on sth	дуже цікавитися, любити щось
be mad about sth	дуже захоплюватися, бути помішаним на чомусь
can't live without sth	не уявляти життя без чогось
collect sth	колекціонувати, збирати щось
enjoy (doing) sth	робити щось із задоволенням
find sth (relaxing)	вважати щось (розслаблюючим)
get sb hooked on sth	підсадити когось на щось
leisure	дозвілля
~ activities	заняття на дозвіллі
particularly like	особливо подобається
spare/free time	вільний час
spend time on sth	проводити час, витрачати час на щось

Art

art	мистецтво
artist	художник, митець
canvas	полотно
caricature	карикатура
cartoon	мультфільм
drawing	малюнок
enter competitions	приймати участь у конкурсах, змаганнях
exhibition	виставка
frame	рамка
gallery	галерея
graffiti	графіті

landscape	ландшафт, пейзаж
paint	малювати
painter	художник
painting	картина, живопис, малюнок
abstract ~	абстрактна картина
landscape ~	картина, яка зображає пейзаж
realistic ~	реалістична картина
picture	картина
portrait	портрет
sculpture	скульптура
sketch	ескіз, нарис
still life	спокійне життя

Literature

author	автор
autobiography	автобіографія
biography	біографія
chapter	розділ, глава
character	персонаж
contents	зміст
cover	обкладинка
back ~	задня обкладинка
front ~	передня обкладинка
fiction	художня література
hero/heroine	герой/героїня
illustration	ілюстрація
illustrator	ілюстратор
narrator	розповідач
non-fiction	наукова література
novelist	письменник-романіст
play	п'єса
poet	поет
poetry	поезія
plot	сюжет
short story	коротке оповідання
title	назва/ заголовок

Cinema

actor/actress	актор/актриса
adaptation	адаптація, переробка
base sth on sth	основувати щось на чомусь
be based on (a book)	основуватися на (книжці)
cartoon	мультфільм
cast	акторський склад
comedy	комедія
romantic ~	романтична комедія
director	режисер, постановник
film/movie	фільм
adventure ~	пригодницький фільм
fantasy ~	фільм-фантастика
horror ~	фільм жахів
romantic ~	романтичний фільм
science fiction ~/sci-fi ~	наукова фантастика
war ~	фільм про війну
graphics	графіка
historical drama	історична драма
role/part	роль
play a ~	грати роль

main/starring ~	головна роль
scene	сцена, епізод
set	відбуватися, мати місце
be ~ in (the 19 th century)	відбуватися в (19 столітті)
soundtrack	саундтрек, звукова доріжка
special effects	спеціальні ефекти
story	історія
thriller	трилер
spy ~	шпійонська історія

Cultural events and festivals

atmosphere	атмосфера
audience	публіка, аудиторія
ballet	балет
band/group	гурт/група
compose	створити, написати
composer	композитор
concert	концерт
conductor	дирижер
dancer	танцюрист
festival	фестиваль
rock ~	рок-фестиваль
give sb a standing ovation	аплодувати стоячи
museum	музей
go to/visit a ~	піти до/відвідати музей
musician	музикант
perform	виконувати, грати, показувати
performance	вистава
play	грати
~ a musical instrument	грати на музичному інструменті
~ live	грати вживу
production	постановка
modern ~	сучасна постановка
review	огляд, рецензія
rise to your feet	піднятися на ноги
show	шоу
song	пісня
stage	сцена
on ~	на сцені
support	підтримка
theatre	театр
~ company	театральна компанія

The media

article	стаття
channel	канал
switch (over) to another ~	переключити на інший канал
chat show	ток-шоу, розмовне шоу
cookery show	кулінарне шоу
documentary	документальний фільм
editor	редактор
front page	перша сторінка
host/presenter	ведучий програми
interview	інтерв'ю
live broadcast	пряма трансляція
magazine	журнал
media	ЗМІ

news ~ item newspaper/paper serious ~ tabloid ~ programme current affairs ~	новини повідомлення в новинах газета серйозна газета бульварна газета програма програма поточних подій музична програма спортивна програма опублікувати, видавати вікторина реаліті-шоу радіо серіал комедійне шоу мильна опера конкурс талантів телевізор, телебачення телеглядач
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Words in context

achieve achievement achiever	досягати досягнення той, що досяг успіху; переможець
compete competition competitor	змагатися змагання, конкурс учасник змагання, конкурс
competitive	змагальний, суперницький
possibility possible satisfy satisfaction satisfactory satisfying	можливість можливий задовольняти задоволення задовільний, приємний який приносить задоволення задоволений співчувати співчуття, симпатія співчутливий, прихильний, добррозичливий

Words in context: prepositional verbs

compete for sth focus on sth lead to sth remove sth from sth turn (sth) into sth	змагатися за щось зосередитися на чомусь приводити до чогось забирати щось звідкись перетворити щось на щось
think of sth	додуматись до чогось

Phrasal verbs with TURN

turn away turn back turn down turn off turn out turn up	відвертатися повертатися назад відхилити, відмовлятися вимикати виявитися з'являтися несподівано
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Other useful words and expressions

break down category do research enrol onto a course ensure enter a competition feel comfortable look for a challenge operate equipment read an article split survey take photographs ultimate	розбивати на класи, категорії категорія робити дослідження записатися на курс впевнитися брати участь у змаганні почувати(ся) зручно шукати труднощі, виклики користуватися спорядженням (обладнанням) читати статтю розщеплювати, ділити опитування фотографувати максимальний, абсолютний
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UNIT 10 SPORT

Sports

athletics basketball boxing diving fencing football/soccer golf gymnastics high jump hockey horse racing rowing skating figure ~ speed ~ ice ~ karate kayaking long jump motor racing roller skating rugby skateboarding ski jumping skiing snowboarding sports team ~ sprinting swimming table tennis tennis volleyball windsurfing	легка атлетика баскетбол бокс пірнання фехтування футбол гольф гімнастика стрибки у висоту хокей скачки веслування катання на ковзанах фігурне катання біг на ковзанах катання на ковзанах карате каякінг (плавання на байдарках) стрибки в довжину автомобільні гонки катання на роликах регбі скейтбординг стрибки на лижах катання на лижах сноубординг види спорту командні види спорту спринт (біг на швидкість) плавання настільний теніс теніс волейбол віндсерфінг
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Sports verbs

do	займатися, робити
~ aerobics	займатися аеробікою
~ athletics	займатися легкою атлетикою
~ boxing/judo/karate	займатися боксом/ дзюдо/карате
~ exercise	робити вправи, зарядку
~ high jump/long jump	займатися стрибками в висоту/в довжину
~ sprinting	займатися спринтом
~ yoga	займатися йогою
do/play sport exercise	займатися спортом тренуватися, робити зарядку
give sb a yellow/red card	дати комусь жовту/ червону картку
go	ходити, іти
~ cycling	займатися велосипедним спортом
~ diving	займатися пірнанням (дайвінгом)
~ figure skating	ходити на фігурне катання
~ kayaking	займатися байдарочним спортом
~ roller skating	ходити кататися на роликах
~ rowing	ходити на веслування (греблю)
~ skateboarding	кататися на скейтборді
~ skiing	займатися лижним спортом
~ ski jumping	займатися стрибками на лижах
~ speedskating	займатися бігом на ковзанах
~ snowboarding	займатися сноубордингом
~ surfing	займатися серфінгом
~ swimming	займатися плаванням
~ windsurfing	займатися віндсерфінгом
match/game	матч/гра
lose a ~	програти матч/гру
win a ~	виграти матч/гру
play	грати
~ basketball	грати в баскетбол
~ football	грати в футбол
~ handball	грати в гандбол
~ hockey	грати в хокей
~ tennis	грати в теніс
~ volleyball	грати в волейбол
record	рекорд
break a ~	побити рекорд
world ~	світовий рекорд
take up sth	зайнятися чимось
take part in sth	брати участь у чомусь
team	команда
be in/on a ~	бути в команді
support a ~	підтримувати команду, вболівати
train	тренуватися

Athletes, venues and equipment

athlete	спортсмен
bat	бейсбольна бита
boxer	боксер
costume	костюм
course	доріжка, дистанція, траса
~ golf	поле для гольфу
court	корт, майданчик для гри
~ tennis	тенісний kort
equipment	спорядження, обладнання
goalkeeper	воротар, голкіпер
goalposts	стійка воріт, ворота
goggles	захисні окуляри
golfer	гравець у гольф
helmet	каска, шолом
ice rink	каток
jockey	жокей, наїзник
mask	маска
net	сітка
pitch	поле
~ football	футбольне поле
player	гравець
~ football	гравець у футбол, футболіст
~ hockey	гравець у хокей, хокеїст
pool	басейн
racing driver	гонщик
racket	ракетка
ring (boxing ~)	боксерський ринг
runner	бігун
skater	фігурист
slope (ski ~)	лижний спуск
stadium	стадіон
swimmer	плавець
tennis player	гравець в теніс, тенісист
track/racetrack	бігова доріжка

Extreme sports

bungee jumping	банджі-джампінг
caving	спелеотуризм
extreme sport	екстремальний спорт
paragliding	парапланеризм
rock climbing	скелелазіння
skydiving	стрибки з парашутом
white-water rafting	рафтинг, сплави на плоті чи надувному човні гірською річкою

Competitions

championship	чемпіонат
coach	тренер, інструктор
commentate	коментувати
competition	змагання
contestant/competitor	учасник
cup	кубок
final	фінал
game	гра
match	матч
medal	медаль

player	гравець
race	гонка, перегони
referee	арбітр, суддя, рефері
runner-up	учасник або команда, що зайняли друге місце
spectator	глядач
sporting event	спортивна подія
training	тренування
tournament	турнір
trials	випробування
trophy	приз, нагорода
winner	переможець

Sports collocations

ball	м'яч
throw a ~ (into the basket)	кидати м'яч (в корзину)
save a ~	відбити м'яч
beat sb	побити, перемогти когось
draw	гра внічию, жеребкування
~ with sb	закінчити гру внічию
qualify for sth	вчитися, готуватися до чогось
goal	гол
score a ~ /a point	забити гол/очко
save a ~	відбити м'яч
shoot	влучити

Words in context

breathe	дихати
rate	частота (пульсу)
measure	вимірювати
muscle	м'яз
occur	відбуватися
response	реакція
study	вивчення, дослідження
tiny	крихітний

Verbs used in sport

build up (muscles)	нарощувати (м'язи)
decrease	зменшувати
improve	вдосконалити, поліпшити
increase	збільшувати
lower	знижувати
raise	піднімати
weight	вага
gain ~	набрати вагу
lose ~	скинути вагу

Other useful words and expressions

assume	припускати щось
be on an extreme diet	дотримуватися суворої дієти
benefits	переваги, вигоди
curious	допитливий, цікавий
dizzy	запаморочення
drugs test	тест на наркотики
even-tempered	врівноважений
gain confidence	отримати впевненість

in my view	на мою думку
preparation	підготовка
supportive	підтримуючий, готовий допомогти
up at dawn	підніматися на світанку
worth the effort	вартий зусиль

UNIT 11 SCIENCE AND TECHNOLOGY

Everyday technology

battery	батарейка
BluRay player	блю-рей (DVD) програвач
charger	зарядний пристрій
chat to friends	спілкуватися з друзями
device	пристрій, прилад
electronic ~	електронний пристрій
download (music)	завантажити (музику)
engine	двигун
e-reader	електронна книга
find your way	знайти свій спосіб
gadget	гаджет, технічна новинка
games console	приставка для відеоігор (ігрова консоль)
headphones	навушники
high-tech	високотехнологічний
laptop	ноутбук
listen to music	слухати музику
machine	машина, механізм
make phone calls	телефонувати
(mobile) phone	мобільний телефон
model	модель
MP4 player	програвач MP4
play games	грати в ігри
post on social media	розміщувати інформацію в соціальних мережах
read books	читати книжки
remote control	пульт дистанційного керування
satnav	спутникова навігаційна система
send emails	надсилати імейли (електронні листи)
send text messages	надсилати повідомлення
smartphone	смартфон
smartwatch	смартгодинник
surf the Internet	шукати в Інтернеті
tablet	планшет
take photos/videos	фотографувати/знімати відео
technology	техніка, технологія
watch films	дивитися фільми
Instructions	
change channel	переключати, змінити канал
charge your phone	заряджати телефон
connect sth to sth	під'єднати щось до чогось

insert sth (into sth)	вставити щось (у щось)
manual	інструкція, керівництво
plug sth in/plug sth into sth	включити щось (у розетку)
point sth at sth	направити щось на щось
press a button	натиснути кнопку
read the instructions	читати інструкції
read the manual	читати інструкцію (керівництво)
socket	гніздо, розетка
switch off/turn off	вимикати
switch on/turn on	вмикати
unplug sth	вимкнути щось із розетки

Problems with technology

break down	зламатися
crash	падати та розбиватися
faulty	несправний
go flat	спуститися (про шину)
make a funny noise	видавати дивні звуки
out of order	вийти з ладу

ICT (Information and Communication Technology)

broadband	широкосмуговий
browser/search engine	браузер/пошукова система
click on a link	натиснути на посилання
connect	підключити, з'єднати
database	база даних
disconnect	роз'єднати
download sth	завантажити щось із Інтернету
get/go online	виходити онлайн
Internet access	доступ до Інтернету
log onto an email account	увійти на електронну пошту
look sth up on the Internet	подивитися щось в Інтернеті
social networking site	сайт соціальної мережі
type in your password	ввести свій пароль
upload sth	завантажити (викласти) щось в Інтернет
virus	вірус

Inventions and discoveries

discover (sth)	відкривати щось
~ a cure for sth	винайти ліки від чогось
~ how something works	зрозуміти, як щось працює
discovery	відкриття
make a ~	зробити відкриття
do	робити
~ an experiment	робити експеримент
~ research	робити дослідження
explore (sth)	досліджувати щось
~ an idea	вивчати (досліджувати) ідею
~ space	досліджувати космос

get	одержати
~ an award (for sth)	одержати нагороду (за щось)
~ the Nobel prize for/in (physics)	отримати Нобелівську премію за /в (галузі фізики)
invent sth	винаходити щось
invention	винахід
inventor	винахідник
researcher	дослідник

Space exploration

asteroid	астероїд
astronaut	космонавт, астронавт
comet	комета
gravity	сила тяжіння
launch	запускати
launch a rocket	запускати ракету
planet	планета
satellite	супутник
(the) solar system	Сонячна система
space	космос
~ exploration	дослідження космосу
~ shuttle	космічний корабель (шатл)
~ station	космічна станція
~ travel	космічна подорож
spacecraft/spaceship	космічний корабель

Words in context

adventurous	пригодницький
exhibit	експонат
impressive	вражаючий
likely	швидше за все
predict	передбачати
site	місце розташування, майданчик

Expressions with TAKE and GO

go abroad	їхати за кордон
go on a bus tour	їхати в автобусний тур
go out of business	вийти з бізнесу
take a break	взяти перерву
take a chance	скористатися шансом (можливістю)/ спробувати
take a deep breath	вдихнути глибоко

Other useful words and expressions

drift in from somewhere	заходити звідкись
fail	провалювати
giggle	хихикати
mix	змішати
pour	наливати
realize	зрозуміти
stand out	виділятися, стирчати
stick out	виокремлювати

UNIT 12 NATURE AND ENVIRONMENT

Geographical features

capital city	столиця
coast	узбережжя
on the/by the ~	на узбережжі
continent	континент
deep	глибокий
dense	густий
desert	пустеля
fast-flowing	стрімкий, з швидкою течією
field	поле
forest	ліс
high	високий
hill	пагорб
island	острів
lake	озеро
mountain	гора
~ range	гірський хребет
narrow	вузький
ocean	океан
rainforest	тропічний ліс
river	річка
valley	долина
vast	величезний
waterfall	водоспад
wide	широкий
winding	звивистий

Weather and climate

below zero	нижче нуля
blow down	повалити, здувати
blizzard	завірюха
climate	клімат
cloud	хмара
cloudy	хмарно
cold	холодно
fog	туман
foggy	туманний
hot	жаркий, гарячий
it's	
~ freezing	заморозки
~ raining	іде дощ
~ sunny	сонячно
~ snowing	іде сніг
lightning	блискавка
rain	дощ
heavy ~	сильний дощ
light ~	невеликий, легкий дощ
rainbow	веселка
snow	сніг
heavy ~	сильний снігопад
light ~	невеликий, легкий сніг
storm	злива, буря
shine	світити
sun	сонце
temperature	температура
thunderstorm	гроза
weather	погода

weather forecast
wind
high/strong ~
windy

прогноз погоди
вітер
сильний вітер
вітряно

Natural disasters

aid	допомога
send ~	відправити допомогу
ash	попіл
avalanche	лавина
be evacuated	бути евакуйованим
be trapped	опинитися в пастці
collapse	обвалюватися, руйнуватися
destroy	руйнувати
drought	засуха
eruption (volcanic eruption)	виверження (вулкану)
earthquake	землетрус
famine	голод
flood	повінь
government	уряд
hurricane	ураган
natural disaster	стихийне лихо
pledge	обіцяти пожертвувати на благодійність
rescue	рятувати
rescue workers/rescue team	рятувальники/ рятувальна команда
rubble	щебінь
survivor	той, хто лишився живим
tornado	торнадо, смерч
tsunami	цунамі
victim	жертва
volcano	вулкан

Animals and plants

ant	мурашка
bark	кора
bee	бджола
beetle	жук
bird	пташка
bluefin tuna	синій тунець
branch	гілка
bush	кущ
butterfly	метелик
cheetah	гепард
claw	кіготь
cow	корова
corn	кукурудза
crocodile	крокодил
dig	копати
dolphin	дельфін
eagle	орел
elephant	слон
feed	годувати
fertilise	удобрювати
flower	квітка
fly	муха
fruit	плід, фрукти
fur	хутро
giraffe	жирафа
goat	коза

gorilla	горила
grain	зерно
grass	трава
grow	рости
hay	сіно
horse	кінь
insect	комаха
lawn	галявина, майданчик з трав'яним покриттям
leaf	листок (дерева)
leopard	леопард
lion/lioness	лев/левиця
lizard	ящірка
mammal	ссавець
monkey	мавпа
mosquito	комар
octopus	восьминіг
ostrich	страус
owl	сова
panda	панда
parrot	папуга
paw	лапа
penguin	пінгвін
pet	домашня тварина
pick	збирати
plant	рослина
rabbit	кролик
reptile	плазун
root	корінь
sea creature	морська істота
shark	акула
sheep	вівця
shell	панцир, мушля
skin	шкіра
snake	змія
starfish	морська зірка
swallow	ластівка
tail	хвіст
teeth	зуби
tiger	тигр
tortoise	черепаха
tree	дерево
trunk	стовбур
vegetable	овоч
wasp	оса
water	вода
weed	бур'ян, дикоросла рослина
whale	кит
wing	крило
wolf	вовк
zebra	зебра

Environmental issues

acid rain	кислотний дощ
conservation	зберігання, охорона, заповідник
decompose	розкладатися
electric car	електричний автомобіль
endangered environment	під загрозою зникнення
environmental	навколишнє середовище екологічний

exhaust fumes	вихлопні гази
extinct	вимерлий
gas	газ, бензин
global warming	глобальне потепління
greenhouse effect	парниковий ефект
litter	сміття
leave ~	залишати сміття
organic food	натуральні харчові продукти
ozone layer	озоновий шар
pollution	забруднення
recycle	переробляти
recycling	утилізація
rubbish	сміття
save	економити, зберігати
~ electricity	економити електрику
~ water	економити воду
solar power	сонячна енергія
wind farm	вітрова ферма

Words in context

conserve	зберігати
diversity	різноманітність
ecosystem	екосистема
habitat	середовище існування (мешкання)
hunt	полювати
pesticide	пестицид
reproduce	розмножуватися
species	вид

Words in context: phrases with AT

at the age of	у віці...
at the beginning of	на початку чогось
at the front of	спереду
at the rate of	зі швидкістю
at the thought of	при думці
at the time of	у часи

Phrasal verbs with GO

go away	іти геть
go for	вибирати
go on	продовжувати
go out	погаснути
go through	пройти через, пережити

Other useful words and expressions

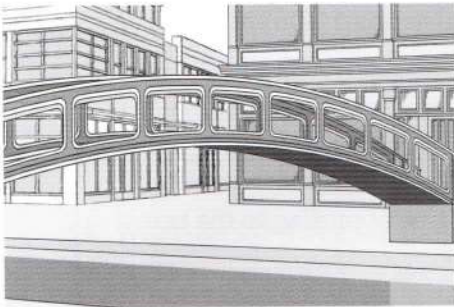
alternative	альтернатива, вибір
capacity	здатність
efficient	ефективний
frequent	частий, постійний
meteorology	метеорологія
moderate	помірний, середній
replace	замінити
roar	рев, гуркіт
split	розколювати, розщеплювати
tension	напруга
unreliable	ненадійний

Listening

2.10 Task 1

Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C).
You will listen to each recording twice.

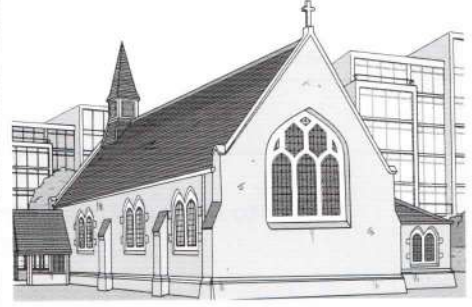
1 What does the speaker want to take photographs of?



A



B

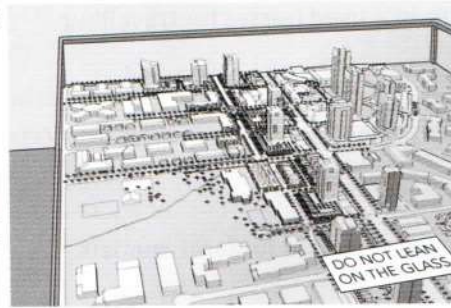


C

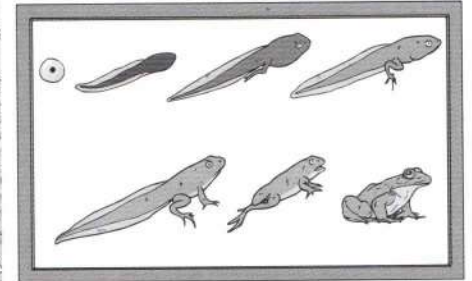
2 What did the speaker enjoy most during her visit to the museum?



A

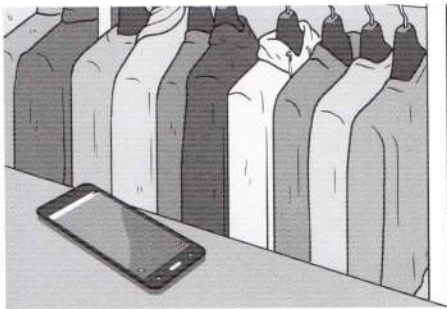


B



C

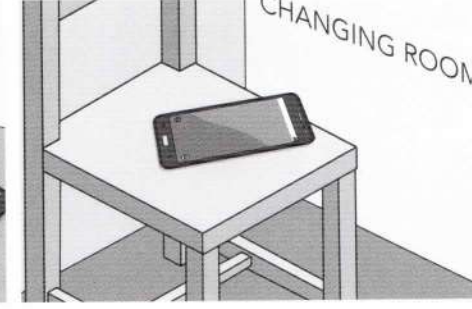
3 Where is the speaker's mobile?



A



B



C

- 4 The gallery is situated _____ .
 A in an old factory
 B next to the library
 C near the post office
- 5 The woman usually travels around her city _____ .
 A by public transport
 B by bike
 C by car
- 6 The man would really like to work _____ .
 A in a bank
 B in a library
 C in a school

 2.11 Task 2

Listen to the text. For statements (7–11) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- | | T | F |
|--|---|---|
| 7 Before the first railways, most people used horses for travelling. | — | — |
| 8 Canals remained important even after the railway opened. | — | — |
| 9 The second railway line in Britain opened a long time after the first one. | — | — |
| 10 Some people were afraid to travel in fast trains. | — | — |
| 11 Some scientists thought that trains were bad for farm animals. | — | — |

 2.12 Task 3

Listen to the text. For questions (12–16) choose the correct answer (A, B or C).
You will listen to the text twice.

12 What did researchers find?

- A More than half of British teenagers eat between meals.
- B Teenagers are more likely to enjoy snacking than younger children.
- C Teenagers from cities eat fewer snacks than teenagers from the rest of the country.

13 Why is Dr Kiley worried?

- A because teenagers snack all the time
- B because teenagers choose the wrong snacks
- C because teenagers don't know enough about healthy food

14 What does Dr Kiley say about teenagers missing main meals?

- A They should eat fruit as a snack.
- B They need to take extra vitamins.
- C They can put on weight.

15 According to Dr Kiley, what is the best way to improve the situation?

- A Introduce lessons on healthy eating.
- B Stop advertising unhealthy food.
- C Control the food that teenagers eat.

16 What does Dr Kiley recommend all parents to do?

- A Set a good example of what to eat.
- B Teach their children how to cook healthily.
- C Make sure their children have less to spend.

Reading

Task 4

Read the texts below. Match choices (A–H) to (17–21).
There are three choices you do not need to use.

Why Do You Enjoy Your Sport?

Five young people explain why they enjoy doing a particular sport.

17 Harry's sport: mountain climbing



I like a challenge, and getting away from the city, so a few years ago I started climbing. I go out with a club, because it's safer than going alone. I'm getting much better at working out the best route up a mountain and I never thought I'd be able to do that! And I've made some new friends through the club, too.

18 Mary's sport: cycling



You can go cycling on your own, but I prefer to go out with other people from my cycle club. It gives me a good reason to keep going, even when I'm starting to feel tired. Some people do a lot of speed cycling, so that they lose weight, but I prefer to go more slowly and enjoy myself at the same time.

19 Trevor's sport: snowboarding



I love speed and excitement, so snowboarding is the perfect sport for me. It's really demanding, but I love it. My goal is to take part in professional races. We don't get much snow where I live, so every year I go on holiday to a winter sports resort, usually with a friend who also likes snowboarding, and we practise really hard.

20 Shaheen's sport: yoga



OK, so yoga isn't really a sport, but it's physical exercise that helps me keep fit. You don't need to enter competitions, which suits me very well. My teacher says it's important to spend half an hour doing yoga every morning before I do anything else. I've never been very good at keeping to a routine, but yoga gives me a reason to work at that, and I'm getting better.

21 Samir's sport: boxing



Boxing is a very physical sport, of course, but you also have to think all the time about what the person you're boxing with is going to do, and be ready for it. That's the main reason I was attracted to boxing, and it's good I can use that skill in other parts of my life, too.

This person enjoys their sport because he/she _____

- A likes visiting other places.
- B is motivated by doing the sport in a group.
- C has to practise daily.
- D can do it on their own.
- E wants to enter competitions.
- F has to concentrate on what's happening.
- G is developing an unexpected skill.
- H is losing weight.

Task 5

Read the text below. For questions (22–26) choose the correct answer (A, B, C or D).

A Year Abroad

17-year-old Aniuta Skliar talks about leaving her home town behind for new adventures.

‘My year in Edinburgh is the best thing I’ve ever done’, says Aniuta. Aniuta is one of thousands of teenagers worldwide who have taken part in an international exchange programme. She returned to Odessa from Scotland in August and is keen that plenty of people know about the opportunity the programme gives.

‘It all starts with an application form’, says Aniuta. She had to prove that she had good grades and get recommendations from her teachers. She also had to attend a weekend session organized by *See the World*, the company that arranged her year abroad. Team leaders from the organization met and interviewed her, to make sure she was sensible enough to deal with the challenges of staying in another country. A month after the application was completed, Aniuta received the letter she’d been waiting for. She was given a place with a host family in Edinburgh, the Scottish capital, for 12 months.

‘What did I do to prepare for my trip? Well, I’ve been studying English for several years, but I didn’t know much about Scotland, so I started reading up about it. Then I made lists of what I wanted to see, and then what to take with me, and finally I packed and said goodbye to my friends and family. Despite everything I did, nothing fully prepared me for my experience. It was incredibly difficult to walk into a new school where you don’t know anyone, and my English wasn’t the best, either.’

So why would anyone put themselves through these difficulties? Well, the rewards have been enormous. Aniuta is now fluent in English – she’s even managed to pick up a slight Scottish accent! ‘I’ve made so many great friends. I’d been told that Scottish people are very friendly, and it’s true – everyone wanted to find out about my life in Ukraine. My host family was wonderful. They took me all round the UK, and the skiing trip with my school was probably the most incredible holiday of my life.’

Since Aniuta came home, her family and teachers have noticed that she has become more independent and confident. ‘She was always a good kid, but now she seems ready to take on any challenge,’ her father remarks. What’s the biggest lesson from her year abroad? Aniuta doesn’t pause: ‘Even though there are small differences, people are generally the same wherever you go. I feel confident that I can make friends anywhere now.’

22 Why was Aniuta interviewed for this article?

- A She wanted to talk about Scottish teenagers coming to Ukraine.
- B She could give some useful information about Edinburgh.
- C She thought other teenagers would be interested in her experience.
- D She was helping to arrange for Ukrainian teenagers to visit Scotland.

23 Why did Aniuta attend a weekend session?

- A It was a good way to find out more about *See the World*.
- B She had to show documents from her school.
- C It was a chance to meet her host family for the first time.
- D *See the World* wanted to check whether she would manage living abroad.

24 How did Aniuta feel when she first arrived in Scotland?

- A She was worried that she wasn't quite ready for the challenges.
- B She was sad to leave her friends and family.
- C She was confused about what would happen.
- D She was worried about which school she should go to.

25 What does Aniuta say was one of the benefits of staying in Scotland?

- A She was able to give people more information about life in Ukraine.
- B She visited a number of interesting places in the UK.
- C She learnt how friendly Scottish people are.
- D She had the chance to learn how to ski.

26 According to the last paragraph, how is Aniuta different now from before her year abroad?

- A She can't wait to go away again.
- B She understands more about cultural diversity.
- C She feels she can get to know people anywhere in the world.
- D Her dad and the school disagree on how much more sure of herself she is.

Task 6

Read the texts below. Match choices (A–H) to (27–32).
There are two choices you do not need to use.

Thinking About Your Future Career?

27

Nurses

Hospital nurses have many tasks, including giving out medication, discussing patients' needs with doctors, and encouraging individual patients to look after their health. They must keep up-to-date with new tools and technology, so they can help provide the best care and support for both patients and doctors. Nurses are attracted to the job because they want to help other people, but they must also be able to look after themselves, because nursing can be very stressful.

28

Concert musicians

If you play a musical instrument very well, you may be thinking about becoming a concert musician. It's very hard work, because every performance must be of a very high standard. This means practising daily, for hours at a time. Being a professional musician requires talent, of course, but it also requires the ability to concentrate for long periods of time without getting distracted.

29

City tour guides

City tour guides meet a lot of people, and they have to stay calm and friendly all the time. They need to know a lot about their city and be able to communicate with people from around the world. They also have to remember plenty of facts, figures and amusing stories. The job is quite active as most tour guides walk a lot, so they have to be fit. Although being a tour guide is seasonal work, in peak season it can be well-paid, and many tourists leave good tips.

30

Hairdressers

A good hairdresser with the right attitude can go a long way. Hairdressing is an interesting option for people with a lot of energy. While most hairdressers still work in salons, a surprising number of professionals fly around the world to provide services to wealthy clients. In addition to excellent technical skills, the best hairdressers also need to be great communicators so that they can discuss different styles and options with their customers.

31

Reporters

Reporters need to be able to speak and write well, so that they can find out information and present it in well-written news stories, articles or documentaries. They may work directly for a news organization, such as a TV company, but many work freelance. This means they are their own boss, and write stories for whoever pays them. General reporters cover all sorts of news stories, but some journalists specialize in particular areas, such as sport, politics or education.

32

Librarians

Librarians work in university libraries or public libraries, but public libraries probably provide the most varied work. Librarians give advice on suitable reading materials for children and adults, and show customers how to use the library facilities. They may also help people with their reading skills, for example, by running classes for adults who have difficulty reading. Many librarians also lead story-telling activities for young children.

Which job description mentions _____?

- A the possibility of working for yourself
- B giving lessons to groups of people
- C working on the same task over several months
- D visiting different parts of the world
- E receiving extra payments
- F having long working days
- G finding out about the latest equipment
- H working in a team that travels around

Task 7

Read the text below. Choose from (A–H) the one which best fits each space (33–38). There are two choices you do not need to use.

A Successful Jewellery Business

Jody Mortimer has been interested in jewellery ever since she was a child. In art classes at school, she enjoyed designing bracelets and necklaces, (33) _____. There was no doubt in her mind that she would go to art college (34) _____. She gained a place at a well-known college, and learned about using a range of materials – not just gold, silver and jewels, but also ones that were used much less for jewellery, (35) _____. The course also taught her about running a business, and Jody decided she wanted a career in jewellery.

Near the end of the course, (36) _____, called Ellie, who also wanted to design jewellery, and they agreed to go into business together. They considered (37) _____, but realized it would be too expensive. Instead, they decided to sell their jewellery online and through existing shops.

Next they had to design and create their own original jewellery. At the same time, they travelled around the country, visiting jewellery shops which might agree to sell their products. They also created a website for their business. The first year was difficult for Jody and Ellie, (38) _____. Now, they wouldn't want to do anything else.

- A but slowly business improved
- B opening a shop
- C like metals and glass
- D and so did she
- E when she left school
- F she talked to another student
- G using different materials and colours
- H as similar items

Use of English

Task 8

Read the text below. For questions (39–48) choose the correct answer (A, B, C or D).

How Important is the Weather?

We discuss the weather a lot, particularly in countries where it changes from day to day, or even during the same day. After all, the weather has a big (39) _____ on our lives. There's a difference between waking up on a dark, wet morning to waking up when the sun is shining – many people are much more cheerful in this (40) _____. We even use words about the weather to (41) _____ the way people feel. For instance, if someone suddenly looks sad, we might say that their face 'clouds over'.

We do different things (42) _____ on what the weather is like. Most people aren't (43) _____ on having a barbecue on a rainy day, and of course we (44) _____ what the weather is like when we're choosing what clothes to (45) _____ on in the morning.

Our homes, too, are quite different in different climates. They may be designed to (46) _____ the heat out, or to (47) _____ us from getting cold.

Cafés that sell ice cream need to order more if the weather is going to be warm, while shops that sell umbrellas rely on rain and bad weather. So businesses also need to (48) _____ attention to changes in the weather.

39	A	result	B	effect	C	action	D	effort
40	A	position	B	place	C	condition	D	case
41	A	describe	B	discuss	C	inform	D	tell
42	A	depending	B	following	C	touching	D	relying
43	A	happy	B	positive	C	keen	D	willing
44	A	think	B	look	C	confirm	D	check
45	A	get	B	put	C	take	D	set
46	A	hold	B	stay	C	keep	D	stop
47	A	prevent	B	miss	C	avoid	D	turn
48	A	make	B	give	C	offer	D	pay

Task 9

Read the texts below. For questions (49–58) choose the correct answer (A, B, C or D).

Urban Foxes

In many parts of the world, the number of foxes in cities (49) _____ a lot in the last 50 or 60 years. In Britain they started living in some cities in the 1930s. There are now probably about four times as many foxes in towns and cities (50) _____ there were 20 years ago, (51) _____ not everyone agrees with these figures. Most foxes in cities eat a wide range of human food (52) _____ people leave for them, or they find themselves. They also eat a large variety of wild food, (53) _____, rather surprisingly, fruit.

49	A	is growing	B	grew	C	has grown	D	grows
50	A	as	B	like	C	so	D	than
51	A	until	B	since	C	unless	D	although
52	A	which	B	when	C	what	D	where
53	A	include	B	including	C	includes	D	to include

Rice: a Popular Food

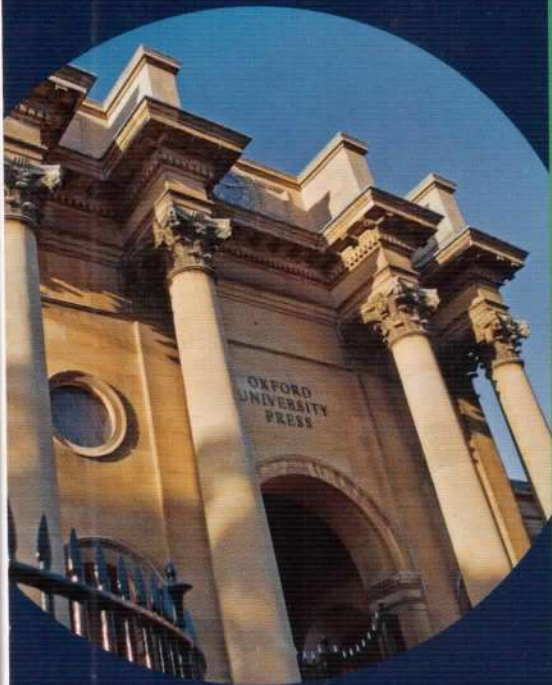
In most regions of the world, there is a particular type of food that people eat once or twice (54) _____ day. For about half the world's population, mainly in East and South East Asia, this food is rice. Rice can be grown just in earth, but it is more (55) _____ grown in fields that are under five to ten centimetres of water. The water stops animals from (56) _____ the young plants. Rice is grown by more people than any (57) _____ crop in the world. It doesn't have much flavour by itself, so it is usually eaten with much (58) _____ food, such as curries.

54	A	the	B	any	C	a	D	some
55	A	often	B	sometimes	C	always	D	occasionally
56	A	eat	B	are eating	C	to eat	D	eating
57	A	another	B	the other	C	others	D	other
58	A	tasty	B	tastier	C	taste	D	tastiest

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Створений спеціально для України та відповідно до вимог зовнішнього незалежного оцінювання (ЗНО), *Oxford Exam Trainer* пропонує ґрунтовну підготовку та практику екзаменаційних завдань для учнів середніх навчальних закладів, які готуються до тестування з англійської мови.

Успіх у зовнішньому незалежному оцінюванні

- Усі три сфери спілкування: особистісна, публічна та освітня, вивчаються у 12 тематичних розділах.
- Лексика за темою надається на початку кожного розділу.
- Систематична практика *Reading, Listening, Writing, Speaking* та *Use of English* забезпечується на кожному уроці.
- Широкий спектр видів завдань знайомить учнів з форматом ЗНО.
- Екзаменаційні стратегії та поради допомагають учням розвинути впевненість у своїх силах.

Надійна підтримка під час відпрацювання тестових завдань

- *Speaking Bank*: корисні фрази з перекладом на українську мову для комунікативних завдань.
- *Writing Bank*: зразки, корисні лексичні структури та методичні поради щодо ефективного виконання розділу «Писемне мовлення».
- *Wordlist*: ключова лексика з перекладом на українську мову до всіх екзаменаційних сфер спілкування організована за темами.
- Зразок пробного ЗНО з англійської мови: повний тест у форматі ЗНО, щоб надати учням справжню екзаменаційну практику.
- *Student's website*: два пробних тестування онлайн та усі аудіофайли для *Student's Book* за посиланням www.oup.com/elt/oxfordexamtrainer
- *Teacher's Guide with Audio CDs*: відповіді з методичними коментарями та повним поясненням, чому той чи інший варіант є хибним або вірним.

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- *Oxford Exam Trainer* може використовуватися самостійно, як інтенсивна програма навчання, або як екзаменаційний додаток до будь-якого навчально-методичного комплексу з англійської мови.
- Курс повністю розрахований на потреби учня: розділи та секції можуть бути опрацьовані у будь-якому порядку.



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